



**Inclusive Futures**  
Promoting disability inclusion



# Inclusive Barista Training Manual

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# 1. Purpose

## 1.1. Introduction

This training manual is designed to support trainers of basic barista training and coffee courses to make their approaches more accessible and inclusive for people with disabilities. The information in the manual was collected during two training sessions organized by Cordaid and the National Coffee Academy in coordination with National Federation of the Disabled Nepal (NFDN). The training was attended by mixed groups of people with disabilities in Kathmandu. As this manual is developed in the context of Nepal, it may not be wholly applicable in all the context and may need certain adaptations is used elsewhere.

It is hoped that the adaptations made during the courses and lessons learned will help other training centres to provide more accessible training. The lessons are grouped in line with the sessions provided during the training in Kathmandu, to indicate how the accessibility can be included in practice. The training schedule is simply indicative, but represents what would be expected from a standard barista course.

Adaptation strategies identified during training in Nepal in those relating to accessibility and reasonable accommodation at the training venue, training processes, accessible facilities, information and communication as well as other services as enshrined in the UN Convention on the Rights of People with Disabilities (CRPD). This manual promotes the inclusion of people with a diversity of disabilities and is based on the principle of equality and non-discrimination in the learning process, as well as opportunities and career development for all people.

## 1.2. Objectives

This training manual is designed to help transfer barista skills to people with disabilities. Barista skills are an opportunity for anyone to improve their livelihood and social status, especially in Nepal where there is a budding coffee industry. Making the training inclusive for people with disabilities can make barista work more accessible as a livelihood opportunity. The manual deals only with the basic knowledge of coffee and barista work. Hence, the specific objectives of this manual are:

1. To make barista training accessible to people with disabilities, and thereby improve livelihood opportunities for people with disabilities
2. To enhance skills of barista trainers in making the barista trainings more accessible to people with disabilities
3. To support other training centres in Nepal and internationally to adapt their training with an aim to making the training more inclusive

## 1.3. How to use this Manual

The core content of this manual is to teach basic barista skills to training participants. Therefore, this does not deal with all types of coffee and drinks making or brewing. However, the lessons learned on how to adapt training could be applied to other technical training.

Trainers need to understand and ensure adaptation strategies before starting the training and sessions. Different types of impairment might call for alternative approaches. The needs of each individual with a

disability may be different, so the trainers or organizers should first identify such needs to provide a better learning space. The trainer is suggested to use the first day to set an adequate environment for the participants in terms of accessibility and reasonable accommodation. Identify the diverse needs of all the participants in terms of mobility, seeing, learning process, materials, use of language and others.

The trainers for this inclusive barista training should have basic knowledge about inclusion, people with disabilities, the rights of people with a disability and accessibility. It is recommended to contact organizations working on disability, such as national or local organisations of people with a disabilities, to seek advice to make training more accessible. However, engaging the trainees on their needs is paramount.

This training manual consists of an example plan for every session. However, the trainers are suggested to use their own reference and reading materials according to the learning objectives of each session based on the context and training environment, and their course outcomes. The trainers can revise the sessions to make them more inclusive based on the needs of the specific training setting without decreasing the content, the time spent on training or the training and not affecting overall objectives as well as learning objectives of the training.

#### 1.4. Good Practice

**Training Venue:** Before the training starts, evaluate your venue in terms of accessibility for people with disabilities. The venues should not have obstruction for people using a wheelchair, a white cane or with mobility issues. There should be visible and audible signage and alarms. The venue should have an accessible parking lot as well. In Nepal, the main entrance to training venues often lock automatically, which may deny easy access for people with disabilities into the venue. The entry to the venue should be unobstructed, with an automatic door if possible. If this is not possible, ensure that the door is visible or attended at all times.

The venue should be step free. Wheelchair users or people limited mobility would find attendance impossible or difficult. Ramps for access to the training venue with a comfortable slope can improve accessibility. The ramps must have handrails on either side. It will be better if the floors have tactile fitting. Check whether there is enough room and whether the floor is suitable for wheelchairs to move around easily. Ensure that there are no obstructions on the floor or to training stations (such as grading tables). All the training areas including the main room, other rooms, bathrooms and dining spaces should be easily accessible for wheelchair users and people who require walking aids. Keep proper readable signage for all the spaces with large and high contrast fonts or pictures. If possible, use the signage embossed in Braille. If you are using multiple floors for training, make sure that there is a lift and that is accessible without any obstacles (keys, cards, etc.)

Make sure the venue has accessible bathrooms. Accessible bathrooms are not only for the wheelchair users but also for other kinds of impairments. The bathroom should not be locked at any time. If it is required to lock that the bathroom, ensure that there is an attendee present all the times. Make sure that the sinks and toilets are at the adequate height for people in wheelchairs to use and are fitted with handles. The bathrooms needs to be fitted with emergency bell in an accessible place. If you do not have such bathroom at the venue, upgrade the existing facilities if possible. Otherwise, avoid using the venue.

Fire alarms, generally are only sound based, which the people with hearing impairment could not hear. Hence, make sure that there are flashing alarms in the venue.

For many people, moving from one area of light to a different one can be problematic. The venue should be well lit with no changes in light levels in different areas. Bright lights may make it hard for some people to read or concentrate. Bright or flickering lights may also trigger headaches and migraines. Therefore, it is better to ensure adequate daylight all over the training area. If you are using artificial light, ensure that the level of lighting is similar at all the places.

It is better if hearing loops, to boost sound for people who use hearing aids, are installed at the venue. If there is no system at the venue, a portable system can be hired.

**Training Techniques:** Design techniques which is comfortable for people with different impairments. You may use variety of training techniques as per preferred learning styles of the trainees. Be flexible in using different approaches in terms of content, methodologies, materials and training assessments.

Use practical demonstrations as much as possible. It means physically doing the activities that the participants will learn like brewing, foaming, etc. for visual learners and people who have hearing impairments. You may use videos of the activities too, so long as there is adequate audio information for people with visual impairments.

Explain the learning objectives in detail. Provide as much as possible information and explain all the process in details repeatedly. Explaining does not only include verbal process but it can be done through sign language, writing, and through demonstration. With people with an intellectual disability, repetition of instructions and training information over a longer period of time is recommended.

Allow participants to practice as much as possible. Let the participants discover on their own. It will help them learn the process completely. It will also help the trainer to assess the learning of trainees. Guide the trainees throughout the practice session.

**Planning and registration:** Before starting the training, sit together with the trainees and plan the training accordingly. Contact the trainees in advance and ask for information on any requirements and training techniques that they prefer. This is best achieved during the registration process. Use registration forms to know more about the requirements of the trainees. Ask questions regarding reasonable accommodation, language use, and other needs. This may include being accompanied by a personal assistant or trusted support person (i.e. a family member) to help mobility, understanding or other need. Any personal assistants will also need to be accommodated during the training.

**Language:** Use appropriate language as per the requirement of people with different impairments. You need to use sign language for people with hearing impairment and provide material in Braille or in screen reader appropriate format in advance for the people with visual impairment. Be sensitive using certain terminologies to describe people with different kinds of impairment (please see glossary below), and confirm whether the participants have any preferred terminology.

**Materials and Documents:** If necessary, take time to redesign the materials used during the training. The materials include the presentations you use, the handouts you distribute and the materials used during the practice sessions. Use large fonts with less text per slide, use more pictures, illustrations and symbols, use appropriate colour and maintain adequate distance between screen and sitting space (closer to the screen for people with a visual impairment). You may need to reprint documents with large fonts or in

Braille. If it is possible, provide the reading materials to the trainees prior to the specific sessions, so that they can have a look at it before they come to the session, or in electronic format that is accessible for screen readers. You may need to change the materials used in the practical sessions, and any visuals may need to be described to the group to help the understanding of people with a visual impairment.

**Length and Breaks:** This manual is designed for a 15-day training. However, you may change the number of days as per your requirement. It may be difficult for people with disabilities to attend longer sessions every day. They may get tired due to the physical challenges, or it may be difficult for them to sit in a same position for a long period of time. Provide frequent breaks with short sessions and longer days of training for those who take time in learning. You must provide adequate time to rest for the trainees. Likewise, the training period may be extended to support understanding for people with intellectual disabilities, or additional time allowed for practical exercises after the training session finishes.

**Budgeting:** For making provisions for reasonable accommodation, you may need additional budget for upgrading the training venue or adaptation of the course. Plan it accordingly. If it is a funded program, you may add budget for these in the financial proposal.

**Train your staff:** The trainer is not the only person involved in this training. There may be assistants at the training, security, support staff and others. Train your staff on inclusive training model before starting the training. Make the staff aware of the adaptation processes that are described in this manual.

General Adaptations According to Impairment Type	
Kind of Disability	Adaptation
Wheelchair User	<p>Table and Chair: The tables must be open from underneath and of a comfortable height (consider the height of wheelchair), so that the user can sit properly and work.</p> <p>Movement: There should not be any barriers or obstacle for the movement of wheelchair, visually impaired people and people with other forms of physical impairment.</p> <p>Restrooms: The restroom must be accessible for wheelchair users and other types of impairments.</p> <p>Ramp: If there are steps to use for movement a standards ramps must be provided for wheelchair users.</p> <p>Espresso Bar: Ensure the proper height of espresso table. It should be open underneath without any rack there, so that the wheelchair can be placed underneath.</p>
People with Short Height/Stature	<p>Accessible table and chair for people of a short stature</p> <p>Appropriate height of table and espresso bar</p> <p>Put adjustable ladder, small table or block as a pedestal for people of short stature to help reach any equipment that cannot be adjusted.</p>

<p><b>People with limited use of one hand</b></p>	<p>Provide additional materials for the training sessions, such as:</p> <ul style="list-style-type: none"> <li>A rubber surface to stop coffee making equipment from slipping</li> <li>A modified pitcher to support handling</li> <li>Wooden porta filter stand block, to aid with tipping drinks slowly</li> </ul>
<p><b>Visual impairments</b></p>	<ul style="list-style-type: none"> <li>Larger fonts on materials and presentations</li> <li>Sit people with low vision near to the screen and whiteboard</li> <li>Provide notes ahead of time, preferably in an electronic format if student has appropriate equipment (such as a screen reader)</li> <li>Provide recordings of a lecture if a tape recorder is available for revision, when handouts are not available in Braille</li> <li>Get lecture notes in Braille or provide a Braille note taking device if the student knows Braille</li> <li>Explain what is being shown on visual presentations such as chalk boards or computer projections, and use ‘alt text’ for any images in electronic materials</li> <li>Explain verbally what is being demonstrated; describe what you are doing as you demonstrate</li> <li>Use touch or physical guiding (see the method “learning by doing” which follows). If you are teaching a person with a visual impairment, with consent, you can have them feel your hands while you do the task. With their permission, you can guide them when performing the tasks themselves</li> </ul>
<p><b>Hearing Impairments</b></p>	<ul style="list-style-type: none"> <li>Sign language interpreter for people who are deaf, or accommodate a personal assistant who can interpret</li> <li>Use writing and visual prompts, if your trainees can read clearly</li> <li>If you have a student who read lips for comprehension, make sure they can see you</li> <li>Incorporate pictures and drawings to facilitate understanding; use captioned videos</li> </ul>
<p><b>Intellectual Disabilities</b></p>	<ul style="list-style-type: none"> <li>Use simple language during presentations and in materials</li> <li>Use pictures or other visual representations as much as possible</li> <li>Regularly check the understanding of all students, and do not focus check-ins on students with an intellectual disability so that they do not feel discriminated</li> <li>Allow training times to be extended if necessary, to accommodate different learning styles</li> <li>Provide ample opportunities for practice following the training sessions, where possible</li> </ul>

## 2. Example Training Outline

### 2.1. Welcome, Objectives and Training Setting

Day: 1	Session 1
<b>Thematic Session</b>	
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introduction of participants and trainers</li> <li>• Overall objective of the training</li> <li>• Learning objectives</li> <li>• Briefing the session plan</li> <li>• Collect expectations from trainees</li> <li>• Assessment of venue (especial focus in view of the types of disability of the participants)</li> </ul>
<b>Objectives of the session</b>	<p>After the session the participants will be:</p> <ul style="list-style-type: none"> <li>• informed about the training objectives and training implementation plan</li> <li>• introduced to participants and the trainers</li> </ul> <p>After the session the trainers will have:</p> <ul style="list-style-type: none"> <li>• Confirmed any reasonable accommodation (in addition to that collected in registration) required by participants to make arrangements for the upcoming days in terms of mobility, accessibility, etc.</li> </ul>
<b>Time</b>	2 hours
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector and laptop,</li> <li>• Whiteboard and markers</li> <li>• Meta cards</li> </ul>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Power Point presentation</li> <li>• Discussion</li> <li>• Question Answer</li> </ul>
<b>Process</b>	<p>Welcome the participants and introduce them to the new environment</p> <p>Start by introducing yourself and ask them for their introduction. The trainer can use any method for introduction but that must be friendly for all diverse group including people with disabilities.</p> <p>If it is a homogenous group (people with similar kind of disability) you may use method appropriate to them. If it is a mixed group (people with different kinds of disabilities) use a method comfortable for all kinds of disabilities. You can use different</p>



	<p>techniques as per the need of the trainees (verbal, demonstration, presentation).</p> <p>Ensure that participants have been asked before about any reasonable accommodation required by trainees, barriers and challenges that they often face, so that you can think about the solution as early as possible and manage the training in comfortable way.</p> <p>Explain the overall objective and learning objectives of the training programme</p> <p><u>Overall Objective:</u></p> <p>To make the basic barista training and coffee courses more accessible and inclusive for people with disabilities and provide professional barista skills so that to enhance their livelihood and career</p> <p><u>Learning Objective:</u></p> <p>What we will learn</p> <ul style="list-style-type: none"> <li>• Basic knowledge of coffee</li> <li>• Coffee making skill</li> <li>• <i>(See Checklist for the Menu Items to be trained under this training)</i></li> <li>• Basic coffee latte art – “heart shape”</li> </ul> <p>What we will not learn</p> <ul style="list-style-type: none"> <li>• All the coffees on the menu</li> <li>• All the latte arts</li> </ul>
<p><b>Participatory Inclusion assessment and session wrap-up</b></p>	<p>Let the participants observe the venue, furniture, materials, rest rooms, transportation, support system during the training in details and get their opinion, inputs and idea for necessary solutions (if needed).</p> <p>Let the participants suggest the ways of communication that is friendly to them.</p> <p>Collect the suggestions in writing or orally and note the details for use in the following training days.</p>
<p><b>Inclusive Approaches</b></p>	<p>While the participants introduce themselves, provide an opportunity for them to clarify any accessibility requirements during the training. Although you have done it earlier during the registration, offer trainees an additional opportunity to clarify these if they feel comfortable doing so.</p> <p>Before you start the first session, give special attention to the physical infrastructure and space of the training venue and ensure</p>

accessibility and reasonable accommodation for the participants throughout the training as described above.

Understand the learning styles preferred by the trainees through interaction. You may need to repeat messages time and again as some of the trainees may need longer time in understanding.

Take care in use of language throughout the training period.

- Use appropriate words and language while addressing disability, gender, community and others. Never refer to people using an impairment, or suggest that an impairment is a weakness. You may coordinate with the trainees with a disability or an organizations of people with disabilities (OPD) to find the appropriate words for addressing different kinds of disabilities. A glossary is also provided in this manual.
  - Use people-first language (e.g. people with a disability)
  - Avoid labels and stereotypes
  - Do not use patronizing synonyms or alternative words (e.g. do not use terms such as “differently abled”, “people of all abilities”, “disability” or “people of determination”
  - Disability is not and illness or a problem
  - Use proper language in oral and informal speech too
- Some commonly used language can be insensitive and unfriendly for people with disabilities, although those are commonly used. Avoid using those words, phrases, sentences, proverbs, sayings or examples. Ask the participants themselves about their preferred terms.

Take permission for taking photos and/or videos of the training explaining that they will not be used for other purpose than of this training/project without their consent. Develop a consent form and take signature from the trainees. In case of the trainees, who may not be able to give consent, ask for written consent from their personal assistant/support person.

**Checklist for  
the menu  
Items to be  
trained**

The participants will learn to brew and serve:

**Hot Drinks**

- Espresso
- Double Espresso (Doppio)
- Americano
- Long Black
- Café Au Lait
- Cappuccino

- Café Latte
- Hot Chocolate
- Café Mocha

#### **Cold Drinks**

- Iced Americano
- Iced Latte
- Cold Brew
- Iced Tea

#### **Hand Brew Coffee**

- French Press Brew
- Aero Press Brew
- Pour Over: V60
- Chemex
- Mokka Pot
- Turkish Coffee

## 2.2. Introduction to Coffee and the Role of a Barista

Day: 2	Session 2
<b>Thematic Session</b>	
<b>Reflection of Previous Day</b>	<ul style="list-style-type: none"> <li>• Ask one or two participants to review the tasks done on the previous day</li> <li>• Ask the participants if they are comfortable with the venue and training arrangements and teaching methods</li> <li>• Ask the participants about their readiness to start the core content of barista training</li> <li>• If the participants have any issues to be addressed before the start, listen to them and address them and connect them with the content</li> </ul>
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Basics of coffee: facts, history, major brands, producers</li> <li>• Coffee process (farm to café/table): growing, picking, sorting, plumping, fermentation</li> <li>• Types of Coffee</li> <li>• Coffee and Health</li> <li>• Important coffee days</li> <li>• Who is a Barista?</li> <li>• Duties, Responsibilities and Key Qualities of Barista</li> <li>• Customer service and Hospitality</li> <li>• Checklist for espresso bar</li> <li>• Introduction to Espresso bar and machine               <ul style="list-style-type: none"> <li>- Necessary items in a coffee bar</li> <li>- Parts of espresso machine and their use</li> </ul> </li> <li>• Introduction to different types of glasses/cups</li> <li>• Prepare milk tea, black tea and hot lemon using an espresso machine</li> </ul>
<b>Objectives of the session</b>	<p>After the session the participants will be:</p> <ul style="list-style-type: none"> <li>• Able to understand different types of coffees</li> <li>• Able to understand the process of coffee growing to brewing</li> <li>• Learn the roles and responsibilities of a barista</li> <li>• Able to identify the key parts of espresso machine and espresso bar</li> <li>• Able to make milk tea, black tea and hot lemon using the espresso machine</li> </ul>
<b>Time</b>	1 hour
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations</li> <li>• Whiteboard, markers</li> <li>• Collection of videos and photos</li> <li>• Espresso machine and bar</li> </ul>

	<ul style="list-style-type: none"> <li>• Glasses/Cups</li> </ul>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Power Point presentation</li> <li>• Discussion</li> <li>• Videos</li> <li>• Photographs</li> <li>• Demonstration of coffee beans</li> <li>• Demonstration of espresso bar and machine</li> <li>• Demonstration of cups/glasses</li> <li>• Practice with an espresso machine</li> </ul>
<b>Process</b>	<p>Introduce the participants to the history, facts and types of coffee using a power point presentation (PPT). Also describe the quality and use of different types of coffees (fresh, instant coffee, etc.). Tell the participants that they will learn to brew fresh coffee.</p> <p>Describe the process of coffee from growing to brewing. While explaining it, demonstrate the coffee beans. Put some coffee beans on the table and ask the participants to feel, smell and/or taste (if not harmful) them.</p> <p>Inform the participants about the health significance of coffee and also mention the important coffee days for Nepal:</p> <ul style="list-style-type: none"> <li>- World Coffee Day, October 1</li> <li>- National Coffee Day, Mangsir 1</li> </ul> <p>After the introduction to coffee, introduce the participants to the role of a Barista, including the history behind the word.</p> <p>Then inform the participants about their roles and responsibilities as a barista. Remember to mention that unlike chefs or waiters, baristas fill a mix of roles. The role of barista begins from taking order, continues with brewing, serving, cleaning the espresso bar and ends with removing the cups from the customer tables.</p> <p>Explain customer service to the participants.</p>
<b>Practical Session</b>	
<b>Process, methodology and activities</b>	<ul style="list-style-type: none"> <li>• Explain the participants how to make black tea, hot lemon and milk tea using the espresso machine one by one.</li> <li>• Invite the participants to the espresso bar and demonstrate by making a cup of each type of teas one by one.</li> <li>• Before giving the participants an opportunity to make teas, ask them to touch, feel and use the espresso machine.</li> <li>• Ask the participants to make the three types of tea</li> <li>• Distribute the teas for tasting.</li> </ul>
<b>Proposed Time</b>	1 hour
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Espresso machine and bar</li> <li>• Cups and glasses of different shapes and sizes</li> </ul>

	<ul style="list-style-type: none"> <li>• Water, milk, sugar, tea bags, tea masala</li> </ul>
<p><b>Session evaluation and wrap-up</b></p>	<ul style="list-style-type: none"> <li>• Serve teas made by the participants among the participants, trainers and guests</li> <li>• Get feedback on the taste of the teas</li> <li>• Ask participants about their experience of using espresso machines</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>
<p><b>Inclusive Approaches</b></p>	<p>The PPT should be shared in advance with people using a screen reader, and any images need to be explained by the presenter. Share text beforehand for sign language interpreters and speak slowly to accommodate interpretation and understanding. Videos should have subtitles and any materials shared in advance should have ‘alt text’ for the images.</p> <p>The participants may be new to coffee and the role of a barista. Hence, remember to explain any technical terms and new words as and when you use them.</p> <p>Some exercises may take additional time. Therefore, provide them adequate time and space for practice.</p>
<p><b>Checklist</b></p>	<p><b>Coffee Process</b></p> <ul style="list-style-type: none"> <li>• Coffee plant/blossom</li> <li>• Unripe Cherry</li> <li>• Red Cherry</li> <li>• Parchment</li> <li>• Green Beans</li> <li>• Roasted Beans</li> </ul> <p><b>Coffee Bar</b></p> <ul style="list-style-type: none"> <li>• Espresso Machine</li> <li>• Espresso Grinder</li> <li>• Tamper</li> <li>• Tamping Mat</li> <li>• Coffee Scale</li> <li>• Teaspoon</li> <li>• Cleaning Cloths</li> <li>• Coffee Cups</li> <li>• Milk Pitcher</li> <li>• Coffee Distributer</li> </ul> <p><b>Parts of Espresso Machine</b></p> <ul style="list-style-type: none"> <li>• Porta Filter</li> <li>• Steam Wand</li> <li>• Hot Water Spout</li> <li>• Cup Warmer</li> </ul>

## 2.3. Overview of menu items and brew some basic coffees

Day: 3		Session 3
<b>Thematic Session</b>		
<b>Reflection of Previous Day</b>	<ul style="list-style-type: none"> <li>• Ask one to two participants to review the task done on the previous day.</li> <li>• Ask the participants about any questions and problems using the espresso machine</li> <li>• Ask some basic questions like to name the parts of the espresso machine and bar</li> <li>• Demonstrate some parts of espresso machine and ask the participants their name ad use</li> <li>• Ask participants if they have any suggestions for further requirements regarding adaptation in terms of training venue, delivery and practice</li> <li>• Be patient to listen to them and encourage to express their opinion because some may not have good practice of speaking and similarly some may have problems of speaking (such as stuttering)</li> <li>• Similarly, some people with a speech impediment speak very slowly and need good time to speak. The trainer should be aware of such diversity of participants</li> </ul>	
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Learn to hold and use porta filter properly</li> <li>• Learn process and posture of tamping</li> <li>• Learn and brew Espresso, Doppio, Americano and Long Black Coffee</li> <li>• Learn and brew Café Au Lait</li> </ul>	
<b>Objectives of the session</b>	After this session the participants will be: <ul style="list-style-type: none"> <li>• Able to brew and serve espresso, double espresso (doppio) americano, long black coffee and café au lait</li> </ul>	
<b>Time</b>	30 minutes	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations</li> </ul>	
<b>Methodology</b>	Power Point presentation Discussion	
<b>Process</b>	<ul style="list-style-type: none"> <li>• Explain the menu items that the participants will learn to brew in this session, including ingredients, taste, colour, smell etc.</li> </ul>	
<b>Practical Session</b>		
<b>Process, methodology and activities</b>	<ul style="list-style-type: none"> <li>• Explain the process of making an espresso</li> <li>• Explain and demonstrate how to hold the porta filter</li> <li>• Explain and demonstrate tamping posture</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ask the participants to come around the espresso bar and demonstrate by making a cup of espresso</li> <li>• After demonstration invite the participants one by one and ask them to brew a cup of espresso</li> <li>• Demonstrate the making of long black, doppio and americano and ask the participants to brew a cup of each.</li> <li>• Explain and demonstrate the process of making café au lait</li> <li>• Ask the participants turn by turn to brew café au lait</li> </ul>
<b>Proposed time</b>	1 hour 30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• All the items of espresso bar (see Session 2 for details)</li> <li>• Espresso machine</li> <li>• Small wooden block to hold the porta filter handle (for those, who can use only one hand)</li> <li>• Coffee beans, water, milk</li> <li>• Cups/glasses, saucers</li> </ul>
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Distribute the coffees among the participants, trainers and guests and ask for their feedback</li> <li>• Ask the participants about any challenges and difficulties they faced during this session</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>
<b>Inclusive Approaches</b>	<p>It is not possible for someone with use of only one hand to easily hold the porta filter and release powdered coffee from the espresso grinder simultaneously. Arrange for a small wooden block (or other material) to hold the porta filter handle (see Figure 1)</p> <p>For people with the use of only one hand, you may use the tamper adjusted in the espresso machine. There is a tamper attachment on the espresso machine that is not used regularly by baristas. But for people, who can use only one hand, it will give them opportunity to stand the porta filter on a block and press the coffee with the tamper attached on the espresso machine.</p> <p>Most of the espresso tables have racks at the bottom, so wheelchair users cannot move the chair underneath the table. Make arrangements for a table with an open bottom before the training and put the espresso machine on that. If it is not possible, try to adjust as per the situation of the training venue.</p> <p>During the demonstration, make sure that every participant can see the process properly. Make standing arrangements accordingly. (e.g. keep the wheelchair users, people with low hearing or low vision, and people with short stature at the front).</p>



If it is not possible for all the participants to see the process properly, rotate the position of the participants and demonstrate by making another cup.

You may need to brew additional cups for the demonstration if there are participants who need more time to learn. Remember that most of the participants may be seeing an espresso machine for the first time. So be patient. As this is the first time in the training where the participants actually use the espresso machine, you may need to show them how to use it repeatedly.

Look closely if the participants are using the machine properly and repeatedly aware them on care while using the machine. (*e.g. the machine will heat up, steam wands are hot so do not touch it other than on the rubber cover, hot water or steam may burn your hands, clean the working station regularly, etc.*). It is important for these safety instructions are understood, so confirm with any interpreter or personal assistant that the instructions have been understood and check comprehension.

If any of the participants use a wheelchair, they may find it difficult to see inside the container. Make adjustments accordingly. It is useful to have an adjustable table for the espresso machine.

It might be useful to check in with participants throughout the training to check if they have any particular emerging needs or concerns about the training and how they are feeling. This needs to be done in all the sessions.



**Figure 1: Wooden Block Used to Hold the Porta Filter**

## 2.4. Hand Brewed Coffees

Day: 4

Session 4

<b>Thematic Session</b>	
<b>Reflection of Previous Day</b>	<ul style="list-style-type: none"> <li>• Ask one to two participants to review the task done on the previous day.</li> <li>• Ask the participants questions on how to make espresso, americano, doppio, long black and café au lait               <ul style="list-style-type: none"> <li>- Process</li> <li>- Ingredients</li> <li>- Dose</li> <li>- Brew time</li> </ul> </li> <li>• You may also ask one participant to brew one coffee</li> </ul>
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Learn and brew French Press and Aero Press coffee</li> </ul>
<b>Objectives of the session</b>	<p>After this session the participants will be</p> <ul style="list-style-type: none"> <li>• Able to use the French Press and Aero Press machines to brew coffee</li> </ul>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations</li> </ul>
<b>Methodology</b>	<p>Power Point presentation</p> <p>Discussion</p>
<b>Process</b>	Explain about the hand brewed coffees and how they differ from espresso machine coffees
<b>Practical Session</b>	
<b>Process, methodology and activities</b>	<p>Explain the French Press Machine showing them every part of the machine and their use, give each part to the participants to look at it closely</p> <p>Demonstrate the use of the machine by making a cup of French Press Coffee</p> <p>Ask the participants turn by turn to brew French Press Coffee using the machine, observe closely for any challenges and difficulties</p> <p>Explain the Aero Press Machine showing them every part of the machine and their use, give each part to the participants to look at it closely</p> <p>Demonstrate the use of the machine by making a cup of Aero Press Coffee</p> <p>Ask the participants turn by turn to brew Aero Press Coffee using the machine, observe closely for any challenges and difficulties</p>
<b>Proposed Time</b>	1 hour 30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• French Press machine</li> <li>• Aero Press Machine</li> </ul>

	<ul style="list-style-type: none"> <li>• Rough Rubber Surface</li> <li>• Coffee powder</li> <li>• Pitcher</li> <li>• Cups/glasses, saucers</li> </ul>
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Distribute the coffees among the participants, trainers and guests and ask for their feedback</li> <li>• Ask the participants about any challenges and difficulties they faced during this session</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>
<b>Inclusive Approaches</b>	<p>While using French Press and Aero Press machines, people with disabilities, who can use only one hand cannot hold the pot at the bottom. This may cause the pot to slip while applying pressure from above. Therefore, ask them to keep the pot on non-slippery rubber surface. Use wide based containers.</p>

## 2.5. Milk steaming and frothing/foaming and pitcher holding and pouring

Day: 5		Session 5
<b>Thematic Session</b>		
<b>Reflection of Previous Day</b>	<ul style="list-style-type: none"> <li>• Ask one to two participants to review the task done on the previous day.</li> <li>• Ask the participants questions on how to make espresso, French Press and Aero Press coffee               <ul style="list-style-type: none"> <li>- Process</li> <li>- Ingredients</li> <li>- Dose</li> <li>- Brew time</li> </ul> </li> <li>• You may also ask one participant to brew one coffee</li> </ul>	
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Milk steaming and frothing techniques</li> <li>• Pitcher and cup holding and pouring techniques</li> </ul>	
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>• Able to properly steam and froth milk using the espresso machine</li> <li>• Learn to hold pitcher and pour milk properly</li> </ul>	
<b>Time</b>	30 minutes	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>	
<b>Methodology</b>	Power Point presentation Discussion	
<b>Process</b>	<ul style="list-style-type: none"> <li>• Explain about the process of steaming and frothing milk including the optimum temperature for different types of coffees</li> <li>• Explain how to hold a pitcher and cup for pouring milk</li> <li>• Explain muscle memory</li> </ul>	
<b>Practical Session</b>		
<b>Process, methodology and activities</b>	Ask the participants to come around the espresso bar and demonstrate milk heating and frothing process Then ask every participant to steam and forth milk in turns.	
<b>Proposed Time</b>	1 hour 30 minutes	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• All the items of espresso bar</li> <li>• Espresso machine</li> <li>• Small wooden block to hold the porta filter handle</li> <li>• Milk pitcher (slightly modified for those, who use only one hand, see below)</li> <li>• Milk</li> </ul>	

	<ul style="list-style-type: none"> <li>• Cups/glasses, saucers</li> </ul>
<p><b>Session evaluation</b></p>	<ul style="list-style-type: none"> <li>• Observe continuously throughout the practical session on how the participants are steaming and frothing milk and guide them</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>
<p><b>Inclusive Approaches</b></p>	<p>While steaming milk, ensure that the participants touch the pitcher with one hand all the time to feel the heat so that to develop muscle memory. It will also be useful for those, who cannot read the thermometer.</p> <p>While heating the milk, ideally it is recommended to use a thermometer. However, most Baristas hold the pitcher with one hand and touch the pitcher with another to estimate proper heating. But for people who use only one hand, they cannot touch the pitcher while holding it. Hence, using a thermometer is recommended. For this, fold the pitcher from one side on the top (above the handle) and make a small hole on it to hold the thermometer (see Figure 2).</p> <p>Moreover, if it is also not possible for a participant to hold the cup with one hand and pour milk, adjust the height of the table (you may put something, e.g. a stand or support) on the table for them to pour milk.</p>



**Figure 3: Pitcher with adapted thermometer**



**Figure 2: Use of common materials in a cafe to help pour milk.**

## 2.6. Learn and brew some basic milk coffees

Day: 6	Session 6
<b>Thematic Session</b>	
<b>Reflection of Previous Day</b>	<ul style="list-style-type: none"> <li>• Ask one to two participants to review the task done on the previous day.</li> <li>• Ask the participants about the process of steaming and frothing milk               <ul style="list-style-type: none"> <li>- Optimum temperature</li> <li>- Position of steam wand inside the pitcher</li> </ul> </li> <li>• You may also ask one or two participants to demonstrate milk steaming and frothing</li> </ul>
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Popular milk coffees: cappuccino</li> <li>• Cappuccino brewing</li> </ul>
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>• Brew and serve cappuccino</li> </ul>
<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>
<b>Methodology</b>	Power Point presentation Discussion
<b>Process</b>	Explain the cappuccino making process
<b>Practical Session</b>	
<b>Process, methodology and activities</b>	Ask the participants to come around the espresso bar and demonstrate how to make a cappuccino. Then ask every participant to brew a cup of cappuccino one by one to build their confidence. <ul style="list-style-type: none"> <li>• Double espresso brewing</li> <li>• Milk frothing</li> <li>• Milk pouring</li> <li>• Cappuccino foaming</li> </ul>
<b>Time</b>	1 hour 30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• All the items of espresso bar</li> <li>• Espresso machine</li> <li>• Small wooden block to hold the porta filter handle</li> <li>• Milk pitcher</li> <li>• Coffee beans, water, milk</li> <li>• Cups/glasses, saucers</li> </ul>
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Observe continuously throughout the practical session on how the participants brew cappuccino and guide them</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus on milk frothing and pouring for cappuccino foam</li> <li>• Serve coffees among the participants, trainers and guests and ask for their feedback</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>
<p><b>Inclusive Approaches</b></p>	<p>Pouring and angling of the cup may be difficult for people who use only one hand. Hence, you may make the surface a little inclined and ask the trainees to pour milk into the cup kept on the inclined surface.</p> <p>Being a diverse group of participants, you may need more assistant instructors/supporters to provide necessary assistance to the participants to have better learning and practice opportunities, especially in practical sessions.</p> <p>Please observe specific challenges faced by the participants while practicing and ask them for suggestions to make the practice session easier.</p>

## 2.7. Learn and brew some basic milk coffees

Day: 7		Session 7	
<b>Thematic Session</b>			
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Popular Milk Coffees: Café Latte</li> <li>• Café Latte brewing</li> </ul>		
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>• Brew and serve café latte</li> <li>• Learn to draw latte art (heart shape)</li> </ul>		
<b>Time</b>	30 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>		
<b>Methodology</b>	Power Point presentation Discussion		
<b>Process</b>	<ul style="list-style-type: none"> <li>• Explain about café latte</li> <li>• Explain about latte arts and how to draw heart shape</li> </ul>		
<b>Practical Session</b>			
<b>Process, methodology and activities</b>	Ask the participants to come around the espresso bar and demonstrate how to brew a café latte Describe and demonstrate the latte art (heart) making process Then ask every participant to brew a cup of café latte one by one Inform the participants that now onwards they will practice latte art making every day		
<b>Proposed Time</b>	1 hour 30 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• All the items of espresso bar</li> <li>• Espresso machine</li> <li>• Small wooden block to hold the porta filter handle</li> <li>• Milk pitcher</li> <li>• Coffee beans, water, milk</li> <li>• Cups/glasses, saucers</li> </ul>		
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Observe continuously throughout the practical session on how the participants brew café latte and guide them</li> <li>• Focus especially on café latte drawing</li> <li>• Serve coffees among the participants, trainers and guests and ask for their feedback</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>		



## Inclusive Approaches

This is the first time the trainees will make a latte art so they will have difficulties in drawing the art. Observe closely how they are using their hands especially on distance between pitcher and the cup and the force of pouring milk.

You will need to work with each participant several times, so have patience.

It is difficult for people with visual impairments to draw the art as they cannot see the art. Hence, focus on their hand movement. Train them to remember the hand movements properly.

While pouring milk, it is required to handle the cup in a particular angle, so that the latte art gets perfect shape. However, for people who use only one hand, it is not possible to move the cups in proper angle. The alternative is to practice the angling of pouring hand, which will give them the needed angle to make latte art. Hence, train them in angling the pouring hand instead.

## 2.8. V60 filter coffee

Day: 8		Session 8
<b>Thematic Session</b>		
<b>Topic</b>	Learn and brew V60 Filter Coffee	
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>Learn and brew V60 filter coffee</li> </ul>	
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>Able to brew and serve V60 filter coffee</li> </ul>	
<b>Time</b>	15 minutes	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Projector, laptop, presentations,</li> </ul>	
<b>Methodology</b>	Power Point presentation Discussion	
<b>Process</b>	<ul style="list-style-type: none"> <li>Explain the use of the V60 dripper</li> <li>Explain the type and quality of filter paper to be used</li> <li>Explain V60 filter coffee</li> </ul>	
<b>Practical Session</b>		
<b>Process, methodology and activities</b>	<ul style="list-style-type: none"> <li>Demonstrate by making V60 coffee</li> <li>Ask the participants to come up one by one and brew V60 coffee</li> </ul>	
<b>Proposed Time</b>	<ul style="list-style-type: none"> <li>45 minutes</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>V60 coffee dripper</li> <li>Filter paper</li> <li>Grinder</li> <li>Pitcher</li> <li>Coffee beans and water</li> <li>Cups/glasses and saucers</li> </ul>	
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>Serve coffee among the participants, trainers and guests and ask for their feedback</li> <li>Get two to three participants to reflect on thematic and practical sessions</li> </ul>	

## 2.9. Daily Practice Session: Milk steaming, frothing pouring and latte art practice

Day: 8	Session 9
<b>Practical Session</b>	
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Practice milk steaming and frothing techniques</li> <li>• Practice pitcher holding and pouring techniques</li> <li>• Practice latte art (heart shape)</li> </ul>
<b>Objectives of the session</b>	<p>After this session the participants will be</p> <ul style="list-style-type: none"> <li>• Build muscle memory for steaming, frothing, pouring and latte art</li> </ul>
<b>Time</b>	1 hour
<b>Materials</b>	<ul style="list-style-type: none"> <li>• All the items of espresso bar</li> <li>• Espresso machine</li> <li>• Liquid soap and water for mock milk</li> <li>• Used espresso powder</li> <li>• Milk pitcher</li> <li>• Cups/glasses</li> <li>• Empty buckets to put on the table facing downwards</li> </ul>
<b>Process, methodology and activities</b>	<p>Explain the participants how to make mock milk using water and liquid soap (hand wash)</p> <p>Demonstrate by making a pitcher of mock milk</p> <p>Ask the participants to make mock milk.</p> <p>Demonstrate milk steaming, frothing, pouring and making latte art by using the mock milk</p> <p>Ask the participant to steam, froth and pour milk drawing latte art (heart shape)</p>
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Observe closely throughout the practical session on how the participants brew café latte and guide them</li> <li>• Focus especially on hand movements while making latte art</li> </ul>
<b>Facilitation notes and inclusive approaches</b>	<p>Use mock milk using liquid soap and water rather than wasting real milk during the session.</p> <p>The milk needs to be poured in a specific angle for getting perfect foam and also the latte art. Closely observe the hand positions while pouring milk. Ensure that the pouring hand is at a proper distance from the cup while starting pouring and at the end. At the beginning the hand needs to be closer to the cup and at the end it should be higher. Work with individual participants and guide them continuously. Closely observe the participants while practicing.</p>

They may have different kinds of requirements. Support them as per their need.

Participants, who use only one hand, will not be able to hold the cup in their hand while pouring, which means they cannot hold the cup in certain angle. They also need a higher table for pouring. You may put some small table on the table or a downward facing bucket, where they can put the cup. It is better if the surface can be made a little inclined so that the cup rests in a proper position for drawing art, which, the others can do with another hand.

This session will be repeated every day until the end of the training. Tell this to the participants.

## 2.10. Chemex

Day: 9	Session 10
<b>Thematic Session</b>	
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>Learn and brew Chemex</li> </ul>
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>Able to brew and serve Chemex</li> </ul>
<b>Time</b>	15 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>Projector, laptop, presentations,</li> </ul>
<b>Methodology</b>	Power Point presentation Discussion
<b>Process</b>	<ul style="list-style-type: none"> <li>Explain Chemex coffee</li> <li>Explain about the Chemex (container)</li> <li>Explain the type and quality of filter paper to be used</li> </ul>
<b>Practical Session</b>	
<b>Process, methodology and activities</b>	Demonstrate by making Chemex Ask the participants to come up one by one and brew Chemex
<b>Proposed Time</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>Chemex</li> <li>Filter paper</li> <li>Grinder</li> <li>Pitcher</li> <li>Coffee beans and water</li> <li>Cups/glasses and saucers</li> </ul>
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>Serve coffee among the participants, trainers and guests and ask for their feedback</li> <li>Get two to three participants to reflect on thematic and practical sessions</li> </ul>
<b>Daily Practice Session: Milk steaming, frothing, pouring and latte art practice</b>	
<b>Day: 9</b>	Session 11
<b>Refer to Day 8, Session 9</b>	

## 2.11. Espresso based cold beverages

Day: 10		Session 12	
<b>Thematic Session</b>			
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Learn and brew iced Americano</li> <li>• Learn and brew iced latte</li> </ul>		
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>• Able to brew and serve iced Americano</li> <li>• Able to brew and serve iced latte</li> </ul>		
<b>Time</b>	15 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>		
<b>Methodology</b>	Power Point presentation Discussion		
<b>Process</b>	<ul style="list-style-type: none"> <li>- Explain about iced Americano and iced latte including their taste, ingredients and use</li> <li>- Explain the procedure of making iced Americano</li> <li>- Explain the procedure of making iced latte</li> </ul>		
<b>Practical Session</b>			
<b>Process, methodology and activities</b>	<ul style="list-style-type: none"> <li>• Demonstrate by brewing iced Americano</li> <li>• Ask the participants to come up one by one and brew iced Americano</li> <li>• Demonstrate by brewing iced latte</li> <li>• Ask the participants to come up one by one and brew iced latte</li> </ul>		
<b>Proposed Time</b>	45 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Espresso machine</li> <li>• Tall glass</li> <li>• Pitchers</li> <li>• Ice cubes</li> <li>• Water, milk, coffee beans</li> </ul>		
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Serve coffee among the participants, trainers and guests and ask for their feedback</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>		
<b>Daily Practice Session: Milk steaming, frothing, pouring and latte art practice</b>			
<b>Day: 10</b>		<b>Session 13</b>	
<b>Refer to Day 8, Session 9</b>			

## 2.12. Cold Brew Coffee and Iced Tea

Day: 11		Session 14	
<b>Thematic Session</b>			
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Learn and brew cold brew coffee</li> <li>• Learn and make iced tea</li> </ul>		
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>• Able to brew and serve cold brew coffee</li> <li>• Able to prepare and serve iced tea</li> </ul>		
<b>Time</b>	10 minutes (about 10 minutes next day)		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>		
<b>Methodology</b>	Power Point presentation Discussion		
<b>Process</b>	Explain the procedure of brewing cold brew coffee Explain the procedure of making iced tea		
<b>Practical Session</b>			
<b>Process, methodology and activities</b>	Demonstrate soaking coffee grounds for cold brew coffee and keeping it aside to be used the next day Demonstrate making iced tea Ask the participants to come up one by one and make iced tea		
<b>Proposed Time</b>	20 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Grinder</li> <li>• Pitchers</li> <li>• Ice cubes</li> <li>• Water, coffee beans</li> <li>• Tall glasses</li> </ul>		
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Serve the beverages among the participants, trainers and guests and ask for their feedback</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>		
<b>Daily Practice Session: Milk steaming, frothing, pouring and latte art practice</b>			
<b>Day: 11</b>		Session 15	
<b>Refer to Day 8, Session 9</b>			

## 2.13. Mokka pot and Turkish Coffee

Day: 12		Session 16
<b>Thematic Session</b>		
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Learn and brew cold brew Mokka pot coffee</li> <li>• Learn and brew Turkish coffee</li> </ul>	
<b>Objectives of the session</b>	After this session the participants will be: <ul style="list-style-type: none"> <li>• Able to brew and serve Mokka pot coffee</li> <li>• Able to brew serve Turkish coffee</li> </ul>	
<b>Time</b>	20 minutes	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>	
<b>Methodology</b>	Power Point presentation; Discussion	
<b>Process</b>	<ul style="list-style-type: none"> <li>• At the beginning, take the coffee soaked the day before (which was kept soaked for 24 hours) and demonstrate how to make cold brew coffee</li> <li>• Demonstrate the Mokka pot and its parts</li> <li>• Explain the procedure of brewing Mokka pot coffee</li> <li>• Explain the procedure of brewing Turkish coffee</li> </ul>	
<b>Practical Session</b>		
<b>Process, methodology and activities</b>	<ul style="list-style-type: none"> <li>• Demonstrate by brewing Mokka pot coffee</li> <li>• Ask the participants to brew Mokka pot coffee.</li> <li>• Demonstrate brewing of Turkish coffee</li> <li>• Ask the participants to brew Turkish coffee</li> </ul>	
<b>Proposed Time</b>	40 minutes	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Mokka pot</li> <li>• Grinder</li> <li>• Pitchers</li> <li>• Water, coffee beans</li> <li>• Cups/glasses and saucers</li> </ul>	
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Serve the beverages among the participants, trainers and guests and ask for their feedback</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>	
<b>Inclusive Approaches</b>	As it may take time to brew both types of coffee, you may not be able to give time for every participant to brew them. Use electric grinders instead of hand grinders as it may be difficult for the trainees to use hand grinders.	
<b>Daily Practice Session: Milk steaming, frothing, pouring and latte art practice</b>		
<b>Day: 12</b>	Session 17	
<b>Refer to Day 8, Session 9</b>		



## 2.14. Hot Chocolate and Café Mocha

Day: 13		Session 18	
<b>Thematic Session</b>			
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Learn and prepare hot chocolate</li> <li>• Learn and brew café mocha</li> </ul>		
<b>Objectives of the session</b>	After this session the participants will be <ul style="list-style-type: none"> <li>• Able to prepare and serve hot chocolate</li> <li>• Able to brew and serve café mocha</li> </ul>		
<b>Time</b>	15 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector, laptop, presentations,</li> </ul>		
<b>Methodology</b>	Power Point presentation Discussion		
<b>Process</b>	<ul style="list-style-type: none"> <li>• Explain the procedure of making hot chocolate</li> <li>• Explain the procedure of brewing café mocha</li> </ul>		
<b>Practical Session</b>			
<b>Process, methodology and activities</b>	<ul style="list-style-type: none"> <li>• Demonstrate by making hot chocolate</li> <li>• Ask the participants to come up one by one and make hot chocolate</li> <li>• Demonstrate by brewing café mocha</li> <li>• Ask the participants to come up one by one and brew café mocha</li> </ul>		
<b>Proposed Time</b>	45 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Espresso machine</li> <li>• Pitchers</li> <li>• Chocolate powder</li> <li>• Chocolate sauce</li> <li>• Water, milk, coffee beans</li> <li>• Cups and saucers</li> </ul>		
<b>Session evaluation</b>	<ul style="list-style-type: none"> <li>• Serve the beverages among the participants, trainers and guests and ask for their feedback</li> <li>• Get two to three participants to reflect on thematic and practical sessions</li> </ul>		
<b>Inclusive Approaches</b>	This is the final session of learning new beverage and coffee training. The following days will be more of assessment of the skills of the participants. Therefore, explain the process of assessment including the filming of videos of the participants.		

Ensure consent from each participant for filming them in person for short videos to showcase their skill to potential employers.

Explain that the videos may be shared (if they permit) to other people, who may support employment and career development of the participants in the future.

Make sure to show positive and active images of people with disabilities throughout the process. Try to show how they the challenges are overcome through innovation and adaptation.

Ask the participants to provide their complete and correct name (in written with correct spelling) to put on the certificates.

**Daily Practice Session: Milk steaming, frothing, pouring and latte art practice**

**Day: 13**

**Session 19**

**Refer to Day 8, Session 9**

## 2.15. Practice and Video Making

Day: 14		Session 20
<b>Shooting Session</b>		
<b>Subtopics/Key contents</b>	<ul style="list-style-type: none"> <li>• Make videos of the participants practicing different types of coffee brewing</li> </ul>	
<b>Objectives of the session</b>	<ul style="list-style-type: none"> <li>• Complete short videos of participants brewing different types of coffees</li> <li>• The videos may be used as profile of the participants to provide to coffee outlets, who need baristas (with the permission of the participants)</li> </ul>	
<b>Time</b>	2 hours	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• All the materials used during the earlier practice sessions</li> <li>• Camera</li> </ul>	
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Short videos of participants will be made while they brew coffee of their choice</li> </ul>	
<b>Process</b>	<ul style="list-style-type: none"> <li>• Ask the participants to come one by one and brew a coffee of their choice</li> <li>• Shoot the participants working</li> <li>• Interview the participants about their life and experience during this training</li> </ul>	
<b>Inclusive Approaches</b>	<p>The 'video CVs' that demonstrated the skills of the participants were found to be useful for linking the trainees with jobs during the two trainings organized in Nepal. It was easier for the potential employers to observe skills of the trainees and to see that the trainees had mastered the different skills required by a barista. It was also important in countering negative stereotyping.</p> <p>Before recording the video, ask every participant which coffee they are going to brew and ask them the process.</p> <p>Review the process they describe and give them feedback wherever necessary. You may ask the participants to brew the coffee that you feel they can brew the best (but do not force them).</p> <p>Remember, the participants may choose the easiest coffee to make. Prompt them to make other coffees if they want to.</p> <p>The permission for video making from the participants is the must. If some participant are not in position to give permission (due to specific kind of disability), get permission from a relative or their personal assistant.</p>	
Day: 15		Session 21
<b>Continue Shooting Session</b>		
<b>Time</b>	1 hour	

## 2.16. Training Evaluation, Closing and Certificate Distribution

Day: 15		Session 22	
Closing Session			
<b>Time</b>	1 hour 30 minutes		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• Closing presentations (if any)</li> <li>• Evaluation questionnaires</li> </ul>		
<b>Process and inclusive approach</b>	<p>Distribute evaluation questionnaires to all the participants and give them 15 minutes to fill it in. Electronic questionnaires could be distributed to those with a visual impairment and screen readers. For those who cannot write or if preferred by the participant, they can be supported by a personal assistant to fill in the questionnaire.</p> <p>In the meantime, set up the platform for formal closing programme (if you are doing one) and invite guests to the dais. Ensure that the dais is adjustable and there is no raised platform for people using a wheelchair.</p> <p>Collect the filled questionnaires from the participants and start the formal programme</p> <p>If possible give time to all the participants (two to three minutes each) to share their experiences and future plans as a Barista (employment, entrepreneurship, need of further training, etc.). Participants with an intellectual disability, communicating with the aid of a personal assistant or using sign language interpretation may require additional time.</p> <p>Share your experiences as the trainer and congratulate the participants on becoming certified Baristas.</p> <p>Distribute certificates. If possible, have certificates including braille indentation.</p> <p>Give time for the guests to share their views (5-10 minutes each depending the number of guests). As above, allow additional time where required.</p> <p>Close by taking a group photograph.</p> <ul style="list-style-type: none"> <li>• If possible, serve the guests coffee made by the participants</li> </ul>		

## Annex 1: Definitions and Disability-inclusive language<sup>1</sup>

**People with a Disability:** According to the Convention on the Rights of People with Disabilities (CRPD), Article 1 states that ‘people with disabilities’ include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.’

**Reasonable Accommodation:** The CRPD defines ‘Reasonable Accommodation’ means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to people with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

**Accessibility:** Accessibility means taking appropriate measures by applying defined standards and specification to ensure access to people with disabilities, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.

**Equality:** Equality means being respected equally and all people being given equal opportunity to access all human rights, services, facilities and opportunities. This concept recognizes that everyone is different and may have different needs. All human beings should be treated as equal rights holders of all human rights in all aspects of life.

**Non-discrimination:** Non-discrimination requires that people are entitled to equal treatment irrespective of their particular characteristics. It is used to assess apparently neutral criteria that may produce effects that systematically disadvantage people possessing those characteristics.

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<sup>1</sup> Compiled from United Nations Office Geneva (<https://www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf>);

Stanford Disability Initiative Board ([https://disability.stanford.edu/sites/g/files/sbiybj26391/files/media/file/disability-language-guide-stanford\\_1.pdf](https://disability.stanford.edu/sites/g/files/sbiybj26391/files/media/file/disability-language-guide-stanford_1.pdf));

PWDA Language Guide:

A guide to language about disability (<https://pwd.org.au/wp-content/uploads/2021/12/PWDA-Language-Guide-v2-2021.pdf>)

Recommended language	Language to be avoided
Person with disability person with [type of impairment] people with disabilities people with disabilities (only in Easy Read documents, informal text and oral speech)	Disabled person, handicapped, person with special needs, handicapable, atypical, person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability
Person without disability the rest of the population	Normal, healthy, able-bodied, typical, whole, of sound body/mind
Have a [disability/ impairment/condition]	Suffers from, afflicted by, stricken by, troubled with
Person with an intellectual disability person with an intellectual impairment	Retarded, simple, slow, afflicted, braindamaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped
Person with a psychosocial disability	Insane, crazy, maniac, psycho, hypersensitive, lunatic, demented, panicked, agitated, mentally deranged, mentally ill
Deaf person, person who is deaf person with a hearing disability person with a hearing impairment person with hearing loss hard-of-hearing person deafblind person	The deaf, hearing impaired, deaf and dumb, deaf and mute
Blind person person who is blind person with a vision/visual disability person with a vision/visual impairment person with low vision deafblind person	The blind, partially-sighted
Person with a physical disability person with a physical impairment	Crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp
Wheelchair user person who uses a wheelchair person with a mobility disability person with a mobility impairment person using a mobility device	Confined/restricted to a wheelchair wheelchair-bound
Person of short stature little person, person with achondroplasia (only if the person has this condition)	Midget, People with Short Height/Stature, stunted
Person with Down syndrome person with trisomy-21	Mongoloid, special person, Down
Person with albinism	Albino

Person affected by leprosy	Leper, leprosy patient
Person who uses a communication device person who uses an alternative method of communication	Non-verbal, can't talk
Accessible parking parking reserved for people with disabilities accessible bathroom	Disabled/handicapped parking Handicapped bathroom

## Annex 2: Coffee Glossary

**Dosage input:** coffee grounds into your portafilter.

**Yield output:** a gram of coffee liquid into your cup.



























**Extraction Time** the moment you mount your portafilter into the espresso machine to start the extraction until you stop the extraction.

**Brew ratio:** the ratio between coffee grounds into the group head and output of coffee liquid. For example, if the brew ratio is 1:2, then it would be 10gm coffee ground and 20gm coffee liquid. The ratio is an indication of the quantitative relation between two amounts.

**Channelling:** Lines of cracks within a coffee puck (could be caused by an accidental knock or uneven tamping)

**Blind filter:** A type of basket without any holes to cleanse the espresso group head.

### Annex 3: Overall Training Evaluation Form

Please tick one based on your experience and observation in each row			
Rating	 Happy	 Satisfied	 Sad
<b>Venue and Logistics</b>			
Accessibility			
Mobility			
Adaptation			
<b>Content</b>			
Relevant			
Easy to understand			
Theory and Practice Balance			
<b>Delivery and Facilitation</b>			
Participatory			
Training Methods			
Behaviour of Trainer			
<b>Materials and Communication</b>			
Language			
Disability friendly materials	