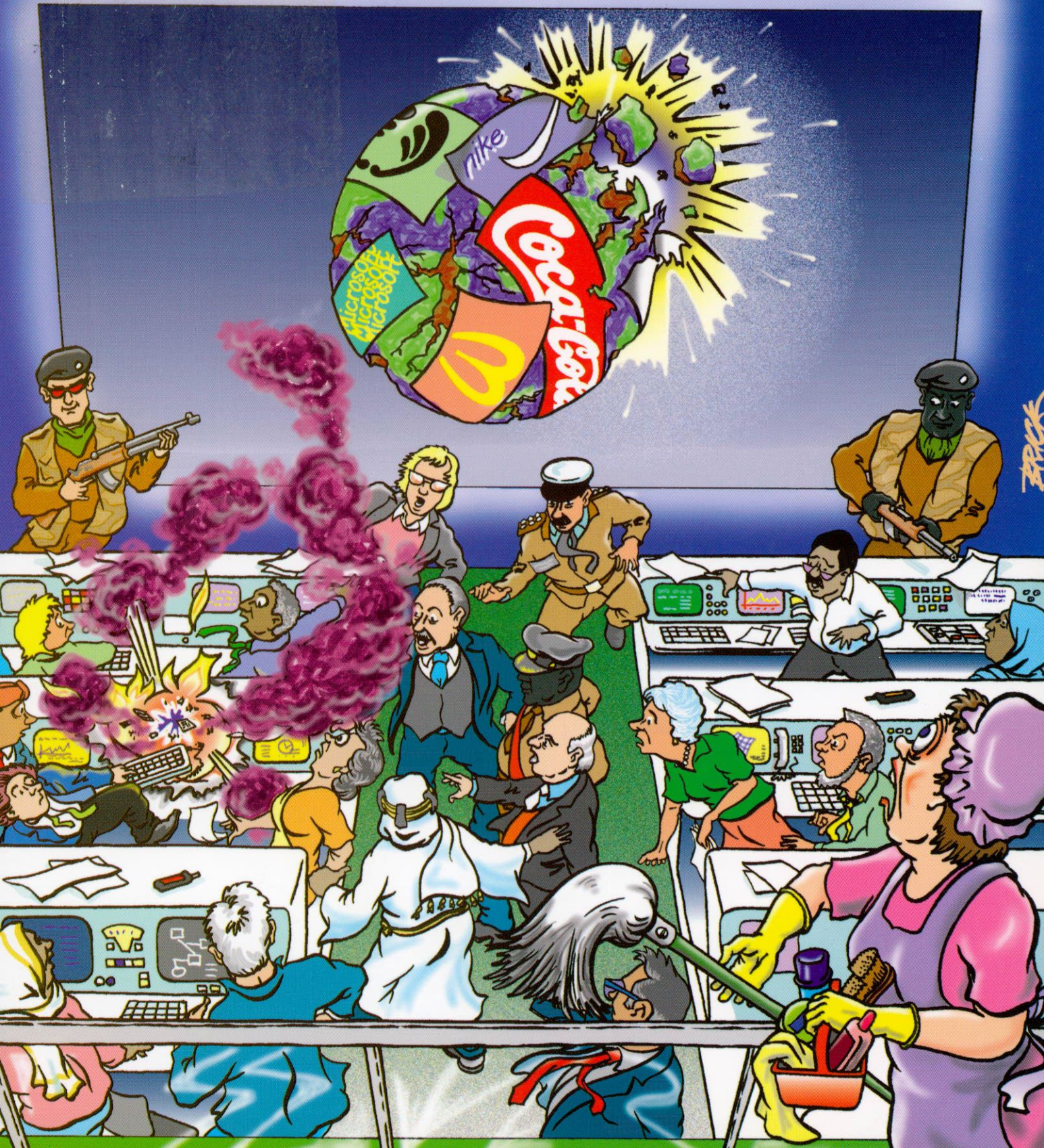


GLOBALISATION

What's it all about?



Acknowledgments

Written and edited by:

Ben Ballin - Tide~DEC
Graham Butt - University of Birmingham
Lisa James - Cockshut Hill Technology College

With the following:

Nicky Arber - Bournville School
Soyini Cook - Woodhouse School, Tamworth
John Hopkin - Geography advisor, Birmingham LEA
Andrew McLachlan - Shenley Court School
Jeff Serf - University of Wolverhampton
Dave Stanton - St John Wall RC School
Hiromi Yamashita - Global Understanding [Japan]

With contributions from:

Gaia-EC, Thessaloniki, Greece
Claire Dabner - Swanshurst School
Bill Elgar - Moseley School
Wunibald Heigl - Munich, Germany
Jun Kitamura, Kanae Nishioka - Global Understanding [Japan]
Steve Thomas - Cardinal Griffin School, Cannock
Tim Thomas - Archbishop Ilesley RC School

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This publication contributes to the *Whose Citizenship?* initiative



Globalisation - what's it all about?

A resource for geography and citizenship

Globalisation is one of the most important challenges of the world that young people are growing up into. What's it all about?

- Every day - facilitated by computer technologies - a trillion dollars zips around the world at the push of a button, as speculators determine where opportunities might lie. Entire regions rise or fall in their wake.
- In the business pages, we read of companies restructuring, merging, 'rationalising', relocating to where labour is cheaper, or the economy more amenable. In order to remain competitive, others follow suit.
- We hear from politicians about the need to compete with each other to attract outside investment. This sometimes involves them relaxing hard-won rules which were set up to protect workforces and environments. Without the investment, where will the jobs come from? Without those rules, what protection and power does the population have?

"Of the world's 100 largest economies 51 are economies internal to corporations. Only 49 are national economies."

Young people at school today have a stake in this process, and a right to be guided through its apparent chaos into an understanding, a sense of their own part within it. Their lives are already partly defined by it - work opportunities, corporate logos on clothes etc. But they are also going to define its future direction, the use of those connections, technologies and cultural possibilities that increasingly blur the global with the local.

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About this book

The rationale for Curriculum 2000 opens with this challenge for educators:

"Education must enable all pupils to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. *In particular, they need to be prepared to respond as individuals, parents, workers and citizens* to the rapid expansion of communication technologies, changing modes of employment, and new work and leisure patterns resulting from economic migration and *the continued globalisation of the economy and society*" *

This pack has been written by secondary geography teachers, to suggest ways of raising questions about some of the key issues, debates and processes involved ... and how young people might relate to them, at a political as well as a conceptual level.

Some activities could also be used as inservice materials for geography teachers, or as a cross-curricular stimulus.

In particular, it raises questions about:

- the meaning of citizenship and democracy in the context of globalisation
- the changing significance of place
- the implications of globalisation for development, North and South - and particularly for eliminating world poverty.

The materials are meant to be challenging and consultative, serving as a trigger for professional reflection, and further creative educational work, a draft road map for a place where we have yet "to boldly go".

Footnote * - our italics

CONTENTS

We have divided these materials up into four sections:

- an initial enquiry into Globalisation and its main characteristics
- a simulation game investigating global trade
- activities on specific aspects of, and controversies about, Globalisation
- case studies of Globalisation in three very diverse industries

Globalisation - what's it all about?

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Differentiation

In preparing this teaching resource, we recognise that an understanding of globalisation involves getting to grips with some very difficult concepts, even for adults. We have tried to make these concepts accessible, without obscuring the fact that they raise significant controversies and debates. We believe that by taking active, critical approaches, which include a good deal of scope for discussion and reasoned argument, we have given scope for students to approach these concepts at a variety of levels.

This means that the activities and information within the resource are nearly all capable of being differentiated so that they can be used with students across the age and ability ranges in secondary schools. Although primarily developed by teachers working with KS3 classes, these materials can be targeted to meet the particular needs of different groups and individuals. Differentiation might occur with respect to the educational goals applied, the content of the materials presented, or the assessment of the students undertaking these activities.

Essentially, differentiation refers to the opportunities and support given to students to learn at a pace and a level appropriate to their needs. Much of the data contained here can be presented to students from Year 7 to upper sixth in its original form, or with little modification. The tasks we are suggesting will, of course, have to take account of the students' varying capabilities at these different levels - and may therefore require some adaptation, especially with KS4 and Sixth Form groups.

Globalisation and citizenship

Citizen

- who understands how people are connected in the local society
- who knows how society works
- who knows where he/she stands and what kind of impact he/she has

Citizens in a globalised society

- What skills do you think citizens in a globalised society need to have?
- What kinds of attitudes do you think they/people need to have?
- What is similar or different about the understanding needed as a citizen in a globalised society from one in a local or national context?

Globalisation, education and citizenship

These materials are based on the assumption that what happens outside a school's walls [and even outside the formal curriculum!] can have a dramatic effect on young people's lives. They are therefore also based on the supposition that schools have a role and responsibility towards young people in this respect.

There is a particular need for educational ideas which equip young people to deal with some of the complex and far-reaching transformations which are taking place right now. A time of dramatic global change, political and technological transformation, environmental and human crisis, requires some dynamic thinking about citizenship, education, human rights and responsibilities. This thinking strikes at the heart of geography - people and their relationship to place - and of what we might mean by citizenship.

These dilemmas in turn throw up some challenging questions about how we, as teachers, can support young people in dealing with controversial and highly-charged subject areas, or in developing the active thinking and flexible social skills they will require for an unpredictable future. How do we do this without manipulating them into accepting our own views uncritically, but also without leaving them unsupported or "carrying the weight of the world on their shoulders?"

We hope that what we are offering here offers some helpful ideas for teaching and learning in this challenging context. We certainly believe that it offers activities which have the potential:

- to motivate young people and set them thinking;
- to stimulate serious speaking and listening about citizenship and where in the world we are;
- to raise young people's political and social confidence.

These are initial responses to a massive question, and we very much welcome feedback and ideas from other teachers in response to what we have published.

From Global Understanding, Japan



What is Globalisation?

INSET ACTIVITIES / STARTING POINTS

Here is what some people have said about Globalisation:

- Which are most true? All of them have been argued about!
- You could rank these statements in pairs or small groups [eg by using a 'diamond nine': with the statement you agree with most at the top, then two you agree partly with, three you are ambivalent about, two you mildly disagree with, and the one you most strongly disagree with at the bottom].
- Who said what? Match statements to speakers - the answers are listed opposite.
- Other statements on Globalisation can be viewed on our website at www.tidec.org

"Globalisation. Opening world markets by removing trade and other barriers and by providing better information and communication technologies."

A

"Globalisation
1. the process by which governments sign away the rights of their citizens in favour of speculative investors and transnational corporations.
2. the erosion of wages, social welfare standards and environmental regulations for the sake of international trade.
3. the imposition world-wide of a consumer monoculture."

B

"Economic globalisation is neither in the human interest nor inevitable ... There is an alternative - to localise economies, disperse economic power and bring democracy closer to the people."

C

"Globalisation is not a policy choice, it is a fact."

D

"Globalisation is irreversible and irresistible."

E

"The global capitalist system is coming apart at the seams."

F

"The essence of the process is the replacement for the first time ... of all residual non-capitalist production relations with capitalist ones in every part of the globe."

G

"The 'global village' is in some ways a misleading notion. It suggests not only interconnectedness but a sense of greater togetherness, of immediacy and reciprocity in relationships, a very large - scale idyll. The world is not much like that."

H

"Globalisation, which centralises power, destroys livelihoods and creates displacement and environmental destruction, also sows the seeds of communal politics and religious fundamentalism."

I

To try to answer the question "What's it all about?" for ourselves [as a group of secondary geography teachers] we brainstormed concepts that seemed to describe the key features of globalisation, and tried to group them [see flipchart, right].

You could try this as part of your departmental planning, or with a group of students. It might be useful to compare a similar activity at the end of a piece of work with what you had to say when you started out. Can you group these into themes? You could use the development compass rose for this [see page 9].

We have listed some useful websites below for starting research on globalisation as a topic.

Speakers

American economist
American president
American sociologist
British pressure group
British prime minister
Indian environmentalist
International financier
Swedish anthropologist
West Midlands economic planners

Globalisation

- Instability & insecurity
- Connections
- Speed of change
- Deskillling/ new skills
- Homogenisation/ hybridisation
- Cultural change
- Stakes are higher- winners win more
- Changes
- Role of international organisations eg: WTO, WB, UN, IMF. Who's who?
- Society/ interpersonal
- Death of Geography - compacting of space
- Redefinition of North/South ~+ Brazil/Newly Industrialised Countries
- Inequalities
- Corporate Power
- Flexible mobile capital
- Money - internet - role of ICT
- Decreased role of the nation state - but nationalism
- Borders - less important
- But restricts movement of other things/people?
- Food: Music
- Two-way process: winners & losers
- Inequalities accelerating within countries
- Only one superpower
- Positives/negatives - winners & losers
- Trading - potential for manipulation/power relationships and potential benefits
- Choice - opportunities - restrictions
- Futures
- Democracy - citizenship

BOOKMARKS

www.isec.org.uk

International Society for Ecology and Culture: favour development of local economies, site includes information, and onward and E-mail links

www.worldbank.org

World Bank: economic and development information - an important source of statistics, includes site for schools

www.corpwatch.org www.corporatewatch.org

Corporate Watch: two independent watchdogs monitoring large corporations - onward links, interactive sites

www.tidec.org

Tide-DEC: teaching ideas, projects and resources on global issues
All website references in this book are updated on our site

www.oneworld.org

One World: a site linking over 200 organisations involved in development

Who said what? - answers

- A. Creating Advantage - The West Midlands Economic Strategy, [Britain, 1999]
B. International Society for Ecology and Culture, pressure group. [Britain, 1999]
C. David Korzen, American economist. When corporations rule the world [1999]
D. Bill Clinton, American president [quoted 1999]
E. Tony Blair, British prime minister [quoted 1999]
F. George Soros, financier [quoted 1999, Britain]
G. William I. Robinson, American sociologist. Globalisation: nine theses on our epoch [1999]
H. Ulf Hannerz, Swedish anthropologist. Transnational Connections [1999]
I. Vandana Shiva, Indian environmentalist. The two faces of [1999]

About Globalisation

The activities in this section of the book help pupils to explore general ideas about Globalisation using data, graphs and diagrams.

PUPIL ACTIVITIES - STARTING POINTS

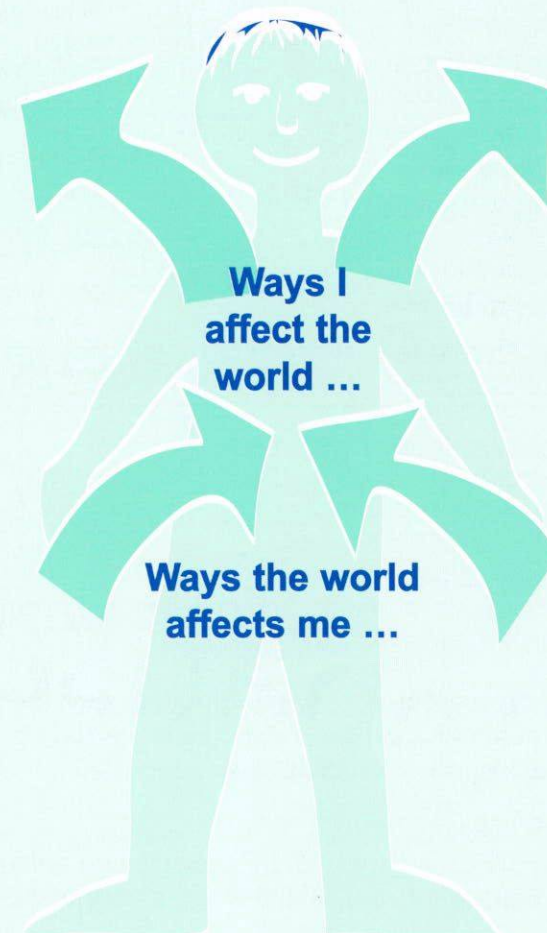
A starting activity might be a discussion of the ways in which global influences affect some everyday situations. This could be done in many different ways, two are shown below:

Globalisation is about...?

- A French style cafe in Euston Station in England, with three British Asian boys serving?
- A Japanese brand of chocolate sold in Greece, which is made in Finland?
- An Irish story, turned into a Greek cartoon, retranslated into English and published in Birmingham using an Irish print shop?
- ... finish with your own examples.

Getting glocal

Inside an outline of a person write some of the ways they affect the world. Draw arrows from these to the outside. Write around the person some of the ways the world affects them. Draw arrows from these into the person. Do some of these things join up?



Glocal - A word meaning that all local things have now got global sides to them, and all global ones have local sides to them.

Key themes about the process of Globalisation are shown on the Globalisation cards below. These resulted from an activity with a group of West Midlands teachers.

- With a partner or as a group, discuss the statements on the Globalisation cards. Do you agree with them?
- Make a list of questions which you need to ask about the Globalisation process or data that you might need to use to find out about it.
- You could add to or change these statements, or create your own cards.



Globalisation cards

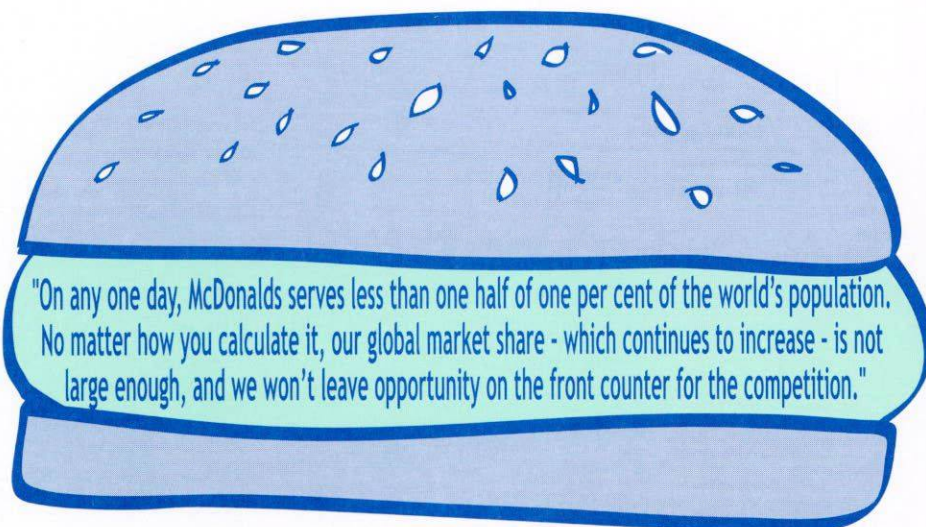
Global giants: the multinational corporations

Globalisation can be understood in terms of the production and consumption on a world-wide scale of:

- items [such as televisions],
- ideas [such as the best way to organise making things] and
- lifestyles [such as owning 'designer label' goods]

More and more of this activity is controlled by large companies which operate globally. Out of the world's largest economies, over half of them are companies rather than countries.

For example, 30 million people are served every day in McDonalds' 14,000 restaurants in over 100 different countries worldwide.



McDonalds Annual Report [Source: The Ecologist Vol 29 No 3]

PUPIL ACTIVITIES

The page opposite gives statistical information on the largest multinational corporations. A suggested route through the data might be to consider the following questions.

- 1 The GNP of the United Kingdom in 1997 was US\$1231.3 billion. How does this compare with the total assets of the top ten multinational corporations on the graph opposite?
- 2 You could look at internet websites and country information to develop your ideas further [see also the following pages].
- 3 The development compass rose is a framework for asking questions about development issues. Choose one corporation and research answers to the key questions on the compass points.
- 4 Create a display poster to illustrate your ideas, including your own questions.

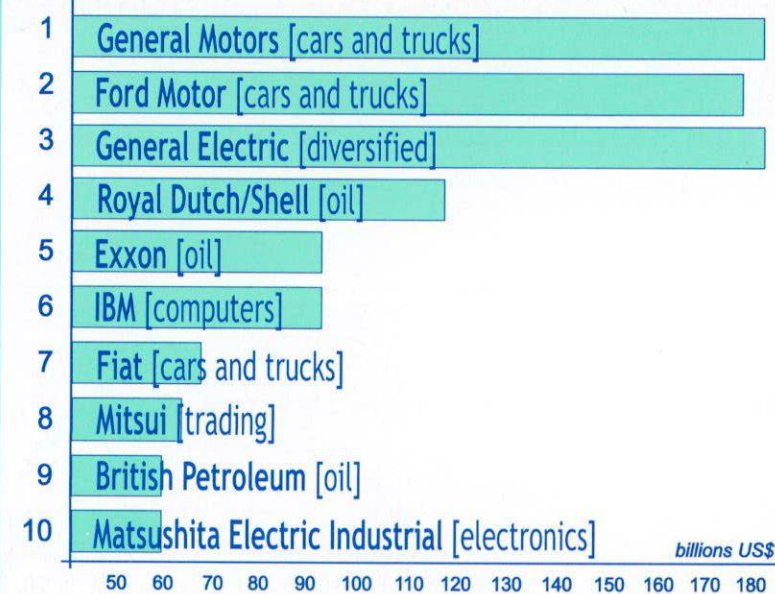
Key words

GNP - Gross National product. The sum of goods and services bought for private consumption, plus government spending, plus net exports [exports minus imports], plus business investment.

HDI - Human development index.

A measure of the economic and social development of a country, compiled by the United Nations. In 1998, Canada was at the top of this list, Sierra Leone at the bottom. Of the dominant economic powers, the US and Japan came third and fourth, and the UK tenth.

The ten largest non-financial Multinational Corporations



Source: Managing across cultures, Janet Drez, September 1999
<http://www.siu.edu/~psycho/psyc323/chapt04/>

BOOKMARKS

Multinational corporations' own sites

General Motors: www.gm.com

Ford Motors: www.ford.com

General Electrics: www.ge.com

Royal Dutch Shell: www.shell.com/royal-en/

Exxon: www.exxon.com

Itochu: www.itochu.co.jp

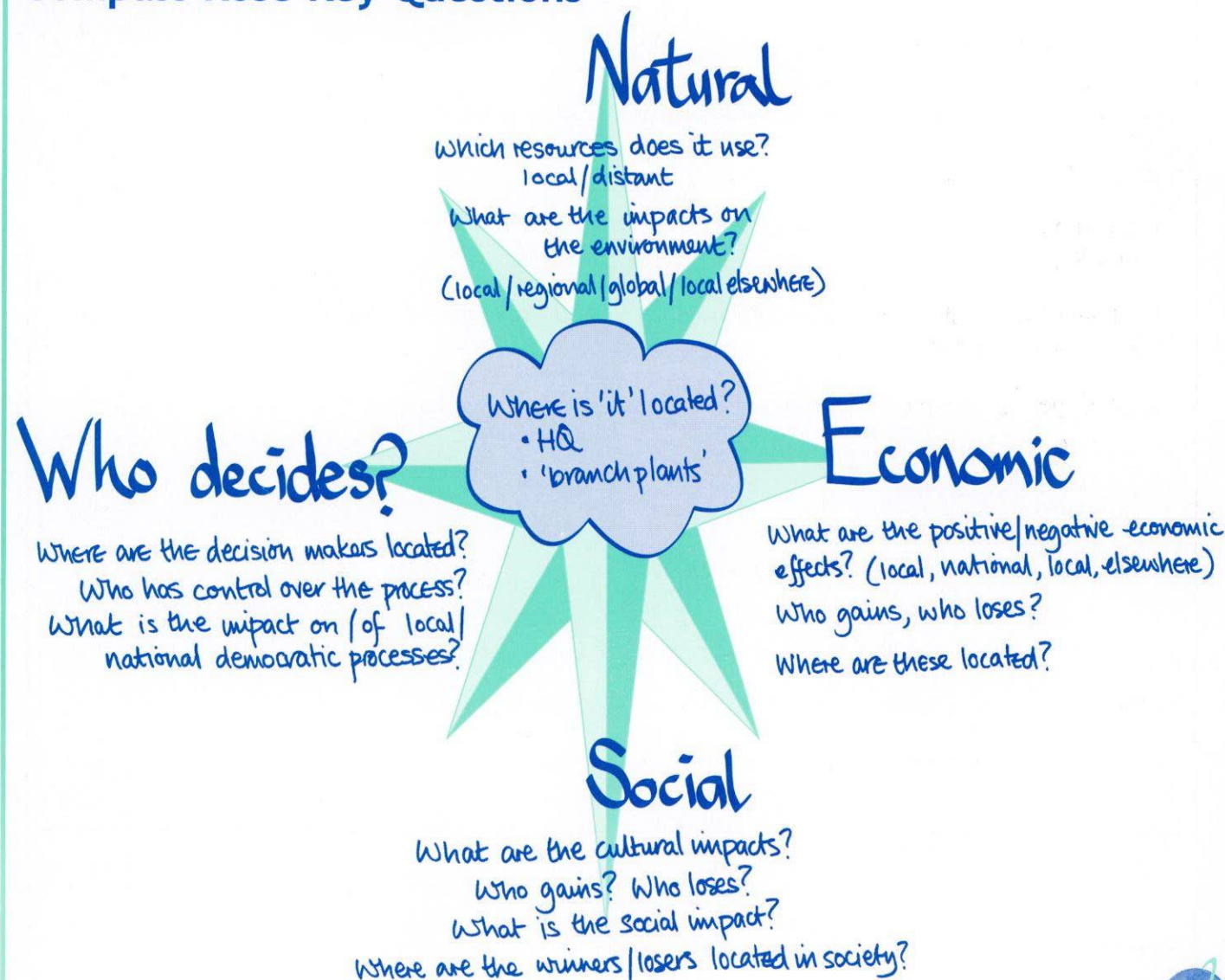
Mitsui: www.mitsui.co.jp/En/index.html

BMW: www.bmw.com/bmw/homepage/

The Bodyshop: www.the-body-shop.com

There are hundreds of company profiles with onward links indexed at <http://biz.yahoo.com/i/>

Compass Rose Key Questions



Global giants: Making money

Globalisation has involved important changes in who makes the decisions which affect people's lives. The balance between private wealth and government wealth is shifting in favour of the former [ie into fewer hands].

PUPIL ACTIVITIES

Activity

- Using the data opposite, make a list of the countries, corporations and people in order of wealth. Put the wealthiest first, the least wealthy last.
- For each country, find a corporation which is close to it in wealth.
- Taking an outline map of the world, use symbols or labels to mark on the location of the corporations and countries.
- Do a survey of your group or class - find out:
 - which of the corporations they have heard of, and why
 - what they know about the countries
 - what they know about Bill Gates.
- In groups, choose which person, corporation or country you think has most influence on young people's lives. Present your decision to the whole class. Have a class vote, then add your results and summary to your world map.
- Evaluation - look again at the list you made for [a]. Which do you think have most power over peoples' lives? Discuss this with a partner or the whole class, explaining your thinking.

Further work

Choose one or more of the following tasks, using the internet to help you. [See bookmarks opposite.]

Find out what the other top twenty corporations are, and where they are based. Show your results on a world map.

Work in groups. Each investigates one of the corporations in more depth. Find out:

- Its name
- Where it is based
- What its main products are
- Some of the main countries it operates in
- How wealthy it is
- How many people it employs

Use the corporation research grid opposite to organise your findings.

[Some of the sites for these corporations are listed on page 9]

The 5 largest corporations - by sales, 1997

Company	Activity	Total sales	Base
Billions of US dollars			
General Motors	Cars and trucks	164	US
Ford Motor	Cars and trucks	147	US
Mitsui and Co.	Trading	145	Japan
Mitsubishi	Cars and trucks	140	Japan
Itochu	Trading	136	Japan

Source - Forbes Magazine, 1998

Five selected countries and GNP, 1997

Country	HDI Rank	GNP [US dollars]	
		Total [in billions]	Per head
Norway	2 [High]	159	36,100
Saudi Arabia	78 [Medium]	143.4	7,150
Poland	44 [High]	138.9	3,590
South Africa	101 [Medium]	130.2	3,210
Sierra Leone	174 [Low]	0.8	160

Source - UNDP Human Development Report, 1999

Corporation Research Grid

1. WHO	2. WHERE
3. PRODUCTS	4. COUNTRIES
5. WEALTH	6. EMPLOYEES



The three richest people in the world [1999]



Bill Gates, owner of Microsoft, in Seattle, USA. Wealth: \$51 billion



Sultan Hassanal Bolkiah, Brunei. Wealth: \$30 billion



Warren Buffett, USA. Wealth: \$36 billion

BOOKMARKS

A starting point for research might be www.ask.co.uk

Corporation information can be accessed from corporate sites listed on pages 8-9. A critical view of many companies can be found on www.corpwatch.org/

To find out more about Bill Gates, try www.microsoft.com/BillGates/ You might want to ask Bill some questions based on your work for this section; have a discussion in your group or class to decide which questions to ask askbill@microsoft.com

For the 'rich list' try www.forbes.com

Comparing corporations

PUPIL ACTIVITY

Opposite are maps about two major corporations - Nike and Toyota. They show where the production and consumption of goods made by these companies takes place.

- Have a careful look at these four maps and the kind of information that they show.
- What data has been plotted? What does this tell you about the companies?
- What is similar about the patterns on them? What is different? Why?
- How might the maps have looked five years ago?
- How might they look in five years time?
- Who wins and loses? Use a winners/losers grid to record your ideas.

Winners / losers grid	
Winners	Losers
Person	Person
Reason	Reason
Person	Person
Reason	Reason

NIKE - Sportswear manufacturer, USA

Nike produces 90 million pairs of sports shoes every year, and is the world's number one producer. The largest production centre is Indonesia, with 17 footwear factories. Most of the producers of Nike shoes are not directly employed by Nike, but by contractors paid to produce for the company.

Some 500,000 people are involved in production worldwide - with a small number of direct employees, chiefly in the US. Following criticism of how workers were treated, Nike have developed a code of conduct - they are keen to maintain a good image in a competitive market.

"In Indonesia, employees of clothing suppliers are expected to work in excess of 65 hours a week and yet are struggling to survive on less than one \$US a day"

Nike Casefile, November 1999. Clean Clothes Campaign.

Production

Indonesia, China, Vietnam, Thailand, Bangladesh, USA [mainly at World Campus and HQ, Beaverton, Oregon]. In 1998 Nike were also considering moving production to Eastern Europe.

Consumption [from 1999 annual report]

US \$4724 million Europe \$2256 million Asia \$845 million Americas [inc. Canada] \$507 million

Total turnover 1999 \$8777 million

Website: www.nikebiz.com

TOYOTA - Car manufacturer, Japan

[Info from 'Outline of Toyota' June 1999 and website, April 2000]

Toyota is Japan's largest car manufacturer, and one of the world's largest corporations. Following a financial crisis in Asia in the late 1990s, these companies have been cutting back on production - especially outside Japan. There has also been over-production of certain types of cars worldwide. The future of large production centres is in doubt, including the factory at Burnaston near Derby. This issue is discussed later in this book.

Production [thousands of units, 1998.

1 unit = approx 1 car]

Japan 3,165.8 North America 962.8
Europe 175.7 Asia 124.8
Oceania 100.8 Africa 74.1
Latin America 15.3 Middle East 14.4

Total production [including Daihatsu cars] - 5195.8

Consumption [thousands of units, 1998]

Japan 1711 North America 1516
Europe 540 Asia 229.5
Middle East 212.4 Oceania 176.5
Africa 129.7 Latin America 125

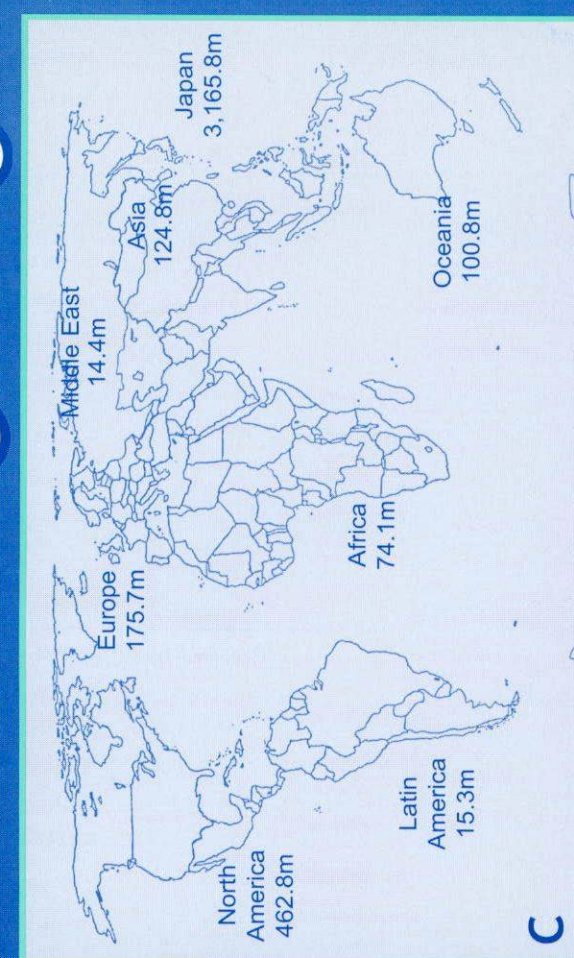
Total sales 1997 - US\$109 billion

[UNDP Human Development Report, 1999]

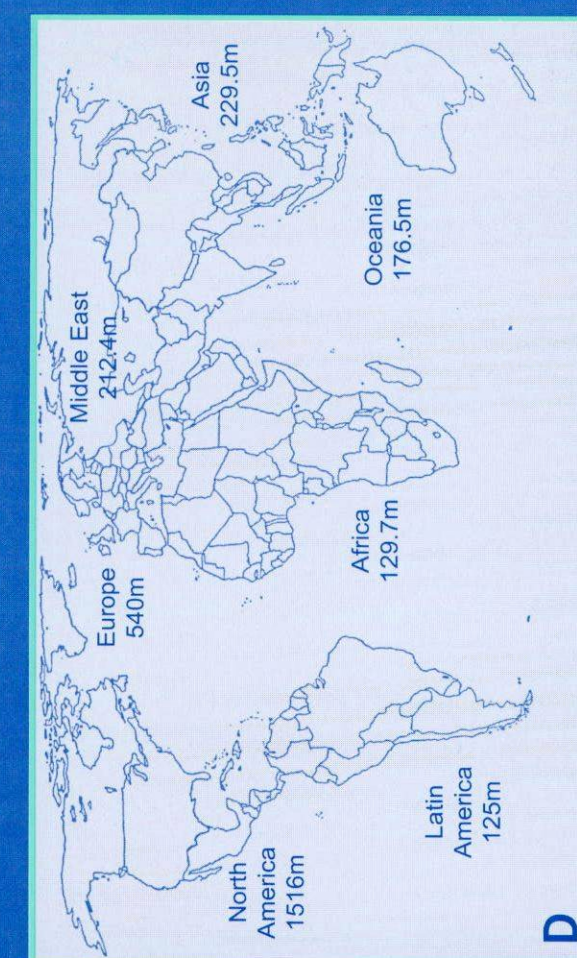
Website: www.global.toyota.com



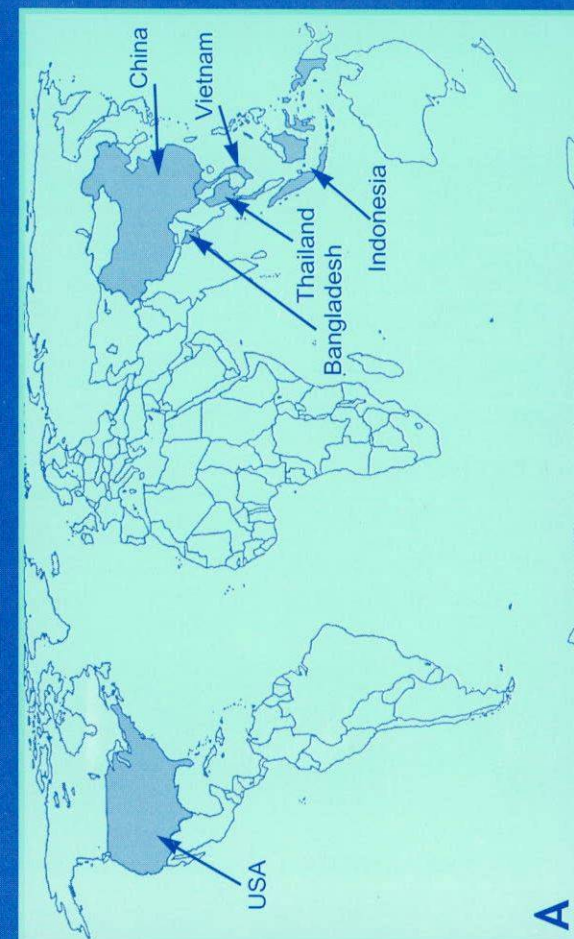
TOYOTA



C



D



A



B

PRODUCTION CONSUMPTION



Investigating global trade - a simulation

The Globalisation game updates the existing Trading game, published by Christian Aid [see resources section in back]. It has been designed to demonstrate Globalisation's impact on World Markets and Trading Units.

It would be helpful if the students had played the original trading game before playing this version, and have explored basic concepts about world trading units.

AIMS

- The game illustrates how trade can benefit and hinder the economic development of different 'Economic units'.
- It generates and reinforces ideas about world trade and the impact of Globalisation upon the trading process.

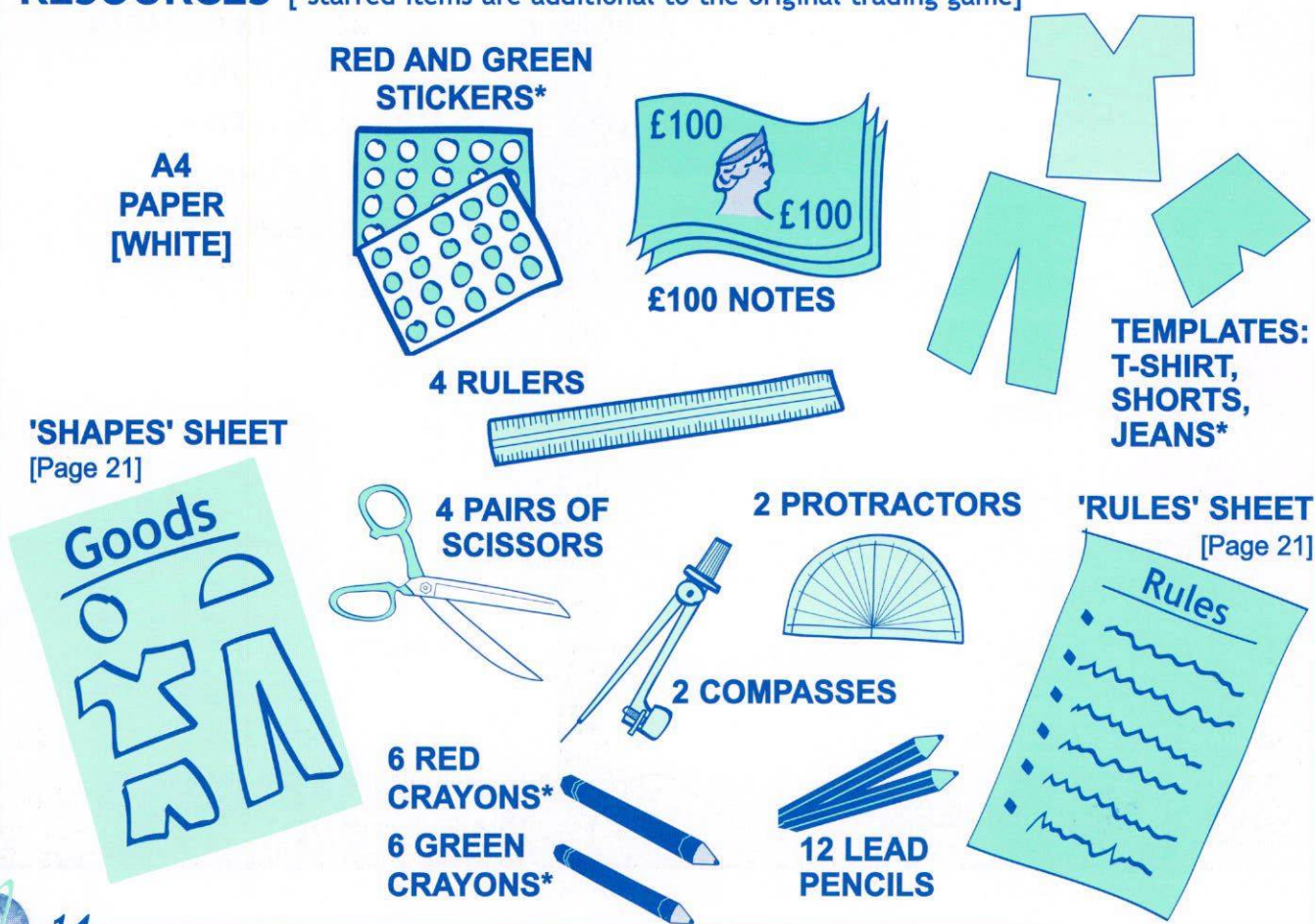
TIME

- Preparation time needed prior to the game to clarify ideas about Globalisation and to play the original trading game.
- A minimum of ONE HOUR needed to play the game.
- De-brief / feedback session [30 minutes - 1 hour].

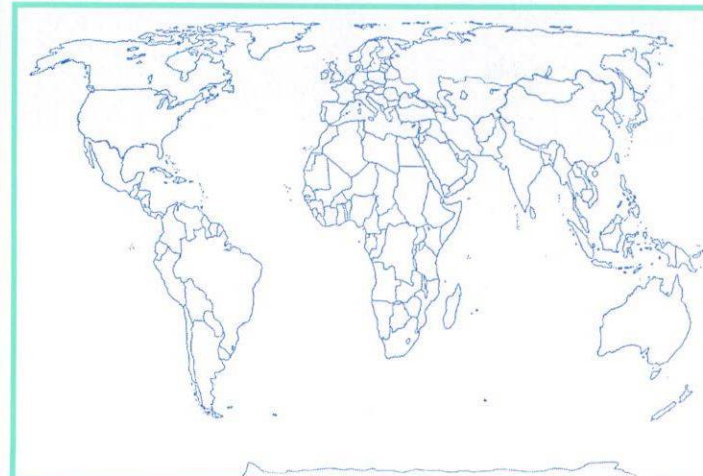
PLAYERS

- Up to 30 players
- 4 or 5 'staff' needed to monitor the progress of the game and to act as the BANKER[S], UNITED NATIONS, GLOBAL COMMUNICATIONS REPRESENTATIVE and the GAME LEADER. The 'staff' could be sixth form students, classroom assistants or pupils chosen by the teacher from the group playing the game.

RESOURCES [*starred items are additional to the original trading game]



Setting up the game



The three groups A, B and C represent countries/trading units at different levels of economic development. For example:

A - UK, Japan, C.I.S., Italy

B - India, Taiwan, Brazil, Nigeria

C - Tanzania, Kenya, Ghana, Vietnam

ROLES / GROUPS / RESOURCES

STAFF

- GAME LEADER
- WORLD BANKER[S]
- UNITED NATIONS REPRESENTATIVE
- GLOBAL COMMUNICATIONS REP.

RESOURCES

- WHISTLE
- CALCULATORS / LEDGER SHEETS
- 'FINES' SHEETS
- E-MAIL ENVELOPES

2 X GROUP A RESOURCES

- 2 SCISSORS
- 2 RULERS
- 1 COMPASS
- 1 PROTRACTOR
- 2 SHEETS OF PAPER
- 6 £100 NOTES
- 4 LEAD PENCILS
- 1 'COMPUTER' [to receive e-mails]

2 X GROUP B RESOURCES

- 15 SHEETS OF PAPER
- 2 £100 NOTES
- 2 RED CRAYONS
- 2 GREEN CRAYONS

2 X GROUP C RESOURCES

- 8 SHEETS OF PAPER
- 2 £100 NOTES
- 2 LEAD PENCILS
- 1 RED CRAYON
- 1 GREEN CRAYON

ALL GROUPS SHOULD HAVE:

- 'RULES SHEET'
- 'GOODS SHEET'

SOME GROUPS WILL BE GIVEN [DEPENDENT ON LEVEL OF PRODUCTION]:

- LOGO STICKERS
- TEMPLATES FOR THE PRODUCTS
- E-MAILS
- A 'COMPUTER' [FOR E-MAILS]

A photocopyable objectives/rules sheet and goods sheet can be found on page 21

The Globalisation game plan ...

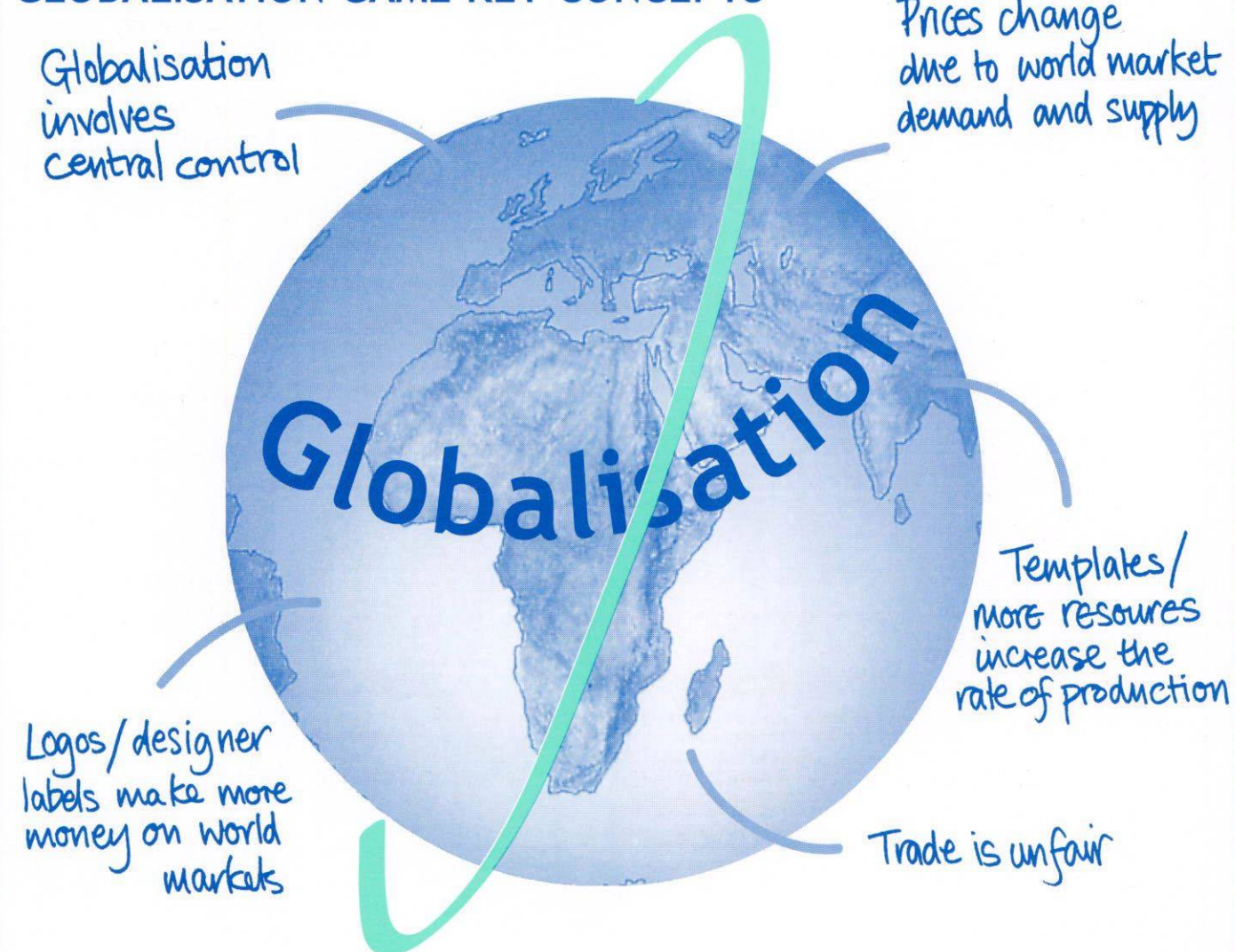
GAME OBJECTIVES

- The objective for each group is to make as much money as possible by manufacturing goods shown on the 'GOODS SHEET'.
- Logos and trademarks are awarded after the production revenue reaches £5000.
- Each manufactured item has its own value and the goods should be given to the banker in groups of five.

GAME RULES

- ALL GOODS MUST BE DRAWN IN LEAD PENCIL, CUT WITH SCISSORS TO THE EXACT SIZE SHOWN ON THE 'GOODS SHEET'.
- YOU CAN ONLY USE THE MATERIALS THAT HAVE BEEN GIVEN OUT.
- NO PHYSICAL FORCE IS TO BE USED DURING THE GAME.
- THE UNITED NATIONS REPRESENTATIVE WILL SORT OUT ANY DISAGREEMENTS.
- INFORMATION MAY BE RELAYED TO YOU DURING THE GAME BY THE WORLD BANK, THE UNITED NATIONS OR AN E-MAIL.

GLOBALISATION GAME KEY CONCEPTS



STAGE ONE: 0-20 MINUTES

- Split the class into SIX groups of four or five.
- Players are issued with their resources, the 'RULES SHEET' and 'GOODS SHEET'.
- The GAME LEADER should read out the rules and emphasise the game's aim and objectives.
- The game begins with groups manufacturing and trading, then banking goods in groups of five items.
- When a group's bank account reaches a threshold of £5000 they are awarded a trademark / logo. [This consists of a sheet of stickers, red or green, which can be applied to the product.] This DOUBLES its value.
- Trade continues with prices changing as demand for particular items change. The game leader informs the groups by announcing changes in prices paid.

STAGE TWO: 20-40 MINUTES

- When a group's bank account reaches £10,000 they are given two sets of templates for T-shirts, shorts and jeans. This will speed up their production.
- During this section the GLOBAL COMMUNICATIONS REPRESENTATIVE will play a key role. E-mail will be sent to those groups who are on-line with information about imminent price changes and suggestions for making more money.
- Towards the end of this section E-mails should advise groups to set up or take over production in other groups. This is most likely to be in Group C - the templates / logo stickers and some resources could be given to illustrate the idea of branch plants for multinational organisations in Developing countries.
- Charges could be levied for this when the items are banked [for example, 60% to the owners and 40% to the host group where the production has taken place].
- Continue to trade and change prices.

STAGE THREE: 40-60 MINUTES

- During this section the groups who have pencil crayons may be encouraged to produce counterfeit goods [by adding a drawn logo to their goods which will add 50% to the price of their goods].
- Some groups may become connected to the GLOBAL COMMUNICATIONS NETWORK and receive E-mail to help with their production of goods.
- If there's time, groups may receive help and resources [some more plain paper or scissors from the world bank in the form of a loan].
- Stop the game to leave enough time for each group to fill in an evaluation sheet to provide a record of the game's events and how they did.

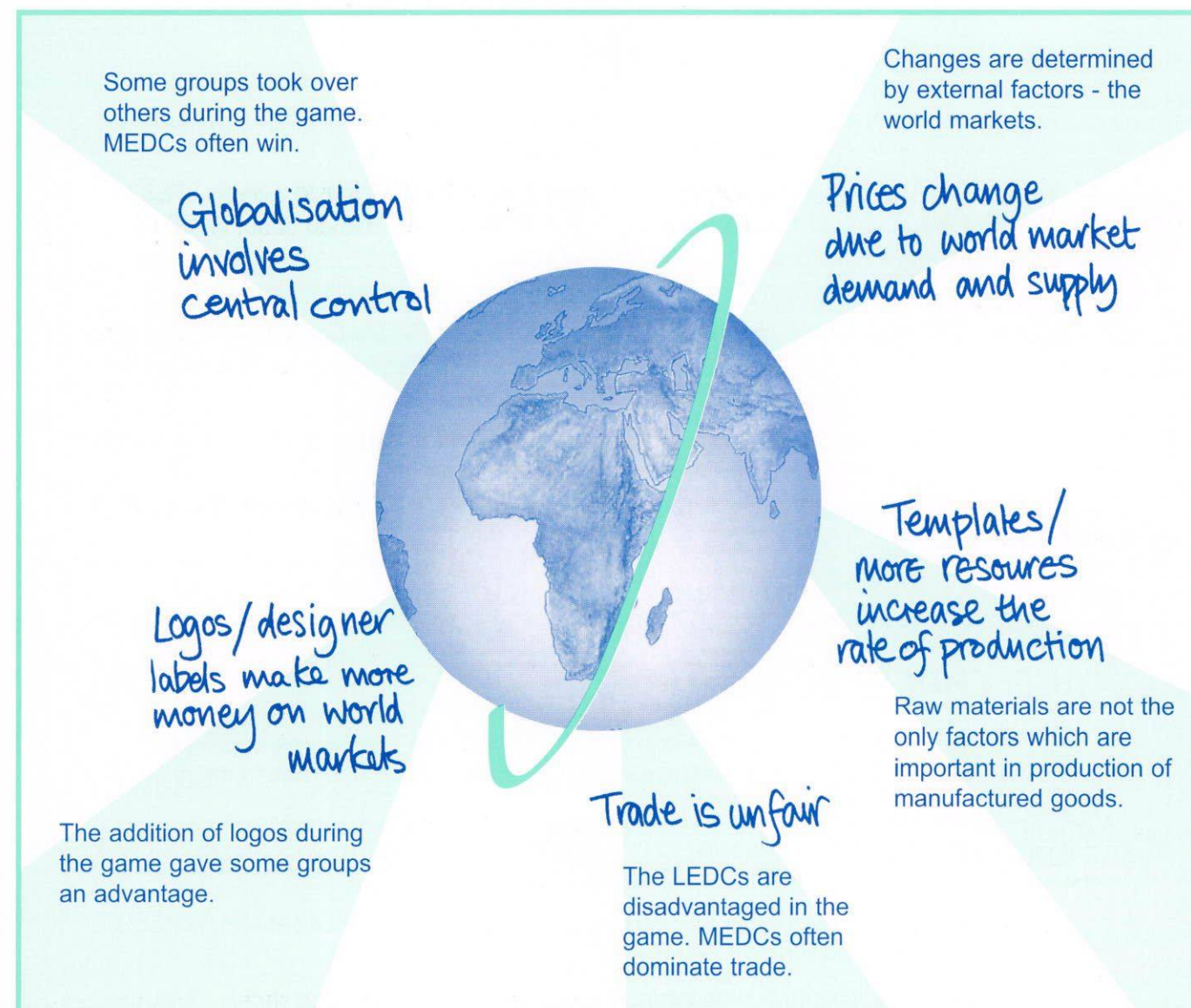
Debriefing the Globalisation game

FOLLOW UP WORK

Following the Globalisation game, groups should have a detailed debriefing session to draw together key ideas and concepts. Using the evaluation sheet filled in at the end of the game the groups could evaluate their experiences and share them with the class. This should encourage some good discussion and will lead to a clarification of ideas about Globalisation.

You could use the key concepts diagram [page 16] as a framework for groups to identify outcomes from the game - and interpret them.

The future sheet [page 20] can be used to look at global futures and stimulate discussion about preferred and likely outcomes.



Extension: students could further explore how globalisation works using a classroom activity about the 1998 World cup on Tide-DEC's website www.tidec.org. This could easily be updated using another global sporting event [eg Olympics, Commonwealth Games]

GLOBALISATION GAME EVALUATION SHEET



GROUP NUMBER AND MEMBERS



WHAT RESOURCES DID YOU GET?



WHAT THINGS DID YOU TRADE?



WHO DID YOU TRADE WITH? WHY?



DID YOU GET A TRADE MARK/LOGO OR DID YOU PRODUCE COUNTERFEIT GOODS?



DID YOU GET SOME TEMPLATES? IF SO, HOW WERE THEY USED?



DID YOU GET ANY E-MAIL? HOW DID IT HELP?



HOW MUCH MONEY DID YOU MAKE?



WHO WERE THE WINNERS AND LOSERS IN THE GAME?



WAS THE GAME FAIR?

Globalisation game resources

GLOBALISATION - THE FUTURE

- Use the key concepts and your evaluation sheet to discuss the game with your group. Write up a detailed account of the game from your group's perspective.

1. First, look at the list of 'Economic units' below and decide as a group which one fits your group best and why.

Nigeria C.I.S. Italy Ghana Brazil UK Vietnam
Taiwan India Tanzania Japan Kenya

REMEMBER! The resources given represent the following:

PAPER	RAW MATERIALS
RULER, PENCIL, SCISSORS etc.	MACHINERY / TECHNOLOGY
STICKERS	LOGOS / TRADEMARKS
TEMPLATES	ADVANCED TECHNOLOGY
PC [box] AND E-MAIL	GLOBAL COMMUNICATIONS

2. Write up your group's experience in the form of a report to the UN. Include the points listed on your evaluation sheet and explain how the process of globalisation affected the trade which took place.
3. Finally, discuss the 'losers' in the game. How could they become the 'winners'? Use the framework below to illustrate your thoughts.

PREFERRED OUTCOME [Winners] ACTION REQUIRED LIKELY OUTCOME [Losers]

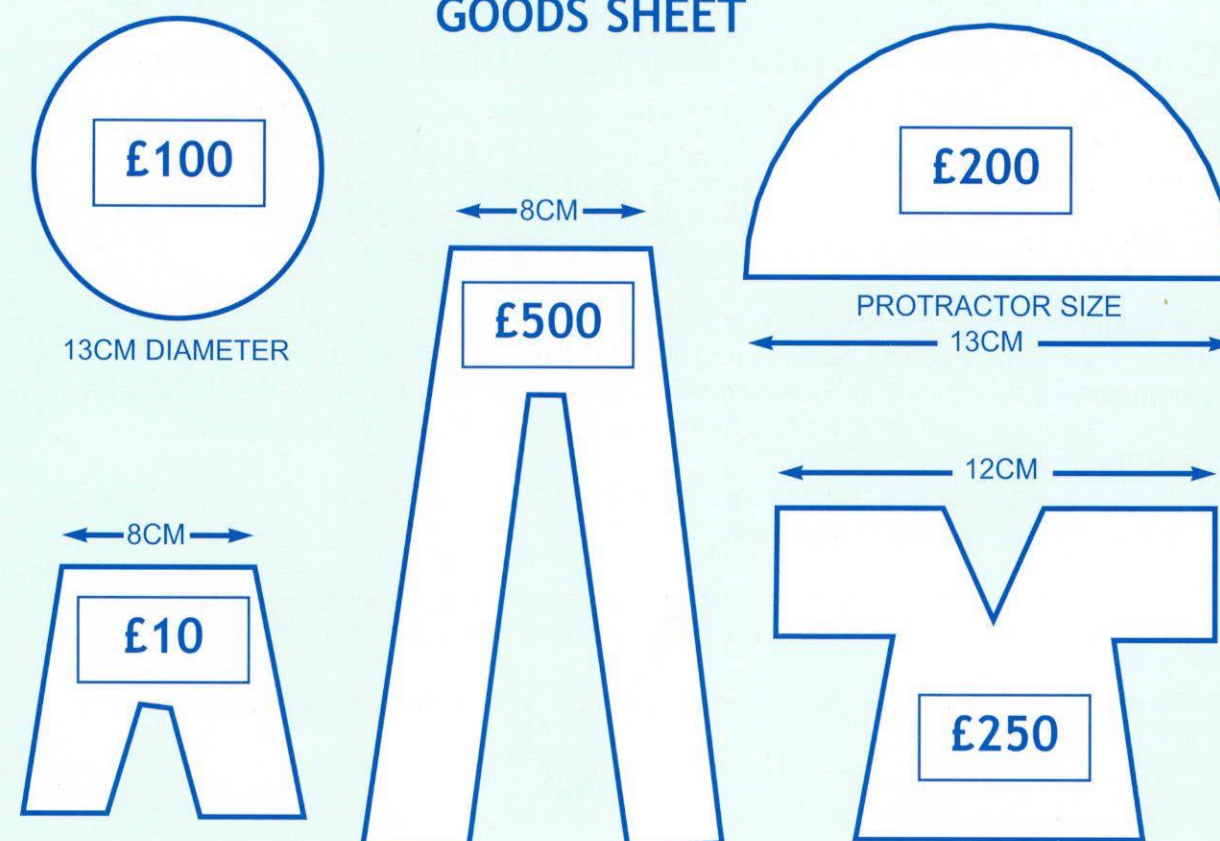


Globalisation Game OBJECTIVES / RULES

The object of the game is to make as much money as possible by manufacturing goods shown on the GOODS SHEET. The goods should be banked in groups of FIVE. Logos and trademarks are awarded after production reaches £5000.

- All goods must be drawn in lead pencil, cut with scissors to the exact size shown.
- You can only use the materials that have been given out.
- No physical force should be used during the game.
- The UNITED NATIONS REPRESENTATIVE will sort out disagreements.
- Information may be relayed to you by the UN, WORLD BANK, or via e-mail.

Globalisation Game GOODS SHEET



Aspects of Globalisation

PUPIL ACTIVITIES

Aspect: Power bases

This question is all about power, who has it and how they use it. Think about your own classroom and in groups of 3 or 4 discuss the following questions:

1. Who has the most power in this classroom and can make decisions that affect the most people for the longest time? How does this change when you think about who has the most power in the school? Or in your home? Or in your community?
2. Now think about how powerful each of these people is compared to individuals you have studied in previous geography lessons - for example, a cocoa farmer in Ghana, a food seller in the barrios of Mexico City, or a Taiwanese factory worker.
3. To what extent does where you live and work affect how much power you have?

Decision making on a global scale

Globalisation involves the use of power on a global scale. The questions above show the different amounts of power that people in different parts of the world may have. Some people, organisations and places have very considerable amounts of power associated with them - the decision making by these people, or within these places, affects huge numbers of people worldwide.

4. The following are three 'power centres', where decisions made affect millions of people worldwide - Washington DC [USA], Tokyo [Japan], Brussels [Belgium]. Why is each a 'power centre'?

Core-periphery - one way to explain global power

Decisions made in one place may affect people, and places, across several continents or even globally. It can not be assumed that changes that occur in, say, Birmingham result from decisions made in the city, the West Midlands region, the UK or even Europe. The job prospects and quality of life for people in a Birmingham housing estate are now just as likely to be affected by decisions made in Taiwan as by those made in the Town Hall.

Places that we might normally think of as 'power centres' are sometimes called core [or central] areas. The regions or countries that are generally affected by the decisions made in these 'power centres' are sometimes called periphery [or edge] areas. This imbalance in power and decision making is often as a result in differences in economic power. [See table A]

5. In Fig B there are some examples of core and periphery areas around the world. Try to add some examples of your own under each heading.
6. Some large core areas actually contain smaller periphery areas, whilst some large peripheries might contain a wealthy core. Try to think of some examples.
7. Where in Fig A would you place [i] your local area? [ii] Necker Island [see opposite].

Fig A

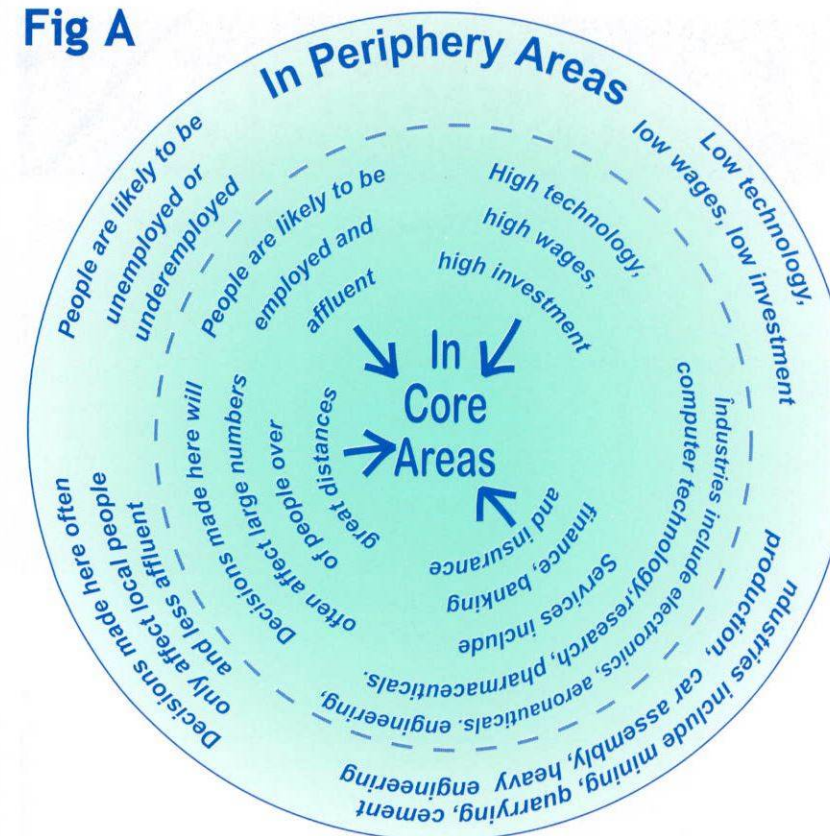


Fig B

	Core area	Periphery area
Small scale	M4 corridor, S.E.England Silicon Valley, California	Lower East Side, New York City. Shanty area, Lima, Peru.
Large scale	Western Europe North East USA	Sub Saharan Africa

A case study in power - or is it?

Imagine a tropical island paradise in the sky-blue Caribbean Sea ... coconut palms, coral reefs, humming birds and pelicans, golden sandy beaches, green hills, blue skies.

Necker Island is one of the British Virgin Islands. It is small - only about 74 acres in size - and very few people live there. Twenty years ago no-one lived on the island. In the 1960s two people were marooned on the island and struggled to survive for two weeks.

1. If you lived on the island, how much power do you think you would have? How much influence do you think your decisions would have on other people worldwide?
2. Could Necker Island be thought to be a 'power centre'?



The case of Necker Island is a complex one. For most of the year it is a typical periphery area, part of the Virgin Islands. However, for part of the year it becomes a core area because its owner - millionaire businessman Richard Branson - visits the luxury hotel he has built on the island. He brings with him the power, decision-making and authority, which means that if he makes a decision that affects his business interests [which include Virgin Trains, Virgin Airlines and Virgin Territory] whilst on this small Caribbean island it becomes very much a core area.

Aspects of Globalisation

Aspect: International agreements?

Wealth of all kinds is directly affected by international agreements about trading. Recently the most important trade agreements have been set by the WTO [World Trade Organisation]. They have been aimed at encouraging as much worldwide trading activity as possible - but at what price?

Our activity explores people's attitudes to the WTO and its rules, encouraging consideration of the key questions:

- who says what, and why?
- who has the most say?

PUPIL ACTIVITY

Background

In December 1999 violent protests broke out on the streets of Seattle, as ministers from all over the world met to agree the latest round of WTO trade rules. Delegates were stuck in their hotels as police battled with demonstrators on the streets outside. Why were feelings so strong? What were people disagreeing about? Opposite are some of the views of different organisations about the WTO.

- What do the newspaper headlines opposite say about the strength of feeling in Seattle?
- In small groups, take one organisation and prepare a press release on their behalf about the WTO agreements.
- Present your press release to the class.
- Using everybody's information, prepare a newspaper article about the disagreements in Seattle - presenting a summary of the issues and opinions of the six groups. Choose a good headline and include a picture - or draw a cartoon - which sums things up. [see box opposite]

Additional information about the organisations is available on the bookmarks list.

Secret world of WTO deal makers

Robocops face down protesters in Seattle and London: the globe's citizens are helpless before the future

Powerless people

Riot police use pepper gas as US grapples with biggest demonstration since Vietnam

Battle of the Seattle streets

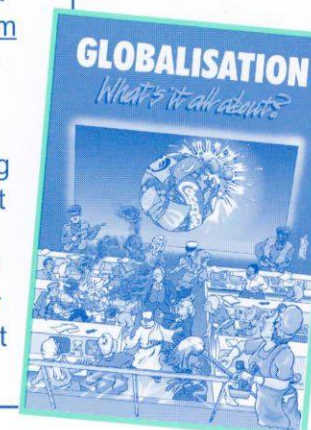
'This is what democracy looks like,' chanted protesters as they confronted armies of police firing tear gas canisters and plastic bullets. **John Vidal** is on the front line at the World Trade Organisation talks on America's Pacific seaboard



CARTOONS

Cartoons can be a great way of summing up an issue. There are ideas about using cartoons in the Tide~ publications, Thin Black Lines and Thin Black Lines Rides Again, or you could find cartoons on internet sites such as www.cartoonweb.com [eg in 'ecotoons' section].

You could use Brick's cartoon on the cover of this book to get talking about Globalisation: you could put post-its on the people with ideas about who they are and what they represent; or word bubbles in their mouths with your ideas about what they might be saying.



BOOKMARKS

World Trade Organisation: www.wto.org/

On fair trade: www.fairtrade.org.uk
www.ifat.org

Friends of the Earth: www.foe.co.uk/

WWF-UK: www.panda.org/

Research Foundation for Science and Ecology: www.vshiva.org

Kenyan Government: kenyaweb.com/kenyagov/

Aspects of Globalisation

Aspect: Freedom of movement?

In a globalised world, money and goods can move around the place - but what about people? Modern societies include people who speak many different languages, bring with them diverse tastes and traditions, beliefs and contributions - and combinations of those things.

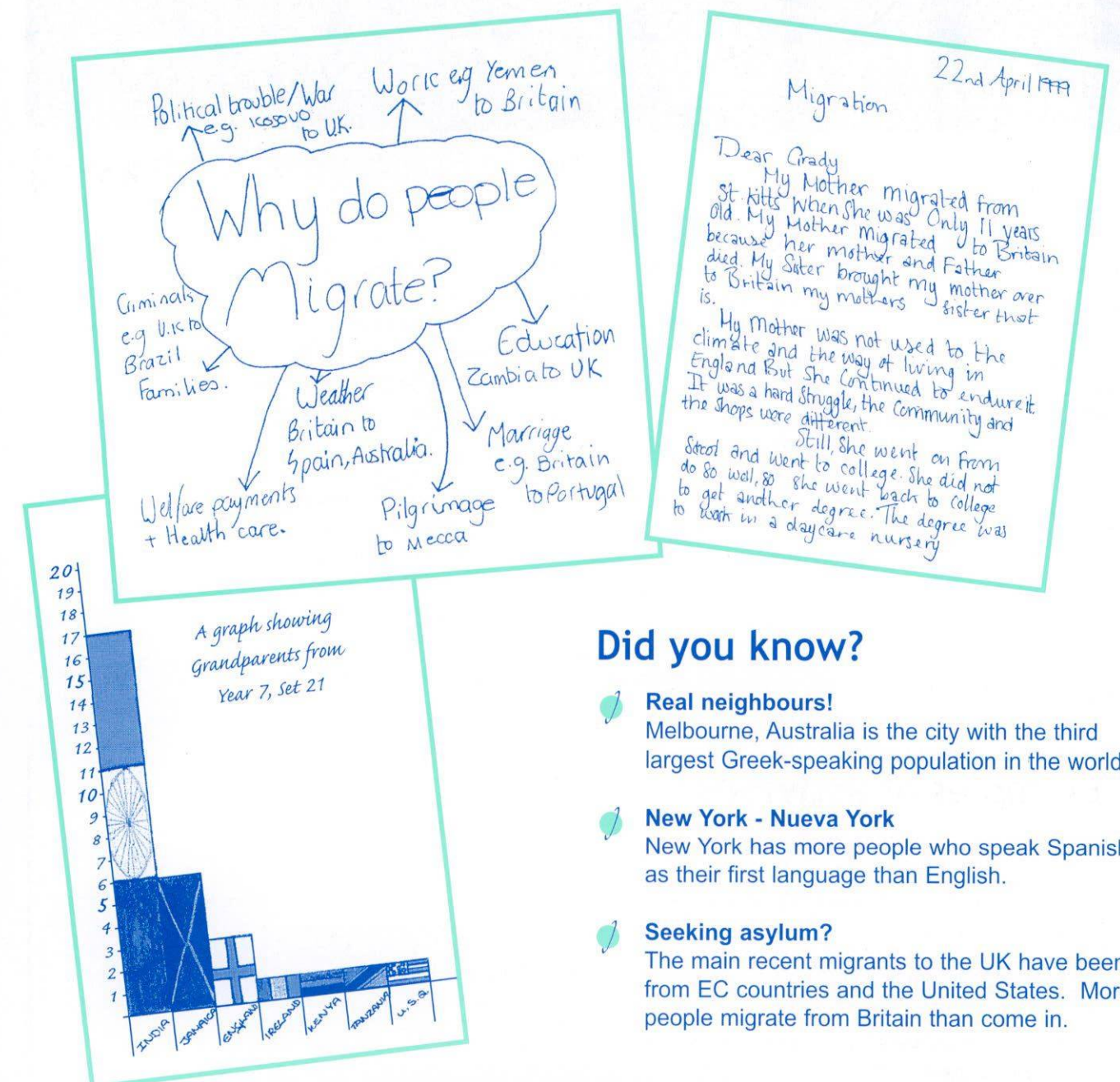
At the same time as easing the flow of money and goods, the richer countries of the world are tightening regulations which allow in people from poorer countries. The world may be 'one big global village', but for whom? Is it more like 'global apartheid', as the commentator Titus Alexander has suggested?

What are the implications of this? How do we respond to the racism which sometimes arises from these divisions, or from fear of the unfamiliar? What does it mean to be Brummie, British or European today? These pages do not attempt to do justice to these huge questions, but share some ideas from inner-city Birmingham classrooms and beyond.

PUPIL ACTIVITY

Examples of activities

1. A Year 8 geography class from Moseley School researched community and family experiences of global migration.
 - a. Pupils brainstormed the effects on migrants of moving to a new place.
 - b. They then researched the experiences of grandparents through interviews and wrote letters to relate family experiences of migration.
 - c. Interviews were also conducted by video, discussed and presented to other young people.
2. Year 7 students at Hamstead Hall School drew graphs of where their grandparents had come from in the world and interviewed them about their memories of school. They then considered the future of their diverse local community and predicted what Handsworth might be like in 2050.
3. A High School in Munich, Germany, established a club where peers developed strategies for Anti Racist Training. This material was compiled into an A.R.T. box of facts and fun material for classes and youth groups. Part of the reason for doing this was the growth of neo-Nazi groups among young people, at a time of insecurity about national identity following the reunification of East and West Germany.



Did you know?

- Real neighbours! Melbourne, Australia is the city with the third largest Greek-speaking population in the world.
- New York - Nueva York New York has more people who speak Spanish as their first language than English.
- Seeking asylum? The main recent migrants to the UK have been from EC countries and the United States. More people migrate from Britain than come in.

A.R.T. BOX

An exhibition for young people by young people.

- Different periods of German history: seemingly harmless words in the beginning - brutal murder of minorities in the end.
- Politicians use immigrants as scapegoats: when foreign workers' homes burn they show their clean hands.
- The media can confirm prejudices and be used as propaganda for neo-Nazis.
- Those hated by extremists could be the real heroes: minorities, migrants, people with disabilities.
- Getting involved with neo-Nazis can destroy your own future.
- How do we all get fun instead of frustration [eg at a youth club where different kinds of people meet]?
- Take your life in your own hands - what do you want to be like? Who do you identify with?

www.Globalisation!

Aspect: Technology

Who is connected to the net?

Globalisation has not only affected trade, investments and economic and social development - it has also had a huge impact on global communications. The improvement of communications worldwide, through greater ownership of computers linked to the internet, has helped to speed up the impact of globalisation. However, the benefits of improvements within communications are very unevenly spread in the developed and developing worlds.

Over the last ten years the internet, the global network of linked computers, has doubled in size each year [see Fig 1].

It is estimated that each host computer represents between 3 and 6 users of the internet - as such the 60 million computers linked to the net in 1999 represent about 200 million users globally.

However, the global spread of internet users is extremely uneven [see Fig 2]. Over 90% of those who have access to the internet live in developed, industrialised countries - in fact more than half of the people with online facilities live in the United States, one fifth in Europe and about one sixth in Asia [including Japan].

Compared to the number of people who live in 'developing countries' - about 80% of the world's population - the number of people in the 'developing world' who have access to the internet is tiny at around 8% of the global users [see Figs 3 and 4].

PUPIL ACTIVITIES

1. Using the graphs in Figs 2 and 3 complete the table here.

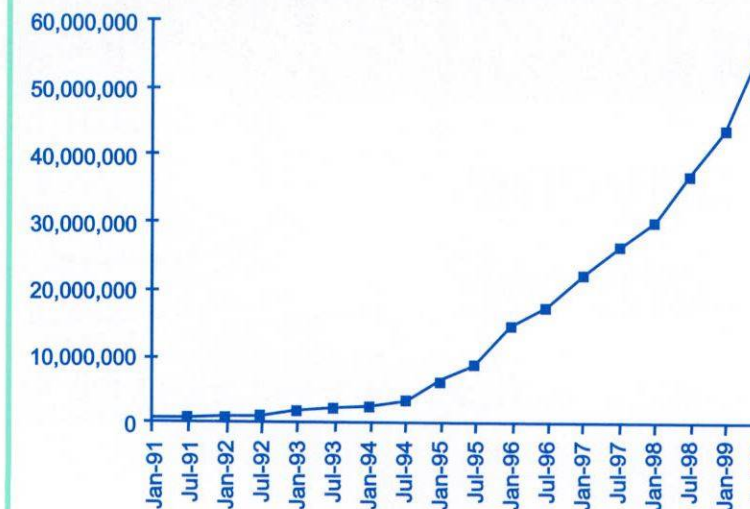
2. What does the completed table tell you about internet use in the 'developed' and 'developing' countries?

3. Make a summary report about why use of the internet in 'developing' countries is less than that in the 'developed' world at present. This should mention the following points:

- [i] What high charges to use the internet might mean.
- [ii] Where most English speakers live. This is the main language used on the internet, and spoken by 15% of the world's population.
- [iii] Reasons why computer ownership might be less in some places, and among certain groups of people.
- [iv] As a result of the above points, telephone links between computers are fewer in some places than in others. Where might these places be and what does this mean for internet use?

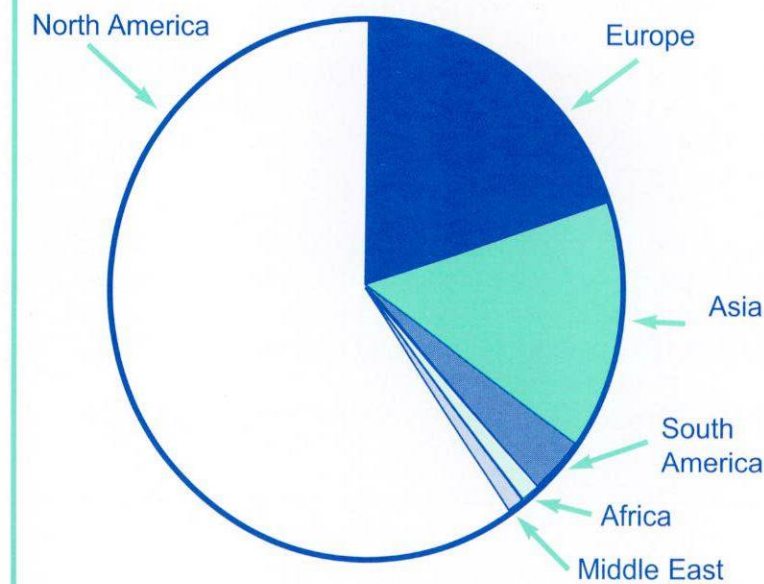
Continent	Number of internet users/ 10,000 population in 1997
North America	
Australia	
Europe	
Asia	
Latin America	
Africa	

Fig 1. Internet Domain Survey Host Count



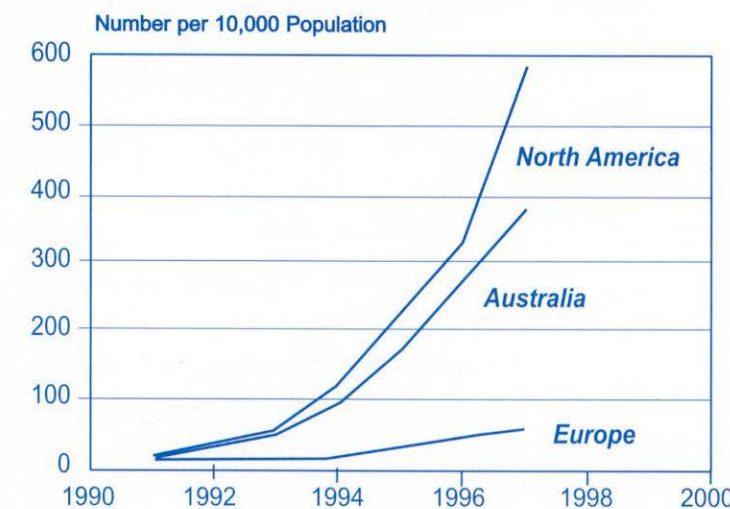
Source: Internet Software Consortium [<http://www.isc.org/>]

Fig 2. Internet users by location, 1999



Source: NUA Internet Surveys

Fig 3 Internet Host Computers 1991 - 1997.



Source: ITU Network Wizards

Note: the scales are different on the 'y' axis!

What will happen in the future?

Although the 'developed world' has achieved a 'head start' in terms of internet use there are now signs that the 'developing world' is catching up. Internet access is growing fastest in China, India, Russia and Brazil and may mean that for many people within these countries the effects of globalisation on communications will be positive ones. For example, internet access may mean that it is possible for some people in developing countries to trade on world markets, increase their buying and selling potential, access information and make money.

Millions of people do not have access to adequate health care, food, sanitation and education. For them internet access for commercial purposes may bring very few benefits in the short term. Only when the internet is used to send healthcare information to doctors in remote areas, or provide information on human rights and environmental violations, will it be of direct value to these people, most of whom live in the poorest regions of the world.

You could create a 'balance sheet' of the advantages and disadvantages of internet access for people in three different countries, picking one country from each of the following lists:

- Canada, New Zealand, Spain, Japan
- Brazil, China, Mexico, Poland
- Ghana, Vietnam, Bangladesh, Zambia

Where does it seem to be most useful? Are there trends which suggest this might change? Is it equally useful for everyone in that country?

BOOKMARKS

Network Wizards [1998] Internet Domain Surveys, 1981-1998. www.nw.com [viewed 6 February 1998]

Starke, L. [ed] Vital Signs 1998-1999: the environmental trends that are shaping our future. London: Worldwatch Institute.

Internet trading



CASE STUDY 1

The Nick Leeson story



On 2nd March 1995 Nick Leeson, then aged 28, "a young man from a council house" in Britain, hit the newspaper headlines.

Leeson had been trading in stock known as 'futures derivatives' on the internet for Barings Bank, from its base in Singapore. He had single-handedly run up debts of £650 million in the process, without anyone else being aware.

As a result of his actions, Barings - who included members of the British Royal Family among their clients - went bankrupt. Leeson was arrested in Frankfurt and sent back to Singapore, where he was imprisoned. He was released early, in 1999, due to ill health and returned to the UK.

Nick Leeson's story was turned into a popular film, 'Rogue Trader' - starring Ewan McGregor. As for Barings, it was bought up by the Dutch finance group ING for £1.

CASE STUDY 2

The Tobin Tax

The Nick Leeson story raised widespread public alarm about how much money was changing hands over the internet worldwide [currently estimated at a trillion dollars a day], and was anyone in control of that process? Some people suggested a tax on currency trading might be an answer.

Tasks

1. Find out about the Tobin Tax. What is it and how might it work? Use the websites and research frame opposite to help.
2. Use the Winners and Losers sheet to assess the impact that this tax may have.

BOOKMARKS

War on Want: www.waronwant.org

The Tobin Tax Initiative: www.ceedweb.org/iirp

ATTAC [France]: www.attac.org

Halifax Initiative [Canada]: www.sierraclub.ca/national/halifax/index

You could also contact: War on Want, 37-39 Great Guildford Street, London, SE1 0ES. Tel. 020 7620 1111

CASE STUDY 3

George Soros

"In 1992 financier George Soros, following a bet with then UK prime minister John Major, sold \$10 billion worth of British pounds on the international money markets for a \$1 billion dollar profit. In doing so, he single-handedly managed to force a devaluation of the pound and scuttle a new proposal for an exchange rate system in the European Union at the same time."

[From Tony Clarke, director of Polaris Institute, a Canadian pressure group, in 'Twilight of the corporation' - 1999]

Tasks

1. Imagine that £1 is now worth only 50p [it has been devalued]. How would this affect British companies who wanted to buy things from abroad? How would this affect people who wanted to buy from Britain?
2. Devaluation of currency is not always a bad thing for everybody - who wins, who loses?
3. You could monitor changes in the pound against other currencies [eg of places you would like to visit] using newspapers, teletext or the internet.

BOOKMARKS

The Soros Foundation: www.soros.org

The Polaris Institute: www.nassist.com/mai

Website literate, website critical: a research frame

Students could visit a site on this page, or listed elsewhere in the resource - or do a search for aspects of globalisation, and find their own [a search on the word itself will reveal thousands!]. They could organise the results as follows:

Site	Who runs it?	What is it about?	Are they biased? How?

They could then select three sites and place them on the table below

Should there be more rules and regulations to control globalisation?

Site	Opinion
	Should be regulated Not sure Leave it alone
	Should be regulated Not sure Leave it alone
	Should be regulated Not sure Leave it alone

Aspects of Globalisation

STUDENT ACTIVITIES

Aspect: Increasing poverty?

Can governments and international organisations eliminate world poverty?
Will globalisation help them in this? Or will it get in the way?

Opposite are five views from people and organisations world-wide on globalisation and poverty.

1. In a small group, read them carefully. Discuss any terms you don't understand - you may need to look these up.
2. Who agrees and disagrees most with the idea that globalisation can help get rid of world poverty? List them from one to five.
3. Why do you think these particular people or organisations hold these views? Are they unbiased, or is there an element of self-interest? Discuss.
4. In your group, list the views again according to those that you agree with most and least.
5. Present your views to the rest of the class.



MONGOLIA TELECOM - READY FOR THE 3RD GENERATION OF TELECOMMUNICATIONS

With new telecom technology on the horizon, Mongolia Telecom is ready to harness it and offer it to their customers. Mongolia Telecom also boasts:

- 4,750 employees
- produces 2.5% of GDP
- connections with 154 countries
- Company of the year in 1998



Mongolia Telecom Sukhbaatar Square 9, Ulaanbaatar-210611, P.O. Box 1166, Mongolia
tel: [976] 1 320597 Fax: [976] 1 325412 E-mail: marketmi@mtcne.net

Growth for the future

The Gambia, with its Vision 2020 programme, is looking to the future. The government is privatising many of the state owned enterprises with the goal of encouraging private sector growth and share ownership, enhancing productivity and economic efficiency and reducing the size of the public sector.

Welcome to the new millennium and the new way of business in The Gambia



DEPARTMENT OF STATE FOR FINANCE
AND ECONOMIC AFFAIRS

The Quadrangle, Banjul, The Gambia
Tel: 220227651 Fax: 220227934 E-mail: dosfea4@gamtelgm

BOOKMARKS

The Gleaner: www.jamaica-gleaner.com

Mongolian Government:
www.

The Gambian Government:
www.gambia.com

Department for International Development
[UK]: www.dfid.gov.uk [site includes
government policy documents on
'globalisation and development']

Vandana Shiva: www.bbc.co.uk/radio4 [for
copy of speech], www.vshiva.org [general
views and information]

Mullings: Carib survival requires collective strength

The Ninth Meeting of Ministers of CARIFORUM began last Wednesday at Le Meridien Pegasus Hotel in New Kingston. Incoming Chairman, [Jamaican] Foreign Affairs and Foreign Trade Minister Mullings, stressed the challenges posed by globalisation and the vulnerabilities of the region.

"We are witnessing the relentless march of the forces of globalisation presenting us with unfamiliar challenges which threaten to overwhelm us. We in the Caribbean have long recognised that our survival ... can only be assured if we work fully together," Mr. Mullings said.

Note: CARIFORUM is a group of Ministers from Caribbean Countries.

Source: *The Weekly Gleaner*,
27th October 1999

"Globalisation is a new historical era. Capital now moves in vast quantities and at great speed across the world, taking knowledge and technology with it. And rapid information flows and new technology brings us closer together. We are now more interdependent than ever before. Crises in one region can affect the global economy as a whole.

"Globalisation is generating great wealth. This could be used to massively reduce poverty worldwide and to reduce global inequality. The world's richest 225 people have a combined wealth equal to the annual income of the poorest 47 per cent of the world's people. We must try to manage this new era, in a way ... that helps to lift millions of people out of poverty.

Clare Short, UK Secretary of State for International Development, addressing the World Trade Organisation Symposium in Seattle.

Source: *Developments*, the international development magazine. Spring 2000.

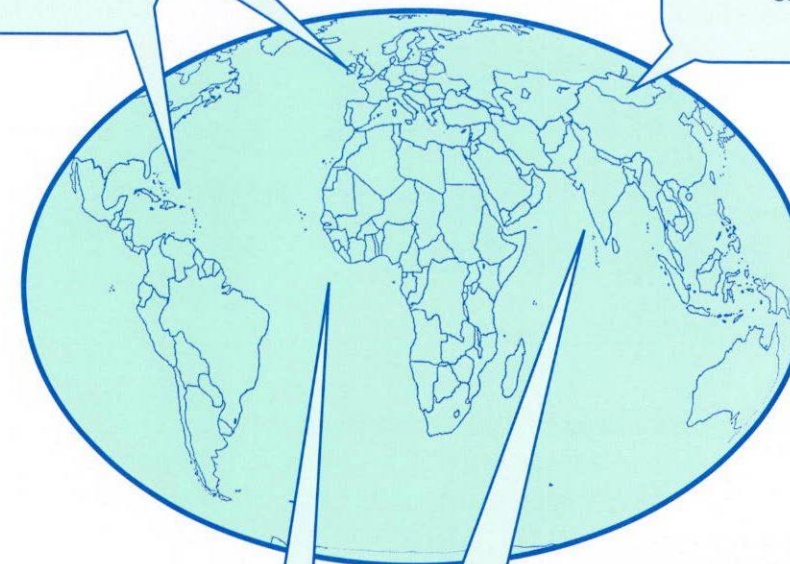
Mongolia - The third way

After years in the shadow of its two giant neighbours, free market reforms are helping to gain access to the global economy. President Natsagiin Bagabandi says Mongolia "does not have to sit and just wait for globalisation to come to it - we must have a definite policy to take part in the process".

The country is pursuing free market and democratic reforms aimed at meeting the needs of its people and overseas investors. The president is a former communist, who says the political base for foreign investment is now in place.

More immediately, however, Mongolia is struggling to cope with the worst disaster to hit the country in the last 30 years. The harshest winter in decades has left 500,000 people at risk from famine.

Source: *World Report [Mongolia]*
8th April 2000



African gateway welcomes free enterprise

Part of The Gambian government's long-term strategy, the Trade Gateway project aims to make the country more competitive in the export sector, by attracting foreign direct investment into the economy. The project is a key element of Vision 2020, the long-term economic strategy announced by President Yahya Jammeh's government in 1996. It focuses on the creation of free trade zones, export processing zones and special economic zones ... including privatising many of the state-owned enterprises.

"Vision 2020 is a commitment to transforming The Gambia into a middle-income country," says Secretary of State for works, communications and information, Sarjo Jallow.

Source: *World report [The Gambia]* April 8th 2000

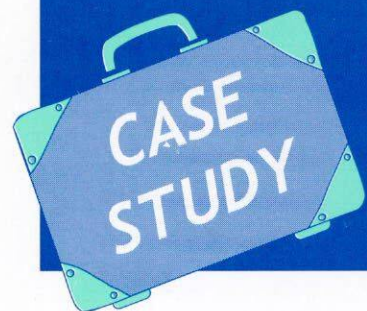
"What we are doing, in the name of globalisation, to the poor is brutal and unforgivable. This is specially evident in India as we witness the unfolding disasters of globalisation, especially in food and agriculture.

Who feeds the world? My answer is very different to that given by most people. It is women and small farmers who are the primary food providers in the Third World. Contrary to the dominant assumption, their small farms are more productive than most industrial farms.

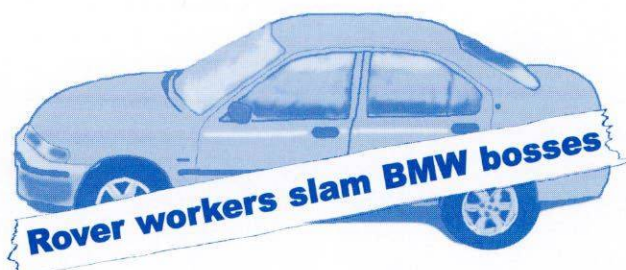
We are repeatedly told that without genetic engineering and globalisation of agriculture the world will starve. Genetic engineering does not produce more food and in fact often leads to a yield decline, but it is constantly promoted as the only alternative available for feeding the hungry.

Industrialisation and genetic engineering of food and globalisation of trade in agriculture are recipes for creating hunger, not for feeding the poor. Everywhere, farmers are spending more to buy costly inputs for industrial production than the price they receive for their produce."

Source: Vandana Shiva - *Respect for the Earth*, Reith 2000



Globalisation The car industry



www.rovergroup.com
www.bmw.com

"The major driver of change for General Motors today is the same as for most companies; it is Globalisation. Advances in technology and communications are making a 'small world' a reality, and the world will only get smaller and smaller in coming years. It's easier than ever for global companies to manufacture virtually any product in virtually any region."

General Motors Annual Report, 1998

[See also data on General Motors and Toyota on pages 9 to 13]

Globalisation, Rover Longbridge, BMW and the Longbridge Pie Shop.

Why did Sally lose her job in the Longbridge Pie Shop?

Why did Günther get a new job and move to Munich?

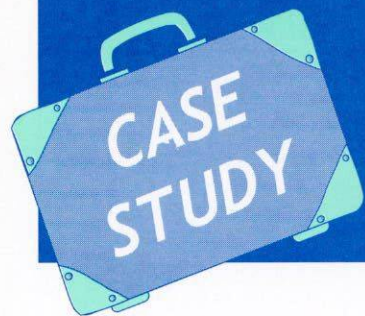
In 1999-2000 the large Rover factory in Longbridge, Birmingham, faced possible closure - with a resultant loss of jobs and wealth in the area. Its German owners, BMW, claimed that inefficiency, poor sales, and export problems due to a 'strong pound' were all making the plant too expensive to run.

This crisis was partly headed-off by the plant being bought by a group led by a former manager. The event proved embarrassing for the Government at the time, made headlines around the world, and reminded teachers and young people in Birmingham schools just how real and significant decisions made at desks elsewhere in the world could be for them.

The activity on the opposite page is a mystery based on these events. It is based on David Leat's book *Thinking Through Geography* [Chris Kington Publishing, 1998]. It focuses on two linked key questions, and supporting information which pupils can organise in a concrete way - and includes real situations which they will recognise. It is set just before BMW sold the company.

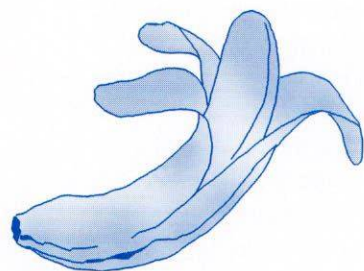
Pupils could follow this activity up with a 'winners and losers' activity.

Sally	Günther
Why did Sally lose her job in the Longbridge Pie Shop?	Why did Günther get a new job and move to Munich?
Sally is 16. She has a part-time job in the Longbridge Pie Shop. She has just been told that she will lose her job in the shop next week.	Günther is 21. He has a new job at the BMW car factory in the city of Munich, Germany.
The Longbridge Pie Shop is located at the corner of Groveley Lane and Parsonage Road, Longbridge, Birmingham.	Günther used to live with his parents in a flat in Eastern Berlin.
The Rover Car Works is located in Longbridge, Birmingham.	Workers in the Munich car factory earn 25% more than those who work in previously state run car factories in the old East Germany.
Sally's best friend is Mary. Mary's family live on Bodenham Road.	Eastern Berlin, and Eastern Germany, are still relatively under-developed compared to the rest of Germany following years of Communist rule. Workers in the East still earn less than those in the West.
Mary's family is moving to Bangor, Northern Ireland.	BMW is a multinational company whose car production is spread across a number of countries. They seek new locations for production where wage rates are low, but skills are high.
Mary's mum is a school secretary. Her dad is a line worker at the Rover factory in Longbridge.	The BMW car works in Munich employs 12,000 people. Following the reuniting of Germany in 1990 many industrial workers have migrated from Eastern Germany to try to find work there.
Mary's dad earned £360 per week. He has lost his job because Rover Cars, a subsidiary of BMW, is being reorganised.	Mr Matthaus's cafe is located near to the BMW car factory in Munich. The factory is currently taking on new workers because of a change in the companies policy towards car production of its subsidiaries in other countries.
Sally lives on the Bristol Road.	Mr Matthaus has recently traded in his motorbike for a new BMW car produced at the nearby factory. He is also thinking of going on holiday to America with his family for the first time next year.
The Rover car factory at Longbridge is one of the oldest and largest in the UK. It has increasingly struggled with its profitability in recent years and was taken over by BMW in the mid 1990s. The location in Longbridge is in an area where skilled car workers have lived for many years	Günther plans to work hard and to save carefully. At present he lives in a small rented apartment but will soon have enough to move to a larger flat.
Northern Ireland is an under-developed region of the UK. It has high unemployment and low wages. The UK government and EC give large grants to attract businesses to locate there.	"In recent years many car workers have moved from the old Trabant car works in Eastern Germany to find work in the West. The wage rates are attractive and they are willing to take on some of the less attractive aspects of factory work compared to their colleagues." Lothar Niemz, Munich Star.
Mary's family have noticed that it has been difficult to sell their house on Bodenham Road.	Munich is in a wealthy region of Southern Germany. It has enjoyed high employment and growth since the end of World War 2. The region acts as a magnet to workers from the depressed regions of Eastern Germany or from less prosperous European countries such as Turkey.
Rover's profits have slumped over the past 5 years. They now cost their parent company, BMW, about £2million per day.	
Rover cars have sold fewer cars in Europe than they did two years ago. More people in the UK are looking to buy cheaper imported cars or more prestigious models from large European manufacturers like BMW and Mercedes Benz.	
A Korean multinational company is building a new computer factory in Bangor, Northern Ireland.	
Rover is a multinational company. It is owned by the German car manufacturer BMW whose HQ is in Munich.	



Globalisation

The banana trade



BOOKMARKS

Banana companies:
www.dole.com www.chiquita.com www.delmonte.com
www.geest.co.uk www.fyffes.com

Background:
The banana chain: bananas.agoranet.be/MacroEconomics.htm
CBEA: www.cbea.org Go Bananas, photoset and activities. Oxfam, 1990.

ACTIVITIES

In 1999, 'Banana Wars' broke out. Under a European agreement, the Lomé Convention, producers in countries such as the Windward Islands, had been able to sell their bananas to Europe at a fairly high price. These were often small scale farmers, who relied on the trade for their living, and whose small island economies were also heavily dependent on this crop.

This arrangement was challenged by the United States government through the World Trade Organisation [see page 24]. The challenge followed a complaint by the large US-based corporation Chiquita, who are involved in the large scale production of cheaper 'dollar bananas' in Central and Southern American countries. The US argued that the Lomé Convention was unfair to Chiquita, whose cheaper bananas would otherwise have offered significant competition in Europe. Without the Lomé Convention, Chiquita would be able to sell their cheap bananas in Europe.

Role Play

1. Read the information opposite on the Lomé Convention [A]. Try to find out the meaning and significance of any words or ideas you are not clear about.
2. The class can then be divided up into six groups for a role play, each one of which uses one of the role cards opposite [B].
3. Each group should read its role card carefully.
4. Each group should then, in turn, say who they are to the others.
5. A spokesperson from each group should then make its case to the WTO about what should happen in the banana trade.
6. The group chosen to be the WTO must listen carefully to these arguments. They then have five minutes to reach a decision and share it with the class.
7. Once a decision has been made, each group can decide what it thinks about it, and what action they might then take.
8. Using the press report [C], pupils can then review the actual WTO ruling.
9. Using sources on the bookmarks, they could review how different organisations responded to this ruling.
10. Pupils can then evaluate the effects of the ruling, using the 'winners and losers' chart [see page 10].
11. Pupils could use the globalisation cards [see page 7] to review ways in which the 'banana wars' have the characteristics of globalisation.

A. The Lomé Convention

This is a trade agreement between the European Union and seventy African, Caribbean and Pacific countries [ACP countries]. It offers aid and preferential trading opportunities to promote the development of the Caribbean and other former European colonies. These countries account for 7% of world trade in bananas.

It limits the number of bananas imported to the EU to a quota of 2 million tonnes per year.

There is a greatly increased tariff on imported bananas above this limit. Licenses are offered to countries which export bananas. Up to 30% of the quota goes to countries within the Lomé Convention.

This system helps Caribbean farmers receive a fair and sustainable price for their bananas. An 18 kg box of bananas will cost \$10, compared to \$5 for boxes from US companies.

C.

EU'VE LOST THE BANANA WAR U.S. fruit is set to flood Britain

BRITAIN yesterday tasted defeat in the U.S. banana war - which could spark a Caribbean crisis.

International trade watchdogs last night ordered us and our EU partners to stop slapping higher import tariffs on fruit from America.

If we refuse we will be hit by crippling sanctions threatening thousands of jobs. But acceptance of the ruling from the Swiss-based World Trade Organisation means that banana growers in the

Caribbean - our traditional suppliers - face ruin.

The government will no longer be allowed to give preferential treatment to our ex-colonies like the West Indies - because U.S.-based banana firms claim it costs them £120 million a year in lost sales.

Last night EU trade commissioner Sir Leon Brittan was considering a possible appeal. Meanwhile, bananas from places like Central America will be free to flood in.

The Sun, Thursday, April 8, 1999.

B. Role cards

European Union

The Lomé Convention encourages affordable trade from Caribbean countries - by not charging full import duties on their bananas. Caribbean bananas are grown by small farmers in difficult terrain, and are therefore more expensive to produce than the 'dollar bananas' of US companies. Our action is vital to the economies of Caribbean countries - and helps farmers make improvements to their farms, protect the environment, and have a higher standard of living.

United States Government

Chiquita came to us because it wished to benefit from an end to current unfair arrangements. Its president, Carl Lindner, is a close friend of the senior politician Bob Dole, and has made generous contributions to the ruling US Democratic Party. The current system is unfair because it means US companies only do half the business they could in Europe. We believe a simpler package of tariffs and aid to the Caribbean would work better - the aid could help producers diversify into other crops.

Del Monte

Our corporation has been producing and trading in bananas since 1957 - especially with Cameroon, one of the 70 countries covered by Lomé. We do not wish to see the current arrangement changed, and believe this trade to be vitally important to producers in the ACP countries.

The Commonwealth Banana Exporters Association [CBEA]

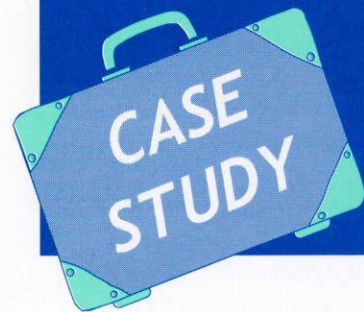
We support banana growers in Jamaica and the Windward islands, especially in the arrangements they make with the EU. We act jointly with three companies which market the bananas: Fyffes, Geest and Jamaica Producers. The banana industry is vital to people in these countries. If the industry collapsed, it would lead to unemployment, social unrest, loss of foreign exchange earnings [and growing inability to pay back debts], increased illegal immigration to the US, a growing drugs trade, and problems in the tourism industry.

World Trade Organisation [WTO]

Our disputes panel is set up to hear all sides in a trade dispute. It is our task to investigate disputes to uncover any unfair trade. If we do, then we make a ruling about changes which should take place. In this dispute over bananas, we have to decide whether the current arrangements between the EU and Caribbean and African farmers are fair, or whether they discriminate unfairly against US banana companies.

Windward Islands Banana Development Company [WIBDECO]

This company is jointly owned by the governments and banana producers of the Windward Islands. We believe that aid is no solution - the banana trade would be out of business long before a viable alternative for jobs and incomes was found. What is needed is more sales for our farmers, not greater dependency on the rich countries of The North. We also don't believe that Chiquita is suffering - in fact, recent profits for the company have been very high, and three companies - Chiquita, Dole and Del Monte - have 64% of the world market in bananas.



Globalisation Companies

THE BODY SHOP

Key question: Is the Body Shop a typical global company?



"Where we stand: head in the clouds, feet on the ground, heart in the business."
Anita Roddick

Most globalised companies have similar characteristics and work in similar ways. [They often over exploit raw materials and labour, organise themselves to make large profits, and trade across national boundaries.] Does The Body Shop work in this way?

Activity

Research. Find out as much as you can about the company, using the internet addresses www.the-body-shop.com [worldwide site] or www.thebodyshop.co.uk [UK site]. You could either write to or visit your local branch to gather materials. [The address can be found on the UK site - shoplocator].

1. Using a world map plot the countries in which The Body Shop operates. Then plot those with which it trades. Compare the patterns [see Fig 1 or the website].
2. Visit the website and complete a website research card for the company [see page 31].
3. List The Body Shop's objectives, trade and ethical position towards commerce, using Fig 2.
4. As a group, compare the Body Shop's vision with criticisms it has received [Fig 3].
5. Present this information to the class as a cost-benefit analysis: listing the benefits it has brought on the one hand, and costs it has incurred on the other. In summing up, you should explain whether you think The Body Shop is a typical global commercial organisation, and why.

Fig 1. Some trading partners

Place	Product
Brazil	Brazil nut oil
CIS [Siberia]	Handmade combs, oil for sun care
India	Massage rollers
Mexico	Body scrubs
Nepal	Handmade paper products
Nicaragua	Organic sesame seed oil
Solomon Islands	Oil for self tan
Tanzania	Organic honey
UK [England]	Headquarters, Littlehampton
UK [Scotland]	Soapworks - manufacturing
USA [New Mexico]	Blue corn products
Zambia	Organic honey

Location of Body Shop stores

Andorra	France	Mexico
Antigua	Germany	New Zealand
Australia	Gibraltar	Norway
Austria	Grand Cayman	Oman
Bahamas	Greece	Phillippines
Bahrain	Holland	Portugal
Belgium	Hong Kong	Saudi
Bermuda	Iceland	Singapore
Brunei	Indonesia	Spain
Canada	Ireland [N&S]	Sweden
Cayman Is.	Italy	Switzerland
Cyprus	Japan	Taiwan
Denmark	Korea	Thailand
Faroe Is.	Kuwait	U A Emirates
Malaysia	Luxembourg	USA
Finland	Malta	Malaysia

Fig 2. How we do business

Trade not aid



The Body Shop believes that Trade-Not-Aid offers a positive solution to economic hardship in the majority world. Rather than giving hand-outs, we prefer to provide communities with the tools and resources they need to support themselves.



Trade-Not-Aid is the umbrella title for a number of programmes on different continents. Each programme must be commercially viable for both parties. This encourages a long-term relationship built on mutual benefit and respect, rather than the demoralising feeling of reliance that characterises traditional aid programmes.

Fig 3. Fruits of the harvest
the 'rainforest harvest', 'Cultural Survival' and the 'Body Shop'

The US organisation, Cultural Survival, and the soap and cosmetic company, The Body Shop, are working together on various 'rainforest harvest' projects based on the notion that if it can be shown that rainforest produce is more valuable in the long term than timber or agriculture, then governments will be encouraged to promote rainforest conservation.

There are many problems with the 'rainforest harvest' theory:

1. History shows that when a rainforest substance becomes valuable to the outside world, then tribal peoples are exploited in its extraction, and often the forest is destroyed anyway - to make way for growing only those plants giving the product desired.
2. It says that tribal peoples' problems can be solved by western markets [but it ignores the fact that demand can fluctuate and even collapse].
3. There are several causes of rainforest and tribal people's destruction, but government-encouraged colonisation is the main one in the long term. 'Harvest' products are likely to encourage more colonists to seek a living in the forest.

From a briefing by Survival International - a organisation supporting tribal peoples - June 1992
www.survival-international.org



Resources

Simulation games and activities

The trading game

Christian Aid

A widely-used global trading simulation activity which provides a basis for the Globalisation Trading Game in this resource.

Trading trainers Andrew Croggon, Cafod/Christian Aid, 1996

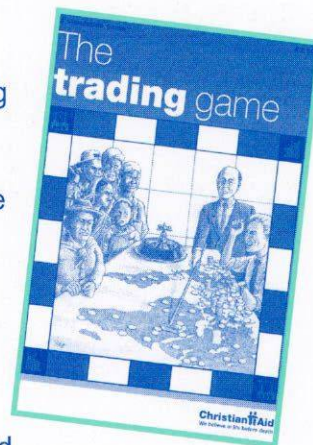
A simulation game about working hard for a living and staying poor.

Market trading Christian Aid

A game exploring the complex issues surrounding the European single market legislation and its impact on Third World countries.

The debt game Christian Aid, 1999

A simulation activity about international debt, and the key agencies involved.



Trade and economics

X-changing the world Reading International Solidarity Centre, 1997

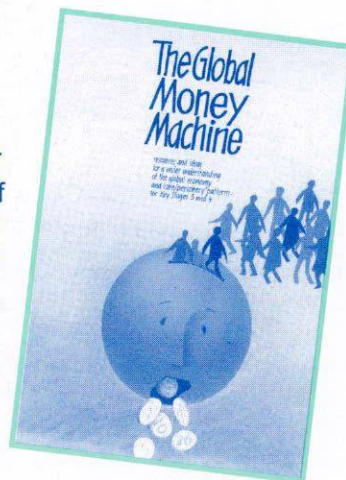
Activities and information about fair and unfair trade.

Women mean business IBT/Intermediate Technology, 1993

Video and activities about women, business and international trade.

The global money machine Tide~DEC, 1994

Resources and ideas for a wider understanding of the global economy and 'core/periphery' patterns - for key stages 3 and 4.



Can you be different? Tide~DEC, 1994

Resources for understanding internationalism and cultural change in communities.

The backbone of development Tide~DEC, 1994

Resources and ideas for understanding the role of women in economic development.

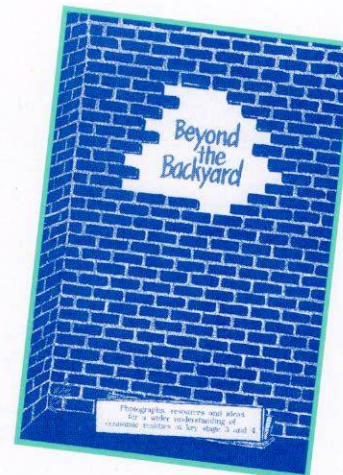
Beyond the backyard

Tide~DEC, 1993

Photographs, resources and ideas for a wider understanding of economic realities.

Waking up! Tide~DEC, 2000.

Using plants to investigate sustainable development, including fair and unfair trading relationships. Aimed at KS2, but suitable for adaptation at KS3.



Specific commodities

The chocolate game Leeds Development Education Centre, 1999.

An activity about the cocoa trade for ages 11 to adult.

Hanging by a thread Leeds Development Education Centre, 1992.

Activity / photo pack on trade, debt and cotton in Tanzania.

The clothes line Teresa Garlake, Oxfam, 1998.

A photoset and activity pack looking at clothes, cotton and trade.

Go bananas! Ange Grunsell and Theresa Stearn, Oxfam, 1995.

A photoset and activities about the journey of a banana.

Labour behind the label NEAD, 1999.

A set of four colourful posters campaigning about fair trade issues in the fashion industry.

Websites and contacts

A number of these are mentioned throughout the text, but the following are of general interest for teachers wishing to do work on the themes in this book:

Development Education Centre [Birmingham]

998 Bristol Road
Birmingham
B29 6LE
Tel 0121 472 3255
www.tidec.org

Development Education Association

[Umbrella body for a wide range of development education organisations throughout England]

29-31 Cowper Street
London
EC2A 4AP
Tel 0207 490 8108
www.dea.org.uk

Norfolk Education and Action for Development

Base for campaigns on the banana and garment trades, and for international work between farmers

38 Exchange Street
Norwich
NR2 1AX
Tel 01603 610993

Qualifications and Curriculum Authority [QCA]

[QCA have published a scheme of work on globalisation for Geography at KS3]

www.qca.org.uk

biz/ed

Information on businesses and companies worldwide: educational site with good search facilities

www.bized.ac.uk

Journals

Developments

Free quarterly international development magazine. Published by Department for International Development, PO Box 190, Sevenoaks, Kent, TN14 5SP
www.developments.org.uk

The Ecologist

B-monthly magazine offering green perspectives on global issues. Unit 18, Chelsea Wharf, 15 Lots Road, London, SW10 0QJ

Economic Awareness

Three times yearly - journal of the Economic Awareness Teacher Training Programme. School of Education, Brunel University, Twickenham Campus, St Margaret's Road, Twickenham, Middlesex, TW1 1PT

New Internationalist

Monthly magazine on development issues. NI, Tower House, Lathkill Street, Market Harborough, LE16 9EF

Race and Class

Quarterly journal for black and third world liberation: in-depth analysis and reports of economic, political and development issues. Institute of Race Relations, 2-6 Leake Street, King's Cross Road, London, WC1X 9HS

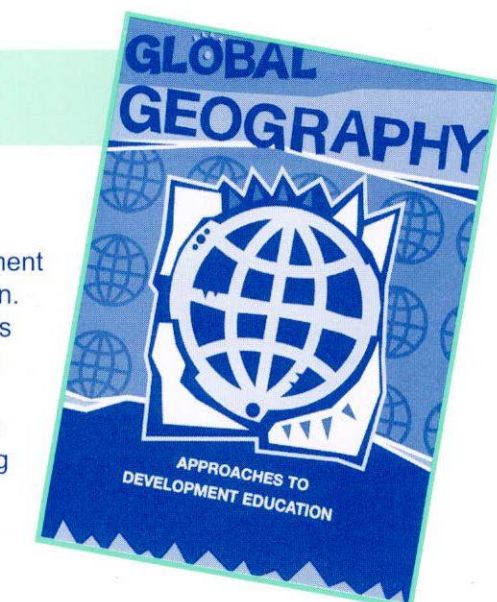
Finally, David Leat's book *Thinking Through Geography* [Chris Kington publishing, 1998] has had a particular influence on the teaching ideas in this resource.

Core handbook

Global Geography

Geographical Association with DEC, 1997

This book demonstrates how, and why, a development education approach is vital for geography education. Tried and tested classroom activities will help pupils develop knowledge of development issues and the confidence to deal with them. The contributors demonstrate through examples and reflection, how development education furthers their understanding of local, national and global issues and enables them to share their understanding with their pupils.



Globalisation - what's it all about?

A resource for geography and citizenship

Globalisation is one of the most important challenges of the world that young people are growing up into. What's it all about?

- Every day a trillion dollars zip around the world at the push of a button. Entire regions rise or fall in their wake.
- In the business pages, we read of companies restructuring, merging, "rationalising", relocating - to remain competitive, others follow suit.
- We hear from politicians about the need to compete with each other to attract outside investment. What effects might this have on workforces and environments? On democracy?
- "Of the world's 100 largest economies 51 are economies internal to corporations. Only 49 are national economies."

Young people at school today play their own part in this process. Their lives are partly defined by it, but they are also going to define its future direction: the use of those connections, technologies and cultural possibilities that increasingly blur the global with the local.

These new teaching materials for KS3 onwards have been devised by geography teachers with the geography and citizenship curricula in mind. They include activities and information aimed at stimulating and supporting classroom work on globalisation, and the many questions it raises.