

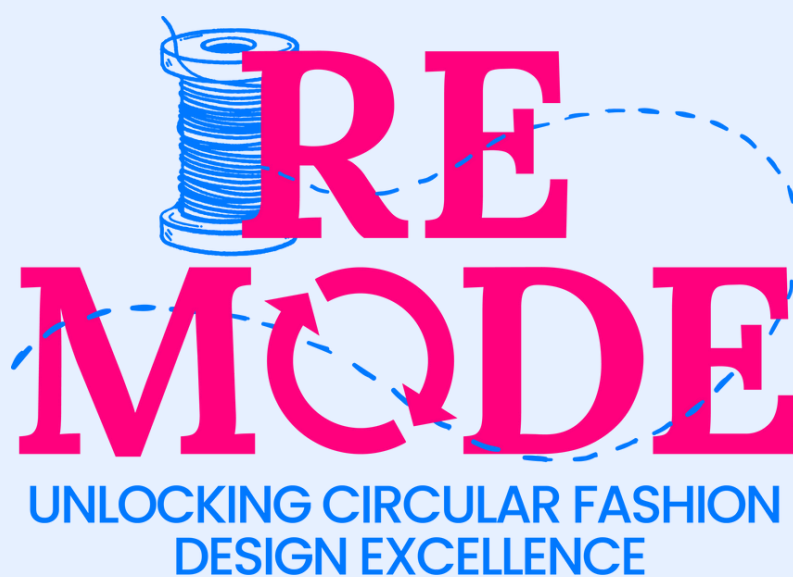
PARTNERSHIPS FOR COOPERATION  
AND EXCHANGES OF PRACTICES

ERASMUS-EDU-2023-PEX-COVE  
101194072

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# COVE REMODE

Unlocking Circular Fashion Design Excellence



REMODE – D2.2 –  
OCCUPATIONAL  
TAXONOMY REPORT ON  
PROFESSIONAL  
PROFILES



Co-funded by  
the European Union

# REMODE

## Unlocking Circular Fashion Design Excellence

ERASMUS-EDU-2024-PEX-COVE

Grant Agreement number: 101194072

### D2.2 – Occupational taxonomy report on professional profiles

<b>Project:</b> COVE Remode – Unlocking Circular Fashion Design Excellence	<b>Deliverable Number:</b> D2.2
<b>Deliverable Title:</b> Occupational taxonomy report on professional profiles	<b>WP2 Task:</b> T2.2
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<b>Authors:</b> Iuav	<b>Date:</b> 29/08/2025

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## 1. Executive Summary

This report has been developed within the framework of the ReMODE Project – *Unlocking Circular Fashion Design Excellence* (Erasmus+), with the aim of mapping emerging skills in the fashion and textile sector and contributing to the definition of a shared occupational taxonomy.

Particular focus is placed on the circular, digital and green domains, regarded as strategic for the sector's ecological and digital transition.

The research is part of Work Package 2 (WP2) and is based on three distinct questionnaires addressed to:

- **Companies and HR** → to identify organisational needs and missing skills;
- **Teachers and educators** → to evaluate the alignment between educational provision and market demands;
- **Graduates and diploma holders** → to analyse perceptions, strengths and weaknesses of young professionals.

The data collected highlight a fragmented yet converging scenario: on the one hand, skills appear unevenly distributed across companies, educational institutions and young professionals; on the other hand, shared needs clearly emerge.

Key areas include:

- advanced digital skills (AI, 3D, data management);
- regulatory knowledge on sustainability and certifications;
- transversal competences (problem solving, communication, leadership).

The main emerging professional profiles identified are **Sustainability Manager, Textile Innovation Expert, Eco-designer, Digital Fashion Specialist, and Contemporary Artisan**.

## 2. Introduction

### 2.1 Context and Rationale

The purpose of this report is to identify and enhance the competences related to the ecological and digital transition. Increasing regulatory pressure (CSRD, EU Taxonomy, Green Deal) and shifts in labour markets demand new professional profiles capable of integrating sustainability, technology, and creativity.

### 2.2 Objectives and Purpose

- To define a professional taxonomy for the textile and fashion sector;
- To coherently guide the activities envisaged in the subsequent Work Packages (WP3, WP4, WP5);
- To support the updating of educational curricula and the development of new professional roles;
- To contribute to strengthening the competitiveness and sustainability of the European fashion and textile system.

### 2.3 Research Questions

1. What competences are currently present within companies and educational institutions in the fashion and textile sector?
2. Which competences are lacking or insufficiently developed?
3. To what extent do the different stakeholders, companies, educators, graduates/diploma holders, share a common vision regarding educational and professional priorities?
4. Which emerging professional profiles can be considered strategic for the future of the sector, particularly considering European regulatory transformations (CSRD, EU Taxonomy, Green Deal)?

## 2.4 Structure of the Document

- **Methodology:** description of the data collection tools (questionnaires), classification/analysis criteria, and research limitations;
- **Data Analysis:** results from the three questionnaires addressed to companies/HR, managers/educators, and graduates/diploma holders, including summary tables and charts;
- **Findings:** identification of the main issues that emerged, together with qualitative and quantitative evidence;
- **Occupational Taxonomy:** definition of emerging profiles, key competences, career paths, and classification into four macro-areas;
- **Conclusions:** synthesis of the key results;
- **Appendix and References:** questionnaires, responses, and regulatory sources.

## 2. Methodology

The development of the occupational taxonomy in the textile and clothing sector was undertaken by means of a multi-source and participatory approach.

### 3.1 Data Collection

The construction of the occupational taxonomy was founded on a multi-level data collection strategy, developed through three distinct and complementary questionnaires. The objective was to obtain a triangulated view of the fashion and textile sector, integrating the perspectives of companies, graduates/diploma holders, and teachers/educators.

#### 1. Questionnaire addressed to **firms, HR departments and organisations** in the fashion and textile sector

The questionnaire primarily investigated skill requirements and the organisational structure of the companies to which it was administered.

The questions were designed to capture:

- the existence (or absence) of a dedicated sustainability team and the ways in which it is integrated within departments;
- professional roles that are missing or under-represented;
- competences that are difficult to source in the labour market;
- priority training areas for newly recruited staff;
- professions considered to be the most promising in the coming years.

## **2. Questionnaire addressed to graduates**

This questionnaire explored young professionals' perceptions of their own level of preparedness and the challenges encountered in the transition from education to employment.

The questions mainly concerned:

- field of study;
- initial work experiences;
- self-assessment of key competences (digital, sustainable, technical, transversal) on a scale from 1 to 5;
- areas perceived as weaker in the training received;
- perceptions of the gap between educational provision and labour market demand, and the responses of educational institutions to such gaps;
- emerging professions considered most relevant.

## **3. Questionnaire addressed to managers and educators in vocational education and training (VET) and higher education institutions (HEIs)**

This tool made it possible to collect information from those responsible for designing and delivering training pathways.

The questions focused on:

- perceptions of the gap between the competences required by companies and those acquired by students;
- competences currently considered most valuable;
- competences still lacking in curricula;
- projections concerning the most promising professional profiles.

### 3.2 Criteria for Classification

The analysis of the administered questionnaires was conducted by distinguishing between the types of items used: closed multiple-choice questions and questions structured on a Likert scale.

For the closed multiple-choice questions, the data were processed by calculating absolute frequencies and relative percentages for each response option. The information was subsequently grouped into thematic categories consistent with the project's objectives (e.g. digital skills, green skills, technical/craft skills, transversal skills). This made it possible to identify areas of greater recurrence or criticality.

For the Likert scale questions, responses were analysed through the percentage distribution along the scale and by calculating mean values and standard deviation, to capture both the intensity of agreement and the internal variability among groups of respondents. The scales were also mapped onto interpretative ranges (low – medium – high level), to facilitate a more immediate comparative reading across the different questionnaires.

In addition, the data were classified according to three transversal dimensions:

- **Respondent profile** (company/HR, managers/educators, graduates), to compare perceptions and needs among different actors in the training and production chain;
- **Thematic domain** (environmental/social sustainability, digitalisation, circular economy, technical skills, transversal skills);
- **Temporal dimension** (current situation vs. future perspectives), to highlight gaps and emerging trends.

This approach ensured consistency in the analysis and comparability of results across the three questionnaires, whilst at the same time preserving the specificity of the different target groups involved.

### **3.3 Limitations**

While this study provides a meaningful overview of circular, digital and green competences in the fashion and textile sector, several limitations must be considered when interpreting the results.

The sample of respondents is relatively limited in size and not fully representative of the entire value chain, with occasional imbalances in terms of geographical coverage and sectoral distribution. Moreover, the use of an online questionnaire as the sole method of data collection may have favoured the participation of individuals already sensitised to issues of sustainability and innovation, potentially leading to a self-selection bias and, consequently, a distortion of the data.

A further critical aspect relates to the timing of the survey: data were collected in August 2025, a period marked by the summer closure of many organisations in the sector and a general slowdown in activities. This circumstance may have limited overall participation and, in turn, the representativeness of the sample. A longer and more evenly distributed data collection period would likely have enabled greater participation.

Despite these limitations, the study offers an original and valuable contribution to the understanding of emerging trends and future professional needs, providing a solid basis for subsequent, broader and more qualitative investigations.

## **4. Data Analysis**

### **4.1 Companies / HR / Organisations**

The questionnaire addressed to companies, organisations and human resources departments in the fashion and textile sector collected a total of 14 responses: 8 in Italian (from the national context) and 6 in English (from the European context).

The analysis highlights both the profile of the organisations and, above all, the degree of structuring of their sustainability teams.

## Responses in Italian (8 firms)

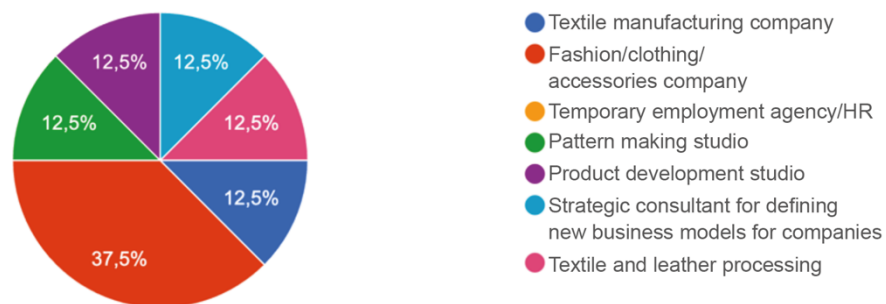
- **Type of organisation**

The Italian companies involved proved to be highly heterogeneous: in addition to the fashion/apparel sector (3 cases) and textile manufacturing (1 case), the sample also included pattern-making studio and product development studios, strategic consultancy firms, and specialised artisanal enterprises.

*Chart – Type of organisation (Italy), 8 responses*

### 1. What type of organisation do you represent?

8 answers



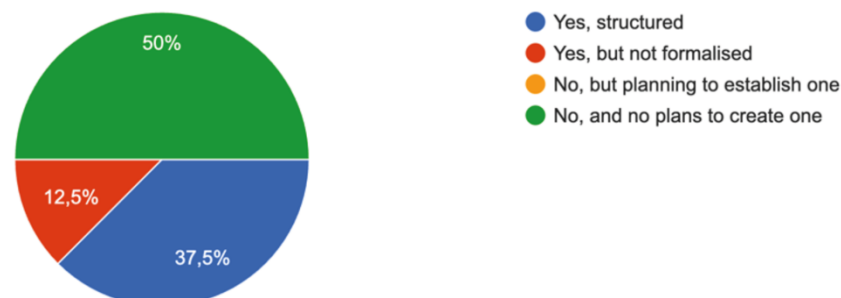
- **Presence of the sustainability team**

Half of the companies (4) reported having no sustainability team and no plans for its establishment. Only 3 indicated the presence of a structured team, while 1 reported having a non-formalised team.

*Chart – Sustainability team (Italy), 8 responses*

### 1. Does your organisation have a dedicated sustainability team?

8 answers



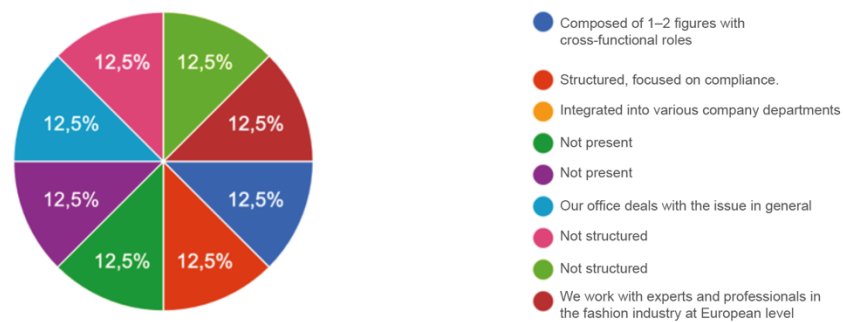
- **Team structure**

The organisational arrangements appear fragmented: ranging from teams focused on compliance and certification to more informal models (an office “generally in charge”, collaborations with external experts, or one to two cross-functional figures).

*Chart – Team structure (Italy), 8 responses*

**2. How is the sustainability team structured (if it present)?**

8 answers



**Responses in English (6 European companies)**

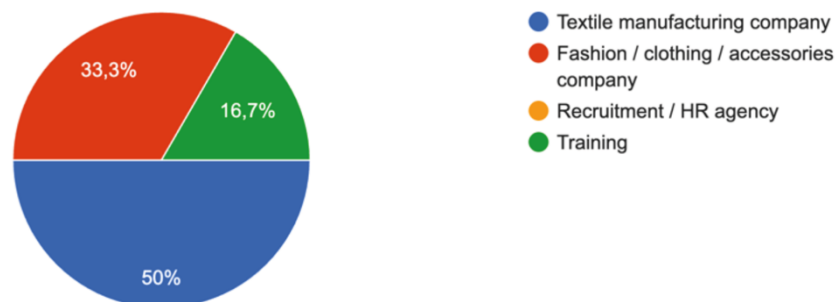
- **Type of organisation**

European firms are more concentrated in traditional sectors: 3 cases in textile manufacturing, 2 in fashion/apparel, and 1 training institution.

*Chart – Type of organisation (Europe), 6 responses*

**1. What type of organisation do you represent?**

6 answers



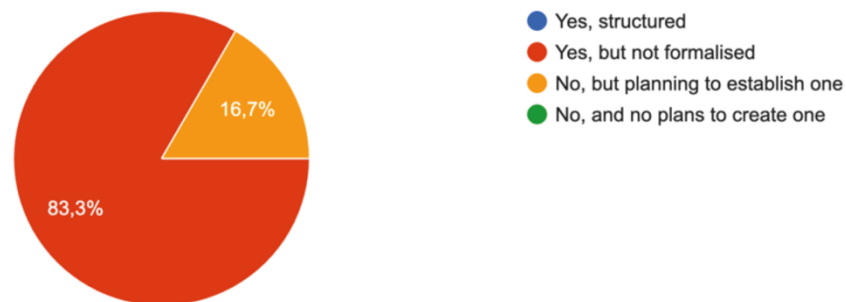
- **Presence of the sustainability team**

Five companies reported having a non-formalised team, while one stated that they do not yet have one but plan to establish it.

*Chart – Sustainability team (Europe), 6 responses*

**1. Does your organisation have a dedicated sustainability team?**

6 answers



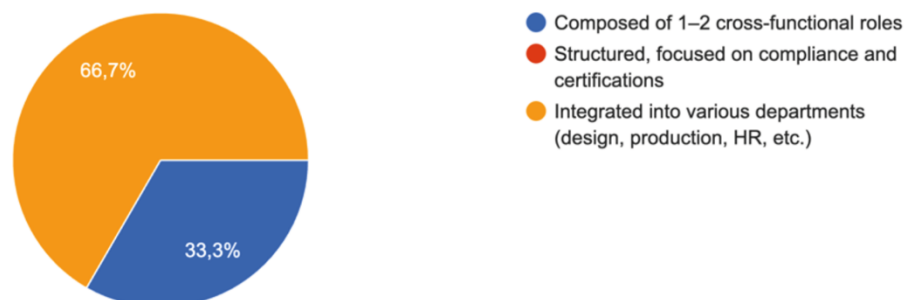
- **Team structure**

The prevailing model is cross-functional integration: in 4 cases the team operates within departments (design, production, HR), while in 2 cases it consists of 1–2 cross-functional figures.

*Chart – Team structure (Europe), 6 responses*

**2. How is the sustainability team structured (if it present)?**

6 answers



## **Reflection on the results – Companies/HR**

The analysis highlights two distinct models of approach to sustainability: the Italian model and the European model.

### **Italy: polarisation between absence and compliance**

50% of Italian firms reported not having a sustainability team nor planning to establish one. Among those that have set one up, the prevailing model is structured but focused on compliance, where sustainability is perceived primarily as a regulatory requirement rather than as a strategic driver of transformation. Intermediate structures, informal teams, cross-departmental offices or external collaborations, remain marginal and fragmented. This indicates that, in the Italian context, sustainability is still addressed in a discontinuous way and is not yet fully integrated into business practices.

### **European context: widespread but non-formalised sustainability**

The European picture is the opposite: no company reported the absence of a sustainability team. The majority indicated the presence of non-formalised teams, often integrated into company departments or composed of a few cross-functional figures. This reflects a more operational and widespread approach, which, however, still lacks formal recognition and decision-making autonomy. As a result, sustainability is part of everyday practices but does not yet occupy a consolidated strategic role within corporate governance.

### **Convergences and divergences**

In both contexts, sustainability does not yet stand at the core of governance strategies. However, the models diverge: in Italy, sustainability appears either absent or reduced to a bureaucratic function, while in the European context it is more widespread but remains without formalisation.

#### **4.1.2 Occupational Profiles**

The questionnaire investigated which professional profiles are absent or under-represented within organisations, and which are considered most promising for the future of the fashion and textile sector. The responses reveal differentiated perspectives between the Italian and the European contexts.

## Responses in Italian (8 companies)

- **Professional profiles absent or under-represented**

Italian companies particularly highlighted the absence of:

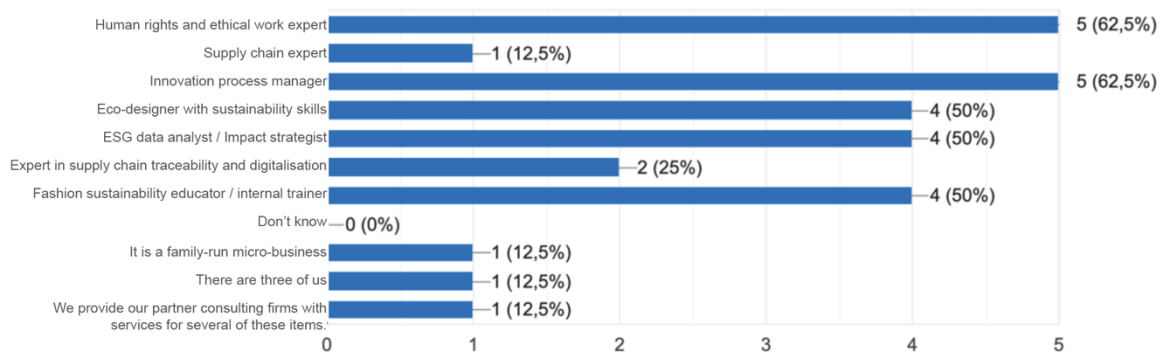
- Human rights and ethical labour expert (5)
- Innovation process manager (5)
- Eco-designer with sustainability competences (4)
- ESG data analyst / Impact strategist (4)
- Fashion sustainability educator / internal trainer (4)

Individual companies also emphasised that they are too small to introduce dedicated roles, or that they rely on external consultants.

### Chart – Professional profiles absent or under-represented (Italy), 8 responses

#### 3. Which of the following professional roles are missing or underrepresented in your organisation? (multiple answers)

8 answers



- **Most promising professions for the future**

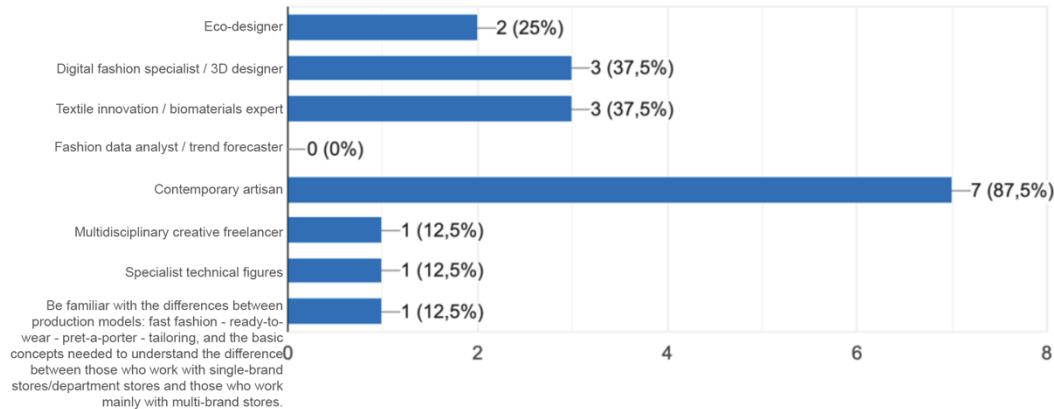
Italian companies identify the following as the most strategic priorities for the coming years:

- Contemporary artisan (7 mentions)
- Digital fashion specialist / 3D designer (3)
- Textile innovation expert / biomaterials (3)

*Chart – Future roles (ITA) 8 answers*

1. Which professions do you consider most promising in the fashion/textile sector in the coming years? (max 3 answers)

8 answers



**Responses in English (6 European companies)**

- **Professional profiles absent or under-represented**

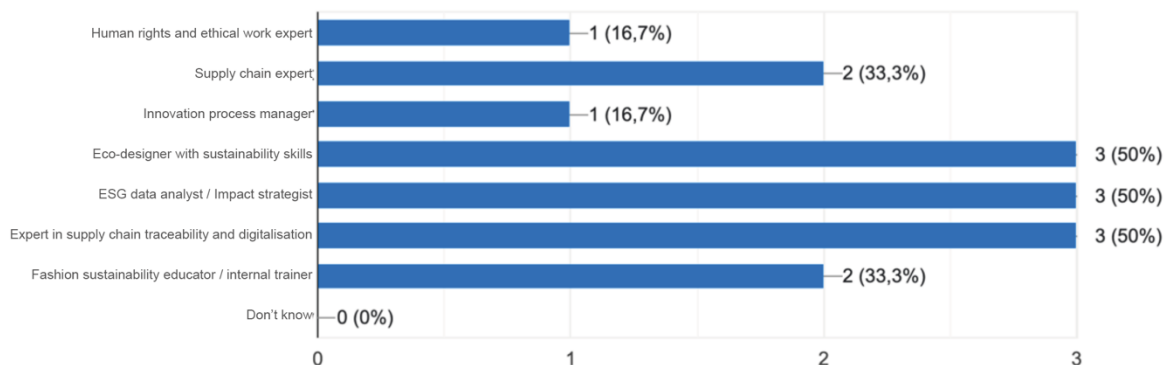
European companies reported the following as missing:

- Eco-designer with sustainability skills (3 mentions)
- ESG data analyst / Impact strategist (3)
- Expert in supply chain traceability and digitalisation (3)

*Chart – Professional profiles absent or under-represented (Europe), 6 responses*

3. Which of the following professional roles are missing or underrepresented in your organisation? (multiple answers)

6 answers



- **Most promising professions for the future**

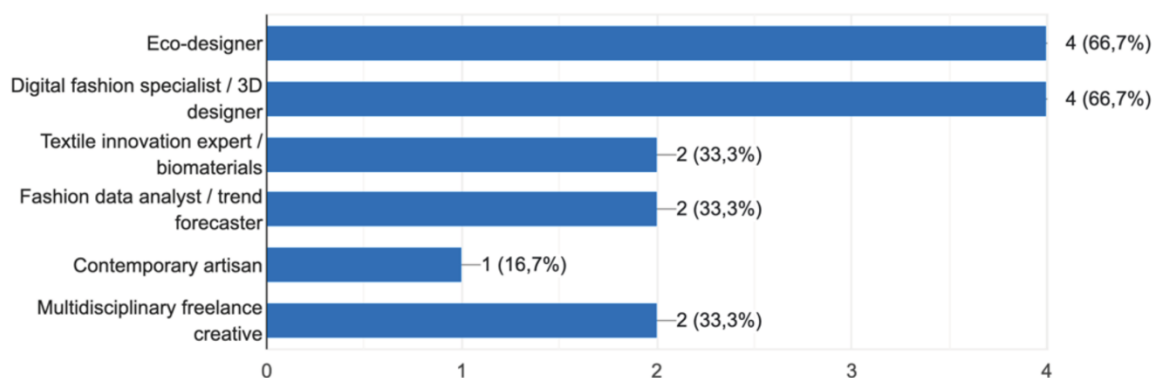
European companies identify the following as the most promising professions:

- Eco-designer
- Digital fashion specialist / 3D designer

*Chart – Future roles (Europe), 6 responses*

1. Which professions do you consider most promising in the fashion/textile sector in the coming years? (max 3 answers)

6 answers



### Reflection on the results – Professions

Italy: polarisation between compliance and missed innovation

Italian companies highlight the absence of roles linked to sustainability governance (ESG analysts, supply chain experts, labour ethics specialists), suggesting that sustainability is often managed in a fragmented manner or outsourced. Future professions, however, are envisaged in more artisanal and creative terms, with particular attention to digital innovation and biomaterials.

European context: focus on data and the supply chain

European companies emphasise the main gaps in specialised roles related to supply chain, traceability, and ESG analysis. The most promising professions are instead associated with the contemporary artisan and the digital fashion specialist, reflecting strong attention to technological and digital transformation while maintaining a connection with traditional know-how.

## Convergences and divergences

In both contexts, similar future professions emerge: advanced craftsmanship, digitalisation (3D), and innovation in materials.

The divergences concern the missing roles: in Italy, the main gaps relate to compliance and internal innovation, while in Europe the focus is on the supply chain and ESG data analysis.

## 4.2 Managers and Educators

The questionnaire addressed to teachers and trainers in the fashion and textile sector collected 20 responses, of which 16 were in Italian (national context) and 4 in English (European context).

The objective was to investigate perceptions of current preparedness, the least developed training areas, the competences considered most useful or missing, as well as the professions regarded as most promising.

### Responses in Italian (16)

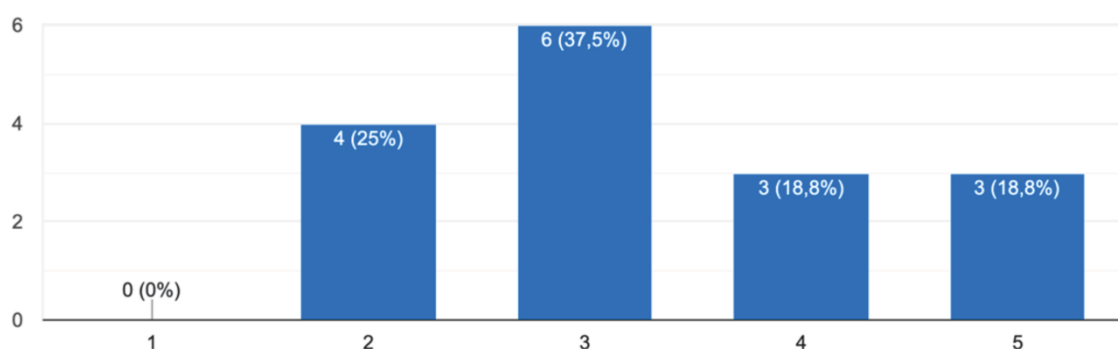
- **Self-assessment of competences**

Italian educators report solid preparedness in technical competences (average 4.0 on the Likert scale), while showing lower values for digital (3.36), sustainability (3.29) and circular economy (3.43). Transversal competences (3.43) appear more variable, with significant differences among respondents.

### *Chart – Self-assessment of competences (Italy)*

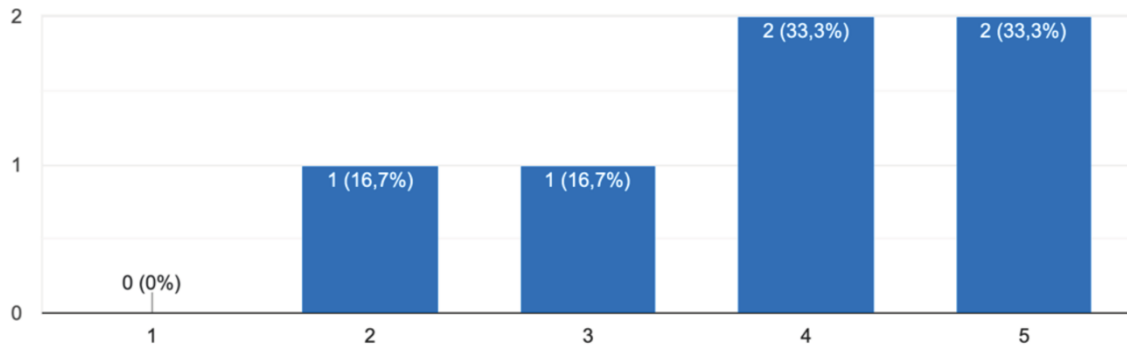
#### Digital skills (software, data, online tools)

16 answers



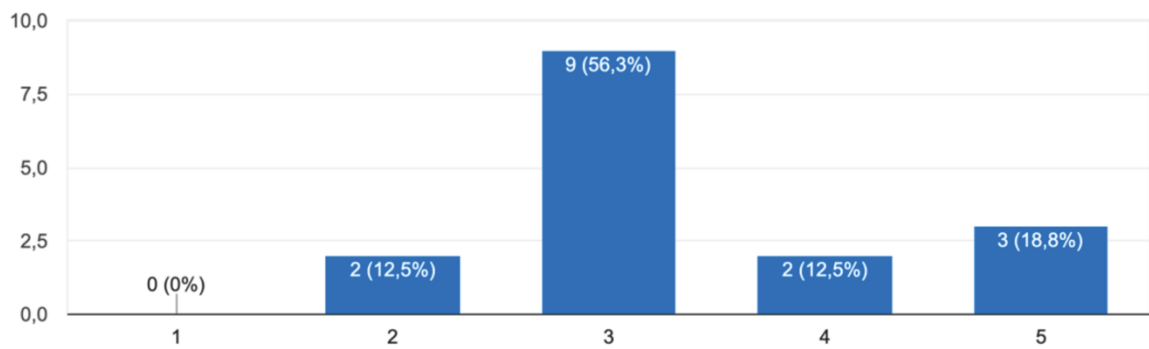
### Technical skills (production, textiles, pattern making)

16 answers



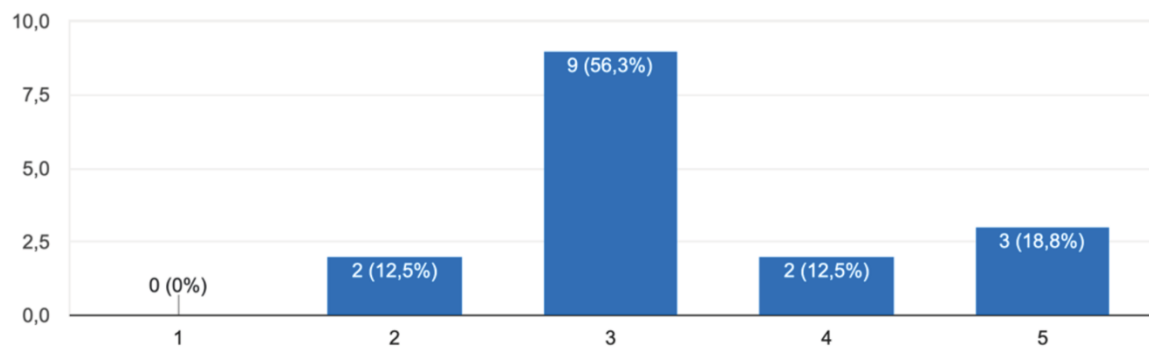
### Environmental and social sustainability (LCA, ethical supply chains)

16 answers



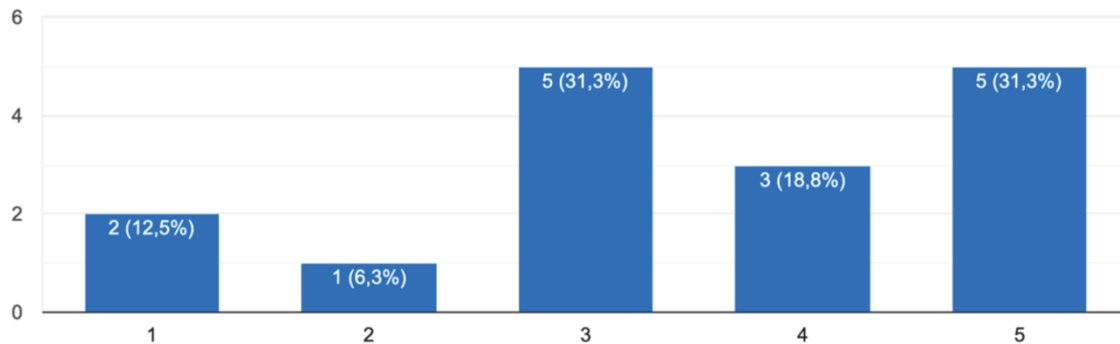
### Circular economy and innovation in materials

16 answers



### Transversal skills (teamwork, communication, project management)

16 answers



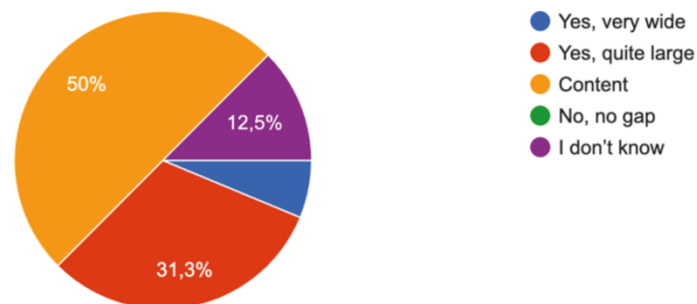
- **Perceived gap in training**

The majority define the gap with the sector as “moderate”, while some consider it “rather wide”.

#### Chart – Perceived training gap (Italy)

2. It is possible to quantify the gap between the skills required by companies and those acquired by students (VET and HEI programmes in the fashion/textile sector)?

16 answers



- **Less developed areas in training**

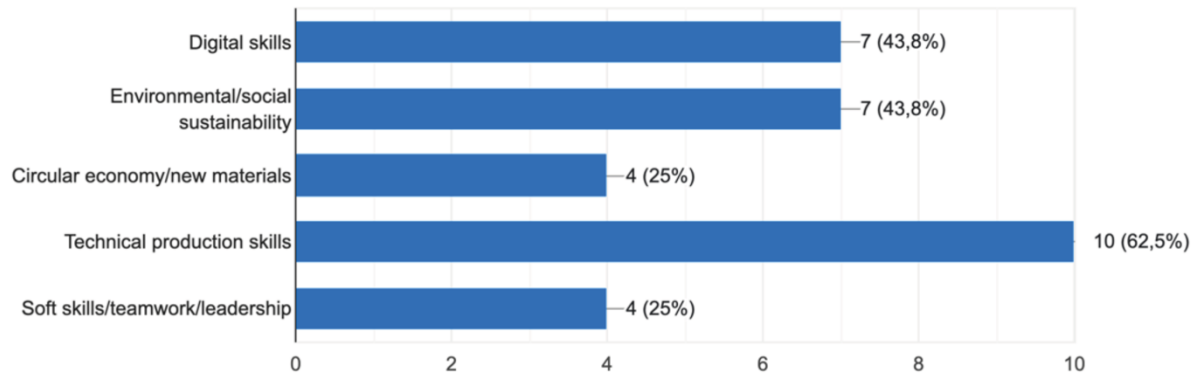
The critical areas identified mainly concern:

- Technical and production skills
- Digital skills
- Environmental and social sustainability

*Chart – Less developed areas (ITA)*

3. In which of these areas do you think VETs and HEIs are less developed than Fashion/textile industry? (max 2 answers)

16 answers



- **Skills most valued in the labour market**

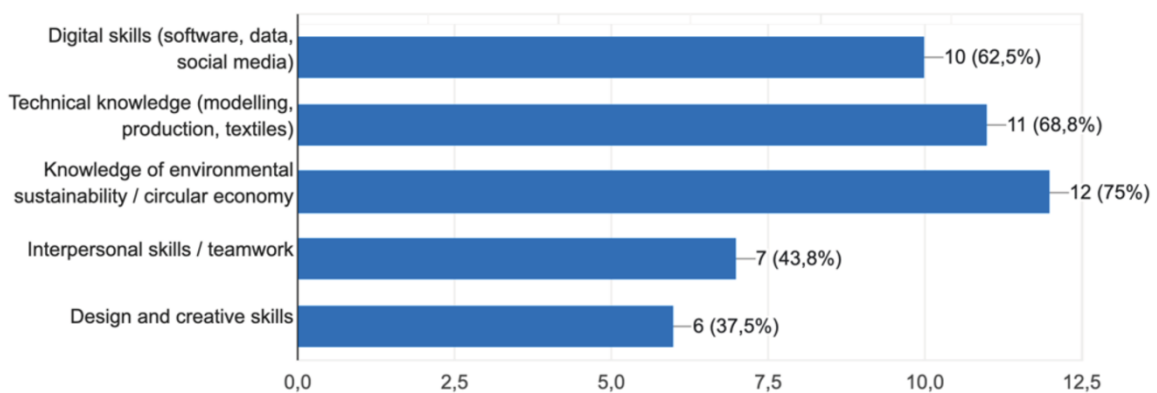
According to the respondents, the skills considered most useful today are:

- Sustainability and circular economy
- Digital skills
- Technical knowledge

*Chart – Useful skills (ITA)*

4. Which skills do you think are most valuable in today's fashion job market? (max 3 answers)

16 answers



- **Missing skills in training**

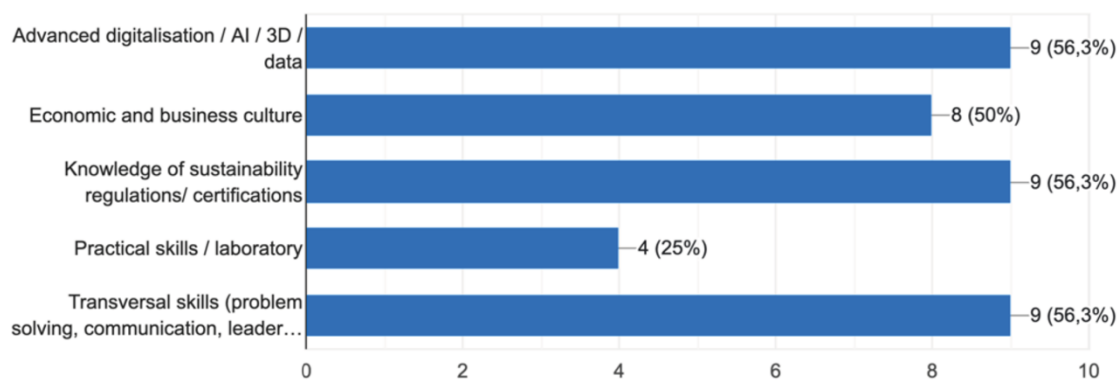
The main gaps identified concern:

- Transversal skills (problem-solving, communication, leadership)
- Advanced digitalisation (AI, 3D, data)
- Regulatory knowledge and sustainability certifications
- Economic and business culture

*Chart – Missing skills (ITA)*

**5. What skills do you think are lacking in training today? (max 3 answers)**

16 answers



- **Most promising professions**

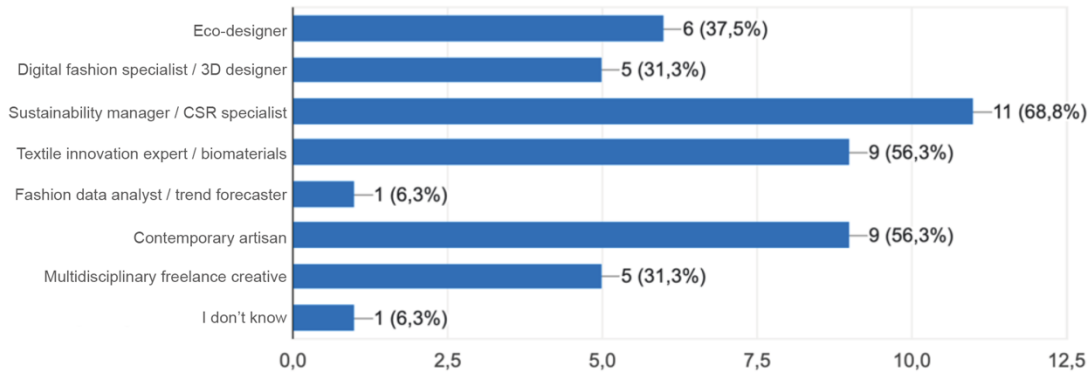
The roles considered as emerging are:

- Sustainability Manager / CSR Specialist
- Textile Innovation Expert / Biomaterials Specialist
- Contemporary Artisan
- Eco-designer

*Chart – Promising professions (ITA)*

1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

16 answers



**Responses in English (4)**

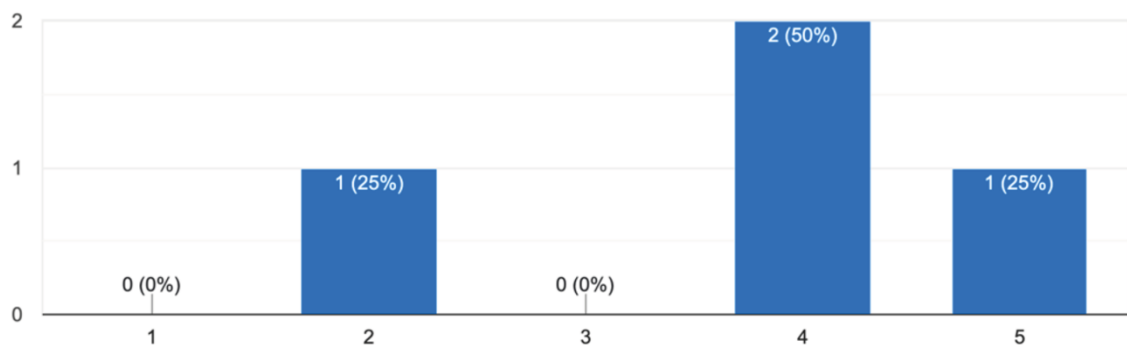
- **Self-assessment of competences**

European educators rate themselves positively in transversal competences (4.25) and technical competences (4.0), with relatively high values also for digital (3.75) and circular economy (3.75). Sustainability (3.5) appears to be slightly more consolidated compared to the Italian sample.

*Chart – Self-assessment of competences (ENG)*

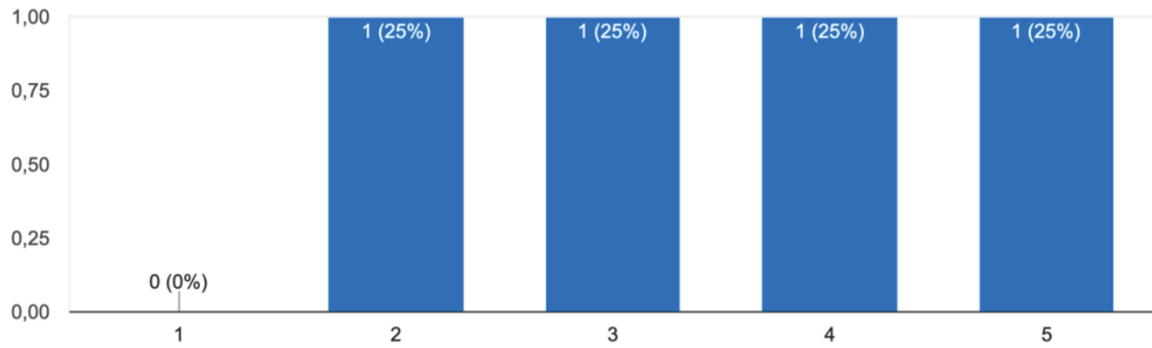
Digital skills (software, data, online tools)

4 answers



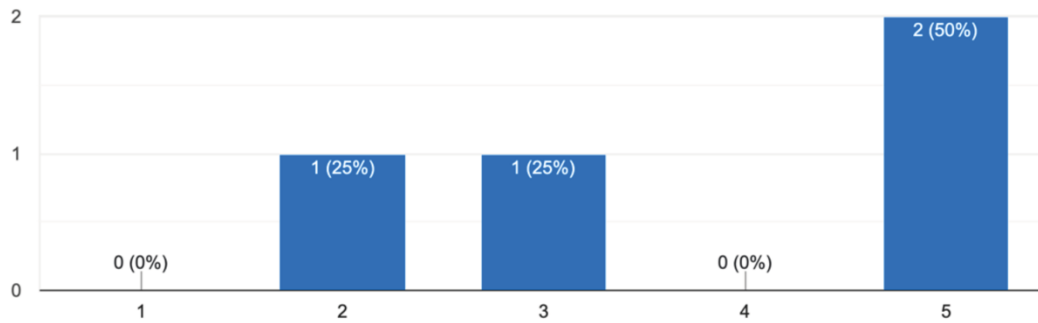
### Environmental and social sustainability (LCA, ethical supply chains)

4 answers



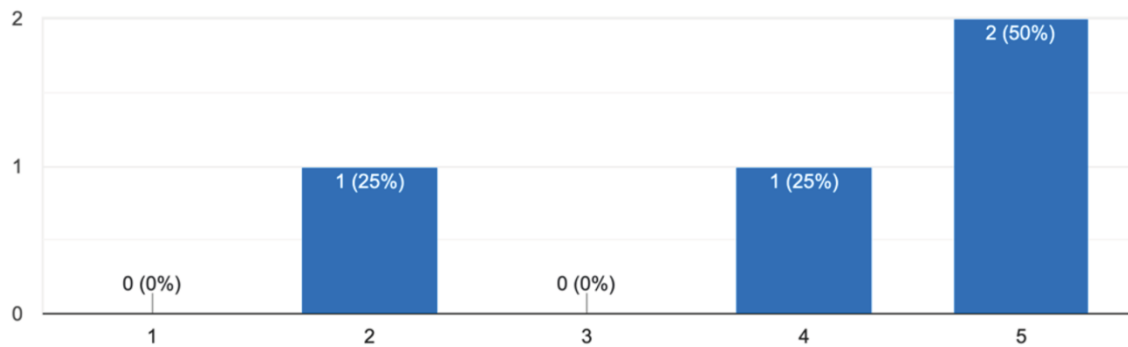
### Circular economy and innovation in materials

4 answers



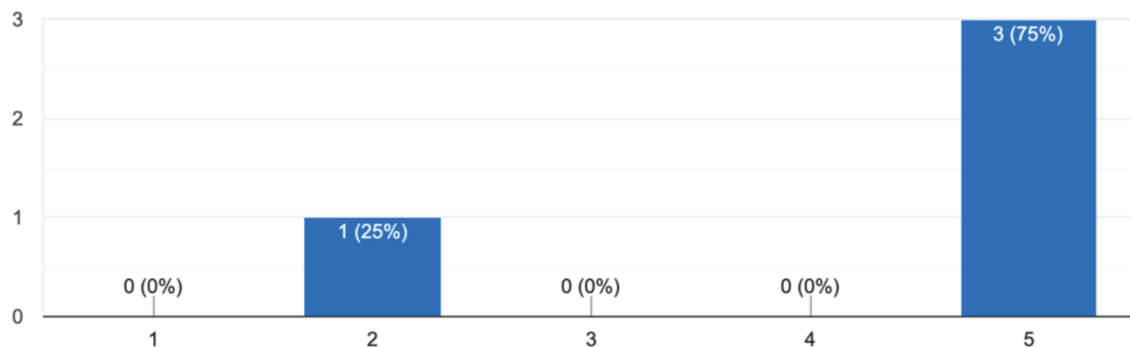
### Technical skills (production, textiles, pattern making)

4 answers



### Transversal skills (teamwork, communication, project management)

4 answers



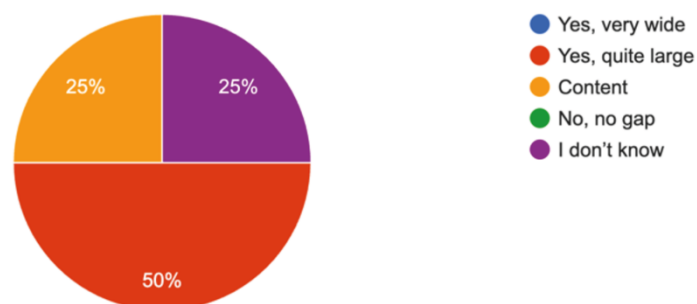
- **Perceived training gap**

The gap with the sector is assessed as either “limited” or “rather significant”, but not non-existent.

#### Chart – Perceived training gap (ENG)

2. It is possible to quantify the gap between the skills required by companies and those acquired by students (VET and HEI programmes in the fashion/textile sector)?

4 answers



- **Less developed areas in training**

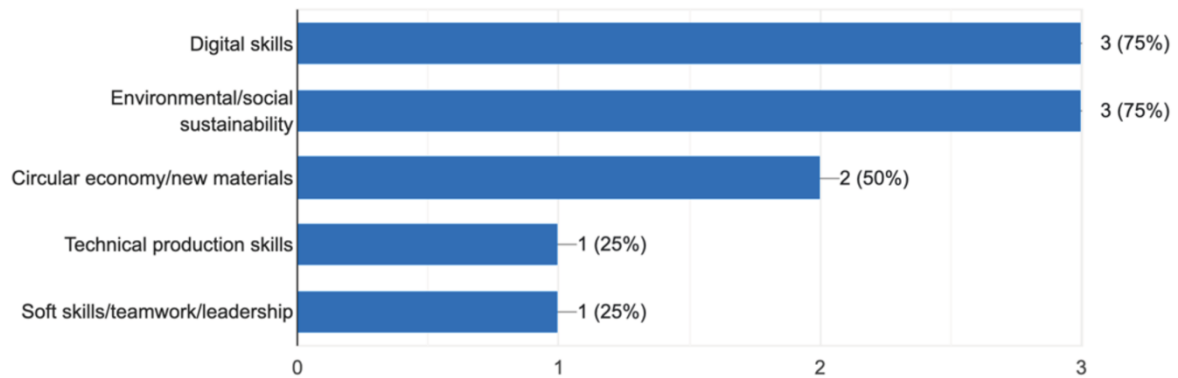
European educators highlight gaps primarily in:

- Environmental and social sustainability
- Digital competences

*Chart – Less developed areas (ENG)*

3. In which of these areas do you think VETs and HEIs are less developed than Fashion/textile industry? (max 2 answers)

4 answers



- **Skills with the highest labour market relevance**

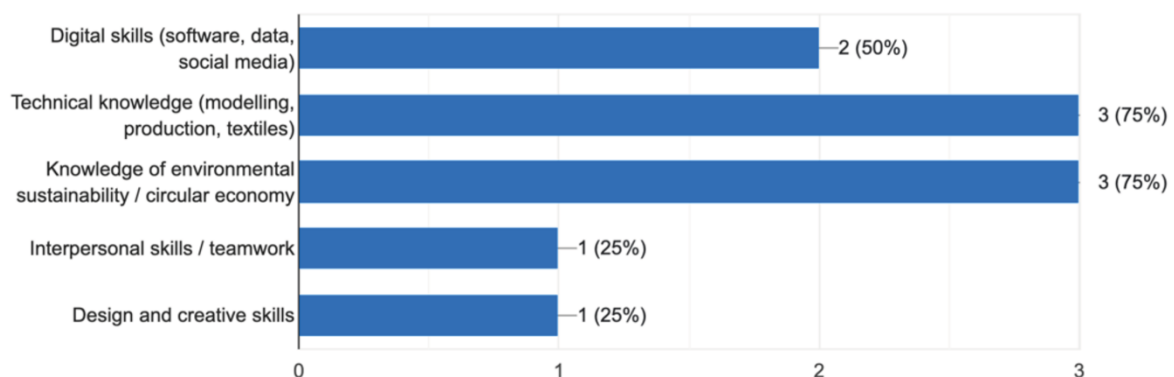
The skills considered most useful today are:

- Technical knowledge
- Knowledge of environmental sustainability / circular economy
- Digital skills

*Chart – Useful skills (ENG)*

4. Which skills do you think are most valuable in today's fashion job market? (max 3 answers)

4 answers



- **Missing skills in training**

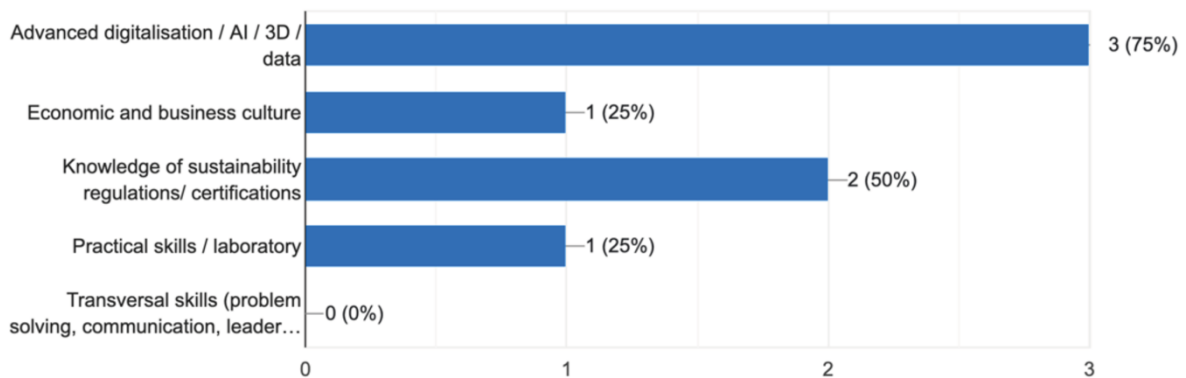
The main shortcomings concern:

- Advanced digitalisation (AI, 3D, data)
- Knowledge of sustainability regulations and certifications

*Chart – Missing skills (ENG)*

**5. What skills do you think are lacking in training today? (max 3 answers)**

4 answers



- **Most promising occupations**

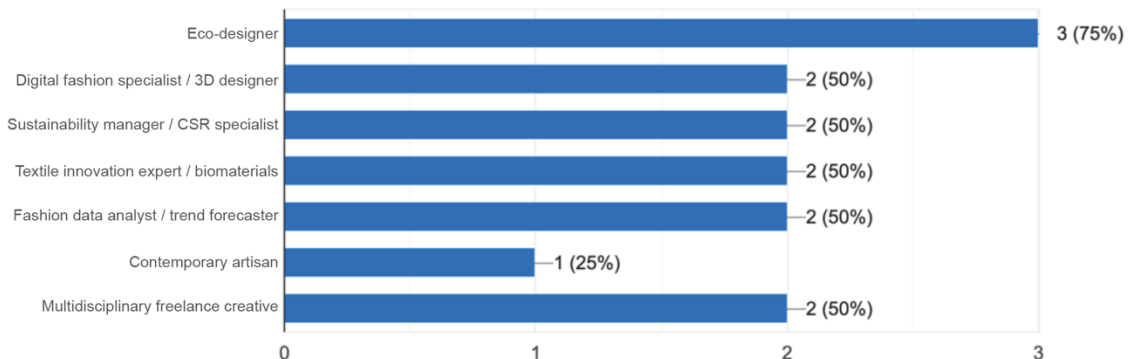
The emerging occupations include:

- Eco-designer

*Chart – Promising professions (ENG)*

**1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)**

4 answers



## **Analytical reflection on the results – Managers and Educators**

The analysis highlights several significant differences between Italy and the European context.

Italy: technical strength, digital and transversal weakness

Italian educators demonstrate strong competence in traditional technical areas but reveal weaknesses in digital competences, sustainability, and soft skills.

European context: broader interdisciplinarity, but advanced gaps

European educators report higher levels in digital, transversal, and circular competences, yet acknowledge shortcomings particularly in advanced digitalisation (AI, 3D, data) and in sustainability-related regulations.

### **Convergences and divergences**

Convergence: both groups identify gaps in advanced digital competences, sustainability regulations, and transversal skills.

Divergence: Italians stand out for their solid traditional technical competences, whereas Europeans show greater openness to interdisciplinarity.

## **4.3 Graduates**

The questionnaire addressed to graduates and diploma holders in the fashion and textile sector collected 21 responses, of which 13 were in Italian and 8 in English.

The survey aimed to measure the perceived level of preparedness, to identify the areas in which young professionals feel least prepared, the competences lacking in their education, the universities' reactions to these gaps, and the professions considered most promising.

### **Responses in Italian (13)**

- **Self-assessment of competences (Likert scale, values from 1 to 5)**

Transversal competences: 4.23 (highest)

Technical competences: 3.44

Digital competences: 3.23

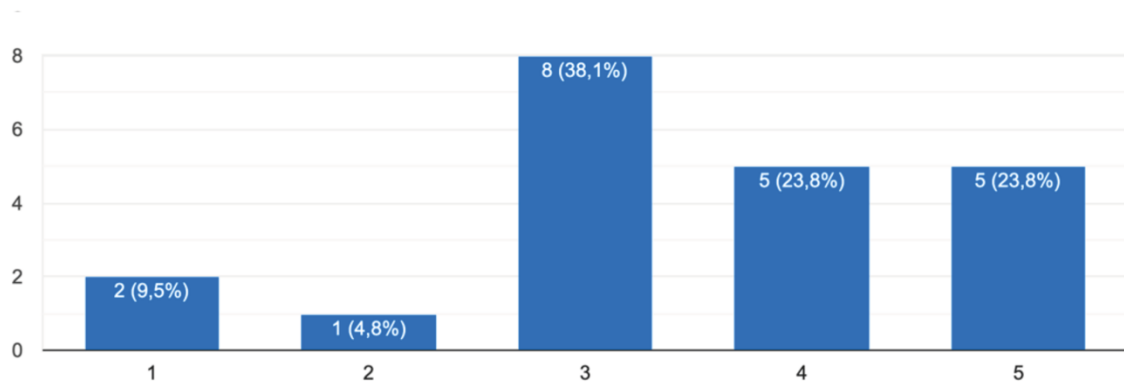
Circular economy: 3.23

Sustainability: 3.00 (weakest)

*Chart – Self-assessment of competences (Italy)*

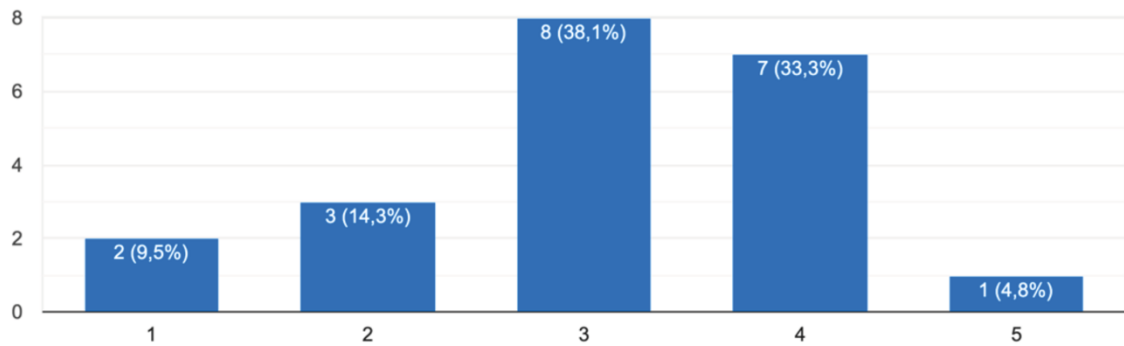
**Digital skills (software, data, online tools)**

21 answers



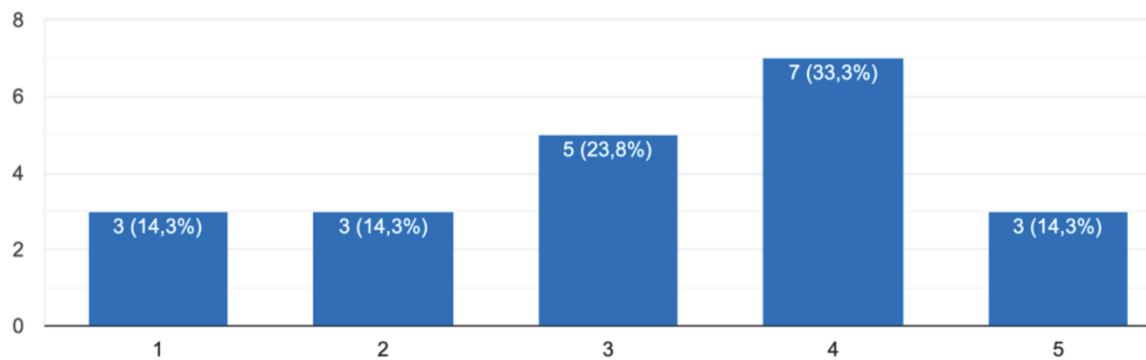
**Environmental and social sustainability (LCA, ethical supply chains)**

21 answers



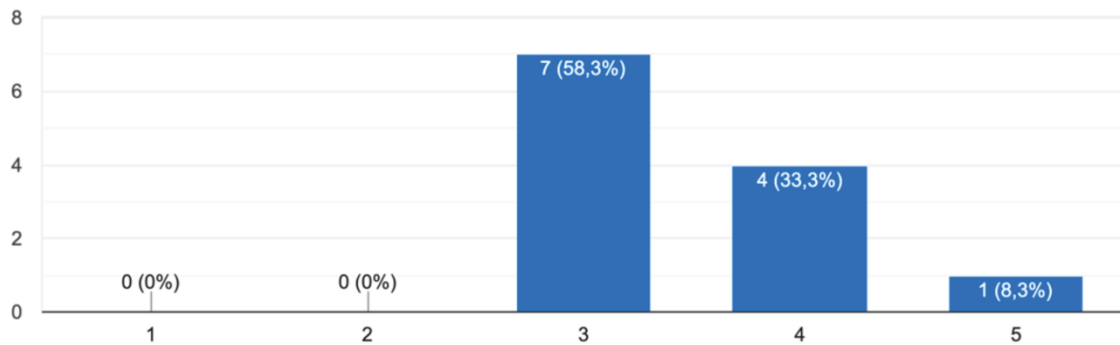
**Circular economy and innovation in materials**

21 answers



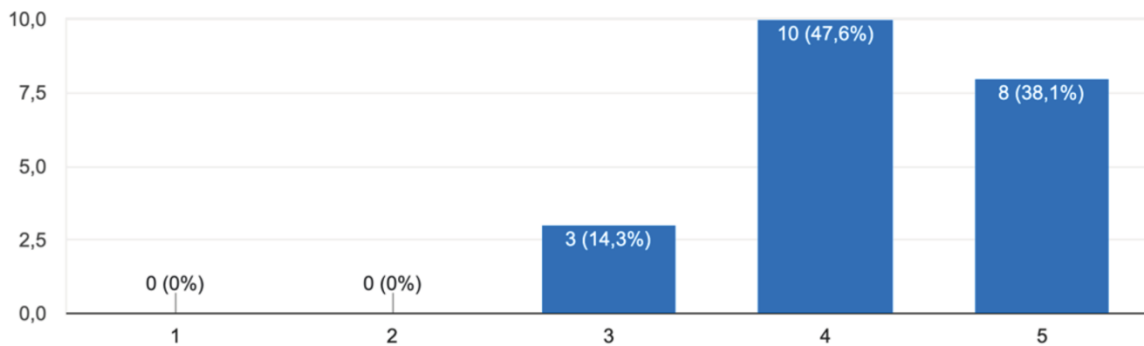
### Technical skills (production, textiles, pattern making)

21 answers



### Transversal skills (teamwork, communication, project management)

21 answers



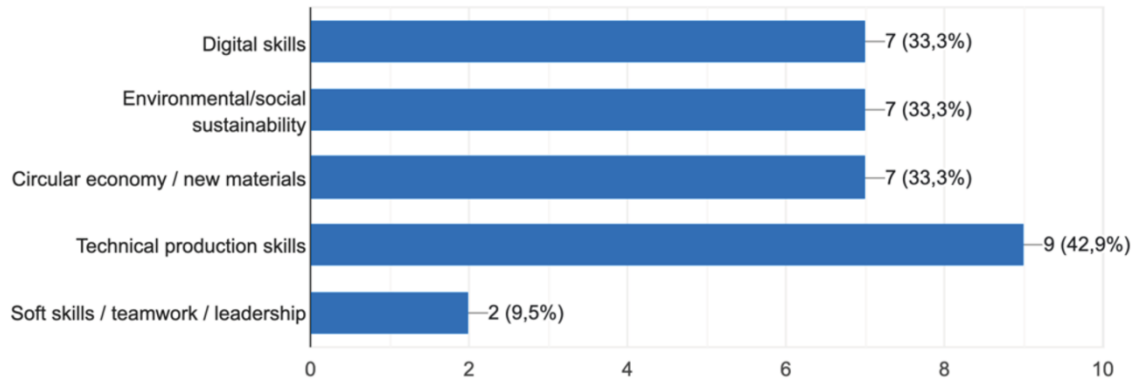
- **Areas in which they feel least prepared**

- Technical production competences
- Digital competences
- Environmental and social sustainability
- Circular economy / new materials

*Chart – Areas of weakest preparedness (Italy)*

2. In which of these areas do you feel least prepared in relation to industry demands? (max 2 answers)

21 answers



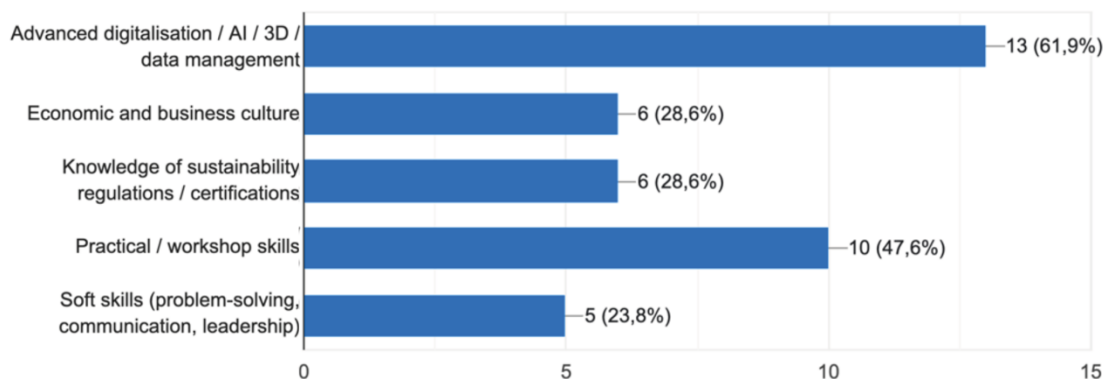
- **Competences lacking in education and training**

- Advanced digitalisation (AI, 3D, data management)
- Practical/laboratory knowledge
- Economic and business literacy
- Regulatory knowledge on sustainability/certifications

*Chart – Missing competences (Italy)*

3. Which skills do you think are currently lacking in educational programmes? (max 3 answers)

21 answers



- **The response from universities**

According to Italian graduates, universities show interest in addressing skill gaps but struggle to translate this into concrete action. Some believe that adjustments depend more on government and external policies than on the autonomous initiative of the institutions themselves.

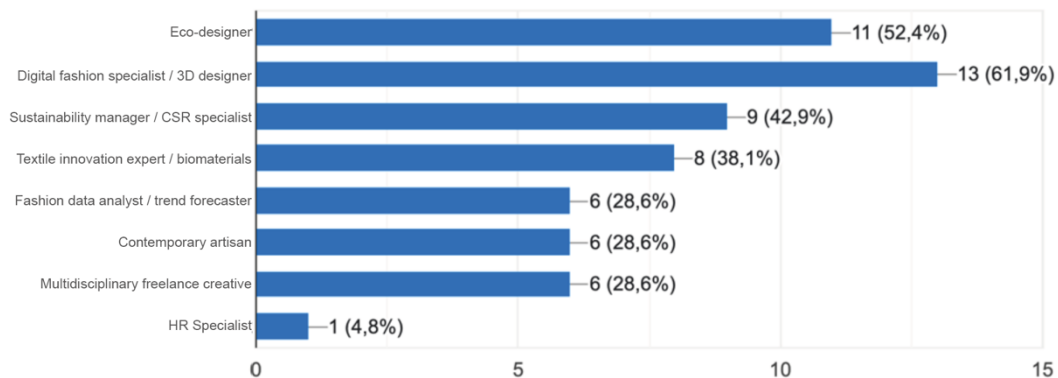
- **Demanded professional profiles**

- Digital fashion specialist / 3D designer
- Eco-designer
- Sustainability manager
- Textile innovation expert

*Chart – Professional profiles considered most promising in the fashion/textile sector (Italy)*

1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

21 answers



### Responses in English (8)

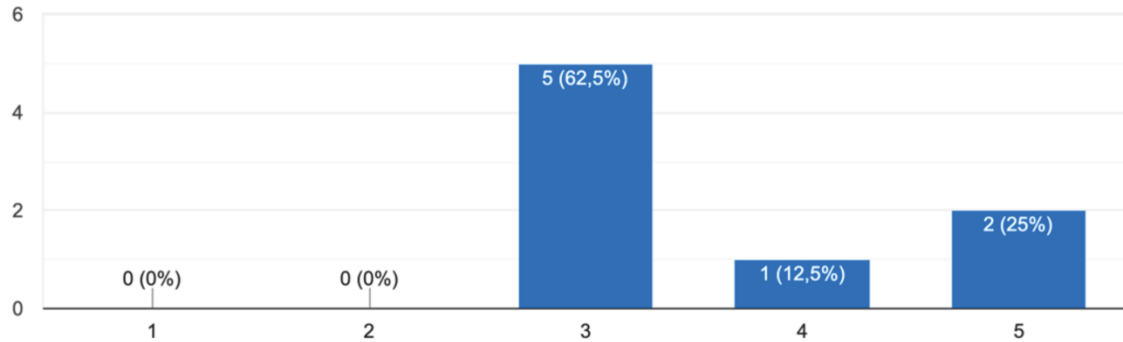
- **Self-assessment of competences (Likert scale)**

- Transversal competences: 4.38 (Likert scale 1–5)
- Digital competences: 3.62
- Circular economy: 3.75
- Sustainability: 3.38
- Technical competences: 2.88 (lowest)

*Charts – Self-assessment of competences (Europe)*

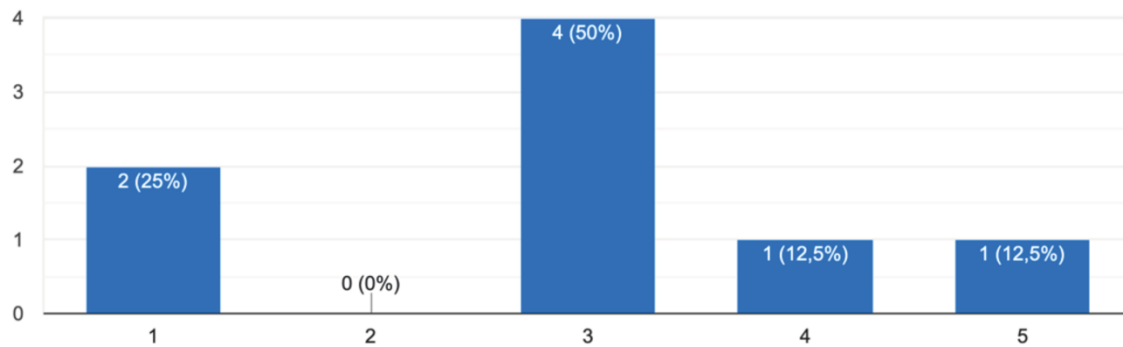
**Digital skills (software, data, online tools)**

8 answers



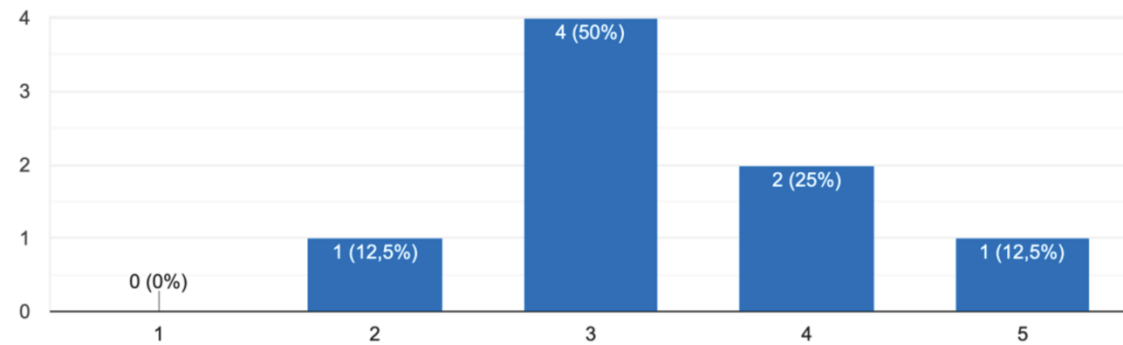
**Technical skills (production, textiles, pattern making)**

8 answers



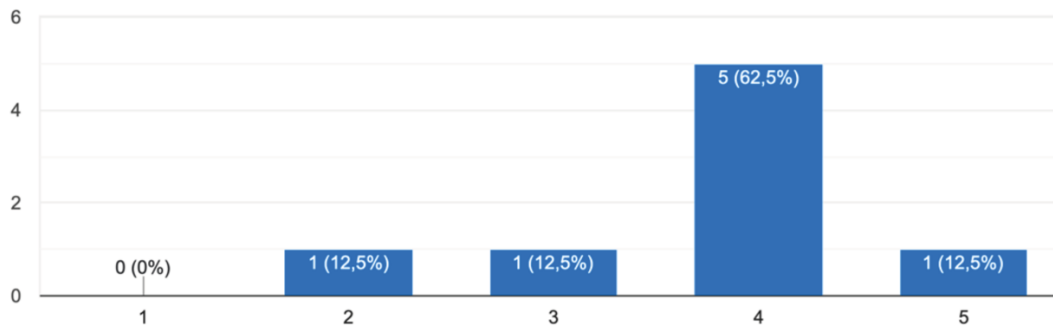
**Environmental and social sustainability (LCA, ethical supply chains)**

8 answers



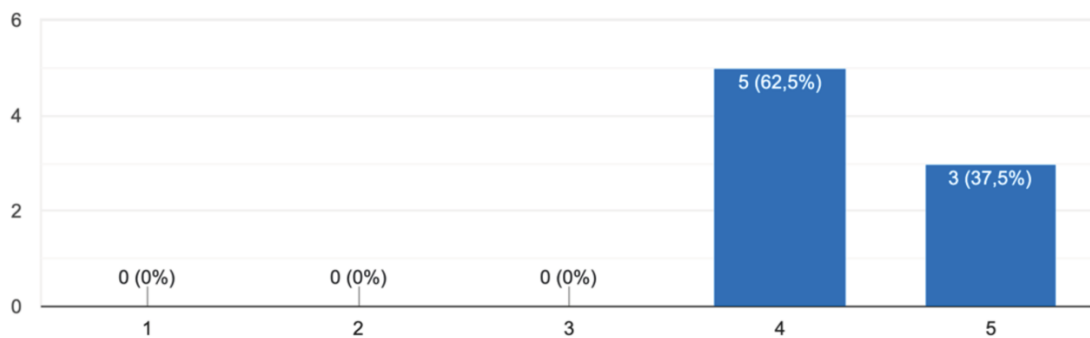
### Circular economy and innovation in materials

8 answers



### Transversal skills (teamwork, communication, project management)

8 answers



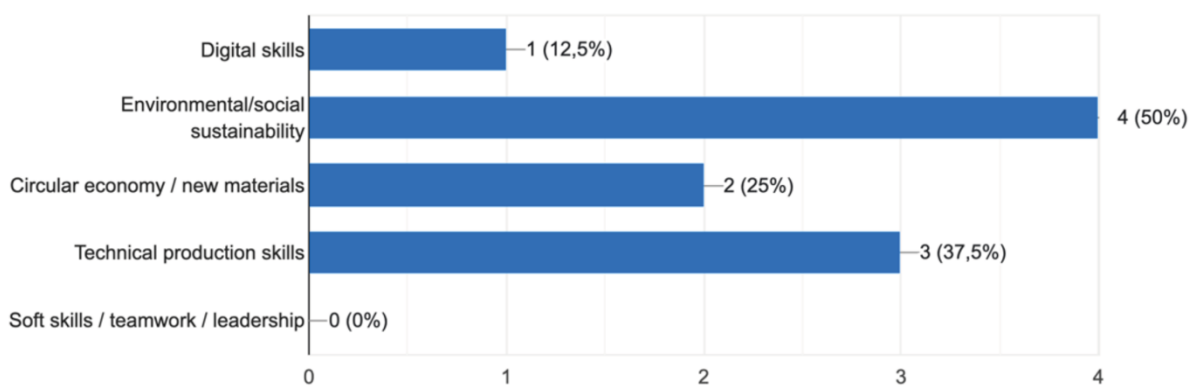
- **Areas in which they feel least prepared**

- Environmental/social sustainability
- Technical production skills

### Chart – Areas of weakest preparedness (Europe)

2. In which of these areas do you feel least prepared in relation to industry demands? (max 2 answers)

8 answers



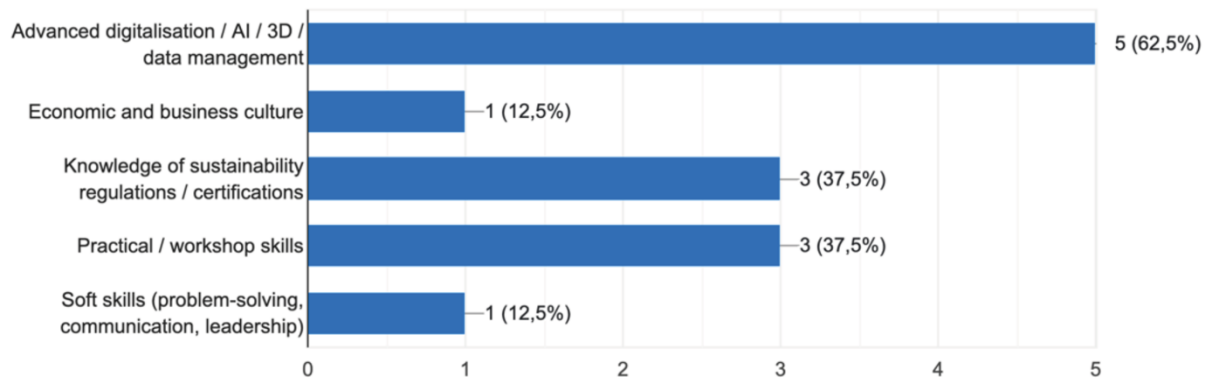
- **Competences lacking in education and training**

- Advanced digitisation (IA, 3D, data)
- Knowledge of sustainability regulations
- Practical/ workshop skills

*Chart – Missing competences (Europe)*

3. Which skills do you think are currently lacking in educational programmes? (max 3 answers)

8 answers



- **The response from universities**

The perception is that educational institutions tend to react in a slow and fragmented manner: some students observe genuine commitment, while others report inertia or limited adaptation to the demands of the sector.

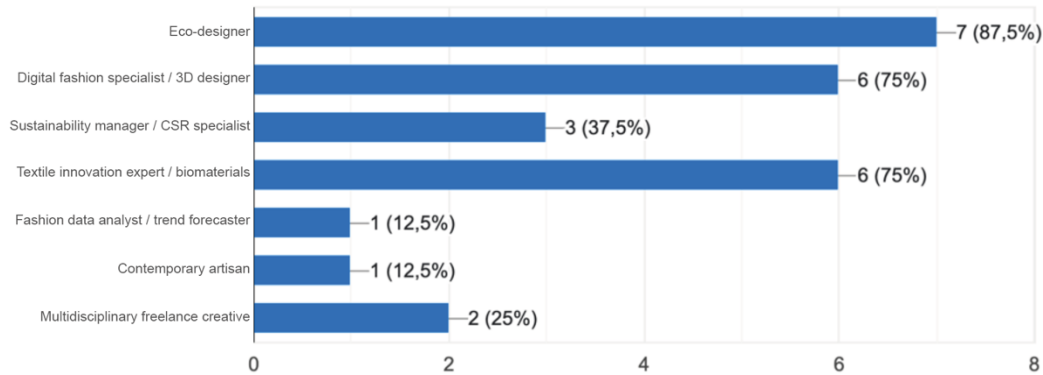
- **Demanded professional profiles**

- Eco-designer
- Digital fashion specialist
- Textile innovation expert

*Chart Professional profiles considered most promising in the fashion/textile sector (Europe)*

1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

8 answers



**Analytical reflection on the results – Graduates/Diploma holders**

The analysis highlights both differences and similarities between the two groups.

**Italy: strength in transversal competences, weakness in sustainability**

Italian graduates perceive themselves as strong in transversal and technical competences, but less confident in sustainability and circular economy. The most frequently cited gaps concern advanced digitalisation and environmental regulations.

**European context: interdisciplinarity and focus on circularity, technical weakness**

European graduates show higher values in digital, circular and sustainability competences, but appear less prepared in traditional technical skills.

**Convergences**

Both groups acknowledge gaps in advanced digital competences, sustainability regulations, and entrepreneurial knowledge. The emerging professional profiles largely overlap: Sustainability Manager, Textile Innovator, Eco-designer, and Contemporary Artisan.

## 5. Findings

### 5.1 Key points emerged

#### Companies / HR / Organisations

- **Italy:** polarisation between the absence of sustainability teams (50% of cases) and the presence of structured teams mainly oriented towards compliance.
- **Europe:** a more widespread but non-formalised approach; teams integrated within operational departments without strategic autonomy.
- **Key difference:** in Italy, absence or bureaucratisation prevails; in Europe, transversal integration is more common, though without consolidated governance.

#### Managers and Educators

- **Italy:** solid technical competences (Likert average 4.0), but weaker performance in digital (3.36) and sustainability (3.29). The perceived gap is defined as “moderate”.
- **Europe:** higher values in digital, transversal (4.25) and circular competences (3.75); main gaps in advanced digital skills (AI, 3D) and regulatory knowledge.
- **Convergence:** both groups identify shortcomings in advanced digital competences, sustainability regulations, and soft skills.

#### Graduates / Diploma holders

- **Italy:** strong transversal competences (4.23) and technical skills (3.44), but weaker in sustainability (3.0) and circular competences (3.23).
- **Europe:** higher scores in digital (3.62), circular (3.75) and transversal competences (4.38), but technical fragility (2.88).
- **Convergence:** both groups highlight gaps in advanced digital skills, regulatory knowledge, and economic literacy.
- **Common emerging professions:** Sustainability Manager, Textile Innovation Expert, Eco-designer, Contemporary Artisan.

## 5.2 Qualitative and quantitative evidence

### Quantitative

- 14 responding companies: 50% of Italian firms without a sustainability team; 83% of European firms with a non-formalised team.
- 20 educators: average technical competences 4.0 (ITA and ENG); digital 3.36 (ITA) vs 3.75 (ENG); transversal 3.43 (ITA) vs 4.25 (ENG).
- 21 graduates: transversal competences 4.23 (ITA) vs 4.38 (ENG); technical 3.44 (ITA) vs 2.88 (ENG); sustainability 3.0 (ITA) vs 3.38 (ENG).

### Qualitative

- Italian companies: sustainability is often experienced more as a regulatory requirement than as a strategic lever.
- Educators: a widespread perception of a “moderate” but persistent gap remains between education and sectoral demands.
- Graduates: universities show interest but are slow to adapt; their response is perceived as fragmented and not particularly effective.

## 6. Occupational Taxonomy

### 6.1 Defining the sector’s role families:

The fashion and textile sector today is structured as an ecosystem of established professions and emerging profiles. The questionnaires highlighted a convergence around four main families of roles:

1. **Creativity and Digital Innovation** → roles that interpret the digital transformation of design, develop virtual prototypes, and introduce new aesthetic languages through tools such as 3D, generative AI, and the metaverse.
2. **Sustainability Strategy and Governance** → managerial roles that define ESG strategies, measure environmental and social impacts, and design policies for shared responsibility.
3. **Production and Technical Craftsmanship** → professionals who preserve manual skills and tradition while integrating them with innovative processes, balancing historical know-how with new production technologies.
4. **Operational and Cross-cutting Support** → roles that ensure the principles of sustainability and innovation are translated into everyday practices, from green logistics to internal training.

## 6.2. Description of profiles by occupational family

### Family 1 – Creativity and Digital Innovation

- **Digital Fashion Specialist / 3D Designer**  
**Skills:** 3D modelling, digital design software, augmented/virtual reality.  
**Knowledge:** digital fashion, virtual platforms, CAD/CLO3D tools, metaverse.  
**Responsibilities:** developing digital collections, virtual prototypes and interactive presentations to reduce the time and cost of physical prototyping.
- **Eco-designer**  
**Skills:** sustainable design, eco-design, life cycle analysis (LCA), Life Cycle Sustainability Assessment (LCSA).  
**Knowledge:** innovative and biodegradable materials, principles of circular economy, green regulations.  
**Responsibilities:** developing products with reduced environmental impact, integrating recycling/reuse strategies into creative processes.
- **Innovation Process Manager**  
**Skills:** project management, change management, technological development.  
**Knowledge:** innovation trends in fashion-tech, digitalisation strategies.  
**Responsibilities:** coordinating innovation processes, introducing new technologies and methodologies into creative and production departments.
- **Multidisciplinary Freelance Creative**  
**Skills:** multidisciplinary design, visual communication, cross-media experimentation.  
**Knowledge:** fashion, art, graphics and digital media.  
**Responsibilities:** developing cross-cutting creative projects for brands, often in hybrid roles combining design, storytelling and communication.
- **Fashion Data Analyst / Trend Forecaster**  
**Skills:** data analysis, statistics, digital marketing, digital market intelligence tools.  
**Knowledge:** fashion, marketing, big data.  
**Responsibilities:** interpreting consumer and market trends to guide collection development and brand strategies.
- **Textile Innovation Expert / Biomaterials**  
**Skills:** research and development of fibres and weaves, biomaterials, recycled and bio-based materials.  
**Knowledge:** chemistry, innovative textile processes, sustainability certifications.  
**Responsibilities:** designing sustainable materials and developing innovative solutions for the textile industry with reduced environmental impact.

### Family 2 – Sustainability Strategy and Governance

- **Sustainability Manager / CSR Specialist**  
**Skills:** ESG management, sustainability reporting, environmental and social strategies.  
**Knowledge:** principles of circular economy, European regulations (CSRD, EU Taxonomy, Green Deal).  
**Responsibilities:** defining and implementing the company's sustainability strategy,

monitoring and evaluating environmental and social impacts, and ensuring transparency and compliance with current regulations through clear and effective communication.

- **ESG Data Analyst / Impact Strategist**

**Skills:** ESG data collection and analysis, management of environmental and social databases, use of digital tools for reporting.

**Knowledge:** ESG indicators, impact metrics, traceability systems.

**Responsibilities:** translating sustainability data into strategic insights, supporting management decision-making processes, and ensuring regulatory compliance.

- **Human Rights and Ethical Work Expert**

**Skills:** ethical auditing, due diligence, ethical supply chain management.

**Knowledge:** human rights, philosophy, international regulations (ILO, UN).

**Responsibilities:** ensuring fair working conditions throughout the supply chain, preventing reputational risks and ethical violations.

### Family 3 – Production and Technical Craftsmanship

- **Contemporary artisan**

**Skills:** advanced manual abilities, tailoring, traditional and innovative craft techniques.

**Knowledge:** fashion product manufacturing, customisation processes, materials and accessories.

**Responsibilities:** designing and producing artefacts that integrate tradition and innovation, enhancing the quality of materials through unique techniques, and preserving and transmitting artisanal know-how.

### Family 4 – Operational and Cross-cutting Support

- **Supply Chain Expert / Traceability**

**Skills:** logistics management, digital traceability, quality control.

**Knowledge:** blockchain tools and ERP software, sustainable supply chain standards.

**Responsibilities:** ensuring transparency, efficiency and sustainability throughout the entire supply chain.

- **Sustainability Educator / Internal Trainer**

**Skills:** communication, corporate training, sustainability, circular economy, change management.

**Knowledge:** sustainable practices, training pedagogy.

**Responsibilities:** disseminating sustainability knowledge and competences within the organisation by training staff.

- **HR Specialist**

**Skills:** human resources management, recruitment, staff training.

**Knowledge:** labour market dynamics, inclusion and diversity.

**Responsibilities:** selecting and developing talent, integrating transversal and sustainable competences into the workforce.

### 6.3 Identification of competences, skills and experience requirements

#### Family 1 – Creativity and Digital Innovation

- **Digital Fashion Specialist / 3D Designer**  
**Abilities:** mastery of CAD/CLO3D software, creation of avatars and textures, digital prototyping.  
**Requirements:** degree or vocational training certificate in fashion design or equivalent experience; 1–3 years' experience in fashion pattern making.
- **Eco-designer**  
**Abilities:** life cycle-oriented design, critical selection of materials, research and development.  
**Requirements:** degree in design or materials engineering, knowledge of environmental certifications; 2–5 years' experience in product design or textile research.
- **Innovation Process Manager**  
**Abilities:** management of multidisciplinary teams, capacity to implement new technologies, innovation of production processes.  
**Requirements:** master's degree in economics and management or industrial engineering; 3 years' experience in project or innovation management.
- **Multidisciplinary Freelance Creative**  
**Abilities:** design flexibility, visual storytelling, independent management of cross-sector projects.  
**Requirements:** background in visual arts/design; established portfolio.
- **Fashion Data Analyst / Trend Forecaster**  
**Abilities:** data extraction from databases and social media, predictive data/trend analysis, intuitive data visualisation.  
**Requirements:** degree in statistics, marketing or data science; 2–4 years' experience in fashion data analysis or consumer insights.
- **Textile Innovation Expert / Biomaterials**  
**Abilities:** laboratory testing, design and prototyping of materials and biomaterials, industrial scaling.  
**Requirements:** degree in chemistry, textile engineering or fashion design; 3–5 years' experience in textile R&D or biotechnology.

#### Family 2 – Sustainability Strategy and Governance

- **Sustainability Manager / CSR Specialist**  
**Abilities:** strategic ESG planning, leadership, ability to engage with stakeholders.  
**Requirements:** master's degree in economics or sustainable management; 5+ years' experience in CSR or corporate sustainability.

- **ESG Data Analyst / Impact Strategist**  
**Abilities:** collection, normalisation and reporting of ESG data; use of dedicated software; understanding of product-specific characteristics and sensitivity to its environmental and social impact.  
**Requirements:** degree in economics, statistics or industrial engineering; 2–4 years' experience in reporting or auditing.
- **Human Rights and Ethical Work Expert**  
**Abilities:** supplier auditing, ethical risk assessment, negotiation skills in international contexts.  
**Requirements:** degree in law, political science or international relations; 3–5 years' experience in NGOs, auditing or compliance.

### Family 3 – Production and Technical Craftsmanship

- **Contemporary Artisan**  
**Abilities:** advanced manual competences, tailoring, traditional and innovative craft techniques.  
**Requirements:** vocational or academic training in craftsmanship/tailoring; several years of practical experience, often gained through apprenticeship or internship.

### Family 4 – Operational and Cross-cutting Support

- **Supply Chain Expert / Traceability**  
**Abilities:** logistics optimisation, implementation of blockchain systems, supply chain risk analysis.  
**Requirements:** degree in logistics or industrial engineering; 3–5 years' experience in operations or supply chain management.
- **Sustainability Educator / Internal Trainer**  
**Abilities:** teaching skills, facilitation, adaptation of content to different organisational levels.  
**Requirements:** degree in education sciences/communication with a focus on sustainability or equivalent experience; 2–3 years in corporate training.
- **HR Specialist**  
**Abilities:** profile selection, career path management, development of inclusion and diversity policies.  
**Requirements:** degree in human resources or occupational psychology; 2–4 years' experience in HR.

## 6.4 Career paths and opportunities for advancement for each profession

### Family 1 – Creativity and Digital Innovation

- **Digital Fashion Specialist / 3D Designer**  
**Path:** Junior 3D Designer → Digital Fashion Specialist → Lead 3D Designer / Senior 3D Designer → Head of Digital Innovation.  
**Advancement:** progression to managerial roles in digital R&D or digital creative direction.

- **Eco-designer**  
**Path:** Junior Eco-designer → Eco-designer → Senior Eco-designer → Sustainability Design Lead.  
**Advancement:** potential progression to leadership roles in sustainable materials R&D or creative direction with a green focus.
- **Innovation Process Manager**  
**Path:** Project Manager → Innovation Process Manager → Head of Innovation → Chief Innovation Officer (CIO).  
**Advancement:** progression towards general management roles with a focus on innovation, the founding of start-ups, or strategic consultancy activities.
- **Multidisciplinary Freelance Creative**  
**Path:** Junior Freelance → Creative Consultant → Art Director.  
**Advancement:** creative direction in brands or agencies, or academic teaching.
- **Fashion Data Analyst / Trend Forecaster**  
**Path:** Junior Data Analyst → Fashion Data Analyst → Senior Trend Forecaster → Head of Market Intelligence.  
**Advancement:** progression to strategic marketing leadership or Chief Data Officer roles in fashion companies.
- **Textile Innovation Expert / Biomaterials**  
**Path:** Entry-level Textile Engineer → Textile Engineer → Senior Textile Innovation Specialist.  
**Advancement:** progression to CTO roles in textile or biomaterials companies.

## Family 2 – Sustainability Strategy and Governance

- **Sustainability Manager / CSR Specialist**  
**Path:** Junior Sustainability Manager → CSR Specialist → Sustainability Manager → Head of Sustainability.  
**Advancement:** Chief Sustainability Officer (CSO), strategic consultant.
- **ESG Data Analyst / Impact Strategist**  
**Path:** Junior ESG Analyst → ESG Data Analyst → Impact Strategist → Sustainability Reporting Manager.  
**Advancement:** Head of ESG & Compliance in fashion companies, advisory roles in consultancy firms specialising in fashion sustainability or supply chain auditing.
- **Human Rights and Ethical Work Expert**  
**Path:** Junior Auditor → Ethical Compliance Specialist → Human Rights Expert → Head of Ethical Compliance.  
**Advancement:** International consultant for NGOs or multilateral organisations, CSR Director in fashion companies, expert in ethical supply chain management.

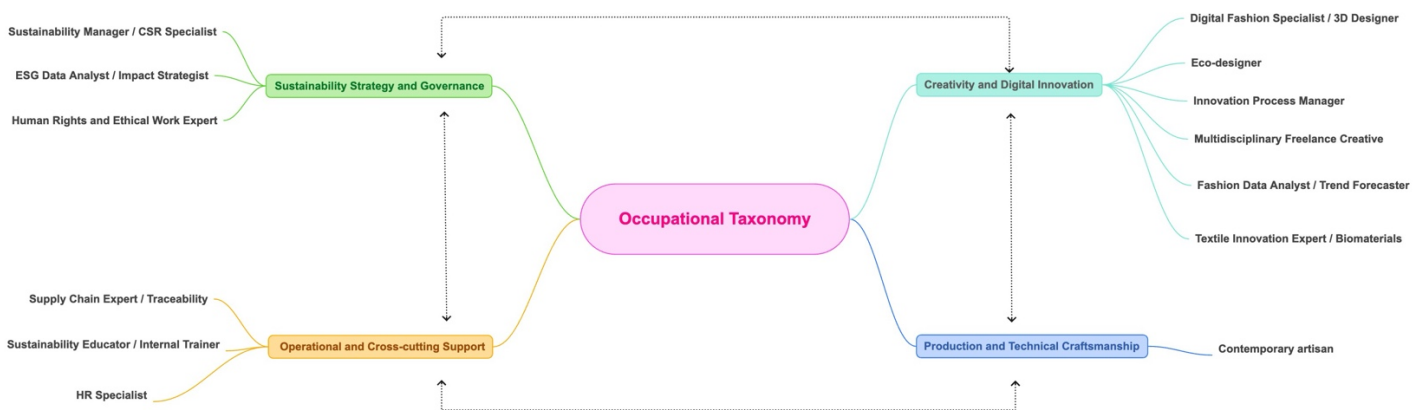
## Family 3 – Production and Technical Craftsmanship

- **Contemporary Artisan**  
**Path:** Apprentice → Artisan → Master Artisan.

## Family 4 – Operational and Cross-cutting Support

- **Supply Chain Expert / Traceability**  
**Path:** Junior Supply Chain Analyst → Supply Chain Specialist → Supply Chain Manager → Head of Operations.  
**Advancement:** Global Logistics Director, Chief Operations Officer (COO).
- **Sustainability Educator / Internal Trainer**  
**Path:** Junior Trainer → Sustainability Educator/Trainer → Senior Educator/Trainer.  
**Advancement:** Head of HR Training, External Consultant in sustainable training.
- **HR Specialist**  
**Path:** Junior HR → HR Specialist → HR Manager.  
**Advancement:** HR Director, Chief Human Resources Officer (CHRO), HR Consultant for fashion companies.

## 6.5 Creation of the taxonomy



## 7. Conclusions

### 7.1 Summary of key points

- Four occupational families have been identified, grouping together the professional profiles of the fashion and textile sector.
- Each profile has been described in terms of competences, skills and experience requirements, and positioned within typical career pathways.
- The taxonomy highlights a sector in transition, where traditional and innovative roles coexist and mutually reinforce one another.
- The interactions between occupational families reveal a complex ecosystem in which creativity, sustainability, production and operational support are interwoven.

### 7.2 Lessons learned

The classification exercise has shown that the future of the sector will not depend on individual figures of excellence, but on the ability to build multidisciplinary teams capable of connecting strategic vision, digital creativity, technical competences and support tools. The greatest challenge for companies and educational institutions will therefore be twofold: on the one hand, to update educational pathways in order to develop hybrid and transversal competences; on the other, to create organisational conditions that foster collaboration, continuous learning and the circulation of knowledge.

## Appendix

### Questionnaire:

- Firms Appendix 1
- Educators Appendix 2
- Graduates Appendix 3

### Response links:

- Firms Appendix 4
- Educators Appendix 5
- Graduates Appendix 6

## Regulatory references

This report is situated within the framework of the main European initiatives and regulations guiding the ecological and digital transition of the fashion and textile sector. In particular, reference is made to the following:

- **Directive (EU) 2022/2464 of the European Parliament and of the Council of 14 December 2022**, on corporate sustainability reporting (Corporate Sustainability Reporting Directive – CSRD).
- **Regulation (EU) 2020/852 of the European Parliament and of the Council of 18 June 2020**, establishing a framework to facilitate sustainable investment (EU Taxonomy Regulation).
- **European Commission (2019)**, Communication on the European Green Deal, COM(2019) 640 final, setting out the strategy to achieve climate neutrality by 2050 (European Green Deal).

These regulatory instruments constitute the political and regulatory context in which the activities of the ReMODE project are embedded, shaping the definition of emerging competences and the development of a shared occupational taxonomy.

# ReMode \_ Occupational Taxonomy\_Firms / HR / Organisations

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Language/Lingua \*

English

Italian

## Privacy

*No personal data will be collected or processed through this questionnaire. All data are completely anonymous at the point of collection, including email addresses. All the information provided will be used exclusively for the scientific purposes of this study.*

## Introduction – Firms / HR / Organisations – Fashion and Textile Sector

**Occupational taxonomy of professional profiles related to circular, digital and green skills in the fashion and textile sector.**

This questionnaire is part of the European ReMode project, which aims to build a sustainable and innovative training and professional ecosystem in the fashion and textile sector.

## SECTION 1 – General Information

**1. What type of organisation do you represent? \***

Textile manufacturing company

Fashion / clothing / accessories company

Recruitment / HR agency

Other: \_\_\_\_\_

**2. Current number of employees: \***

- 1–10
- 11–50
- 51–250
- More than 250

**3. Country where your main office is based: \***

- Turkiye
- Italy
- Germany
- Greece
- Finland
- Cyprus
- Other: \_\_\_\_\_

**4. Which areas best describe your organisation's activity? (max 2 answers) \***

- Design
- Textile production
- Marketing / Communication
- Distribution / Sales
- Human Resources
- Training / Research
- Other: \_\_\_\_\_

**SECTION 2 – Sustainability in the Company**

**1. Does your organisation have a dedicated sustainability team? \***

- Yes, structured
- Yes, but not formalised
- No, but planning to establish one
- No, and no plans to create one

**2. How is the sustainability team structured (if it present)? \***

- Composed of 1–2 cross-functional roles
- Structured, focused on compliance and certifications
- Integrated into various departments (design, production, HR, etc.)
- Other: \_\_\_\_\_

**3. Which of the following professional roles are missing or underrepresented in your organisation? (multiple answers) \***

- Human rights and ethical work expert
- Supply chain expert
- Innovation process manager
- Eco-designer with sustainability skills
- ESG data analyst / Impact strategist
- Expert in supply chain traceability and digitalisation
- Fashion sustainability educator / internal trainer
- Don't know
- Other: \_\_\_\_\_

**SECTION 3 – Skills You Seek in the Labour Market**

**1. Which skills are currently the hardest to find? (max 3 answers) \***

- Digital skills (software, data, automation)
- Environmental sustainability skills
- Circular economy / recycling skills
- Technical specialist skills
- Craftsmanship skills
- Soft skills (teamwork, problem solving, adaptability)
- Design skills (ecodesign, regenerative design)
- Other: \_\_\_\_\_

**2. Which training areas do you consider a priority for new hires over the next two years? (max 2 answers) \***

- Green skills / sustainability
- Digitalisation / Industry 4.0
- Transversal skills (project management, communication)
- Technical and artisanal skills (pattern making, tailoring, knitwear)
- Production and services
- Distribution and logistics
- Other: \_\_\_\_\_

**SECTION 4 – Future Outlook**

**1. Which professions do you consider most promising in the fashion/textile sector in the coming years? (max 3 answers) \***

- Eco-designer
- Digital fashion specialist / 3D designer
- Textile innovation expert / biomaterials
- Fashion data analyst / trend forecaster
- Contemporary artisan
- Multidisciplinary freelance creative
- Other: \_\_\_\_\_

## **Disclaimer**

*REMODE is an Erasmus Plus Cooperation partnership between Turkiye, Italy, Germany, Greece and Finland to promote the upskilling, training, and education of the EU workforce supporting the new EU legislation, reforms and initiatives for the twin transition and the objectives of the New European Bauhaus in the textile and fashion industry.*

*This project has been funded by the Erasmus+ Programme of the European Union (Project N. 101194072). The European Commission support for the production of this research does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

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# ReMode \_ Occupational Taxonomy\_Managers and Educators

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Language/Lingua \*

English

Italian

## Privacy

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## Introduction – Managers and Educators: Vocational Education and Training (VET) e Higher Education Institution (HEI) - Fashion and Textile Sector

**Occupational taxonomy of professional profiles related to circular, digital and green skills in the fashion and textile sector.**

This questionnaire is part of the European ReMode project, which aims to build a sustainable and innovative training and professional ecosystem in the fashion and textile sector.

## SECTION 1 – General Information

**1. Country of the head office of the educational institution: \***

Turkiye

Italy

Germany

Greece

Finland

Cyprus

Other: \_\_\_\_\_

**2. At which educational institution do you work or teach? \***

- Master's degree / postgraduate course
- Bachelor's degree
- Master's degree
- Post-diploma qualification
- Technical or professional diploma
- Other: \_\_\_\_\_

**3. What learning paths does the educational institution for which you work and/or teach offer? (max 2 answers) \***

- Fashion and textile design
- Fashion management/communication
- Textiles/production
- Sustainability / circular economy
- Art / material culture / curating
- Management engineering
- Other: \_\_\_\_\_

**SECTION 2 – Skills and training**

**1. How prepared do you feel in the following areas of expertise, compared to what is currently required by the fashion/textile industry? (From 1 = not at all to 5 = very much)**

**Digital skills (software, data, online tools) \***

1   2   3   4   5

---

Not      very much

---

**Environmental and social sustainability (LCA, ethical supply chains) \***

1 2 3 4 5

---

Not      very much

---

**Circular economy and innovation in materials \***

1 2 3 4 5

---

Not      very much

---

**Technical skills (production, textiles, pattern making) \***

1 2 3 4 5

---

Not      very much

---

**Transversal skills (teamwork, communication, project management) \***

1 2 3 4 5

---

Not      very much

---

**2. It is possible to quantify the gap between the skills required by companies and those acquired by students (VET and HEI programmes in the fashion/textile sector)?**

- Yes, very wide
- Yes, quite large
- Content
- No, no gap
- I don't know

**3. In which of these areas do you think VETs and HEIs are less developed than Fashion/textile industry? (max 2 answers)**

\*

- Digital skills
- Environmental/social sustainability
- Circular economy/new materials
- Technical production skills
- Soft skills/teamwork/leadership

**4. Which skills do you think are most valuable in today's fashion job market? (max 3 answers)**

- Digital skills (software, data, social media)
- Technical knowledge (modelling, production, textiles)
- Knowledge of environmental sustainability / circular economy
- Interpersonal skills / teamwork
- Design and creative skills
- Other: \_\_\_\_\_

**5. What skills do you think are lacking in training today? (max 3 answers) \***

- Advanced digitalisation / AI / 3D / data
- Economic and business culture
- Knowledge of sustainability regulations/ certifications
- Practical skills / laboratory
- Transversal skills (problem solving, communication, leadership)
- Other: \_\_\_\_\_

**SECTION 3 - Training awareness**

**1. When students realize any shortcomings in their education compared how do you think they react to market demands? \***

- They act independently, trying to fill gaps through external experiences (internships, extra courses, self-training)
- They rely on the training facility, expecting an adjustment by the institution
- Show interest but struggle to translate it into concrete actions
- Tend to ignore the problem or not consider it relevant
- I don't know

**SECTION 4 – Future Outlook**

**1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers) \***

- Eco-designer
- Digital fashion specialist / 3D designer
- Sustainability manager / CSR specialist
- Textile innovation expert / biomaterials
- Fashion data analyst / trend forecaster
- Contemporary artisan
- Multidisciplinary freelance creative
- Other: \_\_\_\_\_

## **Disclaimer**

*REMODE is an Erasmus Plus Cooperation partnership between Turkiye, Italy, Germany, Greece and Finland to promote the upskilling, training, and education of the EU workforce supporting the new EU legislation, reforms and initiatives for the twin transition and the objectives of the New European Bauhaus in the textile and fashion industry.*

*This project has been funded by the Erasmus+ Programme of the European Union (Project N. 101194072). The European Commission support for the production of this research does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

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**Google Moduli**

# ReMode \_ Occupational Taxonomy \_ Graduates

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Language/Lingua \*

English

Italian

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## Introduction – Graduates – Fashion and Textile Sector

**Occupational taxonomy of professional profiles related to circular, digital and green skills in the fashion and textile sector.**

This questionnaire is part of the European ReMode project, which aims to build a sustainable and innovative training and professional ecosystem in the fashion and textile sector.

## SECTION 1 – General Information

**1. Country of the head office of the educational institution: \***

Turkiye

Italy

Germany

Greece

Finland

Cyprus

Other: \_\_\_\_\_

**2. Year of graduation: \* .**

- 2021
- 2022
- 2023
- 2024
- Altro: \_\_\_\_\_

**3. Type of educational programme attended: \***

- Bachelor's degree
- Master's degree
- Postgraduate / Master's course
- Technical or professional diploma
- Post-secondary qualification
- Other: \_\_\_\_\_

**4. Field of study (max 2 answers) \***

- Fashion and textile design
- Fashion management / communication
- Textile
- Sustainability / circular economy
- Art / material culture / curatorship
- Management engineering
- Other: \_\_\_\_\_

**SECTION 2 – Current Work Experience**

**1. In which area are you currently employed? \***

- Creative direction / design
- Product development / production / pattern making
- Craftsmanship / manufacturing / workshop
- Communication / marketing / events
- Sustainability / CSR office
- Distribution / customer experience (physical store)
- Distribution / customer experience (digital store)
- Other: \_\_\_\_\_

**2. Type of organisation you work for (or have recently worked for): \***

- Large structured company (>250 employees)
- Small or medium enterprise
- Professional studio / atelier / workshop
- Agency or consultancy firm
- Start-up or sole proprietorship
- Other: \_\_\_\_\_

**SECTION 3 – Skills and Training**

**1. How prepared do you feel in the following areas of expertise, compared to what is currently required by the fashion/textile industry? (From 1 = not at all to 5 = very much)**

**Digital skills (software, data, online tools) \***

1   2   3   4   5

---

Not      very much

---

**Environmental and social sustainability (LCA, ethical supply chains) \***

1 2 3 4 5

---

Not      very much

---

**Circular economy and innovation in materials \***

1 2 3 4 5

---

Not      very much

---

**Technical skills (production, textiles, pattern making) \***

1 2 3 4 5

---

Not      very much

---

**Transversal skills (teamwork, communication, project management) \***

1 2 3 4 5

---

Not      very much

---

**2. In which of these areas do you feel least prepared in relation to industry demands? (max 2 answers)**

- Digital skills
- Environmental/social sustainability
- Circular economy / new materials
- Technical production skills
- Soft skills / teamwork / leadership

**3. Which skills do you think are currently lacking in educational programmes?(max 3 answers)**

- Advanced digitalisation / AI / 3D / data management
- Economic and business culture
- Knowledge of sustainability regulations / certifications
- Practical / workshop skills
- Soft skills (problem-solving, communication, leadership)
- Other: \_\_\_\_\_

**4. When universities and training institutions become aware of shortcomings in their programmes relative to labour market demands, how do they usually react in your opinion?**

- They actively try to address the gaps by revising their programmes
- They rely on adjustments from local governments or the European Union
- They show interest but struggle to translate it into concrete actions
- They tend to ignore the problem or don't see it as relevant
- I don't know
- Other: \_\_\_\_\_

**1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)**

- Eco-designer
- Digital fashion specialist / 3D designer
- Sustainability manager / CSR specialist
- Textile innovation expert / biomaterials
- Fashion data analyst / trend forecaster
- Contemporary artisan
- Multidisciplinary freelance creative
- Other: \_\_\_\_\_

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**Google Moduli**

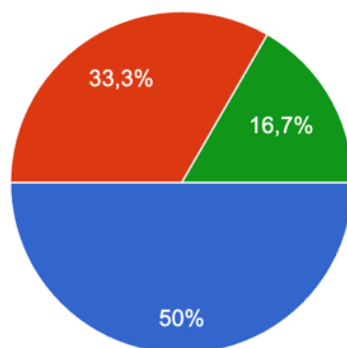
# ReMode \_ Occupational Taxonomy Firms / HR / Organisations Fashion and Textile Sector

14 answers

## SECTION 1 – General Information

### 1. What type of organisation do you represent?

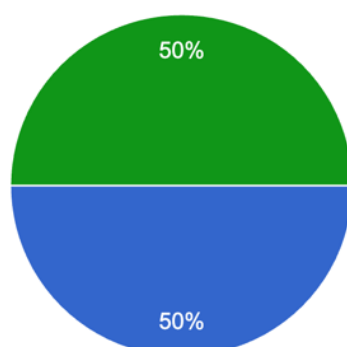
6 answers



- Textile manufacturing company
- Fashion / clothing / accessories company
- Recruitment / HR agency
- Training

### 2. Current number of employees:

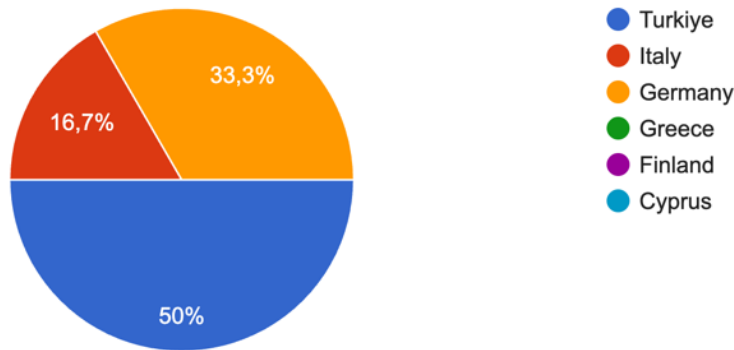
6 answers



- 1-10
- 11-50
- 51-250
- More than 250

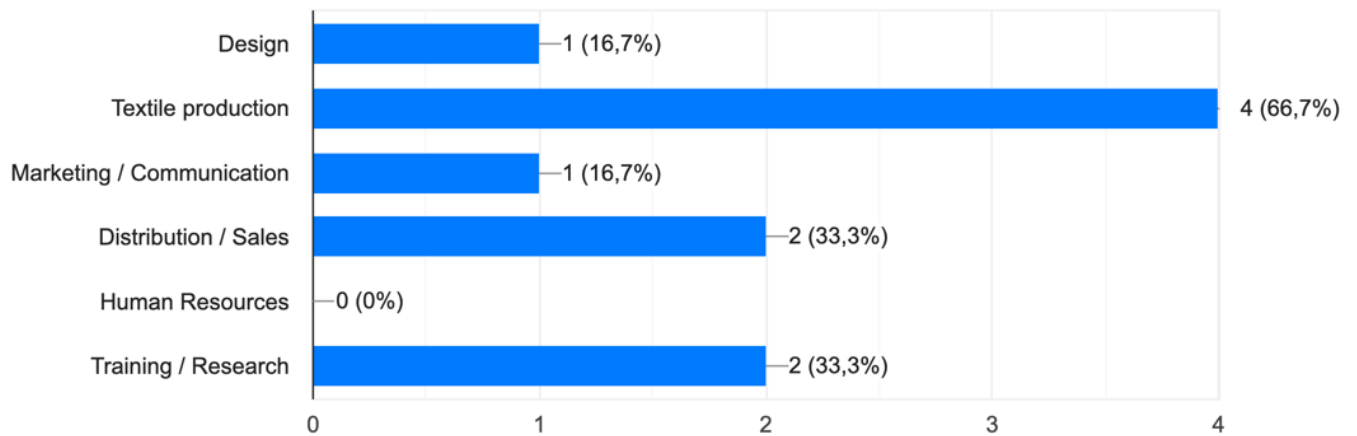
### 3. Country where your main office is based:

6 answers



### 4. Which areas best describe your organisation's activity? (max 2 answers)

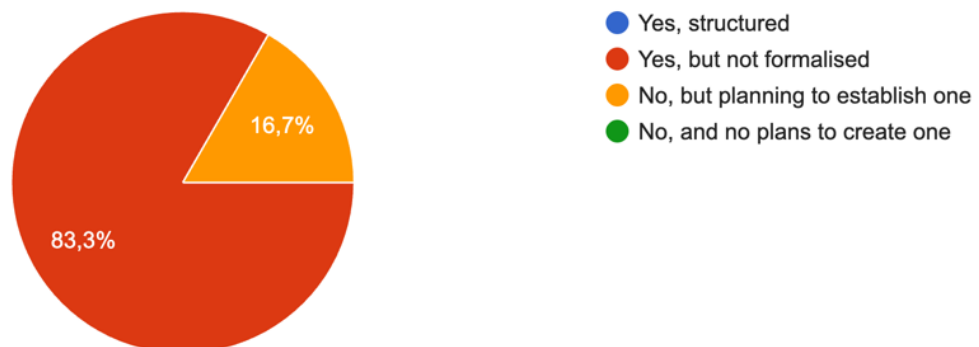
6 answers



## SECTION 2 – Sustainability in the Company

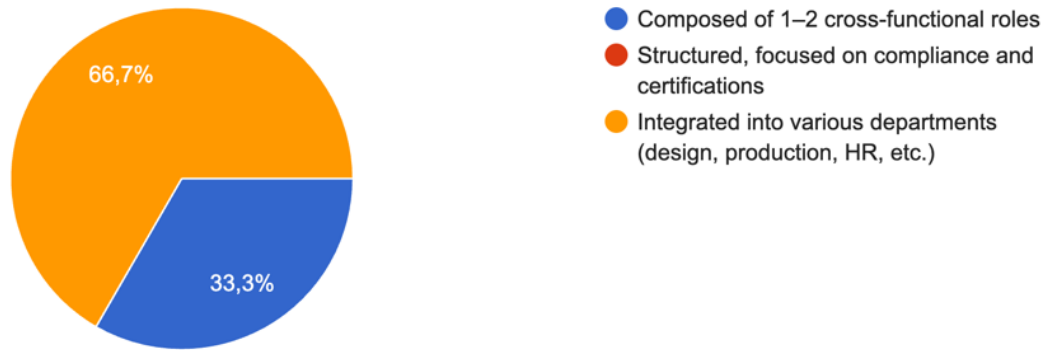
### 1. Does your organisation have a dedicated sustainability team?

6 answers



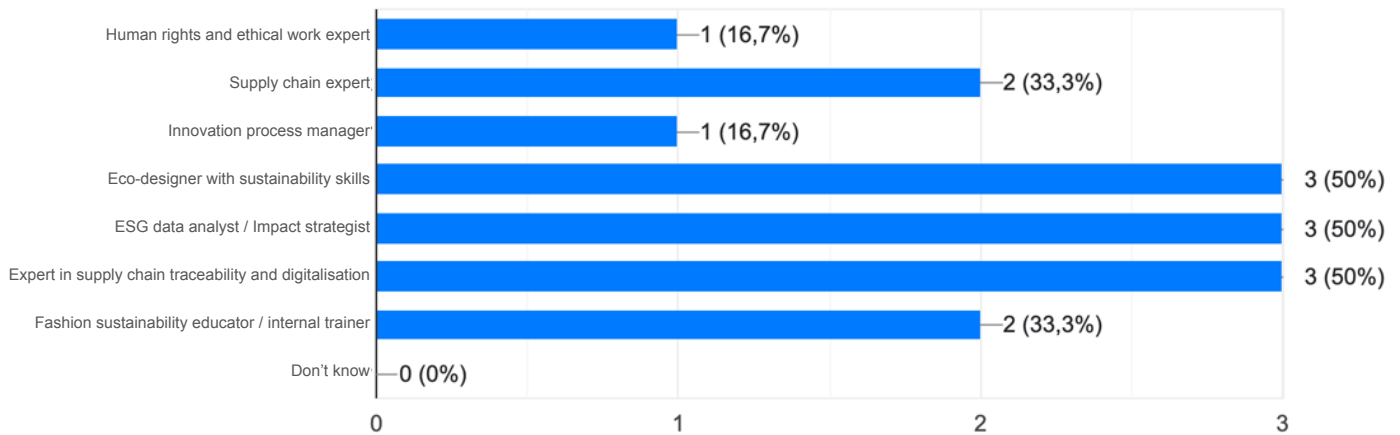
## 2. How is the sustainability team structured (if it present)?

6 answers



## 3. Which of the following professional roles are missing or underrepresented in your organisation? (multiple answers)

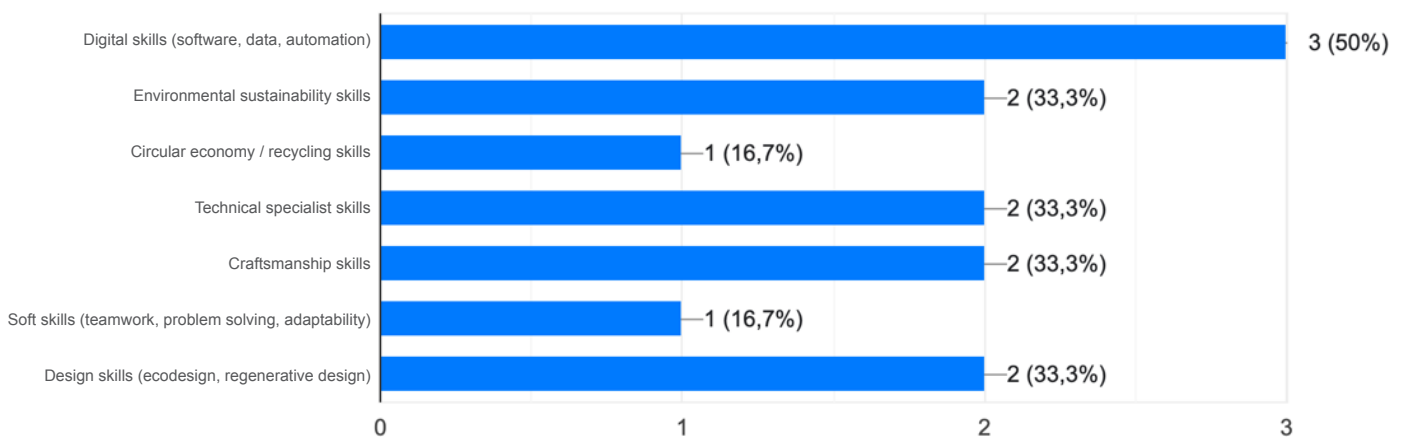
6 answers



## SECTION 3 – Skills You Seek in the Labour Market

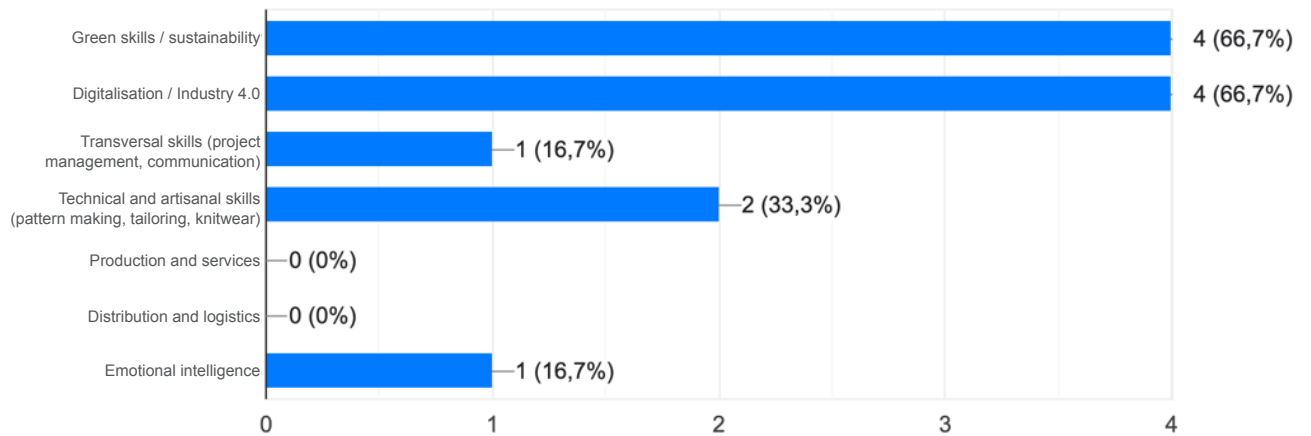
### 1. Which skills are currently the hardest to find? (max 3 answers)

6 answers



## 2. Which training areas do you consider a priority for new hires over the next two years? (max 2 answers)

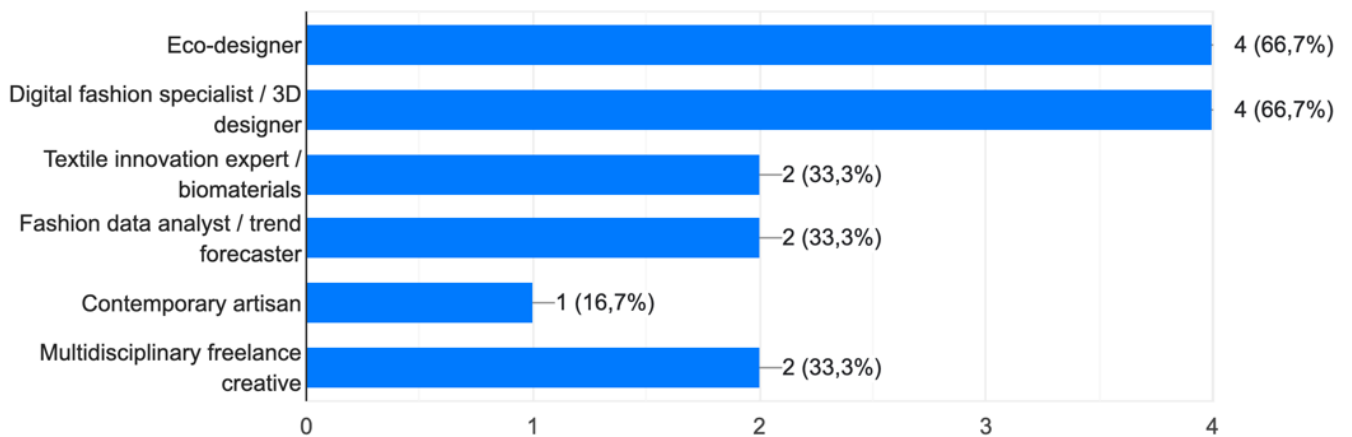
6 answers



## SECTION 4 – Future Outlook

### 1. Which professions do you consider most promising in the fashion/textile sector in the coming years? (max 3 answers)

6 answers



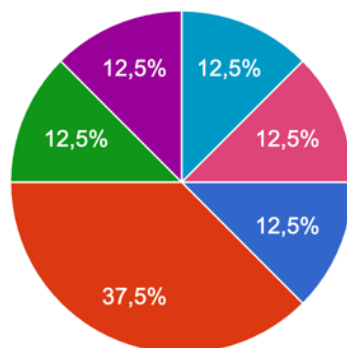
# ReMode \_ Occupational Taxonomy Firms / HR / Organisations – ita Fashion and Textile Sector

14 answers

## SECTION 1 – General Information

### 1. What type of organisation do you represent?

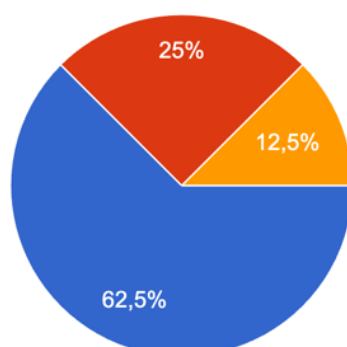
8 answers



- Textile manufacturing company
- Fashion/clothing/accessories company
- Temporary employment agency/HR
- Pattern making studio
- Product development studio
- Strategic consultant for defining new business models for companies
- Textile and leather processing

### 2. Current number of employees:

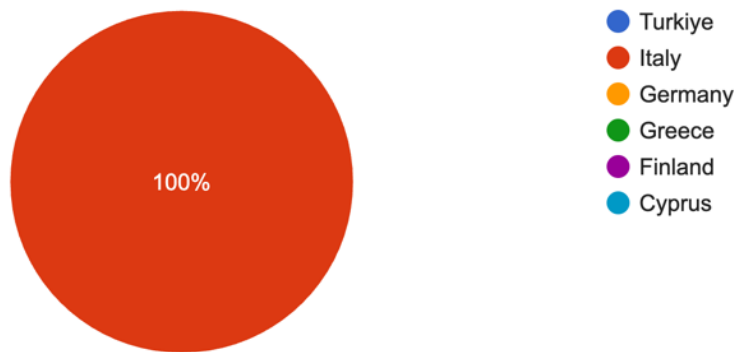
8 answers



- 1-10
- 11-50
- 51-250
- More than 250

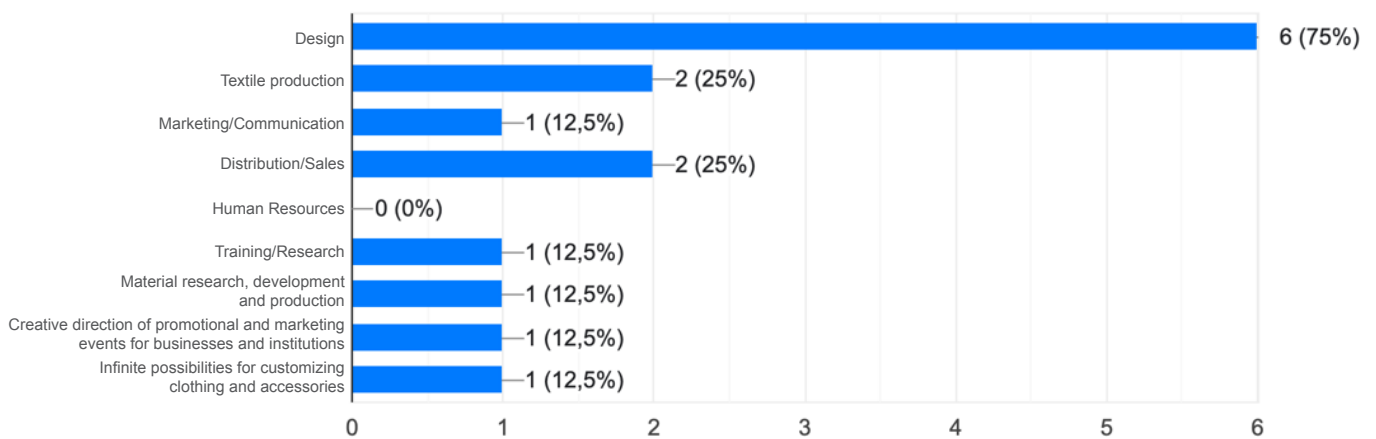
### 3. Country where your main office is based:

8 answers



### 4. Which areas best describe your organisation's activity? (max 2 answers)

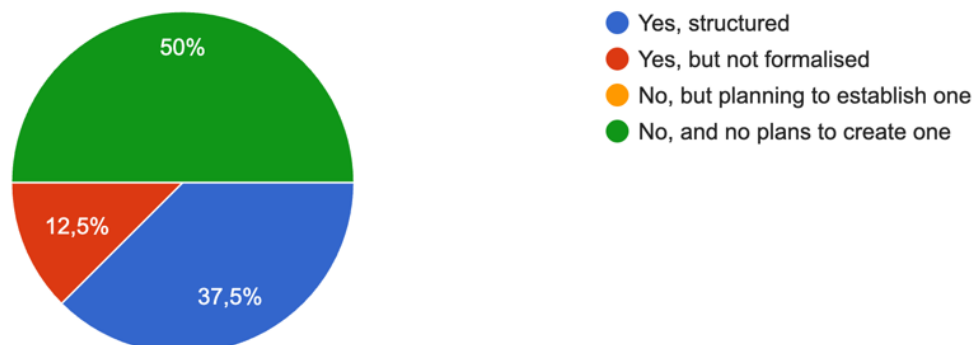
8 answers



## SECTION 2 – Sustainability in the Company

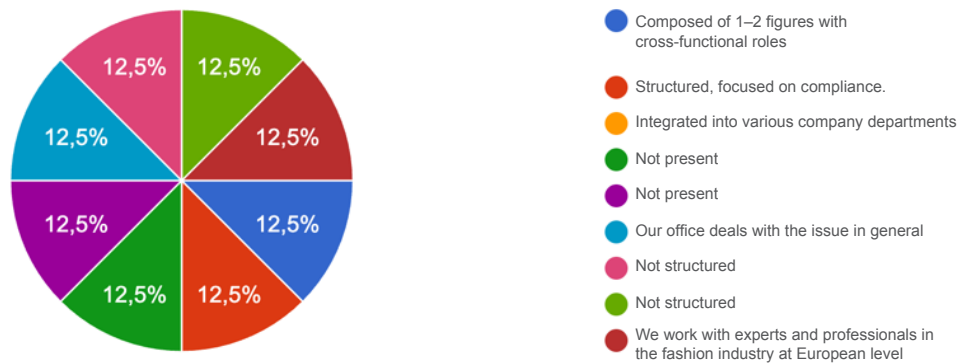
### 1. Does your organisation have a dedicated sustainability team?

8 answers



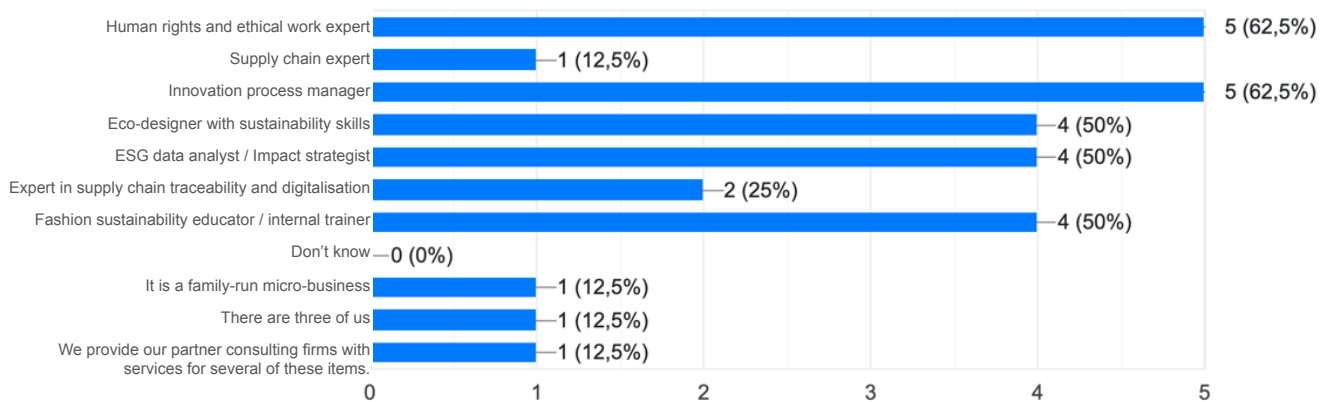
## 2. How is the sustainability team structured (if it present)?

8 answers



## 3. Which of the following professional roles are missing or underrepresented in your organisation? (multiple answers)

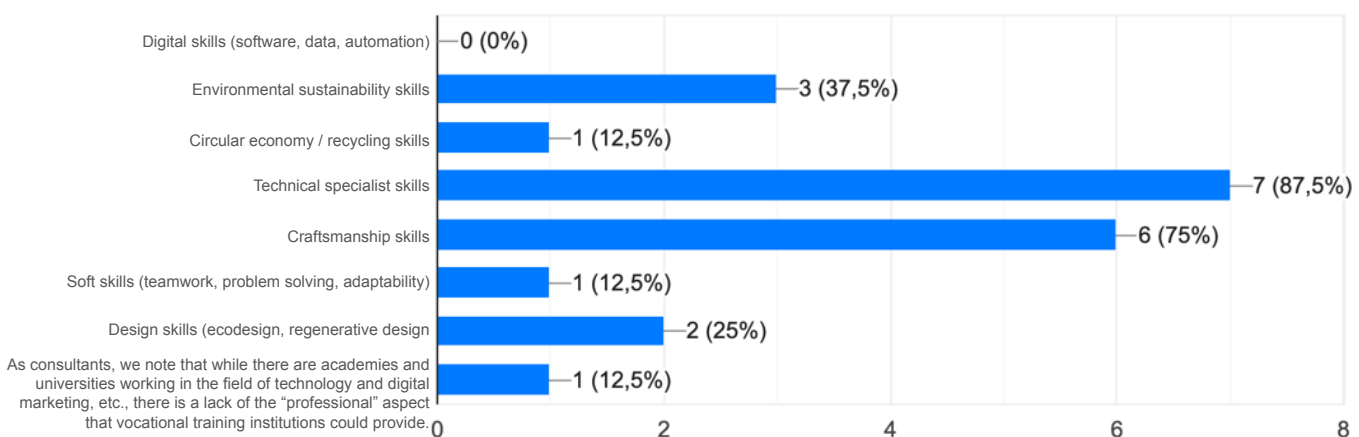
8 answers



## SECTION 3 – Skills You Seek in the Labour Market

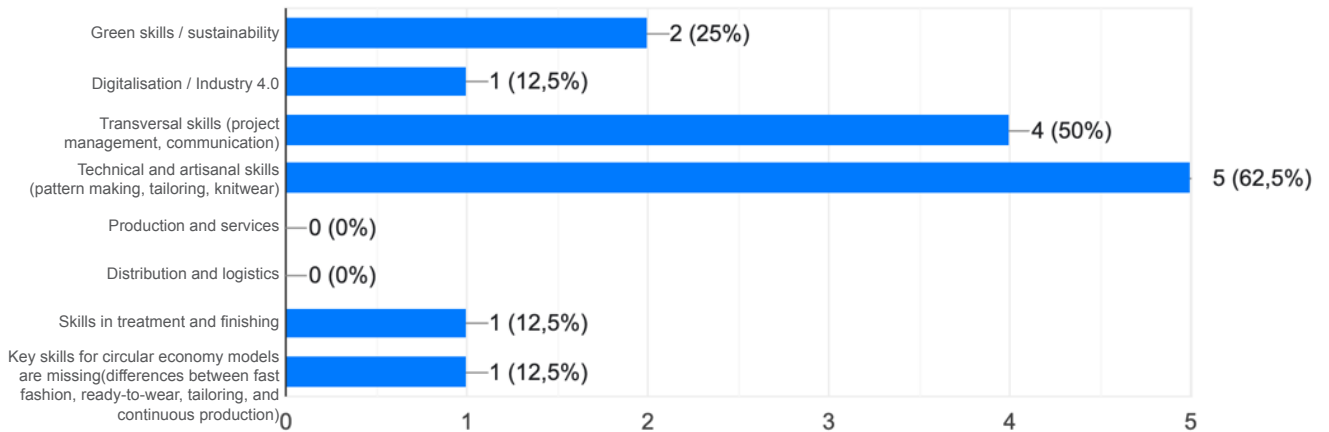
### 1. Which skills are currently the hardest to find? (max 3 answers)

8 answers



## 2. Which training areas do you consider a priority for new hires over the next two years? (max 2 answers)

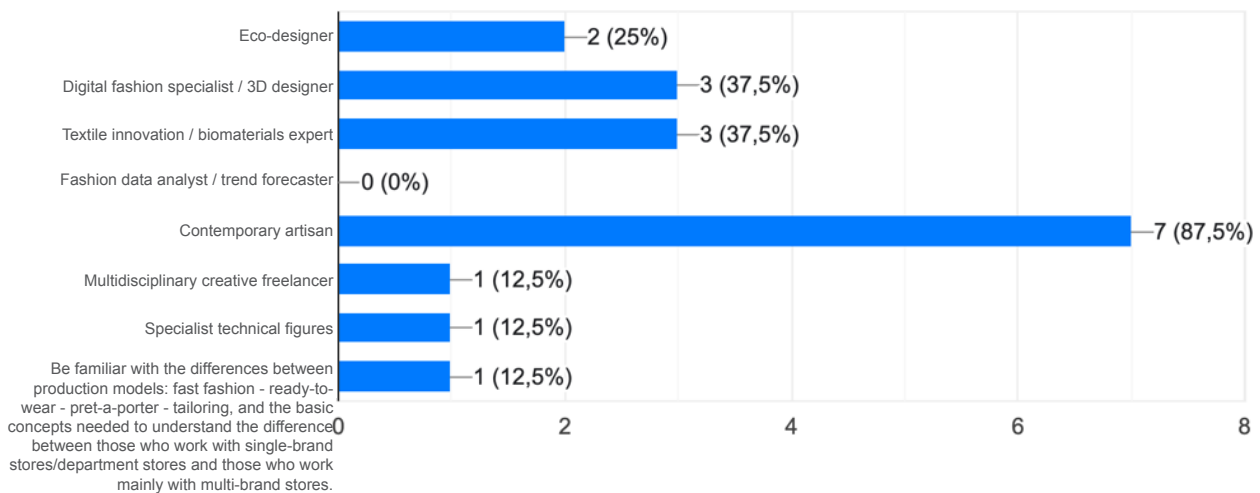
8 answers



## SECTION 4 – Future Outlook

### 1. Which professions do you consider most promising in the fashion/textile sector in the coming years? (max 3 answers)

8 answers



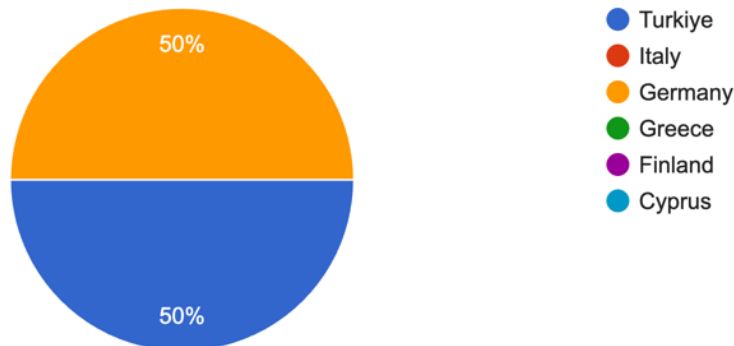
# ReMode \_ Occupational Taxonomy Managers and Educators: Vocational Education and Training (VET) e Higher Education Institution (HEI) Fashion and Textile Sector

20 answers

## SECTION 1 – General Information

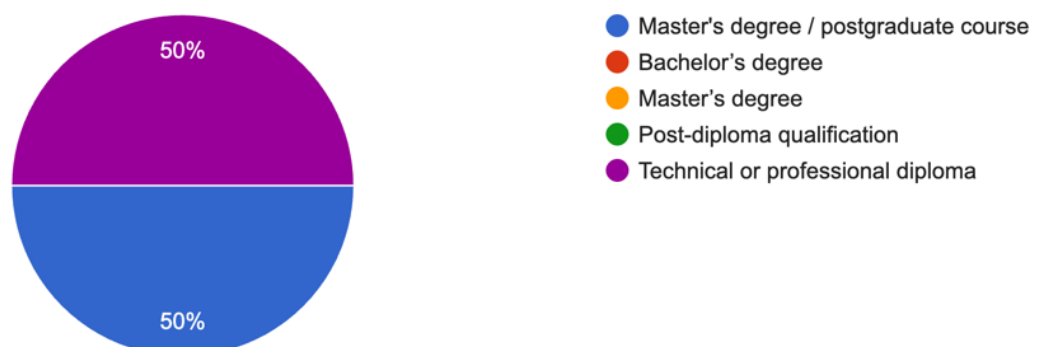
1. Country of the head office of the educational institution:

4 answers



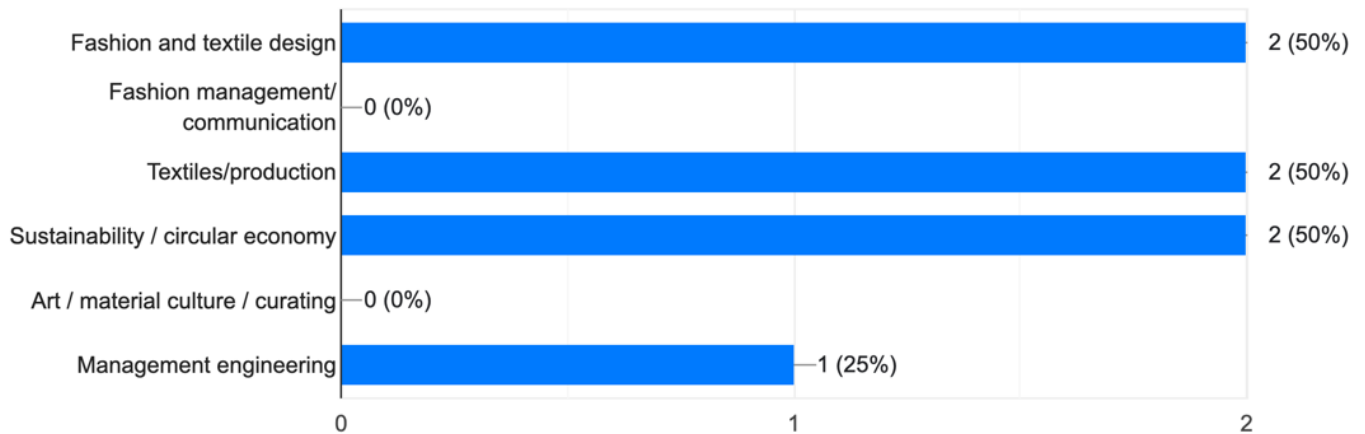
2. At which educational institution do you work or teach?

4 answers



3. What learning paths does the educational institution for which you work and/or teach offer? (max 2 answers)

4 answers

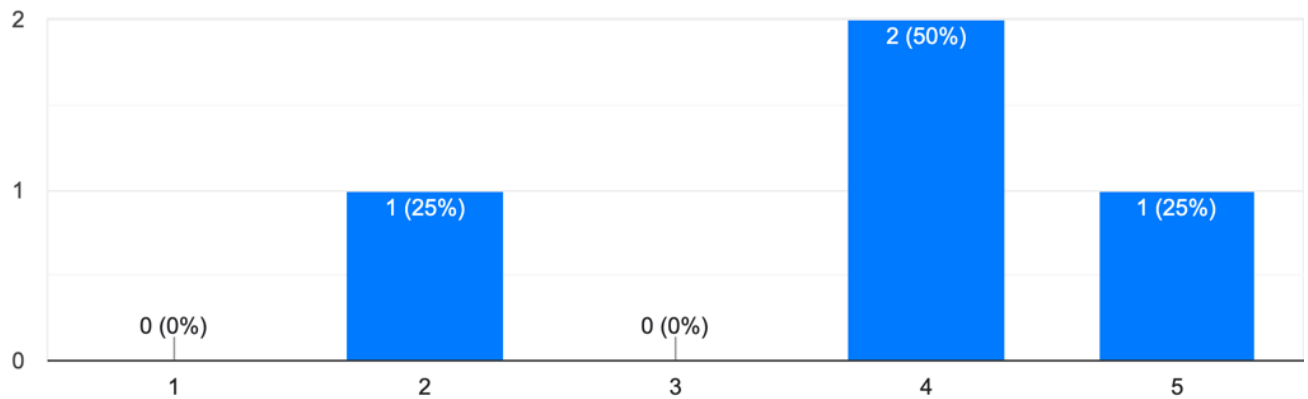


## SECTION 2 – Skills and training

1. How prepared do you feel in the following areas of expertise, compared to what is currently required by the fashion/textile industry? (From 1 = not at all to 5 = very much)

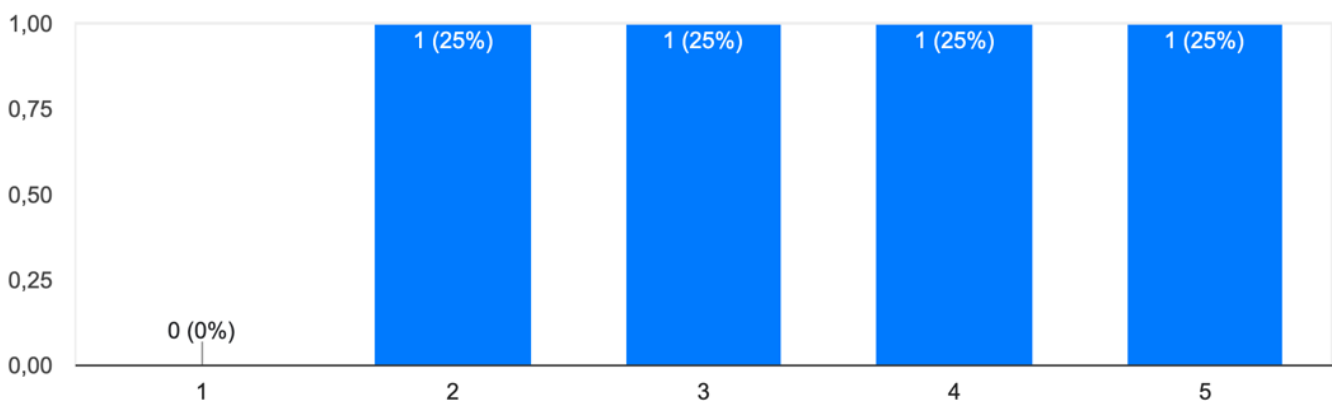
**Digital skills (software, data, online tools)**

4 answers



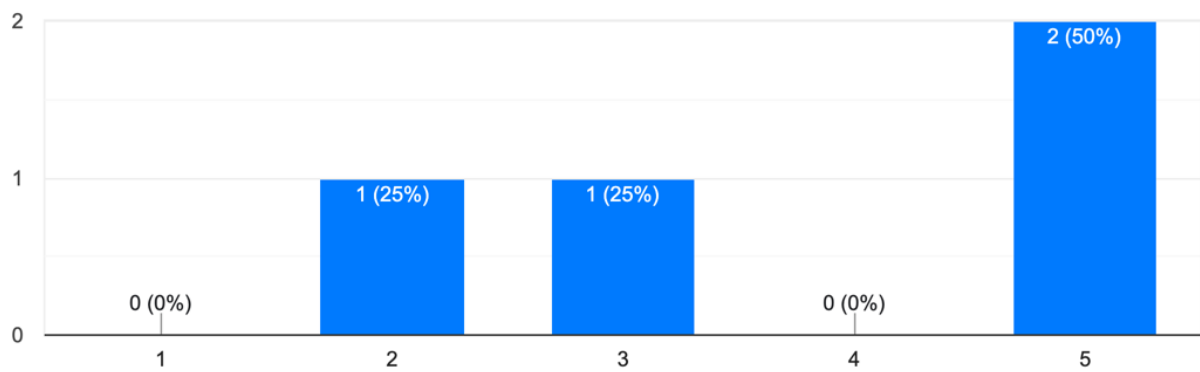
**Environmental and social sustainability (LCA, ethical supply chains)**

4 answers



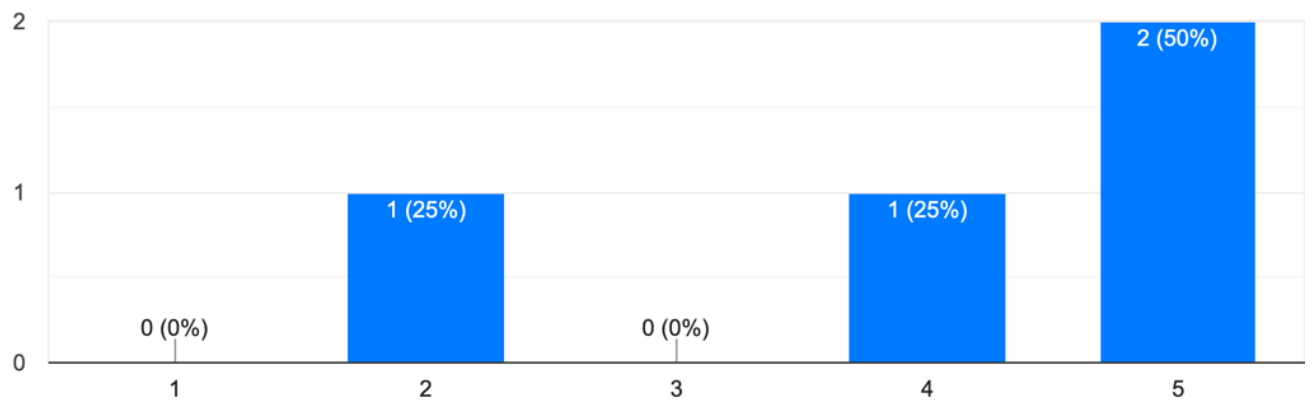
### Circular economy and innovation in materials

4 answers



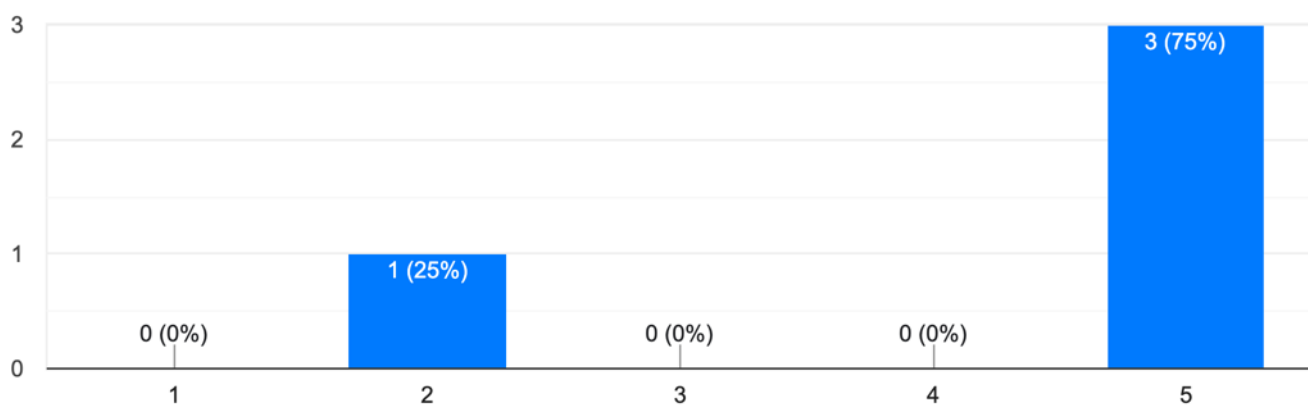
### Technical skills (production, textiles, pattern making)

4 answers



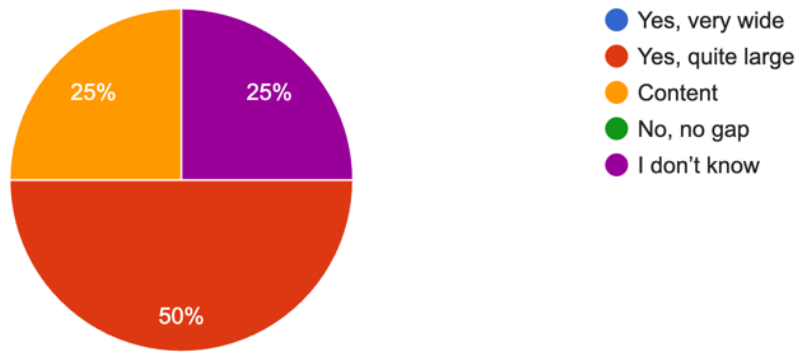
### Transversal skills (teamwork, communication, project management)

4 answers



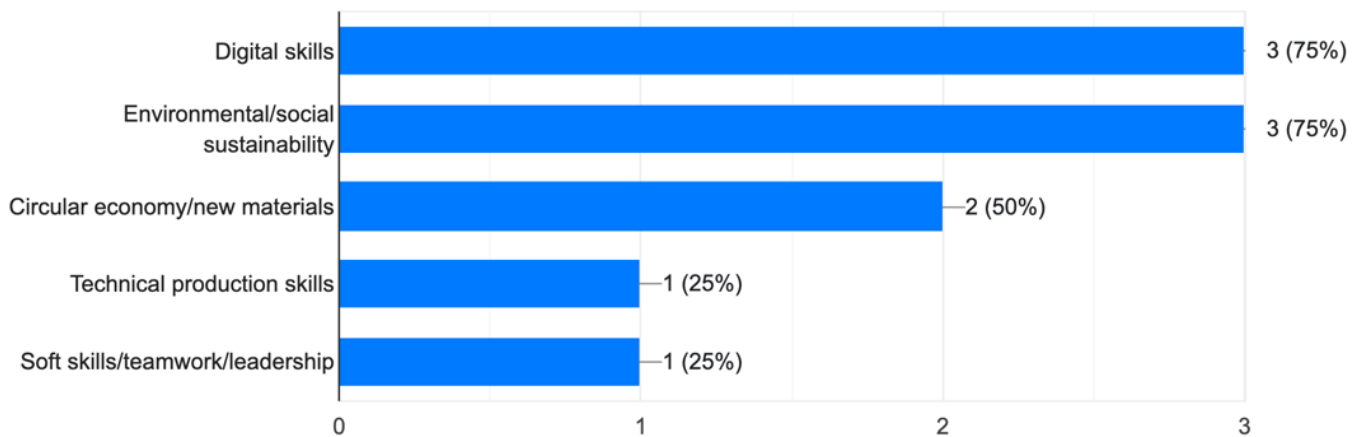
2. It is possible to quantify the gap between the skills required by companies and those acquired by students (VET and HEI programmes in the fashion/textile sector)?

4 answers



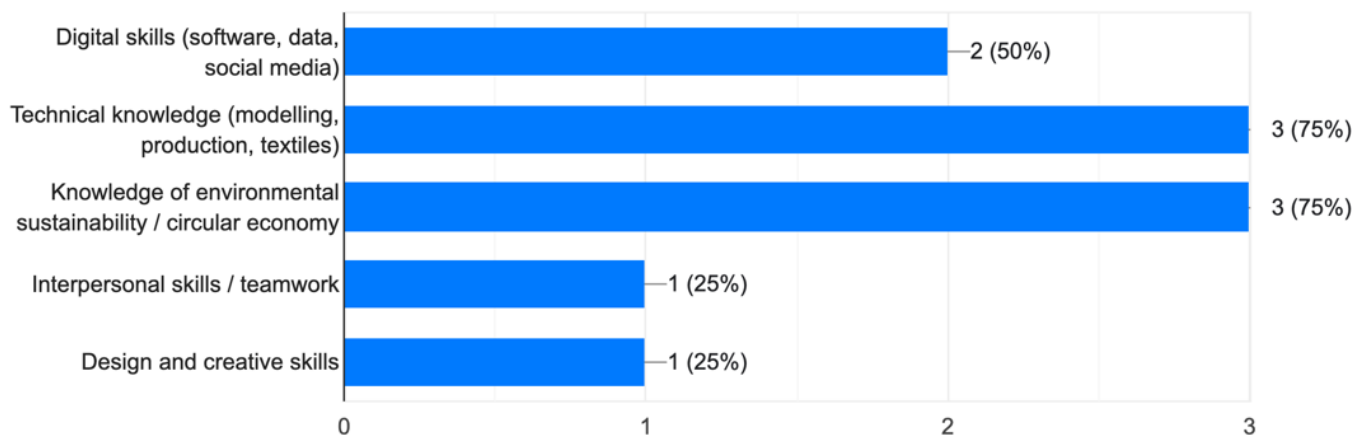
3. In which of these areas do you think VETs and HEIs are less developed than Fashion/textile industry? (max 2 answers)

4 answers



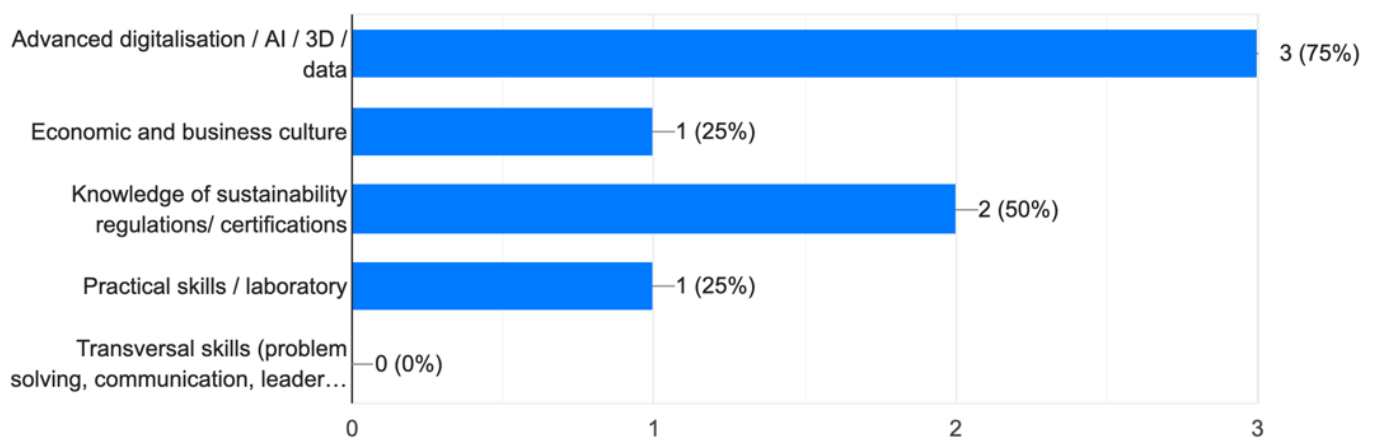
4. Which skills do you think are most valuable in today's fashion job market? (max 3 answers)

4 answers



### 5. What skills do you think are lacking in training today? (max 3 answers)

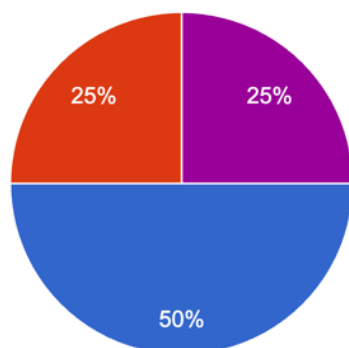
4 answers



## SECTION 3 - Training awareness

### 1. When students realize any shortcomings in their education compared how do you think they react to market demands?

4 answers

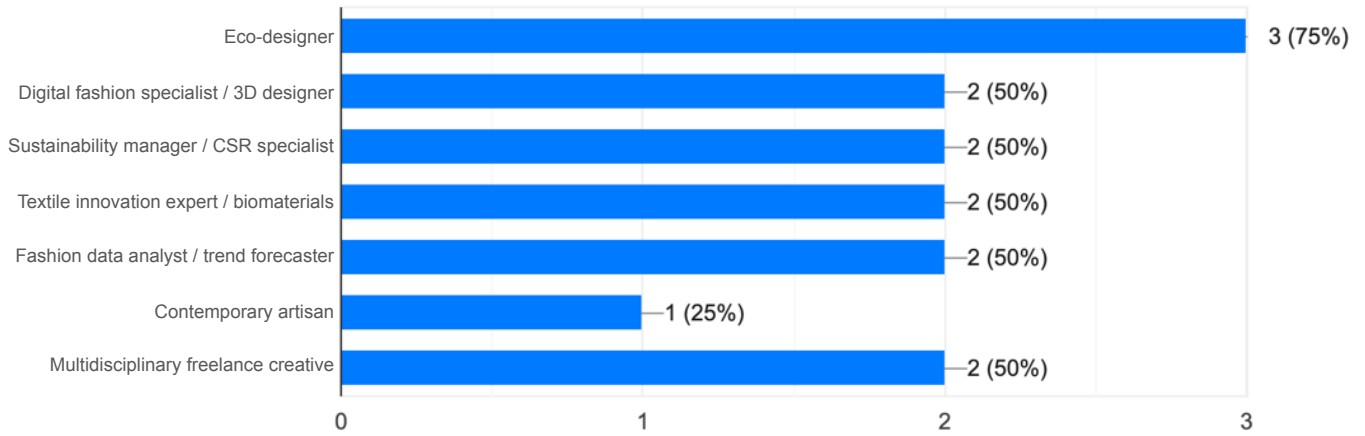


- They act independently, trying to fill gaps through external experiences (internships, extra courses, self-training)
- They rely on the training facility, expecting an adjustment by the institut...
- Show interest but struggle to translate it into concrete actions
- Tend to ignore the problem or not consider it relevant
- I don't know

## SECTION 4 – Future Outlook

### 1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

4 answers



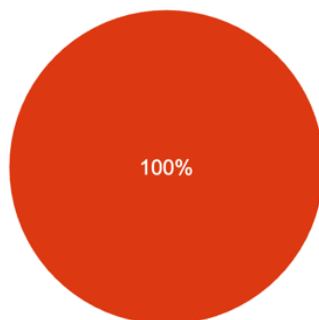
# ReMode \_ Occupational Taxonomy Managers and Educators\_ita Fashion and Textile Sector

20 answers

## SECTION 1 – General Information

### 1. Country of the head office of the educational institution:

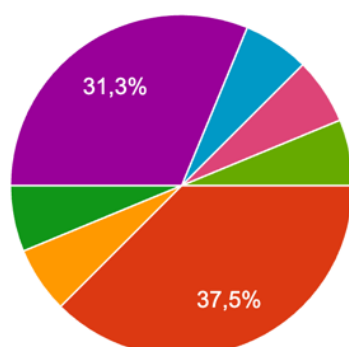
16 answers



- Turkiye
- Italy
- Germany
- Greece
- Finland
- Cyprus

### 2. At which educational institution do you work or teach?

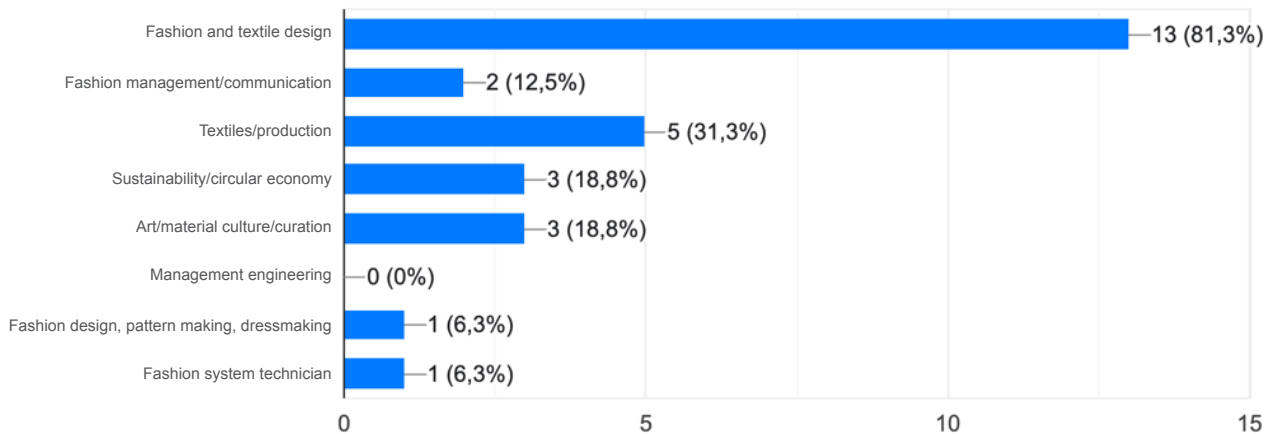
16 answers



- Master's degree / postgraduate course
- Master's degree
- Bachelor's degree
- Post-diploma qualification
- Technical or vocational diploma
- Artistic High School Diploma
- Higher Technical Institute Academy
- Artistic Secondary School

**3. What learning paths does the educational institution for which you work and/or teach offer? (max 2 answers)**

16 answers

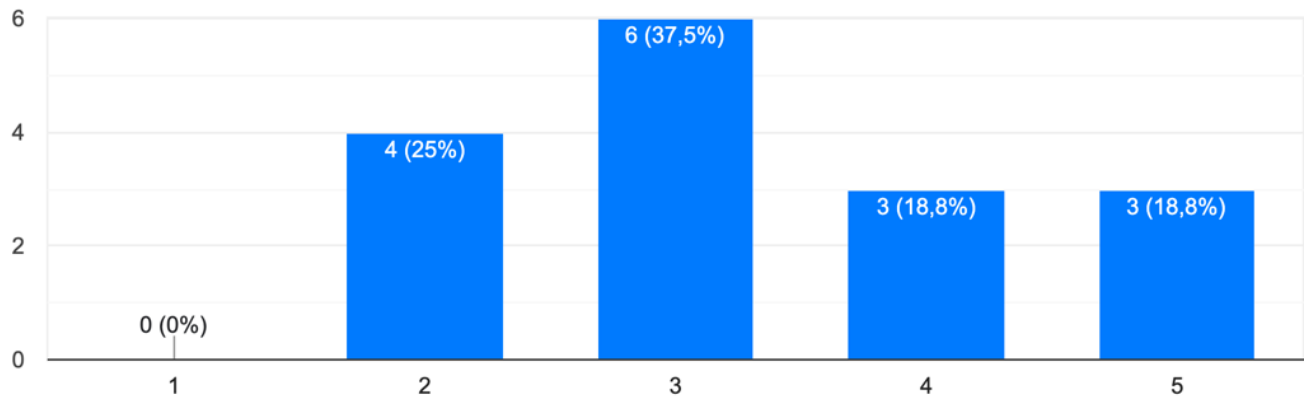


**SECTION 2 – Skills and training**

**1. How prepared do you feel in the following areas of expertise, compared to what is currently required by the fashion/textile industry? (From 1 = not at all to 5 = very much)**

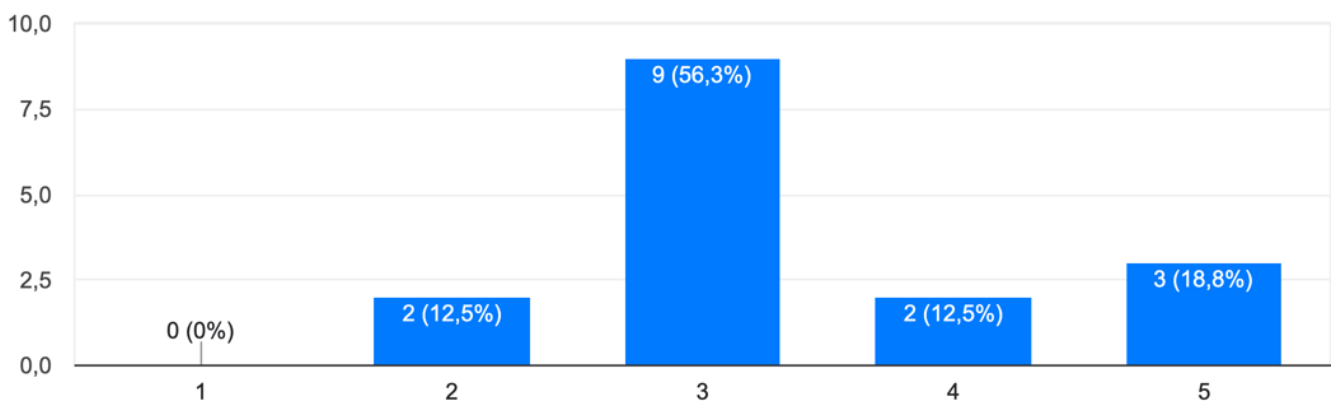
**Digital skills (software, data, online tools)**

16 answers



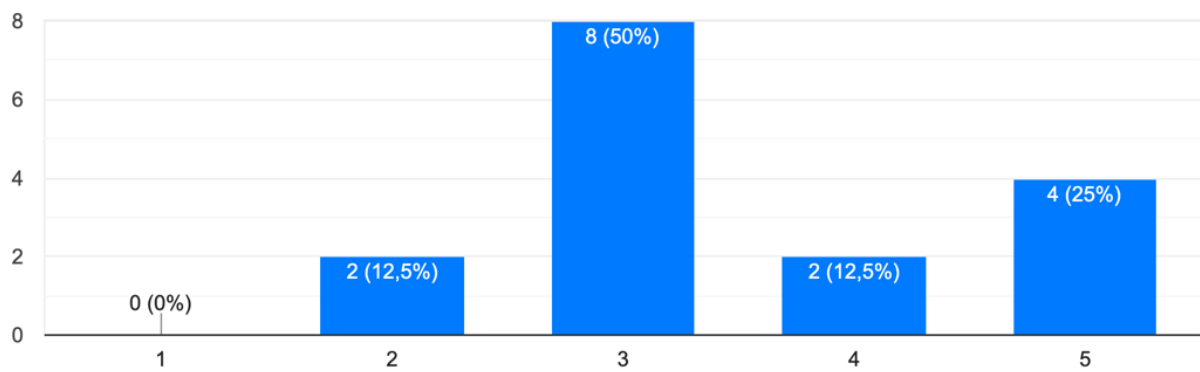
**Environmental and social sustainability (LCA, ethical supply chains)**

16 answers



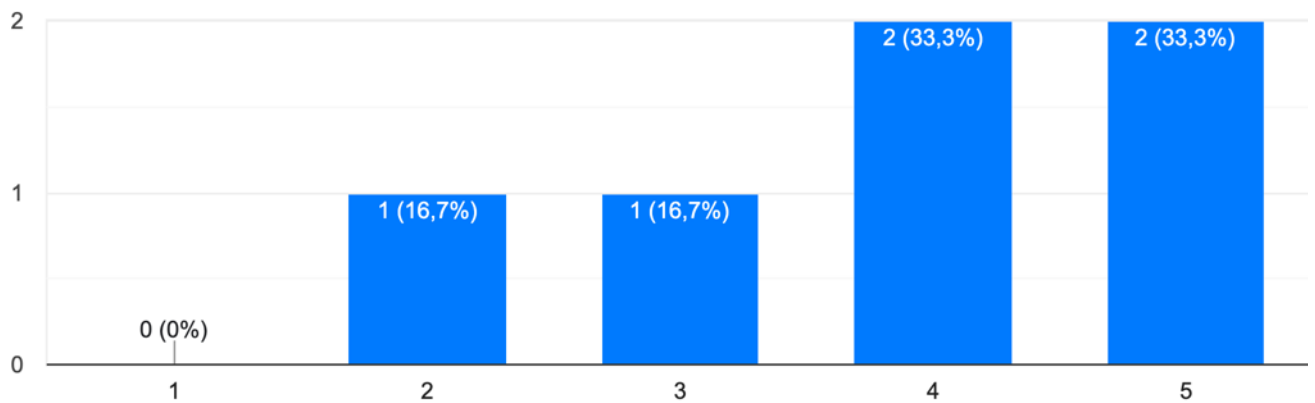
### Circular economy and innovation in materials

16 answers



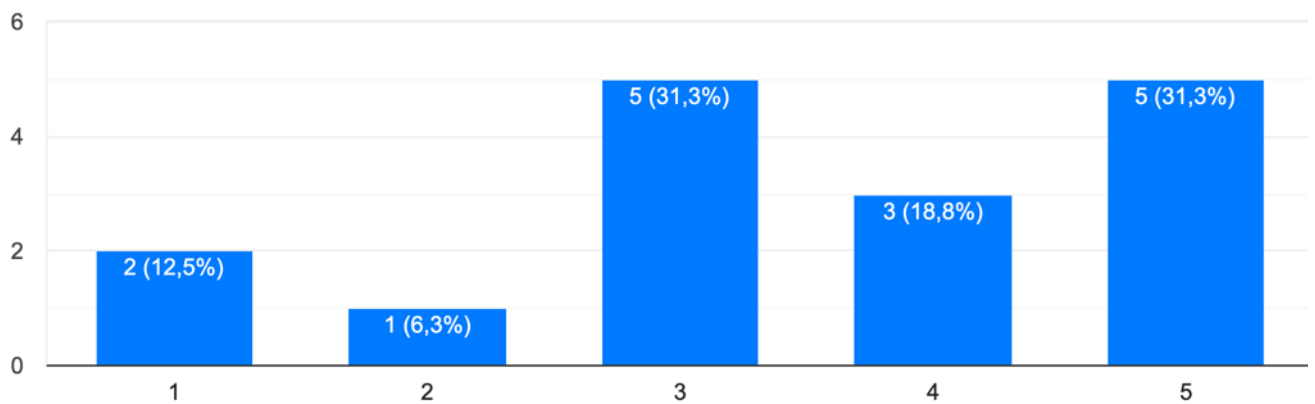
### Technical skills (production, textiles, pattern making)

16 answers



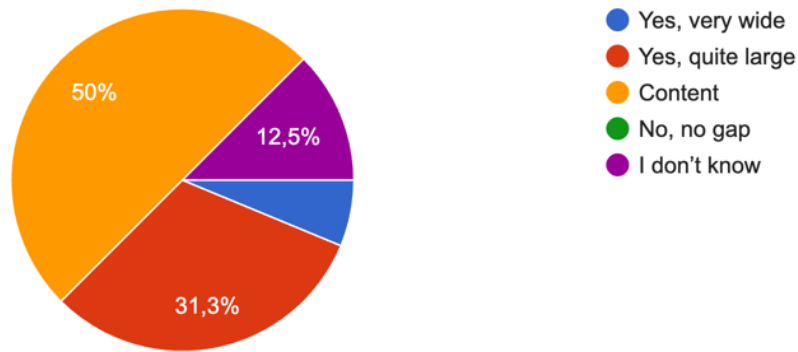
### Transversal skills (teamwork, communication, project management)

16 answers



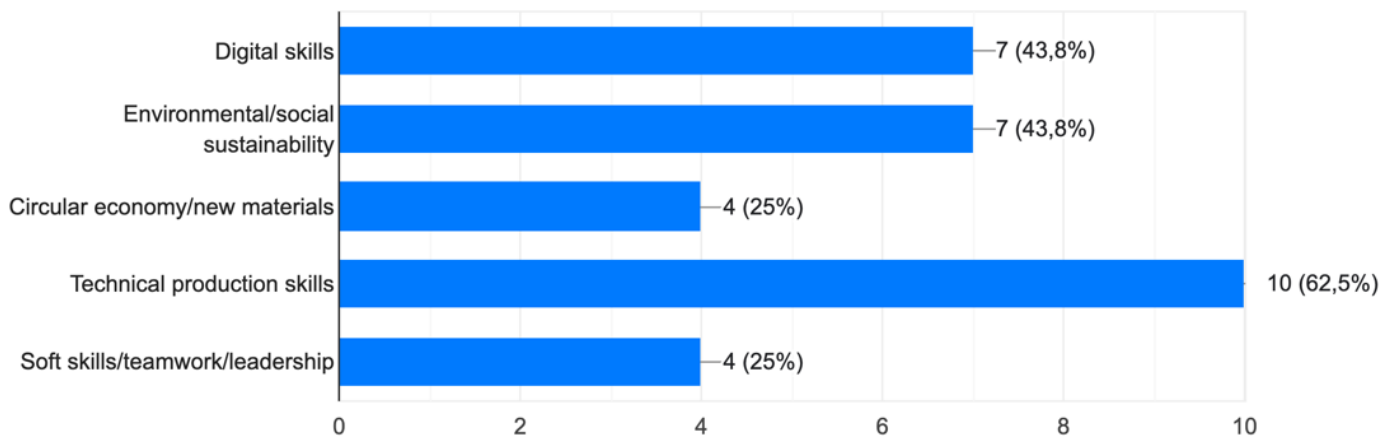
2. It is possible to quantify the gap between the skills required by companies and those acquired by students (VET and HEI programmes in the fashion/textile sector)?

16 answers



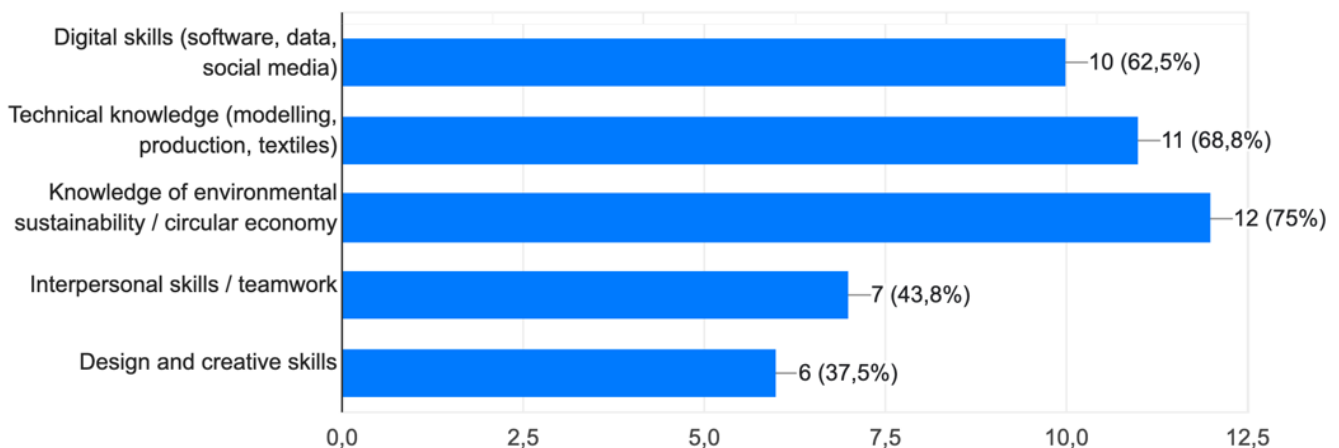
3. In which of these areas do you think VETs and HEIs are less developed than Fashion/textile industry? (max 2 answers)

16 answers



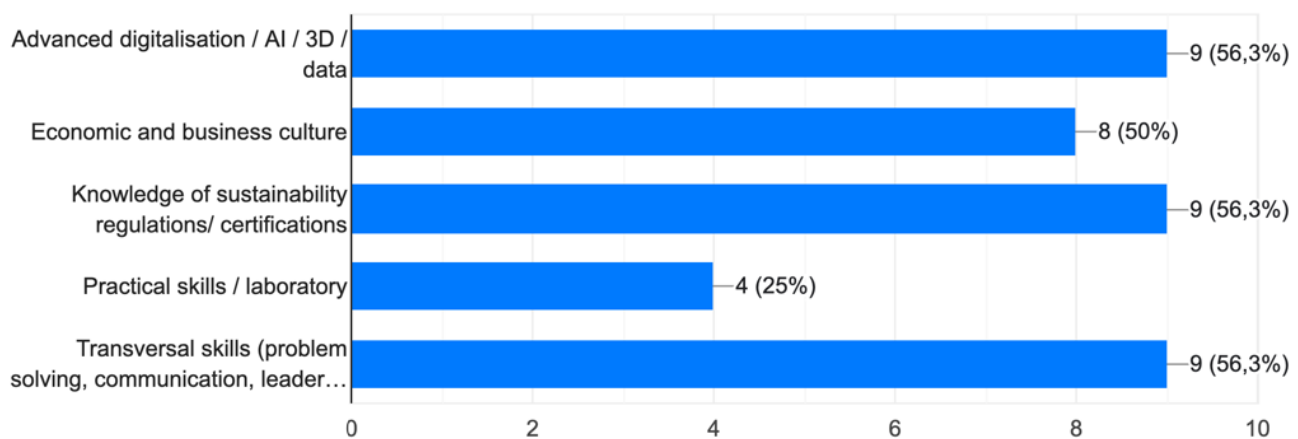
4. Which skills do you think are most valuable in today's fashion job market? (max 3 answers)

16 answers



### 5. What skills do you think are lacking in training today? (max 3 answers)

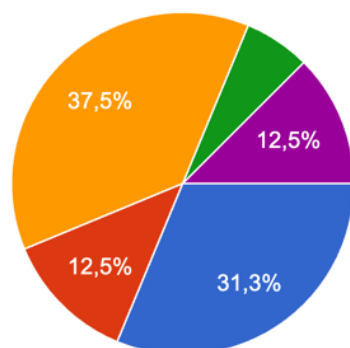
16 answers



## SECTION 3 - Training awareness

### 1. When students realize any shortcomings in their education compared how do you think they react to market demands?

16 answers

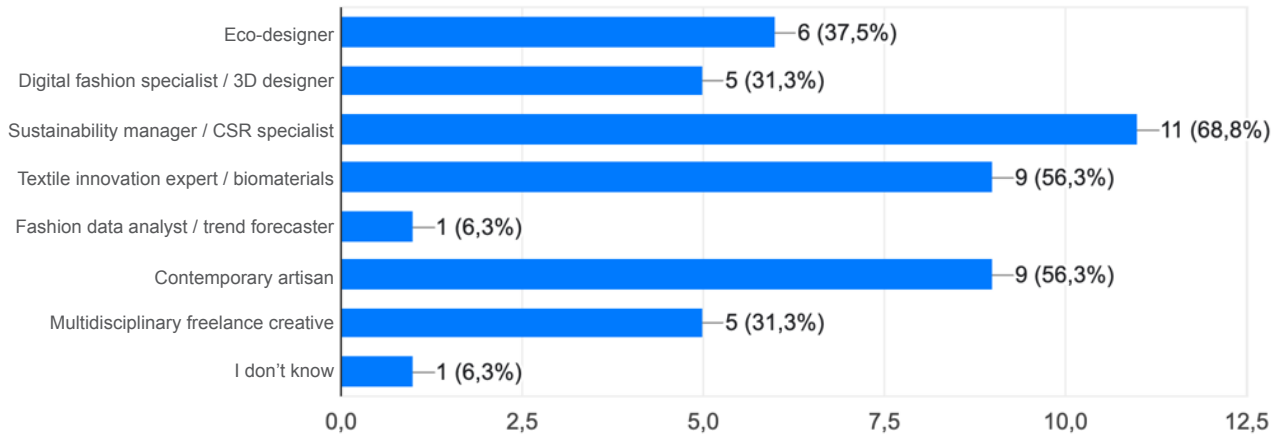


- They act independently, trying to fill gaps through external experiences (internships, extra courses, self-training)
- They rely on the training facility, expecting an adjustment by the institut...
- Show interest but struggle to translate it into concrete actions
- Tend to ignore the problem or not consider it relevant
- I don't know

## SECTION 4 – Future Outlook

### 1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

16 answers



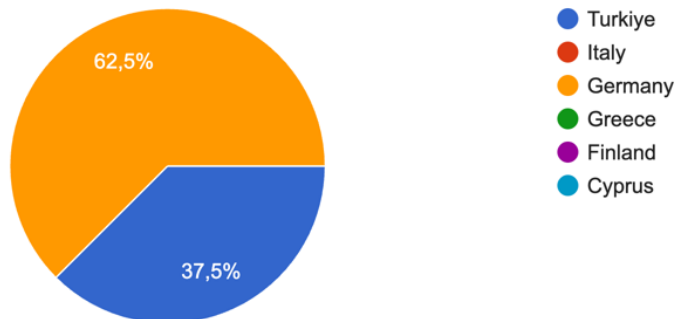
# ReMode \_ Occupational Taxonomy Graduates Fashion and Textile Sector

21 answers

## SECTION 1 – General Information

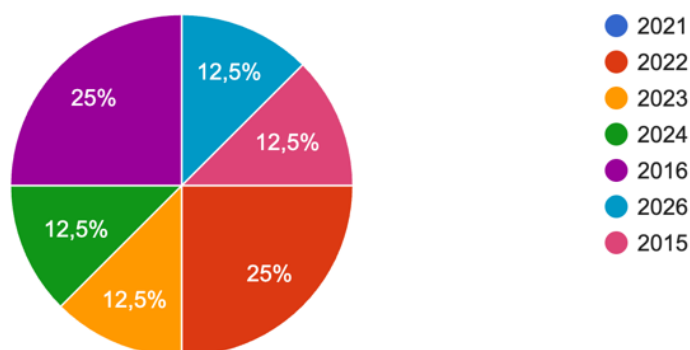
1. Country of the head office of the educational institution:

8 answers



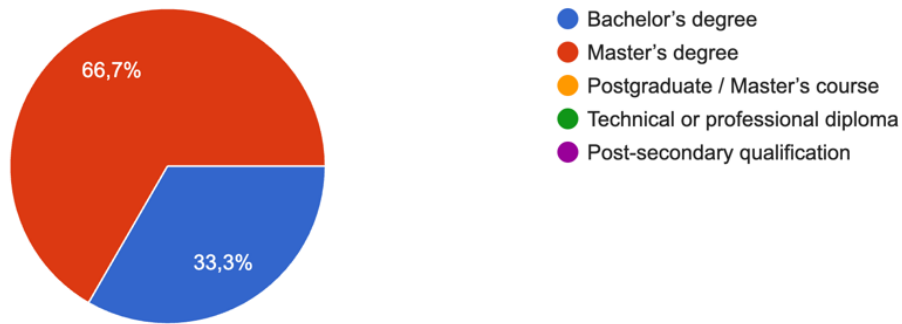
2. Year of graduation:

8 answers



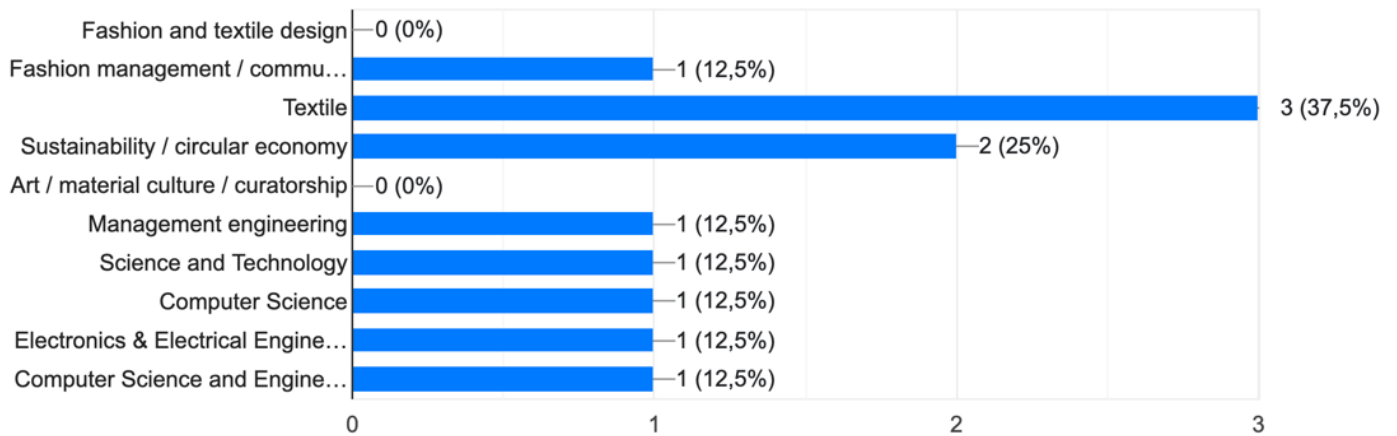
### 3. Type of educational programme attended:

3 answers



### 4. Field of study (max 2 answers)

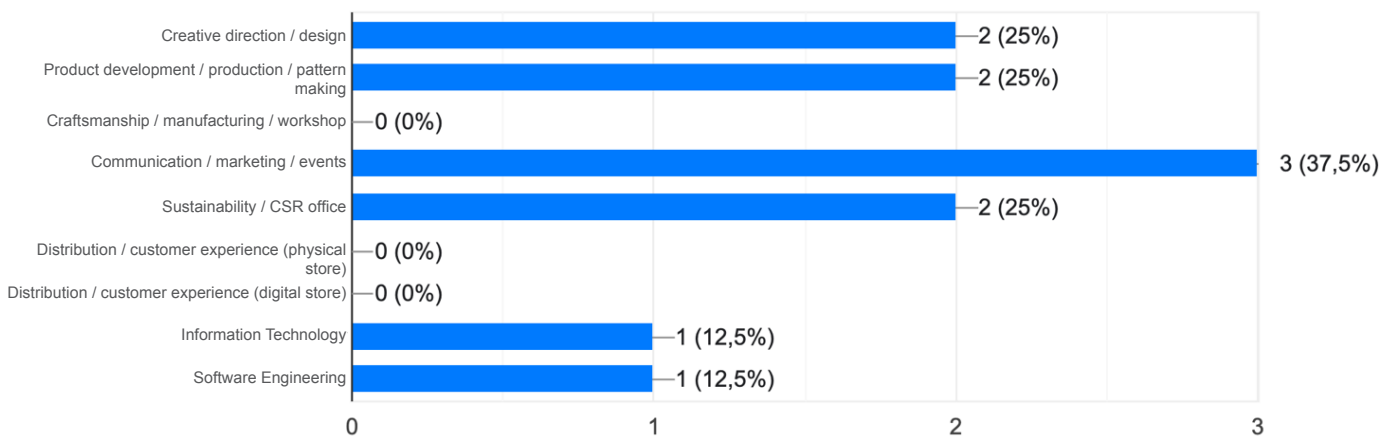
8 answers



## SECTION 2 – Current Work Experience

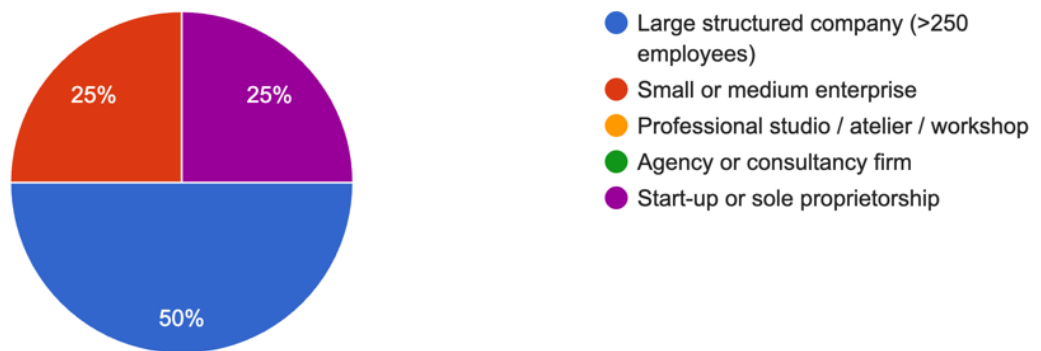
### 1. In which area are you currently employed?

8 answers



## 2. Type of organisation you work for (or have recently worked for):

8 answers

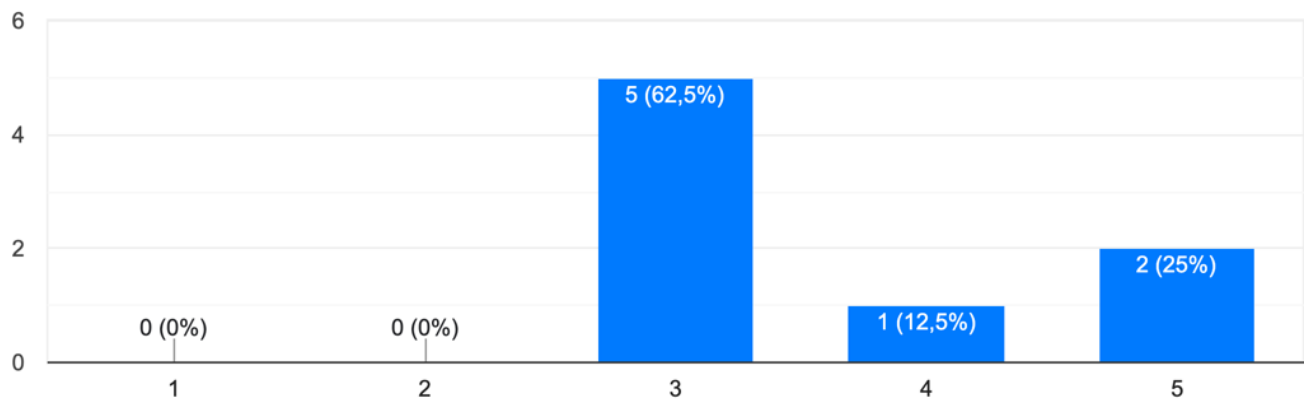


## SECTION 3 – Skills and Training

1. How prepared do you feel in the following areas of expertise, compared to what is currently required by the fashion/textile industry?  
(From 1 = not at all to 5 = very much)

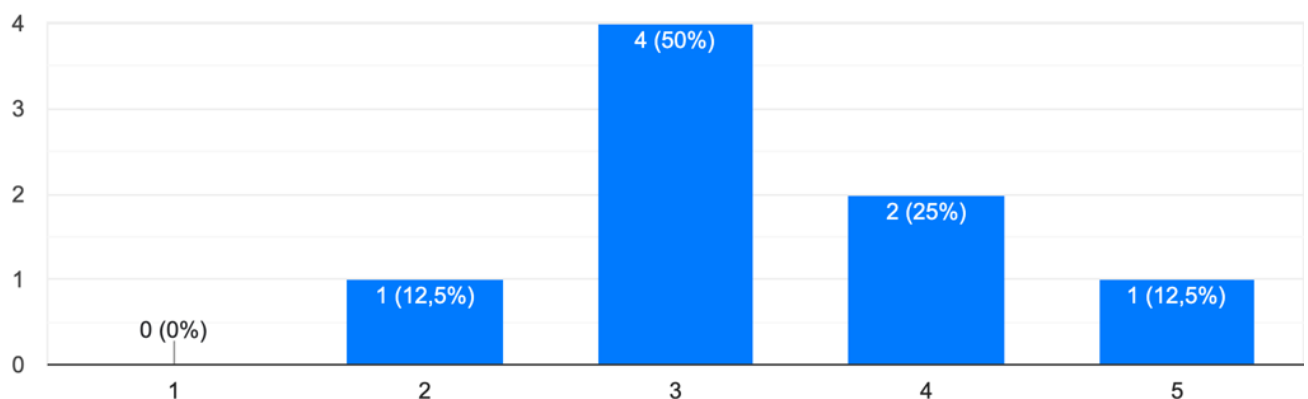
Digital skills (software, data, online tools)

8 answers



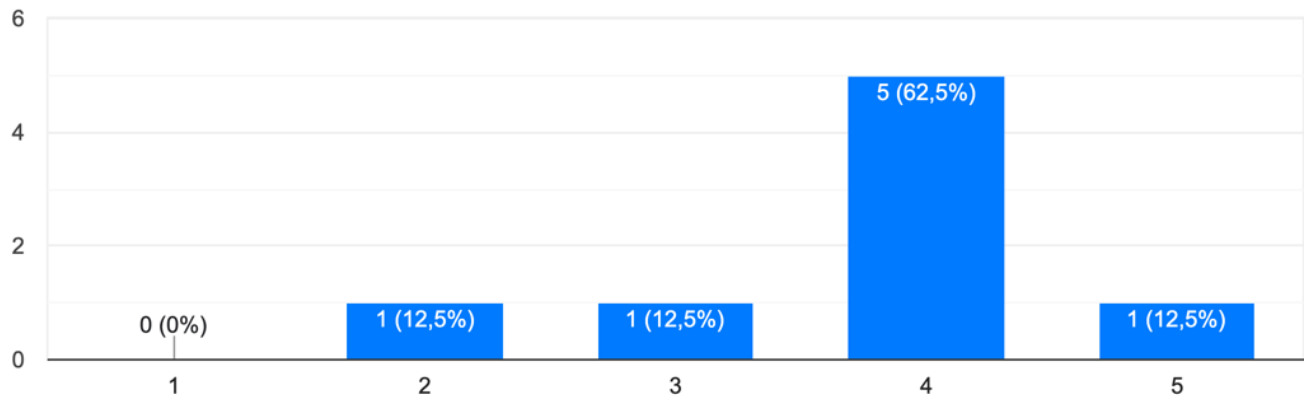
Environmental and social sustainability (LCA, ethical supply chains)

8 answers



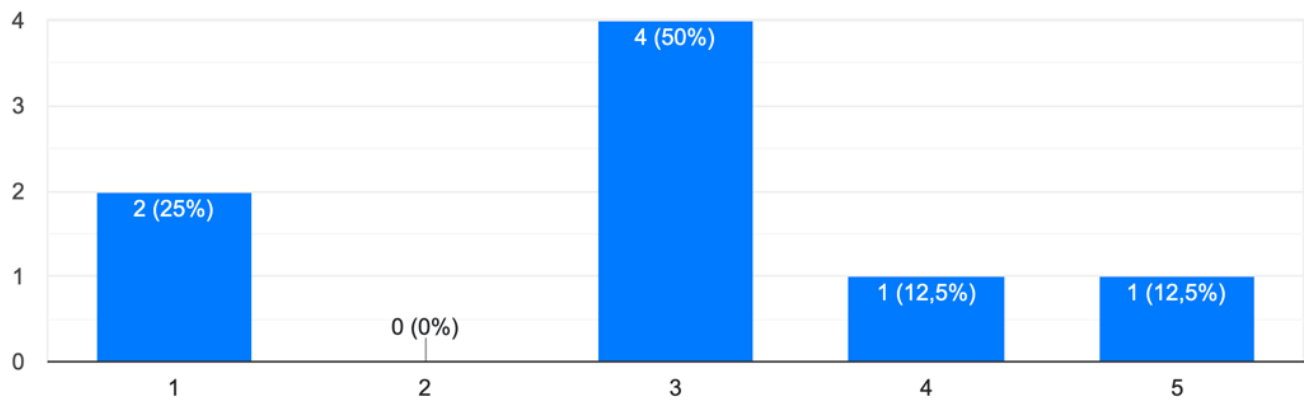
### Circular economy and innovation in materials

8 answers



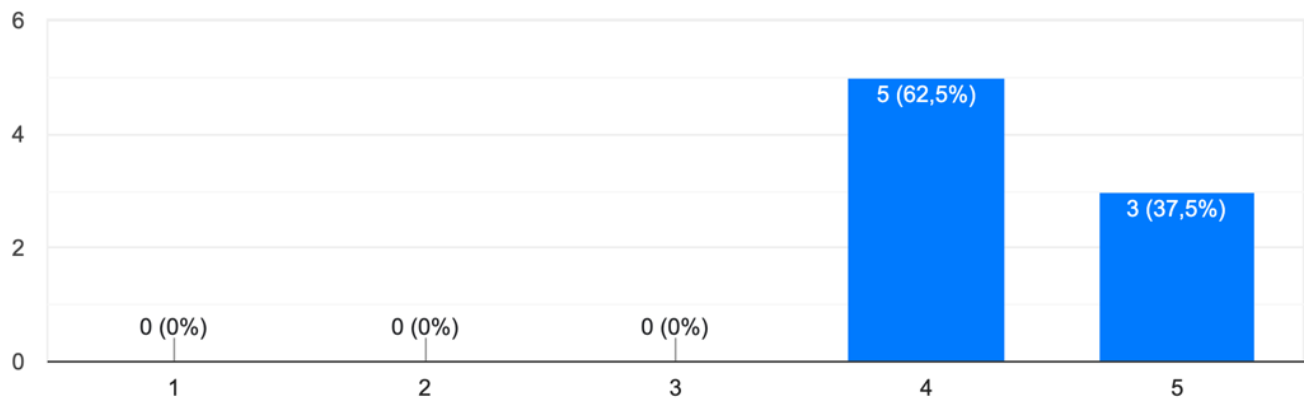
### Technical skills (production, textiles, pattern making)

8 answers



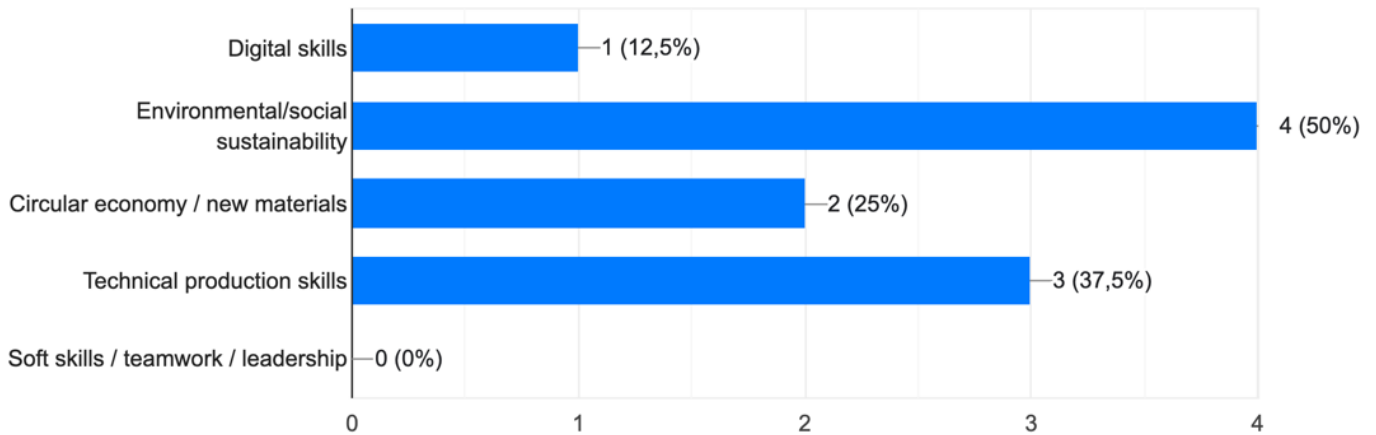
### Transversal skills (teamwork, communication, project management)

8 answers



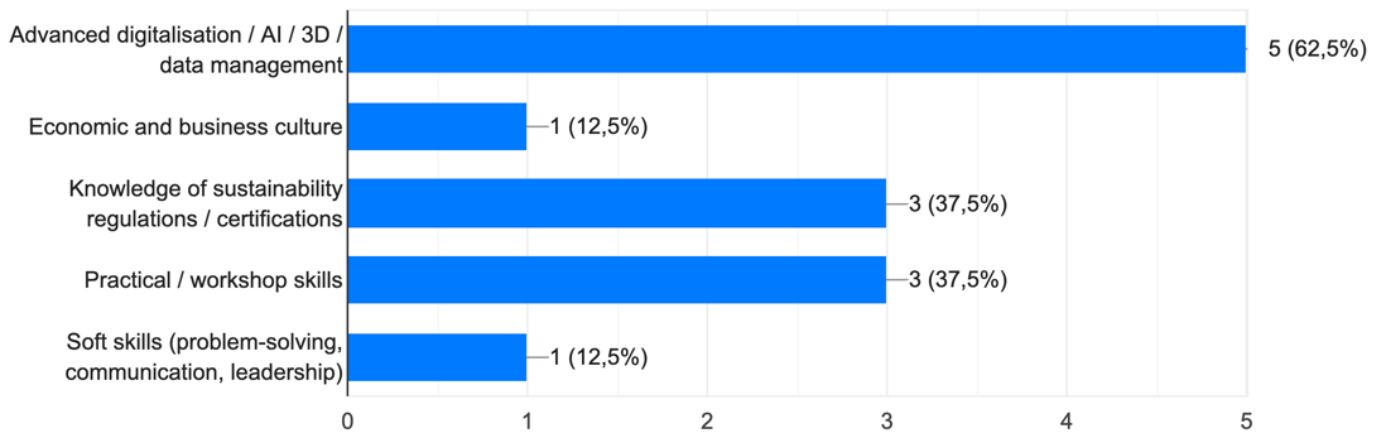
**2. In which of these areas do you feel least prepared in relation to industry demands? (max 2 answers)**

8 answers



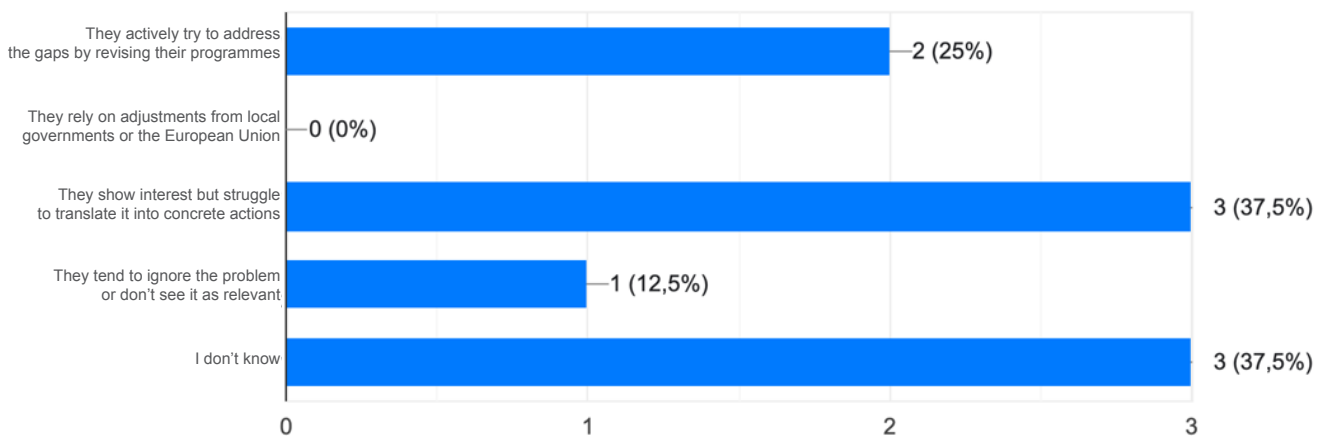
**3. Which skills do you think are currently lacking in educational programmes? (max 3 answers)**

8 answers



**4. When universities and training institutions become aware of shortcomings in their programmes relative to labour market demands, how do they usually react in your opinion?**

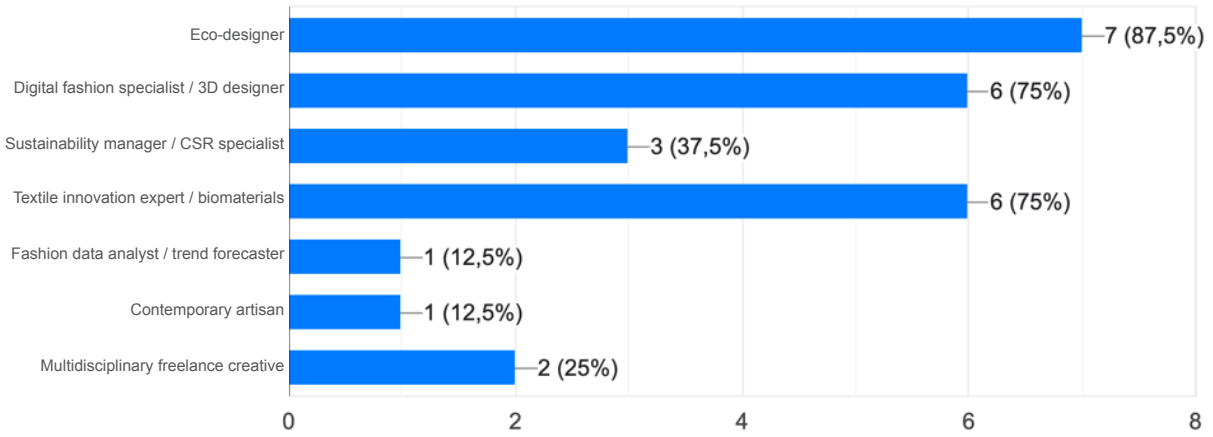
8 answers



## SECTION 4 – Future Outlook

### 1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

8 answers



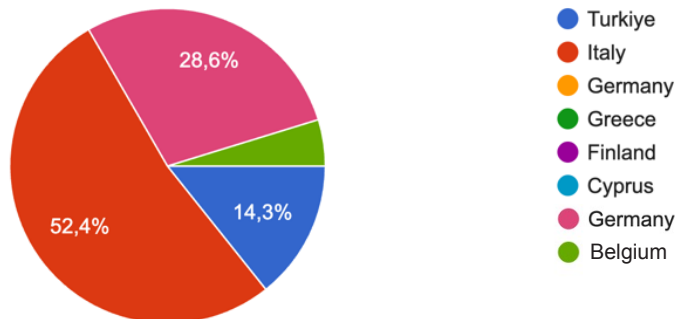
# ReMode \_ Occupational Taxonomy Graduates\_ita Fashion and Textile Sector

21 answers

## SECTION 1 – General Information

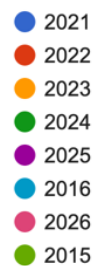
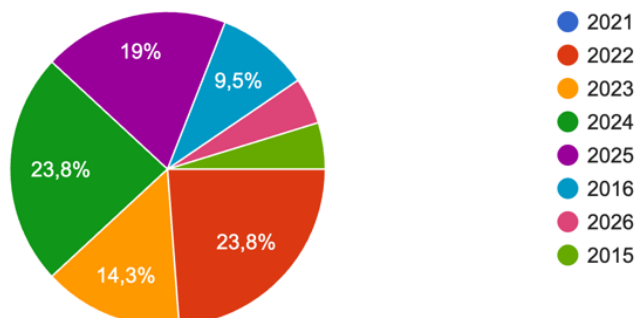
1. Country of the head office of the educational institution:

21 answers



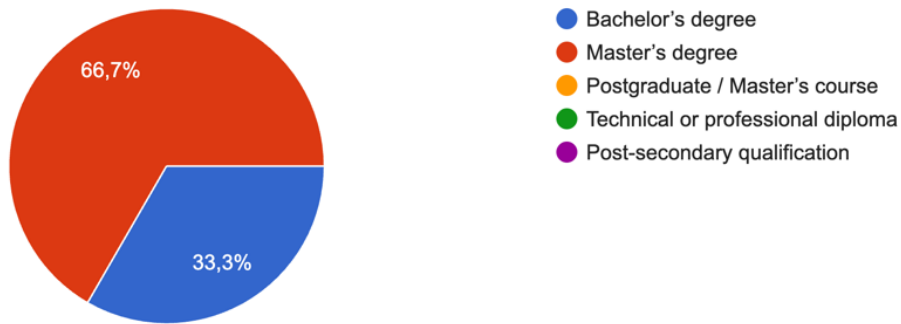
2. Year of graduation:

21 answers



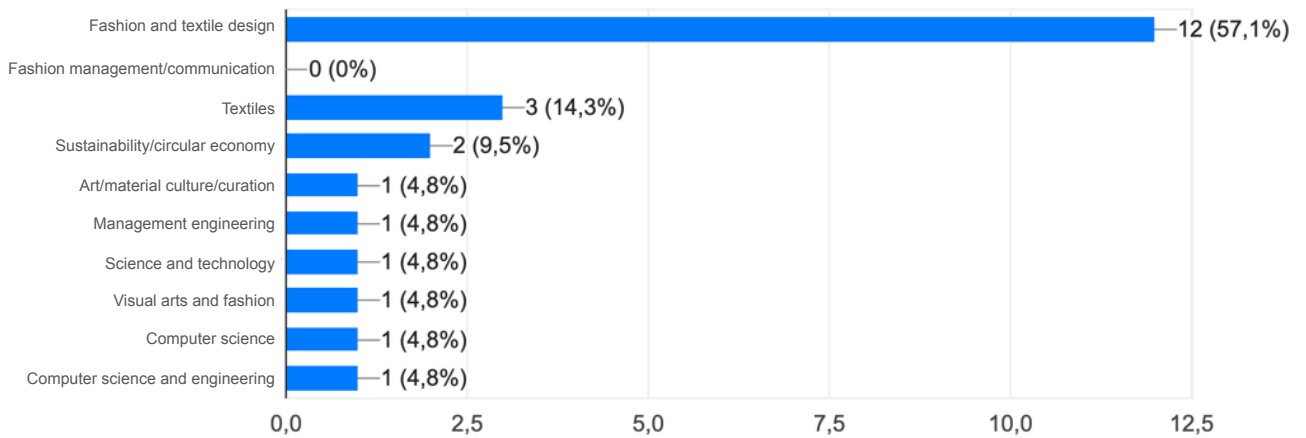
### 3. Type of educational programme attended:

21 answers



### 4. Field of study (max 2 answers)

21 answers

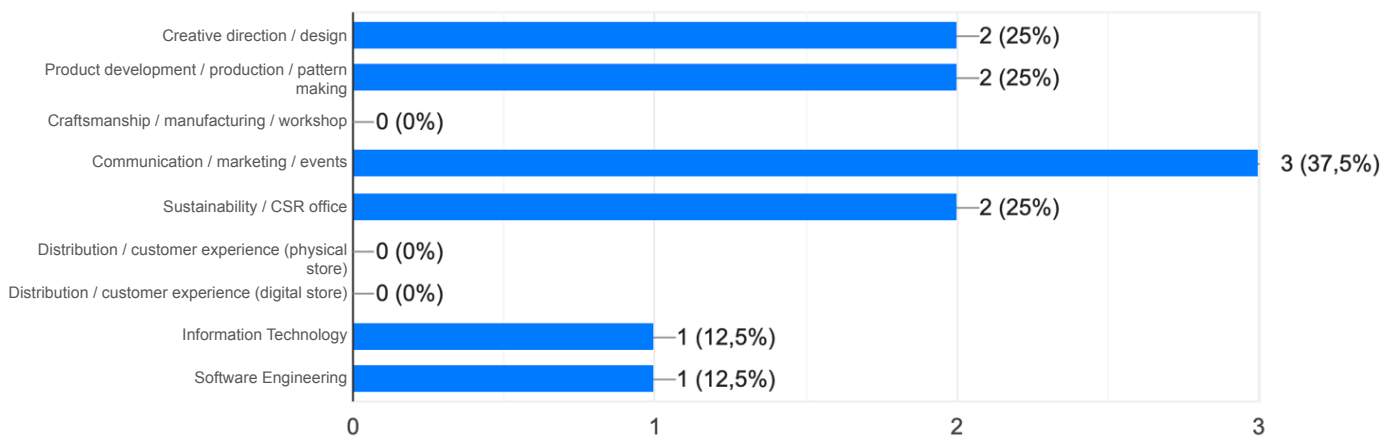


## SECTION 2 – Current Work Experience

21 answers

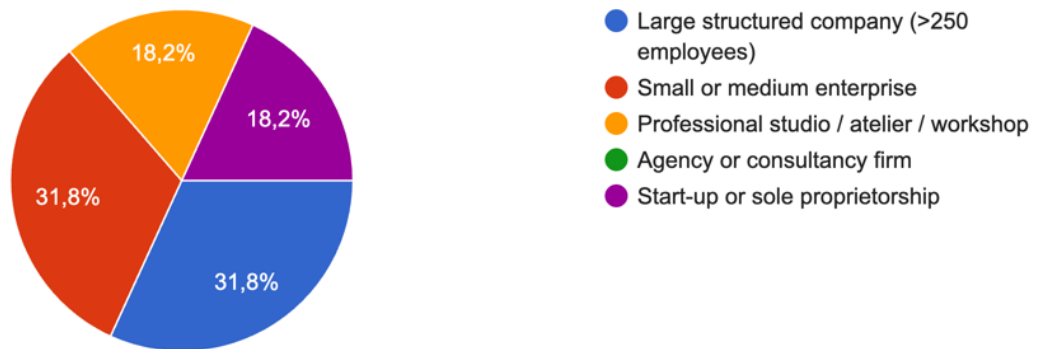
### 1. In which area are you currently employed?

8 risposte



## 2. Type of organisation you work for (or have recently worked for):

21 answers

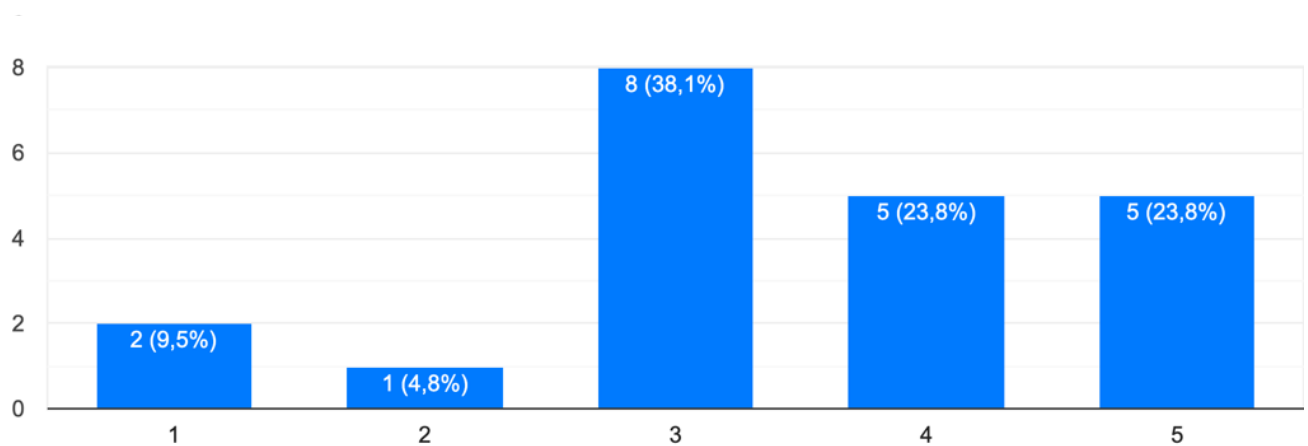


## SECTION 3 – Skills and Training

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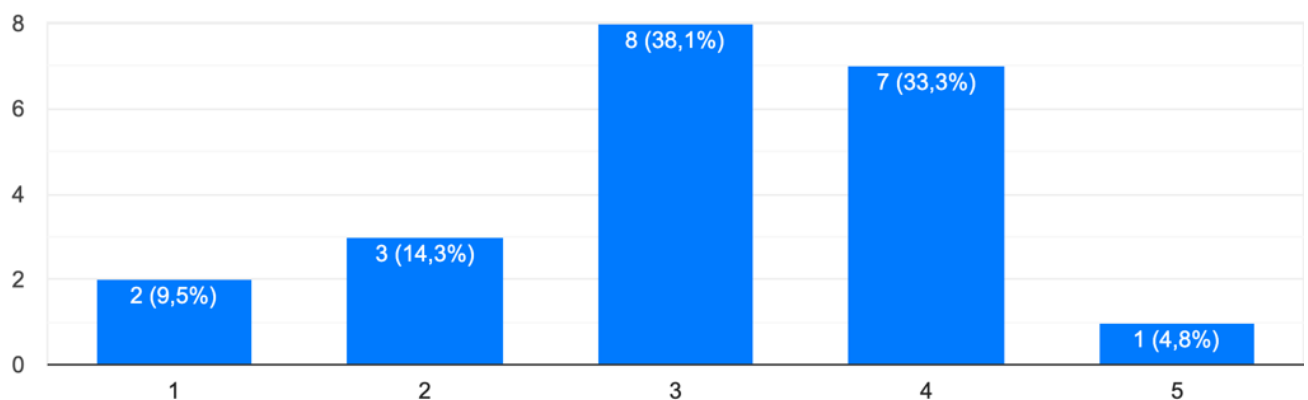
### Digital skills (software, data, online tools)

21 answers



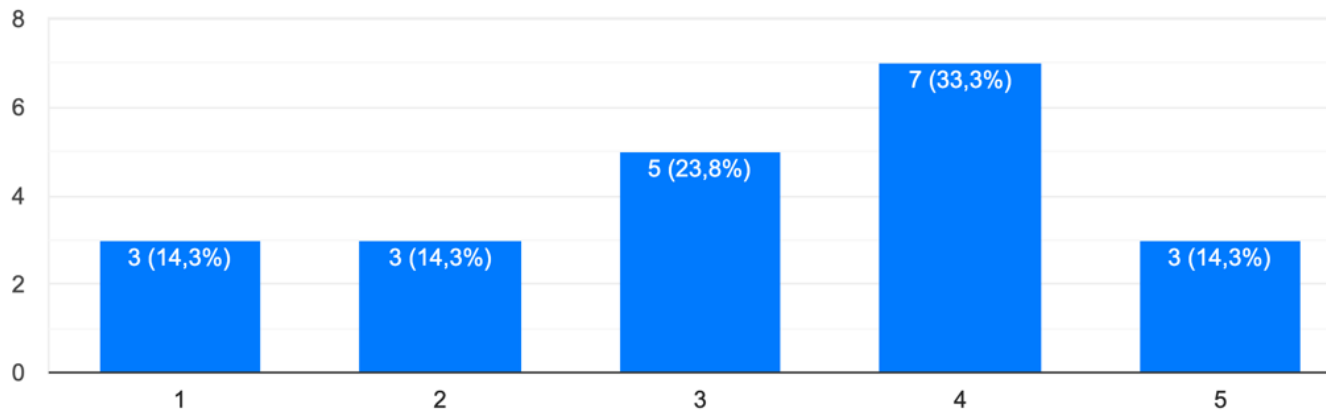
### Environmental and social sustainability (LCA, ethical supply chains)

21 answers



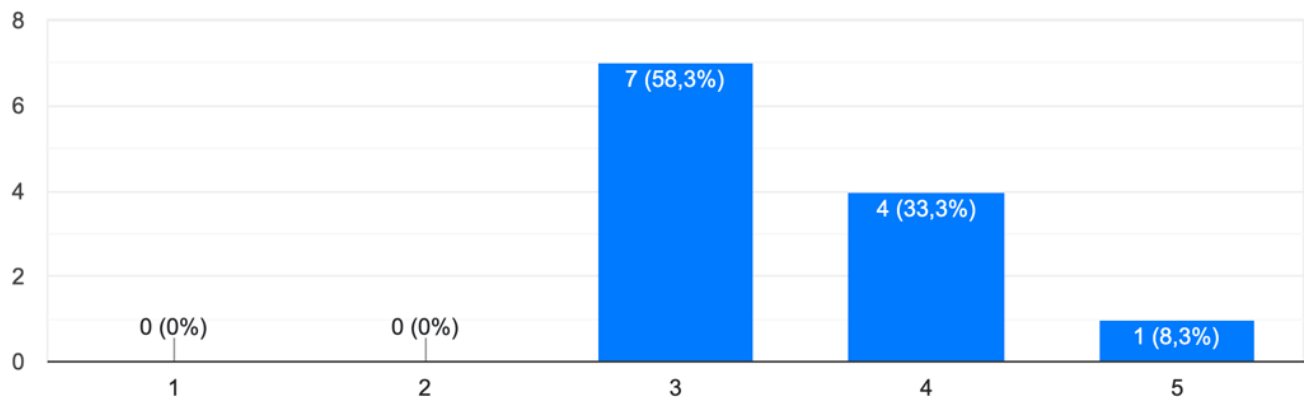
## Circular economy and innovation in materials

21 answers



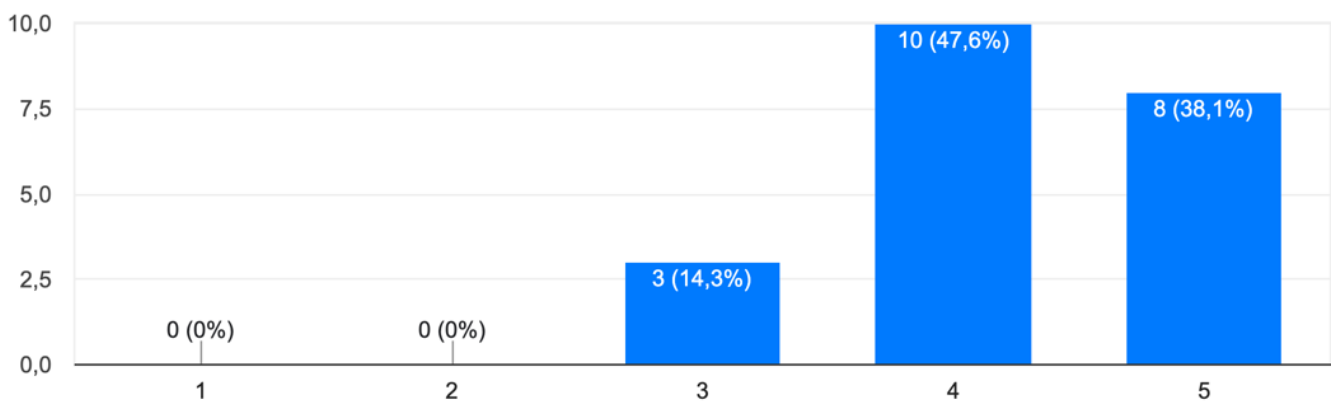
## Technical skills (production, textiles, pattern making)

21 answers



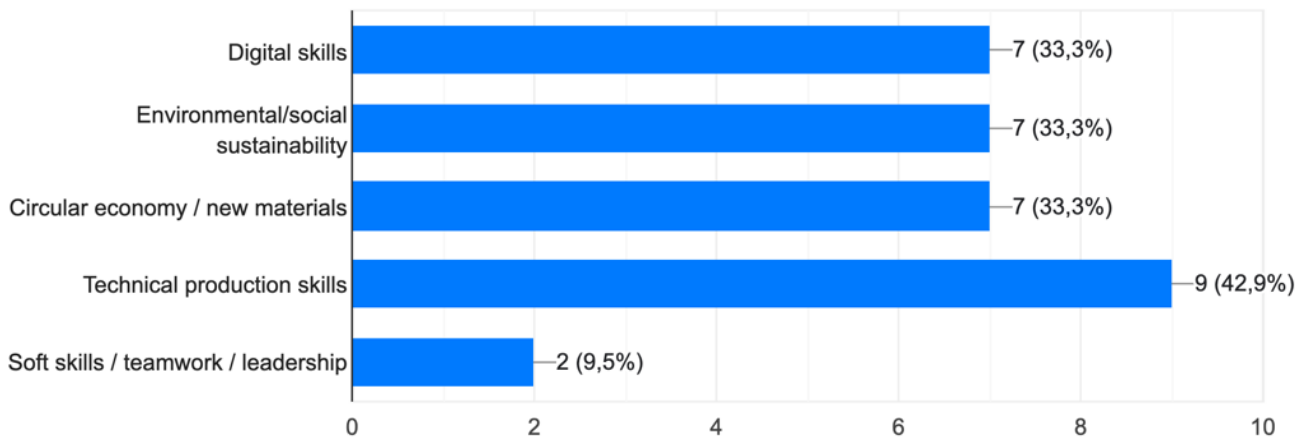
## Transversal skills (teamwork, communication, project management)

21 answers



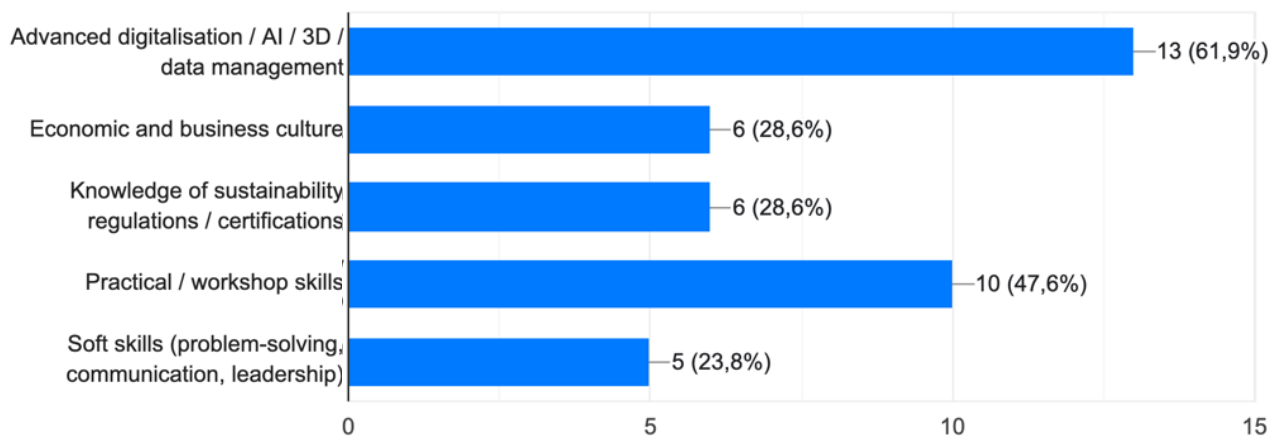
## 2. In which of these areas do you feel least prepared in relation to industry demands? (max 2 answers)

21 answers



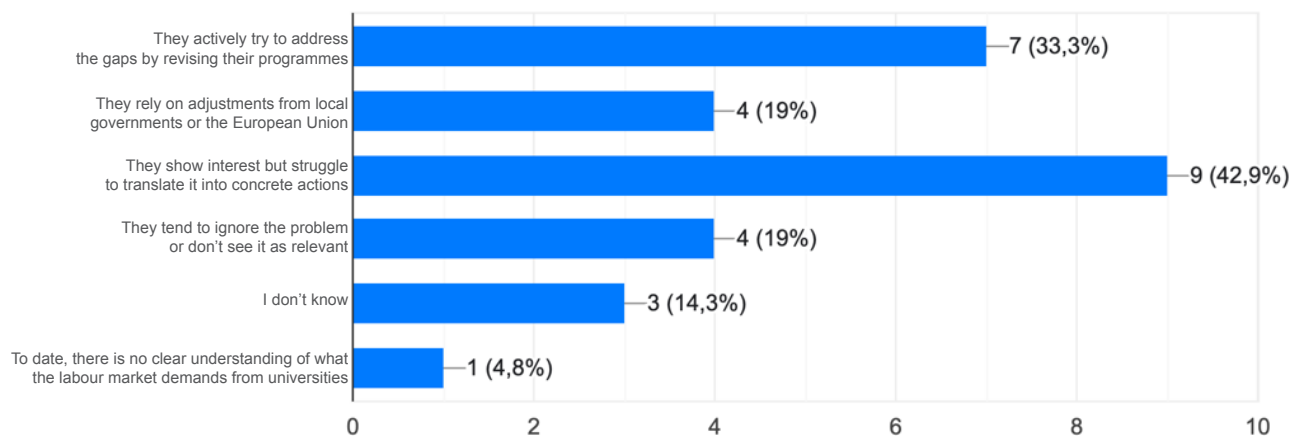
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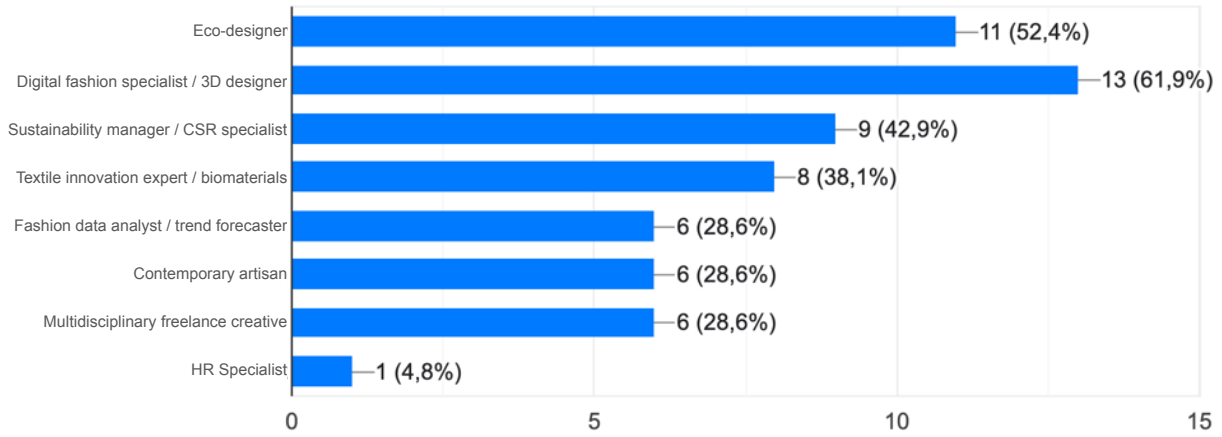
21 answers



## SECTION 4 – Future Outlook

### 1. Which professions do you think are most promising in the fashion/textile sector in the coming years? (max 3 answers)

21 answers





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UNLOCKING CIRCULAR FASHION  
DESIGN EXCELLENCE

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