



This project is funded by the European Union within Erasmus+ Program

GUIDE

for teachers and practitioners

with implementation and recommendations in developing vocational education in the field of textile and clothing related to the industry



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This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Introduction – what is this Guide all about

The guide is a summary of the implementation results and activities in the project “Dressmaking and Lingerie from three countries by the Baltic Sea”, and a collection of conclusions and recommendations for target groups. Using this guide in an appropriate way, adjusting the described course and forms of developing the competences of teachers and practitioners operating in the textile and clothing industry, will make it possible to have a real impact on the development of vocational education (in the textile and clothing industry), with particular emphasis on tailoring and linen.

The main objective of the project “Dressmaking and Lingerie from three countries by the Baltic Sea” was to increase the efficiency of vocational education in the textile and clothing industry to the needs and requirements of the labor market over a period of 36 months.

The main objective will be achieved if by this Guide and all other actions undertaken within the project we reach the following specific objectives:

- improving the quality and effectiveness of vocational education in the textile and clothing industry,
- developing new approaches to improve the competences of already practicing educators and equipping them with all competences and skills necessary to provide high quality services,
- increasing access to and promoting open educational resources in Europe,
- increasing the social mission in the area of promoting vocational education corresponding to the needs of employers.

We do hope that the lecture and possibilities shown in this Guide might be useful or at least motivating for achieving those goals also within the other schools, companies, commercial and educational environment and stakeholders related to textile and clothing industry which were not directly participating in the project “Dressmaking and Lingerie from three countries by the Baltic Sea”.

The activities undertaken within the project was:

- creating a diagnosis that is a collection of three analyzes (Latvian, Lithuanian and Polish) containing research, diagnosis and comparative analysis in the textile and clothing sector, particularly in tailoring and lingerie;
- developing a training in the field of design, materials science and new products for teachers of professional subjects in the field of tailoring and lingerie made by project leader conducted with the participation of a vocational school and by entrepreneurs associated in the Podlasie Cluster of Underwear. During the training, participants learned the results of research and experience on new products and trends using machines and devices in the textile and clothing industry, learned about the main issues in the field of design and the full production processes and trends. The above issues regarding innovation in the development of the industry and trends in the prepared training program was based on the needs of employers and their experience in cooperation with vocational schools;
- preparation of this Guide that captures the results from the implementation of training, the results of training, and might be a set of recommendations for teachers and practitioners developing vocational education in the textile and clothing industry.

The implementation of the project answers the need to learn, define and apply remedial actions in the field of matching competences in the textile and clothing industry of key entities in this industry in cooperation with businesses that are not cooperating with each other and do not know their exact needs.

Thanks to the joint implementation of the project, the partners gained new experiences of international cooperation, increase their prestige, became better known in their countries and can count on new partners, encouraged by an example of successful implementation of the project. Participation in a large international project positively affects employees of partner institutions. They benefit from the experience developed in the project.

Other benefits you might also experience if you implement recommendations mentioned in this Guide:

- exchange of experience, knowledge and good practices through synergy of actions and cross-sector cooperation;
- learning practical solutions in teaching used in European institutions;
- raising teachers' professional qualifications according to foreign standards.

The materials, documents and other products created as a result of the project “Dressmaking and Lingerie from three countries by the Baltic Sea” are freely available on the basis of open license and we encourage to use it and adjust to the individual needs of vocational schools, institutions and companies related with textile and clothing industry.

In particular you might want to start from the lecture of Diagnosis of the current situation in Baltic Countries in the field of vocational education and market sector. This short research and comparative analysis of Latvian, Lithuanian and Polish textile and clothing industry in each country in the field of vocational education takes into account the dimension of foreign cooperation, the nature of implemented apprenticeship programs including tailoring and lingerie. The Diagnosis covers the teaching framework: goal, expected results, required skills after completing the tailoring school, methodology, methods of evaluation, assessment of the anticipated demand for specific skills, regulations of the supply of occupations in the textile and clothing sector in the context of demand for them.

The Diagnosis have a description and competitiveness of textile and clothing industry focused on and including tailoring and lingerie market in Baltic Countries. It also holds a description of vocational education and training systems based on situation in Latvia, Lithuania and Poland, also including remarks for textile and clothing sector. You can find there an analysis and description of study programs including assessment and recognition of non-formal/ informal education. Vocational education in clothing and tailoring attractiveness and effectiveness described in the Diagnosis gives an overall image of the clothing industry which is not easy regarding its fitting to the vocational education in that field. And last but not least there are some conclusions in which we tried to find common points, main educational problems and needs of the companies in the textile and clothing industry.

Template of the blended training course program

Analysis of the conclusions and the Diagnosis contained therein in the project “Dressmaking and Lingerie from three countries by the Baltic Sea” leads to implementation of the training course by combining online (e-learning) training with the theoretical part and practical training (live in the companies from the sector). Designing, organizing and implementing a training course, as mentioned is just a template you might adjust to your needs, available companies and capacity or possibilities of your school or institution.

We made in total with 28 people connected with textile and clothing industry basing on the Diagnosis of needs for the group. It was an innovative pilot course (in design, materials science and new products for teachers of professional subjects in the field of tailoring and lingerie) made using the latest technology corresponding to the diagnosed problems. Based on the conclusions drawn from the Diagnosis on the textile and clothing industry that captures production technology and materials, a pilot training course was designed and conducted for the teachers that can in the future create and develop better vocational training for students and disseminate the knowledge to other teachers in this area as well as future employees and employers.

The course deals with design, materials science and new products taking into account the following areas:

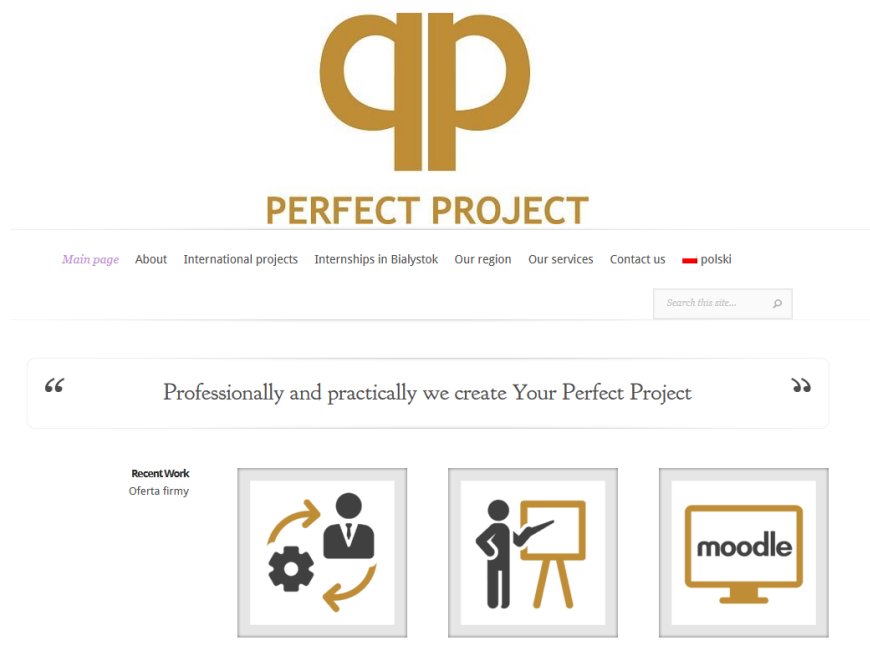
- technical and material requirements for tailoring and lingerie,
- preparation of templates,
- use of materials and designated trends in the production of clothing and underwear.

The pilot course was designed for 9 days of access to trainings containing theoretical aspects combined with practical training in workplaces located in the network of companies cooperating with each other and with the leader (2 days of online learning and 7 days of practical learning on site). The content of pilot training courses was prepared after conducting pilot studies of the group as part of the previously mentioned Diagnosis and consultation with teachers of vocational subjects conducting classes in selected schools.

Schools and companies participating in the project “Dressmaking and Lingerie from three countries by the Baltis Sea” was:

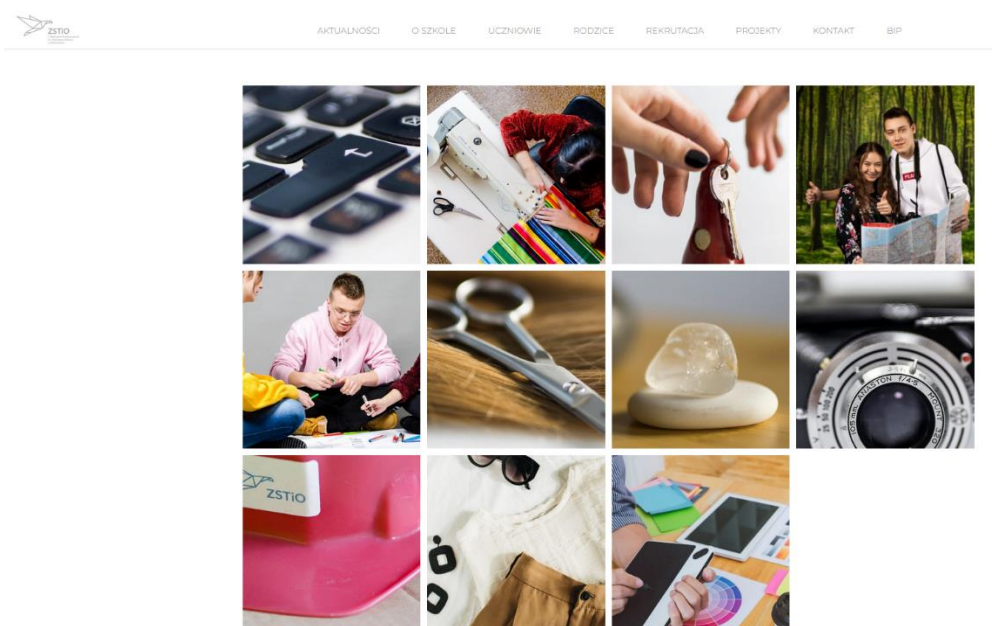
- Leader from Poland: Perfect Project Sp. z o.o.

(<http://perfect-project.eu>)

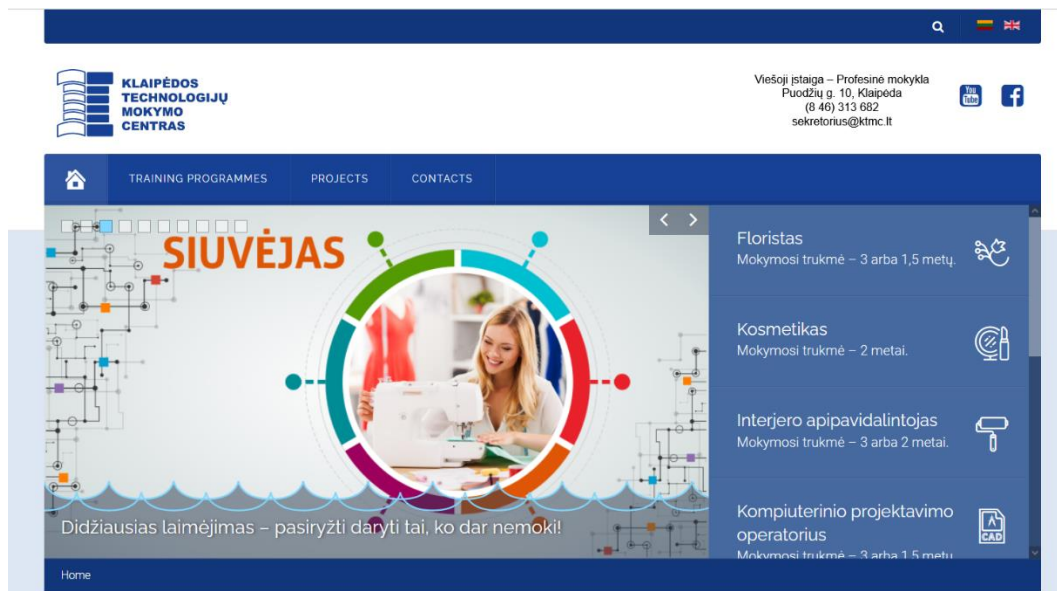


- Partner from Poland: Zespól Szkól Technicznych i Ogólnokształcących z Oddziałami Integracyjnymi im. Stanisława Staszica w Białymstoku

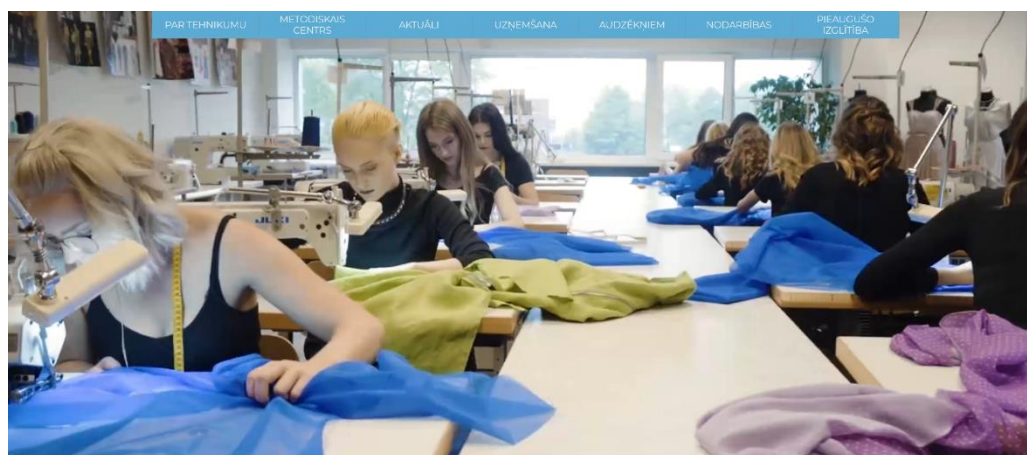
(<http://zstio.net.pl/>)



- Partner from Lithuania: Klaipėdos technologijų mokymo centras
(<https://www.ktmc.lt/>)



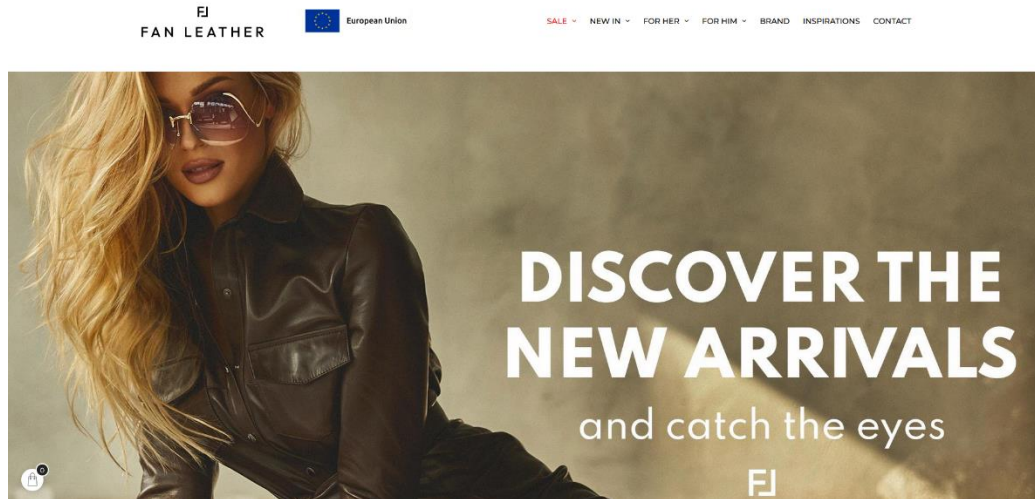
- Partner from Latvia: PIKC "Liepājas Valsts tehnikums"
(www.lvt.lv)



- companies involved actively in workshops and training of teachers (you might need to find your own possible cooperating companies in your school environment and commercial surroundings:

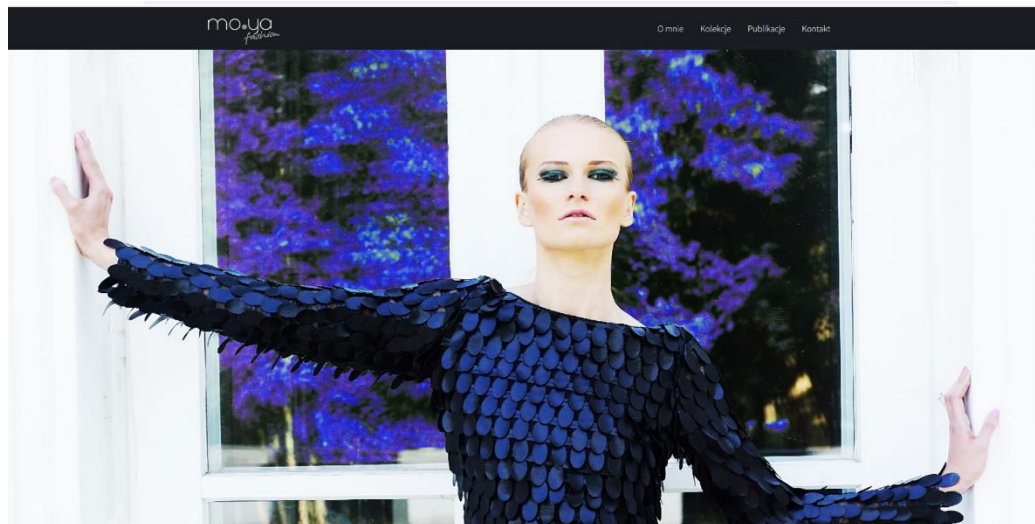
Fan Leather

(<https://fanleather.com/>)



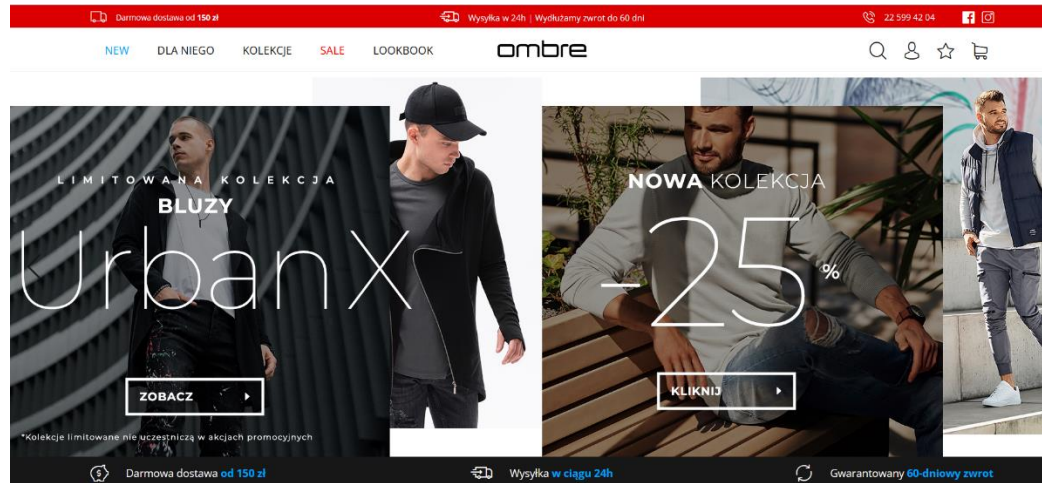
MO.YA Fashion

(<http://www.moyafashion.pl/>)



Ombre Espir

(<https://ombre.pl/>)



Sax35th brand designs

(<https://sax35th.com/gb/>)



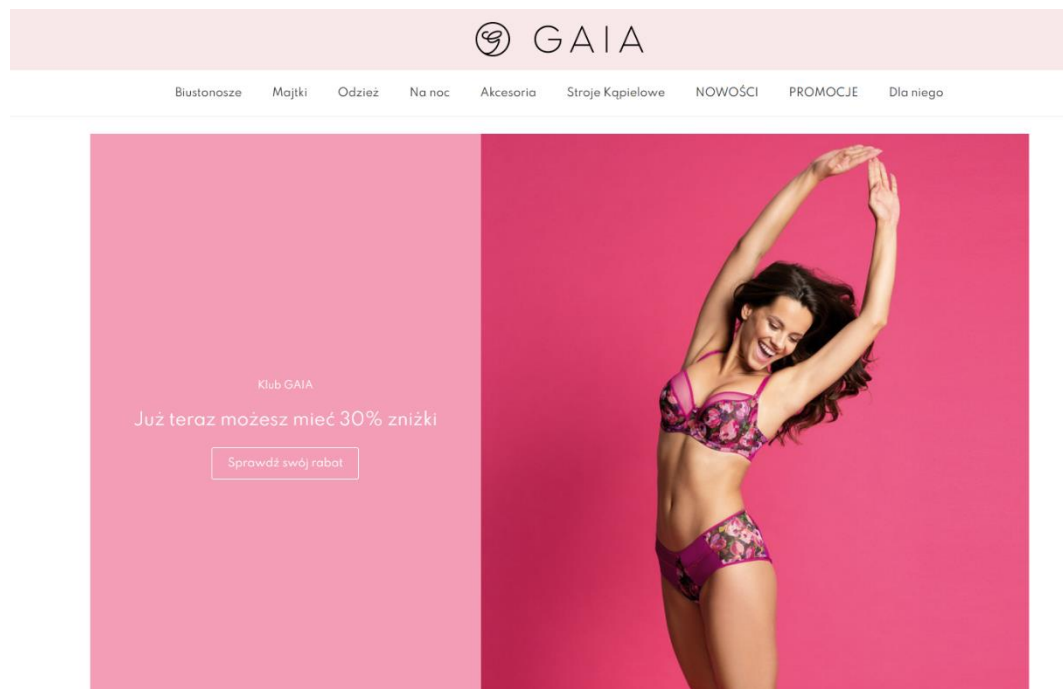
Brabirds Salon

(<http://www.brabirds.pl/>)



GAIA lingerie factory

(<https://www.gaia.com.pl/>)



Within the training course the theory was done on-line (via e-learning of individual participants) during average of 2 days for 6h per day. The full e-learning part of the course you can find in the separate document shown below and available on-line at:

<https://perfect-project.eu/en/erasmus-projects/erasmuska2-pl-it-lv/>

Following was the practical part containing 7 days for 6h per day in the companies mentioned on previous page. Teachers and trainers participating in an innovative program implemented the effects of education in the form of incorporating elements of the course into classes in schools and in companies in which students have compulsory internships.

The program of a training might be conducted by you as follows (a subject to further adjustment regarding your environment and possibilities):

DAY 1 – leather haberdashery and clothing workshops day

- 08:00-10:00 Visit & official store overview at leather company of your choice
- 10:00-10:30 Workshop preparation
- 10:30-12:30 Workshops at leather company of your choice (f.e. with head of production)
- 13:00-14:00 Lunch
- 14:30-16:30 Workshops at leather company of your choice (f.e. with other employees)

DAY 2 – evening dress & designer workshops day

- 08:00-10:00 Visit & official atelier overview at dress & designer studio of your choice
- 10:00-12:30 Workshops at dress & designer studio of your choice (f.e. with designer)
- 12:45-13:45 Lunch
- 14:00-16:00 Workshops at dress & designer studio (f.e. with other employees)

DAY 3 – men's and casual clothing workshops day

- 08:00-10:00 Visit & official overview of men casual collection of your choice
- 10:00-12:30 Workshops at men casual collection (f.e. with logistics & fabrics manager)
- 12:45-13:45 Lunch
- 14:00-16:00 Workshops at men casual collection (f.e. with design manager)

DAY 4 – creative workshops of garment construction and design workshops day

08:00-10:00 Visit & official overview of garment construction and design workshop

10:00-12:30 Workshops with garment construction and design (f.e. with designer)

12:45-13:45 Lunch

14:00-16:00 Workshops with garment construction and design (f.e. with other employees)

DAY 5 – lingerie and fabric science workshops day

08:00-10:00 Visit & official overview of bra salon of your choice

10:00-12:30 Workshops at bra salon of your choice (f.e. with brafiter)

12:45-13:45 Lunch

14:00-16:00 Workshops at bra salon of your choice (f.e. with other employees)

DAY 6 – lingerie fabric science and sewing workshops day

08:00-10:00 Visit & official overview of lingerie factory of your choice

10:00-12:30 Workshops at lingerie factory of your choice (f.e. with production manager)

12:45-13:45 Lunch

14:00-16:00 Workshops at lingerie factory of your choice (f.e. with other employees)

DAY 7 – School workshops day – creativity sewing and designing

08:00-10:00 Visit & official school overview of sewing school of your choice

10:00-12:30 Workshops at school workshops (f.e. with other teachers)

12:30-13:30 Lunch

13:30-15:00 Workshops at school workshops (f.e. with teachers and students)

Please note that this Guide is just a summary of ideas and the results of the implementation and activities in the project “dressmaking and Lingerie from three countries by the Baltic Sea” and is a set of conclusions and recommendations for target groups identified within this project influencing the development of vocational education (with help of textile and clothing industry) with particular attention to tailoring and lingerie.

Training course implementation goals and examples

As within this project we tried to face the challenges for vocational schools educating in the clothing and tailoring professions during the live workshops at companies operating on the real market (mentioned before) we created a workshop program which was giving a general vocational preparation with solid technical foundations for understanding how does the companies operate and how does their regular labour day look like.

Especially for the local Polish partner, but also with a big advantage to our foreing participants the workshops in the companies allowed to understand the need of territorial adjustment of the training offer given by their schools to the needs of the labor market co-existing close to them.

Participants of such a course in real companies understands a regional industry, the needs of the labor market in the long term period and the idea of vocational training with direct connection to the labour market. Such workshops are strengthening the local information transfer mechanism between schools and labor market institutions and companies, as the individual participants achieve contacts and personal connections with each other.

Both representatives of schools and companies can together create a catalog of necessary and expected skills to develop other than just a regular forms of vocational education and training f.e. in modular vocational educational programs or short and narrow targeted vocational courses.

Headmasters influenced by teachers might with a help of their governing bodies try to force decisionmakers to create a reliable system of documenting and verifying skills - both acquired in schools and during professional career, from the moment of internship.

Training based on our project experience might have a real influence and involvement of entrepreneurs in vocational education, increase the participation, quality and role of practical classes in vocational education and increase the pool of competences necessary in

the industry, with an emphasis on developing an attitude of responsibility and reliability as well as creativity in solving problems. Regarding textile and clothing industry in particular, it might change the negative image of the clothing industry among potential candidates for training in professions related to this industry.

These are examples of possible training and workshop activities you might want to recreate during implementing similar training, course or workshops conducted in your school or company surroundings, but tailored for your own needs. Those photos were taken during course held within the project “Dressmaking and Lingerie from three countries by the Baltic Sea” in Bialystok, Poland:



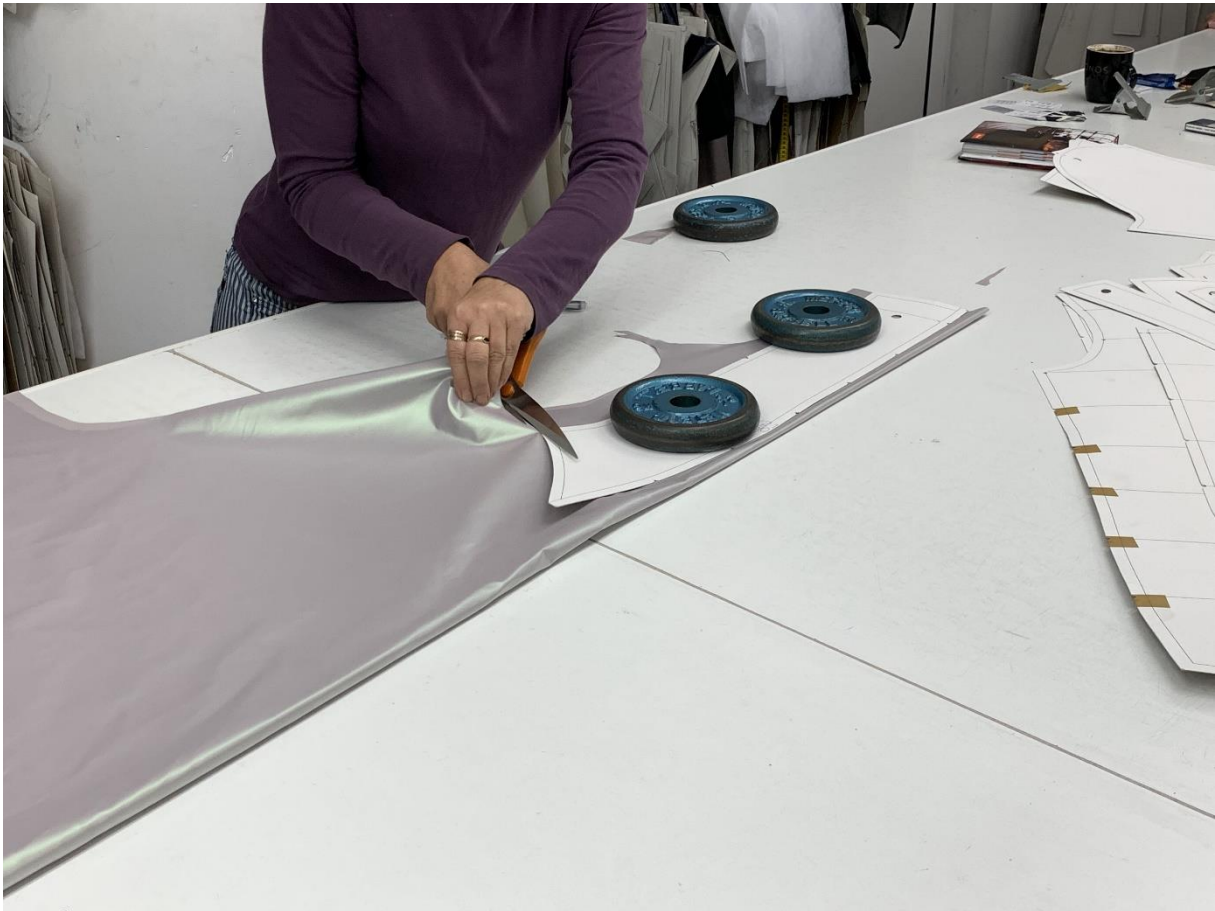


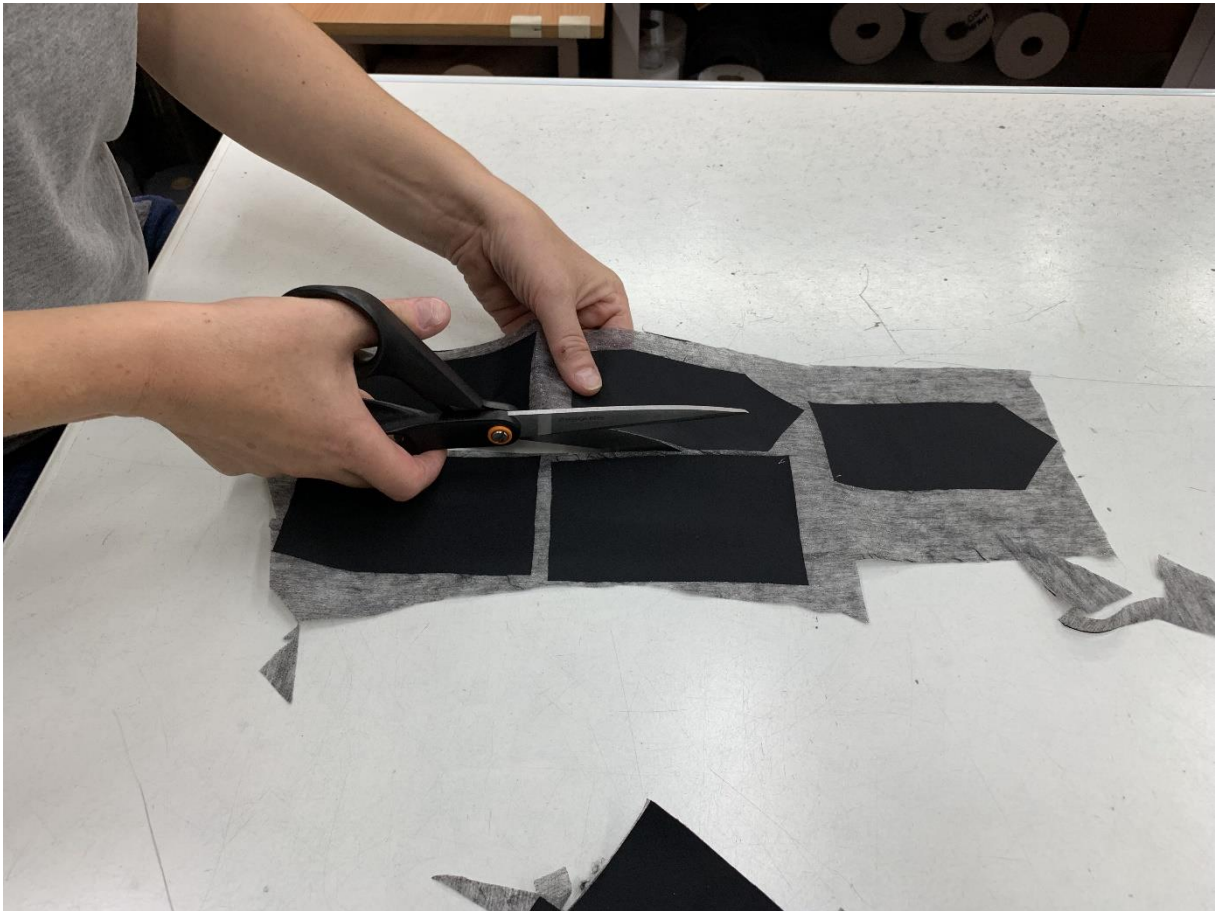




























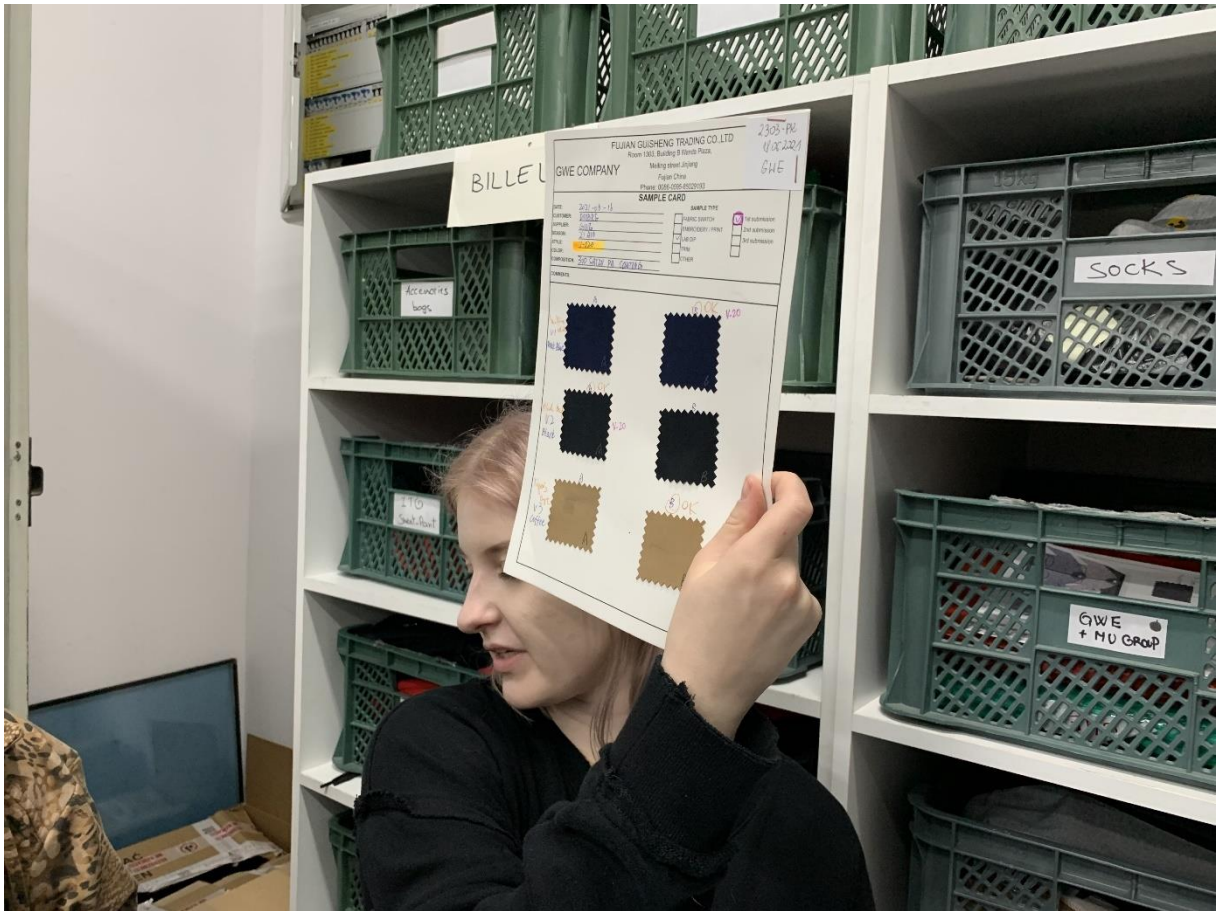




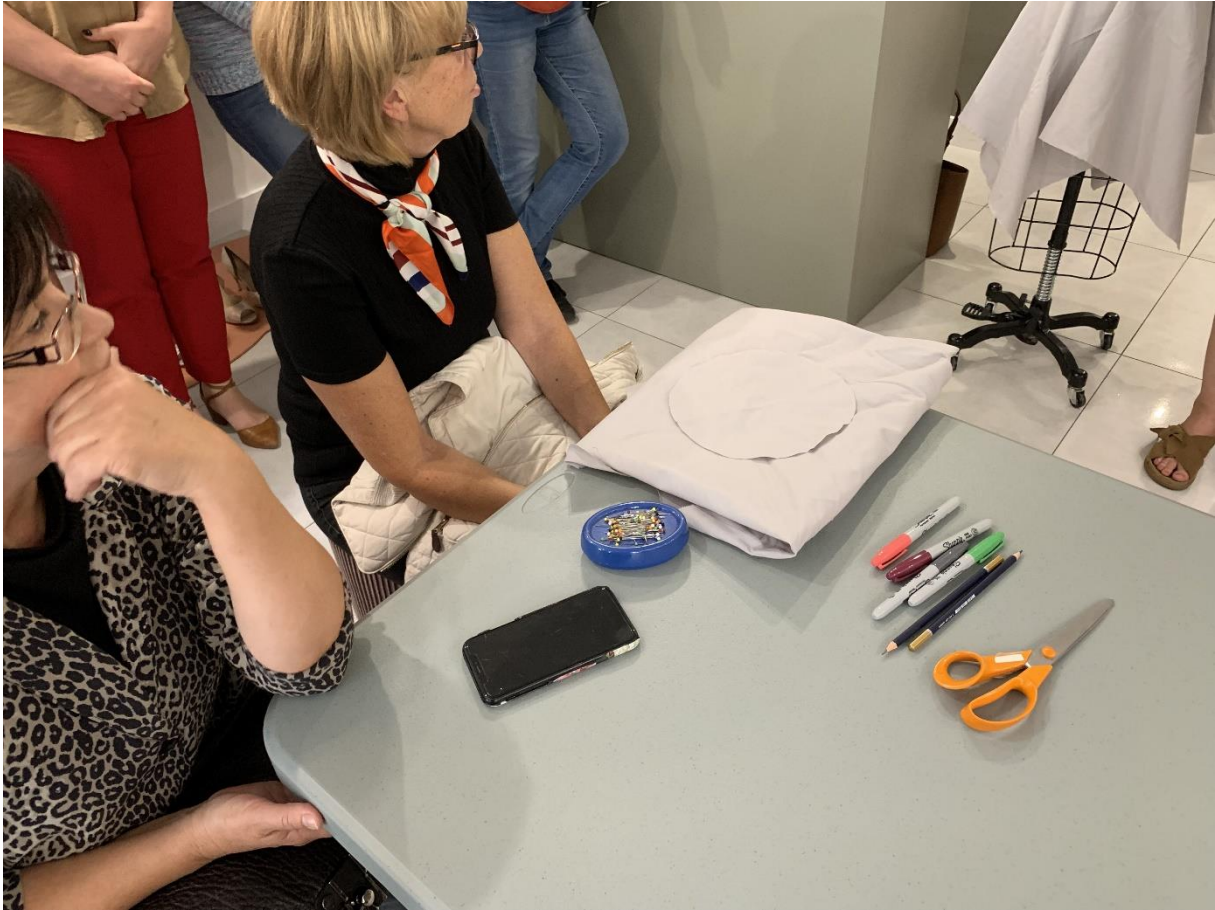


























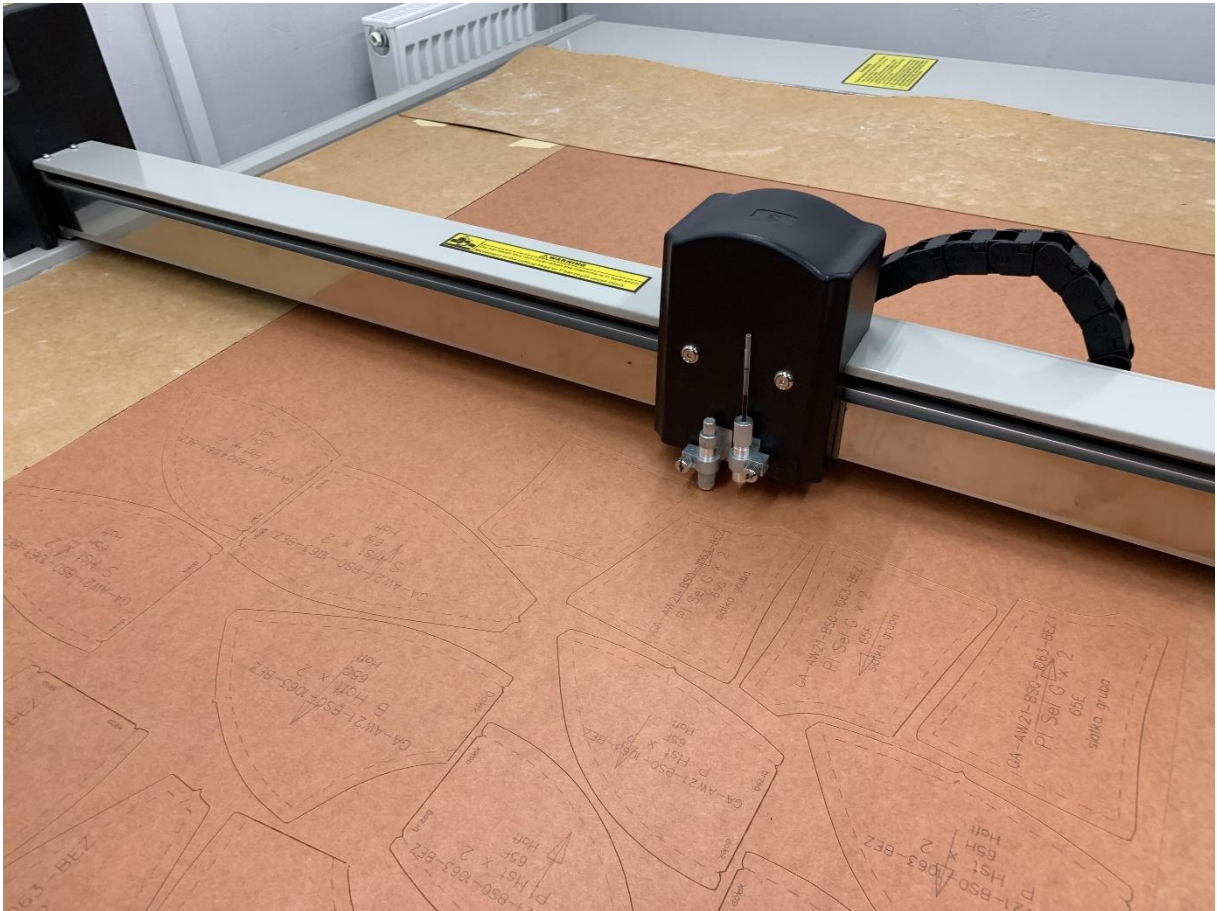


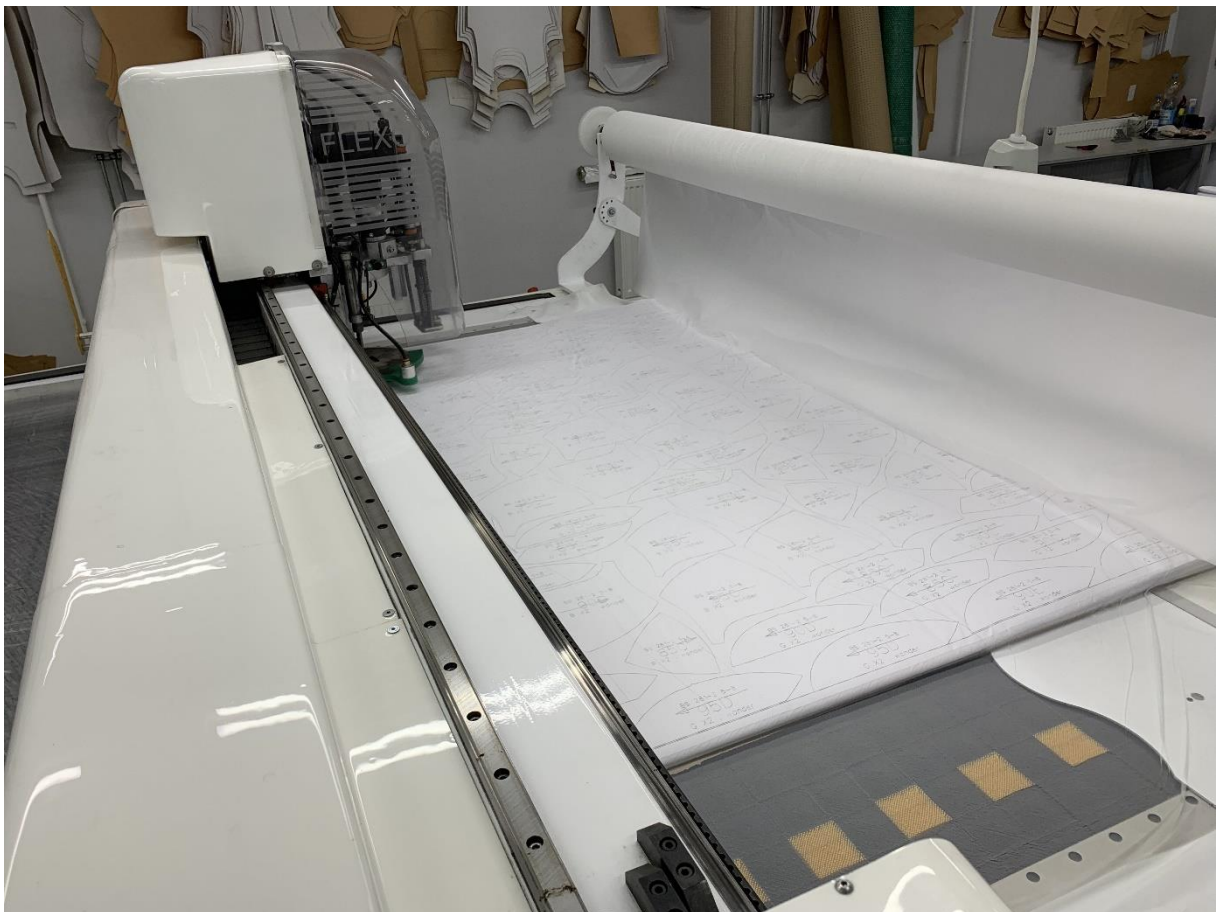






















School life implementation methods and examples

Such training or workshop participants you might choose using a program implementing the effects of and influenced by the results of the project “Dressmaking and Lingerie from three countries by the Baltic Sea” might also take a form of incorporating elements of the course into classes in your schools and in companies in which students have compulsory internships.

In our project a selected group of teachers (2 teachers from schools in Poland, Lithuania and Latvia) took part in the pilot phase. The result within using this Guide that captures results from implementation, recommendations for teachers and practitioners developing vocational education in the textile and clothing industry finished with implementing the acquired skills and knowledge into the teaching practice in schools participating in the project. This might also happen in your school if you decide to follow such a path.

In Poland the results of the “Dressmaking and Lingerie from three countries by the Baltic Sea” project was implemented for 78 students in total, learning in 5 classes, including one full-time and 4 combined two-vocational classes. Those were fashion industry technicians vocation classes including class 1A with 29 students, 2A with 12 students, 3DP after primary school with also 12 students, class 3A after lower secondary school with 11 students and 4A with 14 students in total.

Most of the photos comes from Polish school which is located in the same city as project leader, so we attach a link for all of them, which shows implementation of project results into school practice and curricula:

<https://wettransfer.com/downloads/0006961ce14f7d0ff86c0a0fcaa4fc5920220120164645/8913a6aa571b2cc75e5d66b54b8937d320220120164819/d375d1>

In Latvia teachers implemented the results for 50 students learning sewing and design vocations. They also found a solution to implement them counting all 4 study years together without interfering the regular curricula (other than Lithuanian school below), what shows that each country or even each school can literally make implementation of such a results in their own way as normally students in Latvian partner school have about 15 sewing, designing and modelling classes a week (the number varies depending on study year).









In Lithuania the results was implemented with 5 groups of students with the total number of 67 people. It was implemented in 1st and 2nd grade (1st grade - 32 and 2nd grade - 35 students) as not to interfere with already started path of older students.







