Train the Trainers:
Pilot Evaluation Report

CoSTUME

WP4 – Training package and Train the trainers for delivering the Clothing Technician Profile

Co-funded by the
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Partners

	CITEVE - Portugal	www.citeve.pt
	MODATEX - Portugal	www.modatex.pt
	ATP - Portugal	www.atp.pt
	INOVA+ - Portugal	www.inova.business
	AITEX - Spain	www.aitex.es
	ASECOM - Spain	www.asecom.org
	INCDTP - Romania	www.incdtp.ro
	ASTRICONE - Romania	www.astricone.eu

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1 Introduction

After developing the training package for delivering the new Clothing Technician profile and qualification, a package that integrates a set of resources and practical exercises that allow demonstrating the new profile to trainers and promoting their use of innovative methodologies based on new practical learning outcomes and work-based learning, a train the trainers' pilot action was organized and accomplished by project partners simultaneously in all countries involved.

This testing and validation activity, of the training curricula developed, aimed to prepare trainers to use and promote the profile and qualification, and to adopt innovative and motivating techniques, and also to discuss with trainers the whole training concept, the scheme and the methodologies defined to undertake the new Clothing Technician profile.

The present EU summary report, drafted by MODATEX, compiles information reported from each country, containing the key findings gathered, including aspects proposed for improvement of the Clothing Technician profile and qualification.

Duration of the train the trainers' action

🇵🇹 Portugal   28 hours

🇪🇸 Spain   25 hours

🇷🇴 Romania   25 hours

The training duration was defined based on the objectives to be achieved, varying from 25 hours in Spain and Romania to 28 hours in Portugal.

Training programme used

🇵🇹 Portugal

The defined programme was carried out based on the project results, focusing on those achieved during WP3 (Clothing Technician Profile and Qualification; ECVET Matrix; Tutorial Guide for Mobility) and WP4 (Training Package). The programme was designed so that CITEVE & MODATEX could play an active role in the dynamics of the sessions, fostering a true articulation of knowledge and experience.

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The programme (detailed information in the session plan) was as follows:

Day/month/year	Duration
21.07.2020	09h30 – 17h30
28.07.2020	09h30 – 17h30
30.07.2020	09h30 – 17h30
03.08.2020	09h30 – 17h30

Contents	Project overview (briefly) Project results overview: Clothing Technician Profile Framework; Training method and Assessment method; WBL approach; ECVET Matrix; Tutorial Guide for Mobility. Clothing Technician Profile exploitation Discussion and evaluation
Learning activities	Brainstorming Practical exercises Good practice examples
Resources/materials	Training room Whiteboard Whiteboard markers Sewing machines Fabric Computer Data show

🇪🇸 Spain

The programme was carried out in six sessions, and laid out as follows:

Trainers: Jorge Doménech and Juan Campos

General theme	Specific objectives	Resources	Methods and Techniques	Evaluation	Hours foreseen
SESSION 1: 1) GENERAL FRAMEWORK FOR THE CLOTHING TECHNICIAN PROFILE. 2) CLOTHING TECHNICIAN PROFILE.	TO KNOW THE CLOTHING TECHNICIAN PROFESSIONAL PROFILE	POWERPOINT PRESENTATION AND PC, TABLET OR LAPTOP	GROUP DYNAMICS PRESENTATIONS OPEN QUESTIONS	QUESTIONNAIRE AT THE END OF ALL SESSIONS	5H
SESSION 2: 1) CLOTHING TECHNICIAN PROFILE AND QUALIFICATION: TRAINING METHOD AND ASSESSMENT METHOD 2) TRAINING FRAMEWORK 3) INTRODUCTION TO THE TECHNOLOGICAL TRAINING FRAMEWORK.	TO KNOW THE TRAINING COMPETENCES AND UNITS. TO KNOW THE TRAINING MODULES AND THEIR RELATIOSHIP WITH THE BETWEEN COMPETENCES	POWERPOINT PRESENTATION AND PC, TABLET OR LAPTOP	GROUP DYNAMICS PRESENTATIONS OPEN QUESTIONS	QUESTIONNAIRE AT THE END OF ALL SESSIONS	4H
SESSION 3: 1) CONTINUATION: TECHNOLOGICAL TRAINING FRAMEWORK 2) A EUROPEAN PROFILE AND QUALIFICATION (PART 1)	TO PROMOTE A EUROPEAN PROFILE WITH COMMON REGULATIONS AND QUALIFICATION PROCEDURES	POWERPOINT PRESENTATION AND PC, TABLET OR LAPTOP	GROUP DYNAMICS PRESENTATIONS OPEN QUESTIONS	QUESTIONNAIRE AT THE END OF ALL SESSIONS	4H
SESSION 4: 1) A EUROPEAN PROFILE AND QUALIFICATION (PART 2) 2) RELATIONSHIPS WITHIN THE COMPETENCE UNITS AND AMONG ALL THE COMPETENCE UNITS.	TO PROMOTE A EUROPEAN PROFILE WITH COMMON REGULATIONS AND QUALIFICATION PROCEDURES	POWERPOINT PRESENTATION AND PC, TABLET OR LAPTOP	GROUP DYNAMICS PRESENTATIONS OPEN QUESTIONS	QUESTIONNAIRE AT THE END OF ALL SESSIONS	4H
SESSION 5: EXPLOITATION OF THE COMPETENCE UNITS (CU1 TO CU6).	TO PRODUCE TRAINING AND METHODOLOGICAL RESOURCES, WITH INNOVATIVE AND TECHNIQUES TO PROMOTE WBL	POWERPOINT PRESENTATION AND PC, TABLET OR LAPTOP	GROUP DYNAMICS PRESENTATIONS OPEN QUESTIONS	QUESTIONNAIRE AT THE END OF ALL SESSIONS	4H
SESSION 6: 1) EXPLOITATION OF THE COMPETENCE UNITS (CU7 TO CU9) 2) DISCUSSION AND EVALUATION.	TO PRODUCE TRAINING AND METHODOLOGICAL RESOURCES, WITH INNOVATIVE AND TECHNIQUES TO PROMOTE WBL	POWERPOINT PRESENTATION AND PC, TABLET OR LAPTOP	GROUP DYNAMICS PRESENTATIONS OPEN QUESTIONS	QUESTIONNAIRE AT THE END OF ALL SESSIONS	4H

The programme was carried out in five sessions, and laid out as follows:

Trainers: Sabina Olaru, Carmen Ghituleasa, Eftalea Carpus, Badea Ionela, Mihaela Dascalu, Madalina Burdea					
General theme	**Specific objectives**	**Resources**	**Methods and Techniques**	**Evaluation**	**Hours foreseen**
Clothing Technician Profile Framework	To understand, why the CosTUmE project was created, as well as the objectives and activities. To know, which is the output profile, as well as what are the activities associated with it. To understand the training method and assessment method. To know, which are the tools to support the profile implementation (Matrix ECVET and Tutorial guide for mobility).	Datashow Computer Project results	Active and expositive method: interactive discussions,	Q&A, assignments	10h
Relationships within the competence units and among all the competence units	To know, the technological reference and establish relationships between the competence units.	Datashow Computer Project results	Active and expositive method: interactive discussions,	Q&A	5h
Exploitation of the competence units	To understand the activities developed for each competence unit: case study, a group dynamic and a practical case.	Datashow Computer Project results	Active and expositive method: interactive discussions,	Q&A	5h
Exploitation of the competence units Discussion and evaluation	To understand the activities developed for each competence unit: case study, a group dynamic and a practical case.	Datashow Computer Project results	Active and expositive method: interactive discussions	Q&A Feedback	5h

Participants

🇵🇹 Portugal

A total of 13 trainees were mobilized in Portugal, 2 internal and 5 externals by CITEVE, and 2 internal and 4 externals by MODATEX, all specialists in the clothing area and regularly working in CITEVE and MODATEX respective training departments.

All participants have a wide demonstrated experience as trainers in the textile, clothing and fashion sector (between 5 and 40 years). It should be noted that 1 participant has 40 years of experience; 5 participants have 30 or more years of experience; 3 participants have more than 20 years of experience; the other 4 participants have between 5 and 20 years of experience.

The four training days were facilitated by 4 trainers (2 from CITEVE and 2 from MODATEX) who both assumed the role of trainer and trainee.

🇪🇸 Spain

A total of 10 trainees were mobilized in Spain, 2 clothing makers/teachers, 3 university teachers, 3 VET teachers and 2 trainers in AITEX.

🇷🇴 Romania

A total of 11 trainees were mobilized in Romania, 8 VET teachers, a trainer from INCDTP and 2 trainers from ASTRICO NE. Their level of experience ranged from 5 to 25 years, with an average of 16 years (6.5 SD).

Methodology used

🇵🇹 Portugal

The training was carried out in person, in a large room that ensured compliance with the safety rules, with regard to the distance required by the guidelines of the General Health Management, for the control of COVID 19.

An active methodology was implemented: debate/practical exercises and explanation of the contents. Due to the dynamics established, which encouraged discussion, sharing and experimentation, all the participants were important actors.

The evaluation was done throughout the sessions, through sharing and reflection on the dynamics achieved. On the last training day participants completed an evaluation questionnaire.

🇪🇸 Spain

Distance sessions via MS Teams were carried out.

🇷🇴 Romania

Distance sessions via CISCO Webex were organized by Romanian partners INCDTP and ASTRICO NE.

Grounded on common guidelines, previously laid out for the pilot, the variability introduced in the three countries was not only necessary to guarantee accomplishment but more importantly it enriched the evaluation this activity was aiming for.

2 Development and Analysis

2.1 Questionnaires analysis

1. Sociodemographic characteristics

1.1   Gender

🇵🇹 Portugal

85% of the participants are female and the other 15% are male.

🇪🇸 Spain

80% of the participants are female and the other 20% are male.

🇷🇴 Romania

72,7% of the participants are female and the other 27,3% are male.

Globally, there is a significant predominance of female trainees.

1.2   Age

🇵🇹 Portugal

Of the 13 participants, 85% aged 45 or over, and 15% aged between 36 and 44 years.

🇪🇸 Spain

Of the 10 participants, half of them aged 45 or over, and the other half aged between 36 and 44 years.

🇷🇴 Romania

All 11 participants aged 45 or over.

Globally, there were no participants under 36 years of age. Their age is associated with an extensive professional experience.

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1.3   Educational field

🔴 Portugal

All participants are trainers in the textile and clothing sector. Their educational field is mostly textile and production engineering. Only one of the participants has an academic background in the social sciences.

🔴 Spain

All participants are teachers, but they consider that their main activity is focused in other areas, predominantly Textile Engineer followed by teacher.
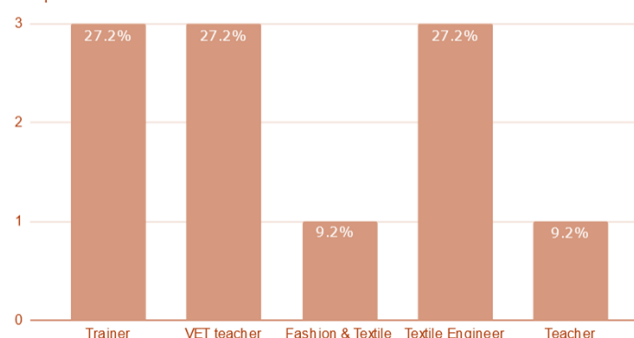

1.3 Educational field
10 responses
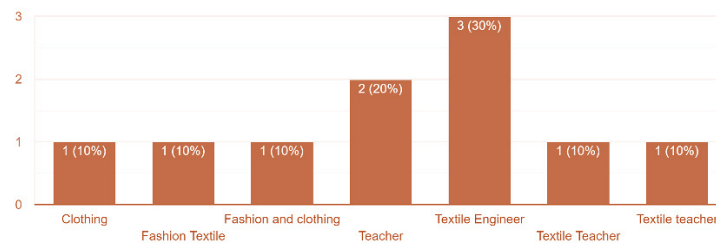
🔴 Romania

All participants are teachers/trainers, but they consider that their main activity is focused in other areas, predominantly Textile Engineer followed by teacher/trainer.

1.3 Educational field
11 responses

Globally, there is a clear link of the participants with the textile and clothing sector.

🇵🇹 Portugal

Most participants (54%) consider the training action is "Very good". The other 46% of participants consider the action carried out as "Excellent". The other response options were "Good", "Sufficient", "Insufficient", "Very insufficient".

🇪🇸 Spain

40% of participants consider the training action is "Good", 40% consider it "Very good", and 20% consider the action carried out as "Excellent".

🇷🇴 Romania

Most participants (81.8%) consider the training action is "Very Good". 18.2% of participants consider the action carried out as "Excellent".

3. Training design and organization

How do you consider:	🇵🇹 Portugal	🇪🇸 Spain	🇷🇴 Romania	Global average
The quality of the didactic resources	5.6	5.3	5.3	5.4
The adequacy of the equipment or tools used during the training	5.5	4.7	5.3	5.2
The quality of the facilities (classical training)	5.8	4.7	5.4	5.3
The language used in the learning resources	5.7	5.1	5.7	5.5

All trainees, from the three countries, consider that the design and the resources developed are ranked around 5 points out of 6.

How do you classify the training duration?	Portugal	Spain	Romania	Total number
w/o	0	0	0	0
Too short	0	0	1	1
Adequate	13	5	10	28
Too long	0	5	0	5

Although the action lasted 3 more hours in Portugal (28) than in Spain and Romania (25), and the sessions had a variable duration in each country (7 hours in Portugal, 5 and 4 hours in Spain, 5 hours in Romania), the vast majority of participants (82%) consider that the training duration was adequate.

4. Clothing technician profile and qualification analysis

Clothing technician profile					
Competence's unit (CU)	Score				Observations
	Portugal	Spain	Romania	Global average	
CU1 Planning the production	3.7	3.9	4.8	4.1	PT: Technical information for industrial clothing Training Module: Add a new objective - to understand the collection design process. SP: Interesting; Very interesting.
CU2 Organizing the production	**4.8**	4.1	**4.9**	4.6	RO: Very important.
CU3 Monitoring the production process	**4.9**	4.0	4.8	4.6	
CU4 Executing technical sheets	4.7	**4.3**	**4.9**	4.6	RO: Important.
CU5 Performing procedure manuals	4.7	3.9	4.7	4.4	RO: Very important.
CU6 Using pattern making tools (manual and digital)	3.1	4.1	**4.9**	4.0	PT: Reduce the hours in the following module: Cutting fundamentals (25 hours instead of 40 hours).
CU7 Operating manufacturing machines	2.9	4.2	**5.0**	4.0	PT: Reduce the hours in the following module: Fabrics cutting technology (25 hours instead of 40 hours). Add a new module: Industrial Sewing Initiation with 40 hours. RO: Important; Very important.
CU8 Undertaking the finishing of garments and accessories	4.4	4.0	4.6	4.3	
CU9 Using quality and technical standards	4.7	**4.3**	4.7	4.6	RO: Very important.

Clothing technician profile				
Competence's unit (CU)	**Score**			**Observations**
	Portugal	Spain	Romania	Global average	
Interpersonal communication and assertiveness	4.6	**4.4**	**4.9**	4.6	RO: Determinant; Very important.
Team leadership and motivation	**4.8**	**4.5**	**4.9**	4.7	
English language - textile industry	4.6	3.9	3.6	4.0	
Time management and work organisation	4.7	4.0	4.8	4.5	

In the three countries, most CUs are ranked about 4 out of 5 points. Notable exceptions are CU6 (Using pattern making tools (manual and digital)) and CU7 (Operating manufacturing machines) in Portugal, ranked around 3.

Nevertheless, the CUs considered the most interesting, in each country, do vary:

- In Portugal, the most valued CU's are CU 2 (Organizing the production) and CU3 (Monitoring the production process);
- In Romania, the most valued CU'S are CU2 (Organizing the production), CU4 (Executing technical sheets), CU6 (Using pattern making tools (manual and digital)) and CU7 (Operating manufacturing machines);
- In Spain, the most valued CU'S are CU4 (Executing technical sheets) and CU9 (Using quality and technical standards).

The most interesting transversal competences are "Team leadership and motivation", valued in all three countries, and "Interpersonal communication and assertiveness", one of the most valued CU's in Spain and Romania.

5. Training results

To what extent do the following statements apply to you:			Not at all	Not well	Somewhat	Well	Very well
5.1.	I've acquired specific orientation on how to implement the Clothing Technician profile	PT	0	0	0	4	9
		ES	0	0	3	6	1
		RO	0	0	0	8	3
		Global	0	0	3	18	13
5.2.	I've acquired information and techniques that I can use in my work	PT	0	0	0	1	12
		ES	0	0	0	7	3
		RO	0	0	0	3	8

		Global	0	0	0	11	23
5.3.	The resources were easy to understand and apply	PT	0	0	0	3	10
		ES	0	0	1	5	4
		RO	0	0	1	3	7
		Global	0	0	2	11	21
5.4.	I am more confident of my abilities regarding this profile	PT	0	0	0	4	9
		ES	0	0	4	3	3
		RO	0	0	0	9	2
		Global	0	0	4	16	14
5.5.	I shared my knowledge with others	PT	0	0	0	4	9
		ES	0	0	3	5	2
		RO	0	0	3	4	4
		Global	0	0	6	13	15

As we can see all participants evaluated positively the training results. The participants concentrate the evaluation between 'Well' and 'Very well', in all three countries.

The training results are perceived as "Well" in most cases in Spain and in Romania (26 and 27 occurrences), but also as "Very well" by other participants (13 and 24 occurrences, respectively). The results are perceived as "Very well" in most cases in Portugal (49 occurrences), and as "well" in all other occurrences (16).

Notably, some attendants' confidence in their abilities regarding this profile only increased somewhat in Spain, and some attendants in Spain and Romania only somewhat shared their knowledge with others.
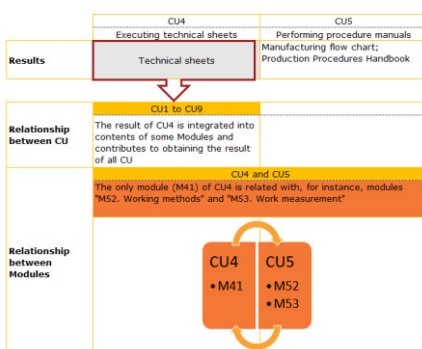
One remaining doubt not made clear by the training was reported, in Spain, since one participant asked about when the profile will be implemented in Europe.

In Romania, participants asked for additional information about green economy, publications in the textile domain, training for textile trainers, and documentary visits.

6. Comments and suggestions for improvements

Participants in Portugal were unanimous in suggesting that a new module be included in the curriculum: Industrial Sewing Initiation.

On the last day of training, the participants were invited to complete a matrix that establishes connections within each Competence Unit, among the training modules that it encompasses, and also connections between modules of different Competence Units. With this activity, participants operationalized the link between contents and objectives of the Competence Unit (blocks of training modules) according to the Clothing Technician profile.

Relationships matrix between modules

This matrix allows to establish conections within each Competence Unit, among the training modules that it encompasses, and also conections between modules of different Competence Units.

In this manner, we may operationalize the link between contents and objectives of the Competence Unit (blocks of training modules) according to the Clothing Technician profile.

We may also operationalize the schedule stemming from the conections definition, e.g., precedences and simultaneity between modules.

	CU4	CU5
Results	Executing technical sheets — Technical sheets	Performing procedure manuals — Manufacturing flow chart; Production Procedures Handbook
Relationship between CU	CU1 to CU9 — The result of CU4 is integrated into contents of some Modules and contributes to obtaining the result of all CU	
Relationship between Modules	CU4 and CU5 — The only module (M41) of CU4 is related with, for instance, modules "M52. Working methods" and "M53. Work measurement" — CU4 • M41	CU5 • M52 • M53

Column headers (CU groups): CU1 · CU2 · CU3 · CU4 · CU5 · CU6 · CU7 · CU8 · CU9 · Transversal training

Module columns:
M11. Raw materials · M12. Determination of provisioning · M13. Storage management · M14. Technical information for industrial clothing · M21. Production schedule · M22. Layout methods · M23. Production control · M31. Quality control in processes · M32. Occupational risk protection and environmental protection · M41. Technical data sheets development · M51. Technical manuals and procedures · M52. Working methods · M53. Work measurement · M61. Manual pattern making - initiation · M62. Cutting fundamentals · M63. CAD - pattern making initiation · M71. Fabrics cutting technology · M72. Technical and clothing products assembling technique · M81. Products finishing process · M91. Fabrications necessary technical documentation · M92. Semi-finished components and finished products quality control · TT1. Interpersonal communication and assertiveness · TT2. Team leadership and motivation · TT3. English language - textile industry · TT4. Time management and work organisation

CU name	CU Hours	Module hours	ECVET points	Module	N.	M11	M12	M13	M14	M21	M22	M23	M31	M32	M41	M51	M52	M53	M61	M62	M63	M71	M72	M81	M91	M92	TT1	TT2	TT3	TT4
CU1 Planning the production	200	50	1	M11. Raw materials	1		xx	xx	xx				x	x	x				xx	xx	x	xx	xx	xx		x		x		x
		50	1	M12. Determination of provisioning	2	x		x	x				x	x				x		x	x	x			x		x			
		50	1	M13. Storage management	3	x	xx			xx	xx	x	x	x	x												x			
		50	1	M14. Technical information for industrial clothing	4	x							x	x		x	x				x			x		x	x		x	
CU2 Organizing the production	150	50	3	M21. Production schedule	5					x	x		x	xx	xx	xx	xx			x							x	x	x	x
		50	3	M22. Layout methods	6			x	x		x		x	xx		xx				x						x	x		x	
		50	2	M23. Production control	7				x			xx	x	xx			x								xx	x	x			
CU3 Monitoring the production process	100	50	1	M31. Quality control in processes	8				x				x	xx	x							x	x	x		x	x		
		50	1	M32. Occupational risk protection and environmental protection	9	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x			x	
CU4 Executing technical sheets	50	50	2	M41. Technical data sheets development	10	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x		x	x
CU5 Performing procedure manuals	150	50	1	M51. Technical manuals and procedures	11		x	x	x	x	x	x	x	x			x	x						x		x	x	x	x	x
		50	3	M52. Working methods	12		x		x	x	x		x	xx	x						x				x		x	x	x	x
		50	3	M53. Work measurement	13		x		x	x	x	x	x	xx	x	x					x	x		x		x	x	x	x	x
CU6 Using pattern making tools (manual and digital)	100	50	2	M61. Manual pattern making - initiation	14	xx							x	xx					x	x	x		x		x		x		x	
		50	1	M62. Cutting fundamentals	15	xx	x		x	x	x		x	x	x	x		x	xx	xx		x		x		x		x		
		50	2	M63. CAD - pattern making initiation	16	xx	x		x				x	x				xx	x		x		x		x		x			
CU7 Operating manufacturing machines	100	50	1	M71. Fabrics cutting technology	17	xx	x		x				x	x	x			x	xx	x	x		x		x		x			
		50	3	M72. Technical and clothing products assembling technique	18	x			x				x	xx		x						x		x		x				x
CU8 Undertaking the finishing of garments and accessories	50	50	1	M81. Products finishing process	19	x			x			xx	x	x											x	xx	x		x	
CU9 Using quality and technical standards	50	25	1	documentation	20	x	x		x			x	x	x	xx	x			x		x				x	x	x	x		
		25	1	M92. Semi-finished components and finished products quality control	21	x			x			xx	x	xx		x						x	x	x		x				
Transversal training	200	50	1	TT1. Interpersonal communication and assertiveness	22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
		50	1	TT2. Team leadership and motivation	23					x		x	x			x	x	x												
		50	1	TT3. English language - textile industry	24									x																
		50	2	TT4. Time management and work organisation	25					x		x	x		x	x	x	x												

TOTAL (technological training) = 1200 hours — 40
Apprenticeship in labour context = 210 hours — 20
TOTAL (technological training + Apprenticeship in labour context) — 60

3 Conclusions

The vast majority of participants considered the training action either as "Very good" or "Excellent".

All trainees considered that the design and the didactic resources developed (equipment and tools, facilities and the language used) are ranked around 5 points out of 6, which means they were highly satisfied with these aspects.

The vast majority of participants considered that the training duration was adequate, although in Spain the general perception was divided in the same proportion between "adequate" and "too long".

Most competence units were ranked about 4 out of 5 points and, taken the three groups together, all CUs were considered very useful. However, the ones considered the most interesting do vary somewhat among countries.

The overall feedback is that the Clothing Technician Profile and the instruments developed are clear and meet the general objectives in terms of quality and relevance. However, participants emphasized the need to adjust and adapt the Clothing Technician Profile according to the specific national orientations.

The structure of the Curriculum and of the Training Package was well regarded and participants verified that these results include all the materials needed to organize and deliver training by themselves.

The participants considered the structure of the Training Package extremely useful and in accordance with the training procedures, and also highlighted the versatility and diversity of the resources developed.

All participants evaluated positively the training results, mostly with "well" and "very well" ratings.

Concerning the Clothing Technician Profile, participants in Portugal considered that it is necessary to introduce a new module of "Industrial Sewing Initiation" and to reduce the duration of the modules Cutting fundamentals and Fabrics cutting technology.

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