CIRCULAR FASHION

Repair, Recycle, Reuse

PROMOTING INCLUSIVENESS, ACTIVE CITIZENSHIP AND ENVIRONMENTAL AWARENESS OF YOUNG PEOPLE WITH FEWER OPPORTUNITIES THROUGH CIRCULAR FASHION PRACTICES

Training Curriculum on applying circular fashion practices to support young people with fewer opportunities

Elaborated by

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Introduction to the Circular Fashion Training Curriculum

The Circular Fashion project aims to support young people with fewer opportunities, such as migrant, disabled and low skilled youngsters, by applying circular fashion practices and principles of reuse-redesign-repair, to acquire key competences, enhance creativity, boost social inclusion, active citizenship and environmental awareness.

The EU strategy for sustainable and circular textiles addresses production and consumption of textiles and states that an urgent action is needed as their impact on the environment continues to grow. According to the briefing “EU exports of used textiles in Europe’s circular economy“ (EEA, February 2023) Europe faces major challenges in the management of used textiles, including textiles waste. As reuse and recycling capacities in Europe are limited, a large share of discarded and donated clothing and other textile products are exported to Africa and Asia.

As clothing comprises 81% of EU textile consumption (Ellen MacArthur Foundation, 2017), the trends of using garments for ever shorter periods before throwing them away contribute the most to unsustainable patterns of overproduction and overconsumption. Such trends have become known as fast fashion, enticing consumers to keep on buying clothing of inferior quality and lower price, produced rapidly in response to the latest trends.

The Fast fashion considerably affects the younger generations which are attracted by affordability, social media influence, peer pressure and have limited awareness of the impact. Low levels of education and income increase this trend (Wojdyla, W. 2024), most directly affecting young people with fewer opportunities because of the economic accessibility and the “pressure to fit”, caused by the sense of needing to conform to the trends of their peers in order to avoid social exclusion.

These challenges call for more systemic solutions in line with the European Green Deal ambition to make growth sustainable, climate-neutral, energy- and resource- efficient and respectful of nature and built around a clean and circular economy.

In this context Circular Fashion project focuses on the capabilities and sense of initiative of the younger generations to promote an inclusive transition to a greener economy by providing youngsters with fewer opportunities with circular fashion practices to acquire key competences, enhance creativity, apply principles of reuse-redesign-repair and promoting social inclusion, active citizenship, environmental awareness and entrepreneurship.

Aim of the Circular Fashion Training Curriculum

The Circular Fashion Training Curriculum is aimed at **youth workers, intercultural mediators and volunteers** and aids in the development of their professional profile. This curriculum aims to provide a comprehensive framework that enhances the knowledge, skills, and autonomy of the above-mentioned adult learners, aligning with European Qualification Framework (EQF) standards.

The construction of this Training Curriculum provides the **foundation for assisting young people with fewer opportunities, such as migrant, disabled and low skilled youngsters, by applying circular fashion practices** and principles of reuse-redesign-repair, to acquire key competences, enhance creativity, boost social inclusion, active citizenship and environmental awareness.

This Curriculum helps users to teach how to adopt circular fashion practices and launch entrepreneurial initiatives by integrating circular economy principles into the world of fashion. The learner-centred approach is key to engaging young people in this regard (an approach to which an entire unit is dedicated – Unit 2).

Structured as an ECVET (European Credit System for Vocational Education and Training) curriculum, the Circular Fashion Training Curriculum is divided into 5 units. Each unit is meticulously designed to cover aspects such as circular economy, impact of fast fashion and circular fashion principles (Unit 1), the learner-centred approach (Unit 2), the challenges and obstacles to the inclusion of vulnerable youth groups and on the opportunities offered by circular fashion practices (Unit 3), the tools and methodologies to design and facilitate vulnerable youth circular fashion practices such as to reuse-redesign-repair-upcycle (Unit 4) and supporting youth to design Circular Fashion projects and initiatives (Unit 5).

Target groups

Target users: youth workers, intercultural mediators and volunteers

Youth workers, intercultural mediators and volunteers that will be upskilled and provided with pedagogical and digital tools to support young people with fewer opportunities by applying circular fashion practices and principles of reuse-redesign-repair.

Target beneficiaries: young people with fewer opportunities

Young people with fewer opportunities, who face challenges in accessing learning and participation opportunities due to factors like economic, social, cultural, geographical, or health barriers; such as migrant, disabled and low skilled youngsters. They will be

supported to acquire key competences, creativity, active citizenship and environmental awareness, to become agents of change by acquiring valuable knowledge and implementing sustainable circular initiatives at local level.

Circular Fashion training programme approach

The Circular fashion Training Programme is designed as an ECVET (European Credit System for Vocational Education and Training) curriculum, structured to provide Youth workers, intercultural mediators and volunteers with the competencies necessary to train Young people with fewer opportunities in Circular Fashion practices. The ECVET framework ensures that the curriculum is both comprehensive and flexible, facilitating the recognition and transfer of learning outcomes across different education and training systems in Europe.

The ECVET approach is centred around the definition and assessment of learning outcomes. ECVET is designed to support lifelong learning by promoting the validation and recognition of learning acquired in different contexts, enhancing the mobility of learners across Europe.

Learning Outcomes

Learning outcomes are central to the ECVET framework. They define what a learner knows, understands, and is able to do upon completion of a learning process. Learning outcomes are categorised into three main components: knowledge, skills, and responsibility & autonomy.

- **Knowledge** refers to the theoretical understanding and information that learners must acquire.
- **Skills** involve the practical application of knowledge, indicating the learner's ability to perform tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).
- **Responsibility & Autonomy** pertains to the learner's capacity to apply knowledge and skills independently and responsibly, showcasing their ability to manage tasks and projects effectively.

Each unit within the Circular Fashion Curriculum is designed with specific learning outcomes in these three categories, ensuring a holistic educational approach that balances theoretical knowledge with practical application and independent responsibility.

Unit	Learning Unit title	Allocated ECVET Points
1	Introduction to Circular Economy: from Fast Fashion to Circular Fashion	0,4 points (10 hours of blended learning)
2	Teaching in non-formal education contexts	0,4 points (10 hours of blended learning)
3	Circular fashion as a tool for Social Change and Empowerment	0,4 points (10 hours of blended learning)
4	Designing and Facilitating Circular Fashion practices	0,4 points (10 hours of blended learning)
5	Circular fashion and social entrepreneurship	0,4 points (10 hours of blended learning)
		TOTAL ECVET POINTS: 2

Unit 1: Introduction to Circular Economy: from Fast Fashion to Circular Fashion

Unit description

Unit 1 focuses on the circular economy, circular fashion, sustainability and the Sustainable Development Goals (SDGs). It provides the methodology for integrating these concepts with the ultimate goal of enabling youth workers, intercultural mediators and volunteers to master the concept of circular fashion. This will enable them to translate it into practical, real-life activities that have an impact on the environment and society.

Objective

This unit aims to equip youth workers, intercultural mediators and volunteers with knowledge about Circular Economy, the impact of fast fashion and the principles of circular fashion.

LEARNING OUTCOMES

Knowledge	Skills	Responsibility and Autonomy
K1. Explain circular economy and the circular fashion principles K2. Outline the Sustainable Development Goals (SDGs) K3. Define green washing and fast fashion practices K4. Recall the environmental and societal impact of green washing and fast fashion practices	S1. Identify the circular economy principles to be applied to fashion S2. Examine the correlation between SDGs and circular fashion S3. Distinguish circular fashion practices from green washing and fast fashion practices	R1. Apply circular economy principles to fashion R2. Integrate principles of sustainability and SDGs into fashion R3. Compare the impact of circular fashion practices, green washing and fast fashion practices

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

ECVET points: 0,4

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Unit 2: Teaching in non-formal education contexts

Unit description

This unit focuses on equipping youth workers, intercultural mediators, and volunteers with a deep understanding of learner-centred and participatory education approaches. Rooted in constructivist theory and experiential learning, it explores how these approaches create inclusive, engaging, and empowering environments for disadvantaged youth—particularly those who are marginalized. Through practical tools and strategies, participants will learn how to design learning experiences that shift the focus from instruction to interaction, and from passive listening to active involvement. Circular fashion serves as the thematic entry point for applying these approaches in practice, using creative methods like upcycling, collaborative redesign, and storytelling with textiles to increase youth outreach and participation.

Objective

To enable youth workers, intercultural mediators and volunteers to adopt learner-centred approach and participatory learning experience to improve the outreach to young people with fewer opportunities in circular fashion practices.

LEARNING OUTCOMES		
Knowledge	**Skills**	**Responsibility and Autonomy**
K1. Define key characteristics of learner-centred and participatory learning methods, especially in the context of non-formal education. K2. Explain how reversing traditional power dynamics in education enhances agency and belonging for marginalized youth in circular fashion outreach. K3. Analyze how learner-centred and participatory approaches support active meaning-making, motivation, and inclusion in non-formal education in	S1. Apply participatory facilitation techniques (e.g., community mapping, role play, visual storytelling) to design inclusive circular fashion workshops for disadvantaged youth S2. Develop non-formal learning activities rooted in reflection, collaboration, and active dialogue that foster critical thinking and creativity around circular fashion issues S3. Design circular fashion learning scenarios that enable disadvantaged youth to build knowledge through hands-on exploration, dialogue, and peer collaboration.	R1. Act independently to create inclusive and motivating learning environments tailored to diverse learner needs. R2. Take responsibility for empowering youth through co-decision-making, critical reflection, and collaborative action. R3. Take responsibility for creating empowering learning spaces where disadvantaged youth can explore sustainability, express their identities, and co-design solutions through circular fashion practices.

youth work through practical examples in circular fashion.		

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
4	3	2	1	10

ECVET points: 0,4

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Unit 3: Circular fashion as a tool for Social Change and Empowerment

Unit description

Unit 3 explores how circular fashion can serve as a powerful tool for social change and empowerment by equipping youth workers, intercultural mediators, and volunteers with the necessary knowledge, communication skills, and resources needed to engage, support, and inspire young people with fewer opportunities toward inclusive, sustainable, and youth-led fashion initiatives.

Objective

Provide youth workers, intercultural mediators and volunteers with information on the challenges and obstacles to social inclusion of vulnerable youth groups and on the opportunities offered by circular fashion practices

LEARNING OUTCOMES		
knowledge	**Skills**	**Responsibility and Autonomy**
K1. Identify the key challenges faced by vulnerable youth in social inclusion. K2. Outline the causes and consequences of youth exclusion. K3. Explain the potential of circular fashion practices as inclusive and empowering tools.	S1. Apply participatory approach to co-elaborate strategies to overcome inclusion obstacles. S2. Analyse some circular fashion best practices as a means of youth inclusion. S3. Co-develop engaging mass communication tools on circular fashion as a way of life.	R1. Design inclusive strategies by identifying key challenges faced by vulnerable youth and applying participatory approaches to overcome social inclusion obstacles. R2. Develop inclusive approaches by outlining youth exclusion causes and consequences and leveraging circular fashion best practices. R3. Demonstrate autonomy in facilitating co-creation processes and promoting active citizenship and sustainability.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
4	3	2	1	10

ECVET points: 0,4

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Unit 4: Designing and Facilitating Circular Fashion practices

Unit description

Unit 4 focuses on how to transfer technical competences on circular fashion practices to people with fewer opportunities, such as migrant, disabled and low skilled youngsters. In this unit, youth workers, intercultural mediators and volunteers will learn how to engage people with fewer opportunities in reuse, redesign, repair and creative recycling techniques. In addition, they will learn to distinguish between sustainable and non-sustainable fabrics and to support people with fewer opportunities in the use of innovative and efficient resources in fashion practices.

Objective

This unit aims to equip youth workers, intercultural mediators and volunteers with tools and methodologies to design and facilitate vulnerable youth circular fashion practices such as to reuse-redesign-repair-upcycle.

LEARNING OUTCOMES		
knowledge	**Skills**	**Responsibility and Autonomy**
K1. Explain the reuse-redesign-repair and upcycle principles. K2. Show how to select fabrics and materials for reuse-redesign-repair and upcycle. K3. Find innovative resources for young people with fewer opportunities to implement circular fashion practices.	S1. Organise reuse-redesign-repair and upcycle activities. S2. List sustainable fabrics and material for reuse-redesign-repair and upcycle. S3. Select innovative resources for circular fashion practices according to young people with fewer opportunities needs.	R1. Design reuse-redesign-repair and upcycle techniques and activities. R2. Recommend fashion equipment and fabrics for reuse-redesign-repair-upcycle according to its characteristics. R3. Support young people with fewer opportunities to implement innovative and efficient resources on fashion practices.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
2	3	4	1	10

ECVET points: 0,4

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Unit 5: Circular Fashion and Social Entrepreneurship

Unit description

This unit will empower youth workers, intercultural mediators and volunteers to guide and support young people in the creation of sustainable small-scale Circular Fashion projects and initiatives through creative, entrepreneurial and eco-conscious approaches.

By the end of this unit, educators will have enhanced knowledge of social entrepreneurship and circular business models. The unit will explore social entrepreneurship in the context of circular fashion, outlining key impact and business models. Additionally, examples of good practice in circular fashion social entrepreneurship, and different types of small-scale circular fashion projects and initiatives for positive social impact will be explored.

Educators will be empowered to support their learners to move from idea to plan - to create a mini circular fashion project/ initiative for social impact, while encouraging creativity, eco-conscious behaviour, entrepreneurial thinking, youth leadership and resilience.

Objective

Provide youth workers, intercultural mediators and volunteers with the knowledge in supporting youth to design small-scale Circular Fashion projects and initiatives

LEARNING OUTCOMES		
knowledge	**Skills**	**Responsibility and Autonomy**
K1. Define social entrepreneurship and social enterprise in the context of circular fashion. K2. Provide examples of good practice in social entrepreneurship and circular fashion. K3. Outline the different types of circular fashion projects and initiatives learners can design for positive social impact.	S1. Support learners to explore ideas for circular fashion projects and initiatives for positive social impact. S2. Assist learners to develop value propositions and impact and business models that align with circular fashion practices. S3. Guide learners to apply circular fashion practices to design small-scale circular fashion projects and initiatives for positive social impact.	R1. Promote youth leadership, eco-conscious behaviour and entrepreneurial thinking. R2. Encourage creativity, experimentation, resilience and critical thinking. R3. Supervise learners to move from idea to plan.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL

4	3	2	1	10

ECVET points: 0,4

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Elaborated by

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T.C. İSTANBUL VALİLİĞİ

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