



GIF Competence Framework

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Green Innovation in the Fashion industry management (GIF)

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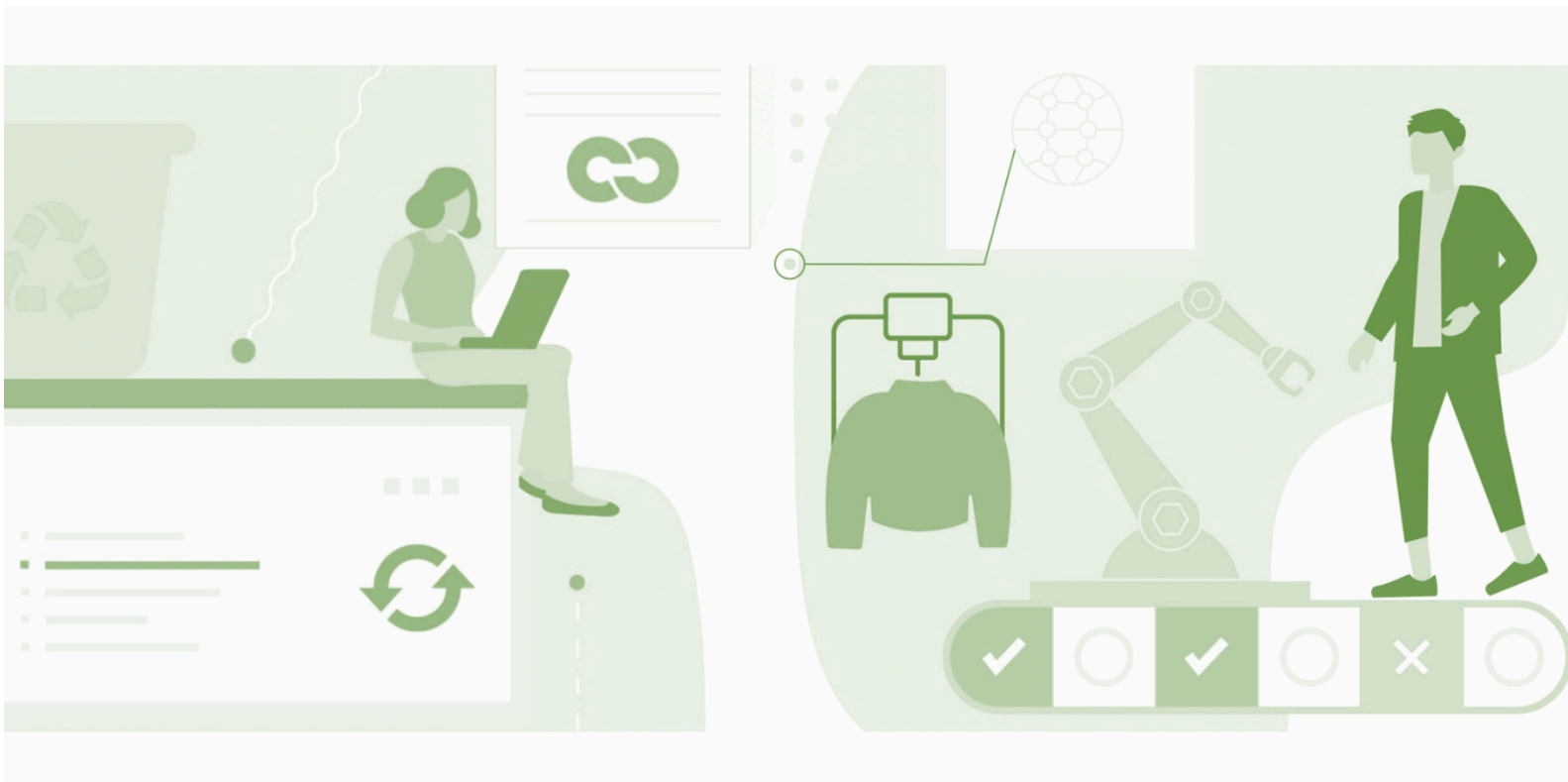
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SETTING THE STAGE: COMPETENCES FOR A BRIGHTER FUTURE

Technological change and globalization, as well as demographic change and climate change, are transforming the world of work and opening up new opportunities – but they also pose challenges for people to access new job opportunities and for companies to make sustainable changes.

In most countries, regardless of their level of development, current social and economic changes raise the central question of the future of work: What will the jobs of the future look like and what skills will they need?



Problems faced by the fashion industry

The fashion industry is one of the largest and most complex industries in the world with a multitude of players including designers, manufacturers, suppliers, retailers and consumers. However, in recent years, the industry has faced several challenges that affect its growth and sustainability. Some of the most critical challenges facing the fashion industry are the talent deficit, sustainability gap, unnecessary textile waste, changing desires (AR, fashion NFTs, etc.), supply chain bottlenecks, rising returns and increasing mistrust.

The talent deficit is one of the most significant challenges facing the fashion industry. Many companies are struggling to recruit and keep skilled workers, especially in the areas of design, production and technology. This is partly due to the changing demands caused by the other challenges just mentioned. Jobs that have been defined for years are changing and workers are expected to have a much more diverse competence profile to cope with the work tasks.

Secondly, the sustainability gap in the fashion industry is another major challenge. The fashion industry is one of the most polluting industries in the world, and consumer and regulatory awareness of the industry's impact on the environment is growing. To address this challenge, fashion companies need to adopt more sustainable practices, such as using environmentally friendly materials, reducing waste and improving supply chain transparency.

Thirdly, unnecessary textile waste is a major challenge for the fashion industry. According to the Ellen MacArthur Foundation, the equivalent of one rubbish truck of textiles is landfilled or incinerated every second. This is due to the industry's fast-fashion model, where clothes are designed to be worn only a few

times before being thrown away. To overcome this challenge, fashion companies need to move to a more circular economic model, where clothes are designed to last longer and materials are reused and recycled.

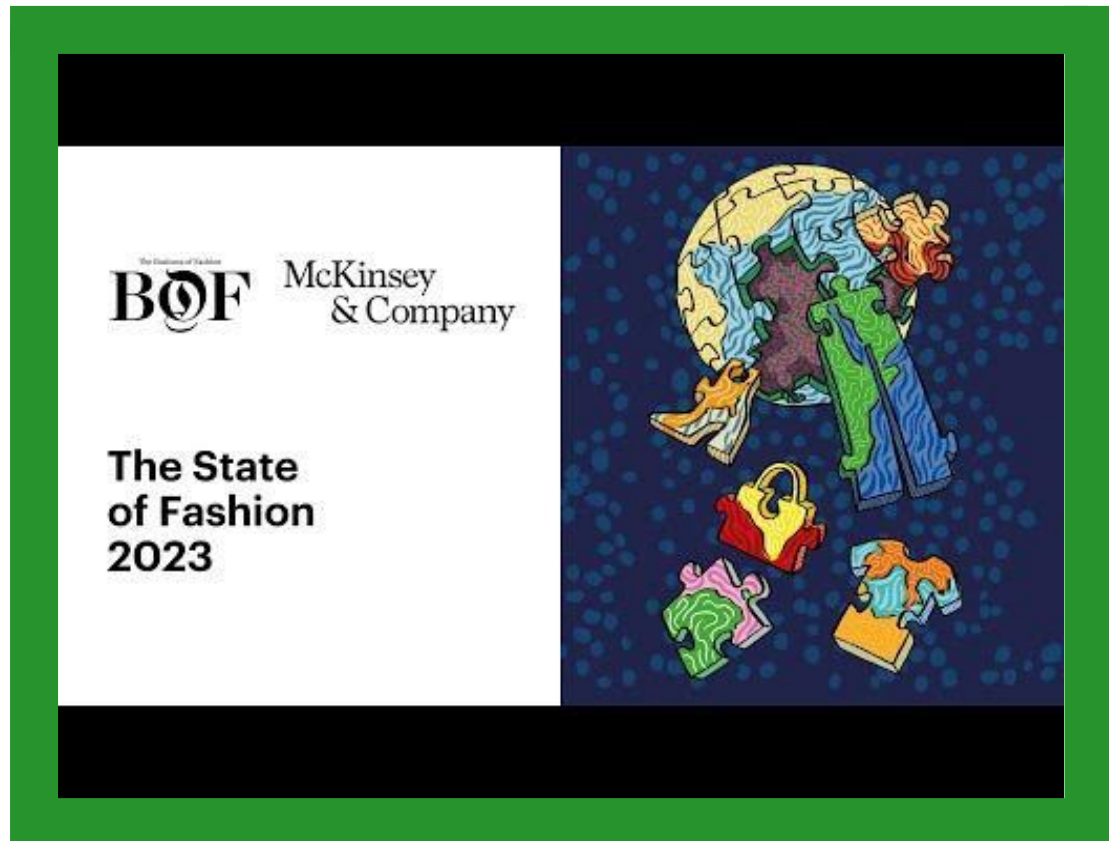
Fourth, changing desires such as augmented reality (AR) and fashion NFTs (non-fungible tokens) are becoming increasingly important in the fashion industry. AR allows customers to try on clothes virtually, while NFTs offer a new way to own and trade unique digital fashion items. To meet this challenge, fashion companies need to adapt to new technologies and integrate them into their business models.

Fifth, supply chain bottlenecks are a major challenge for the fashion industry. The COVID 19 pandemic has highlighted the industry's dependence on global supply chains that can be disrupted by natural disasters, political instability and other factors. To meet this challenge, fashion companies need to diversify their supply chains and make their operations more resilient.

Sixth, rising returns are another major challenge for the fashion industry. According to a recent report by the National Retail Federation, the return rate for online purchases is as high as 30%, compared to 8.89% for in-store purchases. This is due to the industry's focus on fast fashion and online shopping, which can lead to impulse purchases and dissatisfaction with products. To address this challenge, fashion companies need to improve their product descriptions and images to reduce returns, and focus on sustainable and ethical practices.

Seventh, growing mistrust is a major challenge for the fashion industry. Consumers are increasingly concerned about the industry's labour practices, environmental impact and social responsibility. To address this challenge,

fashion companies need to be transparent about their practices and adopt ethical and sustainable practices.



Aim of the GIF Competence Framework

The challenges of the fashion industry listed above can only be solved with staff who are equipped with adequate competences. This is where the following GIF Competence Framework takes effect. It is aimed at offering managers and experts in the field of fashion/textile industries designing and managing industrial processes, the trainers community and, more broadly researchers and academics, a clear framework for understanding and identifying training needs and for shaping training programs and strategies for continuous professional development.

In summary, the following objectives of this GIF Competence Framework can be highlighted:

- **Standardization:** the GIF Competence Framework aims to create a common language and understanding of the skills, knowledge, behaviors and attributes in a Green Fashion Industry. This provides standardized reference points for assessing and developing individuals' skills.
- **Clarity and transparency:** the Competence Framework aim to provide clarity and transparency. Key competencies and performance criteria have been identified, thus helping individuals understand what is expected of them in their role.
- **Assessment and development:** The GIF Competence Framework also serve as a basis for assessing the individual's current competencies and identifying areas for improvement. It provides a framework for designing training and development programs to improve performance and address any gaps in skills or knowledge.

- Recruitment and selection: The GIF Competence Framework can be used as a basis for defining job requirements, developing job descriptions, and conducting recruitment and selection processes. It helps to ensure that candidates have the necessary competencies to effectively perform a specific function in the sustainable fashion industry.
- Performance management: the Competence Framework provides a basis for setting performance expectations, conducting performance appraisals and providing feedback. They enable companies to align individual and team goals with sustainability competencies in the fashion industry and track progress toward those goals.
- Continuous improvement: the GIF Competence Framework can evolve over time to reflect changing industry trends, technological advances, or organizational needs. It provides a basis for ongoing assessment and improvement of individual and organizational capabilities.

Overall, the GIF Competence Framework aims to set clear expectations, enable effective assessment and development, and support the alignment of individuals' capabilities with organizational goals and requirements.



How does a desirable future of the fashion industry look like?

The desirable green future of the fashion industry is one where sustainability is the norm, where fashion is not just about style, but also about responsibility and care for the planet. What does that mean in concrete terms? A look at the green future:

The green future of the fashion industry has looked at its negative impact on the environment across the board and drastically reduced it. Circular and regenerative business models have been introduced. These models focus on reducing waste by designing products that can be reused or recycled and by using recycled and sustainable materials. Companies can also implement closed-loop systems where materials remain in use as long as possible, and waste is avoided.

The green future of the fashion industry is struggling to reduce greenhouse gas emissions. The fashion industry was responsible for 10% of global carbon emissions, which is more than the emissions of all international flights and maritime transport combined. The problem has been solved by companies in the industry switching to renewable energy sources such as solar or wind power. Emissions from transport have also been reduced by sourcing materials locally and optimising supply chains.

The green future of the fashion industry prioritises social sustainability in addition to reducing its environmental impact. This includes fair labour practices, ethical sourcing and the protection of human rights. Brands work with their suppliers to ensure that workers are paid fairly, have safe working conditions

and are not exploited or abused. They source materials from suppliers that adhere to ethical and sustainable standards.

The green future of the fashion industry puts transparency and accountability at the forefront. Consumers are able to make informed choices about the products they buy, and companies are fully accountable for their environmental and social impacts. Information about the materials used, production conditions and carbon footprint are disclosed. Brands use sustainability certifications and labels, such as the Global Organic Textile Standard or the Fairtrade label, to reassure consumers that the products they buy meet certain sustainability criteria.





Methodology used to develop the Competence Framework

The GIF Competence Framework is based on several methodological foundations. These are the desk research conducted on the latest trends in the fashion sector, the desk research on the state of European training provision in this field, a total of 15 interviews with sector professionals, training providers and other stakeholders, and research on recent publications on sustainability competence frameworks such as the GreenComp.

The first component of the methodological approach involved desk research on current trends in the fashion sector. This includes the analysis and review of current industry reports, academic research and media coverage on sustainability in the fashion industry. This research provided, among other things, the basis for the preceding summary of the challenges facing the fashion industry and thus the needs analysis.

For more information on this research, please follow the link:



[Task 1.1 New scenarios in the fashion sector](#)

As a second component, desk research was conducted on the state of European training provision. This research focuses on identifying existing training programs and courses related to sustainable fashion practices in Europe. This

includes a review of course content, learning outcomes and training providers. This research helped identify gaps in the current training landscape and provided insight into the skills and knowledge required for sustainable fashion practices.

For more information on this research, please follow the link:



[Task 1.2 State of the art analysis report](#)

The third component of the methodology involves conducting 15 interviews with sector professionals, training providers and other relevant stakeholders. These interviews provided valuable insights into the current state of sustainable fashion practices and the skills and knowledge required for sustainability success in the sector. The interviews ensured that the Competence Framework reflected the needs of the industry.

The final component of the methodological approach involved reviewing current publications on sustainability competency frameworks such as GreenComp. This research helps to ensure that the 'GIF Competence Framework' is in line with existing frameworks and best practices in the field. This information is used to further refine the GIF Competence Framework and ensure that it is comprehensive and effective.

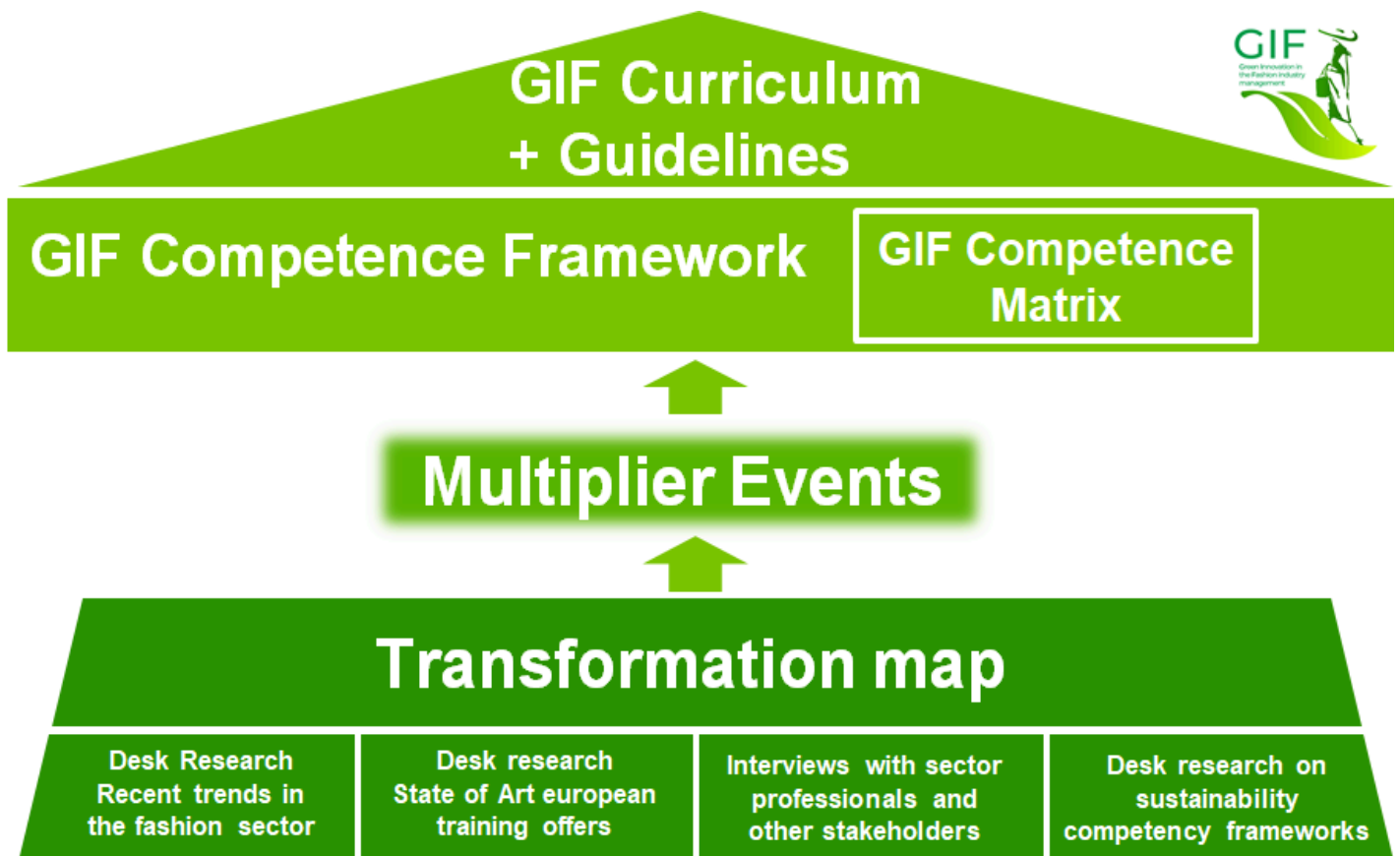
All this preparatory work resulted in the Sector Skills Transformation Map.

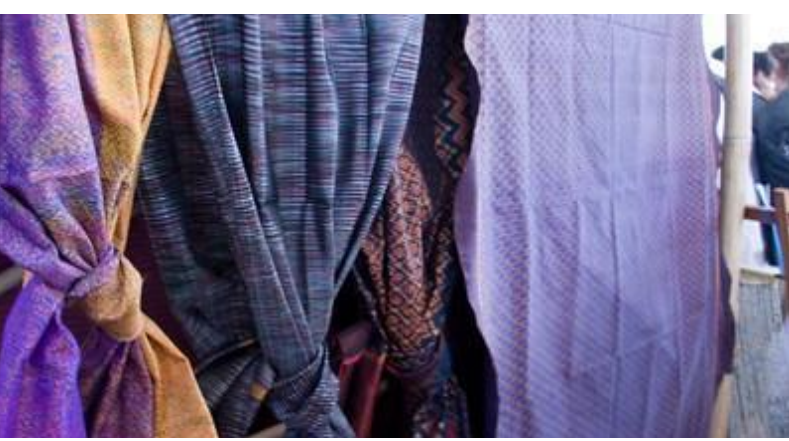


[Task 1.3 Skills transformation map](#)

The Skills Transformation Map, together with discussion results from the multiplier events in the respective project countries, then resulted in the "GIF Competence Matrix" within this Competence Framework. The GIF Competence Matrix can be used by educators, trainers and employers to ensure that the next generation of fashion professionals has the skills and knowledge required for sustainable fashion practices.

The GIF Competence Framework itself provides the basis for the GIF Curriculum developed in the project with online learning videos and user guidelines.





GIF Competence Framework

The GIF Competence Framework contains the GIF Competence Matrix and the Proficiency Levels assigned to the topics of the matrix. This Competence Framework primarily refers to EQF-Level 4-5 according to the target group.

EQF LEVEL 8	ACADEMIC LEVEL	DOCTORATE	COMPREHENSIVE, SPECIALISED, FACTUAL AND THEORETICAL KNOWLEDGE COMPREHENSIVE RANGE OF COGNITIVE AND PRACTICAL SKILLS RESPONSIBLE AND AUTONOMOUS MANAGEMENT & SUPERVISION
EQF LEVEL 7		MASTER	
EQF LEVEL 6		BACHELOR	
EQF LEVEL 5	POST UPPER SECONDARY LEVEL	HIGHER NATIONAL DIPLOMA	
EQF LEVEL 4	UPPER SECONDARY LEVEL	HIGHER NATIONAL CERTIFICATE, UPPER SECONDARY DIPLOMA	
EQF LEVEL 3	SECONDARY LEVEL	SECONDARY DIPLOMA OR VOCATIONAL DIPLOMA	
EQF LEVEL 2	PRIMARY LEVEL	SECONDARY SCHOOL WITH NO DIPLOMA	
EQF LEVEL 1		PRIMARY SCHOOL	

GIF Competence Matrix with topics and sub-topics

The evolving landscape of the professional world is increasingly evident, and within this context, the GIF Competence Framework, developed as a pivotal outcome of this project, emerges as an invaluable tool for a diverse array of educational institutions and fashion industry companies. This framework not only encapsulates the essence of the project but also serves as a catalyst for innovation in vocational education and training. Its adaptability and relevance make it a transformative resource, offering educational institutions and companies within the fashion industry the means to seamlessly incorporate its content into their existing courses and programs.

This integration opens doors for learners and employees at various proficiency levels to engage with the framework, thereby facilitating the development of a new generation of European citizens through a "multiplier effect." This ripple effect extends beyond the immediate project's scope, influencing and enriching the skills and knowledge of a wider audience.

The GIF Competence Framework represents a dynamic knowledge triangle where the expertise of researchers from universities, vocational training providers, and fashion industry companies converge. This collaborative effort forms a powerful nexus for the advancement of knowledge, skills, and practices within the fashion sector, and ultimately contributes to the holistic development of individuals and the enhancement of Europe's workforce.

There are three different Competence Areas to which topics and sub-topics can be assigned:



The basis of this GIF Competence Framework and thus also of the definition of its competences is the [European Qualifications Framework \(EQF\)](#).

In the following, the three Competence Areas are explained in more detail.

Area 1: New Regulations in fashion and textiles industry

EU has developed a strategic and legal framework for the textile and fashion sector, aimed at promoting sustainability, reducing the sector's environmental impact, and improving the procedures.



The Competence Area "New Regulations in Fashion and Textiles Industry" covers the knowledge and skills necessary to understand and comply with the latest laws, rules, and regulations that affect the fashion and textiles industry. Included in this Competence Area are the following topics and sub-topics:

→ 1.1 EU strategic and legal framework for textile and fashion sector

The European Union (EU) focuses on promoting sustainability and the circular economy in various sectors, including the textile and fashion industry. The EU Green Deal and Circular Economy Action Plan provide a strategic and legal framework for the textile and fashion sector to reduce its environmental impact and achieve sustainability.

The EU Textile Strategy aims to create a sustainable and competitive textile industry in Europe by promoting the circular economy and reducing waste. The strategy also focuses on improving working conditions in the industry and promoting social responsibility.

The objectives of the EU textile policy include reducing the use of hazardous chemicals in textile production, promoting sustainable production methods and increasing the use of recycled materials. The EU

also encourages the development of new business models that support circularity, such as clothing rental and second-hand markets.

→ 1.2 Extended Producer Responsibility (EPR) Reuse and recycling of textile waste

Extended producer responsibility (EPR) is a concept that places responsibility on the manufacturer for the entire life cycle of a product. This means that manufacturers are responsible for the proper disposal or recycling of their products, including textile waste. The EPR concept is essential for promoting sustainability and reducing the environmental impact of the fashion and textile industry.

→ 1.3 Green claims for truly sustainable textiles

Greenwashing is a marketing tactic where companies make false or exaggerated claims about the environmental friendliness of their products. This is a major problem in the textile industry, where consumers are increasingly looking for sustainable and environmentally friendly products. Therefore, the European Union (EU) has taken several initiatives to promote truly sustainable textiles and prevent greenwashing, such as the Single Market for Green Products (SMGP) initiative or the Sustainable Brand Index.



Area 2: Promote the transition to a circular economy

An economic model that aims to keep resources in use for as long as possible, is a way to reduce the environmental impact while also creating new economic opportunities.

Overall, the Competence Area "Promote the Transition to a Circular Economy" provides learners with the knowledge and skills necessary to promote sustainable practices and a circular economy across the fashion industry, with a focus on waste reduction, product design and innovation, and circular business models.

Included in this Competence Area are the following topics and sub-topics:

→ 2.1 Principles of Circular Economy in the textile and fashion industry

The textile and fashion industry is known for its significant impact on the environment, from the production of raw materials to the disposal of waste. The principles of the circular economy offer an alternative to the traditional linear economic approach based on a take-make-dispose model. The circular economy aims to reduce waste and increase resource efficiency by promoting closed-loop systems in which materials are reused, recycled or reused.

Within this area of competence, topics ranging from basic know-how to strategic approaches to the circular economy concept are included.

→ 2.2 Sustainable textile expertise

Sustainable textile expertise for creating a more sustainable and environmentally sound textile industry is essential today. Sustainable

sourcing, sustainable fabrics and sustainable textile innovation are all critical components of sustainable textile expertise and are vital to reducing the environmental impact of textile production. By prioritising sustainability in their sourcing and production processes, textile companies can produce products that are not only environmentally friendly, but also socially responsible and economically sustainable.

→ 2.3 Understanding the impact of fashion and textiles supply chain

The supply chain for fashion and textiles covers a complex network of activities ranging from the production of raw materials, through manufacturing and distribution, to the disposal of finished products. Understanding the impacts of this supply chain is essential to creating a more sustainable and responsible fashion industry.

The life cycle of textiles includes four stages: Production, Use, Disposal and respectively Reuse&Recycling. Each of these stages has significant environmental, social and animal welfare impacts.

The environmental impacts of fashion and textiles include the consumption of natural resources, the emission of greenhouse gases and the generation of waste. Social impacts include issues such as worker exploitation, unsafe working conditions and forced labour. Animal welfare impacts include issues such as the use of fur, leather and exotic animal skins.

When looking at all these areas from a sustainability perspective, it is important to identify the differences between a fast fashion supply chain and a fair fashion supply chain and to be able to adjust accordingly.

→ 2.4 Different Circular Business Models

The circular economy is an economic model that prioritises the use of resources in a closed loop system where waste is minimised and materials are reused, recycled or reused. To support this concept of creating value in a circular economy, various circular economy models have emerged in the fashion industry. Such as the rental model, where customers can rent clothes for a certain period of time instead of buying them, or the second-hand model, where consumers can buy and sell used clothes. Another circular business model is the upcycling or reuse model, where waste materials are transformed into new products with higher value.

Moving to a circular business model in the fashion industry requires rethinking business strategies and processes and working with suppliers and partners to create a closed loop.

→ 2.5 Innovative technologies in the textile and garment manufacturing phase

Innovative technologies have transformed the fashion industry, leading to significant changes in the manufacturing process and the design phase. Due to rapid technological development, fashion brands are now able to produce garments faster, more efficiently and sustainably, while also incorporating more advanced design elements. One of the most important innovations is the use of 3D printing technology in the manufacturing process, which replaces the production of several physical samples. The use of automation and robotics in the manufacturing process are also new interesting technologies, not only from a sustainability perspective.

Augmented reality (AR) and virtual reality (VR) are important topics for the future, not only in the fashion industry, which offer companies fundamentally new possibilities.

Area 3: Circular Design

This approach considers the entire lifecycle of a product, from raw material extraction and manufacturing to use, repair, and end-of-life disposal or recycling.



The Competence Area "Circular Design" covers the knowledge and skills necessary to create products and systems that minimize waste and promote sustainability through design.

Included in this Competence Area are the following topics and sub-topics:

→ 3.1 Circular Design and product lifecycle

The design phase is a key stage in the fashion and textile supply chain, as it forms the basis for the entire product life cycle. By prioritising the use of sustainable materials and paying attention to durability, repairability, upgradability and recyclability, fashion brands can create products that are environmentally and socially sustainable. The process of circular design is an ongoing journey, and fashion brands must strive more than ever to adopt more sustainable and responsible practices to create a more sustainable future for the industry.

→ 3.2 Digital innovations in fashion design

The fashion industry has been and continues to be revolutionised by digital innovation tools that have transformed the design process. Thanks to rapid technological advances, fashion designers are now able to create intricate designs, experiment with materials and colours, and produce

digital prototypes quickly and efficiently. Digital innovation tools in fashion design include 3D computer-aided design (CAD) or virtual reality (VR) and augmented reality (AR) or digital and 3D printing.

All the competences described can be summarized in the following graphic:



The desk research, the interviews and the feedback from the multiplier events within the project underline that all these competences are important for the newly modified job descriptions of green jobs in the fashion industry. They are needed for sustainability activities in the fashion industry: both to develop ideas to make business actions more sustainable and to evaluate possible consequences of current actions.

Proficiency levels of the GIF Competence Matrix

As already explained in the objectives of the GIF Competence Framework, the main target group of the framework and the included GIF Competence Matrix are experts and managers in the field of fashion/textile industries designing and managing industrial processes. The Competence Framework is also a useful reference for the trainers community and researchers and academics.

For this reason, the GIF Competence Framework focuses on EQF Level 4-5, which corresponds to the certificate of higher education (CertHE), higher apprenticeship or higher national certificate (HNC) respectively to the first year of higher education, such as the completion of a Higher National Certificate (HNC) or Diploma (HND) in a specific field. This indicates a higher level of professional or academic achievement beyond secondary education.

At EQF level 4-5, Individuals at this level are expected to have a comprehensive understanding of both the theoretical and practical aspects of their chosen field of study or work. They should be able to apply their knowledge and skills to various tasks and situations. They should be able to work independently and take responsibility for their own work and decisions, showcasing a level of autonomy in their professional or academic endeavors.

The above-described GIF Competence Matrix is complemented by a specification of the descriptors "Knowledge", "Skills" and "Responsibility and Autonomy" of the proficiency level 4-5. This is the level that the learners should reach by working with the teaching materials of the Curriculum in order to be prepared for the future competences required for jobs in the green fashion industry.

Competence Area			Descriptors EQF Level 5		
Area	Topics	Subtopics	Knowledge	Skills	Responsibility and Autonomy
1 New Regulations in fashion and textiles industry	1.1 EU strategic and legal framework for textile and fashion sector	<p>EU Circular Economy Action Plan for Textiles</p> <p>EU Strategy for Sustainable and Circular Textiles &</p> <p>EU Initiative for Sustainable Products – Sustainable Textiles and Fashion Products</p> <p>Chemicals Regulation</p> <p>Addressing microplastic pollution from textiles/ EU Strategy for plastic</p> <p>Certification of carbon removals proposal</p> <p>Accurate, transparent impact measurements</p> <p>Avoiding greenwashing when communicating sustainability.</p> <p>Corporate Sustainability Reporting</p> <p>The Transition Pathway for a sustainable fashion ecosystem</p>	<p>Understand the general European context in which the fashion sector is being developed.</p> <p>Know the scope of the impact of textiles and fashion industry in EU</p> <p>Know design requirements that would ensure fashion items are longer-lasting, easier to repair and recycle and free of hazardous</p> <p>Know alternative and more intrinsically safe and sustainable chemical products and technologies across the EU.</p> <p>The EU strategy for plastics recommendations</p> <p>Know the existence of certification of Carbon Removals framework</p> <p>Understand the Life Cycle Assessment (LCA) to track their impacts</p> <p>Know the Unfair Commercial Practice Directive Guidelines (UCDP),</p> <p>Understand the Corporate Sustainability Reporting Directive (CSRD).</p> <p>Know some sustainable brand platform digital toolbox</p>	<p>Track, distinguish and apply new requirements of the legislation in their business</p> <p>Apply design requirements that would ensure fashion items are longer-lasting, easier to repair and recycle and free of hazardous</p> <p>Look for information about products’ environmental sustainability alongside enhancing their traceability</p> <p>Minimized wherever possible the use of chemicals</p> <p>Develop and implement sustainable plastic and microplastic strategies.</p> <p>Promote the use of nature-based and technological solutions.</p> <p>Measuring their impacts in a way that’s accurate and trustworthy</p> <p>Use of teh EU 10 new banned commercial practices related to product obsolescence and greenwashing</p> <p>Understand how to prevent, monitor and solve any social or environmental issues found arising from its place in the global value chain</p> <p>Use of tools for measuring fashion brands sustainability</p>	Ability to react to changing requirements
	1.2 Extended Producer Responsibility (EPR) Reuse and Recycling of textile waste	<p>The EPR concept explained</p> <p>EPR fees and penalties for producers</p> <p>Policy measures to support EPR</p> <p>Waste reduction strategies in the fashion and textile industry</p>	<p>Understand the concept of EPR and the additional policy measures to support EPR</p> <p>Get to know about modalities to reduce and manage the amount of textile waste resulted form their operations</p>	<p>Learners are able to prepare the company for the new EPR system.</p> <p>Ability to plan the implement the necessary changes for reducing textile waste</p>	<p>Supervise the work of employees in charge with the implementation of EPR scheme</p> <p>Supervise the waste management team and provide feedback on their work</p>
	1.3 Green Claims for truly sustainable textiles	<p>Definition greenwashing</p> <p>Single Market for Green Products Initiative</p> <p>Sustainable Brand Index</p>	<p>Understand what greenwashing is</p> <p>Get knowledge about the single market green claim initiative</p> <p>Understand how to avoid greenwashing and why is important</p>	<p>Learners are able to select methods to substantiate their environmental claims</p>	Evaluate critically current actions and possibilities of alternative actions for green claims

Competence Area			Descriptors EQF Level 5		
Area	Topics	Subtopics	Knowledge	Skills	Responsibility and Autonomy
2. Promote the transition to a circular economy	2.1 Principles of circular economy in the textile and fashion industry	<p>Definition of circular economy</p> <p>Difference between linear and circular economy</p> <p>Introduction to circular economy principles for fashion</p> <p>Main strategies of circular fashion</p>	Understand the concept of circular economy	Apply circular textiles and fashion principles and strategies	Led a team of employees working to develop a circular fashion strategy for their business
	2.2 Sustainable textile expertise	<p>Sustainable sourcing</p> <p>Sustainable fabrics</p> <p>Innovations in sustainable textiles</p>	Knowledge of main characteristics of the (raw) materials and textiles to be processed, and used chemicals is particularly important in connection with relationships with suppliers. It is the basis for the realization of quality requirements.	<p>Ability to select suppliers based on key criteria for sustainability and quality.</p> <p>Applying systems thinking in relation to the textile supply chain.</p>	Setting a number of important criteria for one's own business in relation to textile production, create a long-term vision and follow it through in all decisions made
	2.3 Understanding the impact of fashion and textiles supply chain	<p>The Life Cycle of Textiles</p> <p>The environmental, social and animal welfare impact of textiles&fashion</p> <p>Differences between fast and fair fashion textiles supply chain</p>	<p>Understanding of sustainable textile manufacturing processes and the impact they have on the environment and within one's own business model and supply chain.</p> <p>Knowledge on sustainable production processes and strategies.</p>	<p>Applying systems thinking in relation to the fashion and textile supply chain.</p> <p>Ability to select appropriate manufacturers based on the criteria selected, quality and sustainability.</p> <p>Apply sustainable transformation to minimize impact of the supply chain.</p>	Identify the requirements and consequences of sustainability activities along the value chain, use problem solving to identify the most sustainable supply chain for a company
	2.4 Different Circular Business Models	<p>New way of doing business: Circular business models</p> <p>"Economic value and GHG emissions reduce of resale, rental, repair, and remaking by 2030"</p> <p>Positive results of circular business models</p>	Knowledge on how value can be created using circular business model, the economic value, how to develop a circular business model and the positive results of using this circular model.	Identify value creation opportunities towards circularity in a business	<p>Evaluate the current business model and possibilities for transitioning to a circular model critically.</p> <p>Lead an interdisciplinary team to transit towards a circular business model. Build a long-term vision for a business.</p>
	2.5 Innovative technologies in the textile and garment manufacturing phase	<p>Technological advancements in the textile manufacturing process</p> <p>Technological advancements in the garment manufacturing process</p>	<p>Understanding how technological innovations in the design and manufacturing processes can be used to increase sustainability</p>	Use technological innovations in the manufacturing and design processes correctly, in order to increase sustainability	Use analytical thinking to select most appropriate innovations and apply them in a sustainable supply chain efficiently

Competence Area			Descriptors EQF Level 5		
Area	Topics	Subtopics	Knowledge	Skills	Responsibility and Autonomy
3. Circular Design	3.1 Circular Design	<p>The role of design in a circular fashion system</p> <p>Circular design principles</p> <p>Circular design strategies:</p> <p>1.Design for longevity; 2.Reuse&Reduce waste; 3.Design for cyclability</p>	<p>Theoretical knowledge on design for circular fashion concepts and strategies (like design for a longer lifespan, design for disassembly, design for zero-waste)</p> <p>Theoretical knowledge of the process of product and service design with circularity considerations</p> <p>Theoretical knowledge on design for circular fashion concepts and strategies (like design for a longer lifespan, design for disassembly, design for zero-waste)</p>	<p>Ability to interpret circular design strategies and criteria</p> <p>Apply circular design strategies and criteria to a project</p> <p>Ability to generate innovative and creative circular design solutions</p>	<p>Manage and supervise multidisciplinary design and development teams.</p> <p>Adapt a business model to embrace and optimize circular design solutions identified.</p> <p>Plan and manage circular collections and products</p>
	3.2 Digital innovations in fashion design	Digital innovation tools in fashion and textile design	Knowledge about tools for product and service design and development for CE	Ability to select the most adequate tools for circular product and service design and development to a specific project	Translate design strategies for circular fashion into options when designing a product or a service

Additions via the ESCO classification system

ESCO (European Skills, Competences, Qualifications and Occupations) is a classification system developed by the European Union to provide a standard method for describing and categorizing skills, competences, qualifications and occupations in different EU countries. ESCO competencies refer to the specific knowledge, skills and abilities that individuals possess in a particular field or occupation. The goal of the framework is to ensure that Employees have the necessary competences to succeed in today's rapidly changing labor market, as that of the fashion industry. The skills pillar is organized differently from the occupations, there are 4 main groups of competences:

- Transversal skills
- Languages
- Knowledge skills
- Skills

In this GIF Competency Framework, we explicitly refer to the following competencies, which complement the presented Competence Matrix with proficiency levels:

- Transversal skills
 - ◆ [T2 - thinking skills and competences](#)
 - T2.1 - processing information, ideas and concepts
 - T2.2 - planning and organising
 - T2.3 - dealing with problems
 - T2.4 - thinking creatively and innovatively
 - ◆ [T3 - self-management skills and competences](#)

- T3.1 - working efficiently
- T3.2 - taking a proactive approach
- T3.3 - maintaining a positive attitude
- T3.4 - demonstrating willingness to learn

◆ [T4 - social and communication skills and competences](#)

- T4.1 - communicating
- T4.2 - supporting others
- T4.3 - collaborating in teams and networks
- T4.4 - leading others
- T4.5 - following ethical code of conduct

◆ [T6 - life skills and competences](#)

- T6.1 - applying health-related skills and competences
- T6.2 - applying environmental skills and competences
- T6.3 - applying civic skills and competences
- T6.4 - applying cultural skills and competences
- T6.5 - applying entrepreneurial and financial skills and competences
- T6.6 - applying general knowledge

→ Skills

◆ [S1 - communication, collaboration and creativity](#)

- S1.0 - communication, collaboration and creativity
- S1.4 - presenting information
- S1.5 - advising and consulting
- S1.8 - working with others
- S1.9 - solving problems

◆ [S2 - information skills](#)

- S2.0 - information skills
- S2.3 - managing information
- S2.4 - processing information
- S2.7 - analysing and evaluating information and data
- S2.9 - monitoring developments in area of expertise

◆ [S4 - management skills](#)

- S4.0 - management skills
- S4.1 - developing objectives and strategies
- S4.2 - organising, planning and scheduling work and activities
- S4.5 - leading and motivating
- S4.6 - building and developing teams
- S4.9 - making decisions

→ Skills

◆ engineering, manufacturing and construction

- manufacturing and processing
 - manufacturing and processing not elsewhere classified

◆ [circular economy](#)

Description: The circular economy aims to keep materials and products in use for as long as possible, extracting the maximum value from them while in use and recycling them at the end of their life cycle. It improves resource efficiency and helps to reduce the demand for virgin materials.

Broader concepts: Manufacturing and processing not elsewhere classified

Narrower skills: Identify new recycling opportunities product life-cycle

Related occupations:

- ★ *Essential for* design engineer, clothing CAD , product development engineering drafter, recycling specialist, sustainability manager, waste

treatment engineer

- ★ *Optional for product development engineering, technician manufacturing engineer, process engineer, corporate social responsibility manager product manager*

- [textiles \(clothes, footwear and leather\)](#)

Broader concepts: Manufacturing and processing

Narrower skills: All these narrower skills (1) are able to relate to sustainability concepts and knowledge, but especially:

a. [Sustainable footwear materials and components](#)

Description: Environment friendly materials and components including leather, textiles and synthetics, materials for soles and midsoles, miscellaneous components and accessories.

Alternative Labels: Environmental friendly material for footwear, green footwear material, sustainable material for footwear, sustainable textile

b. [Challenging issues in the textile industry](#)

Description: The efficiency aims and environmental issues posed by challenges in the textile industry.

Alternative Labels: Challenging issues in the textile industry; challenging issues of textile manufacturing, issues to be addressed in textile manufacturing, issues to be addressed in the textile industry, issues to be challenged in textile manufacturing, issues to be challenged in the textile industry, textile manufacturing's challenging issues, the textile industry's challenging issues



Using the GIF Competence Framework

The GIF Competence Framework, a core element of the project, serves as a resource for educational institutions and companies in the fashion industry. This framework was developed to empower individuals and organizations in the fashion and textile industry to facilitate their transition to a more sustainable and circular economy. Find out how to use the GIF Competence Framework effectively:

Introduction to the framework:

First, familiarize yourself with the structure of the GIF Competence Framework, which is based on the European Qualifications Framework (EQF).

The framework focuses primarily on EQF level 4-5, which corresponds to the certificate of higher education (CertHE), higher apprenticeship or higher national certificate (HNC) respectively to the first year of higher education, such as the completion of a Higher National Certificate (HNC) or Diploma (HND) in a specific field. This indicates a higher level of professional or academic achievement beyond secondary education. It is thus aimed at professionals and managers in the fashion and textile industry who are involved in the design and management of industrial processes.

Classification of the educational target group:

It is advisable to identify the specific educational target group in detail in order to then classify them in the GIF Competence Framework according to their existing

knowledge and skills. Depending on prior knowledge and training objectives, the focus can be placed on the specific design of the training units.

Identify areas for development:

Identify areas where the educational target group should improve. These could be weak points or skills that are important for the professional development.

Setting goals:

Based on the classification, clear goals should be set for personal and professional development.

Compilation of content for the educational unit:

The content of the educational unit(s) can be compiled using the GIF Curriculum, with corresponding online training courses and the training kit. The following educational resources are available for each topic in the three Competence Areas:

- Transcript for the video lecture (available in EN, IT, GR, ROM, GER)
- Power point presentation for each topic
- Syllabus and references
- Interactive exercises
- Case studies
- Self-reading assignments
- 3-5 multiple-choice questions in the sense of a comprehension test

Please follow the link to access the GIF Curriculum and the online training courses:



GIF Curriculum



Curriculum

Green Innovation in
the Fashion Industry
management

2021-1-IT01-KA220-VET-000033298

**Erasmus+ - Capacity building in
the field of vocational education
and training (VET)**

→ <https://www.gifproject.eu/>



GIF Online Training Courses



HOME MY COURSE



The fashion industry is one of the largest and most complex industries in the world, encompassing a multitude of players including designers, manufacturers, suppliers, retailers, and consumers. However, in recent years, the industry has faced several challenges that affect its growth and sustainability. Some of the most critical challenges facing the fashion industry are the talent deficit, disregard for sustainability practices, unnecessary textile waste, changing desires (AR, fashion NFTs, etc.), supply chain bottlenecks, rising returns, and increasing mistrust.

The challenges of the fashion industry can only be solved with the help of trained staff who are equipped with adequate competencies. This is where the GIF Short Learning Programme takes effect. It is aimed at offering managers and experts in the field of fashion/textile industries, designing and managing industrial processes, the trainer community, and, more broadly, researchers and academics, a clear framework for understanding and identifying training needs and for shaping training programmes and strategies for continuous professional development.

The GIF short learning programme consists of three (3) Modules composed of ten (10) Units. The core element of each unit consists of video lectures linked with activities for learning by doing, potentially including self-graded finger exercises, assignments, simulations, and case studies.

→ <https://gif.uninettuno.it/en/gif.aspx>

Review of competence development

After the learning units have been completed, it should be checked along the descriptors Knowledge, Skills, and Responsibility & Autonomy in the GIF Competence Framework whether the competences have been developed accordingly.

