FASHION 4 INCLUSION

Handbook
for trainers and trainees
in the topics of sewing,
upcycling, fashion
and design focused
on DTE

Fashion for Inclusion. Training and labor inclusion through an ethical, intercultural and social fashion

Contract number 2020-1-ES01-KA202-082950

This project has been funded with support from the European Commission but It does not reflect the views of the European Commission. The Commission cannot be held responsible for any use which may be made

of the information contained here.

Index

Handbook for trainers and trainees in the topics of sewing, upcycling, fashion and design focused on DTE

Introduction

The Fashion 4 Inclusion project

The goal of the **Fashion for Inclusion (Fashion 4 Inclusion)** project 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.

The project Intellectual Outputs (IO) are the following:

IO1. Competence framework for VET professionals in the fields of sewing, upcycling, fashion and design addressed to immigrants and refugees at risk.

IO2. Intercultural Training Programme for VET professionals in the fields of sewing, upcycling, fashion and design.

IO3. MOOC for VET professionals and practitioners in the topics of sewing, upcycling, fashion and design focused on DTE.

IO4 Handbook for trainers in the topics of sewing, upcycling, fashion and design focused on DTE.

Who we are?

ABD (Spain): 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 (Spain): 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.

Mondo Donna (Italy): Mondo Donna Società Cooperativa Sociale Onlus (Bologna, IT) believes that all people regardless of gender, sexual orientation, origin, 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 (Portugal): 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 (Greece): 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 (Belgium): 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 (Spain): 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.

The Handbook

Aims

This handbook is a high-quality support training material aimed at VET professionals and volunteers working with DTE and collectives at risk of social exclusion, focused on immigrants and refugees in the fields of fashion & design, sewing, social entrepreneurship & upcycling and as well in traversal competences.

This supporting material provides different training itineraries for trainers to use in order to address the lack of free comprehensive learning resources offering compelling insights into innovative VET methods that can be found in intellectual Output 2 (Intercultural Training Programme for VET Professionals in the Topics of Sewing, Upcycling, Fashion, and Design) in a practical and adapted to the learning-teaching context.

The training itineraries described in the guidebook are planned and assembled using the toolkit elaborated in the second chapter of this publication and sessions from the intellectual output 2. Because each training itinerary is made up of numerous sessions, it can include a variety of subjects and transversal competencies.

The handbook answers the need to strength opportunities for the continuous professional development of VET teachers, trainers, mentors and practitioners that thanks to it will be able to use the training itineraries that they need or to compose their personal training itineraries.

Structure

The Handbook is structured in four (4) chapters, each marked with a different colour:

Chapter 1. HOW TO DESIGN A TRAINING ITINERARY

The definition of a training itinerary is presented in this chapter, as well as instructions on how to build a training itinerary.

Chapter 2. TOOLKIT OF RESOURCES

This chapter contains a list of all of the Toolkits that each partner has provided. These toolkits are practical materials that are used to ensure that the training sessions are properly implemented.

Chapter 3. BEST PRACTICES OF TRAINING ITINERARIES

In this chapter you will find examples of training itineraries designed by the partners of the project. The training itineraries were created using the toolkit defined in the second chapter of this manual and sessions presented in intellectual output 2 (Intercultural Training Programme for VET professionals in the themes of sewing, upcycling, fashion & design). Because each training itinerary is made up of

numerous sessions, it can include a variety of subjects and transversal competencies.

Chapter 4. LESSONS LEARNED

This chapter contains an adaptation of some training itineraries with methodologies and tips to implement them based on the experience of their application tested during the Local Workshops and LTTA.

Chapter 1

HOW TO DESIGN A TRAINING ITINERARY

A Training itinerary is described as the chosen route taken by a learner through a range of training sessions, to boost performance, efficiency, skills which allows them to build knowledge progressively.

To design your own training itinerary first you need to think about your target groups, their necessities and your teaching/learning goals.

After these analysis you will start to choose the training sessions from the intellectual output 2 of this project, called "Intercultural Training Programme for VET professionals in the topics of sewing, upcycling, fashion and design".

You will create your own structure with the training sessions chosen and in this way you will compose your training itinerary. While choosing and implementing the training session that compose your itinerary you can better adapt them to the needs and the objectives you want to achieve.

Moreover, while composing your ideal training itinerary you can choose one or more toolkits containing materials developed and support tools that you will use in order to better implement your training itinerary.

The training itinerary is suggested to be for a maximum of 8 hours and can be spread in more days.

In the next chapter we will provide a series of toolkits developed by partners and then you will appreciate the training itineraries created by the develop partners that you can adopt in your organization or instead you can use these training itineraries as an inspiration to create your own training itinerary.

Chapter 2

TOOLKIT OF RESOURCES

The Mandala of Life (Tool)	
Description and explanation of how to use it	**Foreword** In Eastern tradition, the mandala is a symbolic representation of the cosmos. In ancient times it was made with powders of various colors on the ground. Although it is often painted on cloth and walls, it has maintained a strong connection with dust and sand. This peculiarity is linked to the deep meaning of the mandala itself: supreme representation of the impermanence of the material world and the circularity of life: once drawn on the ground, the mandala remains exposed to destruction by atmospheric agents, such as wind and rain. The destruction indicates the eternal possibility of a new beginning because, the new mandala may have similar characteristics, but will never be the same, leading to innovation and growth. The mandala has nowadays become a major coaching tool. **Description** The "Mandala of Life" is a circle divided into several segments, each of which represents a specific aspect of existence. The number of segments depends on the willingness to consider more or fewer aspects of life. Usually, the coach selects the segment considering the specific focus he/she wants to give to the session. The most recurrent ones are for example "Family", "Work", "Emotions", and "Health". To these many others can be added, such as "Friendship", "Love", "Hobby/Leisure/Social Life", "Study", "Finance", …. The segments should be adapted according to the needs of the person the coach is working with.

	Objective The mandala allows one to self-evaluate the precise moment in which the person is living, considering strategic areas relevant for the occasion. For each segment the individual chooses a color and, depending on the level of satisfaction, colors the segment in question, starting from the center of the circle. After defining the current level of satisfaction for each of the areas, it will immediately become clear which areas have the lowest level of satisfaction and if there are any imbalances. Filling out the mandala means defining the here and now and accurately plan in which sector of life the person must become more active to achieve his/her goals. This tool is particularly useful with people who do not speak the language properly since its understanding is apparent. **Tips** The regular repeating of this exercise is recommended. Over time it will highlight changes and progress, and you will learn more about yourself and how to reach a fulfilling life. Colors also have their meaning. The following list shows the colors and their symbolic meaning. ● **RED** for strength, energy and passion ● **PINK** for femininity, love and sweetness ● **ORANGE** for creativity, transformation, self-awareness and intuition ● **YELLOW** for learning, wisdom, laughter and happiness ● **GREEN** for physical healing, psychic ability, love for nature, and care ● **BLUE** for emotional healing, inner peace and meditation ● **VIOLET** for all that's spiritual ● **WHITE** for purity, truth and conscience ● **BLACK** for mystery, deep thinking and individuality
Link or attachment	https://slidemodel.com/templates/wheel-of-life-powerpoint-template/

8 Steps for conducting a training needs analysis (Methodology)

Description and explication of how to use it

When an organisation wants to implement training and learning programmes, it must know for what purpose it is doing so, thus underlining the importance of conducting a training needs analysis.

This training needs analysis allows organisations to discover which weaknesses they wish to improve and to apply the most appropriate methodology to do so.

Step 1. Determining the desired results

The first step is to determine the desired results of implementing an improvement programme. These programmes are usually linked to a specific organisational goal that may affect a specific unit, department or even the whole organisation.

Everything will be related to the objective and the desired results.

Step 2. Linking desired results to learners' competences

There are different ways of working and organising to achieve the desired results depending on various factors. Knowing the learners well is vital to be able to assign tasks and responsibilities in the most efficient way to help achieve the desired results. Gathering information about them and their competencies can be done through interviews, group sessions, surveys, etc.

A correct knowledge of the learners and their assignment together with the right motivation helps a lot to achieve the desired results in a training needs analysis.

Step 3. Identify the competences that can be trained

This point is closely related to the previous one, since when

getting to know the learners and their skills, it will be observed that there are competences that cannot be improved or that are too costly in terms of time and resources.

Once the key competences of the previous point have been established, the organisation must know which key competences are covered by its learners, which competences can be easily improved through learning programmes and which competences are not covered and it is needed external support.

Step 4. Assessing competencies

Knowing the competencies needed to achieve the desired results, the organisation needs to know which of its learners possess these competencies, and for this purpose, assessments or tests are used so that the results can be analysed and scored.

However, not all competencies can be observed and measured in these surveys. Some competencies and other elements, such as personality, are known through specific, professional tests. Specialists can set up scenarios in which a learner has to take on different roles within the organisation and observe how he/she acts on the basis of his/her personality and competences.

Step 5. Prioritise training needs

Knowing the number of learners to be trained and the competencies needed, the organisation should prioritise based on the degree of importance and needs.

In this way, the relevant training and learning programmes can be implemented, optimising in the most efficient way the time and resources needed.

Step 6. Determine the training programme

The organisation should estimate what is the best training programme for their learners in a training needs analysis. There are different ways and methodologies for this: on-the-job, coaching, classes, online, books, seminars, etc.

The most important thing at this point is to find a well-structured and well-delivered methodology, as it is important to communicate and teach the necessary skills to learners as effectively as possible.

Step 7. Carrying out a Cost-Benefit Analysis (CBA)

In this point the costs associated with the training and learning methodologies used and all related factors are studied:

- ✔ Training and learning time required.
- ✔ Development of the learning content.
- ✔ How the learning content is delivered.
- ✔ Productivity lost by spending time attending the programme.
- ✔ Costs depending on the methodology chosen in point.

Step 8. Plan the evaluation of the training programme

The last step is to be able to evaluate whether the training and learning used has worked and whether it has been positive. It is important that the outcome has been satisfactory in terms of delivering the desired competencies, that it has contributed to the desired objectives and outcomes, and that the learners have been comfortable with the programme used.

It is important that the programme is a positive experience for the learners. Otherwise, the programme itself may be of good quality and help to achieve the desired competencies but the lack of motivation on the part of the learners will make it counterproductive.

Link or attachment	Adaption from https://www.escuelaeuropeaexcelencia.com/2017/01/realizar-analisis-de-necesidades-de-capacitacion/ Retrieved on 14 July 2021.

The Bag of Knowledge and Crafts (Tool)

Description and explication of how to use it

Introduction

Our creative imaginary is the ability we have to combine elements and imagine a different reality. They are all the referents and things that belong to us consciously and unconsciously. The bag of knowledge is a tool to connect with our creative sensibility, through design processes and incorporating color theory. The objective is to make the individual creative imaginary tangible. The bag becomes a support to materialize our imaginary.

Why do we make it through a bag?

A bag carries frequently used objects; We apply this metaphor to understand how the individual imagination that we carry with us operates.

Step 1. Our imaginary

We will make a brief explanation and sample of references with very clear creative imaginaries, to identify and understand what it is.

Step 2. Question through color

In this section we will use questioning as a practice to generate new knowledge. We will do it through color, an abstract, accessible and open concept that will allow us to open our gaze and generate new relationships with our knowledge. This practice allows us to broaden our perspective and our way of seeing things.

> How would you describe a color to someone who cannot see?
> How would the colors smell?
> How would the colors sound?
> Where do the colors transport me?
> How do I identify with color?
> How can I link my origins to color?

Step 3. Color as a language.

Can we tell our story on paper using color (and not words) as language? Color is a powerful tool to activate sensitivity and work from the most abstract, therefore it is

useful when it comes to abstracting all those figurative elements from our imagination to turn them into chromatic forces.

Step 4. Storytelling Bags.
Craftsmanship and manual making is a practice that allows to precipitate all this abstract imaginary into a tangible product or object. In this section and after the previous steps, the idea is to make a bag using color and fabric as a language of expression that allows us to generate a story about ourselves.
To make the bag you can use a template similar to the one in the photo. This is made of wood and has a pattern with holes that allows painting but also weaving. If you don't have tools like a laser cut, you can use cardboard or any other material.

Step 5. Share.

Each one of the participants will make a brief presentation of their bag of knowledge to share its history and imagination with their fellow students.

Unveiling commons through the Golden Circle
(Methodology)

Description and explication of how to use it

Introduction

The dynamic of the Golden Circle will help us to make a collective assessment of the workshop or activity that we are doing. We all seek to value the things that have worked, those that we could reinforce and those that we do not share. The ultimate goal is not to collect opinions, but to jointly draw a horizon of objectives. It opens spaces for debate, identifies and defines what we do, how we do it and especially why we do it; find which is the engine that moves us, what is our differential value proposition and share decision-making in order to define a common line for the entire group.

Instructions

Step 1: Hashtag Cloud

We will start by making a list of words that define us as a group, reflections on how we feel and learnings that have emerged from previously carried out practices. We will do it individually on a sheet to have a space for personal reflection. Then, we will say the words out loud and write them one by one on different post-its creating a cloud of hashtags.
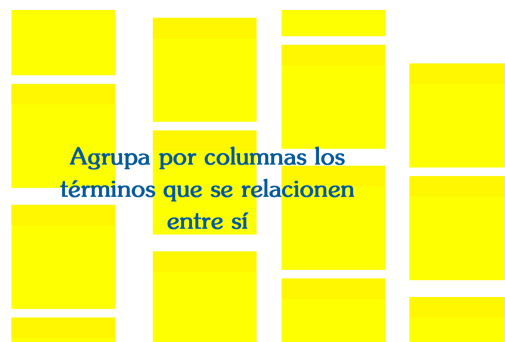
Palabras que hablen
de vuestro proyecto
(NUBE DE HASTAGS)

Step 2: Matching terms

Common issues among the members will begin to appear. We will first distribute these words randomly on a table. The next step is to classify the post-its and group them into columns according to themes or affinity.

Agrupa por columnas los
términos que se relacionen
entre sí

Step 3: Identify WHAT, HOW and WHY

Once the groups of post-its have been defined by affinity, we will place the most important term that we consider represents the rest at the top of each column (generating a scale of values). We will add three post-its (of a different color to the previous ones) with the following words: WHAT - HOW - WHY and we will place them at the top of the column that we identify as the one that most represents that term.

Identifica porqué,
qué y cómo

WHAT column: Usually defines the group and what we do. This is the easiest to identify and corresponds to the first layer of the circle.

HOW column: It should contain a series of terms that speak about the systems, processes, attitudes, methodologies and strategies that are implemented to make the what come true.

WHY column: It is the most important thing, the heart of the project. What has to "go through" us. It is the reason or motive that will guide and justify the WHAT and the HOW. They are the values, principles or purposes that guide the way of thinking of the project. It is important to start by answering the following questions: Why does this project exist? And why should anyone care? What makes you special? Why do they have to choose you? Are we doing it right? Are we consistent with our values? How could we improve?

Step 4: Creating a common story
Once the columns have been identified, we will join the terms of each one of them to create a joint story that strings these words together in a harmonious and meaningful way. And after so many group decisions, and creating this system collectively, we will finish defining together that little inspiring text that will give us clues to create our imagination and will serve as self-evaluation feedback and source of inspiration for future texts, manifestos, slogans or slogans ...

Qué

Cómo

Porqué | Why

How

What
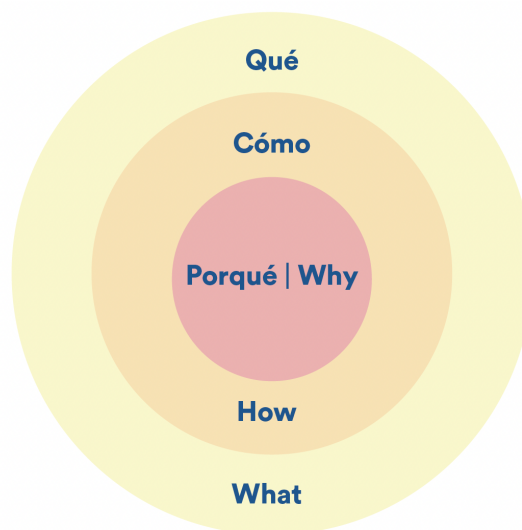
7 steps to develop a true competence of "cooperation" in an intercultural environment
(Methodology)

Description and explication of how to use it	Cooperative learning is an interactive approach that emphasizes teamwork. People of different abilities and different cultural backgrounds work together to achieve a common goal. It's like a football team: it's not enough for players to be excellent at mastering the ball; they need to know how to play together with their differences to win. These steps allow organizations to set up educational games and systems integrating the competence of "cooperation" in an intercultural environment. **Step 1. Welcome, break the ice** The purpose of this step is to put people at ease and to facilitate initial contacts. The aspect playfulness helps reduce stress. **Step 2. Get to know others better, promote cohesion** Getting to know each other better allows everyone to confidently engage in exploring new ideas, achieve goals. Three elements influence the cohesion of the group: the commitment of each member to achieve the common goal, collusion between members and collective pride. The reflection maintains cohesion by making the group aware of these interactions. **Step 3. Be recognized, develop a positive outlook on yourself and on others** This is about allowing everyone to recognize their qualities and limitations, but also the qualities and limits of other group members. **Step 4. Take your place in a group and recognize that of others** The point here is to discover how the group works and to see how each one will take their place in it, but also to recognize a place for the other in a spirit of mutual respect.

	Step 5. Communicate: listen and express yourself Work on verbal and non-verbal communication. Non-verbal communication is a very important aspect to take into account in a learning situation with an audience from different cultural backgrounds and with different linguistic backgrounds. **Step 6. Develop trust in others and in the group** This step should allow us to feel safe and increase our trust in others. We can then feel accepted with our limits, rely on others and develop positive behaviors towards them. **Step 7. Cooperate** Games and activities require everyone's participation in order to be successful together. No one is left out or eliminated, which increases the enjoyment of the game. By developing their creativity, this step offers participants the opportunity to highlight their abilities, to externalize their emotions, to release their energy, to enrich the life of the group, to improve the projects developed together and to seek original alternatives to problematic and conflictual situations
Link or attachment	What Is Cooperative Learning? 5 Strategies for your Classroom (teacheracademy.eu)

Advanced Upcycling (Tool)

Description and explication of how to use it	Upcycling has no limitations, and the current tools aim to prove that. As a Trainer you can assist beneficiaries to "unlock" their hidden talent and engage them in the most creative way, raise their awareness about the environmental impact of the upcycling and help them to build a series of implicit skills, including creativity, attention, perseverance, determination, fine handling, accuracy, hand-eye dexterity, and other hard and cognitive skills. Below you will find instructions on how to create 2 items by using by-products that can be a great example that upcycling can get escalated and the more effort you put, the bigger the reward will be. You can print the instructions and give it to them to work in groups or individually. After the completion of each task, give some time to the beneficiaries and encourage them to express their emotions. **Item Title 1:** Dish Rack **Difficulty:** Medium **Materials Required:** 8 wooden hangers, 4 cylindrical sticks (they should measure 40 centimeters each), nails, and a hammer. **Duration:** 1 hour **Steps:** 1. Unscrew each hanger's metallic hook to remove it. 2. Arrange 5 hooks 10 cm apart in a straight line. 3. Use one of the wooden sticks to connect them. Take use of the slots provided by the hangers and position the stick there. A nail should be used to secure the stick to each hanger. 4. Repeat on the opposite side of the hangers. 5. Put another stick between the hangers by their inner portion to offer extra stability to your dish rack. Nails are used to secure it. 6. Repeat the process on the opposite side. 7. Now you may add the rest of the hangers. Turn them over and place one behind the first hanger, the other behind the last, and the third in the center (by the third one). Nails can also be used to secure them. You will get

additional stability by using these hangers, and they will also allow you to place mugs or glasses.


Item Title 2: Tablet Case
Difficulty: High
Materials Required: Bicycle inner tubes, a cutter, Velcro, thread and a sewing machine.
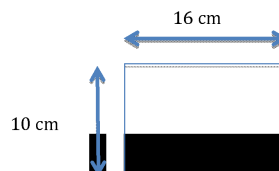**Duration:** 6 hours.

Steps:
1. Cut the inner tubes; you'll need to join more than one because their sizes are normally around 19 cm × 14 cm, while the case you're making is 26 cm x 22 cm.
2. Wipe the inner tubes clean using a damp cloth.
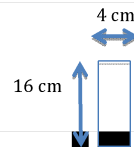3. Sew the tubes together until you have two sections with the following measurements:
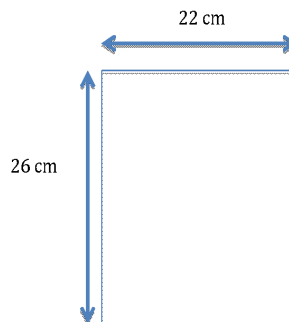
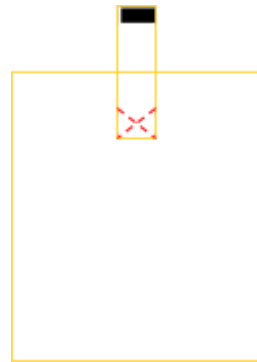4. Add a front pocket if desired. The measurements are as follows:

5. Make a fourth piece to serve as the fastener:

4 cm

16 cm

6. Sew a piece of Velcro on the final piece first. Then stitch the little piece to the middle of one of the larger pieces' top parts:

7. Sew the other piece of the velcro in the big piece that you have not used yet. You must sew it on the central part, 8 centimetres away from the upper border.
8. Sew the piece that will be the pocket to the big with the velcro (the one that you have just done). Finally, sew the two big pieces together and your case is ready!

Link or attachment	http://chicandcraft.intras.es/
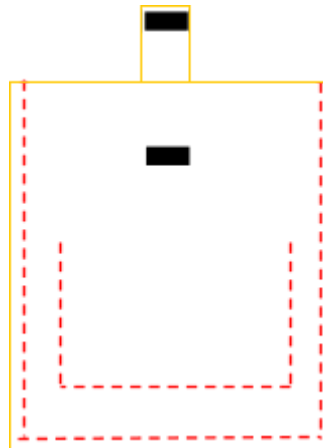
Chapter 3

BEST PRACTICES OF TRAINING ITINERARIES

Taylored Mandala

Areas covered

Fashion & Design
Sewing
Transversal competence:
- Intercultural sensitivity approach
- Intercultural communication skills
- Knowledge on how to incorporate the gender perspective into the training content and learning processes.

Learning outcomes

- Update trainers dealing with people from culturally different backgrounds, increasing their empathy and improving intercultural communication
- Provide tools to create a positive team atmosphere, to deal with diversity
- Enable trainers to become as autonomous as possible in the use of machinery, in processing, in working safely, to make the stages of production smooth.
- Make trainer as autonomous as possible in the choice of the most suitable fabrics, taking into account the model to be made and the quantity of fabric, in a "no waste" vision

Training resources included

- **Training Session B4.** Exploring Intercultural Sensitivity Approach through Creative Processes. (Programme B. Intercultural Sensitivity _Module 1 of the Training programme)

- **Training Session B1.** Work Equipment and Materials. (Programme B. The basics of Sewing and Fashion Design_Module 3 of the Training programme)

- **Training Session B3.** Placing the model on fabric. (Programme B. The basics of Sewing and Fashion Design_Module 3 of the Training programme).

- **Tool kit:** "The Mandala of Life"

Description | 2 days

The activities are implemented as described in the Training programme (IO2). The approximate duration of the training itinerary it's around 8 hours and it will be will be realized in 2 days.

Day One

The itinerary starts with training activities aimed at updating trainers who work with people with a migrant background. The aim is to help them to develop an intercultural approach and improve their ability to empathize with people from other cultures. During the discussion phase the facilitator will present "The Mandala of Life" and ask the participants to fill in the circle according to their level of satisfaction on a sheet of paper, which is kept by the facilitator.

Training Session B4.
Exploring Intercultural Sensitivity Approach through Creative Processes.
(Programme B. Intercultural Sensitivity_Module 1 of the Training programme)

Day Two

The second day focuses on the practical part of sewing.
It starts with the introduction to the study of the necessary equipment, information on its use and maintenance to produce tailoring items.Before starting the last phase of the training itinerary, the trainers are asked to fill out a new "Mandala of Life". This will be an evaluation tool regarding the training activities carried out so far. Finally, trainers are introduced to the study of fabric patterns, moving on to different placements.

Training Session B1.
Work Equipment and Materials.
(Programme B. The basics of Sewing and Fashion Design_Module 3 og the Training programme)

Training Session B3.
Placing the model on fabric.
(Programme B. The basics of Sewing and Fashion Design_Module 3 og the Training programme)

Evaluation

The facilitator will distribute a satisfaction questionnaire. The Mandala of Life is an additional evaluation tool as filled in at the beginning and at the end of the itinerary training shows a change in the level of satisfaction of the trainers.

Yes You eco-Can

Areas covered

Upcycling

Transversal competence:

- Intercultural and gender sensitivity approach and communication skills
- Ability to cope with demotivation of the students
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes

Learning outcomes

- 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 reflect on their own cultural identity.
- Enable trainers to foster the team working skills of trainees in developing more advanced upcycling projects.
- Learn how to develop a motivational learning environment in the classroom through the application of the TARGET model.
- To use colour as a method of communication and creation
- To connect with the imaginary and creative world, and relate it through color

Training resources included

- **Training session B1.** Intercultural Communication Skills I: to learn (Program B. Intercultural Sensitivity_Module 1of the Training)
- **Training session B3.** Eco-Jewelry and Intercultural Storytelling (Program B. Intercultural Sensitivity_Module 1 of the Training)
- **Training session C1.** The TRARGET Model to identify and develop a motivational climate among students (Program C. Commitment and Motivation_Module 2 of the Training)
- **Training session A1.** The bag of Knowledge and Handicrafts (Program A. Creativity, design and colour_Module 3 of the Training)
- **Tool kit:** "Advanced Upcycling"

Description | 2 days

The approximate duration of the training itinerary it's around 8 hours and it will be will be realized in 2 days.

Day One

Initial get-to-know ice-breaking activity to engage participants.
Before implementing the Sessions as described in IO2 we will implement a half an hour experimentation learning activity named "Barnga" which is a simulation game that challenges players to think critically about stereotypes and cross-cultural dialogue. BARNGA puts individuals in situations where they are confronted with the reality that, despite many similarities, people from different cultures have their own rules and once they move to a country with another rules, they are not that able to either adapt or recognize them.

Training session B1. **Intercultural Communication Skills I: to learn** (Program B. Intercultural Sensitivity_Module 1of the Training)

Training session B3. **Eco-Jewelry and Intercultural Storytelling** (Program B. Intercultural Sensitivity_Module 1 of the Training

Training session A1. **The bag of Knowledge and Handicrafts** (Program A. Creativity, design and colour_Module 3 of the Training)

Day Two

Implementation of an energizer to motivate participants. Before implementing the Sessions as described in the IO2 we will implement a 30-minute experiential activity named "Defenders and Suers: What would you have done". The current activity consists of case studies in which they are asked to defend or not (depending on which team whey will be in [Defenders or Suers]) the protagonists Trainers of the scripts on whether the management of the learners' group in the class was effective or not.

Training session C1. **The TRARGET Model to identify and develop a motivational climate among students** (Program C. Commitment and Motivation_Module 2 of the Training)

Evaluation

There will be 3 types of evaluation:

a) Stick the notes expectations: Partners at the beginning of the training will be asked to stick to the flipchart their expectations of the training using notes. At the end of the training will be asked to gather the sticky notes where their expectations were reached.
b) Evaluation Questionnaire via Gform with open and closed questions
c) Final Group Discussion

Social Entrepreneurship in an Intercultural Perspective

Areas covered

Social Entrepreneurship

Transversal competences:

- Intercultural sensitivity approach
- Intercultural communication skills
- Knowledge of the labour market needs and job opportunities channels

Learning outcomes

- Upskilling professionals dealing with people with a culturally diverse background
- Increase ability to empathise with people from other cultures
- Improve intercultural communication
- Sensitize both Adult Trainers and their beneficiaries about the objectives and benefits Social Entrepreneurship offer in a multidisciplinary way
- Enable Adult Trainers to foster the job prospects of their learners by integrating them to the world of Social Entrepreneurship

Training resources included

- **Training session B2.** Intercultural Communication Skills II: to teach (Programme B Intercultural Sensitivity_ Module 1 of the Training programme)
- **Training session B4.** Exploring intercultural sensitivity approach through creative processes (Programme B. Intercultural Sensitivity_Module 1 of the Training programme)
- **Training session A1.** Social Entrepreneurship and Action Plan workshop (Programme A.Entrepreneurship is creating: methodologies for social entrepreneurship _Module 4 of the Training programme)
- **Training session B1.** Expanding Job Opportunities I: National work culture and labour market needs. (Programme B.Job Opportunities: Panorama and Tools_Module 4 of the Training programme)
- **Tool kit:** "**8** Steps for conducting a training needs analysis"
- **Toolkit:** **8** Steps for conducting a training needs analysis

Description | 2 days

The activities are implemented as described in the Training programme (IO2). The approximate duration of the training itinerary it's around 8 hours and it will be will be realized in 2 days.

Day One

The training session 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. The sessions will embrace as well the methodology of the Art Approach focused on intercultural experiences using real life scenarios. There will be theoretical methodologies and a competence-based approach, as will be addresses different skills and competences to be developed by participants.

Training session B2. Intercultural Communication Skills II: to teach (Programme B Intercultural Sensitivity_Module 1)

Training session B4. Exploring intercultural sensitivity approach through creative processes (Programme B. Intercultural Sensitivity_Module 1)

Day Two

The training sessions will provide trainers with the relevant knowledge and skills that allow them to expand the job opportunities of their trainees. Moreover The training sessions will provide trainers with the necessary methodology to familiarise their trainees with social entrepreneurships through informative discussion, showing them the positive world impact social entrepreneurships produce.

Training session A1. Social Entrepreneurship and Action Plan workshop (Programme A.Entrepreneurship is creating: methodologies for social entrepreneurship _Module 4)

Training session B1. Expanding Job Opportunities I: National work culture and labour market needs. (Programme B.Job Opportunities: Panorama and Tools_Module 4)

Collaborative learning in an intercultural context

Areas covered

Transversal competence:
- Intercultural communication skills,
- Ability to manage group dynamics.
- Coaching and Mentoring skills

Learning outcomes

- Learn to develop the ability of students from different backgrounds to work with others by reinforcing certain attitudes conducive to cooperation: listening, empathy, respect for intercultural difference, involvement, sociability
- Encourage adult trainers to develop their ability to act as a "facilitator" of cooperation between students and foster collaborative relationships by allowing everyone to contribute to the success of a group
- Give the tools to adult trainers to develop a real competence of "cooperation" in an intercultural environment.

Training resources included

- **Training session B2.** Intercultural Communication Skills II: to teach (Programme B Intercultural Sensitivity_ Module 1 of the Training programme)

- **Training session B3.** Mentoring and Coaching Skills I (Programme B Accompanying processes_ Module 2 of the Training programme)

- **Training B3.** Mentoring and Coaching Skills II (Programme B Accompanying processes_ Module 2 of the Training programme)

- **Tool kit:** "7 steps to develop a true competence of "cooperation" in an intercultural environment"

Description | 2 days

The activities are implemented as described in the Training programme (IO2). The approximate duration of the training itinerary it's around 8 hours and it will be will be realized in 2 days.

Day One	Training session B2. Intercultural Communication Skills II: to teach (Programme B Intercultural Sensitivity_ Module 1 of the Training programme)
In day one will be carried out the first session that focuses on the ability of trainees to work in groups by emphasizing empathy and active listening.	
Day Two	Training session B3. Mentoring and Coaching Skills I (Programme B Accompanying processes_ Module 2 of the Training programme)
The second day focuses on cooperation skills in a group. The main aim is to encourage participants to adopt cooperation as "behavior" in an intercultural environment.	Training B3. Mentoring and Coaching Skills II (Programme B Accompanying processes_ Module 2 of the Training programme)

Evaluation

Photo-language to express the learning and the emotions.

Group discussion.

Three questions could be used to facilitate verbal expression and to lift the psychological obstacles:

1. What did you learn?
2. What is the most relevant thing for you?
3. Why do you recommend the training for people?

Learning by doing together: from body, creativity and design to social inclusion

Areas covered

Upcycling

Transversal competence :

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

Learning outcomes

- Generate listening and group cohesion that can detonate intercultural sensitivity.
- Learning by doing collectively as a method of knowledge transfer.
- Use design languages and material prototyping to express themselves culturally.
- Incorporate the body and movement as a tool for activation and creativity.

Training resources included

- **Training session B3:** Eco-Jewellery workshop and Intercultural Storytelling (Programme B: Intercultural Sensitivity_ Module 1 of the Training programme)
- **Training session A1:** Creative Movement and Presence: Fish Bank and Evolved Movement (Programme A: Management of Groups_ Module 2 of the Training programme)
- **Training session A2:** The Golden Circle (Programme A: Entrepreneurship is creating: methodologies for social entrepreneurship_ Module 4 of the Training programme)
- **Tool kit:** "Unveiling commons through the Golden Circle" and "The Bag of Knowledge and Crafts"

Description | 2 days

The activities are realized as described in the Training programme (IO2). The approximate duration of the training itinerary it's around 6,5 hours and it will be will be realized in 2 days.

Day One The first day we are interested in getting to know each other. This first approach will be mediated by the body through movement.	**Training session A1:** **Creative Movement and Presence: Fish Bank and Evolved Movement** (Programme A: Management of Groups_ Module 2 of the Training programme)
Day Two Once the ice is broken, on the second day we will carry out a specific activity to exchange knowledge and activate intercultural dialogues through design. Finally, a dynamic will bring us closer to a consensus of common values, learnings and improvements.	**Training session A1:** **The Bag of Knowledge and Handicrafts I** (Programme A: Creativity, design and colour_ Module 3 of the Training programme) **Training session A2:** **The Golden Circle** (Programme A: Entrepreneurship is creating: methodologies for social entrepreneurship_ Module 4 of the Training programme)

Evaluation

The dynamics of the Golden Circle will help us to make a collective assessment of the itinerary. We all seek to value the things that have worked, those that we could reinforce and those that we do not share. The objective is not to collect opinions, but to jointly draw a horizon of objectives.

The dynamics of the golden circle is specified in detail in the toolkit; It consists of constructing a collective story in a guided way through the dynamization of the questions what, how, why. Through a series of steps, the evaluation will be deepened, moving from the individual to the collective look.

Chapter 4

LESSONS LEARNED

1. Adapted Session by BAU

"Exploring Intercultural Sensitivity Approach through Creative Processes"

(Training Session B4: Programme B. Intercultural Sensitivity_Module 1 of the Training programme).

1. Introduction: context of application and assessment of the proposal

At BAU, the University Center for Arts and Design, we found it very interesting and necessary to test this training session around the skills of development and application of cultural sensitivity. Although in our day to day at the center we do not work with migrants or people at risk of exclusion, we think that in any case it should be a competence to work on due to the increasing diversity of students, teams and groups with which we work; To this it is coherent to add that from a design university, inclusion is present as the main axis of work from the bases of the discipline itself, betting on and being aware of the importance of building a diverse and plural design capable of welcoming, proposing and transform different worlds.

On the other hand, we did not want to give up being able to do it through matter and creative action, which are our languages of expression and research; The original methodological proposal is based on methods closer to the social sciences, proposing a kind of role theater energized by the coach. Valuing the strengths of our team of trainers, experts in the field of creative processes in fashion design, we decided to implement the same objectives as the training capsule but through material. In this way, it seemed to us a very suggestive challenge to unfold the title of the session in

the form of a question: How to explore an intercultural sensitivity through a creative process?

2. Methodological Adaptation: justification and applied development

Based on the question, we wanted to involve and reinforce a fundamental part of the program focused on the development of sewing and design skills. On the one hand, taking advantage of the expertise of our trainers as fashion designers and on the other, to allow us to investigate from practice how sewing can be an instrument that sensitively brings together questions about diversity and interculturality.

We thought that a textile object that contains important cultural significance around the world could be a flag. The flag as a symbolic object that both unites and separates cultures and has a very significant storytelling power. What if instead of just using the word to recognize ourselves, we sew the flag that represents us? How would it be? What size, shape and colors would it have? Would it include symbols?

Not only did it seem to us that the development of the object had potential due to its great symbolic charge and opening up of possibilities, but also because we think that often the word is not the only way to express ourselves and open up to others. In the original proposal, the fact of having to represent and explain situations in a theatrical way and with the public, can make the participants very insecure, generating discomfort especially if the group has not previously met (as was our case). The fact of "being in the making" working with the hands, sewing and embroidering the flags, is a slow process that ends up provoking in a more or less natural way, the relaxed conversation between the participants. Creating small teams is an effective way of promoting a safe space to be able to talk about their own and collective experiences.

The concrete development of the session unfolded as follows:

1st. Welcome and Invitation:

The trainer briefly explains the objectives of the session, presents the materials and the work list.

2nd. Get to know each other:

The trainer invites us to sit down in pairs for a first approximation conversation. The objective is to dismantle the prejudices that we may have about the person in front of us and know ourselves in diversity, with our experiences and qualities.

3rd. Team Building:

The trainer invites to form work teams; each team must propose, make and later explain the flag that represents them as a group. It is recommended that the teams be reduced to between 3 and 5 people maximum.

4th. Display of Materials:

The trainer will arrange and explain the materials available for making the flags. In this case, for the development of this workshop we use: scraps of fabrics of many colors, textures and prints; thick threads for embroidery, sewing needles, scissors, textile glue, textile markers, a sewing machine for the larger parts etc. It should be noted that the greater the variety of materials, the greater the possibilities of creation, but it is possible to carry out the workshop also with minimum.

5th. Phases and technical execution of the design:

The trainer will display some brief notions and guidelines of embroidery techniques, using some schemes; he can also briefly go through the imagery of flags, inviting us to question and think about their shape, size, material qualities, symbology, etc.

Before starting to sew, it will be important to dedicate some internal time in the team to come up with a sketch of what they are going to do, through which they can also ask questions and listen to each other (taking into account the first approximation conversation).

Once the preliminary design has been agreed upon, the trainer will review the processes and help plan the preparation, reviewing the appropriate materials and techniques.

The teams will execute the final design, sewing, embroidering and chatting in a relaxed way.

Each team will present their final flag, and will share the story that explains their making to the others.

3. Results and evaluations

We were very surprised to see how different groups of people came to such different conclusions about what they wanted their flag to look like.

The flag of group 1 was representative: it was a smaller flag (because we did not have much fabric). There were symbols of each of the countries of the people who participated and the result of the mix took more into account factors of rather cultural and nationalistic origin.

The group 2 flag was conceptual: the flag was in the shape of a banana and was pink in color; This was in response to the fact that none of the people felt challenged by the symbolism and the classic definition of the flag. They ended up creating a flag that reflected who they were as people and not so much what their roots were.

This small experience lasting only 4 hours aims us to continue exploring the enormous potential of creating flags as an instrument that allows us to deeply analyze issues both at the macro level (political, cultural, collective imaginaries, etc.) and at the micro (ties, personal experiences, values, etc.) Actually, the proposal could be deployed as a much greater depth to delve into both intercultural and representative debates, as well as better deploy design and sewing techniques.

4. Application Tips

- It is not easy to involve people when they believe that they do not know how to do what you propose, therefore more space to stop to transfer confidence in the process, as well as devoting enough time to be able to make a previous introduction of embroidery typologies, to

getting people who don't know how to embroider to have an idea of what they want to do before they start doing it.

- Giving enough space to the slow production time means that, deep down, conversation is an essential tool in decision-making regarding collective design. Curiously, we have observed that the people who had the clearest ideas ended up leaving room for the ideas of other colleagues in this slow-paced negotiation, thus being able to understand different points of view and assimilating as their own something that they did not think possible before.

- It is possible that some people become paralyzed in the "not knowing how to embroider" making the rest of the team deal with the clothing. It is something common in collective processes that require consensus and deployment of skills; here the trainer must be attentive and, as far as possible, balance the tasks within the team so that all people feel useful and valuable.

- It is important to close the session by documenting and sharing the process of each team: take some good photos of what is produced and even write a small storytelling that can value that work, in order to learn from it in the future and complete the design process and the lessons learned.

5. Representative Images:

2. Adapted Session by MondoDonna

"The Bag of Knowledge and Handicrafts"

"(Training session A1 and A2: Programme B. Creativity, design and colour_Module 3 of the Training programme)

1. Introduction: context of application and assessment of the proposal

MondoDonna experimented with the training session on n.5 migrant women living in shelters who had experienced violence and discrimination. The number of participants was intentionally kept low, so considering those women as vulnerable and not keen to interaction, the trainer could focus better on each beneficiary.

Our experience with migrants, and especially women, made us readjust some sessions and some objectives so that participants could link the training with their empowerment path. The trainer worked closely with the shelter's educators and operators so that the training sessions' objectives were propaedeutic and/or in line with the empowerment path already implemented with those women.

Therefore, the women chosen for the training session were those already interested in working in fashion design and sewing.

2. Methodological Adaptation: justification and applied development

As the name says, the end product of the training session had to be a bag, which represents the vehicle that connects each participant with the colour and personal roots to explore the creative and imaginary world, new ideas, and other ways of thinking and acting in design.

In the training session proposed, the trainer intentionally avoided creating a finished product for each woman. In agreement with the educators, the trainer decided to focus on the group and therefore proposed the creation of a big textile in which every woman could express her relationship with colour and work, at the same time, together with other women on the same piece. Since women who have experienced violence and discrimination often tend to isolate themselves, the training session wanted to be an activity that not

only enhances competencies in the field of fashion and design but also could give women the possibility to share and build a product with peers. Very often, we propose empowerment activities linked to objectives of socialisation and rebuilding trust in others in order to support re-integration in society.

Based on this expertise, the methodology referred to "Cooperative Learning", a specific teaching methodology through which participants learn and act in small groups, helping each other and feeling co-responsible for each other's progress.

The concrete development of the session unfolded as follows:

- **1. Bienvenida:**
  The trainer briefly explains the session's objectives and presents the materials and the work list.

- **2. Brainstorming:**
  Participants were taken through a guided brainstorming session on creativity and colour. Space was given to each woman's personal stories and narratives related to their countries of origin and the culture in which they grew up.

- **3. Creation of pattern on models:**
  Participants got a couple of pre-printed models and were invited to colour or draw for 20 minutes. In the end, each woman presented her creation to the group and the trainer. The exercise aimed to analyse their choice and highlight their creative qualities.

- **4. Discussions with the group:**
  From the patterns, the communicative values of a garment, such as colour, elegance, comfort, and versatility, were explored, and the women recognised how the choice and creation of the pattern was a profound expression of themselves. Moreover, the chosen colours and designs reflect one's desires, hopes and fears.

- **5. Empowerment:**

  The trainer leads the women to reflect on their talents and focus on qualities they can apply to the work world.

- **6. Creation of the "Fabric of our qualities":**

  The next step was to create a "Fabric of our qualities", where the qualities previously identified and written down were represented on a white, totally neutral fabric, following each one's abilities and inspiration based on the absolute freedom of expression.

3. Results and evaluations

The training itinerary was divided into two days, so the session described above was done partly on the first day (activities 1 to 3) and the second day (activities 3 to 6). Surprisingly all the women were active and motivated in participating in the training. Educators and operators of the shelter did a great job of communicating the objectives and timeline of the activities so that all the participants had clear expectations of the workshop.

The theme of listening to oneself and others was significant, and all the participants respectfully maintained an excellent presence and complicity during the whole session.

The creation of the "Fabric of our qualities" was essential to them, so we decided that the piece of fabric would be reused and transformed to be a symbolic part of their journey to empowerment. The fabric will probably be displayed at the shelter's entrance (to be decided in collaboration with women and educators).

4. Application Tips

Holding the group very small made it possible to observe the different group mechanisms and alter and improve the climax within the group. The trainer has to be very careful in how to moderate the activity and try to mediate the different characters of the participants, enhancing everyone's abilities and resources.

Working with vulnerable people who have experienced violence, emargination and discrimination can be very challenging: they usually lack

self-esteem and need to be empowered. Given the limited awareness of the women themselves, it was difficult to speak openly about desires, hopes and fears. The trainer must have some experience with this particular category not to reintroduce traumas and wounds.

5. Representative Images:

Annex

GLOSSARY

- **BLENDED LEARNING METHODOLOGIES:** methodologies that combine the use of ICT with face-to-face pedagogies.

- **COMPETENCE FRAMEWORK:** is a generic description of the skills, knowledge and wider competences that teachers, trainers and leaders should possess to enable vocational education and training at a high level. Such a framework can be used when curricula or training programmes are designed for the initial and continuing training of teaching professionals.

- **COST-BENEFIT ANALYSIS:** is a systematic process that businesses use to analyze which decisions to make and which to forgo. The cost-benefit analyst sums the potential rewards expected from a situation or action and then subtracts the total costs associated with taking that action.

- **DTE:** refers to targeting difficult-to-employ, such as immigrants and refugees in vulnerable situations

- **FASHION & DESIGN:** this learning path proposes an approach to design and fashion from a global perspective, where the deployment of creativity linked to design opens up to a broader sensitivity.

- **INTERCULTURAL COMMUNICATION SKILLS:** comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups).

- **INTERCULTURAL SENSITIVITY APPROACH:** refers to person's awareness of their own and other cultures, their ability to empathise with people from other cultures, and to look at an event or behaviour from one or more cultural perspectives.

- **KNOWLEDGE AND USE OF WORK-BASED LEARNING METHODOLOGIES:** those that recreate a real work environment.

- **LEARNING PATHS:** it is described as the chosen route taken by a learner through a range of e-learning activities, which allows them to build knowledge progressively.

- **LTTA:** Learning, Teaching or Training Activities.

- **MOOC:** Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale.

- **SEWING:** learning path that illustrates how sewing can be socially inclusive by creating and reinforcing individual skills and by adapting to all kind of tailor-made products from other cultures.

- **SOCIAL ENTREPRENEURSHIP & UPCYCLING:** learning path that provides methods and approaches to encourage immigrants and refugees to get engaged in the fields of social entrepreneurship and upcycling.

- **TRAINING ITINERARY:** is described as the chosen route taken by a learner through a range of training sessions, to boost performance, efficiency, skills which allows them to build knowledge progressively.

- **TRANSVERSAL COMPETENCES:** learning path that approaches transversal competences. Transversal competences are relevant to a broad range of occupations and areas, and are often referred to as core skills, the cornerstone for the personal development of a person.

- **VET:** Vocational Education and Training (VET) ensures skills development in a wide range of occupational fields, through school-based and work-based learning. It plays a key role in ensuring lower school dropout rates and facilitates the school-to-work transition. In a changing world of work, well-designed VET systems can play a crucial role in developing the right skills for the labour market, not only for youth but also for adults in need of up-skilling or re-skilling.

FASHION 4 INCLUSION

Fashion for Inclusion. Training and labor

inclusion through an ethical, intercultural and social fashion

2020-1-ES01-KA202-082950

ABD

SSF
Solidaridad Sin Fronteras

MONDO
DONNA
ONLUS

iasis

ciep | Le Centre d'Information et d'Education Populaire

bau BAU, DESIGN
COLLEGE
OF BARCELONA

MINDSHIFT
Talent Advisory