



## *Coaches Guide*



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# COACHES GUIDE

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## 1. Introduction

This guide is a supplementary material for the online learning platform of the VETting Green project, which focuses on training on greenwashing in the footwear and fashion industry.

The VETting Green project is an EU co-funded initiative focused on the European footwear and clothing sectors. The project is co-funded by the European Union and involves several organisations, including CEC and CTCP (Portugal), CTCR and Neo Sapiens (Spain), EKPIZO (Greece), POLITECNICO CALZATURIERO (Italy).

It seeks to promote sustainable practices and combat greenwashing in the European footwear and clothing sectors by unmasking strategies used by some brands to appear more environmentally friendly than they really are. As part of its efforts, it has developed an open vocational training course and other outputs that identifies sustainable practices and exposes misleading marketing tactics.

To access to the website and learn more about the project and its results, you can visit: <https://vettinggreen.eu/>



### 1.1 The coaches guide

This guide aims to provide guidance and practical advice to tutors responsible for supporting users' learning experience on the VETting Green platform. Throughout this document, tutors will find key information on the materials and resources available, as well as recommendations for the correct justification of activities and the evaluation of users' performance in each country.

Objectives of the guide:

- To facilitate the work of tutors by providing an overview of the topics and suggestions for skilling them.
- To ensure that tutors understand how to take advantage of the platform's resources to maximize the learning experience of their users.
- Provide tools to monitor and evaluate the platform users' progress.
- Guide tutors on how to address key concepts and complex topics.

## **1.2 What is online coaching?**

Coaching is a personalized process of accompaniment in which a person or tutor (coach) helps an individual to develop their potential, achieve specific goals, and enhance their personal, academic, or professional performance. This process is rooted in active communication, the establishment of clear objectives, and continuous support, fostering self-reflection, self-confidence, and informed decision-making of those assets. Coaching focuses on developing skills, competencies, and strategies to overcome challenges and achieve sustainable success.

With the rise of e-learning (Electronic Learning), coaching has expanded to virtual platforms, leveraging the Internet and Information and Communication Technologies (ICT) to facilitate interaction, provide access to educational content, and deliver training actions effectively.

This digital approach eliminates barriers of time and space, enabling learners to access training whenever and wherever they choose, facilitating the creation of flexible, student-centred learning environments. The teaching adapts to the learner, allowing for individualized approaches and fostering autonomy, collaboration, and interactivity through multimedia tools.

In this context, online coaching has emerged as a powerful solution for remote personal and professional development. Conducted through digital tools such as video calls, messaging platforms, emails, and specialized applications, online coaching offers:

- Global accessibility, connecting trainers and learners from anywhere in the world.
- Flexibility, accommodating the schedules of both participants.
- Integration of digital tools, facilitating interactions, content exchange, and communication.

While maintaining the same objectives and methodologies as face-to-face coaching, online coaching harnesses technology to make the process more adaptable and accessible, expanding opportunities for personal growth.

The aim of a coach in online tutoring is to guide the learner in the activity to be carried out, to give help and to provide the necessary resources. The technical possibilities of using the Internet for tutoring offer coaches' endless resources, limited only by their initiative and professionalism.

Online coaching provides flexible, tailored support, helping individuals achieve their goals through a dynamic, interactive, and learner-focused approach.

### **1.3 Coach profile and role**

The target group of the VETting Green platform coaches' guide are tutors and trainers responsible for supporting users in their learning about sustainability, greenwashing and responsible practices in the footwear and fashion industry using the project outputs. Specifically, this group includes educators and trainers who facilitate the course and guide participants through its modules, and coaches in charge of offering personalized support to users, answering doubts and helping with assignments.

The work on coaching is key in this process, providing personalized guidance and answering any queries that may arise.

The coaches will be in direct contact with the users of the platform. Their main role will be to provide support to those who are using the project platform and to ensure that they complete the entire training process properly. Their most important tasks and responsibilities include: giving visibility to the project platform, recruiting potential users to test it, supporting users in their registration, resolving doubts about the platform content or its functioning, monitoring users' progress, reviewing exercises and offering advice during the learning development, maintaining contact with the platform experts to resolve complex queries, collecting user feedback on each module and submitting it via online forms, among others.

In the development of the course, the coach should develop a series of tutorial competences that will facilitate interaction with the learner and the smooth running of the course, making the teaching-learning process fruitful. Some of them are the following:

- **Communication skills:** essential to create a pleasant atmosphere among the students, thus fostering a good relationship among the participants and creating in them a sense of group so that they can work together in pursuit of a common goal.
- **Adaptability:** to the conditions and characteristics of the different users, their profiles and availability.
- **Realistic planning orientation:** the levels of self-direction that learners are expected to achieve means that a greater effort is required than in conventional learning situations, so they should be guided on that sense.
- **Open-mindedness:** accepting different proposals and suggestions and being able to readjust some aspects of the course planning or learners needs.
- **Digital competences:** having or developing an optimum level in the use of the technologies, software and devices proposed for the users learning experience or to interact with them.

## **1.4 Organisations info and contact**

When it comes to coaching, the VETting Green project relies on coaches. Those using the platform need to be aware about how is going to be the person coaching them:

- Name
- Contact details
- Ways of contacting
- Procedures to send doubts

## **2 Online users profile**

The platform and project related outputs are designed for different user groups, each with specific needs and objectives related to sustainability in the footwear and fashion sectors:

- Vocational Education and Training (VET) students: Young people interested in developing skills in the field of sustainable fashion and footwear, seeking knowledge on strategies to identify greenwashing and promote authentic and environmentally friendly practices.
- Fashion and footwear professionals: Designers, manufacturers, and other industry workers who want to improve their skills on sustainable strategies, identify reliable certification labels and apply real sustainability practices.
- Footwear and fashion companies: Brands and businesses interested in improving their environmental strategies, strengthening their credibility with consumers and aligning with European sustainability regulations.
- Consumers concerned about environmental impact: European citizens who want to make informed purchasing decisions, learning how to spot misleading environmental claims and supporting brands committed to genuine sustainability.

Besides the previous classification, users might have different profiles during the training or the way they interact with the platform and the coach:

- a) Cooperative learners: They are the most interactive users, always contributing ideas, debating on the proposals given on the platform and adding topics for discussion, providing information, complementing what has been contributed by others comments etc. These users require more attention in the coaching as they are very active and will demand more than the rest in terms of time and quality of response.
- b) Learners who ask doubts: These are the learners who only intervene to ask for information or opinions and to announce a doubt in the activity. In this way, they benefit from the various advantages offered by the coach and extend the conversation to other possible demands or needs.
- c) Silent learners: These are passive but internally active learners. They do not usually participate, they do not know who they are, but they contribute in the feedback on

the online environments and content. These learners don't ask questions. This attitude may be a consequence of shyness or good resolution.

- d) Absent learners: These are learners not intensively committed with the training or learning. They are register or sometimes show up, but they don't ask anything or complete regular tasks.

Despite all the previous groups and profiles. In the context of online learning, it is essential to adapt motivational strategies that foster engagement and effective learning.

## **2.1 Communication style and motivation techniques**

Online coaching would always demand coaches an extra effort on the composition of their messages/speech that could avoid misunderstanding or wrong interpretations of the information to be sent to users. Following Entwistle's (1998) ideas, it is recommended to create good communication between the coach and the learners. Also to have an environment that motivates them to enjoy the learning process, and to approach assessments as tools to measure personal progress rather than simply as tests.

On the other hand, good communication strategies include explaining the relevance of the content and justifying its inclusion on the platform and how it connects to real-world applications, presenting the content in a way that arouses interest and curiosity, and simplifying abstract concepts through familiar and concrete examples. It is also useful to generate reflections with questions, stories or multimedia elements that promote critical reflection and discussion between learner and tutor. It is essential to monitor participation and clearly communicate the objectives of the course and help them to resolve their doubts.

Applying strategies in online training allows you to take advantage of the flexibility and interactive tools of the digital environment to create a personalized, dynamic and motivating learning experience. Strategies to motivate learners:

- Demonstrate that the user is expected to enjoy learning.
- Face the tests as a way to verify personal progress.
- Encourage autonomy in learning, giving students responsibility for directing their own learning process.
- Facilitate personal development by providing opportunities for growth and fulfilment of potential.
- Make answers relevant and asking questions that arouse curiosity and reflection, with varied and useful materials.
- Recognize and reinforce achievement, promoting student confidence and engagement.
- Create a positive and supportive learning environment that facilitates participation and development.
- Know the learners well to implement motivational strategies adapted to their needs and interests.

## **2.2 Conflict resolution**

In virtual environments, misunderstandings or communication barriers may arise due to the lack of face-to-face interaction. Conflicts can come from differences in opinions, values, interests, misunderstandings, lack of effective communication or competition for limited resources, among other factors. They require effective mediation strategies and coexistence policies to prevent their escalation and promote a safe and healthy educational environment. These strategies help to prevent and resolve conflicts and overcome communication obstacles:

- Early detection of conflicts: Monitor participation patterns and address signs of frustration or disengagement promptly.
- Establishing clear rules: Define expectations and communication norms at the beginning of the course to create a respectful and structured environment.
- Clarity in messages: Use straightforward language, concise instructions, and visual aids to avoid misinterpretations.
- Active listening: Provide opportunities for learners to express their concerns without interruption, ensuring they feel heard and understood.
- Encouraging dialogue: Foster open communication through discussion forums, Q&A sessions, and regular check-ins to address issues proactively.
- Instilling empathy in learners: In order to build group cohesion and improve coexistence. By putting themselves in the other's shoes, users can better understand other people's perspectives and work in harmony.
- Collaborative resolution: Involve all parties in identifying solutions, promoting shared responsibility and mutual understanding.
- Evaluation of results: The results we have obtained from the solution we have decided to apply must be evaluated. If the results are favourable, we will be able to take this alternative into account for other conflicts that may arise in the future and in which mediation is necessary.

## **2.3 Feedback strategies**

Effective feedback is key to learning in virtual environments as it encourages continuous improvement, reinforces motivation and establishes a stronger connection between coach and learner. Feedback also provides coaches with a better understanding of their learners' progress with each session, allowing them to adapt learning material for future sessions. Coaches can implement a range of practices and strategies that ensure feedback to learners is deliberate, planned and focused on learning intentions and success criteria.

- Clear description: Indicate precisely which aspects were done well and which ones need improvement.
- Structure of the feedback: Use the sandwich model (positive-improve-positive):
  - a) Start by highlighting a positive aspect
  - b) Introduce areas for improvement in a specific way.
  - c) Close with words of motivation or recognition.

- Personalisation: Tailor feedback to the needs of the learner, avoiding the use of generic templates, personalising comments.
- Positive tone when expressing oneself: Avoid critical language that harms the user.
- Combine feedback and instruction: Select part of the learning and integrate in the feedback to let the user gather again and deep in the learning experience.
- Feedback with self-reflection: Select open questions to stimulate student thinking, e.g. 'Is there anything you could change to make it clear?'.
- Sheet for user to fill in: Use a feedback sheet for students to record 'What I did well' and 'What I need to do to improve'.

## **2.4 Teaching Strategies for E-Learning**

Teaching strategies in E-Learning are a set of methods, techniques and activities designed by the coach to enable learners to achieve the learning objectives set. These strategies are fundamental to ensure the quality of online training, as they directly influence the learning experience and learning outcomes.

Although online training has particular characteristics, the teaching strategies do not differ significantly from those employed in face-to-face environments. What changes is the way they are applied, adapting to the tools and possibilities offered by the digital environment. These strategies range from good feedback and question resolution to proposals such as individual reflection, brainstorming or collaborative debate.

In the virtual environment, these strategies can be enriched through the use of technological tools, such as discussion forums, online forms, videoconferences or collaborative spaces, which enhance interaction, personalization and dynamism on the platform.

Sometimes learners are demotivated because of the course information, which is often generic and does not respond to their interests or needs. Therefore, the coaches intervention is crucial to avoid dropout offering always ways to receive suggestions that could contribute to this aim.

## **2.5 Resources useful for online coaching**

Besides the information given on previous sections, you can continue your training on online coaching on the next sites:

- Tutoring hand book: [http://ccconlineed.org/wp-content/uploads/2016/02/CoachingHandbookSpring2016Pilot-MASTER-Feb24\\_JJ.pdf](http://ccconlineed.org/wp-content/uploads/2016/02/CoachingHandbookSpring2016Pilot-MASTER-Feb24_JJ.pdf)
- Tips for tutors: best practice online tutoring technique: <https://blog.tutorhub.com/2014/06/11/tips-for-tutors-best-practice-online-tutoring-techniques/amp-on/>

- How to become an effective online tutor:  
<https://blog.tutorhub.com/2014/09/12/tips-for-tutors-how-to-become-an-effective-online-tutor/amp-on/>
- 10 top strategies to write effective emails: <https://jerz.setonhill.edu/writing/e-text/email/>

### **3 About the design of the VETting Green platform**

The platform is organized into thematic modules that address the different aspects of the project in a structured and progressive manner. Each module has been designed with a specific focus, allowing users to focus on a particular area of learning before moving on to the next. These modules include a combination of learning materials, such as lectures, explanatory videos, augmented reality graphics and interactive presentations, which facilitate the understanding of key concepts.

In addition, interactive activities such as quizzes, simulations, practical exercises and collaborative dynamics are integrated, which not only reinforce the content, but also promote active participation and meaningful learning. Each module concludes with specific assessments, designed to measure the user's progress, consolidate the knowledge acquired and allow the coach to identify areas for improvement if needed. This modular and dynamic structure favours flexibility in learning, allowing users to progress at their own pace and revise the contents according to their needs, thus ensuring a personalized and effective training process.

To effectively carry out their work, coaches are invited to complement the previous resources with communication tools to monitor questions and participation of learners in activities but also enable them to manage and review the results, ensuring a clear overview of the learners' progress. This can be done mainly via email, but also offering, according to coach's needs, other channels such as videocalls, WhatsApp messages, social networks, etc. giving priority to those channels learners are more familiar with. It must be also mentioned that the learning experience online can be also complemented by parallel workshops (see on the next chapters of this guide) that can act as a space to solve learners doubts, go deeper into concrete topics, evaluate their experience or promote networking and peer learning among them.

By combining these approaches and tools, coaches can create an interactive and dynamic virtual environment, addressing both the academic and personal needs of learners, while ensuring consistent and effective communication throughout the learning process. This comprehensive approach helps foster a sense of connection and community, even in the context of online education.

### 3.1 Initial self assessment

Before entering on the training platform, coaches should encourage learners to self-assess their knowledge and consume habits using one extra tool created by the project: An online questionnaire to raise awareness on the project issues. The use of this tool will align them to the training platform topics and set a baseline before their learning experience online.



The questionnaire is [accessible through the project platform](#) and available in all the project countries languages. It classifies users on 4 levels according to their knowledge or concern about the project issues when consuming. With the results and score, users will also get recommendations to improve their practices, be more aware on environmental issues and developing greener habits of consume.

### 3.2 Module Structure

The training course is designed to equip learners with a robust understanding of sustainability principles and best practices within the footwear and apparel sector. It is structured into dynamic modules, each focusing on key concepts and strategies about sustainable fashion and to identify which are the main greenwashing practices:

Module	Information
<b>M0: Introduction</b>	<ul style="list-style-type: none"> <li>• What is sustainability?                             <ul style="list-style-type: none"> <li>◦ Comparison with sustainable development</li> </ul> </li> <li>• Global vision of sustainability</li> <li>• Sustainability in footwear and apparel</li> <li>• Greenwashing and green claims</li> <li>• Training course main contents</li> </ul>
<b>M1: Sustainability concepts and current context</b>	<ul style="list-style-type: none"> <li>• Current challenges in sustainability                             <ul style="list-style-type: none"> <li>◦ Introduction</li> <li>◦ Sustainability challenges in fashion industry</li> </ul> </li> <li>• Sustainable development goals (SDGs)                             <ul style="list-style-type: none"> <li>◦ What is sustainable development?</li> <li>◦ 17 SDGs</li> <li>◦ SDGs: a guide for sustainable fashion</li> </ul> </li> <li>• EU legislation and initiatives                             <ul style="list-style-type: none"> <li>◦ Understanding EU legislation</li> <li>◦ Footwear and apparel strategy and legislation</li> <li>◦ Initiatives and partnerships</li> </ul> </li> <li>• Sustainability studies related with footwear and apparel</li> <li>• Annex I. Policy brief</li> </ul>
<b>M2: Differences between Green marketing and Greenwashing</b>	<ul style="list-style-type: none"> <li>• The green consumer and market</li> <li>• Introduction to green marketing</li> <li>• Environmental claims and greenwashing                             <ul style="list-style-type: none"> <li>◦ Greenwashing</li> <li>◦ Green claims</li> <li>◦ Environmental label and certifications</li> <li>◦ Consumer guide: step by step for better evaluate environmental claims and avoid greenwashing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Case studies and best practices</li> <li>• References</li> </ul>
<b>M3: Green marketing</b>	<ul style="list-style-type: none"> <li>• Green marketing <ul style="list-style-type: none"> <li>○ Different concepts on the market</li> <li>○ Opportunities and challenges</li> <li>○ Green marketing in the context of the fashion industry</li> </ul> </li> <li>• Sustainable responsible business <ul style="list-style-type: none"> <li>○ Sustainability, CSR and ESG strategies</li> <li>○ Circular business models</li> </ul> </li> <li>• How to communicate sustainability and sustainable products <ul style="list-style-type: none"> <li>○ Importance of communicating sustainability</li> <li>○ Crafting a sustainability message</li> <li>○ Using green labels and certifications</li> <li>○ Communication channels for green marketing</li> <li>○ Tools to communicate sustainability</li> </ul> </li> <li>• How to raise buyer awareness</li> <li>• Companies that have applied sustainability in their green marketing strategies</li> </ul>
<b>M4: Eco-design and sustainable design</b>	<ul style="list-style-type: none"> <li>• Difference between eco and sustainable design <ul style="list-style-type: none"> <li>○ Eco design</li> <li>○ Sustainable design</li> <li>○ Key differences</li> </ul> </li> <li>• What is eco-design and why is important <ul style="list-style-type: none"> <li>○ Environmental impact of the fashion industry</li> <li>○ Principles of eco-design</li> <li>○ Eco-design in footwear</li> </ul> </li> <li>• What is sustainable design and why is it important? <ul style="list-style-type: none"> <li>○ What is sustainable design</li> <li>○ Importance of sustainable design</li> <li>○ Sustainable design and SDGs</li> <li>○ Emerging initiatives in sustainable fashion and related to</li> <li>○ Sustainable design</li> </ul> </li> <li>• Key principles of eco-design <ul style="list-style-type: none"> <li>○ Practical implementation in footwear</li> </ul> </li> <li>• Introduction to eco-design methodologies and strategies in footwear design <ul style="list-style-type: none"> <li>○ The Brezet approach</li> <li>○ Practical approaches by industries</li> <li>○ Product design principles</li> <li>○ The role of supply chain and product chain design</li> </ul> </li> </ul>
<b>M5: Sustainable materials and tools</b>	<ul style="list-style-type: none"> <li>• Innovative materials and bio materials <ul style="list-style-type: none"> <li>○ Bio-based leather alternatives</li> <li>○ Innovative textiles and fibres</li> <li>○ Plant-based and biodegradable composites</li> <li>○ Use of sustainable materials in footwear</li> <li>○ Biodegradable and recyclable innovations</li> <li>○ Circular economy and upcycling initiatives</li> <li>○ Criticalities</li> </ul> </li> <li>• New technologies for monitoring energy and resource use in the footwear industry <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Design for sustainability in footwear</li> <li>○ Tools for the footwear industry process</li> <li>○ Smart technologies within footwear</li> <li>○ Resource monitoring by consumers</li> <li>○ Case studies</li> </ul> </li> <li>• LCA methodologies and PEF strategies in the fashion and footwear industry <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Life cycle assessment (LCA)</li> <li>○ LCS phases</li> </ul> </li> </ul>

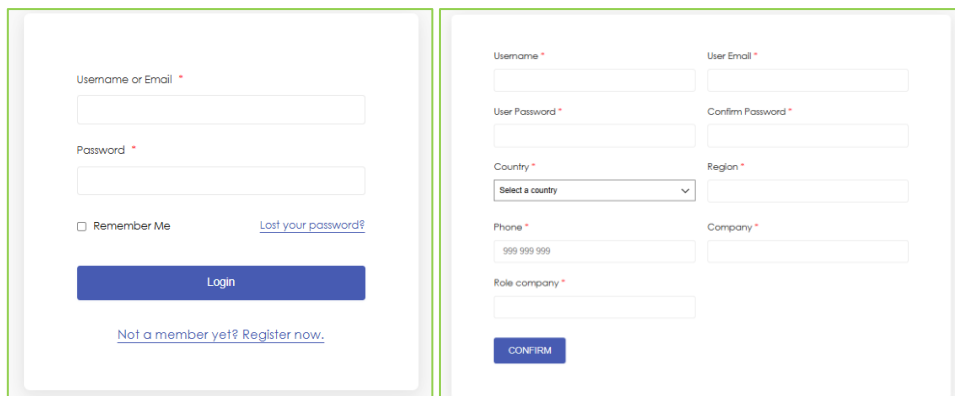
	<ul style="list-style-type: none"> <li>○ Applications in the fashion industry</li> <li>○ Product environmental footprint (PEF)</li> <li>○ Principles and methodology</li> <li>○ Applications in the footwear industry</li> <li>○ Integration of LCA and PEF in the fashion and footwear industry</li> <li>○ Case studies and examples</li> <li>○ Challenges and limitations</li> <li>○ Outcome</li> <li>● Certification types and meanings for footwear and apparel             <ul style="list-style-type: none"> <li>○ Ecolabels: type i, ii and iii</li> <li>○ Certified and not certified labels</li> <li>○ Differences among private labels and iso labels</li> <li>○ Green claim directive</li> <li>○ Main benefits of using specific types of certification</li> </ul> </li> <li>● List of the most used certifications for sustainability for footwear and apparel in Europe             <ul style="list-style-type: none"> <li>○ Sustainable practices in the apparel and footwear industry</li> <li>○ Example of sustainable materials in the apparel industry</li> <li>○ Example of sustainable practices in apparel manufacturing</li> <li>○ Example of sustainable materials in the footwear industry</li> <li>○ Example of sustainable practices in footwear manufacturing</li> <li>○ Examples of good practices within apparel industry companies</li> <li>○ Examples of good practices within footwear companies</li> <li>○ Alphabetical list of good practices</li> </ul> </li> <li>● Digital product passport             <ul style="list-style-type: none"> <li>○ Key features and technical aspects</li> </ul> </li> </ul>
<b>M6: Glossary</b>	Glossary of green washing

### 3.3 Technical Guidelines

The [VETting Green platform](#) is open to everyone, but in order to freely access to the information and the contents, learners need to register.

- **Login/Start Now**

Learners would need to create and account on the section dedicated to it on the welcome screen of the course and complete the data required.

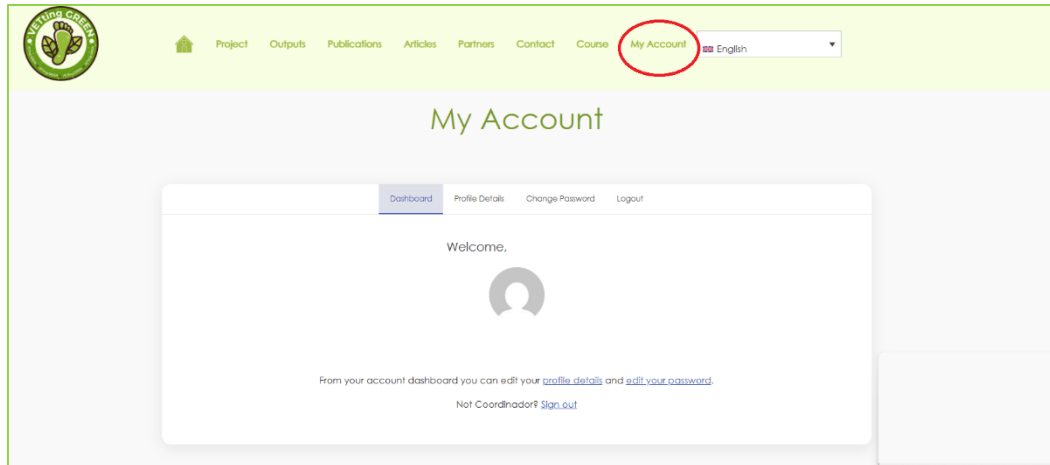


The image shows two screenshots of the VETting Green platform interface. The left screenshot displays the login form, which includes fields for 'Username or Email' and 'Password', a 'Remember Me' checkbox, a 'Login' button, and a link for 'Lost your password?'. Below the login form is a link for 'Not a member yet? Register now.'. The right screenshot displays the registration form, which includes fields for 'Username', 'User Email', 'User Password', 'Confirm Password', 'Country' (a dropdown menu), 'Region', 'Phone' (with a placeholder '999 999 999'), 'Company', and 'Role company'. A 'CONFIRM' button is located at the bottom of the registration form.

Once the registration is done, the learner will receive an email with a link to validate the account.

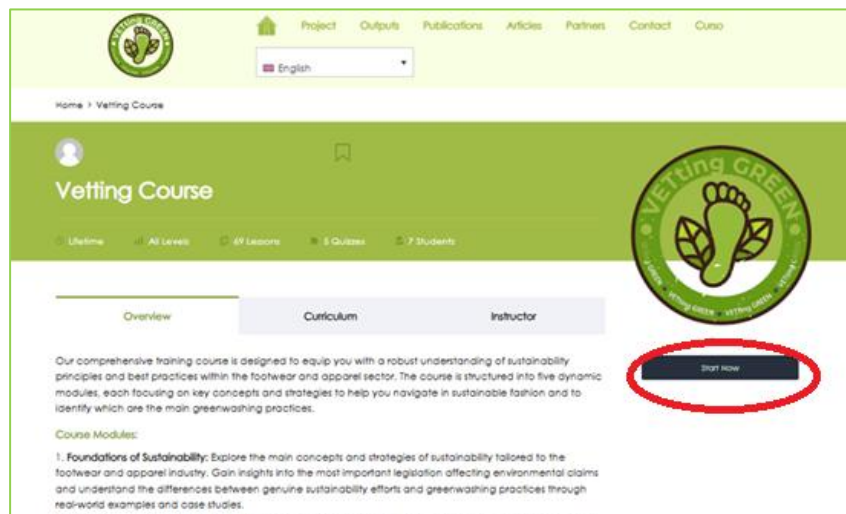
**Important:** Emails to validate accounts can directly go into spam, so please make your learners aware about this.

Learners data can be always updated under the menu “My account”.



- **Start and progress**

Once the learner is registered, the course can be started by clicking on “Start Now”.



After starting on the course, and on the previous screen, learners will be able to check many options to personalise their profile. They can also track and see their lessons status and targets to complete:

- Lessons completed: 0/79
- Quizzes finished: 0/6
- Course progress: 0%/100%



- **Curriculum**

On which all the modules chapters are listed, allowing the learner see which ones are open or jumping from one to the other freely. Learners can start from any of the modules or go through them on a different order, but it is always recommended that they complete the intro or Module 0 first as a welcoming to the course and its topics.



M2 DIFFERENCES BETWEEN GREEN MARKETING AND GREENWASHING	
1. THE GREEN CONSUMER AND MARKET	✓
2. INTRODUCTION TO GREEN MARKETING	✓
3. ENVIRONMENTAL CLAIMS AND GREENWASHING	✓
3.1 GREENWASHING	✓
3.2 GREEN CLAIMS	✓
3.3 ENVIRONMENTAL LABEL AND CERTIFICATIONS	✓
3.4 CONSUMER GUIDE: STEP BY STEP FOR BETTER EVALUATE ENVIRONMENTAL CLAIMS AND AVOID GREENWASHING	✓
4. CASE STUDIES AND BEST PRACTICES	✓
5. REFERENCES	✓
Questionnaire Module 2 10 questions	✓

- **Section explanation and content**

Inside the modules, chapters will show users theoretical content, extra lectures, videos and augmented reality graphics related to greenwashing on the footwear and textile sectors. To pass from one section to another, learners need to click on “Complete”, so they can go to the next chapter and the platform can track which parts have been already read (something essential for the training final certification).



## 1. CURRENT CHALLENGES IN SUSTAINABILITY

### 1.1. INTRODUCTION

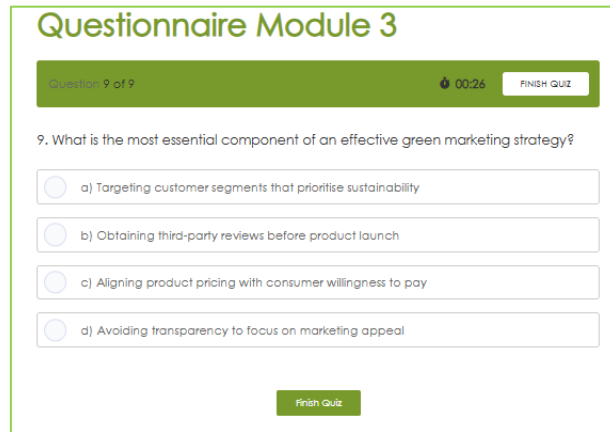
Companies, governments, industries, and entire ecosystems must build and align roadmaps under the global sustainability context: reducing emissions to net-zero by 2050 and addressing all the other environmental, social, and governance (ESG) factors underpinning the 17 UN Sustainable Development Goals (SDGs). These roadmaps must start at the system level and break down to day-to-day operations within organizations. The most ambitious and influential organizations in an ecosystem must be the ones to drive collaboration and alignment to this global context.<sup>1</sup>

In this chapter, we will explore the main challenges faced by the fashion industry in achieving sustainability, including raw material costs, technology, carbon footprint, skilled workers in the industry, recycling, transparency, unsold inventory, and management of the supply chain.

**Important:** Learners would need to complete all the sections, quizzes and final password related to the augmented reality graphics to get the certification.

- **Quizzes**

At the end of each module, a quiz for learners will appear. Quizzes are composed by multiple choice questions to revise the acquisition of learning during the modules reading. A minimum number of correct answers will be required to declare the quizzes as “passed”. On the last question, a button with the text “Finish Quiz” will appear to complete the activity. To pass all the platform quizzes is needed in order to claim the training certificate that the platform delivers at its end.



- **Gamification and final certification**

Besides completing the quiz of each module of the platform, in order to get the course certification, learners are challenged to find a secret password. To find it, modules contain augmented reality graphics hiding secret letters and codes.



**Important:** augmented reality graphics work better on smart phones than on the computer. According to this, it is better if learners use the option “SCAN QR” to manipulate them on their smart phones to find the hidden codes.

Learners will need to go through the course, find the graphics and follow the clues to find a letter on each graphic that will compose a password. At the end of the platform, a final test to provide that password will be required to unblock the learner certificate.

## Final Test

Question 1 of 1 00:03 FINISH QUIZ

1. Have you discover the secret code to obtain your certification? Check the augmented reality graphics on modules 0, 1, 2, 3, 4 and 5 and follow its clues. Choose here the good answer so you can complete the course and download your certificate.

a) GVTYKI

b) SJODR

c) GXTDRE

d) UXMDRT

Finish Quiz

- **Glossary**

The platform includes a final glossary of relevant terms that are highlighted along the online training and which meaning can be revise at any time during the learning experience by learners.

Vetting Course 0 of 74 items

## GLOSSARY OF GREENWASHING

**Biobased material**<sup>[i]</sup>: Biobased material consists mainly of a substance, or substances, derived from living matter (biomass), which may be obtained from nature or synthesized.

**Biodegradable material**<sup>[ii][iii]</sup>: Materials that biodegrade under anaerobic conditions degrades by the action of microorganisms in the absence of oxygen, leading to the formation of carbon dioxide, methane, and biomass, whereas a biodegradable material under aerobic conditions degrades by the action of microorganisms in the presence of oxygen, giving rise to the formation of carbon dioxide, water, mineral salts and other elements present in the material, as well as biomass.

**Certification scheme**<sup>[iv]</sup>: Third-party verification scheme that is open under transparent, fair and non-discriminatory terms to all traders willing and able to comply with the scheme's requirements, which certifies that a product complies with certain requirements, and for which the monitoring of compliance is objective, based on international, Union or national standards and procedures and carried out by a party independent from both the scheme owner and the trader.

**Circular economy**<sup>[v]</sup>: economic system that uses a systematic approach to maintain a circular of resources recovering, retaining or adding to their value, while contributing to sustainable development.

**Compostable material**<sup>[2-5]</sup>: Compostable material is a type of material that is biodegradable under aerobic composting conditions at a rate comparable to other compostable materials, leaving no distinguishable visible or toxic residues.

**Communication**<sup>[vi]</sup>: The European Commission issues a wide variety of communications. Communications may include policy evaluations, commentary or explanations of action-programmes or brief outlines on future policies or arrangements concerning details of current policy. Policy proposals will never be put forward by means of a communication.

**Carbon footprint**<sup>[vii]</sup>: The sum of greenhouse gas emissions and greenhouse gas removals in a product system, expressed as CO<sub>2</sub> equivalents and based on a life cycle assessment using the single impact category of climate change.

**Directive**<sup>[8]</sup>: This legally binding act of the European Union establishes a set of objectives which all member states of the European Union must fulfil. The member states are required to implement directives. The member states are free to choose the manner they see fit to fulfil the required objectives.

**Durability**<sup>[9]</sup>: The ability of a product to maintain over time its function and performance under specified conditions of use, maintenance and repair.

**Eco-design**<sup>[9]</sup>: Integration of environmental sustainability considerations into the characteristics of a product and the processes taking place throughout the product's value chain.

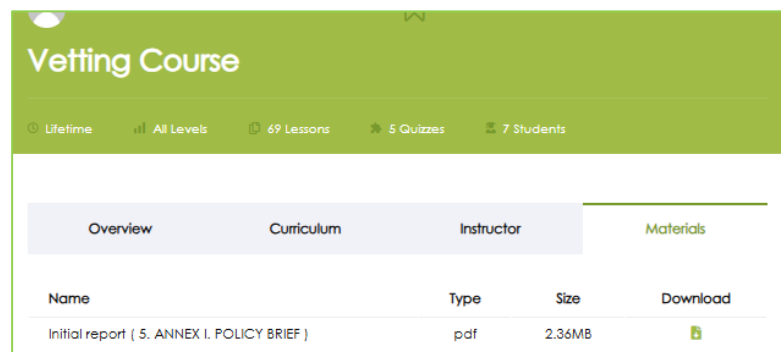
◀ Prev


- **Material to complement the training:**

At the initial page of the training, several extra materials and outputs are offered to the learners and also generated by the project.

- **Policy report to fight against greenwashing:** A policy brief to fight against greenwashing with recommendations for LAs, policymakers, private sector and other social stakeholders related to policy development based in a local research carried out on each project country and at EU level. A complementary source of information for the online platform learners about the footwear and textile sector current situation in relation to sustainability and green policies.
- **Roadmap for the VETting Green learning platform users:** This document should be recommended to learners to be read once they have completed the platform training. It contains an itinerary for those using the training platform to put in practice what they have learnt through this tool. It also incorporates main ideas, practical tips, ways to analyse each participant's reality or company to apply the learning, etc. It also offers a section with general guidelines on how to transfer the platform learning to other sectors out of the footwear one that could be related to it.

Their promotion by the coaches is important, being them responsible of inviting users to take advantage of them and putting them on practice.



Vetting Course				
Lifetime All Levels 69 Lessons 5 Quizzes 7 Students				
Overview		Curriculum	Instructor	Materials
Name	Type	Size	Download	
Initial report ( 5. ANNEX I. POLICY BRIEF )	pdf	2.36MB		

#### 4. Complementary activities to the online training platform

During the course, the coach is expected to accompany the users' learning in a synchronous manner; in such a way that, although learning is autonomous and individual, certain times and dynamics are established to complete the course. In this way, the figure of the coach must be committed to monitoring the learning of the users of the platform.

To carry out this process, the course is designed so that the coach holds three workshops (if possible, face to face but also possible online) or tutoring sessions that platform potential users will have the opportunity to attend. They will be organised.

- **Workshop 1 - Welcome:** Ideally to be done before users enter on the platform as a presentation.

- **Workshop 2 - Monitoring:** To revise how the testing is going and go deeper into the platform topics.
- **Workshop 3 – Farewell and next steps:** Final evaluation workshop and follow-up.

The facilitator of these workshops will be the person to guide the sessions and, if possible, the same person who will assist online as a coach the users during the testing stage. Instructions about how to implement these workshops will be giving on the next sections of this document.

These sessions can be implemented face to face or online. If they are done in an online environment, computers (with speakers and camera) will be needed for both the coach and the user/participants. The idea is that they connect to an online call (Zoom, Video Call, Skype, Google meets, etc.) to connect and set a bond with the coach and the rest of the learners.

In case sessions are done face to face, the space should be arranged in an accessible facility easy to reach and find for potential participants. It must be also considered that, if facilitators intend to invite participants to register or use the platform during the workshops, the necessary computers and internet connection should be also arranged.

#### 4.1 Workshop 1 – Welcome (model of implementation)

<b>Name</b>	First Session ( <b>face to face format</b> ): Welcome
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Getting to know platform users</li> <li>• Introduce the course objectives and the platform</li> <li>• Introduce participants to foster a collaborative, networking and participatory environment</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Computer, speakers and camera</li> <li>• Chairs for attendees</li> </ul>
<b>Description</b>	
<p>This session will focus on the presentation of the platform and welcoming the participants. It begins with a brief presentation by the coach, who introduces himself or herself, explains his or her role in the course, and welcomes the attendees, highlighting the importance of sustainability and the fight against greenwashing in the footwear and fashion sectors. Here, also the agenda of the sessions or instructions about the use of the space can be given (ex. Where the toilets are, times of breaks, etc.).</p> <p>This session should be divided on several stages:</p> <p><b>Stage 1: Welcome</b></p> <p>The facilitator could explain a little about the project VETting Green but should focus on the main objectives of the course. A Power Point or another kind of presentation is convenient to share</p> <p><b>Stage 2: getting to know each other</b></p> <p>The facilitator will invite attendees to introduce themselves in a short round mentioning their name, company, role on the company, expectations towards the platform, experience (if any) on</p>	

greenwashing, etc. It is also funny to break the ice by inviting them to share a random topic such as their favourite food, worst purchase done, a bad experience on holidays, etc.

In case there is time, the facilitator can also run a Human Bingo to generate a group dynamic. To do this, first of all, each participant will receive or draw in a paper the next table (the fields of the table can be also changed by the facilitator according to his/her needs):

Your company is located on this area	Your company or entity as a green label	You know what greenwashing is	You work on design, sales or customers department
You have already participated in an Erasmus+ or EU project	Your company or entity has a campaign or good practice on fighting against greenwashing	You have more than 10 years of experience on the footwear and textile sector	Your company produces leather products
Your company uses recycled goods in any of their products and processes	Your entity regularly carried out or is going through environmental audits	Your company has more than 30 employees	You know what the Digital Product Passport is

Once they have the template, they will have 10 – 15 minutes to move around the room looking for people which can fit on each box. If so, they will write the name and company/entity of that person on it. They cannot write their own names or write the name of one person on two boxes.

Once they complete the table, they will shout “Bingo!” and sit down. The exercise can be stopped here or the facilitator can give some minutes for the others to stop. Then, in a circle, the winner will read each box of the table and saying the name on it. After each name, the facilitator will ask the group which other names they have on the same box, or asked the people named to speak more about their experience on the asked field. It is importance during the process that the facilitator ensures that the name of each person and his or her company name are mentioned.

### Stage 3: Presenting the project and the platform

The training platform and online course is presented through a PowerPoint presentation that includes:

- The objectives.
- The main topics to be covered.
- The [self-assessment tool](#).
- The structure of the course.
- The AR graphics and the need to find a password to get a certification (one letter of the password is hidden on each graphic, that are also accompanied with instructions to find those letters).
- The dynamics of autonomous learning and the scheduled tutorials.
- Dates to do the training (testing period of the project).
- How to contact the coach or solve doubts.
- Screenshots a about how to register and use the platform.

The previous presentation can be substitute by the facilitator with a virtual tour of the platform in a screen, showing its main functionalities (access to modules, link to external materials, questionnaires, etc.).

#### **Stage 4: Questions**

After the course presentation, it's crucial to create an open and welcoming environment for users to ask questions about the course dynamics or the use of the platform. This ensures that everyone is clear on how to navigate the course effectively and eliminates any confusion that could arise later.

#### **Stage 5: Closing and next steps**

The closing of the session is essential to reinforce the day's learning, thank participants for their participation and make clear the next steps for the participants. The facilitator must encourage attendees to familiarise themselves with the platform, explore the available content and prepare for the next steps. Here it is important to stress:

- The importance of staying active and engaged in autonomous learning.
- The possibility of contacting the coach via email (and his or her email address) whenever is needed.
- The dates (if they are already known) of the next two workshops and their characteristics.
- The open approach of the platform, encouraging attendees to invite other peers to use the platform.
- The nature of the platform use. It is a testing so somethings could not work properly or could be amended.
- The need of participants feedback in the future (they would need to complete an online form once the course is completed).

The facilitator can end with a motivational phrase that reaffirms the value of the course and leaves participants with a sense of enthusiasm and confidence to continue. Some interesting facts about the content of the platform can be shown that will sow the seeds of interest to start the course.

<b>Name</b>	First Session ( <b>online format</b> ): Welcome
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Getting to know platform users</li> <li>• Introduce the course objectives and the platform</li> <li>• Introduce participants to foster a collaborative, networking and participatory environment</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Computer, speakers and camera</li> </ul>
<b>Description</b>	
<p>This online session will focus on the presentation of the platform and welcoming the participants. It begins with a brief presentation by the coach, who introduces himself or herself, explains his role in the course, and welcomes the attendees, highlighting the importance of sustainability and the fight against greenwashing in the footwear and fashion sectors. Here, also the agenda of the sessions or instructions about the technical issues of the session (ex. Keep cameras on and micro-off during the coach's speech).</p> <p>This session should be divided on several stages:</p> <p><b>Stage 1: Welcome</b></p> <p>The facilitator explains the project, Erasmus+ programme, main objectives, partners, etc.</p> <p><b>Stage 2: getting to know each other</b></p> <p>The facilitator will invite attendees to introduce themselves in a short round mentioning their name, company, role on the company, expectations towards the platform, experience (if any) on greenwashing, etc. It is also funny to break the ice by inviting them to share a random topic such as their favourite food, worst purchase done, a bad experience on holidays, etc.</p> <p>In case there is time, the facilitator can also run a group dynamic. Here are some examples the coach can follow to make the introduction part more interactive:</p> <ul style="list-style-type: none"> <li>• <b>Camera ON/OFF:</b> Everyone keeps their cameras off, and the facilitator makes a statement, e.g., "I like pineapple pizza." Those who agree with the statement turn their cameras ON and have the chance to say their name and give an explanation. Questions about their companies, connection with the footwear sector, experience on greenwashing, etc. can be asked here.</li> <li>• <b>Photo language:</b> The coach shows some representative photos, and participants must select the one that represents them the most. The coach goes through all the images, and people talk about the images they selected.</li> <li>• <b>One lie/two truths:</b> If the group is not too big, the participants can introduce themselves by saying their names and three things about themselves. One of these must be false, and the others must guess which one it is.</li> </ul> <p>Alternatively, an interactive tool such as <a href="#">Mentimeter</a> or <a href="#">Padlet</a> can be used to allow participants to share their answers visually.</p> <p><b>Stage 3: Presenting the project and the platform</b></p>	

The training platform and online course is presented through a PowerPoint presentation shared that includes:

- The objectives.
- The main topics to be covered.
- The [self-assessment tool](#)
- The structure of the course.
- The AR graphics and the need to find a password to get a certification (one letter of the password is hidden on each graphic, that are also accompanied with instructions to find those letters).
- The dynamics of autonomous learning and the scheduled tutorials.
- Dates to do the training (testing period of the project).
- How to contact the coach or solve doubts.

After this, the facilitator can do a virtual tour of the platform on his/her screen while sharing it, showing its main functionalities (access to modules, link to external materials, questionnaires, etc.).

#### **Stage 4: Questions**

After the course presentation, it's crucial to create an open and welcoming environment for users to ask questions about the course dynamics or the use of the platform. This ensures that everyone is clear on how to navigate the course effectively and eliminates any confusion that could arise later.

As this session is proposed to be done online, the facilitator can choose multiple ways to ask questions by attendees such as:

- Chat: Encourage participants to type their questions in the chat if they prefer not to speak out loud. "You can type your questions into the chat, and I'll address them one by one."
- Mic/Audio: Alternatively, if the platform allows, ask participants to unmute and ask their questions directly, which can create a more interactive experience.
- ITCs: Padlet and Mentimeter as in the beginning.
- After the session via email: To ensure that they have time to reflect on everything and answer more specific questions that pop-up after the session.

#### **Stage 5: Closing and next steps**

The closing of the session is essential to reinforce the day's learning, thank participants for their participation and make clear the next steps for the participants. The facilitator must encourage attendees to familiarise themselves with the platform, explore the available content and prepare for the next steps. Here it is important to stress:

- The importance of staying active and engaged in autonomous learning.
- The possibility of contacting the coach via email (and his/her email address) whenever is needed.

- The dates (if they are already known) of the next two workshops and their characteristics.
- The open approach of the platform, encouraging attendees to invite other peers to use the platform.
- The nature of the platform use. It is a testing so somethings could not work properly or could be amended.
- The need of participants feedback in the future (they would need to complete an online form once the course is completed).

The facilitator can end with a motivational phrase that reaffirms the value of the course and leaves participants with a sense of enthusiasm and confidence to continue. Some interesting facts about the content of the platform can be shown that will sow the seeds of interest to start the course.

#### 4.2 Workshop 2 – Monitoring (model of implementation)

<b>Name</b>	Second session: Monitoring
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Provide an engaging content-focused session tailored to participants' needs or interests.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• To be filled by the coach's needs</li> </ul>
<b>Description</b>	
<p>You can use this session to explore more about one theme that users find difficult, or interested to discuss. Other ideas to fill and implement this session could be:</p> <p><b>Case Study Review:</b></p> <ul style="list-style-type: none"> <li>• Present and go deeper into real-world examples of greenwashing in the footwear and apparel industries.</li> <li>• Facilitate group discussions to analyse how these cases could have been avoided or addressed or introduce good practices to avoid them.</li> </ul> <p><b>Evaluating Sustainability Claims:</b></p> <ul style="list-style-type: none"> <li>• Teach participants how to critically analyse sustainability claims.</li> <li>• Provide hands-on activities using tools to verify labels or claims.</li> </ul> <p><b>Doubt Resolution and Open Discussion:</b></p> <ul style="list-style-type: none"> <li>• Create an open forum where participants can ask questions about specific platform and course content.</li> <li>• Encourage participants to share their challenges or insights.</li> </ul> <p><b>Guest Speaker Session:</b></p> <ul style="list-style-type: none"> <li>• Invite an industry or platform topics experts to share insights on sustainable practices in the footwear and apparel sectors.</li> <li>• Create a round table of professionals, experts or policy makers to exchange input about the platform topics.</li> </ul> <p><b>Networking Activity:</b></p>	

- Carry out a session for learners to get to know each other, exchange experiences (good or bad) and promote synergies among them about the project topics.

**Sustainability Quiz/Game:**

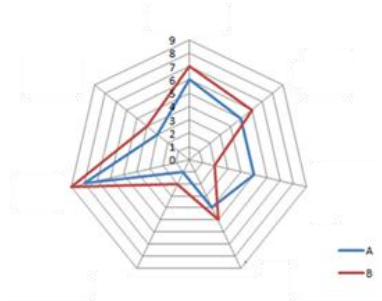
- Use gamification tools to create a quiz or competition based on the course material to reinforce learning so you can expose and talk about some relevant themes of the platform.

Depending on the nature of the session (face to face or online), the topics and activities of the session should be addressed accordingly (see session 1 guidelines as an inspiration).

**4.3 Workshop 3 – Farewell and next steps (model of implementation)**

<b>Name</b>	Third session: Farewell and next steps
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Conclude the course</li> <li>• Assess learning outcomes</li> <li>• Evaluation</li> <li>• Gather feedback for improvement.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• To be filled by the coach’s needs</li> </ul>
<b>Description</b>	
<p>The third session is designed to conclude the course in a structured and reflective manner while also assessing the participants’ learning outcomes and gathering valuable feedback for improvement. The session is an essential step to ensure that participants not only leave with a clear understanding of what they have learned but also have the opportunity to provide input that can help improve future iterations of the course.</p> <p><b>Stage 1: Starting</b></p> <p>To begin, the session could start with a recap of the key topics and concepts covered throughout the course. The facilitator can do this by voice or select a key point to show on a board or screen (depending on the nature of the session, online or face to face). This part of the session serves to reinforce the main lessons obtained and gives participants the chance to reflect on the core content, making sure they retain the most important takeaways.</p> <p><b>Stage 2: Going deeper</b></p> <p>This space can be used to apply some of the course evaluation dynamics. Besides making direct questions to the group, the facilitator can use some non-formal dynamics such as:</p> <ul style="list-style-type: none"> <li>- Answer bingo: The coach prepares a bingo where each box has a definition. At random, the trainer will read definitions that the users must associate with the mentioned concepts so that they will end up doing bingo. You can create a bingo using custom <a href="#">Canva</a>.</li> </ul>	

- Spider web: This activity is personal and individual. The tutor shows the image of the spider web, whose vertices are key learning points. Users must complete the spider web by evaluating themselves. Subsequently, they can be shared out loud and point out positive and negative aspects of the training, what can be personally improved, etc.



### Stage 3: Going deeper

The session can be followed by a group discussion on how participants can apply their new knowledge in real-world contexts.

It would be also interesting to spend some time in this session encouraging participants to think critically about how they can use the course content in their professional or personal lives. By discussing practical applications, participants can connect the theoretical concepts learned with tangible actions, which increases the overall value of the course. On this stage, facilitators may encourage learners to download and use the [Roadmap](#) created by the project for its participants.

Facilitators can also use this web called [Spin the well](#) to randomly select a topic and start the debate. The tutor could facilitate the conversation. Also he/she can use visual support using a blackboard to collect the ideas or using online notes like [Miro](#) or [Mural](#)

### Stage 4: End

Depending on the course structure or how the facilitator planned this session, this could include presenting certificates of completion, or recognizing specific milestones achieved by the learners, such as the successful completion of assignments or active participation.

### **Extra stage: alternative exercise for this session**

As mentioned on the stage 3 of this session, the facilitator can focused on the Vetting Green Roadmap designed to support transference of acquired knowledge into real-life applications. It involves a structured, actionable approach that bridges learning with implementation.

The facilitators can work with the participants, recreating a process or a step-by-step itinerary to transfer acquired knowledge into real-life applications. In that sense, in this working time,

participants will learn the detailing steps, understand the process with a example and will be provided with the template to work on it with their companies.

The Process:

### **1. Clarify the Knowledge**

- What specific skill or concept have you learned? Be clear and concise about it.
- Identify how this knowledge applies to real-world scenarios or problems.
- Deconstruct the knowledge into actionable components or sub-skills.

### **2. Set Clear Goals**

- Define what you want to achieve using the knowledge. For example, to apply a green strategy to improve transparency in communicating the sustainability features of a product, brand, campaign..."
- Prioritize tasks, focusing on high-impact areas where the knowledge can be immediately useful.
- Create Milestones breaking the main goal into smaller, measurable milestones.

### **3. Identify Practical Opportunities in your context**

- Seek contexts for application of the acquired knowledge finding real-world situations to practice the knowledge in your work context (company, school, ...)
- Simulate scenarios creating controlled environments to practice safely.

### **4. Implement Gradually**

- Apply the knowledge in small steps or situations to build confidence.
- Adjust your approach based on the outcomes and feedback.
- Keep a record of attempts, successes, and areas for improvement.

### **5. Get Feedback**

- Seek constructive feedback from peers, mentors, or supervisors, asking for inputs
- Regularly evaluate your performance, reflect and identify gaps.
- Use feedback to refine your application process, incorporate adjustments

### **6. Mainstreaming**

- Schedule regular opportunities to use the knowledge until it becomes an habit and you became easy.
- Integrate into daily life, looking for natural ways to incorporate the skill into routine tasks.
- Use tools to stay on track, to stay accountable

### 7. Expand and Innovate

- Explore advanced applications, trying to apply the knowledge in more complex or creative ways
- Combine Skills, integrating the knowledge acquired with other skills to amplify its impact.
- Teach others, sharing what you've learned reinforces your understanding and opens new insights

### 8. Reflect and Revise

- Evaluate the outcomes, assessing whether your application efforts are meeting your goals.
- Identify challenges, difficulties and brainstorm solutions.
- Periodically revise your roadmap to align with new insights or changing circumstances.

Here there is an example of a profile completed to be shared with participants if needed:

**Name of the position:** Footwear designer

**Description of the profile:** To design and develop footwear, taking into account fashion trends, quality, commercial strategies and technical elements of production. This job involved to collect and analyse fashion and market trends, materials, to adapt fashion trend information to the product range and markets, develop new footwear collections, collaborate in the construction and industrialization of prototypes, analysing the viability of modelling and manufacturing processes, as well as quality standards and functional requirements of the product.

**Objective of the transferring exercise:** effectively integrate the knowledge acquired from the course into their work, ensuring a tangible, positive impact on their company's sustainability efforts while avoiding greenwashing.

<p>STEP 1. Clarify the Knowledge</p>	<p><b>Foundations of Sustainability:</b> Understand core sustainability principles, such as lifecycle impacts, circular economy, and carbon footprints.</p> <p><b>Legal Framework and Compliance:</b> Familiarize with laws and regulations governing environmental claims and product sustainability.</p> <p><b>Green Marketing Strategies:</b> Learn how to communicate sustainability efforts transparently and accurately.</p> <p><b>Sustainability Tools and Techniques:</b> Gain expertise in using tools like lifecycle assessments (LCAs), eco-design software, or certification. <b>Innovative and Sustainable Materials:</b> Acquire knowledge about materials like biodegradable polymers, recycled textiles, and leather and biobased alternatives.</p>
<p>STEP 2. Set Clear Goals</p>	<p><b>Short-Term Goals:</b></p> <ul style="list-style-type: none"> <li>▪ Identify unsustainable practices in current footwear design processes.</li> <li>▪ Integrate at least one sustainable material or technique in the next product line.</li> <li>▪ Ensure marketing materials avoid misleading claims.</li> </ul> <p><b>Long-Term Goals:</b></p> <ul style="list-style-type: none"> <li>▪ Transition all footwear models to include sustainability-focused practices.</li> <li>▪ Establish a compliance framework for green claims.</li> <li>▪ Innovate with groundbreaking sustainable footwear concepts.</li> </ul>
<p>STEP 3. Identify Practical Opportunities in Your Context</p>	<p><b>Material Selection:</b> Collaborate with suppliers to source eco-friendly, certified materials for designs.</p> <p><b>Design Process:</b> Redesign existing footwear lines to reduce waste, simplify manufacturing, and enable recyclability.</p> <p><b>Workplace Initiatives:</b> Advocate for a sustainability review of the company's production and packaging practices.</p> <p><b>Consumer Engagement:</b> Use green marketing strategies to educate customers about the sustainable features of the products.</p>

STEP 4. Implement Gradually	<p><b>Pilot Project:</b> Start with a single product line to test sustainable materials or techniques.</p> <p><b>Collaborative Efforts:</b> Work with production teams to ensure feasibility of sustainable changes.</p> <p><b>Small Adjustments:</b> Introduce incremental changes, such as eco-friendly adhesives or reduced material waste.</p>
STEP 5. Get Feedback	<p><b>Internal Reviews:</b> Present designs to colleagues and supervisors for input on sustainability aspects.</p> <p><b>Supplier Discussions:</b> Seek advice on the practicality and scalability of proposed materials.</p> <p><b>Consumer Insights:</b> Use surveys or focus groups to gauge customer reception of sustainable designs.</p>
STEP 6. Mainstreaming	<p><b>Standard Operating Procedures:</b> Develop guidelines for integrating sustainability in every stage of the design process.</p> <p><b>Knowledge Sharing:</b> Train colleagues on sustainability principles and tools learned in the course.</p> <p><b>Corporate Culture:</b> Advocate for company-wide adoption of sustainability goals and initiatives.</p>
STEP 7. Expand and Innovate	<p><b>Material Innovation:</b> Experiment with cutting-edge sustainable materials, like bio-based alternatives to leather, 3D-printed components.</p> <p><b>Circular Design:</b> Explore modular footwear models / designs that allow for easy repairs and extended product lifespan.</p> <p><b>Collaborations:</b> Partner with research institutions or startups to co-develop innovative solutions.</p>

<b>STEP 8. Reflect and Revise</b>	<p><b>Evaluate Outcomes:</b> Regularly assess the impact of sustainability measures on design quality, production costs, and environmental performance.</p> <p><b>Learn from Challenges:</b> Identify barriers encountered during implementation and adjust strategies.</p> <p><b>Iterate:</b> Update designs, processes, and strategies based on feedback and evolving industry standards.</p>
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Here is the template to recreate and be given to participants:

<b>STEP 1. Clarify the Knowledge</b>	
<b>STEP 2. Set Clear Goals</b>	
<b>STEP 3. Identify Practical Opportunities in Your Context</b>	
<b>STEP 4. Implement Gradually</b>	



STEP 5. Get Feedback	
STEP 6. Mainstreaming	
STEP 7. Expand and Innovate	
STEP 8. Reflect and Revise	

The exercise can be closed by debriefing with attendees about how was the process, main concerns, difficulties to completed, what they have realised, main results obtained, etc.

