UNIT 2 PLACE AND LIVEABILITY

TOPIC 9
Liveable places

9.1 Overview
Numerous videos and interactivities are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

9.1.1 Introduction
Your quality of life is influenced by many factors, such as climate, landscape, community facilities, the location of your home, the sense of community identity and links to other settlements. You probably have an idea of a street, town, city or suburb where you would like to live, and your opinion may be quite different from those of others. This is because other people see different factors as important. This chapter will look at how people define and improve liveability.

Starter questions
1. What would be the good things about living in the city shown here?
2. What would be the more challenging aspects about living in this city?
3. (a) What similarities and differences are there between this place and where you live?
   (b) In which of these two places would you prefer to live and why?

The streets of Kolkata, India
9.2 What is liveability?

9.2.1 What do people think about liveability?

If you were told that Vancouver or Melbourne was the world’s best place to live in, or the world’s most liveable city, what would you think this means? Do city councils just brag about how good their city is or can liveability be measured? Is liveability the quality of life experienced by a city’s residents?

Here are some made-up examples of what fictional people think about the liveability of their community. They come from different places and they are all trying to explain what liveability means to them.

"I think a liveable city is a city where I can have a healthy life and where I can safely and quickly get around on foot or by bicycle, public transport or even by car — as a last resort. A liveable city is a city for everyone, including children and old people, rich and poor, and people of different religions, races and fitness levels. A liveable city should be attractive, and have good schools, a choice of things to do and fresh air."

John from Perth

"I think that a place is liveable if I have food every day. I do not have to walk more than 10 minutes to collect water for cooking and my father has work close by, so he is home for dinner. Liveability means warm weather, enough rain and being able to go to school every day."

Nafula from Kenya
‘Liveability means that I have a good job, good food, a nice house, a newish car, nice neighbours and a community that cares about my family and me.’
Oscar from western suburbs of Sydney

‘Liveability is all about the natural environment. I think a place is liveable if the air is clean, there is plenty of water in the river and there is a healthy forest nearby. Being able to grow your own food, use renewable energy and live a simple life are all a part of what is important to me and can make a place liveable.’
Joy from Huon Valley, Tasmania

‘A liveable place is somewhere I can have a computer and a television and a bed of my own in my own room. I would like a bike to get to school, three meals a day and two sisters. A liveable place would be clean, safe and modern. My grandmother and aunty would also live with us.’
Jing from a village in rural China

‘Liveable cities have housing that is close to jobs, services and transport and is available for all income levels. Neighbourhoods are pedestrian-friendly with green spaces and lively retail sectors. They are mostly car-free, and have good schools and public buildings. A liveable city needs lots of different choices — choices in ways to live, places to work, shop and eat, and locations to linger in — whether alone or with other people.’
Alex, property developer from New York

‘The place that I think would be the most liveable is Darwin. It has great footy grounds, public transport, good food, good houses, good shops and good schools. Where I live, my house is a dump and I cannot get anywhere unless I walk. I would like to live in Darwin and play football.’
Sam from near Alice Springs

‘A liveable community offers many activities, celebrations and festivals that bring all of its residents together. Every year at Carnevale, my whole neighbourhood comes together to dance the samba. I would never wish to live anywhere else.’
Raul from Rio de Janeiro

‘The community is what makes a place liveable. Being connected with my neighbours, through the community gardens, food co-op, volunteer network at our kids’ school and the car-share scheme all make me feel a valued member of my community. I like knowing people who care and that we all care for each other.’
Laura from Bristol, United Kingdom
9.3 Where are the most liveable cities?

9.3.1 What is liveability?

Everyone likes to be able to tell you they are the best, or in the top 10 of some category. Cities are no different. If you look at the official websites for many international cities, they will tell you that they are the safest, wealthiest, fastest-growing or have the best events calendar. Being able to boast that a city is the world’s most liveable is great publicity.

Liveability can be defined as ‘the features that create a place that people want to live in and are happy to live in’. It is usually measured by factors such as safety, health, comfort, community facilities and freedom.

9.3.2 Who says which is the most liveable?

Several international organisations have created lists of the world’s most liveable cities. These organisations each compare data and produce a table that ranks the liveability of cities. This information is collected for workers considering overseas transfers or for companies that may need to compensate workers who are
transferred to a low-ranked city. The figures can also be used to attract migrants or investment. The various rankings compare a large number of cities; however, not all cities in the world are included in each survey.

The criteria used to produce the rankings include:
• stability or personal safety (crime, terror threats and civil unrest)
• healthcare
• culture and environment (religious tolerance, corruption, climate and potential natural disasters)
• education
• infrastructure (transport, housing, energy, water and communication)
• economic stability
• recreational and sporting facilities
• availability of consumer goods (food, cars and household items).

Figure 1 shows the top 10 and bottom 10 in the global cities liveability rankings, as released by the Economist Intelligence Unit (EIU) in August 2016. These rankings are released each year, so it is possible for you to log on (use the Economist Intelligence Unit weblink in the Resources tab) to get the most recent update to the rankings. This survey ranks 140 cities; a score of 100 equates to the perfect or ideal city. For the past few years, Vancouver, Melbourne and Vienna have shared the top ranking as the world’s most liveable city.

The map shows that many of the world’s top cities have scores that are very similar. The difference in score between the top four cities is only 0.3.

There is more than one published ranking, so obviously there is more than one list of liveable cities. With slightly different selection criteria, Zurich, Geneva and Frankfurt make it into the top 10 and, in another 2012 survey, Hong Kong was named the best city in the world.

**Figure 1** The top 10 and bottom 10 in the global cities liveability rankings, as released by the Economist Intelligence Unit (EIU) in August 2016

Source: Economist Intelligence Unit (EIU), August 2016
A common feature of these surveys is that cities in the United States do not rank highly even though they are very popular locations for business, travel and residence. For example, Honolulu is ranked highest at 19 while other well known cities such as New York, Los Angeles and San Francisco are ranked at about 50.

**What do these top 10 liveable cities have in common?**
Looking at the locations of the most liveable cities, you can see most are found in Australia, Canada or Europe. They are all mid-sized cities, have quite low population density, low crime rates and infrastructure that copes quite well with the needs of the local community. They are found in places where there is a temperate climate, perhaps with the exception of Toronto, Calgary and Helsinki, which do have very cold winters.

The top cities also tend to be modern cities, not much more than 300 years old. They have been planned so that people can travel around them by both public and private transport. They are also found in some of the world’s wealthiest or most developed nations.

Australian and Canadian cities perform better than cities in the United States due to US cities’ higher crime and congestion rates.

### 9.3 Activities
To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

**Remember**
1. How many cities are ranked in the EIU liveability ranking?
2. What is the difference between the score of the top city (Melbourne) and the tenth city?
3. Name the three lowest ranked cities in the 2015 liveability ranking.
4. In which type of climatic region are most of the liveable cities?

**Explain**
5. Analyse the information in figure 1.
   (a) How many of the top 10 most liveable cities are found on each continent?
   (b) How many of the most liveable cities are found in the northern hemisphere?
   (c) Describe the distribution of the least liveable cities in the world.
   (d) How many of the least liveable cities are found on each continent?
   (e) How many of the least liveable cities are found in each hemisphere?

**Discover**
6. (a) Work with a partner or in a group to find the most recent population figures for each of the cities shown on the map in figure 1. List your findings. Write one sentence to describe the population of the most liveable cities. Write one sentence to describe the population of the least liveable cities.
   (b) Draw up a table or use a spreadsheet to collect at least five sets of information to compare the top 10 and bottom 10 in the liveable cities ranking. Use the population data you collected for the previous question as your first set of information. Other possible data sets are number of universities, number of hospitals, population density, any recent violence, traffic issues, the availability of public transport, housing types, presence of slums and water supply and sanitation. Comment on the differences between the most liveable and least liveable cities. Write at least three sentences.

**Think**
7. London and New York have a similar ranking. Why do you think these well known cities are ranked so low?
8. Why might a city suddenly fall down the liveability rankings?
9. What do you think could be done to improve a city’s liveability ranking?
9.4 SkillBuilder: Drawing a climate graph

What are climate graphs?
Climate graphs, or climographs, are graphs that show climate data for a particular place over a 12-month period. They combine a column graph and a line graph. The line graph shows average monthly temperature, and the column graph shows average monthly precipitation (rainfall).

Go online to access:
- a clear step-by-step explanation to help you master the skill
- a model of what you are aiming for
- a checklist of key aspects of the skill
- a series of questions to help you apply the skill and to check your understanding.

9.5 What makes Melbourne the world’s most liveable city?

Access this subtopic at www.jacplus.com.au
9.6 Is being the most liveable city sustainable?

9.6.1 Sustainability

Australia’s major cities consistently rate among the most liveable. Liveability, however, is not always the same as sustainability.

Sustainability considers how well a community is currently meeting the needs and expectations of its population and how well it will be able to continue providing for its population.

Indicators that a place is sustainable include:

- low working hours to meet basic needs
- easy access to education
- satisfactory and affordable housing
- plenty of recycling and composting
- reliable transport
- low emissions and high air quality
- biodiversity
- high renewable energy use and low non-renewable energy use
- good water, forests and marine health
- ability to respond to disasters.

Sustainable cities index

This annual index considers 50 leading cities and ranks each against a range of indicators. These are organised under the headings of people (society), planet (environment) and profit (economy).

Ecological footprint

Everything we do and consume has an impact on the environment. Land is cleared to grow plants and animals; fish are caught in the sea; water is diverted for homes, businesses and farms; and most transport is powered by non-renewable resources. An ecological footprint calculates the land area (hectares) that would be needed to sustain an individual (expressed as per capita).

Generally, if you live in a high income country such as Australia, you are likely to have an ecological footprint that is much larger than a person who lives in a low income country such as Chad. The average ecological footprint of all people on Earth is 2.18 hectares. The average Australian footprint is about 6.8 hectares. To enjoy a sustainable way of life, the population needs to stay within the Earth’s carrying
capacity, and the average footprint should not be more than 1.89 hectares. As more countries develop industries and improve their standard of living, clever responses will be needed to ensure that everyone can enjoy a high standard of liveability.

Government policy can influence the ecological footprint through power generation, transport, water, industry support, rubbish collection and building regulations. Individuals can influence the ecological footprint through what they eat and buy, how they use water and power, whether they recycle and compost, and how they build their houses and travel.

**FIGURE 2** Top 10 countries with the biggest and smallest ecological footprints (hectares per capita) per person, 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>Ecological Footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luxembourg</td>
<td>15.8</td>
</tr>
<tr>
<td>Aruba</td>
<td>11.9</td>
</tr>
<tr>
<td>Qatar</td>
<td>10.8</td>
</tr>
<tr>
<td>Australia</td>
<td>9.3</td>
</tr>
<tr>
<td>USA</td>
<td>8.2</td>
</tr>
<tr>
<td>Canada</td>
<td>8.2</td>
</tr>
<tr>
<td>Kuwait</td>
<td>8.1</td>
</tr>
<tr>
<td>Singapore</td>
<td>8.0</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>7.9</td>
</tr>
<tr>
<td>Montserrat</td>
<td>7.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Ecological Footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eritrea</td>
<td>0.4</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>0.5</td>
</tr>
<tr>
<td>Haiti</td>
<td>0.6</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>0.7</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
<td>0.8</td>
</tr>
<tr>
<td>Pakistan</td>
<td>0.8</td>
</tr>
<tr>
<td>Malawi</td>
<td>0.8</td>
</tr>
<tr>
<td>Burundi</td>
<td>0.8</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>0.8</td>
</tr>
<tr>
<td>Angola</td>
<td>0.9</td>
</tr>
</tbody>
</table>

9.6 Activities

To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Remember

1. What are the three aspects that are considered in a definition of sustainability?
2. Refer to table 1 and your atlas. Answer the following questions.
   (a) There are 17 cities in the table. How many are located in the continent of Europe?
   (b) Which other continents are represented?
   (c) Which cities are in the top 10 for each of the three indicators for a sustainable city?
3. Refer to figure 2 and locate and describe the distribution of countries with an ecological footprint of seven or more hectares per capita. Refer to pattern, directions, continents and latitude.
9.7 Port Moresby — a less liveable city?

9.7.1 Port Moresby

The United Nations measures people’s quality of life using the Human Development Index (HDI). In 2000, Papua New Guinea was ranked 133 in the world; in 2014 its ranking had dropped to 158 (out of 188). Its largest city, Port Moresby, faces many challenges to meet the needs of its people and improve the standard of living.

Environment

Port Moresby, the capital of Papua New Guinea (PNG), is located on the south-eastern coastline. Its population is approximately 350,000, and it is the largest city in PNG.

Safety

The crime rate in Port Moresby is very high, and the city has a reputation as one of the most dangerous in the world. Crimes are often very violent, and gang-based crime is common. There are not enough police, and many crimes are never solved. Travellers are advised to be very careful, to not wear obviously expensive jewellery, and to avoid travelling at night.

Health

The government in Papua New Guinea spends little on preventative measures such as clean water. It also spends little on healthcare. For instance, not all pregnant women can give birth in a hospital, which leads to many complications in childbirth.
Education
School facilities in PNG are quite poor, and attendance rates are very low, particularly for girls. Poor bus services, lack of interest and inability to pay school fees all influence the attendance rate. Only a small proportion of students complete Year 12. The literacy rate of 55 per cent is quite low by world standards.

Economy
The government in PNG provides no welfare. Fortunately, many families can take advantage of the good growing conditions to produce food to eat and sell. Unemployment is very high, and most work is found in the informal sector. Many businesses in this sector involve selling food and other goods. About half the population lives on less than $1 a day.

Life is difficult for girls, and there is much discrimination. Girls do not all get access to school; their literacy rate is lower than that of boys; child-bearing begins at a young age; and the level of violence against women is among the highest in the world.

Infrastructure

**FIGURE 4** Port Moresby is a mixture of high-rise urbanised landscapes and village landscapes.

<table>
<thead>
<tr>
<th>Formal settlement</th>
<th>Informal settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street layout planned</td>
<td>The number of these settlements is growing to meet the needs of increased migration to the city.</td>
</tr>
<tr>
<td>Rubbish collection, power, water and sanitation available</td>
<td>Found materials are sometimes used in housing construction.</td>
</tr>
<tr>
<td>Cost of housing and services is very high.</td>
<td>Some houses are built over water to avoid disputes over land.</td>
</tr>
<tr>
<td>Public transport</td>
<td>Streets unplanned</td>
</tr>
<tr>
<td>Street lighting</td>
<td>Housing does not always withstand heavy rain and wind.</td>
</tr>
<tr>
<td>Public buildings (such as museums) and gardens</td>
<td>Poor access to power, water and sanitation</td>
</tr>
<tr>
<td>Sealed roads</td>
<td>Many households plant food crops.</td>
</tr>
<tr>
<td></td>
<td>Many dirt roads</td>
</tr>
</tbody>
</table>
9.8 Dhaka — a less liveable city?

Access this subtopic at www.jacplus.com.au

9.9 Is there enough to eat?

9.9.1 Distribution of hunger

A basic human requirement is food, and access to enough food is a strong measure of liveability. Even in a world where there is plenty of food and millions of people are overweight, about one person in eight does not have enough to eat.

There are approximately 870 million undernourished people in the world today. Many children in poorer countries are underweight and do not get enough food to be healthy and active.

Three-quarters of all hungry people live in rural areas, mainly in the villages of Asia and Africa (see figure 1). Most of these people depend on agriculture for their food. They rarely have other sources of income or employment. As a result, they may be forced to live on one quarter of the recommended calorie intake and a small amount of water each day.

If enough rain does not fall at the right time of year, crops will not grow well and there will be little grass for livestock. However, rainfall is not the only factor contributing to hunger. Figure 2 summarises causes of hunger.

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9.7 Activities

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Remember

1. Refer to figure 1. At what latitude is Port Moresby?
2. Why don’t all children attend school?
3. In which sector of the economy do most people find work?

Explain

4. How does environmental quality (such as climate) influence living conditions in Port Moresby?
5. Why are travellers advised to be careful in Port Moresby?
6. Refer to figure 3. Which is the biggest health issue facing Port Moresby? Why?
7. Use the Slum life weblink in the Resources tab to watch a video showing life in slums. Explain how slums are part of the process of city growth.

Discover

8. What is the difference between the population of Port Moresby and the biggest city in your state or territory?
9. (a) Compare the literacy rate in Papua New Guinea and Australia.
(b) Compare the life expectancy in Papua New Guinea and Australia.
(c) Compare the HDI ranking of Papua New Guinea and Australia.

Think

10. Find an image of an informal settlement in a country other than Papua New Guinea. What are the advantages and disadvantages of informal settlements?
FIGURE 1 Distribution of hunger, 2010–2012

Source: Food and Agriculture Organisation

FIGURE 2 Causes of hunger

Conflict becomes more important than food production. Farmers have difficulty getting to and from markets, crops are destroyed, many are forced off the land, and fields and water may be contaminated.

Growing export crops such as coffee, cocoa and sugar produces export income while decreasing basic food production. Food becomes expensive.

Poor farming techniques, deforestation, overcropping and overgrazing reduce soil fertility.

There is a lack of key agricultural infrastructure, such as roads, warehouses and irrigation. The results include high transport costs, lack of storage facilities and unreliable water supply.

The poverty cycle means the poor cannot afford to buy or produce enough food. This leaves them hungry and weak and less able to produce more food.

Extreme weather events such as floods, tropical storms and long periods of drought ruin crops and infrastructure.

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9.9.2 Impact of hunger

A lack of energy and poor health caused by a lack of food are made even worse by poor nutrition.

<table>
<thead>
<tr>
<th>Social impacts</th>
<th>Economic impacts</th>
<th>Environmental impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People become unwell.</td>
<td>• Food production declines.</td>
<td>• Soil is overused.</td>
</tr>
<tr>
<td>• Many people (particularly children) die.</td>
<td>• The population of cities grows.</td>
<td>• Too much land is cleared.</td>
</tr>
<tr>
<td>• Fathers leave in search of work.</td>
<td>• Poverty increases.</td>
<td>• Soil fertility and local biodiversity</td>
</tr>
<tr>
<td>• There is political unrest.</td>
<td>• The government cannot afford new infrastructure.</td>
<td>decline.</td>
</tr>
</tbody>
</table>

9.9.3 Ending hunger

There is a range of organisations that focus on reducing hunger. Sometimes food is provided for immediate consumption and sometimes projects are undertaken to increase food production in the future. Actions can happen on a range of scales:

• Individuals in any country can join groups or donate to organisations that work to reduce hunger.
• The government of the affected country can provide assistance to the poor or improve infrastructure.
• Other countries can provide financial and food aid or consider the impact of their own policies.

9.9 Activities

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Remember

1. Refer to figure 1.
   (a) Which region has the largest number of hungry people? Name three countries in this region.
   (b) Describe the change in the distribution of hunger. Use the following questions to help.
      • In which regions has the number of hungry people increased?
      • By what percentage?
      • In which regions has the number of hungry people decreased?

2. Copy and complete the following sentence to make it accurate. ‘Most of the world’s hungry people live in _______ villages in _______ and _______.

Explain

3. Refer to figure 1. In 1990–1992 there were about one billion people who did not get enough food. How many people suffered from hunger in 2012? Is this an increase or decrease? By how many million has it changed?

4. How can poor roads contribute to hunger?

Discover

5. Work with a partner to find an example of a project that is trying to solve the immediate issue of hunger and an example of a project that is trying to make food production sustainable. Describe where the project is taking place and which organisation manages the project. Create an outline of the project. Refer to figure 2 and explain which of the causes will be reduced by the project.

Think

6. Here is a statement that is often in news reports: ‘Hunger is caused by drought’. Is this accurate? Write your answer in a paragraph. Consider figure 2 and complete the following to help plan your answer:
   • Which causes of hunger are natural factors such as the weather?
   • Which causes are the result of actions by people?
   • Is the statement ‘Hunger is caused by drought’ accurate?
   • What evidence will you use to support your view?

7. Consider table 1. Provide one more example for each category of impact — social, economic and environmental.
9.10 How can liveability be improved?

9.10.1 Sustainable Development Goals

Many countries cannot afford to provide infrastructure for their growing population. The underlying cause of very low liveability is poverty. Reducing poverty is fundamental to improving living conditions in many parts of the world.

United Nations Development Goals

The United Nations (UN) is an organisation with members from 193 countries. In 2000, 189 countries signed a pledge to free people from extreme poverty by 2015 (the Millennium Development Goals 2000–2015). In 2015, a new pledge was signed with 17 goals, each with specific targets to be reached over 15 years (The Sustainable Development Goals 2015–2030).

**TABLE 1 UN Development Goals**

<table>
<thead>
<tr>
<th>Millennium Development Goals 2000–2015</th>
<th>Examples of achievements of MDGs</th>
<th>Sustainable Development Goals 2015–2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eradicate extreme poverty and hunger</td>
<td>Less people live in extreme poverty</td>
<td>No poverty</td>
</tr>
<tr>
<td>Achieve universal primary education</td>
<td>Primary school enrolments have increased</td>
<td>Zero hunger</td>
</tr>
<tr>
<td>Promote gender equality and empower women</td>
<td>Many more girls are attending school</td>
<td>Good health and wellbeing</td>
</tr>
<tr>
<td>Reduce child mortality</td>
<td>More babies are surviving</td>
<td>Quality education</td>
</tr>
<tr>
<td>Improve maternal health</td>
<td>More mothers have access to healthcare when giving birth</td>
<td>Gender equality</td>
</tr>
<tr>
<td>Combat HIV/AIDS, malaria and other diseases</td>
<td>Vaccination has reduced incidence of measles</td>
<td>Clean water and sanitation</td>
</tr>
<tr>
<td>Ensure environmental sustainability</td>
<td>Safe water is available to more people</td>
<td>Affordable and clean energy</td>
</tr>
<tr>
<td>Develop a global partnership for development</td>
<td>Huge increase in number of people with phone and internet</td>
<td>Decent work and economic growth</td>
</tr>
</tbody>
</table>

Australian Government and NGOs

The Australian Government recognises that we are global citizens, and it supports an overseas aid program through its Department of Foreign Affairs and Trade. Overseas aid helps improve outcomes in health, education, economic growth and disaster response in many locations.

The Australian Government runs projects to improve living conditions, often working with other countries or with non-government organisations (NGOs). NGOs also run programs on their own. Well-known NGOs include World Vision, CARE Australia and Australian Red Cross.

Small changes, big results

Simple and appropriate technology can make an enormous difference to people’s lives in developing countries (see figure 3).

In addition, a small amount of money can sometimes create a big difference to an individual or community group. Microfinance, or microcredit, is a system of lending small amounts of money, perhaps $150. The money is used to invest in something that can generate income. A person might buy an animal for
milking and breeding, equipment for basket-making, stock for a store, or materials for jewellery-making. The loan must be repaid, but at a low interest rate, and further loans can be taken out.

**FIGURE 1** Countries receiving assistance from Australia

![Map of countries receiving assistance from Australia](image)

**Countries receiving aid from Australia by region**
- Pacific
- East Asia
- South and West Asia
- Sub-Saharan Africa and the Middle East

Note: The point labeled Sub-Saharan Africa refers to the region rather than a specific country.

**Source:** Department of Foreign Affairs and Trade

**FIGURE 2** Examples of projects to improve liveability
(a) A child immunisation clinic on the Kokoda Track
(b) Building schools and improving education in Indonesia
(c) Planting grasses in Fiji to stabilise sea banks.

(continued)
FIGURE 2 (continued)

(a) 

(b) 

FIGURE 3 Appropriate technology (a) Electricity in Nepal is not available to all houses, so a solar lamp increases the opportunities to read. (b) In South Africa, people push hippo rollers, which make it easier to collect water from distant wells and bring it home.

9.10 Activities

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Remember
1. Which organisation developed the Millennium Development Goals and the Sustainable Development Goals?
2. How many countries are in there in the world? What percentage of countries supported these sets of goals?

Explain
3. Study the images in figures 2 and 3. Which of the Sustainable Development Goals have been addressed in these projects?

Discover
4. Refer to figure 1. Describe the distribution of places that receive aid from Australia. Think in terms of region, such as Asia, East Asia, the Middle East, South Asia, West Asia, Pacific, Africa and the Caribbean.
9.11 What makes a place liveable for you?

9.11.1 Liveability studies

A study of a region’s liveability will reflect its natural characteristics and human characteristics. All communities would like a safe, healthy and pleasant place to live, a sustainable environment, the chance to earn a liveable wage, reliable infrastructure and opportunities for social interaction.

The findings of a liveability survey will be influenced by a range of factors.

- Where a person lives influences their access to services, employment and environmental features, and their address may influence their perception of the quality of the region.
- Different age groups have different views and needs.
- Current economic conditions influence a person; for example, a major employer may have closed or opened.
- Environmental conditions affect a person; for example, a region may be experiencing drought.
- Government policies influence infrastructure, housing assistance, and grants to local sports clubs.

To find out about the liveability of an area, a number of themes need to be investigated. Some of these can be gained from census statistics, while others can be gained only through surveys and fieldwork.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Examples of indicators</th>
</tr>
</thead>
</table>
| Social  | - Population characteristics (gender, age)  
           - Education (primary, secondary, tertiary)  
           - Health (life expectancy, health-centre attendance, length of walking tracks, smoking rates, weight, chronic diseases)  
           - Safety (perception, crime rates, road deaths and injuries, work safety)  
| Environmental | - Biodiversity  
                   - Planning for the future  
                   - Water access  
                   - Waste management  
                   - Ecological footprint  
| Economic | - Employment  
           - Variety of businesses  
           - Income  
           - Financial stress  
           - Housing types  
|          | - Volunteering  
           - Voting  
           - Aged care accommodation  
           - Access to public transport  
           - Membership of clubs and organisations  
           - Diversity (ethnicity)  
|          | - Public spaces  
           - Household recycling  
           - Weather  
           - Land clearing  
|          | - House ownership  
           - Infrastructure  
           - Internet access  
           - Power  
           - Car ownership  

5. Prepare a report about the work of one NGO involved in programs that aim to improve liveability in an overseas country. Include background information about the location of the project (country and locality); statistical data about living conditions (such as life expectancy, access to safe water, doctors per 100,000 people); and environmental conditions. Describe the NGO and its project and how it is aiming to improve liveability.

Think

6. Choose one of the Sustainable Development Goals. Use a visual organiser to explain how achieving this goal will improve liveability. Take into account the flow-on effects and the impact on people, the economy and the environment.
In any community there will usually be agreement about some things that improve liveability. All groups accept that safe water, sealed roads and a reliable power supply are important.

If a community wants to obtain certain kinds of items on its liveability ‘wish list’, it sometimes needs help from national, state or local government. Examples of such items include major roads, railways and desalination plants. Sometimes, though, a wish-list item is best obtained by an individual or community. This is the case when setting up sporting clubs, youth groups and local music events.

**FIGURE 1** Community wish list: some aspects of liveability are common to all groups and some are desired by particular groups.

- Public transport
- Neighbourhood house
- Parks and gardens
- Public seating
- Recognition of those from non-English-speaking backgrounds
- Financial security
- University of the Third Age

**FIELDWORK TASK**

**Looking at your school environment**

Geographers are particularly interested in:

- the location of things
- the distance between things
- the distribution patterns we can see when we produce a map
- the movement between places
- the connection between places
- the changes that happen over time.

**FIGURE 2** A modern school environment

How can you apply these concepts when finding ways of improving your school environment? Work in pairs to gather the data needed for the following fieldwork task. Each student will complete a report of findings.

**Step 1:** Study the distribution of resources and landscapes over space in the schoolyard.

- Obtain an outline map of the schoolyard.
- Walk around the schoolyard and identify different categories of land use. Design a key for your map and mark in the land uses on your map.
9.11 Activities
To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Remember
1. What are the three themes used when investigating liveability? Why do you think these are chosen?

Explain
2. Refer to table 1 and identify two aspects that could be placed in a different theme. Justify your suggested change. Suggest one more indicator that should be included. Into which theme would it belong?

Discover
3. Refer to figure 1 and use an organiser like a Venn diagram to compare and contrast the liveability wish lists for young families and older people.
4. Find a local news story about a change to liveability in your area. Is the change economic, social or environmental? Is the change predicted to be positive or negative? Will the change be permanent?

Think
5. How could the improvement in liveability for one age group actually help the liveability of another age group? Provide an example.
9.12 SkillBuilder: Creating and analysing overlay maps

WHAT ARE OVERLAY MAPS?
An overlay map usually consists of two or more maps of the same area. A base map is overlaid with a transparent overlay, showing different information. Overlay maps allow users to see the relationships between the information on two or more maps.

Go online to access:
- a clear step-by-step explanation to help you master the skill
- a model of what you are aiming for
- a checklist of key aspects of the skill
- a series of questions to help you apply the skill and to check your understanding.

9.13 How could my community be made more liveable?

9.13.1 Transport strategies
People in towns and cities are always looking for strategies to improve their living conditions. A community is made up of people from a range of age groups, a number of different land uses, a range of needs and a variety of interests. Ideas and plans for improvement may be overarching or targeted.

The movement of people within and between neighbourhoods is an important issue in towns and cities. The humble bicycle is now seen as a way of increasing mobility, reducing traffic congestion, reducing air pollution and boosting health. Bicycle

FIGURE 1 Base map with overlay

Watch this eLesson: Watch this video to learn how to create and analyse overlay maps.
Searchlight ID: eles-1645

Try out this interactivity: Use this interactivity to learn how to create and analyse overlay maps.
Searchlight ID: int-3141

FIGURE 1 Recreational riding along a trail mainly designed for bicycles
tracks encourage recreational riding for all ages (see figure 1) and dedicated
cycle paths along main routes (see figure 2) encourage people to commute
by bicycle, rather than car, to work and school.

In 1965, a group in Amsterdam, the
Netherlands introduced the idea of
bike sharing — public bicycles that are
hired, usually for short trips. This first attempt was not a success, but the idea
persisted. Modern bike-sharing systems
have overcome problems of theft and
vandalism by using easily identifiable
specialty bicycles, monitoring the bicy-
cles’ locations with radio frequency or
GPS, and requiring credit-card pay-
ment or smart-card-based membership
to check-out bicycles. In some places,
bicycles can be located on your mobile
phone, and there are more links between bicycles and existing public transport. Today there are more than
500 cities in 49 countries that have bike-sharing programs, with a combined fleet of over 500 000 bicycles. Bike-sharing programs are an example of a popular strategy that is aimed at improving liveability for a range of ages and locations within a community.

An example of a successful bike-sharing scheme is in Paris. The Vélib was introduced in 2007 and quickly doubled in size. By 2012, bicycle trips in the city had grown by 41 per cent. Bike sharing is part
of a plan to reduce car traffic and pollution in Paris, which includes closing streets to cars on weekends, reducing speed limits, encouraging bus travel and extending bicycle lanes.

9.13 Activities
To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Remember
1. What are three advantages of increasing bicycle riding?
2. What problems were faced by the first bike-sharing scheme?

Explain
3. Use the Bike-sharing weblink in the Resources tab and scroll down the webpage to the link ‘(See data.)’. This will take you to an Excel document. Use this document to answer the following questions.
   (a) In 2012, how many bike-sharing programs were there in each of these regions?
      - Asia–Pacific
      - Europe
      - Latin America
      - Middle East
      - North America
   (b) Name at least two countries with bike-sharing programs in each of these regions.
   (c) Which region has the most programs?
   (d) Which region has had programs for the longest period of time?
   (e) Which region has introduced programs most recently?
(f) Which region has the greatest number of bicycles? Is this the same region that has the greatest number of programs?

(g) Explain how you could present data about bike-sharing programs on a map. Provide examples of how you would show:
- countries with programs
- the number of programs per country
- the number of bicycles per country.

Discover
4. Find out about a bike-sharing scheme in Australia or overseas. Describe its location and the region it covers. Provide three other key facts about the scheme.
5. Some cities provide schemes to encourage people to ride bikes. Find out about the success of bike incentive schemes in European cities. Include the name of the city, the date of the scheme, summary of the scheme and evidence of success or failure.

RESEARCH TASK
Teenage spaces in your community
A community is made up of a number of groups that interconnect. Teenagers are an important part of any community.
1. Produce a pie graph to show the population of your community. Refer to the latest census data provided by the Australian Bureau of Statistics. Show the percentage of each of the following categories: less than 13 years old, teenagers, adults and elderly.
   Participation by teenagers in the community will be influenced by values, abilities and interests.
2. (a) Find and read a news article in the local media that is about teenagers. Note the source and date and summarise it in three dot points. For example, is it about an issue that relates to only teenagers, a space used by teenagers, an achievement by teenagers, a complaint about teenagers or a positive story about teenagers?
   (b) As a class or in a small group, brainstorm a list of the ways in which teenagers participate in the community. Divide the agreed list into the following categories: informal, formal, social, cultural and physical.
3. (a) Find a map of your local area and use dots to show the spaces that are most attractive to teenagers. Ensure that your map satisfies all mapping conventions (BOLTSS).
   (b) Describe the distribution pattern of attractive places. Is the pattern linear (in a line or lines), clustered (in small groups) or scattered?
   (c) Think about the pattern you have mapped and your knowledge of the region. Are most of your favourite spaces indoors or outdoors? To what extent is there a connection between the pattern on your map and other features in your neighbourhood? Are your favourite spaces in places that are strongly influenced by the natural environment or the built environment?
   (d) Add an overlay to your base map and use dots to show the least favourite spaces for teenagers. Describe the pattern shown on your overlay map. To what extent is there a connection between the pattern on your overlay map and other features in your neighbourhood?
4. Provide up to three examples of ways you participate in communities bigger than the local neighbourhood. For each example:
   (a) Describe the scale of that community. Does it cross local council borders, state borders or national borders?
   (b) Refer to a relevant map (for example, in your atlas or a street directory) to find out the direction and distance from that place to where you live. Add an arrow to your map pointing in the correct direction. Add a label to the arrow to describe the activity and the distance.

Improving your community
5. (a) Identify a space in your neighbourhood that you think could be improved for teenagers. It may be one that is currently attractive, or it may be a least favourite space.
   (b) Provide an image (photograph, diagram or map) of this space. Annotate the image to describe its current characteristics.
9.14 Review

9.14.1 Review
The Review section contains a range of different questions and activities to help you revise and recall what you have learned, especially prior to a topic test.

9.14.2 Reflect
The Reflect section provides you with an opportunity to apply and extend your learning. Access this subtopic at www.jacplus.com.au

(c) Identify the key concerns about this space. You might think about safety, tolerance, sustainability, access, inclusiveness, services, environmental quality, health and respect.

(d) How would you improve this space?
  • To help you think of suggestions, use your research skills to find out about ways in which liveability has been improved for teenagers in other parts of the world. Consider European countries in particular.
  • Discuss the ways in which the European ideas are relevant, or not relevant, to your community.
  • Provide a planning suggestion for each of the concerns you raised in question 5c.

(e) Provide a new image to show the impact of your proposals. This could be a diagram, sketch, annotated photograph, model or whatever helps communicate what the impacts might be.

(f) Which are your two most important suggestions? What criteria did you use to choose these suggestions? Which suggestion is most likely to be implemented? Why?

(g) Compare your suggestions to the ideas of others in your class. What are the common elements? What would you put in a master plan for teenage spaces in your community?

Explore more with this weblink: Bike-sharing