

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

**CIVICS AND CITIZENSHIP
STUDENT RESOURCE
YEAR 9–10**

AN EDUCATION RESOURCE FOR OXFAM AUSTRALIA



OXFAM
Australia

WHAT SHE MAKES

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What She Makes: Education Resource has been created in collaboration with Social Education Victoria (SEV) and the Geography Teachers Association of Victoria (GTAV) and Oxfam Australia. It has been developed to support the delivery of a flexible and engaging curriculum to support the What She Makes labour rights campaign, to increase intercultural understanding and awareness of the lives of garment workers in Bangladesh and an intensive and thorough examination of the determinants of living wage equity. This resource aims to inspire young Australians to take action against popular brands to pay a living wage to the women who make our clothes.

What She Makes: Education Resource has been mapped to support the implementation of the Australian Curriculum. Available online for free download, the resource includes:

- Specific mapping to the Australian Curriculum: Civics and Citizenship Levels 7-10, Geography Year 10: Geographical Knowledge and Understanding required by Unit 2: Geographies of human wellbeing, and Year 7 Place and Liveability and Year 8 Changing Nations;
- Background notes for teachers to ensure teacher knowledge of context whilst supporting teacher professional judgment within the local context;
- Tablet- and print-friendly Student Activity worksheets;
- Detailed Lesson Plans with support for assessment tasks decisions by the teacher. What She Makes helps students explore the barriers facing garment workers seeking a living wage, how wellbeing is affected by poverty, and how students can get involved to pressure brands to address these issues.

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Special thanks also to Nayeem Emran, Sarah Rogan, and Stina Johansson from Oxfam Australia for your support, expertise, guidance and assistance. This resource was project managed by Augusta Zeeng, Professional Learning Programs Project Manager from Social Education Victoria and Lauren Giffen, Schools Program Coordinator from Oxfam Australia.

Disclaimer: Reference has been made to the Australian Curriculum: Civics and Citizenship and Geography. Teachers should also refer to state jurisdiction for local curriculum context. This resource was originally published in October 2018. All information and links correct at the time of publishing.

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WE NEED YOU!

You are the leaders of tomorrow, you are the citizens of today and your decisions, actions and inactions make a difference to outcomes here in your local area, in Australia and around the globe now and in the future.

So, what kind of citizen are you?

Australia is a representative democracy, eligible Australian's vote on a regular basis for people to represent them in parliament. Those representatives make and adjust laws that affect all Australians. If you are below the voting age you might think that your voice doesn't count in that type of system but it just isn't the case. If you are informed and engaged there are many ways to make change, influence decisions and then be ready to make an empowered vote when the time comes.

Australia is part of an international community of states and in an increasingly globalised world Australia's actions (and inactions) affect more and more people around us. In fact, just by being more informed about where our clothes are made, how much we pay for them and where we purchase them could make a real difference to a garment worker in a country far away.

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Photo: GMB Akash/Panos/OxfamAUS

Fatima is hiding her face to protect her identity. She could be in danger for sharing all of this information with us and Oxfam. We are grateful for her bravery.

Read the first person account below of a garment worker in Bangladesh.

Fatima

Fatima is a single, 20-year-old woman working as an operator in a garment factory. She originally comes from the central Bangladesh district of Shariatpur, about 100 kilometres south of Dhaka City. When she was 16 years old, the death of Fatima's father due to illness sent her family deeper into poverty.

The fifth child of three brothers and three sisters — many of whom were already married with their own families to support — Fatima explains that her father's dying wish was for her to support her mother, who was also experiencing illness, and her younger brother and niece.

So she left school (Class 8) and moved to Dhaka a week after her father's death and began working in a garment factory as a helper — the lowest paid position, given to those with little to no skills. She wanted to stay in school and get a good job so she could one day earn enough money to buy cows and save for land, but with her family's urgent situation, her dreams of the future were overshadowed by the needs of the present.

When she first started, she used to cry a lot and feel sick. She would often think that she and the other younger workers should be in school studying, not working. She tells us that it's harder for the new workers, the younger ones. She notices them being scolded but she explains that if she defends them she will be punished with more targets.

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She reveals that the targets are too high, and often she works under extreme pressure in fear of being physically abused or even fired for not reaching targets — something she has seen happen to others. The pressure to meet targets on time is so demanding that each day she goes to the toilet only once in every three times that she would need to go. She experiences burning sensations two to three times a week, due to not feeling safe to take the time to use the toilet. This has an ongoing impact on her body.

Fatima experiences fever and stomach aches two or three times a month. Her whole body experiences pain: her knees, shoulders and back, especially on the left side as a result of the constant bending to the left that she does as part of her job.

She confides that sexual harassment also occurs at work. Male line chiefs touch women inappropriately on the shoulders and waist but, if they tell them to stop, they are punished with extra targets.

She explains that sometimes when western buyers come to the factory, women are trained to lie about wages and treatment. The line chiefs are always present during the buyer visits so workers feel the pressure to lie. Some women are defiant and tell the truth and they get beaten, scolded or sacked once the buyers leave.

Sometimes, payments of their monthly wage are also late, which causes problems paying rent and extra stress. Worse still, when they do eventually receive their pay from their line chief, they get less than what they are owed. The line chiefs regularly skim money from them by hiding or lying about the amount they are owed and bullying the garment workers into signing their payslips. They do this to most of the workers but especially to the newer and less educated workers who might not be able to read or do not know how to check their payslip properly.

Fatima feels sad about working as a garment worker. She wanted to be able to provide more for the expenses of her sister's wedding but couldn't earn enough. She even missed the wedding because she had to work. She had asked for leave and her employers said no. She didn't realise that she had the right to take leave so she didn't argue.

Sometimes, if the wages for a particular month are relatively lower, Fatima chooses to go without eating so that she can minimise her own costs and give extra money to her mother, who she only gets to visit twice a year during Eid festival.

Fatima's mother is ill and was told by doctors that she would require an operation and daily medication. After paying rent and keeping a little for herself for food, Fatima sends the rest of her monthly wage to her mother. This pays for food, medicine and education for Fatima's younger brothers and niece.

While most 20 year olds in the western world live a relatively carefree life, Fatima spends most of her time worrying about her mother, about her health and whether she is eating properly. She wishes she could earn more so that she could rent a bigger space and her mother could come to Dhaka to live with her.

If Fatima had more time and money, she might be able to participate in improving her working conditions and feel confident to join a union, or look for a job that has better conditions. If she was paid a living wage she might be able to save money and buy land, move away from garment work and look after her mother, brother and niece. Now we will look at some other issues and concepts and while you are continuing through the tasks, keep in mind how Fatima's life is connected to you.

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Civic participation

What on earth is civic participation?

It is the fancy term for joining organisations and groups that run and contribute to society outside of the government. If you are too young to stand for parliament just yet, you can still get involved in civic life. You can still take part in shaping society, even if you're not yet voting age.

Why should you vote and why should you be involved and engaged?



"In a democracy, the people get the government they deserve."

-Joseph de Maistre (1811)

What do you think this quote means?

Group together with your classmates and reword this sentence and elaborate on what you think it might mean. Then let each group share their interpretation. Vote on the winning answer.

Read the following extract from the [Australian Bureau of Statistics website](#), and discuss how and why people might take part in civic life.

Civil society is 'the non-government and not-for-profit groups and organisations that have a presence in public life, expressing the interests of their members and others in society' (World Bank 2006). If citizens participate in such arenas, their concerns, needs and values can be incorporated into government decision making. The overall goal is to arrive at better collective decisions that are supported by the population, and to foster population wellbeing (World Bank 2002). Civic engagement is seen as resulting in better government because citizens in civic communities expect better government, and (in part through their own efforts) get it; and because the government performance is improved by the social infrastructure of civic communities and the democratic values of both officials and citizens (Putnam 1993; Putnam 2000). From a perspective of individual wellbeing, civic participation can often extend social networks and develop skills for further participation in democracy and governance (ABS 2004a).

In measuring civic participation, we consider collective and individual activities that reflect interest and engagement with governance and democracy: for example, membership of civic organisations such as political parties and trade unions; serving on committees or clubs, voluntary organisations and associations; contacting members of parliament; participating in demonstrations and rallies; and attending community consultations. More recent forms of civic participation include support for global or local advocacy groups or campaigns, email networks, or one day activities such as 'Clean Up Australia' (630,000 people participated in Clean Up Australia day in 2009) (CUA 2009).

In 2006, 19% of adults reported that they had actively participated in civic and political groups in the previous 12 months. This level of involvement varied with age, peaking at around 24% for people aged 45-64 years. The civic or political groups that people were most likely to be active in were trade union[s], professional and technical associations (7%), environmental or animal welfare groups (5%), followed by body corporate or tenants' associations (4%). Only 1% reported active participation in a political party (ABS 2007b).

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We are now going to look at how you participate and contribute to civic life.

ACTIVITY 2

Fill in the table with ✓ based on your own experience as an individual. You can add some types of civic participation in the empty rows if you have participated in civic life and your category is not yet listed. If there are any types of civic participation listed that you are not sure of, discuss with your teacher or a classmate.

Types of civic participation	Would like to	No (not ever)	Yes (not within the last 12 months)	Yes (within the last 12 months)
Civic activities				
Have you ever worked together with someone, or with a group or club, to solve a problem in your community?				
Have you volunteered or done any voluntary community service for no pay for a religious group?				
Have you volunteered or done any voluntary community service for no pay for an environmental group?				
Have you volunteered for no pay for youth, children or education?				
Have you volunteered for no pay for another group?				
Have you donated once to support an organisation or campaign?				
Have you raised money for a charitable cause?				
Electoral activities				
Have you voted in an election or any campaign?				
Have you volunteered or canvassed for a political campaign or candidate?				
Have you contacted members of parliament (MPs)?				
Have you worn a campaign button or put a sticker on your family car, bicycle, laptop or notebook?				
Political voice activities				
Have you taken part in a protest, march or demonstration?				
Have you ever signed a petition in real life or online?				
Have you ever bought something because you like the social or political values of the company that produces or provides it? This is called a boycott.				

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ACTIVITY

3

Investigate if there are any current consultations in your local area (local council) or youth advisory opportunities in areas of interest.

Below is a list of some groups and organisations that might help encourage and increase your civic participation.

- Community consultations on the use of local parks
- Local government
- Student Representative Council (SRC)
- Signal Youth Arts Board (Victoria)
- Youth Literature consultation committee at State Library Victoria (SLV)
- SynFM
- Student member of school council
- Parliamentary committees
- Foundation for Young Australians
- UN Youth
<https://unyouth.org.au>
- Youth Central
<https://www.youthcentral.vic.gov.au/get-involved/youth-programs-and-events/victorian-government-youth-consultation>
- Global Refugee Youth Consultations in Australia
<https://www.refugeecouncil.org.au/ourwork/global-refugee-youth-consultations-australia>

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Shaping and developing policy

How can you influence and help shape or develop policy?

As discussed above, you can join groups or organisations that may provide you with opportunities to have a say and shape or develop policy in your local area, or another field of interest. You can also have a say at a higher level if you choose. You might think that, as a young person below the age of voting, you don't get a say — but you can. In fact, you have lots of options.

Options to discuss:

- Write letters to politicians. For more information, visit www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/make-your-mp-work-for-you/writing-to-your-mp/
- Make submissions to parliamentary committees. For more information, visit www.peo.gov.au/learning/fact-sheets/parliamentary-committees.html
- Sign petitions by groups like Get Up. For more information, visit www.getup.org.au
- Create your own petitions and get others to sign. For more information, visit www.communityrun.org
- Support organisations and groups — by volunteering, becoming a member, making donations or raising funds — to make change on behalf of others.
- Participate in rallies or protests about issues that you are passionate about.
- Run a campaign for change at your school or in your local community.
- Register to vote from 16 years of age and when the time comes you can make informed voting choices. For more information, visit www.aec.gov.au/enrol/#eligibility-basics

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Democracy and voting



Photo: Columbia GSAPP

“I believe profoundly in the possibilities of democracy, but democracy needs to be emancipated from capitalism. As long as we inhabit a capitalist democracy, a future of racial equality, gender equality, economic equality will elude us.”

UCLA professor Angela Y. Davis and political activist, 6 May 2014



Photo: Yousuf Karsh

“Many forms of government have been tried, and will be tried in this world of sin and woe. No-one pretends that democracy is perfect or all-wise. Indeed it has been said that democracy is the worst form of government except for all those other forms that have been tried from time to time.”

Former Prime Minister of the United Kingdom, Winston S Churchill, 11 November 1947

Democracies might not be perfect (just ask Winston Churchill) but they do provide a regular opportunity for citizens to change or reinstate their representatives at election time depending on whether or not they are doing a good job. People should be registered to vote and use their vote to make informed decisions.

A resilient democracy — one that works for the majority of its citizens — will:

- have freedom of information and fair press (media and news);
- allow for difference of opinion and opinions that differ from the politics of the day;
- encourage citizens to make educated and informed political decisions; and
- provide and support the ability to hold politicians to account for their decisions and actions (this might be at election time, during committee hearings or through transparency of process and spending).

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ACTIVITY

4

Is Australia a resilient democracy? Is it something that could become destabilised?

Discuss as a class the above points. There also might be other elements that you think of in your discussion. Maybe to get a real understanding you can discuss other democracies such as the United Kingdom or the United States of America. You can also compare with states that are less democratic, such as China.

There is heaps of information online about how and why you should vote.

www.aec.gov.au/FAQs/Voting_Australia.htm#compulsory

www.peo.gov.au/learning/fact-sheets/federal-elections.html

www.vec.vic.gov.au/Voting/Default.html



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Non-government organisations (NGOs), such as Oxfam Australia, attempt to influence government policy to advance their aims or goals. They might use their influence directly by contributing to hearings and committees with reports. They might try and influence the media to raise the profile of their campaigns. Or they might even create campaigns and educational resources to increase public awareness of issues and therefore encourage individual citizens to change their actions.

How does Oxfam Australia influence government policy?

Investigate how Oxfam is using the What She Makes campaign to influence government policy or business processes.



SARAH ROGAN

SENIOR LABOUR RIGHTS CAMPAIGNER, OXFAM AUSTRALIA

Sarah Rogan is a Senior Labour Rights Campaigner at Oxfam Australia. After many years as a union organiser in the arts and entertainment industry, and sex worker rights advocate, she now campaigns for workers' rights in global supply chains. Sarah has been a ratbag and rebel for more than 20 years. Queer activism led Sarah to be Convenor of the Victorian Gay and Lesbian Rights Lobby, and to become a member of Transgender Victoria. Sarah is proud of her Chinese-Malaysian heritage.

Currently, Sarah leads What She Makes, Oxfam's campaign for a living wage for the women who make our clothes. Sarah has strategic oversight over all aspects of the public campaign. She designs digital and grassroots actions that people can take to exert pressure on big Australian clothing brands so they will commit to paying their workers a living wage.



NAYEEM EMRAN

LABOUR RIGHTS ADVOCACY LEAD, OXFAM AUSTRALIA

Nayeem has more than 10 years of experience driving sustainable changes in the supply chain by improving compliance, efficiency and workplace cooperation in collaboration with international buyers and retailers, workers, owners, development partners and governments in volatile economic and political environments.

Before joining Oxfam, he worked at the International Labour Organization (ILO) as the Assistant Programme Manager of the Better Work Bangladesh Programme. Operating in seven countries, the initiative focused on realising the rights of garment workers and supporting lasting impact on working conditions via social dialogue and industrial relationships. Currently, Nayeem is responsible for leading research, advocacy and stakeholder* engagement to promote living wages in the garment supply chain.

*A stakeholder is a person or group affected by the outcome of a project. In this case, Nayeem is referring to women who make clothing for the Australian market.

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Media and media influence

What is the media?

The media is the means by which you receive information, such as television, newspapers, radio, the internet, video games and even books. Each distinctive medium is used by various media platforms or publications, such as Facebook or the Herald Sun. The media make and publish content with specific intentions and audiences in mind. In some cases, the target audience is young people aged 16–19 and the intention might be to entertain or sell advertising.

You can read more at the below link about how much media people consume.

www.pewinternet.org/2018/05/31/teens-social-media-technology-2018

After reading the above article, work out how much media you consume. How do you compare to the people in the article? Which online platforms do you use? How do you compare to your classmates? If you are engaging with these media platforms, how do you think this might impact or influence you?

What is media influence?

The press (this media form has traditionally included newspapers, broadcast and radio but now also includes digital channels) are supposed to report and inform their audience about what is happening in the world, and importantly in politics.

In relatively free democratic countries like Australia we have an independent press that is supposed to hold governments to account, either by informing constituents what the government is doing, such as introducing a new policy initiative, or speaking on any issue that is in the public interest. The press also investigates and reports on anything the government is doing or isn't doing. For example, the press should highlight cases where politicians use public money for personal use.

The media can manipulate a story by using certain language, showing certain images, choosing which details get reported (or don't get reported), and reporting lies as truth. Visit www.lessonbucket.com/news-and-comment/fall-fake-news for more information about fake news. Media manipulation can impact how people feel about their politicians, politics and their government. In some cases, it might even change or influence the candidate or party that people vote for in an election.



Discuss the following questions as a class:

Can you think of instances where the media may have impacted political outcomes?

How does the media influence what you do?

Do you buy products after you see them in advertisements?

Do you think the media influences your choices about events or issues?

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ACTIVITY 7

In the table below, tick the sources (if any) where you find news. Add any favourites that are not listed. Rate each source from one to five, depending on how highly you value or trust that source.

The trust ratings mean: 1 = no trust; 2 = little trust; 3 = I don't know; 4 = some trust; and 5 = full trust

News source	✓ = Yes in the last 12 months ✗ = No	Trust grade 1-5
Herald Sun (online)		
The Age (online)		
The Guardian (online)		
Government websites		
Instagram		
ABC (radio, TV, online)		
Commercial television channels (7, 9, 10)		
facebook		
Snapchat		
Word of mouth		
Parents		
Peers, friends and playground gossip		
Local paper		
SBS (online)		
Twitter		
Triple J		

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ACTIVITY

9

Rewrite a media statement about What She Makes campaign. Rewrite the media statement for a younger audience as if you were going to read it at a school assembly to junior students or at a primary school.

*Think about what might need to change if the audience who will be reading it are not news outlets or journalists.

Big brands are keeping the women who make our clothes in poverty.

The women who make our clothes do not make enough to live on — keeping them in poverty. Despite long hours away from their families, working full time plus many hours of overtime, big clothing brands do not pay garment workers enough to cover the basics of life: food and decent shelter.

Oxfam's What She Makes campaign demands big clothing brands pay the women who make our clothes a living wage. Combining your voice demanding action and Oxfam's direct engagement with brands, we urge clothing companies to take the crucial next step in creating a fairer fashion industry.

Right now, big brands are part of a system that pays poverty wages. In Bangladesh, for example, garment workers are paid as little as 39 cents an hour. In Vietnam, it's 64 cents per hour. It's just not enough to live on.

It is now time for brands to publicly commit to paying living wages. Brands must develop credible, transparent, time-bound plans to map out how they will achieve this goal.

Check out how the big brands place in the race to paying a living wage on the Company Tracker.

A living wage is not a luxury or a privilege, it is a universal human right for every working person around the world, including the women who make our clothes.

We are all cut from the same cloth. We are people who care about how our clothes are made.

Together, we stand with the women who make our clothes and demand big brands pay a living wage.

Make brands rethink #whatshemakes, Sign the pledge today.

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International obligations

What are Australia's roles and responsibilities at a global level? Australia is just one of 195 countries (known as states) in the world. Of these 195 states, 193 are members of the United Nations (UN), an international governmental organisation that was formed after World War II in 1945 to encourage states to solve their differences and achieve their goals by means other than war and conquest.

As the ties between states have increased — via trade and travel, for example — most states have become more concerned with keeping other states on side and working together to solve problems. The UN is not a perfect organisation and does sometimes struggle to contain conflict and prevent humanitarian crises. But despite this, it has maintained an element of a rules-based order around the globe for more than 70 years. Australia is a founding member of the UN.

More on the United Nations organisation and its aims and roles can be found at the link below.

- www.un.org/en/about-un

More information on Australia's involvement in the United Nations can be found at the following links.

- www.unny.mission.gov.au
- www.unaa.org.au/learn/australia-and-the-un



On an A4 page, write a description of the role of the UN in your own words, or draw a picture that highlights the UN's main roles.

As a global actor (the term used to identify players on the world political stage), Australia is a signatory to many international laws and treaties. The laws and treaties are brought to the UN established, managed and processed by them. For the content of these laws and treaties to be legally binding however, they must be drafted by the Australian Parliament into domestic (Australian) law so they can be enforced by Australian courts and legal institutions. Despite this not often occurring, Australia (and other states) have to report to the UN on how they are maintaining and upholding the values, rights and agreements in these international treaties and laws for which they are signatories.

Some of the international laws that Australia is party to include:

- International Covenant on Economic, Social and Cultural Rights (1976)
Signed in 1972 and ratified in 1975.
 - www.nma.gov.au/online_features/defining_moments/featured/equal_pay_for_women
- Convention on the Elimination of All Forms of Discrimination against Women (1981)
Signed in 1980 and ratified in 1983.
 - www.humanrights.gov.au/news/stories/commissioner-jenkins-appears-un-committee-elimination-discrimination-against-women
 - www.sbs.com.au/news/the-feed/un-grills-australia-on-multiple-failures-to-protect-women-against-violence
- Convention on the Rights of the Child (1990)
 - www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf
 - www.refinery29.com/2018/04/196678/child-labor-fashion-checklist
 - www.whimn.com.au/look/fashion/how-to-tell-if-your-clothes-were-made-by-children/news-story/ff97c00b08a7d9879d6eb183cb27b828

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11

In small groups, investigate one of the above treaties or conventions and think about how it might affect Australians and how the treaties might affect people in other countries. In particular, consider how they might affect garment workers in Bangladesh like Fatima, whose story you read at the beginning of this workbook.

Other than being a member of the UN, Australia interacts with other states and fulfils some of its international obligations via peacekeeping missions and aid distribution.

1. Peacekeeping

Australia has contributed forces and support to international peacekeeping missions through the UN, and also outside of it such as the InterFET response in Timor-Leste (formerly East Timor).

- www.dfat.gov.au/international-relations/security/peacekeeping-and-peacebuilding/Pages/peace-and-conflict.aspx
- www.unaa.org.au/2017/07/70-years-of-australian-peacekeeping

2. Aid

Australia provides aid to states around the world to help support them in times of crisis during extreme weather and climate events, such as typhoon Haiyan in the Philippines and the Regional Assistance Mission to Solomon Islands (RAMSI). Australia contributes aid to all the states in Asia listed below.

- AusAid to Bangladesh (FACT SHEET available, mentioning women and girls as priority)
www.dfat.gov.au/geo/bangladesh/development-assistance/Pages/development-assistance-in-bangladesh.aspx
- AusAid to Pakistan (FACT SHEET available, mentioning women and girls as priority)
www.dfat.gov.au/geo/pakistan/development-assistance/Pages/development-assistance-in-pakistan.aspx
- AusAid to Cambodia
www.dfat.gov.au/geo/cambodia/development-assistance/Pages/development-assistance-in-cambodia.aspx
- AusAid to Vietnam
www.dfat.gov.au/geo/vietnam/development-assistance/Pages/development-assistance-in-vietnam.aspx

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As a class, brainstorm different ways that Australia and its citizens may be obliged to help or support other states and their citizens internationally. Investigate whether Australia's obligations are currently being met with regards to aid, peacekeeping and international laws.

Create a mind map to demonstrate your understanding.

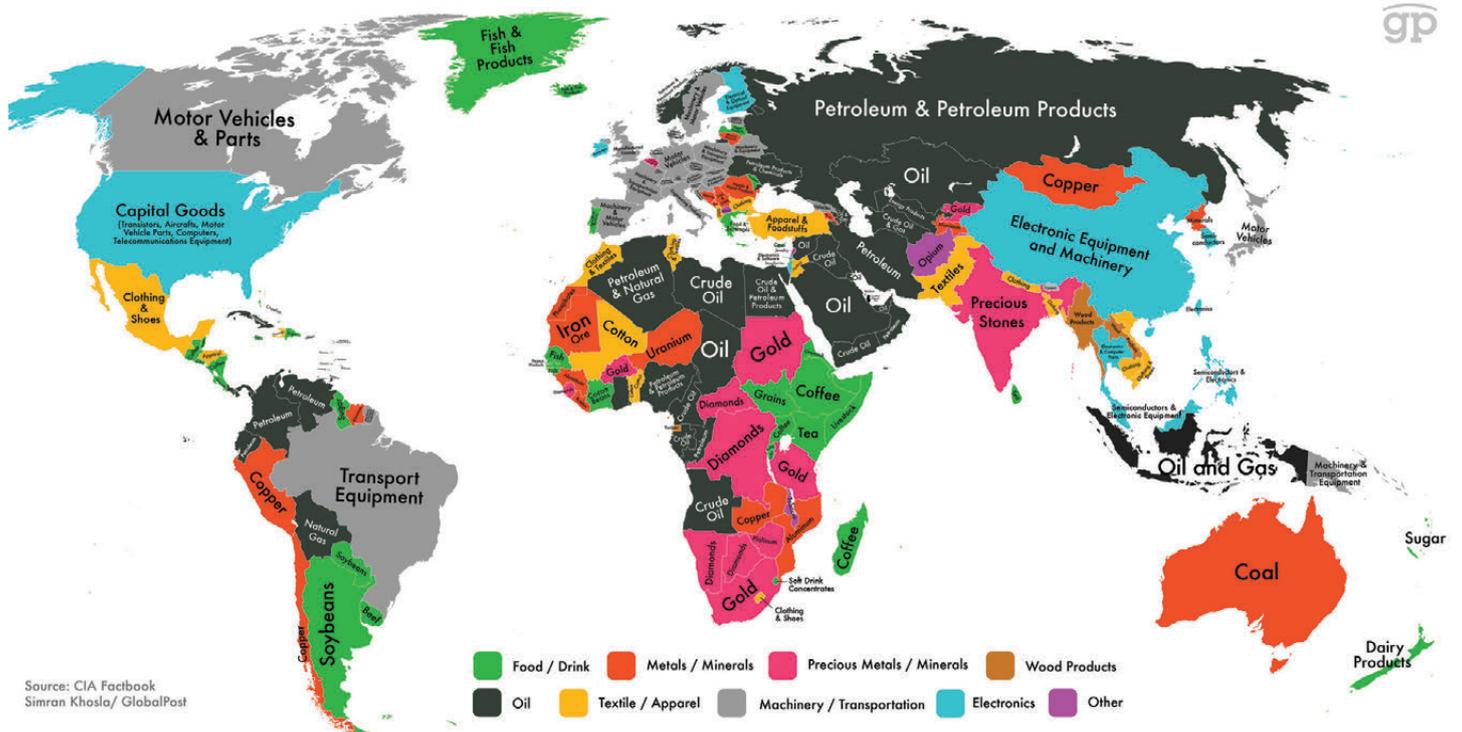
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ACTIVITY 13

Do you know what globalisation is?

Investigate and then write in your own words what you understand it to mean.



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14

Fill in the table to get an idea of how globalisation might be impacting you personally.

News source	Guess the country of origin	Actual country of origin and source
Where are your clothes made?		
Where is your phone made?		
Where are your textbooks printed?		
Where are the movies that you watch made, and what types of characters are they about?		
What is your favourite meal? What is its origins?		
Where have you been overseas? Where do you want to go overseas?		

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Campaigns and social change

When groups of people want to take action on a cause, or make change to an existing issue, they create campaigns (working in an active and organised way towards a goal). The campaign has the benefit of something to rally around as well as provide an opportunity to educate and increase public awareness of the issue.

What She Makes is a campaign by Oxfam Australia to raise awareness of the unfair wages received by garment workers – the women who make our clothes – from big brands in Australia. What She Makes is building a deeper understanding about how we as consumers or buyers of clothes can contribute to getting brands to pay the women who makes our clothes a living wage and why that living wage would contribute to positively improving their situation.

Discussion questions

What are the aims or goals of the campaign? Are they clear?

What were the essential features of the campaign?

Have you ever been involved in a campaign, protest or action?

What do you remember about it?

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Making changes – successes and challenges

Now you can investigate some other campaigns so you can discuss the advantages and disadvantages of groups working together to create change. Let's review some other inspiring stories of young people and social movements.

Below are some suggested campaigns and resources (or you could choose your own):

- **Youth-led gun control movement in the United States of America (USA)**

March for Our Lives student-led actions against gun control in USA (#neveragain #marchforourlives)
www.marchforourlives.com/home

Listen to 11-year-old Naomi Wadler's amazing speech (3.44 minutes)
www.youtube.com/watch?v=C5ZUDImTIQ8

"Never again": how 11-year-old Naomi Wadler became a rallying voice of black protest
www.theguardian.com/us-news/2018/mar/31/naomi-wadler-the-11-year-old-helping-lead-a-protest-movement

- **Anti-whaling**

Sea Shepard
www.seashepherd.org.au/

Sea Shepherd permanently abandons Antarctic whale wars with Japanese boats
www.abc.net.au/news/2017-08-29/sea-shepherd-abandons-antarctic-whale-wars/8851890

Sea Shepherd is quitting the Antarctic. Could this help end whaling?
www.abc.net.au/triplej/programs/hack/could-sea-shepherd-quitting-the-antarctic-help-end-whaling/8853858

- **Marriage equality in Australia**

Marriage equality in Australia — Attorney-General's Department
www.ag.gov.au/marriageequality

The ridiculously disappointing history of marriage equality in Australia
And we still haven't achieved marriage equality. One team one dream...
www.cosmopolitan.com.au/news/timeline-of-australian-marriage-equality-laws-23501

What led to the success of the marriage equality campaign? Australian politics live podcast (28mins podcast)
www.theguardian.com/australia-news/audio/2017/dec/01/what-led-to-the-success-of-the-marriage-equality-campaign-australian-politics-live-podcast

A definitive timeline of LGBT+ rights in Australia
www.sbs.com.au/topics/sexuality/agenda/article/2016/08/12/definitive-timeline-lgbt-rights-australia

everybody has a story

murrawah johnson, 23, has spent years campaigning against australia's largest coal mine.

AS TOLD TO LETIA KEENS

I'm from Clermont in Wangan and Jagalingou country in Queensland, where the Adani Group want to build a coal mine – 40 kilometres by 10 kilometres, slap-bang on top of the riverbed. It would be 10 kilometres away from the natural springs, some dated three-and-a-half million years old. Nobody's going to tell me it's not going to poison the water and destroy the country. For us, the traditional owners of the land, the springs – where all the water to the country comes from – are the water spirit. It's like our god, our dreaming; it's where we come from, it's everything. If you destroy those springs and everything that flows downriver, you're going to totally destroy who we are as a people, what we hold to be sacred and drive, and how we connect to the country. It's our responsibility to stand up and speak for the land, because it can't speak for itself.

We said no to the Adani coal mine in 2012, then again in 2014, and had the threat of compulsory acquisition from Adani lawyers hanging over our heads. At the 2014 meetings, I put my hand up and was like, 'Isn't this meant to be one of the largest projects in Queensland ever? Where's the environmental impact statement?' They said, 'That's not your concern. It's our obligation to look after the land, so how can they separate us from issues of the environment like that? There was this assumption that traditional owners should have no say over the environmental impacts of this project – that shocked and confused me.'

A Wangan and Jagalingou family council meeting was held soon after, which triggered the 'no means no' movement for us. It was quite funny, because I only went along to make sure my dad got there all right. I'm taking Aboriginal and Torres Strait Islander studies at the University of Queensland, with public health as a major, and it was the day after the end of semester. My younger sister and I had had a big night, I was a bit hungover, and it was like, 'Shit, we've got to get to this meeting.' We were sitting in the corner, and there was a spare seat at the council table for my family, so some of the old aunts who were in the council asked my dad, 'Does your daughter want to come and sit with us?' It's important that young people listen and we bring them to the table. 'As the meeting went on, I thought, "If I'm here, I might as well not sit silently." That's how it all started. It wasn't by accident, though – I feel it was destiny.

My mum and dad are black, all my grandparents are black, my great-grandparents were black. But living in and around Mackay and other parts of Central Queensland, we were usually the only black kids in school. We'd get death threats – they'd say Aboriginal people are unattractive, but my mum was beautiful and my dad was so goddam handsome. Apparently we're not meant to be good mothers, but my mum had four kids and was a great mother. None of the things they told me matched up – I knew there was a lie there somewhere.

It was clear that education was my way out – it was going to be the thing that defined my future. When I was 14, I thought I was going to end up in Canberra talking to politicians, because they forget about us mob up here. Only very recently, I thought, 'Holy shit, what's going on?' because I've now been down in Canberra lobbying politicians over native title, speaking at a senate enquiry and talking to the Attorney General's office. It actually happened.

One of the defining moments of my childhood was in Nekoo, not far from Mackay. There was a celebration in town where all the white kids dressed up in colonial clothes, and had floats and everything.

Photo Natalie MacComas



No Aboriginal people were told about it, but my parents found out, and got my aunts to bring some of my cousins. They wrapped us in brown material and painted us up, chucked us on their big trailer, pushed into the parade and said, 'Kids, get up and wave now.' It was amazing – like, 'No, we're not going to pretend we're not here.'

After the family council meeting we'd taken my dad to, it was decided we were going to go around the world in 18 days to visit seven gigantic international banks and tell them we'd said no to Adani. We wanted to make them care about it. I was asked to be the young adviser, and someone who used to work for Greenpeace. It was scary, I didn't know what respectable clothing was for these places; I don't even know if I knew what I was talking about. In a 15-minute meeting, how do you put your humanity out there and tell people on the other side of the world they should care about us? I'm a little bush girl trying to make it in the big smoke – I think Brisbane is the big smoke! We told them no one knows what will happen to us if this goes ahead, but we can tell you what it will feel like.

The Standard Chartered bank had already lent Adani money, but a few weeks after we met with them, they said they wouldn't lend any more for the Queensland project. A bunch of other investors pulled support as well. That was the win, we were looking for. I've also had to lobby in Canberra about our native title claim – that's something else we're fighting. The whole thing has been hard; I'm an emotional eater, and I've put on 23 kilos and gotten really sick. One of the hardest things was when Adani bought off a few influential people within our group – people I've known and respected my whole life – and totally split us up. It's been really difficult to see people put in a position where

they're poor, and we're asking them to say no to what the government and mining company have sprung as an amazing deal that they're going to get something from. The reality is, all they're going to get is a big hole in the ground.

I'm studying full-time – I intend to do a PhD – and am already five years into a four-year degree. That and the campaign are my number one priorities now – for a while, the campaign was at the top and um and everything else fell into a heap. At one point, we had so many court hearings that I was running out of clean clothes and ended up wearing activewear to court. I can't imagine what it will be like if we don't win; we should have a decision from the latest court case soon. I'm learning to find balance and say no to things, like getting asked to speak around the country, or going to the States. I was a volunteer at Seed – Australia's first Indigenous youth climate network – for two years, but left because I had to promise getting back to uni and the campaign. I already had my own thing going on, setting up how I could look after my country, but Seed is an amazing contact point for Aboriginal and Torres Strait Islander people. It builds them up so they can speak for their community in a way that is culturally appropriate, but that white people can understand, as well.

I feel really blessed with all the opportunities I've had, but I forget how to be young sometimes – how to be silly and reckless. I need to go to the beach more; I love swimming. I love to hang out with my friends, who keep me strong; a lot of them are artists, weavers or make music. I go to their gigs or do traditional weaving, sit around and talk and listen to old-school reggae. I'm kind of low-key, really. If I could just stay home and watch *Harry Potter* over and over, that would be good. ✨

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

ACTIVITY

15

Guiding questions for your investigation

What is the issue you are looking at?

At what stage is the campaign now (beginning, middle, end) and what are the defined stages?

How effective has action on this campaign been? How is it measured?

What are the slogans, branding, social media and other media about the campaigns?

Does the media support or reject the campaign's message? Does this influence how you think about the campaign?

Compare your chosen campaign or one from the above list with the What She Makes campaign that you investigated earlier.

Some ideas to consider:

- What are their successes and challenges? What can you learn from how they campaigned?
- What are some of the techniques they used?
- Did the campaign use direct or indirect action? Or both?

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

What She Makes campaign	Other campaign

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

Below are some other campaigns related to clothes and retail. Several of these campaigns are about educating people about issues, and others use direct action.

Do you know about these campaigns for social change?

- Buy Nothing New Month
www.buynothingnew.com.au
- Who Made Your Clothes? by Sarah Keeling (5.09 minutes)
www.youtube.com/watch?v=MjDQRfmc0cl
- Fashion Revolution
www.fashionrevolution.org/about

Ethics

Now you will have an opportunity to discuss ethics and how you can use ethical thinking and understanding to make decisions about complex issues.

What is an ethical issue?

An ethical issue arises in situations when:

- there are competing alternatives and where the right thing to do is not clear;
- actions themselves or outcomes can be judged in terms of good, bad, right, wrong, better or worse; or
- there is concern in the background about questions that pertain to our values. How ought we to live? What kind of society should we have? How should we treat others? How should we treat other living things? How should we interact with our environment?

An ethical issue becomes an ethical dilemma when there are conflicts between ways to act, usually involving contravention of an ethical principle that is normally held — for example, when keeping a promise requires lying and the person normally would not lie.

Source: www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/ethics/teachresources.aspx

Now you will work through some issues as a class about how to think ethically and then apply that understanding and skills to the issues relating to garment workers. You will use all of your knowledge gained throughout this resource during the ethical activities and discussions facilitated by your teacher.

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

Resource Articles

www.fastcompany.com/40492215/the-real-story-behind-those-desperate-notes-that-zara-workers-left-in-clothes

www.nydailynews.com/life-style/shoppers-find-notes-sweatshop-workers-clothes-article-1.1844730

www.news.com.au/lifestyle/fashion/kmart-target-and-big-w-how-do-australias-retail-giants-make-their-jeans-so-cheap/news-story/93e6bf02d566270849193384fd719c9d

www.theherald.com.au/story/1373801/do-you-really-know-where-your-clothes-are-coming-from

www.heraldsun.com.au/leader/news/how-you-can-become-an-ethical-shopper-and-help-exploited-garment-factory-workers/news-story/daceebc5d3344a9c7482530a41218260

www.sbs.com.au/yourlanguage/hindi/en/article/2016/02/18/australian-school-gets-uniforms-made-ethically-india

www.news.com.au/lifestyle/fashion/how-the-people-making-your-clothes-are-really-treated/news-story/a3f9b725c371d857a51aaff941466aa8

www.ethicalclothingaustralia.org.au