

AR4Recycling Learning Material on Environmental Sustainability and Gender Equality

AN INCLUSIVE HANDBOOK FOR TEXTILE PROFESSIONALS



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(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
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APPLICABLE DOCUMENTS

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1. Gender equality matters

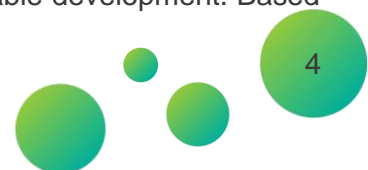
According to research, there is a relationship between environmental activities and gender inequities. Gender equality is important for environmental sustainability since women work two-thirds of the worldwide working hours and are more reliant on natural resources than males (Irish Aid, 2013). Despite all of the steps done to promote eco-friendly activities, the agenda emphasizing the relevance of gender equality for the ecosystem remains unfulfilled (UN women, 2014). As a result, while there is still significant gender disparity, women manage half of the world's resources, making their role critical in environmental protection (Global Environment Facility, 2018). Despite the EU's efforts to promote women's active engagement in upcycling activities, there has been no concrete programme supporting women's active participation in upcycling practices.

The need for VET trainers and textile professionals (manufacturers, designers, colorists, etc.) to engage in an open dialogue in order to support gender-based training aimed at tackling environmental challenges through clothing upcycling activities represents a brand new initiative in line with EU resource efficiency goals (Europe 2020 Strategy).



Environmental installation “NOTHING TO WEAR?” (Campaign “NOTING TO WEAR?”, 2020)

Therefore, the first step of the project was to conduct research on the situation in the project's partner countries (Greece, Romania, the Netherlands, Poland, Latvia, and Spain) to determine the current needs regarding the level of awareness of textile industry professionals about the role and participation of men and women in environmental activities towards the industry's sustainable development. Based





on the conclusions reached throughout the need verification process, a framework for the necessary knowledge and competences was determined, and learning goals were developed.

The training content and a training guide were created in the second stage of the project. There are five training modules (Table 1.) in the learning material.

Table 1. List of modules developed

Module	Module Title
Module 1	The role of gender equality in environmental sustainability & Gender-based training methods
Module 2	Sustainable practices in Clothing Manufacturing
Module 3	Clothing Upcycling as a green practice
Module 4	Soft Skills for clothing manufacturers
Module 5	Gender-equal digital competences for clothing upcycling

2. Training Modules

Each module consists of defined learning outcomes – skills, knowledge and competencies as well as test with assessment criteria for knowledge assessment and skills assessment. Each module includes additional materials and resources, a wrap-up and references used to develop learning content.

2.1 Module 1: The role of gender equality in environmental sustainability & Gender-based training methods

The themes covered in this module include gender equality, environmental sustainability, and training methodologies. The role of women in environmental sustainability has been studied. The module goes through some stories of women who battle for the preservation of nature, as well as the significance of environmental awareness and the connection between all of these fights and new training approaches based on gender and environmental sensitivity.

2.2 Module 2: Sustainable practices in Clothing Manufacturing

This module introduces concepts and methods that may be adopted in the garment industry to help it become more sustainable. The following topics were discussed to clarify what sustainability means for the garment industry: the basics of the clothing manufacturing process, different types of textile waste and solutions for reusing them, efficient, sustainable practices in garment manufacturing, a solution to promote these new practices, and how to increase citizen/customer awareness and motivation to act sustainably.



2.3 Module 3: Clothing Upcycling as a green practice

The module discusses the fundamental concepts of garment "upcycling" and mentions alternative methods for reducing, reusing, and recycling textile waste. The content focuses on topics relating to the complexities of clothes recycling.



Clothing refashioning or reconstruction process

(Nadīna Poga & Marta Cimdina, Riga Technical University, photo by authors and Ieva Leinisa)

2.4 Module 4: Soft Skills for clothing manufacturers

This module discusses the significance of soft skills in the garment industry. Interpersonal (people) skills, communication skills, listening skills, time management, problem solving, leadership, and empathy are examples of soft skills. These skills are among the top abilities that companies look for in employees since soft skills are essential for almost every profession. The module gives definitions of hard and soft skills and emphasizes that everyone who is interested in the sector should have the skills to thrive in the industry. Most jobs, including the ones in the clothing industry require a mix of skills. Soft skills are undervalued in favor of the more technical skills like finance, engineering or IT, while in practice a more balanced mix of these skills leads to optimum performance.



Stimulating gender-based innovative training methods to promote
CLOTHING REcycling through Augmented Reality

2.5 Module 5: Gender-equal digital competences for clothing upcycling

This module aims to raise awareness of inequality between men and women in digital competencies and promote equal use of technical breakthroughs for the benefit of the garment upcycling business. It is also about looking at case studies and success stories that integrate sustainable environmental practices with gender equality.

The following steps will be on the creation of a **personalized hands-on platform, a mobile application and a practitioner's accreditation & certification program.**

3. References

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