

TRAINING PROGRAMME

Sewing, upcycling, fashion & design
for social inclusion




FASHION

INCLUSION


Index

1. Fashion 4 Inclusion (pg.3)

- 1.1 Project (pg. 3)
- 1.2 Partners (pg. 4)

2. Training programme for VET professionals in the fields of Sewing, Upcycling, Fashion and Design (pg. 6)

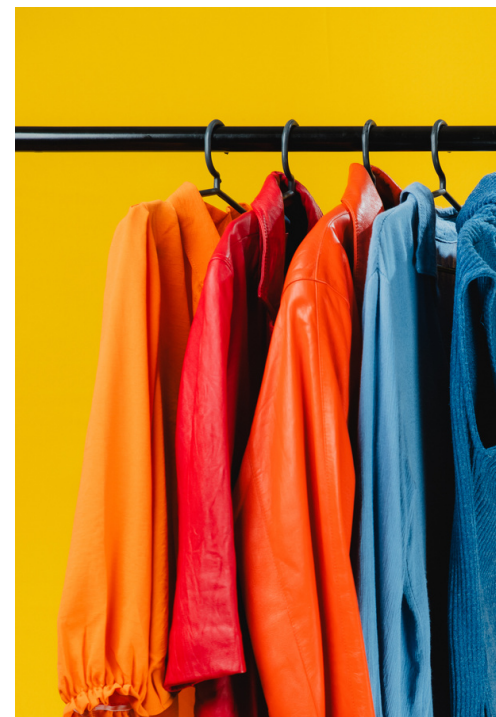
- 2.1 Inspirational best practices (pg. 6)
- 2.2 Description and objectives of the training programme (pg. 7)
- 2.3 How can the training programme be implemented? (pg. 7)

3. Programme overview (pg. 8)

3.1 Module overview (pg.8)

- Module 1: Gender and Interculturality in Education through Creative Upcycling (pg. 10)
- Module 2: In the classroom: tools to mediate, accompany and motivate creative bodies (pg. 28)
- Module 3: Design, fashion and sewing: deploying techniques and tactics (pg. 42)
- Module 4: Social Entrepreneurship and the World of Work (pg. 57)

Annex (pg. 69)



1. FASHION 4 INCLUSION

1.1 Project

The goal of Fashion for Inclusion is to promote the social and labour inclusion of immigrants and refugees at risk, through a tested VET work-based innovative Training Programme linked to the sustainable fashion sector. Specifically, the project foresees enhancing access of low-skilled immigrants and refugees to high-quality outcome-based VET, through flexible learning paths including key competences such as languages and entrepreneurship in curricula within an intercultural gender framework.

In this sense, social inclusion is the engine of our project. Through innovation and VET, we want to promote equality, social and labour inclusion, diversity, intercultural dialogue and non-discrimination of groups in situation of vulnerability. Furthermore, the project also promotes the professional development of VET trainers, teachers and mentors in NGOs, VET centers, Education centers and Social Enterprises to jointly implement innovative curricula that reach out the aforementioned target and promote their labour inclusion in the fields of sewing, upcycling, fashion and design.

Hence, the Fashion for Inclusion project will increase the labour inclusion opportunities for migrants and refugees, and at the same time will also improve VET professionals' development in the fields of sewing, upcycling, fashion and design.



1.2 Partners



ABD (SP): Coordinator of the project, is a non-profit org. designated a public service by the government that started its journey in the 1980s. ABD provides more than 100 programs that intend to overcome situations of vulnerability or social exclusion: drug addiction and associated diseases, migration, violence within the family, early motherhood, disability, mental health, or lack of basic goods such as housing and employment... The programs are addressed to more than 100.000 people that are attended each year. ABD contributes to the project with its technical solvency, as well as with its extensive knowledge in training, raising awareness campaigns, and with MAMALYONA project know-how, among others.



Solidaridad Sin Fronteras (SP): SSF is a non-governmental organization composed of interdisciplinary professionals. Our mission is to contribute to the development, integration and wellness of the most vulnerable groups, promoting tolerance, justice, and social responsibility in cooperation with other organizations and public institutions.

SSF promotes a wide range of projects, training activities, courses, seminars, studies and research, and public activities on social, political and cultural issues, defending the right to education and freedom of education. We promote collaborative actions with educational institutions and international organizations in social and educational fields, in order to contribute to social wellness, especially supporting migrants, refugees, asylum seekers, families, with greater difficulties in social integration. SSF has an extensive background and experience in comprehensive attention to people at risk of exclusion, such as migrants, refugees, asylum seekers, children and young people, among others.



Mondo Donna (IT): MondoDonna Società Cooperativa Sociale Onlus (Bologna, IT) believes that all people of any gender, sexual orientation, race, ethnicity, nationality, language, and religion deserve equal dignity and equal rights. Still today, many migrant women, mothers and children do not play an active role in society and cannot realize themselves. Too many people are fleeing from desperate living conditions, poverty and war.

MondoDonna has become a point of reference in the town for these people; we offer them shelter and support – including vocational training opportunities and customized job placement initiatives – with the aim of facilitating full socio-economic autonomy.



Mindshift Talent Advisory (PT): Mindshift is a start-up HR Consultancy established in 2017 in Lisbon, with a strong focus on digital-based solutions. Mindshift operates both, at national and international markets, in the following core areas of business: #upskilling paths; #coaching, training and mentoring tailored programmes; #competences assessment centres; #career management and personal development; #attraction, selection and onboarding of young talent; # trainees programmes; #preparation of workforce for digital transformation; #social media campaigns. Mindshift is strongly committed to principles of Social Responsibility and the 2030 Agenda for Sustainable Development, bringing together a team of staff with various backgrounds and professional experience.



IASIS (GR): IASIS is a non-governmental, non-profit organization active in the field of Social Inclusion, Mental Health and De-institutionalization. The organization's main objective is to provide psychosocial support and education to people who either belong to the range of or are at risk of exclusion and to adult learners in the humanitarian field.



CIEP (BE): CIEP is the training service of the Christian Worker Movement (MOC) and its constitutive organizations such as the ANMC – (+4 million members) and the CSC – (+1 million affiliates). CIEP provides tools and VET activities mainly for professionals and vulnerable collectives. CIEP has extensive expertise in VET activities as well as expertise in the field by accompanying many VET training centers. CIEP will provide to the project their know-how in relation to VET actions applied to vulnerable collectives, as well as, their knowledge and capacity to reach out to a lot of citizens through the MOC platform, during the dissemination and exploitation phase of the project.



BAU (SP): BAU was born in 1989. In 2009, within the framework of the European Higher Education Area (EHEA), BAU affiliated itself with the University of Vic-Central University of Catalonia, becoming a pioneering center in providing university studies for the Bachelor's Degree and VET course in Fashion Design. The purpose of BAU is to train contemporary, creative, designers who are able to understand social, cultural and economic changes. BAU contributes to the project with their VET expertise in the field of contemporary fashion, as well as with their professionals, designers and facilities. Also, BAU will ensure the project outputs offer European formal education institutions of fashion a transferable and high-quality material.

2. TRAINING PROGRAMME FOR VET PROFESSIONALS IN THE FIELDS OF SEWING, UPCYCLING, FASHION AND DESIGN

2.1 Inspirational best practices

The training programme of the project Fashion 4 Inclusion is based on the following best practices aimed at social and labour inclusion of migrants and refugees, and implemented by the consortium partners:



Fabric Republic

Project (Greece) led by IASIS, is an innovative clothing management system that focuses on refugees' social needs and their labor inclusion. Fabric Republic trains socially vulnerable refugees and immigrants throughout the process of upcycling and employs them through Housing and Reintegration Programs.



Mamalyona

Project (Spain) led by ABD in collaboration with BAU University of Design, it promotes the empowerment of young migrant mothers that are at risk of social exclusion. The project includes VET training in social entrepreneurship, marketing, business, design and production of textile products, and a final phase of commercialization.



Social Chic

Project (Italy) led by Mondo Donna, is a tailor's atelier and shop employing and training migrant/refugee women that have suffered gender-based violence, located in Bologna. The atelier/shop offers customers the opportunity to purchase hand-made tailored dresses and repair their clothes.

2.2 Description and objectives of the training programme

The training proposal is aimed at **professional trainers** who want to acquire knowledge in the fields of **sewing, upcycling, fashion and design**, as tools that enable the social and labour inclusion of migrants and refugees. The aim and ultimate goal of the programme is to train trainers by combining disciplines under a common approach that focuses on inclusion, gender and interculturality. This way, the programme includes not only specific modules that will allow us to approach the disciplines through techniques and tools, but also transversal training capsules that will be key when focusing these practices towards social intervention. The itinerary deploys notions and tactics of entrepreneurship, coaching, mentoring and group facilitation, as well as creative methodologies, combining theoretical and practical capsules with the development of prototyping workshops in design.

The programme is **structured into modules and blocks**. Each module is designed with the aim of grouping the training units around different learning targets. These learnings respond to the general competences identified in the [Fashion for Inclusion Competence Framework](#), to which new specific competences resulting from the contents and methodologies of each training unit are added. The modules of the programme are, in turn, distributed in blocks that land and specify the contents that the module displays through different sessions of between 1.5 and 3 hours duration. The structure of the programme thus allows to combine the training units and to deepen to a greater or lesser extent, according to the needs of implementation.

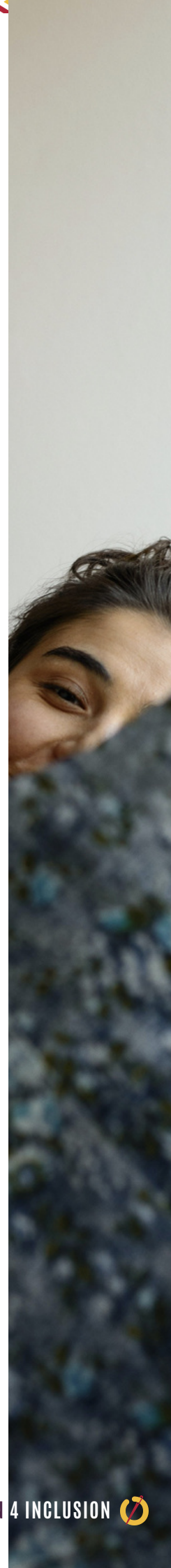
The distribution by modules and blocks is proposed understanding the orientation, interest, experience and expertise that each partner provides to the theme or area of knowledge that the programme seeks to cover. For the construction of the programme and the design of the modules, the main objectives of the proposed training units have been identified, in order to be able to group them together.

The programme is thus shaped by seeking a **theoretical-practical balance**, trying to provide participants not only with technical and conceptual tools, but also with methodological tools. In short, the value and the educational commitment proposed aims to find unprecedented paths in the learning of the social field, incorporating views, ways of doing and tactics characteristic of creative disciplines.

2.3 How can the training programme be implemented?

The present proposal is structured in modules that combine different training units, elaborated on the basis of the training proposals that consortium partners provided and based on their expertise and field of action (see best practices above). The module overview is presented in the following section.

Although the modules are built based on the best approach to implement a comprehensive training that aims to achieve the different objectives of the project, the structure of each of them and the structure of the training units contained, allow any organisation that wants to implement the programme to pick the most appropriate and suitable training to each context individually.



3. PROGRAMME OVERVIEW

3.1 Module overview

Module 1

Gender and Interculturality in Education through Creative Upcycling

Duration:
16 hours (6 Sessions)

Programme:

A. Gender Perspective

- Session A1: Learn and Teach with Gender Perspective (SSF) (3hs)
- Session A2: E-Transformation by Gender Perspective (IASIS) (3hs)

B. Intercultural Sensitivity

- Session B1: Intercultural Communication Skills I: to learn (CIEP) (2hs)
- Session B2: Intercultural Communication Skills II: to teach (CIEP) (2hs)
- Session B3: Eco-Jewellery workshop and Intercultural Storytelling (IASIS) (3hs)
- Session B4: Exploring intercultural sensitivity approach through creative processes (SSF) (3hs)

Module 2

In the classroom: tools to mediate, accompany and motivate creative bodies

Duration:
13 hours (7 Sessions)

Programme:

A. Management of Groups

- Session A1: Creative Movement and Presence: Fish Bank and Evolved Movement (BAU) (1,5hs)
- Session A2: Group's Dynamic I (CIEP) (2hs)
- Session A3: Group's Dynamic II (CIEP) (2hs)

B. Accompanying processes

- Session B1: Creative Movement and Presence: Active Body (BAU) (1,5 hs)
- Session B2: Mentoring and Coaching Skills I (CIEP) (2hs)
- Session B3: Mentoring and Coaching Skills II (CIEP) (2hs)

C. Commitment and Motivation

- Session C1: The TARGET Model to identify and develop a motivational climate among students (SSF) (2hs)

Module 3

Design, fashion and sewing: deploying techniques and tactics

Duration:
18 hours (6 Sessions)

Programme:

A. Creativity, design and colour

- Session A1: The Bag of Knowledge and Handicrafts I (BAU) (3 hs)
- Session A2: The Bag of Knowledge and Handicrafts II (BAU) (3 hs)

B. The basics of Sewing and Fashion Design

- Session B1: Equipment and work materials (MondoDonna) (3 hs)
 - Session B2: Tailoring terminology and study of fabrics (MondoDonna) (3 hs)
 - Session B3: Placing the model on the fabric (MondoDonna) (3 hs)
 - Session B4: Packaging techniques (MondoDonna) (3 hs)
-

Module 4

Social Entrepreneurship and the World of Work

Duration:
10 hours (5 Sessions)

Programme:

A. Entrepreneurship is creating: methodologies for social entrepreneurship

- Session A1: Social Entrepreneurship and Action Plan workshop (IASIS) (2hs)
- Session A2: The Golden Circle (BAU) (2 hs)

B. Job Opportunities: Panorama and Tools

- Session B1: Expanding Job Opportunities I: National work culture and labour market needs (SSF) (2hs)
- Session B2: Expanding Job Opportunities II: Technologies for Employability (SSF) (2hs)
- Session B3: Expanding Job Opportunities III: Kinemaster tool (SSF) (2hs)

Module 1

Gender and Interculturality in Education through Creative Upcycling

Duration:
16 hours (6 Sessions)

Objective and Description

To provide professionals with the knowledge, skills, values and sensitivity needed to implement gender perspective and intercultural diversity and integration in the training and learning process, in a transversal and effective manner. Development and implementation of the conceptual material through workshops on accessories prototyping with upcycling techniques and development of manufacturing and design concepts.

General Competences

- Intercultural sensitivity approach
- Intercultural communication skills.
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes.
- Knowledge on how to incorporate the gender perspective into the training content and learning processes.
- Knowledge and use of work-based learning methodologies.

Specific Competences

- Approach to upcycling knowledge and techniques
- Approach to knowledge and deployment of design language
- Developing manual skills through prototypes and recycled materials

Methodology

Theoretical content, participatory debates, activities, workshops. Individual and collective work.



Programme

A. Gender Perspective

- Session A1: Learn and Teach with Gender Perspective (SSF) (3hs)
- Session A2: E-Transformation by Gender Perspective (IASIS) (3hs)

B. Intercultural Sensitivity

- Session B1: Intercultural Communication Skills I: to learn (CIEP) (2hs)
- Session B2: Intercultural Communication Skills II: to teach (CIEP) (2hs)
- Session B3: Eco-Jewellery workshop and Intercultural Storytelling (IASIS) (3hs)
- Session B4: Exploring intercultural sensitivity approach through creative processes (SSF) (3hs)

A. Gender Perspective

Session A1: Learn and Teach with Gender Perspective (SSF) (3hs)

This activity belongs to the field of **transversal competences** and has an estimated duration of 3 hours.

The competence that will be worked through this training unit is:

- Knowledge on how to incorporate the gender perspective into the training content and learning processes [7]

The training activity will provide trainers with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming and prospective in the training and learning process.

Teaching with a gender perspective takes into account both people's biological characteristics (sex), just as the social and cultural characteristics of women and men (gender). Gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women.

In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men.

The gender perspective facilitates an in-depth understanding of the needs, behaviour and attitudes of the whole population, avoiding gender stereotypes.

Methodological processes

The activity is based mostly on a theoretical methodology that includes the discussion and contribution of the participants in every step. It also uses a competence-based approach as the training programme addresses different skills and competences to be developed by participants. Moreover, during the activity, practical tips and resources that can be used in training content and learning processes are given.

Objectives

- Learn how to teach with a gender perspective
- Understanding of gender stereotypes and how to avoid them
- Increasing the use of inclusive language

Activity programme and content

1. Introduction and explanations of important gender terms
2. Discussion about conscious and unconscious gender stereotypes
3. Gender analysis discussion
4. Discussion about inclusive language and tips

1 Introduction and explanations of important gender terms

Gender stereotypes are complex and originate from local culture and traditions. People learn what constitutes female and male behaviour from their social surroundings and at an early age - from their family and friends, the media and institutions including schools and religious entities.

2 Discussion about conscious and unconscious gender stereotypes

Gender stereotypes shape self-perception, relationships and influence participation in the working world. They can affect a person's professional experience, academic performance, subject choice and well-being.

The assumptions we make about men and women may be conscious or unconscious and can result in gender-based discrimination or even violence. That is why it is important to have awareness and sensitivity about how gender stereotypes work and affect our everyday lives and avoid them in the training content and learning processes.

3 Gender analysis discussion

Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situations or contexts.

Gender analysis examines the relationships between females and males and their access to and control of resources, as well as the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by interventions, and that -where possible- greater equality and justice in gender relations are promoted.

4 Discussion about Inclusive language and tips

Using gender-inclusive language means speaking and writing in a way that does not discriminate against a particular sex, social gender or gender identity, and does not perpetuate gender stereotypes. Given the key role of language in shaping cultural and social attitudes, using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure / material is required:

- 1 projector
- Flipchart, markers and pens

Trainers number, profile and ratios

- 1 trainer: psychologist / gender expert, who provides technical support and facilitation of the learning process.
- Ratio: 10 trainees per trainer.

Evaluation

The activity will be evaluated both by the trainer and the trainees.

The trainer will evaluate the development of the activity and participation by direct observation. S/he can also make a final report at the end of the activity.

At the end of the activity, the trainer will also distribute a satisfaction questionnaire.

General recommendations and comments

- This is an effective activity for bringing out strong views and fomenting open discussion. It's important to allow plenty of time for discussion, and emphasise that there are no right or wrong answers; everything is open to debate.
- In many EU languages there is no straightforward translation of the word "gender" as opposed to "sex". It may be worth pointing out that the use of gender theories in the explanation of social division of sexes, aroused mainly after the Second World War as a response to explaining the oppressive culture of patriarchy and unequal treatment of women.
- It is important for the success of this activity that the trainer actively promotes discussion.

Session A2: E-Transformation by Gender Perspective (IASIS) (3hs)

This is a workshop session. It belongs to the field of upcycling and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of blended learning methodologies [1]
- Knowledge and use of work-based learning methodologies [2]
- Knowledge on how to incorporate the gender perspective into the training content and learning processes [7]

Competence 1 and 2 will be addressed as trainers will be equipped with digital interactive teaching techniques and digital experiential learning methodologies to transfer the knowledge effectively, while the rest of the training unit will rely only on on-site teaching.

Competence 7 will be addressed as the trainers will be able to incorporate the gender perspective, even in training that does not have a direct correlation with it.

The training activity will provide trainers with the necessary methodology and digital educational interactive techniques to encourage and guide their trainees to acquire the know-how about the transformation of a by-product, and more specifically, to individually perform the conversion of an old T-shirt to a fully functional upcycled bag.

This training will also offer effective guidance tools to encourage trainees in designing an action plan for future upcycling projects/initiatives, as well as tools to implement the trainee's reflection through self-assessment and open discussion.

At the same time, trainers will be taught a methodology to incorporate the gender perspective into their training, even if it is not relevant to the topic.

For instance, before providing the tasks for the development of the upcycled Tote-bag, the educator will have an open discussion about the relationship of women and men with the bag in their national contexts, whereby trainers are encouraged to identify and address discriminations in order to avoid stereotypes to perpetuate.

This open discussion will also act as an ice-breaker for the seamless introduction to the next topic.

Methodological processes

The structure of the unit is aimed at trainers, so they can learn specific competences and transfer upcycling knowledge and skills to their trainees.

The methodology of the current unit will rely on adult education and experiential learning principles.

Objectives

- Enable trainers to encourage trainees to individually develop small upcycling activities.
- Raise awareness in trainers about innovative upcycling training activities and make them proactive to design and search for future hands-on upcycling training.
- Sensitize trainers to inspire trainees about the easiness of creating upcycled goods using accessible materials, and foster their decision to implement similar initiatives in the future.
- Enable trainers to incorporate the gender perspective even in training that does not have direct correlation with it.
- Raise awareness among learners about gender equality.

Activity programme and content

1. Introduction to Upcycling
2. Case for-hands-on-learning: A Tote-bag
3. From Theory to Teaching
4. Action Plan template

1 Introduction to Upcycling

The trainer will learn the theory behind the creative reuse process named upcycling, its applications in several disciplines, its differences with recycling and downcycling, as well as the most common resources and materials for the effective transformation of products and their ecological and societal impact.

2 Case for-hands-on-learning: A Tote-bag

The trainer will be given a manual containing one upcycling idea, with step-by-step instructions and a clear description of all the needed materials.

The manual is necessary since the online hands-on experiential activity will rely on it.

3 From Theory to Teaching

Once trainers have established the theory behind upcycling and the experiential learning methodology, it is time to learn teaching strategies to demonstrate the hands-on learning case online, through interactive digital methodologies (like digital drawing), to illustrate the construction of a bag from an old T-shirt.

4 Finally, trainers will be given an action plan template, as well as techniques to motivate trainees in constructing future initiatives and reflective tools to build their critical thinking.

The training content addressed to trainees by trainers is as follows:

1. Ice-breaking and open discussion about the relationship/correlation of genders with bags (45 min)
2. Interactive instructions through digital drawing about the construction of the Tote-bag (15 min)
3. Implementation of the conversion of the T-shirt to a Tote-bag (1 hour)
4. Development of the action plan (45 min)
5. Reflection and self-assessment (15 min)

Resources and space

For the teaching of the unit to trainers, only a learning platform is required.

To effectively perform this training with their trainees, trainers should have access to:

- An open-source video telephony distance teaching software programme

Trainees should have access to:

- A needle
- Thread
- Scissors
- An old T-shirt (for the development of the Tote-bag)

Trainers number, profile and ratios

Adult trainers with experience in working with marginalised social groups (especially migrants):

- 12 trainers per e-classroom.
- Ratios: 12 trainees per trainer in the e-class.

Evaluation

Self-assessment through an evaluation questionnaire

Quality indicators: Sense of fulfillment and effectiveness of the training.

Trainer's evaluation of quality indicators like relevance, efficiency, and rationality, on the action plan developed by trainees.

General recommendations and comments

The development of the action plan will be implemented individually and not in groups. The trainer shall encourage trainees to illustrate their ideas for optimal results.



A. Intercultural Sensitivity

- **Session B1: Intercultural Communication Skills I: to learn (CIEP) (2hs)**
- **Session B2: Intercultural Communication Skills II: to teach (CIEP) (2hs)**

This activity belongs to the field of transversal competences and has an estimated duration of 4 hours. Our recommendation is to implement the activity divided into two sessions of 2 hours each.

The competences that will be worked through this training unit are:

- Intercultural sensitivity approach [4]
- Intercultural communication skills [5]

Competence 4 and 5 will be addressed as trainers will be equipped with the relevant knowledge, skills and values that allow them to contribute to integrating an Intercultural sensitivity approach and Intercultural communication skills in the training and learning process.

Competence in intercultural communication is defined as a set of articulated capacities: the ability to forge one's own identity, both individually and collectively, to overcome cultural fears and prejudices, to recognize otherness, and to demonstrate openness, welcoming, understanding, acceptance and inclusion of others.

The training activity will provide trainers with tools to promote the learning of mental postures, allowing different value systems to coexist -in oneself and around oneself- without judgment. It is all about enabling each trainer to put his own culture in perspective (relativization vs universalism). This “relativization” involves learning based on a critical and objective examination of the cultural values on which the individual has built what s/he is.

Methodological processes

This training is aimed at trainers, to develop their own intercultural communication skills but also to be able to implement them and even pass them on during training courses intended for their learners.

The activity will therefore be divided between the moments when the trainer “learns” and the moments when he “learns to teach” and to transmit his knowledge to his trainees.

Objectives

- To provide theoretical benchmarks allowing trainers to understand intercultural situations as well as the main concepts of interculturality.
- To make trainers aware of the different styles of communication that exist and identify those used by their trainees, to take them into account in their interactions.
- To take into account the intercultural factor, finding ways to create good group dynamics in multicultural groups.

- To sensitize trainers about interculturality and make them aware of their limitations regarding intercultural exchange.
- To reflect on their own cultural identity.
- To identify certain intercultural issues during interactions.
- To interpret together what cultural competence is according to the European Framework of Reference.

Activity programme and content of Session B1 (to learn)

1. Presentations and real life situation
2. I learn communication styles
3. I learn stereotypes
4. I learn the intercultural and the non-verbal communication

1 Presentations and real life situation

The trainees introduce themselves; they will be asked to define themselves in 10 words that complete the sentence "I am / I have ...". This step aims to show them that it is not easy to present themselves in a few words: identity cannot be reduced to a specific amount of information; there is always something missing. The trainees will then be invited to write on a piece of paper, in a few words, an intercultural situation that they have experienced and that they would like to understand better. These papers/texts will be put aside and taken back on the last day of training.

2 I learn communication styles

It's about discovering the different styles of communication that exist: linear or circular, direct or indirect, concrete or abstract, expressing or suppressing emotions, etc. The trainees will analyze two or three situations where these different styles of communication could have created misunderstandings. A discussion will follow on the impact of these styles in intercultural relations.

3 I learn stereotypes

The activity begins with a negotiation exercise. The trainees will each have to define what “/ French / Spanish / German...” is in 10 words. Then, in pairs, they will have to select 3 words. Finally, the whole group will have to choose 3 words. The selected words will be observed to reflect what they represent. The reflection will be conducted around the notion of "stereotype" (MORELLI): its functions, its uses, its drifts.

4 I learn the intercultural and the non-verbal communication

After having approached the concepts of intercultural and non-verbal communication, trainees will be able to read extracts from E. T. HALL (“The hidden dimension” [hidden_dimension_1.pdf \(weebly.com\)](#)), whose work is decisive. Then, they will read excerpts from situations in which the characters find themselves confronted with this type of “intercultural shock”. The trainees will try to explain them and will be able to share their experiences of this type of situation as a foreigner.

Activity programme and content of Session B2 (to teach)

1. I learn and I teach: improve your intercultural competence
2. I learn and teach: Analysis and development of intercultural sensitivity

1. I learn and I teach: improve your intercultural competence

Instead of preparing a lesson/training, it will also be about analysing his own reactions during the lesson/training. Different situations of intercultural conflicts will be proposed to the participants who will play the given roles. Each situation will then be analysed together to share possible ways for conflicts’ resolution.

2. I learn and I teach: Analysis and development of intercultural sensitivity

At this stage, trainees will analyse the situations written in the first session. Everyone will be asked to tell his anecdote in the most possible factual way. After the narration, each of the trainees will be able to propose an explanation, according to the different models and concepts seen during the training. Finally, the narrator will have the last word on his interpretation.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure / material is required:

- 1 projector
- 1 blackboard

Trainers number, profile and ratios

- All types of profiles, but mainly trainers and educators with experience in working with vulnerable migrants.
- Ratios: 6 to 8 trainees per trainer.

Evaluation

This activity will be evaluated by an ongoing assessment based on structured feedback discussions.

All trainees will answer orally and in group the following questions:

- What did the training provide me?
- What do I see differently now compared to before?
- What themes would I like to explore?
- What can I apply with my group (s) of trainees?
- What have I missed? What are my projects in relation to intercultural matters?

General recommendations and comments

- Create a safe learning environment
- Engage in activity-based learning
- Celebrate diversity within the group of trainees
- Use staff trained in mentoring and coaching as a priority

In addition to framing the contexts in which conflict (miscommunication) is understood and pursued by individuals, culture also links individual identities to collective ones. This fact is important in understanding the basis of most ethnic or nationalist conflicts, in which selected cultural material is utilized to constitute special sorts of social groups, those based upon putative (and primordial) ties of shared kinship, history, language, or religion.

• Session B3: Eco-Jewellery workshop and Intercultural Storytelling (IASIS) (3h)

This is a workshop session. It belongs to the field of upcycling and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of work-based learning methodologies [2]
- Intercultural sensitivity approach [4]
- Ability to incorporate the social and cultural diversity of the group into the training content and learning process [6]
- Ability to manage group dynamics [9]

Competence 2 will be addressed as experiential workshops will take place to develop the Eco-Jewellery, while competences 4 and 6 have been listed as the training unit will have a twofold objective; apart from increasing upcycling competences, it will aim to incorporate the socio-cultural diversity of trainees through an intercultural sensitivity approach.

Finally, competence 9 will be addressed as the trainers will get the know-how to effectively encourage the groups to collaborate more efficiently.

The training activity will provide trainers with the necessary methodology to design and implement a physical experiential learning workshop, in which their trainees will be asked to collaborate with each other in two groups of four, to develop a more advanced accessory (jewelry), using plastic bottles.

It will also offer effective techniques to encourage trainees to work in a diverse group and diminish factors that could be holding the group back, through group dynamics management.

At the same time, trainers will be taught a methodology to incorporate an intercultural sensitivity approach into their training, in which the socio-cultural diversity of trainees is taken into account.

In the current unit, after the completion of the jewelry, trainees will participate in a storytelling activity to share stories and experiences about the types of jewelry in their home country, presenting (online) pictures of traditional pieces of jewelry and describing the meaning behind them.

Methodological processes

The structure of the unit is aimed at trainers so they can learn specific competences and transfer upcycling knowledge and skills to their trainees.

The methodology of the current unit will rely on adult education and experiential learning principles.

Objectives

- Enable trainers to foster the team working skills of trainees in developing more advanced upcycling projects.
- Enable trainers to assist the team to work more effectively through group dynamics management.
- Sensitize trainers about the interculturality and the socio-cultural diversity of each one of them.
- Emphasize the importance of non-formal experiential learning in recycling and upcycling teaching.

Activity programme and content

1. Experiential Learning Approach
2. Case for-hands-on-learning: An Elegant Eco-Jewellery
3. Group Dynamics Management

1 Experiential Learning Approach

In the current content, trainers will explore how experiential learning methodology can be applied in informal settings, in a variety of national contexts, and with Learners of various ages and cultural backgrounds, as described by Kolb (1984) and other theorists like Gross & Rutland (2007). The trainer should acknowledge and conceptualise alternative ways of teaching that will facilitate upcycling training.

2 Case for-hands-on-learning: An Elegant Eco-Jewellery

The trainer will get equipped with a manual that will contain one upcycling idea with step-by-step instructions and clearly describing all the needed materials. The manual is necessary since the hands-on experiential activity will rely on it.

3 Group Dynamics Management

The Trainer will learn to build competence to increase the group cohesiveness (Dyaram, Lata & Kamalanabhan, 2005) and ensure positive feelings, interactivity and unity of the trainees, so they can achieve optimal results in the team working activity.

The training activity content addressed to trainees by trainers is as follows:

- Get-to-know each other, addressing the problem/project by providing concrete instructions and defining roles, tasks, and responsibilities (15 min)
- Implementation of the experiential learning workshop on the construction of the “Elegant Eco-Jewellery” (1 h 45 min)
- Implementation of the story-telling phase (45 min)
- Final thoughts (15 min)

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- 1 projector
- 1 board with black markers

To effectively perform this training with their trainees, trainers should have access to a classroom with a capacity for 9 people (including the trainer) equipped with the following infrastructure/material:

- An oven
- A carabiner fastener
- A metallic chain
- Pliers
- A leather hand-held hole punch
- A plastic bottle for the development of the upcycled jewelry

Trainers number, profile and ratios

- Adult trainers with experience in working with marginalised social groups (especially migrants).
- Ratios: 12 trainers per e-classroom in the case the training is addressed to trainers; 2 groups (of 4 trainees each) per trainer in every classroom, in the case that the training is addressed to migrants/refugees.

Evaluation

Self-assessment through an evaluation questionnaire.

Quality indicators: Sense of fulfillment and effectiveness of the training.

Trainer's evaluation of quality indicators like relevance, efficiency, and rationality, on the action plan developed by trainees.

- **Session B4 Exploring intercultural sensitivity approach through creative processes (SSF) (3hs)**

This activity belongs to the field of transversal competencies and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Intercultural sensitivity approach [4]
- Intercultural communication skills. [5]

The training activity uses techniques that aim at upskilling trainers who work with people with a migrant background, helping them to develop their intercultural approach, improving their ability to empathise with people from other cultures, and to look at an event or behaviour from one or more cultural perspectives.

After this practical session, a theoretical session will take place, in which all the phases of the intercultural sensitivity approach will be discussed, and themes like global competences and intercultural communication will be debated.

Methodological processes

This activity will embrace the methodology of the Art Approach focused on intercultural experiences using real-life scenarios.

The methodology of Art Approach is a form of expressive method that uses the creative process of making art to improve skills and, in this case, also to better understand and implement the intercultural sensitivity approach by improving intercultural communication.

There will be theoretical methodologies and a competence-based approach, as the training program addresses different skills and competences to be developed by participants.

Objectives

- Upskilling trainers deal with people with culturally diverse backgrounds.
- Increase ability to empathise with people from other cultures.
- Increase global competences.
- Improve intercultural communication.

Activity programme and content

1. Ice-breaking phase
2. Development phase
3. Discussion phase
4. Theoretic framework about intercultural sensitivity approach

1 Ice breaking phase

The trainees will sit in a circle and will tell something about them in order to introduce themselves to the others.

2 Development phase:

Each participant is encouraged to prepare a story about a strong intercultural experience during an activity that they had with migrant people (the experience can be positive or negative).

To have support in building their stories, the facilitator will provide different words (they can be stuck on a wall or written on a blackboard). For example values, pride, traditions, symbols, beliefs, behaviors, interests, codes, rituals, rules, sense of belonging, competences, stereotypes, etc.

During the performance, they can assume different roles and characters, and they can improvise and use other participants to take part in it. Creativity is enhanced. All scenic space can be used in order to achieve control of the space regarding other participants and with possible objects.

Techniques of voice expression, such as pronunciation, intonation, vocal expressivity, tone of voice, etc. are promoted as well.

3 Discussion phase

The facilitator will open a discussion about the stories that the professionals have exposed, asking how they felt.

The facilitator will also give tips, material and resources, in order to improve intercultural communication and approach.

4 Theoretic framework about intercultural sensitivity approach

All the phases of the intercultural sensitivity approach will be discussed, and theoretical resources and material about intercultural communication and global competences will be given.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure / material is required:

- 1 projector
- 1 blackboard

Trainers number, profile and ratios

- 2 trainers: 1 intercultural / social mediator and 1 art therapist
- Trainers provide technical support and facilitation of the learning process.
- Ratio: 5 trainees per trainer.

Evaluation

The activity will be evaluated both by the trainer and the trainees.

The trainer will evaluate the whole activity by direct observation of the involvement of trainees, their attitudes and behaviours.

Trainees will have the opportunity to evaluate the activity by answering the specific questions related to it addressed by the trainer.

At the end of the activity, the trainer will also distribute a satisfaction questionnaire.

General recommendations and comments

- The trainer has to promote an atmosphere of mutual respect, trust and constructive understanding, where trainees feel free to express their feelings and emotions.
- The trainer will have an empathetic attitude; s/he will apply active listening and will avoid any judgments.

Module 2

In the classroom: tools to mediate, accompany and motivate creative bodies

Duration:
13 hours (7 Sessions)

Objective and Description

Provide professionals with tools that allow them to deploy group dynamics, identify roles and interactions among students, as well as promote a cooperative pedagogy. Learn to accompany individually and collectively in the classroom, developing the keys for mentoring and coaching. Incorporate new methods for collective work and personal coaching through body and movement activation dynamics. Approach the “Target” model to increase the commitment and motivation of students in learning.

General Competences

- Ability to cope with demotivation of the students
- Ability to manage group dynamics
- Mentoring skills
- Coaching skills

Specific Competences

- Learn how to activate body presence and awareness
- Work individually and collectively through body and movement.

Methodology

Theoretical content, analysis and practical cases, participatory debates, activities, body and movement workshops.



Programme

A. Management of Groups

- Session A1- Creative Movement and Presence: Fish Bank and Evolved Movement (BAU) (1,5hs)
- Session A2: Group's Dynamic I (CIEP) (2hs)
- Session A3: Group's Dynamic II (CIEP) (2hs)

B. Accompanying processes

- Session B1- Creative Movement and Presence: Active Body (BAU) (1,5 hs)
- Session B2: Mentoring and Coaching Skills I (CIEP) (2hs)
- Session B3: Mentoring and Coaching Skills II (CIEP) (2hs)

C. Commitment and Motivation

- Session C1: The TARGET Model to identify and develop a motivational climate among students (SSF) (2hs)

A. Management of Groups

Session A1: Creative Movement and Presence: Fish Bank and Evolved Movement (BAU) (1,5hs)

This is a workshop activity. It belongs to the field of transversal competences and has an estimated duration of 1,5 hours.

The Competence that will be worked through this Training Unit is:

- Ability to manage group dynamics [9]

The training activity will provide trainers with a greater listening ability, to increase the feeling of value and belonging of every member of the group.

Methodology

The KeepMovingMethod will be used as a tool for creation. Through creative movement, breathing techniques, body alignment and body listening dynamics, participants will work on the presence, the link with the group and the creative state of each one of them: Landing to the body, becoming aware of creative circuits to make new creative links in their brains; discovering and experiencing how the state of their breath, their energy, the way they inhabit the body, can directly influence their creations.

Objectives

- To become aware of the body and energize it
- To integrate an abdominal, free and relaxed breathing, to calm and open the mind
- To build creative bridges with the pieces being created and crafted
- To allow everyone to connect with their creative potential
- To bring the group together and generate joy

Activity programme and content

1. 4-8 breaths in a circle
2. Organic movement
3. Fish Bank movement
4. Evolving movement
5. Group creation

1 4-8 breaths in a circle

Participants will start the session by breathing, standing in a circle with space between each other. Placing their hands below their navel and with eyes closed, they will do 4-8 breaths to increase connectivity between heart and brain: breathing in in 4 beats, breathing out through the mouth in 8 beats, with the jaw loose and letting the air out in a relaxed manner. (2 minutes)

2 Organic movement

With soft music and still with their eyes closed, they will let the organic movement of their spine emerge, listening to where the body wants to go and following it without judgment. (10-15 minutes)

Before opening their eyes, they will take a deep breath holding the air in the lower abdomen before exhaling.

3 Fish Bank movement

Participants will then gather in the center, imitating a fish bank. On the basis of listening and respect, they -as a group- will continue the movement inspired by a fish bank, in which there is no leader and the movement changes following the impulse of each of the members, flowing with the directions that come out of themselves for the mere fact of being open to listening. No one is above anyone, they are a unit of individuals. (15-20 minutes)

4 Evolving movement

They will go back to the circle and will be asked to look at each other with an open and diaphanous gaze, which can capture every movement. A simple movement will evolve among everyone without knowing who is proposing, but empathizing with the work of the others. (20 minutes)

5 Group creation

To close the session, a group creation will be done based on the feeling emerged from the described dynamic.

Resources and space

- For the teaching of the unit to trainers, a room with enough space for participants to move with amplitude and security is required.
- Sound equipment to connect and amplify the music.

Trainer profile, number and ratios

The trainer will have a formation in body consciousness and experience in the creative movement. S/he can be a dancer or a body therapist with dance notions. It is important that s/he has a keen listening of her/his body and that she/he knows how to observe how her/his trainee's bodies work at the level of movement and how to redirect those bodies to connect them with their potential and align them from a place of respect and health.

Evaluation

At the end of each session, even before asking for feedback, trainees are asked to write down their experience during the session in their notebooks.

This description is called pheno description (the description of the lived phenomenon). Since language is also metaphorical and can give us clues of the imaginary through which we have traveled, this element will also serve as a source of inspiration for the creations.

Then there is a feedback round in which everyone has the opportunity to comment on the session or share her/his pheno description.

The observation of the trainee's process is crucial; to note the visible differences in how they are at the end of the session, from how they were when they started (how they move, what they say, how they say it) to verify what they have been able to integrate.

General Recommendations

It is important to keep in mind that the phenomenon of being anchored in a living, active, conscious and creative body is a work that demands constancy. It is a training in which through the practice, trainees can go deeper into the perceptions, the nuances and their own consciousness, to be able to go from the physical to the most conceptual.

The physical and body experience offer new creative landscapes.

There is no hurry to get anywhere, however, as simple as it may seem, this session will allow trainees to go further and further and to expand from the inside out, true to their essence.

- **Session A2: Group's Dynamic I (CIEP) (2hs)**
- **Session A3: Group's Dynamic II (CIEP) (2hs)**

This activity belongs to the field of transversal competences and has an estimated duration of 4 hours. Our recommendation is to implement the activity divided into two sessions of 2 hours each.

The competences that will be worked through this training unit are:

- Ability to cope with demotivation of the students [8]
- Ability to manage group dynamics [9]

Group dynamics are the set of psychic and sociological phenomena, mechanisms and processes that emerge and develop in small social groups also called restricted groups (from 4 to about 20 participants during their joint activity).

The training activity will provide trainers with the ability to better understand what is going on within her/his group and to develop the skills to deal with interactions and exchanges between members of the group. These tools can also be used as levers for development and learning with trainees.

Methodological processes

The educational challenge of training on the complexity of group dynamic processes is less to teach trainers and teachers to apply models and methods than to apply themselves to modelling, i.e. to understand the dynamics in which they are involved. Case studies and experiential learning are encouraged and recommended.

Objectives

- To identify the process of forming a group
- To identify the influences involved within the groups
- To identify group relations: train, standardize and perform
- To identify the role of communication and feedback
- To provide keys to create a positive team atmosphere
- To provide keys to face diversity
- To provide keys to adjust and bring balance within a group
- To provide keys to act on group dynamics

Activity programme and content

- 1.Theoretical keys to arouse motivation
- 2.How to set up a cooperative pedagogy?
- 3.Define together the characteristics of a group dynamic

1 Theoretical keys to arouse motivation

The theoretical part will be devoted to the discovery of the different stages of development of a group, according to the schema of B.W. Tuckman ([Tuckman: Forming, Storming, Norming, Performing model \(businessballs.com\)](#)) Faced with the motivational difficulties of his learners, the trainer must question his practices in the light of specific theories.

Several authors offer conceptual models that can provide informed advice based on specific situations. Trainers are invited to discover, through a situation, three conceptual models:

- Motivational dynamics of Rolland Viau ([Rolland Viau's research works | Université de Sherbrooke, Sherbrooke \(UdeS\) and other places \(researchgate.net\)](#))
- TARGET method ([TARGET: a model for integrating ideas about motivation | Educational Psychology \(lumenlearning.com\)](#))
- Model and the sources of personal effectiveness ([Leadership development and personal effectiveness \(ioe.ac.uk\)](#)).

2 How to set up a cooperative pedagogy?

Cooperative pedagogy aims to emphasize a series of values and develop them throughout the activities. Among these values, we focus on: respect, commitment solidarity, openness to others, right to be different, trust, sharing, autonomy, fairness, empathetic listening.

3 Define together the characteristics of a group dynamic

Finally, in a third module, the trainers will have to define the characteristics of a good group dynamic and a bad group dynamic and create a guide together (recommendations and tips).

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- 1 projector
- 1 blackboard/whiteboard
- Markers
- Writing material

Trainers number, profile and ratios

- All types of profiles, but mainly trainers and educators with experience in working with vulnerable migrants.
- Ratios: 6 to 8 trainees per trainer.

Evaluation

A collectively created guide about “good practices” and “practices to be avoided” on the dynamic of groups theme will be the main self-assessment of learners. A questionnaire could be also submitted to learners at the end of the activity so that they can assess their learning.

General recommendations and comments

- Create a safe learning environment
- Engage in activity-based learning
- Celebrate diversity within the group of learners
- Use staff trained in mentoring and coaching as a priority

In addition to framing the contexts in which conflict (miscommunication) is understood and pursued by individuals, culture also links individual identities to collective ones. This fact is important in understanding the basis of most ethnic or nationalist conflicts, in which selected cultural material is utilized to constitute special sorts of social groups, those based upon putative (and primordial) ties of shared kinship, history, language, or religion.

B. Accompanying processes

• **Session B1: Creative Movement and Presence: Active Body (BAU) (1,5 hs)**

This is a workshop activity. It belongs to the field of transversal competences and has an estimated duration of 1,5 hours.

The competences that will be worked through this training unit are:

- Ability to manage group dynamics [9]
- Coaching skills [11]

The training activity will provide trainers with coaching skills to guide trainees through a “tour” to activate their energy, place their breath and connect with the movement itself.

This guided “tour” will be followed individually and will allow participants to make contact with themselves, therefore with their potential and their own sense of fullness. This will enable them to inhabit, not only from the mind but from the active, living and sensitive body; this integrated mind goes in favor of their impulses and needs of expression.

Methodological processes

The KeepMovingMethod will be used as a tool for creation. Through creative movement, breathing techniques, body alignment and body listening dynamics, participants will work on the presence, the link with the group and the creative state of each one of them; landing to the body, becoming aware of creative circuits to make new creative links in their brains; discovering and experiencing how the state of their breath, their energy, the way they inhabit the body, can directly influence their creations.

Objectives

- To become aware of the body and energize it
- To integrate an abdominal, free and relaxed breathing, to calm and open the mind
- To build creative bridges with the pieces being created and crafted
- To allow everyone to connect with their creative potential
- To bring the group together and generate joy

Activity programme and content

1. Activating the energy through motion
2. Lowering the breath to work deep musculature
3. Deep breath
4. Creative movement

1 Activating the energy through motion

The session starts by activating the energy through motion. With rhythmic music, trainees will be guided to follow certain steps and movements that emerge from the center and in coordination with the CVP (Cranial-Vertebrae-Pelvis); movements to de-tensate the joints and to integrate the 5 directions, activating, awakening and passing through specific places; movements meant to raise energy and take them to the body.

By doing this, the controlling mind begins to loosen, to integrate and enter another hemisphere. It is important that this part is carried out with joy and with good humor, as well as to keep exhalation in mind, to lose the jaw and to let the air come out of the mouth in a sound way. (20-25 minutes)

2 Lowering the breath to work deep musculature

In the space each one occupies, participants descend to the ground without lying down, to sit on their ischions, opening the space to finish lowering the breath and work deep musculature.

After this, 4 or 5 exercises will be done, to strengthen and work the pelvic floor, with abdominal breathing synchronized with the movement, paying special attention to exhalation as the beginning of the movement.

3 Deep breath

Trainees will then stretch themselves to the ground looking up, with their hands touching the *tan tien* (below the navel) and will listen more deeply to their breath; swelling the lower belly in inspiration as if it were a balloon, feeling also the back and the ribs floating, and exhaling through the mouth in a sound way with the jaw loose. Six or nine laps of this deep breath will be done.

They will continue to lie down, becoming aware of all the parts of the skin that are in contact with the ground. With that premise and starting from the center to move in a free way, they are asked to go up to the vertical, taking their time and exploring, with a nice background music. (20-25 minutes).

4 Creative movement

Trainees are asked to stand again, noticing how their body is warm, activated, centered, free, breathed and mind integrated; ready to move on to the more creative movement:

Various music to inspire and provide with different "textures" will be played. Starting from the 5 directions (up-down, front-back, side-side, spiral, open-close), each of them will be named in a disordered way, so that participants can follow the directions without thinking, just grasping. The concept of "getting it right" will be deconstructed by entering a space of openness through directional stimuli.

After a few minutes, each one will be following her/his spontaneous movement without judgment, enjoying that space of permissiveness for the time left, exploring and giving value to the movement that arises from each one.

Resources and space

- For the teaching of the unit to trainers, a room with enough space for participants to move with amplitude and security is required.
- Sound equipment to connect and amplify the music.

Trainers number, profile and ratios

The trainer will have a formation in body consciousness and experience in the creative movement. S/he can be a dancer or a body therapist with dance notions. It is important that s/he has a keen listening of her/his body and that she/he knows how to observe how her/his trainee's bodies work at the level of movement and how to redirect those bodies to connect them with their potential and align them from a place of respect and health.

Evaluation

At the end of each session, even before asking for feedback, trainees are asked to write down their experience during the session in their notebooks.

This description is called pheno description (the description of the lived phenomenon). Since language is also metaphorical and can give us clues of the imaginary through which we have traveled, this element will also serve as a source of inspiration for the creations.

Then there is a feedback round in which everyone has the opportunity to comment on the session or share her/his pheno description.

The observation of the trainee's process is crucial; to note the visible differences in how they are at the end of the session, from how they were when they started (how they move, what they say, how they say it) to verify what they have been able to integrate.

General recommendations and comments

It is important to keep in mind that the phenomenon of being anchored in a living, active, conscious and creative body is a work that demands constancy. It is a training in which through the practice, trainees can go deeper into the perceptions, the nuances and their own consciousness, to be able to go from the physical to the most conceptual.

The physical and body experience offer new creative landscapes.

There is no hurry to get anywhere, however, as simple as it may seem, this session will allow trainees to go further and further and to expand from the inside out, true to their essence.

- **Session B2: Mentoring and Coaching Skills I (CIEP) (2hs)**
- **Session B3: Mentoring and Coaching Skills II (CIEP) (2hs)**

This activity belongs to the field of **transversal competences** and has an estimated duration of 4 hours. Our recommendation is to implement the activity divided into two sessions of 2 hours each.

The competences that will be worked through this training unit are:

- Mentoring skills [10]
- Coaching skills [11]

The training activity will provide trainers with both coaching and mentoring skills, to develop a support capacity that values individuals, creates social ties within a structure and promotes the acquisition of knowledge, as well as individual and collective success.

Mentoring is based on the organization of a supportive and voluntary relationship between experienced "mentors" and "mentees" in need of listening, support or development. It is a two-way exchange where everyone has something to share.

The less experienced mentee gains time and confidence thanks to his mentor and the mentor sees his skills recognized and his knowledge challenged by his mentee.

Methodological processes

The structure of the unit is aimed at adult trainers so they can learn about coaching and mentoring competences.

The methodology of the current Unit will rely on 5 axes: Theory, Analysis, Strategy design, development of interpersonal skills and practical know-how.

Objectives

- To establish a relationship of trust with trainees, becoming a psychological support for them.
- To develop potential and know-how, increasing the trainer's teaching capacities.
- To develop the art of listening, knowing how to question and to reformulate ideas and questions.

Activity programme and content

1. Analysis of cases and practices
2. Development of interpersonal skills
3. Theoretical contributions
4. Strategy design
5. Development of practical know-how

Through theory, trainees will learn to define mentoring, tutoring, coaching, counselling and leadership, in order to position their action optimally within their teaching environment. They will also define professional ethics.

Trainees will explore working methods facilitating the highlighting of the ambitions and skills of their tutors and/or mentees.

During this training, trainees will be invited to work on their own concrete cases (they can, however, work on fictitious cases proposed by the trainer if they prefer).

They will learn about models for designing skills development and knowledge management plans. They will highlight the posture of tutor and/or mentor and will develop skills of listening, advice, facilitation of confrontation with reality.

Trainers will be aware of andragogical approaches and about how adults learn and how they can be motivated in formal and non-formal training settings.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure and material is required:

- 1 projector
- 1 blackboard/whiteboard
- Markers
- Writing material

Trainers number, profile and ratios

- All types of profiles, but mainly trainers and educators with experience in working with vulnerable migrants.
- Ratios: 6 to 8 trainees per trainer.

Evaluation

The evaluation will be carried out in the form of self-evaluation, comprising a questionnaire of relevant questions for trainees (see the proposal in the annexed table in annex 1).

They will be able to assess their skills and knowledge in terms of coaching and mentoring themselves.

C. Commitment and Motivation

- **Session C1: The TARGET Model to identify and develop a motivational climate among students (SSF) (2hs)**

This activity belongs to the field of **transversal competencies** and has an estimated duration of 2 hours.

The competence that will be worked through this training unit is:

- Ability to cope with demotivation of the students [8]

The training activity will provide trainers with a motivation strategy to increase trainees' engagement and support their motivation to learn.

Motivation is often a major concern for educators in all subject areas. Educational benefits associated with increased levels of student motivation have been well-documented within educational research. Improving student motivation can be affected by the educational environment (motivational climate) developed by the teacher.

Trainees will be evaluated based on self-referenced criteria (personal goals achievement, participation, and effort), and have a flexible timeline to complete a given task, according to their specific needs and skills.

An autonomy-supportive environment (i.e., involving students in making decisions about their learning and developing their self-management skills) meets an individual's psychological needs and promotes higher levels of self-regulation.

Methodological processes

The training will apply a participatory approach. Trainees will take part in the programming according to their professional and personal needs and expectations.

The different contents of the session will be presented by the trainer or trainers, who will try to launch questions for reflection and to generate further discussion among them.

Trainees will have the opportunity to express their concerns and share their own experience with the topics addressed.

A competence-based approach will be also used, as the training addresses different skills and competences to be developed by participants.

As the participants are adult learners, the programme will follow the principles of andragogy:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Objectives

- Learn how to develop a motivational learning environment in the classroom through the application of the TARGET model.

Activity programme and content

Trainees will learn about the TARGET model as a motivation strategy to increase their engagement and learning motivation. The acronym TARGET refers to the six different dimensions of the model: Tasks, Authority, Recognition, Grouping, Evaluation and Time.

Each dimension involves strategies intended to foster task engagement and reduce social comparison. In a mastery climate students work on different tasks, are allowed to work at their own ability level, and are encouraged to participate in decisions regarding various aspects of the lesson. Moreover, they have opportunities to receive rewards based on individual progress and work in mixed-ability small flexible groups.

1. **Introduction to the TARGET model**
2. **Elaboration of specific strategies**

1 Introduction to the TARGET model

The training consists in an introduction to the TARGET model with a description of each target area, their focus and objectives, and examples of possible strategies.

The training will cover the contents explained in the annexed table (annex XX), based on Tony Robbins work.

2 Elaboration of specific strategies

Trainees are asked to elaborate and reflect on specific strategies in each target area to be applied in their working contexts and students.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure and material is required:

- 1 projector
- Paper and pens for all the trainees

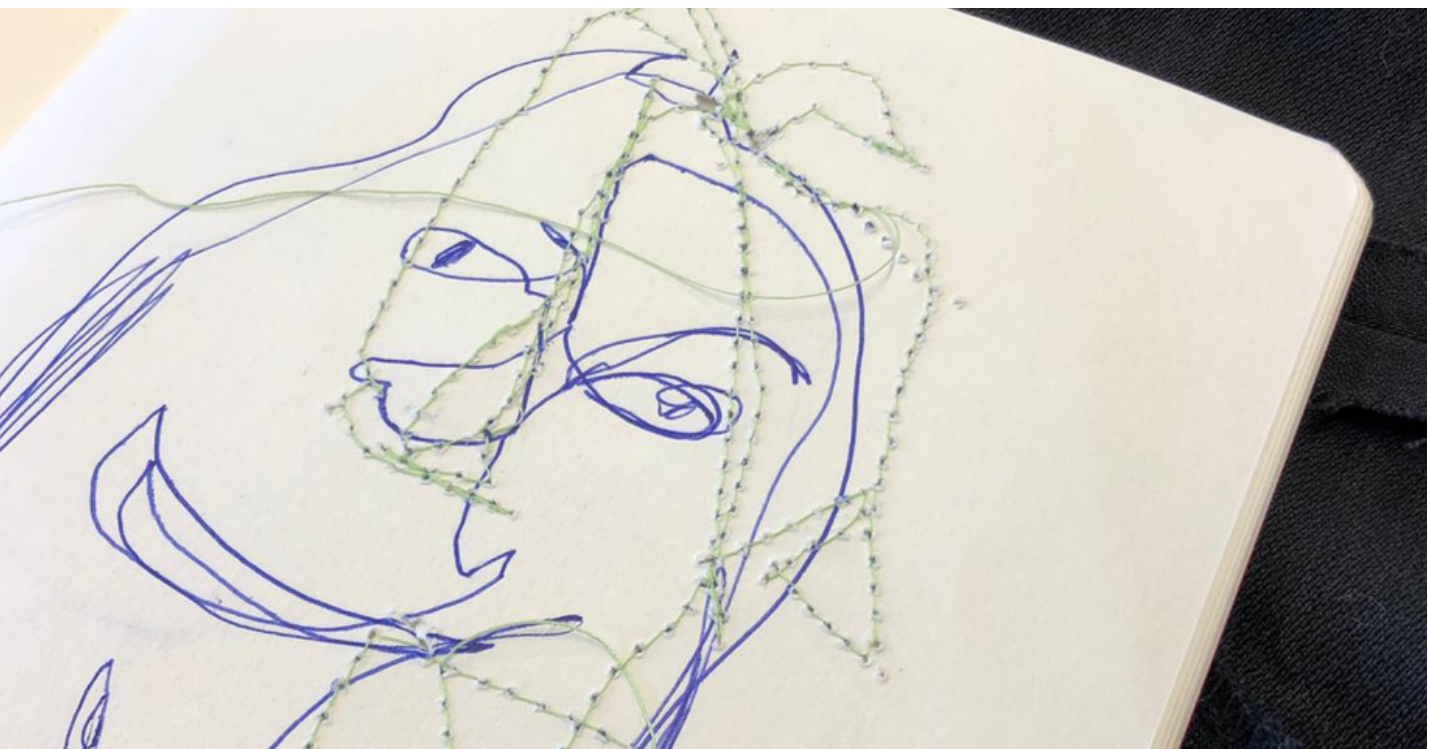
Trainers number, profile and ratios

- Trainer profile: job counsellors, psychologists and intercultural/social mediators.
- The trainer team provides technical support and facilitation of the learning process.
- Ratios: 15 trainees per trainer maximum (to ensure the participatory approach)

Evaluation

At the end of the training, participants will evaluate it in terms of the development of the sessions, the usability and the transferability of the contents to their working contexts.

The practical activity of providing specific strategies based on the areas of the TARGET Model constitutes a self-assessment exercise per se.



Module 3

Design, fashion and sewing: deploying techniques and tactics

Duration:
18 hours (6 Sessions)

Objective and Description

This module will focus exclusively on the deployment of technical, methodical and practical knowledge around design, specifically fashion design and the practice of sewing. The first block, which will serve as an introduction, will give professionals a first contact with the sensitivity of creative processes and colour theory. Afterward, the sessions will focus on learning about the world of fashion and sewing, from the use of basic tools to working with fabrics, patterns and packaging techniques.

General Competences

- Knowledge and use of work-based learning methodologies.
- Approach to knowledge and deployment of design language

Specific Competences

- Approach to color theory
- Handling of different materials and manufacturing techniques
- Approach to the technique and language of fashion design

Methodology

Theoretical-practical content, learning through doing, iteration processes (trial and error), participatory debates.



Programme

A. Creativity, design and colour

- Session A1: The Bag of Knowledge and Handicrafts I (BAU) (3 hs)
- Session A2: The Bag of Knowledge and Handicrafts II (BAU) (3 hs)

B. The basics of Sewing and Fashion Design

- Session B1: Equipment and work materials (MondoDonna) (3 hs)
- Session B2: Tailoring terminology and study of fabrics (MondoDonna) (3 hs)
- Session B3: Placing the model on the fabric (MondoDonna) (3 hs)
- Session B4: Packaging techniques (MondoDonna) (3 hs)

A. Creativity, design and color

- **Session 1: The Bag of Knowledge and Handicrafts I (BAU) (3 hs)**
- **Session 2: The Bag of Knowledge and Handicrafts II (BAU) (3 hs)**

These are workshops activities. They belong to the field of Fashion & Design and have an estimated duration of 6 hours. Our recommendation is to implement the workshop activity divided into two sessions of 3 hours each.

The competences that will be worked through this training unit are:

- Knowledge and use of blended learning methodologies [1]
- Knowledge and use of work-based learning methodologies [5]
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes [6]

Trainees will work as a team, exchanging and discussing their imaginaries and roots. They will also mix artisanal methodologies with innovative practices.

The bag of knowledge and crafts is an activity to connect with the colour and roots of each person, to explore the creative and imaginary world, new ideas, other ways of thinking and acting in design. The challenge is to find the relationship that each individual has with colour, to express it in a hand-painted and embroidered bag. The ultimate goal of the bag is to turn it into a medium and use it as an imaginary to develop more products and activities.



The project takes into account ethnographic theory to decolonize the gaze, thus leaving behind the interpretation of colour and design by cultural and subjective points of view. To detach ourselves from subjectivity is to get rid of the “point of view”, that is, through the perceptions of the subject. This thought makes us believe we are because of our own perception, yet we end up perceiving ourselves superficially and ineffectively, with great distortions of our own figure without a specific end. That’s why we tend to label ourselves within social groups and styles, without realizing that we’re all really alike. That is why research and debate are so important.

Colour helps us to distinguish our identity from others and is also a very powerful language that can transmit as much as words; a sensitive channel that can represent amounts of connections and stimuli. Each colour and composition evokes different feelings and is based on the principles of chromatic harmony, where each shade has its function. Abstract art plays a very important role, as it is a movement that removed figurative elements to dominate the expressive force in shapes and colours, without having anything to do with figuration in real space.

Craftsmanship plays a very important role in this process of design and creation, since it connects us with material reality, making the working process more satisfying. This is an added value that makes the design irreplaceable. It connects us directly with concepts such as slow fashion, a method of increasing value and impact, of consuming fashion through profits and fair productions (the antithesis of something industrialized).

Methodological processes

To achieve the objectives, the teacher’s position becomes a co-designer, thus participating in the entire project development process through interaction with the students, increasing empathy and proposing solutions based on constant communication throughout the process. In this way it is possible to interconnect experiences, communities, cultures and imaginaries.

Objectives

- To use colour as a method of communication and creation
- To connect with the imaginary and creative world, and relate it through colour
- To get rid of our subjective gaze and deconstruct it
- To co-design with the teaching team
- To discover printing techniques
- To learn about concepts such as slow-fashion
- To apply and experiment with craft techniques such as embroidery
- To mix craftsmanship with innovative techniques and technology such as laser cutting.
- Self-sufficiency
- Research
- Debate

Activity programme and content

The training is divided into two sessions: This first one is about the conceptualization and the second one is about the materialization of the idea:

1. Discussion panel
2. Self-taught research and sharing
3. Conceptualization
4. Materialization

1 Discussion panel

A panel discussion will be opened to talk about colour theory, abstract art, imaginary, subjectivity and identity, as well as personal experiences and relationships with color. References will be shown.

2 Self-taught research and sharing

Colours will be questioned in order to deconstruct them and understand our relationship with them: Where do colors transport us? What movements do they suggest? What food? What smell? What thoughts? What words? How do we identify with colour?

3 Conceptualization

Participants conceptualize the idea they want to represent, and how they relate it to colour.

4 Materialization

The shape of the bag is designed in community. Then, the base is digitized into illustrator and holes are added to be able to embroider it and to cut with the laser cutter on a 3mm wooden base. Each trainee adds the colour base they deem necessary and experiments with mixtures and ways of applying it, always connecting with the imaginary. Before embroidery, it is sketched on a grid sheet and then applied with laces to the base, creating shapes and interconnections with each one's creative world and colour (see practical examples of real cases in Annex 2).

Techniques used:

Digitization of the base using illustrator
Laser cut
Embroidered Painting

Material:

Wood Fabric 3D
Colour Painting
Colour strings

Manual alternative

For the manual alternative, only 3D fabric will be used and the patterns will be made on the fabric instead of wood.

Resources and space

For the teaching of the unit to trainers, a digital manufacturing classroom with a laser cutter is required, as well as a classroom with protection for painting with the following infrastructure/material:

- A computer
- Books on painting and color theory
- Paragliding coloured cords
- Painting of colors or spráis
- 10 Large brushes
- 4 Scissors
- 10 Wood 1m x 1. 50m
- 2 meters of 3D Fabric

For the manual alternative, a classroom with protection for painting and, if possible, with high tables, is required, with the following material:

- Paragliding coloured cords
- Painting of colors or spráis
- 10 Large brushes
- 4 Scissors
- 12,5 meters of 3D Fabric

Trainers number, profile and ratios

- A trainer with multidisciplinary knowledge of fashion design, digital manufacturing and equipment management is needed.
- Ratios: one teacher for 10 trainees, to ensure a close relationship, accompaniment and empathy.

Evaluation

There is no policy evaluation at all. Trainees prepare a presentation to explain the process of the knowledge bag, the concept, the research they have done and their final findings of the project.

A panel of experts in colour, creativity and design will be invited to give them their individual and team feedback, enabling them to open a final debate.



B. The basics of Sewing and Fashion Design

Session B1: Equipment and work materials (MondoDonna) (3 hs)

This activity belongs to the field of sewing and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of work-based learning methodologies [2]
- Intercultural sensitivity approach [4]
- Ability to manage group dynamics [9]
- Coaching skills [11]

Competence 2 will be addressed as trainers will be taught an approach that highlights the importance of learning elements in the workplace. This approach will enable trainers to give trainees a greater sense of their own identity and professionalism, a skill needed to successfully find and keep jobs.

The training activity will provide trainers with knowledge and skills on how to integrate an intercultural sensitivity approach in group dynamics. Passing through different stages of this inclusive approach, beginning with denial (the perception that one's cultural perspective is the only real, accurate, or valid interpretation of reality) and culminating with integration (the internalization of multicultural awareness and the ability to interact productively across cultural differences), trainers will be able to engage and include all trainees. Trainers will get to know how to link cultural and technical differences in tailor materials and main types of machinery from trainees' countries with the one in use in the host country, with a view on a job placement (competences 4 and 9).

Concerning competence 11, the training activity will provide trainers with coaching skills to develop support capacity that values individuals and demonstrates genuine concern for trainees' wellbeing, promoting the acquisition of specific knowledge by employing communication and active listening techniques.

Methodological processes

The activity starts with the study of the necessary equipment, information on its use and maintenance. The theoretical part must always be followed and complemented with practice in the field, supervised by expert staff.

Objectives

Enable trainers to become as autonomous as possible in the use and maintenance of machinery, in processing, in working safely, so as to make all stages of production fluent.

Activity programme and content

1. Presentation of the working team
2. Introduction to handmade tailoring
3. Study of tailoring materials
4. Study of the main machinery
5. Test on the sartorial field: from cutting to fabric assembly (with verification)

1 Presentation of the working team

The introduction of the training team and participants will focus on the importance of each individual and the awareness that, with regular interaction, each member will depend on the others and share the same values.

2 Introduction to handmade tailoring

Unlike industrial tailoring, artisan tailoring requires comprehensive knowledge. Therefore, each participant will acquire familiarity with each of the tools provided and know how to work a garment independently from start to finish.

3 Study of tailoring materials

Each participant will receive tailoring material to become familiar with it and identify the most suitable use and context.

4 Study of the main machinery, such as sewing machines

The first part will be purely theoretical and dedicated to the study of the necessary equipment to carry out the sewing activities:

- Basic equipment, such as fabric scissors, tape measure, squares, electric cutters, pins, needles, iron....
- Complex equipment, such as linear sewing machines or overlock.

The basic equipment will be provided to participants at the beginning of the session and will be for personal use during working hours.

Regarding complex machines, the intrinsic characteristics of each of the component parts and their operation will be shown first: on/off buttons, feet (depending on the process, different types of feet are used: feet for zipping, leather, fabrics stretch, etc), pedals (to raise the presser foot and to operate, needles (depending on the fabric there are different gauges and tips), yarn change, thread tension knobs, perishable parts (needles and blades), cleaning and maintenance of the machines, and how to work safely, simply by following the instruction manuals of the various devices.

The practice in the field will be accurately supervised by experienced staff

5 Test on the sartorial field: from cutting to fabric assembly (with verification)

Test on the sartorial field: from cutting to fabric assembly (with verification)

In this phase, the user will put into practice what he/she has learned through tests such as cutting the fabric (according to the requests), evaluating the most suitable machinery for the required work, assembling different parts of the cut in a prototype or test of cloth.

Evaluation will be made on the user's autonomy during the process.

Resources and space

For the teaching of the unit to trainers, a classroom with the following material is required to be shown to participants:

- Sewing machines or overlock
- Fabric scissors, tailor's meters, pins, needle, cutter, iron...

Trainers number, profile and ratios

- 3 trainers: 1 tutor, 1 fashion designer, 1 tailor with at least 5 years of experience.
- Ratios: 10 trainees per trainer.

Evaluation

The acquired skills will be evaluated by applying the acquired theoretical knowledge in the field, through the implementation of practical tests (such as the creation of a prototype as the proposed sample) in a given time frame.

Session B2: Tailoring terminology and study of fabrics (MondoDonna) (3hs)

This activity belongs to the field of sewing and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of work-based learning methodologies [2]
- Knowledge of the labour market needs and job opportunities channels [3]
- Ability to incorporate the social and cultural diversity of the group into the training content and learning process [6]
- Coaching skills [11]

Competence 2 will be addressed as trainers will be taught an approach that highlights the importance of learning elements in the workplace. This approach will enable trainers to give trainees a greater sense of their own identity and professionalism, a skill needed to successfully find and keep jobs.

Moreover, with competence 3, trainers will achieve the ability to recognize the importance and necessity of incorporating specific research in socioeconomic factors, combined with the ability to read the signs of technological and cultural change when producing a sartorial item. In this session, trainers will learn about nowadays' needs in the fashion market and the most effective way to supply the appropriate products to customers.

Competence 6 will be addressed as trainers will encourage trainees to express and share similarities in their cultural contexts. Trainers will be taught how to stimulate trainees' imagination and creativity, drawing on one's own experiences and/or memories.

Concerning competence 11, the training activity will provide trainers with coaching skills to develop support capacity that values individuals and demonstrates genuine concern for trainees' wellbeing, promoting the acquisition of specific knowledge by employing communication and active listening techniques.

Methodological processes

In this phase, it is important to learn tailoring terminologies and knowledge of fabrics and their intrinsic performance through their manipulation.

Manipulating fabrics means being able to take possession of the main element that constitutes a garment, the material will be molded, to give life to new textures that best express the creativity of the participants. Students will be asked to go beyond conventions, not to set physical limits, to broaden their vision and representation of space, working with different materials including tulle, silk chiffon, organza, taffeta, cotton (light like poplin or structured), linen, cady, wool, leather, jersey and even plastic.

Objectives

The objectives of this activity are to make the user as autonomous as possible in choosing the most suitable fabrics, taking into account the various factors determined such as:

- The final price of the garment, often a decisive point for the purchase of the item.
- Convenience and quality of the service: it must maintain certain quality standards.
- Wearability
- Occasion of use

Activity programme and content

1. Introduction to tailoring terminologies
2. Colours
3. The fabrics
4. Types of fiber
5. The textile trade fairs
6. Manipulating the tissues
7. Practical verification of the user's creativity

In the process of creating a suit, there are fundamental points to start from: the sartorial terminology, the study of fabrics, and the knowledge of socio-economic conditions. The socio-economic conditions live in a state of perennial fluctuation, leading to the continuous change of the context and the reasons that lead to buying a suit. Specific research combined with the ability to read the signs of change, are the starting point for every form of creation and economic enterprise.

The factors to consider initially during the creative process are historical context and the uses of clothing.

In addition to these factors, there are also a number of practical criteria that decisively influence the impulse that drives you to purchase the finished product and which must therefore be taken into consideration, such as price, quality and comfort.

The tailor has the task of reading the socio-economic conditions of the place where he/she is located and supplying the appropriate products. For this, it is necessary to have a knowledge of the raw material of each tailor's shop: the fabrics.

Having a good knowledge of fabrics allows one to analyze the physical characteristics of the piece (length, height, presence of defects) and to check the dimensional stability; that is, the shrinking or elongation of the fabrics during processing, which are essential characteristics for selecting the fabric for each final item.

Resources and space

For the teaching of the Unit to Trainers, a classroom with the following material is required:

- a glossary of fabrics
- a variety of types of fabrics of different colors/patterns, textures, fibers...

Trainers number, profile and ratios

- 3 trainers: 1 tutor, 1 fashion designer, 1 tailor with at least 5 years of experience.
- Ratios: 10 trainees per trainer.

Evaluation

The skills acquired will be evaluated by putting the proposed theories in direct field, through the realization of practical tests, such as the creation of a portfolio of fabric tests, working in the name of eclecticism and dynamism, between interiority and exteriority, abandoning any fear of playing with contrasts, looking for a balance between material and immaterial, volumes and lightness, craftsmanship.

- **Session B3: Placing the model on the fabric (MondoDonna) (3 hs)**

This activity belongs to the field of sewing and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of work-based learning methodologies [2]
- Ability to incorporate the social and cultural diversity of the group into the training content and learning process [6]
- Coaching skills [11]

Competence 2 will be addressed as trainers will be taught an approach that highlights the importance of learning elements in the workplace. This approach will enable trainers to give trainees a greater sense of their own identity and professionalism, a skill needed to successfully find and keep jobs.

Competence 6 will be addressed as trainers will encourage trainees to express and share similarities in their cultural contexts. Trainers will be taught how to stimulate trainees' imagination and creativity, drawing on one's own experiences and/or memories.

Concerning competence 11, the training activity will provide trainers with coaching skills to develop a support capacity that values individuals and demonstrates genuine concern for trainees' wellbeing, promoting the acquisition of specific knowledge by employing communication and active listening techniques.

Methodological processes

The activity will start with the study of fabric patterns, moving on to different placements - according to the patterns of the fabrics- to create clothes on a 1:4 scale.

Objectives

- To make the trainer as autonomous as possible in choosing the most suitable fabrics, taking into account the model to be made.
- To know how to use the most of the quantity of fabric, in a "no waste" vision, taking also into account the final price of the garment
- To know how to get the best of the patterns.

Activity programme and content

1. What is a placement?
2. Know the characteristics of the fabric
3. Plain fabric, striped, horizontal stripes, checked
4. Placement method and setting of the work phases
5. Types of placement
6. Test in the field, through a cutting exercise

In the model's production, the placement belongs to the cutting phase and refers to the technique that ensures that the fabric is exploited to the maximum (i.e. the model must take up as little space as possible, to allow as many sizes as possible on the same model). The fabric must be positioned in a specific area of the model, to make the most of the fabric's pattern (i.e. if the fabric has larger patterns, the cut must be made so that the pattern stands out).

Once the canvas is final and the necessary changes have been made to the paper pattern, the sample can be cut into the fabric of your choice.

Each fabric has its own characteristics, which are essential to know for the execution of the placements.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- Room with tables
- Different types of fabric: plain, patterned, stripes, check...

Trainers number, profile and ratios

- 3 trainers: 1 product manager, 1 fashion designer, 1 tailor with at least 5 years of experience.
- Ratios: 5 trainees per trainer.

Evaluation

The skills acquired will be assessed by putting the proposed theories in direct field, through the implementation of practical tests, such as the creation of scale prototypes.

- **Session B4: Packaging techniques (MondoDonna) (3 hs)**

This activity belongs to the field of sewing and has an estimated duration of 3 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of work-based learning methodologies [2]
- Intercultural sensitivity approach [4]
- Ability to incorporate the social and cultural diversity of the group into the training content and learning process [6]
- Ability to manage group dynamics [9]
- Mentoring skills [10]

Competence 2 will be addressed as trainers will be taught an approach that highlights the importance of learning elements in the workplace. This approach will lead trainers to be able to give trainees a greater sense of their own identity and professionalism, a skill needed to successfully find and keep jobs. Moreover, since the tailor is no longer just the one who makes custom clothes, but a creator who knows how to understand the tastes and problems of the customer, trainers will achieve knowledge on specific socioeconomic factors that affect the production of sartorial items. In this session, trainers will learn about how to bind this knowledge to the practical study of human anatomy, pattern, fabrics, and packaging.

The training activity will provide trainers with knowledge and skills on how to integrate an intercultural sensitivity approach in group dynamics. Passing through different stages of this inclusive approach, beginning with denial (the perception that one's cultural perspective is the only real, accurate, or valid interpretation of reality) and culminating with integration (the internalization of multicultural awareness and the ability to interact productively across cultural differences) trainers will be able to engage and include all trainees. (competence 4)

Trainers will get to know how to manage the socio-cultural diversity of trainees and encourage the group to express and share similarities and differences in the customization of sartorial items in their cultural contexts. (competence 6)

Finally, along with mentoring skills such as active listening, availability, and analysis (competence 10), trainers will learn how to build a supportive team culture by using team-building exercises to encourage stronger relationships between individual team members (competence 9).

The tailor is no longer just the one who makes custom clothes, but a creator who knows how to understand the tastes and problems of the customer, and therefore makes clothes that will make the wearer feel comfortable.

The craft of tailoring can give great satisfaction but requires study and application, in particular on:

- Human anatomy
- Fabrics
- Pattern
- Packaging

Knowledge of the human body and its movements is essential for the stylist who approaches the creation of clothes that have a visual impact, but are at the same time comfortable. To know how these clothes interact in movement determines the way in which the fabric adapts to the body and moves in harmony with it.

Methodological processes

The activity starts with the anatomical study of the body and then moves to the translation of the technical drawing into an actual model. This translation will be possible by joining together two or more parts of the fabric until the desired garment is completed.

Objectives

- To provide participants with the necessary skills to autonomously follow the creation of an item of clothing, starting from the technical sheet and the fashion illustration.
- To learn to place the model correctly to cut the fabric and create the finished garment.
- To provide the basics of modern, innovative and particular processes.
- To learn the use of ironing equipment and techniques
- To learn how to use the processing / assembly technical sheet
- To learn about the main sewing methods
- To learn methods and procedures for quality control and compliance of the textile product.

Activity programme and content

1. Measurement techniques, based on style and conformation
2. How to read a data sheet
3. From paper pattern to fabric cutting
4. Preliminary garment making (basting)
5. Check the packaging and final garment
6. Ironing techniques
7. Control and finishing of the field, test garment for a first approach

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure and material is required:

- Sewing machine or overlock
- Different types of fabric

Trainers number, profile and ratios

- 3 trainers: 1 product manager, 1 fashion designer, 1 tailor with at least 5 years of experience.
- Ratios: 5 trainees per trainer.

Evaluation

At the end of the course there will be a final evaluation test which consists in presenting, on specific assignment, one's own artifact.



Module 4

Social Entrepreneurship and the World of Work

Duration:
10 hours (5 Sessions)

Objective and Description

This module will deploy methodologies that can lead to social entrepreneurship, as well as develop entrepreneurial skills that allow new projects to be launched. In addition, access to the national labour culture and labour market needs will be facilitated to make it transferable. On the other hand, it also aims to provide professionals with resources to apply technologies in the search for and improvement of the employability of their students, through general and specific tools.

General Competences

- Knowledge and use of work-based learning methodologies
- Knowledge of the labour market needs and job opportunities channels
- Ability to incorporate the social and cultural diversity of the group into the training content and learning process

Specific Competences

- Learning Kinemaster to create a video curriculum.
- Use of digital technologies applicable to employability
- Notions about social entrepreneurship
- Project management and creation of choral stories

Methodology

Theoretical contents, debates and participatory dynamics, activities, practical workshop, application of specific tools.



Programme

A. Entrepreneurship is creating: methodologies for social entrepreneurship

- Session A1: Social Entrepreneurship and Action Plan workshop (IASIS) (2hs)
- Session A2: The Golden Circle (BAU) (2 hs)

B. Job Opportunities: Panorama and Tools

- Session B1: Expanding Job Opportunities I: National work culture and labour market needs (SSF) (2hs)
- Session B2: Expanding Job Opportunities II: Technologies for Employability (SSF) (2hs)
- Session B3: Expanding Job Opportunities III: Kinemaster tool (SSF) (2hs)

A. Entrepreneurship is creating: methodologies for social entrepreneurship

- **Session A1: Social Entrepreneurship and Action Plan workshop (IASIS) (2hs)**

This activity belongs to the field of social entrepreneurship and has an estimated duration of 2 hours.

The competences that will be worked through this training unit are:

- Knowledge and use of work-based learning methodologies [2]
- Knowledge of the labour market needs and job opportunities channels [3]
- Ability to incorporate the social and cultural diversity of the group into the training content and learning process [6]

Competence 2 will be addressed as trainers will implement an interactive workshop, where trainees will develop an initial action plan.

Competence 3 will be addressed as trainers will orient trainees to think of initiatives based on accessible resources that address the real needs of society.

Competence 6 will be addressed as trainers will encourage trainees to express and share similar initiatives of social enterprises in their national contexts.

The training activity will provide trainers with the necessary methodology to familiarise their trainees with social entrepreneurship through informative discussion, showing them the positive world impact social entrepreneurship produce by maximizing their profit, which is mainly used to benefit society.

This training will also offer techniques to foster learners' ability to identify and take advantage of opportunistic assets and develop solutions to social and environmental problems by designing an initial action plan.

At the same time, trainers will be taught strategies to enable trainees to exchange their experiences about entrepreneurship in their national contexts.

Methodological processes

The structure of the unit is aimed at trainers, so they can learn specific competences and transfer social entrepreneurship knowledge and skills to their trainees.

The methodology of the current unit will rely on adult education and experiential learning principles.

Once the trainer gains an understanding of SE, s/he will acquire the knowledge to train trainees in generating optimal outcomes of performing and constructing SE projects/action plans, with the Design Thinking methodology (as proposed by Chou, 2018).

The aforementioned methodology fits the needs of the current training unit, as it organizes the needed steps and motivates trainees to implement their ideas outside of the classroom. During the training, trainers will familiarize trainees to play with the Design Thinking methodology, make initial planning and then go outside and make their idea tangible and pilot it.

Objectives

- To learn the strategies to implement workshops that help learners familiarize themselves with social entrepreneurship and its objectives.
- To enable trainers to foster the job prospects of their trainees by integrating them into the world of social entrepreneurship.
- To sensitize both trainers and their trainees about the objectives and benefits social entrepreneurship offer in a multidisciplinary way. To raise awareness in trainers of the opportunities their migrant trainees can take advantage of to develop solutions on social and environmental issues.

Activity programme and content

1. Introduction to General and Social Entrepreneurship (SE) (20 min)
2. Share of experiences about Entrepreneurship activities and Collective initiatives in their national contexts (20 min)
3. Introduction to the designing and implementation of innovate social and environmental solutions (20 min)
4. Development of the Action Plan in an individual manner (45 min)

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- 1 projector
- 1 board
- Black markers
- Sheets of paper (format A4)

Trainers number and profile

- Adult trainers with experience in working with marginalised social groups (especially migrants)
- 12 trainers per classroom
- Ratio: 8-10 trainees per trainer.

Evaluation

Self-assessment through an evaluation questionnaire

Quality indicators: Sense of fulfillment and effectiveness of the training.

Trainer's evaluation of quality indicators like relevance, efficiency and rationality, on the action plan developed by trainees.

General recommendations and comments

Trainers should create a warm and friendly environment with their trainees and encourage them to illustrate their ideas on the action plan.

- **Session A2: The Golden Circle (BAU) (2 hs)**

This activity belongs to the field of transversal competences and has an estimated duration of 2 hours.

The competences that will be worked through this Training Unit are:

- Knowledge and use of work-based learning methodologies [2]
- Ability to manage group dynamics [9]

The training activity will provide trainers with tools of communication and shared knowledge based on teamwork and group dynamics management, in order to cohesive unite the group.

Methodological processes

In this session, trainers will learn how to use a communication methodology called "The Golden Circle" (by Simon Sinek). This tool will help the group define itself and make decisions regarding its trajectory, objectives and values, allowing participants to develop a value scale to focus and define what they should strive for: what systems, processes and strategies should be used to achieve their principles or purposes.

At the end of the session, participants will write a small inspiring text that will work as a container from which phrases, slogans and manifestos can be extracted, helping to define what the project is and isn't; to define a line that the whole group will follow.

Objectives

- Self-awareness about their practice
- Values analysis and awareness-raising
- To create a space to listen to the group
- To find and define common lines to create a joint path
- To integrate communicative skills
- To be able to apply this knowledge to the entire project, so that it has cohesion and coherence (graphics, tone, text, colors, typographies,...)

Activity program and content

1. Space for personal reflection
2. Value scale
3. WHAT - HOW - WHY
4. Inspiring text

1 The trainees are asked to make a list, writing down the values, words, products, services, philosophy, etc. that define them as a group; everything they can think of. This list is done individually so that participants are not “polluted” and have their own space for personal reflection.

2 The trainees will say the words out loud and write them down, one by one, in different post-its; the first points in common between the members of the group will begin to emerge. These words will be randomly distributed on a table. They will sort the post-its and group them into columns by theme or affinity. Once the groups of post-its are defined by affinity, the most important term (representing the rest) will be placed at the top of the column, generating a value scale.

3 The words WHAT – HOW – WHY written down in three different post-its will be placed at the top of the column identified as the one that most represents that term. WHAT column: Usually defines the collective and talks about the product or service you offer. This is the easiest one to identify and corresponds to the first layer of the circle. It must be as clear and consistent as possible.

e.g., “Mamalyona is a collective of diverse women that offers unique hand-made products, inspired by their cultures and life experiences, through sewing.”

HOW TO: Should contain a series of terms that speak about the systems, processes and strategies that need to be implemented in order to make the WHAT possible.

e.g., “In a committed way and accompanied by BAU and ABD, who provide them with an academic background, they form a united and dedicated team with humility, courage, struggle and strength.”

WHY column: It's the most important one, the heart of the project. It's the reason or belief that will guide and justify the WHAT and HOW; the values, principles or purposes that guide the way of thinking of the project.

It is advisable to work with people's dreams, values and desires to inspire and connect with them.

e.g., "As young, enterprising, warrior and empowered mothers, we believe in a free upbringing of reconciliation with LOVE FOR OUR CHILDREN, THAT ARE THE MOTOR OF OUR INSPIRATION."

4

Once the columns have been identified, trainees will join the terms of each column, to create paragraphs that spun those words harmoniously and meaningfully.

After having created this system collectively, they will elaborate a small inspiring text which helps to create an imaginary that serves as a source of inspiration for future texts, manifestos, or slogans.

Resources and space

For the teaching of the Unit to Trainers, a classroom with the following infrastructure / material is required:

- 1 blackboard
- Post-its
- Pencils
- Role

Trainers number, profile and ratios

Trainers play the role of catalyst and accompaniment, asking questions about decisions, creating debate that generates reflection.

Evaluation

At the end of the session, trainees will have developed a text that should define and represent the group and its values, which will be put together in a round. They will be asked to write individual feedback in their notebooks and to document the whole process, especially the final results.

This is an opportunity to observe what the role and disposition of each member of the group is; who has the clearest idea, who doubts, who is suitable, who imposes her/himself.

General recommendations and comments

It is important to make the group very aware that the core value of the circle has to be a value that moves the group as a motor. Each individual has to be open and willing to adapt for the common good. It is a practice that will help them to build ties and move forward in the same joint direction.

B. Job Opportunities: Panorama and Tools

- **Session B1: Expanding Job Opportunities I: National work culture and labour market needs (SSF) (2hs)**

This is a workshop activity. It belongs to the field of transversal competencies and has an estimated duration of 2 hours.

The competence that will be worked through this training unit is:

- Knowledge of the labour market needs and job opportunities channels [3]

The training activity will provide trainers with the relevant knowledge and skills that allow them to expand the job opportunities of their trainees (migrant adults). In this session, trainers will learn about the national work culture and the needs of the labour market, in order to pass it on to their students, so that they become familiar with it.

Methodological processes

The different contents of the session will be presented by the trainer of trainers, who will try to launch questions for reflection and to generate further discussion among participants. Trainees will have the opportunity to express their concerns and share their own experiences with the topics addressed.

A competence-based approach will be also used, as the training programme addresses different skills and competences to be developed by participants.

As trainees are adult learners, the training programme will follow the principles of andragogy:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Objectives

This training aims at equipping professionals/trainers with knowledge and skills to promote the expansion of job opportunities in their students. To do so, they will:

- Learn about the national work context
- Be aware of the labour market needs

Activity programme and content

1. The National labour market
2. Different employment options
3. Most demanded professions and employment niches
4. Resources for vocational training, formal and non-formal education
5. Types of contracts
6. Rights and duties of workers
7. Activity: Focus group on the topics presented

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- 1 projector
- 1 whiteboard or flipchart
- Suitable pens
- 1 computer and a smartphone/tablet per trainee
- Paper and pen (to take notes) per trainee

Trainers number, profile and ratios

- Trainer profile: job counselors, psychologists and intercultural/social mediators.
- They will provide technical support and facilitation of the learning process.
- Ratio: 15 trainees per trainer maximum (to ensure the participatory approach)

Evaluation

At the end of the training programme participants will evaluate it in terms of development of the sessions, usability and transferability of the contents to their working contexts.

Trainees will also complete a self-assessment questionnaire on the topics and skills covered.

General recommendations and comments

- To connect with the trainees' motivation when teaching content; the most important thing is that they find the usefulness of learning about new digital technologies for themselves.
- To motivate trainees to come to the workshop, it is beneficial to give examples or success stories of people who have previously attended these workshops.

- **Session B2: Expanding Job Opportunities II: Technologies for Employability (SSF) (2hs)**

This is a workshop activity. It belongs to the field of transversal competencies and has an estimated duration of 2 hours.

The competence that will be worked through this training unit is:

- Knowledge of the labour market needs and job opportunities channels [3]

The training activity will provide trainers with the relevant knowledge and skills that allow them to expand the job opportunities of their trainees (migrant adults).

In this session, trainers will learn how to develop a workshop to improve the employability of their trainees by means of digital technologies.

Methodological processes

The different contents of the session will be presented by the trainer of trainers, who will try to launch questions for reflection and to generate further discussion among participants.

Participants will have the opportunity to express their concerns and share their own experiences with the topics addressed.

A competence-based approach will be also used, as the training programme addresses different skills and competences to be developed by participants.

As trainees are adult learners, the training programme will follow the principles of andragogy:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Objectives

This training aims at equipping trainers with knowledge and skills to promote the expansion of job opportunities in their students. To do so, they will:

- Learn to improve the employability of their trainees by means of digital technologies
- Enhance digital skills

Activity programme and content

This workshop has been developed in the framework of the European project Migrant Literacies with aims at training educators working in the field of adult education (especially adult migrants), their media and digital literacy competencies: <https://www.migrantliteracies.eu/>

- The use of smartphones for employability
- How to use smartphones to access job opportunities, apply for jobs online or by email, etc.
- Applications that make it easier to search and apply for job opportunities
- Use of social media for personal branding
- Presenting yourself (soft skills)
- Personal branding competences: how to point out your skills, abilities, etc.
- Physical appearance (being clean and well-dressed), personal branding principles.
- Communication skills, initiative, confidence, communicating what you want and avoiding mistakes.

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- 1 projector
- 1 whiteboard or flipchart
- Suitable pens
- 1 computer and a smartphone/tablet per trainee
- Paper and pen (to take notes) per trainee

Trainers number, profile and ratios

- Trainer's profile: job counsellors, psychologists and intercultural/social mediators.
- Trainers provide technical support and facilitation of the learning process.
- Ratio: 15 trainees per trainer maximum (to ensure the participatory approach)

Evaluation

At the end of the training programme, trainees will evaluate it in terms of development of the sessions, usability and transferability of the contents to their working contexts.

They will also complete a self-assessment questionnaire on the topics and skills covered.

General recommendations and comments

- To connect with the trainees' motivation when teaching content, the most important thing is that they find the usefulness of learning about new digital technologies for themselves.
- To motivate trainees to come to the workshop, it is beneficial to give examples or success stories of people who have previously attended these workshops.

- **Session B3: Session B3: Expanding Job Opportunities III: Kinemaster tool (SSF) (2hs)**

This activity belongs to the field of transversal competencies and has an estimated duration of 2 hours.

The competence that will be worked through this training unit is:

- Knowledge of the labour market needs and job opportunities channels [3]

The training activity will provide trainers with the relevant knowledge and skills that allow them to expand the job opportunities of their trainees, migrant adults.

In this session, trainers will learn how to create a videocurriculum with the Kinemaster application.

Methodological processes

The different contents of the session will be presented by the trainer of trainers, who will try to launch questions for reflection and to generate further discussion among participants.

Trainees will have the opportunity to express their concerns and share their own experiences with the topics addressed.

A competence-based approach will be also used, as the training programme addresses different skills and competences to be developed by participants.

As trainees are adult learners, the training programme will follow the principles of andragogy:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Objectives

This training aims at equipping trainers with knowledge and skills to promote the expansion of job opportunities in their students. To do so, they will:

- Learn to improve the employability of their trainees by means of digital technologies
- Enhance digital skills

Activity programme and content

1. How to use Kinemaster: basics of video editing
2. Kinemaster to create a VideoCV: what to say and not to say, communication and self-branding, the right length of the video

3. Practical activity 1: Simulation of an online job application (uploading a traditional CV - including a link to a YouTube CV, a cover letter)
4. Practical activity 2: Filming of a mock job interview as part of the preparation of the Video CV (Video: <https://www.youtube.com/watch?v=3myxzXVRoDI>)

Resources and space

For the teaching of the unit to trainers, a classroom with the following infrastructure/material is required:

- 1 projector
- 1 whiteboard or flipchart
- Suitable pens
- 1 computer and a smartphone/tablet per trainee
- Paper and pen (to take notes) per trainee

Trainers number, profile and ratios

- Trainer profile: job counsellors, psychologists and intercultural/social mediators.
- They will provide technical support and facilitation of the learning process.
- Ratio: 15 trainees per trainer maximum (to ensure the participatory approach)

Evaluation

At the end of the training programme, trainees will evaluate it in terms of development of the sessions, usability and transferability of the contents to their working contexts.

They will also complete a self-assessment questionnaire on the topics and skills covered.

General recommendations and comments

- To connect with the trainees' motivation when teaching content, the most important thing is that they find the usefulness of learning about new digital technologies for themselves.
- To motivate trainees to come to the workshop, it is beneficial to give examples or success stories of people who have previously attended these workshops.

ANNEX

Annex 1

Assessment table (adaptable to the needs and contexts)

Training session:

Mentoring and Coaching Skills I & II

Self-assessment grid

Evaluate what you have learnt throughout this training unit. What do you think you have learnt to do? Tick the boxes, and provide examples where possible

I can interact with people...	I can do it without efforts	I can do it sometimes	I can do it sometimes but with lots of efforts	This is an objective I would like to reach
... I can establish a relationship of trust with my learners taking into account their needs and point of views.				
... I can listen actively to my learners, knowing how to question and reformulating their ideas and questions.				
... Adults feel the need to know why they need to learn something before learning. This translates into the fact that in adult education the first task of the trainer is to help the learners to become aware of the "need to know"...So, I can play a support role to them.				

Annex 2

Practical examples from real cases

Training session:

The Bag of Knowledge and Handicrafts I & II

Practical Example 1:

Melania represented the nostalgia she felt for her Colombian roots and culture, since she is a woman who was adopted and raised in Catalonia. She represented the melancholy she felt about meeting her birth mother and all that it symbolized for her to have been adopted by a culture in which she felt totally unidentified, in which she experienced racism and for which she felt a great deal of emotional rejection. In the bag of knowledge, one can clearly see that feeling of dislocation and nostalgia with the range of colors used.

Practical Example 2:

Kizel used the knowledge bag as a method of relief. She had nothing clear about her imaginary, she just felt a need to let go, so she used the bag as a support to represent her desire for creative liberation since she is a very shy person. She used those stimuli to make that dripping of paint mixed with the movement of the body and embroidered those roots that gripped her with the earthly and normative world, keeping her from freeing herself.



Annex 3 TARGET Model table

Training unit:

The TARGET Model to identify and develop a motivational climate among students

TARGET AREA/CONTENTS	Focus	Objectives	Examples of possible strategies	Specific Strategies (to be filled by participants)
Task	How the learning tasks are structured – what the student is asked to do	Enhance intrinsic attractiveness of learning tasks. Make learning meaningful	Enhance intrinsic attractiveness of learning tasks. Make learning meaningful Encourage instruction that relates to student's backgrounds and experience Avoid payment for goals	
Autonomy/ Responsibility	Student participation in learning and school decisions	Provide optimal freedom for students to make choices and take responsibility	Give alternatives in making assignments. Ask for student comments	
Recognition	The nature and use of recognition and reward in the school setting	Provide opportunities for all students to be recognized for learning	Foster "personal best" awards	
Grouping	The organization of the school learning and experiences	Build an environment of acceptance and appreciation of all students. Broaden the range of interaction	Provide opportunities in cooperative learning, problem solving, and decision making. Eliminate ability grouped classes	
Evaluation	The organization of the school learning and experiences	Build an environment of acceptance and appreciation of all students. Broaden the range of interaction	Reduce emphasis on social comparisons of achievement. Give students opportunities to improve student performance	
Time	The scheduling of the school day	Provide opportunities for extended and significant student involvement in learning tasks	Allow students to progress at their own rate whenever possible. Block scheduling and give flexibility	

Fashion for inclusion



Funded by Erasmus+ SEPIE KA202
(2020-1-ES01-KA202-082950)

Project coordinated by ABD Asociación Bienestar y Desarrollo, in partnership with the organizations IASIS, Mindshift, CIEP, Solidaridad sin Fronteras, BAU and Mondo Donna.

This publication was produced with the financial support of the European Union.




Its contents are the sole responsibility of the project coordinator ABD Asociación Bienestar y Desarrollo and do not necessarily reflect the views of the European Union.



This work is licensed under a Creative Commons Attribution - NonCommercial – ShareAlike 4.0 International License ([CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/)).

This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-NC-SA includes the following elements:

- BY  Credit must be given to the creator
- NC  Only noncommercial uses of the work are permitted
- SA  Adaptations must be shared under the same terms



Training programme
FASHION 4 INCLUSION

