

National Congress of Women

Monday 12 Sept

NEW GROWTH 2

Harvest from small group conversations on WCC Charter themes

Participants were invited to choose a group. Each group had a designated host with a prior interest/expertise in the topic. A scribe entered discussion responses onto butcher's paper. Any participants could add notes to the board

Group hosts were asked to consider 3 questions:

- a. What comes alive in you in response to this call to action?
- b. How could the WCC bring this aspect of the Charter to life - as a call to action at the national level?
- c. What other ideas do you have for action at a local, community and personal level?

This summary collates very lightly edited feedback notes from the Roomies and, where possible, the Zoomies. Where there were additional details discussed by the Zoomies, a link to the Zoomie's Google document is provided.

Comments in [green/square brackets] are added by WCC
In Key issues sections, red text is wording from the charter.

Actions for Human and planetary wellbeing (continued)

7 Adopt new economic models and values

Key Issues:

- Value gifts of Nature and caring services as much as commercial and industrial services.
 - Do we need to talk about assets as well as income? Women also have fewer assets.
- Add a "wellbeing" measurement to GDP
 - Is this sufficient, or can we no longer support a model incorporating GDP?
- Include unpaid work when measuring productivity of the economy
- Include in the Budget the cost of climate inaction.
- Support Circular and other regenerative and restorative economic models.
 - Examples include Amsterdam's implementation of Donut Economics; the Economy for the Common Good; Zero Growth; True Cost Accounting; Wellbeing Economy

- Support revised taxation, community power/sharing and UBI
 - Do we need to be more specific about the type of taxation policy we want?
 - Is this the place to talk about payments from industry to repair environmental damage?

Ideas for the charter wording	Ideas for advocacy	Ideas for broader policy	Ideas for WCC Action
<p>[Use words like 'sustainable, climate-friendly, wellbeing etc' instead of the non-specific 'new'. Eg 'Adopt climate-friendly economic models and measure wellbeing outcomes']</p>	<p>Stop talking about the growth economy</p> <p>Privilege the SDGs</p> <p>Call out state capture and lobby for political donation transparency</p> <p>Wellbeing Index. Shift to Social Progress Index https://www.socialprogress.org/index/global/results</p>	<p>Why the focus on economic models and values? Where are people in this? How do we bring people into focus when talking about economics? Develop a people first economic framework</p> <p>Amsterdam has adopted a Doughnut Economy https://time.com/5930093/amsterdam-doughnut-economics/</p> <p>The Economy for the Common Good (ECG) https://www.ecogood.org/what-is-ecg/ is an ethical matrix for thinking about economic value</p> <p>Consider Jane Gleeson White's work ('Six Capitals' and other more recent writing)</p> <p>True cost accounting is needed</p> <p>Social capital needs to be acknowledged for its economic value</p> <p>Capture the value of unpaid caring labour –'women's work' Paid parental leave for fathers.</p> <p>Review taxation policy. What would an environmentally sound tax policy look like?</p> <p>Review the Corporations Act which makes it illegal to not prioritise profit [not entirely true - Corporations Act requires that Directors consider the interests of all stakeholders: https://acapmag.com.au/2016/07/directors-duties-balancing-shareholder-profit-social-goals. The wider point is that the</p>	<p>[Support NENA's work in this area]</p> <p>Lobby for wellbeing budget and indices. Letter writing – focussed campaign</p> <p>Build community perceptions around importance of wellbeing measures along with productivity</p> <p>Increase ec literacy and understanding among WCC members and networks about new ec models eg circular economy, wellbeing economy, true cost accounting, zero growth model, paying for environmental services (we have lived life too cheap) to advocate at local, state and federal level</p>

Ideas for the charter wording	Ideas for advocacy	Ideas for broader policy	Ideas for WCC Action
		<p>legislation could be made more explicit that social considerations should be at least on a par with shareholder interests.]</p> <p>Adopt Zero Growth model</p> <p>Integrated planning and budgeting. NZ Wellbeing Budget ACT Wellbeing budgeting. Consider participatory budgeting</p> <p>Access for women to the economy – not just via work but through assets – currently majority owned by men</p> <p>How to provide reparations for polluting industries that transition</p> <p>See further comments from Zoomies https://docs.google.com/document/d/1vKBcUISLtAyABKGYwqAznBR-lqPy3x_n?rtmpof=true&authuser=janet.salisbury%40inet.net.au&usp=drive_fs</p>	

8 Encourage citizen participation in governance

Key Issues:

- participatory processes allow citizens to take part in decision-making
 - Where is the balance between Citizen Participation and effective government? It's still an important function of government to provide a strong representative democracy, an effective Public Service and public services.
 - It's important to keep track of policies (Integrated Planning - Bronwyn Kelly's approach)
 - Do issues of transparency, anti-corruption, accountability come in here?
- Establish a Participatory Democracy Authority
- Commission participatory processes (Participatory Budgeting, Citizen's Assemblies; Citizen's Fora)
 - We need to rebuild trust in government and educate citizens and politicians before participatory processes work well.
 - Another process is to run for elected office (Voices For; Climate 200)

Ideas for the charter wording	Ideas for advocacy	Ideas for broader policy	Ideas for WCC Action
	<p>Call out State Capture. Lobby for stopping political donations/transparency??</p> <p>Use question time and 'Matters of National Importance' to explore issues of community concern</p> <p>Recognise good community involvement work at local government level.</p> <p>[Support ICAC??]</p>	<p>Need to build trust in government before people will be willing to engage.</p> <p>We need to educate politicians and some parts of the public service about what participatory democracy is and how to co-design< so it is not just lip service.</p> <p>Break down the 'us and them' wrt to our politicians</p> <p>Ministers do not want to share the power – help them see the benefits of citizen participation</p> <p>Too much Ministerial discretion in legislation and regulation – not transparency</p> <p>Strengthen the role and respect for the public service for its key role in a well functioning democracy [From the Q and A]</p> <p>Encourage multiple ways of engagement that work, including gaming</p> <p>Communities involved in developing their own Wellbeing Indices</p> <p>Use SDG as guide to outcomes.</p> <p>Consider Bronwyn Kelly's Integrated Planning and Reporting model</p> <p>Need to include Local Government in National Planning - they are doing better community involvement than States and Federal. Recognise local government in the Constitution, once First Nations Voice to Parliament is constitutionally recognised.</p> <p>The Book 'Caring for Strangers', should apply to government. Government identifying with the people to improve governance in the public good. Need a kinder society and government. Independents and Greens are much more people focussed. Local Government integral to community engagement and planning and building participatory democracy</p>	<p>[The expertise and experience of this sector is critical to the development and success of a united action process]</p> <p>Use personal networks to talk about this charter and spread the word.</p> <p>Support the 'Voices for' movement- including independent women</p> <p>Help to build political literacy amongst members and the broader community</p>

9 Elevate compassion and kindness in government

Key Issues:

- Qualities of the heart should be respected and elevated and applied.
 - Connect these concepts with ideas of Wellbeing.
 - Incorporate compassion and kindness into the United Action Plan.
- Legislate for integrity of government
- Integrate compassion, including adopting a “Compassion threshold”.
 - Compassion could be a lens through which legislation must be examined - like gender, environment and FN.
- apply compassion in developing optimum policies to assist climate-affected communities.
 - Education about why Compassion is a good investment.

Ideas for the charter wording	Ideas for advocacy	Ideas for broader policy	Ideas for WCC Action
<p>Strategic approach to compassion-informed policy as the driver of overall wellbeing,</p> <p>Increasing climate impact will drive compassionate trauma informed approaches and workforce capability</p> <p>This kind of planning needs to be incorporated into the united action plan</p>	<p>Explain why compassion is strategic and a good investment</p> <p>Legislation to have a compassion lens – along with gender, environment and first nations lens</p>	<p>Diversity brings compassion and kindness. The new mix of people representing the community at a Federal level creates a sense of hope and optimism.</p> <p>Compassionate policy in physical as well as social infrastructure equals better off overall</p> <p>Imbed compassion lens at all levels of government</p> <p>Mapping of social support networks</p> <p>Preventative mental health funding is good social and economic investment</p> <p>Encouragement of more cities to sign off on the Charter eg Ballarat</p> <p>Compassion training for politicians and in schools</p>	<p>[Connect more closely with Charter for Compassion]</p> <p>Test the idea of working circles around each of the Charter calls to action</p> <p>Continue to support women and diverse communities to get involved in politics and stand for election.</p> <p>Emphasis the importance of engagement, participation, and educating people about democracy and how they can be part of it.</p> <p>Emphasis deep listening and taking time to co-reflect, particularly with people or organizations that differ in perspective</p>

10 Imagination and creative thinking at the centre

Key ideas:

- There was concern the arts are not siloed but cut across all areas including science, technology and engineering.
- That the Congress recognise the creativity in all people and wisdom of all ancient cultures.
- Australian network for Art and Technology

Ideas for the charter wording	Ideas for advocacy	Ideas for broader policy	Ideas for WCC Action
See Toni Hassan's notes below What is 'the centre'?	Using Arts to make the science visible We need ARTS across the life course – like lifelong learning. Arts embedded from early childhood – something for ordinary people raising families etc and not just as static recipients?	STEA(Arts)M rather than STEM Art as foundational as law. We are all creative – it is central to being human. It is a way of transmitting complex connections Artists are curators and communicators facilitating action in all its forms Can't silo industry and innovation from the arts	Connect with Australian network for Art and Technology - https://www.anat.org.au/ Write a submission to Tony Burke asking for funding for environmental arts projects as these are not normally funded but are intensely needed at this point in the climate change crisis to bring people together for action. [Something for WCC or ANAT?]

Report from Toni Hassan (Roomies' group host)

The group seemed to find consensus around this new wording for the section:

Support imagination and creative thinking at the centre of society and in every discipline

We recognise that the arts and storytelling transmits knowledge and law about diverse lived experience and ways to live in harmony with the Earth. In many ancient and Indigenous cultures this remains central.

The unfolding climate change issue has made it abundantly clear that hard facts alone do not inspire united and effective action. The arts (including visual arts, music, dance, poetry) and storytelling are connected to all areas of life and work (and should not be siloed). It can connect people and inspire a shared understanding and purpose. A sense of common purpose can empower people to cope with what is and help imagine a better future. The independence of artists and their interdependence in communities of practice are vital factors in their capacity to imagine and help realise new inquiries and possibilities.

We call for:

- Policy that recognises the arts as forms of communication which are foundational to human flourishing (and that all people are creative and able to imagine)
- Policy that embeds the arts in school curriculum from early childhood and supports the arts for communities across the life course
- Recognition of the role of formal and informal artists who:-
 - celebrate the wonders of the natural world, drawing attention to what we put at risk
 - make science visible in inventive ways
 - transmit complex connections and truth telling
 - curate happenings and rituals to enhance community including 'storying events'
 - bear witness to climate change
 - help lament what is lost and process private and public grief to heal and have hope, and
 - bring awareness of environmental and social issues through their creative, prophetic imaginations. [1]
- Programs that recognise the arts and artists' key role in community wellbeing and recovery, and their capacity to create space for connection, restoration, provide solace, inspiration and alternative narratives and hope during and in the wake of challenging times.
- Policy frameworks that recognise the arts as integral to social and cultural life and able to inform public discourse and support democracy in practice.

11 Design education fit for purpose into the future*

Key issues:

- educate children and citizens about
 - the full story of colonial settlement
 - impacts on Indigenous people, biodiversity and the environment.
 - also climate change, by incorporating it into the national curriculum.
 - also gender
 - also peace
- Commit to honesty about FN history
 - Issues about how we engage with FN people to learn (see Action #5).
- Give equal value to history and creative output of FN peoples, women and CALD
- integrate the Arts and Sciences to promote critical thinking
 - Teach for peace
 - Manage technology
- Encourage access to and encounters with natural and wild environments to promote the love and protection they need.
 - Before teaching young children about the problems, teach them about being custodians and caring for the land.
- Education is a public good.
- We need a clear vision of the type of society we want in order to design a good curriculum
- How does education best prepare children for an unknown future?
- Which of these matters is currently covered by the national/state curricula?

Ideas for the charter wording	Ideas for advocacy	Broader policy thinking	Ideas for WCC Action
<p>Embed Climate change (all elements of science and policy and cultural knowledge) in the national curriculum in age appropriate ways.</p> <p>Education as a public good</p> <p>National curriculum needs a gender lens? and a peace lens - We either teach for war or teach for peace</p> <p>Imbedding a love of nature on the education system [Already in charter]</p> <p>[looking at what's in the Charter there is no mention of climate change. Is this deliberate?]</p>		<p>We need to know what kind of Australia we want to be if we are to design an appropriate curriculum</p> <p>We need to determine what skills young people in Australia need for a future carbon neutral circular economy.</p> <p>More language study for global citizenship and for Indigenous understanding (include auslan sign language and Marumpawonka desert hand language?)</p> <p>STEM for peaceful pursuits</p> <p>Early childhood education is critical</p> <p>Education for citizenship is needed</p> <p>Truth in education about FN history, colonisation impacts and climate change</p> <p>Managing technology (devices) and addiction to them by parents and children; we need technology in curriculum but it has to be inserted appropriately.</p>	<p>[Education per se is not a key area of action for the WCC. We should support likeminded organisations with educational expertise]</p> <p>Jenny Robinson's comments (below) are particularly relevant to ensure we have credibility in a specialised field</p> <p>Help to empower parents and their children to face the difficult climate reality in psychologically safe ways eg work of</p> <p>Per Espen Stoknes https://en.wikipedia.org/wiki/Per_Espen_Stoknes</p> <p>https://www.psychologyforasafeclimate.org/</p>

Additional analysis from Jenny Robinson (Roomies' group host)

Perhaps our actions could be to value and support young people as they are active participants in their education during these complex times. Acknowledging the significant work of educators and seek ways to reinforce the values of the Charter.

Considering the current wording in the Charter line by line:

Design education fit for purpose into the future

Who designs education curriculum?

In 2008 all state and territory ministers developed an education agreement for the future called the *Melbourne Declaration on Educational Goals for Young Australians*.

Two Goals guide the plan.

1. Australian schooling promotes equity and excellence
2. All young Australians become: Successful learners; Confident and creative individuals; Active and informed citizens.

Within this agreement, 'a focus on environmental sustainability will be integrated across the curriculum and all students will have the opportunity to access Indigenous content where relevant'. A new curriculum was agreed on and the *Australian Curriculum, Assessment and Reporting Board (ACARA)* developed this with representative from all states and territories. [Revised Australian Curriculum website](#).

We call for all children and citizens to be educated in the full story of colonial settlement and the subsequent impacts upon Indigenous peoples, biodiversity and environments.

Are students already educated in these?

Yes. 2010 new curriculum released and revised (V.9) [Australian Curriculum](#) developed with learning areas (subjects), general capabilities and three [cross curricular priorities](#):

1. Aboriginal and Torres Strait Islander Histories and Culture
2. Asia and Australia's Engagement with Asia,
3. Sustainability.

It is important for us all to learn the powerful, but modest, human place within the natural world, the interconnectedness of all life, and our human responsibilities for human and planetary wellbeing.

Are these views reflected in the Australia Curriculum?

Yes.

We call for:

A commitment to honesty in communicating the history of the First Peoples of Australia and other historic, social and environmental truths and their implications.

Are these views reflected in the Australian Curriculum?

Yes. May not be these specific words.

Are Gender roles and stereotypes addressed in the Australian Curriculum?

Yes. Integration of the arts and sciences (including scientific and economic principles and methods) to promote critical thinking. This will provide a foundation for greater citizen involvement in democratic processes to reduce the effects of climate change, and create long-term human and planetary wellbeing.

What capabilities are needed to build a democratic, equitable and just society?

'As a nation Australia values the central role of education in building a democratic, equitable and just society— a society that is prosperous, cohesive and culturally diverse, and that values Australia's Indigenous cultures as a key part of the nation's history, present and future.' See [Melbourne Declaration on Educational Goals for Young Australians](#)

General Capabilities in the curriculum are under these headings: Critical and Creative Thinking, Digital literacy, Ethical understanding, Intercultural understanding, Literacy, Numeracy, and Personal and social Capabilities.

We call for:

Giving equal importance to the history and creative output of women, First Nations peoples, and of the many settler peoples' multicultural contributions.

Quite specific action. Possibly underpinned in curriculum.

We call for:

Integration of the arts and sciences (including scientific and economic principles and methods) to promote critical thinking. This will provide a foundation for greater citizen involvement in democratic processes to reduce the effects of climate change, and create long-term human and planetary wellbeing.

Quite specific action. Possibly underpinned in the General Capabilities.

We call for:

Encouraging access and encounter with natural and wild environments to promote the love and protection they need.

I would say yes. Not sure what the difference between natural and wild environments are?