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

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LM 4: ECOSYSTEMS OF RESPONSIBILITY 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

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STRUCTURE

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WELCOME

Welcome to “Ecosystems of Responsibility” learning module.

This is nr 4 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 “Ecosystems of Responsibility” provides basic knowledge to address and understand the history and complexity of sustainability today.

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





INTRODUCTION

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 “Ecosystems of Responsibility”

Introduction

At the end of this Learning Module, learners will be able to recognize ecosystems of responsibility at local, national and international levels. Learners will explore the difference and overlap between Corporate Social Responsibility and Due Diligence Directive. They will learn how to critically evaluate policies and politics, and discern the tensions between collective actions and individual citizenship. Through case studies, projects, and discussions, participants will learn about rules and regulation concerning the two diverse yet interrelated fields of fashion and food. The learners will develop a deep understanding of the notion of responsibility by focusing on a (self-chosen) case study

Objectives

The Learning Module aims to provide basic knowledge about the ecosystems of responsibility in all its complexity and throughout the value chain from production to consumption in both the fashion and food industries. The concept of responsibility is examined in different axes of power: corporate business, collective actions, civil society and individual citizenship. The module will also look at alternative systems of sustainability, such as post-growth or de-growth initiatives. The module provides students with a space for applying what they have learned by analysing a self-chosen case study. At the end of this module, the learner will be able to understand the concept of responsibility for sustainability, its history, fields of action, the European framework for its implementation, and how to apply this vision to the fashion and food industries.

Learning outcomes

- G3 Students can reflect upon the global and cultural implications of their social responsibility as citizens and future professionals in relation to the SDGs, and how these can be implemented into the fashion and food industries.
- 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.
- G6 Students can identify greenwashing tactics and false green claims and assess potential divergences between sustainable behaviour and sustainable communication.
- G7 Students will experiment with and implement different technologies and communication tools, from labelling to social media strategies, aiming to promote sustainability and circular economies in both food and fashion sectors.





Evaluation:

- The assessment of the learning module involves a structured approach of weekly at home with guidelines to help you evaluate your understanding of the course material and your ability to apply it to practical scenarios.
- Each unit ends with a multiple choice Q&A self-assessment.
- You are asked to analyse a self-chosen case study and present it briefly in the last class, and hand in a written version of max. 3 pages on [date].
- Final Grade for the learning module will be determined by the presentation and written paper of the case study, as well as by the weekly self-assessments and participation in class.
- Successful Completion: to successfully complete the course, you need to achieve a grade of "Satisfactory" or above.

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 "Ecosystems of Responsibility" can be found in these documents:

- LM4_Introductory Slide Presentation [LM4_Introduction Module.pptx] Or PDF
- "Ecosystems of Responsibility" _Detailed Syllabus (which also includes the content outline and planning for the LM) ["Ecosystems of Responsibility" _Detailed Syllabus.docx]





1. UNIT 1 – WHAT DO WE MEAN BY ECOSYSTEMS OF RESPONSIBILITY?

In this unit we will cover the general concepts of ‘ecosystems’ and ‘responsibility of the learning module “Ecosystems of Responsibility”.

0.1. Introduction to the Unit 1

In this unit, we will explore the question “What do we mean by ecosystems of responsibility?” To help you delve into this topic, we have prepared the following materials:

- A slide presentation
- A glossary of key terms
- A list of websites as sources of information
- A suggestion for additional literature for deeper exploration

After engaging with the lecture, glossary entries, and literature, 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.

0.2. Slide presentation

Please read carefully the slide presentation of the lecture [LM4_unit 1-Introduction-Responsibility], watch the videos included in the links; reflect on the questions asked; and then proceed to the next section.

0.3. 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 of Sustainability](#):

- CSR
- European Green Deal
- Sustainable Development Goals

After you have read those entries, you can proceed to the next section.

1.4. Make yourself familiar with the websites of the UN (United Nations) and EU (European Union):

- Check factsheet/overview of SDG nr 12: [responsible production and consumption](#):
Reflect: whose responsibility is it to ensure sustainable consumption and production patterns?
- [European Green Deal](#): Reflect: what/ how much can you find about food and fashion? What differences or similarities do you notice between those fields?
- [Due Diligence Directive](#) by EU: Reflect: how do CSR and DD differ?
- Factsheet: [On making sustainable products the norm](#):
Identify main definitions, goals, actors, tools and strategies



- Factsheet: [Sustainable materials and products-circular economy](#): identify main definitions, goals, actors, tools and strategies.

1.5. Suggestion for further literature

If you want to explore this topic in more depth, you may want to read : M. Micheletti: Ch. 1, Why Political Consumerism? In: *Political Virtue and Shopping: Individuals, Consumerism, and Collective Action*. Palgrave Macmillan, 2003. This is not obligatory, but additional literature for your interest.

1.6. Multiple-Choice Test Unit 1

After reading the slide presentation for Lecture 1, "Sustainable Fashion: Dream or Reality," reading the glossary entries, and studying the UN and EU websites, please complete the following multiple-choice test for self-assessment. The test consists of 25 questions, each worth 2 points, allowing you to earn up to 20 points.

1. How does responsibility differ from accountability?

A) Responsibility refers to the obligation to take action, while accountability involves assigning blame after an event.

B) Responsibility is solely attributed to individuals, while accountability is shared among multiple parties.

C) Responsibility emphasizes proactive actions, whereas accountability focuses on reactive measures.

D) Responsibility involves setting goals, while accountability involves meeting those goals.

2. Which of the following best captures Donna Haraway's concept of "response-ability"?

A) The ability of individuals to react emotionally to societal issues.

B) The capability to engage in meaningful dialogue and collaboration across differences.

C) The capacity to fulfil one's duties and obligations within a social structure.

D) The aptitude to adhere strictly to predefined roles and expectations within a community.

3. Which actor(s) play a pivotal role in assuming responsibility for addressing environmental challenges?

A) You

B) The state and governmental entities

C) Nongovernmental organizations (NGO's)

D) Businesses and corporations

E) Consumers and citizens

F) All of the above



4. What is the primary goal of Corporate Social Responsibility?

- A) Maximizing shareholder wealth
- B) Enhancing societal well-being**
- C) Fulfilling legal obligations
- D) Expanding market share

5. What does Corporate Social Responsibility (CSR) encompass, as described in the Glossary?

- A) Enhancing shareholder value through sustainable business practices
- B) Implementing cost-effective strategies to achieve CSR goals
- C) Taking measures to benefit society while considering human rights, labour practices, environmental issues**
- D) Prioritizing short-term profits over long-term societal impacts

6. Which organization provides guidance on the principles of Corporate Social Responsibility (CSR) and offers a toolkit for addressing Environmental, Social, and Governance (ESG) issues?

- A) UN Global Compact**
- B) ISO
- C) Social Accountability International
- D) EFQM Excellence Model

7. Which of the following is NOT typically considered a pillar of CSR?

- A) Economic responsibility
- B) Social responsibility
- C) Environmental responsibility
- D) Political responsibility**

8. How does CSR benefit companies?

- A) By increasing shareholder wealth
- B) By enhancing brand reputation and customer loyalty**
- C) By reducing regulatory compliance costs





D) By minimizing employee turnover

9. Which of the following is an example of a CSR initiative?

A) Using natural resources without regard for environmental impact

B) Paying employees below minimum wage

C) Donating a percentage of profits to charitable organizations

D) Ignoring workplace safety regulations

10. Which of the following is NOT an aspect typically addressed by CSR initiatives?

A) Human rights

B) Environmental sustainability

C) Community development

D) Profit maximization

11. What does the EU's Corporate Sustainability Due Diligence Directive (CSDDD) entail?

A) It encourages companies to ignore environmental and human rights issues

B) It mandates companies to conduct due diligence only within the EU

C) It requires companies to perform environmental and human rights due diligence throughout their operations and value chains

D) It imposes penalties for companies that engage in sustainability practices

12. How do CSR and DD differ?

A) CSR focuses on maximizing profits, while DD focuses on minimizing risks.

B) CSR is about social responsibility, while DD is about legal compliance.

C) CSR pertains to ethical behaviour, while DD involves research and analysis for business transactions.

D) CSR addresses environmental and human rights issues, while DD entails due diligence across operations and value chains.

13. What is the primary goal of the European Green Deal?

A) Maximizing profits for European industries

B) Overcoming challenges related to climate change and environmental degradation



- C) Promoting political agendas within the European Commission
- D) Increasing reliance on non-renewable energy sources

14. Which of the following is NOT one of the policy areas covered by the European Green Deal?

- A) Sustainable industry
- B) Clean energy

C) Enhancing global trade agreements

- D) Sustainable mobility

15. Which specific plan is part of the European Green Deal?

A) Circular Economy Action Plan

- B) Sustainable Agriculture Initiative

- C) Renewable Energy Directive

- D) Clean Air Strategy

16. What is the main goal of the EU Strategy for Textiles?

- A) Promoting fashion production in the EU

- B) Increasing textile production outside the EU

C) Ensuring all textile products are environmentally sustainable

- D) To enforce stricter regulations on textile exports

17. Why is the global value chain of textiles considered complex?

- A) Due to the dominance of large corporations in the textile sector

- B) Because of the increasing reliance on domestic textile production

C) Because of the fragmentation of a very long production chain

- D) As a result of strict regulatory measures imposed by the EU on textile imports

18. Which of the following is a significant challenge associated with the long production chain of textiles?

- A) Reduced consumer choice

- B) Increased transparency in production



C) Enhanced supply chain efficiency

D) Environmental and social sustainability concerns

19. What measures are proposed to boost the re-use and recycling of textiles in the EU?

A) Encouraging the use of hazardous chemicals in textile manufacturing

B) Discouraging innovation in textile recycling technologies

C) Encouraging industrial applications and regulatory measures

D) Increasing incineration and landfilling of textile waste

20. What does the EU Strategy for Textiles aim to achieve regarding textile products placed on the EU market?

A) Ensuring all textile products are easy to dispose of

B) Increasing the use of hazardous substances in textile production

C) Ensuring all textile products are durable, repairable, and recyclable

D) Encouraging the production of low-quality, non-durable textiles to keep prices low

21. What does extended producer responsibility (EPR) primarily entail in environmental policy?

A) Shifting environmental responsibilities solely to consumers

B) Holding manufacturers accountable for the entire life cycle of their products

C) Implementing stricter regulations on waste disposal for consumers

D) Reducing government oversight on industrial waste management

22. What is the focus of Sustainable Development Goal 12?

A) Promoting sustainable consumption and production patterns

B) Ensuring access to affordable, reliable, sustainable, and modern energy for all

C) Eradicating poverty in all its forms globally

D) Providing quality education and lifelong learning opportunities for all

23. What aspects are covered under the New Ecodesign for Sustainable Products Regulation?

A) Product uniqueness and innovation





B) Energy and resource efficiency and recycled content

C) Marketing strategies and branding

D) Profit margins and revenue forecasts

24. Which of the following is NOT mentioned as a requirement under the New Ecodesign for Sustainable Products Regulation?

A) Product durability and reusability

B) Presence of substances that inhibit circularity

C) Mandatory use of non-recyclable materials

D) Information requirements, including a Digital Product Passport

25. What is one of the objectives of the New Ecodesign for Sustainable Products Regulation?

A) Maximizing profits for manufacturers

B) Minimizing consumer access to product information

C) Encouraging the use of harmful substances in product manufacturing

D) Promoting product durability, reusability, and reparability



1. UNIT 2 – POLICIES & POLITICS

In this unit you will explore policies and politics, by focusing on two topics:

- 2.a. Fashion regulation/food regulation;
- 2.b. Inequality of power

1.1. Introduction to Unit 2

In this unit learners will understand about the inequalities of power in the system of food and fashion. You will learn about the difference between multinational enterprises vs SME's; and you will learn about the different stakeholders and policies. It is important to realize that markets and politics interfere: think for example of food crises because of climate change or because of the war in Ukraine.

The material for this week consists of:

- a slide presentation on the topic;
- glossary entries
- academic literature
- ted talks

After having processed the material, 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.

1.2. Slide presentation

Click here to access the slide presentation [LM4_unit 2-Politics-Policies-Introduction], download it and look at the slides.

1.3. Glossary readings:

Read the following entries of [The Glossary of Sustainability](#):

- Food Governance/Food Policies
- Food Sovereignty/Food Citizenship
- Fair Trade
- Traceability
- Transparency

2.4. Academic literature:

Now you have familiarized yourself with the main concepts for policies & politics, you can read the more difficult texts:

- P.H. Howard, Ch. 1, Food system concentration: a political economy perspective. In: *Concentration and Power in the Food System. Who Controls What We Eat?* London: Bloomsbury, 2016.

After you have read the text, take a look at the slide presentation to help you understand the material.
[LM4_unit 2-Politics-Policies-Howard]

- 2) S. Pérez-Bou & I. Cantista (2023) Politics, sustainability and innovation in fast fashion and luxury fashion groups, *International Journal of Fashion Design, Technology and Education*, 16:1, 46-56.





After you have read the text, look at the slide presentation to better understand the material. [LM4_unit 2- Politics-Policies-Perez-Bou-Cantista].

2.5. Ted talks:

Finally, for today's topic you can watch the following short Ted talks:

- [How one of the most profitable companies in history rose to power](#) (5 min.):
What is your takeaway from this video? What did you learn?
- [The dark history of bananas](#) (6 min.)
What is your takeaway from this video? What did you learn?

After watching those short videos, reflect on the following questions:

- what do the farmers in *your* country protest against?
- and in other EU countries?
- and internationally? (this may be quite different; see e.g. <https://viacampesina.org/en/> ; which is based on social and political values).

2.6. Multiple-Choice Test Unit 2

Now that you've engaged with the slide presentation, the glossary, the literature, and the ted talks, it is 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 policies and politics; the test covers all the materials.

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

1. What does Fair Trade aim to ensure regarding pricing?

- a) Selling products at the highest possible price
- b) Paying a fair price to producers**
- c) Offering discounts to consumers
- d) Inflating prices to support environmental initiatives

2. Which of the following is NOT a principle of Fair Trade?

- a) Maximizing profits for shareholders**
- b) Respecting the environment throughout the supply chain
- c) Ensuring continuous commercial relationships
- d) Helping producers achieve independence in trading

3. Historically, where has Food Governance mostly been defined and enacted?





- a) Locally within communities
- b) Globally across all nations
- c) Solely at the regional level
- d) Predominantly at the state-nation level**

4. What do food policies primarily target?

- a) Government interventions
- b) Food systems**
- c) International trade agreements
- d) Environmental conservation efforts

5. Which organization, according to the glossary, is dedicated to improving nutrition and agricultural practices globally?

- a) World Health Organization (WHO)
- b) International Monetary Fund (IMF)
- c) Food and Agriculture Organization (FAO) of the United Nations**
- d) World Trade Organization (WTO)

6. How is traceability defined according to the United Nations Global Compact?

- a) The ability to track the distribution of products
- b) The ability to identify the application of products
- c) The ability to locate products
- d) The ability to ensure the quality, safety, and sustainability of goods**

7. What type of information does transparency require a business to disclose?

- a) Information about how and where products are made**
- b) Financial data
- c) Data on product pricing strategies
- d) All of the above

9. Who primarily benefits from concentration of power in firms according to Philip Howard?

- a) Consumers
- b) Small business owners
- c) CEOs and the board**



d) Government regulators

10. How does concentration of power affect consumer choice according to the Philip Howard?

a) It increases consumer choice

b) It reduces consumer choice

c) It has no impact on consumer choice

d) It eliminates consumer choice entirely

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11. In what way do large firms receive government assistance?

a) When they are no longer economically viable

b) When they are deemed too big and important to fail

c) When they have been successfully competing in the market

d) When they are small and insignificant in the industry

12. How does Howard analyze power within capitalism?

a) He views power as irrelevant in capitalist systems

b) He considers power as an inherent flaw in capitalist structures

c) He integrates power as an integral aspect of capitalism

d) He suggests power is solely derived from governmental authority

13. What concept does "Capital as Power" recognize in Howard's analysis?

a) Corporations quantifying their influence through capitalization

b) Labor as the primary driver of capital accumulation

c) Profit maximization as the sole goal of corporations

d) Government regulation as the main determinant of corporate behavior

14. What characterizes the top of the hourglass-shaped food system, according to Howard?

a) A small number of farmers

b) A large number of farmers

c) A small number of large firms

d) A large number of large firms

15. How do Pérez-Bou & Cantista suggest political initiatives influence fashion companies?

a) Political initiatives have no influence on fashion companies

b) Political initiatives only influence fashion companies on a national level





c) Political initiatives influence fashion companies on an international basis

d) Fashion companies have complete autonomy from political influence

16. How do the corporations address social, environmental, economic, or general concerns according to Pérez-Bou & Cantista?

a) They ignored these concerns completely

b) They engaged in organizations, alliances, and coalitions to tackle these concerns

c) They relied solely on government intervention to address these concerns

d) They delegated responsibility for these concerns to smaller businesses

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17. What type of methodology does the study by Pérez-Bou & Cantista employ?

a) Quantitative

b) Mixed-methods

c) Qualitative

d) Experimental

18. Where were the documents retrieved from for analysis by Pérez-Bou & Cantista?

a) Only from physical libraries

b) Only from webpages

c) From webpages and reports

d) Only from internal company databases

19. What does the methodology of Pérez-Bou & Cantista focus on in terms of data analysis?

a) Direct observation

b) Statistical modeling

c) Analyzing textual information from documents

d) Surveying individuals

20. How did the Dutch East India Company in the 17th century gained the monopoly over nutmeg trade?

a) Colonial power

b) Agricultural innovation

c) Technological superiority

d) Cultural exchange





21. Which of the following best describes the influence of the Chiquita company in the politics of South America?

Multiple answers possible.

- a) Influencing corrupt practices in political systems for economic gain
- b) Engaging in monopolistic practices that stifle competition and innovation
- c) Displacing local farmers and communities to expand plantations
- d) Undermining indigenous rights and land sovereignty
- e) Setting up healthcare development projects
- f) Endorsing educational scholarships
- g) Engaging in scientific research partnerships

3. UNIT 3 – COLLECTIVE ACTIONS & CITIZENSHIP

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 focus on the organization of Civil society, for example how NGO's like Fashion revolution, Greenpeace, bridge the gap between corporations and audience or citizens. We look how they work and what their importance is towards companies and their action towards sustainability. After processing all the materials, you will be required to complete a multiple-choice test designed to gauge your understanding of the subject matter.

3.2. Slide presentation

The slide presentation is accessible here [[LM1_Unit3_Lecture_Working Conditions.pptx](#)]. Please take a moment to download it and review its contents attentively.

1.4. 3.3. Glossary readings:

Read the following entries of [The Glossary of Sustainability](#):

- European strategy for sustainable textiles
- Food Council
- Food sovereignty and food citizenship
- Slowness
- After reading the entries, please look at the first half of the slide presentation.

1.5. 3.4 Websites and video's

To further delve into the topic, we look at several organizations that can be seen as examples of civil society in relation to sustainability.

- General information about a circular economy, the [Ellen Macarthur Foundation](#) in the US: Check out their [Food](#) and their [Fashion](#) section!





3.4.1 FOOD:

- 1) Look at where it all began, the Slow Food Movement: <https://www.slowfood.com/>
Identify possible alliances, platforms of collaborations, and conflicts.
- 2) Look at: [Milan Urban Food Policy Pact](#) as an example of transnational initiative implemented at the local levels.
Download and read the [policy brief](#): can you recognize or analyse responsibility?
- 3) Find an example from your own country or your own city of a collective action organized by citizens concerning the food system.
- 4) What do/would/can you do: would you join local or national initiatives?

3.4.2. FASHION

- 1) Check out Fashion Revolution (started in 2014): <https://www.fashionrevolution.org/> and read e.g. their manifesto, their transparency index, their impact. Now go back to the actual EU Strategy for Sustainable and Circular Textiles (see the Glossary), and download and read the Communication. Also download the Synopsis report, and only look at the table on p. 3.
Check how many actors and stakeholders there are. Reflect on the complexity of the issue.
- 2) You can find ratings for sustainable fashion brands on: <https://goodonyou.eco/#> ; and their guide on materials: <https://goodonyou.eco/category/made-from/>
- 3) Find an example from your own country or your own city of a collective action organized by citizens concerning the fashion system. (e.g. in the Netherlands there is Awearness Platform: <https://www.awearness-fashion.nl/>)

3.4.3) Optional, some extra resources: You may want to watch the videos of Greenpeace

- (2011) Dirty Laundry: <http://www.greenpeace.org/international/en/publications/reports/Dirty-Laundry/>
- (2012) Toxic Threads: <http://www.greenpeace.org/international/en/publications/Campaign-reports/Toxics-reports/Big-Fashion-Stitch-Up/>
- Or read their (2 min.) report (2017) Fashion at the Crossroads: A review of initiatives to slow and close the loop in the fashion industry: <http://www.greenpeace.org/international/en/publications/Campaign-reports/Toxics-reports/Fashion-at-the-Crossroads/>

3.4.4.) Finally reflect on this question: what do/would/can you do: would you join local or national initiatives?

1.3. 3.5. Multiple-Choice Test Unit

This test contains multiple choice questions regarding the reading materials in unit 3. Now that you've engaged with the glossary entries, the websites and the videos, it is 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 20 questions and allows you to score up to 20 points.

1. Which aspect of sustainable production is NOT highlighted in the European Strategy for Sustainable Textiles?

- a) Emphasizing the use of hazardous chemicals in production





- b) Implementing new business models and infrastructure
- c) Incorporating innovative textiles and materials**
- d) Adopting new technologies through digitalization

2. What is the primary reason for the creation of the European Strategy for Sustainable Textiles in 2022?

- a) To encourage increased production and consumption of textile products
- b) To reduce the environmental impacts of textile production and consumption**
- c) To promote fashion trends across Europe
- d) To ignore the concerns about textile waste

3. How does the Circular Economy Action Plan (CEAP) contribute to making textiles a priority sector for the EU?

- a) By advocating for disposable fashion trends
- b) By disregarding the importance of recycling in the textiles industry
- c) By emphasizing the transition towards a circular economy**
- d) By encouraging overconsumption of textile products

4. What key elements does the European Strategy for Sustainable Textiles emphasize in its vision for textile products by 2030?

- a) Low cost and high availability
- b) Durability, reparability, and recyclability**
- c) Rapid fashion production
- d) Exclusivity, luxury and fine textiles

5. What is the primary purpose of Food Councils?

- a) To diagnose and improve the local food environment**
- b) To prioritize profit
- c) To promote healthy eating habits
- d) To exclude local farmers and producers from the food system

6. What distinguishes Food Councils from other initiatives in the food system?

- a) They prioritize profit over community well-being
- b) They are solely focused on food aid programs
- c) They prioritize sustainability issues in the food system
- d) They bring together multiple stakeholders in the food system**

7. In addition to improving food security, what other role do Food Councils play?

- a) Promoting consumption of healthy foods
- b) Neglecting the existing challenges and possibilities in the local food environment
- c) Offering recommendations and coordinating different programs and strategies**
- d) Ignoring the support for local farmers and producers

8. What does Food Sovereignty entail?

- a) The dominance of multinational corporations in controlling food systems
- b) The right of each nation to control its food systems and production methods**
- c) The exclusion of cultural diversity in food production
- d) The prioritization of global food markets over local food systems

9. Who first developed the concept of Food Sovereignty?

- a) Via Campesina, an international farmer's organization in Italy**





- b) The FAO (Food and Agriculture Organization)
- c) The World Forum for Food Sovereignty in Mali
- d) Multinational corporations in the agriculture industry

10. What aspect of food systems does Food Sovereignty encompass?

- a) Inclusion of local peoples from controlling their own food systems
- b) Focus on market dynamics and profits
- c) Control over markets, ecological resources, food cultures, and production methods**
- d) Disregard for cultural and productive diversity

11. Who else adopted the concept of Food Sovereignty in subsequent years after its development by Via Campesina?

- a) Multinational corporations in the food industry
- b) International trade organizations
- c) The World Health Organization (WHO)
- d) The FAO**

12. What is the fundamental shift advocated by the concept of Food Sovereignty?

- a) From agricultural production to industrial manufacturing
- b) From consumer-driven to citizen-driven food systems**
- c) From local to global food distribution networks
- d) From government control to multinational corporation control

13. How does globalization and late capitalism contribute to fast living?

- a) By emphasizing speed, immediacy, and stress in everyday**
- b) By encouraging calm and reflective behavior
- c) By promoting quality-over-quantity in consumption
- d) By fostering care and meaningfulness in everyday activities

14. How is slow living defined according to Honoré (2004)?

- a) Unhurried and patient behavior
- b) Approaching everyday life with care and attention
- c) Calm, careful, receptive, still, intuitive, and reflective**
- d) A process to hasten the exhaustion of life and the depletion of resources

15. What is one of the key goals of the Slow Food movement?

- a) Prioritizing convenience and speed in food consumption
- b) Encouraging the use of artificial additives and preservatives in food production
- c) Expanding fast food chains globally
- d) Preserving traditional culinary practices and biodiversity**

16. What is the primary focus of the Milan Urban Food Policy Pact?

- a) Promoting energy consumption in urban areas
- b) Advocating for sustainable development in cities through food policies**
- c) Encouraging mayors to prioritize transportation infrastructure
- d) Supporting industrial development in urban centers

17. What role does the MUFPP Secretariat play in the Milan Pact?

- a) Representing signatory cities at global level
- b) Organizing the Milan Pact Awards
- c) Hosting the City of Milan
- d) Engaging new signatory cities and facilitating knowledge sharing**



18. When was Fashion Revolution initiated?

- a) 2008
- b) 2014**
- c) 2020
- d) 2010

19. Which of the following best describes Fashion Revolution's stance on the global fashion industry?

- a) It advocates for a fundamental shift towards sustainability and ethical practices.**
- b) It aims to accelerate growth and profit through innovative practices.
- c) It supports the exploitation of labor and resources for economic gain.
- d) It prioritizes the preservation of traditional fashion hierarchies.

20. How does Fashion Revolution contribute to challenging the status quo in the fashion industry?

- a) By conforming to existing power structures and market demands.
- b) By advocating for a throwaway culture and rapid turnover of fashion trends.
- c) By encouraging collaboration and innovation within the industry.
- d) By disrupting harmful practices and promoting ethical alternatives.**

4. UNIT 4 – ALTERNATIVE SYSTEMS

In this unit we continue the Politics & Policies theme and like in unit 3 we focus on two themes: this time you'll learn about alternative systems promoted by niche initiatives, such as Alternative Food Networks (AFN's). And we focus on the consumer's role.

4.1. Introduction to Unit 4

In this unit, learners will delve into Alternative systems promoted by niche initiatives. We look at concepts such as 'degrowth' and at possible redefinition of the organisation of the system or of the economy. This means we explore critics and critiques of capitalist actual economy and how it affects the practices within the food and fashion system. We will also discuss the consumer role and how the emotional part of consumption affects consumers. Finally, we will discuss systems of traceability systems (and here there is a link to transparency as we discussed in the first unit).

In this Unit learners will:

- Read selected entries from *The Glossary of Sustainability* to familiarize yourself with key concepts.
- Read about a case study from Krakow (Poland).
- Read academic literature

4.2. Alternative systems

4.2.1. Slide presentation

The slide presentation is accessible here [LM4_unit 4-Alternative systems-consumers role]. Please take a moment to download it and review its contents attentively until the Krakow Case Study.

4.2.2. Glossary Readings

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

- Alternative food networks





- Community supported agriculture
- Sharing

Please follow the link provided above and read the entries. Then proceed to the next page and read about an Alternative Food Network in Krakow (Poland).

4.2.2. 4.3.2. Case study:

In this unit, you can read about one of the eleven case studies that the project "Fashion & Food Synergy for Sustainability" has researched. Read the case study:

- Krakow Food Cooperative
- For self-study it helps to look at the questions on pp 18-19.

After reading:

- Identify the modes of operation of this AFN.
- Discuss: how to develop and scale up innovation-for-sustainability?

4.3. Consumer's role

We now continue exploring the role of the consumer.

4.3.1. Slide presentation

Continue the slide presentation [LM4_unit 4-Alternative systems-consumers role], starting on slide 'Consumerism & Sustainable Consumption'. It will give some background on the idea of consumerism (and what to do about it).

4.3.2. Glossary Readings

Please read the following entry from [The Glossary of Sustainability](#).

- Consumerism and sustainable consumption sharing

4.4.2 Read academic literature

- Please read attentively the section on 'Political Agency of Consumers' (p 15-18); and 'Political Consumerism as Individualized Collective Action' (p. 24-34) In: M. Micheletti: *Political Virtue and Shopping: Individuals, Consumerism, and Collective Action*. Palgrave Macmillan, 2003.
- Guiding questions for reading this text: what is Micheletti's central idea; i.e. what is his concept of the consumer? What is political about the consumer? (he gives five reasons); what does he mean by "individualized collective action"? Please note how he uses the concept of responsibility!

4.4. Multiple-Choice Test Unit 4

This is the multiple-choice test related to the **Unit 4 Alternative Systems and the Consumer's Role**

Now that you've engaged with the slides of the presentation; the entries of the glossary; the Krakow case study; and Micheletti's text; it is time to evaluate your understanding! 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.





1. Alternative Food Networks aim to develop
 - a) Global systems and institutions focusing on economic value
 - b) Trust, care, and inclusion in food exchange relations**
 - c) Homogeneity and industrialization of food systems
 - d) Standardization and centralization of power

2. What is the most important core characteristic of Alternative Food Networks?
 - a) Shortening food supply chains**
 - b) Local economies and cultures
 - c) Global economies and standardized food production
 - d) Industrialization and centralization of power within food systems

3. What is the production and consumption model of Alternative Food Networks?
 - a) Globalization and standardization
 - b) Proximity, equity, and justice**
 - c) Homogeneity and industrialization
 - d) Economic isolation and competition

4. What are the two essential aspects included in Community Supported Agriculture ?
 - a) Industrialization and profit maximization
 - b) Economic isolation and competition
 - c) Globalization and standardization
 - d) Food sovereignty and the solidarity economy**

5. Which models underlie sharing practices?
 - a) Capitalistic and market-driven models
 - b) Maternal care and the family**
 - c) Industrialization and standardization
 - d) Profit maximization and globalization

6. What term does Marcel Mauss (1923) adopt to describe the exchange of goods that create social relations and solidarity?
 - a) Capitalistic economy
 - b) Sharing economy
 - c) Gift economy**
 - d) Market economy

7. In the context of the sharing economy, what types of entities transform marketplaces?
 - a) Corporations and conglomerates
 - b) Individuals and communities**
 - c) Governments and regulatory bodies
 - d) Non-profit organizations

8. What is the primary aim of the Wawelska Food Cooperative in Krakow?
 - a) Maximizing profits for producers and consumers
 - b) Establishing a shortened food production and supply chain**
 - c) Dominating the global food market
 - d) Adhering strictly to regular market rules



9. What are some characteristics of the food products expected within the Wawelska Food Cooperative in Krakow?
- a) **Produced in a sustainable, ecological, and socially fair way**
 - b) Produced in a standardized manner and distributed globally
 - c) Produced solely by large corporations and distributed through traditional market channels
 - d) Produced without consideration for environmental or social impacts
10. What are examples of needs in consumption?
- a) Entertainment and leisure
 - b) **Basic products like food**
 - c) Clothing and cars
 - d) Leisure goods and services
11. What social functions does consumption serve?
- a) Economic differentiation, technological advancement, and cultural exchange
 - b) Homogeneity, commodification, and profit maximization
 - c) Industrialization, standardization, and globalization
 - d) **Social class differentiator, symbolic identifier, and social interaction**
12. What role do shopping malls play in post-industrial societies?
- a) Limiting consumption to essential products
 - b) Encouraging moderation in consumption habits
 - c) **Fostering hyper-consumption**
 - d) Facilitating consumption without spatial-temporal barriers
13. Which aspect best characterizes consumer behaviour in modern society?
- a) Consumers prioritize practicality and functionality in their purchases
 - b) Consumers seek to minimize their emotional experiences while shopping
 - c) **People seek to increase emotions and experiences while shopping**
 - d) Consumers focus solely on the cost-effectiveness of products
14. Which of the following is NOT a type or style of consumption, as outlined in the glossary?
- a) Conspicuous consumption
 - b) Symbolic consumption
 - c) Compulsive consumption
 - d) **Technological consumption**
15. What characterizes sustainable consumption?
- a) Maximizing the use of natural resources and toxic materials
 - b) Minimizing the use of goods and services
 - c) **Minimizing resource use and environmental impact**
 - d) Ignoring the needs of future generations
16. Which of the following is NOT cited as a reason to conceive of consumerism as politics, according to Micheletti?
- a) Consumption helps people to express themselves politically
 - b) Use consumption to set the political agenda of companies and institutions
 - c) Consumers aim to influence the power of private corporations
 - d) **Increasing global presence of transnational enterprises**



17. Which concept does Micheletti suggest regarding the role of consumers?
- a) Consumers as passive recipients
 - b) Consumers as bystanders
 - c) Consumers as citizen-consumers**
 - d) Consumers as isolated individuals
18. What characterizes individualized collective action?
- a) Combined self-interest and general good**
 - b) Hierarchical decision-making
 - c) Formalized political participation
 - d) Isolated individual consumption
19. According to Micheletti, individualized collective action involves taking responsibility as
- a) Exclusive loyalty to organizational norms
 - b) Following standard operating procedures
 - c) Commitment to hierarchical structures
 - d) Dedication and commitment to urgent causes**
20. What does responsibility entail, according to Micheletti?
- a) Exclusive focus on individual rights
 - b) Participation in territorially based community systems
 - c) Involvement in ecology and in future generations**
 - d) Limiting responsibilities to private spheres



5. CONCLUSION

FINAL activity for “Ecosystems of Responsibility” : your own case study!

In this section, we present extra activities to help learners engage with what they have learned in the Learning Module. They have been designed to deepen learners’ understanding of Ecosystems of Responsibility while encouraging critical thinking and creative activity. 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: make a short **VIDEO** about your case study (2H)

Assignment:

- a) choose and present a local or national or international case study of a commercial company, a civil society organisation, a NGO, a SME, an alternative designer, or an alternative system, or anything else (your choice).
- b) Analyse your chosen case study: how does your case take up **responsibility** for a sustainable future?

You can for example break this question down:

- identify actors and stakeholders
- analyse websites, documents, social media
- read their climate strategy
- how are responsibilities distributed
- what actions are planned
- is there a gap between promise and deliverables
- do you suspect greenwashing
- etc etc
- If you have time or access: interview a key person

VIDEO Guidelines:

1. The video should be SHORT (1-3 minutes).
2. The video should be original and created by you.
3. You’re encouraged to use your creativity to make the video engaging and interesting ... but remember that it also has to inform!
4. Feel free to use any tools or apps you’re comfortable with for filming and editing.
5. Either make the video in English, or include English voiceover or subtitles.
6. Make sure the video can be easily uploaded and shown to others, e.g. during an online class.

Activity 2 – write a **REPORT** about your case study (2H)

Write up your findings in a short report (max 1500 words).

Report Guidelines:

- Introduction: present your case (200-250 words)
- Middle: present your findings (more or less 800 words)
- Conclusion: present your conclusion (200-250 words)
- Recommendations: give some recommendations for improvement (250-300 words)
- Remember to use (some of) the sources you have studied for this Learning Module “Ecosystems of Responsibility”