 

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)* | Customer Service |
| **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 – waiter, salesman, seller generally people who work with other people and need to know how to serve customers |
| **Target group*** *(Low-skilled) long term unemployed*

*persons** *Apprentices*
* *Persons with disabilities*
* *Migrants*
* *…*
 | Low skilled, long term unemployed, migrants, 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 restaurants and we want to encourage them to conduct training for the charges of our organization. We also want to include companies that specialize in customer service training. |
| **Duration of the Training** | 24 hpreferably 3 days8 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 most important rules in customer service**8h theory and practice - combinedPre test1. How to establish contact with the client2. Make a good "first impression"3. How to keep in touch with the client4. Basic rules in customer service5. Assertive behaviour in customer service6. Savoir-vivre and customer service7. How to deal with difficult situations?8. Regular customer (known) and new customer9. Face to face customer service (at the customer's premises and at the premises of their own company)10. Service by phone11. What mistakes to avoid, what absolutely should not be donePractice: for example situational scenes, how to handle the client face to face, by phone, etc.Post – test it can be playing a scene**II Client - seller****8 h theory and practice - combined****Pre test**1. What are the needs of customers when buying products and services?2. Customer personality types: how to recognize them and how to talk to them3. How to deal with the so-called "Difficult clients", including:Arrogant attitude, A customer who screams, Undecided customer etc.4. Forms of compensation for a dissatisfied customer5. Strengths and weaknesses of the participants as people serving clients (how to use this knowledge in practice)6. How to present yourself well for the customer to buy from us7. How to present your products well for the customer to buy from us8. Principles of commercial presentation9. The rules of self-presentation in contact with the clientPost-test, for example: presentation – scene how to present your productPractice: How to present yourself and your products well and make client convinced to buy from you.**III Cash register operating****8h theory and practice - combined**1. Sale at the cash register
2. Issuing fiscal receipts
3. Preparation of fiscal reports
4. Rules for issuing invoices

Test in practice. |
| **Brief description of the training process** *(professional abilities, pedagogical resources required, teaching/learning methodologies used, etc.)* | Practical and theoretical principles of customer service, principles of self-presentation, product presentation, cash register operating. Methods of recognition, lecture, test, multimedia materials. |
| **Evaluation system used*** *MCQ*
* *Pratical exercices*
* *Oral test*
* *Written test*
* *Individual Project Presentation*
* *In group presentation*
* *Mix of evaluations*
* *Other*
 | Mix of evaluations, test matched to the target type, can be presentation, practical exercise, written test etc.  |
| **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. Microtraining will be useful for all people who will need contact with the client in their work, the service sector, gastronomy, etc. |
| **Sustainability evidence /positive impacts / results***(e.g. access to a job, self-empowerment, etc.)* | Graduates of this training can work on a contract in customer service sector. This is a good option for people who are looking for a full-time job as well as a part-time job.Graduates identifies and explains basic concepts in the field of customer service, knows the rules for building the right one communication with the client, also in difficult situations. |
| **Quality Assurance** [**https://eacea.ec.europa.eu**](https://eacea.ec.europa.eu)* *Type of QA used*
* *Self-evaluation*
* *Evidence-based QA*
* *other*
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| **Link to further information***(if applicable) – tools, website, etc.* |  |

Annex

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