

Facing Contemporary Challenges	
<i>Savoirs, création, innovation // Représentation:</i> "Australia faces a multitude of challenges, from economic to environmental, but it is our resilience and unity that will see us through." - former Prime Minister Malcolm Turnbull	
	How can knowledge and innovation help Australia face the challenges of the 21st century?
At the end of the Unit, I will	- know more about Australia - how Aborigines were treated under the Australian Government - how some authors successfully raised awareness
What documents will be used ?	1- Australia, a country like no others 1a- Australia, a big country 1b- Australia Quizz based on a quizz by Pauline from Beelovedvity.Com, January 202 1c- Australia is an interesting place, Abridged from Bill Bryson, <i>Down Under</i>, chapter 1 , 2000 2- The Stolen Generation challenges 2a – Meeting Sister Bragra, abridged from Claire Coleman, <i>Terra nullius</i>,, 2017 2b- Vidéo Behind the News, ABC , <i>Acknowledging the Stolen Generations on National Sorry Day</i> - , 25 mai 2023 2c- Doris Pilkington, <i>Follow The rabbit Proof Fence</i>, 1996 2d- Vidéo : Prime Minister Kevin Rudd, MP - <i>Apology to Australia's Indigenous people</i>, 2008 2e- Voice, treaty, Truth : Baggage - cartoon by Cathy Wilcox 1/12/2022, introduction to the Uluru Statement of the heart 2f- Survey finds 'significant' rise in racism towards Indigenous people in past decade, Dana Morse, <i>abc.net Australia</i>, 24 Jun 2025 3- access to education 3a- Australian educational system 3b- Australia's new education report fails to target the roots of structural inequality, <i>D'après</i> Caitlin Cassidy , <i>The Guardian</i>, Sun 26 Nov 2023 3c- Education Minister: Australian education urgently needs practical reform, Kate Felton, <i>www.educationmattersmag.com</i>, 20 April 2023 3d- Remote Education system, Department en Education, Government of Western Australia, Remote education, updated in August 2024 3e- School of the Air – Jack's Story, <i>www.australian-children.com</i>, 2021 4- Adapting for the future

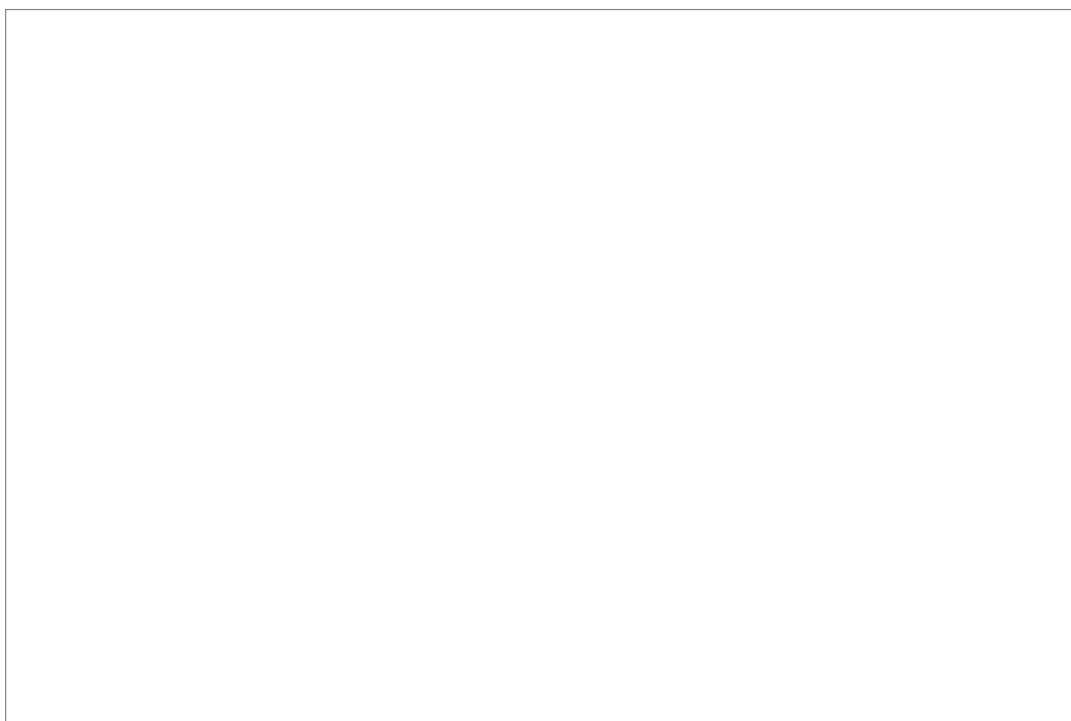
	4a-Australian state orders 30,000 people to evacuate due to ‘catastrophic’ fire risk, Kathleen Magramo and Morayo Ogunbayo, CNN, Wed February 28, 2024 4b- Create your own Bushfire Plan, in 3 easy steps, CFS – Government of South Australia, www.cfs.sa.gov.au/ 4c- Making Every Drop Count: How Australia is Securing its Water Future, Jon Heggie, <i>National Geography</i>, 2018 4d -Coral bleaching, <i>Great Barrier Reef Fondation</i>, April 2024 4e- How rising sea levels will affect our coastal cities and towns, Thomas Mortlock, <i>UNSW Sydney</i>, 18 Jan 2024 4f- Adapting for the Future: 14 Solutions
What will I learn about ?	- the history of Australia - the challenges that are still to be faced
Final Task	You have been to Australia and tell about your encounterings and discovery to your friends

INSTRUCTIONS FOR YOUR FINAL TASK:

- 1- you will write your story on D-Day.
- 2- You will need to focus around one question that your friends have asked you. This question will need to appear on your essay
- 3- You will need to find an illustration to illustrate the major issue of Australia according to you.
- 4- You will need to use at least 3 elements from the lesson which you will use and rank in order of importance.

1- Australia, a country like no others

1a- Australia a big country : meeting point 1ère p 212



1b- Australia Quizz : distribution de la feuille avec photocopie en verso des fun facts
exercice 1: réponses et correction Australia Quizz

1c- Bill Bryson, *Down Under*, 2000

analyse du texte, écriture d'un texte à la manière de (noté) : imagine describing a place of France this way (your country house, your current city, your High School)

2- The Stolen Generation challenges

2a – Meeting Sister Bragra, abridged from Claire Coleman, *Terra nullius*, 2017

travail de repérage sur le texte,

explication de ce que pouvait être la Stolen Generation

2b – Vidéo / CO: **Acknowledging the Stolen Generations on National Sorry Day - Behind the News**

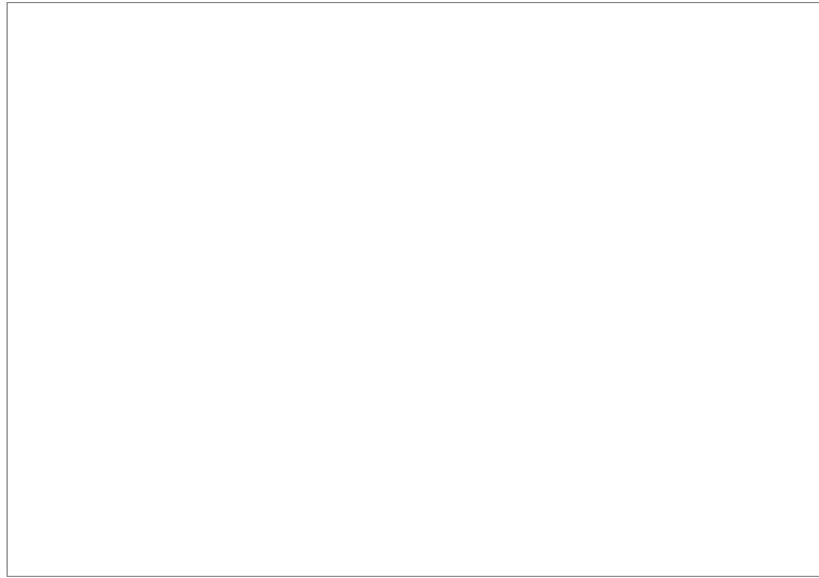
<https://www.youtube.com/watch?v=QKU9rVKMxuY>

CO classique

2c- The rabbit proof fence, Doris Pilkington, manuel 1ère meeting point p218-219

remise en ordre des textes, explications

rédaction de la suite, point de vue autre



2d- CO: Prime Minister Kevin Rudd, MP - *Apology to Australia's Indigenous people*, 2008
https://www.youtube.com/watch?v=y1-9NO6G_dw

CO sur 3 minutes 30

2e- Voice Treaty Truth: travail sur le smots
puis image: description, idée de ce que ça peut signifié
puis travail sur le texte: conclusion

3- access to education

- 1- Australian educational system
- 2- Australia's new education report fails to target the roots of structural inequality, *D'après Caitlin Cassidy , The Guardian*, Sun 26 Nov 2023
- 3- Education Minister: Australian education urgently needs practical reform, Kate Felton, www.educationmattersmag.com, 20 April 2023
- 4- Remote Education system, Department en Education, Government of Western Australia, Remote education, updated in August 2024
- 5- School of the Air – Jack's Story, www.australian-children.com, 2021

distribution des dossiers par groupe de 3 / appropriation des différents documents.

Selection de 2 documents et faire une problématique autour avec l'image.

justifié le choix de sa problématique en s'appuant sur 3 points par documents, image compris
les mettre par écrit

redistribution des problématiques et point utilisé,
proposition d'une introduction et d'un plan

rédaction de la synthèse par un autre groupe.

Conclusion par le groupe initial

(soit passage de la feuille par 3 groupes différents)

choix de celui qui nous paraît le plus cohérent

4- Adapting for the future

4a-Australian state orders 30,000 people to evacuate due to ‘catastrophic’ fire risk, Kathleen Magramo and Morayo Ogunbayo, CNN, Wed February 28, 2024

4b- Create your own Bushfire Plan, in 3 easy steps, CFS – Government of South Australia, www.cfs.sa.gov.au/

4c- Making Every Drop Count: How Australia is Securing its Water Future, Jon Heggie, *National Geography*, 2018

4d -Coral bleaching, *Great Barrier Reef Foundation*, April 2024

4e- How rising sea levels will affect our coastal cities and towns, Thomas Mortlock, *UNSW Sydney*, 18 Jan 2024

4f- 14 propositions on how to adapt to the future

appropriation des documents sous forme de bullets points à deux
puis partage des informations en speed dating sur 5 minutes

recap à deux : retrouver le titre qui correspond à ses camarades
correction

// avec les images: imaginez un article en 2026 → solutions proposés? Réussite ou échec?
S'appuyer sur les 14 propositions,
en prendre 3 maximum et essayer d'en proposer une de plus

ADAPTING FOR THE FUTURE : 14 SOLUTIONS

1. Develop alternative water supplies — Invest in desalination, water recycling and stormwater collection, especially around large cities.
2. Improve early-warning systems — Send clear emergency alerts by phone, radio and social media so people have enough time to evacuate.
3. Reduce local pollution — Limit agricultural runoff, chemicals and sediment entering the ocean to help coral reefs remain healthier.
4. Prepare an emergency kit — Keep water, medicines, important documents, food, a phone charger and other essentials ready.
5. Build coastal protection — Use seawalls, dunes, wetlands and other natural or engineered barriers to reduce flooding and erosion.
6. Use water-efficient agriculture — Expand drip irrigation and other efficient techniques to reduce unnecessary water loss.
7. Prepare communities before fire season — Organise evacuation drills, identify safe routes and teach residents how to respond to bushfires.
8. Protect and restore coral reefs — Support restoration projects and protect areas where coral is still healthy.
9. Adapt urban planning — Avoid building new homes and critical infrastructure in areas highly exposed to future sea-level rise.
10. Reduce household water consumption — Encourage shorter showers, water-efficient appliances, rainwater tanks and responsible water use during droughts.

11. Reduce vegetation and fire fuel — Regularly clear dry grass, leaves and other flammable materials around homes and communities.
 12. Transition to renewable energy — Reduce dependence on fossil fuels and lower greenhouse-gas emissions to slow climate change and ocean warming.
 13. Make a family evacuation plan — Decide in advance when to leave, where to go and which route to take.
 14. Prepare the house for bushfires — Clean gutters, remove flammable materials around the property and maintain adequate water supplies
-

1 – unité et pluralité: Australia - / de la protection de la nature à la transition écologique
sujet 2023 – Réunion
sujet 2023 centre étranger
2021 Amérique

+ textes notés comme DST

DOCUMENTS :

1b- quizz + answers

LEARNING MORE ABOUT AUSTRALIA - quizz + Answers

1. How many states are there in Australia?
a- 5 b-6 c- 9 d- 12
2. How many states are there in Australia?
a- 5 b-6 c- 9 d- 12
3. What is the constellation on Australia's flag?
a- The Southern Cross b – The Star Cross c- The Star-Spangled Banner d- The Union Jack
4. What type of mines do you find in Coorber Pedy, South Australia?
a- opal mines b- diamond mines c- gold mines d- platinum mines
5. Who is Australia's head of State?
6. a- President Gordon b – Prime Minister Anthony Albanese c- King Charles III
d- Prince William
7. When is Australia Day?
a- 26th January b- 28th February c- 31st March d - 13th June
8. How many time zones are there in continental Australia in December?
a- 1 time zone b – 2 time zones c- 3 time zones d- 4 time zones
9. Which famous latitude line runs just a bit south of Rockhampton?
a- Tropic of Cancer b – Equator c- Tropic of Capricorn d- Greenwich meridian
10. How long is the Great Barrier Reef?
a- 300 km b- 1,300 km c- 2,300 km d- 3,300 km

Anne-Charlotte Legrand – Académie de Versailles

11. 9- How much of Australia's population lives on the coast?

- a- 25% b- 45% c- 65% **d- 85%**

12. 10- - What is the second largest National Park in Australia?

- a- Uluru-Kata Tjuta National Park **b -Karijini National Park**
c- Whitsundays National Park d- Litchfield National Park

13. 11- How many people live in Melbourne?

- a- 3,151,000 b- 4,151,000 **c- 5,151,000** d- 6,151,000

14. 12- What was the first national park in Australia?

- a- **Royal National Park** b- Lamington National Park
c- The Grampians National Park d- Springbrook National Park

15. 13- Who named New South Wales as such?

- a- Abel Tasman **b- Captain Cook** c- Captain William Bligh d- King Henry VIII

16. 14- When were Uluru and Kata Tjuta handed back to the Traditional owners?

- a- 1985** b- 1990 c- 1995 d- 2000

17. Australia is home to the largest cattle station in the world. What is it called?

- a- Adelaide Creek Station b- Stuart Creek Station c- Victoria Creek Station
d- Anna Creek Station

18. What is the name of the highway that runs from Darwin to Adelaide?

- a- Elizabeth Highway **b- Stuart Highway** c- Diana Highway
d- Adelaide Highway

19. What is the highest mountain in Australia?

- a- Mount Wellington b- Mount Ossa **c- Mount Kosciuszko** d- Mount Gower

20. How many UNESCO World Heritage sites are there in Australia?

- a-4 b- 7 c- 13 **d- 19**

21. What is the largest desert in Australia?

- a- Great Victorian Desert** b – Great Sandy desert c- Simpson Desert
d- Tirari Desert

22. What is the name of the train that runs between Sydney and Perth?

- a- The Bue train b – The Orient Express **c- The Indian Pacific** d- The Rocky Mountaineer

23. What is the longest river in Australia?

- a- Cooper Creek **b – Murray River** c- Warrego River d- Culgia River

24. Which Australian singer sang "The Loco-Motion"?

- a- Madonna **b- Kylie Minogue** c- Nicole Kidman d- Sia

25. Which Australian hard rock band is known as one of the "100 Greatest artists of all time"?

- a- INXS b- The Saints c- Powderfinger **d- AC/DC**

26. With which French DJ did Australian singer, Sia, made the song "Titanium" in 2011?

- a- David Guetta** b – Martin Solveig c- Bob Sincalr d- Breakbot

27. Which Australian band sang "Stayin' Alive"?

- a- AC/ DC b -Silverchair **c- The Beegees** d – The Saints

28. Which Australian instrument is known as the world's oldest musical instrument?

- a- Clapsticks b- Bullroarer c- Gum leaf **d- Didgeridoo**

29. 15- Tere are more kangaroos in Australia than people.

- a- **True** b- False

30. 16- Melbourne has the largest Greek population outside of Greece.

Anne-Charlotte Legrand – Académie de Versailles

a- True b- False

31. 17- The Rocks is a historical neighbourhood in Melbourne.

a- True b- False

32. 18- Abel Tasman discovered Tasmania.

a- True b- False

33. 20- Melbourne Airport is the busiest airport in Australia.

a- True b- False

34. 21- Mount Townsend is located in Tasmania.

a- True b- False

35. 22- The Darling River is located in New South Wales.

a- True b- False

36. 23- The Parliament House in Canberra is featured on the 5-dollar bank note.

a- True b- False

1c- Australia Is an interesting place

Australia is, after all, mostly empty and a long way away. Its population, about 19 million, is small by world standards – and its place in the world economy is consequently peripheral; as an economic entity, it is about the same size as Illinois. From time to time it sends us useful things – opals, merino wool, Errol Flynn, the boomerang – but nothing we can't actually do without. Above all, Australia doesn't misbehave.

Australia is the world's sixth largest country and its largest island. It is the only island that is also a continent, and the only continent that is also a country. It was the first continent conquered from the sea, and the last. It is the only nation that began as a prison. It is the home of the largest living thing on earth, the Great Barrier Reef, and of the most famous and striking monolith, Ayers Rock (or Uluru to use its now official, more respectful Aboriginal name).

It has more things that will kill you than anywhere else. Of the world's ten most poisonous snakes, all are Australian. Five of its creatures – the funnel-web spider, box jellyfish, blue-ringed octopus, paralysis tick and stonefish – are the most lethal of their type in the world. This is a country where even the fluffiest of caterpillars can lay you out with a toxic nip, where seashells will not just sting you but actually sometimes go for you. Pick up an innocuous coneshell from a Queensland beach, as innocent tourists are all too wont to do, and you will discover that the little fellow inside is not just astoundingly swift and testy, but exceedingly venomous. If you are not stung or pronged to death in some unexpected manner, you may be fatally chomped by sharks or crocodiles, or carried helplessly out to sea by irresistible currents, or left to stagger to an unhappy death in the baking outback. It's a tough place.

And it is old. For 60 million years, since the formation of the Great Dividing Range, Australia has been all but silent geologically, which has allowed it to preserve many of the oldest things ever found on earth – the most ancient rocks and fossils, the earliest animal tracks and riverbeds, the first faint signs of life itself. At some undetermined point in the great immensity of its past – perhaps 45,000 years ago, perhaps 60,000, but certainly before there were modern humans in the Americas or Europe – it was quietly invaded by a deeply inscrutable people, the Aborigines, who have no clearly evident racial or linguistic kinship to their neighbours in the region, and whose presence in Australia can be explained only by positing that they invented and mastered ocean-going craft at least 30,000 years in advance of anyone else in order to undertake an exodus, then forgot or abandoned nearly all that they

had learned and scarcely ever bothered with the open sea again. It is an accomplishment so singular and extraordinary, so uncomfortable with scrutiny, that most histories breeze over it in a paragraph or two, then move on to the second, more explicable invasion – the one that begins with the arrival of Captain James Cook and his doughty little ship HMS Endeavour in Botany Bay in 1770. Never mind that Captain Cook didn't discover Australia and that he wasn't even a captain at the time of his visit. For most people, including most Australians, this is where the story begins.

Eighty per cent of all that lives in Australia, plant and animal, exists nowhere else. More than this, it exists in an abundance that seems incompatible with the harshness of the environment. Australia is the driest, flattest, hottest, most desiccated, infertile and climatically aggressive of all the inhabited continents. (Only Antarctica is more hostile to life.) This is a place so inert that even the soil is, technically speaking, a fossil. And yet it teems with life in numbers uncounted. You take my point again, I'm sure. This is a country that is at once staggeringly empty and yet packed with stuff. Interesting stuff, ancient stuff, stuff not readily explained. Stuff yet to be found. Trust me, this is an interesting place.

Abridged from Bill Bryson, *Down Under*, chapter 1, 2000

2a – Meeting Sister Bragra

Sister Bragra paced the oppressively dark, comfortably stuffy halls of her mission in silent, solitary contemplation. She was dedicated to her duty, to bring faith to these people, if they could be called people; to bring religion, to bring education to these savages. An almost completely thankless task, a seemingly pointless, useless task. The recipients of her effort seemed totally incapable of appreciating what was being done for them, even going so far as resenting her help. She would persevere, she would fulfil her duty to the best of her ability. They may be out in the middle of nowhere, there may be nobody to see them bar the ubiquitous Natives, but that was no reason to allow decorum to slide.

The walls glowed faintly; an observer would guess rightly that in daylight they were a blinding pure white. The sort of white that hurts your eyes if you are foolish enough to stare at it for too long. There would not be a speck of dirt on the walls, no sand on the floor, no scuffs, nothing to demonstrate that the building was used. An army of hands kept her halls spotless. Her robes, her habit was too thick, too stiff, too warm for this ridiculously hot place, yet to not be dressed in the full dress of her Order was unthinkable.

She would never suffer a lowering of the standards of any of the women under her command, and she was always far harder on herself than she was on them. Her role, her duty was to suffer through discomfort if needs be; her job was to be disciplined, to teach discipline, to bring the Word to the ungodly, so suffer she must. There was no escaping the certainty that she did not belong in this place, it was too hot and too dry and the food – the quickest way to earn her ire, the easiest way to unleash her famous temper was to mention the food.

Certainly, there were local plants and animals that the savages seemed to relish, but surely she could not be expected to actually eat them. Attempts were being made to grow crops from home but they were hampered by the lack of rain and lack of farming expertise. So many people kept arriving: troopers, shopkeepers and merchants, missionaries and thieves. What they needed was just one decent farmer. The food, don't get her started about the food.

Stopping suddenly as if startled, she listened. She could hear the susurrus of voices – no intelligible words, just the faintest of tiny noises like the scurrying of the infernal mice that infested this unliveable hellhole no matter what measures they took to eliminate them.

Wrapped in the comfort of her accustomed silence she followed the faint, bare trace of sound, finally tracking it down to the correct door. Talking after lights out, and in that jabber as well – that nonsense the Natives use instead of language. Will the little monsters never learn? She opened the door and slipped through it, she moved so fast she was almost invisible. Two children were kneeling beside their beds whispering. Surely they were newcomers to the mission school if they knew no better. They would soon know, that much was certain. She dragged the little animals by their too thick, too curly hair, chastising them in a constant hissing monotone, ignoring their screamed, unintelligible complaints. They had fallen before she had dragged them through the kitchen courtyard.

The dead weight of the children was no hindrance to Bagra in her fury, they left two uneven runnels in the gravel and dust. At the far side of the dusty red-brown courtyard was a neat line of three sheds. Two of them she opened, the bolts sliding with a snick like a drawing blade, and the windowless doors were yanked ajar. The screech of the doors opening was even louder than the wailing of the children as they were each in turn dumped unceremoniously in a box. They kept wailing after the doors were locked, screaming more of their jabber. She suspected that they were new to the mission but surely someone had told them enough to fear the 'boob' as the Natives called it. Some other little monster would have terrified them with the story. Sister Bagra had never bothered to learn the noises the Natives made instead of speaking; she could not see the point of learning a language so close to extinction. She berated them in hers, totally unconcerned whether or not they could understand her.

abridged from Claire Coleman, *Terra nullius*, 2017

2b - Doris Pilkington, *Follow The rabbit Proof Fence*, 1996 Meeting Point 1ère

anuel 1ère meeting point p218-219
travail sur le document: remettre dans l'ordre
et constater avec les photos du document précédent
sentiment / présentation des personnages / contraste
rédaction : retrouvailles / découverte de la disparition

IDEE DST:- Australia rejects Indigenous referendum in setback for reconciliation

Australia on Saturday decisively rejected a proposal to recognise Indigenous people in the constitution, in a major setback to the country's efforts for reconciliation with its First Peoples. Australians had to vote "Yes" or "No" in the referendum, the first in almost a quarter of a century, on the question of whether to alter the constitution to recognise Aboriginal and Torres Strait Island people through the creation of an Indigenous advisory body, the "Voice to Parliament".

Australian broadcaster ABC and other TV networks have projected that a majority of voters in all six of Australia's states would vote against altering the 122-year-old constitution. Prime Minister Anthony Albanese acknowledged it was not the outcome he had hoped for but said the country would have to seek a new way forward for reconciliation.

"Our nation's road to reconciliation has often been hard going," Albanese said in a televised news conference. "Tonight is not the end of the road and is certainly not the end of our efforts to bring people together."

Academics and human rights advocates fear the win by the "No" camp could set back reconciliation efforts by years. The Voice to Parliament was proposed in the Uluru Statement from the Heart, a 2017 document crafted by Indigenous leaders that set out a roadmap for reconciliation with wider Australia. Australia's Indigenous citizens, who make up 3.8% of the country's 26 million population, have inhabited the land for about 60,000 years but are not mentioned in the constitution and are, by most socio-economic measures, the most disadvantaged people in the country.

Supporters of the proposal believed entrenching an Indigenous Voice into the constitution would unite Australia and usher in a new era with its Indigenous people. Many Indigenous people favoured the change, but some said it was a distraction from achieving practical and positive outcomes. The political opposition has criticised the measure, saying it is divisive, would be ineffective, and would slow government decision-making.

"I'm devastated," Indigenous leader and prominent "Yes" campaigner Thomas Mayo said on ABC News. "We need a Voice. We need that structural change."

Referendums are difficult to pass in Australia, with only eight of 44 succeeding since the country's founding in 1901. This is the first referendum in Australia since voters rejected a proposal to become a republic almost a quarter of a century ago. In 1967, a referendum to count Indigenous people as part of the Australian population was a resounding success with bipartisan political support. This year's referendum, however, has not garnered unified support, with leaders of the major conservative parties campaigning for a "No" vote. No referendum has passed in Australia without bipartisan backing.

The Voice has been a key feature of Prime Minister Albanese's term in office, and a referendum loss would stand out, political analysts say, as his biggest setback since coming to power in May last year. Opposition leader Peter Dutton criticised Albanese for holding a referendum "that Australia did not need to have".

"The proposal and the process should have been designed to unite Australians, not to divide us," he told a news conference after the result was known on Saturday.

A misinformation campaign that spread through social media also sparked fear that the Voice - a purely advisory body - would become a third chamber of parliament, resulting in more federal aid to Aboriginal people, and more disputes between Indigenous and non-Indigenous people. Albanese also criticised some sections of the media that he said had steered the referendum debate away from the core issues.

"We have had, including in outlets represented in this room, discussions about a range of things that were nothing to do with what was on the ballot paper tonight," Albanese said.

Reuters, Praveen Menon, Lewis Jackson and Wayne Cole, October 14, 2023

IDEE DST: 'Reconciliation is dead': Indigenous Australians vow silence after referendum fails

Australian Indigenous leaders called on Sunday for a week of silence and reflection after a referendum to recognise First Peoples in the constitution was decisively rejected. More than 60% of Australians voted "No" in the landmark referendum on Saturday that asked whether to alter the constitution to recognise Aboriginal and Torres Strait Island people with an Indigenous advisory body, the "Voice to Parliament", that would have advised parliament on matters concerning the community.

Australia's first referendum in almost a quarter of a century needed a national majority and majorities in at least four states to pass. All six states rejected the proposal.

"This is a bitter irony," the Indigenous leaders said in a statement. "That people who have only been on this continent for 235 years would refuse to recognise those whose home this land has been for 60,000 and more years is beyond reason."

They said they would lower the Aboriginal and Torres Strait Island flag to half-mast for the week and urged others to do the same.

The outcome is a major setback for reconciliation efforts with the country's Indigenous community and damages Australia's image in the world regarding how it treats First Nations people.

Unlike other nations with similar histories, such as Canada and New Zealand, Australia has not formally recognised or reached a treaty with its First Peoples.

Aboriginal and Torres Strait Island people make up 3.8% of Australia's 26 million population and have inhabited the country for about 60,000 years. But they are not mentioned in the constitution and the country's most disadvantaged people by most socioeconomic measures.

"It's very clear that reconciliation is dead," Marcia Langton, an architect of the Voice, said on NITV. "I think it will be at least two generations before Australians are capable of putting their colonial hatreds behind them and acknowledging that we exist."

Reconciliation Australia, an Indigenous body, said the community was left to grapple with the "ugly acts of racism and disinformation" that they said were a feature of the debate.

Australian Indigenous leader and former national rugby union player Lloyd Walker said the path to reconciliation seemed difficult now but the community needed to keep fighting.

"We can say it got out-voted but there was still 40% of the people that wanted it. Years and years ago we wouldn't have that percentage for sure," Walker said.

Prime Minister Anthony Albanese staked significant political capital on the Voice referendum, but his critics say it was his biggest misstep since coming to power in May last year.

Opposition leader Peter Dutton said it was a referendum "that Australia did not need to have" and that it only ended up dividing the nation.

One of the biggest reasons for the loss was a lack of bipartisan support, with leaders of the major conservative parties campaigning for the "No" vote. No referendum has passed in Australia without bipartisan backing.

"Much will be asked of the role of racism and prejudice against Indigenous people in this result," leaders said in the statement. "The only thing we ask is that each and every Australian who voted in this election reflect hard on this question."

Reuters, Praveen Menon October 15, 2023

Access to education:

1- AUSTRALIAN EDUCATION SYSTEM

Pre-Higher Education System

Structure of School System :

Pre-Primary : age level from:3 to:5

Primary : age level from 6 to 12

Secondary : age level from 12 to 18

Certificate/Diploma awarded at end:Senior Secondary Certificate of Education (exact name differs in each state and territory).

School education lasts for 13 years and is compulsory between the ages of 6 and 16 (Year 1 to 10). State and territory governments are responsible for school education policies and practices on organisation of schooling, curriculum, course accreditation, student assessment, grading and certification. Curriculum and assessment is underpinned by the 1999 National Goals for Schooling in the Twenty first Century which focuses on the learning outcomes for students and provides a framework for national reporting on student achievement.

The 2008 Melbourne Declaration on Educational Goals for Young Australians focuses on improving excellence in school education and implementation of a national curriculum in school education.

The Australian Government provides support through funding, policy development, targeted programmes research and analysis of education issues.

Higher Education System

Higher education in Australia refers to university and non university higher education institutions which award degree or sub degree qualifications based on the Australian Qualifications Framework. Australia has self accrediting public and private universities, self accrediting higher education institutions, and accredited higher education institutions. Universities and other self accrediting higher education institutions are established or recognised under state and territory or Commonwealth legislation.

Universities are autonomous multidisciplinary institutions that are responsible for their own management structure, budgets, resource allocation, staff, student enrolments, accreditation of qualifications, quality assurance and curriculum. Australia also has around 170 higher education institutions accredited by state and territory authorities to offer higher education courses. The Australian Government is responsible for higher education policy and finance through the Department of Education. Higher education students in Australia are subject to a range of fees. There are several financial support options available to students. Australian students can undertake higher education studies at an approved Australian higher education provider as a Commonwealth supported student. Students pay a subsidised student contribution for their education, but the Government pays for the majority of costs.

3b- Australia's new education report fails to target the roots of structural inequality

In the shadow of two decades of declining results and worsening

inequalities, expectations were high for a blueprint to reimagine our schools to ensure all young Australians have a better and fairer education. Unfortunately, the report falls short – especially when it comes to addressing inequalities in student outcomes. Rather than a bold vision for educational transformation, it treads the well-worn path of the status quo, offering few tangible targets to address the structural inequalities that are baked into our system.

As the report notes, Australian schools have some of the highest levels of concentrated socioeconomic advantage and disadvantage across OECD nations and this trend is worsening. These trends map on to our schooling sectors, with concentrated advantage in private schools and concentrated disadvantage in public schools. Australia also has shocking learning gaps in literacy and numeracy between young people from advantaged and disadvantaged backgrounds. By the time students reach year 3, the achievement gap between young people from high and low socioeconomic backgrounds is already equivalent to 2.3 years of learning in reading and this balloons to a staggering 5.1 years of learning by year 9.

These inequalities are mirrored in last week's release of the programme for international student assessment results, showing alarming achievement gaps between Australian students from low and high socioeconomic backgrounds and between Indigenous and non-Indigenous students in reading, science, and maths. Far from being the great equaliser, these trends show our education systems exacerbate inequalities – an embarrassing state of affairs for a country that prides itself on the “fair go”.

While the report consistently outlines equity challenges and rightly argues all schools need to be fully funded in line with the Gonski funding model, there is not a single target specifically designed to close widening achievement gaps. The closest we get is to tackling achievement gaps are weaker targets to increase the proportion of students in “priority equity cohorts” who meet proficiency standards for reading and numeracy in Naplan. In practice, these targets aspire to little more than getting more kids achieving minimum benchmarks in standardised tests.

D'après Caitlin Cassidy , The Guardian, Sun 26 Nov 2023

3c- Education Minister: Australian education urgently needs practical reform

The Organisation for Economic Co-operation and Development (OECD) Education Policy Outlook provides a concise analysis of the current Australian education system, compared to international education systems, including ongoing policy and reform efforts. The revised 2023 report confirmed ongoing issues with teacher shortages, equity issues, and a significant problem with bullying in Australian schools – reportedly three times the global average.

Following a formal review of document, Australia's Federal Minister of Education, Mr Jason Clare, released a statement expressing the need for urgent action from the federal government to achieve more practical reform efforts across Australia's entire education system. “While the report shows we have a good education system by international standards, we know that it should be a lot better and a lot fairer,” Mr Clare said.

When asked about the cause of such a high rate of bullying in Australian classrooms, Mr Clare said it is difficult to pinpoint. “It’s not just in the playground, it’s online. Students can escape physical bullying in the playground when the school bell rings, but that online bullying continues after they leave,” he said. “I think this is part of the fallout in the aftermath of the pandemic. Teachers will tell you that they’re still seeing children struggle with their mental health following two years of on and off lockdowns. I think you can draw a line between bullying and why a lot of teachers are leaving the profession, feeling worn out and burnt out. A lot of teachers will tell you that when they leave university and jump into the classroom for the first time, they don’t feel prepared to deal with some of these challenges.”

Despite the country’s National Teacher Workforce Action Plan recently coming into effect, the Department of Education has projected a shortage of 4,100 secondary school teachers within the next two years.

“We’ve seen a big drop over the last ten years in the number of people going to university to study teaching, about a 16 percent drop,” said Mr Clare. “To help turn that around, we’re investing in the budget, and in scholarships, to encourage more students to become teachers. We’ve got to improve the way we teach teachers at university. We have to make sure that people are better prepared for the classroom. Believe it or not, about 50 percent of teachers quit the profession in the first five years, and there are things that we can do to tackle that problem.”

Mr Clare further commented on the disparity in academic performance between students from affluent inner-city communities and Indigenous students or those with socio-economic disadvantages such as living in a remote community. “If you’re a young person from a poor family or from the bush or an Indigenous Australian, you’re three times more likely to fall behind at school,” said Mr Clare. “The fact is, you’re less likely to go to preschool, you’re more likely to fall behind in primary school and you’re less likely to finish high school, let alone go on to university. We’ve got a great education system in Australia, amongst the best in the world, but not for everyone..”

The OECD is an international organisation that works together with governments and policy makers to coalesce education data into an ongoing comparative analysis that examines country-specific work and seeks to establish international standards for education policy and reform.

Kate Felton, www.educationmattersmag.com, 20 April 2023

3d- Remote Education system

The Remote Teaching Service is made up of a dedicated group of more than 200 teachers living and working in 37 remote communities in Western Australia. They deliver flexible and innovative education programs to ensure students in remote areas have

access to high quality learning programs.

Schools in the Remote Teaching Service are located in some of the most isolated parts of the state. They may be in community settings or small towns, and the majority of students are from local Aboriginal families.

Teaching in a remote school offers a range of professional opportunities for teachers who are engaging and resilient. If you are flexible and like working as part of a team you have the opportunity to be part of this innovative learning community. Skills and interests in literacy, numeracy and English as an additional language/dialect (EAL/D) are highly valued.

We support our teachers by providing a range of additional allowances and benefits. When you teach in a remote school you will be eligible to apply for Remote Teaching Service leave. Once you have completed 3 years of continuous service, you will receive 10 weeks of paid leave. After 4 years, you will receive 22 weeks of paid leave (this includes the first 10-week entitlement). This leave is in addition to all other leave entitlements.

You are eligible for permanency after 2 years of satisfactory service. On completion of your three-year contract, you will be allocated a case manager to help you secure a position in a location of your choice.

Use our [benefits calculator](#) to view rural, regional and remote allowances.

You can apply to our [Remote Teaching Service pool](#).

3e- School of the Air – Jack's Story

Australians are great inventors because this vast arid continent constantly challenges us to be innovative: Necessity is the mother of invention. Many children in Australia live in remote areas which we call "The Bush" many of these children have been schooled by a combination of home schooling from parents and via the School of the Air a uniquely Australian way of getting an education using a combination of traditional correspondence teaching methods complimented by cutting edge technology. This is a story about a day in the life of an 8-year-old child living in Australia on a Cattle Farm 300 kilometres from the nearest school. He leads an active life learning hands on skills from interaction with his family and station workers. He is enrolled in the 'School of The Air'.

Jack wakes up at dawn to feed the chickens and let them out of their coop. He then finds his Dad and helps with the other morning chores. Then it is back to the house at 7 am for some breakfast. 8 am is his scheduled class with his teacher. He leaves the kitchen and goes to the study room. He sits in front of the computer and waits for his classmates and teacher to come online. The microphone is in position so the small group will hear his contributions to the lesson. This system is called Interactive Distant Learning (IDL) He has seven half hour lessons using IDL with the School of the Air each week. On Monday mornings everyone in his School of the Air participates in an assembly using the HF (high frequency) radio. The school supplies the Radio Transceiver for each family. The Australian Government funds the education of all students enrolled in School of the Air, which costs about double the cost of standard education.

Today's lesson is about using Fractions in Maths. Instead of a blackboard, the teacher uses an electronic whiteboard to demonstrate the use of fractions. A simple presentation introduces a few new ideas. The main lesson points and exercises are prepared in a word document which has been shared for all the students to access instantly on the website. The teacher asks the students questions and all can hear their responses. There is a quick quiz on the website for the students to complete at the end of the lesson. This gives the teacher instant feedback on the students' current understanding of fractions. The next lesson will be adjusted accordingly. The teacher signs off for the day leaving the students with direction on how to find an online lesson package on Fractions. These E-learning packages have been specifically written to match with Jack's Mathematics Curriculum.

After the lesson Jack has quiet time to work alone on his projects. Sometimes a tutor will come to help him through certain subjects. His sister did the same lessons 3 years ago so he can ask for her ideas and direction. His mum helps him too, making sure he studies at least 5 hours a day. He has writing books, pens and traditional learning materials organised in his desk. Each term he receives a learning package in the post with audio and videocassette tapes, library books and computer software. Once a year all of his friends go to a classroom in the town for one week. Jack's favourite day was when they played football on Friday. During the week he got to know his teacher who he can phone on the free call 1800 number. They usually practice reading together. Jack is looking forward to camp again next year. He will spend time with his fellow students and teachers face to face. They are going on camp with the 'townies' who attend the school in town. One of the townies is in Jack's study group. She is sick and can't go to a standard school so she joined the School of the Air.

Another highlight of the year is the mini-school. This year it is going to be at Tim's house. Last year Jack's family hosted the event. Libby Standley, a guest teacher specialising in Writing and Drawing for Children's Literature, came to visit for three days and all the local (relatively speaking) kids came to stay. They didn't fit in the lounge room so they cleared out the Shearing Shed and had the workshops there. This year an African Dancer, Sheelagh Langerburg, is coming to stay for three days. Cool! Everyone is really excited.

For now Jack is free to go back outside. His new horse is waiting for him, there are cows to

muster with his Dad and that Maths eLearning unit can wait until the afternoon study period. Jack's Dad completed his schooling though the School of the Air in 1975. They didn't have the Internet back then but things weren't so different. Jack's dad sat down in front of his radio each morning for a ten-minute session with his teacher. She would give him a list of work and assignments to work on that day. They didn't have camps, mini-schools and classroom time like Jack does now. Nevertheless, he finished his schooling and stayed on the land like his father before him and as Jack plans to do. Jack's son will likely be a student of the School of the Air. The technology that will be available to him is beyond our imagination.

www.australian-children.com, 2021

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4- Climate change and Environmental Management

4a- Australian state orders 30,000 people to evacuate due to 'catastrophic' fire risk

Firefighters in Australia are battling a huge blaze that has forced the evacuation of tens of thousands of people amid some of the worst fire conditions the country has seen in recent years. Hot, dry and windy conditions have created "extreme to catastrophic fire dangers" in parts of Victoria and South Australia, according to Australia's Bureau of Meteorology.

Around 30,000 people had been ordered to evacuate parts of Victoria before midday Wednesday, when authorities warned it would be too late to leave.

Temperatures are rapidly rising to the 40°C range (104°F), with wind gusts reaching 60 to 70 kilometers per hour (37 to 43 mph), according to an update from Jason Heffernan, chief officer at Victoria's Country Fire Authority (CFA), the state's volunteer fire service. "Extreme fire dangers are coming to fruition, and in fact we're currently seeing catastrophic conditions in Casterdon, Hamilton and Kanagulk in the Wimmera weather district," he said. "The frontal system making its way through the state has slowed. So, we will see these winds and these temperatures stay around for a bit longer than expected. And I don't expect this change to come through metropolitan Melbourne now until between 9 and even 10 o'clock this evening."

Firefighters have been battling a bushfire that started last Thursday in the rural town of Bayindeen, about 190 kilometers (118 miles) west of Melbourne, and is not yet under control, according to the state's emergency department.

Kathleen Magramo and Morayo Ogunbayo, CNN, Wed February 28, 2024

4b- Create your own Bushfire Plan, in 3 easy steps

Would you remember a plan that's just in your head if you're surrounded by smoke, heat and flames?

Making a choice when a bushfire threatens is too late. Your safety and survival during a bushfire will depend on how prepared you are and the decisions you make, and a written plan will take the pressure off you and avoid arguments and delays.

So don't wait - create your 5 Minute Bushfire Plan now for you, your family, and your pets and livestock.

Things to consider when completing your plan

Think about who your plan will protect:

- Me
- Other Adults
- Children
- People who need assistance
- Pets and livestock

Consider what you'll do if:

- You're at work
- The pets run away
- The children are home alone
- You have guests over
- Your escape route is blocked

Discuss key decisions with your household:

- Is everyone going to leave early?
- Where will you go?
- What will you do with your pets?
- What will you take with you?
- Who do you need to keep informed of your movements?

CFS – Government of South Australia, www.cfs.sa.gov.au/

4c- Making Every Drop Count: How Australia is Securing its Water Future

Of all earth's continents, only Antarctica gets less precipitation than Australia. Its average annual rainfall of just 470mm is also unevenly distributed: in the Northern Territory, Darwin receives around 1,700mm, while Adelaide in South Australia gets less than one-third of this—some inland towns survive on less than 200mm. Australia's limited and unpredictable rainfall is being exacerbated by climate change with the continent one degree warmer than a hundred years ago and receiving significantly less rain. In 2018, every state except for Tasmania and Western Australia received less than average rainfall while persistent high temperatures in Queensland contributed to record rates of evaporation. From 1996-2010 the Millennium Drought brought long-term water restrictions to the country's highly populated southeast and southwest. It was a catalyst for change. Driven by the twin challenges of declining water supply and growing demand, Australia has stepped up its efforts to secure its water future.

Despite the continent's vast size, nearly the entire population lives in cities. These are predicted to grow by an additional 20 million people in the next 30 years, with water consumption in larger cities expected to rise by 73% to more than 2,650 gigalitres. To meet this demand Australia is looking beyond its traditional rain-fed dams and reservoirs. Instead, it is turning to technology with all the mainland states investing in large desalination plants, each producing up to 674 gigalitres of additional freshwater to cushion city-dwellers against growth and drought. However, desalination is costly and controversial, using so much energy that its water is nicknamed 'bottled electricity'; Sydney's plant costs A\$500,000 a day to run—even standing idle. This January it was switched on for the first time since 2012 and is expected to contribute 15% of the city's drinking water, staving off severe restrictions.

4e- How rising sea levels will affect our coastal cities and towns

Even a small rise in sea level can have big impacts on coastal properties, so we must do all we can to limit the changes while taking them into account in coastal land-use planning. Global sea levels are rising for two main reasons: the oceans are getting warmer, and land-based ice sheets and glaciers are melting. As ocean water warms, it expands. Because the ocean basins are finite (like a bathtub), this results in a rise in water levels.

Since the 1970s, thermal expansion of the oceans has accounted for roughly half of measured global sea-level rise. The other half is due to land-based ice melt from ice sheets and glaciers. Together, these make up what is known as “eustatic” sea level. The rate of sea-level rise experienced at the coast also depends on whether the land is moving up or down. “Relative” or “isostatic” sea level is the sum of “eustatic” sea level plus local vertical land movement.

Australia is rising by about 0.3-0.4 millimetres a year due to glacial isostatic adjustment. This is the result of the land continuing to move upward following the loss of ice on land during previous glaciations. The land subsided under the weight of this ice and is now rebounding as the ice is gone. This slow rebound of the land provides a small offset to eustatic sea levels around Australia.

Even if greenhouse gas emissions reached zero tomorrow, sea levels will continue to rise for several centuries because of the slow response of the ocean to warming. It's a long-term trend that we must live with. This is why it is important to factor in sea-level rise when we make planning decisions along the coast. Unfortunately, the rate of sea-level rise over the coming century remains highly uncertain, making it difficult to include in coastal planning.

Thomas Mortlock, *UNSW Sydney*, 18 Jan 2024

4d -Coral bleaching

When corals are under stress, they expel the microscopic algae that live in their tissues. Without these algae, corals' tissues become transparent, exposing their white skeleton. This is called coral bleaching. Bleached corals are not dead, but are more at risk of starvation and disease.

Rising ocean temperatures caused by climate change is the primary cause of coral bleaching. A temperature increase of just one degree Celsius for only four weeks can trigger bleaching. Changes in water quality, increased sun exposure and extreme low tides can also cause corals to bleach. The past two decades have seen several widespread coral bleaching events on our Great Barrier Reef, with four mass bleaching events in the last seven years.

The summer of 1997-1998 was one of the hottest recorded on the Reef in the 20th century. Mild bleaching was observed in late January and intensified in February and March. Most reefs recovered fully with less than 5% of inshore reefs suffering high coral mortality, however the most severely affected reefs in the Palm Island area saw up to 70% of corals die.

A bleaching event largely confined to the southern part of the Reef, particularly around the Keppel Islands, took place in January and February 2006. The degree of bleaching was worse than in previous years, with up to 98% of corals bleached on some reefs.

The Reef experienced unprecedented back-to-back (2016 and 2017) bleaching,

collectively affecting two-thirds of the Great Barrier Reef. The central third of the Great Barrier Reef was severely affected in early 2017, due to unusually warm sea surface temperature and accumulated heat stress. The southern sector was spared both years.

In 2020, widespread severe bleaching was detected across many regions of the Great Barrier Reef. Of the 1,036 reefs surveyed from the air, 60% suffered moderate or severe bleaching. On-water monitoring capabilities were restricted due to the Covid-19 pandemic, so limited data on coral mortality was collected.

Coral bleaching was observed along the length of the Reef, with the Northern and Central regions experiencing extreme bleaching in 2022. In the South, bleaching was mostly minor. This mass bleaching event was particularly concerning because it occurred during a La Niña summer, which typically brings cooler, wetter conditions.

Great Barrier Reef Foundation, April 2024

ADAPTING FOR THE FUTURE : 14 SOLUTIONS

15. Develop alternative water supplies — Invest in desalination, water recycling and stormwater collection, especially around large cities.
16. Improve early-warning systems — Send clear emergency alerts by phone, radio and social media so people have enough time to evacuate.
17. Reduce local pollution — Limit agricultural runoff, chemicals and sediment entering the ocean to help coral reefs remain healthier.
18. Prepare an emergency kit — Keep water, medicines, important documents, food, a phone charger and other essentials ready.
19. Build coastal protection — Use seawalls, dunes, wetlands and other natural or engineered barriers to reduce flooding and erosion.
20. Use water-efficient agriculture — Expand drip irrigation and other efficient techniques to reduce unnecessary water loss.
21. Prepare communities before fire season — Organise evacuation drills, identify safe routes and teach residents how to respond to bushfires.
22. Protect and restore coral reefs — Support restoration projects and protect areas where coral is still healthy.
23. Adapt urban planning — Avoid building new homes and critical infrastructure in areas highly exposed to future sea-level rise.
24. Reduce household water consumption — Encourage shorter showers, water-efficient appliances, rainwater tanks and responsible water use during droughts.
25. Reduce vegetation and fire fuel — Regularly clear dry grass, leaves and other flammable materials around homes and communities.
26. Transition to renewable energy — Reduce dependence on fossil fuels and lower greenhouse-gas emissions to slow climate change and ocean warming.
27. Make a family evacuation plan — Decide in advance when to leave, where to go and which route to take.
28. *Prepare the house for bushfires — Clean gutters, remove flammable materials around the property and maintain adequate water supplies*