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**TASKS AND OPPORTUNITIES OF FASHION EDUCATION IN COUNTRIES  
WITH TRANSITION ECONOMIES**

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Contradictions that exist between the demands of society, economy and culture and the actual state education in countries with transition economy, the possibility of fairly rapid restructuring of education in fashion design and insufficient development of the main approaches to educational content in the field, a wide range of tasks that are solved during the activity towards fashion design and insufficient attention to education in this area are formulated.

Aim of article is to prove the possibility of rapid restructuring of educational content in countries with economies in transition using the basic demands of society, economy and culture taking into account spectrum of problems solved in the activity towards fashion design.

The paper formulate the basic problems of education, highlight their cause and justify the possibility of a quick resolution of fashion in reforming education. The basic provisions and competences to prepare master of fashion design on the basis of competence approach proposed by European project tuning are confirmed. The approaches to learning designers based on active learning methods, including the Socratic method are grounded. The methods of practical implementation of the performance diploma project are proposed. The result of the proposed method is the curriculum for master's degree in fashion design, which in its conceptual framework focuses on innovative technologies in education and design. This approach will accelerate the transformation of how design education and education in general, u will ultimately lead to increased learning.

**Key words** Fashion education, competence approach, active educational methods, transition economies

**Курана К., Рябчиков М.Л.** «Завдання і можливості освіти в області дизайну моди в країнах з перехідною економікою»

Сформульовані протиріччя, які існують між запитами суспільства, економіки і культури і реальним станом в освіті країн з перехідною економікою, можливістю досить швидкої перебудови освіти в галузі дизайну моди і недостатньою розробкою основних підходів до змісту освіти в цій галузі, широким спектром завдань, що розв'язуються в процесі активності в напрямку дизайну моди і недостатньою увагою до освіти в цьому напрямку.

Мета роботи – доведення можливості швидкої перебудови змісту освіти в країнах з перехідною економікою при використанні основних запитів суспільства, економіки і культури при врахуванні спектра завдань, що розв'язуються в процесі активності в напрямку дизайну моди.

В статті сформулювати основні проблеми освіти, висвітлити їх причини і обґрунтувати можливість їх швидкого розв'язання при реформуванні дизайн освіти. Обґрунтовані основні положення і компетенції для підготовки магістра дизайнера одягу на основі використання компетентнісного підходу запропонованого європейським проектом тюнінг. Обґрунтовані сучасні підходи до навчання дизайнерів на основі активних методів навчання, зокрема методу Сократа. Запропоновані методи практичної реалізації при виконанні дипломного проекту.

Результатом запропонованих авторами методів є навчальний план підготовки магістрів в галузі дизайну моди, який в своїй концептуальній основі орієнтується на інноваційні технології в освіті і дизайні. Такий підхід прискорить трансформацію як дизайн освіти, так і освіти в цілому, щ в кінцевому результаті приведе до підвищення рівня навчання.

**Ключові слова** Фешн освіта, компетентнісний підхід, активні методи навчання, країни з перехідною економікою

**Курана К., Рябчиков Н.Л.** «Задачи и возможности образования в области дизайна моды в странах с переходной экономикой»

Сформулированы противоречия, которые существуют между запросами общества, экономики и культуры и реальным положением в образовании стран с переходной экономикой, возможностью достаточно быстрой перестройки образования в области дизайна моды и недостаточной разработкой основных подходов к содержанию образования в этой области, широким спектром задач, которые решаются в процессе работы в направлении дизайна моды и недостаточным вниманием к образованию в этом направлении.

Цель работы - доказательство возможности быстрой перестройки содержания образования в странах с переходной экономикой при использовании основных запросов общества, экономики и культуры при учете спектра задач, решаемых в процессе активности в направлении дизайна моды.

В статье сформулировать основные проблемы, выявлены их причины и обоснованы возможности их быстрого решения при реформировании образования в области дизайна моды. Обоснованы основные положения и компетенции для подготовки магистра дизайнера одежды на основе использования компетентного подхода, предложенного европейским проектом тюнинг. Обоснованы современные подходы к обучению дизайнеров на основе активных методов обучения, в частности метода Сократа. Предложены методы практической реализации при выполнении дипломного проекта. Результатом предложенных авторами методов является учебный план подготовки магистров в области дизайна моды, который в своей концептуальной основе ориентируется на инновационные технологии в образовании и дизайне. Такой подход ускорит трансформацию как дизайн образования, так и образования в целом, ч в конечном итоге приведет к повышению уровня обучения.

**Ключевые слова:** Фэшнобразование, компетентностный подход, активные методы обучения, страны с переходной экономикой

**Курана К., Рябчиков М.Л.** «Завдання і можливості освіти в області дизайну моди в країнах з перехідною економікою»

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технології в освіті і дизайні. Такий підхід прискорить трансформацію як дизайн освіти, так і освіти в цілому, щ в кінцевому результаті приведе до підвищення рівня навчання.

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**Problem definition and its relationship with important scientific and practical tasks.** The problem of education in countries with economies in transition, to which, in particular, belongs Ukraine caused by legacy remaining from the previous system. These consequences include full ownership of the state of copyright, the traditional focus on mass production; focus on heavy industry where a single employee is responsible for a small part of the production, the lack of initiatives in planned economy with strict administration and lack of space for individual creativity. Despite the relatively high level of production and general theoretical education, lately there are high enough problems. The fact is that the adopted principles of education still to some extent stop working.

According to our observations, the field, which can quickly develop new approaches to education is a branch of fashion education due to comparatively small financial outlay, dynamic changes, demanding individual creativity.

The fashion industry today comprises of a major portion of industrial growth across the globe. Fashion constitutes a \$1.75 trillion global industry, according to one estimate, with nearly \$370 billion spent on apparel and footwear in the United States in 2014. (Euro monitor International, 2015) [1]. China became the world's biggest merchandise trader in 2013, with imports and exports totaling US\$ 4,159 billion [2]. It recorded a trade surplus of US\$ 259 billion, 2.8 per cent of its GDP (World Trade Organization International Trade Statistics, 2014) [3-4]. In the last five decades after the industrial revolution the western countries made a very large platform for fashion brands. One of the very classic examples would be Coco Chanel which we see today is a benchmark of French design legacy. We have no doubt that good business management strategies, powerful design aesthetics, quality of product and the legacies of these brands are strongly responsible for this market position, but we often negate the role of education in this process.

The fashion industry of Ukraine is not yet so developed, although the rate of growth is quite visible. There is a fairly strong and purposeful young generation in Ukraine that has access to the new media, a lot of traveling and thinking outside the box. They are trying to build small and medium businesses in new ways - regardless of the state. Perhaps, this business is not as profitable, but it is a good example of what changes will take place gradually in the country.

For several years, the global trend is Ukrainian embroidery, and what is more very popular in Europe and America are not only traditional embroidered blouses and dresses it - with a luxurious puff-sleeved, soft belt and a maxi length.

Fashion design education was realized quite late to be a very important part of the business panorama. Initially this kind of education was classified under vocational training and then subsequently under a subject of home science. It could be said that only a few years ago governments majorly in the United Kingdom recognized fashion education to be eligible for the status of bachelors, masters or a doctorate degree. But still in developing countries fashion design education is still under a process of development.

**Analysis of recent research and publications for the problem, unsolved aspects of the problem, which the article is devoted**

Social and cultural issues of higher education transition countries reviewed in several publications. In particular, [5] the national strategy of education development in Ukraine for 2012-2021 is described, which in particular highlighted the socio cultural sections.

In [6] the general problems of special education, which particularly applies to education in fashion design are shown.

The European system of education competence approach is generally is use [7] in which learning outcomes are formulated as a professional competences. The necessary competences for learning fashion designers are also considered in some works [8].

At the same time it should be noted that the formation of designer clothing has many aspects that should be taken into account in the learning process.

There has been discussion of fashion as sociological change in the past as well. From the time Veblen (1889) and Simmel (1904) onwards sociologists have explored the way in which clothing operates as part of class identity, with fashions diffusing down the social hierarchy as they are successively adopted and abandoned by elites, and as lower groups take up the style. Competitive class emulation is thus the engine of fashion. Bourdieu (1984) refined the account with analysis of the role of clothing as a marker of class distinction in which dress is an aspect of cultural capital, part of how elites establish, maintain and reproduce positions of power, reinforcing relation of dominance and subordination. For Bourdieu, social capital refers to the resources of an individual or a network of individuals, and not of a community. Bourdieu points out not only the number or range of social contacts enabling access to other resources but also the “quality” of the people with whom we interact (their cultural and economic capital) [9,10].

Social change takes place as a response to many types of changes that take place in the social and non-social environment. Education can initiate social changes by bringing about a change in outlook and attitude of man. Social change is influenced by so many factors such as historical, cultural, geographical, biological, demographical, political, economic and ideological factor. Education is also an important tool for social change [11].

Social growth could be practically divided into four main divisions: wages, labour standards, gender equality and poverty reduction strategy.

Social role of fashion design in different fields of activity is described in many papers [12-13].

Fashion is elemental to our economies because it plays a significant part in energizing innovations, mobilizing design and aesthetic industries, and providing an ongoing impetus for creative economic production.

Good fashion and textile schools are involved in immense technology transfer to the industry. Education would be considered as a direct source of transfer of economic growth of nations. If we fragment fashion education we find a whole industry supporting economic growth of a developing nation. Economic empowerment is directly proportional to provide jobs to literate labor and thus a prosperous society. Here it's very crucial to understand that fashion industry is a mix of all types of skilled labor. In producing a good quality product we need high skilled professional so that the product is recognized world-wide.

Human life depends upon language, art and all the complications of culture as much as on food-it would ultimately collapse without them. [14].

Fashion design subjects have quite a significant impact on connecting the student's mind to the design and bring it in very immediate correlation with many other factors of that era such as lifestyles, government's, economic conditions as clothing forms a very significant entity of any era since human civilization came into existence.

Many design schools are working to save the indigenous handicraft of India in all areas of design which again strengthens the concept of fashion education being a very crucial element in cultural stimuli. Lastly, while educating students on fashion what finally came as a summary is that fashion is a global phenomenon; it cannot be limited to a country or even a continent so in totality a student learns about a lot of culture through fashion design which might not be possible in case of law or medicine.

Hence, it's clear that fashion education forms a backbone for forms of capital as described by Bourdieu in nations worldwide and would certainly form an important element for the youth in coming future.

Thus the study of the issue allows to formulate contradictions that exist between the demands of society, economy and culture and the actual state education in countries with transition economy, the possibility of fairly rapid restructuring of education in fashion design and insufficient development of the main approaches to educational content in the field, a wide range of tasks that are solved during the activity towards fashion design and insufficient attention to education in this area are formulated.

Aim of article is to prove the possibility of rapid restructuring of educational content in countries with economies in transition using the basic demands of society, economy and culture taking into account spectrum of problems solved in the activity towards fashion design.

To reach the intended aim it is preferably solve the following tasks:

1. To formulate the basic problems of education, highlight their cause and justify the possibility of a quick resolution of fashion in reforming fashion education;
2. To confirm the basic provisions and competences to prepare master of fashion design on the basis of competence approach proposed by European project tuning;
3. To ground the approaches to learning designers based on active learning methods, including the Socratic Method;
4. To propose the methods of practical implementation of the performance diploma project.

**The ability to solve modern problems of education towards fashion design.** Modern problems of education in transition countries caused by high proportion of basic methods and orientation in conservative industries. Their solution in the field of fashion design in our view can be quite fast and offer significant effect.

We focus now on training of masters fashion design, which should formulate independent decisions during creating a comprehensive system of design objects with the ability to control the team.

Specifically we identified the following shortcomings education, their causes and possibilities of fashion design education for their rapid resolution.

a. Failure to protect copyrights the lack of copyright protection. The reason is a consequence of the full state ownership of copyright. The advantage of fashion education is in the fact of state separation of ownership of copyright, the ability to protect its intellectual decisions.

b. Inability to communicate in foreign languages. The focus of traditional education was in reading, not communication. This is the outcome of the closed society in transition. Features - wide range of fashion show in the world, sufficient ease of communication with designers from different countries, the mobility of today's youth.

c. The weak link of general disciplines with professionally oriented ones, due to a particular traditional focus on mass production. The rapid implementation of the theoretical data to design solutions in fashion education can solve these problems.

d. Lack of access to modern innovative technologies due to insufficient financial capacity of higher education institutions. The relatively small costs of new technologies in the field of fashion design allow implementing them in terms of financial constraints.

e. Common design education traditionally is based on a single object, not usually given system connections. This approach is associated with a focus on heavy industry where a single employee is responsible for a small part. Design and creation of collections of fashion models allows the use of powerful systemic approach.

f. Design in heavy industry is usually studying for a given algorithm. Rigid planned economy meant administration and lack of space for individual creativity. During designing the fashion product it is not only possible but necessary to move away from traditional stereotypes.

g. Teaching in higher educational establishments mainly directed study of theoretical positions. Traditional strengths in theoretical studies mutually with financial difficulties complicate the practical training. Unlike heavy industry trend fashion design student is able to make himself and evaluate product projected.

h. The big drawback is the inability to sell designed and manufactured product. The requirements for mandatory implementation are not taken into account. Deficiency of products in these countries were not determined the need to fight for the consumer. Features of fashion design products directly allows not only create a strategy to implement, but actually try to sell their design product.

i. Inability to manage the creative team with regard to individual staff capacity due to the traditional command system. Working in a small team of fashion design allows to distribute rights and responsibilities.

### **Justification of general provisions and competences to prepare master designer clothes**

More than 200 postsecondary schools across the country offer fashion-related programs and prepare students for jobs in the fashion industry in United States [15]. These programs build skills that are marketable not only in fashion, but across industries. For instance, more than 5 percent of fashion designers worked in the motion picture and video industries in 2014. This tells us that the west is engaged into promoting fashion education so as to develop a strong basis for their industry.

Fashion is often dismissed as trivial by those who see clothes as adornment, rather than an external display of internal thinking. At *London College of Fashion*, they encourage students to think the unthinkable as they search for tomorrow's ideas; they do not want them to inhabit ivory towers, cut off from the rest of society. That is why they first set up the *Centre for Sustainable Fashion*, so that they can tackle the environmental problems posed by mass consumption, and that is why we run a number of outreach projects [12]. Paris Union College of Fashion has established the teaching philosophy and practice mode of fashion design aiming at the cultivation of skills and it mainly teaches courses including design, free draping, patternmaking, DIY class, formative art, fabric design, etc. The whole teaching process featuring innovative design and practical operation encourages the cooperation with fashion brand and the close association of theoretical teaching and marketing in practice, helping improve students' teamwork and enthusiasm for learning, especially, greatly stimulate students' interest in the professional learning when they tailor and sew the clothes designed by themselves.

Local educational institutions may develop specialized curricula and partner with area businesses to prepare students to enter jobs in the industry. Knowledge sharing across businesses can foster innovation and enhance productivity, helping to boost wages for workers in the industry cluster.

The number of schools in Ukraine preparing masters in fashion design. Using the same analysis we can suggest the following wording competencies in developing the curriculum.

- a. The legal competence involves the introduction of subjects related to patent rules and copyright;
- b. Communicative competence requires increasing the role of psychological sciences, proficiency in foreign languages, of practices abroad;
- c. Methodological competence should provide a real relationship of general disciplines with professionally oriented;
- d. Technological competence should determine access to modern innovative technologies;
- e. The system competence determines the forming scrutiny facility of design as a complex system;
- f. Projecting competence requires a departure from the stereotypes, the introduction of intellectual creative approaches;
- g. Practical competence of fashion design master allows to realize directly the facility design
- h. The marketing competency allows you to design and produce design object towards its implementation;
- i. Managerial competence allows to distribute the work in developing the facility design.

Implementation of these competencies provides for certain changes in the curriculum.

One of the positive aspects was that each curriculum what they designed in a three way relationship between the teacher, student and the final beneficiaries. Likewise today we have burning issues such as sustainability which needs to be a part of the curriculum so that students make an effort in their projects to help companies through academia in association with the universities. Such courses should be a part of the electives section of the curriculum where the student should have done at least a few projects during the period of bachelors or masters which brings the realization to the student that he has used education in bringing good to the society and not just is a job winner which is still the case prevalent in developing economies.

The use of fashion education in real time shall provide a lot of depth to the curriculum. Such developments help students feel a responsibility to their society and provide many answers to their gained education which they often ask organizations. As the education system evolved in the past fifty years we could say the participation of the student also increased in shaping the curriculum in a

hidden manner. There is no doubt that each school system decides their own regulations about the curriculum they teach but certain standardization could be a very beneficial idea for developing economies. Pearson education has developed standard curriculums for different subject areas in design education which is very effective in transforming the meaning of learning and involving the student, teacher and the beneficiaries in a three-way relationship.

#### **Modern approaches to learning of fashion designers based on active learning methods**

Unfortunately common approaches to training in transition countries do not always meet modern requirements. Meanwhile, training in fashion design implicitly requires active creative learning tools.

The western education system has brought itself closer to the society to be established as an influential part. In order to revise teaching and learning methods for developing economies we need to organize the education directives through a learning method. Through searches of online academic articles and journals on the internet I chose **The Socratic learning Method (SLM)** which is one of the proven successful methods in education in general.

The Socratic learning Method (SLM), below is a summary of Stanford university newsletter on teaching in fall 2003.

- i. The Socratic Method uses questions to examine the values, principles, and beliefs of students.
- ii. The Socratic Method focuses on moral education, on how one ought to live.
- iii. The Socratic Method demands a classroom environment characterized by “productive discomfort.”
- iv. The Socratic Method is better used to demonstrate complexity, difficulty, and uncertainty than at eliciting facts about the world.

The true goal of the Socratic Learning Method is to help students examine their own beliefs and new information they encounter. Due to the need for examining preconceptions and integrating new information in learning, the Socratic Learning Method is particularly useful in situations where one is confronted by a proposition contrary to one’s preconceptions, or when one needs to generate a hypothesis given new information. (Lam, 2011). As extrapolated from the format of Platonic dialogues, the Socratic Learning Method can be broken down into four main steps: *elicit, clarify, test, and decide*.

In frequently exercising the students should become independent learners with curiosity and sensitivity toward new information, and gradually develop a mental habit of active inquiry and vigorous thinking, cultivating higher order thinking skill and transforming the mental and learning habits of students are two major goals of the Socratic Learning Method. Lastly, the Method can be cultivated within the students as a vigorous intellectual habit that they will constantly apply throughout their lives.

Lastly to extrapolate from the above discussion and putting together experiences of teaching in developing economies through the theory of Donald Schon reflective practice I shall suggest the following changes to the fashion education system.

Fashion Design is a very creative field in its existence. However, at this junction we need creativity to be part of the whole teaching and learning process. Creativity in education system starts from the environment in a class room; the motivation to study a subject should be clear and subsequently results shall follow. The faculty needs to keep the final objective of the course which is our society. It might be possible that all subjects might not be very socially validated but most design subjects have a lot to shape our society and we have seen a lot of creativity in formation of various businesses.

**Practical implementation of the performance of the degree project.** The main criterion of general competence of the expert is doing fashion design project;

According to these criteria the main sections of the project should be following;

- a. The study of the issue. Literature and patent searches;
- b. Compulsory foreign sources and foreign organizations specialized in this matter;
- c. The theoretical basis point. Historical, composite and other principles;
- d. Justification innovative technologies of the research object;

- e. Systematic approach to create object;
- f. Design of the facility;
- g. Feasibility fashion project, given the innovative technological approaches, research on the manufactured object handling research results;
- h. Development of the methods for the implementation of the developed property on the market, the development of Internet advertising - page
- i. The optimal location of personnel in the manufacture and sale of property.

**Results.** The paper formulates the basic problems of education, highlights their cause and justifies the possibility of a quick resolution of fashion in reforming education. The basic provisions and competences to prepare master of fashion design on the basis of competence approach proposed by European project tuning are confirmed. The approaches to learning designers based on active learning methods, including the Socratic method are grounded. The methods of practical implementation of the performance diploma project are proposed. The result of the proposed method is the curriculum for master's degree in fashion design, which in its conceptual framework focuses on innovative technologies in education and design. This approach will accelerate the transformation of how design education and education in general, it will ultimately lead to increased learning.

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