

Unit 2 Geographies of human wellbeing

Improving wellbeing

All over the world, the wellbeing of millions of people is slowly improving. From local projects to global initiatives, inequalities between rich and poor in many areas are being addressed.

Since 2000, around 600 million of the world's poor have moved above the poverty line, more than 1 billion have gained access to safe drinking water, millions of girls have attended school for the first time, millions more babies have survived beyond their first year of life, and the rates of infection for deadly diseases have all fallen. These improvements are due to the hard work of many different organisations and agencies – from small not-for-profit groups to huge multi-national non-government organisations. Thanks to the financial support of government grants, contributions from the business community, and donations from ordinary citizens, these organisations are able to continue their work improving levels of human wellbeing for those who need it most.



chapter 6

Source 1 Women in India receiving training from the International Fund for Agricultural Development (IFAD) on sustainable agricultural practices and crop-growing techniques.

6A

How can we improve wellbeing?

- 1 How might training in crop development help the women in Source 1 to improve their wellbeing?
- 2 What do you know about the United Nations Millennium Development Goals? What questions could you ask to help you find out more?

6B

Who is working to improve wellbeing?

- 1 Have you heard of any groups that are working to improve wellbeing in Australia? What about improving wellbeing on the global scale?
- 2 In 2013, the Australian government budgeted \$5 billion of aid to overseas countries. Brainstorm ways that this aid could improve wellbeing in a country such as India.

6.1 Improving wellbeing

At a meeting of the United Nations (UN) in 2015, representatives of all 193 member countries present agreed to a set of goals designed to end poverty, protect the planet from unsustainable development, and ensure that all people on Earth enjoy a high level of wellbeing by 2030.

The Sustainable Development Goals (2015–2030)

A total of 17 goals, known as the **Sustainable Development Goals (SDGs)**, were created and agreed to by all (see Source 1). Of these 17 goals, seven relate specifically to reducing inequalities in human wellbeing. These are listed below:

- Goal 1: End poverty in all its forms, everywhere
- Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3: Ensure healthy lives and promote well-being for all at all ages
- Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 6: Ensure access to water and sanitation for all
- Goal 10: Reduce inequality within and among countries

The Millennium Development Goals (1990–2015)

While many of these SDGs might seem almost impossible to achieve, the United Nations has a track record of success in this area. Between 1990 and 2015 the UN ran a project known as the **Millennium Development Goals (MDGs)**. Over the 15 years of the Millennium Development Goals, much was achieved. Perhaps the greatest achievement of the MDGs was the reduction in the rate of people living in extreme poverty. In 1990, nearly half of the population in the world’s developing regions was living on less than \$1.25 a day. By 2015 this rate had fallen to fourteen percent, meaning that more than a billion people had been lifted out of poverty during this time.



Source 1 The 17 Sustainable Development Goals agreed on by the United Nations in 2015.

Progress towards achieving the MDGs was tracked using 60 indicators of wellbeing (see Source 2). Many countries, including Australia, use these goals and the SDGs as a framework for allocating funds to their overseas aid programs.

Check your learning 6.1

Remember and understand

1

What were the aims behind the creation of the Sustainable Development Goals?

2

What do countries like Australia use these goals for?

Apply and analyse

3

Examine Source 2 summarising the final progress towards the MDGs in 2015.

a

Which targets were the closest to being achieved?

b

Which targets were the furthest from being achieved?

c

Why do you think this is?

d

How did Oceania and Southern Asia compare in their progress?

Evaluate and create

4

Use the Internet to complete these tasks:

a

Using a series of boxes and arrows explain how three or more of the SDGs are linked to each other.

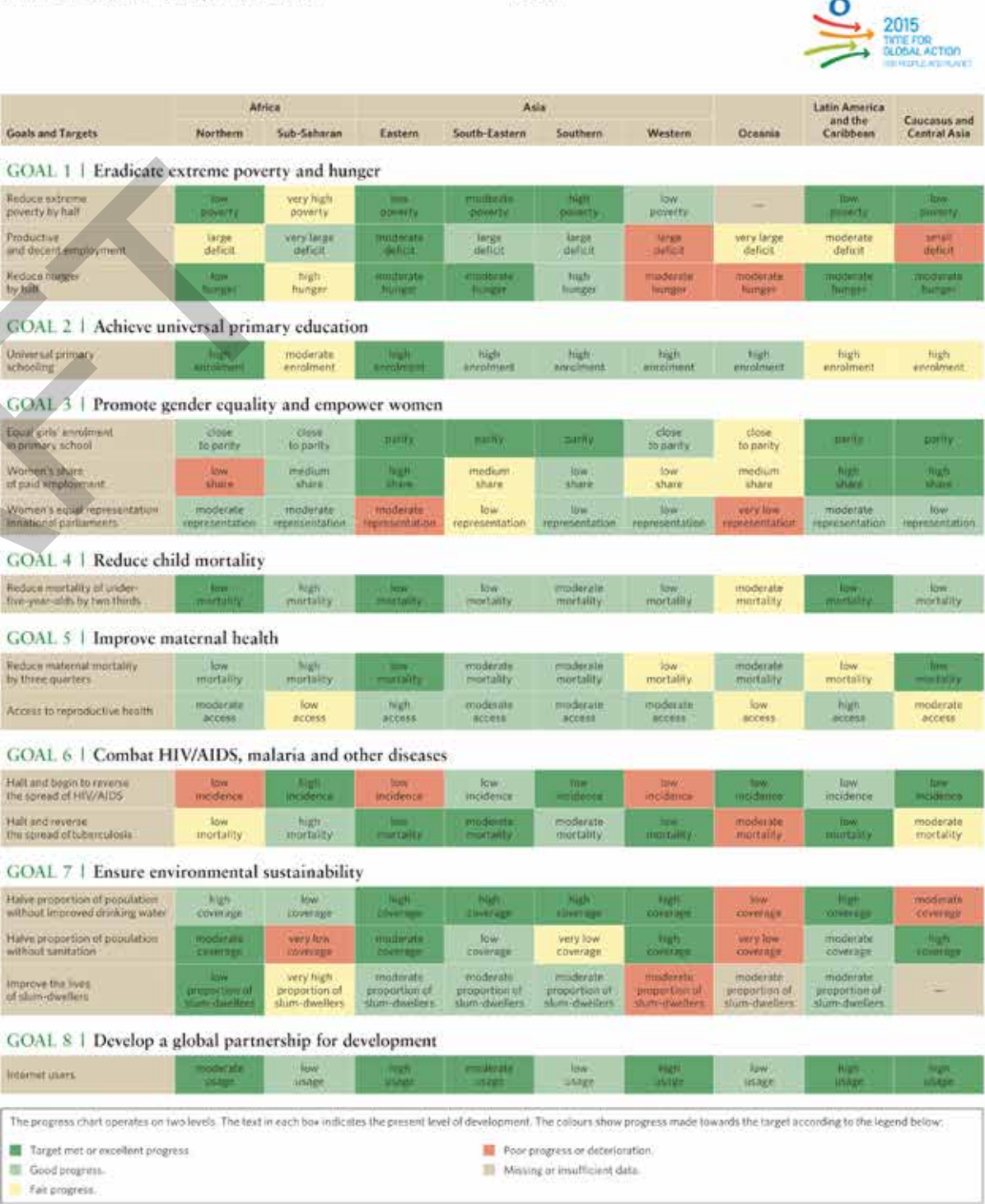
b

Compare the 8 MDGs with the 17 SDGs. What new goals have been added by the United Nations? Why do you think these have been added?

Millennium Development Goals: 2015 Progress Chart

United Nations Member States gathered together at the start of the new millennium to shape a broad vision to fight poverty and combat numerous issues hampering development progress. The vision was translated into eight Millennium Development Goals and has remained the world’s overarching development framework for the past 15 years. This framework, set to expire in 2015, includes time-bound goals, targets and indicators to monitor progress on extreme poverty and hunger, education, gender equality, child survival, health, environmental sustainability and global partnerships.

This chart presents the final assessment of progress towards selected key targets relating to each goal. The assessment provides two types of information: progress trends and levels of development, which are based on information available as of June 2015. The colour shows progress made towards the target and the text in the box shows the present level of development. For most indicators, 2015 projections are used to assess progress; for a few indicators that do not have 2015 data or projections, the latest available data of 2013 or 2014 are used.



For the regional groupings and country data, see mdgs.un.org. Country experiences in each region may differ significantly from the regional average. Due to new data and revised methodologies, this Progress Chart is not comparable with previous versions.

Sources: United Nations, based on data and estimates provided by: Food and Agriculture Organization of the United Nations; Inter-Parliamentary Union; International Labour Organization; International Telecommunication Union; UNAIDS; UNESCO; UN-Habitat; UNICEF; UN Population Division; World Bank; World Health Organization - based on statistics available as of June 2015.

Compiled by the Statistics Division, Department of Economic and Social Affairs, United Nations.

Source 2 A chart summarising the final progress towards the United Nations Millennium Development Goals in 2015

6.2 Improving wellbeing for women and children

The Millennium Development Goals have a strong emphasis on improving the wellbeing of women and children. Women and children are particularly at risk from the effects of poverty as their status in many societies is lower than that of men. On top of that, giving birth in developing countries comes with high risks of health complications and death. Improving maternal health and reducing child mortality are two key millennium goals.

Fertility rates in the developing world

Fertility rates are higher in the developing world than in the developed world. Source 1 on page XX shows that fertility rates are particularly high in Africa, the Middle East and South Asia, where the birth rate ranges from three to over six children per woman.



Source 1 Two boys return from the fields in the west African nation of Cape Verde.

There are many reasons why women in these countries have so many children. These reasons generally relate to the woman’s culture, history, religion, status and beliefs. In many cultures, children are seen as a household’s greatest asset. Children perform important tasks such as fetching water, collecting firewood and working in the fields. They are also a form of security, as children are often expected to look after their parents when they get old and become unable to look after themselves.

Another possible reason why women in developing nations have a high fertility rate is that they are aware that not all of their children will survive into adulthood. **Child mortality rates** are particularly high in Africa, with the worst levels recorded in Mali (106 deaths per 1000 births), Somalia (101) and the Central African Republic (95). The highest rate of deaths in the world is 119 deaths per 1000 births in Afghanistan. Australia records only 4.5 deaths for every 1000 children born.

Lack of access to contraception is another possible reason behind high fertility rates in the developing world. Research shows that up to 200 million women worldwide would delay or prevent pregnancy if they could, but they are not able to use or access effective contraception.

Family planning

One way of improving maternal health and reducing child mortality is to actually reduce the number of times a woman goes through childbirth. This is referred to as family planning. Fewer children means more resources for those children who are born, leading to improved health (see Source 2). In countries where the central government develops a program of family planning – often with external aid and help from non-government organisations (NGOs) – a falling birth rate has tended to follow.

While talking about reproduction has long been a taboo subject in some societies, these barriers are gradually being broken down. At thousands of clinics

Some of the key benefits of effective family planning

- Smaller families mean better health and education for each child.
- Higher rates of condom use reduce the likelihood of individuals contracting HIV and AIDS.
- Average income increases as smaller families share their income between fewer people.
- Women with fewer children have greater education and employment outcomes.
- Smaller families have higher rates of infant survival and healthier, better nourished children.
- Fewer pregnancies mean fewer deaths due to pregnancy and birth complications and fewer unsafe abortions.
- The cost of social services is reduced, particularly the cost of health care and infrastructure such as water provision and schools.

Source 2 The benefits of family planning

across the developing world, mothers are educated about proper infant nutrition, babies are weighed and immunised, women are counselled about having their first babies later and then spacing subsequent births further apart, and contraceptive options are provided. Educating women about using condoms has been particularly important, as their use can also stop the spread of diseases such as HIV/AIDS.

Check your learning 6.2

Remember and understand

- 1 What is family planning?
- 2 In what ways does family planning help to improve human wellbeing?

Apply and analyse

- 3 Examine Source 3. It shows a family planning clinic in Kenya set up by Marie Stopes International. Use the Internet to research this organisation. What do they do? In which regions and nations are they most active? What are some of their success stories?
- 4 Write a paragraph explaining how an effective family planning program can help to reduce infant deaths in a country.

Evaluate and create

- 5 Use the key concept of scale to think about the benefits of family planning shown in Source 2. Categorise these benefits in order from the personal scale to the global scale.
- 6 Classify the reasons why families are larger in poorer nations than in richer nations using the SHEEPT method. For more information on the SHEEPT method refer to page XX of ‘The geography toolkit’.
- 7 Use the Gapminder website to explore the link between contraceptive use and income.



Source 3 A family planning clinic in a busy Kenyan marketplace

6.3 Improving access to education

Education has shaped my life and the history of my country. I grew up in a society ravaged by war and mired in poverty. Schools had been destroyed. My classes were held in the open under a tree. We had no desks, chairs or other basic necessities. The Republic of Korea was on its knees, but education enabled the country to stand tall again ... Even in the worst circumstances, education helps to give children confidence to face the future. As Secretary-General of the United Nations, I want every child, without exception, to have the same opportunity that I had.

Ban Ki-Moon, Secretary-General of the United Nations, 2012

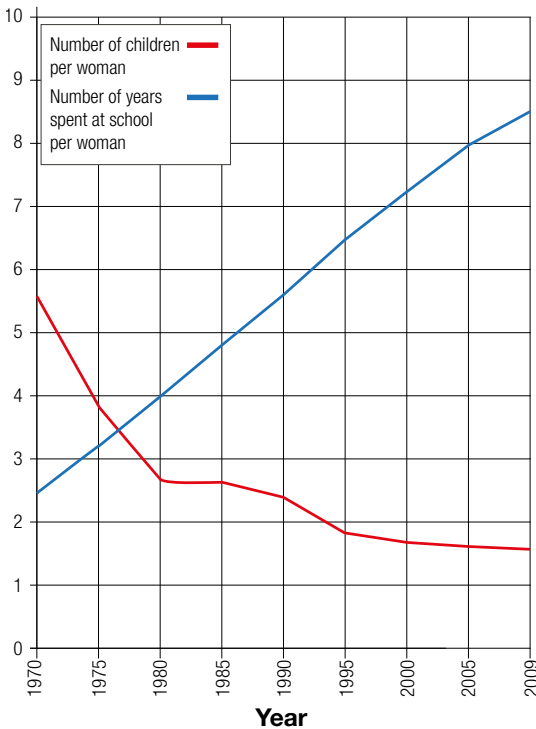
One of the United Nations' goals is to improve the political profile of education around the world. In fact, the United Nations Secretary-General Ban Ki-moon has personally led the Global Education First Initiative. Launched in September 2012, the initiative includes, among other aims, the Educate-a-Child program. This program seeks to get all children into schools and bring high quality learning to children who have no access to formal schooling. This is seen as the key factor to improving the living conditions and future wellbeing of millions of children.

The benefits of education

Many social researchers believe that the key to improving human wellbeing around the world, particularly in poorer communities, is to improve participation rates in education. Their studies show that education allows individuals to break the cycle of poverty and live healthier, longer lives.

The benefits to society are multiplied when girls are able to access an education at the same rate and level as boys. Studies show that mothers who have attended school have a lowered risk of their babies falling victim to infant mortality, have fewer children and earn more than mothers who are less educated. Children born to these women are 50 per cent more likely to live past the age of five and have much lower rates of HIV infection than children born to less educated mothers.

Over the past 40 years the Chinese government has made a real effort to get more children into education for longer periods. This push has included increasing the education levels of girls. Educating girls has had many benefits for Chinese society. Educated women generally want smaller families and make better use of reproductive health and family planning services to achieve their desired family size (see Source 1). Educated women contribute more to the economy and help increase economic growth. With China's booming economy, China now has 68 per cent of women in paid employment. This is a higher rate than Australia (which has 59 per cent).



Source 1 Education levels and fertility rates for women in China aged between 15 and 44 years

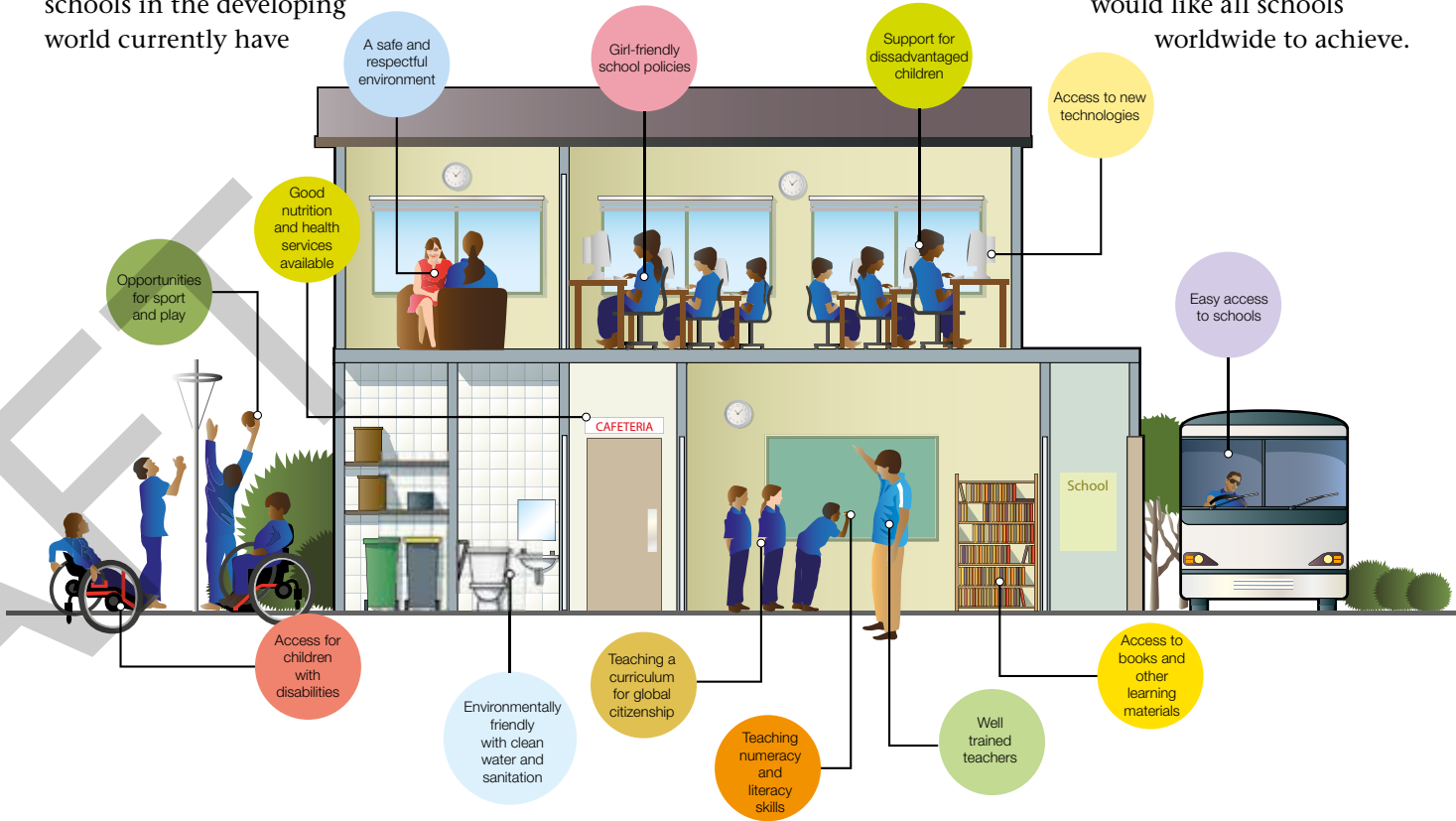


Source 2 A Chinese Government poster from the 1970s encourages girls to 'Learn science and build the country'.

Successful schools

As well as getting all children into schools, the United Nations Global Education First Initiative is also interested in improving the standard of schooling that children receive and creating a positive school environment. Too many schools in the developing world currently have

poorly trained teachers and not enough books or other resources to teach with. Too many children are also going to school hungry, which is affecting their ability to learn. Source 3 shows the standards and features that the United Nations would like all schools worldwide to achieve.



Source 3 The main features of successful schools according to the United Nations Global Education First Initiative

Check your learning 6.3

Remember and understand

- 1 What are some of the links between education and wellbeing?
- 2 Explain why educating girls can help to improve wellbeing for everyone in a community.

Apply and analyse

- 3 'Education provides much more than the opportunity to read, write and count.' Explain this statement using examples from Source 3.
- 4 Examine Source 1.
 - a Describe the change in the education of women between 1970 and 2009.
 - b How is this linked to the poster in Source 2?
 - c How has the fertility rate changed in the same period?

- d How is this linked to the one-child policy implemented over the same period?

Evaluate and create

- 5 Using Source 3 as a guide, design a poster that promotes one of the advantages of gaining an education.
- 6 Mahatma Gandhi, a leader of the Indian nationalist movement in the early 20th century, once said 'Educate one man, you educate one person, but educate a woman and you educate a whole civilisation'. What do you think he meant by this? Do you agree? Write a paragraph outlining your thoughts.

7

6.4 Improving wellbeing in Australia

Australia has one of the highest levels of wellbeing in the world. In the 2013 United Nations Human Development Report, Australia was ranked as having the second highest HDI in the world behind Norway. Australians can expect to go to school for longer and to live longer, healthier lives than virtually any other nationality. While data such as this is welcome news regarding our position in the world, it can hide the inequalities that exist within our nation.

There are significant variations in wellbeing, for example, between rural and urban Australia and between Indigenous and non-Indigenous Australians. A number of government and non-government groups are working to reduce these variations.

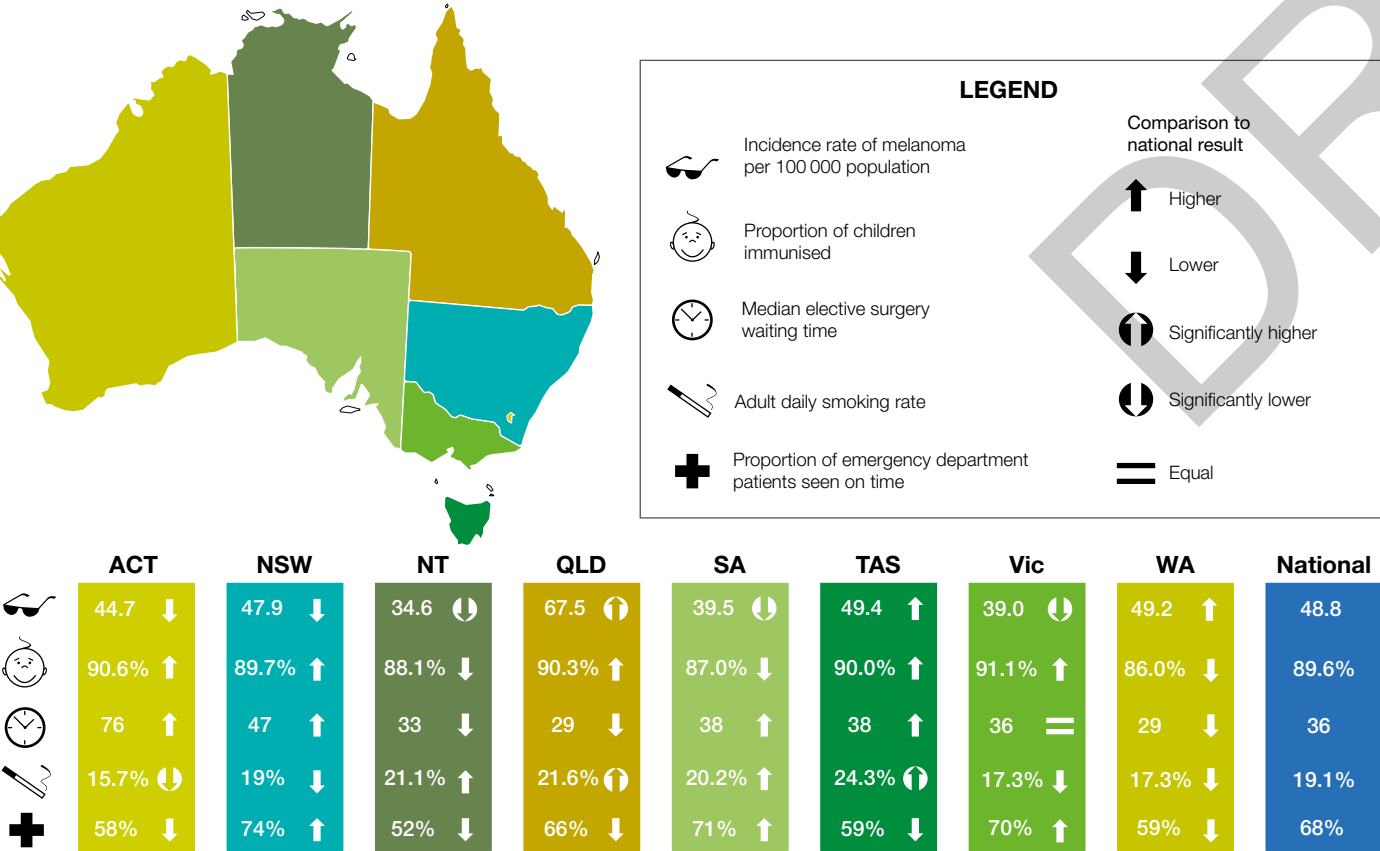
Inequalities in health

Studies show that there are significant differences in the health of different groups of Australians. People from poorer households are less likely to be physically active, to visit a dentist or medical specialist, or to have a medical test such as a skin cancer check or mammogram to detect breast cancer. They are more likely to smoke and to be obese or overweight. As well as inequalities due to income, studies have also found health inequalities relating to location, ethnicity and age. Source 1 shows some of the health inequalities that exist between Australia's states and territories.

Inequalities in education

There are similar trends in education to those exhibited in health areas. Children from poorer households are less likely to attend early childhood education and less

AUSTRALIA: HEALTH INEQUALITIES BETWEEN STATES



Source 1

Source: Oxford University Press

likely to go to university than children from wealthier households. They also have less access to information technology such as broadband Internet, particularly in rural and remote regions. Students in rural areas generally have a more restricted choice of subjects to study and are less likely to finish high school.

The rural–urban divide

In many areas of wellbeing in Australia there is a rural–urban divide. There are fewer education and employment opportunities in rural areas and less access to health services and medical care. People in rural areas are more likely to suffer from chronic health conditions such as diabetes and heart disease and die earlier than those living in towns and cities. They are also at a higher risk of injury from work and car accidents.

Reducing inequality

- Governments have tried to reduce these inequalities in wellbeing in Australia in two main ways:
- Targeted programs that focus on a particular problem or issue. For example, campaigns to reduce smoking or to encourage people to have health checks.
 - General programs to maintain and lift the wellbeing of the entire community. The National Disability Insurance Scheme and Medicare which ensure people can access care regardless of their financial situation are examples of these.

Case study: Rural Health Education Foundation

There are many people working in a range of fields to improve wellbeing in Australia. One of these groups is the non-profit organisation the Rural Health Education Foundation (RHEF). In a similar way to the Royal Flying Doctor Service, the RHEF aims to use modern technology to reduce the gap between rural and urban health.

The mission of the RHEF is to ‘improve the health outcomes of people in remote and rural Australia by providing quality accessible health education to health professionals and their communities’. The foundation, which is funded by government and private donations, produces and broadcasts health education programs on its own free-to-air digital TV network called the Rural Health Channel. RHEF expects 250 000 households across Australia to have access to the channel. All RHEF-produced programs are also available as podcasts, on DVD and online.



Source 2 A RHEF film-making team

Programs cover a wide range of topics of importance to people living in remote and rural regions such as Indigenous eye disease, tropical diseases and farming health hazards. Doctors and other health professionals can access the programs easily and therefore stay up to date with current advances in medicine.

Check your learning 6.4

- Remember and understand
- 1 In what ways do people in rural areas have lower levels of wellbeing than people in urban areas?
 - 2 What is the Rural Health Education Foundation doing to help reduce these inequalities?
- Apply and analyse
- 3 Examine Source 1.
 - a List the seven statistics that are significantly lower or higher than the national average.
 - b Describe the results of this survey for your home state or territory.
- Evaluate and create
- 4 Rank the states and territories of Australia from those that performed best in the health survey in Source 1 to those that performed worst.
 - 5 One of the difficulties for governments in reducing inequalities in wellbeing is being able to evaluate the effectiveness of individual programs. How could the effectiveness of the RHEF TV channel be evaluated?
 - 6 Access RHEF online and list the programs available on the Rural Health Channel. Watch one of the programs available online and write a brief review, outlining how useful you think it would be for the target audience.

6.5 Improving the wellbeing of Indigenous Australians

As you have learnt, studies show that the wellbeing of Aboriginal and Torres Strait Islander Australians is well below that of other Australians. A United Nations official described the standard of health in Indigenous communities in Australia in some respects as being worse than in developing countries. A range of government and non-government groups are working to close the gap between Indigenous and non-Indigenous Australians in a range of important areas.

Improvements in health

Chronic diseases such as heart attacks and diabetes are responsible for about 70 per cent of the health gap between Indigenous and non-Indigenous Australians. The Federal Government, in partnership with local health services, is working to:

- encourage Indigenous people to have regular health checks
- train health workers in the techniques of managing chronic diseases such as diabetes and arthritis. This includes giving advice on such things as the health benefits of increased physical activity and stopping smoking (see Source 1).
- make medicines and treatments more affordable to Indigenous patients
- increase the number of Indigenous Australians working in the health sector
- build more hospitals and health centres in Indigenous communities
- improve the quality and range of foods available in the shops in Indigenous communities
- provide mobile health facilities that visit remote communities and target dental, eye and ear problems
- change the type of fuel sold in many remote petrol stations to make it unsuitable for sniffing to reduce the rates of this type of substance abuse
- improve the mental health of Indigenous people. One initiative is called Link Up and helps Indigenous people trace and contact those family members who were forced to move as part of the Stolen Generation
- increase participation of Indigenous children in sport and recreation



Source 1 Rates of smoking for Indigenous Australians are twice that of non-Indigenous Australians. Anti-smoking campaigns aim to reduce these rates. Similar campaigns aim to reduce alcohol use during pregnancy.

- strengthen cultural ties within communities through the support of language and the arts
- upgrade and maintain airstrips in remote communities to provide better access to emergency health care.

The responses outlined here are targeted at improving the health of Indigenous Australians. There are also responses aimed at the other six key areas that are seen as vital to closing the gap between Indigenous and non-Indigenous Australians: early childhood, schooling, healthy homes, economic participation, safe communities and leadership.

Case study: Cathy Freeman Foundation

Responses to wellbeing issues often involve a partnership between governments and non-government organisations (NGOs). One such response is the work being done by the Cathy Freeman Foundation to improve the wellbeing of children on Palm Island. Olympic champion Freeman established the foundation in 2007 to help address some of the key problems facing this remote Indigenous community. These problems include high unemployment, low literacy and life expectancy rates and very high rates of ear disease and hearing loss. As nearly two-thirds of the population is under the age of 20, the foundation focuses on education, particularly reducing the truancy rate which can be as high as 55 per cent.

Key components of the foundation’s strategy are public recognition of children who attend school and achieve good outcomes, sport and recreation programs that encourage children to attend school, increased numbers of teacher’s aides, school camps to



Source 2 Cathy Freeman helps Craig Evers ride his new bike on Palm Island. The bike was donated by the Cathy Freeman Foundation.

the mainland for those children who attend school regularly, and scholarships to students to attend private schools in mainland Queensland. The foundation has had great success in reducing truancy, improving literacy levels and improving the future employment prospects of hundreds of Indigenous children.

Check your learning 6.5

Remember and understand

- 1 Explain what the Cathy Freeman Foundation is doing to improve the wellbeing of Palm Islanders.
- 2 What did a United Nations official have to say about Indigenous health in Australia? Why do you think he made this comment?

Apply and analyse

- 3 Select one of the strategies aimed to improve the health of Indigenous Australians and explain:
 - a the aims of the strategy
 - b how the effectiveness of the strategy could be measured.

- 4 Cathy Freeman is not the first celebrity to become involved in projects aimed at improving wellbeing. Angelina Jolie, Bob Geldof and Bono are other well-known examples. Why do you think celebrities often become involved in this type of work?
- 5 Use an atlas to describe the location of Palm Island. Describe how the location of this community may help explain the high rates of unemployment.

Evaluate and create

- 6 Visit the Cathy Freeman Foundation website. Prepare a report on one of the five programs that are helping to improve wellbeing.
- 7 Design a poster that encourages children on Palm Island to attend school.

6A rich task

The wellbeing of refugees in Australia

Many refugees and asylum seekers arrive in Australia after fleeing conflict, violence or persecution in their home countries. They have often had long journeys to get here, and potentially spent years in refugee camps waiting to be resettled in another country. Some also make the dangerous journey to Australia by boat.

Refugees and asylum seekers often have low levels of wellbeing. The process of fleeing their home country and waiting for resettlement has prevented them from receiving full health care and education. They may have suffered trauma in their home countries, and may experience culture shock on their arrival in Australia.

Listed below are some facts and figures about immigration levels to Australia including refugee and asylum seeker arrivals.

- According to the United Nations High Commissioner for Refugees (UNHCR), at the end of 2011 an estimated 42.5 million people worldwide were considered forcibly displaced due to conflict and persecution, including 15.2 million refugees, 895 000 asylum seekers and 26.4 million internally displaced people.
- In 2011–2012, 7379 people who arrived by boat lodged applications to be considered as refugees in Australia. Once they have been determined to be refugees they can then apply for a permanent visa to remain here. The top four countries of origin were Afghanistan (3179), Iran (1553), Sri Lanka (825) and Pakistan (618). 4766 visas were granted in the same year, many of these to refugees who had arrived several years earlier.
- In 2011, Australia received 3 per cent of asylum applications made to the world's developed countries. The USA received 17 per cent and France, 12 per cent.



Source 1 This photo taken on 27 June 2012 (provided by Australian Maritime Safety Authority) shows a boat bound for Australia carrying around 150 suspected asylum seekers. Shortly after the image was taken the vessel sank at sea about 24 kilometres off the coast of Christmas Island. Most passengers of the boat were rescued, but one body was recovered.

Issues of wellbeing for refugees arriving in Australia include:

- difficulty accessing appropriate health care and other public services. Language barriers also often require the use of interpreters
- many newly arrived refugees lack family and friends in Australia and face isolation in their new communities
- before coming to Australia, many refugees have lived for years with only limited access to food, both in terms of amount and variety, leading to poor nutrition.

skilldrill: data and information

Constructing an infographic

An infographic is a method of presenting complex information using graphics such as pictures, maps and graphs so that it can be interpreted quickly and easily by an audience. Infographics are often used by groups in society to make a point about a current event or situation. Source 2 is an infographic created by the Australian community action group GetUp!. It is intended to show that the number of refugee arrivals in Australia are the result of conflicts rather than changes in government policy in relation to refugees.

- Step 1** Decide on the issue that you are presenting in your infographic and the point you wish to make about it.
- Step 2** Research the issue you are presenting. Look for information that supports your point of view. As with all information, check that it is reliable. If using the Internet, for example, information from government (.gov), educational institutions (.edu) and organisations (.org) tends to be more reliable than information from commercial sites (.com).
- Step 3** Think carefully about how your information can be presented as images rather than as numbers or complex lists. Look at the infographic in Source 2 and other infographics online for some ideas. Simple pictures tend to work better than complex ones.
- Step 4** Think carefully about how you are going to set the information out on the page. Remember that people tend to read infographics in the same way they read a book – left to right and top to bottom. Some infographics use the idea of a journey to present their information and join together key pieces of information with roads, railway tracks or arrows.

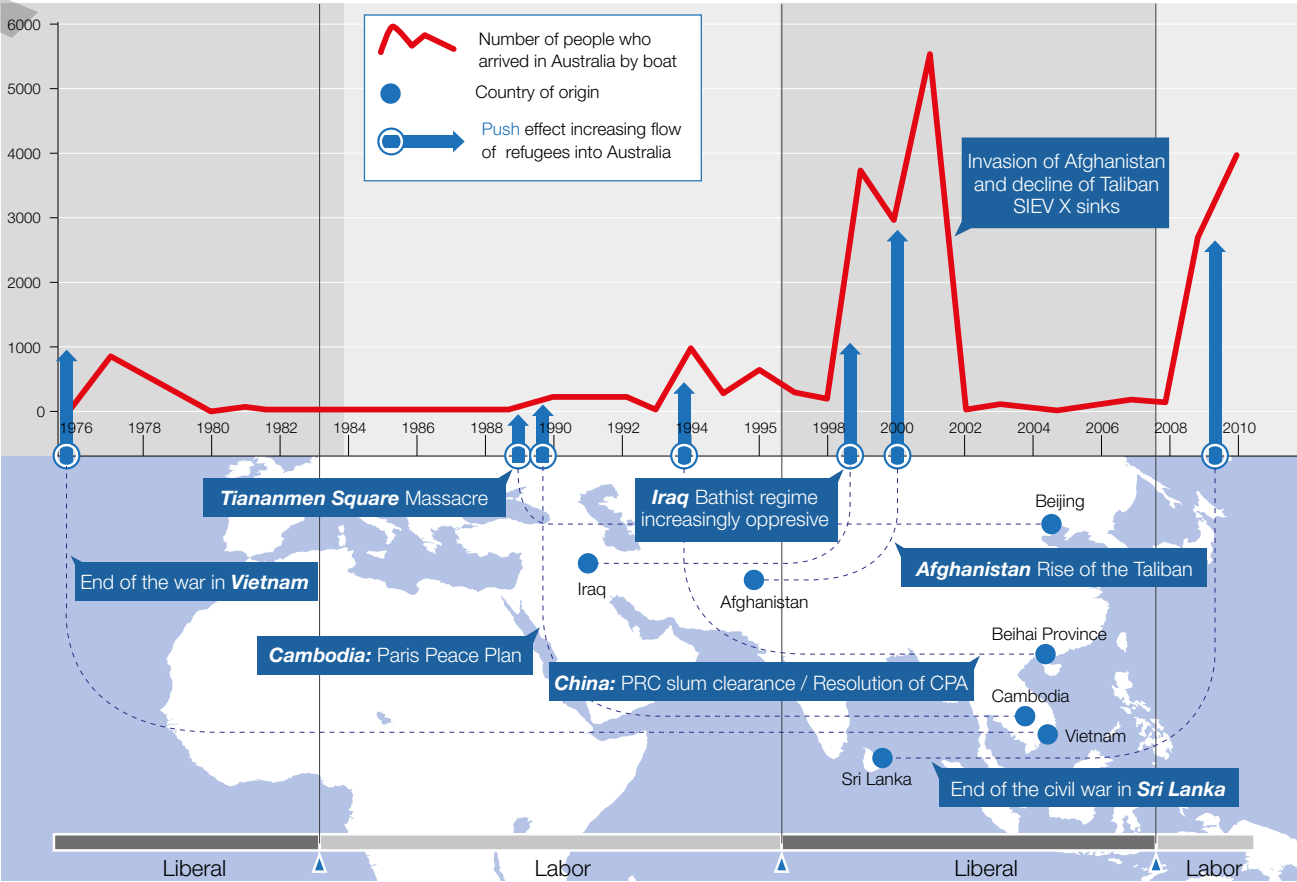
- Step 5** Put all of this together neatly. You may like to use an online program such as ‘infogr.am’ or ‘easel.ly’ to create your infographic. Alternatively, you can use coloured markers, print outs of images, paper and glue.

Apply the skill

- 1 Design and present an infographic using the facts and figures provided on the number of refugee arrivals to Australia from different parts of the world. You can do your own research or just use the figures presented here.
- 2 When completed, look closely at your classmate’s infographics. Which techniques used by others did you find best presented the data in a visual way?

Extend your understanding

- 1 Research the numbers of asylum seekers in Australia’s regional processing centres on Christmas Island, Nauru and Manus Island in Papua New Guinea. Find out how long they have been seeking asylum and where they have come from. Present this information using infographic techniques.



Source 2 ‘Why refugees come to Australia’ – an infographic prepared by the organisation GetUp! Source: GetUp!

6.6 Organisations working to improve wellbeing

As we have learnt, the United Nations (UN) has a huge interest in improving wellbeing across the globe with its Millennium Development Goals. But the United Nations does not work alone. It works with individual governments and not-for-profit organisations, each of which set their own goals and develops their own programs. In this section, we will investigate the work of the UN and a range of other organisations working to improve wellbeing.

The role of the United Nations

The United Nations was founded at the end of World War II in 1945, to encourage countries to work together and maintain peace. Since that time it has grown into a vast organisation with multiple agencies working towards the key goals of 'maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights'.

The United Nations has 193 member countries. These countries provide the funding to operate the UN's agencies and programs. Four key areas for the United Nations are peace and security, development, human rights and humanitarian aid.

Peace and security

The United Nations has continued with its initial aim of promoting peace and security among the nations of the world. It provides assistance in areas such as disarmament, mine clearance, counter-terrorism and peacekeeping forces as well as encouraging nations and communities in conflict to work towards a peaceful resolution.

Development

United Nations programs throughout the developing world are aimed at reducing poverty and improving the wellbeing of billions of people. In terms of promoting economic development, the UN works with countries to promote trade between countries and to build stable governments.

Human rights

The United Nations seeks to uphold the values of the Universal Declaration of Human Rights throughout the world. Since the creation of the Universal Declaration of Human Rights in 1948, the UN has adopted several further declarations. These include conventions aimed at ending discrimination against women (in 1979) and further protecting the rights of children (in 1989). In 2006, the rights of Indigenous people were described in a further declaration. This aims to allow Indigenous groups to protect and strengthen their cultural identity.

The United Nations works towards ending violence against children, human trafficking, and the use of sexual violence as a weapon of war. It also promotes the freedom of Indigenous people to determine their own futures. The United Nations believes that every child has the right to an education.

Humanitarian aid

In those regions where food security is an issue, the United Nations works to improve farm productivity and provide food in times of famine. It also provides refuge for millions of people fleeing conflict in refugee camps and aid to those suffering from the impacts of disasters.

Check your learning 6.6

Remember and understand

- 1 What was the initial aim of the United Nations?
- 2 What types of discrimination is the United Nations now dedicated to eliminating?

Apply and analyse

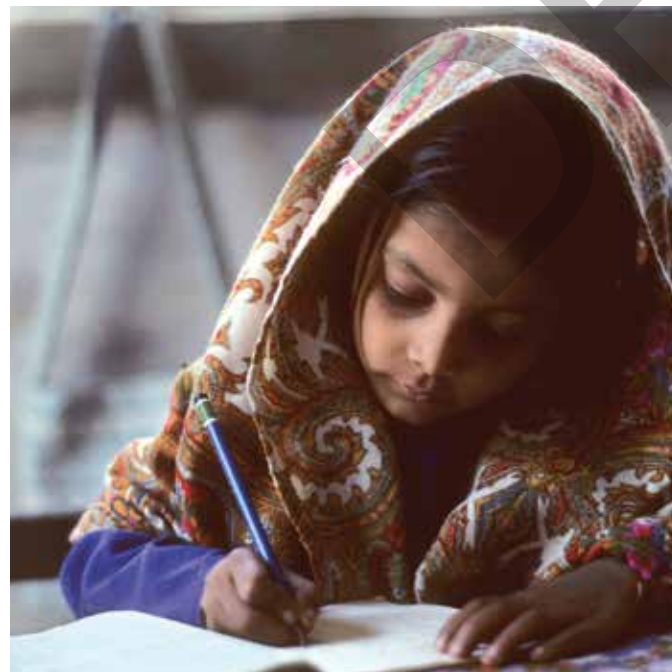
- 3 Conduct research to find out more about the World Food Programme and answer the following questions:
 - a Which areas received assistance from the World Food Programme in 2013? How many malnourished children received special nutritional support in 2013?
 - b Which countries received emergency support in the past year? What was the cause of the emergency?
 - c Who are the top five donor countries that support the World Food Programme?

Evaluate and create

- 4 Using Source 1 as a starting point, do some further research on UN peacekeepers in the Democratic Republic of the Congo and write a short news article about their role.



Source 1 UN peacekeepers pass groups of people fleeing conflict in the Democratic Republic of the Congo.



Source 2 The United Nations works to provide free universal education, particularly among groups who have found this difficult to access. This includes the young girls of Pakistan.



Source 3 The World Food Programme provides aid to almost 100 million people a year in over 70 countries.

6.7 IFAD: Helping to improve wellbeing in India

The International Fund for Agricultural Development (IFAD) is an agency of the United Nations. It was created in the mid-1970s in response to a number of famines across Africa. The goal of the agency is ‘to empower poor rural women and men in developing countries to achieve higher incomes and improved food security.’ IFAD are active in poor rural communities throughout the world, particularly in the Asia-Pacific, Africa, Latin America and Caribbean regions.

IFAD’s work in India is focused on groups identified as being the most disadvantaged among the nation’s rural poor – women, tribal groups, small farmers, landless people and unemployed youth. There are currently several IFAD sponsored projects in operation across India directly benefiting more than 4 million households (see Source 1).



Source 2 IFAD works to improve the lives of people in poor rural areas such as this woman in India.

Check your learning 6.7

Remember and understand

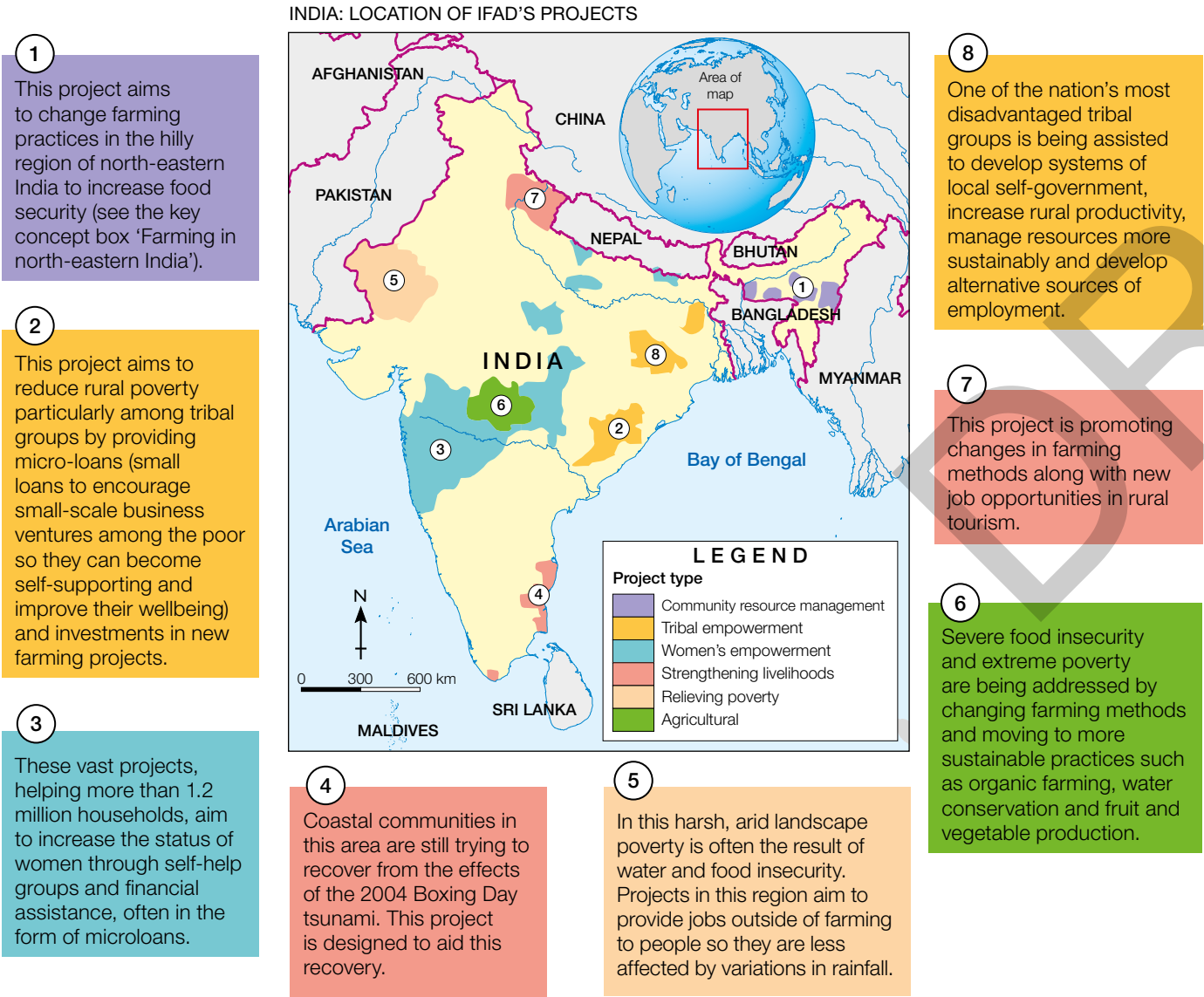
- 1 What is IFAD and what does it aim to do?
- 2 What particular groups are the most disadvantaged in India?

Apply and analyse

- 3 Describe the ways in which IFAD aims to reduce rural poverty by increasing food security.
- 4 Explain how the agricultural technique of terracing can help improve human wellbeing.

Evaluate and create

- 5 Construct an overlay map of India to explore the relationship between levels of wellbeing there and the location of IFAD projects. Use the HDI map of India in Source 1 on page XX as a base map and the data in Source 1 as the overlay. When you have completed your overlay map, describe the relationship between HDI and IFAD projects.



Source 1 Source: International Fund for Agricultural Development (IFAD)

keyconcept: sustainability

Farming in north-eastern India

Food insecurity in the hilly regions of north-eastern India has recently increased as the result of a growing population combined with unsustainable farming practices. Traditionally, farmers in this region used slash-and-burn farming techniques where a patch of forest was cut down, burned and used until the soil became infertile. The farmer would then move to a fresh patch of forest. But as the population increased, this sort of farming resulted in huge losses of forest, soil erosion and a fall in food production. Widespread food and water insecurity followed.

IFAD encouraged farmers to terrace their hillsides and protect their forests (see Source 3). This is a much more sustainable approach to farming. Soil erosion and forest clearing both fell dramatically resulting in a wide range of improved wellbeing outcomes for hundreds of thousands of people. The changes achieved better food security from crops, increasing fish populations in the streams and rivers of the forests and more varied diets for the farmers. As the terraced farms require less labour to maintain, a wider range of jobs have been developed, incomes have increased, children are more likely to attend school and infant mortality rates have fallen.

For more information on the key concept of sustainability, refer to page XX of 'The geography toolkit'.

An aerial photograph showing terraced rice fields carved into a steep hillside. The terraces are filled with water, reflecting the sky. The surrounding area is lush green with trees.

Source 3 Rice terraces in Meghalaya, north-eastern India

6.8 The government and foreign aid

In the 2012–2013 budget, the Australian government provided nearly \$5 billion in overseas aid. Most of Australia’s aid is spent on countries in the Asia–Pacific region, particularly Indonesia, Papua New Guinea and the small island nations in the Pacific.

Aid is given to poorer countries to improve the lives of those living in poverty and to make the countries in the Asia–Pacific region more stable. Not only does this aid help improve wellbeing in the region, it also supports

Source 1 Where we give aid – top 25 recipients 2015–16

Country	Australian ODA \$(million) (2015–16)	Human Development Index value 2015
Papua New Guinea	554.5	0.505
Indonesia	375.7	0.684
Solomon Islands	175.9	0.566
Pacific Regional Programs	120.0	—
Sub Saharan Africa	95.9	0.475 (average)
Timor-Leste	95.3	0.595
Vietnam	89.6	0.666
Cambodia	89.0	0.555
Afghanistan	84.6	0.465
Philippines	83.0	0.668
East Asia Regional Programs	66.0	—
Myanmar	62.8	0.536
Vanuatu	60.5	0.594
Bangladesh	59.8	0.57
Fiji	57.8	0.727
Pakistan	55.7	0.538
Middle East & Nth African Programs	47.1	—
Palestinian Territories	42.8	0.677
Laos	37.9	0.575
Samoa	36.8	0.702
Southern & Western Asian Programs	32.8	—
Nepal	31.4	0.548
Tonga	30.2	0.602
Sri Lanka	28.9	0.757
Kiribati	27.9	0.59

Australia’s economic and security interests by helping to build stronger, healthier countries in our region.

Aid is also given to countries outside the Asia–Pacific region when there is a humanitarian disaster such as famine or war. Source 1 shows the top 20 recipients of aid from Australia in 2011–2012.

What does foreign aid do?

- Aid is delivered to these countries in a number of ways.
- Money is given to aid organisations such as World Vision that do work at the community level.
 - Emergency aid, such as that provided after the Asian tsunami, is often provided in the form of food supplies, fresh water and medical teams.
 - The Australian government works with other governments to assist in the delivery of important services such as policing and hospitals.
- The sorts of aid programs that receive funding from the government are wide-ranging. There are programs that are directly improving the health of communities and saving lives. These include providing safe water and sanitation where it is not available, maternal and child health services and disease prevention (see Source 2).



Source 2 These women are registering their children for health checks at an Australian-funded clinic in East Timor.



Source 3 Australia provides funding for schools throughout the Asia–Pacific region including here in Laos.



Source 4 This organic farm in the Philippines is supported by Australian aid.



Source 5 An Australian electoral officer helps the Solomon Islands police force provide security in a general election.



Source 6 A Queensland Fire and Rescue team inspect an earthquake-damaged building in Padang, Indonesia.

6B Who is working to improve wellbeing?

There are programs that address inequalities by increasing access to education, helping people with disabilities and empowering women (see Source 3).

There are programs that support sustainable economic development, improve food security and employment and reduce the negative impacts of environmental change (see Source 4).

There are programs that help other governments to improve their security, justice and human rights (see Source 5).

There are also humanitarian aid and disaster response programs for communities impacted by crisis situations and natural disasters (see Source 6).

Check your learning 6.8

Remember and understand

- 1 Why does Australia provide aid to overseas communities and countries?
- 2 Name three concerns that are addressed by aid programs.

Apply and analyse

- 3 Why do you think that the Australian government does not simply send money to the leaders of each country?
- 4 Select one of the photographs showing Australian aid at work. Imagine that you are one of the people receiving assistance. Describe the ways in which the aid you receive has improved your wellbeing.

Evaluate and create

- 5 Construct a scatter plot using the data provided in Source 1. It shows the amount of aid given to each country and the HDI value for each of these countries. Use your completed scatter plot to test the theory that Australia gives the most aid to the poorest countries.
- 6 Construct a choropleth map of the top 20 recipients of Australian aid. Use your completed map to test the theory that Australia gives more aid to countries in our region than to countries further away.

6.9 The role of NGOs

While governments are important sources of aid that help to improve wellbeing, there are also hundreds of **non-government organisations (NGOs)** with a similar aim. NGOs range from vast international groups such as World Vision and the Red Cross to very small NGOs with only a few members working to make a difference in a single community. What NGOs do have in common, however, is that they are non-profit organisations, meaning all their money goes to support their work, and they all depend on donations from governments or private individuals and companies to fund their work.

- Here we look at two organisations:
- *Médecins Sans Frontières* – an organisation that responds to emergency situations with medical assistance
 - Bangladesh Rural Advancement Committee – an organisation that works to reduce the causes of inequalities in wellbeing around the world.

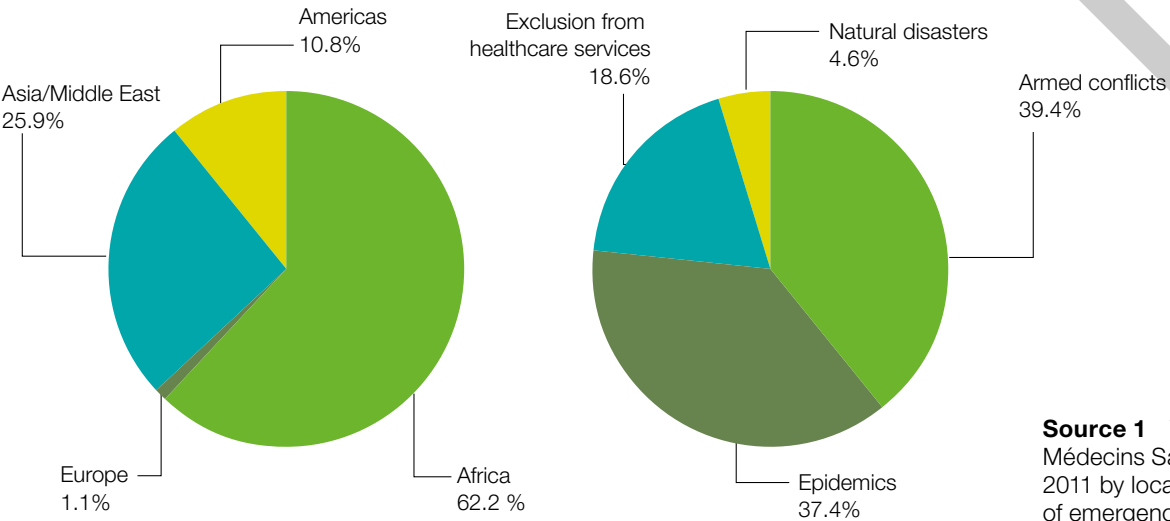
Médecins Sans Frontières (Doctors Without Borders)

Médecins Sans Frontières (MSF) was founded by 13 French doctors in 1971 to deliver ‘emergency aid to people affected by armed conflict, epidemics, exclusion from health care and natural disasters’.

They are currently active in 68 countries, many of them with unstable governments. In 2011, MSF took part in 436 programs, of these 271 were in Africa (see Source 2). MSF believes strongly in drawing attention to human rights violations and the lack of adequate responses to emergencies by governments in the areas in which they work. This does not always make them popular and means that virtually all of their funding must come from individual donations rather than from governments.

Source 2 Top 10 countries with the largest MSF programs, 2014

	Country	Type of emergency
1	South Sudan	Armed conflict, refugees
2	Democratic Republic of the Congo	Armed conflict, epidemic (malaria)
3	Central African Republic	Armed conflict, refugees
4	Haiti	Natural disaster, epidemic (cholera)
5	Sierra Leone	Epidemic (ebola)
6	Afghanistan	Post conflict, emergency health
7	Niger	Hunger, epidemic (malaria)
8	Liberia	Epidemic (ebola)
9	Ethiopia	Armed conflict, refugees, epidemic (tuberculosis)
10	Iraq	Post conflict, refugees



Source 1 The programs of Médecins Sans Frontières in 2011 by location (left) and type of emergency (right)



Source 3 MSF volunteers often work in dangerous conditions.



Source 4 BRAC works to improve opportunities for women in Bangladesh and throughout the world. This volunteer is training local women to act as nurses and health advocates for their villages.

6B Who is working to improve wellbeing?

Bangladesh Rural Advancement Committee (BRAC)

The Bangladesh Rural Advancement Committee (BRAC) was founded in 1972 to alleviate poverty by providing micro-credit to the poor of Bangladesh. Micro-credit allows the poor to access small loans – as small as \$20 – to allow individuals to finance projects such as machinery repair, hiring a new labourer, purchasing a sewing machine or shoe-repair kit so that they can start their own small businesses. The loan is then repaid with minimum interest.

From these small beginnings, BRAC is now the world’s largest NGO. It has over 100 000 employees and helps to improve the wellbeing of around 126 million people, mainly in Bangladesh but also in 10 other countries in Asia and Africa. In addition to offering micro-loans, BRAC now also provides education to millions of children, public health programs aimed at reducing child mortality, services for the disabled, disaster relief and Internet connections to thousands of rural communities.

Check your learning 6.9

Remember and understand

- 1 What are the aims of *Médecins Sans Frontières* (MSF)? Why do they receive very little funding from governments?
- 2 What is micro-credit and what does it provide to the poor?

Apply and analyse

- 3 Examine Source 1.
 - a Which of the countries listed is the odd one out in terms of its location?
 - b Select one of the top 10 countries supported by MSF. Use the ‘World statistics’ section on pages XXX–XXX to prepare a report on wellbeing levels in this country.
- 4 Visit the BRAC website. Use the ‘Where we work’ tab to explore the countries in which BRAC is active and the types of assistance they provide in each country. Summarise your findings and present them in table format.

6B rich task

Charity

Many NGOs, including those you have learnt about in this chapter, are funded by donations from individuals and private companies. Donations vary from place to place depending on a wide range of variables including income. Of course, giving money to help other people is only one type of charity. Many people also give their time as volunteers. This can be of great assistance to others and can help to increase their level of wellbeing. Most of the doctors who work with MSF, for example, donate their time to work in areas where they are needed.

Source 2 shows the percentage of the population who donate money to charity in 20 selected countries.

skilldrill: data and information

Creating proportional circles maps

A proportional circles map is able to show the differences in the size or extent of various factors within a country or region graphically. This allows the data to be represented visually and understood quickly. A proportional circles map is commonly used to represent figures including imports, exports, or population. To draw a proportional circles map use the following steps. You will need a ruler and a compass.

- Step 1** On an outline map of the world locate each of the places you wish to include in your proportional scale and mark them with a small dot.
- Step 2** Choose an appropriate scale range for your map. If you were looking at population figures of big cities, for example, you might choose a scale that goes up by 500 000 people each time. Keep your data within a scale of five different values, so that you end up with a maximum of five different sized circles.
- Step 3** Construct a scale on a horizontal line that is relatively short (about 5 cm), or the circles will become



Source 1 One of the world's largest charity organisations was started by Microsoft founder Bill Gates, one of the world's wealthiest men. The Bill and Melinda Gates Foundation has donated more than \$25 billion to improve the wellbeing of people around the world. In this photograph Bill and Melinda Gates are chatting to Tatomkhulu-Xhosa, a South African man who is living with tuberculosis.

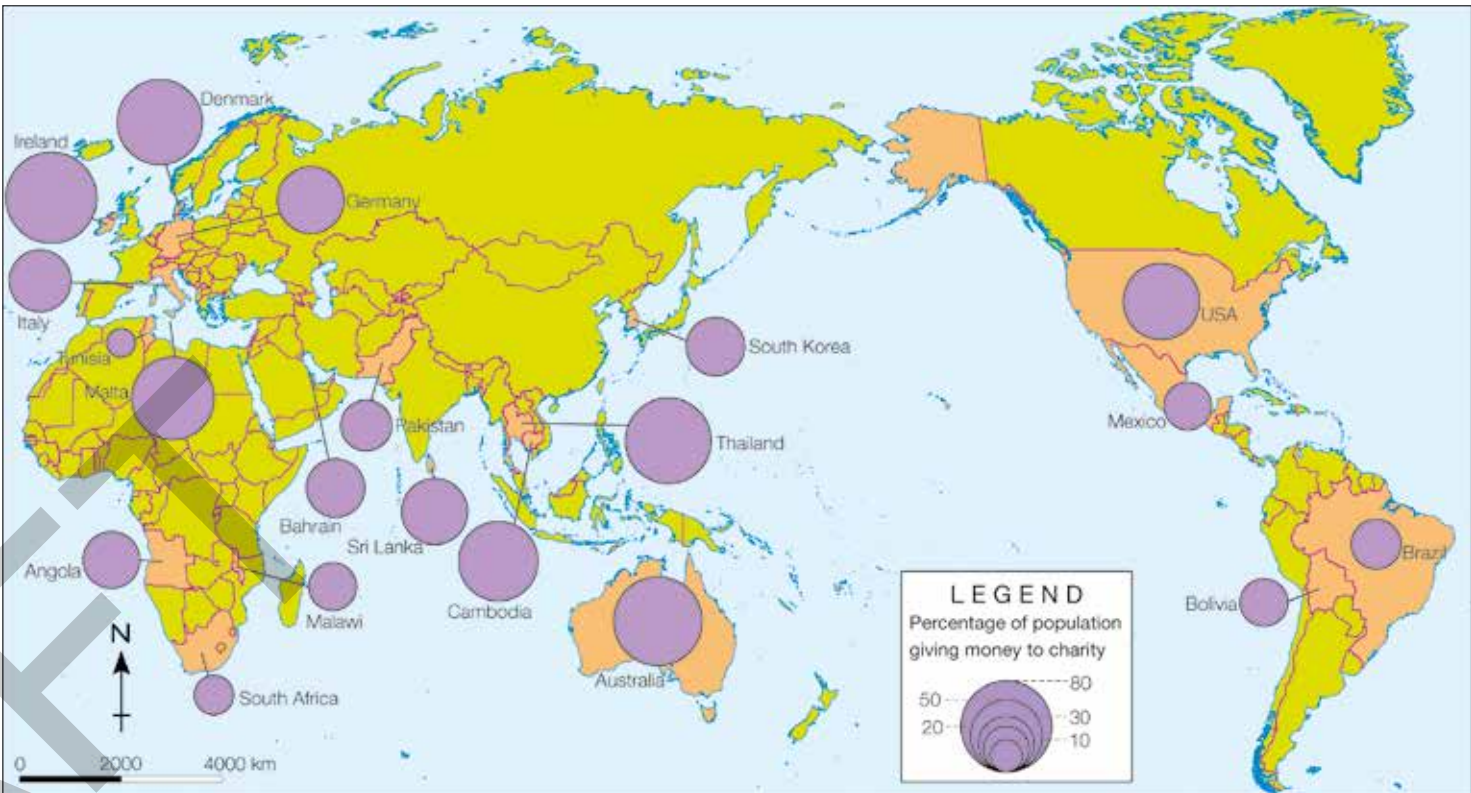
too big. Do this by dividing the scale into even values, starting at 0 and placing line markers every 2.5 or 5 mm. For example, at 2.5 mm mark 500 000, at 5 mm mark 1 000 000, and so on.

- Step 4** Place the point of your compass on the horizontal line at 0 and the pencil of your compass on the horizontal line at the first marker point on your scale. Use the compass to draw a circle. This will be the radius size of the proportional circle for your first value.
- Step 5** Create a legend for your map and draw a circle for your first value following Step 4. Enter the value next to the circle.
- Step 6** Repeat steps 4 and 5 until you have circles for all your values entered into your legend.
- Step 7** Now map your data. Set the compass to the radius size that matches the appropriate value. Draw the proportional circle on the map at the spot you marked in Step 1.
- Step 7** Repeat these steps for the remaining dots on your map. As you draw your map you may find that some circles overlap. Label each circle with the name of the city.
- Step 8** Complete your map with BOLTSS.

Apply the skill

- 1** Create a proportional circles map using the data provided in Source 1 on page XX relating to the amount of aid given to countries by the Australian government 2011–2012.

WORLD: CHARITABLE GIVING INDEX MAP



Source 2

Source: Oxford University Press

Extend your understanding

- 1** Examine Source 2.
 - a** List the 10 countries on this map with the largest percentage of population who give money to charity.
 - b** Compare this map to the GDP world map in Source 1 on page XX. Describe any links that you can find between charitable giving and GDP.
 - c** In a recent study of charitable behaviours, Australia ranked 2nd for donating money, 12th for volunteering and 10th for helping a stranger. Do you find these rankings surprising? Give some reasons for your answer.
- 2** Source 3 shows another technique that relies on the size of features to communicate a message. What similarities and differences do you notice between the two patterns shown on these maps?

- 3** Use the Internet to research the Bill and Melinda Gates Foundation. Select one of the areas where this aid organisation helps and describe what the foundation does in this area.

WORLD: INTERNATIONAL FOOD AID



Source 3

Source: Oxford University Press