

Issues in Globalisation – How Fair is Fashion?

This is the first of two programmes produced by Pumpkin Television about industry in Bangladesh. Each will suit GCSE and post-16 Geography courses, including AS, A2, Scottish Highers, IB and Pre-U.

This programme deals with the globalisation of the fashion industry, focusing upon manufacture of clothing in Bangladesh, currently the third largest global supplier of clothing. It shows how globalisation and technology allow clothes to be designed in one country and manufactured in another. Working conditions and living conditions are shown for factory workers in Bangladesh, and weekly and annual incomes compared. Trade Union reforms and pressure have resulted in changes to wage levels in Bangladesh but there is still a 98% discrepancy between average incomes of European and US consumers and those making clothes in Bangladesh. Working conditions are described, with footage from inside one clothing factory – but the management were present throughout the interviews with workers!

However, there are alternatives to clothing produced in this way. Interviews with Ethical Trading Initiative show that, although conditions are improving for many workers, they are nowhere near as good as for those who work for Swallows, a Fair Trade co-operative, just an hour from Dhaka. Clothing products are compared, and the impact on consumer prices in the west discussed.

Teachers' notes

There are three Teachers' Guidance Sheets, providing guidance and background information about:

- Using video resources in classrooms
- Bangladesh, its economic development, changes affecting it, and issues that it faces.
- Links between this programme and GCSE, AS and A2 specifications.

Teachers will find it especially helpful to read the introductory information about Bangladesh (Teacher Guidance Page 2), which provides:

- A geographical outline of the geography of Bangladesh, its level of development, and its recent economic growth
- Background data about levels of economic development in the country.

The notes will assist teachers in handling some of the follow-up activities.

The basis of the programme and follow-up exercises here are that students should:

- know about the location of Bangladesh, and about life for many in Dhaka, the capital city;
- understand the reasons why clothing factories have grown in Dhaka, and why Bangladesh is now the world's third largest textile producer;
- develop skills in analysing impacts of cheap clothing in the west for producers in Bangladesh;
- be able to judge whether or not Fair Trade offers a realistic alternative to clothing.

Resource Pages are numbered 1-9, and indicate whether they are intended for teachers or students.

Bob Digby, April 2011

Contents

A Teacher Guidance:

Teachers' Guidance 1 Using this DVD for active learning

- This consists of ideas to help students learn effectively while watching the programme.

Teachers' Guidance 2 Background information on Bangladesh

- This provides background information about Bangladesh, and its economic development.

Teachers' Guidance 3 Exam course specification links

- This shows how the programme matches different pre- and post-16 specifications.

B Resource Pages:

Teacher Resource Page 1 Outline map of Bangladesh and introductory exercise

- ✦ A blank outline map and a chance to get to know Bangladesh through the atlas!

Teacher Resource Page 2 Finding out about Bangladesh

- ✦ Guidance on setting up small group enquiries in getting to know Bangladesh before students watch the programme (this activity is also suggested for programme 2).

Student Resource Page 3 Notes from the programme

- ✦ A framework for student notes on the programme

Student Resource Page 4 Remembering the programme

- Remembering the names and numbers

Student Resource Page 5 Understanding the programme

- Knowing the key terms
- Understanding the key points.

Teacher Resource Page 6 Factory conditions in Bangladesh – right or wrong?

- A class enquiry into how different people feel about factory conditions in Bangladesh.

Student Resource Page 7 The benefits and problems of the textile industry for Bangladesh

- A summary of the benefits and problems of industrialisation for Bangladesh.

Student Resource Page 8 What are the arguments about cheap labour in Bangladesh?

- Analysing the arguments about cheap labour in Bangladeshi factories.

Teacher Resource Page 9 Discussing the issues

- A discussion exercise about student attitudes and values towards cheap labour in Bangladesh and Fair Trade.

Teachers Guidance 1 Using this DVD for active learning

Watching a TV programme can often be interpreted by students as a passive experience. Jane Ferretti (2009) has followed Margaret Roberts' research (1986) on the attention given to narration rather than pictures on a DVD. Asked to make notes, students usually make notes on what is said and not what they see. The strategies below help to engage students in different ways to help them make sense of the programme.

1 Describing:

- Select scenes (e.g. scenes showing living conditions in Dhaka slums) and ask students to describe in detail – e.g. '20 words to describe what is happening'.
- Ask students to describe a scene and to devise a script (e.g. for the street scenes in Dhaka). This is especially effective if done without sound.
- Reverse the process; ask students to predict what pictures are being shown, and details about these, by listening to the narration but with the screen picture turned off. This could be done for scenes showing working conditions inside the clothing factory .

2 Understanding:

- Before a clip, (e.g. conditions inside the factory) give students specific things to look for. This is especially effective if you ask the class to think about an interview with a factory worker – 'what do you think she will say?', 'do you think working conditions will be good in her factory?', 'what do you think the trade union is campaigning for?'
- Freeze-frame scenes and discuss students' understanding of what is being shown.
- Give students comprehension questions – but beware that they may be listening to the narration, with eyes down, rather than watching the picture. If you choose this strategy, watch the class carefully to ensure that they are watching, and give them time afterwards to make any notes that you want.

3 Listening:

- Give students a list of key words to listen out for, and then identify their meaning.
- Ask students to identify key words or phrases, and define these, based on the narration. Some ideas for these are given in Student Resource Page 3 'Understanding the programme'.

4 Creative follow-up:

- Role-play Interviews. Here, students work in interview pairs. One acts as a journalist, devising questions for the second, who acts as the person being interviewed e.g. a factory worker in Bangladesh. A 5-minute interview follows which can either be done privately in pairs or by 'hot seating' in front of the class. Students then feed back about the interviews.

- Information Gap. You need two rooms for this. Half the class watches part of the programme without sound, while the other hears it without pictures. Each then discusses what they think will be in the script (one group), and shown as pictures (the second group). Students then return to class, pair up, discuss the situation and characters, and put together sounds and pictures. The teacher then shows the complete part of the programme.
- Fractured scenes. Write parts of the dialogue (included in this DVD) on strips of paper; place these in random order in envelopes, and ask students to re-sequence. Or, distribute strips randomly among students, and ask them to describe the scene in which their script occurs.

Further reading

- Ferretti, Jane (2009) 'Effective use of visual resources in the classroom' in 'Teaching Geography', Autumn 2009
- Roberts, Margaret (1986) 'Using video' in 'The Geography Teachers' Handbook', Geographical Association

Teachers Guidance 2 Background information on Bangladesh



With an area just under 150 000 square km, Bangladesh is about 60% of the size of the UK, though with 2.5 times its population. It has just under 600 km of coastline, but those 600km are critical to the country's future. Almost all the country is low-lying alluvial floodplain from the confluence of some of the world's largest rivers, the Ganges, Brahmaputra and Meghna. Only in the hillier south-east – inland from Chittagong – is there any significant highland, around Keokradong, the highest point (1230m).

Bangladesh is developing rapidly and has all the characteristics of a Newly Industrialising Economy (NIC). Its economy grew by 5.7% in 2009, the 18th fastest in the world in spite of a slight reduction in growth rate from over 6% for the previous three years. Explore with students what their pre-conceptions are about Bangladesh, as they may be surprised; its population growth rate has fallen rapidly and in 2010 was 1.3%, about the same as that of Australia. However, what they will probably not be surprised to know is that more than 36% of the population lives at or below the poverty line as defined by the UN and World Bank.

Economic growth has resulted from a willingness by the Bangladeshi govt to allow large multi-national clothing companies into the country to take advantage of low wage rates there. These are exemplified in the programme, but in 2010 were 98% lower than average wages in the EU and US. Poverty is rife, but there is no shortage

of workers willing to work up to 100 hours a week in factories for – on average – about US\$40 per month basic, or up to US\$65 with overtime. The slums of Dhaka are among the worst in the world; waterborne diseases are prevalent with infected drinking water, and cholera and typhoid common causes of death. Pollution by factories is an increasing problem – the subject of the second programme in this series, entitled 'Globalisation – Environmental Impacts and sustainability'.

Bangladesh Development Data

Population

158 million (July 2010 est.), the world's 7th most populated country.

Age structure:

- 0-14 years: 34.1% (male 27,014,859/female 26,861,334)
- 15-64 years: 61.8% (male 45,972,283/female 51,670,172)
- 65 years and over: 4.1% (male 3,161,943/female 3,385,250) (2010 est.)

Its population growth has slowed; at 1.3% (2010), it is about the same as that of Australia.

- Birth rates have fallen sharply to about 24 per 1000 population (2010)
- Death rates have fallen to about 9 per 1000 (2010), like many developing countries.
- Net migration is significant, and was about -2 per 1000 population in 2010.

Welfare data

- Population below poverty line: 36.3% (2008)
- Infant mortality rate: 57.8 deaths/1,000 live births
- Life expectancy (2010) 60.6 years, placing Bangladesh in the world's the lowest 10%.
- Fertility rate: 2.65 children born/woman (2010 est.)
- Literacy 48% (male 54%, female 41.4%) (2001)
- School life expectancy (primary to tertiary education) 8 years
- Education expenditure 2.7% of GDP (2005)

GDP

- GDP growth rate: 5.6% (2009) – 18th fastest in the world (2008 6%, 2007 6.2%)
- GDP - per capita (PPP): \$1,600 (2009)
- GDP - composition by sector:

Sector	Value of GDP 2009	Proportion of labour force 2008
Agriculture	18.6%	45%
Industry	28.6%	30%
Services	52.8%	25%

- Many workers leave to go overseas to Saudi Arabia, Kuwait, UAE, Oman, Qatar, and Malaysia; their remittances earned Bangladesh nearly \$5 billion in 2005-06.

Teacher Guidance 3 Suggested exam board specification links

The following list shows how this programme links to various parts of GCSE and AS/A2 specifications.

1. Pre-16

AQA GCSE Geography A

- * Unit 2 Changing Urban Environments; Effects of rapid urbanisation and industrialisation.
- * Unit 2 The Development Gap; The contributions of Fair Trade and Trading Groups.
- * Unit 2 Globalisation; Globalisation has meant the development of manufacturing and services across the world. The advantages and disadvantages of TNCs.
- * Unit 2 Globalisation; The relative importance of manufacturing to different countries is changing.

AQA GCSE Geography A

- * Unit 3 Section A Why has industry become increasingly global? How does industrial growth create challenges?

Edexcel GCSE Geography A

- * Unit 3 Topic 1 Economic Change

Edexcel GCSE Geography B

- * Unit 2 Topic 3 Living Spaces
- * Unit 2 Topic 4 Making a Living

Edexcel iGCSE

- * Section C Topic 8 Globalisation and migration – The global shift in manufacturing and the reasons for it (labour costs, resources, profiteering).

OCR GCSE Geography A

- * Unit 2: You as a Global Citizen – the impact of our decisions
- * Unit 4: Trade, aid and superpowers

OCR GCSE Geography B

- * Theme 4c What determines the location of different economic activities?
- * Theme 4d How do multinational companies affect development?

WJEC GCSE Geography A

- * Unit 1 Theme 5 Interdependence – impacts of globalisation
- * Unit 2 Theme 11 Retail and Urban change

WJEC GCSE Geography B

- * Theme 3 People, Work and Development, Key Ideas 5 and 6

2. Post-16

AQA A level Geography

- * Unit 3 A2 Development and Globalisation – Globalisation – factors and dimensions. Newly industrialised countries (NICs)

Edexcel A level Geography

- ⤴ Unit 1 AS Going Global – ethical purchasing
- ⤴ Unit 3 A2 Bridging the Development Gap

OCR A level Geography

- * Unit 3 A2 Option B2 Globalisation – what are the issues associated with globalisation? How can governments evaluate and manage the impact of globalisation?
- * Unit 3 A2 Option B3 Development and Inequalities

WJEC A level Geography

- * Unit G3 A2 Theme 4 Development
- * Unit G3 A2 Theme 5 Globalisation

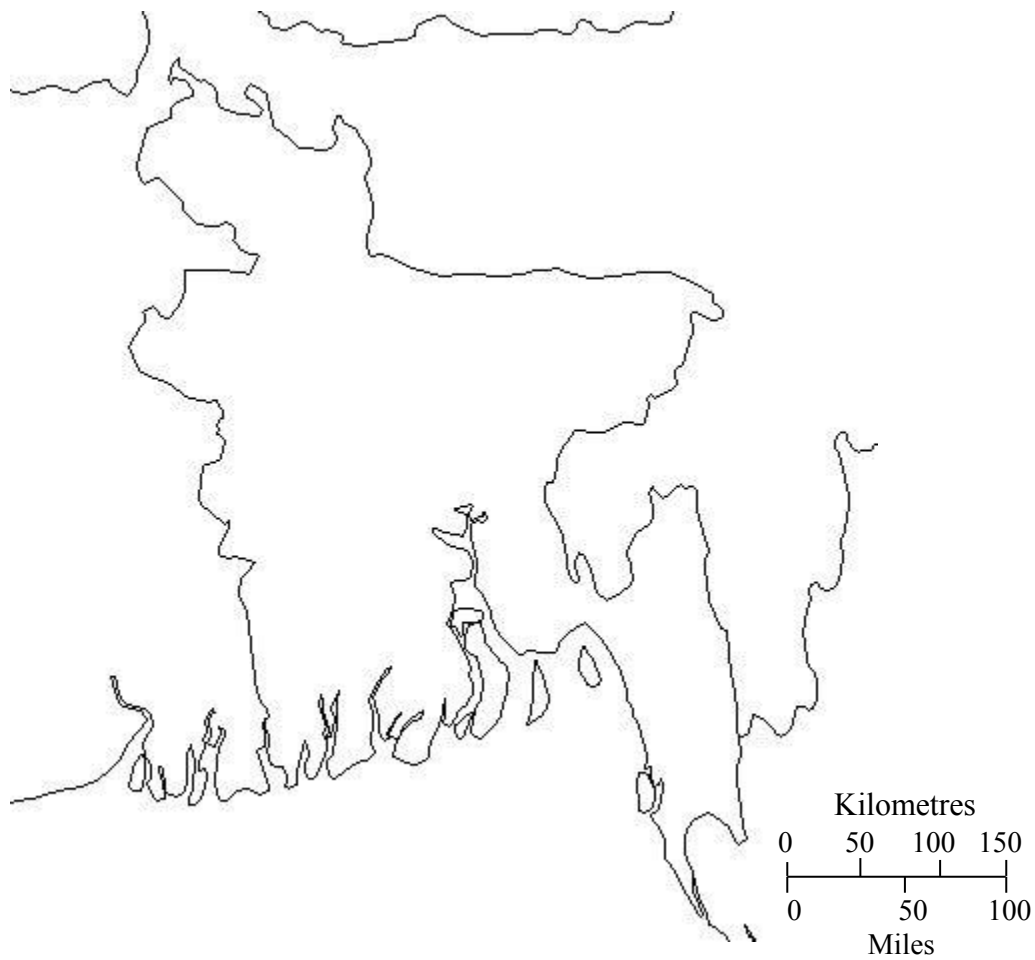
IB Geography

- * Economic Interactions and Flows

Pre-U Geography

- * Paper 3 Global Themes – The World of Work

Teacher Resource Page 1 Outline map of Bangladesh



Use an atlas to help you complete this map to show:

- The Himalayas
- The names of Bangladesh's neighbours
- The location of Dhaka, the capital
- The course and names of three major rivers – the Ganges, Jamuna, and Meghna
- The Bay of Bengal
- Any features – physical or human – which you think are significant about Bangladesh

Teacher Resource Page 2 Finding out about Bangladesh

Before seeing the programme, it is useful if students have some prior knowledge of Bangladesh, and of the level of economic change occurring there.

Aim

This activity is designed for small groups of students who, together, can produce either a PowerPoint or a web page presentation. Seven enquiry themes are given. With a class of 30, this should mean about 4 students per question, and you can split some of the questions. For each search, tell students to search under Google Images as well as web sites for information and data. As a general introduction, the CIA Factbook has up-to-date data about all countries in the world.

Time allowed

To develop this enquiry, you need to allow two one-hour lessons as a minimum;

- a homework preparation with students doing their research,
- one lesson in which groups get together to prepare presentations,
- a final lesson in which each group is given about 5 minutes to present their findings.

To develop this more fully, you could allow up to four one-hour lessons:

- one lesson's research time;
- two lessons for the development of student presentations;
- finally, one lesson for group presentations, with self-assessment of each presentation.

Group Enquiries

1. Where is Bangladesh?

e.g. which country? Which latitude? Which other places have a similar latitude? What's its capital? Who are its neighbours? Does it have good links and relations with its neighbours?

Guidance: Use sources such as atlases, Google Maps, CIA Factbook. To get to CIA Factbook, key 'CIA Factbook' into Google, then click on Bangladesh.

2. What is Bangladesh like?

e.g. Are there mountains, rivers; is it flat or hilly? Is it a mainly urban or rural country? What is its climate like? Is there 'summer' and 'winter' weather? What is the 'monsoon'? What would it be like as a country to live in?

Guidance: Use sources such as atlases, Google Maps, Wikipedia. Key in 'Bangladesh' into Google; for a Bangladeshi view of the country try the 'The Bangladesh Today' newspaper – www.thebangladeshtoday.com

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3. How developed is Bangladesh?

e.g. what is Bangladesh's level of economic development? How do people make a living? Is its countryside (rural areas) developed? What are its cities like? What changes are taking place there?

Guidance

- Use the CIA Factbook on Bangladesh. Key 'CIA Factbook' into Google
- Use development websites such as USAID in Bangladesh (usaid.org/bd) and United Nations Development Program (UNDP) (undp.org.bd)
- Use the BBC news page, www.bbc.co.uk/news and search 'Bangladesh'.

4. What kinds of work are there in Bangladesh?

e.g. What is Bangladesh's economy based on? What are the most common types of jobs done by people who live and work there? Is the economy changing? Is it industrialising? What are working conditions like for people at work? Who are the biggest employers in Bangladesh?

Guidance

- Use the CIA Factbook on Bangladesh. Key 'CIA Factbook' into Google
- Type 'Bangladesh economy' into Google; also Wikipedia (key in 'Bangladesh' into Google); use the CIA Factbook.
- For a Bangladeshi view of the country try the 'The Bangladesh Today' newspaper – www.thebangladeshtoday.com
- For job adverts, key 'Bangladesh jobs' into Google

5. What environmental problems does Bangladesh face?

e.g. which natural hazards that affect Bangladesh? When do they occur most and why? How do these affect the country?

Guidance

- You will need to do a general search using Google on phrases such as 'flooding in Bangladesh'.
- YouTube is excellent for hazards in Bangladesh. Type 'Bangladesh floods' or 'Bangladesh hazards' into YouTube's search facility. You may get some results!

6. How do floods affect Bangladesh? Which parts are most affected?

e.g. When do floods affect Bangladesh? What times of year of flooding a problem?

Which parts of Bangladesh are most affected? Which years have been most affected by flooding?

Guidance

- Type 'flooding in Bangladesh' into Google, and find examples of recent floods, especially the flood in 1998. Find out what happened.
- What are the causes of floods in Bangladesh? Key 'flooding in Bangladesh' and 'Bangladesh monsoon' into Google.

7. What future threats does Bangladesh face?

e.g. how will the country change in future? What threats does it face? Are there any environmental threats that it faces e.g. from climate change?

Guidance

- Type 'environmental threats to Bangladesh' into Google, also 'climate change Bangladesh'.
- Use the CIA Factbook to see what environmental problems and future threats the country faces.
- For a Bangladeshi view of the country try the 'The Bangladesh Today' newspaper – www.thebangladeshtoday.com

Student Resource Page 3

Notes from the programme

Use this framework as an A3 sheet to make brief notes on the programme using a) the pictures, b) the commentary. For example:

In Part 1, Globalisation at work, you might want to think about the following:

How old is the workforce?

What is their predominant sex?

What type of work are they doing?

What type of machinery can you see – is it low or high tech?

In Part 2, A Fair Wage? You could make a note of the following:

How many hours does Jorna work?

How much does she earn?

What is the minimum wage in Bangladesh?

What does Jorna think buyers can do to help her increase her salary?

What are her living conditions like?

In Part 3, Fair Conditions? Think about the following?

What are the main concerns for the workers

What improvements are being made?

Why have these improvements been made?

How are the improved standards policed?

Why is it so hard to ensure that standards are kept to?

	Pictures	Commentary
Part 1 Globalisation at work		
Part 2 A Fair Wage?		
Part 3 Fair conditions?		

Part 4 Fair Trade?		
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Student Resource Page 4 Remembering the programme

A Remembering the names

1. The name of country in which this programme is set?
2. The name of its capital city?
3. The name of the person filmed working and living in the slum areas?
4. The name of the suburb in which she lives?
5. The name of the company with five factory floors making clothing?
6. The names of at least three UK, EU or American companies for whom they provide clothing?
7. The name of the Fair Trade co-operative?

B Remembering numbers

1. The value of exports from Bangladesh in 2009-10 (in US\$)	
1. The number of people who work in textiles in the city of Dhaka	
1. The proportion of wages that Bangladeshi workers are paid compared to those in Europe or the USA	
1. The annual average income of clothing workers in the USA or Europe (in US\$)	
1. The annual average income of clothing workers in Bangladesh (in US\$)	
1. Bangladesh's world rank in world clothing producers	
1. The number of assembly floors in Rupashi's factory in Dhaka	
1. The number of clothing items made on each assembly floor in Rupashi's factory each day	
1. The total number of clothing items made in Rupashi's factory per day	
1. The percentage of all Bangladesh's earnings taken up by textiles	
1. The total number of textile workers in Bangladesh	
1. The total number of workers who are connected in some way to the textile industry	

Choose from these numbers:

1/50th

3

5

80

600

20 000

30 000

100 000

4 million

6 million

40 million

13 billion

A Knowing the key terms

Define these terms:

Assembly floor

Child labour

Compliance

Consumer Pressure

Design

Ethical

Fair Trade

Fire exits

Garment

Globalisation

Labour

Low cost manpower

Manufacturing

Minimum wage

Multinational retailer

Public Relations / PR

Retailer

Textiles

Trade union

B Understanding the key points

Part 1 Globalisation at work

- What are the benefits of making clothes in Bangladesh instead of the EU or the USA?
- What part has computerisation played in allowing industries to be set up in Bangladesh producing goods for Europe and the USA?

Part 2 A Fair Wage?

- Why did Jorna start work at the age of 11?
- Why does Jorna have little choice but to work the overtime given to her by the factory owners?
- Why does Jorna and her husband only have one room (and shared facilities) in which to live?
- Why are the streets full of rubbish and sewage? Who is at fault over this, in your opinion?
- What would have to happen to reduce and eventually prevent dumping of rubbish and sewage in the streets? How likely is this to happen and why?
- What is a trade union? What are trade unions trying to achieve in Bangladesh and why? Do they have your support in doing this?
- What are the possible benefits and problems created by having a minimum wage in Bangladesh?
- How does pressure on retailers to keep prices down affect a) factory owners, b) the workers who were interviewed?

Part 3 Fair Working Conditions?

- Investigative programmes on television, such as Dispatches on Channel 4 often have programmes highlighting issues such as child labour being used by retailers. Can you think of any examples that you may have seen or heard about.
- Why are such programmes bad news for the retailers who are named? Describe the negative effects this sort of news can have on their business.
- What are the main concerns of the workers? What rights do they have, and what would they like?
- What improvements are being made
- Why have they been made?
- How do TNCs attempt to ensure that standards are met?
- How reliable do you think these methods are? Explain the reasons for your answer

- How would you improve the system?

Activity

- a) Create your own 'Code of Ethics'
- Working in pairs, imagine that you are the directors of large retail organisation (you could invent your own company or use an existing brand name!). Create an A3 poster or certificate to promote your own code of ethics. What sort of measures would you put into place in your factories, to ensure the safety and well-being of the factory workers? Your poster should contain at least 10 points. Maybe you could put similar points under group headings such as Factory Environment, Working Hours, ...etc.
- b) In your role as directors of the company, present your 'code of ethics' to the rest of your group. Compare the proposals of each 'company' and discuss. Who is offering the best working conditions to their factory workers?
- Investigation! Use the internet or other research sources, to see how much you can find out about the 'Code of Ethics' of some well-known retailers. Select several retailers and start searching – write up your findings in the form of a report. How easy or difficult is it for you (and all consumers) to find this information? Example website is www.primark.co.uk/ethical

Part 4 Fair Trade?

Using the images below of the Swallows Fair Trade Factory and an urban factory, annotate the differences you can see between the two factories.

Photo A



Photo B



Photo C



Photo D



Using the pictures above as a prompt, please complete the table below. Think about how the conditions at Swallows are better than at the urban factory in Dhaka. Think about how you would feel working in a factory with armed guards at the entrance compared to one where you could walk with your child before dropping them off at childcare. Remember that although the technology at Swallows may be more “basic”, using more labour intensive/traditional production methods, enables Swallows to pay its workers higher wages. Also think about the other facilities that the workers at Swallows have access to through their work, like childcare.

	Urban factory	Swallows
Machinery used		
Hours worked		
Where workers work		
Workers pay		
Facilities at the factory		
Relationships between managers and workers		
Other differences		

- Why do Fair Trade textiles at Swallows take longer to produce?
- If prices paid to producers per item were trebled, would they treble in shops in the EU and the USA? Explain why.

Teacher Resource Page 6 Factories in Bangladesh – right or wrong?

Aim and process

- This is a class enquiry into how different people feel about factory conditions in Bangladesh. The enquiry is designed for small groups of students who, together, can produce either a PowerPoint or a web page presentation.
- Four enquiry themes are given. With a class of 30, this should mean about 7-8 students per question, and you can split some of the questions.

Time allowed

To develop this enquiry, you need to allow two one-hour lessons as a minimum;

- a homework preparation with students doing their research,
- one lesson in which groups get together to prepare presentations,
- a final lesson in which each group is given about 5 minutes to present their findings.

Group Enquiries

Group 1 Meeting the trade unions!

(Good for students with a liking for drama, acting, creative writing)

Prepare a short play of about 5 minutes length to show the discussions between factory owners (3 people), factory workers like Jorna (3 people) and the Trade Union (2 people).

This can be done in stages –

- a) Factory owners, workers and trade union separate in order to decide what they want to say in the play. Write ideas down on paper!
- b) Meet together to put their ideas into a sequence. They could script a meeting between both sides and the Trade Union trying to sort out differences, or could create a scene where the Trade Union uses the workers to put forward a case for higher wages, and how the factory owners feel about this.
- c) Rehearse it 2-3 times
- d) Perform!
- e) Ask for feedback from the rest of the class. What went well? What was positive? How strong were the arguments on each side? Who was most persuasive?

Group 2 Campaign!

(Good for students with a liking for current affairs, politics, public speaking)

Prepare a presentation – in role – of about 5 minutes length to show how team of Factory Inspectors (4 people) might report on the conditions they found in the factory when they met the owners (4 people). The factory is the one you have seen in the programme.

This can be done in stages –

- a) The four Factory Inspectors meet and decide what they want to ask the Factory owners. At the same time, the four Factory owners meet and decide what they think the Inspectors will ask and how they'll reply.
- b) The two teams meet. The Inspectors ask questions, and the owners reply.
- c) The two teams separate and discuss what they've learnt.
- d) A second, and final, meeting occurs in which Inspectors find out anything else from the owners.

- e) The two groups part and write up their own reports for a presentation to the class under the following headings:

Inspectors	Factory Owners
What the aims of the Inspectors were	What we thought the Inspectors were after
What we wanted to ask the Factory Owners	The changes we thought Inspectors would want to impose on us
What we found out	How we coped with the Inspectors' questions
The attitude of the Owners towards us	The attitude of the Inspectors towards us
What we think the Owners need to do to their factory in future	How we'll try and respond to the Inspectors demands

- f) Present the rest of the class. What went well? What was positive? How strong were the arguments on each side? Who was most persuasive?

Group 3 Enquiry !

(Good for students with a liking for activity, finding out, face-to-face meeting with people)

Design a questionnaire which you can ask the following groups of people about clothing, about factories in countries such as Bangladesh, and about Fair Trade.

Write your own questions, but here are a few ideas for topics for questions:

1. Do you ever look to see where clothes have been made?
2. Do you care where your clothes are made?
3. Do you buy Fair Trade goods?
4. Would you buy Fair Trade goods, even if they were more expensive
5. If you had the choice between something that looked great (but which was made in a factory paying low wages) and something that looked OK (but which was made under Fair Trade conditions) then which would you buy?
6. Should the UK Government ban clothes made in sweatshop conditions?

Question these people –

- a) People in your class
- b) People in your year group
- c) Adults e.g. parents and family friends so that you get a different age group

Tabulate all the results and present them to the class.

Group 4 Researchers!

(Good for quieter students with a liking for research!)

Prepare a survey of several clothes companies – one per student or per pair of students – to see where they get their clothes from, and whether they have any policies about where they buy the clothes they sell to us.

Examples –

Specialist clothes shops e.g. Next, Top Shop, Gap

Supermarkets with their own brands of clothes e.g. Tesco, ASDA

Sports clothes shops e.g., Nike, Adidas

High-end, high value fashion clothes e.g. Christian Dior, Gucci

Student Resource Page 7 The benefits and problems of the textile industry for Bangladesh

After watching the programme, summarise the benefits and problems of industrialisation for Bangladesh.

Impact	Benefits	Problems
Economic		
Social		
Environmental		

Summary: Now explain in about 500 words whether industrialisation in Bangladesh has brought more benefits than problems.

Student Resource Page 8 What are the positive and negative arguments for cheap labour in Bangladesh?

For each of the following statements, complete the table below as follows:

- a) In Column B, say whether the statement is a strong reason or a weak reason why factories in Bangladesh should pay very low wages,
- b) In Column C, explain your reasons.

Column A Statements about low wages in Bangladesh	Column B	Column C
There are plenty of workers who are queuing up for factory jobs in Bangladesh		
People in Europe and America want cheap clothes		
Companies like Gap and Primark need to keep prices low to keep their customers		
Paying workers more in Bangladesh would almost certainly mean that European and American companies would go elsewhere for their clothes		
Having more expensive clothes in Europe and America would mean the companies would sell less, and so workers there would lose their jobs		
People in Bangladesh have a choice – they don't HAVE to work in factories		
Fair Trade has only a very small part of the clothes market in Europe and America		

Teacher Guidance Page 9 Discussing the issues

Should Bangladesh continue to produce mass clothing at the cheapest prices by paying its workers low wages? Should there be greater attention paid to Fair Trade?

- If wages in Bangladesh were increased, would the world's largest clothing companies move elsewhere?
- Should more clothing be produced under Fair Trade conditions?

Stage 1 Preparing for the discussion

For this lesson, you will need to prepare as follows:

- Five A4 cards or sheets of paper; these should read 'Strongly agree', 'Generally agree', 'Not sure or No Opinion', 'Generally disagree' and 'Strongly Disagree'.
- A small amount of blu-tak to enable these to be stuck on to the classroom walls.
- The classroom; use all the space for students to move about by moving tables to the sides.

Stage 2 Discussing the issues

- Blu-tak the five cards around the classroom wall, from 'Strongly agree' to 'Strongly Disagree'.
- Explain to students that you are going to read out statements, one by one, and that you will allow about five minutes to discuss each one. Each time they hear a statement, they should go and stand beneath the card that most clearly describes how they feel about it – e.g. 'Generally agree'.
- Once there, they should justify why they are there, and listen to others doing the same.
- If at any time they change their opinion, they can move to another position, and justify it.
- Read out the statements from the list below. Add your own if you are feeling inventive or other issues have occurred in class.

Stage 3 De-briefing and Concluding

- Debrief students towards the end of the lesson about the views expressed. How far are people willing to change? Do we have to change or should we just let things be as they are now? Should the government force changes?
- To conclude, ask each person to write about 500 words 'My clothes – does it matter to me where they are made?'.

Statements

1. I don't look to see where clothes have been made
2. I don't care where my clothes are made
3. It's good that trade unions in Bangladesh are fighting for higher wages and shorter hours
4. Fair Trade is great – but not for me
5. Fair Trade goods are too expensive

6. If I had the choice between something that looked great (but which was made in a factory paying low wages) and something that looked OK (but which was made under Fair Trade conditions) then I'd go for looking great
7. I'd be happy to pay more if all clothes could be made under Fair Trade conditions
8. The UK Government should ban any clothes not made under Fair Trade conditions