

T3.5 Peer review



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Introduction

In order to ensure the quality of the 24-hour curricula produced by the Re-fashionable project, it is essential to carry out an internal monitoring and evaluation of the lessons produced by the project partners. The results are presented in this document.

The EKO was responsible for this exercise. The EKO prepared the evaluation questionnaire and the evaluation table, which included the name of the lesson, the name of the partner who produced it and the name of the 2 partners who peer review it. The task started on 4 August 2024 and the deadline for the evaluation was 12 August 2024. The feedback was immediately available to the partners so that the improvement work could start. The deadline for this was 23 August 2024, so the completed learning materials were finalised and T3.6, the translation task, could begin, with a deadline of 15 September 2024.

1. Peer review questionnaire

Questionnaire for the peer review of the Re-fashionable e-learning course

Lesson Number	
Lesson Title	
Name of the partner who created the lesson	
Name of the partner who reviewed the lesson	

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating:
 - Comments:

--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

--

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	
Fashion school students	
Fashion companies, fashion professionals	
Environmental organisations	
Local and national authority focusing on sustainability issues	

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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntaxis correct?		
Are the key concepts and terms sufficiently explained?		
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?		
Are there examples of good practices to illustrate the theoretical points?		
Are the references and bibliography based on reliable sources?		
Is there a variety of sources and media as specified in the curriculum design?		

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?		

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2. Peer review assignment table

Number of lesson	Title	Creator	Peer review 1	Peer review 2
1	Introduction to Circular Fashion and Sustainable Development	IDEC	EKO	BRI
2	Fundamentals of Sustainable Fashion	IDEC	Machiavelli	LHF
3	Circular Design Principles	BRI	EKO	IDEC
4	Sustainable Material Selection	Machiavelli	BRI	LHF
5	Sustainable Education for Fashion Students	Machiavelli	EKO	IDEC
6	Environmental Organizations and Sustainable Fashion	LHF	Qstura	IDEC
7	Innovation and Technology in Sustainable Fashion	BRI	Qstura	IDEC
8	Better Management of Resources in Production Process	Qstura	EKO	Machiavelli
9	Reconciling Circular Systems with	LHF	BRI	Machiavelli

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	Economic Needs			
10	Transitioning Towards Sustainable Choices Without Losing Stylistic Characteristics	Qstura	LHF	BRI
11	Social Media and Influencers in Sustainable Fashion	EKO	LHF	Qstura
12	Individual Responsibility in Sustainable Fashion	EKO	Machiavelli	Qstura

3. Peer review prepared by partners

Based on the table prepared by the EKO, each partner commented on 2 curricula, after which the partner who prepared the curriculum clarified the content. The following section contains the peer reviews per lesson.

3.1. Introduction to Circular Fashion and Sustainable Development

Lesson Number	1
Lesson Title	Introduction to Circular Fashion and Sustainable Development
Name of the partner who created the lesson	IDEC
Name of the partner who reviewed the lesson	BRI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments:

The content matches the learning objectives and structure of the curriculum

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

<p>Yes, they correspond. No, nothing is missing. It is very comprehensive, maybe even more on circular economy rather than circular fashion.</p>
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- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
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Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	7	made corrections right in the lesson file: RE-FA Lesson 1-IDEDEC.docx
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	6	In the “bibliography” section for the lesson, only literature is mentioned, however in sub lessons there are other resources: videos, links,
Do all the links and references work? (no 404 pages, non-existent pages, etc)	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	7	pages 7, 10, 11 do not have any image source

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	correct answers are not indicated for questions 1 and 2, i assume 1 - b? 2 - b? 3 - c?
Do the evaluation questions have an adequate level?	10	correct answers are not indicated for questions 1 and 2, i assume 1 - b? 2 - b? 3 - c?

Other remarks/suggestions/corrections

Page number	Comment
	pages 7, 10, 11 do not have any image source
	In the "bibliography" section for the lesson, only literature is mentioned, however in sub lessons there are other resources: videos, links. Maybe include them in the "bibliography" section for the lesson, too?
	correct answers are not indicated for questions 1 and 2, i assume 1 - b? 2 - b? 3 - c?

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Lesson Number	1
Lesson Title	Introduction to Circular Fashion and Sustainable Development
Name of the partner who created the lesson	IDEC
Name of the partner who reviewed the lesson	EKO

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating:10
 - Comments:

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- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	9
Environmental organisations	9
Local and national authority focusing on sustainability issues	10

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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	The content is mainly coherent and follows a logical progression, although I might swap the 1.2.1 (SDG) and 1.3.1 (Sustainable development) sections, for me, 1.3.1 provides the logical framework for the SDG section
Are there examples of good practices to illustrate the theoretical points?	9	I would introduce more practical examples (e.g. real life stories)
Are the references and bibliography based on reliable sources?	9	The lesson includes several examples of good practices in the fashion industry, particularly regarding sustainable practices. However, more detailed case studies or specific examples could further enhance understanding and provide practical insights.
Is there a variety of sources and media as specified in the curriculum design?	9	There is a good variety of sources, including journal articles, online resources, and official publications. The multimedia sources are very useful, and help to understand the material.

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	

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Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	8	I found the second and third test questions a bit too easy, and the correct answer is not marked for the second one.
Do the evaluation questions have an adequate level?	9	see above

Other remarks/suggestions/corrections

Page number	Comment

3.2. Fundamentals of Sustainable Fashion

Lesson Number	LESSON 2
Lesson Title	<i>Sustainable Fashion Fundamentals</i>
Name of the partner who created the lesson	IDEC
Name of the partner who reviewed the lesson	LHF

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 9
 - Comments:

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- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

In the end this one lesson is all about sustainable fashion fundamentals
--

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	8
Fashion school students	9
Fashion companies, fashion professionals	8
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	7	I feel like some parts could be summed up so they're more clear and a bit more student friendly (The exact parts I think maybe they could be changed are in the page comments at the end of this document)
Are the key concepts and terms sufficiently explained?	9	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
15	Make this part more language friendly if you can : “Sustainable fashion has as its main goals the rectification of the aforementioned weak points, namely environmental harm, unsafe and unfair working conditions and wasteful practices “
26	Make this part more language friendly if you can : Phenomenally poor working conditions have been observed for the employees of the fashion industry, with each step of the production cycle presenting several occupational dangers (Mukherjee, 2015).
31	Make this part more language friendly if you can: Most importantly, producers must take care to act proactively. While policies are increasingly coming out to direct businesses in how to operate sustainable, acting ahead can have a large positive impact on the enhancement of sustainability in the fashion industry.

Lesson Number	2
Lesson Title	Fundamentals of Sustainable Fashion
Name of the partner who created the lesson	IDEC
Name of the partner who reviewed the lesson	MACHIAVELLI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments:

The contents are well covered according to a progression of the subject; some points are explored in depth, and for others, references are provided that are useful for enhancing certain knowledge and making it more detailed.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The contents have been presented in a very clear and concise manner: as mentioned above, references are provided for further personal exploration. This is very useful.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	9
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	absolutely yes. Also because two hours wouldn't be enough! There are references for further exploration
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	absolutely yes
Are there examples of good practices to illustrate the theoretical points?	9	They can be highlighted graphically. Some content (data or keywords) can be better emphasized
Are the references and bibliography based on reliable sources?	10	Excellent: The instructions are provided correctly
Is there a variety of sources and media as specified in the curriculum design?	10	Well-curated bibliography

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	9	Check the topics. Yes, but perhaps it's a formatting error: the images don't fit within the template dimensions.
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	yes
Are the images correctly referenced? Is the source always mentioned?	10	absolutely yes

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment

3.3. Circular Design Principles

Lesson Number	3
Lesson Title	Circular Design Principles
Name of the partner who created the lesson	BRI
Name of the partner who reviewed the lesson	EKO

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?

- Rating: 10
- Comments:

--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	9
Local and national authority focusing on sustainability issues	8

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	Every concept and term can be easily understood
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	

Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	9	There is no source for the pictures on page 9, 13, 14 and 15

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
10	24,634 tons of CO₂e (CO ₂ e)
11	<i>fishing nets and plastic bottles³.</i>
15	<i>only reduces waste, and</i> (a space is missing)

Lesson Number	3
Lesson Title	Circular Design Principle
Name of the partner who created the lesson	BRI
Name of the partner who reviewed the lesson	IDEC

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments: the structure is perfectly respected and the learning objectives achieved

--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes, the content is respected with the addition of several real-life examples to make the concept clear

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	8
Environmental organisations	7
Local and national authority focusing on sustainability issues	7

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	Clear phrasing, no grammar or syntax mistakes
Are the key concepts and terms sufficiently explained?	9	Yes. As units of measurements might be difficult to perceive concretely, I would maybe add an annex for the graphical explanation of their size (ex. Tons). This would make the size of the impact/pollution clear, especially for students.
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	Through enumerated and not enumerated bullet points, the hierarchy of the concepts is well presented.
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	9	Videos have appropriate titles while images are mainly abstract, therefore they don't present clear titles.
Are the images correctly referenced? Is the source always mentioned?	8	Pag 9, 13, 14 and 15 have images without direct source

Evaluation

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Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	8	The questions might be quite easy but they are balanced by the task 4 which requires the elaboration and application of what studied.

Other remarks/suggestions/corrections

Page number	Comment
2	sources 3.1 and 3.6 are the same source
2 and 3	The bibliography does not follow the Harvard referencing system (e.g. from lesson 6: Spadafora, M. (Speaker). Sustainable Fashion: The New Luxury [Video]. TEDxLaRomana. Youtube https://www.youtube.com/watch?v=CjgWWmgUMa0)
	It might be useful to communicate which content corresponds to which slide. Example: Before the first paragraph of the first topic, it could be written „SLIDE 1”

3.4. Sustainable Material Selection

Lesson Number	4
Lesson Title	Sustainable Material Selection
Name of the partner who created the lesson	Machiavelli
Name of the partner who reviewed the lesson	BRI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments:

The content matches the learning objectives and structure of the curriculum

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes, they correspond. No, nothing is missing. It is very comprehensive, with good examples.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	7	made corrections right in the lesson file: RE-FA Lesson 4-Machiavelli.docx
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	9	resources are mentioned in italian, redo in english! all partners will have to translate this into their languages.
Do all the links and references work? (no 404 pages, non-existent pages, etc)	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	

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Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	resources are mentioned in italian, redo in english! all partners will have to translate this into their languages.

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
1-3	types of resources are mentioned in italian, redo in english! all partners will have to translate this into their languages.

Lesson Number	LESSON 4
Lesson Title	<i>Sustainable Material Selection</i>
Name of the partner who created the lesson	Machiavelli
Name of the partner who reviewed the lesson	LHF

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments:

--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

I think everything is included, the only thing is the bibliography that is not done in the correct format

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	9
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	9	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	8	
Is there a variety of sources and media as specified in the curriculum design?	9	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	5	The bibliography is not in the right format
Are the images correctly referenced? Is the source always mentioned?	5	Doesn't have the source

Evaluation

Aspect	1-10	Comments

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Do the evaluation questions correspond to the contents developed?		10
Do the evaluation questions have an adequate level?		10

Other remarks/suggestions/corrections

Page number	Comment

3.5. Sustainable Education for Fashion Students

Lesson Number	5
Lesson Title	<i>Sustainable Education for Fashion Students</i>
Name of the partner who created the lesson	Machiavelli
Name of the partner who reviewed the lesson	EKO

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments:

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- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	8
Fashion companies, fashion professionals	9
Environmental organisations	10
Local and national authority focusing on sustainability issues	9

Quality of Contents

Project number: 2023-1-ES01-KA220-VET-000155130

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	2 issues: 1, on page 12 the form “here’s” should be changed to the formal “here is” 2, we have not decided the English version: American or British version should be applied? In my view, the EU uses the British version, but PM should decide.
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	10	Minor issue: in some of the bibliographical entries, the place of publication is missing.
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	The videos on page 6 and 11 do not have a preceding title. They should be added for clarity.
Are the images correctly referenced? Is the source always mentioned?	10	On page 12, we have a link to the source of the Learning Pyramid image, but it does not tell the source of the Pyramid idea: whose idea is actually the Learning Pyramid. This should be added.

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Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment

Lesson Number	5
Lesson Title	Sustainable Education for Fashion Students
Name of the partner who created the lesson	Machiavelli
Name of the partner who reviewed the lesson	IDEC

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 9
 - Comments:

The content aligns with the learning objectives and is well-structured according to the curriculum.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The lesson contents match the initial description. A minor suggestion could be to include more detailed examples of implementation.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	10
Fashion companies, fashion professionals	9
Environmental organisations	8
Local and national authority focusing on sustainability issues	8

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	9	
Are the key concepts and terms sufficiently explained?	9	Key concepts well explained, but some terms could use additional context or examples.
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	The chapter is coherent and follows a logical progression.
Are there examples of good practices to illustrate the theoretical points?	8	Good practices are included, but more and diverse examples could improve the understanding.
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	10	Good and wide selection of sources and media.

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	8	The images doesn't have title, it may not be needed.
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	10	Relevant and well-aligned with the content.
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
Various	Clear and well-written. The suggested rephrasing are mainly for improve readability.
C2 , C3	Consider adding more diverse examples of good practices. (chapters 2 or 3)
Various	All links are working.
Pg 17	Topic 5.3 Introduction Instead of: <i>In addition to all the knowledge and skills covered in the other lessons of this course, it is necessary to address the need for practical-manual skills that operators will need to acquire to make the development of sustainable fashion possible.</i> Use for clarity: Along with the theoretical knowledge and skills covered in other lessons, it is essential to focus on practical manual skills to make possible the development of sustainable fashion

3.6. Environmental Organizations and Sustainable Fashion

Lesson Number	6
Lesson Title	Environmental Organizations and Sustainable Fashion
Name of the partner who created the lesson	LHF
Name of the partner who reviewed the lesson	IDEA

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?

- Rating: 9
- Comments:

- The structure is detailed. For the learning objectives, I suggest adding practical exercises or case studies to show how the theories apply in real life, as the curriculum mentions “develop,” “identify,” and “participate.”
- There is a division in Slides, which is not necessary and does not correspond to the development of the rest of the course. The course presentation will be online according to the template, not by ppt.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes, it follows the initial description of topics provided by the curriculum

- Is the content appropriate for the project’s target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	9
Fashion companies, fashion professionals	7
Environmental organisations	9

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Local and national authority focusing on sustainability issues	7
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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	
Are there examples of good practices to illustrate the theoretical points?	9	Some examples are present but I would add some more detailed ones
Are the references and bibliography based on reliable sources?	9	
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	Very well structured
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	9	Picture page 1 as no caption, the videos are well presented
Are the images correctly referenced? Is the source always mentioned?	9	Picture page 1 as no reference, the videos are perfectly referenced

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Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	8	The options of the multiple answers are quite easy, they might be a little more challenging

Other remarks/suggestions/corrections

Page number	Comment
Pag 2	The link to the following source give access to a video „ no more available „:BBC Ideas. (2019). How to Make Fashion Sustainable. [Video]. YouTube. https://www.youtube.com/watch?v=yk3jwZxq9uA

Lesson Number	6
Lesson Title	<i>Environmental Organisations and Sustainable Fashion</i>
Name of the partner who created the lesson	LHF
Name of the partner who reviewed the lesson	EKO

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

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Relevance:

- Does the content match the learning objectives and structure according to the curriculum?

- o Rating: 9

- o Comments:

The curriculum is logically structured and covers all mandatory points. The references of the information used in the lesson are missing, this should be replaced.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The topic has been fully developed, clear and logical.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	9

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	

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Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	3	The references are missing. The photos has reference, but the content has not.
Is there a variety of sources and media as specified in the curriculum design?	10	There are many examples, pictures and sources in the lesson.

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

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Other remarks/suggestions/corrections

Page number	Comment
9	the image was inserted mirrored

Lesson Number	6
Lesson Title	Environmental Organisations and Sustainable Fashion
Name of the partner who created the lesson	LHF
Name of the partner who reviewed the lesson	QSTURA

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 7
 - Comments:

The content aligns well with the learning objectives and structure. Some topics could have been further developed, and there could be better cohesion between the different

sections to create a stronger connection throughout the document. Accompanying this with images and more current, inspiring references would enhance the overall impact

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The contents correspond well to the initial description. The lesson could benefit from expanding on how environmental organizations address social issues such as labor exploitation in the fashion industry. Additionally, including more recent case studies of successful environmental initiatives in sustainable fashion would enrich the content. A section on how these organizations influence policy and regulation in the fashion industry would also provide a more comprehensive understanding of their impact.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	8
Fashion school students	8
Fashion companies, fashion professionals	7
Environmental organisations	7
Local and national authority focusing on sustainability issues	7

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	9	
Are the key concepts and terms sufficiently explained?	7	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	8	

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Are there examples of good practices to illustrate the theoretical points?	6	More concrete case studies or examples of successful initiatives by environmental organizations in the fashion industry would add value.
Are the references and bibliography based on reliable sources?	8	Yes, but some are outdated
Is there a variety of sources and media as specified in the curriculum design?	7	They could have given more examples of local work and NGOs with more specific projects.

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	9	It would be better to put the links inside the document as well.
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	5	There is only one image on the cover, whereas, according to the initial example, there should have been more images throughout the course content.
Are the images correctly referenced? Is the source always mentioned?	5	There is only one image on the cover, whereas, according to the initial example, there should have been more images throughout the course content.

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	7	The evaluation questions could be more challenging or thought-provoking

Do the evaluation questions have an adequate level?	7	The questions are appropriate for the level of the lesson, though adding a few more critical-thinking questions could enhance engagement.
--	---	---

Other remarks/suggestions/corrections

Page number	Comment
links	verify the TEDx links
10	Develop the format of this issue: Key Policies and Approaches:
5	Remove these parts of the content: <i>Text with additional audiovisual material, such as:</i> <i>Photos</i> <i>Graphs</i> <i>Videos</i> <i>H5p content</i> <i>Genially</i>
	Each theme should also include links to specific examples to better illustrate the concepts. No images have been used and the document has not been formatted correctly; the contents within each section are not clearly distinguished.

3.7. Innovation and Technology in Sustainable Fashion

Lesson Number	7
Lesson Title	Innovation and Technology in Sustainable Fashion
Name of the partner who created the lesson	BRI
Name of the partner who reviewed the lesson	IDEC

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 8
 - Comments:

The content aligns well with the learning objectives, covering key aspects of sustainable fashion technologies
--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The lessons correspond largely to the curriculum descriptions.
--

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	9
Fashion companies, fashion professionals	8
Environmental organisations	8
Local and national authority focusing on sustainability issues	7

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	professional and clear.
Are the key concepts and terms sufficiently explained?	8	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	The content follows a logical and coherent structure.
Are there examples of good practices to illustrate the theoretical points?	9	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	9	In fact, they may be to many references, it could be overwhelming for the student

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	6	All the images lack of caption or title, (it may not be needed) Some of the more interesting videos could be directly embedded in the document.
Are the images correctly referenced? Is the source always mentioned?	6	All the images lack of source, even if they are created via IA, it could be nice to reference it

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	10	questions align well with the content covered in the lessons.
Do the evaluation questions have an adequate level?	9	

Other remarks/suggestions/corrections

Page number	Comment
All document	The document doesn't follow the same format as e.g. chapter 5
	Some of the more interesting videos could be directly embedded in the document.
	All the links are working
	Visual elements, embed videos, caption or source in images
	Minor suggestion in the choosing of some words

Lesson Number	7
Lesson Title	Innovation and Technology in Sustainable Fashion
Name of the partner who created the lesson	BRI
Name of the partner who reviewed the lesson	Qstura

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?

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- Rating: 10
- Comments:

The content aligns well with the learning objectives, providing a clear overview of technological innovations in sustainable fashion.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The lesson contents correspond well to the initial description and cover the topics effectively

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntaxis correct?	8	It is suggested to conduct a review of the grammar and sentence structure, with attention to punctuation and some missing words.
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	

Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	9	The image sources are missing and internal links in the examples would be more practical.
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	7	Some visual elements are missing proper titles, which can cause confusion. Adding these would improve clarity.
Are the images correctly referenced? Is the source always mentioned?	7	Images lack references. Make sure all images are properly cited with sources to maintain high quality of the document.

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	9	Question number 1 is very obvious, it could be changed to make it more complex.

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**Other remarks/suggestions/corrections**

Page number	Comment
	Include the sources of the images and also review the images because there are several that do not provide information or inspiration. Maybe replace some images with a more relevant one.
Pag 18-23	Improve the format and better define the sections
	It might be helpful to consider eliminating some mentions of blockchain, AI-driven design, and supply chain transparency in certain sections, or referencing them more briefly. This would help shorten the document while maintaining focus on the most important points.

3.8. Better Management of Resources in Production Process

Lesson Number	8
Lesson Title	<i>Better management of resources in a production process</i>
Name of the partner who created the lesson	Qstura
Name of the partner who reviewed the lesson	EKO

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - o Rating: 10
 - o Comments:

Well-structured course material, the parts follow one another logically, easy-to-follow, outline, well-composed course material. It fits well with the theme and content of the Re-fashionable project.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

It contains everything that IDEC indicated in the table of contents of the original curriculum. A well-crafted lesson.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	9
Environmental organisations	10
Local and national authority focusing on sustainability issues	9

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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	some suggestion in the last table
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	The course material is illustrated with many examples taken from real life.
Are the references and bibliography based on reliable sources?	8	They do not use the Harvard citation system (author, year), although this is less solvable with online sources, it may be more appropriate to cite in a footnote.
Is there a variety of sources and media as specified in the curriculum design?	10	The curriculum design is visually eye-catching.

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	All parts of the curriculum can be found in separate tables, divided into subsections

Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	missing: page 5,

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
4	<u>EU Ecolabel</u> : Certifies products and services with reduced environmental impact throughout their lifecycle, including energy efficiency in textile production. Visit (visit please delete)
7	3. Sustainable material management practices (2. this topic is the second)
8	(first row) printing and supercritical CO ₂ dyeing have (CO ₂)
8	Advanced Dyeing Technologies: Digital printing and supercritical CO₂ (CO₂)
8	topic content numbers are incorrect (3.1, 3.2, 2.3) 2.1, 2.2
10	3.2 <u>Examples</u> : Adidas has implemented this technology, achieving a 50% reduction in energy consumption and lowering CO ₂ emissions (CO ₂)
10	Also, innovations like DyeCoo's supercritical CO ₂ (CO ₂)
16	Minimal Packaging (Minimal Packaging) bold

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Lesson Number	8
Lesson Title	Better Management of Resources in Production Process
Name of the partner who created the lesson	QSTURA
Name of the partner who reviewed the lesson	MACHIAVELLI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating:10
 - Comments:

I believe that the contents have been treated in a very clear and thorough manner, even if concise

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Sure! There is coherence between the contents and the initial guidelines provided.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	9
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	9

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	There are continuous references to a rich bibliography
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	Absolutely. Clarifying examples, images, and photos that document the richness of the contents
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	Excellent graphic organization.
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	They correspond perfectly

Other remarks/suggestions/corrections

Page number	Comment

3.9. Reconciling Circular Systems with Economic Needs

Lesson Number	9
Lesson Title	Reconciling Circular Systems with Economic Needs
Name of the partner who created the lesson	LHF
Name of the partner who reviewed the lesson	BRI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?

- o Rating: 6

- o Comments:

The content matches the learning objectives and structure of the curriculum, but the quantity of the content is very small. Strongly recommend adding more content, with real-world examples, photos, definitions, case studies, application, etc, - in order to make the lesson 2h long. Right now the content of the lesson is insufficient and can be completed in 20 minutes.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes, they correspond. But the content of each sub lesson is very short, not enough. The 3 sentences do not cover the whole sub lesson topic and are not sufficient.

Yes, some things are missing. Every sub lesson needs more content, explanations, examples, photos, references, real-world applications, etc.

If you wish to have slides - please create and facilitate them, otherwise - please just leave plain text. In this context, right now the slides are also missing.

The lesson content is not comprehensive enough, I can read the whole lesson in less than 20 minutes, some sub lessons only have a few paragraphs. Although the quality is good, the quantity is not enough.

Template for content/ topics	
Repeat this section for each topic, as needed	
Size of content: 10 pages for the whole lesson, split in the topics.	
Topic number and name	1. Economics of Circular Fashion Systems
Introduction	The fashion industry's rapid pace and resource-intensive practices pose significant environmental challenges to our planet. Circular fashion systems offer a promising solution by reimagining traditional production models towards sustainability and efficiency. In this lesson, we explore the economics driving circular fashion.
Topic content	<ul style="list-style-type: none"> - SLIDE 1 (Introduction) - SLIDE 2 <p>Key Economic Aspects:</p> <ul style="list-style-type: none"> - Resource Efficiency: Circular fashion minimizes waste by designing products for longevity and recyclability, reducing raw material consumption. - Cost Reduction: Adopting circularity can decrease production costs through material reuse, repair services, and efficient supply chain management. - Consumer Demand: Growing awareness about sustainability drives consumer preference towards eco-friendly brands, creating market opportunities for circular fashion. - Policy and Regulation: Government incentives and regulations can influence the adoption of circular practices in the fashion industry, shaping economic landscapes.
Topic number and name	2. Business Models for Circular Economy in Fashion
Introduction	Various innovative business models are emerging within the fashion industry, showcasing the implementation of circular economic principles. These models seek to contribute to

- Is the content appropriate for the project's target groups?
(the content quantity is insufficient, yet the content quality is adequate for the target).

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	9	made corrections right in the lesson file: RE-FA Lesson 9-LHF.docx
Are the key concepts and terms sufficiently explained?	7	Although the content quality is good, the quantity is not enough. The 3 sentences do not cover the whole sub lesson topic and are not sufficient. Strongly recommend adding more content, with real-world examples definitions, pictures, application, etc, - in order to make the lesson 2h long A few key concepts are explained, but there's not enough supporting explanations, photos, references, links, videos, etc. Recommend adding more key concepts and adding more details to the existing ones.
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	9	Examples presented are great, however there were very few concepts to present examples for (increase quantity of content to reach 2h per lesson)
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	3	very few images were used, only text. This makes the content hard to consume, even though there's not a lot of it. There are only a few video references throughout the whole lesson, not enough references (i guess for this quantity of

		<p>content it is ok, but it will be the shortest lesson that can be done in 20 minutes).</p> <p>The content table mentions slides but does not provide them.</p>
Do all the links and references work? (no 404 pages, non-existent pages, etc)	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	7	<p>They are distinguished but not comprehensive enough.</p> <p>Some topics have only a few sentences on them, it is not enough to explain the topic.</p> <p>If the lesson is 2 hours long and you have 5 sublessons, each sublesson has to take at least 20 minutes to complete. Right now you can read through each one in 5 minutes.</p>
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	9	very few images were used, only text. only a few videos were used.
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments

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Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
	Although the content quality is good, the quantity is not enough. The 3 sentences do not cover the whole sub lesson topic and are not sufficient. Strongly recommend adding more content, with real-world examples definitions, pictures, application, videos, case studies, etc, - in order to make the lesson 2h long
	very few images were used, only text. This makes the content hard to consume, even though there's not a lot of it.
	only a few video references throughout the whole lesson, not enough references (i guess for this quantity of content it is ok, but it will be the shortest lesson that can be done in 20 minutes).
	Topics are distinguished but not comprehensive enough. Some topics have only a few sentences on them, it is not enough to explain the topic. If the lesson is 2 hours long and you have 5 sublessons (topics), each sublesson must take at least 20 minutes to complete. Right now you can read through each subleson in 5 minutes, and complete the whole lesson in less than 30 minutes.
	the content quantity is insufficient, yet the content quality is adequate for the target
	A few key concepts are explained, but there's not enough supporting explanations, photos, references, links, videos, etc. Recommend adding more key concepts and adding more details to the existing ones.

Lesson Number	Lesson number 9
Lesson Title	Reconciling circular systems with economic needs
Name of the partner who created the lesson	LHF
Name of the partner who reviewed the lesson	MACHIARELLI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 9
 - Comments:

The content is adequate to learning objectives and to structure based on the curriculum.
--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The contents from the lessons correspond at the description initial of the subjects provided for in the curriculum.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	7
Fashion companies, fashion professionals	9
Environmental organisations	9
Local and national authority focusing on sustainability issues	9

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntaxis correct?	9	
Are the key concepts and terms sufficiently explained?	9	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	8	
Are there examples of good practices to illustrate the theoretical points?	8	Yes . I am present , but they could to be more detailed .
Are the references and bibliography based on reliable sources?	9	
Is there a variety of sources and media as specified in the curriculum design?	9	The contents reflect the requests .

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	8	You can give Greater and better distinction topics and i subtopics .
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	9	
Are the images correctly referenced? Is the source always mentioned?	8	

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	9	
Do the evaluation questions have an adequate level?	8	The questions done they may not be at one level adequate for all the targets indicated above

Other remarks/suggestions/corrections

Page number	Comment

Lesson Number	9
Lesson Title	<i>Reconciling Circular Systems with Economic Needs</i>
Name of the partner who created the lesson	LHF
Name of the partner who reviewed the lesson	EKO

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
- o Rating: 10
- o Comments:

Course material illustrated with interesting examples, which covered all predetermined topics. The intertextual references are also missing here.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The curriculum includes all specific topics

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	10
Fashion companies, fashion professionals	8
Environmental organisations	9
Local and national authority focusing on sustainability issues	9

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?		The references are missing in the text. Where was the text taken from? (Name, year)

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Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment

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3.10. Transitioning Towards Sustainable Choices Without Losing Stylistic Characteristics

Lesson Number	LESSON 10
Lesson Title	<i>Transitioning Towards Sustainable Choices Without Losing Stylistic Characteristics</i>
Name of the partner who created the lesson	QSTURA
Name of the partner who reviewed the lesson	LHF

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating:10
 - Comments:

Everything is explained correctly and in a easy way to understand for everyone
--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	
Are there examples of good practices to illustrate the theoretical points?	9	
Are the references and bibliography based on reliable sources?	8	
Is there a variety of sources and media as specified in the curriculum design?	10	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	7	The bibliography is not in the format specified by the other partners
Are the images correctly referenced? Is the source always mentioned?	10	

Evaluation

Aspect	1-10	Comments
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Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment

Lesson Number	10
Lesson Title	<i>Transitioning Towards Sustainable Choices Without Losing Stylistic Characteristics</i>
Name of the partner who created the lesson	QSTURA
Name of the partner who reviewed the lesson	BRI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

· Does the content match the learning objectives and structure according to the curriculum?

o Rating: 10

o Comments:

The content matches the learning objectives and structure of the curriculum

· Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

Yes, they correspond.

No, nothing is missing.

It is very comprehensive, with real-world examples, good references, and photos.

· Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	10
Fashion school students	10
Fashion companies, fashion professionals	10
Environmental organisations	10
Local and national authority focusing on sustainability issues	10

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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	7	made corrections right in the lesson file: RE-FA Lesson 10-Qstura.docx
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	10	
Are the references and bibliography based on reliable sources?	8	Some links do not work, some references go to the main page of websites and it doesn't make sense. (page 3) Page 5 doesn't mention the source. please check the references and all links again.
Is there a variety of sources and media as specified in the curriculum design?	10	
Do all the links and references work? (no 404 pages, non-existent pages, etc)	8	Some links do not work, some references go to the main page of websites and it doesn't make sense. (page 3) Page 5 doesn't mention the source.

Format

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Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	10	
Are the images correctly referenced? Is the source always mentioned?	10	
Do all the links and references work? (no 404 pages, non-existent pages, etc)	9	page 3: 2 links do not work (videos) Page 5 doesn't mention the source.

Evaluation

Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
3, 5	Some links do not work, some references go to the main page of websites and it doesn't make sense. (page 3) Page 5 doesn't mention the source.
	please check the references and all links again. Some are not directing to any website.

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3.11. Social Media and Influencers in Sustainable Fashion

Lesson Number	LESSON 11
Lesson Title	Social Media and Influencers in Sustainable Fashion
Name of the partner who created the lesson	EKO
Name of the partner who reviewed the lesson	LHF

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 10
 - Comments:

--

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

--

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	10
Fashion companies, fashion professionals	9
Environmental organisations	9
Local and national authority focusing on sustainability issues	9

Quality of Contents

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Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	10	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	10	
Are there examples of good practices to illustrate the theoretical points?	8	
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	5	There are not enough pictures or graphs in this lesson

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	10	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	6	The graph doesn't have a source
Are the images correctly referenced? Is the source always mentioned?	10	The AI Photo is sourced

Evaluation

Aspect	1-10	Comments

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Do the evaluation questions correspond to the contents developed?	10	
Do the evaluation questions have an adequate level?	10	

Other remarks/suggestions/corrections

Page number	Comment
	I feel like the lesson could have way more information and be longer, adding new media, new concepts and explanations should help

Lesson Number	11
Lesson Title	Social Media and Influencers in Sustainable Fashion
Name of the partner who created the lesson	EKO
Name of the partner who reviewed the lesson	QSTURA

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 8
 - Comments:

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The content is well developed, missing reference images and videos, as well as some more striking examples of the disadvantages and risks of this type of campaigns and more inspiring examples of successful campaigns.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The content covers the topics well, but it could dive deeper into the downsides of influencers promoting sustainability, like greenwashing. Some parts could also use more detail, especially when it comes to new trends.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	8
Fashion school students	8
Fashion companies, fashion professionals	9
Environmental organisations	8
Local and national authority focusing on sustainability issues	10

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	10	
Are the key concepts and terms sufficiently explained?	9	It would be helpful to include clearer definitions of key social media trends, like viral challenges or fast-fashion hauls, while also highlighting which trends are most positively received in promoting sustainability.

Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	
Are there examples of good practices to illustrate the theoretical points?	7	More examples, both positive and negative, could be included. Greenwashing and how influencers promote consumerism could be explored further, along with sustainable influencers and agencies in Europe. Successful social media campaigns for sustainable fashion would also be helpful.
Are the references and bibliography based on reliable sources?	10	
Is there a variety of sources and media as specified in the curriculum design?	8	Missing links to YouTube and some more content with current and more practical examples

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	9	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	6	There was a lack of reference images and videos, just one AI image and a graphic. Could you post some photos of an example of a social media campaign? Also add some link to youtube
Are the images correctly referenced? Is the source always mentioned?	6	Almost no images have been used

Evaluation

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Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	9	
Do the evaluation questions have an adequate level?	8	The questions could have been more developed, for example, which influencers would you choose and why for a campaign or something that involves more work in searching and reflecting.

Other remarks/suggestions/corrections

Page number	Comment
6-7	Some more striking examples of the cons of green influencers and the risks of this type of campaign
9-10	The lesson could delve deeper into how social media trends encourage consumerism. Expand the discussion in the section on influencer-driven fashion consumption, explaining how viral trends, fast-fashion hauls, and constant promotion contribute to overconsumption..
12	Add a brief section on future trends and the evolving role of influencers in sustainable fashion. This could explore how influencers might shift toward promoting second-hand fashion, zero-waste lifestyles, or other sustainable practices.
	brief section on future trends or the evolving role of influencers in sustainable fashion
4-5	To improve readability, underline or highlight key points.
11	Give it a better format
	There is a lack of visual elements like images and videos. Consider adding images related to influencer campaigns or linking to YouTube videos that show successful or problematic campaigns. This will enhance engagement, especially in sections like " <i>Case Studies of Sustainable Fashion Influencer Campaigns</i> " (Page 8).

3.12. Individual Responsibility in Sustainable Fashion

Lesson Number	12
Lesson Title	Individual Responsibility in Sustainable Fashion
Name of the partner who created the lesson	ECHO
Name of the partner who reviewed the lesson	MACHIARELLI

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 9
 - Comments:

Absolutely. The content aligns perfectly with the learning objectives and follows the structure outlined in the curriculum

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The contents from the lessons correspond to the description initial of the subjects provided by the curriculum, despite this I recommend a simplification of the language, in case of translation the argument could be result too dense.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	9
Fashion school students	8
Fashion companies, fashion professionals	9
Environmental organisations	9
Local and national authority focusing on sustainability issues	9

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Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntax correct?	7	The contents from the lessons correspond to the requests , despite This Yes recommend a simplification of the language , in case of translation the argument could be result too dense .
Are the key concepts and terms sufficiently explained?	8	
Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	8	The chapter follows a perceived progression of content
Are there examples of good practices to illustrate the theoretical points?	9	
Are the references and bibliography based on reliable sources?	9	
Is there a variety of sources and media as specified in the curriculum design?	9	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	9	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	9	
Are the images correctly referenced? Is the source always mentioned?	9	

Evaluation

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Aspect	1-10	Comments
Do the evaluation questions correspond to the contents developed?	9	Evaluation questions correspond to the contents developed
Do the evaluation questions have an adequate level?	9	Evaluation questions they have a level adequate

Other remarks/suggestions/corrections

Page number	Comment

Lesson Number	12
Lesson Title	Individual Responsibility in Sustainable Fashion
Name of the partner who created the lesson	EKO
Name of the partner who reviewed the lesson	QSTURA

Please rate the learning material on a scale of 1 to 10 (1: not at all, 10: completely)

The criteria each partner will evaluate for each lesson are the following: **Relevance, Quality, Format, Evaluation.**

At the end of this document there is a table for specific comments and/or suggestions.

Relevance:

- Does the content match the learning objectives and structure according to the curriculum?
 - Rating: 8
 - Comments:

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The content is well developed, missing reference images and videos, as well as some more examples or case studies, particularly from a European context, to provide a wider perspective.

- Do the lesson contents correspond to the initial description of topics provided by the curriculum? Is there something missing? Is something included that was not previewed?

The topic touches on individual responsibility but could benefit from further exploration. It might be helpful to delve deeper into why some people choose sustainable consumption and others do not, considering psychological, social, and economic factors that influence these decisions.

- Is the content appropriate for the project's target groups?

Target group	Rating on a scale of 1 to 10
Fashion school trainers, staff	8
Fashion school students	8
Fashion companies, fashion professionals	8
Environmental organisations	8
Local and national authority focusing on sustainability issues	8

Quality of Contents

Aspect	1-10	Comment/suggestions
Is the language appropriate? the grammar and syntaxis correct?	9	
Are the key concepts and terms sufficiently explained?	8	The lesson could go deeper into the emotional and psychological aspects of ethical consumption—why some consumers are motivated by ethics and sustainability while others are not. Additionally, more emphasis on barriers to sustainable consumption (e.g., affordability, accessibility) would provide a more complete picture

Is the level of coherency and cohesion of contents acceptable? Does the chapter follow a perceived progression of content?	9	
Are there examples of good practices to illustrate the theoretical points?	7	There could also be more specific statistics or case studies to quantify individual impact and examples of personal actions, such as capsule wardrobes or sustainable fashion challenges (e.g., #NoBuyChallenge).
Are the references and bibliography based on reliable sources?	9	
Is there a variety of sources and media as specified in the curriculum design?	8	

Format

Aspect	1-10	Comments
Are topics and subtopics clearly distinguished?	9	
Do the visual elements (images, graphics, videos etc) have the correct captions/titles ?	6	There was a lack of reference images and videos, just one AI image and a graphic.
Are the images correctly referenced? Is the source always mentioned?	6	Almost no images have been used

Evaluation

Aspect	1-10	Comments

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Do the evaluation questions correspond to the contents developed?	9	
Do the evaluation questions have an adequate level?	8	The questions could show a little more complexity and a critical and observant spirit regarding individual consumption.

Other remarks/suggestions/corrections

Page number	Comment
6-7	Provide additional case studies and practical examples with link information, like capsule wardrobes or sustainable fashion challenges to highlight individual impact.
8-9	Ad some information about the psychological, social, and economic barriers to sustainable consumption, such as affordability and accessibility.
4-5	We propose adding an introduction and better formatting this area and highlight key points to improve readability

Conclusions

The overall quality of the lessons show a strong commitment to providing relevant and engaging educational content. All the lessons align well with the curriculum objectives. In most cases the used language is appropriate with correct grammar and syntax, with only a few reviews suggesting corrections in grammar or simplifying the language. Moreover, the contents are based on reliable sources, whose references can be found in the correct format.

The depth of the content varies across lessons: Some lessons explain the key concepts thoroughly, while some others are noted for needing more details (for example expanding on topics with real life examples, case studies, etc.). Furthermore, reviews indicate that incorporating more examples of good practices and diverse media sources could provide a better learning experience.

Visual elements generally received positive feedback, however there were calls for the more consistent and effective use of images and videos. Moreover, some lessons have been noted for issues with broken links (for example the link is not working at all, or it is working, but leads to the wrong webpage).

The evaluation questions are well aligned with the lessons' contents and are generally appropriate in terms of difficulty.

Overall, the lessons are of high quality, however there is room for improvement with some adjustments, like the better use of images, making sure that all links are working as intended, etc. By incorporating such improvements, the lessons will become more engaging and will be able to better serve the target audience, therefore meeting its objectives.

On the basis of the peer reviews received, the teaching materials were improved during August and September 2024, so any misunderstandings and typos were filtered out, thus creating even higher quality materials within the Re-fashionable project. The project partners supported and checked each other during the monitoring process, thus ensuring professional quality assurance.



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