

KNOW YOUR LIFESTYLE



INTRODUCING SUSTAINABLE CONSUMPTION IN SECOND CHANCE EDUCATION

GLOBAL GOODS PRODUCTION IN THE TEXTILE INDUSTRY



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BAOBAB GLOBALES LERNEN

IMPRESSUM

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I. INTRODUCTION

In the age of globalisation, the world is moving closer together. And the buzzword globalisation does not only adhere to the boundless flow of information and capital but also the merging of cultures and a joint responsibility for the future. At the latest with the United Nations Conference on Environment and Development in Rio de Janeiro in 1992 it became clear that dwindling resources, growing environmental problems and increasing social inequalities affect the entire world and therefore all governments and societies are encouraged to bear responsibility for a viable and sustainable development.

Therefore, as well the governments of the European Union committed themselves to the basic dimensions of global sustainable development recognised in Rio de Janeiro: environmental and resource conservation, social sustainability and economic viability. Therewith, the governments acknowledge that their societies are in a learning process in which

antiquated patterns of thought regarding development and underdevelopment are losing their validity and education for sustainable development must be given a more significant value. The universal responsibility of people worldwide for a socially and environmentally friendly behaviour requires a deeper understanding of the relationships between consumption patterns and the finiteness of resources, as well as an understanding of the links between consumption patterns in the countries of the northern hemisphere and the living and working conditions of people in the countries of the southern hemisphere.

GLOBAL LEARNING

Global Learning is a possible pedagogic answer to issues of global development and questions of the future. It is an educational response that is based on the principle of sustainable development and internationally binding human rights treaties.

In this interdisciplinary approach the understanding of global economic, political, social and environmental contexts is considered as a cross-cutting issue of education - an educational concept that touches all topics.

The purpose of Global Learning is to increase the understanding of the problems of the modern world and its consequences, both locally and globally. Global Learning encourages learners for a change of perspective and a reflection of their individual patterns of thought and behaviour. Such learning is important because it helps people to recognise their own role and the individual and collective responsibility they have as active members of a global society in regards to efforts for social and economic justice for all and the protection and restoration of ecosystems on our planet.

Global Learning is not a strict and regulated educational programme, but rather an open, preliminary and multi-faceted approach of contemporary general education. Global Learning should be fun. It uses a variety of interactive and partici-

patory learning methods.

Didactically and methodologically Global Learning requires teaching and learning methods which are interdisciplinary, participatory and action- and experience-oriented, because Global Learning is both promoting cognitive as well as social and practical competencies. Thus, Global Learning does not target a particular field of knowledge, but aims at acquiring key competences and skills that people - today and in the future - need to live in a responsible, solidary and sustainable manner as world citizens ("think global – act local").

"Recognising, Evaluating and Acting" and the respective interplay of these spheres of competence are promoted. Thereby, reference is made to the living environment of the learners: Even if always one has to be careful dealing with the question of one's own realistic capabilities and actual individual power, learners shall be enabled to analyse their own position in society, to form their own opinion and to actively participate in political processes.

SUSTAINABLE CONSUMPTION

Globalisation can be found everywhere in our day-to-day lives, starting with our shirt from Bangladesh, the cup of coffee brewed with beans from Guatemala right up to our mobile phone which would not function without coltan from the Republic of Congo.

Shopping knows no closing time, because via internet we can always purchase. Consumption imparts experience. Consumption socialises, gives meaning to our life and shapes our modern lifestyle.

Consumerism is an expression of societal development and individualism. Consumption sometimes appears as natural as eating, drinking, being mobile or working.

The media and advertising affect our consumption behaviour: products, music or outfits represent a certain style. The "proper attitude to life" and the "right perception" is organised by third parties on the market: via buying the "right products". Often, social recognition and an improvement of personal status are connected to it. Thus, in the end we all buy even things we actually do not need.

In view of a constantly growing world population and limited resources on our planet, however, the question arises how in future the needs of according to estimations by the United Nations more than 9,5 billion people in the year 2050 will be met and how participation of all people in the world can be assured. Solely the consumption of households in Europe is responsible for more than a quarter of all European greenhouse gas emissions. In this share the emissions connected to the production process of the consumer goods is not even included.

This means: the consumption of products increasingly influences both the economic and social situation of the people worldwide and the state of the environment. In the production process, in the consumption and in the use of a product lays great potential for minimising the environmental impact and for reducing global injustice. The point is to recognise and to use this potential, to hold a discussion about our lifestyles and about our responsibilities also in terms of consumption.

Of course there is the principle of "stop buying" or Consumption Renunciation. This principle focusses on the

consideration whether you really need a new product or repair an old one, whether you buy a used product or make a new product by upcycling an old one.

Contrary to that, there is the concept of Sustainable Consumption (also ecological or ethical consumption). Sustainable Consumption is part of a sustainable lifestyle and a consumer behaviour itself: Buying ecologically and socially responsible products may exercise political influence on global problems. It may reduce the economic, the ecological and the social costs of our lifestyle.

A prominent example of the global dimension of purchase decisions are efforts to fair trade. Consumers should choose a more expensive good of a small producer in a developing country, thus supporting fair working conditions. As well, with a purchase decision the operating and follow-up costs of a product should be considered and decisive. This applies also to the subsequent power efficiency as well as for the reparability or the long-life cycle of a product.

Following the principle of sustainable development, consumption is sustainable if it meets the needs of the present generations without jeopardising the prospects of future generations. Sustainable consumption therefore reaches into our individual lifestyle. The sustainable consumer is the ecologically and socially responsible citizen. Sustainable consumption first of all means conscious consumption: to have a closer look and to keep in mind one's personal "overall balance". Sustainability as a quality characteristic of products should be the guiding principle for consumers as well as for the economy and the public sector in Europe.

But how can we prepare and accompany especially young people on their way into a globalised and "connected" world in terms of viable and sustainable development? How can we convey to them the knowledge about local and global developments and challenges? How can we make them aware of sustainable options for action?

The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education" would like to offer particularly young adults the opportunity to have a look beyond the horizon of their own lifestyles.

II. THE PROJECT „KNOW YOUR LIFESTYLE“

The idea for the project "Know your Lifestyle - Introducing Sustainable Consumption in Second Chance Education" was based on the fact that development education and issues of globalisation and sustainability are practically not subject of the curricula of Second Chance-education in Europe.

In cooperation with Second Chance-teachers and non-governmental organisations (NGOs) engaged in development education, the didactic materials and workshop modules in this publication on different topics of sustainable consumption such as "Renewable Energies", "Mobile Phones", "Water as a Global Good", "Global Good Production in the Textile Industry" and "Human Energy" have been compiled and developed to fill this gap.

Therefore, working meetings with teachers were organised. First teaching concepts and ideas were presented to the teachers to obtain constructive feedback and detailed information regarding the characteristics of the target group and the organisational framework of Second Chance-programmes. At a later stage, in all project countries first teacher workshops were implemented to train an extended number of teachers in the use of the materials. By means of such events the participants were enabled to work with the preliminary materials themselves, to test these and already to work on the basis of the proposed topics of development education on globalisation contexts in their courses. This way, in all project countries already a certain number of project events in Second Chance-programmes could be implemented in the course of which it was possible to obtain feedback directly from the young adults enrolled in the programmes as the final target group. It was important for us to find out whether the materials were applicable in the courses and appropriate for the target audience, whether interest on part of the participants in the topics could be sparked and whether the participants enjoyed the events and the chosen methodology. According to this experience gained, the materials could again be revised and optimised.

The aim of the project is to inform young adults

like the participants in Second Chance-programmes about the linkages between personal, local consumption and the global impact connected to it. It provides young adults the opportunity to look critically at individual consumption patterns and to develop alternative and more sustainable patterns of action.

The participants of Second Chance-programmes in Europe are rarely confronted with development issues in their daily lives. They are a special target group with particular learning needs: Most of them are young adults with a migration and/or difficult social background who may often experience merely little support for a sound education by their families. But with their upcoming entrance into working life they are in an important phase of their life. In the Second Chance-programmes they engage in order to improve their chances for their future. With the elaboration of the educational materials at hand we attempted to develop an innovative pedagogical approach for discussing the topic of sustainable consumption and issues of globalisation with participants in Second Chance-programmes. Of course, we hope that the materials will as well appeal to other actors engaged in various fields of education and that also other target groups will be able to work with them.

We are not claiming that the people participating in such events will be educated for becoming entirely informed and enlightened consumers. The events are designed to give participants an impetus for becoming aware of the topic of sustainability, of global connections and of the question of global justice, to put them in an informed position in case they should be in their future everyday lives be again confronted with the issue, and possibly to enable them to act consciously and sustainably in one or another future situation. All this without raising the admonishing trigger finger and appealing to their individual "guilty conscience". Awareness of sustainable consumption is a challenge, almost a science in itself in the face of the bulk of information and the complexity today's life is providing us with,

THE PROJECT CONSORTIUM:

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DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. The association represents the interests of the approximately 930 Adult Education centres (Volkshochschulen) and their associations, the largest further education providers in Germany.

DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education. As the leading professional organisation in the field of Adult Education and development cooperation, DVV International has committed itself to supporting Lifelong Learning for more than 45 years. DVV International finances its work with funds from institutional and private donors.

Our Mission

Education is a Human Right. We fight poverty through education and support development. As a globally acting professional organisation for Adult Education and development cooperation, we build sustainable systems for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for Lifelong Learning.

The essential focus of our work:

- Literacy Education, Basic Education and Vocational Training
- Global Learning, Environmental Education and Sustainable Development
- Migration and Integration, Refugee Work, Health Education, Conflict Prevention and Democracy Education

Local Support

We conduct educational projects for disadvantaged youth and adults, help in the set-up of educational institutions and advise partners and governments in the establishment and development of sustainable structures for Youth and Adult Education.

We cooperate with more than 200 civil society, government and academic partners in more than 35 African, Asian, Latin American and European countries. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action.

Global Partnerships

Generally, vocational, cultural and scientific education of youth and adults is a key to development worldwide. Along with national, regional and global Adult Education associations, DVV International promotes lobby work and advocacy for the Human Right to Education and Lifelong Learning. Thereby we orient ourselves on the UN Millennium Development Goals (MDG), the global Education for All (EFA) programme and the UNESCO World Conferences on Adult Education (CONFINTEA).

DVV is a member of the European Association for the Education of Adults (EAEA), the International Council for Adult Education (ICAE) and the German Commission for UNESCO (DUK).

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die kärntner
volkshochschulen
projekte

The Association of Adult Education Centres in Carinthia (VHSKTN) is a non-profit association with eight AECs in Klagenfurt, Villach, Spittal, Wolfsberg, Feldkirchen, St. Veit and Völkermarkt. The VHSKTN was founded nearly 60 years ago. As a traditional Volkshochschule the VHSKTN is also a member of the Association of Austrian Adult Education Centres. The Association of the Adult Education Centres in Carinthia regards itself as educational institution and is pledged to democracy, committed to the principles of human rights and independent of any political parties. For this reason the VHSKTN is opposed to any sort of anti-democratic, racist, anti-Semitic, misogynous behaviour or which discriminates against any group of people, and it is committed to counteract such tendencies.

According to the Association of Austrian Adult Education Centres the VHSKTN view education as a learning process which continues throughout life and comprehends the cognitive, affective and physical dimensions; in other words: the whole person. Its work is focused on the learners' needs and requirements, but also tries to make people aware of needs and

requirements they might forget about in everyday life.

The trainer staff of the VHSKTN consists of more than 600 trainers, who conduct more than 2500 classes every year all over Carinthia. The head of the VHSKTN is Dr. Gerwin Müller. The pedagogical director is Beate Gfrerer. Beyond traditional classes and courses around the topics culture and society, nature and environment, economy and IT, languages, creativity and culinary art and beauty and wellness the AEC association runs more than 25 local and international projects. The key aspect of most of these projects is Second Chance, beginning from the basic educational courses, the certificate of Secondary Education and University entrance examination. The Association of the Adult Education Centres in Carinthia offers a chance for those, who fall through the cracks of society and supports people from all social classes in climbing the social ladder.

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Andragoški center Republike Slovenije
Slovenian Institute for Adult Education

The Slovenian institute for Adult Education (SIAE) is the main national institution for research and development, quality and education, guidance and validation, and promotional and informative activities in the field of adult education. SIAE drafts professional bases and evaluations, and monitors the development of the adult education system, develops various non-formal and formal forms of learning, develops programmes to improve adult literacy, and pays particular attention to improving access by vulnerable groups of adults to education and learning. In doing so, it develops the necessary infrastructure to support learning, develops models for the self-evaluation of quality and the validation of prior learning, and provides professional education and training for adult educators. The SIAE informs professionals and the general public

about all of these processes and achievements, and contributes to the broader awareness of the importance and role of adult education.

SIAE's mission in detail:

We believe education could help people in exploring their life-long question i.e. "How should I live my life?" In this way the voice of the learner needs to be heard in the curriculum. On the other hand person could not be realised out of the community. Even more - every person tends to be realised in the community. Education shall bridges those two sides of human life. The word community is derived from the Latin word "communicare" that means to communicate, to share. Communication means sharing - not only the material things, but also

knowledge, spiritual things, values, problems etc. People need to communicate. The problems they share, even the conflicts might be understood constructively when there is a place for dialogue, where human ideas, knowledge and competences, virtues and values might be exposed and discussed. Dialog means that people hear each other and try to understand each other. When people understand each other, they may be willed to construct common reality. Thus SIAE puts special attention to the community's learning, dialogue and to the personalization of learning. In this process our special concern is paid to adults who are in dangerous to be excluded from dialog e.g. low educated, young dropouts, migrants, unemployed, etc. Most of our work refers to non-formal learning that represents the major part in human lifelong learning.

SIAE and adult educators:

We are aware of the importance of competent staff in adult

education and thus we develop learning programs for adult educators (teachers, mentors, tutors, counsellors, advisers, etc.). They represent the cornerstone in the quality of learning process and thus important agents in changing society.

SIAE and the project "Know your Lifestyle":
It hasn't been difficult for us to decide to cooperate in the project "Know your Lifestyle", because it grows from similar values and has very similar aims as we have already write above. The questions of sustainable consumption are very important in the global world. We believe we can help to spread the principle of sustainable consumption in Slovenia. We have stepped in the project together with the network of PUM' mentors and Umanotera - the non-government organization who has already worked at this field for more than decade. We all learn together with other partners in the project. We communicate and share all the goods, knowledge and ideas in striving to disseminate them world widely.

ESTONIAN NON-FORMAL ADULT EDUCATION ASSOCIATION

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The Estonian Non-formal Adult Education Association (ENAEA) is non-governmental, national umbrella organisation in the non-formal adult education field associating education-orientated NGOs and folk high schools. ENAEA has 72 member organisations.

Our values:

- Life-long learning and every person's active participation in his/her own community's as well as in the state's life as a whole is a necessary precondition and resource for development;

- Learning plays a key role in softening poverty, inequality and social stratification, but also in supporting democracy, creativity and economical development.

According to the ENAEA's standpoint, the life-long learning in Estonia has to guarantee taking into account the learners' needs and participants' active involving in study process and assure the accessibility of learning possibilities to all applicants.

ENAEA is active in adult education policy; supports activity of its members, promote their mutual relations; collects and publishes educational materials; collects and distributes information; carries out research projects; organizes seminars, courses, conferences etc.; cooperates with organizations having similar objectives in national and international level; cooperates with governmental institutions.

ENAEA has experience in different research and network projects: EQF, NQF, adult educators' profession and qualification issues (national and international level, incl. training of trainers), basic skills and vocational education, key competencies and non-formal education etc.

The competence areas are: adult education in local areas; NGO leader training; guidance and counselling in adult education; quality of adult education (incl. training of trainers); involving school dropouts (young adults) into adult learning activities.

¹PUM ist eine slowenische Abkürzung für ein Programm des zweiten Bildungswegs, d. h. Projektlernen für junge Erwachsene, das bei SIAE in den 90-er Jahren entwickelt wurde, um jungen Ausbildungsabbrechern helfen, Bildung zu erwerben oder eine Arbeit zu finden. Heute gibt es 12 PUM-Gruppen in Slowenien.

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EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

The European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe. EAEA is a European NGO with 123 member organisations in 42 countries and represents more than 60 million learners Europe-wide.

EAEA is a European NGO whose purpose is to link and represent European organisations directly involved in adult learning. Originally known as the European Bureau of Adult Education, EAEA was founded in 1953 by representatives from a number of European countries.

EAEA promotes the social inclusion aspects of the EU 2020 strategy; it promotes adult learning and the widening of access and participation in formal and non-formal adult education for all, particularly for under-represented groups. We promote learner-centred approaches that take people's lives into account and enable them to acquire all kinds of competences, with particular attention to basic & transversal skills.

EAEA

- provides information & briefings on EU policy
- cooperates with EU institutions, national & regional governments, e.g. the Council of Europe & UNESCO
- cooperates with stakeholders, through EUCIS-LLL

- releases reports, handbooks, project information & results
- provides advice and recommendations for our members' policy work
- helps members with exchange of good practice, partner search & dissemination of projects & events

EAEA aims to support and disseminate their member's engagement in activities, partnerships, policy and curricula development, research and provision for social inclusion and cohesion, democratic participation and combating poverty and discrimination. Linked to an international network of adult education providers, EAEA is leading in mainstreaming innovative concepts in adult learning. EAEA regularly organises European conferences on topics relevant to Adult Education and LLL and links to other European platforms and umbrella initiatives on European level.

Furthermore, EAEA has a long expertise in dissemination activities and powerful dissemination channels: through its website, it reaches 350000 unique visitors in a year; its newsletters counts more than 2000 readers and its social media are followed by more than 800 people.

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BAOBAB – Globales Lernen is a non-profit organisation and a principal forum for Global Education in Austria. By providing teachers and educators with didactic material, we promote the involvement of global topics within and outside Austrian schools. With our work we want to raise awareness for global economic, social, ecological and political connections as well as show that they are man-made and therefore changeable. BAOBAB is located in Vienna and works in four different areas:

Library

BAOBAB – Globales Lernen is part of the C3-Library for International Development. This library is the largest education and research library in Austria dedicated to international development, global education, and women and gender issues. The educational part of the library offers a wide range of didactic materials (books, DVDs, CDs, games) on global topics for different levels. These resources deal with questions of peace education, human rights education, environmental, political and development education as well as social and cross-cultural learning and diversity education. A special focus is laid on monolingual and multilingual children's books along with films and documentaries from all over the world.

Films and Educational Material

BAOBAB – Globales Lernen develops educational material on global issues for all levels (kindergarten to adult education).

Our DVDs contain selected documentaries and short films from or about Africa, Asia, Latin America and Eastern Europe. They address global topics and provide insights into different living situations of people all around the world. In addition, the DVDs include didactic material and background information on each film.

Training

BAOBAB – Globales Lernen offers training in Global Education for teachers and educators at various levels (kindergarten, schools, etc). The training is in step with the actual practice of educators and should facilitate the integration of Global Education into learning contexts.

Consulting

BAOBAB – Globales Lernen supports teachers, educators and students in selecting material and in the execution of projects.

III. INFORMATION ON THIS VOLUME

Based on the topic of consumption and production chains, the following module provides ideas and methods for dealing with global learning in everyday classes. The focus is put on the examination of the subject of cotton and textile production.

It focuses on the globalisation of production processes using the example of clothing. Where and under which circumstances are our clothes produced? Which single production steps are necessary and which financial and social costs are caused by these? Which impact does this have on the environment? And under what working conditions are our clothes produced by people in faraway countries the goods originate from? Starting with their own consumption behavior, learners grapple with global goods production and put it in the context of human rights and environmental sustainability.

Hereby, the linking to the learners' personal lives is central. The materials comprise of various methods which allow for both an introduction to the topic of sustainability and an intensive examination of the various aspects connected to the topic of textile production. The students will take on different perspectives on the issues dealt with and will cogitate about possible alternative options for action. The methods allow for both a cognitive as well as a creative examination with the topic.

In each chapter teachers will find background information on the respective issues touched as well as a variety of methods which they may use together with their course participants.

This publication offers a variety of possible approaches:

It can be used both as a collection of methods relating to the topic of textile production out of which single methods may be selected depending on the lesson's subject, interest or time available and integrated into the regular lessons.

But this publication also provides teachers the opportunity to

individually organise a special project day-event according to the interests and ideas of the participants or according to one or another aspect of the topic dealt with (an optional schedule is presented in the following). Of course, the methods can also be linked with other topics, methods and activities which are not proposed here. The collection is an offer which leaves room for expansion and improvisation.

The methods are always described in such manner that an independent and easy implementation by the teachers should be possible. As already implemented events have shown, however, in some cases for a successful application and for having a joyful event a certain amount of improvisation on sides of the teachers is necessary and sometimes even intended.

Information on the materials respectively needed for implementation and on the amount of time required (the respective information concerning the time are meant as a guideline and may vary depending on the characteristics of the group) as well as instructions regarding the preparation, implementation and evaluation of an event is always listed. Copy templates and worksheets which are to be used are respectively provided. These may be copied out of this publication. Since the materials may be also found in the download section of our project website (www.knowyourlifestyle.eu), the printing of single contents may ease the process of preparation.

We hope that all teachers and their course participants who jointly work with our materials will enjoy the examination with the issues proposed, that they will gain fascinating insights and ideas and that they will take a strengthened awareness of sustainability into their future lives.

PROJECT DAYS AROUND THE TOPIC TEXTILES

Necessary time: 5 hours (plus breaks)

time/minutes	title	activities	content	materials/ documents
35	Introduction			
05	Introduction		Presenation of the programme	
15	My Look	position barometer	Reflection on clothing and consumption	
15	Quiz around textiles	Quiz	Worksheet Quiz solutions	Worksheet Quiz solutions
160	Textile industry and working conditions			
30	The production of a T-shirt	Chain of pictures	introduction into the production chain of textiles and the resulting problems for humans and environment	Pictures, textcards, flip-chart, pens and maybe internet access
30	Who gets which part of a T-shirt?	Visualisation of labour expense from the final price of a T-shirt in comparison to other posts	Look at production costs and cost allocation	Cards, pins or sticky tape, A4-papers with different cost centres and work sheet, T-shirt for each group
100	Working conditions in the textile industry	Working with quotes, development of allowances	Identification of employment law problems and formulation of solution	textcards on working conditions, paper and pens , worksheets (1 for each group), min. 40 cards, pins or sticky tape
105	Solutions and need for action			
45	Certificates of quality jungle	Web investigation	Get to know different certificates for sustainability in the textile industry	Cut out certificates, info-text certificates, internet access
60	What can I do?	position barometer	Get to know different individuel opportunities, how to act fair	Text cards courses of action topic textiles, Sign thereby a lot can be changed, Sign thereby nothing will change, red and green pens

COTTON AND TEXTILE INDUSTRY

The textile and clothing industry is extremely globalized. The competition on the world market and the search for cheaper production methods has led many textile companies to move their production facilities to so-called developing countries. This ranges from a large number of industries from high tech companies to various suppliers and sub-suppliers including women who work from home, all integrated in this global economy. Disregard for labour and human rights in the production chain is common.

Thousands of clothing companies employ mainly young women for the global textile market, especially in Asia and Latin America. Lack of regular wages or employment contracts, unpaid overtime etc. are common practice.

Often raw materials, intermediate and end products are transported half way around the world. The ecological burden along the textile chain is well-known: the use of large amounts of pesticides for the cultivation of raw fibres, use of a wide spectrum of chemicals for the textile hybridisation or the immensely high water consumption in the cultivation of cotton.

In the last few years social issues have begun to play an increasingly large role. Thanks to civil society organisations like the Clean Clothes Campaign, textile manufacturers and traders

are increasingly challenged to take on social and ecological responsibility for their products, especially for the production processes along the profit chain, in addition to their economic interests.

Organic & fair fashion is no longer just a niche product! Organic-Jeans and fair trade T-Shirts already hang on the rails of large fashion chains. But what does the term "organic" stand for and what does "fair" mean? What is the background of the various certificates of quality?

In the following module, various problem areas in the production chain of textiles are highlighted and possible alternatives pointed out. A sustainable interaction with natural resources should be realised.¹

In this module the PT deliberate on global goods production using textiles as an example, while reflecting on their own consumer behaviour. They follow the production of jeans around the globe and learn about the different stages in the textile production as well as the problems that are connected to it. Special attention is paid to the working conditions in textile production! Against the background of human rights and core labour standards, the PT establish possible solutions, reflect on these and evaluate courses of action. It is possible to include the topic in English teaching.

¹Additional background information for trainers in: WeltverbesserIn 2/2011, S.9-11: www.cleanclothes.at/media/common/uploads/download/ausgabe-22011/weltverbesserIn-2-2011_web-doppel.pdf

>>> GETTING STARTED

The following three exercises can be used alternatively for getting started with the topic of textiles. All exercises focus on the consumer behaviour of the PT and include the topic „brands“.

Each person has specific ideas that influence his or her life and behaviour. With some people the

image or look plays an important role. A brand stands for a particular image and attitude towards life. Through the outfit, loyalties to a certain group are signalled. Clothing therefore becomes a status symbol, which has inclusive or exclusive consequences.

>>> BRANDS MAKE PEOPLE

The PT discuss the topic brands and the functions of clothes.

 creative work

 25 min.

 A3 paper for all PT, color pens, string, and clothespegs (alternatively: Pinwall)

All PT receive a sheet of paper, on which they draw the outline of a person. This person is now „dressed“ (drawn) with „branded clothes“. The labels should be clearly visible., For example, they draw a T-shirt und write clearly visible the brands or the brand logos. There is no limit set for imagination. It is up to them if they identify with this person and dress him/her according to their own habits, preferences or wishes or if this is a fictitious person.

After about 10 minutes the drawings are displayed and viewed by everybody, but not commented on.

Subsequently the following questions are discussed:

- What functions does clothing have?
- Why are brands so important?
- What attitude do you associate with what clothing style?

>>> MY LOOK: LOGO OR NO LOGO!

The PT discuss their own attitudes and behaviour regarding clothing and consumerism.

 position barometer

 15 Min.

 worksheet „My Look“

In the class two poles are securely mounted. Between these the PT position themselves on an imaginary line, depending on which pole they feel more aligned to. On a voluntary basis they explain why they have chosen this position.

- How long do you take to choose clothing in the morning? (short to long)
- Is the brand important for you when shopping for clothes? (unimportant – important)
- How often do you buy new clothes? (daily – at the most 1x per year)
- How important is the brand for you when it comes to choosing shoes? (unimportant – important)
- Do you like spending a lot or little money on clothes? (little – much)
- Do you wear many pieces of clothing from the wardrobe? (more than 5 – less than 5)

Variation

The exercise can also be done independently with the help of the worksheet „My look“. After completing it the PT compare their answers working with a partner .

Tip for further work:

The worksheet can be scanned and then evaluated. Once the frequency has been counted, this can be converted to %.



MY LOOK: LOGO OR NO LOGO! WORKSHEET

1. How long do you need to choose your clothes in the morning?

< 5 min.

5-10 min.

10-20 min.

20-30 min.

> 30 min.

2. How important is the brand for you when you buy clothes?

very important

rather important

rather unimportant

unimportant

3. How often do you buy new clothes?

about 1x/week

about 1x/month

every 2-3 months

every 6 months

about once a year

less frequently

4. How important is the brand for you when you buy shoes?

very important

rather important

rather unimportant

unimportant

5. How much money do you spend in average for clothes in a month?

< 10

10-30

30-60

60-100

über 100 Euro...

6. How many clothes from your closet do you really wear?

almost all

about 2/3

about half

about 1/3

very few

MONEY MAKES THE WORLD GO ROUND

The PT deliberate on clothing shops and brands, headquarters of companies and their countries of production.

 web investigation, visualization on a world map

 50 min.

 Materials: internet access, worldmap (e.g. www.mygeo.info/karten.html), blue and yellow small flags (alternatively: pins with heads in 2 different colours)

The PT form small groups of 3-4 and reflect on the following question:

- In which clothing shops do I tend to buy clothes?
- Am I wearing branded clothing, if yes, which?
- Which other clothing companies and brands do I know?

Depending on the group, the companies mentioned are going to vary here. The names are collected and subsequently every group investigates two companies or brands using the site of the Clean Clothes Campaign (www.cleanclothes.at/de/firmen-check) as well as the company headquarters and production sites of the companies. In case only shops or brands are used for which

there is no information, the following can be checked: C&A, H&M, Helly Hansen, Jack Wolfskin, Jack & Jones, Tally Weil, New Yorker, Levi Strauss.

The results are marked on a world map by each group, the company headquarters with blue, the production sites with yellow flags.

PT have a discussion on why these companies have their branch offices in industrialized countries and have out-sourced their production to various so-called developing countries. Where do most companies move to, How can this be explained? What could be the reasons for companies not revealing their production sites?

THE TEXTILE INDUSTRY: BETWEEN PROFIT AND RESPONSIBILITY

Like any other branch of industry, the textile and clothing industry is geographically as well as socially extremely globalized. The competition on the world market and the search for low price conditions have led many textile companies to move their production locations to so-called developing countries. A large number of players, from high-tech companies to various suppliers and sub-suppliers to homeindustries are all integrated into this global economy.

Often raw materials, half-finished and end products of clothing are transported half way around the world. The ecological impact along the textile chain is a well known fact. Furthermore, social issues play a role as the focus shifts to sustainable development. Beyond simply looking out for their

economic interests textile companies and traders are asked to take on social and ecological responsibility for their products, especially for the production processes along the profit-chain,


This holistic, sustainable view of entrepreneurship should also form the core of product labelling. A credible and convincing certificate of quality in the textile industry must put the aspect of sustainability at the centre of the certification process. It requires transparency regarding the origin of fabrics, processing and production .

>>> QUIZ ABOUT TEXTILES

The PT get an overview regarding the facts behind the clothing industry.

 Quiz

 15 min.

 worksheet „quiz-answers“, pens

The PT form small groups. Each group receives a copy of the „quiz-answers“ on which correct responses are mixed up. The trainer reads out the first question. Only once s/he has completed reading the groups may give their answers. The group that presents the correct answer first wins

and gets a point. If an answer is given before the question is completely read out the group gets a minus-point. The trainer now reads out the next question. Then the PT talk about what was new, surprising or unknown to them.

Answers

- 1. plasticbottles (for every jersey 13 PET-bottles are recycled)
- 2. 1.8 billion² (this equates to 60 jeans per second)
- 3. China
- 4. H&M³ (closely followed by C&A)
- 5. 130 Euro⁴ (this equates to about 4,5% of the monthly budget)
- 6. It gives information about environmental characteristics and working conditions etc. in the manufacturing of a product (also called quality seal)
- 7. reference to the producer (companies often

produce for several brands. Brands stand for a particular image and attitude towards life. With an outfit, loyalties to a certain group are determined.)

- 8. USA (Levi Strauss, who emigrated to the USA in 1847, produced robust jeans for gold diggers)
- 9. cotton (the paper consists of pure starch free cotton)
- 10. Gore-tex
- 11. Adidas (the company has its headquarters in Germany and also distributes the brands Reebok and Taylor Made)

²Source: <http://de.globometer.com/kleidung-jeans.php>

³Source: www.trendtop500.at/unternehmen/h-m-hennes-mauritz-gmbh/nettoumsatz

⁴Source: www.statistik.at/web_de/statistiken/soziales/verbrauchsausgaben/konsumerhebung_2009_2010/055851.html



QUIZ ABOUT TEXTILES: ANSWERS

1. What is the jersey of the Brazilian football team made of?
2. How many jeans are sold worldwide every year?²
3. Where is the most cotton grown?
4. What is the most successful clothing company in Austria called?³
5. How much does a private household on average spend on clothing and accessories per month?⁴
6. What is a certificate of quality?
7. What is a brand
8. Where were jeans invented?
9. What is the Euro-banknote made of?
10. Which fabric became known because of its waterproof characteristics?
11. Which big company, that also produces clothing, has its headquarters in Germany?

Gore-tex

Plastic bottles

11.8 billion

Cotton

H&M

A certificate of quality gives information about environmental characteristics and working conditions etc. in the manufacturing of a product.

China

Reference to the producer company

adidas

130 Euro

USA

>>> WORLD JOURNEY OF MY JEANS

Using the example of jeans, the PT receive an insight into the globalisation of production and learn about reasons for the internationalisation of production.


Step 1: made in... (10 min.)
As introduction to the topic, the PT investigate their own clothing with a partner. Every piece of clothing they wear on that day is investigated. The labels inside each piece of clothing state where the clothing comes from. Even with shoes, one can usually find out their origin. The various countries are written on the board. Additionally, the PT are given the following information: Labels don't always tell the truth: if it states „Made in India“ or „Made in Austria“, it only means that the end production took place in that country. The separate steps, from planting cotton, spinning yarns, dyeing fabrics to the finished product, are carried out at various places around the world.

Step 2: (35 min.)
Depending on the class size, the PT are split into groups of about 10 people. Each group receives a world map and the cut-out cards for the world journey of jeans. PT are asked to put the cards in the correct order of production from the cotton field to the sale. Through this it becomes clearly visible which production steps are necessary and how globalized production is today. It is not uncommon that a piece of clothing has travelled 20,000 – 50,000 kilometer until it ends up in our local shop.

Answers:
1. C // 2. F // 3. H // 4. I // 5. K // 6. B // 7. A // 8. E // 9. J // 10. G // 11. D

 visualization on a world map

 45 min.

 World map in A3 (e.g. www.mygeo.info/karten.html), text cards: world journey of my jeans (1 set per group), pins

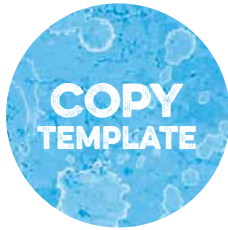
Then the following questions are discussed in the group.

- Tips for it are found in the text cards or should come from the PT. If necessary the trainer can add the following:
- In the past a big part of the textile production also took place in Europe. Why has there been a change in production sites?
What has enabled this change?

Possible answers:
Other countries are cheaper, have fewer labour laws, lower taxes and custom, political agreements have made it easier, means of communication have improved, transport is cheap, raw materials grow best in certain areas, know-how is available in a certain country, international companies centralize everything etc.

Here it can be pointed out that due to ever faster fashion cycles, production is moving closer to Europe again. Up and coming production sites are Morocco or Rumania.

Tip for further work:
The historical development of the textile industry in Europe and worldwide can be studied along with former working conditions in the clothing industry in Europe.



WORLD JOURNEY OF MY JEANS: TEXT CARDS

C

The source material and therefore the starting point for our jeans is cotton. Cotton grows foremost in tropical and sub-tropical areas. Cotton plants need a lot of sun, constant temperatures between 18 and 28 degrees celsius and plentiful water. The cotton for our jeans was cultivated and harvested in Asia, more precisely in India.

F

In order to make fabric from cotton, first the yarns have to be spun. This happens in spinning mills, in our case in Turkey. The yarn is produced using expensive and modern machines. For this reason it often takes place in countries which have access to technical know-how and money.

H

The yarn is then further processed to jeans fabric in a weaving mill in China.

K

Dyeing of the finished fabric is carried out in Tunisia (North-Africa).

A

The sample cut for the jeans comes from the USA and is quickly and simply transmitted electronically.

I

For the jeans fabric to receive its blue colour, the fabric must be dyed in the next step. The dye comes from Poland.

B

After dyeing, the fabric is finished, that means it is made soft and wrinkle free. In our case this happens in Bulgaria. After that the fabric is sent on to be cut and sewn. In the country in which the sewing takes place, all the separate pieces (also: the cut, buttons, washing instructions) must come together.

E

The washing instructions come from France and are also sent to Bangladesh.

G

Next, the separate pieces are sewn together. This is predominantly done by young women and is labour-intensive. Therefore this production-step takes place predominantly in countries in which only very low wages are paid. In our case this is Bangladesh.

D

The finished jeans are then transported to Europe by ship. Here the labels are sewn on, the jeans are cleaned again and then brought to a central warehouse and later to the sales point in Austria where they await purchase.

>>> THE PRODUCTION OF A T-SHIRT

Here the PT get an insight into the „textile chain“ and the problems for people and the environment that arise from the production of textiles as well as into the advantages of organic farming and fair trading.

Step 1: (20min.)


The PT work together with the picture cards " Production of a T-Shirt". Should the group include more than 15 PT it is better to split the group and to work with 2 sets of picture cards.

The pictures are displayed and the cards are handed out to the PT. The first PT starts and reads out text number 1. Together the PT look for the suitable picture and the card for it is placed down. Then card number 2 is read out and so on, until all the pictures are placed in the correct order.

Questions will arise in the process. Discussion is desirable and unknown phrases are explained. Questions which cannot be answered are noted for discussion in plenary. Following that, the PT can try to research the answers to the questions. To help with the research, the following webtips regarding textile production, environment and working conditions can be useful:

 chain of pictures

 30 min.

 pictures and cards (1 set per group), poster and pens, internet access if available.

Webtips:

- www.wupperinst.org/globalisierung/pdf_global/baumwolle.pdf
- www.baumwolle.at/qualitaeten/qualitaeten-baumwolle.html
- www.wikipedia.org
- www.klimabuendnis.at/start.asp?ID=115294

Step 2: (10 min.)

The production process of all commodities has an impact on people and the environment. The question is only how dire these consequences are. No product can be manufactured without impacting on the environment. Organic and fair production tries to keep negative consequences to a minimum!

In the groups the PT summarize the problems mentioned and write down possible alternatives for textile production .



THE PRODUCTION OF A T-SHIRTS: TEXT CARDS⁵

1. COTTON CULTIVATION

The main component of our T-shirt is cotton. For centuries cotton has been used for the production of clothing. Cotton is grown in tropical or subtropical climate zones, that is, in warm, frost free and heat intensive parts of the world. Cotton plants need a lot of sunshine with constant temperatures ranging between 18 and 28 degrees celsius and abundant water supply. Conventional cultivation of cotton uses a large amount of fertilizers and insecticides. This has a negative impact on the environment. For example, fertilizers seep into the ground and end up in the ground water. This also has harmful effects on the health of the farm workers.

Cotton is also cultivated organically, as in our picture. This means, amongst other things, that it is grown without the use of chemical fertilizers and poisonous pesticides utilizing natural methods. This doesn't just have positive consequences for the environment but also for the people who work in the cotton fields. The area in which organic cotton is cultivated increases every year but affects currently only around 1% of worldwide production.

2. COTTON HARVEST

Cotton plants produce fruit capsules in which pea-sized seeds with innumerable white seed hairs grow. Once the cotton is ripe, the capsules break open and the hairy seeds push out. At this moment the cotton has to be harvested quickly, so as not to become hard and unusable.

In big monocultures this usually happens with machines. For this reason, cotton plants are sprayed with poisonous chemicals, so that they lose their leaves. Then the white fibres can be harvested with machines. On smaller fields and with cotton from organic agriculture, like in our picture, cotton is mostly harvested by hand. This is very difficult and labour intensive. However, it stops the practice of chemical defoliation. The quality of hand picked cotton is higher, because the pickers only pick really ripe fibre bundles and leave the less ripe ones on the bush. Unfortunately with conventional cultivation the pickers, including child workers, time and again get very little payment for this exhausting work.

3. SYNTHETIC CHEMICAL FIBRES

As our T-shirt shall be stretchy a small amount of lycra is mixed with the cotton. Lycra is a synthetic fibre and is, similar to polyester, partly manufactured from crude oil. Due to its characteristics- it dries fast, keeps its shape, and is low maintenance - the textile industry cannot do without it. Unfortunately, large scale damage to the environment often occurs the exploration of crude oil. One only has to think of the reports of tanker accidents and leaking oil pipelines. Wars can also be caused by disputes over the desired raw material.

Furthermore, crude oil is a limited resource. Even though experts are not always in agreement when the crude oil reserves will be depleted it is necessary to think about alternatives in a timely manner. One possibility is to produce textile fibres from cellulose, which means from wood.

⁵Verbraucherzentrale Bundesverband: Textilien – Eine Unterrichtsidee zu Nachhaltigkeit und Globalisierung. 2010
Paulitsch, Katharina: Am Beispiel Baumwolle: Flächennutzungskonkurrenz durch exportorientierte Landwirtschaft. 2004
Engelhardt, Andreas: Schwarzbuch Baumwolle. Was wir wirklich auf der Haut tragen. 2012
Verbraucherzentrale Bundesverband: Nachhaltigkeit und Globalisierung am Beispiel Textilien. 2010
www.wikipedia.org



THE PRODUCTION OF A T-SHIRTS: TEXT CARDS

4. SPINNING AND WEAVING

After harvesting the cotton fibres are freed from the cernels and pressed into bales using machines. Thereafter they are transported to the spinning mill. There, mixed with Lycra, yarn is spun from cotton. First one gets very wide „cotton-strands“. The end product, after many spinning processes, is a very fine cotton yarn that is further processed. The spinning is mostly done by machines which are expensive.

The finished yarn is brought to the weaving mill where it is further processed into fabric.

This picture is from a spinning mill in India, which has pledged to produce goods according to the criteria of fair trade. This means amongst other things, that the farmers who supply the cotton, are paid higher prices for their harvest.

In addition, the spinning mill adheres to good working conditions and appropriate payment .. Unfortunately this is not a matter of course in many other companies.

5. TEXTILE-FINISHING

Before a T-shirt can be sewn from the fabric, it must be „finished“. That means, that the fabric, depending on the demand, is bleached, coloured and with the help of chemical substances made shiny, soft and dirt-repellant.

In order to get strong colours, dyes containing heavy metals are often used. These heavy metals are not only harmful to the environment, but can also cause cancer to humans. Textile-finishing often happens in countries that don't have adequate sewage-systems and the poisonous substances end up unfiltered in the environment. Furthermore, people who work with the chemicals are often not protected adequately.

Alternatively, textiles can be dyed with natural colours that are less harmful to humans and the environment . However, the colours often are not as intense and vibrant. The colouring drums depicted are in Mauritius. It is a company that produces fair trade clothing for Austria.

6. CUTTING AND SEWING

After the fabric has been woven the production continues. Using patterns, the parts are cut and sewn together by machine or by hand. This step is also called processing. It is a very labour intensive part of the production requiring an extensive labour force. This means, additional wages have to be paid. As a result, many companies have their clothing sewn in countries in which only very low wages have to be paid. This is the case especially in many Asian countries like Bangladesh or China. Particularly young women work twelve hours and more per day. Often they don't even receive the legal minimum wage and safety provisions in many of these factories are inadequate. Fair trade clothing , take these issues into consideration. Workers like the sewing machinist in our picture are paid fair wages and safety standards are upheld.



THE PRODUCTION OF A T-SHIRTS: TEXT CARDS

7. TRANSPORT

Now our T-shirt is completely finished. It is packaged and sent to its final destination. In our case this happens at first by ship and then by road. It is, however, not the first journey of our T-shirt. It began with the cotton being transported from the field to the spinning mill. In the process it has travelled more than 20.000km. A vast amount of Diesel – crude oil – was used and a lot of environmentally harmful fumes were produced (green house gases are partly responsible for climate change). In the field of shipping, a lot still remains to be done, especially when we consider that more than 90% of all goods are transported by ship. So far not much has been done towards environmental protection in this area.

8. SALE

Now our T-shirt is in the shop, ready to be sold. It has taken many stages . However, we as consumers have very little information about the conditions under which it has been manufactured. For this reason companies have started to become mindful that people are not being exploited and the environment is protected in the production process. There are now special certificates of quality for organic or fair trade clothing and many big companies have pledged to produce garments environmentally sustainably. This is an important first step. However, we must monitor whether these promises are kept



THE PRODUCTION OF A T-SHIRTS: PICTURE CARDS



Picture cotton tree with 2 white lumps © EZA Fairer Handel



Picture hands picking cotton © EZA Fairer Handel



THE PRODUCTION OF A T-SHIRTS: PICTURE CARDS



Picture pump for crude oil (black/white) © askaja - Fotolia.com



Picture reel © EZA Fairer Handel



THE PRODUCTION OF A T-SHIRTS: PICTURE CARDS



Picture dyeing drum © EZA Fairer Handel



Picture pattern cutting © EZA Fairer Handel



THE PRODUCTION OF A T-SHIRTS: PICTURE CARDS



Picture transport © URSfoto / pixelio.de



Picture Clothing store © Helmut Wimmer

>>> CERTIFICATES OF QUALITY JUNGLE

The PT are familiarised with various certificates of quality in the textile trade. They can research information on it and can pass on their results to their colleagues.

Step 1 (15 min.)

The PT are divided into groups of 2-3 people. Each person receives and reads the infotext „certificates of quality“ containing information regarding the assessment of certificates of quality. The different certificates of quality (see below) are cut out and each group chooses one. The groups now try to research the following information about their certificate of quality:

- What are the criteria (organic farming, working conditions, etc.)?
- Who takes control and how?
- Is it possible to find information on the websites? How easy is it?

Step 2 (20 min.)

Subsequently, PTs briefly present their results to their colleagues. They should make a note of the most important facts regarding each certificate of quality, so that in the end every PT has an overview of each certificate.

 web investigation

 45 min.

 Internet access, Infotext „certificates of quality“, cut out certificates of quality

Step 3 (10 min.)

Then the PT should reflect briefly on the following questions:

- Which certificates of quality did you already know? Did you know what they mean?
- Would you buy clothes with a certificate of quality? Why, why not?
- Do you think that certificates of quality are a way to improve working conditions in the textile industry?

Variation:

Should no Internet access be available, the information from the websites (www.ci-romero.de/gruenemode-siegel; www.label-online.de) can also be printed out and can be made available to the PT. The third question (Is it possible to find information on the websites? How easily?) must be left out in that case.



CERTIFICATES OF QUALITY JUNGLE: CONTEXT „CERTIFICATES“

There is a variety of certificates that informs us about the production of clothing. It is not always easy to keep a grasp on all certificates.

To know whether a certificate can be trusted the following information is important:

- Which criteria are used?
- What is the certificate promising? Organic cultivation? Packaging made of recycled material?
- Who controls the certificates and how?

It is important that controls are done by an independent

institution. If a company does their own checking, it may be unreliable. Pre-announced check ups that companies can prepare for are different from unannounced ones..

- Is it easy to access information?
- Are the certificates showing sufficient information on their website?
- s information displayed on the clothes?

Tips for research:

- Websites of certificates
- www.ci-romero.de/gruenemode-siegel/
- www.label-online.de

THE FOLLOWING CERTIFICATES OF QUALITY ARE CUT OUT AND HANDED TO THE GROUPS:



>>> WHO GETS WHAT PROFIT OF THE T-SHIRT?⁶

The PT discuss the production costs and the allocation of costs of a T-shirt.

Step 1:

The PT work in groups and calculate the costs that arise in the production and the sale of a T-shirt and record the different costs on card (price for cotton, salary sewing machinist, advertising, salary shop assistant, transport costs etc.)

Step 2:

Write up and display the categories below.

Ask PT to allocate the cards to the categories and pin them up.

- Retail, Administration, VAT
- Brand name, Administration, Advertising
- Cost of materials and profit of factory in low-wage country
- Transport costs, taxes
- Wages of the sewing machinists

Distribute the worksheet „T-Shirt“ and ask PT to cut up the picture along the dotted lines. Now they should estimate which percentage of the T-shirts profits can be allocated to the different categories


The groups attach their estimates to the categories.


Compare PT responses with the correct answer and task for comments.

Answers:

- Retail, Administration, VAT: 50%;

 visualizing costs on the example of a t-shirt

 20 - 30 min.

 blank cards, pins or sticky tape, A4 sheets each containing a cost centre, worksheet „T-Shirt“ for each group

- Brandname, Administration, Advertising: 25%;
- Material costs and profit of the factory in the low-wage country: 13%;
- Transport costs, Taxes: 11%;
- Wages of the sewing machinists: 1%

Should the PT be familiar with percentage calculations the following calculations can be worked out. If not, the figures are stated:

- A T-Shirt retails for 5 Euros. How much does one sewing machinist receive? (5 cent)
- How much more expensive does the T-shirt become if the sewing machinist receives double? (5 cent)

After this the following questions are discussed:

Is this distribution fair?

If the wages of the sewing machinists are doubled: who should pay the extra 5 cent? Customers or companies? Why?

Tip for further work:

The proportions of the other „cost-centres“ can be calculated as well.

>>> WHAT IS LABOUR?

The PT deliberate the word labour and find a definition.

The PT form small groups of 4 and try to find a definition for labour.

The following questions can help:

- When we hear the word labour, what do we think of spontaneously?
- How would we define labour?
- Which forms of labour exist? (what is the difference between 'labour' and 'work'?)
- What does labour mean for each of us?

 Brainstorming

 15 min.

Later the groups exchange and discuss their results and find a common definition in class.

Tip for further work:

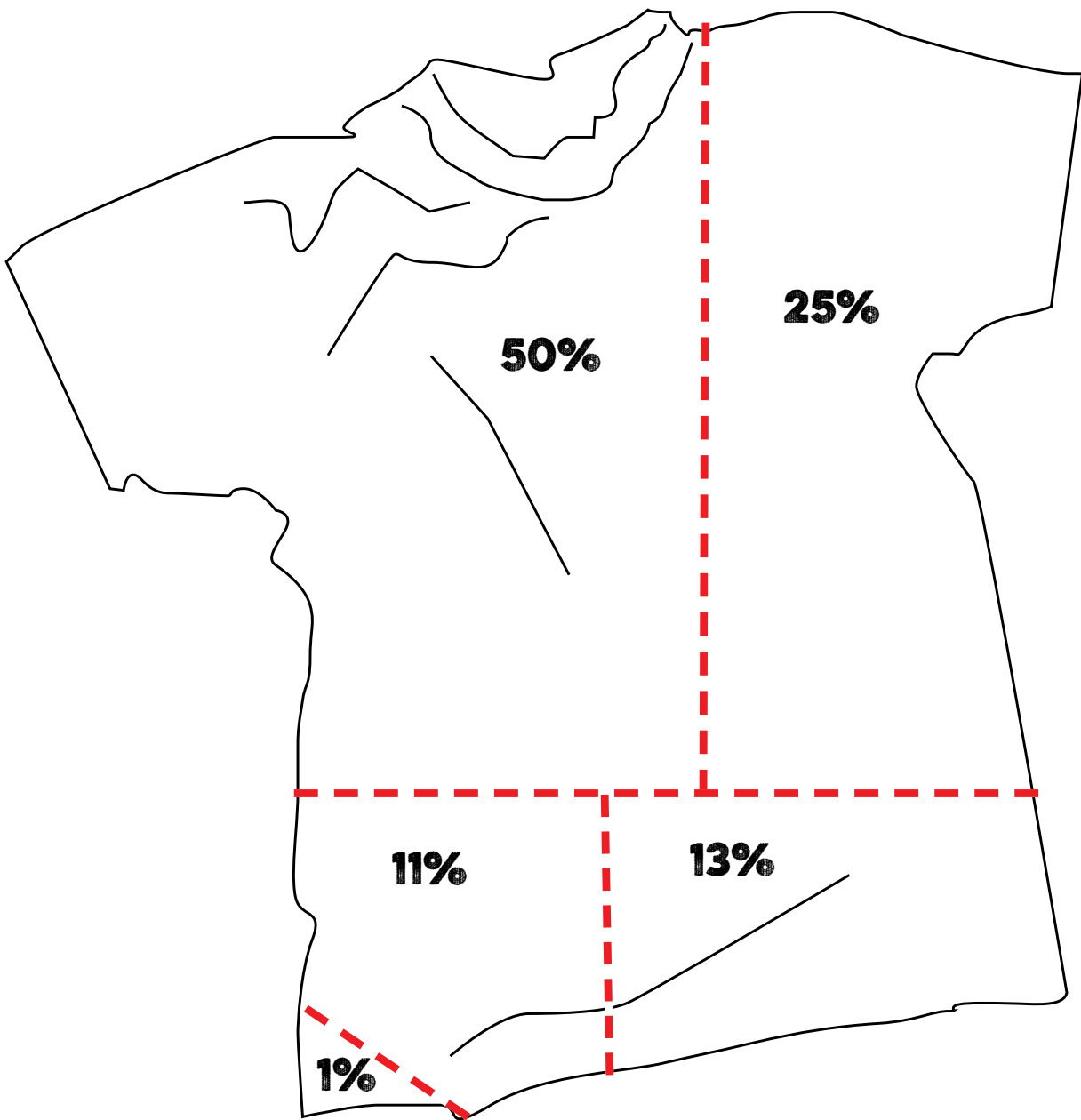
In „German Communication and Society“ this can be followed up with an essay on the topic 'labour'.

Further arguments regarding the pros and cons of labour can be collected and then presented in a discussion.

⁶Background information for trainers: <http://derstandard.at/1363709879452/Bangladesch-Papst-nennt-Naehstuben-Sklavenarbeit>



WHO GETS WHAT PROFIT OF THE T-SHIRT?



Source: Christliche Initiative Romero (CIR): FAIRlixt und zugenäht! Für menschenwürdige Arbeitsbedingungen in der Bekleidungsindustrie, 2011, S.5

>>> PEOPLE MAKE CLOTHES⁷

The PT discuss difficult working conditions of textile workers in a playful way. The exercise serves the purpose of comprehending the working day of sewing machinists – work on the conveyor belt and piece work.

 role play

 40 Min.

 worksheet „sewing machinists“ (for 12 participants min. 70 worksheets A5 size)

In order to sew a “normal” blouse, many stages are needed. In the textile factories these are performed by different work groups. Nobody produces a blouse from the beginning to the end, but sews for example only buttons, arms or yokes, fronts, backpieces or other parts the whole day long. Due to this division, the production is shortened dramatically, but the work becomes monotonous. Additionally, the sewing machinists are under time pressure and are paid according to performance, that is, for the number of pieces they produce.

Further aggravating the work situation is the constant straining of the eyes and the continuous irritation of the lungs caused by dust and fluff.

Step 1:

The PT form groups of 12 and allocate roles: 11 sewing machinists and 1 supervisor. The sewing machinists receive a number each: sewer 1, sewer 2 etc. a worksheet and a pen for writing. The supervisor receives the remaining worksheets. The trainer tells the sewing machinists their respective tasks (see box “work-tasks”). The PT note down their “tasks” depending on their number.

„work-tasks“

sewer 1: cutting out single pieces
 sewer 2: fitting in yokes (doublesided)
 sewer 3: closing side seams and hemming
 sewer 4: preparing breast pockets and stitching them on
 sewer 5: finishing button tab
 sewer 6: positioning button tab and stitching on
 sewer 7: hemming armholes with cuffs
 sewer 8: fitting in sleeves
 sewer 9: preparing collars and stitching
 sewer 10: sewing buttonholes
 sewer 11: sewing on buttons

Step 2:

Ready, steady go!
 Important target output- from the company boss:
 On this working day a minimum of 70 blouses must be produced!
 Every sewing machinist writes his/her own work

report on the worksheet, that means seamstress 1: „cutting out single pieces“, seamstress 2: „fitting in yokes“ etc.

As soon as he or she is ready, the sheet is passed on to the sewing machinist to the left. Now the same text is written on the next worksheet and so it continues, until the supervisor ends the „working-day“ after 10 min.

At the end of the working-day, the supervisor is responsible for 70 neatly produced blouses to be handed to the company boss (Trainer).

During the game he or she has to take care especially that the work is done fast, efficiently, focused and that everyone stops immediately, once the time has expired. An additional exercise is the provision of new worksheets, once the first are full.

Step 3:

Count how many single pieces sewer 1 has produced, (that means: on how many worksheets has sewer 1 written „cutting out single pieces“; sewer 2 written „fitting in yokes (doublesided)“, etc.

The supervisor checks the work of each sewer and removes those that don't meet the quality criteria (ie. That have not been written neatly!). The sewing machinists affected have to redo the unsatisfactory pieces during the night shift.

Step 4

Discuss the game: The following questions could be helpful:

- How did the sewing machinists get on?
- Was it a problem to work under time pressure or to fulfill the output-target of 70 blouses?
- Is doing the same task the whole day long fun, is it pleasant because you don't have to think much - or is it monotonous and boring?
- How did it feel being checked constantly?
- How did the supervisor get on?
- How was the pressure of having to hand in 70 beautifully finished blouses ?
- how did it feel to check the sewing machinists and to apply pressure on them?
- Which job would you rather do and why?

⁷This method was adopted from: BAOBAB – Globales Lernen: Die Welt entdecken, erfahren, verstehen. Methoden für den Unterricht. Vienna, 2008.



PEOPLE MAKE CLOTHES: WORKSHEET „SEWER“

SEWER 1: _____

SEWER 2: _____

SEWER 3: _____

SEWER 4: _____

SEWER 5: _____

SEWER 6: _____

SEWER 7: _____

SEWER 8: _____

SEWER 9: _____

SEWER 10: _____

SEWER 11: _____

SEWER 1: _____

SEWER 2: _____

SEWER 3: _____

SEWER 4: _____

SEWER 5: _____

SEWER 6: _____

SEWER 7: _____

SEWER 8: _____

SEWER 9: _____

SEWER 10: _____

SEWER 11: _____

>>> WORKING CONDITIONS IN THE TEXTILE INDUSTRY

The PT identify labour-law related problems in textile production. They can formulate demands and present these. They know international rights relating to working conditions.

 working with quotations, developing demands

 100 min.

 Textcards „reports concerning working conditions“, posters and pens, worksheet „human rights and core labour standards“ (1 per group), min. 40 cards, pins or sticky tape

Step 1: (20 min.)

The PT work in small groups (max. four groups). Each group receives the reports regarding working conditions in the textile industry (see text cards „reports concerning working conditions“). Preference is given to sewing machinists and trade union members from the south to have a say. The texts are handed out to the group and read. Not everyone has to read every text. Together, PTs list the problems mentioned in the texts. On the basis of these problems the groups put together demands for how the problems can be solved (e.g. reasonable wages have to be paid, there must not be child labour etc.). The demands are recorded on flipchart paper.

Step 2: (30 min.)

Each group presents their demands and compiles a list of demands. Only those demands should be included that are really important to the PT.

Step 3: (60 min.)

The PT return to their small groups. Each group gets the worksheet „human rights and labour standards“ with selected articles from the declaration of human rights and labour standards. The trainer explains briefly their development and importance. Then, the PT answer the following questions. (For the first question, the demands regarding the articles can be written down on the worksheet. For the third question they write every personal or political suggestion for implementation on a card.)

- Which of your demands are supported by the human rights or the ILO labour standards?
- Why is it possible, that there are still such bad working conditions despite human rights and

the labour standards?

- What has to happen, for the demands to be implemented? What can you do personally? What has to happen on a political level? What has to happen on an entrepreneurial level?

At first, questions 1 and 2 are briefly discussed in plenary.

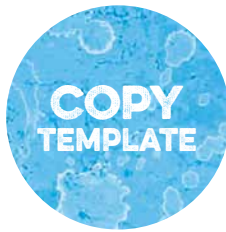
Subsequently, the groups present their individual, political and entrepreneurial suggestions, written on cards. These are pinned up in order.

Then the PT are informed that there are organisations that campaign for better working conditions in the textile industry. One of them is the internationally operating Clean Clothes Campaign, which has worked out a code of conduct that can be obtained under www.cleanclothes.at/de/ueber-uns/forderungen.

The list of demands compiled in class is compared to that of the CCC. Where do they overlap? Where are the differences?

Tip for further work:

In order to promote textual understanding, the text cards „reports regarding working conditions“ can be summarized by the PT in 1-2 sentences each.



WORKING CONDITIONS IN THE TEXTILE INDUSTRY: TEXT CARDS

WHO PAYS FOR OUR CLOTHING? THE “GIANTS CAMPAIGN” AGAINST THE BIGGEST DISCOUNTERS

KIK, the formerly mentioned brochure has found serious violations of labour laws: The sewing machinists work without contracts for low wages. Overtime is not or not correctly paid, the right of workers to organize union activities is forbidden. There are no works committees or labour unions in factories. Women are discriminated against and treated badly by the supervisors, they are paid less than the men.“

Extract from: Frauensolidarität, Nr. 104, 2/08, S. 23

BANGLADESH: MORE THAN 100 DEAD IN FACTORY FIRE, FOR HUNDREDS OF MOSTLY FEMALE WORKERS THE EMERGENCY EXIT WAS BLOCKED.

“Dhaka – More than 100 were killed in the terrible fire of a textile factory in Bangladesh. Further 200 people suffered burns, said the officer-in-charge on Sunday. Even though there were several staircases, all led to the ground floor, where the fire had broken out on Saturday. There were no other emergency exits. About 1000 workers were sewing at the time of the factory disaster. They were also producing for German companies. The campaign for clean clothing criticized the bad working and security conditions in many factories in the low-wage country. Time and again there are similar disasters in Bangladesh, India and Pakistan.

Extract from: <http://derstandard.at/1353207217427/Bangladesch-Mehr-als-120-Tote-bei-Brand-in-Fabrik> (downloaded 7.5.2013)

RED CARD FOR THE MULTINATIONALS: FOR DECENT WAGES IN THE SPORTS-CLOTHING INDUSTRY

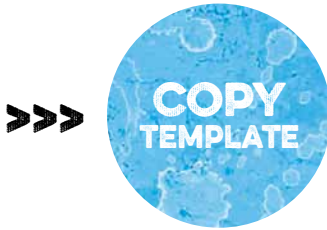
Pui-Lin Sham (board member of the textile trade union Hongkong Clothing, Clerical & Retailing General Union):“...most workers have no holiday entitlement or maternity protection, no health or pension insurance. They work from 7am till 10pm, in order to meet the tightly set production deadlines, they sometimes have to work through the night. Although there exists a labour law in China, it is not seriously implemented or controlled. The workers are very strictly controlled at their place of work, if they talk too much or go to the toilet too often, their wages are reduced. Even though complaints offices exist for unfair payment, the workers receive very little and mostly insufficient support.

Extract from: Frauensolidarität, Nr. 104, 2/08, S.14

INVESTIGATION AGAINST TEXTILE CHAIN ZARA BECAUSE OF FORCED LABOUR

“The textile chain Zara is being investigated because of the suspicion of forced labour in Brasil. It is alleged that in the district of Sao Paulo, workers are employed under conditions which border on slavery, said the speaker of the labour control office on Wednesday in Sao Paulo. The prosecution office took up its investigation in May and discovered in Americana, 130 km south of Soa Paulo, 52 Bolivians, who worked illegally and under health damaging conditions. Clothes of the brand Zara were seized.“

Excerpt/Extract: www.kleinezeitung.at/nachrichten/wirtschaft/2811438/ermittlungen-gegen-kette-zara-zwangsarbeit.story (downloaded 6.5.2013)



WORKING CONDITIONS IN THE TEXTILE INDUSTRY: TEXT CARDS

THE FASHION LIE

Some factories don't even have a BSCI-Audit, such as Megastar Apparel. The windows of the factory in the centre of Dhaka are barred, the rooms dark, the only emergency exit is a tight staircase, through which the 600 workers would never be able to flee in case of fire. The company only pays the legal minimum wages of 30 Euro per month.“

Extract from: www.zeit.de/wirtschaft/unternehmen/2012-09/textilfabriken-bangladesch/seite-2 (downloaded 6.5.2013)

INTERVIEW WITH A PACKER AT YUNG WAH INDUSTRIAL CO., GAP-SUPPLIER

“My current salary isn't enough to cover all the expenses. In order to live well, I would have to earn at least 120 dollars, not including the bonuses. Even when I was able to work overtime, it was not enough. I had to borrow between 30 and 50 dollars from the local money lender.“

www.evb.ch/p20334.html

HUNDREDS OF FIRE VICTIMS AT KIK SUPPLIER IN PAKISTAN

Last week a fire at Ali Enterprise in Karachi killed nearly 300 people, Ali Enterprise produced jeans for the discounter KIK. About 650 employees worked in the factory when the fire broke out last Tuesday. Locked emergency exits, barred windows and blocked staircases resulted in the deaths of nearly half of the workers. More were hurt when they jumped from the top floor of the building. The factory was not officially registered and there had not been a building check or registration inspection.

Extract from: www.cleanclothes.at/de/news/brandkatastrophe-KIK-zulieferbetrieb-Pakistan

INTERVIEW WITH A QUALITY CONTROL PERSON AT BERRY APPAREL CO., H&M-SUPPLIER

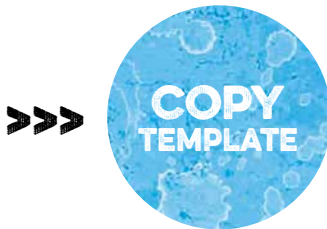
“Until 2007 I often worked twelve hours per day, to pay for my daily expenses and to send money home. Today we are only allowed to work two hours overtime per day. So I earn between 100 and 110 dollars per month, if I don't miss a working day. The management tries whenever possible to avoid the attendance bonus, even if we show a doctors report for being absent. Every legitimate absence costs us two to three dollars as well as the loss of the attendance bonus. If you cannot pay the doctor for the certificate, the health related absence counts as unauthorized and costs us ten dollars.“

www.evb.ch/p20353.html

INTERVIEW WITH A SEAMSTRESS AT EVERGREEN APPAREL, LEVI'S-SUPPLIER

I have heard that neighbouring factories pay better wages. I could apply there, but I won't do it, because we have permanent employment at Evergreen now (since January 2012). Other factories don't offer that. Until 2012 we only had three month contracts. I don't know why the management has decided to change that, but it is definitely good news. Now I can decide myself, if I want to stay here or not, without having to be afraid of the future.“

www.evb.ch/p20342.html



WORKING CONDITIONS IN THE TEXTILE INDUSTRY: TEXT CARDS

INTERVIEW WITH A QUALITY CONTROLLER AT BERRY APPAREL CO.; H&M-SUPPLIER

"I can only spend 6000 Riels (1.50 Dollar) per day on food. That is just enough to reduce the hunger. I can buy some soup and a little bit of rice with it, but no fruit, sweets or drinks. That is too little and many of us suffer from hypoglycemia. That's why there are so many fainting fits with us here. Every month four to five colleagues, especially in the chemical cleaning department of the textiles. The smell of chemicals is very strong there. This department should be transferred outside".
www.evb.ch/p20353.html

SLAVE FOR FOUR YEARS

"The factory resembles a prison like all the others here. Even outside you feel the enormous dust exposure, the fences, the posts, the bars, everything is covered by a thick cotton layer. The manager often talks about his Sumangali-girls. Depending on demand they work 12 to 16 hours per day, six days a week, controlled by male shift leaders. If they are ill one day, they have to rework for a whole month for free, so simple, so unfair. (...) The girls must not go anywhere of their own free will: "They are strictly forbidden to leave the premises! If they want to go outside, they are accompanied by us and brought back again. We don't allow them to move freely". But he really shouldn't have said any of that. He got carried away, even though his boss had strictly forbidden him to do so."

Extract from: www.zeit.de/2012/13/Indien_Textilfabrik-Arbeitsbedingungen/seite-2 (downloaded 7.5.2013)

TEXTILE-DISCONTER KIK: CHILDLABOUR NOT EXCLUDED

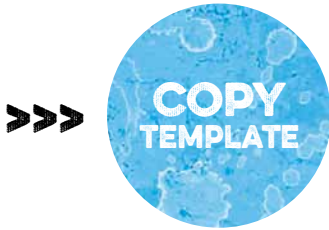
"At the beginning of the year the „campaign for clean clothing“ (Clean Clothes Campaign, CCC) published a study about the working conditions in companies in Bangladesh, which work for Kik amongst others. In the paper, which SPIEGEL ONLINE received, several violations of the Kik-codex are protocolled. It is mentioned that industrial councils are missing and that there are numerous overtime hours with little pay. There are no work contracts and the discrimination of women is commonplace. None of the workers questioned had ever heard of a codex. However they report in the study about checks by western business partners and their envoys. Before a check, the toilets are thoroughly cleaned, the workers are intimidated and young ones are sent home, so that the suspicion that people under 14 are employed doesn't arise."

Extract from: www.spiegel.de/wirtschaft/textil-discounter-kik-kinderarbeit-nicht-ausgeschlossen-a-552311.html (downloaded 6.5.2013)

EXTRACT FROM THE INTERVIEW WITH BOPHA CHEA, KNITTER AT E GARMENT, H&M SUPPLIER

"Fighting" is a word Bopha Chea knows very well. In order not to just accept her fate, she decided to become a member of the C.CAWDU, the only independent trade union in her factory. A courageous step, if one thinks about the risks connected to it. On the 2nd May 2007 more than 250 workers took part in the election, to set up a local C.CAWDU trade union. The next day 13 of the 19 candidates were sacked, three more were threatened, transferred and finally sacked. In July 2011 eight C.CAWDU representatives were sacked and two more were attacked, after they had collected signatures for fair wages in the textile industry.

www.evb.ch/p20352.html; the name was changed for security reasons



WORKING CONDITIONS IN THE TEXTILE INDUSTRY: TEXT CARDS

ABSTRACT OF THE HUMAN RIGHTS

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Artikel 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

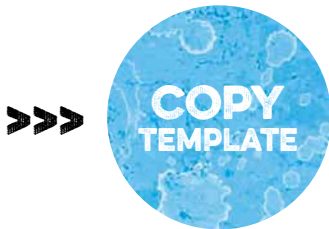
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.



WORKING CONDITIONS IN THE TEXTILE INDUSTRY: TEXT CARDS

ILO (INTERNATIONAL LABOUR ORGANIZATION) LABOUR STANDARDS

Convention 29 and 105: Suppress the use of forced or compulsory labour

For the purposes of this Convention the term forced or compulsory labour shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily. Military service, work as a consequence of a conviction in a court of law or any work or service exacted in cases of emergency are not classified as forced or compulsory labour.

Convention 87 and 98 concerning Freedom of Association and Protection of the Right to Organise, the Right for collective Bargaining Convention

Workers and employers, without distinction whatsoever, shall have the right to establish and, subject only to the rules of the organisation concerned, to join organisations of their own choosing without previous authorisation.

Convention 100 and 111: Equal Remuneration, Discrimination

Each Member shall, by means appropriate to the methods in operation for determining rates of remuneration, promote and, in so far as is consistent with such methods, ensure the application to all workers of the principle of equal remuneration for men and women workers for work of equal value. Discrimination means any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. Any distinction, exclusion or preference in respect of a particular job based on the inherent requirements thereof shall not be deemed to be discrimination.

Convention 138 and 182: Minimum age, Worst forms of child labour

The minimum age shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years. A member whose economy and educational facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years.

For the purposes of this Convention, the term the worst forms of child labour comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children

BACKGROUND INFORMATION FOR TRAINERS:

There are two international documents, which promote humane working conditions:

Universal Declaration Of Human Rights:

The United Nations is a global international organisation, which consists today of 193 countries. In 1948 this council announced the Universal Declaration of Human Rights. This declaration consists of 30 articles, which state the fundamental human rights of every human being, "without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."

Very different aspects of human life are addressed. Although the Human Rights are not legally binding according to international law, many countries have adopted them in principle and they are the basis of many political debates.

Core labour standards of the ILO

The International Labour Organisation (ILO) is a sub-organisation of the United Nations. It focuses on the rights of workers and fights for humane working conditions. Almost all governments in the world are members of this organisation. What is special is that employers, labour representatives and politicians sit around a table and search for a solution.

More than 120 countries have signed the core labour standards (amongst them also Austria). More than 160 countries have signed the agreement against child labour (worldwide there are 193 countries at the moment). The core labour standards are broadly accepted and are consulted time and again as a reference frame for humane labour.

Sources: AEMR: www.wikipedia.org; ILO: www.ilo.org/berlin

>>> TABU

The PT practice explaining terms needed for their communication strategies in a playful manner.

Tabu is a communicative game, which revolves around the explanation of terms. In the following game PTs explain terms relating to the topic textile industry, that have already appeared in previous activities.

The PT form small groups of 3-4 people. Two groups play against each other. The players sit alternating according to the team (A-B-A-B-A-B).

For every game a set of Tabu cards is provided. The aim of each team is to explain as many terms as possible within the given time (e.g. 2min.) and therefore be awarded as many points as possible.

A member of the starting team draws a card and tries to explain the boldly printed term to the teammates without mentioning it or the Tabu words written underneath. The teammates have to guess the term. No related words, part-terms

 Tabu-Spiel

 30 Min.

 Tabukarten (Kopiervorlage, mehrere Sets), Sanduhr

or terms in other languages can be used (e.g. farmer => farm, justice => just etc.).

The player of the opposing team, who sit on the left side checks thist. The other players of the opposing team watch the egg timer.

If the term is guessed, the player draws the next card and explains the term written on it. If a "forbidden" word is used, a new card must be drawn. When the two minutes are over, it is the other team's turn. For every term guessed the team receives a point.

The game ends when no cards remain.

Variation

Depending on activities previously carried out, terms can be left out or added.

To make it easier, the game can be played with PT using the three "forbidden" words.



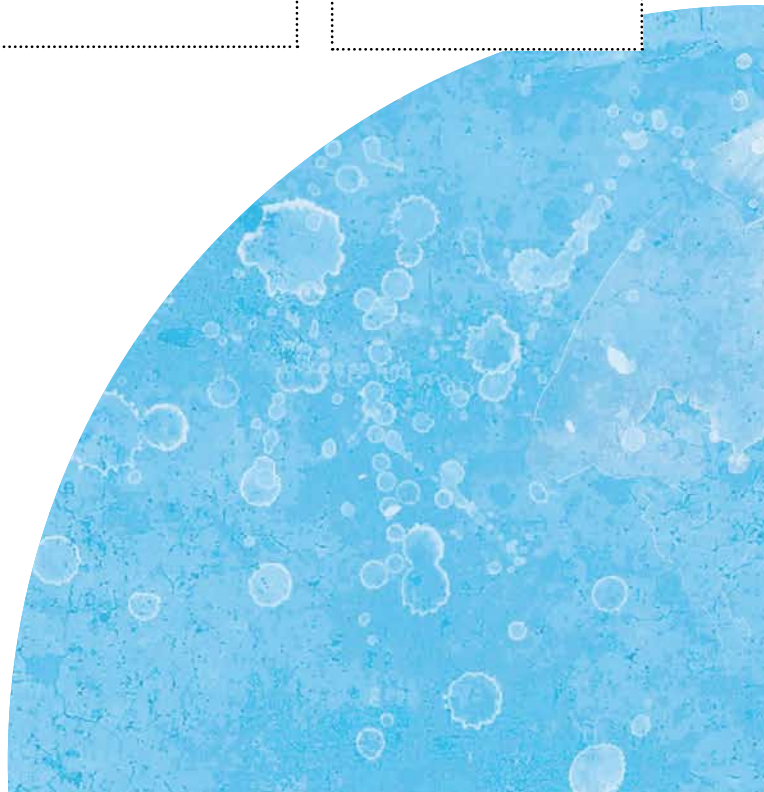
TABU: SET OF CARDS

COTTON	CRUDE OIL	CLOTHES	BRAND
TABU fabric fiber clothes	TABU plastics gas ground	TABU to wear jeans body	TABU name expensive clothes
THREAD	HEAVY METAL	ORGANIC FARMING	SLAVERY
TABU to knit fiber ball of wool	TABU poison / poisoneus lead pipe	TABU genetic engineering pesticide greenie	TABU work order freedom
PRODUCTION CHAIN	CONVENTIONAL AGRICULTURE	SIGN OF QUALITY	COUNTRY OF ORIGIN
TABU development step assembly (creation)	TABU organic normal farming	TABU fairTrade note logo	TABU production sewing women




TABU: SET OF CARDS

FERTILIZER	CHILD LABOUR	PICKER	WEAVING MILL
TABU farming ground to spray / bespatter	TABU small job young	TABU cotton hand fruits	TABU weaving loom ship cloth
TRANSPORT BY SHIP	PAY	HUMAN RIGHTS	
TABU sea boat container	TABU low salary money	TABU all equal UNO	TABU




>>> WHAT CAN I DO?

The PT learn about possible different individual courses of action and take a stance.

 take a stance

 60 min.

 text cards: courses of action topic textiles, sign "This is how much can change", "This is how nothing changes", red and green pens.

Situate the two signs at opposite ends along an imaginary line.

Five groups are formed, in each group all PT receive the same cards and read them. They discuss the issue and one person from the group talks about the content of the card freely.

The first PT with a card begins and introduces the courses of action to the others. The PT are given a short time to think about these courses of action and position themselves along a line between both poles: "This is how much can change" – "This is how nothing changes".

The PT are invited to explain their position. If they have convinced others with their arguments, they are allowed to change their position. Once everything important has been stated, the next course of action is introduced and the PT take a stand.

It is possible to take up a neutral position as a facilitator and not evaluate the proposed opinions. However, it should be pointed out at the end that these are only individual courses of action. In order to change the situation, political and economical courses of action are necessary.

Next, the PT briefly think about which of the named possibilities of action they would possibly implement themselves. In the meantime, the trainer puts up the textcards on the wall.

Ask the PT to mark their position with a green or a red dot on the cards:

- Green dots: I could imagine doing that myself.
- Red dots: I would never do that.
- Discuss what happened.

>>> AND THE WINNER IS ...

The PT research codes of conduct using the internet, assess it and substantiate their evaluation.

 web investigation

 60 min.

 Internet access, paper, pens, scissors, chalk etc.

In four small groups, the PT research the background of brands they like wearing themselves or know about. The following are core questions for the research:

- Does the company declare information regarding the origin and production of the goods?
- What is known about the working conditions?
- Does the company have a code of conduct?
- How is this implemented?

Everyone in the group researches one brand. The PT find information on the websites of the brands or under www.cleanclothes.at or www.suedwind-institut.de. Newspaper articles can also be researched with the help of search engines. It is important that PT use different sources

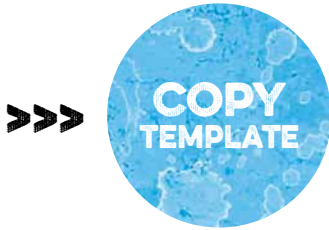
in order to get different perspectives and are able to draw their own conclusions.

The central question is which company is best or worst in realising its responsibility towards people and the environment. The group has to justify their choice.

PT award a prize to who - in their opinion – is the best or worst company. The prize is either "The White Jacket" or "The Smelly Sock".

PT design a logo for the prize, think about a trophy and write a brief prize-giving speech in which they justify their choice.

Following that, the prize giving ceremony takes place in class.



WHAT CAN I DO? COURSES OF ACTION TOPIC TEXTILES

GROUP 1: LETTER TO A CLOTHES SHOP

One possibility to campaign for better working conditions in the clothing industry is to make enquiries directly to the clothing shop or rather to the production company, how the clothing has travelled and under which working conditions it was produced. For that, one can directly send a letter or an e-mail to the management of the company (contact addresses are available from the internet). With the Clean Clothes Campaign there are also special shop cards on which there is already a suitable text written and which one can simply hand in at the shop.

A letter will not change the working conditions straight away, but the company notices that the customers are interested in where their clothing comes from and under which conditions it is produced. If there are several such enquiries, the company might reconsider how they could help to create fair working conditions.

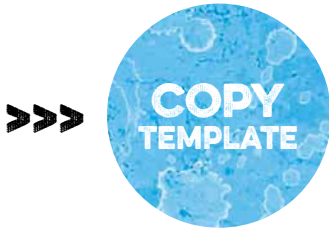
GROUP 2: RESTRICTION OF CONSUMPTION

The manufacturing of every product has effects on humans and the environment. The more we buy, the bigger the effects are. Or the other way around: if we buy less, less must be produced and so fewer people have to work under exploitative conditions, but also fewer people have income generating work. If people buy fewer clothes they can spend more on each item and therefore pay attention to the production conditions. One possibility is to shop consciously and to consider what one really needs.

Less is often more!

GROUP 3: PURCHASE OF FAIR TRADED AND PRODUCED GOODS

When buying clothing, one possibility is to make sure that these are socially and ecologically fair traded and produced. This means that nobody has been exploited and the environment has been protected as much as possible. Fair traded clothing is recognizable with the help of various certificates of quality. But pay attention! Not all certificates of quality promise the same standards and are equally trustworthy. It is important to check if the label has been checked by independent authorities. Certificates of quality which have been created by companies themselves are often no more than window-dressing: they have the aim to create a better image and not to protect people and the environment. If many people buy fair traded products, the demand for them increases and more goods can be produced fairly. Fair traded goods, which are tagged as such, are mostly a little more expensive, but are often of better quality.



WHAT CAN I DO? COURSES OF ACTION TOPIC TEXTILES

GROUP 4: SIGNING OF PETITIONS

Petitions are often directed towards those responsible in politics and demand change. In current and urgent cases in the textile industry where human rights have been violated and which show grave deficiencies in the working conditions, there is often the possibility to sign petitions. These petitions are mostly directed towards those responsible in the textile industry or in politics. Signatures demand a change and signal dissatisfaction with the production conditions. If there are many signatures, those responsible notice the discontent of the consumers and might reconsider steps towards change. Petitions can lead to labour laws being improved and workers receiving more rights.

You can find information about current petitions for example under www.cleanclothes.at. The more people sign a petition, the more difficult it becomes for politicians to ignore the demands.

GROUP 5: BECOMING ACTIVE YOURSELF

One way to campaign for better working conditions in the clothing industry is to collect information about working conditions in the textile industry and to disseminate this information. A few possibilities are: to pass on the knowledge to friends or to plan campaigns and initiatives together with others; for example, to create flyers and to distribute them, to organize street theatre or to set up a facebook group and to further disseminate the information. There are various organisations which help like-minded people to meet and also support initiatives. For example, one NGO that campaigns for fair and just working conditions in the textile industry is Südwind, in Austria (www.suedwind-agentur.at).


While becoming active yourself might not directly cause a change in the working conditions in the textile industry, knowledge is the first step towards change. And the more people know, the faster things can change.

>>> MY FAIR T-SHIRT

The PT get to know German vocabulary regarding textiles and sustainable production. They improve their vocabulary and their oral fluency.

 memory, role play

 140 min.

 Vocabulary list "Fair T-Shirt", memory-cards (created from the vocabulary list), camera (optional)

Please note: for this activity, the following activities should have been completed so that the PT have the necessary background information.

- "The Production of my T-Shirt",
- "certificates of quality jungle"
- or "Working conditions in the Textile industry"

For the memory game the vocabulary list is cut into memory cards.

Step 1: (30 min.)

The PT form pairs and learn the new vocabulary (vocabulary-list "Fair T-Shirt"). After 15 min. they work with two other persons and play the memory game in two teams to further practice the vocabulary. The group that knows the vocabulary best, wins. If required, a re-match can be played.

Step 2: (45 min.)

Explain the next step in plenary

In groupwork (max. 4 persons) the PT should develop a short role-play in which the words that have been learned are used. There are no limits set to imagination.

The following situations are feasible:

- In a shop: People go shopping, one takes a T-Shirt, which has a certificate of quality and sustainability. The others ask what that means...
- On the street: People walk past a poster that advertises a new "fair" clothing brand of a clothing shop. One asks, what a "fair" brand is supposed to be...

Step 3:

All the groups perform their scene in front of the big group. The audience acts as judge making brief notes on the following aspects:

- Were there serious language mistakes? If yes which?
- What was the acting like?
- What was the idea for the story like?

Step 4: (15min.)

Finally, all performances are discussed regarding the aspects mentioned above.

Optional: award three prizes for

- Best acting performance
- Best script (idea)
- Best linguistic implementation



MY FAIR T-SHIRT: VOCABULARY AND MEMORY GAME: FAIRE TRADE

BIOLOGISCHE LANDWIRT- SCHAFT	ORGANIC FARMING	FAIRER HANDEL	FAIR TRADE
MINDEST- PREIS	MINIMUM PRICE	GARANTIEREN	TO GUARANTEE
KINDER- ARBEIT	CHILD LABOUR	UMWELT- FREUNDLICH	ENVIRONMEN- TALLY FRIENDLY
KAFFEE	COFFEE	BAUER/ BÄUERIN	FARMER
GENIEßE MIT EINEM GUTEN GEWISSEN!	ENJOY WITH A GOOD CONSCIENCE!	PRODUZIEREN	TO PRODUCE
GENTECHNIK- FREI	GENETICALLY UNMODIFIED	FAIRER LOHN	FAIR SALARY
KRITERIEN	CRITERIA	UMWELT- STANDARDS	ENVIRON- MENTAL STANDARDS



MY FAIR T-SHIRT: VOCABULARY AND MEMORY GAME: FAIRE TRADE

ENTHALTEN	TO CONTAIN	UNHABHÄNGIGE UND REGELMÄßIGE KONTROLLEN	INDEPENDENT INSPECTIONS ON A REGULAR BASIS
FAIR-TRADE- PRÄMIE	FAIRTRADE PREMIUM	IN WÜRDE LEBEN	TO LIVE IN DIGNITY
BEHANDELT MIT	TREATED WITH	KÖSTLICH	DELICIOUS
SCHMECKEN	TO TASTE	KOSTEN / PROBIEREN	TO TRY
LECKER	TASTY	BILLIG	CHEAP
TEUER	EXPENSIVE	KOSTEN	TO COST

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