OBEC

INSPIRING REVOLUTIONARY EDUCATIONAL CREDENTIALS

Chapter II
Tailoring

ABOUT THE PROJECT

OBEC (2020-1-SE01-KA204-077803) is a KA2 Strategic Partnership co-funded by the Erasmus+ of the European Union. Led by SwIdeas in Sweden, the project gathers partners in Croatia (Regional Develpment Agency of Sisak-Moslavina County - SIMORA), Italy (LAI-MOMO Società Cooperativa Sociale & Università degli studi di Urbino Carlo Bo), Belgium (EURADA - Association Europeenne Des Agences Developpement).

OBEC is an innovative project that aims to explore the potentials of Blockchain technology to promote competency development and recognition of skills and qualifications by creating an innovative system to issue and validate learning credentials on a trial basis. Through this effort, the project's goal is to encourage the professional and academic integration of migrants, exchange students, and individuals with informal and non-formal learning backgrounds.

By contributing to the educational and economic integration of these targeted groups, OBEC envisions to benefit individuals with migrant background, students, teachers, education institutions, and employers. Focusing on the key issue of lack of uniformity and transparency in systems of validation of credentials, it is expected that this effort will result in positive effects in the working context, promoting employability, empowerment, and accessibility to the labour market.

1. INTRODUCTION

During the OBEC project, the partner organizations conducted different upskilling training courses on their facilities in order to test the use of Blockchain Technology for certification purposes on educational contexts. The participants of the training courses were accredited with a certification verified on Blockchain Technology, which makes it trustable, transparent, permanent and directly owned by the learner, who has a personal key to access it whenever (s)he needs. The competences acquired during the training courses are also reflected on the learners' certifications. This process was done through the ECTA platform.

The training courses were developed in 13 modules:

1. Gaming Development - Unity Program
2. Gaming Development - Blender Program
3. How to start a business
4. Create your business Idea and plan
5. How to use Blockchain Technology to verify your credentials
6. Leather good laboratory
7. Tailoring laboratory
8. Soft skills for responsible entrepreneurial mindset
9. Working in a Circular Economy context - upskilling your business and your CV
10. Critical Thinking
11. Logical fallacies, how to recognize them and how to avoid them
12. Coding in classroom
13. Ethical and moral problems of artificial intelligence

1. INTRODUCTION

To allow easy access to the modules content, the 13 modules have been gathered in four different chapters, according to the following topics:

- Chapter 1: Circular Economy & Entrepreneurship
- Chapter 2: Tailoring
- Chapter 3: Gaming, Coding & Technology
- Chapter 4: Logic & Critical Thinking

In this document, you will find the training and guiding materials of the modules included in **Chapter 2: Tailoring.**
This corresponds to Modules 6 and 7.

For each module, the structure, methodology and other useful information are provided, including the following sections:

1. What? – The topic and description of the course
2. Why? – The motivation and purpose of the course
3. Who? – The target groups
4. How? – The methodology
5. When? – The timing of each component of the course
6. Milestones of the course

Besides, the reader can find all the training materials, including course presentations, facilitator notes and other supporting materials in the **QR codes**. This material is available in Italian only.

In this way, OBEC aims to foster the transferability of the presented training courses into other contexts.

1.1. BACKGROUND

The main goal of elaborating and implementing an upskilling set of training courses was to prompt the employability of the participants through the development of different skills, while providing them with a certification built on Blockchain (BC) technology that is trustable and transparent. For that purpose, the already mentioned modules were created. Each partner organization implemented the modules they had the most expertise in.

As Blockchain technology is getting acknowledged for its potentials to bring revolutionary and positive impacts in diverse sectors and to create trusted networks of information with minimum maintenance cost it thus provides an innovative infrastructure that is ideal to secure, share, and verify learning achievements (Smolenski, 2016) in a transparent and secured manner while guaranteeing the individual's privacy and ownership. The goal of the modules embedded by this Training Guide is to introduce the potential of BC for the development of a trusted and transparent system of educational certificates in Europe and explore and apply an existing technology to the educational field.

Furthermore, the use of the ECTA Platform to provide the certifications allowed the inclusion of the acquired competences for each module. Hence, every learner participating in a certain module got a certification with the acquired competences, that are particular to each module.

1.1. BACKGROUND

For designing the competences, the ESCO system was utilized as a reference. ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences and Occupations, a project of the European Commission.

As described by the European Commission "ESCO works as a dictionary, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training. Those concepts and the relationships between them can be understood by electronic systems, which allows different online platforms to use ESCO for services like matching jobseekers to jobs on the basis of their skills, suggesting trainings to people who want to reskill or upskill etc.

ESCO provides descriptions of 3008 occupations and 13.890 skills linked to these occupations, translated into 27 languages (all official EU languages plus Icelandic, Norwegian and Arabic).

The aim of ESCO is to support job mobility across Europe and therefore a more integrated and efficient labour market, by offering a "common language" on occupations and skills that can be used by different stakeholders on employment and education and training topics".

Therefore, the partner organizations of OBEC used the ESCO competences to define the major competence areas (named "Parent competencies" on the ECTA Platform) that were developed on each module. Then, secondary competences were linked to the major competence areas. An example of that can be:

- Major competence area (Parent competence): Entrepreneurship
- Secondary competences: describe a business idea, develop a business plan, eco-entrepreneurship, etc.

1.1. BACKGROUND

Additionally, the Bloom's Taxonomy was also utilized to design the competences and assign them to a certain proficiency level. The Bloom's Taxonomy is a hierarchical classification of the different levels of thinking, from remembering to creating, that facilitates the definition of the competence degree that a learner may achieve in relation to a certain task or topic.

Source: https://www.bloomstaxonomy.net/
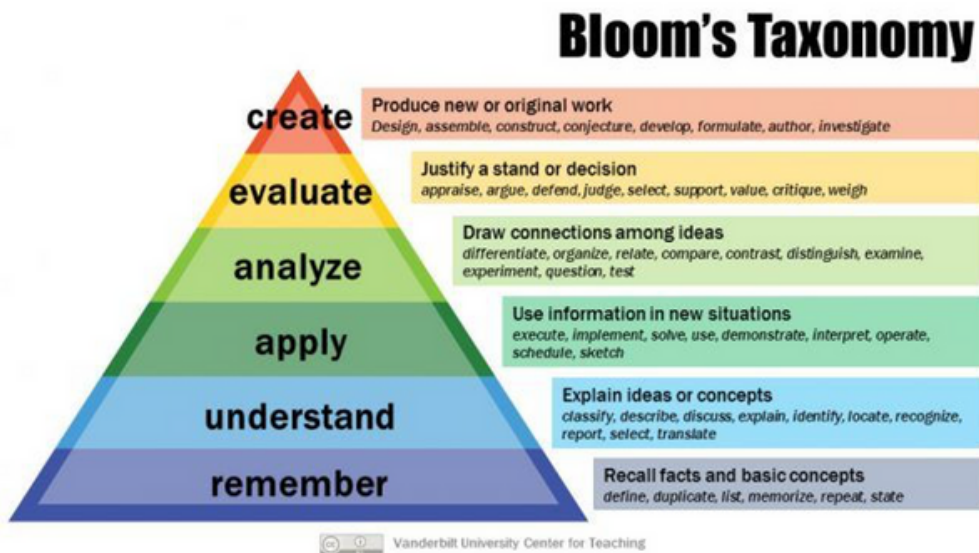
Thus, OBEC used the Bloom's Taxonomy to define the thinking levels achieved for each competence of each module. Level 1 referred to remembering, while Level 6 referred to creating. Following the previous given example:

- Major competence area (Parent competence): Entrepreneurship
- Secondary competences: describe a business idea (Level 2 - understanding), develop a business plan (Level 6 - creating), eco-entrepreneurship (Level 2 - understanding), etc.

1.1. BACKGROUND

Last but not least, it is worth mentioning that these training courses and the testing of the certification through BC technology are tasks embedded on OBEC's second intellectual output, which builds on the preliminary findings of OBEC's first intellectual output, Naming the Barriers, which was dealing with the current European context concerning educational credentials and recognition of competences/abilities, the use of Blockchain technologies, and the potential issues that are present when those technologies are employed. The final point was to obtain a general assessment of the European legal and institutional stance on Blockchain technologies and formal certification of competences.

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2. Modules

2.1. MODULE 6 – Leather good laboratory

What?

This course is designed to strengthen the student's manual skills, implement the level of precision and attention to detail, provide students with the basic skills from which to work in the field of fashion and tailoring, strengthening of transversal skills such as: working in groups, collaborating with classmates to carry out the exercises correctly, respecting the commitment of the course by carrying out the assigned tasks and attending lessons, improve the student's level of Italian through participation in a workshop that stimulates conversation between students and with the teacher, learn to know and use the metric system.

Main topics

The tools and materials: name and uses; The sewing machine; The essential skills.

Why?

Lai-momo has profound experience in the tailoring and leather processing sector.

We have an ethical fashion laboratory that produces accessories in leather, and which promotes the labor integration of asylum seekers and refugees according to an ethical work model.

Link: https://www.coopcartiera.it/

Sartorial skills at an industrial level are required by some leather products production poles in Italy and are therefore useful skills to be acquired for those interested in the work sector.

Who?

- Unemployed people.
- Employed people interested in the topic of the course.

When?

The timetable should be presented in the following way: total duration is 20 hours, divided in – topic The tools and materials: names and uses lasting 4 hours; topic The sewing machine lasting 6 hours; topic The essential skills lasting 10 hours.

Course will be implemented upon target groups interest.

How?

Program	Topics	Hours
Leather	- History and uses - Types and characteristics - The production processes - The leather's parts	2

Tools and materials: names and uses	• Tools for cutting: the knife; the Japanese knife; the scalpel; the cutting table • Measuring tools: the metal ruler; the team; the caliber • Other tools: the drilling pliers; the press; the saddle maker's vise; the blunt needle • The materials: the waxed thread; the glue	**2**
The essential skills	• Cutting: techniques and procedures • Drawing and measuring: the pattern • Assembly: drilling and sewing	**6**
Realization of Projects	• Keychain and bracelet • Open card holder with pockets • Wallet closed with internal pockets • Simple baby carrier • Pouch with pocket	**10**
Minimum number of participants	5	

Milestone/Badges

MILESTONE – Learning the main production processes to realize leather products.

- Cutting: techniques and procedures
- Draw and measure: the pattern
- Assembly: drilling and sewing

Badge:

Sewing leather with professional tools

Content

PowerPoint Presentation

NOTE: ACCESS OUR FREE MATERIAL TO USE WITH YOUR LEARNERS DIRECTLY THROUGH THE QR CODE OR CLICKABLE LINKS ON THE MATERIAL DESCRIPTION

PROBLEM WITH THE LINK? CONTACT US! INFO@SWIDEAS.SE

M6 - Presentation Italian

2.2. MODULE 7 – Tailoring laboratory

What?

This course is designed to strengthen the student's manual skills, implement the level of precision and attention to detail, provide students with the basic skills from which to work in the field of fashion and tailoring, strengthening of transversal skills such as: working in groups, collaborating with classmates to carry out the exercises correctly, respecting the commitment of the course by carrying out the assigned tasks and attending lessons, improve the student's level of Italian through participation in a workshop that stimulates conversation between students and with the teacher, learn to know and use the metric system.

Main topics

The tools and materials: names and uses; The sewing machine; The essential skills.

Why?

Lai-momo has a lot of experience in the tailoring and leather processing sector.

We have an ethical fashion laboratory that produces accessories in leather, and which promotes the labor integration of asylum seekers and refugees according to an ethical work model.

Link: https://www.coopcartiera.it/

Sartorial skills at an industrial level are required by some clothing production poles in Italy and are therefore useful skills to be acquired for those interested in the work sector.

Who?

- Unemployed people.
- Employed people interested in the topic of the course.

When?

The timetable should be presented in the following way: total duration is 20 hours, divided in – topic The tools and materials: names and uses lasting 4 hours; topic The sewing machine lasting 6 hours; topic The essential skills lasting 10 hours.

Course will be implemented upon target groups interest.

How?

Program	Topics	Hours
The tools and materials: names and uses	• The scissors and the cut • The pins and the tapping • Cloth • Needles for the sewing machine • The feet of the sewing machine • Threads for sewing machines: the spool; the coil • The iron	**4**

The sewing machine	• How it is made • How to thread the bobbin • How to thread the upper thread • How to attach the presser foot (and types of presser foot) • How to change the needle • How to adjust the tension	**6**
The essential skills	• Before starting to sew (reference point; speed; fabric grip) • The basic seams: straight stitch; zig zag stitch; backstitch (exercise: the stitch table) • Sew corners and curves • Cutting the fabric: the seam waste (exercise: pincushion pattern; mobile phone holder) • Join the fabrics and topstitch (exercise: 10x10 pincushion with 1.5 cm seam and one foot) • Make the hem (exercise: mobile phone holder with 3 cm offset) • Turn over and close with invisible seam (by hand) • How a zipper is made • How to apply the zipper • EXERCISE 1: Double-sided basket • EXERCISE 2: Breadbox (with English stitching and hem) • EXERCISE 3: Zippered Case	**10**
Min number of participants	5	

Milestone/Badges

Milestone: – Using the sewing machine and learning the main operations.

• a person knows how to use the sewing machine to make finished products using all the main processes.

Badge: "Using the sewing machine" received following finishing a module

Content

PowerPoint Presentation

NOTE: ACCESS OUR FREE MATERIAL TO USE WITH YOUR LEARNERS DIRECTLY THROUGH THE QR CODE OR CLICKABLE LINKS ON THE MATERIAL DESCRIPTION

PROBLEM WITH THE LINK? CONTACT US! INFO@SWIDEAS.SE

M7 - Presentation Italian

Summary of content of Modules 6 and 7

TAILORING WORKSHOP – SUMMARY OF CONTENTS

Program	Topics
The tools and materials: names and uses	• The scissors and the cut • The pins and the tapping • Cloth • Needles for the sewing machine • The feet of the sewing machine • Threads for sewing machines: the spool; the coil • The iron
The sewing machine	• How it is made • How to thread the bobbin • How to thread the upper thread • How to attach the presser foot (and types of presser foot) • How to change the needle • How to adjust the tension

The essential skills	• Before starting to sew (reference point; speed; fabric grip) • The basic seams: straight stitch; zig zag stitch; backstitch (exercise: the stitch table) • Sew corners and curves • Cutting the fabric: the seam waste (exercise: pincushion pattern; mobile phone holder) • Join the fabrics and topstitch (exercise: 10x10 pincushion with 1.5 cm seam and one foot) • Make the hem (exercise: mobile phone holder with 3 cm offset) • Turn over and close with invisible seam (by hand) • How a zipper is made • How to apply the zipper • EXERCISE 1: Double-sided basket • EXERCISE 2: Breadbox (with English stitching and hem) • EXERCISE 3: Zippered Case

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DOUBTS, QUESTIONS, SUGGESTIONS? CONTACT US TODAY!

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