

SUSTAINABLE FASHION ON THE RUNWAY

SEPTEMBER 2021

GLOBAL DIGNITY PROJECTS

CLASSES

MIDDLE SCHOOL TILL A-
LEVELS

FOR FURTHER QUERIES PLEASE
CONTACT THE HEAD OFFICE EDUCATION
DEVELOPMENT:
SAIMA.WAQAR@BH.EDU.PK

SUSTAINABLE FASHION ON THE RUNWAY

PROJECT OVERVIEW

Our modern world has to develop in more sustainable ways. This requires a conscientious thought on how we produce and consume our everyday consumable items, especially the supplies of our wardrobes. Unlike the seventies and eighties, when most of the fashion items were themed classical and of high quality to endure through the years, the fashion designers now are campaigning trends of fast fashion. In the pursuit of higher sales and big profits, the fashion industry is diligently working for the availability of latest fast trends at cheap costs. While there is no such thing as 'eco-friendly clothing', our giant footprints are posing a serious threat to environmental sustainability to the planet Earth.

This project will focus on the 'Sustainable Fashion Movement' that originated from Rachel Carson's book *Silent Spring* 1962 till it became a worldwide voice to follow sustainable fashion trends as the social responsibility. This approach is selected to reflect on the impact of our choices and to generate awareness to make decisions that endorse ecological integrity and social justice.



FOR QUERIES

saima.waqar@bh.edu.pk
Beaconhouse Head Office

SUSTAINABLE FASHION ON THE RUNWAY

RATIONALE

In the past few decades, the fashion industry has emerged as one of the gigantic fields that provide clothing, shoes, bags, and accessories to the ever growing populations. In the world of consumerism, fast fashion trends are dominating globally. This approach is aimed to target the 'inspiration' from high end fashion houses and make them available to everyone at affordable prices. Right now, new fashion garments are being produced at such a rapid rate that some stores restock every day. Since the standard of living has been raised worldwide most of us own an ostentatious amount of clothing, shoes, bags, and accessories compared to our previous generations. The steady stream of fast fashion trends have a small life span as they have to vacate quickly in order to make room for the new ones. This has wreaked havoc on the environment by depleting the valuable natural resources, consuming masses of energy, and escalating mountains of landfills.

The textile and garment sector are the highest greenhouse gas emitters. Together they account for an estimated range between 6 to 8 percent or 1.7 billion tonnes of the total global carbon emission per year. This amount is way too high than the agreed 2 percent and preferable 1.5 percent for industrial level according to the Paris Agreement. During the United Nations Convention on Climate Change in 2018, the stakeholders committed 30 percent greenhouse gas (GHG) emission reductions by 2030 and net zero by 2050.

This is a huge challenge that would require transformational changes in the production and consumption of textiles and garments affecting how and where garments are produced, the employment and Geo-politics related to it, and the consumers' reactions to this trend. Ultimately, causing major shifts in social, cultural, ecological and economic systems.

FOR QUERIES

saima.waqar@bh.edu.pk
Beaconhouse Head Office

AIMS & OBJECTIVES

Aim



The project aims to explore the whole system of the fashion industry so that students can investigate how clothing is produced, who produce it, and its lifespan before it reaches the landfill. In the process, students will find links between interdependent social, cultural, ecological and economic systems.

Objectives



- differentiate between sustainable and ethical fashion
- find reasons of why today's fashion is not sustainable
- explore reasons behind the recent changes in the landscape of sustainable fashion
- construct some conclusions for reducing GHG emissions in the garment industry
- suggest ways to promote sustainable fashion

FOR QUERIES

saima.waqar@bh.edu.pk
Beaconhouse Head Office

PROJECT SCOPE

Though the outcomes of this project is not limited to a specific age group, the education and awareness of the youth for ecological integrity and social justice is paramount not only because they would be the future but they are the trend setters of fashion in today's world as well. Therefore, the most suitable students for this project will be upper middle school till A Levels.

Participation

All Beaconhouse Schools,
national & international
Upper Middle School till A-
Levels

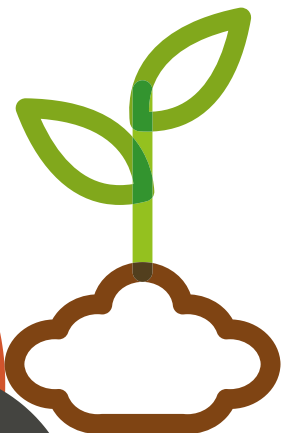
Classes

Duration

Nov -Feb, 2022

Project Outcome

Final outcome will be shared
via virtual exhibition, details
of how to participate in the
virtual exhibition will be
sent to schools.



FOR QUERIES

saima.waqar@bh.edu.pk
Beaconhouse Head Office

PROJECT OUTCOMES

STUDENTS CAN SELECT ONE OF THE FOLLOWING OUTCOMES

- Launch an apparel brand with 2-3 main ideas that promote sustainable fashion. Create a market campaign to pitch your creative thoughts to promote your eco-friendly business.
- Design a visual communication campaign using photographs, visual arts, video clips, or a documentary to depict the social injustice and inequality posed to the garment workers in poor countries and the global environmental justice dilemma. (You can initiate your campaign from the Rana Plaza incident and spread it to other countries revealing the low wages and unacceptable inhumane working conditions for the workers of the fashion industry and the environmental injustice related to it.)
- Create a 10-15 minutes documentary for social media to uncover the hidden motives of the high end fashion industry, policymakers, and investors who are behind the drive to sell their products at high prices in the name of sustainability. In the documentary, posit each step of the elite mafia to become more rich thus further widening the difference between the haves and have nots by selling an ordinary cotton tee-shirt for U\$ 250.



PROJECT STAGES

STAGE 1: MEET & GREET

- In stage one, school appointed project coordinators will arrange an introductory meeting using online video conferencing tools. Group members will introduce themselves and get to know each other. They will discuss and plan the project.
- Group members will assign tasks related to research and reading about the birds in different cities and climates.
- All the online collaboration will be done with consultation of the participating schools. A school appointed point person has to be present during all online meetings and must be copied in all written exchange between the group members.
- In the next stage, they will research about the most popular birds in their respective areas and cities. The research, along with pictures will be shared via an online whiteboard/ padlet or other sharing tools.

STAGE 2: PLAN

- Students will observe the fashion trends that are seen in the recent years and how quickly they change. They can take pictures/videos and record their observations. These will be shared with the group.
- Students will decide which area of the project they want to cover. They can discuss themselves by looking at all the outcomes of the project to decide the specific area of their project they would like to work.

STAGE 3: BUILD & TREAT

- An online conference will be planned between the group members residing in the same city. Same city residents will decide which area they have selected to focus.
- These decisions will be shared in another online meeting between all members from different cities. Feedback will be taken from each other

PROJECT STAGES

STAGE 4: OBSERVE & COLLABORATE

- Online meetings will be planned between the group members to collaborate and build further on the project.

STAGE 5: SHARE & CELEBRATE

- Students will observe and record (using pictures and videos) to demonstrate their findings. Students can record using written notes, audio recordings, video recordings etc. (whichever mode is convenient for them).
- School coordinators will make a twitter account for the project and tweet the videos and latest findings to reach the wider community and spread awareness. The evidence of this will be presented in the final outcome.



TOOLS, RESOURCES & TIPS

ONLINE COLLABORATION TOOLS

Groups can collaborate only under the supervision of a school appointed point person (a senior member of the school leadership team or a teacher). Any team that collaborates in absence of a school personnel will be disqualified and their project will not be accepted. Students and schools are advised to follow Beaconhouse E-Safety policy. Some of the recommended tools are listed below:

- **Skype,**
- **Google Hangout,**
- **Google classroom,**
- **Google drive,**
- **Wix.com (free website builder),**
- **iMovie maker,**
- **collaborative online whiteboards like Twiddla (www.twiddla.com) and Vyew (vyew.com),**
- **Bubbl.us (Bubbl.us),**
- **Edmodo (edmodo.com),**
- **Wikispaces (wikispaces.com),**
- **Cacoo (cacoo.com),**

And any other tool approved and selected by the school.

HELPFUL RESOURCES & READINGS

- <https://ehjournal.biomedcentral.com/articles/10.1186/s12940-018-0433-7>
- https://www.ilo.org/asia/publications/WCMS_781938/lang--en/index.htm
- <https://www.uts.edu.au/isf/news/minimising-textile-and-garment-sector-footprint>
- <https://www.fibre2fashion.com/industry-article/8576/reducing-carbon-footprint-in-textile-manufacturing>
- <https://www.worldbank.org/en/news/feature/2019/09/23/costo-moda-medio-ambiente>

TIPS FOR THE GROUP MEMBERS

- Allow for varying levels of participation.
- Assign roles to help ensure that no one person is overburdened with all aspects of the project.
- Work within the rules and boundaries set by the school.
- Identify achievable short-term goals. Completion of small steps can create enthusiasm for future steps.
- Respect the views and opinion of all members of the group.
- Keep in mind, at the end it's a collective responsibility, you are not competing with your group members.