UNIT 2 GEOGRAPHIES OF HUMAN WELLBEING

TOPIC 9
What makes a good life?

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
We all want a better life for ourselves, our families and our children, no matter where we live. We care about the progress of our communities, our state or territory, and our country. But how can we measure this progress? What does progress really mean? What do we count when we measure progress? How do we know if we are succeeding, and what is the concept of wellbeing?

Do these children from Swaziland have a good life?
9.2 Better off, worse off?

9.2.1 What is a good life?

In the past decade, a new global movement has emerged seeking to produce measures of progress that go beyond a country’s income. Driven by citizens, policy-makers and statisticians around the world and endorsed by international organisations like the United Nations, the concept of wellbeing offers us a new perspective on what matters in our lives.

Wellbeing is experienced when people have what they need for life to be good. But how do we measure a good life? We can use indicators of wellbeing to help us. Indicators are important and useful tools for monitoring and evaluating progress, or lack of it. There are quantitative indicators and qualitative indicators.

Traditionally, development has been viewed as changing one’s environment in order to enhance economic gain. Today, the concept of development is not only concerned with economic growth, but includes other aspects such as providing for people’s basic needs, equity and social justice, sustainability, freedom and safety. We have built on this traditional concept for measuring progress by considering wellbeing, which emphasises what is positive and desirable rather than what is lacking. The most successful development programs address all areas of wellbeing, rather than simply focusing on economic, health or education statistics. There is a growing awareness that human beings and their happiness cannot simply be reduced to a number or percentage. We can measure development in a variety of ways, but the most common method remains to use economic indicators that measure economic progress using data such as gross domestic product (GDP).

How do we use indicators?

Indicators can be classified into a range of broad categories (see figure 1). Economic indicators measure aspects of the economy and allow us to analyse its performance. Social indicators include demographic, social and health measures. Environmental indicators assess resources that provide us with the means for social and economic development, and gauge the health of the environment in which we live. Political indicators look at how effective governments are in helping to improve people’s standard of living by ensuring access to essential services. Wellbeing can also be influenced by technological indicators in such fields as transport, industry, agriculture, mining and communications.
Where and why?

Geographers use the spatial dimension, which helps us to identify patterns of where things are located over Earth’s space and attempt to explain why these patterns exist. Identifying patterns across the globe may help to explain why the world is so unequal. Factors that affect equality across areas in a positive way may include the availability of natural resources or an educated workforce, whereas susceptibility to natural disasters or corruption may create more inequality.

Inequalities may exist between individuals, but also within and between countries, regions and continents (often referred to as ‘spatial inequality’). Just as each person has their own unique strengths and weaknesses, places are either endowed with, or lack, various resources.

### 9.2 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.

**Explain**

1. (a) Classify the following as either quantitative or qualitative indicators: motor vehicles, proportion of seats held by women in national parliaments, unemployment, electric power consumption, forest area, obesity, quality of teaching at your school, freedom of speech, how safe you feel walking in the city at night, how much you trust your neighbours, access to public transport.

(b) Can you categorise the indicators listed in part (a) using figure 1 as a guide? Which indicators were difficult to classify, and why do you think this is the case?

2. Does your pet dog or cat have a good life? What indicators would you use to measure the wellbeing of your pet? Write a selection of 10 quantitative and qualitative indicators to help determine their wellbeing.
Predict

3. Look back over the indicators in question 1. Indicators can also imply further information about a country’s progress, rate of change or development. Could these indicators be clues to the factors affecting the development of a country? If so, what else do they tell you?

4. Select one of the indicator categories: social, economic or environmental. In pairs or small groups, brainstorm the various indicators that you think might be used to measure it. Create a short list of at least five before checking the World Statistics section of your atlas to see which indicators are commonly used.

Think

5. Use the Gauging interconnections weblink in the Resources tab to discover some of the interconnections that exist between indicators. List two strong interconnections.

6. Are you better off or worse off? As a teenager in Australia, you might think you have it tough. But, when we look at the indicators, is that really the case? Decide whether you are better off or worse off for each indicator in Table 1 by evaluating the data. What reasons could account for these differences?

7. The concept of wellbeing is relative to who you are and the place where you live. Consider the following statements. Does the term ‘wellbeing’ have any relevance to these people? Does wellbeing hold any relevance for people in the direst poverty?

Person A: ‘We live in constant fear, starvation; there is a lack of government. Personal safety is crucial, so wellbeing is not there yet. Things are very difficult as people are living in despair.’

Person B: ‘Before, we always talked of improving living standards, which mostly meant material needs. Now we talk of the importance of relationships among people and between people and the environment.’

Person C: ‘The land looks after us. We have plenty to eat, but things are changing. There are no fish now, not like when my father was a boy.’

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Australia versus the world — a selection of quantitative indicators, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life expectancy (years)</td>
<td>Australia 82, Sierra Leone (Africa) 46</td>
</tr>
<tr>
<td>Mobile phones (subscriptions per 100 people)</td>
<td>Australia 131, Eritrea (Africa) 6</td>
</tr>
<tr>
<td>Adolescent fertility rate (births per 1000 women 15–19 years of age)</td>
<td>Australia 14, Denmark (Europe) 4</td>
</tr>
<tr>
<td>Proportion of seats held by women in national parliament (%)</td>
<td>Australia 27, Rwanda (Africa) 64</td>
</tr>
<tr>
<td>Gross National Income per capita ($US)</td>
<td>Australia 64,680, Qatar (West Asia) 94,410</td>
</tr>
<tr>
<td>Literacy rate (% of youth aged 15–24)</td>
<td>Australia 99, Mozambique (Africa) Males 80, Females 57</td>
</tr>
</tbody>
</table>

Explore more with this weblink: Gauging interconnections
9.3 SkillBuilder: Constructing and interpreting a scattergraph

WHAT IS A SCATTERGRAPH?
A scattergraph is a graph that shows how two or more sets of data, plotted as dots, are interconnected. This interconnection can be expressed as a level of correlation.

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.

FIGURE 1 Scattergraph showing the income and the Human Development Index for sub-Saharan Africa and the rest of the world, 2011

Source: © UNDP.

9.4 How do we measure wellbeing?

9.4.1 How do we describe development?
Whichever method of measuring development or wellbeing we choose, it is important to understand the terms that have been used, the values that underpin it, and what perspective (often Western) we take. With an overwhelming amount of data available to us, the world is often divided simplistically into extremes such as ‘rich’ or ‘poor’. Is this the best way?

The annotated classifications in figure 1 have been used in the past century, but they are very general and as such have been questioned by geographers for their accuracy (and sometimes offensiveness). Today, we use terminology such as more economically developed country (MEDC) and less economically developed country (LEDC) to describe levels of development — in the economic, social, environmental and political spheres. A newly industrialised country (NIC) is one that is modernising and changing quickly, undergoing rapid economic growth. Emerging economies (EEs) are places also experiencing rapid economic growth, but these are somewhat volatile in that there are significant political, monetary or social challenges.
One of the most common ways of talking about the level of development in various places is to label them as ‘developed’ or ‘developing’. These terms assume that development is a linear process of growth, so each country could be placed on a continuum of development. Countries that are developing are still working towards achieving a higher level of living standard or economic growth, implying that the country could ultimately become ‘developed’.

In 1980, the Chancellor of Germany, Willy Brandt, chaired a study into the inequality of living conditions across the world. The imaginary Brandt Line divided the rich and poor countries, generally following the line of the equator. The North included the USA, Canada, Europe, the USSR, Australia and Japan. The South represented the rest of Asia, Central and South America, and all of Africa. Once again, these terms have become obsolete as countries have developed differently and ignored these imaginary boundaries.

The terminology First, Second and Third Worlds was a product of the Cold War. The Western, industrialised nations and their former colonies (North America, western Europe, Japan and Australasia) were the First World. The Soviet Union and its allies of the Communist bloc (the former USSR, eastern Europe, China) were the Second World.

The Third World referred to all of the other countries. However, over time this term became more commonly used to describe the category of poorer countries that generally had lower standards of living. The Second World ceased to exist when the Soviet Union collapsed in 1991.

9.4.2 What is poverty?

There is a strong interconnection between development and poverty. The United Nations defines poverty as ‘a denial of choices and opportunities, a violation of human dignity … It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one’s food or a job to earn one’s living … It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.’ However, poverty is most often measured using solely economic indicators. More than 1 billion people live in poverty, as shown in figure 2.

**FIGURE 2** The proportion of the world’s population (shown as a cartogram) living on less than $1.25 US per day

Source: The World Bank: Poverty headcount ratio at $1.25 a day PPP % of population: World Development Indicators.

9.4 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. Identify two examples of places that would have been classified as ‘developed North’ and two that would have been classified as ‘undeveloped South’.

Explain

2. What do you think about Australia being labelled a part of the ‘developed North’?

3. Although indicators are measuring different aspects of quality of life, they are also interconnected. For example, if a country goes through an economic recession, other indicators will be affected. Explain with examples (a flow chart may be useful to step out your thinking).
9.5 SkillBuilder: Interpreting a cartogram

WHAT IS A CARTOGRAM?
A cartogram is a diagrammatic map. These maps use a single feature, such as population, to work out the shape and size of a country. Therefore, a country is shown in its relative location but its shape and size may be distorted. Cartograms are usually used to show information about populations and social and economic features.

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.

FIGURE 1 Cartogram showing estimated world population, 2050
9.6 Does wealth equal wellbeing?

9.6.1 What is a multiple component index?

A wellbeing approach to development takes into account a variety of quantitative and qualitative indicators. Some of these are a little more difficult to measure, such as the idea of happiness. Before you read on, make a list of 10 indicators that you think would give an accurate measure of a teenager’s happiness in their country of residence.

A single indicator gives us only a narrow picture of the development of a country. A country may have a very high GDP but, if we dig a little deeper and look at each individual’s share in that country’s income or their life expectancy, we may not find what we expected. Inequalities may be revealed. A combination of many indicators will create a more accurate picture of the level of wellbeing in a particular place. Much like using our five senses to try a new cuisine, a combination of indicators will give us better insight into a country’s wellbeing. The Human Development Index (HDI) is one such index. It was developed in 1990 to measure wellbeing according to four indicators (see figure 1).

![Figure 1](image-url)

**FIGURE 1** Measuring quality of life encompasses many indicators.

The richest one per cent of adults worldwide owned 50 per cent of global assets in the year 2015, and the richest 10 per cent of adults accounted for 87.7 per cent of the world total. In contrast, the bottom half of the world adult population owned less than one per cent of global wealth.

Wealth is heavily concentrated in North America, western Europe and high-income Asia-Pacific countries. People in these countries collectively hold 90 per cent of total world wealth.

**Source:** Credit Suisse Wealth Report, 2015

9.6.2 Is this the best measure of wellbeing?

Over thousands of years, different societies have measured progress in different ways. A GDP-led development model focuses solely on boundless economic growth on a planet with limited resources — and this is not a balanced equation. The HDI has become one of the most common ways to measure wellbeing, but it has also attracted criticism for its narrow approach. These measures do not recognise some of the greatest environmental, social and humanitarian challenges of the twenty-first century, such as pollution or stress levels.
9.6.3 Measuring twenty-first century wellbeing

Which country is the happiest?

The new Happy Planet Index (HPI) results (see figure 2) map the extent to which 151 countries across the globe produce long, happy and sustainable lives for the people that live in them.

Each of the three component measures — life expectancy, experienced wellbeing and ecological footprint — is given a traffic-light score based on thresholds for good (green), middling (amber) and bad (red) performance. These scores are combined to an expanded six-colour traffic light for the overall HPI score. To achieve bright green (the best of the six colours), a country would have to perform well on all three individual components.

\[
\text{Happy Planet Index} = \frac{\text{experienced wellbeing} \times \text{life expectancy}}{\text{ecological footprint}}
\]

What is Gross National Happiness?

In 2011, the Prime Minister of Bhutan (Central Asia) demonstrated his country’s commitment to its wellbeing by developing the world’s first measure of national happiness, and he encouraged world economies to do the same. UN Secretary-General Ban Ki-moon supported this innovation: ‘Gross national product (GNP) … fails to take into account the social and environmental costs of so-called progress … Social, economic and environmental wellbeing are indivisible. Together they define gross global happiness.’
How does Australia assess wellbeing?
The Australian National Development Index (ANDI), which was approved in 2015, incorporates 12 indicators measuring elements of progress including health, education, justice and Indigenous wellbeing. Measures such as this demonstrate a new direction in articulating wellbeing, recognising that happiness is not directly proportionate to our bank balance or how long we expect to live. This new measure of wellbeing will reflect what is important to Australians to feel happy as individuals, as well as the happiness of our communities. It will allow Australians to measure the future we want.

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. Without referring to figure 2, name three places you would expect to rank high on the Happy Planet Index and three you would expect to rank low. Now, check your predictions on the map. Were you correct?

Explain
2. Provide a detailed explanation of each of the four indicators used to calculate the HDI. Is the HDI the best indicator of a country’s development? Give reasons for your answer.
3. Can you make any comments about the distribution of the happiest/unhappiest countries across the world according to the data in figure 2? What do you think would make a country unhappy?

Discover
4. Locate Bhutan on a world map. Describe its location. How does it rate on the Happy Planet Index?
5. It has been well documented that as people move beyond a certain income level, they do not become any happier. Try measuring your own happiness using the HPI survey weblink in the Resources tab. How does your happiness rate against that of your classmates?
6. A number of countries have already adopted a national measure of wellbeing. Either individually or in pairs, research the history of one of the following indexes, identify the indicators used to measure it and evaluate its success.
   – Gross National Happiness (Bhutan)
   – Key National Indicator System (USA)
   – Canadian Index of Wellbeing (Canada)

Think
7. Suggest why a range of indexes is being developed in the twenty-first century to measure wellbeing.
8. Should wellbeing or happiness be a core goal of a country’s government? Debate this in a small group.
9. Suggest two indicators that might be used in ANDI.

9.7 How can we improve wellbeing?
9.7.1 How can we bridge the gap?
We have much to be thankful for. We live in a world where we live much longer than our ancestors, we have better nutrition and education, and we generally have a better outlook for our lives. But in an age where some are globally connected, educated, fed, clothed and medicated, it is easy to forget that many of our fellow human beings go without each and every day.
Have you ever given some loose change to a tin-shaker on the street or helped collect money for a fundraiser? If so, then you are already a part of the cycle of aid. Aid (also known as international aid, overseas aid or foreign aid) is the voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country.

Why do we give aid? Aid may be given by government, private organisations or individuals. **Humanitarianism** is still the most significant motivation for the giving of aid, but it may be motivated by other functions as well:

- as a sign of friendship between two countries
- to strengthen a military ally
- to reward a government for actions approved by the donor
- to extend the donor’s cultural influence
- to gain some kind of business or commercial access to a country.

9.7.2 What types of aid exist?

Bilateral aid is aid given by governments to donor countries. Multilateral aid is provided through international institutions such as UNICEF. **Non-government organisation (NGO) or charity aid** is voluntary, private, individual donations collected by organisations such as the Red Cross. Aid takes many forms: money, food, medical equipment, expertise, scholarships, training, clothing or military assistance (to name just a few). Large-scale aid (top-down aid) is usually given to the government of a developing country so that it can spend it on the projects that it needs. Small-scale aid projects (bottom-up aid) target the people most in need of the aid and help them directly, without any government interference. Aid from NGOs tends to be bottom-up aid.

There are positive and negative impacts of aid (see **figure 2**). Aid can increase the dependency of LEDCs on donor countries. Sometimes aid is not a gift but a loan, and poor countries may struggle to repay the money. Aid may also be used to put political or economic pressure on a country, which

![FIGURE 1 The Friendship Bridge across the Mekong River, which connects Thailand with Laos, was built with Australian aid.](image)

**FIGURE 2 Advantages and disadvantages of aid**

<table>
<thead>
<tr>
<th>Bilateral aid</th>
<th>Multilateral aid</th>
<th>NGO/charity aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Helps expand infrastructure: roads, railways, ports, power generation</td>
<td>+ The organisations have clear aims around what they are trying to achieve (e.g. WHO combats disease and promotes health).</td>
<td>+ Usually targeted at long-term development within a country</td>
</tr>
<tr>
<td>+ Aid which directly supports economic, social or environmental policies can result in successful programs.</td>
<td>+ Leading experts in their field work to help achieve multilateral aid program objectives.</td>
<td>+ Raises awareness of specific situations in a country or region</td>
</tr>
<tr>
<td>- ‘Tied aid’ obliges the country receiving aid to spend it on goods and services from the donor country (may be expensive).</td>
<td>- Sometimes directed only towards specific areas or organisations, leaving many without benefit</td>
<td>- The greatest source of need may not be prioritised (e.g. the 2006 tsunami devastation received many donations, but areas in sub-Saharan Africa on a daily basis were just as much in need).</td>
</tr>
<tr>
<td>- Inappropriate technology may be given (e.g. tractors are of little use if there are no spare parts or fuel).</td>
<td>- May come with conditions to make big changes to structures, which can be difficult to manage once aid has ‘finished’.</td>
<td>- Up to 30% of donations may be ‘eaten up’ by administration costs.</td>
</tr>
</tbody>
</table>
may leave its people feeling like they owe their donors a favour. There is always the threat that corruption among politicians and officials will prevent aid from reaching the people who need it most. If aid does not provide for and empower citizens, then wellbeing will not be improved.

9.7.3 How does Australia help?
The Australian Government’s official development assistance (ODA) is designed to promote prosperity, reduce poverty and enhance stability in the developing countries of the Indo-Pacific region (90 per cent of its aid allocation). In 2015–16 Australia provided $4051.7 billion worth of official development assistance. It focuses on strengthening private sector development and enabling human development. Specifically, it will promote aid for trade; investment in infrastructure, agriculture, fishing, health and education; and effective governance.

FIGURE 3 Australian aid helps these primary school students in north-western Laos.

9.7 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 is the difference between the three types of aid?
2. List the various forms of aid mentioned in this section. Can you add any more types to this list?

Discover
3. Think of a charity that you or your family have supported in the past. Find out more about the charity. Where is your money going, and who are the beneficiaries?
4. Using the internet, review some of the Australian Government programs currently in operation. In which places are most of these programs focused?
5. Study figures 1 and 3. What benefits would each of these aid projects bring to the recipients?
6. Discuss in a small group what limitations might exist in administering an aid program in (a) a developing country and (b) a country that has been devastated by a natural disaster (e.g. an earthquake). Suggest possible ways of overcoming the problems you identify.
7. Do you think the Australian Government’s focus will shift in 10 years’ time? In 50 years’ time? Which region do you think we might have to shift our focus to?

Think
8. Reflect on what you have studied so far in this topic. Why are some people ‘poor’ and some people ‘rich’?
9. Think about the challenges that might be faced by someone delivering emergency aid to a LEDC. How might they be affected by the physical and emotional conditions of their work?
10. Is aid ever inappropriate? Discuss this in a small group.

learnON RESOURCES — ONLINE ONLY
Try out this interactivity: Helping others: Use this interactivity to learn more about different types of aid
Searchlight ID: int-3305
9.8 Are we on track?

9.8.1 Did we succeed?

Recognising the need to assist impoverished nations more actively, the United Nations (UN) held a series of summits dating from the year 2000. In 2001, the UN member states formally adopted the United Nations Millennium Development Declaration and its eight goals, which set out targets aimed at improving social and economic conditions in the world’s poorest countries by 2015.

In his foreword to the publication *The Millennium Development Goals Report 2015*, United Nations Secretary-General Ban Ki-moon wrote, “The global mobilization behind the Millennium Development Goals has produced the most successful anti-poverty movement in history. The landmark commitment entered into by world leaders in the year 2000 — to “spare no effort to free our fellow men, women and children from the abject and dehumanizing conditions of extreme poverty” — was translated into an inspiring framework of eight goals and, then, into wide-ranging practical steps that have enabled people across the world to improve their lives and their future prospects.”

<table>
<thead>
<tr>
<th>Millennium Development Goal</th>
<th>Indicator for developing countries</th>
<th>1990</th>
<th>2015</th>
</tr>
</thead>
</table>
| 1. Eradicate extreme poverty and hunger | • Living on less than $1.25 a day  
• People undernourished | 47%  
23.3% | 14%  
12.9% |
| 2. Achieve universal primary education | • Primary school enrolment  
• Literacy rate youth aged 15-24 | 83% (year 2000)  
83% | 91%  
91% |
| 3. Promote gender equality and empower women | • Women’s paid employment in non-agriculture sector  
• Gender equality in education: girls per 100 boys | 35%  
74 (Southern Asia) | 41%  
103 (Southern Asia) |
| 4. Reduce child mortality | • Under-five mortality rate (deaths per 1000 live births) | 90 | 43 |
| 5. Improve maternal health | • Maternal mortality (deaths per 100,000 live births)  
• Births assisted by health personnel | 440 | 240 |
| 6. Combat HIV/AIDS, malaria and other diseases | • New infection rate of HIV  
• Malaria incidence rate (per 1000 at risk) | 3.1 million (year 2000)  
146 (year 2000) | 2 million  
91 |
| 7. Ensure environmental sustainability | • Using an improved drinking water source  
• Sanitation  
• Slum living | 75%  
36%  
39.4% (year 2000) | 90%  
68%  
29.7% |
| 8. Global partnership for development | • Development aid  
• Internet penetration | $81 billion  
6% (2000) | $135.2 billion  
43% |
Over the past two decades we have made huge progress in improving the quality of life throughout the developing world. Progress has varied from place to place, but overall there has been a reduction in poverty levels and increased access to health, education, water and other essential services. The Millennium Development Goals (MDGs) have been an important motivational force and have allowed us to take accurate measurements through quantitative data. Many countries have achieved a significant number of the MDG targets. This has transformed the quality of life of hundreds of millions of people who have been given hope and incentive for change. However, progress has been uneven across regions and countries, in particular in countries affected by conflict.

**Sustainable Development Goals**

The Sustainable Development Goals (SDGs) came into being on 25 September 2015 to replace the expired Millennium Development Goals (MDGs). The three overarching themes are to end poverty, protect the planet and ensure prosperity for everyone over the next 15 years. Each of the 17 goals has a number of targets to be met. Indicators will be used to assess each target. The SDGs apply to all countries, which was also the intention of the MDGs; however, the MDGs became targets for poor countries to achieve with finance from wealthier countries. The SDGs apply to all countries.

Former New Zealand Prime Minister and now United Nations Development Programme Administrator Helen Clark commented, ‘This agreement marks an important milestone in putting our world on an inclusive and sustainable course. If we all work together, we have a chance of meeting citizens’ aspirations for peace, prosperity, and wellbeing and to preserve our planet’.

**TABLE 2** A brief outline of the Sustainable Development Goals

<table>
<thead>
<tr>
<th>Sustainable development goal</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> End poverty in all its forms everywhere</td>
<td>Major target: • By 2030 no-one should live on less than $1.25 per day.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> End hunger, achieve food security and improved nutrition and promote sustainable agriculture</td>
<td>Significant targets include: • By 2030 ensure access by all people to safe, nutritious and sufficient food all year round. • By 2030 end all forms of malnutrition.</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Ensure healthy lives and promote well-being for all at all ages</td>
<td>Targets for 2030 include: • Reduce the global maternity mortality ratio to less than 70 per 100,000 live births. • Attain an under-five mortality of, at most, 25 per 1000 live births. • End the epidemics of AIDS, tuberculosis and malaria.</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> Ensure inclusive and quality education for all and promote lifelong learning</td>
<td>Targets to achieve include: • By 2030 all boys and girls can complete free, equitable and quality primary and secondary schooling with effective outcomes. • All women and men have equal access to affordable and quality ongoing educational opportunities.</td>
</tr>
<tr>
<td><strong>Goal 5:</strong> Achieve gender equality and empower all women and girls</td>
<td>Targets include: • End discrimination against all women and girls everywhere and eliminate violence towards them too.</td>
</tr>
</tbody>
</table>

(Continued)
<table>
<thead>
<tr>
<th>Sustainable development goal</th>
<th>Targets</th>
</tr>
</thead>
</table>
| **Goal 6:** Ensure access to water and sanitation for all | Targets by 2030 include:  
• Universal and equitable access to safe and affordable drinking water for all  
• Achieve access to adequate and equitable sanitation and hygiene for all. |
| **Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all | Targets for 2030 include:  
• Provide access to affordable, reliable and modern energy services, especially renewable energies. |
| **Goal 8:** Promote inclusive and sustainable economic growth, employment and decent work for all | Major targets:  
• Sustain economic growth and productivity aiming to achieve by 2030 full and productive employment and decent work for all.  
• By 2025 eliminate child labour in all its forms, including forced labour, modern slavery, human trafficking and child soldiers. |
| **Goal 9:** Build resilient infrastructure, promote sustainable industrialisation and foster innovation | General targets include:  
• Quality, reliable, sustainable and resilient infrastructure to support economic development and human wellbeing  
• Promote inclusive and sustainable industries that raise industries’ share of employment and GDP.  
• Provide universal and affordable internet access to least developed countries by 2020. |
| **Goal 10:** Reduce inequality within and among countries | Key target:  
• By 2030 achieve and sustain income growth of the bottom 40 per cent of the population. |
| **Goal 11:** Make cities inclusive, safe, resilient and sustainable | Targets include:  
• By 2030 ensure adequate, safe, affordable and sustainable housing and transport for all.  
• Protect and safeguard the world’s cultural and natural heritage. |
| **Goal 12:** Ensure sustainable consumption and production patterns | 2030 targets include:  
• Sustainable management and efficient use of natural resources  
• Halve per capita global food waste by consumers and during production.  
• Ensure all people have the relevant information and awareness for sustainable development and lifestyles in harmony with nature. |
| **Goal 13:** Take urgent action to combat climate change and its impacts | Targets include:  
• Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.  
• Integrate climate change measures into national policies, strategies and planning. |
| **Goal 14:** Conserve and sustainably use oceans, seas and marine resources | Significant targets:  
• By 2025 prevent and reduce marine pollution of all kinds.  
• By 2020 sustainably manage and protect marine and coastal ecosystems.  
• By 2020 regulate and end overfishing. |

(Continued)
### 9.9 Can we help the bottom billion?


---

**TABLE 2** A brief outline of the Sustainable Development Goals (Continued)

<table>
<thead>
<tr>
<th>Sustainable development goal</th>
<th>Targets</th>
</tr>
</thead>
</table>
| Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss | Targets:  
- By 2020 protect inland freshwater ecosystems and all types of forests.  
- By 2020 prevent the introduction of invasive alien spaces and prevent the extinction of threatened species.  
- By 2030 combat desertification and protect mountain ecosystems. |
| Goal 16: Promote just, peaceful and inclusive societies | Targets:  
- End abuse, exploitation, trafficking and all forms of violence against children.  
- Reduce bribery and corruption in all forms.  
- By 2030 provide legal identity for all, including birth registration. |
| Goal 17: Revitalise the global partnership for sustainable development | Target:  
- Consider finance, technology, capacity building, trade and systemic issues. |

---

**9.8 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](http://www.jacplus.com.au). Note: Question numbers may vary slightly.

**Remember**

1. When were the MDGs conceived? In which year was it hoped the goals would be achieved?
2. What is the basis of the SDGs?

**Discover**

   (a) List the regions in the summary report. Suggest why the report does not include all regions of the world.
   (b) Which regions seemed to make most progress? Support your answer with evidence.
   (c) Which of the eight MDGs seemed to show least improvement? Quote evidence for your response.
4. Using the three overarching themes of the SDGs, draw up a table to show where each of the 17 goals is aligned. Is your table the same as a classmate’s? Discuss any differences.

**Think**

5. Within your class, divide into groups and assign the SDGs across the class. Using the internet, research the targets of each goal and provide a tick or a cross depending on whether you think the world will meet each target as set down. Be prepared to argue your point of view in a class debate on ‘Are there too many goals and targets to be met by all countries in the world?’

---

**9.9 Can we help the bottom billion?**

9.10 What are human rights?

9.10.1 The basis of human rights

Human rights are so much a part of our daily lives here in Australia that we tend to take them for granted. Many principles that have been adopted in international human rights practices have their roots in traditions and religions that are thousands of years old. Different countries, societies and cultures have come up with their own definitions over time to suit their particular environment or context.

In some societies, human rights may be enshrined in law and legislation, whereas in others they may simply exist as guidelines that reflect the values of that particular community. In short, the concept of human rights stems from the belief that there is an instinctive human ability to distinguish right from wrong.

Human rights can be defined in different ways. The Australian Human Rights Commission notes that definitions may include:

- the recognition and respect of people’s dignity
- a set of moral and legal guidelines that promote and protect a recognition of our values
- our identity and ability to ensure an adequate standard of living
- the basic standards by which we can identify and measure inequality and fairness
- those rights associated with the Universal Declaration of Human Rights.

9.10.2 What role does the United Nations play?

The United Nations (UN) was formed in the aftermath of World War II on 24 October 1945 by countries committed to preserving peace through international cooperation and security. Today, nearly every nation (currently 193 countries) in the world belongs to the UN. One of the main aims of the UN Charter is to promote respect for human rights. The Universal Declaration of Human Rights, proclaimed by the UN General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled, including:

- the right to life, liberty and nationality
- the right to freedom of thought, conscience and religion
- the right to work and to be educated
- the right to food and housing
- the right to take part in government.

These rights are legally binding by virtue of two International Covenants, to which most states are parties. One covenant deals with economic, social and cultural rights and the other with civil and political rights (see figure 2). Together with the Declaration, they constitute the International Bill of Human Rights.
9.10.3 Who protects our human rights?

While Australia has agreed to be bound by these major international human rights treaties, they do not form part of Australia’s domestic law unless they have been specifically written into Australian law through legislation. The Australian Human Rights Commission is the national organisation that advocates for promotion and protection of human rights. In addition to monitoring economic, social, cultural, civil and political rights, other areas of human rights include peacekeeping, eradication of poverty and the humanitarian tribunals (for example, the International Criminal Court that deals with mass human rights violations, such as genocide). The death penalty (and capital punishment) is one area in which Amnesty International focuses its human rights advocacy work, a contentious issue on the global political stage (see figure 3).

![Figure 2: Political rights around the world, 2015. A free country is one where political rights are available and protected. A country that is not free is one where basic political rights are absent, and basic civil liberties are widely and systematically denied.](image)

Source: Freedom House.

**FIGURE 3** The death penalty violates the right to life as proclaimed in the Universal Declaration of Human Rights. At least 20,292 people worldwide were under sentence of death at the end of 2015.

<table>
<thead>
<tr>
<th>Top five countries where most executions happened in 2015 (1534 people, excluding those from China)</th>
<th>Top five countries where most people were sentenced to death in 2015 (1998 in total worldwide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China (unknown)</td>
<td>China (unknown)</td>
</tr>
<tr>
<td>Iran 977 +</td>
<td>Egypt 538 +</td>
</tr>
<tr>
<td>Pakistan 326 +</td>
<td>Bangladesh 197 +</td>
</tr>
<tr>
<td>Saudi Arabia 158 +</td>
<td>Nigeria 171</td>
</tr>
<tr>
<td>USA 28</td>
<td>Pakistan 121 +</td>
</tr>
</tbody>
</table>

**140 countries worldwide, more than two-thirds, are abolitionist in law or practice.**

At least 20,292 people worldwide were under sentence of death at the end of 2015.
9.10 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 is the International Bill of Human Rights?

Explain
2. Study figure 1. Which philosophies have influenced your understanding of human rights?
3. Define the term human rights in your own words.
4. Who does the Universal Declaration of Human Rights apply to?

Discover
5. Use the internet to find out when Human Rights Day occurs each year and why the date was chosen.

Think
6. Observe figure 2.
   (a) What does this map illustrate?
   (b) Which places around the world are ‘free’, and which are ‘not free’?
   (c) Identify one of the countries that is not free and conduct additional research. What violations of human rights have contributed to this rating? You may want to use the Human rights watch weblink in the Resources tab as one source of information.
7. Some of the basic human rights are outlined in this section. In pairs or small groups, develop a ‘Teenager’s Bill of Rights’ (include at least 10 rights) that you believe would provide for a better existence for all teenagers.

9.11 Who are the unprotected?

9.11.1 Do you know your rights?

International human rights organisations recognise that children have special human rights because of their vulnerability to exploitation and abuse. The United Nations General Assembly adopted the Convention on the Rights of the Child (the CRC) in November 1989. How are your rights protected? And what are some of the big issues for children’s rights today?

Some of the rights and protections that a child is entitled to according to the CRC include:

- the right to life
- the right to a name and a nationality
- the right to live with their parents
- the right to freedom of thought, conscience and religion
- the right to privacy
- protection from abuse and neglect
- the right to education
- the right to participate in leisure, recreation and cultural activities
- protection from economic exploitation
- protection from or prevention of abduction, sale or trafficking.

Two key areas that are currently a focus for rights are the use of children in conflict and for labour.
9.11.2 Too young to serve?
The issue of children in armed conflict has become a pressing one over the past few decades because of the serious risks of involving children in war or conflict situations. Approximately 300,000 children are believed to be combatants in conflicts worldwide. Child soldiers have gone to battle in a range of countries, including Burundi, Colombia, the Democratic Republic of the Congo, Liberia, Myanmar and Uganda.

The Child Labour Index 2014 evaluated the frequency and severity of reported child labour incidents in 197 countries. Worryingly, nearly 40 per cent of all countries were classified as "extreme risk" in the index, with conflict-torn and authoritarian states topping the ranking (see Figure 1).

FIGURE 1 Risk of child labour worldwide

1 Eritrea: ranked equal first in the world for countries where child labour is most prevalent. Forced child labour in agriculture and military recruitment are key issues.
2 Somalia: ranked equal first in the world for countries where child labour is most prevalent. The use of child soldiers is a major issue.
3 Democratic Republic of Congo: ranked equal third in the world for countries where child labour is most prevalent. The recruitment of child soldiers and the use of forced child labour in mining are key concerns.
4 Myanmar: ranked equal third in the world for countries where child labour is most prevalent. The use of child labour in various areas, particularly agriculture, is an issue.
5 Sudan: ranked equal third in the world for countries where child labour is most prevalent. The use of child soldiers is of particular concern.
6 Afghanistan: ranked equal sixth in the world for countries where child labour is most prevalent. Child labour exists in a range of areas such as agriculture, the production of carpets and bricks, and for military purposes.
7 Pakistan: ranked equal eighth in the world for countries where child labour is most prevalent. Of particular concern is the sexual exploitation of children and their use in illegal activities and in the production of various goods including bricks, carpets, coal, glass bangles and leather.
8 Zimbabwe: ranked number eight in the world for countries where child labour is most prevalent. Children's labour is used in agricultural and mining activities.
9 Yemen: ranked number nine in the world for countries where child labour is most prevalent. Children are used in the fishing industry and in armed conflict as child soldiers.
10 Burundi: ranked equal tenth in the world, along with Nigeria, for countries where child labour is most prevalent. Concerns include the commercial sexual exploitation of children, and their use in agricultural work and armed conflict.
11 Asia and the Pacific: Almost 78 million, 9.3% of the child population, are in child labour.
12 Sub-Saharan Africa: 59 million, over 21% of the child population, are in child labour.
13 Latin America and the Caribbean: 13 million, 8.8% of the child population, are in child labour.
14 Middle-East and North Africa: 9.2 million, 8.4% of the child population, are in child labour.

Source: Based on data from International Labour Organization, Maplecroft and United States Department of Labor.
9.11.3 Growing up too quickly?
Recent figures from the International Labour Organisation (ILO) show that:
• globally, 1 in 10 children work (168 million children between the ages of 5 and 17)
• 85 million children work in hazardous conditions
• the highest number of child labourers are in the Asia–Pacific region (78 million children)
• the highest proportion of child labourers is in sub-Saharan Africa, where 27 per cent of children (59 million) work.
In many countries, poor girls are put to work as domestic servants for richer families. In many places, children (especially girls) perform unpaid work for their families. In all cases, children are exploited, and in many cases, they are excluded from attending school (denying them their right to education).

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 is the name of the document that sets out the rights of children?
2. How is a child defined?

Explain
3. Why do children need a separate declaration outlining their rights?
4. In which areas or industries is a child’s ‘right to be protected from economic exploitation’ most at risk?

Discover
5. Find out more about the items that may be produced with child labour. Using the Product of slavery weblink in the Resources tab, explore the world map.
(a) In which spaces across the world are children most exposed to the risk of child labour?
(b) Select a place of interest and write a short paragraph detailing the level of risk and items most likely to be produced there by child labour.
6. The ILO’s Convention 182 works to prevent the worst forms of child labour worldwide.
(a) Research details of Convention 182 and what types of exploitation it is trying to prevent.
(b) Research countries that have and have not ratified Convention 182 and create a simple world map displaying this information. Use the ILO weblink in the Resources tab to search for ‘Ratifications of C182 — Worst Forms of Child Labour Convention’.
(c) In 2012, it was alleged that the maker of AFL footballs was using child labour, with Indian children working up to 10 hours a day, seven days a week hand-stitching footballs for 12 cents each. Conduct some additional research online to find out more about the allegation, and what resulted from the investigation.

Predict
7. Since the 2008 Global Financial Crisis, the situation for child labourers has changed for the worse. Why do you think this might be the case? Justify your explanation.

Think
8. Only a small selection of the rights outlined by the CRC is provided in this section. In a small group or in pairs, answer the following questions.
(a) How would you rank the 10 rights listed in this section in order of importance (1 being the most important)? Justify your choices.
(b) Do you think someone in Myanmar or the other countries profiled in figure 1 would agree with your choices? Would you add any different rights or protections to your list now?
9. If you had to stay home and babysit your younger siblings, then your right to an education may be compromised. How might simple daily events prevent you from achieving your rights or protections as outlined by the CRC?
9.12 Review

9.12.1 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.

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