GEOGRAPHY BULLETIN

*AUSTRALIAN
DEFENCE:
Regional and
global links*

PROJECTS • REPORTS • RESOURCES • ARTICLES • REVIEWS

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 66. 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.

GEOGRAPHY BULLETIN

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In this edition

In this edition – the third *Geography Bulletin* for 2011 – Professor Kevin Dunn and a group of UWS researchers, explore the issue of racism in Australia's tertiary education sector with a case study of the attacks on Indian students. The always busy Dr Susan Bliss contributes two articles – one focusing on the global coffee industry and the other on Australia's defence links. As Editor, I would like to thank Kevin and Sue for their contributions.

The fourth of the GTA's regional mini-conferences will be held in Coffs Harbour on 13–14 September. The venue is the Novotel Pacific Bay Resort, corner of Pacific Highway & Bay Drive, Coffs Harbour. Registrations close on Wednesday 2 September. See the GTA's website for details.

New GTA website

The redesigned GTA NSW website was launched on 7 June 2011 and we trust members will appreciate the fresh new design and structure. The GTA would like to thank Rob Berry for revamping the site.

Orange mini-conference

Forty-five Geography teachers from right across the Central West gathered in Orange on the 2–3 August for the third of the GTA's 2011 regional mini-conferences.

Susan Caldis, Senior Curriculum Officer, ACARA, provided a well received update on the development of the Australian Geography Curriculum; David Hamper, Deputy Head of the International Grammar School, focused on contemporary case studies in environmental change; Nick Hutchinson of Macquarie University took an innovate look at Geography skills; Susan Bliss examined Australia in its Regional context with focus on China; and I provided a range of insights into urban dynamics – the processes shaping large cities.

The success of the Orange mini-conference will make the Central West a logical choice for future professional development activities.

University of Western Sydney HSC Geography Enrichment Day

UWS is presenting a series of HSC Enrichment lectures on Friday 30 September, 9.15am – 3.30pm – at its Parramatta Campus. The cost is $25 per student, which includes presentation materials for later study. Teachers are free when accompanying students. The program covers:

Urban Places

> Dr Emma Power – The future of Australian suburbs
>
> Dr Laura Schatz – Urban decay and renewal in US cities

People and Economic Activity

> Dr Russell Staiff – Is tourism killing heritage places? Case-study Venice.
>
> Dr Rae Dufty – Going bananas: the global and local economics of the Australian banana industry

Ecosystems at Risk

> Dr Grant Hose (Macquarie University)
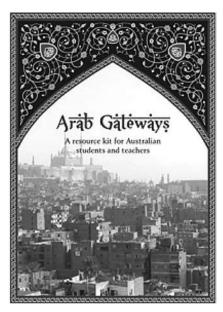
The material covered in the lectures will enable students to differentiate themselves from other HSC candidates.

Dr Grant Kleeman, Editor

Georeresources

Arab Gateways: A resource for Australian students and teachers

This resource explores some of the history, geography, economics and culture of the Arab region. It promotes understanding of the cultures, values, beliefs and diversity of peoples of the Arab region.

Arab Gateways has been developed by Education Services Australia with a grant from the Council for Australian-Arab Relations (CAAR), which is funded by the Department of Foreign Affairs and Trade (DFAT). The resource aims to enable teachers to promote between the peoples of Australia and the Arab world mutual interests and a greater understanding and acceptance of each other's cultures, values, beliefs and diversity.

The Arab Gateways website [http://www.arabgateways.edu.au/] provides an online version of the printed resource book with accompanying DVD ROM sent to all secondary schools in Australia.

A teacher professional learning program to support the use of the resource will be delivered by the Australian Federation of Societies for Studies of Society and Environment (AFSSE) during the second half of 2011 and early 2012.

Atlas of New South Wales

A new free resource called the Atlas of New South Wales (http://atlas.nsw.gov.au) is now available.

This site is a one-stop-shop for information about NSW, with content written by experts across Government, industry and academia. The topics include:

- the History of NSW, from the original Indigenous inhabitants to the early European settlers;

- analysis of the Population, including demographics, housing, income, religion and language;
- the state of the Environment, including flora, fauna, national parks, geology and soils;
- the Economy of NSW, including agriculture, forestry and labour force analysis; and
- a detailed breakdown of the Electoral History of NSW since 1856.

Accompanying the articles, photos and charts is a brand new interactive *Atlas Explorer* mapping application, which contains detailed maps corresponding to each of the topics in the Atlas. The map allows the user to navigate anywhere within New South Wales, and discover information about the state.

This site is extremely simple to use, and can be accessed from any computer with a web connection. It has been designed for use on interactive whiteboards, so is perfect in a classroom environment.

Exploring 21st Century Geography DVD

An outstanding collection of teaching resources from the Australian Geography Teachers Association includes spatial technologies/GIS units. The DVD contains:

- articles and resources on 21st century Geography;
- GIS skills development, GIS in Physical Geography and Historical GIS books – course processes and activities with geographical data;
- 21st Century Internet sites;
- technology in the geography classroom articles, internet sites and resources;
- inquiry project design and work samples.

Australian orders: AUD$95.00 including GST and postage. See the enclosed flyer for further information about this great new resource.

(Dr) Grant Kleeman

(Editor)

Australian Geography Competition

Under 16s Finalists at Fort Denison, Sydney Harbour

The National Geographic Channel Australian Geography Competition is a joint initiative of the Australian Geography Teachers' Association and the Royal Geographical Society of Queensland, and is proudly sponsored by National Geographic Channel. The number of students entering in 2011 was 79,113, from 746 schools. From New South Wales, 286 schools entered 30,244 students, and from the Australian Capital Territory 15 schools entered 2,602 students.

Congratulations to the ACT and NSW students who came first in their age divisions, and to the school winners:

NSW Junior (tied)

Blake Coleman, North Sydney Boys' High School

Jason Dong, Shore School, Sydney

Kevin Huang, Shore School, Sydney

NSW Intermediate

David Gardiner, North Sydney Boys' High School

NSW Senior (tied)

Ashwin Rudder, Sydney Boys High School

Dawen Shi, Sydney Boys High School

NSW School – Sydney Boys High School

ACT Junior (tied)

Callum Macgill, Canberra Grammar School

Benjamin Mynott, Canberra Grammar School

ACT Intermediate

Lewis Rosenberg, Telopea Park School

ACT Senior (tied)

Kenji Strazdins, Lyneham High School

Nicholas McClelland, Canberra Grammar School

ACT School – Canberra Grammar School

The following students also received prizes for outstanding results in the Competition:

David Robertson, Sydney Grammar School

Leo Jiang, Trinity Grammar School, Sydney

James McCabe, Normanhurst Boys' High School, Sydney

Nicholas Doody, Canberra Grammar School

Ted Hennicke, Albury High School

Jack Simmons, Smith's Hill High School, Wollongong

Daniel Tam, Sydney Boys High School

Alexander Yeung, James Ruse Agricultural High School, Sydney

Jim Gray, Normanhurst Boys' High School, Sydney

Max Wei, Sydney Boys' High School

David, Jesse, John and Ben, during a studio break in the Final.

The NSW senior students Ashwin Rudder and Dawen Shi came equal first in Australia in the Competition's senior division.

As usual, NSW and ACT schools rated highly in the school rankings. These are based on the school's best five students under 16 years of age, and the best five 16 years or older. This method is used so as not to disadvantage schools which enter whole Years. The top 10 for Australia are:

First – Sydney Boys High School

Equal second – Canberra Grammar School and Sydney Grammar School

Fourth – Normanhurst Boys' High School, Sydney

Fifth – North Sydney Boys' High School

Sixth – Brisbane Grammar School

Seventh – Merewether High School, Newcastle

Eighth – St Joseph's College, Hunters Hill, Sydney

Ninth – Melbourne Grammar School

Equal tenth – The Scots College, Sydney, Shenton College, Perth and Smith's Hill High School, Wollongong

Finalists on the Sydney Bridge Climb

The students who won places in the Final for under 16s were: David Gardiner representing NSW, Lewis Rosenberg representing the combined Territories (ACT, NT, Cocos Keeling and Christmas Island), and David Robertson who was the highest 2nd-placed student in Australia. These students spent the previous weekend in Sydney with the other Finalists. The programme included climbing the Sydney Harbour Bridge (surely the highpoint!), and exploring Fort Denison and the historic Rocks area. The Final coincided with the Vivid Sydney Festival, so the students also saw the spectacular light shows and installations around the Circular Quay area.

Do I have to do this?

The Final for under 16s was held at the Foxtel Television Centre, and filmed. It was compered by ex-*Temptation* host Ed Phillips, in front of

Dr Paul Ganderton receiving the school prize for Sydney Boys High School

a packed audience of students, teachers and other invited guests. The questions in the Final covered a large range of topics, including rounds of questions linked to the International Year of Forests, the recent spate of severe natural disasters, and the Arab Spring. The stimulus material included video footage from National Geographic Channel, photos and maps. National Geographic Channel broadcast a one-hour programme on the Final on 24 June. The results of the Final were:

First – Michael Gu, Melbourne Grammar School

Second – Jesse Tong, Brisbane Grammar School

Third – Liam Kearney, Christ Church Grammar School, Perth

David Robertson came equal fourth, David Gardiner came sixth, and Lewis Rosenberg seventh.

Michael and Jesse have won places on the Australian team which will compete in the 2011 National Geographic World Championship, to be held in San Francisco, 23–28 July. They, and Liam, also won books and some money. The third member of Australia's team to the World Championship is the 2010 winner, Riley Kernaghan from MacGregor State High School, Brisbane.

High-scoring students in the Competition's senior division are selected to participate in Geography's Big Week Out. This is a week of geographical activities focussing on fieldwork, and in 2011 will be held on the Mornington Peninsula and in Melbourne. Australia's team to the International Geography Olympiad in Germany in 2012 will be selected from students who participate. Students participating from NSW and ACT are:

Laura Butler, Penrith High School

Sarah Godman, Cootamundra High School

Sarah Naco, Canberra Girls' Grammar School

Brodie Petrolo, Woonona High School, Wollongong

Oliver Vasak, Sydney Grammar School

One ACT student is yet to be confirmed.

Racism in the tertiary education sector: a case of Indian student attacks in Australia

Kevin Dunn, Professor in Human Geography and Urban Studies
University of Western Sydney, School of Social Sciences
Co-authors: Vidhu Gandhi, Danielle Pelleri and Karin Maeder-Han, Research Assistants

Indian Express, June 4, 2009 Source: www.indianexpress.com

Introduction

During mid-2009 there was a substantial amount of media and political attention to the issue of physical attacks on international students in Australian cities. Controversy surrounded the claims by victims and their representatives that the attacks were racist, especially those attacks against students of Indian background. Some police and political leaders stated that the attacks were the 'usual' sorts of assaults and incivilities typical of the night-time economies of modern Australian cities. It was suggested that international students may be especially exposed to such violence because of their high dependence on public transport, their use of that transport in the late evenings, their penchants for expensive gadgetry, and perceptions by muggers and bullies that they were passive or soft targets (see critique in Dunn et al., 2011; Jakubowicz and Monani, 2011). As part of their research on the experiences of international students Marginson et al. (2010) observed some of the criminal court proceedings against those accused of these assaults. The courts heard references to a 'curry bashing' sub-culture that had emerged among some Melbourne youth. This strongly suggested that the attacks did have a racist element. What can a geographical analysis of available data reveal about the likelihood or not of there being a racist element to the attacks on international students?

It should be noted that not all these attacks have been on students, and certainly not all of them on overseas students. Many Australians of 'Indian appearance' may also have been attacked. Not all of the attacks would have had a racist element. Some attacks will have been 'common' robberies or the senseless and random assaults that are too typical among youth in the public realms of night-time cities. Racism as defined in the *Dictionary of Human Geography* is "an ideology which ascribes negatively evaluated characteristics in a deterministic manner...to a group which is additionally identified as being in some ways ... distinct" (Miles, 1982 as cited in Johnston, Gregory, Pratt and Watts, 2000, p.669). Much of the racism in the nineteenth century drew upon assumed biological differences. This has been called 'Old Racism', and contrasted with the 'New Racism' of today, which tends to emphasise 'supposedly inherent cultural differences' (Johnston et al, 2000, p.669; see also Parekh, 1987). Attacks on Indian students in Australia, if carried out because of their 'visible difference', or those which involve racist aspects (racially vilifying language, etc), would be defined as racist because of the way that racial or cultural difference was a cause, mechanism or other component of an attack. Muggers and bashers also came to make 'race'-based assumptions that Indian students usually carried expensive gadgets and large sums of cash. International students have stated in surveys that they fear racist attack, and fifty-eight per cent had experienced verbal abuse. Seventy-eight per cent had experienced threats to safety, and half of those felt that the experiences had a racist element to them (Babacan et al 2010, pp.51–52). Yet there was a good deal of official denial that racism was a factor in the attacks on students in Melbourne, in Sydney and other Australian cities (Babacan et al 2010). Our data provide an empirical context from which to assess those denials.

The aims of the research presented in this paper are threefold. The first aim is to enumerate the magnitude of international students present in Australia, identify their sources, and the history of this trend. Second, to indicate the emergent importance of this temporary mobility to Australia, and thus provide an empirical base from which to speculate on government (non)acknowledgment and (in)action in response to the attacks. Third, we provide an evidence base from which to speculate on the background rates of exposure to racism for Indians in Australia, and hence allow a reasoned assessment of whether attacks might be racist. The paper also reviews the impacts of these attacks, including the drop in international student numbers in the tertiary education sector, most notably in terms of Indian overseas students. We also examine the impacts and intentions of recent regulatory shifts on international student visa assessments.

Racism in the tertiary education sector: a case of Indian student attacks in Australia

Data sources

Two of the key types of geographical data on mobility are statistics on stocks and on flows. Stocks and flows of international students are used to demonstrate the recent and dramatic emergence of this trend in temporary mobility to Australia. To ascertain the stocks of international students in Australia, data from Australian Education International (AEI) have been used. The AEI is the international branch of the Australian Department of Education, Employment and Workplace Relations (ADEEWR). Flow data are drawn from Department of Immigration and Citizenship (DIaC) arrivals and departures records. These facilitate an important empirical context for this paper on international student numbers.

Data collected by the University of Western Sydney's *Challenging Racism Project* (2001–2008) are also used in the paper – in particular data pertaining to experiences of racism. In 2001, a survey was commissioned in New South Wales (NSW) and Queensland (n: 5056) and subsequently repeated in all states and territories (2001 Victoria, n: 4016; 2007 South Australia and the Australian Capital Territory, n: 1938; and 2008 Tasmania, the Northern Territory and Perth, n: 1502). Broadly this survey identified the prevalence of racist attitudes, attitudes towards different cultural groups and people's experiences of racism in various social settings. The state data sets were merged into a single 'national' data set, and is referred to here as the 'Attitudes and Experiences' survey (n: 12512). These merged data were statistically weighted to closely correspond with the national age, gender and location

of the Australian population according to census data. To gain insight into the experience of Indian people in Australia we draw on the substantial India and Sri Lanka born component of the survey sample.

Mapping the global flows of international students

There was a dramatic increase in enrolments of international students in Australia over the last decade, particularly since 2000 (Figure 1). Most of these international enrolments have been in higher education (e.g. Universities), vocational education (including TAFE and private providers of vocational training), and in English language courses (ELICOS). International enrolments in schools (primary and secondary) also doubled between the 1990s and 2000s. In 2007, the stock of international students enrolled in Australia was over 450,000 (Figure 1). And by 2009, there were over 600,000 such enrolments in Australia. The year-by-year flows are also substantial. In 2007-2008 financial year there were 108,742 temporary migrants admitted to Australia on student visas (Khoo, 2010). This flow of migrants has become an increasingly important part of the overall migrant flow (excluding short-term tourists), constituting more than half (58%) of all temporary migrant visas, and almost 40 per cent of the total permanent and long-term people movement into Australia (Khoo, 2010, p. 16). International students constitute a substantial component of the flow of immigrants and temporary migrants into Australia.
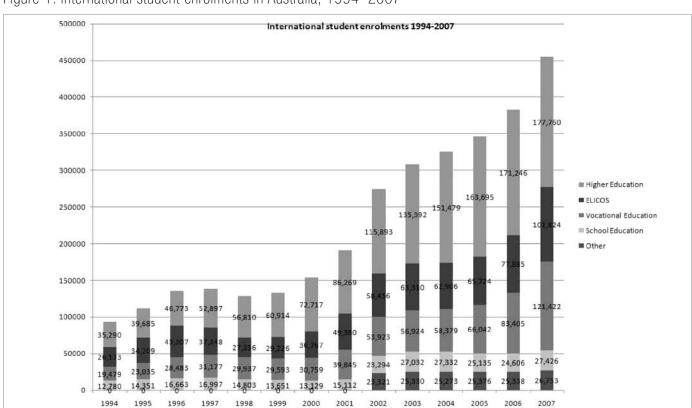
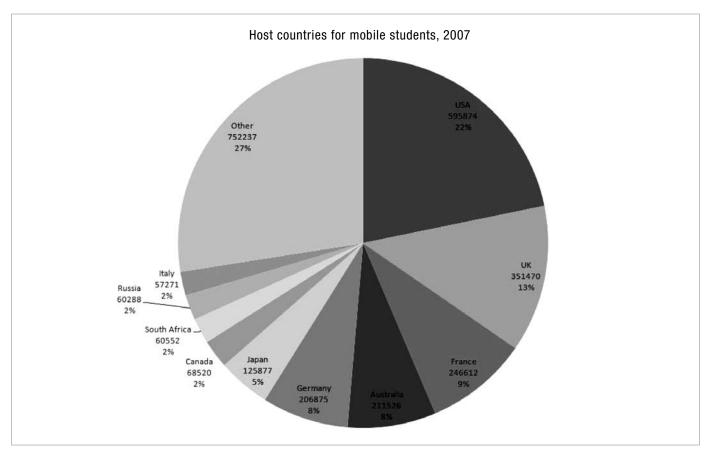Figure 1. International student enrolments in Australia, 1994–2007

(Source: Australian Education International, 2009)

Racism in the tertiary education sector:
a case of Indian student attacks in Australia

When examined in the larger global context, Australia has done staggeringly well in terms of the numbers of international students it attracts. Figure 2 shows the host countries where internationally mobile students are enrolled across the globe (UNESCO Institute of Statistics, 2009, pp. 36–7, 138–141). It reveals that Australia is ranked as the fourth largest host country for these students (UNESCO Inst. of Statistics, 2009, pp. 37, 138). The Australian share of enrolments translates to 8 per cent of the global market. This is quite an extraordinary

global share. Australia's performance is well above its relative Gross Domestic Product (GDP), population size and the relative size of its higher education infrastructure. However, Australia's tertiary education system has been criticised as relatively under-funded, as compared to the United States of America (USA), the United Kingdom, France, Germany, Japan and other significant countries (Organisation for Economic Co-Operation and Development (OECD) (2006, pp.15–17).

Figure 2. Top 10 host countries for mobile students compared to total mobile students (2007)

* Other countries totals from countries with more than 1,000 mobile students.

Host countries for mobile students, 2007

USA 595874 22%
UK 351470 13%
France 246612 9%
Australia 211526 8%
Germany 206875 8%
Japan 125877 5%
Canada 68520 2%
South Africa 60552 2%
Russia 60288 2%
Italy 57271 2%
Other 752237 27%
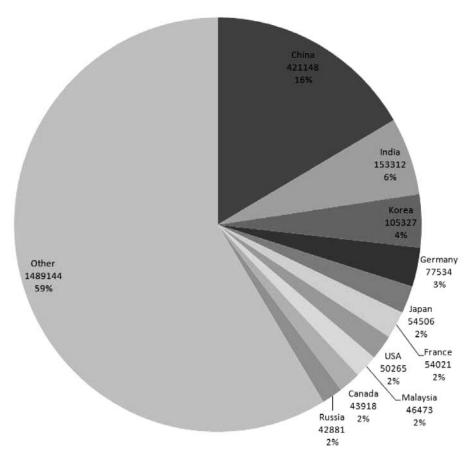
(Source: Table 9: Tertiary education (ISCED 5 and 6) internationally mobile students by host country and region of origin) 2007, from UNESCO Institute of Statistics, 2009: 138–141)

The United Nations Educational, Scientific and Cultural Organisation's data also show the sources of global student flows (UNESCO Inst. of Statistics, 2009, pp. 142–147) (see Figure 3). Chinese, Indian and Korean students are the most numerous, followed then by students from Germany, Japan, France, and the USA. The profile of students in Australia is no real surprise then. Table 1 uses data from Australian Education International (2010a) to show the top national sources of international students in Australia between 2002 and 2009. It demonstrates the rapid and dramatic increase in students from China and India. Over the same period the number of students from traditional sources (the USA, Hong Kong, Singapore and Japan) has in fact fallen in absolute numbers.

China and India represent the key sources of international students, with India in particular growing nearly ten-fold in less than a decade. Figure 4 shows the growth from 2002 to 2009 of enrolments from India and China in Australia. Chinese student enrolments have shown a growth of 211% from 47,931 to 149,057 enrolments (AEI, 2010a). Although China remains the highest country of international student enrolment, Indian student enrolments have grown substantially, approximately 927% from 11,364 to 116,728 over the same period of 2002–2009 (AEI, 2010a).

Figure 3. International student mobility 2007

* Other includes all other global countries.
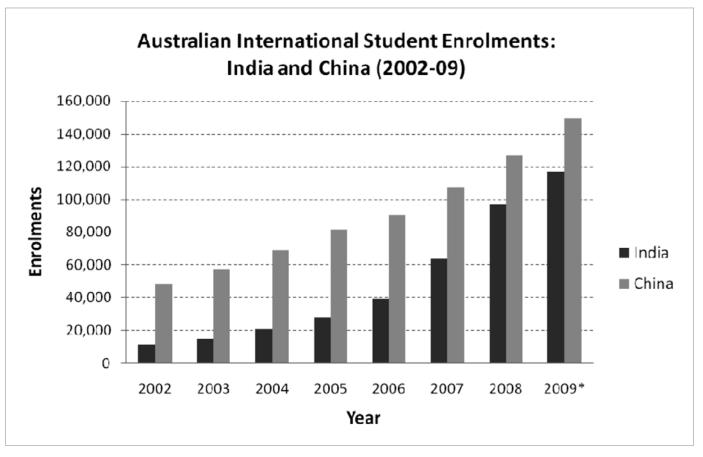
(Source: Table 10: Tertiary education (ISCED 5 and 6) Internationally flows of mobile students 2007, from UNESCO Institute of Statistics, 2009: 142–147)

Table 1: International student enrolments, Australia, by country, 2002 to 2009* (000's).

	2002	2003	2004	2005	2006	2007	2008	2009	Total difference
China	47.9	57.6	68.9	81.2	90.3	107.0	127.3	149.0	101.1
India	11.4	14.4	20.7	27.7	39.2	63.6	97.0	116.7	105.4
Republic of Korea	18.7	22.2	23.8	26.3	31.3	34.7	35.4	34.7	16.0
Thailand	15.6	17.0	16.3	16.5	17.9	20.0	22.3	24.9	9.2
Nepal	1.5	1.3	1.4	1.3	2.7	9.2	18.0	23.7	22.2
Malaysia	17.5	19.8	20.0	19.3	19.2	19.9	21.1	22.9	5.4
Viet Nam	1.1	4.1	4.6	5.3	6.8	9.7	15.9	22.8	21.7
Indonesia	21.0	20.3	18.1	16.0	15.0	14.9	16.0	17.4	-3.6
Saudi Arabia	0.1	0.3	0.5	1.0	1.9	3.6	7.7	12.2	12.1
Japan	17.3	19.0	19.7	19.0	17.8	16.0	13.4	12.2	-5.2
Hong Kong	22.1	23.8	23.0	21.2	20.5	19.7	18.0	11.5	-10.6
USA	11.1	12.2	12.6	12.5	12.0	12.5	11.5	10.7	-0.2
Singapore	12.1	11.8	10.9	9.9	9.2	8.9	8.8	9.3	-2.6
All countries	197.4	223.8	240.5	257.2	283.8	339.7	412.4	468	

* 2009 enrolment data as of October, 2009.

(Source: Australian Education International, 2010a).

Figure 4. Australian international student enrolments: India and China, 2002– 2009

**Australian International Student Enrolments:
India and China (2002-09)**

(Source: Data extracted from Australian Education International, 2010b)

These stocks and flows of international students have seen tertiary education rapidly emerge as a sizable export industry. The Australian Bureau of Statistics (ABS) calculated the export income from international students for 2008–09 at $16.6 billion, a growth of $1.1 billion from 2007–08 ($15.5b) (AEI, 2009). Market snapshots from AEI indicate that the export income generated from international students in 2009 were $18.6 billion (AEI, 2010b). A number of research reports have attempted to estimate the total economic benefit from international students to Australia. An *Access Economics* report calculated the total economic benefit of international students was a staggering $26.7 billion per annum (Access Economics Pty Ltd, 2009). In fact the significance of the international education sector is demonstrated in its status as the fourth largest national exporter, after coal, iron ore and gold (AEI, 2009). These figures demonstrate the economic importance of a sector that has increased rapidly over the last two decades, from approximately 100,000 student enrolments in 1995 to around 630,346 in 2009 (AEI, 2010a).

Racist attacks on Indian students

Prior to 2009, racist violence against people of Indian descent or nationality had not been a matter of prominent public attention in Australia. The attacks on international students from India (Table 2; Marginson et al, 2010) first drew our attention to the experiences of India-Australians more broadly. How were Australians of an Indian background faring? If Indian-Australians had high reported experiences of racism, this would provide a context for assessing the likelihood that attacks on Indian students also had a racist element.

We compared data on the experience of racism for the India and Sri Lanka born to that of the Australia-born, to all respondents, and to all those respondents who were born overseas (Table 3). Interestingly, educational institutions (28.4%) are not the most prevalent sites of racism for Indian and Sri Lankan-Australians (although these data are not student specific) (Table 3). There is a significant contrast between India/Sri Lanka born and all survey respondents – an average difference of 18 per cent greater likelihood of discrimination in particular

Table 2: Reported attacks on 'Indian students', Melbourne, during May and June, 2009

Date	Event	Further details
4th May	24-year-old Indian student beaten.	Left unconscious by four (4) men.
9th May	Indian student bashed and robbed on a train.	Two (2) teenagers arrested (28 May 2009).
23rd May	Attack on 25-year-old Shravan Kumar.	Stabbed with a screwdriver by a group of teenagers.
25th May	Attack on a group of four (4) Indian students.	Two (2) people interviewed and one charged with assault-related offences and in custody on remand.
25th May	25-year-old man robbed and stabbed.	Two (2) attackers.
30th May	Man badly beaten.	Attacked by a group of fifteen (15) people.
2nd June	21-year-old man slashed with box-cutter knife.	Attacked in a car park by a group five (5) of men.
6th June	22-year-old man's vehicle burnt.	
6th June	20-year-old man assaulted near a McDonald's outlet.	By a group of youths, when he was walking to his workplace.
8th June	23-year-old Indian student beaten up.	Three (3) men attackers. Found unconscious and bleeding.
13th June	24-year-old Indian student attacked.	Attacked by three (3) people while he was about to enter his car.
15th June	20-year-old verbally abused and then punched.	Two (2) men attackers, as he was about to get into his car.
23rd June	20-year-old punched in the face.	Walking near a station in, two (2) men attackers at 5:30PM.
29th June	22-year-old Sikh youth assaulted.	Group of six (6) teenagers; tried to remove his turban and cut his hair. Two teenagers arrested.

(Source: Dunn, Pelleri, Maeder-Han, 2011, p.73).

places and forms of racial intolerance. The figures for the workplace (41%) for example, show that the reported experience of racism was 23 per centage points higher for the India and Sri Lanka born than for the nation-wide average. This suggests that the rates of experience of racism for Indian-Australians are high even compared to other non-Anglo-Australians. To provide a further sense of comparison, the rates of experience of racism are higher than those for Aboriginal and Torres Strait Islanders (Dunn et al., 2005, pp. 3–7). Table 3 provides compelling evidence that Indian-Australians, and those Indians residing in Australia, endure inflated levels of racism as compared to other residents of Australia.

Racist violence is an extreme form of racism, which fortunately is not common in Australia (experienced by only 5.6 per cent). However, other forms of racism are much more prevalent, including racist talk and exclusion. Dunn et al.'s 2006 nation-wide 'Experience of Racism' found that approximately one-in-five Australians stated that they had experienced forms of race hate talk (found to be the most common form of everyday racism). These

Table 3: Experience of racism by selected places of birth, India and Sri Lanka, Australia 2001–2008

	Australia %*** (n: 9271)	Overseas % (n: 2710)	India and Sri Lanka % (n: 147)	Total survey respondents % (n: 12512)	% difference between India/ Sri Lanka born and all survey respondents
PLACE OF DISCRIMINATION*					
In the workplace	12.8	29.7	40.8	17.5	+23.3
In education	14.5	21.0	28.4	16.6	+11.8
When renting or buying a house	4.6	11.6	26.4	6.8	+19.6
In any dealings with the Police	5.4	11.0	18.9	7.3	+11.6
At a shop or restaurant	15.5	22.4	42.6	17.8	+24.8
At a sporting or public event	13.8	23.1	38.5	16.4	+22.1
TYPE OF DISCRIMINATION**					
You are treated less respectfully	19.8	31.7	41.9	23.4	+18.5
People act as if you are not to be trusted	12.8	21.2	33.1	15.6	+17.5
You are called names or similarly insulted	22.6	39.2	43.2	27.0	+16.2

Question wordings: *How often have YOU experienced discrimination because of your OWN ETHNIC ORIGIN in the following situations? **How often do you feel that because of your own ETHNIC ORIGIN; ***Per centage 'Yes' are those who answered any of: Very often; Often; Sometimes, and; Hardly ever.

(Source: Challenging Racism Project surveys, state and territory telephone surveys, 2001–2008)

experiences were often manifest as being called an offensive slang name for their cultural group (75% of these incidents), as racist jokes (52%), in stereotypes in media (63%), verbal abuse (65%) and offensive gestures (51%) (Dunn et al., 2009). Racist exclusion averaged at 11 per cent, and the rate for racist physical attack was less than six per cent. From these data, racist attacks such as those described on 'Indian students', are merely the tip of the iceberg of experienced racist incivilities. In other words, racist assaults that are reported continue to be a mere portion of the wider picture of racism.

Data from the *Challenging Racism Project* surveys can also be used to give sense of the geographies of racism – how attitudes and experiences of racism vary from region to region (Dunn & McDonald, 2001; Forrest and Dunn, 2007). Across the city of Sydney we are able to show how attitudes and experiences were higher or lower in different regions. The data in Table 4 show the relative experience of racism in the Statistical Sub Division (SSD) of Central Western Sydney (which includes suburbs like the Auburn, Harris Park and Parramatta). The Table shows the per centage points variations from state averages, across a range of settings including workplaces. The Central Western Sydney SSD is where international student protest rallies occurred, and anecdotally, it was where

the racist attacks had occurred in Sydney. Table 4 shows how the average experience of racism in all spheres of life was higher for Central Western Sydney than for New South Wales. In some spheres of life survey respondents in Central Western Sydney were ten per centage points more likely to experience racism, this included settings like the workplace, shops and restaurants. Over a third of respondents in Central Western Sydney reported that they had been treated less respectfully because of their ethnic origin, whereas the state-wide experience of this racist incivility was only one-quarter (Table 4).

In the wake of the attacks on Indian students in Melbourne and Sydney, there was an overriding tendency on the part of state and federal authorities to downplay the racist aspect of these attacks which were often described as 'opportunistic' or a 'regrettable fact of urban life' (Jakubowicz & Monani, 2011). In fact there was a noticeable shifting of blame on to Indian students, who were termed as 'vulnerable, 'passive' and 'soft targets' who happened to be in the wrong place at the wrong time and carrying the wrong accessories. Dunn, Pelleri and Maeder-Han (2011) speculate that the denial of racism surrounding the attacks on Indian international students had (among other things) an economic imperative. Any negative media coverage of these attacks in India would pose a substantial

Table 4. Experiences of racism, Central Western Sydney and NSW 2001

Place of Discrimination	Central Western Sydney (n:127) %	New South Wales (n:3236) %	Variation % points
Workplace	29.1	18.0	+11.1
Education (School, TAFE and University)	19.7	17.0	+2.7
Renting/buying a house	9.4	7.4	+2.0
Dealing with the police	13.4	8.0	+5.4
At a shop or restaurant	29.9	19.7	+10.2
At a sporting or public event	25.2	17.9	+7.3
Type of Discrimination			
Treated less respectfully	34.6	25.1	+9.5
People not trusting	22.8	16.5	+6.3
Called names/insulted	30.7	27.0	+3.7
Total Difference This total is a cumulative indicator of how respondents from this region had more (+) or less (−) experienced of racism than an entire sample)			+58.2

(Source: Challenging Racism Project survey, Qld and NSW telephone survey, 2001).

threat to the multi billion dollar international education export industry. Reports of attacks, and government admissions, might raise fears and concerns about safety and security amongst potential Indian students seeking to study in Australia.

Towards the end of 2009, there was increasing acknowledgement among Australian political leaders that racism had played some part in the attacks on international students from India (Dunn et al., 2011). The key reason for the change in the Australian Government's stand was not the media and political comments emerging from India, per se, but the perceived economic damage to Australian's education export sector (Dunn et al., 2011). When migration agents and industry advocates began to detect evidence of a wavering of demand from India following the reported attacks, a number of quick calculations on the effects on jobs and exports were made. Education industry commentators asserted that even a small drop in numbers (of around 5 to 10%) would generate staggering drops in exports ($600 million) and jobs (6300) (Slattery, 2009). This is the political economy that helps us understand the deflection of racism. And, there has been a dramatic drop in enrolments of Indians on student visas in Australia in 2010. As at April 2010, there were fewer total enrolments by Indian students than at the same time the previous year (a drop from 80,616 to 76,294), with commencing students dropping from 27,528 to 18,443 for the same period (AEI, 2010a).

Government engagement with, and response to, the racist aspects of student experiences has lacked conviction and has been without substance. As we show below, a good deal of the revised visa processes and other regulatory changes have made it considerably more difficult for Indian people to apply for students' visas. The student

body has borne the brunt of government intervention. The government's response through student visa assessments and immigration caused considerable concern both in the international student market and within the Australian higher education industry. The Department of Immigration and Citizenship (DIAC) tightened student visa risk assessment levels. The DIAC has a hierarchy of risk assessment for student visas:

> There are five Assessment Levels in the student visa program. They serve to align student visa requirements to the immigration risk posed by applicants from a particular country studying in a particular education sector. Assessment Level 1 represents the lowest immigration risk and Assessment Level 5 the highest. The higher the Assessment Level, the greater the evidence an applicant is required to demonstrate to support their claims for the grant of a student visa (DIAC, 2010; authors' emphasis).

Visa applicants from countries like India and China score relatively highly on the assessment, falling mostly within the range of assessment levels 3 and 4, especially for those wishing to undertake vocational English language, and non-award education courses. In addition, applicants from India, China, Thailand and Indonesia are required to demonstrate the financial ability of being able to support themselves, and any accompanying family, during the course of their study in Australia. While the living cost calculated by DIAC for this purpose does apply to applicants from all countries, it is interesting to note that applicants from India need to show genuine evidence of these funds, for a period of 6 months before they lodge their application. Students applying for visas from the above mentioned countries are seen as posing a higher risk of an attempt to migrate to Australia. They are therefore

subject to more stringent assessment than applicants from countries which have a lower assessment level.

In August 2009 DIAC introduced measures which sought to strengthen checks on student visa applications, especially those made by prospective students from India, Mauritius, Nepal, Brazil, Zimbabwe and Pakistan (student applications from Sri Lanka and Vietnam are already subject to such measures). This has been done so as to crack down on student visa frauds and to stem the practice of students enrolling in low-quality courses with the hope of obtaining permanent residency. This 'fraud' is now seen as damaging to the reputation of the migration program and the education industry. As a result of these changes there has been a noticeable decline in the number of international students. Data released by the AEI revealed a decline in student numbers in English language and vocational sectors for the July 2010 intake. Between 2007 and 2010 there was a 23 per cent fall in enrolment in the English college sector and an 8.6 per cent drop in the vocational sector enrolments (Trounson, 2010a).

The International Education Association of Australia (IEAA) believes that falling international student enrolments has been worsened by the government's new procedures on student visa assessment. This has caused some anxiety in the higher education industry which fears that tighter assessment levels will prove to be discouraging towards the flow of international students into Australia. The Group of Eight (Go8) Universities, in a joint letter to Julia Gillard and Tony Abbott, stated that "[A]dministrative processes involving tighter assessment levels and higher deposit requirements are making study in Australia more expensive and less competitive in the context of a strong Australian dollar" (Trounson, 2010). It has been suggested that the government policy on visa restrictions and the tightening of skilled migration entry could possibly result in a further 15 per cent drop in international student enrolments by the end of 2010 (Trounson, 2010). The decline in student enrolments, especially in English language tuition and vocational courses, has been particularly affected by the fall in the number of Indian students. The Indian education provider, English Australia, noted that among students enrolling in English tuition courses, there had been an 86 per cent drop of Indian students (Trounson, 2010).

The Federal Government defended the strengthening of student visa assessment through repeated reference to 'fraud' in the student visa program (Senator Chris Evans DIAC, 2009). These justifications have the unfortunate and regrettable effect of stereotyping students from India and other countries such as Mauritius, Nepal, Brazil, Zimbabwe and Pakistan, who are subjected to these more stringent immigration and student visa controls. The regulatory changes are having serious economic impacts on the sector. The combined government actions (tightening visas) and inaction (denial of racism) had the effect of ignoring the racism and making student visas more difficult to obtain. Clearly, the reticence to deal

with racism was sufficiently strong as to side-line the commercial concerns of this economic sector of Australian commerce. This suggests that denial of racism is a product of much more than just economic imperatives, and runs deeply through the Australian political system (Jakubowicz and Monani, 2011; Dunn and Nelson 2011). More-over, another unfortunate inference is that the students are being blamed for the controversy, as it is principally that group who are being punished through government action (as well as the higher education industry sector).

Summarising the stocks, flows and contexts

The number of international students has steadily increased from 100,000 in 1995 to around 630,346 in 2009, with student export incomes being recorded at a staggering $16.6 billion, making tertiary education the fourth largest national exporter, after coal, iron ore and gold. In fact Australia attracts around 8% of the global student market, successfully capturing a significant proportion of Indian and Chinese students seeking to study overseas. China and India represent the key sources of international students studying at Australian higher education courses (universities) and in English language and vocational training courses. While there was a healthy growth in the number of students from India within the last ten years, there has been a sharp recent decline in Indian student numbers over the last two years. This drop in student numbers has been partly brought about by the spate of racist attacks against Indian international students in 2009, especially in Melbourne and Sydney. More latterly, government toughening of visa allocations to applicants from India has also reduced student flows.

The extraordinary expansion in a specific migration flow had seen the rise of community relations issues in those areas where the stocks of international students were highest. Jakubowicz and Monani (2011) lamented that government leaders, key agencies and industry bodies neglected to take responsibility for the community relations issues that were emerging. The students, enraged by being treated as second class citizens, had to take to the streets to protest and to gain media attention to their plight (Babacan et al 2010). The Australian government's delayed acknowledgement of the racism was driven by the fear that negative projections of Australia in India would affect the flow of Indian international students into Australia. Instead, Australian authorities sought to label these attacks as opportunistic and argued that Indian students were 'vulnerable' and 'soft targets' owing to their 'passive' demeanour. Worryingly, while Australian authorities began to acknowledge that many of the attacks have been racist, they have failed to take any substantive actions to counter-act the racism. The government introduced more stringent visa controls for students from countries like India, Pakistan and Sri Lanka. The assertion is that students from these countries pose a greater risk of attempting to migrate into Australia. The crack down

on student visas from these countries, in the year following the attacks on Indian students, does raise some interesting questions about the motivations and convictions of our political leaders and bureaucrats. The controversy arose from racist attacks, to which people of Indian background in Australia have a heightened exposure. The visa tightening worked to limit the flows and stocks of the victims. Meanwhile, too little has been done to confront racism.

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GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

Dr Susan Bliss

CURRICULUM:
Geography Syllabus: Stage 4 Globalisation, Global Inequalities and Global Citizenship; Stage 5 Trade; Stage 6 People and Economic Activity, Fieldwork and Geographical Tools. Also included in National Curriculum: Sustainability, Asia, Place, Environment, Scale, Change, Interconnection

DID YOU KNOW?

- Arabica coffee represents 70% of world's coffee production
- 42 coffee beans required for one espresso
- 5 years for a coffee tree to mature
- 13% of coffee consumed is instant coffee
- 70% of coffee is grown on farms less than 10 hectares

OVERVIEW

Coffee is prepared from the roasted seeds or 'beans' of the coffee plant. This agricultural commodity is the world's most traded product, second in value to oil. Unfortunately not all stakeholders involved in the coffee industry benefit equally from its growth. When we pay for luxury lattes, espressos, café mochas and cappuccinos at our favourite restaurant, the prices returned to the small coffee farmer remains low. Coffee also continues to be the target of protests on issues such as fair trade policies, labour relations, anti-competitive practices and the environment.

You know the lingo *'medium mocha macchiato – decaf grande skim latte'* now get fluent with the fundamentals!
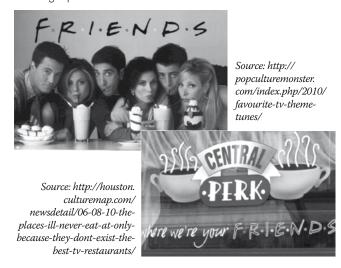
Diagram: How do you like your coffee?

Source: http://ecniuq.wordpress.com/2010/03/09/the-flat-white/

GROWTH OF GLOBAL COFFEE CULTURE

Ethiopian ancestors of today's Oromo people were believed to be the first to recognise the energising effect of the coffee bean plant. Kaldi, a goat herder in Ethiopia, noticed goats were friskier after eating red berries from a shrub. The earliest evidence of coffee drinking appeared in the mid 15th century, in Sufi monasteries in Yemen. In 1672 the first Parisian café opened dedicated to serving coffee and in 1713 King Louis XIV was presented with a coffee tree. In 1952 the Pan-American Coffee Bureau, promoted the 'coffee break' in the workplace. Its uptake was facilitated by the popularity of instant coffee and vending machines. Today coffee has become an institution in the Australian workplace and an integral part of global culture. In London many coffee houses became the world's most powerful businesses such as Lloyd's Coffeehouse became Lloyds of London and the Baltic Coffeehouse became the East India Company.

In many places, a coffee shop is a social gathering place where people sip and converse. Today coffee bars offering youthful camaraderie, like the global TV series *Friends,* are found in prime real estate locations.

Photograph: *Friends*

Source: http://popculturemonster.com/index.php/2010/favourite-tv-theme-tunes/

Source: http://houston.culturemap.com/newsdetail/06-08-10-the-places-ill-never-eat-at-only-because-they-dont-exist-the-best-tv-restaurants/

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

HOW DO YOU TAKE YOUR COFFEE?

Coffee is the worlds' most popular beverage. In fact more than 2.25 billion cups are served daily and in North America and Europe its ingestion is about a third of tap water.

There are many ways to prepare coffee. There are strong Turkish and Indonesian coffees, specialist gourmet blends, organic, no caffeine varieties, latte and cappuccino. The list goes on…

Kopi Luwak or Civet Coffee is the world's most expensive coffee. The bean passes through a civet's intestines where the secretions seep into the beans, before they are defecated. After gathering, washing, sun drying, light roasting and brewing, the beans yield an aromatic coffee with less bitterness. In November 2006 Hervey's Range Heritage Tea Rooms, outside Townsville in Queensland, put Kopi Luwak on its menu at $50 a cup. It has become popular in restaurants since the movie, *The Bucket List*, starring Jack Nicholson and Morgan Freeman.

At present the growth in Third Wave Coffee aims to produce gourmet quality coffee. It considers coffee as an artisanal foodstuff, like wine, rather than a commodity, like wheat. Its distinctive characteristics include single origin coffee (as opposed to blends), lighter roasts of beans and latte art.

Photograph: Cat poo coffee

Roaster and barista Sam Gabrielian, Olio coffee shop in St Leonards serves $9 cups of Kopi Luwak coffee. Picture: Katrina Tepper. Source: The Daily Telegraph – www.dailytelegraph.com.au/lifestyle/barista-my-coffee-tastes-like-poo/story-e6frf00i-1225872236193

Cartoon: Instant coffee

Source: www.toonpool.com/cartoons/instant%20coffee_10180

Cartoon: Cappuccino

Source: http://offthemark.com/search-results/key/cafe/

GLOBAL COFFEE CHAIN

Coffee beans originally spread from Ethiopia before 1400. Today over 80 countries cultivate coffee which is then exported as a raw, roasted or soluble product to more than 165 countries.

A coffee bean changes hands 150 times on its journey from the seed to the cup. Approximately 90% of coffee is grown in developing countries between the tropics but consumed in developed countries in temperate climates. Over 50 developing countries, 25 of them in Africa, depend on coffee as an export, with 17 countries earning 25% of their foreign exchange from coffee.

Worldwide, 25 million small producers rely on coffee for a living and more than 100 million people are employed along the commodity chain from producers to exporters, importers, roasters and retailers. Transnational coffee companies rule shopping malls and supermarkets, and dominate the $80 billion coffee industry. Starbucks, the largest transnational coffee house in the world, has 17,009 stores in 50 countries.

Globally Brazil produces more than a third of the world's supply of coffee and Scandinavian countries consume the highest per capita coffee. The top coffee importing countries are USA, Germany, Japan and France. The world coffee market is dominated by transnational corporations. Four major conglomerates, Nestlé, Philip Morris, Procter & Gamble and Sara Lee, dominate the world coffee market. They account for 40% of the global coffee trade.

While coffee is generally produced by small farmers, the industry's pricing and futures are decided in conference rooms and on stock exchange floors in the world's wealthiest cities, such as New York. As the highest returns in the global coffee market is skewed towards the latter stages of the value chain, more equitable distribution of profits is required for a sustainable future.

The consequences of the price of a cup of coffee reaches further than the change given to baristas.

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

Diagram: World's top ten coffees

1. **Jamaica Blue Mountain Coffee:** grown in Jamaica's Blue Mountain District on estates between 900–1,600masl.

2. **Kenya AA Coffee:** grown at more than 2000masl on Kenya's high plateaus.

3. **Tanzania Peaberry Coffee**: grown on Mt. Meru and Mt. Kilimanjaro, Tanzania.

4. **Hawaii Kona Coffee**: Arabica coffee grown at 600masl on fertile slopes of Mauna Loa and Hualalai Volcanoes on the Big Island of Hawaii.

5. **Ethiopian Yirgacheffe Coffee**: wet processed and grown between 1700–2000masl.

6. **Ethiopian Harrar Coffee**: grown in southern Ethiopia from 1370-1900masl.

7. **Java Arabica Coffee**: wet processed (washed) Arabica coffee grown in Java- particularly around 1,400 metres on east side in Ijen volcano complex.

8. **Mocha Java Coffee**: Arabian (Yemen) Mocha coffee and Indonesian Java Arabica coffee**,** two coffees with complementary characteristics.

9. **Sulawesi Toraja Coffee**: grown in southeastern highlands of Sulawesi.

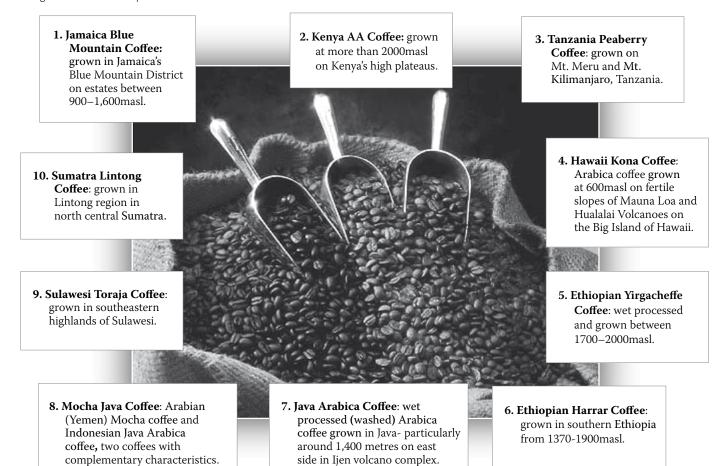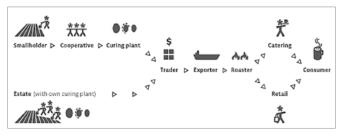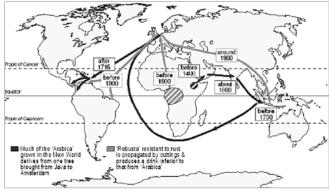10. **Sumatra Lintong Coffee**: grown in Lintong region in north central Sumatra.

Diagram: Simplified coffee chain

Source: www.teacoffeecocoa.org/tcc/Commodities/Coffee/Value-Chain

Map: Early globalisation: transfer and spread of Arabica and Robusta coffee from Africa

*Source: www.nhm.ac.uk/jdsml/nature-online/seeds-of-trade/page.dsml?
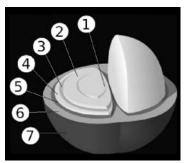section=crops&page=spread&ref=coffee*

GLOBAL COFFEE PRODUCTION

Coffee, a brewed drink prepared from the coffee bean, is produced by a small evergreen bush of the genus Coffea. Out of 6,000 coffee species the two most commonly grown, Arabica and Robusta, grow best in an area known as the Bean Belt, located between the Tropics of Capricorn and Cancer. This region experiences temperatures around 20°C as well as receives adequate precipitation and sunlight.

The traditional method of planting coffee is to place 20 seeds in each hole at the beginning of the rainy season. As half the seeds are naturally eliminated a more effective method of growing coffee is to raise the seedlings in nurseries before planting outside. Coffee is often intercropped with food crops, such as corn, beans or rice during the first few years of cultivation. The development of integrated pest management aims to reduce destruction of coffee beans caused by over 900 pests.

As the plant grows, fragrant white flowers bloom followed by oval berries. The berries are green when immature, ripen to yellow, then turn crimson, and finally change to black on drying. Berries ripen in seven to nine months and usually contain one or two beans. Once ripe they are picked, processed, and dried. The beans are roasted to varying degrees, depending on the desired flavour. They are ground then brewed to create coffee. A variety of

coffee beans are mixed to create a blend. Flavours of coffee beans are complex and depend not only on processing procedures but on conditions such as the region, soils, country, altitude, amount of precipitation and sunshine.
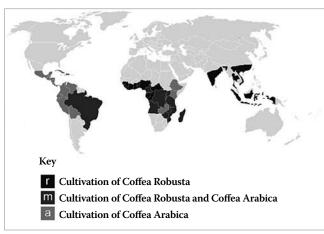
Diagram: Structure of coffee berry

1: centre cut;
2: bean;
3: silver skin (epidermis);
4: parchment (hull);
5: pectin layer;
6: pulp;
7: outer skin.

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

Map: Global coffee production of Arabica and Robusta coffee

Key

r **Cultivation of Coffea Robusta**

m **Cultivation of Coffea Robusta and Coffea Arabica**

a **Cultivation of Coffea Arabica**

Source: http://en.wikipedia.org/wiki/File:Carte_Coffea_robusta_arabic-2.png

Activities

Refer to an Atlas:

- Label the latitude and longitude lines in degrees on the world map.
- List the countries growing Coffea Robusta on the world map.

Refer to the world map. Discuss the globalisation of Arabica and Robusta coffee.

Table: Top global coffee producing countries

Top Ten Green Coffee Producers in 2008 (millions metric tons)			
Brazil	2.59	India	0.27
Vietnam	0.8	Ethiopia	0.26
Colombia	0.70	Guatemala	0.26
Indonesia	0.65	Honduras	0.19
Mexico	0.29	Peru	0.17
World Total: 7.80 millions metric tons			

The world's annual production is currently around 115 million 60kg bags or 7 million tonnes.

Activities

- Explain the words: transnational corporations, globalisation, global culture, civet coffee, Arabica, Robusta, Bean Belt, traditional method, nurseries, integrated pest management, blend, Third Wave Coffee.

CASE STUDY 1: COFFEE PRODUCTION ETHIOPIA

Ethiopia was the original home of Arabica coffee. Its cultivation and use began as early as the 9th century. Ethiopia's nomadic Galla tribe appreciated coffee beans when they ground the beans and mixed them with animal fat, rolling them into balls to be used as a travel snack. The coffee beans provided energy and alertness for long journeys. Today the **Ethiopian coffee ceremony** is performed as a mark of hospitality for visitors.

Ethiopia is not only the oldest coffee exporter in the world but is the major producer and consumer of coffee in Africa. Of the 200,000 tons of coffee produced in Ethiopia each year, half is used for domestic consumption. The economy depends on the export of coffee as it contributes over 60% of the country's foreign exchange earnings. Ethiopia exports 80–85% natural or sun-dried coffee and 15–20% wet-processed coffee. This labour intensive crop provides employment (directly and indirectly) to over 15 million people and plays a vital role in both the cultural and socio-economic life of the country.
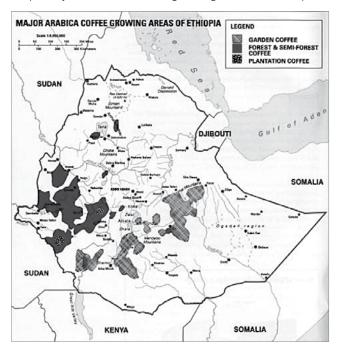
a) Environment

Abundant coffee production in Ethiopia is due to the country's suitable altitude (500–2,750masl), ample rainfall (1,500–2,500mmpa), optimum temperatures (15–25ºc) and fertile soils (volcanic). The three main coffee-growing regions, Harrar, Ghimbi and Sidamo, boast their own unique flavours and blends. About 95% of coffee produced in Ethiopia is organically grown.

b) Types of production

There are four types of production systems in Ethiopia:

- **Forest Coffee:** self sown; grown under forest trees; wide diversity of species resistant to diseases and pests; high yields; top quality aroma and flavour; 10% of coffee production.
- **Semi-Forest Coffee:** acquire forest land; thin and select forest trees to ensure adequate sunlight and shade for coffee trees; slash weeds once a year; 35% of coffee production.
- **Garden Coffee:** grown in vicinity of farmer's residence; planted at low densities - ranging from 1,000 to 1,800 trees per hectare; mostly fertilised with organic waste; intercropped with other crops; 35% of coffee production.
- **Plantation Coffee:** grown by state (5% of production) and smallholders (15% of production); only state-owned plantations use chemical fertilisers and herbicides.
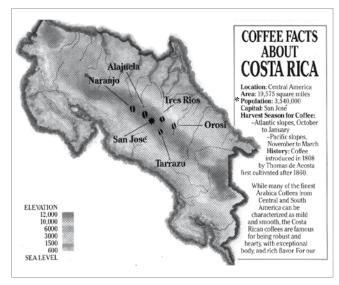
Map: Major Arabica coffee growing areas in Ethiopia

Source: www.treecrops.org/images/ethiopia/coffee_areas_large.jpg

CASE STUDY 2:
COFFEE PLANTATIONS COSTA RICA

Costa Rica is famous for its gourmet coffee beans, with Costa Rican Tarrazú among the finest Arabica coffee beans in the world used for making espresso coffee. The country is peppered with both large cooperative coffee plantations serviced by big co-op mills and small independent farms served by small micro-mills. The six most important growing areas are located at San Jose, Naranjo, Alajuela, Tres Rios, Orosi and Tarrazu. These coffee growing regions are located at high altitudes (1200–1550masl) and are blessed with a perfect combination of rich volcanic soils and a warm climate.

Map: Main coffee growing areas in Costa Rica

* Population in July 2010 – 4, 253, 897

Source: www.sunburstcoffee.com/grfx/costa-rica-coffee-region-map.jpg

The coffee industry provides employment but impacts adversely on the environment:

- **Labour:** The large cooperative coffee plantations rely on cheap, seasonal labour from Nicaraguan immigrants. Labourers are paid as little as $1.50 per basket picked. Once the berries are picked they are transported to processing plants to be washed. The beans are then laid out to dry in the sun and sorted according to size and shape.

- **Environment:** The main effect of coffee on the environment is its pollution of rivers. At the end of the drying process, there is leftover pulp and sugar water. In the past, many coffee producers dumped the pulp waste into rivers which depleted oxygen and killed aquatic life. Approximately 57% of the coffee bean consists of contaminants which destroys river ecosystems.

Photographs: Coffee Plantations in Costa Rica north of San Jose 1,200–1,800masl

Source: J. Bliss

CLIMATE CHANGE BREWS TROUBLE FOR COFFEE GROWERS
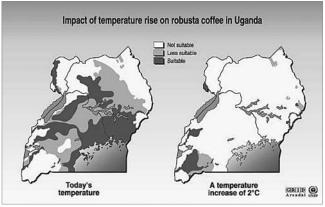
Climate change appears to be affecting coffee production. It is difficult to attribute direct causality but the changes are consistent with climate modellers' predictions:

- **India:** Around 50 years ago, 75% of coffee production in India was Arabica. Now it is less than 50%, with Robusta coffee, a species able to withstand hotter conditions, filling the gap.

- **Ethiopia:** Arabica coffee grown in Ethiopia is a climate sensitive crop, requiring the right amount of precipitation and temperature range. As temperatures increased and rains became more variable, Ethiopian coffee farmers suffered poor

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

yields. As a result in 2009 exports dropped by 33%. In response some farmers moved their coffee trees to higher elevations, while others switched to livestock and more heat tolerant crops, such as enset, a starchy root vegetable.

- **Costa Rica:** In Santa Maria De Dota's hills, coffee trees have produced some of the world's best Arabica beans for more than a century. Recent low coffee yields have resulted in farmers planting at higher elevations because of increasing temperatures.

- **Uganda:** It is predicted the area suitable for growing Robusta coffee would be dramatically reduced with a temperature increase of 2ºC. Only higher areas would remain suitable to grow coffee (see map).

Map: Uganda – Impact of temperature increase on coffee

Source: www.grida.no/publications/vg/climate/page/3090.aspx

- **Global pest attack:** When temperatures rise and a humid environment evolves, diseases and pests thrive, such as the coffee berry borer. Since the 1980s, the beetle has spread to every coffee growing region except Hawaii, Nepal and Papua New Guinea. Juliana Jaramillo, at Kenya's International Centre of Insect Physiology and Ecology, suspects temperature increase is to blame.

Coffee farmers in the Mbale region of Uganda fear the production of Arabica beans could cease in the next decade because of pests and diseases. About 80% of coffee trees are now affected by pests compared with 10% three or four years ago. In the past a coffee tree produced 2kg of beans a year but now farmers barely collect 0.5kg a tree. Not just quantity has been adversely affected but also quality.

Activities

- Explain why Ethiopia has a suitable environment to grow coffee.
- List the four types of coffee production methods in Ethiopia.
- Explain the impact of coffee production on the environment in Costa Rica.
- Describe the relationship between climate change and coffee production.

- Refer to the map of Uganda and discuss the changes to the distribution of coffee after a 2ºC increase in temperature.

COFEE CONSUMPTION

Did you know?

- Scandinavian countries are the world's top coffee drinkers on a per capita basis, led by Finland, while the USA and Brazil are the top consumers in absolute terms.
- Coffee shops make up the fastest growing part of the restaurant business, with a 7% annual growth rate.
- Most coffee is transported by ships. Currently there are 2,200 ships involved in transporting beans each year.

In 2010, 53% of coffee was consumed in developed markets and 47% in emerging countries and coffee producing countries. If current trends continue, the difference will first even out, and then switch.

Table: Coffee consumption per capita 2008

Rank	Country	Coffee Consumption
1	Finland	12.0 kg
2	Norway	9.9 kg
3	Iceland	9.0 kg (2006 data)
4	Denmark	8.7 kg
5	Netherlands	8.4 kg
6	Sweden	8.2 kg
7	Switzerland	7.9 kg
8	Belgium	6.8 kg
9	Luxembourg	6.8 kg
27	United States	4.2kg
45	Australia	3.0kg

Map: Coffee imported per country

Source: http://en.wikipedia.org/wiki/File:Coffee_Imported_per_Country_in_2005%28USDA%29v2.png
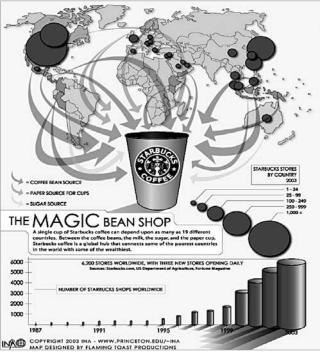
World Map based on coffee imported by country. Map shows gross imports. Map does not show how much coffee stays within the country as some countries re-export significant portions of their imported coffee

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

CASE STUDY 3: STARBUCKS A GLOBAL CONSUMER

Starbucks is an international coffee chain based in Seattle. Starbucks Coffee Company Australia opened in July 2000 in Sydney's CBD. Starbucks closed 61 of its 84 stores in Australia in 2008. Nick Wailes, at the University of Sydney, commented that '*Starbucks failed to truly understand Australia's cafe culture*'. To date, Starbucks Australia has 22 coffee houses in Australia.

Starbuck executive Jim Hanna informed the US Environmental Protection Agency in 2009 that global warming posed '*a direct business threat to our company*'.

Graph and map: The Magic Bean Shop

Source: www.princeton.edu/~ina/infographics/starbucks.html

ASIA COFFEE PRODUCTION AND CONSUMPTION: A GROWING MARKET

The Indonesian islands of Sumatra, Java, and Sulawesi are famous for their rich, full bodied coffees with 'earthy flavours' whereas Vietnamese coffee is known for its medium bodied light flavour. Additionally, Indonesia's highly valued 'aged coffees' are known for their unique flavour. They originated when farmers stored the coffee to sell at a later date for a higher profit.

Coffee is thriving in Asia. Between Vietnam, Indonesia, Thailand and the Philippines they produce 18% of the world's coffee, accounting for 22% of global coffee exports. Starbucks and Nestle are two of the major US companies with a presence in Asia. Several European coffee companies compete for the Chinese market, including Illy, Lavazza and Jamaica Blue Mountain.

India is the world's sixth largest coffee growing nation and in recent years experienced an explosion of coffee shops.

Japan produces little coffee, but despite an enduring tea culture, it is one of the highest per capita coffee consumers in Asia (1.4 kg annually) and the world's third largest coffee importer.

China, a traditionally tea drinking country, has a small but growing coffee producing area. It is predominantly low quality Arabica used in instant coffee, grown in full sun using high chemical inputs. The Chinese government is aggressively promoting the expansion of thousands of hectares of coffee production in Yunnan Province. In the meantime, China imports coffee from 50 countries and today almost one third of the Chinese population consumes coffee outside their home. In 2007 Starbucks was forced to close a coffeehouse in China's Forbidden City in Beijing. It highlighted Chinese sensitivity about cultural symbols and its unease over an influx of foreign popular culture. Despite this hiccup Starbucks has a 70% market share of coffee in China and aims to triple its number of stores from 450 to more than 1,500 by 2015.

Photograph: Starbucks in Forbidden City Beijing

Source: http://practicalglobalrelations.wordpress.com/2010/02/01/starbucks-banned-from-forbidden-city/

Activities

- Refer to an Atlas and the map showing coffee imported per country. List the ten largest importing countries.
- Discuss the future importance of China for coffee transnational corporations.
- Refer to the Starbucks map and graph:
  - 'A single cup of coffee can depend upon as many as 19 different countries.' List ten countries Starbucks obtains it coffee.
  - Explain what is meant by the 'Magic Bean Shop'.
- Explain why China objected to Starbucks.
- What are the latest coffee export statistics?– www.ico.org/prices/m1.htm

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

CHALLENGES

Like any type of farming, growing coffee is risky business. Coffee farmers face difficult challenges such as oversupply and low prices, frosts, hail, storms, dry conditions, pests, diseases, rising costs and sometimes lack of support from governments.

'For many people a coffee crisis occurs when there are no beans left in the kitchen to brew a pot of the morning elixir, forcing a half-awake stumble to the nearest coffee shop on a quest for a jolt of caffeine. On a global scale the crisis is the opposite: There are too many beans.' (http://news.nationalgeographic.com/news/2003/04/0424_030424_coffeecrisis.html).

The simple laws of supply and demand constantly challenge coffee connoisseurs:

Unreliable supply

- The last coffee glut occurred 10 years ago leading to the collapse in coffee prices. This was attributed to the expansion of Brazilian coffee plantations in less frost prone areas and financially aided coffee production in Vietnam. Efficient Vietnamese coffee suppliers were rewarded with trade, forcing less efficient coffee farmers in countries such as Nicaragua and Ethiopia, out of business. Oxfam described the consequences of low coffee prices as 'a crisis destroying the livelihoods of 25 million coffee producers around the world.'

- Brazil, the world's largest coffee grower, is facing the risk of frost after hail, raising the prospect of another 40% jump in the cost of beans. In April 2011 hail caused a loss of 60,000 coffee bags (1 bag = 60 kilograms) and the chance of frost increased with the weakening of La Nina (cooling of water in the Pacific Ocean). Frost can damage trees bearing the following year's crop. Coffee futures soared to a record $7kg in 1977 after damage from the 'black frost' in Brazil two years earlier. Should cold weather damage trees in 2011, coffee may rise to a record $10kg.

- Uganda Africa's second largest producer of coffee has experienced reduced crop yields due to environmental factors. In 2011 coffee exports from Uganda fell 26% after a dry spell and during 1996-97 yields declined because of coffee wilt disease. Uganda plans to increase production by 2015 through a replanting program.

- Coffee is a relatively easy market to enter. China, for instance is expanding coffee cultivation at a dramatic rate. Nepal is also expected to increase coffee cultivation given the prospect of climate change and coffee's need for higher elevations.

It is difficult to predict the net effect of the two forces of poor seasons and the emergence of new coffee regions on the future supply of coffee.
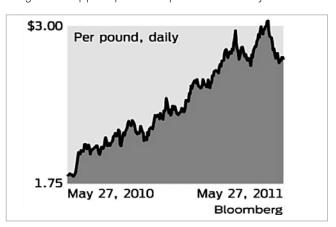
Percolating demand

Global demand for coffee rose 2.4% annually over the past decade to a record 134.0 million 60kg bags in 2010. The International Coffee Organisation (IOC) sees the upward trend continuing. China and other Asian economies, experiencing high economic growth have contributed to increased coffee consumption. In China the 2.5%pa growth rate is not expected to slow. Also Gloria Jean's coffees are expanding in Oman, Cambodia and Bangladesh.

Price volatility

Your caffeine kick is getting more expensive by the day! From 2005 to 2011 the price of coffee rose as demand increased and supply decreased with poor harvests in key coffee producing countries. According to the ICO, coffee prices skyrocketed 54% from 2010 to 2011. McDonalds announced it would either introduce smaller portions or charge higher prices. Starbucks, Dunkin' Donuts, Maxwell House and Nestlé's Nespresso hiked up their prices. A rise in price failed to deter consumers in India although more expensive Arabica coffee was substituted for the cheaper Robusta variety.

Diagram: Cuppa's price is up over the last year

Source: www.sfgate.com/cgi-bin/object/article?f=/c/a/2011/05/27/BU831JM3J8.DTL&object=%2Fc%2Fpictures%2F2011%2F05%2F27%2Fba-briefing28_ch_SFCG1306531193.jpg

Widening gap

Coffee price fluctuations have a minimal impact on coffee drinkers compared to the impact on small farmers in developing countries, at the beginning of the supply chain. The world coffee market, referred to as the 'coffee paradox', has resulted in a widening gap between producers and consumers:

- coffee 'crisis' in producing countries: trend toward lower prices; declining producer incomes and profits; reduced export revenues; and reduced living standards for millions of people in developing nations dependent on coffee.

- coffee 'boom' in consuming countries: rising retail sales and profits for coffee retailers.

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

Falling Inventories

At present coffee production is struggling to keep pace with the steady growth in demand. Supplies of high quality Arabica coffee have been tight with key supplier Colombia suffering three consecutive years of low crop yields.

In 2003 there were 52.7 million bags stockpiled in producing countries. Today there are only 13 million bags in storage, representing 18 months supplies, the lowest in half a century. Given the impact of frosts on prices in the past, coupled with the tight inventories of Arabica, higher coffee prices are expected in the future.
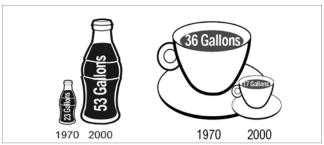
Activities

- What is meant by coffee glut, widening gap, falling inventories and price volatility.
- Research the role of the International Coffee Organisation.
- Explain the impact of frost, hail and dry conditions on the coffee market.
- Explain why people are more tolerant to a rise in coffee prices than gas prices – one fuels your body and the other your car.
- Peak coffee (like peak oil) is the point at which the world begins to run out of its global commodity. Describe the scenario.
- Refer to the graph 'Cuppa's Up' and explain the changes in the price of a cup of coffee 2010–2011.

COMPETITION FROM SOFT DRINKS

Of concern to the coffee industry is the market for soft drinks, especially the growth in energy drinks. In order to compete with other drinks, the industry tries to keep the price down and promote coffee for health reasons. The relationship between coffee consumption and health continues to be debatable. Short term side effects such as headache, nausea and anxiety have been shown as symptoms of mild caffeine consumption.

The industry also **provides** attractive coffee shops for a social experience and **the specialty coffee industry is at the forefront of offering ethical, eco-friendly products. Although this is a niche market it is rapidly becoming popular.**

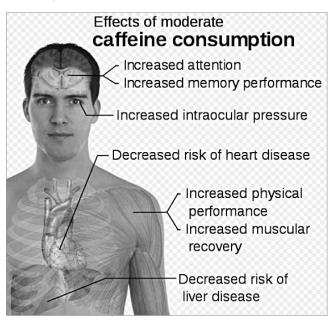### Picture graph: US coffee consumption vs soft drinks consumption in gallons per capita

Source: www.oxfamamerica.org/newsandpublications/publications/
research_reports/mugged/mugged_coffee_report.pdf

Table: Global Beverage Market

GLOBAL BEVERAGE MARKET				
Change in volume				
	2004/05	2005/06	2006/07	2007/08
Coffee	-0.5%	1.6%	1.0%	1.6%
Bottled Water	7.2%	7.1%	6.1%	5.6%
Sports Beverages	25.2%	10.6%	5.6%	1.5%
Tea	2.2%	3.9%	3.3%	4.8%
Carbonated Soft Drinks	1.0%	4.2%	1.3%	3.3%

Source: http://dev.ico.org/event_pdfs/wcc2010/presentations/
wcc2010-ganes-e.pdf

Diagram: Positive effects of moderate caffeine consumption

Source: http://en.wikipedia.org/wiki/File:Effects_of_moderate_caffeine_
consumption.svg

Activities

- Visit a supermarket and list the drinks competing with coffee.
- Research the links between coffee and health and discuss the costs and benefits of drinking coffee.
- Explain how coffee can compete with soft drinks – http://dev.ico.org/event_pdfs/wcc2010/presentations/wcc2010-ganes-e.pdf
- Design a poster promoting coffee as a drink.

WHO GETS THE COFFEE MONEY?

When you buy your cappuccino the farmer receives less than 1% of what you pay for the drink. Also only 6% of the cost of coffee in the supermarket goes to the farmer. In Nicaragua coffee farmers have always been poor but a decline in the price of coffee made them destitute. Many were forced to abandon their farms.

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

Diagram: Who gets the money?

Source: Bliss and Paine Geoactives 1, John Wiley/Jacaranda

Winners are roasters

Roasters have the highest profit margin along the commodity chain. Coffee roasters process green coffee beans into a variety of end-products, including filter coffee, instant coffee and new 'coffee pods' (pre-packaged ground coffee beans in their own filter). About 45% of green coffee imports are purchased by the five largest roasters such as: Nestlé, Philip Morris/Kraft, Tchibo, Proctor & Gamble and Sara Lee. Nestlé dominates the soluble coffee market with a market share of over 50%. These transnational corporations compete amongst themselves by innovative product development and strong brand strategies. (www.teacoffeecocoa.org/tcc/Commodities/Coffee/Industry).

Diagram: Transnational corporations and brands

Transnational corporations	Affiliated companies and brands
Philip Morris	Kraft Foods, Jacob Suchard, Maxwell House, Splendid, Grand Mere, Carte Noir, Lyons, Birds, Brim, Gevalia, Maxim
Nestlé	Taster's choice, Nescafé, Hills Brothers, Lite, Sarks, MGB
Sara Lee	Douwe Egberts, Merrild, La Maison du Café, Café do Ponte, Caboclo, Café Pilao, Seleto, Uniao, Marcilla, Soley
Procter & Gamble	Folgers, Millstone, Highpoint
Tchibo	Eduscho, Tchibo Privatkaffee

Source: www.teacoffeecocoa.org/tcc/Commodities/Coffee/Industry

Losers are developing countries

Coffee is more than a drink. It is a global commodity. Out of 141 developing countries, 95 depend on exports of commodities for at least 50% of their total **export earnings**. Coffee is an example of 'commodity dependency'. In 1999, 79% of Burundi's and 43% of Uganda's exports were coffee.

Ten years ago, developing countries captured 30% of the global coffee market compared with 10% today. Greater global competition has led to a decline in Uganda's coffee exports from 43% to 25% in 2002, affecting the quality of life of 25% of the population.
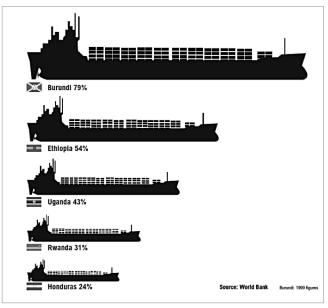
Globally, **coffee sales** each year exceed $70 billion, but coffee producing countries only capture $5billion of this value, with the bulk of revenues from the coffee trade retained by developed countries.

Activities: Coffee in Guatemala and Mexico

Using the website – www.pbs.org/frontlineworld/stories/guatemala.mexico:

- Explain the effect of the coffee crises on Guatemala and Mexico.
- Describe the impacts of the coffee crises on the abandoned Baluarte estate.

Picture graph: Heavy dependency on coffee for cash. Coffee exports as a percentage of total exports 1999

Source: www.maketradefair.com/assets/english/mugged.pdf

Losers are small scale farmers

Small scale farmers are responsible for producing half the world's coffee beans. Some 70% of the world's coffee is grown on farms less than 10 hectares. Small scale farmers used to reap benefits from coffee crops. The money received enabled them to feed families, send children to schools and afford decent housing. In the Kilimanjaro region of Tanzania, cash from coffee meant higher literacy rates and good nutrition. In Colombia coffee financed schools, infrastructure and trained farmers.

Today these farmers are poor, earning little money for their work hard. Some earn half a dollar a day while the rich sip a $5-$10 coffee in an expensive café. By 2003, the average price of coffee was the lowest price (adjusted for inflation) in 100 years. It undermined the economic sustainability of countries in Latin America, Asia and Africa. In Central America, 600,000 coffee farmers and workers lost their jobs. These farmers had limited financial resources and scope to diversify out of coffee production.

Coffee farmers in producing countries only obtain a fraction of the **final retail price of coffee.** Oxfam report

showed Ugandan coffee farmers receive 2.5% of the final retail price of their coffee in the UK market.

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Coffee impacts on education

Bruno Selugo, 17, and his brother Michael, 15, live in Mpigi District, Uganda. They both dropped out of school because their parents could not afford the fees. 'I can't be successful if I don't go to school,' says Bruno. 'I will just be left here, growing a little food. I have been sent home again and again from secondary school … They just send you away if you don't have the fees …This is the main coffee season. Everyone used to go back to school with the money from coffee, but now the money is not there. The price is so low people are not even picking coffee… I wish the people who use our coffee could give us a better market. All I want is to go to school.'

Patrick Kayanja, head teacher at Bruno's school, explains, 'The number of students is very low. Much as we try to reduce the fees, the parents cannot pay. They always took cash from selling coffee but now it is gone. There was a time, between 1995 and 1997, when we had 500 students. Three years ago we had 250. Last year we started with 140 and ended with 54. This year we cannot go beyond 120, the way I see the situation with farmers.'

Source: www.oxfamamerica.org/newsandpublications/publications/ research_reports/mugged/mugged_coffee_report.pdf

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Sketch: 'Mugged – Poverty in your coffee cup'

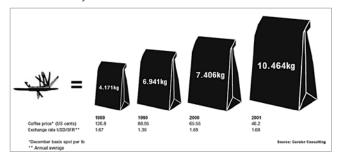*Source: www. maketradefair.com/ assets/english/mugged.pdf*

Activities

- Explain how the price of coffee affected Bruno.
- Discuss the impact of low coffee prices on the education of young people living on coffee farms in Uganda.
- Compare Bruno's life with your own.
- Explain what is meant by "Mugged – Poverty in your coffee cup".

Picture graph: Coffee harvested required to purchase a Swiss army knife

Source:www.oxfamamerica.org/newsandpublications/publications/research_ reports/mugged/mugged_coffee_report.pdf

Activities

- Calculate the changes since 1990.
- Explain why you think it is more difficult for coffee growers to buy a Swiss knife in 2001.

SUSTAINABILITY: ENVIRONMENT, ECONOMIC AND SOCIAL

Coffee is farmed on about 30 million acres (12 million hectares) worldwide, an area larger than Portugal and nearly the size of England. Most of the farms are in areas regarded as high priorities for conservation. The main negative environmental impacts from coffee production are clearing forests, soil and water degradation and pesticide use. Reducing environmental impacts by increasing the longevity of each coffee planting of coffee enables owners to stay in one place and not move to other areas where more land must be cleared.

The term sustainability has quickly grown into a multi-billion dollar industry with significant implications as demand and awareness expand. As a result, coffee the world's largest traded agricultural commodity experienced a shift in the way it was grown and marketed for sustainability. The challenge is to address a balance between the maintenance of livelihoods and the preservation of natural environments. Certification programs such as Rainforest Alliance and Fairtrade attempt to address this balance.

Advertisement: Rainforest Alliance

Source: www.socialearth.org/the-rainforest-alliance-joins-forces-with-nestle-nespresso-to-form-an-%E2%80%98ecolaboration%E2%80%99

At the International Coffee Organisation (ICO) 2010 World Coffee Conference, former World Bank coffee expert Giovannucci noted in 2009 more than 8% of the

global trade in raw (green) coffee was certified to one of the major sustainability initiatives. Though growing quickly, sustainable certified coffees still constitute only a few percent of the total purchasing of the largest coffee brands owned by Nestlé, Kraft and Sara Lee. The leading global brands are Starbucks, whose private certification (C.A.F.E. Practices) covers 90% of its purchases, and Nespresso whose purchase of sustainable coffees (Rainforest Alliance Certified) accounts for 50% of its total buying. Starbucks is also the world's largest single purchaser of Fair Trade certified coffee according to Fairtrade Labelling Organisations International (FLO).

The demand for sustainable coffees comes primarily from Western European, US and Japanese markets.

Activities

- Explain the terms: sustainability, conservation, fair trade.
- Think about the way coffee is consumed. While there are environmental risks in the way that coffee is produced, the biggest environmental danger coffee poses is the waste of coffee cups, filters, grounds and stir sticks. Suggest how coffee can be produced and consumed sustainably.
- School Curriculum – www.rainforest-alliance.org/curriculum
- Rainforest Survival Challenge – www.rainforest-alliance.org/newsroom/news/educational-app-release
- Track it back – Coffee Game: – www.rainforest-alliance.org/multimedia/trackitback

CASE STUDY 4: SUSTAINABLE COFFEE ESTATE NICARAGUA

The Selva Negra Coffee Estate, located in the Matagalpa highlands region of Nicaragua, is committed to sustainable coffee production. The best quality coffee is grown under shade instead of sunlight. Maintenance of the coffee plantation is constant, requiring attention such as weeding, controlling pests, mulching and pruning shade trees. At the end of the day the farmer tallies the harvest of each picker. Picking is piece work – the higher the tally, the higher the pay. The beans are bagged and taken to the mill by truck and then deposited in large bins where they are processed.

Processing produces several layers of material, including the cherry pulp and the mucilaginous layer (honey-like coating):

- **Cherry pulp** (skin) is removed and diverted to a worm farm, to make compost.
- **Honey water** causes contamination if poured into waterways. Instead honey water is recycled in biodigestor tanks to produce natural gas, used in kitchens. The excess water is now so pure it is used to irrigate cattle pastures during the dry season.

The heavier the bean, the higher is its quality. These are 'keepers' or the only ones good enough to make the cut as Selva Negra brand coffee, recognised as among the best in the world.

Table: What makes Selva Negra farm sustainable?

Motto	Environmental Issues	Social and Economic Issues
	- shaded coffee - little use of artificial fertilisers - use mechanical not chemical weeders - ecological processing – less water and no contamination in rivers - make compost from the pulp - use mucilage to produce methane gas - limited use of wood for cooking - sun drying preferred to kiln drying - reduced carbon footprint: carbon credits - conserve energy: solar water heaters - conserve water and reuse wastewater - compost 15 million kilograms of compost every year	- fair salary - improved conditions for workers – housing and sanitary conditions - good food - school for worker's children - medical clinic - Rainforest Alliance Network – further supports efforts to meet stringent environmental, social and economic sustainability standards.

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ
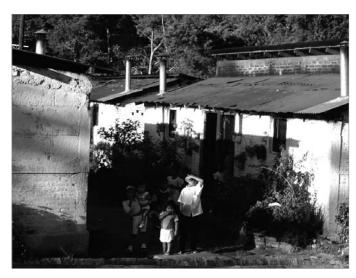
Photographs: A biodigestor tank recycles honey water. Coffee nursery contains coffee trees and new shade trees.

Source: S Bliss

Photographs: Workers homes. Workers waiting for coffee bags to be weighed before payment at end of the day

Source: S Bliss

Photographs: Coffee transported to mill. Coffee waste used to make compost

Source: S Bliss

Activity

Refer to website from seed to cup – www.selvanegra.com/en/c_seed.html. Prepare a PowerPoint presentation on Selva Negra focusing on sustainability.

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

COFFEE CASUALTIES: LANDMINES

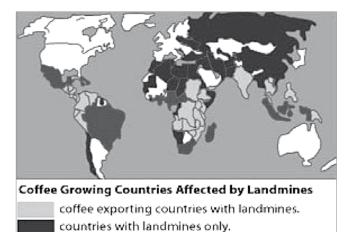The Coffeeland Landmine Victims' Trust works throughout the world to help people with physical disabilities from landmines, to develop their own capacity for rehabilitation.

In Nicaragua, for example, the civil wars have ended but land mines still lurk in coffee fields.

Map: Coffee growing countries affected by landmines

Coffee Growing Countries Affected by Landmines
- coffee exporting countries with landmines.
- countries with landmines only.
- countries with coffee only

Source: http://webhost.bridgew.edu/jhayesboh/RESOURCE/CoffeeGeog.htm

Activity

Refer to an Atlas and list the countries that are coffee exporting countries with landmines.

FAIR TRADE – CITIZENSHIP

Fair trade guarantees farmers a fixed minimum price for their coffee, which can equal nearly two or three times the unsubsidised market price. It also eliminates middlemen exporters involved in the coffee trade, who often pay farmers below market rates but sell at higher rates set by the New York Coffee Exchange.

Fair trade coffee must meet several criteria. For example growers must be organised into democratically run cooperatives, agree to independent inspections and use sustainable methods of agriculture.

Did you know?

- Growers are guaranteed a living wage of at least $6 kg for their coffee.
- Fair trade coffee constitutes only 2% of the world's coffee supply but rate of growth is 8% pa.
- 100 brands of fair trade coffee are sold worldwide.
- One in four cups of filtered coffee drunk in the UK is supplied from a 'fair' source.

CITIZENSHIP: FROM POVERTY TO POWER

Intergovernmental organisation

The International Coffee Organisation (ICO) is the main intergovernmental organisation for coffee. It consists of 77 producing and consuming countries. It tackles the challenges facing coffee through international cooperation.

Coffee Kids

Coffee Kids is an international, non-profit organisation. It works with local organisations in Latin America to create education, health care, microcredit and community-based programs for coffee farmers and their families. These efforts allow coffee farmers to reduce their dependence on the volatile coffee market.

Oxfam (NGO)

Oxfam provides over $1.6m of annual support to development programs in coffee producing regions These programs seek to strengthen the position of poorer coffee farmers in the market by increasing their business and technical skills and supporting their research, advocacy and campaigning. They also help small farmers to diversify out of coffee and to improve the quality of their coffee.

World Vision (NGO)

World Vision and Jasper Coffee, Australia's leading premium Fairtrade coffee company, sell organic certified coffee from Ethiopia. Here 10-year-old Mikreu shows a basket of Yirgacheffe coffee beans. The Yirgacheffe beans come direct from a community called Kochore, where World Vision assists farmers gain Fairtrade and Organic accreditation for their world class coffee. Life is improving for children like Mikreu as their parents receive better wages through fair trade.

Roaster companies such as Kraft, Nestlé, Procter & Gamble, and Sara Lee

It is recommended they commit to: paying a decent price to farmers; providing resources to tackle the coffee crisis; labelling coffee products on the basis of their quality; buying increasing volumes of coffee under Fair Trade conditions directly from producers.

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

MOVIE: *Black Gold*

Making coffee production more sustainable, Tadesse Meskela's co-operative in the *Black Gold* movie, grants small scale farmers a living wage.

Tadesse Meskela manages the Oromia Coffee Farmers Co-operative Union, representing over 74,000 coffee farmers. The union buys coffee from 101 co-operatives spread across southern Ethiopia. The movie *Black Gold* follows Meskela on his mission to save struggling coffee farmers from bankruptcy. Meskela also travels the world to find buyers willing to pay a fair price.

Diagram: *Black Gold* promotional video

Your coffee will never taste the same again.

As Americans sip designer lattes, Ethiopian coffee growers struggle against bankruptcy, earning only a fraction of their beans' worth. BLACK GOLD follows one man's fight for a fair price, exposing the truths behind the buying, selling and consuming of one of the world's most traded commodities. MORE >

Source: www.pbs.org/independentlens/blackgold/film.html

Activity

Look at the short videos. Workers earn less than 50c a day. Suggest strategies to improve the lives of the coffee farmers.

GOOD NEWS

E-Café: Coffee Project in Ethiopia

A Coffee Learning Centre in Aleta Wondo, Ethiopia has been established where coffee farmers and their children receive education about coffee quality, sustainability and coffee business. The project has a business centre and a coffee tasting laboratory. The goal is to improve the livelihoods of coffee farmers and to establish a model that can be replicated in other communities around Ethiopia.

Photograph: Children at the e-café

Source: www.ecafefoundation.org

Photograph: Project Rwanda Coffee Bike

Source: http://zum.io/2010/11/18/micro-financing-rwandas-coffee-farmers/

Coffee bikes: Rwanda

Rwanda has 500,000 small coffee producers with approximately 200 coffee trees each. These farms produce high quality coffee beans, as the trees grow in rich volcanic soils. As farmers can not afford to buy a vehicle or an animal to transport their harvest, they are forced to carry their load to a collection point, taking them up to 12 hours of travelling time. Unfortunately the coffee bean deteriorates from the time it is harvested until the time it is pulped, reducing the farmer's profit if it takes too long to get the product to market. By providing farmers with specially designed 'coffee bikes', it reduces transport time up to 4hrs, thus yielding the farmer a higher profit for his harvest.

Microcredit provides farmers with $300 to be paid back over two years to buy Coffee Bikes. This transport helps farmers rise above poverty, giving Rwanda the potential to create a prosperous rural economy.

Co-operative: Timor-Leste

A group of poor coffee farmers formed the Cooperativa Cafe Timor. Today over 19,600 members achieve a fairer price and a decent livelihood through Fairtrade. Grown in the lush, mountainous region of Maubisse, the coffee provides a sustainable livelihood to our closest neighbour.

Debt Relief: India

Coffee production in India occurs in the southern hills. There are 250,000 coffee growers in India of which 98% are small growers. About 75,000 small coffee farmers benefited from the Coffee Debt Relief Package in 2010.

CONCLUSION

Coffee prices are set to remain high for the next couple of years. The International Coffee Organisation noted coffee stocks in producing countries at the beginning of the 2010/11 crop year were at the lowest level since it began keeping records in 1965. In the short term, high coffee prices are an incentive to make small farms and plantations more productive. Hopefully small coffee producers will receive a larger share of profits otherwise we will 'wake up to the smell of injustice.'

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

GROUP ACTIVITY USING INQUIRY PROCESS

Divide the class into four groups. Each group will research one of the following staple items: chocolate, sugar, tea and bananas. Divide each group again into four to research these topics:

- **Globalisation:** Where is it produced? Where is it consumed? Is it a global product from farm to the table (trade)? What are the links to culture? What are the transnational corporations involved in the industry? How has technology made a difference?

- **Inequalities:** How much does the grower get? Are growers rich and/or poor? Who gets the greatest share of the retail price? Is trade fair? Are workers exploited? Who controls the most profitable part of the trade?

- **Environment:** What is the physical environment required to grow the crop? What is the process or seasonal activities on the farm? What are the environmental problems?

- **Global Citizenship:** What is being done to improve equity and the environment from the local to the global scale (international organisation, governments, NGOs, grassroots organisations).

Prepare a presentation on the staple item selected. Present your research as a PowerPoint presentation to the class. Extra marks will be given to maps, statistics, photographs and graphs.

PROCESS: ROLE PLAY

Split the class into five groups and give them a role (grower, exporter, shipping company, roaster, and retailer). Each group will study their role including their problems and strengths.

Hold up a jar of coffee and inform them it costs $10 to buy in Australia. Ask each group to decide how much of the selling price they should get for their work. Record each groups findings on the whiteboard. Students then debate how much money they should receive, providing reasons. Discuss fair trade coffee.

Adapted from: http://www.dep.org.uk/activities/ge-activities/13/ ge13rolecards.htm

Table: Role play cards

Coffee growers	Coffee exporters
You live in rural Ethiopia. You have two hectares of land to farm and your main source of income is from growing and selling coffee. You plant the coffee trees and weed the ground. The trees require regular work to keep them healthy so they bear fruit. You harvest the coffee 'cherries' by hand when they are ripe. You dry them in the sun and sell them to a visiting buyer. The money you earn from coffee is essential to pay for food, your children's education and medical bills. Every 15 years you buy seedlings to replace old trees.	You visit the growers to buy coffee. The growers are scattered over a wide area, requiring transport and fuel to collect the coffee. Your factory processes the coffee 'cherries' to extract the 'green beans'. You sort the beans, pack them in bags and transport them to the coast where you sell them to a shipping company. The market for coffee is unpredictable, so you sometimes pay to have it stored. You also need money to renew and repair factory and transport machinery and pay skilled people to operate them.
Shipping Companies	**Roasters**
You buy the bags of 'green' coffee beans from the coffee exporter, load them on to your ship, and transport them overseas, where you sell them to the coffee roaster. You pay highly skilled people to operate your ships and take out insurance for the ships and their cargoes, as well as pay for fuel. You need to pay fees for using the ports and taxes for importing the coffee.	You buy the 'green' coffee beans from a shipping company and mix the different varieties of bean to get a 'blend'. You roast the beans and process them to make instant coffee then package it into jars and sell it to the retailers. You spend large amounts of money to advertise your brand and to provide attractive packaging. You constantly need to invest money to improve the taste of your blend and keep ahead of the competition.

| Retailers |
|---|
| You buy the coffee from the wholesaler (the roaster). You then store it until you need it, label it with the price, put it on display and sell it to the customer. You pay high rents to sell your goods at a busy location. You make your shop attractive, which means expensive decorations. You need to train and pay a large sales force to provide efficient service to the customer. |

GLOBALISATION: COFFEE FROM BEAN TO CAFÉ

Movie
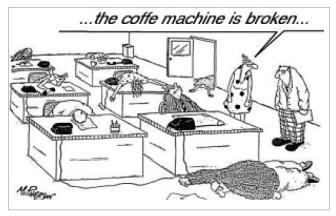
Black Coffee, DVD; 3 Discs; Documentary; 172 mins

Fieldwork

- Survey your local supermarket and a coffee shop. Include questions in your survey such as: What brands of coffee do they sell? Where do they get their beans? Who are the main distributors? What fair trade brands do they sell? Compare the price of fair trade coffee with other brands. Discuss how you can become a responsible consumer. Present findings as an oral report to the class.

- Draw a map locating the shops in your local area selling coffee. Compare the prices.

- Starbucks: store locator – ww.starbucks.com.au/ Store-Locator.php

- Gloria Jeans: www.gloriajeanscoffees.com.au/

- Oxfam: Visit Oxfam and interview the employees about the success and problems of the Fairtrade Coffee campaign – www.oxfam.org.au/explore/ trade/fairtrade-coffee-campaign; Oxfam shops in Australia – www.oxfamshop.org.au/retail

ICT Activities

- Follow your coffee dollar from the grower to retailer as it goes along the coffee chain. Interactive website: www.pbs.org/frontlineworld/stories/guatemala. mexico/coffee1.html.

- Coffee trade – interactive student activities: www.globaleye.org.uk/secondary_autumn04/eyeon/ coffeetrade.html. Complete coffee culture questions, interactive production map and futures market

- Complete the Fairtrade quiz – www.cafod.org.uk/ resources/primary_schools/fairtrade

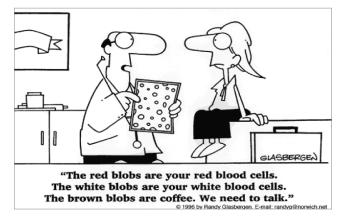- On a map draw and label the coffee growing regions around the world – www.gourmetcoffeelovers.com/ growing-regions/

Knowledge and Understanding

- Brainstorm how many ways can you drink your coffee.

- Coffee-making paraphernalia abounds domestic kitchens. More recently, gourmet and organic blends have made a come-back, heralding the return of the coffee-shop. List coffee products you can purchase from a department store.

- Debate for and against growing coffee rather than food crops in developing countries.

- Coffee has long stood for both privilege and poverty. Explain this sentence.

- Coffee is one of the most complex beverages on earth and has had a social, economic and political impact on civilisations. Discuss.

Websites

- A fair price for our coffee: activities for lower ability students or primary school – www.cafod.org.uk/var/ storage/original/application/phpVty7pL.pdf

- Coffee Kids – www.coffeekids.org/

- Co-operative coffees – www.coopcoffees.com/

- Fair trade resource network – http://fairtraderesource.org/

- Global exchange and fair trade – www.globalexchange.org/campaigns/fairtrade/ coffee/background.html

- International coffee organisation – www.ico.org/

- Learn more about coffee at National Geographic – www.nationalgeographic.com/coffee/

- Trouble in coffee lands – www.bos.frb.org/ economic/nerr/rr2002/q2/coffee.pdf

- What's behind the label – www.pbs.org/ independentlens/blackgold/beans.html

- World coffee and cocoa map – www.rabobank.com/ content/images/Coffee_tcm43-37607.jpg

- Poverty in your cup of coffee – www.oxfamamerica. org/newsandpublications/publications/research_ reports/mugged/?searchterm=mugged

Source: http://6too.com/coffee-machine-is.html and www.thecoffeyhaus.com/Fun/toons.html

COFFS HARBOUR MINI CONFERENCE:

GTA The Geography Teachers' Association of New South Wales Inc.

Geography Going National – Key issues in Geographical Education

The mini conference will focus on: Australian Geography Curriculum: update and consultation; urban dynamics; working with students' ideas to build geographical understanding; Australia in its regional context with a focus on China; and promoting student engagement and conceptual understanding using contemporary issues and visual literacy.

LOCATION
Novotel Pacific Bay Resort
Cnr Pacific Hwy & Bay Drive
Coffs Harbour NSW

DATE
Tuesday 13 September 4:00pm start, pre-dinner drinks 6.30pm & 7.00pm dinner

Wednesday 14 September
8:30am – 3:30pm

REGISTRATION CLOSES
Wednesday 7 September

COST (inc GST)
Tuesday only –
$80 member and **$90** non-member
Tuesday & Wednesday–
$120 member and **$140** non-member
Conference dinner (three course) **$55.50**

ACCOMMODATION
$165 per room (including breakfast)

* All rates include GST

PROGRAM

GLOBAL EDUCATION

Tuesday

4.00pm – 4.30pm	Registration and afternoon tea on arrival
4.30pm – 4.45pm	Welcoming remarks and conference organisational details
4.45pm – 5.30pm	Australian Geography Curriculum update – Ms Susan Caldis, Senior Curriculum Officer, ACARA
5.30pm – 6.15pm	Australian Geography Curriculum consultation
6.30pm – 7.00pm	*Pre-dinner drinks: Charlie's Cocktail Bar*
7.00pm	*BBQ: Charlie's Deck*

Wednesday

8.30am – 9.00am	Registration (newcomers) and tea/coffee on arrival
9.00am – 9.45am	*Urban dynamics: The processes shaping large cities,* Dr Grant Kleeman, Macquarie University.
9.45am – 10.30am	*Teachers' Forum*
10.30am – 11.00am	Morning tea
11.00am – 12.00pm	*Working with students' ideas to build geographical understanding,* Rod Lane, Macquarie University
12.00pm – 1.00pm	*Australia's in its Regional context – focus on China,* Dr Susan Bliss
1.00pm – 1.45pm	Lunch
1.45pm – 3.00pm	*Promoting student engagement and conceptual understanding: Using contemporary issues with a focus on visual literacy.* Dr Grant Kleeman, Macquarie University
3.00pm	Plenary

Go to: www.gtansw.org.au for conference registration details

AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS
STAGE 5A4
Dr. Susan Bliss

Photographs: Australian Army's new tanks perform well in their first exercise. (Department of Defence) Source: www.abc.net.au/news/stories/2007/09/11/2030140.htm

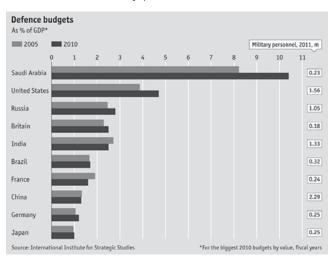*Mine Action Strategy Source: www.ausaid.gov.au/publications/pdf/mine_strategy.pdf*

INTRODUCTION: GLOBAL OVERVIEW

Globally, the ten largest defence budgets for 2010-2011, totalled over $1.1 trillion. USA ($693 billion) has the largest budget accounting for about 60% of the total global budget, followed by China ($76 billion). There are 17,442,000 active troops around the world. China boasts the largest armed forces with 2.3million active soldiers followed by USA, India, Russia and North Korea with more than one million military personnel. In comparison Australia has a smaller defence budget of $27,016 billion. The Australian Defence Force (ADF) although technologically sophisticated is relatively small with 57,697 full time active personnel, 21,248 active reserves and 22,166 standby reserves. Australia has the largest military in Oceania but smaller than most Asian countries. Nonetheless, in 2011, around 3,300 ADF personnel were deployed on 12 overseas operations and 500 on domestic maritime security tasks.

When defence spending is compared to the size of each country's economy, Saudi Arabia tops the list. It spends over 10% of GDP on defence, more than double the proportion spent by USA. Globally, Australia's defence spending is ranked 15th highest but as a proportion of GDP is ranked 63rd, as a larger percentage is allocated to education and health.

Global factors (terrorism, pandemic diseases, resource depletion and impacts of climate change) as well as regional factors (failed states and poverty) may affect Australia's future security links. The military build up around the Indian and Pacific Oceans as well as China's and India's ambitions for nuclear submarines and long-range strike capabilities, concern Australians. In response, the Australian government aims to increase defence expenditure by 3% each year until 2016 to fund potential terrorist attacks, new destroyers, fighter planes and provide assistance after natural disasters.

Column graph: Military expenditure percent of GDP and number of military personnel

Source: www.economist.com/blogs/dailychart/2011/03/defence_budgets?fsrc=scn/fb/wl/dc/miltaryrankingdefence

A) HOW DO WE DEFEND AUSTRALIA?

The defence of our country and its interests remains the highest priority of the Australian Government. The **Australian Department of Defence** (ADF) is the military organisation responsible for defending Australia's territory and contributes to maintaining peace and resolving conflicts around the world (e.g. Iraq and Afghanistan) especially in the Asia-Pacific Region (e.g. Timor-Leste and the Solomon Islands).

Tri-Service

To enable Australians to live in one of the most secure countries in the world the Australian government established the following three services during the 20th century:

DEFENCE:
AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS

- **Royal Australian Navy** (RAN) provides maritime forces that operate ships, guided missile destroyers, patrol boats and submarines. It is responsible for intercepting illegal fishing boats and asylum seekers referred to as 'boat people'.

- **Australian Army** provides land operations that include surveillance and special recovery. It helps with natural disasters in Australia (cyclones) and overseas (tsunami), protects civilians in conflict zones (Afghanistan) and deactivates landmines (Cambodia).

- **Australian Air Force** (RAAF) plays a role in surveillance and intelligence gathering. It responds to disasters by transporting aid, personnel and medical supplies and evacuates Australian citizens in emergencies. Its annual air show highlights the F/A-18 Hornet fighters and F-111 bombers.

By 1976 the importance of joint warfare led to the Navy, Army and Air Force services combining under a single headquarter or tri-service, called the Australian Department of Defence (ADF).

The ADF and the Department of Foreign Affairs and Trade (DFAT) are responsible for the protection of Australia and our national interests.

Gender perspective

Women first served in the Australian military during World War II when each service established a separate female branch. Although servicewomen were initially barred from combat positions, restrictions began to be lifted in 1990. Since 2010 92% of employment categories and 84% of positions in the ADF are available to females. Today about 10,000 women currently serve in Navy (18%), Army (12%) and Air Force (17%).

Photograph: Female Australian soldiers in Afghanistan

Source: http://en.wikipedia.org/wiki/File:Female_Australian_soldiers_Afghanistan.jpg

Defend and protect Australia

To help defend and protect Australia the Australian Defence Force established:

- **Reserve Forces** served in China during the Boxer Rebellion, in South Africa during the Boer War and in both World Wars. They assist after disasters and provide security at major events.

- **Special Operations Command** (SOCOMD) is trained for unconventional warfare and counter-terrorism. They are involved in Timor-Leste, Afghanistan and Iraq and provided security for the Commonwealth Games (2006) and Rugby World Cup (2003).

- **Tactical Assault Group** (TAG) is trained to conduct counter terrorism activities including the recovery of hostages.

- **Incident Response Regiment** (IRR) responds to chemical, biological, radiological, nuclear and explosive incidents.

- **Royal Australian Medical Corps** (RAAMC) and the Nursing Corps (RAANC) cares, treats and evacuates sick and wounded soldiers and civilians.

- Other roles include construction workers, engineers, surveillance and administrative officers.

The ADF is supported by government bodies such as: Australian Federal Police – people smuggling and terrorism; Australian Defence Force Academy (ADFA) – military training; Australian Security Intelligence (ASIO) – gathering information about people and activities; Australian Customs Service, Australian Quarantine and Inspection Service and Department of Immigration and Multicultural Affairs – border security; and Australian Government's Aid Agency (AusAID) – humanitarian relief to people affected by conflict.

Photograph: Army Reserve Poster

ARMY RESERVE.
THE PART TIME OF YOUR LIFE.

Source: www.defencejobs.gov.au/

DEFENCE: AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS

Non government organisations: Citizenship

Non-government organisations (NGO) play an important role in Australia's defence such as the: *Returned Services League (RSL)* provides welfare to war veterans: *Legacy* provides financial assistance to widows and children whose spouses died in conflict; *Australian Defence Association (ADA)* presents information to parliament on defence and security issues; *Amnesty International* fights against human rights abuses when interrogating war criminals; and the *Red Cross* and *Salvation Army* assists with people affected by conflict.

Perspective on Australia's defence links

Whatever the advantages or disadvantages of our defence links, preventing and resolving conflict before it results in violence is less costly, both in human and financial terms.

Table: Economic, cultural and political advantages and disadvantages of Australia's defence links

	Arguments in favour of defence links	**Arguments against defence links**
Economic	Jobs in the ADF develops skills and provides employment	High cost to maintain the ADF Less spent on education, health and infrastructure War injuries – increased health costs
Cultural	Protects Australians democratic way of life Defends vulnerable indigenous and poor communities unable to defend themselves Defends social justice and supports equity by participating in UN peacekeeping activities accompanied by aid (health, education) and reconstruction of infrastructure (roads, buildings) e.g. Timor-Leste, Solomon Islands, Afghanistan and Iraq Develops a national identity – ANZACs	Lack of cultural understanding e.g. Army searching women in Iraq led to cultural tensions Emotional distress – deaths and injuries
Political	Maintains stability in the Asia-Pacific Region Protects Australia against transnational crime and terrorist attacks such as USA (2001), London (2005), Madrid (2004) and Bali (2002, 2005), India (2008) Agreements support peaceful resolution rather than conflict Agreements aimed to reduce nuclear, chemical, biological and landmine warfare	Involved in too many conflicts means less ability to respond to emergencies and threats within Australia Fighting the war on terrorism increases the likelihood of terrorist attacks in Australia by extremist groups

Future

To provide the ADF with a firm basis for continued long term planning the government aims to increase defence spending by 3% each year between 2011–12 and 2015–16 at a cost of $10.7billion. This follows the ten year funding growth announced with the Defence 2000 White Paper. Many people expressed the 3% increase as insufficient to provide 'all' Australia's defence requirements.

Knowledge and understanding

- Describe Australia's main defence forces.
- Explain the roles of government and non-government organisations in relation to defence links.

Using skills

- Column graph: Calculate the total number of military personnel for ten countries. In order from largest to smallest – rank the country's military personnel. Calculate the change in defence budgets from 2005 to 2010 for Saudi Arabia, USA, Russia and China. Account for the changes.

Thinking and Applying

- Discuss the problems faced by the Australian government trying to protect a vast coastline of 36 735 kilometres.
- Using a blank map of the world draw in the main defence links summarised in the text. List the countries Australia should have closer links. Give reasons for your selection.
- Discuss the impact on people if a country spends more on its military as a percentage of its GDP and less on infrastructure, education and health.
- Analyse the advantages and disadvantages of defence links to Australia.
- Choose two of the following defence non-government organisations: Australian Peacekeeper and Peacemaker Veterans Association; Australian Red Cross; Legacy; Australian Defence Association; Amnesty International; Returned Services League; Peace Organisation Australia. Explain the aims of the organisations. Discuss the importance of the organisations in relation to Australia's defence links. Explain how the organisations address social justice and equity.

DEFENCE:
AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS

ICT

Australian Army – www.defence.gov.au/Army/

Royal Australian Air Force – www.airforce.gov.au/

Australian Navy – www.navy.gov.au/

Australian Government Department of Defence – www.defence.gov.au/

Returned Services League of Australia – www.rsl.org.au/

Legacy – www.legacy.com.au/pages/about_us.php

Women in armed forces – www.aph.gov.au/library/intguide/fad/women_armed.htm

Women's Auxiliary Air Force – http://en.wikipedia.org/wiki/Women%27s_Auxiliary_Air_Force

Photograph: Operation Astute, East Timor

Source: www.defence.gov.au

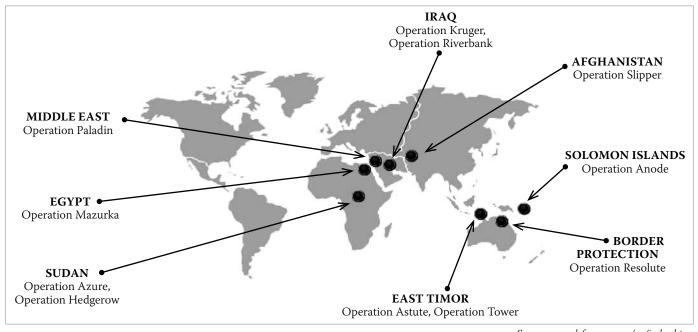## B) AUSTRALIA: FROM FRONT LINE TO PEACE BUILDING

In 2011 the Australian Government approved the deployment of approximately 3300 ADF personnel to 12 overseas operations. Australia's frontline defence operations also assisted UN peacekeeping and humanitarian projects in Afghanistan, Iran, Iraq, Eritrea, Ethiopia, Namibia, Rwanda, Somalia and Zimbabwe, Indonesia, Bougainville, Cambodia and the Solomon Islands.
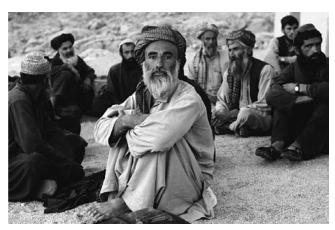
The ADF contributed to:

- rebuilding Iraq – assisted the training of 33,000 Iraqi soldiers.
- bringing security and peace to Timor-Leste.
- supporting the tsunami disaster relief in Indonesia.

- providing health care to those affected by the Pakistan earthquake.
- providing a range of support to cyclone-affected communities in Queensland in 2011 – supplied ration packs, cleared yards, removed debris from roads, cut and cleared trees and conducted door knocks.
- airlifting 450 tonnes of humanitarian assistance and disaster relief following the 11 March 2011 tsunami and earthquake in Japan. Also delivered pumping equipment to assist containment efforts at the Fukishima nuclear power plant.
- rescuing people after the earthquake in Christchurch, New Zealand in 2011.

Map: Australian global defence operations 2011

IRAQ
Operation Kruger,
Operation Riverbank

AFGHANISTAN
Operation Slipper

MIDDLE EAST
Operation Paladin

SOLOMON ISLANDS
Operation Anode

EGYPT
Operation Mazurka

BORDER PROTECTION
Operation Resolute

SUDAN
Operation Azure,
Operation Hedgerow

EAST TIMOR
Operation Astute, Operation Tower

Source: www.defence.gov.au/op/index.htm

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Photograph: Villagers from Shah Wali Kot, Afghanistan

20 June, 2010, villagers from Shah Wali Kot gather for a Shura to discuss recent events after the Shah Wali Kot Offensive with Afghan National Security Forces and soldiers from the Special Operations Task Group. Source: www.defence.gov.au/op/afghanistan/gallery/2010/20100628/ 20100620adf8266070_0045_lo.jpg

Clear Taliban stronghold – 28/6/2010 _____

Afghan National Security Forces (ANSF) partnered with Australian Special Forces from the Special Operations Task Group conducted a deliberate operation to clear a Taliban insurgent stronghold in the Shah Wali Kot region of northern Kandahar province.

Removing Taliban insurgents from Afghan communities allows the Government of Afghanistan to establish a presence and gain the trust of the community to provide them with necessary infrastructure and security that was not provided by the insurgents.

Photograph: Australian Defence Force in Sudan

Captain Paul Lambert visits locals in the village of Manikakara, southern Sudan, near the border with the Democratic Republic of Congo. Operation Azure is the deployment of ADF personnel to the United Nations Mission in Sudan (UNMIS). Source: http://images.defence.gov. au/fotoweb/

Protect Australia's borders

Australia's geographical isolation and vast territorial borders requires the coordinated management of Australian government departments such as Defence, Custom's Coastwatch, Immigration and Citizenship, Foreign Affairs and Trade and the Maritime Safety Authority. Coastwatch and navy vessels patrol Australia's maritime boundaries and respond to illegal fishing, drug smuggling, people smuggling, illegal immigration, piracy, terrorist threats, and dumping of toxic waste. The United Nations Convention on the Law of the Sea (UNCLOS) bans piracy, slave trade and traffic in narcotic drugs, and grants Australia the right to intervene in such activities. Also the Bali Process, involving Australia and 41 other countries, aims to combat people smuggling in the Asia-Pacific region.

Illegal boat arrivals in Australia have fluctuated over the last 30 years in response to global events. In 2010 the Chief of the Defence Force warned military operations were being compromised because defence assets were overstretched coping with the influx of illegal vessels.

Operation Resolute – A Navy Boarding Party Team conduct a boarding of a Foreign Fishing Vessel along the Sahul Banks Source: www.defence.gov.au

Table: Illegal boat arrivals since 1976

Year	Boats	People	Year	Boats	People	Year	Boats	People
1976		111	1989	1	26	2000	51	2939
1977		868	1990	2	198	2001	43	5516
1978		746	1991	6	214	2002	1	1
1979		304	1992	6	216	2003	1	53
1980		0	1993	3	81	2004	1	15
1981		30	1994	18	953	2005	4	11
1982–88		0	1995	7	237	2006	6	60
			1996	19	660	2007	5	148
			1997	11	339	2008	7	161
			1998	17	200	2009	61	2849
			1999	86	3721	2010	134	6879*

*Arrivals from the boat tragedy on 15 December 2010 where a boat sank on approach to Christmas Island include the 42 people saved and the 30 bodies recovered, but do not include the unknown number of those who drowned, estimated at 18.

Jindalee Operational Radar Network JORN monitors air and sea movements across 37,000km of unprotected Australian coastline and 9 million square kilometres of ocean. It detects stealth bombers, curbs illegal immigration and spies on neighbouring nations from at least 3000 kilometres away. Targeting illegal activities within the Australia's Exclusive Economic Zone (EEZ) led to stronger links with Indonesia's BAKORKAMLA, the agency responsible for maritime security.

DEFENCE:
AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS

Photograph: Christmas Island asylum boat crash

_____

Navy becomes focus as grief fuels asylum anger

David King, Christmas Island, The Australian, 18/12/2010

'Protesting asylum-seekers have questioned why the navy did not do more to help people on the boat that crashed into rocks on Christmas Island'.

After a heated protest inside the island's camp, which included at least one survivor of the boat tragedy, about 70 detainees broke out of the camp. They marched down the road but were blocked by security guards. A man cried out: "The baby, three months old, is dead – my family, parents, daughter and father". He questioned whether the navy could have done more. Others shouted, "Please help me, Navy". "Where is the Navy?"

_____

United Nations: peace keeping and peace building

Australia is part of the 64 United Nations peacekeeping operations around the world. Peacekeepers tasks vary depending on different conflicts but generally include policing buffer zones, demobilisation and disarmament of military forces, establishing communication between parties, and protecting the delivery of humanitarian assistance. Peace building is a lengthy process requiring the reintegration of soldiers and refugees, demining and removal of war debris, emergency relief, the repair of roads and infrastructure, and economic and social rehabilitation. The Australian government's peace-building initiative aims to avert conflict where possible and address the causes of conflict such as social injustice and inequity.

The large and complex UN is divided into main administrative bodies such as the **Security Council** responsible for keeping peace and security in the world. Peacekeeping operations, led by the Department of

Peacekeeping Operations (DPKO), works to create conditions for lasting peace in country's torn by conflict.

United Nations – 31 January 2011
* Peacekeeping operations since 1948: 64
* Current operations: 14
* Current peace operations directed and supported by the Department of Peacekeeping Operations: 15
* Uniformed personnel: 98,582
* Countries contributing uniformed personnel: 115

Photograph: Sudanese refugee shelters, Dafur

Two thousand displaced Sudanese installed makeshift shelters near the African Union-United Nations Hybrid Operation in Darfur (UNAMID)'s team site in Khor Abeche, South Darfur. UNAMID is providing water and security to the community, which was displaced by violent clashes. 10/1/2011
Source: Sudan Photo # 460891

Knowledge and understanding
* Explain what is meant by peace keeping.
* Explain the role of Australia's defence forces in supporting peacekeeping agreements.

Using skills
* Map: List Australia's front line links. Where are Australia's troops based in the Asia-Pacific region? Write a short description of a country where Australian troops are at the front line. List reasons for the conflict or tension and who is involved. Discuss whether the response might lead to peace or other methods could be used to stop the conflict.
* Use an Atlas and locate all the countries summarised in the text linked to Australia in defence and peace.
* Refer to this website and locate all the UN peace keeping operations around the globe on a world map. Outline UN activities at these locations – www.un.org/en/peacekeeping/operations/current.shtml

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Thinking and Applying

- Create a mind map of countries involved in conflict in the Asia-Pacific region over the last 20 years. In groups present your recommendations for building peace. Imagine the class is on the United Nations Security Council. What recommendations would you make for assisting the negotiation of peace in one of these conflicts?

- In 2008 27 million children in conflict-affected areas did not attend school, 25 million people were displaced from their homes and tens of thousands of women brutalised by sexual violence. Discuss social justice issues surrounding conflict.

- International Day of Peace is an example of active global citizenship. Design a poster promoting peace to be displayed in the school room.

- Investigate situations where women have played or are playing major roles in bringing peace to their country or community (www.1000peacewomen.org/ is a helpful start).

- Explain how Australia helps bring stability to our neighbourhood, not only to prevent violence and potential humanitarian disasters but also to prevent failed states from becoming havens for transnational crime or terrorists.

ICT

Global Education peace keeping activities, resources, case studies – www.globaleducation.edna.edu.au/globaled/go/pid/554

United Nations peace site for student activities – www.un.org/cyberschoolbus/briefing/peacekeeping/

The Red Cross Movement – http://nobelprize.org/educational_games/peace/redcross/index.html. Play the Prisoners of War Game

What is the purpose of the Hiroshima Peace website? – www.pcf.city.hiroshima.jp/top_e.html

What is the Nobel Peace Prize? Explain how people make a difference – http://nobelprize.org/educational_games/peace/

Explain what is meant by a future defence plan working towards a stronger, more versatile Navy, a larger hardened, and networked Army, and the next generation Air Force – www.defence.gov.au/budget/07-08/pbs/working_to_a_plan.pdf

What is the Army Aboriginal Community Assistance Program (AACAP)? What is the purpose of the program? Draw a map of Australia locating the programs delivered by AACAP – www.defence.gov.au/publications/070416_AACAP.pdf

What is meant by peace is in our hands? – www3.unesco.org/iycp/

Research the Australia and the United States Treaty on Defence Trade Cooperation 2007 and its advantages to Australia – www.defence.gov.au/publications/DefenceTradeCooperation_Treaty.pdf

What is Australia's Defence Capability Plan 2006–2016 – www.defence.gov.au/dmo/id/dcp/dcp.cfm

Australia Defence Annual Report – www.defence.gov.au/Budget/09-10/dar/index.htm

Australia's Defence Intelligence Organisation – www.defence.gov.au/dio/

Defending Australia; Asia Pacific Century: Force 2030 – www.defence.gov.au/whitepaper/docs/defence_white_paper_2009.pdf

Australian aid: Approaches to peace, conflict and development (AusAID) – www.ausaid.gov.au/publications/pdf/ausaid_peace.pdf

Peace, Conflict and Development Policy (AusAID) – www.ausaid.gov.au/publications/pdf/conflict_policy.pdf

C) WHAT ARE AUSTRALIA'S DEFENCE AGREEMENTS?_____

Australia's major defence agreements show a process of change from the United Kingdom in 1899, to the US during the Cold War (1945–1991), towards countries in the Asia-Pacific Region in the late 20th century. Over the century Australia's defence forces contributed to the North Atlantic Treaty Organisation (NATO) led Yugoslavia and Kosovo Forces and the United Nations Missions in Afghanistan, Ethiopia and Eritrea. Australian's served in international peacekeeping and humanitarian projects in Bougainville, Solomon Islands, Cambodia, Indonesia, Iran, Namibia, Rwanda, Somalia and Zimbabwe.

Photographs: Australian troops in Afghanistan

Australian Defence Image Library
Source: http://images.defence.gov.au

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Table: Australia's changing defence links

Year	Australia's defence force operations
1899–1902	Boer War – South Africa.
1914–18	World War 1 – 300 000 Australians wounded and 60 000 killed in Eqypt, Turkey, France. Belgium. Palestine, Lebanon, Syria and Greece. ANZAC legend is born.
1939–45	World War II –1 million enlisted Greece, France, Italy, North Africa, France, Syria, PNG, Indonesia, Malaysia
1950–53	Korean War – 17 000 Australians participated as part of the UN force.
1962–72	Vietnam War – 50 000 Australians.
1990–91	Gulf War 1 – 872 Australians participated as part of the UN force.
1992	Somalia. Australians participated as part of the UN peacekeeping force.
1999	East Timor – Australian forces led the UN peacekeeping force.
Late 1990s	Australia deployed police, troops and naval vessels to the Solomon Islands, Tonga, Papua New Guinea, Fiji and Nauru. The largest deployments were the Regional Assistance Mission to Solomon Islands (RAMSI) and the Enhanced Co-operation Program (ECP) to Papua New Guinea.
2001	Australian military forces committed to coalition military operations against the Taliban government of Afghanistan as part of Operation Enduring Freedom.
2003	Iraq – 2000 Australians to the Middle East and Iraq looking for weapons of mass destruction
2008–9	Troops to be eventually taken out of Iraq. 1025 Australians serving in Afghanistan as part of the North Atlantic Treaty Organisation-led (NATO) International Security Assistance Force (ISAF). Australian Federal Police operations and Australian Secret Intelligence Service station in Afghanistan.
2011	12 overseas operations – Iraq, Afghanistan, Solomon Islands, Timor-Leste, Sudan, Egypt, Middle East

Australia's diverse defence policy

Even though defeating terrorism and countering the proliferation of weapons of mass destruction remains high on the Australia's defence policy, its main objectives are to:

- protect and defend Australia's land and marine territories.
- keep Australia and Australian people safe from attack or the threat of attack, and from economic and political coercion.
- work and support strategic stability and peace in the Asia-Pacific region.
- support the international community to uphold global security organisations such as the United Nations.

These objectives form the basis of Australia's bilateral (joint military activities with the USA, Canada, Singapore, New Zealand, Britain and PNG), multilateral (United Nations); and regional (ANZUS) defence agreements.

Defence agreements with Asia-Pacific Countries

Australia has an obligation to our Asia-Pacific neighbours to assist in maintaining peace under the following agreements:

- ANZUS Treaty between Australia, New Zealand and the USA (1952) promotes regional security through peaceful means.
- Closer Defence Relations (CDR) informal agreement with New Zealand (1990a) emphasises intelligence sharing and joint exercises.
- ASEAN Regional Forum (ARF) fosters dialogue on political and security issues of common concern.
- The Five Power Defence Arrangements (FPDA) (1971) between the United Kingdom, Australia, New Zealand, Malaysia and Singapore, involves consulting each other if there is a threat to attack Malaysia or Singapore.

Photograph: 21st century pirates

Source: http://huntoftheseawolves.net/blog/?p=424

Five Power Defence Arrangement – piracy on open sea

All waters beyond Australia's national boundaries or EEZ are international waters — free to all nations but belong to none. Because of Australia's geographical isolation, problems arise when goods and tourists cross the sea. Since the 1990s, Southeast Asia is one of the global 'hot spots' of pirate attacks on boats. As 90 percent of the world's trade moves via ship and 45 percent of shipping passes through pirate-infested Asian waters, the risk of attack is of global concern. To reduce the threat, Australia as member of the **Five Power Defence Arrangement,** *participates in anti-piracy and anti-terrorism activities with Malaysia, New Zealand, Singapore and the United Kingdom.*

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Under the **1989 Joint Declaration of Principles (JDP**), Australia agreed to commit forces to resist external aggression against Papua New Guinea. The **Australia-Indonesia Security Agreement (2007)** focuses on reducing international terrorism and transnational crime and the **JANZUS Agreement** between Japan-Australia – New Zealand – United States (2007) aims to develop closer security ties with Japan. Australia participates in joint exercises with South East Asian countries, deploys warships and aircraft to patrol Pacific waters and is responsible for the defence of Nauru.

_____

Combined Task Force 150 (CTF 150) – to combat terrorist-linked narcotics smuggling

In 2011, five nations that comprise the CTF 150 – Australia, France, Pakistan, UK and USA – successfully conducted almost 200 interactions targeting narcotics smuggling in the Northern Arabian Sea.

The CTF 150 area of operations spans over two million square miles, covering the Red Sea, Gulf and Aden, Indian Ocean, Gulf of Oman and the Arabian Sea.

_____

Nuclear and landmine agreements

The atomic bombing of Hiroshima in Japan brings fear into people's minds that this type of defence strategy should occur again. Yet over 2,000 nuclear tests have been conducted since 1945**.** North Korea participated in ballistic missile tests in 2006 and the International Atomic

Energy Agency was unable to verify whether Iran's nuclear activities were exclusively peaceful in 2008. Australia participates in the UN Disarmament Commission and signed the UN **Treaty on the Non-proliferation of Nuclear Weapons** (NPT) which provides global nuclear safeguards and is part of the South Pacific Nuclear Weapon Free Zone.
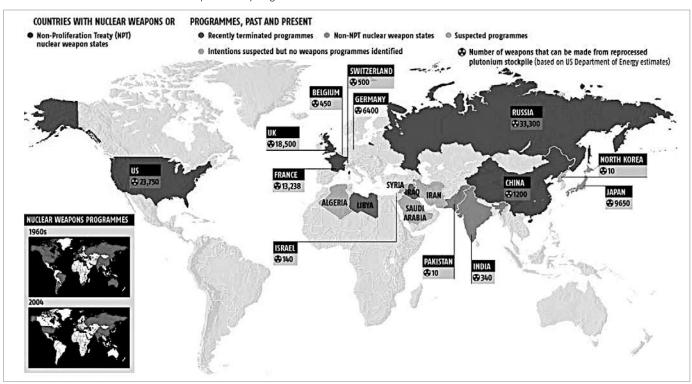
From a high of 65,000 active weapons in 1985, there are now nearly 8,000 active nuclear warheads and more than 22,000 nuclear warheads in the world in 2010. Many of the decommissioned weapons were simply stored or partially dismantled, not destroyed. The total number is expected to decline by 30%–50% over the next decade. According to the Federation of American Scientists 'the exact number of nuclear weapons in each country's possession is a closely held national secret'.

On April 8th 2010, President Obama of USA and President Medvedev of Russia signed the New START Treaty aimed to: reduce nuclear weapons; set lower limits on amount of nuclear weapons each country possesses; and increase the transparency of each countries nuclear facilities.

Under the 2010 START Treaty the USA and Russia will be limited to the following:

- 1,550 nuclear warheads.
- Combined limit of 800 deployed and non-deployed ICBM launchers, SLBM launchers, and heavy bombers equipped for nuclear armaments.
- Limit of 700 deployed ICBMs, deployed SLBMs, and deployed heavy bombers equipped for nuclear armaments.

Table: Countries with nuclear weapons or programmes

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Australia is currently not known or believed to possess weapons of mass destruction, although it has participated in extensive research into nuclear, biological and chemical weapons in the past.

Greenpeace advocates more than '1,500 nuclear weapons are ready to launch at a moment's notice, 24 hours a day, seven days a week. On average, each of them has a destructive power thirty times that of the Hiroshima bomb. More than enough nukes to obliterate all life on Earth many times over'.

Table: Nuclear statistics*

Country	Warheads active/total	Year of 1st test	CTBT status (Comprehensive Nuclear-Test-Ban Treaty)
Five nuclear-weapon states under the NPT (Nuclear Non-Proliferation Treaty)			
USA	1,950/8,500	1945 ("Trinity")	Signatory
Russian Federation	1,900/11,000	1949 ("RDS–1")	Ratifier
United Kingdom	160/225	1952 ("Hurricane")	Ratifier
France	290/300	1960 ("Gerboise Bleue")	Ratifier
China	~180/240	1964 ("596")	Signatory
Non-NPT nuclear powers			
India	n.a./80–100	1974 ("Smiling Buddha")	Non-signatory
Pakistan	n.a./90–110	1998 ("Chagai-I")	Non-signatory
Nth Korea	n.a./<10	2006 (2006 test)	Non-signatory
Undeclared nuclear powers			
Israel	n.a./80	Possibly 1979 (Vela Incident)	Signatory

All numbers are estimates from the Natural Resources Defence Council, published in the Bulletin of the Atomic Scientists. The latest update was on February 19, 2011. If differences between active and total stockpile are known, they are given as two separate figures.
Source: http://en.wikipedia.org/wiki/List_of_states_with_nuclear_weapons

Approximately 15,000 to 20,000 people die or receive injuries from landmines or unexploded ordnances each year. Those who survive often require amputations. Australia signed the 1997 Ottawa Convention to prohibit the use, stockpiling and production of mines, and is involved in landmine clearance programs in Cambodia. The treaty is supported by NGOs (Human Rights Watch and Save the Children) and Australian government aid (AusAID) assists the Cambodian National Volleyball League for the Disabled. An updated list of countries that have signed or ratified the convention can be found at www.minesactioncanada.com

Knowledge and Understanding

- What are Australia's three main types of defence agreements?
- Explain the main focus of Australia's defence policy.
- List six Australian defence agreements and describe the purpose of each agreement.
- Discuss the importance of Australia's defence agreements with countries in the Asia-Pacific region.

Using skills

- On a map of the world draw in Australia's defence links.

Thinking and Applying

- Brainstorm the main defence problems facing Australia today. Use news reports and the Internet to make a more complete list. Compare the lists. Why might they differ? Explain why some places receive little media attention.
- Discuss how the impacts of war continue after conflicts cease.
- Discuss the advantages of defence agreements to an isolated island with a small population such as Australia.

ICT

Refer to the interactive conflict map. Where did the wars in the 20th century take place? Which ones involved Australia? Go to – http://nobelprize.org/educational_games/peace/conflictmap/index.html

Take on the mission to disarm the world of nuclear weapons! The Proliferation of Nuclear Weapons, the Peace Dove Game. Summarise your findings – http://nobelprize.org/educational_games/peace/nuclear_weapons/index.html

Explain the Joint Declaration between Australia and PNG and its advantage to both countries – www.dfat.gov.au/geo/png/jdpgr_aust_png.html

How can the ASEAN Regional Forum contribute to regional stability? – www.aseanregionalforum.org

What is the role of the Australian Department of Defence? – www.defence.gov.au

What is the North Atlantic Treaty Organisation? – www.nato.int/ What are the advantages of the agreement to Australia?

Discuss the importance of Australia's Defence Policy – www.australia.gov.au/Defence_Policy

The Australian Treaties Library: The Department of Foreign Affairs and Trade maintain the Australian Treaties Library – www.austlii.edu.au/au/other/dfat/
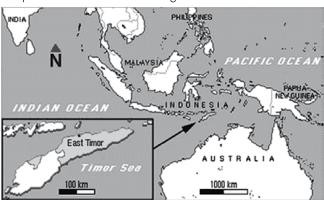
Geoscience Australia maintains a database of nuclear explosions with the location, time and size of explosions around the world since 1945 – www.ga.gov.au/oracle/nukexp_form.jsp

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D) TIMOR-LESTE – CRISES AND PEACE

East Timor later called Timor-Leste is one of our closest neighbours to the north. It was colonised by the Dutch and Portuguese over three centuries ago. Following disagreements the country was divided into Dutch-controlled west and Portuguese east. After World War II West Timor declared its independence and in 1949 became part of the Republic of Indonesia. The Portuguese neglected East Timor resulting in widespread poverty, lack of infrastructure and poor governance. In 1975 Indonesia invaded East Timor resulting in the deaths of 60,000 people. Under Indonesian occupation the people suffered human rights abuses and non-Timorese had preferential treatment in health and social services.

Pressure from the global community in 1999 resulted in the Indonesian government allowing the East Timorese to vote. People chose independence, but celebrations were brief as violence and massacres spread across the country. Thousands became refugees in desperate need for food, shelter and protection. Global pressure led to the Indonesian government allowing the UN peace keeping force into East Timor to restore law and order. Australia's defence forces assisted the UN Mission in Support of East Timor (UNMISET) by providing 5000 Australian troops. Also AusAID and NGOs such as CARE Australia and World Vision, assisted in its restoration. In 2002 the people changed the name of their country to Timor-Leste.

Map: Timor-Leste in its regional context

Source: http://members.ozemail.com.au/~slacey/east_timor.htm
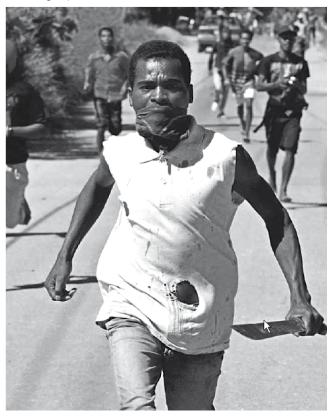
Photograph: East Timorese village children

Source: C. Palmer

Knowledge and Understanding

Use the Internet to write a short report on the current situation in Timor-Leste. Include a map.

www.ausaid.gov.au/country/country.cfm?CountryId=911

www.ausaid.gov.au/country/cbrief.cfm?CountryID=911&DCon=5901_3683_7838_3843_6784&Region=EastAsia

Photograph: Dili unrest 2006

East Timor: Feuding mobs armed with machetes and other hand weapons give chase to rivals in the capital city, Dili in 2006. Conflict is a humanitarian disaster and holds back development. Source: Focus Magazine May 2007 – www.ausaid.gov.au/publications/focus/may07/focus_may07.pdf page 4

Photograph: Dili 2004 – UNMISET hospital compound

Source: C. Palmer

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E) CASE STUDY: CHINA _____
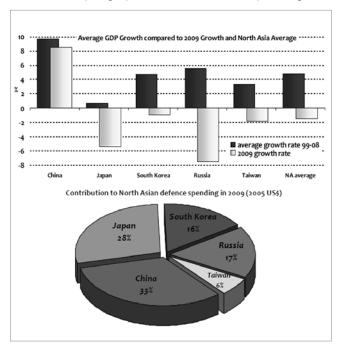
Photograph: Chinese army

Source: www.thedailystar.net/newDesign/news-details.php?nid=179646

The People's Republic of China (PRC) maintains the world's largest military force, based on its manpower. The armed forces of the PRC comprises of three integral elements – the People's Liberation Army (PLA), the People's Armed Police Force (PAP), as well as the reserve forces and militia. The PLA, which encompasses the Army, Navy, Air Force, and the Second Artillery Corps (strategic missile) is the regular army, totalling 2.3 million troops. The PAP has 660,000 troops. Additionally, there are 800,000 men in the reserve forces and ten million in the militia. http://www.sinodefence.com/overview/default.asp

China's military budget will rise 12.7% in 2011 to $91.5 billion, resuming a long string of double-digit annual increases after an unexpected slowdown in 2010. Li Zhaoxing, justified the increase, saying the military was a defensive force in China and 'will not pose a threat to any country.'

Other countries have grown nervous of China's rapid modernisation of its People's Liberation Army, the world's largest standing army, with 2.3million active soldiers. 'They say their strategy is peaceful development, but their

Column and pie graphs: GDP & defence spending

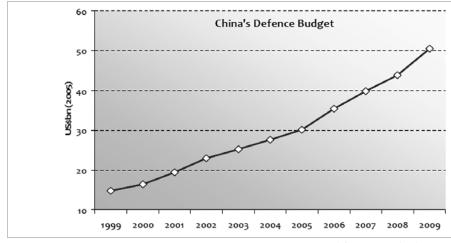*Source: www.defence.gov.au/dio/documents/DET_09.pdf p28*

military modernisation, especially in the naval area, speaks another language,' said one South-East Asian country.

Observers believe USA and China can forge a constructive and peaceful future, and be able to overcome challenges that could arise when two world powers seek to maximise their influence in a region.

Knowledge and understanding

Summarise the long rise of China in Australian defence strategy – www.lowyinstitute.org/Publication. asp?pid=1023

Line graph: China's Defence Budget

Defence spending

For the past decade, China's economic boom has supported a rapidly increasing budget for the People's Liberation Army. The defence budget has averaged growth of over 10 per cent over the last 10 years, and currently stands at 480 bn Yuan, US$70.3 bn in current terms, and represents a 15.3 per cent real increase on the 2008 defence budget. But some commentators put China's real defence spending at a much higher figure, up to three times the official figure. High levels of defence spending are sustaining a comprehensive military modernisation program, with capable platforms being produced domestically, as well as being acquired from arms exporting countries such as Russia.

Source: www.defence.gov.au/dio/documents/DET_09.pdfp41; http://news.bbc.co.uk/2/hi/7276277.stm

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F) REGIONAL DEFENCE LINKS: SOLOMON ISLANDS _____

The Solomon Islands is a sprawling archipelago of nearly one thousand islands to the north-east of Australian. The capital is Honiara located on the island of Guadalcanal. The Solomon Island is classified by the World Bank as a fragile state or a low-income country under stress (LICUS). It is one of one of the 49 Least Developed Countries in the world with income per capita of $2,031 per year. With weak security, poverty and a corrupt government the Australian Defence Force acknowledges that neglecting the Solomon Islands could endanger regional stability.

Solomon Islands 'tensions'

Violent conflict in the Solomon Islands, referred to as 'the tensions', began in Honiara in 1998 when militant Guadalcanal youths attacked Malaita islanders who had migrated, from a neighbouring island. Their actions were prompted by the failure of successive government's to address: poverty; the killing of indigenous Guadalcanla residents; and migrants from other provinces owning land on Guadalcanal. The tensions resulted in 25 000 Malaitans fleeing Guadalcanal and 11 000 Guadalcanal people fleeing Honiara for the safer Guadalcanal interior.

Table: Solomon Islands Human Development Index (HDI)

SOLOMON ISLANDS HDI 2009				
HDI value (total of four columns)	Life expectancy at birth (years)	Adult literacy rate (% ages 15 and older)	Primary, secondary, tertiary enrolment ratio (%)	GDP per capita
1. Iceland (0.968)	1. Japan (82.3)	1. Georgia (100.0)	1. Australia (113.0)	1. Luxembourg (60,228)
127. Equatorial Guinea (0.642)	127. Laos (63.2)	92. Swaziland (79.6)	149. Gambia (50.1)	139. Laos (2,039)
128. India (0.619)	128. Bangladesh (63.1)	93. Nicaragua (76.7)	150. Myanmar (49.5)	140. Zimbabwe (2,038)
129. Solomon Islands (0.602)	**129. Solomon Islands (63.0)**	**94. Solomon Islands (76.6)**	**151. Solomon Islands (47.6)**	**141. Solomon Islands (2,031)**
131. Cambodia (0.598)	131. Nepal (62.6)	96. Tunisia (74.3)	153. Mauritania (45.6)	143. Kyrgyzstan (1,927)

The HDI for Solomon Islands is 0.602, which ranks the country 129th out of 177 countries

In 2000 violence escalated when the Malaita Eagle Force (MEF) took control of Honiara. The Australian and New Zealand governments failed to negotiate a ceasefire between Guadalcanal and Malaita militant groups. Further negotiations resulted in the signing of the Townsville Peace Agreement (TPA) and the establishment of the International Peace Monitoring Team (IPMT), comprising of 50 police and civilians from Australia, New Zealand and Pacific Island countries. Weapons were collected and reconciliation ceremonies facilitated. As militant leaders had hidden their guns, rampart lawlessness, extortion, theft and beatings, soon became commonplace.

Photograph: Honiara's Chinatown district

Honiara's Chinatown district was almost destroyed by fire in the violence.
Source: www.zonaeuropa.com/20060425_1.htm

Photograph: Solomon Island & RAMSI

Chief Michael Sarapedina of Verukola Village in the Kakabona area with an Army Reservist on deployment to the Solomon Islands as a Civil Military Liaison Officer. The Outreach program's aim is to visit as many communities as possible throughout the Solomon Islands, to learn more about how RAMSI is working in partnership with their Government. Source: Australian Defence Image Library, http://images.defence.gov.au

RAMSI – Helpem Fren

In 2003 a multinational force between fifteen Pacific nations, called the Regional Assistance Mission to Solomon Islands (RAMSI), arrived in the Solomon Islands to assist the government restore order. The contingent

led by 2,200 Australian police and troops arrived under Operation Helpem Fren which aimed to:

- strengthen law and justice.
- improve economic management.
- maintain access to basic services (especially health).
- support peace building and community and civil society development.

Australian Government and NGOS

Australia's contribution to RAMSI is a whole of government approach involving the Federal Police, Treasury, Department of Finance and Administration, Customs Service and AusAID. The Australian Government's *Cooperation Agreement* supports twenty Australian NGOs who aim to promote peace, reduce poverty and involve the community in the peace decision process, especially women. These NGOs undertake activities such as agriculture, disaster management, education, governance, health, water and sanitation. They work in partnership with the Solomon Islands government, local communities and support AusAID's Solomon Islands Community Sector Strategy (2007–2011).

By 2009 RAMSI had restored law and order, economic growth was 6.1%, the government's revenue had tripled, 332 new police officers had graduated, over two thousand public servants received training, and tourist boats had started visiting the islands.

Preventing future tensions

Poverty, crime and government corruption continue to undermine stability in the Solomon Islands. In 2006 Prime Minister Snyder Rini used bribes from Chinese businessmen to buy the votes of members of Parliament. This led to mass rioting in Honiara and most of Chinatown was destroyed. Australian, New Zealand and Fijian troops were dispatched to quell the unrest. Rini eventually resigned. The Solomon Islands future is unpredictable as unsustainable logging and fishing practices are anticipated to increase poverty, resulting in further tensions.

Knowledge and understanding

- List the tensions that led to numerous conflicts in the Solomon Islands.
- Identify the Australian assistance mission to the Solomon Islands and its main components.
- Explain the advantages of the defence and aid links between Australia and the Solomon Islands, to both countries.

Using skills

- Refer to an Atlas. Name the six largest islands. What is the latitude and longitude of Malaita? What is the direction of Three Sisters Islands from Isabel? Determine the bearing of Uki from Honiara? Why

Photograph: Solomon Island news headlines

RAMSI makes a difference – news coverage in the Solomon Islands
Source: www.ramsi.org/files/ramsi_brief_final_v2.pdf page 12

could the country be difficult to govern? Explain why security and stability of the islands is important to Australia.

- Table: List the four man indicators that make up the Solomon Islands human development index and rank in world. Explain why poverty can be a source of conflict. Suggest strategies AusAID and NGOs could use to improve the lives of these people. If you lived in the Solomon Island describe your life.
- Read the headlines and the notes in the text and discuss how RAMSI has made a difference to people living in the Solomon Islands.

Thinking and Applying

- Discuss how the roles of AusAID and NGOs assisted the peace process by improving social justice and equity.
- Divide the class into groups. Imagine your group works for a television station and has the task to determine the success of the RAMSI operation and its value to Australia. Present your findings to the class as a PowerPoint.

ICT

Regional Assistance Mission to Solomon Islands (RAMSI) – www.ramsi.org/

Twenty Australian NGOs work in the Solomon Islands. Research one NGO and discuss the advantages of the link to both the Solomon Islands and Australia – www.acfid.asn.au/what-we-do/countries-regions/png-pacific-solomon-islands/solomon-islands

List the fifteen RAMSI countries that work for stability, security and prosperity in the Solomon Islands – www.ramsi.org/node/8

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Discuss how AusAID has contributed to the peace process – www.ausaid.gov.au/country/country.cfm?CountryID=16. List the aid programs and agreements.

List the achievements of RAMSI – www.ausaid.gov.au/country/solomons/progress.cfm

Discuss Australia's trade links with the Solomon Islands. How can these links contribute to reducing poverty and as a consequence reducing tensions – www.dfat.gov.au/geo/fs/solo.pdf

Source: Australian Defence Image Library, http://images.defence.gov.au

G) CASE STUDY: LANDMINES _____

Landmines are a contemporary scourge. These 'devices' of destruction are left behind long after the conflict is over as they are too dangerous and expensive to remove. The toll on innocent lives is unconscionable and incalculable.

There are more than 350 identified types of landmines that kill and maim people and turn agricultural land into a battleground that has frequently led to malnutrition and famine. Once laid, anti-personnel mines can remain active as long as 50 years and are particularly catastrophic for children whose small bodies cannot withstand the horrific injuries they inflict. Most countries cannot afford to demine all civilian areas and at present the effort to clear minefields cannot keep up with the rate at which new mines are laid.

Overview of landmines

How many casualties?

- Every 15 minutes, somewhere in the world, a landmine claims another victim.
- 50% of casualties are children.
- Since 1975 over 1 million people have been killed or maimed by anti-personnel mines.
- Cambodia has more mines that children – two mines for every child.

Where are the mines?

- 110 million anti-personal mines in over 70 countries.
- 100 million mines have been stockpiled in China, Russia, USA, Italy, India, Sweden, South Korea, Japan, Albania.
- Egypt has the most mines – 23 million mines, many left over from WW2.
- 5–10 million more mines are produced each year in Burma, China, Cuba, Egypt, India, Iran, Iraq, North Korea, South Korea, Pakistan, Russia, Singapore, Turkey, USA, Vietnam, FR Yugoslavia.

Who gains from landmines?

- Costs $3–$6 to make a mine.
- Producers of mines earn $60 – $240 million dollars annually.

Photograph: Miss Landmines 2008

Ten women showed off their beauty and brains — and their landmine injuries — in Angola in 2008 a competition to win a golden prosthetic limb and the title of Miss Landmine. The project is designed to raise awareness of the plight of landmine survivors. Source: www.foxnews.com/story/0,2933,312417,00.html

- Cost to remove mines $1,000–$2000 per mine. Demining a slow and exacting process.
- De-miners inch their way across land on their stomachs, probing the ground at a 30 degree angle with thin metal rods. Each square metre is probed 400 times.
- De-mining is dangerous. One accident for every 1,000–2,000 mines removed.

How do landmines force poeple into poverty?

- Landmines disable vast tracks of agricultural land, dislocate transport routes, isolate rural communities and destroy local economies.
- Without mines agricultural production could increase by: 88%–200% in Afghanistan, 11% in Bosnia, 135% in Cambodia and 3.6% in Mozambique.

- 54,554 animals lost due to mines with a minimum cash value of $200 per household in Bosnia, Afghanistan, Cambodia and Mozambique.

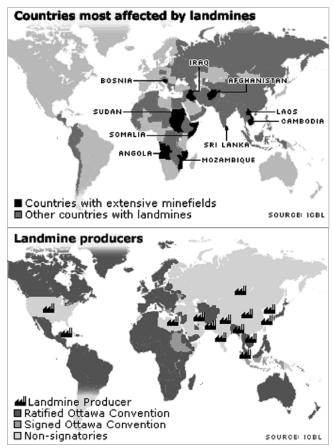**What are the social, financial, psychological and physiological aspects??**

- If the victim is the breadwinner, the family's income is wiped out and the immediate family has to cope psychologically and financially.
- If the victims are children, their whole future – whether they go to school, marry or find work hangs in the balance. Feelings of isolation and unworthiness caused by inability to contribute to the family are common.
- 300,000 children are severely disabled because of mines. Natural playfulness, herding and wood gathering activities place them at greater risk.
- Cambodia has 35,000 mine amputees. Each prosthetic costs around $6000 per amputee in developing countries.

How can you be an active global citizen?

- Raise money for programs to clear mines.
- Join groups such as World Vision Projects and Red Cross to reduce the impact of landmines on poor communities.

Map: Countries most affected by landmines and landmine producers

Source: www.militaryphotos.net/forums/showthread.php?29957-Landmines-and-North-Africa

Child soldier killed from a landmine

The use of landmines poses a threat to children and violates the Convention on the Rights of Children.

An alarming trend is the increasing use of children as soldiers in more than 30 countries. New technology has made semi-automatic rifles light enough to be used and simple enough to be stripped and reassembled by a child of 10 years, and as cheap as a goat or a bag of corn. Most child soldiers are between 15 and 18 years but some are recruited as young as 10 years. Most come from disrupted or deprived families. Some choose to join, perhaps hoping to get regular meals and wages to assist their poor family. Tragically some children are kidnapped or forced to fight against their will. For example Pamela was only 11years old when she was abducted by rebels of the Lord's Resistance Army in Northern Uganda. Unfortunately she was killed standing on a landmine.

Citizenship

In 1993 the United States General Assembly passed four resolutions on landmines that reflected growing global concern by governments such as Australia and NGOs such as Handicap International (France), Human Rights Watch (United States), Medico International (Germany), Mines Advisory Group (United Kingdom), Physicians for Human Rights (United States) and the Vietnam Veterans of America Foundation (United States).

- since 1997, 155 countries have signed the Mine Ban Convention and ratified by 153. Another 40 have yet to sign. The United States is not one of the signatories.
- the number of states reporting they use landmines dropped from 15 in 1999 to two in 2008.
- since 1999, 1,100km² of mined areas and a further 2,100km² of battle areas, an area twice the size of London, have been cleared in more than 90 states and other areas. Operations resulted in the destruction of 2.2 million emplaced antipersonnel mines, 250,000 anti-vehicle mines, and 17 million explosive remnants of war.
- 86 States Parties completed the destruction of their stockpiles and four more are in the process. Together, they have destroyed about 44 million antipersonnel mines.

While the international community has achieved much, there are more than 70 countries still believed to be mine-affected, and more than 5,000 mine and explosive remnants of war casualties are still recorded every year.

The 2010 Portfolio of Mine Action Projects, prepared by UNMAS, UNDP and UNICEF was launched in Colombia, during the Cartagena Summit on a Mine-Free World. About $589 million is required to address the impact of landmines and explosive remnants of war in 27 countries, territories or missions.

DEFENCE:
AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS

Cambodia – largest number of amputees

Over 80% of Cambodians live in rural areas where landmines are predominantly located. Their existence prohibits agricultural development and therefore economic development. More importantly, the human cost of landmines is enormous. Landmines and unexploded ordnance kill or maim around 100 people a month. Cambodia had the largest number of amputees in the world. One person in 245 is an amputee.

Geographical Information Systems (GIS) assisted the Cambodian government to clear landmines, contributing to reduced deaths and accidents.

_____

News items

- *Landmine deaths triple in Angola in 2010 as funding for de-mining activities plummeted in the world's third most mined country.*

- *UN cleared its 25,000th landmine in Cyprus in October 2010, a milestone in the effort to rid the island of the explosives.*

- *At least 3,956 people died in 2009 because they stepped on a land mine or other unexploded devices left behind in war, the lowest number since counting began 12 years ago.*

_____

Using skills

- Calculate total casualties from 2000 to 2007. Explain the reasons for the decline of deaths and injuries from mine and UXO accidents from 2005-2007. Discuss how international agreements, Australia and GIS contributed to the decline in casualties since 2005.

Photograph: Mine Action – Rebuilding Lives

Photograph from an AusAID poster entitled "Mine Action – Rebuilding Lives" The poster shows a Cambodian child becoming accostomed to her prosthetic limb. Source: AusAid, www.ausaid.gov.au
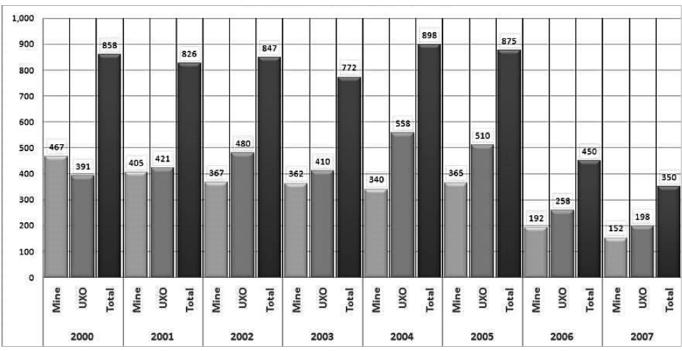
Thinking and applying

- Research the response of NGOs' such as the Oxfam, Red Cross, CARE Australia, Human Rights Watch and Save the Children, to the Ottawa Agreement.

Refer to the following perspectives and discuss the conflicting issues.

- The Pentagon declared "Landmines a necessity" despite international calls to ban the manufacture and stockpiling of these devices.

- Like many Afghan men, Shimjan's husband did not see the need for his wife to have a prosthesis fitted. He said that as she stayed in the home she didn't need one – NI Sept. 1997.

Graph: People killed or injured in land mine and unexploded ordinance (UXO) accidents in Cambodia since 2002

DEFENCE: AUSTRALIA IN ITS REGIONAL AND GLOBAL LINKS

ICT

View AusAID landmine program slides. What are landmines? Where do they occur? What are the impacts on the population? How has the world and Australia responded? – www.ausaid.gov.au/closeup/slideshow/index.html

Explain how Australia's mine action strategy 2005–2010 aims to address social injustice – www.ausaid.gov.au//publications/pdf/mine_strategy.pdf

Summarise in one paragraph – Stepping out! Recovering from landmines – www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/2867;jsessionid=407857748CF72E4D8464C478667092B1

Explain how Australia's Integrated Mine Action in Cambodia improved the lives of people – www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/2880;jsessionid=34F257643DE3B62A33 11D0A3E854C25B

Explain how GIS technology assisted the clearing of landmines and reduced deaths and accidents – www.esri.com/news/arcwatch/0708/feature.html

Follow the mine fields in Afghanistan – http://video.nytimes.com/video/2009/11/18/opinion/1247465742545/the-minefields-of-afghanistan.html

AusAID – www.ausaid.gov.au/landmines

Department of Foreign Affairs and Trade – www.dfat.gov.au/landmines/demining.html

International Campaign to ban Landmines – www.icbl.org

United Nations – www.ncrb.unac.org/landmines/UNinfo.html

E- Mine, UN Electronic Mine Information Network – www.mineaction.org/

Geneva International Centre for Humanitarian Demining – www.gichd.org/

Mine Ban Convention – www.apminebanconvention.org/

UNICEF – www.unicef.org/emerg/index_landmines.html

Care Australia – www.careaustralia.org.au/Page.aspx?pid=194

World Vision Australia – www.worldvision.com.au/Home.aspx

Australian Red Cross – www.redcross.org.au/default.asp

Source: www.mineaction.org/downloads/1/portfoliofinal.pdf

AGTA NEWS IN BRIEF

GEOGRAPHIA — AGTA'S NEWSLETTER

Read all of the latest news from AGTA in the latest issue of Geographia. The publication can be accessed from the GTA NSW website (www.gtansw.org.au/files/news/agta/AGTA_Geographia_July2011.pdf).

NEW RESOURCE FROM AGTA – *EXPLORING 21ST CENTURY GEOGRAPHY DVD*

An outstanding collection of teaching resources from the Australian Geography Teachers Association includes spatial technologies/GIS units. The DVD contains:

- articles and resources on 21st century Geography
- GIS skills development, GIS in Physical Geography and Historical GIS books – course processes and activities with geographical data
- 21st Century internet sites
- technology in the geography classroom articles, internet sites and resources
- inquiry project design and work samples.

Australian orders: AUD$95.00 inc GST and postage – www.agta.asn.au/products/index.htm

AGTA 2011 CONFERENCE KEYNOTES AVAILABLE TO VIEW ON THE AGTA WEBSITE

If you were not able to attend the AGTA conference in January this year, or attended and wish to listen again to the great keynotes, edited versions of the following keynotes are now up on the AGTA site at www.agta.asn.au/conf_presentations/index.htm.

The videos are approx 15 minutes in duration and highlight some of the most relevant and interesting sections of the addresses from:

- Dr Rita Gardner "Geography – an education for life"
- Duncan Chessell "Journey to the Roof of the World"
- Tim Costello "AGTA Patron's inaugural speech"

From left: Roger Smith, Dr Don Biddle AM and Mark Manuel at the 2011 AGTA Conference

AUSTRALIAN GEOGRAPHY TEACHERS' ASSOCIATION (AGTA) CONFERENCE 2011

The Australian Geography Teachers' Association Conference, held in Adelaide during January 2011, was an informative and professionally organised event covering topics such as fieldwork, the Australian Curriculum, GIS, injecting thinking into the curriculum, building global awareness, development geography, global citizenship, the future of the geography textbook, 21st century – the Asian century and the geography of surfing.

At the event Dr Don Biddle AM presented the inaugural AGTA *Friends of Geography* Award. The award aims to thank individuals for their significant contribution over an extended period of time to the promotion of Geographical Education in Australia. The awardees were Roger Smith, Mark Manuel and Kath Berg.

Dr Grant Kleeman and John Kinniburgh, Head of Geography at the King's School, Parramatta at the 2011 AGTA Conference

GEOCAREERS WEBSITE

One of AGTA's important promotional activities is the Geocareers website at www.geocareers.net.au. The site, developed by Rob Berry, is proving to be an outstanding resource for educators and students, linking our discipline with potential careers. At present the major sections include Meet a Geographer, Studying Geography, Using Geography and Resources.

In this issue:

www.agta.asn.au

Exploring 21st Century Geography

A resource to support schools to enter the 21st century world of geography

ATTENTION:
Geography/SOSE Coordinators

The DVD contains:

- Articles and resources on 21st century geography
- GIS skills development, GIS in Physical Geography and Historical GIS books – step-by-step instructions with student activities and teacher guidelines plus supporting geographical data all supplied on the DVD
- 21st century internet sites
- Technology in the geography classroom articles, internet sites and resources
- Inquiry project design and work samples.

How to order

The 'Exploring 21st Century Geography' DVD containing all process sheets, student activities and examples is now available at a purchase price of $95.00 (GST and postage included).

Purchase from AGTA's website at **www.agta.asn.au/products** and pay by credit card (Visa or MasterCard) or your PayPal account. Schools may purchase using an authorised purchase order.

A copy of the DVD will be promptly dispatched to you following confirmation of payment.

Only $95.00 for the complete resource postage included

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Australia's High Risk Earthquake Areas

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A new product from the Australian Geography Teachers Association (AGTA)

DVD VIDEO

PAGE 1

National AGTA Conference January 2011

The highly successful AGTA conference, convened by the Geography Teachers' Association of South Australia was held in Adelaide from January 8-13th 2011. Over 240 teachers attended the conference, titled "Geography going National", to hear wonderful keynote addresses from Peter Hill (CEO ACARA), Rita Gardner (Director RGS in the UK), Tim Costello (AGTA Patron) and Duncan Chessell (explorer). If you wish to view these excellent presentations and some of the workshop Powerpoints go to www.agta.asn.au/conf_presentations/index.htm. Many thanks to the conference convenor Mark Manual and the GTASA Executive for their hard work in making the conference such a great success. I am sure we will look back on AGTA 2011 as a pivotal event in the development of the Australian Curriculum for geography.

AGTA Patron announced

At AGTA 2011 we were pleased to announce that Tim Costello has agreed to become the AGTA Patron. We see the appointment of Tim as an important development to support AGTA's aim to promote geography in the public space. Tim is a well respected and involved member of the Australian community and as his articles in recent times show, a person convinced of the importance of geography for young people and the need to ensure geography has place in school education in Australia. Go to the AGTA website at www.agta.asn.au/patron/index.htm for more information on Tim and his perceived role as AGTA Patron.

Geocareers Website

One of AGTA's important promotional activities is the Geocareers website at www.geocareers.net.au. The site, developed by Rob Berry, is proving to be an outstanding resource for educators and students, linking our discipline with potential careers. At present the major sections include Meet a Geographer, Studying Geography, Using Geography and Resources.

Australian Curriculum for Geography

In January 2011 ACARA released the Shape of the Australian Curriculum: geography document. Since then ACARA has appointed writers and an advisory panel to develop the curriculum. In June 2011 ACARA released the first deliverable of the writing for targeted consultation processes with state jurisdictions and geography teachers associations (coordinated by AGTA). At this stage the future process for the Australian Curriculum: Geography has been announced as (naturally subject to change by ACARA):

- In August 2011 a National Forum of key stakeholders is tentatively planned to be held in Sydney to view and discuss the work to date. This should involve the viewing of the draft rationale, aims and a scope and sequence.

- A draft scope and sequence containing content descriptions (including elaborations) and achievement standards is planned to be released in September 2011 for national consultation. This on-line consultation is tentatively planned to be held between September-December 2011. This consultation period will be followed by another phase of curriculum writing guided by the advice provided from the consultation.

- A second National Forum is tentatively planned for February 2012 to discuss the revisions.

- Another national on-line consultation is tentatively planned to be held between May-June 2012, followed by revisions by the writers.

- At this stage ACARA is saying that the Australian Curriculum: Geography will be published on-line during September 2012

There is plenty going on in the world of Australian geography! We are facing the challenges of being closely involved in the development of an Australian Curriculum for geography, promoting the 'brand' of geography in the community whilst continuing our essential role as an association supporting teachers.

Malcolm McInerney
AGTA Chair

AGTA Website

The AGTA 2011 Conference section has been the major area of development on the AGTA website since the last Board meeting. Fieldwork and workshop resources have been added as well as edited video highlights of the keynote presentations by Rita Gardner, Duncan Chessell and Tim Costello. Information about Tim Costello has been added to a new page on the website. A full report of the AGTA Award winners has been also been published.

In addition, a Facebook page has been set up with both general comments and an AGTA 2011conference wall. A tribute to Rex Walford was one of the first postings added along with a selection of photos taken en route to the conference (an aerial photo of the Murray River mouth taken by Stephen Cranby), as well as during the preconference Kangaroo Island tour, field trips and the conference.

The Chairperson's annual report provides useful information for members about the achievements of AGTA whilst the 'Geography discussions' section provides links to Web 2.0 geography websites and a portal to a number of useful blogs, wikis, nings, forums, discussions and other participatory web applications that support geography teaching both in Australia and overseas. Other changes to the website include updates to the news section (e.g. latest issue of Geographia), Board members, affiliate details and resources. Updates have also been made to the national geography curriculum website, standards for geography teaching and details of affiliate conferences. The listing of state conferences has been updated where such details are known.

Finally, the online marketing of *Geographical Education* and some resources is now active on the website.

Meeting 107 – Overview

The 107th meeting of AGTA Board was held in Sydney at Leichhardt Public School, Leichhardt NSW.

A special welcome was extended to Darryl Mitchie, Vice President, Geographical Association of Western Australia.

The structure of this meeting was changed to the norm with breakout groups being re-introduced to initiate pro-active planning on various topics to move AGTA into the future.

Since the 105 Board meeting a huge amount of work has been generated, particularly with the AGTA Conference that was held in Adelaide in January this year.

AGTA's financial position remains stable with the balance sheet as at the 7/5/2011 showing AGTA's total assets as $177,483.05 and total liabilities as $2,780.13 with net assets of $180,263.18.

Associations are reminded that affiliation fees are payable for the year commencing after the AGM i.e. the 2010-2100 affiliation fees were due at the end of 2010 based on membership numbers as at 30 October 2010. Clause 11 of the constitution states that "If the subscription of a member shall remain unpaid for a period of two (2)

calendar months after it becomes due then the member may after notice of the default shall have been sent to the member by the Secretary be debarred by resolution of the Board from all privileges of membership and the member's name may be removed by the Board from the Register of Members."

Malcolm welcomed Susan Caldis (Senior Project Officer: Geography, ACARA) to the meeting. Susan provided an update / overview on where we are at with the Australia Curriculum and where AGTA can assist with the consultation and development process. It is imperative that GTA's give input into the Shape Paper regarding any highlights, issues and concerns.

Following queries by the Geographical Association of WA regarding the AGTA Constitution, AGTA engaged Barristers and Solicitors, Scammell and Co, to assess and amend the constitution to clarify any anomalies and inconsistencies. After minor

amendments were made the Board unanimously passed the following motion:

Motion: "That the constitution as amended be submitted to Geography Teachers' Associations for ratification at the Annual General Meeting in October 2011."

Moved: Malcolm McInerney
Seconded: Steve Cranby
Carried Unanimously

Surveyors and Spatial Sciences Institute (SSSI)

The Surveying & Spatial Sciences Institute (SSSI) is Australia and New Zealand's peak body representing the interests of surveying and spatial science professionals, combining the disciplines of land surveying, engineering & mining surveying, cartography, hydrography, remote sensing and spatial information science.

At the meeting in Canberra, *Professor Ken Lyons, University of Queensland* spoke of his work on the Queensland Workforce document. In particular, that demand is significantly greater than supply for spatial industry employment. Supply and demand were matching in the 1980s and 90s but since 2000 there has been a significant divergence. The trend is for fewer graduates, increased demand and overseas recruitment increasing. Problem is that demand is a 6 month growth timeline but creating supply

(graduates/retrained) can be anything up to 6-10 years. Presently the industry is lobbying government for the spatial industry employment to be supported by the Australian Government Critical Skills Fund. At this stage Professor Lyons consider the attempts to educate teachers in schools about the opportunities in the spatial industry has failed and needs to be revisited as an initiative.

The Spatial Industries Business Association proposal to develop a *Spatial Industry Statistics Program* discussion paper has considerable potential to provide quantitative data on the level of demand and opportunities in the spatial industry for course counselling in schools.

Roger Buckley, newly appointed SSSI CEO outlined the efforts by SSSI to promote the spatial industry in schools and the community. They are:

- Re-development of the Spatial technology in Schools competition
- Packaging of available career orientated DVD's into one portal

- New SSSI website focused on careers
- 'Destination Spatial' at www.destinationspatial.org/ is an effort by the SSSI to promote spatial careers.

Highlights of the event for AGTA

- The positive involvement in the advocacy work for geography by Liz Marchant (ANZLIC) and Roger Buckley (SSSI). In particular their offer to try to meet with Peter Hill in the near future to promote the importance of the spatial industry in terms of geography and all it can offer.

- The opportunity to brief the Spatial Industry people on the development with geography in Australia, in particular the Australian Curriculum: geography.

- Viewing of the destination spatial website at www.destinationspatial.org/ and the Geospatial Revolution from Pennsylvania University at www.youtube.com/v/ZdQjc30YPOk&hl=en_US&feature=player_embedded&version=3

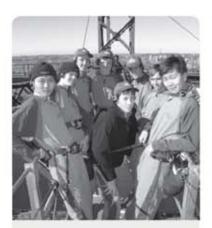# NGC National Geography Competition

NATIONAL GEOGRAPHIC CHANNEL

The Competition is managed by the Australian Geography Competition Committee. The number of students entering the 2011 Competition is provisionally 79,113. This includes students from schools who have not yet paid, and the number will therefore drop slightly.

The decline in numbers of the last two years continued in 2011, although Western Australia had record student numbers this year. Later in the year, the Committee will survey schools that competed in 2010 but not 2011 to try to establish reasons for the decrease.

State/Territory	2011 (interim)		2010	
	Students	Schools	Students	Schools
Australian Capital Territory	2 602	15	2 330	14
New South Wales	30 244	286	33 384	318
Northern Territory	114	4	336	7
Queensland	15 216	157	17 957	166
South Australia	4 209	38	4 771	49
Tasmania	713	21	787	16
Victoria	14 997	134	15 680	140
Western Australia	10 572	87	9 856	104
Other [1]	446	4	30	1
TOTAL	**79 113**	**746**	**85 131**	**815**

[1] Includes External Territories and overseas

Final for under 16s

Students won 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 was held on Monday 6 June at Foxtel Studios. National Geographic Channel will film the Final again. Malcolm McInerney officially represented AGTA at the Final. Sydney schools that entered the Competition were invited to attend. The students that came first and second at the Final represented Australia at the National Geographic World Championship in San Francisco in July 2011.

Asia Pacific Regional Geography Olympiad

The 2011 Asia Pacific Regional Geography Olympiad was held from 4 to 9 July in Mérida on the Yucatán Peninsula in Mexico. Four students were selected to represent Australia, based on their performances at the 2010 Geography's Big Week Out:

- Bridget Anderson, St Mary's College, Hobart
- Laura Bennett, Coffs Harbour Senior College

- Tarang Immidi, Sydney Grammar School
- Jonathan Steven, Camberwell Grammar School, Melbourne.

The next full International Geography Olympiad will be held in Cologne, Germany, in August 2012. Australia's team will be selected from students who excel at the 2011 Geography's Big Week Out.

Geography's Big Week Out

The 2010 Geography's Big Week Out was another roaring success with great feedback from the participating students. It was held from 5 to 10 December in Perth and Rottnest Island. The student participants were the highest-scoring male and female Year 10/11 students from each state and the combined territories, plus two other high-scoring students, who took part in the senior division of the Competition. Photos and comments from the students are on the website at www.rgsq.org.au/gbwo.htm.

Thanks to the leaders who made Big Week Out possible:

- Kath Berg, Royal Geographical Society of Queensland
- Lidia DiGiuseppe, Geographical Association of Western Australia
- Mike Fazio, Geographical Association of Western Australia
- Ali Harris, Geographical Association of Western Australia
- Marc Harris, Woodvale Senior High School
- Trish Harris, Australian Geography Teachers' Association
- Phil Houweling, John Calvin Christian College
- Margaret McIvor, Australian Geography Teachers' Association
- Denise Moore, Geographical Association of Western Australia
- Simon Roos-Freeman, Leeming Senior High School
- Norm Snell, Geographical Association of Western Australia
- Emmy Terry, Australian Geography Teachers' Association

After two years in Perth, Big Week Out is shifting to Victoria in 2011. We very much appreciate that GTAV, with a committee under the leadership of Pat Beeson, has agreed to take on this responsibility.

2011 Geography's **Big Week Out**

Planning is underway for GBWO that will be held in Victoria. The venue will be at the Mornington Peninsula from Sunday 2 to Friday 7 October 2011.

Context is to study the challenges of managing the pressure of urban development and tourist growth in fragile environments and exploring polarization of socio-economic groups on the Mornington Peninsula.

Date	Program
Sunday 2nd October	Orientation to Melbourne – visits to Eureka Tower and ride on city circle tram. Travel to Mornington Peninsula.
Monday 3rd October	Orientation to peninsula with fieldsketch overlooking area, talk by CEO and others from shire. Study of Main creek- a drainage basin in a rural area largely untouched by urban development.
Tuesday 4th October	Impact of tourism and urban development on coastal ecosystems – ocean and bay beaches. St Andrews Beach and Rye.
Wednesday 5th October	Exploring socio economic divisions on the peninsula from Rosebud West to Portsea.
Thursday 6th October	Balcombe Creek. Urban development in a river catchment and impact of pressure groups.
Friday 7th October	GBWO assessment. Ferry to Queenscliff and transport to the airport, completes the clockwise circumnavigation of Port Phillip Bay.

Thank you is extended to GTAV and to coordinator, Pat Beeson for hosting this event.

GeoCareers website

Changes and revisions have been made to the GeoCareers website thanks to the suggestions of people to be included in the profile section being forwarded to Rob Berry. Members are invited to send recommendations of people to be approached with a view to providing a profile for publication 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@agta.asn.au). Rob will then contact each person nominated and provide them with a standard proforma and agreement sheet.

National Geographic World Championship

Australia will compete at the biennial National Geographic World Championship to be held from 23 to 28 July in San Francisco. Google is sponsoring the World Championship and the Final will be held at Google headquarters. Riley Kernaghan, MacGregor State High School, Brisbane, has been selected for the team from the 2010 Final for under-16s. The other two team members will be chosen from the 2011 Final.

Comment

WITH WORLD VISION CEO TIM COSTELLO

The shape of geography today

AS the head of a major aid and development agency, I all too often get to witness first-hand the devastation of natural disaster.

In the past 12 months, floods have killed about 2000 people in Pakistan, 800 in Brazil and nearly 40 in Australia. One thing that often strikes me is the vast differences such disasters have on different places, different countries and different communities. The frequency and intensity of natural disasters are also increasing while more government and non-government resources are required.

This real-world phenomenon is now part of a wider approach to geography that goes well beyond the stereotype of learning obscure landforms and capital cities. The recently released *Shape of the Australian curriculum: Geography* paints a far more dynamic, contemporary and engaging vision. It is a picture of geography that offers teachers and students the opportunity to inquire and wrestle with the interconnected, globalised world of the 21st century. It is one of the reasons I recently took on the role as Patron of the Australian Geography Teachers Association and addressed its national conference in Adelaide.

Geography explores how and why places have their particular environmental and human characteristics. Students tackle the questions of how and why our world is changing. It equips our young people to analyse and evaluate if this change is just and sustainable.

One role of the new Australian curriculum is to prepare young Australians for the globalised and interdependent 21st century world. Geography will enable them to understand the nature of our interdependence and the responsibilities that come with being active and informed citizens. The major issues of climate change, migration, trade, urbanisation and global inequality are all addressed.

Geography has a unique role to play. No other learning area in school draws on both the natural sciences and social sciences in the same integrated way. The new geography curriculum offers a rigorous, real-world education and great hope for a more just and sustainable future.

As Michael Palin, former Python and current President of the Royal Geographical Society, has noted: "Geography explains the past, illuminates the present, and prepares us for the future. What could be more important than that?"

Susan Caldis (Senior Project Officer: Geography)

As part of the consultation process on the draft broad outline of the curriculum for Geography, ACARA would like AGTA to be involved in the process.

On 27 May 2011 ACARA provided AGTA with the draft broad outline of the curriculum for geography, with the expectation that the documents would be shared with the Executive to provide some feedback to ACARA via teleconference and also in writing.

Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and impacts. It is the study of the many different places of environments which make up our world and is described as the 'why of where'

What has been achieved for Geography?

- Initial scoping of curricula and the submission of a position paper (2009-2010)
- Development and publication of the Shape of the Australian Curriculum: Geography Paper (2010)
- National consultation on the above paper (2010)
- Publication of the Shape of the Australian Curriculum: Geography Paper (2011)
- Curriculum writing (2011)

Feedback will be sought on key areas including the rationale and aims; concepts F-12; Concepts: Place and Space and 'big ticket: items such as:

- Fieldwork
- Spatial Technologies
- Defining 'environment'
- Defining 'sustainability'.

Subscribe to ACARA Update:
www.acara.edu.au

Australian Curriculum:
www.australiancurriculum.edu.au

Senior Project Officer, Geography:
susan.caldis@acara.edu.au

Timelines for Development:

Consultation	Publication of the Shape of the Australian Curriculum: Geography	1 February 2011
Curriculum Writing	Broad outline, scope and sequence Content description (and elaboration) and achievement standards	February to May 2011 May – August 2011
Consultation	National Consultation State and Territory jurisdiction consultation Trial Schools; curriculum mapping Curriculum revision and final consultation period	September – December 2011 May – June 2012 September – December 2011 February – August 2012
On-line Publication	Digital publication	August – September 2012

2010 AGTA Awards

The Australian Geography Teachers' Association presents biennial awards to producers of materials used in the teaching of geography. It is pleased to announce the winners of the 2010 Awards.

Category	Award Winner	Highly Commended
1. Primary school resource	**Get Connected** Publisher: World Vision Australia	**The Big Picture Book of Environments** Author: John Long Publisher: Allen & Unwin
2. Junior secondary school textbook	**Oxford Big Ideas Geography Level 6** Author: Mark Eason, Kirsty Leahy, John Ramsdale and Marianne Ward Publisher: Oxford University Press	**GTAV Geospatial Skills Activity Book Level 5** Publisher: GTAV
		Oxford Big Ideas Geography Level 5 Author: Mark Eason Publisher: Oxford University Press
3. Senior secondary school textbook	**Our Global Future: the Geography of Planning Cities and Climate Change** Authors: Kathryn A Ford and Norman J Snell Publisher: GAWA	**VCE Geography New Perspectives Supplement** Authors: Raymond Pask and John Ramsdale Publisher: GTAV
4. Broadsheet, chart, wall map	**Oxford Big Atlas 2** Publisher: Oxford University Press	**Oxford Big Atlas 1** Publisher: Oxford University Press
		GTAV 2008 Topographic Map Set Publisher: GTAV
5. Atlas	**The Jacaranda Atlas Edition 7** Publisher: Jacaranda (John Wiley & Sons, Australia Ltd.)	**Oxford Atlas with OBook** Publisher: Oxford University Press
		Oxford Atlas Project 1 Publisher: Oxford University Press
6. Video	No award	
7. DVD	No award	**Fraser Island World Heritage Area in Queensland** Author: Stephen Weingarth Publisher: Pro Doc
		Geographers in the Field Publisher: VEA
8. Website	**DataGenie** Publisher: Education Services Australia	
9. Non-commercial, teacher produced resource	**Building Global Awareness** Author: Mark Wildy Publisher: Global Education Centre of South Australia	
10. Geography teaching resource material	**Keys to Geography Essential Skills and Tools** Authors: Jeana Kriewaldt and Bob Digby Publisher: Macmillan Education Australia	**The 2010 GAWA Examination Package** Author: GAWA Publisher: GAWA
11. Geographical education publication	**GTAV Interaction Global Geography Volume 38 No 2 June 2010** Authors: Judy Mraz & Denise Miles Publisher: GTAV	

National Education Forum

National Education Forum is an organisation representing approximately 32 associations. The NEF meets three times a year with a possibility of a fourth in Parliament House, Canberra during 2011.

The meeting consisted of:

- A workshop session exploring the purpose and potential of Professional Teacher associations.

- Gaining feedback from groups to be the basis of a paper developed by the NEF on the purpose of Professional Teacher associations

- A Panel discussion with AITSL (CEO, Margery Evans), Angelo Gavrielatos (AEU National President) and Jayne Johnstone (Executive Director Schools ACT)

In small groups the question was posed to the 32 association representatives: "Who are and what do professional teacher associations do?"

Extensive discussion resulted in a number of responses including that professional associations are:

- predominately comprised of classroom teachers but also have membership from pre-service teachers, university lecturers, industry, curriculum authorities and retired educators. Some of the cross disciplines associations are also expanding the stakeholders in the educational enterprise beyond schools to include parents and carers

- representative through individual, school and institution membership structures provide for a diverse group of educators

- the voice of teachers representing teachers in the classroom a form of learning community where the only barrier to membership is a fee

- self-sustaining and not dependent on funding from government or jurisdictional bodies

- are independent voices not beholden to jurisdictions or employers, being responsible solely to their professional responsibility as educators

- not politically aligned and thus able to provide fearless an independent advice - balanced and professional view on issues

- providers of cost effective resources and professional learning as a result of the dedication of the professional to volunteer their services (in terms of intellectual and time) to the work of the association

- a value-add (not free) resource to jurisdictions and government education bodies wishing to develop and conduct education innovation and initiatives across Australia

- primarily focused on student learning and outcomes

- in some cases specific to a learning area but also may be cross-discipline

- involved in awareness raising activities concerning their area of education and increasingly being asked to operate as advocates for their members and area of education

- initiators of research in their area to support quality improvement and provide connection between research and practice

- able to provide a conduit and filter between the classroom and the National Agenda

- involved in developing professional teacher standards for their learning area

- regular publishers of journals, newsletters, websites and teaching resources for their remembers

- the major providers of professional learning for quality classroom practice in their area of learning.

- the providers of leadership with professional learning

- often asked to critique and have input into the educational policy agenda, but there is no evaluation of this relationship

- looked to by educators to provide expert advice in terms of content pedagogical knowledge

- represented on a wide variety of consultative and advisory bodies coordinated by industry, jurisdictions and national bodies

- at the 'cutting edge' of developments in their area of education and are usually the first adopters of technological an detaching practice in their field

- able to be responsive to innovation and changing education needs because they are not encumbered by bureaucratic risk-aversion inhibitors.

- closely involved in curriculum development via state education authorities and ACARA

- networkers between other teacher associations, jurisdictions, parent groups, industry, universities and schools

- able to provide through their membership mentoring of young teachers in remote and regional support to schools

- able to develop a sense of belonging for teachers through professional learning and social activities. Teacher self-identity that associations support is specifically related to one interested in professional learning and professional inquiry

- the enablers for professional identity and professionalism for individuals through identification with a professional body of like-minded individuals all operating as professionals

- representative of all states and territories of Australia and in most cases are truly national bodies

- comprised of educators from State, Catholic and Independent systems

- representative of professional engaged personnel willing to invest in membership of the associations, attend professional learning activities conducted by the associations and provide their intellectual property and commit as dedicated professionals to conduct and participate in activities outside of their normal duties as educators at particular work sites

- bodies with great credibility with educators across Australia because they are practitioners aware of the demands and requirement of educators working in their particular area of educational expertise

- groups who provide excellence in teaching initiatives to promote good practice and recognition of outstanding.

Highlights of the event for AGTA

- Small group structure provided the opportunity to develop some very useful material for the paper on associations being developed by the NEF.

- Margery Evans (AITSL CEO) and Angelo Gavielatos (AEU President) giving very good insight into the developments, thinking and politics of AITSL in relation to National Professional Standards for Teachers. They also stated that they are unclear of the role of associations in the future of professional learning to support the national agenda re: education.

- It was an excellent opportunity for Margery Evans to find out about the work of AGTA with GEOGstandards in particular.

Geography Teachers' Association of NSW
ARTHUR PHILLIP AWARDS 2011

GEOGRAPHY FIELDWORK COMPETITION

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

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

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

NATURE OF THE COMPETITIONS

1. **The GTA Fieldwork and Visual Presentation Competition (Years 7–9)**
    - choose a relevant topic
    - undertake fieldwork to gather primary data
    - support fieldwork with secondary data if required
    - analyse gathered data
    - present research findings as a visual presentation (digital or poster)

2. **The Global Education Research (Fieldwork) Competition (Years 7–12)**
    Three categories: Stage 4, Stage 5, Stage 6
    - choose a relevant global geography topic
    - undertake research (may include fieldwork)
    - analyse data gathered
    - present research findings in a digital form
    - propose individual or group action in response to findings

3. **The Dr Don Biddle Issues in Australian Environments Fieldwork Competition (Year 10 only)**
    - undertake research into a relevant issue in NSW, using fieldwork to gather primary data
    - support fieldwork with secondary data if required
    - analyse data gathered
    - present research findings
    - propose individual or group action in response to findings

ARTHUR PHILLIP AWARDS 2011

NATURE OF THE COMPETITIONS

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

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

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

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

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

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

7. **The Dr Maurine Goldston-Morris Teacher Awards**

    These will be allocated to teachers for outstanding involvement in the Geography Fieldwork Competition during 2011.

ARTHUR PHILLIP AWARDS 2011
INFORMATION

ENTRIES

GTA Member schools – $3.30 per entry (incl GST)
Non-member schools – $6.60 per entry (incl GST)

Each school can submit up to FOUR (4) entries in each section.

Final date for entries to be received – Monday 19 December 2011.

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

Entries should be sent or delivered to:

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

Enquiries via email to Carmel Logalbo, carmel.logalbo@ptc.nsw.edu.au
All packages should be clearly marked as **Geography Fieldwork Competition.**

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

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

SCHOOL REGISTRATION AND PAYMENT

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

PRIZES

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

AWARDS

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

Awards will be allocated to each section according to criteria. The presentation of awards will be at a special ceremony in February 2012.

Go to: www.gtansw.org.au for student entry forms and school registration

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

- publishing of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across the state.

MEMBERSHIP RENEWAL/APPLICATION FORM 2011

ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

*Please select **ONE** of the following membership options and complete the details*

☐ **Personal membership $90.00**

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other: ....

Surame: .... Given Name(s): ....

Home address: .... Postcode: ....

Phone: .... (Mob) .... (Home) .... (Work)

Fax: .... Email: ....

☐ **Corporate membership $180.00**

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School: ....

School address: .... Postcode: ....

School phone: .... School fax: ....

☐ **Concessional membership $40.00** ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other: ....

Surame: .... Given Name(s): ....

Home address: .... Postcode: ....

Phone: .... (Mob) .... (Home) .... (Work)

Fax: .... Email: ....

School: ....

PAYMENT:

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of *Geography Bulletin* will be forwarded. A membership reminder will be sent in December.

Please make cheques payable to: Geography Teachers' Association of NSW Inc

OR

Charge $.......................... to my credit card: ☐ Mastercard ☐ Visa

Card Number: .... /.................. /.................. /..................... Expiry: .... /...............

Name on card: .... Signature:...

Post this form and your payment to: GTA NSW, PO Box 577 Leichhardt, NSW 2040

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:
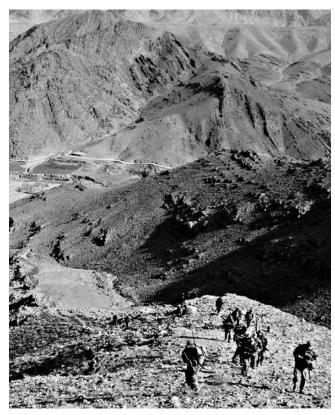   Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.

   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.

Special Forces members reach the summit of a gruelling peak in the Uruzgan mountains, in operations to support the Afghan government, shield the local population and disrupt the insurgency in the southern province
Source: Australian Defence Image Library, http://images.defence.gov.au

Books for review should be sent to:

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

Deadlines for articles and advertising

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

Notice to Advertisers

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

FULL PAGE (26 x 18cm) – $368.50
    Special issues $649.00

HALF PAGE (18 x 13cm or 26 x 8.5cm) – $214.50
    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:

Carmel Logalbo, GTA NSW Office
Telephone: (02) 9564 3322
Fax: (02) 9564 2342
Email: carmel.logalbo@ptc.nsw.edu.au

Cover photograph:

Australian Defence Special Forces members reach the summit of a gruelling peak in the Uruzgan mountains. The Special Operations Task Group (STOG) is deployed to southern Afghanistan to conduct population-centric, security and counter network operations.

Source: Australian Defence Image Library (Gallery Number 11120044) – http://images.defence.gov.au