In the summer of 1991, the Worker-Family Education Program held a workshop for two groups of teachers and students. The workshop was designed to explore an economic trend whereby transnational corporations send production and assembly operations to the Third World in search of cheap labor and to begin a collaborative English-as-a-Second-Language (ESL) curriculum development process between teachers, students, and union staff. This manual includes the activities and materials used in the workshop, some of the written and oral responses of the participants, as well as some ideas for future curricula broadly related to this subject. This curriculum is geared towards ESL levels 3 and 4 or General Education Development (GED) classes. However, all the plans and materials can be adapted for use in lower level ESL classes. Nine activities are included, as well as a list of resources, results of oral evaluations, written evaluation forms, and responses to written evaluation. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)
"THE GLOBAL FACTORY"

INTERNATIONAL LADIES' GARMENT WORKERS UNION
WORKER-FAMILY EDUCATION PROGRAM.

An ESL curriculum developed by Maureen LaMar & Emily Schnee.

ILGWU
1710 Broadway, NYC 10019
The Global Factory: A workshop for ESL students and teachers in the Worker-Family Education program of the International Ladies' Garment Workers Union developed by Maureen LaMar and Emily Schnee.

*******************************************************************

In the summer of 1991, the Worker-Family Education Program held a workshop for two groups of teachers and students. The workshop was designed to explore an economic trend whereby transnational corporations send production and assembly operations to the Third World in search of cheap labor (this phenomenon has direct implications for the garment industry in the United States and for immigration) and to begin a collaborative ESL curriculum development process between teachers, students and union staff.

The following includes the activities and materials used in the workshop, some of the written and oral responses of the participants, as well as some ideas for future curricula broadly related to this subject.

This curriculum is geared towards ESL levels 3 and 4 or GED classes. However, all the plans/materials can be adapted for use in lower level ESL classes.

We hope that this curriculum will be used widely throughout the program in the 1991/1992 school year, and that students and teachers will continue to collaborate on its further development.

The following students and teachers participated in the summer workshops and are available to share their experience to anyone interested in implementing this curriculum.

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THE GLOBAL FACTORY
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Activity 1:

Objectives: Workshop participants will introduce themselves to one another. The information elicited will serve to illustrate the pervasiveness of the global factory.

Procedure:

1. Participants will write their responses to the following questions on an index card, tape the card to their chest and circulate throughout the room for several minutes conversing with other participants about the information on the cards.

   Questions:
   1. What is your name?
   2. Where do you work?
   3. What do you do?
   4. Where was your shirt made?
   5. Who made your shirt?

2. After several minutes, coordinator will have everyone return to their seat. She will ask each participant to read out his/her answers to questions 4 and 5. She will make a list on the board of countries/companies. [See next pages for workshop responses.]

3. Coordinator will introduce theme of the workshop--the global factory--focusing on where the shirts were made and who made them (U.S. companies).

Resources:

Index cards, tape

Evaluation:

The written outcome of participants responses to questions 4 and 5 will serve as a guide for evaluating the success and effectiveness of the activity.
Lesson I: Shirt Label
(responses - first workshop)

WHERE WAS YOUR SHIRT MADE? - WHAT COMPANY MADE YOUR SHIRT?

Korea - McGregor
Taiwan - Touagle
Hong Kong - Savile Row (A & S)
Malaysia - Gap
Costa Rica - GO # 1
India - Whistle
Taiwan - OBR
Malaysia - Gitano
India - Bonjour
Brazil - Brazilian Co.
Lesson I: Shirt Label
(responses - second workshop)

WHERE WAS YOUR SHIRT MADE? - WHAT COMPANY MADE YOUR SHIRT?

Korea - Townsley
Korea - Galaxy
USA - Hennessey
Brazil - Brazilian company
Hong Kong - Kikit
USA - Marc Jeffrey's
USA - Mark Daniels
Brazil - Brazilian company
Taiwan - Esprit
Pakistan - Fantanic
USA - New York
USA - Esprit
USA - Cotton Color
Activity 2:

Objective: Participants will contrast and compare working conditions for garment workers in different countries.

Procedure:

1. Participants will work in groups of 3-4. Each group will be given a photograph of a garment worker from a different country (USA, Mexico and Indonesia) and a list of 6 questions.

   Questions:
   1. In what country is she working?
   2. How many hours a week does she work?
   3. What is her hourly wage?
   4. Does she belong to a union?
   5. Who does she work for?
   6. What are her working and living conditions like?

2. Each group will use their background knowledge of the garment industry to discuss and formulate responses to the questions. One person in each group will be designated to record the groups’ responses.

3. When the small groups are finished, each group will designate one person to present and defend their findings orally to the whole group.

4. After each small group has presented their responses, the coordinator will present the correct answers for that photograph to the whole group.

5. Participants will compare/contrast each small groups’ answers to the correct information for their photograph, as well as the responses for the different countries.

Resources:

Photographs of garment workers from different countries and statistics for those same countries. (See attached.)

Evaluation:

The written outcome of small group responses to the questions, the discussions about how and why the small groups formulated their responses, and individual participation in the whole group discussion comparing and contrasting the real and perceived answers to the questions will all serve as guides to evaluating the participants learning.
ANSWERS TO WHO IS THIS WORKER?

PHOTO # 1

1. Mexico - Tiajuana, maguiladora
2. 48 hours a week
3. $.34
4. no union
5. Kimberly-Clark factory (U.S. garments)
6. No ventilation, no exhaust fans, lots of dust causing headaches, sore throats, and eye infections. Lives in cardboard shack with a corrugated tin roof. No running water or sewage.

PHOTO # 3

1. U.S.A.
2. 11 1/2 hours a day
3. $3.50 an hour
4. no union
5. Singer factory
6. Machines that burn, sewing machines that can cause injuries, a lot of caustic chemicals and potential dangers such as open elevator shafts. Lives with a family of 5 in a one-bedroom apartment in Brooklyn.

PHOTO # 5

1. Indonesia
2. 85 hours a week; seven days
3. $.82 a day/less than $25. per month
4. no union
5. The labels on cartons of shirts in this garment factory say: Baltimore, Seattle, Dublin, Nottingham, Bremen
6. Crowded spaces, shoulder-high piles of garments everywhere, very hot. 1,800 women live in a series of box-like rooms, 12 to a room in bunk beds. Each room contains only eight bunks. The rest either share a bed or sleep on the floor.
Lesson II: Photographs
(responses - second workshop)

Photographs -- Working Conditions

Photo 1:
USA
50 hours per week
$5.50 per hour
maybe union
American owner
decent conditions

Photo 3:
Malaysia
72 hours a week
.70 cents an hour
no union
Foreign manager
Bad conditions

Photo 5:
USA (or Third World)
more than 8 hours a day/60 hours per week
$4.00 per hour
no union
Asian male owner
poor conditions
Activity 3:

Objective: Participants will read, understand and communicate basic information about the global factory system.

Procedure:

1. Participants will divide into pairs. Each member of a pair will read one part of a brief description of the global factory system. (See attached.)

2. Partners will take turns telling one another what they read and discussing it.

3. As a whole group, participants will discuss what they have read. Discussion might focus on what strikes people the most about this information/what surprises them/what information is new/what have union members seen at their jobs that corroborates this trend, etc.

Resources:

Reading about the global factory system adapted from Women in the Global Factory by Barbara Ehrenreich and Annette Fuentes.

Evaluation:

Participants ability to verbally communicate information to their partner will be one measurement of learning, as well as participation in whole group discussion.
Imports are everywhere. A majority of the clothing sold in the United States has a label that says it was made in another country. Many electronic things, such as televisions or personal computers were also made in other countries. In many cases, these products are made by U.S. companies - U.S. companies that have moved their production operations to other countries.

These imports are one example of something that has changed the world economy: the growth of many large corporations into giants that operate around the world. These transnational corporations are usually based in the United States, Western Europe, or Japan. Today, they dominate the world economy. They make more money than many countries. Banks, the agricultural business, manufacturing companies and service industries are more and more in the hands of these global corporations.
Transnational corporations are not new. What is new is the global factory. A single manufacturing process is broken down into many steps that are divided among workers in different nations. Management and ownership stay in the hands of the company in the United States (or another advanced industrial country). Meanwhile, the making of parts or final assembly happens in Third World countries like Korea, the Philippines, or Mexico – or in a low-wage area of the U.S.

Third World women are the new "factory girls" for big corporations. Low wages are the most important reason companies move to the Third World. A woman factory worker in the U.S. usually earns between $3.10 and $5.00 an hour. Employers think, "Why should I pay someone in Massachusetts each hour what someone in the Philippines will earn in a day?" and "Why pay a man to do what a female worker can do for 40 - 60 percent less?" (in any country).
Activity 4:

Objective: Participants will be introduced to the geography of the global factory through song.

Procedure:

1. Participants will listen to the song "Are My Hands Clean?" by Sweet Honey in the Reel once without seeing the lyrics.

2. Participants will listen to the song "Are My Hands Clean?" again and try to fill in the blanks on a cloze version of the song.

3. As a whole group, participants will go over the cloze exercise and then be given the complete lyrics of the song as well as a map charting the voyage of the blouse in the song. (See attached.)

4. As a whole group, participants can discuss what the writers mean by the title of the song "Are My Hands Clean?"

Resources:

Lyrics of song, cloze exercise, chart of the voyage of the blouse.

Evaluation:

Participants ability to complete the cloze exercise will demonstrate their listening comprehension of the song. Group discussion will help to evaluate students awareness of some of the moral and political implications of this economic trend.
ARE MY HANDS CLEAN? (3:03)

I wear garments touched by_____ from all over the world
35% cotton, 65% polyester, the journey _____ in Central America
In the cotton fields of El Salvador
In a province soaked in _____ pesticide-sprayed workers toil in a broiling
Pulling cotton for two _____ a day

Then we move on up to another rung—Cargill
A top forty trading conglomerate, _____ the cotton thru the Panama Canal
Up the Eastern seaboard, _______ to the U.S. of A. for the first time

In South Carolina
At the Burlington mills
Joins a shipment of polyester filament courtesy of the New Jersey petro-chemical mills of Dupont

Dupont strands of filament_____ in the South American_____ of Venezuela
Where oil riggers_____ up_____ from the earth for six dollars a
Then Exxon, largest oil_______ in the world
Upgrades the_______ in the country of Trinidad and Tobago
Then_____ into the Caribbean and Atlantic Seas
To the_______ of Dupont
On the_____ to the Burlington mills
In South Carolina
To the cotton from the blood-soaked fields of El Salvador

In South Carolina
Burlington factories hum with the of weaving oil and cotton into miles of for Sears
Who this bounty back into the Caribbean Sea
Headed for Haiti this
May she be one soon free

Far from the Port-au-Prince palace
Third world toil doing piece work to Sears specifications
For three dollars a day my make my blouse
It leaves the third world for the last
Coming back into the to be sealed in plastic for me

This third sister
And I go to the Sears department where I buy my blouse
On for 20% discount
Are my clean?

Composed for Winterfest, Institute for Policy Studies
The lyrics are based on an article by Institute fellow John Cavanagh, "The Journey of the Blouse: A Global Assembly."

Lyrics and music by Bernice Johnson Reagon.
Songtalk Publishing Co. ©1985
ARE MY HANDS CLEAN?  (3:03)

I wear garments touched by hands from all over the world
35% cotton, 65% polyester, the journey begins in Central America
In the cotton fields of El Salvador
In a province soaked in blood, pesticide-sprayed workers toil in a broiling sun
Pulling cotton for two dollars a day

Then we move on up to another rung—Cargill
A top forty trading conglomerate, takes the cotton thru the Panama Canal
Up the Eastern seaboard, coming to the U.S. of A. for the first time

In South Carolina
At the Burlington mills
Joins a shipment of polyester filament courtesy of the New Jersey petro-chemical mills of Dupont

Dupont strands of filament begin in the South American country of Venezuela
Where oil riggers bring up oil from the earth for six dollars a day
Then Exxon, largest oil company in the world Upgrades the product in the country of Trinidad and Tobago
Then back into the Caribbean and Atlantic Seas To the factories of Dupont
On the way to the Burlington mills
In South Carolina
To meet the cotton from the blood-soaked fields of El Salvador

In South Carolina
Burlington factories hum with the business of weaving oil and cotton into miles of fabric for Sears
Who takes this bounty back into the Caribbean Sea Headed for Haiti this time
May she be one day soon free

Far from the Port-au-Prince palace
Third world women toil doing piece work to Sears specifications
For three dollars a day my sisters make my blouse
It leaves the third world for the last time
Coming back into the sea to be sealed in plastic for me

This third world sister
And I go to the Sears department store where I buy my blouse
On sale for 20% discount
Are my hands clean?

Composed for Winterfest, Institute for Policy Studies
The lyrics are based on an article by Institute fellow John Cavanagh, "The Journey of the Blouse: A Global Assembly."

Lyrics and music by Bernice Johnson Reagon
Songtalk Publishing Co. ©1985
THE JOURNEY OF THE BLOUSE: A GLOBAL ASSEMBLY LINE

by JOHN CAVANAGH

About half of all goods produced today journey to more than one country before they become finished products.
Activity 5:

Objectives: Participants will identify the structure of the garment industry and how it has changed since 1900 to the present.

Procedure:

1. ILGWU organizer explains the major historical changes in the structure of the garment industry from 1900 to the present. (ILGWU organizer has extensive knowledge of the industry and the shops which are a part of the union. He illustrates his lecture with examples from the participants' workplaces.)

2. After the talk, in groups of 3 - 5, participants will think up questions they have about the "global economy". One person from each group writes the questions on butcher paper. A spokesperson from each group presents the questions to the class.

Resources:

ILGWU organizer, Jeff Hermansen, butcher paper and magic markers.

Evaluation:

Participants' ability to formulate questions based on the information conveyed through the talk will be one measure of evaluating their learning. Another will be participants' voluntary participation in discussion related to the information communicated by the union representative.
Lesson 3: Union Representative
(second workshop - in the second session, participants brainstormed questions they had about the global factory after Jeff Hermanson, Director or Organizing for the ILGWU, gave a presentation.)

Group 1:
1. How are free trade agreements negotiated? (business & government)
2. What are the advantages and disadvantages to the U.S. and other countries of the global factory?
3. How much U.S. unemployment is caused by this? How is it calculated?
4. What is the affect on Mexico of the global factory?
5. What is the affect on immigrants in the U.S.?
6. What can we do to stop this and how can we educate people about this?
7. What does the fact that it is mostly women working in these factories mean?

Group 2:
1. Who can bring about change for workers' rights?
2. Do all the unions in the U.S. have the same political agenda?
3. Why do Third World governments agree to have free trade zones?
4. How could a U.S. citizen apply pressure on the government? This is also in the interest of American workers to bring a change to this global factory system.
5. Is it possible for the U.N. to get involved with international workers' rights?
6. Is there a way of creating international laws to make exploitation illegal?
7. How could education change the situation? If workers were educated could they continue working under these conditions?
8. What factors will the recent fall of communist governments contribute to the current existing situation?

Group 3:
1. Comparing exploitation in different countries.
2. What is the role of union in protecting job laws.
3. Compare union structure in the U.S. to union structure in L.A. (relationship between government and unions, for ex.)
4. What is the process with oil? Integrated w/other products? Why does Ecuador produce oil and we (Ecuadorians) have to buy it at a higher price?
5. Why are taxes so high here?
6. How do companies negotiate contracts (Jobbers - contractors)?
7. Why isn't it more expensive to ship than to do it all in one place?
8. Why are the salaries higher in Hong Kong than in Indonesia?
9. What real policies guide the world's financial institutions in their economic loans to 3rd World Countries?
10. Do these multinational companies have this power because they are monopolies?
Activity 6:

Objectives: Participants will compare and contrast the advantages and disadvantages of the Global Factory for U.S. workers, Mexican workers and U.S. corporations.

Procedure:

1. Participants will be divided into groups of 3 - 5 before viewing the video "The Global Assembly Line". Each group will be assigned an interest group—U.S. workers, Mexican workers or U.S. corporations. While viewing the video each group should take note of advantages and disadvantages of the global factory to their interest group.

2. After viewing the video, each group will be asked to discuss and list in writing on butcher paper the advantages-disadvantages of the global factory for its interest group.

3. One person from each group will present the findings of the small group and defend its list of advantages-disadvantages using examples from the video. Other participants will add to each small group’s list. Generate discussion about these advantages/disadvantages.

Resources:


Evaluation:

The written outcomes of the small group discussions as to the advantages/disadvantages of the global factory to different interest groups will serve as one means of evaluating participant learning. Another measure will be individual participation in discussion.
Lesson VI: Video
(responses - first workshop)

U.S. Workers - Advantages/Disadvantages

**Disadvantages**

1. loss of manufacturing jobs
2. unemployment
3. lower wages in manufacturing because of the threat of losing jobs.
4. loss of workers' pride, less satisfaction when only producing a piece of a product, rather than whole.
5. social divisions stimulated by danger of losing jobs.
6. loss of pride, easier to be in welfare system, than fight for jobs.

**Advantages**

1. less pollution in the U.S.A.
2. less dangerous work
3. more specialized or high tech work, with better salaries.
4. U.S. workers are forced to organize to defend themselves.
5. lower prices for other products that we buy.
Lesson VI - cont'

Workers in Mexico/the Philippines - Advantages/Disadvantages

Advantages
1. makes/provides work
2. women get to meet other women (empowerment, sharing)
3. larger community
4. women more independent (see also disadvantages)
5. change in community and family (see also disadvantages)

Disadvantages
1. bad work conditions
2. dangerous (health, safety)
3. owner abuses them work pressure (quotas)
4. long hours
5. low pay compared to U.S.
6. no job security (workers get worn out)
7. what about the men? (men feel less useful)
8. change in community and family.
Lesson VI - cont'

Transnationals - Advantages/Disadvantages

Advantages

1. profits increase
   a. about 90% (labor)
   b. no problems with union
   c. support from the government of 3rd World countries - ie: police and military

2. We don't have to pay benefits, social security, disability, taxes.

3. no restrictions by health and safety laws

4. many people looking for work in these countries.

5. can relocate if needed

6. produce jobs

7. help develop industry

8. we give charity (arts, etc.) and the people will support us

9. affordable products.

Disadvantages

1. relocation costs

2. social deterioration

3. initial capital needed

4. affects quality of life everywhere. (pollution, etc.)

5. creates bad will among workers/consumers
Lesson IV: Video  
(responses - second workshop)  

U.S. Workers - Advantages/Disadvantages  

**Advantages**  
1. Company or government training programs for displaced workers.  
2. Long term advantage is that it will promote international cooperation between unions and create strength in all unions.  

**Disadvantages**  
1. Unemployment in the US because production is moved out of the US.  
2. Union becomes weaker.  
3. Social costs of unemployment--drugs, crime, breakdown of the family.
Lesson IV (con't.)

Workers in Mexico/Phillippines - Advantages/Disadvantages

Advantages
1. More work for women
2. Mexicans escape arrest and deportation from US
3. Learn a skill
4. Solidarity between women
5. Learn about rights as workers
6. Strike for rights
7. Workers organize and elect own leaders

Disadvantages
1. No concern for workers
2. No benefits
3. Slaves of work
4. Low wages, bad working conditions, stressful job
5. Workers get old fast
6. Jobs are only for a few years and for a small group of workers
7. Strikers are fired
8. Psychological pressure
9. Democracy is only a image
10. Military repression
11. no work for men
12. No restrictions on free trade zones
13. Change in peoples' lifestyle
14. Emigration from rural to urban areas
Lesson IV (con't.)

Transnationals - Advantages/Disadvantages

**Advantages**

1. Economic stability in Latin America
2. Profit motive (profits increase)
3. Reduce costs
4. No taxes
5. No red tape
6. No benefits for workers
7. Political support for companies presence in host country
8. No unions, no labor laws
9. High productivity

**Disadvantages**

1. Language barrier
2. Possible boycotts of products in US
3. Bad press
4. Worker discontent
5. Shipping costs
Activity 7:

Objective: Participants will critique statements made about the global factory and justify their own opinions.

Procedure:

1. Participants will be handed a sheet with four quotations on it made by representatives of the main interest groups affected by the global factory—U.S. workers and unions, Mexican workers, U.S. corporations. (See attached.) At the front of the room there will be signs representing an agree/disagree spectrum. On the far left is totally agree, mid-left is mostly agree, center is neutral, mid-right is mostly disagree, far right is totally disagree.

2. Participants will be asked to read and reflect on one quotation at a time. They will have to place themselves along the spectrum at the point that best represents how they feel about that particular quotation.

3. When all participants have placed themselves on the agree-disagree spectrum, each participant will have to explain and justify his/her point of view. Participants can debate one another.

4. When everyone has justified their position, participants are given the option to change their place on the agree-disagree spectrum, if others have influenced their point of view. Once again, anyone who changes must justify the change.

Resources:


Evaluation:

Individual participants ability to formulate a coherent, well-argued defense of his/her opinions will be the basis for evaluating student learning in this activity.
Quotes:

"U.S. factories have given Mexican women with few options the opportunity for honest employment. For many women, it means not having to cross the border to work in the U.S. as a maid, or in disreputable places." -- Mexican woman factory worker

"Industry is moving out of the U.S. because workers in the U.S. have demanded wages that are too high. They can't compete with workers in the Third World." -- U.S. corporate executive

"It's highway robbery. These U.S. corporations say they have to leave the country to remain competitive, it's a lie. The end result is that teenage girls are being exploited by Zenith and RCA and Sylvania." -- American worker

"It is not U.S. companies responsibility to impose U.S. standards for safety and health in Mexico. We want to see Mexico improve too, but it's not our responsibility to make that happen." -- Manager of a U.S. plant in Mexico
Activity 8:

Objective: Encourage participants to think critically about the activities they engaged in during the workshop and about their own learning process.

Procedure:

1. Workshop facilitator will ask participants to think about the activities in the workshop in relation to the questions "What did we do?" and "Why did we do it?".

2. As a whole group, participants are asked to recall "What did we do?" and "Why did we do it?" for activities 1, 2 and 7. Group goes through each activity one by one, breaking activities down step by step. Participants call out responses and facilitator records them on butcher paper.

3. Participants reflect on how they learned and why, as well as what they learned in the workshop. Participants discuss what activities they felt were most effective/liked best/liked least and why.

Resources:

Butcher paper and magic markers

Evaluation:

This exercise helps participants to remember and evaluate their experience in the workshop, as well as reflect on their own learning process. It also helps workshop organizers to evaluate the workshop.
(second workshop – WHAT DID WE DO? WHY DID WE DO IT?)

**Shirt Label (Why did we do it?):**

1. Introduce idea of U.S. companies moving out.
2. To get to know the foreign market that exists in the U.S.
3. To see that there are more products made outside the U.S. than inside.
4. To see that U.S. consumers buy more products from outside.
5. Conversation
6. Motivate the group
7. Got a chance to meet each other (see their different opinions)
8. Which companies send work out.
9. Writing
10. Reading
11. Listen, speak
12. Thinking.

**Photos (Why did we do it?):**

1. To know what people feel in the job.
2. What conditions of work out of the U.S.
3. How they were treated.
5. Compared wages.
6. Saw places where people work in other countries.
7. Reading the picture, reading the list of wages (etc.), speaking, writing, listening, understanding.
8. We had to guess, had to produce the language, we were surprised = motivation.

**Quotes (Why did we do it?):**

1. To know our own position.
2. To test your opinion.
3. How many people agree with you or not.
4. See the complexity of the issue.
5. Evaluate each participant's ability to analyze the issues, each person's ability to understand, and ability to express; gave the coordinators a chance to see this.
6. We had the opportunity to change our positions.
7. To know the knowledge of people.
8. Speak and summarize, defend positions, speak in front of group (and in front of the room) read quotes, write – some people took notes listened.
What did we do?  
Why did we do it?  
What did we learn?

**Shirt Labels**

Why did we do it and what did we learn:

To get to know each other; to find out how many shirts were made in the U.S.; union or non-union; to show how production has left the U.S.; intro to global economy, conversation in English; learned that shirts weren't made in the U.S. and companies are U.S..

**Photos**

To know about abuses of employers; Third World doing this work at a low, low wage; conversation in English; collaboration in group; English; wages were lower than thought; hours very long; all women (young); work like slaves

**Reading**

In pairs read 2 parts of story; told each other what we read; "global factory" explained; some employers make more money than countries; intro to global economy; did it in pairs (faster); reading in English; speaking in English; women workers are preferred; other industries are part of "global economy".

**Song**

Graphically where the blouse goes in the world; interconnection; complicated "the route is; reading, listening, pronunciation; hr they can still make money; "Are my hands clean?" - how we are invoved when we buy; when we go to Sears or Macy's 20% off - do we feel guilty or not?;

**Jeff**

To understand how difficult it is to organize workers in this system; understand the history; how jobbers let contractors hire the people;

**Video**

To explain advantages & disadvantages; to understand consequences to our lives and countries; writing, speaking;

**Quotes**

To see how complicated the issues are; how we changed our decisions; how each person had a different decision;
Activity 9:

Objective: Participants will begin to develop curriculum for ESL classes collaboratively on themes that are broadly related to the global factory.

Procedure:

1. Participants will close their eyes and reflect for a few minutes about what they have learned and what comes to mind now when they hear the words "global factory". After a few minutes, participants will be asked to jot down the first ideas that come to mind. After a couple of minutes of individual brainstorming, the whole group will brainstorm together. Facilitator will write down on the board all ideas.

2. After a good number of ideas are on the board, facilitator will ask people to think about which of those ideas they could combine/which they could eliminate and which they would be interested in developing curriculum around.

3. Facilitator leads a process of narrowing down options until only two or three broad curriculum topics remain. Participants then divide into as many groups as there are topics (no more than three).

4. In newly formed small groups, participants will brainstorm questions related to the theme they have chosen to develop curriculum around. Groups will brainstorm as many questions as they can (there must be a recorder to write them all down) for 15 minutes. Then, groups will prioritize their questions, eliminating some, condensing and combining others, finally trying to put the questions into a logical sequence. These questions will serve as a guide (and check) for the curriculum the group will develop. The curriculum activities will aim to answer some of these questions. (See attached for sample questions.)

5. Each small group will then choose one question that they would like to collaboratively develop an activity around. Each activity will include resources/materials, procedure and evaluation. (See attached.)

6. Each small group will present its series of guiding questions as well as the activity they have developed to the other groups.

Resources: Butcher paper, markers, activity guides.

Evaluation:

The questions and activities developed are the most effective evaluation of participants learning process.
Group 1

Questions about: INTERNATIONAL WORKERS ORGANIZING (and women workers' exploitation)

1. How does organizing prevent non-union work or exploitation work?

2. How to better organize workers so they know about the "global factory".

3. What kind of organization has been done? in U.S. and the World?

4. How to improve that organization?

5. Why are young women preferred? How are their lives affected?

6. What is the responsibility of U.S. unions? to organize foreign workers?

Group 2

Questions about: THE ECONOMIC INTERRELATIONSHIP BETWEEN THE UNITED STATES AND LATIN AMERICA.

1. Why does the U.S. have such a close economic relationship with Latin America?

2. What do workers in Latin America gain or lose in this complicated relationship with the U.S.A.? The same for U.S. workers? What problems do they have in common?

3. What conditions are necessary for the U.S. and L.A. to have a good or fair economic relationship? What conditions does the U.S. impose?

4. What was the "carry a big stick" policy and how has it affected the economy?

5. Why does the U.S. want to open trade relations with Mexico and Canada and the rest of Latin America?

6. How deep does the U.S. economy affect L.A. economies?

7. What kind of products are used in commercial exchange between the U.S. and L.A.?

8. The foreign debt of L.A. - What is it? how does it affect L.A. economies?
Curriculum Questions
(second workshop)

Group 1

Topic: Women Workers in Industrial Production

1. What are the rights of women workers in the factory?
2. Do women have "easy" work and men have "hard" work?
3. How can women improve their job mobility?
4. What are the differences between immigrant women and women born in the US?
5. How are women treated in general?

Group 2

Topic: Social Responsibility of Transnational Corporations

1. Do multinational corporations comply with the same safety and health standards abroad as they do at home?
2. Do free trade zones help or harm multinationals towards assuming a socially responsible role?
3. Should there be equity with a particular company?
4. .......

Group 3

Topic: International Workers/Union Organizing

1. What are the objectives of having an international workers organization?
2. What is the relationship between governments and unions?
3. Could there be an exchange between unions in different countries?
4. What is the best way to educate workers about the free trade zones and the global factory system?
5. Is it necessary for a special body to create rules for corporations to abide by in Free Trade Zones?
OBJECTIVE: Why does US have such a close economic relationship with Latin America.

MATERIALS/RESOURCES:
Historical Readings about question economic history of L.A. & related to USA from every time of colonization.

PROCEDURES: Divide students. First, talking with all students to find out what they know about this and what they know about relationship with their own country. (Time line)? Have students read selected readings. Also talked about doing graphs + charts.

EVALUATION: Students get chance to read, speak and learn history.
OBJECTIVE: What kind of products are used in commercial exchange between U.S. and C.A. for better understanding of interconnection geography.

MATERIALS/RESOURCES:
- Blackboard - to draw map
- Real map
- World Atlas for products

PROCEDURES:
First, have students draw map of America for host importantly U.A. on the board. People from different CA countries came up to board to draw their countries and the whole class looks at a real map. Each student writes individually what products his/her country exchanges with the U.S. and then shares it with one other student in groups and then with the class. Class make import/export chart of 3 or 4 principle products from each country. Focus on countries represent.

EVALUATION:
- In class. Other people or extras can represent other countries.
- To learn vocabulary of products and percentages. Geography lesson.
- Everyone must speak and share info in English.
OBJECTIVE: What is it like working in an international worker organization?

MATERIALS/RESOURCES:
- video
- magazine photos/pictures
- different union newsletters to see how they deal with a particular issue

PROCEDURES:
- Ask students about their experiences in their countries (speaking)
- Teacher to steer discussion to get into context of garment industry
- Teacher: bring out different union articles and how these unions deal with garment industry (reading)
- Small groups: each gets a different newsletter/article in a particular country; discuss and analyze how problem was resolved (time limit)
- Back together to present findings

EVALUATION:
- Test: series of multiple choice questions
- Group present what is their solution or problem and write them in front of questioning class
OBJECTIVE: What is objective of having an international workers' organization

MATERIALS/RESOURCES:
- Puppet
- Newspaper (domestic and international)

PROCEDURES:
- Role play or puppet about experience
- Students research (individual recognition) on a common problem to discuss
- Translation activities (reading + translate, read + rewrite into English)

EVALUATION:
OBJECTIVE: What is the social responsibility of multinational companies to their foreign workers and to the host country?

MATERIALS/RESOURCES: INFORMATION — magazine articles, photos, newspaper articles, Advertisements, Manufacturers' reports, photo dictionary, 

PROCEDURES: Look at these products — Advertisements for various products — where they are made — how much do they cost — Where they are bought —

EVALUATION:

Benefits (Same Company)

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BEST COPY AVAILABLE
1. What large U.S. companies are in your home country?

2. Introduce yourself:
3. Your Native Country
4. What foreign company is in your country?
5. Do people like to work for these foreign companies? What product do they make?
OBJECTIVE: To learn about the expectations of young women in global society.

MATERIALS/RESOURCES:
Story adapted from "Inequality"
Chapter 1, Inside,
PP 116 - 118

PROCEDURES:
- House question: What kind of work do women do in your country? Write them.
- Help categorize paid or unpaid - how paid or what kind
- How much do they make?
- Make chart of wages to compare
- Comparison with this country - conditions, same work
- Pair people up to interview: What do you do? What did you do before
- Adapt article on woman who worked in the... Inequality

EVALUATION:
General evaluation of what learned (every week)
1. Why are young women pregnant now and how are their lives affected?
2. What kind of organization has been done in US and World?
3. How to improve that organization
OBJECTIVE:

MATERIALS/RESOURCES:

PROCEDURES:

EVALUATION:
LIST OF RESOURCES
Resources used to develop curriculum:


*"The Global Assembly Line" video by Lorraine Gray, distributed by New Day Films.

Human Resources

-ILGWU Organizer, Jeff Hermansen.
RESULTS OF ORAL EVALUATIONS
Results of oral evaluations
(Workshop 1)

Positive
1. Review of what learned and why -- useful and challenging
2. Reading-- gave important background information, liked dynamic of reading in pairs
3. Active participation is best way to learn
4. Song was good
5. Curriculum development with students was the best part of workshop
6. Student input was important
7. Enjoyed agree/disagree activity
8. Good topic -- new information -- "learned a lot"
9. Good English practice
10. Got ideas from methodologies used in workshop to use in class

Negative (Suggestions)
1. More reading and writing
2. More graphics to accompany written materials
3. Guide small group discussion more with specific questions
4. Time too short, cut off activities
5. Information was confusing at times
6. Sometimes students don't want to learn about a subject, they say they just want to learn "English".
7. Not enough review and repetition to reinforce language learning
8. More discussion would have been helpful
9. Sometimes was to teacher focussed
Results of Oral Evaluations
Workshop 2

Positive
1. Excellent choice of theme
2. Good teacher - good participants
3. Exercises were motivating
4. Good "system" (methodology), very objective
5. Good materials
6. Enjoyed communication between teachers and students
7. Good ideas for curriculum came out of workshop
8. Thought everyone was a student, didn't realize that some were "teachers" and others "students"
9. Collaboration between teachers and students helps students to work harder

Negative (Suggestions)
1. More writing (not enough time)
2. Difficult at times to cross the bridge between the different worlds of students and teachers
3. Sometimes students don't help teachers to give up power
4. Should have participants be responsible for timekeeping during small group work
5. Time too short
6. More information to students about workshop before it begins, formal invitations, Student Council should be involved
7. Evening sessions were okay, but Saturday (6 hours) was too long
8. Get more done in 3 hours than in 6
9. Want more follow up to workshop
10. More time for exercises
WRITTEN EVALUATION FORMS
After attending this workshop:

1. Do you feel that you have a better understanding of the garment industry's place in the global economy?
   very much       somewhat       a little       not much

2. Would you like to learn more about the global economy and its affect on workers here and in other countries?
   very much       somewhat       a little       not much

3. Was the content of the workshop interesting to you as a teacher in a garment workers union program?
   very much       somewhat       a little       not much

4. Do you think it's important that union members understand the global economic issues affecting the garment industry?
   very much       somewhat       a little       not much

5. Did the workshop help you to understand the educational methodology promoted by the union's ESL program?
   very much       somewhat       a little       not much

6. Do you feel that you are better able to work as a partner with your students on developing curriculum for ESL classes?
   very much       somewhat       a little       not much

7. Would you be interested in participating in a team developing curriculum for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?
   very much       somewhat       a little       not much

8. Do you think people learn English better when lessons are planned around a specific theme?
   very much       somewhat       a little       not much
9. How do you think teachers and students and union representatives can work together on developing content based ESL curriculum most effectively? Be specific. Give concrete examples.

10. Do you think workers should take action on the issues discussed in this workshop? If so, what kind of action do you think workers should take? Be specific. Give concrete examples.
Evaluacion

Después de asistir a este taller:

1. Cree ud. que tiene un mejor entendimiento del papel de la industria textil en la economía global?
   mucho       algo       un poco       muy poco

2. Le gustaría aprender más sobre la economía global y como les afecta a los trabajadores aquí y en otros países?
   mucho       algo       un poco       muy poco

3. Le fue interesante a ud. el contenido del taller ya que estudia en un programa de inglés de una union de la industria textil?
   mucho       algo       un poco       muy poco

4. Le parece a ud. que es importante que los miembros de la union entiendan la situación económica global y su efecto en la industria textil?
   mucho       algo       un poco       muy poco

5. Le ayudó el taller a entender mejor la metodologia de enseñanza promovida por el programa de inglés de la union?
   mucho       algo       un poco       muy poco

6. Cree ud. que puede trabajar mejor en conjunto con su profesor en desarrollar materiales para clases de inglés?
   mucho       algo       un poco       muy poco

7. Le interesaría participar en un equipo para desarrollar materiales para clases de inglés sobre la situación económica global y otros asuntos relacionados que afectan a la industria textil?
   mucho       algo       un poco       muy poco

8. Cree ud. que la gente aprende el inglés mejor cuando las clases se dan alrededor de un tema determinado?
   mucho       algo       un poco       muy poco
9. Como cree ud. que los profesores, los estudiantes y los representantes de la union pueden trabajar juntos mas efectivamente en desarrollar materiales para las clases del ingles? Por favor, sea especifico, de ejemplos concretos.

10. Cree ud. que los trabajadores deberian de tomar accion en cuanto a los asuntos discutidos en el taller? Si piensa que si, que tipo de acciones considera ud que deberian emprender?
Evaluation Form

After attending this workshop:

1. Do you feel that you have a better understanding of the garment industry's place in the global economy?
   very much somewhat a little not much

2. Would you like to learn more about the global economy and its affect on workers here and in other countries?
   very much somewhat a little not much

3. Was the content of the workshop interesting to you as a student in a garment workers union program?
   very much somewhat a little not much

4. Do you think it's important that union members understand the global economic issues affecting the garment industry?
   very much somewhat a little not much

5. Did the workshop help you to understand the educational methodology promoted by the union's ESL program?
   very much somewhat a little not much

6. Do you feel that you are better able to work as a partner with your teacher on developing lessons for ESL classes?
   very much somewhat a little not much

7. Would you be interested in participating in a team developing lessons for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?
   very much somewhat a little not much

8. Do you think people learn English better when lessons are planned around a specific theme?
   very much somewhat a little not much
9. How do you think teachers and students and union representatives can work together on developing ESL lessons based on specific themes most effectively? Be specific. Give concrete examples.

10. Do you think workers should take action on the issues discussed in this workshop? If so, what kind of action do you think workers should take? Be specific. Give concrete examples.
Evaluación

Después de asistir a este taller:

1. Cree ud. que tiene un mejor entendimiento del papel de la industria textil en la economía global?

mucho   algo   un poco   muy poco

2. Le gustaría aprender más sobre la economía global y cómo les afecta a los trabajadores aquí y en otros países?

mucho   algo   un poco   muy poco

3. Le fue interesante a ud. el contenido del taller ya que estudia en un programa de inglés de una union de la industria textil?

mucho   algo   un poco   muy poco

4. Le parece a ud. que es importante que los miembros de la union entiendan la situación económica global y su efecto en la industria textil?

mucho   algo   un poco   muy poco

5. Le ayudó el taller a entender mejor la metodología de enseñanza promovida por el programa de inglés de la union?

mucho   algo   un poco   muy poco

6. Cree ud. que trabajó en colaboración con los profesores en las actividades en este taller?

mucho   algo   un poco   muy poco

7. Le interesaría participar en un equipo para desarrollar materiales para clases de inglés sobre la situación económica global y otros asuntos relacionados que afectan a la industria textil?

mucho   algo   un poco   muy poco

8. Cree ud. que la gente aprende el inglés mejor cuando las clases se dan alrededor de un tema determinado?

mucho   algo   un poco   muy poco
9. a. Como cree ud. que los profesores y los estudiantes pueden trabajar juntos mas efectivamente en desarrollar materiales para clases de ingles? **Por favor, sea especifico. De ejemplos concretos.**

b. Como cree que los profesores, los estudiantes y los representantes de la union pueden trabajar juntos en desarrollar materiales para clases de ingles?

10. a. Considera ud. que su experiencia en este taller le ayudara a trabajar en colaboracion con los profesores y otros estudiantes en desarrollar materiales para clases de ingles?

b. De ejemplos concretos de cuando ud. sintio que estaba trabajando en colaboracion con los profesores y otros estudiantes durante este taller?
Evaluation

After attending this workshop:

1. Do you feel that you have a better understanding of the garment industry's place in the global economy?
   
   very much    somewhat    a little    not much

2. Would you like to learn more about the global economy and its affect on workers here and in other countries?
   
   very much    somewhat    a little    not much

3. Was the content of the workshop interesting to you as a teacher in a garment workers' union program?
   
   very much    somewhat    a little    not much

4. Do you think it's important that union members understand the global economic issues affecting the garment industry?
   
   very much    somewhat    a little    not much

5. Did the workshop help you to better understand the educational methodology promoted by the union's ESL program?
   
   very much    somewhat    a little    not much

6. Do you feel that you worked as a partner with the students in the activities in this workshop?
   
   very much    somewhat    a little    not much

7. Would you be interested in participating in a team developing curriculum for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?
   
   very much    somewhat    a little    not much

8. Do you think people learn English better when lessons are planned around a specific theme?
   
   very much    somewhat    a little    not much
9. a. How do you think teachers and students can work together on developing content based ESL curriculum most effectively? Be specific, give concrete examples.

b. How do you think teachers, students and union representatives can work together on developing content based ESL curriculum most effectively?

10. a. Do you think your experience in this workshop will help you to work better as a partner with your students on curriculum development?

b. If yes, in what ways do you plan to work as a partner with your students in the future?
After attending this workshop:

1. Do you think it's important that union members understand the global economic issues affecting the garment industry?
   very much  somewhat  a little  not much

2. Did the workshop help you to understand the educational methodology promoted by the union's ESL program?
   very much  somewhat  a little  not much

3. Do you feel that you are better able to work as a partner with students and teachers on developing curriculum for ESL classes?
   very much  somewhat  a little  not much

4. Would you be interested in participating in a team developing curriculum for ESL classes on global economic issues (and other related issues) affecting the garment industry and garment workers?
   very much  somewhat  a little  not much

5. Do you think people learn English better when lessons are planned around a specific theme?
   very much  somewhat  a little  not much

6. How do you think teachers and students and union representatives can work together on developing content based ESL curriculum most effectively? Be specific. Give concrete examples.
7. Do you think workers should take action on the issues discussed in this workshop? If so, what kind of action do you think workers should take? Be specific. Give concrete examples.
RESPONSES TO WRITTEN EVALUATION
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* 1 = no response
QUALITATIVE RESPONSES TO WRITTEN EVALUATION FORM -- GROUP 1

Teachers -- 3

Question # 9

Workshops-- 3
Access to union representatives (as resources and speakers)-- 3
Written suggestions from students-- 1
Teacher shares-- 2

Question # 10

Yes 2  No 1

If yes,
Letter writing campaigns-- 1
Participate in Boycotts-- 1
More education (on situation of Third World workers)-- 2
Students-- 4
Questions # 9
Workshops-- 4

Question # 10

Yes 4  No 0

If yes,
Participate in union activities-- 2
Defend workers' rights in the workplace-- 2
Give money to Third World workers-- 1
**RESPONSES TO QUANTITATIVE QUESTIONS ON WRITTEN EVALUATION FORM -- GROUP 2**

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*+ 1 = no response*
QUALITATIVE RESPONSES TO WRITTEN EVALUATION FORM -- GROUP 2

Teachers-- A

Question # 9A

In class sessions-- 1
Student input on topics-- 3
Student council meetings-- 1

Question # 9B

In class-- 3
Teacher shares-- 1

Question # 10A

Yes A  No 0

Question # 10B

Student participation in determining content-- 2
More communication with students-- 2
Workshops-- 1

Students-- 4

Question # 9A

Communication between teachers and students-- 5
Workshops-- 2
No answer-- 1

Question # 9B

In class-- 1
Workshops-- 3
Union activities-- 1
Student council-- 1

Question # 10A
Yes---- 7 No-- 8

Question # 10B
Throughout workshop-- 4
In small group work-- 3
When expressing own opinion-- 2
When talking about working conditions for workers in US and Third world-- 1