



GreenLift

Green Transition of the TCLF Industry

Social-responsive Upskilling and Reskilling
Opportunities towards the Green Transition of the
TCLF Industry

GreenLift Curriculum

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Abstract: The GreenLift project responds to the pressing imperative for systemic transformation within the textile, clothing, leather, and footwear (TCLF) industries through the development of innovative, future-oriented educational materials. In alignment with European Union sustainability objectives, the project establishes comprehensive training programs aimed at addressing existing skills deficits. This is achieved through collaborative engagement with cross-sectoral stakeholders and the strategic integration of sustainable industrial practices.

Central to this project is the implementation of the Universal Design for Learning (UDL) methods, which function as the principal pedagogical approach to the modules within the GreenLift Curriculum. UDL facilitates the creation of inclusive and flexible learning environments capable of accommodating a wide spectrum of cognitive and physical needs. By ensuring the provision of universally accessible learning materials, this curriculum actively mitigates barriers to participation and promotes equitable learning opportunities for a heterogeneous learner population within the target groups, while corresponding to the needs of the stakeholders in their transition towards sustainable green TCLF sector.

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Table of Contents

INTRODUCTION	1
GREENLIFT CURRICULUM AS A RESPONSE TO THE NEEDS OF TCLF SECTOR.....	4
INTRODUCTION TO UNIVERSAL DESIGN FOR LEARNING (UDL) PEDAGOGY.....	6
CURRICULUM STRUCTURE	8
TERMS AND ACRONYMS	10
RECOMMENDED USE.....	11
TECHNICAL GREEN MODULES	13
1- SUSTAINABLE FIBER PRODUCTION	13
CONTENT AND OBJECTIVES	13
LEARNING OUTCOMES.....	14
METHODS OF TEACHING AND ASSESSMENT	14
2- GREEN CHEMISTRY AND DYEING TECHNIQUES.....	15
CONTENT AND OBJECTIVES	15
LEARNING OUTCOMES.....	16
METHODS OF TEACHING AND ASSESSMENT	16
3- CIRCULAR DESIGN PRINCIPLES.....	17
CONTENT AND OBJECTIVES	17
LEARNING OUTCOMES	18
METHODS OF TEACHING AND ASSESSMENT	19
4- DIGITAL 3D DESIGN FOCUSING ON ANTHROPOMETRY AND SIZES	20
CONTENT AND OBJECTIVES	20
LEARNING OUTCOMES.....	21
METHODS OF TEACHING AND ASSESSMENT	21
5- REGULATORY COMPLIANCE AND STANDARDS.....	22
CONTENT AND OBJECTIVES	22
LEARNING OUTCOMES.....	22
METHODS OF TEACHING AND ASSESSMENT	23
6- RECYCLING: SORTING, MECHANICAL/CHEMICAL & UPCYCLING	24
CONTENT AND OBJECTIVES	24
LEARNING OUTCOMES.....	25
METHODS OF TEACHING AND ASSESSMENT	26
7- SUSTAINABLE SUPPLY CHAIN MANAGEMENT.....	26
CONTENT AND OBJECTIVES	27
LEARNING OUTCOMES.....	27
METHODS OF TEACHING AND ASSESSMENT	28
8- ENERGY EFFICIENCY AND RENEWABLE ENERGY	29

CONTENT AND OBJECTIVES	29
LEARNING OUTCOMES	29
METHODS OF TEACHING AND ASSESSMENT	30
SOFT SKILLS MODULES	31
1- EMOTIONAL INTELLIGENCE AND EMPATHY	31
CONTENT AND OBJECTIVES	31
LEARNING OUTCOMES	32
METHODS OF TEACHING AND ASSESSMENT	33
2- CAREER PLANNING AND DEVELOPMENT	34
CONTENT AND OBJECTIVES	34
LEARNING OUTCOMES	35
METHODS OF TEACHING AND ASSESSMENT	36
3- GOAL SETTING	37
CONTENT AND OBJECTIVES	38
LEARNING OUTCOMES	38
METHODS OF TEACHING AND ASSESSMENT	39
4- RESILIENCE AND ADAPTABILITY	40
CONTENT AND OBJECTIVES	41
LEARNING OUTCOMES	41
METHODS OF TEACHING AND ASSESSMENT	42
5- STRESS MANAGEMENT AND COPING MECHANISMS	44
CONTENT AND OBJECTIVES	44
LEARNING OUTCOMES	44
METHODS OF TEACHING AND ASSESSMENT	45
6- COACHING AND MENTORING	46
CONTENT AND OBJECTIVES	46
LEARNING OUTCOMES	46
METHODS OF TEACHING AND ASSESSMENT	47
REFLECTION	48
REFERENCES	49

Introduction

1. The GreenLift Project

GreenLift (Social-responsive Upskilling and Reskilling Opportunities towards the Green Transition of the TCLF Industry) addresses the challenges of sustainability and social inclusion that the sector faces. It aims to equip its target groups (as these are being presented in the following) with the necessary green and digital skills for supporting sustainable development. Through tailored training programs, holistic support services and hands-on learning labs, the project enhances employability in the sector, promotes continuous professional development and supports innovation and resilience in alignment with EU priorities.

More specifically, the project's objectives can be summarized in the following:

- To address the transition towards a sustainable TCLF sector by implementing a comprehensive framework for circular reskilling/ upskilling.
- To support the reskilling/ upskilling of the existing and future workforce of the sector by identifying their level of skills and providing them with tailored training programs to meet their needs.
- To foster social inclusion and the well-being of the workers via a holistic approach in skills development that utilizes counselling and mentoring to ensure that reskilling/upskilling takes place in a supportive manner towards their psychosocial needs.
- To reinforce and leverage stakeholder collaboration (HEIs, VET providers, Chambers of Commerce, business associations) to enhance its impact on the sector and wider community.
- To promote hands-on experience for sectoral workers through the establishment of training and resource hubs, career guidance and counselling.
- To raise awareness among textile SMEs and relevant stakeholders via promotional activities about the socio-economic aspects of in-transition workers and vulnerable groups.

2. Our Target Groups

The GreenLift project aims to provide qualitative up-skilling and re-skilling training targeted at vulnerable groups and in-transition workers. It is primarily focused on:

- Textile workers (with special focus on women) and in-transition workers
- Not in Employment, Education, or Training (NEETs), and unemployed low-skilled individuals
- Higher Education Institutes (HEIs) and Vocational Education and Training (VET) providers

Additionally, it aims to empower:

- Industry stakeholders such as Chambers of Commerce, Small and Medium-sized Enterprises (SMEs) and employers
- Local communities and wider society

These target groups will be presented by icons through out the curriculum to facilitate highlighting the recommended target groups for each module. However, the modules will be available for all interested individuals or stakeholders even if not indicated.

These modules are designed with learners working in TCLF sector in mind, nevertheless, since it is an inclusive curriculum, it can be used in different context where appropriate, thus the prerequisites for most of the modules are not highlighted in this document.

Table 1 Icon representation of the target groups

Target group	Icon
Textile workers & in-transition	
NEETs & low-skilled	
HEIs & VET providers	
Industry stakeholders	
Communities & society	
Human resource (HR)	

3. Purpose of this document

The purpose of this document is to present the **GreenLift Curriculum** as a base for the e-learning platform for the Green Re- and Up-skilling of the TCLF Workforce, developed under Work Package 3 (WP3) of the GreenLift project. According to European Skilling Agenda [1], re-skilling can be defined as follows: “Re-skilling refers to the process of learning new skills and competences in order to transition to a different job, occupation, or career pathway”.

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Meanwhile, “Up-skilling refers to the process of improving and expanding existing skills, knowledge, and competences to perform better in a current job or to progress within the same career pathway”.

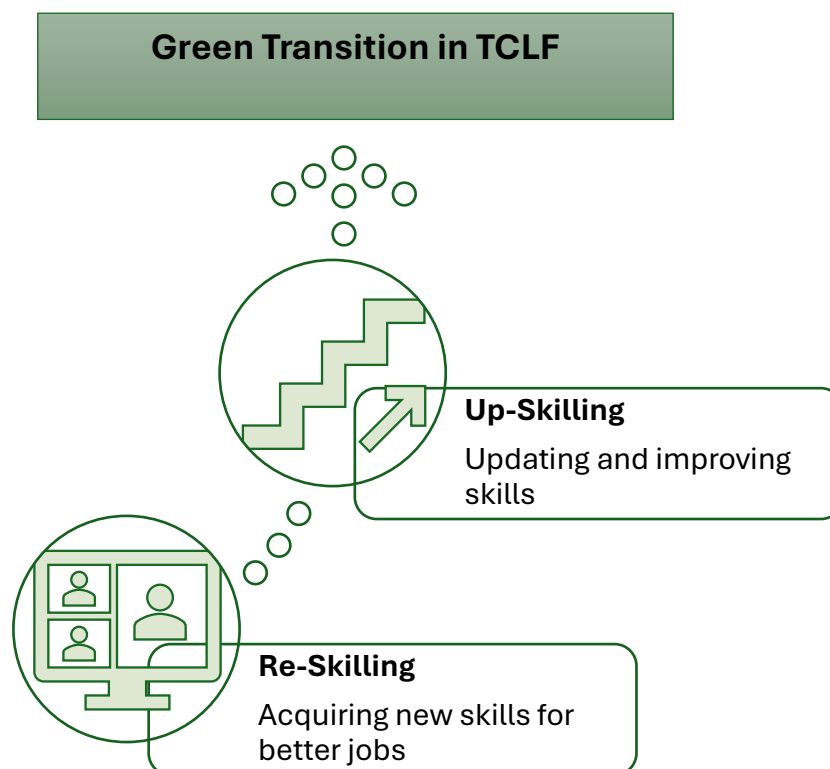


Figure 1 Re-skilling and Up-skilling within TCLF sector

Both re- and up-skilling are parts of lifelong learning and are expected to support green transition in TCLF sector through [2]:

- addressing skills mismatches and shortages
- support sustainable and digital transitions
- enhance competitiveness and social inclusion

Building on the findings of Work Package 2 (WP2), the gaps in skills needed in TCLF sector were identified with close collaboration with stakeholders in the participating countries. Thus, an inclusive and flexible curriculum will be presented to fulfill those needs in effort to support the industry towards a smoother green transition within TCLF sector [3,4]. The pedagogical methods to design this curriculum was chosen to be according to Universal Design for Learning (UDL) guidelines [5,6] for their benefits in lifelong learning processes and adaptability to a wide range of learners from different backgrounds, knowledge levels and language abilities, which is expected to support workers in general and especially vulnerable target groups in their green transition, through their technical skills and meta skills for a sustainable progress.

GreenLift Curriculum as a response to the needs of TCLF sector

The curriculum is designed as a response to fulfil the gap in the key skills needed in the TCLF sector, which have been identified from the assessment tool and framework created within GreenLift project (WP2). The main findings were that training in TCLF sector within the participating countries should be focused on circular economy and sustainability practices including recycling, energy and waste management. Additionally, the training should include digitalization, automation and other value chains aspects that support green transition such as compliance and traceability. This training curriculum should accommodate to the reskilling and upskilling of vulnerable groups in the sector including migrants, NEETs, women, and other workers in transition and from different backgrounds. The workforce reported the need to short and flexible courses with recognition within European Union countries [7–9].

Therefore, this curriculum is designed based on Universal Design for Learning (UDL) guidelines supported by Agile methodology [10] to allow flexible and inclusive learning for TCLF workers with different backgrounds and knowledge levels, covering their technical skills to transition towards green sustainable industry, in addition to soft and meta skills for self- and career development.

This document will be available in other languages to correspond to the needs of local EU residents, including those living within the countries of GreenLift partners.

Table 2 GreenLift modules correspond to the skill gaps identified within TCLF sector

Need / skill gap identified within the project	Module corresponding to fulfil the need
Sustainable materials and methods with focus on recycling	Sustainable fiber production
Sustainability-oriented upskilling within the TCLF sector, particularly in relation to green production methods, sustainable materials, environmental awareness, and innovation-driven textile practices	Green chemistry and dyeing techniques
The low level of knowledge about sustainability and circular economy within the TCLF sector	Circular design principles
Sustainable apparel product development with links to digital tools	Digital 3D design focusing on

	anthropometry and sizes
The low level of knowledge about sustainability and circular economy within the TCLF sector	Regulatory compliance and standards
Sustainable materials and methods with focusing on recycling	Recycling: sorting mechanical/chemical and upcycling
Sustainable materials and methods with focusing on recycling and digital tools	Sustainable supply chain management
Sustainable materials and methods	Energy efficiency and renewable energy
Career uncertainty, fear of replacement by automated systems, resistance to change driven by low self-esteem and lack of support, and the need for mentoring, psychosocial support and inclusive learning environments	Emotional intelligence and empathy
Persistent skills mismatches, unequal access to structured and tailored upskilling opportunities, widespread career uncertainty and the need for career guidance and support mechanisms during the green transition	Career Planning and Development
Connect personal goals with green skills development and career transition in the TCLF sector	Goal Setting
Personal adaptation plan connected to green skills learning, career guidance or workplace change	Resilience and Adaptability
Personal adaptation plan connected to green skills learning, career guidance or workplace change	Stress management and coping mechanisms
Soft skills development, communication competencies, and collaborative working approaches within the green transition of the TCLF sector	Coaching and Mentoring

Introduction to Universal Design for Learning (UDL) Pedagogy

Universal Design for Learning (UDL) is a research-based pedagogical framework that aims to improve and optimize teaching and learning for all students by proactively addressing learner variability. Rooted in inclusive education theory [11], UDL provides a learner-centered with a systematic approach for designing flexible learning environments that reduce barriers and enable equitable access to knowledge, skills, and participation [5,6]. Rather than treating learning difficulties as inherent deficits within learners, UDL conceptualizes barriers as emerging from rigid curricula and instructional practices. Consequently, its central premise is that educational environments should be intentionally designed to accommodate diverse learners from the outset.

At its core, UDL is structured around three overarching principles: multiple means of engagement, multiple means of representation, and multiple means of action and expression. These principles correspond to the “why,” “what,” and “how” of learning, respectively, and reflect distinct neural networks involved in learning processes.

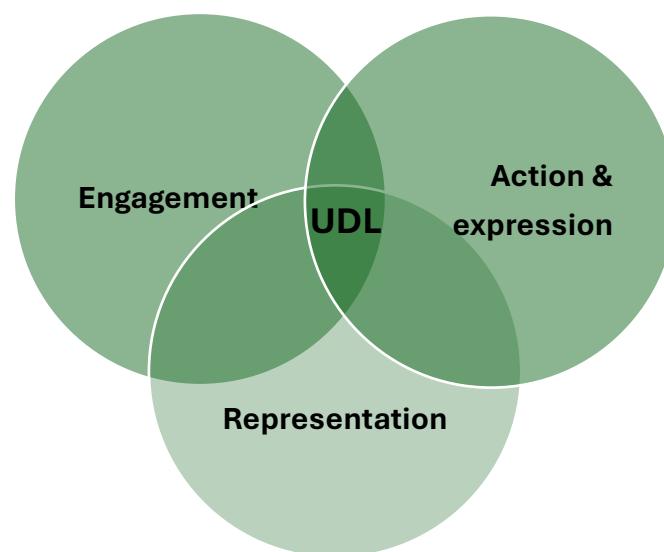


Figure 2 UDL-based learning principles [5]

A key strength of UDL pedagogy lies in its proactive and anticipatory nature. UDL seeks to eliminate barriers during the design phase, thereby minimizing the need for individual adaptations and fostering a more inclusive learning environment for all students. This shift reflects a broader move within education toward equity-

oriented practices that prioritize accessibility and participation as fundamental rights. Thus, UDL is a framework rather than teaching method that can be applied across disciplines and learning contexts. By shifting the focus from remediation to design, UDL promotes inclusive, equitable, and flexible learning environments that support the success of all students.

Universal Design for Learning (UDL) provides a powerful pedagogical framework for addressing one of the most pressing challenges in the TCLF industries: the need to continuously upskill and reskill a rapidly evolving workforce with the increasing integration of methods and materials to minimize the global emissions [1,12–15]. As the sector undergoes transformation driven by automation, digitalization, and sustainability demands, traditional training approaches are increasingly insufficient. UDL, supported by Agile methods, offers a flexible, inclusive, and learner-centred approach that aligns closely with the complexity and diversity of modern textile workforces [16].

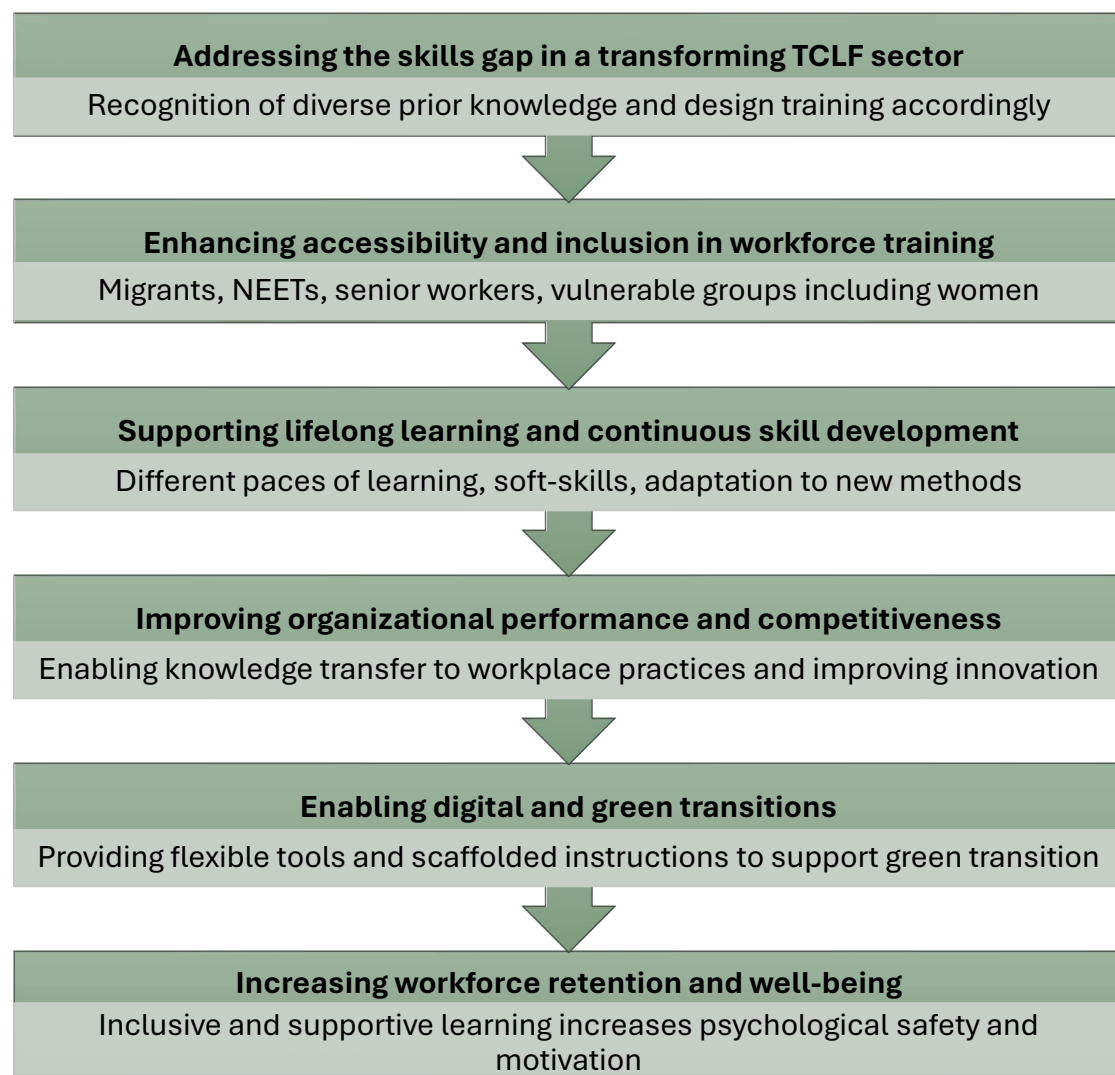


Figure 3 The Importance of UDL for Upskilling and Reskilling in the TCLF sector

Curriculum structure

The curriculum is designed as a modular, needs-driven program supporting the reskilling and upskilling of workers in the Textile, Clothing, Leather and Footwear (TCLF) sector. It directly responds to skills gaps identified through the previously applied assessment tool, ensuring alignment with real labour market needs and green transition requirements. The structure integrates technical green competencies with essential soft skills for career development and well-being.

The curriculum is structured into two complementary strands:

The technical green strand (8 modules) builds sector-specific competencies across the TCLF value chain. The eight technical green modules collectively provide a comprehensive framework for equipping learners with the competencies required for a sustainable transition in the TCLF sector. They encompass key areas such as sustainable raw material selection, eco-design principles, and resource-efficient production processes, alongside advanced topics including circular economy strategies, waste minimisation, and recycling technologies. The modules further address energy efficiency, renewable energy integration, and the application of green chemistry in textile and material processing. In addition, they incorporate digital and technological innovations—such as 3D design and manufacturing as enablers of sustainability. Together, these modules support the development of both theoretical understanding and practical skills, fostering environmentally responsible decision-making and promoting the adoption of best available techniques across the value chain.

The soft skills strand (6 modules) supports learners' employability, career transitions, and psychosocial resilience, ensuring they can adapt to evolving work environments. They provide a structured approach to developing the interpersonal and cognitive competences essential for effective performance in the green and digital transition. They address core areas such as communication, teamwork, and emotional intelligence, alongside critical thinking, problem-solving, and adaptability, which are increasingly recognised as equally important as technical expertise in modern workplaces. The modules further emphasise leadership, collaboration, and resilience, enabling learners to navigate complex, multidisciplinary environments and foster inclusive and productive working relationships.

In the context of the green transition in TCLF sector, these modules play a crucial role in supporting behavioural change, stakeholder engagement, and innovation, as sustainability challenges require not only technical solutions but also the ability to influence, communicate, and collaborate effectively across sectors.

The integration of these strands ensures a holistic learning pathway, where technical expertise is reinforced by transversal competencies. Each module has been designed in direct response to the needs identified through the prior assessment tool, ensuring relevance, flexibility, and impact for workforce transformation in the TCLF sector.

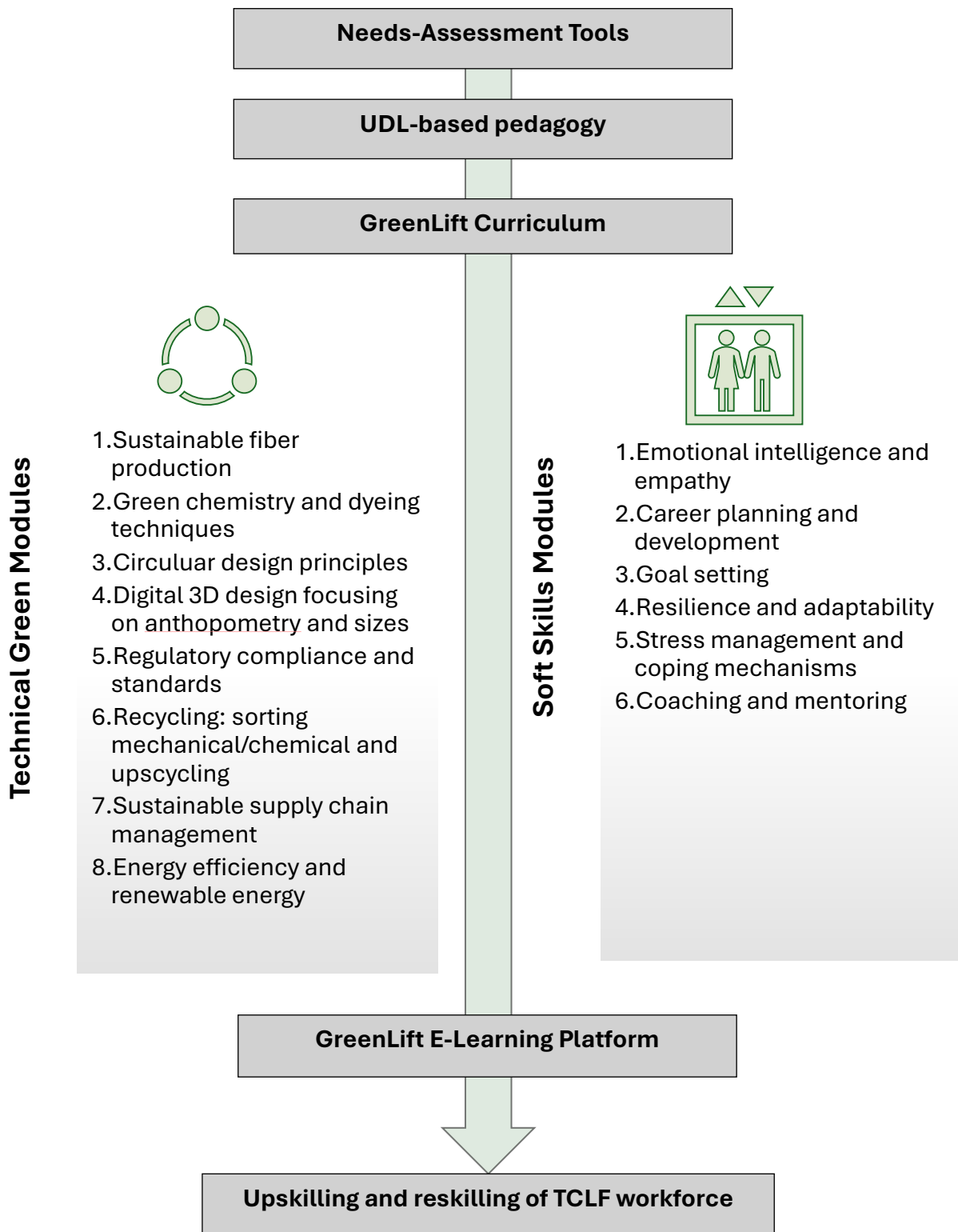


Figure 5 The structure of the GreenLift Curriculum

“Certificate of Completion” will be issued by the authorized institution, in alignment with EU regulations, to acknowledge the participation in these modules

upon completion. The definition of “completion” may differ among the modules based on what is accepted in the assessment of each module.

Terms and acronyms

The detailed terms and definitions of the concepts and labels mentioned in the GreenLift Curriculum will be listed in the modules.

Here we list few of the key concepts mentioned in this document [17–23].

Re-skilling refers to the process of learning new skills and competences in order to transition to a different job, occupation, or career pathway.

Up-skilling refers to the process of improving and expanding existing skills, knowledge, and competences to perform better in a current job or to progress within the same career pathway.

Circular economy is a regenerative economic model that aims to decouple economic growth from resource consumption by maintaining the value of products, materials, and resources within the economy for as long as possible, while minimizing waste, emissions, and environmental impacts.

Life Cycle Assessment (LCA) evaluates the environmental impacts associated with all stages of a product’s life cycle, from cradle to grave, including raw material extraction, manufacturing, distribution, use, and end-of-life treatment.

Ecolabel is an official certification. It shows that a product meets high environmental standards. Products with an ecolabel have been made with less impact on the environment. Consumers can look for ecolabels when buying textiles. Common ecolabels include EU Ecolabel, GOTS (for organic cotton), and OEKO-TEX.

EPR stands for Extended Producer Responsibility. This means the producer is responsible for the product after the customer finishes using it. The producer must arrange for the product to be collected, recycled, or disposed of properly. This encourages companies to design products that are easier to recycle.

Digital Product Passport is a digital record about a product. It contains information about where the product came from, what it is made of, and how it was made.

CSRD means Corporate Sustainability Reporting Directive. Large companies and some medium-sized companies must report on their environmental and social performance. They use standardized rules to measure and communicate their sustainability efforts.

Emotional Intelligence The ability to recognise, understand and manage one’s own emotions and those of others.

Psychological Safety A work environment where individuals feel safe to express ideas, ask questions and participate without fear of negative consequences.

Upcycling is a circular design strategy that transforms waste materials, by-products, or discarded products into new products with higher value, improved functionality, or extended useful life. It helps reduce waste generation, lower the consumption of virgin raw materials, and support more sustainable production systems.

Downcycling is a recycling process in which waste materials or end-of-life products are converted into new products of lower quality, performance, or economic value than the original material. While downcycling can reduce waste and extend the use of resources, it often represents a loss of material value compared with reuse, repair, remanufacturing, or upcycling. Therefore, downcycling can delay waste generation, but it does not always prevent it permanently, as the material may eventually become unsuitable for further recycling and end up as waste.

Distress negative stress affecting wellbeing and productivity.

Eustress positive stress that enhances performance.

Recommended use

These modules are independent, yet complementary and holistic. They can be taken individually, in bundles with certain focus, or as whole package depending on the needs and the interest of the learners.

While all the modules are designed to be suitable and adaptable to TCLF workers from different levels, some can be highly relevant for human resources (HR) teams in the industry to enable development and wellbeing of their staff.

The modules are designed to be hybrid/digital, easily accessible, inclusive, short, self-paced and interactive, to ensure the engagement and efficiency based on the learners needs.

A selective modular pathway can be designed to reflect the different roles within the TCLF sector. For workers, a reduced pathway prioritises core production-related green competences (e.g. fiber, dyeing, recycling, and energy efficiency), complemented by key soft skills such as resilience and stress management to support adaptation during the green transition. For HR professionals and managers, the pathway emphasises workforce development, emotional intelligence, mentoring, and organisational resilience, followed by selected technical modules such as regulatory compliance and supply chain management to facilitate strategic implementation of sustainability practices. This role-based selection is consistent with the modular and flexible nature of the GreenLift curriculum, which allows targeted learning pathways instead of full program completion when not needed.

Table 3 Example use of GreenLift curriculum by two different target groups

TCLF worker pathway	HR member/ Manager pathway
Goal setting for motivation Starting with goal setting helps workers align training with personal and professional objectives for better engagement.	Career development and planning Supports workforce skill growth by guiding upskilling and reskilling through career planning and emerging job role awareness.
Sustainable production techniques Modules on sustainable fiber production and green chemistry teach environmentally responsible textile manufacturing processes.	Emotional intelligence and inclusion Fosters psychologically safe workplaces by equipping HR with empathy skills to manage diverse teams and change resistance.
Recycling and circular economy Recycling, sorting, and upcycling skills promote circular economy practices and resource efficiency in textile production.	Coaching and continuous learning Strengthens learning cultures through mentoring, knowledge transfer, and encouraging lifelong employee development.
Soft skills for adaptability Resilience, adaptability, and stress management skills enable workers to manage change and sustain productivity.	Regulatory compliance and sustainability Ensures HR and management alignment with legal frameworks and sustainability standards essential for organizational accountability.

Technical Green Modules

The green technical skills modules are designed to equip learners with the knowledge and competencies required to support the sustainable transition of the Textile, Clothing, Leather, and Footwear (TCLF) sectors. They focus on the environmental impacts of materials and processes, promoting informed decision-making in areas such as sustainable fiber selection and processing, circular and digital design, resource efficiency, and green production practices. Through applied and sector-relevant learning, these modules aim to foster both technical proficiency, digitalization advancements, and critical awareness of sustainability challenges and opportunities.

1- Sustainable Fiber Production

  	
 	10-15h

Content and objectives

The contents of this module focus on the sustainability in textile fiber production, in the context of sustainable fiber harvesting, extraction, material, processing, essential characterization and recycling. Biodegradability and end-of-life of fibers are also included. The module covers fibers from both natural and man-made fibers including regenerated fibers mainly from cellulosic material (man-made cellulose fibers “MMCF”). Sustainable extraction and processing methods, including mechanical and chemical approaches, will be discussed. The preferred fiber alternatives will be suggested for better ethical sourcing and diversity in fibrous local materials within TCLF sector.

Objectives:

- understand key principles of sustainability in textile fiber production across the value chain
- identify sustainable practices in fiber harvesting, extraction, and material processing
- analyze the characteristics and performance of natural and man-made fibers, including regenerated cellulosic fibers (MMCF)
- evaluate sustainable mechanical and chemical extraction and processing methods
- assess fiber biodegradability and end-of-life options, including recycling pathways

- compare natural, synthetic, and regenerated fibers in terms of sustainability impact
- recognize and select preferred fiber alternatives that support ethical sourcing
- explore opportunities for increasing diversity in locally sourced fibrous materials within the TCLF sector

This module responds to the needs of sustainable materials and methods with focusing on recycling as identified gaps through needs-assessment tools.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Describe the material and process of extraction/obtaining of fibers
- Describe the main characteristics of the textile fibers
- Outline the sustainability and recyclability options

Skills and abilities

- Identify textile fibers and their main characteristics
- Suggest alternatives of preferred fibers based on products and processes
- Suggest alternatives of preferred fibers based on recyclability and biodegradation

Judgment and approach

- Select and argue about sustainable fibers choices in relation to fiber properties
- Analyze end-of-life options and recycling for the selected fibers

Methods of teaching and assessment

Means of engagement

The module links theory to real-life applications across textile, leather, and sports sectors. Learners compare sustainable fiber options based on environmental and functional criteria, engage in role-play scenarios (e.g. supplier–designer), and complete design-based tasks. Practical activities such as fiber identification (visual, tactile, and basic forensic analysis) support informed material selection.

Means of representation

Content is delivered through accessible formats including recorded presentations with subtitles, videos, structured texts, and visual diagrams. Flowcharts and comparison tables illustrate lifecycle impacts. Hands-on learning is supported through fiber sample notebooks and workshop swatches, alongside posters highlighting environmental differences between materials.

Means of action and expression

Learners are assessed through interactive quizzes, gamified tasks, and scenario-based fiber selection exercises. Additional methods include infographics, matching activities, and “hidden card” challenges to reinforce understanding of sustainability trade-offs.

Main course literature

Fiber market reports- Textile exchange 2025

Ellen McArthur foundation reports 2025

FIBRAL Alternative plant fiber scape analysis report 2026

Preferred Fiber and Materials Market Report 2025

Sayam, S. (2026). Natural fibers in sustainable materials: extraction technologies and performance.

Rao, A. (2025). Sustainable fibers: Innovations for eco-friendly textiles.

Ngugi, D. (2025). Sustainable fiber innovations for circular textiles.

Mei, S. et al. (2025). Advances in recycling and reuse technologies for textile fiber materials.

Rani, N., Verma, M., & Ruchi. (2025). Sustainable fibre in the textile industry.

Other educational and scientific material will be provided in other languages.

2- Green Chemistry and Dyeing Techniques

  	
 	15-20h

Content and objectives

The Green Chemistry and Dyeing *Techniques* module introduces learners to sustainable approaches to textile dyeing and chemical management within the TCLF industries. The module explores the environmental and social impacts of conventional dyeing processes while presenting greener alternatives based on the principles of green chemistry, responsible material selection, and innovative technologies.

Learners will gain foundational knowledge of textile dyeing systems, sustainable dye types, water and chemical reduction strategies, and emerging technologies such as digital printing, bio-based dyes, and waterless dyeing methods.

Objectives:

- Introduce the principles of green chemistry within textile production
- Explore the environmental impacts of conventional dyeing systems
- Develop understanding of sustainable dyeing materials and methods

- Increase awareness of emerging sustainable technologies and innovations
- Support learners in evaluating and improving textile dyeing processes from a sustainability perspective

This module responds to the identified need for sustainability-oriented upskilling within the TCLF sector, particularly in relation to green production methods, sustainable materials, environmental awareness, and innovation-driven textile practices.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Understand the environmental and health impacts of textile dyeing processes
- Identify sustainable dyeing alternatives
- Recognize sustainability challenges related to water, chemicals, and waste in textile production
- Be aware of relevant certifications, standards, and emerging technologies in sustainable dyeing

Skills and abilities

- Analyze dyeing processes based on sustainability criteria
- Apply basic green chemistry principles to textile production scenarios
- Compare conventional and sustainable dyeing methods
- Select appropriate sustainable materials and techniques for different textile applications

Judgment and approach

- Critically evaluate sustainability claims and identify potential greenwashing
- Reflect on the environmental and ethical implications of textile dyeing practices
- Make informed decisions balancing environmental, technical, and economic considerations
- Apply a systems-thinking approach to sustainable textile production
- Propose improvements for more sustainable dyeing and finishing practices

Methods of teaching and assessment

Means of engagement

Learner engagement is encouraged through sustainability-focused case studies, guided reflection, and structured analytical activities connected to real-world textile production contexts. These activities may include:

Case-study analysis of conventional and sustainable dyeing systems

Guided reflection activities on environmental and ethical impacts

Sustainability-focused problem-solving exercises

Self-paced online learning activities

Means of representation

Content is delivered through multiple digital formats to support different learning preferences and accessibility needs. Information is presented clearly through visual and text materials that simplify complex technical processes and sustainability concepts. These activities may include:

- Written learning materials and summaries
- Infographics and process diagrams
- Comparative sustainability frameworks and charts
- Visual examples of dyeing techniques and technologies
- Key terminology and vocabulary lists

Means of action and expression

Assessments are designed to support critical thinking, reflection, and the practical application of sustainability principles within textile production contexts. These activities may include:

- Online quiz and knowledge checks
- Reflective exercises
- Case-study evaluation assignments
- Sustainability analysis activities
- Process evaluation and redesign tasks

Main course literature

- European Commission – EU Strategy for Sustainable and Circular Textiles
- Greenpeace – Dirty Laundry Reports
- Ellen MacArthur Foundation – Circular Economy and Fashion Resources
- OEKO-TEX® and GOTS certification guidelines
- ZDHC Foundation resources on chemical management
- Fletcher, K. (2014). *Sustainable Fashion and Textiles: Design Journeys*

3- Circular Design Principles

  	
 	10-15h

Content and objectives

The module introduces the fundamental principles of circular design, helping learners understand the differences between linear and circular models, the importance of eco-design and life cycle thinking, and the role of strategies such as durability, repair, reuse, recycling, upcycling and end-of-life management. By

doing so, the module contributes to developing basic green skills that can support a fair, inclusive and practical green transition in the TCLF sector.

This module responds directly to the needs identified in WP2, particularly the low level of knowledge about sustainability and circular economy within the TCLF sector.

Objectives:

- The main objective of this module is to introduce learners to the basic principles of circular design in the Textile, Clothing, Leather and Footwear (TCLF) sector, providing them with practical knowledge to understand how products can be designed to reduce environmental impact, extend their useful life, and support the transition from linear to circular production and consumption models.
- To explain the difference between linear and circular models in the TCLF sector.
- To introduce key concepts such as circular economy, ecodesign, life cycle thinking, LCA, upcycling and downcycling.
- To help learners understand how design decisions influence the environmental impact of products throughout their life cycle.
- To identify circular design strategies such as durability, repairability, reuse, disassembly, recyclability, biodegradability and end-of-life management.
- To recognize practical examples of circularity applied to textile, clothing, leather and footwear products.
- To develop basic green competences that support more sustainable practices in the TCLF sector.
- To provide accessible and practical training content for workers, vulnerable groups and learners with limited previous knowledge of sustainability.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Understand the basic concepts of circular economy, circular design, ecodesign and life cycle thinking.
- Explain the difference between linear and circular production and consumption models.
- Recognise the main environmental challenges of the Textile, Clothing, Leather and Footwear (TCLF) sector.
- Identify the role of product design in reducing waste, extending product life and improving resource efficiency.
- Understand key circular strategies such as durability, repair, reuse, disassembly, recycling, upcycling, downcycling and end-of-life management.

Skills and abilities

- Analyse simple TCLF products from a circular design perspective.
- Identify design decisions that influence the environmental impact of a product throughout its life cycle.
- Propose basic improvements to make textile, clothing, leather or footwear products more circular and sustainable.
- Apply basic circular design principles to practical examples.
- Recognise opportunities for reuse, repair, recycling or recovery in TCLF products.

Judgment and approach

- Value the importance of circular design as a tool to support the green transition of the TCLF sector.
- Develop a critical attitude towards traditional linear models based on “take–make–dispose”.
- Reflect on the environmental and social implications of product design decisions.
- Recognise the importance of accessible green skills for workers and vulnerable groups.
- Show a positive and responsible attitude towards sustainable innovation and circular practices.

Methods of teaching and assessment**Means of engagement**

Including opening reflection sessions where learners are invited to choose one product from the TCLF sector, such as a T-shirt, shoe, bag or accessory, and briefly reflect on what happens to it at the end of its life. Story-based cases where learners analyse a simple case of a textile or fashion product designed under a linear model and discuss how it could be redesigned using circular principles. Peer learning through and gamified short quizzes and interactive activities are also included.

Means of representation

Learners will interact with visual content, questions and small activities to reinforce their understanding of circular design principles. Short videos will be used to show practical examples of circular economy, textile recycling, repair, reuse, upcycling and sustainable product design. These means include presentations (PPT), interactive presentations, videos, infographics or diagrams, simple and downloadable texts, visual examples from the TCLF sector.

Means of action and expression

Learners will be assessed through activities including circular improvement proposal, self-assessment quizzes, simple practical activities.

Such activities can focus on proposing simple improvements to make a product more circular, such as using more durable materials, reducing unnecessary components, improving repairability or designing for easier recycling.

Main course literature

Ellen MacArthur Foundation. (2023). How can we redesign the future of fashion? Fontell, P., & Heikkilä, P. (2017). Model of circular business ecosystem for textiles. VTT Technical Research Centre of Finland.

European Commission. (2023). Transition Pathway for the Textiles Ecosystem. European Commission

Ellen MacArthur Foundation. (2017). A New Textiles Economy: Redesigning Fashion's Future., European Environment Agency.

Circular economy, Ellen MacArthur Foundation. Circular Economy for the Fashion Industry.

4- Digital 3D design focusing on anthropometry and sizes

	
	10-15h

Content and objectives

This module focuses on anthropometry, sizing and fit, supporting sustainable apparel product development with links to digital tools. Key concepts in the module include anthropometry, fit and size assessment, 3D body scanning, grading, size distribution, technical product information (TechPack), and communication of sizes using ISO-related standards. This will support sustainable product development in the green transition.

The format will consider time-efficient learning and accessible delivery formats to support the up- and reskilling within the TCLF sector. This is done by using different media to meet individuals' diverse ways of learning. There will be requests for interaction throughout the module to keep the learner more engaged.

Objectives:

- ↑ Develop understanding of the factors that affect fit in apparel products.
- ↑ Highlight the understanding of how fit and sizes are communicated within product development and towards customers.
- Apparel CAD systems can meet one of the identified needs for more digital/automated processes. However, this requires technical skills

outside of the system itself. This module contributes with one piece by focusing on anthropometry, size and fit.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Identify factors affecting fit in apparel products
- Recall principles and methods of fit assessment
- Report where sizes come from, including size distribution, grading and size communication.

Skills and abilities

- Connect body measurement with sizes and grading
- Create a garment measurement chart, including relevant measurements and sizes
- Conduct a basic fit session.

Judgment and approach

- Evaluate garment fit on a body and reflect upon personal preferences
- Compare and evaluate sizing systems.

Methods of teaching and assessment

Means of engagement

To adapt to the UDL-based pedagogy will be multiple formats of learning materials. The material will be divided into short sessions with interactive tools to keep the learning focused and engaged. Proposed means of engagement include short, recorded presentations (listening & watching), text-based learning material (reading), podcasts (listening). Regardless of the format, the learner will be engaged by asking for and recording their reflections regarding their experience of size and fit.

The main mean of engagement will be the gaming platform developed to host the different learning materials and keep track of their progress through the maze of learning opportunities building their knowledge, step by step. This will hopefully keep the learners engaged and motivated to keep going to the end of the module.

Means of representation

Proposed means of representation include power point, text-based manuscripts, video materials and podcasts. Standards and technical material will also be used.

Means of action and expression

Proposed means of action and expression include quiz-based assessment to support learning from teaching materials, presentations, verbal quizzes, reflective activities, and possibly gaming-style quizzes with progression across levels. Some questions remain open regarding how to ensure individual assessment, the possible use of AI in managing assessment, and how to prevent someone other than the intended participant from completing the assessment.

Main course literature

Hernández, N. (2018). Does it really fit?: improve, find and evaluate garment fit. Diss. University of Borås.

International Organization for Standardization (ISO) (2017). ISO 8559-1: Size designation of clothes – Part 1: Anthropometric definitions for body measurement. Geneva: ISO

International Organization for Standardization (ISO) (2025). ISO 8559-2: Size designation of clothes – Part 2: Primary and secondary dimensions. Geneva: ISO. Other open access resources will be available in English in addition to extra material in other languages.

5- Regulatory compliance and standards

  	
  	8-10h

Content and objectives

This module helps people in the textile industry understand the new EU regulations regarding sustainability and apply them in their work. We focus on the laws that matter most for the TCLF sector. We also look at sustainability standards and certificates that show products have been made responsibly. The module is practical and connects to real business situations in Greece, Italy, Spain, and Sweden.

Objectives:

- Looking at the main EU regulations that affect textile companies.
- Explain what each regulation requires and which types of companies are affected. Discussing how to check if your business is compliant and what to do if you find gaps.
- Cover sustainability standards and ecolabels and explain how they work.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Explain the purpose and scope of key EU regulations (REACH, Waste Framework Directive, EPR, CSRD) and their application to the TCLF sector.
- Identify which regulations apply to their business profile or role (
- Understand the concept of Digital Product Passport and its role in supply chain transparency and traceability

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- Recognize sustainability standards and ecolabeling schemes (EU Ecolabel, GOTS, OEKO-TEX, etc.) and their market significance.
- Understand the relationship between regulatory compliance, environmental impact, and business risk.
- Recognize non-compliance consequences (financial penalties, market access restrictions, reputational damage).

Skills and abilities

- Evaluate compliance status of products, processes, or supply chains against applicable EU regulations.
- Identify regulatory gaps and requirements in daily operations or business processes.
- Use compliance assessment tools (checklists, gap analysis templates) to support practical implementation.
- Access and interpret regulatory documents and official guidance to support compliance decisions.
- Communicate regulatory requirements to colleagues or stakeholders in clear, non-technical language.

Judgment and approach

- Critically assess the environmental and economic value of compliance
- Adopt a proactive attitude toward regulatory change and anticipate future legislative developments in the TCLF sector
- Evaluate the credibility and market relevance of sustainability certifications and ecolabels
- Recognize the connection between regulatory compliance and fair labor practices, supply chain ethics, and environmental protection
- Develop responsibility for continuous learning as regulations evolve and business requirements change.

Methods of teaching and assessment

Means of engagement

Interactive compliance checklists allow learners to evaluate their own business or workplace against key regulatory requirements. Tools are practical and immediately applicable. Regulatory overview videos feature expert-led walkthroughs of key EU regulations and their practical implications, presented in accessible language. Case study analysis draws on real or realistic compliance journeys of TCLF SMEs from Greek, Italian, and Spanish contexts (drawing on WP2 findings). Learners analyze how businesses identified gaps and implemented compliance measures. Group discussion and peer learning.

Means of representation

Infographics on EU laws provide visual summaries of key regulations showing their scope, requirements, and TCLF sector relevance. Plain-language regulatory summaries translate complex legal language into accessible, practical guidance. Downloadable regulatory overview documents. Regulatory flowcharts show

decision pathways for determining which regulations apply to specific business profiles. Video demonstrations show how to use compliance tools, access regulatory information, and interpret official guidance.

Means of action and expression

Knowledge quiz is auto-graded, asking learners to identify correct regulatory requirements for given business scenarios. Compliance gap analysis is a practical exercise where learners analyze a fictional TCLF company profile, identify which regulations apply, and propose compliance measures. Case study reflection asks learners to analyze a real SME compliance journey and discuss what they could learn from the case for their own context. Final interactive digital competency test combines multiple-choice questions and short-answer tasks on e-learning platform. Tests are aligned with learning outcomes and EQF level 4-5.

Main course literature

European Commission. (2023). Textiles Ecosystem Transition Pathway. Strategic framework addressing sustainability, digitalization, skills development and employment transformation in the TCLF sector.

European Parliament & Council. (2006). Regulation (EC) No 1907/2006 (REACH).

European Commission. Waste Framework Directive and Circular Economy. Overview of EU waste management legislation and circular economy policy.

6- Recycling: Sorting, Mechanical/Chemical & Upcycling

	
	8-10h

Content and objectives

The textile industry produces enormous quantities of waste, and recycling is one way to reduce environmental impact and create new resources.

Different fibers behave differently. Mixed fabrics and contaminated materials create problems. The quality of recycled material depends heavily on proper sorting and processing. This is where skills come in. Workers who understand textiles, who can identify fibers, who know how sorting machines work can make recycling successful.

Sorting is the foundation of good recycling. If waste is not sorted properly, the entire recycling process fails. Recyclers receive mixed textiles. They need to separate these by fiber type (cotton, polyester, wool), by color, and by condition. Cotton and polyester require different recycling pathways. Colored fabrics need

different handling than white fabrics. Contaminated or damaged textiles may be unsuitable for recycling and need different disposal.

Objectives:

- Teaching the practical skills needed for textile recycling
- How to separate mixed waste into categories
- Explaining mechanical recycling, where textiles are shredded and spun into new fibers
- Discuss chemical recycling, a technology that breaks fibers down to their chemical components to create virgin-quality material.
- Looking at upcycling and sorting from a practical perspective

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Understand the types of textile waste and sources of textile waste streams
- Know the environmental impact of textile waste and the resource value of recycled material.
- Distinguish between mechanical, chemical, and fiber-to-fiber recycling pathways and recognize their advantages and limitations.
- Understand the properties of different fiber types and their recyclability. Recognize upcycling as distinct from downcycling and understand quality preservation in recycling.
- Understand the role of sorting quality in determining the success and value of recycled outputs.

Skills and abilities

- Identify fiber types using visual, tactile, and simple laboratory methods.
- Sort textile waste into appropriate categories.
- Assess the quality of textile materials for specific recycling pathways.
- Perform quality checks on sorted materials and recycled outputs.
- Propose appropriate recycling or upcycling pathways for given waste streams.

Judgment and approach

- Evaluate recycling solutions by considering both environmental benefit and economic viability.
- Recognize the importance of worker safety and proper working conditions in recycling facilities.
- Value quality standards in recycling operations and understand their connection to market value and environmental benefit.
- Adopt responsibility for continuous learning as recycling technologies and equipment evolve.
- Develop an understanding of circular economy thinking, how recycling contributes to resource efficiency and waste reduction.

Methods of teaching and assessment

Means of engagement

Video demonstrations show sorting techniques, and equipment operation. Videos feature actual recycling facilities and workers explaining their processes. Interactive sorting simulator. Case study analysis draws on real recycling operations. Group discussion and peer learning sessions allow workers to share their own experiences and learn from colleagues. Expert presentations from recycling facility managers or equipment suppliers explain current practices and new technologies.

Means of representation

Fiber identification guide with photos. Sorting flowchart provides. Infographics illustrate the recycling process from waste collection through final product. Technical diagrams show equipment (shredders, carders, spinners) and how they work. Downloadable sorting guidelines and quality standards documents provide reference materials learners can use at work.

Means of action and expression

Fiber identification quiz tests whether learners can correctly identify fibers using provided characteristics. Scenario-based sorting. Practical assignments require learners to evaluate a given waste stream and propose a complete recycling pathway. Hands-on workshop component (2-4 hours) includes actual sorting practice. Final interactive digital competency test combines multiple-choice questions on recycling processes with practical scenario evaluation.

Main course literature

Ellen MacArthur Foundation. (2017). A New Textiles Economy: Redesigning Fashion's Future. Comprehensive guide to circular supply chains, recycling technologies, and business models.

European Commission. (2023). Textiles Ecosystem Transition Pathway. Information on textile waste management, recycling targets, and circular economy policy.

Textile Exchange. (2025). Materials Market Report.

7- Sustainable Supply Chain Management

	
	10-12h

Content and objectives

Making textiles involves many steps and many actors. Each step leaves an impact on people and the environment. Supply chain management is becoming more important and more complex since large international brands are demanding that their suppliers meet strict standards. New EU regulations require companies to identify and address human rights and environmental risks in their supply chains. Digital technologies like blockchain and QR codes allow tracking of products through the supply chain. At the same time, many small suppliers struggle to understand these demands and adapt.

Objectives:

- This module focuses on how to manage and engage with supply chains in a sustainable manner.
- It is relevant for professionals working with large brands overseeing global suppliers.
- It also supports small suppliers aiming to meet sustainability requirements set by brands.
- Additionally, it addresses the needs of logistics professionals responsible for product movement.
- The module provides an understanding of key principles and practices of supply chain sustainability.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Understand the structure and stages of a TCLF supply chain from raw material production through consumer use to end-of-life management.
- Recognize where environmental and social impacts occur at different supply chain stages.
- Identify the environmental impacts associated with textile production. Understand supply chain transparency and traceability as tools for accountability and continuous improvement.
- Recognize digital solutions like blockchain, QR codes, and Digital Product Passports.
- Understand supplier sustainability standards and compliance.
- Recognize key EU regulations affecting supply chains.
- Understand the business case for sustainable supply chains.

Skills and abilities

- Map a TCLF supply chain identifying key stages, actors, material flows, and points of environmental and social impact.
- Identify transparency and traceability gaps in a given supply chain.
- Develop or evaluate supplier sustainability assessment criteria and conduct supplier compliance reviews.

- Use supply chain management tools.
- Communicate supply chain sustainability requirements.
- Calculate or evaluate supply chain carbon footprint and environmental impacts. Develop action plans to reduce environmental impact.

Judgment and approach

- Critically evaluate supply chain sustainability claims.
- Recognize tensions between competing goals.
- Adopt responsibility for addressing human rights and environmental risks.
- Develop collaborative relationships with suppliers based on mutual sustainability goals rather than punitive compliance approaches.

Methods of teaching and assessment

Means of engagement

Interactive supply chain mapping simulation. Case study analysis examines real supply chain, video interviews feature supply chain professionals. Peer discussion and scenario analysis workshops, in addition to expert webinar on regulatory compliance includes Q&A with specialists on CSDDD, Digital Product Passports, and supply chain due diligence requirements.

Means of representation

Supply chain flowcharts and diagrams, infographics illustrate TCLF supply chain environmental impacts by stage, interactive supply chain canvas provides a downloadable template for mapping suppliers, identifying risks, and planning improvements. Videos demonstrate how traceability tools work and supplier assessment frameworks and checklists.

Means of action and expression

Scenario-based quizzes present realistic business scenarios, practical case study evaluation, supply chain mapping assignment has learners create a supply chain map for a real or fictional TCLF product. Additionally, a final interactive digital competency test combines knowledge questions, scenario analysis, and decision-making on supply chain strategy and regulatory compliance.

Main course literature

Ellen MacArthur Foundation. (2017). A New Textiles Economy: Redesigning Fashion's Future. Comprehensive guide to circular supply chains, business models, and circular economy approaches.

European Commission. (2023). Textiles Ecosystem Transition Pathway. Strategic framework addressing supply chain sustainability, circular economy, digital innovation, and skills development.

European Parliament & Council. (2024). Directive (EU) 2024/1760 (CSDDD).

8- Energy Efficiency and Renewable Energy

  	
	4h

Content and objectives

This course introduces the fundamental concepts of energy use, efficiency, and renewable energy within the Textile, Clothing, Leather, and Footwear (TCLF) sector. It explores how energy is consumed across production processes and highlights the importance of improving efficiency to reduce environmental impact and operational costs. Learners will gain practical insights into energy-saving strategies and the progressive adoption of renewable energy solutions to support the sector's transition towards more sustainable and low-carbon production systems.

Objectives:

- Understand the primary sources of energy consumption in TCLF production processes.
- Recognize the environmental and financial advantages of improving energy efficiency.
- Identify practical strategies to reduce energy use in textile and clothing facilities.
- Gain a basic understanding of renewable energy sources, including solar, wind, biomass, and heat recovery systems.
- Explore ways SMEs can progressively adopt renewable energy solutions and energy monitoring practices.
- Understand energy efficiency and emission reduction as key sustainability priorities in the TCLF sector, and identify practical, accessible, and realistic measures that can support workplaces in reducing energy waste, improving production processes, and gradually adopting renewable energy and low-carbon technologies

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Explain the distinction between energy efficiency and renewable energy.
- Describe the stages of TCLF production that consume the highest amounts of energy, including spinning, weaving/knitting, dyeing, drying, finishing, and ironing.
- Understand the impact of energy consumption on carbon emissions and production costs.

- Identify common renewable energy solutions applicable to TCLF companies.
- Understand key energy performance indicators, such as energy consumption per product, production batch, or production line.

Skills and abilities

- Identify energy inefficiencies within a basic production workflow.
- Recommend practical energy-saving measures, including better machine maintenance, energy-efficient lighting, insulation, heat recovery, optimized production scheduling, and responsible equipment operation.
- Compare suitable renewable energy options for various TCLF workplace settings.
- Apply a checklist to evaluate energy-saving opportunities in textile or garment production environments.
- Participate in workplace discussions focused on sustainable and environmentally friendly production practices.

Judgment and approach

- Adopt a resource-conscious and sustainability-oriented mindset.
- Evaluate energy choices by considering environmental, economic and social impacts.
- Recognize that energy transition in SMEs should be realistic, gradual and adapted to company capacity.
- Support collective responsibility among workers, managers and technical staff for reducing energy waste.

Methods of teaching and assessment

Means of engagement

Introductory discussion, workplace-based examples, small group activity, problem-solving task, peer learning, reflection activity. Some example activities include learners identify the main areas of energy use in TCLF production, including lighting, sewing machines, compressors, dyeing, drying, ironing, heating, and cooling systems. Additionally, learners are given a simple TCLF workplace scenario and asked to propose practical improvements, such as turning off idle equipment, improving maintenance practices, using LED lighting, optimizing machine operation, or recovering waste heat.

Means of representation

Visual production map, key terminology overview, energy-saving measures table, renewable energy examples, video or visual resource, workplace energy checklist, before-and-after case example. Those activities may include simple diagrams illustrating the main TCLF production stages and highlighting the areas with the highest energy consumption.

Means of action and expression

Short self-assessment quiz, mini case study, and practical checklist activity such as learners apply a simple energy-saving checklist to assess a TCLF workplace or

a sample production process. The checklist may cover areas such as lighting, machine operation, heating and cooling, drying, ironing, compressed air systems, maintenance, insulation, and opportunities to use renewable energy.

Main course literature

European Environment Agency. (2026, April 10).

International Energy Agency. (2025). Energy efficiency 2025.

Sustainable Energy for All. (2025). Threads of transformation: Fashion, energy & women at the intersection of climate action.

Apparel Impact Institute. (2025, July). Taking stock of progress against the roadmap to net zero 2025.

Roth, J., Zerger, B., De Geeter, D., Gómez Benavides, J., & Roudier, S. (2023). Best available techniques (BAT) reference document for the textiles industry.

United Nations Industrial Development Organization. (2015). Practical guide for implementing an energy management system.

Soft Skills Modules

The soft skills modules aim to strengthen transferable competencies that are essential for effective participation in evolving and sustainability-driven workplaces. Emphasising communication, teamwork, adaptability, problem-solving, and emotional intelligence, these modules support learners in navigating stress due to organisational change and collaborative environments. By integrating experiential and reflective learning approaches, they enhance learners' capacity to engage proactively with innovation, continuous learning, and inclusive professional practices.

1- Emotional intelligence and Empathy

  	
  	3-4h

Content and objectives

This module focuses on the role of emotional intelligence (EI) and empathy in supporting the green and digital transition of the Textile, Clothing, Leather and Footwear (TCLF) sector.

Thus, the concepts of EI and empathy will be framed in this sectorial context where sustainability and new technologies are transforming the workplaces, and

workers are called to managed uncertainty, collaborate effectively and adapt to organizational change in a healthy and inclusive way.

The module introduces key concepts of emotional intelligence, including self-awareness, self-regulation, empathy, motivation, social awareness and relationship management, and explores how these competences contribute to workforce inclusion and sustainable workplace cultures within TCLF environments. Attention is given to emotionally intelligent communication in production teams, intercultural and intergenerational collaboration, conflict management, and supporting vulnerable groups such as women, low-skilled workers and in-transition employees.

The content is strongly connected to the realities of the TCLF sector, where workers often experience pressure linked to automation, sustainability compliance, changing production methods and reskilling demands. Through practical examples from textile production, clothing manufacturing, leather craftsmanship and footwear SMEs, participants will explore how emotionally supportive workplaces can improve engagement in learning, reduce resistance to change and strengthen organisational resilience during transition processes.

The module also highlights the importance of psychological safety, inclusive leadership and empathy-driven teamwork in supporting sustainable innovation and continuous professional development.

Objectives:

- Understand the importance of emotional intelligence and empathy in supporting the green transition of the TCLF sector.
- Develop self-awareness, emotional regulation and empathetic communication skills in changing work environments.
- Strengthen collaboration, inclusion and conflict-management capacities within diverse TCLF workplaces.
- Support workers' engagement in reskilling, lifelong learning and sustainable workplace practices.
- Promote psychologically safe and inclusive work environments that enhance well-being and organisational resilience.

This module directly responds to WP2 findings highlighting “career uncertainty, fear of replacement by automated systems, resistance to change driven by low self-esteem and lack of support, and the need for mentoring, psychosocial support and inclusive learning environments” in the TCLF sector.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Explain the key concepts of emotional intelligence, including self-awareness, self-regulation, motivation, empathy and social skills.
- Understand how emotions influence workers' participation in reskilling, upskilling and workplace change in the TCLF sector.

- Recognise the psychological and relational impact of the green transition on TCLF workers, especially in SMEs and production-based environments.
- Identify how emotional and relational competences complement technical, digital and green skills.
- Understand the role of empathy in supporting inclusion, cooperation and trust among diverse workers, including women, low-skilled workers and in-transition employees.

Skills and abilities

- Demonstrate self-awareness in workplace situations linked to change, training or new sustainability practices.
- Apply basic emotional regulation strategies in communication with colleagues, supervisors or learners.
- Use empathetic communication to understand different perspectives, needs and concerns in TCLF workplaces.
- Manage interpersonal tensions constructively and support positive team dynamics during transition processes.
- Encourage participation in learning, reskilling and sustainable practices through supportive interactions.
- Adapt communication and behaviour to diverse groups in the workforce, including vulnerable or less confident workers.

Judgment and approach

- Reflect critically on their own attitudes, assumptions and reactions towards change and diversity at work.
- Adopt a supportive, respectful and inclusive approach when interacting with colleagues or learners.
- Promote psychologically safe working environments where workers feel heard and respected.
- Give importance to the emotional and well-being needs of workers alongside organisational and sustainability goals.
- Make informed decisions that consider both human and organisational aspects of the green transition in the TCLF sector.

Methods of teaching and assessment**Means of engagement**

Interactive activities focused on EI, empathy and communication in TCLF workplace scenarios

Case-based learning using real or realistic examples

Self-assessment activities helping participants explore their own communication styles and emotional responses

Short guided lessons introducing key concepts and linking EI with sustainable workplace practices and organizational inclusion.

Means of representation

Short presentations introducing key concepts

Written materials and practical guides
 Infographics and visual frameworks
 Case studies
 Interactive digital materials
 Templates and reflection worksheets for self-assessment

Means of action and expression

Role-playing activities, where participants practice empathetic communication, active listening and conflict management in TCLF workplace situations
 Self-assessment exercises and reflective activities
 Scenario based problem solving tasks. Case study analysis where participants identify EI behaviors.
 Short practical assignments such as developing inclusive communication strategies or proposing supportive workplace practices.

Main course literature

Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.
 European Agency for Safety and Health at Work (EU-OSHA). Psychosocial Risks and Mental Health at Work.
 European Agency for Safety and Health at Work (EU-OSHA). Psychosocial Risk Factors at Work and Mental Ill Health.
 European Agency for Safety and Health at Work (EU-OSHA). Healthy Workplaces – Together for Mental Health at Work 2026–2028.

2- Career planning and development

  	
  	3-4h

Content and objectives

This module focuses on career planning and professional development within the green and digital transition of the Textile, Clothing, Leather and Footwear (TCLF) sector. As sustainability requirements, circular economy models, automation and digitalisation transform the sector, workers increasingly need to understand how professional roles, required competences and career opportunities are evolving.

The module supports participants in identifying their existing competences, understanding emerging green and digital job profiles, and developing realistic and flexible career pathways aligned with labour market trends and sustainability goals. Emphasis is placed on continuous professional development, lifelong

learning and informed career decision-making in contexts of organisational and technological change.

Participants will explore key concepts such as skills mapping, transferable skills, employability, upskilling and reskilling pathways, as well as career self-assessment tools adapted to the realities of TCLF workplaces and SMEs. Through practical examples from TCLF sectors, the module highlights how workers can connect their personal strengths and aspirations with emerging sustainability-oriented opportunities.

The module also addresses challenges faced by vulnerable groups within the TCLF sector, including women, low-skilled workers and in-transition employees, who may experience limited access to career guidance, training opportunities or professional progression. Special attention is therefore given to inclusive career development approaches that support equal participation in the green transition.

Objectives

- Understand how the green and digital transition is transforming roles, skills needs and career opportunities in the TCLF sector.
- Develop awareness of personal strengths, transferable competences and professional development needs.
- Learn how to identify and plan realistic career pathways connected to sustainability and emerging labour market trends.
- Strengthen participants' ability to engage in lifelong learning, upskilling and reskilling opportunities.
- Promote inclusive and informed career development approaches for diverse workforce profiles within the TCLF sector.

This module directly responds to WP2 findings highlighting “persistent skills mismatches, unequal access to structured and tailored upskilling opportunities, widespread career uncertainty and the need for career guidance and support mechanisms during the green transition” in the TCLF sector

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Explain how the green and digital transition is transforming jobs, skills requirements and career opportunities in the TCLF sector.
- Understand key concepts related to career planning, employability, skills mapping, lifelong learning, upskilling and reskilling.
- Recognise the importance of linking individual career goals with sustainability trends, organisational needs and labour market developments.
- Identify emerging green and digital roles within textile, clothing, leather and footwear industries.
- Understand the value of transferable skills and continuous professional development in supporting career mobility and employability.

- Recognise available training opportunities, career guidance services and support mechanisms relevant to the TCLF workforce

Skills and abilities

- Conduct self-assessment of their skills, strengths, interests and professional development needs.
- Identify transferable competences and relate them to emerging green and digital roles in the TCLF sector.
- Develop realistic and flexible short- and medium-term career plans aligned with sustainability and labour market trends.
- Use basic career planning and goal-setting tools to support professional development and lifelong learning.
- Explore and evaluate training, upskilling and reskilling opportunities relevant to their career aspirations.
- Communicate career goals, development needs and learning interests effectively within workplace or training contexts.

Judgment and approach

- Reflect critically on their personal career aspirations in relation to ongoing changes in the TCLF labour market.
- Adopt a proactive attitude towards lifelong learning, continuous professional development and career adaptability.
- Make informed career decisions by considering both personal circumstances and sectoral sustainability trends.
- Value inclusive and equitable career development opportunities for diverse workforce groups, including vulnerable workers and women.
- Recognise change and professional transition as opportunities for learning, development and employability enhancement.
- Demonstrate openness towards new career pathways, emerging professions and evolving workplace practices within the green transition.

Methods of teaching and assessment**Means of engagement**

Hands-on activities using career mapping tools, SWOT analysis and skills identification exercises.

Choice-based learning activities allowing learners to focus on career scenarios, sectors or roles most relevant to their own professional context.

Case-based learning presenting real or realistic career transition examples, workers' testimonies highlighting real experiences of reskilling, career transitions and professional growth within sustainable TCLF industries.

Short, guided lessons and discussions introducing concepts related to employability, lifelong learning, transferable skills and career development strategies.

Means of representation

Short presentations introducing key concepts

Written guides and worksheets supporting skills mapping, career self-assessment and goal-setting activities.

Infographics and visual frameworks

Case studies and storytelling materials

Audio or podcast-style resources

Means of action and expression

Self-assessment exercises focused on strengths, transferable skills, interests and professional development needs.

Career planning activities where participants develop short- and medium-term professional goals connected to sustainability trends.

SWOT analysis exercises supporting reflection on personal opportunities, barriers and development pathways.

Scenario-based problem-solving tasks related to career transitions, skills gaps and emerging green roles in the TCLF sector.

Practical assignments such as creating an individual career action plan or identifying relevant upskilling opportunities.

Case-study analysis where participants evaluate career pathways and professional development strategies in real TCLF contexts.

Main course literature

CEDEFOP. Investing in career guidance Strategic role of career guidance in our changing world.

European Technology Platform (ETP) Textiles of the future Strategic Research and Innovation Agenda

European Commission. Textiles Ecosystem Transition Pathway EU strategic framework addressing sustainability, digitalisation, skills development and employment transformation in the TCLF sector.

European Commission. EU Strategy for Sustainable and Circular Textiles.

Policy framework outlining future sustainability requirements, circular economy objectives and workforce implications for the textile ecosystem.

European Training Foundation (ETF). Career Guidance for Lifelong Learning.

Practical resources and policy guidance related to career development and employability support.

3- Goal Setting

  	
	3h

Content and objectives

This module introduces learners to effective goal setting as a tool for personal development, supporting learning progress and facilitating career transitions within the TCLF sector, with a focus on green skills and employability.

Objectives:

- Understand why goal setting is important for personal development, learning progress and career transition.
- Recognize the connection between personal goals, green skills development and employability in the TCLF sector.
- Identify personal strengths, needs and areas for improvement.
- Set realistic short-term and medium-term learning or career goals.
- Use simple goal-setting tools, such as SMART goals and action planning.
- Break larger goals into smaller, manageable steps.
- Reflect on possible barriers and identify support mechanisms, such as mentors, trainers, peers or employment services.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Explain what goal setting means in a learning and career development context.
- Understand the difference between short-term, medium-term and long-term goals.
- Recognize the importance of setting realistic and achievable goals during career transition.
- Understand the SMART goal approach: Specific, Measurable, Achievable, Relevant and Time-bound.
- Identify how personal values, interests, strengths and skills influence goal setting.
- Understand how goal setting can support motivation, self-confidence and participation in lifelong learning.
- Recognize the relevance of goal setting for the green transition of the TCLF sector and for future employability.

Skills and abilities

- Identify one or more personal, learning or career goals.
- Transform a general intention into a clear SMART goal.
- Break a goal into smaller practical steps.
- Use a simple action plan to organize next steps, deadlines and support needs.
- Identify possible barriers that may prevent goal achievement.
- Suggest practical strategies to overcome barriers, such as seeking guidance, training, peer support or mentoring.

- Connect individual goals with relevant training opportunities and green skills development.

Judgment and approach

- Adopt a proactive and positive approach to personal and professional development.
- Reflect on their own strengths, needs and aspirations.
- Set goals that are realistic, meaningful and adapted to their personal situation.
- Recognize that progress can be gradual and supported by small achievable steps.
- Value lifelong learning as a tool for career resilience and adaptation.
- Take responsibility for their own learning pathway while recognizing the importance of support from trainers, counsellors, mentors and peers.

Methods of teaching and assessment

Means of engagement

The suggested methods include an initial guided discussion to introduce the concept and relevance of goal setting in learning and career transitions, followed by structured individual reflection to identify personal development needs. Real-life examples relevant to the TCLF sector are used to contextualize learning, while collaborative group discussions facilitate understanding of effective versus vague goal formulation. Peer learning activities support feedback exchange, and reflective exercises are employed to enhance motivation and map available support mechanisms, including institutional and social resources.

Means of representation

The suggested methods include the provision of concise explanatory content introducing key concepts of goal setting, including personal, learning, and career goals. Visual support is incorporated, such as a structured SMART goal framework table and illustrative before-and-after examples demonstrating the transformation of vague goals into specific and measurable outcomes. In addition, graphical tools, such as a goal ladder diagram, are used to support the decomposition of larger goals into manageable steps.

To facilitate practical application, learners are provided with an action plan template to structure their goals, define steps, and identify timelines and required support. Furthermore, analytical tools, including a barrier-and-solution table, are employed to strengthen problem-solving skills. The use of visual icons is integrated throughout to enhance accessibility and support diverse learning preferences.

Means of action and expression

The suggested methods include the use of a short self-assessment quiz to evaluate learners' understanding of key concepts, such as goal setting, the SMART framework, and action planning. Practical application is supported through guided activities in which learners formulate and refine personal, learning, or career goals using the SMART approach. In addition, structured exercises are employed to develop action planning skills, enabling learners to define clear goals, identify key steps, set realistic timelines, and recognize available support resources, while also initiating immediate actions towards goal achievement.

Main course literature

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Career goals: 17 inspirational examples for you in 2026. IMD business school for management and leadership courses. (2026, March 4).

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4- Resilience and Adaptability

  	
	3h

Content and objectives

This module is designed to enable learners to understand why resilience and adaptability are critical for workers and SMEs during the green transition of the TCLF sector. Furthermore, it enables the recognition of common emotional, social and workplace reactions to change, including uncertainty, resistance, motivation loss and learning anxiety.

Objectives:

- Identify personal strengths, support networks and coping strategies that help learners remain engaged in training and employment transitions.
- Practice adaptive thinking, constructive communication and problem-solving in realistic TCLF workplace and career scenarios.
- Develop a simple personal adaptation plan connected to green skills learning, career guidance or workplace change.
- Contribute to inclusive, supportive and learning-oriented environments where vulnerable workers are not left alone to manage transition pressures.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Explain the meaning of resilience, adaptability, change readiness and coping strategies in the context of work and learning transitions.
- Describe why the TCLF sector is changing due to sustainability requirements, circular economy practices, digitalization, automation and shifting market expectations.
- Understand that resistance to change can be a normal reaction and may be linked to fear, fatigue, unclear communication, previous negative experiences or lack of support.
- Recognize the connection between resilience, employability, lifelong learning, well-being and participation in green upskilling or reskilling pathways.
- Identify common protective factors for resilience, including social support, clear goals, self-awareness, realistic planning, feedback, rest, learning routines and access to guidance.
- Understand the difference between individual responsibility and organizational responsibility in supporting adaptation and well-being.

Skills and abilities

- Map a personal change situation and identify what is within the learner's control, what requires support and what depends on the wider organization or labor market.
- Use a simple self-check to identify strengths, stress signals, barriers and support needs.

- Apply adaptive problem-solving steps to a TCLF workplace or career scenario: clarify the change, identify options, assess risks, choose a small action, test and review.
- Practice constructive communication phrases for asking questions, requesting support, giving feedback and discussing change without conflict escalation.
- Create a personal adaptation plan linked to one green skill, one employability goal and one support action.
- Collaborate with peers to identify inclusive solutions that help vulnerable workers participate in training and workplace change.

Judgment and approach

- Adopt a learning-oriented and realistic attitude towards change, avoiding both fatalism and unrealistic pressure for constant positivity.
- Evaluate change situations by considering emotional, social, economic and organizational factors, not only individual motivation.
- Recognize when support is needed and treat help-seeking as a strength rather than a weakness.
- Support a workplace culture where mistakes, questions and learning needs can be discussed respectfully.
- Understand that adaptability should not mean accepting unsafe, unfair or exploitative conditions; learners should distinguish healthy adaptation from harmful pressure.
- Value resilience as a collective capacity shared by workers, trainers, managers, support services and local stakeholders.

Methods of teaching and assessment

Means of engagement

The suggested methods include an opening reflective activity in which learners select a word or image to express their feelings about change in work or learning contexts. This is complemented by a story-based case study illustrating the introduction of sustainable production practices in a sewing workshop, where different worker responses to change are explored. Learners then engage in strength-mapping exercises to identify personal capabilities that have supported them in previous transitions.

Peer learning is facilitated through paired discussions on how support from colleagues, trainers, or mentors can help reduce uncertainty. Inclusive and low-pressure participation strategies are incorporated, enabling learners to contribute through various formats, including oral input, written reflections, visual cards, sticky notes, or anonymous polling. The session is concluded with a guided reflection prompting learners to consider how green transition processes can be designed to ensure dignity, inclusion, and well-being.

Means of representation

This learning sequence adopts a multimodal approach to develop resilience and adaptability in the TCLF sector. It begins with a concise presentation of key concepts, including readiness for change, coping strategies, support networks, and psychological safety. A visual change map links external changes to personal reactions, available support, action options, and learning outcomes, promoting structured reflection. Scenario cards present realistic workplace situations, enabling learners to apply adaptive responses in contexts such as green procedures, machine changes, and job transitions. An infographic, the “resilience ladder,” supports stepwise coping by guiding learners to recognise change, interpret reactions, seek support, take action, and review progress. Short videos reinforce themes of lifelong learning, coping with change, and workplace well-being. Finally, an interactive digital quiz or game provides immediate feedback and scenario-based tasks, enhancing engagement and consolidating learning outcomes.

Means of action and expression

The suggested methods include the use of a short self-assessment quiz to evaluate learners’ understanding of key concepts such as resilience, adaptability, coping strategies, support networks, and psychological safety. This is complemented by a strengths-based activity in which learners identify and reflect on three personal strengths and relate them to current or future learning challenges. In addition, learners engage in structured planning through the development of a personal adaptation plan, enabling them to define a specific challenge, outline a small actionable step, set a realistic deadline, identify required support, and establish a review point for monitoring progress.

Main course literature

Cedefop. (2026). An EU reference framework for lifelong guidance. 18 guidelines for policy and systems development. Cedefop reference series; 128. Publications Office of the European Union.

OECD (2025), Empowering the Workforce in the Context of a Skills-First Approach, OECD Skills Studies, OECD Publishing, Paris

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Hone, L. (2019). 3 secrets of resilient people. Lucy Hone: 3 secrets of resilient people | TED Talk.

Fratto, N. (2019). 3 ways to measure your adaptability -- and how to improve it.

Natalie Fratto: 3 ways to measure your adaptability -- and how to improve it | TED Talk.

5- Stress Management and Coping Mechanisms

  	
  	8-9h

Content and objectives

This module addresses workplace and personal stress, its causes, symptoms, and impact on wellbeing and performance, especially within TCLF (Textile, Clothing, Leather and Footwear) working environments.

The module provides practical tools to recognize stress situations and apply effective coping and prevention strategies.

objectives

- Understand what stress is and how it affects people.
- Identify stress risk factors and warning signs.
- Apply stress prevention and management techniques.
- Use adaptive coping mechanisms.
- Develop a personal stress management plan.

This module addresses WP2 findings related to wellbeing and mental health in the workplace, prevention of psychosocial risks, and the development of resilience and soft skills in the TCLF sector.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

- Understand the concept and types of stress.
- Identify causes and consequences of workplace and personal stress.

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- Recognize the importance of emotional wellbeing at work.

Skills and abilities

- Detect physical, emotional, and cognitive signs of stress.
- Apply basic relaxation and emotional management techniques.
- Use adaptive coping strategies.
- Develop a personal stress management plan.

Judgment and approach

- Reflect on personal stress triggers.
- Adopt healthy and preventive habits.
- Promote healthier and more sustainable work environments.

Methods of teaching and assessment**Means of engagement**

Interactive presentations.

Workshops.

Hands-on activities.

Real-life sector case studies.

Peer-learning and collaborative work.

Self-assessment exercises.

Choice-based learning activities.

Means of representation

PowerPoint presentations.

Infographics and visual schemes.

Short videos.

Digital resources and interactive quizzes.

Frameworks and practical models.

Guided mindfulness and breathing exercises.

Means of action and expression

Self-assessment questionnaires.

Mini quizzes.

Practical exercises.

Role-play and case study analysis.

Development of a personal stress management plan.

Final individual reflection.

Main course literature

European Agency for Safety and Health at Work (EU-OSHA)

World Health Organization (WHO)

National Institute for Occupational Safety and Health (NIOSH)

MIND – Mental Health at Work

Goleman, D. Emotional Intelligence

Kabat-Zinn, J. Mindfulness for Beginners

Selye, H. The Stress of Life

6- Coaching and Mentoring

  	
 	6-10h

Content and objectives

The Coaching and Mentorship module introduces learners to the principles and practices of supportive professional relationships within the TCLF (Textile, Clothing, Leather, and Footwear) industries. The module focuses on communication, active listening, feedback, personal development, and collaborative learning as tools for supporting career growth, workplace inclusion, and knowledge sharing.

The course is designed from the perspective of the employee and explores how learners can actively participate in coaching and mentoring relationships, how to communicate effectively within these contexts, and how to gain the maximum benefit from these experiences. The module also examines the importance of mentorship and peer support within sustainability-oriented and innovation-driven work environments. Learners will develop foundational soft skills that support teamwork, professional confidence, self-reflection, and constructive communication in educational and workplace settings. The module combines theoretical understanding with practical professional scenarios and reflective learning activities suitable for online delivery. This module will include a key concepts and terminology bank with definitions provided to learners.

Objectives

- Introducing the principles of coaching and mentorship
- Develop communication and active listening skills
- Support learners in understanding how to engage effectively in mentoring relationships
- Encourage reflective learning and constructive feedback practices
- Promote inclusive, collaborative, and supportive workplace cultures

This module responds to the identified need for soft skills development, communication competencies, and collaborative working approaches within the green transition of the TCLF sector.

Learning outcomes

After completing this module, the learner will be able to:

Knowledge and understanding

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- Understand the purpose and value of coaching and mentorship in professional development
- Recognize the roles and responsibilities of mentees within mentoring relationships
- Understand key communication concepts such as active listening, feedback, and professional communication
- Be aware of respectful, inclusive, and collaborative workplace practices
- Understand how mentoring and peer support can contribute to career growth, confidence, and lifelong learning

Skills and abilities

- Communicate effectively within coaching and mentoring relationships
- Practice active listening and constructive communication
- Seek, receive, and apply feedback in a professional manner
- Reflect on personal strengths, goals, and development needs
- Engage confidently in collaborative and peer-learning environments
- Apply mentoring guidance and support to personal and professional development

Judgment and approach

- Demonstrate openness, professionalism, and respect in mentoring relationships
- Take an active and responsible approach to personal learning and development
- Reflect critically on personal progress and workplace experiences
- Recognize the importance of empathy, trust, and mutual respect in professional relationships
- Value mentorship and peer support as part of continuous learning and career development

Methods of teaching and assessment

Means of engagement

Learner engagement is supported through reflective activities, professional scenarios, and communication-focused exercises connected to real workplace and learning environments. The module encourages self-reflection, independent learning, and critical thinking about professional relationships, collaboration, and personal development. These means might include:

Reflection activities on communication and mentoring experiences

Professional scenario analysis

Guided self-assessment exercises

Self-paced online learning activities

Means of representation

Content is delivered through multiple digital formats to support different learning preferences and accessibility needs. Materials are presented clearly and accessibly using visual and text-based resources that support understanding of

communication concepts and professional development practices. These means might include:

- Written learning materials and summaries
- Communication frameworks and diagrams
- Infographics and visual guides
- Workplace scenarios and case studies
- Key terminology and vocabulary lists

Means of action and expression

Learners are provided with different opportunities to demonstrate understanding and reflect on professional communication practices through flexible online assessment methods. Assessments are designed to support self-awareness, communication skills development, and the application of mentoring concepts in workplace contexts. These means might include:

- Online quiz and knowledge checks
- Reflective exercises and self-assessment activities
- Scenario-based written responses
- Communication analysis tasks

Main course literature

Passmore, J., Brown, H., Csigas, Z., et al. (2017). *The state of play in European coaching and mentoring*.

Hobson, A. J., Maxwell, B., Stevens, A., Doyle, K., & Malderez, A. (2015). *Mentoring and coaching for teachers in the further education and skills sector*.

Riforgiate, S. E., Ruh, C., Ibiwoye, C., et al. (2025). *Mentoring in and across work organisations*.

Syailendra, S. (2023). *Effectiveness of coaching and mentoring for employee career development*.

Other relevant files and links will be available from open sources.

Reflection

The GreenLift curriculum represents a meaningful and targeted response to the evolving needs of the Textile, Clothing, Leather and Footwear (TCLF) sector in the context of the green transition. By centering its design on workers from vulnerable groups—including women, low-skilled individuals, NEETs, and those in professional transition—it reflects a strong commitment to social inclusion and equitable access to upskilling and reskilling opportunities.

A key strength of the curriculum lies in its integration of Universal Design for Learning (UDL) principles, which ensure that learning is accessible, flexible, and responsive to diverse learner needs. This is particularly important in the TCLF sector, where workers may have varied educational backgrounds, language competencies, and digital literacy levels. Through UDL-based design, the curriculum promotes multiple means of engagement, representation, and

expression, enabling learners to actively participate and progress at their own pace.

Furthermore, the balanced focus on technical green skills and soft skills for career development demonstrates a holistic understanding of what is required for a successful green transition. Technical modules equip learners with sector-specific competences related to sustainability practices, while soft skills modules, such as goal setting, stress management, and emotional intelligence support long-term employability and mobility within a changing labor market.

Importantly, the curriculum is grounded in evidence, responding directly to the needs identified through prior assessment tools. This ensures relevance to industry demands and strengthens the alignment between training provision and labor market expectations. Overall, the GreenLift curriculum can be seen as a forward-looking, inclusive, and strategically designed educational framework that not only supports environmental goals but also empowers vulnerable workers to actively participate in and benefit from the green transformation of the TCLF sector.

Although UDL-based pedagogy offers a comprehensive solution for the up- and re-skilling of the learners. However, there are still some challenges and limitations to the full successful implementation of this curriculum that need to be overcome. The different and wide range of the target groups makes it difficult to estimate the time needed for the completion of these modules; thus the duration of each module has been displayed as a range to allow for flexibility depending on the learner. Furthermore, the different languages of the learners result in difficulty finding quality and open-source references to cover these linguistic needs that can be adaptable to the countries of the European Union and specifically for the countries of the partners within the GreenLift project. The main literature for each module was chosen to be English, however additional resources covering different languages will be provided and recommended. Finally, the sustainability of the modules, which means keeping the modules relevant, available, and valuable after the conclusion of this project, is a pillar of the design of each module included in this curriculum.

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