

Glam Aid: Celantrocapiatalism and Youth Perspectives

By:
Nejat Abdella and Ashleigh Swerdfeger

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Supervising Professor: Chris Beyers, Trent University
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KAWARTHA WORLD ISSUES CENTRE, TRENT CENTRE FOR COMMUNITY BASED EDUCATION
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Glam Aid: Celantrocapiatalism and Youth Perspectives

A participatory evaluation and workshop study in collaboration with Thomas A. Stewart Secondary School and Kenner Collegiate Secondary School students to explore the concept and implications of celebrity-endorsed purchasing as a social justice issue.

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Nejat Abdella and Ashleigh Swerdfeger
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Executive Summary

This project set out to engage Peterborough youth in critical and reflective dialogue about the emerging trend of Celantrocapiialism. For the purpose of this project, Celantrocapiialism is understood as the emerging trend of celebrities that align themselves with world issues through philanthropy. The particular campaign we focused on was product RED. This business model was founded in 2006 by celebrity and activist Bono and Bobby Shriver. Product RED aims to engage the private sector by partnering up with companies like Nike, GAP, American Express and Apple to manufacture and market RED products that would raise awareness as well as generate funds that would help eliminate Aids, Tuberculosis and Malaria in Africa.

There were two main objectives utilized for this project. The first objective of this study was to engage in critical and reflective dialogue with the Peterborough youth examining the emerging trend of Celantrocapiialism. The second objective was to design a participatory workshop that would examine youth participation and implication of Celantrocapiialism.

Directed at qualitative data, the methodology consisted of literature-based research to understand the issues, connections and implications of Celantrocapiialism, research of curriculum links to deduce target grade levels and developing participatory workshop template that was delivered in two local Peterborough high schools.

Most students greatly enjoyed the workshop. The group activities were a big hit; students were able to participate, learn from their peers and were able to explore current issues and trends in global social justice. The main findings from the workshop and evaluation revealed that product RED is not a well-known campaign in Peterborough. Students were able to relate more to campaigns that have official stores in Canada, such as TOMS Shoes. Regardless, they

were able to understand the phenomena of Celantrocapiialism as a process in which celebrities endorse products where funds can be raised to help certain social causes.

With regards to its effectiveness as a global campaign, students exhibited mixed opinions. Some youth saw Celantrocapiialism as helping development goals', whilst others thought it was effective in raising awareness about various global issues. Others believed that Celantrocapiialism hindered long term development goals. They did not think the funds raised were being channeled effectively to target beneficiaries, and in addition, felt that shopping was not solving the bigger structural problems we face. Students' participation in this workshop can provide them with the opportunity to learn about current global issues. Thus it is important that this workshop be incorporated into a KWIC project to enable youth to make informed decisions about their consumption choice.

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List of Abbreviated Terms

CSO	Civil Society Organization
IB	International Baccalaureate
JSH	Jamaica Self Help
KFC	Kentucky Fried Chicken
KWIC	Kawartha World Issues Centre
NGO	Non-Governmental Organization
TASS	Thomas. A. Stewart Secondary School
TCCBE	Trent Centre for Community Based Education

“Our interdependent world is too unequal, too unstable, and, because of climate change, unsustainable. We have to transform it into one of shared responsibilities, shared opportunities, and a shared sense of community.” – President Bill Clinton (Bishop, 2009)

Section 1. Introduction

Increased consumerism is an innate consequence of capitalism. The current capitalism system in the West (or North) is fueled by and dependent on privatization of large business and cooperation. Its impact on social issues, in particular on development and development aid in the South, is not without its drawbacks. Philanthropists have for many years contributed to this void as an ideology of determined individuals fighting for societal change in the world; often by engaging in and encouraging philanthropic work in developing countries of the South where the social problems are conceivable greater than in the North. In recent years, this ideology is taking a new form. Individuals do not necessarily have to physically go to developing countries to make a contribution or simply donate their money to charitable organization. Individuals in the North can contribute directly to a developing country or to a particular social problem by choosing what they ‘consume’. For instance, a retail store in Peterborough can be set up in such a way that each time its product is consumed, it directly supports a mother in Ethiopia living with HIV to access drugs so as not to pass the virus to her unborn child. Individuals in the North knowing or learning about what they consume and the possibilities behind it is what is commonly referred to as consuming with a conscious and being willing to be a part of changing the world for the better. Bono¹, the Irish rock star explains this ideology as:

¹ Bono's band, U2, swept the Grammys, and their concerts have sold out all over the world. He was also nominated for the Nobel Peace Prize and named one of *Time Magazine's* Persons of the Year along with Bill and Melinda Gates.

“This is sexy to me. It is sexy to want to change the world... I’m calling it conscious commerce for people who are awake, people who think about their spending power and say: “I’ve got two jeans I can buy. One I know is made in Africa and is going to make a difference and the other isn’t. What am I going to buy?””²

Though philanthropy is not a new phenomenon, where the act of giving is globally perceived as the greatest force for societal transformation, celebrities like Bono are increasingly aligning themselves with global social issues through philanthropy merged with ‘sustainable’ business models and profit incentive. This is recognized as an emerging phenomenon known as *Celantrocapiatalism* that warrants scrutiny; which is what this evaluation study contributes to. In Celantrocapiatalism, celebrities take the audacity to stand for a single social issue (e.g. fighting HIV/AIDS or literacy) and align themselves or their brand image with consumable products and to some extent shape global justice and debates. These consumable products, as Richey and Baab (2009) describe it, are portrayed as both ‘caring’ and ‘cool’ and both the producers and consumers become part of solving ‘distant problems’.

“BONO's Product RED is just one expression of the growing power of the celebrity-capitalist alliance to shape global justice and citizenship”³ brought forward in 2006 to raise awareness and funds for the Global Fund to Fight AIDS, Tuberculosis and Malaria. “With the engagement of American Express, Apple, Converse, Gap, Emporio Armani, Hallmark and Motorola, consumers can help HIV/AIDS patients in Africa. They can do so simply by shopping, as a percentage of profits from Product RED lines goes to support the Global Fund” (Richey and Baab, 2009, p.1).

² “Bono Announces new ‘Red’ Brand to Fund AIDS Programs in Africa.” Associated Press World Stream — 01/30/06.

³ The KWIC World Issues Café: International Women's Day Presentation, March 8, 2011. (<http://www.kwic.info/node/303>).

Oprah Winfrey publicly supported this effort in her TV Talk Show, she said:

"Clothes [...] usually just cover your body, but I am wearing the most important T-shirt I've ever worn in my life. I love this so much I bought one for every person in this audience. [...] This red T is a revolutionary idea dreamed up by a man I call the reigning king of hope, and he just may be the coolest guy on the planet—Bono! [...] Just the T-shirts that the audience is wearing today will provide enough medication to prevent transmission of HIV from mother to child for over 14,000 pregnant women”⁴.



Bono and Oprah Winfrey launch

RED ipod (October 13, 2006)

The impact of this effort reinforced those consumers as citizens of the world have the power and ability to choose what to buy and why, and in doing so may directly affect someone's life on the other side of the world. Celebrities are effective in spreading this message. Their popularity, image and influence make them very attractive for business and corporations to partner up with, and also, make them attractive to motivate and mobilize individuals – especially the youth.

The youth, arguably the future of the present and leaders of tomorrow, are a demographic bracket in the North that are both the highest consumers and are the most influenced by and responsive to celebrities. This means that youth become an important target in these celebrity-capitalist alliances and so their perception of and participation in Celantrocapiatalism becomes important for us to understand- as this study sets out to do. In doing so, it allows us to explore how educational organizations like Kawartha World Issues Centre (KWIC) – the host organization of this project – can benefit from this study to better engage with youth in Peterborough on the issue of Celantrocapiatalism.

⁴ From *The Oprah Winfrey Show*, "Oprah and Bono Paint the Town "Red"!", Published on October 13, 2006. (<http://www.oprah.com/world/Bonos-Big-Idea/1#ixzz1tNip9Wr3>)

1.1 Evaluation study objectives and research questions

Given the above backdrop, this evaluation study has two main objectives. The first objective is aimed at examining a critical and reflective dialogue about the emerging trend of celebrities aligning themselves with world issues through philanthropy known as Celantrocapiialism with secondary school students. In this, there are three broadly formulated research questions:

RQ 1. What is Celantrocapiialism as perceived by youth?

RQ 2. Is Celantrocapiialism perceived to help or hinder long-term development goals?

RQ 3. What are the implications of youth participation in Celantrocapiialism?

In addressing these research questions, we are then able to draw recommendations for Kawartha World Issues Centre so as to inform their community-based education programs to engage and dialogue with youth.

The second objective is to design a participatory workshop that aims to engage secondary school youth in critical dialogue exploring current issues and trends of Celantrocapiialism and assess the impact thereof. In this, there are three guiding questions are:

GQ1: what research relevant curriculum links can be identified in the selected schools?

GQ2: what participatory workshop design can be developed to engage youth in this topic?

GQ3: what was the impact of the designed workshop on youth's perspective on Celantrocapiialism?

After following these guiding questions, we are able to deliver a participatory workshop template, and, using the evaluation feedbacks from these workshops we can device recommendations of how to improve such participatory workshops for greater impact.

1.2 Structure of this study

This report is divided into six sections. Following this introduction Section 1, the conceptual framework of this study based on literature review is presented in Section 2, namely discussing the phenomena of Celantrocapiatalism and drawing on product RED as an illustration. Here Kawartha World Issues Centre is briefly introduced as the host organization of this project. Section 3 outlines the methodology of this study; the selection of the study population and the appropriate methods adopted, and also elaborates how the workshop design and template was developed. Here, GQ1 and GQ2 are referred to. The crux of this study is embedded in Section 4 which presents and discusses the findings of RQ 1,2 3, and GQ 3. Following this, in Section 5, conclusions are drawn on youth perception and participation of Celantrocapiatalism. In doing so, gaps are identified which sets ground for the recommendations outlined in Section 6. In this, two directions of recommendations are highlighted: for KWIC's role in community-based education projects and, for ways to improving the workshop design for future use (also refers to GQ2). Lastly, in Section 7, our reflection in carrying out this study is discussed.

Section 2: Setting the context

Celantrocapiialism is emerging phenomenons that stems from philanthropy in the context of capitalism and refers, in particular, when celebrity aligns with a global social issue and become politically involved. Having done a literature review on the topic, this section discusses the origins of Celantrocapiialism and takes the example of Product RED to illustrate how it operates. It also gives a brief description of the *Kawartha World Issues Centre (KWIC)*, an educational organization that has the objective to engage youth in this topic.

2.1 Celantrocapiialism as a global phenomenon

Celantrocapiialism as a global phenomenon is best understood by primarily differentiating it from Philanthrocapiialism. A marriage between philanthropists, capitalists, politicians and the state is what we commonly refer to as Philanthrocapiialism. Philanthrocapiialism describes how leaders of capitalism apply business techniques and philanthropic values to make money but also give back much of their fortune to improve society and achieve various development goals.

“Philanthrocapiialists are hyper agents who have the capacity to do some essential things far better than anyone else” (Bishop & Green, 2009, p. 12). Unlike politicians, Philanthrocapiialists are not accountable to their nations nor are they accountable to the demands of their shareholders. They are not bogged down with raising money or securing resources like many head of Non-Governmental Organizations. Rather, Philanthrocapiialists have the freedom to be innovative, engage in new risky ideas, to defy conventional wisdom and to give out a vast portion of their resources when they see fit. However, with the onset of the

recent financial crisis, philanthropists have been cautious with their spending. They have joined forces with global leaders and non-profit organizations to strategically allocate their resources to areas where an impact can be made.

The 1985 Live Aid concert marked the beginning of celebrities partnering with philanthropy on an international scale. Increasingly, rock stars, actors, models and singers become serious partners with capitalists. “Rock star and activist Bono and Bill Gates along with Melinda Gates were named Time magazine people of the year in 2005” (Bishop & Green, 2009, p. 9). A celebrity is endowed with the ability to influence and mobilize public opinion. This has made them an integral part of capitalism and a catalyst of Philanthrocapitalism. Bishop & Green (2009) note that in 2002, Bill Gates invested 1 million dollars to launch Bono’s new campaign for action on HIV/AIDS, trade and development. “This marked a coming of age of an increasingly important force in the world of philanthropy; a celebrity philanthropist christened by Time magazine as Celanthropist” (Bishop & Green, 2009, p. 195). However, some argue, “What does a rock star really know about the poor in Africa?” (Bishop & Green, 2009, p. 9).

Celantrocipitalism is understood as the emerging trend of celebrities that align themselves with world issues through philanthropy. The 1960s witnessed a boom in Celanthropy. This first wave was inspired by the assassination of Martin Luther King Jr. Celebrities like film star Marlon Brando added moral weight to the US civil rights movement using his popularity and heroic persona to increase public interest. “He had pledged twelve percent of his earning to the Southern Christian Leadership conference in support of civil rights” (Bishop & Green, 2009, p. 197). “A second wave coalesced around the antiwar movement and opposition to the military draft in the United States” (Richey & Ponte, 2011, p.

32). At this point in time, celebrities were mere participators and not leaders. They functioned as members within already established grass roots social movements.

The third wave followed suit in the 1970s when the Beatles organized a fundraising concert for the famine that had struck Bangladesh. “This laid the foundation for the 1985 live aid concert where an estimated 2 billion watched the concert and a telethon raised almost 150 million” (Richey & Ponte, 2011, p. 32). In light of this tragedy, rock star Bob Geldof recorded his famous song “Do they know it’s Christmas”. This song spread instantaneously to all corners of the world and since then, Celantrocapiatalism has been a force to be reckoned with.

Presently, the work of Celanthropists is phenomenal. “Film star Angelina Jolie donated 1 million dollars to help Afghan refugees in 2001, an act so generous that she was named a good will ambassador for the UNHCR” (Bishop & Green, 2009, p.197). Her need to help the less fortunate however did not end there. In 2006, she formed the Jolie-Pitt foundation along with her husband Brad Pitt, another Hollywood film star. “Through her foundation she annually donates a third of her income to various organizations such as the Global Action for Children and Doctors without Borders” (Bishop & Green, 2009, p.197). Jolie’s dedication and commitment in the development field coupled with her generous acts of kindness have placed her as the face of Celanthropy.

Celanthropists give more than just money. As Angelina Jolie aptly puts it “People take my calls” (Bishop & Green, 2009, p.195). Celebrities are effective at raising money and raising awareness of social causes as they are endowed with mass communication skills, have the ability to grab the attention of the public and influence their supporters. As looked upon super models, they bring credibility to the brand and insight to the social cause. “Unbound by political constraints, celebrities can bring new perspectives which expand the range of ideas

represented in our national dialogue” (Bishop & Green, 2009, p. 203) Celanthropists are very professional about their philanthropy, and their influence is emerging so fast that according to the 2007 paper by Lael Brainard and Derek Chollet of the Brookings institution “one day people may look back to our era as the age of Celanthropy”(Bishop & Green, 2009, p. 196)

The inclusion of celebrities at the annual world economic forum gathering held in Davos is a strong proof that Celanthropy is taken seriously. Coupled with the establishment of foundations, hiring of professional philanthropic advisers and growing institutionalization, Celanthropy is now a force to be reckoned with. State actors, civil society and businesses are seeking the involvement of celebrities in their cause. In light of this celebrity heist it is important to step back and ask; is it possible for a campaign to achieve success and credibility if it had no Hollywood glamour?

Paul Theorux, in his article titled ‘*The rock star burden*’ argues that “there are probably more annoying things than being hectored about African development by a wealthy Irish rock start in a cowboy hat” (Bishop & Green, 2009, p.196). “It is very likely that ill-informed celebrities use their influence to lead public opinion and charitable donations towards superficial or ill-conceived solutions to complex problems like poverty and war” (ibid, p. 209). Critics thus fear that superficial celebrities will dominate public debate and dumb down any discussion that materializes. As Bishop & Green (2009) state, “If politics becomes mere entertainment the danger is that society loses its ability to solve pressing social problems”(p.209).

There is an economic incentive for a celebrity to be active in a social cause. The mass media coverage gives him or her a reason to remain famous and visible to the public at times when they have no album or movie to promote. But this added fame and exposure has its

downside. The extra fame they attain for appearing to be empathetic and selfless with their wealth comes with the added pressure to appear trustworthy, dignified and transparent. It is almost as if they have to be super-human and this does not always work out. For example, “Michael Jordan, arguably the wealthiest American basketball player, merged with Nike to establish the Michael Jordan Foundation, which stood to support the Special Olympics and various other charities” (Bishop & Green, 2009, p. 209). Jordan however fell into public criticism for mal-administration and when the pressure became too much to bear he abandoned his foundation. Thus, it is not easy for celebrities to align themselves with social causes. There are many perks with doing just that, and they can rise very easily but can also fall just as hard. Celebrities who manage their own brands and who lend their image to social causes are thus very high-risk partners.

2.2 Product RED: Celantrocapitalism in motion

“Do well by doing good” (Richey & Ponte, 2011, p. 2). This is the very foundation of Product RED, and a key example of Celantrocapitalism. The RED campaign was launched in 2006 by Bono and Shriver as a private initiative that provides funds to public and private organizations like the global fund. “Funds are channeled to successful applicants who are responsible for local implementation and show best performing practices” (Richey & Ponte, 2011, p.6). Bishop & Green (2009), found that “this new initiative combines activism with a new form of corporate Philanthrocapitalism” (p.207). Product RED is a business model that teams up with the world’s most iconic brands to produce RED products, raise awareness and make a profit. This business model therefore requires the concerted effort of a lot of individuals. “The RED campaign lends itself to commerce and provides a new mechanism for

development finance that weds hard commerce with help, consumers with celebrities and doctors with rockers” (Richey & Ponte, 2011,p. 2). Leading companies such as Gap, Apple, Motorola, and American express work with Bono and Shriver to produce RED products such as red I-pods, red sneakers, red tennis shoes, red greeting cards, red skateboards and so forth; and a proportion of the revenues from these sales would go towards the global fund to combat HIV/AIDS, Tuberculosis and Malaria in Africa. This new launch uses the color RED on its products as RED is the color of blood, the color of emergency and the color of life.

The creation of Product RED is a win-win situation for both parties involved. The companies would maintain their corporate responsibility and increase their sales by appearing to be more empathetic towards global issues, and Bono as the mastermind would help alleviate the world from one of its biggest ills. Product RED was designed in a way that the credibility and cost of the brand would be taken on by the big multinational corporations and their hefty marketing budgets. The branding and its marketing would thus generate new customers because now people would be shopping for a ‘good cause and the proportion of the profits will continuously enter the global fund pool. For a graphic explanation of how product RED works please refer to Figure 1 below.

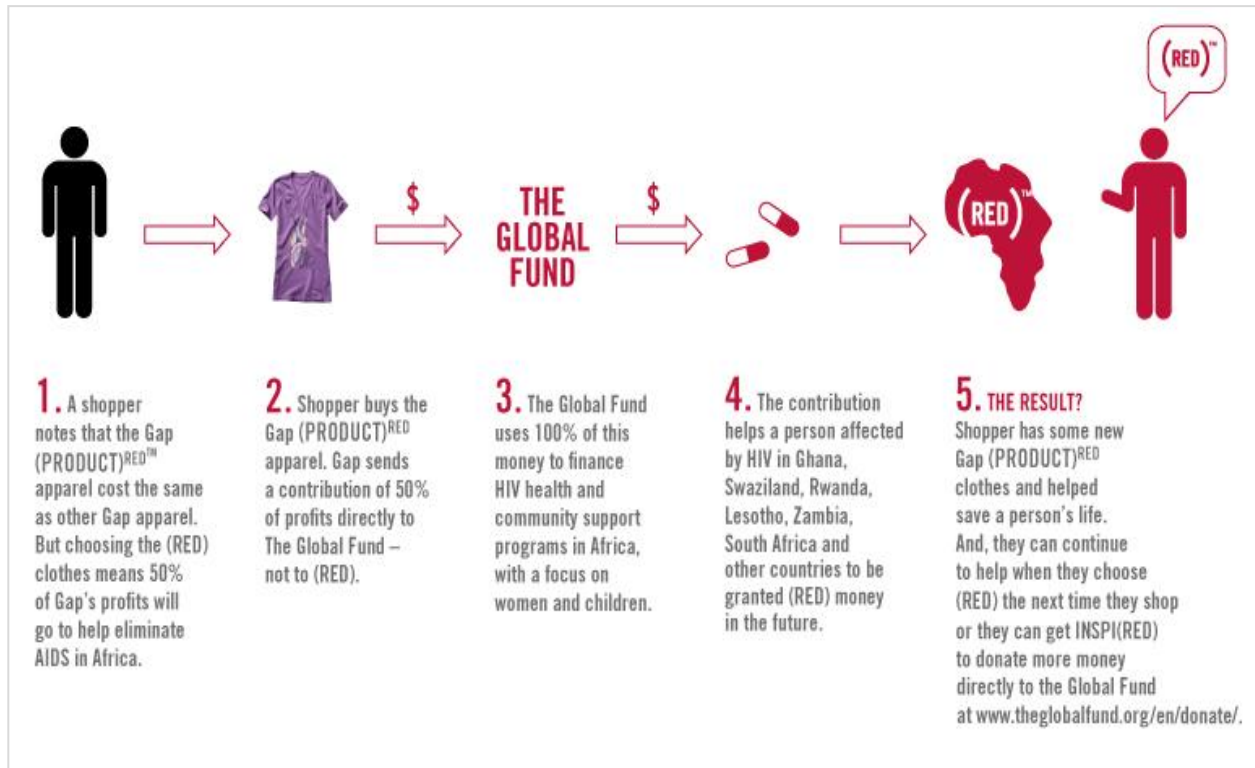


Figure 1: How (RED) works⁵

Product RED is designed to work in a sustainable manner. Although the image represents a liner effect, the idea is that people in western and more developed nations will continuously shop and profit shares will therefore continuously enter the global fund pool, consequently continuously providing the much needed relief for Tuberculosis, HIV/AIDS and Malaria in Sub- Saharan Africa. “Businesses that have adopted this new initiative and stocked their shelves with RED products have seen a wide increase in their annual sales” (Bishop & Green, 2009, p.208). GAP in particular has performed exceptionally and has achieved greater profit margins. Alas “product RED has managed to donate over 160 million to the global fund over the first five years it has been operational” (Bishop & Green, 2009, p.208).

⁵ http://www.joinred.com/aboutred/about_red__how_red_works

“RED can’t make a crap company into a bright light. But if you take two equal firms, RED can help one shine brighter” says Bono. “The brand concept is very simple. If you buy a red product, you are buying antiretroviral drugs for people who can’t afford it” (Bishop & Green, 2009, p. 207). Product RED offers consumers the option to purchase a better product and this deepens customer loyalty. Because it is a preferred option customers are inclined to repeat it.

Product RED ideally was set up to tap into what Bono calls ‘conscious consumerism’ (Bishop & Green, 2009, p. 208). Not only philanthropists but regular customers would realize the power of a dollar and the power of spending that one dollar and in the process would learn a lot more about the companies they purchase from. “By entwining compassion with consumption, RED has solved the contradictions between shopping and helping within its own modality” (Richey & Ponte, 2011,p. 2).The ultimate goal of product RED is to raise awareness and educate the public about the problems people face in the developing world and to increase pressure on the government to solve these problems. “That is ultimately why we are doing RED” says Bono “to create more heat on politicians in America” (Bishop & Green, 2009, p. 208) and push consumers to do their part by encouraging and allowing them to exercise their choices (p.208)

In the RED campaign, celebrities sell the possibility of saving someone’s life and also sell the idea that shopping is the ultimate solution to people’s despair. By displaying their famous image and/or lending their heroic voices, they show that the correct product choice here and now can help save the life and brighten the future of a person that is far away. In doing so, the modality of celebrity is transported into the realm of international development. Celebrities have a long history of being involved with social causes and selling products. RED adds to this

trend in that it uses celebrities not for mere endorsement but rather for the brand's credibility and authenticity. Celebrities learn from experts on how to make arguments and use their fame to inform policy and lead public opinion. In doing so are able to stir a development buzz and cultivate popular audiences. According to Jamie Durmmond, head of Bono's ONE foundation, "the best celebrities are masters or very experienced people at managing their own brand" (Richey & Ponte, 2011, p. 27).

Product RED was initially launched in the United Kingdom and now is widely marketed in the United States. The weekly Oprah Winfrey TV series officially launched the US based RED campaign. This episode started off with a duet sung by Bono and Alicia Keyes, another famous rock star. Oprah wore a RED t-shirt and bought each of her guests on her talk show a GAP RED t- shirt as well. In her episode Oprah explained "you know clothes are usually not important or significant. They usually just cover your body, but I'm wearing the most important t- shirt I've ever worn in my life.... So by just buying a t-shirt a pair of jeans or even cell phone you can actually begin to save lives" (Richey & Ponte, 2011, p. 3). Canada along with Japan, France and Singapore only receives a selected portion of RED products. Thus it is not surprising that neither the electronic company Future Shop nor the newly opened GAP store in Peterborough offer RED products.

As mentioned earlier, the sustainability of this product all depends on the increased profits that company's witness. "The proof will be in the pudding," says Bono (Bishop & Green, 2009, p.208). But the vast amount of money that has gone into marketing of this product has been a key criticism. The money that is intended to go into the global fund has a limited impact on HIV AIDS in Africa. "RED promotes itself as if it were in a vacuum and not part of

the many different kinds of consumption choices that individuals can make every day” (Richey & Ponte, 2011, p. 4).

In the aftermath of the Second World War, people were told to go and shop, and this trend of continuously shopping and accumulating stuff has been increasing until present day. “RED facilitates a shift from conscious consumption to compassionate consumption and in the process deflects attention from addressing the causes of problems to solving their manifestations” (Richey & Ponte, 2011, p. 9). More emphasis is placed on the products sold rather than the people on the receiving end of its sale. “RED is a poignant example of the global appropriations of suffering, one that sells both their suffering and our power to ameliorate it as effectively as it sells computers, greeting cards or lattes” (Richey & Ponte, 2011, p. 9). Celebrity involvement and branding is not well received by all. It poses a threat and overpowers all the various organizations that operate in the humanitarian field. When people think of the UN, the first image that enters their head is that of Angelina Jolie, overlooking all the work that is done on the field. Table 1 below lists the benefits and criticisms associated with product RED.

Table 1: Summarized benefits and criticisms of Product RED

Benefits	Criticisms
Raises awareness about social issues	The majority of the funds are capped
Global fund has raised over 180 million, reaching 7.5 million people in west and southern part of Africa	Dismisses the work done by organizations in Africa
Millions of lives are saved	Shopping will not end long term problems like famine, HIV and Aids etc...
Shopping for good cause	Environmentally unsustainable as RED products ultimately end up in land fills
Through their consumer power ordinary civilians are able to bring about societal change	Does not address the root causes of the problems, problems such as famine or poverty
Not a charity. Offers sustainable flow of private sector money to global fund	The global fund is mostly directed at advertisement and marketing of RED products
Everyone all over the world is able to participate	A lot of funds go to pharmaceutical companies who do not offer their drugs for free. Not everyone stands to benefit from product RED.

RED may have its criticisms but it would be a mistake to dismiss it. “In 2006, for the first time Lancet, an international prestigious medical journal, published RED ads and wrote a compelling editorial blurb in favor of RED, and donated 30,000 dollars in support of this important project” (Richey & Ponte, 2011, p. 8). All the money might not go towards the intended beneficiary but through the act of purchasing these products people are now more aware of all the social problems than they would have otherwise been.

2.3 Kawartha World Issues Centre (KWIC)

Located at Trent University, the Kawartha World Issues Centre (KWIC) is a grassroots and charitable global education and resource center. Since 1989, KWIC promotes dialogue and understanding of global issues through initiatives, annual activities and educational programs in Peterborough and the Kawartha Region. KWIC has successfully served its community by raising awareness and promoting an analysis of vital global issues. In collaboration with local and international organizations as well as the community members, KWIC has achieved a platform that fosters environmental and social change.

Part of KWICS mandate is to provide its community with workshops and educational material pertaining to global education and global issues. The Glam AID workshop is reflective of KWICs commitment to educate the general public and foster an understanding about international and global matters.

Section 3: Methodology

This section outlines the methodological approach taken in order to capture youth perspectives on Celantrocapiialism and describes the process in developing a participatory workshop to engage youth in critical dialogue on this topic so as to capture their perspective on Celantrocapiialism.

3.1 Data collection approach

This evaluation study is the output of the agreed project between Trent Centre for Community-Based Education and our host organization the Kawartha World Issues Centre. The duration of this project was between October 2011 and May 2012. The objective was to develop a participatory workshop, which would not only engage the youth to participate in this topic so as to extract preliminary data necessary for the purpose of this study, but also, to design the workshop in such a way that it will potentially serve as the basis for future projects for KWIC.

Given that Celantrocapiialism is an emerging phenomenon and to understand youth's perception of this and their participation, in terms of their consumption or purchasing of Celantropic products, primary data is required. For this, following the literature review, it is most appropriate to take a qualitative approach – namely through conducting in-depth interviews, participant observation, participatory methods (i.e. the workshop) and focus group discussions (which was carried out prior to developing the workshop).

There were five main phases of data collection during this project. The *first phase* involved researching relevant literature that provided us with a deeper understanding of the topic and offered a well-rounded introduction for the youth participants during the workshops. *Second*

phase involved identifying key informants in the relevant local NGOs and those directly engaged with international development work and then to carry out in depth semi-standardized interviews with them. In the *third phase* it was necessary to identify the relevant curriculum links in the two secondary schools that were selected as part of this project: *Thomas A. Stewart Secondary School (TASS)* and *Kenner secondary school (Kenner)*. Consequently, 27 students at TASS and 17 students at Kenner were selected as youth participants for the participatory workshops. By the *fourth phase*, having had identified key informants and youth participants, we arranged one focus-group discussion comprising of Nejat as a facilitator and six KWIC volunteers in order to obtain sufficient information, know-how and feedback to guide our final phase in developing and designing the 40-minute participatory workshop. In the *fifth phase*, we conducted the workshop first at TASS, which served as the pilot workshop, and this followed by conducting the same workshop at Kenner (although by this time, this workshop was slightly modified for improvement after the feedback received from the pilot workshop).

Table 2 below summaries the data collection method used for answering each research and guiding questions. Further description of the methods, namely the review of literature; the interview questions for key informants; and the activities in the participatory workshop and the workshop evaluation questions are described in the sub-sections below.

Table 2: Data collection approach

Research and guiding questions	Method approach / tools	Persons / data source
RQ 1. What is Celantrocapiatalism as perceived by youth?	Workshop Activity 2	Students from Kenner and TASS
	Interview question 1 and 2	Colleen O'Manique, Marisa Kaczmarczyk and Gavin Fridell
	Literature review	'How giving can save the world' (Bishop & Green, 200) 'Brand Aid'(Richey & Ponte, 2011)
	Evaluation question 5	Students from Kenner and TASS
RQ 2. Is Celantrocapiatalism perceived to help or hinder long-term development goals?	Literature review	'How giving can save the world' (Bishop & Green, 200) 'Brand Aid'(Richey & Ponte, 2011)
	Interview question 4,5 and 8	Colleen O'Manique, Marisa Kaczmarczyk and Gavin Fridell
	Workshop Activity 5	Students from TASS and Kenner
	Evaluation question 4	Students from TASS and Kenner
RQ3: What are the implications of youth participation in Celantrocapiatalism?	Interview question 6	Colleen O'Manique, Marisa Kaczmarczyk and Gavin Fridell
	Workshop Activity 4	Students from TASS and Kenner
	Evaluation question 4	Students from TASS and Kenner
GQ1: what research relevant curriculum links can be identified in the selected schools?	Curriculum Links	Ontario Ministry of Education guideline Ontario
GQ2: what participatory workshop design can be developed to engage youth in this topic?	Participate in an Elements of Effective Facilitation workshop	KWIC
	Focus group discussion	Six KWIC volunteers
	Evaluation question 1,2,4,6	Students from TASS and Kenner
GQ3: what was the impact of the designed workshop on youth's perspective on Celantrocapiatalism?	Evaluation question 5 and 6	Students from TASS and Kenner

Literature review:

Prior to conducting interviews and hearing what other people had to say about the subject material, we engaged in secondary research during our first phase of data collection. After reading the books titled, ‘How giving can save the world’ (Bishop & Green, 2009) and ‘Brand Aid: Shopping well to save the world’ (Richey and Ponte, 2011), we were able to get a clear and in-depth understanding of how Philanthrocapiatalism emerged, and how it is differentiated from Celantrocapiatalism. In addition we were able to make connections between product RED and Celantrocapiatalism. These books took a critical stance towards the subject material and it explored the different arguments posed by various authors.

Interview:

“Judge a man by his questions rather than by his answers” (Patton, 1982, p. 139). Keeping in mind Voltaire’s advice, Patton (1982) stresses the importance that respondents know what is required of them when answering the questions to minimize conceptual errors and thoughtless questions. As such, during our second phase of data collection when interviewing, prior to starting each interview we introduced the overall objective of this study without dictating the direction of their answers. The interview directed at local NGOs and individuals engaged in development work consisted of eight semi-standardized questions (see Appendix A). This allowed us to ask a set of predetermined questions in a specific order, while giving them freedom to offers other insights into the matter. For example, our first question was “Have you ever purchased a branded commodity that is sold for a social cause?” Once they were comfortable, such open-ended questions allowed them to think more critically and express their experiences, opinions and feelings (Patton 1987) towards Glam AID. We further used throw-away questions to develop a light conversation and break any tensions or communication barriers as well as extra

questions to test for reliability. For example, we asked if they thought, “Compassionate consumption helped or hindered long term development goals?” we later then we asked, “If any, what are the benefits and critiques of Celantrocapiialism?”

Selecting youth participants:

During our third phase of data collection, in order to deduce target class levels for youth participants, we primarily used the Ontario Ministry of Education guideline to look at the secondary school curriculum. The motive behind this approach was to choose a class level where the workshop could relate to and add onto the existing course outline and learning objectives. From reviewing curriculum content we were able to narrow our search to Grade 11 and 12 Canadian and World Studies, classes that incorporate themes such as Law, History, Geography, Economics and Politics. This course outlines that ‘students and teachers need to be aware that success in these courses is not measured simply in terms of how well students memorize a series of facts. Rather, these courses teach students to assess how events, ideas, and values affect them individually and their society as a whole. Courses in Canadian and world studies actively involve students in research, critical thinking, problem solving, and decision-making’⁶. These grade 11-12 courses related well with our workshop design and objective as it provided students with the means to think critically and assess how consumptions choice can affect their lives and the lives of others.

⁶ <http://www.edu.gov.on.ca/eng/curriculum/secondary/grade11.html>

3.2 Developing a participatory workshop design and template

As mentioned earlier, during our final phase in data collection we developed a participatory workshop (see Appendix B for the workshop template designed). Below is a brief description of what a workshop is in a general sense; what participatory workshop we developed for this study; and what workshop evaluation questions we drew from.

3.2.1 Why a workshop?

The nature of participatory workshops can trace back to Paulo Freire's work on popular education in the 1960's and 1970's. He strived to create a new style of learning, an education for social change. Freire felt that individuals 'allowed' themselves to be oppressed by giving away their 'right to question' their life. Thus, they needed to be liberated through education. Freire uses methods based in sociology and philosophy, as well as psychology. By popular education people attempt to collect information, which leads to the development of new solutions (Jorge, 1998, p.3). When conducting a workshop, it is important to have an effective workshop facilitator who exhibits empathic neutrality. This is a way of connecting with the participants without passing judgments, which is crucial in qualitative research. Along the same line of thinking, Weber explains the concept of 'verstehen' as a way of understanding how humans view the world; highlighting the significance of consciousness, human behavior and future planning (Patton, 2011). This is applicable in our study as it is useful for understanding and analyzing youth's conception of Celantrocapiatalism regardless of age; as Celantrocapiatalism is a unique way of thinking about the world that comes out of a specific context (philanthropy, celebrity, aid and capitalism). As such, the workshop was designed for us to educate / inform the students as well as for us to learn from them, and for them to learn from one another.

3.2.2 The participatory workshop

Organizing a focus-group discussion in our fourth phase of data collection was an essential part of the process in developing the participatory workshop. We had originally intended for seven to ten KWIC volunteers to participate in the focus group, however, the six people that were present managed to participate and add to the discussion. Focus groups are dynamic and create synergy allowing the group to brainstorm (Berg, 2001). We thus observed the group's opinions and were able to utilize the ideas raised and feedback received from the focus group to adjust the flow and content of the workshop. In addition, we attended the "Elements of Effective Facilitation Workshop" event hosted by KWIC on January 14, 2012. The workshop reflected popular education and emphasized the various factors that made a good workshop - ranging from proper lighting and room layout to facilitation design. This event proved to be very crucial for our learning process in designing the workshop.

The workshop lasted 40 minutes on average and consisted of five main activities (see Appendix B). Having opened the workshop with a short icebreaker game, the first introductory activity included a PowerPoint presentation of the conceptual background of Celantrocapiialism. The slides introduced KWIC, TCCBE and the workshop objective as well as introduced and defined Celantrocapiialism and product RED. This allowed students to listen and understand this phenomenon and form connections in terms of its trend, impact, benefits and limitations. The remaining four activities required active participation of the students, which were:

- *Activity 1: Rock Paper Scissors*
- *Activity 3: Secrete identity*
- *Activity 4: Take the stage, and*
- *Activity 5: Solve the puzzle.*

Students were asked to form small groups of five to six where they all participated in activities that tested their knowledge of celebrities and reasons behind their shopping choices and also in activities that helped them question whether or not Celantrocapiialism hinders long term economic/ social development goals. After each activity, we regrouped the students to discuss the perspectives and discussions that had materialized from the activities.

At the end of the workshop, we designed a popular education participatory evaluation technique using a scale of 1-10 across the scope of the classroom to create a visual snap shot of whether the workshop met its objectives and to gather immediate individual comments and feedback. Moreover, a KWIC evaluation paper was circulated which was used to analyze the effectiveness of the workshop in achieving the overall project goal.

Section 4: Result and Discussion

Four key themes arise from the results obtained from this project. Namely, the knowledge and awareness of Celantrocapiialism, youth participation in Celantrocapiialism, the perceived implications of Celantrocapiialism on development, and lastly, the effectiveness of the workshop design. This section discusses these key themes and presents the results to fully capture youth perception on and participation in Celantrocapiialism and the impact thereof.

4.1 Knowledge and awareness of Celantrocapiialism

What do people know and whether or not they are aware of Celantrocapiialism is an important starting question. This section addresses the knowledge and awareness of Celantrocapiialism. How it is understood greatly varies from person to person, given the mixed interpretation and experienced they each have.

The Live Aid concert organized by pop star Bob Geldof was one of the world's largest television broadcasts, and this according to Marisa Kaczmarczyk is when Celantrocapiialism emerged. Billions of people globally tuned in, donated money and educated themselves. There has been a recent push towards Celantrocapiialism, says Gavin, especially after Bonos involvement with Product RED. Bono is legendary and heroic and Angelina Jolie is illustrious. Their brand creation is almost untouchable, says Gavin. Celantrocapiialism is seen as a solution in a way that has intensified. These kinds of market-driven initiatives are increasingly being seen as a substitute in popular imagination and as a substitute to the old style of development. The old style of development was when the nation state was driven by the work of NGO's and civil society organizations (CSOs), but now the private sector is really celebrated as providing a

more hip and creative solution. The private sector uses their image and business skills to engineer social change. There is less emphasis on the state; rather the state plays a supportive role. This reflects part of the ideology of neoliberalism. Consumption habits are changed and the market is used in a way that a win-win situation is achieved. There are numerous examples that typify this phenomenon. For example; if you buy a RED t-shirt, money would go towards the global fund, if you buy Aquafina bottled water, money would go to the polar bears and if you were to buy a pink bucket of Kentucky Fried Chicken (KFC), money would go towards breast cancer research. This is one aspect of Celantroculturalism. The other part is strengthening of public partnership, where philanthropists hold much more power than state actors. For example; there are forces emerging like Bill Gates and his alliance for Green Revolution in Africa, which shifts power away from democratically elected governments. These forces are shaping the solutions and we as civil society are buying into it.

Furthermore, Colleen O'Manique when interviewed defined Celantroculturalism as a broader political and economic phenomenon where celebrities come together with large foundations like the Gates Foundation to sell products and channel money into the global fund. Gavin Fridell shares Colleen's view that Celantroculturalism is strictly celebrity related. Students however seemed to have a varied level of understanding of Celantroculturalism, even though they regard it as something to do with celebrities and fame, with a range of scores as high as 59% understanding of Celantroculturalism (among students at Kenner) to a score as low as 5% (among students at TASS) (Figure 2).

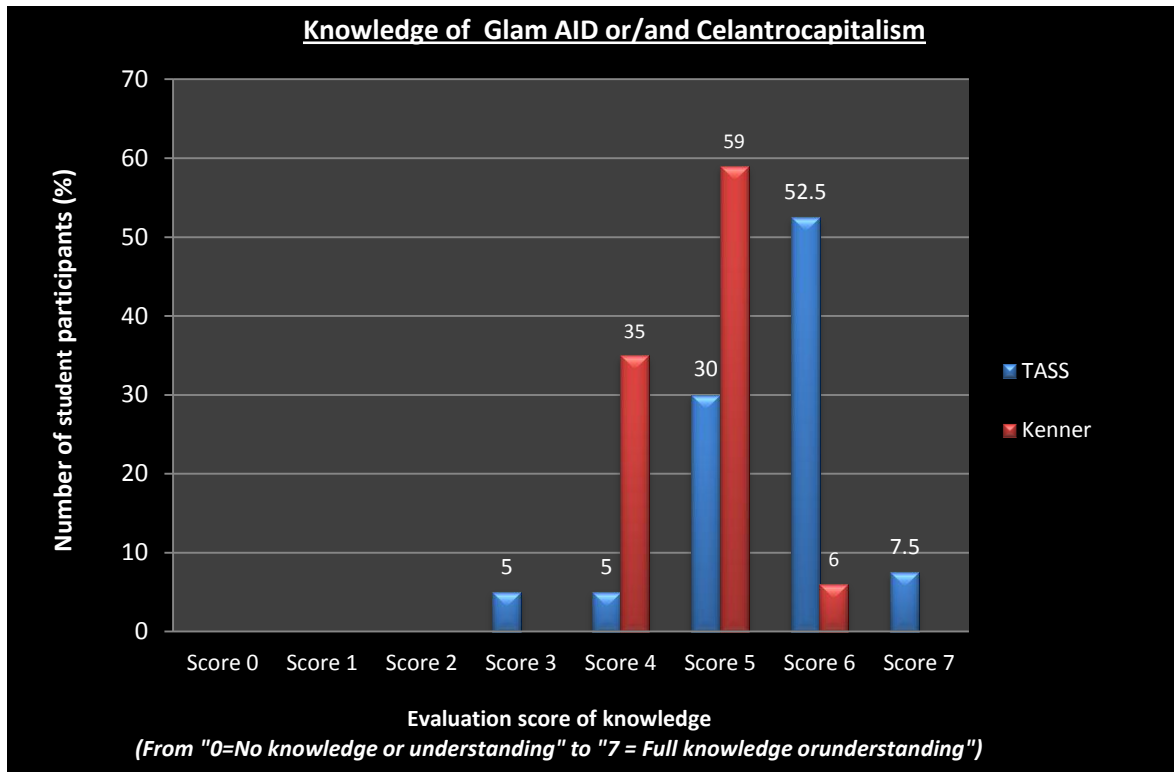


Figure 2: Youth’s understanding of Celantrocapiatalism

TASS students suggested that Kony 2012, a Ugandan war criminal represented Glam AID. It seems that their understanding stems from social media and how popular an issue or a person is, without regard to critically thinking about the relationship of the issue and the person that is under fame. For instance, with their interpretation of Celantrocapiatalism using the example of Kony 2012 campaign, disregards the fact that Kony is a person who is not a celebrity, but rather that his persona was being treated as if it were a celebrity and the idea was supported by other real celebrities. This incidence steered a great amount of social and political debate and raised awareness amongst a large cohort of the North American population, and also the rest of the world. Other students gave the example that Celantrocapiatalism had to do with extremely popular celebrities like George Clooney who has recently made headlines having

been arrested for advocating for peace in Sudan. As one student said, “I understand Celantrocapiialism when celebrities like George Clooney go from advertising “Nespresso”⁷ to marching for peace somewhere in Africa”. Others associated Celantrocapiialism with celebrities that fully expose their naked bodies claiming to advocate for banning animal killing for fur trade, but rather in doing so, simply draw more attention to themselves and their own brand and fame.

Students from Kenner portrayed a slightly higher score in understanding of Celantrocapiialism. Some said that it was about celebrities donating money to organizations; some said it had to do with children and image, some mentioned the Product RED. They strongly focused on children because they are seen to be vulnerable and innocent and in need of much care and attention, and therefore requiring the most aid. It is highly probable that the students in this workshop gave examples that were triggered by the images presented in our introductory PowerPoint presentation, which had images of celebrities holding their adopted foreign children (see Appendix B).

4.2 Youth Participation in relation to Celantrocapiialism

The extent of youth’s understanding of Celantrocapiialism as discussed above, is further reflected in their attitude and behavior in it. Namely, how involved and how much do they participate in terms of their willingness to purchase celebrity-endorsed products, and why. Assessing the consumption choices of the youth and the factors that influence their choices is key to understanding if celebrity culture is a big part of why they buy products and participate

⁷ <http://globalcoffee grind.hubpages.com/hub/Nespressos-Dead-George-Clooney-Ad-Under-Fire>

in philanthropic initiatives and campaigns, or if there are other factors that influence their purchase.

Figure 3 below demonstrates the pattern of youth participation in Celantrocapiatalism. Though majority of the students (39% in TASS and 35% in Kenner) fall mid-way score of 4 in their willingness to purchase celebrity-endorsed products, there remains a significant difference between both ends of the scale; with roughly 20% of students never or close to never willing to purchase and roughly another 30% of students definitely or near to definitely willing to purchase. This generalization, though gives an impression of youth participation, masks the multi-layered logic and reasoning behind their participation. The examples and experiences students shared, however, illustrate this.

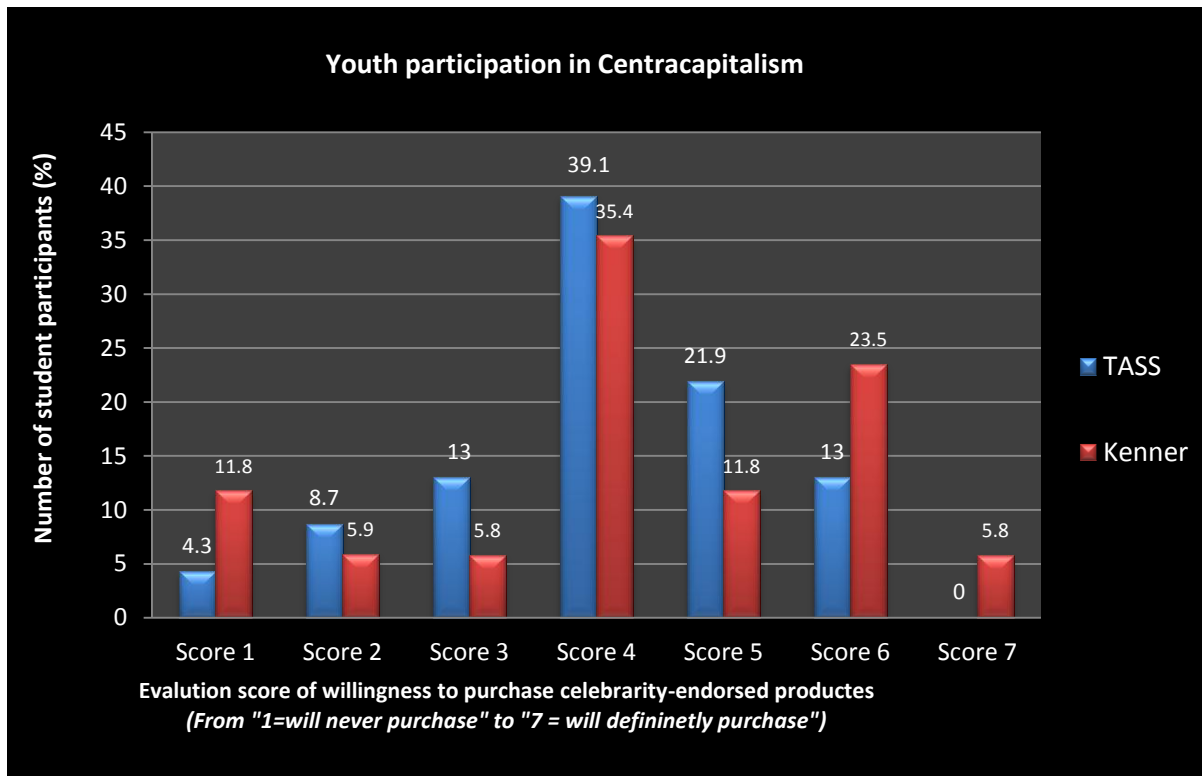


Figure 3: Youth participation in Celantrocapiatalism

Students highlighted that their product choice was greatly influenced by peer pressure, advertisement, research and celebrity endorsement. These factors however are not indicative of product RED for two prime reasons. As noted by Marisa, Toronto is one of the world's biggest multinational cities and their access to celebrities and consumer goods is much more profound. Peterborough as compared to Toronto is more rural, smaller and its youth are not as informed or updated about fashion and celebrity status. It is very difficult to find a local celebrity in Peterborough who is known internationally. A lot of stores in Peterborough don't stock the same products as they would in Toronto. Thus, it was not surprising to find that both GAP and Future store in Peterborough do not offer to sell RED products. Canada only receives selected RED products as opposed to the United States, where it was officially launched.

Students in both classes were not aware of product RED nor had they purchased it before. They did however purchase TOMS shoes because it is readily available in most retail stores in Canada. In fact, one particular student was wearing TOMS shoes during the workshop. Because TOMS shoes is widely publicized in Canada, it is much easier for factors such as peer pressure and advertisement and research to be influential in the consumption decisions made by the youth. Moreover, Peterborough is small rural city, and it is very likely that its inhabitants are not deeply acquainted with pop culture or popular mainstream media. Students were surprised that Madonna was a philanthropist and one student couldn't guess that Bill Cosby was involved in educating those with learning disabilities. Therefore, the workshop activity was an effective learning lesson for the students. They were able to learn about various celebrities in the USA who were involved in philanthropic activities.

4.3 Perceived implications of Celantrocapiialism on development

Having discussed youth's knowledge and awareness of Celantrocapiialism as well as factors that influence their participation, the next question that follows is how they understand this phenomenon in relation to development: is it helpful or harmful in the short and long terms of development efforts and development aid? Colleen has purchased products where a share of the profits is dedicated towards a social cause because a person can purchase something without even realizing that it is tied to a cause. And now almost all consumer goods that we purchase daily are marketed as a solution to global problems, whether we are aware of it or not. The benefits of Celantrocapiialism is however a dubious one.

Celantrocapiialism is beneficial in that it can bring issues to people who otherwise would not have been interested. For example Marisa says "If you like Angelina Jolie as an actress and you find out she is helping kids in Africa then you ask what's happening in Africa. Once you find that out you are then told to buy something red". This according to Marisa this opens the door to the public and exposes them to global issues. Moreover, Celantrocapiialism "augments the power and role of the state by providing additional funds for health care infrastructures in Africa- funds that had not previously been available" (Youde, 2009, p. 202). Philanthropists partnering up with celebrities and businesses make international political economy an arena where public-private partnerships are heightened, political change is promoted and consumers are engaged.

If one assumes in general, youth are raised in a consumer driver society, then Celantrocapiialism is a crucial stepping-stone. It has the potential to engage the youth and encourage them to act for the greater good; as they are the future generation. In addition, students

have the ability to question the objective and motivations behind the campaign. What triggers their criticism was the ridiculousness of the campaign says Colleen.

“I don’t follow these issues in depth but I do attest to the fact that there are issues faced”, says Marisa. Overall Celantrocapiatalism hinders long-term development goals. The issues are simplified and the privileged are glorified and therefore is not conducive to long-term development goals. Students generally agreed that the act of purchasing the RED I-pod makes people feel better and happy that they did something good even though the product ends up in a landfill. The campaign creates an illusion that consumer activism creates a difference. For instance the product RED manifesto states: “We believe that when consumers are offered this choice [to purchase (RED)-branded merchandise], and the products meet their needs, they will choose (RED).And when they choose (RED) over non-(RED), then more brands will choose to become (RED) because it will make good business sense to do so. And more lives will be saved . . . You buy (RED) stuff; we get the money, buy the pills and distribute them. They take the pills, stay alive, and continue to take care of their families and contribute socially and economically in their communities” (Youde, 2009, 9.205). Celantrocapiatalism makes people believe that they can buy their way out of things, and creates this illusion that people’s consumption choices can make a difference even if they do not alter their life style or political engagement.

One of the problems with Celantrocapiatalism, regardless of how much integrity and good will the celebrity has; in the long term such campaigns will not be sustained. “We have such short attention spans and have been trained to be so small and segmented in our thinking that we won’t pay attention to the longevity of the issue”, says Marisa. So it is not necessarily the

fault of the celebrity, it's also about how information is given out and received. This is another angle of the problem Celantrocapiialism brings about.

Celantrocapiialism is another strategy or mechanism for maintaining the status quo, says Colleen. According to its critics, product RED presents itself as the panacea to Africa's ailments. Youde (2009) notes; "If only we buy more products, we can save Africa! Fixing the health crisis in Africa requires no sacrifice on the West's part, no changes in our behavior, and no revisions to the current international political and economic order; indeed, increased consumption is the proffered answer" (Youde, 2009, p.207). Product RED effectively glosses over such complex realities and gives people the appearance that what they are doing is helping. A simple message by Oprah 'we can shop to help end AIDS in Africa' (Youde, 2009, p. 207) effectively legitimizes the social standing of multibillionaires and celebrities and in the process deflects attention from important issues here in the global North. Students perceive Oprah as a savior, by endorsing product RED she rescues all those suffering from tuberculosis, malaria and HIV AIDS. The students however failed to question why these countries in Africa were facing such problems nor did they question their own lifestyle and consumption habits. It was as if the problems in Africa operated in a vacuum and it was the north that would come and save it.

Celantrocapiialism has not changed structural factors that drive epidemics rather it keeps them intact. We don't question corporations because according to the campaign they are doing well for the betterment of society. We don't question if it is enough for someone to simply buy an I-pod and feel like their job is done? What happens after, what happens with the money when it goes to Africa? How exactly does the global fund and Oprah rescue those poor children in Africa? Markets are unpredictable and so are consumer habits; thus what if people's

consumption behaviors change, wouldn't this cause the funds to evaporate? Students also were not aware of why problems like poverty and civil war occur in many third world countries. Rather they assumed it was given. Students also failed to ask why we were only targeting Africa. What about the rest of the developing world? Did they assume all the problems and all the poor people are solely present in Africa?

Furthermore, ideology is a huge hindrance. We associate global with product Red. People don't understand that it is money that comes from bilateral and multilateral sources and large foundations. Individual contribution is meaningless when you look at the overall scale of the global fund. But it gives the impression that we can change the world through our purchasing power. This is the "me to we" phenomenon says Colleen. We the privileged feel the need to help those that are underprivileged without asking why. For example; the Free the Children campaign spearheaded by the Killbergers has emerged into a worldwide initiative. They have developed this celebrity status motivating youth to become altruistic and help others and become caring citizens. This involves charity, but the youth don't understand this in terms of power relations.

The benefits of Celantrocapiatalism are negligible to Gavin. "If these people convince me that they are saving lives, I would be impressed", says Gavin. Gavin believes now more than ever there are reasons to be cynical. Gavin's biggest critique has to do with how money has been manipulated by the corporate spin. What a lot of consumers don't realize is that all the money being channeled into the global fund, for instance, is capped. Only a certain percent of the profits go to the global fund, the rest added to the businesses yearly revenue. So consumers are doing nothing more than a charitable donation. "People assume the more they buy, the more money goes into the cause, but this is far from it because it is all capped," says Gavin. It's a

scam and so many of the products get manipulated. Students from both Kenner and TASS echo similar implications of Celantrocapiatalism to development.

Table 3: Positive implications and criticisms of Celantrocapiatalism on development

Celantrocapiatalism positive implications on development	Criticism of Celantrocapiatalism on development
“If I am going to buy a red IPOD, it might as well be red”	The products end up in landfills and further degrade the environment
The advocacy and advertisement surrounding product red raises awareness about issues pertaining to HIV AIDS and poverty	The money does not reach the poor in Africa, children remain starved
Children who are impoverished are helped out by the funds being sent	“I have never bought a red product, and I still wont” more money is spent on advertising, “I don’t think my contribution will make a difference”
“I am wearing TOMS shoes right now, and I think it’s pretty cool that someone else in a developing country is wearing one too”	Celantrocapiatalism simply encourages more people to consume, to buy products they don’t even need simply because it is “going to a worthy cause”
“it’s good that all the money celebrities make goes into a worthy cause”	“We feel better because we bought a product that will make a difference, but we don’t ask why that problem was created in the first place”

Table 3 above highlights the mixed perceptions on the implications of Celantrocapiatalism on development. Some youth participants perceived Celantrocapiatalism as worthy phenomena; a mechanism of empowerment, an avenue for channeling funds and generating a model to deal with one of the world’s biggest health issues. Some students however held on to the failures of Celantrocapiatalism in addressing underlying political and economical issues faced in Africa and its inability to be a sustainable business model. “I was disappointed to know how much of the money is capped”, commented one student. Many students did not think it was worthwhile to buy celebrity-endorsed products because the money does not go directly towards the target

beneficiaries. Students strongly felt that celebrity endorsed products were a scam. One student was on the fence about the benefits or drawbacks of such a product choice while another said it would be beneficial to engage in research first and see where the money goes instead of not considering it at all. Lastly another student commented ‘I never bought before and I still won’t’.

Indeed the responses were varied. The fact that they all had differing perspectives meant that the workshop gave them the means to make an informed decision but it was up to them to make that decision. Seven students gave it a 6, indicating they will definitely purchase such products, while three students gave it a 1, will never buy. The majority of students fluctuated around a scale of 4 and 5. Their choice to remain midway across the scale could potentially mean that they did not really understand the benefits or ramifications of product RED as this campaign was foreign to them.

4.4 Effectiveness of workshop template

An effective workshop template is broken down in terms of its design and content. The design of the workshop is illustrated by how effectively the workshop agenda was presented, and how comfortable the participants where. The content of the workshop refers to the extent to which participants were able to engage, learn and take away from the workshop.

- *Design*

An effective workshop design is one where the environment is comfortable enough and the activities are relevant to generate critical dialogue. The workshop is designed to involve and learn from all participants, relate to their lives, create something of value to them and to also include time for reflection. One particular student felt that the workshop could have been targeted more towards the teens in terms of basing the content on their day-to-day lives.

Students at Kenner class are enrolled in the International Baccalaureate (IB) diploma program; a program that focuses on international education and three core requirements that aim to broaden the students' educational experience and challenge students to apply their knowledge and understanding. Glam AID is very fitting to IB students because it relates to global issues and encourages students to reflect and critically examine the phenomenon. Thus it is important to design a workshop to meet student's class level but also area of study.

The focus group suggested we promote student participation by focusing more on their responses and generating discussion rather than to throw in our own opinions and shape their thought process. For example, the focus group recommended we start with the objective and then ask students to elaborate on their understanding of Celantrocapiialism. This will not only encourage participation but create a context where the discussion will validate and build on what they already know. The focus group discussion was very important in helping us re-design our workshop and the feedback we received helped improve our roles as workshop facilitators.

- *Content*

One student commented that this workshop was an 'eye opener'. The workshop was effective in teaching the students something new that is of vital importance to their lives. When asking them at the beginning of the workshop if they had ever heard of Celantrocapiialism or Glam AID, not a lot of hands went up. But by the end of the workshop students had learnt something new.

With regards to the overall effectiveness of the workshop is noted in terms of the extent in which students enjoyed it (giving it a score ranging from 1 – it could be better, to 7 – it was awesome) (Figure 4).

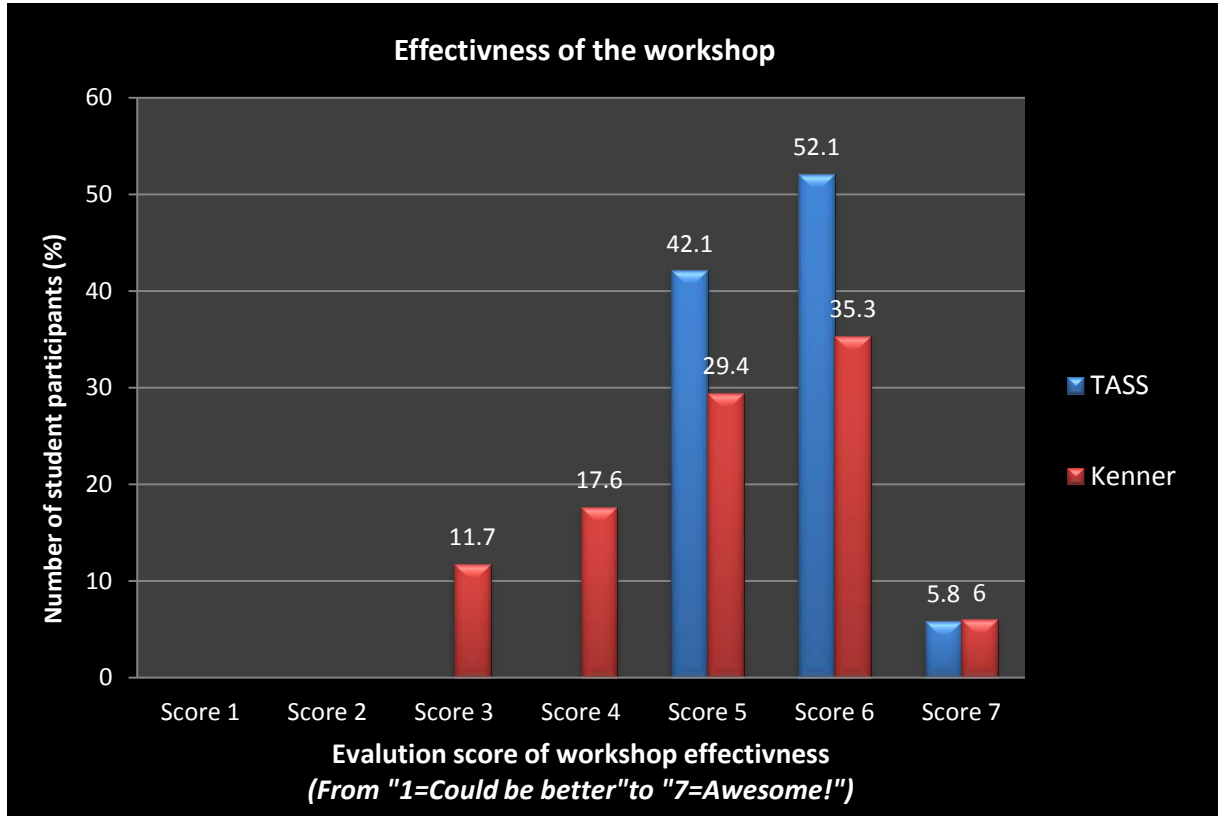


Figure 4: Effectivness of the workshop

As Figure 4 shows, students thought the workshop was relevant to their lives and added to their knowledge on world issues. By focusing simply on the youth, the research question assumes that all youth have celebrities as role models. What the research question fails to elude is that context matters, location matters. The research question also assumes that the youth have a perspective on Celantrocapiatalism; it is as if it's directed to them and therefore they must have an opinion about it.

With this research question we couldn't speak to youth perspectives on other campaigns. Because they were not familiar with product RED there was a tendency for them to be indifferent and have perspectives that were neither here nor there. They tended not to have extreme opinions. If the campaign was centered on TOMS shoes or Free the Children their perspectives could have been different because they are more familiar with these and would be more comfortable to articulate their perspectives because it's a Canadian campaign. Product RED is foreign to them.

Section 5: Conclusion - Youth perception on and participation in Celantrocapiialism

The phenomenon of Celantrocapiialism is emerging globally. By partnering up with celebrities and marketing products, people are more aware of current global issues', they are aware of issues they wouldn't have otherwise heard of. Despite all its criticisms and limitations, in failing to address structural problems, capping funds, focusing on celebrities and private individuals, and adding to environmental impact; it would still be a mistake to write off Celantrocapiialism. Product RED might not be the answer to the world's problems and it does exhibit a series of limitation, but none the less, has made funds available and has channeled money into social causes that it wouldn't have either gone to. In addition, has educated people on world issues, issues they would have not otherwise heard off. Celantrocapiialism is not the ultimate solution as many imagine it to be, but none the less is a solution and a step forward in development. Celantrocapiialism has the potential to engage the youth, as evident in the workshop. Students greatly enjoyed and participated in the workshop activities.

The first objective of this project was aimed at examining a critical and reflective dialogue about the emerging trend of celebrities aligning themselves with world issues through philanthropy known as Celantrocapiialism and the second objective was to design a participatory workshop to capture youth perception on and participation of Celantrocapiialism. Students did not have an expansive knowledge or understanding about Celantrocapiialism; but did agree that it had to with celebrity involvement, which is correct for the most part. The youth participants portrayed mixed opinion when it came to their participation and involvement with

such business models. They do recognize Celantrocapiialism has its drawbacks; and some were able to look past its limitations; seeing that Celantrocapiialism is aiming to create something positive out of the existing system we are in. Thus given the proper research they believe that their consumption behaviors can make a difference. Others have are very critical and skeptical of the phenomenon and do not believe that product RED effectively reaches its target beneficiaries.

It is very important to engage in dialogue with the youth and assess their perspectives because this is the crucial stage in their life where it is important for them to make an informed decision i.e., the process of Celantrocapiialism is good in that it captures their attention and gets them to be aware of global issues, but then it is important to stop there. Because what comes after dictates whether or not Celantrocapiialism hinders long term development goals and poses implications for youth participation.

Drawing from this study and having identified some gaps, the next section presents some recommendation.

Section 6: Recommendation

6.1 Strengthening KWIC role in education for social transformation

For the past 30 years, KWIC has served Peterborough and the surrounding Kawartha region promoting dialogue and educating about world issues. KWIC's annual activities, initiatives and projects foster positive and environmental change. Part of KWICs mandate is to develop workshops pertaining to global education and global issues for the benefit of the students as well as the greater general public. The Glam AID workshop held at TASS and Kenner reflects KWICS commitment in distributing information, educating and fostering change.

By having this workshop and by designing a project that is directed at youth perspectives on Celantrocapiatalism, KWIC can educate for social change and can enable students to make conscious consumption decisions instead of compassionate consumption decisions. We recommend KWIC expand its research question and engage in further studies about Celantrocapiatalism and Philanthrocapiatalism. A much wider demographic must be targeted; i.e the study population should also include the perceptions held by international students, university students and also students in middle school who are of a much impressionable age.

Students tended to be indifferent in their evaluation scores and this is because there is a knowledge gap. At large, the Peterborough youth do not understand how product RED works, or how the global fund channels money into various causes and the implications thereof. We

recommend KWIC acquire and dispense more literature about Celantrocapiialism and per its mandate service the general public by making them understand such global issues.

6.2 Improving the workshop design and other participatory methods

Celantrocapiialism or Glam AID is reflective of a wide array of campaigns, campaigns that involve celebrities, products, and the giving of aid. But because of the limited time we had, we could only focus on one campaign which was product RED. We were only able to carry out two workshops, of which one served as a pilot. Therefore the results obtained are not sufficient to deduce the perspectives exhibited by all the youth in Peterborough. The workshop only reached a total of 40 students. This is not sufficient to draw generalizations. Furthermore, the order of activities was changed between the first and second workshops which impacted the results and understanding of information. Facilitating more workshops and broadening the target participant would have enabled us to evaluate this.

It is important to note that this workshop template is not a blue print. The contents and design of the workshop needs to be adjusted based on the level of education, personality and cultural dimension of the participants. Each workshop needs to be tailor made and made context specific. For example, if a class is made up of students from a wide range of cultural backgrounds the facilitator needs to adjust discussion questions and the activities planned to best capture their perceptions and critical reflections.

In addition we recommend the following to improve the workshop design:

- Aside from product RED, incorporate other familiar campaigns such as the pink ribbon or Tom Shoes
- Connect the group activities to the workshop content by expanding more on the objective of each activity and how it relates to the overall workshop goal
- Schedule workshops mid-morning to capture the full attention of students
- Link the activities more towards the day to day lives of the students

During the workshop, it is also recommended to ask critical questions during discussion, questions such, and not limited to:

1. Does Glam Aid tackle the global structural problems like poverty?
2. What does this workshop say about our consumption habits in the North?
3. Who is responsible for the many problems in the world?
4. Do celebrities and corporations have ulterior motives?
5. Is shopping really the ultimate solution?
6. How much power do we as consumers and citizens of the world really have?
7. Why do campaigns focus on Africa?
8. Are celebrities well informed and experienced enough to represent and lead development work?
9. Why is it that the global fund and celebrities like Oprah that comes to the rescue? Is that really what they are doing?
10. What would happen if there was no Celantrocapiialism? Would world problems be addressed by nation states?

Section 7: Personal Reflection

This project had a series of setbacks, but all in all was a truly rewarding and educational experience for us. After months of research and learning from others, we can comfortably speak about Celantrocapiialism and can refer to it as our area of expertise. We had the opportunity to research a current development trend from numerous perspectives and were able to compile the material in a visually and linguistically compelling format. We learned about participatory methods of learning and developed skills in workshop design and facilitation.

In this age of Celanthropy, in which it is almost a rite of passage for celebrities to align themselves with social causes, it is very difficult to shut oneself from this. Celantrocapiialism has seeped into our day to day living. It is reflected in the products we buy, the shows we watch, posters and bill boards, and is a common conversation starter. We were very lucky to have been involved in this project and have been fortunate enough to meet and learn from students and persons involved in development work. Their ideas, their questions and their knowledge were an eye opener for us and have inspired us to continue learning more about Glam AID.

This project was aimed at designing a workshop template and forms a basis by which future projects can be created. It is only a matter of time until Glam AID becomes a Peterborough buzzword, and in due time Celantrocapiialism won't be a foreign word to many. It will be something everyone is familiar with; so there is definitely more room to broaden the research. It is our hope that this project is continued in the future and that all who read it learn from it and can make a well-informed choice when shopping.

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Appendices

Appendix A

1. Have you ever purchased a branded commodity that is sold for a social cause?
2. When did you first become aware of Celantrocapiialism?
3. How has the trend developed or changed in recent years?
4. What are the current issues and global trends surrounding Celantrocapiialism?
5. Do you think compassionate consumption helps or hinders long term development goals?
6. In your opinion what are the implications for youth participating in Celantrocapiialism?
7. How does Celantrocapiialism fit in with your work as an individual engaged in international development work?
8. If any, what are the benefits and critiques of Celantrocapiialism?

Appendix B

KWIC Glam AID Facilitation Workshop

Part 1: Overview of popular education and elements that make an effective facilitator and workshop

Characteristics of popular education

Popular education is education aimed at social change. It is a collective group process where everyone is at the same level, learning from one another. There are no experts, people who stand in front and dictate the knowledge being transmitted. Common elements of popular education facilitation include: the following: education starts from the experience of the learner, participation and collective effort is greatly encouraged and there is no right answer. All experiences are valued and learnt from and all participants have a say in how the process of teaching and learning unravels.

According to the Canadian Labor Congress “Instructor Training Course Manual” and “Educating for a change” (Arnold, Burke, et al) popular education can be made more relevant to social change by adopting openly addressing conflict, linking local experiences to global histories and realities, acknowledge differences in identity and experience and by encouraging creative expression.

Elements of an effective facilitator *Adopted from KWIC Facilitation & Design Workshop

A facilitator is different from a teacher; he/she must learn from others, accept ideas and help stimulate discussion, regardless of their personal opinion. Everyone is a teacher and everyone is a learner at workshop. An effective facilitator is one that interacts with the group and motivates others, shows interest on what participants have to say, and does not pass judgment but rather encourages participants to think freely and come to their own conclusions. The facilitator must be passionate about the topic, be well organized and able to think well on his/her feet to ensure the workshop meets participant expectations. The facilitator should maintain good eye contact and call on humor to break any tensions.

Elements of an effective workshop space * Adopted from Facilitation & Design Workshop

In terms of design, an effective workshop is one where the space and environment is comfortable. There is proper lighting in the room and space for participants to move around. It is effective to have all participants sit in a circle so that everyone is at the same level and so there is unified audience participation. The workshop is designed to include time for reflection, is related to participants lives, and there is an opportunity for participants to create something of value to them. In this particular case participants created their own ‘production line’ of how Product RED operates.

Part 2: Workshop Requirement

According to the *Popular Education Handbook* by Rick Arnold and Bev Bruke (1983), there are certain things facilitators need to keep in mind prior to designing a workshop. Questions to consider include:

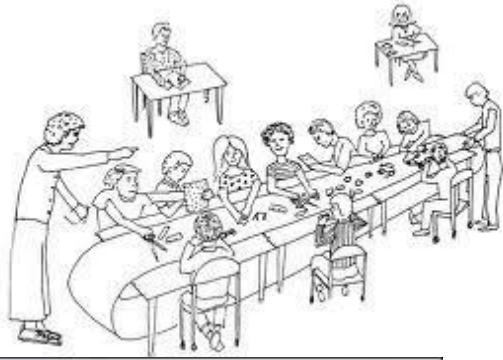
- ✓ Will the organization you are planning to host the workshop for be present and available to assist you on the day of? As well as follow up with you on the progress of you workshop design?
- ✓ Are you able to deal with any issues or crises that might arise from the workshop?
- ✓ What is your workshop objective?
- ✓ Does your workshop design meet your objectives? If so how?
- ✓ How many participants will there be?
- ✓ If you are hosting a workshop in a class, will the teacher be present?
- ✓ Where will the workshop be held?
- ✓ What resources will you require for the workshop?
- ✓ What material will you be sending in prior to arriving at the workshop?
- ✓ If any, what material will you leave? E.g Follow up questions.

Section 3: Activities

Workshop Activities		
1. Rock Paper Scissors	Descrip tion of Activity	The group pairs off. Each pair plays one round of rock paper scissors. The winner of one pair plays with the winner of another pair while the two individuals that lost get behind their partners and cheer them on. This continues until the there is one ultimate winner pair. And the last pair standing will play one round of rock, paper scissors while the rest are cheering them on behind them.
	Expecte d Outcome	This activity gets the students to move around, break out any tensions in the room and get them energized for the workshop. The activity should lead to a more relaxed and informal environment where students are comfortable with one another.
	Resourc es used	Open space
2. Introduction	Descrip tion of Activity	There was a PowerPoint slide prepared that will provide the students with the background information pertaining to Celantrocapiatalism. It was primarily introduce KWIC and TCCBE. It will then address the objective of the workshop and present the agenda. Celantrocapiatalism will be defined and related to product RED. Connections will be made in terms of

		its trend, impact and benefits and limitations.
	Expected Outcome	This activity will help the group understand the definitions of each term and it will help them to make connections. This will further be enforced by going over peoples experiences.
	Resources used	PowerPoint slides/ projector (if needed) – lap top computer – extension cord
3. Celebrity Identity	Description of Activity	The names of celebrities are written on a piece of paper and are plastered to the back of students. Everyone goes around and asks people ‘yes’ or ‘no’ questions about who is on their back. They can only ask two questions per student. The person who can do it in the least number of questions wins and gets to help others.
	Expected Outcome	This activity gets the students to move around as well as familiarize them with the various celebrities and the roles they are engaged in. This will then allow them to situate how celebrities fit in with the terms we identified in the second activity and will show how celebrity culture is a big part of why we buy products and participate in philanthropic initiatives and campaigns
	Resources used	Tape and the list of celebrities name and description which was retrieved from the youth foundation center (http://youth.foundationcenter.org/youth_celebrity.html)
4. Take the stage	Description of Activity	The class will be into sectioned into smaller groups. Each group is given a scenario to develop and then perform for the class. After each group performs, the class reflects and discusses what the thought process was in acting the scenario? What are the factors influencing the outcome of the scenario and what are the possible implications or outcomes of the scenario?
	Expected Outcome	The goal of this activity is to determine what type of products students are buying and why and to determine if celebrity personality is influencing their purchase. Are there other factors that influence youth purchases?

	Resources used	<p>Scenario descriptions:</p> <p>#1. You are with your friends brainstorming for ideas of what to give your friend for her birthday. You want to give her something that is for a good cause. What do you decide to do? (You have 5 minutes to create a short skit.)</p> <p>#2. You are at a store shopping for clothes and come across product red shirts. The store manager comes and helps you with your selection. What do you buy and why? (You have 5 minutes to create a short skit.)</p> <p>#3. You are creating an ad for a product red campaign or another celebrity-endorsed product. Act out your advertisement. (You have 5 minutes to create a short skit.)</p> <p>#4. You have just bought a product red shirt and all your school friends just love it. Act out the reactions of your friends. For example, are some motivated to go out and buy the same product red shirt? Is someone skeptical that buy a product red shirt is really making change? (You have 5 minutes to create a short skit.)</p>
5. Solve the puzzle	Description of Activity	<p>Facilitators will break the group once again. Each group will get a series of pictures/words that is part of a puzzle. Students will work together to form a trail of how products from the assembly line are sold at stores, and then end up contributing to alleviating HIV Aids, Tuberculosis and Malaria in Africa and the implications of this</p>
	Expected Outcome	<p>This activity will allow the students to see whether or not Celantrocapiatalism helps or hinders long term development goals. It will go to show if the process of Celantrocapiatalism completely divorces the production of commodity to its end goal of solving global problems.</p>
	Resources used	<p>Cut up images</p>





KWIC GLAM Aid Workshop Design Sheet

Date: March 25.2012 and March 27.12

Time: 60 minutes

Allotted Time	Objective	Strategy/How	Activity/What	Who?	Resources needed
2 minutes	Set Tone	Talk	hand out sign in sheets, and KWIC flyers Introductions on KWIC and workshop title	Gabriella	
10 minutes	Warm up/icebreaker.	Go around	Whole group plays rock paper scissors	Gabriella	Open space.
5 minutes	Introduction		Ask the class, by a show of hands if they have ever heard of/ know what glam aid is? Identify that as the topic of the workshop. Briefly go over the agenda and identity goals.	Nejat	Power Point presentation / more visual
5 minutes	Clarify any concepts and terminology	Go around	Go through definitions, review of product red, benefits and limitations.	Nejat	Power point presentation
10 minutes	Identify celebrities and their roles in philanthropy.	Go around	Secret Identity	Gabriella	Open space
15 minutes	What 'stuff' do you buy and why?	Act out a 2-3 minute scenario. Groups have 5 minutes to prepare.	Divide up group and each act out a scenario. Group one first acts out their scenario and group 2 observes describing what they see and analyzing why. Then vice versa.	Gabriella +Nejat+ Lyn	open space and scenarios
15 minutes	Look at production lines to see if Celantrocapiatalism helps or hinders long term development.	Solve the puzzle	Each group gets a set of pictures and they must solve the puzzle by lining up the images to see how a product from the assembly line can help a child in Africa and what the implications are.	Nejat+Gabriella_Lyn	Cut up images, /tape
3 minutes	Evaluation	Line up Hand out evaluation	1. Students stand along an imaginary line. One extreme: the workshop exceeded my expectation, it was great , learnt a lot and the other line: I was	Gabriella +Nejat	Open Space and evaluation forms/ pens

		form	disappointed. 2. Hand out evaluation form		
2 minutes	Closing remarks	Talk	Debrief	Nejat+ Gabriella	

Appendix C

Date and time: March 14.2012

Number of participants: Six

Overall purpose of Focus Group: Test the workshop design and see if it meets project objectives.

Allo tted Time	Objective	Strategy/H ow	Activity/What	W ho?	Resources needed
5 minutes	Prepare space Set Tone	Set up Talk	Arrange chairs, hand out sign in sheets and handouts, arrange chairs Introductions, housekeeping (washrooms, food etc)	N ejat	
10 minutes	Warm up/ icebreaker.	Go around	Whole group plays rock paper scissors	N ejat	Open space.
10 minutes	Go over game plan for the day/ identify the goals and expectations of the workshop	Talk Go around	Review and confirm agenda Establish guidelines for today's workshop and set the expectations for the workshop.	N ejat	Agenda Chart paper, Marker
10 minutes	Clarify any concepts and terminology	Go around	Divide group in two. Each group comes up with their experience and understanding of philanthropy, celebrity, aid and the third world. Each group will post their experiences on the correct box on the chart. Discuss the finished chart as a whole group	N ejat	Chart paper that is divided into four, pens, sticky notes
10 minutes	Identify celebrities and their roles in philanthropy.	Go around	Secret Identity	N ejat	Paper, tape, pen
10 minutes	What 'stuff' do you buy and why?	Act out scenarios	Divide up group into two and each act out a scenario. Group one first acts out their scenario and group 2 observes describing what they see and analyzing why. Then vice versa.	N ejat	RED products/open space
10 minutes	Look at production lines to see if	Solve the puzzle	Each group gets a set of pictures and they must solve the puzzle by lining up the	N ejat	Cut up images, charting paper,

	Celantrocapiatalism helps or hinders long term development.		images to see how a product from the assembly line can help a child in Africa and what the implications are.		makers, glue/tape
5 minutes	Evaluation	Line up Hand out evaluation form	Students stand along an imaginary line. One extreme: the workshop exceeded my expectation, it was great , learnt a lot and the other line: I was disappointed. Hand out evaluation form.	N ejat	Open Space and evaluation forms/ pens
2 minutes	Closing remarks	Talk	Sit with whole group and say thank you's and good bye's	N ejat	

Appendix D



Evaluation Form

Your feedback will help us to make this an even better workshop! Please circle the number on a scale from 1-7 that best reflects your ideas about today's workshop. Your comments will most welcome. Many thanks!

1. How would you rate the overall workshop?

Could be better

Awesome!!!

1 2 3 4 5 6 7

Comments: _____

2. How relevant was the workshop topic?

Nothing to do with my life!

The topic is meaningful!

1 2 3 4 5 6 7

Comments: _____

3. On a scale of 1-7 how fun and informative was the activities? I'm not sure this is avaluable question - #5 kind of asks that since most activities are group.....

**Not at all fun or informative
informative!**

Super Fun and

1 2 3 4 5 6 7

Comments: _____

4. Did the group work help you understand the ideas better?

I did not understand

Understood Everything!

1 2 3 4 5 6 7

Comments: _____

5. What is the possibility of you buying red or other celebrity-endorsed products?

I will never buy buy!!!							Will definitely
1	2	3	4	5	6	7	

Comments: _____

6. Do you have the information you need to discuss Glam Aid/Celantrocapiatalism with a friend?

Not enough						Enough!
1	2	3	4	5	6	7

Comments: _____