



## **Research partnerships and collaborations helping to address the sustainable development goals**

Below is an example demonstrating our response to Target 12.8:

*By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*

Research on cultural activism has been shaping and informing public and political debate about trade injustices in the production and consumption of everyday commodities. Moreover, it has been encouraging critical public engagements resulting in new understandings relating to ethical commodity relations and trade, and changing the ways in which professional training and education is shaped and delivered for teachers, artists and activist organisations working in this area.

Since the collapse of the Rana Plaza factory complex in Dhaka, Bangladesh brought to shocking public attention the exploitation of garment workers in high street supply chains in April 2013, Exeter's Ian Cook has worked with the Fashion Revolution movement which, among other strategies, encourages publics to ask of brands and retailers: who made my clothes? This is now the largest fashion activism movement in the world, with coordinators in over 90 countries. The impact of Exeter research on this movement has been the contribution of 'experience and understanding of how to translate these super complex issues, an understanding of the industry, and how to feed it through an academic lens then break it into bitesize resources for students at all levels'. This led to the co-creation of the 'Who made my clothes?' educational resources, and the co-designing and implementation of the 'Who made my clothes?' MOOCs in the summers of 2017 and 2018 attracting over 16,000 learners from 190 countries, and their impact report highlighted a range of outcomes, from consumer behaviour change - "I pledge to be mindful of the human cost of every new item I buy (and all my old ones), and to remember to treat my clothes with care, as I would want someone to do with something I made too" (learner, 2018) - to activism - "I will educate people who come to my classes to think about where the fabric they buy comes from [and] rather than buying from the cheapest place think about who produced the fabric..." (teacher, 2017) - to changes in business practice - "as my fashion business continues to take shape, we'll look for the transparency in the brands we want to wholesale, to support the [people] who care about the wellbeing of their workers, and to always ask the question - who made my clothes?" (businessperson, 2018). A collaboration with NGOs and educators led to the development of the 'who made my stuff?' pedagogical toolkits and programmes tailored to educational systems and cultural norms in Finland and Brazil.