



IRELAND

Walkinstown

Green Kitchen Café & Garden Centre

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| Country of origin | Ireland |
| Venue of activity | Urban |
| Implementation level of the good practice | Local |
| Typology | Typology 3 <i>de facto</i> WISE |

HISTORY OF THE WISE

The Green Kitchen Café & Garden Centre is a WISE that was established in 2013 by the Walkinstown Association for People with an Intellectual Disability (WALK). The WISE was set up to provide training, work experience and employment for people with disabilities, as well as other people from disadvantaged backgrounds. Based in South-West Dublin, the WISE comprises a café, a garden centre and a shop. WALK is located within a multi-purpose community facility including training/meeting rooms, offices, and a workshop that is shared with the local Men's Shed.

STAFF

3 Full Time Equivalent (FTE) for people with disabilities (they may represent between 6 & 9 people with disabilities working a varying number of hours per week); unpaid training and work experience opportunities for people with disabilities (variable number of employed persons).

ADDITIONAL INFO

Website: <https://www.walk.ie/thegreenkitchen/>

Twitter: [Twitter page](#) [Facebook page](#)

Short description of the good practices of Green Kitchen Café & Garden Centre

WORK ACTIVITY

In the WISE, participants are involved in the following activities:

Café

- Basic food preparation – salads, vegetables etc
- Preparing hot and cold drinks, including Barista
- Table service, including taking orders, delivering food, issuing bills
- Cleaning tables and general cleaning of the café and public areas

Garden Centre

- Watering plants
- Weeding beds
- Potting seeds, seedlings and plants
- Selling plants and garden products
- Cleaning public areas

Shop

- Serving customers

DEVELOPED COMPETENCIES

One of the key competencies developed by participants is engaging with the public, while providing a professional customer service. As well as developing broader “employability” competencies such as working as part of a team, timekeeping, communications, personal hygiene, etc.

Other competencies are directly related to the areas of work. Some participants working in the café only want to work “front of house” while others are happier staying in the kitchen. In the garden centre and shop, some participants only want to work outside with the plants, while others want to experience a “retail” customer-facing environment.

In some cases, participants are keen to experience all aspects of the business and would spend time trying the different roles within the café and/or the garden centre and shop.

EDUCATIONAL PATH FOR PEOPLE IN INTEGRATION

In creating pathways to employment for participants, the WISE works primarily with the various employment and training programmes within WALK, for example the WALK PEER Ability Project and the WALK Community Living programmes. The pathways typically follow a person-centred process, outlined below. At each stage the participants make decisions agreed with their Job Coach/Employment Facilitator.

- Workplace visits which allow participants to see different types of workplace, e.g. retail, hospitality, offices, warehousing, etc.
- Work sampling – short term (e.g., several hours, half days) opportunities for participants to have deeper experience of a workplace and the types of activities/roles involved.
- Training Programme – having completed an amount of work sampling sessions, the WISE agrees with the participant, in conjunction with their Job Coach/Employment Facilitator, on a programme of training. This plan will include:
 - The area of the WISE they wish to work in (café, garden centre, shop)

- The specific role(s) they want to learn. For instance: kitchen porter, customer service, barista, etc., or whether they want to continue training in a variety of roles (e.g., all aspects of hospitality).
- Timetable – frequency and duration of “shifts” (e.g., 2 mornings per week, for 6 weeks).
- Specific training that may be required (e.g., Basic Food Safety & Hygiene, Manual Handling).
- Employment – where possible, upon completion of a training period, a participant may be offered paid work in the WISE. Role, hours, etc. will all be agreed with the participant, in conjunction with their Job Coach.

The above-mentioned is the typical pathway of training and employment within the WISE. While undertaking the work experience and training, the participants will also continue in their programmes (e.g., PEER, LINC, etc.) to develop other life and employability skills.

SOCIAL, TRANSVERSAL COMPETENCIES - PROFESSIONAL ATTITUDE

Job Coaches will be supporting the participants to develop their broader competencies and employability skills. Among the different skills there is learning about social norms in the workplace and interacting with colleagues, managers, customers and members of the public. Where appropriate, the participant's key worker/Job Coach might flag particular behaviours exhibited by the participants and advise the social enterprise manager and full-time staff on strategies to avoid and/or manage these behaviours. The WISE is close to the employment support programmes offices, therefore, in the rare cases of difficulties arising, there regularly is a member of the employment team on hand to assist with the challenging behaviour.

COORDINATION OF ACTIVITIES

(Presentation, description, and forms of learning processes)

A key element of the support received from their employability programmes are the specific skills/competencies required to undertake activities. Where necessary, the job coach and social enterprise manager will undertake a task analysis in order to break up a larger activity into manageable tasks. Depending on the capacity of the participant, these individual tasks may be introduced all together or gradually over time. Visual (and technological) aids may be used to assist the participant to recall and learn the tasks required.

The participants working in the WISE would vary greatly in terms of ability and therefore their progression along the pathway outlined above has always been on a person-centred approach. This fact has ensured that progression has been at a pace that is appropriate to the individual. At the outset of the training programme, the frequency of review and check-ins between the participant, social enterprise manager, and Job Coach would be agreed. Where necessary, the programme would be revised, accelerated, or halted according to the wishes of the participant.

FINANCIAL SUSTAINABILITY / FINANCIAL MODEL

The public funds are primarily under the Community Service Programme (CSP) which finances:

- A manager of the social enterprise
- 3 FTE workers from the target disadvantaged group. In the case of The Green Kitchen, as the target group is people with disabilities, the FTE (39 hours per week) can be made up of smaller hours, e.g. 3 persons working 13 hrs per week, or 2 persons working 19.5 hrs per week).