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PROFESSIONS IN GASTRONOMY AND HOSPITALITY

PROJECT TITLE:

Sustainable gastronomy and hospitality – vocational integration of people with special needs







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SUSTAINABLE GASTRONOMY AND HOSPITALITY – PROFESSIONAL INTEGRATION OF PEOPLE WITH SPECIAL NEEDS

PROJECT NO. 2024-2-PL01-KA210-VET-000278313

Vocational Education and Training Sector
Key Action 2 – Small-Scale Partnership

IMPLEMENTATION PERIOD: 01.02.2025 – 31.01.2026



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INTRODUCTION

The project “Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs”, implemented under the Erasmus+ programme (KA210-VET), was an international initiative carried out by partners from Poland and Spain. Its main objective was the exchange of experience and the development of modern vocational education and training in the gastronomy and hospitality sector, with particular emphasis on people with special educational needs and those at risk of social exclusion.

As part of the project, mobilities, workshops, and training activities were organised to develop participants’ professional, social, and language competences, while also promoting sustainable development and environmentally friendly attitudes in gastronomy and hospitality.

The cooperation between the partners resulted in the creation of modern educational materials and a publication disseminating good practices in the field of social inclusion and sustainable vocational education.



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PROJECT PARTNERS

Centrum Kształcenia i Wychowania OHP w Tarnowie
is a modern educational and care institution supporting young people aged 15–18 in acquiring vocational qualifications as well as developing their social and personal skills. The centre responds to the needs of young people requiring educational, social, and emotional support by providing a safe environment for learning and preparation for entering the labour market.
The mission of the Centre is to equalise educational and professional opportunities for young people, especially those at risk of social exclusion. Participants acquire vocational qualifications, develop social competences, and learn independence and responsibility.
The institution provides vocational training in professions that meet labour market needs, including cook and confectioner occupations. Students complete practical vocational training in school workshops and with local employers.
CKiW OHP actively participates in international Erasmus+ projects, enabling young people to gain professional experience and develop language and intercultural competences.

Niepubliczna Szkoła Branżowa I Stopnia Specjalna w Tarnowie
supports young people with special educational needs in acquiring vocational qualifications and preparing for independent living and employment.
The institution provides education adapted to the individual abilities of students, creating a friendly and safe environment that supports the development of vocational and social competences.
The school educates students with intellectual disabilities, autism, and Asperger syndrome. The educational programme combines theoretical education with practical vocational preparation.
Special emphasis is placed on developing practical skills that increase graduates' opportunities for employment and active participation in social life.

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Centrum Kształcenia i Wychowania OHP w Tarnowie



















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Niepubliczna Szkoła Branżowa I Stopnia Specjalna















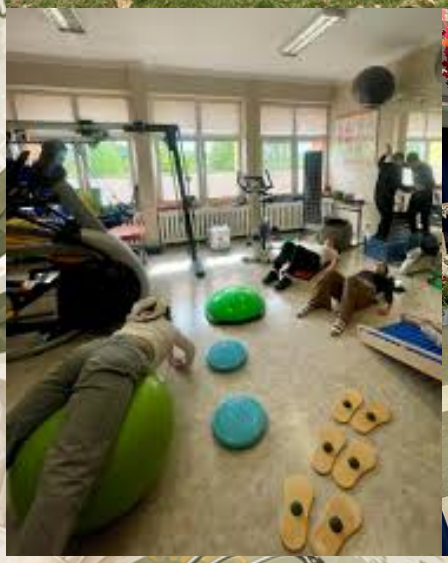





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PROJECT PARTNERS

C.P.I.F.P. Hurtado de Mendoza
is a modern public vocational education and training centre in Spain, specialising in education in the fields of gastronomy, hospitality, and healthcare.
For many years, the institution has been preparing specialists for employment in the service sector by combining educational tradition with modern teaching methods. The school cooperates with employers and organises vocational placements in real working environments.
The Centre actively participates in the Erasmus+ programme by implementing mobility projects for students and staff and supporting the development of intercultural competences.
Its modern educational facilities, professional gastronomy and hospitality workshops, and openness to innovation make the institution an example of modern European vocational education and training.

Universal Mobility SL
is a Spanish partner organisation specialising in the implementation of educational and vocational mobility projects within European programmes.
The organisation has many years of experience in organising internships, work placements, and international exchanges for pupils, students, and educational staff.
Universal Mobility was responsible for logistical support, accommodation arrangements, and cooperation with enterprises and host institutions receiving the project participants in Spain.



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C.P.I.F.P. Hurtado de Mendoza w Granadzie



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PROJECT PARTICIPANTS

A total of 18 students from partner institutions in Poland and Spain participated in the project, including 5 students from Centrum Kształcenia i Wychowania OHP w Tarnowie, 5 students from Niepubliczna Szkoła Branżowa I Stopnia Specjalna w Tarnowie, and 8 students from C.P.I.F.P. Hurtado de Mendoza, selected through a recruitment process.

The implementation of the project also involved 12 staff members, including educational supervisors, training mentors, and teaching staff responsible for vocational education and training, such as teachers and practical training instructors.

Other students, teachers, and staff representatives from the partner institutions, as well as employers and members of the local community, were also actively involved in the project activities. As a result, the project supported the integration of educational and professional environments and contributed to building cooperation for modern and inclusive vocational education and training.

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SUSTAINABLE DEVELOPMENT IN GASTRONOMY AND HOSPITALITY

The project focused on promoting approaches and strategies supporting the inclusion of people with special needs in the labour market, as well as implementing the principles of sustainable development in gastronomy and hospitality. During the project activities, participants became familiar with modern ecological solutions and practical methods of work organisation supporting environmental protection.

Special attention was given to:

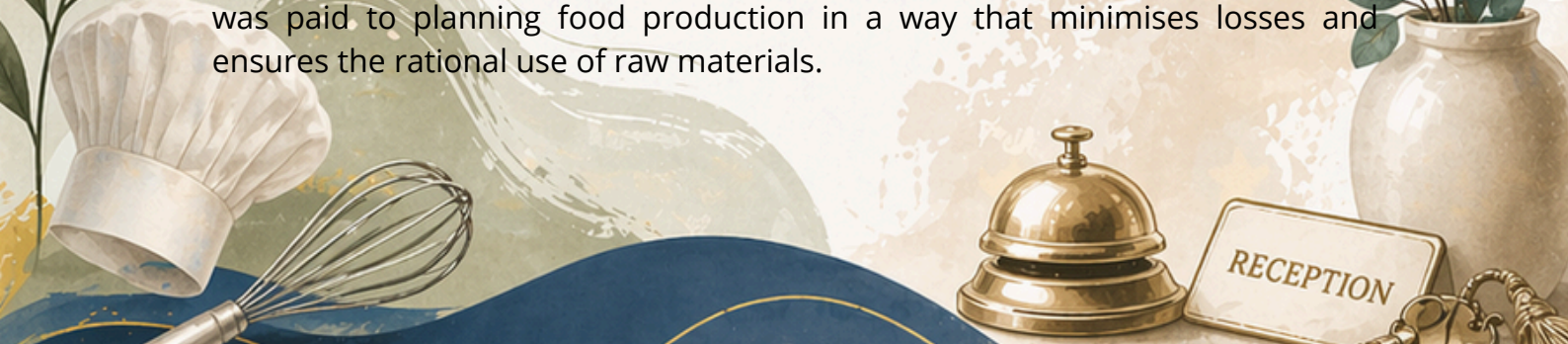
- minimising food waste,
- using local and seasonal products,
- ecological practices in gastronomy and hospitality,
- responsible resource management,
- social and professional inclusion of people with special needs.

Contemporary gastronomy and hospitality sectors are placing increasing emphasis on responsible resource management and environmental sustainability. As part of the project, participants explored practical solutions supporting the environmentally friendly operation of gastronomy and hospitality enterprises.

Key principles of sustainable development:

- reducing food waste,
- using local and seasonal products,
- responsible water and energy management,
- waste segregation and recycling,
- reducing the use of plastic and disposable materials,
- using natural and environmentally friendly products,
- implementing “zero waste” principles,
- supporting local food producers.

Project participants learned practical methods of preparing meals in accordance with the principles of responsible gastronomy. Particular attention was paid to planning food production in a way that minimises losses and ensures the rational use of raw materials.



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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

As a result of the project implementation, proposals were developed for updating the curricula of practical training classes for the professions of cook and hotel service worker.

1. Module Characteristics

The dynamic development of the gastronomy sector and the growing environmental awareness of society create the need to implement modern solutions aimed at reducing the negative impact of gastronomy on the natural environment. A contemporary gastronomy employee should possess not only professional competences related to food preparation and service, but also knowledge concerning responsible resource management, waste reduction, and the application of environmentally friendly practices in the workplace.

The module aims to develop students' practical skills in conducting gastronomy-related activities in accordance with the principles of sustainable development.

Special emphasis was placed on:

- reducing food waste,
- applying "zero waste" principles,
- using local and seasonal products,
- efficient management of energy and water,
- responsible waste management,
- developing pro-environmental and social attitudes.

The module also takes into account the needs of students with special educational needs through the use of activating teaching methods, teamwork, and the individualisation of tasks.



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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

2. Module Objectives

General Objectives

- preparing students to work in modern gastronomy in accordance with the principles of sustainable development,
- developing students' environmental and social awareness,
- shaping responsible professional attitudes,
- developing practical skills related to organising environmentally friendly work in gastronomy,
- promoting social inclusion and teamwork.

Specific Objectives

The student:

- knows the principles of sustainable gastronomy,
- understands the impact of gastronomic activities on the natural environment,
- is able to plan gastronomic production in a way that reduces food waste,
- applies waste segregation and recycling principles,
- uses local and seasonal products,
- organises the workplace in accordance with environmental principles,
- applies solutions that reduce energy and water consumption,
- cooperates effectively in a team and respects the needs of others,
- implements "zero waste" principles during food preparation.



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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

3. Educational Content

Section 1.

Introduction to Sustainable Gastronomy

Thematic Scope:

- the concept of sustainable development,
- the impact of gastronomy on the natural environment,
- ecological trends in gastronomy and hospitality,
- responsible consumption,
- the importance of local products and short supply chains.

Learning Outcomes:

The student:

- explains the concept of sustainable gastronomy,
- identifies environmental threats resulting from gastronomic activities,
- recognises environmentally friendly practices applied in gastronomy and hospitality.

Section 2.

Reducing Food Waste

Thematic Scope:

- causes of food waste,
- planning purchases and gastronomic production,
- proper storage of food products,
- full utilisation of products,
- reuse of food ingredients,
- menu planning in accordance with the “zero waste” concept.

Practical Exercises:

- preparing dishes using leftover products,
- creating menus based on local seasonal products,
- analysing food losses during practical classes.

Learning Outcomes:

The student:

- plans gastronomic production in a way that reduces losses,
- applies the principles of responsible food management,
- uses products in accordance with the “zero waste” concept.

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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

Section 3.
Waste Management in Gastronomy
Thematic Scope:

- types of gastronomic waste,
- principles of waste segregation,
- recycling and reuse of materials,
- composting organic waste,
- reducing the use of disposable packaging.

Practical Exercises:

- waste segregation during practical classes,
- preparing the workplace in accordance with environmental principles,
- analysing the possibilities of recycling gastronomic materials.

Learning Outcomes:
The student:

- correctly segregates waste,
- applies recycling principles,
- reduces the amount of gastronomic waste.

Section 4.
Efficient Water and Energy Management
Thematic Scope:

- energy and water consumption in gastronomy,
- energy-efficient gastronomic equipment,
- economical use of kitchen appliances,
- work organisation aimed at reducing resource consumption,
- ecological solutions in gastronomy and hospitality facilities.

Practical Exercises:

- analysing energy consumption during food preparation,
- organising work in a way that reduces water usage,
- applying energy-efficient thermal processing methods.

Learning Outcomes:
The student:

- applies solutions that reduce energy consumption,
- uses water economically,
- organises work in accordance with the principles of efficient resource management.

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MODULE ON GASTRONOMIC PRACTICES
MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

Section 5.
Ecological Professional Practices
Thematic Scope:

- ethical sourcing of products,
- supporting local producers,
- environmentally friendly cleaning products,
- responsible work organisation,
- building customers' environmental awareness.

Practical Exercises:

- analysing local and seasonal products,
- preparing an ecological menu,
- developing principles for the environmentally friendly organisation of kitchen work.

Learning Outcomes:
The student:

- promotes environmentally friendly solutions in gastronomy,
- applies responsible professional practices,
- cooperates in accordance with the principles of social responsibility.



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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

4. Methods and Forms of Work

The module is implemented using:

- practical workshops,
- classes in the gastronomy workshop,
- group projects,
- culinary demonstrations,
- study visits to gastronomy and hospitality enterprises,
- multimedia presentations,
- activating methods and problem-based learning.

Classes are conducted in a way that enables the active participation of all students, including those with special educational needs.

5. Adaptation of the Module for Students with Special Needs

The module includes:

- individualisation of tasks,
- adjustment of the pace of work,
- division of responsibilities according to students' abilities,
- teacher support and teamwork,
- the use of practical and visual teaching methods.

These activities support social inclusion and increase the accessibility of vocational education and training.

6. Assessment Methods

Student assessment includes:

- activity during classes,
- completion of practical exercises,
- teamwork,
- preparation of projects and presentations,
- compliance with ecological principles during work,
- ability to organise the workplace effectively.



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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

7. Sample Lesson Topics

The following are sample lesson topics to be implemented within the module on gastronomic practices minimising negative environmental impact. The topics may be carried out both during theoretical classes and practical workshops.

1. Introduction to Sustainable Gastronomy

- What is sustainable development in gastronomy?
- The impact of the gastronomy sector on the natural environment.
- Responsible consumption and food production.

2. Local and Seasonal Products in the Kitchen

- Benefits of using local products.
- Creating a seasonal menu.
- How to identify ecological and certified products.

3. Zero Waste in Gastronomy

- How to reduce food waste.
- Creative use of culinary leftovers.
- Planning purchases and product storage.

4. Segregation and Recycling of Gastronomic Waste

- Types of waste in gastronomy.
- Principles of proper waste segregation.
- Recycling packaging and organic waste.

5. Reducing Plastic Consumption

- Alternatives to disposable packaging.
- Ecological solutions in restaurants and hotels.
- The “plastic-free kitchen” project.

6. An Ecological Workplace for a Cook

- Organising the workplace in accordance with environmental principles.
- Saving energy during work.
- Rational use of water and raw materials.

7. Energy-Efficient Technologies in Gastronomy

- Modern environmentally friendly gastronomic equipment.
- How to reduce energy consumption in the kitchen.
- Good ecological practices in restaurants.



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MODULE ON GASTRONOMIC PRACTICES MINIMISING NEGATIVE ENVIRONMENTAL IMPACT

8. Ecological Cleaning Products and Workplace Hygiene

- Environmentally friendly cleaning products.
- Reducing the use of chemicals in gastronomy.
- Workplace hygiene and environmental protection.

9. Planning an Ecological Menu

- Creating a menu in accordance with the principles of sustainable development.
- Plant-based dishes and their environmental significance.
- Calculating production losses and costs.

10. Socially Responsible Gastronomy

- Corporate social responsibility in gastronomy enterprises.
- Cooperation and communication within a team.
- Inclusion of people with special needs in the workplace.

11. Practical Culinary Workshops – "Eco-Kitchen"

- Preparing dishes in accordance with zero waste principles.
- Using seasonal products.
- Organising environmentally friendly catering services for gastronomic events.

12. Student Project – "Green Restaurant"

- Developing the concept of an ecological restaurant.
- Preparing regulations for an environmentally friendly workplace.
- Presentation of the project and analysis of the proposed solutions.

13. Study Visit or Analysis of Good Practices

- Restaurants and hotels operating in accordance with ecological principles.
- Analysis of solutions applied in the HoReCa sector.
- Discussion on the possibility of implementing similar practices.

14. Communication and Cooperation in the Gastronomy Team

- Division of responsibilities in an ecological kitchen.
- Solving problem situations.
- Building responsibility for the shared workplace.

15. Safe and Accessible Working Environment

- Adapting the workplace to the diverse needs of students.
- Cooperation in pairs and groups.
- Using visual materials and step-by-step instructions.

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EXAMPLES OF IMPLEMENTING THE PRINCIPLES OF SUSTAINABLE DEVELOPMENT

During workshops, study visits, and practical classes, participants became familiar with solutions implemented by modern gastronomy and hospitality enterprises.

The good practices included:

1. Reducing Food Waste

- planning food production,
- using leftover food products,
- proper food storage,
- monitoring product expiry dates.

2. Cuisine Based on Local and Seasonal Products

Participants prepared dishes using regional products from Małopolska and Andalusia. They learned about the importance of short supply chains and the impact of local production on environmental protection.

3. Responsible Resource Management

During the classes, the following practices were promoted:

- reducing electricity consumption,
- saving water,
- efficient use of gastronomic equipment,
- environmentally friendly cleaning products.

4. Waste Segregation and Recycling

Participants learned the principles of proper waste segregation and the possibilities of reusing selected materials.

5. The "Zero Waste" Principle

The workshops demonstrated practical applications of the "zero waste" concept in everyday gastronomy and hospitality work.



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REPORT ON THE PARTNER TRAINING ACTIVITIES IN TARNÓW

The mobility carried out in Tarnów took place from 6 to 15 May 2025 and involved the participation of students and teaching staff from Spain and Poland.

The training programme was prepared by Centrum Kształcenia i Wychowania OHP w Tarnowie in cooperation with the project partners. Participants took part in practical workshops, study visits, and activities focused on sustainable gastronomy and the professional integration of people with special needs.

The first working meeting enabled participants to get to know one another and prepare for the implementation of the programme. During integration activities, students presented their schools and shared experiences related to vocational education and training.

A particularly important element of the mobility was the culinary workshops organised at Restaurant “Słoneczne Wzgórze”, operating within the Vocational Activity Establishment. Participants jointly prepared traditional Polish and Spanish dishes – Russian-style pierogi and tortilla de patatas – using natural and local products.

A visit to the “Paleta Smaku” farm allowed participants to learn about ecological methods of fish and animal farming, as well as the importance of local products in modern gastronomy.

Great interest was also generated by the confectionery workshops organised in the school workshops of Centrum Kształcenia i Wychowania OHP w Tarnowie and Niepubliczna Szkoła Branżowa I Stopnia Specjalna w Tarnowie. Participants learned traditional recipes and the principles of work organisation in gastronomy.

At Hotel Aurora, participants became familiar with the operating standards of a modern hotel and the principles of professional guest service.

At the “Sądecki Bartnik” Apiary Farm, natural methods of honey production were presented. Participants had the opportunity to learn about the work of a beekeeper and the importance of bees in the ecosystem and food production.

An important part of the programme also included cultural activities enabling participants to explore the history, traditions, and heritage of the Małopolska region.

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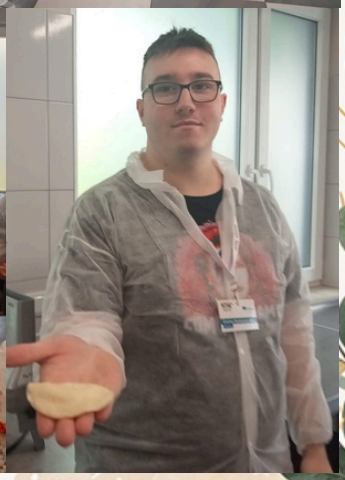

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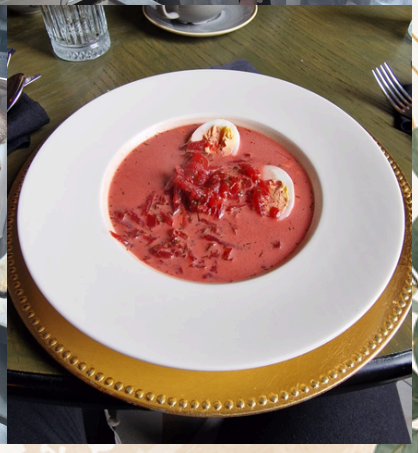



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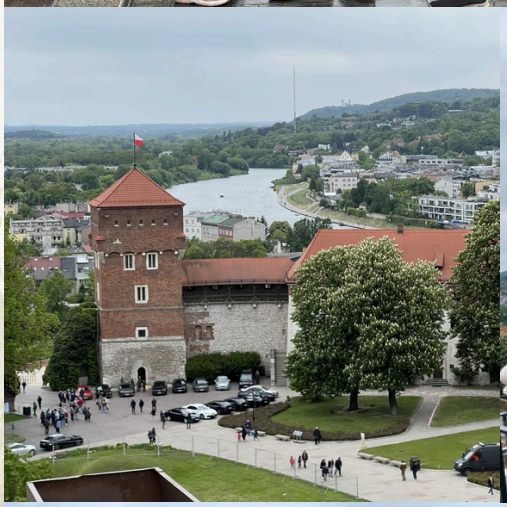



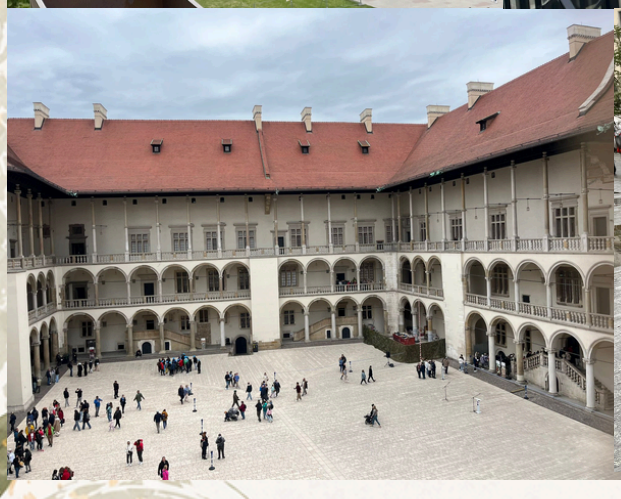



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REPORT ON THE PARTNER TRAINING ACTIVITIES IN GRANADA

The mobility in Spain took place from 16 to 25 October 2025 and constituted a continuation of the activities implemented in Poland.

Students and staff from Tarnów were hosted by the project partners – C.P.I.F.P. Hurtado de Mendoza and Universal Mobility SL.

The training programme included study visits, practical workshops, and meetings focused on ecology, modern gastronomy, and vocational education and training.

One of the most important points of the programme was a visit to the "Quaryat Dillar" olive farm. Participants learned about the process of producing ecological olive oil and the importance of sustainable agriculture in the Andalusia region.

During the visit to the Sierra de Huétor Santillán enclave, participants became familiar with natural goat farming and the production of ecological cheeses under the La Vieja Buchaca brand.

At the Wine Museum in Huétor Vega, students learned about the history of winemaking, the wine production process, and the importance of this sector for the local economy.

Workshops at C.P.I.F.P. Hurtado de Mendoza covered confectionery, dessert decoration, and work organisation in a professional gastronomy workshop.

The mobility in Granada also had a cultural dimension. Participants visited Alhambra, Albaicín, Nerja, and the Cueva de Nerja caves.

The official closing ceremony of the project took place at C.P.I.F.P. Hurtado de Mendoza and provided an opportunity to present the project results and award certificates to the participants.

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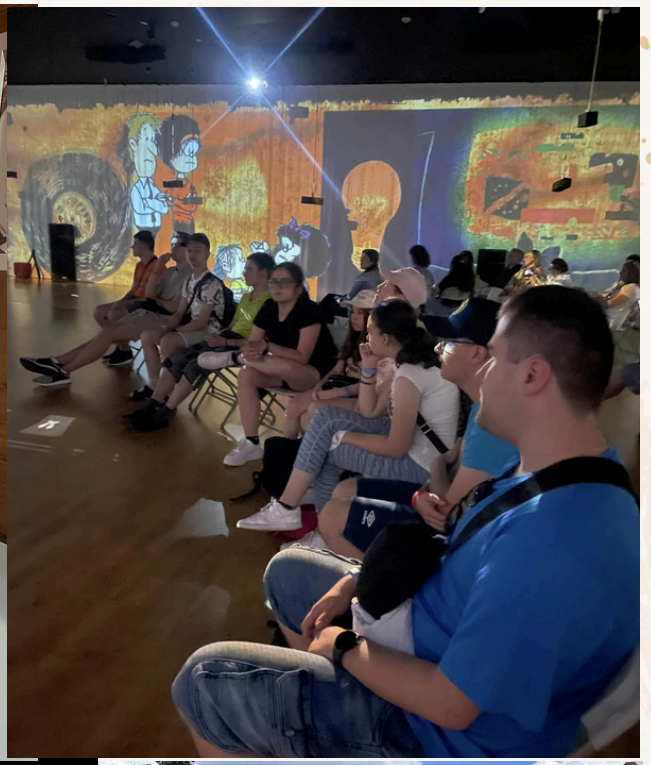







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EXAMPLES OF INSTITUTIONS IMPLEMENTING THE PRINCIPLES OF SUSTAINABLE DEVELOPMENT

Restauracja „Słoneczne Wzgórze”
At the restaurant operating within the Social and Vocational Rehabilitation Centre of the Vocational Activity Establishment, participants took part in culinary workshops entitled “National Dishes of Poland and Spain”. During the workshops, natural products were used and the professional integration of people with disabilities was promoted.

Farma „Paleta Smaku”
Participants learned about ecological methods of fish farming and the importance of local products in modern gastronomy. The workshops demonstrated how tradition can be combined with responsible food production.

Hotel Aurora
During the visit, participants became familiar with the organisation of work in a modern hotel and the principles of gastronomy based on local products and high-quality standards.

Gospodarstwo Pasieczne „Sądecki Bartnik”
The workshops focused on natural methods of honey production, ecology, and the importance of bees for the environment and food production.

C.P.I.F.P. Hurtado de Mendoza
Participants explored modern educational solutions and gastronomic practices applied in Spain, with particular emphasis on ecology and product quality.

Quaryat Dillar
Natural olive cultivation and ecological methods of olive oil production.

Sierra de Huetor Buchaca Enclave
Ecological goat farming and the production of La Vieja Buchaca cheeses – natural production of 100% organic goat milk cheeses.

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THE IMPORTANCE OF INCLUSIVE EDUCATION IN GASTRONOMY AND HOSPITALITY

Within the project, many integration activities were organised to support relationship-building and mutual understanding among participants. Joint gastronomy and hospitality workshops were organised, during which students worked in international teams, preparing regional dishes and learning the principles of cooperation and task sharing. Cultural and language activities also played an important role by enabling participants to learn about the traditions, customs and everyday life of partners from Spain and Poland.

Integration activities also included:

- joint workshops and practical activities,
- presentations and demonstrations of participants' work,
- teamwork activities developing communication and cooperation skills,
- meetings with local entrepreneurs from the gastronomy and hospitality sectors,
- study visits and educational visits,
- activities promoting tolerance, empathy and mutual respect,
- joint preparation of project events and dissemination activities.

Everyday situations connected with project mobility activities were also very important, including organising free time together, preparing meals jointly and cooperating during practical classes. These experiences helped participants develop social competences, independence and relationships based on mutual support and acceptance.

The project also demonstrated the important role of vocational education in preventing social exclusion. Acquiring practical vocational skills and teamwork experience increases young people's opportunities for employment and active participation in social life. Students participating in the project developed communication, organisational and practical vocational skills necessary for working in gastronomy and hospitality. For many participants, the project was their first opportunity to gain international experience, improve language competences and learn about modern standards in the gastronomy and hospitality sectors.

The project also promoted the idea of international cooperation as a tool supporting social integration and the personal development of young people. Thanks to the implementation of the project, participants not only developed vocational qualifications, but also built social relationships, learned mutual support and developed attitudes of tolerance and empathy. The project confirmed that inclusive education and international cooperation can effectively support young people's development and prepare them for active and responsible participation in modern society and the labour market.

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THE IMPORTANCE OF INCLUSIVE EDUCATION IN GASTRONOMY AND HOSPITALITY

One of the most important objectives of the project “Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs” was to support social inclusion and create equal access to education and the labour market for all participants, regardless of their abilities or social background.

The project was designed for young people requiring special educational, social and emotional support, including those at risk of social exclusion and students with special educational needs.

The project activities involved students from the Centre for Education and Development OHP in Tarnów, the Special First-Level Vocational School in Tarnów and CPIFP Hurtado de Mendoza in Granada. The joint implementation of educational activities, workshops and international mobilities enabled participants to develop vocational and social competences in an atmosphere of cooperation, mutual respect and acceptance.

The modern labour market requires openness, flexibility and social responsibility. Gastronomy and hospitality are among the sectors that particularly support the development of practical and social competences of people with special educational needs. The project demonstrated that a properly adapted learning and working environment, combined with an individual approach to students, can effectively support the development of vocational, social and interpersonal skills.

The project promoted the idea of equal opportunities in vocational education. Particular emphasis was placed on the individualisation of the learning process, adapting teaching methods to participants’ abilities, building a sense of safety, and developing independence and responsibility. The educational process included activating teaching methods, practical activities and teamwork, which supported the development of participants’ social and vocational competences. An important aspect was also combating stereotypes concerning people with disabilities and promoting attitudes of openness, tolerance and mutual respect.

An important element of the project was the integration of students from Poland and Spain. Joint workshops, practical classes and intercultural activities helped break down social barriers and build openness towards cultural and social diversity. Participants learned how to cooperate in an international environment, developed communication and organisational skills, and strengthened their self-confidence and sense of empowerment.



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BENEFITS FOR ENTREPRENEURS AND THE LOCAL COMMUNITY

The project “Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs” responds to contemporary labour market challenges and the need to build a more inclusive and socially responsible system of vocational education. Activities implemented within the Polish-Spanish partnership bring long-term benefits both to enterprises in the gastronomy and hospitality sectors and to local communities. The project supports the development of professional competences, promotes social inclusion, and strengthens cooperation between education and the labour market.

Benefits for Businesses

One of the most important outcomes of the project is better preparation of future employees for the requirements of the modern labour market. The gastronomy and hospitality sectors are among the most dynamic industries, requiring employees to be flexible, capable of teamwork, responsive to change, and willing to continuously improve their qualifications. The project enables students to acquire practical vocational skills, international experience, and social competences valued by employers.

Entrepreneurs gain access to better-qualified job candidates who are prepared not only to perform professional duties but also to function effectively in diverse working environments. Participants learn responsibility, teamwork, interpersonal communication, and work organisation in accordance with modern industry standards. As a result, companies can rely on employees who are more aware of customer needs and service quality standards.

The project also supports business development by promoting the principles of sustainable development in gastronomy and hospitality. Students and teachers learn about solutions related to reducing food waste, rational management of energy and resources, and responsible consumption. Implementing such practices can help companies reduce operational costs, build an environmentally responsible image, and meet growing customer expectations regarding sustainability.

An important value of the project is supporting the employment of people with special educational and social needs. The project demonstrates that people with disabilities can become valuable and committed employees if they receive proper preparation and support. Through practical training and an individualised approach, participants increase their independence and readiness to enter the labour market. For businesses, this means the opportunity to create more diverse teams and implement corporate social responsibility initiatives.

Cooperation with international partners also enables the exchange of experiences and the learning of innovative solutions applied in other European countries. As a result, entrepreneurs and institutions involved in the project can benefit from good practices related to work organisation, service quality, vocational education, and social inclusion. The international character of the project also increases the prestige of local companies and strengthens their openness to European cooperation.

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BENEFITS FOR ENTREPRENEURS AND THE LOCAL COMMUNITY

Benefits for Local Communities

The project plays an important role in building a more open and supportive local community. Joint activities involving students, teachers, entrepreneurs, and international partners foster social integration and help prevent the exclusion of young people at risk of marginalisation. Particular importance is placed on including people with disabilities and special educational needs in active social and professional life.

The project strengthens social awareness regarding equal opportunities and the importance of education in the process of professional integration. Through the implemented activities, local communities can observe the positive effects of cooperation between schools, institutions, and businesses. Attitudes of mutual respect, tolerance, and openness towards cultural and social diversity are promoted.

Schools and educational institutions in the region also benefit from the project. It contributes to the modernisation of curricula, the development of teachers' competences, and the implementation of innovative methods of vocational education. As a result, education becomes more practical, modern, and better adapted to labour market needs. This increases the attractiveness of local vocational schools and encourages young people to gain qualifications in gastronomy and hospitality.

Thanks to international cooperation, project participants develop language, intercultural, and social competences. Learning about other cultures and work systems strengthens the sense of European community and increases young people's openness to educational and professional mobility. Such experiences are particularly important for young people from socially disadvantaged backgrounds, as they strengthen self-confidence and motivation for further development.

The project also contributes to the development of the local economy. Better preparation of young people for professional work increases their employment opportunities, reduces the risk of unemployment, and supports the growth of the regional gastronomy and hospitality services market. In the long term, these activities contribute to improving the quality of life of residents and building a modern community based on cooperation, inclusion, and responsible development.



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THE “ZERO WASTE” PRINCIPLE AND RESPONSIBLE RESOURCE MANAGEMENT

One of the important elements of the project implementation was the promotion of the “zero waste” principle and responsible resource management in gastronomy and hospitality. During practical workshops, culinary classes, and study visits, participants became familiar with solutions aimed at reducing the negative environmental impact of gastronomic activities.

Throughout the project activities, particular attention was paid to reducing food waste through rational planning of food production, the use of local and seasonal products, and the reuse of food ingredients in accordance with the principles of sustainable gastronomy.

Participants learned practical methods of preparing dishes using locally available products, which helped to reduce excessive consumption of raw materials and minimise food waste.

During workshops and practical activities, proper waste segregation and the recycling of materials used in gastronomy and hospitality were also promoted. Students became familiar with the principles of selective waste collection and the importance of reusing materials in order to reduce the negative impact of human activity on the environment.

As part of the educational activities, the importance of composting organic waste as an element of ecological food waste management was also discussed. Participants learned about examples of good practices applied in ecological farms and gastronomy establishments promoting sustainable development.

An important aspect of the workshops was also the development of attitudes related to the economical use of water and energy during food preparation and the organisation of work in gastronomy and hospitality. Participants explored practical solutions aimed at reducing electricity and water consumption, as well as methods for more efficient use of resources in everyday professional activities.

The implemented activities contributed to increasing the environmental awareness of the project participants and promoting responsible attitudes related to environmental protection and the implementation of sustainable development principles in the gastronomy and hospitality sectors.



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THE USE OF GOOD PRACTICE EXAMPLES IN THE DAILY WORK OF THE PARTNER SCHOOLS

The presented examples of implementing the principles of sustainable development may be permanently incorporated into the daily activities of partner schools providing gastronomy and hospitality education and training. These activities make it possible not only to develop students' vocational competences, but also to build responsible social and environmental attitudes.

1. Integrating Sustainable Development Principles into Practical Classes

Schools may systematically implement practical classes based on:

- planning food production in a way that reduces food waste,
- rational use of products during culinary exercises,
- preparing dishes using seasonal and local products,
- organising an environmentally friendly workplace.

As a result, students learn good practices already at the stage of vocational education and training.

2. Creating Ecological Gastronomy Workshops

Partner schools may implement environmentally friendly solutions through:

- waste segregation in workshops,
- reducing the use of disposable plastic,
- using energy-efficient equipment,
- monitoring water and energy consumption,
- using environmentally friendly cleaning products.

Such activities contribute to creating a modern and responsible learning environment.

3. Organising Ecological Projects and Campaigns

Examples of good practices may be used during:

- school ecology days,
- "zero waste" culinary competitions,
- international projects,
- workshops on conscious consumption,
- campaigns promoting local and regional products.

These activities engage students and strengthen cooperation between partner schools.



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THE USE OF GOOD PRACTICE EXAMPLES IN THE DAILY WORK OF THE PARTNER SCHOOLS

4. Cooperation with Local Enterprises

Schools may develop cooperation with restaurants, hotels, and food producers implementing ecological solutions. Thanks to this, students:

- become familiar with real working conditions,
- observe modern organisational solutions,
- gain experience during vocational placements,
- learn a responsible approach to environmental protection.

5. Developing Social and Inclusive Competences

Implementing sustainable development principles may also support the inclusion of students with special educational needs through:

- teamwork,
- tasks adapted to students' abilities,
- the use of practical and visual materials,
- joint projects and social activities.

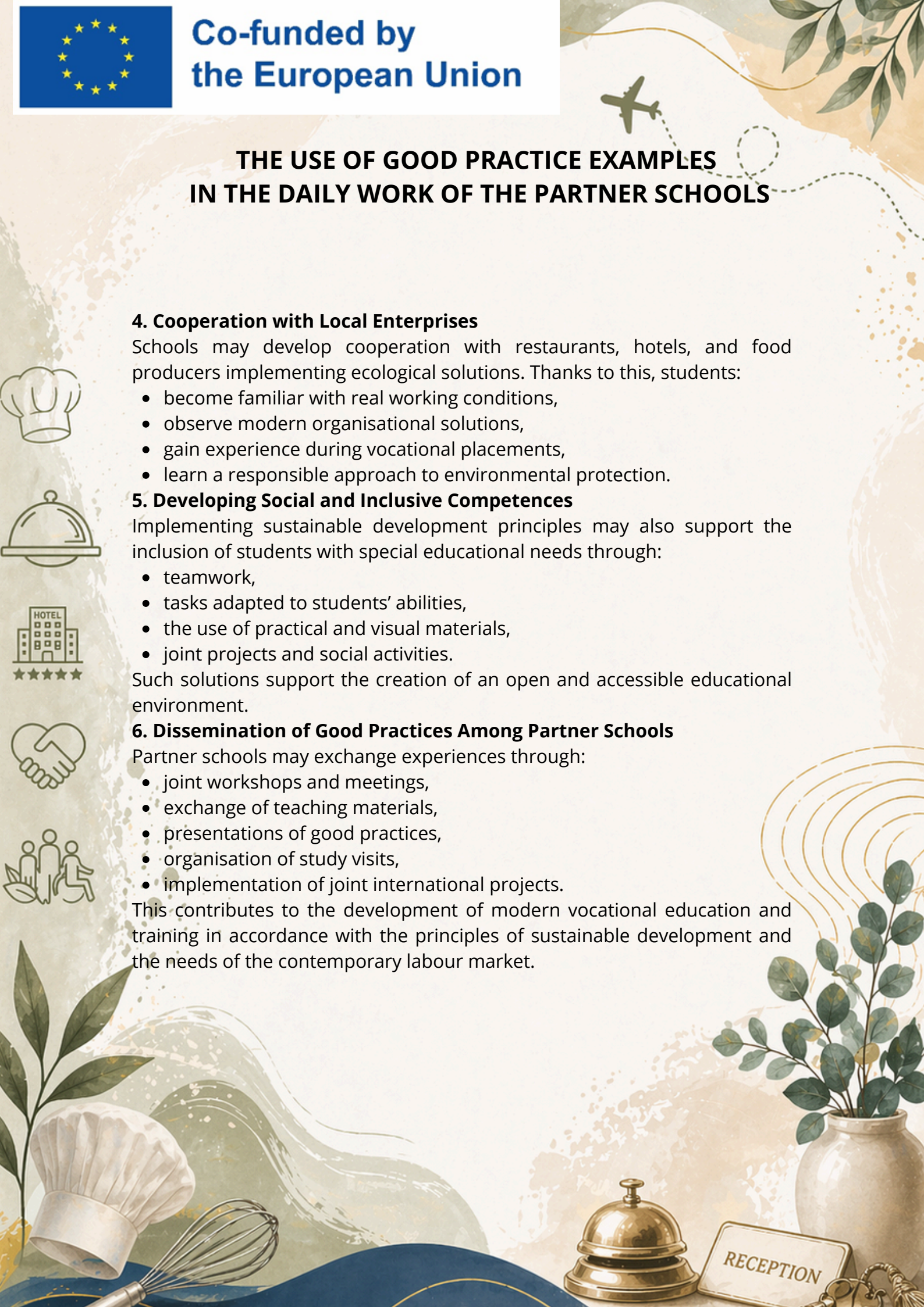
Such solutions support the creation of an open and accessible educational environment.

6. Dissemination of Good Practices Among Partner Schools

Partner schools may exchange experiences through:

- joint workshops and meetings,
- exchange of teaching materials,
- presentations of good practices,
- organisation of study visits,
- implementation of joint international projects.

This contributes to the development of modern vocational education and training in accordance with the principles of sustainable development and the needs of the contemporary labour market.



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UPDATE OF VET PROGRAMMES

The annex was developed on the basis of experiences gained during the implementation of the project “Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs” No. 2024-2-PL01-KA210-VET-000278313, implemented by Centrum Kształcenia i Wychowania OHP w Tarnowie.

UPDATES TO VET CURRICULA FOR THE PROFESSION OF COOK (CODE 512001)

As a result of the implementation of the project “Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs”, updates and modifications were developed and introduced into the curricula for the profession of cook (512001), covering the subjects Fundamentals of Nutrition and Gastronomy and Gastronomy Workshop. These changes addressed current labour market needs, the principles of sustainable development, and the necessity of integrating people with special needs.

1. Fundamentals of Nutrition and Gastronomy – Scope of the Introduced Changes

EExpansion of content related to sustainable nutrition

The curriculum has been supplemented with issues related to sustainable food systems. The following topics were introduced:

- planning menus based on local and seasonal products,
- the impact of food production on the environment,
- principles of reducing food waste.

Students acquire knowledge enabling conscious nutritional decisions both in professional work and everyday life.

Introduction of waste management issues

The curriculum has been expanded with topics related to waste management in gastronomy, including:

- methods of reducing raw material losses,
- waste segregation principles,
- possibilities of reusing products (zero waste).

Students learn practical ways of operating a kitchen according to ecological principles.

Inclusion of social and ethical aspects

The curriculum includes issues related to social responsibility in gastronomy. Topics introduced include:

- ethical sourcing of products,
- working in diverse teams,
- the needs of people with special dietary and educational requirements.

Students develop social competences.

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UPDATE OF VET PROGRAMMES

2. **Gastronomy Workshop – Scope of the Introduced Changes**

Strengthening practical training

The number and diversity of practical classes have been increased. Students complete tasks related to:

- preparing dishes using local and seasonal products,
- planning gastronomic production in a way that reduces waste,
- organising work according to sustainable development principles.

Classes are task-oriented and reflect real working conditions.

Introduction of sustainable cuisine elements

The curriculum introduces practical application of:

- zero waste principles,
- energy and water saving,
- rational use of resources.

Students apply these principles while preparing dishes and organising their workplaces.

Adaptation to the needs of students with special educational needs

Classes are adapted to the abilities of all students. The following solutions were introduced:

- task division considering individual predispositions,
- teamwork supporting integration,
- support from teachers and peers.

This increases the accessibility of vocational education.

Cooperation with the gastronomy sector

As part of practical classes, cooperation has been established with local gastronomy businesses. Students:

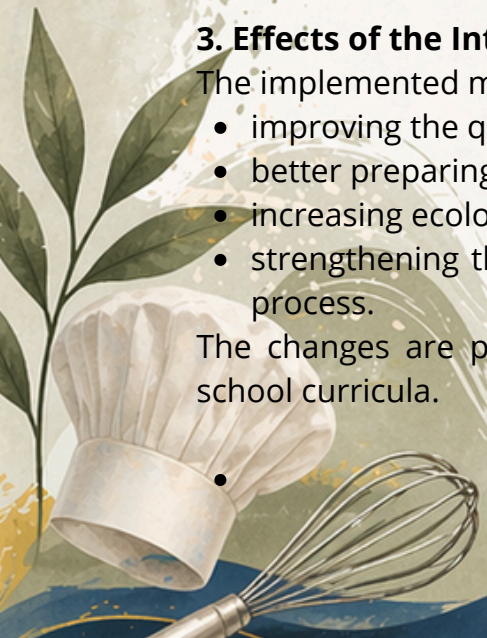
- participate in activities in real workplaces,
- learn standards of modern kitchens,
- observe ecological solutions implemented in practice.

3. Effects of the Introduced Changes

The implemented modifications contribute to:

- improving the quality of vocational education,
- better preparing students for work in modern gastronomy,
- increasing ecological and social awareness,
- strengthening the integration of people with special needs in the educational process.

The changes are permanent and will be implemented as a regular element of school curricula.

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UPDATE OF VET PROGRAMMES

UPDATES TO VET CURRICULA FOR THE PROFESSION OF HOTEL SERVICE WORKER (422402, QUALIFICATION HGT.03)

As a result of the implementation of the project "Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs", changes were developed and implemented in the curricula for the profession of Hotel Service Worker (422402), within the HGT.03 qualification. The changes covered the subjects: Basics of Hospitality and Food Services and Guest Service. Solutions reflecting current trends in the hospitality industry were introduced, with particular emphasis on sustainable development and social inclusion.

1. Fundamentals of Hospitality – Scope of the Introduced Changes

Introduction of sustainable hospitality topics

The curriculum was expanded to include content related to the operation of hospitality facilities in accordance with the principles of sustainable development. The following topics were introduced:

- reducing energy and water consumption in hotel facilities,
- using environmentally friendly cleaning products and operational materials,
- waste management and waste reduction.

Students gain knowledge about modern environmental standards applicable in the hospitality industry.

Inclusion of social aspects and service accessibility

The curriculum was enriched with content concerning guest service for people with diverse needs. The following topics were discussed:

- principles of serving guests with disabilities,
- adapting hotel infrastructure to different groups of customers,
- the importance of interpersonal communication and empathy in professional work.

Students develop social competences and prepare to work in a diverse environment.

Introduction of responsible management elements

The curriculum concerning hotel work organisation was expanded with issues related to:

- Corporate Social Responsibility (CSR),
- ethical standards of customer service,
- building the image of a hospitality facility as an environmentally friendly and guest-friendly place.



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UPDATE OF VET PROGRAMMES

2. Food Services and Guest Service – scope of introduced changes

Development of practical guest service competences

Greater emphasis was placed on the practical preparation of students for direct guest service. Students carry out tasks involving:

- professional guest service in various situations (standard and problematic),
- preparation and serving of meals in accordance with savoir-vivre principles,
- organisation of gastronomic services within hospitality facilities.

Classes are based on simulations and work in conditions similar to real-life working environments.

Introduction of sustainable food service principles

The curriculum was supplemented with the practical application of ecological principles in food service, including:

- reducing food waste,
- using local and seasonal products,
- rational management of resources during meal preparation and serving.

Students apply these principles during practical classes.

Adaptation of the educational process to students with special needs

Solutions increasing accessibility in education were introduced, such as:

- individualisation of tasks and work pace,
- the use of activating methods and teamwork,
- support in developing social and vocational competences.

These activities support integration and increase the effectiveness of education.

Cooperation with the hospitality industry

As part of the classes, cooperation was established with local hospitality facilities. Students:

- participated in practical classes in real working environments,
- learned guest service standards in modern hospitality facilities,
- observed the implementation of environmentally friendly solutions in practice.

3. Effects of the introduced changes

The implemented curriculum changes contribute to:

- improving the quality of vocational education in the field of hospitality,
- better preparing students for work in modern hospitality facilities,
- increasing students' environmental and social awareness,
- strengthening interpersonal and vocational competences,
- improving the accessibility of education for people with special needs.

The introduced solutions are permanent in nature and will be implemented as a regular element of the curricula in schools participating in the project.

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PROPOSALS FOR DEVELOPING INDIVIDUAL VOCATIONAL TRAINING PLANS FOR STUDENTS WITH SPECIAL NEEDS

INTRODUCTION

Individual vocational training plans were developed on the basis of the assumptions of the project "Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs", whose aim was to increase the accessibility of vocational education and training, develop students' competences, and support the social and professional integration of people at risk of social exclusion.
The project assumed the adaptation of the educational process to the individual needs of participants and the preparation of students for functioning in the contemporary labour market within the gastronomy and hospitality sectors.
The implementation of individual vocational training plans aims to create a safe, supportive, and motivating learning environment that enables each student to achieve professional success in accordance with their abilities and predispositions.
Objectives of Individual Vocational Training Plans

- developing practical vocational competences,
- strengthening students' independence and responsibility,
- developing social and communication competences,
- building motivation for learning and work,
- increasing self-esteem,
- promoting the principles of sustainable development.

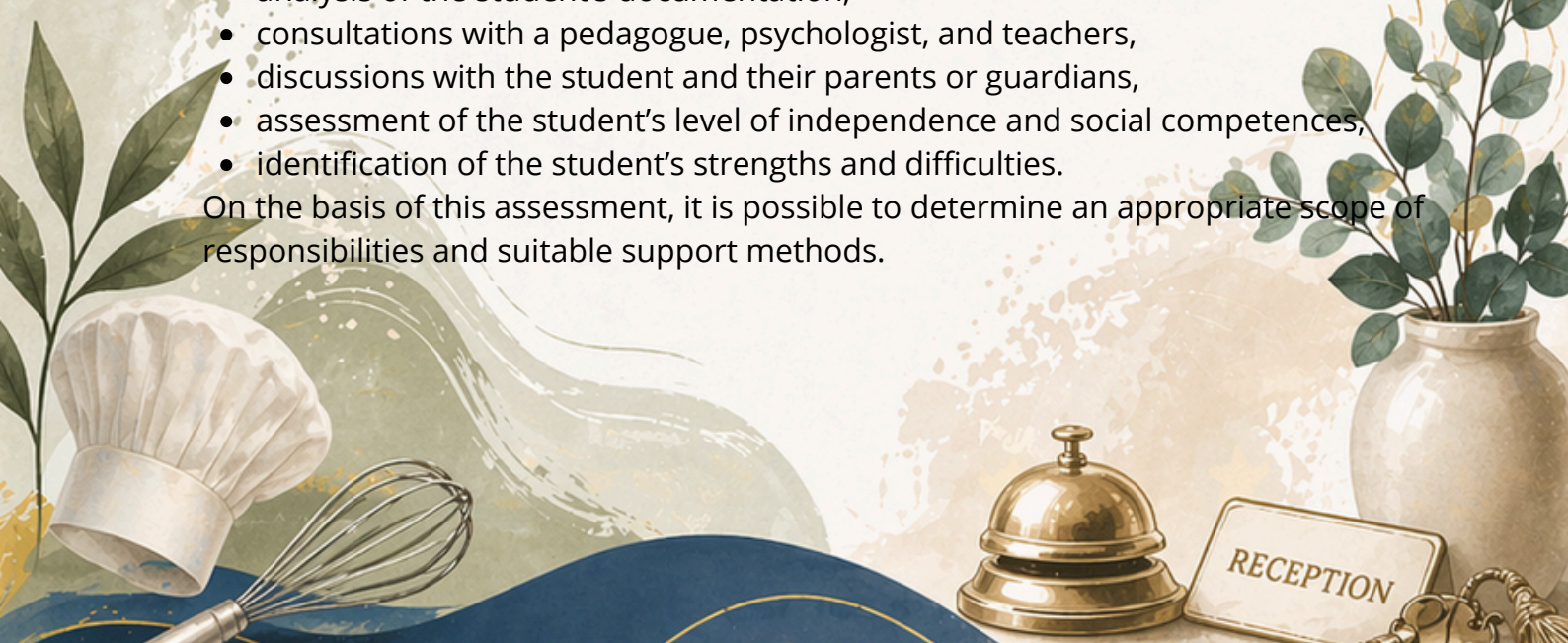
STAGES OF DEVELOPING AN INDIVIDUAL VOCATIONAL TRAINING PLAN

1. Assessment of the Student's Needs

The first stage should involve conducting a detailed assessment of the student's needs and abilities. This process should include:

- analysis of the student's documentation,
- consultations with a pedagogue, psychologist, and teachers,
- discussions with the student and their parents or guardians,
- assessment of the student's level of independence and social competences,
- identification of the student's strengths and difficulties.

On the basis of this assessment, it is possible to determine an appropriate scope of responsibilities and suitable support methods.



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PROPOSALS FOR DEVELOPING INDIVIDUAL VOCATIONAL TRAINING PLANS FOR STUDENTS WITH SPECIAL NEEDS

2. Adaptation of the Training Placement Environment

The training placement environment should be adapted to the needs of the participant. This includes:

- selecting enterprises open to inclusive education,
- preparing workplace supervisors to work with students with special needs,
- ensuring safe and accessible working conditions,
- reducing excessive stress and sensory overload,
- providing the possibility of support from a teacher or mentor.

The placements should take place in a friendly environment supporting the student's development.

3. Individualisation of Vocational Tasks

The scope of performed tasks should be adjusted to the student's abilities and gradually expanded along with the development of competences.

In gastronomy, students may perform tasks such as:

- preparing simple ingredients and dishes,
- decorating meals,
- organising the workplace,
- sorting products,
- activities related to "zero waste" principles,
- maintaining cleanliness and workplace hygiene.

In hospitality, students may perform tasks related to:

- preparing hotel rooms,
- assisting in guest service,
- organising reception areas,
- preparing dining and service rooms,
- handling simple administrative activities.

4. Support System During Vocational Placements

Each participant should be provided with support including:

- a vocational placement supervisor,
- a mentor supporting professional and social development,
- regular consultations with teachers,
- opportunities for supportive and motivating conversations,
- clear instructions for performing tasks,
- visual and instructional materials,
- flexible pace of completing duties.

An important element is building a sense of safety and acceptance.

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PROPOSALS FOR DEVELOPING INDIVIDUAL VOCATIONAL TRAINING PLANS FOR STUDENTS WITH SPECIAL NEEDS

5. Development of Social Competences

Vocational placements should support not only the development of vocational skills, but also social competences. Students develop:

- communication skills,
- teamwork abilities,
- responsibility for assigned tasks,
- punctuality and work organisation,
- personal culture and professional behaviour,
- the ability to cope with stress and problem situations.

As a result, they increase their opportunities for future employment and social inclusion.

6. Environmental Education and Sustainable Development

As part of the placements, students should become familiar with ecological solutions applied in gastronomy and hospitality, such as:

- reducing food waste,
- waste segregation,
- saving energy and water,
- using local and seasonal products,
- responsible resource management,
- practical implementation of “zero waste” principles.

Through these activities, students develop environmental awareness and social responsibility.

7. Monitoring Progress and Evaluation

The student’s progress should be regularly monitored by mentors and teachers. Assessment should include:

- level of engagement,
- development of vocational competences,
- ability to cooperate,
- independence,
- compliance with safety regulations,
- development of social competences.

After the completion of the placement, it is recommended to prepare individual feedback and indicate further directions for the student’s professional development.



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PROPOSALS FOR DEVELOPING INDIVIDUAL VOCATIONAL TRAINING PLANS FOR STUDENTS WITH SPECIAL NEEDS

8. Expected Outcomes

The implementation of individual vocational training plans will contribute to:

- increasing the accessibility of vocational education and training,
- improving students' preparation for professional work,
- developing practical and social competences,
- increasing students' motivation and independence,
- enhancing employment opportunities,
- promoting inclusive education,
- combating stereotypes concerning people with disabilities,
- strengthening cooperation between schools and local enterprises.



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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

The scenarios were developed on the basis of the assumptions of the project "Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs", concerning the development of vocational, social, and communication competences of students educated in gastronomy and hospitality professions, with particular emphasis on people with special educational needs, inclusive education, international cooperation, and preparation for functioning in the contemporary labour market.
The project aims to develop students' adaptive, communication, social, and vocational skills, prepare them for work in a diverse environment, and promote modern and ecological practices in gastronomy and hospitality.

Objectives of the Exercise Scenarios
The scenarios aim to:

- prepare students to solve professional problems,
- develop interpersonal and communication competences,
- teach professional customer service,
- develop the ability to work under time pressure,
- shape professional responsibility,
- develop teamwork skills,
- prepare students to work in a multicultural environment,
- develop stress management skills,
- promote ecological attitudes and the principles of sustainable development,
- support the inclusion of students with special educational needs.



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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 1

Dissatisfied Customer in a Restaurant

Topic:

Professional Handling of a Difficult Customer

Objectives of the Exercise:

The student:

- learns to react calmly and professionally,
- develops communication skills,
- practises conflict resolution,
- learns to work under pressure.

Situation Description:

A customer submits a complaint regarding a cold meal and excessively long waiting time. The customer is upset and raises their voice.

Students' Tasks:

- accepting the complaint,
- maintaining professional behaviour and politeness,
- proposing a solution to the problem,
- communicating the issue to the kitchen staff,
- preparing compensation for the customer.

Assessed Elements:

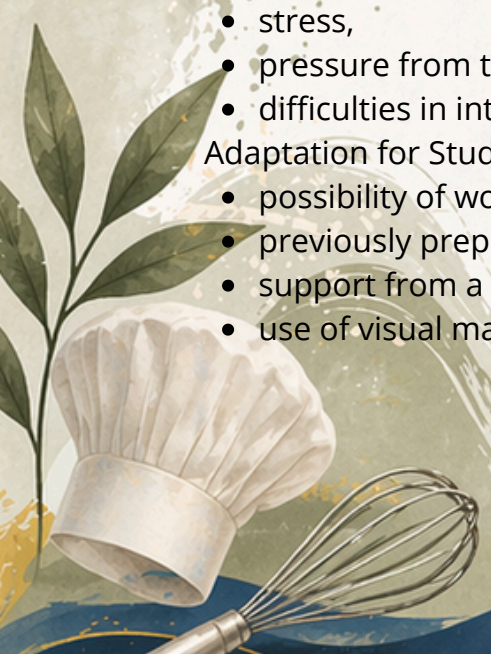
- communication skills,
- emotional control,
- language and professional etiquette,
- ability to cooperate with the team,
- speed of reaction.

Possible Difficulties:

- stress,
- pressure from the customer,
- difficulties in interpersonal communication.

Adaptation for Students with Special Needs:

- possibility of working in pairs,
- previously prepared example communication phrases,
- support from a teacher or mentor,
- use of visual materials.



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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 2

Foreign Guest in a Hotel

Topic:

Serving a Foreign Guest

Objectives of the Exercise:

The student:

- develops language competences,
- practises intercultural communication,
- learns hotel service standards.

Situation Description:

A guest from Spain or England arrives at the hotel and does not speak Polish. The guest would like to obtain information regarding the room, meals, and tourist attractions.

Students' Tasks:

- welcoming the guest,
- providing basic information in a foreign language,
- assisting with the check-in process,
- resolving a reservation problem.

Assessed Elements:

- politeness,
- communication skills,
- knowledge of basic professional vocabulary,
- ability to cope in stressful situations.

Extension of the Exercise:

The guest reports a problem:

- lack of towels,
- air conditioning failure,
- incorrect room reservation.

The student must:

- apologise to the guest,
- propose a solution,
- inform the appropriate hotel department.

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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 3

Conflict in the Kitchen Team

Topic:

Cooperation and Communication within a Team

Objectives of the Exercise:

The student:

- develops social competences,
- learns teamwork skills,
- practises work organisation.

Situation Description:

During meal preparation, a conflict arises between two kitchen employees. The reason for the conflict is the division of responsibilities and time pressure.

Students' Tasks:

- analysing the situation,
- conducting a calm discussion,
- dividing responsibilities,
- developing a common solution.

Problems to Be Solved:

- lack of communication,
- organisational chaos,
- stress during work.

Competences Developed:

- empathy,
- responsibility,
- assertiveness,
- cooperation.



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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 4

Serving a Customer with a Disability

Topic:

Accessibility and Inclusion in Gastronomy and Hospitality

Objectives of the Exercise:

The student:

- develops empathy,
- learns the principles of serving people with special needs,
- practises accessible communication.

Situation Description:

A customer using a wheelchair or a person with communication difficulties visits a restaurant or hotel.

Students' Tasks:

- ensuring comfortable customer service,
- adapting the method of communication,
- assisting in organising the space,
- showing respect and patience.

Assessed Elements:

- professional behaviour and courtesy,
- ability to react appropriately,
- openness,
- non-verbal communication skills.

Competences Developed:

- tolerance,
- social responsibility,
- social inclusion,
- ability to work in a diverse environment.



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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 5

Organising Work During Heavy Customer Traffic

Topic:

Working Under Time Pressure

Objectives of the Exercise:

The student:

- practises work organisation,
- develops stress resistance,
- learns how to set priorities.

Situation Description:

A large event is taking place in a restaurant or hotel. The number of customers is higher than usual, and delays and mistakes begin to occur.

Students' Tasks:

- organising the workplace,
- dividing responsibilities,
- providing quick customer service,
- solving ongoing problems.

Additional Problems:

- shortage of products,
- mistake in an order,
- delay in the kitchen,
- a customer expecting immediate service.

Competences Developed:

- time management,
- cooperation,
- responsibility,
- psychological resilience.

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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 6

“Zero Waste” Principles in Gastronomy Practice

Topic:

Ecological Work Organisation

Objectives of the Exercise:

The student:

- learns the principles of sustainable development,
- learns how to reduce food waste,
- develops environmental awareness.

Situation Description:

The restaurant must prepare meals with a limited quantity of products while minimising the amount of waste generated.

Students’ Tasks:

- planning the use of products,
- waste segregation,
- saving energy and water,
- preparing proposals for ecological solutions and activities.

Assessed Elements:

- creativity,
- resource management,
- work organisation,
- knowledge of ecological principles.

SCENARIO 7

Communication Problem Between an Employee and a Customer

Topic:

Effective Professional Communication

Situation Description:

A customer does not understand the information provided by an employee and becomes irritated.

Students’ Tasks:

- active listening,
- using simple and clear messages,
- remaining calm,
- making sure that the customer has understood the information.

Objectives:

- developing communication skills,
- eliminating misunderstandings,
- building a professional image.

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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

SCENARIO 8

Crisis Situation in a Hotel

Topic:

Responding to Problem Situations

Situation Description:

A power outage or technical failure occurs in the hotel. Guests are upset and expect a quick response.

Students' Tasks:

- calming the guests,
- providing information,
- cooperating with the staff,
- organising emergency actions.

Competences Developed:

- responsibility,
- decision-making skills,
- teamwork,
- stress resilience.



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SCENARIOS FOR PRACTICAL AND SITUATIONAL EXERCISES FOR STUDENTS OF THE GASTRONOMY AND HOSPITALITY SECTOR

Recommended Working Methods During the Exercises

- role-playing situational scenarios,
- professional simulations,
- group work,
- case study analysis,
- brainstorming,
- practical exercises,
- summary discussions,
- participants' self-reflection.

Recommendations for Working with Students with Special Needs

During the implementation of the exercises, it is recommended to:

- use simple and clear instructions,
- divide tasks into stages,
- use visual materials,
- extend the time allocated for completing tasks,
- support teamwork,
- provide positive reinforcement for students,
- reduce excessive stress and noise,
- ensure support from a teacher, mentor, or assistant.

Expected Outcomes of Implementing the Scenarios

The implementation of the exercises will contribute to:

- increasing students' vocational competences,
- improving the quality of customer service,
- developing social and communication competences,
- increasing students' independence,
- better preparation for professional work,
- increasing environmental awareness,
- developing attitudes of tolerance and cooperation,
- enhancing the employment opportunities of project participants.
-

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INCLUSIVE EDUCATION AND EQUAL OPPORTUNITIES

The project promoted the idea of inclusive education and equal opportunities in the labour market. Particular attention was devoted to supporting people with special educational needs through:

- individualisation of the educational process,
- development of social competences,
- building a sense of safety and acceptance,
- adaptation of vocational placement environments,
- supporting independence and professional activity.

The project activities contributed to breaking stereotypes and increasing social awareness regarding the professional potential of people with disabilities.



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SUMMARY OF THE PROJECT RESULTS

The implementation of the project activities enabled participants to acquire new vocational, social, and intercultural competences, while also increasing awareness of the importance of sustainable development in gastronomy and hospitality.

The project constitutes an example of good practices in the field of inclusive education and international cooperation, promoting a responsible approach to the labour market and modern vocational education and training.

Area of Activities	Achieved Results
Sustainable Gastronomy	"Broadening knowledge of ecological practices in gastronomy and hospitality, reducing food waste, using local products, and applying the principles of 'zero waste'."
Vocational Competences	"Development of students' practical skills in gastronomy and hospitality professions through participation in workshops, study visits, and practical classes."
Inclusive Education	"Promoting the social and professional inclusion of people with special educational needs and breaking stereotypes related to disabilities."
International Cooperation	"Strengthening cooperation between partner schools from Poland and Spain, as well as exchanging experience and good educational practices."
Development of Language Competences	"Developing communication skills in English and Spanish within an international environment."
Educational Materials	"Preparation of a brochure, multimedia presentations, and teaching materials concerning sustainable gastronomy and hospitality."
Curriculum Updates	"Introduction of new content related to environmental education and sustainable development into vocational education and training."
Dissemination of Results	"Organisation of conferences, presentations, culinary demonstrations, and activities promoting the project in local and international environments."

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COMPETENCES ACQUIRED BY THE PARTICIPANTS

As a result of participation in the project, students and teachers developed:

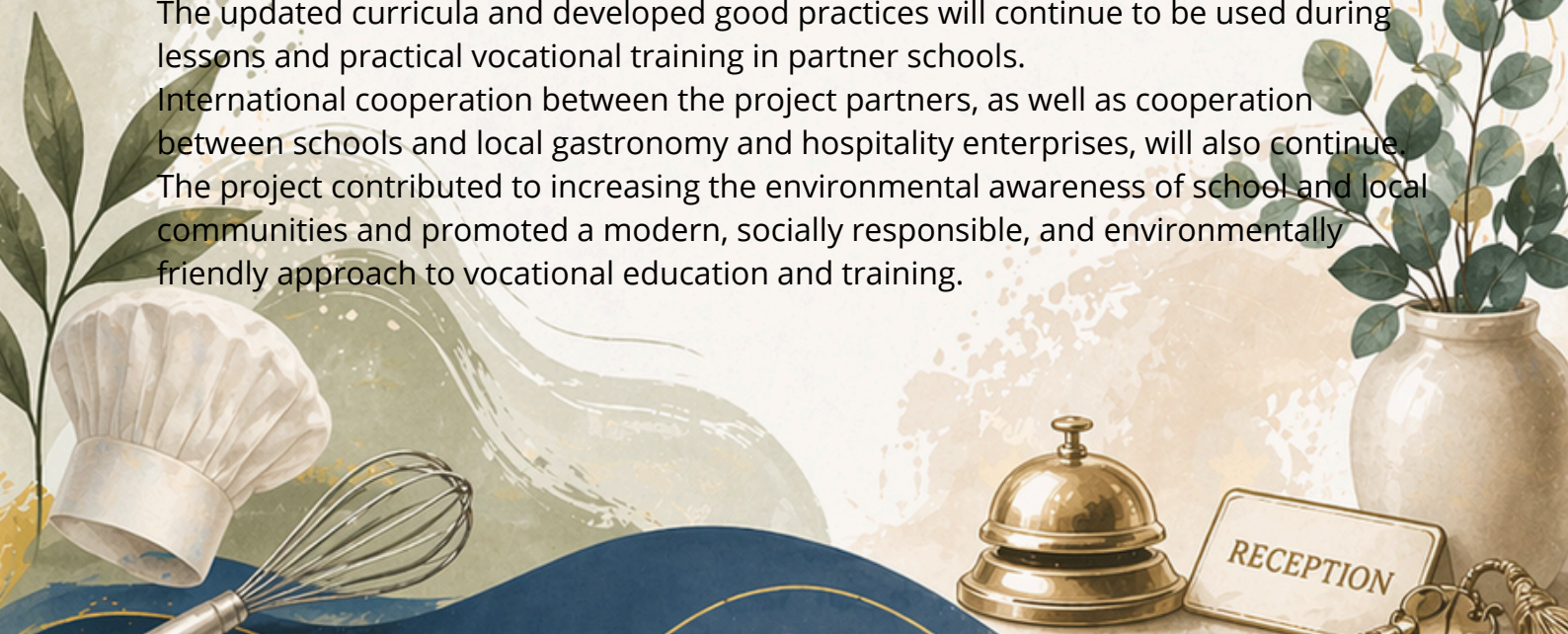
- vocational competences related to gastronomy and hospitality,
- practical skills concerning ecological methods of food production,
- social and communication competences,
- the ability to work in teams within an international environment,
- language competences in English and Spanish,
- environmental awareness and responsibility for the environment,
- the ability to organise work in accordance with the principles of sustainable development,
- knowledge related to inclusive education and cooperation with people with diverse educational needs.

IMPACT OF THE PROJECT ON PARTICIPANTS

The project increased students' motivation for learning and professional development, while broadening their educational and cultural horizons. Participants gained experience working in an international environment, became familiar with new working methods, and explored modern solutions applied in gastronomy and hospitality.
The project activities contributed to increasing self-confidence, independence, and openness to cooperation and cultural diversity.
Teachers and educational staff developed their teaching and organisational competences, learned new working methods, and explored ways of integrating environmental education and sustainable development into educational programmes.
The project also enabled the development of cooperation between schools and local entrepreneurs as well as sector-related institutions.

SUSTAINABILITY OF THE PROJECT RESULTS

The project results will continue to be used after the completion of the project activities.
The developed educational materials, brochure, and multimedia presentations will remain available to students, teachers, and project partners as long-term teaching tools supporting vocational and environmental education.
The updated curricula and developed good practices will continue to be used during lessons and practical vocational training in partner schools.
International cooperation between the project partners, as well as cooperation between schools and local gastronomy and hospitality enterprises, will also continue.
The project contributed to increasing the environmental awareness of school and local communities and promoted a modern, socially responsible, and environmentally friendly approach to vocational education and training.



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CONCLUSION

The project “Sustainable Gastronomy and Hospitality – Professional Integration of People with Special Needs”, implemented by Centrum Kształcenia i Wychowania OHP w Tarnowie, Niepubliczna Szkoła Branżowa I Stopnia Specjalna w Tarnowie, and C.P.I.F.P. Hurtado de Mendoza, aimed to develop students’ vocational competences in the fields of gastronomy and hospitality.

Particular emphasis was placed on supporting people with special needs, developing practical, social, and language skills, and preparing participants for the demands of the contemporary labour market.

As part of the project, participants became familiar with modern methods of vocational education and training, the principles of sustainable gastronomy, and gained international experience through partnership cooperation and international mobility activities.

The project resulted in improving the quality of vocational education and training, developing modern educational materials, and promoting social inclusion and equal opportunities in education and employment.

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