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# Fashion & Food synergy for sustainability. New courses and innovative digital tools in higher education F&F4sustainability

KA220-HED - Cooperation partnerships in higher education  
Project number KA220-HED-1A225A8C

## LM 1 – THE CHALLENGE OF SUSTAINABILITY

### CONTENT STRUCTURE OUTLINE

This document describes the structure of the first learning module (out of six) developed as part of the "Fashion & Food Synergy for Sustainability" project. It is meant as a tool for teachers that can be adapted to a specific audience.

It is the basis of the corresponding e-learning module published as self-directed course on EduOpen platform <https://learn.eduopen.org/>

All the mentioned additional materials in brackets to create your own course can be asked to 'Centro per lo studio della moda e della produzione culturale', writing to [centro.modacult@unicatt.it](mailto:centro.modacult@unicatt.it)

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## CONTENT DETAILS & ORGANIZATION

### WELCOME

Welcome to "The Challenge of Sustainability" learning module.

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This is 1 of the 6 Learning Modules developed as part of the "Fashion & Food Synergy for Sustainability" project, an avant-garde initiative in an interdisciplinary and international context funded under the Erasmus+ programme - Higher Education, and that explores the intersecting trends and demands within the fashion and food sectors, emphasizing the need for informed and skilled professionals dedicated to sustainable practices.

The Learning Module "The Challenge of Sustainability" provides basic knowledge to address and understand the history and complexity of sustainability today.

The LM "The Challenge of Sustainability" was initially designed and tested for BA and MA students, providing them with in-depth insights into sustainable practices and challenges. However, it is now open to a broader audience, welcoming anyone interested in learning about sustainability. Whether you are a student, professional, or simply someone passionate about environmental and social responsibility, this course offers valuable knowledge. It is ideal for individuals seeking to understand sustainability issues and solutions in various fields, making it accessible and relevant to all who want to contribute to a more sustainable future.

Click on the folder to access the Learning Module and its content.





## 0. INTRODUCTION

In the Unit 0, also known as the Introduction, of the "Challenge of Sustainability" learning module you'll be presented with:

- an overview of the "Fashion & Food Synergy for Sustainability" project;
- an in-depth look at the "Challenge of Sustainability" learning module, detailing its aims, structure, and assessment methods.

This foundational unit is designed to prepare you for the journey ahead, ensuring you understand the course objectives and how to navigate through the content effectively.

### 0.1 The project "Fashion & Food synergy for sustainability"

The "Fashion & Food Synergy for Sustainability" project explores the intersecting trends and demands within the fashion and food sectors, emphasizing the need for informed and skilled professionals dedicated to sustainable practices.

Funded under the Erasmus+ programme – Higher Education, it aims to equip learners with the knowledge and tools necessary to navigate and contribute to these vital industries' sustainable futures.

To get into the spirit of the project, please watch this short video: [Fashion & Food\_Intro.mov]

More information on the project can be found at this link: <https://centridiricerca.unicatt.it/modacult-la-ricerca-fashionfood-for-sustainability?rdeLocaleAttr=en>

### 02. The Syllabus of the LM "The Challenge of Sustainability"

#### Introduction

In this Learning Module, learners will delve into the multifaceted concept of sustainability, examining its significance in contemporary society. We will explore the three primary dimensions of sustainability—environmental, economic, and social—and investigate how these interconnected realms collectively contribute to sustainable development.

The main critical questions learners will address in the course include: What does sustainability mean? What are the most important dimensions of sustainability nowadays? In which ways are these dimensions connected? How can we enhance the focus on sustainability in daily life? Additionally, learners will be encouraged to identify and implement practical strategies for enhancing sustainability in everyday life, thereby translating theoretical knowledge into actionable practices.

#### Objectives

This module provides basic knowledge to address and understand the history and complexity of sustainability today. The concept of sustainability will be examined in four dimensions (environmental, social, cultural, and economic), which will each be the focus of a specific unit. The module also aims to offer students practical tools to analyse and reflect on possible solutions to the dilemmas and the challenges of sustainability.

#### Learning outcomes

- B1 Students can form elaborate arguments as well as troubleshoot fashion and food-related issues.
- B3 Students can communicate information, ideas, problems, and solutions to both specialized and general audiences on the topic of sustainability and circular economy.
- G1 Students can define the four pillars of sustainability, social, environmental, cultural, and economic, and identify the challenges they pose.
- G4 Students can critically approach issues surrounding global supply chain transparency and (un)ethical working conditions in the fashion and food industries, as separate and joint fields.





### Evaluation:

The "Challenge of Sustainability" learning module consists of 5 comprehensive units.

At the end of each unit, learners will complete a self-assessment test, earning up to 20 points per test. This evaluation method allows learners to monitor their progress and understanding throughout the module, fostering a thorough grasp of sustainability challenges and solutions within the fashion and food sectors.

The cumulative score from these self-assessment tests will determine the final result of the course. The grading rubric is published here [[Grades and descriptions LM#1.docx](#)].

To successfully complete the "Challenge of Sustainability" learning module, learners must:

- Complete all 5 Unit Tests.
- Achieve a grade of Satisfactory or above based on the total marks from all Unit Tests.

### Badges and Certificate of Attendance

Learners meeting the criteria stated above will be awarded a digital badge indicating their final result in the learning module. Additionally, all learners will receive a certificate of attendance.

Badges and attendance certificates will be issued upon completion of the learning module and sent via email.

More info on the content, structure and aims of the Learning Module "The Challenge of Sustainability" can be found in these documents:

- LM1\_Introductory Lecture [[LM1\\_Introductory Lecture.pptx](#)]
- The challenge of sustainability\_Detailed Syllabus (which also includes the content outline and planning for the LM) [[The challenge of sustainability\\_Detailed Syllabus.docx](#)]





## 1. UNIT 1 – GENERAL CONCEPTS

In this unit we will cover the general concepts of this module *The Challenge of Sustainability*.

### 1.1. Introduction to the Unit 1

In this unit, we will explore the fundamental concepts that define sustainability in these Fashion and Food To help you delve into this topic, we have prepared a comprehensive array of materials, including:

- A Lecture
- Three short knowledge clips
- A glossary of key terms
- A list of additional resources for deeper exploration

After engaging with the lecture, knowledge clips, and glossary entries, you will be prompted to complete a multiple-choice test to assess your understanding. For further details and instructions, please proceed to the next section.

### 1.2. Lecture “Sustainable Fashion: Dream or Reality?”

This lecture, led by Prof. Dr. Anneke Smelik from Radboud University Nijmegen, delves into the complexities of sustainable fashion, questioning whether it is a dream or a reality. The session examines the paradox of fast fashion and its inherent unsustainability, calling for a systemic change. Key topics include the social and ecological exploitation exemplified by events like the Rana Plaza collapse and documentaries such as "China Blue."

Prof. Smelik discusses the environmental costs of fashion, such as the immense water usage for producing cotton garments and the issues with synthetic fibers. The lecture highlights the problem of waste, with significant portions of clothing being discarded unsold. Sustainable solutions are explored through the lens of slow fashion, recycling, and innovative practices by Dutch sustainable brands.

The lecture encourages both top-down and bottom-up approaches to change, advocating for political enforcement of fair trade, consumer behavior shifts, and technological advancements like 3D printing and digital fashion. Prof. Smelik emphasizes practical steps individuals can take, from reusing and repairing clothes to supporting ethical brands and pressuring companies and governments for sustainable practices.

Please read carefully the PowerPoint of the lecture [[LM1\\_Unit1\\_Lecture\\_Sustainable Fashion Dream or Reality.pdf](#)] and then proceed to the next section.

### 1.3. Knowledge Clips

To explore the issue of sustainability in fashion and food further, watch the following knowledge clips, prepared by experts from the Fashion and Food Synergies for Sustainability project.

**Knowledge Clip 1 - The History of Sustainability:** Presented by [Prof. Anneke Smelik](#), a leading scholar from Radboud University Nijmegen, known for her extensive research on sustainable fashion and its cultural impacts.

[1 Knowledge videoclip History of Sustainability-Unit1-Smelik.mp4](#)

**Knowledge Clip 2 - Definitions:** Presented by Prof. [Silvia Perez Bou](#), an expert in Fashion sustainable development from the ISEM Business School, University of Navarra. Prof. Perez Bou will provide clear and comprehensive definitions to frame our understanding of sustainability in Fashion and Food industries.

[2 Knowledge videoclip Definitions\\_unit1\\_PérezBou.mov](#)



**Knowledge Clip 3 - The Link Between Food and Fashion:** Presented [by Prof. Emanuela Mora](#), a renowned sociologist from the Catholic University of Milan, who specializes in the intersections between cultural practices and sustainability, particularly how food and fashion influence each other.

[3 knowledge clip\\_link\\_Mora.mp4](#)

Now proceed to the following section and read the GLOSSARY entries.

#### 1.4. Glossary Readings

[The Glossary of Sustainability](#) is a digital, open and participatory resource. Through key words, it describes the dimensions of sustainability in the fashion and food industries and brings together case studies, research practices, and exemplary European-level information sources that are freely accessible and useful for education and research. It is designed with the aim of strengthening and developing the understanding of sustainability as a concept, by interpreting terms and issues of growing importance for the fashion and food sectors. Accordingly, it aims to inform and advance action and debate on the most pressing challenges affecting the environment, available resources, respect for workers' rights etc.

Please read the following entries from the glossary:

- Sustainability
- Anthropocene
- Posthumanism
- Sustainable consumption
- SDGS
- Ethical fashion
- Sustainable agriculture
- EU Green Deal

#### 1.5. Multiple-Choice Test Unit 1

After listening to and reading the PowerPoint for Lecture 1, “Sustainable Fashion: Dream or Reality,” and watching the three knowledge clips, as well as reading the glossary entries, please complete the following multiple-choice test for self-assessment. The test consists of 10 questions, each worth 2 points, allowing you to earn up to 20 points.

- I. Which of the following statements best describes the relationship between fast fashion and sustainability as discussed in the lecture?
  - a. Fast fashion is a sustainable practice that promotes economic growth.
  - b. Fast fashion represents a paradox as it is inherently unsustainable due to social and ecological exploitation.**
  - c. Fast fashion is an ideal model for sustainable development in the fashion industry.
  - d. Fast fashion and sustainability are completely unrelated concepts.
  
- II. What does sustainability literally mean?
  - a. To **sustain**
  - b. To transform
  - c. To develop
  - d. To grow
  
- III. Which are the main pillars of sustainability?
  - a. Economic; social; environmental.
  - b. Economic; social; cultural.
  - c. Cultural; social; environmental.





**d. Economic; cultural; social; environmental.**

- IV. Which of the following activities is considered part of the upstream supply chain in both the fashion and food industries?
- Retail distribution
  - Marketing and advertising
  - Raw material sourcing**
  - Consumer feedback analysis
- V. Which of the following best describes the similarities and differences between posthumanism and anthropocentrism?
- Both posthumanism and anthropocentrism prioritize the well-being of humans and view non-human entities as inferior.
  - Posthumanism and anthropocentrism are the same thing and refer to the belief in human superiority.
  - Posthumanism emphasizes the idea that humanity will eventually merge with technology and transcend its biological limitations, while anthropocentrism puts the human experience at the center of all value and meaning.
  - Posthumanism criticizes anthropocentrism for placing humans above all other beings and entities, and instead promotes the idea of a more inclusive and equitable relationship between humans and other entities.**
- VI. What is the **main** goal of the EU Green Deal as it relates to the circular economy?
- To reduce the use of primary raw materials in key product value chains.
  - To increase the use of renewable energy sources.
  - To ensure that products are designed for reuse, repair, and high-quality recycling.**
  - To decrease the use of plastic in packaging.
  - To reduce the use of water in key product value chains.
- VII. What is the primary definition of sustainable development according to the United Nations Brundtland Report of 1987?
- Development that protects the environment and provides well-being for all people.
  - Development that maximizes economic growth and technological progress.
  - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.**
  - Development that focuses on creating sustainable communities.
  - Development that prioritizes social sustainability over economic and environmental sustainability.
- VIII. What is the relationship between ethical fashion and sustainable consumption?
- Ethical fashion and sustainable consumption are intertwined and complement each other, as both aim to reduce the negative impacts of the fashion industry on people and the planet.**
  - Ethical fashion is a trend that has nothing to do with sustainability.
  - Ethical fashion and sustainable consumption are completely separate concepts.
  - Ethical fashion is a subset of sustainable consumption, with a focus on socially responsible practices in the fashion industry.
  - Sustainable consumption is a subset of ethical fashion, with a focus on environmentally responsible practices in the fashion industry.
- IX. What is the main goal of sustainable agriculture practices?
- To use synthetic materials for production.
  - To maintain agro-ecosystem health.
  - To have a holistic, mystical and spiritual connection with nature.





- d. To combine traditional and modern practices while respecting the environment and local communities.
  - e. To ban the use of fertilizers, herbicides and insecticides.
- X. Which Sustainable Development Goal directly relates to the issue of food security, nutrition, and sustainable agriculture?
- a. Goal 1: No Poverty.
  - b. **Goal 2: Zero Hunger.**
  - c. Goal 3: Good Health and Well-being.
  - d. Goal 4: Quality Education.
  - e. Goal 5: Gender Equality.

### 1.6. Extra Resources

Limits to Growth, the first report on sustainable future by the Club of Rome, 1972.

- Note down what the limits to growth mean for this very first publication on sustainability.
- Is there a definition of the term sustainability yet?
- What is the goal that they define on p. 24? What is included or excluded in their goals or terms?
- See also [the follow up on this report in 1992, 2004 and in 2012](#).

Our Common Future aka the Brundtland Report, second important report by the UN Commission on Environment and Development, 1987.

- Read the definition on p. 37: how does it differ from the Club of Rome, 15 years earlier? There is an important shift in thinking here; can you find out which?
- You may also want to check out [the Wikipedia page on Our Common Future](#) and the UN publication [Framing Sustainable Development The Brundtland Report – 20 Years On](#).

The UN and Sustainability and The UN 17 sustainable development goals on the United Nations' website.

- What is the UN's definition of sustainability?
- How have words and terms changed from the earlier reports?

The Wikipedia page on Sustainability.

- Look at the Venn diagram in the section 'Dimensions': What are the 'three pillars of sustainability'?



## 2. UNIT 2 – ENVIRONMENTAL IMPACT

**In this unit we will talk about the environmental impact of the food and fashion industry.**

### 2.1. Introduction to Unit 2

In this unit learners will understand about many of the negative consequences that the food and fashion industries have on our surroundings.

In order to explore this topic, we have chosen impactful audio-visual content that you might have heard of, given how controversial it has been.

Indeed, the material for this week consists of:

- a short video-lecture on the topic;
- the documentary made by Deutsche Welle on the fashion industry and called "The clothes we wear".

After listening to the short video-lecture and watching the documentary you will be asked to complete an individual multiple-choice test to self-assess your understanding of the concepts discussed.

Visit the following section for further details and instructions.

### 2.2. Lecture

In this video lecture, you'll be introduced to the world of environmental impact, focusing primarily on the profound repercussions of the food and textile industries on our ecosystem.

The presenter, an expert in the textile field, meticulously unfolds the historical narrative of the textile industry, tracing its evolution from an era characterized by an emphasis on quality and sustainability to the contemporary era dominated by mass production and rapid consumption. Drawing parallels with the food industry, the lecture underscores the striking similarities in the shift from a slower, more deliberate approach to a frenetic pace driven by the pursuit of quantity over quality.

Through this historical lens, viewers gain a nuanced understanding of the interconnectedness between these industries and the overarching challenges posed by our current consumption and production paradigms. From the depletion of natural resources to the proliferation of waste and pollution, the lecture navigates through the intricate web of environmental issues exacerbated by these industrial practices, setting the stage for a deeper exploration of potential solutions and pathways towards sustainability.

Click here to access the video-lecture [LM1\_Unit2\_Lecture\_Environmental Impact of the fashion and food industries.ppt]

### 2.3. Documentary "The clothes we wear"

In our modern era of excessive consumption, the fashion industry stands out as a prime example of this phenomenon. The term 'fast fashion' encapsulates the relentless pace at which new clothing lines flood the market, driven by enticing advertising campaigns that fuel a constant desire for new purchases. With collections debuting at astonishing frequencies and prices hitting rock bottom, consumers are bombarded with the notion that they can shop guilt-free, thanks to the purported eco-friendly practices of many textile giants. However, the truth behind these claims is brought to light as two intrepid reporters embark on an undercover investigation into the reality of textile factories supplying European markets. What they uncover is a sobering revelation of the environmental havoc wrought by the industry and the exploitation of sustainability as a marketable commodity for profit.

For a deeper comprehension of this phenomenon, click on the link below and watch attentively "The Clothes We Wear," a documentary on sustainable fashion presented by Deutsche Welle (DW).

<https://www.youtube.com/watch?v=-64wZkdPRew>





## 2.4. Multiple-Choice Test Unit 2

Now that you've engaged with both the video lecture and the documentary "The Clothes We Wear," it's time to evaluate your understanding. Please proceed to the multiple-choice test by clicking on the link provided below.

This Multiple-choice test is designed to assess your understanding of the contents of learning unit number 2, dedicated to environmental sustainability; the test covers both the material from the video lecture and that of the documentary "The Clothes We Wear".

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The Multiple-choice test consists of 10 questions and allows you to score up to 20 points.

- XI. Which of the following statements best summarizes the impact of the industrial revolution on garment production?
- The industrial revolution led to the establishment of fair labor practices in garment manufacturing.
  - Garment production during the industrial revolution focused on quality over quantity.
  - Sweatshops emerged during the industrial revolution, employing young girls in harsh working conditions.**
  - Tailors remained the primary source of fine garments during the industrial revolution.
- XII. Which of the following best characterizes the business model of the 20th Century?
- Slow fashion and gourmet food.
  - Fast fashion and slow food.
  - Slow fashion and fast food.
  - Fast fashion and fast food.**
- XIII. What percentage of materials fed into the textile supply chain are wasted during production?
- Less than 5%
  - Over 25%**
  - Approximately 10%
  - Exactly 50%
- XIV. According to the documentary, What is the main concern raised in the text regarding the textile industry?
- The high cost of production.
  - The lack of variety in clothing designs.
  - The impact on the environment and workers' conditions.**
  - The difficulty in sourcing raw materials.
- XV. What is the purpose of the Zita family's closet experiment?
- To determine how much clothing they need to purchase.
  - To identify which clothing brands offer the best deals.
  - To calculate the percentage of clothing discarded within a year.
  - To understand the environmental impact of clothing consumption.**
- XVI. According to the documentary "The clothes we wear", what percentage of new clothes ends up in the garbage within one year?
- 20%
  - 30%
  - 50%
  - 60%**
- XVII. Why do some clothing factories in Bangladesh struggle to maintain environmental standards?



- a. Lack of government regulations.
- b. Pressure from Western clothing brands to keep prices low.**
- c. Limited access to raw materials.
- d. High operational costs.

XVIII. What solution does the documentary *The clothes we wear* propose to address the environmental impact of the textile industry?

- a. Encouraging consumers to buy more clothes.
- b. Increasing production to meet demand.
- c. Raising awareness about the issue.
- d. Valuing and appreciating clothing purchases more.**

XIX. What is the primary concern regarding the pricing strategies of Western clothing brands in Bangladesh?

- a. They charge too much for their products.
- b. They often offer discounts that affect factory profits.
- c. They prioritize quality over affordability.
- d. They pressure factories to lower prices, compromising environmental and labor standards**

XX. According to the documentary *The clothes we wear*, what role do textile recycling firms play in the clothing industry's sustainability efforts?

- a. They focus on increasing clothing production.
- b. They specialize in creating new clothing designs.
- c. They handle discarded clothing to reduce waste.**
- d. They advocate for higher prices for clothing products.

### 2.5. Extra Resources

Many documentaries have been released recently about sustainability in the fashion and food industries. We suggest some of them as additional material:

#### **Seaspiracy**

A 2021 documentary film directed by and starring British filmmaker Ali Tabrizi, *Seaspiracy* examines the environmental impact of fishing. The film explores human impacts on marine life and advocates for ending fish consumption.

#### **Cowspiracy: The Sustainability Secret**

This 2014 groundbreaking feature-length environmental documentary follows intrepid filmmaker Kip Andersen as he uncovers the most destructive industry facing the planet today and investigates why the world's leading environmental organizations are too afraid to talk about it.

#### **Food for Thought, Food for Life**

This short 2014 documentary educates viewers about the negative impact our current methods of agriculture have on the earth. In addition to providing vital information, it gives viewers the tools to make a difference in their own lives. The film explores the connection between the planet and our health, suggesting that strengthening this connection will benefit our future.





### 3. UNIT 3 – SOCIAL SUSTAINABILITY

In this unit we will focus on the invisible and marginalized actors in the food and fashion industries.

#### 3.1. Introduction to Unit 3

In Unit 3, we will focus on bringing attention to the often overlooked and marginalized individuals within the food and fashion industries.

As with the previous unit, you will have the opportunity to explore this topic through a Video Lecture and a series of short videos. After Listening the Lecture and viewing these videos, you will be required to complete a multiple-choice test designed to gauge your understanding of the subject matter.

Please proceed to the next section.

#### 3.2. Lecture

When discussing social sustainability in the fashion and food industries, it's essential to emphasize the critical role of workers' conditions. The treatment and well-being of workers directly reflect the ethical and moral integrity of these industries.

In fashion, the labor behind clothing production often involves long hours, low wages, and unsafe working conditions, particularly in developing countries where regulations may be lax. Similarly, in the food industry, agricultural workers frequently face exploitation, precarious employment, and exposure to harmful chemicals.

Addressing these issues is not only a matter of basic human rights but also fundamental to achieving sustainable and ethical practices within these sectors. By prioritizing the fair treatment and empowerment of workers, companies can uphold their social responsibility and contribute to a more equitable and just society.

To embark on your exploration of this topic, I invite you to watch the Knowledge Clip titled "Working Conditions" featuring Professor Silvia Pérez Bou from ISEM-University of Navarra.

[LM1\_Unit3\_knowledge Clip\_Working Conditions.mp4]

The PDF Presentation featured in the video is accessible here [LM1\_Unit3\_Lecture\_Working Conditions.pptx]. Please take a moment to download it and review its contents attentively.

#### 3.3. Video Clips: Working Conditions in Fashion and Food

In this section of Unit 3 - Social Sustainability, you'll find invaluable video clips aimed at enhancing your comprehension of the working conditions within the Fashion and Food sectors. These clips serve as powerful tools to deepen your understanding, offering insights into the challenges and realities faced by workers in these industries.

Begin your exploration with the documentary titled "*Rana Plaza Collapse: The Worst Garment-Factory Disaster Ever Recorded*", produced by Quest TV in 2021. This video delves into the tragic events surrounding the collapse of Rana Plaza, shedding light on the devastating consequences and underlying issues within the garment industry.

1. Rana Plaza Collapse: "The Worst Garment-Factory Disaster Ever Recorded" (~10 min); Quest TV, 2021  
[2021 Rana Plaza Collapse "The Worst Garment-Factory Disaster Ever Recorded" Disasters Engineered.mp4]

Following the insights of the Rana Plaza tragedy, delve deeper into the realities of labor conditions with "*Modern-day Slaves: Europe's Fruit Pickers*", a documentary by FRANCE 24 from 2018.

This reportage unveils the harsh realities faced by migrant workers in Europe's fruit-picking industry, shedding light on exploitation, inadequate living conditions, and the pervasive issue of modern-day slavery. Every year in southern Europe, five million tonnes of fruit and vegetables are harvested for supermarket shelves. But those supermarkets are seeking ever lower prices, and are using the influx of migrants and illegal seasonal workers to cut costs. France 24





reporters went to meet the few workers brave enough to speak out against this illegal system - and the people who try to help those who have become modern-day slaves.

2. Modern-day Slaves: Europe's Fruit Pickers (~16 min); FRANCE 24 English, 2018  
[2018 Modern-day slaves Europes fruit pickers (1).mp4]

### 3.4. Multiple-Choice Test Unit

This test contains multiple choice questions regarding the reading materials in unit 3.

Now that you've engaged with the video lecture on working conditions in Fashion and food industries and the documentaries - "The Worst Garment-Factory Disaster Ever Recorded" by Quest TV and "Modern-day Slaves: Europe's Fruit Pickers" by FRANCE 24 - it's time to evaluate your understanding.

Please proceed to the multiple-choice test by clicking on the link provided below. The multiple-choice test consists of 10 questions and allows you to score up to 20 points.

- XXI. Which of the following countries was the largest exporter of textiles in 2021?
- India
  - Bangladesh
  - Vietnam
  - China**
- XXII. What was the primary focus of the Bangladesh Accord on Fire and Building Safety, signed on May 15, 2013?
- Reducing garment production costs
  - Improving wages and working hours for garment workers
  - Enhancing structural and electrical safety of factories**
  - Promoting sustainable fashion practices
- XXIII. Which of the following best describes the role of due diligence in promoting sustainability within the fashion and food industries?
- Identifying opportunities for cost reduction through supplier negotiations
  - Ensuring that supply chains are transparent and free from environmental and human rights violations**
  - Accelerating the time-to-market for new sustainable product
  - Enhancing brand reputation through public relations and marketing campaigns
  - e.
- XXIV. What is a primary reason Bangladesh has become a significant hub for the garment industry?
- High-quality garment production
  - Advanced technological infrastructure
  - Low labor costs and wages paid to garment workers**
  - Government incentives and support for garment manufacturing
- XXV. What does Rana Plaza represent in the context of the garment industry tragedy?
- A controversial symbol of fashion commercial development in Dhaka
  - A center for financial institutions and garment factories
  - A reminder of the significant contributions of garment workers to Fast Fashion Production
  - A symbol of the dangers faced by garment workers**
- XXVI. What was the primary cause of the collapse of Rana Plaza?
- Lack of proper maintenance
  - Structural problems exacerbated by illegal alterations**





- c. Natural disaster
- d. Sabotage

XXVII. In the video "The Worst Garment-Factory Disaster Ever Recorded," which group is highlighted as the most influential individuals in the fashion industry due to their capacity to apply pressure on brands, thereby ensuring a transparent supply chain and the maintenance of ethical practices?

- a. Factory owners
- b. Garment workers
- c. **Foreigners Buyers**
- d. Government regulators

XXVIII. In the video Modern-day slaves: Europe's fruit pickers, which groups of people are mentioned as comprising the majority of the workforce in the greenhouses of southern Spain?

- a. **African, Poles, Bulgarians and Romanians**
- b. African, American, Italians and Romanians
- c. African, French and Romanians
- d. African, Italians, French and Americans

XXIX. As depicted in the video Modern-day slaves: Europe's fruit pickers, following ten hours of strenuous labor, what amount do the men typically bring home, underscoring their minimal earnings for their hard work?

- a. 50 euros
- b. 75 euros
- c. **20 euros**
- d. 5 euros

XXX. In the video Modern-day slaves: Europe's fruit pickers, in Italy, who manages the harvest in Italy?

- a. Local government officials
- b. Labor unions
- c. The Italian state
- d. **The local mafia**

### 3.5. Extra Resources

Within the fashion and food industries, a growing tide of **resistance** and **activism** has emerged, challenging longstanding norms and advocating for meaningful change. In response to exploitative labor practices, environmental degradation, and social injustices, individuals and groups have mobilized to demand accountability and promote ethical standards. From grassroots movements to high-profile campaigns, voices are raised against the exploitation of workers in sweatshops and fields, the environmental toll of fast fashion and industrial agriculture, and the inequities ingrained in supply chains. This collective activism seeks to shift paradigms, promote transparency, and foster a more sustainable and equitable future for both industries.

On this page, you'll encounter two compelling campaigns centered around activism within the realms of fashion and food. The campaigns, "Who Made My Clothes?" by Fashion Revolution in 2018 and "Make Fruit Fair" by Oxfam in 2015, both highlight the power of collective action and advocacy in addressing issues of social responsibility, labor rights, and sustainability.

While they provide valuable insights into the complexities and challenges within these industries, it's important to note that these campaigns serve as supplementary resources for those interested in delving deeper into the intersection of activism, consumerism, and corporate accountability within the fashion and food sectors.







### Who Made My Clothes? Fashion Revolution 2018 (~2 min)

The "Who Made My Clothes?" campaign, spearheaded by Fashion Revolution in 2018, ignited a global conversation about transparency and accountability within the fashion industry. Encouraging consumers to question the origins of their garments, this movement aimed to shed light on the often-hidden realities of garment production, from sweatshop labor to environmental degradation. Through social media activism, events, and educational initiatives, Fashion Revolution mobilized individuals worldwide to demand greater transparency from brands and to advocate for fair labor practices and sustainability throughout the supply chain. By putting a spotlight on the people behind the clothes and challenging the status quo, the campaign inspired a renewed commitment to ethical fashion and empowered consumers to make more informed choices.

Click on the video [2018 Fashion Revolution Who Made My Clothes (1).mp4]

### Make Fruit Fair Oxfam 2015 (~40 sec)

In 2015, Oxfam launched the "Make Fruit Fair" campaign, aimed at addressing the systemic issues of exploitation and poverty within the global fruit industry. This initiative sought to amplify the voices of small-scale farmers and workers, particularly in developing countries, who often face unfair wages, hazardous working conditions, and limited bargaining power. By advocating for fair trade practices, sustainable production methods, and improved working conditions, Oxfam aimed to create a more equitable and sustainable fruit sector. Through public awareness campaigns, policy advocacy, and engagement with stakeholders across the supply chain, the "Make Fruit Fair" campaign aimed to catalyze systemic change, ultimately striving to ensure that the fruits we enjoy are produced and sourced ethically and sustainably.

Click on the video [2015 Oxfam Make fruit fair.mp4]

## 4. UNIT 4 – ECONOMIC SUSTAINABILITY

In this unit, learners will explore the key idea of Economic Sustainability, with a focus on the food and fashion industries. You will learn how businesses can balance making a profit while also being environmentally responsible, and discover the challenges and opportunities that come with different economic approaches.

### 4.1. Introduction to Unit 4

Unit 4 is dedicated to Economic Sustainability.

In this unit, learners will delve into the critical concept of Economic Sustainability, particularly within the food and fashion industries. This unit will explore how businesses can strike a delicate balance between profitability and environmental responsibility, navigating the challenges and opportunities presented by various economic systems.

Economic sustainability is an increasingly vital concept in today's interconnected world, especially as traditional economic models come under scrutiny. Economies around the globe typically operate within four main systems: traditional, command, market, and mixed economies. Each system has its own unique characteristics and influences how goods and services are produced, distributed, and consumed. Traditional economies are deeply rooted in cultural beliefs and practices, command economies are controlled by centralized power, market economies are driven by free market forces with minimal government intervention, and mixed economies combine elements of both market and command systems.

To grasp these concepts more fully, you can watch the video "Types of Economic Systems" on YouTube: <https://www.youtube.com/watch?v=5xgwYRX19VU>

Understanding these economic systems is crucial because each system presents different opportunities and challenges for achieving economic sustainability. John Ikerd's book, *The Essentials of Economic Sustainability*, explores these issues by examining how different economic principles, whether they are capitalist, socialist, or a blend of both, can be rethought to promote sustainability. Ikerd argues that traditional economic paradigms often fail to account for the long-term sustainability of resources and societies, and he suggests new ways of thinking that can lead to more sustainable outcomes.







So, by understanding the economic system you are working within, you can better appreciate the specific challenges and opportunities for creating a sustainable economy. Ikerd's work offers a roadmap for navigating these complexities and finding solutions that go beyond the limitations of traditional economic models.

In this Unit, learners will:

- Read selected entries from *The Glossary of Sustainability* to familiarize yourself with key concepts.
- Watch videos that explore the economic impact of sustainability, focusing on real-world examples from the food and fashion industries.

By the end of this unit, learners will be able to:

- Understand key concepts such as Economic Growth, Capitalism, Global Supply Chains, the Political and Economic Power of Corporations, Overproduction and Overconsumption, and the Interconnections with other dimensions of sustainability.
- Recognize the broader economic benefits of prioritizing sustainability, empowering you to navigate the complex interplay of economics, sustainability, and business strategy in the food and fashion industries.

Suggested Reading:

- Ikerd, J. (2012). *The Essentials of Economic Sustainability*. Sterling, Virginia: Kumarian Press.

This reading will be instrumental in helping you think critically about how sustainability can be integrated into economic systems, offering you the tools to make informed decisions in your future career.

#### 4.2. Glossary Readings Unit 4

Economic sustainability is the practice of conserving natural and financial resources to create long-term financial stability.

A sustainable system can endure well into the future with minimal negative impacts. This unit will focus on the economic impact of sustainability within the food and fashion industries, sectors traditionally reliant on linear production models characterized by the "take, make, dispose" approach. These conventional methods negatively impact human health and well-being, pushing the planet's ecosystems toward collapse, and are often seen as antagonistic to sustainability.

In recent years, however, a wave of entrepreneurs in micro, small, and medium-sized enterprises (MSMEs) within these industries has emerged to challenge the status quo. These innovators are developing business models that incorporate sustainable economic principles, offering alternative visions for the future of fashion and food production.

To understand these innovative approaches, it is essential to become familiar with new vocabulary and practices. Please read the following entries from [The Glossary of Sustainability](#).

- Sustainable entrepreneurship
- Circular economy
- Corporate Social Responsibility & Sustainability (CSR)
- SDG's (on economical topics): 7. affordable and clean energy, 8. decent work and economic growth, 9. industry, innovation and infrastructure, 12. responsible production and consumption.
- Fair Trade
- Short supply chain
- Greenwashing
- Traceability
- Transparency

[The Glossary of Sustainability](#), is a tool we have already encountered in Unit 1. It is a digital, open and participatory resource. Through key words, it describes the dimensions of sustainability in the fashion and food industries and brings together case studies, research practices, and exemplary European-level information sources that are freely accessible and useful for education and research. It is designed with the aim of strengthening and developing the understanding



of sustainability as a concept, by interpreting terms and issues of growing importance for the fashion and food sectors. Accordingly, it aims to inform and advance action and debate on the most pressing challenges affecting the environment, available resources, respect for workers' rights etc.

Please follow the link provided above and read the entries. Then proceed to the next page and watch the video clips on the economic impact of Fashion and Food Industries.

#### 4.3. Video Clips on the Economic Impact

In this unit, you are exploring how sustainable practices can transform economic structures within the food and fashion industries, leading to greater long-term stability and minimal environmental impact.

By delving into key concepts (see Activity proposed in the previous page) such as sustainable entrepreneurship, the circular economy, Corporate Social Responsibility (CSR), and the Sustainable Development Goals (SDGs) related to economic topics, you gained a comprehensive understanding of how these principles can be applied. Additionally, terms like Fair Trade, short supply chains, greenwashing, traceability, and transparency will be crucial in your study.

To deepen your understanding, the glossary terms you read on the previous page are referred to in the videos below. Please watch each video attentively, taking detailed notes on how these terms are discussed and applied. Pay particular attention to examples and case studies presented, as they will illustrate the practical applications of these concepts in real-world settings. This will help solidify your grasp of these essential ideas and their role in fostering economic sustainability within the food and fashion industries.

##### **V1: Two Minute explainer: Global Supply Chains**

<https://www.youtube.com/watch?v=ceC6J9TxZKE&t=17s>

##### **V2: Sustainability of supply chains in the age of information | Tom Parhuis | TEDxYouth@Maastricht**

<https://www.youtube.com/watch?v=zKOkEEmtllo>

##### **V3: Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay**

<https://www.youtube.com/watch?v=zCRKvDyyHml>

##### **V4: Economic Impact Analysis - Direct, Indirect, and Induced Effects**

<https://www.youtube.com/watch?v=671yaQL8ymI>

##### **V5: Fair Trade**

<https://www.youtube.com/watch?v=xT6TQsxID0Y>

##### **V6: What is Corporate Social Responsibility?**

<https://www.youtube.com/watch?v=Zc102xiah1M>

#### 4.4. Multiple-Choice Test Unit 4

This is the multiple-choice test related to the **Unit 4 - Economic Impact of the LM The Challenge of Sustainability**.

This evaluation tool aims to gauge your understanding of the topic covered. To complete the test, carefully read each question and select the most appropriate answer from the provided options. There are a total of 8 questions in this test and it allows you to score up to 20 points.

Ensure you allocate sufficient time to consider each question thoroughly before making your selection. Once completed, submit your responses to receive feedback on your comprehension of the topics covered in Unit 4.



- XXXI. What are the key objectives of the European Union's New Circular Economy Action Plan adopted in 2020?
- To increase the use of fossil fuels and non-renewable resources
  - To ensure less waste, adapt circular economy strategies to local possibilities, and enable Europe to lead global efforts**
  - To promote the use of single-use plastics and disposable items
  - To focus exclusively on the automotive industry for circularity efforts
- XXXII. Which of the following best describes the concept of transparency in the fashion industry?
- Transparency involves keeping trade secrets confidential to maintain a competitive edge.
  - Transparency means that companies must advertise about their production processes to avoid criticism.
  - Transparency is about ensuring that fashion companies produce the highest quality products at the lowest cost.
  - Transparency refers to the public disclosure of comprehensive and credible information about the supply chain, business practices, and their impacts on workers, communities, and the environment.**
- XXXIII. Which one of the following statements is true regarding traceability for more sustainable industries?
- Traceability models can't apply to every type of industry (pharmaceuticals, medical devices, food and beverages, automotive, etc.).
  - In the fashion industry we can find a link with traceability only in ethical fashion,
  - Traceability in food chains is often seen as a means to ensure food safety, to minimize the impact of food incidents, and to manage liability issues.**
  - Traceability has been rapidly introduced in the fashion and food sectors.
- XXXIV. Which one of the following statements is true regarding fair trade?
- Fair Trade's origins can be traced to 1827, when abolitionist members of the Quakers in Pennsylvania founded the "Free Produce Society" and began a boycott of goods produced by slave labor.**
  - Fair Trade movement began to be known after World War I and started officially in the United States.
  - The earliest traces of Fair Trade in Europe date from the late 1950s when Altromercato started to sell crafts made by Chinese refugees in Altromercato shops.
  - Fair Trade movement in Europe began to be known after World War I and started officially in the UK.
- XXXV. Which one of the following statements is true regarding greenwashing in the fashion industry?
- Greenwashing happens when brands provide reliable evidence for their environmental claims
  - Greenwashing is where a firm spends time and money advertising and marketing that their goods or services are environmentally friendly.
  - Greenwashing involves making environmental claims about a product highlighting the overall negative environmental impact of the entire product category.
  - The rate of greenwashing has increased in the new millennium as the demand for sustainable products and practices increases.**
- XXXVI. Which one of the following statements is true regarding Short Supply Chains (or Shorter Supply Chain)?
- Short Supply Chains (or Shorter Supply Chain) involve as few intermediaries as possible, connecting local suppliers with local consumers more directly compared to conventional (longer) supply chains.**
  - The term "Short Supply Chains" (or "Shorter Supply Chains") has been coined in contrast to conventional supply chains, which are typically global, simple, and horizontal.
  - The concept of "Short Supply Chains" (or "Shorter Supply Chains") has been raised and problematized only in relation to food system.
  - The concept of "Short Supply Chains" (or "Shorter Supply Chains") has been raised and problematized only in relation to fashion system.
- XXXVII. Which of the following statements is true about the video clip "Fair Trade"?





- a. According to the speaker, we are all involved in the global economy because we consume bread daily.
- b. According to the speaker, we are all involved in the global economy because we consume coffee daily.**
- c. According to the speaker, we are all involved in the global economy because we buy cloths daily.
- d. According to the speaker, we are all involved in the global economy because we consume beauty products daily.

- XXXVIII. Which of the following statements is true about the video clip entitled "What is Corporate Social Responsibility"?
- a. Companies should prioritize CSR because consumers are increasingly purchasing only environmentally friendly products.
  - b. Companies should prioritize CSR because consumers are increasingly purchasing only from companies that prioritize charity investments.
  - c. CSR is only about capturing opportunities and avoiding risks
  - d. CSR involves companies going beyond just making profit to also consider the impact of their actions on society, the environment, and all key stakeholders.**

#### 4.5. Extra Resources

In this section, we present extra activities to help learners engage with the chapter. They have been designed to deepen learners' understanding of economic sustainability while encouraging critical thinking. They can be approached individually for self-assessment, used for peer-to-peer learning, or facilitated by teachers to foster discussion and debate.

#### **Activity 1 - Presenting a Company Case on Sustainability in the Food or Fashion Industry:**

1. Select a company: Research and select a company operating in the food or fashion industry that is known for being highly polluting. Ensure that the company is still in operation and relevant.
2. Study the company: Familiarize yourself with the company's operations, supply chains, traceability and transparency policies, fair trade and wage policies, and production processes. Gather information about the company's current sustainability practices and its impact on the environment.
3. Analyze the company's operations: Evaluate the company's operations in terms of efficiency, traceability, transparency, fair trade and wage policies, and overproduction. Consider any areas where the company could make improvements to become more sustainable.
4. Propose new ways of operation: Based on your analysis, propose new ways of operations that would make the company more sustainable. Consider the economic impact of your proposals, including supply chain efficiency, traceability and transparency, fair trade and wage policies, and overproduction.
5. Prepare your presentation: Use the information you have gathered and your proposals to prepare a presentation for your team. Consider using visuals, graphs, and data to support your points. Ensure that your presentation is clear, concise, and well-organized.
6. Practice your presentation: Rehearse your presentation with your team to ensure that everyone is comfortable with their role and that the presentation flows smoothly. Consider incorporating feedback from your team members to improve your presentation.
7. Present your case: On the day of your presentation, be confident and present your case with enthusiasm. Ensure that each member of your team has a clear understanding of their role and is prepared to contribute to the presentation.
8. Respond to questions: After your presentation, be prepared to respond to any questions or comments from your audience. Use this opportunity to further explain your proposals and to demonstrate your expertise on the subject.
9. Follow up: After your presentation, consider reaching out to the company to see if they are interested in implementing any of your proposals. If not, consider sharing your presentation with other companies or organizations in the hope of inspiring change in the industry.





## Activity 2 – The Sustainability Plan for a Local Community

Objective: To develop a comprehensive plan for promoting economic sustainability in a local community.

Instructions:

1. Choose a local community that you are familiar with and research its current economic status.
2. Identify the major challenges that the community is facing in terms of economic sustainability, such as poverty, unemployment, and lack of investment.
3. Research and analyze different economic models that promote sustainability, such as green economics, circular economics, and community-based economics.
4. Select the most appropriate model for the chosen community and use it as the basis for developing a comprehensive plan for promoting economic sustainability.
5. In your plan, address the following points:
  - a. A detailed description of the chosen economic model and how it promotes sustainability
  - b. A SWOT analysis of the local community, including its strengths, weaknesses, opportunities, and threats
  - c. Strategies for addressing the major challenges that the community is facing
  - d. Recommendations for improving the local economy, such as creating new job opportunities, attracting investment, and promoting sustainable development
  - e. A timeline for implementing the plan and measures for monitoring its success.
6. Present your plan in a clear and concise report, including charts, graphs, and tables to support your analysis.
7. Give a presentation of your plan to the class, highlighting the key points and explaining your analysis and recommendations.

This assignment will provide learners with an opportunity to apply their knowledge of economic sustainability to a real-world scenario, helping them to understand the complexities of promoting sustainability in a local community.

[Unit 4 Economic sustainability\\_Extra Resources.docx](#)

## 5. UNIT 5 – CULTURAL SUSTAINABILITY

In this unit, you'll explore how cultural practices, heritage, and values connect with sustainable development. By learning about cultural sustainability, you'll see how preserving and respecting cultural traditions can strengthen sustainability efforts and lead to more inclusive and well-rounded solutions.

### 5.1. Introduction to Unit 5

In the first unit, you explored the foundational pillars of sustainability, including environmental, economic, and social dimensions. Building on that knowledge, this unit will delve into a crucial yet often nuanced aspect of sustainability: cultural sustainability. Here, you'll examine how cultural practices, heritage, and values intersect with and influence sustainable development. By understanding cultural sustainability, you'll gain insights into how preserving and integrating cultural aspects can enhance overall sustainability efforts and contribute to more holistic and inclusive solutions.

Your learning journey is centered around two key readings. Please proceed to the next section to dive into the topic and deepen your understanding.

### 5.2. Reading 1 - Culture-Sustainability Relation

Read the article by Soini, Katriina, and Joost Dessein. 'Culture-Sustainability Relation: Towards a Conceptual Framework'. Sustainability, vol. 8, no. 2, 2016.

The article addresses the diverse interpretations of "culture" within the context of sustainability, highlighting the varying approaches taken by scholars and international organizations. It proposes an interdisciplinary framework designed to clarify the different roles of culture in sustainability research and policy.

It is a complex article, but you can use the following questions to understand the main arguments:





- What are the main challenges faced by researchers and policymakers in combining culture and sustainability?
- Why is it important to explicitly integrate culture in the sustainability discourse? E.g. look at their argument on p. 3: "Introducing culture into the sustainability debate means that human beings – their values, behavior and ways of life –should be included in the analysis. This implies not only methodological questions but also many normative questions as well."
- What is the purpose of the framework presented in this article? E.g. consider: "Culture is 'a fourth pillar' (left diagram), culture mediates between the three pillars (central diagram) and culture is the foundation for transformation towards sustainability (right diagram)." (p. 4)
- What are the three representations of culture in the sustainability framework? This is not so easy but look at: "(...) the first and second representations address culture as a result or part of the (sustainable) development process with a certain goal, in the third representation it is rather a part of a constantly evolving process aiming for transformation. In this way, the third representation resonates better with sustainability rather than with sustainable development" (p. 9)
- What are the eight dimensions of the framework and what do they represent?
- What was the reasoning behind the design of this specific conceptual framework? Why were these three representations and eight dimensions chosen?
- What are the implications of the framework for research and policy-making?
- Study the following excerpt from page 9: "Following this, when moving from the first to second to third representations, policies become more diverse and multilayered, thus complex, as mirrored by the dimensions of policies and governance. This complexity is also reflected in research orientations, which also extend narrow disciplinary based approaches towards transdisciplinary." Explain, in your words, how the transition from one representation to the next influences policy-making. What does the narrowness or transversality of disciplines have to do with it?
- What are some of the future research needs discussed in the paper?

### 5.3. Reading 2 - Concepts of culture and cultural sustainability

Read the introduction to the book "Cultural Sustainability: perspectives from the humanities and social sciences" written by Torsten Meireis and Gabriele Rippl.

The chapter underscores that while sustainability has traditionally emphasized ecological, social, and economic dimensions, the cultural aspect has often been marginalized. This neglect has sparked calls for culture to be recognized as a "fourth pillar" of sustainability. Over time, international debates and scholarly research have increasingly acknowledged the profound importance of cultural sustainability, highlighting its pivotal role in shaping the values, beliefs, and behaviors that drive sustainability initiatives. The humanities and social sciences, particularly through the lens of cultural studies, literature, and the arts, provide essential insights into how cultural narratives and practices shape our understanding and implementation of sustainable development. The chapter advocates for a more comprehensive and integrated approach to sustainability that fully incorporates cultural dimensions.

To understand the main arguments, use the following questions:

- What are the traditional dimensions of sustainability, and why has the cultural dimension often been overlooked?
- How does the chapter define "cultural sustainability," and why is it considered essential to sustainable development?
- What arguments are made for recognizing culture as a "fourth pillar" of sustainability?
- How have international organizations like UNESCO contributed to the inclusion of culture in sustainability debates?
- In what ways do the humanities and social sciences provide unique insights into the relationship between culture and sustainability?
- How do cultural narratives and practices influence public perceptions and actions related to sustainability?
- What role do literature, art, and other cultural products play in shaping our understanding of sustainability?
- Why is it important to consider both historical and contemporary cultural perspectives when discussing sustainability?

### 5.4. Multiple-Choice Test Unit 5







Now that you've engaged with both:

- the article by Soini, Katriina, and Joost Dessein. 'Culture-Sustainability Relation: Towards a Conceptual Framework'. Sustainability, vol. 8, no. 2, 2016.
- the introduction to the book "Cultural Sustainability: perspectives from the humanities and social sciences" written by Torsten Meireis and Gabriele Rippl.

it's time to evaluate your understanding!

Please proceed to the multiple-choice test by clicking on the link provided below. The Multiple-choice test consists of 10 questions and allows you to score up to 20 points.

- XXXIX. What key dimension is often overlooked in traditional sustainability models, according to the "Our Common Future" report?
- a. Economic
  - b. Social
  - c. **Cultural**
  - d. Ecological
- XL. Which international initiative first explicitly recognized the importance of culture in sustainable development policies?
- a. The 1987 "Our Common Future" report
  - b. The 1997 World Bank model
  - c. **UNESCO's Hangzhou Declaration**
  - d. The 2015 Sustainable Development Goals
- XLI. How does the chapter by Meireis and Rippl describe the role of culture in sustainability?
- a. As a separate and less important dimension
  - b. **As an additional pillar that fosters and mediates sustainable development**
  - c. As irrelevant to ecological concerns
  - d. As primarily an economic factor
- XLII. What does the chapter by Meireis and Rippl suggest about the relationship between culture and sustainability?
- a. Culture hinders the understanding of sustainability
  - b. Culture has no impact on sustainability awareness
  - c. **Culture is a mediating factor between ecological, social, and economic aspects of sustainability**
  - d. Culture is only relevant in artistic expressions
- XLIII. Which academic disciplines are mentioned as contributing to the understanding of cultural sustainability in the chapter by Meireis and Rippl?
- a. Natural Sciences
  - b. **Humanities and Social Sciences**
  - c. Economics and Political Science
  - d. Environmental Engineering
- XLIV. Which of the following best describes the primary argument of the paper by Soini and Dessein?
- a. Sustainability should remain focused solely on ecological, social, and economic pillars.
  - b. **Culture should be explicitly integrated into sustainability discourse.**
  - c. The concept of sustainability is too vague to be useful in policy-making.
  - d. Sustainable development goals should be revised to exclude cultural considerations.
- XLV. What challenge does the paper by Soini and Dessein address regarding the relationship between culture and sustainability?



- a. Lack of data on cultural impacts.
- b. The difficulty of combining culture and sustainability in an analytical framework.**
- c. The financial cost of integrating culture into sustainability efforts.
- d. Political resistance to including culture in sustainability debates.

XLVI. Which of the following is NOT one of the three representations of culture in sustainable development discussed in the paper by Soini and Dessein?

- a. Culture as the fourth pillar of sustainability.
- b. Culture for sustainability, as a mediator.
- c. Culture as sustainability, an overarching dimension.
- d. Culture as a separate entity from sustainability.**

XLVII. According to the paper by Soini and Dessein, why might culture often be excluded from sustainability analyses?

- a. It is considered irrelevant to sustainability goals.
- b. Cultural analysis often requires special methods, leading to "methodological separatism."**
- c. There is insufficient academic interest in cultural aspects of sustainability.
- d. Culture does not have a measurable impact on sustainability.

XLVIII. What is the main purpose of the interdisciplinary framework proposed in the paper by Soini and Dessein?

- a. To create a new definition of culture.
- b. To improve the efficiency of sustainable development policies.
- c. To systematically integrate culture into sustainability research and policy.**
- d. To critique existing sustainable development goals.

### 5.5. Extra Resources

In this section, we present extra activities to help you engage with the chapter. These activities can be done individually for self-assessment, used for peer-to-peer learning, or facilitated by teachers to foster discussion and debate.

These activities are designed to deepen your understanding of cultural sustainability and encourage critical thinking about the role culture plays in sustainable development. Feel free to explore these exercises at your own pace or share your insights with peers for a richer learning experience.

#### Activity 1 - Understanding Cultural Sustainability through Examples

In the chapter, different roles of culture in sustainability are discussed. To better understand these roles, create a 3-row, 2-column table and provide examples related to food and/or fashion for each category:

- Rows: 'Culture in Sustainability,' 'Culture for Sustainability,' 'Culture As Sustainability.'
- Columns: 'Example,' 'Reference.'

Instructions:

- Review the chapter's discussion on cultural sustainability.
- Fill in the table with examples from food and/or fashion that illustrate each role of culture in sustainability.
- Cite your sources in the 'Reference' column.

	Example	Reference
Culture <i>in</i> Sustainability		
Culture <i>for</i> Sustainability		
Culture <i>As</i> Sustainability		

#### • Activity 2 - Reflective Essay on Cultural Identity

Reflect on the phrase: 'you are what you eat' OR 'you are what you wear'; write a reflection of **300 words** in which you explain the role of culture in what you eat or wear; please do refer to the article you have read by Soini & Dessein and







use at least two additional academic sources (from peer-reviewed journals). Cite any other sources that is not your personal opinion.

- **Activity 3 - Posthuman Approach to Cultural Sustainability**

Culture as sustainability involves a posthuman approach as it decentres the human to take a more eco-centric focus. What would a posthuman approach to either fashion or food look like in a future scenario? Use this question as a prompt in Chat GPT (or imagine the scenario yourself). Then, in a maximum of 3 sentences, fill out the sentence: 'I agree/disagree with this scenario, because...'

NOTE: Avoid plain descriptions or definitions for this question but build an actual critical reflexion on taking a posthuman approach to fashion and/or food in the future.

Unit 5 Cultural sustainability\_Extra Resources.docx

