

Pacific Neighbours

Understanding the Pacific islands

Economics extension activities



A project supported by
**Australian Federation of
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(AFSSE)**

Introduction

Pacific Neighbours: Understanding the Pacific Islands – Economics extension activities

This teacher resource with ready-to-go student activities is designed to be used in conjunction with the original resource *Pacific Neighbours: Understanding the Pacific Islands*.

Teachers can elect to introduce students to economic issues of the Pacific Islands by using selected sections only of this resource or by using the whole resource if required.

Suitable for students aged 13–16, included are activities relating to economic diversity and entrepreneurship, gross national income and gross domestic product, well-being, population, migration, resource allocation, human rights, conflict resolution, environmental management, building peace and more.

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Produced by Business Educators Australasia (BEA) in conjunction with the Australian Federation for Societies for Studies of Society and Environment (AFSSSE), ***Pacific Neighbours: Understanding the Pacific Islands – Economics extension activities*** is designed to support the original resource providing students with the opportunity to consider and investigate issues of an economic and citizenship nature as they relate to the Pacific Islands.

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Let's get specific about the Pacific!

Activity 1

What kind of resources can be found across the Pacific Islands? Create a mind map showing examples of Land, Labour and Capital resources found in the Pacific Islands.

You may want to consult pictures and text throughout the booklet and on the accompanying CD-ROM.

Activity 2

Lack of economic diversity is stated as one of the challenges that Pacific island countries have had to face in moving to independence.

- a) What does 'lack of economic diversity' mean? Why is lack of economic diversity a challenge?
- b) Consider the mind map you completed in Activity 1 above. Would you agree that there is lack of economic diversity in the Pacific islands?

What kind of resources would the Pacific Islands typically need to import?

- c) Read the 'Dot tv' on page 21. In what sense is this an example of overcoming lack of economic diversity?
- d) **Master Entrepreneur** – group activity (based on TV's MasterChef mystery ingredient challenge)

Divide the class into groups of 4.

Each group is given a mystery box of ingredients, such as plain A4 paper, sticky tape, coloured pens, some balloons and a matchbox car to symbolize a real car.

Each group must come up with as many business ideas as they can in the time given, using the ingredients given.

The ideas should be recorded and then shared with the rest of the class.

Reflection: How can the resource of entrepreneurship help to combat lack of economic diversity? What challenges would there be in trying to make ideas a reality?

Activity 3

Consider the socio-economic data on pages 10 and 11.

Australia's Gross National Income per capita (US\$) is \$19,214 (Source: NationMaster.com)

- a) Which three countries in the Pacific have the lowest GNI per capita? Write down each country's GNI.
- b) Which three have the highest? Write down each country's GNI.
- c) Approximately how much money a week does your family spend on groceries? To roughly convert this to US dollars, multiply by 1/20 and then take this away from the total. Now work out what your family would spend in one year, in US\$ and then work out what the expenditure is per head. For example if there are four members in the family, divide the total by 4.
- d) Work out a class average of the amount spent per head.
- e) Would the richest countries in the Pacific have enough income per head to cover what the average person spends in a year on groceries?
- f) Our calculation was on money spent on groceries. What other things is income spent on that was not counted in the calculation? Would the income per head in the richest and poorest Pacific Islands be enough to cover these expenses as well?
- g) Go to <http://www.abc.net.au/ra/pacific/people/arno.htm#> and read about a typical day on Arno Atoll. Explain how the people tend to satisfy their needs and wants.

Activity 4

Measuring wellbeing

Go to <http://www.nationmaster.com>. Pick two Pacific Islands that have data on both Gross National Income and Human Development. (Hint: Look at the Human Development index first as fewer countries provide data for that index.)

- a) Compare each country's ranking in the Gross National Income index and the Human Development Index. For each country, consider what factors could explain the difference in the ranking. For example if a country ranks significantly higher in the Human Development Index than it does in the Gross National Income index, then what could explain this?
- b) The Human Development index weights data on life expectancy, literacy, school enrolments and gross domestic product to try to create a measure of development beyond just income.

Group Activity: To what extent do you think it is possible to measure well being? Draft a list of indicators that you would use to measure well being. How good a measure of wellbeing do you think the Human Development index is?

More on the UN's Human Development Index can be found at <http://hdr.undp.org/en/media/HDR06-complete.pdf>



Responding to globalisation

Activity 1

What are the benefits and costs of economic cooperation between members of the Pacific Islands Forum?

Consider the following in your answer:

- Marine resources, for example fishing, aquaculture and marine mining
- Tourism
- Shipping
- Buying of major resources such as oil
- Information and Communication Technologies (ICT).

Activity 2

Group activity: Imagine that your group comprises Cabinet ministers of one of the Pacific Islands. It has been hit by a cyclone that has destroyed the villages on the island and the infrastructure.

- a) Assign ministerial responsibilities to each of the cabinet. These should include:
- Prime Minister
 - Treasurer
 - Minister for Transport and Infrastructure
 - Minister for Education
 - Minister for Health
 - Minister for Business and Investment
- b) Your country is receiving 100 million Australian dollars in aid and it is up to the Cabinet to decide how that aid money will be spent. Cabinet needs to identify what the money should be spent on and then decide on how much money should be allocated to each project.

Decide on a fair way to run the meeting and select an appropriate thinking tool to help the group keep track of the discussion and the arguments for and against ideas. Then conduct the meeting.

- c) Write a press release justifying why the money will be spent in the way you have decided.

Activity 3

The Human Development Index includes life expectancy, education and gross domestic product measures. Why is education important to development? In your answer consider not only economic benefits from education but political and social benefits.

Read <http://www.usaid.gov/keyword/education.cfm> to find out more about the importance of education.

Activity 4

- a) Remittances:
- What are remittances?
 - Why are remittances an important source of income for some Pacific Islander families?
 - Do you think that aid to countries should go down if remittances go up? Why?
- b) Script an exchange of emails between someone in Australia and someone from a Pacific Islander family about the positive use of remittance money.

Activity 5

The population pyramid for the Solomon Islands shows a high birth rate, high death rate, short life expectancy and low emigration.

- a) What kind of goods and services would be demanded by such a population pyramid?
- b) What challenges are there for the people in the Solomon Islands of working age?
- c) If you were directing aid to projects in the Solomon Islands, what does the population pyramid tell you about where aid should be directed? Who else would find population pyramid data useful?





The Pacific way?

Activity 1

Pacific Islanders are thought to have migrated from Asia beginning around 7000 years ago, with Melanesian forebears over 50,000 years ago.

Why might people have migrated long ago?

Activity 2

Group activity: Imagine that your group were some of the people migrating in a long, open boat to a distant land that no-one knew much about and that you and your people would occupy for the first time. Your group will share one of the long boats and you are allowed to take five things each with you.

Decide together as a group what you would take.

Explain your choices to the rest of the class.

Activity 3

Why do people migrate in modern times? Why do Pacific Islanders often migrate?

Globalisation is often defined as the breaking down of barriers between countries. Do you think it would be easier or harder for a Pacific Islander to adapt life in Australia if they came for work now compared to say 50 years ago? Why?

Activity 4

Compare the Samoan, Huli and Australian ways of governing. Include a consideration of how power is earned. Some extra information on the Huli is below.

Non-hereditary social structures

In Huli society there are no hereditary chiefs or offices that carry political power underpinning hereditary structures (cf Glasse 1968: 21). An exception to this can be found in some clans where the deposit of genealogical history is in the hands of a single individual, who is deferred to by others when tracing ancestry back to the clan founder. Apart from this, power and special importance can be achieved by any man with the right combination of talents, industry and ambition, a man's influence over others being in direct proportion to his mastery of practical skills and the strategies necessary for combating malevolent influences. In almost every case, mastery of skills and strategies is linked directly to mastery of their associated varieties of language, and one who has command of esoteric varieties of language and of secret registers and genres, is held in regard: others will tend to listen to his counsel and follow his lead. This type of leadership is exercised in various areas of social and economic activity, some of which are described below.

homogo	A man who has succeeded in gaining wealth above the ordinary is called a homogo. His success is evident in the size and productivity of his gardens, the number of his wives and children, and the health, size and number of his pigs. He usually has gardens in several subclan territories, residing multilocally, and his influence is felt by many. He clearly has the wisdom and secret strategies necessary for success, and his advice is sought - and bought - by others. Because of his standing in different subclans, he is a natural arbitrator in times of dispute, while his wealth makes him a valuable associate when death indemnities have to be met or when wariabu bride wealth has to be paid. He may or may not also be recognised as a manaji.
manaji	One who is in possession of considerable secret knowledge is called a manaji. His knowledge is of religious rites and divination, and his power has been proved. He may also be a custodian of Huli myths and lore. Among the publicly acknowledged manaji are figures of influence such as leaders of the haroli bachelor cult (cf Cheetham 1979: 889) and leaders of cave cults (cf Habel 1979).
dandaji	are men skilled in war and hunting, knowledgeable in the use of fighting spells and strategies, and of the secret language necessary for journeying into the high bush. They are natural candidates for leadership in war, although war parties usually tend to follow the successful man of the moment.
dombagwa	An arbitrator in disputes is known as a dombagwa. He usually has command of a special register called damba bi arbitration talk (cf Goldman 1980: 224), and is skilled in remembering details, so that he is able quickly and vividly to relate the background to the matter under dispute (Peters 1975: 19) and to point towards a solution. He is frequently, but not necessarily, a homogo. An accomplished dombagwa will chant the damba bi in a monotone.

Source: www.gabelomas.org

How does someone operating in the market system in Australia gain wealth? Is it in any way similar to how the 'homogo' gains wealth?

Go to <http://www.abc.net.au/ra/pacific/people/potter.htm> and explain some of the challenges the PNG people are facing as they participate in the market economy.





Pacific stories and human rights

The first part of this chapter has an economics emphasis – particularly as it relates to labour – the following extends this with a focus on the issue of current slavery practice.

Activity 1

Modern slavery exists today

- a) Go to http://www.antislavery.org/includes/documents/cm_docs/2009/g/general_questions_on_slavery.pdf and find out about the modern conditions for slavery. In your opinion, would the Australian South Sea Islanders and Indian indentured labourers be considered slaves today?
- b) Schemes like FairTrade are considered to be one way to try and ensure a slave free supply chain. Find out more about FairTrade by going to <http://www.fta.org.au> . Also, read about the program on ABC's Four Corners about chocolate at <http://www.abc.net.au/4corners/content/2010/s2885745.htm>
- c) What are the goals of FairTrade and what are some of the difficulties they face in achieving these goals? How is FairTrade responding to these difficulties?
- d) Find out about the campaign to have Cadbury Australia change to FairTrade chocolate, at http://www.worldvision.com.au/Issues/Human_Trafficking__Slavery/WhatsOurResponse/A_glass_and_a_half_of_hope.aspx

Cadbury Australia initially did not follow the decision of Cadbury U.K. to change to FairTrade chocolate supply. What actions did the campaigners undertake to help bring about a sign up for Cadbury Australia?

In a market system the consumer is said to be sovereign or 'king'. In what sense can this sovereignty be used to bring about change such as FairTrade supplied chocolate?

Prepare a series of posters to educate other students about FairTrade or about how their consumer sovereignty can make a difference.

Activity 2

Nuclear Testing in the Pacific

The 167 Bikinians reluctantly agreed to leave their atoll temporarily for ‘the good of mankind and to end all world wars’ (page 42).

This is an example of a few suffering for what is thought to be the happiness of the majority.

It is a common way to make decisions. For example, a decision may be made to not put in traffic lights at an intersection because the amount of injuries prevented are thought to be too few compared to the benefits gained from spending the money on something else, such as new library facilities.

- a) Group activity: Choose one of the following moral dilemmas and try to come to a decision through discussion with the group. Report back to the class on your moral dilemma and how you resolved it. Discuss with the class whether anyone would solve the dilemma differently to your group and why.
- i. The sheriff in a southern town is guarding the courthouse against a mob that is about to storm it by force, in order to capture a prisoner and lynch him even before his trial. If the mob is frustrated, many people may be killed in the ensuing riot. Should the sheriff deliver the prisoner to the mob?
 - ii. Should the wealthier members of society be forced to pay through taxation, for the poorer members? If so, how much?
 - iii. You run an orphanage and have had a hard time making ends meet. A car dealership offers you a new van worth \$15,000 for free if you will falsely report to the government that the dealership donated a van worth \$30,000. You really need the van and it will give you an opportunity to make the children happy. Do you agree to take the van?
 - iv. You can only rescue one of each of the following, which do you save?
 - a) A child or an adult
 - b) A stranger or your dog
 - c) Hitler or Lassie the dog
 - d) Your spouse or a Nobel Laureate
 - e) A dog or a weasel
 - f) Your entire family or the entire canine species
 - g) A bottle with the cure for cancer or your brother
 - h) A bottle with the cure for cancer or your brother who just gave you one of his kidneys

Source: <http://www.tru.ca/ae/php/phil/mclaughl/courses/ethics/bioeth/dilemmas.htm>

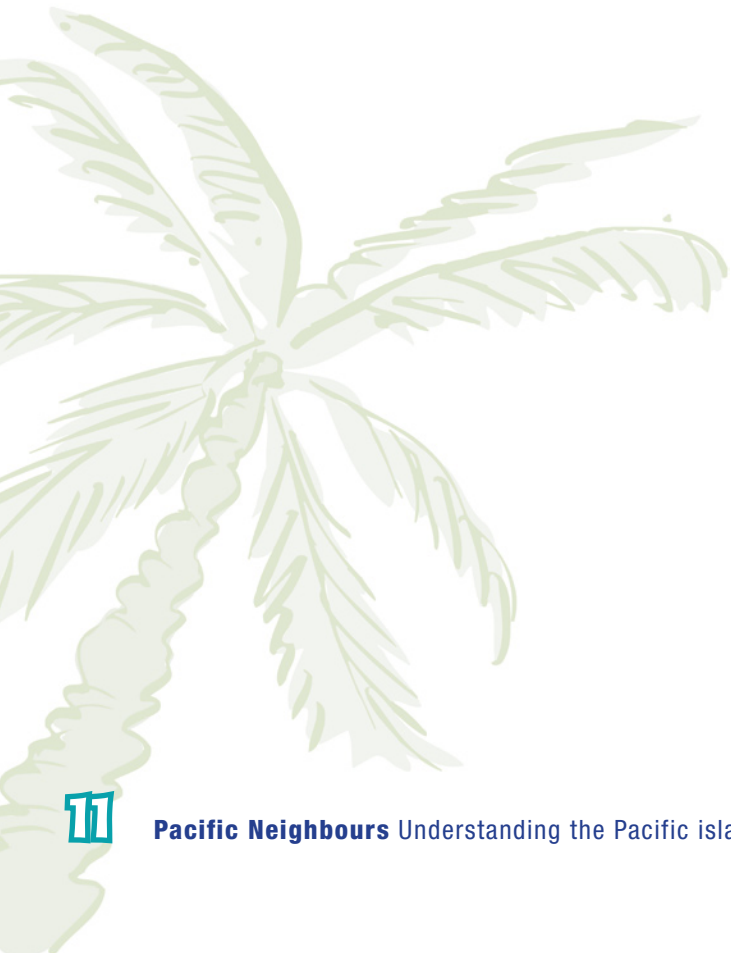
- b) Consider once again the issue of nuclear testing in the Pacific. If it had been your decision to make, would you have gone ahead with the testing? Why?
- c) In your opinion, do ends justify the means?



Working together to build peace

Activity 1

- a) Complete the activity on page 48 creating a mind map of the factors that contributed to the conflict in Bougainville. Divide the factors into different categories – economic and social.
- b) Explain the economic impact that such a conflict in Bougainville conflict would have.
- c) Imagine that you are the Prime Minister of Papua New Guinea and that a mining company wanted to start mining in a particular area of the country. What lessons could you apply from Bougainville to prevent conflict breaking out again?





Pacific challenges

Activity 1

List economic causes of climate change as well as the economic impacts that climate change is having and is likely to have in the future on the Pacific.

Activity 2

Imagine that your family's income comes from fishing. Commercial fishing has increased your income considerably and provided greater opportunities for your young children. Although authorities attempt to regulate the fishing, it is in fact easy to flout those regulations. It is estimated by authorities that if overfishing continues that fish stocks will not be commercially viable within 15 years. You know this and yet if you reduced your catch your income would immediately drop and you are worried that other fishing boats would just catch what you let go.

Is it in your interests to ensure sustainable fishing practices? Why? How could you convince other fisherman of your point of view?

Activity 3

Read the following articles.

Gender and Adaptation to Climate Change

The effects of global climate change include extreme weather events such as increased intensity of cyclones, droughts and flooding. Although it may seem everybody would be equally exposed to these hazards, this is not so. In the Indian Ocean Tsunami, three women to every one man died because women could not escape the waves, either because they were encumbered by their long skirts, were trying to hold on to children, or simply didn't know how to swim or climb trees. Women have less access to resources, economic advantage, social rights and environmental justice, all of which makes them more vulnerable to climate and disaster risk.

A recent meeting of the Pacific forum focussed on topics such as disaster risk management and adaptation to climate change, with particular reference to understanding the gender implications. In the Pacific gender roles and knowledge are strictly defined and segregated. Yet women's knowledge and social practices could be used to advantage to build community resilience.

During a drought in the small islands of the Federated States of Micronesia, local women, knowledgeable about island hydrology, found potable water by digging a new well that reached the freshwater lens. Pacific island men know more about fishing in deep ocean waters whereas women, because they often collect shellfish close to the waters edge, know the shoreline. Women's observations could add significant value to programs designed to protect against coastal erosion. Divisions of labour between men and women denote different experiences and understanding and, consequently, can offer a good entry point for gender

sensitive programming. Forum participants agreed that more women should be involved in activities concerned with disaster risk management and climate change adaptation.

A number of Pacific communities have developed different ways of coping with the threats of natural disasters and extreme weather events. For example, some Pacific communities know about a type of yam that is not very tasty but can stay in the ground for years and, unlike other root crops, is not damaged by flooding. Planting this yam prior to cyclone season can make a real difference to warding off hunger during difficult times. It goes without saying such knowledge is vital and proves how important it is to consult with communities.

In order to access the full range of knowledge to cope better with climate change effects and disasters, it's clear programmers will need to inform and consult with everyone - women, children, the elderly and the disabled, as well as men.

The Pacific forum is an example of Australia's aid program working collaboratively with United Nations agencies to address the Millennium Development Goals and to build a safer and more resilient Pacific region. The 2008-09 aid budget includes \$150 million over three years to assist countries in the Asia-Pacific region to assess and adapt to the likely impacts of climate change.

Source: <http://www.ausaid.gov.au>

- a) What particular contributions can local women make to the challenge of managing the environment?
- b) As more development occurs do you think it is important to preserve traditional knowledge and practices? Why?

Building Boats



VANUATU: A couple of years ago, Australian yachtsman Trevor Naylor was cruising through the southern islands of Malakula, in the area known as the Maskylines, when he noticed two things. Everyone used wooden canoes to travel from one island to the other and there were hardly any trees.

In the Maskylines, hardwood and breadfruit tree numbers have diminished to a stage where the wood resource will be exhausted within three years. In turn, this could have a devastating impact on the ability to fish and to travel.

In seeking to find an answer to reverse this environment concern, Trevor met with the chiefs and community of the island. Together they put together a proposal for the Australian Government's Small Grants Scheme for funding to address their concerns: a project based on environmental protection.

They planned to save the remaining trees and create jobs by building fibre-glass boats. The net result of funding from the Australian Government is the development of the South Malakula Canoe Project.

In opening the project, the Australian High Commissioner to Vanuatu, Steve Waters said, 'We recognise the difficulties faced by people who are living in the remote areas of Vanuatu. Access to transport is not always easy, and the opportunity to earn a living is often very difficult. It was because we received such overwhelming support from the Province, the Government of Vanuatu and the community, that we agreed to provide the funding of over four million vatu [about \$60,000] for the South Malakula Canoe Project.'

Thanks also to the tireless efforts of Trevor Naylor, the South Malakula Development Association, and the builders and workers at the factory, the South Malakula Canoe Project is now producing seven-metre canoes and two types of water tanks. And they're cheaper to buy than in Vila, Vanuatu's capital.

The community donated the land free of charge for five years and supplied labour and building materials. Now the factory is providing much needed employment. Already eight young men are learning the skills of the fibre-glass trade, specialising in canoes.

Source: <http://www.ausaid.vic.gov.au> (2004)

- a) What was the environmental problem?
- b) What was the solution to the problem? What have been the benefits?
- c) Why would supplying the land free of charge for five years and building materials and labour be important for the early survival of the business? How could the business make sure that it has money to cover land costs in five years time?

Activity 4

Research Activity: Choose one of the following research activities.

1. Devise a cruise liner itinerary leaving from Melbourne and touring the Pacific Islands.
 - a) Draw a map showing where the cruise liner would go.
 - b) Prepare a chart showing the typical temperature changes over the year in the area.
 - c) Write a small brochure highlighting the attractions of each country.
 - d) Advise passengers how they can best support the local economy at each port of call and yet leave a small footprint.
 - e) Write a memo to the parent company of the cruise liner outlining a proposal to donate part of the profits of the cruise to aid projects. Justify your idea and include options for different kinds of aid projects that could be supported.
2. Write a speech for the United Nations reporting on the progress of one of the Pacific Islands and the Millennium Development Goals. Include recommendations to improve the pace of development for that country.

Suggested sources: UN Human Development Report and Nationmaster.com, Pacific Island Forum

3. Imagine that you would like to set up a business somewhere in the Pacific Islands.
 - a) What do you see as the challenges and opportunities for setting up a business in the area?
 - b) Explain what kind of business you think would be suitable. Identify the Pacific Island on which you would establish your business and explain why you chose that particular island.

Suggested resource: <http://www.usaid.gov.au/country/southpacific.cfm>

4. Design a website for people interested in supporting ecotourism in the Pacific. Include on your site criteria for judging whether something qualifies as ecotourism and also feature some examples of ecotourism from the Pacific Islands.
5. Your own research project as negotiated with your teacher. Decide on an inquiry question and then draft a plan as to how you will go about your inquiry. Show this to your teacher and then complete the final draft.

