



Fashioning an Ethical Industry:

End of DEFRA Funded Project Evaluation Report

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Contents

1. Background.....	3
2. Aims of the project.....	3
3. Aims of the evaluation.....	4
4. Methodology.....	4
1.1 Scoping and preparation.....	5
1.2 Research phase activities.....	5
5. Assessment of project activities.....	5
6. Analysis against project objectives.....	8
6.1 Increasing understanding and global overview.....	9
6.1.1 Successes.....	9
6.1.2 Challenges and recommendations.....	11
6.1.3 Conclusions.....	11
6.2 Raising awareness.....	12
6.2.1 Successes.....	12
6.2.2 Challenges and recommendations.....	14
6.2.3 Conclusions.....	15
6.3 Promote understanding of initiatives.....	15
6.3.1 Successes.....	15
6.3.2 Challenges and recommendations.....	16
6.3.3 Conclusions.....	16
6.4 Equip students to take action.....	16
6.4.1 Successes.....	17
6.4.2 Challenges and recommendations.....	21
6.4.3 Conclusions.....	22
6.5 Embedding.....	22
6.5.1 Successes.....	22
6.5.2 Challenges and recommendations.....	23
6.5.3 Conclusions.....	24
7. Recommendations and Conclusions.....	25
7.1 Focus for FEI.....	25
7.2 Ownership.....	26
7.3 Supporting graduates.....	26
7.4 Working with companies.....	27
7.5 Working with tutors.....	27
7.6 Working with stakeholders/ partners.....	27
7.7 Final thoughts.....	28

List of Tables

Table 1: Assessment of project activities.....	6
Table 2: Role of tutors towards students engaging with ethical issues.....	9
Table 3: Awareness of ethical issues - comparison with baseline.....	12
Table 4: Ranking of ethical issues - number of responses.....	13
Table 5: Attitudes towards ethical fashion: issues and impact.....	14
Table 6: Awareness of initiatives.....	15
Table 7: Extent to which students perceive the UK fashion industry has an influence on Southern suppliers.....	18
Table 8: Potential impact UK fashion industry could have.....	19

1. Background

Helen Garforth of Just Ideas was commissioned by Labour Behind the Label in February 2008 to undertake an end of project evaluation for the DFID Development Awareness funded project, Fashioning an Ethical Industry. This report provides analysis and conclusions from the evaluation. It draws on interim reports and compares outcomes with the baseline survey produced in 2006 by Sara Burns.

The evaluation was designed to both reflect on the achievements of the project so far (funded by DFID, the Joel Joffe Charitable Trust, the CB and HH Taylor 1984 Trust and the European Commission) and to provide recommendations for the focus of the next two years (predominantly funded by the European Commission) and beyond.

The broader context within the fashion industry for both the project and this evaluation is an increasing interest and growth in the market for 'ethical' fashion. With this burgeoning interest, there has been an array of targeted product lines from well known high street brands such as Marks & Spencer and certification initiatives for ethical products and services (for example from the Fairtrade Foundation and the Soil Association). Within this context students of fashion are well placed to influence the companies they will work for. Fashion students are the target group of the FEI project, along with tutors on fashion related courses, who the project works with to embed learning about workers' rights within the curricula and ensure sustainability of the project.

2. Aims of the project

The project aimed to "support tutors of fashion-related further and higher education Courses in engaging with today's corporate social responsibility (CSR) agenda – so that students about to be active in the UK garment industry can influence sourcing and trading practices in such a way that they contribute to improving livelihoods and respect for workers' rights in Southern supplier countries".

Specific **project objectives** were:

1. To provide further and higher education (FHE) tutors of fashion related courses and their students with a **global overview of the garment industry** and increase their understanding of the context in which Southern countries supply Northern retailers and brands
2. To **raise awareness** of current sourcing and trading practices in the industry and of the extent to which more socially responsible practices can contribute to **reducing poverty in supplier countries of the South**
3. To **promote understanding of initiatives** (e.g. the Ethical Trading Initiative) which aim to facilitate the implementation of more socially sustainable trading policies and practices
4. To **equip students to play an active** role in developing the corporate social responsibility agenda of the companies they will be working for and improving labour standards in these companies' supply chains
5. To **embed** the above in the teaching of all fashion-related FHE courses.

Activities were targeted at meeting these objectives, and the summary of these follow under section 5 where achievements against each of the above objectives are detailed

3. Aims of the evaluation

While this was an end of project evaluation, during the process of scoping the evaluation it was agreed that the evaluation research should include consultation regarding recommendations for the ongoing work of FEI, in order to make best use of the time and funding available. It was agreed therefore that the evaluation should be both formative and summative, and the methodology and reporting should reflect that. It was agreed that the report would provide information for and complement the End of Project report to DFID, but not seek to replicate it in terms of details of activities. The report was designed to be an internal document for FEI, the recommendations of which could be shared with European partners in the ongoing project, and also be adapted by FEI for various dissemination purposes such as media articles and promotional leaflets.

To these ends the aims of the evaluation were those set out in the original application and expanded to ensure that the evaluation would serve as a useful document for the continuations of the project:

- The extent to which the project was implemented as intended;
- The impact of the work of the project over the last three years and how to build on that;
- What new partnerships have been established as a result of the project and with what results and potential for future work;
- What barriers there are to teaching and learning about labour standards and workers' rights in the fashion industry, and how these might be overcome;
- What recommendations can be made from the experience of the project to positively influence the ongoing FEI initiative.

4. Methodology

The evaluation methodology drew on Just Ideas' expertise in using participatory approaches to increase stakeholder engagement with the evaluation process. In summary the methodology involved:

- **Scoping and preparation** with FEI staff and other stakeholders, leading to the development of the evaluation aims detailed above;
- **Research** conducted through structured interviews with staff, students, tutors, international partners and other key stakeholders;
- **Participatory** evaluation and consultation activities at FEI events such as at the 2008 Annual Conference;
- **An online survey** to garner the views of those involved with the project and compare effectively with data from the 2006 baseline survey.
- Comparison with the **base-line study**: Where possible, the questions asked both in the participatory evaluation and the online survey incorporated key questions asked in the baseline study in order to enable comparison. The students surveyed in the baseline study were largely those who were already attending FEI events or engaged to some extent through their tutors, so comparable to the types of students

responding to the evaluation surveys. For more information on the baseline study methodology, carried out by Sara Burns, contact Labour Behind the Label.

1.1 Scoping and preparation

The first phase of the evaluation involved familiarisation with the project so far and scoping an evaluation plan with key staff and stakeholders through face to face meetings, emails and phone interviews. Through this process indicators and means of verification, timescales, targets for interview, structure of interviews, contact lists, the exact methodology and reporting requirements were refined.

1.2 Research phase activities

The following methodologies were used for the research phase of the evaluation:

- **Structured interviews** were carried out with five students, five tutors, three campaign organisations, one company, two independent consultants and four international partners who had engaged with the project, by phone and in person.
- **Revisiting the baseline audit** and repeating the assessments of attitudes and behaviour to measure change with a similar set of students via participatory evaluation at the Ethics of Fashion FEI Annual Conference in Manchester February 2008. 25 of the 120 conference delegates participated in the evaluation activities
- Utilising **events** either co-ordinated by FEI or in which FEI participated to extend the reach of consultation for the evaluation: For example at the FEI annual conference in Manchester (February 2008) conference participants were asked to respond to questions which went on to form the basis of the online survey. Their responses were fed in to interim findings which were discussed by the FEI project steering group (May 2008). Graduate Fashion Week was a further opportunity to talk to and survey a wide range of people.
- The **online survey** (Appendix Three) was sent as a link to students who had been involved over the three year life of the project. This can also be seen at: https://www.surveymonkey.com/s.aspx?sm=HwlgBuxYAXp1I_2fVBBXxJQ_3d_3d

It was designed to repeat the questions from the baseline audit to assess changes in attitudes over the last two years, and also to gather more qualitative information from and viewpoints of a valuable set of stakeholders. The link was distributed by FEI both directly to students and via tutors on their mailing list, with a request to pass the information on to students. 116 responses were received to the survey. While the majority of respondents were students as intended, some of the tutors who were used as conduits for sending out the link also responded in their own right.

5. Assessment of project activities

A series of activities were detailed in the project proposal as outputs that would enable the project to achieve its objectives. A summary table of these, with targets and achievements, follows. More detail can be found on of these achievements in the annual project reports and FEI's end of project report to DFID, which complements this evaluation report.

Table 1: Assessment of project activities

Activity	Indicator/Evaluation	Targets	Total	Difference between target & achieved
a. developing/ trialling methodologies, study units, resources	<ul style="list-style-type: none"> how many institutions and tutors involved qualitative feedback 	<ul style="list-style-type: none"> 8 tutors from 4 colleges/ universities (of which 3 already identified) in yr 1 15 tutors from at least 6 institutions in year 2; 20 tutors from at least 8 institutions in year 3. On-going feedback solicited from tutors 	<p>Yr 1: 10 tutors from 6 institutions</p> <p>Yr 2: 23 tutors from 8 institutions</p> <p>Yr 3: 40 tutors from 19 institutions</p>	<p>Year 1: +2 Tutors +2 Colleges</p> <p>Year 2: +8 Tutors +2 Colleges</p> <p>Year 3: +20 Tutors +11 Colleges</p>
b. outreach	<ul style="list-style-type: none"> Numbers of students reached directly Number of events Of information requests Qualitative evaluation 	<ul style="list-style-type: none"> 5000 by end of project – through course tutors, conferences, presence at other events, etc 12 per year 600 requests Via evaluation forms at end of selected events 	<p>1804 students reached directly by project staff through events.</p> <p>Approx 4380 students through tutors engaged in the projects.</p> <p>12,000+ website visitors</p> <p>47 events</p> <p>454 information requests</p>	<p>Approx +1184 students reached through events and through tutors.</p> <p>+ 12000 website visitors</p> <p>+ 11 events</p> <p>-146 requests</p>
c. training events	<ul style="list-style-type: none"> Number of events “ of participants qualitative evaluation 	<ul style="list-style-type: none"> 4 regional events 100 tutors reached 50 forms collected 	<p>5 events</p> <p>82 tutors reached at training and 44 at outreach events</p>	<p>+ 1 event</p> <p>+26 tutors</p>
d. conferences	<ul style="list-style-type: none"> number participants variety of backgrounds follow up evaluation 	<ul style="list-style-type: none"> 300 participants tutors, students, press, companies, workers’ representatives. 20% follow up rate 150 forms collected and 25 interviews conducted 	<p>320 participants</p> <p>Tutors, students, press, companies, workers’ representatives</p> <p>25 participants participation in evaluation</p>	<p>+ 20 participants</p>

f. electronic project newsletter	<ul style="list-style-type: none"> • Times per year • feedback questionnaire to be included randomly 	<ul style="list-style-type: none"> • 3 editions per year • 35 feedback forms collected 	26 bulletins 12 student reps Coverage in 17 media outlets 116 participants responded to online survey.	+ 17 bulletins
g. stakeholder involvement	<ul style="list-style-type: none"> • Number of opportunities for Southern partners to be heard • Number of companies sharing information, case studies • Number of companies offering student placements 	<ul style="list-style-type: none"> • 2 events in years 1 and 2, 3 events in year 3 • Indirectly through partners' contributions to materials: unlimited. • 10 companies – half conventional half fair trading • 8 companies – half conventional half fair trading 	10 events 11 companies shared information 18 placement opportunities	+3 events +1 company shared information +10 companies offered placements

The over-attainment of the vast majority of targets in relation to activities is a huge success of the project. This success is also reflected in the qualitative interviews and survey data which indicates that the project been perceived as successful and wide reaching. The quality of the events, resources and support was widely hailed as excellent in the surveys and interviews. The positive feedback covered:

- The nature of the events: "I have seen students really buzzing from these experiences [at FEI events], and ...tutors drinking deeply from the cup of FEI. "
- Materials and resources: "Materials that FEI have developed have been really solid and well put together in terms of raising awareness about labour standards, and also very practical. They are empowering - developing people's ability to build on their experiences in their role."
- The methodology of the project: "A fantastic way of working. The reach into the fashion education institutions has been great."
- The approach: "The staff and the project have been experimental, brave and it's always seemed to pay off." And "The model of working with fashion tutors and building their understanding as well as students directly is really good for sustainability."

One of the strengths of the project that respondents kept coming back to was the strength of the staff team. "Such a great, excellent team", they "created first class relationships, putting their all into it". They were described as enthusiastic and passionate, and very importantly "can work at many levels, equally effective and at home with students, tutors

and companies.” The respect that the staff team commanded with students, tutors and industry players alike contributed to the respect with which the project was viewed: “FEI’s influence has been incredibly positive. I value what they’ve done, more than most projects I am seeing at the moment” and “As a force for good they are really up there!” are just two quotes of many showing the passionate support the project has gained.

In terms of the activities detailed above, they contribute collectively to the achievement of the objectives detailed below, but some particular achievements are worth picking out here.

Developing and trialling methodologies, study units and resources with over 40 tutors from 19 institutions in the final year of the project not only increases understanding (Objective 1) and raises awareness (Objective 2) but contributes to embedding the learning in FHE courses (Objective 5). The outreach and training events elements were hugely successful in reaching students directly and through working with tutors. The number of events was far greater than the targets set at the outset – 47 events (target of 36) across the three years reached 1804 students. In addition to reaching students through outreach events the project received approximately 12,000 website visitors in year 3 alone. This was complemented by the support provided through 454 responses to information requests. The apparent shortfall of information request responses reflects FEI’s strategy of making the website the key point of contact for students. In addition to the events described above there were an additional five regional training events (target of 4) involving 126 tutors. These events and outreach initiatives contribute to objectives 1, 2 and 3 particularly – increasing understanding of issues and initiatives and raising awareness of impacts in the South.

The conferences were another form of event, reaching 320 participants (target of 300) drawn from tutors, students, press, companies and workers’ representatives. By providing opportunities for students and tutors to network and learn from each other, and from industry, they also contributed to Objective 4 – equipping students and giving them the confidence and contacts to make a difference once in industry, and along with the project newsletter and media coverage, contributed towards Objective 5, embedding the work of FEI through promoting and mainstreaming the issues.

The level of stakeholder engagement was particularly important according to qualitative feedback. Opportunities to hear and learn with workers from the South (or producer countries more widely) were recognised as very important in bringing the issues facing workers to life, an integral part of Objective 2. Ten such opportunities were offered. Important in equipping students to make an impact in industry (Objective 4) was the emphasis on involvement of companies. In total, eleven companies shared information at FEI events, and 18 companies (10 more than the target) offered student placements.

The activities outlined above all contributed towards the project achieving its objectives.

6. Analysis against project objectives

This section summarises the project achievements against its stated objectives, drawing on both the quantitative and qualitative data from the survey, the participatory evaluation, informal discussions and interviews. Under each objective this section looks at the

successes, the challenges and conclusions and recommendations. Recommendations are summarised again in the final section on recommendations.

6.1 Increasing understanding and global overview

“Fashion course leaders need to be more informed and I think FEI are making positive changes in getting the word out, raising more awareness and giving support to universities and students.”

Objective 1 was to provide further and higher education (FHE) tutors of fashion related courses and their students with a global overview of the garment industry and increase their understanding of the context in which Southern countries supply Northern retailers and brands.

6.1.1 Successes

The vast majority of the students and tutors interviewed as part of the evaluation enthusiastically endorse the impact FEI has had on increasing their understanding of the global context of the fashion industry, and claim that they find the resources FEI provides useful. For example: ““FEI are one of few organisations making issues transparent and visible, so they are very important. They have taught us a great deal about how to make these issues visible and how to teach this.”

Role of Tutors: The table below demonstrates the extent to which students have been encouraged by tutors to consider ethical issues, and the change in responses from the baseline audit in 2006 and the evaluation in 2008.

Table 2: Role of tutors towards students engaging with ethical issues

	No support/ Encouragement from tutors	A little	Active encouragement from tutors
2008 Survey	24.1%	37.5%	38.4%
2006 Baseline survey	39%	44%	17%

The results show a marked increase in the engagement of tutors in considering ethical issues in their teaching. Although not all of this increase can be attributed solely to FEI, the quote above is among those indicating that the information and support would not be available without FEI’s promotion of these issues and support for tutors in their teaching about the subject. It is clear that the positive effects of the project on tutors and their inclination, motivation and capacity to integrate consideration of ethical issues into their teaching has been recognised by students.

Increasing understanding and raising awareness: The project is well known in the right circles. Colleges know about it and make use of it. There is already evidence of curriculum change. Initiatives such as the Centre for Sustainability at the London College of Fashion have been influenced by FEI.

It is not just respondents from the academic world who were convinced that FEI is having an impact on understanding. These views are echoed by other initiatives in the ethical fashion and ethical trading fields. The Ethical Fashion Forum (EFF) has noticed a change in the attitude of institutions and students over the last few years and attributes it to involvement with FEI. One of the current EFF directors was involved in the initial stages of FEI, and found at that stage a number of colleges that were initially approached were very negative about the issues. Students were the ones pushing things forward, having come out of schools having had some information. Some tutors and colleges were very resistant. But the EFF feels that there has been a real turnaround. All colleges involved have addressed ethical issues fundamentally. EFF has seen graduates who they work with changing, with much more awareness and knowledge around social issues. Before the FEI project started, most 'ethical' awareness of those EFF worked with was about environmental issues, with a little understanding of fair trade, but the link hadn't been made with fashion and social issues. "People knew about sweatshops etc but didn't relate it to their work. [FEI's work] has made it easier for EFF to talk about these issues, to prepare training projects, because students now have a grounding in the issues".

This grounding that students now have has an impact that is described as "long term; immeasurable, enormous". It has "changed something fundamentally because it has changed the curriculum. We have reached a tipping point where it is now unusual for colleges not to include ethical issues." While there is recognition that attitudes were shifting anyway, that was really around environmental issues and "we wouldn't be where we are by any means in terms of integration of social issues without FEI."

FEI resources and activities: Many students stated that the workshops FEI have organised over the three years have been a huge success: "...workshops are hugely successful in helping students, teachers and industry with similar ethical interests to network and integrate, as well as raise awareness of issues linked to ethical fashion. Email bulletins have been a helpful way to keep me up to date with events and activities."

Tutors have found FEI an invaluable source of resources, and also access to a network of those interested or involved in ethical fashion. New tutors in particular have found the FEI support very helpful: "As a new tutor interested in ethical fashion, it has provided a support network that I can turn to for advice and information, and I can help with my own (very fresh) experiences of teaching. It's an encouragement to know that there are a growing number of people interested in teaching ethics in fashion – sometimes it can feel very isolating within the university."

Student and tutors reported that face to face contact with workers and activists from producer countries was a unique and highly influential resource. After meeting Rosa Ivanova, a Bulgarian home-based worker one tutor reported: "It's real. To meet an actual person is very different to receiving the information second hand. You realise and think about how the situation actually affects her whole life – now. Second hand information is important but it is always retrospective, even if accurate."

Depth of knowledge and understanding: The following quote is one of many demonstrating the depth of knowledge and experience of the global fashion trade that tutors and students

involved with FEI have, showing that the process has not only given an overview but an ability to analyse complex issues in depth:

“A whole re-thinking of the processes behind the big labels needs to be established. If things change from the top, then ethics will be addressed better throughout the chain. More awareness will help, but unless consumers stop creating the need for cheap clothes, the companies will not change their ways. I think workshops or training schemes that teach the people at the top what the people at the bottom go through might help change attitudes, there is definitely a lack of awareness when it comes to labour exploitation. Implementing units about labour ethics into college courses will help new designers make more sustainable choices in the future.”

6.1.2 Challenges and recommendations

The evaluation survey asked ‘how much useful information on ethical issues was/is there on your course?’ While most respondents reported elsewhere that FEI’s resources and information (including face to face events, the website, newsletter and briefings) were very useful, there seems still to be a perceived gap in access to information. The majority of (mainly student) respondents (43%) indicated that there was ‘a little’ useful information on ethical issues in their courses, however a significant percentage of responses (31%) showed ‘none’. 19% of respondents suggested they had ‘some’ access to useful resources while 7% indicated that they had a lot of access to resources.

This highlights an opportunity for future work through the ongoing elements of the FEI and in collaboration with their partners. FEI should look at ensuring the resources that they and partners have produced are well disseminated. The database of resources and opportunities, and the website and briefings in general, should continue to be developed and maintained, but also promoted more widely. This could be through events that FEI partners attend, and through FHE networks more generally. There could be a more aggressive marketing and promotions strategy, using the increasing media coverage of and industry focus on ethical consumption and fashion issues to draw attention to all in fashion education that a body of information and resources exist on the FEI website.

6.1.3 Conclusions

FEI has given opportunities for students to learn more about ethical fashion and become actively involved through workshops and events. Teachers and lecturers also have support and a resource to tap into if they decide to integrate ethical issues into student learning. Higher education courses that focus on ethical fashion are emerging, with help and support from FEI. Students are finding information about how to study ethical fashion further through the FEI website.

The combination of activities and reach achieved during the project and the acclaim with which the involvement has been met by those involved are backed up by statistical evidence showing that the FEI project has been successful in making significant progress in this objective. FEI has convincingly provided further and higher education (FHE) tutors of fashion related courses and their students with a global overview of the garment industry and increased their understanding of the context in which Southern countries supply Northern retailers and brands. Further evidence for this will be found in the following section on

objective two, as it was sometimes difficult to tease out the distinction between objectives 1 and 2, given that there is some overlap between providing an overview and increasing understanding, and raising awareness.

6.2 Raising awareness

“FEI...”have raised the profile of workers’ rights issues in the fashion education world enormously. “

Objective 2 was to raise awareness of current sourcing and trading practices in the industry and of the extent to which more socially responsible practices can contribute to reducing poverty in supplier countries of the South

6.2.1 Successes

“Fashion course leaders need to be more informed and I think FEI are making positive changes in getting the word out, raising more awareness and giving support to universities and students.”

In terms of this objective, the FEI project has been highly successful. Of the students responding to the online survey, 40% had no experience of FEI, while 52% had either a little or quite a lot of experience, and 5% claimed to have a lot of experience. (‘Experience’ means involvement in the project - from perhaps attending a lecture at one end of the scale, to being an intern with FEI at the other). When this information is compared to the self assessment of awareness of ethical issues in the fashion industry, the results are clear. 100% of those who have been heavily involved in FEI claim that they have considerable awareness of ethical issues in the fashion industry, with 69% of those with any experience at all of FEI claiming considerable awareness (compared with only 27% of those with no involvement), and 42% claiming some awareness. No-one who had any involvement with FEI claimed to have no awareness, and only 4% claimed little awareness (compared with 20% of those with no experience of FEI).

An interesting comparison can be made here to the baseline survey carried out in 2006. In 2006 45% of respondents claimed to have little or no awareness of ethical issues (10% 2008 evaluation), and only 7% considered themselves to have considerable awareness (39% 2008 evaluation).

Table 3: Awareness of ethical issues - comparison with baseline

	Little or no	Some	considerable
Baseline audit 2006	45%	48%	7%
Evaluation 2008	10%	41%	39%

Actual understanding of relationship between price paid and price earned: When asked in the 2008 evaluation “What percentage of the price paid by high street shoppers for a fashion item actually goes to the workers in developing countries?”, of the 112 responses to this question 67% identified the correct answer of 1% or less. The remainder of respondents identified 2-5% of purchase price going to workers in developing countries. Both these responses

suggest an acute understanding of the disadvantaged position of producers and workers in developing countries.

These results differ considerably from the baseline survey study. While the responses indicated that the issue students declared themselves most aware of was the level of wages for workers (66% of students claiming this), this was not validated by actual understanding or knowledge. When asked about the percentage of the consumer-paid price received by workers, only 29% correctly identified 1% or less. This indicates that, as a result of FEI's focus on workers' rights and conditions, perceived awareness is now backed up by a greater understanding of the issues in comparison with 2006.

Range of ethical issues concerned about: Another success against this objective is that when asked what ethical issues they are concerned about, the majority of respondents cite labour rights and labour standards rather than environmental considerations. 73% of responses were about workers' rights and conditions, child labour, producer wages and sweatshops, with a further 11% mentioning fair trade, and only 16% prioritising environmental considerations. This suggests that FEI is succeeding in promoting the social aspect of ethics in the industry, despite the fact in the mainstream it is perhaps easier to grasp and act on environmental concerns, with increasing availability of and promotion of organic and recycled fabrics.

Table 4: Ranking of ethical issues - number of responses

Ranking	Issue	Number of responses
1	Workers' rights and conditions	62
2	Environmental considerations	26
3	Child labour	21
4	Wage or pay for producers	21
5	Fair trade	18
6	Sweatshops	17

Awareness of links between industry practices and conditions in the South: Right across the board the comparison on issues and impacts between the baseline survey in 2006 and the survey completed for the evaluation report show a movement towards more awareness of the ethical issues integral to the fashion industry and a heightened understanding of the connectedness between the practices of Northern brands and retailers and conditions in Southern producer countries. A particularly vivid example of this is the change between 2006, when 55% of respondents agreed with the statement that 'conditions of workers are the sole responsibility of employers', and the 2008 survey which showed 18.4% of respondents agreeing with the statement and 75.4% disagreeing. Another key shift is in the perception that 'fast production is crucially important for the UK fashion industry' down from 71% agreeing with this statement in the 2006 baseline to 39.5% agreeing in 2008.

Table 5: Attitudes towards ethical fashion: issues and impact

Attitudes (115 responses – 2008)	Agree (2008)	Agree (2006)	Disagree (2008)	Disagree (2006)	Don't know (2008)
There is nothing UK companies can do about working conditions for suppliers.	0.9%	5%	93.9%	83%	5.3%
The UK fashion industry must do all it can to act ethically.	93.9%	89%	0.9%	2%	5.3%
The price paid in shops reflects the amount paid to workers producing the goods.	11.3%	20%	82.6%	80%	6.1%
Ethical considerations would jeopardise my studies.	2.6%	10%	84.2%	70%	13.2%
It is for the government in the supplier countries to protect workers, not us in the UK.	9.6%	16%	75.7%	63%	14.8%
To do business ethically gives a company an advantage over others.	71.3%	68%	18.3%	10%	10.4%
The conditions of workers are the sole responsibility of their employers.	18.4%	55%	75.4%	39%	6.1%
Fast production is crucially important for the UK fashion industry.	39.5%	71%	49.1%	14%	11.4%
A UK company can't be ethical and compete unless all companies do it too.	21.2%	12%	68.1%	68%	10.6%

The events involving workers from the South, or from producer countries more generally (such as the events involving workers and activists from Cambodia, China, Bulgaria and Nicaragua), have been, as already mentioned, highlighted as one of the forms of engagement that most inspires students and tutors. When workers are not visiting the UK, project staff ensure that their voices are heard through using workers' case studies in presentations at outreach events and making their testimonies available on the website. This dialogue between different stakeholders who would not otherwise have met is a real achievement of the project under this objective.

6.2.2 Challenges and recommendations

Interview responses and informal discussions suggest that while maintaining the focus on labour standards and workers must remain the focus for FEI, it is also important to realise that labour standards and social justice are to some extent intrinsically linked to environmental justice, and students do not necessarily draw such a clear distinction.

The importance of face to face meetings and opportunities for dialogue with producers and workers from producer countries is such that it would seem appropriate for FEI to continue

to explore this as a core aspect of its ongoing work. Partnerships with other organisations working with the industry and in the campaigning arena are strong – maximum advantage of these should be taken in order to facilitate as many as possible of these dialogue opportunities, ensuring always that the visits/exchanges benefit the visitors as well as the audiences in the UK.

Many stakeholders felt that greater involvement of business representatives was highly desirable – not only as information providers, speakers and sponsors, but also as learners and active participants in coming up with solutions. Many suggest that, as the face to face sessions with producers are so effective with students, they would also be a great opportunity for industry players to learn, and challenge and be challenged by other stakeholders.

6.2.3 Conclusions

It is clear that FEI has contributed to a greater awareness of current sourcing and trading practices in the industry and of the extent to which more socially responsible practices can contribute to reducing poverty in supplier countries of the South. The awareness of issues among students is broad and often holistic, and integrates the social and the environmental. Students and tutors have been inspired by FEI-provided opportunities to engage with the issue of how practices of brands in the North can effect producers.

6.3 Promote understanding of initiatives

“FEI has been crucial in spreading the global justice message beyond the usual suspects of campaigners, activists, consumers and development education professionals”

Objective 3 was to promote understanding of initiatives (e.g. the Ethical Trading Initiative) which aim to facilitate the implementation of more socially sustainable trading policies and practices.

6.3.1 Successes

Respondents’ awareness of the following initiatives is shown in the table below in comparison with the baseline survey data of 2006

Table 6: Awareness of initiatives

Initiative	Positive awareness of respondents 2006	Positive awareness of respondents 2008
Ethical Trading Initiative	12%	56.3%
Labour Behind the label	42%	83.5%
Ethical Fashion Forum	35%	43.7%
No Sweat	35%	48.5%
Fashioning an Ethical Industry	42%	82.5%

The marked increase in awareness about these initiatives from the predominantly student respondents show the efficacy of the FEI project's communications and engagement with its target audience.

Various other initiatives were mentioned by respondents. These included: Clean Clothes Campaign; People and Planet - Redress Fashion Campaign; Lift the Label Fair Fashion; Fair Wear; Garments Without guilt (Sri Lanka); IFAT (Fair Trade Association); Traidcraft ; MAKE YOUR MARK: IN FASHION; One percent for the Planet Charity; PAN UK; Paris Ethical Fashion Show; Paris Pret a Porter (So Ethic corner); London Fashion week ethical brands corner; Clean up Fashion; Fair Labour Association; Threads; Environmental Justice Forum, TRAIID – textile recycling for Aid and International Development.

Also related to initiatives and partnerships, interviewees regarded FEI as succeeding in forging new relationships with the fashion industry. FEI has opened up the messages of Labour Behind the Label to a whole new set of people. Not just fashion students but also industry players who may have been sceptical of a more campaigning approach. FEI has spread messages to people in different parts of companies, and contributed to increasing the understanding of campaigning initiatives such as Labour Behind the Label about how the fashion industry works, and to building connections with the industry and the fashion community.

6.3.2 Challenges and recommendations

The challenge here is for FEI to maintain its focus while taking advantage of and working with other initiatives. This seems to be something that FEI is achieving with a great measure of success already and the recommendation is to continue to contribute to the debate and the body of expertise. One possibility for enhancing this aspect of the work, and strengthening the partnerships and influence of FEI is for FEI staff to get involved more as experts in other organisations' events, rather than solely as facilitators of the education process. A great body of knowledge, understanding and expertise had been developed and this could be a way of taking the message even more mainstream. The good relationships with industry and academic stakeholders that have been carefully built up should provide a way in to invitations to be involved in such forums.

6.3.3 Conclusions

It is difficult to make an absolute statement about this trend towards greater awareness of initiatives, given the fact that different students were surveyed, and there is no way of proving that the change is solely a result of the FEI activities. However, as both samples were of students with an existing interest in ethical fashion issues, the raised awareness that has been achieved is an indicator of remarkable success for the project on this objective. A further contextual factor is the increased attention that these issues and initiatives now receive in the mainstream media. The recent *Blood, Sweat and T-shirts* documentary showing on the BBC and coverage on current affairs programmes, and there is a feeling among those interviewed that FEI has significantly contributed to the raised profile of these issues, as well as benefited from it.

6.4 Equip students to take action

“The conferences in particular have helped me to understand how I can contribute, once I am in the workplace, towards a more ethical industry. Before I felt like my opinion would not matter in such large retailers, now I have the confidence that I can contribute by making small steps and changes.”

Objective 4 was to equip students to play an active role in developing the corporate social responsibility agenda of the companies they will be working for and improving labour standards in these companies’ supply chains. FEI has worked towards this in two main ways. Firstly by giving students the information, confidence, inspiration and contacts to make a difference, and secondly by raising the profile of ethical issues within the industry, improving the environment for new employees to raise or work towards positive change. This second element has been touched on under the previous objective of partnership and raising awareness of initiatives.

6.4.1 Successes

“I think fashion students hold the potential to have a great influence when they get into the fashion industry. Attitudes and opinions I formed while at university have a great impact now on where I would choose to work and also the kind of questions I will ask”.

The feedback overwhelmingly showed that students could have an impact having been involved in FEI – both once they get into industry, but also as many of them may also go on to work in fashion education themselves and continue to influence course focus and content.

Potential for impact of fashion students: Students were asked whether, once they are working in industry, they think they will be able to take actions and make decisions that could contribute to improving conditions for workers supplying the UK fashion industry. 105 responses were received. There was a great increase in the number of those feeling positive about their ability to make a difference.

↑ 63.8% said **yes they hoped so** in comparison with 56% in 2006

↑ 34.3% said **yes they definitely will** have an impact set against 22% in 2006

↓ 1.9% said **they doubted they would** have an impact in comparison with 3% in 2006

An array of potential contributions were proffered as students responded to the type of actions they might take, ranging from consideration when sourcing materials and suppliers, through reducing pressure on suppliers with reference to deadlines, to setting up independent ethical fashion lines:

- I will ensure that wherever I work I raise awareness of the issues and the practices that must be changed. If I work in a company dealing with factories supplying the UK I will make every effort to ensure that the workers in those factories are treated fairly even if it means drastic changes to company policy.

- Setting deadlines for finalising designs well in advance of manufacturing deadlines to avoid creating pressure on the supply chain to realise changes with time constraints.
- Maintaining pressure on suppliers to comply with ethical working practices.
- Trying to encourage my employer to take a holistic approach to supporting social corporate responsibility business practices such as recycling, using green energy and raising staff awareness of how to implement company pledges to improve the ethical aspect of business practices.
- Trial production and marketing of ethical products to implement steps towards full support of ethical manufacturing and also raise customer awareness of their availability

However there was also a keen awareness of the business pressures that companies are working under, and the limited scope for influencing company policy as a junior member of staff:

“You can be aware of it but in reality to meet targets you have to buy cheaply...hopefully if I become successful I will be able to have more impact down the line.”

“I am not sure yet, the impact of an entry level employee in a large company may not be big. I will mostly want to work for a company that is already implementing better practises to their supply chain.”

Perceptions of potential impact of the industry: Integral to equipping students to make a difference is a confidence that the industry they are in has the power to make a difference. The following tables shows responses to the question as to whether students feel that the UK fashion industry *has any impact* on working conditions in supply chains, and the *potential it has* to make an impact.

Table 7: Extent to which students perceive the UK fashion industry has an influence on Southern suppliers

Level of impact	Response (%) – 2008	Response (%) -2006
Little or no impact	9.6%	18%
Some impact	11.3%	37%
Substantial impact	67.8%	46% ¹
It’s the main cause	11.3%	

Again there is an encouraging trend comparing the baseline with the evaluation regarding perceptions of the UK fashion industry’s current impact on working conditions in supply chains. A far greater percentage (79.2%) from the final evaluation selected ‘*substantial impact*’ or ‘*it’s the main cause*’ set against 46% for both these categories from the initial baseline study.

¹ The baseline survey did not differentiate between the responses ‘substantial impact’ and ‘main cause’ unlike the 2008 evaluation.

Table 8: Potential impact UK fashion industry could have

Level of impact	Response (%) - 2008	Response (%) – 2006
Little positive impact	2.6%	16%
Some positive impact	21.7%	17%
Could have great impact	75.7%	67%

Again, attitudes regarding the potential for the fashion industry to make a positive impact on working conditions and ethical considerations within the industry have increased over the life of the FEI project. In the evaluation survey, 75.7% (87 respondents) felt that industry could have a great impact, this is up from 67% in the baseline survey.

We asked how the industry could contribute to improvements in working conditions for those working throughout the supply chain. 80 responses were received to this question providing an array of insights. Common themes were:

- Better pay, decent working conditions and union representation
- Ensuring that the impact and involvement of companies in initiatives such as the Fairtrade mark and the ETI are maximised
- Facilitating the growth of consumer power – consumers must demand better conditions for workers and move away from disposable fashion and garment production
- Difficulty within complex supply and demand structure and existent markets within producer countries (many answers displayed a sophisticated understanding of the complexity in the global fashion trade).

The increasing perception that individuals entering the industry, and the industry itself, have the potential to make an impact on workers in supply chains is an encouraging success for FEI. This is backed up by the increased understanding and change in attitudes to the role of the industry illustrated in the table of issues and impact under objective 2. Not only does this illustrate that students are increasingly understanding the issues and impacts, but they are increasingly supportive of the need for a re-evaluation of responsibility for workers' rights, of the need for 'slow' fashion, and less inclined to think that ethical considerations will jeopardise their career.

When talking to Ethical Trading Initiative staff, they were very enthusiastic about the role FEI are playing. ETI has first-hand experience of working with people in the industry who haven't had the opportunity to learn about the ethical dimension as students or in work training, so they affirm how really valuable it is to have that input at an early stage when people are learning about their trade.

Stefan Kerl from Austria pointed out the difficulty of measuring impact beyond HE and FE institutions: "I think it [FEI] so far has had a great impact on colleges and students but it will be very difficult to measure its impact on the industry and even more difficult on the workers". The project staff acknowledge that measuring behaviour change once students go into the industry is beyond the remit of this evaluation. However there are others who are researching impact, communicating with students over a longer period of time to track their attitudes in relation to these issues.

Chelsea College of Art and Design is undertaking research into the impact that students have once they reach industry. They have found that in the last three years, 18 graduates are working in a really progressive way in relation to ethical and environmental issues, either setting up their own company, an ethical company, or working in a policy making role within the mainstream industry. There are also negative examples, for example where a graduate's ethical stance was damaging to her career. The department are working towards a book to be ready 2010 called Impact, for students and young designers. It will give an overview of the impact their own decision making does and can have. They would like to share learning with FEI staff on this.

Birmingham City University has some evidence to back up anecdotal evidence of ex students making a difference or carrying their concerns into their roles in industry. An ex student contacted a tutor saying *"One thing that is becoming more and more important is ethical issues and working conditions of suppliers."* Her conclusions are that *"It is becoming a little easier for students at this point to be able to advance some suggestions for their employers – provided they have access to some of the solutions."* This backs up the call to work with others such as Fashion+ (an Ethical Fashion Forum project funded by DFID) to support graduates with some form of manual or resources, giving graduates access to ideas for solutions, and space to exchange ideas and experiences.

Attitudes within industry: Students, tutors and other stakeholders felt that the involvement of industry is crucial to changing the fashion industry and consumer awareness. It is clear that companies need top level senior buy-in to really ensure that the importance of ethical issues is addressed in practice as well as in theory and that these messages are communicated throughout the company. It is also encouraging that in companies interviewed for the evaluation, both that top level involvement and commitment throughout the company is apparent.

When asked whether it is important to take action on ethical issues, one fashion retailer's response was unequivocal: *"Absolutely. Why? Risk management, reputation management, to ensure that you have a sustainable business. We are going to need to address these issues because it will be good for business, and part and parcel of that is the pressure that NGOs and campaigning organisations have put on companies. There is a huge amount of media coverage and international campaigns about poor ethical standards, and sales of leading brands can suffer"*. This shows that awareness-raising by the FEI project contributes to a climate of companies having to think very carefully about their public image and transparency. But the imperative for companies to act ethically is not solely borne out of a need to minimise adverse publicity: *"There is also another side to it, a moral case for doing this as well. People who work for an organisation don't want to work for one that is building its business on exploitation"*.

FEI has, according to those in the industry and those outside it, had an impact on industry – it is encouraging to note the way that industry players have been interested in taking part from the start, although the extent of and nature of that involvement is varied. The fact that FEI staff are currently in correspondence with one of the major players in mainstream high street retail is an indication that industry players consider it worth getting involved in.

Industry players such as Marks and Spencer, Next, Gap, Arcadia Group have been involved in activities, alongside the more obvious allies of specialist ethical fashion retailers.

6.4.2 Challenges and recommendations

Looking ahead there is optimism that **the profile and importance placed on ethical issues in the industry will continue to rise** and this needs to continue to be supported by initiatives such as the FEI project. This energy, creativity and optimism must be effectively co-ordinated and examples of good practice shared effectively across the industry, not kept in a silo of 'ethical awareness': *I think that while there is a growing focus on ethical practice, much of the information may be informal as opposed to formally delivered.*

Students were asked what steps could be taken to enable them to make more of a positive ethical impact within the fashion industry. 78 students and tutors made a wide range of suggestions as to what would help them make a positive impact on a company's ethical performance. Five themes emerged from the responses received, detailed below. 1 - 3 are activities and issues that the evaluation shows FEI are already addressing with great success and this is an endorsement to maintain the focus. 4 and 5 are areas outside of the remit of FEI, but FEI could support other organisations in promoting these opportunities.

1: Encouraging a **more positive view of ethical issues** within the industry and building more links/partnerships with industry:

"A more positive view of ethical fashion. The old image still remains and people generally still think it's impossible! "

2: **Promoting greater awareness** among consumers, in the industry and in educational institutions of ethical issues and their intrinsic importance to both a sustainable business model and sustainable development. Building partnerships with companies that are working ethically and supporting big industry players to increase their ethical focus. Creating a new norm.

"Greater consumer awareness and demand for ethical products, for consumers to know how they can make a difference."

"To teach ethical values and to stress the fact that in the long-term ethical business will have better results financially."

3: **Co-ordinating knowledge, practical examples and expertise** both by bringing people together at conferences, online or in publications and providing support for tutors to incorporate more of an ethical focus.

"A big database with loads of tips on how to make your degree ethical with lots of contacts who are willing to talk to students."

"A body of experts who have lots of knowledge of ethical sourcing and suppliers that we could have access to."

"Education on the structures of different fashion companies and the barriers we may encounter when trying to effect change."

"Links with others who have already established good relationships with workers and good practices."

4: Support and guidance in sourcing ethical materials and working with companies that trade on an ethical basis

“Sourcing my materials as ethically as possible, working in a sustainable and responsible manner”

5: **Focus on career opportunities**, financial support and development for individuals to continue working with an ethical approach

“Ethical subsidies to help small businesses get going”

6.4.3 Conclusions

“No-one expects that all the students who learn about workers’ rights through FEI are going to go into industry and change processes overnight, but they will sow seeds.”

Martin Hearson, LBL

Impact is hard to measure – we would really need to come back and talk to the same stakeholders in ten years time to get a definitive picture of impact. As well as the timescale, it is difficult to tease out the impact of Fashioning an Ethical Industry aside from other influences, but the FEI has definitely been a key player in a shift in awareness and attitude of students, and the beginning of a movement for change in the industry, as well as in equipping students to make a difference.

The detailed responses regarding what needs to be in place for greater impact to be had shows that the FEI is addressing a real need, and that this focus should continue. There is a clear indication that while FEI is shown to be successful in its objective of equipping students to make a difference, there is evidence that further support for FEI is needed to continue addressing these issues, and working with those who are addressing related issues.

6.5 Embedding

Objective 5 was to embed the above in the teaching of all fashion-related FHE courses.

6.5.1 Successes

The fact that more than forty tutors, from nineteen institutions were involved in piloting, trialling and developing resources and study units in year three alone is a great indication that the FEI has managed to embed the learning from the project in FHE courses. Tutors and institutions taking ownership of the project was highlighted by many interview respondents as a key to FEI’s success and long term sustainability

FEI’s main contribution has been getting tutors to look at getting ethical issues into courses in a systematic, long term way, embedded in the totality of the curriculum, involving designers, buyers and marketing roles. All sections of the education programme are on board – students, tutors, heads of colleges.

There are a number of exciting developments in relation to embedding CSR into fashion FHE curricula, not least of which the establishment of ethical fashion modules and courses. In addition, tutors are increasingly requesting case-study material and access to training events.

A notable achievement has been two key academic appointments at the University of Northumbria and London College of Fashion (Professor and Reader in ethical fashion) and the further development of the Centre for Sustainable Development at London College of Fashion.

FEI consulted widely on the development of a tutor manual, due to be published in 2008. The tutor manual will be a unique publication featuring contributions about teaching ethical fashion from around sixty tutors worldwide. This will play an important role in embedding the issues, and ensuring sustainability beyond the life of the project.

A database of all educational institutions offering higher education and some further education courses was compiled covering 73 educational institutions. Opportunities for including CSR issues into these courses have been identified with individual tutors. A list of courses covering ethical issues was put on the FEI website at <http://fashioninganethicalindustry.org/ethicalcourses/>

CSR issues have been integrated into at least 18 study units including London College of Fashion, one of the most influential institutions. For more details of the substantial achievements in embedding the issues into course content, see the FEI's end of project report to DFID.

A real success was the way in which the target groups own the project, and how FEI staff have ensured this ownership and involvement. This is clearly a collaboration of equals, not something that is being delivered to partners, and that is going to be the key to FEI's sustainability.

After the first two years of the project, success was such that further funding was granted from the EU. FEI is now truly international, with projects modelled on and working with FEI in Netherlands, Poland and Austria. French, Spanish and Canadian colleges are also interested in looking at the model with a view to developing a similar initiative.

6.5.2 Challenges and recommendations

While FEI has played a considerable role in embedding its first four objectives, there is still need for a continued focus on this. Despite recognition of the growth in awareness of ethical issues across the fashion industry during the period of the FEI project, many barriers to greater focus on ethical practice within fashion courses were identified by students.

Respondents focused on the **time pressure, interest and capacity of tutors** to include more focus on ethical issues: *"these issues have been ignored for so long whole mindsets need to be changed including the tutors'."*

Students who completed the survey with an expressed interest in ethical issues suggested that they are still **in a minority** in relation to their cohort: *“The majority of people studying fashion just aren’t interested in ethical topics as they aren’t affected by them”* and *“I was surprised being the only student out of 45 in my class who was really interested in ethical issues”*

The **lack of options and relevance to careers** in the fashion industry that would enable students with expertise and experience of ethical issues to capitalise and incorporate their skills and knowledge presented a further obstacle: *“Lack of options for students ... , lack of job options after college, considered unglamorous and underpaid, students worried about alienating future employers with an ethical portfolio/knowledge.”*

The **cost** of incorporating ethical considerations into course development and delivery was also identified as a potential barrier.

Various barriers were also described by tutors: time pressure; information provision and knowledge; skills; vision. *“There is still a lack of mainstream understanding as to the complexity of the issue of ethics in fashion and how to bring it into the curriculum. The skills that are needed for this form of questioning – a critical analysis of international justice issues - are not necessarily traditional skills in the field.”* and *“There may be some uncomfortable personal issues for tutors to have to get over, such as feeling embarrassed that they don’t know all the answers – and even that students may know more than them”*

Another crucial barrier is a perception that by focusing on ethics, design might be constrained. This was reflected by a few respondents - that as design is supposed to be creative, to restrict the parameters by consideration of non design issues somehow works against that principle of unfettered creative design. There is a real role here for creative designers to show that this is not the case, and that working with materials and exploring issues that lead to greater development of human potential is in itself creative. There is perhaps also a role for FEI to bring this debate into the open and encourage its discussion in academic circles.

“It would have been nice to have one research-lead component where we looked at some sort of ethical issue (choosing from various topics such as fabric processing, Fair Trade, supply chain issues, farming, disposable fashion culture etc...) and had resources and support from tutors to do this. If a student then chose to continue their research or translate this into 3 dimensional work, they would have a good foundation to build on.”

6.5.3 Conclusions

As FEI are targeting people in a formative stage and also teaching the teachers, leading to a lasting change, the feeling is that the input has the potential to make a real and lasting difference. Everyone interviewed felt that FEI’s work is unique, and that it is fulfilling its potential, with a lot more scope and need to do more if resources are available. It has made great progress in embedding the ethical dimension in fashion education, by embedding the first four objectives. There is a need for further work in this field, and the recommendations for the project as a whole will aim to draw out some of the possibilities.

7. Recommendations and Conclusions

7.1 Focus for FEI

The specific focus on workers' rights in the garment industry is one of FEI's strengths – its focus avoids the pitfall of 'getting caught up in the vague CSR pool' as one respondent put it, and is necessary given the project's modest capacity. It allows for an in-depth approach and establishment of real expertise and reputation in that field. It is evident however that participants - students, tutors and other stakeholders such as industry players - see labour standards and workers' rights within the context of wider ethical and sustainability issues. FEI will need to continue to recognise that there are different 'hooks' or ways in for people exploring the ethical dimension of the industry – for some it will be an interest in recycling, or organic production, for example. FEI materials, resources and communications must work to involve those who come at ethics from a different perspective, allowing them to use their initial interest as a route to developing an understanding of workers' rights.

Similarly, labour rights in the fashion industry are part of a wider labour rights issue, with workers in electronics, textiles and other sectors facing similar issues, as May Wong, Labour Rights activist from Hong Kong, pointed out. While important to retain focus and specificity, FEI might bear in mind in its ongoing work that exploring these issues in the fashion industry might encourage participants to think about them more widely. FEI could signpost to organisations or resources where interested participants could find out more about activity in other industries.

There was a suggestion that FEI staff should use the extensive knowledge they have developed through FEI at high profile national events - not as workshop organisers or participants, but as keynote speakers at mainstream fashion industry events. If they were to talk about challenges and priorities for the industry and fashion education, in an audience of industry players and academics, it would really raise the profile of the debates around ethical fashion, and particularly the social – labour standards – issues.

While maintaining the geographical coverage committed to, it might be necessary to focus on a smaller number of colleges with which to deepen engagement with the issues. This could lead to developing models of good practice and developing and piloting resources to enable sharing of learning among other colleges.

Most respondents echoed FEI's own feeling that in the next two years their focus should be on tutors at higher and further education rather than delivering workshops to groups of students. Most effective would be to continue to work on a selection of key institutions which haven't been completely won over yet, realising that colleges need board level or director support to really make things change. One way to do this is to get a tipping point within each college - a sufficient number of tutors who are passionate about the issues and can drive it forward to get board level support.

FEI could have an impact on the profile of the social/ethical issues of fashion by working with industry and academic institutions to promote greater sponsorship of ethical fashion. Several initiatives exist around recycled fashion – these could be used as an example to build on to create social ethical fashion awards. One research fellow cited the example of

Chelsea College of Art and Design, unique in setting up a research project and department, with archives, space, interns, website etc, so ethical fashion has become visible to the other staff as a way of making a living out of making the work. An encouraging number of students want to take it on to MA and PHD as they can see it, all made possible by research. The research gives the course and the directors and the heads the confidence that this is an important and vibrant issue. Research attracts funders and external interest. Following this success story, the recommendation is that FEI support funding for PHD research to happen in this area, thus getting really talented designers to take on three year focused projects. It is important to recognise that if the funding were from companies, there may be significant dangers to independence, but this should not prevent further exploration of the idea. Chelsea College of Art and Design are willing to talk with FEI about how this might work in practice.

7.2 Ownership

FEI is well placed to continue to ensure that stakeholders own the project and are involved in the delivery, planning and steering of the initiative. One of the drivers for success has been ownership by target groups and it will be important to maintain an environment that will allow tutors and steering groups to pursue this initiative after the funding period is over. One suggestion for how to make this happen is to ensure that there is a robust, sustainable but flexible structure so that meetings and exchange can continue to happen after funding for this project ends. This could be self sustaining with a core group taking responsibility, or funding being sought for its administration. Different forums – student reps, tutors, industry players – could provide long term opportunities for the exchange of information. It could be at least partially on line – an online exchange so that stakeholders can continue to liaise with less infrastructure or resources required.

7.3 Supporting graduates

The idea of working on a graduate's action guide or manual as well as the planned student action guide and tutors' manual has been suggested and widely supported by many respondents. Industry respondents suggested involving companies themselves in developing a graduate manual/ training scheme so that they feel involved and in control rather than threatened. While this is outside of the FEI's remit, one suggestion is that FEI seek to work with other partners to provide training and support (such as a manual) to recent graduates – either through colleges who have been involved in FEI, or with companies, contributing to their graduate training schemes.

FEI's work has been influential in the Ethical Fashion Forum securing funding to undertake training with graduates – a project called Fashion+, funded by DFID. Amongst others, they will be working with students who have been through FEI and have grounding in the issues and who are now working in industry or setting up businesses. This project will be around supporting businesses, and those who support new businesses, working with a whole range of fashion industry supporters. FEI have been involved in consultations by Fashion+ and hope to continue to engage with the project, which should ensure that Fashion+ builds on what FEI has achieved. FEI could use this involvement to explore working with other partners on graduate training schemes and resources for graduates.

Induction programmes that companies themselves organise, such as buying academies within big retailers, might be another avenue to explore, as is the buyer training offered by other large training providers such as the Chartered Institute of Purchasing and Supply. The ETI may be prepared to informally discuss potential for collaboration on taking some of these ideas forward.

7.4 Working with companies

Involving the brands seems to be key, and one suggestion is that FEI produce a set of case studies of how brands' ethical policies and profile have had a positive result, either in terms of bottom line profits, or attracting excellent employees, or some other positive outcome.

One interesting challenge was mentioned regarding being clear about FEI's ongoing role with companies. There is a potential danger that companies may come to FEI as stakeholders to build a relationship with rather than coming to NGOs and campaign organisations such as Labour Behind the Label. There is no danger that FEI staff will be unaware of that, but they need to be absolutely clear with companies that FEI is about educating fashion students, and working with FEI should not be seen as a replacement engaging with campaigning organisations.

7.5 Working with tutors

Tutors and students recommend that FEI continues to do what it is doing, with more focus on tutors. There is a clear role for an information providing role – with an emphasis on keeping information up to date and of the minute. Tutors stated that the recent TV coverage, for example Blood Sweat and T-shirts has had a big impact on their students, and that using these opportunities as a way in to exploring labour standards issues with students is suggested. There was a recommendation that FEI could include some tools for using existing media outputs in its tutor manual.

7.6 Working with stakeholders/ partners

Many of the students interviewed claimed that the most influential input they had had through FEI was the opportunity to meet with and hear from workers and activists from the South. This is a powerful aspect of what FEI can offer and one that is to be encouraged. As well as inviting partners and speakers to events, there may be other opportunities for contact between FEI participants in the North (UK and European partners) and those in producer countries. May Wong suggested that websites such as that of Globalization Monitor (www.globalmon.org.hk) may be a resource and a way of contacting activists in the South directly. Perhaps FEI could think about developing a set of links to web resources for students to follow these interests, fostering mutual solidarity. Case studies of campaigns from the South should be included in materials, such as the petition of Marks and Spencer from the NUFW in Hong Kong regarding violations of European workers' rights.

FEI could create opportunities for students, workers and industry to come together in a working group to creatively explore solutions. It would be challenging to facilitate, as the self-perceived relative status of the participants might prove to be an issue, but it could be a very creative forum for discussion, and a way of building understanding.

Recommendations for colleges/universities: There was a strong feeling from both staff and students that research and the associated money and kudos that brings is key to ethical issues getting the status and profile they deserve. This is beginning to happen, and FEI should use its network of contacts to promote and support this

7.7 Final thoughts

“All [FEI] resources are invaluable and each is the most important in different situations but if I had to choose the MOST important influence then it would be the personal commitment of everyone I've met who is trying to effect a change within the fashion industry – it can be very inspiring and infectious.”

Reflecting on the five intended outcomes of the project, it is clear that FEI has been extremely successful. It has reached and influenced its target audience, while remaining flexible enough to respond to opportunities, and to focus resources effectively.

There is increasingly strong engagement by fashion education participants, and indications that over the next couple of years more involvement of industry will be both desirable and possible.

All partners involved in the evaluation were extremely enthusiastic about FEI (past and future) and the recommendations highlight many opportunities for further partnership working.

Thank you to all those involved in this evaluation process for giving such fulsome responses and for making time to participate despite busy schedules.

Appendix 1.

We were very grateful for the time and generous responses from a wide range of project stakeholders. The summary analysis below is drawn from interviews with and feedback from:

- Liz Blake and Koko Kaseuti, students, Central St Martins
- Chantal Finney, Board member of Labour Behind the Label
- May Wong, Labour Rights campaigner from Hong Kong, touring UK with Labour Behind the Label
- Geert-Jan Davelaar, Schone Kleren Kampagne, Campaign Coordinator (Netherlands FEI co-ordinator)
- Anna Paluszek, Polish Humanitarian Organization (PHO), project coordinator of Fashioning an Ethical Industry (FEI) project in Poland.
- Stefan Kerl, Organisation: Südwind, role: Campaign department coordinator and project manager of EU-project Fashioning an Ethical Industry in Austria
- Jo O'Rourke Nottingham Trent University Senior Lecturer
- Martin Hearson, Campaigns Co-ordinator, Labour Behind the Label
- Miriam Neale, Project Manager for Purchasing Practices and Training, Ethical Trading Initiative
- Tamsin Lejeune, Ethical Fashion Forum
- Doug Miller, Inditex/ITGLWF professor in Ethical Fashion, University of Northumbria
- Emma Rigby, University of East London, BA (Hons) Fashion with Marketing student
- Rebecca Earley, reader, Chelsea College of Art and Design
- Laurie Truscott, De Montfort University tutor
- Jane Sarkar, Tutor, BA(Hons) Fashion Retail Management, Birmingham City University
- Adil Rehmen, Code of Practise Manager, Next
- Kate Fletcher, independent consultant on sustainable fashion and textiles

Appendix 2: Contact Details

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Appendix 3: Survey Monkey (separate file)