



New Senior Secondary Liberal Studies Teaching Package

The Impact of Globalization on Hong Kong,
the Mainland of China and the World

A Case Study of the Garment Industry

This page is intentionally left blank.

Content

	page no.
Foreword	4
Teaching Package	
1. How to use this teaching package	5
2. Overall teaching aims	5
3. Target group	6
4. Tables and diagrams related to the teaching package	7-10
a. A diagrammatic sketch of the teaching package	7
b. Detailed planning for the teaching foci: Contents of the teaching package	8
c. The connection between the generic skills specified on p.8 and the <i>Guide</i>	9
d. The relationship between the objectives of the area of study and the objectives of exercises	10
5. Teaching package basic information	11
6. Students' basic knowledge	11
7. Teaching tools and teaching materials	11
8. Organisation of contents	11-26
a. Outline of the teaching package	12
b. Lesson plan	13-26
9. Concluding remarks	27
10. After-class extended activities	28-29
11. Materials related to the teaching package	30-36
a. Glossary	30-33
b. Other supplementary materials	34-36
12. Reference materials relevant to the teaching package	37-39
a. Reference book	37-38
b. Reference websites	39
13. Appendices	40-93

(Please refer to p.42 for details)

Foreword

The term 'Globalization' refers to the process through which people from around the world become more closely linked than ever before. With the popularisation of Information and Communication Technology (ICT), there has been a dramatic decrease in transport and communications costs, which has accelerated the development of international trade, international finance and multinational investment. Subsequently, the world economies are now more closely related to one another than ever before. Capital, technology and information now circulate more rapidly and products and services from every corner of the world can be found in every corner of the world. International dealings are more frequent and international communication is now a part of everyday life. This is globalization. This teaching package is so designed to serve as a communication platform to bring out the changes caused by globalization and to examine the impact of globalization on the world's economy, politics, society and culture.

Teaching Package

1. How to use this teaching package

This teaching package is divided into two parts. The first part is the contents of the teaching package, which include the teaching aims, objectives and the plan itself. It requires a total of eight periods to cover these materials. The second part consists of the Appendices (Appendices 1–11), which are made up mainly of worksheets and interactive materials that are related to the teaching package. Teachers can distribute these materials to students as they see fit depending on students' levels, teaching needs and the time available. The Appendices also provide suggested answers and relevant news clippings for teachers to refer to. Since students' level of competence varies from school to school, teachers can add or remove teaching materials to/from the Appendices so as to tailor the materials according to the specific levels and abilities of students.

2. Overall teaching aims

This teaching package is designed to introduce to students three issues: (1) the changes in the global supply chain and merchandising model; (2) the impact of such changes on the lives of workers; and (3) the impact of globalization on the garment industries in Hong Kong, the mainland of China, Southeast Asia and the world. It is hoped that through teachers' instruction and interactions between teachers and students, students will come to know the meaning of terms such as 'global supply chain', 'merchandising model', 'corporate social responsibility' and 'corporate governance standards'. It is also hoped that they will come to understand the impact of the changes in the global supply chain and merchandising model on the life of workers. After completing the assignments contained in this teaching package, students should be able to:

- a. outline the processes of garment manufacturing, trading and selling;
- b. explain the structure of the global garment supply chain;
- c. analyse the importance of garment industry to several developing countries; and
- d. reflect upon the benefits and harm brought about by globalization and investigate how greater social equality can be realised in the context of globalization.

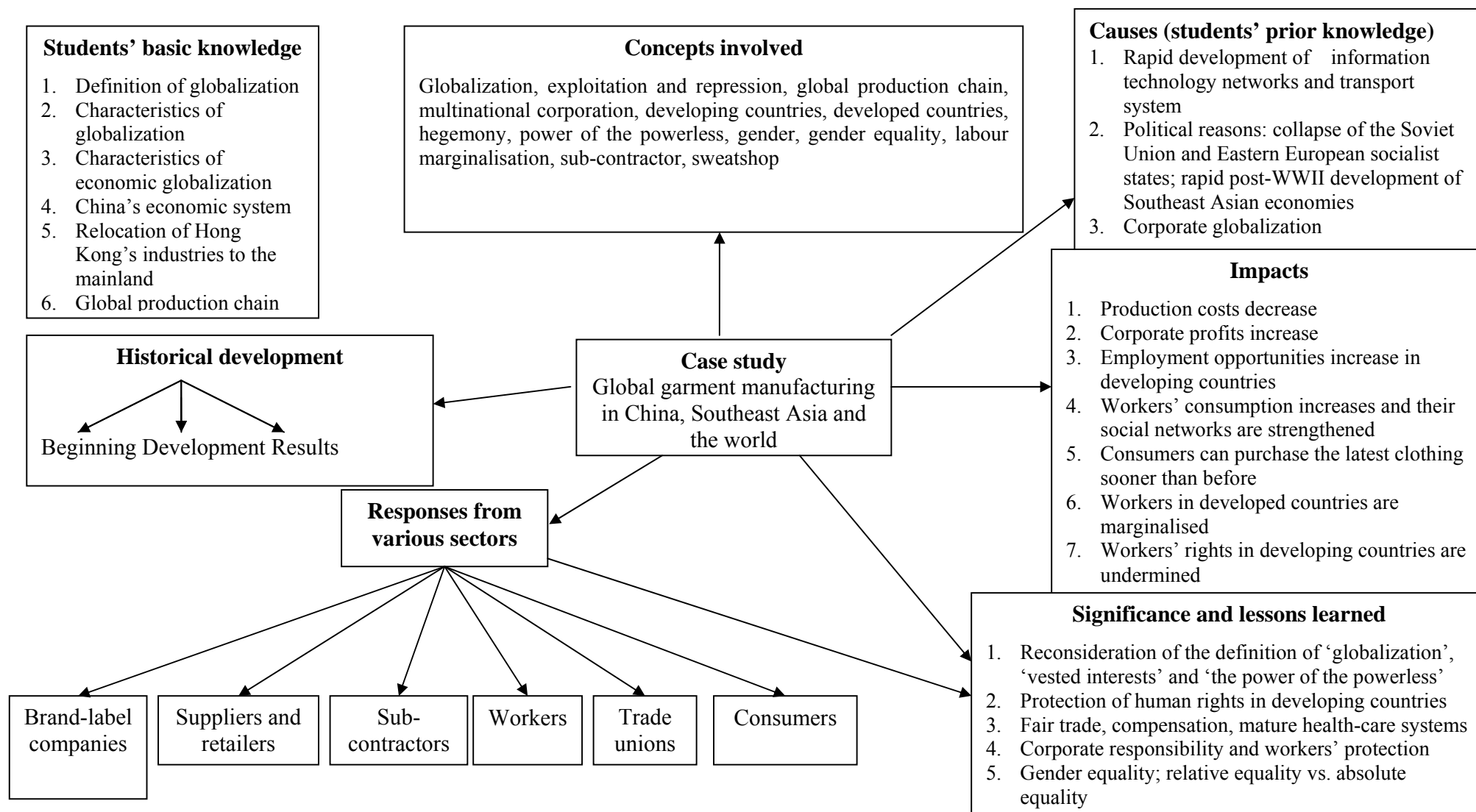
3. Target group

This teaching package is designed specifically for teachers who are responsible for teaching the New Senior Secondary Liberal Studies and is targeted towards Secondary 4-6 students.

4. Tables and diagrams related to the teaching package

The Impact of Globalization on Hong Kong, the Mainland of China and the World – A Case Study of the Garment Industry

a. A diagrammatic sketch of the teaching package



b. Detailed planning for the teaching foci: Contents of the teaching package

Related Concepts	Related Knowledge	Related Values	Related Generic Skills
Globalization, exploitation and repression, global production chain, multinational corporation, developing countries, developed countries, hegemony, power of the powerless, gender , gender equality, labour marginalisation, sub-contractor, sweatshop	<ul style="list-style-type: none"> • Important vocabulary related to globalization and the working situation of workers • The process and sales profits of garment manufacturing in the context of changes in the global production chain • The reasons for the emergence of globalization • The positive and negative impacts of globalization on developed and developing countries 	<ul style="list-style-type: none"> • Self-reflection (the <i>Guide</i>, p.19) • Sense of responsibility (the <i>Guide</i>, p.21) • Care and concern (the <i>Guide</i>, p.27) • Cooperation; adapting to changes; interdependence; mutuality; justice (the <i>Guide</i>, p.41) 	<ul style="list-style-type: none"> A. Skills in gathering and organising materials B. Oral skills C. Thinking from multiple perspectives D. Skills in understanding the views and feelings of other people E. Listening skills F. Immediate response and skills in answering questions G. Writing skills

c. The connection between the generic skills specified on p.8 and the *Guide*

Continuing on from the detailed planning for the teaching foci on p.8, students can develop the following generic skills through the teaching package:

Generic skills specified in the <i>Guide</i>	Generic skills specified on p.3
Skills in making decisions and judgments on human and social issues	C, D
Creativity with respect to human and social issues	A, C
Skills in enquiring into contemporary issues	C
Skills in developing and constructing knowledge	C, G
Skills in discovering the cross-modular nature and the interconnectedness of issues	C
Skills in discovering the interconnectedness of the human world and the physical environment	A, C
Skills in knowing the collective interests and opportunities of humankind	C
Skills in identifying and assessing what happens around oneself	C, D, F
Skills in analysing the interconnectedness of things	C
Skills in reflecting one's own identity, value system and world view	C, F
Skills in assessing the impact of an event or a phenomenon	C, F
Critical thinking skills	C, F
Skills in making decisions and judgments from a variety of perspectives	C
Skills in presenting arguments clearly	D, E, F, G
Skills in making decisions and judgments based on evidence	A, F
Open-mindedness and tolerance towards the views and values held by other people	C, D, F
Developing skills related to enquiry learning:	
• Self-management skills	
• Problem-solving skills	A
• Communication skills	A, B, E, F
• Information processing skills	A, G
• Skills in using information and communication technology (ICT)	A
Skills of self-directed learning:	
• Skills in setting goals	G
• Skills in making and implementing plans	
• Skills in analysing data	A
• Skills in drawing conclusions	C, D, F, G
• Skills in evaluating opinions, the learning progress and the learning process	C, D, F, G

d. The relationship between the objectives of the area of study and the objectives of exercises

Objectives of the area of study	Objectives of exercises ¹		
Area of study: Society and Culture	Exercise 1 (Appendix 1)	Exercise 2 (Appendix 6)	Exercise 3 (Appendix 11)
(a) Understand important issues facing one's society, country and the world	✓	✓	✓
(b) Assess qualities, phenomena, changes, trends and impact in relation to various aspects of society and culture	✓		✓
(c) Apply critical thinking skills and adopt multiple perspectives in making decisions and judgments regarding social issues and problems	✓	✓	✓
(d) Identify the interdependence among societies, different countries and the world, and their mutual influences upon one another	✓		✓
(e) Appreciate the views and values of people from different social and cultural backgrounds	✓	✓	✓
(f) Reflect on and develop one's multiple identities, responsibilities and commitments as citizens in their community, country and the world	✓		✓

¹ These exercises only include homework and after-class practices. They do not include class work or discussion materials (See appendices for details).

5. Teaching package basic information

Suggested level: Form 4 to Form 6

Number of students: 30 to 40

Suggested number of periods: 8

6. Students' basic knowledge

Through their exposure to various subjects in the Personal, Social and Humanities Education Key Learning Area, in Secondary 1-3, students should have already developed a general understanding of globalization and they should have also gained some knowledge of the relocation of Hong Kong industries to the mainland of China and the situation of labours in the world, including labour issues in developing countries.

7. Teaching tools and teaching materials

- a. Flash cartoon: an online cartoon clip about the importance of fair trade
- b. A documentary film *On the Edge of Phnom Penh* (金邊之邊, in Cantonese with English subtitles) (the section starts approximately from the 20:08 to the 28:00 minute mark): the film concerns the working situation of workers in Southeast Asia (i.e. Cambodia).
- c. A computer with internet connections
- d. An overhead projector
- e. Role-play cards (see Appendix 3, A/B)
- f. Paper, pens, blackboard, etc.

8. Organisation of contents

This teaching package includes the contents for eight periods, which are presented as four double-period lessons below. The specific contents and teaching aims of the lessons are outlined as follows:

a. Outline of the teaching package

Number of periods	Contents
1–2 (two periods)	<p>To learn important vocabulary related to globalization and understand the working situation of workers</p> <ul style="list-style-type: none"> • Use questions, an online cartoon clip and a documentary film clip to motivate students to learn about the impact of globalization on the garment industry, thereby introducing to them some vocabulary related to globalization (e.g. ‘global production chain’, ‘production model’, etc.), acquaint them with the history of and the reasons behind the relocation of factories to developing countries and cultivate their concern for the actual conditions of workers who work in the ‘world’s factory’.
3–4 (two periods)	<p>To understand the process and sales profits of garment manufacturing in the context of changes in the global production chain</p> <ul style="list-style-type: none"> • Use group discussion to help students understand the process and sales of garment manufacturing and the distribution of profits among retailers, brand-label companies and workers.
5–6 (two periods)	<p>The roles, situations and standpoints of consumers, retailers, the fashion industry, garment suppliers, workers and brand-label companies in the context of globalization</p> <ul style="list-style-type: none"> • Use group presentations to get students to explore the positions and standpoints of consumers, retailers, the fashion industry, garment suppliers, workers and brand-label companies under the influence of globalization and the global supply chain, thereby nurturing students’ independent thinking skills.
7–8 (two periods)	<p>Who hold(s) the responsibility to lessen the negative impact of globalization?</p> <ul style="list-style-type: none"> • Use teaching, group discussions, role plays and other activities to get students to investigate the question ‘Who hold(s) the responsibility to improve the situation of workers? And what can you do to improve the situation of workers in the context of globalization?’ The teacher summarises the result of students’ discussions and then asks them to carry out a fair and reasoned investigation into the impact of globalization on factory workers all over the world by thinking from multiple perspectives.

b. Lesson plan

Lesson 1-2 (2 periods)

Main teaching contents and teaching objectives	<ul style="list-style-type: none">• Influence of economic globalization on the garment industries in Hong Kong and the mainland of China• Introduction of concepts and vocabulary related to globalization• The impact of the changes in the global production chain on workers in the garment industries in South China
Questions for enquiry	<ul style="list-style-type: none">• Have Chinese workers benefited from China's role as the world factory in the globalized production model?• Are garment workers of Hong Kong and the mainland of China being treated unfairly?• What positive and negative impacts does globalization have on workers in developing countries?
Relevant modules and themes specified in the <i>Guide</i>	<p>Module 4: Globalization</p> <ul style="list-style-type: none">• Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital?• How should the mainland of China and Hong Kong meet the opportunities and challenges of globalization? Why? <p>Module 3: Modern China, Theme 1: Reform & Opening-Up</p> <ul style="list-style-type: none">• How have the changes in living standards and the way of life been viewed across the whole country?

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>To learn important vocabulary related to globalization and understand the working situation of workers</p> <ol style="list-style-type: none"> What is your major consideration when you want to buy a piece of clothes? <ol style="list-style-type: none"> the brand where it was made colour, style, materials others The teacher will explain to students that in the late 1980s, the Hong Kong garment industry was relocated to the Pearl River Delta (PRD). The teacher will also guide students to notice that many international brand products are now made in China and that China is now often called the world factory. Take garment industry as an example. Hong Kong's garment industry was booming in the 1970s and 1980s but garment factories were later moved to the mainland. Why did Hong Kong entrepreneurs move their manufacturing process to mainland of China, and subsequently to places such as Vietnam, Cambodia and countries in South America? The teacher will use the questions in Appendix 1 to encourage students to think more deeply about those issues (as the teacher sees fit). 	<p>The teacher will show a brand name T-shirt to students so as to arouse their interest.</p> <p>Appendix 1: Materials concerning the reasons why entrepreneurs moved their factories from Hong Kong to the mainland of China and to Southeast Asia + After-class exercise</p>	<p>Cooperation; adapting to changes; mutuality; justice (the <i>Guide</i>, p.41)</p> <p>Care and concern (the <i>Guide</i>, p.27)</p> <p>Appendix 1 assesses students' skills in:</p> <ul style="list-style-type: none"> Applying relevant knowledge and concepts Providing evidence based on personal experiences Identifying points of view, attitudes and values in source materials

CONT.

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>5. To help students better grasp some important vocabulary items related to globalization, the teacher will use the materials in Appendix 2 to explain to students the concepts of global supply chain², production model, etc. In addition, the teacher will use the presentation in Appendix 2 (slides 19–37) to teach students the history of the Hong Kong garment industry and the working situation of workers in factories, especially how globalization has benefited (Appendix 2, slides 21–23) and harmed these workers (Appendix 2, slides 26–37). The teacher should guide students to understand that globalization has a mix of positive and negative impacts on workers even though many people have overlooked the benefits it brings about.</p> <p>6. The teacher will play the Flash cartoon, which is about the working situation of workers in the PRD (play a Flash cartoon)³</p> <p>7. If students feel that the Flash cartoon is unrealistic and over-exaggerated, the teacher will play a documentary film <i>On the Edge of Phnom Penh</i> (金邊之邊, in Cantonese with English subtitles) to give students a general sense of the actual working situation and working environment of workers. The objective is to help students realise that changes in the global production chain have not only affected China's workers, but have also extended its influence to Southeast Asia (e.g. Cambodia and Vietnam). Based on this, the teacher will point out to students that the working situation of workers within the changing global production chain is easily overlooked by enterprises and consumers. The teacher will also tell students that the working environment of all workers who work in the world factory is perhaps the same.</p>	<p><u>Vocabulary</u> Appendix 2: Presentation (slides 5–18)</p> <p><u>Benefits</u> Appendix 2: Presentation (slides 19–25)</p> <p><u>Harm</u> Appendix 2: Presentation (slides 26–37)</p> <p>The Flash cartoon is about two minutes long. It uses an exaggerated style to show the hardship of workers in the mainland of China.</p> <p>Play the section of the documentary film <i>On the Edge of ...</i> (金邊之邊) from approximately the 20:08 to the 28:00 minute mark⁴. Appendix 3: Information cards + Suggested answers</p>	<ul style="list-style-type: none"> • Thinking from multiple perspectives • Expressing opinions clearly, logically and systematically (the <i>Guide</i>, p. 124)

² See <http://hkbiz.tdctrade.com/may2006.htm> for the definition of 'global production chain'.

³ The cartoon clip can be downloaded from http://www.maketradeair.org.hk/trad_06/download2.asp.

⁴ Information about this Oxfam documentary film is available at <http://www.cyberschool.oxfam.org.hk/resources.php?cat=4&id=12>. The relevant segment is about eight minutes long.

CONT.

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>8. After watching the documentary film, the teacher will ask students the following questions: ‘What do you think about the working situation and treatment of workers? What would you do if you were asked to produce 120 pairs of jeans in one minute? Why are most of the workers female? Why haven’t the workers benefited even though there are many purchase orders? The teacher will then utilise students’ knowledge of the actual working situation of the female workers as shown in the film to highlight the impact of globalization on the actual situation of workers in developing countries and the importance of garment industry to those countries.</p> <p>9. Group Preparation: The teacher will give students some information cards and ask them to analyse the benefits that are concerned by different participants in the garment industry (i.e. consumers, retailers, the fashion industry, garment suppliers, workers, brand-label companies, etc.). The teacher will then ask students to collect relevant information in groups so as to prepare for the group discussions in the next lesson. The teacher will also explain to students the topics for discussion before the lesson is over (See Appendix 3 for details).</p>	<p>For students with higher ability, the teacher will ask the groups to complete the information cards themselves and provide them guidance when necessary. The teacher may give them the suggested answers after they have finished the exercise. For that, the teacher will refer to Appendix 3 worksheet (A).</p> <p>For students with lower ability, the teacher will guide them using the tips in the appendices. The teacher may give them the suggested answers after they have finished the exercise. For that, the teacher will refer to Appendix 3 worksheet (B).</p>	

Lesson 3-4 (2 periods)

Main teaching contents and teaching objectives	<ul style="list-style-type: none">• The influence of global production chain on stakeholders such as the manufacturers, retailers, consumers and workers
Questions for enquiry	<ul style="list-style-type: none">• What is/are involved in the garment manufacturing process? How are the profits of garment sales distributed?• Does globalization inevitably lead to the emergence of a global production chain?• How does the appearance of sub-contractors intensify the problems workers (who work in the world factories) encountered?
Relevant modules and themes specified in the <i>Guide</i>	<p>Module 4: Globalization</p> <ul style="list-style-type: none">• Is globalization a blessing or a curse on human beings?• What are the characteristics and trends in the development of globalization?• Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital? <p>Module 2: Hong Kong Today, Theme 1: Quality of Life</p> <ul style="list-style-type: none">• How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed?

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>Understand the process and sales profits of garment manufacturing in the context of changes in the global production chain</p> <p>Group Discussion 1:</p> <ol style="list-style-type: none"> Further to the theme of the previous lessons, the teacher will ask students to form themselves in groups and discuss and write down some brief notes of their discussion results. The teacher will then use the remaining time to choose two to three groups to report their discussion results to the class. <p>Group Discussion 2:</p> <ol style="list-style-type: none"> The teacher will ask students to form groups of four to five to discuss what is/are involved in the garment manufacturing process. For students with higher ability, the teacher will let them discuss on their own and simply provide them with some tips when necessary. For example, the teacher may remind them of terms such as ‘consumers’, ‘retailers’, ‘the fashion industry’, ‘garment suppliers’, ‘workers’ and ‘brand-label companies’. To help students with lower ability, the teacher may draw the garment manufacturing process (i.e. the answer that the teacher has decided on) on the blackboard (Appendix 4). <p>Group Discussion 3:</p> <ol style="list-style-type: none"> The teacher will distribute Appendix 5 to students and ask them to form groups and discuss. The teacher will ask students to estimate how much money from the \$500 sale of a brand T-shirt is earned by different participants at each stage of the manufacturing process. For example, how much can workers earn from the sale of the T-shirt? (See Appendix 5). The teacher will offer students the following tips to contemplate: 	<p>Appendix 4: A flowchart of the garment manufacturing process</p> <p>Appendix 5: Worksheet + Suggested answers</p>	<p>Interdependence; cooperation; adapting to changes (the <i>Guide</i>, p.41)</p>

CONT.

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<ul style="list-style-type: none"> • Do retailers and owners of brand make the most money? • Do workers make the least money? Why? <p>2. The teacher will ask students to report the results of their discussions to the class. The teacher will then summarise students' findings and point out that people involved in different stages of the manufacturing process earn different proportions of the sales profits (or receive different wages). Many non-governmental organisations (NGOs) and scholars have pointed out that workers only make a meager amount of money from the sale of a \$500 T-shirt (i.e. equal to less than 2% of the price of the T-shirt). They have also noted that the working environment of workers is poor and the treatment of them has nonetheless been overlooked. The teacher will ask students to respond to this claim and discuss whether or not the unequal gains of different stakeholders from the sale of a brand name T-shirt is a good reason for claiming that globalization creates inequality. The suggested answer (i.e. Appendix 5: The value breakdown of a \$500 brand T-shirt (for teachers' reference)) is based on information from a non-governmental organisation. It is just an example meant to encourage students to consider what goes into the production of a brand T-shirt and the low wages of workers in developing countries (i.e. equal to less than 2% of the product price). The example should not be over-generalised as a universal phenomenon.</p>		

CONT.

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>3. The teacher will point out that many non-governmental organisations would use the above analysis to show the public that manufacturers and large-scale enterprises exploit their workers. However, this is perhaps a bit misleading because we have to subtract the retailer's costs, the factory's rental cost, workers' wages, the investment risks and other costs to find out the actual amount of profits made by retailers and brand-label companies. The teacher will guide students to understand that the above conclusions only represent the opinions of certain individuals and groups of the community, in particular the opinions of non-governmental organisations. Students can give their own opinions and the teacher will provide some guidance to them when necessary.</p> <p>4. Before the end of the lesson, the teacher will reiterate what students have learned about the working situation of factory workers from the online cartoon clip and the documentary film clip <i>On the Edge of Phnom Penh</i> (金邊之邊). The teacher will distribute to students the teaching materials concerning the problems factory workers are facing and the solutions to those problems as well as the after-class exercise (i.e. Appendix 6; moreover, the teacher will raise questions as he or she sees fit). These teaching materials will give students a general idea of what will be covered in the next lesson. The teacher will reiterate the impact of the changes in the global production chain on factories all over the world as discussed in periods 1 and 2.</p>	<p>Appendix 6: The problems workers are facing and the solutions to those problems + After-class exercise</p>	<p>Appendix 6 assesses students for the following skills:</p> <ul style="list-style-type: none"> – Applying relevant knowledge and concepts – Identifying points of view, attitudes and values in source materials – Thinking from multiple perspectives – Problem-solving skills and skills in proposing reasonable conclusions, judgments and suggestions – Demonstrating empathy and understanding the positions and attitudes of other people – Expressing opinions clearly, logically and systematically (the <i>Guide</i>, p. 124)

Lesson 5-6 (2 periods)

Main teaching contents and teaching objectives	<ul style="list-style-type: none">• Recognise how different people respond to the outcome brought about by the changes in the global production chain in the context of economic globalization.• Point out how the situation of workers in developing countries can be improved by capitalists' realisation of their corporate responsibilities and consumers' exercising of their consumer power.
Questions for enquiry	<ul style="list-style-type: none">• How can we realise the principle of fair trade?• What are the responsibilities of entrepreneurs, sub-contractors, workers, trade unions and consumers?• What are their roles?
Relevant modules and themes specified in the <i>Guide</i>	<p>Module 4: Globalization</p> <ul style="list-style-type: none">• Is globalization a blessing or a curse on human beings?• Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital?• How do people from different parts of the world react to globalization? Why?

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>The roles, situations and standpoints of consumers, retailers, the fashion industry, garment suppliers, workers and brand-label companies in the context of globalization</p> <ol style="list-style-type: none"> The teacher should first explain the situation to students: garment workers are unhappy with their employers because their working environment is poor; and manufacturers are under pressure to lower costs. Each group should take a different role and discuss how they can strengthen their power in order to improve their situation. Each group should then select one representative to give a talk later. The representatives should include an entrepreneur, a sub-contractor, worker, trade union member, consumer and the like. The teacher should assist each group to note down the important points and students can use their creativity and imagination to prepare for a four-minute presentation to be given by the group representative later. The teacher will use Appendices 7 and 8 as guidelines for the assessment of the presentations. After each group's presentation, the teacher should let students discuss the presentations freely and encourage group members to ask one another questions. For example, students might ask whether the working situation and treatment of workers in garment factories should be improved. Do manufacturers and enterprises care solely about profit-making while ignoring the benefits of workers and consumers? 	<p>Bring a timer so that students can easily pace their presentations.</p> <p>Appendix 7: Assessment Form for the Study Progress and Assessment Guidelines</p> <p>Appendix 8: Assessment Form for Presentation</p>	<p>Interdependence; cooperation; adapting to changes; open-mindedness; mutuality (the <i>Guide</i>, p.41)</p> <p>Self-reflection (the <i>Guide</i>, p.19)</p> <p>Sense of responsibility (the <i>Guide</i>, p.21)</p> <p>Skills:</p> <ol style="list-style-type: none"> Rationality; sensitivity; care and concern Skills of thinking from multiple perspectives and skills in understanding others' viewpoints and feelings Listening skills Immediate response and skills in answering questions Oral skills Skills in organising materials and writing skills

CONT.

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>3. After students have finished their presentations, the teacher will ask them for their opinions of the other groups' presentations. For example, students representing entrepreneurs can pose questions to consumers. Those representing sub-contractors can pose questions to trade union members. Likewise, those representing workers can pose questions to sub-contractors and those who represent trade union members can pose questions to entrepreneurs. Students representing consumers can pose questions to workers. The teacher should put great emphasis on students' responses and encourage them to voice their opinions. This is to nurture their independent thinking skills as well as their skills in exchanging opinions in group discussions and summarising discussions.</p>		

Lesson 7-8 (2 periods)

Main teaching contents and teaching objectives	<ul style="list-style-type: none">• Recognise how different people respond to the outcome of the changes in the global production chain in the context of economic globalization.• Point out how the situation of workers in developing countries can be improved by capitalists' realisation of their corporate responsibilities and consumers' exercising of their consumer power.
Questions for enquiry	<ul style="list-style-type: none">• How can we realise the principle of fair trade?• What are the responsibilities of entrepreneurs, sub-contractors, workers, trade unions and consumers?• What are their roles?
Relevant modules and themes specified in the <i>Guide</i>	<p>Module 4: Globalization</p> <ul style="list-style-type: none">• Is globalization a blessing or a curse on human beings?• Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital?• How do people from different parts of the world react to globalization? Why?

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>Who is/are responsible for the emergence of globalization?</p> <ol style="list-style-type: none"> Further to students' presentations in the preceding two lessons (i.e. lessons 5 and 6), the teacher will tell students that many factories do not implement corporate governance standards strictly and they may even transfer the manufacturing costs to workers. The teacher will point out to students the importance of trade to developing countries: for some developing countries, exports are very important to their economies. The teacher will also point out that trade not only affects workers, but also alleviates rural poverty. Many people in developing countries need a job, so it is essential to ensure fair trade and enhance the employment opportunities of factory workers. The teacher will point out that it is not correct to say that all brand-label companies are unfair to their workers. Some brand-label companies are making every effort to ensure that workers' contracts protect their benefits amid changes in the global production model. If some brand-label companies avoid making unreasonable demands on workers and if most brand-label companies, factories and even companies' directors all fulfil their social responsibilities, the situation of workers can definitely be improved. Economic globalization benefits as well as harms capitalists, sub-contractors and workers. Not all capitalists exploit workers and not all workers suffer from globalization. 'Sweatshop' does not have to exist. The working environment of workers can be improved if capitalists fulfil their corporate responsibilities and consumers exercise their consumer power. 	<p>Appendix 2: Presentation (slides 38–40)</p> <p>The teacher will refer to the materials in Appendix 9, which are about how social responsibilities are carried out by brand-label companies, garment suppliers, multinational merchandising companies and sub-contractors. The teacher will refer to those concrete examples in the appendix to help students understand the different aspects of the situation.</p>	<p>Interdependence; cooperation; adapting to changes; open-mindedness; mutuality (the <i>Guide</i>, p.41)</p> <p>Self-reflection (the <i>Guide</i>, p.19)</p> <p>Sense of responsibility (the <i>Guide</i>, p.21)</p>

CONT.

The flow of the specific teaching package: Teaching methods	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i>)
<p>5. The teacher will also ask students the following questions: ‘Who hold(s) the responsibility to improve the situation of workers? What can you do to change the situation of workers in the context of globalization? Students can then discuss the questions in groups. They can write their discussion results on the blackboard and get a group representative to report the discussion results. Afterwards, the teacher will summarise all the discussion results made by students and emphasise the importance of consumer power. At the end of the lesson, the teacher will tell students to hand in a report of 500–600 words on the above topics (i.e. the questions) (See Appendix 9, which is suitable for students with higher or average ability. The teacher will adapt the contents of the materials in the appendix in order to suit students’ abilities.)</p> <p>6. For students with lower ability, the teacher will refer to the worksheets and suggested answers in Appendix 11 and let the students choose a topic which is related to the lesson. Students can collect materials based on the guidelines in the appendix and the teacher will help them and monitor their progress in gathering materials when necessary.</p>	<p>Appendix 9: What are the responsibilities of each party in improving the situation of workers who work in the world factories?</p> <p>Appendix 11: Report guidelines and Suggested answers</p>	

9. Concluding remarks

As seen in the teaching package, under the influence of globalization and the global supply chain, brand-label companies adopt the principle of decentralised production, which means that they invest wherever the cost of production is the lowest. Driven by information and communication technology, brand-label companies know clearly that they should not restrict their manufacturing bases to a single developing country. They should extend the opportunities for development to other developing countries as well. Moreover, if they want to come out among the best in the industry, they must put trendy clothing to market as early as possible. The companies that get the season's most 'in' and trendy fashion items to market most quickly can make maximum profits. In addition, due to intense global competitions, orders are usually made in small amount with an increasing demand on various styles of clothes. The garment manufacturing process described so far has led to overtime working on workers. In order to accommodate changes in the global garment merchandising model and reduce production costs, factories have no choice but to ask workers to work through the night to meet deadlines from garment suppliers and retailers. Frontline factory workers feel the negative impact of globalization most acutely.

With changes in the merchandising model in the global garment supply chain, the issue concerning the promotion of fair trade has become important. It is hoped that in the foreseeable future, governments will strictly implement various regulations to make enterprises fulfil their social responsibilities. Along with the mass media's realisation of their role as the tongue of the people and consumers' exercise of their influence, it will be possible to provide greater social security for migrant workers.

10. After-class extended activities

1. The teacher may, according to students' specific situations, levels and the teaching schedule, ask students to read more newspapers. Once students understand the impact of the changes in the global supply chain on garment workers, the teacher will ask them to further investigate the impact of globalization on other products and brands such as Disney and McDonald's. How do these phenomena affect Hong Kong, the mainland of China, Southeast Asia and the world? Who hold(s) the responsibility for sparking global concern over the issue of fairness?
2. The teacher may help students arrange a visit to Disneyland after class so that they can investigate how much money workers can earn from the sale of Disney products. The teacher will ask students to collect information during their visit so that students can learn about the marginalisation of workers under the influence of globalization. For example, what are the working conditions of the workers who dress up as Disney cartoon characters? This would allow students to understand that globalization has the greatest impact on marginalised workers. After their visit to Disneyland, the teacher will ask students to play different roles such as brand-label company representatives, manufacturers, retailers, sub-contractors, workers, trade union members and hold a debate on the motion: 'Brand-label companies are the greatest beneficiaries of globalization'. This can inspire students' independent thinking skills. Before the trip to Disneyland, the teacher will first explain the concepts of globalization to students, in particular the actual working conditions of workers who dress up as Disney cartoon characters. Students should get into groups before heading for Disneyland. The teacher will then ask students to find news clippings about Disneyland and try to get in touch with Disney employees before their visit. For example, they may contact the managers, clerical staff and the staff who play the roles of Disney cartoon characters, etc. It is also hoped that students can carry out some simple interviews with these people. Before the visit, the teacher may need to explain to students very clearly that this activity is not meant to be an entertainment – it is an extension of their classroom studies.

3. For students who are interested in further exploring the topic, they may conduct their independent enquiry studies (IES) on it under the teacher's supervision and with the help of the materials and examples provided in this teaching package. Students can form themselves into small groups to continue their investigations. The topics in Appendix 11 may provide a framework for such investigations. In-depth analysis of those topics will help nurture in students a habit of reading newspapers every day. Students will then pay attention to what is happening in the world and their sensitivity to social issues will increase.

11. Materials related to the teaching package

a. Glossary

Term	Basic Meaning
Corporate Governance Standards	<p>‘Corporate Governance Standards’ specifies the rules and practices that a company follows in its business direction and management.</p> <p>‘When a board of directors puts corporate governance into practice, it must take two areas into account:</p> <ol style="list-style-type: none"> 1 Conformance to all sections, where ‘sections’ refer to sections in laws, sections in corporate rules of practice, etc. 2 Performance, which derives from the plan set out by the board of directors, e.g. the annual target revenues. If the above guidelines are observed, it is possible to promote and consolidate the company’s culture.’ <p>Source: Job Market Publishing Limited (n.d.) 〈新年大計：我要做董事！〉. 《Job Market》. Retrieved October 28, 2009, from http://jobmarket.singtao.com/Resources/article.jsp?article_id=1625&magazine_type=JM</p>
Developing countries	<p>This generally refers to low-to-middle-income countries or relatively poor ‘third-world’ countries or ‘southern’ nations. Middle-income areas have a per capita income of USD756 to USD9,265 while the per capita income in low-income areas is under USD755.</p> <p>At present, there are 112 developing countries, mainly in places such as southern Asia, East Asia, South America and Africa. Among these countries, 49 are designated as the least developed countries, mainly in the Sahara region of Africa and in South Asia ...</p> <p>Source: Oxfam Hong Kong (n.d.) 〈發展中國家與已發展國家的定義〉. 《Oxfam Cyber School》. Retrieved October 28, 2009, from http://www.cyberschool.oxfam.org.hk/articles.php?id=69&page=3</p>
Developed countries	<p>This generally refers to countries in the northern hemisphere which we also call ‘developed countries’, including Japan, the US, the countries in Western Europe, Australia, New Zealand and Israel. These countries have a high per capita income of over USD9,266 every year.</p> <p>Source: Oxfam Hong Kong (n.d.) 〈發展中國家與已發展國家的定義〉. 《Oxfam Cyber School》. Retrieved October 28, 2009, from http://www.cyberschool.oxfam.org.hk/articles.php?id=69&page=3</p>

Term	Basic Meaning
Exploitation and repression	<p>This refers to unfair treatment of employees, e.g. the illegal docking of wages, unauthorised addition of punitive provisions, extension of working hours, etc.</p> <p>‘Workers in processing zones work on an average of 10–12 hours a day, but when there’s a rush to fill orders, it’s typical for workers to work from 8 a.m. to 10 p.m.. Moreover, working until 1 to 2 a.m. is not unheard of. Many workers find this unbearable but worry that they will lose their jobs if they don’t do overtime work.’</p> <p>Source: 嵐山 (2001) 〈血汗工場中的大陸出口加工區女工〉. 《全球化監察》. Retrieved 28 October, 2009, from http://www.globalmon.org.hk/journals/09_sweatshop.htm</p>
Global supply chain	<p>The modern manufacturing industry is an interactive production chain: in fact, the ‘world factories’ have already linked together countries around the globe through a global production chain of multinational corporations. For example, China’s manufacturing industry has become a constituent part of the base of global manufacturing. Therefore, the raw materials imported to China from other countries increase with the boom in its manufacturing industry. This is a process of mutual integration and mutual influence.</p> <p>Source: 庄紅韜 (Ed.) (2004, April 27) 〈博鰲聲音：中國是“車間”遠非“世界工廠”〉, 《人民網》, Retrieved October 29, 2009, from http://www.people.com.cn/BIG5/news/9719/9720/2471860.html</p>
Globalization	<p>Globalization is a process in which the circulation of material and spiritual products breaks local and national boundaries and influences life in every corner of the world. It also refers to the multinational flow of people. The flow of people represents the greatest synthesis of the circulation of material and spiritual products.</p> <p>Source: Global Times (2002, October 24) 〈全球化帶給我們什麼〉, 《中國網》. Retrieved 28 October, 2009, from http://big5.china.com.cn/chinese/HIAW/225229.htm</p>
Hegemony	<p>Those with dominant power and influence are able to choose to make concessions to opposing views that are non-threatening while joining forces with groups closer to their interests. By doing so, they can entrench those views that benefit themselves and eventually force them to become the mainstream.</p> <p>Source: 吳俊雄、張志偉 (2001) 〈普及文化是霸權的競逐—新馬克思主義文化理論〉. 《Cyber Cultural Express》 Retrieved 29 October, 2009, from http://www.hku.hk/hkcspp/ccex/text/studyguide/popcultHK/3intro.html</p>

Term	Basic Meaning
Labour marginalisation	<p>‘Labour marginalisation’ generally refers to the situation that workers are pushed to the margins of the labour market because of personal or social factors. These workers are unable to enter the core labour market, which is relatively stable. They exist on the boundary between employment and unemployment, lingering between the boundary of entering and leaving the labour market.</p> <p>Source: 〈勞工「邊緣化」〉(n.d.) , <香港中文大學社會學系課程：香港社會（GEE2865）> . Retrieved 29 October, 2009, from http://www.cuhk.edu.hk/soc/courses/gee2865b/lect/hks03_18.ppt</p>
Multinational corporation	<p>This is a corporation whose business extends into a number of different countries, e.g. the fast-food chain McDonald’s and the sports brand Nike. They enter overseas markets through foreign direct investment and further expand their control over the international market through mergers and acquisitions. By doing so, they internationalise and divide up different work processes to lower the manufacturing costs.</p> <p>Source: 〈經濟全球化〉(2007, September 3) , 《明報》 . Retrieved 29 October, 2009, from http://life.mingpao.com/cfm/concept3.cfm?File=20070903/cptaa04a/028.txt</p>
Power of the powerless	<p>Citizens without vested interest often possess an inestimable moral power in that they can reveal the fact that the emperor has not put on clothes.</p> <p>Source: 馬嶽 (2005, November 11) 〈無權勢者的力量〉, 《信報財經新聞》 , Retrieved 29 October, 2009, from http://www.hkddn.org/view/demofight2.php?hkddn_ID=2098</p>
Retailer	<p>Retailers constantly provide new styles of clothing to satisfy market needs. They also send factories small and frequent orders.</p> <p>Source: 〈衣服生產過程背後〉(2005), 《明報》 , October 16, 2005, retrieved from http://hk.business.yahoo.com/051016/216/1hpl8.html</p>
Sub-contractor	<p>Garment manufacturers sometimes sub-contract some of the orders to small garment manufacturing factories where workers are working in a very poor environment.</p> <p>Source: 〈衣服生產過程背後〉(2005), 《明報》 , October 16, 2005, retrieved from http://hk.business.yahoo.com/051016/216/1hpl8.html</p>

Term	Basic Meaning
Supplier	<p>Suppliers hire workers by thousands to produce clothes for foreign brand-label companies.</p> <p>Source: 《衣服生產過程背後》(2005),《明報》, October 16, 2005, retrieved from http://hk.business.yahoo.com/051016/216/1hpl8.html</p>
Supply chain	<p>The supply chain is the process beginning with a client's request for a product or service and concluding with the product or service arriving at the consumers' hands. This encompasses product design, supply of raw materials, manufacturing, wholesaling and retailing. It also includes the interaction and relationships between all business activities such as transport and storage occurring at different stages. The supply chain involves cooperation between corporations and cooperation between departments within a corporation.</p> <p>Source: Hong Kong Trade Development Council (2006, May), <善用供應鏈優勢強化國際競爭力>,《貿發網》. Retrieved 29 October, 2009, from http://hkbiz.tdctrade.com/may2006.htm</p>
Sweatshop	<p>This is a place where capitalists unreasonably exploit workers, e.g. with extremely long working hours and a poor working environment.</p> <p>Source: Hong Kong Economic Times (2007, December 24), <發展工業成果之路>,《e-Learning 通識教育》. Retrieved 29 October, 2009, from http://ls.hket.com/hk/liberalStudiesTopicsAction.do?action=listdetail&method=Y&id=ff80808115f9d9490116e643b150055b</p>
World factory	<p>This refers to a country's manufacturing industry, in particular its heavy chemical industry, which takes up a decisive position in the global market in terms of its production capacity, product development capabilities, technological innovativeness, standard of management and market share. Its manufactured goods lead the export market and the production and price of its products influence supply and demand, price fluctuations and development trends in the global market.</p> <p>Source: Hong Kong Trade Development Council (2006), <中國“世界工廠”之路>,《貿發網》. Retrieved 24 October, 2008, from http://www.tdctrade.com/report/top/top_041106.htm</p>

b. Other supplementary materials related to the teaching package

**Multinational Merchandising Companies Declared a Boycott Against
‘Sweatshops’**

Twelve multinational merchandising companies with annual sales of USD147 billion have been taking part in the ‘Merchandisers Fair’ in Shenzhen in the past few days. One after another has stated that they will not use suppliers that employ child labour or request excessive overtime ...

Among these merchandising companies are the largest American specialist retailer, Brookstone, the second largest American electronics retailer, Circuit City and Europe’s third largest electronics retail group, Kesa Electricals. At the fair, price was not the determining factor. Circuit City Hong Kong head Jeric Ma said that Circuit City rejects sweatshops and it has refused orders from several processing factories over the last few years ...

Source:

大公報 (2007, March 16).〈 跨國大採購商杯葛血汗工廠〉, 《China Labor Watch》. Retrieved 29 October, 2009, from http://www.chinalaborwatch.org/php/web/article.php?article_id=1850

A Well-earned Rest for Workers: I Don't Want Overtime!

...China's labour law specifies that workers should not work more than eight hours per day or more than an average of 44 hours per week. Employers should not extend working hours by more than 36 hours within a single month in the course of meeting operational demands. Nonetheless, the problem of overtime working in labour-intensive enterprises in the south-eastern coastal areas of China is still extremely serious. For example, in some enterprises in the Pearl River Delta, workers have to work for as long as 300 hours or more each month. On average, they work for more than 100 hours overtime each month. As early as in 1996, in an inspection of the implementation of labour law organised by the Standing Committee of National People's Congress, the mainland media have already found that the staff in some foreign enterprises and private enterprises in Guangdong province worked for an average of 70 to 80 hours of overtime each month. Ten years on, this situation not only remains, but has worsened...

Source:

王比學 (2005, November 30), 〈關注職工休息權：其實我並不想加班〉, 《新華網》. Retrieved from http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/employment/2005-11/30/content_3855422.htm

Corporations' Lack of Social Responsibility: Whose Fault Is It?

The results of a public survey on corporate social responsibility are surprising: people feel that the government is the most responsible for corporations' lack of social responsibility whereas corporations are the second most responsible...

Source:

劉建輝 (2006, July 13), 〈企業社會責任缺失誰之過〉, 《China Labor Watch》. Retrieved 29 October, 2009, from http://www.chinalaborwatch.org/php/web/article.php?article_id=1797

Corporate Civic Movement

There is a consensus in many developed countries that an enterprise that does not act in a socially responsible manner cannot survive. For this reason, many top enterprises have specially set up some senior management positions with titles like ‘corporate ethics officer’. These officers are oversees matters relating to corporate social responsibility. In England, the requirements of corporate social responsibility extend far beyond those areas set down in the law (i.e. the country has some additional requirements in the area of corporate governance). At the governmental level, England has established a set of stringent corporate social responsibility targets. It has also set up a specific institute of corporate responsibility to guide corporations to strengthen their sense of corporate social responsibility and a special department to inspect and monitor the implementation of corporate social responsibility in different corporations. In Sweden, nearly all large and medium-size enterprises have a department dedicated to the implementation of corporate social responsibility ...

Source:

〈企業公民運動〉(2005, October 24), 《中國經濟週刊》. Retrieved 29 October, 2009, from http://www.chinalaborwatch.org/php/web/article.php?article_id=1333

12. Learning and teaching reference materials related to the teaching package

a. Reference books

1. Albrow, M. (1996). *The global age: State and society beyond modernity*. Cambridge, UK: Polity Press.
2. Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. Minneapolis, MN: University of Minnesota Press.
3. Bhagwati, J. (2005). *In defense of globalization*. New York, NY: Oxford University Press.
4. Bhagwati, J. 著、周和君譯（2007）《全球化浪潮》，台北：五南圖書股份出版有限公司。
5. Bordo, M. et al. (Ed.) (2003). *Globalization in historical perspective*. Chicago, IL: Chicago University Press.
6. Boyer, R. & Daniel D. (Eds.) (1996). *States against markets: The limits of globalisation*. London, UK: Routledge.
7. Daniels, P. & Lever, W. (1996). *The global economy in transition*. London, UK: Longman.
8. Dicken, P. (2003). *Global shift: Reshaping the global economic map in the 21st century*. 4th ed. New York, NY: Guilford Press.
9. Held, D. et al. (Ed.) (1999). *Global Transformations*. Cambridge, UK: Polity.
10. Held, David et al. (Ed.) (1999). "Chapter 6: People on the Move" in *Global transformations: Political, economics and culture*. Cambridge, UK: Polity.
11. Held, D. & McGrew, A. (2002). *Globalization /Antiglobalization*. Cambridge, UK: Polity Press.
12. Held, D. & McGrew, A. 著，林祐聖、葉欣怡譯（2005）《全球化與反全球化》，台北：弘智文化事業有限公司。
13. Held, D. & McGrew, A. (2003). *The global transformations reader*. 2nd ed. Cambridge, UK: Polity Press.
14. Held, D. & McGrew, A. 著，沈宗瑞等譯（2007）《全球化趨勢與衝擊》，台北：韋伯文化國際出版有限公司。

15. Huntington, S. P. (1998). *The clash of civilizations and the remaking of world order*. New York, NY: Simon & Schuster.
16. 塞繆爾·亨廷頓著、周琪等譯（1999）《文明的衝突與世界秩序的重建》，北京：新華出版社。
17. Inda, X. J. & Rosaldo, R. (Eds.) (2001). *The anthropology of globalization: A reader*. Oxford, UK: Blackwell Publishing.
18. Jameson, F. & Miyoshi, M. (Eds.) (1998). *The cultures of globalization*. Durham, NC: Duke University Press.
19. Lechner, F. J. & Boli, J. (Eds.) (2003). *The globalization reader*. Oxford, UK: Blackwell Publishing.
20. Mittelman, J. H. (2000). *The globalization syndrome, transformation and resistance*. Princeton, NJ: Princeton University Press.
21. Pun, N. “Engendering Chinese modernity: The sexual politics of Dagongmei in a dormitory labor regime” in *Asian Studies Review*, June 2004, Vol. 28, pp. 151-165.
22. Stiglitz, J. E. (2003). *Globalization and its discontents*. New York, NY: W. W. Norton.
23. 史迪格里茲（Stiglitz, J. E.）著，李明譯（2002）《全球化的許諾與失效》，台北：大塊文化股份有限公司。
24. Stiglitz, J. E. (2006). *Making globalization work*. New York, NY: W.W. Norton.
25. 史迪格里茲（Stiglitz, J. E.）著，黃孝如譯（2007）《世界的另一種可能》，台北：天下遠見股份有限公司。
26. Steans, J. “The gender dimension”(Chapter 35) and “Globalization and inequality in world politics”(Chapter 37 order), in Held, D. and McGrew, A. (Eds.) (2003). *The Global transformations reader: An introduction to the globalization debate*. 2nd ed. Cambridge, UK: Polity Press.
27. Tomlinson, J. (1999). *Globalization and culture*. Cambridge, UK: Polity Press.
28. 皮翠拉·瑞沃莉（Pietra Rivoli）著、洪世民譯（2006）《一件 T 恤的全球經濟之旅》，台北，寶鼎出版社。
29. 樂施會（2004）《誰賣掉勞工權利？---全球供應鏈的採購模式與工人生活》，香港：樂施會出版社。

b. Reference websites

1. <http://globalization.hk.st/>
香港中文大學社會系網上課程，包含全球化的學科知識、個案等，具有中英文版本。
2. <http://www.chinavalue.net/article/43289.html>
聚焦珠江三角洲的企業社會責任狀況與對策。
3. <http://www.sacom.hk/chi/uploads/movie/TFJ.mov>
該套十多分鐘的紀錄片，記錄了中國女工在珠江三角洲工作的具體情況。
4. http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/employment/2005-11/30/content_3855422.htm
該網頁包括關注職工休息權，以及倡導工人的基本權利，例如不要強迫工人加班。
5. <http://www.unilever.com/>
有關東南亞地區企業如何落實社會責任。
6. www.studentsagainstsweatshops.org/
該網頁包括了一些美國企業，如何落實企業的社會責任。
7. http://www.chinalaborwatch.org/php/web/article.php?article_id=1850
該網網頁記錄了某跨國採購商杯葛「血汗工廠」的情況。
8. http://www.chinalaborwatch.org/php/web/article.php?article_id=1797
企業社會責任缺失應該由誰負責？
9. http://www.chinalaborwatch.org/php/web/article.php?article_id=1333
中國經濟周刊企業公民運動

This website introduces how in some Western countries the requirements of corporate social responsibility extend far beyond those areas set down in the law (i.e. such countries have some additional requirements in the area of corporate governance). At the governmental level, England has established a set of stringent corporate social responsibility targets. It has also set up a specific institute of corporate responsibility to guide companies to strengthen their sense of corporate social responsibility and a special department to inspect and monitor the implementation of corporate social responsibility.

10. http://www.hkbpe.com.hk/41st_hkbpe/hkpe_museum_html_CHI/toppage.htm
網上工業博物館，介紹第二次世界大戰後香港工業的發展及影響。



New Senior Secondary Liberal Studies Teaching Package

The Impact of Globalization on Hong Kong, the Mainland of China and the World

A Case Study of the Garment Industry

Appendix

This page is intentionally left blank.

Content

	page no.
Appendix 1 (Exercise 1): The beginning and the results of the relocation of Hong Kong factories to the mainland of China and the reasons behind: Garment industry as an example	43-44
Appendix 2: PowerPoint Presentation	45-65
Appendix 3 (A): Background information card (for students with higher abilities)	66
Appendix 3 (B): Background information card (for students with average abilities)	67
Appendix 3 (C): Background information card (for teachers' reference)	68-69
Appendix 4: A flowchart of the garment manufacturing process	70
Appendix 5 (A): The value breakdown of a \$500 brand name T- shirt	71
Appendix 5 (B): The value breakdown of a \$500 brand name T- shirt (for teachers' reference)	72
Appendix 6 (Exercise 2): Problems facing garment workers	73-75
Appendix 7: Assessment form for presentation (Blank form)	76
Appendix 8: Assessment form for presentation (Rubric)	77
Appendix 9: To give workers in the world factories a better life, what role(s) does each party have? (for students with higher or average abilities)	78
Appendix 10: To give workers in the world factories a better life, what role(s) does each party have? (for teachers' reference)	79-81
Appendix 11 (A) (Exercise 3): Report guidelines (for students with average abilities)	82-87
Appendix 11 (B) (Exercise 3): Marking guidelines: (for teachers' reference)	88-89
Attachment 1: Self-evaluation sheet	90
Attachment 2: Peer-evaluation sheet	91
Attachment 3: Report marking sheet (Rubric)	92
Attachment 4: Short presentation marking sheet (Rubric)	93

Appendix 1 (Exercise 1): The beginning and the results of the relocation of Hong Kong factories to the mainland of China and the reasons behind: Garment industry as an example

Source 1:

The development of and changes in the Hong Kong garment industry

The Hong Kong garment industry gradually matured in the 1960s and 1970s. As a result, Hong Kong became one of the most important manufacturing centres of many labour-intensive industries (including the garment industry). With a large workforce and a good infrastructure, the garment industry was promoted as one of the city's most important labour-intensive industries in the 1960s and 1970s. In the 1980s, the mainland's economic reforms led to a repositioning of Hong Kong in the garment supply chain. Hong Kong's advantages gradually disappeared. Cheap land supply and sufficient labour were no longer available. Many Hong Kong businessmen relocated their businesses from Hong Kong to the mainland of China, where costs were lower.

Source:

1. Open University of Hong Kong.

Source 2:

Hong Kong business people plan to withdraw their factories in the mainland of China

Some Hong Kong business people in the Pearl River Delta (PRD) have been forced to leave the region due to environmental issues. In light of recent policies in the mainland of China that stringently controls the supply of land, there have been concerns in the commercial sector over the difficulties Hong Kong business people may face in finding land to settle down.

A story in Asia Times Online dated June 7, entitled 'In three years 2,600 Hong Kong enterprises will have to leave the Pearl Delta in failure', reported that more than 2,600 out of over 8,000 Hong Kong small and medium-size enterprises had already left the region due to labour shortage and tax increases in the PRD. These enterprises were all engaged in industries that processed supplied materials. Some Hong Kong investors have moved their factories at the PRD further inland or to places such as Cambodia and Vietnam, where costs are lower.

Sources:

1. 〈當局收緊供地，港商搬廠難〉, *Hong Kong Economic Daily*, October 9, 2006, section 1.
2. 吳忠、楊柳譯：〈中國勞工過剩不再，兩年後料勞工短缺〉, *Asia Times*, June 22, 2007, section 2.

Source 3:

The recent investment environment in Vietnam

Vietnam offers cheap labour, a bullish economy, fewer restrictions to enter into leading markets such as the US, and competitive clothing and electronics industries.

As Vietnam is now an official WTO member, its market potential has been further strengthened. In the first nine months, it has attracted foreign direct investment from Hong Kong worth US\$0.6 million (about 4.68 billion Hong Kong dollars), which was the largest amount of foreign direct investment of the period.

Source:

1. 〈越南勞力足價廉，設廠寶地〉, *Hong Kong Economic Daily*, December 22, 2006.

Suggested Questions:

1. With reference to Sources 1 and 2 and based on your own knowledge, explain why entrepreneurs moved their factories away from Hong Kong and the mainland of China. (8 marks). Why is it easier to move capital than land and machinery? (5 marks)
2. Source 3 shows that Vietnam is currently looked upon favourably by Hong Kong business people. Do you think Vietnam's current advantages can last for a long time and that it will not be overtaken by other places? Why? (8 marks)

(Hints: Look at the reasons why Hong Kong business people left Hong Kong and the mainland of China.)

Students' Skills Assessed by the Suggested Questions

Question No.	Students' skills assessed (the <i>Guide</i> , p. 123–24)
1	<ul style="list-style-type: none">• Apply relevant knowledge and concepts to contemporary issues• Draw critically upon their own experience and their encounters within the community, and with the environment and technology• Discern views, attitudes and values stated or implied in any given factual information• Interpret information from different perspectives• Communicate clearly and accurately in a concise, logical, systematic manner
2	<ul style="list-style-type: none">• Apply relevant knowledge and concepts to contemporary issues• Analyse issues (including their moral and social implications), solve problems, make sound judgments and conclusions and provide suggestions, using multiple perspectives, creativity and appropriate thinking skills• Interpret information from different perspectives• Consider and comment on different viewpoints in their handling of different issues• Communicate clearly and accurately in a concise, logical, systematic and relevant way

Appendix 2: PowerPoint Presentation

The impact of globalization on Hong Kong, Mainland China and the world

A case study of the garment industry

1



Overview

1. Development and role of Hong Kong's garment industry
2. Essential vocabularies
3. Global garment manufacturing, trading and selling
4. Global garment supply chain

2



Overview

5. The impact of the global supply chain merchandising model on workers' lives
6. Corporate social responsibility and corporate governance standards
7. Consumer power ... What can I do?

3



1. Development and role of Hong Kong's garment industry



4

2. Essential vocabularies



2.1 What is a global supply chain ?

- A global supply chain is mainly managed by large brand-label companies and retail groups. These companies and groups are more able to negotiate prices when deciding on price structure, product design, purchase of raw materials, production, processing, etc. They also outsource different manufacturing processes to smaller companies around the world, which then form a production chain.



2. Essential vocabularies



2.1 What is a global supply chain ?

- For example, a garment manufacturing process might go like this: Threads are imported from South Korea. The raw materials are transported to Taiwan for weaving and dyeing. Zippers are then bought from the mainland of China. Finally, all the components are sent to Thailand for sewing. Hong Kong's Li & Fung Group is an example of a successful global production chain company.





2. Essential vocabularies

2.2 What is a merchandising model?

- 'Merchandising model' refers to purchasing or production activities between different parties in the supply chain. It involves purchase order price, product delivery time, product volume, etc. These all have a direct impact on workers.
- The purchasing relationships and activities between participants in the supply chain



2. Essential vocabularies

2.3 What is corporate social responsibility?

- In addition to earning profits, companies must consider workers' rights, the communities, environmental protection and other relevant issues.
- In the process of doing business, companies must act responsibly towards all stakeholders, including employees (whether on long-term or short-term contracts), suppliers, sub-contractors, consumers and shareholders. Companies cannot only act responsibly towards shareholders.



2. Essential vocabularies

2.3 What is corporate social responsibility?

- While maintaining profits, companies cannot overlook the rights and livelihood of the people aforementioned.



9



2. Essential vocabularies

2.4 What are corporate governance standards?

- The values and business behaviour that a company, its distributors, contractors and other business partners must take up



10



2. Essential vocabularies

2.4 What are corporate governance standards?

- When drawing up a code of practice, a company must follow internationally recognised human rights standards. It must guarantee workers' rights and benefits and avoid harsh working terms:
 - for example, forbidding child labour, providing stable employment opportunities and ensuring that working hours are not too long.



11



2. Essential vocabularies

2.4 What are corporate governance standards?

- After establishing a code of practice, a company should implement it and monitor if the code can be promoted smoothly. It should report publicly the effects of its business activities on the people concerned. By doing so, it can strengthen its corporate accountability.



12



- With a globalized production model, garment manufacturers use decentralised manufacturing to control operational costs.
 - Example :

When a trading company receives a garment order, it buys threads from country A and sends it to country B for weaving and dyeing. Together with the zippers that the company buys from Country C, the partially finished products are then sent to country D for final sewing. If clients require speedy delivery, the trading company will sub-contract orders to several factories in country D.
 - From ordering to production and sale, a garment goes through a collective process involving several developing countries, contractors (small factories), suppliers (large factories), etc.

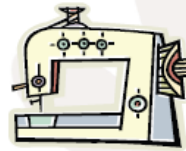




4.3 Factories



Receiving orders



Arranging workers
for production

17

[Return to 'global garment supply chain'](#)

4.4 Workers



Carrying out cutting, sewing
and finishing work

18

[Return to 'global garment supply chain'](#)

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

1. Positive impacts on companies



Having access to a large amount of cheap labour



Decreasing production costs




Increasing corporate profits


19

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

1. Positive impacts on companies



Increasing employment opportunities in developing countries



Increasing production efficiency

20

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

2. Positive impacts on workers



Providing a source of income



Sending money home for families' daily needs and for building houses

21

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

2. Positive impacts on workers



Experiencing city life and broadening their horizons



Learning skills other than farming skills, e.g. sewing, hemming and embroidering

22

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

2. Positive impacts on workers



Breaking away from parents' control and living independently



Nurturing the ability to live independently

23

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

3. Positive impacts on consumers



Greater selection of colours and styles



The world's latest clothing can be purchased sooner

24

5. The impacts of the global supply chain merchandising model on workers' lives – a. Positive impacts

3. Positive impacts on consumers



Styles change frequently



Fashion trends change quickly

25

5. The impacts of the global supply chain merchandising model on workers' lives – b. Negative impacts

5.1 Shrinking delivery time



Fashion seasons are more frequent



Dramatic reduction in the volume of items per order



Division of orders into smaller ones and request for different shipment dates

26

- The number of fashion seasons has increased from traditionally two to three per year to six to eight. The change has caused the volume of items in each order to decrease dramatically.
- Garment merchandisers divide a single order into several smaller ones with different shipment dates.
- A research carried out by Oxfam in China's Guangdong province shows that the average shipment dates have been shortened from three months in 2001 to two months in 2003. Some buyers even demand shipment in half a month (Oxfam, 2004a).

5. The impacts of the global supply chain merchandising model on workers' lives – b. Negative impacts

5.2 Overtime work



Factories forcing workers to work overtime



Workers' overtime work exceeds the legal limit

27

- Shorter delivery time makes it difficult for factories to plan their production and to budget. Moreover, they are not able to hire more workers to handle orders for unknown quantities. As a result, the factories' management has no choice but to force workers to work overtime.
- The research carried out by Oxfam in China's Guangdong province shows that China's garment workers do 150 hours of overtime work each month. This is four times the legal limit of 36 hours (Oxfam, 2004a).

5.2.1 The influence of the changes in the global garment merchandising model on garment workers — Overtime work in eight factories in Guangdong province

Factory	Overtime Situation	Overtime hours exceed the legal monthly limit of 108 hours	Rest days per month
A	Overtime work is common during peak seasons, normally until 2 a.m.	180–210	0–1
B	Regularly work overtime, commonly until 12 midnight. The longest record is 60 hours in a row. Some workers have burnt out in their work.	150–200	1
C	Three hours overtime each day. Overtime work occurs during busy seasons until the middle of the night. The longest record is 60 hours in a row. Some workers experienced dizziness.	150–200	1

28

5.2.1 The influence of the changes in the global garment merchandising model on garment workers — Overtime work in eight factories in Guangdong province

Factory	Overtime Situation	Overtime hours exceed the legal monthly limit of 108 hours	Rest days per month
D	During busy seasons, workers sometimes only get five hours of rest a day. Extremely long hours have caused a high turnover rate.	60-80	4
E	During busy seasons, workers sometimes only get five hours of rest a day. Extremely long hours have caused a high turnover rate.	120-180	1-2
F	Regularly work overtime until 10:30 p.m. or midnight. Work through the night two to three days a month. Many workers fainted.	80-180	1-2

29

5.2.1 The influence of the changes in the global garment merchandising model on garment workers — Overtime work in eight factories in Guangdong province

Factory	Overtime Situation	Overtime hours exceed the legal monthly limit of 108 hours	Rest days per month
G	Four hours of overtime each day. Over the past two years, some workers have had to work 36 hours in a row. The turnover rate is high. The factory accepts orders for as many as 3 million items but only has the scale to handle 1.6 million.	100-200	0-1
H	Five hours of overtime each day until 12 midnight. Workers often have to work 24 hours in a row. Many workers fainted before.	180-250	0-1

* Average overtime is 150 hours per month
Source: Liu (2003) from Oxfam (2004) 《誰賣掉勞工權利？—全球企業與勞工採購模式與工人生活》, Hong Kong: Oxfam, 195.

30



5.3 Hiring short-term workers with insecure contracts



Hiring of short-term rather than long-term contract staff



The majority of workers lack written contracts and social insurance

31

- Shrinking delivery time, an increasing number of fashion seasons and orders for a dwindling number of items all make it difficult for factories to plan their production, forcing them to bear additional risks. Factories cope with this by hiring employees on temporary contracts at peak seasons (with marginalised women and migrant workers being the majority) instead of additional workers on long-term contracts.
- Researchers point out that 60% of the women garment workers in China's Guangdong province do not have written contracts and 90% of them are not protected by social insurance (Oxfam, 2004a).



5.4 Wage cut, low wages, high pressure and no overtime pay



Excessive overtime work threatens occupational health and safety



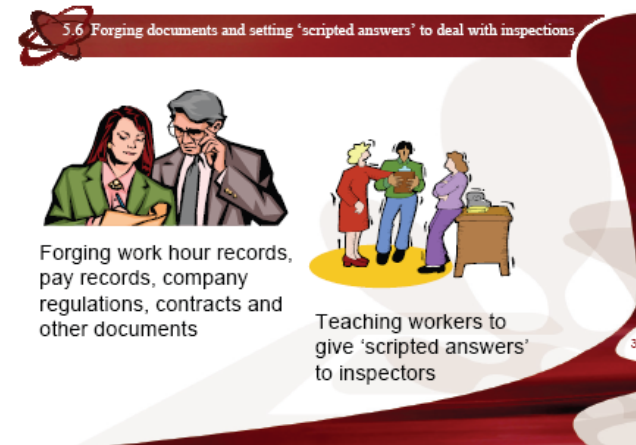
Most workers do not receive the overtime pay to which they are legally entitled

32

- Excessive overtime work is a threat to occupational health and safety. Garment workers commonly suffer from chronic and latent occupational diseases such as dizziness, fatigue and back pain.
- Most workers do not receive the overtime pay that they are legally entitled to. The research carried out by Oxfam in China's Guangdong province found that workers' overall salary was above the minimum wage. However, if the overtime pay they should have received but now embedded in their salary was taken out, 15% to 50% of the workers in each factory received less than the minimum wage (Oxfam, 2004a).



- Shrinking delivery time, an increasing number of fashion seasons and orders for a dwindling number of items all make it difficult for factories to plan their production, forcing them to bear additional risks.
- Factories usually use a range of methods to reduce workers' salaries to control production costs and offset the impact of decreasing order prices. These methods include: randomly adjusting the piece-rate salary (that is, the amount earned by workers for each garment); rejecting breaks, holidays, maternity leave and sick leave; not observing the minimum wage or the legal restrictions on overtime work, not paying overtime allowance; and not paying for health and social insurance, etc.



- Some factories deal with the inspectors who oversee social responsibility and who represent the buyers by forging documents such as work hour records, pay records, factory regulations and contracts. Some factories even teach workers to give 'scripted answers' to the inspectors.

5.6 Forging documents and setting 'scripted answers' to deal with inspections

Factories assigned by retailers and brand names	Overtime hours per month (legal limit being 36 hours)	Workers' experiences	Percentage of not receiving minimum wage for hours worked	Hiring terms and the rights and benefits of workers	Methods used by the management to fool inspectors and visitors
Factory A	150-200	Work until the middle of the night, only one rest day each month	35%	<ul style="list-style-type: none"> ✓No paid holiday or maternity leave ✓No social insurance ✓60% non-contract piece-rate wage ✓No overtime allowance 	<ul style="list-style-type: none"> ✓Forging salary and working hour documents ✓Telling employees how to answer questions

35

5.6 Forging documents and setting 'scripted answers' to deal with inspections

Factories assigned by retailers and brand names	Overtime hours per month (legal limit being 36 hours)	Workers' experiences	Percentage of not receiving minimum wage for hours worked	Hiring terms and the rights and benefits of workers	Methods used by the management to fool inspectors and visitors
Factory B	180-250	Fined for being late, denouncing the management or not making the bed	50%	<ul style="list-style-type: none"> ✓No written contract ✓No paid maternity leave ✓No social insurance ✓Piece-rate wage ✓No overtime allowance 	<ul style="list-style-type: none"> ✓Telling employees how to answer questions ✓Firing uncooperative employees

36

5.6 Forging documents and setting 'scripted answers' to deal with inspections

Factories assigned by retailers and brand names	Overtime hours per month (legal limit being 36 hours)	Workers' experiences	Percentage of not receiving minimum wage for hours worked	Hiring terms and the rights and benefits of workers	Methods used by the management to fool inspectors and visitors
Factory C	\$0-180	Every week two to three female workers injure themselves due to their passing out from fatigue; the workers work through the night two to three times a month	40%	✓No overtime allowance and only piece-rate wage	✓Forging salary and working hour documents ✓Threatening employees

Source: Liu K.M. (2008)
Oxfam (2004) 《證實慘勞工權利》—全球品牌公司之國際工人生活, Hong Kong: Oxfam, 108.

37

6. Corporate social responsibility and corporate governance standards



Merchandising model influences factories' operational models and creates a series of impacts



Improving workers' rights and benefits requires self-regulation by brand-label companies and pressure from consumers

38

- The merchandising model of fashion brand companies, retailers and trading companies directly influences the operation models of the garment factories in developing countries. The model makes it impossible for garment workers to have a healthy working environment or receive fair and reasonable treatment and protection at work.
- The labour laws and social security systems in many developing countries are poor. In order to improve workers' rights and benefits, it is necessary to rely on the self-regulation of brand companies and the pressure from consumers on brand companies.
- In recent years, many retailers and brand companies have placed increasing emphasis on fulfilling their 'corporate social responsibility' under the pressure from consumers. Many of them have already drawn up 'corporate governance standards' and required garment suppliers to meet definite labour standards. However, existing corporate governance standards only require factories to follow labour standards. They overlook the fact that the merchandising model of merchandising departments or trading companies will make it difficult for factories to meet the labour standards.



7. Consumer power...What can I do?



When purchasing a piece of garment, pay attention to the pricing model and try to understand how it was produced and sold.



Ask brand label companies to disclose their production processes to see if their business methods meet the principle of fairness.



39



7. Consumer power...What can I do?



Refuse to buy garments which are produced without considering workers' rights and benefits or in ways that harm the environment.



Apply consumer pressure to force companies and factories to fulfil their 'corporate social responsibility' and draw up 'corporate governance standards'.

40



**Appendix 3 (A): Background information card
(for students with high abilities)**

Role	Standpoint	Reasons	Remarks
Brand company			
Retailer			
Fashion industry/ Garment supplier			
Sub-contractor			
Trade union			
Worker			
Consumer			
Others (The teacher may add roles as he/she sees fit or let students add roles)			

**Appendix 3 (B): Background information card
(for students with average abilities)**

Role	Standpoint	Reasons	Remarks
Brand company	Look for cheap labour; invest wherever it is cheap		
Retailer	Put clothes on sale in the market as quickly as possible to make money		
Fashion industry/ Garment supplier	Manufacture and load at the lowest cost and in the shortest time		
Sub-contractor	Try hard to cut costs		
Trade union	Protect workers' rights and benefits		
Worker	Keep quiet		
Consumer	Cheap and delicate products are most important		
Others (The teacher may add roles as he/she sees fit or let students add roles)			

Hints: To come up with the reasons given by each role, students may ask themselves the following questions:

1. Who am I?
2. What is my job?
3. What are the major considerations/benefits of my job?
4. I think the working environment and the treatment of workers is fair and reasonable/is unfair and unreasonable because ...

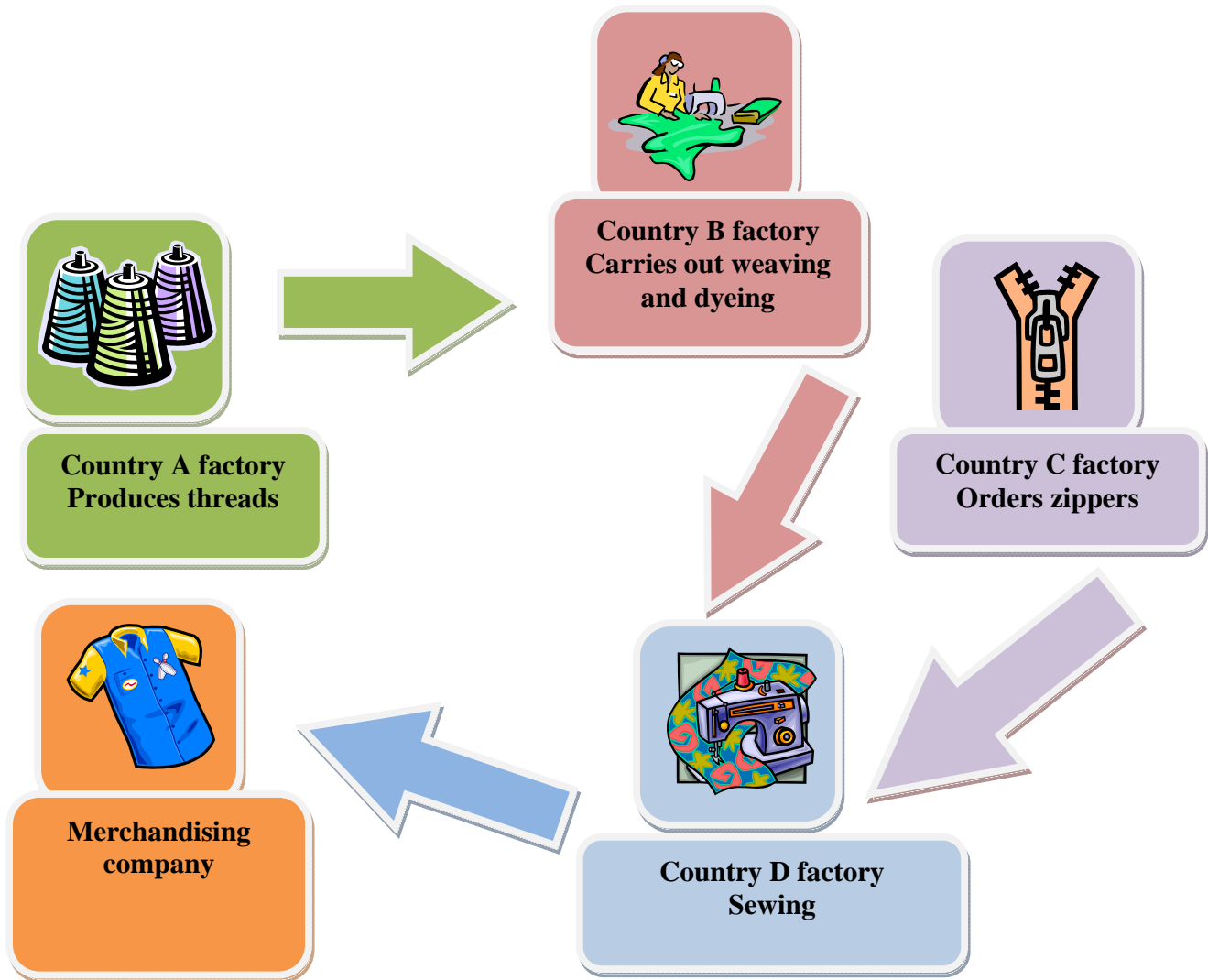
Appendix 3 (C): Background information card (for teachers' reference)

Role	Standpoint	Reasons	Other considerations
Brand company	Look for cheap labour; invest wherever it is cheap	<ul style="list-style-type: none"> • Transfer costs and risks to the supplier, earning the most profits at the lowest cost • 'What does the life and death of workers have to do with me?' • 'I have been very kind to them indeed. I hire them and give them work. If I didn't give them work, they would still be working in the fields in the countryside and living uncertain lives out in the heat and rain.' • 'What I care about most is the reputation of the company and profits. Factory workers' working environment and situation aren't my responsibility.' 	Fulfilling corporate social responsibility helps establish a brand image.
Retailer	<ul style="list-style-type: none"> • Put clothes on sale in the market as quickly as possible to make money • Hope that customers can find clothes that are new in style and trendy 	<ul style="list-style-type: none"> • To satisfy consumers' demands; need to change styles of clothes more often • Ignore workers' working environment and situation • Don't want to sell clothes from brands that do not have a good reputation 	Worry that if they ask factories to improve the working environment, production costs will increase. Consumers do not want to pay the additional costs.
Fashion industry/ Garment supplier	Manufacture and load at the lowest cost and in the shortest time	<ul style="list-style-type: none"> • Short delivery time, more fashion seasons, fierce competition in the industry, increased risks 	Split and outsource orders to fill them quickly
Sub-contractor (company)	Try hard to cut costs	<ul style="list-style-type: none"> • Fierce competition in the industry. Many small garment factories lower quotes to get orders. • Accept low prices for garment orders so that the buyer won't give the orders to other factories • Cannot offer workers higher salaries and stable work because the expenses will be too high and the factory cannot afford them 	Hire temporary workers, women workers and migrant workers at peak seasons and reduce workers' wages

CONT.

Role	Standpoint	Reasons	Other considerations
Trade union	Protect workers' rights and benefits	<ul style="list-style-type: none"> Workers perform hard labour without reasonable wages. Workers must receive at least the minimum wage. Overtime work should not exceed the national legal limit of 48 hours per month. Moreover, a safe and healthy working environment should be provided. It is illegal to force workers to work overtime. 	Trade unions can carry out public education through promotion campaigns and printed materials. Consumers can then understand how the global supply chain affects the livelihood of workers in developing countries.
Worker	Keep quiet for fear of losing their jobs; unable to pay for daily expenses and their families' cost of living back home; cooperate with trade unions and express their dissatisfaction.	<ul style="list-style-type: none"> Garment manufacturing is an example of labour-intensive industry and it requires relatively little technical know-how. Developing countries have excess labour. Supply exceeds demand and there are intense competitions for jobs. 	Results: uncertain contracts, reduced salaries, lack of welfare and social insurance, forced overtime work, lack of overtime allowance, wages insufficient to lead a normal life.
Consumer	Cheap and delicate products are most important	<ul style="list-style-type: none"> Attitudes of 'smart' consumers: low prices, rapidly changing styles, multiple choices. Why not support globalization? 	Responsible consumers will try to better understand the principle of fairness that underlies the processes of producing garments from manufacturing to sale. They should demonstrate their consumer power (e.g. refuse to buy a product so as to force enterprises to fulfill their corporate social responsibilities and protect workers' rights and benefits).
...

Appendix 4: A flowchart of the garment manufacturing process

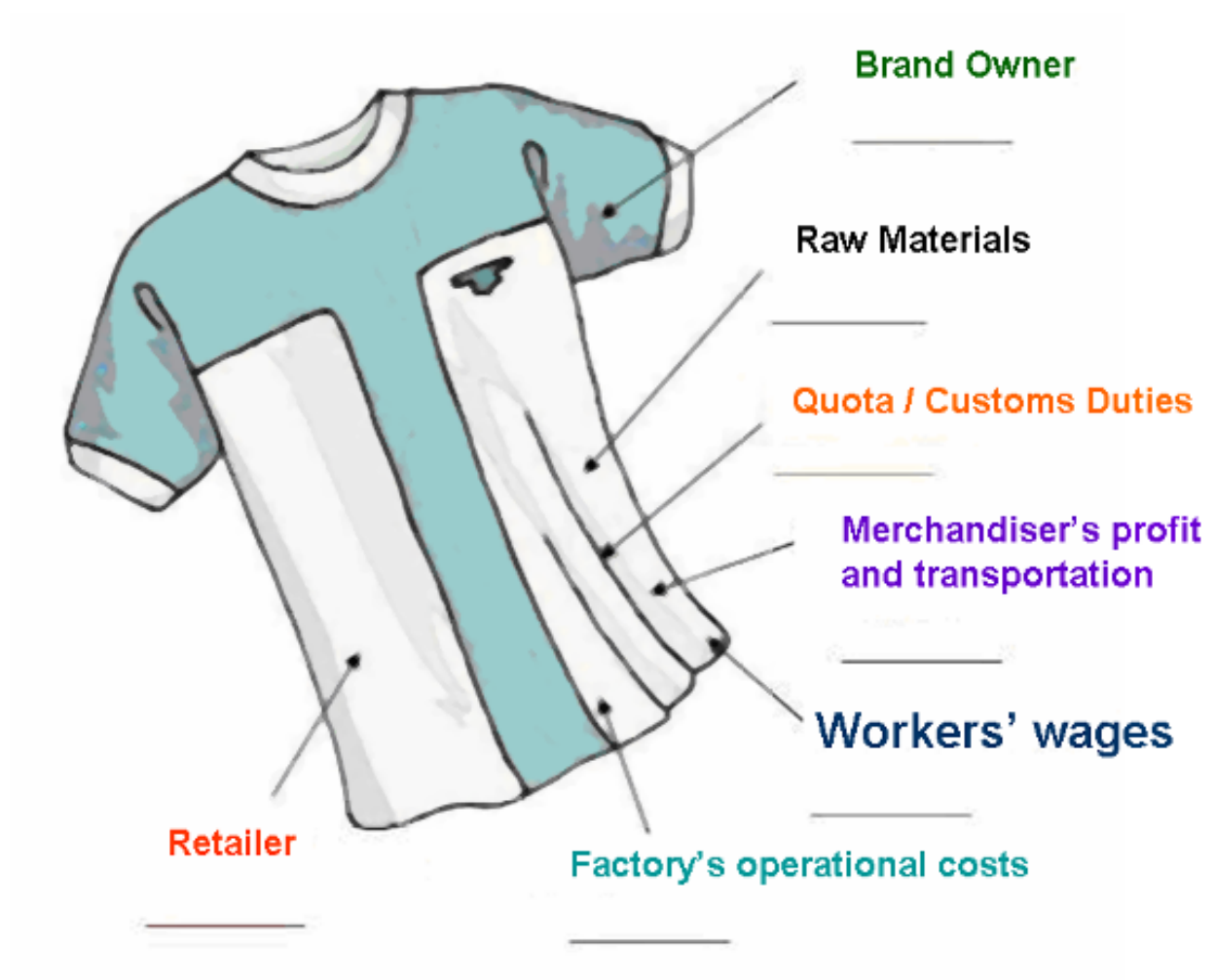


Appendix 5 (A): The value breakdown of a \$500 brand name T- shirt

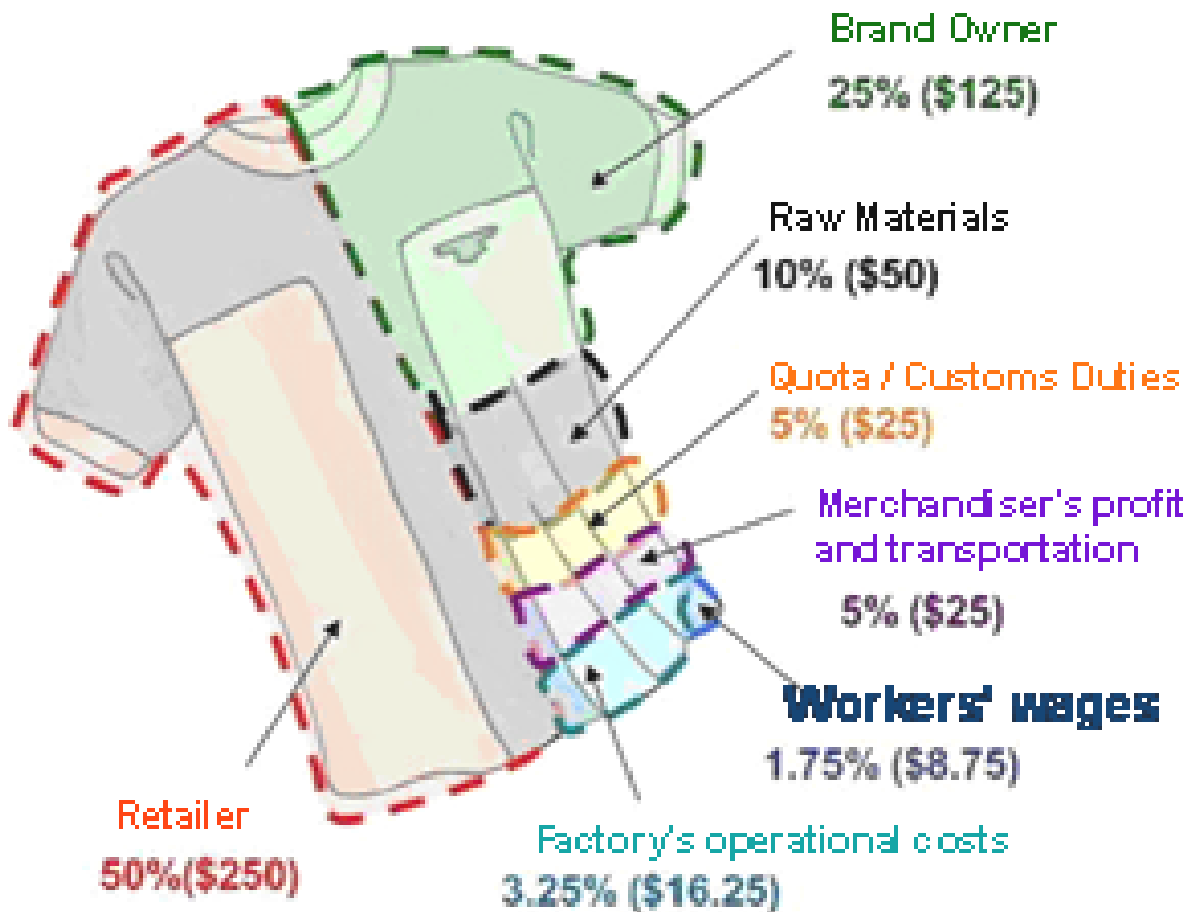
Name: _____ ()

Group: _____

Date: _____



**Appendix 5 (B): The value breakdown of a \$500 brand name T-shirt
(for teachers' reference)**



- Note to teachers:**

The suggested answer above was adapted from a campaign held by a non-governmental organisation. This is just an example and is meant to encourage students to consider what goes into the production of a brand name T-shirt. This example is used to illustrate that the wages of workers in developing countries amount to less than 2% of the total cost of a brand name T-shirt. This example, however, should not be over-generalised.

Appendix 6 (Exercise 2): Problems facing garment workers

Source 1:

Garment workers in Pearl River Delta

In the Pearl River Delta, factories taking outsourced orders commonly break mainland salary and working hour laws. Workers work up to 12 hours a day, six to seven days a week. In peak production times, they usually have to work until midnight or even early morning. In those days, they may not have a single rest day in a month. On average, they work for more than 80 hours a week.

Although the monthly salary of the majority of workers meets legal standards, their real hourly wages are actually below the minimum wage as stipulated in the law because their working hours are long. It was found in one particular case that a female worker worked over 300 hours each month for a salary of \$1,100, which is 35% below the \$1,600 that she should have earned. Some workers work 390 hours every month. Based on a 30-day month, this works out to 13 hours a day. This far exceeds the national standards and the salary of these workers is below the legal minimum wage.

Due to frequent overtime work, workers often suffer from dizziness, shoulder pain and back pain. They often cough during working hours because of poor air conditioning as well as the flannel cloth in the sewing area. When a factory receives a lot of orders, it hires a lot of employees on temporary contracts ...

Source:

1. Apple Daily (in Chinese), December 11, 2005.

Source 2:

Garment workers in Cambodia

- ‘We can’t get the legal minimum wage. If we apply for leave, they deduct our salaries. If we’re absent from work because of sickness, they deduct our salaries. Even if we break a needle, they deduct our salaries.’
- ‘If you refuse to work overtime, they will take your fingerprint. If your fingerprint is taken three times, you’re fired. On an ordinary day, we have to do two hours of mandatory overtime work. When there are a lot of orders, we have to do four to five hours of overtime work. We work seven days a week, with only one Sunday off after three weeks of work. It’s brutal.’
- Mandatory overtime work has become a common practice. Some factories hire apprentices at low wages and fire them after some time. Some factories ask workers to serve as poorly paid apprentices for an indefinite period of time.
- ‘My salary is about \$40 a month ... I send \$25 home. I pay \$5 for renting this room and spend two to three dollars on personal items. The rest is for meals. I’m not able to save any money.’
- ‘Some townspeople don’t like us. They say that we come to Phnom Penh to find boyfriends and sleep with men. People think we spend all our time going out with guys.’

Source:

1. Oxfam Hong Kong (n.d.). <來自柬埔寨的聲音>. *Make Trade Fair Website*. Retrieved 29 October, 2009, from http://www.maketradefair.org.hk/trad_06/concern2_3_1.asp

Source 3: Garment workers in Honduras

Labour reforms recommended by the government allow garment factories to hire up to 30% of their workers on temporary contract terms. If the proposals are passed, workers will lose job security, paid leave, social insurance and annual bonuses.

Source:

1. Oxfam (2004) 《誰賣掉勞工權利？全球供應鏈的採購模式與工人生活》, Hong Kong: Oxfam.

Suggested Questions:

1. What phenomena can you observe from the situations of workers in the three countries above?
Are they related to the emergence of globalization and changes in the global production chain?
Elaborate. (10 marks)
2. If you were a worker in any of the countries mentioned above, how would you protect your interests? Elaborate your answer using one of the countries as an example. (10 marks)
(Hint: for example, going on strikes, working with trade unions, keeping quiet ...)

Students' Skills Assessed by the Suggested Questions

Question No.	Students' skills assessed (the <i>Guide</i> , pp. 123–24)
1	<ul style="list-style-type: none">• Demonstrate a sound understanding of the key ideas, concepts and terminology of the subject• Make conceptual observations from information when exploring issues• Apply relevant knowledge and concepts in the study of contemporary issues• Discern views, attitudes and values stated or implied in any given factual information• Communicate clearly and accurately in a concise, logical and systematic manner
2	<ul style="list-style-type: none">• Identify and analyse the interconnectedness and interdependence amongst personal, social, national, global and environmental contexts• Discern views, attitudes and values stated or implied in factual information• Analyse issues (including their moral and social implications), solve problems, make sound judgments and conclusions and provide recommendations, using multiple perspectives, creativity and appropriate thinking skills• Interpret information from different perspectives• Consider and comment on different viewpoints when handling different issues• Communicate clearly and accurately in a concise, logical and systematic manner• Demonstrate empathy when handling different issues

Appendix 7: Assessment form for presentation (Blank form)

Items	Achieved	Improvement Needed	Example(s) of Achievement/Improvement needed
1. Did they include the opinions of all parties?			
2. Did they get information from different media (newspapers, TV, Internet ...)?			
3. Were students able to reconstruct a complete account based on the information they collected?			
4. Did students classify and screen the materials?			
5. Did students support their arguments with sufficient evidence?			
6. Were students able to think independently and did they give a conclusion that has taken all factors into consideration?			

Appendix 8: Assessment form for presentation (rubric)

Items	Outstanding	Acceptable	Improvement Needed	Marks
Organisational Skills	Can stick to and elaborate on the topic; understand and show insights into the issue; have many ideas; fully elaborate on their viewpoints. (Marks obtained: 20–16)	Can put forward definite opinions and questions about the topic; can organise, clarify or supplement what they say. (Marks obtained: 15–8)	Cannot put forward opinions and questions about the topic; can organise, clarify or supplement what they say reasonably well. (Marks obtained: 7–0)	(Total marks: 20)
Content	Has ample understanding of the topic; can demonstrate their existing knowledge; can cite ample examples as explanations. (Marks obtained: 20–16)	Has a certain degree of knowledge about the topic; can cite examples as explanations. (Marks obtained: 15–8)	Has insufficient understanding of the topic; cannot yet demonstrate their existing knowledge; cannot give or give very few examples as explanations. (Marks obtained: 7–0)	(Total marks: 20)
Oral Expression	Uses rich vocabulary, appropriate and precise expressions and natural intonation; the presentation is well-organised. (Marks obtained: 5)	Vocabulary is basically appropriate; intonation is basically natural; the presentation is basically well-organised. (Marks obtained: 4–3)	Expression and vocabulary are not appropriate. (Marks obtained: 2–0)	(Total marks: 5)
Body Language	Makes eye contact and ample body movements; expression of feelings effectively helps convey the opinions. (Marks obtained: 5)	Makes occasional eye contact and body movements; expression of feelings helps convey the opinions. (Marks obtained: 4 – 3)	Lacks eye contact or body movements; expression of emotion does not help convey the opinions. (Marks obtained: 2 – 0)	(Total marks: 5)
Total marks:				(Total marks: 50)

**Appendix 9: To give workers in the world factories a better life, what role(s) does each party have?
(for students with high or average abilities)**

Group: _____

Relevant stakeholders	How can the problems that garment workers face be solved?
Schools	
Media	
Governments	
Brand companies	
Garment suppliers and multinational merchandisers	
Sub-contractors	
Workers	
Trade unions	
Consumers (e.g. students)	
...	

**Appendix 10: To give workers in the world factories a better life, what role(s) does each party have?
(for teachers' reference)**

Relevant stakeholders	How can the problems that garment workers face be resolved?
Schools	Raise adolescents' awareness of related issues and they will influence their family members and friends. They will exercise their consumer power, e.g. not buying brand clothes from companies that ignore workers' basic rights ...
Media	Widely report the names of brand companies that do not carry out their social responsibilities. Extensive media coverage can make people aware of the social responsibilities of certain brands. Consumers can then decide whether or not to buy those brand products... Carry out in-depth investigations to reveal the negative impacts that the merchandising model in the global garment supply chain has on garment workers' lives ...
Governments	Enact laws to require companies to carry out their social responsibilities. Set minimum wages, maximum working hours and enact laws related to labour welfare ...

CONT.

Relevant stakeholders	How can the problems that garment workers face be resolved?
Brand companies	<p>Carry out their social responsibilities. Formulate corporate governance standards that meet international human rights standards and monitor the implementation of those standards by suppliers with a view to protecting workers' rights and benefits ...</p> <p>According to the head of Circuit City Hong Kong Jeric Ma, brand companies will stop working with suppliers if they discover that these factories employ child labour. For that reason, Circuit City has refused to place orders with many processing factories in recent years. In some mild cases, however, they would give suppliers a chance to change.</p> <p>The organisers of the merchandisers' fair also point out that multinational brand companies no longer pay sole attention to price. Nearly all the buyers at the fair reject factories that require excessive overtime work. The organisers say that a sense of social responsibility has been promoted extensively in many places such as Europe and the US. There may be serious consequences if companies purchase products made in factories that require excessive overtime work or employ child labour ...</p> <p>On the other hand, the fact that foreign merchandisers choose factories based on the way they treat their workers has put factories in a difficult position. These factories resort to overtime work because of a lack of manpower but the excessive overtime work they require of their workers would cost them the opportunities to work with the foreign firms. This, in the end, will form a vicious cycle.</p> <p>Recently, Disney terminated the contract with a factory in the Pearl River Delta that specifically produced Disney products. The factory was identified as a 'sweatshop'. The close down of this factory rang the bell for other 'sweatshops'...</p> <p>Source: <i>Hong Kong Economic daily</i> (in Chinese), March 16, 2007.</p>
Garment suppliers and multinational merchandisers	<p>Respect human rights, implement corporate governance standards and regularly inform the public concerning the implementation of labour standards in the supply chain.</p> <p>Foreign countries have become increasingly concerned about sweatshops on the mainland. At a merchandisers' fair in Shenzhen held recently, 12 multinational merchandisers stated that they would not work with factories that employed child labour or required excessive overtime work.</p> <p>The twelve multinational merchandisers, with annual sales of US\$150 billion, include Brookstone, one of the largest American specialist retailers, Circuit City, the second largest American electronics retailer, and Kesa Electricals, Europe's third largest electronics retail group. They stated that they would refuse to place orders with sweatshops on the mainland ...</p>

CONT.

Relevant stakeholders	How can the problems that garment workers face be resolved?
Sub-contractors	<p>As merchandisers increasingly pay heed to corporate social responsibility, mainland processing factories have to change their production systems and improve the working conditions of their workers in order to get orders ...</p> <p>The owner of a Shenzhen digital audio-visual product manufacturer specialised in processing products for export to Europe and the US says that factories must try their best to satisfy the demands of Europe and the US regarding matters such as corporate social responsibility. For example, they must absolutely refrain from employing child labour; they must not ask employees to work on Sundays and the workers' salaries must not be too low. While the PRC government requires overtime pay to be set at 4.5 yuan per hour, factories must raise it further to 6 yuan and to 8 yuan for work on Saturdays. The owner said that factories have raised salaries by 30% and if they do not do this, they will lose orders and thus suffer greater losses...</p> <p>Source: <i>Hong Kong Economic daily</i> (in Chinese), March 16, 2007.</p>
Workers	<p>In recent years, the Pearl River Delta faced a shortage of migrant workers from other provinces. This is partly because migrant workers have been scared away by prevalent problems like excessive overtime work and docking of wages. These workers are not willing to go south to work. They prefer working in inland provinces like Anhui, Sichuan, Henan and Hebei instead. While China began to reform and open up, quite a lot of migrant workers went to the coastal regions to work. They saved quite a lot of money and were able to set up factories in inland China. These factories have now attracted some women workers who prefer to work at home towns or villages rather than the coastal areas. Salaries differ by just over 100 yuan and workers do not have to stay in an unfamiliar place far from their families ...</p> <p>Source: <i>Hong Kong Economic Daily</i> (in Chinese), March 16, 2007.</p>
Trade unions	<p>Unite the workers and negotiate with business owners;</p> <p>Ensure that workers' rights and benefits are protected: they should receive the minimum wage; they should not perform more than 48 hours of overtime work as set down in the country's law; they should have a safe and healthy working environment; they should not be forced to work overtime as that is against the law; they should be given reasonable terms in their contracts...</p>
Consumers (e.g. students)	<p>When consumers have decided to buy a particular product, they should pay more attention to media reports about different brands offering that product. If a brand ignores the harsh working conditions of the workers, consumers can choose not to buy its products. They must also reveal to the media the transparency and accountability of brand companies. As we can see, consumers can support factory workers through actions...</p>
...	...

Appendix 11 (A) (Exercise 3): Report guidelines (for students with average abilities)

Aims:

1. To help students understand the impact of globalization on Hong Kong and the mainland of China by looking at the relocation of Hong Kong's garment industry to the mainland of China;
2. To enable students to integrate and understand what they have learned in class and choose what they think as the appropriate standpoint through the process of study;
3. To nurture students' abilities in considering the standpoints and perspectives of others.

Suggested Topics:

1. Reasons for and impacts of the relocation of the garment industry from Hong Kong to the mainland of China
2. The problems Hong Kong manufacturers have faced in recent years and their solutions
3. Can garment industry return to Hong Kong?
4. The problems that garment workers in developing countries are facing and their solutions
5. The impact of globalization on other manufacturing industries

The Content:

1. Divide the class into small groups of four to five students (depending on the total number of students).
2. Ask students to collect information after they have selected the topics. They may search for information from public libraries and school library, the Internet, magazines, newspapers, friends and relatives who work in related industries, etc.
3. Tell students that they need to hand in a written report of 500–600 words before the deadline.
The report should include:
 - a. Introduction: Briefly explain the origin and scope of the topic.
 - b. Content: Include all materials relevant to the topic. The organisation of the content must be coherent and well-structured.
 - c. Opinions, discussions and conclusions: Summarise and present the main points of the report or raise opinions and viewpoints based on their own research.

- d. References: Give a detailed list of the documents and websites that have been used in the content. For documents, the authors' names, the titles of books and articles, and publication information should be included. For websites, the website addresses and access dates should be provided.
4. Ask students to prepare an oral report of about 3–5 minutes. Introduce to their classmates the content and focus of their report.
5. Complete the 'Self-Evaluation Sheet' and the 'Peer-Evaluation Sheet' as a conclusion to the study (See Attachments 1 and 2 — if this is an individual exercise, this item can be skipped).

Introduction to Topics:

1. Reasons for and impacts of the relocation of the garment industry from Hong Kong to the mainland of China

Since the 1980s, Hong Kong's garment industry has gradually been transformed from an exports centre into a garment trade centre and entrepôt. The manufacturing industry had already been relocated to Guangdong province following the reform and opening up of the economy of the mainland of China. In recent years, there has been a trend that Hong Kong manufacturers move their factories to Hunan and the Yangtze River Delta. What attributes of the mainland of China have enticed the Hong Kong business sector into relocating their factories to the mainland of China? What impacts did the relocation have on Hong Kong workers? It is worthwhile for students to think about questions of this sort.

Questions for Reflection:

- a. What attributes of the mainland of China have enticed the Hong Kong business sector into relocating their factories to the mainland?
- b. What impacts did the relocation have on Hong Kong workers?
- c. What problems do Hong Kong manufacturers face when relocating their factories to the mainland?

2. The problems Hong Kong manufacturers have faced in recent years and their solutions

Following the rapid economic development in the mainland of China, there has been a rapid increase in land prices in the Pearl River Delta region, where Hong Kong business people very often set up factories in the past. In addition, the number of workers willing to go south is dropping. Hong Kong manufacturers have to increase wages to keep workers and this increases their production costs. Furthermore, the Pearl River Delta region has started to take environmental issues seriously. Many companies are required to install cleansing facilities so that air pollutants and waste water can be held within the limits set by the government. These additional measures have created an added burden to Hong Kong manufacturers.

Questions for Reflection:

- a. Apart from the rising land prices and a decreasing number of workers, what other kinds of problems do Hong Kong manufacturers encounter?
- b. Do CEPA and the mainland's entry into the WTO have any influence on Hong Kong manufacturers who set up factories in the mainland?
- c. How do Hong Kong manufacturers respond to the various problems mentioned above? Broadening their income sources? Reducing expenditures? Any other alternatives?

3. Can garment industry return to Hong Kong?

Owing to the further opening up of China's market after its entry into the WTO, the signing of CEPA by both the mainland of China and Hong Kong, and the problem of rising costs, some Hong Kong manufacturers feel that the cost of manufacturing garments in Hong Kong is now comparable with that in the mainland of China. For this reason, more and more Hong Kong manufacturers set up factories in Hong Kong again. These factories have transformed themselves into manufacturers of high-end garments to be exported to the European and American markets. Could this be a good opportunity for the garment industry in Hong Kong to be 'reborn'?

Questions for Reflection:

- a. Can garment industry return to Hong Kong? What advantages can Hong Kong offer to attract companies to return?
- b. What positive and negative impacts does the return of the garment industry have on Hong Kong?
- c. Can and should the Hong Kong government offer assistance and adopt favourable policies to bring back garment manufacturers?

4. The problems that garment workers in developing countries are facing and their solutions

Vietnam and Cambodia are also countries where concentrations of garment factories have newly appeared. Since laws in these places are not well developed and monitoring is not strict enough, many garment workers are exploited by their employers. For example, workers' wages are low; working hours are long; there is no overtime allowance; and the working conditions are poor. How bad are their working conditions? How can workers cope with that?

Questions for Reflection:

- a. Are the problems that workers are facing confined to low wages, long working hours and poor working conditions? What other problems can you identify?
- b. How serious are the problems workers are facing? Are they worse than what we imagine?
- c. How can workers cope with such problems? Do they seek help from voluntary organisations or the government? Or do they go on strikes?

5. The impact of globalization on other manufacturing industries

The garment industry is only one of the many industries that have been affected by globalization. Many other industries have also been affected as well. Are the impacts brought about by globalization positive or negative? How can we make a fair judgement? Is globalization really just about the changes that occur in the supply chain and the merchandising model? What is the impact of globalization on each part of an industry's supply chain? Which part is affected the most?

Questions for Reflection:

- a. What impacts does globalization have on the industry that you have chosen?
- b. What are the impacts on each part of the industry's supply chain? Which part is affected the most?
- c. Are the impacts of globalization positive or negative? How can we make a fair judgement?

Appendix 11 (B) (Exercise 3): Marking guidelines: (for teachers' reference)

1. Written Report (accounts for 50%) (See Attachment 3 Marking Sheet):

a. Report content (25%)

- Whether or not the report sticks to and elaborates on the topic; whether it is rich in content; whether the students elaborate on their viewpoints;
- How well the students understand the topic; whether or not they can cite examples as explanations;
- Whether students' approach to the question is correct and whether they have reflected upon it sufficiently.

b. Expression (20%)

- Whether or not the vocabulary is appropriate and the report coherent;
- Whether or not the use of diagrams is appropriate and sufficient;
- The neatness and accuracy of the report.

c. Overall impression (5%)

- The students' overall performance and attitude.

2. Oral Report (accounts for 50%) (See Attachment 4 Marking Sheet):

a. Organisation skills (20%)

- Whether or not the report sticks to and elaborates on the topic; whether students express their views and elaborate on their viewpoints;
- Whether or not the sequence of the speech is coherent, with one point building upon another;
- Whether students cover the whole written report and do not only emphasise just part of the report.

b. Content (20%)

- How well the students understand the topic; whether or not they can cite examples as explanations;
- Whether or not they use diagrams appropriately in order to help the audience grasp the content more easily;
- Whether the content sticks to the topic;
- Whether or not time is managed appropriately.

c. Oral expression (5%)

- Vocabulary, intonation and coherence.

d. Body language (5%)

- Eye contact and body gestures.

Attachment 1: Self-evaluation sheet

Name: _____ Class: _____ ()

Topic: _____

Please tick the appropriate boxes.

1. Report Content	Achieved	Partially Achieved	Didn't Achieve	Ways to Improve
a. Thoroughly analysed the report topic				
b. Used an effective method to collect information				
c. Selected relevant information				
d. Proposed reasonable conclusions				
e. Pointed out problems				
f. Reflected on the content and applied reverse thinking				
2. Expression	Achieved	Partially Achieved	Didn't Achieve	Ways to Improve
a. Sentences are coherent				
b. The content is well-organised				
c. Diagrams are used appropriately				
3. Study Process	Achieved	Partially Achieved	Didn't Achieve	Ways to Improve
a. Drafted a plan to carry out the investigation				
b. Modified and improved the methods for investigation				
c. Sought help when running into difficulties				
d. Completed the work according to the plan				

Other comments:

Attachment 3: Report marking sheet (Rubric)

Items	Outstanding	Acceptable	Improvement needed	Marks
Report Content	<ul style="list-style-type: none"> The report sticks to and elaborates on the topic; students understand and develop insights from the issue; have many ideas; fully elaborate on their viewpoints. Have ample understanding of the topic; can demonstrate their existing knowledge; can cite ample examples as explanations. Students' approach to the question is correct and they have reflected upon it sufficiently. <p>(Marks obtained: 20–16)</p>	<ul style="list-style-type: none"> Can put forward opinions and questions about the topic; can organise, clarify or supplement what they say. Have a certain degree of knowledge about the topic; can cite ample examples as explanations. Their approach to the question and reflection upon it are basically acceptable. <p>(Marks obtained: 15–8)</p>	<ul style="list-style-type: none"> Cannot put forward opinions and questions about the topic; can organise, clarify or supplement what they say reasonably well. Have insufficient understanding of the topic; cannot yet demonstrate their existing knowledge; cannot give or give very few examples as explanations. Their approach to the question and reflection upon it are insufficient. <p>(Marks obtained: 7–0)</p>	<p>(Total marks: 20)</p>
Expression	<ul style="list-style-type: none"> The vocabulary is appropriate and the essay is well-organized. The use of diagrams is appropriate and sufficient. The report is neat and accurate. <p>(Marks obtained: 20–16)</p>	<ul style="list-style-type: none"> The vocabulary is basically appropriate and the essay is basically well-organised. The use of diagrams is basically appropriate. The report is basically neat and the level of accuracy is basically acceptable. <p>(Marks obtained: 15–8)</p>	<ul style="list-style-type: none"> The vocabulary is not appropriate and the essay is not well-organised. Didn't use / used very few diagrams/ inappropriately used diagrams. The report is messy and inaccurate. <p>(Marks obtained: 7–0)</p>	<p>(Total marks: 20)</p>
Overall Impression	<p>Enthusiastic, eager to initiate, and able to complete the report on time.</p> <p>(Marks obtained: 10–8)</p>	<p>Cooperative, tries best to write a good report, and is able to complete the report on time.</p> <p>(Marks obtained: 7–4)</p>	<p>Unable to see the project through to completion; content is perfunctory; frequently needs to be prompted and pushed.</p> <p>(Marks obtained: 3–0)</p>	<p>(Total marks: 10)</p>
			Total marks:	<p>(Total marks: 50)</p>

Attachment 4: Short presentation marking sheet (Rubric)

Items	Outstanding	Acceptable	Improvement needed	Marks
Organisational Skills	Can stick to and elaborate on the topic; understands and develop insights from the issue; has many ideas; fully elaborates on their viewpoint. (Marks obtained: 20–16)	Can put forward definite opinions and questions about the topic; can organize, clarify or supplement what they say. (Marks obtained: 15–8)	Cannot put forward opinions and questions about the topic; can organize, clarify or supplement what they say reasonably well. (Marks obtained: 7–0)	(Total marks: 20)
Content	Has ample understanding of the topic; can demonstrate their existing knowledge; can cite ample examples as explanations. (Marks obtained: 20–16)	Has a certain degree of knowledge about the topic; can cite ample examples as explanations. (Marks obtained: 15–8)	Has insufficient understanding of the topic; cannot demonstrate their existing knowledge; cannot give or gives very few examples as explanations. (Marks obtained: 7–0)	(Total marks: 20)
Oral Expression	Use rich vocabulary, appropriate and precise expression and natural intonation; the presentation is well-organised. (Marks obtained: 5)	Vocabulary is basically appropriate, intonation is basically natural and the presentation is basically well-organised. (Marks obtained: 4–3)	Expression and vocabulary are not appropriate. (Marks obtained: 2 – 0)	(Total marks: 5)
Body Language	Make eye contact and ample body movements; expression of feelings effectively helps convey the opinions. (Marks obtained: 5)	Make occasional eye contact and body movements; expression of feelings helps convey the opinions. (Marks obtained: 4–3)	Lack of eye contact or body movements; expression of feelings does not help convey the opinions. (Marks obtained: 2–0)	(Total marks: 5)
Total marks:				(Total marks: 50)

~The End ~