

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Volume 42 No 1 2010

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Impacts of the GFC on Global Tourism

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GEOGRAPHY BULLETIN

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of New South Wales Inc.

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The Geography Bulletin is a quarterly journal of the Geography Teachers Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to Contributors' on page 59. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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GEOGRAPHY BULLETIN



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In this edition

This issue of the *Geography Bulletin* features a range of resources that Geography teachers will find useful. First up is an article HSC students will find relevant in terms of their study of *People and Productive Activity* – *The impacts of the GFC (and other 'one-off' events) on Global Tourism* by Grant Kleeman. Sue Bliss contributes two articles – *Haiti: disasters, poverty and citizenship* and *Australia's global sport links: Soccer World Cup 2010*. Joseph de Botton of Knox Grammar contributes a study on *Urban Solid Waste Management in Fiji* and Martin Pluss of Loreto Normanhurst provides an ICT Update: *Social Bookmarking and the use of Del.icio.us*. Thank you to all these geographers for their contributions.

Hunter Valley HSC Mini-Conference, 13–14 May

Thirty HSC Geography teachers from across NSW met at the Hunter Valley's Crowne Plaza Hotel for a highly successful mini-conference focusing on People and Productive Activity.

On the Wednesday evening the conference featured an Australian Geography Curriculum forum and consultation presented by Ms Lucy Sorensen of ACARA and an update on Geography Teaching Standards by Nick Hutchinson. These sessions were followed by pre-dinner drinks in the Hotel's Grapevine Bar and dinner in the award winning Redsalt Restaurant. The social activities provided an excellent forum for networking and exchanging ideas about the state of Geography in NSW.

Thursday's program included presentations on *Quality Assessment Tasks in Stage 6 Geography* and the *Impacts of Global Tourism* by David Hamper of the International Grammar School; and a presentation on *Global Tourism: Trends and challenges* by Grant Kleeman of Macquarie University. After morning tea, Alex Stuart, President of Hunter Valley Wine Country Tourism and founder of Ballabourne Wines, provided some valuable insights into the *Interactions between the Australian wine and viticulture industries and tourism in the Hunter Valley* and Ray Donald, Industry Consultant, talked on *The Australian wine and viticulture industry: Challenges and opportunities*. The mini-conference concluded with a tour of the First Creek wine making and bottling facility.

Mini-conference participants appreciated the opportunity to focus on a HSC related topic in depth.

Given the success of this year's mini-conference the GTA is looking at a proposal to have a similar activity focusing on Urban Processes in 2011.

HSC Awards Presentation, NSW Parliament House



Grant Kleeman, Editor



The teachers of the State's top 2009 HSC Geography students (left to right) Rebecca Fitzpatrick, Chris Cook, Helen Rhodes, John Spoor, Gill Roach and Kit Yee.



The State's top 2009 HSC Geography Students (left to right) Timothy Ronald, Alexander Gibson, Karan Bir Singh, Miguel Vera-Cruz, Yashvini Janakan, Anastasia Mihailidis and Kate Murphy.

Earlier this year, the GTA recognised the achievements of the State's top HSC students at a ceremony at Parliament House in Macquarie Street. Also recognised were the teachers of these high performing students. Special guests for the presentation were Professor Kevin Dunn, President of the Geographical Society of NSW, and Dr Emma Power from the University of Western Sydney. Tony Mahler, of Birrong Boys High School, received a certificate in recognition of his service as Supervisor of Marking for HSC Geography.

HSC Award Recipients

The State's top HSC Geographers were (in alphabetical order):

Alexander Gibson	Sydney Church of England Grammar School
Siobhan Guaran	Presbyterian Ladies College Sydney
Annika Humphreys	Fort Street High School
Yashvini Janakan	North Sydney Girls High School
Anastasia Mihailidis	Kambala
Isaac Morrison	Sydney Church of England Grammar School
Kate Murphy	Presbyterian Ladies College Sydney
Kate Nicholson	St Paul's College Kempsey
Timothy Ronald	Sydney Church of England Grammar School
Karan Bir Singh	Normanhurst Boys High School
Miguel Vera-Cruz	Fort Street High School

The teachers of these outstanding HSC Geography students were:

Rod Carritt	Fort Street High School
Chris Cook	Sydney Church of England Grammar School
Rebecca Fitzpatrick	Presbyterian Ladies College Sydney
Gill Roach	Kambala
Helen Rhodes	Sydney Church of England Grammar School
John Spoor	Normanhurst High School
Kit Yee	North Sydney Girls High School



Chris Cook and Dr Grant Kleeman



L: Kit Yee



R: Kate Murphy



L: Miguel Vera-Cruz



R: John Spoor



L: Isaac Morrison



R: Helen Rhodes



Anastasia Mihailidis and Professor Kevin Dunn



ANNUAL CONFERENCE

Sustainability: Energy, urban residential landscapes, population and migration

GTA Annual Conference line-up announced

The GTA's Annual Conference, to be held on Friday 27 August at Sydney's Parliament, will feature the theme: *Sustainability: Energy, urban residential landscapes, population and migration*. A registration form is included with this issue of the Geography Bulletin.

Topics and speakers:

Energy use and sustainability

Keynote speaker: Dr Ben McNeil, Senior Fellow, Climate Change Research Centre, University of New South Wales.

Ben is author of *The Clean Industrial Revolution: Growing Australian Prosperity in a Greenhouse Age* and an expert in a range of areas relating to climate change science, policy and energy economics.

Australian Curriculum and Geography Teaching Standards update

Speakers: Ms Lucie Sorensen ACARA and Mr Nick Hutchinson

Social and environmental sustainability: An examination of Sydney's changing residential landscape

Keynote speaker: Dr Emma Power, Lecturer, Geography and Urban Studies, School of Social Sciences, University of Western Sydney*

Emma is representative of an exciting new generation of Australian geographers. She teaches cultural and social geographies, and human-nature relations.

The cultural and social sustainability of Australia's current population settings

Keynote speaker: Professor Kevin Dunn, School of Social Sciences, University of Western Sydney

Kevin Dunn is a Professor in Human Geography and Urban Studies. His research include: immigration and settlement; Islam in Australia; the geographies of racism; and local government and multiculturalism. His books include *Landscapes: Ways of Imagining the World* (2003) and *Introducing Human Geography: Globalisation, Difference and Inequality* (2000).

Workshop presentations

Option 1: Food fairness and sustainability –

Ms Elizabeth Morgan, Macquarie University, Dept of Human Geography

Option 2: Climate change and sustainability –

Mr Rod Yule, World Vision Australia

Dr Grant Kleeman

Editor

Georesources

The Australian Government's Water Education Toolkit

The Water Education Toolkit provides Australian teachers and schools with access to hundreds of water education materials through one easy to use portal.

Water is a popular subject in the classroom, from science and geography to human resources and cultural studies. The classroom provides a great environment for children and young adults to learn about water issues and incorporate water smart behaviour into their everyday lives.

The Water Education Toolkit brings together more than 650 national, state, territory, regional and urban water education resources into one easily accessible, convenient and comprehensive web portal.

Although this resource is mainly to assist teachers, students will also find it a valuable tool when researching school assignments and seeking additional water information.

Teachers and students will be able to find case studies, lesson and unit plans, visual aids, in-class activities, Indigenous cultural resources, informational resources, games, experiments and more.

Funded from the Australian Government's \$12.9 billion Water for the Future initiative, the Water Education Toolkit aims to help raise awareness and understanding in the classroom about all aspects of this vital resource.

You can visit the Water Education Toolkit at: www.environment.gov.au/wet

For more information about the Australian Government's Water for the Future initiative visit: www.environment.gov.au/water



Leave Your Mark

Young people creating positive change in their own way...

Leave Your Mark explores the inspirational stories of five Aboriginal and Torres Strait Islander youth and their journeys to creative positive social change in their communities. Using real life stories, students examine and discuss Australian communities, global issues and taking action towards a just world.

What can young people do to contribute to their communities and to bring about positive social change? What challenges might they face along the way and how might these be overcome?

Leave Your Mark provides a platform to initiate conversations around active citizenship within the context of modern Australian communities. It also offers an opportunity to explore global issues and inequalities and their practical, real life implications.

The Leave Your Mark pilot resource is tailored to support the NSW Stage 4 and 5 Geography Syllabus. The resource and activities can also be used in other subject areas and to address broad learning outcomes.



LEAVE YOUR MARK

Geography stage 4 & 5

Young people creating positive change in their own way...



The complete resource kit can be accessed online at <http://leaveyourmark.my3things.org> and through the Teaching and Learning exchange (TaLe) www.tale.edu.au. The resources will also be available on CD for easy offline use in classroom.

Leave Your Mark is an initiative of Oxfam Australia. The resource was designed in consultation with the New South Wales Department of Education and Training's Curriculum K-12 Directorate and the Centre for Learning Innovation.

This digital resource is intended to inspire students to think about how they can contribute to positive social change and to be aware of the tools and networks that are available to support them in this process.

This resource includes:

- Five short films
- Linked activities and teacher notes
- Fact Sheets and supporting resources
- Student posters
- Schools page on website – <http://leaveyourmark.my3things.org>

Enquiries and feedback contact:



Oxfam Australia
Phone: 02 8204 3906
Email: leaveyourmark@oxfam.org.au



2010 International Geography Olympiad

Australia will compete for the third time in the biennial International Geography Olympiads at the one to be held in Taipei, Taiwan, from 29 July to 4 August 2010, followed by a fieldtrip from 5 to 9 August.



Lizzie, Chloe, Sam and Andrew (left to right) - the NSW participants in Geography's Big Week Out 2009

Australia's team has been chosen from very high scoring students in the senior division of the 2009 National Geographic Channel Australian Geography Competition, via Geography's Big Week Out (see separate article). The number of students at Big Week Out who came from outside the capital cities was very pleasing and this is reflected in the team. Selection was based on formal assessment and on student performance during the week. Representing Australia in Taiwan will be:

Samuel Buttenshaw, All Saints College St Mary's, Maitland, NSW

Baris Dilaver, John Paul College, Kalgoorlie, WA

Sophie Miller, Tasmanian Academy Hellyer Campus, Burnie, Tas

Emily Thoday-Kennedy, Modbury High School, Adelaide, SA

Like the Olympiads in Biology, Chemistry and other subjects, the Geography Olympiads are challenging contests that emphasise higher-level thinking skills. They have three parts: a written test, a multimedia test and a substantial fieldwork exercise. The Olympiads are also fantastic cultural experiences for the students. Twenty-nine teams have been accepted to participate in the 2010 Geography Olympiad:

Australia, Belarus, Belgium, Brazil, Bulgaria, China - Beijing, China - Hong Kong, China - Taipei, Croatia, Czech Republic, Denmark, Estonia, Finland, Germany, Hungary, Japan, Latvia, Lithuania, Mexico, Netherlands, New Zealand, Nigeria, Poland, Romania, Russia, Slovakia, Slovenia, Tunisia, and the United Kingdom.

In Taipei the students will visit the active fault site of the Chichi Earthquake, the Palace Museum (described on Australian TV recently

as the best museum in Asia), Taipei 101, and the night markets. The fieldtrip following the tests will concentrate on the east and south of Taiwan, including Taroko National Park, Xiaoyeliu National Scenic Area and the Kaushung mud volcano.

International Geography Olympiads are held under the auspices of the International Geographical Union (IGU), the peak world body for geography, with its membership at the country level. Australia is represented through the Australian Academy of Science National Committee for Geography. The International Geography Olympiads are managed by the IGU Olympiad Task Force. Australia's competition coordinator Kath Berg is Secretary of the Task Force. The formal aims of the International Geography Olympiads are to:

- stimulate active interest in geographical and environmental studies among young people;
- contribute positively to debate about the importance of Geography as a senior secondary school subject by drawing attention to the quality of geographical skills and interests among young people; and
- facilitate social contacts between young people from different countries and doing so, contribute to the understanding between nations.

The website www.geoolympiad.org has general information on the Olympiads, and <http://promotinggeog.geo.ntnu.edu.tw/iGeo2010taipei/index.htm> is specifically focussed on the 2010 Olympiad.

Australia has been successful in the past two Olympiads, coming 5th out of 23 countries in 2006, and improving to 3rd out of 24 in 2008 – but no pressure!!

Kath Berg, admin@rgsq.org.au, ph 07 3368 2066



Geography's Big Week Out 2009 participants on the beach at Rottnest Island

The impacts of the GFC (and other 'one-off' events) on Global Tourism

Dr Grant Kleeman, Macquarie University

Tourism, like many sectors of the global economy, can be adversely affected by declines in the level of economic activity. When this occurs on a global scale, as it did in late 2008 and throughout 2009, it can seriously impact on the viability of enterprises within the sector. Tourism related enterprises are more vulnerable than those in other sectors because of their dependence on peoples' discretionary spending decisions – the amount or portion of a person's spending which is used to purchase non-essential goods and services.

This dependency was no more apparent than in the period following the Global Economic Crisis (GFC). The collapse of Lehman Brothers, the giant US-Based financial services firm, on 15 September 2008, precipitated an economic crisis that threatened to be as bad as the Great Depression of the 1930s. Share markets plunged; some of the world's largest financial institutions collapsed or had to be 'bailed-out' by governments; property prices plummeted, especially in the USA and the UK; unemployment increased; international trade declined at a perilous rate; the availability of credit needed to fund the activities of enterprises all but ceased to be available; and governments had to borrow vast amounts of money to fund stimulus packages designed to prevent the onset of a depression. All this had a devastating impact on consumer confidence. See Figure 1.

Other interrelated developments compounded the crisis. These included the cost of the war in Iraq and Afghanistan; high oil prices (which led to high food prices due to both the switch to grain-based ethanol and the dependence of food production on petroleum-based products); and global inflation. All these factors contributed to instability in the world's financial markets resulting in a collapse in consumer confidence. Many people responded to the prevailing economic uncertainty by reducing the discretionary expenditure.

The speed at which the crisis – which had its origins in the sub-prime mortgage market in the United States of America – spread, illustrates just how integrated the global economy has become.

Figure 1. The GFC and its impacts on global tourism

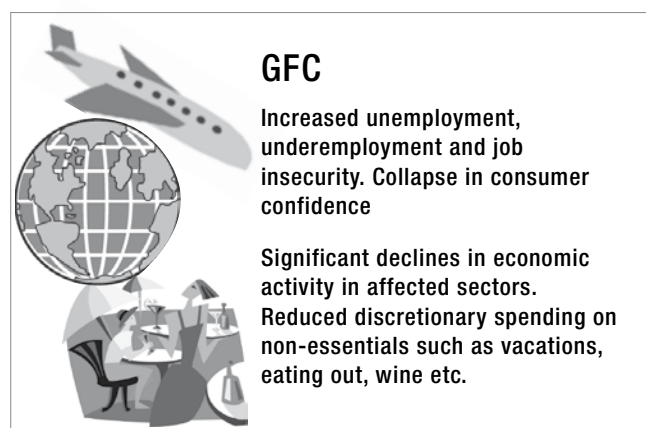


Figure 2. Trends in the USA's GDP: 2006-2010 (by quarter)

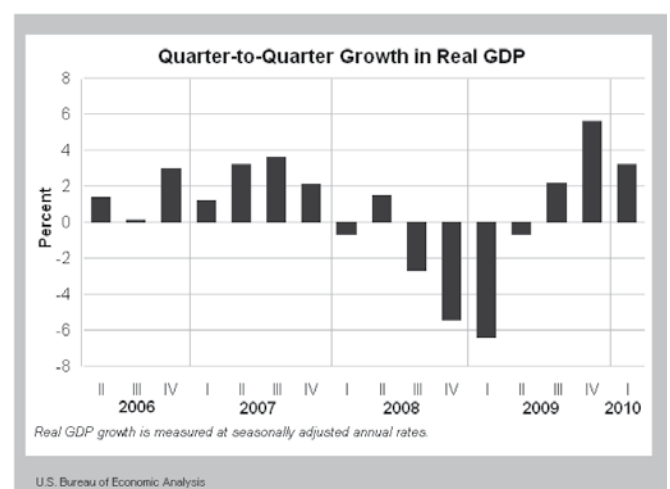
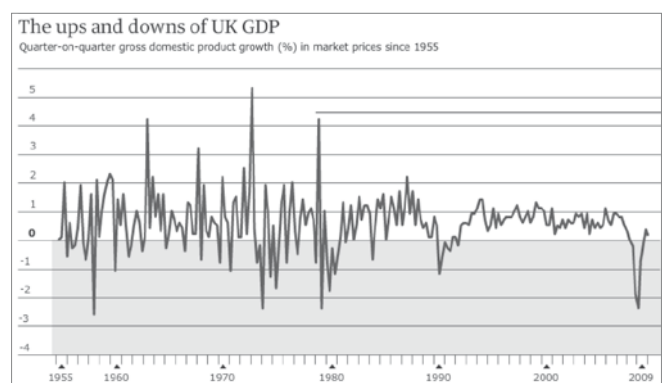


Figure 2: The growth in US GDP plunged into negative territory in the last two quarters of 2008 and first quarter of 2009. The reversal of economic fortunes was the most precipitous experienced since the Great Recession of the 1930s.

Figure 3. Trends in the UK's GDP: 1955–2010 (by month)



Source: The Guardian

Figure 3: The UK's GDP declined sharply in late 2008 before making a modest come back in mid 2009.



The impacts of the GFC (and other 'one-off' events) on Global Tourism

Figure 4. Change in GDP 2008 & 2009 by region

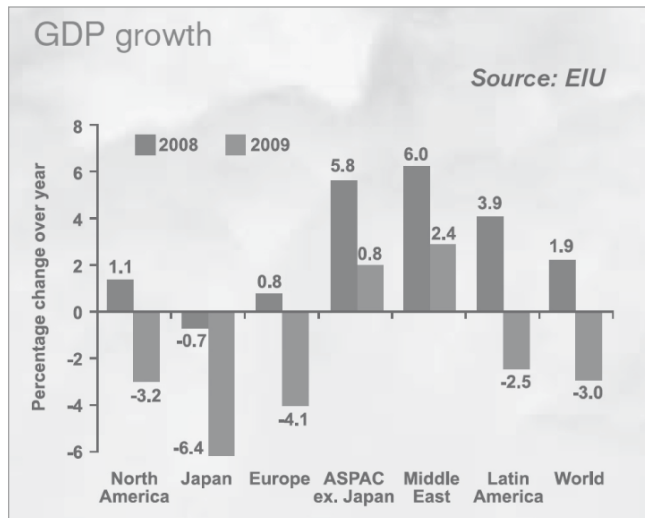


Figure 4: The impacts of the GFC on economic growth were uneven. Asia, Australia and the Middle East continued to grow while the rest of the world went backwards. **Impacts on tourism**

The World Tourism Organisation (WTO) has estimated that international tourist arrivals declined by 4% in 2009 – down from 920 million to 880 million (See Figure 5). It was not until the last quarter of 2009 that growth resumed. The 2% upswing in the last quarter followed declines of 10%, 7% and 2% in the first three quarters of the year. Estimates for 2010 point to a rebound in the industry of between 3% and 4%. Receipts from tourism are thought to have declined by over 6% in 2009.

The only region to buck the downward trend in global tourism in 2009 was Africa where international arrivals increased by 5%. International arrivals in Europe ended the year down 9% with destinations in Central, Eastern and Northern Europe hardest hit. The Middle East saw a loss of 6%. The Americas, which experienced a decline of 5%, returned to growth in the last four months of the year. The Asia and Pacific region was one of the least affected regions losing only 2% over the course of the year. The bounce back in the region in the second half of the year highlights the region's strong economic performance and resilience (see Figures 9 & 10).

Figure 5. Inbound tourism 1995–2009

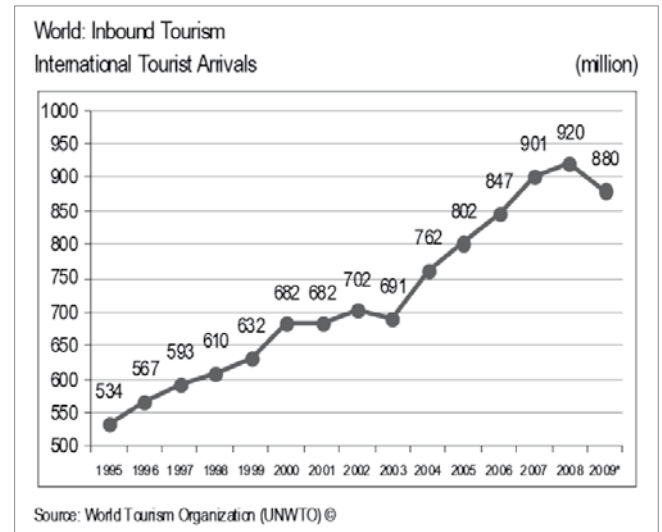
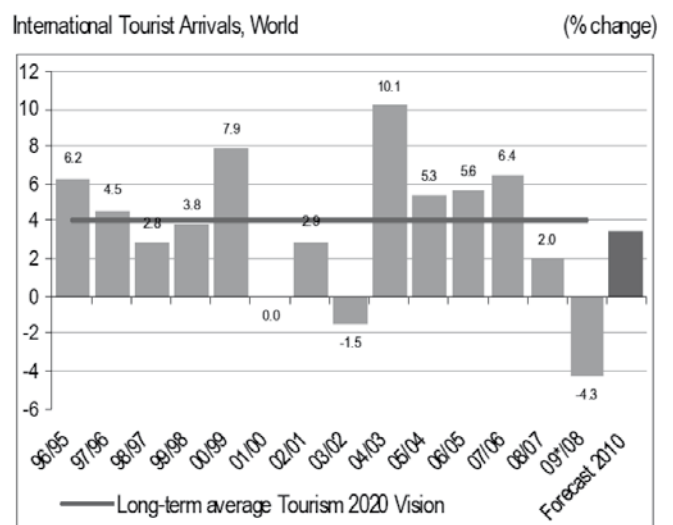


Figure 5: International tourist arrivals dropped from 920 million in 2008 to 880 in 2009.

Figure 6. International tourist arrivals: Changes in the rate of increase 2000 to 2010



Source: World Tourism Organization (UNWTO) ©

Figure 6: International tourist arrivals declined by 4.3% in 2009.





The impacts of the GFC (and other 'one-off' events) on Global Tourism

Figure 7. Monthly trends in international tourist arrivals 2008–2010

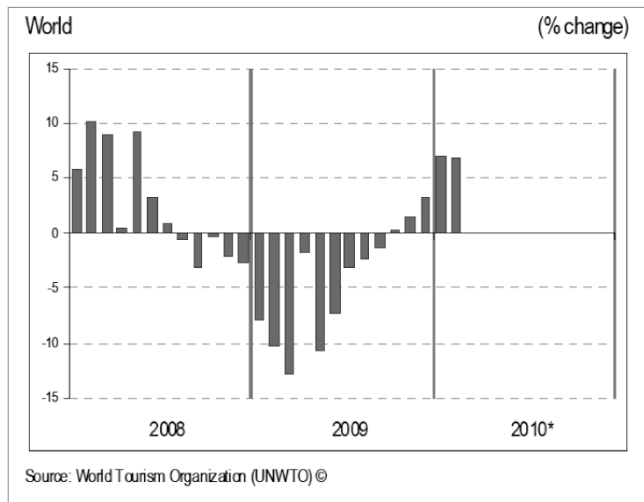


Figure 7: The month-by-month trends in international tourist arrivals show the relationship between the level of economic activity and tourist movements.

Figure 8. Distribution of international tourist arrivals 2009

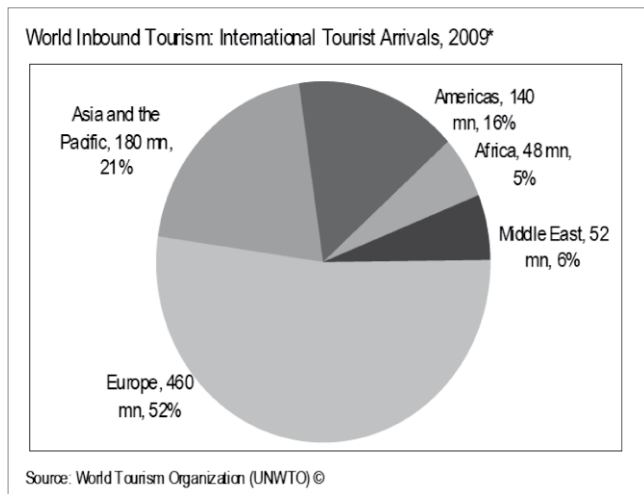


Figure 8: Regional share on tourist arrivals. Europe continues to dominate as the most desired tourist destination. Significantly, much of this dominance can be explained by tourist movements within Europe.



Figure 9. Regional trends in international tourist arrivals

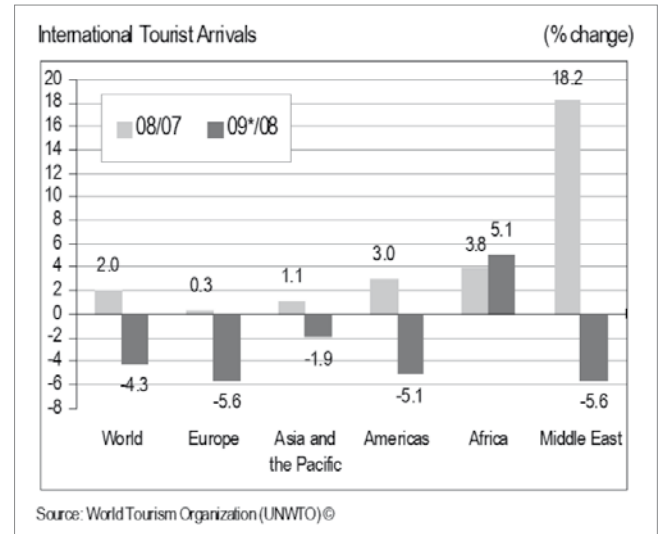


Figure 9: The only region to show an increase in international tourist arrivals in 2009 was Africa. Elsewhere the decline ranged from -2% in the Asia-Pacific to 16% in Europe and the Middle East.

Figure 10. International tourist arrivals by sub-region 2008 & 2009

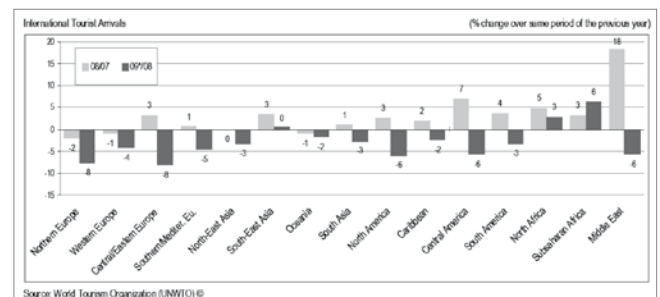


Figure 10: On a sub-regional basis only North America and sub-Saharan Africa experienced growth in international tourist arrivals in 2009.

Figure 11. Global tourism receipts

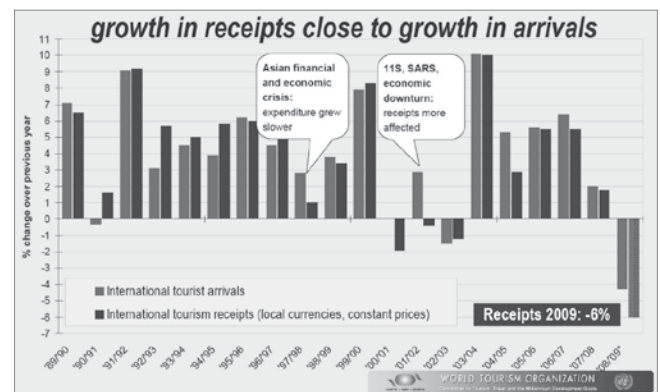


Figure 11: Global tourism receipts declined by an estimated 6% in 2009 making it the industry's most difficult year for more than two decades.

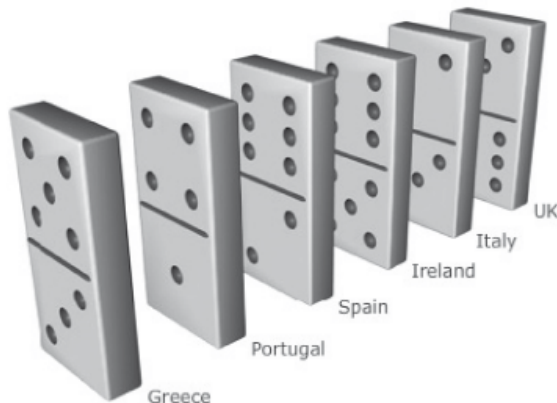


The impacts of the GFC (and other 'one-off' events) on Global Tourism

Future prospects of the global tourism industry: Challenges and opportunities

Whilst the industry may be emerging from the worst economic crisis since the 1930s there remains a range of challenges that have the potential to impact on enterprises within the industry. These include:

- recovery from the GFC has been slow in major tourist source regions, especially the USA and Europe. The financial plight of countries such as Greece, Spain, Italy, Portugal and perhaps the UK may yet have a long-term impact on major tourism markets;



- continued high levels of unemployment, especially in developed countries and a climate of job insecurity;
- the phasing out of economic stimulus initiatives may slow the rate of economic recovery;
- volatility in the global oil market. A return to economic growth will put upward pressure on the price of aviation fuel;
- outbreaks of diseases such as the influenza A(H1N1) virus can have an immediate downturn in travel. Pandemics pose an ongoing risk;
- the ongoing threat of terrorism and the added inconvenience of security measures; and
- political unrest in major tourist destinations can deter travellers, especially when governments post travel advisory warnings e.g. Thailand, Indonesia, the Middle East.

The opportunities that have instilled a level of confidence in the industry's immediate prospects include:

- a return to economic growth in key source markets, albeit tentative and stimulus driven;
- a pick-up in business and consumer confidence;
- interest rates and inflation remain at historically low levels; and
- pent-up demand – people reactivating delayed travel plans resulting in a short-term surge of arrivals; and
- global events such as the Vancouver Olympic Games, the Shanghai Expo and FIFA World Cup will boost travel in key regional markets.

The world aviation industry

The world's aviation industry is a vast enterprise by any measure. Consider the following:

- The industry's economic impact is estimated at US\$3.5 trillion (2007) or 7.5% of world GDP.
- There are 1,762 airlines; 26,959 aircraft; 3,695 airports and 29.4 million scheduled departures each year.
- Airlines transport around 2.2 billion people annually and carries 44 million tones of freight a year (35% of interregional exports of goods by value).
- The industry generates 31.9 million jobs worldwide (5.5 million of these directly).

Aviation is not only important in economic terms it is also central to the process of globalization. It helps drive economic and social progress – it connects people, countries and cultures; provides access to global markets; generates trade and tourism and forges links between developed and developing countries.



Impacts of the GFC on the global airline industry

The intensification of the GFC in late 2008 resulted in a collapse in the demand for air travel. In the first four months of 2009, passenger numbers were down 9.1%, with premium (business and first class) passenger numbers falling away at almost double that rate. Air cargo was down 22.8%. The scale of these declines is unlike anything experienced before by the industry and reflected the unprecedented global drop-off in manufacturing production and goods and services trading beginning in late 2008. The 15%–30% decline in economic activity in major economies worldwide dwarfed those of all recessions in the past 40 years.

Business travel, which is especially sensitive to the level of economic activity, declined rapidly. The sector had already turned negative by the middle of 2008 but it was the collapse of Lehman Brothers that triggered the sharp fall in business related air travel. By December 2008, premium ticket travel was down more than 13% from the previous year.



The impacts of the GFC (and other 'one-off' events) on Global Tourism

Figure 12. International air passenger and freight growth rates February 2008 to October 2009

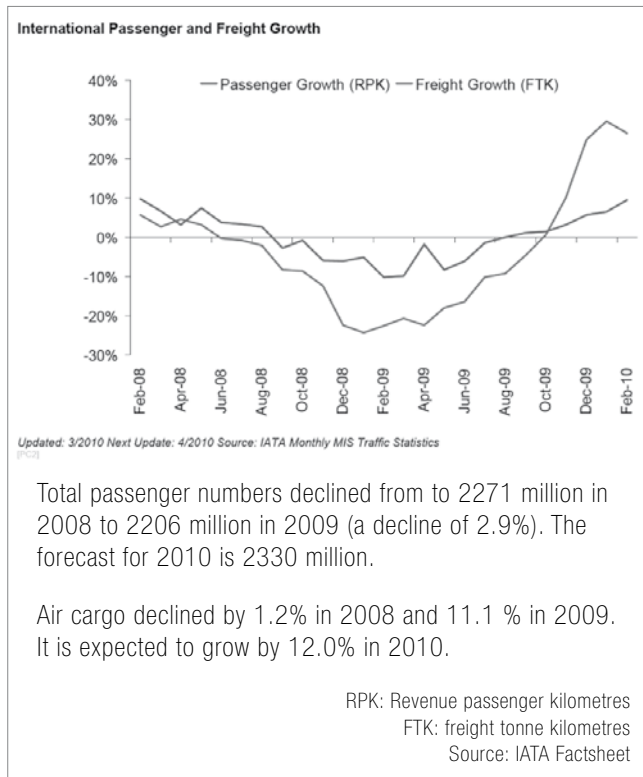


Figure 12: The growth rate for both passenger numbers and the amount of freight carried by airlines entered negative territory in mid to late 2008. The decline in amount of freight was more pronounced than that experienced in the passenger sector highlighting the GFC's impact on world trade.

Figure 13. International passenger aircraft load factor. February 2008 to October 2009

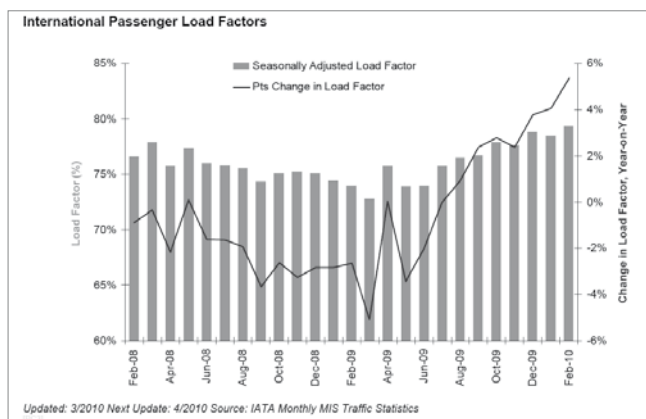


Figure 13: Load factors (a measure of the percentage of seats occupied on aircraft) when compared with the previous year were in negative territory throughout 2008 and did not start to recover until July 2009.

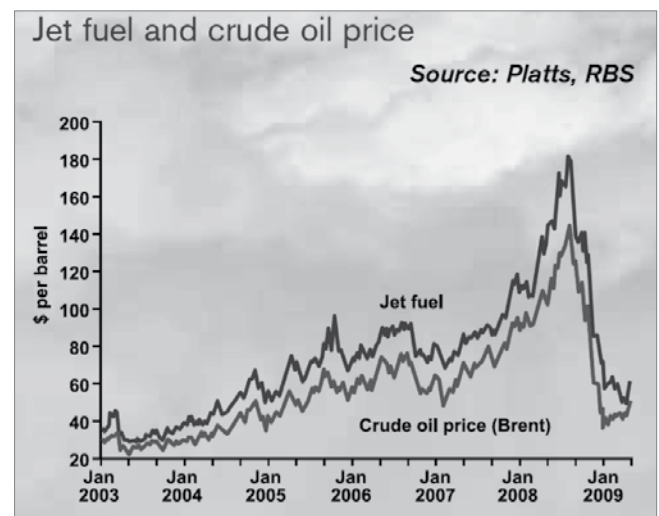
Over the course of 2009, airline revenues declined by 15% after having increased 10.5% in 2008. Revenues are forecast to rebound by 8.8% in 2010. After making US\$12.9 billion in profits in 2007 the world's airlines lost US\$15.9 billion in 2008 and 9.4 billion in 2009. The IATA forecasts airlines will lose US\$2.8 billion in 2010. Qantas, the Australian carrier, had its annual profit slashed from almost A\$1 billion in financial year 2007-08 to just A\$123 million in 2009, down nearly 90 per cent.

Many airlines, particularly in the US, responded to the GFC, with aggressive capacity adjustments – cutting routes, adjusting schedules and mothballing aircraft.

Operating costs

One of the biggest costs airline operators must deal with is the cost of fuel. Oil started 2008 at US\$97 a barrel and ended at just US\$40. But it hit US\$147 per barrel in July, threatening to add over \$100 billion in costs to the industry fuel bill. In the end, oil averaged US\$99 per barrel, which brought the industry's total fuel bill to US\$168 billion. See Figure 14.

Figure 14. Aviation fuel prices 2003 to 2009



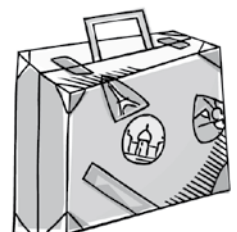
Source: IATA

Figure 14: The cost of jet fuel spiked in mid 2008 before plummeting with the onset of the GFC. The reduced demand for oil-based products was the principal factor in this fall.

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IATA Fact Sheet: – www.iata.org/pressroom/facts_figures/fact_sheets/Pages/index.aspx



AUSTRALIA'S GLOBAL SPORT LINKS

Case Study Soccer World Cup 2010

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'Sport is increasingly recognised as an important tool in helping the United Nations achieve its objectives, in particular the Millennium Development Goals. By including sport in development and peace programmes in a more systematic way, the United Nations can make full use of this cost-efficient tool to help us create a better world'
(Ban Ki-moon, United Nations Secretary-General)

'Sport has a crucial role to play in the efforts of the United Nations to improve the lives of people around the world. Sport builds bridges between individuals and across communities, providing a fertile ground for sowing the seeds of development and peace.'

(Wilfried Lemke, Special Adviser to the Secretary-General on Sport for Development and Peace)



- social (e.g. improves social integration, reduces racism and improves people-to-people links); and
- technological globalisation (e.g. CNN transmits sporting events across the globe).

Sport can contribute to the achievement of the United Nations Millennium Development Goals (2000-2015). In the past, sport has been linked to: eradication of poverty and extreme hunger; achieving universal primary education; responding to the psychosocial needs of victims affected by disasters; promoting gender equality and empowering women; and combating HIV/AIDS and malaria.

The International Sport and Culture Association (ISCA) brings together sport, culture and youth organisations across the globe. ISCA supports 'Sport and Culture for All'. Its inclusive policy believes that sport is more than exercise, as it develops a feeling of belonging, which in turn leads to a strengthening of democracy.

1. GLOBAL EDUCATION LINKS TO SPORT

'Sport' is integrated within the five Global Education learning emphases: interdependence and globalisation, cultural diversity, human rights and social justice, conflict resolution and sustainable futures (*Global Perspectives: A framework for global education in Australian Schools 2008*).

For example:

- cultural diversity (e.g. sports from different countries – Sumo wrestling, Judo, Ping Pong, Cricket);
- economic globalisation (e.g. global sporting businesses (Nike, Sponsors such as Coca Cola), tourism);
- environmental (e.g. clearing forests and wetlands for sporting ventures, the large ecological footprint of a world sports event, transport pollution to and from world sports events);
- political (e.g. security issues, improving global diplomacy and peace building between competing countries);
- human rights (e.g. child labour makes some sporting goods);

Sustainable Futures: Sports Ecological Footprint

The ecological footprint is a measure of human demand on the Earth's ecosystems. It measures how much land and water area a human population requires to produce the resource it consumes and to absorb its wastes. In general developed countries tend to have a larger footprint than developing countries, cities larger than rural areas, and large sporting events (e.g. World Soccer Cup) than the local Saturday soccer match for the under nine year olds



Photograph: South Africa was awarded the bid to host the 2010 FIFA Soccer World Cup in 2004. Mandela, a true soccer fan was present during the ceremony. Source: <http://africantravelguide.files.wordpress.com/2009/10/fifa-world-cup-2010.jpg>

World Sports Cups: Ecological Footprints

Sustainable development conflicts with the environmental impacts of mega sporting events such as the Olympic Games and FIFA World Cup that have an 'ecological footprint' thousands of times the size of the area they are played on.

Research at Cardiff University in the UK looked at the 2004 soccer FA Cup final, held at Cardiff's Millennium Stadium. The match footprint was 3051 hectares. More than half of the footprint came from transport. The 73,000 supporters collectively travelled 42 million kilometres to reach the match. Cars generated 68 per cent of the transport footprint. Food was the second-largest contributor, weighing in at 1381 hectares for the 36,500 snacks consumed. Waste disposal, at 146 hectares, was low, as recycling reduced the area by 39 hectares.



Photograph: David Beckham's footprint <http://www.thesun.co.uk/sol/homepage/showbiz/bizarre/2531490/David-Beckham-casts-feet-in-concrete-for-LA-soccer-scheme.html>

Greening FIFA World Cup South Africa 2010

With an estimated carbon footprint of 2 753 250 t of carbon dioxide, the FIFA 2010 World Cup, in South Africa, could have the largest carbon footprint of any major international sporting event. About 67% of the carbon footprint (1,86-million tons) will be attributed to international travel.

FIFA's mission statement for the 2010 World Cup includes three key messages 'Develop the Game', 'Touch the World' and 'Build a Better Future'. South Africa's Greening 2010 programme aims to minimise waste, use energy efficiently, consume water sparingly, compensate the carbon footprint, practice responsible tourism, and construct infrastructure with future generations in mind.

Map: Location of the World Cup matches in South Africa



Source: www.fifa.com/worldcup/destination/stadiums/stadium=5011924/index.html

Activities

- Explain the term 'ecological footprint' http://www.footprintnetwork.org/images/uploads/CBD_2010_and_Beyond.pdf
- Describe the relationship between sport and peace building, national identity and cultural integration http://www.sportanddev.org/learnmore/sport_and_peace_building/the_role_of_sport_in_peace_building/
- How can child soldiers be integrated into the community through sport? http://www.sportanddev.org/learnmore/sport_and_peace_building/reintegration_of_child_soldiers_through_sport/
- What is the relationship between sport and development? http://www.sportanddev.org/learnmore/what_is_sport_and_development/
- What is the relationship between sport and the Millennium Development Goals? <http://www.un.org/millenniumgoals/>
- Discuss how the FIFA World Cup in South Africa 2010 aims to reduce its ecological footprint <http://www.unep.org/climateneutral/Default.aspx?tabid=496>

2. AUSTRALIA'S GLOBAL SPORT LINKS

Sport is integral to Australia's way of life and how we are viewed by the rest of the world. In 2008 6.5 million Australians were registered as sports participants and there were 120 national sporting organisations and thousands of local sports bodies. The Australian Sports Commission (ASC) is responsible for distributing government funds and guides sporting activities in Australia. It funds the Australian Institute of Sport (AIS) in Canberra, which trains 700 top athletes in 26 different sports.

Whether you are a spectator or a participant, sport is intertwined into everyday life. It dominates the media with TV news clips showing Australian sports people participating in the Tour de France, World Surfing Championships (Figure 1), Paralympic Games, World Snowboard Championships, and the Rugby and Soccer World Cups. These global sporting links not only increase Australia's international status but have:

- assisted in building a strong national identity;
- provided an outlet for national pride;
- established goodwill and cooperation among nations;
- increased tourism and trade in exported sports wear (e.g. Rip Curl); and
- exported our unique Indigenous culture.



Photograph: AusAID shows how their programs are addressing the effects of landmines. The poster illustrates how landmine survivors in Cambodia are rebuilding their lives. Young men play volleyball Source: www.globaleducation.edna.edu.au/globaled/go/pid/1686

AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

Figure 1: ASP Women's World Tour

RATINGS		ASP Women's World Tour									
		ASP WOMENS WORLD TOUR RATINGS EXPLANATION								* YEAR END POINT TOTAL COMPRISED OF BEST 7 OF 8 RESULTS	
										1st Place = 1200 Points	9th Place = 360 Points
										2nd Place = 972 Points	17th Place = 180 Points
										3rd Place = 756 Points	INJURED (INJ) = 180 Points
										5th Place = 562 Points	
RATING	COMPETITOR NAME	ROXY PRO GOLD COAST	RIP CURL PRO BELLS BEACH	BILLABONG GIRLS PRO BRAZIL	RIP CURL PRO MADEMOISELLES SEGOR, FRANCE	BEACHLEY CLASSIC SYDNEY WITH BEACHES	MOVSTAR CLASSIC MANCORA, PERU	ROXY PRO SUNSET BEACH, HAWAII	BILLABONG GIRLS PRO HONOLULU BAY, HAWAII	TOTAL POINTS	2008 EARNINGS
1	Stephanie Gilmore (AUS)	9	1	1	3	9	1	1	-	6348	\$61500/\$217100
2	Sofia Mulanovich (PER)	1	2	9	2	3	5	13	-	5233	\$45900/\$343100
3	Silvana Lima (BRA)	9	9	3	5	2	2	2	-	5138	\$41500/\$147750
4	Layne Beachley (AUS)	5	3	2	3	5	3	5	-	5006	\$36100/\$641135
5	Samantha Cornish (AUS)	2	5	5	5	9	5	13	-	3882	\$31900/\$245700
6	Amea Donohoe (AUS)	3	3	5	9	3	9	17	-	3871	\$33000/\$124250
7	Jessi Miley-Dyer (AUS)	0	5	5	5	9	9	3	-	3384	\$29100/\$146550
8	Rebecca Woods (AUS)	5	9	9	9	5	3	13	-	3320	\$29900/\$177450

Source: <http://www.aspworldtour.com/2008/ratings.asp?rView=w&rRat=womwct&rNav=Women>

The Association of Surfing Professionals (ASP) is the governing body for professional surfing and organises the World Championship Tour. Championships are held in Australia and in 2008 Stephanie Gilmore won the ASP female championship. Layne Beachley is a former professional surfer from Manly, Sydney. She is regarded as the best female professional surfer in history, having won the World Championship seven times.

Australian 2010 Team Winter Olympics

Australia hopes to qualify 35 athletes for the Vancouver 2010 Games. Australian winter Olympians have medalled at every Olympic Games since Lillehammer 1994. There are several medal chances for 2010 with the greatest hopes in aerial skiing, moguls skiing, skicross and snowboarding (Figure 2).



Figure 2: Snowboarding: Australian Andrew Burton boosting out of the half pipe at the World Cup in Furano, Japan <http://www.owia.org/gallery.cfm?GalleryID=305>

a. GLOBAL LINKS

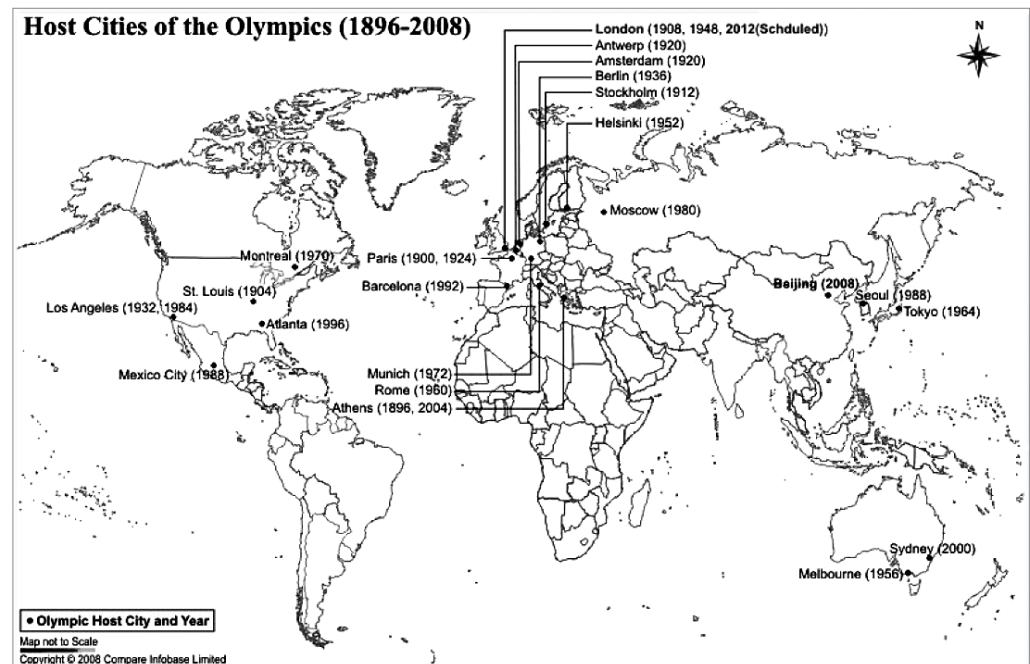
Australia competed in the first modern Olympic Games in 1896, hosted the Olympic Games (1956, 2000) (Figure 3) and the Commonwealth Games (1938, 1962, 1982, 2006). The Australian Tennis Open is the first of the four international grand slam tennis events held each year. Australia stages the Cricket World Cup and the Formula 1 Australian Grand Prix. In 2003 Australia hosted the Rugby Union World Cup and in 2007, eleven Australians were ranked in the top 100 golfers in the world. Since 2008 Australia's international cycling race, the Tour Down Under is the first UCI ProTour cycling race to be held outside of Europe. In 2010 Australia will play in the FIFA Soccer World Cup™ in South Africa and Football Federation Australia (FFA) will bid to host the 2018 or 2022 FIFA World Cup.



Photograph: www.australia2018-2022.com.au

AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

Figure 3: Sites of the modern Olympic Games 1896–2012



Source: www.mapsofworld.com/images/world-olympic-hostnations-map.jpg

Figure 4: Australia's international team sports

Sport	Team	Nickname
Rugby union	Men's test	Wallabies
	Women's	Wallaroos
	Under-21 side	Junior Wallabies
Rugby league	Men's test	Kangaroos
	Women's	Jillaroos
	Under-21 side	Junior Kangaroos
Wheelchair rugby	Paralympic	Steelers (previously Wheelabies)
Football (soccer)	Men's	Socceroos
	Women's	Matildas (from Waltzing Matilda)
	Olympic men's	Olyroos
Swimming	Olympic, Paralympic, World Championships	Dolphins
Water polo	Men's	Sharks
Basketball	Men's	Boomers (from the nickname for large fully-grown male kangaroos)
	Women's	Opals
	Intellectual disability (men)	Boomerangs
	Intellectual disability (women)	Pearls
Wheelchair basketball	Men's	Rollers
	Women's	Gliders
Field hockey	Men's	Kookaburras
	Women's	Hockeyroos
Ice hockey	Men's	Mighty Roos
Lacrosse	Men's	Sharks
	Women's U19s	Stars (after the Southern Cross)
Bowls	Men's	Jackaroos — a pun on jack, the target ball
	Women's	Sapphires

b. FOOTBALL DIPLOMACY: ASIA-PACIFIC REGION

Before Federation in 1901 Australia competed internationally. Our longest sporting links are with the United Kingdom involving test cricket, tennis, rugby and the Commonwealth Games. Today Australians participate in the Asia Cup, Asia Pacific Games and Pan Pacific (Pan Pacs) swimming, indicating our increasing sports links with the Asia-Pacific Region. Australia's links to the Asian Football Confederation (AFC) aimed to build an Australian-Asian sporting culture and to increase trade and business in the region, is referred to as 'football diplomacy'. Australia is linked to Tonga, Samoa and New Zealand in rugby union and rugby league competitions, and some Polynesian players earn good money playing in Australian teams.

c. PLAY BY THE RULES – EQUITY AND SOCIAL JUSTICE

Participation in sport should be fun. Preventing and eliminating discrimination and harassment ensures greater enjoyment from participation. The Disability Sport Unit of the Australian Sports Commission ensures all Australians with disabilities have an opportunity to participate in sporting activities at the level of their choice. Recreational Link (Reclink), a non-profit organisation, brings sport to every man and woman who experiences social disadvantage such as the homeless, unemployed and those who suffer substance abuse and mental illness.

The best 1,550 young athletes throughout the world competed in the fifth Australian Youth Olympic Festival (AYOF) in 2009. Participants attended Live Clean Play Clean drug education presentations teaching young aspiring athletes about the moral, ethical, social and physical implications of performance-enhancing drugs. In 2007, the Australian Government announced a new drug

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policy for sport that it hopes to be adopted by all sporting bodies involving tests of 6000 illicit drugs a year.

Geofacts:

- The 2006 FIFA World Cup was one of the most watched events in television history, with 26.29 billion viewers.
- 3.5 billion people either watch or play football.
- The number one team sport for Australian girls is netball and boys is soccer.
- The ten most popular physical activities undertaken by Australians are walking, aerobics/fitness, swimming, cycling, tennis, golf, running, bushwalking, soccer and netball.

Figure 5: Time line – Australia's expanding global sports links

- 1882 England tours Australia for a 4-Test series. Australia wins 2-0. Australia tours England and wins the Test by 7 runs. The Sporting Times publishes obituary of English cricket, beginning the legend of the Ashes. The bails from a match between England and Australia are burnt to create The Ashes
- 1896 First modern summer Olympic Games in Athens. Australian Edwin Flack wins two gold medals in athletics
- 1899 Rugby Union Australian team played test against Britain
- 1900 Women take part in modern Olympics.
- 1905 Australia entered international Davis Cup for tennis. Australia has won 23 times and finished second 18 times
- 1930 First Commonwealth Games held in Canada
- 1936 Australia first competed at Winter Olympics
- 1948 Donald Bradman retires from cricket
- 1952 Marjorie Jackson and Shirley Strickland win athletics at Olympics
- 1956 Dawn Fraser wins swimming at Olympics
- 1960 First Paralympics
- 1960 Australian Equestrian teams wins at Olympics
- 1962 Rod Laver is the second man in tennis history to win the Grand Slam in tennis. He wins second Grand Slam in 1969
- 1964 Australian Yachting team wins at Olympics
- 1971 South African Springbok tour causes protests all Australia over apartheid
- 1975 First Cricket World Cup
- 1980 Men's swimming team wins at Olympics
- 1983 Australia II wins America's Cup yacht race (1st non-USA winner)
- 1984 Dean Lukin wins weight lifting at Olympics
- 1985 Australia hosted Athletics World Cup
- 1985 Australia part of Formula 1 World Championship

- 1988 Women's Hockey Team wins at Olympics
- 1989 World Championship Motorcycle Grand Prix (MotoGP) held in Australia
- 1992 Australia wins first Winter Paralympic medals
- 1995 Men's Team wins speed skating at Olympics
- 1995 Kieren Perkins and Samantha Riley World Swimmers of the Year
- 1996 Men's Coxless Fours wins at Olympics
- 1998 Zali Stegall wins Women's Slalom Skiing at Olympics
- 1999 Australia wins second Rugby World Cup and second Cricket World Cup.
- 2000 Australians win gold medals in archery, athletics, equestrian, hockey, archery, sailing, swimming, taekwondo, volleyball and water polo
- 2002 Alisa Camplin wins freestyle skiing at Olympics
- 2006 Australia reached round 16 in FIFA World Cup
- 2007 Australia wins record 4th Cricket World Cup.
- 2007 Australia wins the World Crown in Netball
- 2008 Australian Rugby Union team ranked world number one
- 2010 Australia will participate in the Winter Olympics, Canada and the Soccer World Cup

Understanding

1. Describe Australia's changing global and regional sporting links.
2. Describe how sport improves Australia's international status.
3. Explain how equity and social justice can be integrated within sport.

Using skills

4. Figure 1: Using an Atlas, locate on a world map the female ASP world tour locations. Find the latitude and longitude of three places.
5. How many Australians are in the top eight ratings in the surfing professional tour?
6. Figure 3: How many Summer Olympics have been held in the southern hemisphere?
7. In which country have most Summer Olympic Games been held?
8. Which continent has never hosted an Olympic Games?
9. Discuss the relationship between wealth and the location of the Olympic Games.
10. Figure 4: List the nicknames linked to the Australian natural and cultural environment. Select on male team and one female team and discuss its global success over the last year.
11. Figure 5: Explain how Australia's global links have changed over time.

Thinking and Applying

12. Brainstorm: How many sports are played in Australia? Work in groups to find one sport for each letter of the alphabet. Sports A-Z
13. Despite its small population, Australia has produced world champion teams in many sports. Research one world champion team.
14. 'Ozzie Ozzie Ozzie, Oi Oi Oi' is usually performed by a crowd, to cheer for their national sports team or athlete. Write a short cheer for a sports team.
15. Discuss how global sporting links contribute to improved cultural communications and understanding.
16. Which event would you like to see included in the Olympic Games of the future? Skateboarding? Rollerblading? Computer games? Give reasons for your answer.
17. Your town or city wants to host the Olympic Games in 2016. You are responsible for planning the proposal. Discuss the following questions with your group and then present your ideas to the class. What new sports facilities does your city need? Where will you build the new facilities? Where will the participants sleep? How many volunteers will you need to help during the Games? How will your city change if you win the bid? Design a logo for your city to use for your campaign.
18. Australia has bid for the Soccer World Cup 2018–2022, www.australia2018-2022.com.au/. Discuss the advantages and problems of a World Cup to be held in Australia.

Internet links

- www.learnenglish.org.uk/ This site has a collection of online printable materials relating to the Olympics.
- www.britishcouncil.org/learnenglish-central-magazine This site has a text and interactive online activity on the history of the Olympics.
- http://news.bbc.co.uk/olympics_2012/default.stm This is the main BBC site with information and links on the London Olympics 2012
- www.london2012.org/en This is the official site of the London bid
- www.olympic.org/uk/index_uk.asp The official IOC site of the Olympic movement
- www.commonwealthgames.org.au/ Australian Commonwealth Games Association
- www.afssoe.asn.au/afssoe_res/Geography1_67.pdf Beijing Olympics – information and student activities

3. STRENGTHENING AUSTRALIA'S FUTURE SPORTS LINKS

Research found young adults spend too much time in front of the TV, PlayStation and computer and not enough time on the sporting field or at the swimming pool. (Figures 1, 2, 3) Increased time spent on sedentary activities resulted in fewer Australian children developing essential sporting skills required to compete internationally in the future. In response the Australian Sports Commission's (ASC) Building a Healthy, Active Australia initiative, aims to combat declining physical activity and poor eating habits amongst children. The ASC received Australian Government funding to co-ordinate the Active After-school Communities (AASC) program aimed to cover 4,000 schools and 200,000 children by 2012.

Figure 1: Minutes per day spent on activities 2008 for Years 7–10

Activity	Boys	Girls
Watch TV	125	120
Do homework	28	55
Use the internet	16	18
Play console games	59	15
Listen to radio	19	46
Read a book	20	22
Play sport	61	50
Play/talk to friends	160	175

Figure 2: Equity – participation rate in sport and/or dancing 5–14 years 2008 outside school hours

Gender	Sport	Sports and/or dancing
Boys	69.1%	69.8%
Girls	57.9%	67.2%

Figure 3: Participation ranked by most popular organised sport 2008

Boys			Girls		
Participation rate %					
1	Soccer (outdoor)	19.8%	1	Dancing	23.9%
2	Swimming	16.6%	2	Swimming	18.3%
3	Australian Rules Football	13.7%	3	Netball	17.2%
4	Cricket (outdoor)	10.2%	4	Tennis	6.6%
5	Tennis	8%	5	Soccer (outdoor)	6.5%
6	Rugby League	7.9%	6	Basketball	5.6%
7	Basketball	7.5%	7	Gymnastics	5.5%
8	Martial Arts	6.1%	8	Athletics/track and field	3.2%
9	Rugby Union	3.9%	9	Martial Arts	2.9%
10	Soccer (indoor)	3.4%	10	Horse riding and equestrian events	2.7%

AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

The Australia women's national association football/soccer team, nicknamed the Matildas (from the song *Waltzing Matilda*), represents Australia in international women's association football and is governed by Football Federation Australia (FFA). It was formed in 1978. In 2003, they won the Oceania Cup and qualified for the World Cup, where they finished in the first round. The team made the quarter final stage at the 2004 Olympics but did not qualify for the 2008 Olympics.



Photograph: The Matildas in China
Source: <http://blogs.smh.com.au/sport/DSC01123.JPG>

STOP PRESS - Chengdu China Sunday 30 May 2010

The Matildas tonight won the Asian Cup, beating North Korea 5-4 on penalties. The team has already qualified for next year's World Cup in Germany on the strength of their performance at the Asia Cup competition.

a. SPORT LINKED TO ECONOMIC ADVANTAGES – EQUITY

Playing sport provides economic benefits to Australia through the production of goods and services, generation of tourism, and employment. In 2008 over 80,000 Australians were employed in sport and recreation activities, contributing to increased global and regional links such as:

- sports consultancies in Indonesia, the Philippines, South Africa and Thailand;
- junior sports programs in Hong Kong, New Zealand, Papua New Guinea and South Africa;
- elite athlete training programs in Brunei; and
- event management services in the United States.

Both Australian sports people and businesses are involved in Olympic Games. More than 35 Australian companies provided \$200 million goods and services for Athens (2004). Australian companies designed stadiums and provided telecommunications for Beijing (2008) and are on various projects for London (2012).

Globalisation has led to global brands such as Nike (Figure 4) Coca Cola and Vodaphone advertised on Australian sports equipment, clothes and venues. Continental Tyres is one of the official sponsors of the 2010 FIFA World Cup in South Africa (Figure 5). Also global brands sponsor Australian TV sports shows, sports stars and events. Many sports people have become wealthy from sponsorship. The Indian Premier League (IPL) could make Australian cricketers the country's richest sports stars when top players sign IPL contracts of up to \$15 million.

Figure 4: Sport's economic links

Nike's PreCool Vest, a specially designed piece of clothing that lowers the body's core temperature, was worn at the Olympic Games



Source: www.slashgear.com/gallery/data_files/2/7/4/nike_precool-thumb-450x298.jpg

Figure 5: World Cup 2010 sponsorship – globalisation

FIFA Partners	FIFA World Cup™ Sponsors

Source: <http://www.fifa.com/worldcup/>

b. SPORT LINKED TO AID – EQUITY AND SOCIAL JUSTICE

Sport is the universal language that brings people together, helps overcome ignorance and discrimination and sows the seeds of integration and equality. The United Nations recognises the value of sport as a tool for achieving the Millennium Development Goals (2000–2015). The Sport Development Program (2006–2011), funded by AusAID and managed by the Australian Sports Commission, builds on existing sport development programs – the Active Community Clubs (Africa), Sport Ability (Africa and Pacific islands) and Pacific Junior Sport. The Australian Sport Outreach Program encourages greater participation in physical activity and addresses HIV/AIDS awareness, youth leadership and personal development (Figure 6). The Pacific Sport Ability Program improves sporting opportunities for people with disabilities such as the paralympic sport of boccia. Through the Australia–South Pacific Sports Program, the government welcomes Pacific athletes to train at the Australian Institute of Sport.

The United Nations World Food Programme is a humanitarian partner of the International Rugby Board (IRB). The Australia Tackle Hunger fielded an all-star team composed of Rugby World Cup winning captains to educate the world through Rugby about hunger.

AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

High-profile tournaments including the IRB Sevens World Series, the Under 21 and Under 19 World Championships and Women's Rugby World Cup are used as platforms to spread the Tackle Hunger message across the world. In addition the IRB's Total Rugby TV and Total Rugby Radio broadcast in over 120 countries worldwide have showcased the Tackle Hunger message. Despite the sport's advantages some sports involve violence and drugs (Figure 7).

Figure 6: Clash of the Titans – Australia versus Papua New Guinea in PNG.



Mal Meninga and Brad Fittler draw on their 'star status' to talk about HIV/AIDs. In between training rugby matches they visit schools and community groups to help raise awareness.

Photograph: Action Photographics.
Source: www.ausaid.gov.au/publications/focus/jan06/focus_jan06.pdf Page 14

Figure 7: Perspectives: advantages and disadvantages of sporting links

Advantages	Disadvantages
Football diplomacy – sport linked to improved economic, cultural and geopolitical advantages	Promotion of global brands with sport – tobacco and alcohol
Reduce obesity and improve health (less spent on health services)	Pressure to succeed involves injuries, violence, corruption and use of performance enhancing drugs e.g. In 2000 thirteen people trampled to death at FIFA World Cup qualifying match in Harare, Zimbabwe.
Team sport- mateship, cooperation	Commercialisation of sport attacks the central ethos of sport.
Equity- Paralympics, inclusion of women sports	Links between sport and politics – global demonstrations against human rights abuses by China before 2008 Beijing Olympic Games
Social justice – sport inclusive of all people	Prevalence of boys over girls sports in media
Creates businesses, jobs and economic growth	Machismo around elite male commercial sport (AFL, rugby) means some people do not want their sons to participate.
Improved cultural understanding	Sponsorship and money linked to sport
Helps improve the lives of individuals, families and communities in developing countries (AusAID)	Expensive for poor people and poor countries to participate and succeed (Olympic Games)
A tool for achieving the Millennium Development Goals (UN)	

c. UNITED NATIONS AND SPORT

The United Nations draws on sport as a tool for fundraising, advocacy and raising public awareness about the activities and objectives of the United Nations. Over 75 famous athletes have been appointed as 'Ambassadors' or 'Spokespersons' for the United Nations. In 2001, Kofi Annan, former UN Secretary-General appointed Adolf Ogi, as the first 'Special Adviser to the UN Secretary-General on Sport for Development and Peace' in order to encourage the use of sport as a means to attain health, education, development and peace objectives. In 2008, Secretary-General Ban Ki-moon appointed Wilfried Lemke, as Adolf Ogi's successor. The Special Adviser is assisted by the UN Office on Sport for Development and Peace (UNOSDP) to promote sport as a powerful tool for positive social change. In 2009, the Sport for Development and Peace International Working Group (SDP IWG) became an integral part of UNOSDP, and its mandate is to promote and support the adoption of policies and programmes by national governments to harness the potential of sport to contribute to the achievement of development objectives, specifically the Millennium Development Goals, and peace. (Figure 8)

Figure 8: United Nations 2007 Lofa Peace Dream Cup



Source: www.sportanddev.org/learnmore/sport_and_peace_building/project_case_studies/

The 'Right to Play' shares some of the challenges and opportunities faced working in Liberia. Access the Project Case Study to learn how women and girls were encouraged to participate in re-building relationships in the community through sport.

Geofacts:

Australian soccer player Craig Johnston invented a soccer boot that was picked up by Adidas. Today it is called Predator™ and worn by David Beckham.

Understanding

1. Explain how sport can promote social justice and equity.
2. Discuss the cultural, economic and political advantages and disadvantages of Australia's sporting links.

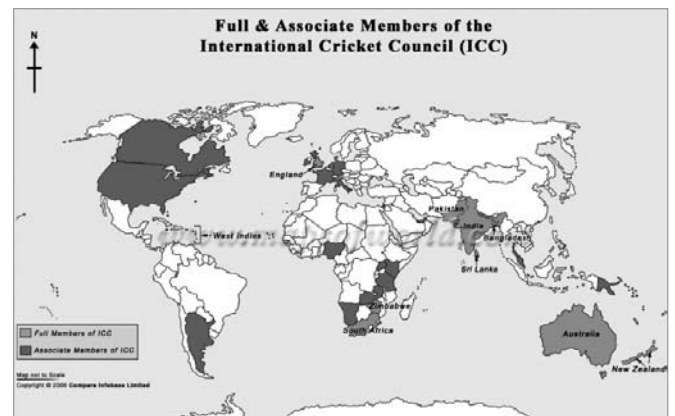
AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

Using skills

3. Figure 1: What is the most time consuming activity for boys and girls? Calculate the proportion of sport to the other activities for boys and girls. Explain the problems of a sedentary lifestyle and Australia's future sporting links.
4. Figure 2: Calculate the total participation of boys and girls in sporting activities outside school. Account for the gender gap.
5. Figure 3: What sports do you play? List the sporting activities the school and the local community provide.
6. Figure 5: Give a list of the following sponsors in these categories: cars, banks/finance, food/drink, airlines; phones; electronics; newspapers/media; and sporting equipment.
7. If you were a sponsor where would you prefer to advertise – jerseys, shorts, coach or match? Give reasons for your answer. Explain why global organisations support sport in Australia. Describe the different views on sport sponsorship by beer and alcohol businesses.
8. Figure 6: List the global links. Research one well paid Australian sports person and their international sponsors.
17. Sport and gender. Discuss the relationship between sport, gender and development – www.sportanddev.org/learnmore/sport_and_gender/
18. Explain how you can promote gender equity through sport – www.sportanddev.org/learnmore/sport_and_gender/promoting_gender_equity_through_sport/
19. ICT: The Cricketing Yak uses Google Earth to display the locations of test cricket venues and places where cricket is currently taking place – www.mapsofworld.com/images/world-cricket-playing-nation-map.gif. Provide a global overview of cricket in 2010.
20. Refer to the map – <http://hitforsix.googlemashups.com/>
 - Label one latitude and longitude line on the map.
 - What is the time difference between Sydney and London?
 - Calculate the distance between Sydney and London.
 - Research how long it would take you to travel by air and sea from Sydney to London to attend a cricket match.

Thinking and Applying

9. Explain the importance of Asia-Pacific regional sporting links to Australia.
10. Discuss how trade, aid, communication, tourism and migration are linked to Australian sports.
11. Many people say that sponsorship and money has no place in the Olympics. Discuss the different perspectives on this issue.
12. Design a poster or multi-media presentation of the benefits of a healthy and active lifestyle.
13. Research sponsorship of Australian cricket? What are the links to overseas companies? What are the advantages or sport's sponsorship? www.pando.com.au/sponsorshipnews/sponsorcharts/index.html
14. The Warlpiri people in the Northern Territory played 'murri murri' where a disc was rolled between two lines of children who had to spear it quickly. How does this game help them live in the Australian bush? Find out what other games Australian Indigenous children play.
15. Polo was invented in ancient Persia, Keretizen was a type of hockey played by the ancient Greeks, and kite flying was an ancient Chinese pastime. Search the origin of your favourite sport.
16. Sport and disabilities. Sport and Adapted Physical Activity (APA) has been linked to providing positive outcomes for people with disabilities. Discuss – www.sportanddev.org/learnmore/sport_and_disability2/background__sport__disability/
19. The Tour de France started in 1903 and is the world's largest cycle race. It is a 23-day, 21-stage bicycle road race usually run over more than 3,500 kilometres. The route traces a circuit around most areas of France, and often passes into neighbouring countries. Using the Internet and Google Earth for information map the Tour de France this year – www.letour.fr/2010/TDF/COURSE/us/le_parours.html
20. Future Olympic and Commonwealth Games:
 - Vancouver, Canada 2010 Winter Olympic Games <http://www.vancouver2010.com/en> <http://en.wikipedia.org/wiki/Vancouver>
 - London, United Kingdom 2012 Summer Olympic Games <http://en.wikipedia.org/wiki/London> <http://www.london2012.com/>
 - Sochi, Russia 2014 Winter Olympic Games <http://en.wikipedia.org/wiki/Sochi> <http://sochi2014.com/>



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- New Delhi, India 2010 Commonwealth Games http://en.wikipedia.org/wiki/2010_Commonwealth_Games
- Glasgow, Scotland 2014 Commonwealth Games http://en.wikipedia.org/wiki/2014_Commonwealth_Games <http://www.glasgow.gov.uk/en/AboutGlasgow/Commonwealth+Games+Bid+Glasgow+2014.htm>
- Use Google Earth to find the locations of two Olympic games and one Commonwealth game.
- What hemisphere are the three places located?
- What months are the games held? Give reasons for the answers.
- Use the Internet to find a climate graph of both places. Compare temperature and precipitation – www.climate-charts.com/
- Calculate the distance from your home to the selected Olympic Games.
- What currencies do they use?
- What languages do they speak?
- What are the attractions you would visit while attending the Olympic Games?
- What are some unique aspects of their culture?
- The opening ceremony often gives people an insight to the culture of the country that is hosting the games. Imagine you were employed to design the opening ceremony of one of these places. What are some of the cultural activities you would include in the opening ceremony? Compare this ceremony with the Australian Olympic ceremony in 2000.
- What are the trade and tourism advantages to the country hosting the games?
- If you were part of the bid for the Olympic Games in Australia. What would you promote?

Google Earth

- Google Earth and FIFA 2010 South Africa – www.capetownmagazine.com/articles/Sport-a-Fifa-2010~c9/First-release-South-Africa-2010-Google-Earth-Map~793. Soccer stadiums, airports, host cities and possible fan parks for South Africa's 2010 soccer world cup. Create your own tour to the FIFA Cup.
- Formula 1 Circuits 2007 and Google Earth – www.sportmapworld.com/map2/motorsport/world/formula-1/
- Tour de France map – <http://gofrance.about.com/od/tourdefrance/ss/tourdefrancemap.htm>
- Interactive map of Club de Golf Sport Frances Santiago, Chile – www.golfworldmap.com/southamerica/chile/sportfrances/
- MapMyRun – www.mapmyrun.com/ Mapping and planning your runs is now easy! Draw your

run, calculate mileage, count calories, share with friends, and much more!

- Worldwide marathon directory – www.42k195.com/ Select your next run using Google Earth
- MapShuttle – www.mapshuttle.com/ Create routes for running, biking, and other activities, with distance calculation, calorie counter, GPS data import and Google Earth.
- Geodistance – www.geodistance.com/ Great for runners, walkers, bicyclist or anyone interested in how far it is between two or more points. Map the distance of routes around the world via Google Earth.
- GmapGolf – www.gmapgolf.com/ The site allows you to layout courses on top of the real images of golf courses on Google Maps, and then play golf on them.
- Golf World Map – www.golfworldmap.com/ Brings you satellite images and photos of the best golf courses from around the world. From California's Pebble Beach to Scotland's St Andrews, from South Africa's Durban Country Club to Australia's Royal Melbourne.
- Google Velodrome map – www.juniorvelo.com/?p=349

ICT

- Sport in Australia – http://en.wikipedia.org/wiki/Sport_in_Australia
- Sports Australia – <http://sportsaustralia.com/>
- Aboriginal football – www.aboriginalfootball.com.au/
- Australian Sports Commission – www.ausport.gov.au/
- Tourism and sport – www.atn.com.au/links/sport.html
- Drugs in football media – [/www.nicholsoncartoons.com.au/cartoon_5665.html](http://www.nicholsoncartoons.com.au/cartoon_5665.html)

4. FIFA SOCCER WORLD CUP: A GLOBAL BUSINESS



Most sports have become million dollar businesses and are played and/or practiced in most parts of the world. The Soccer World Cup represents an opportunity for students to investigate the changing global patterns and places through the study of football.

In this unit of work students will cover skills such as conducting a small survey, using ICT, analysing websites and written material, construct a column graph,

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determining different perspectives and bias as well as becoming involved as active global citizens.

Fun activity:

- How many words can you make out of Soccer World Cup?
- Did you find a number, an implement that can cause harm, a farm animal, and the opposites of hot, young and dry?

a. FIFA WORLD CUP

The FIFA World Cup, usually referred to as the World Cup, is an international men's football competition contested by the members of Fédération Internationale de Football Association (FIFA), the sport's global governing body. The championship has been awarded every four years since the first tournament in 1930, except in 1942 and 1946 during World War II.

The tournament involves 32 teams competing for the title at venues within the host nation(s) over a period of about a month – this phase is called the World Cup Finals. A qualification phase, which takes place over the preceding three years, is used to determine which teams qualify for the tournament together with the host nation(s).

Geofacts:

- The World Cup is the most widely-viewed sporting event in the world, with an estimated 715.1 million people watching the 2006 final in Germany.



Source: <http://chinadigipro.com/wp-content/uploads/2009/12/2010-FIFA-World-Cup-Final-Draw-South-Africa.jpg>

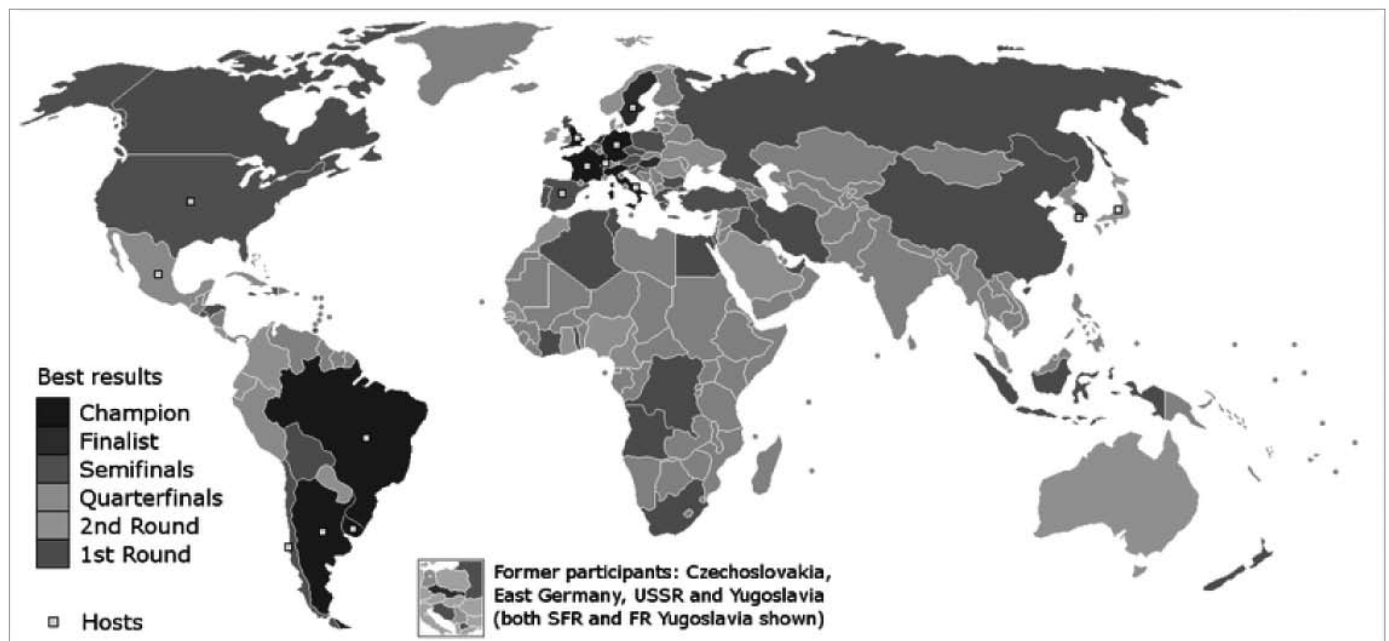
- Future World Cups: South Africa, from 11 June to 11 July 2010, and Brazil 2014.
- Brazil is the only team to have played in every tournament and has won the World Cup a record five times.
- Italy are the current champions and have won four titles.

Skills:

Refer to the world map below and answer the following questions:

- List the countries that have hosted the World Cup.
- What is Australia's best result?
- List the champion countries.
- List five countries that have not participated in the World Cup.

Map: World cup countries' best results and hosts



Source: http://en.wikipedia.org/wiki/File:World_cup_countries_best_results_and_hosts.PNG

Key: FIFA World Cup showing countries best results (colours as shown) and host countries (yellow dots), as listed on National team appearances in the FIFA World Cup. The inset map at the lower left shows former countries (USSR, Yugoslavia, Czechoslovakia and East Germany). Note that a second round was not held before 1982, and quarterfinals were not held in 1930, 1950 and 1982.

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b. 2010 WORLD CUP IN SOUTH AFRICA

South Africa's most popular sports are soccer, rugby union and cricket. Association Football in South Africa (commonly referred to as soccer), is a popular participation sport, and is especially popular among the Black population. The governing body is the South African Football Association. South Africa is preparing to host the 2010 FIFA World Cup and anticipates:

- 2.7 million spectators
- 64 matches played around South Africa
- Television audience 2.8 billion people
- Upgrade of stadiums – ten stadiums selected in nine South African
- Upgrade of infrastructure – transport
- Billions paid to government taxes that can be redistributed
- Generates jobs and increases wealth to South Africa
- Stimulates business – tourism, construction, IT, communications and security



Photo: Adidas World Cup 2010 Soccer Ball White-Black. Source: www.soccerfanatic.com/pc/E42026/Balls//adidas%20World%20Cup%202010%20Replique%20Soccer%20Ball%20White-Black.html

c. 2010 AUSTRALIA AND THE WORLD CUP

After a 32-year absence from the world stage, Australia reached the knockout stage at the 2006 FIFA World Cup. The Socceroo squad, now under Dutchman, Pim Verbeek, is said to be better prepared after a lengthy campaign across Asia to qualify to play in South Africa in 2010. The star players include: Tim Cahill, Harry Kewell, Brett Emerton, Vince Grella, Jason Culina, Lucas Neill and Mark Schwarzer.



Photograph: David Carney and Tim Cahill of the Socceroos run laps at an Australian Socceroos training session at Etihad Stadium, Melbourne on October 13, 2009. (Photo by Lucas Dawson/Getty Images AsiaPac)
Source: www.zimbio.com/pictures/qA1GhGG3CkO/Socceroos+Training+Media+Session/-S1oLQtvo-d/David+Carney

Table: Qualified teams for the World Cup in South Africa 2010

Qualified Teams		
Algeria	Argentina	Brazil
Australia	Chile	Denmark
Cameroon	France	Ghana
Côte d'Ivoire	Honduras	Japan
England	Italy	Korea DPR
Germany	Korea Republic	Mexico
Greece	Netherlands	New Zealand
Paraguay	Nigeria	Portugal
Serbia	Slovakia	South Africa
Slovenia	Switzerland	USA
Spain		
Uruguay		

Source: www.fifa.com/worldcup/finaldraw/index.html

Skills

Refer to the table:

- On a map of the world locate the countries in the table.
- List the countries in the Asia-Pacific region.
- How many countries are located in Europe?

Surveys

Complete a sports survey of the class:

1. List the sports and the number of students who participated in these sports during the year e.g. five students play hockey.
2. List the sports students enjoy watching.

Then draw a column graph from your findings:

Soccer	Tennis	Swimming	Cricket	Football: Rugby League and Rugby Union
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
Athletics	Netball/Basketball	Surfing	Skiing	Hockey: Field and Ice
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.

List three countries these sports are played or performed in and then locate the countries on a world map

Soccer	Tennis	Swimming	Cricket	Football: Rugby League and Rugby Union

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Thinking and Applying

Some sports need particular environments to take place. Make a list of sports that you would expect to take place in the following environments /locations:

- Ice and snow
- The seaside
- A lake
- Urban areas (Towns)
- Area of open grass

Which sport requires the following weather conditions:

- Strong winds?
- Hot, dry weather?

d. HEROES, SPONSORSHIP AND CITIZENSHIP

David Beckham, is an English footballer who currently plays for Milan on loan from Major League Soccer club Los Angeles Galaxy. He is a member of the England national team, twice runner-up for FIFA World Player of the Year, and in 2004 the world's highest-paid footballer. Beckham was the first British footballer to play 100 Champions League matches. With such global recognition he has become an elite advertising brand and a top fashion icon. Beckham was captain of England from 15 November 2000 until the 2006 FIFA World Cup finals, during which he played 58 times. Since then he has continued to represent his country and earned his much-publicised hundredth cap for England against France in 2008. He is currently England's most-capped outfield player with 115 appearances.– http://en.wikipedia.org/wiki/David_Beckham



Photograph: <http://spencer.kall700sports.com/wp-content/uploads/2009/07/david-beckham-la-galaxy.jpg>

Beckham is Goodwill Ambassador with a special focus on UNICEF's Sports for Development program. More recently Beckham pledged his support for the Unite for Children, Unite against AIDS campaign. The Beckham Adidas sponsorship deal has made the English football star synonymous with Predator football boots. He earned about \$16.5 million in 2008 from sponsorship deals during his first full season with the Los Angeles Galaxy.

'Sport and play are important to UNICEF because they are vital elements in the health, happiness and well-being of children and young people. UNICEF works with governments and partners throughout the world to use sport-based programmes to improve children's lives and to strengthen communities. UNICEF teams up with leading sports organizations and world-renowned athletes to bring attention to challenges facing children and to mobilise resources to address them.'

ICT

- What is UNICEF's Sport for Development program? – www.unicef.org/sports/index.html
- List five famous people who are goodwill ambassadors – www.unicef.org/people/people_ambassadors_international.html; www.unicef.org/people/people_ambassadors.html
- How has David Beckham made a difference to less fortunate people? – www.unicef.org/people/people_40608.html
- In groups select one of the following topics. Explain how sport contributes to a better world for more people. Present your findings as a class report.
- Special Olympics and UNICEF collaborate in Romania to promote inclusion and acceptance – www.unicef.org/infobycountry/romania_49511.html
 - Sporting chance at a new life for former child soldiers in Burundi – www.unicef.org/infobycountry/burundi_49277.html
 - 'GameChangers' winners announced: Supporting girls and women through sport – www.unicef.org/sports/index_49589.html
 - Manchester United and FC Barcelona: Football rivals unite against AIDS – www.unicef.org/sports/index_49818.html

Thinking and Applying

- Why is Beckham a global hero?
- Explain why the World Cup 2010 is a global organisation.
- List five sport heroes and the sport they play in the table:

Name	Sport

5. LOCAL– GLOBAL CITIZENSHIP

Child Labour

The 'Child Labour in Football Stitching Activity across India', 2008 report details use of child labour and debt bondage in the production of soccer balls in Meerut, a city of about 1.1 million people located in Uttar Pradesh, India. The report follows a Sept. 16 airing of the USA series 'Real Sports with Bryant Gumbel', which detailed widespread use of child labour to make soccer balls in the northern Indian city, Jalandhar. The video footage showed children stitching together soccer-ball panels emblazoned with the words 'Child Labour Free'.

The South Asian Coalition on Child Servitude – observed children in Meerut working 10 to 15 hours for a few

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pennies a day. In many cases, the children received no pay at all. Children complained of severe back pain and strenuous working conditions. These children were forced into work to help their families pay off debts. The researchers identified ten sporting-goods companies that sell soccer balls made in Meerut and Jalandhar to American consumers, many of these balls are match-grade.

Sialkot in Pakistan – international soccer ball manufacturing capital

Sialkot's acquaintance with soccer balls began when British soldiers brought the first ball to town in the early 1900s. Since then, the city has become the international soccer-ball-manufacturing capital. More than three-quarters of all match-grade balls sold throughout the world are hand-stitched in the city – but in recent years, the business has begun to head south, to Meerut and Jalandhar.

The change is attributed to a child-labour crackdown in Sialkot that began in 1997 when the Sialkot Chamber of Commerce and Industry (SCCI) signed the Partner's Agreement with the International Labour Organisation (ILO) and UNICEF. This led to a joint project to eliminate child labour in the manufacturing of soccer balls through voluntary participation of manufacturers.

The industry then adopted the Atlanta Agreement, which seeks to eliminate the use of child labour in the production of soccer balls. Other initiatives followed, including one that would centralise production and thus, make it easier for the Independent Monitoring Association for Child Labour to carry out the Atlanta Agreement, but they achieved only mixed results. The International Labour Rights Forum suspects these efforts may have actually increased corrupt contractors.

The **Atlanta Agreement** is an agreement which was formed between the International Labour Organisation, the Sialkot Chamber of Commerce and Industry and UNICEF on February 14, 1997. It was announced at the Sports Super Show in Atlanta, Georgia. Its goal was to combat high rates of child labour in the Pakistani football making industry.

Thinking and Applying

- On a map locate Meerut, Jalandhar and Sialkot
- Imagine you were a child making soccer balls. Describe your life.
- Explain the purpose of the Atlanta Agreement
- Explain why child labour is prevalent in India and Pakistan.

Etiko fair-trade

Source: www.etiko.com.au/sports/about.html

Child labour and sweat shops have not disappeared and can be found around the world. From the villages of

Pakistan, to the streets of Bangkok and to the suburbs of Sydney, worker exploitation still occurs today.

The only way to combat this practice is to make a conscious decision to buy ethically produced products. Like other brands, Etiko doesn't own factories. However it ensures its suppliers are either:

- Certified Fairtrade
- Certified Sweatshop Free
- Worker or Farmer Owned Co-operatives

Thinking and Applying

- See Etiko Education kit – www.etiko.com.au/urban/education.html for primary and secondary aged students. Discuss how students can become a Conscious Consumer
- What is meant by fair trade sports? – www.etiko.com.au/sports/about.html

Fair Trade Sportballs – equity and gender

Source: www.newint.com.au/shop/fair-trade-sportballs-p66.htm

When Fair Trade footballs first began production near Sialkot, manufacturers moved the previously home-based stitching work into big factory units in order to prevent child labour. However this move meant women were unable to work because their home duties meant they would be away from home the whole day. Also in an Islamic society the women could not work in the same room as men.



Changes by Etiko

- organised football stitching to be returned to the workers' villages. It was organised into small work units of women;
- increased wage for all Fairtrade labelled balls, to meet the basic needs of a family, and allow the children to go to school instead of being forced to work;
- provided a basic health scheme for all those involved in production; and
- developed microcredit schemes to improve the village economy.

To finance these changes, a Fairtrade premium was placed on the price of each ball. The industry is subject to independent monitoring to ensure a better deal for all producers.

Sameena Nyaz

Sameena Nyaz lives in a village called Chak Gillan near Sialkot. She is one of 11 siblings. Sameena and her two older siblings stitch balls. Fairtrade buyers pay enough to enable the three children to provide their family with the basic necessities. Sameena never attended school – instead

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she has contributed to the family income since the age of seven years.

The family's main income comes from stitching footballs. Depending on quality, a stitcher can stitch three to five balls per day.

Alive & Kicking

Alive & Kicking manufactures hand stitched footballs, netballs, and volleyballs in sub-Saharan Africa to:

- provide balls for children who do not have balls;
- create jobs for previously unemployed adults;
- promote health education for young people.

They have distributed 220,000 balls, created 150 jobs and reached 40,000 children through its HIV/AIDS campaign.

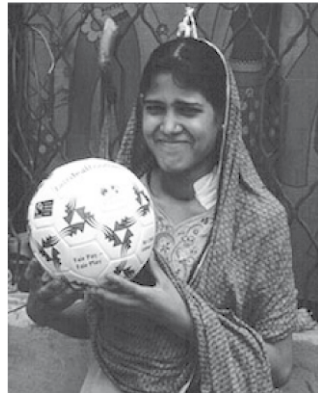
The Spirit of Football

www.spiritoffootball.com

Alive & Kicking has been chosen to provide 'The Ball' for the Spirit of Football, the carriers of the football equivalent of the Olympic Torch, for the 2010 World Cup in South Africa. Every four years 'The Ball' has made an epic journey from Battersea Park, the home of the very first FA-rules football match, to the Opening Ceremony of the World Cup. In 2002 it was kicked from Battersea Park, 7,000 miles to Korea and Japan, and in 2006 it journeyed to Germany. The Ball has been played with by local people in towns and villages, as well as kicked by ambassadors and professional football players along its route, carrying with it the spirit of football as it bounces its way to its destination.

Thinking and Applying

- Brainstorm all the people involved in the soccer industry (e.g. business, players, sponsors, spectators, tourists, child labour).
- Find out more on child labour. What could you do as an active global citizen? – www.cyberschoolbus.un.org/briefing/labour/labour.pdf



Source: <http://fairtradesports.com/2008/03/13/sameena/>



Photograph: Barack Obama inspecting an Alive Kicking Ball during a visit to Kenya. Alive & Kicking November 2009. Source: www.aliveandkicking.org.uk

- Discuss the advantages of Etiko footballs and Alive & Kicking to improve the lives of people living in developing countries.
- Discuss the multicultural nature of the Australian soccer team.
- Design a travel plan to attend the soccer match in South Africa. Include cost of tickets, transport and accommodation using the Internet.

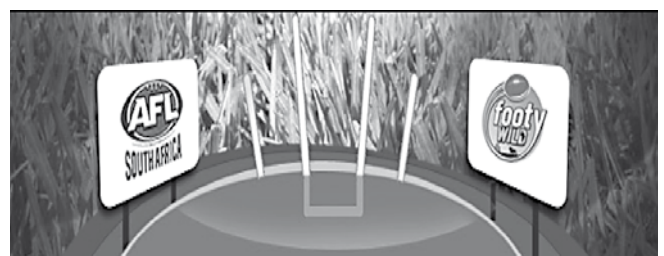


Australian Government
AusAID

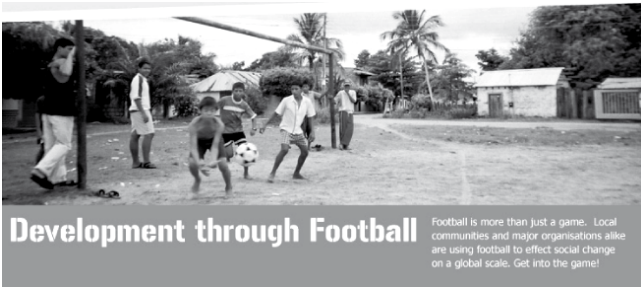
The Australian Government, through AusAID, believes a common love of sport unites people and countries. Australia focuses on the Pacific region with people with disabilities – www.ausport.gov.au/supporting/international/news/sports_for_people_with_a_disability_in_developing_nations.

AusAID provides funds to support two major areas of AFL South Africa's development 'off the field'. AusAID help fund the 'Sport Development Impact Assessment Tool' (SDIAT), a research methodology designed by the University of Johannesburg (UJ) to measure the management effectiveness of AFLSA and the social outcomes of its programs. This research project demonstrates a unique 'point of difference' from most, in that the staff and volunteers of AFL South Africa are the ones actually conducting the research, effectively self-evaluating the footyWILD program as they implement it. AusAID also contribute to AFL South Africa's 'People and Culture' program which provides training and capacity building opportunities for the growing number of AFL South Africa staff and volunteers.

The Australian Government's overseas aid program is a federally funded program that aims to reduce poverty in developing countries. The Australian Agency for International Development (AusAID) manages the program. The aim of the program is to assist developing countries reduce poverty and achieve sustainable development, in line with Australia's national interest. – www.aflsouthafrica.org/index.php?nav=sub_pages&view=57



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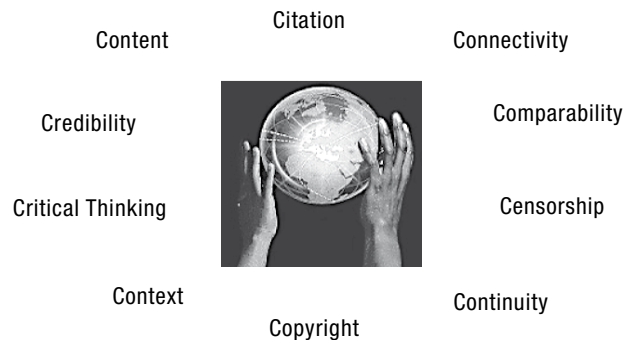
- Discuss how global citizenship can make a difference for a more equal, just world through sport (e.g. AusAID, UNICEF, Alive & Kicking, Etiko, streetfootballworld).
- What is Play Soccer? Where is it played? What are its advantages? – www.streetfootballworld.org/network/all-nwm/play-soccer

ICT Skills

Refer to this website – www.fifa.com/worldcup/ and complete the scaffold.



Anyone can place information on the WWW, whether it is correct, false or biased and the ability to critically evaluate information is an important skill in this information age. The 'Ten C's' is one method used to evaluate Internet resources. Visit this site for more information – www.uwec.edu/library/Guides/tencs.html.



streetfootballworld

streetfootballworld promotes positive change through football. Founded in 2002, the non-governmental organisation contributes to Development through Football and works toward social change on a global scale. At the core of streetfootballworld's work is the streetfootballworld network, which connects 82 organisations in 54 countries worldwide that use the world's most popular sport to address social issues. In 2010 they will co-organise the Football for Hope Festival 2010, an official element of the 2010 FIFA World Cup™. Source: www.streetfootballworld.org.

On the 4 February, 2010, 55 countries participated in the 2009 Global Peace Games. More than 90 organisations across 55 countries took part in streetfootballworld network member Play Soccer's 2009 Global Peace Games.

Thinking and Applying

Describe links between international sport and development – www.sportanddev.org/

Website Scaffold

1. Topic	
2. Name of site	
3. URL :What does the URL tell you? (e.g. gov. au. org.)	
4. Type of site Are there videos, music, interactive activities, virtual tours/fieldwork, webquests, email and blog links, photographs, current news items, student activities and teacher support?	
5. Authorship <ul style="list-style-type: none"> • Who wrote the page? • Is the author part of a reputable institution or authority? • Does the site have the author's biography or email address? 	
6. Currency <ul style="list-style-type: none"> • Is it dated? • Is the information recent or obsolete? • Does the site include a last date of modification? • Is the site regularly updated? 	
7. Authenticity <ul style="list-style-type: none"> • Is the coverage comprehensive and/or detailed? • Are the sources reliable and authentic? • Is the spelling and grammar correct? 	
8. Useability <ul style="list-style-type: none"> • Is the site easy to use and navigate? • Is the content sorted into a logical order? • Is there a search facility? 	

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<p>9. Design</p> <ul style="list-style-type: none"> • Is there an introduction telling you what the site is about? • Is the design appropriate for the content of the site? • Are maps, graphs and photographs included - relevant and up to date? • Are there too many blocks of heavy text? • Are there subheadings, bulleted points and highlighted key words? • Are there small thumbnail images of big detailed photos? • Are there links back to the home page? • Did the information lead you to other useful resources and websites? • Has the site a bibliography? 	
<p>10. Perspectives</p> <ul style="list-style-type: none"> • Was the information biased and reinforced stereotypes? • Were other opinions provided? • Did the site promote propaganda and misinformation? • Were there generalisations? • Is the page disguised? (e.g. as an advertisement) 	
<p>11. Accessibility</p> <ul style="list-style-type: none"> • Is the site reliable? • Do the pages download quickly? • Does the address of the site change frequently? 	

This website may help – <http://school.discovery.com/schrockguide/eval.html>

Thinking and Applying

- Using the data write a paragraph explaining to a friend why you would or would not use this site for your assignment?
- Write a report to the author critically analysing the website.

ICT

- FIFA – www.fifa.com/index.html
- 2010 FIFA World Cup South Africa – www.fifa.com/worldcup/finaldraw/index.html and <http://www.fifa.com/worldcup/>
- 2010 FIFA World Cup South Africa – Australia – www.fifa.com/worldcup/teams/team=43976/profile.html
- World Cup Centre Geography 2006 – http://abcteach.com/free/w/wcs_geo_all.pdf
- Table soccer – indoor non contact ‘bored’ game – www.mcguirezone.com/goodies/table_soccer.pdf
- Soccer fan paper doll – www.mcguirezone.com/goodies/soccer_fan.pdf
- Colouring – Teddy scoring a goal – www.activityvillage.co.uk/images/teddy_scoring_goal.gif
- Soccer word search easy, medium, hard – <http://printables.kaboose.com/soccer-word-search-easy.html>
- Crossword puzzles beginner – <http://printables.kaboose.com/soccer-crossword-beginner.html>, more on this site for advanced students
- World Cup Resources – www.teacherplanet.com/resource/worldcup.php
- Developing a Whole School Approach to Problem Solving – World Cup (West Sussex Primary Maths Team) – www.wsgfl.westsussex.gov.uk/redirect/?oid=FileAttachment-id-2774038

- On Line Games <http://www.northwood.org.uk/world%20cup.htm>
- Soccer quizzes <http://users.erols.com/soccertip/quizzes/quizzes1.htm>
- Soccer worksheets http://bogglesworldesl.com/soccer_worksheets.htm - creative writing
- Worksheets and activities World Cup 2006 http://bogglesworldesl.com/worldcup_worksheets.htm
- World Cup Soccer Stadiums 2010 http://www.esri-southafrica.com/Images/Soccer_Stadiums.pdf

Podcasts

English through football – <http://languagecaster.com/football-language-resources/podcast-worksheets/>

Youtube

- FIFA World Cup South Africa 2010 Official Theme Song
- www.youtube.com/watch?v=xhM-cpSwrmM. Explain the message in the theme song
- FIFA World Cup South Africa 2010 Promo (3.16)
- www.youtube.com/watch?v=aAN1QxlnS6A. List the global links (note advertising)
- Animals Playing Soccer (World Cup South Africa 2010) Futbol (football) – www.youtube.com/watch?v=w8xa_tj62sw. List the animals playing football. What is the significance of this Youtube?
- South Africa 2010 FIFA World Cup Teams (Piala Dunia 2010) – www.youtube.com/watch?v=O4rfi_-NPT0. List countries in the World Cup. What Group is Australia in? What countries is Australia competing against? List the players in the team?

6. OVERVIEW OF SOUTH AFRICA



The Republic of South Africa is located at the southern tip of Africa, with a 2,798 kilometres coastline on the Atlantic and Indian Oceans. South Africa has a diversity of cultures, languages, and religious beliefs. Although

79.5% of the South African population is black, the people are from a variety of ethnic groups speaking different Bantu languages. Pretoria is the capital city and Johannesburg the largest city in South Africa.

In the Boer republics and subsequent South African governments, the system became legally institutionalised segregation, later known as *apartheid*. The government established three classes of racial stratification: white, coloured, and black, with rights and restrictions for each.

After years of protests, activism and insurgency by black South Africans and their allies, in 1990, the South African government began negotiations that led to the dismantling of discriminative racial laws, and the democratic elections in 1994. The country then rejoined the Commonwealth of Nations.

South Africa was absent from international sport for most of the apartheid era due to sanctions, but started competing globally after the country's white electorate voted in a referendum in favour of a negotiated settlement of the apartheid question.

South Africa has a temperate climate, as it is surrounded by the Atlantic and Indian Oceans on three sides. Due to the varied topography and oceanic influence, a variety of climatic zones exist.

Cape Town is the second-most populous city in South Africa located on the Atlantic coast of Western Cape. Its climate is modified by the ocean.

Map South Africa



Source: http://en.wikipedia.org/wiki/South_Africa

Skills

Redraw the map of South Africa. Include five main cities, latitude, longitude, scale, oceans and main rivers.

Table: Weather data for Cape Town, South Africa

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Average high °C	27	28	26	24	20	18	17	18	19	22	24	26	28
Average low °C	16	16	15	13	10	8	8	8	9	11	14	15	8
Pre- cipitation mm	16.5	13	20	54	92	111	96	87	56	40	24	18	627

Source: EuroWEATHER

Skills

- What is the hottest month?
- What is the coldest month?
- Calculate the daily range of temperature during June and February?
- What hemisphere is South Africa located? Give reasons for your answer
- What is the total annual precipitation?
- What month receives the most rainfall?
- What season would you visit Cape Town? Give reasons for your answer.
- Discuss the expected weather during the Soccer World Cup in 2010.

Human Development Index (HDI) of South Africa

By UN classification South Africa is a middle-income country with an abundant supply of resources, well-developed financial, legal, communications, energy, and transport sectors, a stock exchange that ranks among the top twenty in the world, and a modern infrastructure supporting an efficient distribution of goods to major urban centres throughout the entire region.

The HDI for South Africa is 0.683, which gives the country a rank of 129th out of 182 countries – http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_ZAF.html

Table: South Africa's human development index 2007

HDI value	Life expectancy at birth (years)	Adult literacy rate (% ages 15 and above)	Combined gross enrolment ratio (%)	GDP per capita (PPP US\$)
1. Norway (0.971)	1. Japan (82.7)	1. Georgia (100.0)	1. Australia (114.2)	1. Liechtenstein (85,382)
127. Tajikistan (0.688)	156. Malawi (52.4)	78. Saint Vincent and the Grenadines (88.1)	75. Saint Lucia (77.2)	76. Lebanon (10,109)
128. Namibia (0.686)	157. Uganda (51.9)	79. Dominica (88.0)	76. Mauritius (76.9)	77. Saint Lucia (9,786)
129. South Africa (0.683)	158. South Africa (51.5)	80. South Africa (88.0)	77. South Africa (76.8)	78. South Africa (9,757)
130. Morocco (0.654)	159. Cameroon (50.9)	81. Namibia (88.0)	78. Georgia (76.7)	79. Brazil (9,567)
131. Sao Tome and Principe (0.651)	160. Niger (50.8)	82. Sao Tome and Principe (87.9)	79. Egypt (76.4)	80. Former Yugoslav Republic of Macedonia (9,096)
182. Niger (0.340)	176. Afghanistan (43.6)	151. Mali (26.2)	177. Djibouti (25.5)	181. Congo (Democratic Republic) (298)

AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

By looking at some of the most fundamental aspects of people's lives and opportunities the HDI provides a much more complete picture of a country's development.

Poverty in South Africa

The HDI measures the average progress of a country in human development. The Human Poverty Index (HPI-1), focuses on the proportion of people below certain threshold levels in each of the dimensions of the human development index – living a long and healthy life, having access to education, and a decent standard of living. By looking beyond income deprivation, the HPI-1 represents a multi-dimensional alternative to the \$1.25 a day (PPP US\$) poverty measure.

The HPI-1 value of 25.4% for South Africa, ranks 85th

among 135 countries for which the index has been calculated. The HPI-1 measures severe deprivation in health by the proportion of people who are not expected to survive to age 40. Education is measured by the adult illiteracy rate. And a decent standard of living is measured by the unweighted average of people not using an improved water source and the proportion of children under the age of five who are underweight for their age.

The proportion of people living in poverty has declined since 1970, however as a result of a growing population more people are living in poverty. But a gap still exists today between have and have-nots, and many of the poor are black. They may be equal on paper, but because of impoverished conditions, many are unequal.

Table: Selected indicators of human poverty for South Africa

Human Poverty Index (HPI-1)	Probability of not surviving to age 40 (%)	Adult illiteracy rate (% ages 15 and above)	People not using an improved water source (%)	Children underweight for age (% aged under 5)
1. Czech Republic (1.5)	1. Hong Kong, China (SAR) (1.4)	1. Georgia (0.0)	1. Barbados (0)	1. Croatia (1)
83. Vanuatu (23.6)	141. Equatorial Guinea (34.5)	78. Saint Vincent and the Grenadines (11.9)	54. Guyana (7)	66. Turkmenistan (11)
84. Congo (24.3)	142. Chad (35.7)	79. Dominica (12.0)	55. Colombia (7)	67. Honduras (11)
85. South Africa (25.4)	143. South Africa (36.1)	80. South Africa (12.0)	56. South Africa (7)	68. South Africa (12)
86. Djibouti (25.6)	144. Congo (Democratic Republic of the) (37.3)	81. Namibia (12.0)	57. Philippines (7)	69. Gabon (12)
87. Cambodia (27.7)	145. Guinea-Bissau (37.4)	82. Sao Tome and Principe (12.1)	58. Namibia (7)	70. Botswana (13)
135. Afghanistan (59.8)	153. Lesotho (47.4)	151. Mali (73.8)	150. Afghanistan (78)	138. Bangladesh (48)

Source: http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_ZAF.html

HIV/AIDS in South Africa

Source: www.avert.org/aidssouthafrica.htm

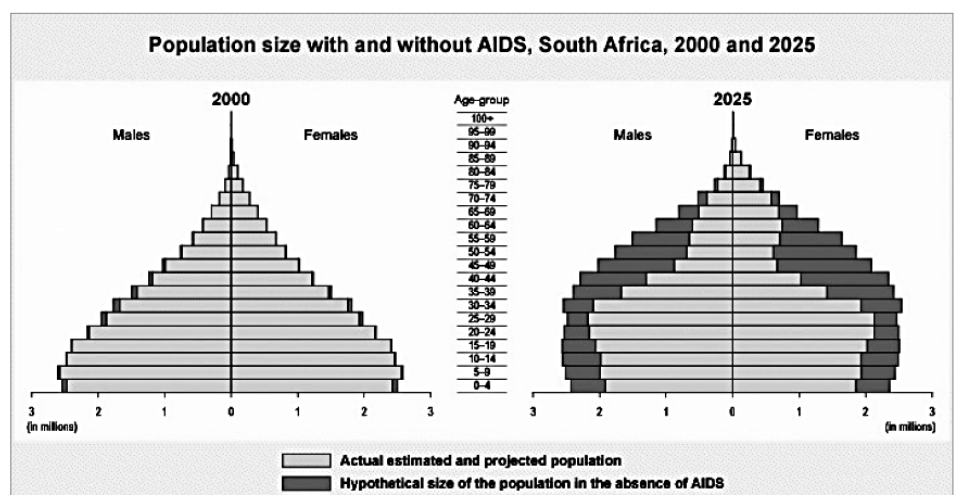
'An estimated 5.2 million people were living with HIV and AIDS in South Africa in 2008, more than in any other country. In 2008, over 250,000 South Africans died of AIDS. National prevalence is around 11%, with some age groups particularly affected. Almost one-in-three women aged 25–29, and over a quarter of men aged 30–34, are living with HIV. HIV prevalence among those aged two and older also varies by province with the Western Cape (3.8%) and Northern Cape (5.9%) being least affected, and Mpumalanga (15.4%) and KwaZulu-Natal (15.8%) at the upper end of the scale. HIV in South Africa is transmitted predominantly heterosexually between couples, with mother-to-child transmission being the other main infection route.'

'There are 1.4 million AIDS orphans in South Africa. Another estimate puts the proportion of maternal orphans – those who have lost their mother – orphaned by AIDS as over 70%. Orphans may put pressure on older relatives who become their primary carers; they may have to relocate from their familiar neighbourhood; and siblings may be split apart, all of which can harm their

development. In South Africa, the proportion of orphaned 10–14 year olds attending school is only 80% of the level of non-orphaned children of the same age.'

'South Africa has the largest antiretroviral therapy programme in the world, but given it also has the world's largest epidemic, access to treatment is low. At the end of 2007, an estimated 28% of infected people were receiving treatment for HIV, below the average across lower- and middle-income countries.'

Graph: Population pyramids



Source: www.johnleetruck.com/bono_one.html

AUSTRALIA'S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

Skills

Refer to the population pyramids of population size with and without AIDS, South Africa 2000 and 2025.

- What is the total number of men and women who are in the 10–14 age groups in 2000 and 2025? Calculate the difference between 2000 and 2025.
- What age groups will be most effected by AIDs in 2025?
- Calculate the difference between men and women in the 45–49 age group in 2025.
- Suggest strategies to reduce the decline in the population.

Millennium Development Goals and South Africa

Thinking and Applying

- Refer to UNDP website on Millennium Development Goals in South Africa –

www.undp.org.za/index.php/component/content/article/63-welcome-to-undp-south-africa and www.undp.org.za/index.php/mdgs-in-south-africa. Research whether South Africa is likely to achieve the UN Millennium Development Goals by 2015.

- Discuss how active citizenship has improved the lives of people living in South Africa. This is one site you could use – UN Volunteers in South Africa, www.undp.org.za/index.php/the-country-programme/un-volunteers/un-volunteers-in-south-africa-unv
- Explain how AusAID has supported development and democratic change in South Africa – www.southafrica.embassy.gov.au/pret/Australian_aid_to_So.html
- Discuss how AusAID and other organisations have worked to reduce poverty in South Africa – www.aciar.gov.au/country/South+Africa/ausaid



Norton Street businesses prepare for local World Cup soccer fans. Photo: J.Sillar, PTCNSW



DISASTERS, POVERTY, CITIZENSHIP

Dr. Susan Bliss, Director Global Education 2010

'Today we're all Haitians,' ... 'No country seems to have had worse luck with misrule, environmental mismanagement, natural disasters and poor governance than Haiti. And now the earthquake'... 'Poverty always magnifies natural disasters.' (Nicholas Kristof, Times)

Introduction

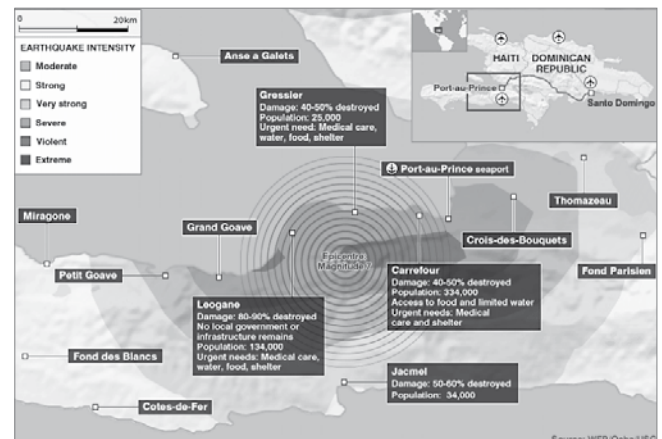
The Republic of Haiti is a Caribbean country, 27,750 square kilometres in area, Port-au-Prince is the capital, and Haitian Creole and French are the official languages. Haiti has experienced political violence, drug trafficking has corrupted the judicial system and the police, and natural disasters such as hurricanes, landslides, floods, tsunamis and earthquakes have caused loss of life and damage to infrastructure.

The 2010 earthquake was devastating as the epicentre was close to Port-au-Prince with a population of two million people. As Haiti is the Western Hemisphere's poorest nation the government had inadequate resources to deal with a disaster of this magnitude.

Haiti earthquake 2010

On January 12th, 2010, a 7.0 magnitude earthquake struck Haiti and devastated the capital city Port-au-Prince. The Presidential palace, Parliament, infrastructure, homes and businesses were destroyed. By 24 January, there had been at least 52 aftershocks measuring 4.5 or greater. Prime Minister Jean-Max Bellerive stated on 3 February 2010 that 230,000 people had been identified as dead, 300,000 injured had been treated and 250,000 residences and 30,000 commercial buildings had collapsed or were severely damaged.

Map: January 2010 earthquake



Source: <http://news.bbc.co.uk/2/hi/8466385.stm>

Haiti located on fault line

Haiti is located along the Enriquillo-Plantain Garden Fault, an east-west line between the North American Plate and the Caribbean Plate. On 12 January 2010 the Caribbean Plate moved east in relation to the North American Plate. The 'strike-slip' fault is like the San Andreas fault in California which means the motion between the

Photograph at top: *In this handout image provided by the United Nations, Haitians set up temporary tent cities thorough the capital after the January 2010 earthquake* (Logan Abassi/MINUSTAH via Getty Images) Source: www.boston.com/bigpicture/2010/01/haiti_48_hours_later.html



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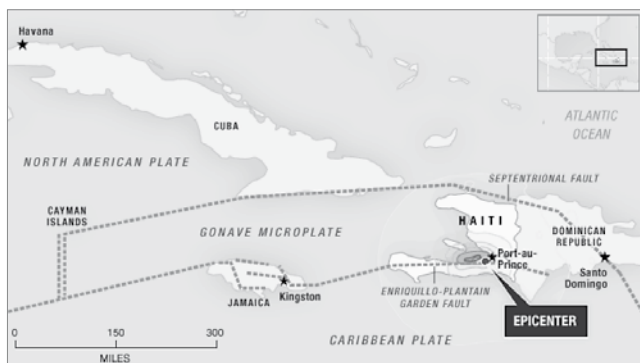
two tectonic plates is mostly a side-to-side slip (grinds horizontally against each other), rather than an up and down slip.

As there has not been a major earthquake on this system for about 200 years, stress had been building up along the fault line. When the strain grew too large, rock along the fault line failed, and released energy in less than a minute.

The epicentre (spot where the earthquake occurs) was only 20 kilometres from Port-au-Prince. What made it worse was that the hypocentre (spot in the ground from which the vibrations spread) was shallow. Generally the shallower the earthquake, the worse the shaking and damage it causes. The earthquake caused poorly constructed buildings to be demolished.

(* The Caribbean Plate has been moving about 6 mm per year, relative to the North American Plate)

Map: Tectonic plates (*The dotted lines on the map indicate fault lines.)



Source: www.npr.org/templates/story/story.php?storyId=122531261 Alyson Hurt/NPR

Earthquakes and tsunamis in Caribbean

Over the past 300 years major earthquakes have occurred in the Caribbean region and some of these have generated tsunamis. In 1946 a magnitude 8.1 earthquake occurred off the northeast coast of the Dominican Republic. It triggered a tsunami killing around 1,600 people.

Time line: Major Caribbean earthquakes and tsunamis

* M is Magnitude

1692 06 07	Jamaica – M unknown. Fatalities 2,000. Most of the city slipped into the ocean
1787 05 02	Puerto Rico – M 8.0. Widespread damage across Puerto Rico
1843 02 08	Leeward Islands – M 8.3. Fatalities 5,000. Quake felt from St. Kitts to Dominica. Ship the <i>English Harbour</i> sank in Antigua
1867 11 18	Puerto Rico Region
1907 01 14	Kingston, Jamaica – M 6.5. Fatalities 1,000.
1918 10 11	Mona Passage – M 7.5. Fatalities 116.

1946 08 04	Samana, Dominican Republic - M 8.0. Quake and resulting tsunami killed 1,600
1969 12 25	Guadeloupe, Leeward Islands – M 7.2
1974 10 08	Leeward Islands – M 7.5. Fatalities 0 as epicentre far away from inhabited land
2004 11 21	Leeward Islands – M 6.3. Fatalities 1.
2004 12 14	Cayman Islands Region – M 6.8.
2006 09 10	Gulf of Mexico – M 5.8.
2007 11 29	Martinique Region, Windward Islands – M 7.4. Fatalities 1
2010 1 12	Port-au-Prince, Haiti – M 7.0. Widespread damage as epicentre of quake was 15 kilometres outside the capital. Fatalities 200,000

Multiple disasters in Haiti

Over many years Haiti has experienced natural disasters such as hurricanes, storms, floods, mudslides, tsunamis and earthquakes. In 2004, tropical storm Jeanne skimmed the north coast of Haiti, leaving 3,006 people dead from floods and mudslides. Most people lived in the city of Gonaïves. In 2008, over a period of four weeks, Haiti was pummelled by a tropical storm (Fay) and hurricanes (Gustav, Hanna, Ike). These severe weather systems produced strong winds, heavy rain, and lowland areas were flooded, resulting in 331 dead and 800,000 requiring humanitarian aid.

These severe weather events were life threatening as the poor country was already experiencing high food and fuel prices. Political unrest erupted in 2008 when rioters broke down two gates to the National Palace before they were stopped by United Nations peacekeepers.

Timeline: Haiti disasters 1770–2010

1770	Earthquake devastates Port-au-Prince
1842	Quake destroys Cap-Haitien and other cities
1935	Storm kills 2,000
1946	Tsunami kills 1,790
1954	Hurricane Hazel kills hundreds
1963	Hurricane Flora kills 6,000 in Haiti and Cuba
1994	Hurricane Gordon kills hundreds
1998	Hurricane Georges destroys 80% of crops
2004	Floods kill 2,600
2004	Tropical Storm Jeanne kills 3,006
2007	Tropical Storm Noel triggers mudslides and floods
2008	Three hurricanes and a tropical storm kill 800
2010	Quake hits Port-au-Prince, killing 200,000

Sources: AP, US Geological Survey



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Immediate response: global citizenship

When a natural disaster occurs governments around the world usually pledge support by providing aid such as money, soldiers, doctors, engineers, food, emergency housing and planes.

International aid flowed into Haiti after the 2010 earthquake but was hampered by:

- damaged infrastructure such as roads, port, and a single-strip airport overrun with relief flights;
- power cuts and communications outages; and
- a weak government made worse by the collapse of the presidential palace, parliament and many government buildings.



Photograph: Handout photo provided by the U.S. Coast Guard shows a sunken crane, destroyed warehouse and containers toppled over in the port of Port-au-Prince (Sondra-Kay Kneen/AFP/Getty Images) Source: www.boston.com/bigpicture/2010/01/haiti_48_hours_later.html

Unfortunately the situation was made worse as several relief/aid agencies' offices located in Haiti, including the United Nations building, were damaged and their staff dead or missing.

Immediate response after the disaster required the coordinated relief efforts of United Nations agencies, non-governmental organisations (NGOs) and other international organisations to rescue people, bury the dead, and provide medicine, water, food and shelter:

• Search and rescue

Rajiv Shah, administrator of the U.S. Agency for International Development, said, *'the goal of the relief effort in the first 72 hours will be very focused on saving lives'*. The United Nations mission set up an operations at the airport to co-ordinate the international search and rescue teams. Professionally trained 'sniffer' search dogs from around the world were recruited to aid rescue operations and 43 international search and rescue teams were responsible for a third of the lives saved.



Photograph: Rescue dogs before leaving for Haiti at the Torrejon military airbase in Spain (AP Photo/Daniel Ochoa de Olza) Source: www.boston.com/bigpicture/2010/01/haiti_48_hours_later.html

• Medical aid

At least eight hospitals or health centres in the capital of Port-au-Prince collapsed or suffered severe damage. Most public and private hospitals had insufficient staff to handle the wounded. Field hospitals were set up by teams from Russia, Israel, Colombia, Jordan and Brazil – including some with resources to perform neurological, orthopaedic, maxillo-facial and general surgery. Helicopters flew the wounded to hospitals in nearby countries and the US hospital ship, Comfort, was a fully-equipped 'floating hospital' with 500 medical personnel and 250 beds



Photograph: Medical staff members treat an injured man at an ad hoc medical clinic at the MINUSTAH logistics base (LOGAN ABASSI/AFP/Getty Images) Source: www.boston.com/bigpicture/2010/01/haiti_48_hours_later.html

• Water

Even before the earthquake, only 50% of the population had access to clean water and during the earthquake most of the remaining water supply was cut off. On 20 January, 755,000 litres of water were distributed to 151,000 people, 7,000 bottles distributed to hospitals, orphan centres and a police station, and clean water to 12,000 homeless people living in three camps. The USS Carl Vinson, docked off Haiti, was fitted with water-purifying equipment. Other countries sent mobile water purification units, which converted contaminated water into drinking water.



Photograph: Oxfam's 45,000 litre water tank at the Delmas 48 camp on the Petionville golf course in Port-au-Prince, Haiti. Source: www.flickr.com/photos/oxfam/4346409348/

• Shelter, food and disposal of dead

The Haitian government identified more than 500 makeshift camps to be set up as reception centres for the homeless. The UN set up a 'Food Aid Cluster' to meet the needs of two million hungry people. The World Food Programme (WFP) had four distribution sites and seven US military helicopters were used to support aid distributions. The disposal of dead bodies was a key priority as the bodies of thousands of victims were piled up in the streets. More than 80,000 dead people were reported to have been buried, many of them in mass graves.



Photograph: Tents and plastic sheeting provide shelter at the Delmas 48 camp on the Petionville golf course in Port-au-Prince. 45,000 people moved to the camp after they were made homeless by an earthquake on 12 January 2010. Credit: Oxfam. Source: www.flickr.com/photos/oxfam/4346412952/in/pool-1312342@N20



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• Communication: Project Ushahidi

Minutes after the earthquake, as phone lines collapsed, Haitians tried to discover the fate of relatives and friends by using the web and social networks such as email, *Twitter* and *Facebook*.

To improve communications Project Ushahidi was established. The project involved thousands of people using a combination of web, mobile phones and the radio to inform organisations about structural risks, lack of water and food, and missing persons.

People in Haiti sent their message to text number 4636 or through the website. The message was translated, formatted and verified by a volunteer. The report was mapped. It enabled aid agencies to act on the message. The goal was to create a simple way of gathering information from the public for use in a crisis response.

The message was received in 'situation rooms' set up in Boston, Washington and Geneva to provide 24-hour coverage. About 10,000 Haitians volunteered to translate messages from Creole to English and to ask for more information if required.

The project enables a Skype chat between a volunteer in Boston and a person on the tarmac at Port-au-Prince airport asking for GPS co-ordinates for the most obscure address.

Ushahidi is an example of 'crowd sourcing' on a big scale. The project operated after the violent aftermath of the 2007 Kenyan elections.



Photograph: Two year old Redjeson Hausteen Claude reacts to his mother Daphnee Plaisin, after he was rescued from a collapsed home by Belgian and Spanish rescuers Source: www.boston.com/bigpicture/2010/01/haiti_48_hours_later.html

International assistance

After the disaster, there were isolated street fights and killings of looters by security guards, and some gang violence in slums driven by leaders who escaped from prison. In general the capital has been calm and orderly as Haitians organise themselves from the ground up with the support of global organisations such as:

a. United Nations

The main priorities for the United Nations in Haiti was to save lives, provide emergency relief, and coordinate international efforts. The United Nations Stabilisation Mission in Haiti (MINUSTAH) troops cleared roads and removed bodies. United Nations agencies worked with the World Bank and other organisations, on a post-disaster needs assessment. *'The aid operation is complex. But we are now seeing significant progress... So far, donors have pledged \$23 million and we have put 30,000 Haitians to work rebuilding their country.'*

Imagine what can be achieved if we had ten times that amount of money.' Secretary-General United Nations



Photograph: UN peacekeepers in a Haitian man plan a way to get into the hotel Montana to search for survivors. Source: www.unmultimedia.org/photo/



Photograph: UN Peacekeepers Distribute Water and Food in Haiti. Source: www.unmultimedia.org/photo/

b. United Nations Children's Fund (UNICEF)

UNICEF works to keep Haiti's children safe 'On the one month anniversary of the January 12 earthquake, thousands of children in Haiti remain at risk of hunger, malnutrition and childhood diseases. Sadly, many children are also at risk of trafficking and sexual exploitation.' UNICEF is working with Save the Children, the Red Cross and the Government of Haiti, to implement a child protection system that identifies, registers and protects unaccompanied children. The initiative focuses on areas directly affected by the earthquake and in locations with high concentrations of displaced people who have moved out of the emergency zones.



Photograph: UNICEF poster. Source: www.unicef.com.au/More/MediaCentre/MediaReleases/OnemonthonUNICEFkeepsHaitischilchildrensafe/tabid/500/Default.aspx

c. United Nations High Commissioner for Refugees (UNHCR)

The GHESKIO centre in Port-au-Prince was the first institution in the world dedicated to the fight against HIV/AIDS. Today it provides humanitarian assistance and emergency care to those affected by the disaster. The number of people living in the GHESKIO refugee camp is 6109 people, including 1046 children under the age of five years. They are crowded into 1162 makeshift shelters. Water, food, shelter and medical care are available. There are concerns over the expected rainy season.

Port-au-Prince is a basin surrounded by deforested mountains and many of the city's poorest neighbourhoods are at the bottom of the basin, which



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is below sea level. The area is routinely flooded. The canals and drainage system was disrupted or blocked by the earthquake's debris. Heavy rain cascading down the bare deforested mountains will hit the low lying city like a tidal wave and flood many refugee camps. Refugees will need to be moved to higher ground and be provided with shelter before the rains arrive unless drainage problems have been rectified.

Many homeless Haitians are also trying to cross the frontier into the Dominican Republic. The Office of the High Commissioner for Human Rights (OHCHR) and the UNHCR have requested that all countries not return Haitians to their country at present, but continue to grant them interim protection on humanitarian grounds. The UNHCR Caribbean unit promotes refugee protection and humanitarian assistance.



Photograph: One of the families now living in the camp. Source: <http://weill.cornell.edu/globalhealth/haiti/photos.html>



Photograph: The infant unit at work in the GHESKIO courtyard. Source: <http://weill.cornell.edu/globalhealth/haiti/photos.html>

d. Non government organisation: Oxfam

While there has been progress with the distribution of clean water and food there are still 'mountains to climb'. There are fears of diarrhoea and other water-borne diseases spreading due to poor drainage, lack of toilets and crowded living conditions. Oxfam is working to install more toilets and public health teams are clearing rubbish to reduce diseases.

Oxfam plans to reach at least 500,000 people by the end of July. The scale of the devastation and the level of poverty means all money received will be channelled into the long-term rehabilitation of Haiti. Oxfam anticipates Haiti will require their assistance for ten

years. Oxfam's cash-for-work scheme pays people to clean up the camps. This allows unemployed people to have a job and to purchase food from markets, which have now re-opened.



Photograph: Digging latrines: Oxfam's cash-for-work program at the Delmas 48 camp on the Petionville golf course, Port-au-Prince, Haiti. Credit: Oxfam. Source: www.flickr.com/photos/oxfam/4346411674/

e. Individuals make a difference

MINUSTAH is the United Nations Stabilisation Mission in Haiti. UNHCR Goodwill Ambassador, Angelina Jolie, greets MINUSTAH staff at the temporary UN Headquarters in Port-au-Prince, Haiti. 9 February 2010



Photograph: UN PHOTO/Sophia Paris. Source: www.un.org/en/peacekeeping/missions/minustah/

f. Groups make a difference

• 'Hope for Haiti Now' telethon

The 'Hope for Haiti Now' telethon raised more than \$57m for the victims of the Haiti earthquake.

Some of the world's top celebrities took part in a broadcast from New York, Los Angeles, London and Haiti. More than 100 Hollywood and music stars participated. Some performed while others, including director Steven Spielberg, singer Stevie Wonder and TV star Ellen DeGeneres, took telephone pledges from viewers. Donations included: Madonna (\$250,000); Brad Pitt and Angelina Jolie (\$1m); supermodel Giselle Bundchen (\$1.5m); and actor George Clooney (\$1m). Actor Leonardo DiCaprio gave \$1m to the Clinton Bush Haiti Fund.

George Clooney, who organised the event, said 'The Haitian people need our help, they need to know they're not alone, they need to know that that we still care.'



Photograph: In this handout photo provided by MTV, Chris Martin of Coldplay performs at the Hope for Haiti Now concert, at The Hospital Club on January 22, 2010 in London, England. (Photo by Handout/Getty Images Europe). Source: www.zimbio.com/pictures/gdhzyb_Kd_z/Hope+Haiti+Now+Global+Benefit+Earthquake+Relief/ymVIR7cFoz/Chris+Martin

• Australian Financial Review Group (AFRG)

AFRG is holding an auction to raise money for Australia's Haiti Emergency UNICEF Appeal. The box-framed photographs of Australians such as Cate Blanchett, Kevin Rudd, Julia Gillard and Sonny Bill Williams are valued at \$1000 each and all funds raised will go to help children affected by the January earthquake in Haiti.



Photograph: Cate Blanchett. Source: <http://www.unicef.com.au/Unicef/Partnerships/AFRhostsilentauktiontohelpHaitischildren/tabid/495/Default.aspx>



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g. Government foreign aid

Foreign aid makes up 30 to 40% of the government's budget. The largest donor is the United States followed by Canada and the European Union. From 1990 to 2003, Haiti received more than \$4 billion in aid. In January 2010, China promised \$4.2 million and the EU nations \$616 million.

US aid to the Haitian government was cut off in 2001–2004 after the 2000 election was disputed and President Aristide was accused of corruption. After Aristide's departure in 2004, aid was restored, and the Brazilian army led the United Nations Stabilisation Mission in Haiti peacekeeping operation.

- Australian government increases assistance

Australia assistance package to Haiti is \$15 million – \$10 million in emergency humanitarian relief and \$5 million for reconstruction assistance. Australia's assistance is delivered through the World Food Programme, non-government organisations, the Office for Coordination of Humanitarian Affairs, the Caribbean Disaster Emergency Management Agency (CDEMA), and the International Red Cross. The Government also approved the deployment of a small team of Defence Air Traffic Controllers.

In November 2009, Australia strengthened relations with the members of the Caribbean Community, including Haiti. Australia provided a \$60 million development assistance package for the region. Some of the finance will support the Caribbean Disaster Emergency Management Agency.



One month after earthquake

By February 2010 the first phase of the disaster in Haiti was ending, with hundreds of thousands of people dead from the trauma. Unfortunately the second phase could be as cruel as the first, with deaths due to exposure, starvation, and infectious diseases. Millions of Haitians are homeless with no food, clean water, sanitation, or primary health care. Also there are growing concerns of the approaching rainy season.

The United Nations and other relief agencies acknowledge major problems still remain. Only a quarter of the homeless have plastic or a tent over their heads, and there is lack of latrines. These reports often override some good news such as:

- the port now allows up to 1,500 containers to enter Port-au-Prince by sea each day
- the US military is turning tasks back over to the Haitians, such as daytime air-traffic control at Port-au-Prince's damaged international airport, where commercial flights are expected to resume by the end of February.

- food distribution is more orderly, owing to colour-coded ration coupons and designated sites set up by the World Food Program in shanty towns, where the hungriest now squat. Aid workers also rely on an old tactic 'only women to receive the relief'.

'In the early days, we had to get food out there – we had to work in a very quick-and-dirty, hit-and-run way,' said Marcus Prior, a WFP spokesman. *'There's no doubt this is the most complex operation we've ever launched.'*



Photograph: 'Marie's beauty studio' at the Delmas 48 camp on the Petionville golf course, Port-au-Prince, Haiti. Credit: Oxfam, Source: www.flickr.com/photos/oxfam/4345669139/



Photograph: A small market at the Delmas 48 camp on the Petionville golf course, Port-au-Prince, Haiti. Credit Oxfam Source: www.flickr.com/photos/oxfam/

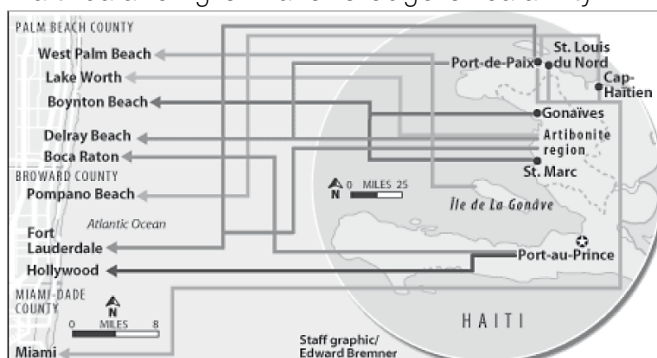
Haitian diaspora

Millions of Haitians live abroad. Some are illegal immigrants while others are employed and send back remittances to their poor Haitian family. Most live in the United States 600,000, Canada 100,000 and the Dominican Republic 800,000. Since the earthquake the US has changed its immigration policy to grant between 100,000 to 200,000 illegal Haitians temporary protected status (TPS). Canada aims to fast-track Haitian immigration and Senegal has offered land to people affected by the earthquake

Map: Haitian immigrants in the US

Source: www.latinamericanstudies.org/haiti-immigration.htm

Haiti balancing on razor's edge of calamity



Haiti became the world's first black-led republic and the first independent Caribbean state when it threw off French colonial control and slavery in the early 19th century. However, decades of poverty, environmental degradation, violence, instability and dictatorship have left it as the poorest nation in the Americas. If the current trend continues it is unlikely Haiti will meet the United Nations' Millennium Development Goals by the year 2015.



- Disaster, Poverty, Citizenship

a. Corruption

Haiti is ranked among the most corrupt countries in the world on the *Corruption Perceptions Index*. Haiti achieved notoriety during the brutal dictatorships of Francois 'Papa Doc' Duvalier (1957–1971) and his son, Jean-Claude, or 'Baby Doc' (1971–1986). Tens of thousands of people were killed during their 29-year rule. It is estimated 'Baby Doc' Duvalier, his wife Michelle, and three other people took \$504 million from the Haitian public treasury between 1971 and 1986. Similarly millions were stolen during Aristide's presidency, when drug trafficking emerged as a major industry.

b. Poverty

Even before the earthquake Haiti was the poorest country in the western hemisphere. It ranks 149th out of 182 countries on the United Nations Human Development Index. About 76% of Haitians live on less than \$2 per day, while 55% live on less than \$1 per day. Poverty has forced 225,000 children into slavery and to work as unpaid household servants. Life expectancy is low, illiteracy high and most of the poor people have limited access to adequate health services and shelter. Inequality exists as about 1% of the population (mostly French speaking minority) own half the country's wealth while most of the poor are the Creole-speaking black majority.

Table: Haiti by numbers

Ethnic groups	95% black, 5% mulatto and white
Population	10,033,000 (2009)
Life expectancy	59 years (men), 63 years (women)
Median age	20 years
Fertility rate	3.81 children born per woman
Infected with HIV	5% of adult population
Access to basic health care	40% of population
Access to adequate food	55% of population
Undernourished	47% of population
Water borne disease and intestinal parasites	90% of Haitian children
Literacy rate	65.9% of population – lowest in the region
Schools	15,200 primary schools, of which 90% are non-public and managed by communities
School enrolment rate	67% primary school – 30% reach 6th grade, 20% secondary school

Human Development Index (HDI)

The HDI is a composite measure of three dimensions: living a long and healthy life (life expectancy), being educated (adult literacy and enrolment in education) and a decent standard of living (purchasing power parity, PPP, income). Between 1980 and 2007 Haiti's HDI rose by 0.77% annually from 0.433 to 0.532. By comparison Australia has a HDI of 0.962 the third highest in the world

Table: The HDI for Haiti is 0.532, which gives the country a rank of 149th out of 182 countries.

Haiti's human development index 2007			
HDI value	Life expectancy at birth (years)	Adult literacy rate (% ages 15 and above)	GDP per capita (PPP US\$)
1. Norway (0.971)	1. Japan (82.7)	1. Georgia (100.0)	1. Liechtenstein (85,382)
147. Kenya (0.541)	131. Myanmar (61.2)	123. Guinea-Bissau (64.6)	156. Gambia (1,225)
148. Papua New Guinea (0.541)	132. Benin (61.0)	124. Eritrea (64.2)	157. Tanzania (1,208)
149. Haiti (0.532)	133. Haiti (61.0)	125. Haiti (62.1)	158. Haiti (1,155)
150. Sudan (0.531)	134. Timor-Leste (60.7)	126. Sudan (60.9)	159. Comoros (1,143)
151. Tanzania (0.530)	135. Papua New Guinea (60.7)	127. Burundi (59.3)	160. Guinea (1,140)
182. Niger (0.340)	176. Afghanistan (43.6)	151. Mali (26.2)	181. Congo (298)

Source: http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_HTI.html

Table: Human Poverty Index is 31.5 for Haiti, ranks 97th out of 135 countries

Selected indicators of human poverty for Haiti				
Human Poverty Index (HPI-1)	Probability of not surviving to age 40 (%)	Adult illiteracy rate (%ages 15 and above)	People not using improved water source (%)	Children
1. Czech Republic (1.5)	1. Hong Kong (1.4)	1. Georgia (0.0)	1. Barbados (0)	1. Croatia (1)
95. Cameroon (30.8)	108. Timor-Leste (18.0)	123. Guinea-Bissau (35.4)	132. Vanuatu (41)	95. Solomon Islands (21)
96. Morocco (31.1)	109. Eritrea (18.2)	124. Eritrea (35.8)	133. Zambia (42)	96. Tanzania (22)
97. Haiti (31.5)	110. Haiti (18.5)	125. Haiti (37.9)	134. Haiti (42)	97. Haiti (22)
98. Equatorial Guinea (31.9)	111. Cambodia (18.5)	126. Sudan (39.1)	135. Guinea-Bissau (43)	98. Rwanda (23)
99. Nepal (32.1)	112. Togo (18.6)	127. Burundi (40.7)	136. Kenya (43)	99. Benin (23)
135. Afghanistan (59.8)	153. Lesotho (47.4)	151. Mali (73.8)	150. Afghanistan (78)	138. Bangladesh (48)

Source: http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_HTI.html

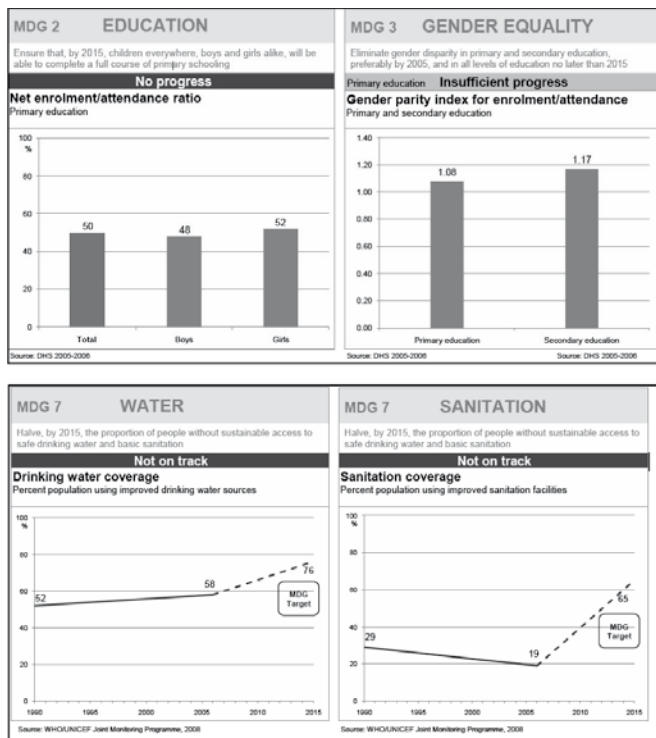


- Disaster, Poverty, Citizenship

Millennium Development Goals (2000–2015)

Even before the earthquake, Haiti was unlikely to achieve all the Millennium Development Goals (MDG) by 2015

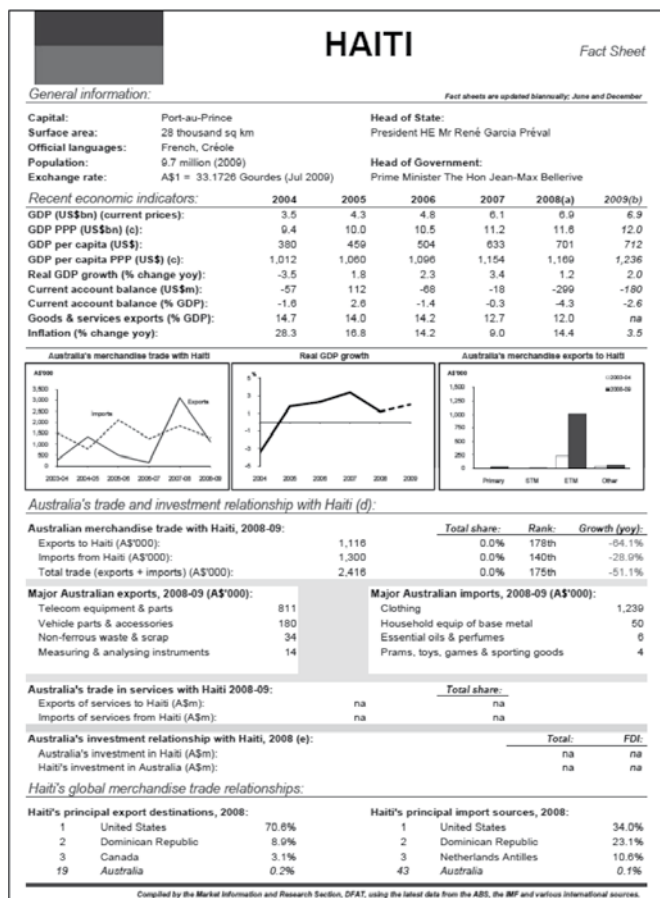
Graphs: Haiti's progress toward the MDG



Source: www.unicef.org/infobycountry/files/DI_Profile_-_Haiti_-_20091202_EHP.pdf

Focus Area 5A4: Australia-Haiti Links

Source: www.dfat.gov.au/geo/fs/hait.pdf



Curriculum links

Geography Syllabus (BOS 2003)

- Stage 4: Physical Elements of Environments, Geomorphic Processes, Global Inequalities: poverty; variations in access to education, food, health, shelter and water; different life opportunities and quality of life throughout the world; Global Organisations – investigating a group involved in reducing global inequalities
- Stage 5: Australia in its Global Context – aid (AusAID, United Nations and Non Government Organisations), trade and communication
- Cross curricula feature: Civics and Citizenship

Activities

- Where is Haiti located? What occurred on 12th January 2010?
- Explain why the impact of the earthquake was disastrous. Include: location on tectonic plate; magnitude; epicentre; hypocentre; state of infrastructure; and location to the city with two million people - the majority being poor.
- Haiti has a history of natural disasters. Discuss using examples.

- Discuss the problems of deforestation and the impact of seasonal hurricanes on squatter settlements located on low lying areas.
- Even before the earthquake, Haiti was a poor country. Describe poverty in Haiti using statistics, graphs and examples (e.g. HDI, HP).
- Explain why an earthquake has a greater impact on a poor country and on poor people.
- Discuss why you think it could be difficult for Haiti to reach all the Millennium Development Goals by 2015.
- Refer to the article on the following page and answer the questions:
 - Describe the major focus of UNICEF.
 - Discuss the achievements of UNICEF in Haiti.
 - Explain the problems of delivering aid.
 - What percentage of your donation goes to support UNICEF relief efforts?
- Aid agencies' appeals for donations to the Haiti earthquake received a massive public response
 - Why were people so moved to respond?
 - How difficult was it to watch television news coverage of the disaster?
- Discuss the advantages of Oxfam's and United Nations 'Cash for Work' scheme.



- Disaster, Poverty, Citizenship

unicef
united states fund

CHILD SURVIVAL ALERT!

Whatever it takes to save a child.

DONATE NOW!

Dear Friend,

Words fail: **up to two million children are at risk in Haiti right now.**

Separated from their families. Trapped under rubble. Countless newly orphaned. Desperate.

Every moment matters: donate NOW and 100% of every dollar to the U.S. Fund for UNICEF will go directly to fund child-saving relief efforts in Haiti.

We can save these children. I say this because I've seen your generosity and I've seen UNICEF's response. Less than 48 hours ago, UNICEF delivered to Port-au-Prince:

- 10,000 tarpaulins
- 4,600 water containers
- 5.5 million water purification tablets
- 556,000 oral rehydration sachets

These supplies are bringing critical relief to up to 10,000 families. An additional 20,000 families will receive similar supplies momentarily. But it's not enough and **these two million children are relying completely on international relief.**

Please give now: every gift will save a life, and 100% of your donation will go directly to UNICEF to support relief efforts.

Children in Haiti have nowhere to go. No homes, no hospitals, no government aid centers. There is literally nothing beyond what you and I and the rest of the relief community can provide.

Yes, delivering relief into the country has been exceedingly difficult. Yes, logistics and communications have taken time.

But this means nothing in the face of these children who need us. We will do whatever it takes to save these children, no matter how difficult, how seemingly impossible.

Please, help us save more lives.

With humility,

DONATE NOW >>

Caryl M. Stern
President and CEO
U.S. Fund for UNICEF

P.S. The U.S. Fund for UNICEF is absorbing all administrative fees associated with handling your donation, so that you can be confident 100% of every dollar you give will go directly to relief efforts.

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Source: www.news-media-watch.com/images/UNICEF-appeal-Haiti-link.jpg

- Imagine you worked for an aid agency. What would you tackle first: rescuing survivors; burying bodies; treating the injured; providing food, water and generators; supplying shelter for the homeless; or opening the airport to bring in equipment and rescue workers? Justify your answer.
- Imagine you were employed to rebuild Haiti:
 - Where would you start? Give reasons for your answer.
 - Whose help would you require? e.g. teachers, doctors, police officers, water and ICT engineers, managers, cooks, builders and people to pay for supplies.
- The UN called for more peacekeeping troops in Haiti. Why were they needed? What was their function?
- Discuss the long-term recovery of Haiti. What do you think might happen in Haiti after the world's news media have left?
- Discuss the impact of poverty on people's ability to cope in the aftermath of a disaster.
- Imagine you are a Haitian who lives on less than \$2 a day. Describe your life.

- Some charities and church groups offered to find homes for Haitian orphans in the US. Do you think this is a good idea or a bad idea? Justify your answer.
- Discuss how the Australian government is supporting Haiti.
- Describe Australia-Haiti links.
- Global organisations, governments, non-government organisations and individuals responded to the Haiti earthquake disasters. Discuss using examples.
- Describe the 'Hope for Haiti' telethon and explain why you think it was a success.
- How would you organise a fundraising activity in your school for the Haitian earthquake victims. The Oxfam Education Support for Fundraising booklet may help – www.oxfam.org.uk/education/teachersupport/fundraising_support/

ICT

- Why did so many people die in Haiti's earthquake? <http://news.bbc.co.uk/2/hi/americas/8510900.stm> (comparative study)
- Select 20 pictures from the United Nations photographs. Summarise the 2010 Haiti earthquake as a photo story – www.unmultimedia.org/photo/gallery.jsp?query=subject%3A%22Haiti%20Earthquake%22
- Special coverage of Haitian earthquake – Alertnet insight, www.alertnet.org/thenews/newsdesk/126378336711.htm. This site covers numerous topics such as: Africans pledge support to devastated Haiti; Haitian girls face increased vulnerability after quake; How could Haiti aid efforts be coordinated better? Doctors perform hundreds of amputations in quake-hit Haiti daily; Q+A with OCHA on Haiti relief; Get people working and not looting says UNDP; U.N. troops guard Haiti's largest food depot; Fuel shortages, damaged infrastructure delay Haiti aid effort; and Haiti's children are the most vulnerable. In groups select one news item and discuss the issue as an oral report. Determine whether the article is biased or presents different perspectives.
- Discuss the phrase – 'It's OK to be upset by the news', http://news.bbc.co.uk/cbbcnews/hi/newsid_2330000/newsid_2333800/2333893.stm.
- Explain how you can learn to understand complex world events, <http://esrnational.org/special-projects/understanding-world-events/>
- How do you contact organisations in Haiti to find out what they are doing on the ground/in the field? http://alertnet.org/db/crisisprofiles/HT_QUAKE.htm?v=whowhatwhere
- What is Project Ushahidi? Discuss its advantages – www.ushahidi.com



- Disaster, Poverty, Citizenship

Youtube

Oxfam's work for cash scheme in Haiti (1.16 min) – www.oxfam.org.au/explore/conflict-and-natural-disasters/current-emergencies/major-earthquake-in-haiti

The Week in Haiti – after the earthquake (10.48 min) www.youtube.com/watch?v=IfBdiFyxKOk

We are the World 25 for Haiti (8.32 min), 75 artists – <http://mashable.com/2010/02/12/we-are-the-world-25-for-haiti/>

United Nations releases Haiti relief appeal (3.57 min) <http://news.bbc.co.uk/2/hi/americas/8462796.stm>

Interactive video

Haiti's earthquake
www.abc.net.au/news/events/haiti-earthquake/interactive-video.htm

PowerPoint

Haiti earthquake – assembly slides
www.oxfam.org.uk/education/resources/haiti_earthquake/

Earthquake hits Haiti –
www.nytimes.com/slideshow/2010/01/13/world/20100113-HAITI_index.html

Maps

- interactive map – levels of intensity
www.abc.net.au/news/events/haiti-earthquake/map.htm
- http://epmaps.wfp.org/maps/03655_20100122_HTI_A4_OMEP_Haiti_Earthquake_Affected_Areas_outside_Port-au-Prince,_21_January_2010_HIGH_RESOLUTION.pdf
- www.usaid.gov/our_work/humanitarian_assistance/disaster_assistance/countries/haiti/template/maps/fy2010/haiti_01142010.pdf
- <http://earthquake.usgs.gov/earthquakes/eqarchives/poster/2010/20100112.jpg>

Global Education

Teaching about the Haiti disaster –
www.globaldimension.org.uk/index.aspx?id=1338
www.teachingcitizenship.org.uk/page?p=101

Talking about Haiti with children –
www.unicef.com.au/Unicef/SchoolRoom/ForTeachers/TalkingwithChildrenaboutHaiti/tabid/491/Default.aspx

Resources for Teaching and Learning about the Earthquake in Haiti – <http://learning.blogs.nytimes.com/2010/01/13/resources-for-teaching-and-learning-about-the-earthquake-in-haiti/>

Earthquakes

Resources on earthquakes – www.geography.org.uk/resources/earthquakes/resources/

Animated guide on earthquakes – <http://news.bbc.co.uk/2/hi/science/nature/7533950.stm>

Interactive guide on Haiti's earthquake – www.guardian.co.uk/world/interactive/2008/jan/23/earthquakes

Why was the Haiti earthquake so disastrous? – http://news.bbc.co.uk/cbbcnews/hi/newsid_8450000/newsid_8456900/8456976.stm

Haiti Earthquake follows years of turmoil –
<http://tv.oneworld.net/2010/01/14/earthquake-follows-years-of-turmoil/>

More information on earthquakes –
<http://earthquake.usgs.gov/earthquakes/world/?regionID=27>

Aid and Haiti earthquake

Earthquake in Haiti, aid starts to arrive – interactive map of map with areas receiving aid –
www.guardian.co.uk/world/interactive/2010/jan/15/haiti-earthquake-aid-problems-map

Global Voices: Community of more than 200 bloggers around the world with an emphasis on voices that are not ordinarily heard in international mainstream media. –
<http://globalvoicesonline.org/specialcoverage/haiti-earthquake-2010/>

Disasters Emergency Committee – www.dec.org.uk/

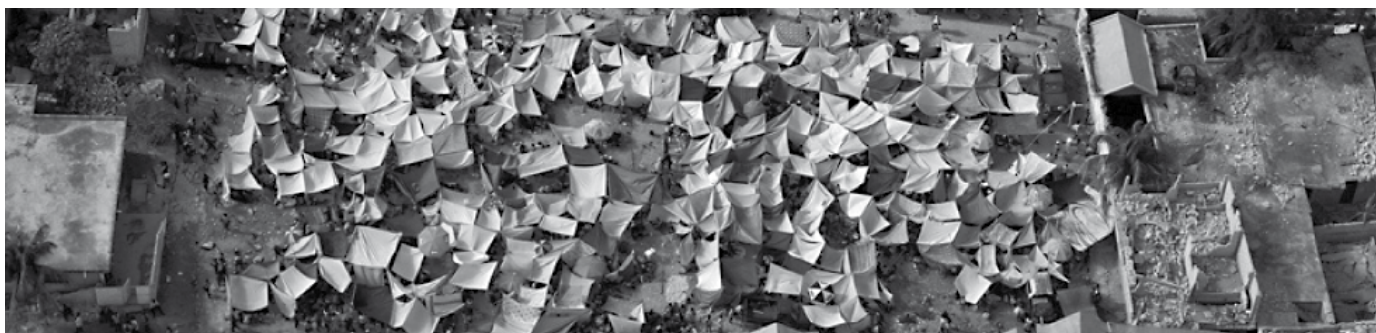
Red Cross – <http://blogs.redcross.org.uk/emergencies/2010/01/help-not-hinder-haiti/>

UNICEF – www.tagd.org.uk/Latest/CurrentEmergencies/EmergenciesHaiti.aspx

United Nations – www.un.org/en/peacekeeping/missions/minustah/

Millennium Development Goals

Haiti and Millennium Development Goals – www.indexmundi.com/haiti/millennium-development-goals.html; <http://mdgs.un.org/unsd/mdg/Data.aspx>



GTA ANNUAL CONFERENCE

Sustainability: Energy, urban residential landscapes, population and migration

NSW Parliament House Friday 27 August 2010

Conference Program

- 8:30 – 9:00** Registration
- 9:00 – 9:15** Welcome to Country
Welcome: Dr Grant Kleeman, President GTA NSW
- 9:15 – 10:15** **Energy use and sustainability**
Dr Ben McNeil, Senior Fellow, Climate Change Research Centre, University of New South Wales*
* Ben is the author of *The Clean Industrial Revolution: Growing Australian Prosperity in a Greenhouse Age* and an expert in a range of areas relating to climate change science, policy and energy economics.
- 10:15 – 10:30** Awards and launch of the Geography Teaching Standards website
- 10:30 – 11:00** Morning tea
- 11:00 – 11:45** **Australian Curriculum and Geography Teaching Standards update**
Ms Lucie Sorensen ACARA and Mr Nick Hutchinson
- 11:45 – 12:30** **Social and environmental sustainability: An examination of Sydney's changing residential landscape**
Dr Emma Power, Lecturer, Geography and Urban Studies, School of Social Sciences, University of Western Sydney*
* Emma is representative of an exciting new generation of Australian geographers. She teaches cultural and social geographies, and human-nature relations.
- 12:30 – 1:15** Lunch (Jubilee Room)
- 1:15 – 2:15** **The cultural and social sustainability of Australia's current population settings**
Professor Kevin Dunn, School of Social Sciences, University of Western Sydney*
* Kevin Dunn is a Professor in Human Geography and Urban Studies. His research include: immigration and settlement; Islam in Australia; the geographies of racism; and local government and multiculturalism. His books include *Landscapes: Ways of Imagining the World* (2003) and *Introducing Human Geography: Globalisation, Difference and Inequality* (2000).
- 2:15 – 3:00** **Workshop presentations**
Option 1: Food fairness and sustainability –
Ms Elizabeth Morgan, Macquarie University, Dept of Human Geography
Option 2: Climate change and sustainability –
Mr Rod Yule, World Vision Australia



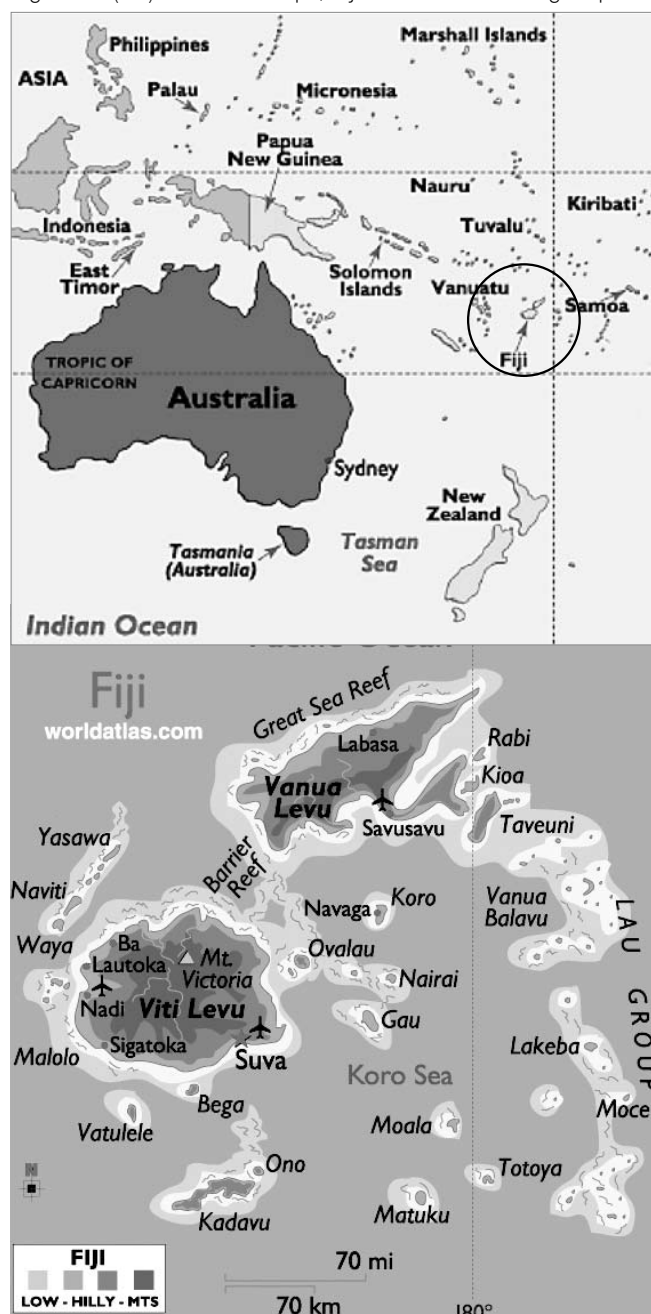
Conference registration details go to – www.gtansw.org.au

Urban Solid Waste Management in Fiji

Joseph de Botton, Geography Teacher, Knox Grammar School, Wahroonga

This article, for Year 12 students, provides a general overview of Waste Management as an Economic Activity and focuses on solid waste management* at a local and national scale. It provides a brief discussion of the distribution and growth of Fiji's population and the reasons for the current methods of waste disposal. Reference is also made to changes in the legislative framework regarding waste management, waste composition as well as the current trends of urban waste management within Fiji. Examples of waste management within Suva, the capital and Sigatoka, a small town on the western coast on the main island of Viti Levu are provided.

Figure 1. (left) Location maps, Fiji and main island groups¹



Location of Fiji

The Republic of Fiji consists of over 330 islands, of which 110 are inhabited. This volcanic archipelago is located to the north-east of Sydney, with its capital, Suva, being located at 18° S 175° E on the main island of Viti Levu – see Figure 1 at left.

The distribution of Fiji's population

According to the 2007 Census², Fiji's population totalled 837,271 of which 424,846 lived in urban areas, while the remaining 412,425 lived in rural areas.

During the period 1996 – 2007, the rate of urbanisation continued to increase. By 2007 50.7% of Fiji's population lived in urban areas and by 2030, it is expected that the percentage of Fiji's urban population will increase to 60%, while the 2002 UNDP Report³ suggests that the urbanisation rate of 60% will be achieved by 2015.

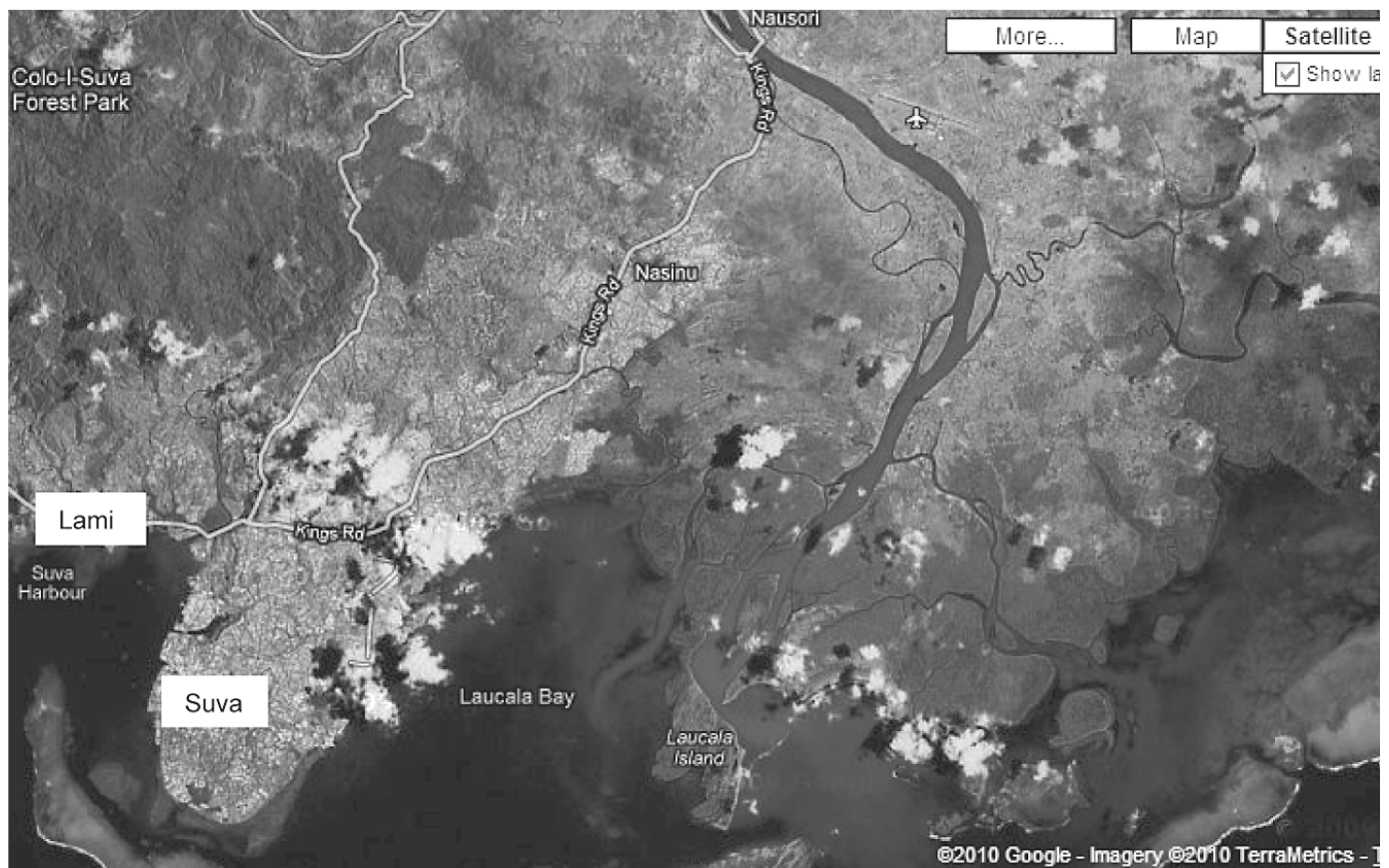
Of the people who live in urban areas, a significant number are squatters. According to the 2005 Report for the Ministry of Local Government, Housing, Squatter Settlement and Environment⁴, the squatter population in Fiji has increased by 78 per cent in between 1999–2003. The report shows that there were 182 squatter settlements in the country comprising some 82,350 people. Of the total squatter population, more than 60 per cent (49,410 people) lived along the 18 kilometre Suva-Nausori town corridor that stretches north-north east from the capital – see Figure 2.

The rate of growth of urban squatter settlements in Fiji has been significant and can be attributed to the increase in poverty that resulted from the non-renewal of sugar cane farm leases (on expiring native title land) in recent years. Deprived of their main source of income, large numbers of people have moved from rural to larger urban centres, such as Suva and Lautoka. Apart from these displaced workers, the bulk of those who inhabit the squatter settlements are

* This article does not deal with liquid, gas or biological wastes.

Urban Solid Waste Management in Fiji

Figure 2. Satellite image of the Suva – Nausori urban corridor¹¹



those who experience absolute poverty, those who survive on some form of pension and those who are underemployed. One such squatter settlement is Wailea Creek, whose waste disposal techniques will be briefly discussed in the section on Waste Collection and Disposal in Suva.

The Legislative framework for Urban Waste Management (from 2000 to 2010)

The disposal of waste is governed by various Acts of Parliament, specifically the Public Health and Local Government Acts. While the Public Health Act provides for collection and disposal of waste in rural areas by the Ministry of Health through the Rural Local Authorities, the latter lack the financial means to provide anything but the most rudimentary waste collection services⁵.

The Local Government Act provides for the collection of waste in urban areas by towns and municipal councils. They receive financial grants from the Government and charge a fee to residential and business owners within the town area* for waste collection and disposal.

While these previously mentioned Acts still influence where and how waste is collected, the most significant piece of environmental legislation was passed in April 2005. The EMA – the Environment Management Act, whose purpose is to apply the principles of sustainable use to the development of natural resources (which includes life cycle

analysis) and to identify matters of national importance with regards to the environment. In between April 2005 and January 2008, specific sets of regulations that govern waste management and (air, water and land) pollution control were also developed.

By January 2008 the Environment Management (Waste Disposal and Recycling) Regulations were endorsed by Cabinet through the development of a National Solid Waste Strategy and Action Plan 2008–2010.

Composition of Waste

Waste produced by households in Fiji is mainly composed of biodegradable (more than 65% of the weight), paper (10–15%), plastic (less than 10%), textiles and glass. The average waste generation rate per person per day is 0.4 kg which amounts to 146 kg per person per year⁶.

Responsibility for Waste collection and disposal

Eight municipal councils look after the waste collection and disposal in towns and cities on the main island of Viti Levu in Fiji. These are the Lami, Nasinu, Nausori, Tavua, Ba, Nadi and Sigatoka Town Councils and Lautoka and Suva City Council. Up until 2004, each of these had their own dumpsites except for Suva City and Nasinu Town which were using the Lami dump, while Nadi disposed of their waste at Lautoka.

* The town area is bounded by the extent of street lighting – no street lights, no waste collection service.

Urban Solid Waste Management in Fiji

Figure 3. A rubbish-filled creek and Skip Bin at Wailea Squatter Settlement located a few kilometres north-east of Suva.



The National Solid Waste Management Strategy 2008–2010 indicates that waste was collected was dumped into one of eleven landfills, seven of which are adjacent to marine areas such as mangroves⁷. Leachate (comprising heavy metal) contamination of groundwater (at Lami), are common in areas adjoining these dumps.

No garbage disposal services are provided for people who live in rural areas; villages farming areas and the majority of island villages. The main methods used to dispose of garbage in rural areas include: dumping into creeks (Figure 4), on vacant blocks of land, burying it or incineration⁸ (Figures 7 and 12).

Waste collection and disposal in Suva

Suva is located in the south eastern quadrant of the main island of Viti Levu and has a population of 85, 691 of which 11,210 live in the (peri-urban) area surrounding the capital⁹.

As a town and the capital, Suva obtains its operational funds needed to support its waste collection service from rates paid by 42% of its ratepayers. Of Suva's 2007 population of 85,000, 58% live in squatter settlements and don't pay rates¹⁰.

The Waste Management and Pollution Control Unit of Fiji's Department of Environment has implemented a

Pilot Waste Minimisation and Management Project in the Wailea Squatter settlement since 2004. The goal of this project is to substantially minimise and manage waste. Surveys have been conducted along with house to house awareness sessions, recycling and clean up campaigns which removed 27m³ of rubbish from the creek shown in Figure 3. Suva Council has implemented a self-funded waste skip bin (Figure 3) system on a user pays basis¹².

While the clean-up campaign and the use of the skip bins are successful point in time strategies, effective long term waste management strategies require detailed knowledge of the waste disposal practices and their relationship to human health and the environment.

In short, the continued increase in the rate of urbanisation, in formal and informal (squatter) settlements highlights some of the challenges that confront the Government of Fiji regarding urban waste management.

From the 1940's until July 2005 Suva's waste was collected and disposed at the Lami landfill site – see figure 4. While some waste was collected in waste compactor trucks, much of the waste was transported to the Lami landfill in skip bins or in an uncompacted state on covered (or cage) trucks. Waste separation occurred at Lami by both private waste collectors/waste pickers and by commercial firms (plastics, glass, metals).

Figure 4. Aerial view of former landfill site, Lami Bay, south Suva¹³.



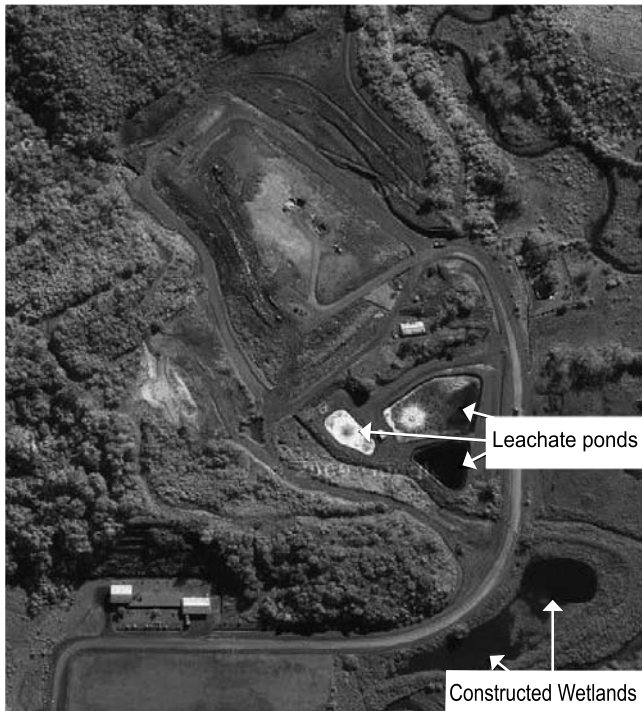
Urban Solid Waste Management in Fiji

Note the extent of land reclamation and the dumping of waste on land that once contained mangroves. Heavy metals leach from the landfill site into the adjoining Tamavua River. Unlined and spilling directly into the Tamavua River (refer to Figure 4), the dumpsite has been replaced by the first commercial landfill at Naboro, 24 kilometres west of central Suva (See Figure 6).

Figure 5. The landfill site at Lami (closed July 2005)¹⁵



Figure 6. Aerial view Naboro Landfill site¹⁶



The 45 hectare Naboro site (Figure 6) was chosen due to a number of its biophysical properties, one of which was clay. In 1999, the European Union provided \$10 million, with the Fijian Government contribution of \$3 million to improve solid and liquid waste disposal with Fiji. The solid waste element of this agreement related to constructing an anaerobic landfill at Naboro.¹⁷ In addition to providing these funds, the EU also undertook a geotechnical survey that determined that the water resistant properties of the clay were exceptional. As a consequence, a 600 mm compacted clay base was laid that provides an exceptionally water-tight barrier to resist penetration of leachate to the water table.

Atop the clay base lies 500mm of gravel and a series of perforated plastic pipes which catch the leachate (including rainfall) from the landfill. The leachate from the separate

pipes connects to a main leachate pipe which discharges into a series of leachate ponds, before passing into a constructed wetland (see Figure 6).

HG Leach (Fiji) Limited won the international tender to manage the Naboro (anaerobic) landfill operation for five years. The first stage clay liner and associated leachate drainage and stormwater control systems occupy some seven hectares. Given the steepness of the slope of the valley wall in Stage 2, a textured HDPP – high density polypropylene cover is to be installed, while in Stage 1, a Geotextile fabric has been used to stabilise the slope as seen in Figure 7. The Naboro landfill is constructed and managed to run on an international best practise basis by an experienced New Zealand quarrying and waste management firm, HG Leach Ltd.

Figure 7. Stage 1 Geotextile fabric, Naboro Landfill¹⁸

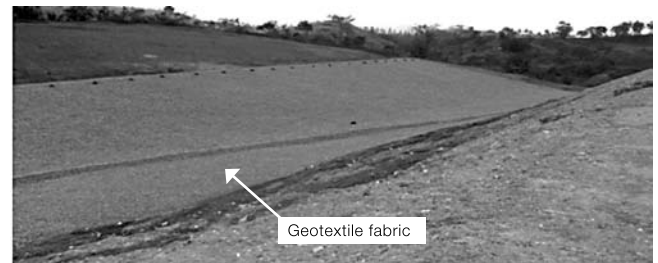


Figure 8. Caterpillar Tractor at Naboro Landfill¹⁹



It was expected that the Naboro landfill site would compact 100,000 tonnes of municipal waste per annum. Actual disposal levels (2009) are closer to 55,000 tonnes per annum as much of the waste that is brought to the landfill site is in covered and uncompacted cage trucks, as seen in Figure 8. This shortage of specialist waste compactors also highlights a further difficulty associated with waste management within Fiji; appropriate waste management technology is capital intensive and is in short supply. For example, a 36 tonne landfill compactor, a D 6 Bulldozer and a 20 tonne digger cost approximately \$1.6m AUD, while a 20 tonne waste compactor truck, that collects and transports household waste costs \$500,000 AUD. These machines have been sourced through the parent company, HG Leach, New Zealand.

The quantity and types of disposable waste has increased as a result of tourism as well as increasing levels of

Urban Solid Waste Management in Fiji

affluence and increases in the size of Fiji's population. As a consequence of only processing 55,000 tonnes of waste, the life of Stage 1 of the landfill site has extended from 5 to 8 years.²⁰ Naboro, as the only commercial sanitary landfill within Fiji, does not accept chemicals and other liquid wastes that require specialist treatment. As well as the need for a specialist liquid waste facility, there is also a need for an urban waste transfer station within Suva. Here different types of waste can be sorted and further processed. According to the National Solid Waste Management Strategy and Action Plans 2008–2010 65% of the waste comprises biodegradable products (food, vegetable matter), which could be developed into either soil conditioner and/or garden mulch products. By implementing waste separation at source and by encouraging recycling, the life of the landfill can be further extended. However, it may only be economic in some instances to recycle some types of waste (PET bottles, aluminium cans, glass, metal), given the spatially dispersed nature and small size of the population).

The collection and disposal of waste in Sigatoka

The town of Sigatoka is predominantly located on the northern bank of the Sigatoka River. Sigatoka is on the southern coast and 127 kilometres west of the capital and contains a small urban population of 1,634 and a peri-urban population of 7,988²¹.

Figures 9 Sigatoka CBD²²



Figure 10 expanding urban development²³ (view from Sigatoka River Bridge)



Figure 11. A street sweeper in Sigatoka²⁴



Figure 12. Outskirts of Korotogo/Sigatoka²⁵

Figure 12 identifies the residue of fire from the night of the 5.1.2010. Note also the addition of material for a further burn off. Within a 500 metre stretch of road, the author noted several similarly sized piles of vegetation on land that adjoins the beach front.

The waste that is collected by the Town Council is transported to an unsanitary (unlined) landfill some two kilometres west of the township. See Figures 13 and 14 below



Figure 13 Entrance sign to the Sigatoka landfill²⁶

Figure 14 Waste within the Sigatoka landfill²⁷



Urban Solid Waste Management in Fiji

At the time of visiting this landfill, rubbish was being unloaded from a cage truck. There were no Council personnel, buildings or weighbridge present at the entrance to the site in order to check what types of waste were being dumped.

Strong afternoon winds frequently expose the rubbish which becomes a breeding ground for flies, mosquitoes and rodents.

The National Solid Waste Management Strategy 2008–2010 indicates that the Sigatoka landfill above, like the former Lami landfill site, also experiences groundwater contamination.

(Note: the Sigatoka dump site is adjacent to the Sigatoka Sand Dunes National Park)

Community-based Waste Collection

Beyond the town limits, rubbish collection does not exist. It is for this reason that an informal community-based organisation has developed with a view to organising a regular waste collection and disposal service.

According to an interview with the David Keeble²⁸, Manager of the Bedarra Beach Inn, Korotogo, he inherited the management of this informal community-based organisation which is a loose coalition of businesses and residents who pay to have their rubbish collected every Monday and have done so since 1992. Residents are charged \$5 FJD per month, while businesses, such as the Bedarra Beach Inn pay \$25 FJD per month.

Approximately 150 people and several businesses pay to have their rubbish collected by a contractor, who takes the rubbish to the Sigatoka landfill. There is no provision for green waste collection. Should a business or a resident wish to have green waste removed, the business or individual contacts the local contractor who negotiates an individual rate to remove and dump this waste.

One of the (controversial) decisions made by the Sigatoka Council in recent years was to increase the charge for dumping a truckload of waste at the landfill site from \$20 FJD to \$100 FJD.

In other instances, some other residents who live near the Bedarra Beach Inn and who are not members of this community organisation choose to regularly burn their green and household waste or dispose of both on the nature strip adjoining the road as seen in Figure 12.

The Bedarra Beach Inn along with other businesses and concerned residents within the area, have tried to encourage those residents who do not have their rubbish collected to take a greater level of civic pride by not dumping their waste on the nature strip (as seen in Figure 12) or burning their waste. The pall of smoke sometimes lingers or is temporarily trapped within the hotel buildings, till the winds disperse the smoke. The smoke certainly affected the holiday experience of some hotel guests, particularly when these burn-offs have occurred every day that they have stayed at the hotel.

In these situations, David Keeble has sought to come to some mutually acceptable arrangement about the timing of the burn-offs, without much success. Appealing to the Local Council is futile as the location of the Beach Inn is beyond their jurisdiction. The shortage of investigative staff at the Department of the Environment is frustrating and the resident who chose to burn off made it very clear that “I cannot control which direction the smoke goes and I am not going to stop burning my rubbish”. It is also beside the point to indicate to the resident who burns the waste that their actions are illegal, under the EMA 2005. David’s last attempt is an appeal to the Department of Health. The Department has listened to David’s complaint and at the time of writing, are said to be investigating.

The residents of Sigatoka and Suva do not have separate bins that would allow them to separate their waste at source – a cost that the National Government cannot presently afford.

Future Directions

Paper, plastics, metal cans and green waste are either burned or dumped or a combination of both. Very limited recycling exists. Coke-Cola Amatil have resumed their P.E.T bottle recycling scheme (Nov 2009) on Viti Levu and will call in every month to collect the bottles that David and other businesses have stored.

The waste management challenges that the Government of Fiji faces remain substantial.

Solid waste management is arguably the single largest economic problem facing Fiji. Apart from the recently opened Naboro landfill, there is a lack of capital investment in waste collection and disposal infrastructure, adequate finance (to afford this investment), suitably qualified personnel between and within the various Government departments that have a responsibility for waste management, enforcement and, until the EMA 2005, appropriate legislation.

At the Local Authority level, the problem of waste management and collection is further compounded because of the inequity in service provision between urban and rural areas; ingrained practices of incineration and/or illegal dumping (on the roadside, in the stream, mangrove, by the beach – arguably, because of poor levels of service provision) as well as the misuse or non use of waste receptacles, damaged or stolen communal (rubbish) containers and resistance to paying for a waste service (that some/many users find inadequate).

While the rate of increase of the squatter populations within Suva and other urban centres is of concern, it is the on-going indiscriminate dumping of waste within these communities that raises the potential for the spread of disease (Dengue Fever). Financial constraints preclude the establishment of a waste transfer station at Suva to enable waste separation and for recycling of various materials to occur. Apart from solid waste, there is also the need for the development of specialist facilities to treat liquids (chemical, oils) and medical waste.

Urban Solid Waste Management in Fiji

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Mark Hirst, Manager Naboro Landfill, H. G. Leach (Fiji) Ltd. (Interview 6th January, 2010)

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Social Bookmarking and the use of Del.icio.us

Martin Pluss, Loreto Normanhurst

Have you ever lost your bookmarks when you have updated your computer? Do you get frustrated when you don't know a bookmark and you are on another computer? Well social bookmarking is the means to overcome these issues. Social bookmarking has a personal, research and a social networking perspective. The personal perspective involves your ability to save your bookmarks online so that you can access them on any computer you may wish to use that has an internet connection.

Usually these bookmarks are publically available, though on some platforms these bookmarks can be stored privately or shared inside certain networks. These bookmarks are sorted chronologically and through the use of categories and tags networking is made possible. This means you can select a tag such as historical geography and see what other bookmarks are available using the same tag in which you and others are interested.

You can follow the link back to its owner and thus potentially become connected to another person with similar interests and at the very least check out their links to see if they lead you into other interesting areas of research. Moreover, you may find you know the person or get to know the person and establish a professional development contact.

The key to successful social bookmarking is the tagging of your entries with key words and then the grouping of these tags into categories. This opens the door to ways of organising information and categorising resources. Not only is there the ability to connect socially and to network, there is the chance to see the areas of research which are evolving in interest by examining how many links there are to the same tag.

The significance of social bookmarking is that it flattens the knowledge base and makes it freely available to all who wish to be informed. The informal platform enables people to find one another, create new communities of users of common interest. It is a tool for Communities of Practice to use. Some argue a downside that social bookmarking is done by amateurs, there is no oversight into how the tags and links are organised and potentially this can lead to duplication and poor organisation.

These issues aside, social bookmarking provides a valuable tool for teachers and students to use in the way they collect and organise their information for their subject areas. One popular Web 2.0 Tool to consider using for social bookmarking is *Del.icio.us*.

Figure 1. The Del.icio.us Geography page for my account (screen capture 26 November 2007, <http://del.icio.us/plu/geography>)

The screenshot shows a Mozilla Firefox browser window displaying the Del.icio.us page for user 'plu' tagged with 'geography'. The browser's address bar shows the URL <http://del.icio.us/plu/geography>. The page header includes the user's name 'plu' and the tag 'geography'. Below the header, there are navigation links: 'your bookmarks', 'your network', 'subscriptions', 'links for you', and 'post'. The page is logged in as 'plu' and shows options for 'settings', 'logout', and 'help'. A search bar is present with the text 'Your items tagged geography (create tag description) → view all, popular'. The main content area displays three items tagged with 'geography': 'Geography for the 21st Century: 50 Ideas in 50 Minutes.', 'The Sydney Morning Herald Blogs: Stay in Touch', and 'worldclock.swf (application/x-shockwave-flash Object)'. A sidebar on the right lists 'related tags' including 'personal', 'Education', 'geography', 'Networking', and 'Personal'.

ICT UPDATE: Social Bookmarking and the use of Del.icio.us

Let's look a Del.icio.us.

Del.icio.us is a free internet social bookmarking system which first appeared in 2003 and is now owned by Yahoo. Other products of a similar nature include *FURL*, *Digg*, *BlogMarks.net*, *De.lirio.us*, *Frassle*, *Linkroll*, *My Progs*, *Newnooze*, *Reader 2*, *Reddit*, *Sources Forge.net*, *Scuttle*, *CiteULike*, *Flipskipper*, *Jots*, *Stumble Upon* and *Yoono* to name a few.

Without any publicity the site reached 1 million users by September 2006 and as of June 2007 *del.icio.us* is in 4th position in the top 25 social bookmarking sites. Recent statistics suggest the most recent users are male, average age 30, high incomes from urban areas or suburbs, tend to have higher education and have been familiar with technology from a young age. Most of the users are bloggers, programmers and educators such as teachers and librarians.

If you look closely at Figure 1 you can see there are a number of features of a del.icio.us account which may be of use to you. The *del.icio.us/plu/* is the personalised account address in the box after it is the tag geography and below this is the list of geography tags which have been bookmarked.

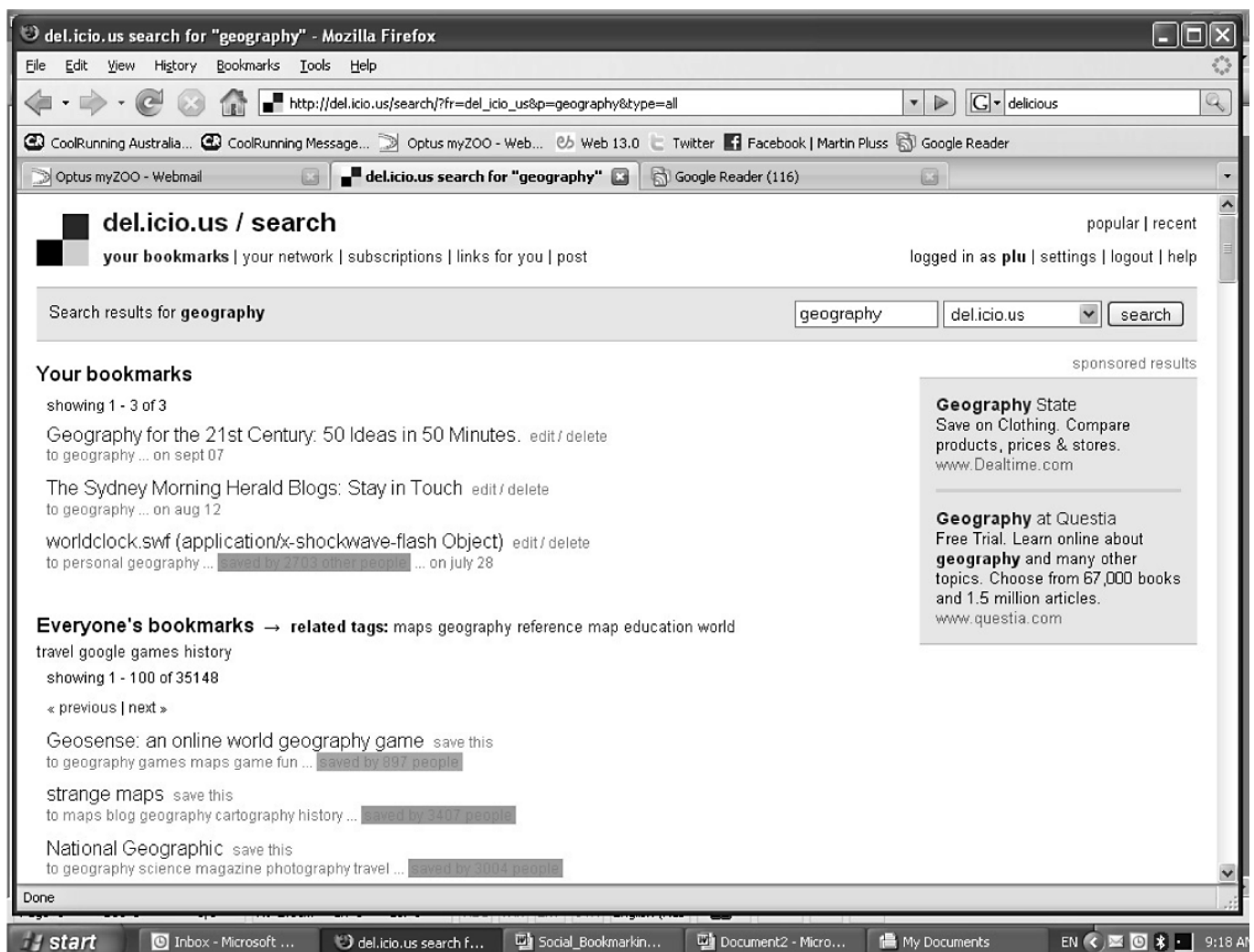
Across the top are links to all your bookmarks, your network, subscriptions, special links made available to you based on you interests and the post button. On the top right hand side you can jump out into the world of del.icio.us by clicking popular and recent links and just beneath this is the section where you can establish your personal settings and make use of the help functions of the site.

On the right hand side is what I find the most valuable feature of *del.icio.us*; namely the tags and their organisation. These tags are organised in what is called a cloud format. The bookmarks are organised into tags and the tags are grouped into categories such as education, networking, personal and others. Depending on the level of detail and interest can create whole sites just for Geography and develop other geographical tags and group them into categories.

Now there are two ways you can use *del.icio.us* as a teacher.

The first way is to search del.icio.us for all the links in your subject area that other people have collected. The best way to do this is to go to the search box and type in the term you are researching and see what other people have bookmarked for this that topic.

Figure 2: Geography Term Search on Del.icio.us (screen capture 26 November 2007, <http://del.icio.us/geography>)



ICT UPDATE: Social Bookmarking and the use of Del.icio.us

You will see in Figure 2 that the search provides my personal links for Geography at the top and beneath this are everyone's bookmarks and a suggestion of related tags to explore such as maps, reference maps, world travel to name a few. In addition there is some geographical related advertising on the right hand side.

The second way to use *del.icio.us* as a teacher is to create your own account, collect your own bookmarks and share the information you have found useful. Instead of providing a detailed set of instructions to do this here you can quickly learn how to do this by registering yourself and then look at the numerous instructional YouTube videos on *Del.icio.us*.

For example, according to his blog and Twitter account (which is another potential ICT Update) "jutecht" is a teacher in an American School in Shanghai, China and has a most useful instructional video on how to use *Del.icio.us* which can be found at <http://www.youtube.com/watch?v=A1pOsYjCvE8> and there are many others from which you can choose.

Conclusion

As with most Web 2.0 Tools their use evolves over time and some survive and others do not depending on how they are taken up by web users. Social bookmarking sites are no exception. *Del.icio.us* has the potential to be a very powerful research tool for all teachers.

Teachers can make use of existing bookmarks or collect their own bookmarks. Head Teachers can set up departmental web links which staff can access and add to at any time. The individual teacher can organise students into groups to collect bookmarks on themes of work they undertake during the year. Moreover, students can be encouraged to start up their own accounts to help them organise their own research skills as they learn about tagging and the development of categories.

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The
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GLOBAL
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USING CONTEMPORARY RESOURCES IN GLOBAL GEOGRAPHY

PROGRAM DESCRIPTION

This is the Global Education series of workshops. These workshops are always well supported and the evaluations are impressive. This series will have a focus on quality teaching using contemporary resources in the classroom. The resources used will have applications from Years 7–12. A central feature of these workshops is the DVD: *The Burning Season*, which is a documentary on climate change, threatened habitats and land degradation. The documentary uses a case study on rainforest burning in Indonesia to investigate these issues and what can be done to change it. Teachers attending the workshop will receive a copy of the DVD, included in the registration fee. These workshops will include practical sessions on skills and vary in structure at different locations. These workshops will be led by Dr Susan Bliss, Director of Global Education NSW.

DATES AND LOCATIONS

Canberra Grammar School

Thursday 22 July 8:30am – 3:30pm

United Services Centre, Laurieton

Friday 30 July 8:30am – 3:30pm

COST (inc GST)

\$100 member and **\$120** non-member schools.

This workshop series is subsidised by a Global Education grant.



GEOGRAPHY FIELDWORK COMPETITION

The Geography Teachers' Association of NSW (GTA NSW) organises an annual competition for students and schools to foster an enthusiasm for Geography through engagement and rewards. The emphasis of the competition is fieldwork and the gathering of primary data as part of authentic research in geography.

The competition is open to all secondary schools, both members and non-members of GTA NSW.

All the categories of the competition are based on the research action plan outlined in the syllabus on page 17 of the Years 7–10 Geography syllabus. The steps of this research plan have also been applied to the senior Geography course for the purposes of this competition and fit neatly with the Senior Geography Project.

NATURE OF THE COMPETITIONS

1. The GTA Fieldwork and Visual Presentation Competition (Years 7–9)

- choose a relevant topic
- undertake fieldwork to gather primary data
- support fieldwork with secondary data if required
- analyse gathered data
- present research findings as a visual presentation (digital or poster)

2. The Global Education Research (Fieldwork) Competition (Years 7–12)

Three categories: Stage 4, Stage 5, Stage 6

- choose a relevant global geography topic
- undertake research (may include fieldwork)
- analyse data gathered
- present research findings in a digital form
- propose individual or group action in response to findings

3. The Dr Don Biddle Issues in Australian Environments Fieldwork Competition (Year 10 only)

- undertake research into a relevant issue in NSW, using fieldwork to gather primary data
- support fieldwork with secondary data if required
- analyse data gathered
- present research findings
- propose individual or group action in response to findings



ARTHUR PHILLIP AWARDS 2010

GEOGRAPHY FIELDWORK COMPETITION

NATURE OF THE COMPETITIONS

4. The Brock Rowe Senior Geography Project Fieldwork Competition (Year 11 only)

- undertake a Senior Geography Project, using fieldwork to gather primary data
- support fieldwork with secondary data if required
- analyse data gathered
- present research findings
- propose individual or group action in response to findings

5. The Water for Life Fieldwork Competition (Years 7–10)

- undertake research into a relevant water issue in NSW, using fieldwork to gather primary data
- support fieldwork with secondary data if required
- analyse data gathered
- present research findings
- propose individual or group action in response to findings

6. The Dr Maurine Goldston-Morris Civic and Citizenship Awards

There will be Civics and Citizenship Awards available for entries that demonstrate action has occurred at either the individual or group level, as a result of the research/fieldwork activity. Awards may be allocated to the best action taken in Stages 4, 5 and 6.

7. The Dr Maurine Goldston-Morris Teacher Awards

These will be allocated to teachers for outstanding involvement in the Geography Fieldwork Competition during 2010.



ARTHUR PHILLIP AWARDS 2010

INFORMATION

ENTRIES

GTA Member schools – \$3.30 per entry (incl GST)

Non-member schools – \$6.60 per entry (incl GST)

Each school can submit up to FOUR (4) entries in each section. Final date for entries to be received is **Friday 19th November 2010**.

All entries MUST have an **Entry Form** (see over page) fully completed and securely attached to be considered. Make sure the correct section is indicated on the entry form.

Entries should be sent or delivered to:

GTA NSW Office

Block B, Leichhardt Public School grounds
Corner Norton and Marion Streets
101 – 105 Norton St, Leichhardt 2040

Enquiries via email to Carmel Logalbo, carmel.logalbo@ptc.nsw.edu.au

All packages should be clearly marked as **Geography Fieldwork Competition**.

Entries may be in a book or loose leaves (with reinforced rings), mounted on cardboard (limit 2 sheets of 65 x 55cm), PowerPoint presentation (max slide number 20) or a webpage. No models will be accepted.

All entries will be available for collection at the end of the award ceremony. GTA NSW is unable to return uncollected entries to schools.

SCHOOL REGISTRATION AND PAYMENT

Teachers will need to obtain the **School Registration and Payment Form** on the GTA NSW website at: www.gtansw.org.au. This form must be completed for the full set of student entries being submitted from the school. Payment for ALL student entries must accompany this form. This form and payment must be attached to the set of entries to be eligible for judging.

PRIZES

Prizes are substantial and vary according to section and prize donors. The Civics and Citizenship Awards are major awards.

AWARDS

Each student who submits an entry will receive a **Certificate of Commendation**.

Awards will be allocated to each section according to criteria. The presentation of awards will be at a special ceremony in February 2011.



ARTHUR PHILLIP AWARDS 2010

GEOGRAPHY FIELDWORK COMPETITION

ENTRY FORM

This form **MUST** be fully completed and securely attached to each entry. *(One form per entry – please photocopy)*

**PLEASE
PRINT
CLEARLY**

EACH SCHOOL CAN SUBMIT UP TO FOUR ENTRIES IN EACH SECTION

STUDENT (full name)

SCHOOL

SCHOOL YEAR **TEACHER**

SECTION *(Please tick **ONE** section only)*

- ☐ 1. The GTA Fieldwork and Visual Presentation Competition
- ☐ 2. The Global Education Fieldwork and Research Competition
- ☐ 3. The Dr Don Biddle Issues in Australian Environments Fieldwork Competition
- ☐ 4. The Brock Rowe Senior Geography Project Fieldwork Competition
- ☐ 5. The Water for Life Fieldwork Competition

**ONLY ONE
SECTION TO BE
SELECTED**

TITLE OF ENTRY

SYNOPSIS

.....
.....
.....

CERTIFICATE OF ORIGINALITY

I certify that this is all my original work:

.....
Student's name

.....
Student's signature

.....
Date

.....
Teacher's name

.....
Teacher's signature

.....
Date

ALL ENTRIES MUST BE RECEIVED BY CLOSE OF BUSINESS ON FRIDAY 19th NOVEMBER 2010

Advice to contributors

1. **Objective:** The *Geography Bulletin* is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the *Geography Bulletin* is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.
2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:
PO Box 577, Leichhardt, NSW, 2040

Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.
3. **Format:** An original on disk plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for photographing. Photographs should be on glossy paper, and strong in contrast. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption.
4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.
5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.
6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.
7. **References:** References should follow the conventional author-date format:
Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.
Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)
Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.
O'Donovan, M. J., et. al. (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography* (Vol. 2), Sydney: Williams and Sons.
8. **Italics** should be indicated by underlining.
9. **Spelling** should follow the *Macquarie Dictionary*, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



Red lanterns, Beijing. Photo: Tim Black

Books for review should be sent to:

Mr John Lewis, Review Editor,
The GTA NSW Office
PO Box 577
Leichhardt NSW 2040

Deadlines for articles and advertising

Summer issue – 1 December
Autumn issue – 1 March
Winter issue – 1 May
Spring issue – 1 August

Notice to Advertisers

'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50
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Carmel Logalbo, GTA NSW Office
Telephone: (02) 9564 3322
Fax: (02) 9564 2342
Email: carmel.logalbo@ptc.nsw.edu.au

See article on page 13 –
Australia's Global Sport Links
Case Study Soccer World Cup 2010



World Cup Soccer comes to Norton Street, Leichhardt where support is equally divided between the Italian and Australian soccer teams.



Below: A floor mosaic depicting the teams represented at the World Cup. Flags of successful nations will move toward the centre after each round.



Photographs taken in Norton Street Leichhardt, Friday 11 June prior to the start of the World Cup in South Africa. J. Sillar, PTC NSW.

EDITORIAL POLICY

Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

