 

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** | Barka Foundation for Mutual Help |
| **Country** | Poland |
| **Title of the practice**  *(or of the larger training/project it belongs to)* | Professional cleaning |
| **Professional Sector of activities**   * *Industy* * *Agriculture* * *IT* * *Tertiary* * *Other* | Other |
| **Aim of the practice:**   * *job access (specify the type of job) or* * *restarting of the learning process for the beneficiary* * *entrepreneuship* * *other* | Job access – cleaner, indoor and outdoor, in companies etc. |
| **Target group**   * *(Low-skilled) long term unemployed*   *persons*   * *Apprentices* * *Persons with disabilities* * *Migrants* * *…* | Low skilled, long term unemployed, migrants, refugees, people with disabilities. |
| **Context of the Training**  *Partners involved, requested by the local, regional, national context, partnerships with companies...)* | The Barka Foundation cooperates with a professional hotels and we want to encourage them to conduct training for the charges of our organization. We also want to include companies that specialize in cleaning training. Cleaning offices and hotels, common areas such as streets is an industry in which low-skilled people often find employment. |
| **Duration of the Training** | 24 h, preferably 3 days, 8 hours each |
| **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?)* | **I The basics of cleaning**  **8h theory and practice**  1. Problems of maintaining cleanliness  2. Types and types of floors: wooden, artificial, ceramic, stoneware, stone, carpet  3. Chemicals, their types and applications  4. Basic cleaning technologies  5. Professional cleaning  6. Organization of cleaning processes depending on the type of facility  7. Types of objects and the specificity of their cleaning  8. Preventing excessive soiling in cleaned objects  Test and use of knowledge in practice  **II Hygienic cleaning basics**  **8h theory and practice**  1. Introduction to the theory of cleaning hygiene  2. Tasks and responsibilities of the cleaning person  3. Basic definitions of cleaning hygiene  4. Hygienic zoning of objects. Clean zones  5. Banking the equipment assigned to sanitary zones  6. Chemical cleaning and disinfecting materials and the safety of their use  7. Hygienic, manual methods of surface cleaning  8. Manual cleaning methods with a cloth and mop  9. Hygienic scope and schedule of cleaning facilities  10. Sanitary cleaning procedure.  Test and use of knowledge in practice  **III Use of knowledge in practice**  8 h of practice  8 h of good practice in the hotel, professional cleaning methods |
| **Brief description of the training process**  *(professional abilities, pedagogical resources required, teaching/learning methodologies used, etc.)* | The training will be conducted in the form of:  - lecture,  - practical learning,  - presentation of the materials,  - use of knowledge in practice,  - video presentation, ppt presentation etc.  Gained abilities: basic cleaning skills, the use of cleaning materials, cleaning hygiene. |
| **Evaluation system used**   * *MCQ* * *Pratical exercices* * *Oral test* * *Written test* * *Individual Project Presentation* * *In group presentation* * *Mix of evaluations* * *Other* | * Mix of evaluation, * Practical exercises, * Written test, * Group presentation. |
| **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.)* | The skills acquired during this training are universal - they can be used throughout Europe, do not require high education, so this work can be performed by people with low qualifications, by people with some disabilities. |
| **Sustainability evidence /positive impacts / results**  *(e.g. access to a job, self-empowerment, etc.)* | Graduates of this training can work on a contract in cleaning companies or in hotels. This is a good option for people who are looking for a part-time job as well as a full-time job.  KNOWLEDGE:  - selecting chemicals for appropriate surfaces  - characteristics of the present impurities  - differences between popular and professional chemistry  SKILLS:  - machine cleaning of surfaces  - preparation of working solutions  - use of appropriate technology  COMPETENCES:  - maintenance of cleanliness inside and outside buildings |
| **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.*