GA 3 : SOCHUM

STUDY GUIDE

Agenda Item:

Agenda Item I:

Addressing the Social and Humanitarian Impact of the 'Fast Fashion' Industry and Promoting Ethical Supply Chains

Agenda Item II:

Promoting inclusive education systems for neurodivergent students

Letter From Secretary General

Esteemed Participants and Honored Guests,

It is a profound honor to extend my most formal welcome to you as we convene for the 13th edition of the Bilkent University Model United Nations Conference, MUNBU'26. My name is Zehra Yıldırım, and I'm a senior year law student at İhsan Doğramacı Bilkent University. As the Secretary-General of MUNBU 2026, I welcome you not only to a forum of debate but to a tradition of academic and diplomatic excellence that has defined our institution for over a decade.

The art of diplomacy is one of patience, precision, and profound responsibility. My own commitment to this discipline has been forged over nine years of active engagement within the international circuit—a journey that has evolved alongside my formal education in the Faculty of Law. These years have instilled in me a steadfast belief that the resolution of global conflict lies in the mastery of legal frameworks and the cultivation of refined statesmanship. It is this standard of rigor and intellectual integrity that I am committed to upholding throughout our deliberations.

Bilkent University stands as a bastion of higher learning, dedicated to the pursuit of truth and the development of future leaders. It is our distinct privilege to host you within an environment that reflects the visionary principles of the founder of our Republic, Mustafa Kemal Atatürk, who declared: *"Peace at Home, Peace in the World."* Guided by this transcendent ideal, we are committed to providing you with the highest level of hospitality, ensuring that your experience is marked by the grace, professionalism, and mutual respect that our University and the Republic of Türkiye represent on the international stage.

MUNBU Conferences remain a premier platform where the complexities of the global order are met with the sharpest minds of our generation. As we embark on this 13th session, I invite you to embrace the gravity of your roles. Let us ensure that our discourse remains as sophisticated as the challenges we face, and that our hospitality remains as enduring as our commitment to justice.

I wish you all fruitful debates and a joyful conference. Should you have any inquiries, please do not hesitate to contact me via my email, zehray@ug.bilkent.edu.tr

Best Regards,

Zehra YILDIRIM

Secretary General of MUNBU'26

Letter From The Under Secreteries General

Honorable Participants of MUNBU,

  I am Beril Kaçmaz, a second year Economics student at TED University. It's been about 5 years since my MUN journey began. I can not count how many conferences I have attended, but MUNBU holds a special significance to me. It is truly an honor for me to be here as an Under-Secretary-General of the SOCHUM Committee with Rüzgar Bakır.

  We wanted to choose specific agenda items for this committee, specifically regarding the "Promoting Inclusive Education Systems for Neurodivergent Students", I can point out that this is an issue that is consistently ignored in our country. Personally, writing a guide on this issue is quite valuable to me, neurodiversity is a mental difference rather than a disability. Furthermore, this is both common and more complicated than we acknowledge. We expect you, esteemed delegates, to discuss this matter and find sufficient solutions. As Under-Secretaries General, we have poured our best efforts into preparing a comprehensive guide.

  In my closing remarks, I would like to sincerely thank Zehra Yıldırım for her trust and for giving me the opportunity to serve on the academic team of MUNBU'26. Additionally, I want to thank Rüzgar Bakır for his dedicated efforts toward this committee and Oğuz Efe Arı for his valuable contributions to the conference.

  I wish everyone a highly productive and engaging conference with plenty of inspiring debates!

  If you have any questions, contact with me through beril.kacmaz@tedu.edu.tr

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With best regards,

Beril Kaçmaz

Under-Secretary General of SOCHUM

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Most esteemed and distinguished participants,

I am Rüzgar Bakır and I am studying Physics Engineering at Hacettepe University. I have been taking part in MUNs for 4 years and MUNBU holds a special place in my heart since I've started my academic team journey in terms of university conferences here. With its exceedingly high and unwavering standards, I believe that MUNBU will be a conference and an experience to remember for you.

In the 2026 edition of MUNBU, I'll be serving as the Under-Secretary General of the Social, Humanitarian and Cultural Committee, alongside Beril Kaçmaz. We wanted to choose specific agenda items for this committee, for me specifically regarding the "Addressing the Social and Humanitarian Impact of "Fast Fashion" Industry and Promoting Ethical Supply Chains". I can say that this is an issue that is consistently ignored in our world and nearly no one actually deals with it.

As the Under-Secretary Generals of this committee, we tried to create this comprehensive study guide and plan the flow of the committee. Thus, I want to thank Beril Kaçmaz for working with me and for her tremendous efforts for the committee.

With all being said, I want to thank Zehra Yıldırım for giving me a chance to be a part of the academic team of MUNBU and helping and supporting me all the time and Oğuz Efe Arı for his invaluable contributions and endeavor for the conference.

I wish you all a great conference filled with fruitful debates, remarkable memories!

Do not hesitate to get in contact with me through ruzgarbakir@hacettepe.edu.tr

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Sincerely,

Rüzgar Bakır

Under-Secretary General of SOCHUM

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Introduction to the Committee

  One of the six main committees of the UN General Assembly (GA) is the Social,

Humanitarian, and Cultural Committee (SOCHUM), the Third Committee. Its primary objective

is to serve as the principal organ and forum for discussing and taking action on social,

humanitarian, and human rights issues with all 193 of its member states. In contrast to other UN

bodies, SOCHUM's work is specifically focused on advancing and defending human freedoms and dignity.

The official documentation of the UN General Assembly states that SOCHUM's agenda items consistently consist of: Social development, protection of vulnerable groups, advancement of women, promotion of fundamental freedoms and human rights promotion/protection.

The Committee receives reports from UN entities and experts, engages in interactive discussions and negotiates with them, particularly about the draft resolutions' text. While these draft resolutions are not as binding as UN Security Council resolutions, their importance stems from the deep moral values, policies, and intentions of the international community.

1. Introduction to the Agenda Item 1: Promoting Inclusive Education Systems for Neurodivergent Students

a) Definition of "Neurodiversity"

Neurodiversity, in sociology and psychology, is the natural variation in brain function and behavior among humans. The term neurodiversity was coined by Australian sociologist Judy Singer to provide an alternative to language that describes neurodevelopmental conditions, such as autism, in a way that focuses on deficits. Singer proposed that, contrary to popular belief at the time, people with autism are not abnormal but have brains that naturally work differently, with different strengths and weaknesses. Recognizing neurodevelopmental disorders like autism, dyslexia, and attention-deficit/hyperactivity disorder (ADHD) as normal and potentially beneficial variances in human neurology has created a social justice movement.

In a general sense, neurodiversity represents the wide range of human behavior and neurological development because individuals do not perceive the world exactly the same way,

even if discussions of neurodiversity are most frequently focused on these and other identified neurodevelopmental problems.
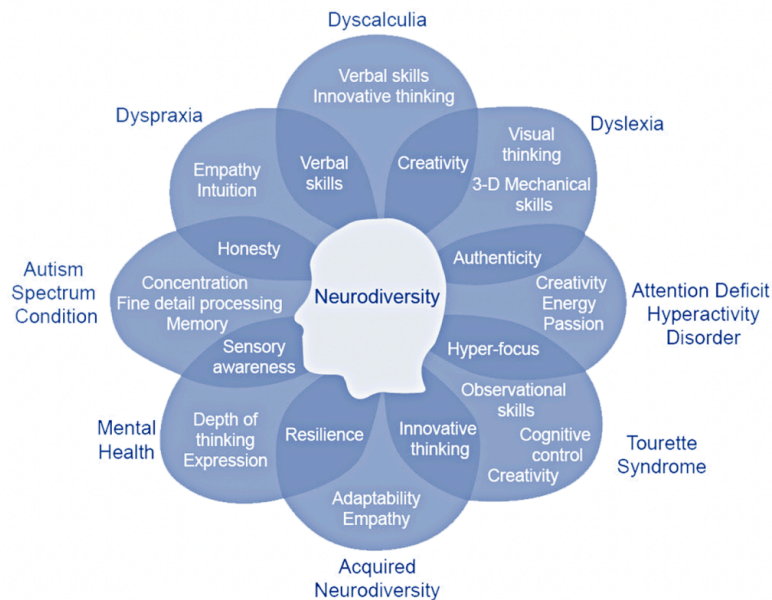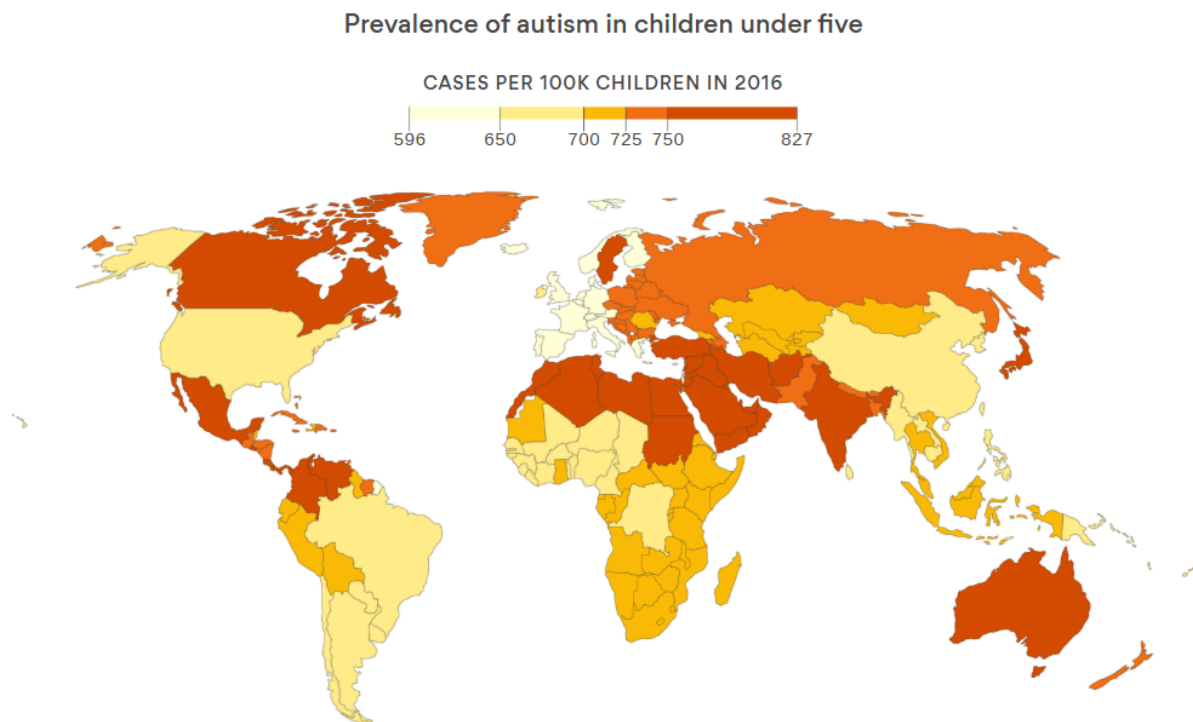

The Overlapping Skills and Strengths of Neurodiversity by Nancy Doyle, based on work by Mary Colley

i. Autism Spectrum Disorder

Autism spectrum disorder (ASD) is a neurodevelopmental condition defined by lasting difficulties in social communication and interaction under various circumstances, along with the presence of restricted and repetitive behaviors, interests, or activities. The significant difference in social, linguistic, and behavioral traits among people shows autism spectrum disorder as a spectrum. Since any individual can fully reflect all autistic experiences, this point of view highlights the significance of personalized examination and support. Acknowledging this variety permits more specialized and effective clinical and educational treatments. Furthermore, considering ASD as a neurodevelopmental disorder emphasizes the importance of early diagnosis and appropriate adjustments especially for parents. Adaptive functioning can be

improved and active participation in social, educational, and professional contexts can be encouraged with timely interventions and necessary actions.

Prevalence of autism in children under five

CASES PER 100K CHILDREN IN 2016

| 596 | 650 | 700 | 725 | 750 | 827 |

Data: [Global Burden of Disease Collaborative Network](); Map: Andrew Witherspoon/Axios

ii. ADHD (Attention Deficit and Hyperactivity Disorder)

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by a persistent pattern of inattention, hyperactivity, and impulsivity that is greater than typically observed at a comparable level of development and that interferes with functioning or development. Symptoms typically start in early childhood and they are shown across multiple conditions. These symptoms must be present for an extended period and cause significant impairment in order to meet diagnostic criteria; such as having difficulty sustaining attention in tasks or during communication, trouble organizing tasks and managing time, getting easily distracted by external stimuli, excessive fidgeting or inability to remain seated, feeling restless.

Individuals with the disorder have a variety of symptom profiles, the degrees of severity and symptoms frequently continue into adolescence and adulthood.

iii. Dyslexia and Other Learning Disabilities

Dyslexia is a learning disability that makes reading and language-related tasks harder. It happens because of disruptions in how your brain processes writing so you can understand it. Most people learn they have dyslexia during childhood and it's typically a lifelong issue. This form of dyslexia is also known as "developmental dyslexia." Dyslexia falls under the umbrella of "specific learning disorder." That disorder has three main subtypes: reading (dyslexia), writing (dysgraphia) and math (dyscalculia). These difficulties are often associated with deficits in phonological processing which cause issues for dyslexics to relate written texts to their corresponding sounds. The condition typically arises during early childhood and can disrupt adulthood through its influence on education, employment, reading and writing activities. However, when diagnosed early, with the right kind of educational support and targeted intervention, people who struggle with dyslexia can struggle less than expected. Dyslexia is not a measure of intelligence, and many with dyslexia show problem-solving abilities, creativity, and the ability to think outside the box.

iv. Tourette Syndrome

Tourette syndrome (TS) is a neurodevelopmental disorder characterized by sudden, rapid, repeated, nonrhythmic motor movements and vocalizations (tics) that an individual cannot easily control. They typically start during early childhood, and types of tics change over time in terms of number, frequency and severity. Simple actions, such as blinking the eyes or shrugging the

shoulders, can be motor tics and vocal tics can vary from throat clearing to more complex sounds. While symptoms usually become most severe in young adolescence and improve in adulthood, a large number of people with tics continue into at least middle age. Tourette syndrome is generally described as a chronic disease without a cure, however there are several educational / therapeutic intervention programs that can assist in controlling symptoms and enhancing the quality of life. The disorder is neurologically based, but since it is not related to intelligence, it can coincide with other conditions such as ADHD and obsessive-compulsive tendencies.

v. Developmental Coordination Disorder (DCD)

Developmental Coordination Disorder (DCD) is a disorder classified under the neurodevelopmental disorders, that affects children's ability to move and to coordinate their body movements in relation to the environment around them, which is typically expected from a child of a similar age with similar opportunities for skill acquisition. Children who have DCD tend to be clumsy; they struggle to perform coordinated movements, such as running, riding a bike, writing, tying shoes, etc.., and therefore have a difficult time managing everyday life activities (home, school, sports, work) as well as participating successfully in athletic competitions. Although a child with DCD will likely be very intelligent and generally in good health, they will exhibit the symptoms of DCD, which may cause significant impairment to their ability to perform daily tasks and to excel in academic settings. Developmental Coordination Disorder typically appears in children in early childhood and can last into adulthood, there is currently no cure for the disorder; however, the early identification of DCD and targeted interventions (therapies) can help to improve motor skills and performance of activities of daily living.

b) Neurodiversity Paradigm vs Medical Model

Traditionally, the medical model approach to neurodevelopmental conditions treats neurological diversity as a series of disorders requiring diagnosis and clinical intervention. From this perspective; conditions like autism, ADHD, and dyslexia are defined primarily by their 'deficits' and functional impairments, with the ultimate goal being to reduce symptoms or help individuals conform to typical standards.

However, the neurodiversity paradigm offers a different perspective, viewing these neurological differences as natural variations of the human brain rather than pathologies. Instead of focusing on 'fixing' the person, this approach highlights individual strengths and supports social acceptance and environmental adjustments. It suggests that many of the challenges faced by neurodivergent people actually stem from societal barriers rather than the condition itself. Of course, both models have their critics: the medical model is often called out for over-pathologizing differences, while the neurodiversity movement is sometimes seen as downplaying the very real need for clinical support in more complex cases.

c) Importance of Inclusive Education

Integrated education is not just a choice for most of the neurodivergent students, it is a basic requirement. Children with neurodiversity including autism, ADHD, dyslexia and developmental coordination disorder significantly thrive in learning spaces that cater for differences in thinking, information processing and engagement with the world. It can also lead to poor attendance,

under-achievement, and social isolation for neurodiverse students when they are expected to fit into strict, inflexible educational environments. Inclusive education directly confronts such issues, for it accentuates the need for flexibility in curriculum in terms of methodology and delivery, classroom organization as well as assessment.

Neurodivergent kids need inclusive education because it tells them that their difference in cognition is not a deficit but just another way to organize the human mind. With the right support and accommodations (ones that can range from individualized instruction to assistive technologies, spotlighting alternative means of assessment), such students will often flourish intellectually with confidence. Plus, inclusive education contributes to the overall school community through empathy, collaboration, and understanding of individual differences. Inclusion is essential to and needs to be available to neurodivergent children who have the right to participate in an inclusive learning process that ensures that they will be equal and learn in meaningful ways.

2. Background of the Issue

a) Historical Evolution of Disability Rights

In the last century, disability rights history has shifted from exclusion and institutionalization to recognition, protection, and inclusion. The first half of the twentieth century saw disability more broadly as a medical and charitable issue; the disabled were treated as patients in need of care or correction, not as citizens with rights. This view often led to isolation from mainstream education, work, and public life, particularly for those with cognitive or neurological disabilities.

The mid-to-late twentieth century was a pivotal year for the disability rights movement, which focused on civil rights, equality and social participation. Activists began to question the concept that disability was not inherent to the individual but emphasized the role social barriers play in exclusion. This shift established the social model of disability which argued that the most damaging factors of disadvantage were inaccessible environments and discriminatory attitudes, not impairments themselves. Although the early efforts to promote disability rights were largely physical, these systems became necessary later for promoting the rights of neurodivergents.

The rising awareness of neurodiversity in recent decades has expanded disability rights discourse to include neurological disorders such as autism, ADHD and dyslexia. The neurodiversity movement considered such conditions as natural, but not deleterious, characteristics of human cognition. It became increasingly influential in international law and particularly in the context of the UN Convention on the Rights of Persons with Disabilities that promotes dignity, autonomy, and full participation for all disabled individuals. Neurodivergent people today make up a significant fraction of the global population; for example, the World Health Organization estimates that there are more than 1 billion worldwide with some type of disability and many of these individuals have non-visible or neurodevelopmental conditions. It is no surprise then that the increased awareness of neurodiversity is becoming part of the larger struggle for disability rights and thus an indispensable part of the demand for inclusive education, employment and social systems.

b) Global Statistics

Data from all around the world repeatedly shows that children with disabilities and neurodivergent students continue to be among those who are most marginalized in educational institutions. UNICEF estimates that 240 million children worldwide (nearly one in ten) live with

a limitation. Disability remains an important indicator of school exclusion despite global

commitments to inclusive education, particularly in low- and middle-income nations where

educational resources are inadequate and unequally distributed. Inequalities in school access are

particularly obvious at different educational stages. Over 40% of children with disabilities do not

attend primary school in low- and lower-middle-income countries, and this number rises to over

55% at the lower secondary level, according to data from the Global Partnership for Education.

Additionally, children with differences are 49% more likely to have never attended school than

their classmates without disabilities. These patterns show how early exclusion often worsens

over time, lowering long-term involvement and academic performance.
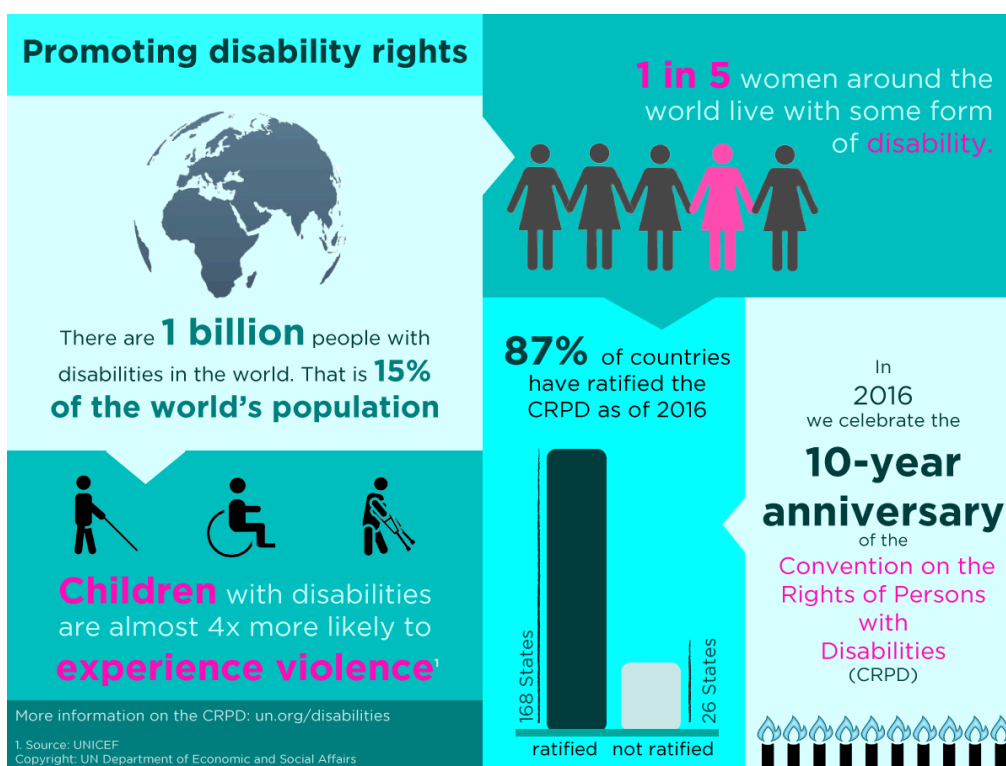
These distinctions are further explained by broader global developments. According to UNESCO,

258 million children, adolescents, and young people (roughly 17%) of the world's school-age

population—were not attending school. Disability is closely correlated with poverty, geography, and

gender. As UNESCO discovered that almost 40% of the world's poorest nations failed to offer

targeted learning support for underprivileged students during school closures, the COVID-19 epidemic further revealed systemic flaws in inclusive education systems. Neurodivergent kids who need on frequent educational support and accommodations were disproportionately impacted by this lack of competence.

c) Common Challenges Faced by Neurodivergent Students

Neurodivergent students are often not well-served by educational systems that refer to neurotypical learning styles. The main obstacle is the teaching attitude that resources to standardize how we teach, which doesn't often sit well with the very different ways neurodivergent students learn or relate to information. For example, inflexible assessment types (e.g., timed exams or lengthy written assignments) may cause disadvantages for students with ADHD, dyslexia or autism even when their knowledge is strong.

A second significant issue of the social/sensory environment of schools. Both noise and lighting, as well as crowded spaces, can be particularly overwhelming for many neurodivergent students while affecting their ability to concentrate and regulate emotions. Classrooms with unstructured peer interaction or implicit group rules can sometimes be barriers especially for children who are autistic. Those students may find their classroom environment stressful or difficult, which may cause anxiety and feelings of being left out. This leads to questions about how school or college could be arranged to suit students with a wide range of sensory and social needings.

Common Classroom Challenges for Neurodivergent Students

Challenge	Impact on Students
Excessive noise	Leads to stress and reduced concentration
Harsh fluorescent lighting	Causes headaches and discomfort
Rigid seating	Prevents movement and affects posture
Crowded layouts	Increases anxiety and distractions

As a result, students with neurological differences often have difficulties in accessing suitable support and adjustment measures. This may be due to late identification of the condition, limited resources or inadequate teacher training. Due to research, some instructors often feel insufficiently prepared to teach students who are neurologically diverse and this may mean instruction does not support these students appropriately. Supporting neurodivergent students raises questions about equity in education. This includes considerations over how educational support systems are made available, whether students' special needs are properly identified and how effectively the current system caters for pupils with such conditions. Despite significant efforts in promoting inclusive education, the realities of the classroom environment reveal that considerable progress remains to be made. Such observations expose a discrepancy between current educational theory and real life educational situations. There are several consequences which can be drawn from this analysis which require further investigation.

3. Major Challenges and Gaps

    a) Underfunding of Inclusive Education

Education for children who have a neurodevelopmental condition such as autism is often hampered by a chronic lack of money. In many countries inclusive education has been officially accepted but the authorities often do not provide the necessary funds. Individuals who require special assistance need access to things such as teaching assistants who have received suitable training, a smaller pupil to teacher ratio, computers and other adaptive technology and learning materials that everyone can use. In reality, without adequate funds, schools are unable to give these supports to students who have a neurodevelopmental disorder, placing these children in schools that are inclusive on paper but not in practice.

It has been revealed by statistics globally that there is a huge gender disparity. Children with disabilities are 2.5 times more likely to have had no education than children who are not disabled, according to a World Bank report. This is often attributed to inadequate school facilities and insufficient funds for education. A great many developing countries and those in a middle income category allocate less than 4% of their education budgets to schemes which enable pupils to learn together despite a rise in the number of children diagnosed as having such disorders of the nervous system. In wealthier areas, schools which specialise in inclusive education often find their budgets lacking in a number of areas; typically there are not enough trained staff or there are not enough trained staff on a permanent basis.

Teachers' preparation is negatively impacted by underfunding, particularly when it comes to students with neurological differences. A considerable number of teachers, as indicated by OECD data, feel inadequately equipped to deal with pupils with varied learning requirements.

This is partly due to the low levels of expenditure on professional training. Such financial deficits have serious consequences for sustainability and equity.

b) Lack of Early Diagnosis

One of the most important issues of neurodivergent students' educational and developmental process is the lack of early diagnosis. Parents who are responsible for observing their children have a great responsibility here. Early identification of neurodevelopmental disorders like ADHD, dyslexia or ASD is strongly linked to healthier educational outcomes because it allows for appropriate adjustments, customized learning strategies, and timely actions. However, a lot of students still remain undiagnosed in their early school years, especially if their problems are quiet, masked up, or ignored. Masking, particularly common in children with ADHD and autism, can delay diagnosis for years. Unresolved learning needs, increased academic frustration, and avoidable emotional distress are frequently the outcomes of this delay.

c) Inequality Between Urban and Rural Areas

The disparities in development between urban and rural areas creates a significant obstacle to the inclusive education that neurodiverse students need. While educational resources, necessary technological tools, and customized support systems are often available in urban areas, access to them is extremely difficult for those students living in rural areas. In addition, students in rural areas are more likely to experience late (delayed) diagnosis, limited access to accommodations, and fewer opportunities for early intervention, all of which negatively affect educational outcomes. Global datas also highlight the extent of this disparity. The World Bank reports that children with neuro-disabilities living in rural areas are significantly less likely to attend school

than their peers living in urban, a gap driven by shortages of trained professionals and accessible infrastructure. Similarly, UNESCO reminds that rural schools often have less specialist staff such as psychological counselors and occupational therapists. These inequalities are further accumulated by transportation barriers and lower levels of consciousness of parents, limiting rural students' ability to benefit from remote or technology-based support services.

4. International and Legal Framework

a) SDGs (SDG 4 and SDG 10)

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritize progress for those who're furthest behind.

SDG 4 is probably the single most important goal because it provides the very basis for all the rest. It emphasizes Quality Education, but not just in terms of getting kids into school buildings; it's about making sure the education they do receive is meaningful, equitable and inclusive for all. Education is our best tool to disrupt the cycle of poverty and reduce inequality. Despite global progress, millions of children continue to lack basic literacy and numeracy skills, primarily as a result of their geographic location or socioeconomic background. Sustainable Development Goal

4 (SDG 4) seeks to address this disparity by ensuring access to free, high-quality primary and secondary education by 2030. SDG 4 emphasizes the need for vocational training and improved access to higher education in addition to basic education. Its objective is to assist people in understanding sustainable development and acquiring the skills necessary for today's workforce. Higher education is associated with improved health, more secure employment, and greater capacity to address global issues.

SDG 10 is essentially about closing the gap between people and focusing on reducing disparities not just for individual nations but also on a global scale as well. It's about making sure everyone gets a fair treatment, no matter their age, gender, if they have a disability, their race, or their religion. Right now, there's a huge gap between the richest and poorest people. This usually causes social problems and slows down money growth. SDG 10 aims to provide us to have better rules for money markets and social policies that include everyone. It also contains the importance of migration, defends a safer environment for poorer countries to have a louder voice in global choices. Put simply, it's about building a world where your starting point doesn't decide where you end up.

b) UNESCO's Inclusive Education Framework

UNESCO's framework for inclusive education is built on the idea that everyone has a right to learn. It sees the different ways students learn not as problems, but as valuable aspects of the

classroom. This framework isn't just about students with disabilities; it covers anyone who might struggle to participate in school, including neurodivergent students. UNESCO wants us to look at the school system itself for problems, not at individual students. This fits well with how we now think about neurodiversity.

The UNESCO Inclusive Education Framework is a good example to think about policies for teaching neurodivergent students. It proposes that school systems should change to fit the needs of all students, rather than expecting students to conform to traditional expectations. This idea of inclusion as a system-wide responsibility fits well with the neurodiversity perspective, which views differences in brain function as normal human variation. UNESCO's focus on flexible lesson plans, accessible learning areas, and improving teacher skills directly supports including neurodivergent learners, whose needs are often overlooked in rigid school environments. So, this framework both supports the right of neurodivergent students to an inclusive education at the same time and offers a practical method for putting the "neurodiversity" concept into policies and practices in school.

c) UNICEF Special Education Action Plans

UNICEF's Special Education Action Plans aim to improve inclusive education. Especially regarding the agenda, Special Action Plans strengthen inclusive education by emphasizing early diagnosis, equal access and regular support for neurodivergent students in all of education systems. From a perspective of child rights, UNICEF underlines that inclusive education is essential for avoiding the exclusion of students who has cognitive, behavioral or sensory issues which is not suitable for traditional classroom conditions. The significance of early screening by

parents, teachers who are experts in their field and accessible learning opportunities reflects an undestanding that many of the challanges that neurodivergent students face with. These issues are structural rather than individual. Through this approach, the idea of inclusive education is reinforced by UNICEF, is not a simple support but a fundamental and compulsory requirement for protecting disadvantaged students and overall well-being of the education system.

d) Salamanca Statement

The Salamanca Statement and Framework for Action on Special Needs Education (1994) is a big step in getting the world to see inclusive education as a basic concept of education. The statement, which was adopted during the UNESCO-hosted World Conference on Special Needs Education, states that all students should be accommodated in mainstream schools, regardless of their physical, intellectual, social, emotional, linguistic, or other limitations. The Salamanca Statement effectively promotes neurodivergent students by rejecting deficit-based theories of disability and highlighting learner diversity as a normal and valuable part of educational institutions, even if the word "neurodiversity" was not yet explicitly coined at the time. Crucially, the Salamanca Statement reframes special education demands as a requirement of the school system rather than a personal restriction. It makes the case that inclusive schools are essential for preventing discrimination and promoting inclusive society in addition to being more successful academically. By encouraging early support, preparation for teachers, and flexible curriculum, this systemic approach set the foundation for future rights-based and neurodiversity-centered frameworks. In this way, inclusive education policies that support neurodivergent children's full participation in mainstream classrooms are still influenced by the Salamanca Statement.

6. QTBA

1) How can national education systems ensure that inclusive education policies translate into meaningful classroom practices for neurodivergent students rather than remaining symbolic commitments?

2) What mechanisms can be implemented to improve early identification and assessment of neurodivergent learners, particularly in low- and middle-income countries with limited diagnostic infrastructure?

3) How can governments reduce disparities in access to inclusive education between urban and rural areas while ensuring equitable distribution of trained professionals and educational resources?

4) How can education financing models be restructured to prioritize sustained investment in inclusive education, especially for students with neurodevelopmental differences?

5) How can teacher training programs be strengthened to better equip educators to support diverse learning profiles within mainstream classrooms?

6) What role should international organizations play in monitoring inclusive education outcomes globally?

7) How can education systems shift away from deficit-based models and adopt approaches that value neurodiversity?

8) How can inclusive education systems ensure continuity of support for neurodivergent students during crises or disruptions?

9) How can inclusive education policies address intersecting factors such as poverty, gender, and geographic location?

10) What accountability measures can ensure that inclusive education policies lead to meaningful educational outcomes?

7. Further Reading

https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

https://neurodiversity2.blogspot.com/

https://www.unesco.org/en/education/inclusion

https://data.unicef.org/topic/child-disability/overview/

https://neurodiversity.directory/neurodiversity-statistics/

https://www.therecoveryvillage.com/mental-health/tourettes/tourettes-statistics/

https://childmind.org/article/what-is-neurodiversity/

https://lifestyle.sustainability-directory.com/question/what-role-does-environment-play-in-neurodiversity/#:~:text=Sensory%20Environment%20%E2%86%92%20For%20many,environments%20can%20be%20incredibly%20supportive.

https://www.centerforengagedlearning.org/neuroinclusive-classrooms-and-spaces/

https://blog.planbook.com/neurodiverse-students/

7. Introduction to the Agenda Item 2: Addressing the Social and Humanitarian Impact of "Fast Fashion" Industry and Promoting Ethical Supply Chains
a) What is "Fast Fashion" and "Ultra-Fast Fashion"

The contemporary business model which predicates on the rapid reproduction of clothing named as "fast fashion" (FF). Involving replicating recent catwalk trends, high fashion designs and mass producing them quickly and bringing them to retail at low costs while increasing consumer demands, the fast fashion industry's success lies behind these strategies and relies on low prices, constant change in inventory and focusing on quantity over quality. In the global market, the fast fashion market is estimated to be worth approximately $1.7 trillion. The strategic efficiency of this model comes from optimized supply chains and implementation of "quick response (QR) manufacturing methods". Retailers like Zara pioneered this approach and broke the traditional seasonal mold of the industry by creating and offering dozens of new items weekly. Through these strategies, a sense of urgency has been created for consumers which encourages immediate purchases due to non-stop change in store layouts. As the speed of the industry increases, garments started to have a short lifecycle and consequently, unnecessary waste becomes an irresistible consequence of this situation.

While fast fashion accelerates the traditional way of product cycles, "ultra-fast fashion" (UFF) presents people a digital extremist of this model, and executes even faster. The time between design and production often ranges from a day to two weeks which happens as "weeks" in fast fashion. Brands that embraced the ultra-fast fashion way such as Shein and Boohoo post hundreds of thousands of new styles to their websites weekly. Since UFF operates on a demand-driven, manufacturer to consumer supply chain model, this acceleration can become possible. Contrasting from traditional forecast-driven systems which rely heavily on physical inventories, UFF leverages advanced technologies, including AI and big data analysis, in order to monitor fashion trends based on people's behavior of searching, reviews and sales all across the virtual world. Moreover, effective social media focused marketing, which contains collaboration
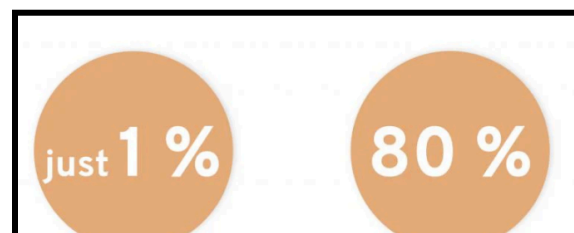
with micro and macro influencers helps UFF industry to fuel daily engagement and relevancy especially among Gen Z people.

While being highly efficient at limiting excessive unsold product inventory, its sheer volume presents a whole another environmental challenge 'cause UFF encourages people to a continuous production and consumption of numerous designs and products which leads to a higher amounts of clothing being produced globally. This hyper-accelerated consumption model is amplified by marketing that normalizes "speculative shopping" and ends up with higher rates of returns. When considered from this perspective, with high rates of returns, up to %40 of returned orders often go directly to landfill or get incinerated.

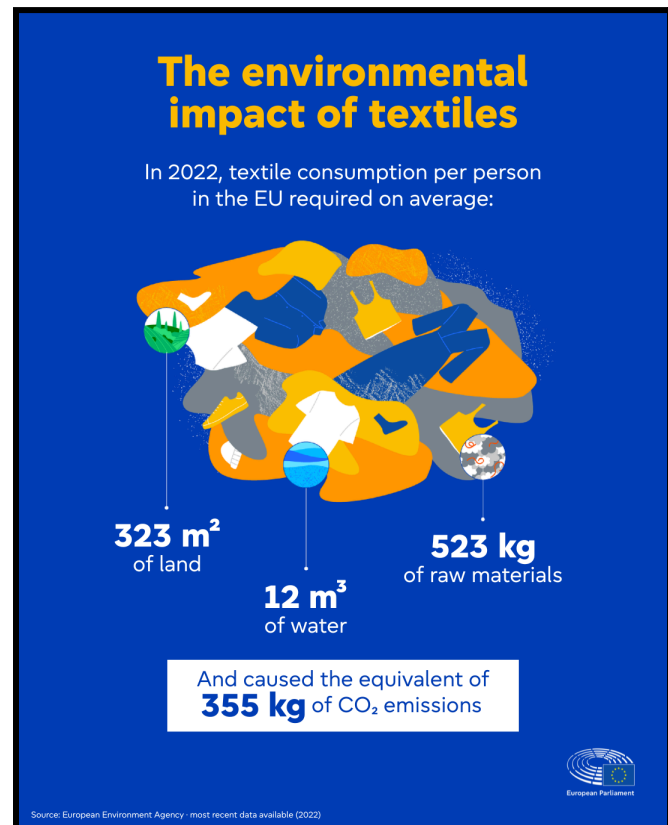Comparative Analysis of Apparel Production Models

Model	Lead Time	Business Strategy	Impact on Inventory/Waste
Traditional	6 - 12 Months	Relying on inventory and seasonal releases	High risk of unsold stock at season ends
Fast Fashion (FF)	4 - 6 Weeks	Replicate high-fashion trends quickly at low costs	Increased consumption cycles, significant turnovers
Ultra-Fast Fashion (UFF)	24 Hours - 2 Weeks	Demand-driven, AI-optimized, massive style volume	Extreme acceleration of consumption and strains reverse logistics

b) Lifecycle of a Garment: Industrial Processes

Consisting of five phases: introduction, quick growth fueled by low prices and aggressive marketing, maturity, rapid decline as trends get old-fashioned, and ends up quickly in discontinuance and removal, the lifecycle of a fast fashion garment is intentionally brief. This strategy and accelerated timeline creates environmental costs at every stage. Starting with raw material selection, initial stages of production involve intensive resource usage. Fast fashion

relies on inexpensive and durable materials such as polyester and cotton heavily. Even though

being a natural material, cotton requires approximately 700 gallons (2649.8 Liters) of water to

produce one piece of cotton shirt and 2000 gallons (7570.8 Liters) for a single pair of jeans

which makes the fashion industry the world's second-largest consumer of water. Additionally, cultivation of cotton requires intensive usage of pesticides, which presents significant health risks to agricultural workers. Furthermore, the process of converting plastic fibers into textiles requires high amounts of energy, which relies on petroleum and releases acids like hydrogen chloride (HCl) and particulate matter. After the manufacturing, choosing of materials usually involve blended fabrics like

The environmental impact of textiles

In 2022, textile consumption per person in the EU required on average:

323 m² of land

12 m³ of water

523 kg of raw materials

And caused the equivalent of **355 kg** of CO_2 emissions

Source: European Environment Agency · most recent data available (2022)

European Parliament

cotton-polyester blends, and the combination of these materials provides low production costs to

the industry, however, creates a technical barrier: blended fabrics being much harder to recycle.

Further compounding the issue is the processing stage, especially the dyeing and finishing parts.

Textile dyeing is cited as the second-largest polluter of water among the world. Polluted and

waste water from the dyeing process often contains toxic chemicals and these effluents are

usually dumped into rivers, lakes and seas. This strategy of minimizing the costs and

prioritization of cheap raw materials creates a heavy burden over nature and the environment,

particularly on water pollution and waste management issues.

c) History of the Industry

The advancement and improvement of the rapid clothing production industry lies under the technological developments. With the invention of the sewing machine in the 19th century by figures such as Barthelemy Thimonnier, industrial manufacturing of clothing began to take shape. Through the sewing machine, production of clothes became easier, cheaper and quicker and bulk production in various sizes rather than solely made to order garments emerged. Different from traditional model, fast fashion came into existence and grew quickly in the late 20th century. Driven by the convergence of more efficient and profitable global supply chains and the adoption of new rapid response manufacturing methods, this expansion resulted in reduced costs of clothing manufacturing and even quicker production and selling periods.

d) Globalization and the Shift to Offshore Manufacturing

The foundation of the fast fashion model in the aspects of economics and finance relies on highly cheap production and inexpensive work force. This situation steered the global supply chains and offshore manufacturing hubs to be located in East Asia, South Asia and Southeast Asia, overall. With this disposedness, prices kept ultralow for consumers in major markets. On the other hand, this geographic restructuring carries significant ethical consequences. Many critics around the world state that this geographic reconstruction mirrors the historical patterns of colonial economic exploitation, with the implementation of outsourcing production to low wage countries, thus, it threatens the economic independence of these countries and the inequality for the people. Additionally, while women make up a tremendous amount, 85-90%, of the garment

labour force, this situation creates a gendered workforce structure and makes women the most vulnerable demographic in this production model.

By the help of the geographic distance created by this offshore production functions as a veil of opacity that shields consumer markets and corporates especially in the Global North and Europe from labour exploitations and environmental degradation that this model is causing.

8. Social and Humanitarian Crises

Since the fast fashion industry constantly mistreats workers in the manufacturing hubs and production centers, it is causing several human rights problems.

a) Labour Rights Violation

As it is cited in organizations like the United Nations (UN), Human Rights Watch (HRW) and OECD, "The US$2.4 trillion garment and footwear industry" creates employment for millions globally. However, labour abuses are quite common across the supply chains that provide for major consumer markets in this global fashion sector which encompass everything from the production of raw textiles and leather to the manufacturing, distribution and retail of clothing. Managers forcing workers into excessive overtime work under threat of losing the job, standing against workers who attempt to join unions and firing of pregnant workers and denial of maternity leave are common violations regarding labour rights. After the first-largest sector, technology, the fashion sector is recognized as the second-largest industry to support modern slavery. Exploitations exist nearly at all stages from the production of raw materials such as harvesting of raw cotton, to the manufacturing stages which is way more complicated relatively. Documentation of significant evidences of forced and child labour in major cotton producing regions like Xinjiang, China has been done. Receiving little to no pay, facing forced labour,

lacking adequate contracts, and deprived of vital social benefits such as healthcare and sick pay, numerous workers across the textile industry work under these circumstances. Only %2 of garment workers are paid wages sufficient to cover their basic necessities globally, which indicates that the most fundamental and crucial violation is the failure of providing an economic base of survival. The constant, unending global demand for cheap and quickly changing clothing accelerates the labour need and this leads the child labour and exploitation of children usually and violates their rights that are outlined in the "Convention of the Rights of Child" (1989). The prevalence of sub-living wages evolves labour exploitation from an isolated incidents situation to the state of a systemic structural poverty situation. Consequently, the workers get trapped in a desperate cycle which both fears them of job loss and prevents them from escaping unsafe and exploitative work conditions.

b) Gender Dimension

As the workforce is mainly female, a part of the humanitarian crisis in the fast fashion industry is linked to gender. From an estimated amount of 80% to 93% of workers who are in textile industry are women and this demographic structure is not by a coincident; garment workers are majorly women 'cause, as a Bangladeshi factory worker reported priorly, owners of the factories generally believes that women "can be made to dance like puppets", while requests and desires from men must be considered unlike women's. This situation demonstrates that factory owners have these corrupted ideas and they employ women mostly because they perceive them as easier to abuse and suppress. In conclusion, it can be said that the exploitation in the fashion industry is highly gender-biased and women face multiple and compounding harms like increased poverty and violence. According to the reports and researches up to 50% of women in garment industry

also experienced sexual abuse and harassment alongside to verbal and physical abuse, fear of being abused, assaulted or raped while traveling to home from work at late hours. All of these circumstances are directly related to international instruments like the ILO Convention 190, which focuses on the combat against violence, abuse and harassment in the world of work, and it illustrates that the policy must address workplace culture in addition to security and wages.

c) Health and Safety Disasters

   The garment industry's history has many catastrophic health and safety failures and disasters, and one of the most tragic ones is the 201 Rana Plaza collapse in Bangladesh. Housing five garment factories, the multistory building collapsed due to the structural deformity and defects which had been identified a day before. This disaster cost the lives of 1,134 garment workers while injuring thousands and demonstrated the failed governance and corporate negligence in the industry. Even so, many surviving workers reported that their factory managers threatened them with their jobs if they did not return to the structurally unsound building to manage the production quotas, highlighting that the production is more important than human life in the industry. When the 2012 Tazreen factory fire which killed 112 workers is considered, the international horror triggered action resulted in significant post-disaster supply chain governance efforts. These included the formation of the "Bangladesh Accord on Fire and Building Safety", which binds brands, retailers and trade unions legally, under an international pact. The Accord established a system for factory inspections, corrective actions, enhancement of supply chains' transparency and inspection of outcomes. Parallel to that "Alliance for Bangladesh Worker Safety (AFBWS)" was founded by North American retailers, constituting a binding five-year

initiative which is focused on building safety inspections, workers' training and empowerment of more than 700 factories.

On the other hand, these achievements revealed the limitations of the existing system. The Rana Plaza disaster clearly showed the systemic failure of the traditional model and proved it is inadequate in terms of ensuring safety and preventing forced labour. Even though the physical safety is improved, post-Rana Plaza reports address the weaknesses in the overall labour governance system (LGS). This also confirms that the improvements in physical safety are fragile without the empowerment of workers through strong freedom of association and collective bargaining rights.

## 9. Environmental Impact on Communities

a) Waste Colonialism

The consumption habits and disposal rates illustrate the characteristics of fast fashion consumption in the Global North led us to the phenomenon of "waste colonialism". This phenomenon can be explained as the shift of environmental harm caused by textile industry and waste onto vulnerable communities, especially in the Global South. Consumption of clothing in the world is around 80 billion new pieces every year, with a 400% increase over 20 years, while their expected life has declined by around 36% in 15 years. This situation eventually leads to approximately 11.3 million tons of textile waste ending up in landfills every year.
The case of Ghana demonstrates this system perfectly, Accra's Kantamanto Market is flooded with imported textile waste. The reliance on synthetic and blended fabrics brings the problem of huge amounts of non-wearable and non-recyclable waste with it and it creates substantial burdens like the distortion of local markets for textiles, undermining of local manufacturers and

loss of jobs in domestic production. Moreover, the financial burden on municipalities and the

lack of infrastructure mean that exposure to severe and irreversible health impacts regarding

independent workers in the informal waste sector is a common problem and it also creates a

struggle about the management of the overwhelming volume. This issue underscores the

necessity of regulatory policies like Extended Producer Responsibility (EPR) to internalize the

financial burden of the management of difficult-to-recycle waste back onto the corporations in

the Global North.

b) Water scarcity and pollution

Intensive production processes of the fast fashion industry creates local environmental crises in

manufacturing areas through massive water usage and chemical contamination. The industry

literally dries up water sources, being the second-largest consumer of the water in the world. In

Bangladesh, an alarming decrease in groundwater levels is directly attributed to the industry's

high water consumption rates. In addition to water scarcity, chemical contamination and

pollution is a major threat for the environment. The process of textile dyeing generates

substantial toxic effluents and if these effluents and chemicals are not strictly contained within

closed-loop systems, they are dumped into groundwater sources such as rivers and streams,

which eventually impacts locals' lives, posing direct health risks, harming and destroying

agricultural productivity in the region.
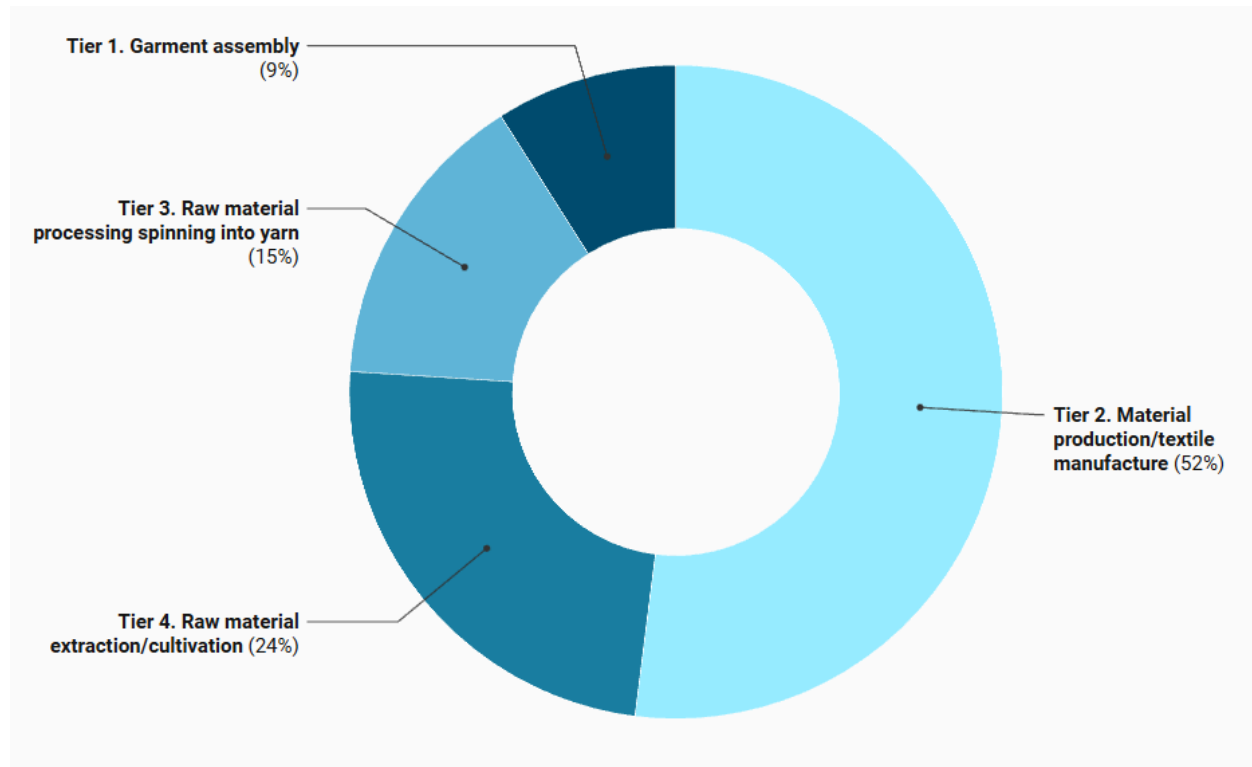
This graph shows the Greenhouse Gases' emissions for the textile industry, demonstrating the industry's impact on air pollution and global warming.

c) Health impact of microplastics

   A pervasive microplastic threat that transcends ecological harm and poses an emergent public health concern has been created by the heavy reliance on synthetic fibers in the fast fashion industry. Bearing in mind that these synthetic fibers take hundreds of years to biodegrade and shed microfibers during the usage and laundering, these processes release more than 500,000 tons of microfibers into the environment annually, which is contributing to more than 35% of all microplastics in the natural environments. Through inhalation and dermal contact, human exposure to these particles occurs. Indoor environments with especially synthetic carpets and clothing show that these environments contain up to 8 times more microplastics than outdoors in

terms of microplastics in air. This situation is worse for the textile workers and children. With a 15-40% higher risk, workers in the textile industry are developing work-related illnesses through inhalation of microplastics. In the long term these inhalation linked illnesses show themselves as reduced lung functions, pulmonary fibrosis and early-onset emphysema. However, this threat is particularly more concerning for children, who spend more than 90% indoors. This situation leads to a three times more microplastics inhalation than adults daily and concerning their developing and vulnerable organs, these conditions disrupt immune functions and lung functions.

Key Environmental and Health Externalities of Fast Fashion Industry

| Impact Area	Mechanism of Harm	Community/Worker Consequences
Water Scarcity&Pollution	Intensive cotton irrigation (700-2,000 gallons per garment) and dumping of toxic dyeing effluents	Groundwater depletion in manufacturing hubs and contamination of local drinking and agricultural water sources
Waste Colonialism	Export of unmanageable textile waste	Overwhelmed municipal waste systems and severe health risks for informal sector workers
Microplastic Exposure	Laundering and wearing of synthetic fibers such as polyester and nylon	Inhalation leading to respiratory illnesses, hormonal disruption and systemic inflammation

10. International Framework

a) The role of ILO

Devoted to promote social justice and internationally recognizing human and labour rights, The International Labour Organization (ILO), pursues its founding mission that social justice is essential to universal and lasting peace. Being the only tripartite UN agency, ILO brings together governments, employers and workers of 187 Member States since 1919, in order to set labour standards, develop policies and programmes to promote decent work for all women and men. In terms of the agenda item, ILO plays a foundational role in promoting ethical supply chains through setting and promoting standards related to fundamental principles and rights at work by creating greater opportunities for decent employment and income and enhancing social protection. The ILO offers technical assistance to its member states for the implementation of conventions such as the Minimum Wage Fixing Convention, while addressing the garment sector specifically. While actively researching trends to inform policy development, ILO supports governments, corporations and organizations in terms of advancing policies and actions to address forced labour. Additionally, the ILO uses international instruments like Convention 190, which addresses violence and harassment in the world of work, in order to build the capacity of textiles and clothing workers to combat gender-based harassment in the workplace.

b) UNGPs

The authoritative framework for corporate accountability has been provided by the UN Guiding Principles on Business and Human Rights (UNGPs). The UNGPs establish an expectation that businesses conduct Human Rights Due Diligence (HRDD) to identify, prevent and mitigate human rights impacts caused by their operations or supply chains.
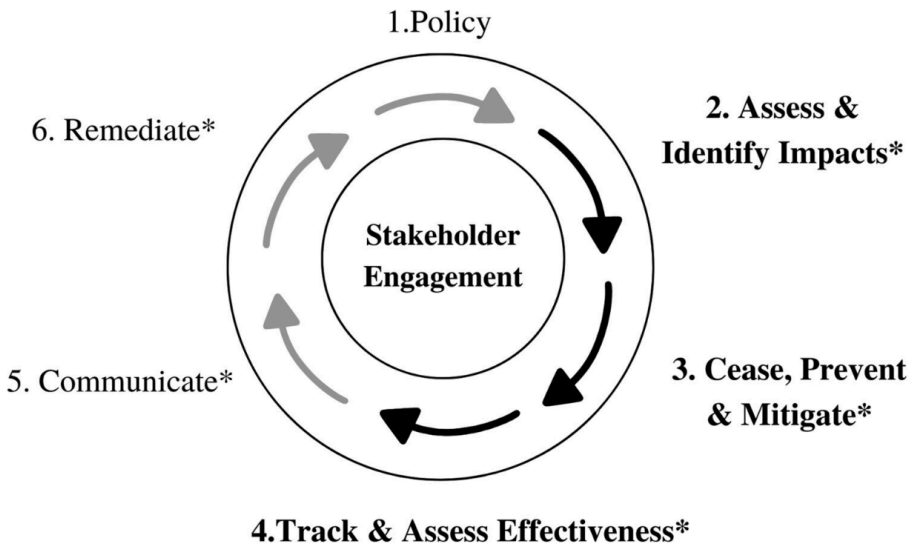
Human rights due diligence framework

Buyers' demands for impossible timelines and low margins encourage the low-margin suppliers to try dangerous or exploitative conducts and ways. This issue is particularly relevant to the UNGPs 'cause they change the focus from checking for compliance to the addressing of underlying causes of harm: buyer purchasing habits and sourcing practices. The main aim of the UNGPs frameworks is to avoid ineffective, top-down compliance models of the past by forcing companies and corporations to take systemic responsibility for their value chains.

c) SDGs

The Sustainable Development Goals (SDGs) were adopted by the UN in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity. Being also called the Global Goals, the 17 Sustainable Development Goals (SDGs) provide a comprehensive plan for the integration of sustainability and positive social outcomes into the fashion and textile industry. The key areas for this integration include:

Goal 12 (Responsible Consumption and Production): The fast fashion model is directly

targeted by this goal, reducement of waste generation through prevention, increase in recycling

and reuse, encouragement of large and transnational companies to adopt sustainable practices

and the integration of sustainable information into the reporting cycles and ensurement of global

awareness for sustainable lifestyles.

Goal 9 (Industry, Innovation and Infrastructure): The promotion of inclusive and sustainable

industrialization and development of sustainable infrastructure.

Goal 4 (Quality Education): The importance of the empowerment of the next generation of

designers and consumers are acknowledged as the efforts to ensure all learners acquire

knowledge for sustainable development and lifestyle, human rights and gender equality shows.

Comparison of Key International Governance Frameworks for Ethical Fashion

Framework	Primary Focus in Apparel Sector	Mechanism for Accountability	Relevance to Ethical Supply Chains
ILO Conventions	Fundamental Principles and Rights at Work (FPRW) and occupational safety and health (OSH)	Standards setting, tripartite dialogue (governments, employers, workers), technical assistance	Enforces basic worker rights (e.g., collective bargaining, safe working environment)
UNGPs	Corporate Human Rights Due Diligence (HRDD)	Expectation for businesses to "Know and Show" efforts to prevent, mitigate, and remedy adverse human rights impacts	Addresses the failure of voluntary audits and the need to rectify buyer purchasing practices
SDGs	Responsible Consumption and Production and Climate Action (Goal 13)	Voluntary target integration, national policy alignment, multi-stakeholder partnerships	Provides a global, holistic agenda for sustainability and circularity across the industry

11. Bloc Positions

a) Manufacturing Hubs

There is a concern with maintaining global market competitiveness and ensuring high levels of national employment among manufacturing hubs such as Bangladesh, Vietnam and China. These nations face external pressure to comply with international labour and environmental standards, however, this situation is often countered by the need of meeting the low-cost demands for global buyers and the pressure causes corners to be cut like prioritizing cheaper options like virgin polyester over recycled polyester.

b) Major consumer markets

Major consumer markets from North America and Europe lead the drive toward a mandatory regulation of global supply chain ethics and the European Union (EU) has established itself as a leader in terms of legislative change rather than voluntary corporate actions. In 2024, the EU adopted the "Corporate Sustainability Due Diligence Directive (CSDDD)" which imposes legal obligations on large EU-based and non-EU apparel companies within the European market. This legislation makes the investigation and mitigation of human rights and environmental risks across the supply chains mandatory. Furthermore, the EU started the implementation of a textile "Extended Producer Responsibility (EPR)" mandate which urges member states to impose fees on producers to fund the costs of collecting and recycling of textile waste.

Similar to that, the United States started to see legislative action at the state level. For instance, New York's Senate Bill S2317 proposes an EPR programme for textiles, which eventually requires brands to submit an EPR plan and participation in mandatory take-back programs for the ensurement of reused, repurposed and recycled textiles.

c) Raw material producers

   Occupying a diverse position, while encompassing both developing countries specializing in mass commodity production and developed nations leading in sustainable innovation, raw material producer countries have the potential for sustainable sourcing, however, the process is often hampered by difficulties. These difficulties and challenges include lack of transparency, poor working conditions and difficulty in achieving scale. In many main producing countries, the lack of comprehensive national regulation is an important factor that hinders the adoption of proactive and concerted sustainable stances.

12. Question to be Answered

- What differences technology creates between Fast Fashion and Traditional models? Is it possible to take advantage of technology in order to ensure balance between them and would it be helpful?

- In what ways is the exploitation in the fast fashion industry inherently gendered?

- What failures from the Rana Plaza disaster lingers and persists today, and how can they be overcome?

- What is "Waste Colonialism" and how does it manifest in the Global South? What legislative actions can be taken in order to prevent it?

- How can the negative outcomes from textile dyeing and synthetic fiber production be defined and demonstrated? How can the effects of synthetic fiber production and textile dyeing be minimized?

- How does the ILO's "tripartism" approach promote ethical supply chains?

- What are the three pillars of the UNGPs and how can it be further enhanced and improved?

- How are major consumer markets like the European Union using legislation to enforce ethics? Is it possible to implement these models on a national level?

- What is the "de minimis" loophole and why is it a point of contention in international trade? Is it beneficial in terms of the environment and humanity?

13. Further Reading

In order to gain more information and be familiar with the details of how ILO functions and their perspective:

https://www.ilo.org/publications/decent-work-challenges-and-opportunities-textiles-and-clothing-sector .

https://www.ilo.org/resource/other/safety-and-health-textiles-clothing-leather-and-footwear .
In order to gain more information and be familiar with the setting of a common due diligence standard for responsible garment and footwear supply chains:

https://www.oecd.org/en/topics/sub-issues/due-diligence-guidance-for-responsible-business-conduct/responsible-garment-and-footwear-supply-chains.html .

In order to understand how apparel brand purchasing practises drive labour abuses and gain information in terms of violation of human rights in the industry:

https://www.hrw.org/report/2019/04/24/paying-bus-ticket-and-expecting-fly/how-apparel-brand-purchasing-practices-drive .

https://cleanclothes.org/news/2025/eu-parliament-deals-blow-to-workers-rights-in-global-supply-chains .

https://www.amnesty.org/en/latest/news/2025/11/garment-industry-profits-from-denial-of-right-to-unionize/ .

In order to understand the textile industry's state in 2026:

https://www.mckinsey.com/de/~/media/mckinsey/locations/europe%20and%20middle%20east/deutschland/news/presse/2025/2025-11-18%20state%20of%20fashion/the-state-of-fashion-2026-vf.pdf .

In order to further focus on the environmental impact and "waste colonialism":

https://cxquest.com/kantamanto-how-accras-secondhand-market-is-rewriting-fashions-waste-story/ .

https://textileinsights.in/shein-exposed-again-greenpeace-finds-hazardous-chemicals-in-fast-fashion-giants-clothing/ .

https://www.theguardian.com/global-development/article/2024/may/08/castoffs-to-catwalk-fashion-show-shines-light-on-vast-chile-clothes-dump-visible-from-space .

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