 

Grid of Practices

Collection Template

**ERASMUS+ PROJECT**

**“SKY -** SKills for long term unemploYed”

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SKY Project

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| Project Acronym | SKY |
| Project Title | SKills for Long Term unemploYed |
| Project Call | Partnership for Cooperation in the field of Education and Training - European NGOs (EACEA) |
| Project reference number | 101049264 ERASMUS-EDU-2021-PCOOP-ENGO |
| Project Duration | 01/03/2022 – 28/02/2024 (24 months) |
| Project Coordinator | Comité Européen de Coordination asbl (CEC) |

WP2 – Activity reference

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| Title of Activity | Collection of Practices |
| Title of Deliverable | Methodological Guide of Practices |
| Responsible partner | SCF |

Selection criteria for the Practices

*When chosing the practices, please use the following guiding criteria, defined according to the specific needs of the SKY project. It is not compulsory to fill in all the boxes.*

*This document should be used in association with the report of the Transnational Steering Committee and the definition of micro-training with which it forms a whole (document in annex).*

***Ambition of the SKY project****: to reverse the methodological approach that is the basis of the teaching and training methods generally proposed to people furthest from employment.*

*The aim of the project is to give skills or reveal skills that the target group has without necessarily being aware of them, to value and validate these skills to enter the world of work or to continue in the classical world of training.*

*Micro-training is a practice that makes it possible to achieve this ambition.*

*In order to carry out micro-training, the selected practices should ideally meet the following 5 points (which does not exclude practices meeting less than the 5 points):*

*1. In order to determine the starting level of the Long Term Unemployed (LTU), a skills/experience assessment should be carried out;*

*2. Identification of the delta (the difference) between the person's starting skills and the skills required for a job;*

*2.1 The access of the long term unemployed to the job market– the competences involved (or parts of a competence) have to be linked to a professional activity and/or to employability tasks;*

*3. Identify innovative certification experiences that respond to our bottom-up approach to recognise the skills acquired through micro-training; innovative means that we can value experiences that have already been carried out that do not fit exactly into the classic framework of certification;*

*3.1 Quality assurance methods are in place;*

*4. Describe training experiences that could contribute to the realisation of micro-training courses that meet the delta indicated in point 2;*

*4.1 The micro-training triggers in the beneficiary social and professional reactivation, (re)starting/encouraging the "learning to learn" (again) process;*

*5. Identify the conditions for transferability of experiences to another context or country;*

*5.1 Usability in practice and the transferability of the practice to other SKY partners can be envisaged (specify the pre-conditions);*

*5.2 There is evidence of sustainability (e.g., the practice has been in place for at least one year, it can be measured in terms of efficiency – access to a job....).*

Information on the Practice

*Please complete the following information. It is not compulsory to fill in all the boxes and complete them if relevant and link them to the 5 points presented above.*

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| **Organisation delivering the training** | OPIMM - SCF |
| **Country** | Italy |
| **Title of the practice**  *(or of the larger training/project it belongs to)* | Short course for acquisition of professional competences in administration  (long-life training) |
| **Professional Sector of activities**   * *Industy* * *Agriculture* * *IT* * *Tertiary* * *Other* | Tertiary |
| **Aim of the practice:**   * *job access (specify the type of job) or* * *restarting of the learning process for the beneficiary* * *entrepreneuship* * *other* | Job access (secretarial activities, support to the administrative office…)  reskilling |
| **Target group**   * *(Low-skilled) long term unemployed*   *persons*   * *Apprentices* * *Persons with disabilities* * *Migrants* * *…* | Persons with disabilities |
| **Context of the Training**  *Partners involved, requested by the local, regional, national context, partnerships with companies...)* | Measures of active labor policies funded by European Social Fund and Regional Fund for disabled people |
| **Duration of the Training** | 32 hours |
| **Contents of the micro-training**  *(the professional context or the practical application of the micro-training; is this micro-learning linked to other micro-trainings?)* | Contents are defined according to the participant's starting skills and taking into account the requestes of the labour market.  They refer to a part of the competences described for the “Secretarial-administrative Operator”, a qualification of the national qualification framework .  The micro-course is linked to other micro-courses which allow persons to achive further competences in the same field or to a practical experience in a job context (e.g. a internship). |
| **Brief description of the training process**  *(professional abilities, pedagogical resources required, teaching/learning methodologies used, etc.)* | The training is addressed to a small group of 6 persons.  At the beginning the starting skills are detected with a written test.  Teaching is carried on by a professional figure who has got esperience in managing a group with special need. To respond to specific needs a tutor is present alongside the teacher, to mediate, to support the learning process, to foster relationships…  Methodologies:  frontal lessons  exercises  simulations  work in a small group |
| **Evaluation system used**   * *MCQ* * *Pratical exercices* * *Oral test* * *Written test* * *Individual Project Presentation* * *In group presentation* * *Mix of evaluations* * *Other* | Practical exercises  Written test |
| **Premises for transferability**  *Why do you consider this practice to be transferable to different contexts? (in other contexts, for the long term unemployed target, for different targets, in different fields, different actors, etc.)* | It is flexible and adaptable to different target and professional aims. |
| **Sustainability evidence /positive impacts / results**  *(e.g. access to a job, self-empowerment, etc.)* | The course provides practical skills which find correspondence with the requests of the labour market. Another positive result is to increase the self-esteem and the self-confidence. |
| **Quality Assurance** [**https://eacea.ec.europa.eu**](https://eacea.ec.europa.eu)   * *Type of QA used* * *Self-evaluation* * *Evidence-based QA* * *other* |  |
| **Link to further information**  *(if applicable) – tools, website, etc.* |  |

Annex

*If applicable please add templates, pedagogical resources (e.g. evaluation grids, questionnaires, guidelines, …) used.*