

FORWARD

Fashion, Crafts and Design for Women Empowerment

Project Result N. 5: Model of an Innovative course in Fashion, Design and Crafts sector

FORWARD: Fashion, Crafts and Design for Women Empowerment
KA210-ADU - Small-scale partnerships in adult education
Project ID: 2021-2-IT02-KA210-ADU-000050772

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

A PROJECT BY



Fashion, Crafts and Design
for Women Empowerment



Co-funded by
the European Union



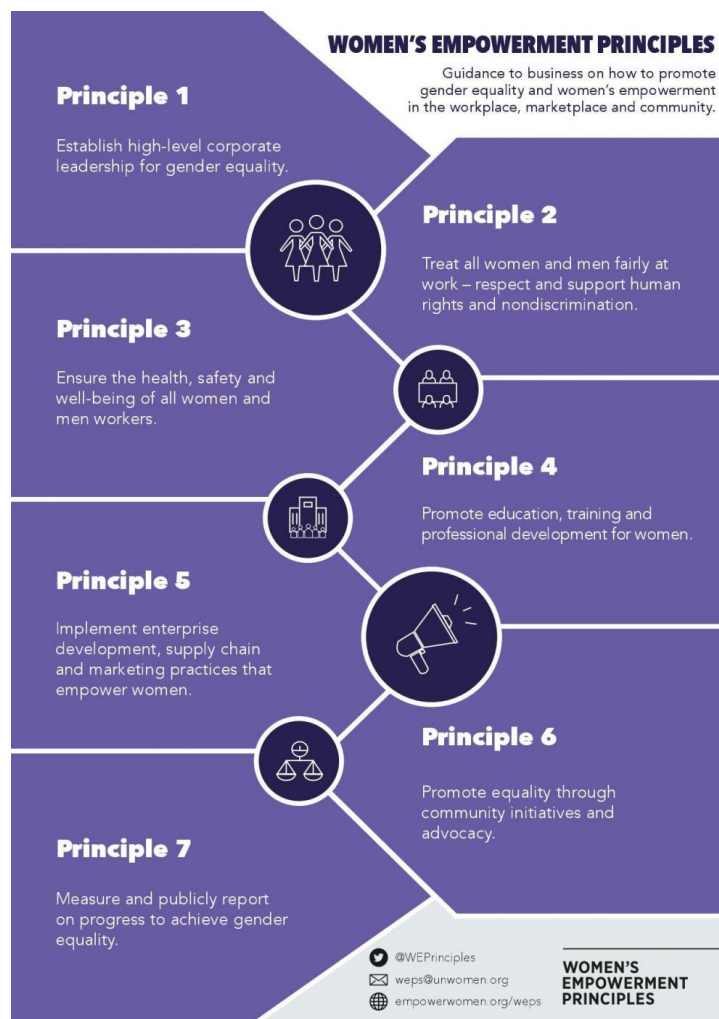
Summary

Chapter	Pag.
Chapter 1. Introduction	3-4
Chapter 2. Validation of Common Guide lines	5-6
Chapter 3. Final Report on innovative course held in Italy, Romania and Portugal	7-23
3.1 Italy: Innovative training course Final Report	7-12
3.2 Romania: Innovative training course Final Report	12-16
3.3 Portugal: Innovative training course Final Report	16-23
Chapter 4. Feedbacks from Participants, Trainers and Stakeholder	23-40
4.1 General Report on Feedbacks from Participants, Trainers, Stakeholder	23-27
4.2 Italy: Report on Feedbacks from Participants, Trainers and Stakeholder	28-32
4.3 Romania: Report on Feedbacks from Participants, Trainers, Stakeholder	32-37
4.4 Portugal: Report on Feedbacks from Participants, Trainers and Stakeholder	38-41
Chapter 5. Communication and Dissemination	42
Chapter 6. Model of Innovative Course in Fashion, design and craft sector	43-47
6.1. Objective of the course	43
6.2 General contents	43-44
6.3. Involvement of stakeholder	44
6.4. Participants profile	44-45
6.5. Incoming orientation: selection process and preliminary meetings	45-46
6.6. Training course duration, location and number of trainers involved	46
6.7. On-going evaluation procedures	46-47
6.8. Outgoing orientation procedures	47
6.9. Final Considerations	47-48
About the Authors	49-50
Annex # 1-2-3-4	51-59

Chapter 1. Introduction

Adult education is in general the opportunity for a person to enhance employment prospects, develop personally and professionally, and obtain transferable skills that can be deployed in the job market. In the case of women, who universally have fewer opportunities in every area, the role of education assumes greater significance in the effort of gender equality.

According to the European commission of Service for Foreign Policy Instruments that issued the following charter of Women's Empowerment Principles, promoting education and training and professional development for women (Principle number 4) is crucial.¹



Raising awareness, skill building, and translation of the latter into practice increases women's economic options and promotes their sense of self worth.

Among all women all around the world, some also face particular difficulties and struggle more than others on a daily basis. Women belonging to disadvantaged groups therefore require more attention and care: they are women with low educational attainment, low-income, unemployed, coming from remote rural locations, women with disabilities, women who are forced to get married or to get married early, women who belong

¹ https://fpi.ec.europa.eu/news-1/empowered-women-work-wonders-2020-09-25_en

to ethnic/religious minorities, refugees and internally displaced women, women in poor health conditions, women living with drug addiction, to name but a few.

There is a compelling need worldwide to increase these women's awareness and understanding of their own potential to influence their lives, families, and communities. Given the specific characteristics of the particularly disadvantaged group to which women belong, educational training should offer them tools for finding their own motivation, developing self-confidence and determination, together with self-management and self-control skills. Taking action in order to help women coming from disadvantaged background of any kind and any sort through a tailor-made educational path is a duty that institutions at any level should embrace.

The European project FORWARD, Fashion, Crafts and Design for Women Empowerment, is a fine example of how women from a disadvantaged background could be involved in a tailor made educational path that embraces their status of fragility, needs and aspirations, by giving them the opportunity to be part of a training course in a specific sector such as fashion, design and crafts.

Fashion, design and crafts are three distinctive areas of the same sector that have in common a high level of creativity, which allows women in fragile conditions to express themselves through the manufacturing or production of all sorts of items, from ready to wear and accessories to cosmetics, from handmade basketry to scented candles. The innovative courses implemented by the three partners of FORWARD, aim to lead participants to achieve basic knowledge and understanding of each area of the sector as well as to achieve practical skills and competences that could be an important step towards self definition and self determination in relation to a possible future employment.

The four organizations involved in the project (Flo, The Open Network, DFFWAC and FISM) despite their differences, have come together to work on the implementation of the innovative training course for women coming from disadvantaged backgrounds, they have exchanged views and methodologies, discuss best ways to disseminate it, issued common guidelines, set monitoring criteria, implemented the innovative course in each of their countries, and finally collaborate in issuing this final document, which aims to become a precedent for future similar projects in other European countries.

It has been a long journey, full of challenges and satisfactions, but above all it has been a remarkable opportunity for all participants (organizations, beneficiaries, trainers) to grow in competence and awareness, and the relationships that have been established during the project have been one first major step towards productive future collaborations.

Chapter 2. Validation of Common Guidelines

Validating common guidelines means having a structured system jointly agreed by all partners, beneficiaries, and stake-holders to monitor and evaluate all the steps taken in the implementation of the project, with regard to each completed course.

The incorporation of monitoring and evaluation into a project timeline offers a way to evaluate the critical connections between project implementers, local beneficiaries, and decision-makers; it contributes to the retention and growth of institutional memory; and it offers a more solid foundation for obtaining funding and influencing policy and contributing to policies changes.

When discussing skills for future employability for the disadvantaged categories of beneficiaries (women from rural areas without any income, people with mental disabilities, etc.), monitoring and evaluation (M&E) through project implementation interventions is a high and necessary priority.

In the current European socio-economic context which has recently emerged from the Corona Virus pandemic, is now besieged by high inflation/recession and where "empowerment" through European projects as a tool to develop common European solidarity has only recently been recognized, a thorough evaluation of human capabilities is required.

Regardless of the level of European development, individual and collective "*Empowerment*" can be beneficial for the growth of people, organizations, and entire communities. Despite this widely held view, the so-called promise of "empowerment" is currently unsupported by proven evidence. To further ascertain the inherent advantages of "empowerment" through projects, effective, transparent, and (if possible) comparable M&E is consequently required. Here, our project and specifically this A5 will contribute to the overall process.

The following reasons make monitoring and evaluation crucial for all phases of project implementation:

- it offers the only centralized source of information showcasing project progress;
- it enables actors to learn from one another's experiences, leveraging expertise and knowledge;
- it frequently results in written reports that promote transparency and accountability and make it easier to share lessons;
- it reveals errors and offers avenues for improvement;

It provides:

- a basis for challenging and testing presumptions,
- a way for organizations to learn from their mistakes and apply those lessons to policy and practice,
- a way to evaluate the vital connection between implementers and beneficiaries on the ground and decision-makers.

It contributes to the preservation and growth of institutional memory, and it offers a more solid foundation for securing funding and influencing policy.

Because progress monitoring therefore fulfils a range of institutional and human based requirements for experts, trainers, team management members, it has been used throughout the execution of our project.

However, the three main reasons we conducted this progress monitoring include:

- (a) evaluating beneficiaries learning outcomes,
- (b) considering instructional change,
- (c) determining eligibility for other educational projects that will face the same type of work at international level.

How did we monitor and evaluate our project progress?

1. Detailed and timed planning of the entire FORWARD project
2. Established clear goals: common goals, institutional goals and also individual goals for our experts, trainers, management team members, direct beneficiaries.
3. Created-a steady check-in schedule throughout.
4. Recorded and analysed all data.
5. Made changes to our goals where necessary.

Our primary goal in conducting the monitoring was to implement a continuous assessment that strived to deliver early, detailed information on the advancement or delay of the on-going activities under assessment to all stakeholders (project partners, associative partners, and community of practice members). It was the oversight of the activity's implementation stage.

The tools that were used for project monitoring and evaluation included: key performance indicators (KPIs), questionnaires, assessments before and after training, record of beneficiaries' satisfaction, checklists, all based on our monitoring and evaluation project plan. Monitoring tools developed into the FORWARD project timeline were used to gather qualitative and quantitative data. The choice of tools depended on the type of information needed, the resources available, and the specific monitoring goals and objectives.

The following chapters are dedicated to the quantitative and qualitative results offered by the monitoring and evaluation tools developed at partnership level.

To monitor the project and the results obtained, we have equipped ourselves with the following tools shared by all partners:

- Profile of candidates discussed during A2 (Annex 1);
- Selection document useful for selecting and evaluating candidates for the training (Annex 2);
- Questionnaires addressed to the partners to evaluate the effectiveness of the project activities (Annex 3)
- Satisfaction questionnaires addressed to participants, stakeholders, and trainers (Annex 4)
- Regular meetings between the partners to monitor the progress of the project

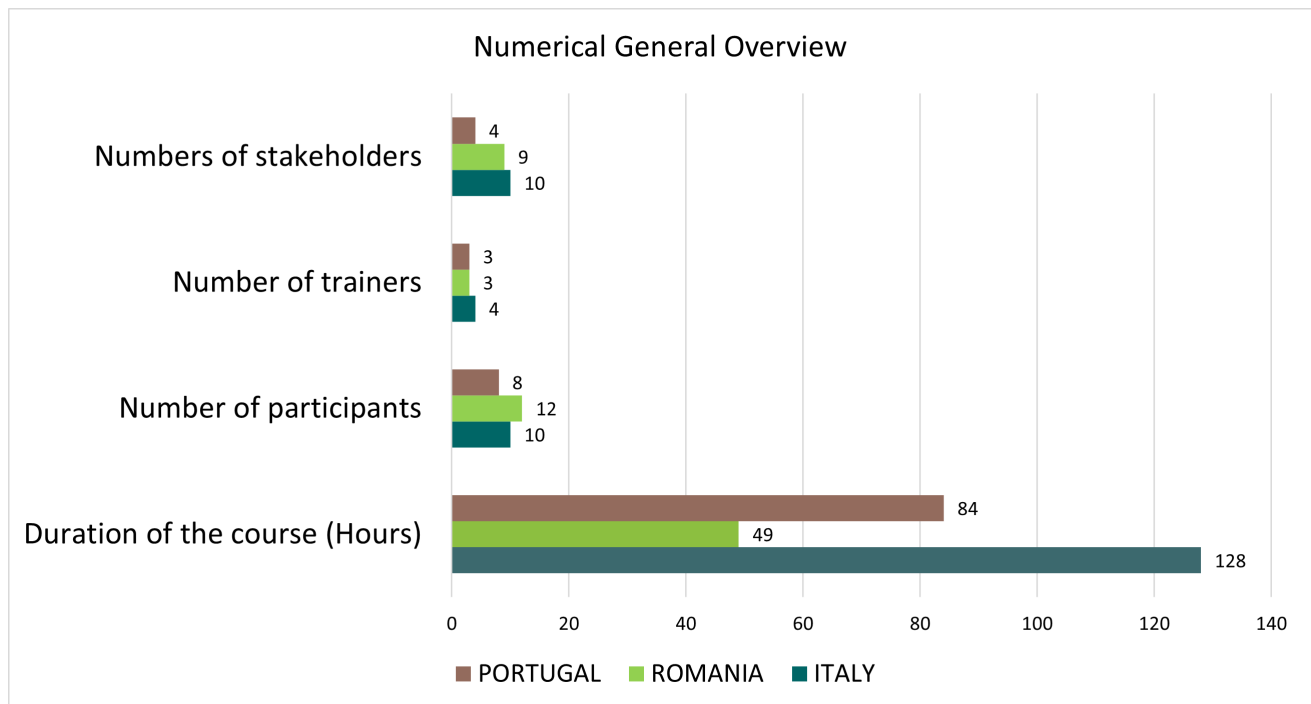
The following chapters are dedicated to the quantitative and qualitative results offered by the monitoring and evaluation tools developed at the partnership level.

Chapter 3. Final Report on innovative training course held in Italy, Romania and Portugal

Monitoring and Evaluation was carried out at the end of each activity where project stakeholders had been invited to submit an evaluation. This activity proved important to address feedback in real-time, to make any necessary adjustments to ensure continuous improvement so participants could move ahead, which ultimately means, the success of the FORWARD project, especially designed for the empowerment of disadvantaged women.

Understanding which quantitative and qualitative objectives were being achieved, helped partners to evaluate progress and results. Monitoring and evaluation activity is crucial to ensure satisfaction and fundamental to deliver an innovative course design such as FORWARD whose aim is to be a model for future training and integration paths.

Before describing in detail the results obtained by the individual partners, especially from a qualitative point of view, this chapter opens a graph that represents a quantitative summary of the courses of the three partners:



Place and Period:

The innovative course ran by Flo took place between January 16th and March 27th 2023 in the two institutional locations of the fashion social business: the sewing workshop of Via Cimabue, 43 and the retail store of Lungarno Corsini, 30/34R, both located in the city of Florence, Italy.

Selection Process and Preliminary meetings:

Activity 4 started with an intense period in which Flo held several meetings with local stakeholders to present the details of the innovative course, its length, its contents, candidate profiles and all the objectives of the course. Every stakeholder contacted was an institution (either associations or local authorities) already actively supporting women with disadvantaged backgrounds in the area. Some had already collaborated with Flo, others were new to the cooperative and therefore meetings proved a perfect opportunity to make contact, share common needs and visions, and create the bases for the future collaboration on the Forward project. The meetings were held in person or online during the month of November 2023 when Flo also shared with each stakeholder the Forward Application Form: the essential document required to collect official candidacies in order to start the selection process.

Flo received a total of **23 applications** of women coming from a variety of disadvantaged backgrounds: victims of sex trafficking, women with mental and physical disability, women with economical and social disadvantage, women with addiction problems, immigrants.

One stakeholder in particular sent Flo an application for a transgender candidate very keen to participate to the course. This presented Flo with a challenge as the applicant could not by definition fulfill the gender requisite established for this project. In consideration of the Italian Ministry of Equal Opportunity Charter², the European laws regarding the discrimination of transgender (Article 21 of the EU Charter of Fundamental Rights explicitly prohibits discrimination based on sexual orientation³), and last but not least Flo's own experience, gathered over the years working with people of the same profile, it was agreed to accept the candidate.

From a total of 23 candidates, **15** women expressed their interest and motivation in following the practical course in the sewing workshop and **8** in the retail store.

From the latter end of November to the end of December 2022, following the official closure of the selection process and subsequent evaluation of each individual application, Flo proceeded to the first round of preliminary meetings with all the selected women, (in some cases accompanied by their stakeholders).

During these meetings, several important issues arose:

1. During the preliminary meeting some women selected clearly showed a poor level of understanding of Italian, a basic requirement to be eligible to attend the course. In all cases, their profile was that of an immigrant woman who had already been in Italy for quite some time, but had still not had the chance to learn the language due to a series of obstacles mainly linked to their cultural origin and family related issues. Coming from developing countries where the female role is confined to the household, most of the time these women are totally devoted to the care of family and children and therefore unable to create the necessary opportunities to pursue their own personal education. During the preliminary meeting, all these women expressed their desire to follow the course focused on learning sewing techniques, mainly because in their country of origin they had already learned the basic of needlework in their home environment. However their language difficulties were considered too big an obstacle to allow for overall comprehension of all contents of the course as well as guarantee functional interaction with trainees and other participants. In agreement with their stakeholders, Flo had to reject their candidacy.
2. In other cases, after receiving details of the course timeline in the preliminary meeting, some candidates immediately confirmed they would be unable to commit to the attendance required as they needed to look after their young families and had no other support network. These are again immigrant women who in this case struggle to insert their children

2 https://politichecoesione.governo.it/media/2968/strategia-nazionale-lgbtplus_2022-2025.pdf

3 https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/lesbian-gay-bi-trans-and-intersex-equality/legal-aspects-lgbtiq-equality_en

in the Italian schooling system and therefore are obliged to choose between their family obligations and their personal educational and work aspirations.

3. In a few cases, some candidates demonstrated during the preliminary meeting that, despite fulfilling course eligibility requirements, they already showed clear signs of underlying anxiety or psychological instability. Both the candidates and the Flo selection committee realized that they would be currently unsuitable and course attendance could also be psychologically damaging.

At the end of the first round of preliminary meetings held till Dec. 23rd, the number of candidacies dropped from **23** to **14** candidates.

Between the last week of December and the first two weeks of January, Flo held the second round of meetings with each candidate, during which **4** more women dropped out. In some cases, the reason behind their withdrawal was directly related to their economical situation: the difficulty in financially supporting themselves had driven some of the candidates to find an immediate source of income and they could therefore no longer follow the course. In some others cases, candidates with a precarious psychological state, struggling on a day-to-day basis to find an equilibrium, had to withdraw following a momentary or sudden mental breakdown.

At the end of the 2nd week of January, the number of confirmed candidates to the course had been fixed at **10 participants**, coming from all over the world:

- **4** Italians
- **3** Peruvians
- **1** Polish
- **1** Egyptian
- **1** Nigerian

Innovative course

Objectives of the course:

The main objective of Flo innovative course is to give a brief, but intense general knowledge of the fashion sector and provide the participants with the necessary confidence and courage to find a job in this field. In addition a personalized technical training that will allow them to learn the basic notions of each specialization, sewing and selling, in order to navigate future opportunities.

Main topics and contents

The training course held in Flo focused on the multi-faceted world of fashion and divided into 4 distinctive phases of 4 hours each held in both locations:

Phase 1 and 2:

Initial sessions aimed to pass on general information regarding the common understanding of fashion, its history from early ages till today, the importance of colors, their symbolism and their applications as well as the study of human body shapes and skin complexion. These general opening sessions were essential to introduce participants to the world of fashion: to help them focus on their individual participation in the training course they have decided to commit to, their personal relation with the fashion sector and their understanding of the intrinsic behavioral requirements that need to be adhered to in order to be considered for work in this field. Following sessions were dedicated to more technical notions in preparation for the practical part of the course: the correct terminology regarding each product in every category (ready to wear, accessories and others), origin and intrinsic properties of every kind of textile (i.e. natural, synthetic etc.) production phases (from the sketch to the pattern to the end product), machinery used in different

manufacturing phases as well as sewing techniques.

Phase 3:

During the more technical part of the training, there were two specializations: in the sewing workshop and in the retail store. Each participant was given the opportunity to experiment the different learning steps. In the sewing workshops participants, depending on individual skills and learning ability, had the opportunity to concentrate on hand sewing, pattern making and cutting, basic machine sewing and basic ironing technique, advanced machine. In the retail store, participants were led to focus on many different aspects of the sale assistant job: insuring that internal boutique standards are upheld, the rules of behavior for a sale assistant, general sales techniques, thorough analysis of merchandise, accurate display on the sales floor/stock room, notions concerning money transactions, cash register and fiscal printer, tax free documents etc.

Phase 4

In phase 4, Flo dedicated some sessions of the course to a detailed introduction to the job market in the fashion sector. After dedicating time to a group evaluation of acquired competences and a shared discussion about each candidate achievements, sessions concentrated on studying the specific job market and its peculiar characteristics, the required level of competences necessary to respond to the job demand, the institutional channels and local training agencies that provide courses recognized by the Tuscany Region and how to eventually complete an application. Some time was also dedicated to reviewing each participant curriculum vitae: women were given many practical suggestions, which helped them making, sometimes substantial other times minimal, changes in order to make this essential instrument more effective.

Skills and competences to achieve

The course at Flo was designed to give its participants, women coming from disadvantaged background, the concrete opportunity to imagine a possible career in the fashion sector. In consideration of the specific target of participants, the course provided these women with many opportunities: the possibility to focus on themselves, to evaluate their strengths and weaknesses as well as their technical abilities and real inclinations, to learn to share the work environment with other people, to challenge themselves with work related stress and to be able to define themselves to invest in their personal growth and empowerment. During the course, participants were required to achieve some basic technical skills either in fashion production or retail selling. As the course was extremely personalized for the personal profile of each participant, capabilities and aspirations, achieved competences were different from person to person.

Hours/days

The innovative course held at Flo lasted 26 days, which corresponded to a total of 128 hours per participant. Sessions consisted of 4 hours each and they were held in Flo sewing laboratory as well as in Flo Retail store. The course was divided in 4 phases, each of them with different topics and agendas. The calendar of the innovative course, especially for the practical part developed in the retail shop, has been very flexible in order to allow participants to attend sessions and when unable to, it was giving them the possibility to recuperate according to their availability.

Number of trainers and other experts involved

Flo involved 4 trainers who were all part of Flo staff.

Elisabetta Renzoni: since 2010 she has been the president of the social business Flo. Graduated in languages at the University of Florence, she has almost 20 years of experience in the fashion industry, having worked in brands like Gucci, Pollini, Ferragamo, Valentino etc. in different roles, such as merchandising, retail, store operations and production. She led the first 2 phases of the course, as well as part of the training course held in the retail store

Francesca Brunori: born and raised in Florence, she worked from 1988 to 2007 in Salvatore Ferragamo covering different positions such as product development and store operations and from 2007 to 2020 for a

local independent designer, Elena Ghisellini, as a project manager in the leather goods department. She has been Flo partner since 2021 and the store manager of the retail store in Lungarno Corsini. In Forward she acted as trainer during phase #3 held in the retail store.

Farman Ali: born and raised in Pakistan and in Italy since 2016, has been Flo partner and part of the Flo team since 2019 as the technical expert of Flo atelier. He acted as a trainer for the technical part of the course held in the sewing workshop.

Massimo Giussani: graduated at the Scuola per Educatori located in Milan Italy, is a knowledgeable expert in skills assessments and local policies for work orientation and career guidance.

In Forward he acted as trainer for the fourth and last phase of the course.

Since Forward innovative course took place in both Flo institutional locations, the sewing workshop and the retail store, participants were able to experience the daily working routine of the cooperative and thus were able to interact and socialize with all the people who regularly work at Flo.

Final rate of Attendance

At the end of the innovative course, 9 out of 10 women successfully completed the course with an attendance rate between 70% and 100%. Only one candidate, due to her psychological condition, which deteriorated halfway through the course, has not reached the minimum attendance of 70%.

Positive/Negative aspects faced during the course

Considering the very different background, age, nationality and disadvantage of the participants, one could foresee a comprehensible general difficulty of integration and the possibility of rising tension among group members. On the contrary, during the course, the general atmosphere was very positive and collaborative and demonstrated confidence and trust: participants in fact supported each other and ended up creating a very cohesive team. Some of them really benefited from the support of others in order to overcome their personal difficulties and frustrations, and in some cases the established relationship between participants became so solid and positive that they also met outside the course hours to work together on the given assignments.

On the other hand, since the course was designed to offer 2 distinctive educational paths, one focusing on sewing techniques and the other on retail competences, the group split up after the first and second phases, (8 women remained in the sewing workshop and 2 moved to the retail store) and such a division caused the actual creation of two subgroups, that for 20 sessions, were logistically separated one from the other. It was therefore essential to reunite the group in phase four, which as the first 2 phases reunited all 10 women in the same location.

On-going evaluations

Report regarding Tests (2 written, one practical)

As per Common Guide lines (Act. 3) Flo submitted to the participants 2 written tests based on the arguments/topics covered in phase #1 and #2, as well as 1 practical test which was an evaluation of each participants' achievement during the practical part of the course (carried out in the sewing workshop or in the retail store) filled by each of the trainers. The participants initially showed high levels of anxiety and stress when told they would have to complete the 2 written tests. Indeed for some this task represented a new challenge. However, in the end all women performed very well, scoring an average grade of 90/100 questions answered correctly. These written tests were not only responding to the need to evaluate the performance of the participants, but also to improve their confidence in themselves and in the undertaken path.

The practical test evaluation instead was an important tool for the organization in order to understand which technical level each participant had achieved during the course. Evaluate strengths and weaknesses of each participant and discuss them with each of them, was a fundamental step to enhance their awareness regarding a possible future in the fashion sector. For Flo, it was an important tool in order to help participants to take future actions after the end of the course.

Reports on internal meeting and meetings with stakeholders

During the course, Flo organized periodical internal meetings in which trainers discussed the general evolution of the course as well as each participant's performance in order to detect any small problems or more concerning signs of distress which required special attention. Sometimes these meetings highlighted different kinds of problems one or more participants were facing during the course, which required immediate action. In some cases, Flo team implemented alternative strategies in order to solve the problem, which had an immediate positive effect. In other cases, the participant in question was asked to meet with the trainer/s in order to better understand the nature of the problem in order to find a suitable solution. Periodically during the length of the course, Flo scheduled meetings with each participant's stakeholder (social assistants and educators) to obtain their feedback on the progress of their candidate. These meetings were very helpful for the Flo team to understand participant's satisfaction as well as any particular problems occurring in their personal life, which may have negatively affected their performance during the development of the course. Focusing on each participant and monitoring their progress during the course, both between Flo team and with stakeholders, was a fundamental extra activity, which made it possible to address and solve any on-going difficulties and guarantee the smooth running of every stage of the training course.

Final comments and suggestions

The innovative training course held in Flo proved to be a remarkable opportunity to both reinforce the organization skills and competences in welcoming and supporting people in fragile conditions and also to establish new relations with local stakeholders and all the women they support.

After the end of the course, 2 participants (and one/two more in the following months), in agreement with their social assistants, are as we speak continuing their educational path at Flo with an internship contract, which will allow them to receive a small wage and the possibility to extend their learning process.

This result was not expected therefore it was welcomed from all the actors involved as a very important outcome. The target was that women should be able to find ways to invest time and dedication to their educational training; the fact that they have been given the opportunity going forward to also support themselves during this learning stage of their lives, is fundamental.

Place and Period

The innovative course ran by TON took place between 1st of November 2022- 30th of April 2023 and it was held in Drobeta Turnu Severin town.

The first three modules:

1. Theoretical module (European, national, local legislation, stakeholders, examples of best practices from other countries)

2. Practical Module Local Resources (Form Shape -Soap-Therapeutic Oils-Lavender)
3. Practical Module Circular Social Economy (Form Shape/Ipsos-decorative object/ demand-supply; local development resources)

All modules were held in the center of town in a workshop that had all the facilities required for perfect implementation of each phase.

The last module:

4. Theoretical and Practical Module: sustainable women entrepreneurship was a digital mentoring module that started with a study visit in December 2022 at the county Christmas Markets, in order to identify competitors, the materials used, the crafts available on the market.

Selection Process and Preliminary meetings

Due to the fact that our trainers are very busy in December (they have their own stands with handmade Christmas products), we had to start the selection as early as September 2022. We contacted all institutions in Drobeta Turnu Severin that were considered interested in the project: either for educational reasons specifically adult education, or for entrepreneurial reasons, such as the Chamber of Commerce, or for reasons of personal development of the individual/women's organizations, local organizations, etc. and we presented the project to them and asked them to make the project known among the members.

The interested persons could contact us directly by phone and email, the application form was completed and the selection committee made the selection of the 12 women who were direct beneficiaries of the project.

The selection committee was composed of two trainers, two stakeholder representatives and a representative from the TON Board.

The most difficult thing we faced during the implementation preparation period was finding a common time in which the trainers and women would all be available. Our beneficiaries are of different ages and are in different phases of personal development from the point of view of family responsibilities.

In order to make it easier for the beneficiaries to participate, the work sessions were shortened in time and made more in number, so that the training program was respected.

Between different sessions, the participants received homework to keep them connected to the training topic and to increase their motivation and interest.

Innovative course

Objectives of the course

The main goal of our innovative training course was to develop the beneficiaries' skills and abilities in making personalized crafts by using local natural resources for a circular economy and environmental protection. At the same time, the development of crafts entrepreneur skills is part of the personal and professional development of the beneficiaries.

Main topics and contents

Our training was delivered in four Modules:

- **Theoretical module:** European, national, local legislation, stakeholders, examples of best practices from other countries.
- **Practical Module Local Resources:** Form Soft Shape -Soap-Therapeutic Oils-Lavender.
- **Practical Module Circular Social Economy:** Form Hard Shape/Ipsos-decorative object/ demand-supply; local development resources.
- **Theoretical and Practical Module:** Sustainable women entrepreneurship.

Skills and competences achieved

Our beneficiaries have developed skills and competences in:

- How to make a soft modeling form for different crafts
- How to make a hard form of modeling for different crafts
- How to develop a business/business plan for a business by making crafts using local resources, developing the circular economy and contributing to the protection of the environment.

Hours/days

Each participant was involved in total 49 hours of training as follows:

Theoretical module: Total 6 Hours

- ✓ Planned for 6 Hours (2 sessions of 3 hours).
- ✓ Implemented in 3 sessions of 2 hours, due the participants time restraints.

Practical Module Local Resources: Total 11 hours

- ✓ 5 hours group session /6 hours Follow-up.
- ✓ Implemented 2 sessions of 2,5 hours of working in group/6 hours Follow-up.

Practical Module Circular Social Economy: Total 11 hours

- ✓ 5 hours group session /6 hours Follow-up.
- ✓ Implemented 2 sessions of 2,5 hours of working in group/6 hours Follow-up.

Theoretical and Practical Module: Total 12 hours of theory and 9 hours of practical development of an individualized Business Plan. Total hours: 21.

- ✓ Planned in 12 hours theory/ 3 hours x 10 participants-individual online mentoring for Individual Business Plan.
- ✓ Implemented in 12 hours theory/9 hours x 10 participants- individual online mentoring for Individual Business Plan.

Number of trainers and other experts involved

The TON Foundation benefited from the presence of three trainers in the project: Mrs. Victoria Seimeanu and Mrs. Alina Craciunescu supported the practical development part of the workshops, and Mrs. Stela Constantinescu developed the theoretical materials and accompanied the beneficiaries in the realization of individual business plans. Each trainer was involved in 142 hours of training.

A brief presentation of our trainers:

Stela Constantinescu (TON trainer) looked after TON Foundation group management for the course and developed the women's entrepreneurship handbook with the beneficiaries while following the one-to-one digital mentoring part of the innovative training.

Stela has a degree in economics and management, Constantin Brancusi University of Tg. Jiu; she has postgraduate specialization studies in Human Resources Management, human and social development, predictive management of jobs and competences, within the Regional University Centre for Training, Assistance and Consultancy in Human Resources Management, she completed the module developed by the University of Craiova in partnership with the University of New Orleans (USA).

She has a post-graduate degree in psycho-pedagogy, completed within the Department for the training of teaching staff, University of Craiova. Prior to the afore-mentioned experience, she worked as a curator for 18

years in the Iron Gates Region Museum and the Art Museum in Drobeta Turnu Severin, between 1990-2008. “The qualifications and competences mentioned above helped me to gain experience in the field of human resources and vocational training of adults, a field in which I have been working since 2008 until now, being also a trainer-collaborator in project teams.”

Alina Craciunescu (entrepreneur and TON trainer)

Graduated in Economics and Business Administration, Timisoara, master in “Economia e gestione delle aziende” – Università degli Studi di Verona, Alina started her career as entrepreneur in 2015. In an attempt to combine the business with how to help other people grow, Alina started collaborating with TON being the first project in which she participates as a trainer and promoter of local resources (lavender) for crafts.

Victoria Seimeanu (craft artist and TON trainer)

Seimeanu Victoria is a trainer in the TON Foundation and works also as a specialist referent at the Teodor Costescu Palace of Culture in Drobeta Turnu Severin, section of the Medieval Fortress of Severin. She graduated from the University of Bucharest, Geography Faculty, Territorial Planning section, writer (three published books, two of poetry and a novel), since 2007 she has organized numerous personal exhibitions with traditional objects made from local resources in which she has approached many craft techniques. Victoria is also a graduate of the Folk Art School, Decorative Art section, and has been participating and organizing handicraft workshops locally and nationally for more than 10 years.

Final rate of attendance

The training was completed in a percentage of 100% by 10 beneficiaries out of the total 12 selected participants.

The 10 women-direct beneficiaries followed 100% all the training course hours; 2 of women direct beneficiaries followed 85% of the complete hours (due to personal problems taking care of minors in-the family).

Positive/Negative aspects faced during the course

A negative aspect can be considered the fact that the participants would have liked a much larger number of practical workshops through which they could use various other materials and techniques. A positive aspect is the fact that the activity within the women's group will continue even after the end of the project and that alternative financing possibilities will be sought for other workshops (expansion of the workshops as materials and work techniques). Another positive aspect is the impact that this training had at the level of our Foundation: many other groups of women want to initiate the same workshops in their locations (at the level of the rural environment of the whole country).

On-going evaluations

Each workshop ended with a homework assignment; this assignment being considered the partial evaluation (on-going) of each beneficiary.

Each homework assignment was an on-going questionnaire with specific questions regarding the knowledge and skills developed in the workshop. Each homework assignment included a section in which the participant could come up with concrete examples: identify new crafts that can be made from local materials and resources, and their intrinsic value at a local, national and international level; how these products can be valued from a marketing point of view and how these crafts can participate in the development of a circular economy. This on-going evaluation homework was the base for the future individual business plans.

Report regarding Tests (2 written, one practical)

As presented in the project Common Guide lines, TON submitted to the participants 2 written tests based on the topics covered in Module 1,2,3 and one practical test which was an evaluation of each participants' achievement during the first 3 Modules of the course, the Business Plan that each participant produced during the digital mentoring phase.

In the end, the women (10 out of 12) performed very well, scoring an average grade of 90/100 questions answered correctly in the written tests and 100/100 in practical test/ the Business plan.

Reports on internal meeting and meetings with stakeholders

We had a very good relation with all 9 stakeholders involved into the project. All of them were interested in the topic and project development and they all offered their support for any extension of the project if we consider repeating the training or implementing it in other organizations.

At the beginning of the project, two introductory sessions were held with stakeholders from the city followed by two individual presentations to the Chamber of Commerce from Drobeta Turnu Severin and to AJOFM Mehedinti (work and labor local institute). The aim of these meetings was to present the innovative course model for the development of local entrepreneurship in the area, as well as the implementation of the course in as many institutions as possible in the future.

Final comments and suggestions

This project paves the way for new beginnings. The innovative course model that contributes to the development of female entrepreneurship in rural and small-urban areas is a model for the development of future projects in which individual development is based on collective support (within an associative organization at the local level, within a women's association). Any person from the local community is a resource who with adequate personalised training, based on local resources can contribute to the economic development of the community. This innovative course is a form of empowerment of women who for one reason or another (e.g. lack of education, family constraints etc.) at a given moment realize that financial independence is one of the most important achievements for work-life balance and self-respect.

**3.1 Portugal: Innovative Training Course Final Report****Place and Period**

The Innovative Training Course developed by the Design Foundation for Women and Crafts (DFFWAC) took place in Carvalhal, a small village in the municipality of Grândola. Part of the region of Alentejo, this is an area that, while growing in popularity and showing economic development, has still common situations of social and economic exclusion, unemployment and poverty.

Two of the stakeholders of the project provided the spaces necessary for the first phases of Activity 4. In the initial phase – the interviews with the potential participants selected by the social services of the Municipality of Grândola and the Parish Council of Carvalhal – both stakeholders provided spaces in their offices to conduct the interviews. Most potential participants were from Grândola or Melides, and their interviews were conducted in the offices of the Municipality of Grândola, who provided transport to those

who did not have their own means of transportation. One of the potential participants was from Carvalhal, and thus her interview was conducted in the offices of the Parish Council of Carvalhal.

For the Innovative Training Course, the Parish Council of Carvalhal provided a room at their facilities, situated at the centre of the village, with all the necessary equipment and access. Since most of the participants were not from Carvalhal, but from the larger area of Grândola, and had no means of transport of their own, the Municipality of Grândola provided the participants with daily transportation to and from Carvalhal.

The Innovative Training Course *Fazer Bem* took place over three weeks, between March 13th and March 31st. The classes were Monday through Friday, from 10 a.m. to 4 p.m. There were two daily work sessions with the participants, one in the morning and one in the afternoon, with a break for lunch in between. These did not have fixed schedules as they could vary according to the day-to-day progress and an evaluation by the trainers of the organization of the schedule according to the needs of the participants.

Selection Process and Preliminary meetings

The selection process took place between November 2022 and March 2023, in a collaboration between the DFFWAC team, the social designer Susana António and the team of the Municipality of Grândola and the Parish Council of Carvalhal. The first phase consisted of several meetings between the team and the stakeholders, in order to inform their teams of the objectives of the project and its target. The main difficulties of the women of the region were discussed, and the first potential participants were identified by the social services of both stakeholders. After this initial phase, the social services of the Municipality of Grândola and the Parish Council of Carvalhal approached and made the initial contacts with the potential participants, introducing them to the project and identifying which of them might be suited for and interested in the Innovative Training Course. During this process, the social teams were in frequent contact with the DFFWAC team, to make sure that the potential participants identified fit the project's criteria and should move on to the next phase of selection.

The final phase of the selection consisted in the interviews of the potential participants, coordinated by the DFFWAC team, Susana António and with the support of the social teams of the Municipality of Grândola and the Parish Council of Carvalhal.

In total, eleven women were interviewed as potential participants of the Innovative Training Course. They were all from the region of Grândola, and in situations of unemployment and/or social and economic risk for various reasons, including:

- Long term illness or past illness that made harder to find stable employment;
- Older women in long term unemployment, with difficulties getting hired because of their age;
- Living in more isolated areas, with poor access to transportation;
- Unstable family situations.

Besides some difficulties in finding the potential participants given the small scale of the communities involved, the availability of potential participants for the three weeks of the course, and the isolation of some areas, no major issues arose during the selection process thanks to the work of the social teams of the stakeholders and the collaboration with the DFFWAC team and the social designer Susana António.

All the women interviewed were considered for the course, as they all demonstrated interest and fitted the necessary criteria, and were invited to participate. However, in the weekend immediately before the start of the course, three women contacted the Municipality of Grândola and the DFFWAC team and informed them that they would not participate, for the following reasons:

- Long term illness, which prevented the potential participant from being able to access the transport and learn the techniques;
- The potential participant was forced to find immediate work, given a more complicated family situation, which prevented her from participating;
- Inability to coordinate the schedule of the course with other personal commitments.

With these three women deciding not to participate in the course, the final group of participants consisted of a total of eight women, out of the eleven invited to participate, with an age span from 21 years old to 65 years old. Six of the participants were from Grândola, one from Melides and one from Carvalhal. Besides the economic and social risks and difficulties faced because of their long-term unemployment situation, some were also struggling with self-esteem and lack of confidence and motivation. There were also some cases of struggles with mental health issues, such as long term depression, that were flagged by the local social services.

Innovative course

The Training Course Fazer Bem, developed within the project FORWARD: Fashion, Crafts and Design for Women Empowerment, was based on the importance of contemporary design as a contributor to the maintenance and innovation of craftsmanship and artisanal practices, underlining its impact in the creation of social and economic sustainability of artisans that develop these skills. As such, the training course in Portugal aimed, through the introduction of strategies related to design-based processes, to work with the participants of three different axis:

- Contribute to transmission of knowledge, methodologies and techniques from the disciplines of design and artisanal crafts, through an educational approach that had the invited artisans and designers working closely with the participants;
- Contribute to the social, cultural and economic integration of the participants, women in disadvantaged situations, promoting sustainability, creativity and economic independence of the participants, through group work that focuses on empowerment and personal and professional capacitation.
- To integrate new design-based strategies in the practice of artisanal crafts, through the collaborative work between the participants, the artisans and the designer.

The main topics of the course Fazer Bem were design and two types of artisanal practices: reed weaving and bulrush basketry.

Hours/Days

The course was divided in three weeks, with the following programme for each week:

Week 1 – Workgroup preparation and strategic design and approaches

Description: Introduction to design-based strategies for project development; group work on personal and professional capacitation strategies; development of a small scale project for application of discussed design-based strategies with a focus of group work and mutual support; preparation of the group for the subsequent weeks.

Duration: 4 Days with a total of 24 hours.

Dates: March 13 - 17, 2023

Coordinated by: Susana António, with the support of the accompanying members of the DFFWAC team.

Week 2 – Learning of reed weaving techniques

Description: Presentation of the material and history of the practice; introduction of the basic techniques for the several stages for producing a piece; practice of different techniques (weaving, finishing and sewing); work on several pieces for finalisation.

Duration: 5 Days, with a total of 30 hours.

Dates: March 20 - 24, 2023

Coordinated by: Dília Silva, with the support of Susana António and the accompanying members of the DFFWAC team

Week 3 – Learning of bulrush weaving techniques applied to basket making

Description: Presentation of the material and history of the practice; introduction of the basic basketry techniques; introduction to different types of pieces and its techniques; production of one or more several pieces.

Duration: 5 Days, with a total of 30 hours.

Dates: March 27 - 31, 2023

Coordinated by: Cristina Fonseca, with the support of Susana António and the accompanying members of the DFFWAC team

During the second and third weeks, the participants worked on the finishing or production of several pieces, with the tangible goal of having at least one piece of each artisanal technique produced by each participant by the end of the course. This goal was not only achieved but exceeded, with the participants producing or working on a total of 42 pieces by the end of the Training Course.

In total, the course had a duration of 14 days, and a total of 84 hours.

Number of trainers and their expertise

Each week was coordinated by one the 3 invited trainers:

- **Susana António:** The activist designer, Susana António, combines design with traditional knowledge and social innovation to create impact in the lives of local communities in Portugal and abroad. Since 2013 she is the founder of the NGO "Fermenta", which promotes the social and cultural valorization of local communities and organisations through responsible design, being "A Avó Veio Trabalhar", a creative hub for 60+ one of those examples. She has worked with several entities such as Calouste Gulbenkian Foundation, Cascais City Hall, Lisbon City Hall, Chapitô, Experimentadesign, Santa Casa

Misericórdia, Beta i, Thinkpublic Service Design Agency, Service Design Lab, IDROPS, European Develop Institute, Sonae, among others. She is an invited assistant professor at Escola Superior de Artes e Design, at Politécnico de Leiria, where she teaches Human Factors. Susana's motto is "Old is beautiful", and she wants us to rethink our perspective on ageing and older people."

- **Dília Silva:** Dília Silva is a professional artisan that works with reed weaving. She created in collaboration with her husband JUNCUS, a brand of handcrafted products that seeks to modernise and disseminate the art of working with reed, particularly in fashion. Currently, Dília and her husband are transforming an old primary school into a local school for arts and crafts, where they hope to welcome people through tours, field trips and workshops as a way to share their knowledge of craft techniques.
- **Cristina Fonseca:** Cristina Fonseca has worked in basketry since 1984, initially dedicating herself to functional and decorative basketry for interior spaces, mainly lampshades made in reed. Since 2012 Cristina has been mainly interested in working on small series and making singular pieces, exploring other materials such as bulrush, chestnut and esparto. She regularly promotes workshops and training courses for public and private entities, being part of the group of trainers of CEARTE, IIEFP. She is also part of the Associació Catalana de Cistellers i Cistelleres since 2017, and her work has already integrated several exhibitions over the years.

Final rate of Attendance

The work group consisted of eight women, with an age span from 21 years old to 65 years old and from the surrounding area of Grândola. Although some participants had to miss the course occasionally (due to illness, family situations or medical appointments), all the women achieved a rate of attendance superior to 70%. Five of the women attended over 90% of the course, and three had an attendance of 100%.

Positive/Negative aspects faced during the course

In general, the course went very smoothly, as all the participants were highly motivated. Additionally, and thanks to the work developed with the group during the first week (coordinated by the social designer Susana António), the group developed strong and positive relationships, and actively participated and motivated each other whenever one of the participants struggled with the techniques taught during the course or with personal problems. They also helped each other, and the learning environment was globally very positive and engaging.

The main difficulties encountered were in the face of some participant's personal problems who could possibly interfere with their ability to attend the course and feel capable of completing it. There was one

particular case of one participant that was struggling with long term depression and who quickly felt like giving up the course. However, with the support of the social services of the stakeholders, as well as with the support of the group, the participant ended up returning and completing the course.

Ongoing evaluations

The decision to not implement a written test as a form of evaluation for the training course was defined early on in agreement with the stakeholders and trainers. Overall, it was decided that a written test did not apply to our course's format, and could easily put unwanted pressure on the participants, which could be detrimental to the course's development and the personal improvement of the participants. Instead, it was implemented a self-evaluation test, in which they were able to demonstrate their critical thinking skills. Filled in by the participants on the last day of the course, the test was about the general evaluation of the course and their perceptions of the quantity and quality of the skills learned for each week. The test consisted of seven questions for each section of the course, with each question being evaluated on a scale of one to five.

As a complementary form of evaluation, a second method of evaluation was made by the trainers, done also after the completion of the Training Course. The three trainers evaluated the group work and performance, as well as each participant's individual performance. For this evaluation, a written report was prepared by each trainer, divided into two parts: the first consisted of a qualitative evaluation of the group; the second consisted of the individual evaluation, with a grade (Insufficient, Sufficient, Good, Very Good) attributed to each participant based on their participation, ease of learning and skills acquired.

Overall, the evaluation by the trainers was positive, underlining the motivation and persistence of the participants, as well as their willingness to learn. Most participants were given an evaluation of "Good" or "Very Good", with the lowest scores being given to some participants in specific techniques they struggled with. The trainers also noted that a more positive overall outcome for the participants was possible thanks to their cooperation and mutual help, which allowed for the participants who struggled more with certain techniques and practices to achieve a better outcome and have a more positive learning experience.

The evaluation provided by Susana António was more qualitative, as the work developed was more focused not only on the exploration of design-based processes and the creativity of the participants, but also on the exploration of personal discovery and self-esteem, as well as the development of a strong group cohesion. The designer underlined the transformation she observed in the participants during the Training Course, with the women feeling more confident at the end, motivating each other to continue with the exploration of the work and techniques learned. There was also a general feeling of accomplishment among the participants, not only for completing the course but also for having produced something tangible: the pieces in reed weaving and bulrush.

Susana António also stressed the importance of the new understanding the participants gained about the term "design", and how it can be an important tool for their projects. The participants reflected on the way that a project methodology can help them face personal and professional challenges, helping them find new and creating solutions to some problems.

In a more individualised evaluation, Susana António evaluated most of the participants with a "Very Good" or "Good", with just two cases of "Sufficient". These were participants who struggled more with keeping up with their colleagues, or who struggled with particular and complicated personal problems. However, in these cases, she underlined their persistence in working and overcoming their difficulties.

As for the reed weaving techniques, the artisan Dília Silva gave an overall positive evaluation to both the group work and the individual performance. The group evaluation underlined the interest demonstrated by

the participants and the spirit of mutual help and cooperation demonstrated, which helped the participants with more difficulty in learning the techniques to reach more positive outcomes and results.

The individual evaluations were all positive, with some participants getting a “Very Good” evaluation from the artisan, given their strong level of participation, willingness to learn and the ease with which they learned the techniques. Most participants had an average “Good” evaluation, with the lowest scores (“Sufficient”) being given to only two participants, who struggled more with the techniques but showed persistence, a high level of participation and willingness to learn.

For the evaluation of the basketry techniques in bulrush, Cristina Fonseca also gave an overall positive evaluation of the group and of the participants’ performance. Stating that the motivation and group cohesion were already well established by the third week, as a result of the work of the previous weeks, the artisan underlined the cooperation and mutual help among the participants, who helped each other throughout the week, improving each other's work. Thanks to this level of cooperation, the final result, in terms of technique and quantity of pieces produced was evaluated as very positive.

On an individual level, the evaluations were also all positive, with some participants getting a “Very Good” evaluation. The remaining participants were evaluated with “Good” or “Sufficient”, with the artisan underlining in most cases the participant’s willingness to learn, their motivation and persistence in face of their difficulties.

Report on internal meetings and meeting with stakeholder

During the Training Course, the stakeholders were kept informed of the progress of the course by the accompanying members of the DFFWAC team. While no formal meetings were held during that time, the stakeholders accompanied the course by receiving informal reports from the DFFWAC team or by being present occasionally and in key moments, such as the first and last day. Additionally, the social team of the Municipality of Grândola kept in touch with the participants during the course, especially with the participants who might have struggled more. Finally, since both the Municipality of Grândola and the Parish Council of Carvalhal supported the course, they were always kept informed and were able to assess its progress and levels of participation.

Final comments and suggestions

Following the success of the Training Course, some of the participants have kept working on and practising some of the artisanal techniques learned. With the goal of trying to produce pieces that can be sold at local fairs and eventually producing more complex pieces, some participants have been working together. Some of the participants have found jobs after the conclusion of the Training Course (although in other areas), but are still interested in continuing the work started during the course and practising the techniques learned. Above all, the group kept in touch with each other, incentivizing one another to work together and maintain the drive of producing original pieces and projects after the course.

Given the importance of the project FORWARD: Fashion, Crafts and Design for Women Empowerment, and the success of the Training Course Fazer Bem among the participants, the Design Foundation for Women and Crafts is currently investing in a post-project continuation of the activity in the region, as a part of a larger

work developed between DFFWAC and the stakeholders Terra Foundation, experimentadesign, the Municipality of Grândola and the Parish Council of Carvalhal. Above all, this aims to invest in an enduring legacy in the area of individual and collective training, marked by the exchange of methodologies, techniques, processes, knowledge and concepts operated between women in precarious situations, and artisans and designers throughout the project, in which the benefits can extend for several years.

Started by the project Forward, the continuation of the work developed aims to create opportunities for the continuation of the work started with the Training Course Fazer Bem. The stakeholders are working together in order to provide a space in the nearby area where the participants can meet regularly, develop their own projects and work on the skills acquired during the course, in the hope of creating a multitude of new results and opportunities that may extend for a long period of time.

Additionally, and as a result of the direct investment by two of the stakeholders of the project – Terra Foundation and experimentadesign – a presentation of the pieces is being developed, with the goal of sharing the results with the local community and incentivizing the continuation and expansion of the work started with the Forward project. This presentation will have the format of an itinerant exhibition, with two presentations: first in Carvalhal, inaugurating in August in an outdoor space in front of the extensive area of rice fields characteristic of this region; and then in Grândola, in one of the exhibition spaces belonging to the Municipality, ending on November 30th. A book is also being prepared, to be launched in August 2023, that aims to leave a physical and long lasting record of the project, its impact and results.

In the exhibition, along with pieces produced by the participants, new pieces produced in reed weaving and bulrush by the two artisans, and created in collaboration with an invited product designer and visual artist, will also be presented. Part of the ongoing investment of DFFWAC, Terra Foundation and experimentadesign in the maintenance, appreciation and innovation of craftsmanship and artisanal practices, as well as in the creation of social and economic sustainability for local communities and artisans, the collaborative work between the artisans and the designer and artist aims to bring an innovative approach to these traditional crafts practices. By presenting this collaborative work as part of the continuation of the Forward project, and together with the work developed between the participating women, the artisans and the designer Susana António, to contribute to the understanding of the importance of innovative approaches in crafts practices and to reinforce the importance of the investment in local communities and artisanal practices.

Chapter 4. General Report on Feedbacks from Participants, Trainers and Stakeholder

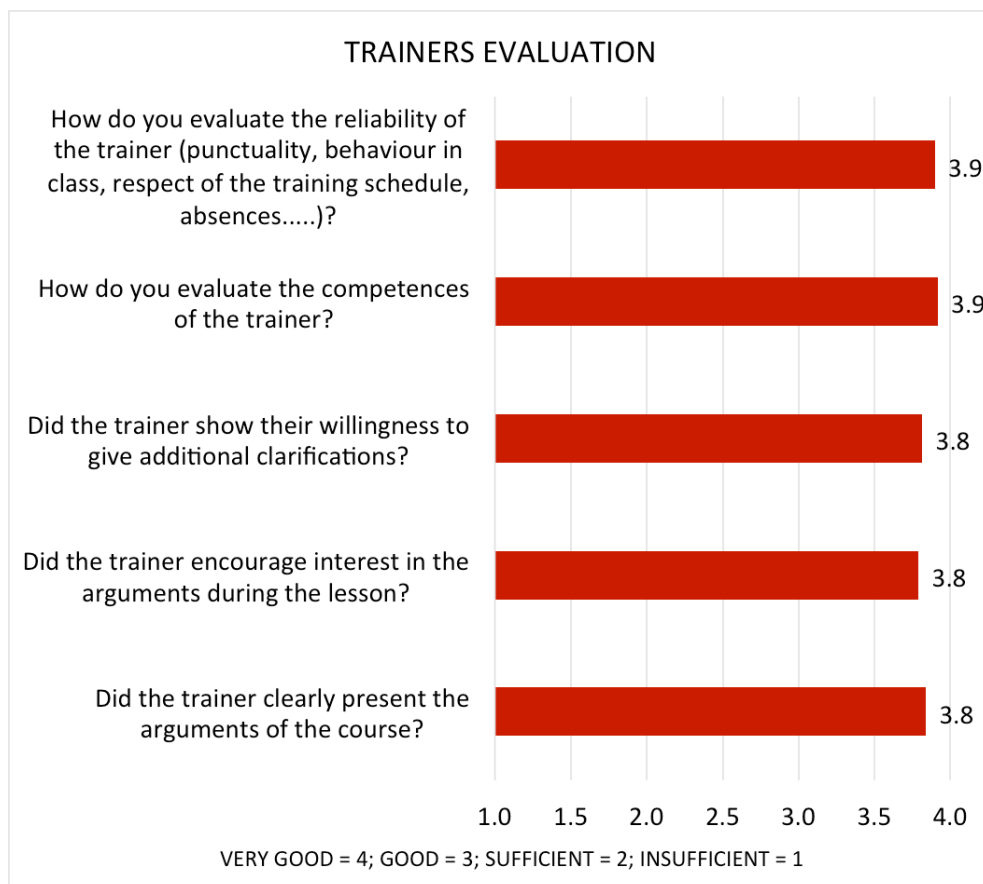
The training courses (A4) required full monitoring. Besides testing at the end of each course to monitor the level of skill acquisition achieved, questionnaires to monitor the overall satisfaction of all parties involved were also submitted to stakeholders, participants and trainers.

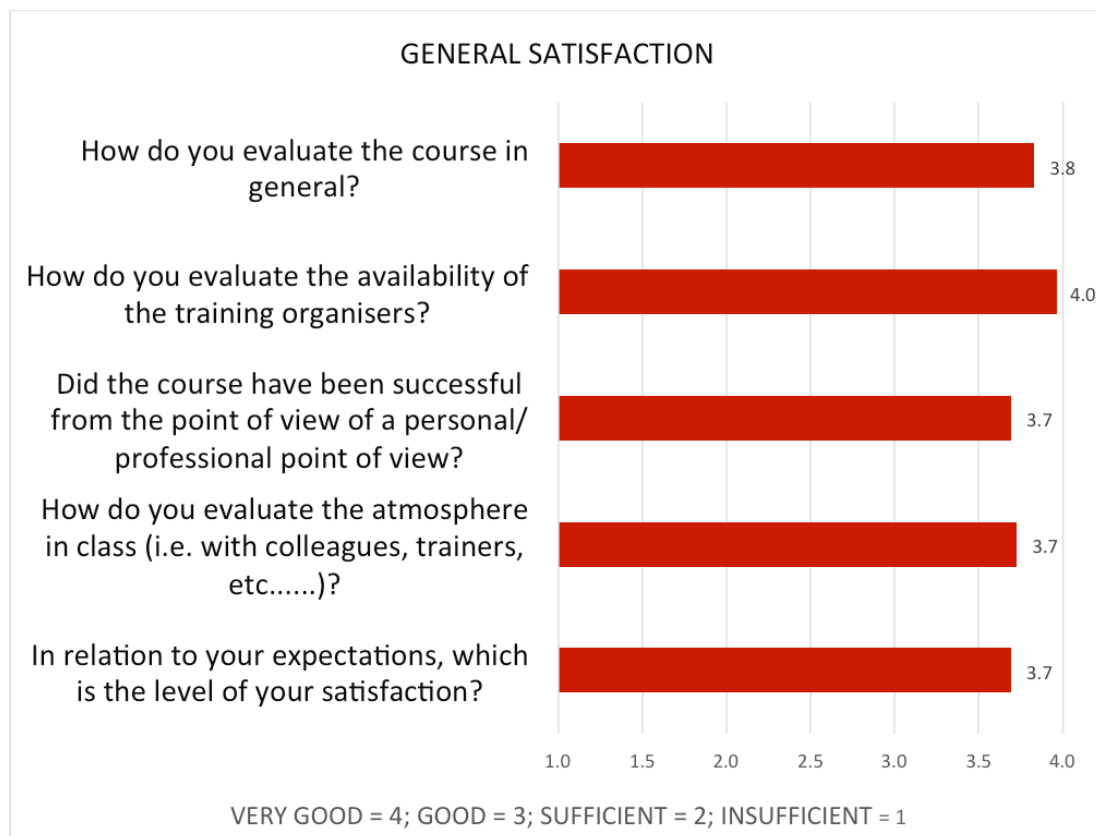
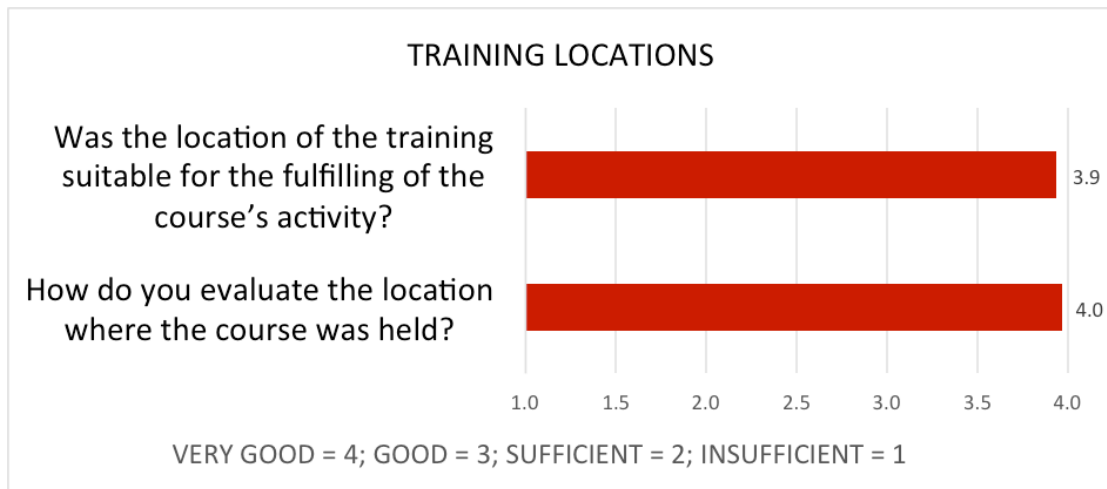
Participants were asked to assess trainers' skills, course logistics, and to provide a rating of their satisfaction compared with initial expectations. The trainers were asked to feedback on course logistics and duration. Stakeholders provided feedback on the effectiveness of the course and on their interest in being involved in future projects. The collected and analysed data is reported in the following charts: Feedback from participants, Feedbacks from trainers and Feedbacks from stakeholders. The graphics indicate the project-whole summed data, and then partner specific.

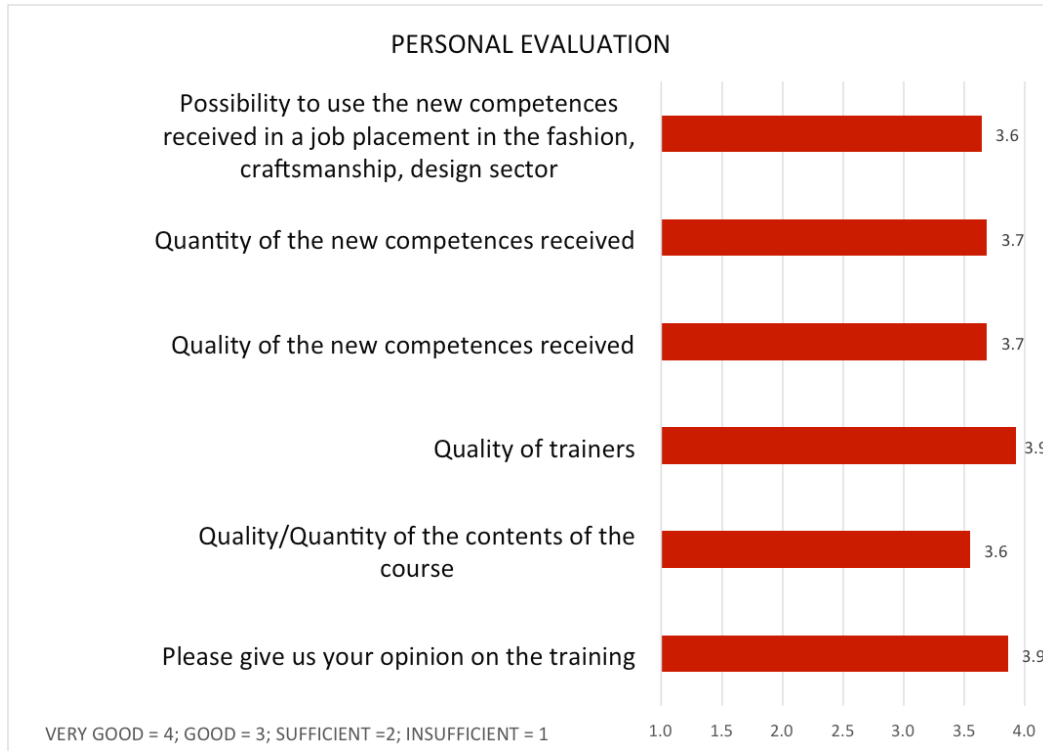


4.1 General Report on Result of Questionnaires concerning Feedbacks from Participants, Trainers and Stakeholders

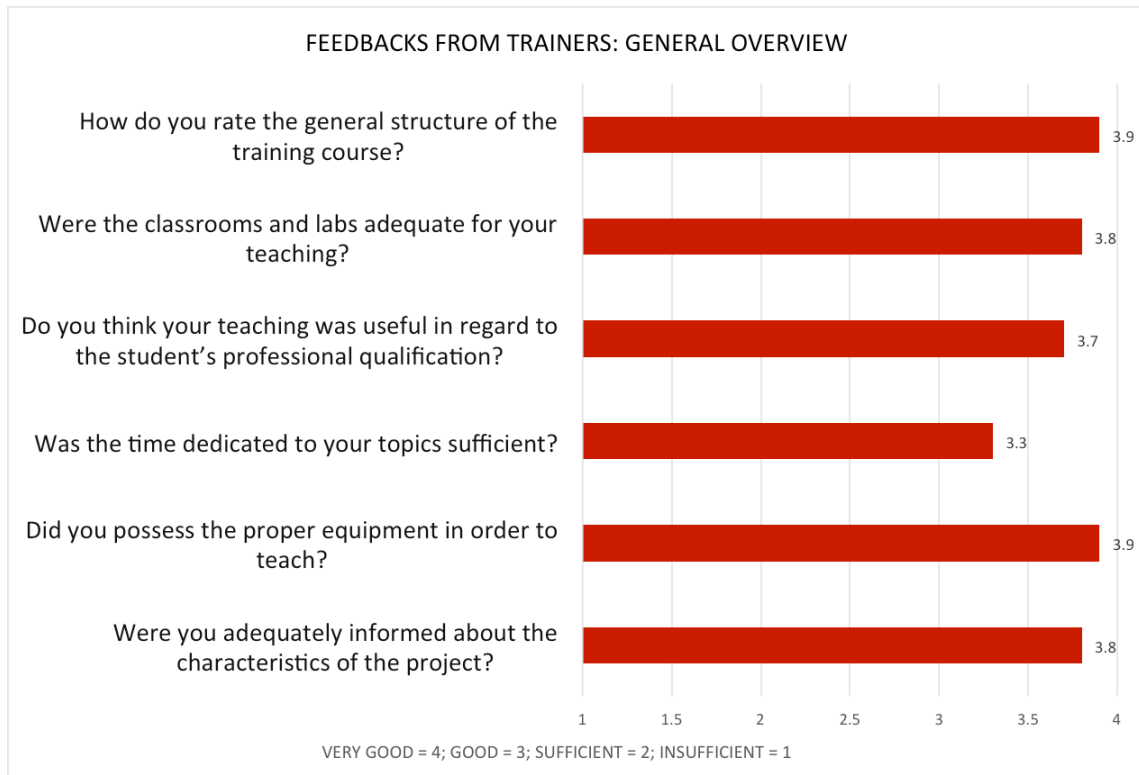
Feedbacks from Participants



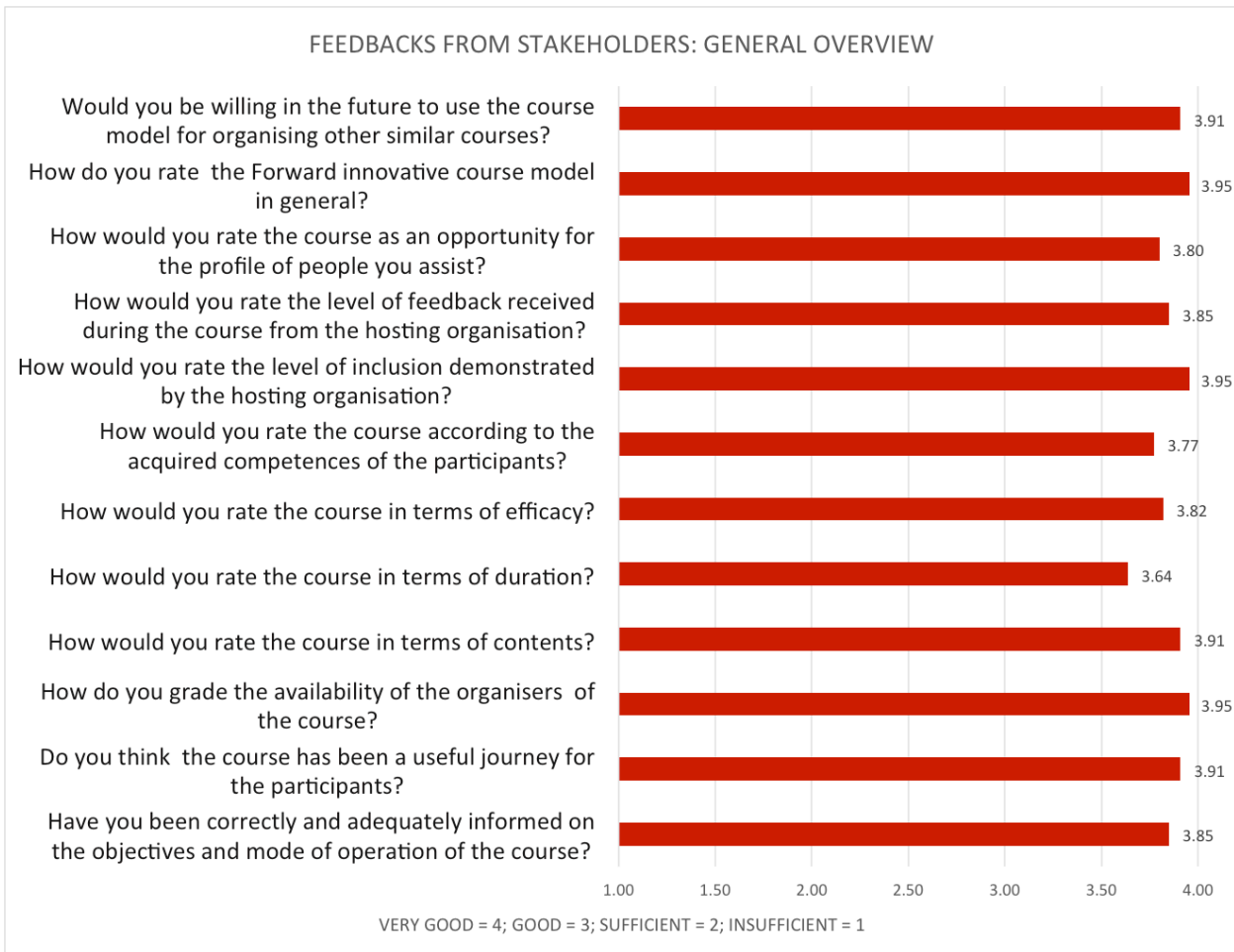




Feedbacks from Trainers



Feedbacks from Stakeholders



Overall, we can see how the results are above expectations. The participants appreciated trainers' competence as well as the availability of the organizations, which are an important aspect to provide involvement and achieve inclusion.

Secondly, it should be noted that the choice of locations and spaces was reported as very good. This is to confirm, for any future courses, that course locations should be chosen strategically, as being central and accessible by public transportation.

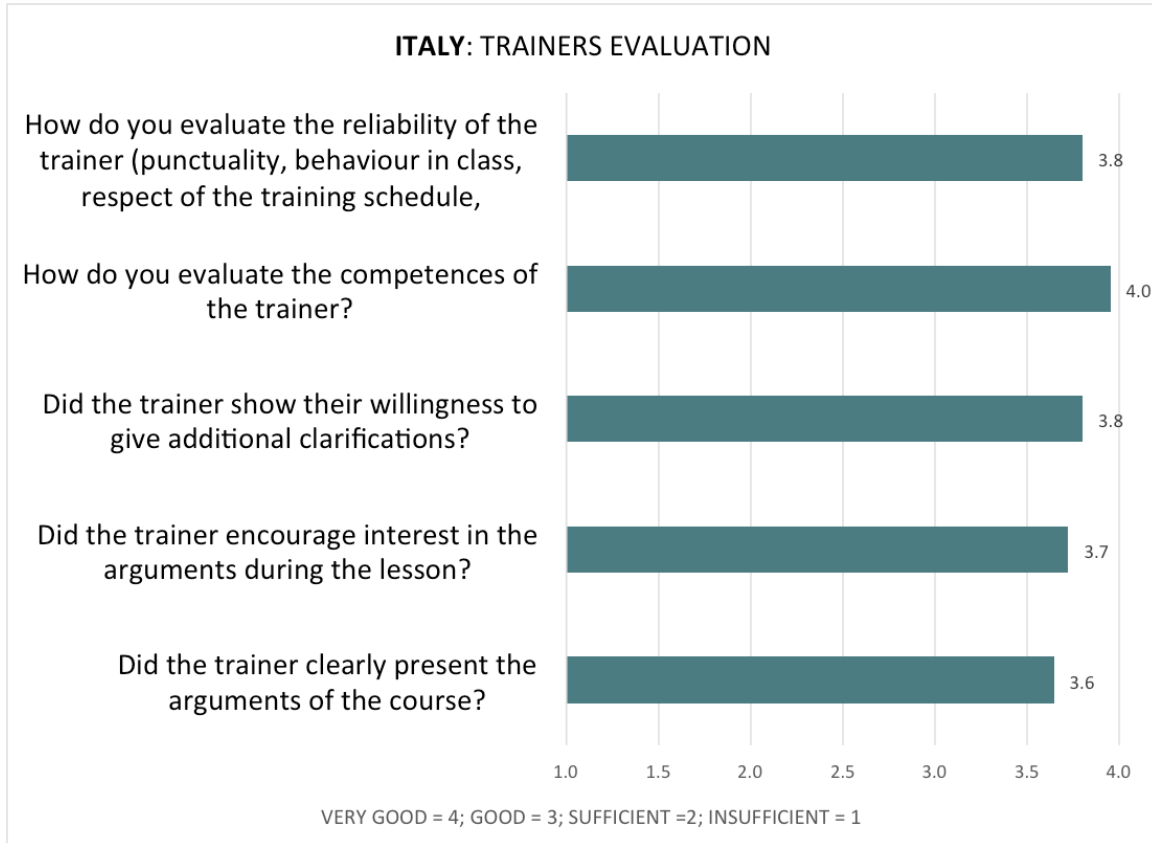
Another noteworthy evaluation was concerning the learning environment. Class atmosphere created within the classes, are an essential condition, together with trainers' competence, participants felt the support of a group, and also having a shared learning and social goal, and the structure to overcome any real or potential difficulties, are a must for the course success.

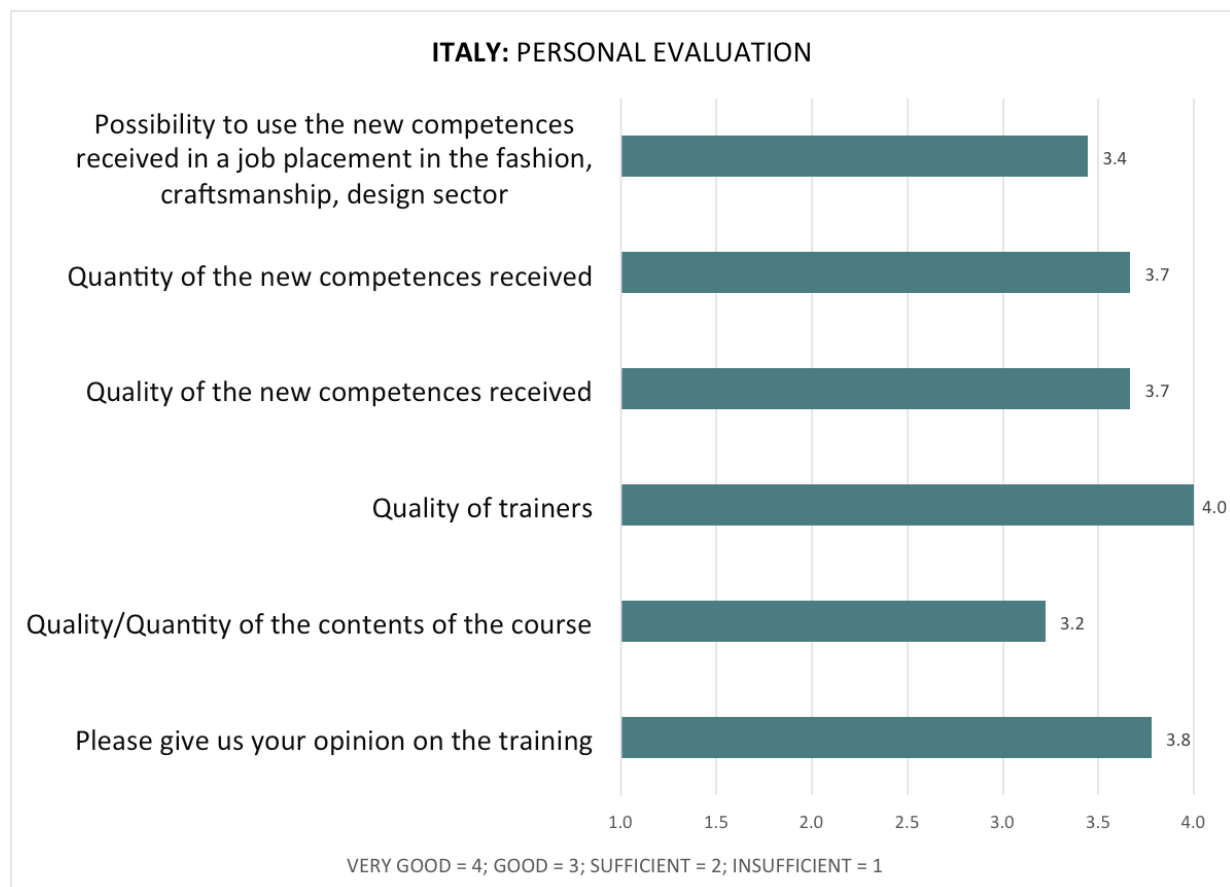
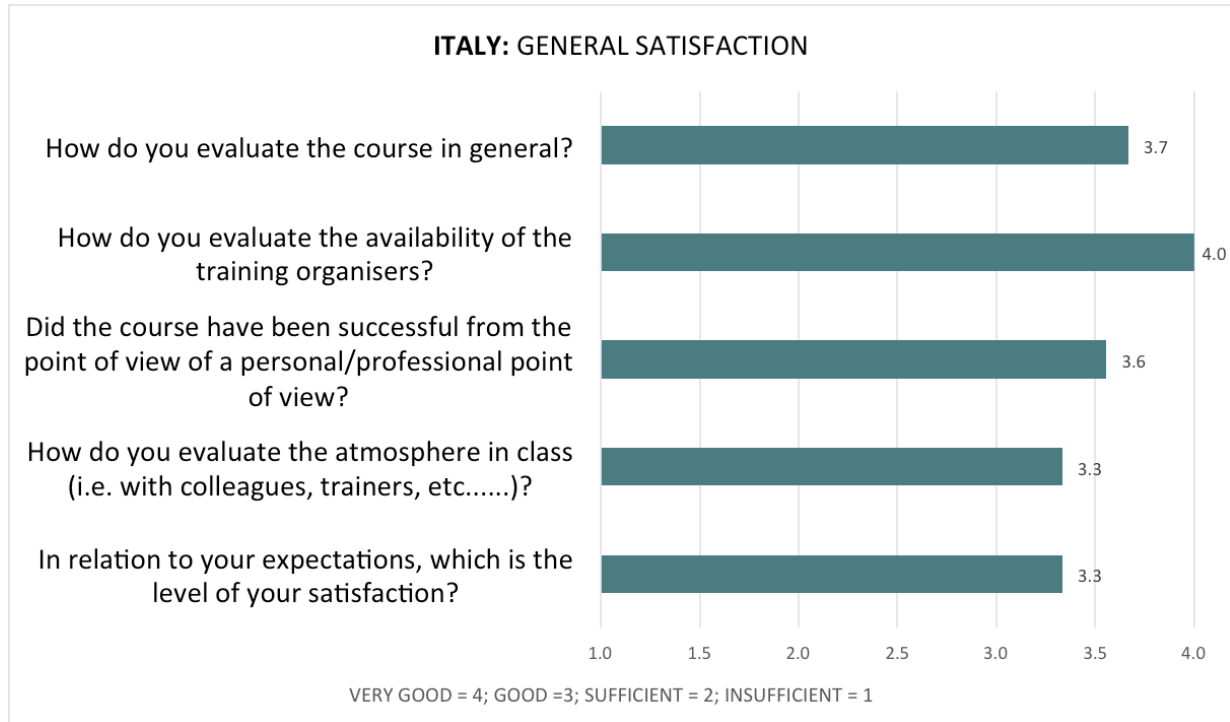
Another best practice reported is that organizations need to invest time and competence into selecting candidates appropriately, having a target audience with clear selection criteria, both compulsory and desirable requirements are key. A well-designed and activated course should start and end with the same participants.

The evaluations given by the stakeholders record a very positive degree of satisfaction, in particular with regard to the course organization, its innovativeness and the prospect opportunity to replicate it in the future.

4.2 Italy: Report on Feedbacks from Participants, Trainers and Stakeholder

Italy: Report from participants





Participants were asked to fill a questionnaire shared with all partners, which contained questions addressing 4 aspects of the course.

In the majority of cases, participants responded to the various questions regarding every area of competence (Quality of trainers, Quality of the location, General Satisfaction, Personal Evaluations) with a high grade of appreciation (Good/Very Good) which gave back to Flo organization team and trainers both the confirmation and satisfaction that the course had achieved its objective. This result is mainly due to the fact that, during the course, participants had sensed that their needs, problems, frustrations, difficulties were welcomed and clearly perceived the genuine intention and effort of Flo staff to really stand alongside them every step of the way.

Due to participants' profiles, such an achievement is to be considered a very important result: feeling the support and care of others represented for women such as these, who generally struggle to overcome their everyday difficulties, the opportunity to gain strength and to have faith in themselves and in their future. Despite the overall satisfaction, in a handful of cases one or two participants marked some questions with a lower grade of satisfaction (Sufficient). Answers in this category can be grouped together as related to the participants' awareness of how far they perceive themselves to have come and where they had hoped to be at the end of the course. Their hope had been to complete the course and be eligible for a job in the fashion sector. The course has definitely provided them with knowledge and awareness as well as skills that can be defined as excellent tools to keep moving in that direction, but there are still many steps ahead. Expressing a lower grade in the questionnaire, somehow showed their anxiety towards future endeavours and their uncertainty of how to move forward.

Italy: Report on feedbacks from trainers



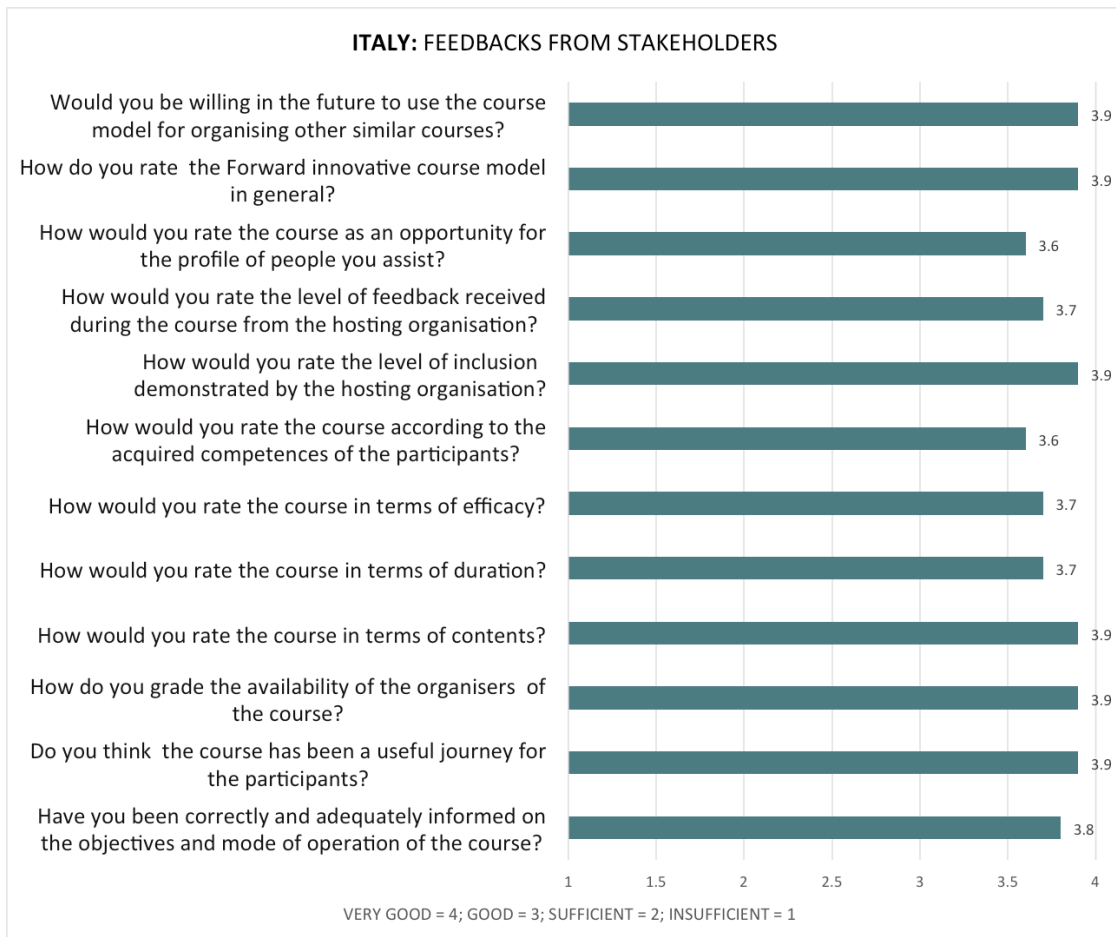
All the trainers who worked on the innovative course are officially part of the Flo organization and as such they already both knew each other on a day-to-day basis and understand Flo's underlying principles and objectives. They were all deliberately involved from the beginning in the conception of the course; indeed their participation and commitment was fundamental in the designing of the course itself and subsequently

in all the different stages of its implementation.

Each trainer had already gained his or her own personal experience both in teaching courses and in dealing with people coming from disadvantaged backgrounds so the basic concepts of the course were not new to them. Nevertheless this Forward innovative course added an extra layer to their shared experiences; it gave them the opportunity to work together, to exchange opinions and points of view and to rely on each other's help when needed.

This Forward innovative course however proved to be more than only a new fulfilling experience for all trainers, it also proved an unexpected challenge from which they all benefited and learnt something new. For example, during the practical sewing part of the course it was logistically complex to provide each of the 8 total participants with individual personalized training at the same time during each of the 4 hour sessions. A further challenge was ensuring that each of the participants maintained concentration and focus for the duration of the work session. Last but not least was the need to make sure that participants were only focused on their daily assignments and not competing with each other as sometimes occurred.

Italy: Report from stakeholder



Stakeholders who followed the paths of the participants till and during the course have expressed their full appreciation of every aspect of the innovative course held by Flo.

Their appreciation is fundamentally based on the opportunity that the course gave them to introduce their recipients to detailed tailor made training. Opportunities such as these are not so common and stakeholders

are always very grateful whenever they are involved in these kinds of projects. From their point of view, there is a substantial need of this kind of educational training specifically dedicated to this target group of women, who require special care and assistance. In many cases, the innovative course held at Flo, was the perfect opportunity for stakeholders to provide an incentive to the women which would encourage them to concentrate on themselves and on their education, to overcome their difficulties, to invest their time and

energy in discovering their talents and capabilities, to start making independent decisions about their life and their role in the world. They also valued the fact the training course was free for participants, which made the difference for them.

Stakeholders who work in assisting women coming from disadvantaged backgrounds are fully aware of the difficulties related to managing this target group so they were very grateful to be able to work with Flo who has multiple years of experience in this field and who is locally renowned for being a very welcoming and caring organization.

Some stakeholders also expressed their particular appreciation regarding the choice to dedicate the course to a small number of participants: having a small group allowed trainers to dedicate a substantial amount of quality time to each woman and to personalize their learning process as well as focus on their specific needs. The stakeholders also very much appreciated the way the training was designed, focusing the personalised training of each individual participant was also underlined by the stakeholders as the most suitable way to follow and monitor the learning process of each woman.

Questionnaires received from the stakeholders contained many illuminating written comments. This report includes some of the most salient:

From the stakeholder who followed a participant facing addiction problems:

"... the training course had represented for the candidate an important step forward in her on-going therapy path which had allow her to progress in self definition and self esteem".

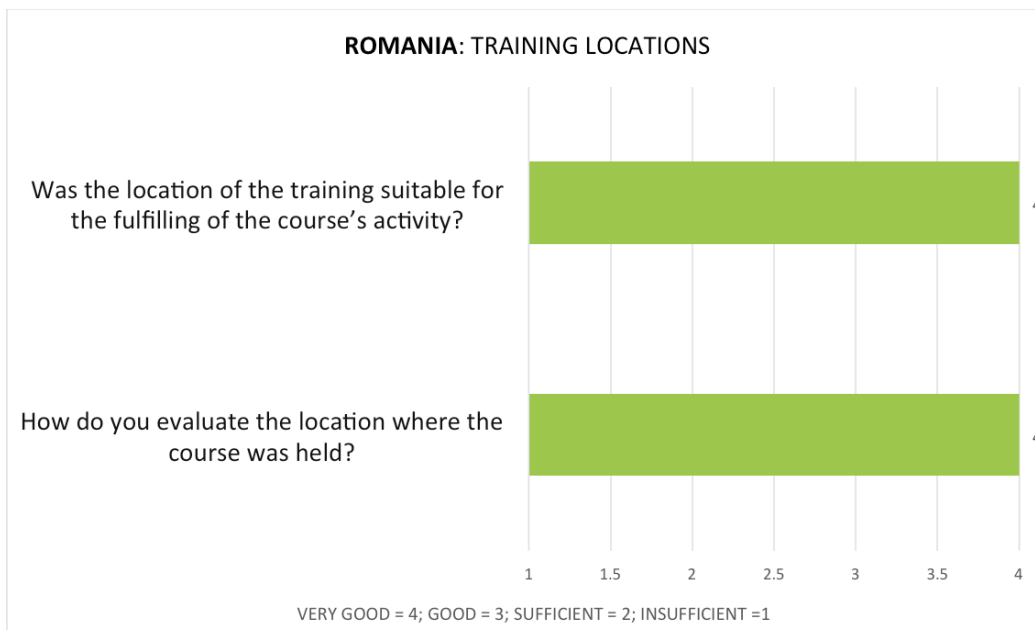
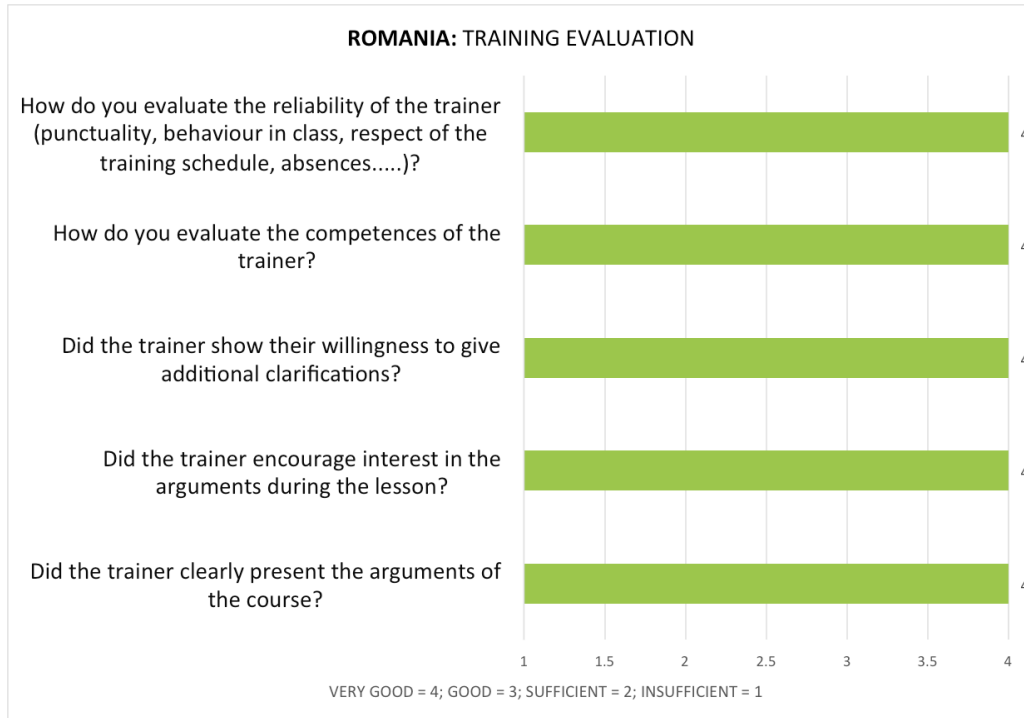
From another stakeholder:

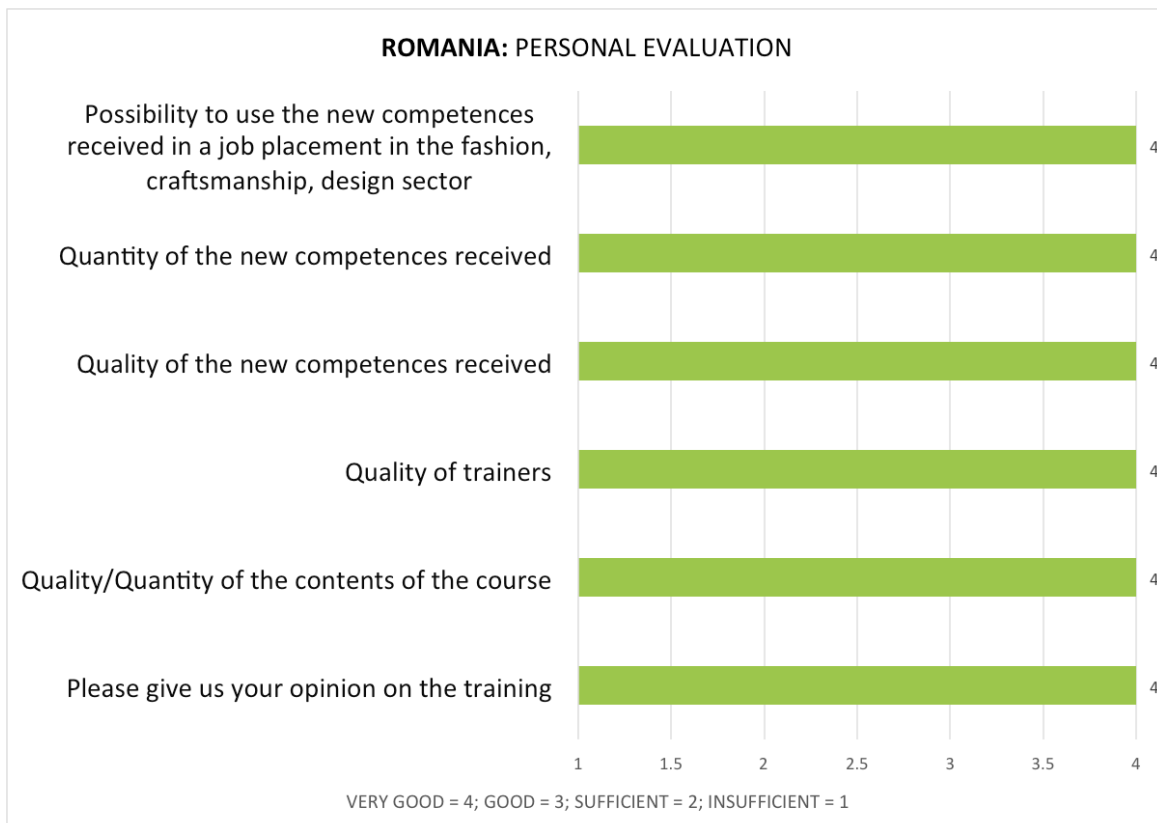
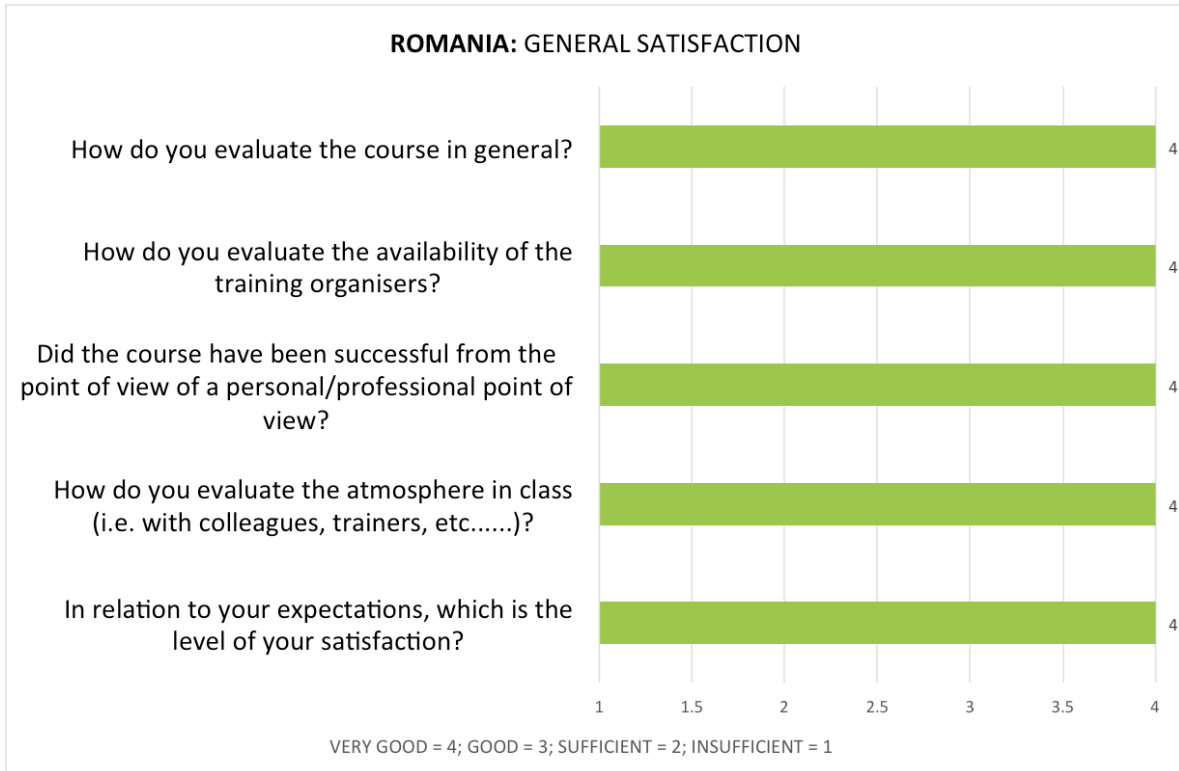
".....the training course has been an excellent opportunity for our candidate to developed new relations and to acquire tecnical competences which have reinforced her confidence and self-esteem".



4.2 Romania: Report on Feedbacks from Participants, Trainers and Stakeholder

Romania: Report on feedbacks from participants





The innovative training developed by our organization was very well received by the direct beneficiaries - the women who developed skills and competences in making crafts and who developed an individualized

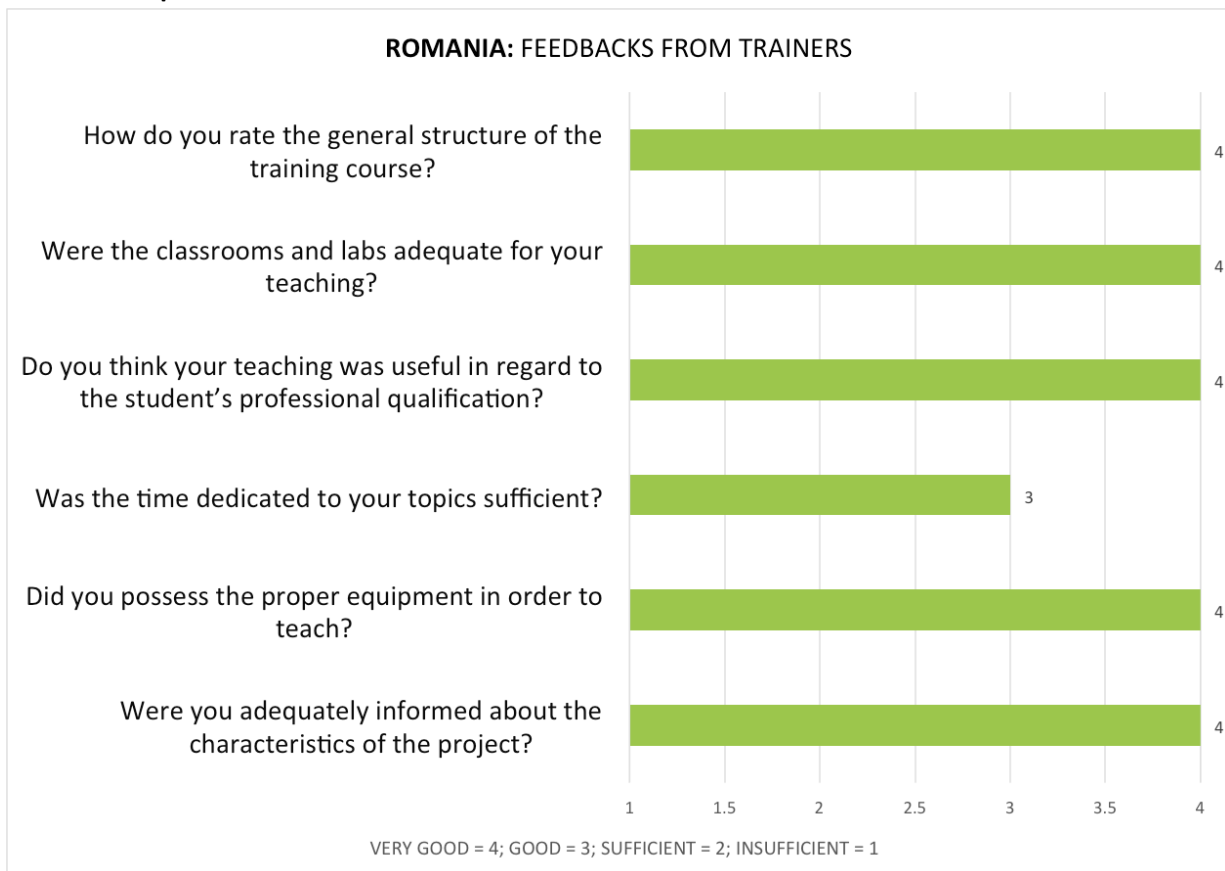
business plan following a digitized mentoring process.

The final evaluations provided by the beneficiaries were positive and for us as a Foundation and for all the trainers it represents a very strong motivation to continue our work in this field.

The whole training was a period of empowerment for all the direct beneficiaries, they accumulate a lot of knowledge and skills from the trainers, but also from each other, each lady having skills and abilities in a different field from the extremely diverse methods of making crafts.

The entire training is a method of women empowerment in which the exchange of experiences, knowledge and skills leads to the individual and professional development of each participant (regardless of whether we are talking about the direct beneficiary, the trainer or an expert from the management team).

Romania: Report on feedbacks from trainers



Within the FORWARD project, The Open Network for Community Development Foundation benefited from the contribution of three trainers: Stela Constantinescu, Victoria Seimeanu and Alina Craciunescu.

For the trainers who carried out the innovation training, it was a period of challenges.

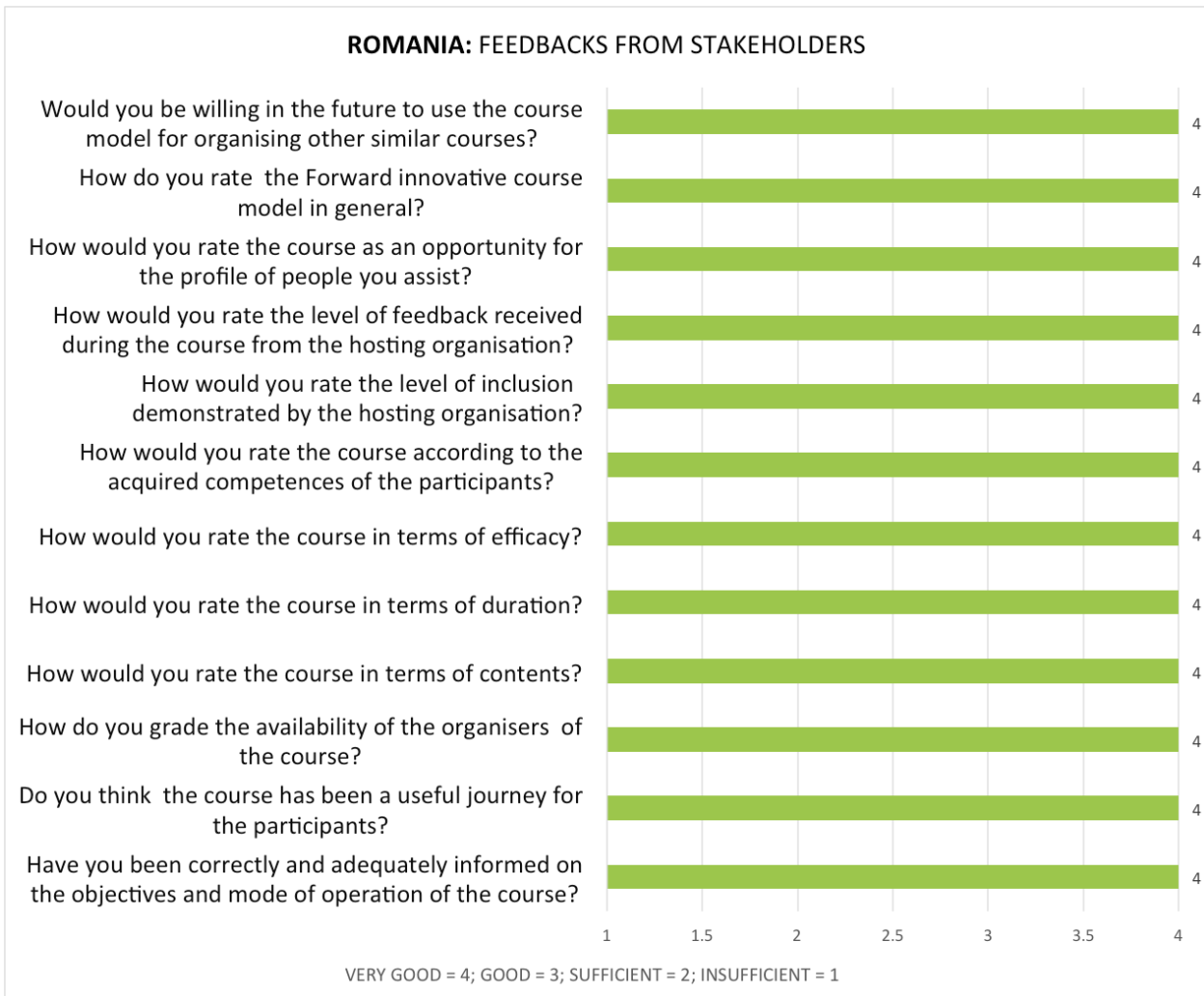
Our trainers are experts in making crafts, they are plastic artists, they are people who develop local resources for crafts (lavender), but they are not specialized in international work or in collaboration within a European ERASMUS+ project.

For our trainers, this project was a personal and professional development, it was an experience of collaborative work at the European level from which they learned a lot. With regard directly to the innovative training carried out, there was a common opinion (of the three trainers) that this training could have been developed on many more modules, if the time and length of the project would have allowed. At the same time, the participation time of the direct beneficiaries is a criterion that must be taken into account in the development of other future trainings.

Thanks to the example provided this training paves the way for future modules that can be developed specifically on individual craft methods.

The final evaluation of the trainers was positive from all points of view: the work with the management team of the foundation, the international collaborative work, the direct work with the beneficiaries and the communication with the local stakeholders.

Romania: Report on feedbacks from stakeholders



This report contains the responses received from a number of 8 stakeholders (from a total of 9 stakeholders/one cannot be contacted) who were involved in all the development phases of the project, respectively in the planning, preparation and implementation phase.

The responses of the stakeholders were received in electronic format, by email and summarized in this report. For all 12 questions, all 8 Stakeholders were answering with “Very Good”, so this is a percent of 100% of “very good”.

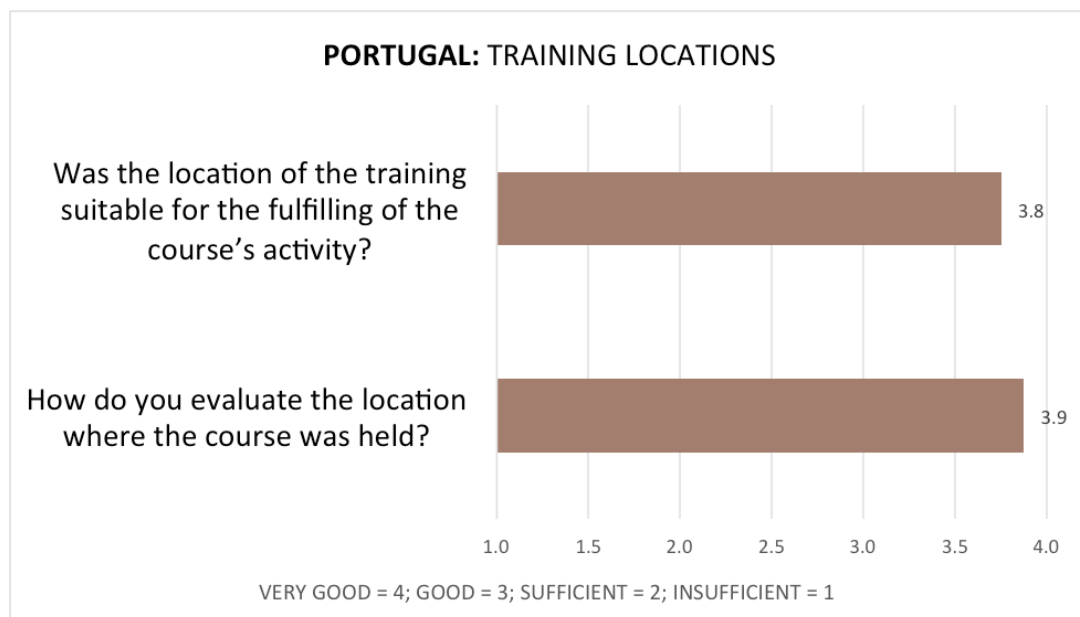
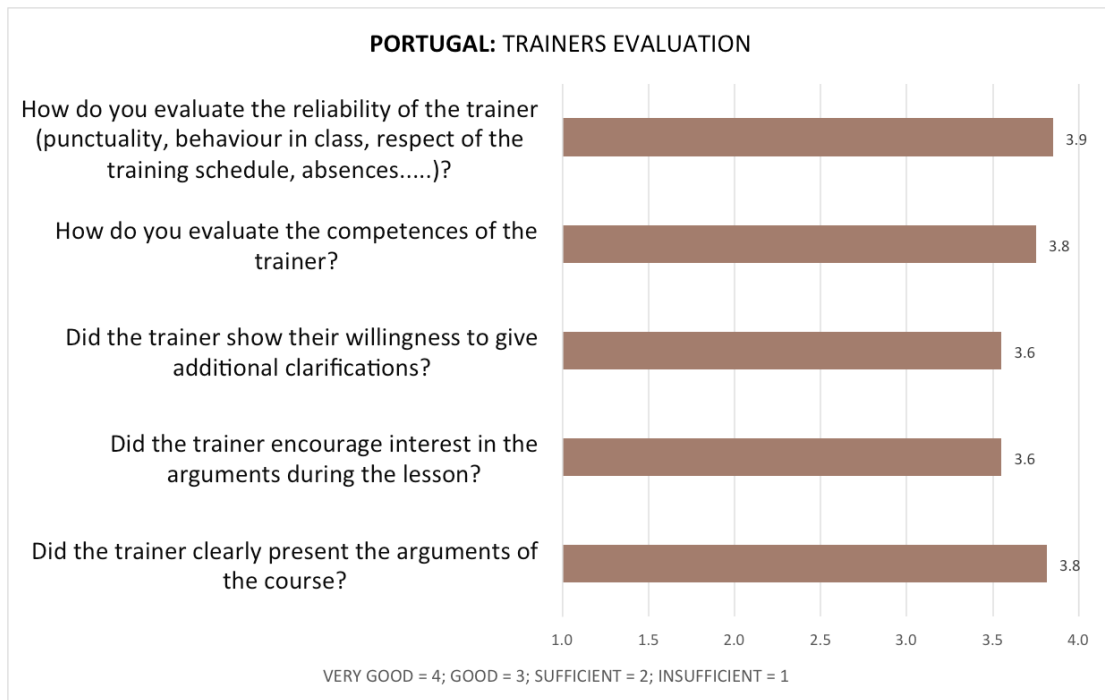
As additional feedbacks stakeholders considered that:

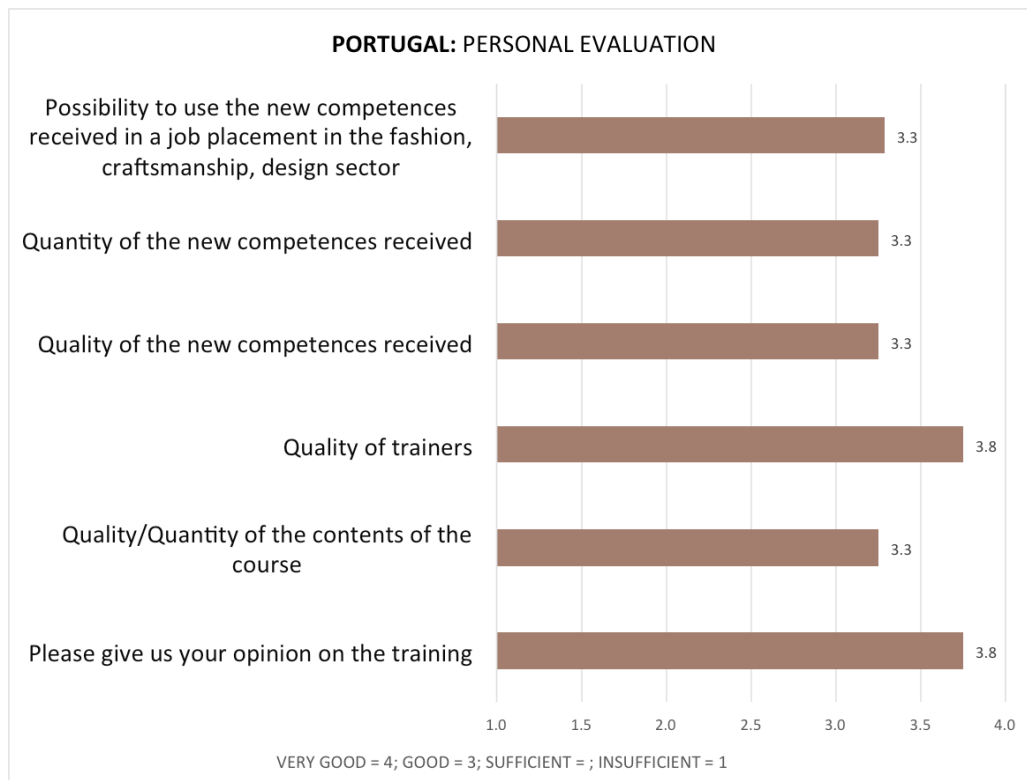
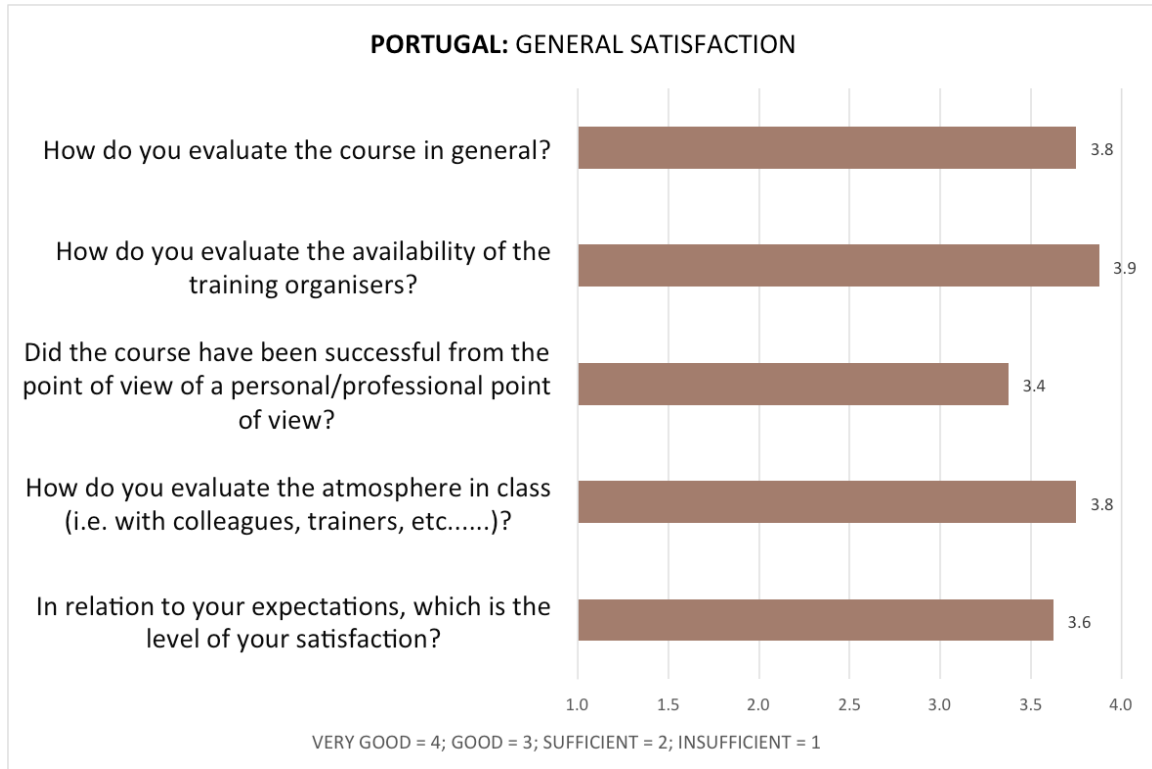
- ✓ The project is necessary to develop the skills and abilities to start an individual business in the field of Crafts.

- ✓ The model of this training with all the theoretical, practical phases, the digital mentoring phase is particularly well planned to reach the final goal: increasing the skills necessary to create a business in the field of crafts.
- ✓ The project is particularly useful for women coming from rural or small-urban communities where there are very few job opportunities.
- ✓ Concepts such as local resources, circular economy, sustainable environment are particularly interesting and promising for Romanian communities.
- ✗ The project has the potential to grow and expand in the future to many other locations and communities.
- ✓ The fact that the beneficiaries involved can become members of an association that deals with such development of CRAFTs is extremely helpful in providing the motivation and support necessary for future development of their personal initiatives in this field.

4.4 Portugal: Report on Feedbacks from Participants, Trainers and Stakeholder

Portugal: Report on feedbacks from participants





For the evaluation of the feedback of the participants, the model sent by the partners was used, after being translated to portuguese.

Regarding the feedbacks on the quality of trainers, there was overall positive feedback. The participants gave very positive evaluations to the trainers, with mostly “Very Good” and “Good” evaluations, with only some occasional lower evaluation on the support provided.

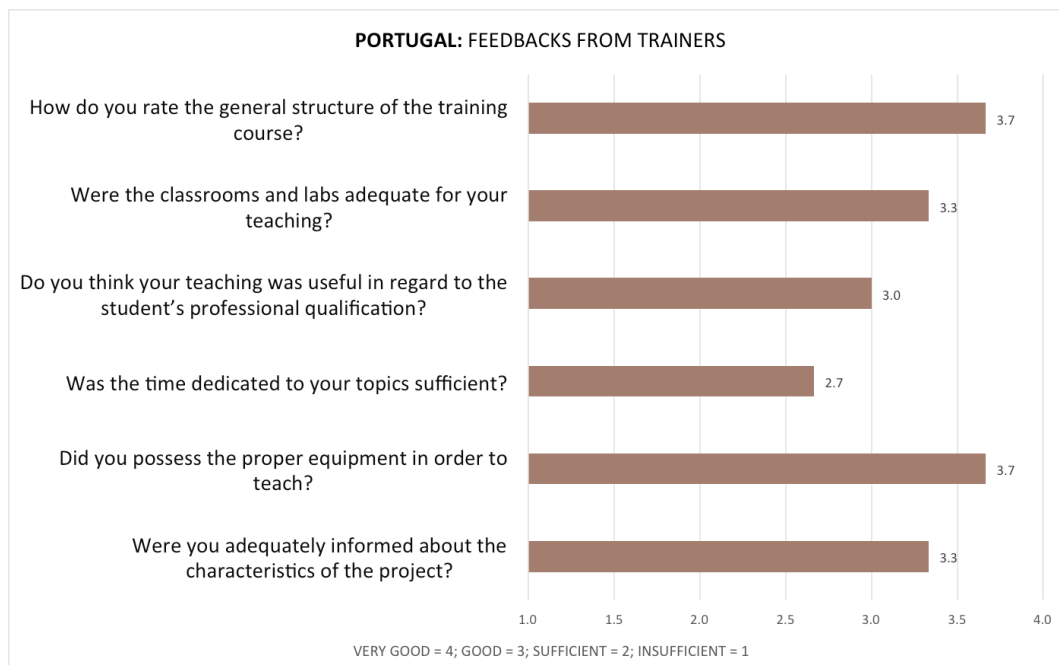
Regarding the training location, the majority of the participants felt that it was suitable for the activities developed during the Training Course.

In general, the participants gave a very positive evaluation to the course, with six evaluating it as “Very Good” and two as “Good”. There was also a positive evaluation of the availability of the training organisation and of the atmosphere during the course. As for the success of the course from the point of view of a personal or professional investment, there was a more divided evaluation, with four “Very Good”, three “Good” and one “Sufficient” evaluation. This, in addition to the feedback we received from the participants during the course, is mainly related to the duration of the Training Course, as they felt it should have been longer in order to provide the opportunity to work on the learned skills with the supervision of the artisans for a longer period of time.

In the final section of the questionnaire, the participants evaluated in a positive way the Training Course, although with some lower scores in certain areas. In particular, the participants felt that the quantity of the new competences was only good, as well as the possibility of the new competences to help them get a job placement in the area. This was, according to the feedback received during the three weeks, due to the duration of the course. The participants felt they needed more time to practice and consolidate the techniques learned.

The overall and final evaluation of the course was, however, quite positive, with six “Very Good” and two “Good”, which is consistent with the feedback received informally during the course.

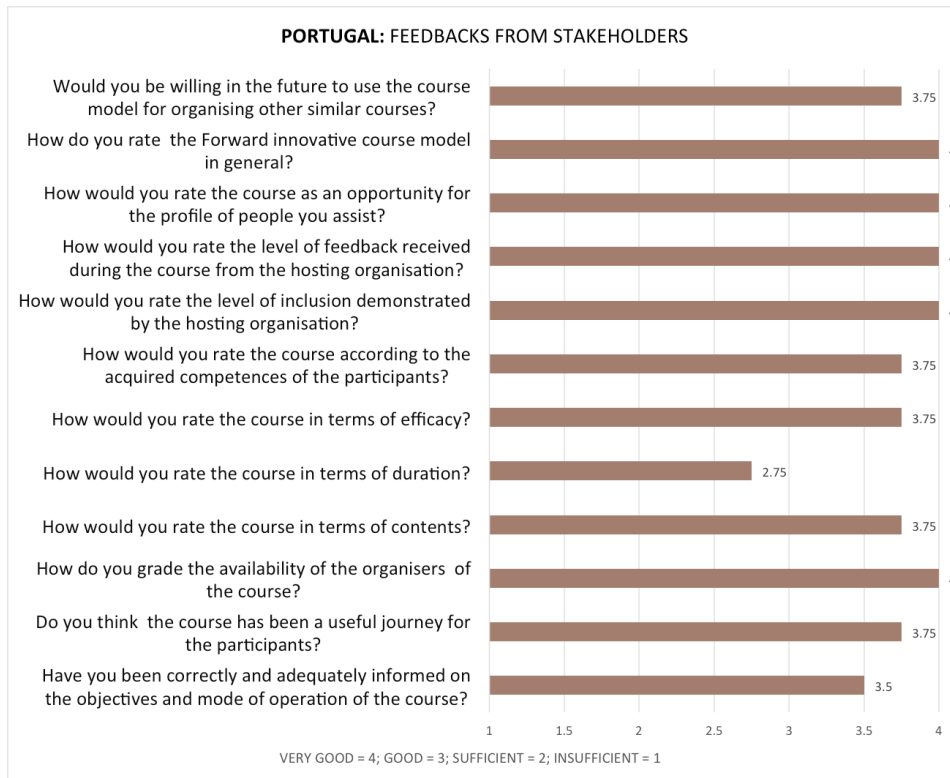
Portugal: Report on feedbacks from trainers



There was an overall positive evaluation of the trainers about the Training Course, with a majority of “Very Good” and “Good” evaluations. The trainers felt that there should have been more time dedicated to each

topic, although they felt that, in any case, the course was useful and could have a positive impact on the professional path of the participants.

Portugal: Report on feedbacks from stakeholders



The overall feedback from the stakeholders was positive, with a general feeling that the course had been useful and effective for the participants. There was a high majority of "Very Good" and "Good" evaluations, both when it came to the communication and availability of the hosting organisation and its team, and when it came to the course itself. The lowest score came regarding the duration of the course, with one of the stakeholders evaluating it as "Insufficient" (the other three considered it "Good" or "Very Good"). However, in the section for the additional feedback, they explained this low evaluation had nothing to do with the organisation and the goals of the course, but only because they felt that given the particular needs and characteristics of the participants, the course should have been longer to allow for the consolidation of the learned techniques and soft skills. The same stakeholder did, however, show openness and interest for future similar courses, with an evaluation of "Good" in that question.

Other stakeholder also provided additional feedback, underlining their interest in the organisation of future similar courses and opportunities, as they believed it was a positive contribution and added value to the local community.

Chapter 5: Communication and Dissemination

A consistent communication strategy is important for the dissemination of any project, not only digitally, but also with local communities. As such, the quality and consistency of a communication strategy should be perceived as an integral component of a successful project and it should be defined in the early development stages.

The main goal of a communication strategy is to promote a programme as efficiently as possible, having a clear message and reaching out to diverse audiences. Firstly, it is important to define a graphic identity that is consistent and easily recognisable, an identity that can be easily adapted and applied to different platforms, digitally and in print. The graphic identity should include a logo, a selected font and a colour palette – these are important elements that provide character, individuality and legitimacy to an organisation, programme, project or event.

As we are living in the digital era, one of the easier ways to introduce, promote and share a project is through a website. The website should mirror the programme's graphic identity and include detailed information about its developments, meaning it should be constantly updated. It should also be visually dynamic, presenting different kinds of media, such as photos and videos.

Regarding social media, when there are different partners involved in the promotion of a project, the implemented strategy should give each partner control over their own social media plan, but with a coordinated message and a consistent visual approach and identity between partners. For instance, one of the ways this can be achieved is by defining an image frame that mirrors the set graphic identity and can be added over the shared pictures, making it easily recognisable across the different social media profiles. The different partners can also agree on a set phrase they can add to their texts, as a way to unify their message – this allows for each partner to communicate with their followers and communities in their own way, with their own writing style or language, while maintaining a consistent visual identity and sense of partnership.

Overall, we can conclude that a successful and effective audience outreach can be achieved by adopting a communication plan that is interactive, vigorous and present across different platforms. It is by sharing as much content as possible – such as news, activities, ideas, values and developments – and defining a clear and stimulating visual identity that a programme can arouse curiosity and incite participation and engagement.

Chapter 6: Model of Innovative Course in Fashion, design and craft sector

6.1. Objective of the course

The training course in fashion, design and crafts is the answer to the need to create educational paths for women coming from disadvantaged backgrounds in a specific sector such as fashion, design and crafts. The course aims to offer this specific target of beneficiaries the opportunity to acquire basic technical skills necessary to imagine a future job placement in this field, but also the chance to work on themselves, on their self-esteem, on their communicative competences, on their personal inclinations and desires, all fundamental skills necessary to overcome their personal difficulties and to gain hope for a brighter future.

An educational path in this particular sector also responds to the will to stimulate participants to express their creativity through manual work and directly engages them in manufacturing items of any kinds (i.e. candles, baskets, ready to wear and accessories etc.). Being involved in practical tasks could be on the one hand challenging, but on the other very therapeutic for women such as these beneficiaries who struggle daily with a multitude of difficulties.

To achieve these objectives it is essential to plan the course focusing on the particular needs of the participants, taking into consideration their status as well as their types of disadvantage.

6.2. General contents

The educational path is based on both theoretical and practical contents and experimentations. In all three areas addressed (fashion, design and crafts), the course aims to pass on general information regarding each sector, to guide and supervise participants through multiple stages of manual experimentation and to support them in achieving competences regarding possible future occupational pathways.

Some of the themes developed in the innovative course in fashion, crafts and design sector could be the ones described hereinafter, but others could also be suitable:

Regarding the **fashion** sector, here below are the major contents developed during the educational path:

- ✓ General information about the world of fashion and its intrinsic rules.
- ✓ Experimentation of manual and machine sewing techniques and other related procedures.
- ✓ General notions and experimentation on site of retail selling techniques.
- ✓ Detailed introduction to the job market in the fashion sector.

Regarding the **crafts** sector, here below are the major contents developed during the educational path:

- ✓ Introduction on national and international policies and practices regarding craftsmanship.
- ✓ Introduction in practical experimentation with soft shape forms and hard shape forms
- ✓ Realization of individual business plans related to craftsmanship (digital mentoring)
- ✓ Introduction to and experimentation with traditional handcraft techniques, involving local artisans.

Regarding the **design** sector, here below are the major contents developed during the educational path:

- ✓ Introduction to design-based strategies for product and project development.
- ✓ Experimentation with design-based approaches to the development of news projects and products.

6.3 Involvement of stakeholder

The involvement of local stakeholders is essential in order to achieve the above-mentioned objectives, in all the different stages of the educational path. In consideration of the specific target of the participants, all the involved stakeholders are active in assisting women with disadvantaged backgrounds, either as local institutions or non-profit associations. The organization sponsoring the training course must establish a close relationship with each stakeholder, making sure that they have a full understanding of the various aspects of the course and the related objectives in order for them to locate candidates for the educational path and enroll them as possible participants. During the selection process the role of stakeholders is essential and fundamental as well: knowing candidates and being well informed of their personalities, capacities, difficulties and struggles, they are able to decide if this particular educational path is suitable for them but also help the promoting organization to approach them in the most advisable way during the preliminary meetings.

It is though during the implementation of the training course that the assistance of stakeholders can be extremely important. If some beneficiaries are struggling during the course and are facing difficulties that are compromising their performance, the promoting organization can refer to the stakeholder for support in order to find the most suitable and effective way to intervene and immediately make the necessary adjustments.

6.4. Participants profile

The participants in the educational training course are women coming from a variety of disadvantaged backgrounds. They have to be at least 18 years old, to speak the native language of the country where the course is implemented and they have to be highly motivated to want to participate in this educational path.

They could belong to the following disadvantaged statuses:

- Mentally and physically challenged
- Victims of sex trafficking
- Victims of domestic violence
- Long time un-employed
- Immigrants and/or Refugees
- Women with poor health conditions
- Women facing economical and social difficulties
- Women coming from poor rural areas

- Women coming from isolated areas with no access to transportation
- Transgender women
- Women with unstable family situations

All these women have in common the need to start a personal path of empowerment and self-affirmation which could lead them to find the strength to overcome their difficulties and design a future through education and work. It is important to take into consideration other aspects of each participant, such as:

- Age
- Country of origin
- Family status
- Religion
- Education
- Availability to attend the course

6.5. Incoming orientation: selection process and preliminary meetings

A consistent amount of time needs to be dedicated to the incoming orientation and therefore to the selection process and the preliminary meeting with candidates. The selection process starts with sharing the project in all its parts with local stakeholders in order for them to be able to candidate women who correspond to the requested profile. Every organization involved should approve a document reassuming in detail all the important information necessary to select possible candidates, such as:

- Candidate Profile
- Duration of the course and agenda
- Contents of the course
- Objectives of the course
- Location of the course

The promoting organization should contact stakeholders and engage them in one or more meetings, online or in presence, to answer their questions and when needed give additional information or clarifications, in order for them to easily identify the right candidates for the innovative course. During these meetings the selection application form is shared with each stakeholder: it contains all the required information regarding the candidate and after being filled and returned to the organization, it would allow the beginning of the selection process. Each organization should form a selection committee, composed by the project leader and one or more trainers, which will evaluate every application received and unanimously decide whether to arrange a meeting with the candidate. During the decision making the support of stakeholders is welcomed in case there is the need to share additional information regarding the candidate, which could be very helpful to finalize the selection.

It is during the preliminary meeting, that the promoting organization has the chance to first meet in person the candidate, share with her the details of the course as well as discuss her personal needs, difficulties, challenges, and expectations and verify her motivation to participate on the training course. These meetings are essential because during them, the selection committee can really make a final decision, which can confirm or reverse the initial one. The specific target of women to which the course is offered, is characterized by a general vulnerability that requires special care and attention: it is important to be able to carefully evaluate if the candidate is in a position to fully benefit from this particular educational path by taking into consideration her actual status and trying to foresee possible damages that can arise during the implementation of the course.

6.6. Training course duration, location and number of trainers involved

The training courses carried out by each partner of Forward had differing lengths, which varied from a minimum of 49 hours to a maximum of 128 hours. Each course was divided into sessions which lasted from a minimum of 2,5 hours to a maximum of 6 hours each. The duration of each session needs to be decided in consideration of the participants' target and also in relation to the content of each session. Dealing with women from disadvantaged backgrounds, it is important to constantly monitor their level of attention and how they relate to the topics of the session. Whenever some are showing signs of distress or lack of attention, it could be useful to allow them to have a few minutes break or to rearrange the content of the session in order for the participants to access it easily.

The training course can take place in one single location or multiple ones depending on the contents. It is essential that the location chosen for the training is accessible to all participants either by public transportation or on foot. Reaching the training location could be challenging for participants: if they live far away and have to rely on public transportation; if they have small children to take to school before coming to the course, it can be even more complicated. The promoting organization should take into consideration the sort of difficulties participants might have, and be tolerant in case of any delay.

The number of trainers involved in the course could also vary from 3 to 4 and are chosen by the organization for their specific competence in the various topics of the course. They are not required to have past experience in teaching women coming from disadvantaged backgrounds, so they must be accurately briefed by the promoting organization about the objective of the course, the target of participants and how to approach them in the most effective way. It is important for them to be welcoming and patient, emphatic and assertive and to dedicate themselves to the course with enthusiasm and emotional involvement.

6.7. On-going evaluations

Ongoing evaluations are essential tools to put in place during the course in order to monitor at any time the performance of each participant. During the course participants could be asked to take some written tests: very simple multiple-choice questionnaires based on theoretical contents that aim to verify the level of understanding of the course material. Trainers could be asked to fill one or more questionnaires to evaluate the practical performance of each participant that aims to underline the technical competences achieved, and each participant's strengths and weaknesses.

Monitoring the performance of participants is essential to guarantee the positive outcome of the training course. The organizers and the trainers involved need to be able to meet and discuss the development of the course and the performance of each participant. These meetings become crucial when one or more of the participants show difficulties that need to be addressed so that a remedial plan can be developed and put in

place. In some cases, the course organizer can request the support and assistance of the participant's stakeholder to have additional information or to better understand external circumstances, which might affect the participant performance.

Organizers, trainers and stakeholders are effectively expected to stand by participants and to come together any time it becomes necessary to provide them with full support during the entire duration of the course.

6.8. Outgoing orientation procedures

The innovative course is to be considered, for many of the women involved, a first step towards a future job placement in the fashion, design and crafts sector. The course is the opportunity for participants to find out if they are willing to pursue this possibility, to evaluate their achieved competences and eventually to start planning further steps in order to reach this objective.

It is therefore important that women are supported in this procedure by the promoting organization with the support of stakeholders. This activity can be carried out by addressing the participants as a group as well as individually. Participants are helped to focus on:

- Opportunities offered by local public or private institutions to extend their learning process in order to achieve additional technical competences
- How to find available internships and how to properly apply
- How to write and edit their curriculum vitae
- How to finalize and present their business plan in order to open their own business.

During this time, women are invited to ask questions, to receive clarifications on complicated matters, to share their difficulties and apprehensions towards an unknown future as well as to look ahead and design their future steps on the base of what they have experienced and achieved during the course. Especially for the target of women involved in the innovative training course, receiving support in this definition phase is very important in order for them to navigate the present and to imagine a future.

6.9. Final Considerations

The above chapters aim to give all the necessary information regarding the implementation of a training course for disadvantaged women in the fashion, design and craft sector for other European organizations to rely on when wishing to invest in a similar activity.

The key points to base the implementation of a training course for this specific target group can be synthesized as follows:

- Focus the course on the needs and aspirations of the specific target group
- Clearly define the structure of the course, its objectives and outcomes
- Set both common goals and individual ones
- Create and adapt contents to the need of participants to acquire skills that can be useful to obtain a future job in this sector.
- Carefully plan every stage of the course
- Create a support group of people around each participant
- Elaborate all documentation necessary to regulate every step of the course.

- Constantly monitor and evaluate the project progress to underline problems and find suitable solutions

Monitoring and evaluation activities in particular throughout the entire course are essential to provide information and data necessary to evaluate beneficiaries learning outcomes and to ensure that project activities are on the right track. These activities also provide an opportunity to adjust the project's direction where needed, and to identify any areas of improvement.

The implementation of an innovative training course in the fashion, design and crafts sector is definitely an effective way to empower women coming from disadvantaged backgrounds. As much as it represents an opportunity for all parties involved (promoting organization, beneficiaries, and trainers) to positively grow in awareness and competences, it is also a challenging to implement. It is crucial to keep focus on the objective of the course at all times, i.e. that the aim is to empower women from disadvantaged backgrounds through an educational path that is fully aware and takes into consideration their fragile condition so as to be effective. From the above chapters it is clear that the target of beneficiaries for the training course are women coming from all sorts of disadvantaged conditions, each of them with a personal and unique profile. Tailoring a training course that aims to respond to the needs and aspirations of such a diverse group of women is definitely challenging and requires the exact same level of attention from start to finish.

About Authors



Elisabetta Renzoni

Motto: *“Fight for what you want and you might get it!”*

“I always loved fashion as a opportunity to express oneself, I therefore spent the last 20 years in the fashion sector, where I learned the multiple and complex aspects of the business. In Flo I have brought to life a personal dream which is that of provide a welcoming organization where people in need can learn according to their special needs and dreams, how to become part of the fashion world!”



Riccardo Ceccherini

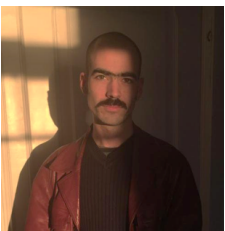
I’m graduated in cinema and literature and I’ve always been attracted to arts and to human potential. Thanks to the many activities we developed in FISM formazione, I learned to help people to express their vocation in many different work sectors. Since I loved writing, in FISM formazione I also improved my skills by designing training projects for different users. I believe that difficulties are the strongest boost to grow as a person and as a professional.

**Cristina Victoria Chert**

I have been active in European projects for 20 years. These projects have given me a wealth of knowledge in various areas of development, have given me the opportunity to meet outstanding experts and have reinforced the idea that the more you know, the more you understand how little you know. I know that one project will not change the world, but I know that any project by people for people can make this world a better place. Let's move FORWARD on the road to a better world!

**Mariana Ferreira**


With a bachelor's degree in Economics and a master's degree in Art Markets, I am currently a producer working in a wide range of contemporary cultural projects. I have worked in the field of cultural production since 2018, having worked in institutions such as MAAT - Museum of Art, Architecture and Technology and Experimenta. With a simultaneous focus on academic research in the field of Art History, I am currently a PhD candidate at the Faculty of Humanities of the University of Lisbon.

**Santiago Simões**

I am originally from Lisbon but lived in the UK for six years, where I completed my bachelor's degree in History of Art from the University of Sussex (2017) and my master's degree in Curating and Collections from Chelsea College of Arts (2019). Mainly interested in cultural studies, as well as gender politics, my research practice focused on the accessibility of art, interrogating how one displays and writes about "difference". In the last few years, I have had the opportunity to curate shows in London and in Lisbon, and I am currently working as an editor and communication assistant.

Annex

Annex # 1:


Fashion, Crafts and Design
for Women Empowerment

FORWARD
FASHION, CRAFTS AND DESIGN FOR WOMEN EMPOWERMENT
ERASMUS+
KA210-ADU - Small-scale partnerships in adult education

CANDIDATE PROFILE

AGE: MINIMUM 18 YEARS OLD

SEX: WOMEN

DISADVANTAGED BACKGROUND:

- PHYSICAL OR MENTAL
- SOCIAL OR ECONOMICAL DISADVANTAGE
- VICTIM OF SEX TRAFFICKING
- ADDICTION PATIENT
- IMMIGRATE/REFUGEE
- OTHERS _____

NB. NOT NECESSARY TO BE PRESENTED BY SOCIAL SERVICES.

LANGUAGE:

- MINIMUM LEVEL OF THE LANGUAGE OF THE COUNTRY WHERE THE COURSE IS HELD


COURSE INFORMATION:


DURATION: _____


TOTAL HOURS: _____


NB. SINCE THE COURSE IS FINANCED BY PARTNERS AND BY THE EUROPEAN COMMUNITY, THE COURSE IS FREE FOR EACH PARTICIPANT.


A PROJECT BY



Fashion, Crafts and Design
for Women Empowerment


Co-funded by
the European Union



























Annex # 2:

<p style="text-align: center;">FORWARD Fashion, Crafts and Design for Women Empowerment</p> <p style="text-align: center;">FORWARD FASHION, CRAFTS AND DESIGN FOR WOMEN EMPOWERMENT ERASMUS+ KA210-ADU - Small-scale partnerships in adult education APPLICATION FORM</p> <p>Name: _____</p> <p>Surname: _____</p> <p>Place and Date of birth: _____</p> <p>Address: _____</p> <p>Telephone: _____ Email address: _____</p> <p>Nationality: _____</p> <p>Identification document: _____</p> <p>Residency Permit : a. Yes _____ b. No _____</p> <p style="text-align: center;">A PROJECT BY</p> <p style="text-align: center;">  Co-funded by the European Union    </p>	<p style="text-align: center;">FORWARD Fashion, Crafts and Design for Women Empowerment</p> <p>Native language: _____</p> <p>Other Languages: _____</p> <p>Level of Italian/Portuguese/Romanian: • Elementary <input type="checkbox"/> • Intermediate <input type="checkbox"/> • Advanced <input type="checkbox"/></p> <p>Educational level: a. Elementary school <input type="checkbox"/> b. First grade Secondary School <input type="checkbox"/> c. Second grade Secondary School <input type="checkbox"/> d. Other courses <input type="checkbox"/></p> <p>Working situation: a. Unemployed <input type="checkbox"/> b. Employed <input type="checkbox"/></p> <p>If B. please specify work schedule and flexibility. _____ _____</p> <p>What motivates you to join this course? _____ _____</p> <p style="text-align: center;">A PROJECT BY</p> <p style="text-align: center;">  Co-funded by the European Union    </p>
<p style="text-align: center;">FORWARD Fashion, Crafts and Design for Women Empowerment</p> <p>Are you able to participate to the course? • Yes <input type="checkbox"/> • No <input type="checkbox"/></p> <p>What is your availability: _____</p> <p>Date: _____</p> <p>Participant Signature: _____</p> <p>Social services/educators/association presenting the candidate/others signature: _____</p> <p>Attached Documents: copy of identification document, residency permit (if present), release form for use of photos and recordings made during the project in order to promote the activities carried out within the project.</p> <p style="text-align: center;">A PROJECT BY</p> <p style="text-align: center;">  Co-funded by the European Union    </p>	

Annex # 3:**A2 QUESTIONNAIRE**

1. Overall, did A2 Training to trainers meet the expectations outlined in the project outline?
2. Clarity of the invitation letter
3. Workshop Structure
4. Time management
5. Use of online applications to interact remotely
6. Group interaction and participation
7. Have you gained new skills with respect to the planning and implementation of a training course?
8. Please indicate which additional skills would you like to improve
9. Has A2 enabled you to gain a clearer vision of the project and the subsequent phases?
10. Please share which moment you liked the most or found the most useful
11. Do the Draft Forward Project Training Course Guidelines meet your expectations?
12. If yes, please provide an explanation as to what has or hasn't been discussed
13. How many hours did you attend?
14. Please indicate which day you attended and an explanation for not attending
15. Do you have any suggestions for the future?
16. Please indicate your name, surname and organization

A3 QUESTIONNAIRE

1. Overall, did A3 Definition of common guidelines for an innovative pathway in fashion, design and craft sector meet the expectations outlined in the project outline?
2. Are you satisfied with the contents of the guidelines and its clarity?
3. If no, please provide an explanation as to what has or hasn't been discussed
4. Group interaction and participation in the meetings
5. Have you gained new skills/tools?
6. Please indicate which additional skills/tools would you like to improve:
7. After the Activity 3, do you feel more comfortable for the definition of A4?
8. Has A3 enabled you to gain a clearer vision of the subsequent phases of the project?
9. How do you evaluate the guidelines' portability to A4?
10. Do the guidelines can be adapted to different contexts or different productive sectors?
11. Do you have any suggestions for the future?
12. TPM agenda and structure

A5 QUESTIONNAIRE

1. Overall, did A5 Model of an innovative course meet the final expectations?
2. Are you satisfied with the contents of the Model and its clarity?
3. If no, please provide an explanation as to what has or hasn't been included in the Model
4. Group interaction and participation in the meetings
5. Have you gained new skills/tools?
6. Please indicate which additional skills/tools would you like to improve
7. Number of convalidate guidelines from A3 included in the Model:
8. TPM Portugal Agenda and organization:
9. Level of transferability of the innovative course to other context:
10. Effectiveness of the course in achieving the set learning objectives
11. Please indicate any critical issues encountered during the course and its organization
12. Are you planning to organize other similar courses based on the results obtained?

TP Meetings QUESTIONNAIRE

1. Overall, how do you rate the organization of the TP Meetings that took place in Italy, Romania (online) and Portugal?
2. Did the TP Meeting in Italy meet the expectations?
3. Did the TP Meeting in Romania (online) meet the expectations?
4. Did the TP Meeting in Portugal meet the expectations?
5. How do you rate the group interaction during the meetings?
6. Do you have any suggestions for the future?

Annex # 4:

Participants Feedbacks

FORWARD
FASHION, CRAFTS AND DESIGN FOR WOMEN EMPOWERMENT
ERASMUS+
KA210-ADU - Small-scale partnerships in adult education

Participants Feedbacks
Act. 4 Innovative Training Course in Italy, Romania, Portugal

TRAINER EVALUATION

TRAINER	Does the trainer clearly presents the arguments of the course?				Does the trainer encourage interest on the arguments during the lesson?				Does the trainer has shown his/her willingness to give additional clarifications?			
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good

A PROJECT BY



TRAINER	How do you evaluate the competences of the trainer?				How do you evaluate the reliability of the trainer (punctuality, behavior in class, respect of the training schedule, absences.....)?				If necessary another question			
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good

TRAINING LOCATION

LOCATIONS	How do you evaluate the location where the course has been held?				Was the location of the training suitable for the fulfilling of the course's activity?			
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good

A PROJECT BY



GENERAL SATISFACTION

In relation to your expectations, which is the level of your satisfaction?	insufficient	Sufficient	Good	Very Good
How do you evaluate the atmosphere in class (i.e. with colleagues, trainers, etc.....)?	insufficient	Sufficient	Good	Very Good
Did the course has been successful from the point of view of a personal/professional point of view?	insufficient	Sufficient	Good	Very Good
How do you evaluate the availability of the training organizers?	insufficient	Sufficient	Good	Very Good
How do you evaluate the course in general?	insufficient	Sufficient	Good	Very Good

A PROJECT BY



Co-funded by
the European Union



Design
Foundation
for Women
and Crafts



PERSONAL EVALUATION

Please give us your opinion on the training	insufficient	Sufficient	Good	Very Good
Quality/Quantity of the contents of the course	insufficient	Sufficient	Good	Very Good
Quality of trainers	insufficient	Sufficient	Good	Very Good
Quantity of the new competences received	insufficient	Sufficient	Good	Very Good
Quantity of the new competences received	insufficient	Sufficient	Good	Very Good
Possibility to use the new competences received in a job placement in the fashion, craftsmanship, design sector	insufficient	Sufficient	Good	Very Good

A PROJECT BY



Co-funded by
the European Union



Design
Foundation
for Women
and Crafts



Stakeholders Feedbacks



Fashion, Crafts and Design
for Women Empowerment

FORWARD
FASHION, CRAFTS AND DESIGN FOR WOMEN EMPOWERMENT
ERASMUS+
KA210-ADU - Small-scale partnerships in adult education

Stakeholders Feedbacks
Act. 4 Innovative Training Course in Italy, Romania, Portugal

Name: _____ Surname: _____

Company: _____

Name of the Forward candidate: _____


A PROJECT BY




Co-funded by
the European Union










Fashion, Crafts and Design
for Women Empowerment





Have you been correctly and adequately informed on the objectives and mode of operation of the course?				Do you think the course has been a useful journey for your beneficiary?				How do you grade the availability of the organizers of the course?			
Insufficient	Sufficient	Good	Very Good	Insufficient	Sufficient	Good	Very Good	Insufficient	Sufficient	Good	Very Good

How would you rate the course in term of contents?				How would you rate the course in term of duration?				How would you rate the course in term of efficacy?			
insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good

A PROJECT BY

Co-funded by
the European Union

How would you rate the course according to the acquired competences of the beneficiary?				How would you rate the level of inclusion demonstrated by the hosting organization?				How would you rate the level of feedbacks received during the course from the hosting organization?			
insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good

How would you rate the course as an opportunity for the profile of people you assist?				How do you judge Forward innovative course model in general?				Would you be willing in the future to use the Forward innovative course model for organizing other similar courses?			
insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good



ADDITIONAL FEEDBACKS



Trainers Feedbacks

FORWARD
FASHION, CRAFTS AND DESIGN FOR WOMEN EMPOWERMENT
ERASMUS+
KA210-ADU - Small-scale partnerships in adult education

Trainers Feedbacks Act. 4 Innovative Training Course in Italy, Romania, Portugal

1) TRAINER EVALUATION

TRAINER'S NAME	Were you adequately informed about the characteristics of the project?				Did you possess the proper equipment in order to teach?				Was the time dedicated to your topics sufficient?			
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good

TRAINER	Do you think your teaching was useful in regard to the student's professional qualification?				Were the classrooms and labs adequate for your teaching?				How do you rate the general arrangement of the training course?			
	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good	insufficient	Sufficient	Good	Very Good