

## **The Program of a Curriculum for Sustainable Fashion Design: Process of Change**

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### **Abstract**

The era of Sustainability in its four aspects (figure 1) and Circular Economy require the definition of teaching strategies, at the course curriculum level. The University of Beira Interior developed its reformulation after the Bologna process, introducing 2016 the curricular unit - Sustainable Fashion Design. Nowadays, the abbreviations of content in this matter go beyond curricular units, but in design practices throughout the training, analyzing the different phases of the product life cycle and how one can contribute to each of them in order not to commit future generations to manage the planet's resources. But changing mindsets is essential. The development of a curricular unit in sustainable fashion design at an early stage, with the learning of crucial concepts associated with Sustainability and Circular Economy, thus allowing its application in the different projects developed in subsequent steps. Therefore, over these years (2016-2021), what are the Learning outcomes, Syllabus, teaching methodologies and evolution of the bibliography necessary given the accelerated evolution required for the fulfilment of the objectives of the EU 2030?

The sustainable society and industry are based on OECD goals (SDGs) and at the European level, associated with policies for product development, waste, unfair trading practices, international trade, support to producing countries, alternative business models and a multi-stakeholder platform<sup>1,2</sup>. In the research area different studies analyze the problems, solutions, and the new skills for the high education system in sustainability subjects and digital and ecologic paradigms (Goldberg 2009; Flint, 2010; Fletcher, K. and Williams, D., 2013; Grose, 2017; Conti and Motta, 2022; Inwood et al.2021; Janssens et al. 2022).

During the development phase we defined learning outcomes as in (1) Knowledge concepts; (2) Knowledge and Capacity for Understanding; (3) Intellectual Skills; (4) Practical Skills; (5) General Skills Transferred.

The second question arises in this way: What Syllabus, teaching methodologies are needed to achieve these goals?

Thus, different curriculums of international universities were analyzed, and directors or managers of the department/area of Sustainability in Portuguese companies and international brands were interviewed.

The study is longitudinal and repeated every six years, with the evaluation and accreditation of the courses.

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It is concluded that there is a need for constant updating in view of the changes that have taken place in recent years and the objectives set by the EU 2030. It is considered necessary not only to comply with these objectives through methodologies and knowledge of European regulations but also to change mentalities with application knowledge throughout their training and professional life at all stages of the product's life cycle: design; production; distribution, use and end of life.

**Keywords:** sustainability; fashion design product; skills.

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