Impacts of the GFC on Global Tourism
EXECUTIVE 2009–2010

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ANNUAL MEMBERSHIP (Subscriptions include GST)
Personal membership $90.00
Corporate membership (school, department or business) $180.00
Concessional membership (retiree, part-time teacher or student) $40.00

GEOGRAPHY BULLETIN

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ISSN 0156–9236

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 individual 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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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 Ballabourneen 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

The teachers of the State’s top 2009 HSC Geography students (left to right) Rebecca Fitzpatrick, Chris Cook, Helen Rhodes, John Spoon, Gill Roach and Kit Yee.
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
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 includes: 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.
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
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 Kaoshiung 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://promotinggeo.geo.ntnu.edu.tw/iGeo2010taipei/index.htm is specifically focused 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
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 form, 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

GFC
Increased unemployment, underemployment and job insecurity. Collapse in consumer confidence
Significant declines in economic activity in affected sectors. Reduced discretionary spending on non-essentials such as vacations, eating out, wine etc.

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: 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 5. Inbound tourism 1995–2009

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

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 loosing 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).
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.
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

Total passenger numbers declined from 2271 million in 2008 to 2206 million in 2009 (a decline of 2.9%). The forecast for 2010 is 2330 million.

Air cargo declined by 1.2% in 2008 and 11.1% in 2009. It is expected to grow by 12.0% in 2010.

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: 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.

References


IATA Fact Sheet: – www.iata.org/pressroom/facts_figures/fact_sheets/Pages/index.aspx
Global Tourism and Sport Links

AUSTRALIA’S GLOBAL SPORT LINKS
Case Study Soccer World Cup 2010

Dr. Susan Bliss Director Global Education NSW

‘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)

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;)
- 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.

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.
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.

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.

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.

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

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 volley ball Source: www.globaleducation.edna.edu.au/globaled/go/pid/1686

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.
Australia’s global sporting links have increased as modern venues such as Sydney Olympic Park provide a safe and friendly environment. Our international team names are identified with Australian natural and cultural icons, such as the Wallabies, Opals, Matildas and Socceroos.

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

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

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...
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 byustralians are walking, aerobics/fitness, swimming, cycling, tennis, golf, running, bushwalking, soccer and netball.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1882</td>
<td>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 balls from a match between England and Australia are burnt to create The Ashes.</td>
</tr>
<tr>
<td>1896</td>
<td>First modern summer Olympic Games in Athens. Australian Edwin Flack wins two gold medals in athletics</td>
</tr>
<tr>
<td>1899</td>
<td>Rugby Union Australian team played test against Britain</td>
</tr>
<tr>
<td>1900</td>
<td>Women take part in modern Olympics.</td>
</tr>
<tr>
<td>1905</td>
<td>Australia entered international Davis Cup for tennis. Australia has won 23 times and finished second 18 times</td>
</tr>
<tr>
<td>1930</td>
<td>First Commonwealth Games held in Canada</td>
</tr>
<tr>
<td>1936</td>
<td>Australia first competed at Winter Olympics</td>
</tr>
<tr>
<td>1948</td>
<td>Donald Bradman retires from cricket</td>
</tr>
<tr>
<td>1952</td>
<td>Marjorie Jackson and Shirley Strickland win athletics at Olympics</td>
</tr>
<tr>
<td>1956</td>
<td>Dawn Fraser wins swimming at Olympics</td>
</tr>
<tr>
<td>1960</td>
<td>First Paralympics</td>
</tr>
<tr>
<td>1960</td>
<td>Australian Equestrian teams wins at Olympics</td>
</tr>
<tr>
<td>1962</td>
<td>Rod Laver is the second man in tennis history to win the Grand Slam in tennis. He wins second Grand Slam in 1969</td>
</tr>
<tr>
<td>1964</td>
<td>Australian Yachting team wins at Olympics</td>
</tr>
<tr>
<td>1971</td>
<td>South African Springbok tour causes protests all Australia over apartheid</td>
</tr>
<tr>
<td>1975</td>
<td>First Cricket World Cup</td>
</tr>
<tr>
<td>1980</td>
<td>Men’s swimming team wins at Olympics</td>
</tr>
<tr>
<td>1983</td>
<td>Australia II wins America’s Cup yacht race (1st non-USA winner)</td>
</tr>
<tr>
<td>1984</td>
<td>Dean Lukin wins weight lifting at Olympics</td>
</tr>
<tr>
<td>1985</td>
<td>Australia hosted Athletics World Cup</td>
</tr>
<tr>
<td>1985</td>
<td>Australia part of Formula 1 World Championship</td>
</tr>
<tr>
<td>1988</td>
<td>Women’s Hockey Team wins at Olympics</td>
</tr>
<tr>
<td>1989</td>
<td>World Championship Motorcycle Grand Prix (MotoGP) held in Australia</td>
</tr>
<tr>
<td>1992</td>
<td>Australia wins first Winter Paralympic medals</td>
</tr>
<tr>
<td>1995</td>
<td>Men’s Team wins speed skating at Olympics</td>
</tr>
<tr>
<td>1995</td>
<td>Kieren Perkins and Samantha Riley World Swimmers of the Year</td>
</tr>
<tr>
<td>1996</td>
<td>Men’s Coxless Fours wins at Olympics</td>
</tr>
<tr>
<td>1998</td>
<td>Zali Steggall wins Women’s Slalom Skiing at Olympics</td>
</tr>
<tr>
<td>1999</td>
<td>Australia wins second Rugby World Cup and second Cricket World Cup.</td>
</tr>
<tr>
<td>2000</td>
<td>Australians win gold medals in archery, athletics, equestrian, hockey, archery, sailing, swimming, taekwondo, volleyball and water polo</td>
</tr>
<tr>
<td>2002</td>
<td>Alisa Camplin wins freestyle skiing at Olympics</td>
</tr>
<tr>
<td>2006</td>
<td>Australia reached round 16 in FIFA World Cup</td>
</tr>
<tr>
<td>2007</td>
<td>Australia wins record 4th Cricket World Cup.</td>
</tr>
<tr>
<td>2007</td>
<td>Australia wins the World Crown in Netball</td>
</tr>
<tr>
<td>2008</td>
<td>Australian Rugby Union team ranked world number one</td>
</tr>
<tr>
<td>2010</td>
<td>Australia will participate in the Winter Olympics, Canada and the Soccer World Cup</td>
</tr>
</tbody>
</table>

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.


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.


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.

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

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

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sport</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Dancing</td>
<td>69.1%</td>
<td>69.8%</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>57.9%</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

Figure 3: Participation ranked by most popular organised sport 2008

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation rate %</td>
<td></td>
</tr>
<tr>
<td>1 Soccer (outdoor)</td>
<td>19.8%</td>
</tr>
<tr>
<td>2 Swimming</td>
<td>16.6%</td>
</tr>
<tr>
<td>3 Australian Rules Football</td>
<td>13.7%</td>
</tr>
<tr>
<td>4 Cricket (outdoor)</td>
<td>10.2%</td>
</tr>
<tr>
<td>5 Tennis</td>
<td>8%</td>
</tr>
<tr>
<td>6 Rugby League</td>
<td>7.9%</td>
</tr>
<tr>
<td>7 Basketball</td>
<td>7.5%</td>
</tr>
<tr>
<td>8 Martial Arts</td>
<td>6.1%</td>
</tr>
<tr>
<td>9 Rugby Union</td>
<td>3.9%</td>
</tr>
<tr>
<td>10 Soccer (indoor)</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
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.

**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 Vodafone 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.

**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).

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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.
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.


Figure 7: Perspectives: advantages and disadvantages of sporting links

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football diplomacy – sport linked to improved economic, cultural and geopolitical advantages</td>
<td>Promotion of global brands with sport – tobacco and alcohol</td>
</tr>
<tr>
<td>Reduce obesity and improve health (less spent on health services)</td>
<td>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.</td>
</tr>
<tr>
<td>Team sport- mateship, cooperation</td>
<td>Commercialisation of sport attacks the central ethos of sport.</td>
</tr>
<tr>
<td>Equity- Paralympics, inclusion of women sports</td>
<td>Links between sport and politics – global demonstrations against human rights abuses by China before 2008 Beijing Olympic Games</td>
</tr>
<tr>
<td>Social justice – sport inclusive of all people</td>
<td>Prevalence of boys over girls sports in media</td>
</tr>
<tr>
<td>Creates businesses, jobs and economic growth</td>
<td>Machismo around elite male commercial sport (AFL, rugby) means some people do not want their sons to participate.</td>
</tr>
<tr>
<td>Improved cultural understanding</td>
<td>Sponsorship and money linked to sport</td>
</tr>
<tr>
<td>Helps improve the lives of individuals, families and communities in developing countries (AusAID)</td>
<td>Expensive for poor people and poor countries to participate and succeed (Olympic Games).</td>
</tr>
<tr>
<td>A tool for achieving the Millennium Development Goals (UN)</td>
<td>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.</td>
</tr>
</tbody>
</table>

Geofacts:
Australian soccer player Craig Johnston invented a soccer boot that was picked up by Adidas. Today it is called PredatorTM 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.

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/
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.

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.


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/


18. Explain how you can promote gender equity through sport – www.sportanddev.org/learnmore/sport_and_gender/promoting_gender_equity_through_sport/


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.

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_parcours.html

20. Future Olympic and Commonwealth Games:
AUSTRALIA’S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

- New Delhi, India 2010 Commonwealth Games [source]
- Glasgow, Scotland 2014 Commonwealth Games [source]
  - 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 [source]
- 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 – [source]
  - 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 – [source]
- Tour de France map – [source]
- Interactive map of Club de Golf Sport Frances Santiago, Chile – [source]
- MapMyRun – [source]

ICT

- Sport in Australia – [source]
- Sports Australia – [source]
- Aboriginal football – [source]
- Australian Sports Commission – [source]
- Tourism and sport – [source]
- Drugs in football media – [source]

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.
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.

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

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.
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.

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

<table>
<thead>
<tr>
<th>Qualified Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria</td>
</tr>
<tr>
<td>Australia</td>
</tr>
<tr>
<td>Cameroon</td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
</tr>
<tr>
<td>England</td>
</tr>
<tr>
<td>Germany</td>
</tr>
<tr>
<td>Greece</td>
</tr>
<tr>
<td>Italy</td>
</tr>
<tr>
<td>Korea DPR</td>
</tr>
<tr>
<td>Mexico</td>
</tr>
<tr>
<td>New Zealand</td>
</tr>
<tr>
<td>Paraguay</td>
</tr>
<tr>
<td>Serbia</td>
</tr>
<tr>
<td>Slovenia</td>
</tr>
<tr>
<td>Spain</td>
</tr>
<tr>
<td>Uruguay</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Soccer</th>
<th>Tennis</th>
<th>Swimming</th>
<th>Cricket</th>
<th>Football: Rugby League and Rugby Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Netball/Basketball</th>
<th>Surfing</th>
<th>Skiing</th>
<th>Hockey: Field and Ice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

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

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

- 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 Beckhman 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
  - ‘GameChangers’ winners announced: Supporting girls and women through sport – www.unicef.org/sports/index_49589.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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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

  • What is meant by fair trade sports?

Fair Trade Sportballs – equity and gender


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
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).
- 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.


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
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.


**Thinking and Applying**

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

**Website Scaffold**

<table>
<thead>
<tr>
<th>1. Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Name of site</td>
</tr>
<tr>
<td>3. URL :What does the URL tell you? (e.g. gov. au. org.)</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>5. Authorship • 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?</td>
</tr>
<tr>
<td>6. Currency • Is it dated? • Is the information recent or obsolete? • Does the site include a last date of modification? • Is the site regularly updated?</td>
</tr>
<tr>
<td>7. Authenticity • Is the coverage comprehensive and/or detailed? • Are the sources reliable and authentic? • Is the spelling and grammar correct?</td>
</tr>
<tr>
<td>8. Useability • Is the site easy to use and navigate? • Is the content sorted into a logical order? • Is there a search facility?</td>
</tr>
</tbody>
</table>

**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.

- Discuss how global citizenship can make a difference for a more equal, just world through sport (e.g. AusAID, UNICEF, Alive & Kicking, Etiko, streetfootballworld).
### AUSTRALIA’S GLOBAL SPORT LINKS – Case Study Soccer World Cup 2010

#### 9. Design
- 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?

#### 10. Perspectives
- 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)

#### 11. Accessibility
- 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](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
- 2010 FIFA World Cup South Africa – Australia – [www.fifa.com/worldcup/teams/team=43976/profile.html](http://www.fifa.com/worldcup/teams/team=43976/profile.html)
- World Cup Centre Geography 2006 – [http://abcteach.com/free/w/wcs_geo_all.pdf](http://abcteach.com/free/w/wcs_geo_all.pdf)
- Colouring – Teddy scoring a goal – [www.activityvillage.co.uk/images/teddy_scoring_goal.gif](http://www.activityvillage.co.uk/images/teddy_scoring_goal.gif)
- Crossword puzzles beginner – [http://printables.kaboose.com/soccer-crossword-beginner.html](http://printables.kaboose.com/soccer-crossword-beginner.html), more on this site for advanced students
- 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](http://www.wsgfl.westsussex.gov.uk/redirect/?oid=FileAttachment-id-2774038)
- Soccer quizzes [http://users.erols.com/soccertip/quizzes/quizzes1.htm](http://users.erols.com/soccertip/quizzes/quizzes1.htm)
- Worksheets and activities World Cup 2006 [http://bogglesworldesl.com/worldcup_worksheets.htm](http://bogglesworldesl.com/worldcup_worksheets.htm)

### Podcasts

### Youtube
- FIFA World Cup South Africa 2010 Official Theme Song – [www.youtube.com/watch?v=xhM-cpSwrmM](http://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](http://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](http://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](http://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 discriminatory 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.

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average high °C</td>
<td>27</td>
<td>28</td>
<td>26</td>
<td>24</td>
<td>20</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>22</td>
<td>24</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Average low °C</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Precipitation mm</td>
<td>16.5</td>
<td>13</td>
<td>20</td>
<td>54</td>
<td>92</td>
<td>111</td>
<td>96</td>
<td>87</td>
<td>56</td>
<td>40</td>
<td>24</td>
<td>18</td>
<td>927</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>HDI value</th>
<th>Life expectancy at birth (years)</th>
<th>Adult literacy rate (% of ages 15 and above)</th>
<th>Combined gross enrolment ratio (%)</th>
<th>GDP per capita (PPP US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Norway</td>
<td>(0.971)</td>
<td>1. Japan (82.7)</td>
<td>1. Georgia (100.0)</td>
<td>1. Australia (114.2)</td>
</tr>
<tr>
<td>127. Tajikistan</td>
<td>(0.688)</td>
<td>156. Malawi (52.4)</td>
<td>78. Saint Vincent and the Grenadines (83.1)</td>
<td>75. Saint Lucia (77.2)</td>
</tr>
<tr>
<td>128. Namibia</td>
<td>(0.686)</td>
<td>157. Uganda (51.9)</td>
<td>79. Dominica (83.1)</td>
<td>76. Mauritius (76.9)</td>
</tr>
<tr>
<td>129. South Africa (0.683)</td>
<td>158. South Africa (81.5)</td>
<td>80. South Africa (93.0)</td>
<td>77. South Africa (76.8)</td>
<td>78. South Africa (9,757)</td>
</tr>
<tr>
<td>130. Morocco</td>
<td>(0.624)</td>
<td>159. Cameroon (50.9)</td>
<td>81. Namibia (96.0)</td>
<td>78. Georgia (76.7)</td>
</tr>
<tr>
<td>131. Sao Tome and Principe (0.651)</td>
<td>160. Niger (50.8)</td>
<td>82. Sao Tome and Principe (87.9)</td>
<td>79. Egypt (76.4)</td>
<td>80. Former Yugoslav Republic of Macedonia (5,036)</td>
</tr>
<tr>
<td>182. Niger</td>
<td>(0.345)</td>
<td>176. Afghanistan (43.6)</td>
<td>151. Mali (26.2)</td>
<td>177. Djibouti (25.5)</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Human Poverty Index (HPI-1)</th>
<th>Probability of not surviving to age 40 (%)</th>
<th>Adult illiteracy rate (% ages 15 and above)</th>
<th>People not using an improved water source (%)</th>
<th>Children underweight for age (% aged under 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Czech Republic (1.5)</td>
<td>1. Hong Kong, China (SAR) (1.4)</td>
<td>1. Georgia (0.0)</td>
<td>1. Barbados (0)</td>
<td>1. Croatia (1)</td>
</tr>
<tr>
<td>83. Vanuatu (23.6)</td>
<td>141. Equatorial Guinea (34.5)</td>
<td>78. Saint Vincent and the Grenadines (11.9)</td>
<td>54. Guyana (7)</td>
<td>66. Turkmenistan (11)</td>
</tr>
<tr>
<td>84. Congo (24.3)</td>
<td>142. Chad (35.7)</td>
<td>79. Dominica (12.0)</td>
<td>55. Colombia (7)</td>
<td>67. Honduras (11)</td>
</tr>
<tr>
<td>85. South Africa (25.4)</td>
<td>143. South Africa (36.1)</td>
<td>80. South Africa (12.0)</td>
<td>56. South Africa (7)</td>
<td>68. South Africa (12)</td>
</tr>
<tr>
<td>86. Djibouti (25.6)</td>
<td>144. Congo (Democratic Republic of the)</td>
<td>81. Namibia (12.0)</td>
<td>57. Philippines (7)</td>
<td>69. Gabon (12)</td>
</tr>
<tr>
<td>87. Cambodia (27.7)</td>
<td>145. Guinea-Bissau (37.4)</td>
<td>82. Sao Tome and Principe (12.1)</td>
<td>58. Namibia (7)</td>
<td>70. Botswana (13)</td>
</tr>
<tr>
<td>135. Afghanistan (59.8)</td>
<td>153. Lesotho (47.4)</td>
<td>151. Mali (73.8)</td>
<td>150. Afghanistan (78)</td>
<td>138. Bangladesh (48)</td>
</tr>
</tbody>
</table>

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 Mpumulanga (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.johndeetruck.com/bono_one.html
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

- 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
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.

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 plates.

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
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.

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

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 English Harbour 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 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
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.

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 center 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.

- 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, maxial-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.

- 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.

- 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.
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.

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.


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.

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
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.

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

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.’

- 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.
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 WPF spokesman. ‘There’s no doubt this is the most complex operation we’ve ever launched.’

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.
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

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

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.

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

Focus Area 5A4: Australia-Haiti Links


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.
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/support/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_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
Haiti - Disaster, Poverty, Citizenship

Youtube


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

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


Global Education


www.teachingcitizenship.org.uk/page?p=101


Earthquakes

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


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/


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/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/


Millennium Development Goals

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.

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 18º S 175º E on the main island of Viti Levu – see Figure 1 at left.

The distribution of Fiji’s population

According to the 2007 Census, 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 Report 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 Environment, 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.
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 services.

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

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 year.

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.
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 mangroves. 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 incineration (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 capital.

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 rates.

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 basis.

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).
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)

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. 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 Landfill

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. 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 7,988.

Figures 9 Sigatoka CBD

Formal waste collection services – Sigatoka

The Sigatoka (Local) Town Council is responsible for collecting waste within the built-up area of the town (see Figures 9 and 10). Both labour (see Figure 11) and limited capital-intensive (mechanised waste compactor trucks) methods are used to collect waste. Beyond the town limits, the area where street lighting occurs, some individuals and businesses, choose to accept their responsibility regarding the disposal of waste, while others do not. Thus, much of the waste that is generated is burned within the gardens of peoples’ homes or dumped illegally as well as being burned along the roadside (see Figure 12).

Figure 11. A street sweeper in Sigatoka

Figure 12. Outskirts of Korotogo/Sigatoka

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 landfill

Figure 14 Waste within the Sigatoka landfill
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 Keeble, 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/members 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

Acknowledgements

Richard Crichton, Head of Geography, Knox Grammar for reviewing this article.

David Keeble, Manager of the Bedarra Beach Inn, Sigatoka Fiji. (Interview 4th January, 2010)

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

Endnotes
1. ‘Figure 1 Location Maps, Fiji (main island group)’ 2009, Graphic Maps.com, online picture, Woolwine-Moen Group, viewed 10th January 2010, <http://www.worldatlas.com/webimage/countrys/oceania/fj.htm>


8. Ibid.


13. Nair, T 2007, Figure 3 A rubbish-filled creek, Wailea Squatter Settlement, picture, Islands Business International, Suva, Fiji.


15. de Botton, J (photographer) 2010, Figure 5 The landfill site at Lami (closed July 2005), picture, n.pub., Sydney.


18. de Botton, J (photographer) 2010, Figure 7 Stage 1 Geotextile fabric, Naboro Landfill, picture, n.pub., Sydney.

19. H G Leach (Fiji) Ltd 2006, Figure 8 Caterpillar Tractor at Naboro Landfill, picture, H G Leach (Fiji) Ltd, Suva, Fiji.


22. de Botton, J (photographer) 2010, Figure 9 Sigatoka CBD, picture, n.pub., Sydney.

23. de Botton, J (photographer) 2010, Figure 10 Expanding urban development Sigatoka, picture, n.pub., Sydney.

24. de Botton, J (photographer) 2010, Figure 11 A street sweeper in Sigatoka, picture, n.pub., Sydney.

25. de Botton, J (photographer) 2010, Figure 12 Outskirts of Korotogo (near Sigatoka), picture, n.pub., Sydney.

26. de Botton, J (photographer) 2010, Figure 13 Entrance sign Sigatoka landfill, picture, n.pub., Sydney.

27. de Botton, J (photographer) 2010, Figure 14 Waste within the Sigatoka landfill, picture, n.pub., Sydney.

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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

![Image of Del.icio.us page]
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.li.rio.us, Frasle, 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. The second way is to create your own geography tags and organise your bookmarks into your own categories. You can then create whole sites just for Geography and develop other geographical tags and group them into categories.

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 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=A1pOvVjCvE8 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 to 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.

References
Del.icio.us – http://del.icio.us

Martin Pluss, martinpluss@gmail.com

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
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United Services Centre, Laurieton
Friday 30 July 8:30am – 3:30pm

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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
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
INFOmATION

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

TITLE OF ENTRY ………………………………………………………………………………………………

SYNOPSIS ………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

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CERTIFICATE OF ORIGINALITY

I certify that this is all my original work:

…………………………………………………………...……………………………………………………………

 学生名称 学生签名 日期

Teacher’s name Teacher’s signature Date

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

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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:

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.
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.

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