

**Kestävä vaatekulutus on kaikkien juttu
– kokemuksia ja oppeja VISU-hankkeesta**

SUOMEN
TEKSTIILI
& MUOTI

LAU
REA

Uudenmaan liitto
Nylands förbund

VISU-hanke

- VISU Village for sustainable clothing -hanke rakentaa kestävään vaatekulutuskäyttäytymiseen keskittyvää ekosysteemiä.
- Kohderyhmänä ovat nuoret kuluttajat, koulujen opettajat sekä vaatetusalan yritykset.
- Pää toteuttajana Laurea Ammattikorkeakoulu, osatoteuttajana Suomen Tekstiili & Muoti ry
- Toteutusaika 1.1.2023 – 31.12.2024
- Rahoittajana Uudenmaan liitto



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Educating for a Sustainable Future

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DATA

N= 20 interviews with teachers from Uusimaa

COMPREHENSIVE
SCHOOL

HOME
ECONOMICS,
CRAFTS,
HEALTH
EDUCATION,
VISUAL ARTS,
MUSIC

UPPER
SECONDARY
SCHOOL

SOCIAL STUDIES,
HISTORY,
BIOLOGY,
GEOGRAPHY,
ETHICS,
ENGLISH

VOCATIONAL SCHOOL

TEXTILES AND
FASHION,
ENTREPRENEUR
SHIP,
SUSTAINABILITY

COMPREHENSIVE
SCHOOL (7)

UPPER
SECONDARY
SCHOOL (5)

OTHER
(2)

VOCATIONAL
SCHOOL (7)



Content-related ideas:

Why sustainable clothing practices are not persistent?

Sustainability **is taught in many subjects**, but teachers complain that **it's difficult to incorporate it** in some disciplines due lack of space in the curriculum

Most teachers are **familiar with more abstract concepts** of sustainable development, circular economy, and fast fashion and applied subjects (like crafts or home economics) are **not reduced to mere practical skills** acquisition

There are plenty of other topics discussed on **various aspect of sustainability**, from laundry labels to the problems of child labor

Handicrafts skills are disappearing due to their reduced presence in the curriculum among both young people and teachers

Teachers complain about **lack** of up-to-date, knowledge, educational materials, and materials for handicrafts

Overall, sustainable clothing consumption is a **niche topic** and not the main priority in the current curriculum.



Teaching-related ideas: what works and what doesn't?



Teachers **distance themselves from traditional passive lectures and seminars**

Teachers prioritize **engaging, hands-on approaches**

Concrete examples from personal experience work better than abstract information in teaching (e.g., looking at the care label on your own clothes; discussing what your family does with clothes you outgrow; sharing a story about a piece of clothing you wear; bringing in an example of an item that shrank from improper washing; noting the age of the oldest item you own, etc.)

Hands-on workshops, games, posters, social media challenges, individual and group projects are **examples** of effective teaching methods

Extracurricular activities like sustainability related days/weeks, crafts clubs are important

Teaching is based on **personal enthusiasm**: **lack of time, materials and knowledge**

Collaboration-related ideas

Sustainability and sustainable clothing consumption are seen as practical, hands-on topics that **require real-life encounters**, i.e., collaboration with various actors in the ecosystem

The Finnish National Core Curriculum emphasizes that **schools should remain neutral** and free from commercial influence, and there are **no “naturally” established ways** for schools and companies to collaborate

Both schools and companies **are lacking recourses**

However, there **are plenty of examples of collaboration** between schools and companies (guest lectures by experts, visits to local fashion brands, production companies, and recycling and sorting centers, Internships and apprenticeship, job bank and student bank, partnerships and sponsorships)

The best way for schools and companies **to collaborate is through various associations** (teachers' associations and industrial associations)

Teachers and schools can be "change agents"

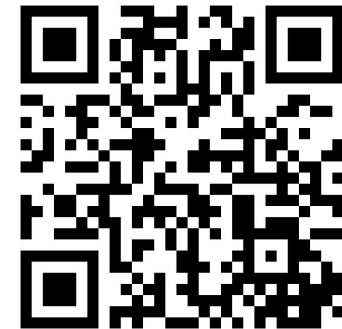
1. Teachers can be “change agents” for sustainability
2. Schools can be the places for promoting sustainable consumption practices through education and extracurricular activities
3. There are plenty of enthusiasts among teachers, but systemic solutions are needed (the increased value of handicrafts, the established ways of collaborating with other stakeholders, etc.)
4. Projects, like VISU, help to find gaps in the existing ecosystem and contribute into finding solutions.



What did you think? Mitä mieltä olit?

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Syötä koodi: 3792 0335



Opitko uutta opettajien
kestävyyskasvatuksen menetelmistä?



Keskustellaan! Let's talk!

Mitkä ovat koulun ja oman perheen
roolit nuorten
kestävyyskasvatuksessa?

