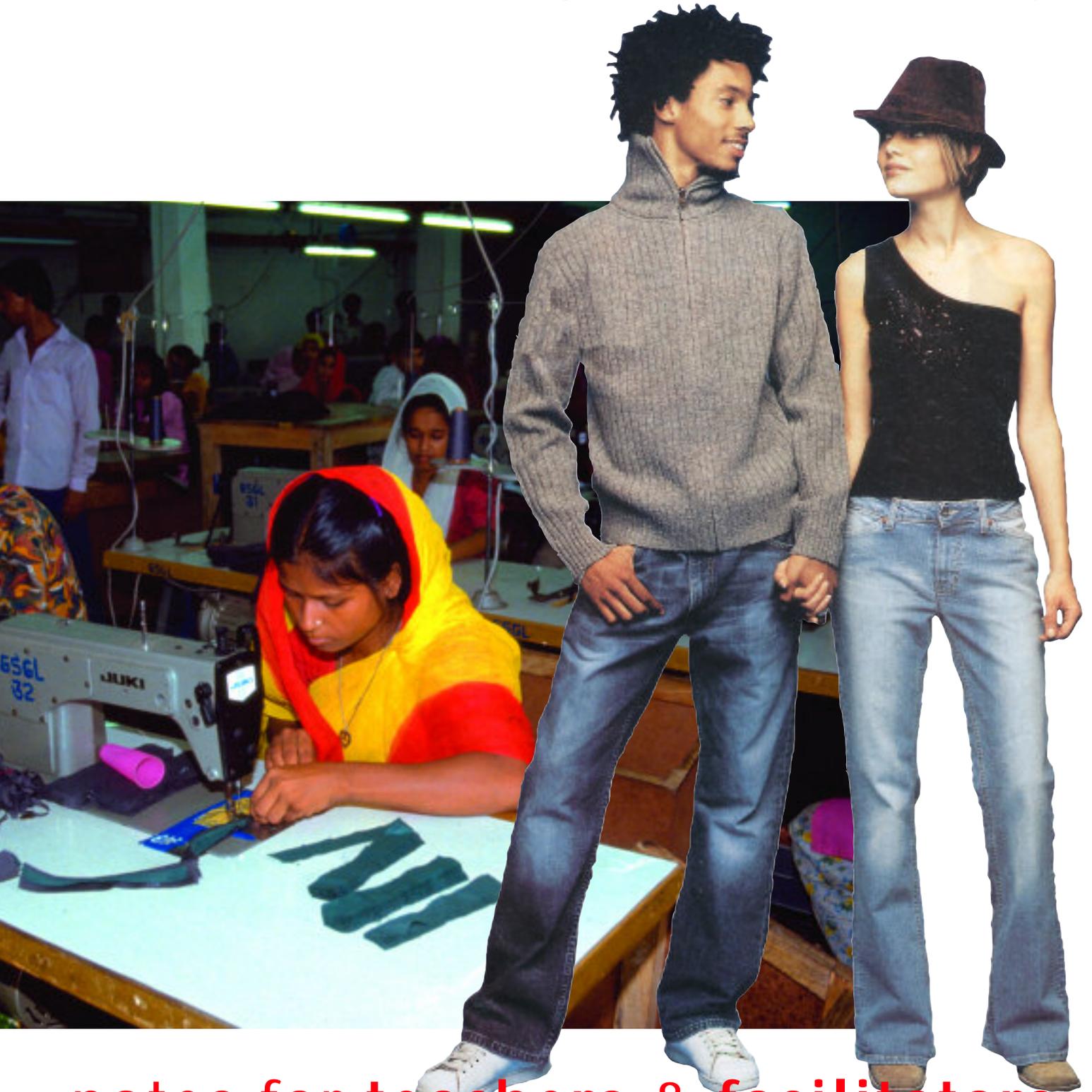


# PASSION for FASHION

an exploration of the global fashion industry



notes for teachers & facilitators

# credits

This pack is published as part of the **people behind the products** project – a collaboration between RISC and the British Association for Fair Trade Shops (BAFTS), supported by the Community Fund and European Commission.

devised & written by  
Jessica Witchell, Fola Ekundayo & Louise Robinson

design by  
Dave Richards

thanks to  
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Nike & Adidas  
trainers –  
with manufacturing  
defects



**risc** Reading International Solidarity Centre

## what does RISC do?

Our activities include:

- developing an urban roof garden for local & global education
- organising a programme of events & exhibitions on global issues & speakers from the 'South' (poor countries in Africa, Asia, the Caribbean and Latin America)
- providing training for teachers & youth workers on development education resources
- producing resources such as teaching packs, AV aids & exhibitions for use by schools, &/or youth & community groups
- selling books & development education resources; fiction & non-fiction for children & adults on global issues
- promoting campaigns on local & international issues
- providing a loan service of artefacts & education packs for schools & youth workers
- selling Fair Trade, organic & environmentally friendly products, and world music CDs
- giving work experience opportunities for volunteers.

RISC • 35-39 London Street • Reading RG1 4PS  
Tel: 0118 958 6692 • Email: [admin@risc.org.uk](mailto:admin@risc.org.uk) • [www.risc.org.uk](http://www.risc.org.uk)

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illustration: M Garcia/Corporate Watch (USA)



# introduction

In the UK, we spend £2.5 billion every month on clothes. Our choice of clothes may be based on how they look, their cost or their fit, but what do we know about who produced them, or where and how they were made?

This pack outlines the programme for an action-packed one day event for about 30 people which enables participants to explore the global fashion industry, and find answers to these questions. The activities have been trialled extensively with groups of young people with a wide range of backgrounds, knowledge of the issues and abilities.

The pack includes:

- background information
- curriculum links
- video highlights of a one day *Passion for Fashion* event
- the *Passion for Fashion* programme
- instructions and resources for each activity
- methods of evaluation
- website contacts and leaflets from *Labour Behind the Label*.

Although it's presented as a one day event, each of the activities in the pack can be easily adapted for use in different situations.

## background

Whatever we wear – brand new, revamped or second hand, mainstream or designer label – our clothes link us to the people in other parts of the world who made them. 90% of these garment workers are women, working in factories, 'sweatshops' or as homeworkers. Many are teenagers, some are even younger; their wages are very low – often below minimum levels. Their hours are long and forced overtime is common; health and safety standards are poor, and workers are often refused the right to organise or join unions.

What's this got to do with us? In spite of many difficulties, garment workers are finding ways to try to improve their situation, and we can support them. This doesn't mean we have to stop buying clothes, but it does mean we can use our power as consumers to encourage retailers to improve working conditions. Young people already have tremendous purchasing power (an average 16 year old in Britain is likely to spend £1,000,000 during her/his lifetime) – their choices count and can make a difference.

## aims

This pack introduces young people to the issues behind the global fashion industry, enabling them to find out the facts, develop a wide range of skills and have the confidence to take action for change. It enables young people to:

- explore their own understanding of fashion
- discover who makes their clothes, where and how they are made
- understand how clothing companies can increase their profits by exploiting workers in Southern countries (Asia, Africa, Central/South America and the Caribbean)
- challenge the stereotype of workers in the South as helpless victims
- develop an understanding of what fair trade in the fashion industry means
- recognise that, by campaigning for fairer working conditions, they can make a difference to the lives of other young people
- appreciate that they have choices and can take further action to demand fairer conditions for the people who make their clothes.

# glossary

## **codes of conduct and ethical sourcing**

A Code of Conduct is a statement about the ethical standards that a company claims to uphold, particularly regarding workers' rights and environmental protection. These Codes are voluntary and are usually drawn up by the company itself. Supply chains are often very complex because of sub-contracting so verification is difficult. Campaigners are trying to establish an agreed international code which includes independent monitoring.

## **fair trade**

An alternative to conventional world trade. It is a partnership between producers and consumers, based on reciprocal benefit and mutual respect. Fair Trade ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers.

## **globalisation**

The result of the process whereby barriers to international trade, eg taxes on foreign imports, have been progressively reduced. This has resulted in a more open global marketplace for commodities, manufactured goods, capital and services. As a result, the volume of world trade has increased considerably, along with the number of transnational corporations (TNCs), who now have easier access to world markets – to buy and sell – and can increase profit margins by moving their manufacturing operations to low-cost countries.

## **greenwash**

The phenomenon of socially and environmentally destructive corporations attempting to preserve and expand their markets by posing as friends of the environment and leaders in the struggle to eradicate poverty. The advantages of an ethical image are well known, and PR companies openly advise businesses facing criticism to aggressively advertise their links with good causes, in order to counteract bad publicity.

## **north, also known as developed countries**

Shorthand for the industrialised countries of Europe, North America and Japan. First used by the 1980 'Brandt Report', which described the under-development of the poor countries (most found south of a line drawn across the globe) by the rich nations of the 'North'.

## **south, also known as third world, developing or underdeveloped countries**

Shorthand for the poorer countries of Africa, Asia, the Caribbean and Latin America. However, each collective term has its inadequacies – 'South' infers there is a geographical explanation for inequality, 'Third World' implies inferiority, 'majority world' is factually true, but not in wide-spread use, 'developing' assumes there is a natural path towards a western model of development, 'underdeveloped' suggests poverty is the result of a process. There are also differences between countries, so more specific terms are being used – emerging and transition economies, newly industrialising countries (NICs), least economically developed countries (LEDCs)...

## **transnational corporation (TNC), also known as multinational corporation (MNC)**

Big businesses which have subsidiaries, investments or operations in more than one country. Annual turnover of some TNCs exceeds £60bn – their size and wealth gives them great power.

## **world bank (WB) & international monetary fund (IMF)**

Set up in 1944, these specialised financial agencies of the United Nations are part of a system which aimed to stabilise the world economy. The IMF promotes international monetary cooperation and the growth of world trade, and stabilises foreign exchange rates. The WB provides loans to countries for development projects. Since the 1970s, both organisations have enforced the move towards a more open, liberalised global economy.

## **world trade organisation (WTO)**

Set up in January 1995, the WTO took over from the General Agreement on Tariffs and Trade (GATT) as the forum where the universal rules governing a single, liberalised, global economy are written. Unlike the GATT, trade rules agreed in WTO negotiations, are legally binding and can be enforced by the threat of sanctions and compensation payments.

# curriculum links

## **citizenship**

- understanding the world as a global community, eg the link between producers and consumers,
- thinking about topical issues, eg working conditions in the fashion industry
- participating and being responsible in school and community based activities eg running a fair trade fashion campaign
- taking action to bring about positive change

## **design and technology**

- investigation and evaluation of products, including the global and environmental impact of products

## **english**

- response to the media and advertising, eg 'alternative' versions of advertisements to highlight inequalities for workers in the south
- persuasive writing eg letters to fashion companies encouraging them to take responsibility for the conditions in which their clothes are produced
- discussion – analysing and debating
- creative writing, eg poetry and drama
- world literature – exploring different cultures and developing an understanding of the experiences of producers in different countries in the south

## **geography**

- development issues at all key stages – including interdependence, globalisation, quality of life and sustainable development
- geographical enquiry, eg working conditions in the fashion industry as a topical issue
- knowledge and understanding of places, eg through case studies/comparisons of workers in the South and North

## **history**

- impact of the expansion of trade and colonisation in the context of cotton and the clothing industry
- 20th century world, eg human rights

## **modern foreign languages**

- the global fashion industry can be used in the context of
- shops and shopping, eg asking where items were made and who made them

## **music**

- a range of world music can be used to explore the cultural environment of producers, demonstrating different genres, styles and traditions
- participants can write and perform songs/raps about big fashion companies and the issues they need to address

## **phse/pse/psd**

- the global fashion industry is an ideal topic to explore when considering social and moral issues
- taking responsibility and taking part
- making choices and decisions, eg as a consumer

## **religious studies**

- the global fashion industry and its impact provide an opportunity for exploring peace, justice and 'fairness'
- stewardship and the environment
- values and moral issues

# the programme



**PASSION** for **FASHION**

I haven't got a thing to wear

re-vamp old clothes

drama & fashion show finale

MAKE T-SHIRTS WITH A DIFFERENCE!

**Passion for Fashion** is a unique and exciting opportunity for **young people** to find out about the **fashion industry** and take part in different **creative workshops** (13-25yrs)

**Friday 2nd November** starts at **10am**  
fashion show finale at **6pm**  
only **£2** including lunch

**BOOK NOW** - limited spaces - contact: Jessica 0118 958 6692

**RISC > 35-39 London St > Reading**

**ONE WORLD WEEK** **Be the Change!** Youth Solutions for the New Millennium

We Have Been Helped by a **Core Funding Grant** **Reading** BOURN COUNCIL

**risc**

# PASSION for FASHION

Whether you are a **fashion victim** or need chasing by the **fashion police** the **clothing industry** affects us all.

There is more to fashion than expensive **designer labels**, high paid **models** and trendy sports **celebrities** – ever thought about **how clothes are made** and **where they come from?**

Come and spend a day:

looking behind the scenes of this fascinating world

transforming your wardrobe by customising your old clothes

finding out about the hidden human costs behind the big labels and what you can do about it

GETTING DRAMATIC AND HAVE YOUR MOMENT ON THE CATWALK IN A FASHION SHOW FINALE



👉 Limited places so **book early**

The day costs just **£2** & **includes lunch** provided by the **Global Café**  
Contact Jess on 0118 **958 6692**

👉 **Bring old clothes to re-vamp**

Passion for Fashion is organised by the **Global Youth Group** at **Reading International Solidarity Centre**. We have received funding from the **Peace Child International Be the Change** initiative.

# timetable

10 - 10.30	arrive, introduction, warm up and name games
10.30 - 11.30	learning about the fashion industry activities
11.30 - 11.45	break
11.45 - 1	workshop 1
1 - 1.45	lunch
1.45 - 3	workshop 2
3 - 3.15	break
3.15 - 4.30	workshop 3
4.30 - 4.45	break
4.45 - 5	evaluation
5 - 6	drawing it all together for the presentation
6 - 6.30	presentation to friends and family

## workshops

- a re-vamping old clothes
- b drama
- c campaign T-shirts

**nb** it is essential to have three different spaces for the workshops to take place in

# warm up & name games

## introduction to the day *5 mins*

Trainer explains the organisation of the day to the whole group – so that the participants know what to expect and when.

## name game *10 mins*

This is especially relevant if the participants don't know each other.

- ▶ Everyone stands in a circle and each go round and say their name together with a fashion related word that begins with the same letter as their name, eg my name is 'Jeans Jess'.
- ▶ We could go round and do this again, but this time you have to remember all of the names that have gone before!

## fashion salad! *10 mins*

This is a fun warm up game and it also a chance for the trainer to gain some information about what fashion means to the participants.

- ▶ Everyone stands together close in a circle.
- ▶ One person in the middle has to say something like 'everyone who is wearing jeans' or 'anyone who is wearing trainers' or anything else to do with fashion. At that moment everyone who fits the description has to try and swop places with each other including the person in the middle.
- ▶ If you haven't managed to get a place in time then you become the person in the middle and continue the game.

# the fashion industry *1hr*

Split into three groups

## what does 'fashion' mean to us? *10 mins*

Graffiti wall and discussion – this is a chance for the participants to explore what fashion means to them as an individual and as young people generally.

- ▶ Use an A1 sheet of coloured paper and write at the top 'What does fashion mean to us?'
- ▶ Participants then use coloured pens to write words (graffiti) all over the paper in a random style illustrating what they first think of when they think of fashion.
- ▶ Then go onto expand on the points that came up & pose the questions:
  - Where do you buy your clothes?
  - How do you know when something isn't trendy any more?
  - What do you do when you finish with it?
  - How quickly do fashions change?

## look at your labels <sup>1</sup> *15 mins*

This activity explores where our clothes are actually made. It generally transpires that although many of 'brand names' are big UK or US companies, the products are made in developing countries, and in particular East Asia. Please see accompanying leaflets to provide you with more information on this issue.

- ▶ In pairs, look at each other's labels and find out where the items of clothing were made. Then look at a world map and stick dots onto the countries where your items have come from.
- ▶ Then follow up with questions:
  - Where are most of the clothes made? (refer to the map)
  - Where do you think the company headquarters are based?
  - Why do you think that their clothes are sourced from the countries that have been mentioned?
  - Why do you think some clothes had no labels (there is no obligation)?

## winner takes all <sup>2</sup> *20 mins*

This role play tells the story of Señor Gabriel, a cotton farmer in Mozambique. It enables participants to think about how trade affects different people within the fashion chain, from the person who produced the cloth to the person who buys the item in the UK. It also illustrates how our lives are interconnected with other people around the world.

- ▶ Read out Señor Gabriel's story:

Señor Gabriel is a cotton farmer from Mozambique. In 1992, Lonro, a company in the UK, decided to buy cotton from farmers in his area, to then sell on to companies like AP and Next. For the first time in nearly two years, Señor Gabriel had a guaranteed income and could buy things like clothes, cooking pots and fertiliser for his plants. Lonro even repaired the roads. But no one is guaranteed trade in this world. In 1996, the price Señor Gabriel received for his cotton fell by a quarter. By 1997 the price of cotton on the world market was very low, and Lonro decided to stop buying cotton from Señor Gabriel's village altogether, because they could get it cheaper elsewhere. Now, Señor Gabriel doesn't have anyone to sell his cotton to, and his wages have disappeared.

- ▶ Divide the group into 3 (with no more than three people per role).
- ▶ Give each group a role-card (cotton farmers, Lonro and UK shoppers) and give them 10 minutes to think about their role and consider the questions on the role-card.
- ▶ The group then comes back together in role to take part in a TV chat show. Trainer to play the TV presenter and ask leading questions to help the participants tell their story, and make the connections between the different roles.

## winner takes all: role cards

### lonro – the big cotton company

- You are the Board of Directors of LONRO.
  - For seven years you bought your cotton from farmers in Mozambique, and sold it on to companies like GAP and NEXT.
  - You need to pay as little as you can for your cotton, so you can make the most profit possible.
  - When the world price for cotton fell you suddenly decided to stop buying your cotton from Mozambique – it was cheaper to get it elsewhere.
  - In your business you have to make tough decisions – you have a responsibility to your shareholders to increase profits.
- ▶ How do you feel about your decision to pull out of Mozambique?
- ▶ What does it mean for LONRO?
- ▶ Do you think you have a responsibility to continue trading with the cotton farmers there?

### cotton farmers

- You are cotton farmers from Mozambique.
  - For 7 years you have been selling your cotton to a big UK company called LONRO.
  - LONRO then sell your cotton on to fashion companies like GAP and NEXT.
  - You rely on selling cotton to buy food, clothes and everything else you need to live.
  - This year the world price for cotton fell, so you now get less than half the money you used to earn.
  - To make things even worse, LONRO have decided not to buy your cotton any more – they can get cheaper cotton from another country.
  - Now you have no one to sell your cotton to.
- ▶ How do you feel about this?
- ▶ What will it mean for you and your family?
- ▶ Do you think this is fair?

### uk shoppers

- You regularly shop at GAP and NEXT, and you love their clothes.
  - You'd never given much thought to the cotton the clothes are made from, or who produces it... until you saw on the news that LONRO had pulled out of Mozambique, leaving the cotton farmers there without jobs or any money.
- ▶ How do you feel about LONRO's decision?
- ▶ Is it fair that the farmers suddenly have no income because they can't sell their cotton?
- ▶ Should GAP and NEXT insist that the farmers are treated fairly?
- ▶ Do you have any power to make a difference?

<sup>1</sup> from *Fashion Activity Sheet*, Labour Behind the Label

<sup>2</sup> from *Youth Topics Issue 32*, CAFOD/Christian Aid/SCIAF

## the real price of a £60 pair of trainers

made in Indonesia

information from Clean Clothes Campaign



### trainers race 10 mins

This is a fun and energising activity for the whole group that enables participants to think about different questions relating to the fashion industry and find out the answers.

- ▶ Mark out three points A, B and C in the hall or outside if possible.
- ▶ Read out the multiple-choice questions from the 'trainers race' quiz (opposite) and the participants run to the letter that indicates the answer they think is correct.
- ▶ Alternatively, this activity can be played as a race or handed out as a quiz.

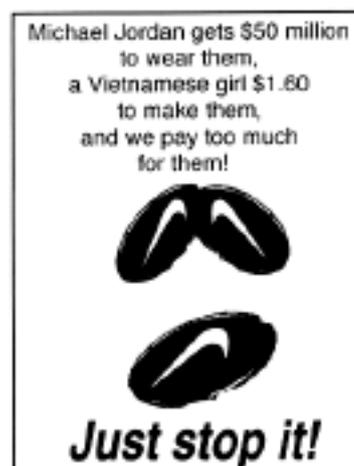
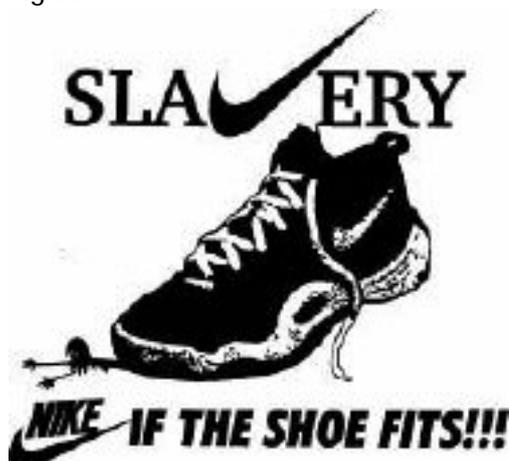
### reflection 5mins

- ▶ What has been learnt so far?
  - Any questions?
  - ideas for action

### option extra 25 mins

The Mark Thomas Product Series 5 Video (suitable for 14yrs + – on loan from RISC). This video documents how school children in North London manage to call the marketing director of Adidas to account in relation to their workers' rights record.

- ▶ Screen the video. If necessary, pause the video to discuss issues as they are raised.
- ▶ Discuss the issues:
  - What are the pros and cons of schools accepting commercial sponsorship, eg sponsored teaching resources, collecting vouchers from crisps to obtain books etc?
  - Should schools accept sponsored products which include advertising, eg Jazzy Books? Why/why not?
  - What rights should workers in the South enjoy?
  - What were the issues highlighted by the worker from Indonesia?
  - How did the marketing director of Adidas defend his company's practices on workers' rights?



# the trainers race

There's a race to get you to buy the right trainers. So why not enter this 800m race and see who crosses the finish line first with the most answers correct? Go...!

- ▶ 100m: Most big brand trainers are made in:
  - a USA
  - b UK
  - c Asian countries like China, Indonesia and Vietnam
- ▶ 200m: Do companies like Nike, Reebok and Adidas:
  - a have their own shoe factories?
  - b pay other factories to make their shoes?
  - c employ skilled shoemakers to make each pair at home?
- ▶ 300m: Approximately, how much from your average £50 pair of trainers goes to the Asian factory workers who stitched them?
  - a £1
  - b £10
  - c £15
- ▶ 400m: How long does a worker in a sports shoe factory in Vietnam have to work to buy an egg?
  - a 14 mins
  - b 23 mins
  - c 35 mins
- ▶ 500m: What percentage of trainers are sold for sports use only?
  - a 10%
  - b 40%
  - c 90%
- ▶ 600m: In how many countries are Reebok shoes sold?
  - a 12
  - b 60
  - c 140
- ▶ 700m: Andre Agassi is paid how many million dollars in sponsorship by Nike every year?
  - a 10 million
  - b 5 million
  - c 1 million
- ▶ finish: Which company sold more sportswear than any other company in Europe in 1999?
  - a Nike
  - b Adidas
  - c Reebok



- ▶ 100m: c In fact around 95% of Adidas's trainers are produced in South East Asia.
- ▶ 200m: b None of the big brands own factories. Many of the subcontracted factories produce for other brands such as Nike, Adidas, Reebok, Puma, LA Gear at the same time.
- ▶ 300m: a This £1 will be shared out between as many as 40 factory workers.
- ▶ 400m: b The equivalent price, for a worker earning the UK's minimum wage, would be £1.20 for an egg.
- ▶ 500m: a Despite the many sports stars used to advertise trainers, it is estimated that as few as 10% of trainers are sold for sports use only.
- ▶ 600m: c Sports goods are truly global branded products.
- ▶ 700m: a Andre Agassi signed a 10 year contract with Nike worth \$10 million a year. He will be paid regardless of whether he hits a single tennis ball!
- ▶ finish: b Adidas have overtaken Nike in being the most popular brand in Europe.

answers

# workshops

Each workshop lasts 1<sup>1</sup>/<sub>4</sub> hours and is designed for up to 10 participants.

If there are 30 participants in total then the group would be split into three and the workshops repeated three times during the day so that everyone gets a chance to do everything.

Alternatively, if the group is small in numbers each workshop only need be run once.

## a re-vamping old clothes

### resources

Participants should be asked to bring in clothes they want to re-vamp, as well as any other useful pieces of material that could be used to adapt clothing. It is also necessary to provide the following resources:

- ironing board and iron
- fabric pens and paints
- tailors chalk
- sewing needles and different coloured thread
- paper and pens for sketching designs
- pages from fashion magazines for ideas
- extra felt and fabric
- an assortment of iron-on diamante designs, sequins, and trimmings such as lace and fur
- sewing machine
- fabric glue
- dressmaking scissors
- stitching unpicker
- tape measure
- stick-on Velcro

Ideally, in addition to the lead trainer there would be at least one additional worker allocated to using the sewing machine and another person helping with revamping and ironing. Often parents are willing to volunteer time to do this.

### method

- ▶ Give a short introduction to the session and ask people to fetch the clothing that they have brought in to re-vamp.
- ▶ Trainer facilitates a brief discussion about why people think it might be a good idea to re-vamp clothes (environmental advantages, tailor made, saves money etc). *5 mins*
- ▶ Trainer provides practical ideas (ideally with an example) of how to make the most of clothes that would otherwise be destined for the bin. In the past we have also provided a simple option, for example, making a purse or bag out of old fabric and using sticky backed velcro as the fastener. *5 mins*
- ▶ Encourage people to think about what they want to do with the resources available, and to sketch down their ideas first if they want to.
- ▶ Everyone revamps at least one new fashion item. Trainers and volunteers on hand to discuss ideas and to help answer questions and adjust clothing.



## b campaign workshop

This session enables participants to reflect on the 'learning about the fashion industry' activities, and then think about what can be done about the situation. It also involves each individual making their own campaign T-shirt with a slogan that they have designed themselves.

### resources

Background information is available from Labour Behind the Label (LBL). See materials included with the pack and select to suit your group.

- scissors, paper, ballpens, coloured pens, pencils
- flipchart or white board & appropriate pens
- fabric and fabric pens (optional – needed to make a banner)
- iron-on transfer paper to print on (available from Jessops, Ryman's etc)
- colour ink jet printer
- computer with a general word processing or desk top publishing software (NB the software or printer must have the facility to flip the design back to front)
- iron and table to iron on, covered with cardboard to protect it from the heat
- campaign action cards (LBL)
- information about different companies and their human rights abuses (from LBL or use computer to surf the net – see 'Weblinks' for websites)
- guidelines on how to write a letter (LBL)
- *Exposed* booklets for young people (LBL @50p each)
- poster set aimed at young people (LBL & available to loan from RISC)

### method

- ▶ Display the posters around the room and have all the information clearly available.
- ▶ Reflect on what has been learnt so far about the fashion industry. *5 mins*
- ▶ Brainstorm on the flipchart, about actions that we can take on this issue (and relates to action on any campaign issue), eg writing to MPs, producing leaflets, thinking about what we buy and so on. *5 mins*
- ▶ The rest of the session is about taking action:
  - participants are encouraged to make a campaign T-shirt
  - direct participants to information from Labour Behind the Label and action cards that they can fill in and send to clothing companies
  - the *Exposed* booklets are particularly good for young people to draw inspiration and information from.
- ▶ Make a T-shirt:
  - think of a slogan and try writing it out on paper (perhaps re-appropriate an existing slogan connected to a company with a questionable human rights record for example, "Just don't do it" instead of Nike's 'Just do it' slogan) – use the *Exposed* booklets and posters for inspiration
  - type up your slogan on the computer – take care to choose the appropriate font and size of lettering to really make an impact; add scanned images
  - flip the design back to front on the screen so that when it is ironed on it comes out the correct way (if your software does not allow this, some printers have this option)
  - print out the designs onto the transfer paper – read the instructions before printing the slogan on it!
  - cut around the design
  - pre-iron the T-shirt, then position the design and iron it on (read the instructions)
  - after about five minutes (depending on paper being used) the back of the transfer can be peeled off to leave the finished T-shirt!
  - you can also use the coloured fabric pens to draw logos or images.

Ideally, an additional worker/volunteer should help with the ironing.

## c drama workshop

This activity is to enable participants to experience what it feels like to be a garment worker through role-play. It draws out quality of life issues and also generates an understanding of social injustice and the need for change.

### resources

Case studies of garment workers that can be used as the basis for role-play.

### method

- ▶ Drama warm up games (at the discretion of the drama trainer) *5-10 mins*
- ▶ The rest of the session is then spent devising drama sketches based on the case studies of garment workers from China, Bangladesh and the UK. Depending on group size, this activity can be organised in a number of ways:
  - split the group into three and each mini-group focuses on a case study each
  - as a whole group decide on how to link the three stories together
  - select one case study to work on as a group, but each workshop throughout the day focuses on a different case study so that they are all still covered.
- ▶ It is important that the participants are allowed to explore their own creative interpretation of their case study – they need to digest and represent the information in way that is meaningful to them and their peers.

#### Drama case study: **Yuying in China**

“

I'm Yuying, and I work in the Hua Yong Clothes Factory in Dougguan city, near Hong Kong.

I'm 18 years old, and I've moved from the countryside to the city to find work.

I had to pay a fee to get my job, but this is supposed to be illegal in China.

I work with 150 other young women sewing clothes which will be sold in shops in North America and Europe – you might have bought them yourselves!

I work 7 days a week.

I work 60 hours each week, with an extra 18 to 36 hours overtime.

I earn 16p per hour, which gives me £12.48 for a 78 hour week.

I get 2 days off each month.

I receive no sick pay, no holiday pay, no benefits at all.

If I don't work overtime I have to pay a fine (this is illegal too). I've now worked at the factory for a year. During the Dragon Boat Festival I missed my evening shift so I could be with my friends. I was fined a whole day's pay.

I share a dormitory room with 8 other young women. I have to walk through the factory to get to my room. Visitors are not allowed, and there are no fire exits which is worrying. I have to work for 6 hours each day just to earn enough money to pay for food – as there is nowhere for me to cook in the dormitory.

There is no trade union at the factory, and as far as I know the company don't have a 'Code of Conduct' to make sure we workers are treated fairly. None of us have contracts, so we have no legal rights – this means the management can treat us as they please.

”



## Drama case study: Shamsun in Bangladesh

“

I'm Shamsun and I work in the Arrow factory in Bangladesh.

I work at a sewing machine 13 hours a day, 7 days a week.

I get up at 5am to go to work.

I earn £30 a month.

I'm paid less for overtime than normal hours.

Younger workers help to finish off the clothes I sew on the machines. Some of them are under 13, which is the legal age for starting work. They are only paid £7.50 a month (2.5p an hour).

Arrow isn't as bad as some factories: Wages are paid on time and I do get 12 days holiday each year...how many do you get in UK?

But it's hard working 7 days a week. The hardest thing is having to work on Fridays – this should be the Muslim day off. If I miss one day I lose two day's pay. This is against the law, but some factories here ignore the law.

I came here from the countryside. My parents are really poor and have no land of their own. They earn a tiny amount working for other people whenever they can. I moved to the city of Dhaka to try to earn more, so I could send money home. But it costs me so much to live in the city I hardly ever have enough to send to my family.

10 years ago I was working in another factory. I got together with some other workers and tried to set up a trade union. I was sacked. All the workers then stopped work – but the factory had a big order, so they took everybody back. Later that year the factory closed – it probably reopened somewhere else under a new name. That's how factories get rid of trade unions.

I live in a hut with two other girls; we protect and look after each other. The hut is bare we have just a few clothes hanging on bamboo poles, and some cooking stuff. There are thousands of huts like this in Dhaka, built on whatever land people can find. To reach it you have to walk along the railway line. We share 2 toilets with 120 people. There is one well, where women have to queue to fetch water – sometimes tempers get frayed!

The hut next door has 14 people working in it. They are mainly children aged between 10 and 14. They work 12 hours per day making eyelets for shoes – there is only one light bulb. When the power fails they work by candlelight. At least the Arrow factory is better than this.

”



## Drama case study: Alison in the UK



Hi, my name is Alison. I'm a homemaker.

There are about 1,000,000 of us in the UK.

I'm a skilled machinist, and make clothes for many of the companies you see in the High Street.

I have been working at home for 5 years now.

I am married and have 3 children. I can't go out to work because I can't afford childcare, so working from home is the only way I can earn some extra money.

I work about 40 hours each week

I get paid £2.25 per hour – less than the minimum wage, but if I complain my employer takes no notice

I work about 10 hours at weekends, once the children have gone to bed.

Each day I get up early and feed the baby. Then I get my other 2 children off to school. I do the shopping and cleaning before I start work at 11 o'clock. After a couple of hours I have to stop to give the baby lunch, then I do another two hours, before I pick the children up from school. Once the children have gone to bed, and my husband has gone to work (he's on night shifts). I do a few more hours if I can. I never know how much work I will get for the week – so I never know how much money I'll be paid.

It's a lonely job, and boring. I don't have much of a social life – I do know some other women around here who work from home but I never have time to talk to them. I often get backache from sitting in the same position for too long – but I have to work fast to get the work completed in the time my employer has set me.

Our baby has asthma, which is made worse by all the dust from the sewing, but what can I do? I can't leave her in a separate room all day.

I know some homeworkers have to use public transport to pick up and deliver their work – at least my employer comes to the house. But I'm the one paying for all the heating, lighting and electricity.

I don't like what I do, but we need the money. I get really upset when I see something I've made selling in the shops for £30 or £40 – I was only paid about 75p for stitching it together.



**Size 10**

**Made in China**

**50% cotton**

**50% polyester**

**100% sweatshop labour**

**14 hour shifts**

**seven day week**

**27 cents per hour**

**No right to speak out**

**Dry Clean Only**

# evaluation

The day can incorporate many different evaluation methods. The following methodology and feedback are from a workshop held in October 2001.

## groupwork

This is a good way of gaining an idea of what participants have learnt during the day and judging changes in attitudes.

- ▶ Earlier on in the day the group was divided into three small groups and asked to think about what fashion meant to them.
- ▶ Each group then brainstormed and recorded their ideas.
- ▶ At the end of the day, after the workshops, they were asked to repeat the brainstorm.

What fashion means to us (at the start of the day)

*clothes hats a scarf clothes fabrics colours patterns*  
*looking good sheep – following a crowd*  
*mainstream followers peer pressure individuality seasonal*  
*people get labelled pressure fake*  
*lots of money expensive money*  
*designers catwalks and supermodels thin people on catwalks designer labels*  
*really skinny models weirdness celebrities*  
*magazine skinny people perfected images magazines*  
*shops big shops small shops shopping H&M- cheap plain clothes New Look*

What fashion means to us (at the end of the day)

*big companies factories overtime corruption low pay under-age labour*  
*mean people in big business discrimination low wage image*  
*unfairness long hours suffering money big business hard work*  
*stereotypes*  
*no minimum wage for workers think about people that made them*  
*exploitation of people in developing countries people being ripped off*  
*think about the clothes I buy the human cost for a garment*  
*companies only concerned about people the work behind the scenes*  
*the labour behind the label anything can be changed into something else worth wearing*  
*remembering the workers who might have been exploited*

## talking walls evaluation

- ▶ Before the final performance participants were asked to fill in three 'talking walls' – 'One thing I liked about the workshop...', 'One thing I learnt today...' (you may feel that this talking wall is unnecessary if you are also doing the above evaluation), 'One thing that could have been better...', written on large sheets of paper.
- ▶ Participants walk around writing their comments on them.

One thing I liked about the workshop...

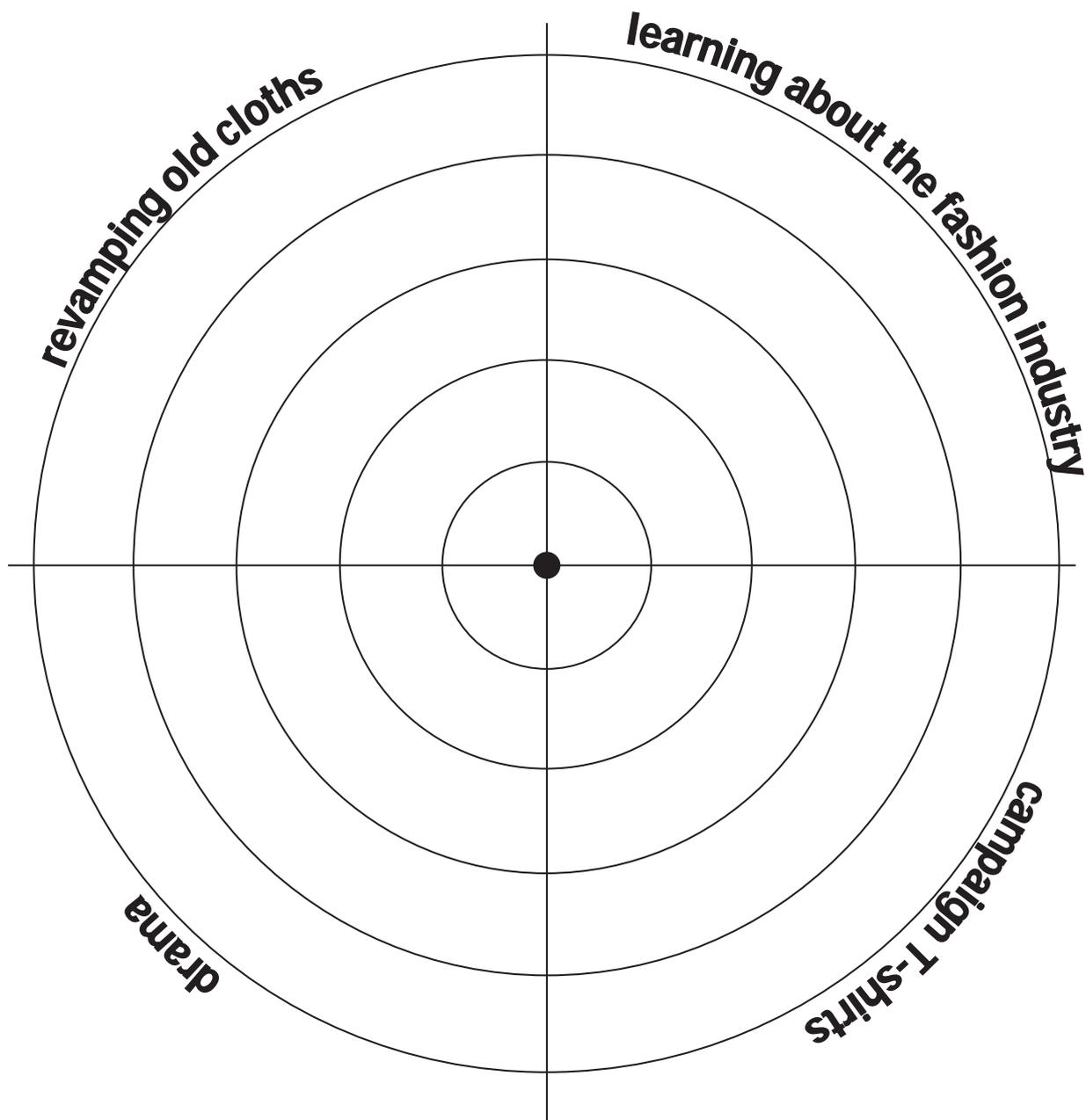
*the drama the drama workshop*  
*drama the drama workshop and T-shirt thing*  
*revamping revamping old clothes*  
*revamping clothes and drama customising time*  
*making my jeans for Tabi to model – and the food was great!*

One thing I learnt today...  
*more about under the surface of retail just how badly the workers are exploited  
how little people are paid lots about how unfair businesses are  
about large businesses conditions for [garment] workers at home and abroad  
that people are exploited in the UK too people's exploitation of others*

One thing that could have been better...  
*nowt! nothing!*

## bulls-eye evaluation

- ▶ Each participant was asked to mark on a circular 'bulls-eye' how they rated each session according to how good/bad it was.
- ▶ Draw a circle on a large sheet of paper.
- ▶ Draw five concentric circles with the inner circle being 'bullseye', ie top score, and the outer ring indicating a bad rating.
- ▶ Divide the circle into segments – one for each element of the day that you want to evaluate. This enables you to gauge how well each of the workshops went.



# the performance

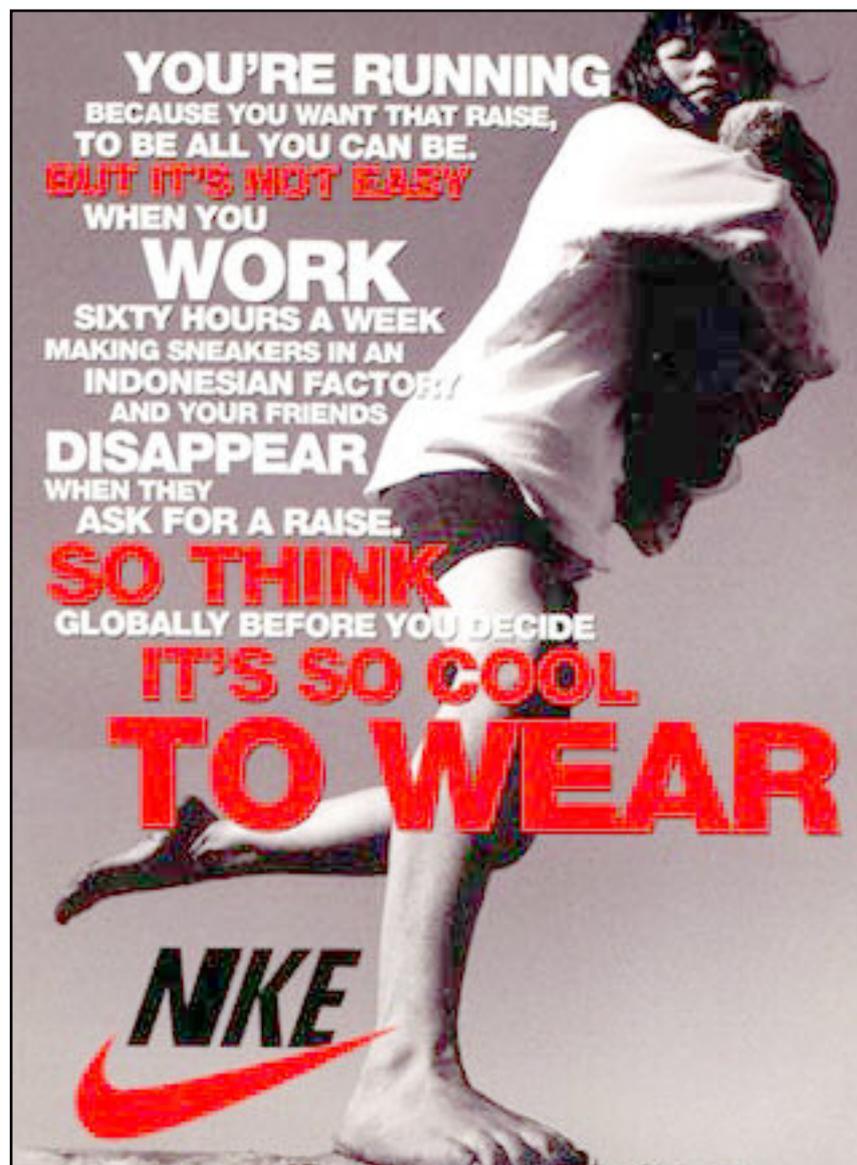
## resources

- stereo system and cassettes or CDs
- leaflets for parents to take away (LBL)
- 'What does fashion mean to us?' and 'Where do our clothes come from?' maps
- evaluation chart and any clothes or T-shirt designs can be stuck up around the room for parents to see

## method

This is an opportunity to reflect on what has been achieved throughout the day and also convey some of the learning outcomes to the friends and family who come to watch the performance. Having an information table for parents, together with all of the written and visual outcomes displayed around the room, is also a good opportunity to do this.

- ▶ The last hour of the day is spent preparing for the performance.
- ▶ This involves finding volunteer participants to introduce the day, rehearsing the fashion show together with music, re-capping on the drama sketches and fitting it all together.
- ▶ Ensure that there is a changing room available near to the performing area.
- ▶ After an initial introduction by some of the participants, interlace the drama sketches with the fashion show of re-vamped items and the campaign T-shirts.



# teaching resources

These resources are all available through mail order from: RISC, 35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692, barbara@risc.org.uk.

## **The Clothes Line – KS 2**

*Oxfam* 1998 £13.95

*Curriculum links:* Citizenship, Geography, Science, Art, DT, Literacy/Numeracy, ICT, Drama, History  
Photo pack with information/activity booklet. 16 colour photos showing images from cotton being harvested in India, to children buying clothes in UK shops. Contains background information, and provides in depth support for topic work on clothes or trade, introducing a global dimension. Through the concept of Fair Trade, it links children's own lives with those of people in the South, developing a range of skills. It also provides useful material for a locality study in India. Activities include an India quiz, mapwork, researching where our clothes come from, creating a word wall about cotton, print making, comparing working conditions and producing a 'clean clothes code'.

## **Pa Pa Paa – KS 3**

*Comic Relief* Free

*Curriculum links:* Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy  
The pack provides a case study of the Fairtrade cocoa growers in Ghana. Pa Pa Paa, 'the best of the best', is their trademark. Activities, to suit all abilities, enable students to understand links in the cocoa chain, from cocoa farmer to chocolate eater. A trading game develops the concept of Fairtrade, showing how students' own choices affect the farmers in Ghana and other parts of the South. The pack includes a colour poster, set of photos, and activity sheets.

## **The Chocolate Trade Game (from Pa Pa Paa pack) – KS 2/3**

*Christian Aid* £3.50

*Curriculum links:* Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy

## **Fair Trade in Action – KS3/4**

*Fairtrade Foundation* 2002 £9.95

*Curriculum links:* Citizenship, PHSE, Geography

An interactive resource which introduces Fair trade as an alternative to conventional trade. It encourages students to participate as active global citizens, while raising awareness of world trade issues. The pack can be used across the curriculum, and includes:

- a video, *Forum on Fair Trade*, with differentiated worksheets
- producer case studies and activity sheets ready for photocopying
- five copies of a board game, including role cards, student instruction and record sheets
- A Teachers' Guide including background information, curriculum links, how to use the pack, action ideas, further resources and useful contacts.

## **Locococo – KS 3/4**

*Humanities Education Centre* 2000 £15.00

*Curriculum links:* Citizenship, PHSE, Modern Foreign Languages (Spanish and English version)  
*Locococo* was an outcome of the 'Spanish Voices' Project, which brought together young people from Guatemala, Spain, Western Sahara and the UK via the Internet. Using the UN Convention on the Rights of the Child as a framework, *Locococo* includes a lively whole class game and supporting activities. It enables students to explore and develop an understanding of Human Rights and other Development Issues. It raises awareness of inequalities, and ways in which they can be addressed – for example through the purchase of Fair Trade goods. The activities and game have been developed to encourage young people to become 'active citizens', by taking action themselves.

## **The Chocolate Game – KS 3/4, 16+**

*Leeds DEC* 1999 £4.25

*Curriculum links:* Citizenship, PHSE, Geography, RS

A game for between 18 and 50 players based on the global cocoa trade. It takes 60 – 90 minutes to play, with participants divided into 9 different groups. Each group represents a family involved in the international chocolate industry from Ghana, Belize, Brazil or the UK. Players discover how their lives are interlinked through the chocolate trade and feel for themselves the influence purchasing power has on the lives of cocoa producers world-wide. The booklet includes information on the chocolate trade, Fair Trade, instructions and resources for the game, further resources and links.

**Bananas Unpeeled – KS 4 and 16+***Banana Link* £10.00

*Curriculum links:* Geography, Business Studies, Art, Media Studies

*Bananas Unpeeled* evolved from an arts project in the Windward Islands. The 26 minute video in the pack shows Mark Thomas visiting banana plantations in Costa Rica. He discusses workers rights, living conditions, the social and environmental impact of large-scale banana production, and the health implications of using agrochemical sprays on the banana crop. The video moves on to the Windward Islands, exploring the effect of the 'banana trade war' on small family farms, the positive impact of Fairtrade, and the role of consumers. The booklet, printed on banana paper, provides background information on banana production, and then includes separate sections for teachers of Art and Media, Geography and Business Studies.

**Best of the Bunch – KS 4 and 16+***Oxfam* 1998 £12.95

*Curriculum links:* Citizenship, PHSE, Geography, RE, English, Travel and Tourism

16 minute video and booklet provide a case study of banana production in St Lucia, and the banana trade. Mark Little discovers the impact this has on the lives of small scale farmers, and discusses the link between international trade and poverty. The video explores ways in which banana growers can diversify, focusing on tourism. It shows how 'all inclusive tourism' doesn't touch the poverty of banana farmers. Made before Fairtrade bananas were available in the UK, the video points out their potential to improve the situation of small scale growers. The booklet provides background information on world trade, and banana growing in the Caribbean. It includes producer stories from St Lucia and Costa Rica, and information about Fairtrade bananas.

**Cafédirect – KS 4 and 16+***Traidcraft* £8.95

*Curriculum Links:* Business Studies, Geography

A product case study designed for GCSE and GNVQ Business Studies, but with information that could be used far more widely. The pack contains A1 poster and information sheets about a range of related topics including ethical trade, Fairtrade, coffee companies, Cafédirect cooperatives, Cafédirect company strategy, market research findings and the international commodities market.

**Spilling the Beans – KS 4 and 16+***Oxfam* 1999 £12.99

*Curriculum links:* Citizenship, PHSE, Geography, Economics

18 minute video and activity booklet provide a case study of cocoa farmers in Ghana. Des Coleman presents the background to cocoa production, and the problems faced by growers. He meets people who rely on cocoa for their livelihoods, and finds out why Fairtrade is so important to them. The booklet contains information on the world trade system, Fairtrade, producer stories, facts about Ghana and a 'cocoa timeline'. It develops students' understanding of Fair Trade, through a Ghana quiz, and 'Fair Shares' role play, where participants take on the roles of different people in the 'chocolate chain', from grower to consumer.

**The Truth about Bananas – 16+***Banana Link and Banana Watch* £5.00

*Curriculum links:* Citizenship, PHSE, General Studies, Geography

Pack for group leaders and teachers, divided into two parts.

**Part 1: A truly Global Fruit** contains wide ranging information on the banana trade. It compares big plantations with small farms, looking at production from producer to consumer, including social and environmental costs. It discusses the union situation for workers, the 'banana trade war', the International Labour Organisation (ILO), and the big 5 companies that control and profit from the banana trade. It considers a sustainable banana industry, and Fairtrade bananas.

**Part 2: Education and Action for Change** contains activities including a banana quiz, role play game, discussion ideas and suggestions for action and campaigning.

**Seeing Through the Spin – KS4 and 16+, FE, Youth & Community** *Baby Milk Action* 2001 £15.00

*Curriculum links:* Citizenship, PHSE, Business Studies, Geography, Media Studies, Key Skills

*Seeing Through the Spin* looks at issues of corporate responsibility, ethical consumerism, Fairtrade and sustainable development. It examines the role of Public Relations in our perception of TNCs and NGOs, and how these organisations affect development. It develops students' abilities to deconstruct PR messages from companies and their critics. The pack contains instructions for 14 different activities that can be selected to suit the participants. Each activity has discussion points, a summary of key ideas and suggestions for follow-up. There is an extensive glossary of terms, with a list of contacts and resources.

*Curriculum links:* Citizenship, PHSE, Geography, General Studies

*XChanging the World* is designed to raise consumer awareness, encouraging participants to consider their responsibilities towards producers. There are 15 activities, exploring the broader structures that govern world trade, leading to poverty and inequality. Activities can be selected to suit the needs of the group. They include lively ways of introducing the issue of trade, as well as exploring issues such as the impact of TNCs as they move from one location to another, and the pros and cons of tourism for countries in the South. The pack promotes change by enabling participants to appreciate how they can make a difference, eg through supporting Fair Trade.

## background reading

### No Logo: Taking Aim at the Brand Bullies

Naomi Klein *Flamingo* 2000 £14.99

Thought provoking book, written in a journalistic style which explores how branding has created global corporate empires which permeate popular culture. Shows how reaction to the abuse of such corporate power has provoked the world wide anti-globalisation movement.

### No Sweat: fashion, free trade, and the rights of garment workers

ed Andrew Ross *Verso* 1997 £14

In a hard-hitting collection of articles, No Sweat, surveys the chasm between the glamour of the catwalk and the squalor of the sweatshop.

### Sustaining the rag trade

Nick Robins & Liz Humphrey *IIED* 2000 £15

Outlines some of the key market and sustainability challenges facing the clothing sector which has been at the forefront of ethical sourcing. Part of a new Sustainable Trade series.



## exhibitions

These easily mounted exhibitions make an ideal backdrop for events or One World Week.

### Calling to Account

20 A1 laminated panels which explains how the United Nations System of National Accounts ignores the value of the environment and unpaid work – mainly women's – and distorts global economic policies. Available from RISC.

### Costing the Earth

25 A1 laminated panels which explore how communities in South Wales and the Philippines are facing up to the challenge of new mining expansion based on destructive mining systems such as open casting. Available from RISC.

### The Cost of Bananas

16 A1 laminated panels which looks at the global trade in bananas and highlights workers' rights and the environmental impact of intensive production. Available from Banana Link.

### Labour Behind the label

4 A2 laminated posters aimed at young people. Available for loan or purchase from RISC.

### XChanging the World

26 A1 laminated panels which provide an accessible introduction to world trade. From RISC.

# useful contacts

- Anti-Slavery International** [www.antislavery.org/](http://www.antislavery.org/)  
The Stableyard, Broomgrove Road, London SW9 9TL, Tel 020 7501 8920  
Campaigns for the abolition of contemporary forms of slavery including child labour.
- Banana Link** [www.bananalink.org.uk/](http://www.bananalink.org.uk/)  
38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 765 670  
Campaigns for small producers in the Caribbean and workers' rights in US-owned plantations.
- British Association for Fair Trade Shops (BAFTS)** [www.bafts.org.uk/](http://www.bafts.org.uk/)  
TDA House, 211 Clapham Road, London SW9 0QH, Tel 020 7737 5156  
Network of independent Fair Trade and World Shops across the UK. It seeks to raise the profile of Fair Trade. Links to Fair Trade outlets.
- Christian Aid** [www.christian-aid.org.uk/](http://www.christian-aid.org.uk/)  
PO Box 100, London SE1 7RT, Tel 020 7620 4444  
Development agency which also produces educational materials and campaigns on Fair Trade and the global supermarket.
- Ethical Trading Initiative** [www.ethicaltrade.org/](http://www.ethicaltrade.org/)  
2nd Floor, Cromwell House, 14 Fulwood Place, London WC1V 6HZ, Tel 020 7404 1463  
Coalition of trades unions, business and NGOs working together to identify and promote good practice in the implementation of codes of labour practice.
- The Fairtrade Foundation** [www.fairtrade.org/](http://www.fairtrade.org/)  
Suite 204, 16 Baldwin's Gardens, London EC1N 7RJ  
Promotes and administers the Fairtrade Mark. Campaigns include Fairtrade Towns Initiative.
- Just Business** [www.jusbiz.org/](http://www.jusbiz.org/)  
c/o NEAD, 38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 610 993  
Encourages global and ethical dimension in the teaching of Business Studies and Economics in UK schools.
- Labour Behind the Label** [www.labourbehindthelabour.org](http://www.labourbehindthelabour.org)  
c/o NEAD, 38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 610 993  
Coordinates UK campaign for workers' rights in clothes and sports shoe industries.
- Oxfam** [www.oxfam.org/](http://www.oxfam.org/)  
247 Banbury Road, Oxford OX2 7DZ, Tel 01865 311311  
Development agency which also produces teaching materials and campaigns for Fair Trade.
- Reading International Solidarity Centre (RISC)** [www.risc.org.uk/](http://www.risc.org.uk/)  
35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692  
Largest selection of teaching resources on global and development education in Britain.  
Available through mail order.
- Traidcraft** [www.traidcraft.co.uk/](http://www.traidcraft.co.uk/)  
Kingsway, Gateshead, Tyne and Wear NE11 0NE, Tel 0191 491 0591  
Distribute Fair Trade food and crafts.
- War on Want** [www.waronwant.org/](http://www.waronwant.org/)  
37-39 Great Guildford St, London SE1 0YU, Tel 020 7620 1111  
Development agency – campaigns include calls for change to the world financial system.
- World Development Movement** [www.oneworld.org/wdm/](http://www.oneworld.org/wdm/)  
25 Beehive Place, London SW9 7QR, Tel 020 7737 6215  
Development agency – campaigns for political changes which directly benefit the poor, including *People Before Profits* campaign.

# weblinks

The *Useful contacts* page includes the website addresses of many organisations involved in Fair Trade. This list below includes sites from all sides of the debate about corporate responsibility and the garment industry as well as trade and globalisation.

Links within websites are often changed and some of the specific pages listed may not be accessible. In this case, you could try accessing the home page (the first part of the website address, eg [www.corpwatch.org/](http://www.corpwatch.org/)) and trawl for the information.

<b>Adidas</b>	<a href="http://www.adidas-salomon.com/en/overview">www.adidas-salomon.com/en/overview</a>
<b>Clean Clothes Campaign</b>	<a href="http://www.cleanclothes.org/">www.cleanclothes.org/</a>
Aims to improve the working conditions in the garment industry through mobilising consumer power. Excellent reports on violations of workers' rights by designer labels.	
<b>Corporate Europe Observatory</b>	<a href="http://www.xs4all.nl/~ceo/index.html">www.xs4all.nl/~ceo/index.html</a>
European-based research and campaign group targeting the threats to democracy, equity, social justice and the environment posed by the power of corporations and their lobby groups.	
<b>Corporate Watch</b>	<a href="http://www.corpwatch.org/">www.corpwatch.org/</a>
Anti-corporate watchdog with valuable information and links.	
<b>GAP</b>	<a href="http://www.gapinc.com">www.gapinc.com</a>
<b>Global Trade</b>	<a href="http://www.tradewatch.org/">www.tradewatch.org/</a>
Promotes government and corporate accountability in the international commercial agreements shaping the current version of globalization.	
<b>Human Rights for Workers</b>	<a href="http://www.senser.com/">www.senser.com/</a>
Excellent information on how globalisation affects workers.	
<b>International Chamber of Commerce</b>	<a href="http://www.iccwbo.org/">www.iccwbo.org/</a>
Club of senior executives from the largest corporations which has great influence with government, World Trade Organisation, United Nations etc.	
<b>International Monetary Fund (IMF)</b>	<a href="http://www.imf.org/">www.imf.org/</a>
The UN agency responsible for imposing neo-liberal economic policies on developing countries which have favoured TNCs.	
<b>Maquila Solidarity Network</b>	<a href="http://www.maquilasolidarity.org/">www.maquilasolidarity.org/</a>
Canadian network promoting solidarity with groups organising in 'maquiladora' (assembling) factories and export processing zones to improve conditions and win a living wage. Ideas for action and downloadable campaign flyers.	
<b>No Sweat</b>	<a href="http://www.nosweat.org.uk/">www.nosweat.org.uk/</a>
UK campaign against sweatshops. Includes downloadable leaflets.	
<b>Nike</b>	<a href="http://www.nikebiz.com/">www.nikebiz.com/</a>
<b>Oneworld Online</b>	<a href="http://www.oneworld.net/campaigns/wto/">www.oneworld.net/campaigns/wto/</a>
Good general site for exploring development issues, including useful updates on the WTO.	
<b>Oxfam</b>	<a href="http://www.maketradefair.com/">www.maketradefair.com/</a>
Oxfam campaign to make international trade regulations more fair.	
<b>Peoples' Global Action</b>	<a href="http://www.agp.org/agp/en/">www.agp.org/agp/en/</a>
International coalition of anti-globalisation groups.	
<b>Reebok</b>	<a href="http://www.reebok.com/">www.reebok.com/</a>
<b>Sweatshop Watch</b>	<a href="http://www.sweatshop.org/">www.sweatshop.org/</a>
Coalition of US organisations committed to eliminate exploitation in sweatshops.	
<b>Third World Network</b>	<a href="http://www.twinside.org.sg/">www.twinside.org.sg/</a>
Network of groups producing excellent research and publications on issues affecting South.	
<b>Trade Justice Movement</b>	<a href="http://www.tradejusticemovement.org.uk/">www.tradejusticemovement.org.uk/</a>
Alliance of UK NGOs concerned with the negative impact of international trade rules on the poorest people in the world, on the environment, and on democracy.	
<b>World Trade Organisation (WTO)</b>	<a href="http://www.wto.org/">www.wto.org/</a>
The body which regulates world trade and promotes corporate agendas.	