

# getconnected

A Global Education resource from World Vision

Issue 9 – Global Inequalities

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Why is global inequality important?  
What are the physical and human factors in global inequality?  
What is the world doing about global inequality?



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**About this resource**

Why is global inequality important?  
 What are the physical and human factors in global inequality?  
 What is the world doing about global inequality?

This issue of **Get Connected** encourages you to explore these questions and do something constructive with what you learn.

For additional resources visit  
[worldvision.com.au/schoolresources](http://worldvision.com.au/schoolresources)

Your comments on this resource are welcome at  
[gloaleducation@worldvision.com.au](mailto:gloaleducation@worldvision.com.au)

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Acknowledgements: Written by Rod Yule with cartoons by Julie Smith.

<sup>1</sup> East Timor is also commonly known as Timor-Leste – the locally preferred Portuguese name for the country.



Lily is seven years old and lives in East Timor – Australia's nearest neighbour and one of the newest and poorest nations in the world.



Poverty on our doorstep

My name is Aaron. I'm just an ordinary 18 year old, but three months out of school I was boarding a plane to East Timor as a World Vision Youth Ambassador. Just an hour flight from Darwin and I found myself in a whole other world – a world of injustice and poverty, a world that together we must change. I had heard about poverty, seen pictures of poverty, even talked about poverty, but never before have I been exposed to such raw and uncensored poverty.

East Timor is the poorest nation in all of Asia, and poorer than some African nations, but unlike Africa it's not on the other side of the world – it's on our doorstep.

While I was in East Timor, it was the middle of the five-month-long hungry season. Each year many of the Timorese endure months with no food, and many are reduced to eating cooked tree bark. It gives them no nutrition ... just stops them feeling hungry. This is how many of the families I met were living. We are so close to them but our lives are very different.

Many of the families I visited lived in situations that appeared hopeless. You will meet some of them in the Get Connected DVD. At the same time, I also got to see how

World Vision, a non-government organisation (NGO) is working with these families and their communities.

I met farmers who had been given training and were now reaping crops four times bigger than ever before. I met other families who now not only had enough food for themselves but were selling produce to supermarkets. World Vision works in partnership with communities so the people believe in themselves again and see a way out of their situation. They give training and hope. This made me proud to be an Australian – knowing that we can help break the shocking effects of poverty on people's lives.

Now, I will be speaking in schools encouraging Australian students to do something – to think differently about our world and what we can do – to get involved in the 40 Hour Famine, buy fair trade or write a letter to the Australian Government. We can't be aware of this poverty on our doorstep and not do something!

After seeing the country, meeting the people and hearing their stories, my perspective on life has been changed. Never again will I stand in front of a fridge of food and tell mum there's nothing to eat.



World Vision Youth Ambassadors (Aaron left back row) with Timorese children at an Early Childhood Development Centre.



# Global inequality

One way of measuring global inequality is to measure the wealth of different countries – the amount of goods or products and services produced (the Gross Domestic Product or GDP).

## 2010 Gross Domestic Product (GDP) - in US\$ (per capita)

TOP 15		US\$	BOTTOM 15		US\$
1.	Qatar	88,230	168.	Guinea	1,056
2.	Luxembourg	80,305	169.	Ethiopia	1,018
3.	Singapore	57,240	170.	Afghanistan	998
4.	Norway	52,240	171.	Mozambique	982
5.	Brunei	47,200	172.	Madagascar	910
6.	United States of America	47,125	173.	Malawi	908
7.	Switzerland	41,765	174.	Togo	847
8.	Netherlands	40,775	175.	Sierra Leone	803
9.	Australia	39,690	176.	Central African Republic	764
10.	Austria	39,455	177.	Niger	720
11.	Canada	39,035	178.	Eritrea	676
12.	Ireland	38,685	179.	Burundi	410
13.	Kuwait	38,295	180.	Liberia	396
14.	Sweden	37,775	181.	Zimbabwe	395
15.	United Arab Emirates	36,975	182.	Democratic Republic of Congo	340

Source: World Economic Outlook, International Monetary Fund, 2010. [www.imf.org](http://www.imf.org)



What evidence of global inequality is shown in these photographs?



However, this doesn't mean that everyone in Qatar or Australia is rich and everyone in Zimbabwe and the Democratic Republic of Congo is poor. There is inequality of wealth between countries and there is inequality of wealth in every country. There is poverty in Australia and people with great wealth in Zimbabwe. Also, money or GDP is only one measure of global inequality. Robert Kennedy, a US Presidential candidate, said this a few weeks before he was assassinated:

*"Our gross domestic product counts air pollution and advertising, and ambulances to clear our highways of carnage. It counts special locks for our doors and the jails for those who break them. It counts napalm, the cost of a nuclear warhead, and armoured cars for police who fight riots in our streets. It counts rifles and knives, and the television programs which glorify violence in order to sell toys to our children.*

*Yet the gross domestic product does not allow for the health of our children, the quality of their education, or the joy of their play. It does not include the beauty of our poetry or the strength of our marriages; the intelligence of our public debate or the integrity of our public officials.*

*It measures neither our wit nor our courage; neither our wisdom nor our learning; neither our compassion nor our devotion to our country; it measures everything, in short, except that which makes life worthwhile."*

## For You To Do!

1. Find the countries listed on p. 4 on a world map (see [worldvision.com.au/schoolresources](http://worldvision.com.au/schoolresources)) and identify the region of the world where each is located. What do you notice about these countries?

Europe	Asia	Oceania/ Pacific	Africa	Latin America	North America	Middle East

2. Read the quote from Robert Kennedy (above) and identify the important things he says that GDP **does not** measure. Can you suggest any ways that these could be measured?

Important issues	Measure



# Human Development Index

Over the past 20 years, another way the world measures global inequality is the United Nations Human Development Index (HDI). This is a way of measuring human wellbeing around the world and includes health, education and wealth.

**Health** – Do the people have a long and healthy life?  
Measure – What is the average life expectancy of people?

**Education** – Do the people have access to knowledge and learning?  
Measure – What is the average number of years spent at school?

**Income** – Do the people have a decent standard of living?  
Measure – What is the average income or wealth of the people?

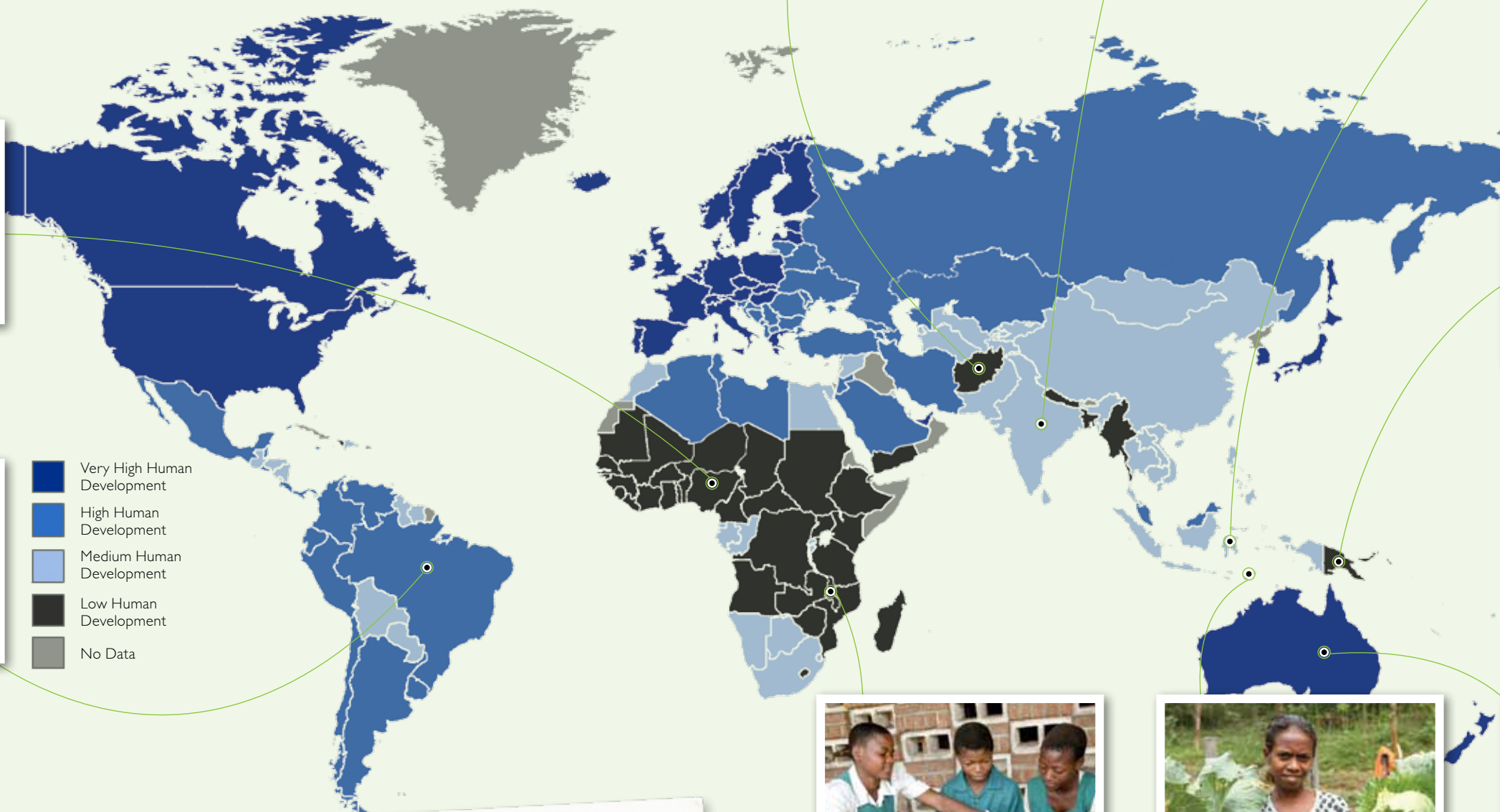
Together, these measures indicate what life is like for people in different parts of the world. When you look at these measures, you can again see that there is great inequality in the world. Some people have good access to a decent standard of living, and quality health and education services, while people in other parts of the world do not.



**Nigeria**  
Health (Life expectancy): 48 years  
Education (Years of schooling): 5 years  
Income (GNI per capita): US\$2,156



**Brazil**  
Health (Life expectancy): 73 years  
Education (Years of schooling): 7.2 years  
Income (GNI per capita): US\$10,607



**Afghanistan**  
Health (Life expectancy): 44 years  
Education (Years of schooling): 3.3 years  
Income (GNI per capita): US\$1,419



**India**  
Health (Life expectancy): 64 years  
Education (Years of schooling): 4.4 years  
Income (GNI per capita): US\$3,337



**Indonesia**  
Health (Life expectancy): 71 years  
Education (Years of schooling): 5.7 years  
Income (GNI per capita): US\$3,957



**Papua New Guinea**  
Health (Life expectancy): 62 years  
Education (Years of schooling): 4.3 years  
Income (GNI per capita): US\$2,227



**Malawi**  
Health (Life expectancy): 55 years  
Education (Years of schooling): 4.3 years  
Income (GNI per capita): US\$911



**East Timor**  
Health (Life expectancy): 62 years  
Education (Years of schooling): 2.8 years  
Income (GNI per capita): US\$5,303



**Australia**  
Health (Life expectancy): 82 years  
Education (Years of schooling): 12 years  
Income (GNI per capita): US\$38,691

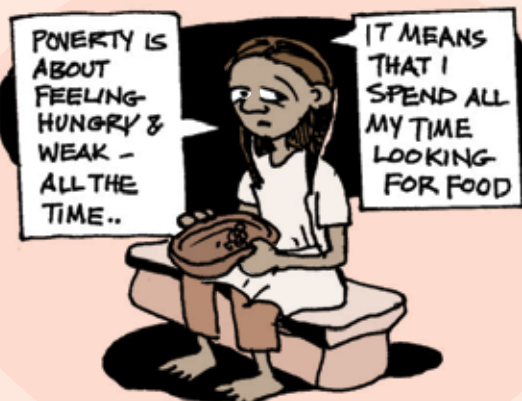
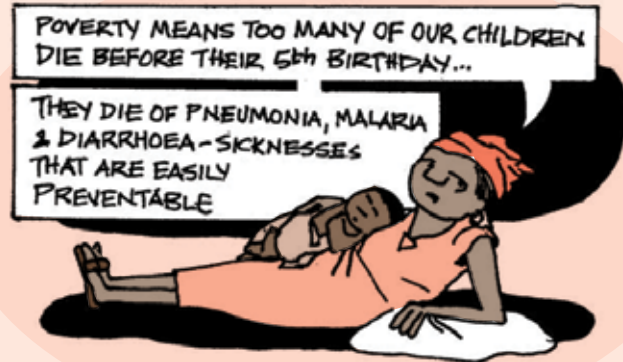
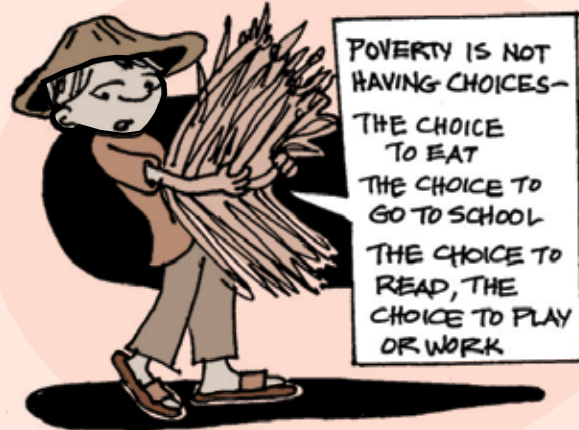
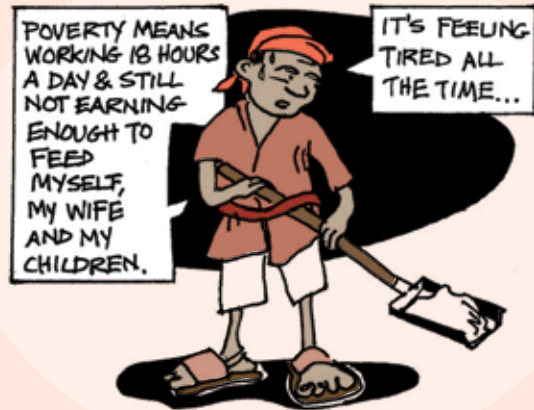
## For You To Do!

1. Download the worksheet at [worldvision.com.au/schoolresources](http://worldvision.com.au/schoolresources) and graph the following data: life expectancy, years of schooling and GNI in the countries above.



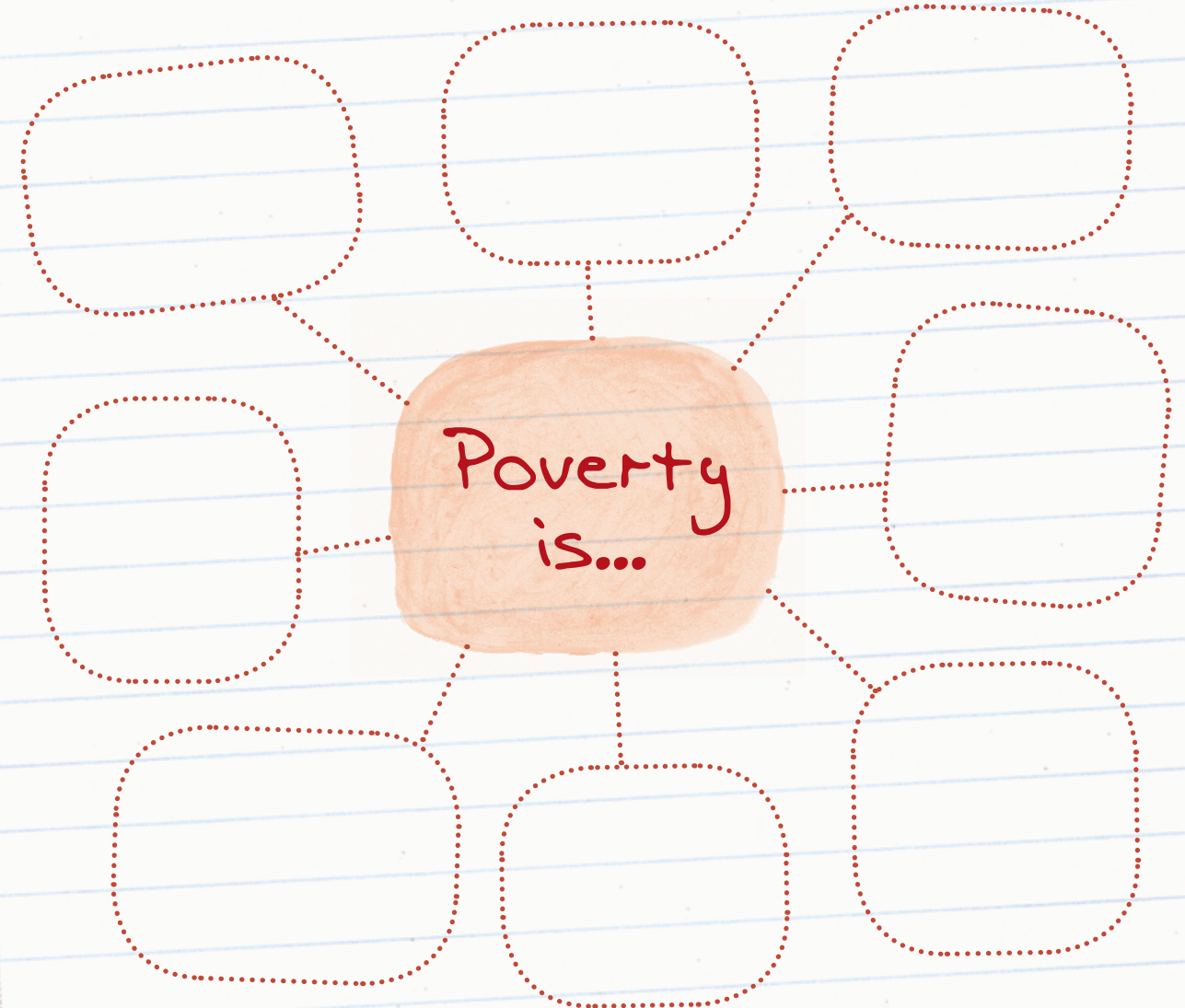
# Types of poverty

How can we define poverty? Is it just the opposite of wealth? Is it just a lack of money? Why is it important to work to overcome poverty? Here are some ideas from people around the world:



## For You To Do!

1. Read the cartoons on p.8 and complete the mind map below. What are some of the key words or phrases these people use to describe their poverty?



2. With a partner discuss how you would respond to the following comments.
  - "I don't care about other people. I only care about my own family and friends."
  - "Poverty is terrible but there is nothing I can do about it!"
  - "We need to look after Australians - people in Africa or Asia need to look after themselves!"
  - "The poor are just lazy. They need to work harder and get a job."



# Poverty and hunger

Hi, my name is Lily and I am seven years old. My country is Timor-Leste. I live with my Grandma and every morning I wash the dishes, collect water and take out the rubbish. For breakfast we eat cassava and taro. Then we will eat a little bit more of the same food later in the day.

In the dry season, my Grandma and I sell vegetables to make a little money but in the wet season, we don't grow vegetables and so we have no money. In the rainy season, we just grow enough corn for us to eat. When we don't have enough food I get tired and then I get headaches and a fever. We don't have a doctor or a chemist in our village and Grandma gives me traditional medicine using bark from the trees.

Grandma washes our clothes in the river and I like to help her.

Arcanjo is eight years old and has one brother and one sister. He lives with his mother and his father has died. Arcanjo had difficulties at birth that have led to partial blindness in both eyes. This disability, along with suffering from epilepsy, mean that Arcanjo struggles at school. In fact, his teachers have suggested he leave school. There are times when he gets bullied by the other boys at the school.

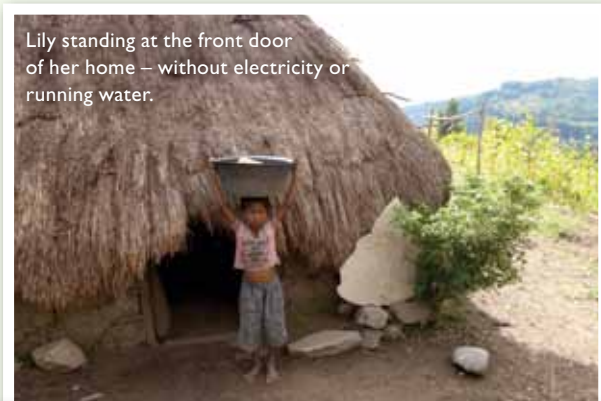
There are also times when the family doesn't have enough to eat and the children get sick. Their main food is cassava – and sometimes it is their only food.



Lily, aged 7



Arcanjo, aged 8



Lily standing at the front door of her home – without electricity or running water.



Cassava is a popular food – a starchy, tuberous root that is a great source of carbohydrates.

## Did you know?

### MDG 1: Eradicate extreme poverty and hunger

One in six people around the world live in extreme poverty on less than US\$1.25 per day.

# Poverty and disability

The World Health Organization estimates that about 600 million people worldwide have a disability. About 80 percent of these live in poor countries like East Timor.

In these poor countries, disability can be a cause of poverty for those affected. It can make it difficult or impossible to work and make a living. However, disability can also be the result of poverty, because the poor are more vulnerable to malnutrition, disease, inadequate healthcare, conflict and discrimination.

People with disabilities have the same rights as anybody else. But because of discrimination and a lack of resources, they are often more vulnerable to the effects of poverty.

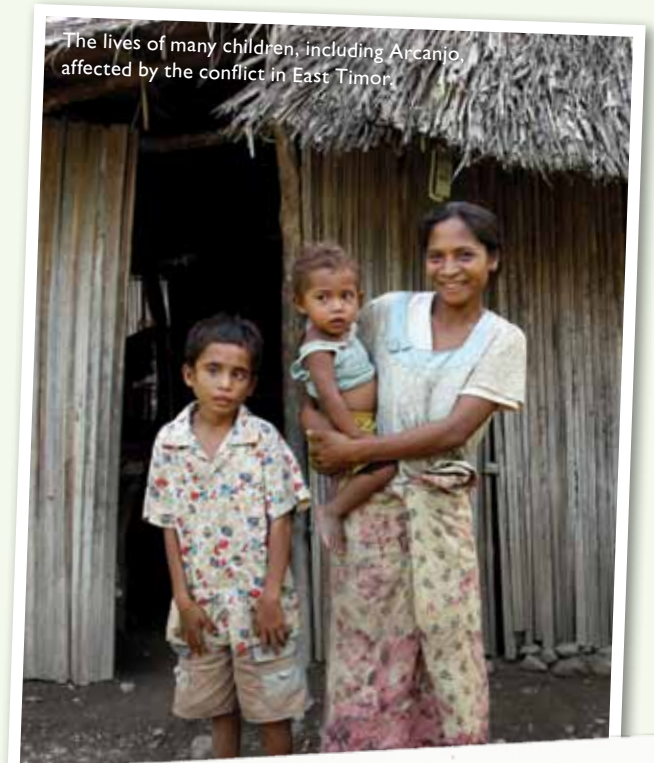
## Poverty and war

Wars and conflict are major causes of poverty and suffering.

They kill and injure thousands and leave many orphaned, disabled and homeless. In modern conflicts, 90 percent of victims are civilians, not soldiers. Women and children are particularly vulnerable.

Conflict tears communities apart, destroying homes, health systems and schools, and it leaves behind landmines and trauma. People may be forced to flee their homes, leaving behind all their possessions. These people become refugees in other countries or displaced people within their own country.

Children are especially affected by conflict. Ongoing wars can disrupt their education for years at a time, so as adults they are less likely to get a well-paid job and are more likely to remain poor. Also, children may be orphaned by war or become separated from their families while fleeing a conflict.



The lives of many children, including Arcanjo, affected by the conflict in East Timor.

## For you to do

1. Watch Lilliana and Arcanjo on the Get Connected DVD. List the similarities and differences between their lives in East Timor and the lives of children in Australia?

Similarities

Differences

2. Create a mind map showing the connections between poverty, hunger, disability and war.



# Give a man a fish<sup>2</sup>

Give a man a fish  
And he'll eat for a day.  
Teach him how to fish  
And he'll eat for a lifetime.  
(Ancient Chinese proverb)

**Give a man a fish  
And you have one less fish.  
Teach him how to fish  
And you get to keep your fish.**

Give a man a fish  
And he'll eat for a day.  
Give a woman a fish  
And she'll feed the whole family for a week.

*Give a man a fish  
And he'll eat for a day.*

*Teach him how to fillet, marinate, fry and garnish  
And he could be the next big celebrity chef.*

*Give a man a fish two times  
And he'll come back for a third.  
Teach him how to fish just once  
And he'll catch the second and third himself.*



Catching rainbow trout in the Andes Mountains of Peru.



Catching fish on a community farm in East Timor.

.....  
.....  
.....  
.....

## Did you know?

**MDG 1: Eradicate extreme poverty and hunger**

10 million people die of hunger and hunger-related diseases every year.



Provide seeds and tools to grow crops, livestock, fish

Provide food for emergency needs

Help communities with new food storage techniques



Strategies for addressing hunger and poor nutrition



Help farmers produce and market their crops



Training to improve soils, drip irrigation, rotate crops



Educate families about food and nutrition

### For you to do

1. What does the ancient Chinese proverb mean? In your own words, what is the lesson that it teaches?
2. Like Cameron Semmens, write your own version or adaptation of this four line proverb.
3. How do each of the six strategies (see above) serve to address hunger and poor nutrition?

<sup>2</sup> Poems are from Cameron Semmens, *Give a man a fish*. Melbourne: World Vision, 2010.



# Physical and human factors in global inequality

Global inequalities in food, health, education and income are caused by a combination of physical and human factors. For some communities, the physical geography of the land makes life very difficult. The land might be very dry or mountainous. For other communities, it is human factors that make life very unequal and difficult. For example, the government may not provide decent health services or schools for their people. Also, some communities do not respect the rights of girls or children with disabilities. For many, it is a combination of physical and human factors.



## Did you know?

### MDG 3: Promote gender equality and empower women

Only 19 percent of seats in national parliaments are held by women; 81 percent are held by men. In 2011, Australia ranked 28th in the world with 24 percent of lower house seats held by women. The leading nation was Rwanda with 56 percent followed by Sweden with 45 percent. Qatar, with the highest GDP (see p. 4) has no women elected to their national parliament.

## For You To Do!

Read the cartoons on p.14 and above and identify the physical and human factors that cause poverty and inequality.

Physical factors

Human Factors



# East Timor

## LAND

East Timor or Timor-Leste is a country north-west of Australia. Rugged mountains run the length of the island and the southern coastal plain consists of swamps and river deltas. The rocky soil and low rainfall make farming difficult, often leading to food and water shortages in the dry season.

Regular droughts and heavy seasonal rains have resulted in erosion, soil loss and poor water quality, which in turn threaten coral reefs and fisheries. Widespread use of slash and burn agriculture has led to deforestation and soil erosion.

## PEOPLE

There are regionally distinct groups made up of people of Malay-Polynesian and Papuan background and also a small Chinese minority. Approximately 92 percent of the population are Catholic. Tetum and Portuguese are the official languages although Indonesian and English are the more common working languages.

## HISTORY

The Portuguese started to trade with Timor in the early 16th century and colonised it mid-century.

During World War II, the country was occupied by the Japanese.

In 1975, East Timor declared independence from Portugal and nine days later was invaded and occupied by Indonesian forces. Over the next 25 years, the Timorese people opposed the occupation and 100,000 – 250,000 Timorese were killed.

In August 1999, a large majority of the people voted for independence from Indonesia in a UN-supervised referendum. However, between the referendum and the arrival of an Australian-led multinational peacekeeping force in late September 1999, militias loyal to Indonesia killed thousands of Timorese and pushed 300,000 into West Timor as refugees. The majority of the country's infrastructure was destroyed.

On May 2002, East Timor was internationally recognised as an independent state.

## ECONOMY

After the independence poll in 1999 most of East Timor's economic infrastructure was destroyed. Today, international aid is helping East Timor rebuild and create a new economy.

Most people are subsistence farmers, and in some areas bartering is common. Industries are only beginning to

develop, so most manufactured items are imported. This makes the cost of living high.

Major industries include coffee, rice, maize, logging, fisheries, spices and coconuts. Tourism has potential to develop but is limited by the lack of hotels, transport and other facilities. East Timor's main trading partners are Australia and Portugal. In 2005, Australia and East Timor agreed to share revenues from offshore gas and oil fields in the Timor Sea.

## LIVING CONDITIONS

The majority of the population live in small villages and grow their own food. Dili, the capital, and Baucau are the two major towns, and they are struggling with the issues of unemployment and rebuilding after the destruction which accompanied the vote for independence.

Villagers live in a variety of traditional housing made from bush materials. Food consists of what can be grown in gardens – rice and corn are the main staples, while chickens, sheep and pigs provide protein. People living near the sea also eat fish.

Malnutrition is a significant issue for nearly half the children.

East Timor is suffering massive loss of their forests due to the use of fire wood as the main source of energy for cooking. Less than five percent of the population use gas or electricity.



Map of East Timor. Map courtesy of The General Libraries, The University of Texas at Austin.

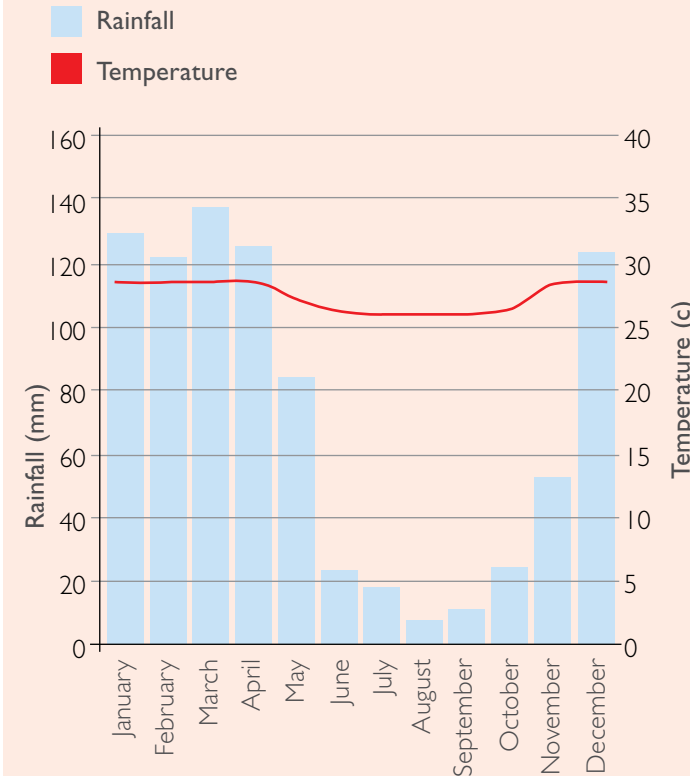
## EDUCATION

Nearly 30,000 primary school age children are not in school. Further, schools are in poor condition and lack resources. At the same time, enrolment has increased from 51 percent in 1999 to 75 percent in 2010. The balance of girls and boys in primary schools is even, but girls' participation drops steeply at secondary and tertiary level.

The official language has been changed from Indonesian to Portuguese and English is taught for three hours per week. Australian teachers are involved in training local teachers.

## Dili, East Timor: Climate Graph

8 43' S, 125 126' E 882 m above sea level



## Comparatively speaking...

CATEGORY	TIMOR-LESTE	AUSTRALIA
Population	1.2 million	21.5 million
Urban population (as % of total)	28.1%	89.1%
GNI per capita (\$US ppp)	\$5,303	\$38,692
Population with access to an improved water source	69%	100%
Adult literacy rate	50.1%	99%
Population living below US\$1.25 (PPP) a day	37.2%	0%
Under-5 mortality rate (deaths per 1,000 live births)	93	6
Life expectancy at birth	62.1 years	81.9 years

Source: Human Development Report 2010 United Nations Development Programme



World Vision is working with communities to provide better quality and access to education.

## For You To Do!

1. Watch Get Connected DVD Chapter 5. How does the history of East Timor continue to affect the people today?
2. Choose a country listed on p. 6-7 and write an information report on that country. Use this text as a model.
3. Complete the worksheet at [worldvision.com.au/schoolresources](http://worldvision.com.au/schoolresources)



# Education

In Australia and other wealthy countries, all children will spend time in school and learn to read and write. Education is a right for all children. It gives them choices and opportunities in life. However, in the world today, 63 million children will never go to school. Poverty causes many children to miss out on the chance to go to school. Why? What is it about poor countries that cause so many children to miss out on their right to an education?

## School fees

Firstly, in most poor countries, both government and private schools charge fees. Governments in poor countries have a limited amount of money or choose to spend their money in other areas and so they charge fees. Many families are too poor to pay the fees and so the children miss out on education. Poor parents struggle to pay for the food and clothes they need.

## Child labour

Secondly, poor families often need their children to help bring in money or help around the home. Children may drop out of school because they are sent out to work. Many children in Africa, especially girls, will spend much of their day walking four to six kilometres to collect water from a well or working in the fields. Also, many girls will stay at home to look after their siblings and do chores while their mother goes to work.

## Teachers

Thirdly, poor countries struggle to spend enough money to train and pay qualified teachers. Developing countries need to increase the number of teachers and the quality of teachers – and this means they need to increase the pay for teachers too.

## War and conflict

Next, schools need to be seen as safe places. In countries where there is war or conflict (e.g. Afghanistan), children may be kept from school to help keep them safe. Therefore, peace is essential if children are going to attend school and be able to concentrate on learning.

## Health

Finally, malnutrition and illness are much more common in developing countries. Dirty drinking water and poor sanitation cause diseases that keep children and teachers from attending school – and can even kill them. Also, when parents are sick, children have to go to work or stay at home to do the household chores.

In conclusion, there are many reasons why children in poverty miss out on their right to a basic education. These are factors that can be changed and we can help by encouraging the Australian Government to help countries to do that and by supporting non-government organisations (NGOs) working in this area.



Poverty forces many families to send their children to work instead of school.



This Indian boy spends his days polishing gemstones.

# Did you know?

## MDG 2 – Achieve universal primary education

In 1990, 127 million children around the world did not attend school. In 2010, that number has dropped to 63 million children.

## For You To Do!

1. What is the purpose of this text?
  - (a) Recount an event
  - (b) Tell a story
  - (b) Explain a phenomenon
  - (d) Discuss both sides of an issue or debate
2. What role do the words in italics play in the text?
3. Non-government organisations like World Vision are working to improve education for children in developing countries. Can you identify the strategies used?
  - training and developing of \_\_\_\_\_
  - the provision of \_\_\_\_\_ and school supplies
  - building \_\_\_\_\_
  - improving access to safe drinking \_\_\_\_\_
  - \_\_\_\_\_ building activities in regions of conflict
  - lobbying governments for the removal of \_\_\_\_\_ in schools
  - helping parents \_\_\_\_\_ the importance of education for all their children

textbooks

fees

water

peace

schools

teachers

understand



# CHILD MORTALITY RATE DROPS BY 33% SINCE 1990

NEW YORK, 17 September 2010.

The latest United Nations under-five mortality estimates were released today by UNICEF and they show continued progress in reducing the number of children who don't live to see their fifth birthdays.

According to these estimates, the total number of under-five deaths decreased globally from 1990 to 2009 from 12.4 million per year to 8.1 million. The global under-five mortality rate has dropped by a third over that period, from 89 deaths per 1,000 live births to 60 in 2009.

The good news is that these estimates suggest 12,000 fewer children are dying each day around the world compared to 1990. In part, this fall is due to key health interventions such as immunisations, including measles vaccinations, the use of insecticide-treated bed nets to prevent malaria and Vitamin A supplements.

However the tragedy of preventable child deaths continues. Some 22,000 children under five still die each day, and 70 percent of these deaths occur in the first year of the child's life.

Under-five mortality is increasingly concentrated in a few countries. About half of global under-five deaths occurred in just five countries in 2009: India, Nigeria, Democratic Republic of Congo, Pakistan and China.

The highest rates of child mortality continue to be found in sub-Saharan Africa, where 1 in 8 children dies before their fifth birthday – nearly 20 times the average for developed regions (1 in 167). Southern Asia has the second highest rates, with about 1 in 14 children dying before age five.

Source: 2010 UN report Levels and Trends in Child Mortality.



Insecticide-treated mosquito nets help protect children from malaria.

Country	Under-5 child mortality rate (per 1,000 births)	
	1990	2008
Afghanistan	260	257
Australia	9	6
Cambodia	117	90
India	116	69
Indonesia	86	41
Laos	157	61
Malawi	225	100
Papua New Guinea	91	69
Sri Lanka	29	15
Timor-Leste	184	93
Brazil	56	22
Nigeria	230	186

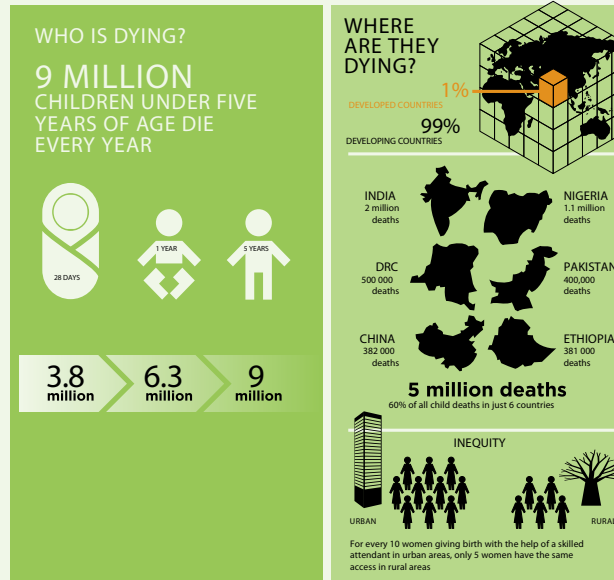
Source: United Nations Development Programme, Human Development Report 2010

## Did you know?

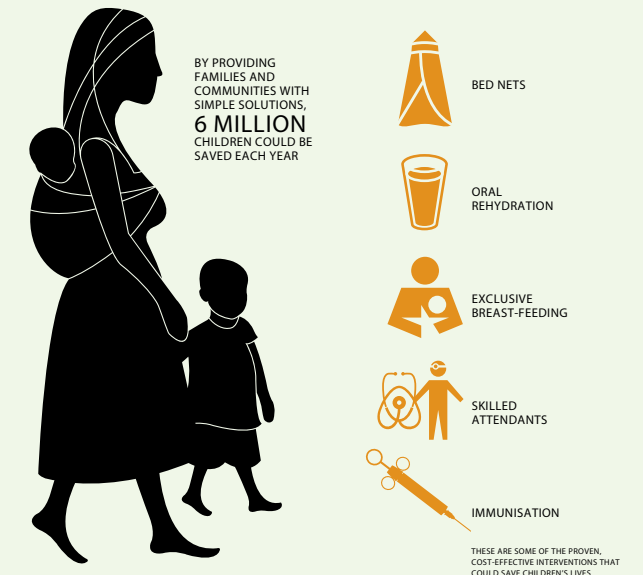
### MDG 4: Reduce child mortality

In sub-Saharan Africa, one in eight children dies before their fifth birthday. In Australia it is one in 166 children.

#### THE PROBLEM



#### THE SOLUTIONS



### For You To Do!

1. Edward de Bono's six thinking hats can help us look at topics from different perspectives.

- White hat:** Write down three facts about child mortality.
- Red hat:** How does this information on child mortality make you feel? Does it make you feel angry, confused, disappointed, hopeful, frustrated or something else?
- Black hat:** Where is the least progress on child mortality being made?
- Yellow hat:** What is the best or most positive improvement in child mortality?
- Green hat:** Suggest some ideas for reducing child mortality.
- Blue hat:** What have you learnt from doing this activity?



# Maternal health

## A diary from Rebecca Gibney

Rebecca Gibney, multiple Logie winner and star of "Packed to the Rafters", travelled to Malawi in September 2009 to see the challenges faced by mothers and babies and the work that World Vision is doing there.

### 14 September 2009

Day one: We headed out to the Dowa District Hospital about an hour from Lilongwe, Malawi's capital. The red earth was not unlike that in Australia.

I was greeted by the district health official, Violet; a warm and generous woman. The hospital services over 600,000 but has only one doctor. The room for giving birth is small with five beds, no linen and dirty, dusty floors. Often the beds are full and the women have to give birth on the floor.

In the afternoon, we headed to a health centre 15 kilometres away and met Dan, the only qualified healthcare worker for the entire district. He had already seen 100 people and attended nine births when we arrived; all before lunch!

He showed us around. The facility has no electricity or running water. The staff regularly walk two kilometres to fill water barrels at the local well and if a woman gives birth at night they assist her by torchlight.

### 15 September 2009

Today was a huge day. We drove for two hours over dusty, bumpy roads where we met a mother and daughter. In the Kafulu district there is only one bicycle ambulance, so many pregnant women have to walk up to 20 kilometres in hot, dusty conditions to get to a hospital.

### 16 September 2009

I met an extraordinary woman today. Therese lives in a village about an hour and a half from Lilongwe. She has four children and is seven months pregnant with her fifth. She was preparing to walk 20 kilometres to visit her 17-year-old daughter, Jessie, also heavily pregnant and awaiting the birth at a healthcare centre. The walk would take her three hours in the searing heat.

The fortunate thing about Therese's circumstances is that the healthcare centre she is attending is supported by World Vision. Unlike previous centres we visited, this one is a well cared-for facility, with refrigerated vaccines, electricity, clean running water and a waiting room for women to live in while they wait, sometimes two weeks, for their labour to commence.

It is a humbling experience to be reminded that we can achieve so much simply by offering a little support.



Rebecca Gibney talks with Dan, the only qualified healthcare worker in his district of 15,000 people.



Jessie (right) and her mother Therese with Rebecca in Malawi.

# Did you know?

## MDG 5: Improve maternal health

500,000 women die every year due to complications in pregnancy and childbirth – 99 percent in developing countries.

### Skilled attendant at birth of child

	Urban %	Rural %
Afghanistan	35	7
India	74	38
Nigeria	59	26

Source: Child Health Now, Together We Can End Preventable Deaths p. 78-83



## March 4 Midwives

Time

Meeting Place

Date

Contact

**Get those walking shoes on. We are marching for midwives!**



Every year in the developing world, at least 340,000 women die during pregnancy or childbirth, and two million babies die on the day they are born.

These deaths could largely be prevented if there were more skilled birth attendants, such as midwives, to assist during pregnancy, childbirth and immediately after birth when the risk of maternal and newborn mortality is highest.

The World Health Organization estimates there is a shortage of 350,000 midwives globally, putting the lives of millions of mothers and newborns in danger.

"March 4 Midwives" is our opportunity to demand that governments, including our own, make great strides, not baby steps, towards ending this midwife crisis.



A newborn receives vaccinations at a community health centre in Cambodia.

We want to make NOISE and get NOTICED so please feel free to bring babies, children, rattles, prams, midwife outfits and anything else that fits the theme. [childhealthnow.com.au](http://childhealthnow.com.au)

## For You To Do!

1. Watch Rebecca Gibney on her visit to Malawi at [worldvision.com.au/schoolresources](http://worldvision.com.au/schoolresources) What are some of the risks faced by pregnant women in developing countries?
2. What does the table above tell you about inequality in the world?
3. Read how NGO aid is working to improve maternal health in East Timor and complete the worksheet at [worldvision.com.au/schoolresources](http://worldvision.com.au/schoolresources)
4. Get involved in the Child Health Now campaign at [childhealthnow.com.au](http://childhealthnow.com.au)



# Water and sanitation

Water is essential for human life, yet almost 900 million people (a fifth of the world's population) don't have access to clean water. Some 6,000 people die each day from water-related diseases. It is a crisis for the poor and it is holding back human development around the world.

One in every three people in the world does not have access to adequate sanitation. When people do not understand how germs spread, and when human urine and faeces are not disposed of effectively, disease spreads easily. In fact, 1.5 million children die every year as a result of diseases caused by unclean water and poor sanitation.

In rich countries like Australia, clean water is available at the turn of a tap. Children in Australia don't die because they can't drink a glass of clean water. Young girls are not kept home from school in order to walk five kilometres to collect contaminated water from a stream. Access to clean water and sanitation is a human right.

Worldwide, the most progress in access to safe drinking water has been made in Eastern Asia, where access improved by almost 30 percent over the period 1990-2008. Access to clean water is poorest in countries in sub-Saharan Africa and Oceania.

	% of population with improved water source (2000)	% of population with improved water source (2010)
Afghanistan	21	48
Australia	100	100
Cambodia	46	61
India	81	88
Indonesia	77	80
Laos	48	57
Malawi	63	80
Papua New Guinea	39	40
Sri Lanka	80	90
Timor-Leste	52	69
Brazil	93	97
Nigeria	53	58

Source: United Nations Development Programme, Human Development Report 2010



Access to clean water helps to prevent the spread of diseases such as diarrhoea and typhoid. This is an important part of the work by aid organisations like AusAID and World Vision.

## Did you know?

### MDG 7 – Ensure environmental sustainability

Some 6,000 people die each day from water-related diseases such as diarrhoea, typhoid, cholera and dysentery. This is the same number of deaths as 46 large passenger jets crashing every day.

## Here are six quotes about water from people in developing countries:

1. "Every day I have to walk about four kilometres to collect water from a well. This can take a couple of hours and sometimes there is hardly any water in the well." – Zalifa, aged 12, Niger
2. "The water is not good in this pond. We collect it because we have no alternative. All the animals drink from the pond as well as the community. Because of the water we are also getting different diseases." – Zenebach Jemel, Ethiopia
3. "Of course I wish I were in school. I want to learn to read and write ... But how can I? My mother needs me to get water." – Yeni Bazan, aged 10, Bolivia
4. "They (the factories) use so much water while we barely have enough for our basic needs, let alone to water our crops." – Gopal Gujur, farmer, India
5. "The conditions here are terrible. There is sewage everywhere. It pollutes our water. Most people use buckets and plastic bags for toilets. Our children suffer all the time from diarrhoea and other diseases because it is so filthy." – Mary Akinyi, Kenya
6. "Water collection has always been women's work. Collecting water is the most difficult part of my life." – Francisca, mother, Papua New Guinea

## For You To Do!

1. Using the six quotes, complete the following chart:

Name	Issues	How it has affected them
Zalifa		4km walk to get water Often there is a shortage of water
Zenebach	Access to clean water	
Yeni	Access to clean water	
Mary	Sanitation and hygiene	
Gopal		
Francisca		

2. Watch the Get Connected DVD. What is the strategy that Fiona Hamilton learnt about improving water and sanitation for communities in East Timor?
3. Look at the table on p. 24. Identify two countries that have made significant progress in improving access to clean water since 2000, and two countries that have made very poor progress.



# What is the world doing?

Chris Varney was Australia's 2009 Youth Delegate to the United Nations. Here is a letter he received on behalf of you – the "young people of Australia" – from the UN Secretary-General Ban Ki-moon.

Dear Mr Varney and the Young People of Australia

I write to thank you for your outstanding efforts to support the United Nations.

People around the world are connected as a human family as never before, opening up vast new possibilities. But we also face multiple threats, from poverty, hunger and climate change to the spread of deadly weapons and disease and the biggest economic crisis since the founding of the United Nations. None of these problems can be solved by any single nation acting alone. The youth of the world have a crucial role to play in addressing them all...

With this letter, I hope to encourage young people throughout Australia to take up the mantle of global citizenship. By getting involved in your communities, and by speaking out about your concerns and aspirations, you are showing the world that young people are not only leaders of tomorrow, but also important contributors of today.

Extraordinary times such as these open extraordinary opportunities for change. Thank you for supporting the aims, principles and work of the United Nations. I look forward to what you will do to help us meet the trials of our age and shape the world for good.

Yours sincerely

BAN Ki-moon



Food is in short supply for these children in war-torn Darfur, Sudan.

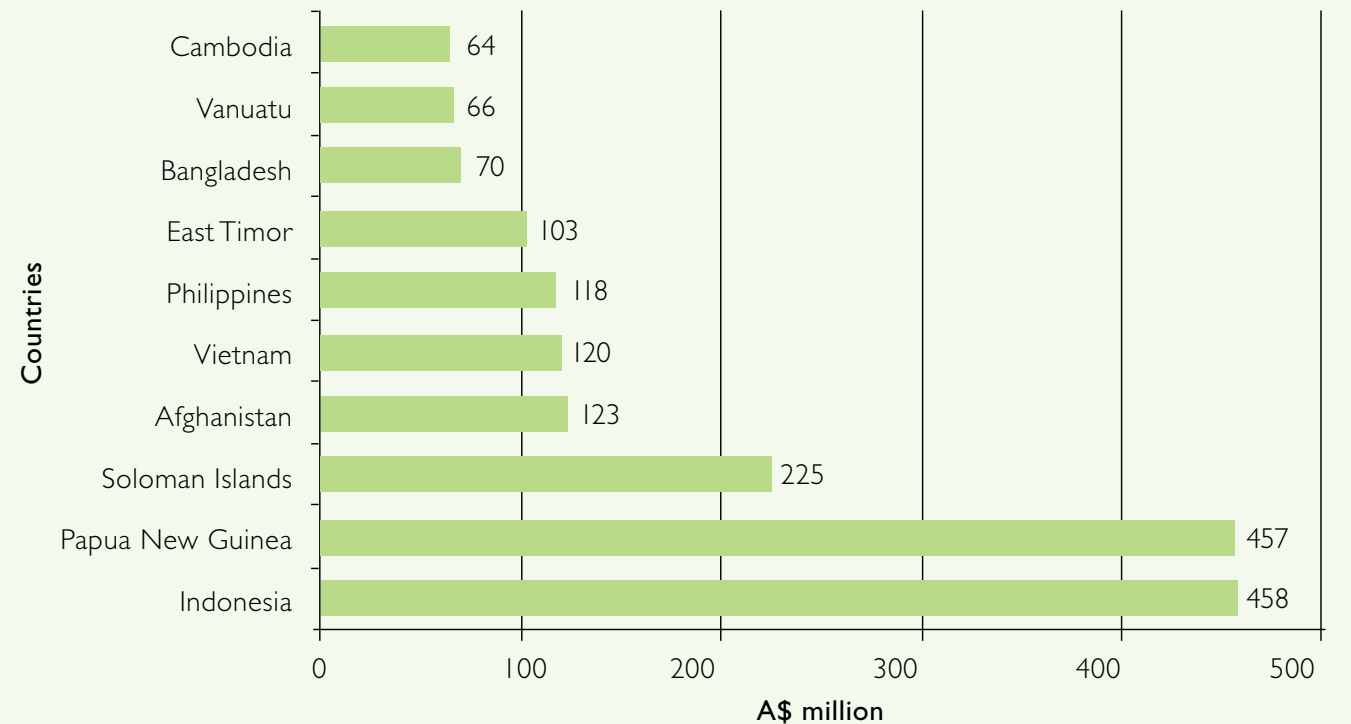
## For You To Do!

1. "People around the world are connected as a human family as never before ..." What does he mean by this? What are some examples of being "connected" like this?
2. What does Ban Ki-moon see as the major problems facing the world?
3. How does he encourage "the young people of Australia" to respond to these problems?
4. What do you think "take up the mantle of global citizenship" might mean? What could this look like for you and the other students in your class?
5. Look at the graph on p. 27. Suggest reasons why these are the top 10 countries receiving Australian Government aid in 2010-2011.

# Aid and trade

**Aid:** In 2000, developed countries agreed to give 0.7 percent of their Gross National Income (GNI) to aid for developing countries. In 2010-2011, the Australian Government gives 0.33 percent of GNI. Non-government aid from organisations like World Vision is also used to help achieve the Millennium Development Goals and improve lives in developing countries. Effective aid is an important factor in addressing poverty and global inequality.

Australian Government Aid 2010-2011  
Top 10 Countries



Source: Australian Government Budget 2010-2011 [www.budget.gov.au](http://www.budget.gov.au)

**Trade:** Like aid, trade has the potential to be a powerful force to help address global inequality. However, international trade between countries is unfair. Many countries, including the USA and members of the European Union, do not allow developing countries to sell their products in their countries unless they pay a fee (tariff). Also, the governments of many rich countries give their own farmers money (subsidies) so they can sell their products (e.g. rice or cotton) at very low prices to other countries. The poor farmers in developing countries do not get this help.

Non-government organisations and the Australian Government have been seeking to influence the World Trade Organization to make trade fairer for all countries.

## Did you know?

### MDG 8: Develop a global partnership for development

Only five developed countries (Norway, Sweden, Luxembourg, the Netherlands and Denmark) are meeting their commitment to give 0.7 percent of their national income as overseas aid.





## For you to do!

Look at the images on the front and back cover and discuss the following with a partner:

**What is the artist wanting to communicate with these images?**

**What stereotypes are used and why? How do these images seek to impact the viewer or reader?**

**Which image do you believe is most effective?**

Illustration: David Revoy, Yin Yang of World Hunger

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