

Worldwise

Geography Awareness Week

June 22nd-26th 2009



Investigating Geography - Interdependence



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Geography Awareness Week

22-26 June 2009

This year's theme is: **INVESTIGATING GEOGRAPHY**

What is Geography Awareness Week?

Welcome to the Geographical Association's Geography Awareness Week (GAW), which is just one of a range of young people oriented activities that aims to promote engaging geography within schools. See <http://worldwise.geography.org.uk> for full details of the other Worldwise activities, which now include the *Local Quiz*, the *Online Quizzes* and the *My Places* area. We hope that you enjoy using the GAW resources on the following panels, which include something for young people ranging from Early Years through to Post 16. You can use these resources either during the designated week in June, or indeed at another time during the year that is more convenient to you and your school to support geography.

Where Can Geography Awareness Week Take You?

We hope that examples of students' work showing their engagement with this year's GAW theme will be submitted to us here at the GA (please email details or provide relevant school, college or geography department website links to: rgill@geography.org.uk). Entries or other feedback from the KS3/4 category can be used in support of your school's overall involvement in Worldwise, with a view to possibly being invited to take part in a 2010 Worldwise Challenge weekend. These events are free-of-charge residentials based around providing stimulating, up to date fieldwork activities for Y9-Y11 students and accompanying teachers, that usually take place at a Field Studies Council (FSC) centre during the months of April and September each year. The culmination of the annual Worldwise activities is an invitation (for a small number of pupils – usually only 3 or 4 – selected from those schools that have taken part in a Challenge weekend) to represent the UK at an international geography competition. In recent years these competitions have been held in Tunisia, America, Hungary, Australia and Mexico.

How Can You Use This Year's Geography Awareness Week Resources?

We believe that the suggested GAW activities, outlined in the following sections, will allow students to appreciate the range of views and issues that surround this important element of geography learning. They should also provide opportunities for students to reflect on and clarify their own views, ideas, values, attitudes and experiences. With improved understanding, young people should start to envision the sort of future that they might want for themselves and for society and how *they* can help to shape it.

This year's GAW materials closely link the main overarching theme of *Investigating Geography* to the previously published **2008 UK Interdependence Day Report** (downloadable from <http://www.neweconomics.org/gen/uploads/f2abwpumbr1wp055y2110s5514042006174517.pdf>) and its associated Ecological Debt Day Calendar, together with elements from *A Different View: A Manifesto from the Geographical Association*, which is being launched at the GA's 2009 Annual Conference in Manchester – look out for more details of this initiative in forthcoming editions of the *GA Magazine* as well as on the GA's website at www.geography.org.uk. This year's resources cover trade flows (energy and commodities), people flows (circulation and migration), and cultural flows (food and sport).

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Investigating Trade Flows - Energy

Background: One World - Flows, links and interdependence

In 2004 the United Kingdom stopped being energy **independent**. This means that this country no longer produces enough energy to meet its needs. This change was mainly due to the following factors:

- Depletion of our North Sea oil and gas reserves; and
- Increased demand from consumers – due to there being more cars and lorries on our roads, a greater number of electrical gadgets in the home, increased air travel etc.

Enquiry A: What forms of energy are used in your school?

Activity 1: What are the different forms of energy that are used within your school?

They are likely to include oil, gas, electricity and perhaps solar, biomass fuel (from living or recently dead biological material) or even coal in older buildings.

Activity 2: Only one from the above list is likely to have actually been produced on site; which one?

The others would need to be brought in from elsewhere, perhaps over hundreds or even thousands of kilometres.

Activity 3: How do the energy sources used in your school get there, for instance through pipes or by lorry, and from where do they originate?

Activity 4: Which of these forms of energy would a school with a 'sustainable energy policy' most likely to be using and why?

Enquiry B: Which countries supply the United Kingdom with gas?

A newspaper headline in January 2009 read: “Jitters across EU as Russia cuts Ukraine fuel supply”

The Ukraine is a neighbour of Russia and pipelines carry Russian gas across the border into Ukraine. Russia is claiming that the Ukraine is not paying its gas bills. Why should the rest of Europe worry about this? Well, the pipelines are part of a complex network that carries gas across the whole continent. It allows Russian gas to flow into most EU countries, including the UK. Gas is one of the most common energy sources for homes in the UK and we are becoming increasingly **dependent** on our gas supplies from countries like Russia and Norway. Problems with supply in any part of the network may push up the price we have to pay, and/or cause shortages during periods of cold weather.

You can investigate this issue further by performing an internet search on ‘the future of UK gas supplies’ and/or by selecting it from the list of fuels provided on World Mapper website:

www.worldmapper.org/textindex/text_fuel.html. Set out below are two questions that you could consider when undertaking this investigation:

Activity 1: Which countries in the World are the most important generators of gas?

Activity 2: What are the implications of this on future energy supplies?

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Investigating Trade Flows – Commodities

Enquiry A: Where do the goods that we consume each day come from?

Look on the cartons, boxes and labels of items that you use on a particular day or alternatively over a few days to investigate their origins or place of assembly, including the following:

- The clothes you put on for school each day
- The furniture you sit on
- The TV and computer equipment you use
- The car or bus you travel to school in
- The items in your pencil case

Activity 1: Having produced your list of countries, try to locate them on a World map and label it with the name/type of the good(s) produced there and draw a line from that country to the UK. You have now produced a 'desire line map' showing the movement of goods around the World that affect your daily life. You can download an Eckert IV equal area map projection from the GA website at:

<http://www.geography.org.uk/resources/mappingourglobe/linksfurtherreading/>

Activity 2: Compare your map with the maps of other pupils. How are they similar and how and why are they different? Are there other questions you could investigate, for example how the location affects the cost of the product?

Activity 3: Some goods are assembled in one country from parts made in several other countries. These often include items of clothing such as jeans. Where do all of the component parts of an item of your clothing come from? Where was the item of clothing 'made'? You can find the country of origin on the items making up the garment and often on company websites.

Enquiry B: Where are all those lorries going?

You can do the following activities on a long car or coach journey, whilst stopped at a motorway service station or by observing a busy main road for a period of approximately 10 minutes.

Activity 1: For each lorry that passes, write down the name of the firm and where it is based (some may have several locations). If possible record the type of goods it is carrying. Then on a map of the UK/Europe draw lines on it to show the routes of the traffic to your location. This will provide you with a picture of how different goods are moved around the country, including their entry ports from mainland Europe.

Question 1: Which types of products are most commonly being transported?

Question 2: Are certain locations more popular as bases for lorry companies?

Question 3: Can you see any examples of where lorries are carrying the same or similar goods, but travelling in opposite directions? How do you think that such wastage in energy could be reduced?

Enquiry C: What goods are traded? Which countries import and export them?

Activity 1: Select one of the items listed at the following Worldmapper website link. Make a list of the most significant importing countries and the most important exporting countries for your selected item. :

www.worldmapper.org/textindex/text_goods.html

Question: Can you start to describe and explain the patterns that you have found?

Enquiry D: Why do we export and import the same goods?

You can search various websites for information about the UK's exports and imports, including HM Revenue & Customs UKtradeinfo.com site where you will be able to download tables of the top 20 exported and imported items: see <https://www.uktradeinfo.com/index.cfm?task=topmonthlychap>. Other useful sites are the Office of National Statistics www.statistics.gov.uk and the 2008 UK Interdependence Day report (see page 23 in particular for the table on 'wasteful trade') available from:

<http://www.neweconomics.org/gen/uploads/f2abwpumbr1wp055y2110s5514042006174517.pdf>.

From these various sources you should be able to see that in some cases the UK is both an importer and an exporter of the same item.

Question: Can you find any other goods that are both imported and exported by the UK? Why do you think that this may be the case?

Enquiry E: 'Credit crunch hits waste paper market'

Here is another example showing how countries are **linked** together by the **flow** of goods and how events in one place can have effects elsewhere, making us all **interdependent** on other places and events around the world.

China exports lots of household goods, toys, computers etc, to mainland Europe and the UK, and most of these exports have to be packed in cardboard boxes. Most of China's exports arrive in the West by container ship. Much of the import's packaging ends up as waste paper, collected by local Councils in the UK and subsequently exported back to China in the otherwise empty container ships. However, the price of waste paper has fallen drastically recently as the World economy has slowed down. The reason for this is that people are buying less and so there is a reduced demand for imported products and therefore also reduced demand for cardboard packaging.

Activity 1: Investigate how these changes may affect local Councils in the UK (a useful source of information might be your own local Council's website). How will they affect factory workers in China? You can research this story by performing an internet search on 'waste paper prices'.

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Investigating People Flows – Circulation

Circulation – A term often used to describe people movements of less than a year.

Enquiry A: Where are we all coming from and going to?

Activity 1: On suitable maps mark the places (villages, towns, cities, counties, countries) that either you or your family members have visited in the last week/month/year, or places visited that are over 30km/50km/100km+ away. Now write down what the main reasons for visiting these places were. You should now be in a position to classify the reasons under suitable headings and graph the results.

Question 1: What were the commonest reasons for travelling?

Question 2: Did the reasons for travel change as the further you and/or your family travelled?

Question 3: What types of transport did people use to get to those places? [Try to identify patterns by drawing desire lines from your home to the various destinations in a range of colours depending on the mode of transport used].

Activity 2: Conduct a survey of people visiting different types of shop e.g. a small local general store and a larger supermarket or department store. You could ask where they have travelled from to visit (or work in) each of the shops. Record the main reason for their visit and the frequency of their visits to each shop. You should then be able to draw a 'sphere of influence map' for each store.

Question 1: What patterns of people flows can you see?

Question 2: Can you explain possible reasons for the identified patterns?

Activity 3: Using a railway or bus network map like the one on the poster; Choose a route e.g. Manchester Piccadilly to London Euston (for example by Virgin trains). Conduct some (internet) research into places of interest and any special events that will be taking place in the coming months that you would pass on your journey.

Activity 4: On a real bus or train journey you could carry out some primary data collection of your own for example by asking other travellers where they are going to and why? You can then attempt to describe and interpret the patterns that you have discovered.

Activity 5: Take a photograph of yourself, as near to 1:00pm as you can, on Saturday 20 June 2009, showing where you were and what you were doing. At school on the Monday of the following week (Geography Awareness Week 2009) locate your picture on a map as part of a whole class activity to create a snap shot of where you and your peers were at this time.

Enquiry B: Where do we visit and why?

Activity 1: On a map of the World, mark where pupils have relatives. Draw coloured lines to the different countries to show the various links and then use a different colour to show if the pupils themselves have travelled there too.

Activity 2: On another map pupils could mark on where they have been on holiday. Pupils can also using the following Worldmapper link to further develop their enquiry e.g. by comparing tourist origins with tourist destinations: www.worldmapper.org/textindex/text_movement.html.

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Investigating People Flows - Migration

In studies of population the terms 'movement' or 'mobility' are usually taken to mean **migration**. This is usually defined in terms of flows of people, that involves them moving house, for periods in excess of one year. This is different from shorter-term movements (of less than one year e.g. commuting, shopping, and going on holiday) which are called **circulation**. Migration can vary in terms of scale (i.e. numbers of people and distances involved), where its international (between continents or countries), national/regional or even more localised. But looking at migration is even more complicated than that...because we have to consider the *direction* of the flows (e.g. LEDC to MEDC or rural to urban), the *causes* and its *motivations*. Some useful background websites on this complex subject are provided below:

- BBC migration information ('Destination UK'):
http://news.bbc.co.uk/1/hi/in_depth/uk/2001/destination_uk/default.stm with some interesting comment and analysis. In particular you may want or look at the UK immigration map
http://news.bbc.co.uk/1/shared/spl/hi/uk/05/born_abroad/html/overview.stm
- Also some useful information at the Migration Commission <http://www.migrationcommission.org/>
- WorldMapper has a migration map of the world at:
<http://www.sasi.group.shef.ac.uk/worldmapper/display.php?selected=17> (net immigration) and
<http://www.sasi.group.shef.ac.uk/worldmapper/display.php?selected=15> (international migrants)

Enquiry A: Why migration matters?

1: It is probably no exaggeration to say that migration is probably one of today's major global issues. Explore the above websites and resources to find out more about the topic.

2: Look at local newspapers/editorials to find out how people feel about migration in your local area. Are they positive or negative? Ask around the class to see if anyone has direct experience of migration?

3: See http://news.bbc.co.uk/1/hi/talking_point/3600423.stm and follow the links to the quiz (suitable for KS3-4). Alternatively you can use the Migration Commission quiz link:
http://www.migrationcommission.org/quiz/migration_quiz.htm

Enquiry B: What are the impacts of migration?

The impacts of migration on the *source region* are very different from those on the *destination or host region*. There is also an additional side to impacts, namely the impacts *on the migrants themselves*. Draw a simple table with space for 3-4 examples which looks at: motive, impacts on source, impacts on host and impacts on migrants. You might choose migrations at different scales, e.g. intercontinental v. local or select examples from different parts of the world. There are useful KS4 links at:

<http://www.bbc.co.uk/schools/gcsebitesize/geography/population/migrationrev3.shtml>

You can also find some migration video clips from the BBC Class Clips – search for 'migration' at:
<http://www.bbc.co.uk/learningzone/clips/>

Enquiry C: Using the Census - Myth and Reality

You can find out more about migration patterns in the UK by using the published information and data from the below National Statistics site. Produce your own summarised mini-factsheet on an A4 sheet which looks at the census information – focus on the facts; immigration v. emigration. Use data, text and images to support your ideas. Alternatively produce a PowerPoint with 6 or so slides which look at migration data from the National Statistics. <http://www.statistics.gov.uk/focuson/migration/>. If you want more detail then use <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=12899>.

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Investigating Cultural Flows - Food

'To see how interdependence can enrich our lives look no further than food' (source: 2008 UK Interdependence Day Report – see the first of the below web links for the full report). The UK has the world's fourth-largest economy in the World and as such the burden of the nation's high-consuming lifestyle is exported around the globe. In other words, once we have used up all our own natural resources to support ourselves, we start to rely on and live off of the natural resources of the rest of the world. This is none more so than where our food supply is concerned. The UK's self-sufficiency in providing food has been falling steadily since the mid-1990s. According to the most recent statistics available, our domestic production of indigenous (native to the UK) food now appears to have hit its lowest point for half a century, making us increasingly dependent on imports for even basic commodities such as corn, potatoes and meat. This issue is, therefore, one of the most crucial to investigate and understand if we as a nation are to become more sustainable in terms of food resources and as a result more self-sufficient and less dependent on others. See below for useful background websites:

- <http://www.neweconomics.org/gen/uploads/f2abwpumbr1wp055y2110s5514042006174517.pdf>
- FACE (Farming and Countryside Education): www.face-online.org.uk/index.php
- Worldmapper: <http://www.worldmapper.org/results.php>

Enquiry A: Why does farming matter?

Question 1: Where does our food come from?

Question 2: How is our food grown?

Question 3: How are we going to feed ourselves in the future?

Using the following websites (the first for primary and the second for secondary) as a starting point, the following can be found: an activity book containing a range of fun tasks appropriate to Science, Geography and Citizenship/PSE/Work Related Learning, videos (interviews with farmers about their lives and work), three sets of picture cards, an image gallery, and posters detailing how a range of different farming types operate:

http://www.face-online.org.uk/index.php?option=com_content&task=view&id=1111&Itemid=997

http://www.face-online.org.uk/index.php?option=com_content&task=view&id=1130&Itemid=1002

Enquiry B: Food miles calculator

Question: How far does our food have to travel to reach us?

The aim of this activity is for students to collect a selection of food product labels/packaging and to then put the country of origin for each food item into this online food miles calculator. After this, students can investigate what the environmental impacts may be of transporting food such large distances around the world e.g. the oranges on the GAW poster, and what we as individuals and a nation can do about this. The site also provides information on wider food related issues, especially organic food production.

Key Stage 3 calculator site: <http://www.organiclinker.com/food-miles.cfm>

Key Stage 4 calculator site: <http://www.fallsbrookcentre.ca/cgi-bin/calculate.pl>

Enquiry C: Food sustainability quiz

Question: How sustainable is the food we buy and eat?

This short quiz (suitable for KS4-5) can be used as a starting point to one of the other activity listed above or as a stand-alone activity. The quiz introduces students to the key question of 'How sustainable is the food we eat and buy?' After completing the on-line quiz students could then go on to carry out a survey of the food-buying habits of their class or school/college. A structured paired/group or whole class discussion could then be held to extend pupils thinking beyond simply identifying a problem towards coming up with simple and imaginative solutions to make our food eating and buying habits more sustainable.

<http://news.bbc.co.uk/1/hi/uk/7147794.stm>

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Investigating Cultural Flows – Sport

Enquiry A: The Olympic Games – ‘The Global Trade in Muscle’

The 2008 Olympic Games in China is a good example of how sport can become the driving force of the global entertainment industry. It had a range of dedicated television channels, magazines and endless pages of newspaper copy devoted to it. Sport is a perfect example of the complex web of our global interdependence.














Question: Which countries win most medals and why?


















Activity 1: With reference to the following table, give each student a card with the name of one of the top thirty medal winning countries from the 2008 Olympic Games. Stick pairs of labels on different walls of your classroom; for example:

- ‘least wealthy’ and ‘wealthiest’
- ‘largest country’ and ‘smallest country’ (by area)
- ‘closeness to the UK’ and ‘furthest from the UK’
- ‘smallest population’ and ‘largest population’

Then ask the pupils to form a line and to compare the country on their card with those on either side of them. Through discussion, the pupils should gradually move up or down the line until they are happy that a continuum has been created e.g. from the ‘least wealthy’ to the ‘wealthiest’ countries. This activity could be done with two groups of pupils who have exactly the same set of cards and then the two lines can be compared. Ask the pupils if any of the countries positions in the medals table surprise them? This could also be done with two sets of cards but for two different continuums. Positions of the different countries would then be able to be compared e.g. wealth and population size.

This table shows the final medal tally for the top 30 countries at the 2008 Olympic Games:

| Pos | Country | Gold | Silver | Bronze | Total |
|-----|---|------|--------|--------|-------|
| 1 |  China | 51 | 21 | 28 | 100 |
| 2 |  United States | 36 | 38 | 36 | 110 |
| 3 |  Russia | 23 | 21 | 28 | 72 |
| 4 |  Great Britain | 19 | 13 | 15 | 47 |
| 5 |  Germany | 16 | 10 | 15 | 41 |
| 6 |  Australia | 14 | 15 | 17 | 46 |
| 7 |  South Korea | 13 | 10 | 8 | 31 |
| 8 |  Japan | 9 | 6 | 10 | 25 |
| 9 |  Italy | 8 | 10 | 10 | 28 |
| 10 |  France | 7 | 16 | 17 | 40 |
| 11 |  Ukraine | 7 | 5 | 15 | 27 |
| 12 |  Netherlands | 7 | 5 | 4 | 16 |
| 13 |  Jamaica | 6 | 3 | 2 | 11 |

| Pos | Country | Gold | Silver | Bronze | Total |
|-----|--|------|--------|--------|-------|
| 14 |  Spain | 5 | 10 | 3 | 18 |
| 15 |  Kenya | 5 | 5 | 4 | 14 |
| 16 |  Belarus | 4 | 5 | 10 | 19 |
| 17 |  Romania | 4 | 1 | 3 | 8 |
| 18 |  Ethiopia | 4 | 1 | 2 | 7 |
| 19 |  Canada | 3 | 9 | 6 | 18 |
| 20 |  Poland | 3 | 6 | 1 | 10 |
| 21 |  Hungary | 3 | 5 | 2 | 10 |
| 22 |  Norway | 3 | 5 | 2 | 10 |
| 23 |  Brazil | 3 | 4 | 8 | 15 |
| 24 |  Czech Republic | 3 | 3 | 0 | 6 |
| 25 |  Slovakia | 3 | 2 | 1 | 6 |
| 26 |  New Zealand | 3 | 1 | 5 | 9 |
| 27 |  Georgia | 3 | 0 | 3 | 6 |
| 28 |  Cuba | 2 | 11 | 11 | 24 |
| 29 |  Kazakhstan | 2 | 4 | 7 | 13 |
| 30 |  Denmark | 2 | 2 | 3 | 7 |

Enquiry B: Why do some athletes change allegiance from one country to another?

Global standing in sport seems to be at least as important to a nation's sense of identity as their status in the political world. In terms of interdependence, there is a danger that sport communicates to the poor the idea that only supremely talented individuals are welcome in the global system. The athletes themselves often suffer, returning home to countries where poverty is common. Generations of athletes are driven abroad. Often they believe the only way to make their fortune is to emigrate and work in richer countries:

<http://www.guardian.co.uk/football/2008/jan/06/newsstory.sport4>.

Many athletes have changed allegiance from the country where they originate from to live in and represent another country. The below table gives some examples of where this has happened:

| Sport | From | To |
|-----------------|-------------------|---------------|
| Runner | Dominica Republic | France |
| Hammer thrower | Ecuador | Spain |
| Runner | Puerto Rico | USA |
| Weightlifter | Cuba | Italy |
| Runner | Cuba | Spain |
| Javelin thrower | Belarus | Russia |
| Swimmer | Turkey | Austria |
| Runner | Jamaica | Great Britain |
| Hurdler | Ethiopia | Great Britain |
| Runner | Tunisia | Switzerland |
| Long jumper | Algeria | France |
| Runner | Haiti | USA |
| Discus thrower | Gambia | Norway |

Enquiry C: Has the World gone football mad?

Over 200 countries around the World show Premier League matches on TV. In the late 20th century the majority of footballers playing for a place-based team actually came from that place. Now however, football clubs, particularly from the English Premier League, search the World for talented players, particularly from the less wealthy countries of Africa and South America. In 1992 there were only 11 players who turned out for Premiership clubs who came from Europe - Denmark (2), Russia (1), Czech Republic (1), Sweden (2), Holland (2), Austria (1), France (1) and Norway (1). The total number of countries represented in the Premier league since its creation is shown in the below table:

| Season | No. of Countries |
|-----------|------------------|
| 1992-3 | 28 |
| 1993-4 | 26 |
| 1994-5 | 32 |
| 1995-6 | 37 |
| 1996-7 | 39 |
| 1997-8 | 45 |
| 1998-9 | 50 |
| 1999-2000 | 52 |
| 2000-01 | 58 |
| 2001-02 | 51 |
| 2002-03 | 58 |
| 2003-04 | 56 |
| 2004-05 | 57 |
| 2005-06 | 63 |
| 2006-07 | 66 |

Question 1: Why do so many football players from abroad want to come and play for English clubs?

Question 2: Why do English clubs want to employ so many foreign players?

Activity 1: Draw a line graph to show the figures from the table above which illustrate the growing numbers of foreign players playing for English clubs. In total there are currently approximately 337 foreign players in the Premier League (2009).

Activity 2: Choose one Premier League Club and use its website to discover the countries of origin of its players. Did the players play in other countries before they came to England? Mark the countries the players come from and other countries they have played in on a map of the World. What differences have these players made to the club over the last year e.g. in terms of the goals they have scored?

Activity 3: "Nigerian football officials have claimed the increase in popularity of the Premier League and subsequent world-wide media coverage is having a damaging effect on the national leagues of other football playing nations, with Nigeria being a recent example, citing lower domestic attendances when games clash with televised Premier League fixtures, and the drain of young talent being lured to the Premier League by wage offers that no local club could hope to match. On the other hand, one could also argue that the money that comes into these clubs from their footballing exports, and the inspirational effect of watching the Premier League on local desire for playing football, is of local benefit. In an extreme case of worldwide influence, after the 2008 UEFA Champions Final, seven people died in Nigeria after clashes between rival supporters of Chelsea and Manchester United."

Investigate the effects of players moving to play in the Premier League on their countries of origin – see:

<http://news.bbc.co.uk/sport1/hi/football/africa/7853991.stm>

http://www.communitybuilders.nsw.gov.au/building_stronger/safer/hiv.html

<http://www.fifa.com/aboutfifa/worldwideprograms/footballforhope/news/newsid=577911.html>