

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Autumn 2009
Volume 41 No 2

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of New South Wales Inc.

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The Geography Bulletin is a quarterly journal of the Geography Teachers Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to Contributors' on page 72. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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GEOGRAPHY BULLETIN



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STAY
IN
THE
LOOP



Grant Kleeman, Editor

In this edition

This edition of the *Geography Bulletin* features a range of articles related to Global Education. The New South Wales GTA is a major supporter of AusAID's Global Education initiative. Dr Susan Bliss manages the project in NSW and has worked tirelessly over many years promoting Global Education in schools and universities. The network of Global Education providers, built by Sue, is second to none. Her expertise, passion and network-building skills are highly valued by the Department of Foreign Affairs and Trade, which oversees the AusAID initiative.

The GTA would like to thank the following contributors to this edition: Sue Field, Susan Bliss, Jodi Hillbrant, Karen Malone, Rod Yule, Jane Goddard, Cecily Wright and Martin Pluss.

The year so far

The GTA's year got off to a busy start with a range of professional development activities. The first event was the HSC Exam Review meetings held at St Ignatius College and Merewether High School in Newcastle. These well-attended gatherings were followed by a series of Geography skills workshops held in Sydney (Leichhardt), Wollongong (Dapto) and Newcastle (Wallsend). Again these activities were highly popular, especially with those teachers of Geography without an academic background in the subject. The achievement of last year's HSC students were recognised at an awards ceremony held at Sydney's Intercontinental Hotel. The teachers of the top ten candidates in HSC Geography also had their achievements celebrated. Towards the end of first term the GTA held a well-attended forum on the National Geography Curriculum at its base in Leichhardt. This forum is an important element in the development of the National Curriculum for Geography. The outcome of the consultation process is the publication of a position paper: *Towards a National Geography Curriculum for Australia*, the latest version of which can be accessed at: www.ngc.org.au/ The paper is an initiative of the Australian Geography Teachers' Association Ltd. (AGTA), the Royal Geographical Society of Queensland (RGSQ), and the Institute of Australian Geographers (IAG). (See article below)

Term two featured a series of workshops on Engaging Students in Geography (Years 7–10). These were held in Sydney (Taronga Zoo), Newcastle (Catholic Education Office), Wollongong (Nan Tien Temple) and Canberra (Indonesian Embassy). Sue Bliss and Sue Field coordinated these well-received activities. (See article on page 5)

Also in term two was a Leadership Conference, a joint initiative with the Economics and Business Studies Association. The Conference was held at the Monte Sant' Angelo Mercy College in North Sydney. Sarah Menassa, ably assisted by other Council members, coordinated this very successful activity on behalf of the GTA.

Towards the end of term two, the GTA held its annual HSC Student Lecture Days in Wollongong (University), the Central Coast (Brisbane Waters Secondary College), Sydney (St Andrews College) and Newcastle (Callaghan College). More than 400 students attended the lectures, which were well received. Lorraine Chaffer, Rod Land, David Hamper, Chris Tanna, Aaron Williams all contributed to the program of lectures and Keith Hopkins, John Lewis, Ray McCosker and Cath Donnelly helped facilitate the events. A big thank you to all those involved.

The final activity of the first half-year was a workshop focusing on Warragamba Dam as a Fieldwork Location. Sue Field coordinated this new initiative and Susan Bliss and Pam Gregg provided valuable support. Further activities related to water will be conducted over the next 18 months as a result of our successful *Water for Life* funding application. Sue Field has taken a leadership role in this element of the GTA's program.

Early in term three the GTA held two professional development activities for members. The first of these, a collaboration with the DET, was a broadcast to remote DET schools on the topic: *Origins of the continent from an Aboriginal perspective*. This provided an opportunity for students and teachers to speak with and listen to Bob Randall, an Aboriginal Elder and traditional owner of Uluru. Bob has been awarded the honour of Indigenous person of the year. He is well known for his

singing and song-writing, but more recently for the DVD Kanyini explaining the Aboriginal connection to the land.

The second major event was the Association's Annual Conference at Parliament House in Macquarie Street. The theme of the conference was: *Future Challenges for Australia*. Bob Randall was one of the keynote speakers at the conference talking about reconciliation in Australia and issues for the Mutijulu community at Uluru. Also speaking were Malcolm McInerney and Lucie Sorensen on the National Curriculum, Professor Nicholas Klomp on Environmental Sustainability and Ed Santow on Human Rights. Sarah Menassa, Sharon McLean and Sue Field are to be congratulated on putting together such an excellent conference program.



Towards a National Geography Curriculum for Australia Project

1. Rationale

Geography has been identified as a subject to be included in the second phase of the national curriculum being developed by the National Curriculum Board. The geography societies in Australia—teacher, academic and lay — have recognised the need to undertake consultation and research leading to a statement designed to inform the development of a national geography curriculum, and to be a contribution to the work of the National Curriculum Board.

2. Aim

The aim of the project is to develop a statement to inform the rationale, content, structure and organisation of a proposed national curriculum in geography. This statement will address the following questions:

- how should geography be defined in the curriculum?
- why is it important for students to study geography?
- what should be the objectives of a geographical education?
- what are the core geographical concepts, knowledge and skills that must be included in the curriculum?
- how should the curriculum be organised (around concepts or topics)?
- how should the delivery of the geography curriculum be organised at the different stages of schooling — early years, primary, junior secondary and senior secondary?
- what is known about the effectiveness of different methods of teaching and assessment in geography?
- what is needed for teachers to be able to implement these recommendations?

The statement will also discuss how the curriculum incorporates cross-curricula aspects such as:

- a futures-orientation
- an indigenous perspective
- a focus on the Asia-Pacific region
- a global education perspective

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.

- information and communication technologies (ICT)
- spatial technologies
- civics and citizenship
- literacy and numeracy

3. Process and outcomes

- survey individuals and groups about the questions under 2 (including online survey and consultation forums)
- gather research data regarding effectiveness of geography curricula and teaching and learning in geography from Australia and elsewhere
- consolidate information from the survey and research, into alternative approaches and consult with geographers and geography teachers about these alternatives
- prepare a draft statement based on the results of these consultations
- consult with geographers, geography teachers and with a range of other interests (students, parents, industry groups, etc) about this statement
- identify areas of professional learning and teaching materials that will be required to support a national curriculum
- prepare a final statement
- outline suggestions regarding future stages of the project

4. Organisations involved

Three geographical organisations are leading the project:

- Australian Geography Teachers Association Ltd
- Institute of Australian Geographers Inc
- Royal Geographical Society of Queensland Inc

Other geographical societies are keenly participating, including the Australian Academy of Science National Committee for Geography, Royal Geographical Society of South Australia, and the state geography teachers' associations.

The project is being managed by a steering committee:

Malcolm McInerney, Chair, AGTA
Kathryn Berg, Secretariat, RGSQ
Nick Hutchinson, AGTA
Alaric Maude, IAG
Lucie Sorensen, RGSQ

Three experienced educators have been contracted to assist in the preparation of the statement:

Rob Berry
Roger Smith
Lucy Rahaley

Towards a National Curriculum for Australia Project

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WORKSHOP REPORT

Engaging Students in Geography

Sue Field, Global Education NSW

The Geography Teachers' Association of NSW (GTA) manages a AusAID funded project called *Global Education*. Dr Susan Bliss is the NSW/ACT Director of this project and is assisted by Sue Field. Each year the Global Education Project conducts workshops in conjunction with the GTA on some aspect of the syllabuses.

This year the focus was on holistic programming (see article page 7) to make the course more engaging for both teachers and their students. This concept was demonstrated by Sue Field, for Stage 4 Geography, and then Susan Bliss looked at the links between Stage 4 and Stage 5 through an example of the Solomon Islands. Teachers had an opportunity to discuss what they are already doing that is innovative and what they might now do as a result of these presentations. The workshop also included presentations from external organisations such as: Milton Brown (SurfAid International) talking about aid in Indonesia, Naomi Steer and Maureen Collins (Australia for UNHCR) talking about UNHCR as an organisation and the situation in the Nakivale Refugee Settlement in Uganda, (see article page 11) Jennifer Curtis (Curriculum Directorate, DET) talking about Asia-Australia links and DET support, Sue Burton, Sue Martin and Jasmine Payget (Sydney Environmental Education Network) talking about East Timor. Sue Field finished off the day with a session on assessment using an assessment task designed around the case study of East Timor for the topic of Australia's regional and global links (see article page 13).

As usual teachers left the workshops loaded with resources from Global Education and the other organisations that presented. Some of the workshop handouts are reproduced in this edition of the *Geography Bulletin*.

In general the feedback has been very positive from the four workshops. The workshops were held in very different

locations and they each had their own particular flavour. The participants at Taronga Zoo were treated to a walk in the Zoo at lunchtime. The participants at Nan Tien Temple experienced Buddhist life and a very special evening lecture from Russell Darnley OAM on his involvement in the Bali bombings. The participants at the Indonesian Embassy in Canberra were treated to Indonesian culture all day, with music, dance, food and speeches by the Indonesian Ambassador and Education Attache.

More than 100 teachers attended these workshops, with most participants being experienced classroom teachers looking for new ideas to engage their students in geography. Many participants travelled long distances to attend these workshops.

Some comments from participants:

- The conference was fantastic! I learnt some great teaching skills and knowledge that I will definitely use and recommend at my school.
- Very interested in the Stage 4 holistic program for geography.
- Very informative and extremely well presented.
- Very impressed with resources and presenters.
- Once again, a superior and enlightening series of presentations.
- Thank you – food for thought. I go with new ideas to make small steps over time to improve and engage the students I teach.
- Very grateful for the enthusiasm of all speakers – excellent resources and ideas. The entire inservice was very valuable for teaching geography. Wonderful perspective on the geography syllabus.

Canberra workshop participants at the Indonesian Embassy.



TASMANIA 2009

GLOBAL EDUCATION CONFERENCE for directors and managers

Dr Susan Bliss, Director, Global Education NSW and ACT

The annual, national Global Education Conference, financed by AusAID, was held at Launceston in Tasmania on 2, 3 and 4 June. Over thirty global education representatives attended the conference. Susan Bliss, Sue Field, Nick Hutchinson, Pauline Sheppard, Jennifer Curtis and Kate Keeley represented New South Wales.

The first day involved workshops at Launceston University on edna.edu.au integrating ICT in learning such as Moodle and ePortfolios. On the second day, Waddell-Wood from AusAID provided an overview of development issues in Afghanistan and Pakistan and Darren Tayler discussed the National Geography Curriculum. The keynote address on the third day was an informative and inspirational lecture by Professor Henry Reynolds on *What do we need to do in schools to make a change in the status of indigenous students?*

Conference Programme

Wednesday, 3 June 2009

Development Issues: *Afghanistan/Pakistan International Seed Project*, Peter Waddell-Wood (AusAID)

National Geography Curriculum, Darren Tayler

On Line Education, Cecily Wright and Pru Mitchell, (Education.au)

Guest Speaker: Lola Greeno (Program Officer, Aboriginal Arts) *Leena ranner lowanna – salt water women*

Dinner included the after dinner speaker Patsy Cameron (Tasmanian Aboriginal Historian/School of Philosophy/Riawunna UTAS): *Connecting Cultural Threads Through Time – my Grandfathers Story*.

Thursday, 4 June 2009

Keynote Address: *What do we need to do in schools to make a change in the status of indigenous students?* Professor Henry Reynolds, (School of History & Classics/Riawunna UTAS)

Components of a PD Session, Mark Wildy and Francine Smith (GEC)

Developments in Professional Development, Lindsay Rae (World Vision)

Effective Evaluation Methods/Using students in professional development, Julie Browett, Greg Ashman and Mary Brake (GEP Tasmania)

How do we emphasise the emphases? Catherine McNicol (Curriculum Corporation)

GLOBAL EDUCATION IN SCHOOLS – ALOLA FOUNDATION

The headmistress of Marina Regina Primary School Avalon, Mrs Kathy Gee, has integrated Global Education throughout the primary school. Her staff have developed an East Timor Friendship Schools Program and organised a fundraising activity for Kirsty Sword Gusmão on 14th May 2009. Kirsty is the Australian born wife of Xanana Gusmão, the Prime Minister of Timor-Leste, she established the Alola Foundation in 2002. The foundation aims to help in advocacy, education, employment and maternal and child health to the women of Timor-Leste.

Kirsty Sword Gusmão introduced the film 'Where the sun rises' also known as 'A hero's journey'. It portrays the struggle for independence in Timor-Leste but is primarily about reconciliation and forgiveness and featured the Prime Minister Xanana Gusmão with many of those affected by the years of crisis. Those attending learned a lot about the lifestyle in Timor-Leste and also the needs of the country. There were remarkable stories



of forgiveness, the memories of which will stay for a long time with those who attended. There was a lively question time with broad participation from many primary and secondary teachers and the community. The audience include Her Excellency Estela Ferreira the UN appointed Goodwill Ambassador to Timor-Leste and the Consul General of Timor-Leste Mr Abel Guterres. Also present were the local Mayor Mr. David James; Dr Susan Bliss, the Director of Global Education; the local area command Superintendent of Police; Fr George; Bishop Bernard and others.'

Source: www.pittwaterparish.org/



All money raised was donated to the Alola Foundation. The foundation's mission statement – *Making a difference in Timor-Leste – Strong Women Strong Nation – giving women a voice for change*

Website – www.alolafoundation.org/

By Susan Bliss

4

STAGE 4 HOLISTIC PROGRAM FOR GEOGRAPHY



Introduction

Teachers are now more familiar with the syllabus, so it is time to break down the barriers of the Focus Areas. Many teachers will already be combining topics and the Department of Education and Training (DET) has been encouraging this approach. The sample programs from the DET demonstrated this with 4G1 and 4G2 many years ago. Since then, the DET has conducted workshops based on a China resource and program, that integrated 4G1 and 4G2 completely, and even linked it to history. They have also produced a program to accompany a resource (Ambush in Bandhavgarh: Tigers and the management of their habitat), where 4G4 is connected with some parts of 4G3. All these programs were distributed at GTA workshops in 2008 to stimulate discussion with experienced teachers. Out of that discussion emerged the idea of pulling all four Focus Areas together and producing a set of topics that would be more engaging for students and probably teachers too. The GTA has taken on this challenge!! This Program Overview has been developed, by Sue Field, to model alternate ways of approaching the Stage 4 Geography syllabus.

The program takes the Global Environments (4G2) as the central organiser for the topics. Eight environments have been selected for this exercise, but teachers are free to select a different set of environments, to fit current programs and resources.

The idea is to engage students in the wonder of geography by selecting a range of case studies from around the globe to demonstrate the features of the different environments. The case studies need to be drawn from the different continents, and the developed and developing worlds. There should also be an emphasis on Australia's closest neighbours in the Asia-Pacific Region (the building blocks for Year 10 work).

Since this handout has been developed to support the Engaging Students in Geography Years 7–10 workshops, it has a connection to Global Education (AusAID) resources that have been made freely available to teachers at other workshops over the years. Therefore the selection of case studies takes advantage of the resources already available.

The Program Overview also includes Australia as a case study for each environment, to provide ample opportunities for fieldwork to occur. Australia does not have to be included as a case study, however, Australia is part of the globe and it is a valid case study, if appropriate.

.....continued page 4

S4

PROGRAM OVERVIEW

<p>TOPIC 1 – Deserts</p> <p>Case studies:</p> <p>Morocco, Mongolia, United Arab emirates, Jordan and Australia (Central Desert)</p> <p>Content:</p> <p>Global distribution of deserts (4G2)</p> <p>Processes that shape deserts (4G2)</p> <p>Human interaction with deserts (4G2)</p> <p>A community study (Sahara) (4G2)</p> <p>World Heritage sites (4G1)</p> <p>Extremes of poverty and wealth (4G3)</p> <p>Variations in access to education, food, health, shelter and water (4G3)</p> <p>Quality of life and gender (4G3)</p> <p>Geographical issues in deserts: access to fresh water, climate change, indigenous people and self-determination, threatened habitats and tourism (4G4)</p>	<p>TOPIC 2 – Coral Reefs</p> <p>Case Studies:</p> <p>Solomon Islands and Australia (Great Barrier Reef)</p> <p>Content:</p> <p>Global distribution of coral reefs (4G2)</p> <p>Processes that shape coral reefs (4G2)</p> <p>Human interaction with coral reefs (4G2)</p> <p>World Heritage sites (4G1)</p> <p>Extremes of poverty and wealth (4G3)</p> <p>Access and use of natural resource (4G3)</p> <p>Geographical issues in coral reef areas: climate change, human rights, indigenous people and self-determination, threatened habitats, tourism, use of ocean resources (4G4)</p> <p>Global organisation (ecological sustainability) – AusAID (4G3)</p>
<p>TOPIC 3 – Rivers</p> <p>Case Studies:</p> <p>India, Egypt, Uganda and Australia (Murray-Darling R)</p> <p>Content:</p> <p>Global distribution of major rivers (4G2)</p> <p>Processes that shape rivers (4G2)</p> <p>Human interaction with rivers (4G2)</p> <p>A community study (Ganges) (4G2)</p> <p>Geographical issues: access to fresh water, tourism (Ganges) (4G4)</p> <p>Globalisation and global relationships, incl changes in technology (India) (4G3)</p> <p>Geographical issues: land degradation (Nile valley), tourism, urbanisation (Cairo) (4G4)</p> <p>Global organisation (global inequalities) – UNHCR (4G3)</p>	<p>TOPIC 4 – Wetlands</p> <p>Case studies:</p> <p>Vietnam and Australia (Macquarie Marshlands)</p> <p>Content:</p> <p>Global distribution of wetlands (4G2)</p> <p>Processes that shape wetlands (4G2)</p> <p>Human interaction with wetlands (4G2)</p> <p>World Heritage sites (4G1)</p> <p>Geographical issues in wetlands: climate change, land degradation, threatened habitats, tourism, urbanisation (4G4)</p>

PROGRAM OVERVIEW

<p>TOPIC 5 – Coasts</p> <p>Case studies: Indonesia, Thailand, Fiji and Australia (NSW)</p> <p>Content: Processes that shape coasts (4G2) Human interactions with coasts (4G2) Globalisation and global relationships, (Bali and Phuket) (4G3) Ecological sustainability (4G3) Extremes of poverty and wealth (4G3) Variations in access to education, food, health, shelter and water (4G3) Geographical issues: climate change, human rights, tourism, urbanisation, use of ocean resources (4G4)</p>	<p>TOPIC 6 – Mountains</p> <p>Case studies: East Timor, Afghanistan, China and Australia (Blue Mountains)</p> <p>Content: Global distribution of major mountains (4G2) Processes that shape mountains (4G2) Human interaction with mountains (4G2) A community study (China) (4G2) World Heritage sites in Australia (4G1) Globalisation and global relationships (4G3) Extremes of poverty and wealth (4G3) Access and use of natural resource (4G3) Quality of life and gender (4G3) Geographical issues: access to fresh water, energy use (4G4)</p>
<p>TOPIC 7 – Rainforests</p> <p>Case studies: Brazil, Papua / New Guinea and Australia (Daintree)</p> <p>Content: Global distribution of major mountains (4G2) Processes that shape mountains (4G2) Human interaction with mountains (4G2) A community study (PNG) (4G2) Extremes of poverty and wealth (4G3) Variations in access to education, food, health, shelter and water (4G3) Geographical issues: human rights, land degradation (4G4)</p>	<p>TOPIC 8 – Grasslands</p> <p>Case studies: South Africa, New Zealand and Australia (northern savannas)</p> <p>Content: Global distribution of grasslands (4G2) Processes that shape grasslands (4G2) Human interaction with grasslands (4G2) A community study (4G2) Variations in access to education, food, health, shelter and water (4G3) Quality of life and gender (4G3) Geographical issues: human rights, indigenous people and self-determination, tourism, urbanisation (4G4)</p>

There is no order for doing these topics, so teachers will need to do more specific teaching about world environments, and the tools and skills of geography in earlier topics. Teachers will need to ensure all the tools and ICT are allocated across the eight topics. Remembering that each of the tools must be taught at least twice across the program.

The advantages of this program:

- Students learn about a range of countries around the globe
- The learnings about environments, communities and issues are connected in a specific context
- The geographical issues are not being taught all at once, rather, as appropriate and in real situations
- World Heritage is been taught in the context of environments
- The case studies can provide the building blocks for topics in Stage 5. For example, the river study leads to drought as a hazard. So you may choose to do rivers at the end of Year 8 before droughts at the beginning of Year 9.

AusAID resources that can support these units

Canberra Times supplements: Deserts, Fair Go, Climate change, Aid, Tsunamis

Focus magazines: 17/2 Refugees, 17/3 Water, 18/2 Globalisation, 18/4 HIV/AIDS, 20/1 Women, 20/2 Tsunamis, 21/1 Sport/health

Geography Bulletin: The spud is hidden treasure (2008, vol 40, no1)

Plus global education articles in every issue of the journal particularly the editions dedicated to Global Education – 2005, volume 37, no 1 and no 3.

Delving into Deserts
booklet

Climate Change booklet

Sanitation book

AusAID – Diseases

Image of Rice

AusAID – PNG Strategy

Get Connected

Tourism book and DVD

Tsunamis DVD

Aid Action DVD

Food for All

A silent tsunami – Global
food security in the 21st
century

Millennium Development
Goals – pamphlet

Child Protection policy and
aid

Intensifying the response:
Halting the spread of HIV

Gender equality and the aid
project

About AusAID

Violence against women in
Melanesia and East Timor

Active citizenship for global inequalities

Sue Field, Global Education NSW

The Geography Teachers' Association of NSW (GTA) is working with Australia for UNHCR to make a difference for refugees. The GTA and the Global Education Project (AusAID) have developed a fund raising project to model active citizenship as a way of making the Global Change topic more engaging for both students and teachers.

UNHCR – The UN Refugee Agency

When you are forced to flee your country as a result of conflict, violence or disaster, you lose the protection of your own government. The United Nations Refugee Agency – UNHCR – then becomes your protector.

Refugee protection is the heart and soul of UNHCR – the organisation's core purpose and goal. The word 'protection' encompasses many aspects of humanitarian help: from coordinating and providing essential shelter and relief, to safeguarding the basic human rights of displaced populations, advocating on their behalf and ensuring their access to medical care, livelihood and education. There are currently 37 million people in more than 116 countries who have been forced to leave their homes. Unfortunately 80% of these refugees are women and children – they are our most vulnerable when it comes to life opportunities and quality of life.

The United Nations Refugee Agency (UNHCR) was established in 1951 and it is the leading humanitarian agency dedicated to providing emergency relief and support.

Only 3% of UNHCR's funding comes from UN. The rest comes from governments, corporations and individual donors.

Who is Australia for UNHCR?

Australia for UNHCR is part of UNHCR's global fundraising network established to assist in raising these much-needed funds. It is an Australian based charity established by UNHCR in 2000. The CEO for Australia for UNHCR is Ms Naomi Steer.

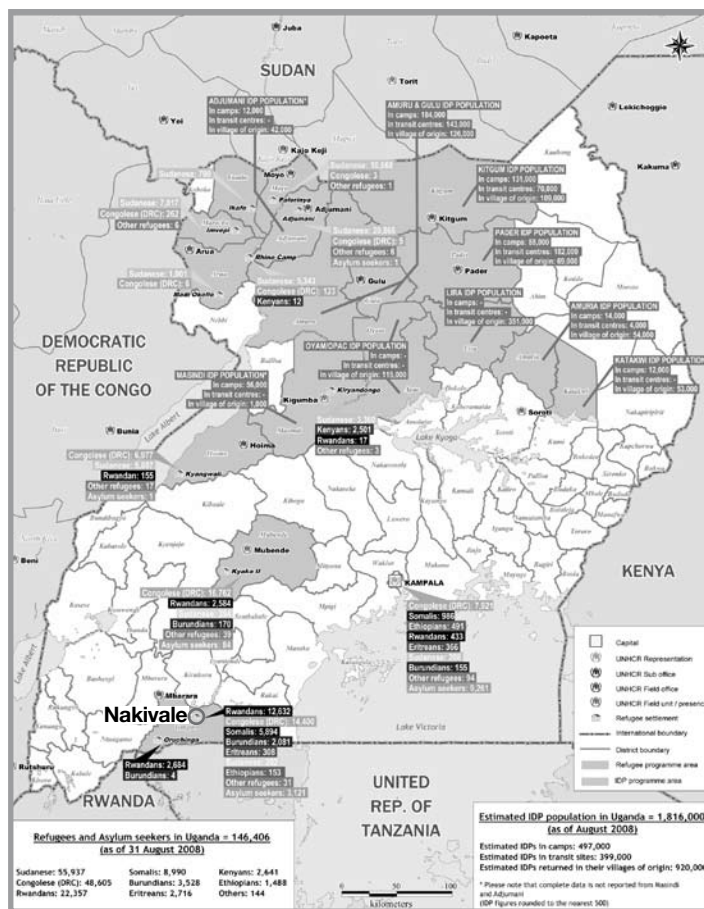
Since 2000, Australia for UNHCR has raised more than \$15 million for humanitarian programs of UNHCR. In 2008, Australia for UNHCR raised more than \$6.63 million.

Refugees in Uganda

Since January 2008, UNHCR has been assisting 174,958 registered refugees in Uganda: 97,6000 Sudanese, 39,466 Congolese, 18,068 Rwandans, 12,000 Kenyans, 2,240 Others (including Somalians and Burundians).

Nakivale Refugee Settlement – Uganda

Nakivale Refugee Settlement is one of the oldest and largest refugee facilities, located in the south-west corner of Uganda. Situated in one of Africa's most volatile regions, near Uganda's borders with Rwanda and the Democratic Republic of the Congo, Nakivale has been



Map showing population of concern to UNHCR in Uganda (Refugees, Asylum seekers and IDPs)

sheltering waves of refugees for more than 40 years. The camp is currently home to 36,000 people from eight different African countries. Between 2006 and 2008, Nakivale has received large influxes of refugees from the Democratic Republic of the Congo. Each influx emergency has increased the pressure on the settlement's meagre resources and ageing infrastructure. In recent years, Australia for UNHCR has developed a special relationship with Nakivale, a link that is acknowledged on a sign at the entrance to the camp. In 2008, Australia for UNHCR provided Nakivale Refugee Settlement with \$103,204 for infrastructure projects.

Nakivale – world's best practice refugee settlement

- Nakivale is a good example of the Ugandan Government's generous refugee policies. The camp is very multicultural: it is home to refugees from Somalia, Rwanda, Burundi, Ethiopia, Eritrea, Kenya and Sudan plus the recent addition of the Democratic Republic of the Congo.
- The government allocates every refugee family a small plot of land as soon as they arrive, to grow their own staples. Most of the houses in Nakivale are surrounded by vegetable gardens, which is one of the reasons why the settlement covers such a large area.
- Refugees in Uganda are free to leave the settlements at any time and they are allowed to work or run their own businesses.

Active citizenship for global inequalities

- In Uganda, the local community is given access to any facilities provided for refugee communities – schools, health centres, water supply. The general population is very poor, so this arrangement prevents hostility towards refugees and also keeps the government very supportive of refugee aid programs in more isolated and impoverished parts of the country.

Water in Nakivale

Water is a serious problem in Nakivale. The settlement has very little ground water (only two low-yielding wells) and the nearby lake is teeming with bacteria causing regular outbreaks of dysentery and diarrhoea. Most of the camp's drinking water has to be trucked in to provide each person with eight litres of clean water per day, less than half the international standard. Nakivale's children are walking four kilometres to fetch water for their families.

UNHCR has just completed the first stage of a new water system in Nakivale: a pumping station on the lake and a series of purification and water storage tanks. The challenge now is to pipe the clean water throughout the sprawling community. The new system has the potential to provide clean water for 10,000 people but is so far reaching only the 500 families in the immediate vicinity of the lake.

Health care in Nakivale

Nakivale has two clinics and one small hospital ward to service a population of over 36,000 people. The malaria in the region is falciparum – the most deadly strain – and Nakivale has high rates of infection: after rain, 90% of hospital admissions are malaria-related. There is one aging ambulance to transfer seriously ill patients to the closest district hospital, two hours drive away. Each time the vehicle makes the trip, the camp is without emergency transport for up to five hours. This one ambulance is also needed to ferry several hundred refugees with HIV/AIDS to Mbarara District Hospital each week to receive anti-retroviral therapy.

Education in Nakivale

Nakivale's four primary schools are seriously overcrowded. There is one teacher for every 168 children and many classes have to be held outside under a tree, where they are often disrupted by rain.

With no secondary school within the vicinity of the camp, the children abandon their education in their early teens. This closes many doors for the young refugees, reducing their future opportunities and leaving them prone to boredom and despondency and the dangers of exploitation, teenage pregnancy, STD infection, alcohol abuse, child soldiering and crime. Boredom is one of the greatest risks in a refugee community and an educational opportunity will substantially improve the lives of those at risk. Education is a long-term solution for refugees and it will impact directly on the children, their families and the community.

Nakivale classroom
(Photo courtesy UNHCR –
www.unrefugees.org.au/)



Australia for UNHCR building a secondary school in Nakivale

Work has begun building one of the new school's three double-classroom blocks. Australia for UNHCR also hopes to contribute desks, chairs and other classroom furniture, stationery, teaching aids and at least one teacher's salary. This first stage of building will give 350 children the chance to attend a secondary school for the first time since the camp was established.

- \$45 can provide a child with a desk, chair and a year's supply of school books and stationery.
- \$80 can pay a teacher salary for one month.
- \$1000 can help to build one classroom in the new secondary school.



Nakivale student (Courtesy UNHCR –
www.unrefugees.org.au/)

Why is GTANSW supporting this project?

The GTA NSW working with Global Education NSW presented a series of workshops in Term 2 on global issues such as global inequalities. A feature of these workshops was a presentation by Ms Naomi Steer from Australia for UNHCR followed by an opportunity for Geography teachers to be active global citizens and make a difference for teenagers in Nakivale. Teachers can donate directly to help build the secondary school and they can also go back to their schools and organise their Year 8 Geography classes to raise money for the cause. Having a real life project in a real refugee camp, will help to connect the students with these issues.

To find out more about the project and watch a short video on Nakivale go to the UNHCR website –
www.unrefugees.org.au/how-you-can-help/schools.html

For further information – Maureen Collins, Development Manager, Australia for UNHCR, ph: 1300 361 288.

Participants at GTA workshops and the Annual Conference this year have generously donated to the Nakivale Secondary School project. The \$1075 that has been raised will build one classroom in the new secondary school. Thank you to everyone who contributed – this is a great outcome!

At the Annual Conference, Naomi Steer, Director of Australia for UNHCR accepted the GTA donation. She also drew one donator's name out of a box for a prize. Ms Leanne Wilson from Thomas Reddall High School (Campbelltown) was the lucky winner. Leanne won a family pass to Sydney Wildlife World at Darling Harbour. The prize was kindly donated by Sydney Attractions Group to support the worthy project.



Designing an Assessment Task for Year 10

Sue Field, Education Consultant

Developing a stage plan for the subject

It is important for teachers across a stage to work together on a stage plan for teaching and assessing a cohort of students. The stage plan for 'assessment of learning' needs to be mapped to ensure that all the outcomes (knowledge and skills) for the stage have been included and students have had the best opportunity to demonstrate what they know and can do.

Assessment of learning

When teachers are designing an assessment task they need to refer to the stage plan as their first step. This provides both the type of task to be created and the outcomes that are the focus of this task.

Designing the task

It is important to develop all parts of the task together: outcomes – task – rubric – marking criteria. The task and the marking criteria need to be explicit and reflect the outcomes being tested. The outcomes being tested should be selected from both knowledge and skills outcomes.

Marking criteria

The marking criteria are about making decisions about what students have to do to get each of the marks available for the task. The less complex the task, and the fewer

the outcomes and the less complex the rubric, the easier the marking criteria is to develop. Teachers are advised to avoid multifaceted tasks that address more than a few outcomes and elements in a rubric.

Constructing marking guidelines

Marking guidelines are particularly important because they:

- Support consistent marking
- Distinguish different levels of achievement
- Link marking to the outcomes and content of the syllabus.

Principles of marking guidelines:

1. Limit the number of mark ranges to a maximum of five. The greater the number, the more difficult it is to find words to differentiate performance from one level to the next.
2. Limit the range of marks in a level to a maximum of two (eg 9–10). Where a larger mark range is used (eg 17–20) teachers need to differentiate four further levels of performance without any distinguishing criteria. Teachers make judgements but the criteria are 'hidden' from the students.
3. Where possible use the language of the outcomes, task and rubric. This allows students to see the connections between the activity and their mark and comments.



Thanks to the Regional Assistance Mission to Solomon Islands, students from Mbambanakira Village are back at school (Photo: Peter Davis/AusAID)

Creating an Assessment Task for Year 10

At least ONE regional and global link chosen from aid, defence, migration or trade

- the nature of the link
- the roles of the government and of non government organisations in relation to the link
- treaties and/or agreements relevant to the link
- cultural, economic and geopolitical advantages and disadvantages to Australia
- social justice and equity issues in Australia and other countries

- * *describe the link and identify countries involved*
- * *explain the roles and actions of different levels of government in relation to the link*
- * *discuss the importance of relevant non government organisations in relation to the link*
- * *identify and describe the purpose of a treaty and/or agreement relevant to the link*
- * *outline the importance of the treaty and/or agreement to the countries involved in the link*
- * *analyse the advantages and disadvantages of the link to Australia*
- * *recognise implications for social justice and equity in relation to the link*

Task 1 Research on a global link

Form groups of four with each student in the group focussing on a different regional link from aid, defence, migration or trade.

As individuals, students research their selected link and provide a written report to include a:

- description of the link and the countries involved
- explanation of the roles and actions of different levels of government in relation to the link
- analysis of the importance of relevant non government organisations in relation to the link
- what treaties or agreements are relevant to the link
- what social justice and equity issues there are for the countries involved.

Students rejoin their group and share their research findings and discuss the connections between the different links.

Task 2 East Timor case study

Working in the same groups (from Task 1), apply the knowledge of the four links to one country linked to Australia for economic and geopolitical reasons: East Timor.

Each member of the group is to apply their expertise of their link to the situation between Australia and East Timor.

Students rejoin their group and share their research findings and discuss the connections between the different links.

Assessment Task

Australia has links with East Timor for aid, migration, defence and trade.

Describe the advantages and disadvantages of ONE of these links for Australia in the context of the other links.

(see assessment sheet for further details)



East Timorese Children (Photo: C.Palmer)

Assessment Task for Year 10

TEACHER PREPARATION TEMPLATE

Syllabus name and focus area:

Years 7–10 Geography

5A4 Australia in Its Regional and Global Contexts



Outcomes:

5.2 analyses, organises and synthesises geographical information

5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

5.9 explains Australia's links with other countries and its role in the global community

Background information:

The task draws on the data gathered during the groupwork activity.

Task:

Australia has links with East Timor for aid, migration, defence and trade.

Describe the advantages and disadvantages of ONE of these links for Australia in the context of the other links.

Rubric:

In your answer include:

- a sketch map showing the regional context of Australia and East Timor
- outline the nature of the selected link
- statistical data to support your statements in a graphic form
- geographical terminology and mapping conventions

Marking Criteria:

- Provides a detailed and accurate sketch map of the region
- Gives a concise outline the nature of the selected link
- Comprehensively describes the advantages and disadvantages of the selected link
- Gives detailed connections between the links
- Uses graphs appropriately to support response
- Uses high level geographical terminology and appropriate mapping and graphic conventions

Mark range

9–10

FIELD HIGH SCHOOL – ASSESSMENT TASK FOR YEAR 10

Task

Australia has links with East Timor for aid, migration, defence and trade.

Describe the advantages and disadvantages of ONE of these links for Australia in the context of the other links.

Rubric

In your answer include:

- a sketch map showing the regional context of Australia and East Timor
- outline the nature of the selected link
- statistical data to support your statements in a graphic form
- geographical terminology and mapping conventions

Date due: 20th June

Marks

Your work will be marked out of 10 but it is worth 20% of your total assessment for Year 10.

Attention Geography Teachers! Tell your students about 3 new-look courses at UWS



The revised 3 courses at the Penrith Campus will be of interest to your Geography students.

- **Urban Planning (Bachelor plus Masters) (4 years)**
- **Bachelor of Tourism (3 years)**
- **Bachelor Social Science majors in Criminology & Development Studies (3 years)**



Urban Planning

The revised Planning degree comprises a Bachelor of Social Science and a Master of Urban Management and Planning. Greater Western Sydney is an ideal planning laboratory for a new generation of planners. The students learn in the field, through class trips, case studies, visiting lectures, and the opportunity to complete a professionally focused major project. Students complete the major in Geography and Urban Studies within the Bachelor of Social Science (3 years). They receive a HECS-based entry to the Masters year.

Bachelor of Tourism Management

If an exciting career in the tourism, leisure or cultural industries is what your students are looking for the innovative Bachelor of Tourism Management will be an excellent course choice.

The Bachelor of Tourism Management is one of the few tourism degrees in Australia with a social science and management focus. The degree provides students with a unique and highly marketable expertise in sustainable development, the cultural basis of tourism and the desirable social contributions of tourism.



Bachelor of Social Science

The Bachelor of Social Science offers six majors. Two of these majors on Penrith campus that will be of interest to Geography students are: Criminology, and Peace and Development Studies.

Criminology: Have your students pondered the extent and causes of crime, the complexities of detection, prevention and correction, or the cultural factors of criminality? Criminology gives them a comprehensive understanding of how all of these factors fit together. Students will study crime and criminal justice in a critical way that particularly stresses social and cultural definitions of criminality and the reactions to it.

Peace and Development Studies: The Peace and Development Studies major is concerned with inequalities of power and opportunity that lead to international and local conflict, uneven development, social dislocation and environmental degradation. Students will examine the structural causes of racist and gendered violence, environmental crises, forced migration, poverty, resource conflict, and inter-generational inequity. Constructive solutions include empowerment and self-determination, sustainable living, peace building, and conflict resolution strategies.

Contact us for information on:
Email: socialsciences@uws.edu.au

School of Social Sciences (UWS)
http://www.uws.edu.au/social_sciences/soss



Jodi Hillbrant, Education Officer, Darfur Australia Network

It is December in Australia and I sit wondering what is happening right now, tonight, in Darfur, Sudan. It would seem to some a strange thought, but I simply turn on my computer, ready to sift through information to find out what is happening in this place I love.

Technology is an amazing thing. We have the ability to see our friend's children moments after they are born. We can place a vote for our latest reality TV star and get almost immediate feedback. We can watch a debate between the next candidates in our country's top political races. We can download videos of our favourite artists swaying along to the melodies that their tunes seem to coerce out of even the most resistant bodies. Through some of these same devices we can watch a village as it is burned by government armed militia or view video slideshows displaying the hunger, poverty, disease and total destruction of the lives of more than three million people in a place that we have never heard of and, therefore, are not really sure we care about.

It has been said that knowledge is power. Tonight, I quite agree.

As a teacher, this idea does not seem an earth shattering one, but rather, mundane. For a teacher who values knowledge, any idea to the contrary might be a sort of intellectual blasphemy. But I am not talking about the general sort of power that knowledge and information give: That ability to create a near perfect conclusion to end an excruciatingly researched thesis, or that moment when you form such a coherent and succinct verbal argument that all participants in your dialogue find themselves tongue-tied for a rebuttal. But rather that moment when you move from that place of knowing to the place of understanding so much that you can no longer stay still. In that moment of understanding your knowledge requires action. The moment you sit on the threshold of being and doing, taking and giving, the moment you must walk over the threshold or close the door realising that either is a choice. The choice presents itself when you understand too much and for inaction you must take responsibility.

This is where I found myself one year ago.

I arrived in Australia about six months prior to this night and grasped around for moments in which I could get my bearings and settle into my new life. I did not arrive here in any of the same ways that the people I advocate for,

work with and treasure, some days, more than my heart can bear. I was not bombed out of my home, shot at while I ran, questioned unfairly and often at some cost attempting to cross the border into relatively safer countries. I did not wait in a refugee camp for a meeting that would happen a year later. I did not get assigned to a country without any part in the decision and then sent there to begin a new life. I was never separated from my family and I always felt safe. I chose to come here, to live and work here, to leave everything I had known, for a little while, and join my husband in this adventure. I left with the person I love most, by choice, and we travelled in safety to a land that I had researched extensively, and was already fairly comfortable with. It was all by choice and that really makes all the difference.

After settling in I began to look around for a way to contribute and technology once again was at the helm. Offering up to me options within my chosen profession, things I had interest in but few qualifications for, and a few things that were jobs that seemed as though they were more helpful to a larger group of people than me. I milled around for a while not really being struck by these things, quite frankly, enjoying my life of simple domestication. I then came across a volunteer job that used my professional training, had limited hours – a half-day per week – so preserved my new found domestic freedom and was one of those jobs that seemed to be benefiting of a larger group of people other than myself. I spent some time emailing the director and a short while after, began volunteering for the Darfur Australia Network (DAN) in the position of Education Coordinator.

The first week I decided that I would go in four full days that week to get myself up to speed and then I would move into my schedule of volunteer extraordinaire, working at my leisure to make a positive impact on the world around. I am sure you can see the crooked and slightly tarnished halo forming over my head as you digest those words. Well, as is usually the case, most of us that go into something keeping one eye on our tarnished halo get blindsided by reality, truth, and of course, knowledge. I was about to get knocked off my chair!

CROSSING THE THRESHOLD

Darfur is the western most region of the country Sudan. On the continent of Africa, Sudan is located south of Egypt, east of Chad and north of Uganda and the Democratic Republic of Congo. It is the largest country in Africa and is home to two of the greatest conflicts of recent decades, the Darfur genocide and the North/South Civil War involving the South Sudanese. Now, this much I knew when I sat down, again with technology at my side, after all George Clooney had been talking about it for some time and I read the covers of magazines at the checkout. I was even more informed than many, having actually read several news articles in more depth than their covers. But in the next four days I was going to move from knowledge to understanding. I didn't know it yet but I was sitting on the threshold of that door and in a matter of days I was going to have to choose.

The genocide in Darfur was recognised by the international community in February of 2003. Most humanitarian organisations, advocacy groups, international news sources and the United Nations estimate that since the outbreak of violence in 2003 between 200 000 and 400 000 people have died as a result of fighting and conflict-induced malnutrition and disease. Three million have been displaced and four million people remain entirely dependent on limited humanitarian assistance. Darfur has been labelled widely and consistently, beginning with the United Nations (UN), as the site of the world's worst humanitarian disaster. The primary dissenter to these statistics is the Sudanese government itself.

The crime of genocide is defined in the *Convention on the Prevention and Punishment of Genocide, Article II*. In the present convention, genocide means any of the following acts committed with intent to destroy a national, ethnic, racial or religious group, in whole or in part, by:

- (a) killing members of the group;
- (b) causing serious bodily or mental harm to members of the group;
- (c) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction;
- (d) imposing measures intended to prevent births within the group; or
- (e) forcibly transferring children of the group to another group.

More than 130 nations have ratified the Genocide Convention and over 70 nations have made provisions for the punishment of genocide in domestic criminal law. Sudan deposited the convention via accession (agreeing with or consenting to) on 13 October 2003, just eight months after the international community's recognition of the genocide in Darfur.

Since the conflict in Darfur has been labelled "genocide", the prosecutor for the International Criminal Court (ICC) has gathered sufficient evidence to request indictments for several high level Sudanese military and government officials as well as the current president of Sudan, Omer Al-Bashir. To date, the Sudanese Government refuses to hand over anyone against whom charges have been sought as it does not recognise the ICC or the UN since it is not governed by Muslim Law. There are individuals that question whether or not the ICC can hold a fair and well-founded prosecution without ever having been let into the country of Sudan to collect evidence and conduct interviews. Technology is proving to cross new boundaries, especially geographic ones, in this situation as well. Sources such as *Google Earth*, allow you to log on and see images captured via satellite. The images will show you things like villages burning, villages already destroyed and the numerous camps set up for and by people displaced by this crisis.

One of the greatest tragedies of any conflict is the loss of innocent civilian life. When families, children, women and men are being killed as a result of a surrounding conflict this is usually the first thing that comes to the attention of the international community, aid organisations and governing bodies such as the UN. In response to these deaths, and a genuine attempt by the UN to respect the Sudanese government's claim that this was a conflict between the government and rebel groups, the United Nations African Union Mission in Darfur (UNAMID) was created with UN Resolution 1769 on 31 December 2007¹. The mission would deploy 26 000 peacekeepers to Darfur to protect civilians while the conflict was resolved. As the UN has no military of its own, it relies entirely on participating members to provide the people and supplies to carry out such missions.

Restrictions placed on the mission by the Sudanese government itself and a lack of provisions from participating members mean that to date only 9000 peacekeepers are on the ground and they lack appropriate supplies to carry out the mission. To date, the government has rejected troops from Nepal, Thailand and three Nordic countries stating that it will only accept African troops even though there are no others ready to deploy². The government has required provisions to the agreement demanding temporary disruption to UNAMID's communications systems, imposing curfews on peacekeepers, and requiring notification of all UNAMID troop and equipment movement for approval³.

¹ The International Response to Darfur, Activity Brief, FRIDE, 9 April 2008, p. 3

² UNAMID Deployment on the Brink: The Road to Security in Darfur Blocked by Government Obstructions, Joint NGO Report, December 2007, pp. 1 and 6

³ UNAMID Deployment on the Brink: The Road to Security in Darfur Blocked by Government Obstructions, Joint NGO Report, December 2007, pp. 1–2, 6–8

CROSSING THE THRESHOLD

Criticisms and statements about the “failure” of the mission could be argued to be unfounded and unfair due to the lack of full support and full deployment⁴. We will not know how successful this, the largest peacekeeping effort the UN has undertaken, will be until we deploy it at its full 26 000 peacekeepers with appropriate levels of supplies. Only then can we make an accurate assessment of the ability of a mission like this to benefit the people impacted most in this crisis, innocent civilians. The Sudanese government could assist in validating its claim that this is strictly a conflict between the government and rebel groups by allowing non-African countries to contribute forces, bringing the peacekeeping mission to 26 000 strong so it may have the opportunity to fulfil the mandate to protect civilians.

Along with the refusal to allow full mandate of the UNAMID Peacekeeping Mission, the government has attempted to affect the type and amount of information reaching the international community further by keeping out journalists, expelling aid workers that speak out about the current situation as well as attempting to regulate sites like *Facebook*, *YouTube*, *My Space* and personal blogs. This type of regulation has also been a tactic of one of Sudan's main supporters in the United Nation as well as a regular supplier of its military weapons and ammunition in exchange for oil, China⁵. Journalists and photojournalists are often unable to get into the country, especially if they have done any type of reporting that would question the government's participation in the Darfur conflict. As well as being unable to gain access to the country, any individual or group working within the country who reports on the situation or activities taking place risk being expelled from Sudan. In October 2007, government security forces attempted to forcibly resettle residents of one of the largest camps in Darfur, Kalma camp, and when this was reported by the humanitarian co-ordinator for South Darfur, Wael El-Haj Ibrahim, he was expelled from Darfur by the Sudanese government⁶.

For humanitarian aid organisations the desire to speak out must be constantly weighed against potential costs to their programs, staff and the people whom they are trying to serve. In AFP, 29 October 2004, Sudanese President Omar al-Bashir declared that “humanitarian organisations were the real enemies of Sudan”⁷. Agencies such as *Amnesty International*, *Human Rights Watch* and *The International Crisis Group* have been able to advocate on issues across the board due to not having a physical presence in the country. Organisations on the ground in and around

Darfur have become dependent on these organisations to do what they cannot without risking being expelled. In turn, these advocacy groups have a large agenda which has, in turn, facilitated the need for organisations specifically related to sustained advocacy for Darfur, such as the *Darfur Australia Network*, to keep pressure on the Sudanese Government and awareness in the international community at large. Technology is the tool used most frequently as the primary sustaining link between these groups and individuals to help ensure that securing peace in Darfur remains the collective focus.

While the government of Sudan works hard to control the information and stories coming out of Sudan, there are many things happening around the world that find themselves floating along the invisible wires of the World Wide Web. On 13 April, 2008 a young activist group called *Youth Against Genocide In Darfur* (YAGID) took notes from the Improve Everywhere Theatre Group in New York city and staged a freeze in Melbourne CBD to help raise awareness. Wearing shirts provided by the *Darfur Australia Network*, more than 170 high school-aged students took to the city and froze in everyday positions to encourage people to stop, read the shirts and increase their own awareness about the Darfur crisis. If you would like to watch the freeze you can check out their video at www.youtube.com/watch?v=ELUGJ9Jiics

Technology and a thirst for sharing ideas and information can lead to these types of projects. The types of sites some governments are attempting to control can provide an opportunity for individual people to converse, share, debate and inform one another of things happening throughout the world. As with any idea, each individual person is responsible for informing themselves, considering the source and drawing their own conclusions about the accuracy of the information presented on any given site. As learners and seekers of information we must remember to use our capacity to reason and ability to question, assisting us in achieving a deeper understanding that may lead us to action. It is our responsibility. Along with the inability to keep outside people from using sites like *YouTube*, *Facebook* and others to raise awareness about the crisis in Darfur, the Sudanese Government has also been unable to stop organisations from forming to support the struggles of the Darfuri people whether that be through assistance on the ground, assistance to refugees living internationally or through advocacy to bring peace and justice to the region.

The *Darfur Australia Network* (DAN) was formed in response to the conflict and a need to provide support to refugees now living in Australia. DAN also provides educational opportunities for schools and universities as well as advocating to the broader community about the conflict and how individuals can help. DAN is a not-for-profit, independent, community organisation run by

⁴ The International Response to Darfur, Activity Brief, FRIDE, 9 April 2008, p. 8

⁵ http://www.infoworld.com/article/08/03/17/Google-News-YouTube-blocked-in-China-amid-Tibet-riots_1.html

⁶ UNAMID Deployment on the Brink: The Road to Security in Darfur Blocked by Government Obstructions, Joint NGO Report, December 2007, pp. 10-11

CROSSING THE THRESHOLD



members of Australia's emerging Darfur community and dedicated and passionate volunteers. DAN operates offices in both Sydney and Melbourne, where Australia's largest Darfuri refugee populations reside, and holds activities in Perth, Brisbane and Canberra. The governing structure is divided into four areas: Public Awareness, Multaga Darfur (Community Engagement), Organizational Development and Support, and Research, Advocacy and Policy. DAN also works with The Refugee and Immigration Legal Centre on refugee relocation sponsorship and support.

darfur australia network



DAN has emerged as the primary advocacy organisation for the Darfuri people in Australia and considers it a very important function of the group to have Darfuri community members participating in the organisation at all levels. This includes participation on the National Board to chairing committees, speaking at public lectures and forums as well as advocating for courses, classes and skills that the community feels will best assist them in adjusting to their new life in Australia. The Darfuri community in Australia is resilient, inspiring and a blessing to those of us that are fortunate to have our lives impacted by these amazing individuals.

So as I push back my chair, having absorbed the information streamed to me via the Web, CDs, DVDs, books, magazines, newspapers and personal stories, I feel numb from information, as we often do when we take on a lot, and have worked at sifting to sort the

fact from opinion, truth from subtly weaved untruths. Paying attention to the source of the information is important so that the context and perspective can be considered, after all, people under attack aren't the only providers of information in this conflict. The Sudanese Government hasn't remained silent and if you choose to investigate this further you will find their statistics, explanations and opinions on the ICC and international community's response drastically different from the rest of the information provided by all of the groups, agencies and individuals involved in the crisis. This trail of misinformation is nothing less than one would expect in any conflict where the government is listed as the perpetrators of violence against their own people.



As I leave for the day, my halo left behind in the bin, I realise my own shortcomings. I have underestimated the need in this situation, in this position, in this task that lies before me. I realise that I must choose. So as I walk out the door of the office I realise that I have crossed the threshold. I have chosen, and thankfully for my soul, that it is time to move from knowledge to understanding, from being to doing. There is no more arrogance in my choice, but rather humility. I understand, as a human being, that to choose the path of inaction would be a responsibility I could not live with.

I have worked with DAN for one year, as a full-time volunteer and while we have made small steps towards progress in impacting this crisis, there is not one day of regret in my personal choice. If you would like to help work towards peace in Darfur go to www.darfuraustralia.org to find out how you can help.



www.darfuraustralia.org

Designs for a Child Friendly Asia-Pacific

Keynote address presented at the Child Friendly Cities Conference, Chiba University, Tokyo Japan, 23 April 2009 by Dr Karen Malone UNESCO Asia-Pacific Director, Growing Up in Cities project Chair, Child Friendly Asia Pacific Regional Network.

Introduction

The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialisation, and their sense of being loved, valued and included in the families and societies into which they are born. (UNICEF 2006:3)

The principles of the United Nations Convention on the Rights of the Child (CRC) highlight the responsibility of the States Parties to uphold the child's right to live in a safe, clean and healthy environment and to engage in free play, leisure, and recreation. According to the CRC, a child's well-being and quality of life is the ultimate indicator of a healthy environment, good governance, and sustainable development (UNICEF, 1997). A key characteristic of a child-friendly city is its capacity to provide opportunities for children to have freedom of movement to explore, uninhibited by physical, social or cultural constraints, the cities that they occupy with the other members of their community. Using this criterion, cities in the Asia-Pacific region and many cities around the world, would rate poorly in terms of their child-friendly status with large sections of cities now effectively 'out of bounds' or too high risk for children to use (Tranter and Malone 2008). In this paper I will identify some key issues for children growing up in the Asia Pacific region with the view of providing a starting point for discussing how we can design a child friendly Asia Pacific.

Children's survival

The Asia-Pacific region spans 37 countries and two hemispheres. From the arid regions of Pakistan and Afghanistan, the upper regions of China to the small pacific islands in the east of Cooks Islands and Tonga, it is a region that boasts vast differences in culture, economic development, political structure and physical geography. Over half the world's inhabitants around 3.5 billion people live in our region with 2.5 billion of them alone living in China and India. While a highly populous region we also have some of the most diverse lifestyles with the very rich minority nations of Japan and Australia alongside fourteen of the 50 least developed countries in the world. Of these fourteen least developed nations nine are located in south and south-eastern Asia and include: Afghanistan, Bangladesh, Bhutan, Cambodia, Lao, Maldives, Myanmar, Nepal and Timor and five including Kiribati, Samoa, Solomon Islands, Tuvalu and Vanuatu are in the Pacific region. The widening gap between the rich and poor in countries and within countries in many of Asia-Pacific's booming economies has meant many mothers and their children lives are at risk. The recently released UNICEF (2008a) report the *State of Asia-Pacific's Children 2008* states that more than 40 per cent of the world's children

who died before their fifth birthday in 2006 were from the Asia Pacific region. In India alone at least 2.1 million children under five died in 2006. In a country, which recorded 9% economic growth in the same period, India like most Asia-Pacific countries spends less than 1.1% of its public purse on healthcare. These children are dying from very basic health problems; pneumonia, diarrhoea and malnutrition. It would seem that rapid economic growth, which has resulted in far fewer people living in poverty than 20 years ago, has not ameliorated the harsh economic and social realities of hundreds of millions of Asian and Pacific Islander children and families. With the current economic recession and the downturn of the economic boom the likelihood is that many of the advances in improving children's survival will be lost.

According to the UNICEF report (2008a: 5) "Another factor that risks undermining gains in children's health and well-being is the growth of sprawling and underserved peri-urban communities". East Asia and the Pacific are specific regions where urban populations have increased dramatically in the past decade with over 43 per cent of the population now living in urban centres. This rapid urbanisation is causing problems for many governments who are struggling to provide basic infrastructure for services such as safe water. According to Satterthwaite et al. (1996: 1) "... it is the pollutants or disease-causing agents (pathogens) in the child's environment – in air, water, soils or food – and poor households' inadequate access to natural resources (fresh water, food, fuel) which are the immediate cause of this child crisis". They believe that because of this strong relationship between the quality of the child's immediate environment to their health it is surprising that children and the environment has not been given more attention.

UNICEF describes children who are living and or working on streets as children in especially difficult circumstances and notes that they are particularly at risk from a number of environmental hazards including traffic accidents, pollutants and noise. Research has shown that children in industrial or high traffic areas if exposed to long periods of high levels of air pollution end up with drastically reduced lung function (WHO 1992).

War or civil unrest has stalled the progress of many nations to begin to address the basic needs of children. The Afghanistan Independent Human Rights Commission (AIHRC) estimated that of the 26.6 million people living in the country around 13.9 (or half) of the population was under the age of 18. A research report released on a project involving interviewing 2,250 Afghan children revealed that 42 per cent of these children did not have access to basic health services. But it is not just their immediate access to health services that is of concern, children have been detained by warring parties with an

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undisclosed number still being held in detention centres, many have been killed and wounded through intensive air power, roadside bombs and attacks on their schools. There have been 311 confirmed attacks on schools in the past 18 months according to UNICEF resulting in many deaths and school closures (IRIN 2008). These atrocities experienced in Afghanistan and also in other nations have long-term impacts on children's psychological well-being.

The frequency of children being diagnosed with anxiety, stress or depression based disorders is increasing rapidly throughout the world. The World Health organization expects that by 2020, neuropsychiatric disorders in children will swell by 50 per cent compared with other health issues, making them one of the five main causes of disability and death (Palmer 2007). In 2003 a survey published in *Psychiatric Services* found the increased rate of prescription of anti-depressants for American children has doubled in five years with the biggest increase being children of preschool age (Louv 2005: 49). This culture of anxiety, depression and stress being evident in young children's lives in America is now clearly evident across all other high-income nations such as Japan, Australia and Europe. The recent report card 7 from UNICEF *An Overview of Child Well-being in Rich Countries*, many of the children reported they felt awkward and out of place in their community with the most striking individual result being the 30% of Japanese children who said they felt lonely – three times higher than any other country (UNICEF 2007:40). Feelings of loneliness, loss of confidence, self-esteem all contribute to anxiety and depression, Palmer (2007: 2) believes the "... knock-on effects of this epidemic is the increase in drug and substance abuse among teenagers along with binge-drinking, eating disorders, self-harm and suicide".

In terms of the Millennium Development Goals the 2008 *State of Asia-Pacific's Children* 2008 report states that midway along the process the Asia-Pacific region has made some substantial progress in many countries in our region while some are still struggling to make large inroads towards meeting the MDG's before 2015.

Children's choices

When parents are asked to reflect on their childhoods, they usually remember having far more freedom than their own children have today (Cadzow, 2004). A generation ago, children were far more likely to be able to play independently in their own neighbourhood. Children from middle-class families in developed nations in the Asia Pacific region have less time available to play outside because they are often engaged in more indoor and adult-organised activities such as sport, music, homework or tutoring. Children are also more likely to be driven to these activities, partly because of the distances involved, and partly because of the increased fear of traffic and 'stranger' danger. There are also many other reasons for the loss of children's freedom beyond the trend to 'over-occupy' and 'over-organise' children's lives (Honore, 2004; Stanley *et al.*, 2005) which is a very western phenomena.

The possibilities for children's loss of freedom include the erosion and pollution of natural or wild spaces; the loss of parks and playgrounds because of the increasing need of land for housing or industry; increased car traffic and poor quality public transport; and the increased fear of violence and crime that is being played out in the streets of our cities or on the screens in our living rooms.

While most parents strive to provide the best possible upbringing for their children, in many middle-class families they may collectively be contributing to city environments that are not child-friendly. This is particularly clear in regard to children's independent mobility, which is dependent on walking, cycling and public transport, all of which are more sustainable modes than car-based transport. Could the choice to protect children by chauffeuring them around actually be putting them more at risk?

In many minority cities the advantages conferred on individual children by the increased use of private motor vehicles are outweighed by the collective negative impact of these same vehicles on children and the environment. Also this increase in the reliance on private motor vehicles has decreased the viability of child-friendly transport: walking, cycling and public transport. For instance in Australia the most prevalent increase in pedestrian accidents for children is while children are getting out or into cars or crossing the road when trying to leave or arrive at school. So is the contradiction of parents trying to keep children safe and yet collectively they are creating an unsafe situation at the school drop off zone and putting their children more at risk. These three modes of transport children can use independently, yet adults use of them does not detract from their viability for children. Indeed, the more adults who use the streets as pedestrians or cyclists, the more supportive streets become for children. The presence of people provides the passive or natural surveillance that makes cities feel safer (Jacobs, 1972).

Beyond issues of survival parents of young children are primarily concerned about three main risks when considering the choice of freedoms for their children: 'stranger danger', traffic danger and injury while playing or getting to a play activity. However, the individualistic response of parents who protect their own children from these dangers by driving them everywhere has the unintended effect of exposing children to a new set of risks, which may be far more damaging in the long term. Children who are driven everywhere can miss out on regular exercise, important for optimal physical development, which they once got from walking or cycling to school, to their friends or to the local park. Medical experts describe increased levels of obesity as epidemic in Australia and many Industrialised nations around the world (Waters and Baur, 2003; Stubbs and Lee, 2004). Lack of exercise and obesity are also linked to Type II diabetes and other "lifestyle" diseases (Lewis and Ker, 2005). The extra traffic created by ferrying children to school, to sport, to music lessons, parks or to their friends' houses also contributes to higher levels of air pollution,

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including “in-car pollution” which is usually much higher than levels at the side of the road (Rank *et al.*, 2001; International Center for Technology Assessment, 2000). Children are more susceptible to this “in car pollution” and other pollution because they breathe more air per unit of body weight than adults (O’Brien, 2003). Most of time when given a choice children prefer modes of transport that are inherently child friendly and sustainable like walking, cycling or taking public transport. Such modes of transport allow children to experience the enjoyment and stimulation of interacting with place – with people and with nature. They also build their risk management skills, become street wise and are less likely to develop stress and anxiety when dealing with new or diverse situations when in their environment. This building of resilience is an important part of what it means to be human, especially in a world where the physical and social environment is increasing becoming more complex.

Many parents also talk about the changing lifestyles of children since the advent of technology. Children who now have access to computers and other media and purported to be spending large amounts of their leisure time engaged in these very sedentary activities. Again, this is a very middle class and privileged phenomenon, with the very opportunity to leisure time interacting with technology being based on the assumption you have access to basic infrastructure (electricity) and the technical equipment. But for those privileged few the concern over children’s use of technology is very real. Contrasting with the well documented assumption that children want to spend time on their computers, our research with over 1000 children in both urban and rural cities in Australia has revealed that the desire by children to engage with technology is quite low compared to other activities such as playing at the park, playing with friends, interacting with nature and animals. Richard Louv (2005) in his infamous book *Last Child In the Woods* discussing these issues in great detail and notes that while we still continue to place children playing and exposure to nature as ‘leisure’ instead of ‘health’ then parents will continue to make decisions based on what they believe is the best time spent for children. Little do they know that these choices are actually disadvantaging their children and could be contributing to the increased likelihood of them developing an emotional and psychological condition. Palmer (2007) extends this idea and adds that outdoor play has a real contribution to make if we are to keep our children safe: “Screen based activities don’t prepare children for the real-life risk assessments humans beings make on a day-to-day basis – judging speed and distance when crossing the road or driving a car, for instance or assessing how far to trust other people with their own safety. Without the preparation of play and other independent activities involving relatively ‘safe’ risks, some children may eventually become excessively reckless and others excessively timid”

So why if our research has shown that when given a choice children would prefer to be outside playing why are they spending most of their free time on the computer or watching television? This is where it becomes a question of safety and access rather than choice.



Loa children at play (Photo: J. Sillar)

Children's safety

Children’s independent mobility, their freedom to explore their own neighbourhood or city without an adult, is lowest in Australian cities compared to many other countries, and will worsen, if car travel continues to rise. Many Australian children have less freedom to explore their city than children in nations with higher levels of absolute poverty. For example, in Braybrook (suburban Melbourne), where young people are seen as a problem and hence discouraged and often removed by police from the streets, they are less able to participate in community life than the disadvantaged young people of the very low income Boca-Baraccas area in Buenos Aires or Bangalore, India (Chawla, 2002a). In contrast in Japan there is a strong culture of children’s independent mobility and very young children walk to and from school, use public transport and can access parks and playgrounds close to their homes on a regular basis. According to the UNICEF well-being report card 7 the safety of children as recorded by incidence of accidents or injury incurred by children is low-revealing that independence doesn’t equate danger and harm. Other rich countries with a culture of children’s independence such as Sweden, Netherlands, Italy, Spain also show the annual number of deaths from injury are also rare. By having this freedom to move around from a young age these children in Japan, India and Argentina and other rich nations are developing important life skills. Their capacity to ‘read’ the environment, assess and manage risk means they are more likely to make safe choices about where they go, how they move around their neighbourhoods safely and to assess the potential for dangerous situations to arise and respond in ways to ensure they don’t come to harm. They become in what my day was called “streetwise”. Being streetwise is an

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important skill at a time when streets are become more congested and the environment more complex.

If you walk the streets of many majority world countries you are likely to encounter many streetwise children. Children who are often engaged in activities to support their families, whether it is delivering or selling goods on the streets, shopping in the local markets or performing other domestic chores. Keeping children out of neighbourhoods actually simplifies adults lives – whether it is planners, parents or local councils workers worrying about children's safety means time, effort and resources: "The conceptualisation of children in transport and planning as 'a problem' has resulted in an urban environment which is extremely hostile to their needs and aspirations. As problems, children are tidied away behind railing, in parks, in gardens and – best of all – indoors" (David and Jones 1997).

Children's safety is normally of paramount concern for parents and carers when making decisions about children's movement in the environment. The culture of fear that is now pervading our society has been influenced by a number of interlinked changes in our perception about safety and risk. Firstly, the advent of large terrorists acts which have been widely viewed by people across the world has made the world feel like a more dangerous and unsafe place. The fact that when we travel now we must go through multiple security checks, schools and shopping malls have metal detectors – all of these activities contribute to a feeling that the world is a much more unsafe place than it was 10 years ago. For parents particularly the incidence or reporting of child abductions locally or around the world (ie Maddie in Portugal), the media beating up predatory paedophiles living close or criminal activity has contributed to a heightened sense of fear of children being abducted. Sadly, these fears around safety have led to a growing perception amongst parents that to let your children outside to play or walk to school is irresponsible or bad parenting. For those parents who might try to swim against the tide and continue to let their children have some freedoms can be labelled as neglectful or uncaring. Unfortunately, even in Japan this is growing trend, during my last visit I spoke to a number of mothers who told me they were feeling the pressure not to let their children out on the streets to socialise, play or visit parks alone or with peers. or Gone are the days of the parenting technique of my generation aptly named by social commentator and author Tim Gill as "benign neglect".

Louv (2006) notes this culture of fear can be very harmful to children's sense of connection to the world. What does it mean for instance when even walking outside your front garden gate is viewed by young children as life threatening? How could this contribute to their feelings of anxiety and stress? The following statements are taken by a recent study where we asked 4–8 year olds if they were allowed outside their front garden gate. Ninety children answered they weren't allowed with fifty saying they were. This was not a surprising result considering their young age – what was surprising though was their repose as to why they couldn't.

(Malone 2008):

You might get lost or kidnapped – Sara age 4

Traffic, cars hit you – Max age 5

I am too little – Richard age 4

My dad says unsafe, cars – Michelle age 5

Mum is scared I may get hurt – Hayley age 6

May get lost, kidnapped, killed, all those things – Darah age 6

I would like to go outside my garden but I might get killed – Sally age 6

In Australia these children live in a very safe, low crime neighbourhood in fact the odds of a child being abducted and hurt through stranger danger in Australia is 1:4 million, the lowest it has been in any previous decade with all crime rates in Australia steadily falling.

Children's Indicators

Research on children in cities throughout the world shows that despite diversity of place, children value similar qualities in urban environments (Malone, 2001; UNICEF, 1997). One significant outcome of the UNESCO *Growing Up in Cities* (GUIC) research was a set of indicators of quality of life by children and for children (Chawla, 2002a). GUIC uses the participation principles of the Convention on the Rights of the Child to emphasise that cities should be evaluated not for children but by children themselves.

The list of positive socio-physical indicators for urban environments identified by children in cities includes: provision of basic needs, social integration, safety and free movement, peer gathering places and safe green spaces. The negative indicators include: social exclusion, violence and crime, heavy traffic, lack of gathering places, boredom and political powerlessness (Chawla, 2002b). For children a child friendly city supports social integration, where they feel welcome and are valued as part of a caring community. In contrast places that provoke feelings of alienation, marginalisation, or being invisible or harassed, are deemed negative or places which are not child friendly (Malone and Hasluck, 2002; Hart, 1995). Places valued by children provide protection from crime, violence, pollution and traffic danger and locales where they are able to meet friends. In such spaces children are able to freely explore and extend their range of movement as they mature.

While the UNICEF Child Friendly cities initiative has provided a list of child friendly characteristics and the list of children's rights relevant to the child friendly movement as part of the CFC framework – most cities will design indicators that suit and or evolve through their consultations with children and community. The Child Friendly London Strategy for instance has a set of eleven indicators that are based on the Convention on the Rights of the Child and seven key goals to achieve these indicators. In the City of Bendigo, Australia's first UNICEF CFC they based their CFC strategy on the following key understandings: Children are respected and valued like adults; Children are asked their ideas and opinions;

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Children's ideas and opinions are seriously considered by adults; Making children feel safe in their community; and Taking care of the environment for children now and in the future.

In our recent work with children in Brimbank the children designed a set of eight positive indicators of a child friendly city and three negative indicators. These indicators included a place to be active and play sport, relax play and be indoors, be creative, be with people, with animals and with nature, a place to eat and shop and a colourful beautiful place. The three negative indicators included dangerous, dull and dirty places. These indicators then became the tool for auditing the child friendliness of services and facilities identified in the city as places for children and a children's map and children's guide of the city was produced with them. It is clear from the GUIC study and the work that has been conducted with children by many countries around our region as part of their CFC program that safety, freedom of access and choice and opportunity all go hand in hand when designing a child friendly city. The quality of the environments and facilities we provide for children is equally as important, as is the value and respect we give to children to be active participants and decision makers in the designing process.

What and how a city can proclaim itself as 'child friendly' has come under a lot of criticism and it is for this reason that UNICEF internationally through the *Innocenti Research Centre* (IRC) in partnership with *Childwatch International* and the *Children's Environment Research Group* (CERG) at the City university of New York has embarked on a research process to address limitations in how cities may be evaluating their status as child friendly. They believe that there has been: "...a fundamental weakness in the application of the CFC approach in most cities due to a limited degree of critical reflection on the various dimensions of the initiative and the absence of tools for the participatory assessment and monitoring of child friendliness" (UNICEF 2008b: 2). The overall, long-term, goal of the new research project is to raise the quality of child friendly community and city programs by providing resources that will enable communities and municipal governments to better assess the degree to which they are fulfilling children's rights and to look self-critically at the governance structures and processes that are designed to support families and their children. A set of assessment tools is currently being finalised and trialled in two countries, including one in our own region namely, the Philippines. The self-assessment tools will be designed using a participatory research methodology to ensure they are suitable for use by city officials, community and children, including the capacity for the data to be analysed and comprehended at a practical local level.

Conclusion

If we wish to design sustainable, safe, child-friendly cities in the Asia Pacific, then we must stop making large sections of our cities 'out of bounds' and 'unsafe' to children. If we wish to promote a shift towards safe and child friendly cities, our starting point should be to

develop policies that will give back cities to our children. This cultural revolution – to turn back from the path we are taking and start providing children with choices about what they want for their lives – can occur only when their marginalised and diverse voices are listened to and celebrated.

When parents focus on giving their offspring the best chance to succeed in life, they often put them "on the fast track in everything – school, sports, art and music" (Honore, 2004, 216). When children have "no time to be slow", they have no time to "relax, play on their own, or let their imaginations wander" (Honore, 2004, 218) then they are more likely to develop psychological disorders such as depression, ADHD and learning difficulties. The irony is that for all of the difficulties living in many majority countries may present for our children in terms of poverty and all of its long-term health and social mobility implications, it is often in these countries that we still see children playing in the public domain. Children who are engaging with their world and building the types of knowledge's and skills that will hold them in good stead to cope with the ever changing and unpredictable world of the future. When given a choice and listened to, children do choose activities that will inherently benefit their health, psychological well-being and allow them to build the resilience and confidence to deal with risk and make safe choices.

In addressing the substantial needs of our most vulnerable children in least developed nations in the region the emphasis must be on strengthening the data collection and monitoring which reaches the marginalised populations. The UNICEF (2008: 55) report states:

Too often, national averages conceal the adverse health conditions disproportionately experienced by the poor, and a lack of reliable statistical data disaggregated by geography and socio-economic groups makes analysis of the Asia-Pacific region difficult.

The Child Friendly cities initiative has an important role to play here in the development of this data. The principles of UNICEF's Child-Friendly Cities initiative emphasises through worldwide partnerships, to support mayors and municipal councils to encourage communities, families and especially children to participate in the evaluation of the quality of their environments and how it does or does not address the key principles from the Convention on Children's Rights and the MDGs.

The Child Friendly Asia Pacific network believes there is a relationship between sustainable development, the millennium development goals and children's lives which is not just about adults acting on behalf of children but is about recognising the capacity for children and youth to be authentic participants in the planning, development and implementation processes (Malone, 1999). We believe active citizenship and environmental responsibility is learned through experience; children must be given a voice in their communities so they will be able to participate fully in a civil society (Malone and Hasluck, 1998).

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It is important for our future to continue to coordinate and work together to support interested cities from across the breadth of our diverse region to design processes for evaluation and ongoing monitoring using the self-assessment tools currently being designed by UNICEF and its partners. Only then will some form of generic registration or accreditation process be possible across the region.

The situation of children around the world is of critical concern, for those of us who live and work in the Asia-Pacific region our task is great. Designing child friendly cities for all the children of the region will demand substantial time, energy and resources. It will mean moving beyond our own nation boundaries to view the region as interconnected and interdependent. It will be for each of us personally to realise that even if one child sleeps rough, sick, fearful or hungry we have a responsibility to listen to that child and work with local officials and their community to make the changes needed to ensure their world is a child friendly place.

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DRAFT Chiba Declaration for a Child Friendly Asia Pacific, 2009

Preamble

Child Friendly Asia Pacific regional Initiative aims to improve the lives of children in the region by recognising and realising their rights and creating sustainable environments for them today and for future generations. It has at its core the importance of valuing and engaging actively with children through authentic participatory processes in order that children can document their lives and evaluate the quality of their community environments. We believe our role as adults is to work in collaboration with children to listen to them, take what they say seriously and to take action.

Due to the immense diversity and inequities in children's life experiences across the region we are committed to taking shared responsibility for all children that will mean moving beyond nation boundaries to view the region as interconnected and interdependent. Our goal is to ensure all countries within our region reach the targets set for the Millennium Development Goals by 2015 -the targets were set by the world community in 2000 to eradicate child poverty, infant mortality, poor health and to ensure environmental sustainability. Our challenge will be to develop and sustain collegial and strategic partnerships, policies and programs within nations and between nations. The signing of the declaration is one step towards meeting this goal.

Declaration

We, participants of the Child Friendly Cities meeting held at Qiball in Chiba City, Japan on the 23 April 2009 and members of the Child Friendly Asia Pacific network call upon our governments, private sector, and civil society to assist us in:

Acknowledging all children under the age 18 years old, without discrimination, have all the rights contained with the Convention on the Rights of the Child of which our country is a signatory;

Appreciating that children are our future and the best interests of the child should be central to all actions concerning children and a child friendly city is committed to the fullest implementation of the Convention on the Rights of the Child;

Recognising a child friendly city is place where children have access to good quality health care, clean water, nutritious food, a clean environment, education, caring adults and freedom and opportunity to play and socialise with family and friends;

Establishing safe and secure communities where children do not fear exploitation or abuse and they are protected from any activities that may harm their development now and in the future;

Promoting children's active involvement in issues that affect them by listening to their views and taking them into consideration in all decisions concerning their personal, social, cultural and physical environment;

Raising the quality of child friendly community and city programs by providing resources and assessment tools that will enable communities and Municipal governments to better assess the degree to which they are fulfilling children's rights;

Ensuring legislation, regulatory frameworks and procedures consistently promote and protect the rights of all children and the goal of seeking to become a child friendly city;

Supporting a rigorous review of the child friendliness of regional, national and local-level legislation affecting children drawing on the key principles of the Convention on the Rights of the Child;

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Contributing to the development and implementation of comprehensive national and local level strategies to support the implementation of the Convention on the Rights of the Child and contribute towards the ongoing transformation of communities to being child friendly;

Developing permanent structures or coordinating mechanisms within government with the role of ensuring children's perspectives are a priority and as a contact point where children, individually or collectively, can access reliable information and support;

Building partnerships between children and their families, communities and all levels of government in order to ensure a whole of city, multi-sectoral approach to evaluating and monitoring the child friendliness of communities and cities;

Educating community through the implementation of public awareness campaigns on the specific issues and needs of children and the important role individuals, organizations, business and governments can play as child's rights advocates;

Securing adequate funds that will enable children and their communities to work in partnership to design, implement and evaluate projects that will contribute to improving all children's lives;

We, the participants of the Child Friendly Cities Regional Network meeting at Chiba in collaboration with the 160 regional members of the Child Friendly Asia Pacific regional network support and declare that Regional, State and national governments who are signatories to the Convention on the Rights of the Child should take up the key principles as established here in order to ensure we are working collaboratively towards a vision of being a Child Friendly Asia Pacific. A vision that encapsulates the diversity of needs of children and their contexts in the Asia Pacific building on similarities rather than difference and restores trust and respect between nations.

Signed on this day 23 April, 2009.



Hong Kong apartments (Photo: J.Sillar)

2009 INTERNATIONAL YEAR OF NATURAL FIBRES

Dr Susan Bliss, Director, Global Education NSW and ACT

Natural fibres are produced by plants and animals that can be spun into filaments, threads or ropes. These fibres are then woven, knitted, matted or bonded into fabrics. Natural fibres form an important component of clothing and upholstery and are used in packaging and papermaking. In many developing countries the sale and export of natural fibres contributes to the income and the food security of poor farmers such as those working in the jute industry in Bangladesh and the sisal industry in Tanzania. In some developing countries, natural fibres account for 50 per cent of a country's exports.

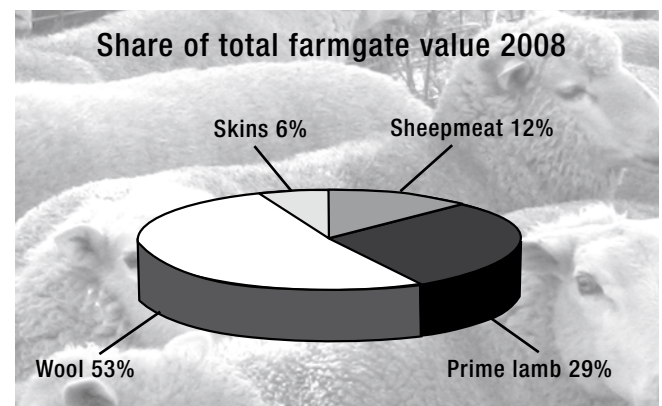
Natural fibres over time

Fibres such as jute and coir have been cultivated since antiquity. Cotton articles were found in Mexico and Pakistan dating back to 5000 BC. According to Chinese tradition silk began in the 27th century BC. Its use was confined to China until the Silk Road opened during the latter half of the first millennium BC. China maintained its monopoly over silk for another thousand years.

In Australia traditional Aboriginal societies used natural fibres. The plant fibre was separated by soaking stems, leaves or bark in water until the non-fibrous tissue rotted away, then it was scraped out with a shell or sharp rock. Fibres were then used for string, bags, ropes, baskets and mats as well as ritual objects in religious ceremonies.

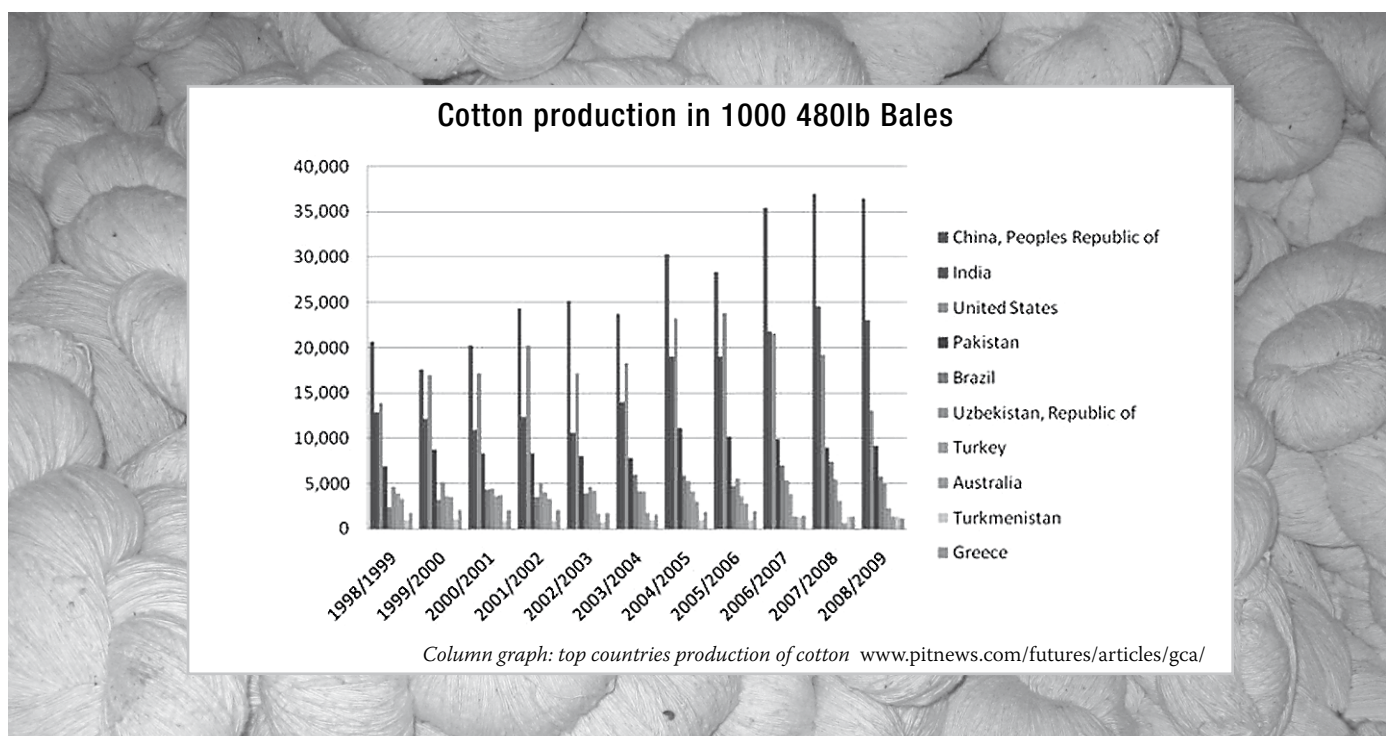
Global overview

Today 30 million tonnes of natural fibres are produced annually. The biggest crop is cotton, with an annual production of 25 million tonnes. There are 2.2 million tonnes of wool produced every year in almost 100



*Pie graph: wool production in Australia
www.pir.sa.gov.au/livestock/industries/sheep*

countries, with Australia accounting for about a quarter of the production. In volume terms, jute is the world's second biggest fibre crop (2.3 to 2.8 million tonnes) but it is worth less than wool in terms of cash. The main producers of jute are India and Bangladesh. Today producers and processors of natural fibres face the challenge of maintaining markets in which they compete with synthetics.





Guatemala products from natural fibres sold in the market (Photo: S.Bliss)

International Year of Natural Fibres (IYNF)

The main objective of the 2009 *International Year of Natural Fibres* (IYNF) is to emphasise their value to consumers while sustaining the incomes of the farmers. In addition the international year aims to:

- promote the efficiency and sustainability of the natural fibres industries;
- encourage responses from governments to the problems faced by natural fibre industries; and
- foster an effective international partnership among the natural fibres industries.

Millennium Development Goals

At the 2000 United Nations Millennium Summit, 189 world leaders committed their country to work towards achieving eight goals by 2015. Goal 1 (poverty and hunger), Goal 7 (environmental sustainability) and Goal 8 (international partnerships) are particularly relevant to the *International Year of Natural Fibres*.

The Australian Government works towards achieving the Millennium Development Goals and aims to reduce poverty and food insecurity by promoting free trade, peace and stability, good governance, security of land tenure, rural development and agricultural research. These aims support the *International Year of Natural Fibres*.

Plant and animal fibres

The *International Year of Natural Fibres* celebrates fibres produced by plants and animals. It does not include modern man-made artificial and synthetic fibres such as rayon, nylon, acrylic and polyester. Natural fibres are comprised of two components:

- plant fibres: includes seed hairs, such as cotton; stem (or bast) fibres, such as flax and hemp; leaf fibres, such as sisal; and husk fibres, such as coconut
- animal fibres: includes wool, hair and secretions, such as silk.

Plant fibres



Abaca: once a source of rope. Abaca shows promise as an energy-saving replacement for glass fibres in automobiles



At present there is research into self-cleaning wool and silk fabrics, finer jute yarns for clothing, and wool blends that keep wearers dry even during strenuous activities. Further research is required into drought and insect-resistant natural fibre plants and improved processing technologies.

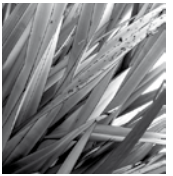
INTERNATIONAL YEAR OF NATURAL FIBRES



Coir: coarse, short fibre extracted from the outer shell of coconuts. Coir is found in ropes, mattresses, brushes, geo textiles and automobile seats



Cotton: pure cellulose. Cotton is the world's most widely used natural fibre and the 'king' of the global textiles industry



Flax: one of nature's strongest vegetable fibres. Flax was one of the first fibres to be harvested, spun and woven into textiles



Hemp: recent advances in the 'cottonisation' of hemp fibre could open the door to the high quality clothing market



Jute: the strong threads made from jute fibre are used worldwide in sackcloth. Jute sustains the livelihoods of millions of small farmers



Sisal: too coarse for clothing and upholstery is replacing asbestos and fibreglass in many composite materials

Information and image source: www.naturalfibres2009.org/en/fibres/index.html
Additional images sourced from: www.flickr.com/photos

Animal fibres



Alpaca wool: used to make high-end luxury fabrics, with world production estimated at around 5 000 tonnes a year



Angora wool: silky white wool of the Angora rabbit is fine and soft, and used in high quality knitwear



Camel hair: the best fibre is found on the two-humped Bactrian camels of Mongolia. Baby camel hair is the finest and softest



Cashmere: is soft to the touch owing to the structure of its fibres and has great insulation properties without being bulky



Mohair: white, very fine and silky. Mohair is noted for its softness, brightness and receptiveness to rich dyes



Silk: developed in ancient China, where its use was reserved for royalty. Silk remains the 'queen of fabrics'



Wool: limited supply and its exceptional characteristics have made wool the world's premier textile fibre



Yak provides meat, milk, hair and hides to the people living in the Himalayan Mountains. Its long shaggy coat reaches the ground. The soft undercoat is combed out at the time of the spring molt. The fibre length varies from 2.5 to 4 centimetres. Separating the guard hairs from the down is a slow process before obtaining the spinning fibre, which is nearly as soft as cashmere. The longer hair is used in rope making, mats, sacks and covering huts. The undercoat of the yak keeps it warm in extreme cold. The fibre is lustrous, warm and lightweight.

Environmentally sustainable natural fibres

You might think you know which fabric is superior but do you know which is better for the environment? Some environmentally sustainable fibres include:

- **hemp:** the ecological footprint of hemp is smaller than most plants considered for their fibres. Hemp plants grow quickly and densely which makes it difficult for weeds to take hold, eliminating the need for herbicides and artificial fertilisers. It requires no irrigation as it thrives on average rainfall and it is highly resistant to pests;
- **organic cotton:** is more environmentally friendly than the traditional variety of cotton as it uses no pesticides, herbicides, or insecticides during the growing cycle. The number of farmers growing this crop is increasing;
- **soy silk:** is made from the by-products of the tofu-making process. The liquefied proteins are extruded into fibres which are then spun, and used like any other fibre (woven, knitted). The high protein

INTERNATIONAL YEAR OF NATURAL FIBRES

content makes it receptive to natural dyes, so it is easier to create your own colours;

- *Ingeo™ corn fibre*: is created by extracting the starch and sugars from corn, and processing them to make a fibre, which can be spun into a yarn or woven into fabric;
- *bamboo*: is a renewable grass with natural antibacterial properties and the fabric 'breathes'. The resultant cloth is biodegradable.



Natural Fibres Fashion Show

www.thevine.com.au/blog/chickchickchicken/i-heart-nz.aspx

Citizenship and fashion

The fashion industry needs to become more eco-conscious as the textile industry contributes to global warming, soil degradation and water pollution. In the future, manufacturers and growers need to factor in these environmental costs. As informed responsible local-global citizens, it is up to us as consumers to be more environmentally aware when buying clothes.

We are all trying to reduce our ecological footprint by shopping locally for our food in support of our farmers, embracing fair trade and trying to make wiser choices. We can provide awareness of natural fibres and the virtues that go with their production and use by encouraging families and friends to look at labels and think about where their

clothing comes from, just as they would think about where their food comes from

Hemp's future in Chinese fabrics

China is the birthplace of industrial hemp. Archaeological evidence shows that the plant was grown for fibre 4 000 years ago, and was not overtaken by cotton in clothing until early last century. The Hemp Research Centre is working to restore hemp to its important place in Chinese agriculture and textiles. It aims to see plantations of *Cannabis sativa* growing across 1.3 million hectares of the country's farmland. This would mean the production of 10 million tonnes of hemp plants a year and two million tonnes of hemp fibre. Technologies developed by the centre are now used in China's first commercial-scale hemp processing mill, in Xishuangbana, Yunnan Province, which has the capacity to process 5 000 tonnes of hemp fibres a year, mainly for use in cotton-hemp blends.

The expanded production of hemp would provide a new source of fibre for the textile industry and also:

- reduce the dependency on cotton;
- free large areas of cotton-growing land for food production;
- generate extra income for millions of small-scale farmers.

Today, a small quantity of pure hemp fashion fabric is produced in China for high-value niche markets. Compared with cotton, hemp fibre has greater heat resistance and better moisture absorption and dispersion. China's Hemp Research Centre says most parts of the hemp plant can be used. For example, the seed is a source of edible oil, also suitable for cosmetics and lotions, while the leaves and flowers are used in medicine. The Centre has also made viscose from hemp hurd, the fibrous core of the hemp stalk, which is usually treated as waste. Hemp hurd was used in the wood/plastic composite outdoor flooring of the Beijing Olympic Park.

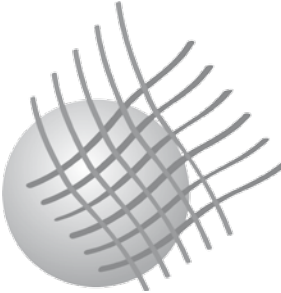
Hemp agriculture could play an important role in guaranteeing China's food security, protecting the environment and contributing to farmers' incomes. Hemp production is best suited to hilly areas and uplands, as well as semi-arid regions and areas with poor soils. It also requires little use of pesticides, unlike cotton.



China's President, Hu Jintao, visits the country's first commercial hemp fibre processing mill Hemp Research Centre

INTERNATIONAL YEAR OF NATURAL FIBRES

Where does this information go in the Geography syllabus Stages 4/5?

4G1	Human Elements – agriculture – settlements, economic, industrial Interaction of physical and human elements	 <p>International Year of Natural Fibres 2009</p> <p>Maps, graphs, photographs, statistics Fieldwork – farm, factory, retail store Research– e.g. cotton, sheep farm ICT Gender Literacy Numeracy Civics and citizenship Values and attitudes – ecological sustainability Work, employment and enterprise Environment Gender</p>
4G2	Natural fibres grown in different environments – coasts, deserts, mountains, rainforests Community interactions	
4G3	Globalisation – trade. Changes in technology, businesses, organisations, nations Global inequalities – farmer versus heads of large corporations Global Organisations – FAO	
4G4	Land degradation, climate change Ecological sustainability Response by individuals, groups and governments (subsidised farming)	
5G2	Globalisations of economic activity New technologies Communities sense of identity and response to change	
5G3	Land and water management – cotton	
5G4	Trade	

Activities

What are natural fibres?

How are natural fibres produced and what are they used for?

Why is the production of natural fibres important to developing countries?

What are the advantages of natural fibres over synthetics?

How can IYNF alleviate poverty? What is the importance of IYNF for everyday use?

List five natural fibres used to make clothes.

What fibres are the queen of fabrics and the king of the global textile industry?

What fibre could be used to replace glass fibres in automobiles?

What fibre comes from a rabbit?

What could you do towards the IYNF?

Comment on the accuracy of the following quotes on cotton in Australia:

- 'Australian cotton farmers are world-leaders, renowned as reliable suppliers of the highest quality cotton.' *Cotton Australia, Cotton in Australia 2006.*
- 'Australian cotton accounts for around 3% of world production, but represents between 5%–10% of the

world's cotton exports.' *International Cotton Advisory Council 2005. Food and Agriculture Organisation of the UN, Agricultural Commodities 2002.*

- 'A massive 98% of cotton grown in Australia is exported, mainly to Asian spinning mill customers in China, Indonesia, Thailand, Korea and Japan.' *Australian Cotton Shipping Association 2004. International Cotton Advisory Council 2005.*
- 'In a normal year, Australia's cotton growers produce enough cotton to clothe 500 million people.' *Cotton Australia, Australian Cotton Industry Facts, October 2007.*
- 'Over last 10 years, the innovative application of biotechnology has reduced overall insecticide use by a massive 90% through a combination of biotechnology and Integrated Pest Management practices.' *Cotton Australia, Fact Sheets 2008.*
- There are 687 cotton farms in Australia. Of these, 330 are in NSW and 357 are in Queensland.' *Australian Bureau of Statistics, Agricultural Commodities 2005/2006.*
- 'The average Australian cotton farm is family-owned and operated, medium-sized with 362 hectares of cotton and creates jobs for eight people.' *Cotton Australia, Australian Cotton Industry Facts 2008.*

INTERNATIONAL YEAR OF NATURAL FIBRES

Using ICT

Global Education – www.globaleducation.edna.edu.au/globaled/go/pid/3776.

Teaching activities:

- Cotton growing. Students will develop an understanding of the environmental, social and economic factors involved in growing cotton.



East Timorese woman weaving traditional tais (C. Palmer)

- Silk tais production in East Timor. Students will examine the development of new skills designed to promote self-sufficiency in the silk tais project in East Timor. They will be able to:
 - explain why preparing yarn and weaving tais might have been considered an essential skill for women;
 - compare the environmental, economic and social impacts involved in producing a silk tais compared to a traditional cotton one; and
 - discuss how the introduction of silk weaving helped preserve traditional culture. Use a PMI (Plus, Minus and Interesting) chart to outline the pluses, minuses and interesting aspects about the production of silk tais. Make a statement about whether you think this project will assist people in Bacau to become self-sufficient.

Global Education OZ Projects Online – www.ozprojects.edu.au/course/view.php?id=57

Activities for Interactive Whiteboard; Create an Avatar, Natural Fibres quiz – www.ozprojects.edu.au/mod/quiz/view.php?id=1094, jigsaw, vocabulary quiz

The Clothes Line – www.oxfam.org.uk/education/resources/clothes_line/

Teach about Fair Trade, the textiles industry and India with

this series of lesson plans and photo story. Lessons include an exploration of the journey of cotton from the field to the shops; a quiz about India; and a class survey about the origins of students' own clothes. They explore the concept of Fair Trade. There is a supporting information sheet on cotton, trade and Fair Trade to provide background to your teaching. Useful for teaching English, History and Geography/Local Studies to students aged 7–11. It includes a PowerPoint presentation.

Cotton Australia – land and water management
www.cottonaustralia.com.au/

Fair Trade for All – Education Kit Australia –
www.fta.org.au/resources/educationkit

Flax and Hemp – www.flaxandhemp.bangor.ac.uk/english/intro.htm

Home Textile Museum – www.hometextiletoolmuseum.org/demonstrations.html

How Everyday Things are Made –
<http://manufacturing.stanford.edu/>

International Jute Study Group –
www.jute.org/plant_1.htm

International Year of Natural Fibres –
www.naturalfibres2009.org/.

New Internationalist Shop –
www.newint.com.au/shop/suppliers-producers.htm

Sisal – Information about how sisal is grown, harvested and processed to generate products we use in everyday life. – www.sisal.ws/

Talking textiles: How are textiles made?
An interactive resource allowing learners to find out the origins of various materials. The resource also includes a short quiz – www.childrensuniversity.manchester.ac.uk/interactives/artanddesign/talkingtextiles/howaretextilesmade.asp.



Young East Timorese women wearing traditional tais (C. Palmer)



What about the Pacific part of Asia-Pacific?

Rod Yule, Global Education Officer
– World Vision Australia

In March 2008, World Vision and AusAID jointly published *Get Connected* Issue 3 'Our Pacific Neighbours' a 28 page resource designed for the Stage 5 topic *Australia in its Regional and Global Context*.

The Pacific has often looked like Asia's poor cousin in the Australian education system. In studies of the Asia-Pacific region, the Pacific tends to play second fiddle to Asia. Comparatively, the Pacific has far fewer published resources and looks like small fry compared to the enormity of Asia's population, migration and trading relationship with Australia. Cynthia Banham, in the Sydney Morning Herald (January 2008), drew the following implication:

What about Australia's education system? Despite having the island states on our doorstep, there is little teaching about Pacific cultures. There is therefore nothing to move Australia beyond the "us and them" mentality which underpins our Pacific policy and the patronising behaviour of some of our politicians.' (Cynthia Banham, SMH, 7 January 2008)

Backyard or neighbourhood?

The purpose of this paper is to turn the spotlight on Australia and the Pacific - our own neighbourhood - and highlight some features of this extraordinarily rich and diverse region. Australia, as the largest and wealthiest nation in the region, has an important role to play. What difference does it make if we think of the Pacific as our backyard or our neighbourhood? What are the qualities of a good neighbour? What sort of neighbour are we and how well do we know our neighbours and our neighbourhood? What is the nature of our links with the region – in sport, trade, tourism, defence, migration, and aid?

Who are our neighbours?

The first step for our students is to be aware of our Pacific island neighbours and its distinct regions and ethnic groups: Melanesia, Micronesia and Polynesia. *Our Pacific Neighbours* includes a map of the region and mapping activities identifying the location of the Pacific island nations and the following cloze activities:

MELANESIA	POLYNESIA	MICRONESIA
P _ _ _ _ N _ _ G _ _ _ _ _	S _ _ _ _	K _ _ _ _ _ _
V _ _ _ _ _ _	T _ _ _ _	N _ _ _ _
F _ _ _	C _ _ _ I _ _ _ _ _ (NZ)	P _ _ _ _
S _ _ _ _ _ _ I _ _ _ _ _ _	T _ _ _ _ _	M _ _ _ _ _ _ I _ _ _ _ _ _
		M _ _ _ _ _ _ _ _

Did you know?

Micronesia means 'small islands' and is derived from the Greek words 'mikros' which means small and 'nesos' which means island. Melanesia means 'black islands' and is derived from 'melanin' which is the dark skin pigment. Polynesia means 'many islands'.



Schooling in Timor-Leste (C. Palmer)

What about the Pacific part of Asia-Pacific?

How are our neighbours?

Our Pacific neighbours face a number of challenges to the development and well-being of their people. Many of these challenges are common to traditional _____ facing rapid modernisation and some are unique to the Pacific.

Small and remote islands

The nations of the Pacific are typically small and remote islands. Seven countries have a population less than 100,000 and populations are spread over multiple _____. This means that the delivery of healthcare, education and social services is difficult. It also means their economies are small and remote from markets.

Slow economic growth

Pacific Island nations rely heavily on imports to supply many basic goods. They also rely on a narrow range of exports (fish, a few agricultural products, timber and tourism) to finance these _____. Transport and communication _____ are basic and expensive and so business costs are often high.

High population growth

While the populations are small, there has been rapid population growth in many of the countries. This has resulted in a large number of young people of working age. Combined with low economic growth, this has led to high _____, growing migration to urban centres and increased poverty. Where governance is weak, these trends can result in crime and social _____.

Poverty

Many of our Pacific _____ suffer from levels of poverty that mean too many children miss out on primary education, basic healthcare and safe drinking _____ – things we take for granted in Australia.

Climate change and natural disasters

Many islands are vulnerable to natural _____ like floods, cyclones and volcanic eruptions. Low-lying islands are especially vulnerable to the effects of _____ change, including rising sea levels and temperatures.

climate

societies

water

disasters

neighbours

services

conflict

imports

islands

unemployment

What about the Pacific part of Asia-Pacific?

Table 1: Development indicators for Australia and the Pacific

	GDP per person (US\$)	Literacy rate (% of adult population)	% with access to safe water	Life expectancy (years)	Doctors per 100,000 people
Australia	30,331	99	100	80.2	247
Melanesia					
PNG	2,543	57	39	55.1	5
Solomon Islands	1,814	30	70	62.2	13
Vanuatu	3,051	34	60	68.4	11
Fiji	6,066	93	47	67.8	34
Polynesia					
Tonga	7,870	99	100	72.1	34
Samoa	5,613	99	88	70.0	70
Micronesia					
Kiribati	2,800	93	65	65.0	29

Source: UNDP Human Development Report 2006, WHO Fact Sheet 2006.

Sport and migration

Perhaps the most visible sporting link between Australia and the Pacific is in rugby union and rugby league. The SMH (July 16, 2006) argued that the “biggest influence on Australia’s rugby codes has been the influx of Pacific Islanders . . . players with Tongan, Samoan or Maori blood.” *Our Pacific Neighbours* features an interview with Mark and Mo’onia Gerrard who have an Australian father and a Tongan mother and have represented Australia in rugby union and netball. Many students will be well aware of other significant Pacific islanders in the two rugby codes who have migrated to Australia to pursue their sporting careers and provide for their families.

There are also increasing calls for the Australian government to follow New Zealand and introduce seasonal worker schemes to fill labour shortages. World Bank president Robert Zoellick has argued that labour mobility is “critical to the long-term development of the South Pacific.” This would offer relief from youth unemployment in Pacific nations and provide a significant source of income from remittances as well as addressing seasonal labour shortages in Australia. Professor Helen Ware (UNE, 2004) also argues that emigration possibilities for Melanesian young people provides a safety valve against urban civil conflict – a safety valve that NZ provides for their Polynesian neighbours.

Tourism and defence

Of course, most Australians think of the Pacific as a tourist destination for cruises with stereotypical images of clear water,

sun-drenched beaches, grass huts and swaying palm trees – images that students could well explore in advertising and travel agency brochures. A country like Fiji has 300,000 to 400,000 tourists a year and Australians make up a significant proportion of these visitors. It is the major source of income for Fiji. Similarly, Australians make up the majority of tourist numbers to Vanuatu – an industry that has grown from 50,000 in 1999 to 80,000 in 2007.

Australia, as part of a Pacific partnership and under the auspices of the Pacific Islands Forum, continues to be involved in the implementation of the Regional Assistance Mission to Solomon Islands (RAMSI). This initiative involves contributions from fifteen South Pacific governments and the deployment of civilian, police and military personnel. RAMSI was deployed on 24 July 2003, at the request of Solomon Islands, to help the Solomon Islands Government restore law and order, strengthen government institutions, reduce corruption and re-invigorate the economy.

However, in July 2007, then Opposition leader Kevin Rudd recognised that “Right now we’re simply dealing with the military or security symptom of an underlying economic development challenge. If we fail to act effectively then I think we’re going to see a long-term drift in Australia’s strategic standing right across this region as well.” (*The Australian*, July 2007). Subsequently, in March 2008, Prime Minister Rudd announced the Pacific Partnerships for Development as a mechanism to increase economic development assistance and address the fundamental basis of security problems in Melanesia.

Did You Know?

The Battle of Kokoda was arguably Australia’s most significant campaign of World War Two. More Australians died in the seven months fighting in PNG than in any other campaign. The local villagers who cared for wounded and sick Australian soldiers came to be known as the ‘fuzzy wuzzy angels.’ The Kokoda trail is now a major Australian tourist destination and the centre of debate around a proposed mining development.

What about the Pacific part of Asia-Pacific?

Aid

Table 2: Australian Government aid to the Pacific region.

Aid recipient	2007-8 Budget A\$ million
Papua New Guinea	355.9
Solomon Islands	223.9
Vanuatu	44.5
Fiji	28.7
Samoa	23.3
Tonga	15.7
Kiribati	15.0
Tuvalu	5.6
Nauru	8.7
Micronesia	6.6
Cook Islands	6.4
Regional Pacific	135.6
Total PNG & Pacific	872.5

Papua New Guinea and the Pacific region are the largest recipients of Australian government bilateral aid. The dominance of Australian aid in the Pacific, and Melanesia in particular, reflects AusAID's humanitarian and geo-political objective "to assist developing countries to reduce poverty and achieve sustainable development in line with Australia's regional interest". However, this has also meant the region has largely been viewed through a development lens. Consequently, Pacific island nations have long

been treated as aid clients rather than regional partners. "Australia needs to engage with the Pacific islands as sovereign states and complex polities rather than simply as recipients of Australian aid." (J. Hayward-Jones, Director of The Myer Foundation Melanesia Program at the Lowy Institute for International Policy)

In a similar vein, Sean Dorney, the long term ABC Pacific correspondent has written, "I hope the Pacific Partnerships for Development concept works, and works well. There are not many Australians that really understand how diverse and different PNG is. They know it but they do not understand it. And that is why we often run into problems in agreeing to basic terms such as "a spirit of mutual respect, responsibility and co-operation." (*Islands Business*, March 2008)

In March 2008, the Australian Government announced an additional \$13 million in funding to tackle the crisis of AIDS in PNG, which has the highest incidence of HIV in the Pacific. Between 40,000 and 60,000 Papua New Guineans were now HIV positive – a number that under current strategies could rise to more than half a million by 2025. Australia and PNG have a mutual interest in addressing the HIV and AIDS crisis.

Our Pacific Neighbours features case studies of both bilateral and non-government aid in PNG, including the one below. This highlights the co-operative partnership aspect of effective aid and development as well as the significance of gender issues.

Non-government aid in PNG

Village-based agriculture supports 70%–80% of the population in Papua New Guinea, and domestic trading of fresh produce is a very important source of cash income. By far the most important crop in PNG is sweet potato.

Food research

Since 2003, World Vision has been working in a partnership with local farmers, the Australian Centre for International Agricultural Research (ACIAR) and PNG's National Agricultural Research Institute (NARI) to evaluate new varieties of sweet potato that would increase food security and nutrition for communities in Madang province.

In Papua New Guinea, women play a major role in agriculture and community development.

Gender – nutrition and income

The project has also focused on women's groups in the province. Women are targeted because of their major involvement in food preparation. In fact, women are often involved in the planting, weeding and harvesting as well as food preparation. Women's groups are now making good progress in increasing their income from sweet potato production.

The women previously relied on taro and banana to provide much of their families' dietary needs. However, with access to new varieties, more sweet potatoes are now being planted. Sweet potato can be harvested after only three months compared to nine months for taro. "Planting plenty of *kau kau* prevents hunger. It is there for everyone to survive," said one participant.

Education and children

Primary and secondary high schools in Madang province are also effectively growing and promoting different varieties of sweet potatoes and distributing them to the surrounding communities. The project is assisting the schools in selling their harvested sweet potatoes to raise funds for their education needs as well as teaching students new food growing techniques.



What about the Pacific part of Asia-Pacific?

Trade and communications

International trade is an important source of economic growth and employment for all countries. However, the nations of the Pacific are extremely vulnerable to unequal trade arrangements – especially with Australia. Australia is the major source of imports for PNG (52.3% of all imports), Solomon Islands (25.3%), Vanuatu (20%) and the second major source of imports for Fiji (22.8%). Australia is also the major export destination for PNG (30% of exports). Tourism and mining are two of the major trading links between Australia and the Pacific countries but while these trade relationships can bring economic benefits to Pacific countries, such activities can also have significant social and environmental costs.

Table 3: Communications technology in Australia and Melanesia

	Mobile telephone subscribers (per 1,000 people – 2004)	Internet users (per 1,000 people – 2004)
Australia	818	646
PNG	7	29
Solomon Islands	NA	6
Vanuatu	51	36
Fiji	NA	73

Mobile phones and internet access can help encourage trade and economic growth in the Pacific through improved links to markets and information. However, in countries spanning numerous islands, difficult terrain and small remote villages, the sharing of information is difficult. Without improved access to communications technology, these countries are limited in their ability to improve their income and living standards. In 2007, AusAID launched the Enterprise Challenge Fund to encourage businesses in the region to improve access to communications technology and help lift people out of poverty. Improved communications technology is also essential in helping communities develop strategies to prepare for natural disasters.

Environment

Indeed, the Pacific faces major environmental issues including mining, deforestation, over-fishing and waste management. The nations are disproportionately vulnerable to the effects of climate change, including rising sea levels and temperatures and increasingly frequent extreme weather. It is the most disaster prone region in the world with volcanic eruptions, earthquakes, tsunamis, cyclones and floods devastating thousands each year. *Our Pacific Neighbours* features a number of ways that Australia is working with the Pacific countries to help address some of these issues.

Governance

Governance in the Pacific is increasingly viewed in Australia as being in crisis. It is true that governance in some Pacific countries is fragile and unstable. Formal democratic systems are in many cases poorly aligned with pre-existing traditional governance systems. Insufficient

numbers of well-educated and skilled people are available to run governments at all levels, resulting in failures in service delivery and accountability. Entrenched corruption undermines political and government processes; and practices that are rational in traditional contexts (e.g. nepotism) are incompatible with ethical practice in government. Indeed, governance is a major sector in Australian aid spending.

The main political grouping in the region is the Pacific Islands Forum (PIF) which comprises the fourteen independent Pacific nations and the NZ-aligned territories Niue and Cook Islands. The PIF works toward the integration and growth of its members and Australia hopes to host the 2009 Pacific Islands Forum. "I want Australia to host next year's Pacific Islands Forum to send a clear message to our regional neighbours that Australia is back in business in Pacific affairs." (Prime Minister Rudd, 2008)

This paper has sought to highlight some of the recent trends in Australia's links with the Pacific region and encourage a heightened profile for the Pacific in the classroom. *Our Pacific Neighbours* is a student workbook that is intended to support NSW Geography teachers in this Stage 5 unit and the following websites also provide useful and engaging resources.

Useful websites

World Vision – www.worldvision.com.au/learn/schoolResources/files/5374_webflyer.pdf
Order form for single issues or class sets of Get Connected Issue 3 Our Pacific Neighbours and other issues of Get Connected – Water (Issue 1), Disasters (Issue 2) and Child Rights (Issue 4).

Pacific Economic Survey – www.pacificsurvey.org/UserFiles/file/Pacific%20Economic%20Survey08.pdf
An up-to-date 2008 Pacific Economic Survey of the Pacific including graphs and tables on tourism, communications and trade issues.

ABC and Film Australia – www.abc.net.au/pacificstories/A
a great ABC and Film Australia website featuring stories from around the Pacific.

ABC site – www.abc.net.au/ra/pacific/default.htm
Another excellent ABC site called *Charting the Pacific* that includes stories, voices, lives and facts about the Pacific. Outstanding maps of these small island nations.

Global Education – www.globaleducation.edna.edu.au
This AusAID funded site has lots of Pacific country profiles and a great simulation activity inviting students to manage the impact of climate change in an imaginary Pacific island nation.

Department of Foreign Affairs and Trade – www.dfat.gov.au/geo/
The Department of Foreign Affairs and Trade has excellent up-to-date country briefs and fact sheets that include Australia's bilateral relations with each country in defence, aid and trade.

PNG newspaper – www.thenational.com.pg/060408/
PNG newspaper online allows students a different perspective in the Pacific and a glimpse of how the PNG media report on Australia.

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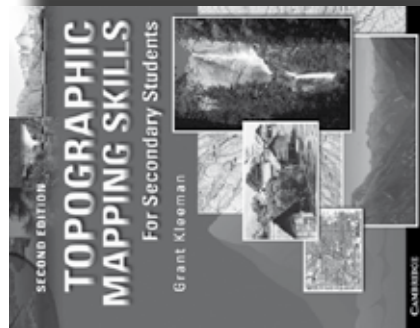
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School Students' Engagement with Manly-Manado

Jane Goddard, Mackellar Girls Campus,
Northern Beaches, Sydney

Last year, a case study for Stage 4 Geography that focused on students engaging with the concept of 'global inequalities' in a real and tangible way was implemented in a number of high schools on Sydney's Northern Beaches. In line with the principles of Global Education, this case study sought to link high schools in the local community of Manly with a wider community initiative, namely a Community Partnership between Manly and the community of Manado, on the island of Sulawesi, Northern Indonesia.

This Community Partnership movement, known as Manly-Manado, was started in Manly by a group of local residents in Manly to provide *opportunity, dignity, hope* and *freedom* to those trapped in poverty in Manado. This long-term Community Partnership is concerned with bringing about *social transformation* in the communities of both Manly and Manado.

One of the guiding beliefs of Manly-Manado is that poverty can be overcome through education, reflection and action. Last year, three high schools in the Manly area implemented the Stage Four Geography case study about Manly-Manado as part of their Geography program. Year 8 students from Mackellar Girls Campus, Balgowlah Boys Campus and St Paul's College all engaged with the case study. The case study was designed for students to explore the topic of 'Global Inequalities' in a relevant and tangible way. It provided students with interactive activities that help them critically engage with the global issue of poverty and gain an understanding of how it affects one of our international neighbours. It was also designed for students to gain an understanding about ways in which



Map: Manado is the capital of the North Sulawesi province of Indonesia

communities and organisations can help empower and assist other communities who are trapped in poverty. The activities and topics covered as part of the case study inspired the Year 8 girls at Mackellar Girls Campus to speak to the whole school assembly, some 1000 girls, about what they had learned. They shared how they had been touched by the story of Anneke, who lives on the rubbish tip in Manado, and how they had been inspired and motivated to take action and help a family out of poverty through the support of a micro loan.



Sumompo Rubbish Dump Resource Centre at Manado provides a resource centre for 250 local families living and working on the dump. It provides basic sanitary, health education, skills training and extra-curricula education to 50 children as well as providing a salary for a local community worker.

School Students' Engagement with Manly-Manado

The banner displays the community partnership's logo and slogan. At the end of the walk, youth took part in simulation games, which encouraged understanding of some of the realities of life in poverty.



Many other school students in the local area have also supported the initiative shown by the girls at Mackellar Girls Campus. The boys at both Balgowlah Boys Campus and St Paul's College, in response to their engagement with the case study, have also initiated community fundraising events and many local primary schools have been involved in writing competitions, holding concerts and stalls, and educating their families and friends about the global issue of poverty.

The way the students engaged with the case study and have continued to engage with the Community

Partnership through involvement in and initiation of a range of events is testament to the relevance of the topics explored in the NSW Stage 4 Geography Course and the value of bringing community initiatives such as Manly-Manado into the classroom.

Further information can be found at www.manly-manado.org.au and the case study can be downloaded at – www.manly-manado.org.au/schools.html.

Case studies for Stages 1 and 3 HSIE have been recently developed and are now available to download from the Manly-Manado website.



Youth from the local high schools and primary schools who took part in last year's Manly-Manado Walkathon. The children and youth raised money to provide micro-loans for families in Manado. The loans are provided through Manly-Manado's partner NGO in Manado, Bridge of Hope.



Youths from high schools around Manly in Sydney, speaking about meeting their sponsor children in Manado at a community dinner, attended by over 200 people.

CAN SURFERS REALLY DELIVER BEST PRACTICE OVERSEAS AID?



Milton Brown
Schools Program Education Director – International
milton@surfaidinternational.org

Imagine you are one of the children in this photo and answer the key geographical questions:

What are you holding?

Where did it come from?

Who brought it here?

How did they get here?

Why did they come here?

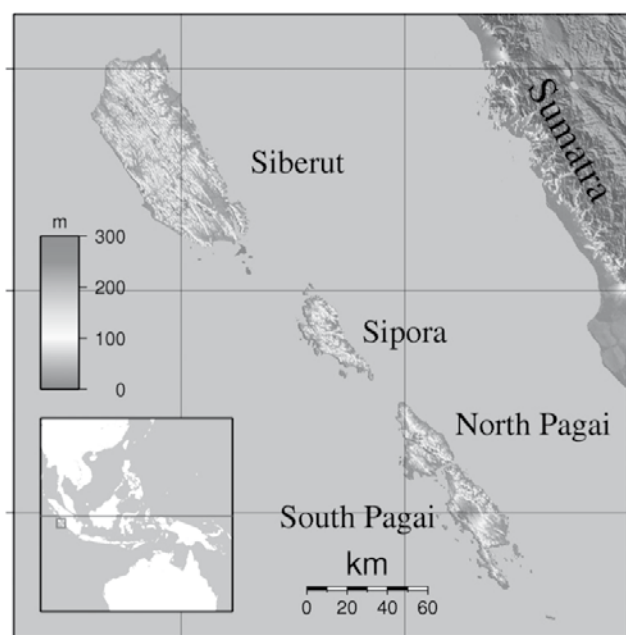
Why do they look so strange?

What are they doing in the water?



Putting surfing in context

Up until 15 years ago this area of the world was rarely visited by surfers but that has all changed. Since the mid-90s, a growing number of travelling surfers have discovered the waves of the Mentawai Islands and the area now rates as one of the premier surfing destinations in the world. The variety, quality and consistency of the waves being produced by the Polar Lows are becoming legendary. This has resulted in a substantial surf charter boat industry along with some newly built land camps and modest resorts.



Map of Mentawai Islands
http://schools.surfaidinternational.org/images/content/images/Mentawai_Islands_Topography.png

SurfAid International

In 1999, physician and surfer Dr. Dave Jenkins went on one of these surf charter trips to the Mentawai Islands off the West Coast of Sumatra, Indonesia with one goal in mind: to find those perfect waves. The surf proved to be everything he had hoped for. What he also found, though, were the Mentawai people – mostly women and children – suffering and dying from the ravages of malaria and other preventable diseases. Dave questioned what he was doing with his own life by pursuing personal career goals, and he found that he was unable to just walk away. It was a defining life moment. He sought support from like-minded individuals and went on to establish *SurfAid International*, a non-profit organisation dedicated to the alleviation of human suffering through community based health programs.

2004 Asian Tsunami and aid

SurfAid's profile grew rapidly following the 2004 Asian Tsunami as the organisation was thrust into emergency relief operations, funded by the Australian and New Zealand Governments, the surfing industry and individuals.

SurfAid was able to be effective immediately following the disaster, and the subsequent giant earthquake that hit Nias in March 2005, as it was already established in the area, particularly in relation to its knowledge of the villages and access via marine operations. It had also begun programs which were respected and welcomed by the people. Since the initial phase of emergency aid and the first mosquito net distribution program, *SurfAid* has gone on to establish a series of far-reaching and life-changing programs which are and will significantly improve the health, wellbeing and self-reliance of the local people.

CAN SURFERS REALLY DELIVER BEST PRACTICE OVERSEAS AID?

SurfAid's governing Boards, executive officers and program directors are determined to design, adapt and deliver the most relevant forms of assistance so that the people of the Mentawai Islands gain from the interaction between the global surfing community and their homeland. This view is embodied in the phrase, “a hand-up not a handout” which is a guiding operational philosophy. With the support of the New Zealand and Australian Governments, the global surfing community, and most importantly the Mentawai people of the affected areas themselves, *SurfAid* has come to exemplify the healing power of cross-cultural partnerships.



Temporary Shelter – Humanitarian aid organisation SurfAid International has launched an appeal to assist the 70,000 villagers of the Mentawai Island chain, off Indonesia's West Sumatran coast, who have been seriously affected by earthquakes

<http://surferspath.com/news/surfaid-launches-earthquake-appeal-for-mentawai-islanders>



Children living in Mentawai
www.billabong.com/designforhumanity/images/about_01.jpg

SurfAid in the Geography classroom

<http://gooddesignforall.com/blog/wp-content/uploads/2006/09/tcurran.jpg>

SurfAid provides many opportunities to engage geography students whether or not they are connected to surfing, the ocean or humanitarian causes. The *SurfAid* site www.surfaidinternational.org and the Schools Program site, <http://schools.surfaidinternational.org> both contain resources and teaching materials that are free to teachers and students. The teaching programs also contain many pro forma worksheets and activity sheets to support teaching and learning activities.

The table gives an overview of some of the available material.

Program Name Resources ↓	Malaria Free Mentawai and Nias	E-Prep (Emergency preparedness)	WATSAN (Water and Sanitation)	CBHP (Community Based Health Program)	Katiet Community Training Centre
Website summary	<i>SurfAid</i> site	<i>SurfAid</i> site	<i>SurfAid</i> site	<i>SurfAid</i> site	<i>SurfAid</i> site
Information brochure download	<i>SurfAid</i> site Schools site	<i>SurfAid</i> site Schools site	<i>SurfAid</i> site Schools site	<i>SurfAid</i> site Schools site	<i>SurfAid</i> site Schools site
Picture gallery	Both sites	Both sites	Both sites	Both sites	<i>SurfAid</i> site
Powerpoint Presentations	Schools site	Schools site	Schools site	Schools site	<i>SurfAid</i> site
Movie download/ view/ obtain copy	Schools site <i>SurfAid</i> site Available on request	Schools site <i>SurfAid</i> site Available on request	Schools site <i>SurfAid</i> site Available on request	<i>SurfAid</i> site Available on request	<i>SurfAid</i> site Available on request
Teaching programs	Schools site	Schools site	Schools site	Schools site	
Newsletters	<i>SurfAid</i> site Can be emailed directly	<i>SurfAid</i> site Can be emailed directly	<i>SurfAid</i> site Can be emailed directly	<i>SurfAid</i> site Can be emailed directly	<i>SurfAid</i> site Can be emailed directly
Program reports	<i>SurfAid</i> site Available on request	<i>SurfAid</i> site Available on request	<i>SurfAid</i> site Available on request	<i>SurfAid</i> site Available on request	<i>SurfAid</i> site Available on request

CAN SURFERS REALLY DELIVER BEST PRACTICE OVERSEAS AID?

NSW Geography Curriculum opportunities

The *SurfAid* Schools Program website has two detailed teaching programs which feature Geography.

Stage 3 – Couldn't Walk Away

“Couldn't Walk Away” is a Stage 3 interdisciplinary unit that applies *SurfAid* material to some HSIE outcomes. It includes lessons incorporating mapping skills, cultural groups and global issues, global citizenship, weather and climate, environments, indigenous inhabitants, international aid, surfing tourism, wave formation and family values.

Stage 4 Overview

Stage 4 offers many opportunities for teachers to educate students using the experiences of *SurfAid International* as an example.

Focus Area 4G2 Global Environments	Types of global environments and their location. Coral Reefs and rainforests At least ONE community and the way it interacts with the selected global environment
Focus Area 4G3 Global Change	Global inequalities Variations in the access of people to essential aspects of life, especially health.
Focus Area 4G4 Global Issues and the role of citizenship	See program outline below and download full program from http://schools.surfaidinternational.org

SurfAid Geography Program: Stage 4 NSW

Source: <http://schools.surfaidinternational.org>. Educational Resources/Teaching Resources written by Milton Brown, Head Teacher HSIE, Barrenjoey High School; Kerry McEwan, Geography Teacher Barrenjoey High School and Nerida McGeachie, Teaching and Learning 7–12 Consultant, Northern Sydney Region, DET

<p>Concept: Global Citizenship</p> <p>Focus Area: 4G4 Global Issues and the Role of Citizenship</p> <p>Focus: Global geographical issues and appropriate methods of citizenship for their management.</p> <p>Deep knowledge:</p> <ul style="list-style-type: none"> Impact of tourism on the physical and human environments The rights of all people to have their basic needs meet <p>Assessment Task 1: Discussion essay</p> <p>Assessment Task 2: Integrated task</p>	<p>Cross curriculum content</p> <p>Civics & Citizenship ICT: Research, Blogs, Pod casts, multimedia presentations</p> <p>School to Work</p> <p>Team work: Assign different tasks to team members to meet deadline Initiative and enterprise Problem solving Cultural understanding</p> <p>Literacy</p> <p>Journal entry (scaffold) Discussion essay (scaffold) Spelling & Vocabulary</p> <p>Resources</p> <p>DVD, photographs, websites such as <i>SurfAid International</i></p>	<p>Outcomes</p> <p>A student:</p> <p>4.2: organises and interprets geographical information</p> <p>4.3: uses a range of written, oral and graphic forms to communicate geographical information</p> <p>4.4: uses a range of geographical tools</p> <p>4.7: identifies and discusses geographical issues from a range of perspectives</p> <p>4.8: describes the interrelationships between people and environments</p> <p>4.9: describes differences in life opportunities throughout the world</p> <p>4.10: explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship</p>
<p>Rationale</p> <p>It is so easy to be immersed in your own world and not realise that all over the world there are teenagers like you with little or no access to education and technology, living in poverty and suffering from disease. Our neighbours, the Indigenous Mentawai people endure illnesses such as malaria, cholera and dysentery, and experience a lifestyle that is evolving rapidly through increasing contact with the modern world.</p> <p>In Geography we are exploring geographical global issues and your role as a global citizen by focusing on the Mentawai Islands and the support provided for the Mentawai people by <i>SurfAid International</i>. You will be building on your geographical knowledge of mapping, using an atlas and interpreting images. These skills and knowledge are essential for the completion of your final integrated assessment task.</p>		

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Stage 5

Focus Area 5A4: Australia in Its Regional and Global Contexts

Focus: Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future.

The activities of *SurfAid* fit beautifully with this section of the course and they are especially relevant when applied to engaging with Asia through our closest neighbour, Indonesia.

In terms of regional and global links Surfing in the Mentawai Islands is an interesting study for tourism. The cross-cultural experiences and contrasts between our surfers and the locals there highlight important development issues confronting developed and developing nations. Development assistance through aid is a perfect fit as *SurfAid* works as an NGO with assistance from AusAID, NZAID and the global surfing community

Stage 6

The Mentawai Islands could be applied to a case study of an Ecosystem at Risk 8.3.1 – Coral Reefs .

I have also used it in 8.3.3 – People and Economic Activity. Tourism is studied as the main economic activity. Surfing tourism and one of the productive enterprises that has arisen in the area to support it, can be used as the local case study. It mixes elements of ecotourism and highlights a niche tourism market and its impact on natural ecosystems.

Local case study – Stage 6 syllabus

A geographical study of an economic enterprise operating at a local scale. The business could be an individual enterprise, firm or company such as a family farm, a mine or mining corporation, a **hotel**, chain of hotels, heritage or **tourist site**. The case study should explore

- the nature of the economic enterprise;
- locational factors;
- ecological dimensions including environmental constraints, climate, and human impacts on the environment such as pollution and ecological sustainability;
- internal and external linkages and flows of people, goods, services and ideas; and
- effects of global changes in the economic activity on the enterprise.

By taking one enterprise such as the “WavePark Losmen” or Aloita Resort, it is possible to interpret all the case study requirements as set out above. The websites www.aloitaresort.com and www.wavepark.com both offer extensive information on how the resorts operate and each of the points in the outline above can be easily addressed. *SurfAid* can be included

in the linkages and flows section. An interesting site is www.mentawaimooringmovement.org. A group of environmentally minded surfers decided to raise money to install fixed mooring bouys near the more popular surf breaks so that charter boats can hook up to them rather than drag an anchor along the reef.

By combining the activities of *SurfAid* and the impact of surfers and surfing, students can address and gain an understanding of many geographical issues.

Cross curricula features

Civics and citizenship

Dr Dave Jenkins is the perfect example of an active citizen. His actions in initially going back to the village to treat people and then abandoning his comfortable Western life to start *SurfAid* is a remarkable case study. Most people would have just walked away. Few would have started a community-based health organisation that is delivering real benefits to the people of this region. Dr Dave also embodies the characteristics of a good global citizen and his actions can be used to show future generations exactly what that means.

Environmental sustainability

The isolation of these islands has kept many parts of the land and sea healthy. Issues which threaten these islands include the usual resource exploitation dilemmas. Trees, fish, coral reefs and wildlife are under pressure. The islands are sinking due to their position on the tectonic plates that radically shifted to cause the 2004 tsunami tragedy. Global warming and sea level rise will have an impact on many of the low lying islands. If surf tourism is properly managed then hopefully a balance can be struck between its negative and positive impacts. Sustainable tourism management talks have taken place and plans continue to evolve. One hope is that a well managed tourism industry may then impress on the locals the value of protecting their natural environment for the wealth it will generate in other ways. At the moment plastics waste is a huge problem in the area. The desire for products with disposable packaging is growing and appropriate waste management systems are a long way from being developed. Pristine beaches are littered with plastic, much of which would have been carried by currents from other parts of Indonesia or dumped by ships.

Indigenous education

There are areas of the Mentawai Islands where the people still live their traditional lifestyle and practice their ancient rituals. Comparing their lifestyle and the present and future challenges they face with those of other indigenous people would provide a fascinating case study.

Values and attitudes

“Values and attitudes form a significant and critical part of the Geography syllabus and underpin the content, helping students to develop informed and responsible attitudes

CAN SURFERS REALLY DELIVER BEST PRACTICE OVERSEAS AID?

towards people, cultures, societies and environments and to appreciate their rights and responsibilities as citizens of Australia and as global citizens. In particular, students are able to develop a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship, and lifelong learning.” *NSW Geography Syllabus*.

SurfAid International is a great vehicle for Values Education and the focus of the Schools Program is “Developing Global Citizens”.

SurfAid's approach to development assistance

Having taught development geography for many years, it was refreshing to find an example which synthesises some of the best practices that have emerged from the global development experiences of the past decades. The fact that it emerged from the sport I love and have participated in for over 40 years was an added bonus.

An analysis of the operations reports, anecdotal articles and newsletters shows that the *SurfAid* team is on the right path. Here are some interesting pointers to the way the organisation operates:

- due to the generosity of corporate and private donors, *SurfAid* is able to keep its administration expenses to a minimum and returns 92% of all funds raised in Australia to field programs
- *SurfAid* employs about 130 Indonesians who run the programs in the field and do the training, administration and some management. *SurfAid* employs 13 Westerners in full-time and part-time positions in Australia, New Zealand, the United States and Indonesia
- *SurfAid* does not run medical clinics staffed by Western doctors or volunteers but provides health

training for locals who then pass their skills and knowledge on to their communities and future generations

- *SurfAid* does not do the work for the people. It facilitates the necessary resources and training and provides the means for community improvement and empowerment. The goal is to create long lasting and permanent behavioural change which will be embedded in how the communities continue to develop
- as a model of contemporary development assistance, *SurfAid* is a leader and was awarded the World Association of Non-Governmental Organizations (WANGO) 2007 humanitarian award. www.wango.org

Conclusion

Teachers are always looking for ways to engage students and surfing is a cool way to do it. Surfing is everywhere and it continues to grow in popularity. From advertisements on a bus shelter in Helsinki to the standing river wave in the middle of Munich, surfing culture has a global image and is having a global impact. Through *SurfAid* and their operations in the Mentawai Islands, teachers have the opportunity to integrate a popular student hobby with the teaching of some important educational concepts.

Useful links

NSW Centre for Learning Innovation has prepared an excellent introduction to *SurfAid* under their Sites to See banner. You will need to scroll down to *SurfAid* – Global Support Communities – www.cli.nsw.edu.au/cli/reading/sites2see.shtm

A collection of articles and resources about the Mentawai Islands can be found here: www.mentawai.org

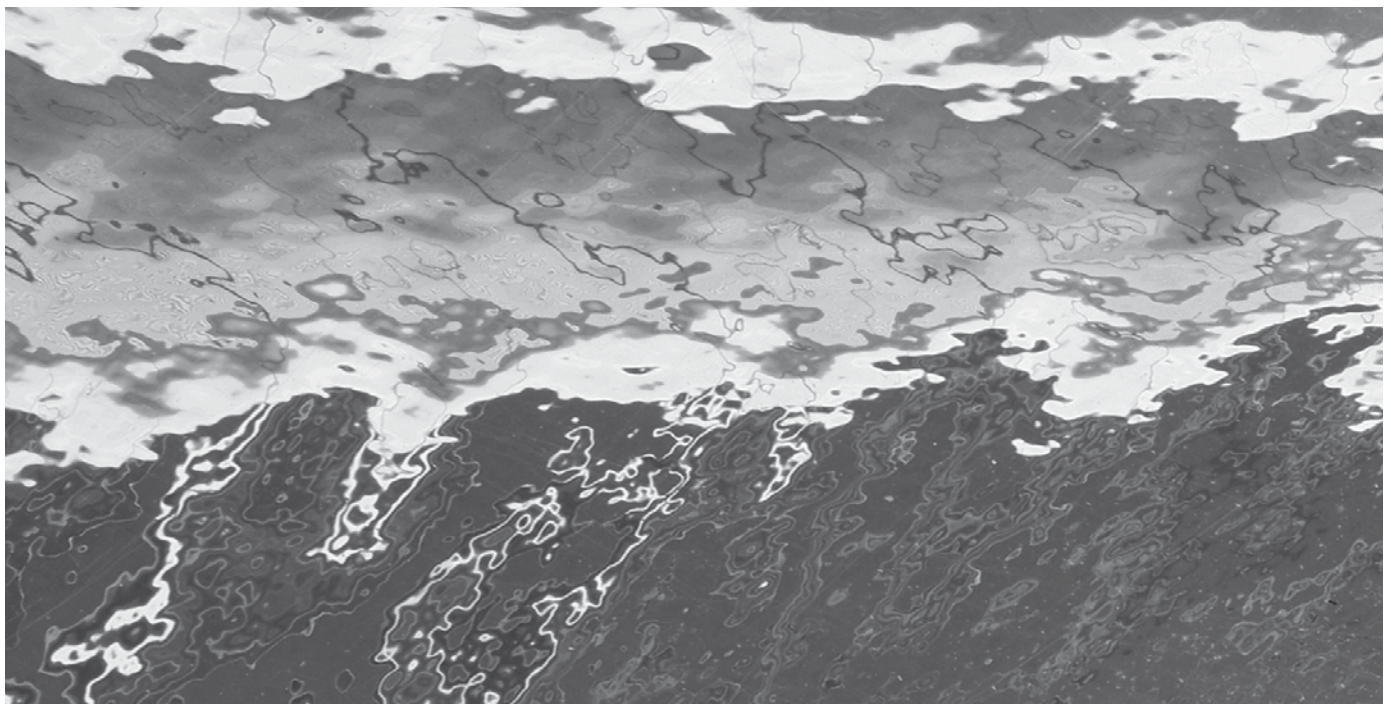


Photo: J. Sillar

Introduction

OzProjects is a dynamic and interactive Web 2.0 project site made in the Moodle Virtual Learning Environment which encourages teachers and students to collaborate and share knowledge and resources. Online projects in the *OzProjects* environment can include collaborative spaces such as forums, databases, wikis and chats and activities such as online quizzes and surveys. Teachers and students can upload and share photos and assignments and contribute to shared glossaries within the *OzProjects* environment.

OzProjects include support projects for teachers and online student projects on a range of topics. All projects include links to quality online resources many of which are suitable for use on interactive whiteboards. *OzProjects* also provides space for teachers who would like to create their own project.

Please contact the *OzProjects* team for more information – ozprojects@edna.edu.au

Support Projects

These projects provide help for teachers getting started in online projects:

Geography Teachers' Space

This is a support area for Geography teachers to access and share resources for use in their classrooms. www.ozprojects.edu.au/course/view.php?id=36

Global Education Projects Support Group

This project is a space for sharing news and events and discussing global education issues, resources and ideas. www.ozprojects.edu.au/course/view.php?id=48

OzProjects Teachers' Group

This project provides help to get started. It includes information about participating in, developing or coordinating online projects and provides access to a broad range of resources and links. www.ozprojects.edu.au/course/view.php?id=10

Global Projects

These projects encourage teachers and students worldwide to collaborate and share knowledge and resources about global issues. By participating in online projects students can experience people, places, and activities beyond the classroom walls. Several projects are currently available and provide activities and resources for students from lower primary to upper secondary. Many of these projects use resources from the AusAID Global Education website at www.globaleducation.edna.edu.au



Discover Natural Fibres

This project has been created in recognition of 2009 being the Year of Natural Fibres. It includes links to resources and activities to increase student understanding of the importance of natural fibres.

Logo used with permission from IYNF Coordination Unit www.ozprojects.edu.au/course/view.php?id=57

Give Peace a Chance

This project was created to encourage peace building in celebration of the International Day of Peace (21st September) and beyond. www.ozprojects.edu.au/course/view.php?id=44

Languages Matter

Purpose: to provide online resources for a number of languages taught in Australian schools and facilitate student understanding of the role of languages in global citizenship. www.ozprojects.edu.au/course/view.php?id=33

Planet Earth in Our Hands

Purpose: this project aims to promote student voice and empower students to recognise and engage in responsible use of the earth's resources. www.ozprojects.edu.au/course/view.php?id=25



Potatoes around the World

Purpose: to explore potatoes as a crop and food around the world. www.ozprojects.edu.au/course/view.php?id=24



International Year of Sanitation

2008 was the International Year of Sanitation. Two online projects were created to facilitate an exploration of the connections between clean water, sanitation and disease. These projects are still available in 2009.

For primary school students: www.ozprojects.edu.au/course/view.php?id=19

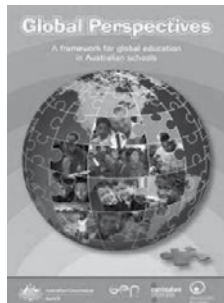
For secondary school students: www.ozprojects.edu.au/course/view.php?id=13





GEOGRAPHERS USE GLOBAL RESOURCES

GLOBAL PERSPECTIVES: A FRAMEWORK FOR GLOBAL EDUCATION IN AUSTRALIAN



Global Perspectives: A framework for global education in Australian Schools provides teachers at all levels of schooling a concise, practical and philosophical guide to the aims and learning emphases of global education. It includes useful examples of integrating global perspectives within and across learning areas and advice for teachers

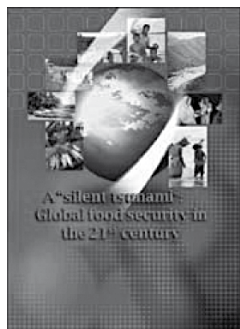
and school leadership teams about how to implement the framework at a school level. It builds on **Global Perspectives: A statement on global education for Australian Schools**.

CORAL REEFS

Geography Bulletin Spring 2008 Vol 40 No 4

- The 2008 Pacific Year of the Coral Reef
- The Status of Australian Coral Reefs in the Face of Global Climate Change

A SILENT TSUNAMI: GLOBAL FOOD SECURITY IN THE 21ST CENTURY



This 32 page resource for middle school students investigates the issue of food security, equity and sustainability. Freedom from hunger is a fundamental right but despite many international commitments many people still miss out for environmental, economic, political, social reasons. The resource uses the five learning emphases of *Global Perspectives: A*

framework for global education for Australian schools to explore questions about the issues behind food security, distribution of food and the impact of rising prices, increasing populations and demand for energy. There are case studies about food security from Asia and Africa and the challenge for everyone to respond with positive action.

CLIMATE CHANGE: A TOPIC GENERATING A LOT OF HEAT



This 20-page colour booklet has been developed by the Global Education Project. Contents include: What is climate change? Global warming and climate change. What is the impact of climate change on the environment?

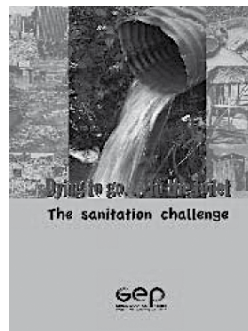
What is the impact of climate change on people? Case study: Climate change in the Pacific. Case study: Climate change in Asia. Climate change and action – citizenship

DELVING INTO DESERTS



This colour booklet was developed by the Global Education Project in support of the *International Year of Deserts and Desertification*. Contents include: What are deserts? How are deserts used? How is the use of deserts changing? How is the changing use impacting the environment? How is desertification affecting people's lives? How are people affected by desertification being assisted? What is being done to tackle desertification?

DYING TO GO TO THE TOILET: THE SANITATION CHALLENGE



This 20-page colour booklet has been developed by the Global Education Project. Victoria. Contents include: Sanitation – what is the issue?; What are the global and regional patterns of sanitation?; How are people affected by sanitation?; How does poor sanitation impact on the environment?; Case studies: Sanitation in Timor-Leste, Papua New Guinea and Bangladesh; Action: what can be done to improve sanitation?

GLOBALISE ME! A STUDENT'S GUIDE TO GLOBALISATION

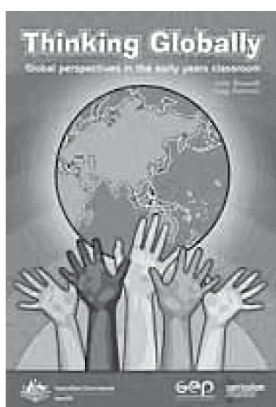


Description: 116 pages and CD ROM. Presents a range of resources to explore globalisation through the themes of People, Culture, Economy, trade and development, Technology, Politics and Environment. Each chapter consists of an introduction giving a broad overview of the theme, and a variety of resources – newspaper and magazine articles,

tables, graphs, photos, cartoons – presenting a range of viewpoints. General questions on each theme and specific questions on the resources assist teachers and students in exploring the issues and the impact of globalisation, and in forming opinions and considering active responses. Age group: Upper Secondary

PRIMARY AND LOWER SECONDARY

THINKING GLOBALLY



Global perspectives in the early years: *Thinking Globally* provides an informative description of global education in the early years and six chapters of cross-curricula activities. Chapters explore concepts of linking with others, personal identity, dimensions of change, social justice, rights and sustainable futures. Activities model a variety of ways of adding a global perspective to

current programs and are organised around three levels of thinking. The book is accompanied by a CD ROM of materials to support teachers. It includes a collection of photographs, some of The Learning Federation (TLF) Learning Objects and related teaching activities, templates for thinking activities, an annotated list of picture story books and a video modelling good global education in the classroom.

NATURAL FIBRES



The Global Education Centre in South Australia has produced this resource pack for primary teachers to help celebrate the 2009 focus on natural fibres. It describes a wide variety of fibres

from plants and animals with valuable photographs of the natural fibres and their products. There are teaching activities for each learning area along with case studies to assist students' understanding of the lives of people producing silk in East Timor and coir in Sri Lanka.

CD ROM: COWRIES CASH, CREDIT AND MICROCREDIT?



This CD ROM has two sections. The first section was developed by the Global Education Centre of South Australia. It provides information sheets, student activity sheets and interactives about the history of currency, concepts of credit and

debt, small business opportunities and microcredit. The second section, Global Science, was developed by CSIRO. It consists of three sections each of which includes a case study, investigation activities based on background materials and a short video, and general student activities which assist students to understand how microfinance needs the broader support of improved approaches to rodent control, improved crop yields and weed

management. The topics are:

- Rats in Rice – the problem of rodent control in Asian rice fields;
- Essential Oils in PNG – the establishment of an essential oil industry to assist remote communities in PNG; and
- Biological Control of Water Weeds – the successful control of invasive water weeds along tracts of the Sepik River (PNG) and Lake Victoria (Africa).

CD ROM: MICROFINANCE: A TEACHER'S RESOURCE FOR THE INTERNATIONAL YEAR OF MICROCREDIT



This resource has been written for primary and secondary teachers to introduce students to the concept of microcredit. Microcredit, and more broadly microfinance, is an important tool for reducing poverty and giving poor people a better chance

to live. This resource provides teachers with a range of photographs as a photo literacy tool for exploring the concepts of credit and debt, small business opportunities and microfinance. The material can be adapted to suit a wide variety of year levels and teaching and learning programs.

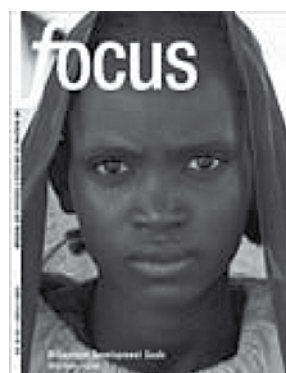
FOCUS MAGAZINES

Free publications

October–December 2008 Millennium Development Goals 4G3 – Different Life Opportunities and quality of life around the world.

AusAID, UN – global organisations involved in reducing global inequalities:

- Hunger and Poverty
- Education
- Gender
- Child Mortality
- Maternal Health
- Diseases – HIV/AIDS
- Partnerships – citizenship – IGO, NGO, governments and individuals



Progress – will the goals be reached? Especially with current economic crises

GLOBAL EDUCATION RESOURCES ON PACIFIC ISLANDS

Get Connected – Our Pacific Neighbours

Stage 4 – inequality, citizenship

Stage 5 – AusAID and NGO's regional links

Polynesia, Micronesia, Melanesia – Solomon Islands, Papua New Guinea.



Tools:

- Map – latitude, longitude, scale, direction, time zones (page 4–5)
- Pie graph, column graph, tables
- Numeracy – development indicators
- Photograph literacy

Links 5A4 – Sport, aid, migration, trade, communications

Ecological sustainability – geographical issues - climate change, deforestation, mining

Empathy exercises – perspectives “Day in the life of...”

AusAID and PNG: Operation Open Heart, Highlands Highway, Gender – nutrition, income, education and children.

Citizenship – agents of change

Perspectives on the Pacific

Student activities, crossword, quiz, glossary

GLOBAL EDUCATION RESOURCES ON ASIA-PACIFIC ISLANDS

See the Real World – Travel, Aid and Change (on GTA website) AusAID and Lonely Planet publication

AusAID projects (Stages 4/5)

Map of countries receiving aid – latitude, longitude, scale, direction

Links 5A4

- Defence – Peace in Bougainville p6, Remembering Bali – terrorism p8,
- RAMSI Solomon Islands p10, Voices against violence – helping women in Vanuatu p12, Learning to govern in East Timor p24, Landmine victims – volleyball p26, From child soldier to happy seamstress, Sri Lanka p32



4G3 – AusAID – reducing poverty and sustainable development in Asia-Pacific region

Health

- Sharing life with HIV in PNG p6
- Imams in China tackling drug use and HIV p20
- HIV/AIDS care project in Thailand p34
- Mongolian villages – improving public health p20
- Thirty five days – child malnourishment in Bangladesh p30
- Healthy chickens for health households p 38

Education

- Building a better future – Fiji’s youth p12
- Bridges of life – linking villages – schools Mindanao Indonesia p22

- The Little Big School Scheme – Mindanao Indonesia p22
- Educating children – Laos p36
- Scholarships – bringing skills to Mozambique p38
- Kids with disabilities in Samoa p14
- Hanoi’s Koto kids – street kids p18

Sustainability of natural resources

- Farming for the future – Indigenous people living in the Solomon Islands p10
- Sowing quality seed – rice farmers in Cambodia p26
- Returning forests – Nepal’s rural poor p30

Infrastructure

- Lights on in Tonga – electricity p14
- Across the Mekong – Bridge p18

Disasters

- Tsunami aid, Banda Aceh p8
- Island sea stories – after the tsunami Maldives p 32

Citizenship – Volunteering p 28–29

- Australian Youth Ambassadors for Development (AYAD)
- Australian Business Volunteers (ABV)
- Australian Volunteers International (AVI)
- Volunteers for International Development from Australia (VIDA)

Other activities

- Photo literacy
- Locate countries on a world map
- Tourist attractions to countries in the Asia-Pacific region

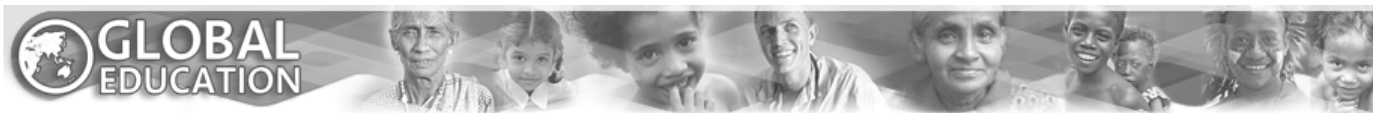
DVD – AID ACTION – GLOBAL CITIZENSHIP

AusAID has produced a DVD with seven six-minute videos on aspects of the aid program. The videos are supported by curriculum material on the global education website. The address is on the DVD.

- Indonesia Building Aceh – after the tsunami
- Solomon Islands – health – doctors
- HIV/AIDS
- Youth Ambassadors for Development
- Vietnam – water
- Landmines



Curriculum links – teaching and student activities and websites.



NEW IN 2009

- Child Protection Policy
- About AusAID
- Millennium Development Goals
- Intensifying the response: Halting the spread of HIV
- Violence Against Women in Melanesia and East Timor
- AusAID and World Vision – Food

GLOBAL EDUCATION WEBSITE

Teaching resources supporting the integration of a global perspective across the curriculum.



Global Education - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.globaleducation.edna.edu.au/globaled/page1.html

Global Education

Teacher resources supporting the integration of a global perspective across the curriculum

GLOBAL EDUCATION

Search

Global Issues

- Australia's aid program
- Children's rights
- Desertification
- Education
- Environment
- Food security
- Gender equality
- Globalisation
- Governance
- Health
- HIV/AIDS
- Human rights
- Microfinance
- Millennium Development Goals
- Natural disasters
- Natural fibres
- Peace building
- Polar regions
- Poverty reduction
- Refugees
- Rice
- Rural development
- Sanitation
- Urbanisation
- Volunteering
- Water

Country Profiles

- Africa/Middle East
- Asia
- Pacific
- APEC Countries

Teaching Tools

- Case studies
- Global projects online
- Learning quests
- Quiz builder
- Teaching activities
- Teaching strategies
- Templates

Support & Networks

- Discussion group
- Events Calendar
- News feeds
- Newsletter
- NGOs
- PD Providers
- Publications

Curriculum Links

- National
- State and Territory
- Schools
- Resources

Global Projects Online

- Discover natural fibres (LP-LS)
- Give peace a chance (MP-LS)
- Languages matter (LP-U/Sec)
- Planet earth (MP-LS)
- Potatoes (LP-U/Sec)
- Sanitation and disease (LS-U/Sec)
- Sanitation and disease (UP)

Hot Topic

ONE JUST WORLD

THINK, TALK, ACT ON GLOBAL POVERTY AND DEVELOPMENT

One Just World is a national series of free, after-work forums on global poverty and development. It is sponsored by AusAID, World Vision and the International Women's Development Agency.

AusAID Photos

View the AusAID photos used to create the new website banners. Find out more.

Latest News

- Global Education News May 2009
- Global Education Issues: Natural fibres
- Global Education Issues: Millennium Development Goals
- OzProjects: Explore Asia Online
- State of the World's Children (SOWC) 2009

Done

start

Global Education - Mo...

McAfee SiteAdvisor

12:02 PM

UPDATE FOR SCHOOL CERTIFICATE – FOCUS AREA 5A4 – AID

2009 – 2010 BUDGET AND AID

MEDIA RELEASE 12 May 2009

www.ausaid.gov.au/media/release.cfm?BC=Media&ID=5854_3696_6753_7484_7221

STEPHEN SMITH, MINISTER FOR FOREIGN AFFAIRS. BOB MCMULLAN, PARLIAMENTARY SECRETARY FOR INTERNATIONAL DEVELOPMENT ASSISTANCE, AND DUNCAN KERR, PARLIAMENTARY SECRETARY FOR PACIFIC ISLAND AFFAIRS

2009–10 International Development Assistance Budget

The 2009–10 Budget underlines the Government's ongoing commitment to increase Australia's Official Development Assistance (ODA) to 0.5 per cent of Gross National Income (GNI) by 2015–16.

Australia's ODA/GNI ratio is forecast to increase to 0.34 per cent in 2009–10, up from 0.33 per cent in 2008–09. It is expected to reach 0.40 per cent in 2012–13.

New Budget measures are directed towards responding to the needs of developing countries and communities adversely affected by the global recession and continuing food insecurity. New initiatives will also support longer-term development and capacity building efforts.

These measures reflect the Government's view that it is in Australia's interests to help support economic growth and stability, particularly in our nearest neighbours. This is particularly the case amid a global recession that brings its own economic and security risks.

Budget Highlights

Food security through rural development

The Government will invest \$464.3 million over four years, with \$38.7 million in 2009–10, to support increases in food production globally and strengthen the ability of countries in the Asia-Pacific region and Africa to address food insecurity.

Australia was quick to respond to the global food crisis last year, making major contributions to targeted World Food Programme and World Bank trust funds. While this assistance helped deal with the immediate effects of rising food prices, addressing food insecurity is a long-term challenge requiring major investment.

The Food Security through Rural Development measure will help lift agricultural productivity in developing countries by working with other donors and research institutions using environmentally sustainable approaches. It will also improve rural

livelihoods by improving the functioning of markets in ways that increase job opportunities and incomes for the rural poor.

The measure will also support social protection mechanisms to enable vulnerable people to better deal with natural and economic shocks.

Economic infrastructure

Poor infrastructure is a major constraint on economic development. The global recession has already seen infrastructure projects in the Asia-Pacific region put on hold due to lack of finance.

Of the 3.8 billion people in the Asia-Pacific region, over half do not have access to sanitation and an estimated one billion people still lack electricity.

The Government will invest \$454.2 million over four years, with \$11.9 million in 2009–10, to fund high priority infrastructure needs in developing countries. This will help economic growth and lay the foundation for more rapid recovery from the current global financial and economic crisis.

Making faster development progress in the Pacific

Following the Prime Minister's 2008 **Port Moresby Declaration**, Australia is establishing Partnerships for Development to achieve better development outcomes in the Pacific, including more rapid progress towards the Millennium Development Goals.

Through the Pacific Partnerships for Development, Australia will provide increased development assistance in response to commitments by Pacific nations to improve economic and financial management, to better manage essential infrastructure and achieve better outcomes in basic health and education.

The Government will increase Australia's aid to the Pacific and Papua New Guinea in 2009–10 to \$1,091.9 million. Two important components of this increased assistance will be new budget measures on performance-linked aid and accountability and responsiveness of government. These measures build on other support for improved management

UPDATE FOR SCHOOL CERTIFICATE – FOCUS AREA 5A4 – AID 2009 – 2010 BUDGET AND AID

MEDIA RELEASE 12 May 2009

www.aid.gov.au/media/release.cfm?BC=Media&ID=5854_3696_6753_7484_7221

of infrastructure, land and public sector resources introduced in the 2008-09 Budget.

Under Pacific Partnerships for Development, the performance-linked aid measure will support progress towards partner government reform priorities through additional assistance which recognises partner countries' improvements in areas such as the quality of public expenditure, the proportion of budget addressing development priorities, the integrity of public accountability systems or the effectiveness of revenue collection.

Enhancing Australia's engagement in other regions

The 2009-10 Budget will enhance Australia's international engagement and support a more active role in responding to international challenges by boosting development cooperation in regions beyond the Asia/Pacific.

Australian ODA to Africa will increase to an estimated \$165.2 million in 2009-10. This funding will help make progress towards the Millennium Development Goals in African countries, with a particular emphasis on the high priority areas of maternal and child health, food security and water and sanitation. It will also support an increased number of scholarships.

The Government is also committed to helping rebuild a democratic Zimbabwe.

Australian ODA to South Asia will also increase to around \$150.1 million in 2009-10, with a particular emphasis on improved health and education.

Australia will also increase its non-military development efforts in Afghanistan and Pakistan, providing over \$650 million over four years in non-military ODA. Improving development and stability in these two countries is critical to Australia's national security interests.

Increased development and humanitarian funding in Afghanistan will build upon the reconstruction program carried out by the Australian Defence Force in the Oruzgan Province. Australian assistance

will also support the World Bank's Afghanistan Reconstruction Trust Fund, which focuses on supporting rural development, local governance, education and access to microfinance.

Increased development funding in Pakistan will be extended to the border regions with Afghanistan to bolster counter-radicalisation efforts and provide increased funding for improved food security, rural development and national and provincial governance.

The Government will also fulfill its election commitment for a debt to health swap with Indonesia through this Budget. Australia will cancel debt owed by Indonesia in parallel with Government of Indonesia investment in programs combating tuberculosis.

Multilateral efforts to stimulate economic growth in response to the global recession

With weakened global financial markets, major development banks like the World Bank and the Asian Development Bank (ADB) must step in to help developing countries minimize the adverse impacts of the global recession and reduce poverty.

Along with other international shareholders, Australia will contribute to a general capital increase for the ADB. These contributions will replenish the ADB's Ordinary Capital Resources, enabling a significant expansion in lending to developing member countries.

Australia's contribution to the capital increase will involve a paid-in component of around \$US197.6 million over 10 years. Australia will also take up an uncalled capital subscription of \$US5.6 billion which would only be drawn down in the unlikely event that the ADB is unable to meet its financial obligations. Founded in 1966, the ADB has never drawn on its callable capital.

This concessional finance will help governments in developing country fund priority national development projects essential to restoring economic growth.



TWITTER for Geography Teaching

Martin Pluss, Loreto Normanhurst

Twitter (twitter.com) is a platform for micro blogging which I personally believe to be an excellent form for professional development and networking. To quote a fellow *Twitter* user Tom Barrett who is an ICT leader from north Nottinghamshire, England.

“... I hope to unpick what my network means to me in terms of my classroom practices and explore the best ways that you can utilise it in your classroom.”

In this ICT Update we will look at how it works and how it is useful for professional development. Following this some guidelines on how to *Twitter* will be provided and to conclude the discussion there are some examples on how *Twitter* can be used in Geography.

How *Twitter* works

Twitter enables you to micro blog 140 characters at a time with the capacity to make links to other sections of the World Wide Web. This means you can link to longer posts in your blog or other people's blogs, re-tweet something someone else has said on *Twitter* and make links to information that you find useful.

Like many Web 2.0 tools *Twitter* evolved for practical purposes. It's origin is with a startup company called *Obvious* in 2006. It was used by the Los Angeles Fire Department to broadcast updates of the bushfires in October 2007. The American Red Cross use *Twitter* to provide updates of local disaster and relief. *Twitter* was breaking the news before the mainstream media concerning the earthquake in China in 2008. Mainstream media such as CNN, BBC and in Australia the *Daily Telegraph* used *Twitter* for breaking news. Business organisations and politicians such as Barack Obama began to see the value of social networking and the delivery of information while using *Twitter*.

Once you start an account you are in *Twitter* by yourself. What you have to do next is find other people who also use *Twitter* and “follow” them. *Twitter* does have some cross platform applications which enable you to find ‘friends’ also on *Twitter* and you can ask friends to join you in *Twitter* through mass emails. Finding people on *Twitter* is difficult unless you know the exact username and there is no indexing system, though in 2008 groups with special interests started to set up wikis with themes and associated *Twitter* users. A more developed indexing system is being revealed in 2009 by third parties in wikis. As more and more people use *Twitter* normal Google searches find the themes of interests because the “Tweets” are searchable in Google.

To communicate directly with other *Twitter* users you use the @ prefix before a *Twitter* name such @username. In your account there is a reply tab and if someone has gone @plu this means they have referred to me in their tweet and you can see what they have said in your replies

tab. Sometimes they are replying to something you have said, others may be re-tweeting or commenting on a link you made and are showing a professional courtesy by referencing your tweets. In addition there is the capacity to send private messages to other *Twitter* users.

Especially if you were an early adopter it took a while to understand how *Twitter* worked in relation to connecting to other people – the social networking function. The real value of *Twitter* emerges when you have a critical mass of people you are following. In the early days it was difficult to find people of similar interests to “follow”. Unlike other social networking sites where you seek permission to be a friend, in *Twitter* you can follow who you like without their permission – though if you follow someone who does not want to be followed you can be blocked by them. Alternatively, you set up your account to be private and people have to ask to follow you.

How you manage your network is very important. If you do not follow people or people do not follow you, no information will be shared and you will not reap all the benefits of *Twitter*. So it is important to look at other educators, see who they follow, look at their blog and make a decision if you want to follow them. After a while if you see they do not tweet frequently or the issues tweeted do not meet your professional needs, you can un-follow the person and move on. The object is not to have a record number of followers or follow too many people. The trick is to attain a manageable number that is worthwhile. Likewise as a member of *Twitter* it is important to remember you have an audience that will stay or leave you depending on what you contribute. So who follows who?

The professional development value

The value of being able to follow whom you like is that you can follow the leaders in your field, the A-List bloggers to see what they are researching and doing. As well you can follow and network with peers in a professional, social setting, in educational organisations, or government bodies and the media. I see *Twitter* as a form of ‘viral’ professional development because as one tweets information it can be re-tweeted by followers who in turn may pass the information to others. It does not take long for information to spread virally. A selective use of this information can be invaluable for your professional development. Just to give you a few examples.

Early adopters in education have started to see the benefit of *Twitter* for their own professional development and in turn are starting to think about and use *Twitter* in their teaching and learning. In early 2008 when there was a series of rolling presentations about the Federal Government's Digital Education Revolution, there were a number of early adopters who were tweeting the proceedings. This meant that their followers were getting live updates of what was being said in the different

ICT Update – *TWITTER* for GEOGRAPHY TEACHING

presentations and they were not even in the building, let alone the state or the country for some of them. In fact people were sending in questions which were being answered by presenters.

To share a personal experience, I was at an NSW Association of Independent Schools ICT Integrators meeting where we introduced *Twitter*. At the beginning of the meeting a message was sent out to the email group saying we were tweeting the proceedings and during the day people were following the tweets of a number of the participants and were able to find out what was being discussed in the meeting. This meant that the group was able to connect with each other and those who could not attend that specific meeting had a sense of involvement by reading what was being discussed, linking to the tweeted links and in some cases even contributing via *Twitter*.

This form of viral professional development was expanded later in the year with the National Education Computing Conference in June-July 2008 in Oregon USA. A number of leading Australia educators attended the conference and those who followed them were kept up to date with latest developments through tweets which were links to blog posts about proceedings and even live video streaming. In those few days one was able to follow what was happening live through the evening or you could follow older tweets first thing in the morning, while in Oregon, people were winding up the day Conference sessions.

Twitter was the means by which I became aware for the OzNZ Educators Group. One Sunday night, a few of the educators I follow, were tweeting about an online webcam audio meeting through a *Flash Chatroom*. Before long I was sitting in my living room in discussion via webcam with 25 educators from Australia, New Zealand and United Kingdom talking about the use of technology in the classroom. This led me to the OzNZ Educators Ning Group and wiki and furthered my professional contacts and personal professional development.

What is the value of *Twitter* for teaching and learning? Although very much in its infancy stage some work has been carried out in this area. Once you have established your professional network, *Twitter* can start to be leveraged for your teaching and learning.

How to use *Twitter* – follow and/or be followed

There are a few ways to use *Twitter* for teaching and learning.

A. Lurk and follow

Firstly, sign up and find someone you know of or of whom you have heard and you respect and follow them. Watch their tweets, read their links and see who follows them and decide if anything interests you. Accordingly add other people to the list you follow. As your network expands some will drop off or you might work out a system of who to follow. Perhaps you want to just start with Australian educators and some key overseas educators you have heard or read about.

Many of the major news papers such as BBC, CNN and in Australia, the *Daily Telegraph* now use twitter and list breaking news as tweets with links the full articles. Major events such as the US Presidential nomination process had dedicated *Twitter* accounts where people could follow what was happening as it was happening on the road as helpers were tweeting from their iPhones. In education, Edublogs update developments using *Twitter*, and there is the potential for other educational organisations such as the ACER, ACE and AIS ICT Integrators to come onboard. Finally you can locate and follow educational leaders demonstrating best practice of teaching and learning – see what they do, learn and maybe apply the ideas to your classroom.

B. Get connected and be followed

Secondly you can become an active member of the community and connect with fellow educators by writing tweets. Once you have reached a critical mass you will start to connect with people, follow their links, get ideas, contribute back your expertise and improve your own teaching practice. In some cases this can be achieved by using *Twitter* in your professional subject area. Get other people you know in person to be involved. In time you will get to know other people and before you know it, you will be in another state or country town and you will meet up with these people and share ideas in person, be asked to attend a conference, hear about a meeting you did not know about or perhaps participate in an online video conference. Sometimes these informal gathering are actually known as an “un-conference”.

C. Bridging the gap between synchronous and asynchronous communication

Twitter has been described as filling the gap between email and instant messaging, between synchronous and asynchronous communication. Therefore if teachers/students are online you can communicate with them, if not, you can read their tweets at a later date and respond. Accordingly you can tweet a request on *Twitter* and if people are around they could reply or you could leave the request there and come back in a few days and see if anyone has offered some guidance or information. The success of this strategy is in how many people actually follow you as they are the main people who feed into your tweets.

D. The use of third party *Twitter* applications

One of the dominate groups of third party applications for *Twitter* involves plug-ins to browsers or programs to download which enable tweets you follow to pop up on your browser. Once activated this means you can monitor tweets, add links to *Delicious* to look at later and contribute as you need to. They are not as invasive as emails popping through all the time as they are only 140 characters enabling you to do a quick look and move on. Examples of such applications include, *Twirl*, *Twitter Fox* and *Snitter* to name a few.

The next layer of applications enhance the management of your network. *Twitter verse* does an analysis of who

ICT Update – TWITTER for GEOGRAPHY TEACHING

you follow, who follows you and the overlapping nature of the followed and the followers. It provides a graphical representation of your network in relation to others in your network and who they follow. *Tweetstats* graphs your statistics and gives you a good idea of what you have written over time and when you have contributed. *Summize* (now known as *Twitter search*) enables you to follow tweets by searching on the prefix of the user name of the tweet. For example, you can find all reference to your tweets by putting in “@username” or you can find tweets relating to a conference by searching on “#geography”. Once you have set up an account you can use an RSS feed which can direct updates to your RSS feeder such as *Google Reader*.

It is also possible to merge with other aspects of your digital footprint. *Facebook* has an application which means that tweets you do update the status of your *Facebook* account. Though not fully developed there is the possibility for your tweets to be automatically uploaded to your blog. Another application which performs similar functions is *Friendfeed*. There is a useful way of archiving your tweets and seeing the patterns of your personal use of *Twitter* over time by using *Loud Twitter*.

Application to geography

As with many Web tools there is a two-way process in how you use them for the classroom. The first is to use *Twitter* as a tool to collect information by following people with similar geographical interests and follow their links to resources. One prominent online geographer comes to mind – Matt Rosenberg updates his *About Geography* information by using *Twitter* (@rosenbergmatt) see Figure 1. In late 2008 the mainstream print media outlets started to provide links to key news items on *Twitter* and in 2009 the television and radio media outlets started to push their information out through *Twitter*. (Around the time celebrities started to jump onto *Twitter*; potentially diluting the professional worth, requiring us to be more selective in whom we follow.)

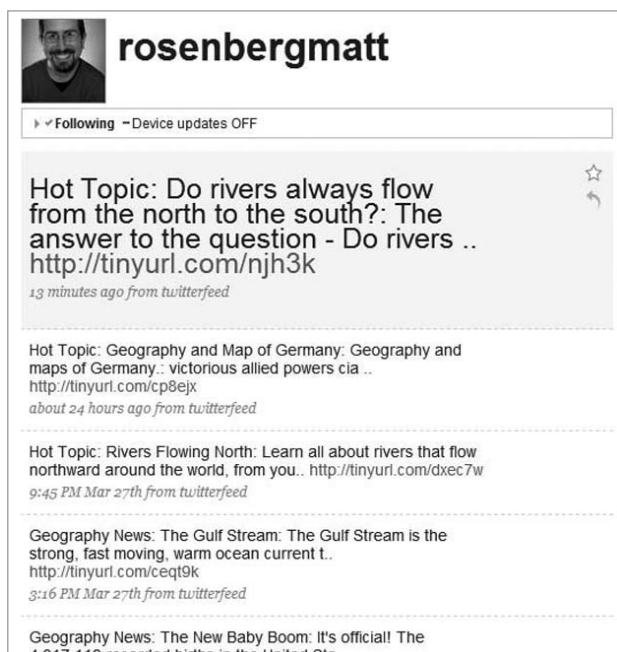


Figure 1: Matt Rosenberg updates his *About Geography* information

These and many other similar sources provide a steady supply of up-to-date information to use in the Geography classroom, especially if you are doing activities which require the old fashion cutting of articles out of the newspaper. In that sense *Twitter* is no different to what a good Geography teacher does with current affairs – except that it is immediate.

The second way to consider using *Twitter* is to start to be active in using your *Twitter* account yourself rather than just being a lurker gleaning information from others. Once you start connecting with others, the real value of *Twitter* comes to the fore in that you will be able to connect, share ideas and resources with other geographers and educators. This is the main value of *Twitter* – personal professional growth, development and networking.

Here are some examples of Geography related uses of *Twitter*.

The application to Geography can be very immediate. Mark Pesce (@mpesce) tells the story how his friends in China suddenly went quiet in *Twitter* and he soon realized that they were experiencing an earthquake – he had information about the earthquake before the mainstream media. He was then able to follow the aftermath through *Twitter*, get photos of the impact and report on earthquake management. His experience was just a taste of what *Twitter* could do to help people in need, as was evident in the recent Victorian bushfires.

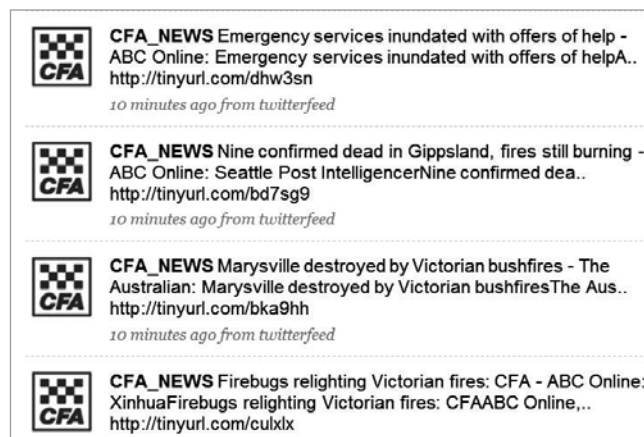


Figure 2: Victorian Country Fire Authority

In the recent bushfires in Victoria people were updated by *Twitter* and people using their mobile phones to keep abreast of the fires and to track down those people who were still alive but relocated to different areas. Within a couple of days *Twitter* posts were pointing to *Google Maps* showing the locations of fires and the damage linked to photos. This information was being broadcast at the grass roots level through *Twitter*. The Victorian Country Fire Authority (@cfa_news) made extensive use of *Twitter* to give updates, provided maps and other useful information about the bushfires (Figure 2). Meanwhile the NSW Rural Fire Service in NSW (@nswrfs) was broadcasting tweets about their fires, especially those at Peats Ridge on the Central Coast of NSW, an hour north of Sydney. The Melbourne arm of the ABC started to use *Twitter* to release information about bush fires (@774melbourne).

ICT Update – *TWITTER* for GEOGRAPHY TEACHING

Within a month the Sydney ABC embraced *Twitter* (@702sydney). Interestingly national ABC has developed a pro-forma for *Twitter* names.



Figure 3: Facebook, Victorian bushfires

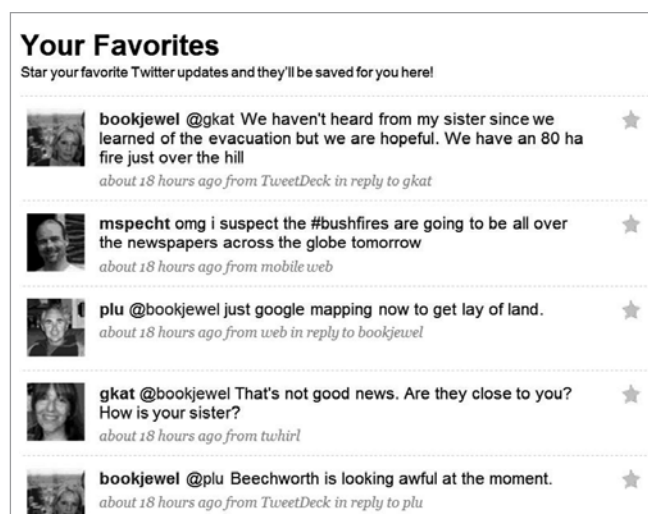


Figure 4: Twitter, Victorian bushfires

In fact my personal online experience of the bushfires is informative and formative in my use of *Twitter*. I became aware of the bushfires getting seriously out of control through a status update in *Facebook* (Figure 3) from a running friend. Then I went across to *Twitter* and some teachers who lived in the area of the fires were no longer contactable on Twitter. A discussion emerged between those who could tweet. At this point *Twitter* was at its best in helping to track down people and we were able to get a real feel for what was happening (Figures 4). This was our only source of information until the media provided some information and politicians got involved (Figure 5).

The whole process of *Twitter* providing information was repeated with the Melbourne earth tremor a few months later (Figure 6). If you followed the whole cycle of *Twitter* through the fires and the earthquakes you were led to a

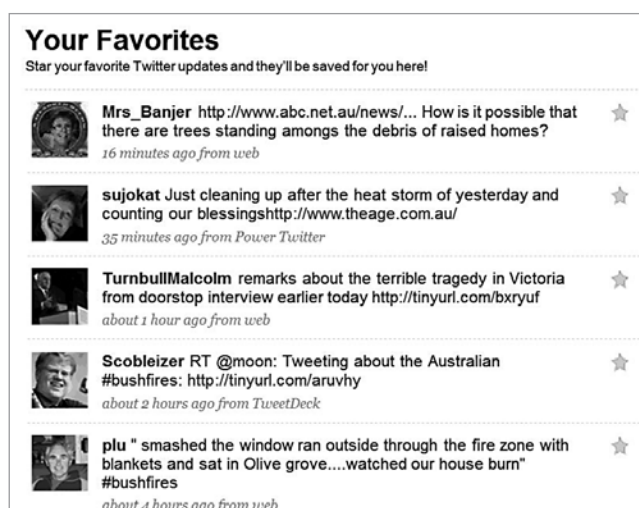


Figure 5: Twitter, Victorian bushfires

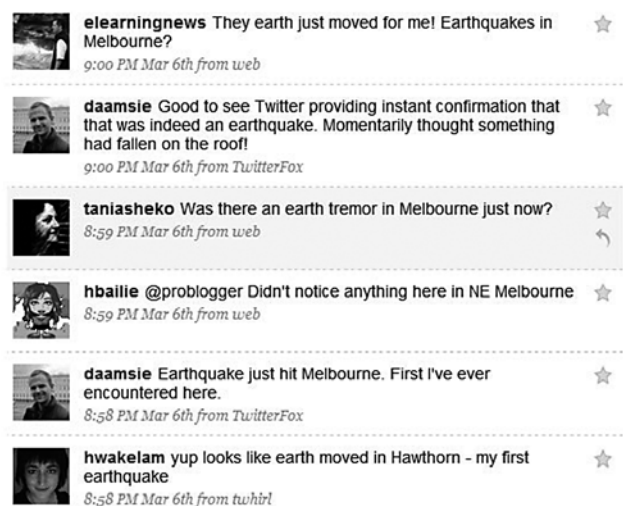


Figure 6: Twitter, Melbourne earth tremor

wealth of links of maps, articles, discussions on causes, effects and responses to the natural disasters. All of which was valuable geographical information.

There is a social justice aspect to *Twitter* as well. There is the true story of a man traveling in the Middle East and he tweeted one word – “arrested”. People who were following him knew where he was and how he was unlawfully detained, the media then got involved along with US Government officials. Soon after this the US Embassy was contacted and steps were implemented to release this man. Although this is an extreme and urgent example of the use of *Twitter*, the principle of providing help through *Twitter* is duplicated all the time. There are now people who travel to certain countries who have pre-written text messages for *Twitter* should they get into any sort of trouble.

Twitter can just be used to help people to find information. In fact there are a series of articles now suggesting that as search capabilities improve, *Twitter* can be just as useful as the major search engines. In March 2009 a man was taking a family member to hospital in Auburn and needed to contact a relative urgently so he could see this person, as his conditions was deteriorating rapidly. He got a message out to *Twitter* to find a certain person and through *Twitter* this person was located and made it to the hospital in

ICT Update – *TWITTER* for GEOGRAPHY TEACHING

time. To further develop this point in a less dramatic sense I have seen people use *Twitter* to ask advice on equipment to buy in schools and to seek advice on the best locations for excursions and fieldwork.

Dare I say that at this stage the immediate use of *Twitter* in the classroom is somewhat limited. It is blocked by internet filters in many schools though students get around it by using their mobile phone and reverse proxies at school – we block them and they find new ones. Interestingly despite this, the Board of Studies sees the value of *Twitter* and uses it to spread information (@NewsAtBOS). However, despite these limitations for classroom usage I have experimented with using *Twitter* while on fieldwork and can see some value in pursuing its use in this context.

More specifically, on a recent field trip to the Central Coast of NSW we were examining sand dunes and coastal lagoons in two different locations – Terrigal and Wamberal. While we were in the field we were able to tweet to short messages and pictures using my phone and *Twitpic* (a twitter application for photos). This provided a record of what we were doing which could be reviewed live or back at school.

What is the value of this? The students like the idea, they found that geography was exciting. They had to take a relevant photo and say in 140 characters something to the point about the photo. Multiply this out by all the students in the class who take a couple of photos then you have a detailed supply of data to evaluate. It is different to just taking a photo in the field because of the comment that can be associated with it, and a third party elsewhere can be involved in the process.

Accordingly the next step to build on this experiment is to create a private account for the class to which only students and teachers have access. Students can use the account to log what they see in the field and when back at school or home access the tweets and pictures for further analysis and processing. There are other tools that do this

but *Twitter* enables you to use what the students already have – their mobile phone. This means their phones can be used to relay information to other sources, say back at school while you are in the field. Or you can use teacher or school phones and give them to the students so you can monitor the photos taken and what is written.

In larger schools this approach could be used when a fieldtrip has split year groups, with some students in the field sending data to students at school and then when the other half of the year group goes into the field, the roles are reversed. Students can be at school processing data from the field.

Concluding thoughts on the use of *Twitter*

The use of *Twitter* for the classroom is in its infancy stage. It maybe that *Twitter* is best used as a tool to gather information, resources and leads for the teacher who in turn can use these ideas in the classroom rather than students actually becoming a micro blogger using *Twitter*.

Students could follow events live on *Twitter* gathering up-to-date information about important events as they happen and then expand their knowledge base with more in-depth research. To expand this thought; knowledge gleaned can be processed, expanded upon, authenticated by reference to different sources and then analysed in the context of what is developed in the classroom teaching and learning context.

Clearly however, *Twitter* is an excellent tool for professional development and networking for the classroom teacher. New ideas, practices and strategies can be found, shared, built upon, re-worked and processed again by other members of your *Twitter* network.

References

Tom Barrett "Twitter a Teaching and Learning Tool", 29 March 2008

<http://tbarrett.edublogs.org/2008/03/29/twitter-a-teaching-and-learning-tool/>



Mobile phones with cameras (Source – www.flickr.com)

GEOGRAPHIA

Geographia is the national newsletter of the Australian Geography Teachers' Association Limited.

JULY 2009

Occasional Newsletter of The Australian Geography Teachers' Association Limited

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The 102 AGTA meeting was held in Collingwood Melbourne at the VATE Conference Facilities.

Welcome to Trish Harris, President GAWA. Malcolm also welcomed special guest Alaric Maude secretary from the Institute of Australian Geographers.

A busy agenda faced the board reflecting the exciting time in Geography. Much has happened since October. These months have seen the implementation of the *Towards the National Geography Curriculum* initiative, planning commence for the AGTA conference 2011 in Adelaide, South Australia; many papers being

written along with an incredible amount of feedback on Geography from educators across all states. This reflects the extensive interest in the discipline of Geography.

Rob Berry now holds the position of Treasurer on the AGTA Board. All accounts have been consolidated with AGTA now actively engaged in electronic banking maximising operational efficiency. Total equity of AGTA for the 2008/2009 financial year is \$154,355.59.

AGTA 2011 Conference

The 2011 AGTA National Conference will be held in Adelaide from 10-13 January 2011. Working Title/Theme is "Geography Going National" to be held at Scotch College, Adelaide South Australia.

The tentative program includes:

- Day 1** – Exploring the national curriculum; Keynote and Workshop; social event.
- Day 2** – Exploring South Australia; Fieldwork 1 – wineries, beaches, urban; eating out in Adelaide.
- Day 3** – Exploring South Australia; Fieldwork 2 – wineries, beaches, urban; Conference Dinner.
- Day 4** – Exploring the national curriculum; Keynote and Workshops; AGM

Thank you to Mark Manuel and GTASA for the preliminary work completed to date.



Geocareers Website www.geocareers.net.au

Only minor changes and revisions have been made to the GeoCareers website. Invitations to submit profiles have been sent, however, as yet response rates have been low despite follow-up letters being sent. Thanks are extended to Kath Berg, Judy Mraz and Pat Beeson in particular for their assistance in suggesting people to be approached. Each affiliate is asked to make a special effort to send Rob Berry a list of people who might be invited to submit a profile for publication. Rob is keen to diversify the website and profile young people (both national and international), who have studied geography, in other areas such as commercial enterprise, market research, park rangers, environment etc.

At present the major sections include Meet a Geographer, Studying Geography, Using

Geography and Resources. Each of these sections will be added to and if necessary, refined as the website extends its scope.

Please forward suggestions of people who might be approached to submit a profile to Rob as there are still many career areas we would like to include. Please send the person's name, their email address and current area of employment to Rob (rberry@melbpc.org.au). Rob will then contact each person nominated and provide them with a standard proforma and agreement sheet.

Most state affiliates have links to this site. This site has proven to be highly attractive to students who have been directed to the site. Please provide Rob Berry with details so he can create the link to the site.

AGTA Website www.agta.asn.au

The main changes made to the website have been the inclusion of keynote and workshop presentations from the AGTA 08 conference. These include two of the keynote presentations and six workshop sessions. Whilst it is pleasing to have these presentations available on the website it is recommended that future conference organisers advise presenters prior to the conference of the need to make their presentations available for inclusion on the AGTA website.

Other changes to the conference section include the archiving of the conference program, fieldtrip and conference tours, conference sponsors, general information, AGTA awards and contact details. The conference navigation menu has been

simplified with sections no longer required deleted. Details of the AGTA 2011 conference will be added progressively to the website as they come to hand.

Updates have been made to other sections of the website including links to the *Geographia*, the National Geography Curriculum website, standards for geography teaching and details of affiliate conferences as well as to the details of affiliates and Board members. It is most important that affiliates forward details of changes when these occur so that the relevant pages can be updated. The listing of state conferences has been updated (where such details are known) with links to each state association's website. Ongoing additions are also made as required to the news section.

Agta Awards

The 2010 AGTA Awards have been conducted by South Australia over the last three years. As the next AGTA Conference is in SA affiliates are asked to consider coordinating the Awards for 2010. Affiliates are asked to provide feedback to AGTA if they are willing to coordinate this significant, high profile event.

Keys to Fieldwork

AGTA welcomed Lyn Thane publisher, Macmillan Education to the meeting. Lyn reported that the Keys to Geography Skills text, from both a publishing and geography perspective, has been highly successful with over 40,000 sales.

Keys to Fieldwork was released in November 2008 with over 1,700 sales so far. The book is clearly being purchased as class set rather than individual texts.

The book is currently being marketed at each state level with the AGTA publications highlighted within the MacMillan brochure.

^{Edition 2} Keys to Geography

Originally published in 2004 and now due for a second edition that AGTA endorsed in 2008. All writers for edition one did so on a voluntary basis. 35,800 books have been sold for the period ranging from 2004 till February 2008. Royalties have exceed \$120,000. Keys to Geography is clearly an Australian/AGTA niche.

Bob Digby is keen to see a parallel version of Keys to Geography for the United Kingdom market and is keen to work on such an edition. Such an edition would have the following positives for AGTA:

- Potentially significant income stream; and
- Strengthening of professional networks.

The recommendations endorsed by AGTA included:

- Production of the second edition of *Keys to Geography* with Jeana Kriewaldt as editor.
- Progress negotiations to produce the *Keys to Geography* UK edition.
- Following a positive outcome of the negotiations, AGTA to approve an allocation up to \$15,000 to recompense Bob Digby for his work (i.e. develop and market the UK edition).

Market research will be undertaken on schools and teachers using the skills book and CD (qualitative and quantitative) prior to producing a second edition of the text. It is anticipated that a manuscript would be available in September 2009 allowing marketing and sales in schools in May 2010.

Macquarinet

Australia's Online Reference Library. See the brochure graphic regarding a Special Offer – 6 months free! Quote Code AGTA09.

6 months free!

Initiative for the Environment

There is a perceived need to produce an event beyond the normal for young people. The event is to be designed to engage youth in a positive way in exploring the concept of sustainability and the related issues of climate change, energy use, resource depletion and personal lifestyle decision making.

To be effective the presentation needs to:

- be fast moving, visually powerful and use the music of today
- be supported by a student friendly website for the project – can I direct you to the UK Ordnance Survey , GIS Zone website as an example of a student friendly supporting website (<http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/>).
- have spatial representation – using spatial technologies such as Google Earth (<http://earth.google.com/>), Gapminder (<http://www.gapminder.org/>), Worldmapper (<http://www.worldmapper.org/>), EarthCam (<http://www.earthcam.com/>) etc
- have a real-time component from various parts of the world to connect students with the macro and relevant personalities 'beamed in' (Skype or similar). This may involve live feeds to famous people talking about the issues of the presentation.
- have a strong YouTube presence and a Web 2.0 capability for inter-action after the event
- be presented as sections that stand-alone as concepts (digestible as bits)
- be approx 60-90 minutes in length – has to be long enough to make it worthwhile for schools to travel to the venue
- involve humour that is incisive, purposeful and has currency with young people
- use a large map of the world (digital) displayed as a reference point throughout the presentation – areas talked about to light up as discussed. Challenge the spatial literacy of the students.
- personalise the ideas to the footprint concept
- create follow-up competitions developed out of the presentation and build the concept of challenge through the presentation
- provide a message at the end of the presentation which the students can take away – a catchphrase with meaning and achievability (a catchphrase which is unique and different)
- develop follow-up materials for the classroom and student research projects. Develop a well designed website, thoroughly tested prior to launching, containing student activities and challenges. All schools attending to receive a copy for curriculum use

As an event aimed at attitudinal intervention, the presentation needs to:

- have currency with young people's desires, goals and environments
- connect with where young people 'are at' in their lifestyle and outlook
- be a positive message to move forward
- engender a feeling of excitement about future possibilities
- create a balance between intelligence and coolness, not to be demeaning of the intelligence or responsiveness of young people
- not give any indication of blame or denial. Not to come across as being designed to make young people deny themselves of what they desire and be a message of hope, alternatives and challenge.
- challenge the young to respond to the environmental challenges of the 21st Century
- connect young people with a spatial dimension. To move them out of their micro-world of family/friends/school/suburb and see the big picture macro world
- have a sense of 'sunshine' in terms of the future and the beauty/mystification of the natural world – build on a sense of wonder of the intricacies, inter-connections, complexities and diversity of the globe
- encourage young people to think differently and be creative in thinking and not to accept stereotypical illustrations of reality
- overtly and succinctly challenge myths that have currency among the young
- encourage young people to learn about natural and human environments. From such understandings the issues and challenges of the 21st Century can be tackled – from knowledge, skills and deep thinking and not just emotions and doomsday negativity with no answers.
- tell stories that students can connect with. Ideally these stories to be backed up with seldom discussed facts and approaches.

AGTA will continue to liaise with John Dee regarding his initiative "Do Something" and the scoping of this environmental event for students.

National Education Forum

Malcolm McInerney represented AGTA at the April meeting of NEF and identified highlights from an AGTA perspective as:

- Meeting representatives from other associations.
- Experiencing the sense of partnership and affiliation between associations in terms of the National Curriculum Board (NCB) and the future of education in Australian schools.
- Being involved in discussion on the national curriculum and the response of history, science, mathematics and history to the October Framing papers.
- Being provided with up-to-date information on the transition of young people from school and year 12 completion.

Relevant points/information/perceptions

• **English: Jan Turbill: ALEA:**

Overall, response from English teachers associations has commonality across Australia.

- The ETA's are comfortable with the Framing Paper. Initial concerns re: lack of literature in junior years has now been redressed.
- Missing early year's strategy to be literate – phonics not to be first.
- Concern about lack of the term critical literacy in the document.
- Happy with process and have been listened to by the NCB.

• **Mathematics: Judy Anderson: AAMT:**

Positives:

- Feel that it has a very close linkage to the NCB.
- Futures commitment by NCB.
- Expressed need to meet the needs of all – access and equity.
- Endorse strand organisation of the curriculum.
- 4 proficiencies seen as important for active citizens.
- Standards for problem solving and reasoning a fine goal (great opportunity for math).
- Emphasis on curriculum clarity.
- Commitment to address crowded curriculum.
- Big ideas focus for math a worthy goal.
- Commitment to make math real – connections.
- Embedding ICT throughout K-12 math across Australia.

• **Science: Peter Turnbull: ASTA:**

- Pleased with consultation and members like the paper generally.
- Framing Paper structure of knowing, doing and endeavour and its enquiry (investigative) basis is supported by SASTA.

Issues/concerns:

- Scientific literacy not allowed to be used because that is the domain of English – must use the term scientific capabilities. ASTA not happy with this and wish to challenge the NCB premise of what literacy means as a term.
- Prescribed time for subjects needs to be addressed explicitly.
- How will a year by year model work in a range of schools and systems?
- Four traditional strands to be replaced and could cause confusion for teachers.

- Lack of integration of science with other learning areas – why was there not a template for this.
- Lack of ICT integration.
- Capacity for local context not developed adequately.
- How will ACARA and assessment impact on science?
- Need to engage in pedagogical change and a professional learning strategy needs to be developed.

• **History: Richard Smith, HTAA:**

Consultation good but next stage of consultation is critical – must have classroom teachers involved.

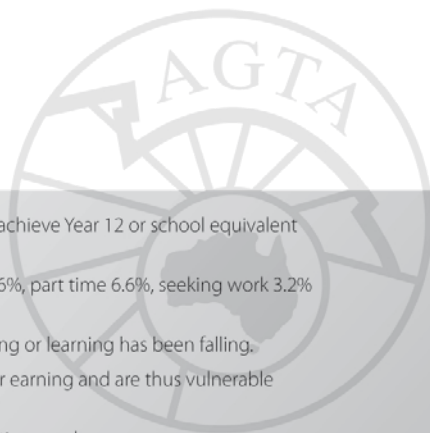
- Grave concerns about the primary years – not enough consultation with primary teachers and the time allocation not real with other pressures to teach all subjects.
- Some conceptual ideas too much for primary students to handle.
- Must be careful that secondary teachers do not dominate the writing – need to involve primary teachers.
- Fear that curriculum will be assessment driven.
- Happy with junior secondary stage and senior secondary. Want to maintain state senior courses – do not want to be forced to teach a national curriculum course in the senior years.
- Enquiry based approach needs to be used and built explicitly into the document. Amount of prescribed content is a concern.
- Need to have an integrated approach with geography etc.
- Need to create unit choices and not a massive content coverage approach.
- Serious concern about repetition of topics and its impact on student engagement.
- Recommend to build more Asian and Pacific history into the course – too western in content.
- More flexibility in structure is required.
- Want a timeline for resourcing and professional learning – associations need to be resourced to meet demands.
- Need to develop appropriate student outcomes and is it to be NAPLAN tested?
- No cross curricula examples – exemplars required.
- Limited ICT component indicated in the Framing Paper.
- HTAA's want to set history teaching requirements (History major and methodology of one year).
- Need release time for schools and associations to conduct professional learning. How do you take out primary teachers to be professionally developed?
- HTAA doubts that it has the resources to meet the needs of the NCB and the implementation of the national curriculum.

• **How young people are faring?**

Dr Lucas Walsh: Foundation for young Australians.

Report at http://www.fya.org.au/downloads/FYA_HYPAPReport_ONLINE_68pp.pdf

- 3-6% struggle to transit from school (underestimate).



- Reform agenda based on 90% to achieve Year 12 or school equivalent (TAFE Cert 3) by 2020.
- 15-19 years old: full time work 16.6%, part time 6.6%, seeking work 3.2% and not in labour force 3.5%.
- Proportion of teenagers not earning or learning has been falling.
- Less girls than boys are learning or earning and are thus vulnerable (especially in time of downturn).
- 13% of 19 year olds are not in full time work.
- Females are more likely than males to be in full time education.
- Not learning or earning at age 19 (SA: 31.8%).
- Not earning or learning at age 19 is connected with school achievement.
- Earning or learning at age 19 varies by location (major cities 46.9% in education and regional approx 20%).
- School leavers: Part time work/seeking work and not working has grown for school leavers. 44% in full time study and 29% in full time work.
- Year 12 completion – impacts on learning and earning potential.
- Female school leavers more likely to enter higher education.
- Males more likely to be in VET, apprenticeships and full time work.
- Females more likely in marginal activities (part time work or unemployed).
- Marginal attachment to the labour force falls as socio economic status rises.
- In recent decades full time education has increased (higher SES highest proportion) for 20 year olds but numbers have dropped for employment.
- Young women at greater risk of marginalisation.

*** An at a glance document at
http://www.fya.org.au/downloads/FYA_HYPAF_AAG.final.pdf

Relevant websites associated with the event:

Foundation for Young Australians: <http://www.fya.org.au/>
 to download 'How young people are faring (2008)

<http://www.aph.gov.au/house/committee/edt/schoolandwork/subs.htm>

National Education Forum (NEF): <http://www.nef.edu.au/home.html>

History Teachers Association of Australia (HTAA):
<http://www.historyteacher.org.au/>

National Curriculum Board website (NCB):
http://www.ncb.org.au/home_page.html

Australian Curriculum Studies Association (ACSA)
 website: <http://www.acsa.edu.au/pages/page399.asp>

Free online curriculum resources

Aligning curriculum with the goals of schooling:
http://www.acsa.edu.au/pages/images/cscneps_3.pdf

MCEETYA Action Plan at
http://www.mceetya.edu.au/verve/_resources/National_Goals_-_Action_Plan_-_draft_for_consultation.pdf

Melbourne Declaration at
http://www.curriculum.edu.au/mceetya/melbourne_declaration_25979.html

Asia Pacific Regional Geography Olympiad

In 2009 Australia will participate for the first time in an Asia Pacific Regional Geography Olympiad (APRGO). APRGO 09 will be held in Tsukuba, Japan, from 1 to 6 August. It will be hosted by the Japanese Association of Geographers. Australia's team has been selected from students who took part in the 2008 Geography's Big Week Out, based primarily on the assessment item they completed, but also taking into account the students' performances during the week. The students are:

Nicole Filling, Geelong College
 Pace Huxley, Sydney Grammar School
 Alex Lawson, Brisbane Grammar School
 Patrick Mackenzie, Christ Church Grammar School, Perth

The team will be accompanied by two leaders: Kathryn Berg, RGSQ Administrator, and Margaret McIvor, AGTA Director.

Other countries taking part are Japan, Mexico and Taiwan. Team leaders are contributing to writing the questions to be used in the tests.

our Valuable Estuaries

Simon Rowe from the Aquatic Habitat Rehabilitation and OceanWatch contacted AGTA regarding the *Our valuable Estuaries* resource that is currently available in NSW. The original intent of the resource was pushed by the seafood industry to provide information to students on the impact of upstream activities on downstream industries. There is a possibility that this could be extended to other states. In addition, Simon has recently put in for a grant *Caring for Country*. A component of the funding could involve extending the development of this resource in South Australia and Victoria. Simon has provided an example of the resource. He would like to gauge the interest in the development of this resource in other states and territories so that they can begin looking at putting this resource together.

**Please contact Simon on
 (02) 9660 2262 if you are interested.**

I liked everything about Geography's Big Week Out: people, places, events, even (and I never thought I'd say this) the teachers! Pace Huxley

Geography Big Week Out

The 2008 Geography's Big Week Out was an outstanding success. Sixteen high-achieving students from all around Australia willingly gave up a week of their holidays for six full-on days of geography fieldwork at Noosa, 7-12 December. The students were inspired by Big Week Out, but so were the leaders. It is an uplifting, and challenging, experience to work with a group of such motivated and intelligent young people. Check out the website for stories and photos - www.rgsq.org.au/gbwo.htm.

The students learnt new skills, like creating a beach profile and analysing data using GIS.

They learnt about the Noosa area and its balancing act between conservation and

development. More importantly, they honed their ability to look at new situations through geographers' eyes: where are the built-up areas distributed; what effect has building a groyne had on sand movement; why does the vegetation change between here and there; what would the positives and negatives be of a major development at a particular location.

The student participants were the highest-scoring male and female Year 11 students from each state and the combined territories, plus two other high-scoring students, who took part in the senior division of the 2008 Competition. The leaders who were so appreciated by the students were:

- Kath Berg, Royal Geographical Society of Qld
- Mark Camman, Maleny State High School, Qld
- Mike Fazio, Geographical Association of WA
- Brett Jones, Pacific Lutheran College, Qld
- Mick Law, Contour Education
- Margaret McIvor, Geography Teachers' Association of Qld
- Mike Railton, Maleny State High School, Qld
- Emmy Terry, Geographical Association of WA

Mike Fazio and Emmy Terry have undertaken to organize Geography's Big Week Out in 2009

National Geographic Channel Australian Geography Competition

The number of students entering the 2009 Competition is provisionally 87,294 - a decrease of approximately 2,300 students from 2008. The numbers have fluctuated since our peak in 2006 and it therefore seems likely that the numbers have plateaued. We will of course continue to strongly promote the Competition to encourage an increase in participation. The drop was disappointing after the increase in media coverage last year (108 items) and the fact that several states promoted the Competition using their SOSE/HSIE/Geography "official" email networks.

Students win a place at the Final for under 16s based on their scores in the school round. As part of the naming rights agreement, the Final for under 16s is held in Sydney. The Final will be held on Monday 1 June at Foxtel Studios and will be compered by Jacinta Tynan of Sky News. National Geographic Channel will be filming the Final for later broadcasting as a short 'fill-in'. Sydney schools that entered the Competition have been invited. Malcolm McInerney will officially represent AGTA at the Final, and other AGTA members are most welcome. The prize weekend prior to the Final



will be hosted by Land's Edge, an outdoor/environmental education provider with a base at Chowder Bay on the shores of Sydney Harbour.

The student coming first at the Final will join first-placed student from last year (Miguel Vera-Cruz, Fort Street High School, Sydney) and one of the second-placed students to represent Australia at the National Geographic World Championship in Mexico City (swine flu allowing), 11-16 July 2009.

State/Territory	2009 (interim)		2008		2007	
	Students	Schools	Students	Schools	Students	Schools
ACT	2,869	17	2,852	17	1,842	13
NSW	36,571	333	37,355	342	37,863	324
NT	198	4	385	6	82	4
QLD	15,429	158	15,147	148	14,932	156
SA	4,411	42	4,863	54	4,669	48
TAS	796	17	679	18	816	16
VIC	17,361	138	18,649	145	16,559	137
WA	9,269	96	9,626	88	9,170	83
Other	390	2	30	1	20	1
TOTAL	87 294	807	89 586	819	85 953	782

Includes External Territories and overseas¹

Institute of Australian Geographers

The IAG is active in establishing study groups for academics and publishing academic articles in the area of geography.

The IAG is the principal body representing geographers and promoting the study and application of geography in Australia. IAG was founded in 1958 and since then has promoted supported and defended Australian geography. The association represents geography and those who contribute to it in Australia. The aims of the Institute, as set out in the constitution include:

- To promote the study and practice of geography;
- To advance the study of Australian geography internationally;
- To hold and sponsor meetings and conferences to present, discuss and disseminate geographical studies and research;
- To publish the results of geographical research in a journal;
- To represent the interests of professional geographers in Australia; and
- To co-operate with other organizations having kindred purposes.

Members of the IAG include geographers employed in universities and research organizations, teachers, postgraduate students, geographers in local, state and national government departments and agencies or in the business sector, and people with just a serious interest in the subject.

Malcolm met with other board members and created networks for co-operation between schools and universities in the future. Particularly in the view of the national curriculum it is very likely that the writer for the geography curriculum will be an IAG member. Malcolm also met with the National Curriculum Board Manager to discuss the *Towards a National Geography Curriculum* (<http://www.ngc.org.au/>) initiative of AGTA, IAG and RGSQ.

Relevant points/information/perceptions

- Being informed of what is happening around Australia with geography at the University level.
- Presentation to the IAG Board the pro-active initiative of AGTA in terms of the Towards a National Geography Curriculum project. The Board voted to offer its in-kind and financial support to the project.
- Presentation to the Board an agenda item concerning the status and nature of geography in Australian schools. This group of academics see that part of their role is to support and promote geographical education K-12 across Australia. Such a united front between geography teachers and academics is critical for the national curriculum processes relating to Geography to be representative and applicable to schools.
- Identification of the IAG website at <http://www.iag.org.au/home/> as an excellent resource for schools - particularly the sections on maps, trivia and geographical information as listed below:
 - o How do you know if you want to be a geographer? http://www.aag.org/Careers/To_be_a_geographer/
 - o Geography is Geography <http://www.abc.net.au/rn/perspective/stories/2007/1949749.htm>
 - o Is the world really shrinking? <http://www.bbc.co.uk/radio3/freethinking2006/pip/hcb0r/>
 - o An overview of geography <http://geography.about.com/od/studygeography/a/geog101.htm>
 - o Trivia http://geography.about.com/od/lists/Statistics_Lists_and_Trivia.htm
 - o Maps <http://geography.about.com/od/findmaps/u/maps.htm#s2>
 - o Geographical Information <http://geography.about.com/od/physicalgeography/u/physicalcultural.htm>



ARC Linkage Project

- Strengthening Standards of Teaching Through Linking Standards and Teacher Learning: The Development of Professional Standards for Teaching School Geography.

All case studies for the project have now been completed. Teacher panel meetings are being conducted currently in 5 states (Victoria, New south Wales, Queensland, South Australia and Western Australia). To this point 6 panel meetings have been held in three states, with the remaining panels scheduled throughout the year.

Teacher panel meetings have seen the emergence of strong patterns. Complex geography teaching requires knowledge of general teaching pedagogy and very importantly, geography. Achievements to this point include:

- Filming of 10 classrooms over the course of two lessons. Filming was undertaken in 4 government schools (including a primary school) and 4 non-government schools.
- Tables of lesson events have been created for the bulk of lessons filmed and clips have been placed on the panel consultation website constructed by the technical support team.
- Viewing diary entries have been submitted by 38 teachers in 3 states via the GEOStandards panel construction website.
- 32 interviews conducted with students participating in the case studies have been transcribed. Focus group data from three panel meetings have also been transcribed.
- Teachers have been recruited for all teacher panels with important assistance from many people from the AGTA board.
- One teacher panel has met twice; interviews have been conducted with 3 members of the panel regarding the relationship between teaching standards and teacher learning.

AGTA & Australian Geographic

Kylie Palmer, Administrator of the Society, Australian geographic contacted AGTA regarding the creation of links between the two Associations. Kylie also expressed interest in developing resources for teacher including national curriculum. Kylie indicated that Australian Geographic:

- Have 20 years of resources that are available to be used including articles and maps that are mainly Australian;
- Is currently updating their website and aim to provide online resources;
- Are interested in producing resources for geography teachers that relate to

current curriculums, including the national curriculum;

- Current publishers are Australian Consolidated Press whose overarching organization is PBL who also owns Channel 9.
- Has had discussions with Australian Geographic Retail who are also keen to work with schools

and provide information to the public; and that

- The Society also has Scientific Expeditions – there could be the development of a program where students are able to participate in these expeditions.

For your information Kylie provided the following contact information: KPiper@apcmagazines.com.au

Affiliate News

WA

Geography Teachers Association of Western Australia (GAWA)

Mike Fazio finished his term as president which occurred during a very controversial time with the development of new curriculums. The new Geography course is currently being implemented in Year 11. Despite many revisions, the latest in December 2008 teachers' anecdotal evidence are generally positive.

Despite a relative decline in student numbers GAWA membership remains stable at 250. A range of factors have contributed to the fall in numbers over the last few years, particularly influential are the range of new courses available for university entrance offered by the WA Curriculum Council causing competition in subject selection. Most schools in the state that offer Geography are members.

Professional Learning activities included a session for teachers new to Geography teaching facilitated by GAWA PD Committee Members who also coordinated the collection of a range of teaching resources to support the new courses on offer for the first time in 2009. A *Towards a National Geography Curriculum Forum* was facilitated by Rob Berry and Roger Smith. Rob and Roger presented to approximately 25 people who then worked collaboratively on models of curriculum structure. The opportunity for discussion was well-received. A Winter Solstice activity will be held at Hillary's Boat Harbour with the event including breakfast, a guest speaker

and a tour of the Fisheries Department Facilities. GAWA will present the final round of TEE revision seminars in August for Year 12 students at venues both north and south of the river, as well as in Bunbury. Three Spatial Sciences and GIS events are planned for 2009 to support the use of GIS in the classroom.

Four texts books have been published by GAWA to support teachers with the introduction of the new Year 11 courses. *Hazards, Impacts and Responses* by Norm Snell was published late in 2008 and *Sustainable Planet* by Tamara Boyer was published early 2009. In the latter part of 2008, Norm Snell's *The Geographers Toolkit* was published and its companion student activity book was produced for introduction in 2009. The last edition of the *Student's Guide to the TEE Geography* compiled by Alan May has recently been published. GAWA Resources have been well-received and supported by strong sales.

Sample external exams have been provided by commercial suppliers in this state for many years. Teachers have reported to GAWA of their increasing dissatisfaction with the quality of the paper. To this end the GAWA Committee felt they needed to support teachers with an alternative resource. Two writers have been engaged to produce exams, the Year 12 TEE exam is modeled on the old syllabus which is in its last year of operation and the *Stage 2 Sample Exam* models the potential exam for the new course.

The Joseph Gentilli Award honored the top Year 11 Geographer prior to 2008. Following a review the GAWA Committee decided that this award should significantly recognize the educational work of Western Australia's father of Geography.

The *Joseph Gentilli Memorial Award for Excellence in Geographical Education* is conferred on a GAWA member who has made an outstanding contribution to Geographical Education. In recognition of its importance the award comes with prize money of \$2000. The 2008 inaugural winner was announced at the November AGM. It was presented to Phil Houweling, a teacher of Geography at John Calvin Christian College in Armadale.

The GAWA Bulletin has been redeveloped and now provides a greater emphasis on the provision of classroom teaching resources, articles and the publication of useful websites and events.

The 2009 planning day brought to fruition the plan to update and improve the GAWA website. A web designer has been commissioned and is currently building the new site with the Website Subcommittee. It is anticipated that the site will provide a 'login' capacity to further support the provision of service and resources to GAWA members.

GAWA will be represented at a wider 'Promoting Society and Environment Conference' to be held later in the year. It is hoped that the focus of GAWA run workshops will be to promote best practice and foster Geography literacy in lower secondary and primary years. Schools where Geography is well taught in the 'foundation years' have the capacity to grow numbers of students taking the subject in post-compulsory years.



VIC

Geography Teachers Association of Victoria (GTAV)

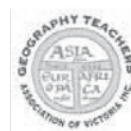
Kerry Bainbridge has taken over as president. Membership is currently 567 members.

Following a Strategic Planning Day held in March, facilitated by an external consultant, GTAV is re-examining its Mission Statement and will be further reviewing data the association collects for evaluating current performance. GTAV will also be reviewing its Business Plan,

completing an audit by staff and committee to determine contribution in terms of hours worked and functions undertaken.

GTAV will be celebrating its 50th year in August. Along with preparation for the celebration, Anna Chlebnikowski published an article on "The Importance of Geography". A committee "Remembering our Past" has also produced a significant booklet tracing the history of the last 50 years of the GTAV. The booklet is in the final stages of publication and will be mailed out to each member. The book is an interesting testimony to the GTAV journey.

A Trial Exam Paper for Year 12 is currently nearing publication. Writing is also taking place for a supplement to the current VCE book. This supplement will be sold with the existing book so that the most up to date information is available for Units 3 and 4. Writing has commenced for a homework/class workbook for Level 5 which includes Years 7 and 8 at secondary school.



TAS

Tasmanian Geography Teachers Association (TGTA)

Membership has increased to 19 teachers due to the increasing number of schools and colleges teaching Geography this year. Membership is provided free for all Geography teachers. Members are largely from Year 11/12 government colleges and private schools that are the only places where Geography is still being taught as a distinct subject.

Post Year 10 Review – the major re-structure of TAFE and Year 11 and 12 Colleges into Academies and Polytechnics has occurred with all of TAFE and half of the colleges making the transition in 2009. The other colleges will follow in 2010 and 2011. One of the positives of the restructure is the re-emergence of Geography as a viable subject in two of the former colleges, now called academies, where it had not been taught for a number of years. Statewide, there has been an increase in the number of schools, colleges and academies with viable Geography classes and an increase in the number of students studying Geography in 2009. This has continued the increase in numbers studying Geography, which started in 2008,

after a short period of decline.

As individuals and at association level, TGTA has established good links with the School of Geography and Environmental Studies at UTAS.

Tasmanian Geography teachers are currently awaiting the outcome of their submission to the accrediting authority regarding the future of Geography and the gradual resolution of the problems associated with the re-structure of post year 10 education.



NSW

Geography Teachers Association of New South Wales (GTANSW)

GTANSW has had a very active and successful year with the office relocating, operations restructured, employment of a professional officer and conducting over 21 professional learning activities. As a result of this the association's professional development initiatives included a focus on pedagogy, assessment, fieldwork, global education and an introduction to the resources developed as part of OceanWatch and Water for Life initiatives.

Key professional learning initiatives included:

- a series of 11 workshops targeting teachers new to geography which included a focus on

innovative teaching. Workshops were held in both metropolitan and regional locations.

- Annual review of HSC and school Certificates.
- A series of six one day fieldwork workshops.
- An annual conference that attracted over 130 delegates.

Other initiatives included managing Global Education, conducting HSC student lectures, coordinating fieldwork competitions, participating in the HSC awards ceremony, consulting with the Board of Studies on a range of curriculum related issues and continuing to publish the Geography Bulletin.

GTANSW has appointed a professional officer to advance the interests and outreach of the Association. The Officer reports directly to the President and through this role to the Council. Key responsibilities include: provision of professional advice to the GTA Council; supporting the Associations professional

learning program, identifying possible sources of grants and revenue; and, building membership and facilitating the provision of services to members.

Lorraine Chaffer was recently presented with the Brock Rowe Award in recognition of her demonstrated commitment to the study and promotion of Geography in New South Wales. Lorraine has made a substantial contribution to the work of the Association as a Councillor. In the classroom Lorraine is widely recognized as an outstanding practitioner. She has nurtured her students to achieve very high outcomes in both the School Certificate and HSC.



QLD

Geography Teachers Association of Queensland (GTAQ)

Membership is similar to the corresponding period for 2008, that is, 167 members.

Work is currently underway on the drafting and editing of the new Year 10 Geography Guidelines for Geography. This is the first year the new Senior Geography Syllabus has been undertaken in Year 12. Monitoring of the first time through Year 11 work in February went relatively smoothly. The State Panel needs to meet to review submissions and exemplars.

GTAQ has organized four GIS and spatial technology workshops to be held in Mackay,

Townsville, Gold Coast and Toowoomba.

Sessions, subsidized by GTAQ for members, are being conducted by Contour Education – Mick Law.

The Environmental Education Expo was held in March at Everton High School. The theme of the Expo was "Sustainability" and teachers were encouraged to incorporate environmental projects into their curriculum and school communities. Projects included minimizing water and energy use; recycling and reducing waste etc. Engineers Without Borders also talked about their education initiatives which involve sustainable engineering solutions in the third world and with remote Indigenous communities.

In addition to the state conference to be held in August a skills workshop is proposed for the Sunshine Coast. The field studies workshop will

be conducted in Noosa national Park.

Maintaining membership is a concern to the association especially when student numbers are declining in Geography. Furthermore, schools are finding increasingly difficult to access funding for members of associations as State Government budgetary pressures increase. This impacts on attendance at conferences with many teachers having to fund their own professional learning.



SA

Geography Teachers Association of South Australia (GTASA)

Membership is currently at 75 but is expected to increase significantly as conference registrations together with membership renewals are received.

Professional learning activities include the GTASA Conference held in May at the Education Centre in Hindmarsh. Keynote addresses focused on current research in relation to mining resources and population and water resources. Sessions also focused on both middle and senior school geography with support provided for teachers of the new Year 12 course. A special workshop on coastal management was organized for primary teachers.

Following the success of GIS training via Centra in 2008 more training is planned for 2009.

Rita will be completing her term as President in May with Alex Piggott being the incoming president.

Numbers in Year 12 Geography are increasing slightly (new course).

Future SACE - First students have commenced the course in 2009 by completing the Personal Learning Plan in Year 10.

Subject Reference Groups were formed to mould the current Year 11 and 12 curricula to fit the requirements of the new SACE. All subjects in Year 12 must have 30% external assessment and no assessment component will be used to moderate another eg exam performance will no longer be used to moderate school assessed work.

In Year 12 all students will complete a Research Project on any topic (worth 10 points- semester subject) plus 4 subjects (grouping of subjects has been abolished) In Year 12 the TER will be calculated on their 3 best subjects /20 plus the best of either their 4th subject, or ½ the 4th subject and the Research Project. With the move from 5 to 4 subjects it is likely that numbers in all subjects will decline.

Geography Curricula for Year 11 and 12 has been modified. While there are no major changes the course has been rewritten in line with Performance Standards. Moderation of work will be implemented at Year 11.



Communication Strategy

In October 2008 AGTA commissioned the development of a communications strategy as a response to the growing concern of geography professionals and educators, confirmed by the findings of the Erebus International report in 2008, that geography education in Australia is suffering a decline in the quality of teaching of the subject and falling student numbers, and that there is a critical shortage of Australians with geographical understanding and skills.



The report's findings highlighted teachers' concerns that content, rigour and skills were lost when geography was amalgamated with other subjects into the catch-all "studies of society and the environment". The report found the geography content of integrated subjects such as Studies of Society and Environment was often taught by teachers who had no training in geography and no great enthusiasm for it. The report also pointed to the shortage of suitably qualified geography teachers and the loss of priority for geography.

Consultation in 2008 with representatives from the various Australian geography organisations identified a need for a formal strategy for the promotion of geography and geography education in Australia, to be implemented alongside the development of the discipline via the new national curriculum.

The decline in the quality of the teaching of geography, a fall in student numbers and a critical shortage of professionals with geographical understanding is not the experience of Australia alone. A similar situation is occurring in other countries.

In response to this situation, the benefits of a communications strategy for geography and geography education has also been identified in the UK through its Action Plan for Geography, where a 'communications' plan is currently being implemented alongside a 'development' strand (aim of which is to secure the future of geography through essential curriculum reform, stimulating innovation and raising expectations, and by providing subject-based recognition and professional accreditation) and a 'support' strand (aim of which is to provide tools, guidance and training opportunities designed to raise levels of professional competence and confidence).

The coordinators of the UK Action Plan are willing to share their experience with our Australian geography organisations, and their lead is referred to in some sections of this strategy.

Aims

To identify a workable and cost-effective way in which the various Australian geography organisations can combine to communicate geography's educational potential and relevance in the 21st century, within a two-year time line and within a limited budget.

Objectives

The objectives of the communications strategy are as follows:

- raise the current image of geography and geography education in Australia
- increase awareness of geography and geography education in Australia
- promote the development of both the primary and secondary geography curriculum
- promote the support available for teachers of geography
- promote the relevance of geography for career prospects
- secure in the minds of policy makers, education professionals, and the wider public the nature of contemporary geography and its worthwhile contributions to the challenges facing society.

The communications strategy has a focus on informing and advising people about the benefits of geography and geography education. Representatives from the various geography organisations will be asked to be actively involved in the strategy in order for it to be effective.

Key Strategies

The following communications strategies have been identified to provide formal structure for the promotion of geography and as achievable and cost-effective ways of raising awareness, disseminating information and outcomes, enthusing and encouraging teachers, students and a more general audience about the benefits of geography.

1. Engage the services of a public relations professional.
2. Form a committee for the promotion of Geography Education in Australia.
3. Development of a Geography Education Brand.
4. Development of a central website.
5. Media Management.
6. Advertising.
7. Identification of key geography spokespeople.
8. Creation of an online university student ambassador program.
9. Identification of special events.
10. Identification of strategic partnerships.
11. Government lobbying.

AGTA agreed to the intent and direction of the Communication Strategy overall, and to identify where funds may come from – clarify and firm up a realistic budget. AGTA to develop priorities and strategies within budget parameters. To commence the process a Planning Committee has been established as a sub-committee of AGTA comprising Malcolm McInerney (SA), Trish Harris and Emmy Terry (WA); Stephen Cranby and Rob Berry (Victoria); Grant Kleeman (NSW) and Wayne Sutton (Tas).

National Geographic Channel promotes and encourages Geography education in Australian schools.



AGTA sincerely thanks the National Geographic Channel (NGC) for sponsoring the publication of this newsletter.

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BOOK REVIEW

Geography for Australian Citizens: Teacher resource book

Brian Parker, Kate Lancely, Debra Owens and Rebecca Fitzpatrick (2008)
Macmillan Education Australia PL ISBN: 9781420228786 (pbk + CD-ROM)

This is the *Teacher resource book* that supports the student textbook, *Geography for Australian Citizens* (third edition). It contains programs for each chapter, student worksheets with suggested answers and some additional resource material. Teachers will find the worksheets and answers very useful. The CD-ROM contains both the teacher resource and the student textbook that it is connected to. Having both on one CD makes it excellent for creating specific handouts for the class.

There is some ambiguity regarding the purpose of the program. For example, there is no obvious connection between the program and the worksheets.

The book is basically structured on a model that separates the 'learn about' statements (knowledge) and the 'learn to' statements (skills). This is a flawed structure because you don't learn the knowledge and the skills separately – the skills are the tools through which the knowledge is obtained. Having said that, the authors have created

separate skills-based activities in addition to the 'learn to' skills. The learning needs to be more integrated, to enable students to gain a deeper knowledge and deeper understanding of the topics addressed.

The activities cover a good range of learning strategies, from multiple-choice to short answer and through to longer responses. Marking criteria are provided but they generally include a zero category. This is not Board of Studies practice so teachers should correct this before using them with students. There are other inconsistencies with the marking criteria so teachers, as always, need to do their own quality assurance before using them. The multiple-choice questions are generally not well constructed and they do not follow the Board of Studies principles, teachers should be careful not to use them as exemplars of the types of multiple-choice questions likely to be encountered in the School Certificate Examination.

Reviewed by Sue Field, Education Consultant
Vice President GTA NSW (Programs)



Glen Alice NSW (Photo: J. Sillar)

GTA Professional Development & Upcoming Events for Terms 3 and 4 2009

OCTOBER

AGM Evening

Thursday 22 October, 4:30 – 9:00

Audience: GTA members

Venue: AGM to be held in PTC NSW Conference Room, Cnr Norton and Marion Sts Leichhardt.

Dinner: at a local restaurant in Newton

The event will be the AGM, followed by a speaker (tbc) and then dinner.

Places available: 50

Registration closes: 16 October

Cost: FREE (members only)

NOVEMBER

Arthur Phillip Fieldwork Competition Awards Ceremony

Thursday 20 November, 4:30 onward

Audience: All schools that entered the competition whether winners or not plus family of the students.

Venue: Darling Harbour (to be confirmed)

Places available: no limit

Registration: 30 October

Cost: FREE

NOVEMBER

Making a difference by teaching about water in Geography

Tuesday 17 November, 8:30 – 3:00 (early finish to allow time for teachers to get to SC and HSC marking centres)

Audience: Secondary geography teachers

Venue: Sydney Olympic Park

This workshop is part of the Water for Life program for Sydney. This workshop is the first in a series of workshops that will be conducted in the Sydney Water region. There will be six altogether in Sydney, Blue Mountains and the Illawarra.

The workshop will be a forum for stakeholders to showcase their achievements and plans for water efficiency. The day will include a tour of the water management facilities at Sydney Olympic Park.

Places available: 40

Registration closes: 11 November

Cost: members \$40, non-members \$60

Registration forms for all GTA events can be found on the GTA website at: www.gtansw.org.au

For further information on any event contact Sue Field, Vice President (Programs) through office@gtansw.org.au

Event contact – Geography Teachers' Association

Email: office@gtansw.org.au, Web: www.gtansw.org.au



GTA PD event at PTC NSW Conference Centre (Photo: J. Sillar)

Advice to contributors

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

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



Native Hibbertia, the guinea flower (Photo: J. Sillar)

Books for review should be sent to:

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

Deadlines for articles and advertising

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

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Special issues \$649.00

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Special Issues \$382.80

QUARTER PAGE (13 x 8.5cm or 18 x 6.5cm) – \$132.00
Special issues \$242.00

INSERTS (A4 supplied) – \$374.00
All prices include GST

Advertising bookings should be directed to:

The GTA Office Manager
Telephone: (02) 9564 3322
Fax: (02) 9564 2342
Email: office@gtansw.org.au

