

# Comparative Analysis of Foreign Models of Fashion Education

**Olga Vladimirovna YEZHOVA<sup>1</sup>,  
Kalina Livianivna PASHKEVICH<sup>2</sup>,  
Natalia Vladimirovna  
MANOILENKO<sup>3</sup>**

<sup>1</sup>Volodymyr Vynnychenko Central  
Ukrainian State Pedagogical University,  
Ukraine, [oyezhova70@gmail.com](mailto:oyezhova70@gmail.com)

<sup>2</sup>Kyiv National University of  
Technologies and Design, Ukraine,  
[pashkevich.kl@gmail.com](mailto:pashkevich.kl@gmail.com)

<sup>3</sup>Volodymyr Vynnychenko Central  
Ukrainian State Pedagogical University,  
Ukraine, [nataliamanoilenko@gmail.com](mailto:nataliamanoilenko@gmail.com)

**Abstract:** The aim of the article is to conduct a comparative systemic analysis of personnel preparation models in fashion education in the countries with successful design and sewing goods production. The comparative analysis of education models and trajectories of fashion education in the European Union, Ukraine, the USA, Canada, China and Japan has been presented in the article. It has been found out that the fashion-setting countries are stressing more on the creative and economical content constituents in education, while manufacturing countries are concentrating more on technical and technological content constituent of education. The future sewing specialist curricula include subjects of professional software support, business, along with a probation period (traineeship) at business enterprise. A well-developed international integration of future fashion specialists is directed at courses of academic mobility, ‘double diploma’, teaching international students, existence of foreign branches of modern fashion schools, and participation in international research projects.

**Keywords:** *education model; educational trajectory; education; fashion education; sewing industry.*

**How to cite:** Yezhova, O.V., Pashkevich, K.L., & Manoilenko, N.V. (2018). Comparative Analysis of Foreign Models of Fashion Education. *Revista Romaneasca pentru Educatie Multidimensionala*, 10(2), 88-101. <https://doi.org/10.18662/rrem/48>

## **Introduction**

Sewing industry is one of the most important branches of the production sector, directed at providing population with clothes and other textile goods of everyday use. Contemporary competitive enterprises of consumer, goods and foot ware industry make an extensive use of innovative clothes design and production technologies, apply new materials, introduce automated clothes' cut-out, sewing and wet-pressing equipment. A rapid technological growth calls for continuous renewal of the education content for preparing specialists in accordance not only with modern demands, but with a prognostic development of the branch, where the graduate student has to work at. Thus, investigation and implementation of the foreign experience in the sphere of sewing specialists' education in other countries, is considered of current importance.

## **Literature Review**

For the last 30 years, internationalisation in the sphere of higher education has become an objective trend (Muravyeva & Gorylev, 2016). Approved in 2002, Copenhagen declaration has played a role of certain impulses for modern development and reciprocal integration of European system of vocational education and training (European Commission, 2002). This document settles the following priorities in vocational education and training: European dimension; transparency, information and guidance; recognition of competences and qualifications; quality assurance. Peculiarities of modern standardization in the sphere of vocational education and training in European countries under conditions of globalizing and European integration have been analysed in detail in the monograph (Puhovska, Vornachev, Melnik, & Kravets, 2014). Practical experience of Bologna system implementation at Almaty technological university has been described in the following book (Skardova, Nurzhasarova, & Grigoreva, 2015). The chapter (Williams, 2016) discusses the engagement of stakeholders in fashion ESD and introduces a co-created curriculum between world leading company Kering, in partnership with London College of Fashion (LCF) at University of the Arts, London (UAL). The article (Soon, 2014) is devoted to the comparison of fashion college curricula in China and Korea. The article (Tan & Chon, 2016) outlines the process of educating highly skilled creative pattern cutters in Southeast Asia. The focus of paper (DeLong, Casto, Min, & Kyung Lee, 2016) is how American and Korean design students think about sustainable practices and design solutions. Publication (Yezhova, 2014) represent elaborated prognoses for

innovative sewing industry development, necessary for the substantiation of the education content while preparing sewing specialists. The research (Ezhova, 2016) represents the competence model of a would-be pedagogue-engineer for consumer, goods and foot ware industry taking into account the prognosis for branch development. At the same time, research on comparative analysis of international education models in fashion specialists' education still remains inconclusive.

## **Methods**

The aim of the article is to conduct a comparative systemic analysis of personnel preparation models in fashion education in the countries with successful design and sewing goods production.

Fashion industry personnel preparation has a complicated structure, starting with ordinary teaching courses targeted at producing simple sewing goods for personal use; training of qualified workers, technicians and engineers for consumer, goods and foot ware industry; and ending with preparing specialists with high level of qualification like Masters of Arts and PhDs.

The term 'fashion education' is used in this article to define a system of professional fashion personnel preparation and training for consumer, goods and foot ware industry and for sewing industry in particular. By 'fashion education' the authors of this article imply a multilevel training, re-training and life-long learning system for educating fashion designers, producers for consumer, goods and foot ware industry, and fashion brand creators and fashion brand promoters. Though consumer, goods and foot ware industry produces a wide range of human goods, this article is focused mostly on the personnel training and education system predominantly in the sewing branch.

The term 'educational trajectory', that has been used while analysing the education models for specialists' training, is defined in the following way (Zeer, Zavodchikov, Zinnatova, & Lebedeva, 2017): 'Educational trajectory is viewed as the pre-condition for individual professional growth in the sphere of life-long learning'.

This article represents experience of world leading fashion schools in constructing different ways of individual education trajectory, in relation to previous student's personal experience, his/her education and education needs.

One of the peculiar features of pedagogical systems lies in their complexity, multi-dimension, and interdependence on a list of inner and

outer factors. This proves reasonable the use of systemic approach in this research, described in (Popov & Krayniuchenko, 2012).

The methods of theoretical analysis, synthesis and comparison were used both for providing characteristics of the theme representation in scientific literature, as well as for the study of legal standards in the sphere of education, curricula design, the use of electronic resources in educational institutions, and work experience of scientists and educationalists.

## Results

In the modern world the curricula of fashion education is split into different directions (technology, design, art studies, pedagogics, business, sociology, ecology) and different levels (course preparation, vocational education and training, the baccalaureate, the master's degree programmes, doctoral degree programme (PhD) and higher doctoral programmes (Doctor of Arts).

**The USA.** Every state has an educational establishment with Bachelor of Art or Master of Art programme in the sphere of design and clothes marketing. Apart from that, there are colleges, schools and universities of arts and design, that allow to receive an associated degree or Junior Bachelor degree (A.A.), Bachelor of Arts or Fine Arts degrees (B.A., B.F.A.), Master of Arts or Master of Fine Arts degrees (M.A., M.F.A.). A great number of vocational technical schools and institutes of design suggest programmes in the sphere of clothes production and marketing with duration from one to three years. The graduates of such programmes receive a degree of Associated Bachelor of arts (A.A.), or Associated Bachelor of Applied Sciences (A.A.S.). Founded in 1896, Parsons New School of Design in New York belongs to top ten leading world fashion schools (Parsons New School For Design, <http://www.newschool.edu/parsons/>). Innovative academic structure of Parsons School of Design is composed of five schools: the School of Art and Design History and Theory; the School of Art, Media, and Technology; the School of Constructed Environments; the School of Design Strategies; and the School of Fashion. The beginner level education program for Associated Bachelor of Applied Sciences degree (A.A.S.) is meant for retraining in-service specialists. The program encompasses 65 credits, 10 hours each. Moreover, up to 31 credits can be transferred from other curricula or other educational institutions. If the student confirms maximum number of credits he can follow the accelerated curriculum with duration of two semesters. At the first level of the curriculum the students study the subjects such as Fashion Industry Profile,

Fashion Drawing, Construction Sewing, Process and Skills: Fashion Design, Fashion Industry: Design, Fashion Digital: Design, Color Theory, Critical Reading and Writing.

During the second level of education the students study Fashion Textile Survey, Construction Patternmaking, Fashion Technical Drawing, Construction Draping, Critical Reading and Writing.

The third level of education includes the courses of Construction, Fashion History: Couture or Fashion History: Survey or Fashion History: Fusion or Design History: Connection, Internship or Program Elective.

On the fourth level the students are creating their individual clothes collection and study Construction, Fashion Portfolio, Fashion Techniques.

In order to receive Bachelor of Fine Arts degree (B.F.A.) with specialization in 'Clothes Design' the students of Parsons school should cover 120 credits, 10 each. During the first year students study such subjects as Integrative Studio, Sustainable Systems, Space/Materiality, Drawing/Imaging, Time, Objects as History. The sophomore year curriculum includes such subjects as Design Studio, Visual Communication Studio, Creative Technical Studio, History of Fashion. Sophomore students create fashion clothes collection and demonstrate it at the fashion show.

During the junior year the students study Design Studio 3, Specialized Studio, Introduction to Fashion Studies, Advanced Research Seminar: Fashion.

Senior year students create Thesis 1: Ideation, Thesis 2: Resolution and study University Lecture Electives.

Besides, the students of each year for degrees of A.A.S. and B.F.A. study such elective courses as Liberal Arts Electives and Program Electives. Master Degree Curriculum is directed at social and ecological aspects of fashion. Two-year tuition comprises 60 credits and is crowned with creation of clothes collection and defence of a qualifying written paper. All educational trajectories for students' training, available at Parsons New School of Design are systemized at Fig. 1 below.

Year			
1	2	3	4
Fashion Design B.F.A. 120 credits		Fashion Design and Society M.F.A. 60 credits	
Fashion Design A.A.S. 65 credits			
Non-degree continuing education courses			
Pre-College Academy classes on Saturday (11 weeks)			
Summer Intensive Studies for pre- college students (2 weeks)			

**Figure 1.** A model of educational trajectories in the specialization ‘Clothes Design’ at Parsons New School of Design (School of Fashion)

**France.** One of the most prominent and famous educational institutions in the field of fashion is The International fashion design and business school ESMOD in Paris (ESMOD, <http://www.esmod.com/>). It is the only private school in France, whose diploma is recognised as equal to the state one. Fashion Design Undergraduate Curriculum is divided equally between Imaginative Artistic Design and Pattern making. The first year courses include: An introduction to the fashion industry, designing and creating a collection of simple clothes items like a skirt, blouse or a dress. At the end of this year the students will be able to create a pattern, drape a garment, construct a skirt, blouse and a dress. Students will also present a final collection. The sophomore year is a professional immersion, when the students are expected to design and construct women’s trousers and a suit jacket in both ready to wear and sportswear. The third year is devoted to specialization in Luxury Design, Modern Couture, Women’s Ready-to-Wear, Women’s ready-to-wear Knitwear, Men’s Ready-to-Wear, Children's Fashion, Accessories, Costume Design, and Lingerie. More extensive Graduate Program is linked to the business component of fashion world. In addition to the basic Bachelor degree program, ESMOD suggests other programmes: an intensive course for people with previously received education (2 courses for 1 year), a foundation course for school-leavers, and

short-time courses of Fashion Design, Pattern making for professionals and other interested people.

**Italy.** Marangoni Institute (Istituto Marangoni) – is one of the oldest and the most famous education institutions for modellers, masters of style and designers not only in Italy, but in the whole world (Istituto Marangoni, <http://www.istitutomarangoni.com/en/>). Founded in 1935 in Milan, the then Marangoni Artistic Clothing Institute, now has its schools in London (opened in 2003), Paris (2006), Shanghai (2013), and Florence (2016). In London Marangoni Fashion school there is a preparatory foundation course for entering Bachelor degree program. Bachelor degree curriculum in Fashion Design consisting of 180 credits, covers during the first year subjects of Fashion Drawing Fundamentals, Fashion Design Fundamentals, Fashion Collection Fundamentals, Fashion Cultures Contextualisation. Senior students study Fashion Brand Exploration, Art and Fashion Exploration, Personal Style Development, History of Art and Design. There is a considerable number of practical classes at every studying year. Having finished the first year, international students have one-year long probation period in their native country and after that they return to the third year to continue education. The students write a Final Major Project on Fashion Design and study Personal Research and Concept Development, Researching Theory and Practice. Master degree studies last 1 year and allow students to become more proficient in one of the specializations. These full time postgraduate level courses are highly specialized programmes, including ‘Menswear Fashion Design’ and ‘Womenswear Fashion Design’. Specialists can also make use of short-term courses in the form of term courses on Advanced fashion design, Fashion business & marketing.

**Japan.** Bunka Fashion College in Tokyo prepares specialists in the sphere of fashion design and technologies. Bunka Fashion College was founded in 1923 as the first dressmaking school in Japan. Two departments of this college: Fashion Creation Department and Fashion Technology Department study sewing goods production. At the Fashion Creation Department basic training on Garment Creation lasts 2 years (Bunka Fashion College, <http://www.bunka-fc.ac.jp/>). The students study here a general ability and knowledge of garment creation including fashion design, pattern making, sewing, illustration etc. One-year advanced course provides students with an opportunity to obtain high level mastery in one of the specializations: Fashion Design, Fashion Creation Technique, Haute Couture. For graduate students with relative professions there is an offer of one-year course of Intensive Garment Creation. Citizens of Japan can visit evening fashion design basics course with duration of 3 years. The students

of Fashion Technology Department, studying for advanced Creative Design (Advanced Diploma) for the first two years are taught the basics of garment creation. Third- and four-year advanced students get understanding of managerial issues, starting with planning and ending with selling sewing goods strategies, develop specialized knowledge through collaborations and internships with external corporations. The course Foundations of Fashion Technology is taught at the first year to the students with three-year Fashion Technology specialization. First year students all participate in the same general curriculum and then, according to their 1st year performance and aptitude test, are separated into their respective specialities in the 2nd year. Starting with the second year there is a specialization in one of the directions: Foundations of Fashion Technology: Creative Apparel Design, Apparel Design Technique, Industrial Merchandising, and Knitwear Design. There are also some optional courses for the third year students: Men's wear, Production systems.

**China.** For the recent years Chinese light industry has gained leading positions at the markets of ready-made clothes. One of the constituents of this success was development and improvement of the personnel preparation in the fashion industry.

Beijing Institute of Fashion Technology (BIFT) – is a leading educational institution in China, connected with fashion design and technologies. Future Bachelors in specialty Fashion Design & Engineering study the following subjects: fashion illustration, fashion design, women's wear design, men's wear design, creative fashion design, clothing history, knitwear design, clothing cutting and sewing, draping, marketing, apparel CAD, etc. (Beijing Institute of Fashion Technology, <http://wwwold.bift.edu.cn/>). School of Fashion Art and Engineering offers three Master specialties: Arts Design, Fashion Design and Engineering and Textile & Product Design.

China takes the lead in international integration into fashion education. In particular, BIFT is cooperating with enterprises in Japan, France, Italy, Germany, Canada, Hong Kong and South Korea, enable teachers to travel abroad, invite international professors, designers and scholars for lecturing. Moreover, there are Chinese branches of French fashion school ESMOD and international fashion academy IFA. Chinese students receive their fashion education abroad, in Russia and Ukraine, for example.

**Ukraine.** Kyiv National University of Technologies and Design is one of the leading in fashion education institutions of higher education (Kyiv National University of Technologies and Design,



[http://knutd.com.ua/files/profiles\\_pr/1.29.pdf/](http://knutd.com.ua/files/profiles_pr/1.29.pdf/)). Clothes design specialty has here Bachelor degree curriculum (4 years duration) and Master's degree (1,5 years duration). The University prepares different specialists for fashion industry designers, fashion constructors, sewing production engineers. Bachelor curriculum for specialty Light industry technology comprises 240 credits and has the following structure (Kyiv National University of Technologies and Design, [http://knutd.com.ua/files/profiles\\_pr/1.29.pdf/](http://knutd.com.ua/files/profiles_pr/1.29.pdf/)). Mandatory subjects are divided into the humanities and social subjects (13%), fundamental subjects (15%), subjects of general professional block (15%), professional practical subjects (32%), and foreign language (10%). The percentage of elective courses by students' choice constitutes 25%, electives comprise 20% of general study load.

The specialty Light industry technology has the following specializations: styling, design and artistic finishing of light industry products; technology and design of knitwear; design and technology of sewing products; designing of footwear and haberdashary products. The first and second year curricula of the above mentioned specializations include the same mandatory courses. The third and the fourth year students study the disciplines of professional practical block, such as Material Science, Sewing Goods Technology, Clothes Construction, Clothes Computer Design, Costume and Fashion History, Sewing Goods Industrial Production, etc.

The University prepares students in specialty Design, offering the following directions: fashion design, design of brand products, graphic design, photo & video design, computer-aided interior and furniture design, landscape design, accessories and jewelry design. Curriculum of each study year reserves time for students' probation periods at university fashion studios (for undergraduates) and at sewing enterprises, ateliers, design-studios, etc. for graduates

Having graduated from the college or for students with junior specialist degrees there is an option of applying to the third year, majoring in Design or Light Industry Technology with a shortened period of study. Two-year study period comprises 120 credits, offering part-time and distance-learning forms of education. Master's degree tuition (with 90 credits) presupposes the disciplines, which broaden students' competences, received at Bachelor level of education. Students' curriculum includes a block of general comprehensive subjects – 42%, scientific and research components and pre-diploma practice - 13%, elective courses by students' choice - 25%, foreign language - 10%, electives - 10%.

The best graduates of Master Courses can continue their education in PhD programmes and Doctor of Sciences (post-doctoral) programmes with specialty ‘Light Industry Technology’. One of the results of such PhD programme is represented by the research (Omelchenko, Kolosnichenko, Donchenko, & Pashkevich, 2016).

Scientific research is one of the intrinsic features at the university. For instance, publications (Pashkevich, Kolosnichenko, & Ostapenko, 2016; Tretiakova, Ostapenko, Kolosnichenko, Pashkevich, & Avramenko, 2016) represent the outcomes of the state-funded project. University takes an active part in international integration programmes with an accent on student, staff and PhD academic mobility, ‘Double diploma’ studies with foreign higher institutions from Poland, Warsaw Management University (Wyższa Szkoła Menedżerska w Warszawie) and University of Occupational Safety Management in Katowice (Wyższa Szkoła Zarządzania Ochroną Pracy - WSZOP), offer educational service for international students, involvement into international educational and research projects.

## Discussion

As seen from Table.1, usual duration of Bachelor degree program in leading world fashion institutions is 2-3 years and Master degree programme is 1-2 years. More years are required for such programmes only in China and Ukraine (4 years for Bachelor and 2 years for Master), the fact can be explained with technical orientation of education here. Besides, educational institutions offer additional education services for various categories of students: school pupils, school leavers, experienced sewing workers, persons with relatively adjacent education, professionals, etc.

**Table 1** - Comparative analysis of models of educational trajectories used in world leading institutions of fashion education\*

Education institution	Year of study					
	1	2	3	4	5	6
Parsons New School of Design, the USA	BAP	BAP	MAP	MAP		
	ISPP	-	-	-		
	Non-C					
	SLC					
ESMOD, France	BAP	BAP	Sp BAP	AdvC	AdvC	
	ISPP	-	Sp BA	AdvC	AdvC	
	PreP					

	Non-C					
	SLC					
Istituto Marangoni, Italy	BAP	BAP+SP	BAP	MAP		
	ISPP					
	PreP					
	Non-C					
Bunka Fashion College, Japan: Fashion Creation Department	BP	BP	Sp AdvC			
	AdvC	-	SP AdvC			
	BP	BP	BP			
Bunka Fashion College, Japan: Fashion Technology Department	AdvC	AdvC	AdvC	AdvC		
	BP	SP BP	Sp BP			
Beijing Institute of Fashion Technology (BIFT), China	BAP	BAP	BAP	Sp BAP	MAP	MAP
Kyiv National University of Technologies and Design, Ukraine: Design Department an Fashion Industry Department	BAP Non-C	BAP	BAP	BAP	MAP	MAP

\* Table 1 uses the following contractions:

BP – Basic programme for design and clothes construction;

BAP – Bachelor basic programme for design and clothes construction;

Sp – specialization;

IBC – intensive basic course (a compressed course for students with relative adjacent profession diploma, or with practical experience);

PreP – preparatory programme for school leavers;

AdvC – advanced course;

MAP – Master Degree Programme;

Non-C – non-credit courses for adults;

SLC – courses for school leavers;

ISPP – probation period for international students.

## Conclusions

In the result of analysis and synthesis of world experience of preparing sewing industry personnel has been found out the following.

The content of sewing industry specialists' education depends on the status of the country in the world fashion industry. Style and fashion-setting countries pay more attention toward imaginative and economic education components, and countries-clothes producers – pay more attention to technological education component of fashion education.

World leading fashion education institutions provide their students with professionally oriented programme support, with business component being one of the important elements in fashion design education.

Probation period at some fashion enterprise (in a modelling institution) is viewed as an essential part in educating future fashion industry specialists.

Education institutions offer a wide range of education services, in accordance with students' needs and abilities. Parallel with academic diploma, the students can get a certificate or license as a proof of their competence to fulfil certain types of work. Together with Bachelor degree course (2-3 years) and Master degree courses (1-2 years), there are evening and Saturday courses, summer schools, preparatory programmes for school-leavers and advanced programmes for specialist in relative professional fields.

Leading fashion schools allow to transfer up to 50% of credits, gained at other education institutions.

International integration in the process of preparing fashion industry specialists is realized in the following directions: participation in international programmes with an accent on student, staff and PhD academic mobility, 'Double diploma' studies with foreign higher institutions from; availability of educational services for international students; involvement into international educational and research projects; branches of modern fashion schools. For numbered lists

Conducted research can be used for building prognostic models of fashion education.

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