



Ethical Trading Initiative
Respect for workers worldwide



ETHICAL PURCHASING GUIDANCE FOR SCHOOLS and COLLEGES



Centre for Global Education York

and

Wilberforce Institute for the study of

Slavery and Emancipation

(W.I.S.E.)



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Why should a school consider ethical purchasing?

The purpose of this leaflet is to support and encourage a school to adopt a consistent and ethical approach to its purchasing and consumerism practices. The Government has produced documents and standards available from the Department of Education and a series of procurement standards from DEFRA that seek to assist schools in budgeting and addressing environmental sustainability issues. The draft National Curriculum indicates that the Government will require a school curriculum to promote the spiritual, cultural, mental and physical development of its pupil; to make provision for personal, social, health and education that draws on good practice and at specific key stages teach Citizenship and Geography. Teaching about trade links, personal financial capability and international development will be part of the National Curriculum that will give pupils the knowledge, skills and understanding to prepare them to play a full and active part in society. There is however negligible advice on 'Ethical Trading and Consumerism'. Absence of this reduces a school's ability to be able to reflect in practice core moral principles that affirm a school's ethos and their pupils' values. This document addresses this shortfall within a compromising climate of a national ethical food controversy, global manufacturing tragedies, limited Government standards monitoring and financial restraints. It is important that schools and their pupils know that 'Trade and Consumerism' is a complex chain that can so easily be exploited but remains everybody's responsibility both corporate and individual.

What is Ethical Purchasing?

Ethical purchasing can be defined as the practice of buying products and services produced in a way that minimises social and/or environmental damage, whilst avoiding products and services that have a negative impact. It is based on the principle that the consumer buys products that have been produced in an 'ethical' or 'morally right' way. This means ensuring that each purchase made is a positive vote towards actively benefiting other humans, animals or the environment. Recognising that the cheapness of a purchase has a cost implication down the producer line is an important aspect to ethical purchasing. Unethical purchasing therefore condones worker exploitation/slavery, deforestation or reduced quality of life for an animal. A school may approach ethical purchasing using 4 buying practices:

- Positive buying** of an ethical product such as an energy saving light bulb
- Negative buying** involves avoiding products such as battery farmed eggs or cheap clothing
- Company based purchasing** avoids unethical company products in the bid to get them to change their unethical trading practices.
- Fully Screened approach** involves looking both at the product and the company.

A school should know that an ethical trading organisation sets its own criteria for what it considers to be ethical. These criteria are an important and effective way in bringing numerous benefits to producers, suppliers and consumers. Ethical companies work towards ethical policies associated with all their supply chain and trading activities. An ethical product or company is one that therefore actively benefits:

- Universal Human Rights**
- Animal Welfare**
- Environmental Sustainability.**



How do you know if a company has ethical trading practices?

The Ethical Trading Initiative (ETI) consists of companies, NGO's and Unions that actively work to improve working conditions in the supply chain. Their standards include no forced or child labour, and safe and hygienic working conditions. Companies are also ethically rated according to their policy and practice within 4 critical headings:

Environment-this looks at their energy use, consumption, pollution, and destruction of habitat.

Animals- how they farm or test animals and what rights they give them.

People- Human and workers rights, armaments and irresponsible marketing are looked at within this category.

Politics- a company's political activity, anti-social finance and policy on genetic engineering is reviewed here.



How do you know if a product is ethical?

There is no universal ethical logo but numerous standards and logos that a company can use to help you. Check for the ETI logo and others that include:

Organic- superior for the environment due to lack of pesticide use.

Fairtrade- this seeks to change unfair world trade structures to create fairer societies in developing countries.

Rain Forest Alliance – support sustainability of the rainforest

Forest Stewardship Council- ensures wood and paper comes from sustainable sources.

The Humane Cosmetics Standard- products that are not tested on animals

Red Tractor Assurance- sets farm standards both pre and post delivery

Food Standard Agency- sets , approves and monitors Governmental food standards

TEACHING ABOUT ETHICAL PURCHASING



Global Dimension	Interdependence		
Key Concepts/ Learning Outcomes	Human Rights	Trade/Social Justice	Global Citizenship
Key Stage 1 RESOURCE-UNICEF's NEEDS and WANTS CARDS and book 'First Steps to Rights' by P.Hand	I can tell the difference between needs and wants.	I know that some of the foods I eat and clothes I wear come from different coun- tries far away.	I can look at a food or clothing label to find out where it was made or grown.
Key Stage 2 RESOURCES UNCRC Poster www.savethechildren.org.uk and 'Time for Rights' UNICEF Our world Our Rights - Amnesty International	I understand that basic needs are also rights that every human being should have, and that these rights have been agreed by nearly all the countries of the world. I can understand that the world is a global community and that, as global citizens, all its people have rights and responsibilities. I understand that consumers, employ- ers and employees, locally and global- ly, have rights and responsibilities.	I know how some of the foods or materi- als are grown, what happens to them, how they reach us and who is involved. I understand that the money we pay for food or clothing will be split to pay the different people involved in growing and making it. I know that many farmers in countries in Africa, Asia, Latin America and the Caribbean are not paid enough to be able to look after themselves or their families. I under- stand that unfair trade also involves the packaging and selling part of the trade cycle.	I understand that what I choose to buy can affect peo- ple across the world. I know that the Fairtrade scheme is one way of paying farmers and producers a fairer wage. I know that by working togeth- er, our voices are stronger and we can be more effective. I can give some advantages and disadvantages of being a grower/maker or buyer of fairtrade products. I can make my own decision whether or not to buy and tell others about fairtrade goods.
Key Stage 3 RESOURCE- 'Contemporary Slavery Teach- er's Resource' www.liverpoolmuseums.org.uk/ and W.I.S.E.	I know that other people have a re- sponsibility to make sure that I have my rights and that I have a responsi- bility to help make sure that other peo- ple have their rights. I understand that rules, laws or stand- ards can help protect people's rights and protect the environment.	I know that the price of foods and materi- als often does not cover the real cost of growing and mak- ing them. I know that some- times foods or mate- rials are grown or made in ways that are damaging to the environment.	I am aware of some of the dif- ferent standards that products can meet and their logos (e.g. the Fairtrade standard and mark) and what they mean. I understand that advertising can affect me but that I can still make my own choice about what to buy, thinking about my needs and wants, the real cost of growing or making the item and alterna- tives.
Key Stage 4/5 RESOURCE- The Trading Game www.christianaid.org.uk	I know that as a global citizen I have a responsibility to call for, agree and fol- low a set of rules that are fair for eve- ryone in my group, my classroom, my community and my world	I know that the rules about trading across the world are not fair for everyone and often work against countries in Africa, Asia and Latin America and the Latin America and the Caribbean I can look critically at the way structures in the world impact on disadvantaged groups.	I know that there are different ways we can act to call for the rules about trade to be changed.



Key concepts to help pupils understand trade:

- The rules of international trade favour the rich countries of the 'North' over the poorer countries of the 'South'
- Human exploitation including slavery is a product of unethical trading practices, e.g. The death of 21 illegal Chinese immigrant, used as cheap cockle picker workers in Morecombe Bay (February 2004), showed how people can be exploited within the UK food market.
- Legal trading standards will be exploited as a result of poor or negligible monitoring ,e.g. the 2013 Horsemeat scandal demonstrated how many producers and consumers were victims to this unethical charade.
- The supply chain, from producer to consumer, is often a complex one, with products changing hands many times before they reach our shops e.g. from cotton to finished shirts.
- Working conditions for producers in the South are often poor, with low wages, a lack of safety standards, and no job security, e.g. a recent example of this was the Bangladesh Factory (April 2013) where over 1000 workers died when their unsafe factory collapsed.
- Environmental damage is often a consequence of production, e.g. reduced numbers in Bee populations due to the use of neonicotinoids pesticides has resulted in serious implications for plant/crop pollination
- Fair Trade offers an alternative to traditional trade – it works to overcome the injustices of 'free' trade, and promotes more sustainable development.
- As consumers, our choices have an impact on people in other parts of the world.

ADAPTED FROM A RISC GUIDANCE DOCUMENT: www.risc.org.uk/files/guidance_teaching_about_fair_trade.pdf

Key ethical recommendations for schools:

- **Review your curriculum**-a school's ethos and pupil's values are supported through its curriculum and active practices that reflect its core beliefs
- **Reduce your Consumption** –as well as shopping ethically a school could review how it might buy, use and throw less away. This could involve food and school products as well as energy consumption. Recycled and second hand products such as ink cartridges will also reduce pressure on landfill sites.
- **Get Campaigning**-ethical issues discussed within a school curriculum may result in a decision by pupils and the whole school to petition or write to MP's. A school may also choose actively to support campaigns like 'Fairtrade Fort-night'.
- **Shop locally and buy Fairtrade**- both of these ethical decisions complement one another. Local goods should be bought to support local traders and farmers and reduce carbon footprints. Fairtrade products support fairer prices and conditions for developing farmers can be purchased for specific products or when local goods are out of season.
- **Ethical Financing**–it is not only where you spend your money but also where you bank it that can make a difference.

Downloadable ethical finance guidance documents are available from

www.centreforglobaleducation.org



Ethical Purchasing Resources and Websites to Support Schools



School Awards that support Ethical Trading and Purchasing Practice

Awards can be used by a school for auditing purposes, to provide a framework for curriculum development or to enable a school to work towards and be recognised for gaining specific achievements. These awards can support global citizenship, sustainability, trade and school partnership links.

UNICEF Right Respecting School Award www.unicef.org.uk/rrsa

Fairtrade School Status www.fairtrade.org.uk

Eco School Awards www.eco-schools.org.uk

Food for Life Award www.ffodforlife.org.uk

Global School Award www.yhgsa.org.uk

International Schools Award www.britishcouncil.org/learning-international-school-award.htm

Global Teacher Award www.centreforglobaleducation.org

Citizenship Foundation –Giving Nation www.g-nation.org.uk

Campaigning organizations supporting Citizenship

Fairtrade www.fairtrade.org.uk/schools

Christian Aid www.christianaid.org.uk/learn

People & Planet <http://peopleandplanet.org>

Oxfam Education www.oxfam.org.uk/education

Unicef www.unicef.org.uk

Global Dimension www.globaldimension.org.uk

Amnesty International www.amnesty.org.uk

Ethical Consumer www.ethicalconsumer.org

Sustainability and Environmental education (SEED) www.se-ed.co.uk

Council for Learning Outside the Classroom www.lotc.org.uk

Government Procurement Guidance for Schools

Sustainable and procurement guidance (Department of Education)

www.education.gov.uk/search/results?q=procurement

'Buying Goods and Services? -Top Ten Money Saving

Tips' (downloadable document) www.education.gov.uk/schools/adminandfinance/procurement/b0069859/procurement-training-and-useful-links

'The Government Buying Standards for Food and Catering Services' (September 2011) DEFRA www.sd.defra.gov.uk/advice/public/buying/products/food/

www.gov.uk/government/uploads/system/uploads/attachment_data/file/69421/ethical-procurement-policy-statement.pdf

Government Bursar Guide www.education.gov.uk/publications/eOrderingDownload/DFES-00375-2007.pdf

UN "Protect, Respect and Remedy" [Framework \(June 2011\)](http://www.un.org/News/Press/docs/2011/06/110616.unprsr.pdf) - The UN Guiding Principles, provide an authoritative global standard for preventing and addressing the risk of adverse impacts on human rights linked to business activity. (Available from the Oxfam website)

Other support from:

Children's Food Trust www.childrensfoodtrust.org.uk

Oxfam Trade Report www.oxfam.org.uk/resources/papers/tradereport.html

Local Authority Sustainable Guidance and Directories

FSC www.field-studies-council.org/outdoorclassroom/crosscurricular.aspx

Eco Schools- www.keepbritaintidy.org/ecoschools/schoolservices

The Pod www.jointhepod.org

Sustainable Fashion <http://fashioninganethicalindustry.org/resources/teachingmaterials/>

Useful Ethical Websites: Universal Human Rights

Amnesty International www.amnesty.org.uk

Christian Aid www.christian-aid.org.uk

Oxfam www.oxfam.org.uk

War on Want www.waronwant.org

World Development Movement

www.wdm.org.uk

CAFOD www.cafod.org.uk/resources

Save the Children

www.savethechildren.org.uk/education

Cyber School Bus www.un.org/cyberschoolbus/humanrights/resources/plain.asp

WISE www2.hull.ac.uk/fass/wise.aspx

Animal Welfare

Red tractor www.redtractor.org.uk

Animal Aid www.animalaid.org.uk

Campaign Against the Fur Trade

www.caft.org.uk

International Fund for Animal Welfare

www.ifaw.org

PETA www.peta.org.uk

Uncaged www.uncaged.co.uk

Viva! www.viva.org.uk

RSPCA www.rspca.org.uk

Free-range

poultry www.rspca.org.uk/allaboutanimals/farm/poultry

Dairy Gold Food Ingredients UK

www.dairygoldfoodingredients.co.uk/

Sustain www.sustainweb.org/ethicaleats

Environmental Sustainability

Greenpeace www.greenpeace.org.uk

Friends of Earth www.foe.co.uk

World Wildlife Fund www.wwf.org.uk

sustainably sourced wood [FSC-certified www.fsc.org](http://www.fsc-certified.org)

Marina Conservation Society www.mcsuk.org

Organic food www.orgfoodfed.com

GRAIN www.grain.org

Eco-Schools www.keepbritaintidy.org/ecoschools/

Financial and Political

Ethical Trading Initiative www.ethicaltrade.org

The Fairtrade Foundation www.fairtrade.org.uk

The Co- operative Group www.co.op.co.uk

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and

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(Research body)

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