



FASHION INDUSTRY

WORKSHOPS

AND HOW TO  
TEACH ABOUT IT?

# Join our efforts to build a more inclusive and carbon neutral society

We make projects that make the world a better place. Our belief is that education is the most powerful weapon we can use to change the world, create better societies and learn about new opportunities.

## Our Mission

Our mission is to build a just and inclusive society with zero carbon emissions while bringing our small contribution to reaching EU's goal of carbon neutrality by 2050. By implementing sustainability as a key requirement from the design phase of every project, we can never trade or forget it during the project lifecycle.

For this reason, we are building sustainability into the vision at the very start of the project and our team is using KPIs that will not allow us to fall into the greenwashing trap. We are passionate about sustainability and our inner driver is the social and environmental impact at the individual and organisational level. Hence, we are empowering people and organisations to build a more inclusive society and a greener economy.

## What do we do

We are a non-profit organization **based in Denmark** by a team of young and dedicated world-changers empowering people and organizations to build a more **inclusive society** and a greener economy. We are designing and implementing educational programs about climate change and sustainable development. Our projects bring together individuals and organizations from all across the world, create transnational partnerships and collaborations that always yield in a positive social and environmental impact.

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33.8

CO2 tones avoided



26

Completed projects



50

Countries



760

Participants

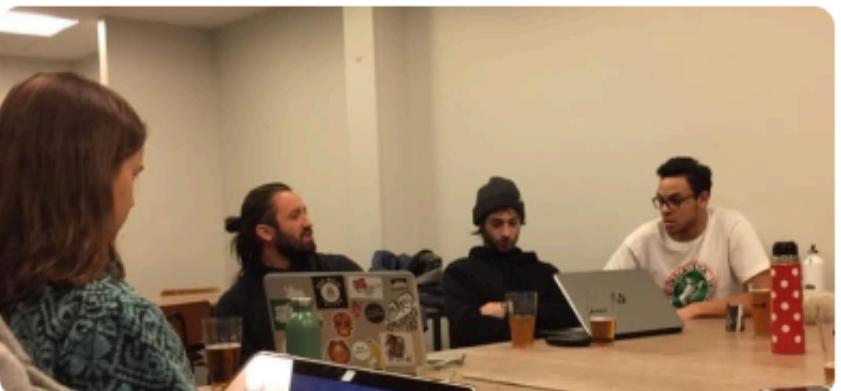


People of  
2050

GREEN SOLUTIONS

# How did it all start

A group of international students are getting together to discuss how can we bring our contribution to the global fight against uncontrolled climate change. We were all enrolled in MSc. In Climate Change at Copenhagen University and we came together because we all wanted more action and less talking.



October 2018

# How can we work together?

Our members have been making the world a better place by volunteering and working on different projects for many years. However, it was only during the UN Katowice Climate Conference when we decided to join forces and increase the impact of our efforts by officially registering the People of 2050.

## 1. Workshops implementation



## 2. Trainers and training facilitation



## 3. Study and expert visits



## 4. Youth exchanges



## 5. Project proposal writing & evaluation



## 6. Project management, dissemination & reporting



October 2018

UN releases the 1.5 Report and Greta Thunberg starts the Friday for Future Movement



See more

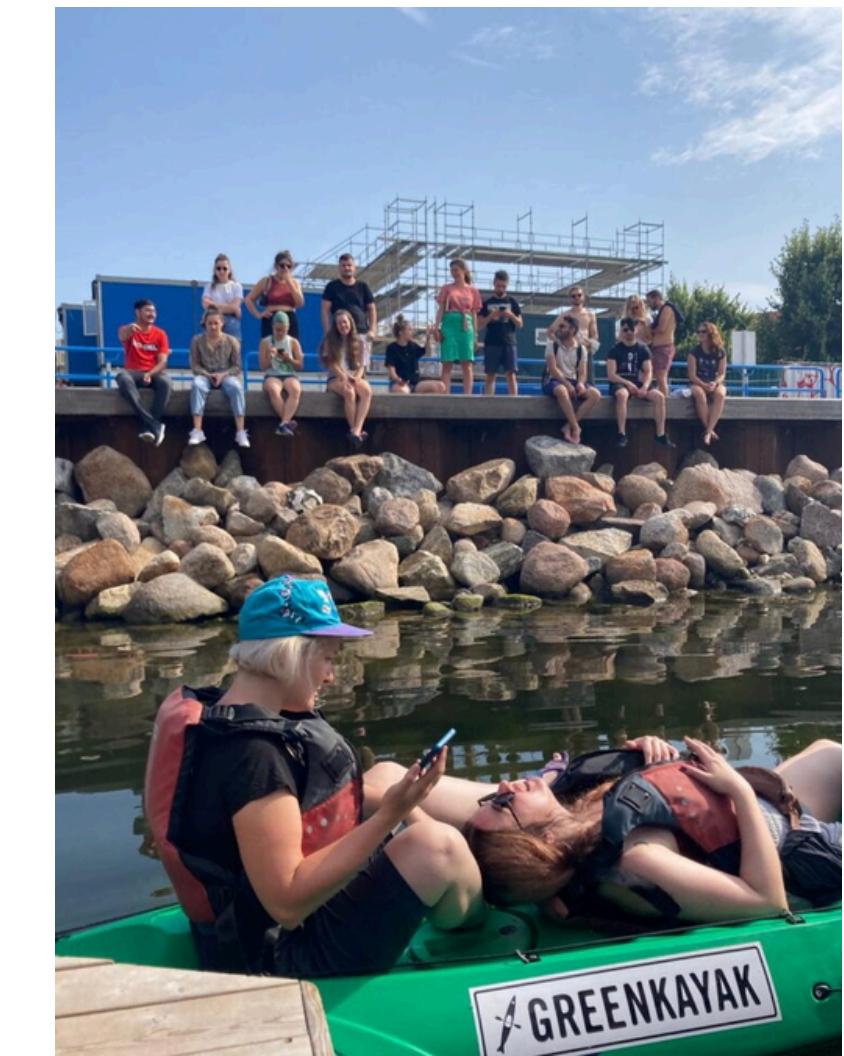
# Climate & Cocktails

**Italy 2018**

Our members have implemented our first Climate & Cocktails event in Bologna. With a crowd of 21 participants interested in learning more about the climate impacts, our colleague Giulio offered a great introduction to climate models, climate myths and climate adaptation strategies.

The event ended with the participants enjoying a cocktails while discussing new ideas, projects and future partnerships.







# Erasmus+

## Capacity Building in Higher Education

# What is the EU?



The European Union is a group of 27 countries in Europe.

These countries came together to make things better, easier and safer for people.

They agreed to work together and help each other.

## The European Union



# EU FUNDING PROGRAMMES

[https://commission.europa.eu/funding-tenders/find-fundin  
g/eu-funding-programmes\\_en](https://commission.europa.eu/funding-tenders/find-funding/eu-funding-programmes_en)

# What is Erasmus?



Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport



## When did it all start?



# When did it all start?

The "Erasmus" programme was originally established by the European Union in 1987. It looked to promote closer cooperation between universities and higher education institutions across Europe. This meant setting up an organised and integrated system of cross-border student interchange.

Over time, the [programme has expanded](#) in its breadth and depth and is now known as "Erasmus+". Its extended form is a broad umbrella framework which combines former EU's different schemes for transnational cooperation and mobility in education, training, youth and sport in Europe. Increasingly, it is also [looking beyond Europe](#).

So far between 2014-2021, over 13 million people have taken part in Erasmus+, thanks to enthusiastic take-up of opportunities by staff, students, young people and learners of all ages.

## Opportunities?



# Opportunities?

Erasmus+ offers mobility and cooperation opportunities in

- higher education
- vocational education and training
- school education (including early childhood education and care)
- adult education
- youth
- sport



## Budget ?



# Budget ?

It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

€26.2 billion

The Erasmus+ programme budget for 2021-2027 is €26.2 billion, compared with €14.7 billion for 2014-2020. This will be complemented by about €2.2 billion from the EU's external instruments. With this increased budget, Erasmus+ will be more inclusive, more digital, and greener. 25 Mar 2021



## How to take part?



# How to take part?

If you are looking to take part by yourself, it's likely that **you will need to apply through an organisation** such as your university, training centre, company and so on.

If you are an organisation looking to apply for a project grant or call for proposals, read the registration steps you need to take first.



## Project structures?



## **Key Action 1: Learning mobility of individuals**

Learning mobility opportunities aim to encourage the mobility of **students, staff, trainees, apprentices, youth workers and young people**.

## **Key Action 2: Cooperation among organisations and institutions**

The cooperation among organisations and institutions is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

## **Key Action 3: Support for policy reform**

Opportunities under this Key Action contribute to supporting the overall EU policy agenda, the Education and Training 2020 cooperation framework, and the Youth Strategy.

**Who manages  
the projects?**



# How are the projects managed?

## The European Commission

The European Commission handles the overall management of the programme, including

- managing the budget
- setting the priorities
- identifying the programme's targets and criteria
- monitoring and guiding the implementation
- follow-up and evaluation of the programme



# How are the projects managed?

## The National Agencies

In the EU countries, the Commission entrusts much of the management of Erasmus+ to [National Agencies](#).

Outside the EU, and specifically in the field of higher education, this role is filled by the [National Erasmus+ Offices](#).

The Commission provides funding to the National Agencies, who use these funds to manage the programme's "decentralised" activities. This allows the Agencies to adapt the programme to suit their national education, training, and youth systems.

The National Agencies are responsible for

- providing information on the programme
- reviewing applications submitted in their country
- monitoring and evaluating the implementation of the programme in their country
- supporting people and organisations taking part in Erasmus+



# Can I make my own project?

Why? (Motivation, aims, objectives)

What? (activities, results, impact)

How? (target group, budget, timeline, location)

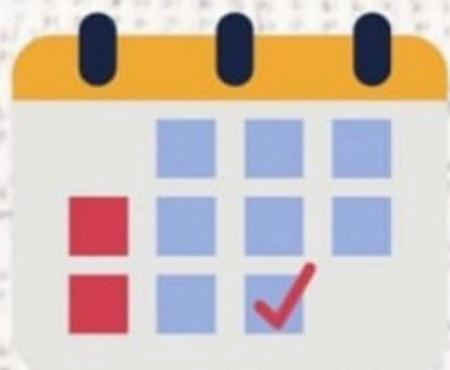
With who? (partners)





**<https://play.kahoot.it/v2/lobby?quizId=8641d58a-9abd-4971-90be-d8422dc8296f>**

# SLOW FASHION



Adheres to the traditional production schedule, releasing 2-3 collections per year



# FAST FASHION



Aims for aggressive market penetration with 50+ collections per year; "Ultra-fast fashion", such as i.e. Boohoo, produces continuously relying on real-time market feedback to gauge fading demand

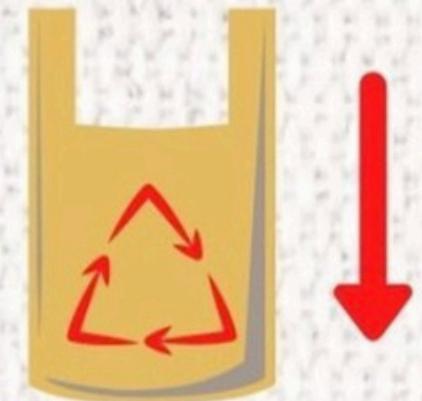
# SLOW FASHION



Uses high-quality materials with a high percentage of organic fibers



# FAST FASHION



Uses poor-quality materials and synthetics that are non-recyclable and non-compostable



#jointhegreentrend #gootdcampaign  
#ucsfmalaysia #fdmsucsf #fdms



#jointhegreentrend #gootdcampaign  
#ucsfmalaysia #fdmsucsf #fdms

# SLOW FASHION

VS

# FAST FASHION



Encourages consumers to engage in mindful, selective buying and prolonged product care



Encourages overconsumption and overspending; propagates the notion of disposable fashion



#jointhegreentrend #gootdcampaign  
#ucsfmalaysia #fdmsucsf #fdms

# SLOW FASHION

VS

# FAST FASHION



Garments are designed and made to last for multiple seasons/years



Designed to make a favorable first impression but designed and manufactured for short lifespan



#jointhegreentrend #gootdcampaign  
#ucsfmalaysia #fdmsucsf #fdms

# FASHION FOOTPRINTS

Fashion environmental impact



waste generation



water pollution

high water usage

# FASHION FOOTPRINTS

Fashion environmental impact

microplastic pollution

carbon emissions

use of chemicals



# SOCIAL IMPACT

Health and Safety Risks

<https://www.youtube.com/watch?v=LWvOlZ4hPUO>

Long Working Hours

Fair Wages

# CLOTHING-INDUSTRY DIORAMA MAP - FOR SOCIAL IMPACT

3 people / group

Group A:

Sweden  
United Kingdom  
Spain  
Ireland  
Italy

Group B:

Bangladesh  
China  
India  
Vietnam  
Cambodia

To be researched:

Labor Practices:

Minimum wage, working conditions, labor rights.

Social Issues: Child labor, gender inequality

Recent Events: Notable

incidents or scandals related to the fashion industry (e.g., factory collapses, protests).

Companies:

Headquarters/producing their clothing in the given countries

# MINDMAP

- Group A and B work together
- Create a rank from the lowest minimum wage to the highest
- Compare and analyse the information found on a mindmap, considering the following prompts given

# MINDMAP - PROMPTS

- Compare the minimum wage in the European countries with that in the Asian countries. What conclusions can you draw about economic disparities?
- What actions can consumers take to support ethical practices in the fashion industry based on your findings?
- Propose a set of guidelines for companies to improve labor practices and social conditions in their supply chains.
- What differences did you notice in labor rights between the European and Asian countries? How do these differences affect workers?
- How can international cooperation improve labor practices in the global fashion industry?



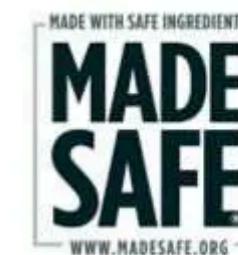
The mark of  
responsible forestry



The mark of  
responsible forestry



## SUSTAINABLE FASHION CERTIFICATIONS



Look for well-known certifications like Fair Trade, Organic, FSC, EU Ecolabel. Avoid vague terms like "natural" or "eco-friendly" without a certification mark.

### Challenges:

- Greenwashing: Misleading claims about a product's environmental benefits.
- Lack of global standards for eco certifications.

### How to Make Eco-Conscious Choices

- Advice:
  - Check for well-known certifications.
  - Research unfamiliar labels or brands to ensure credibility.

## REDUCE

- resource use
- overproduction
- long-lasting products

## REUSE

- second-hand markets
- product longevity and repair
- upcycling and repurposing

# PRINCIPLES OF SUSTAINABLE FASHION

## RECYCLE

- textile waste
- consumer take-back programs



## CIRCULAR ECONOMY

- design for circularity
- extended product life cycles

# HOW TO BE A MINDFUL CONSUMER?

conscious behaviour



Pause Before Purchasing

Rent Instead of Buy

Clothing Swaps

Donate Unwanted Clothes

Buy Less, Choose Quality

Check the Labels

Wash Only When Needed

Try Thrift Stores First

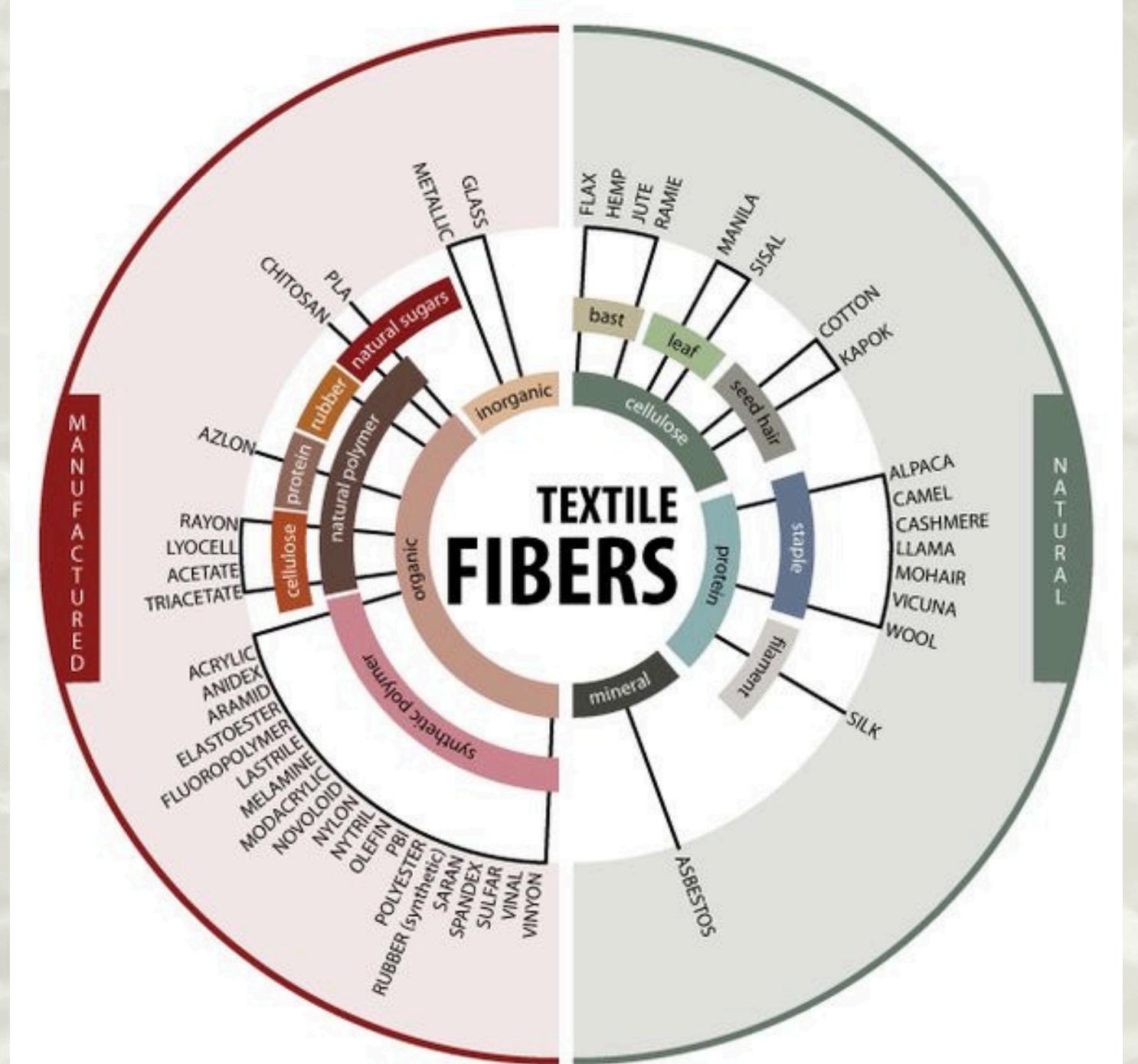
Share with Friends or Family

Repair Instead of Replace

Skip the Dryer

Repurpose Old Items

# TYPES OF FABRIC



\* Generic classification based on chemical composition as defined by the Textile Fiber Products Identification Act. (Manufactured Category)

is there  
such thing  
as  
sustainable  
fabric?

Source of Raw Materials

Production Process

Water Usage

Energy Consumption

Waste Generation

Biodegradability

Chemical Use

Certification

Social Responsibility

Recyclability

## ACTIVITY



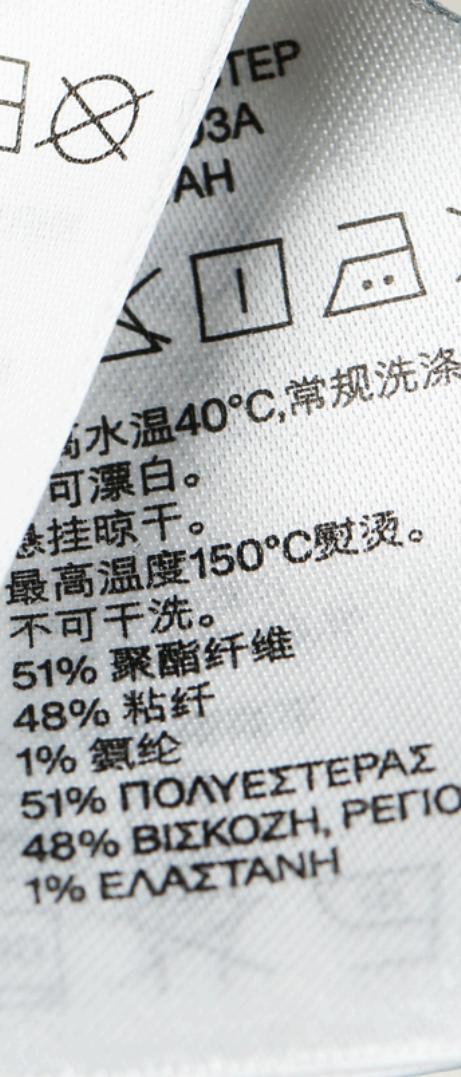
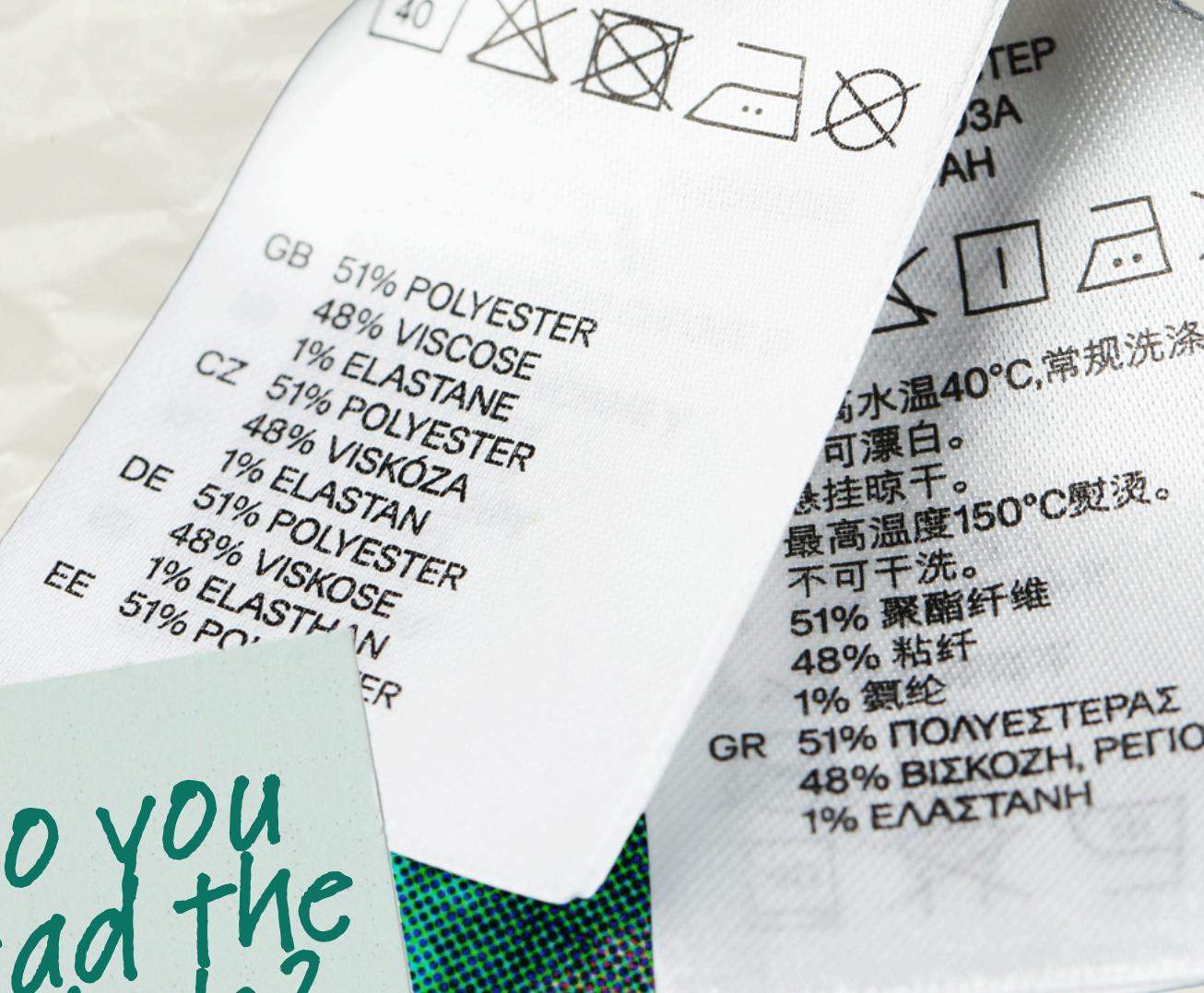
# LABEL LITERACY

## LABEL LITERACY

As a group, choose one label from the clothing of one member. Take a photograph of it or carefully cut it out. Then, research the materials used and the origins of your clothing item. Using your research, create a mind map that visually organizes your findings. Include key concepts, connections, and any additional insights you discover.



do you  
read the  
labels?





# LABEL LITERACY

1. What materials are used in your garment?
2. Are the materials natural, synthetic, or a blend?
3. Are any of the materials considered sustainable or eco-friendly?
4. What are the environmental impacts of these materials?
5. Where was the garment made?
6. What labor and environmental practices are common in this country?
7. Have there been any notable scandals involving labor practices in the clothing industry of this country?
8. What actions have been taken by the government or organizations in this country to address issues in the clothing industry?



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# TEACHING ABOUT FASHION INDUSTRY



## Age-Appropriate Language and Examples

Use simple language and relatable examples to make concepts understandable for children

## Experiential Learning

Engage students in hands-on activities and real-world experiences to enhance learning and retention.

## Use of Real-World Connections

Provide practical examples from the fashion industry to connect concepts to students' lives.

## Integrating Lessons Across Subjects

Combine fashion education with subjects like social sciences, math, and science to highlight its interdisciplinary connections and relevance.

## Instill Critical Thinking and Social/Ethical Awareness:

Encourage students to analyze and question the impacts of their clothing choices and the fashion industry.

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# LESSON PLANS<sup>i</sup> DATABASE





# Thank you for coming to the workshops!

BUY  
LESS  
BUY  
BETTER

