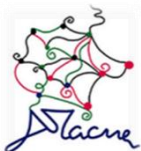
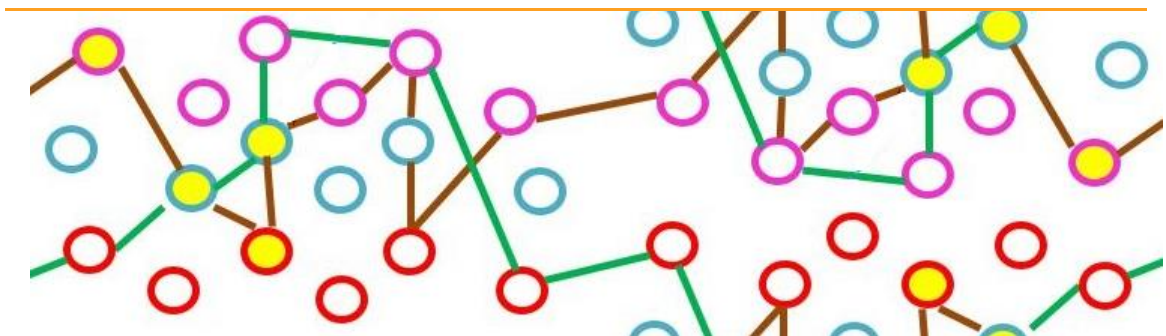


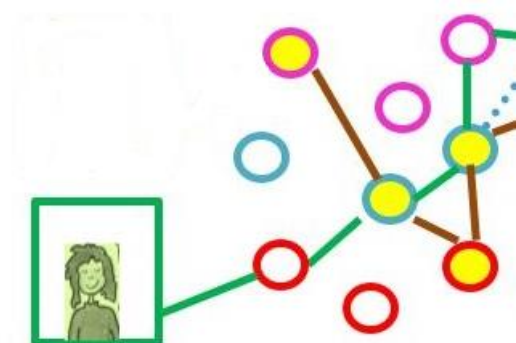
# Methodological guide - **ARACNE** model



training, empowerment &  
entrepreneurship



Co-funded by the  
Erasmus+ Programme  
of the European Union



This Guide is the result of joint work by a partnership composed of

- *Fam Y Lias*, s.c.m.(Spain)
- Gruppo CSCS (Italy)
- Blickpunkt Identität (Austria)

It is an outcome of Project *Aracne. Training, Empowerment, Entrepreneurship*, developed by three organisations under the management of *Fam Y Lias* and with funding from the Erasmus+ programme of the EU.

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# OVERVIEW

## INTRODUCTION

**The** ARACNE training model is the main product of the European project *ARACNE, training, empowerment and entrepreneurship*, led by the social cooperative FAM Y LIAS RECURSOS PARA LA DIVERSIDAD, and comprised of the following European partners: CSCS (Italy) and Blickpunkt Identitat (Austria), with funds provided by the European programme Erasmus+. Both the project leader and the partners have worked together for two years, in coordination and sharing their experiences, knowledge, networks and additional resources with a view to developing a learning model intended to overcome today's constraints in occupational training and labour inclusion practices with groups with special difficulties in accessing the job market and staying in it.

The starting point of Project ARACNE is a dual failure: first, failure on the part of the job market, unable to offer real opportunities to an increasingly large number of people; second, the failure of current policies and practices in the area of training and labour inclusion in trying to offer alternatives to individuals in such groups.

To respond to that dual failure, a great many citizen initiatives have emerged across Europe over the past ten years. These more or less spontaneous initiatives strive to fill the professional gap faced by many social collectives after the crisis, and to bring people back to the place they are entitled to, one they should have never left: the very centre of any process aimed at training people and achieving their personal development and fulfilment.

After analysing current practices in training and social and labour inclusion, the partners explored some of the most innovative models in this field, and designed -on the basis of their own experience and the results of the analysis- a new training model combining technical training elements with empowerment processes and the development of self-employment skills.

ARACNE -the training model described in this guide- is not a theoretical proposal but the outcome of its promoters' collective experience extended to a significant number of innovative actions.

In addition to designing the new training model, Project Aracne has also implemented it on an experimental basis, giving way to its validation and developing a set of guidelines for future application.

This guide is not a linear document but a set of contents for perusal in line with readers' interests and needs and, above all, adaptable to the individual projects that may eventually apply the Aracne model. We did not want this paper to be too long and so we tried to come up with a short presentation including hyperlinks to online contents for those willing to delve into specific aspects.

The guide consists of three sections: the first section briefly describes the creation and development process of the ARACNE model, the second one presents the model itself, and the third chapter offers a set of guidelines for implementation in real situations, illustrated by the example of its first experimental application.







# PART 1

## THE EUROPEAN PROJECT ARACNE

Within the framework of the Erasmus+ scheme, ARACNE aims to design an integrated model for professional qualification, empowerment and collective self-employment on the basis of existing best practices in Europe.

As a European project, ARACNE stems from specific needs on the one hand and from European priorities on the other. But, above all, it emerges from previous citizen initiatives meant to be sustained and strengthened beyond project completion. It is also the result of interaction between three organisations from three European countries with experiences, knowledge, networks, and resources of their own.

### [Innovative dimension]

Project Aracne is fully immersed in the social innovation dynamics fostered by the European Union, as the project

- stems from a social need
- involves and prompts the groups affected
- promotes their action and organisation skills
- designs effective resources as a way to overcome traditional policies and a market that has failed

ARACNE seeks to develop students' true skills, values and attitudes, and to grow their competence by means of coaching and Choice Theory, among other, as inspiring methodologies in the main approach to training and empowerment. The model developed also fosters entrepreneurship with a view to creating new professional activities in the Social Economy area.

### [Resources and partnership]

To develop this new training model, a group was formed consisting of three complementary organisations. They pool together a vast potential of experience, network, creativity and opportunities for the future application of model results.

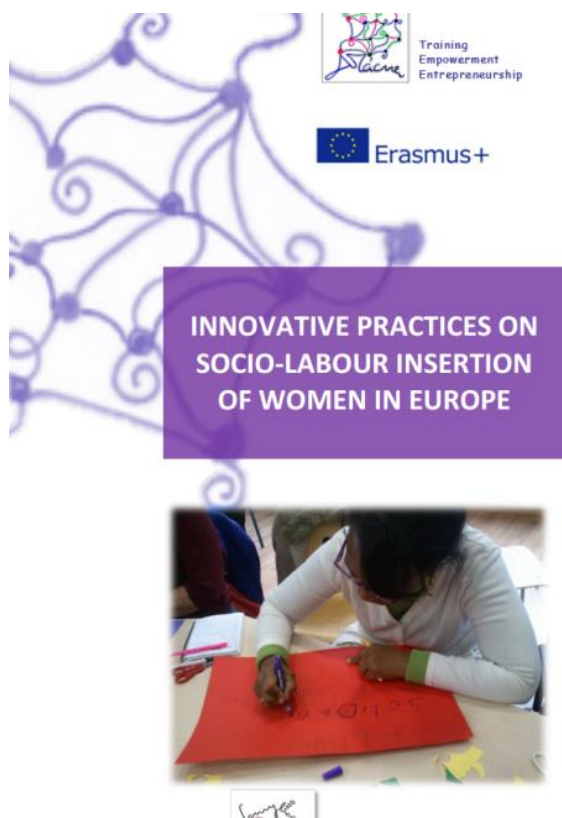
FAM Y LIAS RECURSOS PARA LA DIVERSIDAD -Aracne's promoting organisation- is currently developing the project *Divercustomiza*, targeted at women and focused on training and job creation in the area of ethnic fashion, and aiming to produce and market transformed second-hand fabrics. It has three axes: professional development, production of

transformed textile objects, and physical and online marketing (*divershopping*<sup>1</sup>). For more information, go to *proyecto divercustomiza*<sup>2</sup>.

The Austrian project partner, Blickpunkt Identität, is the promoter of a European project for the application of resilience as a cross-cutting skill in adult training, as resilience is considered to be a key ability for people to adapt to changes both at the workplace and in social settings.

CSCS, the Italian partner in ARACNE, has long experience in innovative projects, such as the project promoted by the Region of Tuscany for the development of entrepreneurial skills in women in the textile industry. They also participated in a project called *Madre Figlia* (mother and daughter) for the promotion of entrepreneurship in women.

### [Analysis of best practices]



As a first step, the partner organisations analysed, in their own countries and in other European states, the situations faced by target groups and the institutional responses given to such situations in recent years.

In the second phase, the impact of different inclusion strategies was assessed, and best practices in the area of training, empowerment and self-employment promotion for groups with insertion difficulties were compiled. The selected best practices were analysed in detail. They are summarised in this report.

On the basis of this analysis, methodological lessons and aspects to be improved were drawn in order to break the vicious circle that causes unemployed individuals to end up having unsteady jobs and be unemployed again, with some isolated and limited training courses that do not offer either mid-term or long-term solutions.

Moreover, the social, cultural and legal pressure exerted on some specific groups -particularly women- for them to develop professionally points to the need to expand intervention into the

personal, community and political realms.

All this prompted the partnership to think about a series of indicators whose development seems to be essential to ARACNE's future methodological model. The aim is for its application to allow participants to undergo significant changes and have a new perception of themselves and their role in the professional world, and to acquire enough resources for them to deal with those situations that might hamper their potential for development.

<sup>1</sup> <http://divershopping.famylas.org>

<sup>2</sup> <http://www.famylas.org/proyectos/proyecto-divercustomiza>

Research and analyses conducted in the first part of the project were compiled into a best practice report that includes the results of our research on the one hand and major contributions by the professionals and agents contacted on the other.

The best practice report can be seen online and downloaded from these links:

**Spanish version:**

<https://drive.google.com/file/d/oBonq-A7HBqO1S01WcUooWDU4SHc/view?usp=sharing>

**English version:**

<https://drive.google.com/file/d/oBonq-A7HBqO1dHZSZUhGamk3aTQ/view?usp=sharing>

**Italian version:**

<https://drive.google.com/file/d/oBonq-A7HBqO1Qk5ibVotLXpCZ1E/view?usp=sharing>

**German version:**

<https://drive.google.com/file/d/oBonq-A7HBqO1dXE4dk9HWFkwLVE/view?usp=sharing>

## [Model design]

The ARACNE model was conceived from Product 1 of the project, i.e. a methodological analysis of best practices in work inclusion with a thorough review of both constraints and opportunities in insertion systems in Europe over the past decade, intended to promote permanent inclusion in the labour market for large segments of the population including unemployed women.

On that basis, optimum methodological guidelines were identified in order to achieve the objective: the professionalization of such groups.

### 1<sup>st</sup> phase: preliminary model design



FAMILYAS, the project coordinator, drew a sketch of the model suggesting a scenario based on interconnected pathways to allow students to progressively develop, in social and professional terms.

The idea of a pathway consisting of pre-designed activities entailing certain professional skills was conceived from a development by the *Institute for Life-long Learning* at the University of Barcelona (IL3-UB), described in the document “*Itinerarios formativos: del*

*diseño a la acreditación*”.<sup>3</sup>

<sup>3</sup> [http://www.il3.ub.edu/galleries/documents\\_home/Itinerarios\\_Soluciones\\_Corporativas.pdf](http://www.il3.ub.edu/galleries/documents_home/Itinerarios_Soluciones_Corporativas.pdf)

In the coordination meeting held in Austria in December 2015, the project partners approved the first outline of the model and allocated design tasks for *ad hoc* pathways.

### 2<sup>nd</sup> phase: design of ad hoc pathways

Each partner developed one of the itineraries included in the model observing the following guidelines:

- Skills to implement in three progressive levels.
- Design of activities whose dynamics and methodology enable students to develop the capabilities identified in each learning level.

### 3<sup>rd</sup> phase: testing the pathways

A 50-hour pilot training course was delivered with a view to selecting and implementing competences and activities designed by interrelating the three itineraries, and produced planning and evaluation tools to assess the applicability of the pathways.

### 4<sup>th</sup> phase: pathway interrelation and fine-tuning

The meeting held in Italy in May 2016 dealt with some imbalances detected in the pilot training action and laid down a plan for the improvement of model activities.

### 5<sup>th</sup> phase: validation

The ARACNE model was presented and submitted for assessment and improvement to 120 professionals from public and private organisations in the sector. The multiplier event was ideal for this purpose, and the model's presentation and discussion process came to an end in different public events related to the project's subject.



## [ARACNE PILOT ACTION]

*Design, implementation and evaluation of a pilot training action.*

The model was initially implemented with the aim of



evaluating the effectiveness of the ARACNE training model.

The third section of this guide includes a complete description of the design, implementation and evaluation of the pilot training course intended as a tool to test the model.

In this context, a pilot course was designed seeking to empower a group of students for them to make decisions about their careers.

### CARACTERÍSTICAS

- Duración: 50 horas
- Nº DE ALUMNAS: 10
- FECHA INICIO: 9 de marzo
- FECHA FINAL: 27 Abril
- HORARIO: Martes y Miércoles de 10:00 a 14:00
- ESPACIO DE FORMACION: Local de Famylias: Espacio diáfano de 80 m2

**AMBITO PROFESIONAL**  
Iniciación a la costura creativa

### Objetivos Muestra Formativa ARACNE

#### OBJETIVO DE LA ACCION FORMATIVA:

“Capacitar a las alumnas para la toma de decisiones en el ámbito de su carrera profesional”.

#### Concretamente pretendemos:

- La costura creativa, en cualquiera de las ocupaciones que se derivan de la misma, puede ser desarrollada profesionalmente por ella (comprometiéndose a la capacitación técnica necesaria)
- El autoempleo es una opción a contemplar en este momento vital. Y en el caso de respuesta afirmativa; si también lo es el autoempleo cooperativo.
- En el caso de que alguna de las cuestiones previas no entre dentro de su planificación personal ha adquirido recursos personales y grupales para saber lo que quiere hacer profesionalmente.

## PART 2

# THE ARACNE MODEL

The ARACNE model was conceived from Product 1 of the project: innovative practices for women's social and labour integration in Europe. This product includes a methodological analysis of best practices in inclusion with a thorough review of both constraints and opportunities in insertion systems in Europe over the past decade intended to promote permanent integration in the labour market for large segments of the population including unemployed women.



## [Situations to be changed]

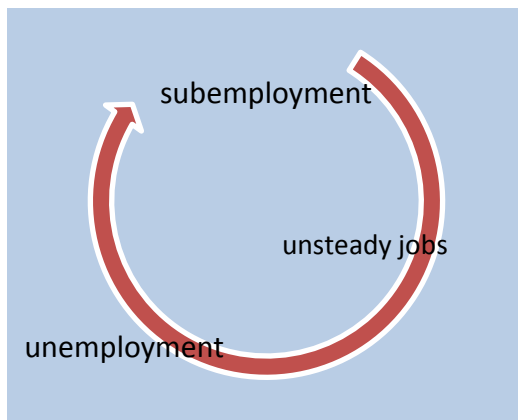
The economic crisis and the cutback policies implemented in Europe have had and continue to have a strong negative social impact which has been particularly harsh on women and those sectors with the highest rates of social precariousness. Measures like waning social benefits, the rise in indirect taxation, and public service cutbacks in education, health care, and children and dependent persons' services are having strong repercussions in terms of inequality and social insecurity, while the gender gap widens and opportunities for access to services and resources decrease.

See section “THE LABOUR MARKET IN EUROPE AND THE REALITY OF WOMEN ON IT<sup>4</sup>”

The ARACNE training model seeks to transform three situations which, in our view, contribute to professional stagnation in the most vulnerable groups:

## A new training model

### 1. *The vicious circle of professional precariousness*



Today's employment conditions make it very difficult to break the vicious circle of precariousness. Unsteady job periods in unskilled positions with low salaries alternate with periods of no economic activity or informal economy. The urgency generated by subsistence and the lack of professional prospects in the low-qualification job market prevents individuals from getting out of the circle.



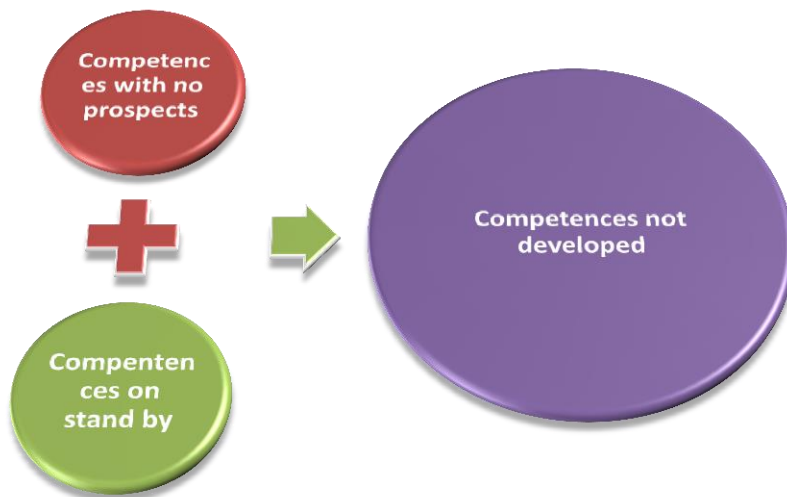
Chapter 2 of the ARACNE's Best Practices report at <https://drive.google.com/file/d/0B0nq-A7HBqO1dHZSZUhGamk3aTQ/view?usp=sharing>

## 2. From financial decline to social and personal decline

Furthermore, this situation does not only affect the financial situation of families but also multiplies the difficulties they face, hindering the reaction capacity of family units that are then bound to become permanently dependent. This is what we identified as being progressive citizen "disempowerment" and subsequent demobilization, which tends to get worse over time.

- Indebtedness
- Dependency on family/administration/charities
- Relational difficulties (child rearing – partner – friends – relatives)
- Serious health problems
- ...

## 3. Absence of projects to develop professional competences



This context does not allow for the acquisition or development of professional skills (already acquired in the past) in adults. Besides, in women's case, it is usual for them to drop the profession chosen or practised when they were young due to the need to take simple jobs and meet pressing needs.



## [The need to revisit inclusion strategies]

Over the past decade, the EUROPEAN UNION has strived to soften the crisis -aggravated in recent years- fruit of a structural imbalance that has not yet been overcome.

An analysis of “*Traditions Inserting approaches and their limitations*”<sup>5</sup> confirms their validity and timeliness, though their current implementation needs to be revisited.

Major inclusion strategies taken to the practice have focused on accessing the low-qualification market. Next is a summary of the most repeated ineffective practices which hamper the construction of effective alternatives to professional insecurity:



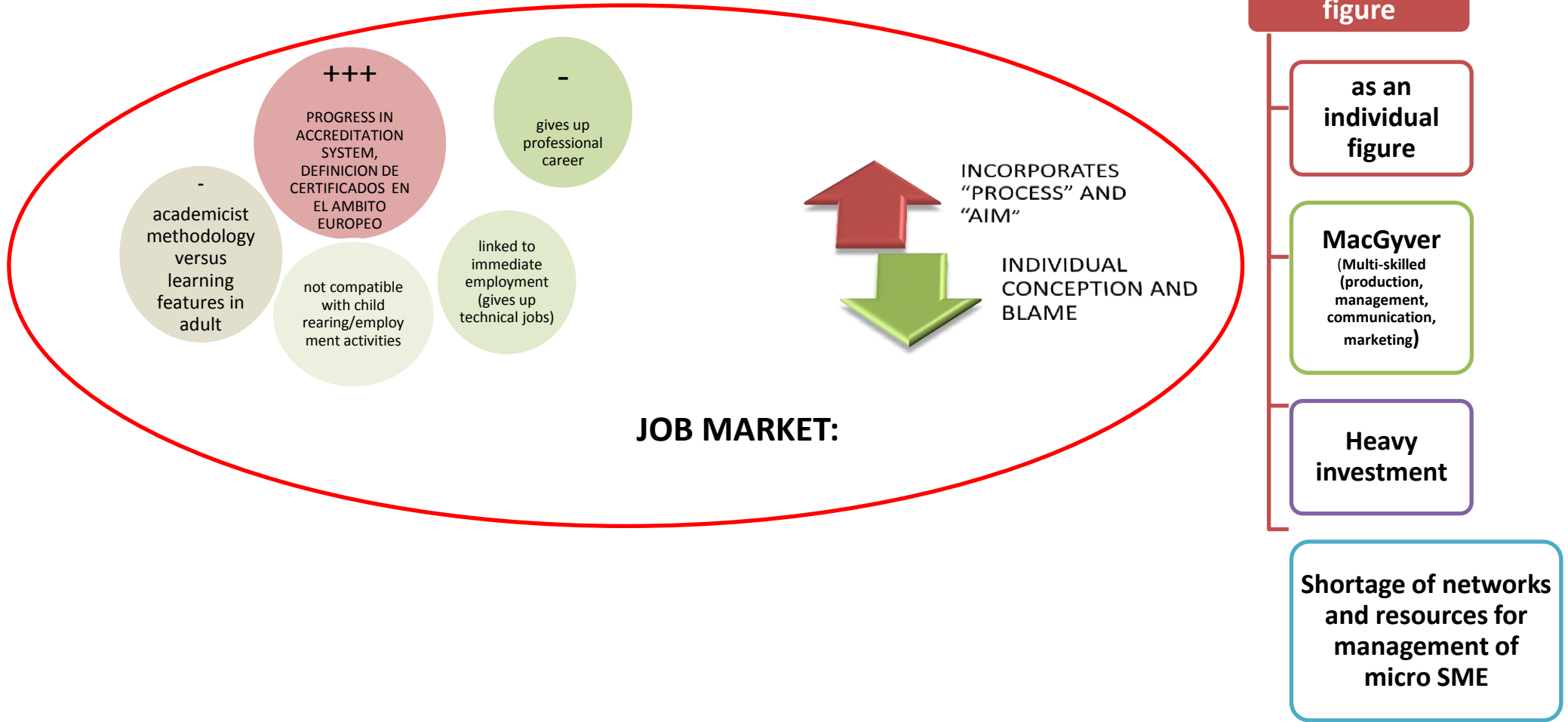
1. Occupational training not aligned with the interests of learners, their professionalization and stability assurance in the labour market but with the objectives of the low-skilled job market. Furthermore, training is often delivered in isolation, disregarding the student’s potential, professional goals and life projects.
2. A simplified view of insertion pathways that assigns recipients with the responsibility for insertion, ignoring the economic, cultural and legal context that favours or hinders this process which, in the case of stigmatized groups, becomes particularly relevant.
3. Promotion of individual entrepreneurship versus collective self-employment. Lack of resources to consolidate SMEs and specific obstacles for female entrepreneurs (legal frameworks, cultural rules and access to resources which discriminate entrepreneurial women).

<sup>5</sup> See p.18 and following at <https://drive.google.com/file/d/0B0nq-A7HBqO1dHZSZUhgAmk3aTQ/view>

### Occupational training

### Inclusion pathways

/career guidance/ intermediation/ development of skills and attitudes



The "entrepreneur" figure

as an individual figure

**MacGyver**  
(Multi-skilled (production, management, communication, marketing))

Heavy investment

Shortage of networks and resources for management of micro SME



### ARACNE's proposal: PROFESSIONALISATION

In other words, acquiring permanent competences to be able to overcome the insecurity and instability of non-qualified jobs.

We understand this requires to confront a threefold challenge when it comes to the training and professionalization of groups with special labour difficulties:

- **ACCESS TO THE PROFESSIONAL ROLE. ONGOING STAFF TRAINING:** Scenarios must be built to allow valuable professional skills to grow in the market. Professional training opportunities for adults, in the labour setting itself, with real possibilities of developing a career.
- **PROGRESSIVE EMPOWERMENT.** Understood as the process by which we assume and become responsible for the guidance and control over our life path. Only by placing the emphasis on citizens themselves and by becoming self-responsible for the construction of real alternatives, it will be possible to overcome professional and personal precariousness.
- **OPPORTUNITIES FOR GROUP-BASED SELF-EMPLOYMENT.** The model must facilitate the management of social economy enterprises, not as the only choice for professional development but as one more option to generate scenarios for economic and professional development in the present or in the future. Social entrepreneurship allows individuals to put in place personal and professional strategies and is the maximum expression of an alternative to isolation and demobilisation.

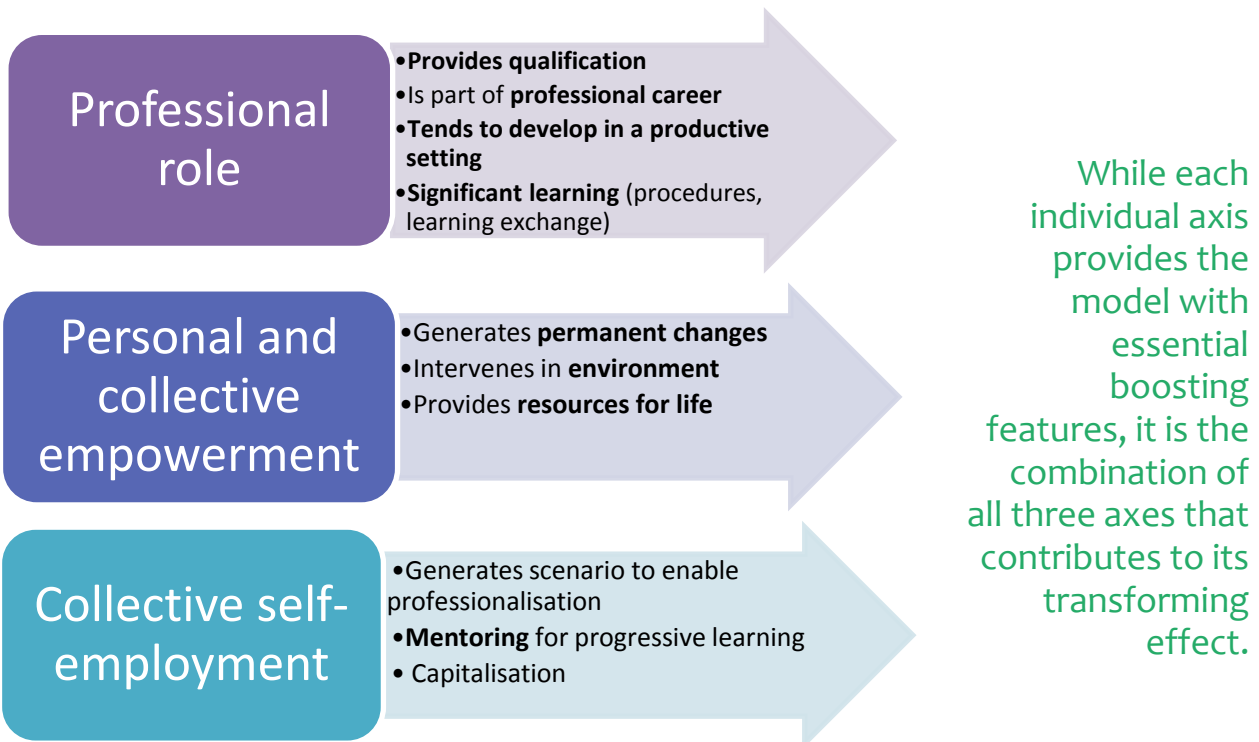
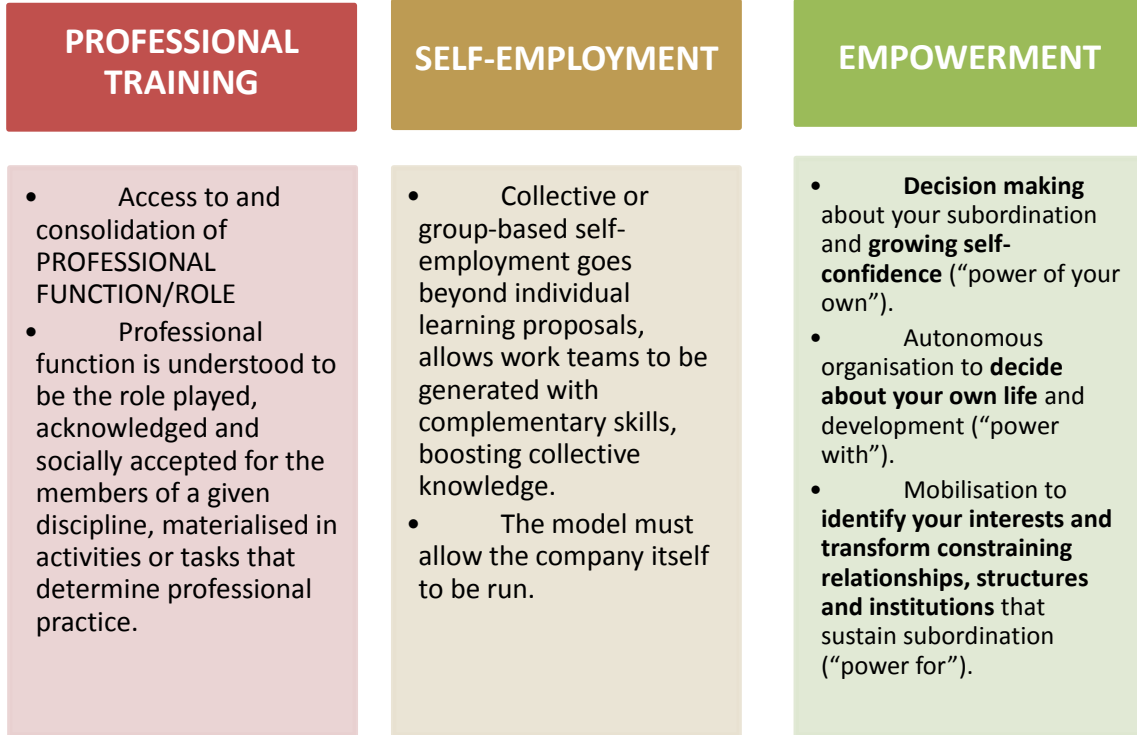
### The 7 basic features of Model ARACNE

1. Simultaneous development of professional training, empowerment, and group-based self-employment
2. Incorporation of three levels of progressive learning.
3. PREDEFINITION of a map of SKILLS in learning.
4. Design of a (non-exhaustive) set of training activities including previously predefined skills.
5. Development of three specific pathways and an integrated itinerary.
6. The training action is the basic intervention unit.
7. The design of any intervention must meet a number of methodological criteria.



**1. Simultaneous development of professional training, empowerment, and group-based self-employment.**

PROFESSIONALISATION BASED ON THREE SIMULTANEOUS AXES:

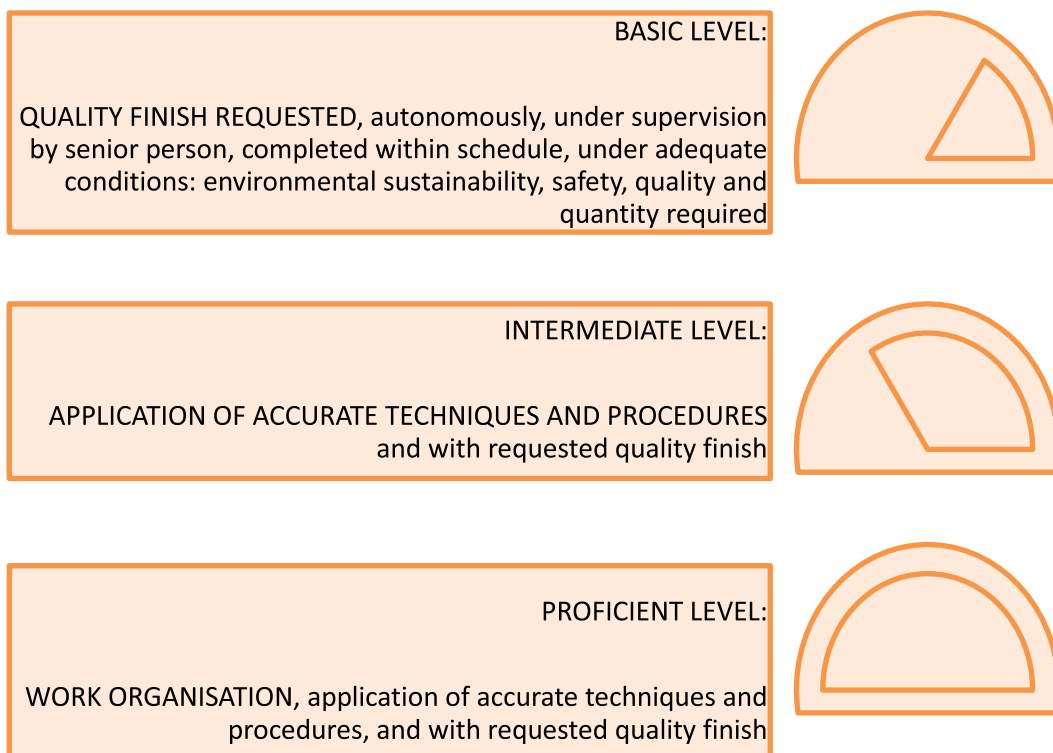


## 2. Incorporation of three levels of progressive learning into each of the three action axes.

Developing skills generates learning results in three fully standardised consecutive levels (basic, intermediate and proficient).

The learning levels are directly related to the degree of autonomy in management and decision making.

Concerning the **professional role**, the three expected levels of learning match those of professional certificates.



In the area of **group-based self-employment**, the three levels of learning facilitate a progressive introduction into the business world; it is not until the proficient level has been reached that the leap towards the autonomous management of the group-based enterprise is taken. The basic and intermediate levels have been adapted to the deep lack of knowledge that the target audience has about group entrepreneurship. In this respect, cultural differences exist across Europe. In Italy, cooperative tradition favours actions starting in the second or third learning level, while in Austria collective self-employment experiences are scarce and so learning within the scope of level-1 entrepreneurial skills would suffice for the design of training actions.

**BASIC LEVEL:**  
 GETTING FAMILIAR WITH THE BUSINESS WORLD; PRE-REQUISITES FOR SELF-EMPLOYMENT INITIATIVES



**INTERMEDIATE LEVEL:**  
 CLEAR SELF-EMPLOYMENT OPTION AND BUSINESS DESIGN (in the model it would correspond to a work placement or a cooperative business incubator or a mentored employment company)

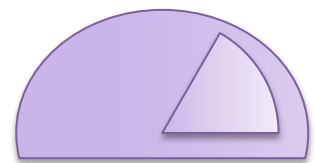


**PROFICIENT LEVEL:**  
 WORKTEAM WITH AUTONOMOUS BUT SUPERVISED MANAGEMENT (in the model it would correspond to a phase of specialised business coaching or business mentoring or supervised production)

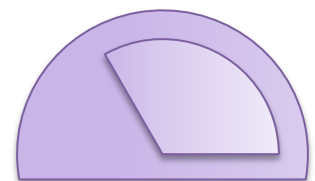


As for **empowerment**, learning is cumulative; increased empowerment competence favours active citizenship in all areas in which the subject and the group are involved.

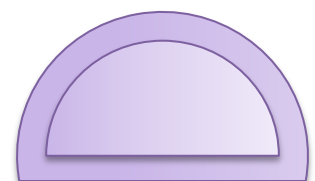
**SELF-ASSERTION AND OBJECTIVE ANALYSIS**  
 INDIVIDUAL: the participant is aware of her personal and professional potential and limitations.  
 GROUP-BASED: the participants accept to be part of the group.



**SELF-ASSERTION, SELF-AWARENESS, AND DECISIONS**  
 INDIVIDUAL: the participant is able to boost herself.  
 GROUP-BASED: the participants collaborate in common goals.



**SELF-ASSERTION, SELF-AWARENESS, DECISIONS, AND TRANSFORMATION ACTIONS**  
 INDIVIDUAL: the participant can teach others. She is self-confident and aware of gender-based inequalities.  
 GROUP-BASED: cooperative functioning, high level of mutual commitment, success achieved as a group, increased group visibility and public projection.



### 3. SKILLS MAP

The model has PREDEFINED a SKILLS map in self-employment and empowerment learning; in the case of the professional role, it adopts the skills already identified in the national and the European catalogues of qualifications.



## Skills map

Skills are an individual's traits contributing to successful performance at work. Skills are expressed in the form of knowledge, abilities, and attitudes.

The competences or skills in the **professional role** area developed within the framework of this project have to do with CREATIVE SEWING, a basic occupation used for testing the model. In the absence of a professional certificate specific to this job, the skills map makes reference to professional certificates:

- (SEAG0109) environmental understanding and education (RD 720-2011, May 20)
- (TCPF0712) pattern design for textile and leather clothing (RD 991/2013, December 13)
- (TCPF0109) clothing repairs and alteration of textile and leather clothing (RD 722/2011, May 20)



A skills map is shown next as an example, though the map related to **professional role** will vary depending on the job or occupation to develop:



PROFESSIONAL  
TRAINING basic

#### ENVIRONMENTAL EDUCATION

- Understanding the mutual influence of human activities and the social and natural environment. (UC0805\_3)

#### SUPPLIER PORTFOLIO

- Building a supplier portfolio for second-hand clothes for customisation

#### ORGANISATION OF WORK SPACES

- Preparing materials, tools, machines and sewing equipment. (UC1225\_1)

#### CREATIVE SEWING

- Making clothing alterations and customisation. (UC1227\_1)



PROFESSIONAL  
TRAINING intermediate

#### ENVIRONMENTAL EDUCATION

- Understanding the mutual influence of human activities and the social and natural environment. (UC0805\_3)

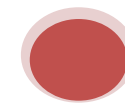
#### CREATIVE SEWING

- Transforming textile and non-textile materials for their use in transformed clothes or other clothing. (UC1521\_3 ADAPTED)

Hand-cutting and assembling (UC1234\_2) and machine-assembling. (UC1235\_2)

#### CUSTOMER CARE

- Dealing with clients during tailored-clothes service. (UC1237\_2)
- Exhibition and display of products in public market stalls.



PROFESSIONAL  
TRAINING high

#### ENVIRONMENTAL EDUCATION

- Understanding the mutual influence of human activities and the social and natural environment. (UC0805\_3)

#### CREATIVE SEWING

- Prototype development. New models.
- Analysing and understanding design, collaborating in product definition (textiles and leather). UC0912\_3
- Planning and developing patterns for the model to be developed. (UC0914\_3)
- Modeling, pattern-making, and cutting of clothes or other textile products. (UC1519\_3)

Find here a more detailed Skills Map: <https://drive.google.com/file/d/oBonq-A7HBqO1NnINeDJRZENuTIU/view?usp=sharing>



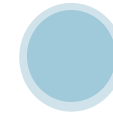
Within the scope of **group-based SELF-EMPLOYMENT**, the set of skills pre-selected for each learning level is shown next.



SELF-EMPLOYMENT basic



SELF-EMPLOYMENT intermediate



SELF-EMPLOYMENT high

**STARTING OFF**  
 Employment analysis  
 Myths and barriers to self-employment  
 Women and self-employment (socio-cultural and economic influence)  
 Self-employment: pros and cons  
 Entrepreneurship versus salaried work  
 Self-employment options  
 Social economy and collective self-employment  
 Setting up a company  
 Development of productive/innovative ideas (design-thinking methodology)  
 Access to funding and financial means for self-employment initiatives

**PLANNING**  
 Preparing the business plan (determination of activities to undertake; finding business opportunities; marketing strategy; financial plan, organisation of cooperative business activity)  
**MANAGING AND CONTROLLING DAILY OPERATION**  
 Developing techniques and procedures for supplier management and logistics  
 Identification of production processes  
 Support networks and inter-operation, forging alliances  
**ADMINISTRATIVE MANAGEMENT**  
 Understanding legal, fiscal and clerical matters, procedures and techniques to launch the company  
 Access to financial resources  
 Control of financial and accounting flows  
**ADMINISTRATIVE MANAGEMENT**  
 Definition and implementation of processes, protocols and techniques for promotion, distribution, sales and post-sale of products and services

**PLANNING**  
 Setting up a control system (objectives, evaluation indicators, process managers) for production, management, marketing, alliances, internal organisation)  
**MANAGING AND CONTROLLING DAILY OPERATION**  
 Advanced system for supplier control and logistics, production processes, labour-related management, quality control systems (environmental, social and financial quality)  
 Management of alliances  
**ADMINISTRATIVE MANAGEMENT**  
 Scorecard management: acquiring control tools for economic flows, finances, regulations, internal administration, logistics, production  
**ADMINISTRATIVE MANAGEMENT**  
 Procedures, advanced management, marketing mix  
**OCCUPATIONAL HEALTH AND SAFETY**  
 Safety obligations and safety control

Find here a more detailed Skills Map: <https://drive.google.com/file/d/oBonq-A7HBqO1NnINeDJRZENuTIU/view?usp=sharing>



In the **EMPOWERMENT** area, the development of skills was crucial, and the classification system grew more and more complex as the section was developed. Next is a preliminary classification taking into account the empowerment levels defined. It is a tentative classification based on collective thinking and it is likely to undergo changes in future model reviews.



EMPOWERMENT Basic

**SELF-ASSERTION:**  
 self-confidence  
 self-control  
 overcoming learnt helplessness,  
 asking for help  
 communicating feelings  
 relationship  
 collaboration  
**AWARENESS**  
 ability to analyse objectively empathy  
 awareness of discrimination  
 developing social skills in group



EMPOWERMENT Intermediate

**SELF-ASSERTION**  
 communication  
 professionalization project,  
 access to and control of resources,  
 group awareness,  
 expression of affection and emotions  
 compliance with rules and tasks  
 teamwork  
**AWARENESS**  
 critical political awareness  
 flexibility  
**DECISIONS ABOUT ONE'S LIFE AND DEVELOPMENT**  
 Initiative and decision making



EMPOWERMENT High

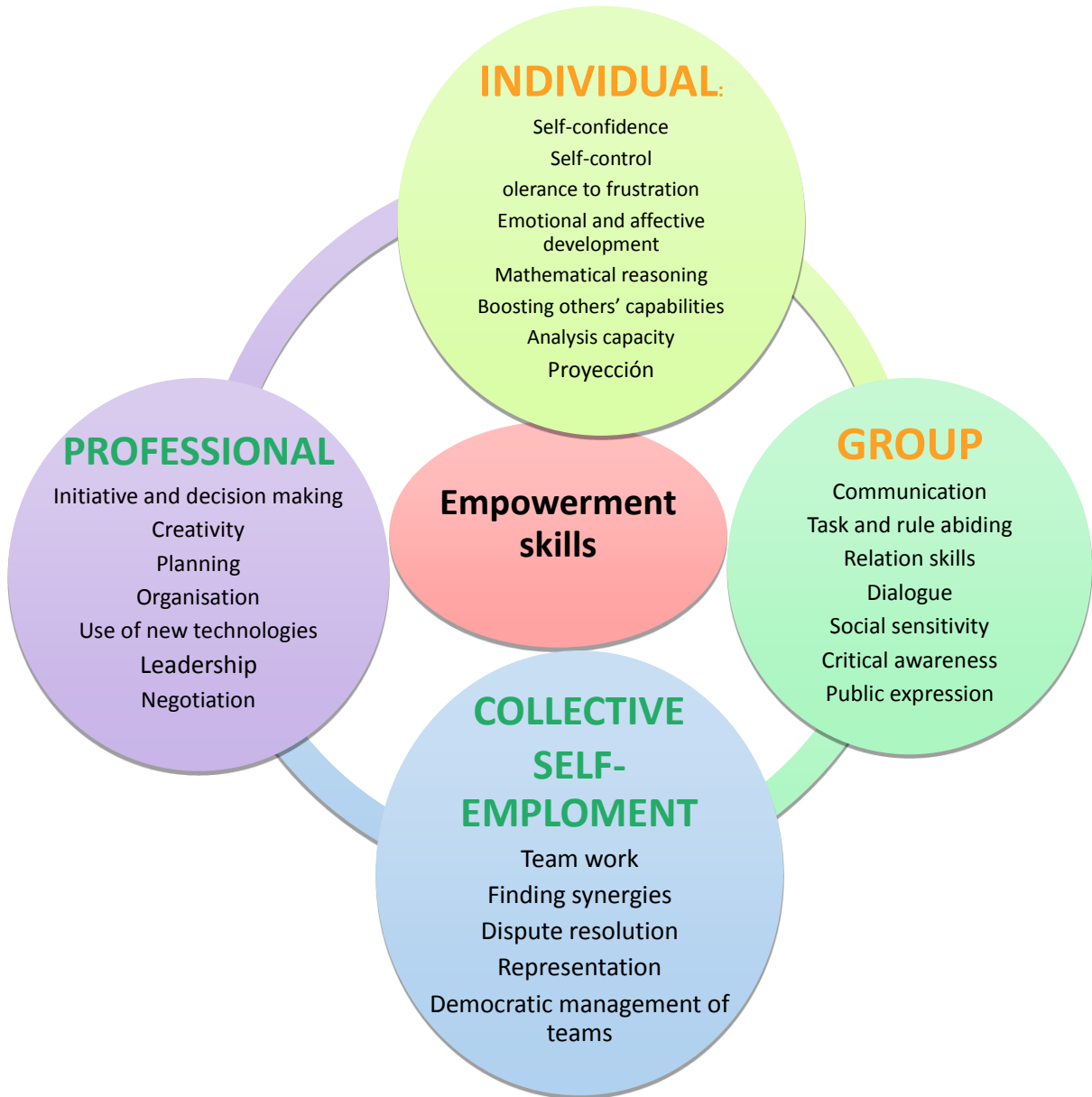
**SELF-ASSERTION**  
 emotional and affective development  
 public expression of thoughts, ideas, beliefs  
 search for synergies  
 boosting other people's potential and skills  
 visibility as a group  
**AWARENESS**  
 reflective thinking  
**DECISIONS ABOUT ONE'S LIFE AND DEVELOPMENT**  
 leadership (female gender)  
 Bipolarity: worker-entrepreneur  
 organizational capacity  
 ability to establish dialogue  
**TRANSFORMING THE ENVIRONMENT / STRUCTURES**  
 projection capability  
 change management  
 creativity  
 negotiation  
 visibility  
 representation in a cooperative  
 democratic management of work teams

Find here a more detailed Skills Map: <https://drive.google.com/file/d/oBonq-A7HBqO1NnlNeDJRZENuTIU/view?usp=sharing>



But empowerment competences can also be classified based on their functionality in the pathway. In fact, any intervention based on the ARACNE model should combine skills development at every level of learning according to each of the strata in which it applies.

**CLASSIFICATION OF EMPOWERMENT SKILLS BASED ON THEIR FUNCTIONALITY**



Empowerment skills require more of an analysis and further development and systematization than undertaken by this guide, given their importance to human, professional and entrepreneurial development.



#### 4. From the skills map to the ACTIVITIES MAP

In the model, the training activity is based on pre-designed ‘pills’ pedagogically conceived for the development of certain competences.



Set of tasks or dynamics that contribute to developing a number of skills

Different training activities were designed throughout Aracne, within the three scopes of action of the model: professional training, group-based self-employment, and empowerment. A selection of 22 training activity sheets has been published on this [website](#)<sup>6</sup>, as an example. The sheets are laid out into three columns corresponding to 3 categories:

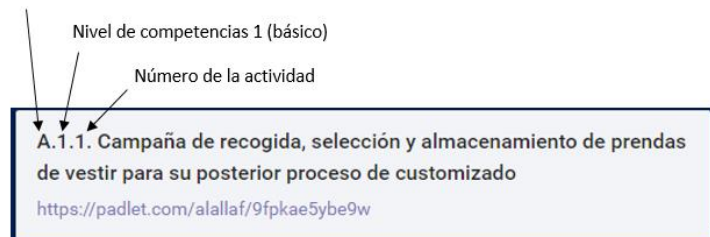
A. Activities for the development of professional skills (in our case, in the creative sewing area)

B. Activities for the development of self-employment

C. Activities for individual and collective empowerment

In addition to the three categories, A, B and C, we identified three skill levels:

Acción formativa de la categoría A (perteneciente al ámbito de una cualificación profesional)



1 = Basic competence level

2 = Intermediate competence level

3 = Proficient competence level

Each training activity has a name preceded by a letter and two numbers, which works as a reference to be able to link the activity to the skills map:

<sup>6</sup> <https://padlet.com/alallaf/wv7nd2s0d01>

A. TECHNICAL TRAINING ACTIVITIES	B. SELF-EMPLOYMENT LEARNING ACTIVITIES	C. EMPOWERMENT ACTIVITIES
A.1.1. Selection and storage of clothes for following process of customization Description: <a href="https://padlet.com/alalaf/reukubtd31a">https://padlet.com/alalaf/reukubtd31a</a>	B.1.1. Types of social business organisations and examples Description: <a href="https://padlet.com/alalaf/1obpw5jnb8o">https://padlet.com/alalaf/1obpw5jnb8o</a>	C.1.1. Overcome learned helplessness - Reframing (Individual) Description: <a href="https://padlet.com/alalaf/x3jwox4i51uh">https://padlet.com/alalaf/x3jwox4i51uh</a>
A.1.2. Adaptations and finishing of second-hand assigned to children from 0 to 3 years Description: <a href="https://padlet.com/alalaf/c54e18w1dk1">https://padlet.com/alalaf/c54e18w1dk1</a>	B.1.2. Advantages and disadvantages in social businesses Description: <a href="https://padlet.com/alalaf/n333imvz34q">https://padlet.com/alalaf/n333imvz34q</a>	C.1.2. The Johari Window (Collective) Description: <a href="https://padlet.com/alalaf/zig5d04nlu">https://padlet.com/alalaf/zig5d04nlu</a>
A.1.3. Elaboration of toilet bag, computers covers and squared bags using recycled products Description: <a href="https://padlet.com/alalaf/fej53mtk1gh">https://padlet.com/alalaf/fej53mtk1gh</a>	B.1.3. Entrepreneur interview Description: <a href="https://padlet.com/alalaf/tzc2hdk71rx">https://padlet.com/alalaf/tzc2hdk71rx</a>	C.2.1. Sources of self-efficacy - Past Performance (Individual) Description: <a href="https://padlet.com/alalaf/2ki230u9w93e">https://padlet.com/alalaf/2ki230u9w93e</a>
A.2.1. Collection project from denim clothes and other second-hand textile Description: <a href="https://padlet.com/alalaf/gnwv414uk6d">https://padlet.com/alalaf/gnwv414uk6d</a>	B.2.1. Social Business Canvas Model Description: <a href="https://padlet.com/alalaf/9thqbgvj4mc">https://padlet.com/alalaf/9thqbgvj4mc</a>	C.2.2. Active - Constructive Response3 (Collective) Description: <a href="https://padlet.com/alalaf/3osx6tnn8ro">https://padlet.com/alalaf/3osx6tnn8ro</a>
A.2.2. Participation in a market "at use" together with other producers Description: <a href="https://padlet.com/alalaf/1icopmti594">https://padlet.com/alalaf/1icopmti594</a>	B.2.2. SWOT Analysis Description: <a href="https://padlet.com/alalaf/k21poljnm4pr">https://padlet.com/alalaf/k21poljnm4pr</a>	C.3.1. Introducing the topic leadership (Individual) Description: <a href="https://padlet.com/alalaf/zgypudajzndx">https://padlet.com/alalaf/zgypudajzndx</a>
A.3.1. Collection project CUSTOMIZED PRODUCTS from wedding and party dresses Description: <a href="https://padlet.com/alalaf/6juhnt0oxju">https://padlet.com/alalaf/6juhnt0oxju</a>	B.2.3. Promotion of the organization, of services of products Description: <a href="https://padlet.com/alalaf/x4o9qzmt4b1">https://padlet.com/alalaf/x4o9qzmt4b1</a>	C.3.2. Going public with an important topic (Collective) Description: <a href="https://padlet.com/alalaf/sgfftr6ov2gb">https://padlet.com/alalaf/sgfftr6ov2gb</a>
A.3.2. PUBLIC design event transformed clothing Description: <a href="https://padlet.com/alalaf/yvzdzza0ev0o">https://padlet.com/alalaf/yvzdzza0ev0o</a>	B.3.1. Money, money, money Description: <a href="https://padlet.com/alalaf/shdz5pu5ycu6">https://padlet.com/alalaf/shdz5pu5ycu6</a>	
A.3.3. Design of innovative products from recycled textile Description: <a href="https://padlet.com/alalaf/zqviocqtpou">https://padlet.com/alalaf/zqviocqtpou</a>	B.3.2 Selling Description: <a href="https://padlet.com/alalaf/o5ift6enesy5">https://padlet.com/alalaf/o5ift6enesy5</a>	

By clicking on the hyperlink under the activities, this portal gives access to the individual sheets for each training activity:



ARACNE A.1.1. Selection and storage of clothes for following process of customization  
Return to home page: <https://padlet.com/alalaf/wv7nd2s0d01>

<p><b>COMPETENCES TO BE DEVELOPED</b></p> <p>Identification of the human activities susceptible of being contaminated and the convenient.</p> <p>Elaboration of approaches and argue them, distinguishing between companies and individual people for the donation of material susceptible of being customized.</p> <p>Elaboration of the protocol of contact with companies and supplier people of second-hand clothes.</p> <p>Reception, classification and storing operations of articles and textile complements, established in the company.</p> <p>Work team</p>	<p><b>DESCRIPTION OF THE ACTIVITY</b></p> <p>The aim of this activity is to carry out a recruitment plan of donor institutions of material, preparing the speech and training the communication of it.</p> <p>A quick assessment of clothes, tissues and available material: use status and subsequent cataloguing (transformation, cutting...)</p> <p>A basic sheet is available for taking a glance.</p> <p>As well as the storage space is designed following the order of the productive process stages.</p> <p>It's interesting to carry out this activity at the beginning of the training activity, because it improves the progressive approach to clothes, awareness and argumentary, that later will be used in the rest of the training activity.</p> <p>The design of the activity allows work team and subsequently the participants can get to know each other.</p>	<p><b>METHODOLOGICAL DESCRIPTION</b></p> <p>This activity will be carried out following the sequences of the next group sessions:</p> <p><b>ELABORATION OF THE ARGUMENTARY</b> (recycle, ethnic fashion, consumption, textile Labour...)</p> <ul style="list-style-type: none"> <li>Brainstorm on the ethnic fashion concept: Classify post its and elaborate a definition in group.</li> <li>Watch a video about industrial processing of textile recycled and/or textile consumption. In subgroups, define the priority values in the argumentary.</li> <li>Pooling and writing of the argumentary.</li> </ul> <p>"ENTITIES PORTFOLIO". Elaborated in a mapping of entities donors of material.</p> <ol style="list-style-type: none"> <li>List of known shops, write them in a paper</li> <li>Divide the list in two large and small blocks</li> <li>Point out the ones I considered to be sensitive of some value of the argumentary</li> <li>Draw the map with the chosen ones: situation, product type to be donated, contact ...</li> </ol> <p><b>ROLL-PLAYING: TRAINING OF ENTITIES INTERVIEWS</b></p> <ol style="list-style-type: none"> <li>Creation of possible interview cases. Perform the situations pointed out in the various cases according to the assigned characters (possible donor, person of the workshop, observations during the roll-playing...)</li> <li>Assess the development of the play, highlighting key aspects to strengthen or improve them</li> <li>Review the necessary issues of the argumentary after the assessment.</li> </ol>	<p><b>ASSESSMENT INDICATORS</b></p> <ul style="list-style-type: none"> <li>Argumentario apprehendido</li> <li>Cartera de proveedores fidelizada</li> <li>Habilidades de comunicaci3n</li> <li>Almac3n organizado con un criterio objetivo e intuitivo</li> </ul>
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These 22 training activities are examples to replicate, modify and develop by teams promoting ARACNE training actions.

In the future development of the MODEL, it will be possible to increase the number of available activities tested and validated in the practice.



## 5. In sum: three specific pathways and an integrated itinerary

Learning results, skills map, and development of activities make up the three basic pathways in the model. The activities selected at each level will be in line with the individuals or the group the action is targeted at, and they should make it possible, anyway, to fulfil the learning objectives of the level or levels chosen.

The *professional pathway* developed within the framework of the project corresponds to the profession CREATIVE CLOTHING, and has been implemented for two years as a permanent ‘mirror’ to the systematisation of the model.

# PROFESSIONAL PATHWAY



## PROFESSIONAL TRAINING

- Access and consolidation of PROFESSIONAL ROLE
- **Professional role** is understood to be the role played, acknowledged and socially accepted for the members of a given discipline, **materialised into activities or tasks determining professional practice.**

A.1.1. Campaign for collection, selection and storage of clothes for subsequent customisation

A.1.2. Adaptation and finish of second-hand clothes for children aged 0 to 3

REQUESTED QUALITY FINISH, autonomously, under supervision of senior person, within schedule, with adequate environmental sustainability conditions and safety and quality and quantity standards.

APPLICATION OF ACCURANTE TECHNIQUES AND PROCEDURES and requested quality finish

A.2.1. Collection project based on denim clothing and other second-hand textiles

A.2.2. Participation in markets together with other manufacturers

A.3.1. Collection project for CUSTOMISED PRODUCTS based on bridal and evening dresses

A.3.2. Design of PUBLIC event, converted clothing

WORK ORGANISATION, application of accurate techniques and procedures, with requested quality finish



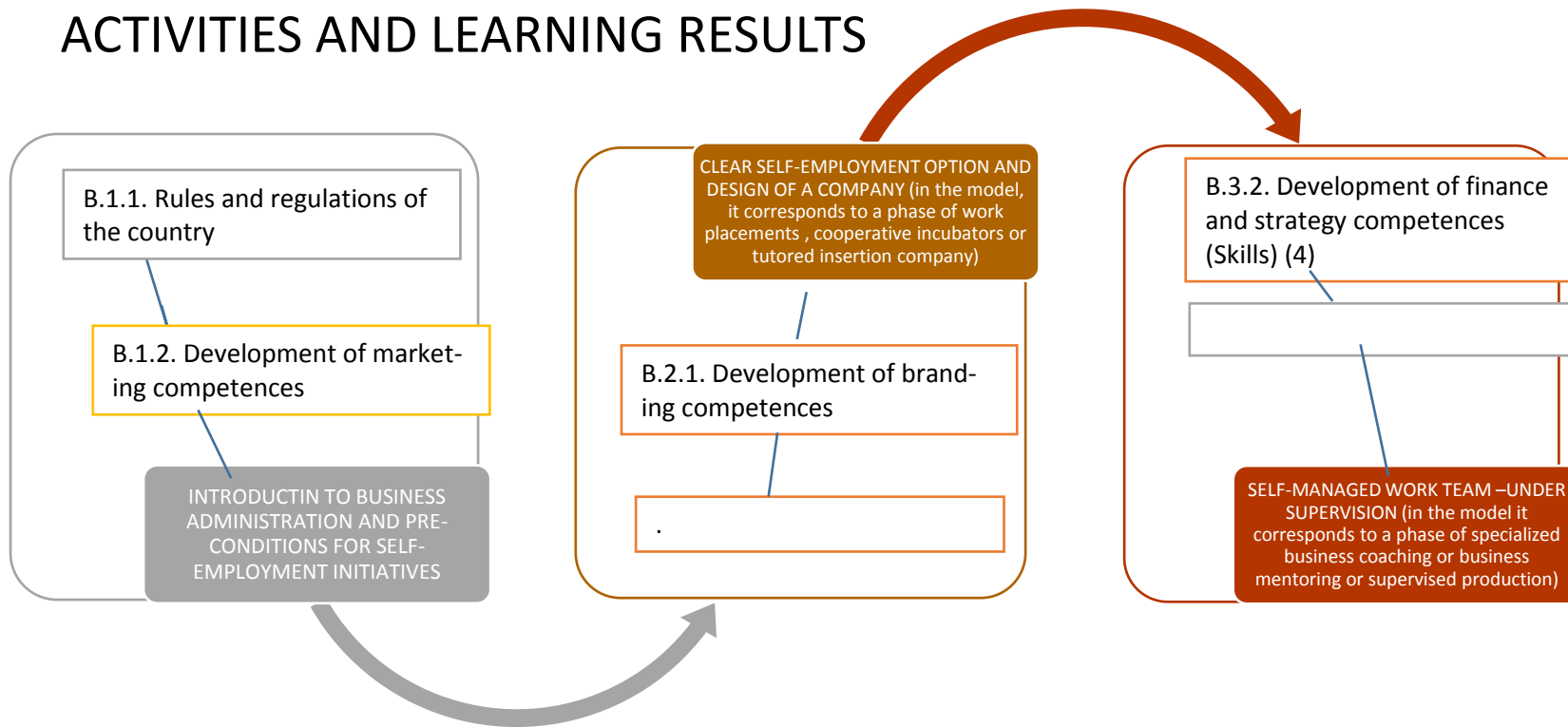


# ENTREPRENEURSHIP PATHWAY

## SELF-EMPLOYMENT

- Collective self-employment goes beyond the individual challenge of entrepreneurship learning. It allows work teams covering complementary skills to be put together, thus boosting individual knowledge.
- The model should enable the management of the enterprise itself.

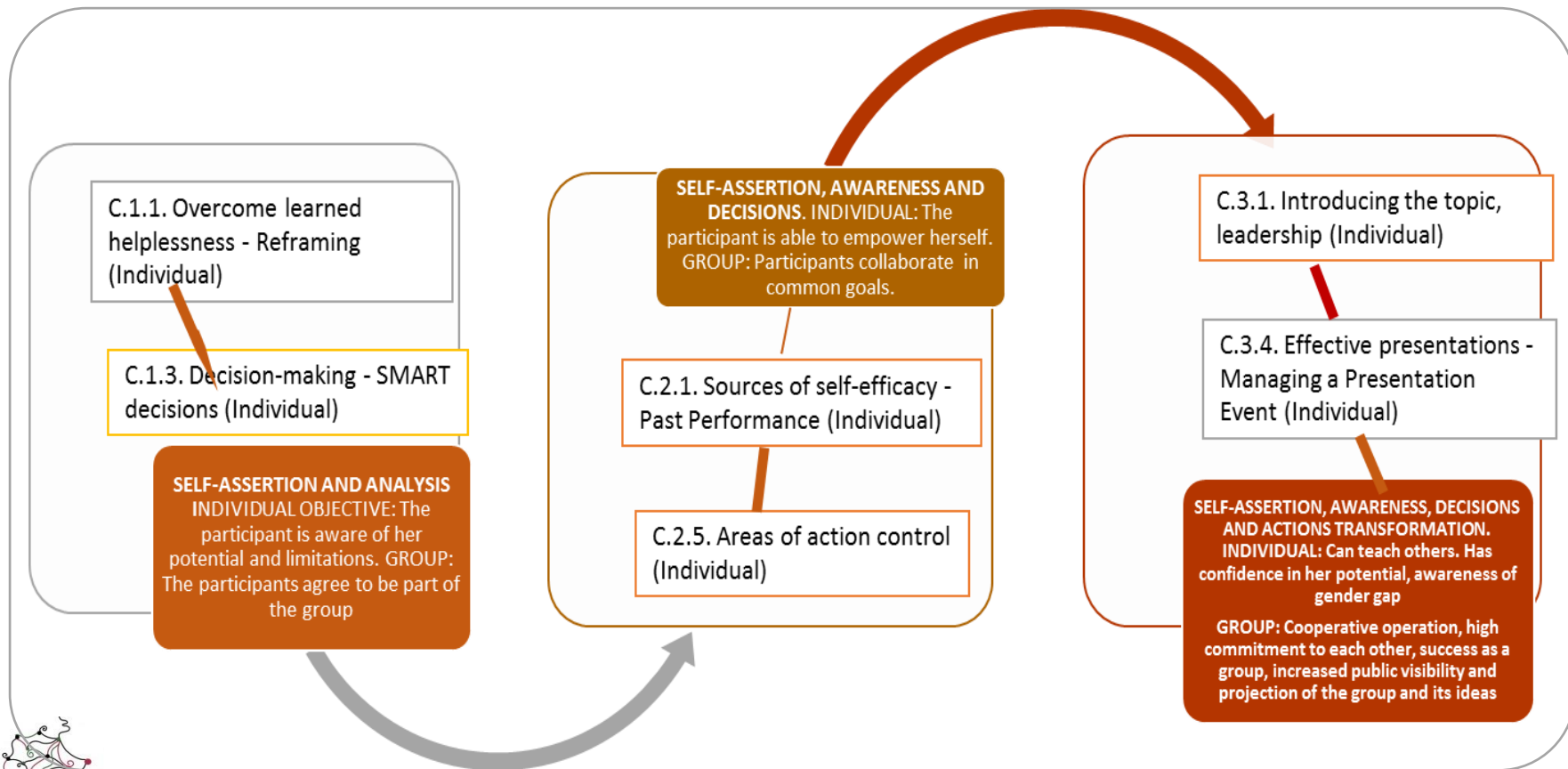
### ACTIVITIES AND LEARNING RESULTS



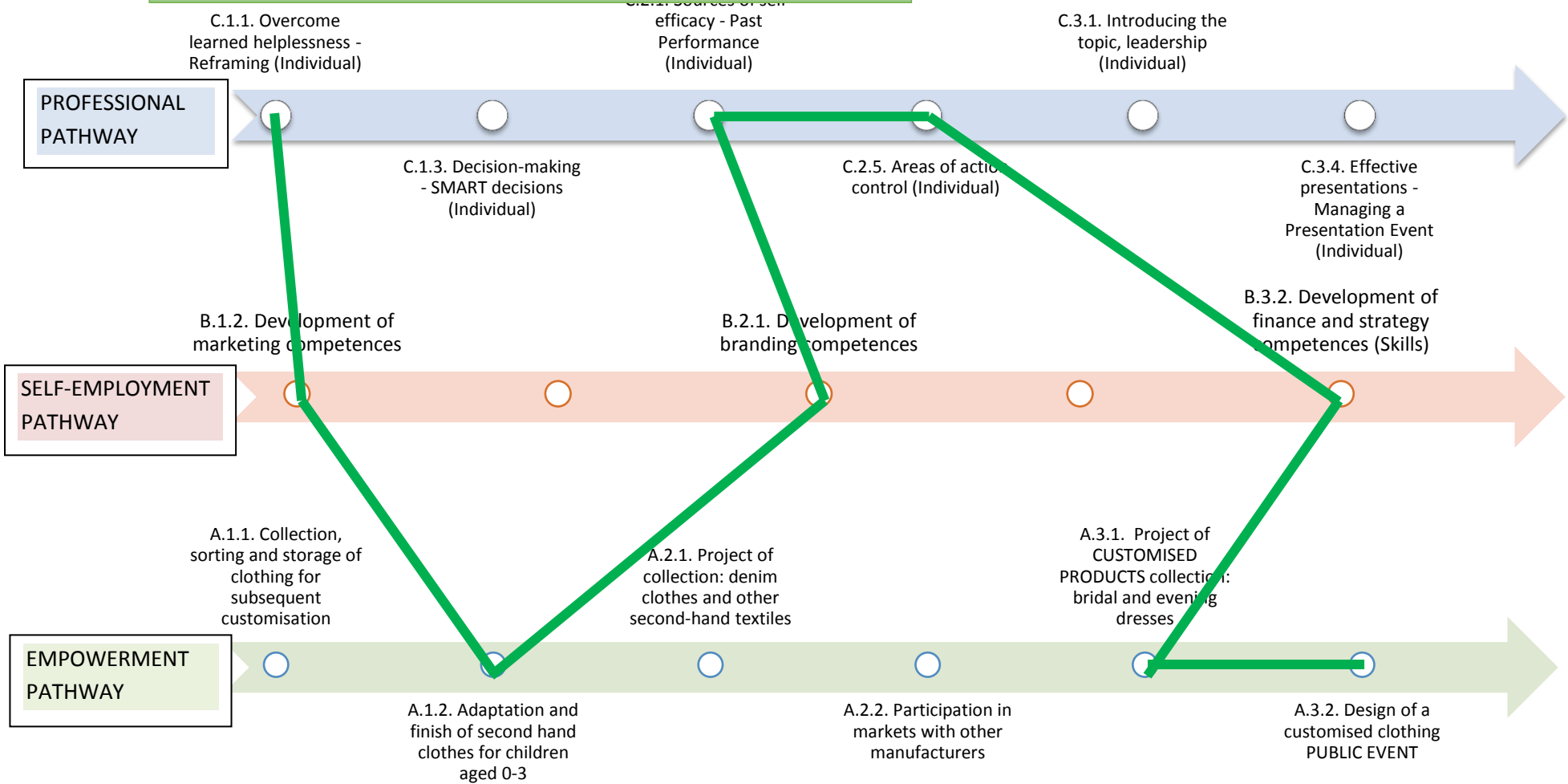
# EMPOWERMENT PATHWAY

## EMPOWERMENT

- Self-awareness of their subordination and increased self-confidence (“self-power”).
- Autonomous organisation to decide on their lives and their development (“power”).
- Mobilisation to identify their interests and transform constraining relationships, structures and institutions that perpetuate their subordination (“power for”).



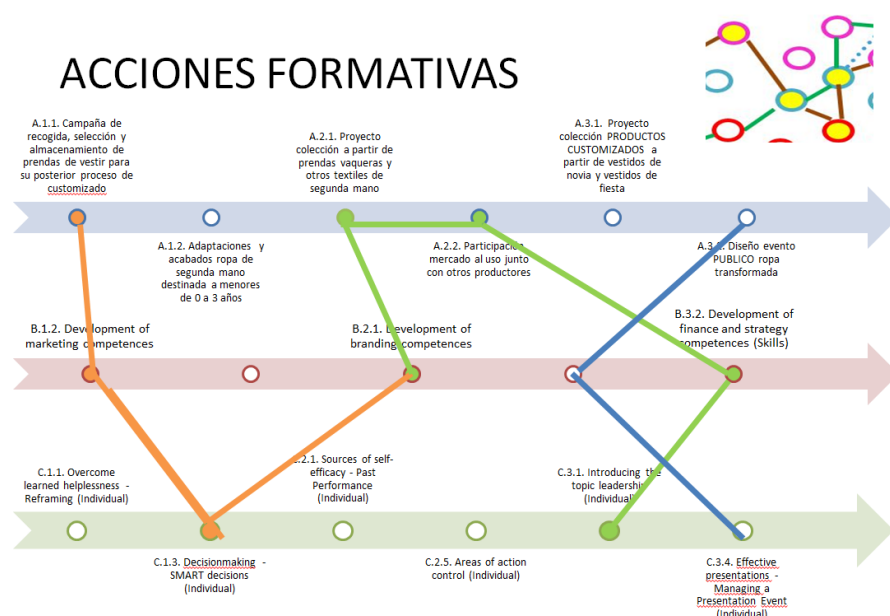
# INTEGRATED PATHWAYS



## 6. The training action is the basic intervention unit

A training action is part of the integrated inclusion pathway.

- It is comprised of activities from the three action axes, and responds to the need, objectives and resources available at each moment.
- With the development of these actions, the subject and the group make progress in the integrated pathway depending on their professional goals.
- It is internally consistent
- Responds to and complies with the professional certificates of the country where the action takes place or of the European qualifications catalogue (can be therefore certifiable)



In the coming years, the development of the model should favour the production of a computer application to automatically select target activities and build integrated training pathways.

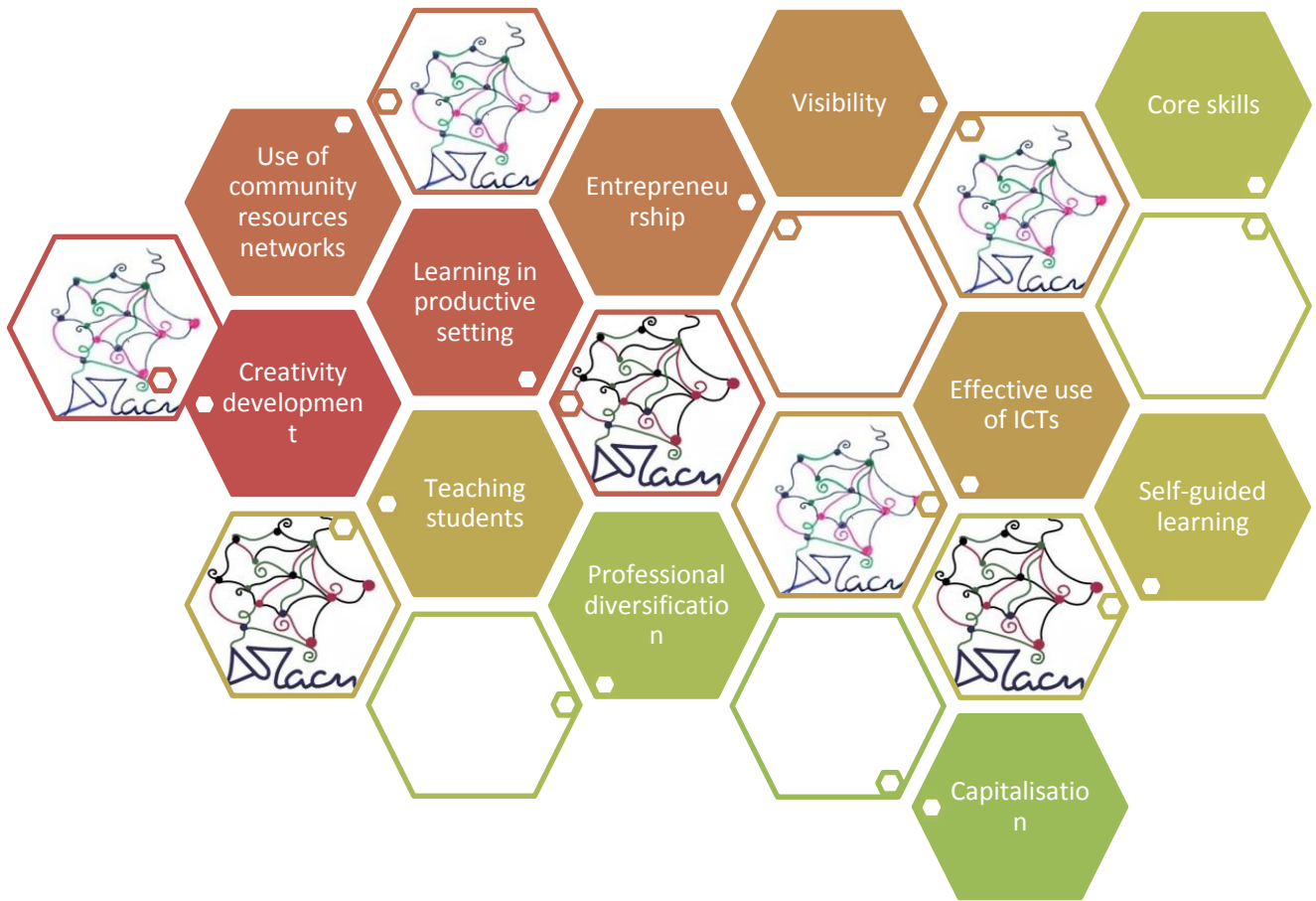
*An adequately scheduled set of training actions will lead to the integrated inclusion pathways.*

## 7. Application of ARACNE METHODOLOGICAL CRITERIA

Training actions must allow some of the methodological quality factors analysed along the current ARACNE project to be included. These factors are good practices considered to be effective in professional development processes.

For further information on these elements, please go to: <http://aracne.famylia.org/wp-content/uploads/2016/04/Methodological.pdf>







## PART 3

### THE APPLICATION OF THE MODEL

This section presents the process to follow for the design of a training action within the framework of ARACNE, as well as some reference contents and templates.

An adequately scheduled set of training actions will lead to the integrated inclusion pathways.

The design of a training action arises from a situation and a need for training involving at least these 4 elements:

- A group of people interested and willing to take part in a training process
- A team of trainers willing to facilitate the learning process
- Objectives to be achieved
- A set of resources enabling the process

**Remember!** A training action

- is internally consistent
- Responds to **professional certificates** of the country where it takes place or of the European qualifications catalogue (can be therefore certifiable)

**PLANNING** a training action will depend on:

- The resources available (time, funding...)
- The group's features (training level, motivational level...)

The teaching team shall consider the following process:

1. Initial student assessment
2. Selection and/or design of a map of skills adapted to the target audience and to the specific goals of the training action
3. Design of evaluation criteria
4. Design and planning of training activities
5. Progress assessment and impact evaluation

## 1. [Initial student assessment]

Procedure needed to develop an individualised programme. This analysis will be carried out by means of:

- a structured selection interview
- a preliminary indicator questionnaire<sup>7</sup>

## 2. [Selection and/or design of a map of skills adapted to the target audience and to the specific goals of the training action]

Each training action needs its own map of skills, adapted to the group and their specific objectives.

In addition to skills specific to the professional field to be developed, the map will include a selection of cross-cutting empowerment and self-employment skills in line with the target audience.

To facilitate the creation and selection of skills and the use of the maps, we suggest a template like the one on this [link](#)<sup>8</sup>

Outcomes	Knowledge	Skills	Attitudes
<b>ENVIRONMENTAL EDUCATION</b> • Understand the reciprocal influence of the human activities and the socio-natural environment. (UC0805_3)	• Analysis of human activities and environmental impact	• Identify the human activities susceptible of contamination and the accurate alternatives	• Consumerist (responsible consumption)
<b>SUPPLIER PORTFOLIO</b> • Established Supplier Portfolio of second-hand clothes susceptible of being customized	• Elaboración de protocolo de contacto con empresas y personas proveedoras de textiles de segunda mano	• Information, Communication and empathy • Development and assessment of an awareness campaign for the application of good environmental practices depending on the activity. <sup>1</sup> • Reception, classification and storing operations of articles and textile complements, established in the company. • Work team • Communication skills	• Productivity • Collaboration • Cooperation
<b>ORGANIZATION OF THE WORKPLACE</b> • Prepare materials, tools, machines and clothing teams. (UC1225_1)	• Preparation and conservation of machines, tools and accessories for the cutting, packaging of materials and finishing processes in clothing. • Sewing machines: Functional characteristics, classification, bodies, elements and accessories, functioning, maintenance, Risk prevention.	• First level maintenance operations of machines, tools and accessories of cutting, assembling and finished goods available in the workplace. • Lubrication and cleaning. • Assembly and disassembly of accessories. • Preparation and Adjustment of the machines depending on the material.	• Foresight • Planning • Order • Tidiness
<b>CREATIVITY</b>	• Lacks of the creativity. Creative personality.	• Divergent thinking	• Give permission to oneself • Get out of the comfort area • Seek for personal inspiration
<b>CREATIVE SEWING</b> • Make adaptations and personalize clothing items. (UC1227_1)	• Recognize textile fibres (types, collecting and manufacture, properties) • Use of the textile product (Characteristics and use of threads, textile, complement and ancillary products) • Techniques of disassemble parts: identification of the parts • Cutting tissue and materials for clothing textile items. (Techniques and procedures of cutting tissue of different materials, quality check) • Assembling by hand and/or machine of textile items (techniques, procedures, types of assembling) • Operations for the finished of textile items. • Prevention and security during the whole process of clothing.	• Procedures of unstitching and disassembling. • Test procedures. • Procedures of continuous cutting, assembling and finished goods within the company. • Techniques and procedures of finishing goods, incorporation of auxiliary and ornamental elements, final ironing. Quality check, product preparation for its delivering. • Quality check of tailoring and adaptations. • Integration and communication within the training area and work.	• Responsible behavior • Respect towards the procedures and rules. • Interpretation and execution of the given instructions diligently. • Recognize the production process of the organization • Use of established communications channels • Adaptation to the rhythm of work • Follow the regulations of risk prevention, occupational health and environmental protection

Using a spreadsheet programme like MS Excel (with the sheet tabs at the bottom of the user interface), we can copy the template as many times as necessary and therefore have a collection of skill maps that are easy to create, modify and view.

<sup>7</sup> <https://drive.google.com/file/d/0B0nq-A7HBqO1SkRHQnMtM1NheE0/view?usp=sharing>

<sup>8</sup> <https://drive.google.com/file/d/0B0nq-A7HBqO1NnIneDJRZENUtIU/view?usp=sharing>



The tables suggested on the link have been created within the framework of ARACNE and can inspire the design of new adapted maps of skills or be used as a basis.

### 3. [Design of evaluation criteria]

Once the map has been drawn with the skills to be part of the basic framework of the new training action, the team must develop a second important tool: a set of evaluation criteria based on the contents of the skill maps

For example, if our map includes contents such as the next ones, related to environmental education:

Results	Knowledge	Skills	Attitudes
Understanding the mutual influence of human activities and the social and natural environment. (UCo805_3)	Analysis of human activities and environmental impact	Identification of human activities that may cause pollution and suitable alternatives	Responsible consumption
Understanding the mutual influence of human activities and the social and natural environment. (UCo805_3)	Acknowledgement of environmental issues	Application of environmental criteria to training and working practices	Prescribers of environmental protection and responsible consumption
Understanding the mutual influence of human activities and the social and natural environment. (UCo805_3)	Acknowledgement and application of good environmental practices in line with human activity	Introduction into everyday life of environmental protection and responsible consumption habits.	

... we will have evaluation criteria like these ones:

- I know the impact of human activities upon the environment
- I know the impact of fashion and clothing activities on the environment
- In my everyday life, I can identify actions and activities that have a greater impact on the environment
- In the world of fashion and clothing, I can identify actions and activities that have a greater impact on the environment
- In my everyday life, I know and apply alternatives intended to reduce the environmental impact
- I know and apply alternatives in my/your creative clothing activity to reduce the environmental impact
- My purchasing and consumption style considers the environmental impact
- I try to be a responsible consumer



These evaluation criteria will be used both for self-evaluation and for evaluation by the teaching team, or even for cross evaluation (peer review). They can also be used to set training objectives.

They can be applied before, during and after the training activities using a simple template like this [one](#)<sup>9</sup>, which will allow users to record the progress made and view it:

	Trainee's initial assessment	Trainee's final assessment	Coach initial assessment	Coach final assessment
<b>Creative sewing</b>				
<b>Environmental education</b>				
I know the impact of human activities on the environment	3.4	4.1	3.1	4.1
I know the impact on the environment of fashion and clothing activities	3.1	4.3	2.9	4.1
In my daily life I identify actions and activities that have more impact on the environment	3.6	4.6	3.6	4.1
In the world of fashion and clothing I identify actions and activities that have more impact on the environment	3.0	4.4	2.6	4.1
I know and apply alternatives to reduce the environmental impact on my daily life	3.1	3.5	3.5	3.6
I know and apply alternatives that reduce the environmental impact on my creative sewing activity	3.0	4.5	2.1	3.8
My way to buy and consume takes into account the environmental impact	2.9	4.0	3.0	4.0
I strive to consume responsibly	3.9	4.4	3.5	4.0

In the previous example evaluation criteria are written in the first person, considering a process of self-assessment, but the same criteria can be used by the team of trainers, as reflected in some of the columns on the table.

The resulting values on the table can be graphically displayed using the chart functions of any spreadsheet, allowing us to make comparisons such as the one in the figure comparing the self-assessment of a student group before and after the training activity, with the same perception by the teaching team:

<sup>9</sup> <https://drive.google.com/file/d/0B0nq-A7HBqO1WXVfeUota1Azb00/view?usp=sharing>





In the same format and using the tab system, we can view different curves, for example:

- Student self-evaluation before, during and after the training action
- Evaluation by the teaching team before, during or after
- Evaluation of an individual by the group or vice versa
- Arithmetic mean and other statistical measures relating to a particular group
- Objectives to be achieved (either your own goals or as agreed with the team, etc.)

## 4. [Design of training activities]

Here, we do not start from scratch either: the members of the ARACNE European project have developed a set of training actions that can be used as such, adapted, replicated or created using its template, based on the specific needs of each training project.

As already mentioned in the second part of this guide, a set of 22 specific training actions is available on the following [site](https://padlet.com/alallaf/wv7nd2s0d01)<sup>10</sup>

<sup>10</sup> <https://padlet.com/alallaf/wv7nd2s0d01>

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A.1.2. Adaptations and finishing of second-hand assigned to children from 0 to 3 years Description: <a href="https://padlet.com/alalaf/c54e18w1dki1">https://padlet.com/alalaf/c54e18w1dki1</a>	B.1.2. Advantages and disadvantages in social businesses Description: <a href="https://padlet.com/alalaf/n333imvz134q">https://padlet.com/alalaf/n333imvz134q</a>	C.1.2. The Johari Window (Collective) Description: <a href="https://padlet.com/alalaf/zig5d04nlu">https://padlet.com/alalaf/zig5d04nlu</a>
A.1.3. Elaboration of toilet bag, computers covers and squared bags using recycled products Description: <a href="https://padlet.com/alalaf/fetj5mtk1gh">https://padlet.com/alalaf/fetj5mtk1gh</a>	B.1.3. Entrepreneur interview Description: <a href="https://padlet.com/alalaf/tzc2hkd71rx">https://padlet.com/alalaf/tzc2hkd71rx</a>	C.2.1. Sources of self-efficacy - Past Performance (Individual) Description: <a href="https://padlet.com/alalaf/2k230u9w93e">https://padlet.com/alalaf/2k230u9w93e</a>
A.2.1. Collection project from denim clothes and other second-hand textile Description: <a href="https://padlet.com/alalaf/gnvf414uk6d">https://padlet.com/alalaf/gnvf414uk6d</a>	B.2.1. Social Business Canvas Model Description: <a href="https://padlet.com/alalaf/9thqvgnj4mc">https://padlet.com/alalaf/9thqvgnj4mc</a>	C.2.2. Active - Constructive Response3 (Collective) Description: <a href="https://padlet.com/alalaf/3osx6tnn8sro">https://padlet.com/alalaf/3osx6tnn8sro</a>
A.2.2. Participation in a market "at use" together with other producers Description: <a href="https://padlet.com/alalaf/1icopm1t594">https://padlet.com/alalaf/1icopm1t594</a>	B.2.2. SWOT Analysis Description: <a href="https://padlet.com/alalaf/k21poljnm4pr">https://padlet.com/alalaf/k21poljnm4pr</a>	C.3.1. Introducing the topic leadership (Individual) Description: <a href="https://padlet.com/alalaf/zgypudajzndx">https://padlet.com/alalaf/zgypudajzndx</a>
A.3.1. Collection project CUSTOMIZED PRODUCTS from wedding and party dresses Description: <a href="https://padlet.com/alalaf/6juhht0oxju">https://padlet.com/alalaf/6juhht0oxju</a>	B.2.3. Promotion of the organization, of services of products Description: <a href="https://padlet.com/alalaf/x4o9qzmt4b1">https://padlet.com/alalaf/x4o9qzmt4b1</a>	C.3.2. Going public with an important topic (Collective) Description: <a href="https://padlet.com/alalaf/sgflfr6ov2gb">https://padlet.com/alalaf/sgflfr6ov2gb</a>
A.3.2. PUBLIC design event transformed clothing Description: <a href="https://padlet.com/alalaf/yzydiza0ev0o">https://padlet.com/alalaf/yzydiza0ev0o</a>	B.3.1. Money, money, money Description: <a href="https://padlet.com/alalaf/shdz5pu5yuc6">https://padlet.com/alalaf/shdz5pu5yuc6</a>	
A.3.3. Design of innovative products from recycled textile Description: <a href="https://padlet.com/alalaf/zqviocqtpou">https://padlet.com/alalaf/zqviocqtpou</a>	B.3.2. Selling Description: <a href="https://padlet.com/alalaf/o5ift6enesy5">https://padlet.com/alalaf/o5ift6enesy5</a>	

If you need to generate new activities, remember this diagram:

**STANDARD LAYOUT FOR THE DEVELOPMENT OF EACH ACTIVITY**

Name of activity. **xxx**

Denomination of ARACNE MODEL skills developed (must be defined in skills map)  
**xxx**

<input type="checkbox"/>	PROFESSIONAL TRAINING	LOW LEVEL	INTERMEDIATE LEVEL	PROFICIENT LEVEL
<input type="checkbox"/>	SELF-EMPLOYMENT	LOW LEVEL	INTERMEDIATE LEVEL	PROFICIENT LEVEL
<input type="checkbox"/>	EMPOWERMENT	LOW LEVEL	INTERMEDIATE LEVEL	PROFICIENT LEVEL

Summary of development methodology: **xxx**

How does it intervene in context: **xxx**

How does it apply ARACNE's methodological criteria: **xxx**

Resources needed: **xxx**



## 5. [Design of an integrated pathway]

The next phase is the design of an activity programme with a timeline, resources and an application, i.e. a template, illustrated here with a specific example: the first pilot application of the Aracne model.

DATE		CONTENTS	LENGTH	CONTENTS	LENGTH	CONTENTS	LENGTH
		<b>TEXTILE TRANSFORMATION PATHWAY</b>		<b>EMPOWERMENT PATHWAY</b>		<b>SELF-EMPLOYMENT PATHWAY</b>	
09-Mar	MACRO-SKILL	INTRODUCTION TO SEWING // previous analysis		Previous analysis – group session			
	ACTIVITY		2 hours 30 minutes	Presentation// Needs/Aims			1 hour 30 minutes
15-Mar	MACRO-SKILL	LOGISTICS				ENTREPRENEURIAL SKILLS	
	ACTIVITY	Organisation of materials	3 hours			Appreciative map	1 hour
16-Mar	MACRO-SKILL	CREATIVE SEWING		CREATIVITY			
	ACTIVITY	Customer care (getting to know your clients)	1 hour	(brain storming)	45 min		
	MACRO-SKILL	Introduction to sewing II	2h 15min				
29-Mar	MACRO-SKILL	CREATIVE SEWING					
	ACTIVITY	Introduction to clothing customisation	1 hour				
	MACRO-SKILL	CREATIVE SEWING					
	ACTIVITY	Working with T-shirts	3 hours				
30-Mar	MACRO-SKILL	CREATIVE SEWING		CREATIVITY			
	ACTIVITY	Introduction to clothing customisation	3 hours	Divergent thinking	1 hour		
05-Apr	MACRO-SKILL	CREATIVE SEWING		CREATIVITY			
	ACTIVITY	Introduction to pattern design	45 minutes	Creative thinking	2 hours		
	Making a rucksack	1 hour 15 minutes					
06-Apr	MACRO-SKILL	CREATIVE SEWING		SELF-ASSERTION/ TEAM WORK			
	ACTIVITY	Making a rucksack II	2 hours	(Johari window/ feedback)	2 hours		
12-Apr	MACRO-SKILL	EDUCACIÓN MEDIOAMBIENTAL					
	ACTIVITY	Label analysis	1 hour 30 minutes				
	MACRO-SKILL	CREATIVE SEWING					
	ACTIVITY	Making a rucksack III	2 hours 30 minutes				



13-Apr	MACRO-SKILL	CREATIVE SEWING				
	ACTIVITY	Stencil technique	4 hours			
19-Apr	MACRO-SKILL	CREATIVE SEWING				
	ACTIVITY	Clothes transformation II	4 hours			
20-Apr	MACRO-SKILL				GROUP SELF-EMPLOYMENT	
	ACTIVITY				Visit to clothing company	4 hours
26-Apr	MACRO-SKILL	CREATIVE SEWING				
	ACTIVITY		4 hours			
27-Apr	MACRO-SKILL	CREATIVE SEWING		GROUP EMPOWERMENT		
	ACTIVITY	SEWING	2 hours 30 minutes	(evaluation)	30 minutes	Cooperatives workshop 1 hour
LEARNING RESULTS						

To see the sessions' contents, click on this [link<sup>11</sup>](#).

## 6. [Progress assessment and impact evaluation]

The follow-up and assessment of the training action require the application of specific criteria selected by the training team during the course design phase (see page 35 of the guide). We suggest to arrange them into an interactive table like the one on this [link<sup>12</sup>](#).

The table will be used for both self-evaluation and individual/group assessment by the training team before, during and after the course to measure the progress made by the trainees and the overall group.

<sup>11</sup> <https://drive.google.com/file/d/OB0nq-A7HBqO1RmNvekVPcVY1Mzg/view?usp=sharing>

<sup>12</sup> <https://drive.google.com/file/d/OB0nq-A7HBqO1SkRHQnMtM1NheEO/view?usp=sharing>





## CONCLUSIONS AND CONTINUITY

Hard work over the past two years has allowed us to turn ARACNE TRAINING, EMPOWERMENT AND ENTREPRENEURSHIP into a living project that continues growing with each new action and joint reflection. The soundness of our starting hypothesis ("the labour and social inclusion of groups with special difficulties in the job market will significantly improve if professional skills, personal empowerment and entrepreneurship are pooled together") has been corroborated by a set of training practices in different European countries, actions for the promotion of personal empowerment and collective entrepreneurship, and the opinions of multiple vocational training stakeholders.

This methodological guide is also a living and ongoing element. The experimental application of the basic level of model ARACNE -carried out with twenty women- allowed us to develop a number of applied tools which can be easily implemented in different contexts. However, ARACNE continues its implementation with advanced experimental phases, which in turn causes the model to keep evolving with the design of new training programs, the fine-tuning of the activities proposed, or the definition of new ones to meet demands in the new phase. The model highlights the need for holistic measures involving different actions and methodologies that lead to sustainable, efficient and, above all, replicable social innovation processes. In sum, we want the project -which started on an experimental basis- to become a widely accepted applied model.

At a basic level, the successful experimental application of the model has given way to a real productive and training environment: CUSTOMIZANDO, an integration cooperative where the intermediate and advanced phases of ARACNE will be developed. The learning methodology for these two stages is based on "learning by doing", the inclusion cooperative being used as a bridge between training and the business world. We invite individuals and groups with an interest in the model application and/or development to follow it up and share their thoughts with us.

One of the keys to the success of the project is its methodology, which is similar to that of "Community-Led Local Development (CLLD)", i.e. a bottom-up methodology to boost citizen participation and empowerment at the local level to better face the social and economic problems the project deals with. To contact us, please go to the ARACNE project website (<http://aracne.familias.org/>).

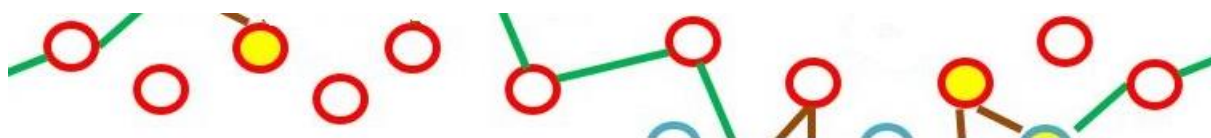
However, the most important challenges of the model are:



1. its validation through far-reaching replicability in different cultural, economic and social contexts.
2. the creation of a virtual platform to facilitate the exchange of resources and experiences from the application of ARACNE and finally contribute to a collective process of development and validation in the European scene.

But the definition of a new project is in the making: a project with a European reach, one that involves complementary agents who can implement the "Principle of Association" model of ESI funds and so ensure participation by regional and local bodies, social and economic stakeholders, and civil society and NGOs, to enable the development and systematization of the already launched process.

Thank you ever so much for all the contributions made by different agents and, more particularly, for the support given by Erasmus+ and SEPIE. ARACNE would not have been possible without them. We hope to continue working together in the validation and improvement of the ARACNE model. After these two years of hard work and in view of its first results, this endeavour now seems more necessary and useful than ever.



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