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SiT

Sustainability in TCLF

D4.3 TRAINING REPORT WITH ASSESSMENT AND EVALUATION RESULTS

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PROJECT SUMMARY

The SiT project involves 15 partners from 8 EU countries, the consortium is made up of organisations from VET, C-VET, HE and business representatives to create a bridge between education and labour market.

The SiT project aims to foster innovation in education, training, and the TCLF sector. It focuses on the potential of green transition and developing new training modules to address skill gaps.

SO1: To identify a training structure starting from existing and emerging skills needed for the green transition of the TCLF sector, based on sustainable and circular economy principles.

SO2: To develop innovative and multidisciplinary curricula for HE and c-VET, based on learner centred, active learning, problem and practice-based learning, also promoting mobility opportunities for learners, on the topic of green transition of the TCLF sector.

SO3: To promote the acquisition of TCLF functional, as well as transversal and green knowledge, competences and skills for learners (university students/TCLF owners/ workers/managers), with the final aim of providing them with proper professional competences in order to fill the gap with the labour market needs, up-skilling and re-skilling of workers/TCLF MSMs owners and staff in order to adapt their profiles/companies to the new requirements of the labour market toward the green transition of the TCLF sector.

SO4: To promote the flow and co-creation of knowledge between higher education/research and vocational education and training, the public sector and the business sector to contribute to innovation in business modelling and in education and training.

SO5: To face the above-mentioned challenges, SO5 is to promote the development of a supportive ecosystem for the green transformation of the MSMEs in the TCLF sector and start-ups, in the form of an interactive platform and local hub that will be based upon the creation of local multi-actor networks including all potential stakeholders for green solutions.

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1. Executive Summary

Under Work Package 4 (WP4), the SiT (Sustainability in TCLF) project implemented a pilot phase aimed at validating and improving the training programmes developed to support the green transition of the Textile, Clothing, Leather and Footwear (TCLF) sector. The pilot tested the effectiveness, relevance, and applicability of the SiT training model across different educational and professional contexts, focusing on the development of green, functional, and transversal competences.

The pilot was implemented in seven European countries (Bulgaria, Croatia, Estonia, Germany, Greece, Italy, and Spain) through a common quality framework adapted to national contexts. It involved a diverse community of learners and stakeholders, including Higher Education (HE) students, Vocational Education and Training (VET) and Continuing Vocational Education and Training (c-VET) learners, TCLF professionals, companies, trainers, and industry representatives.

The SiT training model combined three complementary learning pathways: a self-paced MOOC providing foundational knowledge on sustainability and circular economy; Project-Based Learning (PBL) activities supporting the application of knowledge through practical projects and collaboration; and Work-Based Learning (WBL) experiences enabling learners to engage directly with companies and real working environments. An international Bootcamp further strengthened cooperation, knowledge exchange, and networking among learners, educators, and industry stakeholders.

The pilot successfully validated the SiT educational approach, demonstrating its capacity to provide relevant and practice-oriented learning opportunities for the TCLF sector. Across the participating countries, the initiative engaged more than 715 learners, with 270 successful course completions and 169 ICEP certificates awarded. In addition, more than 367 participants took part in Blended and PBL activities, while 63 learners participated in WBL experiences.

Evaluation results confirmed a high level of participant satisfaction, with average ratings consistently above 4 out of 5. Learners particularly valued the relevance of the training content, the expertise of trainers and industry experts, the practical orientation of activities, and the opportunities to connect learning with real sector challenges.

The assessment of learning outcomes showed that the SiT programmes effectively strengthened key competences required for the TCLF green transition, including knowledge of circular economy principles, sustainable production, resource efficiency, innovation, entrepreneurship, communication, teamwork, problem-solving, and project management.

Overall, the WP4 pilot confirmed that the SiT training model is an effective, scalable, and transferable approach for supporting sustainability-oriented upskilling and reskilling across Europe. The evidence collected provides a solid foundation for the further exploitation of SiT results and for the future development of training initiatives addressing the evolving skills needs of the TCLF sector.

2. Introduction

2.1 Purpose of the Report

This report presents the implementation, evaluation, and assessment of the pilot activities carried out under WP4 of the SiT project. Its main purpose is to document the piloting process conducted across the participating countries, assess the effectiveness of the developed learning pathways and training methodologies, and evaluate the extent to which the project objectives and expected learning outcomes were achieved.

The report provides a comprehensive overview of the delivery of the SiT training programme, including the involvement of learners, trainers, and industry stakeholders; the implementation of learning activities; the assessment of learning achievements; and the overall training experience. It identifies key results, challenges encountered during implementation, lessons learned, and recommendations for the future exploitation and transferability of the training model.

Furthermore, the report contributes to the validation of the educational approach developed within the project by providing evidence of its relevance and effectiveness in supporting the green transition of the TCLF sector through innovative, flexible, and practice-oriented learning opportunities.

2.2 WP4 Overview and objectives

WP4 is focused on the piloting and validation of the training programmes and educational resources developed during the previous phases of the SiT project. Building on the curricula, training modules, and pedagogical approaches designed under Work Package 3, WP4 aimed to assess their effectiveness, relevance, and applicability in real learning environments involving students, professionals, trainers, and representatives of the TCLF sector.

The main objectives of WP4 were to:

- Pilot the SiT training programmes across different national contexts and educational settings.
- Validate the quality, relevance, and effectiveness of the developed curricula, training materials, and learning resources.

- Assess the effectiveness of the applied pedagogical approaches, including Blended learning, PBL, and WBL methodologies.
- Evaluate participants' achievement of the intended learning outcomes and competences defined within the SiT training framework.
- Collect and analyse feedback from learners, trainers, mentors, and industry representatives to identify areas for improvement and support the further refinement of the training model.
- Contribute to the upskilling and reskilling of current and future TCLF professionals, supporting the sector's transition towards more sustainable and circular practices.

The pilot phase represented a crucial step in validating the SiT educational model by testing the developed resources and methodologies in diverse real-world contexts. The evidence gathered during the implementation provided insights into the effectiveness, transferability, scalability, and long-term sustainability of the training framework, supporting its future exploitation and adaptation in different educational and professional environments.

3. Overall Piloting Methodology

3.1 Piloting Framework

The implementation of the SiT pilot followed a common framework established within WP4 to ensure consistency, quality, and comparability across all participating countries. While each partner adapted certain activities to its national context and the characteristics of its target groups, all pilot actions were conducted according to the common guidelines and procedures defined for the project.

A standardised approach was adopted for the recruitment of learners and trainers, the organisation of learning activities, the implementation of mentoring and tutoring processes, the assessment of learning outcomes, and the collection of monitoring and evaluation data. This common framework enabled all partners to contribute to a coherent piloting process while ensuring that local needs and specificities were adequately addressed.

The pilot implementation was closely aligned with the resources and pedagogical principles developed under WP3. In particular, the activities carried out during the pilot phase were based on the methodologies, learning outcomes, training modules, and practical activities defined in the SiT Training Toolkit. This alignment ensured that the curricula and training materials could be tested and validated in real educational and professional environments, providing valuable feedback for their further improvement and exploitation.

Furthermore, regular coordination among project partners facilitated the exchange of information, monitoring of progress, and implementation of corrective measures whenever necessary, contributing to the overall quality and effectiveness of the piloting process.

3.2 Training Methodologies

The SiT pilot adopted a learner-centred and competence-based approach, combining different training methodologies to foster the acquisition of green, transversal, and sector-specific competences relevant to the TCLF sector.

MOOC

The first stage of the pilot was based on participation in the SiT Massive Open Online Course (MOOC). Learners accessed the training modules through the project platform and completed the learning activities at their own pace. The MOOC provided flexible access to educational resources, including learning materials, multimedia content, assessments, and self-evaluation

activities, allowing participants to build foundational knowledge on sustainability and green transition topics.

Project-Based Learning (PBL)

PBL was applied throughout the Blended learning phase to promote active participation and collaborative knowledge creation. Learners were encouraged to work individually and in groups to analyse real challenges, develop practical solutions, and apply the knowledge acquired through the online training. Activities such as case studies, discussions, collaborative projects, and problem-solving exercises enhanced critical thinking, creativity, and innovation skills.

Work-Based Learning (WBL)

WBL constituted the practical dimension of the pilot. Through collaboration with companies and organisations from the TCLF sector, learners had the opportunity to apply their knowledge in real working environments. Activities such as placements, company visits, job-shadowing experiences, sectoral workshops, and collaborative projects contributed to strengthening the connection between education and labour market needs while supporting the development of practical and professional competences.

Blended Learning Approach

The SiT training model combined online learning with face-to-face and collaborative activities through a Blended Learning approach. This methodology integrated the flexibility of digital learning with the benefits of direct interaction, practical exercises, group work, workshops, and mentoring sessions. The combination of different learning environments enabled participants to progressively acquire knowledge, develop competences, and apply them in authentic professional contexts.

3.3 Data Collection and Monitoring Framework

A comprehensive monitoring and evaluation framework was implemented to assess the effectiveness of the pilot activities and measure the achievement of the project's objectives and key performance indicators.

The monitoring process focused on collecting both quantitative and qualitative data throughout all phases of the pilot. Particular attention was given to participation levels, learner

engagement, course completion, achievement of learning outcomes, satisfaction with the training activities, and the overall effectiveness of the adopted methodologies.

The main indicators monitored during the pilot included:

- Number of learners enrolled in the training programme.
- Number of learners participating in MOOC, Blended Learning, and WBL activities.
- Course and module completion rates.
- Assessment results and achievement of learning outcomes.
- Participation in mentoring and support activities.
- Learner and trainer satisfaction levels.
- Participation of companies and stakeholders in WBL activities.
- Achievement of the WP4 targets and KPIs.

To support data collection and monitoring, several tools and instruments were used throughout the pilot implementation, including:

- Registration and participant tracking records.
- Pre-training and post-training questionnaires.
- Learner and trainer satisfaction surveys.
- Focus group reports and qualitative feedback forms.
- Shared monitoring and reporting dashboards.
- Excel-based tracking tools used by project partners.
- Learning analytics generated by the MOOC platform, including enrolment, progress, completion, and assessment data.
- Evidence collected during mentoring, Blended Learning, and WBL activities.

The information collected through these tools provided the basis for the assessment of learning outcomes, evaluation of the training procedures, measurement of KPI achievement, and development of the recommendations presented in this report.

3.4 Piloting Results Summary

A detailed analysis of the piloting results can be found in chapter 5. Here is a summary of the key results:

- Bulgaria: 89 MOOC enrolments, 47 completions, and 30 ICEP certificates awarded.

- Croatia: 54 MOOC enrolments, 26 completions, and 3 ICEP certificates awarded.
- Estonia: 100 MOOC enrolments, 53 completions, and 27 ICEP certificates awarded.
- Germany: 150 MOOC enrolments, 29 completions, and 16 ICEP certificates awarded.
- Greece: 30 MOOC enrolments, 8 completions, and 0 ICEP certificates awarded.
- Italy: 127 MOOC enrolments, 30 completions, and 10 ICEP certificates awarded.
- Spain: 148 MOOC enrolments, 71 completions, and 54 ICEP certificates awarded.
- Others: 17 MOOC enrolments from other countries, 6 completions from other countries, and 29 people who have been certificated by ICEP in English.

Completion Rates

Completion rates varied across countries, reflecting the different participant profiles and the voluntary nature of self-paced online learning.

Across the countries reported in this deliverable:

- Bulgaria: approximately 53% completion rate (47 completions out of 89 enrolments).
- Croatia: approximately 48% completion rate (26 completions out of 54 enrolments).
- Estonia: approximately 53% completion rate (53 completions out of 100 enrolments).
- Germany: approximately 19% completion rate (29 completions out of 150 enrolments).
- Greece: approximately 28% completion rate (8 completions out of 30 enrolments).
- Italy: approximately 24% completion rate (30 completions out of 127 enrolments).
- Spain: approximately 48% completion rate (71 completions out of 148 enrolments).

Despite expected drop-out levels typical of MOOCs, participation in Blended Learning, PBL, and WBL activities consistently contributed to higher engagement and learner retention.

Country	MOOC participants	MOOC Completions	ICEP certificates awarded	PBL/Blended Learning participants	WBL participants
Bulgaria	89	47	30	28	9
Croatia	54	26	3	33	4
Estonia	100	53	27	101*	4
Germany	150	29	16	17	6
Greece	30	8	0	19	6
Italy	127	30	10	17	7
Spain	148	71	54	152**	27

* Estonia reports participant attendance across several seminars, conferences and study visits. The data represents recorded participation rather than unique learners.

** Spain reports 27 participants in Webinar 1, 76 in Webinar 2 and 49 in Webinar 3, totalling 152 participants. Some learners attended more than one activity; therefore, the figure does not represent unique participants.

Satisfaction Rates

Feedback collected across the consortium indicates a high level of participant satisfaction with the training experience.

Learners consistently highlighted:

- The quality and relevance of the training content;
- The expertise of trainers and guest speakers;
- The practical orientation of the activities;
- The opportunity to interact with companies and industry professionals;
- The combination of online learning with practical and workplace experiences.

Across the countries where satisfaction surveys were implemented, average ratings were consistently above 4 out of 5, confirming a high level of satisfaction with the quality of the

content, the practical relevance of the activities, the expertise of trainers, and the interaction with industry stakeholders.

Achievement of Learning Outcomes

The assessment results demonstrate that the SiT training programmes effectively supported the achievement of the intended learning outcomes across all three competence dimensions.

Participants strengthened their:

- Green competences, including circular economy principles, sustainable production systems, textile recycling, bio-based materials, environmental regulations, and resource efficiency.
- Functional competences, including sustainable business models, recycling technologies, innovation management, sustainable product development, entrepreneurship, and sector-specific technical knowledge.
- Transversal competences, including communication, teamwork, creativity, problem-solving, critical thinking, project management, adaptability, and intercultural collaboration.

The combination of MOOCs, Blended Learning activities, expert workshops, study visits, international mobility experiences, and WBL proved particularly effective in facilitating the transfer of knowledge into practical contexts.

KPIs Achievements

The implementation successfully achieved the main objectives and performance indicators established for WP4:

- Validation of the SiT curricula and learning resources across seven European countries through the participation of 715 learners.
- Engagement of 715 learners from VET, HE, c-VET, and professional environments, with 270 successful course completions.
- Achievement of 169 ICEP-certified learners across the consortium by June 2026.
- Successful implementation of MOOC, Blended Learning, PBL, and WBL methodologies.
- Strong participation of companies, research organisations, social enterprises, and industry experts in learning activities.

- Demonstrated acquisition of green, functional, and transversal competences relevant to the green transition of the TCLF sector.
- Validation of a scalable and transferable educational model capable of supporting future upskilling and reskilling initiatives in Europe.

4. Country-Level Implementation of the Pilot

4.1 Bulgaria

4.1.1 Context and Participants

National Context

The Bulgarian pilot was jointly implemented by the Plovdiv Chamber of Commerce and Industry (PCCI), the National Vocational High School of Textile and Fashion “Dimitar Talev” (NPG) in Gotse Delchev, and PirinTex, within the framework of the SiT project. The pilot combined two complementary implementation strands: a VET strand centred on NPG upper-secondary learners specialising in “Technology and Production of Garments”, delivered in close cooperation with PirinTex as host industry partner, and a wider strand addressing young fashion designers, entrepreneurs and emerging professionals from Plovdiv and Sofia, coordinated by PCCI. Implementation combined online learning through the SiT MOOC platform, face-to-face PBL (study visits, workshops and lectures), and WBL through job shadowing and apprenticeship at PirinTex.

Gotse Delchev, where NPG and PirinTex are both based, provided a particularly favourable local training environment: the two institutions are within walking distance of one another, which substantially reduced the logistical issues of organising study visits and work-based learning and enabled close, sustained cooperation between the vocational school and the host company. PirinTex is a large apparel manufacturer sustaining around 1,200 jobs, offering learners direct exposure to industrial-scale production, environmental management and sustainability practices, while NITEX EOOD, a smaller producer of elastic bands, cords and other textile components based in the nearby village of Koprivlen, added the perspective of an SME. In Plovdiv and Sofia, PCCI’s network of designers, entrepreneurs and industry contacts — reinforced through participation in the International Fair of Plovdiv (TexTaylor Expo) — allowed the pilot to reach fashion professionals and emerging designers beyond the VET school setting.

Target Groups

The Bulgarian pilot involved:

- VET learners (NPG upper-secondary students specialising in garment technology and production);

- Young fashion designers and emerging professionals from Plovdiv and Sofia;
- Professionals/workers from the textile and fashion sector;
- Trainers and mentors (from NPG, PCCI and PirinTex);
- Industry experts (from PirinTex and NITEX).

Participants Overview

Implementation involved participants with varied educational and professional backgrounds, ranging from upper-secondary VET learners aged 16–19 to adult designers, entrepreneurs and emerging professionals aged up to around 40.

An initial training-of-trainers and onboarding workshop was held online on 2 December 2025, gathering 7 trainers (1 male, 6 female) from PCCI, NPG and PirinTex to align on the implementation phases, task distribution and dissemination plan.

At NPG, at least 15 learners completed Phase 1 (the MOOC). A preparatory workshop was then held on 9 March 2026 at NPG's premises in Gotse Delchev, moderated by Sonia Vodenova, involving 12 participants — MOOC learners shortlisted for Phase 2 together with trainers from Phases 1 and 2 — to evaluate the MOOC experience and onboard participants onto Phase 2.

Phase 2 (Blended Learning) at NPG involved 8 learners (3 male, 5 female), 2 trainers (1 male, 1 female), 2 experts (both female) and 1 administrative staff member, alongside 1 industry partner representative. The WBL phase (Phase 3) involved the same 8 learners (3 male, 5 female), supported by 2 trainers (1 male, 1 female).

On the PCCI-coordinated strand, an info day at the TexTaylor Expo in Plovdiv engaged approximately 20 learners and members of the public around the SiT MOOC and the upcoming study visit. The joint study visit to PirinTex and NITEX (2–4 April 2026) involved 13 fashion designers and emerging professionals from Plovdiv and Sofia (5 male, 7 female), together with 15 NPG students (4 male, 11 female), 4 trainers (1 male, 3 female), 4 project staff members and 4 industry hosts from PirinTex and NITEX (1 male, 3 female) — a total of 40 participants.

Participants across the pilot were aged between 16 and 40 years, spanning EQF Levels 4 to 6, with backgrounds ranging from upper-secondary vocational education (NPG learners) to HE and professional experience in textile/garment production, fashion design and entrepreneurship (PCCI strand).



Participants of the joint study visit to PirinTex, Gotse Delchev (2–4 April 2026)

4.1.2 Pilot Implementation

National pilots were organised in three complementary phases:

- **E-learning**
- **Face-to-face and PBL**
- **WBL**

with an additional international dimension through participation in the SiT International Bootcamp in Thessaloniki.

Planning and Preparation

Planning began with an online training-of-trainers and onboarding workshop on 2 December 2025, bringing together PCCI, NPG and PirinTex trainers — both newly joining and already part of the project staff — to align on the implementation timeline (October 2025–May 2026), distribute tasks and responsibilities, and agree a dissemination and enrolment plan. During the workshop, trainers also created mock-up registrations on the MOOC platform to familiarise themselves with its features, dashboard and user interface.

Recruitment of participants combined institutional channels — NPG's high-school classes in Gotse Delchev — with sector-wide promotion led by PCCI, including the info day at the TexTaylor Expo and direct outreach to platform registrants. Selection criteria for progression to Phase 2 and Phase 3 required participants to have successfully completed Phase 1 on the MOOC platform and obtained one or two certificates; at NPG, further selection into Phase 3 (WBL) and the Bootcamp in Thessaloniki was based on performance in Phases 1 and 2, applied transparently.

A dedicated preparatory workshop was held on 9 March 2026 at NPG, moderated by Dilyana Gerdzhikova, to present the Phase 2 blended-learning format, gather feedback on the MOOC implementation (learning content, platform usability and overall training process), present the Bootcamp in Thessaloniki (objectives, programme, participation requirements and selection procedure), and define the next implementation steps.

The activities were adapted to the national context by building on the proximity and existing cooperation between NPG and PirinTex and on PCCI's established network of textile and fashion stakeholders in Plovdiv and Sofia. This dual structure allowed the pilot to combine a structured, school-based VET pathway with a broader, sector-wide pathway for designers and emerging professionals, while sharing key face-to-face activities — the joint study visit to PirinTex and NITEX — between the two groups.



Dilyana Gerdzhikova (PCCI) introducing Phase II and Bootcamp in Thessaloniki

MOOC

The e-learning phase (Phase 1) ran from October 2025, using the SiT MOOC platform, with Zoom used for online tutoring sessions. Learners engaged with the introductory modules on sustainability, circular economy in textiles, bio-based materials and the two emerging professional profiles addressed by the pilot — Recycling Manager and Bio-Textile Technician/Specialist. Trainers supported the MOOC phase through the training-of-trainers workshop (2 December 2025) and an in-person evaluation and onboarding session at NPG (9 March 2026). At NPG, at least 15 learners completed Phase 1; on the PCCI strand, only learners who had successfully completed the MOOC and obtained certificates were eligible to progress to the face-to-face activities.

Face-to-face and PBL

The second phase combined a joint industry study visit, an info day and promotional activity, and a school-based programme of theoretical and project-based sessions at NPG.

Info Day – TexTaylor Expo, Plovdiv, organised by PCCI as part of the International Fair of Plovdiv. The SiT stand promoted the MOOC platform to potential participants, held face-to-face meetings with existing registrants to engage them for Phase 2. The main focus of the stand was to raise awareness of the upcoming study visit to PirinTex in Gotse Delchev.

Study Visit – PirinTex and NITEX, Gotse Delchev and Koprivlen (2–4 April 2026), jointly organised by PCCI, NPG and PirinTex, combining plant tours, lectures, hands-on practical tasks and thematic workshops for both the PCCI and NPG learner groups.

Day 1 (Friday 3 April): Following registration, PirinTex managers Bertram Rollmann and Nikolay Uzunov formally welcomed participants and introduced the training programme, in a session moderated by Dilyana Gerdzhikova (PCCI) and Maria Vodenicharova (PirinTex); Maria Vodenicharova then led a guided tour of the production facilities. In the Conference Hall, PirinTex's Chief Environmental Officer and Health & Safety Specialist, Vanya Todorieva, delivered a lecture for the "Recycling Manager" track on compliance with OEKO-TEX/AMFORI standards, technical documentation, legal requirements on garment-production waste and best waste-management practices, followed by practical tasks — material testing in the washing and dyeing workshop and live demonstrations of the water treatment plant and the waste-separation process. After a working lunch, Prof. Angel Terziev (Dean of the Faculty of Power Engineering, Technical University of Sofia) delivered a lecture for the "Biotextile Specialist" track on sustainability in the TCLF sector, digitalisation, the circular economy and the Digital Product Passport (DPP), followed by a thematic workshop on AI applications and prototype-making from waste materials, moderated by Fatme Kosin (Textile Production Engineer/Technologist, REFA Department). The day concluded with an afternoon visit to NITEX EOOD in the nearby village of Koprivlen, a producer of elastic bands, cords, ribbons and other textile components, before participants returned to Hotel Ognyanovo for dinner, representing the sustainability production issues from the perspective of a small sized company.





Mr. Rollman, Founder of Pirin Tex with a motivation speech; Material testing in the washing/dyeing workshop at PirinTex



Guided tour of PirinTex's water treatment plant and waste-separation facilities

Day 2 (Saturday 4 April): after registration, Dr Georgi Chetrafilov (Head of ICT, Nevrokop Vocational High School) and Head Teacher Sonya Vodenova presented the school's current vocational-training activities and its dual-training cooperation with PirinTex. This was followed by a session on business strategies for small and medium-sized sustainable fashion brands led by Dr Teodora Spasova (National Academy of Art / MINOAR OOD), covering competitiveness and entry into international markets, complemented by a thematic workshop on fashion-brand development for a sustainability focused brand. Dilyana Gerdzhikova (PCCI) then moderated a session on training and career-development opportunities, addressing internship, apprenticeship and joint-project options in the sector and the next steps for the SiT pilot. The programme closed with a visit to PirinTex's company store and materials warehouse, moderated by Maria Vodenicharova, presenting the brand's retail space and finished products alongside the fabrics used in production — including remnants available for reuse — before a closing lunch in Gotse Delchev and departure.



Session on training and career-development opportunities during the study visit programme; *Thematic workshop session during the study visit programme*

Blended Learning Programme at NPG (April–May 2026), organised by NPG as an extra-curricular programme for learners who had successfully completed Phase 1, combining approximately 40 hours per learner: 16 hours of theoretical sessions, 16 hours of Project Based Learning and 8 hours of intensive study visit to PirinTex. Researchers Sonya Vodenova and Georgi Chetrafilov led the theoretical sessions on sustainable textile production, circular economy, bio-based materials and occupational health and safety, while learners worked in small teams on practical, project-based tasks aligned to the Recycling Manager and Bio-Textile Technician profiles. The study visits to PirinTex were structured around three pillars: manufacturing operations (materials reception, cutting, sewing, assembly, finishing, sorting and logistics); environmental management (chemical usage in washing and dyeing, water- and air-quality monitoring); and sustainability initiatives (the on-site photovoltaic plant, energy monitoring and waste separation), led by PirinTex experts Vanya Todorieva (Environmental Specialist and H&S Officer) and Fatme Kosin (Textile Production Engineer), together with a comprehensive health-and-safety induction. This phase also served to pre-select a sub-group of NPG learners and trainers for the SiT International Bootcamp in Thessaloniki (May 2026).



NPG learners working with reclaimed textile scraps during the project-based learning phase

WBL

WBL (Phase 3) took the form of a job-shadowing and apprenticeship programme at PirinTex (June–July 2026), involving 8 NPG learners (3 male, 5 female) and 1 learner (male) form Plovdiv over an intensive 1-month period, approximately 80 hours per learner. Selected learners — drawn from those who had performed best in Phases 1 and 2 — rotated through the departments most relevant to the two emerging professional profiles: environmental management and health & safety, under the supervision of Vanya Todorieva, and production planning, NPG researchers Sonya Vodenova and Georgi Chetrafilov acted as school mentors throughout, providing methodological supervision, assessing learner progress against the Phase 3 learning outcomes, and consolidating each learner's individual portfolio. Standard personal protective equipment was provided by PirinTex, and a full health-and-safety induction preceded entry into production areas; reasonable adjustments to the schedule were made available where needed.



NPG learners in production-floor PPE during the Work-Based Learning rotation at PirinTex.



Learners job-shadowing PirinTex staff during the Work-Based Learning phase

The WBL phase concluded with a final showcase event at NPG, presenting the results of the Bulgarian pilot to the school community, parents and local stakeholders, and awarding completion certificates to all learners who completed the three phases. Dedicated dissemination materials — posters, banners and brochures presenting the learners' projects — were produced for the event and for broader local visibility. Each learner received a certificate of attendance for their participation in the work-based learning in the form of apprenticeship.



NPG learners and mentors during the closing stage of the Work-Based Learning phase

4.1.3 Assessment and Results

Assessment Methodology

Learner assessment combined the evaluation tools embedded in the MOOC platform with qualitative methods applied during the face-to-face and WBL activities, including participant feedback questionnaires, end-of-phase exit interviews, ongoing informal feedback collected during sessions, and observation by trainers and mentors. Individual assessment forms and portfolios were used to track each learner's progress during Phase 3. The assessment focused on participants' understanding of sustainability, circular economy and environmental-compliance concepts, their ability to apply theoretical knowledge to real industrial tasks, and the development of transversal competences such as teamwork, responsibility, time management and professional communication.

Quantitative Results

Phase 1: Online training

Completed course on MOOC platform: 47.

- BioTextile Technician – 11 participants have reached 100 % of the MOOC training.
- Recycling Manager – 36 participants have reached 100 % of the MOOC training.

Phase 2: Blended training

Only participants that passed through the MOOC were included in Phase 2.

- Students, emerging professionals, entrepreneurs, designers from Plovdiv, Sofia, Troyan – 13 participants.
- High school students from 11-12 grade – 15 participants.

From those who successfully passed the previous phase were selected the 10 participants in the SiT International Bootcamp in Thessaloniki (May 2026), accompanied by 3 mentors.

Phase 3: WBL

- High school students from 11-12 grade – 8 participants.
- Emerging professional from Plovdiv – 1 participant (to be enrolled until end of August).

Qualitative Results

Feedback was consistently positive across both strands of the pilot. Participants in the PCCI strand rated the MOOC and accompanying materials as well structured and well timed relative to the study visit, valued the focus on the Digital Product Passport — a topic largely unfamiliar to them beforehand — and described the visit to PirinTex as a valuable, rare opportunity to see from the inside how a large-scale, successful apparel manufacturer operates and sustains around 1,200 jobs. They also welcomed the emphasis on the environmental aspects of industry and regulatory compliance, the practice of reusing unused or leftover fabrics as a sustainability measure, and the initiative's support for young designers and students entering the sector.

NPG learners expressed a high level of satisfaction with the learning experience overall, particularly appreciating — given their age and status as high-school learners — the flexibility of the online MOOC format, which allowed them to complete the training at their own pace alongside their school commitments. Learners reported very high satisfaction with the WBL experience at PirinTex, highlighting the value of seeing concepts from the MOOC and Phase 2 applied in a real production environment, the relevance of the rotation across environmental, health-and-safety and production-planning departments, and direct interaction with PirinTex experts as the most rewarding part of the entire pilot. Trainers from NPG and experts from

PirinTex highlighted the value of the cross-organisational model and the relevance of the two emerging professional profiles to the regional labour market. The final showcase event was well attended and well received by parents, school staff and local stakeholders.

Achievement of Learning Outcomes

The pilot strengthened participants' green competences related to environmental standards (OEKO-TEX, AMFORI), waste management, circular-economy practices, the Digital Product Passport and sustainable production. Functional competences were developed through direct exposure to manufacturing operations, environmental monitoring, technical documentation and process optimisation at PirinTex and NITEX. Transversal competences — teamwork, responsibility, time management, professional communication and networking — were reinforced throughout the Blended Learning and WBL phases. Overall, the training objectives were achieved across both strands of the Bulgarian pilot, with EQF Level 4 outcomes fully achieved at NPG and clear progression toward EQF Level 5 in responsibility, autonomy and analytical understanding of industrial processes.

4.1.4 Mentoring and Support Activities

Mentoring Approach

The Bulgarian pilot combined group and individual mentoring across its different phases. During Phase 1, PCCI, NPG and PirinTex trainers — trained together during the December 2025 onboarding workshop — supported learners on the MOOC platform. During the Blended Learning phase, NPG researchers Sonya Vodenova and Georgi Chetrafilov led theoretical sessions and guided learner teams through project-based tasks, while PirinTex experts Vanya Todorieva and Fatme Kosin led on-site sessions and practical demonstrations during the study visits. During Work-Based Learning, Vanya Todorieva and Fatme Kosin acted as workplace mentors, supervising learners' rotation through the environmental/H&S and production-planning departments respectively, while Sonya Vodenova and Georgi Chetrafilov continued as school mentors, providing individual guidance and consolidating each learner's portfolio.

Learner Support

Learners were supported through a combination of in-person contact and digital communication channels, including e-mail and messenger groups used for coordination between learners, school mentors and PirinTex experts. Digital templates were used for assessment forms during WBL. Ahead of key activities — such as the study visit to PirinTex

and NITEX and the Phase 2 programme — participants received practical information on schedules, objectives and expected involvement.

Monitoring Activities

Learner progress was monitored through the MOOC platform, attendance at face-to-face and work-based activities, and regular interaction with trainers and mentors. During WBL, progress was tracked through individual assessment forms and portfolios consolidated by school mentors, alongside direct observation by PirinTex supervisors of learners' performance in their rotations. The March 2026 workshop at NPG additionally served as a checkpoint to review MOOC feedback and confirm learners' readiness and selection for Phase 2 and the Bootcamp in Thessaloniki.

4.1.5 Challenges and Lessons Learned

Challenges Encountered

During the initial training-of-trainers workshop, partners identified a potential challenge in balancing participation across the two emerging professional profiles: where only a very small number of learners register interest in one profession — for example, only one or two for the Bio-Textile Technician profile — it may not be efficient to develop dedicated training activities, study visits and other components for such a small group. Partners also anticipated a logistical challenge in organising in-person activities if wider public dissemination of the MOOC led to registrations from learners based in different cities. No major recruitment or technical difficulties were reported in the later phases of the pilot, although careful administrative and financial coordination was needed even at school level to keep the NPG–PirinTex programme running smoothly.

Mitigation Measures

To address these risks, the partnership maintained flexible group sizes, concentrating dedicated in-person and WBL resources on the profession or profile that attracted sufficient participant numbers. A structured selection process — based on completion of Phase 1 and, later, performance in Phase 2 — helped manage participation levels for the more resource-intensive activities, such as the study visit, the Bootcamp in Thessaloniki and WBL. Regular preparatory meetings and a dedicated onboarding/evaluation workshop (9 March 2026) were used to review progress, gather feedback and adjust plans of each subsequent phase.

Lessons Learned

The pilot confirmed that the proximity between NPG and PirinTex is a major enabling factor of Blended and WB and represents a model that could be replicated in other regions. Blended Learning worked best when the theoretical sessions at school were tightly aligned with the schedule of study visits at the industry partner, and early involvement of the industry partner in the design of project-based tasks increased their relevance. Direct contact with industry experts proved to be the single most motivating factor for VET learners at this stage of their training, and a structured rotation across several departments gave learners a more complete picture than focusing on a single area. Producing a final showcase event created a strong sense of accomplishment for learners and amplified the dissemination of the pilot's results.

Areas of improvement identified for future editions include scheduling at least two synchronous online check-ins during the MOOC period rather than one, providing a short printed reference guide on the MOOC structure to accompany the introductory workshop, and capturing short learner testimonials at the end of Phase 1 to feed into subsequent dissemination. Partners also recommended reinforcing NPG learners' preparation in technical English ahead of international mobility, expanding the WBL phase in future cohorts to involve a wider range of PirinTex departments, developing a standard portfolio template for re-use in subsequent cohorts, and considering the integration of selected SiT MOOC modules into the regular VET curriculum at NPG beyond the pilot.

4.1.6 Dissemination Actions

Promotion and recruitment in Bulgaria combined institutional outreach through NPG's high-school network in Gotse Delchev with sector-wide engagement led by PCCI across Plovdiv and Sofia. An online training-of-trainers and onboarding workshop (2 December 2025) engaged trainers from PCCI, NPG and PirinTex and agreed a joint dissemination and enrolment plan. PCCI ran a dedicated info day at the TexTaylor Expo, the International Fair of Plovdiv, where the SiT stand — shared with other fashion-related projects — promoted the MOOC platform to potential participants, held direct meetings with existing registrants to engage them for Phase 2. At NPG, an in-person workshop (9 March 2026), presented the Phase 2 blended-learning format and the Bootcamp in Thessaloniki to learners shortlisted from Phase 1.

Dissemination activities in Bulgaria reached fashion designers, VET learners, industry professionals and stakeholders across Plovdiv, Sofia and Gotse Delchev, and contributed to

the successful recruitment and progression of participants through all three phases of the pilot. The MOOC was widely promoted to the stakeholders' list and the national Triangle of Knowledge members. The study visit to PirinTex and NITEX helped to establish a national network of designers, trainers, university professors and business owners connected to the SiT project.

All the activities were widely promoted through social media channels of the organizers, participants and official project media.

4.2 Croatia

4.2.1 Context and Participants

The Croatian pilot was implemented by Šibenik University of Applied Sciences / Veleučilište u Šibeniku within the framework of the SiT – Sustainability in TCLF project. The pilot was designed as a Blended Learning experience combining online learning, face-to-face project-based activities, public engagement and WBL in cooperation with local SMEs.

The Croatian context offered a specific opportunity to connect sustainability education with community-based learning. Unlike larger industrial textile environments, the Šibenik region is characterised by smaller creative initiatives, local entrepreneurship, craft-based production, tourism-oriented activities and growing public interest in sustainability, circular economy and responsible consumption.

For this reason, the Croatian pilot placed strong emphasis on accessible, practical and visible activities that could demonstrate how sustainability in the textile and fashion sector can be applied in everyday life. The pilot therefore went beyond formal classroom learning. It connected higher education students, Erasmus students, teachers, local entrepreneurs, pensioners and citizens through a series of creative and practical activities. These activities focused on garment reuse, upcycling, textile waste reduction, handcraft techniques, clothing exchange, donation and cooperation with local SMEs. This approach enabled the Croatian pilot to translate the SiT project contents into tangible experiences. Participants were not only introduced to sustainability concepts but were also encouraged to test them in practice: by transforming old garments, producing new items from reused materials, organising a public clothing exchange, participating in a sustainable fashion event and gaining workplace experience in local companies.

The Croatian pilot was especially successful in promoting sustainability as both an environmental and social issue. The activities combined circular economy principles with creativity, social responsibility, solidarity and local community engagement. This made the pilot highly relevant for a regional context in which educational institutions can act as important drivers of awareness, cooperation and innovation.

Target groups

The Croatian pilot involved a broad and diverse group of participants, including:

- Higher education students from Šibenik University of Applied Sciences;
- Erasmus students;
- Academic staff and teachers;
- Local entrepreneurs;
- Pensioners and lifelong learners;
- Members of the wider local community;
- Local SMEs active in the textile, fashion and creative sectors.

The diversity of the target groups was one of the main strengths of the Croatian implementation. It enabled intergenerational learning, peer exchange and interaction between formal education, local business and civil society.

Participants overview

The Croatian implementation achieved strong participation in the SiT e-learning platform. A total of 54 learners subscribed to the SiT e-learning platform, which exceeded the expected national target defined in the project application. Out of these learners, 26 participants successfully completed the courses, demonstrating a solid level of engagement and confirming the relevance of the online learning offer for the Croatian context.

The face-to-face activities also attracted a diverse audience. Participants included students, Erasmus students, teachers, entrepreneurs, pensioners, and citizens interested in sustainable fashion and textile upcycling. The age range varied significantly, from young adults to senior participants, showing that the project successfully reached beyond the traditional higher education audience.

The first workshop, “Rearrange, Transform and Wear Again”, involved 21 learners, while the “Creative Crochet Workshop” involved 12 learners. These activities included participants aged approximately from 19 to 75, with educational backgrounds ranging from students and Erasmus students to teachers, and pensioners. The public H2LO Festival activity reached an even wider local audience, including students, secondary school pupils, children, citizens and pensioners. This activity was particularly important for raising awareness of sustainable fashion outside the academic environment and for positioning the University as an active stakeholder in the local community.

The WBL phase involved four higher education students, all women, aged between 19 and 23, who completed mini internships in local SMEs. Their participation strengthened the link

between academic learning and the labour market and provided direct exposure to sustainable and innovative practices in the textile and fashion sector.

4.2.2 Pilot Implementation

The Croatian pilot was structured around three interconnected phases:

1. **MOOC**
2. **Face-to-face and PBL**
3. **WBL**

The purpose of this structure was to create a coherent learning journey. Participants first had the opportunity to acquire theoretical knowledge through the SiT online courses. This knowledge was then reinforced through practical workshops and public engagement activities. Furthermore, the selection process was carried out, and students were invited to participate at the Bootcamp event organized in Greece. Finally, selected students applied the acquired competences in real working environments through mini internships with two local SMEs.

The implementation was coordinated by Šibenik University of Applied Sciences. We also had the help from the University in Zagreb, Textile Faculty. The project team adapted the pilot to the local context by selecting activities that were practical, inclusive and easy to understand for different participant groups. Special attention was given to the idea that sustainability should not remain an abstract concept but should become visible through concrete actions: reusing old garments, reducing waste, creating new textile products, exchanging clothes, donating garments and learning from local companies.

MOOC

The e-learning phase represented the foundation of the Croatian pilot. Learners were encouraged to enrol in the SiT online courses and use the platform to develop knowledge related to sustainability in the TCLF sector, circular economy, sustainable materials, textile reuse and recycling. The Croatian results were very positive. With 54 registered learners, the pilot exceeded the expected number defined in the project application. Furthermore, 26 learners completed the courses, confirming that the online content was relevant and accessible to the Croatian target groups.

The online learning phase also served as preparation for the practical activities. It helped participants understand the broader context of sustainability, including the environmental

impact of the fashion industry, the need to reduce textile waste and the importance of circular approaches in design, production and consumption. We reached other HE institutions, VET teachers, local SMEs, fashion designers and educational incubators.

Face-to-face and PBL

The second phase of the pilot consisted of practical, creative and community-based learning activities. These activities were designed to help participants apply the ideas introduced through the MOOC and to experience sustainability through direct action. Participants to the face-to-face activities were selected among the MOOC learners who had completed at least one of the two courses.

Workshop 1 – "Rearrange, Transform and Wear Again"

The workshop "Rearrange, Transform and Wear Again" was organised on 20 March 2026 at Šibenik University of Applied Sciences. The activity lasted three hours and focused on garment transformation, upcycling and creative reuse. Participants were provided with T-shirts and invited to redesign them by creating personalised textile emblems and sewing them onto the garments. Through this activity, they learned basic textile techniques while also reflecting on the value of existing clothing items and the importance of extending their life cycle. The workshop was facilitated by Martina Bobovčan Marcelić, who provided professional guidance, demonstrated techniques and supported participants during the creative process. The methodology was strongly based on learning-by-doing, peer interaction and experimentation. The activity was directly linked to SiT project contents related to circular economy, sustainable textile practices, eco-design and product development. It encouraged participants to rethink clothing not as disposable material but as a resource that can be redesigned, repaired and reused.



Workshop Rearrange, Transform and Wear Again

Workshop 2 – Creative Crochet Workshop

The Creative Crochet Workshop was organised on 26 March 2026 at Klub Azimut. The activity also lasted three hours and focused on crochet as a low-impact, craft-based textile technique. Participants learned basic crochet methods and used recycled materials, especially old cotton T-shirts, to create handmade bags. In this way, the workshop combined practical skill development with sustainability education. Participants were able to see how discarded textiles can be transformed into useful and aesthetically attractive products. The workshop was facilitated by Ana Korunić, who guided participants through the process and encouraged experimentation. The activity created a relaxed and collaborative atmosphere, bringing together students, entrepreneurs, pensioners and other members of the community. This workshop was important because it connected sustainability with traditional handcraft skills. It demonstrated that sustainable fashion does not depend only on advanced technologies, but can also be supported by simple, accessible and creative practices that reduce waste and promote responsible consumption.







Creative Crochet Workshop

Activity 3 – H2LO Festival 2026: “Wardrobe of the Future”

The third activity was implemented within the H2LO Festival 2026 under the title “Wardrobe of the Future – Sustainable Fashion: Myth or Necessity?” It took place on 15 May 2026 in the city centre of Šibenik, at Mala loža, and lasted five hours. This activity significantly expanded the visibility of the Croatian pilot. Unlike the previous workshops, which were smaller and more focused on practical learning, the festival activity brought the topic of sustainable fashion into the public space.

Students organised the “Share & Care” clothing exchange initiative. They were responsible for the entire process, including idea development, promotion, collection of clothes, mobilisation of other students and facilitation of the event with the local community. This gave them the opportunity to develop not only sustainability-related knowledge, but also organisational, communication and project management skills. The activity also included cooperation with pupils from Gimnazija Antuna Vrančića, who worked with students to design and present

sustainable fashion creations. Their garments were shown publicly during a fashion show, creating a strong visual and educational impact. An important social dimension was added through the donation of part of the collected garments to people in need in Šibenik. In this way, the activity connected environmental sustainability with solidarity and social responsibility.

Academic staff involved in the SiT project contributed expert and educational input. Professor Nikolina Gaćina participated in the panel discussion “Fashion: What do sustainable wardrobes look like?”, further strengthening the link between the project, education and public debate.



Panel on sustainable fashion



“Share & Care” campaign



Fashion show

WBL

The third phase of the Croatian pilot consisted of a structured WBL activity. Four students from Šibenik University of Applied Sciences participated in mini-internships hosted by two local SMEs: KO Veštit and Očica.

The activity took place during May and June 2026 and lasted approximately 40 hours. It was designed to bridge the gap between academic learning and professional practice by allowing students to participate in the daily activities of local textile and fashion enterprises. Through direct engagement with company representatives, students gained insight into real business processes, sustainable production practices, entrepreneurship, customer orientation and the

challenges faced by small companies in the textile and fashion sector. The internships helped students strengthen practical, entrepreneurial and transferable skills. They also supported career exploration by helping students better understand workplace expectations and possible professional pathways. For the University, the activity strengthened cooperation with regional SMEs and confirmed the value of WBL as part of sustainability education.



Participants of the WBL mini-internship

4.2.3 Assessment and Results

The Croatian pilot adopted a combination of quantitative and qualitative assessment methods in order to evaluate participant engagement, learning outcomes and the overall effectiveness of the pilot activities. Assessment was carried out throughout all three implementation phases: e-learning, PBL and WBL.

The primary quantitative indicators were derived from the SiT e-learning platform and included learner enrolment and course completion rates. These indicators were complemented by attendance records for workshops, public events and WBL activities, enabling continuous monitoring of participant engagement throughout the implementation.

Qualitative assessment was based on participant observation, informal reflection sessions, discussions with trainers and mentors, and feedback collected during and after the activities.

Particular attention was given to participants' ability to transfer theoretical knowledge into practical contexts, their engagement with sustainability concepts and their development of transversal competences such as teamwork, communication, creativity and problem-solving.

During the workshops, facilitators observed participants` practical performance, willingness to experiment with new techniques and collaboration with other learners. At the H2LO Festival,

assessment focused on participants` ability to independently organise community activities, communicate sustainability messages to the public and engage different target groups. During the mini-internships, company mentors and university staff monitored students` professional development, motivation and ability to apply sustainability principles within real business environments.

Quantitative results

The Croatian pilot achieved very positive participation results across all implementation phases and exceeded the national target established in the project proposal for online participation.

As of July 2026:

- 54 learners enrolled in the SiT e-learning platform, exceeding the expected national target;
- 26 learners successfully completed one or both online courses;
- 3 ICEP certificates awarded;
- 33 participants took part in the two practical sustainability workshops;
- Four students completed structured WBL placements in local SMEs;
- The H2LO Festival activity reached a significantly broader audience by engaging students, secondary school pupils, teachers and members of the local community through public awareness activities and interactive events.

The high number of online registrations demonstrates strong interest in sustainability topics within the Croatian context which is especially important since Croatia is a small country with relatively limited textile industry. Equally important, the completion rate confirms that participants remained actively engaged throughout the online learning process despite the voluntary nature of the courses.

The PBL activities successfully complemented the online component by creating opportunities for experiential learning, while the WBL phase enabled participants to apply their newly acquired competences in authentic professional environments. Overall, the Croatian pilot fulfilled all planned activities and achieved or exceeded the majority of the planned participation indicators.

Qualitative Results

Participant feedback throughout the pilot was consistently positive and confirmed the value of combining online learning with practical and community-oriented activities. Learners particularly appreciated the interactive nature of the workshops, where they could immediately apply sustainability concepts through creative activities such as garment transformation and crochet using recycled materials. Many participants highlighted that these workshops introduced practical skills that could easily be transferred into their everyday lives while simultaneously increasing their awareness of responsible consumption and textile waste reduction.

The intergenerational composition of the workshops created a particularly positive learning environment. Students, teachers, pensioners, entrepreneurs and Erasmus students exchanged experiences, ideas and practical knowledge, demonstrating that sustainability education can successfully connect people from different backgrounds and age groups.

The H2LO Festival received especially positive reactions from both participants and visitors because it brought sustainability into the public space. Students appreciated the opportunity to independently organise the clothing exchange initiative, collaborate with local secondary schools and communicate sustainability messages directly to citizens. The public fashion show and clothing donation initiative demonstrated that sustainable fashion could combine environmental responsibility with creativity and social solidarity.

Feedback collected after the Creative Crochet Workshop also indicated participants` interest in attending similar workshops in the future, suggesting that practical, community-based sustainability education has considerable potential for long-term impact beyond the duration of the project.

Students participating in the work-based learning placements reported that the internships significantly improved their understanding of the textile and fashion sector. They particularly valued the opportunity to experience everyday business operations, collaborate with professionals and observe how sustainability principles are implemented in local enterprises. Mentors from the SMEs also expressed satisfaction with students' motivation, willingness to learn and professional attitude, highlighting the benefits of closer cooperation between higher education and industry.

Achievement of learning outcomes

The Croatian pilot successfully contributed to the development of competences across all dimensions envisaged by the SiT project.

Green competences

Participants substantially increased their awareness of sustainability challenges facing the textile and fashion industry. Through practical activities they developed a better understanding of circular economy principles, textile waste prevention, garment reuse, upcycling and responsible consumption. Rather than discussing sustainability only theoretically, participants experienced how existing textiles can be redesigned, repaired, transformed and reused, reinforcing environmentally responsible behaviour.

Functional competences

The workshops enabled participants to acquire practical textile skills including sewing, garment customisation, crochet techniques and creative product development using recycled materials. During the work-based learning placements, students further strengthened their understanding of textile production processes, entrepreneurship, sustainable business practices and workplace organisation. The practical orientation of the Croatian pilot significantly enhanced participants` confidence in applying newly acquired knowledge within both personal and professional contexts.

Transversal competences

Throughout the pilot, participants developed numerous transferable skills. These included: communication and presentation skills; teamwork and collaboration; creativity and design thinking; project planning and organisation; problem-solving; critical thinking; community engagement; entrepreneurial thinking.

The H2LO Festival was particularly effective in developing organisational and leadership competences, as students assumed responsibility for planning and implementing a public event involving multiple stakeholders.

Overall achievement of the training objectives

Overall, the Croatian pilot successfully achieved the educational objectives of the SiT project. The combination of online learning, practical workshops, public engagement and workplace experience created a comprehensive learning pathway that enabled participants to understand sustainability concepts, develop practical competences and apply these competences in real-life situations. The pilot also demonstrated the importance of collaboration between higher education institutions, local businesses, educational organisations and the wider community in promoting sustainability and circular economy principles within the textile and fashion sector.

4.2.4 Mentoring and Support Activities

The Croatian pilot adopted a learner-centred mentoring approach that combined academic guidance, practical supervision and individual support throughout all implementation phases. University staff coordinated the pilot activities and provided continuous guidance during the online learning period, practical workshops, public events and WBL placements. We had two professors from Šibenik University of Applied Sciences and two professors from University of Zagreb who supervised the piloting. Workshop facilitators acted as mentors by introducing participants to new techniques, demonstrating practical procedures and encouraging experimentation, creativity and peer learning. Rather than relying solely on traditional instruction, the mentoring process emphasised active participation, collaborative learning and reflection. Participants were encouraged to exchange ideas, support one another during practical tasks and discuss different approaches to sustainable textile practices.

During the WBL phase, mentoring responsibilities were shared between university staff and company representatives from the participating SMEs. Workplace mentors supervised students during their internships, introduced them to professional practices, assigned practical tasks and provided continuous feedback on their progress. This dual mentoring model ensured that academic learning objectives remained closely aligned with workplace expectations. Two local SMEs were involved in offering placements for the students.

Learner support

Throughout the implementation of the Croatian pilot, participants received continuous organisational, academic and technical support. Information about the pilot activities was communicated through the University`s regular communication channels, including email, social media and direct communication with students. Before each activity, participants received practical information regarding schedules, venues, objectives and expected learning outcomes. During the workshops, facilitators provided individual assistance whenever needed, adapting explanations and demonstrations to participants with different levels of prior experience. This proved particularly important because the workshops brought together participants from highly diverse educational and professional backgrounds. The project team also encouraged informal discussions throughout the activities, creating an open and supportive learning atmosphere where participants felt comfortable asking questions, sharing ideas and reflecting on sustainability issues. Students participating in WBL maintained regular communication with both university coordinators and company mentors throughout their placements, ensuring that any practical or organisational issues could be resolved promptly.

Monitoring activities

Participant progress was monitored continuously throughout the pilot using several complementary approaches. The e-learning platform provided information regarding learner registration, course participation and successful completion of the online modules.

Attendance lists were maintained for all face-to-face activities, allowing the project team to monitor participation levels and ensure effective implementation of the pilot. During workshops, facilitators observed participant engagement, practical skill development and interaction with other learners. The H2LO Festival provided an opportunity to monitor participants` ability to independently organise activities, communicate sustainability concepts and engage different stakeholder groups within the local community.

During WBL, progress was monitored jointly by university staff and company mentors. Regular communication ensured that students were successfully integrating into the workplace, completing assigned tasks and achieving the expected learning outcomes. Reflection discussions following the placements enabled students to evaluate their experiences, identify newly acquired competences and consider how these experiences could support their future careers. Overall, the mentoring and monitoring system proved effective in maintaining participant motivation.

4.2.5 Challenges and Lessons Learned

No major recruitment or organisational challenges were encountered during the Šibenik pilot. Dissemination activities successfully attracted participants from the target groups, while engagement levels were higher among learners who continued with face-to-face and WBL activities. The flexible structure of the MOOC enabled participants to follow the full programme or access selected modules according to their needs. As expected, there were several participants who enrolled in the courses but did not finish them. Minor technical issues related to platform functionality and progress tracking were identified and addressed during the pilot phase.

The pilot confirmed the effectiveness of combining online self-paced learning with interactive sessions and WBL activities. Practical experiences, discussions with experts, and collaboration with industry partners helped participants better understand the connection between theoretical concepts and their professional application. The experience also highlighted the importance of flexible learning pathways and continuous support throughout the learning process. Future implementations should continue to strengthen the Blended

Learning approach through cooperation with educational institutions and relevant stakeholders, while further improving digital learning tools and materials.

4.2.6 Dissemination Actions

In Croatia, promotion and recruitment activities for the Šibenik pilot started before the launch of the training programme when the curriculum was created (WP3) and targeted students, educational institutions, local companies, and relevant stakeholders in the textile and sustainability sectors.

Recruitment and dissemination activities included:

- Promotion through Šibenik University of Applied Sciences communication channels and networks;
- Direct communication with students and potential participants interested in sustainability, circular economy, and textile-related topics;
- Cooperation with local companies and stakeholders to encourage participation in WBL activities;
- Dissemination through project partners' networks and relevant institutional channels;
- Invitations to the participants in the Knowledge Triangle Agreements and Memorandums of Understanding;
- Direct invitations and follow-up communication with registered MOOC learners to encourage participation in the face-to-face activities and practical training.







Bootcamp in Greece

Facebook	Instagram	LinkedIn	Official Website	Description
–	–	LinkedIn post	–	Invitation to join the courses and register to the platform
Facebook post	Instagram post	–	VUŠ news	Promotion of the Newsletter
Facebook post	Instagram post	LinkedIn post	SiT Newsletter 13	Promotion of the Newsletter
–	–	LinkedIn post	–	Invitation to sites visits
Facebook post	Instagram post	LinkedIn post	VUŠ news	Promotion of the workshop
Facebook post	Instagram post	LinkedIn post	VUŠ news	Invitation to register for the workshop
Facebook post	Instagram post	LinkedIn post	VUŠ news	Promotion of the 2nd workshop
Facebook post	Instagram post	LinkedIn post	VUŠ news	Promotion of the Newsletter
Facebook post	Instagram post	LinkedIn post	VUŠ news	H2LO Festival - invitation
Facebook post	Instagram post	LinkedIn post	VUŠ news	Report on H2LO festival
Facebook post	Instagram post	LinkedIn post	VUŠ news	Bootcamp promotion

Dissemination activities in Croatia generated strong interest among the target groups, supporting successful participant recruitment and the achievement of pilot objectives. Activities reached students, educational institutions, companies, and relevant stakeholders in the field of sustainability and textile innovation. Due to the continued interest, promotion of the training materials and online courses will continue beyond the pilot period.

4.3 Estonia

4.3.1 Context and Participants

National Context

The pilot implementation in Estonia was coordinated by EKA in cooperation with Loov Eesti. The training was delivered through the Estonian Academy of Arts Open Academy as a continuing education programme. Participants who registered through the EKA Open Academy were eligible to receive 3 ECTS credits upon successful completion of the course. The training was open to professionals, entrepreneurs, students and other lifelong learners interested in sustainable textiles and the circular economy.

The Estonian textile and fashion sector consists predominantly of small and medium-sized enterprises that are increasingly required to adopt circular economy principles, develop sustainable business models and respond to new European sustainability regulations. At the same time, opportunities for specialised professional training in bio-based textiles and textile recycling remain limited.

The pilot therefore addressed an identified need for practical upskilling in these emerging areas. The training environment combined academic expertise from the EKA with practical industry knowledge provided by Loov Eesti and external experts. In addition to online learning, participants engaged in practical workshops, company visits and networking activities, enabling them to connect theoretical knowledge with real-life circular economy practices within the Estonian context.

Target groups

The pilot training targeted students and alumni of EKA, entrepreneurs from the textile sector, and other stakeholders interested in sustainable textiles and the circular economy.

Participants represented higher education and vocational education backgrounds in textiles, fashion, design, materials, engineering, and related fields. The pilot also welcomed learners with non-formal and informal experience in the sector, ensuring an inclusive and diverse learning environment.

The pilot involved trainers and mentors from EKA and Creative Estonia, who participated in the course to gain first-hand experience with the learning content and methodology, enabling them to support learners effectively and deliver future editions of the training.

Participants Overview

In total 99 participants enrolled via Open Academy of EKA and 1 directly via SiT project webpage, it total 100 from Estonia.

Throughout the course, participants were supported by four mentors: two from the EKA and two from Loov Eesti. During the course, nine professionals from the TCLF field were invited to deliver expert lectures and share their knowledge and experience.

4.3.2 Pilot Implementation

Planning and Preparation

National pilot was organised in three complementary phases:

1. **MOOC**
2. **Face-to-face and PBL**
3. **WBL**

1. MOOC

The recruitment of participants for the two open training courses: Biotextile Specialist and Textile Recycling Manager, was carried out through an open call coordinated by the Estonian Academy of Arts and supported by Loov Eesti.

The call was disseminated through:

1. The Estonian Academy of Arts Open Academy,
2. The Estonian Academy of Arts' website and social media channels,
3. The website and social media channels of Loov Eesti.

The training courses were open to all interested participants, with no prerequisites for registration. All registered participants were given the opportunity to complete the training course. The only requirement applied to participants who wished to receive 3 ECTS credits through the EKA was that they register for the course via the EKA Open Academy.

MOOC Implementation

In Estonia, participants could register for the SiT courses through two channels: the EKA Open Academy or directly via the SiT project website. Participants who enrolled through the EKA Open Academy and successfully completed the course were awarded 3 ECTS credits, which are transferable and recognised across all higher education institutions in Estonia. In addition, learners who completed the course, regardless of whether they had registered through the EKA Open Academy or the SiT project website were eligible to apply for the international SiT certificate upon successful completion of the programme.

Learners wishing to obtain 3 ECTS credits were required to complete the course between 26 January and 28 February 2026, in accordance with the EKA Open Academy schedule. For all other participants, the course remained available until 30 June 2026.

A total of 50 participants enrolled in the Biotextile Technician course and 49 participants enrolled in the Textile Recycling Manager course through the EKA Open Academy. In addition, one participant joined the Textile Recycling Manager course directly through the MOOC platform.

2. Face-to-face and PBL

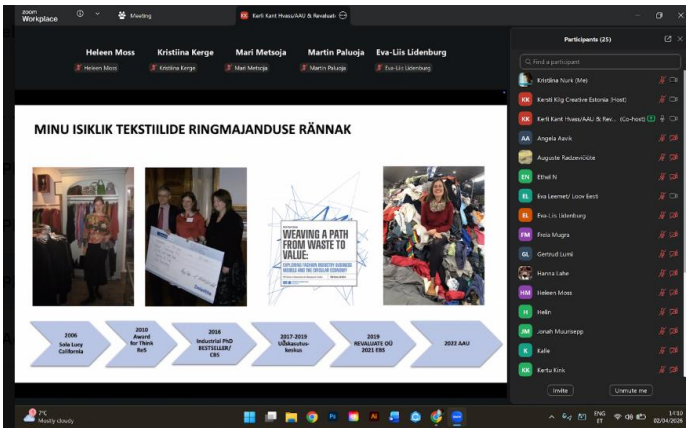
Conference - "The Hidden Life of Materials – Sustainability in the Textile and Leather Sector" (25 March 2026). The aim of the activity was to share practical experiences in circular economy approaches within the textile and leather sectors, and to raise awareness among participants of the SiT e-learning programme about the Estonian textile ecosystem. The target group was SiT MOOC students, EKA students, graduates of the SiT platform, entrepreneurs from the textile field, and other interested participants. EQF level of the learners and age range were not applicable.



The conference "The Hidden Life of Materials – Sustainability in the Textile and Leather Sector" held on March 25, 2026

Online seminar - „Opportunities and Challenges in Building Circular Textile Systems" held on (2 April 2026). Raise awareness on how to establish strategies and business models to guarantee the TCLF sector's sustainability. PhD Kerli Kant Hvass (Aalborg University, Denmark) gave a lecture where she described the textile sector ecosystem challenges and provided directions on how to create the circular economy strategy to guarantee TCLF sector sustainability.

The target group was SiT MOOC students, EKA students, graduates of the SiT platform, entrepreneurs from the textile field, and other interested participants. EQF level of the learners and age range were not applicable. In total 30 students, 1 trainer and 4 administrative staff were participating.



Online seminar „Opportunities and Challenges in Building Circular Textile Systems" held on April 2, 2026

Study visit - Riisipere (20 April 2026). Study visits to share the TCLF materials recycling technology and provide peer-to-peer learning opportunities to the SiT project e-learning program Participants.

First, the participants visited the Sustainable Materials and Textile Lab (DiMa) at the Estonian Academy of Arts, where they were introduced to the centre's research activities and collaboration model. They learned how DiMa brings together students, researchers and companies to develop sustainable design solutions, with a particular focus on the circular economy, material innovation, and environmentally sustainable products and services. The visit was continued with a trip to a small town Riisipere where a company V2gi textile upcycling centre was visited. During the visit, they explored V2gi's systematic approach to textile waste recycling, gaining insight into the entire process from textile collection and sorting to redesign, remanufacturing and the production of new value-added products.



DiMa Lab at EKA



V2gi

Study visit - Tartu (2 April 22, 2026). A study visit to the second largest city in Estonia - Tartu, was arranged to discover companies in the TCLF sector that make full use of their materials and peer to peer learning how to establish sustainable production. Three companies were visited:

1. Samelin AS boot factory produces reliable Estonian boots that serve their users well for a long time. Estonian Defense Forces personnel and employees of the Rescue Board are regular users of Samelin boots.
2. PadarXFur OÜ is a fur craft studio run by furrier Ms Hele Padar. The studio uses natural furs as raw materials, which are sourced through Estonian hunters.
3. HOPP Design Store, where sustainability in the textile industry is a top priority. Many of the products sold in the store are made from recycled materials and are both eye-catching and well-suited to customers' needs.



PadarXFur OÜ



Samelin AS boot factory

Across the two study visits, a total of 35 learner participations were recorded, together with 4 trainer participations, 1 expert participation, 1 administrative staff participation, and representatives from 3 industry partners. The target groups included SiT MOOC learners, EKA students, SiT platform graduates, textile-sector entrepreneurs, and other interested

stakeholders. As participant registration did not differentiate learners by target-group category, the exact distribution across these groups cannot be reported.

3. WBL

Textile Valorisation, Circular Design and Material Reuse at VÄÄRINDUSKESKUS (18.05.2026-19.06.2026). The activity involved 4 participants in the age range 18-40, and 2 trainers, 1 expert, 1 staff member and 3 industry partners. Two participants were HE students. Two participants came from different professional fields and joined the activity due to their interest in textiles, circular economy and sustainable material reuse. Their educational and professional backgrounds included (1) business management and (2) human resources management.

The group included both students and adults with previous work experience in other fields. Participants shared an interest in textile practices, circular economy, reuse, repair and creative material valorisation.

The mixed profile of the group was considered during the activity. Tasks were introduced in a practical and flexible way so that both students and participants from other professional backgrounds could contribute according to their skills, interests and previous experience.

The activity was carried out in a supportive, hands-on learning environment. Tasks were adapted according to participants' skills, pace, confidence and individual strengths. The work-based format allowed participants to take part in practical activities, receive direct guidance and gradually take more responsibility. The centre's community-based approach supports inclusion, accessibility and participation through practical, non-formal learning.

The activity introduced participants to practical approaches to textile waste prevention and material recovery while developing their hands-on skills in sorting, preparing, repairing and upcycling textile materials. It strengthened their understanding of circular design, sustainable production and reuse systems, and supported the development of practical, creative and technical competences related to material transformation. Through participation in community-based environmental education and public engagement activities, learners gained insight into real-life work processes within a social enterprise and NGO environment. The activity also fostered independent task management, teamwork and reflective learning in a professional setting.

During the WBL, participants took part in the everyday work of Väärinduskeskus. The centre works with textile surplus, discarded materials and community donations, transforming them through sorting, repair, redesign, education and public workshops.

The participants were introduced to the centre's working principles, safety practices, tools, materials and ongoing community activities. They participated in practical work related to textile sorting, preparation of reusable materials, repair and upcycling processes, workshop preparation, maintaining the community reuse space, and supporting learning activities.



Väärinduskeskus

Bootcamp - Thessaloniki, Greece (26.-27. May 2026). The Estonian national selection process for Bootcamp participants was announced during the face-to-face seminar held on 25 March. Eligibility was limited to learners who had completed at least one MOOC course and participated in at least two additional project activities, such as an online seminar or the first and/or second study visit to participating companies. An open selection process was conducted during the seminar in collaboration with Loov Eesti, resulting in the selection of six participants. Subsequently, two selected candidates withdrew due to personal reasons. To fill the vacant places, a second transparent selection was organised during the following online seminar on April the 2-nd, where two replacement participants were selected through a public lottery.

4.3.3 Assessment and Results

Assessment Methodology

Assessment was based on participants' successful completion of the online learning modules and active participation in practical learning activities, including seminars and study visits. Learners were assessed against the intended learning outcomes of the course, focusing on their understanding of sustainable textiles, circular economy principles and the practical application of the acquired knowledge. During face-to-face learning participants received

continuous feedback from mentors throughout the course, allowing them to improve their work and demonstrate the achievement of the expected learning outcomes.

Quantitative Results

- In MOOC total 100 learners from Estonia were enrolled:
    - Biotextile Technician: enrolled 50 (graduated 28 with EKA diploma and 3 ECTS).
    - Textile Recycling manager: enrolled 49 (graduated 25 with EKA diploma and 3 ECTS).
    - + one learner directly via SiT webpage for Textile Recycling manager.
- Conference at EKA: involved 47 participants, and 2 trainers, 8 experts and 5 staff members.
- Study visit to Tartu: 18 learners, 2 trainers, 3 industry partners.
- Study visit to Riisipere: 17 learners, 2 trainers, 1 staff member and 1 expert.
- WBL: 4 learners, 2 trainers, 1 expert, 1staff member, 3 industry partners.
- Bootcamp in Thessaloniki: 6 learners and 2 trainers.

The ICEP Certificate was awarded to 27 learners, including 14 Textile Recycling Managers and 13 Biotextile Technicians.

Qualitative Results

Participants expressed a high level of satisfaction with the WBL experience and highlighted the programme's strong practical focus. The feedback showed that the learning activities successfully combined environmental awareness, creativity and hands-on skills development.

The programme strengthened participants' understanding of circular economy principles by engaging them in textile reuse and recycling processes. Working with real materials and practical tasks helped them recognise the value and potential of discarded textiles.

Participants particularly appreciated the collaborative learning environment, which enhanced their communication, teamwork and facilitation skills while increasing their awareness of inclusive circular economy practices. The practical activities also helped connect theoretical knowledge with real-life application.

For future implementation, participants recommended providing a clearer overview of activities and responsibilities, offering more opportunities for independent projects, and including dedicated reflection sessions to help participants better articulate their learning outcomes.

Achievement of Learning Outcomes

The pilot successfully achieved its intended learning outcomes. Participants strengthened their green competences by gaining knowledge of sustainable textiles, bio-based materials, textile recycling processes and circular economy principles, while increasing their awareness of resource efficiency and sustainable production practices. Functional competences were developed through practical assignments during WBL and study visits, enabling participants to apply the acquired knowledge in real-life contexts and understand different approaches to textile reuse, recycling and innovation. The training also contributed to the development of transversal competences, including communication, teamwork, problem-solving and collaboration with professionals from different backgrounds. Overall, the pilot achieved its training objectives by improving participants' knowledge, practical skills and confidence to apply sustainable and circular approaches within the textile and fashion sector.

4.3.4 Mentoring and Support Activities

Mentoring Approach

Group mentoring was the main mentoring approach. Throughout the course, four mentors from the EKA and Loov Eesti provided guidance during the e-course and study visits, answered participants' questions and supported their progress. Individual support was provided whenever participants required additional guidance. Participants were encouraged to exchange experiences, discuss challenges and share good practices, fostering peer learning and collaboration.

Learner Support

Throughout the course, participants received regular information and updates via e-mail. Course materials, assignments and announcements were made available through the online learning platform, while additional communication took place during face-to-face activities and the online seminar. Learners had continuous opportunities to ask questions and receive guidance during online seminars and practical workshops. Throughout the course, they were supported by four mentors from the EKA and Loov Eesti, who provided ongoing guidance, answered questions and offered feedback. Technical support related to accessing the online

learning platform and participating in online sessions was available whenever required, and any technical issues were resolved promptly by the course organisers.

Monitoring Activities

Participant progress was monitored throughout the course using the MOOC platform, complemented by regular communication between mentors and learners. The completion of course assignments and participation in project activities were tracked to ensure that participants fulfilled the course requirements. Attendance at all face-to-face seminars, workshops and study visits was recorded using signed attendance lists, while participation in online sessions was monitored through attendance reports generated by the online meeting platform. Course organisers and mentors continuously monitored participation across all learning activities. To support learner retention, participants received ongoing guidance from four mentors representing the EKA and Loov Eesti. Regular communication and reminders helped keep learners informed about upcoming activities and deadlines, while the combination of online learning, expert lectures, workshops and study visits contributed to maintaining participant motivation and engagement throughout the pilot.

4.3.5 Challenges and Lessons Learned

Challenges Encountered

Recruitment was based on predefined eligibility criteria, requiring participants to have completed at least one MOOC course and participated in at least two additional project activities. This limited the pool of eligible candidates. Furthermore, after the initial selection process, two selected participants withdrew due to personal reasons, making it necessary to organise an additional selection process to fill the vacant places.

Maintaining participant commitment throughout the selection process proved challenging, as some selected participants were unable to attend the Bootcamp despite meeting all eligibility requirements. However, participant engagement remained high, enabling the vacant places to be filled quickly through a transparent second selection process. Technical issues No significant technical issues were encountered during the recruitment and selection process.

To ensure equal opportunities and transparency, an additional online selection process had to be organised at short notice following participant withdrawals. This required additional coordination between the project partners and Loov Eesti but was successfully managed through a public lottery conducted during the online seminar.

Mitigation Measures

Following the withdrawal of two selected participants, an additional online selection round was organised to fill the vacant places. A transparent public lottery ensured equal opportunities for all eligible candidates. The replacement process was efficiently coordinated by the project partners, allowing the Bootcamp to proceed as planned and without delays. Throughout the selection process, continuous communication with participants helped maintain their engagement and ensure a smooth transition for the newly selected participants.

Lessons Learned

- Textile waste has significant potential beyond small-scale products and can be successfully applied in large-scale installations and public-space interventions, if material logistics and production processes are carefully planned.
- Successful upcycling projects require early consideration of material flows, construction methods, workspace organisation and installation logistics, as these factors strongly influence the feasibility and quality of the outcome.
- Practical, hands-on activities are an effective way to communicate circular economy principles and engage participants with diverse backgrounds and experience levels.
- Inclusive workshop design is essential. Adapting activities to the needs of different target groups, including older adults and people with disabilities, increases participation and improves learning outcomes.
- Collaborative upcycling activities generate value beyond environmental benefits by strengthening community engagement, teamwork and awareness of circular economy practices.
- Participants suggested providing a clearer description of the work process, activities, and roles from the beginning of the programme, particularly when participants come from different backgrounds. A simple weekly plan or task list could help participants better understand the learning objectives and expectations.
- It was also recommended to include more small, practical tasks that participants can complete independently after receiving guidance. In addition, participants could be encouraged to set a personal practical goal or develop a small individual project throughout the learning period.
- Finally, a joint reflection session at the end of the programme would be valuable. A concluding discussion or presentation would allow participants to share what they

learned, identify the most important outcomes, and better articulate their learning experience.

4.3.6 Dissemination Actions

Promotion of the Pilot

In Estonia, the training courses were promoted through the Estonian Academy of Arts Open Academy, the Estonian Academy of Arts' social media channels, and the social media platforms and website of the NGO Creative Estonia (Loov Eesti).

Media channel	Description	Link
EKA Open Academy	MOOC	https://www.artun.ee/et/avatud-akadeemia/biotekstiili-ja-jatkusuutlikkuse-pohiprintsiibid-tasuta/
EKA Open Academy	MOOC	https://www.looveesti.ee/milliseid-teadmisi-saab-sit-sustainability-in-tclf-oppemoodulitest/ https://www.linkedin.com/feed/update/urn:li:activity:7429819527342833664/
LinkedIn	Bootcamp promotion	https://www.linkedin.com/feed/update/urn:li:activity:7462804335488536576/
Loov Eesti	MOOC	https://www.looveesti.ee/tule-saa-bio-tekstiili-tehniku-voi-tekstiili-ringlussevotu-mikrokraad-online/

Visibility Actions

Media channel	Description	Link
An article in SiT Project eu web regarding local Estonian seminar	SiT promotion	https://sitproject.eu/join-the-green-revolution-in-tclf-discover-project-sit-2/
SiT Newsletter No 14	SiT promotion	https://www.facebook.com/photo/?fbid=1851883382825393&set=pcb.1851883972825334
SiT Newsletter No 13	SiT promotion	https://www.facebook.com/photo/?fbid=1801005117913220&set=pcb.1801005471246518
Loov Eesti webpage	MOOC promotion	https://www.looveesti.ee/milliseid-teadmisi-saab-sit-sustainability-in-tclf-oppemoodulitest/
LinkedIn repost	SiT promotion	https://www.linkedin.com/feed/update/urn:li:act

		ivity:7429819527342833664/
Facebook group- free courses	MOOC promotion	https://www.facebook.com/groups/168883158656748/?__rdr
Loov Eesti Blog	Social network dissemination	https://www.looveesti.ee/seminar-materjalide-salajane-elu-jatkusuutlikkus-tekstiili-ja-nahasektoris/
Loov Eesti Blog	Social network dissemination	Materjalide salajane elu – jätkusuutlikkus tekstiili ja nahasektoris
Loov Eesti Blog	Social network dissemination	Sisened kaose ja võimaluste piirimaale
Loov Eesti Blog	Social network dissemination	DiMa materjalilabor uurib ja katsetab
Loov Eesti LinkedIn	Social network dissemination	https://www.linkedin.com/feed/update/urn:li:activity:7429877731187638273/
Loov Eesti LinkedIn	Social network dissemination	Seminar Materjalide salaelu - jätkusuutlikkus tekstiili- ja nahasektoris
Loov Eesti LinkedIn	Social network dissemination	New scientific methods
Loov Eesti LinkedIn	Social network dissemination	https://www.linkedin.com/posts/loov-eesti-creative-estonia_circulareconomy-greentransition-activity-7434550064070627329-DMb4/?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAAiwDAB3sxCFWfIXqFN-W8gQd7Iulj1_O4
Loov Eesti LinkedIn	Social network dissemination	Conference on textile waste
Loov Eesti LinkedIn	Social network dissemination	Producer responsibility
Loov Eesti LinkedIn	Social network dissemination	What to do with textile waste?
Loov Eesti LinkedIn	Social network dissemination	Sisenesime kaose ja võimaluste piirimaile

Loov Eesti LinkedIn	Social network dissemination	Study trip to Tartu
Loov Eesti LinkedIn	Social network dissemination	Linkedin post Bootcamp

Dissemination Results

The dissemination campaign successfully increased the visibility of the SiT project and its training opportunities among the target groups in Estonia. The use of complementary communication channels including the SiT website and newsletters, EKA and Loov Eesti LinkedIn, Facebook, Instagram and community groups enabled broad outreach and helped maintain stakeholder engagement throughout the recruitment period. The continuous promotion supported participant recruitment and strengthened awareness of the project's objectives and training opportunities.

Stakeholders' visits in total:

- EKA artun.ee webpage: 1400
- EKA Open academy webpage: 2378
- EKA Facebook: 771
- EKA LinkedIn: 398
- Loov Eesti Facebook: 2977
- Loov Eesti blog: 1147
- Loov Eesti LinkedIn: 221
- Loov Eesti Instagram: 172

4.4 Germany

4.4.1 Context and Participants

National context

The German pilot was jointly implemented by ITKAM and VDMD within the framework of the SiT project.

The pilot addressed both VET and HE learners, while also involving professionals already active in the textile and fashion sector. The implementation combined online learning, face-to-face and PBL activities and WBL experiences.

Germany provides a highly developed textile and fashion ecosystem characterised by a strong network of vocational schools (Berufsschulen), universities, SMEs, research institutes and internationally active companies. This context allowed the pilot to connect theoretical learning with practical experiences through company visits, webinars and study visits focusing on sustainability, circular economy and textile innovation.

The pilot benefited from the participation of textile research institutions, sustainable SMEs and industrial stakeholders, providing learners with exposure to different approaches to sustainable textile production and circular economy practices. In particular, VDMD's extensive industry network enabled the involvement of relevant textile companies and sustainability-driven actors, including established companies such as s.Oliver and innovative pioneers such as WOTE. Their participation allowed learners to gain insights into both industrial-scale sustainability challenges and innovative circular solutions.

Target Groups

The German pilot involved:

- HE students;
- VET learners (including apprentices in fashion design programmes);
- Professionals and workers from the textile and fashion sector;
- Young entrepreneurs and designers;
- Trainers, researchers and industry experts.

Participants Overview

The implementation involved participants with diverse educational and professional backgrounds, including university students, VET learners, apprentices, designers, entrepreneurs and textile professionals.

As of 9 July 2026, the MOOC registered:

- 150 enrolments across the two online courses;
- 98 unique users, as several learners enrolled in both courses

Among the unique users, 3 were project partners (ITKAM and VDMD) and 95 were external participants.

The German pilot largely exceeded the national KPI of 45 users per country, reaching more than double the expected participation.

As of 9 July 2026, a total of 29 learners completed at least one MOOC, exceeding the expected national target of approximately 20-25 completions.

The PBL activities involved 17 participants. The initial target was to involve approximately 8–10 participants according to the project KPIs; however, participation was expanded as the available budget allowed the inclusion of additional learners. Participants were selected among learners and professionals interested in sustainable textiles, circular economy and textile innovation.

Participants to the PBL activities were selected among the MOOC learners who had completed at least one of the two courses.

The WBL phase involved 6 participants, including:

- 3 VET learners;
- 1 HE student;
- 2 young professionals.

Participants across the PBL and WBL activities were aged between 17 and 64 years and represented EQF Levels 5 and 6, with backgrounds including VET, HE and professional experience in the TCLF sector.

4.4.2 Pilot Implementation

National pilots were organised in three complementary phases:

1. **MOOC**
2. **Face-to-face and PBL**
3. **WBL**

Participation in the PBL activities was open to learners enrolled in one of the SiT MOOCs; completion of the online course was not required at the time of application. During registration, applicants were asked to confirm their intention to complete the selected MOOC by the end of May 2026. Eligible participants included VET learners, HE students and professionals working in the fashion and textile sector.

ITKAM and VDMD aimed to maximise participation by making the face-to-face and WBL opportunities available to all eligible applicants. Available project resources were organised to ensure that financial constraints would not prevent participation. Only participation in the international bootcamp in Thessaloniki required a selection process due to limited places; priority was given to higher education students and young designers, while VET learners were offered the opportunity to participate in the WBL phase, which better matched its EQF level and practical learning objectives.

The implementation was jointly coordinated by ITKAM and VDMD through regular preparation meetings. Before each study visit, participants received detailed agendas and practical information. Travel and accommodation arrangements were centrally organised by ITKAM in cooperation with a travel agency, ensuring that participants did not have to anticipate any travel costs. This approach supported equal access to the pilot by removing potential financial barriers for students and job seekers.

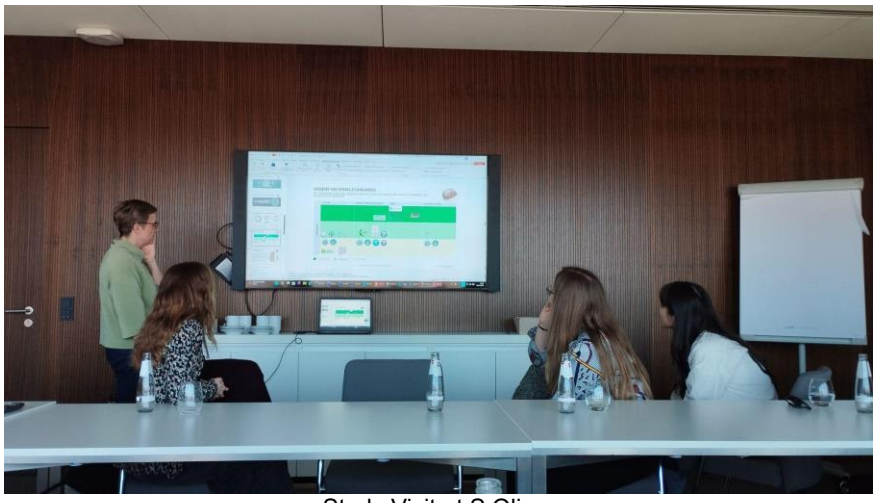
The activities were adapted to the German context by building on the expertise and networks of both project partners. Würzburg was selected because it hosts VDMD's headquarters and offers access to a well-established network of fashion companies and sustainable SMEs, including WOTE, whose business model provided an excellent practical case study for participants following the Recycling Manager MOOC. Chemnitz was selected because of its long-standing role as one of Germany's historical textile centres and its strong research and innovation ecosystem in sustainable textiles.

Face-to-face and PBL

The second phase of the German pilot combined webinars and study visits to reinforce the theoretical knowledge acquired through the MOOCs with practical examples, expert insights and direct interaction with industry stakeholders.

The Blended Learning programme included:

Study Visit – Würzburg (20–22 April 2026), organised by VDMD. Participants visited the sustainable fashion labels WOTE, JAC and NeverInd, where founders presented their business models and sustainability strategies. The programme also included a visit to the sustainability department of s.Oliver, providing insight into the challenges of implementing circular economy principles within a large international company. In addition, participants met the Mayor of Würzburg, Dr Sandra Vorlová, who presented the city's sustainability and recycling initiatives, highlighting the role of local authorities in enabling the green transition. The study visit concluded with expert presentations by VDMD representatives on artificial intelligence in the textile industry and digital pattern recognition, demonstrating how digital technologies can support resource efficiency, virtual prototyping and waste reduction. A final reflection session allowed participants to discuss and compare the different sustainability approaches presented during the visit.



Study Visit at S.Oliver



Evaluation activities with participants at VDMD headquarters

Study Visit – Chemnitz (27–29 April 2026), organised by ITKAM as a practical complement to the Biotextile Technician MOOC. Participants visited the Saxon Textile Research Institute (STFI), where they explored several research departments, including recycling, spinning, nonwovens, weaving and finishing technologies. They also took part in an exclusive guided visit to the Textile and Applied Arts Collection, where historical examples of resource-efficient textile production illustrated the long-standing relevance of sustainable practices. The programme concluded with a visit to Textilmanufaktur Seifert, a small textile manufacturer that combines traditional craftsmanship with sustainable production principles and demonstrates how innovation can contribute to regional development and local employment.



Study visit at STFI ©STFI

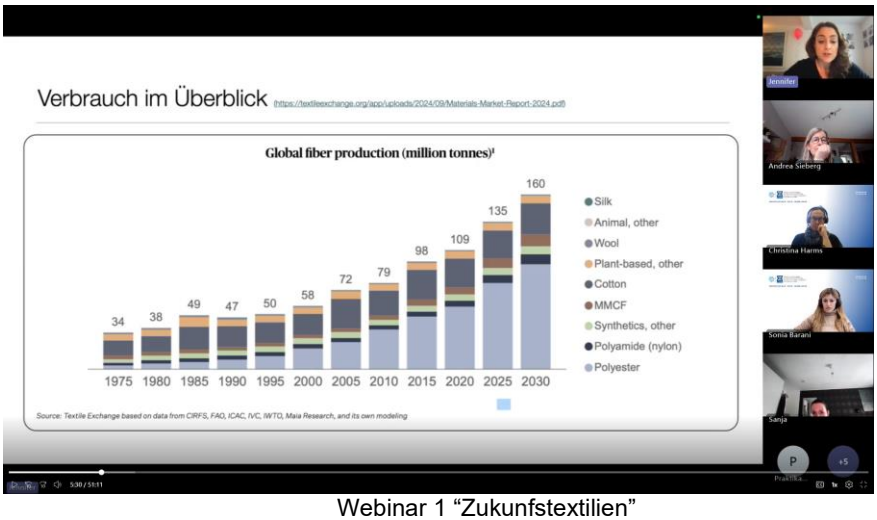


Study visit at STFI ©STFI



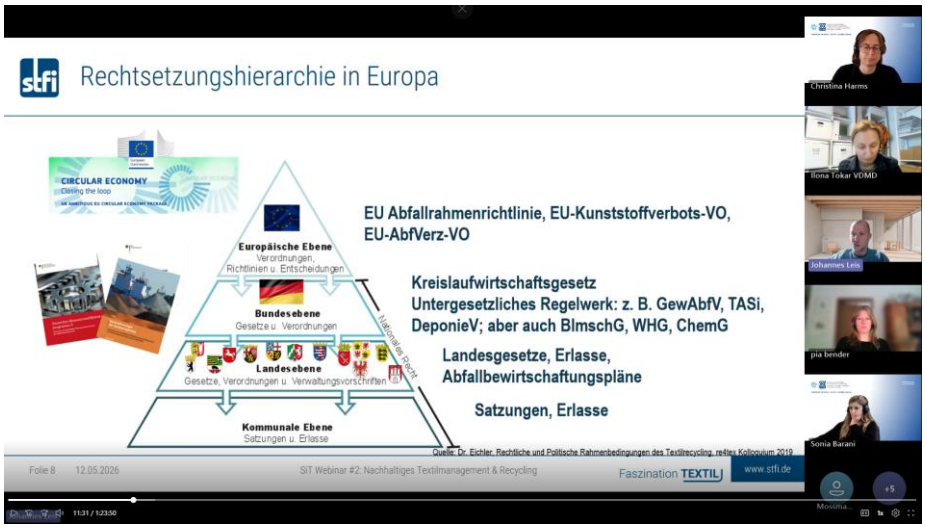
Study visit at Textile and Applied Arts Collection Chemnitz

Webinar 1 – "Zukunftstextilien" (7 May 2026), organised by ITKAM and delivered online via Microsoft Teams by Jennifer Najarain (AMD Akademie Mode & Design Wiesbaden). The webinar introduced participants to current developments in sustainable and bio-based textile materials, including alternative fibres, bio-based materials, recycling technologies and innovative production processes. Through practical examples from research and industry, participants explored the opportunities and challenges associated with implementing innovative materials within textile value chains. The session concluded with an interactive Q&A, allowing participants to discuss market readiness, scalability and practical applications with the speaker.



Webinar 1 “Zukunfstextilien”

Webinar 2 – "Textile Recycling and Circular Design: Challenges, Technologies, and Systemic Barriers" (12 May 2026), organised by ITKAM and delivered by Johannes Leis (STFI). The webinar focused on mechanical and chemical recycling technologies, circular design principles, industrial implementation of textile recycling and supply chain challenges. Using industrial case studies, the session complemented the Recycling Manager MOOC by providing participants with a deeper understanding of current recycling technologies and the barriers to scaling circular solutions within the textile industry.



Webinar 2 “"Textile Recycling and Circular Design: Challenges, Technologies, and Systemic Barriers"

Throughout the Blended Learning phase, participants actively engaged in discussions with researchers, entrepreneurs, company representatives and public stakeholders, comparing different sustainability approaches and reflecting on how the concepts introduced in the MOOCs can be applied in professional practice. The combination of webinars, expert

exchanges and study visits effectively bridged theoretical learning with real-world applications while fostering networking and peer learning.

WBL

The WBL phase was implemented between June and July 2026 and represented the practical continuation of the SiT learning pathway, complementing the e-learning courses and the face-to-face/PBL activities.

Six participants (two recent graduates, three VET learners and one HE student) initially joined the programme. One university student withdrew due to scheduling conflicts, while the remaining five participants successfully completed the activity.

Because participants were in different regions of Germany, the WBL was primarily carried out remotely, allowing equal participation regardless of geographical location. One participant completed the placement on-site at the VDMD offices.

Participants were assigned individual sustainability-related projects addressing different aspects of the textile value chain. Three participants carried out empirical field research investigating sustainability from the perspectives of consumers, retailers and designers/industry representatives. The research analysed consumer attitudes towards sustainable fashion, retail challenges in promoting sustainable products, and barriers faced by designers and SMEs in implementing sustainable production practices.

In parallel, one participant developed a presentation on innovative bio-based materials for the textile sector, while another prepared a social media communication strategy focusing on effective and transparent sustainability communication.

The activities were conducted autonomously by the learners, supported through bi-weekly mentoring meetings with VDMD and ITKAM to monitor progress, provide feedback and discuss project development. The outputs produced during the WBL will be disseminated through VDMD's network to raise awareness of sustainability within the German textile and fashion sector.

4.4.3 Assessment and Results

Learner assessment combined the evaluation tools embedded in the MOOC platform with qualitative assessment methods applied during the face-to-face activities. These included

participant feedback questionnaires, group reflection sessions and observation by trainers throughout the study visits, webinars and PBL activities.

The assessment focused on participants' understanding of sustainability and circular economy concepts, their ability to connect theoretical knowledge with practical applications, and the development of transversal competences such as communication, critical thinking and collaboration.

Participant feedback was consistently positive across the different pilot activities. Learners particularly appreciated the opportunity to interact directly with researchers, industry experts and company representatives, as well as the combination of online learning with practical experiences.

The study visits were identified as the most valuable component of the pilot, especially the visits to s.Oliver, STFI and the sustainable SMEs, which enabled participants to compare different approaches to sustainable textile production. The webinars were also positively evaluated for presenting current industrial examples and facilitating discussion on innovative materials, recycling technologies and circular design.

Achievement of Learning Outcomes

The pilot enabled participants to strengthen green competences related to sustainable textile production, circular economy principles, recycling technologies and resource efficiency. It also enhanced functional competences through a better understanding of industrial processes, sustainable materials and certification systems, while fostering transversal skills including communication, collaboration, networking and critical thinking.

The WBL activities further reinforced the learning outcomes achieved during the MOOCs and the face-to-face phase by enabling participants to apply sustainability concepts to authentic research assignments. Participants strengthened analytical and research skills through stakeholder interviews, data collection and evidence-based analysis, while also improving project management, digital collaboration and professional communication competences.

The WBL produced tangible dissemination outputs, including an empirical research report on sustainability across the textile value chain, educational material on bio-based textile materials and a social media communication strategy promoting credible sustainability communication. Participant feedback highlighted the value of combining independent work with regular

mentoring and appreciated the opportunity to contribute to resources that will continue to support the SiT project beyond the pilot phase.

4.4.4 Mentoring and Support Activities

Mentoring Approach

The German pilot involved five trainers (two from ITKAM and three from VDMD), who provided continuous support throughout the three implementation phases. During the MOOC, trainers assisted learners via the platform chat, mainly responding to questions related to course content and certificate acquisition. During the face-to-face activities, trainers facilitated discussions, supported participants during the study visits and the bootcamp, and guided reflection on the practical experiences. During the WBL phase, VDMD trainers acted as mentors by assigning project work to the learners, providing individual guidance and supporting the application of the competences acquired during the training programme.

The mentoring approach encouraged a high degree of learner autonomy while ensuring continuous guidance through regular feedback sessions and individual support tailored to each participant's research project.

Monitoring Activities

Learner progress was monitored through the MOOC platform, attendance records for webinars and face-to-face activities, and regular interaction between trainers and participants. During the WBL phase, VDMD mentors monitored participants' progress through bi-weekly mentoring meetings, during which learners discussed the development of their assigned project work, received feedback and agreed on the next steps with their mentors.

4.4.5 Challenges and Lessons Learned

No significant recruitment or organisational challenges were encountered during the German pilot. On the contrary, dissemination activities generated considerable interest among the target groups, and the planned participation targets were comfortably exceeded.

As is common in self-paced online learning, not all learners who enrolled in the MOOCs remained equally active throughout the entire learning pathway. Learners who intended to participate in the PBL and WBL activities generally showed higher engagement and completion

rates. This was also influenced by the flexible design of the MOOCs, which allowed participants to complete the full course or access individual modules according to their learning needs.

A small number of technical issues were identified during the piloting phase, including occasional inconsistencies in some quiz answers and isolated cases where learner progress was not correctly recorded by the platform.

Lessons Learned

The pilot confirmed the effectiveness of combining self-paced online learning with webinars, study visits and WBL activities. Direct interaction with researchers, companies and sustainability experts significantly increased learner engagement and helped participants connect theoretical concepts with real industrial practice.

The experience also demonstrated the value of offering flexible learning pathways, allowing participants to access individual MOOC modules according to their interests while still encouraging progression through the complete training programme.

For future editions, the Blended Learning approach should be maintained and further strengthened through continued collaboration with universities, vocational schools, research institutions and industry partners. The technical improvements identified during the pilot will contribute to an even more robust learning experience in future implementations.

The WBL phase demonstrated the added value of integrating independent research projects into the learning pathway. Allowing participants to investigate real sustainability challenges while producing dissemination materials for industry stakeholders significantly strengthened both technical and transversal competences. The experience confirmed that combining autonomous work with structured mentoring is an effective approach for developing industry-relevant skills.

4.4.6 Dissemination Actions

In Germany, promotion and recruitment activities started before the launch of the training programme and targeted vocational schools, universities, professionals and industry stakeholders.

Recruitment actions included:

- Presentations at German fashion schools:

- B5 Modeschule Nürnberg;
- Modeschule Naila;
- Modedesesignschule Manuel Fritz (Mannheim);
- Elly-Heuss-Knapp-Schule Düsseldorf;

- Presentation of the SiT project during Munich Fabric Start, where VDMD engaged approximately 60 professionals;
- Dissemination through the VDMD newsletter;
- ITKAM mailing campaign addressed to the organisations involved in the Knowledge Triangle (WP2) and Memorandum of Understanding (WP5), mainly universities and vocational schools (approximately twenty institutions);
- Direct invitations sent to registered MOOC learners for participation in the face-to-face activities;
- Follow-up communication with educational institutions previously contacted.



SiT Infoday at Modeschule Naila



SiT presentation at Munich Fabric Start

Visibility Actions

Visibility was supported through extensive communication via the project and the German partners' social media.

Media channel	Description	**Link**
VDMD Instagram	SiT promotion at Munich Fabric Start	LINK
VDMD Instagram	WBL results promotion	LINK
VDMD Instagram	Promotion of Study Visit in Würzburg	LINK
VDMD TikTok	Promotion of Study Visit in Würzburg	LINK LINK
ITKAM LinkedIn	Bootcamp promotion	LINK
ITKAM LinkedIn	Promotion of Study Visit in Chemnitz	LINK
ITKAM LinkedIn	Promotion of both study visits	LINK
ITKAM LinkedIn	MOOC promotion	LINK
SiT LinkedIn	Promotion of German study visits	LINK

Dissemination Results

Dissemination activities generated strong interest among German learners and stakeholders, contributing to the successful recruitment of participants and the achievement of the pilot targets.

The activities reached educational institutions, textile professionals, SMEs, industry stakeholders and research organisations. Due to the continued interest generated, promotion of the online courses will continue beyond the pilot period.

4.5 Greece

4.5.1 Context and Participants

National Context

The Greek pilot was implemented by AKMI, with assistance from OECON, within the framework of the SiT project. The pilot addressed mainly VET and HE learners from the fashion sector, while also involving trainers, mentors, sector experts, and participants with entrepreneurial or professional backgrounds.

The implementation combined online learning through the SiT MOOC, face-to-face PBL activities, and WBL experience. The local training environment was closely connected to the AKMI Fashion School in Athens, allowing learners to link theoretical knowledge with practical activities in sustainable fashion, circular design, material reuse, collection preparation, and fashion show production.

The Greek context was particularly relevant to the pilot because of the strong connection between fashion education, creative industries, and the growing need to introduce sustainability, circular economy, and green transition practices in the TCLF sector. Through AKMI's educational environment and OECON's support, the pilot provided learners with practical opportunities to explore sustainable materials, stock reuse, fashion trends, and real backstage production processes.

Target Groups

The Greek pilot involved:

- 22 learners from fashion-related studies;
- 4 trainers and mentors;
- 4 sector experts from the fashion and TCLF field.

Participants Overview

The implementation involved participants with backgrounds in fashion studies, including students and entrepreneurs. The PBL activity involved 11 learners, 4 trainers and 4 experts. The WBL phase involved 6 learners from the AKMI Fashion School.

Participants were aged approximately between 22 and 45 years old and represented mainly EQF Levels 5 and 6. Their educational background was linked to fashion studies, while their professional profile included students, learners with entrepreneurial interests and participants connected to the fashion and TCLF sector.

The activities were strongly connected to real fashion-sector practices through the FutureCraft Festival, AKMI Fashion School, expert input, workshops, job shadowing and fashion show production.

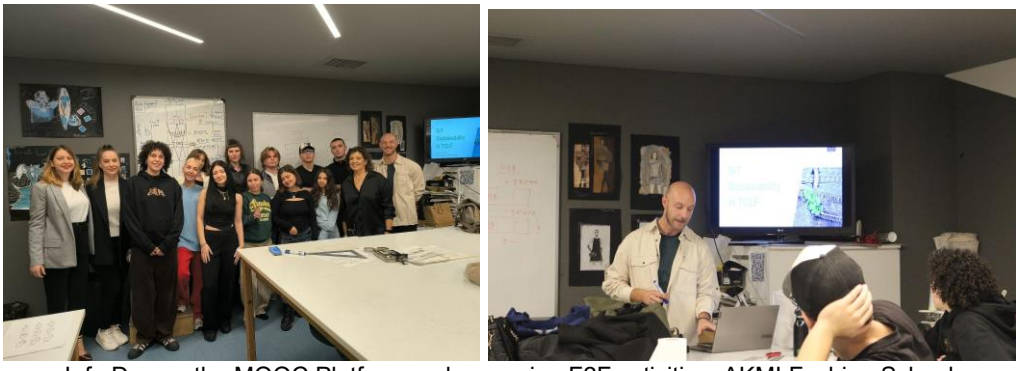
4.5.2 Pilot Implementation

National pilots were organised in four complementary phases:

1. **MOOC**
2. **Face-to-face and PBL**
3. **WBL**
4. **Bootcamp in Thessaloniki**

Planning and Preparation

The planning and preparation phase included information days delivered to the fashion classes of AKMI Fashion School. During these sessions, learners were introduced to the SiT project, the WP4 pilot structure, the MOOC, the PBL phase and the WBL opportunities.



Info Day on the MOOC Platform and upcoming F2F activities. AKMI Fashion School

The recruitment process targeted learners with a background or interest in fashion studies, sustainability, textile innovation, circular fashion and responsible production. Selection criteria included relevance of studies, motivation to participate, interest in sustainable fashion practices, availability for face-to-face and practical activities, and willingness to engage in collaborative learning.



Open call for participants. AKMI Social Media

Preparation meetings were organised with trainers, mentors and experts to align the activities with the Greek training environment and the needs of AKMI learners. The activities were adapted to the national context by using the AKMI Fashion School as a practical learning environment and by connecting the SiT modules with real examples from the Greek fashion and creative industries.

MOOC Implementation

The MOOC implementation formed the online learning component of the Greek pilot and introduced learners to the SiT training contents before the practical phases.

- Number of enrolled learners: 30
- Number of learners who completed the MOOC: 8

The learning modules completed were linked to the Bio-Textile Technician module (EQF Level 5) and the Recycling Manager module (EQF Level 6). The main activities carried out included online learning, self-study, access to digital training materials and preparation for the following face-to-face, PBL and WBL activities. The MOOC supported learners in building a common knowledge base on sustainability, bio-textiles, recycling, circular economy and green transition in the TCLF sector.

Face-to-face and PBL

The second phase of the Greek pilot combined face-to-face learning, PBL and practical observation. The main activity was the Study Visit at AKMI Fashion Department / FutureCraft Festival, implemented on 29-30 April 2026 at AKMI Fashion School, with a total duration of 10 hours.

During the activity, learners explored current and upcoming developments in the fashion sector, including Spring/Summer 2027 trends, reuse of old materials, reintroduction of previous collections and creative use of stock items. Participants engaged in discussions, practical observation and collaborative reflection on how sustainable fashion practices can be applied in the TCLF sector.



FutureCraft Festival. AKMI Fashion Department

The activity helped learners connect the SiT training contents with real examples of green transformation, circular fashion, material reuse and labour-market-oriented sustainable solutions. It also supported the development of transversal and entrepreneurial skills through interaction with trainers and sector experts.

WBL

The WBL phase was implemented through the AKMI Fashion Show. The activity involved 6 students from AKMI Fashion School over a two-month period, during which they participated in workshops, job shadowing and practical preparation for the final fashion show.

The final fashion show took place on 17 June 2026. During the preparation and implementation phase, students supported different stages of the fashion production process, including collection preparation, garment selection, styling, fittings, garment handling, steaming, backstage organisation, model dressing, run-of-show coordination and final presentation.



Model Fitting. AKMI Fashion Show 2026

The activity provided learners with direct exposure to a real fashion production environment and helped them understand professional roles and workflows in fashion show implementation. Sustainable materials and responsible fashion practices were integrated into the process, allowing students to connect work-based learning with circular fashion, reuse and green transition principles.

Duration: Two months, with final implementation on 17/06/2026.

Number of participants: 6 learners.

International Bootcamp

As part of the Blended Learning and PBL phase, Greek participants also took part in the SiT International Bootcamp, organised on 26-27 May 2026, by OECON, at WEHub in Thessaloniki, Greece. The Bootcamp was implemented in a hybrid format and brought together international teams to work on sustainable TCLF challenges through a structured process including challenge and problem definition, ideation and solution design, business model building and storytelling. Participants presented their project ideas through short pitches, followed by voting and jury evaluation. The second day included a practical patchwork workshop, where participants used old textiles or parts of garments and combined them with other available materials through sewing techniques, guided by expert technicians. Speed-dating corners were also organised for the textile, clothing, leather and footwear sectors, supporting networking, peer exchange and professional connections. The Bootcamp concluded with

evaluation and certificates, further strengthening the link between the SiT learning contents, project-based learning and practical sustainable fashion solutions.

4.5.3 Assessment and Results

Assessment Methodology

The assessment methodology combined the evaluation questionnaire provided by the SiT project with additional feedback and observation carried out by the trainers during the implementation of the activities. The main assessment tools included participant questionnaires, attendance records, informal feedback from learners and trainers, and observation of learner participation during PBL and WBL activities.

The criteria applied focused on satisfaction with the training content, quality and usability of materials, delivery of the activities, interaction with tutors and peers, achievement of learning objectives and relevance of the activities to sustainable fashion and the TCLF sector. The learning outcomes assessed included green competences, functional and technical competences, and transversal skills such as teamwork, communication, problem-solving, creativity, time management and professional behaviour.

Quantitative Results

The PBL activity involved 11 learners, 4 trainers and 4 experts. The WBL activity involved 6 learners from AKMI Fashion School.

The evaluation results were very positive, with participants rating the content, materials, delivery, interaction with tutors and peers, and learning outcomes very highly, mostly with scores of 4 and 5.

Qualitative Results

Learner feedback was very positive. Participants described the activities as interesting, useful, clear, well-structured and well-organised. They appreciated the practical and hands-on character of the activities, especially the connection with sustainable fashion, fashion-sector trends, reuse of materials, stock collections, and real fashion production processes.

Trainer and mentor feedback confirmed that the activities supported active participation and helped learners connect the SiT training contents with practical examples from the fashion and

TCLF sector. The WBL activity reflected real industry practices through workshops, job shadowing and fashion show production tasks.

One recommendation emerging from the evaluation was to include more practical time dedicated to the use of recycled and sustainable materials in clothing.

Achievement of Learning Outcomes

The learning outcomes were largely achieved. Learners strengthened their green competences through exposure to sustainable materials, circular fashion practices, reuse of existing resources, stock valorisation and responsible production approaches.

Functional competences were developed through practical activities such as collection preparation, styling, fittings, garment handling, backstage coordination, model dressing and runway organisation. Transversal competences were also enhanced, including teamwork, communication, creativity, problem-solving, time management and professional behaviour.

Overall, the training objectives were successfully met, as learners were able to connect the SiT project contents with practical applications in sustainable fashion and the green transition of the TCLF sector.

4.5.4 Mentoring and Support Activities

Mentoring Approach

The Greek pilot included continuous mentoring support provided mainly through the project's trainers and mentors involved in the implementation of the activities. The mentoring approach combined group mentoring, individual guidance and peer-support activities, depending on the phase of the pilot and the needs of the learners. During the project-based learning phase, trainers guided learners during the study visit at AKMI Fashion Department and the FutureCraft Festival, supporting them in connecting the SiT training contents with practical examples from the fashion and TCLF sector. Learners were encouraged to discuss sustainable fashion trends, reuse of materials, stock valorisation and circular practices, while trainers facilitated reflection and exchange of ideas.

During the WBL phase, mentoring became more practical and task oriented. Students received guidance through workshops and job shadowing activities related to the preparation and implementation of the AKMI Fashion Show. Trainers and fashion professionals supported learners in understanding professional workflows such as collection preparation, garment

selection, styling, fittings, backstage organisation, model dressing, garment handling, steaming and run-of-show coordination. Individual guidance was provided when students were assigned specific practical tasks, while peer-support was encouraged through collaboration among learners during backstage preparation and fashion show implementation.

Learner Support

Learner support was provided throughout the pilot by AKMI staff, trainers and mentors. Communication with learners took place through phone calls, emails and direct in-person support during the implementation of the study visits, workshops and work-based learning activities. Before each activity, participants received practical information regarding the schedule, location, objectives and expected involvement. This ensured that learners were prepared and understood their role in the different phases of the pilot.

During the face-to-face and WBL activities, trainers were available on site to provide clarifications, answer questions and support active participation. In-person support was particularly important during the study visit and fashion show preparation, where learners needed direct guidance on practical tasks and professional procedures. Follow-up communication was also provided when needed, especially to remind learners about upcoming activities, confirm participation and share organisational information. Technical support was mainly related to access to project information, communication with trainers and participation arrangements, while pedagogical support focused on helping learners understand how the SiT project contents could be applied in practical fashion-sector contexts.

Monitoring Activities

Monitoring activities were carried out through attendance records, direct observation by trainers, informal feedback and regular communication with learners. Participation was monitored during the PBL activity through attendance lists and observation of learners' engagement in discussions, practical observation and collaborative reflection. Trainers paid attention to learners' active participation, their ability to connect sustainability concepts with practical examples, and their contribution to group discussions.

During the WBL phase, monitoring focused on learners' participation in workshops, job shadowing and fashion show preparation tasks. Trainers and mentors followed the students' progress by observing their involvement in practical activities such as fittings, styling support, garment handling, backstage coordination and model dressing. This allowed trainers to assess

not only technical participation, but also transversal competences such as teamwork, communication, problem-solving, time management and professional behaviour.

Retention was supported through clear scheduling, regular reminders, direct communication and the practical relevance of the activities. The hands-on character of the pilot helped maintain learner motivation, as participants could clearly see the connection between the SiT training contents and real fashion-sector practices. The combination of structured guidance, accessible communication channels and practical learning opportunities contributed to maintaining engagement until the completion of the PBL and WBL phases.

4.5.5 Challenges and Lessons Learned

Challenges Encountered

Some challenges were encountered during the implementation of the Greek pilot, mainly related to recruitment, communication and timing. The recruitment process was affected by the difficulty of coordinating communication between AKMI International department and the administrative side of the Fashion School, which sometimes caused delays in sharing information, confirming participation and organising activity details. Additional engagement challenges were linked to the academic calendar, as some activities coincided with semester exams, assessment periods and other obligations of the learners.

No major technical issues were identified during the face-to-face and WBL activities. However, some organisational challenges were faced in relation to scheduling, availability of participants, coordination with trainers and the practical preparation of the fashion show. The WBL activity required careful planning, as learners had to be integrated into real fashion production tasks such as fittings, styling, backstage coordination and model dressing, while also respecting their study commitments.

Mitigation Measures

To address these challenges, a more direct and frequent communication with learners was introduced, through emails, phone calls and in-person reminders. Trainers and staff supported the recruitment process by presenting the activities directly to fashion classes and by explaining the practical benefits of participation. This helped increase learner interest and ensured that participants better understood the relevance of the pilot activities to their studies and future professional pathways.

The scheduling of activities was adjusted where possible to consider learners' availability and exam periods. Additional reminders and follow-up communication were used to maintain engagement and reduce the risk of dropouts. During the WBL phase, tasks were organised in a flexible way, allowing students to participate according to their availability while still gaining meaningful practical experience. Trainers and mentors also provided close guidance during the activities, helping learners understand their roles and supporting them in completing the assigned tasks.

Lessons Learned

The Greek pilot confirmed that practical, face-to-face and WBL activities are highly effective for engaging fashion learners and connecting SiT training contents with real sector practices. The study visit, FutureCraft Festival and fashion show preparation allowed learners to better understand sustainable fashion, reuse of materials, circular practices and professional workflows in the TCLF sector.

One key lesson learned was that early and direct communication with learners is essential, especially when activities are implemented within a busy educational environment. Information days in the fashion classes proved useful for recruitment and should be maintained in future editions. Another lesson was that activities should be planned carefully around the academic calendar, avoiding exam periods where possible to increase participation and engagement.

What worked particularly well was the hands-on character of the activities, the connection with real fashion-sector examples, and the involvement of trainers and experts who supported learners throughout the process. For future editions, it is recommended to strengthen coordination between administrative staff, trainers and learners from the beginning of the pilot, provide the activity calendar earlier, and include even more practical time dedicated to recycled and sustainable materials, as highlighted in participant feedback.

4.5.6 Dissemination Actions

In Greece, promotion and recruitment activities were carried out before and during the implementation of the pilot activities, targeting learners from AKMI Fashion School, trainers, mentors, experts, as well as stakeholders connected to the fashion and TCLF sector on behalf of OECON's network. The pilot was promoted mainly through information days in AKMI fashion classes, social media posts and direct communication emails. These actions helped inform learners about the SiT project, the MOOC, the PBL activity and the WBL opportunity linked to the AKMI Fashion Show.

Recruitment and communication activities focused on presenting the practical value of the pilot, especially its connection with sustainable fashion, circular practices, reuse of materials, bio-textiles, recycling and real fashion-sector experience. Direct communication with learners, trainers and internal stakeholders was also used, to encourage participation and support engagement throughout the activities.

Visibility Actions and Dissemination Results

Visibility Action	Description	Target Groups	Channel Used	Date	Impact
Information days at AKMI Fashion School	Presentation of: • SiT project • MOOC and pilot activities to fashion classes • PBL and WBL opportunities.	Fashion School learners, VET/HE students, trainers	In-person	10/11/25	Supported recruitment of learners and increased awareness of the SiT training pathway.
Communication emails to learners	Emails sent to inform learners about participation opportunities, schedules, locations and activity requirements	Learners, trainers, mentors	Emails	Nov 2025 – Apr 2026	Helped confirm participation and maintain communication before and during the pilot.
Social media post for the Launch of the PBL activity	Promotion of the study visit at AKMI Fashion Department / FutureCraft Festival, highlighting sustainable fashion, reuse of materials and PBL.	Learners, fashion stakeholders, public, TCLF sector audience	Facebook Instagram LinkedIn	13/03/2026	Increased visibility of the launching of the Greek pilot and showcased the connection between learning and sustainable fashion practice.

Phase 2 Visibility	Website article on the activities implemented by the partnership		Website		Strengthened awareness of sustainable fashion approaches and promoted the project-based learning experience.
FutureCraft Festival visibility	Visibility of the SiT-related learning activity through participation in a fashion and sustainability-oriented event.	Learners, trainers, experts, fashion-sector stakeholders	Event / workshop context	29-30/04/26	Strengthened awareness of sustainable fashion approaches and promoted the project-based learning experience.
Bootcamp Open Call for Participants	Promotion of the Bootcamp and open call for participants	Learners, fashion stakeholders, public, TCLF sector audience	Facebook Instagram LinkedIn	27/04/2026	Promote the International Bootcamp in Thessaloniki and invite TCLF learners to participate.
Social media post for PBL activity	Promotion of the study visit at AKMI Fashion Department / FutureCraft Festival, highlighting sustainable fashion, reuse of materials and PBL.	Learners, fashion stakeholders, public, TCLF sector audience	Facebook Instagram	22/05/26	Increased visibility of the Greek pilot and showcased the connection between learning and sustainable fashion practice.

Bootcamp promotion	Bootcamp promotion after its implementation	Learners, fashion stakeholders, public, TCLF sector audience	Facebook LinkedIn	3/6/2026	Increased visibility of the Bootcamp's activities, beneficiaries' engagement, and of the project.

Overall, dissemination activities in Greece supported learner recruitment, stakeholder engagement and the visibility of the SiT pilot. The combination of information days, direct emails, social media communication and event-based visibility helped reach learners, trainers, experts and fashion-sector audiences. The activities also contributed to promoting the SiT project objectives by showcasing practical examples of sustainable fashion, circular practices and WBL in the Greek TCLF context.

4.6 Italy

4.6.1 Context and Participants

National Context

The pilot implementation in Italy was jointly carried out by the project partners Irecoop Veneto Srl and the Chamber of Commerce of Padova. The activities were implemented with following actions:

- Promotion, support and monitoring of the MOOC participants from Italy.
- A hybrid Advanced Local Training phase for each of the two project profiles- Recycling Manager and Bio-textile Technician.
- A WBL programme, tailored specifically for the TCLF sector and organized in 3 full day company visits accompanied by individual analysis & comparison & project idea design on sustainability in their working places.

The local training environment was deeply rooted in the Italian industrial landscape, with a specific focus on exploring the Veneto region's regulations, key actors, and the localized dynamics of the textile sector. A specific national characteristic highly relevant to the pilot was the Veneto region's robust ecosystem of sustainable innovation; local companies are increasingly investing in sustainable yarns, advanced weaving technologies, and environmentally responsible production methods, all operating within a complex and constantly evolving regulatory framework regarding waste management.

Target groups

Although the training courses were officially open to all SiT project-defined target groups — including both students and professionals — the participants who ultimately enrolled were predominantly active workers. The primary target groups engaged in the pilot were freelancers, employees already operating within the textile and footwear sectors, and individuals interested in starting a new career path in sustainable fashion. While specific formal educational categorizations (such as HE, VET, or c-VET) were not explicitly utilized to classify the groups, the focus remained on adult, employed learners. Additionally, trainers, industry experts, and entrepreneurs were actively involved as facilitators and contributors, sharing concrete examples from their businesses and fostering a rich exchange of practices.

Participants Overview

The whole Italian National Pilot involved diverse quantity of participants:

- MOOC. A total of 127 Italian learners had registered for the MOOC, including 67 enrolments in the Bio-textile Technician course and 60 enrolments in the Recycling Manager course. Among the registered participants, 30 learners had completed their training, equally divided between the two courses (15 completions each). Furthermore, 37 learners were actively participating in the courses and had not yet reached completion;
- PBL phase. Involved 17 participants in total. For the Recycling Manager Course, a total of 10 participants. Regarding the Bio-textile Technician Course, a total of 11 participants were enrolled. 4 of participants participated in both profile training paths;
- WBL phase. WBL involved a total of 7 participants and 8 companies.

PROJECT PHASE	TOTAL NUMBER OF PARTICIPANTS	SPEC. RECYCLING MANAGER	SPEC. BIOTEXTILE TECHNICIAN
MOOC enrolled	127	60	67
MOOC finished	28	14	14
PBL	17	10	11
WBL	7		

The delivery of the training programmes was supported by 4 trainers and 5 experts, who contributed to the provision of the learning content and guided participants throughout the various stages of the training process.

Regarding the involvement of companies identified as examples of good practice within the sector, the local face-to-face training activities included the participation of 2 companies, which shared their experience and presented concrete case studies related to sustainability, innovation and circular economy practices. In addition, 8 companies were involved in the WBL activities, one of which had already participated in the PBL phase, thereby ensuring continuity

in the exchange of knowledge and experience between the educational and business environments.

One of the most significant aspects of the project was the high level of diversity among participants. The age range of learners extended from 20 to 70 years old, bringing together different generations and a variety of perspectives. From a professional standpoint, the group was equally diverse, including owners and managers of small textile companies, professionals working within the TCLF sector, students with educational backgrounds in fashion and footwear studies, as well as individuals interested in exploring new career opportunities and acquiring knowledge beyond their existing fields of expertise.

Similarly, participants presented a wide range of educational backgrounds and qualification levels, contributing to the creation of an inclusive and multidisciplinary learning environment. This diversity of personal, professional and educational experiences represented one of the key strengths of the training activities, encouraging the exchange of different viewpoints, the sharing of experiences and the development of a dynamic and collaborative atmosphere. The heterogeneous composition of the group stimulated meaningful discussions, facilitated the exchange of good practices and fostered valuable synergies among participants with different competences and experiences, significantly enriching the overall quality of the learning experience and contributing to the successful achievement of the project objectives.

4.6.2 Pilot Implementation

Planning and Preparation

The planning and preparation phase focused on establishing the organisational framework, defining the learning pathway, engaging relevant experts, and adapting the implementation strategy to the Italian context.

Starting from November 2025, the two Italian partner organisations held regular online coordination meetings to jointly plan and prepare the implementation of the National Pilot. These meetings were instrumental in defining the overall programme structure, calendar, learning objectives, and the integration between the different project phases, namely the MOOC, the face-to-face training activities, and the WBL component.

Attention was devoted to identifying and engaging experts, trainers, and consultants with significant experience in the textile, footwear, sustainability, and circular economy sectors. Several planning meetings were organised with these professionals to discuss the most

relevant topics, define the content of the local training activities, and ensure that the proposed learning offer responded effectively to the project objectives and the needs of the target groups. Rather than a formal selection process, this activity consisted primarily of researching potential experts, establishing contacts, negotiating their involvement, and securing their availability for the face-to-face training phase.

Regarding participant recruitment, to maximize the reach of training opportunities among potential target groups, the two organizations preferred not to apply a selection strategy based on predefined criteria, opting instead to promote the activities openly through newsletters and social media posts. This broad communication approach succeeded in reaching both companies directly involved in the TCLF sector and individuals who, despite being interested in the topics covered, were not professionally engaged in the field. This made it possible to spark interest even among subjects who would otherwise have been excluded a priori by a preliminary screening.

An important element of the preparation phase was the adaptation of the implementation approach to the national context. Although dissemination activities targeted both students and professionals, the participation patterns observed during the MOOC phase revealed that the learners most actively engaged and interested in continuing with the PBL and WBL phases were predominantly employed professionals. As a result, the Italian partnership recognised the need to adjust the organisation of subsequent activities to better accommodate participants' work commitments, limited availability, and scheduling constraints.

Consequently, the partners considered a range of measures aimed at increasing accessibility and participation, including the selection of convenient training schedules, flexible learning arrangements, and delivery modalities better suited to working adults. These adaptations were intended to reduce barriers to participation and ensure that a greater number of learners could successfully engage in and complete the following phases of the pilot programme.

MOOC

By the reporting date, a total of 127 Italian learners had registered for the MOOC, including 67 enrolments in the Bio-textile Technician course and 60 enrolments in the Recycling Manager course. Among the registered participants, 30 learners had completed their training, equally divided between the two courses (15 completions each). Furthermore, 37 learners were actively participating in the courses and had not yet reached completion, demonstrating ongoing interest and engagement with the training programme.

Prior to and during the launch of the National Pilot, both Italian partner organisations carried out extensive promotional activities to raise awareness of the training opportunity and encourage participation among relevant stakeholders and potential learners. These dissemination efforts aimed to ensure that the target groups across the territory became familiar with the objectives, content, and benefits of the MOOC courses.

The promotion campaign included a variety of communication and outreach actions, such as:

- The development and dissemination of diversified online communication materials, including social media posts, promotional graphics, and carousel publications shared through the partners' communication channels;
- The distribution of a dedicated joint newsletter to the members and contacts included in the mailing lists of the Chamber and Irecoop Veneto, presenting the training opportunity and encouraging enrolment;
- The organisation of an online presentation meeting involving stakeholders who had signed the Memorandum of Understanding, during which participants were informed about the start of the pilot activities, the course content, expected outcomes, and the subsequent project actions planned;
- An in-person meeting with representatives of the Polytechnic School of Footwear, aimed at presenting the training courses and encouraging the dissemination and use of the learning opportunity among students;
- Direct outreach to former students, professional contacts, and relevant networks, inviting them to participate in the courses and to further promote the opportunity within their own communities and organisations.

During this reporting period, the activities carried out were primarily focused on monitoring learner participation and providing support to enrolled participants, rather than on the delivery of training content itself.

Trainers from both Italian partner organisations regularly monitored enrolments and learning progress through the e-learning platform's trainer dashboard. This included periodic reviews of registration data, participant activity, and course progression indicators.

A key activity involved establishing contact with newly enrolled learners. Participants were informed about the available support services and encouraged to reach out in case they encountered any difficulties while attending the courses. The aim was to facilitate engagement

and ensure that learners were aware of the assistance available throughout their learning journey.

In addition, trainers continuously monitored participants' progress within the courses. Particular attention was given to learners who had started the training but had not shown activity for an extended period. In such cases, trainers proactively contacted participants to offer support, identify potential obstacles to completion, and encourage them to continue their learning pathway.

Although these follow-up actions were implemented on a regular basis, response rates from inactive learners were generally low, and in most cases no feedback or reply was received. Nevertheless, the monitoring and outreach activities contributed to maintaining communication with participants and supporting learner retention and course completion whenever possible.

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A key activity involved establishing contact with newly enrolled learners. Participants were informed about the available support services and encouraged to reach out in case they encountered any difficulties while attending the courses. The aim was to facilitate engagement and ensure that learners were aware of the assistance available throughout their learning journey.

During the entire development of the pilot phase, participants were supported through email and phone interaction by the personnel of the two institutions, to ensure them the best learning experience.

In addition, trainers continuously monitored participants' progress within the courses. Particular attention was given to learners who had started the training but had not shown activity for an extended period. In such cases, trainers proactively contacted participants to offer support, identify potential obstacles to completion, and encourage them to continue their learning pathway.

Although these follow-up actions were implemented on a regular basis, response rates from inactive learners were generally low, and in most cases no feedback or reply was received. Nevertheless, the monitoring and outreach activities contributed to maintaining communication with participants and supporting learner retention and course completion whenever possible.

PBL and Face-to-face

As part of the project's training activities, 2 courses in blended form were developed and delivered: the Bio-Textile Technician Course, with a total duration of 34 hours, and the Recycling Manager Course, lasting 38 hours.

Both training programmes were designed to meet the needs of participants, who were predominantly professionals already active in the labour market. The Blended Learning approach provided a high level of flexibility, enabling participants to attend the training sessions either from home or from their workplace, while effectively balancing learning opportunities with professional commitments.

The courses were delivered by 5 experts in sustainability in the TCLF sector, who designed and conducted specialised modules aimed at developing both technical and managerial skills in the field of sustainable textiles.

The Bio-Textile Technician Course focused on sustainability and circular economy principles, examining both regulatory obligations and innovation opportunities for businesses. Key topics included circular economy models applied to production processes, circular bio-textile materials, eco-design and emerging trends in sustainable textile development, natural supply chains based on plant and animal-derived materials and the identification and use of bio-based resources. The programme also addressed sustainability communication, with specific sessions dedicated to green claims, legal and regulatory aspects of environmental communication and the risks associated with greenwashing.

The Recycling Manager Course provided participants with a strategic and operational understanding of material and waste management within the textile sector. The programme covered the regulatory framework related to sustainability and circular economy, waste management procedures and administrative requirements, recycling and recovery processes, and compliance-related aspects, including liability and sanctioning mechanisms. Additional modules focused on sustainability certification schemes, practical exercises on by-products and the role of circular materials within the TCLF sector, with particular attention to recycled

fibres and materials. Sustainability communication, relevant legal and regulatory requirements and the prevention of greenwashing practices were also addressed throughout the course.

The training activities combined theoretical instruction, practical assignments, case study analysis and collaborative learning opportunities, encouraging participants to exchange experiences and apply newly acquired knowledge to their professional contexts.

The Blended Learning methodology integrated both face-to-face and online learning components. The opening and closing lessons were held at the premises of Padua Chamber of Commerce and brought together participants from both training pathways. These joint sessions addressed cross-cutting topics related to sustainability and circular economy, fostering peer learning, knowledge exchange and interaction among professionals with different backgrounds and areas of expertise. The decision to organise common opening and closing events helped create a broader learning community, strengthening networking opportunities and promoting dialogue between complementary professional profiles.

All remaining training sessions were delivered online through the Zoom platform, ensuring accessibility and enabling active participation by working professionals.

To support the learning process, Irecoop Veneto Srl developed a dedicated learning environment on its Moodle platform, creating 2 separate course areas, one for each training programme. Through this digital learning space, participants were able to access training materials, supporting documents, presentations used during the lessons and the lessons' video recordings. This resource significantly enhanced self-directed learning, facilitated the review of course contents and ensured continuity between training sessions.

The integration of face-to-face learning, synchronous online training and continuous access to digital resources contributed to the creation of a flexible, inclusive and highly effective learning environment, supporting the development of advanced competences in sustainability, circular economy and innovation within the textile sector.









WBL

As part of the WBL activities, an experiential learning programme was organised to provide participants with direct exposure to companies operating in the TCLF sector that had been identified as examples of good practice in the fields of sustainability, innovation and the circular economy.

The companies were selected with the support of the expert teachers involved in the local face-to-face training activities and in collaboration with the Politecnico Calzaturiero, which contributed to the identification of representative businesses capable of showcasing concrete applications of sustainability principles within the textile, fashion, leather and footwear industries.

The activities represented an important practical learning opportunity complementary to the theoretical content delivered during the training courses, enabling participants to engage directly with entrepreneurs, professionals and industry experts. Through on-site observation of production processes and business strategies, participants were able to gain a deeper understanding of the practical application of circular economy principles, environmental

sustainability and innovation within real business contexts, while also developing greater awareness of the skills required by the labour market and the emerging professional opportunities within the bio-textile, sustainable fashion, recycling and responsible production sectors.

The programme consisted of three full-day company visits, exploring work methods, approaches of 8 companies sustainable in the sector with diverse good practices relevant for the participant learning. On the bases of these experiences' participants were encouraged to implement autonomous individual work with 2 steps: analysis and comparison of the visited companies, discovered practices and elaboration of a project idea related to their employers/companies on how to increase sustainability or what kind of sustainability project they would like to carry on.

WBL involved a total of 7 participants and 8 companies.

The first study visit took place on 19 June, 10:00 a.m. to 5:00 p.m. During this visit, participants explored the activities of D'Orica, a company based in Padua specialising in the sustainable use of gold and silk for the fashion and luxury sectors, and Lanificio La Colombina, a small artisanal company located in the province of Treviso that focuses on the recovery and processing of wool and recycled textiles. The visit enabled participants to examine sustainable production methods, resource valorisation strategies and business models based on craftsmanship, quality and circular economy principles.

The second study visit was organised on 26 June, 9:00 a.m. to 5:30 p.m. On this occasion, participants visited three companies: Nice Footwear, based in Padua; Calzaturificio Peron, located in the Venice area; and Fashion Art, a company operating within the textile sector. The visit provided valuable insights into production processes, innovation activities, sustainability strategies and the challenges faced by companies in their transition towards more responsible and sustainable production models.

The final WBL visit took place on 3 July, 10:00 a.m. to 5:00 p.m., and was dedicated to three small artisanal businesses located in the historic centre of Venice. The companies visited were Alessandra Micolucci Atelier, which specialises in textile dyeing using exclusively natural substances; Tabinotabi, a company producing garments made from seaweed-based textiles; and Ramosalso, an artisanal workshop that creates unique clothing items by recovering and creatively combining fabrics sourced from existing garments.

This visit provided participants with the opportunity to observe concrete examples of sustainable innovation, creative craftsmanship, material reuse and the promotion of local production chains.









4.6.3 Assessment and Results

Assessment Methodology

The assessment methodology for this phase combined quantitative monitoring data generated by the MOOC platform with qualitative evaluation methods aimed at measuring participant engagement, learning progression, and readiness to continue to the subsequent phases of the pilot programme.

As the PBL and WBL phases did not include a uniformed formal examination process, the assessment focused primarily on participants' level of participation, progress through the course content, and overall engagement with the training pathway.

The assessment of participants during the PBL and WBL phases was based primarily on continuous observation, active participation, reflection, and interaction with trainers, experts, and host organisations, rather than on formal examinations or written tests.

A combination of qualitative assessment methods was applied throughout the activities. Trainers and experts observed participants' engagement during workshops, seminars, webinars, study visits, and company visits, paying particular attention to their level of participation, ability to contribute to discussions, ask relevant questions, and connect the training content with real-life professional situations.

An important assessment tool consisted of guided reflection sessions organised at the end of training activities and study visits. Participants were encouraged to share their observations, identify key lessons learned, discuss innovative practices encountered during the company visits, and reflect on how these experiences could be applied within their own professional or educational contexts. These exchanges allowed trainers to assess the degree to which participants had understood the concepts presented and were able to critically analyse real examples from the sector.

Assessment was further supported through group discussions, peer-learning activities, and direct dialogue with sector experts and company representatives. During these interactions, participants demonstrated their understanding of sustainability, circular economy principles, textile recycling processes, bio-textile innovations, and related business practices by engaging in debates, proposing ideas, and exploring practical applications of the knowledge gained.

The main assessment criteria included:

- Active participation and attendance during training activities;
- Engagement during company visits and study tours;
- Contribution to discussions, reflection sessions, and collaborative activities;
- Ability to relate theoretical concepts to real industrial and business practices;
- Demonstration of critical thinking, problem-solving, and communication skills;
- Motivation and readiness to apply the acquired knowledge in professional contexts.

The learning outcomes assessed focused on participants' understanding of sustainable and circular practices within the textile and footwear sectors, awareness of industry challenges and innovations, and the development of transversal competences such as collaboration, communication, analytical thinking, and professional networking.

Although no formal testing was foreseen, the combination of observation, reflection, dialogue with experts, peer exchange, and exposure to real business environments provided a comprehensive and meaningful assessment of participants' learning achievements and professional development throughout the training pathway.

Quantitative Results

Regarding the quantitative results, it is important to distinguish between the two training courses delivered during the face-to-face phase. For the Recycling Manager Course, a total of 10 participants were enrolled. Approximately 60% of the participants attended the synchronous session via the Zoom Platform, while the remaining 40% kept up with the course content by watching the recorded lectures, which were progressively uploaded to the dedicated Moodle platform.

Of the 10 participants, 7 attended all the lessons and successfully completed the course, 2 participants did not attend any of the lessons, either synchronously or asynchronously, while 1 participant formally communicated their decision to withdraw from the advanced local training programme and therefore did not continue with the course.

Regarding the Bio-textile Technician Course, a total of 11 participants were enrolled. As with the Recycling Manager Course, approximately 60% of participants attended most of the live online sessions delivered through the Zoom platform, while the remaining 40% followed the training asynchronously by watching the recorded lectures, which were promptly uploaded to the dedicated Moodle platform.

Participant engagement was distributed as follows: 8 participants actively attended the training session synchronously, regularly joining the scheduled Zoom meetings and taking part in the lessons, participants initially engaged with the local training by viewing the recorded lectures asynchronously; however, they did not complete the course. Finally, 1 participant did not take part in the training activities at any lessons, neither by attending the live Zoom session nor by viewing the recorded lectures available on Moodle.

Across both courses, a total of 17 unique participants took part in the training activities. It should be noted that 4 participants attended both the Bio-textile Technician Course and the Recycling Manager Course.

Overall, participation levels were high, with only one withdrawal recorded during the training period, concerning a participant enrolled in the Bio-textile Technician Course.

The results demonstrate a strong level of engagement across both training pathways, with the majority of participants successfully attending and completing the courses either through synchronous participation or by accessing the recorded learning materials available on the Moodle platform.

Participant feedback collected informally during the training activities indicated a high level of satisfaction with both the content and the delivery methods. Learners particularly appreciated the flexibility offered by the blended approach, which combined live online sessions with access to recorded materials, allowing them to balance participation with their professional commitments. The practical examples, sector-specific case studies and opportunities for discussion with trainers and peers were also highlighted as valuable elements of the learning experience.

The local training activities enabled participants to strengthen their knowledge of sustainability, circular economy principles, resource efficiency and recycling practices within the textile and manufacturing sectors. Participants in the Recycling Manager Course enhanced their understanding of waste management strategies, circular business models and recycling processes, while learners attending the Bio-textile Technician Course developed competences related to sustainable materials, bio-based textiles and innovative production approaches.

Qualitative Results

The feedback collected throughout the implementation of the Bio-textile Technician and Recycling Manager training programmes indicates a high level of satisfaction among participants, trainers and companies involved in the project activities.

From the learners' perspective, the courses were positively evaluated both for the quality of the content delivered and for the training methodology adopted. Participants particularly appreciated the combination of theoretical lessons, practical examples and opportunities to interact with professionals and industry experts, which facilitated a deeper understanding of sustainability, circular economy principles, recycling processes and innovation in the field of bio-based materials. The flexibility offered by the training format was also highly valued, as participants were able to follow the courses either synchronously through the Zoom platform or asynchronously by accessing the recorded lectures made available on the Moodle platform.

The feedback collected through the evaluation questionnaires confirmed the overall effectiveness of the local face-to-face training activities. Participants expressed a high level of satisfaction with both the content and the teaching approach, highlighting the relevance of topics such as textile materials and composition, recycling challenges, sustainability certifications, circularity principles and eco-design methodologies. The contribution of external experts was particularly appreciated, as their sessions successfully combined theoretical knowledge with practical insights and real-world experience.

Learners reported that the programme strengthened their sustainability-oriented mindset and enhanced their technical competences in areas such as material selection, upcycling practices and project management within a circular economy framework. Furthermore, participants noted an increased awareness of sustainability strategies, regulatory aspects and the risks associated with greenwashing. Many respondents indicated that the knowledge and skills acquired are already applicable in their professional activities and represent a valuable asset for career development within the sustainable fashion and textile sector. Overall satisfaction with the training experience was very high, achieving an average score of 4.25 out of 5.

Similarly, the evaluation of the WBL activities revealed a very positive perception among participants. The company visits, organised as part of the learning pathway, were considered a valuable complement to both the online and face-to-face training components, providing direct exposure to organisations recognised for their sustainable and innovative practices within the TCLF sector. Participants particularly appreciated the opportunity to observe real-life applications of the concepts addressed during the courses and to gain practical insights into circular economy and sustainability strategies in business settings.

Among the most highly valued aspects were the quality of the interaction with the staff of Irecoop Veneto and the Padua Chamber of Commerce, the relevance of the companies selected for the visits, the alignment between the visits and the training topics and the contribution of the activities to broadening participants' knowledge and understanding of workplace processes. The organisation and scheduling of the visits were also positively assessed. While all indicators received favourable evaluations, participants identified the interaction with company representatives as the area with the greatest potential for further enhancement.

Overall, the feedback collected clearly demonstrates that both the Blended Learning courses and the WBL activities successfully contributed to the development of participants' knowledge, skills and professional awareness, confirming the added value of combining classroom-based learning, digital learning environments and direct exposure to industry best practices.

The trainers also provided positive feedback regarding the implementation of the training activities. They highlighted the strong interest demonstrated by participants, their willingness to engage in discussions, and their active involvement in the learning process. According to the trainers, the multidisciplinary composition of the groups encouraged a constructive exchange of experiences and perspectives, enriching the overall learning experience and increasing the practical relevance of the topics addressed. At the same time, trainers expressed some disappointment regarding the number of participants who ultimately took part in the face-to-face training activities. Despite considerable efforts to promote and encourage participation, including social media campaigns, direct email communication with learners enrolled in the e-learning programme, and continuous dissemination actions throughout the project, the actual number of participants attending the face-to-face training did not fully meet the initial expectations. Nevertheless, those who participated demonstrated a high level of engagement and commitment, contributing positively to the overall quality and effectiveness of the learning experience.

About the companies involved, the feedback received emphasised the value of the project in raising awareness of sustainability and circular economy issues and in strengthening the connection between training activities and the business environment. The companies participating in study visits, testimonials and networking activities appreciated the opportunity to share their experiences and good practices with learners, thereby contributing to the development of skills that are more closely aligned with labour market needs and the challenges associated with the green transition.

Overall, the qualitative results confirm the effectiveness of the training approach adopted and the added value generated through the integration of theoretical learning, expert contributions and direct engagement with companies. The experience not only supported the acquisition of new knowledge and competences but also increased awareness of sustainability and innovation-related issues, while reinforcing the link between training activities and their practical application in professional contexts.

Achievement of Learning Outcomes

The training activities delivered through the Bio-textile Technician and Recycling Manager courses made a significant contribution to the achievement of the project's educational objectives, enabling participants to acquire specialised knowledge, strengthen professional capacities and develop key competences for supporting the transition towards more sustainable and circular economic models.

Throughout the training pathways, participants deepened their understanding of environmental sustainability and circular economy principles, gaining greater awareness of resource efficiency, waste reduction strategies, material recovery processes and the role of innovation in promoting sustainable development across different sectors.

The courses also enhanced participants' functional and technical competences by providing sector-specific knowledge and practical insights.

Participants in the Bio-textile Technician Course expanded their understanding of bio-based and sustainable materials, innovative textile solutions and environmentally responsible production approaches, while participants in the Recycling Manager Course strengthened their knowledge of recycling processes, waste management practices, material valorisation strategies and circular business models.

In both cases, learners were encouraged to connect theoretical concepts with practical applications and real-world professional contexts.

In addition to technical knowledge, the training activities fostered the development of important transversal competences, including critical thinking, problem-solving, communication, collaboration and networking skills. Through interaction with trainers, experts and fellow participants, learners improved their ability to analyse challenges, exchange ideas, work effectively in multidisciplinary environments and identify innovative and sustainable solutions.

Overall, the high levels of participation and course completion, together with the active engagement demonstrated throughout the learning activities, indicate that the training objectives were successfully achieved.

The two courses effectively supported the acquisition of green, technical and transversal competences, equipping participants with valuable knowledge and practical tools to promote sustainability, innovation, and circular economy practices within their current or future professional activities.

4.6.4 Mentoring and Support Activities

Mentoring, Monitoring & Learner Support

Although the project did not foresee a structured mentoring programme in the traditional sense, a continuous support, guidance, and follow-up approach was implemented throughout all phases of the pilot. The objective was to maintain participant engagement, provide assistance when needed, and facilitate progression through the learning pathway.

The mentoring and support activities were carried out by four dedicated trainers from the Italian partner organisations, who acted as reference persons for participants during the MOOC, PBL, and WBL phases. Their role consisted of maintaining regular contact with learners, monitoring participation and progress, and offering individual support whenever difficulties or questions emerged.

Individual support was provided primarily through direct communication with participants via email, telephone, and personal interactions during training events. Trainers proactively contacted learners to check on their progress, identify any obstacles that might affect participation, provide practical assistance, and encourage continued engagement throughout the programme. Particular attention was given to participants who showed reduced activity or faced challenges related to balancing training commitments with professional responsibilities.

Group mentoring and guidance took place during face-to-face training sessions, webinars, workshops, and company visits. Trainers and experts facilitated discussions, encouraged participants to share experiences and perspectives, and created opportunities for collective reflection on the topics covered. This approach enabled participants to benefit not only from expert knowledge but also from the diverse experiences and professional backgrounds represented within the group.

The project also fostered peer-support and peer-learning activities. Through group discussions, collaborative exercises, reflection sessions, networking opportunities, and informal exchanges during study visits and training events, participants were encouraged to learn from one another, exchange practices, discuss professional challenges, and develop new connections within the sector. These interactions contributed to creating a supportive learning environment and strengthening the sense of community among participants.

Participant needs and feedback were continuously taken into consideration when planning and adapting training activities, schedules, and study visits. This learner-centred approach helped ensure that the programme remained accessible and relevant, particularly for participants who combined training attendance with professional commitments.

As participants progressed through the different phases of the pilot, relationships between trainers and learners became increasingly established. The growing level of trust and familiarity encouraged participants to communicate more openly, seek advice when needed, and engage more actively in both the learning and networking dimensions of the project. This ongoing support and guidance played an important role in maintaining motivation, facilitating participation, and enhancing the overall learning experience.

4.6.5 Challenges and Lessons Learned

Challenges Encountered

During the implementation of the project activities, several challenges were encountered, mainly related to participant recruitment, engagement and organisational aspects.

One of the main challenges concerned the involvement of professionals already active in the labour market, whose availability was often limited due to work commitments. This issue was further compounded by the fact that not all employers fully recognised the time dedicated to external training activities or provided sufficient flexibility to allow employees to participate.

Another challenge was related to the use of English, which represented a barrier for some potential participants and, in certain cases, limited both access to and active engagement in the proposed activities.

From the perspective of participant diversity, it proved challenging to design and deliver activities that were equally relevant and effective for both students and professionals. Differences in professional experience, prior knowledge, sector-specific competencies and

expectations towards the training programme made it more difficult to ensure balanced participation and meet the needs of all target groups.

Finally, difficulties were encountered in engaging students in the local training activities. As a result, the participant group consisted predominantly of working professionals. This required a substantial redesign of the training delivery model, including adjustments to schedules, methodologies and learning activities to better accommodate the needs of employed participants. To further enhance accessibility and participation, all training sessions were recorded and made available for asynchronous access, allowing participants to review the content at a later stage when attendance was not possible.

Mitigation Measures

To address the challenges encountered during the implementation of the project activities, several organisational measures were introduced to facilitate participation, strengthen coordination and ensure the effective delivery of the planned initiatives.

All online training sessions were supported by the continuous presence of two members of the Irecoop Veneto staff, who provided organisational assistance and facilitation throughout the activities. Their role contributed to the smooth management of the sessions and to providing timely support to participants whenever required.

For both the opening and closing sessions, additional support was ensured through the joint involvement of staff from Irecoop Veneto and the Padua Chamber of Commerce. The participation of both organisations strengthened coordination, enhanced participant engagement and facilitated the management of operational aspects, thereby contributing to the overall success of these events.

At the same time, considerable effort was devoted to the planning and scheduling of activities to identify dates and time slots that best matched participants' availability. This coordination process was particularly important for the organisation of study visits and other initiatives requiring the participation of professionals with diverse work commitments and time constraints.

The implementation of these measures helped mitigate the impact of the main organisational challenges encountered and contributed to ensuring broader participation and a more effective delivery of the project activities.

Lessons Learned

The experience gained throughout the project highlighted several key factors contributing to the success of training initiatives aimed at professionals and other stakeholders in the sector.

Among the most successful aspects of the project was the opportunity for participants from different professional backgrounds to engage with one another. The exchange of experiences, knowledge and diverse perspectives fostered mutual learning, facilitated the development of new professional connections and encouraged greater openness to innovative practices and approaches.

At the same time, the experience underlined the importance of actively involving companies in the training process. Their direct engagement contributed to greater recognition of the skills and competences acquired by participants, promoted increased flexibility and freedom to participate in training activities and created the conditions for learning outcomes to be effectively transferred and applied within the organisations where participants are employed.

It also emerged that creating opportunities for interaction among professionals from different contexts, sectors and levels of experience represents a significant added value for the training pathway. The exchange of perspectives, practices and expertise supported mutual learning and fostered the development of new professional networks. However, the effectiveness of these dynamics largely depends on the presence of skilled facilitators capable of guiding discussions, supporting dialogue among participants and encouraging collaboration within the group.

4.6.6 Dissemination Actions

Promotion of the Pilot

The promotion and implementation of the pilot activities were supported through a combination of stakeholder engagement, targeted communication actions and continuous participant outreach.

The recruitment and involvement of expert contributors benefited from the well-established network of Irecoop Veneto. The experts delivering the training modules had already collaborated with the organisation in previous initiatives and possessed extensive experience in sustainability, circular economy, textile innovation and related fields. This existing network facilitated the identification and engagement of highly qualified professionals capable of delivering specialised training activities aligned with the project's objectives.

Stakeholder engagement was further strengthened through the involvement of companies and organisations operating within the sustainable textile and circular economy sectors. Several guest companies participated in the training activities by sharing their experiences, best practices and sector-specific insights. Their involvement was facilitated through the professional networks of the trainers, who acted as intermediaries and leveraged existing collaborations to create valuable opportunities for knowledge exchange between learners and industry representatives.

The promotion campaign included a variety of communication and outreach actions aimed at ensuring broad visibility of the pilot activities and encouraging participation among the target groups. These actions included:

- The development and dissemination of diversified online communication materials, including social media posts, promotional graphics and carousel publications shared through the communication channels of the project partners;
- The distribution of a dedicated joint newsletter to the members and contacts included in the mailing lists of the Padua Chamber of Commerce and Irecoop Veneto, presenting the training opportunities and encouraging enrolment;
- The organisation of an online presentation meeting involving stakeholders who had signed the project's Memorandum of Understanding. During this event, participants were informed about the launch of the pilot activities, course content, expected learning outcomes and subsequent project developments;
- Two meetings with representatives of the Polytechnic School of Footwear: the aim of the first online meeting was to present the project opportunities for the Politecnico's students. Then the Padua Chamber of Commerce organized a second in person meeting, for the definition of the joint activity to be developed in the following period (training offer and promoting participation among students and future professionals in the sector);
- Direct outreach to former students, professional contacts and relevant stakeholder networks, encouraging them not only to participate in the courses but also to disseminate information about the opportunity within their own organisations and communities.

Participant recruitment for the local face-to-face training courses was primarily carried out through targeted email communication campaigns addressed to individuals already participating in advanced training activities. Dedicated invitations were sent to encourage

enrolment in the pilot courses, highlighting the relevance of the topics addressed and the professional benefits associated with participation.

In parallel, the project team regularly monitored the enrolment process through the project's SIT e-learning platform. Newly registered users were periodically identified and contacted directly to provide information about the available training opportunities, facilitate participation and ensure continuous engagement with the project's educational activities.

Communication activities continued throughout the implementation phase with the objective of supporting learner participation and reducing the risk of disengagement. Periodic emails were sent to participants to collect feedback on the learning experience and to encourage active involvement in the training pathways. Particular attention was given to learners showing a low completion rate within the e-learning modules, who were contacted and encouraged to continue their learning activities.

Similarly, targeted follow-up communications were addressed to participants enrolled in the local face-to-face courses, especially those demonstrating limited engagement with the dedicated Moodle platform developed by Irecoop Veneto. Through these communications, participants were reminded of the availability of learning materials, lesson recordings and supplementary resources, while also being invited to provide feedback on the training experience and any challenges encountered.

This continuous communication, monitoring and stakeholder engagement approach contributed to maintaining participant involvement throughout the pilot activities, supporting learning progression, fostering knowledge exchange between learners and industry representatives and ultimately enhancing the overall effectiveness and visibility of both the online and face-to-face training components.

Visibility Actions

Throughout the implementation of the project, Irecoop Veneto Srl carried out a range of visibility and dissemination actions aimed at promoting the project activities, increasing stakeholder engagement and ensuring the wider dissemination of project results. These communication activities were primarily implemented through the organisation's official social media channels, namely Facebook, Instagram and LinkedIn.

A series of informational and promotional posts were published throughout the project lifecycle, covering the main project milestones and activities. The communication campaign included

content presenting the overall objectives of the project, the launch and promotion of the MOOC, the implementation of the advanced local training courses for Bio-textile Technicians and Recycling Managers, the organisation of the Bootcamp and the company visits carried out within the WBL activities. These publications were designed to raise awareness among potential participants, sector stakeholders and the wider public about the opportunities and outcomes generated by the project.

In addition to regular social media posts, Instagram and Facebook Stories were used to provide timely updates and increase audience engagement. These stories documented key moments of the training activities, including classroom sessions, company visits, networking opportunities and other project-related events, offering followers a more dynamic and immediate insight into the project's implementation.

Particular attention was also given to highlighting the companies involved in the PBL activities and WBL programme. Dedicated posts were published featuring organisations identified as examples of good practice within the sector, showcasing their experiences, sustainable approaches and innovative business models. Whenever possible, the companies were directly tagged in the publications to increase visibility, encourage interaction and further extend the reach of project-related communication through their own networks.

Overall, the visibility actions implemented by Irecoop Veneto contributed to maintaining continuous communication with stakeholders, promoting participation in project activities and increasing awareness of the project's objectives, training opportunities and results among a broader audience.

Dissemination Results

Between January and June, Irecoop Veneto Srl carried out an extensive dissemination and communication campaign through its official social media channels, in Facebook, Instagram and Linkedin. The communication strategy included the publication of posts and stories on Facebook and Instagram, while Linkedin was used exclusively for post-based communication. These activities were aimed at promoting the different phases of the project, raising awareness of the training opportunities offered, and highlighting the companies involved in the learning pathways.

The promotion of the MOOC phase began in January with a LinkedIn post that generated 256 views. In February, communication efforts were strengthened through paid advertising campaigns. Two sponsored campaigns were launched on LinkedIn, generating 8.875 and

18.338 impressions respectively, while a combined advertising campaign on Facebook and Instagram achieved a total of 225.225 impressions, significantly expanding the project's visibility and outreach.

Dissemination activities related to the face-to-face training phase were conducted primarily in March and May. In March, two Facebook posts were published, reaching 426 and 887 views respectively, while two LinkedIn posts generated 146 and 247 views. In May, an additional Facebook post achieved 846 views and 13 interactions, an Instagram post recorded 484 views and 10 interactions, and a LinkedIn post reached 264 views and 59 interactions.

In June, communication efforts focused on promoting the Bootcamp. A Facebook post generated 730 views and 10 interactions, while an Instagram post reached 343 views and 5 interactions. Additional Instagram stories related to the Bootcamp generated 123 views. On LinkedIn, a dedicated post received 220 views and 58 interactions, demonstrating strong engagement from the platform's professional audience.

A further dissemination action focused on showcasing the companies encountered during the local face-to-face training activities. In April, La Colombina was featured through dedicated content published across all three social media platforms. The Facebook post obtained 863 views and 10 interactions, the Instagram post achieved 452 views and 10 interactions, and the LinkedIn post reached 582 views and 44 interactions. In June, similar content was developed to highlight Neutral. The Facebook post generated 448 views and 7 interactions, the Instagram post recorded 262 views and 11 interactions, and the LinkedIn post achieved 216 views and 12 interactions.

For all company-focused posts, the respective organisations were directly tagged within the published content. This approach was adopted to increase the visibility of both the companies and the project activities, encourage greater engagement from stakeholders, and amplify the dissemination of project outcomes through the companies’ own networks and communication channels.

Finally, as part of the WBL activities, several stories were published to document visits to companies involved in the programme. These stories generated 140 views and 1 interaction on Facebook, while on Instagram they achieved 412 views and 2 interactions.

Overall, the dissemination activities implemented by Irecoop Veneto Srl through its social media channels ensured consistent visibility for the project throughout the reporting period. The combination of organic content and targeted advertising campaigns contributed to

reaching a broad audience, promoting the various training opportunities offered by the project, and strengthening the visibility of the companies and stakeholders involved. Through these actions, the project successfully increased awareness of its objectives, activities, and results among both current and potential beneficiaries, as well as among relevant local and sectoral stakeholders.

Publications on the Social media channels of the Irecoop Veneto

Period	Topic	Link	Views
FACEBOOK			
December 2025	Promotion of the training paths	https://www.facebook.com/share/v/1Ahn5qXoJJ/	457
March 2026	Promotion of Local Advanced training activities	https://www.facebook.com/share/p/14ZpPqhntVs/	426
March 2026	Start of the Local Advanced SIT training	https://www.facebook.com/share/p/1E7mbh6j8b/	887
April 2026	Testimonial of the local textile company “La Colombina” during the Local Advanced training	https://www.facebook.com/IrecoopVeneto/posts/pfbid0W6mhkBz2L9XPeS7QJGwXsBEg8vwpfHWM5wtyTeo3p5bNw417AVHQv4pENqe1yZ8Ll	863
June 2026	Bootcamp Thessaloniki	https://www.facebook.com/IrecoopVeneto/posts/pfbid02CZ3HcbnouTdUmkhMgKsYdVQsKo8uAaVex3td1WZpPfdGfdYaHSvhzG4t5TojAbpbl?locale=it_IT	730
June 2026	Participation of the rappresentative of NEUTRAL in the Local Advanced Training	https://www.facebook.com/photo?fbid=1453588740116818&set=a.477268031082232&locale=it_IT	448
INSTAGRAM			
December 2025	Promotion training paths	https://www.instagram.com/p/DSSAvR9D_n8/?utm_source	204

		=ig_web_copy_link&igsh=MzRlODBiNWFlZA==	
April 2026	Testimonial of the local textile company “La Colombina” in the Local Advances Training of SIT	https://www.instagram.com/p/DXMrx6RCIIA/?utm_source=ig_web_copy_link&igsh=NTc4MTIwNjQ2YQ==	452
May 2026	Closure of the Local Advanced training activities	https://www.facebook.com/IrecoopVeneto/posts/pfbid0Fxpan69vTCuusVrEzR5kYWHHQXL3eYGFKeeXVtRtMXW6L4e47MChnBkr6bHd86q7l?locale=it_IT	846
June 2026	Testimonial of the company Neutral in the Local Advances Training of SIT	https://www.instagram.com/p/DZrtVuKjgBw/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==	262
June 2026	Participation of Italian group in the Bootcamp in Thessaloniki	https://www.instagram.com/p/DZCn82pjbmy/?utm_source=ig_web_copy_link&igsh=NTc4MTIwNjQ2YQ==	343
LINKEDIN			
January 2026	Promotion of Local Training Paths	https://www.linkedin.com/feed/update/urn:li:activity:7417158546024280065	256
March 2026	Local Advanced Training courses	https://www.linkedin.com/feed/update/urn:li:activity:7434202959267397633	146
March 2026	Starting of the Local Advanced Training paths	https://www.linkedin.com/feed/update/urn:li:activity:7437896648573403137	247
April 2026	Testimonial of the local textile company “La Colombina” in the Local Advanced training	https://www.linkedin.com/feed/update/urn:li:activity:7450568741651746816	582

May 2026	Closure of the Local Advanced training on Sustainability	https://www.linkedin.com/feed/update/urn:li:activity:7464627634531106816	264
June 2026	Testimonial of the sustainable company NEUTRAL during the Advanced training	https://www.linkedin.com/feed/update/urn:li:activity:7472951222962999296	216
ADV Linkedin			
10/02/ 2026 – 14/02/2026	Promotion of Local Advanced training paths	https://www.linkedin.com/posts/irecoopveneto_sit-erasmusplus-modasostenibile-activity-7426953489643134976-NqdW?utm_source=share&utm_medium=member_desktop&rcm=ACoAAEDeEGQBqdXtTwiWvkcJI_fvOglahlQNh_c	8875
10/02/ 2026 – 14/02/2026	Promotion of Local Advanced training paths	https://www.linkedin.com/posts/irecoopveneto_sit-tclf-moda-activity-7426954275735355393-cA3r?utm_source=share&utm_medium=member_desktop&rcm=ACoAAEDeEGQBqdXtTwiWvkcJI_fvOglahlQNh_c	18338

In parallel with Irecoop Veneto, the Chamber of Commerce of Padova (CCIAA PD) implemented a targeted dissemination campaign aimed at promoting the key outcomes of the SiT project, with a specific focus on the two learning pathways developed during the initiative.

Leveraging its institutional role and its direct connection with the local economic fabric, CCIAA PD adopted a highly focused communication strategy utilizing both direct marketing and institutional channels, also relying on Venicepromex, its in-house consortium company.

In fact, a specific and dedicated post was published on Venicepromex official LinkedIn channels, designed to present the two learning pathways, highlighting their value for local businesses, professionals, and aspiring entrepreneurs looking to enhance their skills. It has recorded 410 views, 11 clicks and 8 reactions. Link:

https://www.linkedin.com/posts/venicepromex_sitproject-greentransition-greece-activity-7409232301764681728--TDf?utm_source=share&utm_medium=member_desktop&rcm=ACoAAEFqvfwBDWnm8F_w932j0g5Lh1Mut68TjJQ

A dedicated project newsletter was structured and sent out to the Chamber's extensive database of local enterprises, professional associations, and economic stakeholders and in parallel to the database of its in-house company Venicepromex. The newsletter reached around 10.000 persons This action ensured direct, high-impact delivery of the training opportunities directly to the inboxes of potential beneficiaries.

Newsletter sent from Chamber of Commerce of Padova:

https://g2i6g.emailsp.com/f/rnl.aspx/?lek=syvwvuu2-bik=_yfi-=us2_t26f6.c=g&x=pv&&.90h5giafeq.ag0&x=pp&w1h-fif&x=pv&-n6.f4&x=pv&0j=v_stuNCLM

Newsletter sent from Venicepromex:

https://i1d9a.mailupclient.com/f/rnl.aspx/?ndf=/q_wx4:bdh=vxfd0=zr3p_--99.=.99448d0cc.9h&x=pp&qzo5iccf5q/:mxb4g=vnywyNCLM

To guarantee the sustainability and long-term visibility of the project results, the dedicated section on the official CCIAA PD website has been constantly updated. This webpage hosted all the project newsletters and official updates, serving as a permanent information hub for the local community.

Link to the webpage:

https://www.pd.camcom.it/it/promuovere-impresa-territorio/progetti-europei/progetto-sit/newsletter-documenti-di-progetto

Through the Chamber of Commerce's institutional networks, the dissemination activities successfully reached a highly qualified audience of local and sectoral stakeholders:

- Micro, Small, and Medium Enterprises (MSMEs) in the Veneto region, interested in adopting the competencies developed within the two pathways.
- Business consultants, trainers, and professionals who act as key multipliers of information within the local business ecosystem.
- Sectoral associations and local public authorities that collaborate closely with the Chamber of Commerce.

Although characterized by a more concentrated number of actions compared to Irecoop Veneto, the dissemination effort of CCIAA PD achieved a high qualitative impact.

By utilizing official institutional channels, the SIT project gained strong credibility among local businesses. The publication of all project newsletters on the Chamber’s official website ensures that these resources remain public, searchable, and accessible to the public even beyond the formal end of the project, thereby contributing to the long-term exploitation of the project's outputs.

4.7 Spain

4.7.1 Context and Participants

National Context

The Spanish pilot was jointly implemented by Asociación de Centros de Formación Profesional FPEmpresa and the Italian Chamber of Commerce in Barcelona (CCIB) within the framework of the SiT project. The implementation combined online learning through the MOOC, PBL, expert-led webinars, international mobility experiences, and WBL opportunities connected to the TCLF sector.

The pilot was primarily delivered within the VET environment, while also involving higher education learners, professionals, trainers, industry experts, and representatives from the textile and fashion sector. The implementation benefited from FPEmpresa's extensive national network of VET centres and CCIB's connections with industry stakeholders and international partners, enabling wide geographical outreach and strong links between training provision and labour market needs.

The Spanish context provided favourable conditions for piloting sustainability-focused training initiatives due to the growing relevance of circular economy principles, textile waste management, sustainable production, and green transition policies within the national TCLF ecosystem. Particular emphasis was placed on fostering collaboration between educational institutions, industry representatives, sustainability experts, and learners through practical activities connected to real challenges affecting the sector.

Target Groups

The Spanish pilot involved a diverse range of participants representing different educational and professional backgrounds, including:

- VET learners enrolled in textile, fashion and related programmes;
- Higher education students and graduates;
- Professionals and workers from the TCLF sector;
- Entrepreneurs and aspiring business founders interested in sustainable textile innovation;
- Trainers, teachers and educational staff from VET institutions;

- Industry experts and company representatives involved in sustainability and circular economy initiatives.

Most participants followed learning pathways corresponding to the professional profiles developed within the SiT project, namely the Bio-Textile Technician (EQF Level 5) and the Recycling Manager (EQF Level 6).

Participants Overview

Spain achieved strong participation rates throughout the different phases of the pilot implementation.

A total of 148 learners enrolled in the SiT MOOC platform, including 92 learners in the Bio-Textile Technician course and 56 learners in the Recycling Manager course. Out of the total enrolments, 71 learners successfully completed the training, while 54 participants obtained the ICEP certification, demonstrating significant engagement with the learning programme and achievement of the required learning outcomes.

The pilot also involved a substantial number of learners, trainers, experts, industry representatives, and educational stakeholders through the PBL and WBL activities implemented during the national pilot phase. The activities reached participants from different regions of Spain through online and hybrid formats, ensuring broad accessibility and inclusion.

The participant profile was highly diverse, encompassing individuals aged approximately 18 to 65 years old, including VET students, higher education learners, recent graduates, aspiring entrepreneurs, professionals, trainers, and practitioners from the TCLF sector. Educational backgrounds included textiles, fashion design, sustainability, business, engineering, biotechnology, environmental sciences, and related disciplines.

Several organisations and sectoral stakeholders contributed to the implementation of the pilot through expert participation, company engagement, and mobility opportunities. Particular attention was given to the participation of sustainability experts, social economy organisations, circular fashion initiatives, and companies operating in the fashion, textile, footwear, and sustainability sectors.

Participants Summary

Indicator	Number
MOOC Enrolments	148
Bio-Textile Technician Enrolments	92
Recycling Manager Enrolments	56
MOOC Completions	71
ICEP Certificates Awarded	54
Student Mobility Participants	15
Teacher Mobility Participants	12

This diverse participation contributed to the creation of an inclusive learning environment where learners, educators, industry representatives and sustainability experts could exchange knowledge, experiences and good practices related to the green transition of the TCLF sector.

4.7.2 Pilot Implementation

The Spanish pilot was organised following the common implementation framework established within WP4 and was structured around three complementary phases: online learning through the MOOC, Blended and PBL activities, and WBL.

The recruitment process was primarily conducted through FPEmpresa's network of VET centres, CCIB's business contacts, project dissemination channels, and direct communication with educational institutions and companies linked to the TCLF sector. Information about the pilot activities was disseminated through newsletters, webinars, meetings, and social media channels in order to attract learners, trainers, and professionals interested in sustainability, circular economy, bio-based textiles, and textile recycling.

Participants were selected from learners of VET centres and organizations enrolled in the SiT training pathways, with priority given to those demonstrating interest in sustainability-related topics and willingness to participate in practical learning experiences. For the project-based and mobility activities, participants were generally required to have completed at least one MOOC module and demonstrated active participation in the blended activities phase.

Several preparatory meetings were organised between project partners, trainers, experts, and host organisations to plan the activities, define learning objectives, coordinate logistics, and adapt the implementation to the Spanish context. Particular attention was given to incorporating practical examples related to circular economy, sustainable fashion, textile waste management, and European sustainability regulations, ensuring strong links between the project curriculum and current sector needs.

MOOC

The MOOC phase constituted the foundation of the Spanish pilot and provided learners with flexible access to the SiT online learning platform.

The online learning phase enabled participants to acquire knowledge related to sustainability fundamentals, circular economy principles, sustainable production systems, textile recycling technologies, supply chain management, bio-based textile materials, environmental impact, and innovation within the TCLF sector. Learners completed training modules through self-paced learning supported by tutors and project partners.

The MOOC also served as preparation for the subsequent practical phases of the pilot, providing participants with the theoretical foundations required to engage effectively in PBL and WBL activities.

PBL and Face-to-face

The Blended Learning phase combined expert-led webinars, PBL tasks, collaborative activities, and practical assignments designed to connect theoretical knowledge with real-world sustainability challenges. Three thematic webinars were organised as part of the pilot implementation:

Circular Economy in the Textile Sector. Held on 17 February 2026, this online webinar focused on circular economy concepts and their practical application within the fashion and textile industry. The session was delivered by representatives of The Circular Project and explored

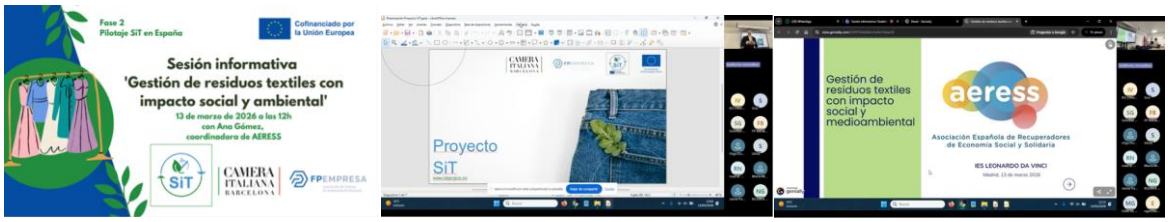
regenerative fashion approaches, sustainable production methods, and circular business models. The activity involved 27 learners, supported by trainers and industry representatives.



Circular Economy in the Textile Sector online session

Textile Waste Management with Social and Environmental Impact held on 13 March 2026 in hybrid format, this seminar addressed sustainable textile waste management, circular economy practices, and the role of social economy organisations in promoting textile recovery and reuse. The activity was delivered in cooperation with AERESS and involved 76 learners, making it one of the largest participation events within the Spanish pilot.


Textile Waste Management with Social and Environmental Impact onsite part



Textile Waste Management with Social and Environmental online part

The Textile Industry in the Face of the EU Green Transition: Regulation, Innovation and New Business Models held on 14 April 2026, this hybrid seminar explored the impact of European sustainability regulations on the textile sector. Topics included the EU Strategy for

Sustainable Textiles, Ecodesign requirements, sustainability reporting, and emerging circular business models. A total of 49 learners participated in the activity.

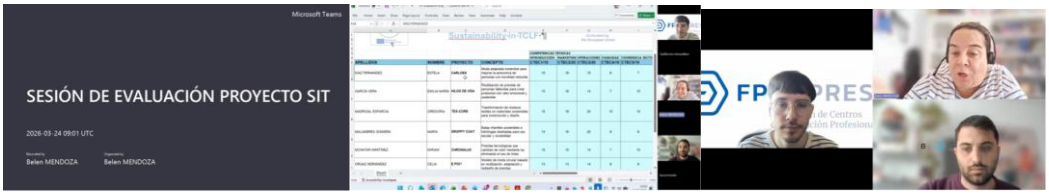


Textile Industry in the Face of the EU Green Transition onsite part



Textile Industry in the Face of the EU Green Transition online part

In addition to the webinars, participants completed a **Business Plan Development project** between 16 February and 23 March 2026. This Project-Based Learning activity required learners to design innovative and sustainable textile business concepts integrating circular economy principles, bio-based materials, sustainable production approaches, and market feasibility analysis. Participants developed business plans, conducted market research, prepared operational strategies, and presented sustainability-focused entrepreneurial solutions. The activity served as a practical validation of the learning outcomes acquired through the MOOC.



Evaluation of the Business Plans

The Blended Learning activities encouraged active learner participation, collaborative reflection, problem-solving, and application of sustainability concepts to practical business and sectoral challenges.

WBL

The WBL phase enabled participants to apply acquired competences in authentic professional environments through the organization of an agenda in Italy for the mobility of teachers and Students of TCLF Sector. The mobility programme was hosted by Politecnico Calzaturiero (Italy) between 3 and 16 May 2026.

The activity involved:

- 15 VET students.
- 12 VET teachers.
- Training providers, industry experts, and representatives from the Italian TCLF ecosystem.

The mobility programme combined practical learning experiences, company visits, technical workshops, networking activities, and job-shadowing opportunities. Participants engaged in activities related to:

- Textile manufacturing processes.
- Knitwear production.
- Footwear production.
- Tailoring techniques.
- Sustainability and eco-design.
- Circular economy practices.
- Digitalisation in the TCLF sector

The programme included visits and collaboration with several organisations and companies, including:

- Politecnico Calzaturiero.
- Henderson.
- OTS.
- Tessitura Bevilacqua.

- Villa Foscarini Museum.
- Mecenigo Palace.
- Textile and clothing companies operating within the Veneto TCLF ecosystem

Students participated in approximately 60 hours of technical and practical learning activities, including training sessions, company visits, guided workshops, and sustainability-focused events. Teachers participated in approximately 30 hours of job-shadowing and professional observation activities focused on innovative vocational education methodologies and sustainable industrial practices.

The WBL phase provided participants with direct exposure to real industrial environments and allowed them to apply knowledge related to bio-based materials, sustainable production systems, textile recycling, circular economy, and digital innovation. The mobility also strengthened intercultural competences, international collaboration, professional networking, and understanding of sustainability challenges within the European TCLF sector.

The activities were documented through attendance records, photographs, screenshots, agendas, evaluation reports, videos, and supporting evidence collected throughout the implementation process, providing comprehensive documentation of participant engagement and learning outcomes.



Mobility of teachers and Students of TCLF Sector in Italy

4.7.3 Assessment and Results

Assessment Methodology

The Spanish pilot adopted a combination of quantitative and qualitative assessment methods to evaluate learner participation, achievement of learning outcomes, and the overall effectiveness of the pilot activities. Assessment was carried out throughout the three implementation phases, combining evidence generated through the SiT MOOC platform with observations, practical assignments, project-based activities, mobility participation, and feedback collected from learners and trainers.

The main assessment tools included:

- Learning analytics and completion data generated through the SiT MOOC platform.
- Attendance records from webinars, seminars, and mobility activities.
- Evaluation of the Business Plan Development activity.
- Observation of learner participation during webinars, project-based learning, and WBL activities.
- Reflection and feedback gathered during the different pilot phases.
- Certification records issued following successful completion of the learning pathway

The assessment criteria focused on learners' ability to understand and apply sustainability concepts, circular economy principles, textile recycling approaches, bio-based textile solutions, and innovation strategies relevant to the TCLF sector. Particular attention was given to the acquisition of practical skills, problem-solving abilities, entrepreneurial thinking, and the capacity to transfer theoretical knowledge into real professional contexts.

The learning outcomes assessed were aligned with the two professional profiles developed within the project. Assessment therefore covered green competences, technical and sector-specific competences, as well as transversal skills such as communication, teamwork, creativity, critical thinking, and decision-making.

Quantitative Results

The Spanish pilot achieved strong participation levels across all implementation phases and exceeded several of the participation targets established for WP4.

MOOC Participation:

- Total MOOC enrolments: 148 learners.
- Bio-Textile Technician enrolments: 92 learners.
- Recycling Manager enrolments: 56 learners.

- MOOC completions: 71 learners.
- ICEP certificates awarded: 54 learners.

The overall MOOC completion rate reached approximately 48%, while more than three quarters of those completing the programme successfully obtained the corresponding ICEP certification.

Blended Learning Activities

The expert-led webinars and seminars attracted significant participation:

- Circular Economy in the Textile Sector: 27 learners.
- Textile Waste Management with Social and Environmental Impact: 76 learners.
- The Textile Industry in the Face of the EU Green Transition: 49 learners.
- Business Plan Development activity: 5 learners completing the project assignment.

WBL

The international mobility programme involved:

- 15 VET students.
- 12 VET teachers.
- Two weeks of practical activities for learners (approximately 60 hours).
- One week of job-shadowing and professional observation activities for teachers (approximately 30 hours).

Overall, the pilot successfully combined online learning, practical training, project-based assignments, and international mobility experiences, allowing participants to engage with sustainability-related topics through multiple learning environments.

Qualitative Results

Participant feedback collected throughout the pilot was highly positive and consistently highlighted the practical relevance of the activities implemented. Learners particularly valued the combination of theoretical learning with expert contributions, real-life case studies, project-based activities, and direct exposure to industry practices. According to participant feedback, this approach significantly enhanced the applicability of the training content and facilitated the understanding of sustainability challenges within the TCLF sector.

The webinars were especially appreciated for providing up-to-date information on circular economy strategies, textile waste management, sustainability regulations, and emerging business opportunities within the European textile ecosystem. Participants highlighted the value of interacting with recognised experts and organisations such as The Circular Project and AERESS, which provided concrete examples of sustainable practices and circular business models.

The Business Plan Development activity received positive feedback for its practical orientation and its ability to encourage learners to transform acquired knowledge into innovative and sustainable business ideas. Participants reported that the activity strengthened entrepreneurial thinking and enabled them to apply sustainability principles to realistic business scenarios.

The WBL mobility in Italy generated particularly positive reactions. Learners and teachers valued the opportunity to experience real industrial environments, interact with companies operating within the European TCLF sector, and observe practical applications of sustainability, digitalisation, innovation, and circular economy principles. The international dimension of the activity was also identified as an important factor contributing to professional development and intercultural learning.

Trainers involved in the pilot highlighted the effectiveness of combining online learning, expert seminars, project-based activities, and workplace experiences. They reported strong learner engagement during practical activities and recognised the value of linking educational content with real sectoral challenges and innovation practices.

Feedback from industry experts and organisations involved in the pilot confirmed the relevance of the SiT curriculum and emphasised the importance of strengthening cooperation between education providers and industry to support the green transition of the TCLF sector.

Achievement of Learning Outcomes

The Spanish pilot successfully contributed to the achievement of the learning outcomes envisaged within the SiT project and supported the development of green, functional, and transversal competences among participants.

Green Competences

Participants increased their understanding of:

- Circular economy principles.

- Sustainable production systems.
- Textile waste management.
- Recycling and material recovery processes.
- Environmental impact assessment.
- EU sustainability policies and regulations.
- Sustainable and bio-based textile materials.

The pilot strengthened awareness of environmental challenges within the TCLF sector and promoted the adoption of sustainable practices and responsible decision-making.

Functional Competences

The activities enabled learners to develop technical and sector-specific competences related to:

- Circular business models.
- Textile recycling solutions.
- Sustainable supply chains.
- Bio-based materials.
- Sustainable entrepreneurship.
- Business planning and feasibility analysis.
- Sustainable product and process development.

The WBL phase further enhanced participants' understanding of industrial processes, sustainability implementation strategies, and innovation practices applied within European textile and footwear companies.

Transversal Competences

Throughout the pilot, participants strengthened a wide range of transferable skills, including:

- Communication skills.
- Teamwork and collaboration.
- Critical thinking.
- Problem-solving.
- Creativity and innovation.
- Entrepreneurial mindsets.
- Adaptability and intercultural awareness.
- Project management and decision-making.

These competences were particularly evident during the Business Plan Development activity and the international mobility programme, where learners were required to work collaboratively, analyse complex sustainability challenges, and propose innovative solutions.

Overall Achievement of the Training Objectives

Overall, the Spanish pilot successfully achieved the educational objectives established for WP4. The combination of self-paced online learning, expert-led Blended Learning activities, project-based assignments, and international WBL experiences created a comprehensive learning pathway that enabled participants to acquire and apply sustainability-related competences in realistic educational and professional contexts. The evidence collected throughout the pilot confirms the relevance and applicability of the SiT training model for supporting the green transition of the TCLF sector and strengthening the connection between education, innovation, and industry.

4.7.4 Mentoring and Support Activities

Mentoring Approach

The Spanish pilot adopted a learner-centred mentoring approach that combined individual support, group guidance, and peer-learning opportunities throughout the different phases of the programme. Mentoring activities were provided by project partners, trainers, experts, and mobility coordinators, who supported participants during the online learning phase, webinars, PBL activities, and WBL experiences.

Individual mentoring was primarily offered during the MOOC and Business Plan Development activities. Participants could contact trainers and project staff to receive guidance on course progression, project development, learning objectives, and assessment requirements. Additional support was provided to learners who required assistance in applying sustainability concepts, developing business ideas, or completing practical assignments.

Group mentoring was an important component of the pilot implementation. During webinars and seminars, trainers and invited experts facilitated discussions, answered participant questions, and encouraged reflection on sustainability challenges affecting the TCLF sector. This approach promoted active participation and enabled learners to benefit from the experience and expertise of both trainers and industry representatives.

Peer-support activities were particularly evident during the Blended Learning and mobility phases. Participants exchanged experiences, discussed practical challenges, and collaborated during workshops, project activities, and international learning experiences. The Business Plan Development activity encouraged learners to share ideas and receive feedback from peers and experts, creating a collaborative learning environment that strengthened engagement and knowledge exchange.

Learner Support

Continuous learner support was provided throughout the pilot by FPEmpresa, CCIB, trainers, mobility coordinators, and project experts. The objective was to ensure participant engagement, facilitate access to learning resources, and support successful completion of the training pathway.

Communication with learners was maintained through multiple channels, including:

- Email communications.
- Microsoft Teams meetings and webinars.
- Direct contact with trainers and project staff.
- Online learning platform communications.
- Follow-up messages and reminders regarding activities and deadlines.

Prior to each activity, participants received detailed information regarding schedules, learning objectives, participation requirements, logistical arrangements, and expected outcomes. This was particularly important for the webinars, Business Plan Development activity, and the international mobility programme hosted in Italy.

Follow-up communication was used throughout the pilot to maintain participant engagement and resolve potential issues. Trainers and project staff remained available to answer questions related to learning content, assignments, mobility arrangements, and participation in project activities. Learners received continuous support both before and during the implementation of the pilot actions.

Technical support was also provided whenever required, particularly in relation to access to online learning resources, participation in Microsoft Teams sessions, submission of project assignments, and access to supporting materials. The use of accessible digital tools and online delivery formats contributed to facilitating participation from learners located in different regions of Spain.

Monitoring Activities

Participant progress was monitored continuously throughout the pilot using a combination of quantitative and qualitative monitoring mechanisms. Monitoring activities aimed to track learner participation, measure engagement levels, and support completion of the different learning phases.

Progress tracking during the MOOC phase was based on platform analytics, which provided information on learner enrolment, course progression, module completion, and certification achievement. These data allowed project partners to monitor participation levels and identify learners who might require additional support.

Attendance monitoring was implemented for all face-to-face, hybrid, and online activities. Participation was documented through attendance records, webinar participation reports, registration lists, mobility documentation, and evidence collected throughout the implementation process. This enabled the project team to monitor engagement across the different learning activities and verify participant involvement in the pilot.

Retention strategies focused on maintaining learner motivation through regular communication, practical learning opportunities, and strong links between training content and real industry challenges. The use of expert-led seminars, PBL, and international mobility experiences helped sustain participant interest by demonstrating the practical relevance of the training content.

The combination of continuous communication, personalised support, monitoring of participation, and practical learning experiences proved effective in maintaining learner engagement throughout the pilot. The high level of participation observed across the different phases of the Spanish implementation demonstrates the effectiveness of the support and monitoring measures adopted by the project partners.

4.7.5 Challenges and Lessons Learned

Challenges Encountered

Overall, the Spanish pilot was successfully implemented and achieved strong participation across the different learning phases. Nevertheless, several challenges were identified during implementation, particularly regarding learner engagement, coordination of activities, and participation in the more demanding practical components of the training pathway.

One of the main challenges concerned maintaining learner engagement throughout the entire learning journey. As is common in self-paced online learning environments, not all participants who enrolled in the MOOC completed the training. While enrolment levels were high, some learners experienced difficulties in balancing training activities with academic, professional, and personal commitments, which affected course progression and completion rates.

A second challenge related to the diversity of participant profiles. The pilot involved learners, professionals, teachers, entrepreneurs, and sector representatives with different levels of prior knowledge and professional experience. Adapting activities to ensure relevance and accessibility for such a heterogeneous audience required continuous effort from trainers and organisers.

Organisational challenges were also identified, particularly regarding the coordination of schedules, mobility arrangements, and participation in face-to-face activities. Ensuring attendance at webinars, project-based activities, and international mobility experiences required careful planning, especially given the geographical distribution of participants and their existing educational or professional obligations.

No major technical issues were reported during the implementation of the pilot. The use of established digital tools such as Microsoft Teams and the SiT online platform facilitated the delivery of activities and ensured broad accessibility for participants located in different regions of Spain.

Mitigation Measures

Several measures were implemented to address the challenges encountered during the pilot and to support participant engagement throughout the programme.

To minimise learner drop-out and encourage course completion, project partners maintained regular communication with participants through emails, reminders, webinars, and direct support from trainers. Participants received continuous information regarding upcoming activities, deadlines, and available support services.

The Blended Learning structure itself acted as an important mitigation measure. By combining self-paced online learning with expert-led webinars, project-based assignments, and practical WBL experiences, the programme provided multiple opportunities for learner engagement and

practical application of knowledge. This variety of learning approaches helped sustain motivation and maintain participants' interest throughout the pilot.

To address the diversity of participant backgrounds, trainers incorporated practical examples, real-life case studies, and industry-oriented discussions that could be understood and applied by learners with different levels of expertise. Activities were designed to encourage interaction and knowledge exchange among participants, allowing less experienced learners to benefit from the contributions of professionals and sector experts.

For the international mobility and WBL activities, extensive preparation and coordination were carried out by the project partners to ensure smooth implementation. Detailed agendas, logistical information, and continuous communication with participants helped reduce organisational difficulties and contributed to the successful delivery of the mobility experience.

Lessons Learned

The Spanish pilot provided valuable insights into the implementation of sustainability-focused training programmes for learners and professionals in the TCLF sector. The results confirmed that combining different learning methodologies significantly enhances learner engagement and supports the achievement of learning outcomes.

One of the most successful aspects of the pilot was the integration of theoretical learning with practical industry-oriented experiences. Participants particularly valued the opportunity to interact with sustainability experts, social economy organisations, entrepreneurs, and companies operating within the TCLF sector. These interactions helped bridge the gap between theory and practice and increased the perceived relevance of the training programme.

The project also demonstrated the value of PBL and WBL approaches. Activities such as the Business Plan Development exercise and the international mobility programme enabled learners to apply newly acquired knowledge in realistic contexts, strengthening both technical and transversal competences.

Another important lesson learned was the effectiveness of addressing sustainability through multidisciplinary perspectives. Topics such as circular economy, textile waste management, bio-based materials, social innovation, entrepreneurship, and European sustainability regulations generated considerable interest among participants and encouraged a broader understanding of sustainability challenges within the TCLF sector.

At the same time, the pilot highlighted several areas for future improvement. Participants expressed interest in increasing the number of practical activities, company interactions, and networking opportunities with industry stakeholders. Additional collaborative projects involving participants from different countries could also enhance intercultural learning and the exchange of good practices across Europe.

For future editions of the programme, it would also be beneficial to incorporate additional case studies and learning resources addressing emerging topics such as digital product passports, advanced textile recycling technologies, biofabrication processes, and innovative circular business models. Furthermore, follow-up activities after the completion of the training pathway could support the transfer of acquired knowledge into professional practice and strengthen the long-term impact of the training programme.

Overall, the Spanish pilot confirmed the relevance of the SiT training model and demonstrated the importance of combining flexible online learning, practical activities, industry collaboration, and international experiences to support the green transition of the TCLF sector.

4.7.6 Dissemination Actions

Promotion of the Pilot

The promotion of the Spanish pilot started before the implementation of the training activities and continued throughout all phases of the programme. Recruitment and dissemination activities were coordinated by FPEmpresa and CCIB, combining educational, business, and sectoral networks to maximise participation and visibility.

FPEmpresa leveraged its national network of VET centres, including the 23 Spanish VET institutions offering textile-related programmes, while CCIB mobilised its network of companies, entrepreneurs, and institutional stakeholders connected to the textile, fashion, and sustainability sectors. Direct communication campaigns targeted teachers, students, educational institutions, companies, social economy organisations, and professionals interested in sustainability and circular economy practices.

Several dedicated communication campaigns supported participant recruitment for the MOOC, PBL activities, webinars, WBL mobility experiences, and the International Bootcamp. The recruitment process included information sessions, personalised follow-up communications, targeted emails, newsletters, and social media campaigns.

Visibility Actions

Social Media and Digital Communication

Both organisations implemented continuous visibility activities through their social media channels, websites, newsletters, and stakeholder networks.

FPEmpresa published project-related content through LinkedIn, Instagram, Facebook, X (Twitter), its corporate website, and direct communication with VET centres. Dissemination actions covered:

- Promotion of the SiT pilot and learner recruitment.
- Dissemination of the MOOC training opportunities.
- Promotion of webinars and expert seminars.
- Dissemination of the International Bootcamp.
- Promotion of the mobility experience in Italy.
- Publication of project achievements and pilot results.

Some of the most successful social media publications achieved:

- 1,352 views and 13 interactions on Instagram following the dissemination of SiT pilot activities.
- 1,074 views on Instagram promoting the completion of Phase 2.
- More than 800 views on Instagram for the dissemination of the International Bootcamp.
- More than 500 views on Instagram promoting the Italian mobility experience.
- More than 300 views and 12 interactions on LinkedIn for MOOC implementation activities.

CCIB complemented these actions through extensive dissemination across its social media channels, reaching:

- Approximately 4,900 Instagram followers.
- Approximately 1,720 Facebook followers.
- Approximately 1,700 LinkedIn followers.

CCIB promoted the online seminars, the SiT training programme, the pilot implementation at Institut Anna Gironella de Mundet, and the International Bootcamp through dedicated campaigns across all platforms.

Newsletters and Mailing Campaigns

Newsletters and direct mailing campaigns constituted a key dissemination channel.

FPEmpresa incorporated SiT news and pilot information into its regular newsletter distributed to more than 3,000 subscribers, including VET institutions, teachers, educational managers, and sector stakeholders.

Specific SiT newsletters achieved significant engagement levels, including:

- 1,675 times opened for the October 2025 newsletter.
- 1,309 times opened for the December 2025 newsletter.
- 1,408 times opened for the April 2026 newsletter.
- 1,388 times opened for the May 2026 newsletter.

Multiple targeted recruitment campaigns sent to VET centres and pilot participants, with individual communications reaching between 55 and 98 opens per mailing.

CCIB also promoted the project through its institutional newsletters, including the 13th and 14th SiT newsletters, distributed to approximately 500 subscribers consisting mainly of companies, chambers of commerce members, and business stakeholders.

Events and Stakeholder Engagement

The Spanish pilot generated visibility through a series of expert-led seminars and stakeholder engagement activities addressing sustainability challenges in the TCLF sector.

The main dissemination events included:

- Circular Economy in the Textile Sector (17 February 2026).
- Textile Waste Management with Social and Environmental Impact (13 March 2026).
- The Textile Industry in the Face of the EU Green Transition: Regulation, Innovation and New Business Models (14 April 2026).

The pilot also engaged recognised external experts and organisations including The Circular Project and AERESS, strengthening dialogue between vocational education, sustainability experts, companies, and social economy organisations.

In addition, CCIB promoted the project within broader European cooperation networks and presented SiT during the Cantiere Europa event organised by Unioncamere in Pisa in June

2026, reaching approximately 200 representatives from Italian Chambers of Commerce, Italian Chambers Abroad, and specialised agencies.

Dissemination Results

The dissemination strategy successfully supported participant recruitment, stakeholder engagement, and validation of the SiT training offer.

Through the combined efforts of FPEmpresa and CCIB, dissemination activities reached:

- More than 3,000 educational stakeholders through FPEmpresa newsletters.
- Approximately 500 business stakeholders through CCIB newsletters.
- More than 8,000 combined followers across CCIB social media channels.
- The network of 23 Spanish VET centres offering textile-related programmes.
- Teachers, learners, educational managers, sustainability experts, social economy organisations, SMEs, and companies from the TCLF sector.

The dissemination activities contributed directly to the successful recruitment of 148 MOOC participants, 71 course completions, 54 ICEP-certified learners, participation in webinars and project-based learning activities, and the successful implementation of international mobility experiences and Work-Based Learning placements.

Overall, the Spanish dissemination campaign strengthened the visibility of the SiT project, promoted awareness of sustainability and circular economy principles within the TCLF sector, and reinforced collaboration between vocational education providers, industry stakeholders, and sustainability organisations, creating favourable conditions for the long-term exploitation and transferability of the project results.

Dissemination evidence

FPEmpresa's dissemination activities.

Data	Dissemination activity	Aims of the dissemination activity	Target groups	Impact
15/9/25	Invitation to the SiT Project Pilot	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	58 opens

22/9/12	Link to the SiT Project Pilot Information Session	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	8 opens
23/9/25	2 Links to the SiT Project Pilot Information Session	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	10 opens
23/9/25	SiT Project Pilot Information Session	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	55 opens
23/9/25	SiT Project Pilot Information Session	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	10 opens
8/10/25	LinkedIn Post	To promote SiT activities and principles related to the project	FPEmpresa followers	171 views, 8 interactions
8/10/25	Twitter/X Post	To promote SiT activities and principles related to the project	FPEmpresa followers	97 views, 4 interactions
14/10/25	Article in FPEmpresa news section	To promote SiT activities and principles related to the project	Society	29 visitors
14/10/25	Instagram post	To promote SiT activities and principles related to the project	FPEmpresa followers	1352 views, 352 reached, 13 interactions
14/10/25	Twitter/X Post	To promote SiT activities and principles related to the project	FPEmpresa followers	93 views, 2 interactions
14/10/25	LinkedIn Post	To promote SiT activities and principles related to the project	FPEmpresa followers	192 views, 5 interactions
17/10/25	Newsletter	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	1675 opens
21/11/25	Student Registration Message – SiT Project Pilot	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	81 opens

23/12/25	Article in FPEmpresa news section	To promote SiT activities and principles related to the project	Society	11 visitors
23/12/25	Facebook post	To promote SiT activities and principles related to the project	FPEmpresa followers	30 views, 1 interaction
23/12/25	Instagram post	To promote SiT activities and principles related to the project	FPEmpresa followers	375 views, 203 reached, 3 interacions
23/12/25	Twitter/X Post	To promote SiT activities and principles related to the project	FPEmpresa followers	95 views, 6 interactions
23/12/25	LinkedIn Post	To promote SiT activities and principles related to the project	FPEmpresa followers	336 views, 12 interactions
23/12/25	Activities and Student Registration – SiT Project Pilot	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	98 opens
26/12/25	Newsletter	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	1309 opens
20/1/26	Last Day of Phase 1 for Students – SiT Project Pilot	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	91 opens
27/1/26	Last Day to Complete the Phase 1 Questionnaire – SiT Project Pilot	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	94 opens
16/04/26	Article in FPEmpresa news section	To promote SiT activities and principles related to the project	Society	20 visitors
16/04/26	Twitter/X Post	To promote SiT activities and principles related to the project	Society	88 views

16/04/26	Instagram post	To promote SiT activities and principles related to the project	Society	1074 views
16/04/26	LinkedIn Post	To promote SiT activities and principles related to the project	Society	132 views
17/04/26	Newsletter	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	1408 opens
28/05/26	Article in FPEmpresa news section	To promote SiT activities and principles related to the project	Society	13 visitors
28/05/26	Twitter/X Post	To promote SiT activities and principles related to the project	Society	65 views
28/05/26	Instagram post	To promote SiT activities and principles related to the project	Society	552 views
28/05/26	LinkedIn Post	To promote SiT activities and principles related to the project	Society	152 views
29/05/26	Article in FPEmpresa news section	To promote SiT activities and principles related to the project	Society	10 visitors
29/05/26	Twitter/X Post	To promote SiT activities and principles related to the project	Society	57 views
29/05/26	Instagram post	To promote SiT activities and principles related to the project	Society	803 views
29/05/26	LinkedIn Post	To promote SiT activities and principles related to the project	Society	144 views
29/05/26	Newsletter	To promote SiT activities and principles related to the project	VET Centers associated with FPEmpresa	1388 opens

CCIB's dissemination activities

Dissemination activity	Aims of the dissemination activity	Target groups	Number of participants (if applicable)	Impact
Instagram Online Seminar / Paloma G. López	Social Network dissemination	CCIB followers	N/A	4900 followers
(2) Facebook Online Seminar / Paloma G. López	Social Network dissemination	CCIB followers	N/A	1720 followers
LinkedIn Online Seminar/ Paloma G. López	Social Network dissemination	CCIB followers	N/A	1700 followers
(2) ¡Descubre la... - Cámara de Comercio Italiana Barcelona - CCIB | Facebook Video SIT training programme introduction	Social Network dissemination	CCIB followers	N/A	1720 followers
LinkedIn	Social Network dissemination	CCIB followers	N/A	1700 followers
Video SIT training programme introduction				
Instagram SIT piloting instituto de FP Anna Gironella de Mundet en Barcelona	Social Network dissemination	CCIB followers	N/A	4900 followers
(2) El 14 de abril, la... - Cámara de Comercio Italiana Barcelona - CCIB | Facebook SIT piloting instituto de FP Anna Gironella de Mundet en Barcelona	Social Network dissemination	CCIB followers	N/A	1720 followers

LinkedIn SIT piloting instituto de FP Anna Gironella de Mundet en Barcelona	Social Network dissemination	CCIB followers	N/A	1700 followers
Instagram SIT BOOTCAMP	Social Network dissemination	CCIB followers	N/A	4900 followers
(2) Nos complace... - Cámara de Comercio Italiana Barcelona - CCIB | Facebook SIT BOOTCAMP	Social Network dissemination	CCIB followers	N/A	1720 followers
LinkedIn SIT BOOTCAMP	Social Network dissemination	CCIB followers	N/A	1700 followers
Cámara de Comercio Italiana - Barcelona | 13th Newsletter SiT	Spread SIT latest news	CCIB associates	N/A	500 subscribers
Cámara de Comercio Italiana - Barcelona | 14th Newsletter SiT	Spread SIT latest news	CCIB associates	N/A	500 subscribers
CCIB Newsletter Cámara de Comercio Italiana - Barcelona | Newsletter Marzo 2026	Spread SIT MOOC piloting	CCIB associates	N/A	500 subscribers
Cantiere Europa 22 -23 June 2026	SIT participation in the Cantiere Europa event, organized by Unioncamere in Pisa	Italian Chambers of Commerce / Italian Chambers of Commerce abroad / Special Agencies	200	“Cantiere Europa”, the first national conference of the Chambers of Commerce entirely dedicated to European project planning.

5. Assessment and Evaluation Results

5.1 Findings of the Assessment of Learning Outcomes

The certification of competences attests that the certified professional or individual has proved to be in possession of the knowledge, skills, personal attributes and qualifications required for the certification. Certification requirements are included in an online certification exam on ICEP's dedicated platform competenceinstitute.com, designed and produced specifically for the project SiT purposes to adhere to International Standards defining a specific professional profile or competence area.

ICEP - Institute of European Certification of Personnel has 15 years of experience as an accreditation, certification and qualification body and becomes the leader in the certification sector for the recognition, certification and validation of digital competences. The verification is carried out through assessment and examination, implemented by the ICEP as an Independent Third Party. Certification of competence is subject to supervisions and controlled by competent authorities; in Slovakia, the Slovak National Accreditation Service (SNAS, member of MLA) is the designated institution for the accreditation of certification bodies according to ISO/IEC 17024:12, requiring independence, competence and impartiality. In fact, the Certification of Competence can only represent an added value if the assessment and certification process is performed by an Independent Third Party. ICEP has been granted a SNAS accreditation for the Auditor QMS Scheme - Reference code: O-020.

For the project SiT we identified as the most appropriate approaches:

- **Assessment method:**
  - Modular Learning with usage of the platform to offer courses as small, self-paced modules. Learners can earn a micro-credential upon completing each module.
  - Blended Assessment: Combine different assessment methods on the platform to verify learning outcomes.
- **Tool:** Online examination via certification platform competenceinstitute.com ready for transnational certification and accreditation. We just need to create an online exam from our developed learning/training modules. Our certification platform and system is well recognized in the European Union.
- **Micro credentials:** In the meaning of online certification, we understand credentials as personal data from participants who want to take an online examination – usually we need their name, last name and email address. These data are necessary to create

a unique log in and to ensure a smooth certification process. If we want to make it more user-friendly and easier for project partners, we can set up the certification exam free, so anyone with the link can join, do the quick self-registration and connect via link sent on email put during the registration.

- **Digital Badges:** Award digital badges for each micro-credential earned. These can be easily shared on professional networks like LinkedIn, providing verifiable proof of skills. We agree that in our case the micro credentials can be the digital badges that will be released automatically via MOOC platform after every learning module as an achievement, to motivate the participants and offer them a shareable way to show their progress. The online certification will be offered at the end of the whole course as an assessment tool to verify all knowledge and skills they have learned and improved throughout the whole course consisting of all learning modules and then verify them through an international examination and European certificate.

The purpose of assessment is to evaluate the effectiveness of the learning process and to provide feedback to learners, instructors, and other stakeholders about the learners' knowledge, skills, and competencies.

Assessment methodology:

1. Attention measurement: Tracking completion of the learning modules: The Learning Management System (LMS) automatically tracks whether partners/learners/students have completed mandatory modules and the time spent compared to the optimal time.
2. Knowledge measurement: Final certification exam: An easily verifiable and quantifiable method of measuring knowledge - evaluates the degree of success by expressing the points earned for correct answers throughout the whole course in a specified time developed under the project.
3. Ensuring quality of the process: All assessment tools (tracking, surveys, certification exams) must be standardized and use the same criteria and scoring for all partners to ensure fairness and comparability of results. The quality was standardized and ensured by ICEP as a certification body and an Independent Third Party in accordance with ISO/IEC 17024:12, requiring independence, competence and impartiality.

Learning outcomes of all modules and units are described in the D3.1 2 Modular Curricula in WP3 and in more detail in the Annex 1. The validation of learning outcomes was made by online certification exams, conducted remotely via online testing on ICEP´s dedicated platform competenceinstitute.com, with a contact person monitoring the entire exam and activation

process via a remote session. The two certification tests were made in the form of a multiple-choice questionnaire. ICEP collected all questions from all learning modules from all project partners for each course - in Bio-Textile Technician (EQF 5) in total 167 questions and in course Recycling Manager (EQF 6) in total 150 questions. All collected questions were merged into the bank of questions per each course. The certification platform chooses randomly 40 questions per each exam and per each course from the questions bank (a rule was set 5 questions per each learning module). Questions were created as part of the development process and focused on the topics covered in the project content. To obtain the digital certificates, the participants should successfully finish the whole course - both Bio-Textile Technician or Recycling Manager and then do the self-registration on certification platform to get an access to the certification exams. The system generates the exam, and participants will have to correctly answer at least 70% of the questions exactly within 45 minutes. Each candidate has 3 attempts to pass the certification exam. The exam has the aim to evaluate the key competences of the candidates recognized by all project partners related to the aims and content of the project SiT.

The ICEP‘s dedicated platform will release the digital certificate automatically for those candidates who pass the conditions of the online certification exam. The conditions for the certification of competences are set as follows above. The validity of the issued ICEP´s digital certificate is 5 years. Validity is from the date of issue after the certification exam. At the end of the five-year period of validity, it is necessary to fill in and send again the Certification of Competences Request only for the necessary parts (personal data, registration of activities related only to the last three years), before the expiration of the Certificate of Competences validity.

The combination of green, transversal, and functional competences forms the modern workforce blueprint. It bridges sustainable awareness with universal soft skills and specific technical expertise to drive the economic transition:

- Green competences: The knowledge, values and attitudes needed to develop and support a sustainable society. The EU's GreenComp Framework identifies 12 competences including systems thinking and acting for sustainability.
- Transversal competences: Transferable "soft skills" applicable across all sectors. Crucial abilities like adaptability, critical thinking, teamwork, and problem-solving allow professionals to navigate a changing labor market.

- Functional (technical) competences: Occupation-specific abilities and technical know-how. These are the hard skills required to implement green technologies, operate equipment, or manage resources.

The interaction between these three pillars helps workers in the TCLF sector to adapt their daily processes to climate requirements and reflect actual trends.

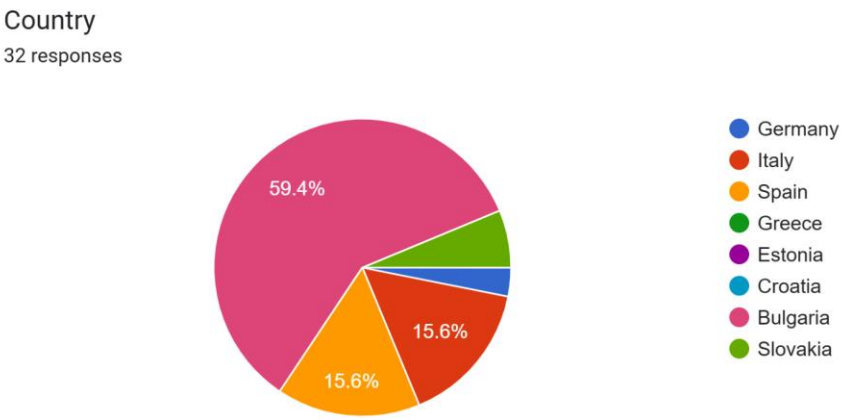
5.2 Evaluation of the Training Procedure

We shared with all participants involved in the project life the 2 online surveys in the form of the questionnaire with options and with the open questions. Here are results from both surveys:

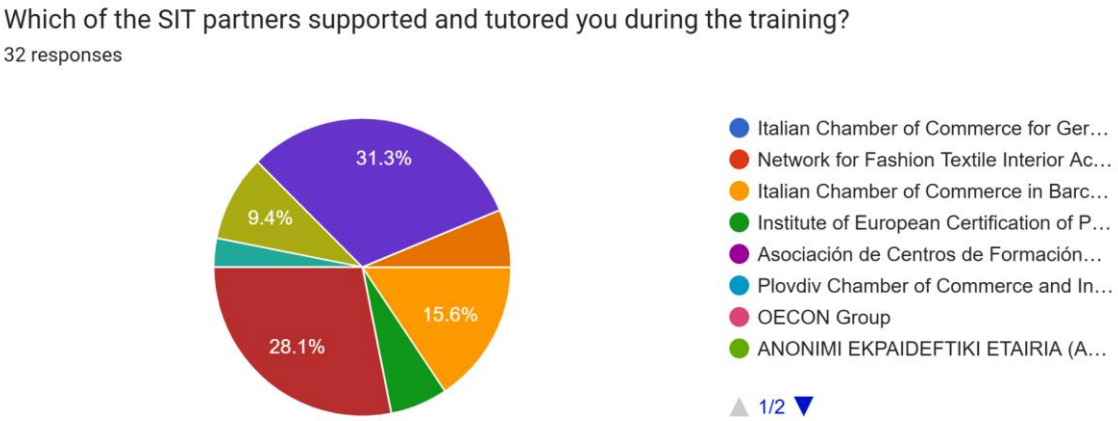
1. Pilot training evaluation e-learning

Summary: In this questionnaire we collected in total 32 responses from participants from 8 European countries involved in the project SiT for the pilot training evaluation.

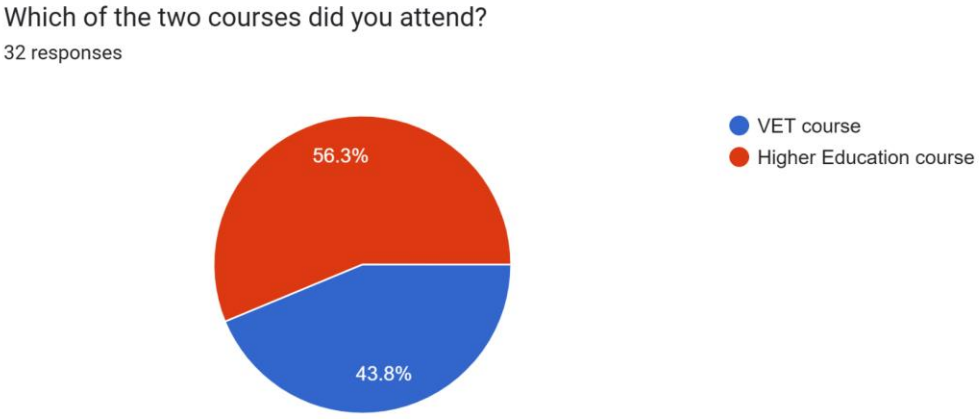
Here is the graph of geographic distribution (Country) in the form of a pie chart showing the origin of respondents (32 in total). Bulgaria makes up the vast majority at 59.4%, followed by Italy and Spain (both 15.6%), and minor representation from Slovakia and Germany.



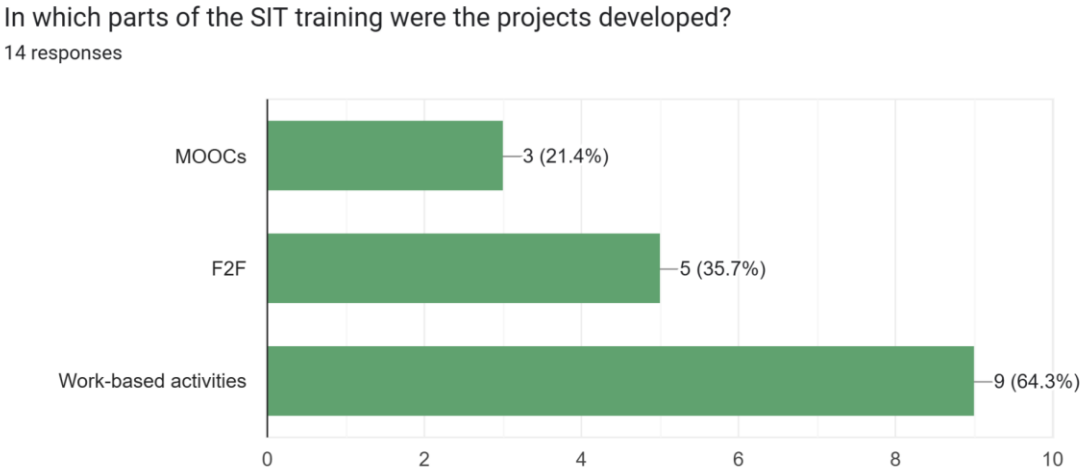
Another pie chart detailing which supporting/tutoring organizations assisted respondents during the training. Major contributions came from Bulgarian partners Nevrokop Vocational High School "Dimitar Talev" (10 responses represented 31.3%) and 9 responses from PIRIN-TEX (28.1%), followed by Italian Chamber of Commerce in Barcelona from Spain (15.6%) and Irecoop Veneto from Italy (9.4%).



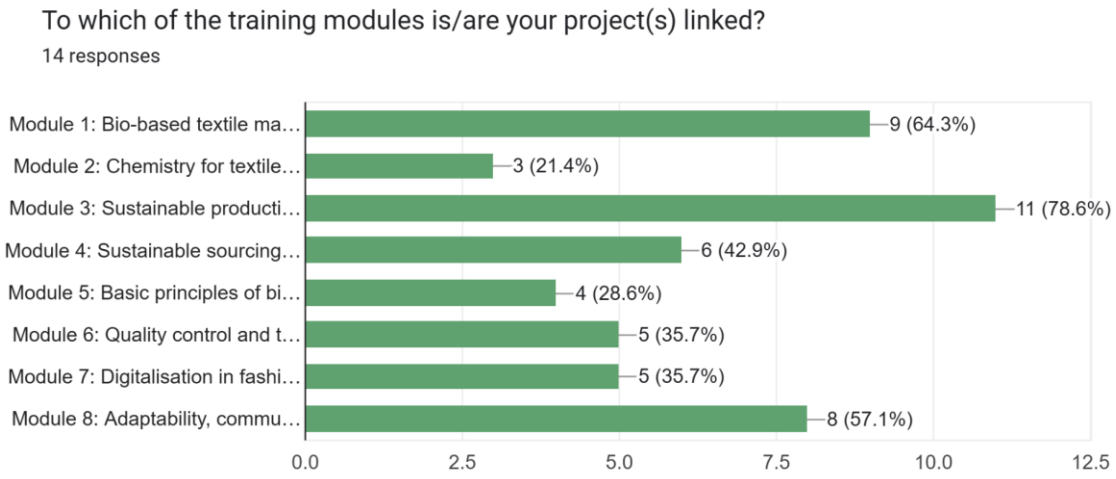
Next pie chart illustrating course breakdown across 32 respondents. 56.3% participants attended the Higher Education course, while 43.8% attended the VET course.



Next horizontal bar chart indicating where projects were developed. A clear majority developed projects through WBL activities (64.3%), followed by PBL sessions (35.7%) and MOOC (21.4%).



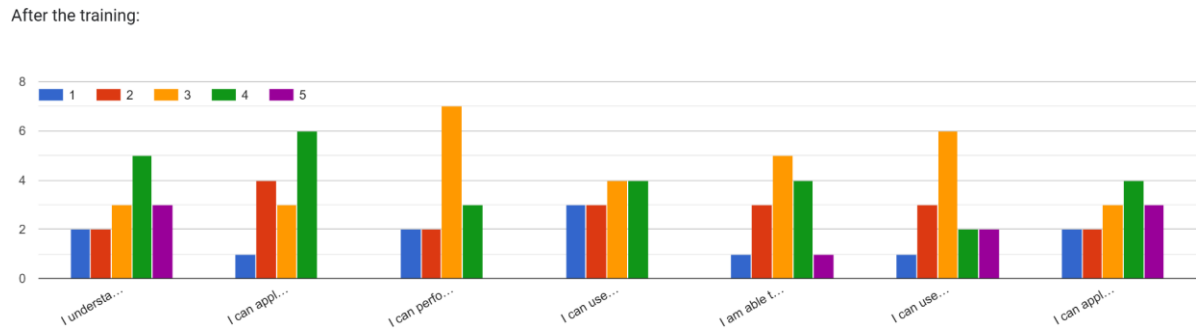
Next picture identifying module alignment. Participants choose which of the training modules they are linked to in their jobs. Participants were most frequently linked to Module 3: Sustainable production of textile/clothing products (78.6%), then Module 1: Bio-based textile materials properties and processing techniques (64.3%), and Module 8: Adaptability & communication skills, and creative thinking in fashion industry (57.1%).



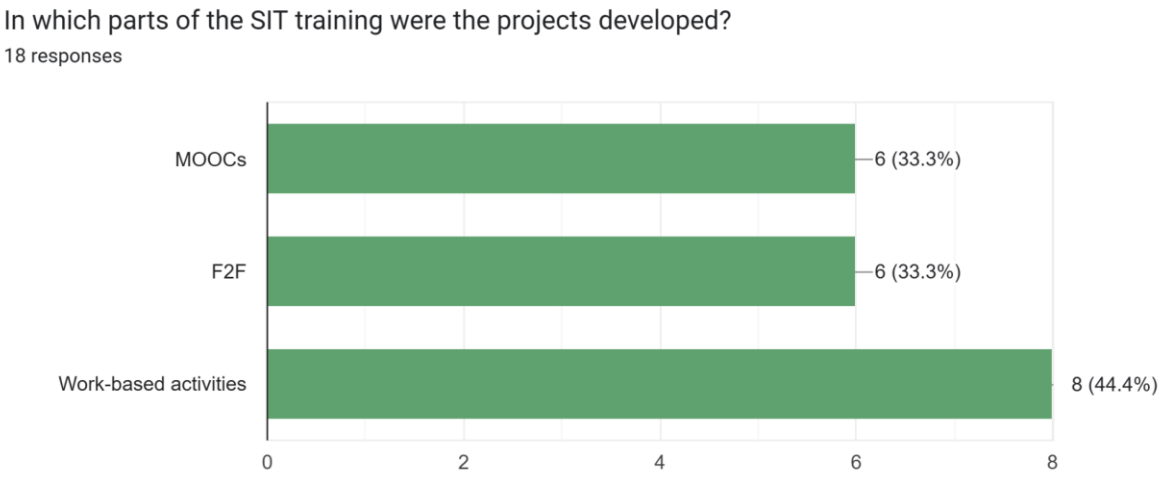
For the open question “Describe your project(s) and the activities you carried out“ we obtained 14 responses. This summary highlights project focus areas (sustainable business models, garment design), skill acquisition (certifications), and practical experiences (company visits and team collaboration):

- Project focus: Participants engaged in diverse practical activities, including the development of sustainable business models, the creation of denim collections, and garment design.
- Skill development: Training highlights included an emphasis on understanding certifications and completing online certification requirements for the course.
- Practical experience: Learners gained exposure through visits to sustainable companies and collaborative teamwork focused on sustainable business practices.

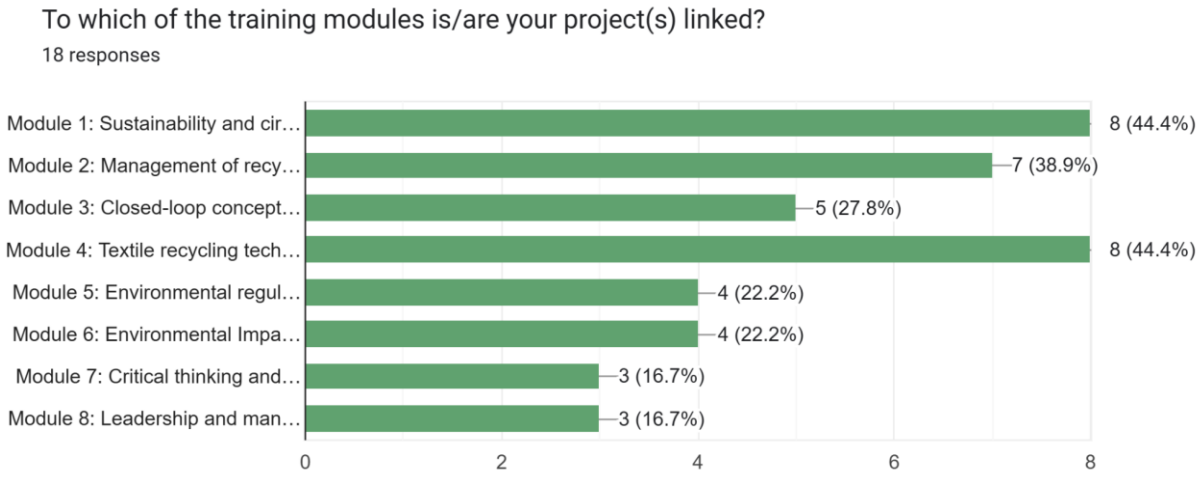
About the post-training evaluation - Competencies evaluation - after the training VET course - Bio-Textile Technician (EQF 5) we asked participants for the skills self-ratings. Multi-bar rating chart below evaluating post-training competencies across key tasks, showing predominant scores in levels 3, 4, and 5 (indicating high confidence and skill application).



For the project development setting we got 18 responses. A horizontal bar chart showing project settings for a second group of 18 respondents. WBL activities led at 44.4%, with MOOC and PBL both accounting for 33.3%.



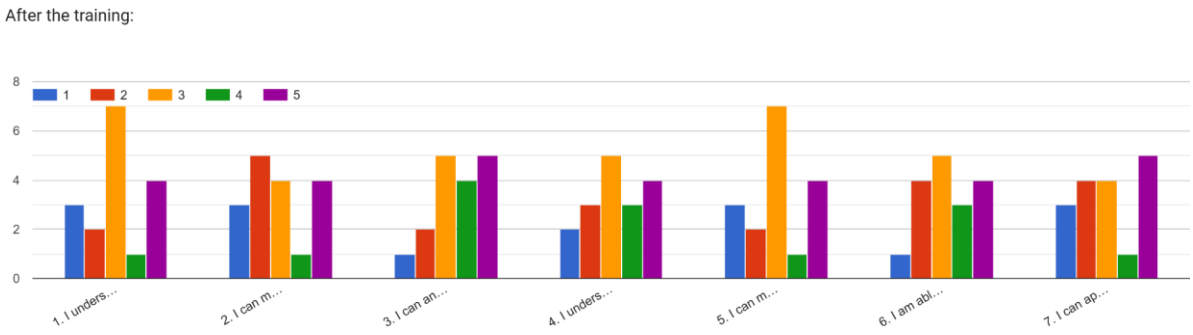
For the question “To which of the training modules is/are your project(s) linked” we also got 18 responses. A horizontal bar chart showing module alignment across respondents. Module 1 (Sustainability & circular economy in the textile/fashion industry) and Module 4 (Textile recycling technologies and supply chain management) tied for the highest alignment at 44.4% by 8 responses, followed by Module 2 (38.9%) and Module 3 (27.8%). Module 5 + 6 got the same number of responses (22.2%), same as Module 7 + 8 (16.7%).



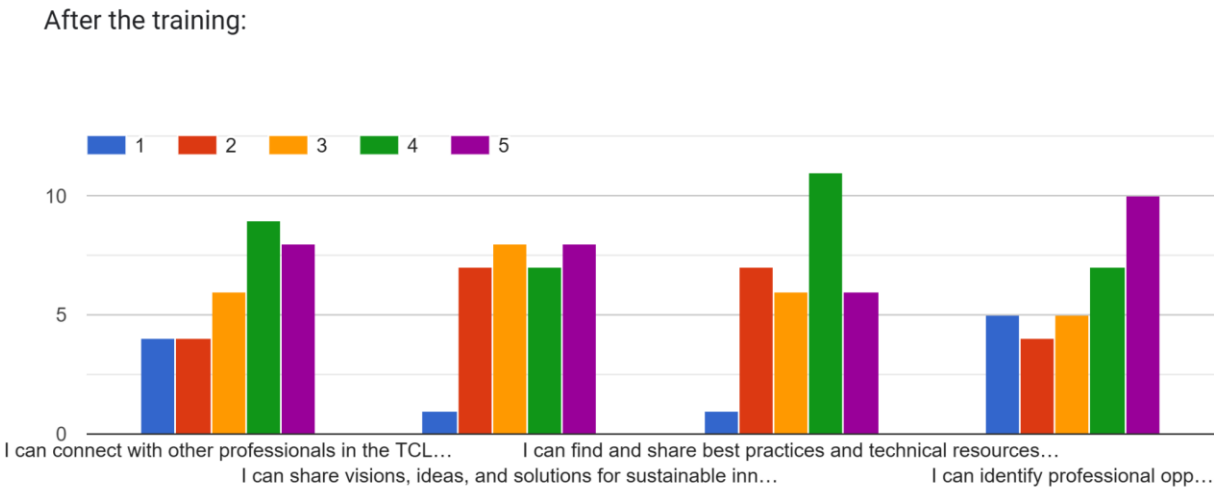
For the open question “Describe your project(s) and the activities you carried out“ we obtained 18 responses. This summary highlights project work in garment production/upcycling, conducting GreenComp sustainability audits, and developing professional skills (quality control, teamwork):

- Textile and fashion projects: Participants engaged in practical work involving garment production, the creation of items from fabric scraps (such as jewelry and keychains), and projects focused on upcycling and fast fashion.
- Sustainability and auditing: Practical experience was gained through conducting sustainability audits using the GreenComp framework and optimizing recycling workflows within textile SMEs to integrate bio-based materials.
- Professional skill development: Learners focused on bridging academic research with industrial practice, gaining experience in quality control, teamwork, communication, and professional certification for the training course.

About the post-training evaluation - Competencies evaluation - after the training HE course - Textile Recycling Manager (EQF 6) we asked participants for the skills self-ratings. A 1–5 scale rating chart assessing post-training practical competencies, showing the highest cluster of answers around ratings 3, 4, and 5.



For the post-training evaluation, we asked about networking & best practices. A rating chart measuring outcomes in networking and resource-sharing. The strongest ratings were given to sharing best practices and Transversal competencies gained through the SIT training (peak at rating 4) and identifying professional opportunities (peak at rating 5).



For the overall learning perception evaluating broader learning outcomes, participants strongly indicated improved knowledge, higher confidence in professional situations, and increased motivation for sustainable textile innovation (mostly rated 4 and 5).



For the open question asking about the e-learning evaluation - final remarks, we got a feedback summary emphasizing overall satisfaction with the quality of partner institutions, alongside constructive suggestions to broaden international mobility and increase total participation:

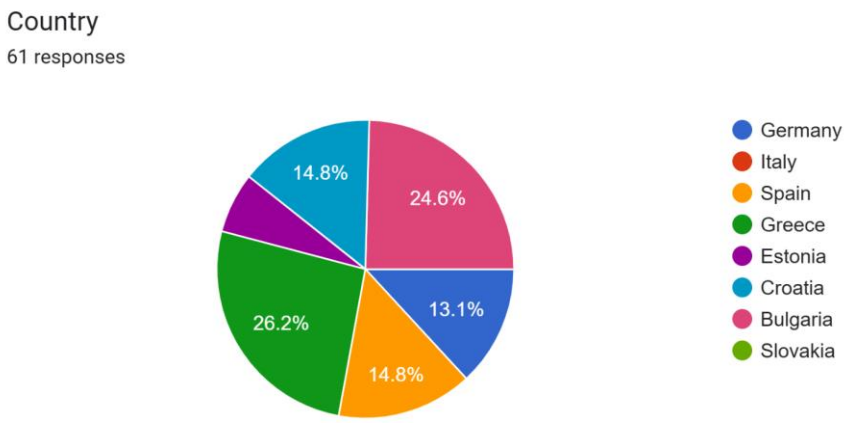
Positive feedback: Participants expressed high satisfaction with the process, described the training as a great opportunity, and commended the high professional level of the partners involved.

Collaboration and inclusivity: Suggestions were made to incorporate more international experiences to explore diverse perspectives on sustainability, and one participant noted the need for higher participation numbers.

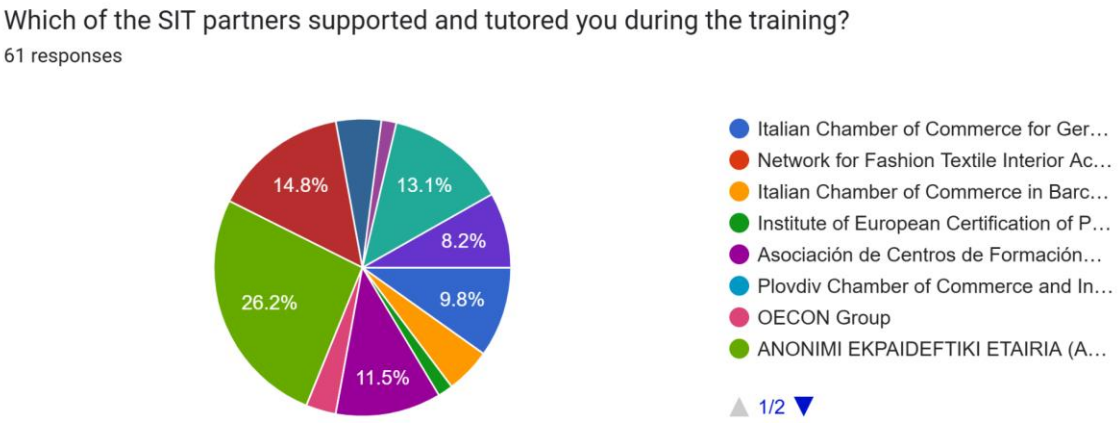
2. Pilot training evaluation PBL and WBL

Summary: In this questionnaire we collected in total 64 responses from participants from 8 European countries involved in the project SiT for the pilot training evaluation for PBL and WBL.

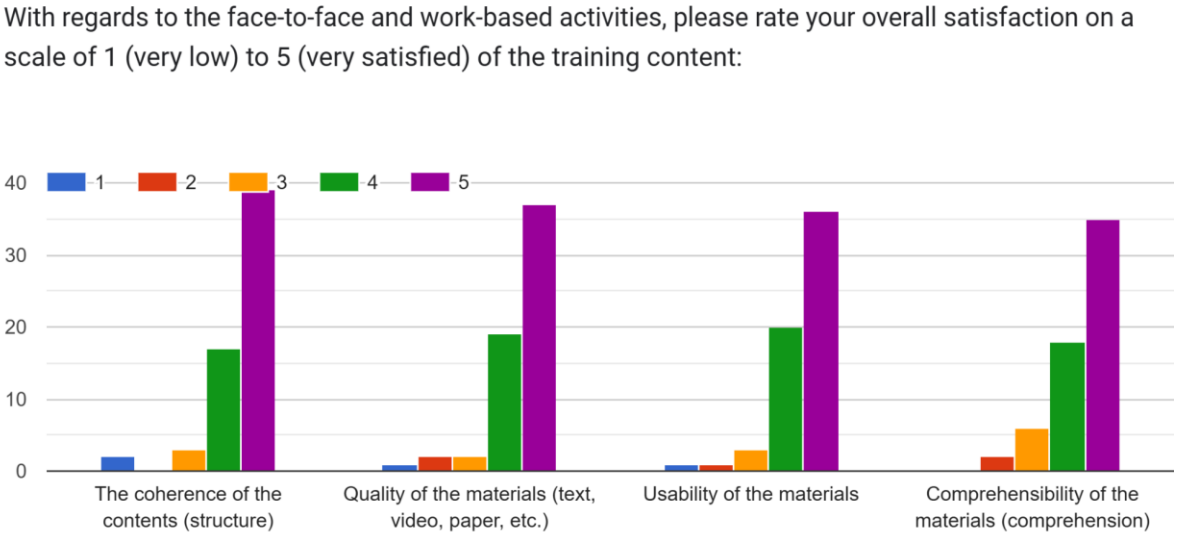
Here is the graph of geographic distribution (Country) in the form of a pie chart detailing participant origins across 61 responses. The largest share of respondents came from Greece (26.2%) and Bulgaria (24.6%), followed by Spain and Croatia (14.8%), Germany (13.1%), and Estonia (6.6%).



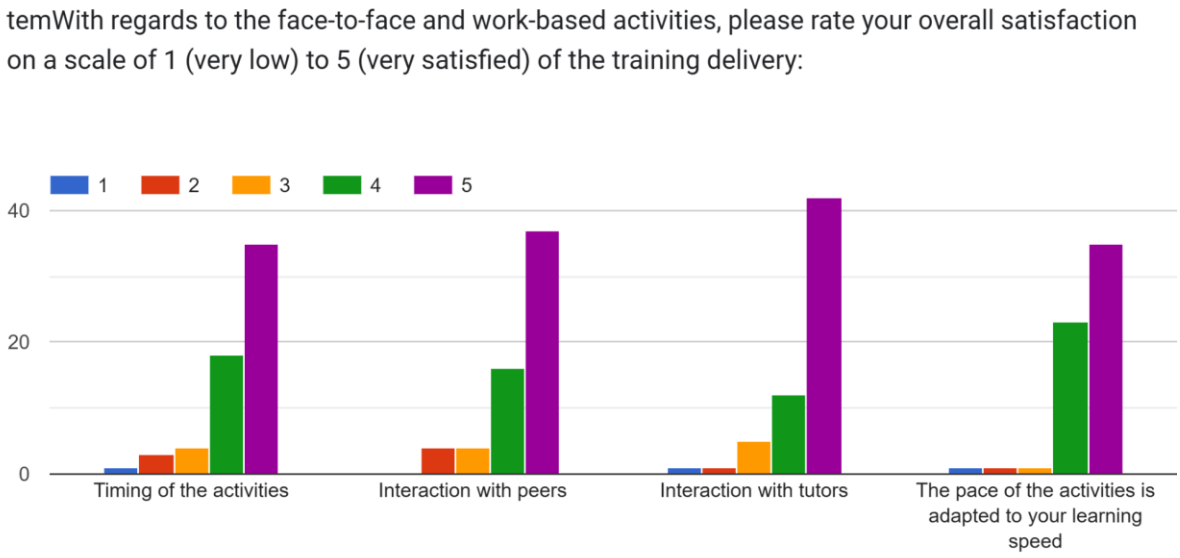
For the question “Which of the SIT partners supported and tutored you during the training?” We got 61 responses. Pie charts showing which organizations provided tutoring and support during the pilot training. Greek partner AKMI accounted for the largest proportion with 16 responses at 26.2%, followed by PIRIN-TEX from Bulgaria (14.8%), Šibenik University of Applied Sciences from Croatia (13.1%), Fpempresa from Spain (11.5%) and ITKAM from Germany (9.8%). Other SiT partners have less than 10% of respondents.



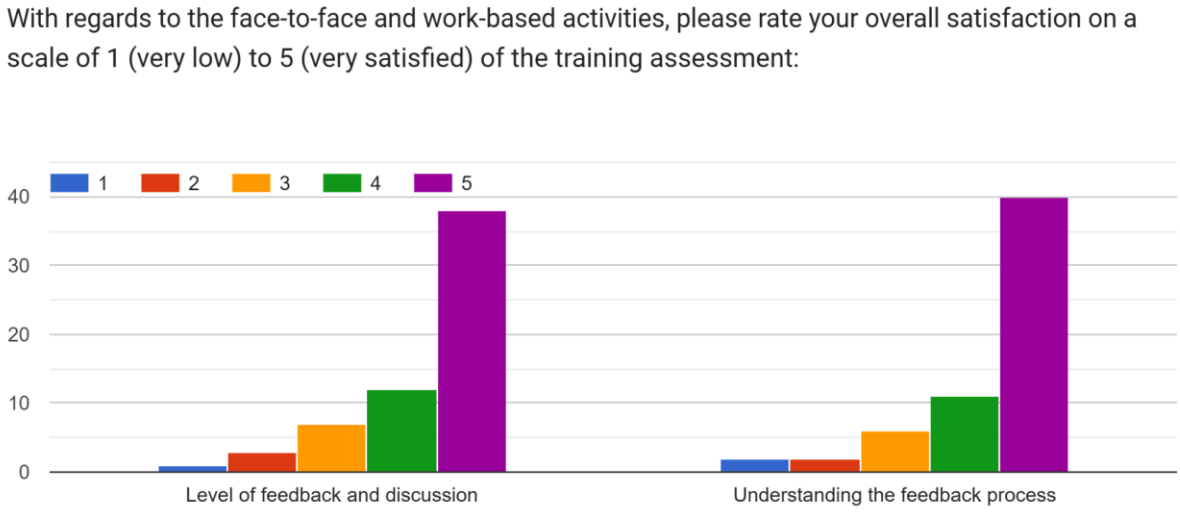
For the questions about the satisfaction with the training content with regards to the PBL and WBL activities of the training content: we asked for an evaluation which rated the overall satisfaction on a scale of 1 (very low) to 5 (very satisfied). A bar chart evaluating content structure, material quality, usability, and comprehensibility on a 1–5 scale. An overwhelming majority of participants rated all content aspects at the highest satisfaction level (rating 5), indicating strong satisfaction with the materials provided.



Another question was about the regards to the PBL and WBL activities of the training delivery. A bar chart measuring timing, peer interactions, tutor support, and learning pace. Ratings skew heavily toward level 5, with Interaction with tutors receiving the highest concentration of top-tier scores.

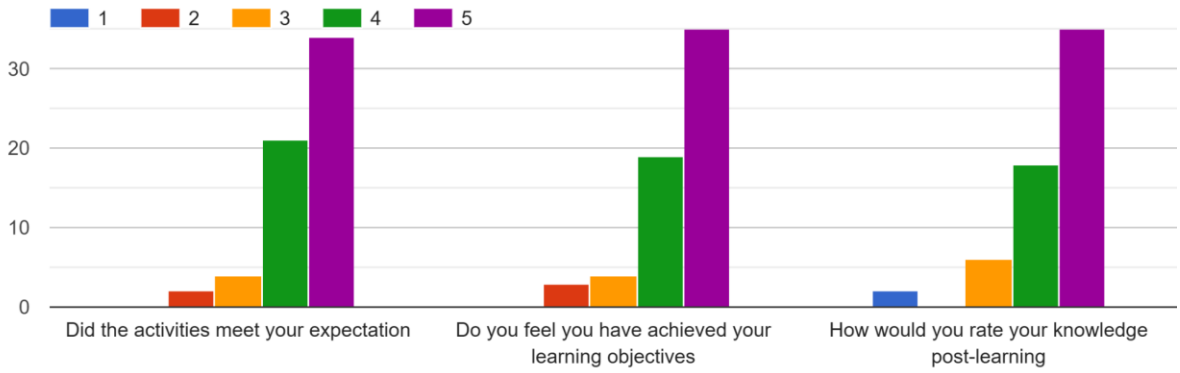


Another question was about the regards to the PBL and WBL activities and overall satisfaction of the training assessment. A bar chart assessing feedback level, discussion quality, and clarity of the evaluation process. Rating 5 dominated both metrics, showing that learners felt well-supported and clearly understood the feedback provided.



Another question was about the regards to the PBL and WBL activities and rate overall satisfaction of the training outcomes. Assessing expectations met, learning objectives achieved, and post-training knowledge gained. Nearly all respondents selected 4 or 5, confirming high overall effectiveness in meeting educational goals.

With regards to the face-to-face and work-based activities, please rate your overall satisfaction on a scale of 1 (very low) to 5 (very satisfied) of the learning outcomes:



For the open question asking about “Is there anything else you would like to tell us about the SiT training you attended?”, we got a feedback overview categorizing qualitative responses into general satisfaction, suggested structural enhancements (e.g., additional time for study visits and practical activities), and minor technical considerations regarding online material length.

- General feedback: Participants found the training to be informative, well-structured, and enjoyable, often highlighting the value of networking with professionals from diverse backgrounds.
- Suggested improvements: Feedback included requests for more time during study visits and use-case activities, as well as a desire for more industry-specific, advanced content and practical sessions on topics like using recycled materials.
- Logistical and technical observations: While the organization was generally praised, some noted technical issues with saving progress in the online course and suggested that the online material was quite extensive.

From the participants' answers we got qualitative feedback & final remarks taken from raw comments. In a short summary from direct participant comments, we would like to highlight include high praise for interactive workshops (e.g., company visits in Thessaloniki, Würzburg, and the Sächsisches Textil und Forschungsinstitut) alongside recommendations for deeper industry-focused exercises and longer study visits.

5.3 Achievement of WP4 KPIs

Our internal main target for reaching learners was to get at least 150 learners from all project countries who have successfully completed the blended course. To ensure ongoing monitoring of WP4 KPIs achievement, the ICEP team created a shared tracking and monitoring system in a collaborative online space (Google Drive), which it updated at regular monthly intervals and used to upload all reports from all the language versions of all certification exams from the ICEP´s certification platform. Up to June 30, 2026, a total of 169 participants from 7 European countries had successfully completed the online certification and got their digital European certificates. This tracking and monitoring system was established to keep track of learners' progress and completion rates.

Completion rates

COURSE	COUNTRY	GRADE (AVERAGE)	KPI STATUS
Bio-Textile Technician	Bulgaria:	36.55	5
	Croatia:	36.25	3
	Estonia:	36.93	15
	Germany:	36.94	9
	Greece:	0	0
	Italy:	36.35	4
	Spain:	36.51	31
	Other (English):	36.53	17
RATE GRADE/KPI SUM:		**36.58/40**	**84**
Recycling Manager	Bulgaria:	36.45	25
	Croatia:	0	0
	Estonia:	36.93	12
	Germany:	36.96	7
	Greece:	0	0
	Italy:	36.80	6
	Spain:	36.48	23
	Other (English):	36.55	12
RATE GRADE/KPI SUM:		**36.70/40**	**85**
TOTAL:		**73.28/80**	**169**

Throughout the educational and learning phase of the project SiT, ICEP received a total of 5 requests from participants:

- 3 issues with email confirmation (SPAM folder, missing email address, wrong email address).

- 1 technical issue with verification (solved by technician).
- 1 technical issue recognizing the Bulgarian alphabet during certificate issuance (solved by participants by changing name in Latin alphabet).

All these requests were solved quickly and smoothly.

5.4 Key Findings and Recommendations

KPI target exceeded: The project successfully surpassed its target of 150 certified learners, reaching 169 total graduates across 7 European countries (84 for Bio-Textile Technician and 85 for Recycling Manager).

High level of standardization & ISO compliance: Assessment quality was ensured through ICEP's independent third-party certification aligned with ISO/IEC 17024:12. The randomized 40-question exam drawn from a 300+ question bank guaranteed fair, objective, and comparable results across all partner regions.

Effective Blended Learning model: Combining self-paced online modules, digital micro-credentials/badges, and hands-on WBL/PBL activities proved to be an effective strategy for engaging both VET (EQF 5) and HE (EQF 6) target groups.

Strong learner satisfaction: Face-to-face and work-based components received overwhelming top-tier ratings (4 and 5 out of 5) for content quality, tutor support, and skill acquisition.

Quantitative & geographic key findings:

- High assessment scoring: Across both courses, average exam scores were remarkably consistent (~36.5 to 36.7 out of 40), reflecting high knowledge retention and clear alignment between module content and test items.
- Regional participation disparities:
  - Bulgaria and Spain were the strongest drivers of certified learners (accounting for ~60% of total certifications across both tracks).
  - Estonia showed exceptionally strong engagement relative to size (15 VET and 12 HE graduates).
  - Greece participated heavily in the F2F/work-based pilot evaluation (26.2% of survey respondents) but recorded zero online certification completions in the final tracking table.

Course & content performance:

- Popular modules: The highest-aligned modules in practical projects were Sustainable Production of Textile/Clothing Products (78.6%), Bio-based Materials (64.3%), and Recycling Technologies (44.4%).
- Competency framework alignment: The 3-pillar approach (Green, Transversal, and Functional competences) successfully bridged academic theory with practical industrial needs, particularly regarding the GreenComp framework and sustainable business models.

User experience & operations:

- High platform usability with minor operational difficulties: ICEP handled candidate issues efficiently, with only 5 minor technical/registration tickets reported (spam filters, Latin character handling for non-Latin alphabets like Bulgarian, and email typos).
- Desire for more practical time: Open-ended qualitative feedback revealed that while learners loved company visits and study tours (e.g., in Thessaloniki, Würzburg, and Chemnitz), they strongly requested more time for hands-on activities and deeper industry-specific exercises.

Recommendations for future implementation and scalability

Based on the evaluation insights, here are strategic recommendations to optimize future runs or similar EU-funded initiatives:

Curriculum & pedagogical adjustments

1. Extend hands-on & study visit hours: Shift the ratio of time toward longer company visits, real-world case studies, and practical lab/upcycling exercises, as these yielded the highest satisfaction scores.
2. Modular granularity: Consider shortening dense online text blocks into bite-sized micro-learning formats to prevent learner fatigue and fit better into work-based schedules.
3. Advanced technical tracks: Develop "Level 2" or advanced elective modules on niche technical topics (e.g., specialized chemical recycling workflows, advanced circular design tools) for learners seeking deeper industry expertise beyond the EQF 5/6 baseline.

Partner engagement & regional target alignment

1. Targeted follow-up for zero-completion regions: Investigate and address barriers preventing F2F participants in certain partner regions (e.g., Greece) from completing the final online certification step.
2. Standardize work-based activity protocols: Formalize the WBL guidelines across all participating countries to ensure equal depth of company integration and tutoring access across all partner regions.

Operational & technical enhancements

1. Multilingual & character set support: Enhance the certification platform's automated rendering to natively support non-Latin character sets (e.g., Cyrillic/Bulgarian script) without requiring manual Latin translation by candidates.
2. Onboarding & email verification: Implement real-time email verification during self-registration and clear onscreen prompt guidance regarding spam folders to prevent missing login credentials.
3. Course progress autosaves: Resolve LMS progress-saving glitches reported by learners during longer online sessions.

6. Cross-Country Analysis

6.1 Comparative Analysis

The implementation of the SiT pilot across seven European countries generated significant participation and validation results, demonstrating the adaptability of the training model to different educational, economic, and industrial contexts. A total of 715 learners enrolled in the MOOCs, 270 successfully completed the courses, and 169 participants obtained ICEP certification. In addition, the pilot generated 367 participations in Blended Learning and PBL activities and involved 63 participants in work-based learning placements and practical experiences.

Participation levels varied across countries. Germany, Spain, Italy, and Estonia recorded the highest number of MOOC enrolments, while Croatia, Greece, and Bulgaria achieved smaller but still significant participation levels relative to their national contexts. Spain achieved the highest number of course completions and ICEP-certified learners, followed by Bulgaria and Estonia. Greece reported the lowest number of certifications, reflecting the challenges of converting enrolments into full certification outcomes.

The results confirm that all participating countries successfully contributed to the validation of the SiT curricula and training methodologies, while exceeding several of the participation targets initially established under WP4.

Participation and Completion Trends

Analysis of participation patterns reveals a common trend across all countries: enrolment levels were consistently higher than completion rates. This behaviour is typical of self-paced online learning environments and mirrors trends commonly observed in MOOCs.

Countries that complemented online learning with extensive face-to-face activities, mentoring, study visits, or practical workshops generally achieved stronger learner engagement and retention. Bulgaria, Croatia, Estonia, and Spain reported completion rates close to or above 48%, while Germany, Italy, and Greece experienced lower completion rates despite achieving substantial enrolment figures.

The findings suggest that active learner support, direct interaction with trainers, and practical learning opportunities played an important role in maintaining motivation and encouraging progression through the learning pathways.

Performance by Training Phase (MOOC, PBL and WBL)

The three training pathways complemented each other effectively throughout the pilot implementation.

MOOC Phase

The MOOC served as the entry point into the SiT learning ecosystem and attracted the largest number of participants. The flexibility of self-paced learning enabled learners from diverse educational and professional backgrounds to access the training materials regardless of location or previous experience.

Blended Learning and PBL Phase

Blended Learning activities significantly increased participant engagement by connecting theoretical knowledge with practical applications. Workshops, webinars, study visits, seminars, collaborative projects, and industry presentations enabled learners to contextualise the concepts introduced through the MOOCs and develop practical competences. Countries such as Spain, Estonia, and Croatia reported particularly strong participation in these activities.

WBL Phase

WBL generated the strongest connection between training and labour market needs. Participants applied sustainability principles, recycling practices, bio-based textile concepts, and circular economy approaches in real organisational environments. Although WBL involved fewer participants than the other phases due to its resource-intensive nature, it produced some of the most positive learner feedback and demonstrated a strong contribution to competence development.

6.2 Key Findings

Common Successes

Several common success factors were identified across all participating countries.

First, the combination of online learning, PBL, and WBL proved highly effective in supporting competence acquisition. Learners consistently valued the opportunity to combine theoretical knowledge with practical experiences and workplace exposure.

Second, collaboration between educational institutions, companies, research centres, sector associations, and experts significantly enhanced the quality and relevance of the pilot activities. The active involvement of industry stakeholders ensured strong alignment between learning outcomes and labour market requirements.

Third, participants reported high levels of satisfaction with the quality of the learning materials, training methodologies, mentoring support, and practical activities. Satisfaction scores were generally above 4 out of 5 across countries where quantitative evaluation was conducted.

Recurring Challenges

Despite the overall success of the pilot, several challenges were identified across multiple countries.

The most common challenge concerned learner retention within the MOOCs. Although enrolment figures were high, a proportion of learners did not complete the full learning pathway. This was particularly evident among adult learners and professionals who faced competing professional and personal commitments.

Partners also reported occasional technical issues related to platform navigation, progress tracking, and user management. While these issues did not significantly affect implementation, they highlighted the importance of continuous technical support and platform optimisation.

Additional challenges included scheduling constraints, participant availability for face-to-face activities, language barriers in international activities, and the administrative effort required to coordinate WBL experiences with industry partners.

Differences Between Implementation Contexts

The pilot demonstrated that successful implementation can be achieved in very different national contexts.

Countries with strong industrial ecosystems, such as Germany, were able to offer extensive interaction with companies, research institutes, and innovation centres. Estonia leveraged HE structures and ECTS recognition mechanisms to attract learners seeking formal accreditation.

Croatia focused strongly on community engagement and social innovation, while Spain implemented large-scale Blended Learning activities and mobility experiences. Bulgaria and Greece placed particular emphasis on practical training and direct industry collaboration. Italy demonstrated the potential of involving professionals and SMEs alongside traditional learners.

These differences enriched the overall pilot experience and demonstrated the flexibility and transferability of the SiT training model across diverse educational and labour-market environments.

6.3 Impact Assessment

The evidence collected throughout the pilot confirms that the objectives established under WP4 were successfully achieved. The SiT curricula, training resources, and pedagogical methodologies were validated in seven European countries and tested with learners from HE, VET, c-VET, and professional backgrounds.

The pilot successfully demonstrated the feasibility of combining MOOC, Blended Learning, PBL methodologies, international mobility, and WBL within a coherent competence-based training framework.

Contribution to Skills Development

The pilot made a substantial contribution to the development of competences required for the green transition of the TCLF sector.

Participants strengthened their green competences, including sustainability awareness, circular economy principles, bio-based materials, recycling processes, environmental compliance, and resource efficiency.

They also developed functional competences, including sustainable product development, innovation management, recycling technologies, sustainable business models, and sector-specific technical knowledge.

Furthermore, the pilot contributed significantly to the development of transversal competences, including communication, teamwork, creativity, problem-solving, project management, critical thinking, entrepreneurial mindset, and intercultural collaboration. These competences were particularly evident in the Blended Learning activities, international bootcamp, and WBL experiences.

Feedback from Stakeholders

Feedback from learners, trainers, mentors, companies, and sector experts was overwhelmingly positive. Stakeholders consistently highlighted:

- The relevance of the training content;
- The practical orientation of the activities;
- The quality of mentoring and expert support;
- The value of direct interaction with industry stakeholders;
- The effectiveness of combining online and practical learning environments;
- The strong alignment between the training programme and emerging sustainability requirements within the TCLF sector.

Industry representatives particularly valued the project's contribution to preparing future professionals capable of supporting sustainability, circular economy, and innovation processes within their organisations. Educational institutions highlighted the transferability of the developed curricula and their potential integration into future HE, VET, and c-VET programmes.

Overall, the pilot demonstrated that the SiT training model provides an effective, scalable, and transferable approach to upskilling and reskilling learners for the green transition of the European TCLF sector.

7. Conclusions

The piloting phase implemented under WP4 successfully achieved its primary objective of testing, validating, and evaluating the SiT training model in real educational and professional environments across Europe. Through the participation of learners, trainers, companies, researchers, and sector stakeholders from seven countries, the pilot provided robust evidence of the relevance, effectiveness, and applicability of the developed curricula and learning methodologies. The results demonstrate that the SiT training framework responds effectively to emerging skills needs associated with the green transition of the TCLF sector.

The overall evaluation of the piloting phase confirms a high level of learner engagement and a strong achievement of the expected outcomes. The pilot generated 715 MOOC enrolments, 270 completed courses, 169 ICEP-certified learners, significant participation in PBL activities, and extensive involvement of companies and sector stakeholders. Participant feedback consistently highlighted the quality of the training content, the practical orientation of the activities, and the value of combining theoretical and WBL experiences.

One of the most important conclusions of the pilot is the successful validation of the training methodologies adopted by the project. The integration of self-paced online learning, PBL, Blended Learning approaches, and WBL proved highly effective in supporting competence acquisition. Learners demonstrated substantial progress in developing green competences related to sustainability and circular economy principles, functional competences linked to sector-specific knowledge and innovation, and transversal competences such as communication, teamwork, creativity, problem-solving, and critical thinking. The complementary nature of the different learning pathways enabled participants to move progressively from knowledge acquisition to practical application in authentic professional contexts.

The piloting activities also confirmed the importance of close collaboration between education and industry. The active involvement of companies, SMEs, research organisations, sector experts, and business support organisations significantly enhanced the relevance of the training and strengthened its alignment with labour market requirements. WBL activities and direct interaction with industry professionals were consistently identified among the most valuable components of the learning experience, reinforcing the project's objective of bridging the gap between education and employment.

Furthermore, the pilot demonstrated that the SiT training model is sufficiently flexible to be implemented successfully in diverse national contexts. Different countries adapted the learning pathways to their specific educational systems, stakeholder ecosystems, and target groups while maintaining the common quality framework established at project level. This confirms the transferability of the model and its potential for broader adoption across Europe.

The results also indicate a strong readiness for scaling and further exploitation. The validated curricula, digital learning resources, certification framework, and pedagogical methodologies provide a solid foundation for future implementation by HE institutions, VET providers, c-VET organisations, industry associations, and other stakeholders. The successful integration of online and practical learning pathways makes the model especially suitable for upskilling and reskilling initiatives addressing current and future workforce needs in the TCLF sector.

In conclusion, the WP4 pilot has successfully validated the SiT educational model as an innovative, scalable, and transferable approach to sustainability-oriented skills development. The evidence collected throughout the implementation confirms its capacity to support the green transition of the European TCLF sector while fostering stronger cooperation between education, research, and industry. The pilot provides a strong basis for the continued exploitation, adaptation, and replication of the SiT training framework beyond the lifetime of the project.

8. Recommendations

8.1 Methodological Recommendations

The piloting phase demonstrated the effectiveness of the SiT training model; however, several opportunities for methodological enhancement were identified. Future implementations should further strengthen the integration between theoretical content, practical activities, and WBL experiences to create an even more coherent learning journey for participants.

Greater emphasis should be placed on active and experiential learning methodologies. Participants showed higher levels of engagement and motivation when learning activities were directly linked to real sustainability challenges, industry case studies, practical projects, and interactions with practitioners from the TCLF sector. Future editions should therefore continue to prioritise learner-centred, problem-solving, and project-based approaches.

In addition, training pathways should offer greater flexibility to accommodate participants with different educational backgrounds, professional experience, and availability. Modular learning structures, personalised learning pathways, and optional advanced content could support wider participation and improve completion rates.

Enhancements to MOOC, PBL and WBL

MOOC

Future MOOC editions should incorporate additional interactive elements, including live webinars, expert question-and-answer sessions, discussion forums, peer-learning activities, and periodic progress reminders. These measures could help improve learner engagement and reduce drop-out rates, which remain a common challenge in online learning environments.

Further improvements should also be made to platform usability, progress-tracking mechanisms, multilingual accessibility, and learner onboarding procedures. Short introductory guides and orientation sessions could help participants better understand the structure of the courses and certification requirements from the beginning of the learning process.

PBL

Future PBL activities should place greater emphasis on collaborative problem-solving scenarios linked to real industrial challenges. Increased involvement of companies in the

definition of project topics would strengthen labour-market relevance and provide learners with direct exposure to current sustainability issues faced by the TCLF sector.

Partners should also consider increasing the number of practical workshops, study visits, innovation challenges, and interdisciplinary projects involving participants from different educational backgrounds and countries. Such activities can further enhance creativity, teamwork, and innovation competences.

WBL

Given the highly positive feedback received from participants and companies, future implementations should expand the duration and scope of WBL activities whenever possible. Longer placements, exposure to multiple departments, and participation in real sustainability projects would provide even greater opportunities for competence development.

The development of common WBL guidelines, learning agreements, assessment tools, and portfolio templates would further improve consistency across countries while maintaining the flexibility required to adapt activities to local contexts.

8.2 Operational Recommendations

The pilot confirmed the importance of early planning and clear communication throughout the implementation process. Future training cycles should allocate sufficient preparation time for participant recruitment, company engagement, trainer preparation, and logistical coordination.

Recruitment strategies should continue to combine institutional channels, social media campaigns, stakeholder networks, and direct engagement with companies and learners. Particular attention should be given to maintaining participant motivation throughout the online learning phase through regular communication and follow-up actions.

Monitoring systems should also be strengthened using standardised dashboards and reporting tools that allow real-time tracking of participation, completion rates, assessment results, and learner satisfaction. This would facilitate earlier identification of potential implementation issues and support evidence-based decision-making.

Coordination Between Partners

The pilot highlighted the value of continuous collaboration among partners from different educational and professional backgrounds. Future implementations should maintain regular coordination meetings and strengthen peer-learning opportunities across the consortium.

The exchange of good practices, learning materials, practical activities, and monitoring approaches should continue beyond the project lifetime to support quality improvement and consistency across future implementations.

It is also recommended to establish common procedures for data collection, KPI reporting, satisfaction surveys, and assessment methodologies. Greater standardisation would improve the comparability of results while preserving the flexibility necessary for national adaptation.

Furthermore, cooperation with external stakeholders, including companies, sectoral associations, chambers of commerce, research organisations, and public authorities, should be reinforced to ensure the continued relevance of the training programmes and their alignment with evolving labour market needs.

8.3 Sustainability and Exploitation Recommendations

The results generated through the SiT pilot provide a strong foundation for future educational and training initiatives within the TCLF sector. The curricula, learning materials, MOOC platform, certification framework, and practical methodologies should continue to be used and updated by project partners and associated organisations after the end of the project.

HE institutions, VET providers, c-VET organisations, and industry training centres should be encouraged to integrate selected SiT modules into existing programmes or use them as standalone upskilling and reskilling courses.

Scalability

The pilot demonstrated that the SiT training model can be successfully implemented in different educational systems and national contexts. The combination of online learning, blended methodologies, and work-based experiences offers a scalable approach that can be replicated across Europe and beyond.

Future scaling efforts should prioritise:

- Expansion of the MOOC platform to additional countries and languages;
- Increased participation of companies and industry stakeholders;

- Integration with national and regional skills development initiatives;
- Development of new modules addressing emerging sustainability topics;
- Wider recognition of micro-credentials and certification schemes.

Sustainability

To ensure long-term sustainability, partners should establish mechanisms for maintaining and updating the learning resources, digital infrastructure, and certification system beyond the funding period. This includes the regular review of content to reflect technological developments, regulatory changes, and emerging skills requirements within the TCLF sector.

The Knowledge Triangle networks, Local Hubs, Memorandum of Understandings, and stakeholder communities established during the project should continue to operate as cooperation platforms supporting education-industry dialogue and future training initiatives.

Exploitation Potential

The SiT training framework has considerable exploitation potential across multiple educational and professional environments. The pilot has demonstrated the value of combining sustainability-focused content with flexible and competence-based training methodologies, creating a model that can support both initial education and lifelong learning.

Future exploitation activities should focus on:

- Integrating the curricula into HE, VET and c-VET programmes;
- Supporting the upskilling and reskilling of workers and SMEs;
- Promoting the ICEP certification framework and micro-credentials;
- Establishing new partnerships with industry and training providers;
- Contributing to European and national strategies supporting the green transition and circular economy in the TCLF sector.

Overall, the WP4 pilot has demonstrated that the SiT training model is sustainable, transferable, and capable of generating long-term educational and sectoral impact. The continuation and exploitation of its results will contribute to preparing current and future professionals for the sustainability challenges and opportunities facing the European TCLF sector.



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