Implementing the ARACNE+ Model in institutions: PRACTICAL GUIDE

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

General INDEX

Introduction

ARACNE+ is a European project co-financed by the Erasmus+ programme - Key Activity 2: Strategic Partnerships in the field of adult education. The main goal of **ARACNE**+ is to validate, develop and consolidate the **ARACNE** training model for social and labour insertion. This project was developed between September 2017 and February 2020.

ARACNE+ arose from an earlier Erasmus+ project, "**ARACNE**: training, empowerment, entrepreneurship". The principal result of this project was the development of a Methodological Guide for the **ARACNE** model.

ARACNE presents a model for social and labour intervention that relies on three axes: empowerment, self-employment and professional training. Trainers who wish to work with this model must design training activities that include tasks related to each axis, so that the training promotes an overall change in the trainee (user). That is to say, it is a model that avoids the traditional focus of encapsulated and decontextualised training. Instead, the model works on the basis of the knowledge and abilities that users have already acquired and continues to develop them according to their personal interests and professional objectives.

You can consult a brief guide of the intervention process outlined by the **ARACNE**+ model here:
https://prezi.com/view/VNJZuoIVagI21nZ3CqoA/

After the end of the **ARACNE** project, some of the participating institutions, headed by FAM Y LIAS as the project promoter and coordinator, decided to continue developing the model and associated tools that permit its implementation in different contexts. This was the genesis of **ARACNE**+.

INTEGRATED ITINERARY MAP
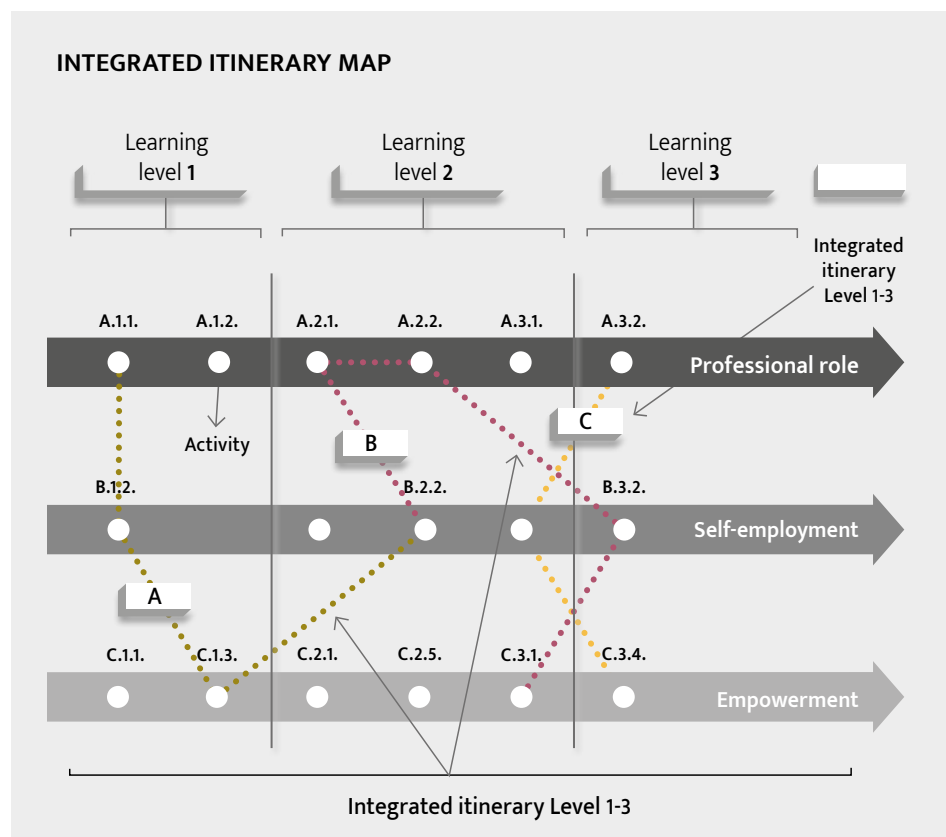
ARACNE+ tests the **ARACNE** model in different contexts and countries (Spain, Italy, Greece and Portugal), besides designing and implementing a course for trainers. It has taught 18 trainers in different parts of the world, including participating nations and female trainers in the Americas.

The ARACNE+ team

The **ARACNE**+ project has been developed by 6 institutions in 5 different countries:

- **FAM Y LIAS** Resources for Diversity, SCM (Madrid, Spain). It is a non-profit Social Initiative Cooperative that works to make visible and value different family models that currently coexist in our society. They contribute to making diversity visible in all fields of life as a source of wealth by generating resources for families and professionals. At the same time, they develop initiatives for social innovation through products, services and processes that create value for society and:
  - _ Respond to the needs of the families that are unfulfilled as they do not respond to the prevailing socio-cultural norms.
  - _ They take advantage of the potential and opportunities for different expressions of diversity that contribute to creating more inclusive societies.

_ They resolve chronic problems in our society by providing new methodologies of intervention, new viewpoints.
http://www.famylias.org/

- **AGENCY FOR EMPLOYMENT** (Madrid, Spain) The Madrid Agency for Employment is an autonomous body of the Madrid Town Council with more than 300 workers who administer the employment policies of the City of Madrid. The Madrid Agency for Employment executes a series of actions and measures to guide, employ and train unemployed persons and improve their access to the labour market, either through self-employment or by working for others.
https://www.madrid.es/portales/munimadrid/es/Inicio/Educacion-y-empleo/Empleo/Agencia-para-el-Empleo-de-Madrid?vgnextfmt=default&vgnextoid=c65815fa10294110VgnVCM1000000b205a0aRCRD&vgnextchannel=3f50c5dee78fe410VgnVCM1000000b205a0aRCRD

- **UNIVERSIDADE PORTUCALENSE INFANTE D. HENRIQUE (Porto, Portugal)**. It is a private institute for higher education, created in June 1986 and is divided into four departments: 1) Law, 2) Psychology and Education, 3) Tourism, heritage and culture, and 4) Economy, management and IT. Its mission is to offer quality education that reaches the highest standards of excellence in different disciplines, with the goal of training highly qualified professionals and socially responsible citizens. The students are our priority and the intellectual education provided seeks to provide our graduates with a first-grade professional training, developing their individual strengths and their personal and professional abilities. In order to achieve these goals, courses are designed to provide a flexible response to changing labour market needs, through different teaching methods, always applying empirical methods based on significant case studies whenever possible.
https://www.upt.pt/

- **IDEC (Pireas, Greece)**.
This consulting agency bases its activities on training, management consulting and developing ICT solutions for the public and private sectors. IDEC's clients are firms from a wide variety of sectors ranging from schools and NGOs to universities, etc. It cooperates with more than 800 institutes all over Europe and with nearly 300 experts in specific fields. IDEC has a certified permanent training centre and it organises continuous training courses for lecturers and trainers, study visits and informal learning activities for students in the initial stages of education and training. It also offers training courses and internships to vocational education students and persons in the labour market.
https://www.idec.gr/

- **CSCS Group (Pistoia, Italy).**
  CSCS is a vocational education provider, active in the field of research on the labour market and pedagogical innovation, as well as in the promotion of transnational cooperation in the fields of technical education and training. Situated in the heart of Tuscany, in the northern centre of Italy, CSCS is a Professional Training and Research Centre certified by the Regional Government and officially designated by the European Commission as a Leading Intermediary Organisation of the Erasmus Network for Young Entrepreneurs, the latest European programme for cross-border entrepreneurial exchange.
  http://www.cscs.it/

The Practical Guide

This Practical Guide lists the experiences after implementing the **ARACNE** model in different countries and presents the tools utilised. This Guide also includes the main findings of this implementation.

All these results may be used by trainers of adults and associations that work with immigrants. Given the versatility of the model, it may be applied with different groups of persons:

- Migrants or citizens
- With different levels of professional qualifications
- With different abilities and prior knowledge.

It is highly recommended that trainers who wish to use the model undertake the free training course, which describes all the aspects required to implement the **ARACNE** model.

Results of the ARACNE+ Project

The **ARACNE**+ project has generated three main results, all of them aimed at trainers of adults:

1. Course for Trainers
2. **ARACNE**+ Resources Platform
3. **ARACNE** models implemented in different contexts

Sections 1 and 2 discuss the implementation of the **ARACNE** model in different contexts which is subsequently analysed in more detail in this guide.

1. Course for ARACNE Trainers

In order to test the **ARACNE** model in different contexts, it was necessary to train the team of professionals that would perform this task.

The **ARACNE**+ team of participating institutions has collaboratively developed a training course that explores the different aspects to be taken into account when implementing the model.

It is a free online course consisting of 6 modules:

1. Principles of the **ARACNE** methodology
2. Creative thought in designing activities that make up the **ARACNE** training activity and integrated programmes for insertion
3. The social enterprise
4. Active methodologies in building **ARACNE** training activities
5. Diagnostics - Defining professional careers and defining integrated programmes for insertion.
6. Planning an **ARACNE** training activity Designing activities.

The course begins with the most general aspects of the model, module by module, and explores key aspects for their successful implementation. Additionally, it provides different tools that are of great help to trainers when implementing the model in their personal contexts.

The training course can be accessed at this link:
https://thalys.gr/course/index.php?categoryid=11

2. ARACNE+ Resources Platform

As a complement to the training course for trainers, an online platform has been developed which hosts the activities, resources, tools and other supporting materials for designing training activities. It is therefore, a repository of **ARACNE** activities that may serve as inspiration to the trainer when designing training activities for their user groups.

The platform contains:
- Tasks
- Training activities
- Useful tools for designing user itineraries

This platform is free to use and may be accessed by anyone. The philosophy here is that all **ARACNE** trainers contribute to maintaining the platform by contributing the training activities designed for their user groups. In this way, by continuously feeding activities into the platform, the quantity of available resources will also increase.

The platform also has a search function for filtering and displaying activities based on selected criteria.

The platform can be accessed at this link:
www.aracnetool.eu.

3. Training activities implemented

The following chapter of this Practical Guide presents the training activities implemented in each of the nations participating in the **ARACNE+** project.

Every training activity will be accompanied by a description of the user profile working with this model, the activities that have been developed, the resources that were required, the alliances that have been developed, etc.

The chapter is divided into several sections, independently presenting each implemented experience.

We hope this guide and all project results will be of interest to you.

Training activities carried out in Spain. Madrid

Training activities carried out in Spain. Madrid

Agency for Employment, Madrid Town Council
Fam y Lias. Resources for Diversity.

Context

The Agency for Employment (AE) is a body under the Madrid Town Council responsible for the development and management of active employment policies related to orientation, labour intermediation with companies and professional training of Madrid citizens.

Of the 140 training activities scheduled for 2019, 120 were carried out municipal centres, with a total of 25,430 training hours and 1,376 participants.
50% of the developed training activities correspond to certified professional qualifications.

The AE's area of employment promotion has made it possible for the training structure and the department of European programmes to work together to develop the methodological testing of the ARCANE+ programme, through the training activity **Auxiliary Business Activities**. It is a Level 1 professional qualification (COMT0211) AUXILIARY BUSINESS ACTIVITIES (RD 1694/2011, 18 November), related to the professional branch of Commerce and Marketing.

The total duration of the course is 270 hours distributed over 230 hours of classroom training and 40 hours of work experience in companies.

The Agency for Employment and the FAMYLIAS cooperative have collaborated in the conceptualisation, programming and methodological orientation.

Goals of the training course

We must distinguish between the strategic goals and the training goals to be achieved by this activity.

Strategic goals within the framework of the ARACNE+ programme:

It seeks to validate the methodology designed in the European project. To do so, both FAMYLIAS trainers and those belonging to the Agency for Employment have undergone the **ARACNE** training methodology designed in the same project.

This action thus becomes their personal work experience as **ARACNE** trainers.

We have designed an evaluating system where trainers assess the quality of this methodological design.

Strategic goals of the Agency for Employment of Madrid Town Council

"The implementation of the **ARACNE** model in this qualification seeks not only to improve students' professional skills, in this case, 13 female students, but also to increase their motivation levels and to facilitate their employment insertion". (Report on the implementation of the **ARACNE** training activity, page...)

Training goals

The general goal of the training activity consists of *carrying out auxiliary activities of restocking and replenishment at points of sale and distribution to retailers, following established instructions and criteria, utilising the necessary teams, in accordance with health and security regulations and when necessary, providing protocol-based and structured information and attention to the client at the point of sale or in distribution to retailers.*

Working group

A multidisciplinary technical team consisting of trainers, employment technicians and specialised coach

Trainers

Laura Parra
Employment Officer
Development of **ARACNE** methodological content
AGENCIA PARA EL EMPLEO

Eva Ortúñez
Coach in social entrepreneurship
FAM Y LIAS. RECURSOS PARA LA DIVERSIDAD

Mª Carmen Enguita
Trainer – Professional Certification (CdP)
AGENCIA PARA EL EMPLEO

Carmen López
Coach in empowerment
FAM Y LIAS. RECURSOS PARA LA DIVERSIDAD

Begoña Calderón
Trainer officer – methodological support
for the Professional Certification (CdP) Trainer
AGENCIA PARA EL EMPLEO

Methodological orientation

Laura Parra
Employment Officer
Development of **ARACNE** methodological content
AGENCIA PARA EL EMPLEO

María Zapata
ARACNE+ Methodological Management
FAM Y LIAS. RECURSOS PARA LA DIVERSIDAD

Ages of participants

No. of participants

Origin

- Foreigners
- Nationalized
- Spaniards of origin

Education

No. of participants

Not approved   1

Approved   3

No studies   9
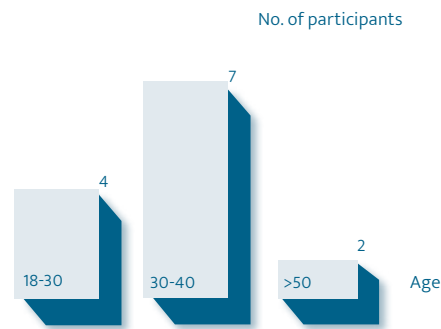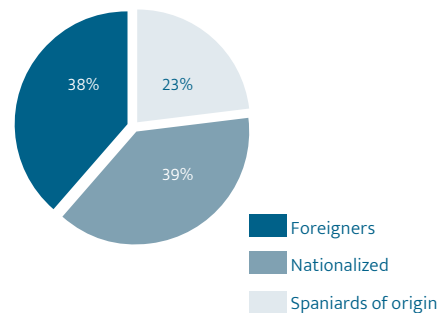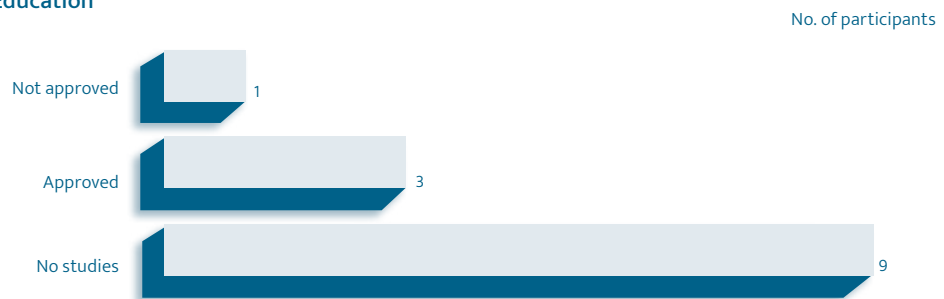
Participants profile

Thirteen students, all women between 30 and 40 years mostly, although there is a sub-group of 4 very young women and two women aged above 50 years. Most of them are from South American countries, three have university education and the rest have completed studies equivalent to the Spanish baccalaureate. Most of them have acquired Spanish nationality but their academic situation continues to be non-standardised. It is a group with varying identities and personal interests.

However their work experience in Spain, in all cases, consists of low-qualified employment as cleaners, and in the food and hostelry sectors.

Participants selection

The selection protocols established by the Agency for Employment outline a process based on the skills that provide access to employment and learning, that is to say: motivation to begin a training activity and skill audits. The students must therefore, have assessed their motives for commencing occupational training and have a prior professional goal.

This protocol permits the pre-requisite of the **ARACNE** model according to which the training activity is part of the conscious itinerary selected by each participant.

Due to certain factors, the process of prior study and self-analysis for participant selection could not be carried out.

It was later detected in the course of the training activity that most of the students were attracted to the certificate of professional qualification as providing greater access to the labour market, although there were no indications of a progressive professionalisation in this group. If these stages are skipped, as is described in the following canvas, the goals of the training activity are compromised and the establishment of an adequate vital and professional project is slowed down.

Activities:
A.1.1. Campaign of collection, selection and storage of garments for their subsequent customization process / A.2.1. Project for collection from second-hand jeans and other textiles / A.3.1. Project collection CUSTOMIZED PRODUCTS from wedding dresses and party dresses / A.1.2. Adapting and finishing second-hand clothing for children aged 0 to 3 / A.2.2. Market share in use with other producers / A.3.2. Public event design transformed clothing / B.1.2. *Development of marketing competences* / B.2.2. Development of branding competences / B.3.2. Development of finance and strategy competences (Skills) / C.1.1. Overcome learned helplessness - Reframing (Individual) / C.2.1. Sources of self-efficacy - Past Performance (Individual) / C.3.1. Introducing the topic leadership (Individual) / C.1.3. Decisionmaking - SMART decisions (Individual) / C.2.5. Áreas of action control (Individual) / C.3.4. Effective presentations - Managing a Presentation Event (Individual)

If we look at the **ARACNE** canvas, Stages 1 to 5 prior to beginning the training activity were omitted on this occasion. (You can consult the process guide here: https://prezi.com/view/VNJZuoIVagI21nZ3CqoA/

Training results

Occupational training skills

The certificate of professional qualification is divided into 4 skill units that have been considered as four training modules. Each SKILL unit contains a series of professional knowhow that students must have in order to pass the course, according to the official version of the certificate.

In the case of Spain, this professional knowhow consists of the following skills listed below:

Skill units			
1. To carry out auxiliary restocking, provisioning and equipping of the point of sale	2. Preparing orders	3. Handling and moving the forklift and hand dollies	4. Basic customer care

Professional knowhow			
1. Structures and types of commercial establishments	1. Order preparation operations	1. Movement and distribution operations and documentation to retailers	1. Client communication techniques
2. Product organisation and distribution	2. Systems and teams for order preparation	2. Driving forklifts and hand dollies	2. Basic customer care techniques
3. Point of sale presentation techniques	3. Packaging	3. First-level maintenance of forklifts and hand dollies	3. Customer care quality
4. Furniture and exhibition elements	4. Security and prevention of work accidents and risks in handling and preparing orders	4. Security and prevention of work accidents and risk in handling mobile work equipment	
5. Product placement			

6. Commercial product packaging techniques			
7. Prevention of work accidents and risks in auxiliary operations at the point of sale			

Based on the achievement criteria, the teachers graded the skills from 0 to 4 where zero implies the total absence of a skill and four the autonomous and satisfactory execution of the same.

All the skills of occupational training, empowerment and self-employment have been assessed at the beginning and the end of each skill unit.

The basic document utilised was: **ARACNE** SKILLS MODEL
https://drive.google.com/file/d/1W1I_26Je-G_mJdmVwlnBBxIRPp1XxfwI/view

Evaluation of the training action

Evaluating the initial and final level of the participants

Self-assessment of the students
Each student made their own self-assessment, for each training result, as well as for the categories of self-employment and empowerment, both in the initial and final stages of training, thus being aware of the skills acquired thanks to the training activity:

Self-assessment of competences SELF-EMPLOYMENT

Self-assessment of competences EMPOWERMENT

Legend: Start, End

X-axis categories: Self Confidence, Strength, Assertive communication, Creativity, Decision making, Flexible network development, Leadership for change, Initiative, Adaptability, Critical thinking, Perseverance
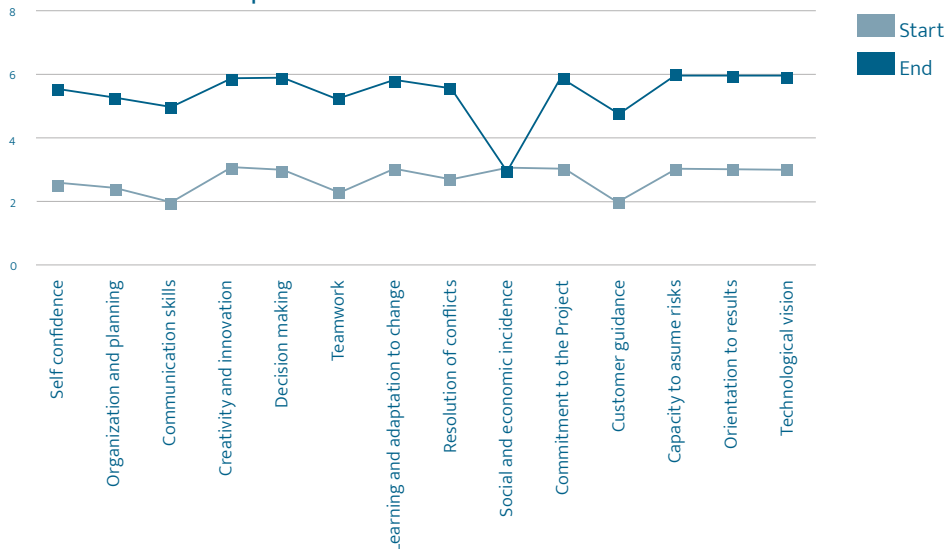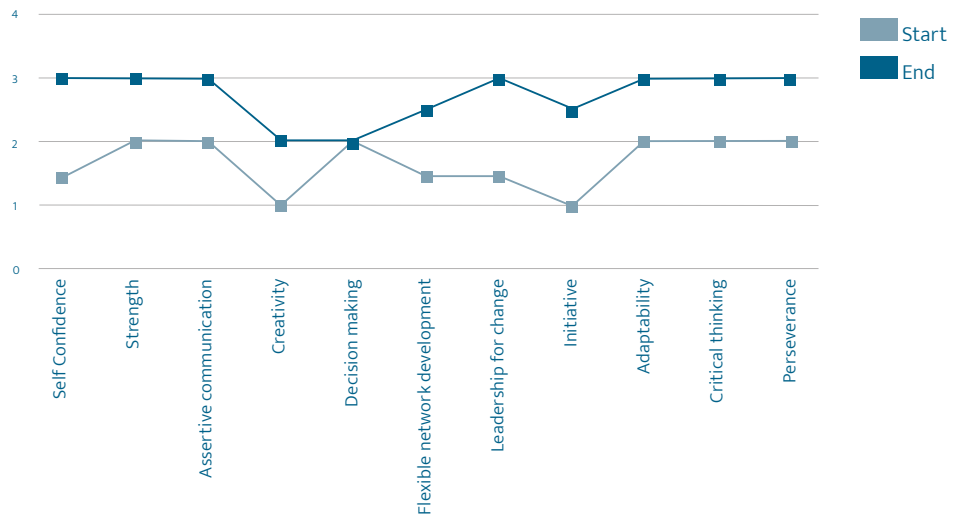
U.C.1. Carry out auxiliary operations of replacement, arrangement and conditioning of the point of sale

X-axis categories: 1. Replacement of products, 2. Product counting, 3. Placement of exhibitors and elements, 4. Provision of safety features and labelling on products, 5. Conditioning, order and cleaning, 6. Product packaging
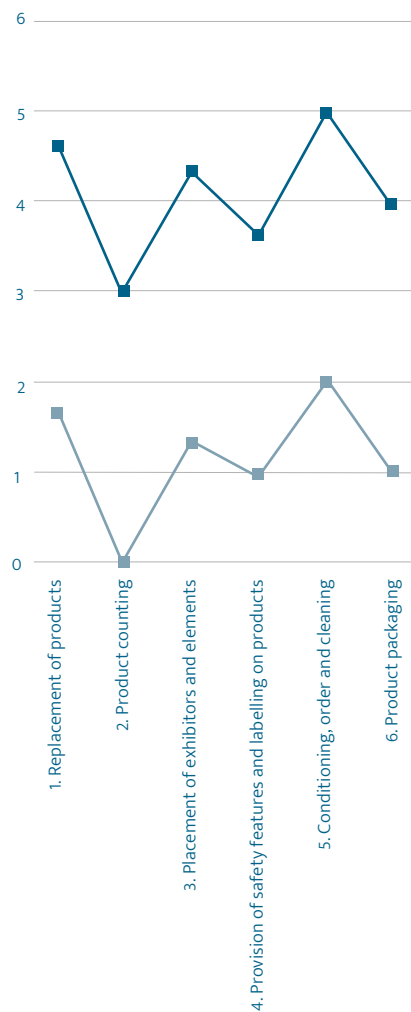
U.C.2 Prepare orders effectively and efficiently, following established procedures

Legend: Start, End

X-axis categories: 1. Selection of goods or product, 2. Order confirmation, 3. Packaging of orders
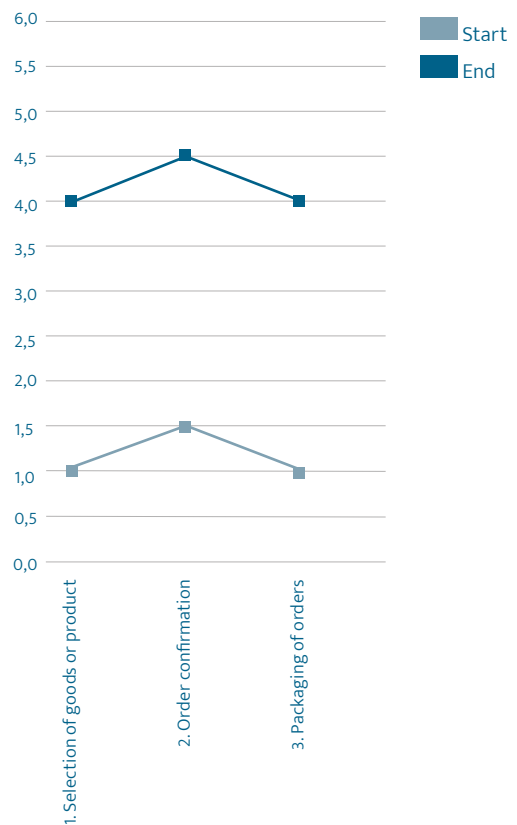
**U.C.4 To provide operational, structured and
protocolized attention and information to the client**

4,0

3,5

3,0

2,5

2,0

1,5

1,0

0,5

0,0

Start
End

1. Collaboration in promotional activities
for public attention

2. Protocolary treatment in home delivery

3. Attention to complaints
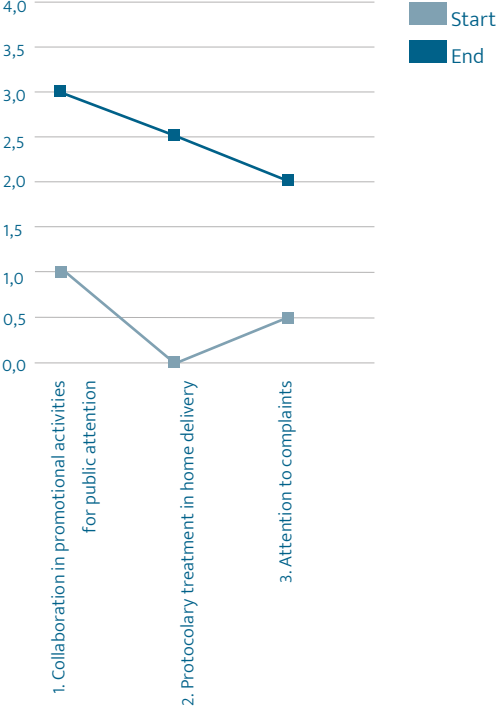
Graphs: example of self-assessment result of one of the students

Trainer evaluation

The trainers also assess the skills acquired by each student at the beginning
and end of the training activity.
To carry out this assessment, the trainers use the following techniques:

• Classroom observation
• Evaluation of proposed activities
• Spaces for self-assessment and individual tuition hours with the students.

The result may be viewed in the following graphs:

Initial and final competencies GROUP EMPOWERMENT

Initial and final competencies GROUP SELF-EMPLOYMENT

Graphs example of the results of assessment made by teachers, grouped result

Selecting activities

Occupational training	Empowerment	Self-employment
Guess what supermarket I am http://aracne.codefactory.mobi:18080/content/adivina-que-supermercado-soy	Cooperation tables http://aracne.codefactory.mobi:18080/content/los-cuadros-cooperativos	Skills thermometers http://aracne.codefactory.mobi:18080/content/termometro-de-competencias
Creating glossary of terms http://aracne.codefactory.mobi:18080/content/el-glosario	Rabbit-hutch http://aracne.codefactory.mobi:18080/content/conejo-conejera	CANVAS link: http://aracne.codefactory.mobi:18080/content/lienzo-canvas
I am a teacher http://aracne.codefactory.mobi:18080/content/soy-profesora	How many squares do you see http://aracne.codefactory.mobi:18080/content/cuantos-cuadros-ves	Social economy http://aracne.codefactory.mobi:18080/content/economia-social
I am a teacher: preparing orders http://aracne.codefactory.mobi:18080/content/soy-profesora-preparar-pedidos	Logo http://aracne.codefactory.mobi:18080/content/logo	Passion needs trends http://aracne.codefactory.mobi:18080/content/pasiones-necesidades-sociales-tendencias
Employment risks prevention plan http://aracne.codefactory.mobi:18080/content/plan-de-prevencion-de-riesgos-laborales-en-comercio	PROFESSIONAL PROJECT I Market analysis http://aracne.codefactory.mobi:18080/content/proyecto-profesional-primera-parte-analisis-del-mercado	Our limits http://aracne.codefactory.mobi:18080/content/pasiones-necesidades-sociales-tendencias
	PROFESSIONAL PROJECT II Skill trees http://aracne.codefactory.mobi:18080/content/proyecto-profesional-segunda-parte-arbol-de-competencias	
	PROFESSIONAL PROJECT III Curriculum vitae http://aracne.codefactory.mobi:18080/content/proyecto-profesional-tercera-parte-curriculum-vitae	
	PROFESSIONAL PROJECT IV Interviews http://aracne.codefactory.mobi:18080/content/proyecto-profesional-cuarta-parte-entrevista	

Evaluation indicators

The training activity has been evaluated by the students. Of thirteen students, 11 responses were obtained with high grades in 100% of the evaluated items, although we must highlight the following aspects as being the highest graded (80% of the responses give the highest possible grade.

Regarding the Design quality of the occupational training, the self-assessment of the students was valued the highest as a learning indicator, in addition to the performance of practical exercises and the adaptation of the contents to real business environments.

With regard to Teaching quality, the methodology was graded the highest as it provided scope for learning, and the trainer's capacity to adapt to the specific needs of the student group.

It is worth highlighting the number of extremely positive evaluations with regard to the impact of the training activity on each student: they assert that their occupational and entrepreneurial skills have increased, along with greater self-empowerment. They see possibilities of changing their current job or of creating their own employment. They display an increased personal and professional network. They believe themselves to be able to implement this knowledge in a real work environment.

At the time of assessment, the students had not yet completed the module of work experience in companies.

Conclusions for applying the Aracne model for the Agency for Employment of the Madrid Town Council

The active and participatory methodology considers the student to be the central focus of the educational process and it has an interactive character, as it takes the form of a dialogue and discussion with the goal of comparing ideas, and has a creative and flexible character, as there is no rigid model.

Both criteria have been used and applied in the classroom where the certificate of professional qualification in Auxiliary Business Activities was imparted with very satisfactory results, both in the learning model and in the motivation and progressive empowerment achieved by the students. The students' progress and improvement can been seen in the students' self-assessment as well as in the evaluations made by the technical team.

But working with these criteria involves:

Advantages	Inconveniences
Efficient learning.	A more intensive classroom pace for the trainer.
Conceptual change through commitment and participation.	Difficult to cover the entire syllabus.
Overall training.	Student resistance, especially at the beginning, to an active methodology.
Autonomously creating and/or generating knowledge.	A change in the evaluation model.
Improved retention of concepts.	
The students acquire their own criteria..	
Promotes motivation.	
Developing aspects such as autonomy, critical thinking and collaborative attitudes.	

Contributions

Applying the **ARACNE** model has involved:

- Incorporating the skills specific to the profession, while simultaneously improving personal empowerment and entrepreneurial skills.

- Thanks to the above, people find themselves accompanied in a vital and professional project that seeks to break with a precarious professional cycle of unemployment.

- Methodological innovation: skills are incorporated through active methodologies that enable the acquisition of abilities in an interactive, creative and efficient manner.

- Active participation of the students which acknowledges what they know, what they wish to achieve, the reason why and how to achieve it.

- The collaborative work of the technical team has been a key support factor in developing the project and for successful results.

Limitations

Some limitations have been noticed in applying the **ARACNE** model that may slow down the process of implementing the project:

- The team must undergo a training course in order to have specific knowledge of the **ARACNE** model. That is to say, by freely accessing the online course which explores the contents of the model.

- It requires a cohesive team that facilitates the development of contents in all three levels, but with the same goal across all levels. Professionals who are motivated and open to new methodologies and to collaborative work.

- Time is required to work on developing and preparing the documentation and planning the itinerary.

- The extra study hours required to implement the model must be included in the overall time count.

- Students must be selected on the basis of the occupational profile of the certificate of professional qualification undertaken, which requires selection and processes and methods to be revised.

- Certificates adapted to the number of hours are required that allow the extension of hours required for the three axes.

- The trainer must have a team that supports their activities.

Challenges of the model

- The validation of the model by means of its large-scale replicability in different cultural, economic and social contexts and certified training of the teaching team in the model itself.

- The creation of a virtual platform that permits exchanging resources and experiences on the application of the **ARACNE** model and which makes a definitive contribution to the collective development and validating process within Europe.

Training activities carried out in Portugal. Porto

Specific INDEX

Training activities carried out in Portugal. Porto

Portucalense University Infante D. Henrique.

Introduction

This report outlines the development/results of **ARACNE**+ training at Portucalense University. It adheres to the framework of activities in the **ARACNE**+ Project, specifically: 02/A1 Outline for implementing training actions in different contexts, 02/A2 Experimental training testing and application, 03/A3 Conclusions.

Project name: ARACNE+ Training UPT (AT+UPT)
Location: Portucalense University, Portugal Website: https://www.upt.pt/
Context: Higher education
Approved by: Director: Prof. Paula Vagos; Coordinator: Prof. Marta Avelha

Parties in charge:
Executive management: Prof. Alejandra Baldaque
Educational management /Trainer: Prof. Diana de Vallescar P.
Host department: Department of Psychology and Education (DPE)
Area: Bachelor's Degree in Social Education (BA-SE)
Main teachers / curricular units: Organisation and Management of Educational Institutions: Prof. Cristina C. Lobo; and **Education and Skills Acquisition Processes:** Prof. Sandra Fernandes
Target recipients: Year 3 students
Estimated period: March – May 2019 (30h)

Learning outcomes:

- Knowledge / dissemination of the **ARACNE**+ Project in the context of higher education – Bachelor's degree in Social Education
- Develop an awareness-raising process on students' entrepreneurial mentality
- Create a prototype of a social company

Justification for ARACNE+ implementation

Planning AT+UPT in the BA-SE represents an effective response to a) promote and disseminate an entrepreneurial university culture, b) provide the opportunity to actively participate in a European project that is underway, and c) foster a space for reflection in which talents and skills can be identified, learning key concepts and professionalisation pathways, as well as tools and techniques. In summary, it represents another valuable way for the female students' legacy of experiences, curriculum and professional futures, putting UPT on the road to innovation and internationalisation.

The plan is developed in two curricular units, facilitators from AT+UPT.

Objectives

1. Knowledge/testing/dissemination of the **ARACNE+** Project
2. Professional training for students' social entrepreneurship
3. Provide key concepts, tools and techniques for creating a social enterprise with benefits

Methodology

The methods used were the a) **ARACNE+** methodology, which includes a wide range of materials and resources; b) project-based learning, whose aim is to prepare through attractive active learning experiences that are useful, real and contextual, involving the development of personal, academic and professional competences.

Classrooms are theoretical-practical and also include tutorial guidance. The trainer and the head teachers will be present.

The sessions will favour an active, participative and debate-centred methodology, integrating a wide range of resources (case studies and inspiring stories, self-reflection exercises, videoclips, worksheets, etc.) that will be available via these links: Google Drive (organisers) and the UPT Moodle platform (students).

The training launch will be done via videoconference by the Fam y Lias Association Cooperative (Madrid).

Timeline

Duration	Number of sessions	Classroom hours	Hours	CU
25 March to 29 May 2019 30h	12 (1 - 2 h)	19	4	1. Training and skill acquisition processes
			15	2. Organisation and management of educational institutions
			11	3. Students' individual and group work

Assessment

The main assessment will be the responsibility of the CU Organisation and Management of Educational Institutions, and will be diagnostic, formative and summative.

Resources

a) Human
- **ARACNE**+ trainer and head teachers of the CUs
- Support from UPT logistics and communication technicians

b) Materials
- Facilities: classrooms, videoconference and final presentation rooms.
- IT equipment: projector, computer, speakers, internet, blackboard.
- Support to publicise the event (Facebook, photographs...).
- Selection/adaptation of training materials and students' characteristics, taken from the Airtable platform.
- Digital storage platforms: Moodle and Google Drive.

Guiding reference base

ARACNE+ Project num.: 2017-1-ES01-KA204-038207[1] and the curriculum for the BA in Social Education[2] .

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1 Cf. *Aracne Project Methodology Guide: Training, Empowerment & Entrepreneurship* (2016). European Union, 46.
2 Cf. https://www.upt.pt/curso.php?e=856

Observations / relevant Items / assessment results

Starting from the AT+UPT planning, we can confirm that the contents developed, the outcomes and their meaning and scope were well-received and successful, interesting and a valuable educational experience, both for students and the university itself.

Curricular units / results obtainedmnn

Academic component				
Academic year / Dates	Year / Degree	Curricular unit / teacher	Contents	Overall results[3]
2018-19 training: March-May	Year 3 BA-SE	Organisation and Management of Educational Institutions / Prof. Cristina C. Lobo	Social ventures, career, professional pathways. Their objective: prepare to create a social enterprise in the Portuguese and European context	Final marks range from 15.6 to 18.3 Average: 17.3
		Training and skills acquisition processes / Prof. Sandra Fernandes	Presentation of **ARACNE**+ project, Professionalisation, Competences, Competency-based management	Overall positive assessment

Planning – Training Plan [4]

The design/implementation of the AT+UPT plan on progress was an extremely complex challenge, given the organisation required between two curricular units and the university organisation itself, which has its parameters, as well as the involvement of several interested parties (vice-chancellor of projects, management, coordination, trainer, teachers, students) and so forth. The transfer and adaptation of contents into Portuguese was also significant, pursuant to the recipient target, formatting according to project templates and integrated on both virtual platforms.

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3 Results are expressed on a numerical scale from 0 to 20, associated with a qualitative mention in four classes: a) 10 to 13 – Pass; b) 14 or 15 – Good; c) 16 or 17 – Very Good; d) 18 to 20 – Excellent.

4 Cf. **ARACNE**+ Training Plan - UPT Timeline, Appendix 1 and the activities plan per session at the end, Appendix 2..

The broad topics selected from ARACNE+

1. Foundations of the Aracne+ methodology
   Learning outcomes: Identify the characteristics of the **ARACNE**+ model
2. Social entrepreneurship
   Learning outcomes: Analyse the types of social companies and their specific characteristics in Portugal
3. Careers and employment pathways
   Learning outcomes: Creation of a social enterprise

This plan was integrated in 12 sessions of different lengths (1-3h), with a total of 19 classroom hours and 11 hours for individual/group work.

The facilities used: videoconference room and classroom numbers 313, 312 and 504 (final presentation). For logistical technical support: Mr Constâncio Gaspar, photographer Mr Fernando Leitão and trainer Diana de Vallescar P.

Target recipients

The training was given to a group of nine year 3 students, with ages from 18 to 25 years[5] old. In general, they are full-time students and doing work experience in different local fields (retirement homes, schools, social enterprises, etc.). Their motivation to attend was professional and academic usefulness[6].

The target was not unaware of the difficulties of the working world, but they had never directly confronted the reality of searches, maintenance and problem resolution related to entering the workforce. Step-by-step adaptation, clarification and guidance was necessary, helping them to open up to exploring professional pathways, skills and competences. This had an impact on the flow and progress of the training. The natural idea that arose among them was to finish their studies and then look for jobs or continue their educations. In session two and after evaluating the work done by the FamYlias Association, several of them commented that *they had never thought of the possibility of starting their own business.*

The characteristics of this target are different from the adults for which **ARACNE**+ was created, who want to know why, work under self-management and with the experience and need to unlearn, requiring knowledge and know-how linked to the real world.

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5 The group has 10 students, although one of them is in an Erasmus+ international experience.
6 The possibility was studied of inviting students from the Masters of Education Sciences, but the schedules and availability prevented them from attending.

Consequently, and from our observations/reactions of the recipients, the plan was progressively adapted, dosing out and explicitly stating contents. In the end, this diminished their manoeuvring room and forced them to decide between the desirable and the possible.

Materials

The activities taken from Airtable were individual, in pairs and in small groups, where the ones with the greatest impact were:

Actividades novedosas	Fecha	Observaciones
Videoconference by Eva Gallo from the FAM Y LIAS Association	Launch session 1 27.03.2019	The idea of customising; go through the FamYlias Association and its products on its website.
Empathy map	Session 2 28.03.2019	They found it difficult at first to assume the roles of entrepreneurs, something they had never imagined.
Path to employment, Agencia para el Empleo (Madrid, Spain)	Session 3 9.04.2019	They liked and were surprised by the video, as they had never imagined all the steps required as precursor towards employment. Their limited idea was simply to have their CVs, apply online and wait…
Video on Canvas model dimension	Session 9 14.05.2019	They knew of the model, but had never applied it to the social
Introspection activities	**Date**	**Remarks**
Reflection worksheet: Discover your talent	Session 4 10.04.2019	Its objective was to reflect and make an initial outline to identify their personal, professional and cross-cutting skills and competences. It was hard for them. As was understanding the connection between competence and professionalisation in the European and Portuguese settings.
Worksheet 2. Professional competences for the EU and Portugal	Session 6 23.04.2019	The biggest difficulty was visualising the financial investment made in training. After doing a guided overall estimate, they verified the large investment that they had made. One student commented that it was "a big investment, but worth it"…

Assessment[7]

The AT+UPT assessment was conducted jointly with the two integrated curricular units, whose programme is described in the respective records and set out in the curriculum in force for the UPT Bachelor's Degree in Social Education, during the pertinent assessment period.

The main assessment was done by the curricular unit *Organisation and Management of Educational Institutions*, representing 35% of the total, with marks above 15 (scale of 0 to 20) and considering a series of items to this end[8]:

- Participation and attendance
- Individual, pair and group work
- Miscellaneous exercises: open and closed, which facilitated cooperative work, online research, reading of materials, sharing, etc.
- Written test[9]
- Public presentation of the final group project and submitting the essay, according to the Power-Point guide, in the format of the **ARACNE**+ template and APA regulations
- Creativity, materialisation, precision and viability of the plan/prototype for the social enterprise
- Reading of materials
- Ongoing assessment, oral contacts and mini-tests
- Monitoring of the working groups

The other curricular unit, Training and Skills Acquisition Processes, worked with the idea of competences and managing them. Students created an individual skills and competences portfolio, as an open presentation (blog, website, video, digital portfolio, print portfolio, etc.). This let them design and evaluate their competences profile linked to their education pathway[10], in line with the professionalisation objectives set out by **ARACNE**+.

Using teaching methods applied to business development in social education represents a challenge and requirement for them to remain up-to-date. The final versions of the three projects presented express the quality of the work guided and developed by the working groups.

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7 Assessment system and its characteristics specified in the UPT Education Regulations, Ch. 3, main articles 11-20, 29 and 32..

8 Please see the summary reflection of the main teacher, Appendix 3.

9 This test integrated a selection of questions related to the **ARACNE**+ model, as well as the overall CU contents: Organisation and Management of Educational Institutions.

10 Please see the summary reflection of the main teacher, Appendix 4..

Group	Title	Recipients	Members
Group 1	Bolhe Therapeutic Rehabilitation Centre	Third and fourth age, 65 plus years old	Ana Rita Fernandes, Mariana Ribeiro and Maria João Dias
Group 2	Development NGO Mobile home care: a Tua Pegada na Sociedade	Children and youth interred or in paediatric hospitals – palliative care	Ana Rita Ferreira, Mara Carneiro and Inês Soares
Group 3	Development NGO - Cuid'Art Envelhecer (con) sentido	Third age	Catarina Pereira, Cláudia Maciel and Marta Rodrigues

This work brought together the development of human, professional and cross-cutting competences, designing projects according to the Canvas model, a market analysis (limited), the empathy mapping technique, SWOT analysis, etc. We must highlight that an economic value and budgetary analysis was conducted for the social enterprise, along with a search for sponsors and funds from local authorities, networking, crowdfunding and collaborative work. The profiles of the enterprises created show social innovation in the geriatric field (1, 2) and for children and youth in situations of hospital vulnerability (3).

Stimulating and encouraging an entrepreneurial mentality in the field of the social enterprise, using the **ARACNE**+ model as the underlying guideline, let the female students plan an entrepreneurial profile, as women, creating, opening up to and working in a cooperative group. This is even more important in an environment with limited resources and economic crisis, when there is a lack of resources and immediate reductions in this sector.

This was also important to leave behind the concept of social works being associated with charity and practically invisible expenses. Learning to manage the different education stages until professionalisation is essential. And, for the specific case of this degree, we tried to create a climate and training to prepare students for the entry into and competitiveness in the job market.

The UPT team – management, trainer and head teachers – reveal the relevance of the project for year 3 female students, the fundamental skills and competences they have developed, the intensive and dynamic pace of **ARACNE**+ training incorporated into their professional and personal pathways for better self-knowledge. We would also like to highlight how valuable the implementation of the methodology was, along with the opportunity for collaborative implementation between teachers.

Conclusions

University education today, both nationally and internationally, orients its curriculum towards the development of skills, competences and techniques that can have an impact on society and meet market demands. This means somewhat more than just providing know-how, as the aim is to integrate entrepreneurship into training that is associated with specific competences, in both the economic and social sectors. This always entails creation and training in an entrepreneurial university culture, with views to increasing employment, self-employment and social development.

With this outlook and taking on the challenge of internationalisation in higher education, along with interdisciplinary dialogue, we took on the task of creating AT+UPT, characterised by promoting vocational training based on competences and social entrepreneurship, among other factors, in the field of the UPT Bachelor's Degree in Social Education. The learning outcomes were achieved.

After finishing, we think that social entrepreneurship is an important innovation area, with some improvement measures possible for the future, for the implementation of these types of projects. 1) Aim for higher interdisciplinary participation and UPT support of female students, at several levels, and their development of a social entrepreneur project; 2) Study how to link these types of projects to companies, associations, entrepreneurs, etc.; 3) Strengthen practices and knowledge of social entrepreneurs, to combat social exclusion and motivate and support students. 4) Promote experiences of participating at diverse social enterprises and developing materials/resources that lead to identifying students' entrepreneurial levels and competences.

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Chang, J., & Rieple, A. (2013). Assessing students' entrepreneurial skills development in live projects. *Journal of Small Business and Enterprise Development*, 20(1), 225-241.

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APPENDICES
https://drive.google.com/open?id=1IMbUaXA7YBW58_RWDFjc-kZPiTg7cfIN
0 Bachelor's Degree in Social Education 2019 (Plan)
1 Timeline of Training Sessions
2 Organisation of Training Sessions
3 Basic Presentation Guide for Final Projects
4 Reflection of Professor Cristina C. Lobo
5 Reflection of Professor Sandra Fernández

Training action
Italy. Pistoia

Training action Italy. Pistoia

CSCS, Centro Studi "Cultura Sviluppo"

Context

CSCS is located in Tuscany, in northern central Italy and is accredited as a center for technical and vocational education and training by the Regional Government.

At the territorial level, CSCS is dedicated to continuous training actions for several transnational mobility students, including additional support needs students. 250 are the learners who travel to Tuscany from abroad for a short internship in companies of the areas every years.

ARACNE+ Training activities, then, are inserted in the already existing training module, trying to provide students with new methods and approaches for the empowerment and for increasing social skills, in addition to promoting business confidence. Students receive some hours of face to face training, indeed, which are very important for preparing the learners before a full immersion in the workplace, and for raising the awareness about their skills development through mobility.

The difficulties that young people face in times of crisis are not only economic, but also those that affect personal development, education, capacity, efforts, incentives to continue their lifelong learning, and development of civic values. Regardless of these general factors, there are situations where all these elements are aggravated in an interrelated manner, and therefore the risk of social exclusion to which they are exposed is increased; as mentioned earlier, CSCS activity includes, among other actions, the job placement of people with disabilities and groups of disadvantaged workers, the professional orientation, design and provision of professional training for disadvantaged people: for this reason, the results of **ARACNE**+ are inserted in the training offer and enrich the methodologies already used.

Apart from the work placement and training, learners will receive an insight and a specific training course following the outputs of the **ARACNE** Model+, which will enable them to increase their self-confidence, critical thinking, independence as well as entrepreneurial ideas which are very important considering the current job market.

The training activities will have a total duration of 56 hours, which will be completed by 350 hours of training at the workplace. For the development of this activity CSCS has developed the idea, the programme and the methodological direction of a training action on the basis of **ARACNE** Model.

Objectives of the training action

We must distinguish the strategic objectives and the training objectives to be achieved with the development of this activity.

Strategic objectives under the ARACNE+ programme

The action aims to test and validate the methodology designed as an output of the European project **ARACNE+**. CSCS' Trainers involved in developing the training action have been previously trained in the **ARACNE** Training for Trainers (which was another specific output of the project). Inside the project outcomes, an evaluation system has been developed, through which trainers evaluate the quality of this methodological design.

Strategic objectives for CSCS

CSCS' strategic objective is to better develop the professional competences of the VET students who are participating to CSCS training activities, as well as to increase awareness about the importance of social and personal competences acquired during their mobility exchange, useful to their professional career. Moreover, the **ARACNE** Training Action will enrich the offered services of the association.

Training objectives

- identify the professional career in a subject at risk of social exclusion
- empower students
- develop entrepreneurial skills
- increase professional skills

The developed training activities will give students the opportunity to further explore themselves and their competences, with the aim of promoting not only entrepreneurial skills but also collective forms of entrepreneurship. Furthermore, the goal of the training will be to give students constant coaching, build confidence and to promote diversity as an asset.

Work Team

To achieve these objectives, there has been a multidisciplinary technical team consisting of a trainer who has been trained on **ARACNE** Methodology and a Methodological director for the construction of the training programme:

### Trainer and Methodological Direction

**Greta Bilanzola**

Giovanni Crisonà

Profile of the participants

The training action was attended by 10 participants. The participants are all women between 18 and 25 years old, who are attending a vocational education path in Interior Design in the Netherlands and who came to Pistoia for a two-months internship in companies in the area. It is a quite heterogeneous group in identity and personal interests, and they are all trying to understand what to do in their professional future.

Age

100%

- 18-25
- 26-30
- 30-40
- 40-50
- More than 50
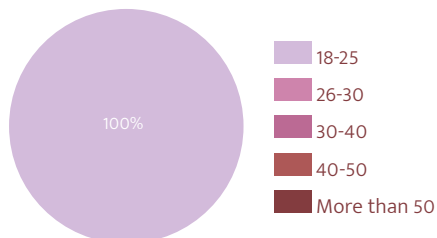
Over 10 answers

Gender

100%

- Female
- Male
- Other
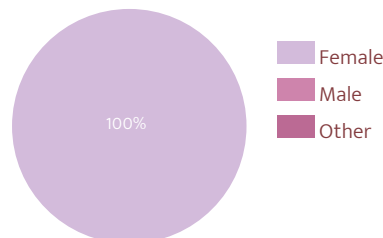
Over 10 answers

Selection of participants

With the intention of inserting **ARACNE**+ Training courses in the general training courses and work placement service promoted by CSCS while hosting

students coming from abroad, CSCS decided not to proceed with a selection process of the learners, for better evaluating the impact this training could have on young people and people with additional support needs even without a concrete motivation and concrete necessity of searching for an individual way of entering the job market.

The outcome was significant: some students had the desire to explore their own competences and to develop new entrepreneurial skills, while some others were only attracted by receiving a final certificate which they could show on their CV, but in general they did not achieve a progressive professionalisation.

Learning outcomes

The competences of the PROFESSIONAL FUNCTION
The training activities were built starting from competences to be developed and from establishing the learning outcomes. Activities are divided into 5 training modules, which contain a series of professional learning outcomes students must acquire for receiving the final certificate.

In the case of Italy, these professional achievements are the competences presented below:

Units of competences				
1. Know yourself and explore your future	2. Creative thinking and Innovation	3. Social Enterprises	4. How to start a business	5. Interaction in the company
Learning outcomes				
1.1 Self - Evaluation of your competencess	2.1. Apply creative techniques	3.1. Analyse the characteristics of the social enterprise	4.1. Analyse your professional competences and your internship	5.1. Positive interaction in the workplace, respecting working hours and procedures
1.2 Self-knowledge and Interpersonal influence	2.2 Evaluate your environment	3.2. Identify the steps for starting a business	4.2. Sell your brand	5.2 Know the cultural aspects and some basic knowledge of the language

		3.3. Strategies for consolidating your business	5.3 Professional Skills acquired during the work placement abroad	
			5.4 Meeting daily tasks and assignments, respecting working hours	

Students' competencies were evaluated from 0 to 3, in which zero means the total absence of the competence and three means the execution of an autonomous and satisfactory manner of the activity.

All the competences of professional function, empowerment and self-employment have been evaluated at the beginning and at the end of each unit of competences.
The basic document used has been: https://drive.google.com/file/d/1W1I_26Je-G_mJdmVwlnBBxlRPp1XxfwI/view

General evaluation of the participants before and after the training course

Self-evaluation of learners: each learner has made their own self-assessment, as far as concerned their professional competences, as also in the self-employment and empowerment axes both in the initial phase of the training and in the final phase, thus being able to be aware of the skills acquired thanks to the training action:
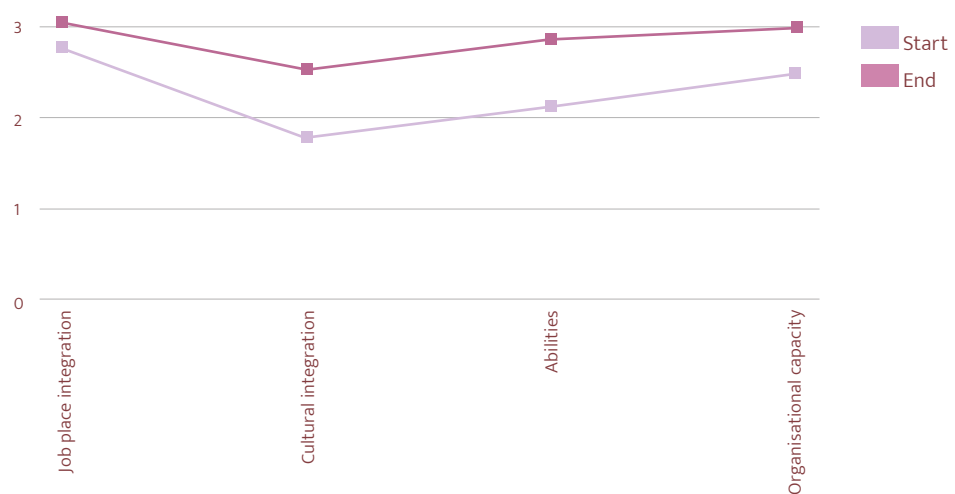
Self-evaluation of competences EMPOWERMENT

Self-evaluation of SELF-EMPLOYMENT
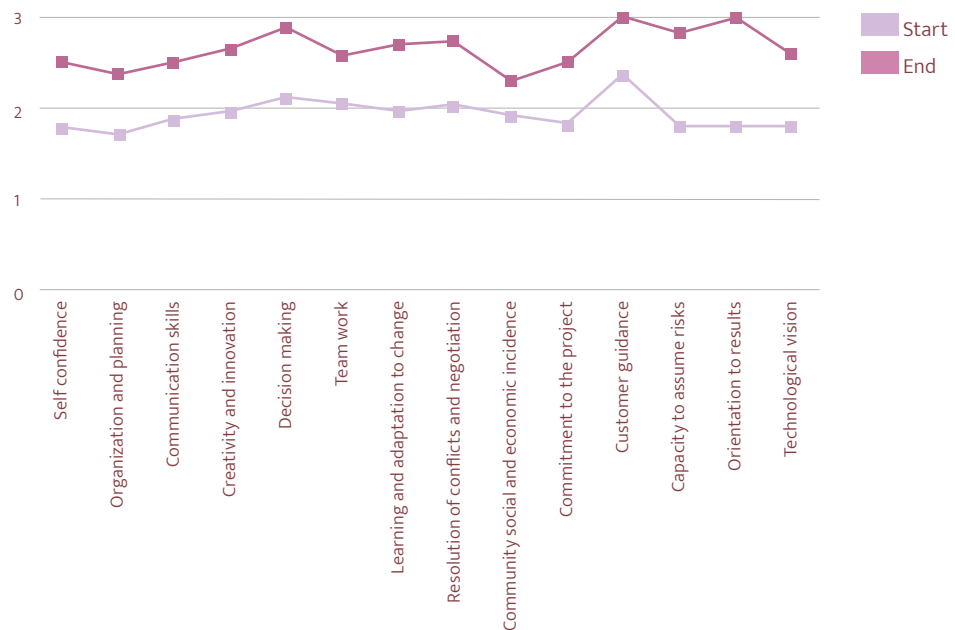
Self-evaluation of PROFESSIONAL competences

Graphs of self-assessment results based on the average of the 10 students individual self assessment
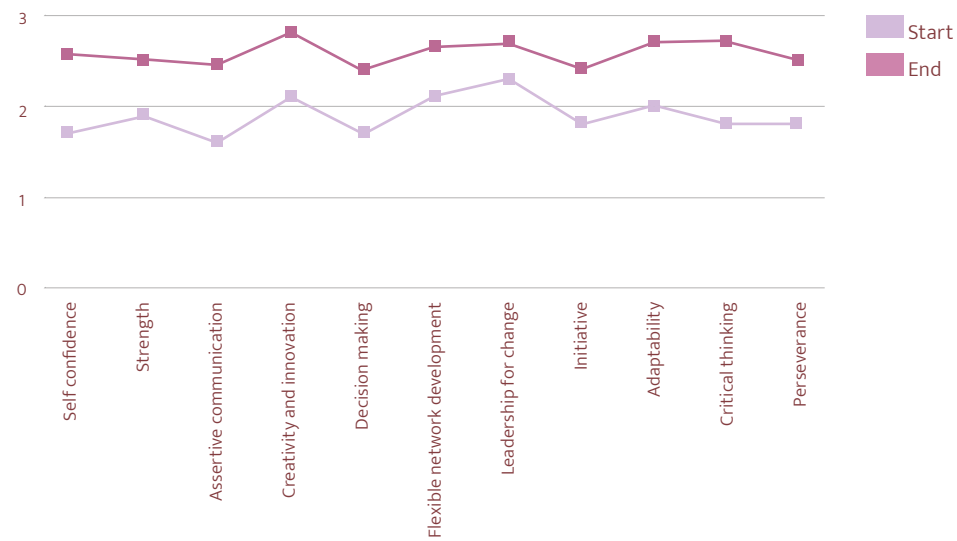
Evaluation of the trainer

At the same time, the trainer evaluated competences expected at the beginning and competences acquired after the training action by participants. The methods used for the general evaluation of learners were:

- Direct observation in training spaces used
- Evaluation of the proposed activities
- Individual mentoring
- External evaluation by the host company tutor (the student's mentor in the work placement).
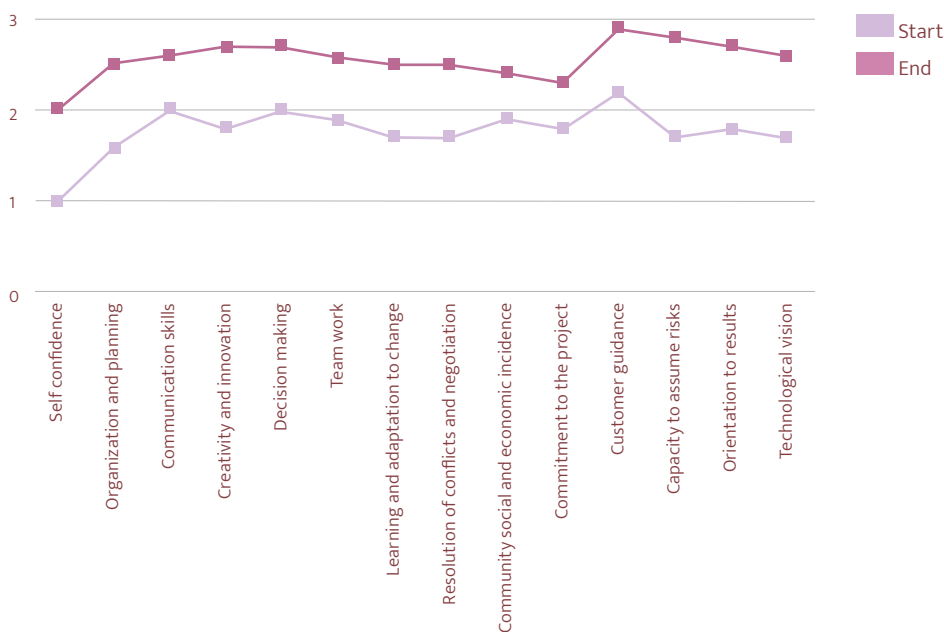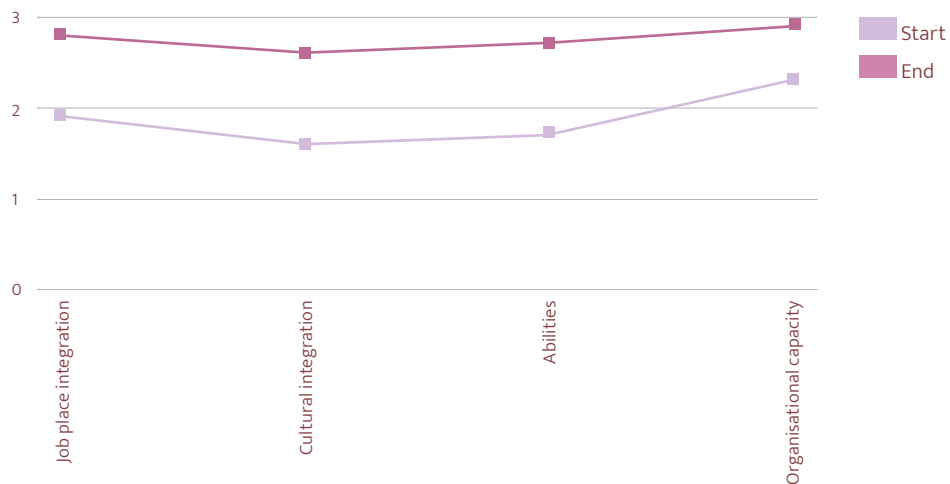
Results are shown in the following graphs:

Evaluation of competences EMPOWERMENT

Evaluation of competences SELF-EMPLOYMENT

Evaluation of PROFESSIONAL competences

Graphical example of evaluation results performed by trainers, based on an average of individual assessments.

Selection of activities

ACTIVITY	Learning outcomes	Competencies
1.1. ACTIVITY Self evaluation of competences	1.1. Self - Evaluation of your competences	Self Confidence
1.1. ACTIVITY 2. Discover your competences and goals http://aracne.codefactory.mobi:18080/content/discover-your-competences-and-goals	1.1. Self - Evaluation of your competences	Learning and adaptation to change, orientation to results, Self confidence, Critical Thinking
1.1. ACTIVITY 3. Mirror http://aracne.codefactory.mobi:18080/content/mirror	1.1. Self - Evaluation of your competences	Self Confidence, Assertive communication

1.2. ACTIVITY 1. I am a Professor http://aracne.codefactory. mobi:18080/content/i-am- professor	1.2. Self-knowledge and Interpersonal influence	Initiative, Assertive communication, Self Confidence, Organisation and Planning
1.2. ACTIVITY 2. Value Mapping http://aracne.codefactory. mobi:18080/content/ mapping-values	1.2. Self-knowledge and Interpersonal influence	Social and economic incidence on community, Learning and adaptation to change
1.2. ACTIVITY 3. Active - constructive communication http://aracne.codefactory. mobi:18080/content/ active-constructive- communication	1.2. Self-knowledge and Interpersonal influence	Assertive communication
1.2. ACTIVITY 4. Past performances	1.2. Self-knowledge and Interpersonal influence	Assertive communication, Learning and adaptation to change
2.1. ACTIVITY 1. Introduction to Creative thinking	2.1. Apply creative techniques	Communication skills, Critical Thinking
2.1. ACTIVITY 2. Apply Creative Techniques	2.1. Apply creative techniques	Communication skills, Critical Thinking
2.2. ACTIVITY 1. Empathy Map	2.2. Evaluate your environment	Communication skills, Critical Thinking
2.2. ACTIVITY 2. Video Interview to your tutor	2.2. Evaluate your environment	Communication skills, Self Confidence, Flexible network development
2.2. ACTIVITY 3. Creating network	2.2. Evaluate your environment	Flexible network development, Cultural Integration
3.1. ACTIVITY 1. Characteristics of social enterprises at European level http://aracne.codefactory. mobi:18080/content/ characteristics-social- enterprises-european-level	3.1. Analyse the characteristics of the social enterprise	Learning and adaptation to change

3.2. ACTIVITY 1.Analyse and learn how to make a business plan with the Canvas tool http://aracne.codefactory.mobi:18080/content/analyse-and-learn-how-make-business-plan-canvas-tool	3.2. Identify the steps for starting a business	Ability to assume risks, Organisation and Planning, Creativity and Innovation, Creativity and Innovation
3.2. ACTIVITY 2. Drawing up a business plan with the Business Model Canvas model http://aracne.codefactory.mobi:18080/content/drawing-business-plan-business-model-canvas-model	3.2. Identify the steps for starting a business	Ability to assume risks, Organisation and Planning, Creativity and Innovation, Creativity and Innovation
3.3. ACTIVITY 1. Case study and brainstorming http://aracne.codefactory.mobi:18080/content/case-study-and-brainstorming	3.3. Strategies for consolidating your businesso	Ability to assume risks, Organisation and Planning, Creativity and Innovation, Creativity and Innovation
4.1. ACTIVITY 1. Create your branding - Design your logo	4.2. Sell your brand	Technological vision, Critical Thinking, Organisation and Planning, Assertive communication, Initiative
4.2. ACTIVITY 2. Create your branding - Design a Google Presentation of your BP	4.2. Sell your brand	Creativity and Innovation, Capacity to assume risks,Technological vision
4.2. ACTIVITY 3. Showing results to others	4.2. Sell your brand	Self Confidence, Orientation to results

5.1. ACTIVITY 1. Work placement activity	5.1. Positive interaction in the workplace, respecting working hours and procedures.. 5.3. Professional Skills acquired during the work placement abroad. 5.4. Meeting daily tasks and assignments, respecting working hours	Abilities at the workplace, Job placement integration
5.2. ACTIVITY 1. Discovering the city http://aracne.codefactory.mobi:18080/content/discovering-city	5.2. Knowing the cultural aspects and some basic knowledge of the language	Cultural Integration, Communication skills
5.2 ACTIVITY 2. Italian Language Course	5.2. Knowing the cultural aspects and some basic knowledge of the language	Cultural Integration, assertive communication

Evaluation indicators

The training action has been evaluated by the students through a questionnaire at the end of the training. Out of 10 participants who attended the training action, 10 answered the evaluation questionnaire and answers show an overall general satisfaction about the training action and methods used.

Out of 10 respondents:
- 90% answered the activities carried out fully respected the objectives of the course;
- 80% answered the total amount of hours were suitable for reaching the objectives;
- 90% answered that self evaluations were useful for better understanding own skills;
- 100% answered to have received proper instructions for developing activities;
- 90% answered methods used favour the participants interaction;

- 90% answered that case studies and examples helped them in increasing their skills;
- 90% answered the trainer had proper knowledge of the contents;
- 80% answered the course was adapted to their necessities;
- 100% answered the course allowed them to participate in active learning;
- 90% answered activities were comprehensible and interesting;
- 80% answered to be satisfied of the course.

Did the course increased your professional skills?

Yes, definitely
Yes
More or less
I do not know
Not so much
Not at all

Over 10 answers

Did the course increased your personal empowerment?

Yes, definitely
Yes
More or less
I do not know
Not so much
Not at all

Over 10 answers

The training had a positive impact even as far as concerned the acquired skills of each student: they affirmed an increase in professional and entrepreneurial skills and greater personal empowerment.

Moreover, out of 10 respondents:
- 70% answered that they have increased their skills for developing own business;
- 90% answered that they have increased skills to be used at their workplace;
- 80% answered to have more self confidence after the training course;

They see possibilities to change their current job or generate their own employment. They show an increase in their network of personal and professional relationships. They are able to implement knowledge in a real work environment. In fact,
- out of 10 respondents, 6 declared to be ready to start their own business;
- out of 10 respondents, 7 answered the course will open to new possibilities in their professional sector.

Final remarks upon the application of ARACNE Model in CSCS, Italy

The piloting Training Action based on **ARACNE** Model carried out in CSCS in September and October 2019 was successful for the flexible educational process and the active learning methodology. In fact, the course was mostly based on competences students evaluated during the first day and the trainer had the chance to revise and modify some activities on the basis of skills and expectations of participants.

The participants received a final certificate with the results of the training action, both in terms of empowerment and of entrepreneurship: the progress and improvement achieved by the students has been verified in the self-assessments carried out by the students themselves as well as in the evaluations prepared by the technical team.

Pros	Cons
• Active Learning	• Students have to be constantly motivated to participate in active learning
• Flexible and adaptable training actions	• Difficult to follow and finish the entire training action planned
• Self knowledge and evaluation	• Students are not always ready for entrepreneurial skills
• Develop Critical thinking	
• Raise awareness on diversity and inclusion issues	
• Knowledge about social enterprises	

Contribution

• the introduction of actions aimed to develop personal and entrepreneurial skills, while attending an internship abroad;

• Young people are accompanied in a vital and professional project which give them ideas on how to break with a precarious professional circle of unemployment and further develop their expectations of the future;

• Innovation giving young people the possibility to create a space where to discuss together and build collaborative projects, to know IT Tools which can be useful in their professional sector, to understand the importance of thinking out of the box and with an assertive and inclusive communication;

• Active learning.

Limits

Some limits have been found:

- The trainers have an important role, they have to be well trained and have to have strong coaching skills;

- There is the necessity to have a team of trainers: one trainer (as in CSCS) is not enough to motivate and coach participants.

- A selection of students adjusted to the professional profile of the certificate is required, and a review of the selection processes is required.

Challenges

- The validation of the Final Certificate participants receives at the end of the course;

- The training for trainers which is very important for exploiting the model.

Training
activities
carried out in
Greece. Athens

Specific INDEX

Training activities carried out in Greece. Athens

IDEC SA: Consulting, Training and High Technology Applications

Context

IDEC is a training consulting company located in Piraeus, Greece. It has an accredited lifelong learning centre and organises in-service training courses for teachers and trainers, study visits and informal learning activities for students in initial education and training and work placements for students in vocational training and people in labour market.

In the framework of **ARACNE**+, as IDEC does not provide itself occupational training, it had to mobilise its network of associates in order to cover all 3 aspects of the **ARACNE** methodology, which are occupational training, empowerment and collective entrepreneurship.

This led to discussions with different training organisations that resulted in the cooperation with IIEK DELTA in Athens.

IIEK DELTA has been established in 1971 and is a leading Vocational Training Organisation in Greece, certified by the Greek Ministry of Education and the E.U. With 47 years of experience, offering post-secondary training programs of Level 5, its goal is to ensure the quality of the provided knowledge and high levels of professional rehabilitation and employment. It also has a very central location in Athens – which was considered very beneficial for the trainees.

For the implementation of the training, IIEK DELTA provided the professional training on the selected subject of Cooking and also supported the trainees through its administrative and teaching staff as well as through its Career Office, in order to enhance their job opportunities after the end of the training.

IDEC cooperated with IIEK DELTA at all levels:
- Methodological planning & orientation – IDEC's **ARACNE**+ trainers cooperated with the Chef in charge of the occupational training in order to plan an integrated experience based on **ARACNE** methodology
- Programming
- Training delivery
- Assessment of training

The training was delivered at IIEK DELTA's main building and in particular in its Cooking classroom for the occupational training and in one of its General classrooms for the Empowerment and Entrepreneurship training sessions.

The training was a vocational seminar on Basic Cooking Skills, conceptualised for persons with small to no prior experience, interested to work in the Culinary/ Tourism sector, covering the main aspects required by restaurants/ hotels from their cooking employees and certified by IIEK DELTA.

The total duration of the course is 60 hours of classroom training, extending in 2 months period, with sessions of 4 hours 3 times per week.

Objectives of the training course

The goals can be categorised in strategic objectives for **ARACNE+**, strategic objectives for IDEC and finally the training objectives.

Strategic objectives within the framework of the ARACNE+ programme:

To test in action the methodology of **ARACNE+** and allow the trained trainers to implement the theory into practice. The two trainers from IDEC that participated in the training of trainers in Madrid along with a third trainer that participated only in the Greek version of the e-learning course were the ones responsible for the planning and delivery of the training action in Greece. The experiences and conclusions provided critical insights from the implementation of the methodology in different settings and target groups and contributed to the validation of the **ARACNE** model and training of trainers.

Strategic objectives of IDEC

IDEC is an adult training organisation specialising in train the trainer/teacher programmes. Through the implementation of the **ARACNE+** training, IDEC's objective was twofold: a) increase the occupational, empowerment and entrepreneurial competences of the selected target group – migrant women – in order for them to be able to find or start a new job and b) to experiment with a new inspiring methodology and put it in action in Greece with an aim to include it in its train the trainer seminars.

Training goals

The general objective of the training consists of carrying out basic cooking and kitchen helping activities, including prepping, washing, cutting and cooking methods of greens, salads, meat, cheese and cold cuts, stocks, soups and sauces, rice and pasta, dough goods and eggs in general, all in accordance with health and safety regulations, while empowering the trainees and providing them with knowledge in order to find a job in the culinary sector and start exploring the possibility of starting their own business.

Working group

The working team consisted of 5 persons, 4 from IDEC and 1 from IIEK DELTA:

Methodological orientation

Xenia Chronopoulou

Natassa Kazantzidou

Trainers

Betty Aggeletaki, Adult Trainer, Psychologist

George Kazantzis, Executive Chef

Training support/ student contact

Irene Gkotsi, Adult Trainer

Participant profile

The training participants consisted of sixteen migrant women, with ages ranging from 18 to 53, with the majority between 30 and 40.

The women were from Ukraine, Philippines, Persia, Iran, Pakistan, Afghanistan, Uganda, Cameroon, Somalia and Nigeria.

They were all legal migrants in Greece and their working experience so far had been with low wage temporary employment.

Participant selection

The selection procedure consisted of the following phases:

1. Establishment of acceptance criteria to the course by IDEC. In order to provide the opportunity to as many participants as possible, IDEC established 4 basic criteria for the selection of the trainees: a) to be legally residing in Greece, b) to be 18+ years old, c) to speak English at level A2/B1 so that they can follow the training, d) to have a strong interest and passion in pursuing a job in cooking.

2. Communication with NGOs working with women and notification about the training, its duration, its objectives and the selection criteria. More than 300 NGOs were contacted and 20 of them replied the same or the next day, expressing their strong interest to enrol migrant women that participated in their support programmes.

3. Selection of participants based on the set criteria and gathering of needed documentation.

4. Distribution of initial self-evaluation questionnaire that was completed by all participants.

The training was decided to be delivered in English before establishing the selection criteria and after consultation with some NGOs, that explained the linguistic level their participants and that it would be best to implement the training in English than in Greek.

Positions were limited to 20 due to the classrooms capacity, so selection was based on priority of submitting candidatures. In total 22 applications were selected, from which 16 trainees actually attended the courses.

Attendance rate among the 16 trainees was very high, above 90%, which demonstrates the high quality of the training and the good selection of participants as the training programme was of high interest to them.

The NGOs that contributed in the selection process by informing their participants, gathering the necessary documents, submitting their candidatures and following up on their progress were:

Elix	https://www.elix.org.gr/en/
Melissa Network for migrant and refugee women	https://melissanetwork.org/
PUGAD Home project	https://www.homeproject.org/en
Metadrasi – Action for Migration and Development	https://metadrasi.org/en/
International Rescue Committee (IRC)	https://www.rescue.org/country/greece
Hestia Hellas – Empowering Traumatized Families	https://www.hestiahellas.org/
Nostos - Organization for Social Integration	http://www.nostos.org.gr/site/en/index.html
International Organization for Migration (IOM Office in Greece)	https://greece.iom.int/en

The involvement of these organisations was one of the critical factors for the success of the training, for multiple reasons:

- The social workers/ trainers from each NGO had experience in working with the women that were selected and could affirm from the beginning their interest in pursuing a work in cooking. We can say that a pre-selection was carried out within each NGO before proceeding to the selection process set by IDEC. This allowed to have a very committed group, with high level of interest in all aspects of training.

- Most of the women were already following empowerment or entrepreneurship programmes within the NGOs but none of the programmes combined all aspects of **ARACNE** model. So the trainees were all very interested to have access to a training that combined all 3 aspects, all ranking the professional training the highest and then choosing the empowerment or the entrepreneurship as the subject of second highest interest to them.

- Finally, a very important aspect was that many social workers/ trainers from the contacted NGOs, even from the ones whose participants were not selected due to the limitation of the available places, expressed their interest to learn more about the training of trainers of **ARACNE** and attend the Greek e-learning course. So the selection procedure also contributed greatly to the dissemination and exploitation of **ARACNE+** in Greece.

Training results

Occupational training skills

The occupational training was created specifically for the needs of the target group by taking into account the current market needs. It is a vocational seminar on Basic Cooking Skills, conceptualised for persons with small to no prior experience that covers all basic skills and knowledge needed in order to work as support staff in a professional kitchen.

It consists of the following competences, knowledge and skills as listed below and as described for Cook Occupation (5120 code in ESCO database):

Units of learning	Essential and optional skills and competences (With link to ESCO database)
Sanitary of kitchen utensils and stations	**Essential skills/ competences** • comply with food safety and hygiene • ensure cleanliness of food preparation area • handover the food preparation area • maintain a safe, hygienic and secure working environment • maintain kitchen equipment at correct temperature • dispose waste
Quick and efficient ways of prepping	**Essential skills/ competences** • use food preparation techniques
Understanding all cooking methods	**Essential skills/ competences kills** • use cooking techniques
Raw material terminology	**Essential skills/ competences** • understand terminology of raw materials • store raw food materials

Washing and cutting greens and salads	**Essential skills/ competences** • use food cutting tools **Optional skills/ competences** • comply with standard portion sizes • cook vegetable products
Cleaning and preparing meat	**Optional skills/ competences** • prepare meat products for use in a dish
Fruits and vegetables preparation	**Optional skills/ competences** • prepare vegetable products for use in a dish
Cutting and grinding cheese and cold cuts	**Optional skills/ competences** • prepare dairy products for use in a dish
Preparing and cooking stocks , soups and sauces	**Optional skills/ competences** • prepare saucier products for use in a dish • prepare salad dressings
Cooking rice and pasta	**Optional skills/ competences** • cook rice, pulses and pastas
Dough making and dough goods	**Optional skills/ competences** • prepare bakery products
Cooking methods with eggs in general	**Optional skills/ competences** • cook dairy products • prepare egg products for use in a dish

In order to shape the training programme based on the **ARACNE** methodology and the needs of the trainees, we had to explore a priori the level of participants' competences in all 3 aspects of the model.

As part of the selection procedure, all interested women had to complete a self-evaluation questionnaire regarding all 3 aspects of the training: a) basic

cooking skills, b) empowerment skills and c) self-employment skills. The self-evaluation was based on 4 levels, where 0 was the lowest (total absence of a skill) and 3 the highest they could choose (autonomous and satisfactory execution).

All the skills of professional training, empowerment and self-employment have been assessed at the beginning and the end of the training programme.

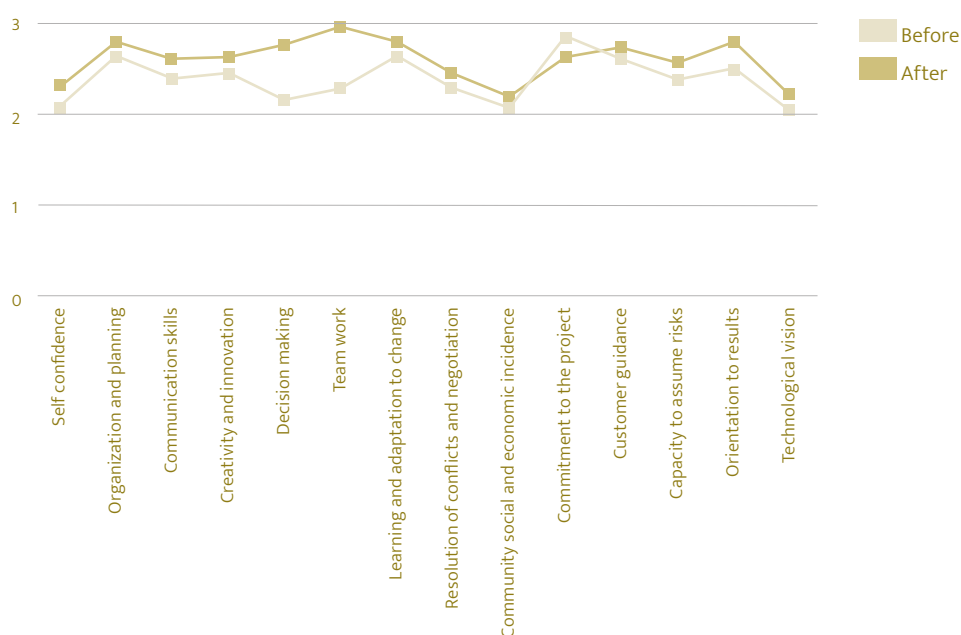The basic document utilised was: **ARACNE** SKILLS MODEL
https://drive.google.com/file/d/1W1I_26Je-G_mJdmVwlnBBxIRPp1XxfwI/view
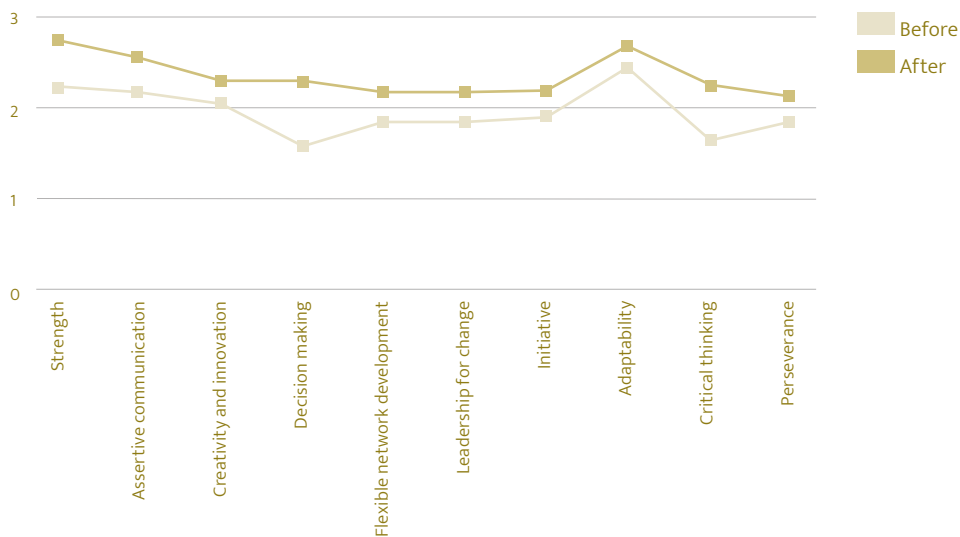
Students self-evaluation

Each student made their own self-assessment, for each aspect of the training programme (cooking, self-employment and empowerment). The completed self-evaluation questionnaire was one of the required documents in the selection procedure, which allowed the training team to have a clear insight before the start of the training and to shape accordingly the training contents, level and select or develop appropriate training activities.

The completion of the self-evaluation after the training also allowed the trainees to reflect on their competences and skills, re-evaluate them and appreciate to a greater extent the skills and knowledge acquired through the training programme.

Self evaluation of self EMPLOYMENT COMPETENCES

Self evaluation of EMPOWERMENT COMPETENCES

Before
After

Strength
Assertive communication
Creativity and innovation
Decision making
Flexible network development
Leadership for change
Initiative
Adaptability
Critical thinking
Perseverance

Graphs of self-assessment results based on the average of the 16 students individual self-assessments

Trainers evaluation

Apart from the students, the 2 trainers delivering the programme also assessed the skills acquired by the students during the training and at the end of the training activity.
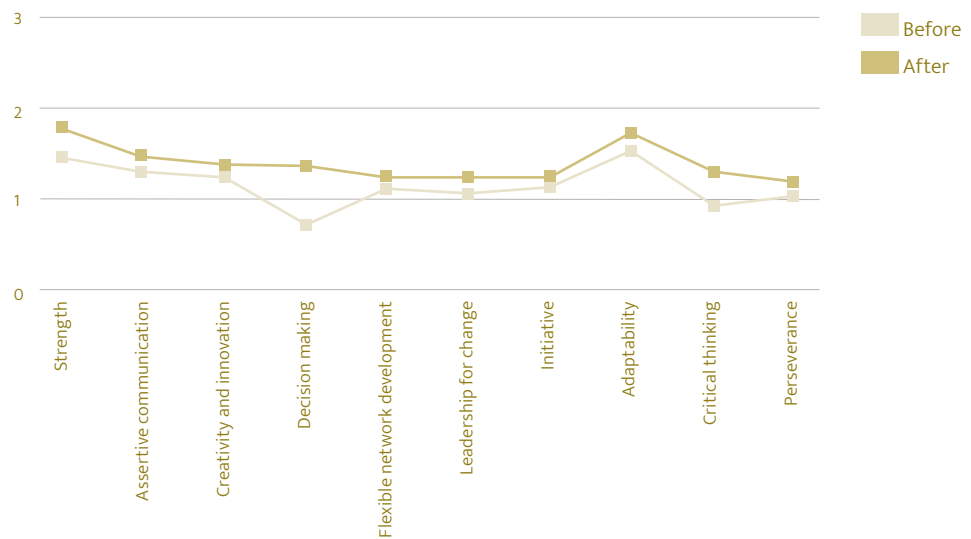
To carry out this assessment, the trainers used the following techniques:
- Ongoing throughout the training programme: Classroom observation and evaluation of trainees through the implemented activities
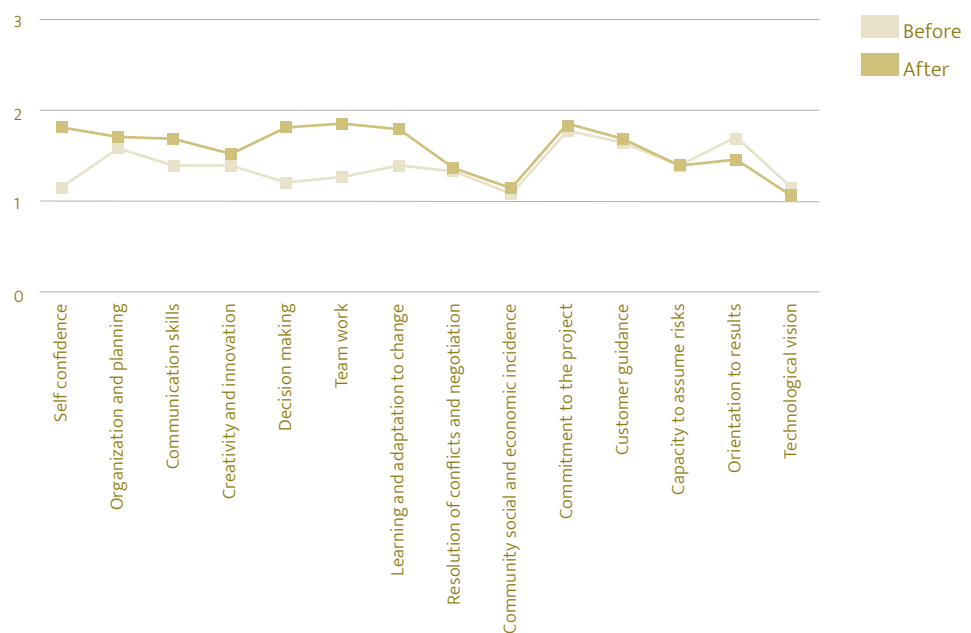- At the end of the training: group discussion and feedback

The results of the trainers evaluation may be viewed in the following graphs:

PROFESSIONAL competences

Before
After

Sanitary of kitchen utensils and stations
Quick and efficient ways or prepping
Washing and cutting greens and salads
Cleaning and prepareing meat
Fruits and vegetables preparation
Cutting and grinding cheese and cold cuts
Preparing and cooking stocks, soups and sauces
Cooking rice and pasta
Dough making and dough goods
Cooking methods with eggs in general

EMPOWERMENT competences

Self EMPLOYMENT

Graphs of trainers evaluation based on the average of the 16 students evaluation before and after the training programme

Development/ selection of activities

Based on the initial self-assessment of the trainees, the trainers developed or selected activities that corresponded more to the needs of the trainees.

As it is evident from the graphs provided above, we identified the need to work on the following competences per **ARACNE** pillar:

- **Occupational training:** basic skills + major optional skills required by businesses (LEVEL 1 of **ARACNE** model).

- **Empowerment:** focus on decision making, critical thinking, self-confidence (LEVEL 1 of **ARACNE** model – even though a few members of the team were in level 2 due to attendance of other empowerment models)
- **Self-employment:** focus on creativity and innovation, leadership, critical thinking, decision making (LEVEL 1 of **ARACNE** model)

Due to the short duration of the training, emphasis was given on practical skills needed for working as cook assistants and only one activity was selected from the existing activities in the **Aracne** Tool regarding occupation training, adapted to cooking.

For empowerment and self-employment the sessions were activity based with minimum theory, learner centric following the principles for adult learning, with discussions, sharing of experiences and active learning.

Professional training (Basic Level)	Empowerment (Basic Level)	Self-employment (Basic Level)
Glossary of kitchen terminology – adapted from Spanish activity	**Active Listening** • Assertive communication	**30 circles challenge** • Creativity and innovation
	Elevator Pitch • Assertive communication • Critical thinking • Decision making	**Lotus blossom creativity technique** • Creativity and innovation
	Building a balloon tower • Creativity and innovation • Critical thinking • Decision making	**Six thinking hats method** • Creativity and innovation • Critical thinking • Leadership for change • Strength
	Goal settings • Critical thinking • Decision making • Initiative • Persistence • Strength	**Create your own business** • Communication skills • Creativity and innovation • Decision making • Organization and planning • Self-confidence
	Time Management 4 quadrants • Adaptability • Decision making • Self-confidence • Strength	**S.W.O.T. Analysis** • Decision making • Learning and adaptation to change • Organization and planning
	Discipline and Persistence • Adaptability • Persistence • Strength	**Personal Branding – provided by Career Office of IIEK Delta**

	Mistaken beliefs • Critical thinking • Self-confidence • Strength	Create your CV – provided by Career Office of IIEK Delta
	Increase Self-esteem • Self-confidence • Strength	

Evaluation indicators

The training programme has been evaluated by the students during the last session. Questionnaires were distributed on paper and replies were collected and processed anonymously. All 16 participants completed the final questionnaire. In total all aspects were assessed with more than 83% demonstrating the high value of the training programme.

The lowest values were assigned to:
• the aspect of duration ("Were the total amount of hours suitable for reaching the objectives?"), as the trainees would have preferred a longer duration especially related to the cooking course in order to gather more knowledge and skills,
• the question "Can you develop your own business now", which is normal as the trainees only participated in level 1 – basic training, so there are only now starting to realise the potential of self-employment. We consider that it was a mistake in the design of the evaluation questionnaire that we provided them, as this question should have been adjusted to their level of training. The fact that they have indeed increased their self-employment skills can also derived by the replies to the question "Did the course increased your skills for developing your own business?", which received 90%.

The highest values, were assigned to:
• The used methods and the promotion of user interaction
• The suitability of the exercises

Regarding the fulfilment of the expectations, all trainees agreed that the programme satisfied both personal and professional expectations.

Finally, 88% of the trainees agreed that the training increased all aspects of skills, professional (highest graded), empowerment skills and self-employment skills.

Conclusions from the application of ARACNE model by IDEC in Greece

The pilot training in Greece, including selection of participants, training programme design and selection of activities, implementation and evaluation, took place from January till early March 2020. The training programme's duration was 60 hours of classroom training, extending in 2 months period, with sessions of 4 hours 3 times per week (Monday, Wednesday and Friday afternoons). At the end participants received a combined certificate of vocational seminar from IIEK DELTA and IDEC.

The overall satisfaction of the participants is documented through their evaluation questionnaires and presented above.

The main conclusions from the pilot implementation in Greece can be summarised and categorised as below:

Advantages	Inconveniences
• Involvement of persons with high interest in the course due to the selection procedure that was implemented.	• Barrier of language – even though one of the selection criteria was the level of English, none the less it is difficult for participants to understand and be fully active in their non-native language.
• Planning of a training programme based on the actual level and needs of the target group.	• Small duration of course – the pace had to be quick, especially in the occupation training, in order to cover the most important and needed work related skills. A more extensive training would have been better but this would also mean elevated costs.
• Training based on principles for adult learning, with discussions, sharing of experiences and active learning.	
• Parallel improvement of professional, empowerment and self-employment skills.	• Higher investment of time from the side of trainers – as they had to be trained in the **ARACNE** methodology, perform evaluations, develop activities etc.
• High attendance and interest from participants.	
• Increased prospects for job finding after the end of the course.	
• Holistic approach to training by all trainers, which resulted in the creation of activities that reflected the occupation and the level of the trainees group.	

Contributions
From the application of the model in Greece, we can derive the following contributions of the model: • Parallel improvement of professional, empowerment and self-employment skills, adjusted to the level of the trainees.

- Provision to trainees the opportunity to learn/ deepen their knowledge in a profession, thus giving them the opportunity for employment/ self-employment and not just a training that covers empowerment and entrepreneurship/ self-employment that already exist in numbers in all countries.

- Increased level of competences of trainers, in using creative and active methods of engagement.

- Use of evaluation as a defining component of planning and delivering a training programme, as it allows trainers to better plan the training and the students to participate in a learning process that has meaning and is suitable for their level and interests.

- Engagement of organisations and actors already working with the final beneficiaries of the training (in our case unemployed migrant women), that allows the constructive use of their experience with the trainees and the establishment of an effective selection procedure.

Limitations

From the application of the model in Greece, we can derive the following limitations that should be considered before using the model:

- There is a need for trained trainers that understand **ARACNE** model and can guide the planning and delivery of the training programme. The training of trainers requires the attendance of the **ARACNE** e-learning course, whose duration is extensive thus requires high level of commitment from the side of interested trainers.

- Due to the integrated approach suggested by ARANE model it is needed a team of trainers for a full implementation, covering all 3 pillars: an occupational expert (in our case the Chef), a psychologist for the empowerment and an employment expert. In our case but also in general the last 2 can be implemented by one experience trainer in both these aspects. Apart from the training implementation team, it is required the planning team that will design the entire programme and will provide orientation to the implementing trainers. Finally, administrative support is also required for contacting with students, collection of evaluations and processing of the results etc. From the above it is evident that the implementation of the model requires a full training team and individual trainers will most probably be able to cover only aspects of it.

- Due to the above, the implementation of **ARACNE** model at training institutions level requires an adjustment in their approach to training and thus high commitment from the management, both in terms of training the trainers and in terms of resources investment before, during and after the training.

Challenges of the model

Challenges that we can identify for the mainstreaming of the model, after its application in Greece:

- Certification provided to trainers that follow **ARACNE+** training should be formalised and recognised in order to allow its uptake by adult trainers.

- The tool already has a wealth of activities, but **ARACNE+** trainers should further commit to enriching it in order to keep it current and useful.

- The e-learning is now available in 5 languages (English, Spanish, Italian, Portuguese and Greek), further translations should be included in order to allow its spread amongst EU adult trainers.

- Policy level intervention should be established as pre-requisite for any training provision that receives funds from EU the focus not only on empowerment, entrepreneurship etc but also on actual occupational training and employment aspects.

Conclusions: the applicability of the ARACNE model

ARACNE CANVAS: PROFESSIONAL PROJECT DEVELOPMENT

EVERYTHING BEGINS WITH A WISH — 1

VISUALIZING THE PROJECT — 2

CONVERSION TO FAMILIES, OCCUPATIONS — 3

INITIAL COMPETENCE ANALYSIS — 4

Empowerment	Self-employment	Professional role

Individual skills

Opportunities/ Context

INTEGRATED INSERTION ITINERARIES — 6

A Training action 1 ↔ A — Learning level 1

A Training action 2 ↔ B — Learning level 2

A Training action 3 ↔ C — Learning level 3

Integrated itinerary Level 1-3

A.1.1.   A.1.2.   Activity
A.2.1.   A.2.2.   A.3.1.   A.3.2.

B.1.2.   B.2.2.   B.3.2.

C.1.1.   C.1.3.   C.2.1.   C.2.5.   C.3.1.   C.3.4.

A   B   C

CAREER PATH

Integrated itinerary Level 1-3

Empowerment   Self-employment   Professional role

Vital/human development

Business development

Professional development

DEFINITION OF PROFESSIONAL PROJECT — 5
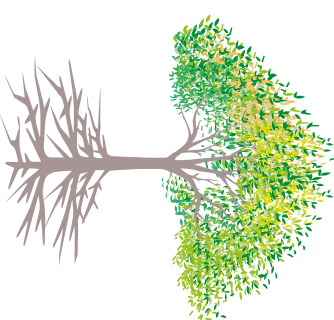
7   COMPETENCE ANALYSIS LEVEL 3

END → **ITINERARY OUTPUT**

# Conclusions: the applicability of the ARACNE model

Partial testing

The **ARACNE** model has been developed for its implementation over time, a schedule that can be extended for an indeterminate number of months based on the characteristics of the subject or the group.

ARACNE promotes the gradual and progressive development of skills for professional development.

Transferable skills
Work skills
Social skills
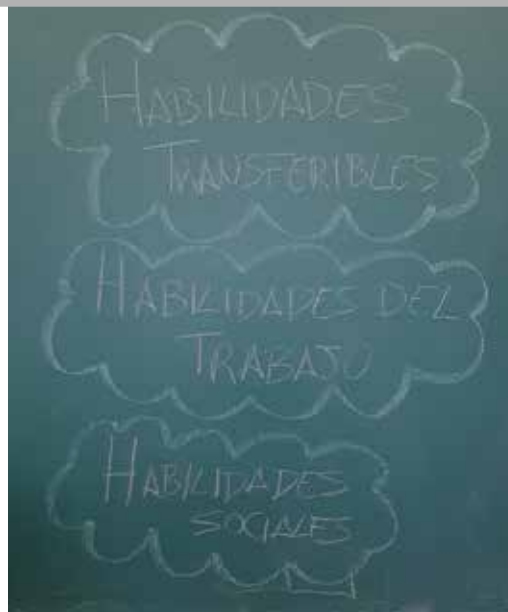
Given the time limits and the idiosyncrasy of the project ERASMUS PLUS Key Action 2 Cooperation for innovation and the exchange of good practices, it was only possible to partially test the model within the framework of the **ARACNE+** project. Only the part of the programme that refers to an isolated training course has been evaluated.

While the programme of the **ARACNE** model is to cover all the stages indicated in the canvas, we have only been able to test one part, that which deals with training actions.
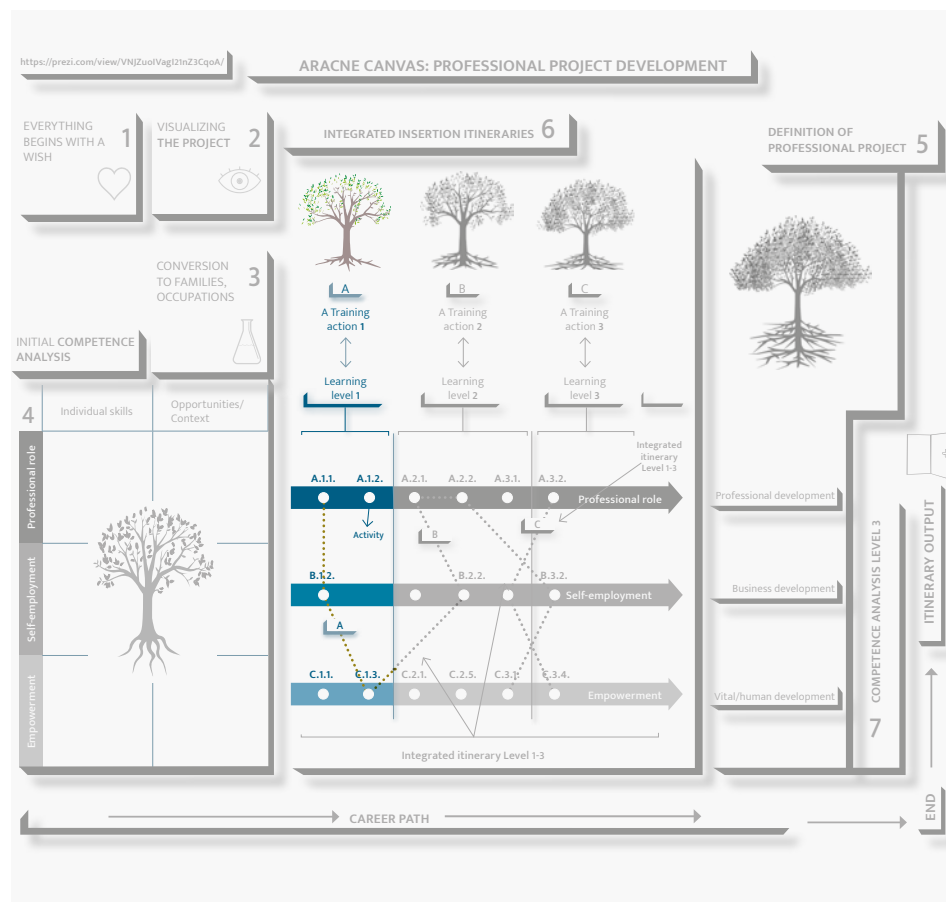
If we look at the **ARACNE** canvas, Stages 1 to 5 prior to beginning the training action were omitted on this occasion.

Therefore, the training actions presented in this guide are experimental experiences of a part of the model.

Diversity in training projects developed

It seeks to develop **ARACNE** training actions among different groups of people and with different goals based on the needs and expectations of each group:

GROUP A: In Madrid (SPAIN) Persons in a highly vulnerable situation with multiple factors that make it difficult for them to integrate and overcome occupational barriers such as economic precariousness, basic or non-standardised levels, dislocation due to migration, difficulties of health, professional experiences linked to informal employment.

Level 1 of the **ARACNE** methodology

In the Spanish case, the **Agency for Employment** seeks to increase the skill levels of students to provide greater access to paid employment in positions related to basic business operations.

GROUP B: In Porto (Portugal), young university students in the final stages of their studies in social sciences with zero employment perspectives in the short term, in danger of being unemployed or underemployed in spite of their social vocation.

Level 2 of the **ARACNE** methodology

The Universidade Portucalense (UPT) seeks to make the **ARACNE** model an inspiration to boost social welfare entrepreneurship between final year students of the graduate degree in Social Education.

GROUP C: In Pistoia (ITALY) Young people with professional training (in the branch of interior design) who have decided to undertake internships in companies located in a European country other than their own, by means of scholarships. These young people experience not only economic problems, but the crisis also affects their personal development, effort and motivation to continue learning throughout their lives and developing civic values.

Level 2/3 of the **ARACNE** methodology

The «Cultura Sviluppo» training centre attempts to offer students new methods and approaches for empowerment and improved social skills, apart from promoting confidence in business building.

In spite of the differences between groups, training actions have been developed in all cases using the **ARACNE** methodology and what they have in common:

- "Skill" has been the basic unit of learning, defined and quantified in the three axes of action both by teachers and students themselves.

- The skills of technical training, entrepreneurship and empowerment promotion have been interrelated.

- Active methodologies of teaching-learning that give priority to the student, research and deduction, valuing prior experience, group work, etc. have been used.

- Tangible products have been generated, and the most significant have been collaborative projects, the seedlings of future enterprises.

Impact

Impact on public-goal

The application of these activities has led to a noticeable increase in technical skills. This is no different from any other training activity. Nevertheless, we may observe its impact on the students from their self-assessment which they phrase in the following terms:

After the training experience and before having commenced their work experience in companies, Spanish students assert that they have developed greater professional and entrepreneurial skills, as well as greater self-empowerment. They see possibilities of changing their current job or of creating their own employment. *They display an increased personal and professional network. They believe themselves to be able to implement this knowledge in a real work environment.*

The companies recreated by the female students of the Universidade Portucalense "*are characterised by social innovation in the field of elderly care (1,2) and the field of vulnerable children and young people (3). Participating teachers assure that* " incentivising an entrepreneurial mentality from the field of social enterprises and based on the **ARACNE**+ model has allowed students to propose a business profile, as women, to create, be open to and work in a cooperative group. ...At the same time, it leaves behind the idea of social enterprise as linked to charity and with practically nil costs. ...

*The UPT team, from the management, the head trainers and teachers onwards, have seen the relevance of the project for 3rd year students, the essential skills that have been developed, the intensive and dynamic pace of the **ARACNE+** training integrated into their professional and personal lives for better self-awareness.*

The student-entrepreneurs of the «Cultura Sviluppo» training centre assert that they have improved their professional and entrepreneurial skills and they feel more empowered. And more concretely:

- 70% replied that they had developed their skills towards establishing their own business;
- 90% replied that they had improved the skills used in the working centre where they undertook their internships;
- 80% replied that they had greater self-esteem after completing the training course.

Common aspects of the students' assessment:
Increased professional skills
Increased self-awareness in participants
Approaching collective undertaking as a professional option
Positive evaluation of the use of active methodologies and generating critical awareness

The impact of training activities on the professional experiences of teachers

An unlooked for, collateral result was the significant impact that executing different training processes had on the teachers themselves.

All the teachers declare having undergone an enriching and fruitful personal experience, especially highlighting the use of creativity to design activities for developing specific skills, implementing active methodologies that give priority to the student, the process of continued evaluation of the students.

They perceive the the development of economic and entrepreneurial ideas as very productive, as well as developing the students' self-image and their itinerary.

They especially value group work and the benefits accrued by the connections made between the different specialities (orientation, technical training, advice on self-employment).

In experiences where teachers worked collaboratively, they state that they they have experienced a new form of teaching that can at least partially transform the traditional system of teaching in the organisation.

Common aspects of the teachers' assessment
It involves more work for the teacher
It involves prior training in the **ARACNE** model
It is a new, more open and "efficient" way of imparting training.
A good student selection is required
It is necessary to implement the model in a specific period of time that exceeds an occupational course.

The impact on training institutions

Developing training has promoted internal reflection within organisations on the opportunities for innovation in training that the **ARACNE** methodology has suggested:

Regading to this, the Universidade Portucalense (UPT) asserts that:

> "Upon completion, we were of the opinion that social welfare entrepreneurship is an important area of innovation, and in some measure, a means to a better future, and in implementing this type of projects."

1. to attempt to have greater interdisciplinary participation and support from the UPT to students at various levels, and in their social welfare projects;

2. to study how to link this type of project to businesses, associations, entrepreneurs, etc.;

3. to reinforce practices and knowledge of social welfare entrepreneurship, to fight against social exclusion, to motivate and support students.

4. to promote experiences of participation in various social enterprises and to develop materials/resources that let us identify the entrepreneurial levels and skills of the students.

In the case of Italy, the application of the model in the «Cultura Sviluppo» training centre has meant:

- *The introduction of activities aimed at developing personal and business skills, at the same time that they undertake internships overseas;*

- *That young people are accompanied in a vital and professional project that provides them with ideas on how to break a precarious professional circle of unemployment and to further develop their future expectations;*

- *An innovation that gives young people the chance to create a space to converse in together and to create collaborative projects, to learn about IT tools that may be of use in the professional sector, to understand the importance of thinking beyond what is established and by means of an assertive and inclusive communication;*

The Agency for Employment of the Madrid Town Council reflects on the student selection process in training activities:
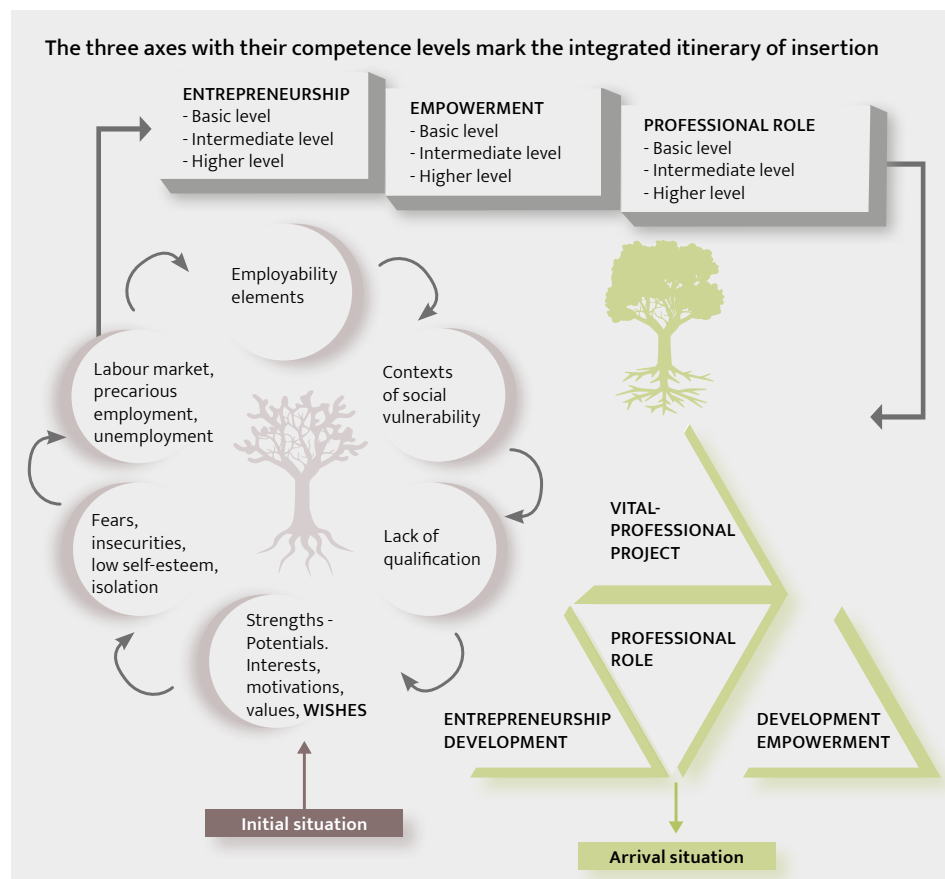
*The training activities are essential for developing skills and promoting business, nevertheless, applying the **ARACNE** model reveals the need to revise the student selection process in official training organisations.*

When an adult person is interested and willing to learn, the team of professionals responsible for this process must take into account and analyse their life and career with regard to their context and personal starting resources. It is essential to learn about the starting situation of a person and to define the direction in which they want to take their project"

Equally, they emphasise the wealth that is the interlinking of technical training with other skills (empowerment and entrepreneurship):

*"The methodology of the **ARACNE** model works integrally (person and profession) for significant changes with the ultimate goal of making the person able to acquire a new perception of themselves and their role in the professional environment, and to acquire sufficient resources to face the situations their development potential. That is to say, it seeks that the person should achieve autonomy in their vital and professional project."*

Scheme that provides a comprehensive view of how the model should be integrated into the professional function

The three axes with their competence levels mark the integrated itinerary of insertion

ENTREPRENEURSHIP
- Basic level
- Intermediate level
- Higher level

EMPOWERMENT
- Basic level
- Intermediate level
- Higher level

PROFESSIONAL ROLE
- Basic level
- Intermediate level
- Higher level

Employability elements

Labour market, precarious employment, unemployment

Contexts of social vulnerability

Fears, insecurities, low self-esteem, isolation

Lack of qualification

Strengths - Potentials. Interests, motivations, values, WISHES

VITAL-PROFESSIONAL PROJECT

PROFESSIONAL ROLE

ENTREPRENEURSHIP DEVELOPMENT

DEVELOPMENT EMPOWERMENT

Initial situation

Arrival situation

Source: Agencia para el Empleo de Madrid 2019

Resources required to apply the ARACNE model

The ARACNE team

ARACNE trainers (head trainers of Skill Units, in self-employment, coach/ orientation,)

- *Support of technical, logistical and communications personnel.*

One of the most agreed upon conclusions in this process of generating and testing the **ARACNE** model is the importance of an interdisciplinary team that promotes synergies between the different areas (job orientation, entrepreneurship, technology,...). In this regard, they state that:

- *The team must undergo a training course in order to have specific knowledge of the **ARACNE** model. That is to say, by accessing the platform which explores the contents of the model.*
  The training course is accessible at this address:
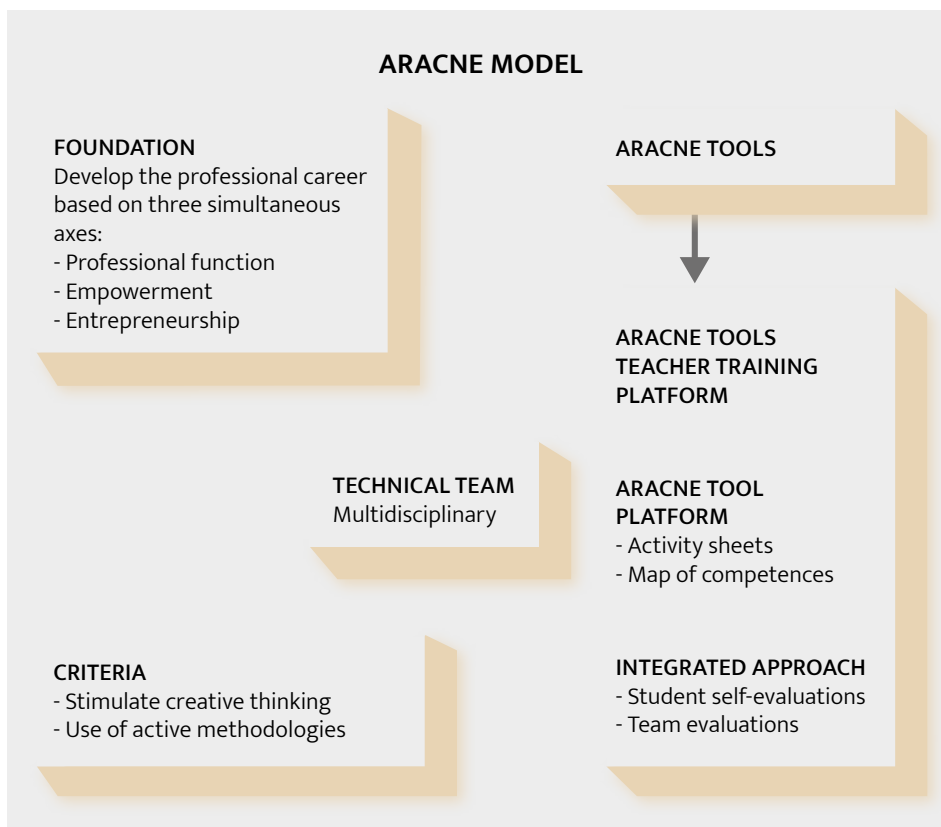 https://thalys.gr/course/index.php?categoryid=11

- *It requires a cohesive team that facilitates the development of contents in all three levels, but with the same goal across all levels. Professionals who are motivated and open to new methodologies and to collaborative work.*

- *Time is required to work on developing and preparing the documentation and planning the itinerary.*

Necessary logistics

- Installations, classrooms, workshops, video-conference halls, spaces for creation, ...
- IT equipment: projector, computer, loudspeakers and internet, blackboard.

- Digital storage platforms: Moodle and Google Drive.

- Selection/creation/adaptation of materials to student training and characteristics.

Tools developed by ARACNE+

Below is the diagram created by the Agency for Employment on the tools required to implement the ARACNE model

ARACNE MODEL

FOUNDATION
Develop the professional career based on three simultaneous axes:
- Professional function
- Empowerment
- Entrepreneurship

ARACNE TOOLS

ARACNE TOOLS TEACHER TRAINING PLATFORM

TECHNICAL TEAM
Multidisciplinary

ARACNE TOOL PLATFORM
- Activity sheets
- Map of competences

CRITERIA
- Stimulate creative thinking
- Use of active methodologies

INTEGRATED APPROACH
- Student self-evaluations
- Team evaluations

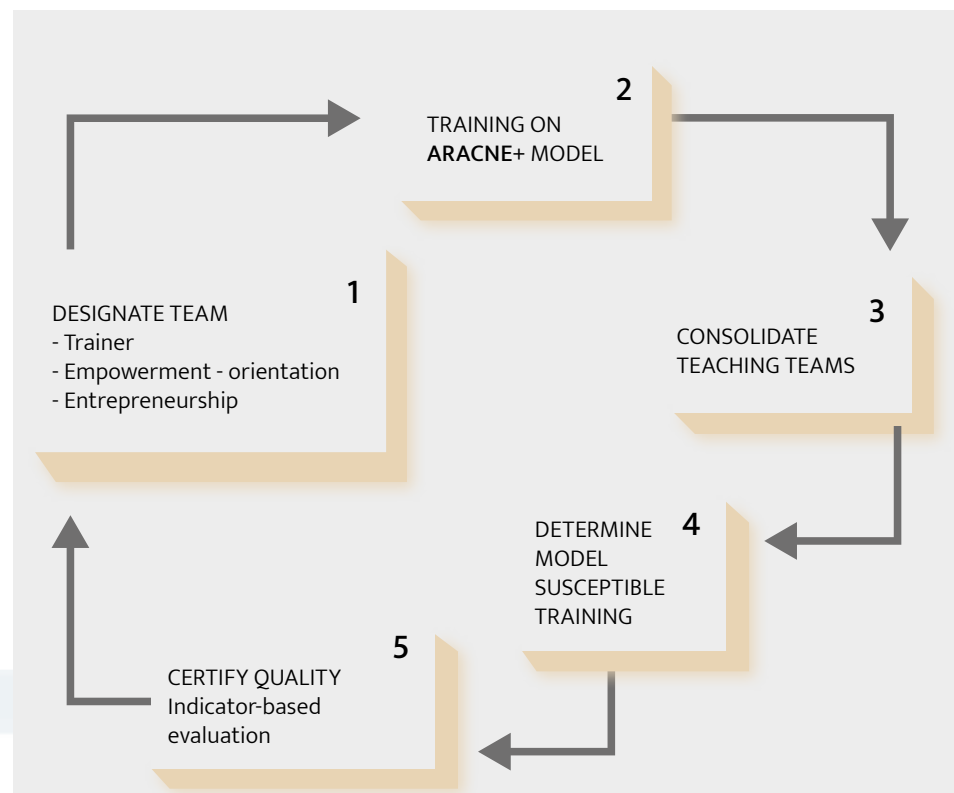Source: Agencia para el Empleo de Madrid 2019

The importance of community resources

For teaching resources, **ARACNE** uses everything that is outside the classroom and shares its training interests:

• Study visits to companies, community centres or leisure spaces

• Participation in community means of communication

• Analysis of social, cultural, work resources within the environment

• The use of the street and existing open spaces for expression or training.

• ....

Model implementation planning

It seems essential to create a development plan for the model that takes into account the following stages:

Source: Agencia para el Empleo de Madrid 2019
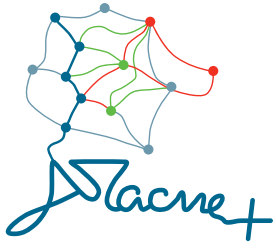
Final reflections

The ARACNE TRAINING, EMPOWERMENT AND ENTREPRENEURSHIP project ended in 2016 and posed the following important challenges to the model:

1. Its validation by replicating it in different cultural, economic and social contexts.

2. The creation of a virtual platform that permits exchanging resources and experiences on the application of the **ARACNE** model and which makes a definitive contribution to the collective development and validating process within Europe.

This has been the effort of different economic, social and educational agents united under the **ARACNE**+ umbrella. The result has been the development and greater systematisation of the model.

On this occasion, we would also like to thank the contributions received from different bodies and especially the support received from the Erasmus+ programme and the SEPIE without which the **ARACNE** project would not have been possible. We hope to continue working together to implement and perfect the **ARACNE** model that, after years of intense work and given the results, appears to us to be very useful and necessary in the transformation of reality.