 

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)* | Waiter, 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, customer service, service in the restaurants, hotels, parties. |
| **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 restaurants we want to encourage them to conduct training for the charges of our organization. We also want to include companies that specialize in waitress training. |
| **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 Waiter – basic principles**  **8 h**  1. Professional attitude of the waiter:  outfit, appearance  principles of restoration work  forbidden attitudes  correct staff attitudes  2. Principles of restaurant operation  3. Preparation of the workplace  waiter's kit  5. Presentation of tableware  porcelain, cutlery, glass  proper selection of equipment to the nature of the dish or drink  Practical test  **II Decoupage, table decoration**  8h  1. Tableware and professional napkin folding  2. Setting the table, different variants of the menu  3. Professional table setting  basic cover, extended cover, cover in accordance with the menu  4. Service for individual restaurant guests  welcome, service, thank you and goodbye guests  5. Waiter techniques  correct plates handling  carrying the tray  picking up dirty dishes from the table  Practical test  **III Use of knowledge in practice**  **8 h of practice in a restaurant**  1. Service and food tasting  2. Types of service and their application  service: classic / German, French, English, Russian /  3. Principles of organization of collective events  sitting and standing parties  characteristics and organization  the most important elements, selection of the website, etc.  4. Professional sale  describing dishes in a suggestive way  sales psychology  conversations with a difficult quest  high standard of service (supporting the company's image)  Practical test |
| **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,  - use of knowledge in practice,  - video presentation, ppt presentation etc.  Gained abilities: waiter skills, professional customer service, knowledge of tableware use. |
| **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 the restaurants, pubs, hotels. This is a good option for people who are looking for a part-time job as well as a full-time job.  The graduate of the training will gain knowledge about working in a restaurant and suggestive selling. Will be able to perform waiter services during occasional parties. A graduate of the training will be able to professionally service guests in accordance with applicable standards. They will acquire the skills required to carry out tasks and solve problems through the appropriate selection of devices, linen and tableware as well as methods of serving food and drinks. The graduate will be able to work independently as well as cooperate in a team in the workplace (cafe, restaurant). |
| **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.*