Training Format
Migrant in Fashion

Realized in the framework of the project
"Migrant in Fashion" (MF)

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0 INTRODUCTION

0.1 Description of the Training Format

The present Training Format for the development of mentoring skills in existing female migrant entrepreneurs in the Fashion field is produced on the basis of the outcomes of the project research carried out during the first stage of "Migrant in Fashion" project. The research aimed at identifying the educational needs of the ultimate target - potential entrepreneur women with a migrant background - and at better assessing the current opportunities of the fashion industry across Europe.

The creation of the Training Format is based on two different phases:

- the first stage focused on the identification of the learning needs at national level of female potential entrepreneurs with a migrant background;

- the second stage is the production of the modules for the development of the profiles of establish migrant female entrepreneurs operating in the Fashion field. They will be mentors in specific workshops at local level of entrepreneurial development targeted at an audience of prospective migrant female entrepreneurs in the Fashion field.

The developed Training Format includes methodologies of face-to-face learning, Storytelling, Design Thinking and Mentoring and it will be tested on female migrant entrepreneurs from each partner country previously selected as Mentors in the local activities in the Blended Mobility of 14 days in Sassari (Italy) in July 2019.

0.2 Results of the research

The research at the country level allows to identify the educational needs of the ultimate target.

During the research phase, the first step was to collect and analyse documents. After that, two different focus groups were conducted in each country: one with migrant women interested in becoming fashion entrepreneurs and one with local stakeholders. Furthermore, each country has identified ca. 10 best practices in the fashion field as a source of inspiration and support for MF project.

The 2 focus groups played a key role in understanding better the female migrant's needs and stakeholders' point of views.

Migrant women underlined mainly the need to improve their competences in different fields, such as: entrepreneurship; coaching and mentoring; cultural and linguistic; marketing and social media.

The interviews revealed a very common thought among all participants, namely the importance of the figure of the mentor. Thanks to her experience and knowledge, a mentor can guide young aspiring entrepreneurs on the winding path of opening a business and support them in the difficulties they will face.

Furthermore, it emerged that building networks of collaboration is a key factor for professional growth, sharing ideas and knowledge. For this reason they have ensured their collaboration will continue after the implementation of the project.

0.3 Structure and Goal of the Training Format

The Training Format is structured in 3 modules:

- the first module is related to **Fashion Entrepreneurship & Migrants;**

- the second module is about **Coaching and Mentoring;**

- the third and last module focuses on **Business field.**

Each Learning Module defines the objectives, the learning outcomes and the activities.

This Training Format aims at empowering participants to act as Mentors in entrepreneurial development programmes targeted at prospective female migrant entrepreneurs in the Fashion sector.

The Training Format represents a tangible product made freely accessible, on the Websites of each partner and on the Web Platform of the project.

1 Learning Module 1: Fashion Entrepreneurship & Migrants

1.1 Objectives

The objectives of this learning unit for the participants are:

- To individualize the educational and entrepreneurial needs of potential female entrepreneurs with migrant background;

- To analyse country trends and define what can be considered a business in the fashion sector;

- To determine and categorize which are the required competences (knowledge, skills and attitudes) and instruments for being a fashion entrepreneur;

- To address the concept of a sustainable business in the fashion sector.

1.2 Learning Outcomes

Knowledge:

- Migrant women's issues at International and National levels;

- Entrepreneurial fashion: definition and related successful models;

- Fashion trends at International and National levels;

- Fashion types: fast fashion and slow fashion;

- Sustainability in a fashion business;

- Corporate storytelling concept.

Skills:

- Presentation of one's own fashion business through storytelling and digital storytelling strategies;

- Analysis of educational and psychological needs of a specific target;

- Creation of an educational programme targeted at migrant females' potential entrepreneurs.

Tools:

- Word Café (briefing instrument);

- Canva (digital instrument);

- Storyform (digital instrument);

- Problem Tree (analysis instrument).

1.3 Activities

1.3.1 Self-presentation Entrepreneurship in the Fashion Sector

DURATION	1 h
MATERIALS	Flipchart papers, markers, three tables
METHODS/ACTIVITY FORMS	Word cafe, discusions
DESCRIPTION/ INSTRUCTIONS	Each table will have a flipchart with a question. Questions: 1) Which kind of skills is needed to be a successful entrepreneur in the fashion sector? 2) What can be considered a fashion business? 3) How a fashion business can be sustainable? Participants need to be divided in 3 mixed teams / 3 of them will be selected as "hosts". Each group will have 15 min to discuss and then move to the next table (the host will take notes and stay in the table).
EVALUATION/ DEBRIFING/ REFLECTION	Each host will summarize participants' contributions for each flipchart and present them in a group. After each presentation, clarify if there was something not clear and ask if the participants want to add something.

1.3.2 Finding your story: From Business Idea to success. Storytelling tools to find and structure ideas and strategies

DURATION	3h
MATERIALS	Computers, projector, Storyform and Canva videotutorials
METHODS/ACTIVITY FORMS	Interactive presentation, Individual work
DESCRIPTION/ INSTRUCTIONS	- Presentation of Corporate Storytelling and its advantages; - Presentation of Digital storytelling tools (Storyform and Canva) and related videotutorials.

	After the above-mentioned presentations participants will be asked to present the story of their fashion business using one of the tools previously presented. When presentation is done each participant has 5 minutes to present the story of their fashion business.
EVALUATION/ DEBRIFING/ REFLECTION	Other participants and trainer give Feedback on how stories of participants in the fashion business can be improved.

1.3.3 Fashion business sector: theoretical definitions, present realities and emerging trends

DURATION	1,5h
MATERIALS	PPT presentation, projector, flipchart papers, markers
METHODS/ACTIVITY FORMS	Presentation, participatory roundtable / discussions
DESCRIPTION/ INSTRUCTIONS	Power Point presentation containing definitions and emerging trends as well as input of discussion. Content of presentation: - Fashion Industry definition - Fashion Business Sector influencing factors: a. Subjectiveness, b. competition, c. time, d. funds/budget. Participatory roundtable discussing the abovementioned factors and identifying further ones.
EVALUATION/ DEBRIFING/ REFLECTION	The Trainer will take notes on a flipchart and at the end will summarize all the inputs gathered during the session.

1.3.4 From Fashion to Fashion – intercultural dimension

DURATION	1,5h
MATERIALS	Markers, flipchart papers
METHODS/ACTIVITY FORMS	Team work, reserch, presentation
DESCRIPTION/ INSTRUCTIONS	Participants should be divided in national teams to perform an analysis of the fashion sector in their own country based on: - popularity, - type (clothes, hairstyle, makeup),

	- target groups, - Mass Media and Social Media coverage, - Trends, After analysis participants will present their results
EVALUATION/ DEBRIFING/ REFLECTION	What are the Fashion realities in different countries? Are there differences or similarities? Does the culture bring differences to the Fashion?

1.3.5 Sustainability in the Fashion Sector

DURATION	1h
MATERIALS	PPT, projector
METHODS/ACTIVITY FORMS	Interactive presentations, participatory discussion
DESCRIPTION/ INSTRUCTIONS	Content of the presentation: - fast fashion idea - slow fashion idea Discussion after presentation
EVALUATION/ DEBRIFING/ REFLECTION	To start a new business, is it better fast fashion or low fashion? What is more sustainable, fast fashion or slow fashion??

1.3.6 Fashion Sector: skills and strategies to be successful

DURATION	1,5h
MATERIALS	A4 paper, pens
METHODS/ACTIVITY FORMS	Group work, presentation, case studies
DESCRIPTION/ INSTRUCTIONS	Participants should be divided in mixed teams. Each group will be provided with the same study case. Task: starting from the study case define which are the main skills and strategies needed to manage a successful business in the Fashion Sector. Presentation flipchart should address the following skills Macro-Areas: - practical, - management, - marketing / communication, - sustainability.
EVALUATION/ DEBRIFING/ REFLECTION	Each group will present its own flipchart. The session will be closed by a short debriefing roundtable leaded by the trainer.

1.3.7 Exploring the barriers and learning needs of migrant females (newly arrived and second generation) in establishing Fashion enterprises - problem tree, objective tree and strategy tree

DURATION	3h
MATERIALS	Pencils, Markers, A4 paper
METHODS/ACTIVITY FORMS	Teamwork, group discussions, presentations.
DESCRIPTION/ INSTRUCTIONS	The problem tree, together with the objective tree and analysis of strategies, is a methodology of three steps for identifying main problems, along with their causes and effects. First step of workshops is open brainstorming about the problems that participants consider to be a priority. From the problems identified, an individual "starter" problem should be selected. In consultation with the participants, a hierarchy of causes and effects has to be established: problems which are directly causing the starter problem are put below and problems which are direct effects of the starter problem are put above. All problems are sorted in the same way (using the guiding question "what causes that?". Once all the problems are in place, these should be connected with cause-effect arrows, clearly showing key links. Analysis of objectives is a methodological approach employed to describe the situation in the future once identified problems have been remedied, depicting the ends and the means in a diagram called "objective tree". After having decided about the desired future situation, possible interventions have to be selected. This analytical stage is the most difficult and challenging, as it involves synthesising a significant amount of information and making a complex judgement about the best implementation strategy to pursue. Questions to be answered should be: can/should we tackle all the problems identified? Should we select just a few? Which interventions are more likely to bring about the desired results? What would be more beneficial for the target group(s)? Are these interventions sustainable in a long-term?
EVALUATION/ DEBRIFING/ REFLECTION	The Trainer will summarize each tree (flipchart) in a participatory discussion with the participants.

2 Learning Module 2: Coaching and Mentoring

2.1 Objectives

The objectives of this learning unit for the participants are:

- to provide participants with an understanding of the theory and practice of people development through mentoring and coaching;

- to understand the role of mentoring in supporting and guiding individuals to achieve specific outcomes;

- to develop key skills and competencies;

- to learn how to act as a coach/ mentor.

2.2 Learning Outcomes

The Learning Outcomes of this learning unit are:

- Analyse the effectiveness of mentoring process;

- strengthen mentoring relationships;

- Foster productive mentoring relationships.

2.3 Activities

2.3.1 Introduction to Coaching, Mentoring and NLP

DURATION	2h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Interactive presentations, group work
DESCRIPTION/ INSTRUCTIONS	Participants explore the learning cycles from "unconscious incompetence to unconscious competence" and work in pairs. The Warm up: 1,2,3 game where basically they have to count in turn to 3 and do it as fast as possible. Afterwards, the trainer introduces the "Communication Model" and explores how the behaviour is structured based on the 5 senses input. The group walk into the space and experience different states - joy, excitement, thoughtfulness, sadness, motivation, focus. "Rapport" - is introduced by the trainer and participants work first in pairs in order to experience how to build rapport.
EVALUATION/ DEBRIFING/ REFLECTION	How different methods of coaching, mentoring and NLP can be used in a business idea development?

2.3.2 Concepts of congruency and acuity

DURATION	1,5h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Presentation, individual work
DESCRIPTION/ INSTRUCTIONS	Trainers introduce the concepts of congruency and acuity in order to notice how those are expressed in practice. Then in group of 3 participants notice how changes of states occur through the body, tone of voice, speed, pitch, while two persons have a discussion about things they like. The outcome is to train the ability to observe changes in the persons that they are mentoring and understand them better. Trainer asks the participants to move in the space in order to observe the environment. Trainer asks participants questions regarding the number of lights, paintings, chairs, windows in order to emphasise the conscious awareness of the space and the functioning of attention.

EVALUATION/ DEBRIFING/ REFLECTION	How congruency and acuity can be used in business world?

2.3.3 Associated/Dissociated states, concepts of congruency and alignment

DURATION	2h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Presentation, Group work
DESCRIPTION/ INSTRUCTIONS	Participants start with exploring states and how those can be identified by copying the posture of another person. For this they go in the "museum of states" as the group is split in two even numbers. Group 1 identifies a posture and remains motionless. Group 2 has to copy it and notices what state this posture transmits. Afterwards the groups swap roles. Trainer introduces Associated/Dissociated states and the possibility to work with those tools in order to notice and observe their personal experience. This brings to clarification the concepts of congruency and alignment which is explored together with the group. This follows to pair work where participants anchor resourceful states that would give them the capacity to gain relevant resources in particular contexts that can also be passed further to the people they mentor.
EVALUATION/ DEBRIFING/ REFLECTION	Reflection about application of the tools that are explored throughout the activity

2.3.4 To be a mentor

DURATION	2h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Discussions, group work, presentation

DESCRIPTION/ INSTRUCTIONS	State CHOICE- trainer initiates a group discussion on how choosing a state can have an impact in the mentoring process that also gives them the possibility to empower the migrant mentees into starting their own enterprise. Anchoring process - Participants go into the anchoring process again and work in two different pairs with the purpose to understand more deeply the tool and its application in the mentoring process. Perceptual Positions - trainer introduces this process with a demonstration with a volunteer from the group. In pairs, participants go through this process and understand how it can be applied in various simulations, overcome obstacles, clarify situations that can appear in an enterprise, in meetings, in discussions with partners and/or with potential supports.
EVALUATION/ DEBRIFING/ REFLECTION	My strengths and weaknesses as a mentor.

2.3.5 The "hot seat"

DURATION	1,5h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Group work, discussions
DESCRIPTION/ INSTRUCTIONS	The "hot seat" activity has the participants working in groups of 4 to solve a dilemma that they are currently experiencing in their business, enterprise or organisation. One person speaks about her dilemma and the other three become the "head" "heart" and "gut" giving feedback about facts, emotions and intuition with regards to the dilemma that is shared by the person in the hot seat. Roles change after each round.
EVALUATION/ DEBRIFING/ REFLECTION	How to ask powerful questions? How was the experience of listening consciously?

2.3.6 Our language use

DURATION	2h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Interactive presentations, group work
DESCRIPTION/ INSTRUCTIONS	Language and the history of language, sound, development of language. Meta Language and questions. Miltonian Language of suggesting and influencing.
EVALUATION/ DEBRIFING/ REFLECTION	Does the language have the power to influence other people?

2.3.7 Mentor/coach role game

DURATION	1,5h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Role game
DESCRIPTION/ INSTRUCTIONS	Participants are introduced to the tool for working in mentoring and coaching their mentees in order to get clarity of their specific roles, activity and results. The trainer shows a demo to the participants and those work in pairs in order to test out the activity applied to their proposed outcomes in their professional field. Each person in turn is the mentor/coach.
EVALUATION/ DEBRIFING/ REFLECTION	How do you feel about being a mentor/coach?

2.3.8 My values as entrepreneur

DURATION	1,5h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Discussions
DESCRIPTION/ INSTRUCTIONS	Trainer introduces the concept of values, and shows a demo to the participants with the support of one volunteer. After this, participants go on to work in pairs and guide each other to list their values in the professional area of life.
EVALUATION/ DEBRIFING/ REFLECTION	What are your values as entrepreneur? Do they differs from others?

2.3.9 Logical Levels, Listening with head/heart/guts

DURATION	3h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Discussions, Teamwork
DESCRIPTION/ INSTRUCTIONS	Trainer introduces the tool and each of the steps and follows with demo. The logical levels tool is meant to clarify how to achieve the best results and what is the desired way to gain the clarity on the resources and needs for the person in professional goals, and not only. In pairs, participants guide each other. Discussion about listening with head/heart/guts.
EVALUATION/ DEBRIFING/ REFLECTION	What can I learn from this workshop? How can it improve my entrepreneurial competence?

3 Learning Module 3: Business field

3.1 Objectives

The objectives of this learning unit for the participants is to introduce learners with the basic knowledge that is needed to understand Business and Management.

3.2 Learning Outcomes

The learning outcomes of this learning unit are:

- how to prepare PITCH DECK;

- how to pitch their business in front of the investors and potential clients;

- how to find investment for the business;

- difference of business angels, seed funds, national grants, accelerators, HUB-s, incubators;

- cooperation between businesses and different start-up eco systems;

- how to create a business in different countries;

- important steps in the fashion for the starting business;

- how to create business plan and business model;

- steps in creating perfect business plan and how to choose the right business model.

3.3 Activities

3.3.1 Creation of business idea

TITLE	Creation of business idea
DURATION	1,5h
MATERIALS	A4 papers, pens
METHODS/ACTIVITY FORMS	Discussions, , Teamwork
DESCRIPTION/ INSTRUCTIONS	Explanation of what Business means and which kind of businesses there are. Discussion: Why small businesses are important for the economies of the countries and why governments need to support them. Participants are divided in groups of four and create their own businesses ideas in groups.
EVALUATION/ DEBRIFING/ REFLECTION	Debriefing on business ideas what participants prepare.

3.3.2 How to realize those ideas which can lead to easy access for their self-employment

DURATION	1,5h
MATERIALS	A4 papers, pens, flipchart
METHODS/ACTIVITY FORMS	Interactive presentations
DESCRIPTION/ INSTRUCTIONS	In a group of four participants work on the importance of the businesses in their countries and researching and presenting, in front of the other participants: "How the business can decrease the percentage of the unemployment and how".
EVALUATION/ DEBRIFING/ REFLECTION	Are there other ways through which business ideas can influence the society where you are living?

3.3.3 Entrepreneurship vs Social Entrepreneurship

DURATION	2h
MATERIALS	Flipchart, markers, pens
METHODS/ACTIVITY FORMS	Group discussions, presentations
DESCRIPTION/ INSTRUCTIONS	At this workshop, participants are researching the difference between Entrepreneurship and Social Entrepreneurship, first individually and then in groups of four. They don't present results of the research, but they include these segments in their business ideas and present their first draft of the business within one of these 2 segments.
EVALUATION/ DEBRIFING/ REFLECTION	What are the benefits of social entrepreneurship? Which type of entrepreneurship fits to you more?

3.3.4 Entrepreneurship challenges

DURATION	1h
MATERIALS	Worksheets, paper, pens
METHODS/ACTIVITY FORMS	Game
DESCRIPTION/ INSTRUCTIONS	By means of the game, participants understand what RISK means in the business, how to invest and how to risk while investing in their business. Through this game, they learn how to decide to divide budget and when is the best time to invest. GAME DESCRIPTION Participants are divided in 3 groups and all of them receive the same amount of the money to invest in their business. First round: they invest without knowledge about x, y, combination in the game. This represents risks in the business and investment without knowing market at all.

	Second round: they invest when they receive some information about market and rules of the game. Third round: they invest when they totally understand market and they invest on the different combination, so that means changes on the market. Last round: negotiate with competition. Participants try to find solution and survive on the market together. Groups who agree to work together represent Social Entrepreneurship. Group which don't want to agree, decide to work alone on the marked and take bigger risk.
EVALUATION/ DEBRIFING/ REFLECTION	Explanation goal of the game: what can I learn from this game?

3.3.5 My business plan and model

DURATION	2h
MATERIALS	Flipchart, markers, pens, A4 papers
METHODS/ACTIVITY FORMS	Interactive presentations, group work
DESCRIPTION/ INSTRUCTIONS	Presentation of the business plan and business models After presentation participants continue working in groups of four in their business ideas choosing business model and making basic business plan.
EVALUATION/ DEBRIFING/ REFLECTION	Debriefing about what is the best business model for different business ideas.

3.3.6 Analysis of needs / Ways of getting FUNDS

DURATION	1h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Presentation, discussions
DESCRIPTION/ INSTRUCTIONS	Presentation of different funds - Incubators, HUB-s, Accelerators, Venture Capital, Investors, Business Angels and Seed Funds. After presentation of funds, participants continue to work on their business idea deciding which kind of investments they need or just selecting partnerships and etc. This is the 3rd step of their businesses preparations.
EVALUATION/ DEBRIFING/ REFLECTION	Which funds they choose and why?

3.3.7 Pitching business model and business plan

DURATION	2h
MATERIALS	Flipchart, markers, pens, A4 papers
METHODS/ACTIVITY FORMS	Presentations, Discussion
DESCRIPTION/ INSTRUCTIONS	At this workshop participant are pitching ideas as 4th step of the design project. Goal of the pitching is to see what they include as important thing in their business to be presented and what should be improved.
EVALUATION/ DEBRIFING/ REFLECTION	Feedback about participants business model and plan

3.3.8 Legal issues creating business in my country and in European level

DURATION	1h
MATERIALS	Flipchart, markers, pens, A4 papers
METHODS/ACTIVITY FORMS	Presenation, Discussion
DESCRIPTION/ INSTRUCTIONS	Participants on national groups do research on the law and other legislation about opening businesses in their countries. After that, they do a presentation about legislation in some European countries, with examples.
EVALUATION/ DEBRIFING/ REFLECTION	Are there differences between countries regarding law and other legislation about opening businesses?

3.3.9 Creating PITCH DECK

DURATION	1,5h
MATERIALS	Flipchart, markers, pens, A4 papers
METHODS/ACTIVITY FORMS	Interactive presentations, Group work
DESCRIPTION/ INSTRUCTIONS	Introduction to the participants on how to create a pitch deck for investors - 15 steps of pitching. Groups research what is most important for the pitch deck. They go through 15 steps given by the trainer as a good example and good practice. After that, participants in groups of four create pitch decks for their business ideas.
EVALUATION/ DEBRIFING/ REFLECTION	Do the pitch deck is useful tool for pitching your idea for investors. If yes, why? If no, why?

3.3.10 SWOT Analysis of business idea

DURATION	1,5h
MATERIALS	Pens, A4 papers
METHODS/ACTIVITY FORMS	Presentation, Discussion
DESCRIPTION/ INSTRUCTIONS	Presentation of SWOT analysis. How it can be used in private life and to make self-reflection, as well as on the businesses. Make the first part of Pitch Deck and include SWOT in the presentations. This is the 5th step of creating huge quality business presentations. After this workshop, participants present ideas in front of the others.
EVALUATION/ DEBRIFING/ REFLECTION	Is the SWOT analysis an important part of business evaluation?

3.3.11 Importance as part of PITCH DECK

DURATION	1,5h
MATERIALS	Pens, A4 papers
METHODS/ACTIVITY FORMS	Group work
DESCRIPTION/ INSTRUCTIONS	On this workshop participants work on updating their PITCH DECKs based on the previous workshops. Before making the second round of presentations, they need to work on the importance of the Storytelling for presentations.
EVALUATION/ DEBRIFING/ REFLECTION	Feedback and update for final PITCH DECK and presentations for investors

3.3.12 Preparation for final pitching of the IDEA

DURATION	2h
MATERIALS	Pens, A4 papers
METHODS/ACTIVITY FORMS	Group work
DESCRIPTION/ INSTRUCTIONS	Participants finalize PITCH DECKS with feedback and practice for the final presentations.
EVALUATION/ DEBRIFING/ REFLECTION	N/A

3.3.13 Presentation of the business IDEAS

DURATION	1,5 h
MATERIALS	N/A
METHODS/ACTIVITY FORMS	Interactive presentations
DESCRIPTION/ INSTRUCTIONS	Participants present their ideas in front of other participants, organizers and local investors. Each team has 5 minutes to present their idea and 5 minutes for the answers. After presentations, organizers and trainers give feedback to the teams: what need to be improved for the real investors and events in the future.
EVALUATION/ DEBRIFING/ REFLECTION	How the business ideas can be improved after guests and trainer Feedback?

3.3.14 Planning for local activities

DURATION	1,5h
MATERIALS	Pens, A4 papers
METHODS/ACTIVITY FORMS	Good practice, discussion
DESCRIPTION/ INSTRUCTIONS	Good practices presentation of the local activities to the participants. They are also provide with information about what should be done in their organizations after returning back to their countries. All of them need to be mentors to some start-ups in their countries where they will follow their work and update them with information and knowledge acquired during this TC.
EVALUATION/ DEBRIFING/ REFLECTION	N/A

3.3.15 Evaluation of the TC

DURATION	1h
MATERIALS	Pens, A4 papers, flipchart paper
METHODS/ACTIVITY FORMS	Evaluation
DESCRIPTION/ INSTRUCTIONS	Participants make a final evaluation of the project, in order to receive feedback about the quality of the workshops and training provided. Moreover, participants fill an online evaluation where they give final feedback.
EVALUATION/ DEBRIFING/ REFLECTION	Discussion and questionnaire

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