Green Digi Fash Tech Manager

Report



Educator Handbook

Educational activities, assessments, and practical teaching guidance

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1. Introduction

Following the Educational Methodology, the curriculum and online modules, and the train-the-trainer event developed under the Erasmus+ project “Green DigiFashTech Manager,” we assembled this Educator Handbook.

It includes links to the full content of the educational modules, with activities and assessments, as well as guidance on the pedagogical use of real-life events (such as hackathons) to engage students and improve the learning process for both students and trainers.

The curriculum was developed collaboratively by partner organizations, each contributing expertise in a key thematic area. Together, they provide a learning pathway from conceptual foundations to applied leadership:

Module 1: Foundations of Sustainable Fashion
Introduces the relationship between sustainability and digital transformation in fashion, the environmental, social, and economic pillars of sustainability, and the emerging materials and production practices that support circular and responsible systems.

Module 2: Digital Technologies in Fashion
Covers the digital tools reshaping fashion design and supply chains and how they enable virtual prototyping, transparency, and data-driven decision-making to support more efficient and sustainable production.

Module 3: Green Business and Management
Explores how fashion leaders turn sustainability into competitive advantage by combining circular business strategy with digital infrastructure, while mastering key EU regulations and the data-driven tools that make impact.

Module 4: Ethical and Circular Digital Manufacturing in Fashion
Examines responsible sourcing, procurement, and circular manufacturing practices within increasingly digitalised production environments and how they support competitive and resilient business operations.

Module 5: Change Management and Stakeholder Engagement
Presents the essentials of leading organisational change within digital and sustainability transitions, including planning and communicating change, building alignment, and engaging stakeholders effectively to achieve and sustain transformation.

The five modules are available as an interactive online course hosted on the DigiFashHub. VET providers can use this digital version in class as a multimedia learning resource. VET providers can use the entire text and images and adapt the content for their own classroom materials and to meet their students' needs. The modules are also available as standalone units.

This handbook and its modules have been translated from English into the consortium members' national languages: Dutch, Greek, Macedonian, and Swedish.

2. Practitioner Profile

This Educator Handbook is designed for VET providers and trainers who will prepare the **Green Digital Fashion Managers**—a role emerging from the fashion sector's "twin transition," where digitalisation and sustainability must be addressed together. Because these shifts are happening simultaneously, educators need a coherent, ready-to-use reference that connects the underlying concepts to practical teaching approaches.

Trainer profile:

- VET teachers and instructors delivering fashion/textile programs and looking for ready-to-use activities, assessments, and guidance for classroom and blended/online delivery.

Target audience (learner profile):

- Fashion/textile students and trainees seeking a structured pathway into sustainable and digital fashion management.
- Fashion and textile professionals (e.g., product, sourcing, production, merchandising, sustainability, innovation) who need to upskill.
- Career changers entering the sector who require a clear overview of concepts, tools, and applied activities.

The educational content is based on the skills of the **Green Digital Fashion Manager**, a newly defined role that drives the integration of sustainability and digital transformation in the fashion and textile industry. Unlike traditional managerial roles focused on linear business models, this role leads the "twin transition" by embedding circular economy principles, responsible digitalization, and data-driven decision-making into core business strategy.

Key responsibilities of the **Green Digital Fashion Manager** include organizational transformation; data and governance; setting long-term direction; ongoing external collaboration; and enabling innovation.

→ **JOB PROFILE OF THE GREEN DIGITAL FASHION MANAGER**

3. Educational Methodology

The Educational Methodology provides the structure for an innovative and asynchronous digital education environment. The program features **Modular Learning Units** that are independent and flexible, designed for on-demand learning. These modules can be completed as standalone units or integrated as part of the complete program, allowing learners to engage with the content according to their specific needs and time availability.

The curriculum incorporates **Interactive Digital Content** through multimodal learning materials like text-based content, visual resources, videos, and interactive elements, all accessible through assistive technologies and third-party AI learning assistants to ensure inclusive learning experiences.

The **Cross-Disciplinary Approach** integrates technology, sustainability, business management, and fashion design disciplines, ensuring learners develop comprehensive competencies across multiple domains. Knowledge Checks are integrated throughout the modules in the form of quizzes, scenario-based assessments, and reflection questions to reinforce learning and track progress.

The program incorporates **Challenge-Based Learning** through a **train-the-trainer hackathon** that serves as a key component of the capacity-building strategy. This intensive co-creation experience brings together educators, industry professionals, and technology experts to collaboratively develop digital solutions to real-world sustainability challenges while learning pedagogical approaches they can apply in their own teaching contexts.

→ **EDUCATIONAL METHODOLOGY**

4. Learning Outcomes

The Green DigiFashTech Manager educational program—covering modules, lessons, learning activities, and assessments—is designed as a learning pathway for students, early-career professionals, fashion and textile practitioners, and VET providers who want to upskill for the sector's green and digital transition.

By the end of the program, participants will be able to:

1. **Explain** the relationship between sustainability and digital transformation in fashion by **identifying** key environmental, social, and economic sustainability principles and **describing** how impact measurement, emerging materials, and responsible production practices support circular fashion systems.
2. **Evaluate** how digital technologies such as 3D design, AI, IoT, and blockchain can support virtual prototyping, supply chain transparency, and data-driven decision-making for more efficient and sustainable fashion production.
3. **Analyse and apply** sustainable business strategies for fashion management by integrating circular economy principles, relevant EU regulations, circular business models, and digital transparency tools such as PLM systems and Digital Product Passports.
4. **Interpret and apply** ethical, circular, and ESG-oriented manufacturing practices in digitalised fashion production environments, with attention to responsible sourcing, procurement, compliance, resilience, and competitiveness.
5. **Plan and communicate** organisational change for digital and sustainability transitions by **developing** stakeholder alignment, supporting engagement, and sustaining transformation within fashion and textile organisations.

5. Hackathon as a Pedagogical Format for VET Education

A hackathon is an intensive, time-bounded collaborative event in which participants work in interdisciplinary teams to develop solutions to real-world challenges. Originally rooted in the tech industry for software development, the format has been widely adopted across sectors — including design, social innovation, and education — precisely because it compresses the full arc of problem-solving into a concentrated experience: from problem framing and ideation, through prototyping, to public presentation and critical evaluation.

The defining characteristics of a hackathon are its **time pressure, its team-based structure, its orientation toward tangible outputs, and its integration of learning with doing**. Its value lies not primarily in the outputs produced, but in the conditions it creates for learning: participants must apply knowledge under real constraints, negotiate across disciplinary perspectives, communicate their reasoning to external audiences, and adapt rapidly to feedback.

This pedagogical potential is particularly relevant in the current educational landscape, where VET providers — alongside higher education institutions — face a structural challenge in assessment and knowledge acquisition. The widespread use of generative artificial intelligence tools has fundamentally altered the conditions under which students engage with assignments. When AI-assisted text generation can produce plausible responses with minimal learner engagement, the demonstrable acquisition of competencies becomes increasingly difficult to verify through traditional means.

The hackathon format offers a structural response to this challenge. As an intensive, in-person, process-oriented format, it creates conditions in which learning cannot be delegated or simulated. Competence must be demonstrated in real time, in collaboration with others, and in response to unpredictable team and challenge dynamics.

For VET education in particular, where the link between learning and professional practice is foundational, the hackathon offers an additional advantage: it situates competence development within the kind of messy, collaborative, time-pressured reality that characterises professional work.

5.1. Seam the Change: Athens Fashion Hackathon

We use the “Seam the Change: Athens Fashion Hackathon”, held in Greece in November 2025, as an example of this approach. More about the hackathon here.

As part of the **Green Digital Fashion Manager** activities, the hackathon format was chosen not as an event format, but as a pedagogical strategy. The core rationale was that skills in digital fashion and sustainability only become meaningful when applied under real conditions — time pressure, team dynamics, resource limitations, and the need to communicate value to others. This positions the hackathon as a strong complement to e-learning modules, which can deliver knowledge but cannot easily replicate the pressure of real professional contexts.

The Athens event was designed around four principles:

- **Experiential learning**: participants worked through challenge-based problem-solving and hands-on prototyping, making learning tactile and actionable rather than abstract.
- **Peer-to-peer exchange**: teams were intentionally mixed across sectors and disciplines, so learning came not only from facilitators but from each other's lived expertise.
- **Train-the-Trainer transferability**: the hackathon was designed as a replicable format that educators can adapt in VET contexts — not a one-off event.
- **Blended learning**: the e-learning modules and digital platforms can be used as resources to be tested and critiqued, supported by in-person facilitation.

The thematic design connected digital transformation and sustainability throughout, asking participants to think in systems rather than silos: linking materials, processes, consumer behaviour, policy context and technology choices into coherent strategies.

5.2. How Does the Format Work? The Three-Day Structure

The Athens event was structured as a coherent three-day sequence:

Day 1 — Map the System

The opening day establishes a shared language and collective understanding of the challenge landscape. Rather than starting with solutions, participants begin by naming lived obstacles.

The facilitation moved through six phases:

1. welcome and framing
2. challenge articulation
3. policy impact mapping
4. translating challenges into shared goals
5. policy ideation with trade-offs
6. and stakeholder mapping through a power-interest matrix

Digital tools were introduced for real-time aggregation of insights, creating what the event report describes as a "visible collective intelligence effect".

Day 2 — Co-Create

The second day shifts from mapping to making. It opens with a recap of Day 1 insights to ground prototyping in context. A self-assessment tool helps participants reflect on their capabilities and identify which challenge areas feel most urgent, also providing the programme team with insight into participants' readiness for digital and circular adoption.

The centrepiece is an open idea marketplace ("Ideas Agora") where idea holders present their concept and explicitly state what support they need.

Teams then form organically around ideas. Mentoring is structured as rotating clinics rather than fixed mentor-mentee pairs, ensuring teams receive diverse feedback. The afternoon is a focused working block where concepts develop into early prototypes.

Day 3 — Refine, Validate and Pitch

The final day is split into two distinct sessions. A morning hacking block focuses on strengthening prototype coherence: clarifying problem statements, stress-testing assumptions with community feedback, and shaping business model logic so sustainability impact and economic viability can be communicated together.

Two expert panels deepen the learning by surfacing broader trends. The evening culminates in a public pitch session before a jury where participants must communicate clearly, defend assumptions, and demonstrate understanding of impact, feasibility and scalability.

5.3. What the Format Produces

- **For participants**: both specialised skills (circular design reasoning, digital workflow understanding, AI/3D awareness) and transversal competencies (cross-disciplinary collaboration, pitching and storytelling, structured problem solving, systems thinking).
- **For the programme**: evidence of how learning content performs under pressure — which concepts need clearer explanation, where practical examples are missing, and how assessment logic holds up in practice.
- **For educators**: direct input for refining learning pathways, module sequencing and platform usability based on observed participant practice.

5.4. Key Conditions for Success

- Structure, mentoring depth and clear deliverables are what make the hackathon format effective for VET. Inspiration alone is not sufficient.
- Diversity of the cohort is a strength, but requires intentional facilitation so that technical and non-technical participants can collaborate without misalignment.
- Role-based guidance on digital tools should be provided early, so participants can quickly identify which ones matter most for them.
- Shared vocabulary building around key themes (AI, 3D workflows, sustainability metrics) needs dedicated time, particularly in mixed-expertise cohorts.
- Physical presence requires early and consistent logistical communication. Unlike digital or asynchronous learning environments, a hackathon demands that participants navigate an unfamiliar physical space, a multi-day schedule, and a format that may differ significantly from their usual educational experience. This shift in context carries its own cognitive load. To ensure that participants can direct their full attention to learning, practical information should be established and communicated clearly well in advance of the event, and kept stable throughout.

6. Activities

This section provides ready-to-use learning activities and workshops that help trainers translate the module content into practice. Each activity includes a clear purpose, suggested timing, step-by-step facilitation guidance, and the materials needed. Together, they support active learning, collaboration, and reflection, while helping learners develop the core competences of the Green Digital Fashion Manager.

Each module includes its own set of activities, which are defined and explained as follows.

6.1. Module 1: Foundations of Sustainable Fashion

6.1.1. Activity 1: One-Day Event

A one-day interactive event with lectures, parallel workshops and interactive activity zones, for fashion consumers who want to understand the real impact of clothing and learn practical ways to build a more conscious wardrobe and buying mentality.

Event element	Recommendation
Target audience	Consumers and the general public who are interested in fashion and want to make more responsible wardrobe choices. It is ideal for fashion lovers, young adults, students from any field, parents, community members, and anyone who wants practical guidance on buying, caring, repairing, reselling, swapping or disposing of clothes more consciously.
Audience level	Introductory; no prior sustainability knowledge required.
Recommended duration	5 hours, including breaks. Can be compressed to 4 hours.
Ideal group size	40-100 participants, depending on venue and number of facilitators.
Suggested format	Mini-conference + parallel workshops

Overview

This one-day public event combines short lectures deriving from Module 1, parallel hands-on workshops and collaborative activities.

The purpose is to help consumers understand the hidden impact of fashion and make more informed choices around buying, wearing, washing, repairing, reselling, swapping and disposing of clothes.

Core idea: Sustainable fashion is not only about purchasing “better” products. It is also about extending garment life, questioning claims, using clothing responsibly and participating in circular systems such as repair, resale, rental and swapping. By temporarily shifting participants into the role of the consumer, they can question assumptions, reflect on their own purchasing and wardrobe habits, and identify the social, emotional, and practical drivers behind “unsustainable” choices. This creates a safe space to test alternatives, compare perspectives, and connect personal behavior to system-level factors. The result is not only awareness, but also transferable skills—critical thinking, empathy, and evidence-informed decision-making—that students and professionals can apply in their practice.

Trainer mindset: Avoid guilt-based messaging. Consumers should leave empowered, not blamed. Emphasize that responsibility is shared among brands, designers, policymakers, repair services, educators, recyclers and consumers.

Methodology

The learning methodology of this event is based on an interactive and practical approach, where participants do not simply listen to information but actively connect it with their own wardrobe, habits and everyday choices. Through short talks, collaborative exercises, garment analysis, label reading, greenwashing activities, repair and swap ideas, participants are encouraged to reflect, discuss and make decisions together. The aim is to make sustainability feel simple, useful and directly applicable, not theoretical or distant. By working with real examples and personal wardrobe scenarios, participants understand how small changes in buying, caring, repairing, reusing and disposing of clothes can contribute to a more responsible fashion system.

Learning Outcomes

By the end of the event, participants should be able to:

1. Explain, in simple terms, why the linear take-make-waste model creates environmental and social pressure.
2. Identify basic impact areas in fashion, including waste, water, carbon, chemicals, microfiber pollution, overproduction and consumer use.
3. Understand that sustainability depends on the full garment journey: raw materials, production, transport, use, care and end-of-life.
4. Read basic garment information such as fabric composition, care labels, hangtags and sustainability claims.
5. Distinguish between vague green claims and claims supported by specific, measurable and verifiable information.
6. Compare everyday wardrobe options such as buying new, buying second-hand, renting, repairing, swapping, reselling, donating and recycling.

Suggested Parallel Workshops

1. A Greenwashing Lab

Duration: 35–40 minutes

Purpose: Help participants recognize vague or unsupported sustainability claims and rewrite them into clearer, evidence-based statements while understanding how digital transparency can support informed consumer choices.

Activities

- Analyse labels, hangtags and sustainability claims from real garments.
- Compare sustainability information available on product labels with digital information accessed through QR codes, product webpages or Digital Product Passport demonstrations (where available).
- Identify which claims are supported by evidence and which are vague or misleading.
- Discuss how digital traceability and transparent product information can help consumers distinguish between genuine sustainability efforts and greenwashing.
- Rewrite misleading claims into clear, measurable and verifiable sustainability statements.

2. Care, Repair and Wear Longer Workshop

Duration: 60–75 minutes

Purpose: Demonstrate how garment care, repair and digital services can extend product life.

Activity: This should be the most hands-on workshop of the event. A trainer, tailor or fashion student demonstrates basic techniques such as sewing a button, closing a small tear, reinforcing a seam, applying a patch, fixing a loose hem and reading care labels correctly. Participants then practice one or two simple techniques on sample fabrics or garments. The workshop can also include practical care advice, such as washing at lower temperatures, avoiding unnecessary tumble drying, storing clothes properly and identifying when a garment is worth repairing.

3. Upcycling workshop

Duration: 60–90 minutes

Purpose: Help participants understand how damaged or unused garments can be transformed into something new, useful and personal while exploring how digital technologies support creative and sustainable design.

Activities

- Analyse an existing garment and identify opportunities for reuse.
- Use simple digital tools (such as online moodboards, AI image generation or digital inspiration platforms) to explore redesign ideas before making physical modifications.
- Develop an upcycling concept individually or in small groups.
- Present the redesigned garment and discuss how digital planning can reduce waste, improve creativity and support more sustainable design processes.

Suggested Lectures

1. Opening Talk: Why Fashion Must Change
2. Mini Talk: Labels, Materials and Greenwashing
3. Short lecture: Digital Technologies Enabling Sustainable Fashion
4. Short lecture: Sustainable clothes: myths & reality

6.1.2. Activity 2: Sustainable Fashion Lab

A hands-on educational workshop for fashion students, emerging designers, fashion professionals and people working or preparing to work in the fashion market. The aim

is to help participants understand sustainable fashion not only as a concept, but as a practical decision-making process across design, materials, production, digital tools, communication and consumer use.

Event element	Recommendation
Target audience	Fashion students, emerging designers, stylists, fashion business students, young professionals, product developers, fashion marketers, retail teams, brand owners and anyone preparing to work in the fashion industry.
Audience level	Introductory to intermediate. Participants should have basic fashion knowledge, but no advanced sustainability or digital background is required.
Recommended duration	3 days, around 10-12 learning hours in total, including field trip and group project work.
Ideal group size	20-35 participants for strong interaction. Larger groups are possible if more facilitators are available.
Suggested format	Short lectures + collaborative projects + practical exercises + field trip + guest lecturers + final group presentation.
Core output	Each group presents a Sustainable Fashion Product / Brand Improvement Proposal, material choices, digital support, circular strategy and communication claim.

Overview

This workshop is based on all four lessons of **Module 1: Foundations of Sustainable Fashion**. It combines short lectures, collaborative group projects, field visits, guest lectures and practical exercises.

The purpose is to help participants understand how sustainability works across the full fashion system: why fashion must change, how digital transformation can

support sustainability, how environmental impact can be assessed, and how material and production choices affect the final product.

Trainer mindset: Keep the workshop applied and industry-oriented. Participants should not only learn definitions, but also practice how to make better decisions, evaluate trade-offs and develop more responsible fashion proposals.

The module supports this approach because its learning outcomes include sustainability and digital transformation, lifecycle thinking, circular economy principles, sustainable materials, responsible production practices, and the role of design decisions, digital tools and consumer behavior.

Methodology

The learning methodology of this workshop is based on an applied, collaborative and industry-oriented approach. Participants do not only receive information through lectures, but they are asked to work with real garments, materials, product scenarios and brand examples in order to understand how sustainability is connected to design, production, communication and consumer use. Short lectures introduce the key topics of the module, such as the linear fashion model, lifecycle thinking, sustainable materials, responsible production, digital tools and greenwashing. These are followed by group activities where participants map garment impact, evaluate material choices, identify production problems, propose circular solutions and develop more responsible sustainability claims.

A key part of the methodology is learning through practice and exposure to the real fashion market. Suggested guest lectures from sustainable designers, material experts, product developers, repair specialists, resale professionals or digital fashion experts help participants understand how sustainability decisions are made in real working conditions. Fashion field visits, such as visits to a sustainable brand studio, repair atelier, second-hand store, fabric supplier, production workshop or digital fashion lab, allow participants to observe how theory becomes practice. Through these experiences, learners can see the challenges, costs, trade-offs and opportunities behind sustainable fashion, instead of treating it as a simple or idealized concept.

Throughout the workshop, participants work in groups on a collaborative project where they redesign or improve a fashion product, brand idea or collection from a sustainability perspective. They are encouraged to combine creativity with evidence, feasibility and critical thinking. The aim is for participants to leave not only with knowledge, but with a professional way of thinking: to ask better questions,

understand the full journey of a garment, work with others, evaluate choices carefully and propose solutions that are realistic, responsible and connected to the future of the fashion industry.

Learning Outcomes

By the end of the workshop, participants should be able to:

1. Explain why the traditional linear fashion model creates environmental, social and economic pressure.
2. Understand the connection between sustainability, circularity and digital transformation in fashion.
3. Explore circular fashion through one selected “R” strategy, such as reduce, reuse, repair, resell, rent, remake/upcycle or recycle.
4. Apply this circular strategy to a real product, brand or collection and suggest one practical improvement.
5. Work collaboratively to present a simple and realistic sustainability proposal, explaining the problem, the chosen “R” solution and the expected benefit.

6.2. Module 2: Digital Technologies in Fashion

6.2.1. Activity 1: Introduction to CLO3D – Exploring 3D Fashion Design

Workshop with the local schools. Exploring how digital tools support visualization, fitting, and design development while saving resources and enabling new creative approaches such as remake, zero-waste, modular, and unisex design. For a group of 15–18-year-old students with little or no previous experience, the workshop should focus on discovery and interaction, rather than garment construction. The goal is to inspire curiosity and demonstrate the potential of digital fashion, not to teach CLO3D in depth.

Duration: around 2 hours

Group size: 10–15 participants (15–18 years old)

Format: Face-to-face workshop combining a live demonstration, guided hands-on activities, small-group discussions, and a whole-group reflection.

Materials needed

- Computer with CLO3D installed, or free trial version of CLO3D for the school's computers (1 computer per 2–3 participants, if possible)
- Projector and screen
- Pre-made digital garment files
- Pre-configured avatar templates
- Internet connection
- Worksheets for observations and reflection
- Flipchart or whiteboard
- Pens and sticky notes

Learning Outcomes

By the end of this activity, participants will be able to:

1. Understand the basic principles of 3D fashion design and digital garment visualisation.
2. Recognise how digital technologies support more sustainable fashion product development.
3. Create and customise a simple digital avatar in CLO3D.
4. Experiment with dressing an avatar using pre-existing digital garments and observe virtual fitting.
5. Explain how virtual prototyping can reduce the need for physical samples, saving time, materials, and resources.
6. Reflect on how digital technologies can support innovative design approaches such as zero-waste, modular, remake, and unisex fashion.

Timing

- Introduction to digital fashion and sustainability: 20 min
- Live demonstration of CLO3D and examples of digital garments: 50 min
- Guided hands-on activity: creating an avatar and fitting pre-existing garments: 20 min
- Group discussion: sustainability benefits of digital prototyping: 15 min
- Reflection and wrap-up

Instructions for participants

Before the session

Participants are encouraged to:

- Think about how clothes are traditionally designed before reaching the shop.
- Consider how many physical samples might be produced during the development of a single garment.
- Watch a short introductory video about digital fashion and CLO3D.

During the workshop

Participants will:

- Explore the basic interface of CLO3D through a guided demonstration.
- Create and customise a simple digital avatar by adjusting basic body characteristics.
- Dress the avatar using a selection of pre-made digital garments.
- Experiment with virtual fitting by changing garment size, colours, or fabric properties and observing how the garment behaves on the avatar.
- Discuss how digital visualisation helps designers make decisions before producing physical samples.
- Work in small groups to identify where digital technologies can reduce waste and improve sustainability throughout the fashion design process.

Note: The workshop is intentionally designed as an introductory experience. Rather than learning complex garment construction, participants focus on understanding the possibilities of 3D visualisation and virtual fitting through simple, interactive tasks. This approach encourages engagement and builds confidence before progressing to more advanced digital fashion skills.

Debrief

Facilitator questions

- What did you find most interesting about working in CLO3D?
- How does virtual fitting differ from trying on a physical garment?
- How can digital prototyping help reduce waste in fashion?

- Which stage of the fashion design process could benefit most from 3D technologies?
- Would you like to learn more advanced digital fashion skills in the future?

6.2.2. Activity 2: AI and Digital Technologies for Sustainable Fashion Campaigns

Duration: around 2 hours

Group size: 10–15 participants (15–18 years old)

Format: Face-to-face workshop with teamwork, brainstorming, creative exercise, and group presentations.

Materials needed

- Projector
- Laptop with internet
- AI image generation tool (Canva AI, Leonardo AI, ChatGPT Images, Midjourney, etc.)
- Campaign examples
- Worksheets
- Sticky notes
- Flipchart
- Pens and markers

Learning outcomes

By the end of this activity, participants will be able to:

1. Understand how AI can support fashion marketing and communication.
2. Identify opportunities and limitations of AI-generated fashion campaigns.
3. Recognise ethical considerations when using AI in creative industries.
4. Develop ideas for a sustainable fashion campaign using AI-supported tools.
5. Reflect on balancing creativity, authenticity, and technology.

Timing

- Introduction to AI in fashion: 25 min

- Demonstration of AI-generated campaign concepts: 45 min
- Group challenge: Design an AI-supported campaign: 20 min
- Presentation of campaign ideas: 10 min
- Reflection and discussion

Instructions for participants

Before the session

Participants are encouraged to:

- Think about recent fashion advertisements they have seen.
- Consider how images, videos, and social media campaigns influence purchasing decisions.
- Reflect on where AI might already be used in creative industries.

During the workshop

Participants will:

- Explore examples of traditional and AI-supported fashion campaigns.
- Discuss advantages and challenges of AI-generated creative content.
- Work in small teams to design a sustainable campaign for an imaginary fashion brand.
- Decide where AI could support the creative process (visual creation, storytelling, product visualisation, audience targeting, etc.).
- Present their campaign concept to the rest of the group.

Debrief

Facilitator questions:

- Which parts of the campaign should remain human-led?
- Where can AI improve sustainability?
- What ethical concerns should brands consider?
- How can AI reduce waste in marketing production?
- Would consumers value AI-created fashion campaigns?

6.3. Module 3: Green Business and Management

6.3.1. Activity 1: Data Journey: Tracing a Product's Digital Footprint

Duration: 100 minutes

Group size: 3–5 participants per group

Format: Face-to-face, group work with whole-group debrief

Materials needed:

- One garment per participant (brought from home)
- Large paper sheets or flipchart paper per group, markers
- Data Journey worksheet below

Learning outcomes

By the end of this activity, participants will be able to:

1. Identify what product data exists and what is missing across a garment's lifecycle
2. Map which digital system (PLM, ERP, blockchain, DPP) would manage each data point
3. Articulate where real-world data gaps occur and what the DPP framework would need to close them

Timing

- Facilitator briefing + garment selection: 15 min
- Group mapping work: 45 min
- Group presentations (2–3 min per group): 25 min
- Full group debrief: 15 min

Instructions for participants

Read these instructions aloud or display them at the start of the group phase:

1. Place your garment in the centre of the table. As a group, select one garment to work with — choose the one the group finds most interesting or complex.

2. Using the Data Journey worksheet, work through five lifecycle stages: Design → Material sourcing → Manufacturing → Retail/use → End of life.
3. For each stage, answer three questions: What data should exist here? Does it exist on this garment (check the label, any tags, QR codes)? Which digital system would hold this data?
4. Mark data that is clearly present in green, data that is partially present or unverifiable in amber, and data that is absent in red.
5. Prepare a 2–3 minute presentation of your map, highlighting the biggest data gap you found and what it would mean for DPP compliance.

Facilitator notes

- ***Before the session***: Remind participants in advance to bring a garment. Suggest something with a complex supply chain — a fast fashion item, a garment with multiple materials, or something with sustainability claims on the label. A trainer sample garment is useful as backup.
- ***During group work***: Circulate and prompt groups who get stuck on the "which system" column — it is often the hardest. Useful prompting questions: "Who in the supply chain would know this?" / "At what point in production would this data have been created?"
- ***Common pitfall***: Groups often focus only on what is printed on the label. Encourage them to think beyond the physical product — what data exists somewhere in the supply chain but is not accessible to the consumer or end-of-life operator?
- ***Debrief questions***:
    - Which lifecycle stage had the most data gaps across all groups?
    - What surprised you about what is — or is not — on your garment?
    - If you were the brand, which data gap would you prioritise closing first, and why?
    - What would a completed DPP for this garment need to contain that is currently missing?

Data Journey Worksheet

Product Lifecycle	Data Ingestion (What data enters?)	Data Existence (Does the garment have the data?)	Systems & Repositories (Where is the data stored? Which digital system?)
Design			
Material sourcing			
Manufacturing			
Retail/use			
End of life			

6.3.2. Activity 2: Circular Pitch

Duration: 100 minutes

Group size: 3–5 participants per group, ideally 4–5 groups total

Format: Face-to-face, group work with peer pitch and jury feedback

Materials needed:

- Circular Business Model Canvas (A3 landscape, one per group)
- Pitch scoring rubric (one per jury member)
- Markers

Learning outcomes

By the end of this activity, participants will be able to:

- Apply circular economy principles to a viable fashion business concept

- Identify which EU regulatory obligations apply to a given circular business model
- Select and justify digital tools appropriate to their model
- Communicate a business concept clearly and defend its sustainability and commercial logic under time pressure

Timing

- Facilitator briefing + canvas walkthrough: 10 min
- Canvas development (group work): 50 min
- Pitches (4–5 groups × ~4 min each): 20 min
- Full group debrief: 15 min
- Buffer: 5 min

Instructions for participants

1. As a group, agree on a circular fashion business concept. It can be a new brand, a new service offered by an existing brand, or a platform. It must use at least one circular model type from the canvas.
2. Complete all rows of the canvas. Every row must be filled — no row is optional.
3. Pay particular attention to the EU regulatory obligations row and the digital tools row: these are the rows most often left vague. Be specific — name the regulation and the tool, and explain briefly why it applies to your model.
4. Your pitch is 3 minutes maximum. You will be stopped at 3 minutes. Structure it as: the problem you are solving → your solution → your circular and regulatory logic → one measurable sustainability claim.
5. After each pitch, the jury has 1 minute to give structured feedback using the scoring rubric.

Canvas rows (A3 landscape, with brief in-cell instructions)

Each row on the A3 canvas includes a brief prompt. This table provides additional context for facilitators on what to look for in each row.

Canvas row	Prompt on canvas	Facilitator guidance
Problem / opportunity	***What gap in the market or system are you addressing?***	Groups should describe a specific problem, not a general sustainability trend. Push back on vague framing such as 'fashion is unsustainable.'
Target customer	***Who buys or uses this? Be specific — not 'consumers.'***	Groups should name a segment: occasion-wear customers aged 25–40, urban professionals with limited wardrobe space, etc.
Value proposition	***Why would someone choose this over a conventional alternative?***	Should address both the consumer benefit and the sustainability benefit — not one or the other.
Circular model type	***Rental / resale / on-demand / repair / take-back / other***	Groups can combine models, but must explain how they interact. On-demand + take-back is coherent; rental + resale requires separate logic.
Revenue streams	***How does the business make money?***	The most commonly underdeveloped row. Push groups to specify: subscription fee, per-rental fee, commission, service fee, material recovery revenue.
Key resources and partners	***What do you need to operate? Who must you work with?***	Should include operational partners (logistics, repair networks, platforms), not just suppliers.
EU regulatory obligations	***Which regulations apply and by when?***	Expect: ESPR and DPP for product-level obligations; EPR for end-of-life; Right to Repair for repair-oriented models. Groups should name specific regulations, not general compliance.

Canvas row	Prompt on canvas	Facilitator guidance
Digital tools required	***Which systems does this model depend on?***	Should match the model: resale needs DPP and ERP; rental needs IoT and inventory management; on-demand needs PLM and AI demand planning.
Key sustainability claim	***One specific, measurable impact — avoid vague claims.***	Must be specific: '40% reduction in garments going to landfill' not 'more sustainable.' Challenge groups on measurability.

Pitch scoring rubric

Distribute one rubric per jury member before pitches begin.

Criterion	1 — Weak	2 — Developing	3 — Strong
Circular logic	Model is not clearly circular	Model is circular but logic is thin	Circular mechanism is clear and credible
Regulatory awareness	No regulations mentioned	Regulations mentioned but not explained	Correct regulations named with clear operational implications
Digital tools	No tools mentioned or vague	Tools named but not justified	Tools named and matched to specific model needs
Commercial viability	No revenue logic	Some revenue logic present	Clear, plausible revenue model
Sustainability claim	Vague or absent	Present but not measurable	Specific and measurable impact stated

Criterion	1 — Weak	2 — Developing	3 — Strong
Pitch clarity	Hard to follow	Mostly clear	Clear, structured, within 3-minute time limit

Facilitator notes

- ***Before the session***: Print one A3 canvas per group and one scoring rubric per jury member. If working digitally, the canvas can be used on a shared screen or Miro board.
- Assign jury roles in advance: Rotate 2–3 participants per jury panel across pitches so more participants experience the evaluator role.
- Brief jury members on the scoring rubric before pitches begin. Emphasise that feedback should be specific, not general — 'you didn't name a regulation' is more useful than 'regulatory awareness needs work.'
- ***During canvas development***: The EU regulatory obligations row and digital tools row are consistently the hardest. Circulate at the 20-minute mark — if groups have left these blank, prompt them directly: "Which regulation from the module would apply to a rental model?" / "What system would you use to track a product through its second life?"
- ***Common pitfall***: Groups often produce a sustainability narrative rather than a business model. If the revenue streams row is vague, push back early: "How does this make money when the product is not sold?"
- ***Debrief questions***:
    - Which pitch made the strongest connection between circular logic and regulatory compliance?
    - Where did commercial viability and sustainability logic come into tension?
    - Which digital tool came up most frequently, and is that what you expected?
    - What would you need to know or research further to make your concept real?

→ **PRINTABLE CIRCULAR BUSINESS MODEL CANVAS**

6.4. Module 4: Ethical and Circular Digital Manufacturing in Fashion

This module prepares learners to design, manage and transform fashion manufacturing systems through ethical leadership, responsible business practices, circular economy principles and digital innovation. The physical activities below are designed to make these concepts visible, collaborative and accessible in a VET learning environment.

The activities are suitable for fashion and textile students, early-career professionals, career changers and VET learners who need to connect module theory with practical manufacturing decisions. They can be delivered as stand-alone face-to-face sessions, or as a sequence that moves from public showcasing, to capsule collection creation, to challenge-based innovation and pitching.

6.4.1. Common Learning Outcomes for the Three Activities

After completing one or more of these activities, learners should be better able to:

- apply ethical leadership principles to real or realistic fashion manufacturing decisions;
- explain how CSR, ESG and stakeholder expectations affect sourcing, production, communication and product end-of-life;
- analyse the transition from linear production to circular manufacturing and circular supply chains;
- use circular design principles such as repair, reuse, upcycling, zero-waste, local production and product life extension;
- connect product and material stories with transparency, traceability and Digital Product Passport logic;
- identify how digital technologies, including AI, 3D design, data collection and digital platforms, can support ethical and circular manufacturing;
- communicate a circular fashion concept clearly through a label, prototype, pitch, panel contribution or short presentation;

- reflect on environmental, social and economic value creation using the Triple Bottom Line and ESG logic.

6.4.2. Activity 1: Circular Fashion Showcase: Panel Discussion and Costume Exhibition

Field	Description
Module 4 connection	CSR/ESG, stakeholder engagement, transparency, circular manufacturing, DPP and policy dialogue
Type of activity	Physical showcasing event with a circular fashion costume/prototype exhibition, guided tour, panel discussion and learner reflection.
Suggested duration	3 hours for an in-class event; half day if external guests and networking are included.
Participants	Learners in teams of 3-5; educator/facilitator; optional 3-5 panel speakers; invited peers, local makers, SMEs, educators or community members.
Learning setting	Classroom, school hall, studio, gallery corner, library space or local community venue.
Main outputs	Exhibit labels, circular costume/prototype display, panel notes, learner reflection sheet, photos and visitor feedback.

Aim and objectives

The aim of this activity is to help learners understand ethical, digital and circular manufacturing by making circular fashion examples visible and discussable. Learners curate an exhibition of circular costumes, prototypes, garments, materials or process samples and connect them to a panel discussion on responsible manufacturing, policy, transparency and digital transformation.

1. Create a public or semi-public learning space where circular manufacturing is experienced through real objects and stories;
2. Connect garments and prototypes to CSR, ESG, stakeholder responsibility and ethical leadership;
3. Help learners explain circular methods such as repair, redesign, upcycling, collect-back, zero-waste, local production, digital traceability and responsible sourcing;
4. Develop the capacity to moderate or participate in a panel discussion about the future of ethical and circular fashion manufacturing;
5. Collect evidence of learning through labels, photos, discussion notes, visitor comments and individual reflection.

Methodology and techniques

The showcasing method is based on the principle that circularity becomes easier to understand when people can see, touch and discuss real examples. Instead of presenting circular manufacturing only as theory, the educator asks learners to build a curated visitor journey. Each exhibit must tell a clear story about materials, production choices, stakeholders, circular value and possible digital data. The panel then connects the showcased examples to larger ecosystem questions such as traceability, cost, regulation, local production, product data and collaboration.

Preparation

- ***Choose a theme***: Examples include Fashion Beyond Waste, Transparent Garments, Circular Costumes for Social Change, or Manufacturing with a Second Life.
- ***Select the exhibits***: Learners can present upcycled garments, repair samples, zero-waste prototypes, material experiments, digital renderings, production process boards, DPP mock-ups or capsule collection pieces.
- ***Create learner roles***: Curator, exhibitor, label writer, panel moderator, speaker liaison, photographer, evidence collector, visitor guide and reflection lead.
- ***Invite panel contributors***: Invite 3-5 experts such as a sustainable designer, manufacturer, digital fashion expert, VET educator, local retailer, policy actor, repair practitioner or social enterprise representative.

- ***Prepare evidence tools***: Registration sheet, GDPR/photo consent if needed, exhibit label template, visitor feedback form, panel questions, photo folder and short reporting template.

Suggested agenda

Time	Phase	Educator guidance
0:00-0:20	Arrival and exhibition opening	Welcome visitors, explain the theme and invite them to walk through the exhibits.
0:20-0:35	Module 4 framing	Briefly connect the exhibition to ethical leadership, CSR/ESG, circular manufacturing, DPP, EPR and Industry 5.0.
0:35-1:10	Guided tour	Each learner team gives a 2-minute explanation of its costume/prototype and label.
1:10-2:10	Panel discussion	Moderate a discussion on responsible manufacturing, circular production, local ecosystems, digital tools, traceability and policy readiness.
2:10-2:30	Audience questions	Ask visitors and learners to identify barriers, opportunities and stakeholder responsibilities.
2:30-3:00	Reflection and evidence collection	Learners complete reflection forms, collect visitor feedback and identify next steps.

Panel discussion prompts

- What does responsible manufacturing mean when a garment is designed, produced, used and recovered?
- How can CSR and ESG move from reporting language into daily sourcing, production and supply-chain decisions?
- How can Digital Product Passports and traceability tools help circular products communicate their material and impact story?

- What support do SMEs and micro-manufacturers need in order to apply circular production methods?
- How can local production, repair, redesign and upcycling become part of resilient fashion ecosystems?

Materials

- exhibition tables, rails, mannequins or boards
- garments, costumes, prototypes, textile waste, material samples, sketches, digital renderings or process photos
- printed or handwritten exhibit labels
- projector and microphone if available
- registration sheet, GDPR/photo consent, visitor feedback forms and photo documentation plan
- panel questions and speaker name cards

Learner outputs and assessment evidence

Output	Evidence of competence
Exhibit label	Learners can explain materials, circular method, collaboration, stakeholder value and traceability/DPP relevance.
Guided presentation	Learners communicate clearly and connect the object to ethical and circular manufacturing.
Panel participation	Learners ask or answer questions using Module 4 concepts.
Reflection sheet	Learners identify what changed in their understanding of responsible manufacturing and circular systems.

Debriefing questions

- Which exhibit communicated circular manufacturing most clearly and why?

- What information would a visitor need in a Digital Product Passport to trust the circular claim?
- Which stakeholders were represented in the event and which ones were missing?
- How did the panel change your understanding of ethical leadership in fashion manufacturing?
- What would you improve if this showcase became a public DigiFashTech event?

Tips for the educator

- Keep the event focused on learning rather than decoration: every object needs a clear circular manufacturing story.
- Ask learners to avoid generic sustainability claims and to provide concrete details about materials, process, labour, data and end-of-life.
- Use the panel to connect classroom examples to real business, policy and community needs.
- Document the event carefully so that it can become evidence for assessment, dissemination or a short class report.

Exhibit label template

Field	Learner completion
Team / learner names	
Exhibit title	
Social or environmental theme	
Materials used	Mention reclaimed, leftover, recycled, bio-based, local or certified materials where relevant.
Circular method	Repair, reuse, upcycling, redesign, collect-back, zero waste, local production, digital traceability, heritage technique, etc.

Field	Learner completion
Manufacturing process	Explain how the piece was made, adapted, repaired, redesigned or documented.
DPP / traceability information	What should a viewer know about origin, composition, care, repair and end-of-life?
Visitor question	Example: What would help this circular solution scale?

6.4.3. Activity 2: Capsule Collection for Social Change: Circular Design and Manufacturing Workshop

Field	Description
Module 4 connection	Responsible sourcing, upcycling, zero-waste design, circular business models, product data and social value
Type of activity	Team-based capsule collection creation inspired by a social theme and implemented through circular fashion practices.
Suggested duration	4 sessions of 2.5 hours each; alternatively, one intensive workshop day with preparation in advance.
Participants	Teams of 3-5 learners. Suitable for fashion design, production, sustainability, business and digital learners.
Learning setting	Classroom, studio, sewing lab, material library or workshop space.
Main outputs	Mini capsule collection of 3-5 looks, one prototype or sample, moodboard, material audit, circular manufacturing plan and DPP-style product card.

Aim and objectives

The aim of this activity is to guide learners through the creation of a small capsule collection that responds to a social or environmental theme while applying circular manufacturing practices. The activity links creative design with responsible sourcing, upcycling, zero-waste thinking, ESG impact, product data and ethical leadership.

- Support learners to transform a social theme into a coherent capsule collection concept
- Apply circular design strategies such as upcycling, reuse, repair, modularity, zero-waste lay-planning, local production and product life extension
- Connect each design decision to social, environmental and economic value creation
- Introduce learners to product documentation through a simple DPP-style information card
- Develop teamwork, creative thinking, material literacy, ethical decision making and presentation skills

Possible social themes

- Work dignity and fair labour in the fashion supply chain
- Climate anxiety and repair as care
- Migration, belonging and clothing memories
- Gender equality and safe public space
- Disability inclusion and adaptive fashion
- Local heritage and responsible cultural inspiration
- Overconsumption, textile waste and garment longevity

Methodology and techniques

This workshop combines creative research, social-theme analysis, material recovery, upcycling and zero-waste pattern thinking. Learners begin with a theme and translate it into a moodboard, user profile and collection story. They then conduct a material audit and develop design rules that limit waste and strengthen circular value. The educator should encourage learners to use the constraints as creative drivers: available waste materials, repair marks, existing seams, modular components and local production limits become part of the design identity.

Preparation

- Ask learners to bring unwanted garments, textile leftovers, trims, yarns, damaged clothes, paper waste for pattern trials and any safe found materials.
- Prepare a short introduction to circular manufacturing, upcycling, zero-waste lay-planning, responsible sourcing and DPP/product data.
- Prepare examples of moodboards, colour palettes, material boards, capsule collection line-ups and product cards.
- Divide learners into teams and ask each team to select a social or environmental theme before Session 1.

Step-by-step delivery

Session	Focus	Learner tasks
Session 1 - Theme and concept	Social issue, stakeholders and creative direction	Choose a theme, identify who is affected, create a moodboard, define the wearer/user and write a collection statement.
Session 2 - Material audit and circular rules	Waste streams, responsible sourcing and design constraints	Sort available garments/materials, identify what can be reused, write 5 circular design rules and map potential environmental and social value.
Session 3 - Design and prototype	Capsule line-up, upcycling and zero-waste experimentation	Sketch 3-5 looks, test paper or fabric samples, unpick/reconstruct materials, create one prototype, detail or sample.
Session 4 - Product data and presentation	DPP-style card, ESG story and final critique	Prepare a product card, supply-chain sketch, circular value explanation and 5-minute presentation to the class.

Capsule collection requirements

- 3-5 coherent looks or product concepts connected by one social or environmental theme

- at least one physical prototype, toile, paper model, detail sample or transformed garment
- minimum 70% reclaimed, leftover, old, damaged, recycled, bio-based or responsibly sourced materials, unless the educator adapts this percentage
- a visible circular method in every look, such as repair, upcycling, detachable components, zero-waste lay-plan, mono-material choice, take-back logic or extended use
- one DPP-style card for the main prototype, including material composition, origin, production process, care, repair, end-of-life and circular claim evidence
- a short explanation of People, Planet and Profit value: social benefit, environmental reduction and possible business value.

Materials

- unwanted garments, textile waste, leftover fabrics, trims, threads, needles, pins and scissors
- unpicker, measuring tape, fabric markers, basic pattern blocks and paper waste for pattern experiments
- notebook, markers, glue, printed images, moodboard materials and presentation boards
- optional: sewing machine, mannequin, camera, smartphone, 3D/digital design software or AI image tool for concept visualisation
- DPP-style product card template and capsule collection canvas

Learner outputs and assessment evidence

Output	Evidence of competence
moodboard and collection statement	Learners can connect a social theme to a coherent design direction and stakeholder need.
Material audit	Learners can evaluate sourcing constraints and identify circular value in existing materials.

Output	Evidence of competence
Prototype/sample	Learners can apply upcycling, repair, zero-waste or product life extension to a physical object.
DPP-style product card	Learners can document material, process, care, repair, origin and end-of-life information.
Final presentation	Learners can explain how the capsule collection creates environmental, social and economic value.

Debriefing questions

- How did the social theme influence your sourcing and manufacturing decisions?
- Which constraint produced the most creative solution?
- Which circular method was easiest to apply and which was most difficult?
- What data would you need to make your circular claim transparent and trustworthy?
- How could this capsule collection become a small, realistic circular business or community project?

Tips for the educator

- Frame the activity as a manufacturing challenge, not only a design exercise: ask learners to think about production sequence, labour, sourcing, waste and recovery.
- Encourage authenticity and responsible cultural or social interpretation. Learners should not use a community or culture only as decoration; they should show respect, research and accountability.
- Use the material limitations as part of the assessment: a strong capsule collection does not need perfect materials, but it should show clear circular reasoning.
- Allow digital tools for visualisation, but require physical evidence of material understanding through a prototype, sample or construction test.

Capsule collection canvas

Canvas field	Guiding question
Social theme	What issue does the collection respond to?
Stakeholders	Who is affected and who should benefit?
User / wearer profile	Who is the capsule collection for?
Material inputs	Which garments, waste streams or responsible materials will be used?
Circular design rules	What rules will the team follow to reduce waste and extend use?
Manufacturing method	How will the team make or prototype the collection?
DPP-style product data	Which product information will be documented?
People, Planet, Profit value	What social, environmental and economic value is created?

6.4.4. Activity 3: In-Class DigiFash Mini Hackathon: Act on a Social or Environmental Issue Through Innovation

Field	Description
Module 4 connection	Challenge-based learning, digital innovation, AI/3D/data, traceability, repair/take-back systems and systems thinking
Type of activity	Small-scale in-class hackathon with challenge framing, teamwork, mentor clinics, rapid prototyping and pitching.

Field	Description
Suggested duration	5-6 hours in one day, or two class sessions of 2.5-3 hours.
Participants	Learners are divided into teams of 3-5; educator as facilitator; 3-4 external experts as online mentors/jury.
Learning setting	Classroom, studio or computer lab with online meeting link for external experts.
Main outputs	Challenge canvas, stakeholder map, solution concept, prototype or mock-up, 3-5 slide pitch and jury feedback sheet.

Aim and objectives

The aim of this activity is to reproduce the core learning value of a hackathon in a manageable classroom format. Learners work in teams to act on a real social or environmental issue in fashion manufacturing through digital innovation, circular service design or another practical solution. External experts can join online for short mentoring and final evaluation, making the activity feasible even with limited budget and space.

- Move learners from discussion to action by turning a challenge into a testable idea, prototype, service concept or roadmap;
- Apply Module 4 concepts under time pressure, including stakeholder analysis, circular impact, ethical leadership, traceability and digital tools;
- Develop transversal competences such as collaboration, problem framing, pitching, systems thinking and rapid decision making;
- Connect learners with external experts who can evaluate feasibility, circular value and communication;
- Create a safe classroom environment where early ideas can be tested without the pressure of a large public event.

Possible challenge themes

- How can a small fashion brand collect the data needed for a Digital Product Passport?
- How can a local retailer reduce returns, unsold stock or sampling waste using digital tools?
- How can a school or community create a repair, reuse or take-back service?
- How can AI or 3D design reduce physical sampling while keeping creativity and craft knowledge visible?
- How can upcycled garments communicate traceability and care instructions to consumers?
- How can a micro-factory coordinate local makers, textile waste and small production runs more efficiently?

Methodology and techniques

The mini hackathon follows a compact cycle: define the theme, map the problem, form teams, design a solution, receive expert feedback, refine the concept and pitch it. The educator should explain that the objective is not to build a finished business, but to demonstrate applied learning. A strong team should identify a real problem, explain who is affected, propose a realistic solution, show circular and ethical impact, and communicate how digital tools or data could support implementation.

Preparation

- Prepare 3-5 challenge cards linked to Module 4 topics such as DPP, EPR, supply-chain transparency, repair, upcycling, digital sampling, local production or worker wellbeing.
- Invite 3-4 external experts to join online for one 30-minute mentor clinic and the final pitch evaluation. Suggested profiles: digital fashion expert, circular designer, sustainability manager, VET educator, manufacturer, retailer, policy or social enterprise representative.
- Prepare a simple challenge canvas, pitch template and scoring sheet.
- Check Wi-Fi, projector, online meeting link, timer, sticky notes, markers, prototyping materials and shared folder for pitch slides.

Suggested one-day schedule

Time	Phase	Educator guidance
0:00-0:20	Welcome and challenge framing	Introduce Module 4 challenge areas and the expected final pitch.
0:20-0:50	Problem and stakeholder mapping	Teams identify the problem, affected stakeholders, root causes and current linear/circular barriers.
0:50-1:15	Ideas Agora and team formation	Learners present initial ideas, join teams and select one challenge to work on.
1:15-2:15	Solution design sprint	Teams complete the challenge canvas and sketch a prototype, service or digital workflow.
2:15-2:45	Online expert clinic	Experts rotate between teams or join breakout rooms, asking feasibility and impact questions.
2:45-3:45	Prototype and pitch development	Teams refine the concept and prepare 3-5 slides or a visual board.
3:45-4:45	Pitching session	Each team has 4 minutes to pitch and 3 minutes for questions. Experts score and provide feedback.
4:45-5:15	Reflection and next steps	Class discusses what was learned and how ideas could be improved or tested.

Minimum pitch structure

1. ***Problem***: What issue are you addressing and who is affected?
2. ***Insight***: What did you learn about stakeholders, circularity or manufacturing constraints?
3. ***Solution***: What are you proposing and how does it work?

4. ***Circular and ethical impact***: How does the idea reduce waste, keep value in use, support people or improve transparency?
5. ***Digital or innovation component***: How could AI, 3D design, data, a digital platform, a QR/DPP card or another tool support implementation?
6. ***Feasibility***: What resources, partners and first pilot step would be needed?

Materials

- challenge cards, team canvas, stakeholder map template and pitch template;
- laptops or tablets, projector, timer and online meeting link;
- sticky notes, markers, flipcharts, paper, scissors and basic prototyping materials;
- optional: old garments, textile waste, product labels, QR code examples, DPP mock-up template and digital design examples;
- jury scoring sheet and feedback form.

Learner outputs and assessment evidence

Output	Evidence of competence
Challenge canvas	Learners can frame a real social or environmental fashion manufacturing issue.
Stakeholder map	Learners can identify affected actors and explain interests, responsibilities and collaboration needs.
Prototype/mock-up	Learners can turn an idea into a tangible concept, workflow, service map, data journey or visual prototype.
Pitch	Learners can communicate the problem, solution, circular impact, digital component and feasibility under time pressure.
Expert feedback response	Learners can adapt or defend decisions based on external questions.

Tips for the educator

- Keep the format small and realistic. The value is in applied learning, not event scale.
- Give teams a clear time limit and a simple pitch template. Without structure, learners may stay in discussion and not move to action.
- Brief external experts in advance and ask them to give constructive, practical feedback rather than only scoring.
- Encourage learners to show their assumptions openly. A prototype can be a sketch, workflow, storyboard, product card, service blueprint, textile sample or mock-up.
- Use the final reflection to identify which Module 4 concepts were easy to apply and which need further teaching.

Mini hackathon challenge canvas

Canvas field	Guiding question
Problem statement	What problem are you solving and why does it matter?
Affected stakeholders	Who is affected, who has power and who can help?
Current system	How does the problem appear in the existing fashion manufacturing or consumption system?
Proposed solution	What is your idea and how does it work?
Circular impact	How does the idea keep materials in use, reduce waste or support circular flows?
Digital / innovation element	Which technology, data process, platform, AI/3D tool or service innovation is used?
Feasibility	What could be tested first with limited resources?

Canvas field	Guiding question
Pitch message	What is the one sentence that makes people understand your idea?

Pitching and jury scoring sheet

Criteria	What to look for	Score 1-5
Problem clarity	The team explains the real problem, who it affects and why it matters.	
Ethical and social value	The idea considers people, workers, communities, inclusion or stakeholder responsibility.	
Circular impact	The idea keeps products or materials in use, reduces waste or supports local circular flows.	
Digital or innovation value	The idea uses data, digital tools, AI/3D, DPP logic or another innovation in a meaningful way.	
Feasibility	The idea can be tested with realistic resources, partners and first steps.	
Communication	The team explains the concept simply, convincingly and with evidence.	

6.4.5. Suggested Formative Assessment Approach

The three activities can be assessed formatively. The educator should focus on the learner's ability to apply concepts, make decisions, collaborate, justify trade-offs and communicate clearly. The same broad rubric can be used across all activities, with weighting adapted to the activity format.

Criterion	1 — Beginning	2 — Developing	3 — Proficient
Grasp of Module 4 concepts	Key concepts are absent or confused.	Concepts such as CSR, ESG, circularity, DPP or traceability are present but general.	Concepts are used accurately and purposefully in the activity output.
Application to a real context	The output remains abstract.	A plausible context is identified but not fully developed.	The output is grounded in a specific fashion manufacturing, community or business context.
Sustainability and digital integration	Sustainability or digital dimensions are mentioned only generally.	Sustainability and digital elements are present but treated separately.	Sustainability and digital considerations are embedded in the logic of the solution.
Circular manufacturing quality	The circular method is unclear or superficial.	The output includes some circular practice, but impact is not fully explained.	The output clearly keeps materials/ products in use, reduces waste or supports circular flows.
Ethical and stakeholder reasoning	Stakeholders and social impacts are missing.	Stakeholders are named but responsibilities are not fully analyzed.	The output explains who is affected and how the solution creates social and ethical value.
Communication and reflection	The learner cannot explain the output clearly.	The learner explains the output but needs stronger structure or evidence.	The learner communicates clearly, responds to feedback and reflects on improvement.

Suggested evidence portfolio: photos of physical outputs, exhibit labels, worksheets, pitch slides, visitor or expert feedback, learner reflections and the educator's observation notes. For blended learning, learners can upload the evidence to the DigiFashHub or a shared class folder.

6.4.6. Evidence Checklist for All Activities

- attendance or class participation list
- photos of activities, prototypes, boards or exhibits
- learner worksheets, moodboards, labels, canvases or pitch slides
- expert, visitor or peer feedback
- learner reflection responses
- educator observation notes and assessment rubric
- optional short report or post-activity summary for project documentation

6.5. Module 5: Change Management and Stakeholder Engagement

6.5.1. Activity 1: Diagnosing Change: Applying the Three Models

Covers: Lessons 1, 2, and 3

Duration: 90 minutes

Group size: 8–20 participants

Format: Facilitated group session, in-person or online

Materials

- Scandinavian outerwear brand mini-case below
- European fashion group scenario below
- Leadership Influence Mapping table below
- Whiteboard or shared digital board
- Timer

Timing

- Opening discussion: 15 min

- Case analysis in small groups: 30 min
- Inter-group comparison and debrief: 15 min
- Resistance scenario: 15 min
- Leadership Influence Mapping: 15 min

Instructions for Participants

Opening (15 minutes)

Think of a digital or sustainability initiative you have been part of or observed that did not deliver what was intended. In pairs, discuss:

1. What was the initiative meant to achieve?
2. What actually happened?
3. In one sentence, why did it fall short?

Share with the full group.

Case Analysis (30 minutes)

In groups of 3–4, read the Scandinavian outerwear brand mini-case. Using the three change management models, diagnose what went wrong:

Mini-case: A Scandinavian outerwear brand completed a six-month rollout of a supplier data platform. By week eight, half the sourcing team had reverted to spreadsheets: "We needed to move fast during the pre-collection crunch."

1. Kotter: Which leadership steps were skipped or incomplete? What is the evidence?
2. ADKAR: Which stage of individual adoption is breaking down for the sourcing team? What would you look for to confirm this?
3. Bridges: What might the sourcing team be experiencing internally? How should leadership respond?

Each group presents one model's findings (assign models to avoid repetition). Compare interpretations across groups.

Resistance Scenario (15 minutes)

Read the European fashion group scenario individually. Write for 5 minutes on the three questions, then discuss as a group:

Scenario: A major European fashion group rolled out a centralised supplier data platform. Internal adoption among product development and design teams remained low. Interviews revealed consistent themes: the platform felt slow during peak periods, data fields did not map onto design briefs, and team members said "this is a sustainability thing, it's not really our job."

1. What does Bridges' Transition Model suggest about where the design and product development teams are?
2. What does "this is a sustainability thing, it's not really our job" reveal about how the change was led in the early stages?
3. If you were the sustainability professional responsible, what would you do differently now?

Leadership Influence Mapping (15 minutes)

Complete the Leadership Influence Mapping worksheet individually (10 minutes), then share one strength and one gap with a partner.

Leadership Influence Mapping Worksheet
Think about a specific change initiative you are involved in or planning. For each dimension, describe where your influence is strongest and where it is weakest.

Influence Dimension	Where I Have Influence	Where My Influence Is Weakest	One Action to Strengthen It
Expertise and credibility			
Peer relationships			
Cross-functional access			
Communication and framing			

Influence Dimension	Where I Have Influence	Where My Influence Is Weakest	One Action to Strengthen It
Access to decision-makers			

Debrief Questions

- Which change management model gave you the most useful diagnostic insight? Why?
- What does the "this is a sustainability thing" comment reveal about the leadership gap in the early stages of that initiative?
- Which influence dimension is hardest to develop in your context?
- What is one concrete action you will take in the next four weeks?

6.5.2. Activity 2: Planning and Communication in Practice

Covers: Lessons 4 and 5

Duration: 2 hours

Group size: 8–20 participants

Format: Facilitated group session, in-person or online

Materials

- Flipchart or shared whiteboard, one per group (for the Future State Definition)
- Stakeholder matrix and communication planner tables below
- Italian knitwear brand mini-case below
- Whiteboard or shared digital board
- Timer

Timing

- Future state definition: 40 min

- Stakeholder mapping: 30 min
- Communication planning and peer review: 30 min
- Debrief: 20 min

Instructions for Participants

Future State Definition (40 minutes)

In groups of 3–4, select one of the following initiatives, or use a real initiative from your own context:

- Implementing a Digital Product Passport programme
- Introducing 3D design tools across product development
- Launching a supplier traceability platform
- Shifting to a circular business model including take-back and resale

Work through the following on your flipchart or whiteboard:

1. Describe the future state in one paragraph: how will work, decisions, and collaboration operate differently?
2. Apply the four-question test: How will we work differently? What new behaviours become normal? What decisions change and why? What routines are embedded?
3. Define what this future state is NOT. What common misunderstandings need addressing?

Each group shares their future state (2 minutes). The rest of the group gives feedback: one thing that is clear, one thing that is still vague.

Stakeholder Mapping (30 minutes)

Using the Italian knitwear brand mini-case, work in the same groups:

Mini-case: A premium Italian knitwear brand is implementing a new PLM system with integrated sustainability data fields. Planning has focused primarily on system configuration and training design. Three months before go-live, the sustainability manager raises a concern: suppliers have not been informed about new data requirements, the design team has not been consulted on workflow integration, and the sourcing team has only heard about the project informally.

1. Which stakeholder groups were clearly not receiving the engagement their impact level warranted? Name at least two and explain what engagement approach each should have had.
2. What adoption risks does this planning gap create? Name at least two.
3. What immediate steps would you recommend to recover stakeholder alignment before go-live?

Then map the stakeholders for your own initiative using the grid below. Focus on the "low influence, high impact" group: what specifically would help them?

Quadrant	Stakeholders in this Group	Engagement Approach
Manage closely (high influence, high impact)		
Keep informed (high influence, lower impact)		
Support actively (lower influence, high impact)		
Monitor (lower influence, lower impact)		

Communication Planning and Peer Review (30 minutes)

Using the table below, develop a communication approach for your own initiative. Cover at least three audiences, including at least one supplier tier (15 minutes individual work).

Audience	Primary Concern	Key Message	Channel and Timing

Swap plans with a partner. Review their plan against two questions:

1. Is the purpose stated concretely enough for each audience to understand what the change means for their specific work?
2. Is the approach genuinely differentiated, or is it the same message with different names? (15 minutes peer review)

Debrief Questions

- What is the difference between a future state that guides planning and one that sounds good but tells teams nothing about what to do differently?
- Which stakeholder group in your context is most at risk of being in the "low influence, high impact" category without adequate support?
- What is the most important communication difference between an internal team and a supplier in a sustainability transformation?

6.5.3. Activity 3: Implementation, Pilots, and Reinforcement

Covers: Lessons 6 and 7

Duration: 2 hours

Group size: 8–20 participants

Format: Facilitated group session, in-person or online

Materials

- French luxury group pilot case below

- Adoption Readiness Checklist, Change Measurement Dashboard, and Personal Leadership Reflection questions below
- Timer

Timing

- Pilot design: 40 min
- Adoption readiness and measurement: 30 min
- Leadership reflection: 30 min
- Debrief: 20 min

Instructions for Participants

Pilot Design (40 minutes)

In groups of 3 to 4 people, read the French luxury group case and diagnose what went wrong (20 minutes):

Case: A French luxury group piloted a new traceability platform with one of its leather goods lines over three months. The pilot team was selected because they were the most digitally capable and enthusiastic, and reported strong results. Leadership scaled to all product lines immediately with the same support model. Eight weeks into scaling, adoption was significantly lower. Teams reported the platform was too slow during peak periods, champions were unavailable, and supplier onboarding support was no longer available at the same level.

1. What fundamental pilot design error did leadership make when selecting the pilot team?
2. Which support conditions that worked during the pilot were not realistic at scale?
3. What should leadership do now to recover adoption?

Then design a pilot for your own initiative (20 minutes), individually:

1. What is this pilot designed to learn, not just deliver?
2. Who should be in the pilot team, and why? Make the case for including at least one sceptic.
3. Which support conditions cannot be sustained at scale, and how will you address this?
4. How will you protect psychological safety so feedback is honest?

5. How will you use what you learn before scaling?

Adoption Readiness and Measurement (30 minutes)

Complete the Adoption Readiness Checklist for your own initiative (15 minutes). In pairs, share the lowest-rated dimension and discuss what it would take to move it to a 4 or 5 before go-live.

Adoption Readiness Checklist
Rate each dimension 1–5 (1 = not yet in place, 5 = strongly in place).

Dimension	**Rating (1–5)**	**Notes**
People understand why the change is happening and what it means for their work		
Workflows and responsibilities have been redesigned to support the new way of working		
Training is designed for real use, not just awareness		
Support systems are credible and accessible		
Time has been protected for learning		
Adoption is being reinforced in everyday leadership interactions		
Supplier onboarding guidance and timelines are in place		

Dimension	Rating (1–5)	Notes
Success criteria are defined across adoption, performance, and impact		

Then complete the Change Measurement Dashboard for your initiative (15 minutes):

Change Measurement Dashboard

Category	Indicator	How It Will Be Measured	Review Frequency	Action If Low
Adoption				
Performance				
Sustainability				

Leadership Reflection (30 minutes)

Select a change initiative you have led or been involved in, ideally one that faced difficulties. Write individually for 15 minutes using these questions:

1. Where did I influence adoption effectively, and what made that possible?
2. What conversations did I avoid, and what was the cost of avoiding them?
3. How did I respond when resistance appeared: with curiosity or defensiveness?
4. Where did I protect learning time and normalise difficulty, and where did I apply pressure instead?
5. How did I communicate during uncertainty: with honesty or false confidence?

6. What would I do differently at each stage, knowing what I know now?

In groups of three, each person shares their reflection for 5 minutes. The other two listen and offer one observation each: something they noticed, not advice.

Debrief Questions

- What fundamental pilot design error is most common in your experience, and what would you do differently?
- Which adoption readiness dimension is most often missing before go-live in initiatives you know?
- Which measurement category (adoption, performance, or sustainability) is hardest to define in your context, and why?
- What is one thing you will do differently in your next change initiative?

6.5.4. Assessment 1: Change Leadership Portfolio

Type: Individual written submission

Word count: 2,000–2,500 words

Format: Four structured sections

Instructions

Choose one of the following:

Option A: Select a digital sustainability change initiative you are currently involved in, have recently led, or plan to lead within the next six months.

Option B: If you do not have a suitable real initiative, construct a realistic one based on your industry experience. Describe the organisation, the initiative, and the context in enough detail that your analysis is grounded.

Section 1: Context and Change Diagnosis (500–600 words)

Describe the initiative and its context. Then address:

- What organisational changes does this initiative require: processes, roles, governance, data, responsibilities?
- What people-related changes does it require: behaviours, skills, confidence, identity?

- Using at least two of the three models (Kotter, ADKAR, Bridges), diagnose the most significant adoption risks. Cite specific evidence from your context.

Section 2: Planning and Stakeholder Engagement (500–600 words)

- Define the future state in concrete terms. Apply the four-question test: how will work operate differently? What new behaviours become normal? What decisions change? What routines are embedded?
- Using the stakeholder mapping framework, identify the three most critical stakeholder groups. For each, explain their level of influence and impact, their likely concerns, and your engagement approach.
- Describe how you will communicate the purpose of this change to two different audiences: one internal and one external or supplier. What will you emphasise for each? What will you acknowledge honestly?

Section 3: Implementation and Adoption (500–600 words)

- Describe the adoption conditions you will create before go-live. Address at least three of the five conditions from Lesson 6: protecting learning time, normalising the learning curve, credible support systems, everyday reinforcement, and connecting effort to outcomes.
- Design a pilot for this initiative. Address what the pilot is designed to learn, how you will select the pilot team, and how you will ensure conditions are realistic enough to transfer to scale.
- Describe one resistance scenario you anticipate and how you will respond to it.

Section 4: Reinforcement, Measurement, and Personal Reflection (500–600 words)

- Define your measurement approach: two adoption indicators, two performance indicators, and one sustainability indicator. Explain how each will be tracked and what you will do when metrics are low.
- Describe two embedding actions you will take to move this initiative from adoption to culture.
- Reflect personally: what is your biggest leadership gap in relation to this initiative? What will you do to address it?

Assessment Criteria

Criterion	Weighting	Description
Application of frameworks	30%	Accurate and purposeful use of Kotter, ADKAR, Bridges, stakeholder mapping, and other module frameworks; not just naming the model, but using it diagnostically
Quality of analysis	30%	Depth and specificity of analysis; vague generalisations score lower than grounded, concrete observations
Practical judgement	25%	Evidence of real-world thinking: awareness of constraints, trade-offs, and what is realistic in the specific context
Critical reflection	15%	Honest and insightful self-assessment of leadership strengths and gaps

6.5.5. Assessment 2: Peer Review of Communication Plans

Type: Structured peer review

Duration: 60 minutes

Group size: Pairs or groups of three

Instructions

Before the session, prepare a one-page communication plan using this structure:

1. Initiative name and context (two to three sentences)
2. Three stakeholder audiences (name each group)

3. For each audience: their primary concern, the key message, and the channel and timing

In the session, exchange plans with a partner. Complete a written review using the rubric below, then discuss: what did you notice that the author had not considered? What is the most important change to make?

Peer Review Rubric

Criterion	1 — Needs Work	2 — Developing	3 — Strong
Purpose clarity	Purpose is absent or identical across audiences	Purpose is stated at a high level but not translated into operational meaning	Purpose is stated concretely for each audience, specific to their work, not a general goal
Genuine tailoring	The same message is sent to all audiences with different names	Some tailoring is present but superficial; tone changes but substance does not	Each audience receives meaningfully different emphasis; concerns and framing are specific to that group
Honest acknowledgement	Challenges are not addressed	Challenges are mentioned but softened or vague	Trade-offs, challenges, and uncertainties are acknowledged honestly
Supplier engagement	Suppliers are absent or receive only a compliance requirement	Suppliers are acknowledged but treated similarly to internal audiences	Suppliers are treated as a distinct audience with differentiated support, realistic timelines, and honest acknowledgement of asymmetry
Actionability	Plan is too vague to act on	Plan is directionally correct but lacks specificity	Each element includes enough specificity to be implemented

7. Assessment Criteria

This programme uses complementary assessment formats, each designed to evaluate a different dimension of learning. Taken together, they test whether learners have understood and retained the core concepts, frameworks, and regulatory requirements introduced in each module. They also connect module content to learners' professional context and decision-making, revealing the depth of conceptual understanding and the ability to apply ideas beyond a textbook scenario. In addition, they encourage learners to apply competences in practice—solving realistic problems, collaborating with others, and communicating their reasoning under time pressure.

These assessments are formative: they help trainers identify where learners are, guide feedback conversations, and support progression. Because the programme serves a mixed cohort—fashion and textile students, practising professionals, and career changers—trainers should expect learners to demonstrate competence in different ways. A learner with professional experience may show strong contextual application but use less precise terminology; a student may demonstrate strong conceptual fluency but less practical grounding. Both are valid expressions of proficiency, and the rubrics below are designed to accommodate this range.

7.1. Rubric 1: Self-Assessment Quizzes

Each online module has self-assessment quizzes at the end with multiple choice questions with clear correct answers. The rubric below applies across all five modules. Scores are calculated as the percentage of correct answers within a given set of questions.

Performance band	Score	What it indicates
Beginning	***Below 60%***	The learner has engaged with the module but has not yet consolidated core concepts. Key definitions, regulatory frameworks, or tool functions are confused or missing. Revisiting the content is recommended before progressing.
Developing	***60–79%***	The learner has a working understanding of the main concepts and can identify correct answers in familiar

Performance band	Score	What it indicates
		contexts. Some gaps remain, particularly in more precise or applied questions. Targeted follow-up on missed areas is recommended.
Proficient	***80–100%***	The learner demonstrates solid command of the module's core knowledge. Correct answers are consistent across concept types, including regulatory detail, tool functions, and applied scenario questions. The learner is ready to progress.

7.2. Rubric 2: Face-to-Face Activities

This rubric applies to structured face-to-face activities across all five modules. It is designed to be general enough to use with any activity, and specific enough to give trainers and learners a clear shared understanding of what strong performance looks like.

Criterion	1 — Beginning	2 — Developing	3 — Proficient
Grasp of core concepts	Key concepts from the module are absent, confused, or misapplied. The output does not demonstrate engagement with the lesson content.	Core concepts are present and broadly correct, but used in a general or surface-level way. The learner can name the concept but does not show how it functions in the context of the task.	Core concepts are used accurately, confidently, and purposefully. The output demonstrates that the learner has internalised the concept, not just recalled it.
Application to a real or realistic context	The output remains abstract or hypothetical. No attempt is made to ground the response in a realistic scenario,	A real or plausible context is identified, but the connection between the concept and the context is not fully developed.	The output is grounded in a specific and realistic context. The learner uses the context to test, develop, or apply their understanding, skills, and knowledge in

Criterion	1 — Beginning	2 — Developing	3 — Proficient
	organisation, or decision.		real-world or simulated scenarios.
Sustainability and digital integration	Sustainability or digital dimensions are absent from the output, or mentioned only as a generic aspiration with no operational content.	Sustainability or digital elements are present but treated as separate from the core of the output, rather than integrated into the logic of the solution or argument.	Sustainability and digital considerations are embedded throughout the output. The learner treats them as structural components of the solution, not as additions or qualifications.

8. Module Resources

All modules are available on the DigiFashHub either together in one learning pathway or as standalone units. Each one has been translated into four languages. The landing page is the module promotion page with learning objectives and an enrolment button. The module preview is a full preview of the module from the learner perspective inside the module player. The preview contains the full text content, and every lesson, exercise, and quiz is available to preview.

8.1. Landing Page Links

These links go to each module promotion page and should be used for learner enrolment or when sharing information about the modules.

8.1.1. English

Foundations of Sustainable Fashion

Digital Technologies in Fashion

Green Business and Management

Ethical and Circular Digital Manufacturing in Fashion

Change Management and Stakeholder Engagement

8.1.2. Nederlands (Dutch)

Grondslagen van duurzame mode

Digitale technologieën in de mode

Groen bedrijfsbeleid en management

Ethische en Circulaire Digitale Productie in de Mode

Change Management en Stakeholderbetrokkenheid

8.1.3. Svenska (Swedish)

Grunderna i hållbart mode

Digital teknik inom mode

Grönt företagande och ledning

Etisk och cirkulär digital tillverkning inom mode

Förändringsledning och intressentengagemang

8.1.4. Ελληνικά (Greek)

Θεμέλια της Βιώσιμης Μόδας

Ψηφιακές Τεχνολογίες στη Μόδα

Πράσινη Επιχειρηματικότητα και Διοίκηση

Ηθική και Κυκλική Ψηφιακή Παραγωγή στη Μόδα

Διαχείριση Αλλαγών και Εμπλοκή Ενδιαφερομένων

8.1.5. Македонски (Macedonian)

Основи на одржливата мода

Дигитални технологии во модата

Зелен бизнис и менаџмент

Етичко и кружно дигитално производство во модата

Управување со промени и вклучување на засегнатите страни

8.2. Module Preview Links

These preview links allow public previews of each module. Individual links can also be sent to users not registered on the DigiFashHub.

8.2.1. English

Foundations of Sustainable Fashion

Digital Technologies in Fashion

Green Business and Management

Ethical and Circular Digital Manufacturing in Fashion

Change Management and Stakeholder Engagement

8.2.2. Nederlands (Dutch)

Grondslagen van duurzame mode

Digitale technologieën in de mode

Groen bedrijfsbeleid en management

Ethische en Circulaire Digitale Productie in de Mode

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8.2.3. Svenska (Swedish)

Grunderna i hållbart mode

Digital teknik inom mode

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Förändringsledning och intressentengagemang

8.2.4. Ελληνικά (Greek)

Θεμέλια της Βιώσιμης Μόδας

Ψηφιακές Τεχνολογίες στη Μόδα

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Ηθική και Κυκλική Ψηφιακή Παραγωγή στη Μόδα

Διαχείριση Αλλαγών και Εμπλοκή Ενδιαφερομένων

8.2.5. Македонски (Macedonian)

Основи на одржливата мода

Дигитални технологии во модата

Зелен бизнис и менаџмент

Етичко и кружно дигитално производство во модата

Управување со промени и вклучување на засегнатите страни

9. Sources and Further Reading

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Additionally, each module contains a list of sources and further reading:

- Foundations of Sustainable Fashion
- Digital Technologies in Fashion
- Green Business and Management
- Ethical and Circular Digital Manufacturing in Fashion
- Change Management and Stakeholder Engagement



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