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Product - to - Service application in VET

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THE CRITICAL 2334 HAFELEKAR

"The adoption of circular strategies hinges on labour- and skills-intensive processes—and vocational education and training (VET) is the central mechanism to ensure the workforce is prepared for this shift."

In: Closing the skill gap: vocational education & training for the circular economy

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VET as a the Key Driver

Circular economy as not just a technological or environmental challenge, but as a **human and skills-based challenge**.

VET, often undervalued compared to academic pathways.

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"The circular economy will only succeed if skills development is paired with shifts in mindset, behavior, and social practice — both at the individual and institutional level."

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Behavioral and Mindset Shifts

Skills are seen more than technical or vocational tools — they’re catalysts for cultural change.

It highlights that adopting circular practices is as much about people as it is about systems or products.

VET can play a transformative role by not just preparing workers, but by influencing how entire industries, communities, and institutions approach sustainability.

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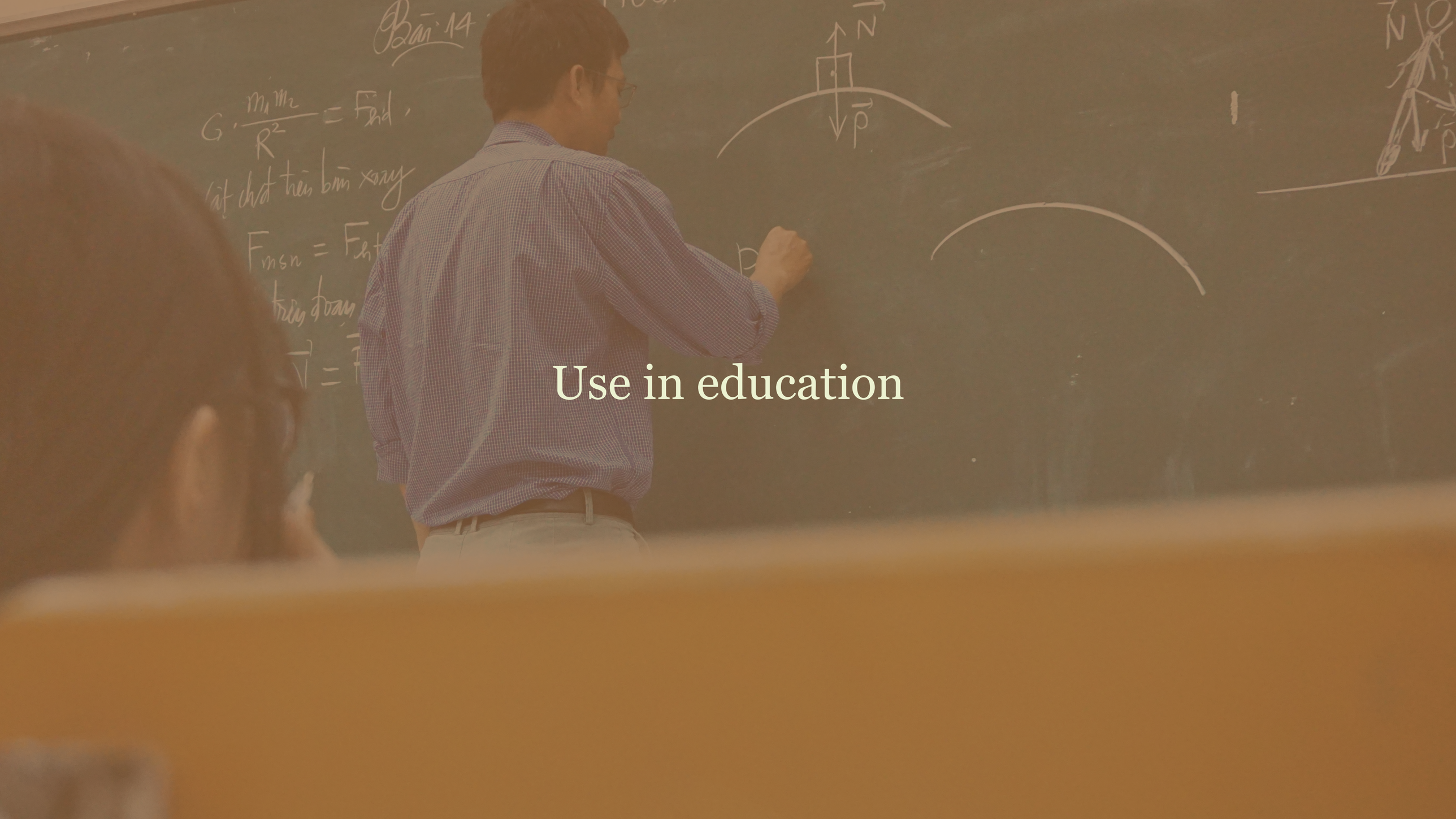

Use in education

PaaS education prepares learners for the jobs of the future, where skills are needed in maintenance, systems thinking, customer interaction, and digital monitoring.

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PaaS in VET

In traditional VET, students are trained to **make, repair, or use products**.

In a circular, service-based economy, learners need to understand:

- **How products deliver value as services**
- **How to manage, design, and maintain systems of products + services**
- **How to think in terms of outcomes, not ownership**

Thus, PaaS integration into VET shifts focus from production alone to **designing, delivering, and maintaining service-based solutions.**

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PaaS integration in VET

Curriculum redesign: embedding circular and servitized thinking

Teaching students not only how to build products but how to design them for leasing, reusability, upgradeability, and maintenance.

Including modules on **Product-to - Service**, digital monitoring tools, and customer experience.

Service-Dominant learning models

Shifting from "trainer teaches skill" to **co-creation of value** between teacher, learner, and employer.

Focusing on real-life service challenges and workplace-based learning, especially in green and digital sectors.

Workplace simulations of circular & servitized systems

Learning labs simulate **real-world PaaS contexts** — such as running a tool-leasing business or managing lighting-as-a-service for a building.

Students learn to interact with digital monitoring tools, remote service systems, and client-facing support.

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PaaS integration in VET

Partnerships with industry

VET institutions collaborate with businesses already operating under servitized models.

Students participate in work-integrated learning aligned with green and digital economy goals.

Teaching the lifecycle & systems view

Students learn to see products not as isolated objects but as **parts of broader service ecosystems**.

Emphasis on product lifecycle management, reverse logistics, and data-driven maintenance.

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Briefly

VET systems are central to operationalizing the circular economy

Vocational Education and Training is not just about technical instruction — it's a strategic vehicle for delivering **the human capital needed for circular and service-based economies**.

VET must evolve to teach systems thinking, digital literacy, lifecycle awareness, and customer-focused service delivery.

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Transitions require targeted VET interventions

The circular economy transition must be socially inclusive — ensuring access to **decent green jobs** for youth, women, informal workers, and those in vulnerable regions.

VET programs have a key role to play in promoting **social equity**, **gender balance**, and **community resilience** during economic transformation.

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