

# Set Up AR4ReClothing Training Guide structure & Training methodology

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Deliverable: PR1/T1.3



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*Stimulating gender-based innovative training methods to promote  
CLOTHING REcycling through Augmented Reality*

## REVISION HISTORY

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1.1	30/08/2022	KEK KEM	Update	U	20

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

## REFERENCED DOCUMENTS

ID	Reference	Title
1	2021-1-EL01-KA220-VET-000034695	AR4RECloTHING Proposal
2	PQP.pdf	Project Quality Plan

## APPLICABLE DOCUMENTS

ID	Reference	Title
1	PR1/T1.4 Deliverable	AR4ReClothing Training Guide
2	Validation Plan	





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# 1. Introduction

## 1.1 Scope of the project

Research has depicted the linkage between environment-oriented activities and gender disparities. In fact, gender equality matters to environmental sustainability with women performing two thirds of global working hours and being more dependent on natural resources in comparison with men (Irish Aid, 2013). However, the agenda promoting the importance of gender equality for the ecosystem still remains unfinished despite all the initiatives taken towards the establishment of eco-friendly activities (UN women, 2014). Therefore, while there is still a high level of gender inequality, women act as half of the world's resource managers, making their role crucial towards safeguarding the environment (Global Environment Facility, 2018). With clothing upcycling being the new trend for green fashion, there has been no concrete initiative promoting women's active participation in upcycling practices, despite EU's endeavor towards environmental sustainability. Therefore, the need for VET trainers and textile professionals (manufacturers, designers, colorists, etc.) to engage in an open dialogue in order to support gender-based training towards buckling down environmental challenges through clothing upcycling activities constitutes a brand new initiative in alignment with EU goals for resource efficiency (Europe 2020 Strategy).

## 1.2 Purpose of the document

The current document aims to define the methodological approach for the training course to be delivered to the project target group.

In particular, the training methodology comprises:

- The learning objectives of the course;
- The course design & structure;
- The work allocation;
- The definition of estimated seat time per course unit/module;
- The validation and evaluation process.

## 1.3 Project target groups

The target groups addressed and affected by this research are:

- Directly:
  - Textile professionals (manufacturers, designers, colorists, stylists, converters, etc.) interested in or already taking initiatives towards environmental sustainability
  - VET & Textile experts willing to actively participate in an open dialogue about green methods that establish the importance of gender equality for the ecosystem
  - HEI with Textile departments



- Indirectly:
  - VET training organizations
  - Public bodies
  - NGOs or other organizations/authorities taking initiatives towards renewable resources and energy efficiency
  - AR developers or developers/organizations willing to embrace innovative digital solutions for sustainable training purposes and enhanced learning experiences
  - Policy makers

## 2. Training methodology & principles

### 2.1 Generic methodological framework – Training process

The entire TRAINING process has been designed, based on a standardised Methodological Framework, the philosophy of which are described in the following sections. The illustration below, gives the high-level overview, by defining the training processes.





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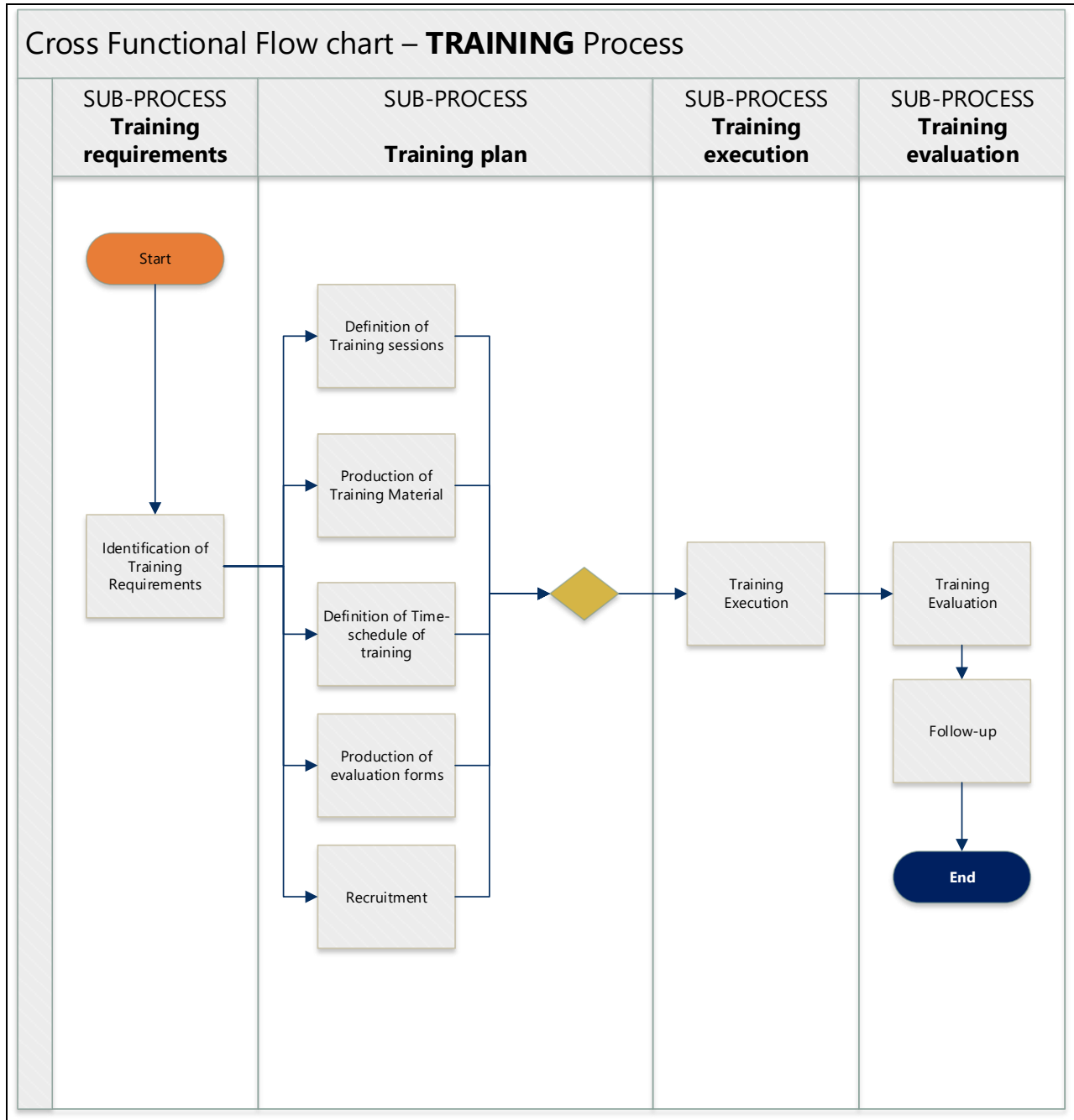


FIGURE 1: GENERIC METHODOLOGICAL FRAMEWORK – TRAINING PROCESS



### 2.1.1 Sub-Process “Training Requirements”

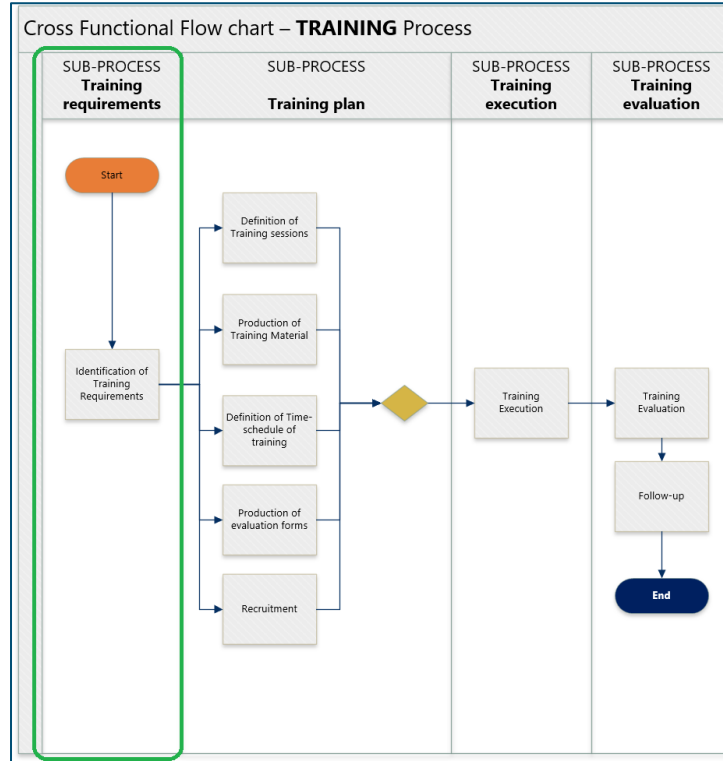


FIGURE 2: SUB-PROCESS “TRAINING REQUIREMENTS”

Upon the commencement of the Sub-Process “Training Requirements”, the first task that will be performed will be the “Definition/identification of the training requirements” task, by analysing the scope of training and the target audience profile. It should be noted that training requirements will be usually defined in the context of skills management or continuous improvements activities.



## 2.1.2 Sub-Process “Training Plan”

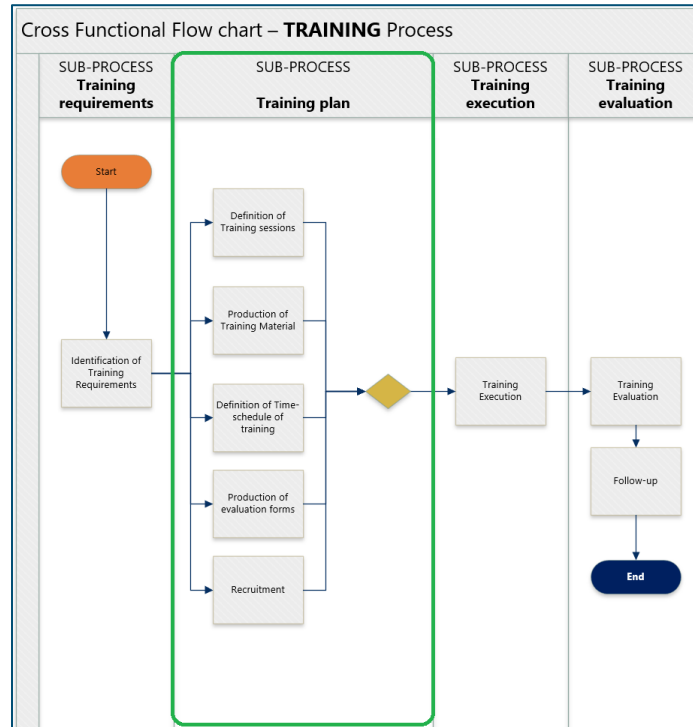


FIGURE 3: SUB-PROCESS “TRAINING PLAN”

This Sub-process, consists of the following tasks:

- **TASK 1:** Definition of training sessions = > define the:
  - objectives of each training session
  - agenda
  - type of activities
  - any special hardware/infrastructure requirements (e.g. specialized equipment, licences etc)
- **TASK 2:** Production of training material
- **TASK 3:** Definition of time-schedule:
  - definition of time slots
  - allocation of human resources
  - allocation of financial costs
- **TASK 4:** Production of evaluation forms
- **TASK 5:** NEW task: RECRUITEMENT: it should contain the following
  - Definition of criteria
  - Identification and selection of participants





To summarise, based on the requirements that will be, a training plan will be produced that will comprise:

- The training courses will be conducted in accordance to the training plan;
- Training courses will be conducted allowing the trainees to participate actively in the course, express their questions, express their preferences in the topics that they would like to be trained, etc;
- Hands-on training or tests to the reference environment may be also performed;
- Training material and associated documentation will have to be produced;
- The specification of scenarios that will be used in the simulator;
- A time-schedule for training;
- Training evaluation form(s) to be used in the context of training evaluation activities.

### 2.1.3 Sub-Process “Training Execution”

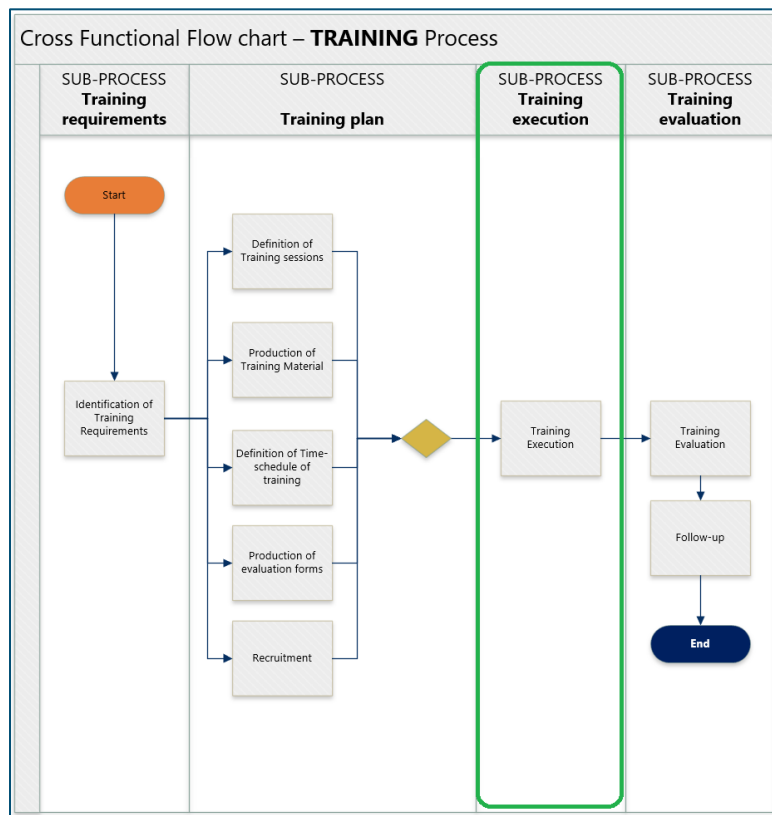


FIGURE 4: SUB-PROCESS “TRAINING EXECUTION”

The training courses will be conducted in accordance with the training plan. Training courses will be conducted allowing the trainees to participate actively in the course, express their questions, express their preferences in the topics that they would like to be trained, etc. Hands-on training or tests to the reference environment may be also performed. Additionally, each trainee will execute the pre-defined scenarios in the simulator.



### 2.1.4 Sub-Process “Training Evaluation”

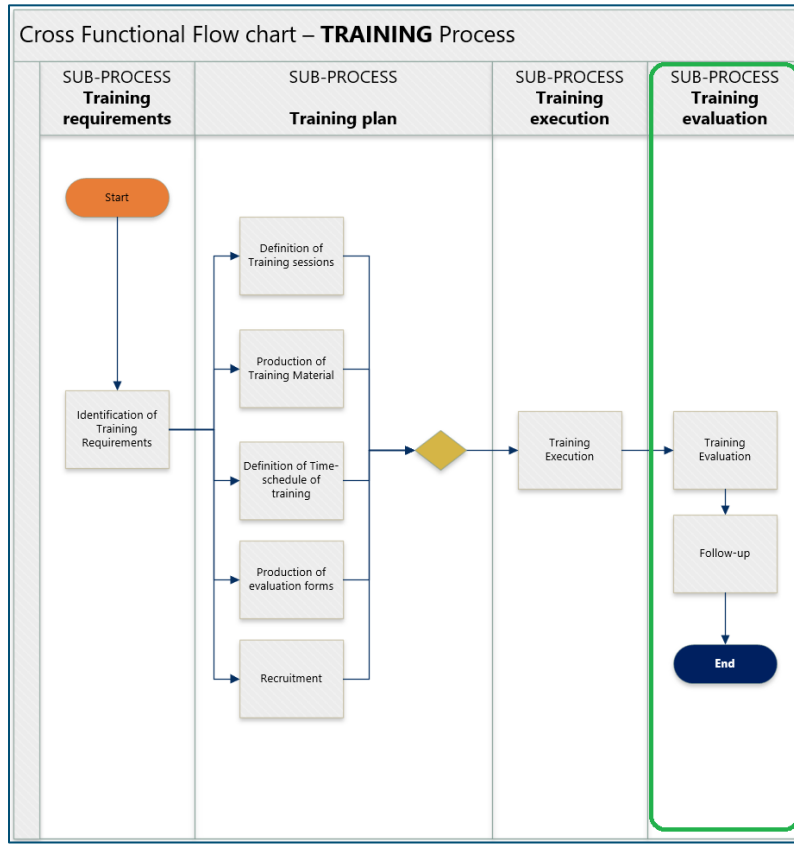


FIGURE 5: SUB-PROCESS “TRAINING EVALUATION”

At the end of each training course, each trainee will be asked to complete the course evaluation form, aiming at the elicitation of information regarding the confidence that trainees have in their skills obtained through the courses and tests performed. In addition, an expert will evaluate the results of simulator/reference environment tests. The answers provided in the evaluation forms when processed, along with the evaluation results of simulator/reference environment tests, may result in the determination of further training requirements that will have to be satisfied by organising additional courses or hand-on training sessions.



## 2.2 The Training Guide Structure

The AR4RECLTHING Training Guide aims at:

1. Raising awareness about the environmental and social benefits of clothing upcycling
2. Establishing sustainability utilizing the role of women in ecological activities
3. Promote innovative gender-based methods to professionals so that they can also train others

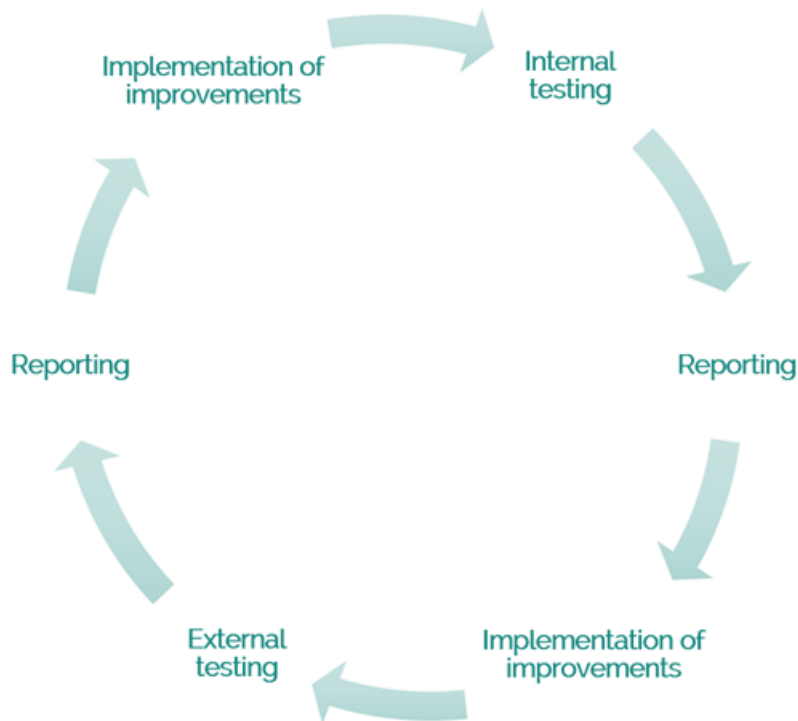
The structure and work allocation are defined as follows:

<b>Module</b>	<b>Learning Objectives</b>	<b>Duration</b>	<b>Partner responsible</b>
<b><i>The role of gender equality in environmental sustainability &amp; Gender-based training methods</i></b>	<ul style="list-style-type: none"> <li>-Understand role of gender justice in environmental sustainability</li> <li>-Analyze the difference between gender-based training and traditional methods</li> <li>-Identify different practices &amp; initiatives that promote eco-consciousness through gender equality</li> </ul>	20 HOURS	NEOTALENTWAY
<b><i>Sustainable practices in Clothing Manufacturing</i></b>	<ul style="list-style-type: none"> <li>-Understand the basics of clothing manufacturing</li> <li>-Analyze the different means towards a more sustainable environment</li> <li>-Identify the most efficient practices in clothing manufacturing that establish sustainability</li> </ul>	20 HOURS	TUIASI
<b><i>Clothing Upcycling as a green practice</i></b>	<ul style="list-style-type: none"> <li>-Understand the basics of clothing upcycling</li> <li>-Analyze the different ways of upcycling being a green practice</li> <li>-Identify the most efficient and sustainable ways to increase sustainability</li> </ul>	20 HOURS	RTU
<b><i>Soft Skills for clothing manufacturers</i></b>	<ul style="list-style-type: none"> <li>-Understand the basic skills required to become sustainable as a clothing manufacturer</li> <li>-Acquire negotiation, communication, teamwork, management, etc. skills</li> <li>-Identify the challenges to retain soft skills in the long run</li> <li>-Conduct research and combine different resources of knowledge to cover training needs</li> </ul>	20 HOURS	KEK KEM
<b><i>Gender-equal digital competences for clothing upcycling</i></b>	<ul style="list-style-type: none"> <li>-Identify the digital gap existing in different genders</li> <li>-Analyze the digital competences required to apply sustainable practices</li> <li>-Identify the most needed digital competences for clothing upcycling</li> <li>-Increase digital skills taking into account gender gap</li> </ul>	20 HOURS	DIGICULT



## 2.3 Validation process

The validation process will not be a one-off task but an iterative Agile process that leads to the final outcome. The AR4RECLTHING Training Guide and supporting tools will be tested firstly by participants from the partner organizations and, after the implementation of improvements, by target group representatives.





## 3. Annexes

### 3.1 Content delivery template

#### 1. Introduction

Pls write down a 5-line description of what your module is about.

##### 1.1 Learning Outcomes

Pls use the table above (section 4.1 of the Annexes) to define the learning outcomes of your module.

##### 1.2 Key words

Write down up to 5 keywords that better address the main concept of your module

#### 2. Title of your Module

Please provide your content here. Include definitions, explanations, practical examples and case studies/success stories. This section (not the whole document!!!) shall be around **20 A4 pages**, including images. Make sure that your images have a caption and their source and that there is no copyright issue. You can use websites for free downloadable images (such as [www.pixabay.com](http://www.pixabay.com)).

The main content of the module shall contain **3 to 5 sub-topics**.

*2.1 Topic 1*

*2.2 Topic 2*

*2.3 Topic 3*

*2.4 Topic 4*

*2.5 Topic 5*

#### 3. Wrap-Up

Write down a 5-line (or in bullets) conclusion of the main aspects included in your module

#### 4. References

Please use APA Style to write down your references. For example:



Friis Dam, R., & Yu Siang, T. (2021, January 2). 5 Stages in the Design Thinking Process. Retrieved from Interaction Design Foundation: <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

MyComputerCareer. (2021, October). MyComputerCareer - Training for a better life. Retrieved from The Rise of Hybrid Jobs and Hybrid Skills: <https://www.mycomputercareer.edu/news/the-rise-of-hybrid-jobs-and-hybrid-skills/>

## **a. Assessment template**

### **1. Introduction**

Write down a 5-line description of the types of questions included in this section and the estimated time.

### **2. Knowledge assessment**

Quiz-like assessment based on the main content. Please mark the correct answer with bold when required. Include 10 questions for your module. Increase gradually the level of difficulty.

Question 1 (multiple choice or true/false): text  
[answer 1] [correct answer] [answer 3]

Question 2 (multiple choice or true/false): text  
[correct answer] [answer 2] [answer 3]

Question 3 (multiple choice or true/false): text  
[correct answer] [answer 2] [answer 3]

Question 4 (multiple answers correct): text  
[correct answer] [correct answer] [answer 3] [answer 4]

Question 5 (multiple answers correct): text  
[correct answer] [answer 2] [answer 3] [correct answer]

Question 6 (multiple answers correct): text  
[answer 1] [answer 2] [correct answer] [correct answer]

Question 7 (multiple answers correct): text  
[answer 1] [answer 2] [correct answer] [correct answer]

Question 8 (matching): Match the terms with their definitions.  
Term 1 name: Definition



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Term 2 name: Definition

Term 3 name: Definition

Term 4 name: Definition

Term 5 name: Definition

Question 9 (matching): Match the concepts with their explanations.

Concept 1 name: Explanation

Concept 2 name: Explanation

Concept 3 name: Explanation

Concept 4 name: Explanation

Concept 5 name: Explanation

Question 10 (matching): Match the problems with their solutions.

Problem 1 name: Solution

Problem 2 name: Solution

Problem 3 name: Solution

Problem 4 name: Solution

Problem 5 name: Solution

### **3. Skills assessment**

Assign an exercise that promotes problem solving and critical thinking related to the actual implementation of your module. Think of this section as a practical implementation of the module in real-life situations. Feel free to provide tips as a possible solution.



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### 3.3 Certification template

# Certificate of Attendance

**Name & Surname**

*Is certified for attending the AR4RECLOTHING course*



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## b. Training & Validation Sessions

### Agenda template for training workshops

TIME	SESSION DESCRIPTION
9:00	- 10:00 Introduction and welcome (5 min) Presentation of an example educational scenario
10:00	- 10:30 Familiarization with the training platform Discussion and reflection
10:30	- 10:45 Break
10:45	- 11:45 Hands-on practice on a proposed activity or group work to develop one on a given theme
11:45	- 12:15 Assessing the activity - Discussion and reflection
12:15	- 12:45 Planning an activity try-out Wrap-up presentation or round table wrap-up discussion and conclusions

### Training plan template for training workshops

#### Organisation

The following table lists the organisational details of the training course.

Organised by:	
Chaired by:	
Date:	
Location/Venue:	
Duration:	
Presenters:	
Participants:	

TRAINING #1 - ORGANISATION DETAILS

#### Programme/Agenda

Date/Time	Activity	Presenter
15/01/2009 (14:00-16:00)		
16/01/2009 (08:30-10:00)		
16/01/2009 (10:15-12:00)		



TRAINING #1 – PROGRAMME/AGENDA

*Training Material*

The training was contacted using MS PowerPoint presentations on the technical aspects of the training course and live presentations of the XYZ v1.0 application in subject. The following table lists all material used during the training:

Activity	Material
-	
-	
-	

TRAINING #1 – TRAINING MATERIAL

Template for training evaluation

Training Evaluation Form  
[Title of Training]  
[Place]  
[Time]

Attendee Information (optional)

**Name:** .....

**Address:** .....

**Organisation:** .....

**e-mail:** .....

**Tel.:** .....

We would like to thank you for taking the time to answer the questions that follow. The information you provide us will be kept as confidential, and will allow us to improve the quality of the services we are offering.





Part 1.

How would you rate the quality of the training material? (place one mark)

- Inadequate
- Less than Acceptable
- Acceptable
- Good
- Very Good

How would you rate the quality of the training session itself? (place one mark)

- Inadequate
- Less than Acceptable
- Acceptable
- Good
- Very Good

How would you rate the completeness of the information provided during the training session? (place one mark)

- Did not cover my needs for information  
Please state reason(s): .....
- Covered several topics, but left many blank spots  
Please state: .....
- Covered several topics, but left a few blank spots  
Please state: .....
- All aspects were covered

Part 2

How would you rate the training level of difficulty? (place one mark)

- Very easy
- Easy
- Just right
- Difficult
- Very difficult

How would you rate the organisation of the training session? (Place one mark)

a) Time allocated to the presentation of various topics





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Satisfactory       Acceptable       Not Satisfactory

Which are the topics for which you consider the time allocated as not satisfactory?

.....

b) Time allocated for discussion and feedback

Satisfactory       Acceptable       Not Satisfactory

How would you rate the trainers? (place one mark)

- Inadequate
- Less than Acceptable
- Acceptable
- Good
- Very Good

**Do you have any suggestions?**

If you feel there are issues not covered during the training session or issues that we should try to improve on, we would feel obliged if you could help us by drawing our attention to them:

.....

Thank you!  
AR4RECLTHING Team

