

# FORWARD

## Fashion, Crafts and Design for Women Empowerment

### Training of Trainers

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

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## INTRODUCTION

The Activity A2: Training of Trainers took place online via the ZOOM platform over three days: 20, 21 and 22 July 2022. The three days were also recorded via the specific function of the ZOOM platform, to allow partners to have them available also in the future.

*The participants for the three days were:*

**Fismformazione:** Riccardo Ceccherini, Elena Piani

**FLO:** Elisabetta Renzoni, Ali Farman

**The Open Network for Community Development Foundation:** Cristina Chert, Alina Scanteie, Stela Constantinescu

**D4C Associação Design for Crafts:** Guta Moura Guedes, Madalena Madeira, Joana Morais, Mariana Ferreira, Santiago Simoes

*The main goals were:*

- Deepen the knowledge between partners and related organizations in terms of skills, experience, working group;
- Sharing, elaborating, developing knowledge, skills and good practices in the design and implementation of training courses, with attention to innovation and skills assessment;
- Create a draft of content for the implementation of the Guidelines (A3)
- Lay the foundations for the subsequent phases of planning the innovative training path

The initial goal of the Training of Trainers was that, after the Kick Off Meeting, to make the partners and their project referents get to know each other in depth, in order to establish not only a positive relationship in terms of work, but also for make them aware of the different activities of each organization with the related experiences. The first of the three days was in fact dedicated to this activity, preparatory to work on the FORWARD project.

During the second day, the participants, guided by the Fismformazione team, focused on the methods of implementing an innovative path, starting from the question: "What does it mean to create an innovative training path?". A list of common good practices in the creation of training courses was then disseminated (also starting from the previous experiences of the partners), providing key points that should always be present when talking about adult training. The last part of the day was finally dedicated to outlining the reference target group for each country (profiles, context of origin and training needs of the candidates), the procedures for selecting the candidates, the minimum requirements for participation and assessment of skills.

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The third and final day was dedicated to summarizing what was discussed in the previous ones and a draft of common guidelines for activity A3 was drafted. The partners also sketched what the training content and skills output could be. Finally, Fismformazione shared a points scheme that each partner could follow and integrate in order to build an innovative training path.

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# Training of Trainers

(Guidelines Draft)

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## **1.0 TARGET DEFINITION - CANDIDATE PROFILE**

Adult woman citizen not less than eighteen years of age and not in formal education; if non-EU-citizens, in possession of a regular residence permit. Participants of foreign nationality are required to have a knowledge of the local language or of English. The assessment of language skills will be carried out through an interview at the same time as the selection process, and the evaluation sheet will be kept in the records of the training institution.

Women should come from disadvantaged backgrounds, flagged by local institutions, or else with evidence of personal motivation.

Our training course is aimed at 10 women.

By disadvantaged background we identify the following categories: Single parent, without work and with children aged 0-18 (without other adult components in the nucleus); Disabled; Migrants; Belonging to minorities; Drug addicts/former drug addict; Detainees/former detainees; Victim of violence, trafficking and serious exploitation; Homeless and affected by housing exclusion; affected by physical and mental disability; live in a rural area; from an disadvantaged socio-economical background; unemployed or looking for first employment.

### **Portugal: Specific characteristics considered for selection:**

1. Women presented by social services or local authorities or the City Halls (partners of the project).
2. Women who show interest in evolving in their careers and lives through the learning of crafts and design
3. Women who have a good knowledge of the Portuguese or English language
4. Women who have some basic experience crafts or design
5. Women who live in Alentejo.

### **Italy Specific characteristics considered for selection:**

1. Women presented by territorial social services
2. Women that have a good knowledge of the Italian language
3. Women who are showing interest in sewing
4. Women who have some basic experience in sewing
5. Women who live in Florence or in the surrounding areas.

### **Romania Specific characteristics considered for selection:**

1. Women members in TON ( at local level members in local OLF-s)
2. Women who show interest in evolving in their careers as entrepreneurs and lives through a craft business
3. Women that are already active in the local small craft business
4. Women who live in Severin or in the surrounding areas.

## 2.0 SELECTION OF PARTICIPANTS

### 2.1 Minimum entry requirements

1. Sex Female
2. Minimum of eighteen years of age and not in formal education; if non-EU citizens, in possession of a regular residence permit for study / professional training. Participants of foreign nationality are required to have a level of knowledge of the local language or of English. The assessment of language skills will be carried out through an interview, carried out at the same time as the time of selection process.
3. Women who are showing interest or who have basic experience in fashion, crafts and design.
4. Women who live locally.
5. Women who know how to read and write to a primary education level.
6. Desired requirement: women flagged by local institutions/ social services.

### 2.2 Initial selection procedures and requirements assessment

The first selection procedure consists in verifying the possession of the minimum eligibility requirements for the course, with reference to: - formal correctness of the application for enrolment - possession of CV (if available), identity document, residence permit and application form with motivation to join the course.

### 2.3 Selection process

The training institution will activate a selection procedure even if the number of eligible applications is below or beyond the number of places provided for the course.

This choice is aimed at understanding how best to structure the course depending on applicants language level, skills, interest, motivation and aptitude for the frequency of the path. The types of tests are as follows:

1. Individual interview for the evaluation of interest in the training course and motivation for the application
2. Application form evaluation of all personal information and experience in fashion, crafts, design as stated in the application.

The training institution will organize a selection committee, minimum of two people, which will be indicatively composed of:

- Director of the promoting partner/institution/company.
- Representatives of any partner companies/institutions of the training course.
- Technical experts in fashion, crafts and/or design.
- Eventually, social services.

The selection process will be based on an overall score expressed in 100%, is divided into two evaluation elements:

1. Analysis of the application form (30%) based on the minimum requirements: Female, Minimum of eighteen years of age, EU Citizens and if non-EU citizens, in possession of a regular residence permit for study / professional training, local language knowledge or basic level of the English language. Interested or with declared basic experience in fashion, crafts and design. Live in surrounding areas where the course will take place or come from a rural area, being able to fill the form as a proof to know how to read and write.
2. Desired requirement: women flagged by local institutions/ social services.
3. Motivational interview (70%) aimed at verifying the real correspondence of the chosen path with respect to the needs, expectations, interests, and individual attitudes towards the subjects/contents of the course.

The tool used for the selection will be a summary grid for the evaluation of the curriculum and the interview, which will focus on the following points:

- previous experience in the sector
- qualifications
- knowledge of one or more foreign languages
- motivation, prospects and employment expectations
- availability to attend
- self-assessment of their knowledge and previous skills

#### POSSIBLE INTERVIEW QUESTIONS - BEFORE THE FINAL SELECTION:

1. Could you tell us a little about yourself and your background?
2. Could you tell us about your interests in crafts and design?
3. Have you ever worked (professionally or not) with any traditional craft?
4. Why are you interested in participating in this Innovative Training Course?
5. Previous experience in the sector
6. Qualifications
7. Knowledge of one or more foreign languages
8. Motivation, prospects and employment expectations
9. Availability to attend
10. Do you like to work in a group?
11. Are you open to new ideas?

#### POSSIBLE INTERVIEW QUESTIONS - AFTER THE SELECTION:

These questions could be made in the form of an interview or an open discussion between the participants at the beginning of the course:



- Why did you decide to participate in this Innovative Training Course?
- Is there anything in particular you would like to explore or learn during the course?
- What goals would you like to have achieved at the end of this course?

IMPORTANT: Selection of participants in Italy is done exclusively through the engagement of local stakeholders

Italy	Romania	Portugal
<ol style="list-style-type: none"> <li>1. Stakeholders contact Flo when they have selected a possible candidate (could be a phone call or a meeting online or in presence): social assistants will provide Flo with a series of information regarding each candidate such as for example: native country, personal background, economical situation, specific necessities, competences, and etc.</li> <li>2. First meeting with the candidate (1 hour approximately): the candidate will visit Flo with her social assistant. In this meeting, Flo in agreement with the social assistant will determine the personalized path of the each candidate: <ul style="list-style-type: none"> <li>• Schedule and frequency</li> <li>• Personal objectives</li> <li>• Further meetings with social assistant</li> </ul> </li> <li>3. Official entering of the candidate in the Flo organization: as a first</li> </ol>	<ol style="list-style-type: none"> <li>1. Open call for women part of the foundation (members in local OLF-s), they can be from urban or rural area.</li> <li>2. Application form with open questions</li> <li>3. Participants Agreement (a kind of contract between each participant &amp; TON) having all the project description, TON duties and Participant duties into this project &amp; GDPR rules accordance</li> <li>4. Initial evaluation (skills, competences, knowledge for entrepreneurial development)</li> </ol>	<p>Identification of potential participants and Artisan Clusters:</p> <ol style="list-style-type: none"> <li>1. Identification of target groups with Alentejo Municipalities or other local entities;</li> <li>2. Identifying and recording their identity, cultural background, social and economic circumstances, traditions, skillset and artisanal practices.</li> <li>3. Identifying the artisanal techniques in the area of Alentejo, focused on skill sets from tradition, the artisans willingness to continue them and their availability for collaboration and evolution within their techniques;</li> <li>4. Selection of participants by the main multidisciplinary team of D4C expert;</li> <li>5. Official entering of the candidate in the programme: as a first step each candidate will be valued for her initial competences: not only from a technical point of view, but also from a relational point of view.</li> </ol>

step each candidate will be valued for her initial competences: not only from a technical point of view, but also from a relational point of view.		
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## 2.4 Procedures for assessing incoming skills

The course does not include specific incoming skills to be ascertained in advance, nor additional requirements at the entrance: in this way people who do not have particular experience or previous skills can approach the training course, provided that they demonstrate a strong attitude and interest in the path and the specific sector.

Exceptions, as already mentioned, are concerning the knowledge of the local language skills for foreign participants or an understanding of English and to read and write to be assessed in the interview.

### 3.0 ORIENTATION PROCEDURES (AND BREAKING DOWN HOURS)

ORIENTATION	Individual hours	Group hours	Total hours per student
Incoming (before)			
In itinere (during)			
Outgoing (after)			

#### 3.1 Orientation procedures to support incoming participants to the training activity

In these meetings, the organization will determine the personalized path of the each candidate:

- Schedule and frequency
- Personal objectives
- Further meetings with social assistant

as a first step each candidate will be valued for her initial competences: not only from a technical point of view, but also from a relational point of view.

The incoming orientation measures will

1. Help emerge participants skills already possessed, so that this mapping becomes a personal reference point of the participant, but also for the trainers, for the measurement of learning progress.
2. In addition, all participants will be guided in becoming aware of the skills they will develop throughout the course.

#### 3.2 Orientation procedures to support participants as part of the ongoing training course

Scheduled evaluations during the training:

With each candidate the organization will schedule evaluation meetings to discuss each candidate performance, if any difficulties are arising which required adjustments, listen to any feedback from the candidate.

The orientation measures in itinere will be carried out in the following ways:

Orientation during the learning process - classroom:

- Meetings aimed at carrying out recovery interventions based on the outcome of the intermediate tests provided for each discipline.
- Meetings aimed at verifying user satisfaction and monitoring the problems that have emerged with the aim of solving any specific problems of users, verifying the motivation of the course participant and hypothesizing any recovery actions.

- The accompanying methods will thus give way to intervene promptly to "recalibrate" the course according to the needs of the classroom until it becomes as much as possible a "tailor-made" course.

Orientation during the learning process - internship:

- The activities supporting the internship activity will be structured by organizing individual and group meetings during which the counselor and tutor, based on personal attitudes and specific needs expressed, will create a combination between students and host companies.
- During the first meeting, the internship training project will also be shared.

### 3.3 Outgoing Orientation procedures and/or placement activities

At the end of the training course Flo, each social assistant and the candidate will arrange a meeting for a final evaluation where specific aspects will be considered

- Which are the personal strengths and weaknesses of each candidate.
- Final technical achievement.
- Which are the essential elements necessary to start looking for a job.
- Others

In addition to the above, the training body and the project partners will carry out specific matching meetings for companies that have expressed their willingness to hire, also providing assistance to take advantage of any incentives or facilities available at local or national level.

Which competencies do you expect participants to develop through the training?

Learning outcomes:

Italy	Romania	Portugal
Soft skills	Soft skills	Soft skills
Achieve self-esteem in the achievement of their personalized objectives. Learning to work in a manufacturing environment, in collaboration with their tutors and with other members of Flo organization. Overcome personal weaknesses and reinforce their strengths.	Empowerment of women and raising their confidence in starting a business.  Learning how to make a sustainable business plan.	Increase self-confidence and agency through the participation in an innovative course that allows the exploration of new and engaging topics for the participants
Hard Skills	Hard Skills	Hard Skills

<p>Increase their technical knowledge based on each candidate's initial competencies. Learn about how a sewing process develops (i.e basic knowledge of fabrics and sewing procedure). Working on manufacturing an item which will be chosen by operators according to the skills of each participant (this implies the capability of each participant to achieve a manufacturing quality level which is going to be evaluated by internal operators)</p>	<ul style="list-style-type: none"> <li>- Market analysis</li> <li>- Competitive analysis</li> <li>- Detailed breakdown of the products and services</li> <li>- Developing the business plan points</li> <li>- Marketing Plan</li> <li>- Sales Strategy</li> <li>- Request for Funding</li> <li>- Financial Projections</li> <li>- Putting in practice the business plan</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing new materials and technologies into the universe of the Innovative Training Course, allowing for the development of new types of craft together with the team of designers and artisans</li> <li>- Increase their knowledge about a specific craft(s), and the role and application of design methodologies in a career in crafts</li> <li>- Knowledge and know-how transfer</li> </ul>
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## 4.0 COURSE MATERIALS

Folder, blocks, pens, lapis.

## 5.0 EVALUATION

**TYPE OF TEST** During the training course, intermediate verification tests will be carried out, through written tests, simulations and interviews.

**PURPOSE OF THE TEST** Each test is aimed at assessing the possession of specific knowledge and skills of the defined professional profile.

**EVALUATION TOOLS** Observation grids containing indicators and gauges of knowledge and skills possessed. The evaluation tools will be prepared by the trainers.

## 6.0 TECHNICAL CONTENTS

Italia	Romania	Portugal
<p>1. Each candidate will have a personalized training course which will take in consideration her personal needs and objectives: it is a tailor made course which will contain a personalized</p>		<p>Phase 1</p> <p>Creation of a multidisciplinary team of invited designers and artisans that will, along with the partners and organisations involved, plan</p>

<p>frequency timeline, technical goals and scheduled meeting with social assistants:</p> <p>2. The technical training course will last 50 days TBC and will be contemplating the following technical steps:</p> <ul style="list-style-type: none"><li>● According to the entering evaluation of each candidate, if she has no sewing experience, the training course will start from hand sewing training</li><li>● According to the entering evaluation of each candidate, if she has some basic sewing experience, the training course may start from an initial approach to machine sewing</li><li>● According to the entering evaluation of each candidate, if she has a good level of sewing from previous experience, the training course will be focusing on manufacturing simple accessories or ready to wear items.</li></ul>		<p>and develop the Innovative Training Course, considering the following main goals:</p> <ul style="list-style-type: none"><li>– promote socio-cultural integration and economic sustainability for women from different backgrounds through design-based strategies focusing on multidisciplinary cross-fertilizations with the universe of crafts.</li><li>– Cooperation between urban and rural contexts and participating women and artisans, providing them access to multidisciplinary teams to improve production methodologies and their ability to derive profit from their work.</li><li>– Results include exchanges of knowledge and know-how that consolidate their work and increase their chances of economic independence and survival and that of the priceless knowledge and skills they possess, and the consolidation of efficient business practices and models to guarantee future success and sustainability.</li></ul>
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**7.0. TRAINERS**

DISCIPLINE	SURNAME AND FIRST NAME	EDUCATIONAL QUALIFICATION

**8.0. COURSE DESCRIPTION**

TITLE/SUBJECT	DURATION	CONTENTS	OBJECTIVES KNOWLEDGE/SKILLS COMBINED

**9.0. SUBJECT DESCRIPTION**

	TITLE	TEACHING METHODS	EQUIPMENT/TOOLS	TEACHER KNOWLEDGE	EVALUATION
1					