

# **MAPPING QUALIFICATION NEEDS AND WBL GOOD PRACTICES FOR THE TEXTILE AND CLOTHING SECTOR**



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# 1 PROJECT

## ANTICIPATING SKILLS' NEEDS AND PROMOTING COOPERATION BETWEEN INDUSTRY AND VOCATIONAL AND EDUCATIONAL TRAINING.

**Today's companies' needs and challenges:**

- ✓ quick response capability,
- ✓ high quality of the products, eco-friendly solutions,
- ✓ digital competences,
  - ✓ I&D+I,
- ✓ work-based learning methodologies for workers.



**Human resources with new (technical and transversal) competences and qualifications.**



### Project's Objectives

- Identify needs, trends and patterns in demands for skills and jobs (skills intelligence) for T&C sector;
- Improve the attractiveness, quality and relevance of training in the clothing area;
- Create and update a Clothing Technician profile and skills more visible and comparable facilitating the mobility of qualified people in the EU;
- Increase the textile and clothing sector attractiveness and capture of talents, contributing, at the same time, to increase the employability of young people;
- Produce information to enable people make better career choices in UE and help them to find higher quality jobs and improve their life chances;
- Reinforce networking, partnerships and VET policy coherence among different stakeholders at European, regional and country levels among project implementation and after the end of the project

## METHODOLOGY

**WP1** - Project Management & Coordination

**WP5** - Communication,  
Dissemination & Exploitation

**WP6** - Evaluation, Monitoring  
& Quality Assurance

**WP2**  
Mapping Qualification  
needs and WBL good  
practices for the textile  
and clothing sector

**WP3**  
Clothing Technician  
Profile Qualification  
Design

**WP4**  
Training package and  
Train the trainers for  
delivering the Clothing  
Technician Profile

Desk-based and field-  
based research in close  
cooperation with T&C  
companies and VET  
representatives

### Project's results

1. Roadmap on qualification needs and WBL good practices for the T&C sector;
2. Clothing Technician Profile and Qualification;
3. ECVET Matrix;
4. Tutorial guide for EU mobility;
5. Training Package about Clothing Technician Profile and Qualification for trainers.

### Target groups

- Textile and clothing employers' representatives (companies, managers, technological experts, internal trainers)
- VET providers (managers, trainers, guidance professionals and consultants)
- Sectorial social partners and associations (managers, trainers, technicians)
- National regulatory VET authorities (managers, technicians, sectorial council)



## 2 METHODOLOGY | DESK & FIELD RESEARCH

Desk-based research aims to collect desk evidences (e.g. what exist in the textile and clothing sector in terms of education and training programmes among Portugal, Romania and Spain countries, official reports, governmental/ structural/ strategic documents) within the T&C sector at national and EU level on clothing technician profiles and qualifications and existing WBL practices.

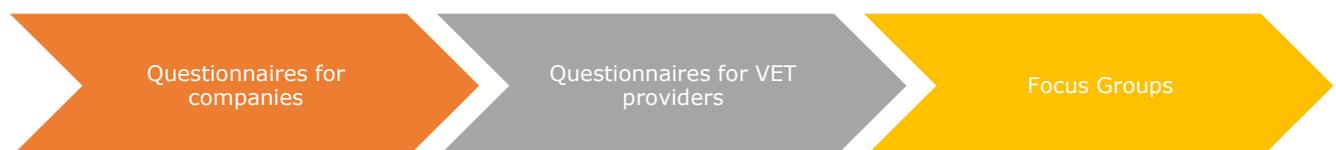
### Key research topics

- Educational offer
- Professional profile
- Level QNQ
- Level QEQ
- Total credit points
- General description
- Competences
- Modules/training units
- National Qualifications Framework
- WBL (work-based learning) good practices from each country

Provider of educational Offer		
Professional profile		
NQF Level	EQF Level	Total credit points
General Description		
Competences		
Modules/Training Units		
Url for more information		

Field-based research aims to collect field evidences and validate assumptions from the desk research within the textile and clothing sector at national and EU level on

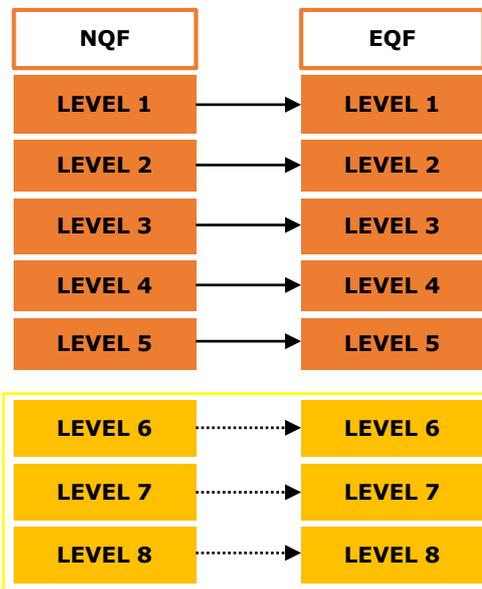
- validation with companies' representatives that the existing clothing technicians' profile is not suitable for the new demands of the sector
- identify the new competences that should integrate the clothing technician training curricula.



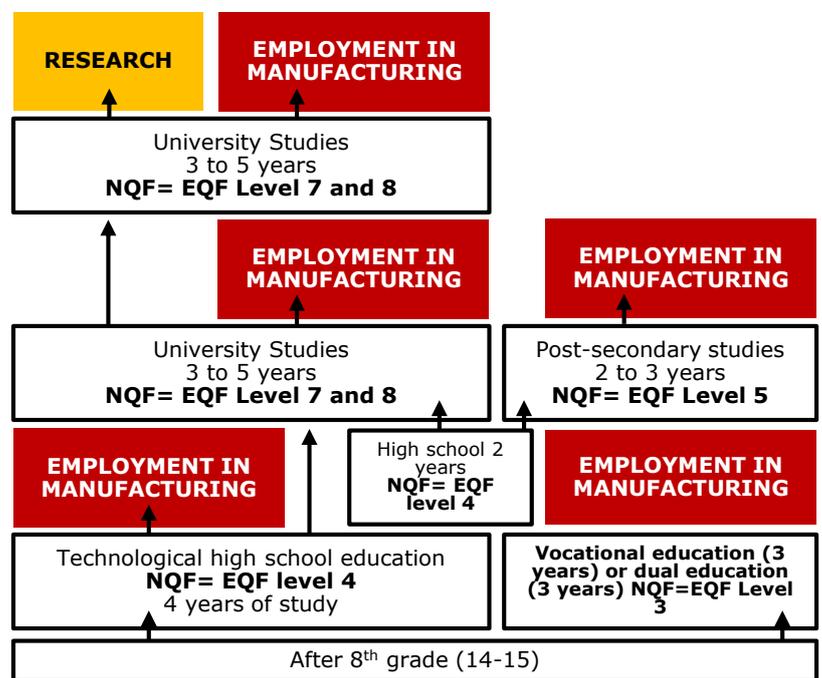
# RESULTS | DESK RESEARCH

## National Qualifications Framework & European Qualifications Framework

### PORTUGAL



### ROMANIA



### SPAIN

EDUCACIÓN SUPERIOR EN ESPAÑA   Higher Education in Spain				
ENSEÑANZAS NO UNIVERSITARIAS Non University HE	ENSEÑANZAS NO UNIVERSITARIAS University HE			
TÉCNICO SUPERIOR Higher Technician	GRADO   BACHELOR	MÁSTER   MASTER	DOCTOR   DOCTOR	
Técnico Superior de Formación Profesional Higher VET Technician (120 ECTS)  Técnico Superior de Artes Plásticas y Diseño Higher Technician in Plastics Arts & Design  Técnico Deportivo Superior Higher Technician in Sports Education	<b>NIVEL MECES 2</b> EQF Level 6  Graduado   Bachelor's Degree  Título Superior de Enseñanzas Artísticas Degree in Higher Arts Education	<b>NIVEL MECES 3</b> EQF Level 7  Master Universitario University Master Degree (60-120 ECTS)  Master en Enseñanzas Artísticas Master's Degree in Higher Arts Education	<b>NIVEL MECES 4</b> EQF Level 8  DOCTOR PhD	
	<b>Títulos Pre-Bolonia</b> Pre-Bologna Degree Diplomado, Ingeniero Técnico, Arquitecto Técnico, Maestro	<b>MÁSTER   MASTER</b>  <b>NIVEL MECES 3   EQF Level 7</b> Graduado   Bachelor's Degree  En los títulos de "Graduado" con al menos 300 ECTS, como por ejemplo, Medicina Veterinaria, Odontología, Farmacia o Arquitectura, comprobar el Nivel RUCT In the "Graduado" degrees consisting of 300 ECTS credits minimum, such as Medicine, Veterinary Science, Odontology, Pharmacy or Architecture, check awarded level of RUCT		
		<b>Títulos Pre-Bolonia   Pre-Bologna Degree</b> Diplomado, Ingeniero Técnico, Arquitecto Técnico, Maestro		



## WORK-BASED LEARNING PRACTICES

### Portugal

The Elite Seamstresses project was innovative and has promoted the attractiveness of a professional activity with a history of mastery in Portugal, valuing who performs it. The training in Sewing Techniques, organised between CITEVE, Modatex, TMG group, IEFP, Vila Nova de Famalicão Municipality, Lectra Portugal gave significant inputs to the development of a new profile and reference of the sewing training, taking account the current challenges in the fashion industry and society. The "Elite Seamstresses " project was born from a survey of recruitment and training needs, made in 2015, with a wide range of companies, which highlighted the difficulty in recruiting seamstresses.

### Romania

Ramona Andreia Fugaru is a leather goods technician graduated from Tătărăni general school and opted, from the start, for learning a job. In 2005, she enrolled at the School of Arts and Crafts "SF. ECATERINA "from Husi, Vaslui, in the Textiles - Leather domain. The young woman proved to be a conscientious student, with a good sense, with a positive attitude towards the instructive-educational activities. She learned relatively fast the phases, the textile production operations, worked with great accuracy and a lot of devotion. *"I chose to work in the textile-leather business because I felt I had the skills to practice this job. The vocational school assures me this qualification and the opportunity to hire me immediately after graduation. Time has shown me that I made the best choice. If you want to develop professionally and personally, the flexibility of our education system always allows you to do this. I started out as a simple textile manufacturer and now I work as a technician in a Bangladesh branch of a major shoe company, CARMENS. "*

### Spain

The Dual Vocational Training Programme is an educational model that combines the teaching of educational content in schools with practical training in companies. The main objectives that this system seeks to achieve, as outlined in the law, are:

- To Increase the number of persons able to obtain a post-compulsory secondary education degree through the vocational training courses.
- To generate greater motivation among students reducing therefore the early school dropout.

## 3 RESULTS | FIELD RESEARCH



Nr. of companies involved / Nr. of VET providers involved

- 17/32 from Portugal
- 10/32 from Romania
- 11/31 from Spain



Nr. of companies which had employ a new employee/s just after completing a vocational or apprentice school in last year:

- 17/32 from Portugal
- 8/32 from Romania
- 15/31 from Spain



95 companies of the Textile and Clothing (T&C) sectors  
38 VET providers of trainings in the clothing field

- 56/95 companies from the Clothing manufacturing
- 35/95 companies in the Design of textile products
- 26/95 companies in the Knitting of textiles



**Note:** In the past 5 years, companies have been adopting different strategies since the number of companies who had decreased, increased or maintained its workforce, is similar. However, majority of respondents foresees an increase in their workforce in the upcoming 5 years, which explains the difference between the number of companies who hired new employees after their VET qualification, and those who are looking for new employees.



## Top 5 Relevant Technical Competencies **Appointed by Companies**

1. Interpret technical sheets and procedure manuals
2. In depth knowledge of the production process
3. Organization of the production process
4. Develop technical patterns
5. Elaboration and control of time norms during the operative process

## Top 5 Relevant Technical Competencies **Appointed by VET Providers**

1. Interpret technical sheets and procedure manuals
2. Ensure quality and technical standards.
3. Integrate the norms of safety, hygiene, health and environmental protection in the exercise of professional activity.
4. Manufacture, modification, adjustment and repair of garments/products.
5. Operate different production machines.

## Top 3 Relevant Transversal Competencies **Appointed by Companies**

1. Teamwork
2. Communication and oral skills
3. Work management

## Top 3 relevant transversal competencies **appointed by vet providers**

1. Teamwork
2. Foreign language
3. Work management



## Initiatives to **attract young people:**

### **Companies**

- Contact with schools/colleges/universities 84
- Contacts with Job Centre Plus/Careers Services/Technological Centres 42
- Campaigns 25

### **VET providers**

- Contact with companies 31
- Contacts with Job Centre Plus/Careers Services/Technological Centres 31
- Campaigns 23

# 4 CONCLUSIONS

NEW COMPETENCES WERE IDENTIFIED AND WILL BE INTEGRATED IN THE TECHNICIAN OF CLOTHING TRAINING CURRICULA



## Technical competences

- Knowledge of production equipment settings
- Participates in solving all technical problems in the production process
- Use pattern design software for clothing (like Lectra)
- Identifying and anticipating problems through market research
- Knowing the safety rules for operating the machines and protect the workers
- Knowing the parameters and the characteristics for operating the machines

## Transversal competences

- Learning and assimilation of information
- Communication
- Teamwork, especially for production activity
- Adaptation to repetitive and routine tasks
- Foreign languages
- Work management



It has been identified a clear need to reschedule the learning plan of the professionals trained in this field of expertise and to implement more WBL practices, something that the trainers and the people in the industry see as vital for a satisfactory subsequent incorporation to the industry.



#### 4 CONCLUSIONS

Companies should also start or reinforce the following actions as a way of attracting youngers to the sector.

- Recognition and valorisation of the profession
- Adjustment of leadership style by supervisors and superiors
- Dual training
- Improvement of working conditions (working hours, salaries, permanent contracts, pay leave conditions, provide benefits in products, life-work balance)
- Improvement of working environment (greater proximity between employees, employees feel good and valued, team buildings, rewarding ideas for improving the workplace, recreation areas)

Finally, companies should demonstrate commitment and involvement in these challenges and create an environment and conditions that will bring out the best of the employees and make pressure on the authorities competent so that effective measures are adopted.



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