Enabling Industry 4.0 Skills in Textile SMEs
My TEXperience Booklet

Agreement number: 2023-1-DE02-KA220-VET-000154009

Date: 29.10.2025

Version: 2

Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Index

1. 3

1.1. 3

1.2. 3

1.3. 3

2. 4

2.1. 4

2.2. 7

2.3. 11

2.4. 12

2.5. 15

2.6. 18

3. 21

3.1. 21

3.2. 22

3.3. 22

3.4. 23

3.5. 28

3.6. 29

4. 31

4.1 Summary of feedback from National Pilotings 31

4.2 Summary of feedback from the My TEXperience training activity 31

4.3 Cross-country comparison & common patterns 32

4.4 Recommendations for future VET mobilities 34

4.5 Contribution to TEX4.0 sustainability 34

Conclusions **35**

1. Introduction

1.1. Purpose of the Booklet

The *My TEXperience Booklet* was created to capture, document, and share the collective outcomes of the TEX4.0 project's piloting activities and the transnational *My TEXperience* training activity. It serves as a record of the methodologies applied, the experiences of participants, and the lessons learned across all partner countries during the implementation of WP4 – *National Pilotings and My TEXperience Activity*.

This booklet brings together feedback, testimonials, and visual highlights from trainers, learners, and stakeholders who actively engaged in testing the *TEX4.0 Training Suite* and participating in the 3-day learning activity in Larissa, Greece. By compiling these experiences, it aims to promote reflection, knowledge exchange, and continuous improvement within VET systems, particularly in relation to the textile sector's digital transformation.

Finally, the *My TEXperience Booklet* seeks to inspire further participation in VET mobilities and contribute to the wider dissemination of innovative training approaches that equip textile professionals and learners with the digital and technical skills required for Industry 4.0.

1.2. Link with TEX4.0 Objectives

The My TEXperience Booklet is directly linked to the overall objectives of the TEX4.0 project, serving as both a reflection and a dissemination tool of the activities implemented under Work Package 4. It illustrates how the project's goals, ranging from skills identification to training, testing, and dissemination, have effectively been translated into practice through the national pilotings and the transnational My TEXperience training activity.

By documenting the processes, methodologies, and feedback collected during these activities, the booklet showcases how the real training needs of VET trainers and learners in Industry 4.0 were identified and addressed during implementation. It further demonstrates the validation and impact of the TEX4.0 Training Suite, with innovative resources designed to strengthen digital and technical competences in the textile sector.

The My TEXperience Booklet also highlights the integration of all developed materials into a dynamic e-learning environment for VET learners and trainers. Through the documentation of participatory learning experiences, both at national and transnational levels, the booklet manages to illustrate how active learning and collaboration can foster upskilling and motivate participation in VET training and mobilities.

Finally, as a visible output disseminating lessons learned, testimonials, and visual highlights, this booklet can enhance the visibility, transferability, and sustainability of the TEX4.0 project results across the European VET and textile ecosystems.

1.3. Structure Overview

The My TEXperience Booklet is structured to guide readers through the key phases, outcomes, and reflections emerging from the TEX4.0 project's piloting and training activities. It offers a comprehensive yet accessible overview of how the consortium partners tested, implemented, and evaluated the TEX4.0 Training Suite in real educational and industrial contexts.

National Pilotings in Partners' Countries – This chapter presents the implementation of pilot training sessions carried out in Germany, Greece, France, Romania, Belgium, and Italy. Each national section outlines the objectives, participants, activities, feedback, and lessons learned, providing a comparative view of how Industry 4.0 concepts were introduced across diverse VET ecosystems.

My TEXperience Training Activity in Greece – This chapter details the design and delivery of the transnational training event hosted by KAINOTOMIA in Larissa, Greece. It describes the three-day learning experience, including its objectives, methodologies, participant engagement, outcomes, and evaluation results, accompanied by testimonials and photo highlights.

Key Lessons Learned and Recommendations – This chapter synthesizes insights from both the national pilotings and the My TEXperience activity. It identifies common patterns, success factors, and areas for improvement while providing actionable recommendations for future VET mobilities and for ensuring the long-term sustainability of TEX4.0 results.

The booklet concludes with a summary section, reflecting on how the project has advanced digitalisation, innovation, and the attractiveness of the textile sector through its training activities and transnational cooperation.

2. National Pilotings in partners countries

2.1. Germany

Piloting objectives

The national piloting activities in Germany were conducted by TUD at the Institute of Textile Machinery and High-Performance Material Technology (ITM). The activities aimed to present the TEX 4.0 project and the developed learning platform to textile trainers and learners. The primary objectives were to promote the TEX4.0 project and to evaluate the developed Training Suite, namely:

- to test and validate by learners the e-learning platform that contains 12 modules with self-assessment quizzes;
- to present the Trainer's Corner to the VET trainers and textile stakeholders, and to validate the usability, clarity, and relevance of the modules` content;
- to present the Textile4all space with 18 case studies on the different applications of Industry 4.0 technologies in the textile industry, addressing all target groups.

Participants & Target Groups

There were four face-to-face sessions organized in Germany. The participants can be divided into three groups:

- highly qualified lecturers in the textile field (TUD and international guests) - 26 persons;
- textile industry professionals - 10 persons;
- future learners (high school background) - 7 persons.

Activities

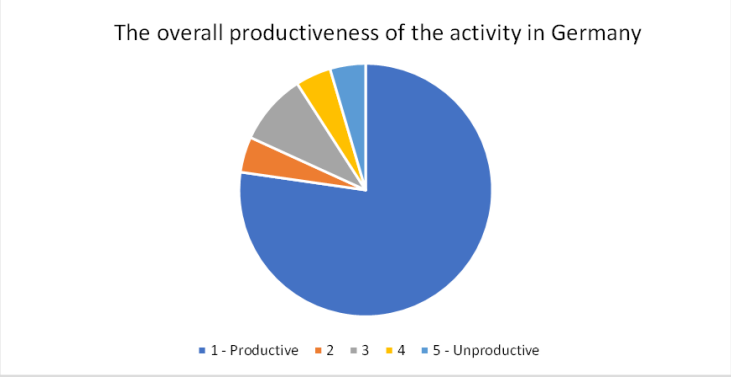
The face-to-face pilot events for highly qualified lecturers in the textile field took place on 16.06.2025 and 16.09.2025, at the Chair of Development and Assembly of Textile Products ITM TUD. Prof. Yordan Kyosev started with a brief project overview and the presentation of the actual project results. Prof. Olena Kyzymchuk, as a team member of the project, presented the online platform and the training materials developed under Work Package 3: TEX4.0 Training Suite, followed by a discussion with the audience about the modules' contents and their relevance. Participants were asked to complete an online evaluation.

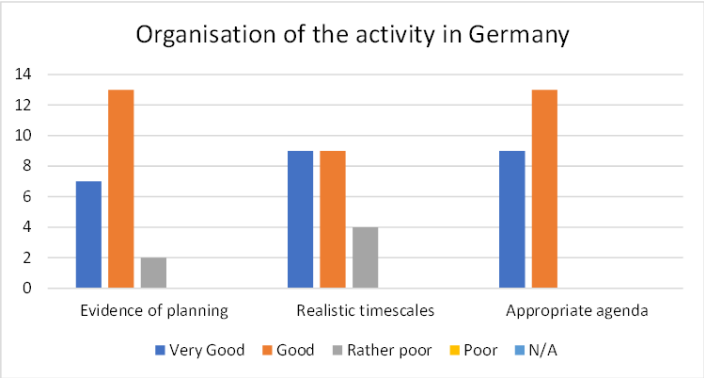
The face-to-face pilot events for textile industry professionals took place on 18.06.2025, at the Chair of Development and Assembly of Textile Products ITM TUD. Prof. Olena Kyzymchuk presented a brief overview of the project and its objectives. Prof. Yordan Kyosev described the online platform and the Training Suite developed under TEX4.0 project for both VET trainers and learners. Most attention was given to the modules "Robotic" and "Automating tasks & processes» developed by TUD. The interactive discussion was done on the Case studies, especially with AR. At the end, participants were asked for feedback and to complete an online evaluation.

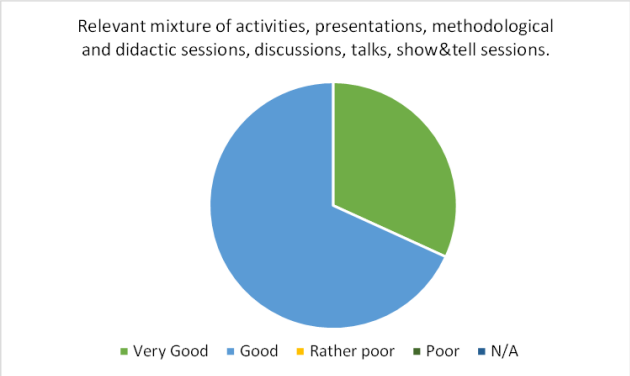
The pilot event for learners took place on 20.06.2025, at the Chair of Development and Assembly of Textile Products ITM TUD and was combined with the "long night of the science" in Dresden. At Chair`s laboratory, the Erasmus+ project "Enabling Industry 4.0 Skills in Textile SMEs" (TEX4.0) and the developed learning platform were presented interactively to the participants. The robotics equipment, grippers, automated devices, and a computer with developed educational material were located near the 3D /4D scanning equipment. The short workshops for Robotics and 3D printing were performed. This event allowed us to present the content of the TEX 4.0 courses to 7 people who are interested in learning the profession.

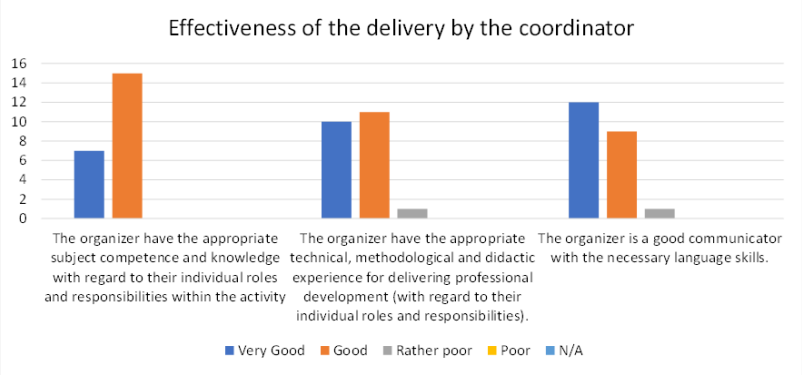
Participants' feedback

Participants expressed interest in the TEX4.0 project, acknowledging its potential to enhance digital competencies for both learners and trainers and to promote innovation and emerging industry technologies within the textile sector. All participants clearly understand that digitalization and 3D technologies are essential tools for the development of the textile industry. Over 80% of the participants in German piloting activities were satisfied with the organization, content, and effectiveness.







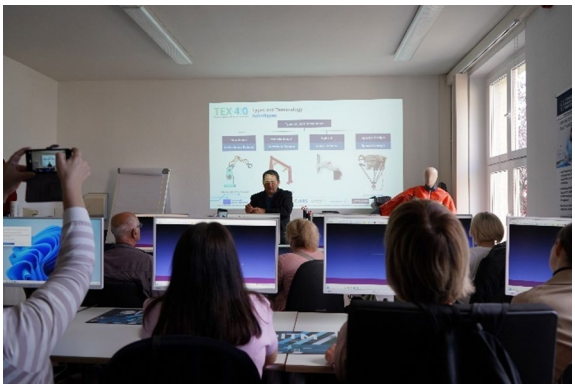


Lessons Learned & suggestions

The piloting activities in Germany successfully validated the relevance and quality of the TEX 4.0 project and developed the Training Suite. During piloting activities, it was realized that testing the developed materials with the target audience is a more reliable approach for evaluating the learning platform. The Case study, especially with implemented AR, is a more suitable and exciting tool for VET learners' education.

Photos





2.2. Greece

Piloting objectives

The national piloting activities of the project TEX4.0 in Greece were implemented by KAINOTOMIA, aimed to test, validate, and improve the training materials developed under Work Package 3: TEX4.0 Training Suite. The overall purpose of the Greek piloting rounds was to evaluate the applicability, accessibility, and effectiveness of the training content related to Industry 4.0 technologies and their integration within the textile and fashion sectors, while ensuring alignment with the needs of the national VET ecosystem.

Specifically, the piloting was aimed to:

- test and validate the TEX4.0 Training Suite with representatives of the project's target groups;
- assess the usability, clarity, and relevance of the learning materials and their adaptability to different learning environments (face-to-face & online);
- train participants on the fundamentals and practical applications of digital and Industry 4.0 technologies within the textile industry, enhancing their digital and technical competence;
- gather feedback to inform improvements and ensure that the training materials respond effectively to the evolving needs of the textile industry;
- promote awareness of the TEX4.0 project, its objectives, and the opportunities it offers for upskilling and reskilling in a sector undergoing digital transformation.

Through the implementation of three national pilot rounds, of which two were conducted physically and one was conducted online, the Greek piloting activities contributed to testing

the project's training framework in diverse contexts and ensuring its transferability to real vocational settings. The piloting was an essential validation step for the TEX4.0, supporting the project's mission to equip textile professionals, learners, and educators with the competencies needed to thrive in the era of digitalisation and smart manufacturing.

Participants & Target Groups

The Greek piloting activities engaged representatives from textile workforce (VET learners), VET trainers, and stakeholders. In total, **37 participants** took part in the three national pilot rounds implemented in Greece by KAINOTOMIA. The **two (2) in-person sessions** were conducted with textile workers **at Bettina Textile Industry** while the **online piloting session** was conducted with VET trainers and stakeholders, after reaching out to the region's (Thessaly, Greece) industry association "Association of Thessalian Enterprises and Industries" (STHEV). This blended piloting format allowed broader participation, enabling the exchange of perspectives on digital transformation challenges and opportunities in the textile industry. Finally, the inclusion of training staff was essential in evaluating the training materials from a pedagogical perspective, particularly regarding clarity, adaptability, and methodological coherence.

Activities

The piloting activities in Greece were implemented by KAINOTOMIA in **three (3) distinct rounds between 19 and 30 of June 2025**, combining both in-person and online formats to ensure inclusivity and accessibility for all target groups. Each session was designed to test selected modules from the TEX4.0 Training Suite, focusing on the integration of Industry 4.0 technologies in the textile sector and their social and industrial implications.

Both the first and the second piloting rounds took place on-site at Bettina, a textile manufacturing facility in Thessaly, Greece, allowing participants to experience the relevance of Industry 4.0 concepts within a real production setting. These sessions targeted VET learners (machine operators and textile workers), emphasizing hands-on learning and discussion around digital transformation in textile manufacturing. The third piloting round was conducted online to enable the participation of stakeholders.

Modules delivered during the piloting sessions:

- **Smart Textiles and Fabrics**, introducing participants to the evolution, types, and applications of smart textiles, including passive, active, and ultra-smart categories
- **Social Implications of Textile 4.0**, focusing on the impact of digitalization, AI, and automation on employment, labour rights, environmental sustainability, and consumer behaviour.

Key topics included:

- on one hand, sustainability trends, material design, practical applications, and the future of textile innovation
- on the other hand, circular economy, ethical labour practices, and the preservation of cultural craftsmanship in the context of technological change.

Learning approach:

Short presentations of the modules, discussions, and feedback collection to connect theoretical concepts with industrial potential.

Outcomes:

Participants acquired a better understanding of how technological advancements are reshaping textile design and production, as well as the emerging demand for digital skills. Trainers appreciated the clarity and modular structure of the materials, particularly the flexibility of using PowerPoint content for blended and self-paced learning. Participants expressed high interest in the ethical and economic dimensions of digital transformation, emphasizing the need for stronger collaboration between industry and education.

The sessions were facilitated by two (2) KAINOTOMIA staff members (Stergios Samaras & Liana Chamalidou), ensuring pedagogical consistency and effective feedback collection.

Participants' feedback

Both oral and questionnaire-oriented feedback collected from participants across all three piloting rounds in Greece was highly positive, confirming both the relevance of the TEX4.0 training content and the effectiveness of its delivery. The participants expressed strong interest in the project's approach to connecting Industry 4.0 technologies with the textile sector, noting that such initiatives are crucial for keeping the workforce competitive and adaptable to ongoing digital transformation.

According to the post-piloting evaluation survey conducted as part of the Quality Assessment of National Pilotings, the vast majority of participants rated the overall piloting experience as "Very Good" in nearly all categories, including:

- organization and facilitation of sessions,
- clarity and quality of training materials,
- relevance of content to professional needs,
- communication and interaction with trainers,
- time management and learning structure.

The vast majority of the respondents reported being very satisfied with the content quality, the interactivity of the sessions, and the practical applicability of the knowledge gained and the materials used, as it facilitated understanding of complex technological concepts such as smart textiles. Participants also emphasized the value of linking theory to practice through real case studies, suggesting that future iterations of the training could include more sector-specific examples and demonstrations.

Overall, based on the feedback collected, it was confirmed that the Greek piloting successfully met its objectives, offering participants a clear, engaging, and future-oriented learning experience.

Lessons Learned & suggestions

The implementation of the three piloting rounds in Greece provided valuable insights into the effectiveness, relevance, and usability of the TEX4.0 Training Suite materials. The experience demonstrated that they successfully address the emerging skill needs of the textile sector in the context of digital transformation, while also highlighting opportunities for further refinement and enhancement.

Particularly, the modules on Smart Textiles and Fabrics and Social Implications of Textile 4.0 proved highly engaging for participants, as they effectively bridge the gap between traditional textile manufacturing and modern digital technologies. The flexible PowerPoint format allowed easy adaptation to both in-person and online environments. Participants appreciated the theoretical foundation provided by the modules and along with the case studies, as applied examples, they further strengthen the link between conceptual understanding and practical implementation.

Regarding the blended approach, combining in-person and online sessions allowed for broader participation and engagement, as the in-factory sessions were particularly effective in contextualizing learning, while the online sessions facilitated wider dialogue and knowledge exchange. This approach was identified as a best practice to be replicated in future training rounds.

Finally, no suggestions for improvements were explicitly mentioned.

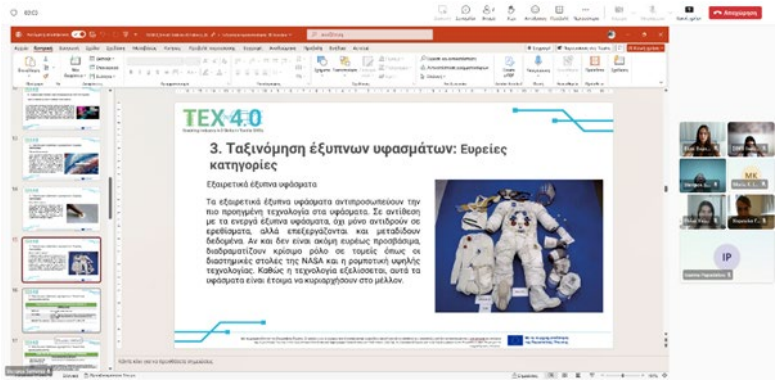
Overall, the Greek piloting confirmed that the TEX4.0 Training Suite was a well-structured and relevant activity, capable of equipping participants with the competencies needed for a digital and sustainable textile future.

Photos









2.3. France

Piloting objectives

The national training pilots conducted in France by Infinitivity Design Labs (IDL), in collaboration with the Université Côte d'Azur, aimed to test and refine the training materials created as part of the TEX4.0 project, funded by Erasmus+. Given IDL's size as a small company, only one pilot session was feasible, involving a total of 30 participants in a hybrid format—both in-person and online, allowing us to reach the target number of participants while still organizing just one pilot session.

Participants & Target Groups

A single session was organized in France, combining both in-person and online participation. During this session, 30 participants were introduced to the TEX4.0 platform and the project's training outcomes. The group included a diverse mix of VET learners and trainers, instructional designers, teachers, and technical experts.

Activities

The pilot session was held on October 10, 2025, at the IMREDD building of the Université Côte d'Azur. The event began with a brief overview of the project, presented by Saint-Clair Lefèvre, the local project manager for France.

Following this, the project results, online platform, and training materials developed during the TEX4.0 project were introduced. George Kalmpourtzis, a project team member and director of Infinitivity Design Labs (IDL), assisted in delivering the presentation. The session utilized all the PowerPoint materials created for the project, with a particular focus on the modules developed by IDL—Artificial Intelligence and Big Data.

The presentation was highly interactive, encouraging participants to engage in discussions about the content and explore Industry 4.0 technologies applicable to the textile sector. At the conclusion of the event, key takeaways were summarized, and participants were invited to complete an online evaluation questionnaire.

Participants' feedback

Feedback from participants in the piloting session was very positive, highlighting both the high quality of the content and the professionalism of its delivery. The post-event survey, conducted as part of the Quality Assessment of National Pilotings, revealed that the majority of participants rated the session as "Very Good" across nearly all aspects, including organization, communication, time management, and content relevance.

Respondents consistently praised the overall productivity, organization, and content quality, with similarly high ratings for the project coordinator's contributions, agenda design, and technical execution. The results underscore the session's success in meeting its objectives and engaging participants effectively.

Lessons Learned & suggestions

The pilot sessions revealed that a more hands-on, application-focused event would have provided an even better opportunity to test the developed materials directly with the target audience. Additionally, allocating more time for discussion would have been valuable: balancing interactive dialogue with the need to cover the breadth of training materials. This experience highlights the importance of finding the right equilibrium between engagement and content delivery in future sessions.

Photos





2.4. Romania

Piloting objectives

The purpose of the national training pilots organised in Romania by the National University of Science and Technology POLITEHNICA Bucharest through its research and development centre CAMIS was to test and subsequently improve the training materials developed under the TEX4.0 Erasmus+ funded project.

We have tried to organise three rounds of pilotings in Romania, for a total number of 30 participants, with at least one online session, as already explained in the project proposal. However, since we have gathered more than 30 participants only in the face-to-face sessions, we have managed to organise only two pilot sessions while exceeding the proposed number of participants.

Participants & Target Groups (VET learners, trainers, textile stakeholders)

There were two sessions organised in Romania: a face-to-face session and one online session. In the face-to-face pilot 35 participants were presented the TEX4.0 platform and training results. In the online sessions we had 11 participants.

In the face-to-face session the participants were VET learners, while in the online event we only had VET trainers. We need to mention that all participants in both events were coming from VET courses in textile or related to textile studies.

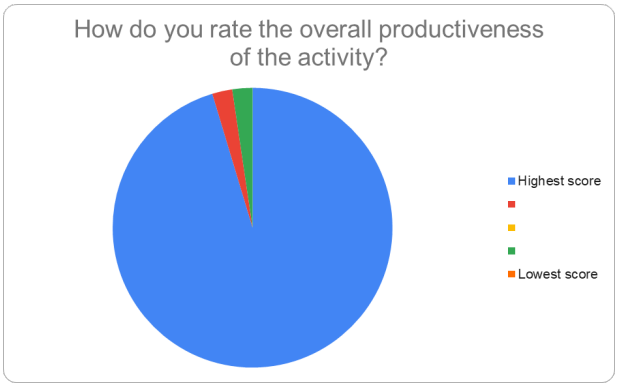
Activities

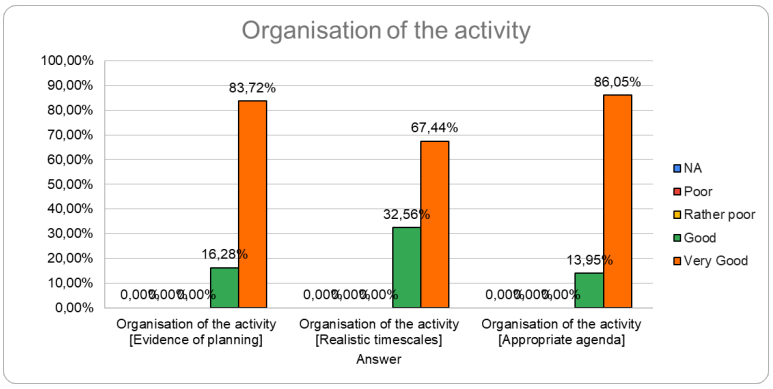
The face-to-face pilot took place on 23.05.2025, in the National University of Science and Technology POLITEHNICA of Bucharest, Library, Room 2.3. The event started with a brief project overview presented by Prof. Catalin Amza, the local project manager in Romania. The event continued with the presentation of the actual project results, online platform and the training materials developed during the TEX4.0 project. These were presented in detail by Prof. Teodora Chicioreanu, as a team member of the project. Teodora used all PPT materials developed, while presenting in more detail the modules developed by CAMIS centre - Augmented Reality and Additive Manufacturing in Textile. The presentation was in fact a discussion with the audience, an interactive presentation of the Industry 4.0 technologies that can be used in the Textile Industry. At the end of the event, conclusions were drawn, and participants were asked to fill in an online evaluation questionnaire.

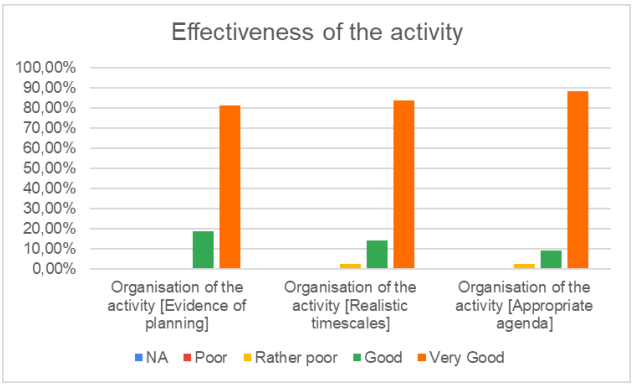
The online event was organised towards the end of the project on the 26.09.2025, using the Zoom platform. There were 11 participants, all VET trainers in the textile education. They were presented by Prof Teodora Chicioreanu the project results and the online platform that hosts all the training material developed. They were shown also the trainers corner part of the platform and the way they can download the use the materials in their own didactical activity. The event concluded with conclusions and asking the participants to fill in an evaluation questionnaire related to the event.

Participants' feedback

The feedback received from the Romanian participants to the piloting were positive.







Over 90% of the participants were satisfied with all the aspects of the Romanian piloting activities. There organisers also received some constructed feedback regarding the training materials (such as more practical exercises for students, etc.).

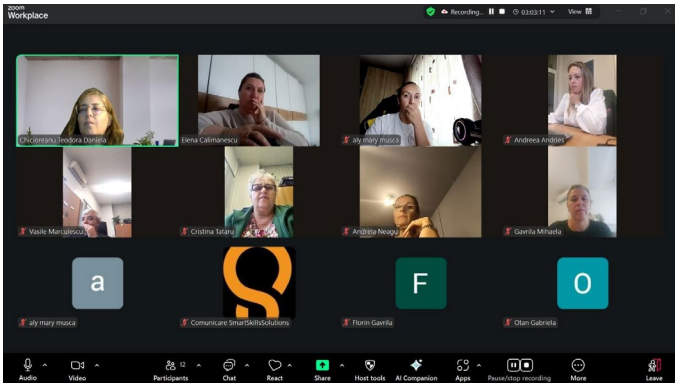
Lessons Learned & suggestions

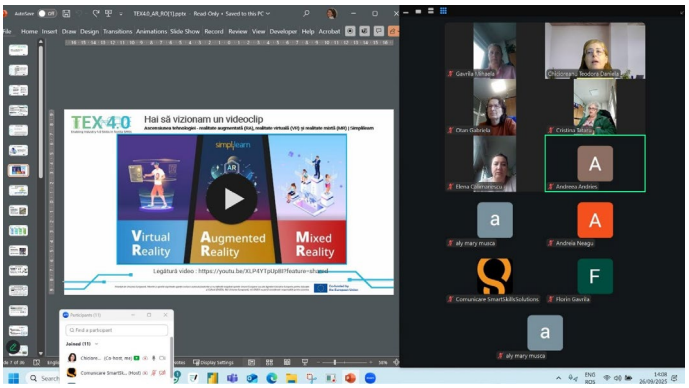
During the pilotings we have realised that a more applicative event was even better to actual test the developed materials with the target audience. Furthermore, more time allocated to discussion would have been more beneficial, but at the same time, it was a trade-off between time for discussion and the actual presentation of more training materials.

Photos









2.5. Belgium

Piloting objectives

The national training pilots conducted in Belgium and Luxembourg were designed to introduce and promote the TEX 4.0 project and its innovative online learning platform to key stakeholders within the textile education and training ecosystem. Organized in collaboration with Sebastián Rodríguez Pérez, representative of the *European Campaign Playbook*, and Viviane Brickmanne, a Belgian sculptor actively involved in creative industry initiatives, these sessions served as an opportunity to raise awareness about the digital transformation currently reshaping the textile sector.

The main objectives were to:

- Present the concept, structure, and objectives of the TEX 4.0 project.
- Demonstrate the learning platform and its usability for both trainers and learners.
- Showcase the training modules developed under the project, with a focus on their relevance to Industry 4.0 technologies and their application in the textile value chain.
- Engage with participants to gather feedback and practical insights for further refinement of the platform and learning content.

Overall, the piloting rounds were an essential step in ensuring the developed materials meet the actual needs of trainers, learners, and textile industry professionals, thus enhancing the project's overall impact.

Participants & Target Groups (VET learners, trainers, textile stakeholders)

A total of 61 participants attended the piloting sessions; 39 in Luxembourg and 22 in each of the two online sessions conducted in Belgium. The audience consisted of a diverse group of VET (Vocational Education and Training) trainers, learners, textile professionals, and institutional representatives.

Participants brought a wide range of experiences and backgrounds to the sessions, from traditional textile craftsmanship to modern industrial manufacturing and digital design. This diversity enriched the discussions, allowing participants to exchange ideas on how Industry 4.0 technologies, such as automation, data analysis, and digital design tools, can be effectively integrated into textile education and daily operations.

The events successfully attracted both educators seeking to update their teaching methodologies and learners interested in acquiring future-oriented skills, creating a valuable cross-generational and interdisciplinary dialogue.

Activities

The piloting activities were structured in two main national events:

- **A National Piloting Event in Luxembourg (in-person)**, which allowed for direct interaction, networking, and live demonstrations.
- **An Online National Piloting Event in Belgium**, subdivided into two virtual sessions to ensure accessibility and flexibility for participants from different regions.

Each session included a comprehensive presentation of the project's aims, structure, and anticipated outcomes, followed by a guided tour of the online learning platform. Trainers and learners had the opportunity to explore the platform interface, review available materials, and discuss how these tools could enhance textile education in their own contexts.

Particular emphasis was placed on two specialized training modules developed by CamaraBeLux:

- **Internet of Things (IoT)** in the Textile Industry, focusing on the role of smart devices and automation in production processes.
- **Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM)**, highlighting how digital tools are revolutionizing product design and fabrication in the textile sector.

These modules were showcased as examples of how technology and creativity can merge to strengthen competitiveness and innovation in textile production.

Participants' feedback

The feedback collected from participants across all piloting rounds was overwhelmingly positive. Attendees appreciated the clarity, structure, and practical orientation of the training, as well as the relevance of the topics to current and future trends in the textile industry.

According to the post-event survey, conducted as part of the *Quality Assessment of National Pilotings*, most participants rated the overall experience as *"Very Good"* in nearly all evaluated areas, including organization, communication, time management, and content relevance.

More than 85% of respondents expressed high satisfaction with the quality of the learning materials, the interactivity of the sessions, and the user-friendliness of the online platform. Many participants also highlighted the added value of being able to engage with experts and peers from diverse backgrounds, which fostered a collaborative and inspiring learning environment.

Lessons Learned & suggestions

The piloting phase offered valuable insights into both the strengths of the TEX 4.0 training approach and areas where further improvements could be made. A key takeaway is the importance of greater participant involvement during the content development phase. Engaging trainers and learners earlier in the process can provide a more accurate needs assessment, ensuring that the training materials are closely aligned with real-world requirements and skills gaps within the textile industry.

Based on feedback collected from the post-event surveys and the observations shared by participants during the events, several recommendations can be made to enhance the future implementation of the training modules and the development of related educational content:

- Incorporate more hands-on and interactive exercises to complement theoretical content and enhance learner engagement.
- Strengthen collaboration between educational institutions and textile companies to ensure that training materials are directly applicable to industry practices.
- Expand multilingual support and accessibility features within the online platform to reach a broader international audience and ensure more inclusivity.

Overall, the piloting sessions successfully validated the relevance and quality of the TEX 4.0 project's educational offer, confirming its potential to enhance digital competencies and promote innovation within the textile and fashion sectors.

Photos







2.6. Italy

Piloting objectives

The Italian piloting activities for the TEX4.0 project were carried out by Lottozero Textile Laboratories in Prato, with the purpose of testing and validating the training materials developed under Work Package 3, the "TEX4.0 Training Suite." The goal of these national piloting rounds was to engage participants representing various parts of the textile and fashion ecosystem—including VET learners, trainers, and industry stakeholders—and to assess both the accessibility and effectiveness of the materials across diverse learning environments.

The piloting aimed to implement three national rounds of training, reaching approximately thirty beneficiaries and including at least one online session. Each round was designed to test the clarity, relevance, and usability of the training suite while also collecting qualitative and quantitative feedback to inform further refinement. By combining in-person and online formats, the Italian piloting sought to ensure that the training reached a broad and representative audience, both within and beyond Europe.

Participants & Target Groups (VET learners, trainers, textile stakeholders)

The Italian piloting successfully engaged participants representing all key target groups identified in the project proposal: VET learners, trainers, and textile industry stakeholders. The in-person session hosted twenty participants from the **Colombian Chamber of Commerce**, who represented a mix of young professionals, students, and business owners active in the fashion and textile sectors. This created a vibrant environment for exchange between educational and industry perspectives.

Two additional online sessions were held on **19 June 2025**, expanding participation beyond national borders. The **morning session**, held from 10:00 to 11:30 CET, attracted seventy-one sign-ups and was attended by an estimated **23 to 25 participants**, based on Zoom attendance records and visual evidence captured during the event. Some attendees joined only part of the session due to differing time zones or professional commitments. The **evening session**, from 18:00 to 19:30 CET, registered fifty sign-ups and forty confirmed attendees. Participants represented a broad geographic and professional spread, with notable engagement from **India,** in addition to Italy and other European countries.

Across all three piloting rounds, approximately **eighty to eighty-five individuals** actively participated. The audience included VET learners and trainers, textile entrepreneurs, educators, and sustainability professionals, providing a balanced mix of perspectives from both education and industry. This diversity enriched the feedback process and demonstrated the adaptability of the TEX4.0 materials to various contexts.

Activities

The first piloting session was held in person at Lottozero Textile Laboratories in Prato and involved twenty members of the Colombian Chamber of Commerce. This group was composed of VET learners, young professionals, and textile and fashion stakeholders. The session focused on the Digital Product Passport (DPP) module of the TEX4.0 course. In response to the participants' linguistic profile—primarily Spanish speakers with limited proficiency in English or Italian—the presentation materials were adapted from the original TEX4.0 PowerPoints to be more visual, concise, and interactive. This included the use of diagrams, graphics, and real-world examples to make the concepts accessible and engaging. The session was well received, with active participation and thoughtful discussion on how digitalization and transparency could strengthen sustainability practices in the textile sector.

The second and third rounds were conducted online on June 19 [INSERT YEAR], delivered via Zoom in two time slots to accommodate participants from different time zones. The morning session took place from 10:00 to 11:30 CET, and the evening session from 18:00 to 19:30 CET. Both sessions followed a consistent agenda, beginning with a welcome and introduction to Lottozero and the TEX4.0 project, followed by presentations of the Digital Product Passport and Supply Chain Management modules. Each session concluded with a question-and-answer period and an open discussion, allowing participants to share insights and provide feedback.

Throughout both online sessions, participants engaged actively via the chat, contributing questions and reflections on how the training content might be applied in their educational or professional environments. Breaking the online piloting into two time slots proved highly effective, as it allowed for broad geographic participation and flexibility for those balancing work or study schedules. The sessions were characterized by a high level of interactivity, enthusiasm, and appreciation for the project's relevance to current industry transformations.

Participants' feedback

Feedback from participants across all three piloting rounds was **extremely positive**, confirming both the quality of the content and the professionalism of delivery. The post-event survey, conducted as part of the *Quality Assessment of National Pilotings*, showed that most participants rated the activity as "Very Good" across nearly all dimensions, including organization, communication, time management, and content relevance.

More than 85% of respondents rated the **overall productiveness**, **organization**, and **content quality** as *Very Good*. Similarly high ratings were reported for the **project coordinator's input**, **agenda design**, and **technical delivery**. Comments highlighted the facilitator's effective communication skills and clear subject expertise. One respondent noted that "some more discussions can be good to include," indicating enthusiasm for deeper engagement rather than dissatisfaction—a positive signal of active interest in the material.

Several participants also followed up via email after the sessions, expressing appreciation for the opportunity to attend and requesting additional workshops or follow-up sessions. Many cited the visual and practical approach to explaining complex topics such as digital product passports and supply chain transparency as particularly effective. Others highlighted how the training successfully combined sustainability principles with digital innovation—two areas increasingly critical for the future of the textile and fashion industries.

Lessons Learned & suggestions

The piloting process yielded several important lessons that can guide future rounds and inform the refinement of the TEX4.0 Training Suite. First, the decision to make PowerPoint slides more visual and less text-heavy proved essential to maintaining engagement, especially for audiences with diverse linguistic backgrounds. The use of diagrams, product passport examples, and supply chain flow charts helped translate abstract concepts into concrete learning experiences.

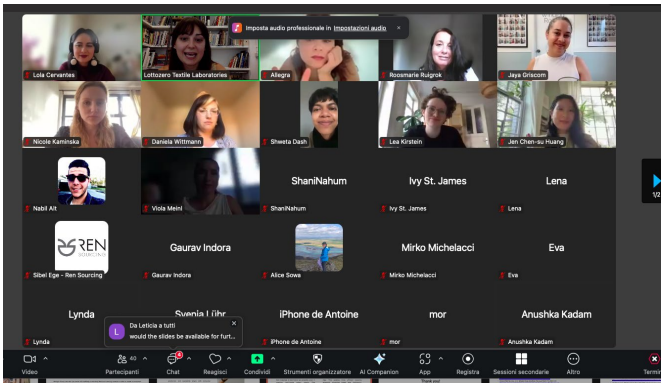
Second, the online format proved highly successful, both in terms of accessibility and impact. The dual time-slot approach enabled international participation and fostered an inclusive, global exchange of perspectives. This model could be adopted as a best practice for future piloting activities, ensuring that the training remains flexible and accessible beyond Europe.

Third, the feedback suggested that participants appreciated the content but would have benefited from slightly longer discussion segments. Future piloting could therefore allocate more time for open dialogue and participant reflection, fostering deeper engagement with the material.

Finally, future **training-for-trainers** activities should include a dedicated introduction to the **Teacher's Handbook**, ensuring that educators feel equipped to adapt and deliver the TEX4.0 materials in their own institutions. Offering multilingual support—such as subtitles or translated slides—would also strengthen accessibility and inclusiveness across diverse participant groups.

Photos







3. My TEXperience training activity in Greece

3.1. Preparations & objectives

The **My TEXperience training activity** in **Larissa, Greece**, was designed as a key milestone of *WP4 - National Pilotings & My TEXperience Activity* of the TEX4.0 project, supporting the transition of the European textile and clothing (TCF) sector towards Industry 4.0. The preparation phase focused on ensuring a meaningful and inclusive transnational learning experience, combining theoretical knowledge, practical exposure, and peer-to-peer exchange.

The main objectives of the activity were:

- to train VET learners, including textile workforce members and NEETs, in the use and understanding of Industry 4.0 technologies relevant to the textile sector;

- to equip VET trainers with innovative pedagogical approaches and digital tools to effectively guide their learners, especially those with fewer opportunities, through the process of digital transformation;
- to engage textile industry stakeholders, offering insights into digitalisation pathways, upskilling opportunities, and sustainable production trends;
- to test and validate the TEX4.0 training materials and modules developed under WP3, collecting feedback directly from end users and stakeholders for improvement;
- to promote transnational cooperation and knowledge exchange by bringing together trainers, learners, technology experts, and industry representatives from all partner countries.

The training activity was designed by **KAINOTOMIA**, with the support of the consortium partners, and was organised between **02–04 September 2025**, including structured training sessions, debates, Q&A sessions with experts, and a study visit to the Bettina textile factory, an example of textile production in practice.

Overall, the My TEXperience training activity aimed to foster a shared understanding of how Industry 4.0 technologies, such as robotics, AI, IoT, additive manufacturing, and digital product passports, are reshaping the textile industry, while motivating participants to embrace digital and green transformation within their organisations and communities.

3.2. Participation

The My TEXperience training activity gathered 20 participants from all consortium partners, representing VET providers, universities, chambers of commerce, and trainees. Each partner delegation typically consisted of one staff member and two VET learners, ensuring a balanced exchange of expertise, perspectives, and experiences.

The event brought together trainers, trainees, and representatives of the textile industry and academia from Germany, Romania, Belgium, Italy, Greece, and Spain, reflecting the project's strong European cooperation spirit. Participants were selected according to the criteria established in WP4; namely, relevant professional background, motivation to engage in the digital transition of the textile sector, and commitment to transfer knowledge to their peers upon return.

3.3. Activities implemented

The **My TEXperience training activit**y took place in Larissa, Greece, **from 2 to 4 September 2025**, and was hosted by KAINOTOMIA at its training facilities on the corner of Dimitras & Nikis str. The 3-day programme combined expert-led sessions, debates, knowledge assessment activities, and a study visit to a modern textile production site, offering participants an integrated understanding of Industry 4.0 potential in the textile and clothing (TCF) sector.

Day 1 – Exploring the core technologies of Textile 4.0

The opening day began with a welcome session by KAINOTOMIA and an introduction to the My TEXperience agenda and goals. Partners were briefed on the structure of the training and expected learning outcomes.

The first series of workshops, led by TU Dresden, focused on automating tasks and processes and the integration of robotics in textile manufacturing, demonstrating how automation enhances productivity and precision.

Next, POLITEHNICA Bucharest facilitated a session on additive manufacturing (3D printing) and augmented/virtual reality (AR/VR) applications in textile design and prototyping.

In the afternoon, IDL introduced participants to the role of Artificial Intelligence (AI) and Big Data in the textile value chain, exploring predictive analytics and data-driven decision-making.

The day concluded with an open debate and recap session, allowing participants to reflect on technological implications and share country-specific experiences.

Day 2 – Digitalisation, sustainability, and smart textiles

The second day continued with presentations and interactive activities coordinated by CAMARABELUX, highlighting the use of CAD/CAM systems and the Internet of Things (IoT) in product development and connected production environments.

Subsequent sessions by Lottozero focused on the Digital Product Passport (DPP) concept and Supply Chain Management, showcasing how traceability and transparency can enhance sustainability and competitiveness in the European textile industry.

The afternoon workshops, led by KAINOTOMIA, explored Smart Textiles and Fabrics as well as the social implications of Textile 4.0, addressing issues of digital inclusion, workforce adaptation, and gender equality in the digital transition.

The day ended with a structured recap and discussion, synthesising the key lessons and encouraging participants to link digital innovation with sustainable transformation strategies.

Day 3 – Study visit and real-world application

The final day was dedicated to experiential learning through a study visit to the **Bettina textile factory**, a leading industry in textile production and innovation. Participants had the opportunity to observe a real-life textile production process and perceive the potential of Industry 4.0 technologies over its course.

The visit enabled meaningful discussions with factory managers and technicians, linking the theoretical knowledge gained during the training with practical insights from the field.

Overall, throughout these three days, participants engaged in Q&A sessions and networking, as well as in informal knowledge exchanges, fostering cross-border collaboration and the creation of a shared European perspective on the digital and green transition of the textile sector.

3.4. Outcomes & evaluation results

The My TEXperience training activity in Larissa achieved its primary objectives by combining high-quality learning content, interactive sessions, and opportunities for professional exchange. The activity strengthened participants' knowledge of Industry 4.0 technologies while enhancing their understanding of digital transformation pathways for the textile sector.

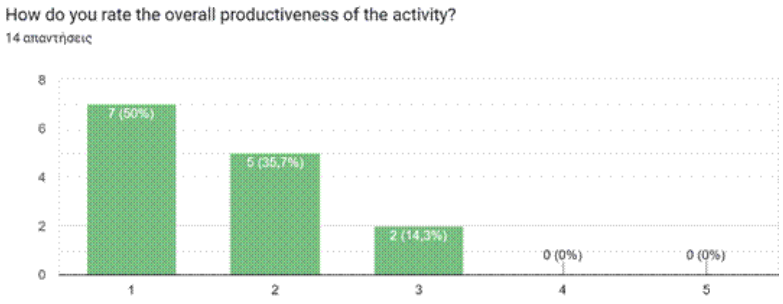
Learning Outcomes

Participants reported significant progress in:

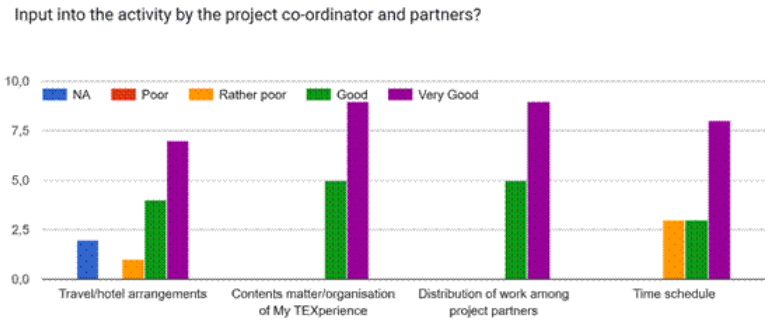
- understanding key Industry 4.0 technologies such as robotics, IoT, AI, additive manufacturing, and digital product passports;
- recognising the relevance of data-driven decision-making and digital traceability in sustainable textile production;
- gaining practical exposure to textile applications through training and the factory visit at Bettina;
- strengthening networking and collaboration skills, exchanging ideas with peers and industry experts across six countries;
- developing awareness of social and ethical implications related to the digitalisation of the textile sector, including inclusion, gender balance, and green innovation.

Evaluation analysis

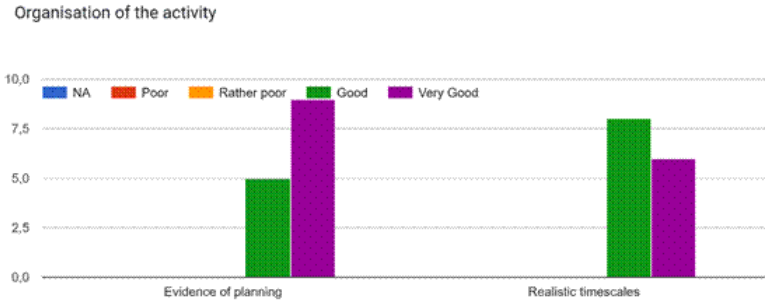
A post-training evaluation questionnaire was completed by 14 respondents representing different partner organisations. The results reflect a **high overall satisfaction** with both the organisation and the quality of delivery.



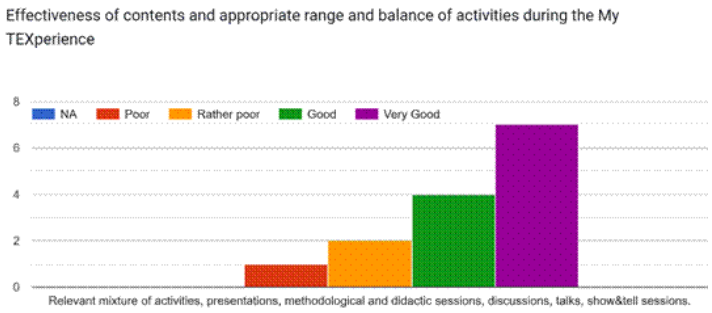
The results demonstrate a **consistently positive evaluation**, with almost **86%** of respondents rating the activity in the top two performance categories. The distribution skews heavily towards high satisfaction, confirming that participants valued the structure, timing, and outcomes of the sessions. The few neutral responses (around 14%) may reflect challenges in maintaining engagement among participants with different professional backgrounds or levels of experience, an expected outcome in diverse transnational groups. Overall, the data indicate that **My TEXperience was perceived as a highly productive and well-organised training event**, effectively meeting its objectives of knowledge transfer and peer learning across the textile and Industry 4.0 domains.



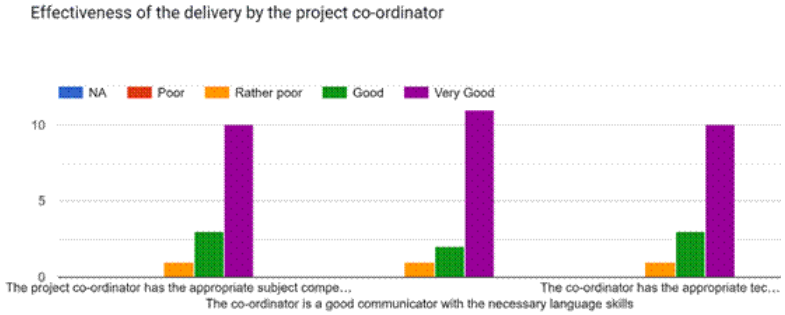
The results clearly indicate that **coordination and partner collaboration were among the strongest aspects** of the activity. The consistency of "Very Good" responses across all organisational dimensions highlights the professionalism and preparedness of the host partner, KAINOTOMIA, as well as the commitment of all consortium members. The minor neutrality on travel and timing likely reflects logistical constraints rather than content-related concerns. Overall, participants perceived the My TEXperience training as **excellently managed and collaboratively implemented**. The effective coordination among partners ensured smooth delivery, balanced workloads, and an engaging training flow, which are all key indicators of project quality.



The data confirm that participants perceived the My TEXperience activity as **professionally managed, well-planned, and time effective.** The slight difference between "Very Good" and "Good" scores suggests that while the agenda was well-structured, a few participants may have found the timetable dense, which is a common characteristic in intensive 3-day transnational training programmes. Overall, these results validate that My TEXperience was **organised to a high professional standard, with clear planning, realistic timing, and smooth execution**. The findings reinforce the consortium's ability to coordinate transnational learning events with precision and participant satisfaction.



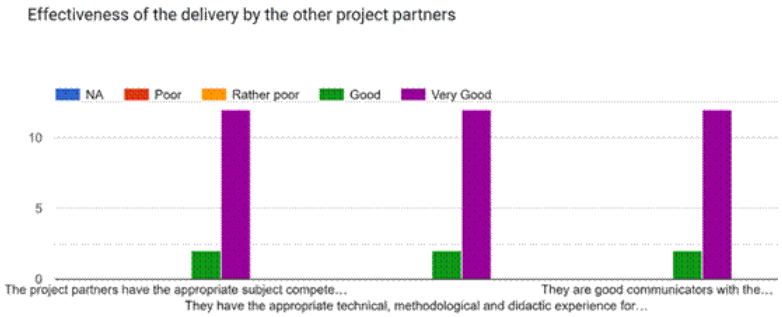
The overall response is **highly positive**, confirming that My TEXperience successfully provided a dynamic and multidimensional learning experience. The variety of activities, combining presentations, discussions, debates, and knowledge assessment, allowed conceptual understanding of Industry 4.0 technologies in the textile sector. The small portion of lower ratings likely reflects individual differences in professional experience or digital literacy levels, a common challenge in transnational VET contexts that bring together diverse profiles (learners, trainers, and industry representatives).



The data demonstrate **exceptionally strong approval** of the coordinator's role and delivery quality. The high concentration of "Very Good" ratings (approximately 80%) indicates that participants recognised the coordinator's:

- high subject expertise in Industry 4.0 and VET training,
- excellent communication and facilitation skills, fostering engagement and clarity throughout sessions, and
- strong methodological competence, effectively combining theory and practice.

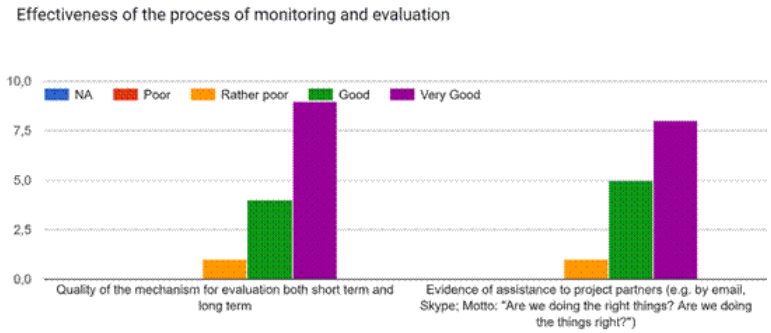
The very few neutral scores likely stem from subjective differences in expectations or digital familiarity rather than coordination shortcomings.



These results show **unanimous approval** of the partners' performance and expertise. Participants perceived the consortium as well-prepared, knowledgeable, and effective in their delivery. The consistently high "Very Good" scores suggest that all partners:

- possessed sound knowledge of Industry 4.0 and VET-related themes,
- applied engaging training methods, and
- communicated clearly and effectively with a multinational audience.

The balanced contribution of partners reflects strong internal coordination and mutual understanding within the consortium.



These results demonstrate **strong satisfaction** with the monitoring and evaluation framework applied during My TEXperience. Respondents appreciated the systematic approach that ensured both the immediate assessment of learning outcomes and the collection of feedback for long-term improvement. The high "Very Good" scores also reflect the active support and communication channels maintained by the coordinator and organising team, such as regular updates, guidance through emails and online meetings, and the use of transparent evaluation tools (e.g. participant questionnaires). The few "Rather Poor" responses may suggest that one or two participants desired more detailed individual feedback or a more participatory evaluation phase, which can serve as a point of refinement for future transnational learning events.

Finally, narrative feedback from participants includes the following statements:

"We have not get some quick presentation of whats each other do in live or business. :("

"I thought each presentation was well made and informative and each presenter an expert on their topic. I would have wished the organiser would have let everyone know that the experience was going to be cut down to 2 days rather than 3 not let us know on the first day of

the workshop. I also feel for the effort and long travel journey it took to arrive to Larissa it would have been nice for each presentation to be delivered in full and not cut down because I would have loved to learn more and have the possibility to discuss the topics. Also it would have been nice to have a moment where each participant introduce themselves and get to know one another better and have more discussions."

"It is very difficult to teach very heterognous groups, but thus is the challange of the project."

These remarks do not reflect dissatisfaction with the content or quality but rather emphasize structural and timing adjustments to enhance participant engagement in future editions. They suggest that while the My TEXperience event was highly effective in terms of learning outcomes and delivery, future transnational trainings could benefit from:

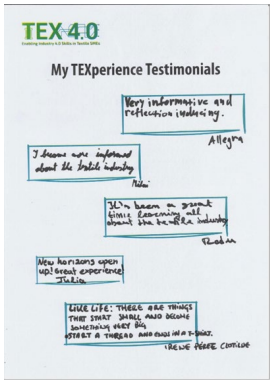
- longer or more interactive networking sessions,
- earlier communication of schedule changes, and
- tailored facilitation techniques to accommodate diverse learning profiles.

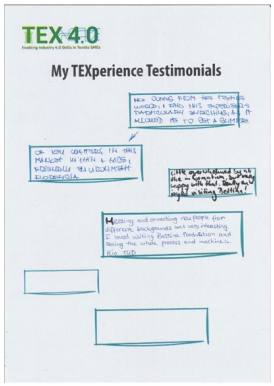
The overall evaluation of the My TEXperience training activity in Larissa was **highly positive**. Participants consistently rated the organisation, content, coordination, and delivery as **good to very good**, confirming the event's strong alignment with the objectives of the TEX4.0 project. The programme successfully combined theoretical input with practical demonstrations, fostering knowledge exchange and exposure to Industry 4.0 applications in the textile sector.

Feedback highlighted the **professional competence of trainers and partners, the effective structure of sessions, and the collaborative atmosphere that supported both learning and networking**. Minor suggestions, such as allowing more time for participant introductions and discussions, and ensuring earlier communication of schedule changes, offer valuable guidance for future activities.

Overall, the My TEXperience event **achieved its intended goals**, providing a **high-quality, transnational learning experience** that strengthened cooperation among VET providers, learners, and industry stakeholders while validating the quality and relevance of the TEX4.0 training materials.

3.5. Testimonials from participants





Participants were asked to write down a comment summarizing the experience of their participation in the training activity. Overall, they shared **very positive reflections** on their

experience during My TEXperience, describing it as informative, inspiring, and eye-opening. Their input was:

"Very informative and reflection-inducing." — Allegra

"I became more informed about the textile industry." — Niki

"It's been a great time learning all about the textile industry." — Robin

"New horizons open up! Great experience!" — Julia

"Like life: there are things that start small and become something very big — start a thread and ends in a T-shirt." — Irene Pérez Clotilde

"Not coming from the textile world, I found this experience particularly enriching as it allowed me to get a glimpse of key matters in this market within a nice, friendly environment." — Florencia

"Meeting and connecting new people from different backgrounds was very interesting. I loved visiting Bettina Production and seeing the whole process and machines." — Kio Tud

"A little overwhelmed by all the information, but very happy with the experience. Really enjoyed visiting Bettina." — (anonymous participant)

These testimonials underline the strong educational impact and emotional engagement of the activity. Participants valued both the professional learning about Industry 4.0 in textiles and the intercultural exchange fostered by the transnational format. The study visit, peer interaction, and learning sessions left a lasting impression, confirming My TEXperience as a meaningful and memorable event.

3.6. Photos & highlights




TEX4.0







4. Key Lessons Learned & Recommendations

4.1 Summary of feedback from National Pilotings

The national pilotings conducted across Germany, Greece, France, Romania, Belgium, and Italy provided essential insights into the relevance, usability, and effectiveness of the *TEX4.0 Training Suite*. Across all partner countries, feedback from participants consistently confirmed the strong alignment of the developed training materials with the evolving needs of the textile sector in the era of Industry 4.0.

Participants, comprising VET learners & trainers, educators, and textile industry stakeholders, highlighted the **clarity, structure, and applicability** of the modules as key strengths. The PowerPoint-based format was considered flexible and adaptable, enabling easy integration into both face-to-face and online training environments. Trainers especially appreciated the pedagogical coherence of the content and the modular design, which supported diverse learning contexts and target groups.

Across national contexts, the **most valued aspects** of the pilot trainings included:

- the relevance of the topics to real industry transformation needs (e.g., automation, digitalisation, sustainability, smart textiles, AI, and IoT);
- the balanced mix of theoretical and practical content, linking conceptual understanding with industrial applications;
- the inclusion of socially oriented themes, such as the ethical and environmental implications of Textile 4.0.

Participants also emphasised the importance of **interactive and participatory methods** used as effective learning tools that fostered engagement and understanding of complex technological concepts.

While feedback was overwhelmingly positive, a few constructive observations emerged across countries. Some participants suggested incorporating **more practical case studies, sector-specific examples, and hands-on exercises** to further contextualise learning. Others noted that more time for **discussion and exchange** would enhance participant interaction and deepen understanding, especially in mixed groups combining VET learners, trainers, and professionals.

Overall, the national pilotings confirmed that the *TEX4.0 Training Suite* successfully meets its intended purpose: to provide accessible, engaging, and forward-looking training content that prepares the textile workforce for the challenges and opportunities of digital and sustainable transformation. The feedback gathered served as a valuable foundation for refining the training materials and for designing the subsequent transnational *My TEXperience* activity.

4.2 Summary of feedback from the My TEXperience training activity

The *My TEXperience* transnational training activity, hosted by KAINOTOMIA in Larissa (Greece), provided a unique opportunity to validate the *TEX4.0 Training Suite* in a transnational, collaborative learning environment. Bringing together participants from all partner countries, the 3-day event combined expert-led sessions, peer learning, and hands-on exploration of Industry 4.0 applications in the textile sector.

Feedback collected from post-event evaluation forms and narrative comments reflected **very high overall satisfaction** with both the organisation and the educational value of the activity. More than 85% of participants rated the training as *Very Good* across the main categories of content quality, coordination, facilitation, and structure. Participants highlighted that the event offered a well-balanced mix of theory and practice, underpinned by effective collaboration among partners and high methodological consistency.

Several key learning outcomes emerged:

- **deeper understanding of Industry 4.0 technologies**, including robotics, AI, IoT, additive manufacturing, and digital product passports, and their integration into textile design and production;
- **awareness of sustainability and social implications**, particularly regarding digital inclusion, green innovation, and gender equality in the digital transition;
- **improved transnational cooperation and peer learning**, through exchanges between trainers, learners, and stakeholders from different educational and industrial contexts;
- **enhanced motivation for participation in VET mobilities**, as the training demonstrated the tangible benefits of cross-border learning and knowledge transfer.

Participants also appreciated the **interactive and inclusive learning environment**, citing the diversity of profiles (trainers, learners, and experts) as a key factor in enriching discussions and promoting a European perspective on textile innovation. The study visit to the Bettina textile factory was particularly valued for its experiential learning dimension, allowing participants to directly connect theoretical insights with real-world industrial practices.

Constructive suggestions are primarily related to **logistical and participatory aspects** rather than content. A few participants recommended allocating more time for networking, self-introductions, and group discussions to strengthen interpersonal connections and reflection. Others proposed extending session durations or improving early communication of scheduling changes.

Overall, the *My TEXperience* activity was perceived as a **successful and impactful training experience**, demonstrating the high quality, practical relevance, and transferability of the *TEX4.0* materials. It effectively validated the project's pedagogical approach, fostered collaboration among partners, and reinforced the commitment to advancing digital and sustainable transformation in the European textile sector.

4.3 Cross-country comparison & common patterns

The analysis of feedback gathered from the six national pilotings and the transnational *My TEXperience* activity reveals a set of **common trends and complementary insights** across countries, confirming the coherence, adaptability, and European added value of the approach followed in *TEX4.0* project. While each piloting reflected national specificities in terms of participants, learning environments, and industrial focus, several shared patterns emerged that collectively strengthen the project's outcomes.

- High relevance and consistency of the training content

Across all countries, participants considered the *TEX4.0 Training Suite* to be timely, well-structured, and highly relevant to the ongoing digital transformation of the textile and clothing

sector. Regardless of local industrial maturity or technological adoption, the modules effectively addressed cross-cutting skills such as automation, digitalisation, sustainability, and data-driven innovation.

- Flexibility and pedagogical quality of materials

The modular, PowerPoint-based structure of the training content presented was praised for its flexibility and clarity. Participants in Germany, Greece, and Romania emphasized the ease of adapting materials to different delivery modes (in-person, hybrid, and online), while partners in France and Italy underlined the value of visual and interactive components for engaging diverse audiences. This flexibility confirmed the *TEX4.0* materials' suitability for replication in various VET contexts across Europe.

- Engagement through interactive and practice-oriented learning

Both national and transnational activities highlighted the importance of experiential and participatory learning approaches. Demonstrations, open discussions, and real-life case studies, such as the factory visit in Greece or the robotics sessions in Germany, were consistently identified as the most effective elements for understanding Industry 4.0 technologies' potential and application. Participants showed a clear preference for active learning formats that bridge theoretical content with practical applications.

- Increased awareness of sustainability and social dimensions

In all participating countries, discussions naturally extended beyond technical skills to include broader issues of **sustainability, ethics, and social responsibility**. Modules such as *Social Implications of Textile 4.0* and *Digital Product Passport* triggered meaningful reflection on circular economy, transparency, and labour adaptation in the digital era. This demonstrates the project's strength in integrating technological and human perspectives within vocational training.

- Shared challenges identified

Despite the high overall satisfaction, partners observed recurring areas for improvement. These included the need for more **time for interaction and peer exchange**, a stronger focus on **practical exercises and sector-specific examples**, as well as enhanced **multilingual accessibility** of materials. These points were particularly noted in the feedback from Belgium and Italy, where international participation highlighted the importance of inclusive and accessible training resources.

- Validation of a transnational, cross-sectoral approach

The convergence of feedback across piloting activities confirms that *TEX4.0* has successfully developed a **replicable and scalable training model**. The combination of national pilotings and the *My TEXperience* event demonstrated that the developed materials are adaptable to diverse cultural, educational, and industrial contexts while maintaining consistent quality and impact.

In summary, the cross-country analysis underscores that these activities achieved a high level of **coherence, adaptability, and transferability**. The training content, participatory methodology, and transnational cooperation collectively support the TEX4.0 project's aim to

modernise VET systems, promote digital inclusion, and enhance the attractiveness of the textile and clothing sector through Industry 4.0 innovation.

4.4 Recommendations for future VET mobilities

Based on the insights from the national pilotings and the *My TEXperience* activity, several key recommendations can enhance the design and impact of future VET mobilities in the textile and Industry 4.0 fields:

- **Adopt blended and participatory learning formats:** Combine in-person and online activities to ensure accessibility, inclusivity, and continuity of learning across diverse participant profiles.
- **Integrate practical, hands-on components:** Strengthen experiential learning through factory visits, performing simulations, and highlighting real case studies to bridge theory with industry realities.
- **Foster intercultural and peer learning:** Encourage active collaboration between learners, trainers, and professionals from different countries to build shared understanding and European identity within VET.
- **Ensure flexibility and accessibility:** Provide materials in user-friendly, multilingual formats and adaptable learning modules to accommodate various VET contexts.
- **Enhance feedback and reflection mechanisms:** Incorporate structured debriefing and evaluation sessions to support continuous improvement and transfer of knowledge to local institutions.

By integrating these recommendations, future VET mobilities can further promote digital readiness, professional growth, and the attractiveness of the textile sector among young learners and professionals alike.

4.5 Contribution to TEX4.0 sustainability

The lessons learned through the national pilotings and the *My TEXperience* activity form a crucial part of the project's sustainability and exploitation strategy. They provide concrete evidence of how the *TEX4.0 Training Suite* can effectively be implemented and adapted across different VET contexts, ensuring its continued use beyond the project's lifetime.

By documenting methodologies, results, and feedback, this booklet strengthens the project's **knowledge transfer and capacity-building dimension**, supporting the integration of Industry 4.0 competences into existing VET curricula and institutional practices. The outcomes will be disseminated through partners' networks, European VET associations, and the project's digital platforms, reinforcing TEX4.0's visibility and long-term relevance.

Moreover, the *My TEXperience* experience demonstrated a scalable model for **transnational cooperation and mobility**, which partners plan to replicate in future Erasmus+ and sectoral initiatives. Through these efforts, the TEX4.0 consortium contributes to the **sustained digital and green transformation** of the textile sector and to the broader European agenda for modern, inclusive, and innovation-driven VET systems.

Conclusions

The piloting and the My TEXperience training activity marked a pivotal phase in the TEX4.0 project, translating the developed training materials into practical learning experiences across Europe. At first, the national pilotings conducted in Germany, Greece, France, Romania, Belgium, and Italy successfully validated the *TEX4.0 Training Suite* across different VET ecosystems, confirming its adaptability to various educational and industrial contexts. These pilot sessions engaged over 180 participants, including VET learners, trainers, and textile professionals, who tested modules covering topics such as robotics, AI, IoT, additive manufacturing, and smart textiles. The transnational *My TEXperience* activity in Larissa (Greece) further enhanced collaboration by bringing together representatives from all partner countries for three days of intensive learning, hands-on demonstrations, and factory visits. Together, these activities fostered active knowledge exchange, cross-country dialogue, and validation of innovative pedagogical approaches that support the textile sector's transition toward Industry 4.0.

Additionally, the pilot and transnational activities provided substantial learning benefits for all participants involved. Learners acquired at least foundational knowledge of Industry 4.0 technologies, improving their digital and technical skills and understanding of sustainable textile production. Trainers reapproached pedagogical and digital competences, gaining confidence in integrating modern technologies into VET curricula and applying innovative, blended-learning methodologies. Industry stakeholders deepened their awareness of the sector's digital transformation needs and identified pathways for collaboration with VET institutions. Overall, the activities not only enhanced participants' skills and employability but also increased their motivation to participate in future VET mobilities and cross-sectoral exchanges, reinforcing the European dimension of vocational training.

Through these activities, TEX4.0 significantly contributed to the digitalisation and renewed attractiveness of the textile industry, particularly for textile workers and stakeholders. By linking emerging technologies with sustainability and creativity, the project showcased the textile sector as a modern, innovative, and future-oriented field with diverse career opportunities. The practical implementation of the *TEX4.0 Training Suite*, together with real-world learning experiences such as the *My TEXperience* activity demonstrated how digitalisation can drive both efficiency and social responsibility. In doing so, the project inspired participants to view the textile industry not as a traditional manufacturing domain but as a dynamic, technology-driven ecosystem, capable of attracting new talent, fostering innovation, and supporting Europe's broader digital and green transition.