

2003



2003 International Conference



2003
SHANGHAI
CHINA



International Foundation of
Fashion Technology Institutes

国际服装技术学院基金会

上海年会



Ms. Janice Mee
De Montfort University (UK)

**Contour Fashion Education and Training at De
Montfort University and our Contribution to
Industry and Society**

ABSTRACT

The presentation is in two parts. The first Paper examines the way in which the Contour Fashion Course at De Montfort University has contributed to Industry and Society.

The inauguration of the course was in 1947 at the request of the corset industry in Britain. Developing from a vocational one year course in corsetry to a unique three year degree course, it now offers subjects in lingerie, beachwear, swimwear, underwear, dancewear and active sportswear.

An examination of the contour industry, past, present and future reveals how the training and education at De Montfort University has related to it and to the sociological issues surrounding it. It then forecasts the way forward.

The second part of the presentation takes a case study of the research being undertaken at the present time between staff and students on the calibration of Female Breast Size by modelling.

This looks at the issues involved in the development of an internationally recognised system of female breast size.

The aim of this ongoing project is to develop a scientific method of calibrating female breast size by modelling the breast in its ideal position and shape on the chest wall.

The outcome will be a scale of breast sizes by 3D shape and dimension.

Dr. Rajesh Bheda

National Institute of Fashion Technology (INDIA))

Social Responsibility in Fashion Industry

ABSTRACT

Business Ethics and Corporate Social Responsibility (CSR) are gaining significant importance as an issue to be addressed by leaders of the contemporary world. The growing concern among the stakeholders, mainly the consumers, about the business practices followed by the large corporations has brought in major initiatives in terms of establishing 'Codes of Conduct' for the business partners of these organizations. Fashion industry has long been accused of not following core standards in apparel factories in various parts of the world. However, today it is the fashion industry that has drawn a comprehensive program for responsible manufacturing. The issues related to Social Responsibility in the global fashion industry are quite complex, as they touch up on areas like socio-cultural, socio-economic and, in many cases, craft heritage of the people associated with the fashion industry. There is a need for a greater understanding of these issues to be able to arrive at balanced solutions. This also needs to be incorporated in the professional education programs related to fashion industry.

Chao-Chiung Huang

Fu Jen Catholic University (Taiwan, China)

Cheng-Chung Tsou

Chinese Folk Art Collector

Prof. Edward Newton

The Hong Kong Polytechnic University

The Wu-Nuo Culture and Its' Application on Miao's Costumes and Ornaments

ABSTRACT

Struggling out from the primitive wilderness man have achieved what the civilization that we are living in with. "Wu-Nuo culture" (巫傩文化) is a culture derived from wilderness and handed down by the people together with the developing of human civilization. Wu-Nuo culture could be divided to two phases, "culture without gods" and "culture with gods". The later phase could be divided again to three levels. First came the beliefs that all things have spirits, then came the worship of totem and the

last came the worship of Nuo. After the Nuo worship period gradually ancestor worship came into being. "Shen Nung" (神农) time was the beginning of Chinese "farming culture" and in the southern part of China rice plantation is the main source of its culture, which has been referred to as "rice culture". To the "race of farming" their religion is mainly a kind based on the worship of birds.

Nuo signifies religion activities of birds worship with the purpose of praying to the "god of birds" (雉god) for rich harvest and for refraining from being plagued with epidemics or evil spirits.

Wu is the origin and Nuo is its' branch. Even nowadays people in their eating, clothing, living, and traveling still preserve the tangible signs and traces derived from those primitive religions.

What being called "folkway costumes and accessories" (服饰民俗), include things ranging from costumes, shoes, hats and all the custom related to the costume decorations. "Costume and its' accessories" are one of the substantial materialize culture possessing the strongest life strength closely tied with folk people and have expressed the impressive unique feature of the race.

Worship activities are the gravest events among custom activities. In Quizhou (贵州), Miao people will array themselves for the grave worship activities. Owing to lack of written word of their own, Miao people, therefore express their religion beliefs by using stripe ornaments (纹饰) recorded on their costumes which is figuratively referred to by some scholars "a worn historical book". In ancient time, "stripe ornaments" are designed and decorated for the purposes to communicate with heaven (including dietes and ghosts) therefore religious activities are essentially a totem activities. Arising from the diversity of the natural environment, climate and esthetical preference, each Miao branch have developed their own costume fashion to such a extend just like numerous blossom flowers.

Traditional "stripe ornaments" motifs have been long adopted by western fashion designers. There are still many magnificent Miao "stripe ornaments" elements haven't been revealed to the outside world, which are bound to become the inspiration of design sources for the fashion designers all over the world. In 1998 the British Museum started to collect Miao's fashions and published in Dec. 1999, a book, "Miao textiles from China" mainly for the fashion designers. In this research, collections of designed fashion based on the Wu-Nuo culture from Miao people will be presented.

Prof. Weiyuan Zhang, Wei Dai

Fashion Institute of Donghua University (China)

Expectation of China Higher Education in Textile and Clothing

ABSTRACT

China is the largest textile exporter in the world. It is estimated that if the quantum of the clothing exportation drops 1%, the whole China's clothing production will drop 0.5% and there will be thirty-six thousand people unemployed. According to statistics, China textile exportation in 2002 exceeded six thousand million US Dollars, 15.9% higher than in 2001. It is obvious that China textile and clothing industry is in great need of talents for the rapid development.

There are some disadvantages in present textile and clothing higher education in China. On one hand, the quantity of students can't meet the market's demands. On the other hand, the level of graduates can't meet the enterprises' demands. What's more, the quantity and the quality of teachers can't meet the demand of cultivating numerous modern talents in textile and clothing industry.

With the development of economy globalization, the competence between enterprises is also expanded to a global scope. In that case, the globalization of textile and clothing education is inevitable. To develop collaborative programs with international fashion institutes is an effective way to have a relatively high jumping-off point. Donghua University has started the collaborative program with Bunka Women's University and its collaboration with FIT is in the conclusive stage.

Last but not least, to strengthen the collaboration with enterprises and to develop distance education in textile and clothing are also the developing trends that should not be overlooked.

Ms. Anne Mormoyle

Sydney Institute of TAFE (Australia)

THE CONSEQUENCES OF GLOBALISATION ON FASHION EDUCATION:

How should fashion education programs be structured to meet the changing needs of a global fashion industry?

ABSTRACT

Globalisation has promoted a more competitive fashion industry environment that has resulted in a series of mergers and acquisitions designed to increase profitability through economies of scale. Success in this new highly competitive environment requires companies to be more responsive, agile and innovative.

Fashion education must address these needs through the development of training programs that are relevant to an industry that is becoming increasingly global. To achieve this, the education itself must become more globally focused. Content that allows for appreciation of global markets, global responsibility and strategies that enhance responsiveness should complement existing content and be structured to allow for an appreciation for the global marketplace.

Prof. Patrick Yanez
Fashion Institute of Technology (USA)

**2005 USA-China: A New Beginning for Apparel
& Textiles Trade**

ABSTRACT

Professor Patrick Yanez, Chair of FIT's Department of International Trade & Marketing for The Fashion Industries at the Fashion Institute of Technology (FIT) in New York, argues that with the elimination of quotas on textiles and apparel in 2005, China will help Western countries to pull out of the recession. Lower world prices of textiles and apparel will increase consumers' purchasing power for other products. He forecasts China will export 1 billion SMEs in textiles and apparel to the United States by 2010. He calls IFFTI colleges to increase their exchanges of students and faculty to prepare for this new world trade pattern.

A Dream about Future Fashions

ABSTRACT

Recently, a major debate has been initiated, at the request of the Ministry of Education and Science, at universities nationwide concerning how to improve graduate students' scholastic performance, research skills, professional expertise and their ability to promote international exchange. One subject that often comes up in such discussions concerns three types of students: I-type, T-type and TT-type. An I-type student has only one area of specialization and his basic knowledge is narrow and limited. A T-type student also has only one specialized field but has more extensive basic knowledge and a broader outlook. A TT-type student, however, has more than one domain of expertise as well as a broad knowledge and outlook. The I-type student will spend the rest of his life working in his field of specialty but will be vulnerable to small changes in his social circumstances. The TT-type student will be most stable and able to respond flexibly to changes in social circumstances. Most students belong to the I-type but it is the TT-type that is in greatest demand by the business community and the country as a whole.

Clothes move around by being worn on the human body. This mobility carries them to all places at various times, and it is this characteristic that makes fashion susceptible to social changes. The technology-oriented society has high hopes for "wearable fashion" which provides an easy means of sending or receiving personal information. In connection with environmental concerns, it is hoped that a customized on-demand system for producing

Mr. A.K.G.NAIR

Pearl Academy of Fashion (India)

**Academia and Industry Partnership in
Vocational Education**

ABSTRACT

As vocational education is primarily meant for enabling the graduating students to take up jobs in the relevant industry or to start one own business, there is a consensus amongst all stakeholders that there should be close cooperation and partnership between educational institutions and industry. However there are various problems and difficulties in achieving an ideal level of partnership. My presentation will explore whether there is any conflict in the perspectives of these two stakeholders, what are the levels of partnership currently being achieved and the ways and means of achieving better co-operation.

9/10

Dr. Sanjay Gupta

National Institute of Fashion Technology (India)

**Textile and Apparel Design Education :
Issues and Challenges Facing the Developing
Nations**

ABSTRACT

The world of clothing and textiles has witnessed major upheavals in the last one decade leading to the emergence of a new world order. The restructuring forces were perhaps set into motion in the 1980s by the increasing environment awareness which led to gradual shifting of production bases from the developed to the developing nations. The textile and garment manufacturing industry in such countries was used to supplying standard, staple products to a largely non-discerning population. Suddenly they are faced with the challenge of supplying to highly matured, fashionable and quality conscious markets. Making the shift even more arduous is the increasing consumer preference for newer fibres, fabrics and 'looks'. The advent and spread of information technology has further increased the need for quick response.

Textile and design education in such developing countries like India is still driven by tradition. The onus is on them to train and generate a large human resource for the changed business scenario. While it would be easy to apply modules as they exist in the design schools of the developed world, they would not suit the complex industrial and social needs of the developing nations. The optimum level of automation required and a balanced mix of tradition and modernisation is to be achieved.

The paper, while dwelling on the various forces transforming the world trade order, will also examine the design education needs of countries like India and the various compulsions and options facing them.

Dr. JOCELYN HUA-CHU CHE

Fu-Jen Catholic University (Taiwan, China)

An Investigation into the Satisfaction and Dilemmas of Fashion Education- A Case Study Based in Taiwan

ABSTRACT

Taiwan clothing industry was known for its cutting, making and trimming and the textiles industry was known for its highly advanced manufacturing techniques. Vocational fashion education has been developed for more than half a century and degree courses for more than a quarter and, the postgraduate study began 10 years only. In due course, teaching and learning skills have been transferred from a vocational level to a research level, yet enormous garment suppliers have begun their product manufacturing in China because of the labor costs and market potentials.

During the past fifties years of fashion education in Taiwan, debates on the satisfaction and dilemmas that the fashion education has generated are often different from one to another. However, amongst these diverse arguments, some remarkable achievements that the fashion and textiles industry has made for Taiwan in a global context over the past decades are not deniable. Nevertheless, discrepancies of the industrial demands and academic supplies are existed inevitably.

This research intends to investigate the problems and potentials of Taiwan fashion education through case studies realistically taken from local professionals' viewpoints. An analysis to the future development for fashion education is also shaped in conjunction with a crucial concept from which creation and research are generated.

This paper is developed into four sections. First, a background study of the Taiwan fashion education will be introduced. Second, a case study of investigating the satisfaction and dilemmas of present Taiwan fashion education will be conducted through which local professionals are interviewed. Third, the dilemmas accumulated from the local professionals' viewpoints will be analyzed further in correspondence with local fashion market and academic discipline supplies. Finally, the paper concludes with a statement of the need of design-based research discipline for future education in Taiwan fashion and textiles.

Drs. Pauline Terreehorst
Amsterdam Fashion Institute (The Netherland)

The challenge for bachelor education in fashion technology lies in the successful combination of technical education on the one hand, and competence based education (learning to learn) on the other side. At the same time it is necessary to confront our students from the very start of their studies with case-oriented teaching, to ensure that they are familiar with the variety of problems the fashion designer and fashion manager encounters while working under high pressure. Therefor we at the Amsterdam Fashion Institute have chosen for an integral form of teaching in subjects from the whole fashion chain. Themes like Identity, Quality and Quantity, or The critical professional and the World of A-brands unify our students from the three programmes they are able to choose: Design & Styling, Visual Marketing and Fashion Management. In a presentation I would like to invite my colleagues to give their comments on our approach.

11/12

Prof. Rajesh Bheda National Institute of Fashion Technology (India)

Dr. A.S. Narag University of Delhi (India)

Dr. M. L. Singla University of Delhi (India)

Apparel Manufacturing: A Strategy for Productivity Improvement

Abstract

Apparel industry is truly global in nature. Apparel manufacturing being labour intensive, has been migrating from high wage developed world to developing countries. However, the developing countries will need to have efficient manufacturing operations if they were to retain their competitiveness in apparel industry. This paper attempts to evaluate the productivity levels achieved by Indian apparel manufacturers vis-à-vis their counterparts from the rest of the world; ascertain factors associated with productivity performance; and recommend strategies for productivity improvement.

13/14

Maryta Laumann, S.Sp.S
Fu Jen Catholic University (Taiwan, China)

**DEVELOPMENT OF GOALS FOR NEW ERA GLOBAL
PERSPECTIVE TEXTILES AND CLOTHING EDUCATION:
HISTORICAL CONSCIOUSNESS AND SENSE OF MISSION**

ABSTRACT

The inevitable trends toward globalization, heading toward increasing economic and cultural interdependence, as well as the signs of the times revealed in recent world events, teach new lessons that no educational institution can afford not to take into serious account. University educators, in particular, are challenged to rethink the kind and quality of global perspective education offered in their respective academic disciplines.

This research intends to demonstrate the relevancy of this challenge to educators in the textiles and clothing field. Underlining the need for educational reform in modern mainstream universities - of which textiles and clothing is an integral part - the research proceeds by clarifying the root meaning of key terms and concepts employed in the process of inquiry. The latter begins with the identification of three major problems related to global perspective education today, namely: (1) the substitution of a first-world perspective for a global perspective of reality, (2) the under-developed historical consciousness and sense of mission of modern university graduates, and (3) the risks of prolonged value-free 'multiversity' education on professional ethics and moral conscience. Each of these problems is subjected to critical analysis in terms of its relevance: to present-day global realities, to developments in the textiles and fashion related industries, and to the need for strengthening global perspective education. The overall aim of these investigations is to develop major educational goals to serve as guiding principles for new era global perspective textiles and clothing education at university level.

This paper focuses on the second problem, namely the need for developing university graduates with new era historical consciousness and sense of mission, whose interests and concerns extend beyond personal and corporate gains conditioned by first-world defined concepts and competitive principles of development, to the implementation of the 'new world waiting to be born' principle of 'global human solidarity' as the sine qua non condition for global security, peace, and sustainable development for the benefit of all members within the one human family.

Prof. Bao Mingxin

DongHua University (China)

The Feasibility and Methodology of Study on Chinese Ancient Silk by Means of Dunhuang's Frescos and Sculptures

ABSTRACT

The frescos & sculptures of Dunhuang caves are significant to the research on Chinese historical silk. They have been used by scholars, more or less, in different aspects, but the feasibility & methodology of this kind of study has not been discussed. In this paper, the authors prove that it is possible but limited for scholars to study the motif, the color and the texture of ancient silk, as well as the visual effect of wearing silk in ancient times. They also summarize the methods which other scholars had used and put forward some suggestions.

Prof. Joseph S. Lewis

Fashion Institute of Technology (USA)

"Value Added Design"

This paper will address and define the phrase "Value Added Design" outlining its conceptual boundaries, its micro and macro applications with reference to contemporary cultural influences. Examples demonstrating these ideas will be drawn from student and faculty work of the Fashion Institute of Technology's School of Art and Design.

15/16

e-Learning for Fashion

ABSTRACT

Fashion education is one of the most challenging spheres of education today. This is a branch of education that involves a fine balance of creativity, aesthetics, technology, and management.

In many South-East Asian countries, the clothing and textiles industry is one of the most, if not the most, important contributors to the national economy. With increasing global competition, especially against the backdrop of a much more liberalised global trade regime, this industry needs a growing number of trained professionals.

World-class training institutions that cater to the fashion, textiles and garment sectors are few, and cannot satisfy the burgeoning demand for competently trained fashion industry professionals. If fashion institutes are to cater to this increasing demand, then they must explore other avenues of reaching out to people seeking vocational education and training.

Of all the avenues possible, imparting training and education through e-learning is a strong and distinct possibility. Today, computers and the Internet are not esoteric concepts, but have proved to be almost indispensable tools for growth and development.

In terms of reach and scope of coverage and delivery, e-learning provides exciting possibilities. To start with, it provides for "anytime, anywhere" learning. However, comprehensive e-learning has to go much beyond an electronic simulation of classroom learning, and must provide for three important components - technology, content, and services.

This presentation addresses these three key components of e-learning, and looks specifically at related factors- the overall learning framework; content development; on-line mentoring, discussions and practice sessions; assessment; and integrated "brick-and-portal" delivery modes.