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Leadership for Sustainability:
Leading for Equality and the Future in Teaching

Emma Dick & Maeve O’Loughlin
22 July 2014
Emma is a Lecturer in the Visual Culture of Fashion with research interests in the globalisation of textile traditions and their intersection with the mainstream fashion industry, cultural tourism and the non-profit sector. She has worked on textile development projects in Bhutan and Central Asia and is Director of Projects and Training for SPINNA Circle, a non-profit organisation focused on empowering women in fashion and textiles globally.

Senior Lecturer in Natural Sciences. Maeve worked as an environment and safety practitioner in both consultancy and industry roles for 10 years prior to joining Middlesex in 2012. Her roles included technical use of environmental evaluation tools to analyse and mitigate environmental risks; and also develop management systems for sustainability improvements and greater risk management in industry. She is currently undertaking a doctorate in sustainability.
This is the story of a t-shirt...

.....but it can be the story of every profession, activity or action we take in our lives and also in our teaching.

.....and the role of women, unequitable conditions & environmental degradation...
Sustainability

Meeting the needs of the present generation without compromising the needs of the future generation

Sustainability & feminism – A complex world of nested whole systems and relationships.....

We must consider the whole system to address the challenges....

Are we consuming and wasting too much of the earth’s resources?

Is society fair and equitable share to support well being & human health long term?

Can economic growth and jobs be sustained long term with existing models?
THE MILLENNIUM DEVELOPMENT GOALS (MDGs) ARE THE MOST SUCCESSFUL GLOBAL ANTI-POVERTY PUSHER IN HISTORY.

LET'S STEP UP ACTION TO THE 2015 MDG TARGET DATE AND BEYOND.

THE WORLD HAS

**ACHIEVED EQUALITY**

**MDG3**

** PROMOTE GENDER EQUALITY AND EMPOWER WOMEN**

IN PRIMARY EDUCATION BETWEEN GIRLS AND BOYS

IN MANY COUNTRIES

**WOMEN STILL FACE DISCRIMINATION IN ACCESS TO EDUCATION, WORK AND PARTICIPATION IN DECISION-MAKING.**

LET'S STEP UP
Bikini top
£3.99

Social Environment

Photograph: Darren Britton/Wales News Service, 2013
Changing hierarchies

https://www.facebook.com/SPINNAwomen/posts/669207389828451
We encourage women to grow globally by developing their ideas, and inspire organizations and retailers to embrace new initiatives.
SPINNA Circle online

SPINNA Circle Central Asia & Afghanistan

Linking local and regional Central Asian and Afghan women in the sector
Environmental Impacts of the T-Shirt

Materials
- Pesticide use in cotton growing
- Water use
- Genetic modification
- Fair conditions and prices for growers
- Animal welfare
- Use of oil in synthetics

Fabric and garment production
- Use of chemicals
- Water and energy use
- Waste
- Working conditions

Retail
- High street working conditions and pay
- Treatment of suppliers
- Energy use
- Packaging

Usage
- Detergent
- Energy use – washing, drying, and ironing

Disposal
- Landfill

Transport
- Co2 emissions and waste
- Congestion

>10 tonnes of water for cotton to make a t-shirt

Approx. 2 Kgs CO2/Kg T-shirts

Low degradation of synthetic fibres in landfill

Toxins used in bleaching, washing & to dye, print or apply finishes to fabrics

In India, cotton accounts for 54% of all pesticides used annually – despite occupying just 5% of land under crops. Serious health impacts, soil degradation & biodiversity loss

(Forum for the Future, 2007 – “Fashioning Sustainability”)
How can we proceed?

- Reduce premature obsolescence of materials
- Reduce use of toxic chemicals
- Reduce non-renewable materials
- Reduce carbon footprint including “fashion miles”

- Increase sustainability literacy & awareness
- Increase energy efficiency & re-useable materials
- Increase awareness of “ethical” frameworks and possibilities, e.g. Local over Global
- Designers as ‘Change Agents’ for behaviour change
- Changes in Business Models – Physical to Virtual, Produce on Demand

This requires challenging the status quo and not only challenging our curriculum but empowering learners to engage with the sustainability agenda, reflecting upon it and also be part of the solution
Education for Sustainable Development

A vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth’s natural resources. It applies transdisciplinary educational methods... fosters respect for human needs that are compatible with sustainable use of natural resources and the needs of the planet; and nurtures a sense of global solidarity.

UNESCO Decade of ESD (DESD) 2005-2014

“The vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.”

United Nations decade of Education for Sustainable Development 2004
Beyond the issues ..... some tools to use

• Life Cycle Assessment of Materials/Products
• Environmental foot printing
  - Ecological
  - Carbon/Energy
  - Water
• Supply Chain Evaluation
• Certifications (Products, Materials, Supply Chains)
  - Energy Star, Fair Trade, SMETA

Image Source: http://hotelzon.com/service-offering/hotels/hotelzon-sustainability
Some curriculum case studies

- Materials Sustainability
- Cradle to Cradle Design

Art, Media and Design: London Metropolitan University

- Sustainability Assessment & Reflection

Fashion & Arts: Somerset College of Art and Technology

- Sustainable Design Briefs
- Foot printing Tools – Carbon, Water, Ecological

Design: University of Dundee

- Fashion Futures

Fashion: London College of Fashion with Forum for the Future
Individualised creative practice has a powerful role in highlighting social and environmental problems, communicating challenges and affecting a response.

Instilling this in our curriculums can empower students to do the same.

Is sustainability something that individualised creative practice can always fully connect with?
Mapping the sustainability life cycle

‘Traditional’ Life Cycle of Industrialised Production

‘Alternative’ Life Cycles for Individualised Creative Practice

The challenge of Educating for Sustainability in the Arts.

Image Source: http://www.trucost.com/_uploads/mainPageImages/Productlifecycle.png
The three pillars of sustainability

- Economic Growth & Jobs
- Profit Returns
- Innovation & Efficiency

A Viable World – Resource efficiency, product life cycle management, product stewardship, circular economy/cradle to cradle for materials

A Fair World – Job creation, workplace safety, health, fair trade, protection of vulnerable workers, business ethics

A liveable World – Access to clean water, clean air, food and benefit from Ecosystem services

- Use of Natural Resources
- Waste of Resources
- Pollution Prevention

- Standard of Living
- Wellbeing
- Equal Opportunity
- Education
Next Steps

• 30 minutes to evaluate your practice
• Follow-up Discussion 15 minutes

• Want to engage more on this? Get in touch!
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• We would love you to share your ideas with us by providing a copy of your worksheet or tweet a picture to
  @maevemdx and @emma_dick
  
  - [http://artandsustainability.wordpress.com/2012/11/05/peak-oil-peak-art/](http://artandsustainability.wordpress.com/2012/11/05/peak-oil-peak-art/)
• www.carbonfootprint.co.uk
• www.wearewhatwedo.org
• www.energysavingtrust.org.uk/
• [www.wateraid.org/uk/](http://www.wateraid.org/uk/)
Is there more help?