

GEOGRAPHY BULLETIN



The
Geography Teachers Association
of NSW & ACT Inc.

Volume 50 No 3 2018

IN THIS ISSUE:

HUMAN WELLBEING

Feature Article: An Australian
NGO: The Catherine Hamlin
Fistula Foundation

Global indicators and
benchmarks for Human
Wellbeing

Human Wellbeing Workbook
and Assessment Task



Human Wellbeing

REPORTS • RESOURCES • ARTICLES • REVIEWS

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Geography Teachers Association**
of NSW & ACT Inc.

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Front cover: A woman with her children at a health clinic in Southern Ethiopia



Back cover: Girl carrying food to market in Gondar, Ethiopia

Image source: Wikimedia Commons

GEOGRAPHY BULLETIN

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ISSN 0156-9236

The Geography Bulletin is a quarterly journal of The Geography Teachers' Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' inside the back cover. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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GEOGRAPHY BULLETIN



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EDITOR: Lorraine Chaffer

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Lorraine Chaffer, Editor

EDITORIAL

Welcome to the third edition of the Geography Bulletin for 2018. Many thanks to those who contributed to this edition with a focus on the Stage 5 topic Human Wellbeing.

Feature article:

- *An Australian NGO: The Catherine Hamlin Fistula Foundation* Lyn Acworth

Student Workbooks and activities:

- *Global Indicators and benchmarks for Human Wellbeing* Nick Ward
- *Human Wellbeing Workbook* Jane Boland & Kate Walker for AISNSW
- *A Card Game with Gapminder World Map* Gapminder Foundation

Assessment Task:

- *Human Wellbeing Assessment Task* Jane Boland & Kate Walker for AISNSW

Reprinted articles from various sources, these articles have important links to the Human Wellbeing of young migrants and Aboriginal Australians:

- *Aboriginal Australia: Threats to Aboriginal Land* (Creative Spirits).
- *What's it like to be young and from overseas in Australia?* (Pursuit)

Upcoming GTA NSW events

Term three has been busy for GTANSW with several Professional Learning events completed including two Regional Conferences at Tweed Heads and Canberra, two Skills Workshops at Potts Point and Warwick Farm, a GIS for Schools at Maitland, plus two webinars.

Term 4 Professional Learning events include GIS for Schools in Sydney and the Stage 6 Geography Teachers Conference on Friday 9 November.

GTANSW Planning Day for 2019 Professional Learning and the AGM were held on Monday 22 October.

Reminders

The Arthur Phillip Fieldwork Competition is open for entries up to Friday 23 November.

Resources available on the GTANSW website include:

- **A Guide to Geography Bulletin Resources** is a document hyperlinking directly to individual Geography Bulletin articles.
- Past and present **Geography Bulletins** (Whole editions and individual articles)
- Recordings of **Webinars**
- Past **conference presentations** and recordings
- **Primary Geography Alive** – fully resourced units of work for primary school Geography Teachers.



Follow Us ...

GTANSW Facebook Page is used for major events and the general promotion of Geography at <https://www.facebook.com/GTA.NSW/>

GTANSW has two specific support groups:

- GTANSW Teachers of Senior Geography Group
<https://www.facebook.com/groups/841307156040600/>
- GTANSW Primary Geography Teachers Group
<https://www.facebook.com/search/top/?q=gtansw%20primary%20geography%20teachers%20group>

Admission to these groups is on request and requires questions to be answered before approval is given.

Reviews

It is important for the future of Geography that our members have input into syllabus and curriculum reviews. GTANSW will soon have a questionnaire for members to complete to assist with our submission to the NSW Curriculum Review.

NSW curriculum Review –
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/curriculum-review>

Editor

Lorraine Chaffer



Mobile Muster – <https://www.mobilemuster.com.au/education/>

PROFESSIONAL LEARNING



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Geography
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This program is supported by the
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Part 4: Threats to Aboriginal Land

Author Jens Korff , Creative Spirits



This is part 4 of a series of four articles titled *Aboriginal Australia* by Jens Korff, owner and author of *Creative Spirits*. The series is relevant to many sections of the K–10 Geography Syllabus

Part 1: Aboriginal Land Care

Part 2: Aboriginal Fire Management

Part 3: Indigenous Protected Areas

Part 4: Threats to Aboriginal Land

SYLLABUS LINKS

Cross Curriculum Priority Area

Aboriginal and Torres Strait Islander histories and cultures.

Stage 3: Factors that shape places

Students investigate the ways people change the natural environment in Australia.

Stage 4: Landforms and Landscapes

Students investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples.

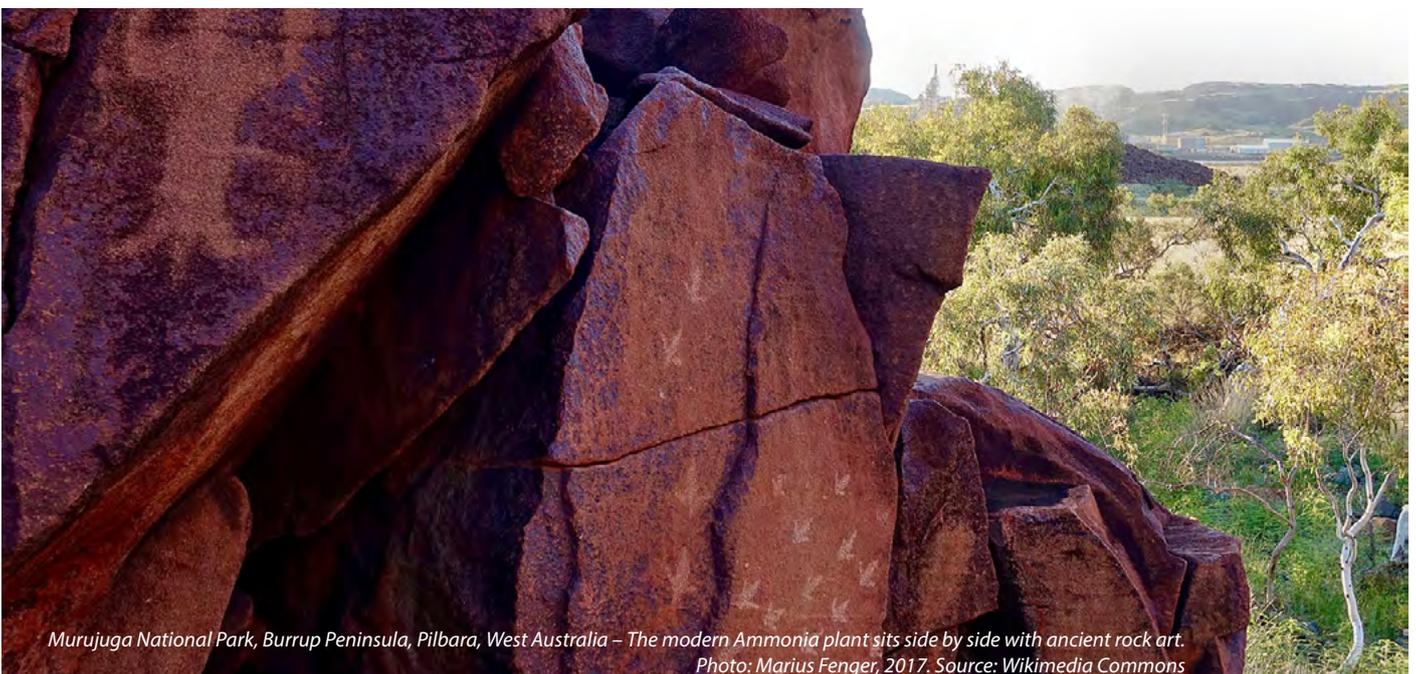
Students investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes

Stage 5: Sustainable Biomes / Environmental change and management

Students investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples.

Stage 5: Human Wellbeing

Students investigate reasons for and consequences of variations in human wellbeing in Australia.



Murujuga National Park, Burrup Peninsula, Pilbara, West Australia – The modern Ammonia plant sits side by side with ancient rock art. Photo: Marius Fenger, 2017. Source: Wikimedia Commons

Eight major threats to Aboriginal land

Many threats endanger Aboriginal land and Aboriginal peoples' heritage, history and sacred sites—are you one of them?

Source: <https://www.creativespirits.info/aboriginalculture/land/threats-to-aboriginal-land#ixzz5PXfvcGYA>

- **Climate change**
- **Tourism**
- **Development**
- **Resources industry**
- **Political arbitrariness**
- **Cremated remains**
- **Litter**
- **Weeds**

"You'll be surprised how many threats endanger Aboriginal land. Indigenous people have to fight on many fronts to keep alive their heritage, history and sacred sites"

Bev Manton, Chairperson New South Wales Aboriginal Land Council in 2010 [8]

Threat: Climate change

Climate change affects Aboriginal land already. Torres Strait Islanders are noticing visible changes to their land, including erosion, rough seas and higher storm frequency, according to former Aboriginal and Torres Strait Islander Social Justice Commissioner Tom Calma [1]. Other risks include king tides, and ocean acidification and its effects on coral reefs and fish.

Extreme weather conditions have the potential to reduce water availability and erode infrastructure like sewerage systems and housing on the islands.

Many villages are only about 2 metres above sea level. At least six islands urgently require the construction of sea walls and coastal erosion control measures [30]: Poruma (Coconut) Island, Warraber (Sue) Island, Iama (Yam) Island, Masig (Yorke) Island, Boigu and Saibai. Most of these islands have their own airstrips.



The 2008 Garnaut Report identified the Torres Strait as especially vulnerable. Over the next century the sea-level is expected to rise by up to 59 centimetres [36].

"There is a real possibility that some communities will need to move to higher ground or relocate altogether to the mainland," Calma said. Shaun Edwards from far North Queensland agrees, predicting that "Torres Strait Islanders will end up coming to the mainland" [11], an option not considered by others such as Climate Change Minister Penny Wong [15].

Fred Gela, Mayor of the Torres Strait Island Regional Council, says that "the land and sea in the Torres Strait is a critical part of our spiritual and physical identity." [30] Inaction would put at risk the survival of their way of life which is unique in Australia.

But Aboriginal people are well-placed "to help mitigate the impacts of climate change because of where they live and their unique knowledge of the land," says Joe Ross, Chair of the Northern Australia Land and Water Taskforce [2].

Threat: Tourism

Tourism can often peacefully coexist with Aboriginal land, but sometimes is a threat to Indigenous interests. Uluru (formerly known as Ayers Rock) is one such example.

For Aboriginal people Uluru is a sacred site and should be off-limits for non-Indigenous visitors. Demands to close the only climb in respect to the rock's significance have been made many times.

Kunmanara Uluru, one of the traditional owners, says: "That's a really important sacred thing that you are climbing... You shouldn't climb. It's not the real thing about this place. The real thing is listening to everything. And maybe that makes you a bit sad. But anyway that's what we have to say. We are obliged by Tjukurrpa [Dreaming, Dreamtime] to say. And all the tourists will brighten up and say, 'Oh I see. This is the right way. This is the thing that's right. This is the proper way: no climbing.'" [49]

But Uluru is an icon of international value for Australia's tourism industry. When yet another call for its closure was made in early 2010 the Prime Minister Kevin Rudd, NT Chief Minister Paul Henderson and Environment

ABORIGINAL AUSTRALIA SERIES – PART 4

Minister Peter Garrett were compelled to call for Uluru to be kept open because “the future for this internationally significant icon lies in visitor experiences that reflect its World Heritage values” [3].

Unfortunately some of Uluru’s annual 100,000 visitors don’t care much about its sacredness or the signs that discourage a climb and pee and defecate on it [3][53]. Many more party or urinate up there. Visitors from all over the world take home parts of the rock, and many feel haunted for months after, subsequently sending back their stones to Australia.

‘What most people are unaware of is the fact that the heart centre of Australia – Uluru – has a calling of healing energy to the spirit to come, and experience ‘The Rock.’ This draws many, if not millions, from all over the world to touch, connect to and experience these vibrations of one of the most sacred heart centres of the earth.’

Pascoe Braun, son of one of the custodians of Uluru [9]

Four wheel drives

Recreational and off-road vehicles used by tourists and locals can damage Aboriginal sites in conservation areas and national parks.

For example, the Arthur-Pieman Conservation Area in Tasmania, described as “one of the world’s greatest archaeological regions” [33] for its Aboriginal heritage, has been subjected to damage for many years.

Most if not all tracks in the area go over Aboriginal heritage sites. Attempts to close tracks to prevent damage failed because “people have pulled [barriers] out and gone around them” [33]. A strong vehicle lobby vetoes attempts to implement barriers.

Visitors climbing Uluru



At the base of the climb signs discourage people from climbing and explain that this is a site which is sacred to the local Anangu Aboriginal people. Photo: Björn Ritter

38% Percentage of visitors who climbed Uluru in 2010 [4]; in 2012: just over 20% [54]; in 1993: almost 75% [57].

35 People who have died climbing the rock [3].

Disrespectful tourists on top of Uluru.



British tourists (left), a French tourist (middle) and another man pose on the sacred “heart centre of Australia”. “I do not mean in any way to offend the Aboriginal culture,” claimed the French tourist, but she outraged Indigenous and non-Indigenous people around the world with her stupid action. Other tourists were photographed on Uluru playing golf.

Threat: Development

Developers’ projects such as infrastructure, businesses and dwellings often threaten to damage or destroy sacred sites, rock art or places of great important to the local Aboriginal people. Sometimes Aboriginal artefacts make their way into fill used to fill excavated areas [59], hundreds of kilometres away from the artefacts’ home country.

\$1m – Maximum legislated fine in Tasmania for destroying historic European heritage [40].

\$1,000 – Maximum legislated fine in Tasmania for destroying Aboriginal heritage [40]. The same fine before the introduction of the Aboriginal Heritage Act in 1988: \$200 [50]

\$4,690 – Fine a court ordered electrical company Ausgrid pay in 2013 for destroying a significant rock engraving on Sydney’s north shore in late 2010. Maximum fine for a corporation available to the court: \$220,000 [58].

1 – Number of turtle nests found by an environmental impact study commissioned by the Department of State Development in WA [45].

14 – Number of turtle nests found by a peer-reviewed independent study for the same region [45]. Turtles are an endangered species.

Case studies

For example, in late 2009 the ‘**Guardian Tree**’ at Bulahdelah in New South Wales, “the most sacred site of the Worimi nation”, was cut by workers with chainsaws, backed by police who kept the protesters away [5]. The tree made way for a highway bypass.

ABORIGINAL AUSTRALIA SERIES – PART 4

At the same time Aboriginal people in Tasmania were fighting the **Brighton Bypass** which was bulldozed through land rich of significant sites with an estimated 3 million artefacts and “one of the most important archaeological sites in Tasmania” according to head archaeologist Rob Paton [10]. It was confirmed to date back 40,000 years, making it the oldest site in the southern hemisphere with evidence of human habitation [12]. The government decided to build a bridge over the area despite two years of meetings, lobbying, court challenges to heritage legislation, an emergency national heritage listing, dozens of arrests and protests which even gained support of many of the workers employed to build the bridge [25].

Two days before Christmas 2011 the site, also referred to as Kutalayna (Jordan River Levee), was placed on Australia’s National Heritage List [38], which puts it on the same level as Uluru and the Great Barrier Reef.

A Matter of Consequence

*From time to time I sit and stare,
observe this land that is now bare.*

*Most proceed without thought or care
for this spiritual sanctuary we’re meant to share.*

*More land is cleared new buildings raised,
toxic waste dump proposals ensure an early grave.*

*Silently the ghosts of millennia past
refuse to submit to modernity’s farce.*

*They rise through the soil then into the air,
seeking revenge for two centuries of despair.*

*To politicians and others who’ve never been fair,
I strongly suggest, beware, beware...*

*The wrath of those spirits who live in the earth,
those ancient guardians who lived here first [27].*

In June 2010 Gomilaroi Elder Lyall Munro was fighting the sale in Moree, NSW, of a site known to have been an Aboriginal burial ground. The NSW government had approved the sale to retailing giant Woolworths. Munro believes the remains of 39 people could still be in the site [16].

When disputes between Aboriginal stakeholders involved in negotiations for a proposed multi-million-dollar gas hub near Broome, in Western Australia, took too long the Western Australian premier simply announced to compulsorily acquire the land. But instead of the 3,500 hectares under negotiation the government wanted to acquire 20,000 hectares for “some flexibility to identify final locations” [22].

Bev Manton, Chairperson of the NSW Aboriginal Land Council, observes that “some 900 sites have

been destroyed in recent years... with recent figures showing **up to five permits [to destroy cultural heritage] being issued a week**” [8]. New South Wales remains the only state without independent culture and heritage legislation.

The situation in Tasmania is similar. “We have found that since [Tasmanian] Minister [for Environment, Parks, Heritage and the Arts] Michelle O’Byrne took over responsibility for Aboriginal heritage, more than 30 destruction permits were issued under her name without any involvement of Aboriginal people,” says Michael Mansell, Director of the Tasmanian Aboriginal Legal Centre [10].

The need to preserve ancient buildings has never been more embedded in Tasmanian culture than it is today, yet there is the strange contradiction in attitudes towards preserving Aboriginal heritage.

Michael Mansell, Aboriginal campaigner [6]

I find it astounding the [Tasmanian] government would push to build a four-lane freeway through the world’s oldest known site of human inhabitation in the southern hemisphere, all in the name of saving a whopping eight minutes driving time.

Bev Manton, Chairwoman, New South Wales Aboriginal Land Council [2]

What can you do?

Excavation or destruction of registered sites is prohibited by law and fines apply. If you believe that there may be an area under threat that has cultural significance you can contact your local traditional owners (through an [Aboriginal Land Council](#)) or the a government department (for example in NSW the [Aboriginal Heritage Office](#)) and have the area investigated.

Fact: New South Wales is the only state or territory that hasn’t enacted separate legislation for the protection of our precious culture and heritage. [60]

Rock art threatened by development.



This photo was taken in February 2005 when a road still covered parts of the Aboriginal rock art. The main piece is within the white fence. Five years later the road had been closed and partly removed to conserve the site.

Ranger uranium mine in Kakadu National Park



Source: Wikimedia Commons

Threat: Resources industry

Mining interests collide with Aboriginal land interests

ever since Australia's rich resources were discovered. Many political decisions were not driven by the best interests for Aboriginal people but by revenue generated by Australia's resource industry.

Development pressure by the resources industry for many remaining wilderness areas is "extensive and imminent" [48] and it appears that the industry often uses "stand-over and divisive tactics" to pressure Aboriginal groups into entering deals [67] rather than consulting with them properly.

Fact: A 1977 act of Parliament allowed mining to go ahead on lands of the Mirarr people (north-western Northern Territory) without their express consent – despite the same act giving a right of veto to most of the nation's other Aboriginal groups. [65]

Mining delivers – environmental disasters

Jillian Marsh is a member of the Australian Nuclear Free Alliance (ANFA) Committee and a custodian of the Adnyamathanha people of the Flinders Ranges in South Australia.

She says that "extensive case study research and the concerns raised by Aboriginal people at the grass-roots level shows that **mining agreements have not improved life for Aboriginal people**, and uranium mines mean more problems."

"It is cynical for the uranium industry to act as if it can deliver for Aboriginal people. The main lasting effect of uranium mining for Aboriginal people is radioactive waste on their country, and no resources to clean up the mess left by miners" [7].

Toro Energy's Wiluna project, which was given the go-ahead in April 2013, projected to store 9.1 million cubic metres of radioactive mine waste in a lake bed [56].

In December 2013, a leach tank burst at the Ranger uranium mine, located in the Kakadu National Park in the Northern Territory, spilling 1 million litres of highly acidic uranium slurry that engulfed the mine and breached containment lines [61], a spill considered "one of the worst uranium disasters in Australian history" [62].

Ranger has experienced more than 200 spills, leaks and breaches since opening in 1979 [61].

Communities surrounding nuclear mines and bombs sites have noticed cancer clusters, increased health problems such as diabetes, kidney failure and ill health [32].

High levels of the lethal crocidolite asbestos from asbestos dust exposure in the mine in Wittenoon, 1,100 kilometres north-north-east of Perth, WA, affects Aboriginal people in both their homes and on sacred sites, causing mesothelioma. [66]

'My sisters told me our father died of a heartbreak of the land, because of the mines.'

Kathy Balngayngu Marika, Aboriginal elder and dancer [35]

'There has never been a successful uranium mine in Australia. Each one has had its accidents, its spills, its leaks and its failed rehabilitation.'

Mia Pepper, anti-nuclear campaign coordinator, Conservation Council of WA [56]

'You cannot expect corporations to be what they are not. They are legally mandated to maximise profit. Ultimately they are amoral entities.'

David Ritter, lawyer-turned activist [43]

Wittenoon



The abandoned asbestos mining township of Wittenoon in Western Australia. Source: Wikimedia Commons

ABORIGINAL AUSTRALIA SERIES – PART 4

The fight against mining companies

Watch the plea of traditional owner Auntie Beve against New Zealand-based sand mining company Rocla's plan to build a mine on a sacred Aboriginal Women's Fertility Rites songline and teaching place, in Calga on the Central Coast NSW.

https://www.youtube.com/watch?v=_O8cS8EVWEg

Watch how the Wangan and Jagalingou people vow to fight for their Dreaming, against mining giant Adani and the Queensland parliament which endorses the mining project.

<https://youtu.be/cdts26tQEIM>

Wind change

*The wind blew in a different direction,
The Keeper of Culture's Connection to country
blown away by a legal overlay.
Whose song is singing, whose law is reigning?
Walmadan, the Maban man must be wailing
in his grave, his waterhole will turn pindan
Blood red, when 'Mother Earth' is slain
by the industrial machines' smashing, crushing
clutches, and the sand dunes, the dark rocks jutting
by the shore, the blue waves that roll in the sea,
the frolicking and birthing marine dwellers
- humpback whales, turtles and dugongs
will sing no more... the locals will fish here
no more, and their incredibly beautiful
ancient culture will be traded
for a moment's illusory dream of progress'*

Poem by Deborah Wall [29].



Advertisement by the Queensland government in 1963 praising the state's vast natural resources and inviting businesses to share it. Unfortunately it forgot to mention who owned these resources in the first place [55]

No more threats after 2100?

Maybe, around the year 2100, the threat to Aboriginal land by the resources industry has become obsolete.

Mineral resources are not endless. Australia's gold and zinc deposits are estimated to be exhausted around 2044, followed by LNG (gas) in 2072, iron and steel in 2082 and black coal, aluminium and copper around 2100 [44]. Only nickel and uranium last another 27 years beyond that.

Will Aboriginal people get back their lands? If so, in what state?

Further reading: Read how mining activities threaten the oldest gallery of Aboriginal rock engravings on the Burrup Peninsula in Western Australia.

Threat: Political arbitrariness

If politicians have to decide between money and culture, in most cases, money wins.

In the 1970s, with an impending visit of a Japanese Prime Minister hungry for resources, Gough Whitlam's Labor government rushed to secure a site which would become the Ranger Mine.

Despite opposition of the traditional owners to the mining of uranium on that site, in a landmark environmental inquiry into Ranger in 1976, Justice Russell Fox noted that "we form the conclusion that their opposition should not be allowed to prevail", acknowledging at the same time that "the arrival of large numbers of white people... will potentially be very damaging to the welfare and interests of the Aboriginal people there" [63].

Based on his recommendations an Aboriginal veto on mining at the site was expressly disallowed.

In another case, when it took too long for an agreement to be reached between Western Australia, developer Woodside and the Kimberley Land Council, Western Australia's premier simply announced that his **government would compulsorily acquire the land** where a \$30 billion liquefied natural gas site had been proposed [18].

This decision is significant because acquisition powers are usually reserved for acquiring interests in land for a public purpose.

Traditional owners were "furious, absolutely mad angry" about the decision which for them confirmed "that every time you move forward and put your hand on someone's shoulder for a bit of support, they turn around and bite it" [19].

ABORIGINAL AUSTRALIA SERIES – PART 4

In 2009, after a successful court challenge by traditional owners to environmental approvals given under the Coalition government of John Howard, Xstrata CEO Mick Davis threatened to close the mine and sack its 300 workers on Australia Day if the present Liberal government under Kevin Rudd did not intervene to validate the project.

Then Greens environment minister Peter Garrett swiftly complied... [42].

In 2014, Crown Lands Minister Kevin Humphries, without any consultation with Aboriginal Land Councils, introduced the Crown Lands Amendment (Public Ownership of Beaches and Coastal Lands) Bill 2014. Its aim: extinguish Aboriginal land claims over the state's beaches and coastline [64].

After a rally and protests by land councils Humphries withdrew the bill two weeks later.

The government's justification for the bill: "The Government remains firmly committed to the notion that the State's beaches belongs to every resident of NSW and should not be privatised." [64]

They clearly haven't talked to Aboriginal people who would not unilaterally shut down beaches. The government's line of argumentation reminds of patronising comments to the [Blue Mud Bay High Court decision](#) of 2008.

'They are planning to drill a tunnel right through [spiritual creator] Virdnimuru's head.'

Dr Jillian Marsh, about a proposed expansion of the Beverley uranium mine in South Australia [24]

'I strongly encourage the South Australian Government to act quickly... to introduce appropriate procedural rigour for the benefit of investors.'

Patrick Elliott, chairman, Argonaut Resources, in response to a court win for Aboriginal people [39]

'We are not anti-development, just anti-unethical development.'

Anne Poelina, traditional owner, Nyikina Mangala people [48]

Environmental impact rules may still allow for the destruction of sites of cultural significance to Aboriginal people, concludes Dr Jillian Marsh in a research study into negotiations between a mining company and representatives of an Aboriginal community [24].

According to Dr Marsh, some negotiations between miners and Aboriginal communities are "tokenistic" and carried out in an atmosphere of fear, suspicion, bullying and compulsion. Sometimes community members are forcibly removed from public meetings.

"My research suggests that Aboriginal communities are not opposed to mining or development – but they are opposed to the destruction of their culture, their land, their sites, and to the bullying that goes on around mineral exploration and mining," Dr Marsh said [24].

The Ranger uranium mine in the Kakadu National Park, Northern Territory, leaked about 100,000 litres of contaminated water a day for 30 years from its tailings dam—but an 18-month review completed in 2010 failed to find where the water had gone [26]. Heavy rains during the wet season can be dangerous when dams are at capacity. The Ranger mine has had more than 150 leaks, spills and mishaps since it opened despite opposition from Kakadu's traditional owners in 1981 [26]. Mining companies are unlikely to abandon their leases with some estimated to contain uranium worth more than \$18 billion [26].

Aboriginal people feel disempowered by the complex processes, legal talk and are often forced to accept. Along with the economic loss of access to their land and traditional food sources goes the spiritual loss of their connection to country.

The following video was recorded during a supposed 'native title' meeting between representatives of mining company Fortescue Metals Group (FMG) and members of the Yindjibarndi Aboriginal people about the company's Solomon Hub project.

The video is an example of the above mentioned bullying of traditional owners into a land use 'agreement'. Pay attention to the audience and how much they might understand of what is being said.

https://youtu.be/6w_fB7e0WCY

'Cultural sites are protected in Queensland, there's a \$750,000 fine for destroying them knowingly. I know of cases where companies were happy to pay the fine and continue with their mining efforts.'

Michael Strong, archaeology consultant [23]



Kakadu National Park – uranium mining Controlled Area



Ubirr rock art site, Kakadu, Australia. Source: Wikimedia Commons

Threat: Cremated remains

Believe it or not, but cremated remains are threatening to confuse carbon dating of archaeological sites and rock art.

People have started to deposit the cremated remains of their loved ones at popular sites, such as Uluru in Australia's Northern Territory. But these confuse archaeologists trying to carbon-date Aboriginal rock art.

"Only this year we've seen three different spots [at Uluru] in the last three months," says Mick Starkey, an Anangu man and ranger for Uluru National Park [46]. "It's going to whack all the dating out."

Threat: Litter

Litter is becoming an increasing problem not only for Aboriginal land. An average of 75 items of litter can now be found on any square 1,000 metres in New South Wales [20].

Cigarettes make up the majority (46 per cent), followed by paper (16%) and plastic items (6%). Car parks are among the worst places for litter.

Threat: Weeds

Introduced weeds that spread over Australia are another threat to Aboriginal land. Once weeds take over the native flora is pushed back and eventually vanishes. This impacts the traditional ways Aboriginal people live and damages their culture.

The Noxious Weeds List listed 478 weeds in June 2010 [14]. About 65% of the weed problems in Australia come from gardens or parks [52].

'If these weeds come to our country we are afraid we will lose our way of life, culture and health of our people.'

Yirrkala rangers, Northern Territory [13]

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CREATIVE SPIRITS

Cite this article

An appropriate citation for this document is:

www.CreativeSpirits.info, Aboriginal culture –
Land - 8 major threats to Aboriginal land, retrieved 29 August 2018

<https://www.creativespirits.info/>



An Australian NGO: The Catherine Hamlin Fistula Foundation

**Lynne Acworth, Catherine Hamlin Fistula Foundation volunteer
(retired Geography teacher)**

NSW GEOGRAPHY SYLLABUS AND AUSTRALIAN CURRICULUM

STAGE 5

- Spatial variations in human wellbeing. (maternal and infant inequalities)
- Development between and within countries using selected indicators. (Global and local- scale Ethiopia and Australia)
- Consequences of spatial variations in human wellbeing. (gender inequalities)
- Issues affecting the development of places and their impact on human-wellbeing. (Ethiopia)
- Initiatives to improve human wellbeing in Australia and other countries. (Ethiopia)
- Initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing. (Catherine Hamlin Fistula Foundation)
- Discussion of the role individuals play in improving human wellbeing. (citizenship)

STAGE 6

- Development Geography
- Access to health services
- Gender equity
- Well being

Human wellbeing: variations, gender inequality, global, national and local disparities in maternal and infant health.

Response of an Australian NGO to inequalities in development and human wellbeing for a sustainable future and toward the SDGs.

Geographical inquiry and skills: maps, Literacy, Numeracy, ICT, Critical and Creative Thinking, Visual literacy, Cartoon Analysis, Personal and Social Capability, and Ethical Understanding.

Introduction



Established by Dr. Catherine Hamlin in 2012, the Catherine Hamlin Fistula Foundation is an Australian charity, raising funds to support the Catherine Hamlin Fistula Foundation in Ethiopia. It

was established to eradicate obstetric fistula. It includes six hospitals, a rehabilitation centre, 48 rural clinics and a midwifery college in Ethiopia. The organisation is expanding the model of care into Uganda. Catherine was raised in Sydney and her husband, Reg., in New Zealand. Support from Australians has provided the majority of the Catherine Hamlin Fistula Ethiopia's funding over the past 60 years.

The purpose

Catherine Hamlin Fistula Foundation has one purpose and one purpose only: realising Catherine's dream to eradicate fistula: forever! It is dedicated to restoring the health and dignity of women who have suffered horrendous childbirth injuries.

"These women have suffered more than any woman should be called upon to endure. To meet only one is to be profoundly moved and calls forth the utmost compassion that the human heart is capable of feeling."

Dr. Catherine Hamlin AC

The African continent



Source: <https://www.google.com.au/maps/place/Addis+Ababa,+Ethiopia/@8.9724958,34.2906112,6z/data=!4m5!3m4!1s0x164b85cef5ab402d0:x8467b6b037a24d49!8m2!3d8.9806034!4d38.7577605!5m1!1e4>

Map showing the terrain of Ethiopia and location of Addis Ababa



Source: <https://www.google.com.au/maps/place/Africa/@8.8475918,6.2735568,2.98z/data=!4m5!3m4!1s0x10a06c0a948cf5d5:0x108270c99e90f0b3!8m2!3d-8.78319514d34.508523>

An introduction to the work of the Catherine Hamlin Fistula Foundation



Photo by Mary F Calvert. Image source: <https://hamlin.org.au/>

A Walk to Beautiful – <https://www.youtube.com/watch?v=TVx1NfKV0BM>

ACTIVITY

View "A Walk to Beautiful". Hearing the stories of the three women in Ethiopia, Ayehu, Zewdie and Yenenesh, write a letter to a friend in Addis Ababa (the capital of Ethiopia) explaining how your life has changed and how you feel after discovering that you have an obstetric fistula.

What is an obstetric fistula?

An obstetric fistula is a hole between the birth canal and the bladder or rectum.

How is it caused?

It is caused by an obstructed labour during childbirth, where a mother cannot access the health care that she needs. In a developed country a caesarean section would be performed. A hole, or a "fistula," develops between a woman's vagina and her bladder or rectum, when a baby's head is constantly pushing against her pelvic bone during contractions.

What are the consequences?

In rural Ethiopia, where women have little or no access to maternal healthcare, they will be in agonising labour for days if their birth is obstructed. Tragically 93% of obstetric fistula survivors lose their baby and suffer unimaginably horrific internal damage that leaves them leaking urine or faeces, and sometimes both. With little or no access to clean water, it is usually impossible for a woman suffering with an obstetric fistula to remain clean. Her clothes and shoes become soaked with urine, creating a horrible odour leaving a survivor ashamed and humiliated. Their family doesn't want them. Their husband doesn't want them. They are condemned to a life of isolation. They are shunned by their villages because of their foul smell and inability to bear more children. Skin infections, kidney disorders and even death can occur if a fistula is left untreated.

Access to clean water is limited



Image source: <https://hamlin.org.au/>

Fast facts about obstetric fistula from the 'endfistula' web site – <http://www.endfistula.org/what-fistula>

- Obstructed labor accounts for up to 6 percent of all maternal deaths.
- Fistula has virtually been eliminated in Europe and North America through improved obstetric care.

- Women in sub-Saharan Africa suffer almost twice as much illness from sexual and reproductive health causes than women in the whole world.
- At least two million women live with fistula in developing countries, with 50,000 to 100,000 new cases occurring each year. These figures are based only on the number of women who seek treatment.
- In areas with high maternal mortality, fistula may occur at a rate of two to three cases per 1,000 pregnancies.
- In developing countries only 40 per cent give birth in a hospital or health centre.
- An estimated 80 percent to 95 percent of vaginal fistula can be repaired with surgery.
- The average cost of fistula treatment, including surgery, post-operative care and rehabilitation support is A\$600, which is well beyond the reach of most women with the condition.
- However, after treatment former fistula patients can have a normal life again.
- Prevention is the key to ending fistula.

ACTIVITY

Look at the visual presentation on facts of obstetric fistula on the WHO website and the youtube entitled "End the Shame" listed below. Access the 'endfistula' web site. Summarise this information from these sites and compile a poster or infographic to raise awareness of obstetric fistula. Display the infographics to raise awareness of obstetric fistula in your school.

End the Shame – <https://www.youtube.com/watch?v=OYdUyJGuSWg>

World Health Organisation – <http://www.who.int/news-room/facts-in-pictures/detail/10-facts-on-obstetric-fistula>

endfistula – <http://www.endfistula.org/what-fistula>

Fistula Camp helps women and girls in Sierra Leone regain their dignity



Image source: <https://hamlin.org.au/>

The global distribution of obstetric fistula

Global Fistula map showing the distribution of fistula surgeries on a global scale



Source: www.globalfistulamap.org.

ACTIVITY

- From the 'Global Fistula Map' (globalfistulamap.org), describe the global distribution of fistula surgeries.
- Click on Fistula Care Facilities in the key then click on surgeries by country in the bar.
- How many of the 11 countries are in Africa?
- Label these countries on an outline map of Africa.
- Construct a pie graph, using Excel, to show the % of fistula surgeries in the 11 countries.
- Select Ethiopia on the fistula map and using the demographic layers in the key, describe and explain the occurrence of obstetric fistula in Ethiopia. (quote statistics).
- Locate the Hamlin Fistula hospitals by scrolling over the beige squares. Describe their distribution in Ethiopia. Where do you think another facility should be located?

Barriers to the prevention of obstetric fistula

Geography and isolation

Ethiopia is a mountainous country which renders access to health care facilities difficult from many parts of the country. Paved roads are rare. This isolation of ethnic groups has resulted in the preservation of cultural attitudes and practices. Information disseminates slowly, resulting in the rural population remaining both ignorant of health facilities and disempowered.

The physical and human geography of Ethiopia



ACTIVITY: Photograph interpretation

Download a photograph of rural Ethiopia and label the human and physical barriers to preventing obstetric fistula. (transport, infrastructure, tradition and topography)



Rural villages, Ethiopia



Image source: <https://hamlin.org.au/>

Poverty

Poverty is a significant barrier to the eradication of obstetric fistula. Poverty leads to malnutrition which means that a female's pelvis does not develop properly. This makes it more likely that she will experience obstructed labour and that her child will die. Frequently women cannot afford the fare to a hospital or any medical charges. For this reason, the Catherine Hamlin Fistula Foundation provide all treatment and rehabilitation free of charge.

“Of particular concern to me is the plight of women and girls, who comprise the majority of the world's unhealthy, unschooled, unfed, and unpaid”

Hilary Clinton: Rafferty, November 2012

ICT ACTIVITY

The correlation between gross domestic product, maternal mortality and obstetric fistulas.

Access the graph in the website below. Describe the changes in maternal mortality with poverty both globally and for Ethiopia. You can explore other indices.

Bubble Graph: Maternal mortality and poverty



Source: [https://www.gapminder.org/tools/#\\$state\\$time\\$value=2013&delay:120;&marker\\$axis_x\\$which=poverty_percent_people_below_320_a_da y&domainMin:null&domainMax:null&zoomedMin:null&zoomedMax:null& scaleType=linear&spaceRef:null;&size\\$which=maternal_mortality_ratio_ per_100000_live_births&domainMin:null&domainMax:null&spaceRef:null;;&c hart-type=bubbles](https://www.gapminder.org/tools/#$state$time$value=2013&delay:120;&marker$axis_x$which=poverty_percent_people_below_320_a_da y&domainMin:null&domainMax:null&zoomedMin:null&zoomedMax:null& scaleType=linear&spaceRef:null;&size$which=maternal_mortality_ratio_ per_100000_live_births&domainMin:null&domainMax:null&spaceRef:null;;&c hart-type=bubbles)

Access to health care and maternal mortality

From 1990 to 2015, the global maternal mortality ratio declined by 44%, from 385 deaths to 216 deaths per 100,000 live births, according to UN inter-agency estimates. This translates into an average annual rate of reduction of 2.3%. In spite of these gains, some 830 women still die every day from causes related to pregnancy or childbirth. For every woman who dies, there are 20 or 30 who encounter injuries, infections or disabilities. In 2015, an estimated 303,000 women died of causes related to pregnancy or childbirth.

ACTIVITIES: GEOGRAPHICAL INQUIRY AND SKILLS

In groups

Using the information shown on the three maps in the websites below, describe the global patterns of infant mortality and maternal mortality. Using the time slide on the UNICEF maps, describe the changes.

Maps to show infant mortality and maternal mortality:

1. UNICEF – <https://data.unicef.org/topic/maternal-health/maternal-mortality/>
2. WHO – http://gamapserver.who.int/gho/interactive_charts/mdg5_mm/atlas.html
3. The World Bank – <http://data.worldbank.org/indicator/SP.DYN.IMRT.IN?view=map&year=2016>

Writing task

Access maps 4 and 5, given in the web sites below. With reference to all five global maps and the Global Fistula Map: locate Ethiopia; explain the correlations between GDP, maternal health mortality, infant mortality (per 1000), antenatal care and obstetric fistula. Present the information in a report, quoting statistics, to support the case for funding for the Catherine Hamlin Fistula Foundation.

1. UNICEF – <https://data.unicef.org/topic/maternal-health/antenatal-care/>
2. World Bank – <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?view=map&year=2014>

A comparison between maternal health in Ethiopia and Australia.

1. Trends

Trends in estimates of maternal mortality ratio (MMR, maternal deaths per 100 000 live births) between 1990 and 2015, by country.

Table shows maternal mortality ratio, 1990–2015

	1990	2000	2010	2015
Ethiopia	1250	990	420	353
Australia	7	9	6	6

Source: <http://data.unicef.org/maternal-health/maternal-mortality>

- Calculate the difference in the maternal mortality ratio between 1990 and 2015.
- Calculate the % change in mortality rate between 1990 and 2015 for Ethiopia. In what way is this a good news story?

2. Health indicators

Table of Health indicators

	Infant mortality ratio/ deaths per 1000 live births	Births attended by skilled health workers %	Adolescent birth rates per 1000 girls 15–19 years
Ethiopia	49.6	28	71
Australia	4.3	99	14

Source: <http://data.unicef.org/maternal-health/maternal-mortality>

- Calculate the difference in % of births attended by a skilled health worker in Ethiopia.
- Calculate the % of the infant mortality in Ethiopia.
- Suggest how this high number of adolescent birth rate might impact on the mothers.

Inadequate health system

Inequity of health care is an underlying cause of maternal morbidity and childbirth injuries. There are few trained local health workers, which is the key to eliminating fistula. Surgeons in western countries usually don't have experience in treating fistula because the condition is so rare in the developed world. This means that the Catherine Hamlin Fistula Foundation Hospitals are important specialist training centres.

The World Health Organization (WHO) recommends a minimum of four antenatal care visits during a pregnancy. In regions with the highest rates of maternal mortality, such as sub-Saharan Africa and South Asia, only 52% and 46% (respectively) of women received the WHO number of recommended visits. (<https://data.unicef.org/topic/maternal-health/antenatal-care/>)

However, in Ethiopia, only 19% of women received four antenatal care visits in 2016. This is hardly surprising as there are only 156 hospitals in the country and most of these are in the urban areas!



https://upload.wikimedia.org/wikipedia/commons/f/fd/Mother_and_Baby_at_a_Post-op_Visit_to_the_Fistula_Hospital_in_Arba_Minch_%289502371912%29.jpg

For a population of over 100 million in Ethiopia, there are less than 200 obstetricians and 1,500 midwives. This compares to Australia with a population of 25 million with over 1,600 obstetricians and 36,000 midwives.

A lack of funding

Fistula hospitals in developing countries generally have to rely on donations to run their operations.

ACTIVITY

Explain why there is so little money for investment in health care in Ethiopia. Consider GDP, employment sectors, manufacturing production, exports, the likely tax income. Statistics may be found on <http://www.nationmaster.com>

Education

The literacy rate for Ethiopia is 39%. For females it is 28.92%. Girls are often denied education as it is considered that they will marry young and have children. This reduces their economic opportunities and perpetuates the cycle of deprivation as these mothers are less likely to keep their own children in school. A lack of education denies girls the opportunity to develop their potential as healthy and productive citizens. Girls who leave school have worse health and economic outcomes than those who stay in school.

Barack Obama said that “I do believe that a woman who is denied an education is denied equality. And it is no coincidence that countries where women are well educated are far more likely to be prosperous”

Barack Obama, President of the USA, 4th June 2009
Cairo, Egypt. Rafferty, (2012)

Traditions and cultural influences

In some cultures, a woman's status is determined by her ability to provide a husband with multiple children. Often tradition results in girls having little control over their bodies.

Lip plate women of the Mursi people, Ethiopia



Image source: <https://hamlin.org.au/>

There are expressive photographs on the Guardian website. One of the photographs shows Gurdo Shenqut "Gurdo Shenqut, 14, lies in bed after giving birth to her first child in her mother's house in Addis Ge. Gurdo married at the age of 11 and was forced to give up school. Her husband is unable to look after her and the baby as he is too poor, so she is staying with her mother. She is scared of him because he beats her when he gets angry" <https://www.theguardian.com/global-development/gallery/2015/jun/19/ethiopia-early-marriage-girls-empowerment-unicef-in-pictures>

ACTIVITY

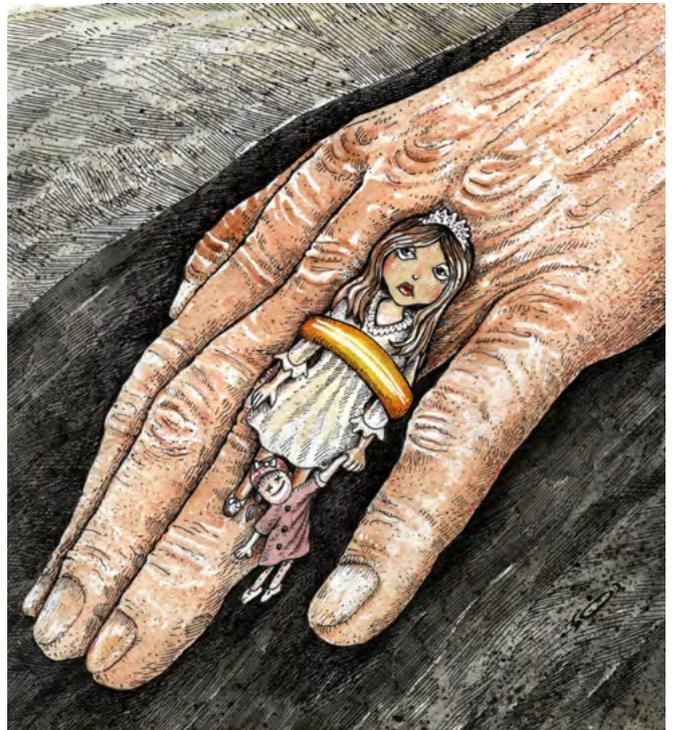
Photo literacy

View the photographs on the Guardian web site and summarise the impacts of being a child bride on the lives of the girls

Cartoon analysis

In groups, analyse what the cartoon below is depicting. For a guide on how to do this refer to the article by Susan Bliss. https://www.gtansw.org.au/files/geog_bulletin/2013/3_2013/09_GTA_Bulletin_3_2013_Cartoon_analysis.pdf

Cartoon by Reza Mokhtarjzani/USA



Cartoon source: <https://www.icorn.org/article/womens-rights-cartoons>

Child brides

Child brides are still common in developing countries with 30% of women married before the age of 18. Obstetric fistula can be largely avoided by delaying the age of first pregnancy. Child marriages are a serious violation of girls' human rights. It denies their right to health care, to education, to live in security and to choose when and whom they marry. The inequity of gender relations, where brothers and husbands make the majority of decisions, leaves the women disempowered about their own health. Complications from pregnancy and childbirth are the leading cause of death in adolescent girls. Many impoverished parents mistakenly believe that a marriage will offer care and protection for their daughter. Where the man's family pay a dowry then the girl may be sold for economic gain. Where the girl's parents pay the dowry the girl may be married as young as possible as the dowry is smaller.

In the Northern Tigray province of Ethiopia, the practice of child marriage is deep-rooted, with many people believing that girls should marry while they are young and "pure". This practice is linked to early pregnancy, internal childbirth injuries and death.

Dr Catherine Hamlin, staff and patients at the Catherine Hamlin Fistula Hospital, Addis Ababa



Source: Wikimedia Commons. Photo: Lucy Horodny, AusAID

The Catherine Hamlin Fistula Foundation story

Founded almost 60 years ago, by the pioneering Australian, Doctor Catherine Hamlin and her late husband Doctor Reg Hamlin. They met and married when they were both medical officers at Crown Street Women's Hospital in Sydney, Australia. Their adventurous spirit inspired them to accept a three-year contract with the Ethiopian Government to work as obstetrician-gynaecologists and set up a midwifery school in Addis Ababa. On the evening of their arrival in Ethiopia, a fellow gynaecologist told them, "The fistula patients will break your hearts."

Catherine said:

"We were touched and appalled by the sadness of our first fistula patient: a beautiful young woman in urine-soaked ragged clothes, sitting alone in our outpatients department away from the other waiting patients. We knew she was more in need than any of the others. And so we saw the first of many fistula sufferers."

The Hamlins had never seen an obstetric fistula case before and there was little or no treatment available in Ethiopia. They researched techniques, mostly developed in the USA and refined the surgical technique to repair obstetric fistula injuries, while continuing to treat a broad range of obstetric cases. Within the first three years, Reg and Catherine had operated on 300 fistula patients. As news of a cure spread, many more patients came seeking treatment. These pioneering doctors never left Ethiopia. They worked through military unrest, famine and a brutal

civil war, maintaining their commitment to the women of Ethiopia.

To cater for the demand, Catherine and Reg began fundraising and opened the Addis Ababa Fistula Hospital in 1974. Dr. Reg Hamlin worked at the hospital until he died in 1993. Catherine refused to leave and her work for obstetric fistula sufferers in Ethiopia has continued uninterrupted for more than half a century. There are now over 550 employees and approximately 55,000 women have been treated for obstetric fistula.

Catherine Hamlin and nurses, Addis Ababa



Source: <https://hamlin.org.au/>

A timeline on the organisation's web site shows the early years in photographs. <https://hamlin.org.au/>

Patients frequently remain as employees at the hospital.

Patients now employed in the hospital



Source: <https://hamlin.org.au/>

FEATURE ARTICLE: HUMAN WELLBEING

Catherine has twice been nominated for the Nobel Peace Prize and has received numerous international awards and acknowledgements for her dedication and pioneering work. In 1998, Dr. Catherine Hamlin won the Rotary Award for World Understanding and Peace. The funds she received from this award were used to build the rehabilitation centre called Desta Mender. Dr. Catherine Hamlin was awarded the Companion of the Order of Australia in 1996, Australia's highest official honour. In 2017 Catherine was awarded the prestigious Ethiopian Good Person of the Year Award. In 2018 she was named the new Senior Australian of the year in NSW. One of the new Sydney ferries (2017) bears her name.

Ferry bearing the name of Catherine Hamlin



Source: <https://hamlin.org.au/>

Catherine treating a patient

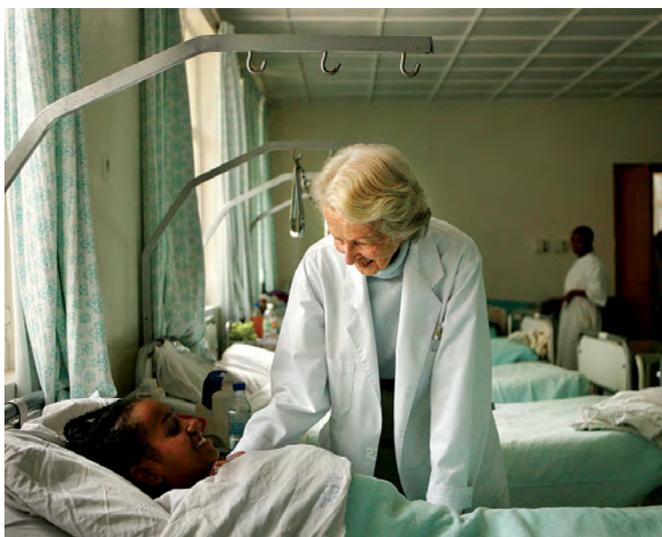


Photo by Kate Geraghty. Source: <https://hamlin.org.au/>

The Catherine Hamlin Fistula Foundation – Model of Care

“We do not treat just the hole in the bladder. We treat the whole patient with love and care, literacy and numeracy classes, a new dress and money to travel home.”

Dr. Catherine Hamlin AC

Paramount, is a respect for patient and a commitment to provide complete and compassionate care. They treat, rehabilitate, prevent and empower. The key facets of this model of care are:

- physical repair
- physiotherapy
- nutrition
- counselling
- literacy and numeracy classes
- life skills for long-term patients who go to Desta Mender
- empowering the women and restoring dignity
- training midwives for rural deployment

Treatment: restoring dignity

Patients coming to the hospitals receive a customised programme that includes nutrition, physiotherapy, counselling, treatment and rehabilitation.

The geography and the poverty in Ethiopia meant that many fistula sufferers could not access treatment. Five regional hospitals have been funded by international donors and have enabled the NGO to treat many more patients in the provinces. All six hospitals provide a safe birthing facility where former patients can return for a clean, safe caesarean section delivery free of charge.

The location of the regional hospitals



<https://www.google.com.au/maps>

Treating a patient



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

Training specialist surgeons

Surgeons from around the world train at CHFF. Dr. Hamlin's pioneering surgical techniques have been recognised through the International Federation of Gynaecology and Obstetrics, the Global Health Council for best practices in Global Health, The Australian Medical Association, to name but a few.

In partnership with the International Federation of Gynaecology and Obstetrics (FIGO), Catherine Hamlin Fistula Foundation provides training in the Hamlin Model of Care particularly for surgeons from developing countries. This programme runs for six weeks, with two at the main Addis Ababa Fistula Hospital and four weeks in one of the Hamlin regional hospitals. On completion of the training the surgeons are certified as Fistula specialists and return home to practise. Mentoring by a FIGO accredited surgeon is ongoing. The final selection of surgeons for training is by the Catherine Hamlin Fistula Foundation.

The Catherine Hamlin Fistula Foundation joined forces in 2015 with Mekele University to create the Urogynaecology Fellowship Programme. It is a three year teaching programme to provide professionals with a comprehensive and multidisciplinary understanding of pelvic floor disorders. This is the first of its kind to establish an educational programme involving collaboration between a charity clinical services organisation and a government funded medical teaching institution. Three Hamlin Fistula Foundation members are currently completing the Fellowship programme.

Rehabilitation: isolation to independence

Beyond the physical mending of scars and injury, Hamlin Fistula Ethiopia provides rehabilitation programs at Desta Mender, a farm and training centre established in 2002.

Desta Mender Rehabilitation Centre

Desta Mender means "Joy Village" and is where longer term patients live for a period of time. Here, recovering fistula sufferers, and the 5% whose fistulas cannot be repaired, are supported to regain their physical and mental health and are empowered to reintegrate back into their community with dignity and choices. These patients receive training in vocational and life skills, such as childcare qualifications or hospitality training in the Juniper Cafe.

Desta Mender Rehabilitation Centre



Photo by Joni Kabana. Source: <https://hamlin.org.au/>

With the help of start-up grants facilitated by Hamlin, some women, like Fetenech, have gone on to establish their own businesses.

Desta Mender training farm



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

FEATURE ARTICLE: HUMAN WELLBEING

Fetenech has a smile that beams



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

Fetenech has her own coffee house, which has prospered since she started it three years ago. But her future wasn't always so bright. In her teens, Fetenech had complications giving birth. She suffered unimaginably for three days with an obstructed labour before her baby was stillborn and she was left with a double fistula which caused her to become incontinent of both urine and faeces. It was an embarrassing, uncomfortable and isolating condition that she suffered for seven years. For Fetenech, the turning point came when she was referred to Hamlin's Addis Ababa Fistula Hospital. Her condition was successfully treated. As part of her rehabilitation, Fetenech received business skills training and support to establish a coffee house. Today, no longer living in the shadow of her injuries, Fetenech and her coffee house are thriving.

"I am born again and want to focus on my bright future ahead"

Fetenech

Fetenech's coffee house



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

Meet Asrebeb

Asrebeb had been lying in a dark hut, suffering from obstetric fistula for six years. Tragically she had given birth to a stillborn child and was leaking both urine and faeces. Fortunately a health worker heard about her and took her to the Hamlin Bahir Dar Fistula Hospital. When she arrived she was malnourished, unable to walk due to severe muscle contractures and in terrible pain.

Asrebeb in 2009



Source: <https://hamlin.org.au/>

Dr. Hamlin's team began with nourishment, physiotherapy for her legs and eventually surgeons were able to correct her continence. Today Asrebeb is a different woman. She can walk again and is healthy, clean and well loved.

Asrebeb (left) in 2015



Source: <https://hamlin.org.au/>

Caesarean deliveries

Only about 25% of patients go on to have another baby. For those that are able, they are told to come back to the hospital for a caesarean delivery.

Mother and baby after a caesarean delivery



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

Prevention: training local midwives

Dr. Catherine Hamlin's fight to eradicate fistula has seen her lead a program of prevention throughout Ethiopia. The Catherine Hamlin College of Midwives was founded in 2007 and recruits students from rural areas, puts them through a rigorous four-year degree in Midwifery, and deploys them back to their villages where their skills are needed. The college curriculum meets the stringent standards of the International Confederation of Midwifery, including the precondition that students conduct at least 40 deliveries before they graduate. Each student is on a full Catherine Hamlin Fistula Foundation scholarship. Since 2007, 125 Hamlin midwives have graduated from the college.

This is a cornerstone of Catherine's vision, ensuring that women in Ethiopia have access to quality health care to prevent fistula injuries in the first place.

A Catherine Hamlin Foundation College of Midwifery graduate, 2017



Photo by Joni Kabana. Source: <https://hamlin.org.au/>

Hamlin Midwifery Clinics

The downstream effects of a midwife are remarkable. Qualified Hamlin midwives are working in over 48 rural Hamlin health clinics. When a Hamlin midwife arrives, new cases of fistula drop to almost zero in nearby villages. Hamlin midwives delivered over 22,500 babies in 2017 and not a single fistula occurred. Hamlin midwives also prevented hundreds of maternal and neonatal births. The importance of these midwives cannot be over emphasised. Once the midwife has fulfilled her obligations she may work in a higher education institute as a lecturer.

Trained midwives making a difference to maternal health



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

Extending the Hamlin Model of Care to Uganda

Uganda has been chosen as the new frontier for Catherine's vision. The Foundation is still committed to working in Ethiopia but a significant need has been identified in Uganda. There are up to an estimated 200,000 women suffering from obstetric fistula and 1,900 new cases occur each year. The Catherine Hamlin Fistula Foundation will work in partnership with Terrewode, a local community based organisation. Together a 30 bed hospital and 30 bed recovery facility will be built, as well as support services such as physiotherapy and pharmacy, kitchen, laundry and staff accommodation. The centre will be located at Soroti, a remote Ugandan town approximately 300km east of the capital Kampala.

Gender equality and human rights in Ethiopia

Sustainable development

In 2015 the UN announced the 2030 Agenda for Sustainable Development. This consists of 17 sustainable development goals which seek to build on the Millennium Development Goals (MDG). The Sustainable Development Goal 5 (SDG) specifically addresses gender equality. This issue also cuts across at least five other SDGs. Gender equality is at the very heart of human rights and United Nations values. There is increasing evidence that adherence to human rights contributes to health. Only 52% of women married or in a union, freely make their own decisions about sexual relations, contraceptive use and health care. Making motherhood safer is a human rights imperative. Gender equality is a necessary foundation for a peaceful, prosperous and sustainable world. <https://www.un.org/sustainabledevelopment/gender-equality/>

Ethiopia suffers from some of lowest gender equality performance indicators in sub-Saharan Africa. While remarkable progress has been made in several of the Millennium Development Goals (MDGs), it is lagging behind in MDG 3. The Global Gender Gap report 2010 ranks Ethiopia at 121 out of 134 countries in terms of the magnitude and scope of gender disparities.

Women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. Only 6% of rural women have access to credit and 1% have vocational training skills. While there is general political will and commitment to address gender inequality, there has been limited capacity to fund and implement community-based interventions targeting vulnerable women. http://www.unwomen.org/mdgf/B/Ethiopia_B.html

How is the Catherine Hamlin Fistula Foundation empowering women and reducing gender inequalities?

Under Dr. Catherine Hamlin's leadership, the treatment of women suffering with an obstetric fistula is focused not only on repairing the injury, but also on restoring dignity. For the women of Ethiopia who have been shunned and humiliated, the Hamlin Model of Care is a critical aspect of building self belief, harnessing inner strength and empowering these women to live independently. The vocational training, life skills and access to micro finance play an essential role in raising gender equality, especially in the rural areas.



Photo by Mary F Calvert. Source: <https://hamlin.org.au/>

The Hamlin Fair Trade Shop

What's the philosophy behind the retail story?

The Hamlin shop is focused on empowerment. It pays a fair price for products produced at a fair wage by African artisans. When customers buy a candle or a coffee mug, they are helping to lift a person, a family, and a community out of poverty. Hamlin is very proud to say that it is creating jobs in Ghana, Kenya, Ethiopia, Tanzania, Swaziland, Uganda, Burkino Faso and South Africa. There is a big win-win. All the profits are passed directly to the Hamlin Fistula Foundation. The Hamlin Shop relies on volunteers to meet and greet customers, pack online orders, and include a handwritten note with every parcel. They also go out into the community and speak about our work in Ethiopia and Uganda.

Patients knitting scarves at Desta Mender to be sold at the shop



Source: <https://hamlin.org.au/>

The Fair trade movement is growing, and the Hamlin NGO Shop is growing with it. The ethical products provide opportunities for conversations and advocacy <https://store.hamlin.org.au/blogs/journal/five> <https://store.hamlin.org.au/blogs/journal>

Bullets to Beads

Entoto Artisans' **"Bullets to Beads"** fair trade jewellery is sold in the shop. This is a particularly interesting story <https://store.hamlin.org.au/blogs/journal/entoto>

How have they come from rural Ethiopia to The Hamlin shop?

In northern Ethiopia farmers collect artillery shells, left behind after decades of civil war. The local people use traditional methods to melt down the casings and rework the metal into delicate discs and beads. These are sent to workshop at Mt. Entoto on the outskirts of Addis Ababa. Here, an enterprising women's collective create jewellery in the Bullets to Beads range. Entoto Artisan is a fair trade business employing more than one hundred local women living with HIV/AIDS. Inspired by traditional Ethiopian designs and natural motifs, these creative women recycle not only the copper and brass beads from the artillery casings but also reuse Ethiopian leather and hammered silver to create unique jewellery and stylish handbags.

Entoto's artisans are paid a fair wage, lifting them from the poverty associated with their harshly stigmatised condition. The organisation funds healthcare and after-school tutoring programmes, also helping put personal saving mechanisms into place. Many workers are single parents and have come to Entoto from difficult circumstances, previously only able to make a living by begging or hard labour. Now they work in a safe environment, treated with dignity and respect.

Bullets to Beads



Source: <https://store.hamlin.org.au/blogs/journal>

Conclusion

Catherine and Reg Hamlin have dramatically transformed the maternal landscape for Ethiopian women. After Reg's death in 1993, Catherine was determined to continue with the work. Catherine has pioneered the way in providing complete treatment for women suffering with a fistula. She has developed the Hamlin Model of Care which is practised in six hospitals, she has established a School of Midwifery and is extending obstetric fistula care into Uganda. At 94 Catherine lives in the grounds of the hospital in Addis Ababa.

Dignity restored



Source: <https://hamlin.org.au/>

"Dr Hamlin stands as a source of courage, support and inspiration to all of us."

Dame Quentin Bryce

Dame Quentin Bryce met with the hospital's patients during her 2009 Africa Tour



Source: [https://commons.wikimedia.org/wiki/File:GOVERNOR_GENERAL_AUSTRALIA_AFRICA_TOUR_\(10698465786\).jpg](https://commons.wikimedia.org/wiki/File:GOVERNOR_GENERAL_AUSTRALIA_AFRICA_TOUR_(10698465786).jpg)

ACTIVITIES: ACTIVE CITIZENSHIP

- Design a digital brochure or poster to promote the Hamlin Fistula Foundation fair trade shop. You should include the rationale, an explanation of how at least one product meets the fair trade criteria and a few examples of the merchandise.
- Devise an advertising campaign and organise a fundraiser for the foundation (mufti, morning tea cake stall, who has got talent, parent/ student dinner etc).
- Imagine that you have been given \$300 to buy Christmas presents in the Hamlin shop. What would you choose, for whom and why?
- Conduct a class discussion on the purpose of fundraising to both raise funds and to create an opportunity for advocacy.
- Write a report for an Australian newspaper to highlight the maternal health situation for women in labour in rural Ethiopia.
- Write a speech to be presented to your local MP advocating for more government aid to be directed to maternal health in Ethiopia.

ACTIVITIES

Group work

Make an iMovie of a role-play to promote the need for Hamlin Fistula Ethiopia. Include the mother, villagers, bus driver and hospital staff. The movie is to be played to an Australian audience. Include relevant statistics.

Compile a PowerPoint presentation to evaluate the work of the Catherine Hamlin Fistula Foundation. Your presentation should include statistics.

In groups of four, create a game to show the need for better maternal and infant care in Ethiopia and to demonstrate the work of the NGO Hamlin Fistula Foundation in Ethiopia. (it can be based on a known game or your own).

Class discussion

Conduct a class discussion on the purpose of fundraising to both raise funds and to create an opportunity for advocacy.

Class discussion on the extent to which Hamlin Fistula Foundation is working towards achieving the SDG 5

Class debate

“Australia should increase aid spending in Africa”



“My dream is to eradicate obstetric fistula from Ethiopia. I won't achieve this in my lifetime, but you can in yours.”

Dr Catherine Hamlin AC

Catherine Hamlin
Fistula Foundation



Guest speakers to schools

A CHFF representative is available for public speaking opportunity in schools, tertiary facilities, teachers' conferences and community settings.

Contacts:

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Catherine Hamlin Fistula Foundation HQ
Locked Bag 20 Pyrmont NSW 2009

The Hamlin Shop: 1396 Pacific Highway Turramurra NSW 2074
Telephone: 02 9440 7001

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- Ethiopian literacy rates – <https://countryeconomy.com/demography/literacy-rate/ethiopia>
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- Fair-trade – <http://www.fairtrade.com.au/What-is-Fairtrade>
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Gender equality and sustainability

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- Obstetric fistula and Inequities in maternal care – <https://slideplayer.com/slide/7029610/>
- Sustainable development – <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- Sustainable development, Ethiopia – http://www.unwomen.org/mdgf/B/Ethiopia_B.html

Maps

- Global need map – <https://www.unfpa.org/data/total-need>
- Births attended by skilled health workers – <https://data.worldbank.org/indicator/SH.STA.BRTC.ZS?view=map>
- Map on maternal mortality – <http://data.worldbank.org/indicator/SP.DYN.IMRT.IN?view=map&year=2016>
- Map on infant mortality – <https://data.unicef.org/topic/maternal-health/maternal-mortality/> Map on antenatal care <https://data.unicef.org/topic/maternal-health/antenatal-care/>
- Map on global GDP – <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?view=map&year=2014>
- Maps – <https://www.google.com.au/maps/>

Graphs

- Development – http://gamapserv.who.int/gho/interactive_charts/mdg5_mm/atlas.html
- Ethiopia poverty – <https://www.gapminder.org/tools>

Youtube

- A walk to beautiful – <https://www.youtube.com/watch?v=TVx1NfKV0BM>
- End the sham – <https://www.unfpa.org/obstetric-fistula>
- Ethiopia-girl power – <https://www.theguardian.com/global-development/video/2018/mar/05/never-retreat-all-female-band-yegna-bring-girl-power-to-ethiopia-video>
- Improving child mortality – <https://www.youtube.com/watch?v=ZGK3qYd8-hc>

Education resources weblink

- There is a link to resources on the Catherine Hamlin Fistula Foundation found at www.hamlin.org.au

Teachers' guide and students' material

A card game with The Gapminder World Map

About this document

By Mattias Lindgren, the Gapminder Foundation, based on an idea by Paula Cooper.
Version: 02/09/2010

This guide is available at: www.gapminder.org/downloads/card-game

Photo by Meeralee <http://bit.ly/b9GLwv>

About this lesson

Level: secondary school.

Subjects: history, geography & social studies.

What you need: only this document.

Outline: The students will try to arrange "country cards" in an order that illustrates the gaps in the world today. They then compare their arrangement with the "Gapminder World Map" graph.

Key messages of the exercise

The exercise can help the students to think about the gaps in the world today and challenge preconceived ideas about how the contemporary world looks. The exercise can also be used to stimulate an interest in using statistics to understand the world.

About the data in the graph

The data in the Gapminder World graph has been compiled from a variety of sources. Data from high-income countries is mainly from registers, whereas surveys are a common source in low and middle income countries. Such surveys are based on interviews with a representative sample of the population. Information about sources can be found at www.gapminder.org/worldmap.

The uncertainty of the data varies, but there is a consensus regarding the general pattern. The graph uses what is known as a logscale, a scale which expands at low values and compresses at high values. The log scale gives a more correct picture when we look at incomes. For example, \$100 extra per year makes a huge difference for a person earning \$400. The same \$100 addition might not even be noticed by someone earning a \$100,000.

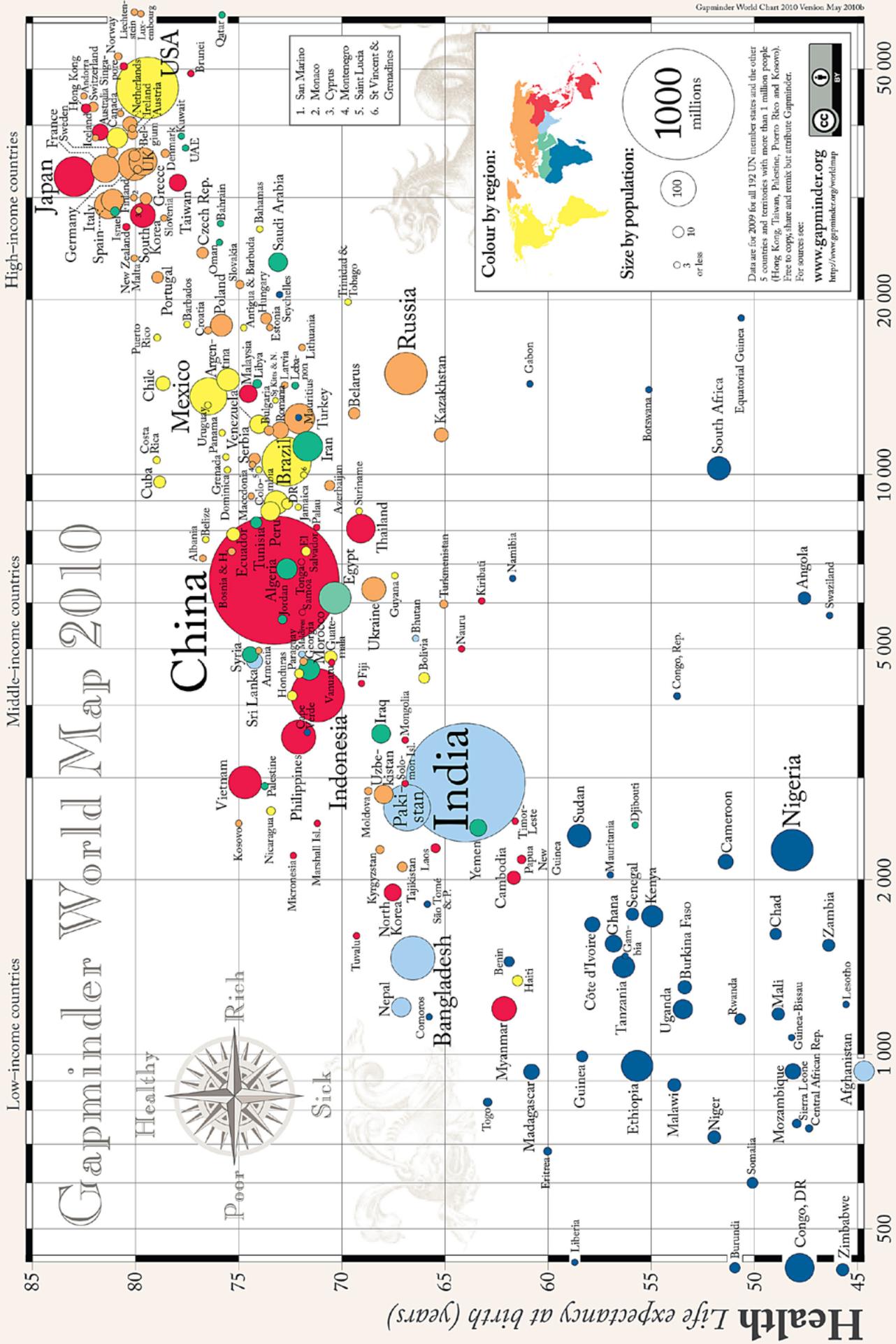
Some middle-income countries, such as South Africa and Botswana, have a remarkably low life expectancy compared to other countries with the same incomes. The main reason for this is the AIDS epidemic, which has hit these countries particularly hard. HIV and AIDS affect rich and poor alike. The relative high incomes in these countries have been used to give treatment to some of

those infected, but they have not yet been able to stop the transmission of the disease.

How to do the exercise

1. Divide the class into groups with 3-5 students in each group.
2. Prepare the material. The following material will be used:
 - "The country cards" that are available for printing on the following page. Distribute one set of cards to each group.
 - An ordinary world map, if you have one. This is not essential, but it could be good if the students can get a better sense of where in the world the countries on the cards are.
 - The graph "Gapminder World Map" that is available for printing. Print one graph for each group, but don't distribute them yet.
3. Ask the students to arrange the country cards according to the development level of the countries. You do not have to be more specific than this, let the students come up with their own ways of grouping the countries (e.g. they might sort them into two groups, several groups or arrange them into one line).
4. Ask them to explain how they arranged the cards. Does their way of sorting the countries reflect what they think the incomes of the countries are? Health? Development, in a more vague sense?
5. Distribute the "Gapminder World Map" graph to the groups. Explain the graph, i.e. that each bubble is a country, the size of the bubble is the population, the colour the continent, the Y-axis is the life expectancy (i.e. health) and the X-axis is income per person. Explain quickly what the two indicators mean.
6. Ask them to find and mark the countries on the graph.
7. Discuss whether there were any surprising results; also whether the graph could be used to divide the countries of the world into different categories.

<p>China</p>  <p>Capital: Beijing Location: Eastern Asia</p>	<p>Bangladesh</p>  <p>Capital: Dhaka Location: Southern Asia</p>	<p>South Africa</p>  <p>Capital: Pretoria Location: Southern Africa</p>	<p>United States</p>  <p>Capital: Washington DC Location: North America</p>
<p>South Korea</p>  <p>Capital: Seoul Location: Eastern Asia</p>	<p>Mexico</p>  <p>Capital: Mexico City Location: Latin America</p>	<p>Brazil</p>  <p>Capital: Brasilia Location: Latin America</p>	<p>Ukraine</p>  <p>Capital: Kiev Location: Eastern Europe</p>
<p>India</p>  <p>Capital: New Delhi Location: Southern Asia</p>	<p>Dem. Rep. of the Congo</p>  <p>Capital: Kinshasa Location: Central Africa</p>	<p>Singapore</p>  <p>Capital: Singapore Location: South East Asia</p>	<p>Botswana</p>  <p>Capital: Gaborone Location: Southern Africa</p>
<p>Ethiopia</p>  <p>Capital: Addis Ababa Location: Eastern Africa</p>	<p>Nigeria</p>  <p>Capital: Abuja Location: Western Africa</p>	<p>Japan</p>  <p>Capital: Tokyo Location: Eastern Asia</p>	<p>Russia</p>  <p>Capital: Moscow Location: Eastern Europe / Northern Asia</p>



Gapminder

Money GDP per person in US dollars (purchasing power adjusted) (log scale)

HOW TO USE GAPMINDER WORLD

The screenshot shows the Gapminder World interface. The main chart displays bubbles representing countries, with the y-axis labeled 'Life expectancy at birth (years)' ranging from 25 to 85, and the x-axis labeled 'Income per person (GDP/capita, inflation-adjusted \$)' ranging from 200 to 40,000. A 'Play' button is at the bottom left of the chart area. To the right of the chart is a 'Select' list of countries with checkboxes, and a 'Size' dropdown menu set to 'Population, total'. Above the chart are buttons for 'Map', 'Full screen', 'Share graph', and 'How to use'. A 'Color' dropdown is set to 'Geographic regions'. A large '2017' watermark is visible in the background of the chart.

Click here to select indicators for the y axis

Hover your mouse over the bubble to reveal the names of the countries

If you want information about the sources you can click on the small print next to the axis.

Watch the graph change over time by using these buttons

Change the speed of the graph here

Click here to select indicators for the x axis. You can also choose to display time on this axis.

Click Trails to track a selected country while an animation plays

Click here to get a short link to the specific graph you have created

Click here for a short tutorial video.

Select Chart or Map view

Click here if you use the graph in a lecture. The graph will cover the whole screen.

The countries on the graph are colour coded by continent. Here you can choose to colour code them by other indicators.

Select individual countries here by clicking the boxes. You can also click on the bubbles.

Deselect all countries here

Remove all countries other than those selected here.

The size of the bubbles normally represents the population of the country. Click here to make the size proportional to another indicator.

Change the size of the bubbles here.

Both the x and y axis scales can be linear or logarithmic. Choosing log scale may make it easier to see the trends on the graph.

Adapted from an original idea by
www.jucygeography.co.uk



WHAT'S IT LIKE TO BE YOUNG AND FROM OVERSEAS IN AUSTRALIA?

**Professor Johanna Wyn, Dr Rimi Khan
and Dr Babak Dadvand, University of Melbourne**

The first ever census of young Australians from refugee and migrant backgrounds paints a mixed picture of optimism and belonging against a backdrop of ongoing discrimination

The majority of refugee and migrant young Australians feel strongly that they belong here, despite almost half experiencing some form of discrimination or unfair treatment in the past twelve months, the first [Multicultural Youth Australia Census](#) shows.

Nearly 2,000 young people aged 15 to 25 from refugee and migrant backgrounds took part in the census, which was conducted in September and October 2017. It is the first and most comprehensive national account of how multicultural young people are faring socially, culturally and economically.

The findings show a sense of belonging, hope and participation on the one hand, but discrimination, feelings of unsafety, and barriers to employment on the other.

Australia is diverse and multicultural; 49 per cent of Australians have one or both parents born overseas. However, in recent years multiculturalism has come under significant pressure. The Federal government's efforts to narrow the criteria for national citizenship, punitive asylum seeker policies and the continuing criminalisation of African communities have contributed to polarising debates and media commentary about Australia's multicultural status.

Refugee and migrant youth are often talked at or about, but they rarely get a chance to voice their views, opinions and concerns, reinforcing discrimination and contributing to how unsafe many of them feel.

This census was an opportunity for them to be heard, and to dismantle some of the unfair stereotypes often attributed to this group of overwhelmingly civic-minded young people.

The participants in the census came from 91 different countries. More than three-quarters were born overseas; 18 per cent were Australian born with at least one parent born overseas and 5 per cent were Australian born with both parents born in Australia. They were also young; 45 per cent were aged 15–17, 25 per cent were 18–20 and 30 per cent were 21–25.

Belonging, hope and participation

The findings paint a positive picture and show that refugee and migrant youth are driven by hope and optimism: the vast majority (82 per cent) 'agreed' or 'strongly agreed' that they feel they belong in Australia.

Despite facing numerous challenges, the majority of refugee and migrant young people expressed confidence in their ability to achieve their goals, be it at work or study, with 87 per cent saying they feel 'positive' or 'very positive' about reaching their future goals.

They are also socially-connected and have a strong civic and participatory outlook. Their top two values and goals were 'having a job they were passionate about' (61 per cent), and 'being active in working for a better society' (45 per cent).

About three-quarters of participants indicated that they engaged in one or more civic or political activities in the last year, like signing a petition, expressing an opinion online about an issue they care about, buying ethically, attending protests or contacting politicians.

The findings also show that having a sense of belonging in Australia owes, to a large extent, the capacity to navigate and live with diversity. Not only do refugee and migrant youth have a strong sense of their own

cultural identity and distinctiveness, but they also have an interest in other cultures; 84 per cent sought out different cultural experiences, and 82 per cent said it was important to maintain their cultural heritage. Almost three-quarters felt they belonged to more than one culture.

Discrimination and barriers

Against this backdrop of belonging, hope and participation is a lived experience of discrimination and feelings of unsafety.

Refugee and migrant youth identified diversity and discrimination as the most important issue facing Australia. When asked about issues of personal concern they mentioned school or study problems (20 per cent) and discrimination (18 per cent).

These are young people who, like many others, see their education as a foundation for a prosperous life, and place a great deal of importance on it.

But they are also dealing with concerns about discrimination, which sets them apart from **other young Australians**, for whom discrimination is of much less concern.

To put it in the words of one survey participant:

"Australia's face is bright, bold, colourful and filled with a hunger to belong. Our diversity and multiculturalism is our strength, yet we struggle to accept one another, we fight to hate one another, and we live to divide one another. Belonging: We all want it but we don't [do] enough to keep it."

Almost half (49 per cent) of refugee and migrant young people had *experienced* some form of discrimination or unfair treatment in the 12 months prior to the census. An even higher proportion (64 per cent) had *witnessed* someone else being unfairly treated or discriminated against. Two-thirds (66 per cent) of those who experienced discrimination indicated that this was because of their race, while one-quarter (25 per cent) was discriminated against because of religion.

Over one-third (38 per cent) felt either 'unsafe' or 'very unsafe' when walking alone at night, with young women 3.7 times more likely to feel unsafe than young men.

Refugee and migrant youth also face significant barriers to employment. Almost half (49.6 per cent) were unemployed or underemployed. Racial discrimination was the most commonly cited reason for why it is difficult to find work.

Where to from here?

It seems counter-intuitive that a large majority of refugee and migrant youth express a strong sense of optimism and belonging to Australia despite the challenges they face, particularly the high levels of discrimination they experience.

The Census findings suggest that this optimism is linked to the ability to 'belong in diversity', and the ability to navigate multiple cultural identities - something that stems from the diversity of Australian society whose fabric is shaped by migration.

Yet the experience of Australia's migrant and refugee youth challenges this diverse foundation.

If we want to live up to the image of Australia as 'the most successful multicultural society in the world' it is time to stop scapegoating migrant youth as criminals or extremists.

Instead it is time to fund programs and create opportunities that capitalise on their optimism, civic capacities and desire to belong.

Melbourne University

"This article was first published on 30 May 2018 in Learning & Teaching. Read the original article." <https://pursuit.unimelb.edu.au/articles/what-s-it-like-to-be-young-and-from-overseas-in-australia>

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Multicultural Youth Australia Census 2017

Multicultural Youth Australia Census is the first nation-wide study of Australia's multicultural youth. It provides a comprehensive account of how young people from refugee and migrant backgrounds are faring in different spheres of life.

The Census is a collaboration between the University of Melbourne and eight community organisations and government agencies including the Centre for Multicultural Youth.

1920 young people aged 15-25 from refugee and migrant backgrounds took part in the Census which was conducted in September-October 2017.

The participants were from 91 different countries. More than three-quarters (77%) were born overseas, 18% were Australian born with at least one parent born overseas and 5% were Australian born with both parents born in Australia.

77% BORN OVERSEAS



18% AUSTRALIAN BORN WITH AT LEAST ONE PARENT BORN OVERSEAS

5% AUSTRALIAN BORN WITH BOTH PARENTS BORN IN AUSTRALIA

The participants were young:

63% were aged 15-19

37% were aged 20-25

Almost two-thirds (64%) were **women**, and one-third (34%) were **men**

1% of the sample identified as **Aboriginal or Torres Strait Islander**

Despite almost half of refugee and migrant youth having experienced some form of discrimination or unfair treatment in the past twelve months the majority feel strongly that they belong in Australia.

Refugee and migrant youth have a strong sense of belonging: more than **three quarters (80%)** said they either 'strongly agree' or 'agree' with the statement 'I feel like I belong in Australia'.



Refugee and migrant youth have a strong sense of their own cultural identity but also have an interest in other cultures: 84% of the participants sought out different cultural experiences, and 82% said it was important to maintain their cultural heritage. Almost three-quarters (73%) felt they belonged to more than one culture.

The top two values and goals for multicultural youth were 'having a job they were passionate about' (61%), and 'being active in working for a better society' (45%).

Refugee and migrant youth identified 'discrimination' as one of the most important issues facing Australia. When asked about 'issues of personal concern' they mentioned school or study problems (20%) and discrimination (18%) as the top two most important issues.

HUMAN WELLBEING



66%

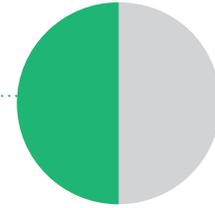
Almost **two-thirds (66%)** of those who had experienced discrimination indicated that this was because of their **race**, while **one-quarter (25%)** was discriminated against because of **religion**.



25%



49%



Almost **half (49%)** of refugee and migrant young people **had experienced some form of discrimination** or unfair treatment in the 12 months prior to the Census.



Almost **two-thirds (64%)** had **witnessed someone else being unfairly treated or discriminated against** in the 12 months prior to the Census.



Most of those who had witnessed discrimination said it was on the basis of **race (72%)**, **religion (46%)**, **sexuality (43%)** and **gender (42%)**.



Over one-third (38%) felt either **'unsafe'** or **'very unsafe'** when walking alone at night.



Young women are **almost 4 times** more likely to feel unsafe than young men.



half were 'unemployed' or 'underemployed'.

Racial discrimination was the most commonly cited reason why it was difficult to find work.



Despite discrimination and other barriers, multicultural young people are very optimistic.

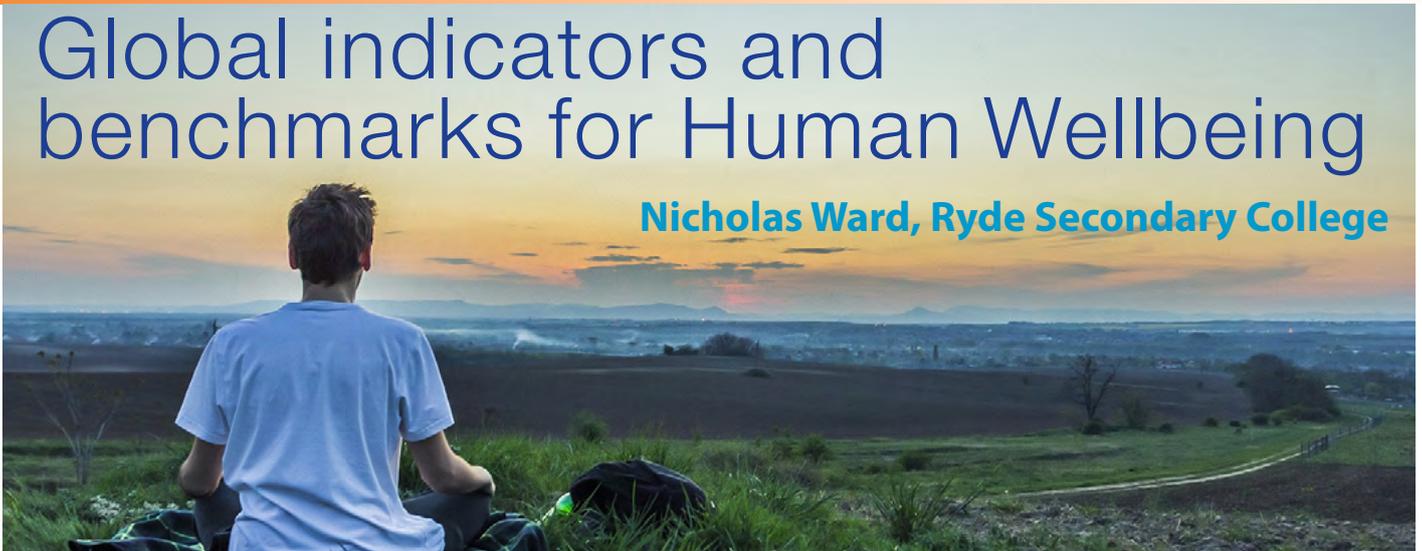
Almost 9 in 10 expressed confidence in their ability to achieve their goals, be it at work or study:

86% said they feel **'positive'** or **'very positive'** about reaching their future goals.

This report may be cited as: Wyn, J., Khan, R., & Dadvand, B. (2018). *Multicultural Youth Australia Census 2017 Infographic Report*. Melbourne, Australia: Youth Research Centre, Melbourne Graduate School of Education, the University of Melbourne.

Global indicators and benchmarks for Human Wellbeing

Nicholas Ward, Ryde Secondary College



Introduction

GDP has long been used as a measure of a population's wellbeing, but there is a growing interest among policymakers and researchers to go "Beyond GDP" – to find better measures of a person's actual lived experience than the value of her income or expenditure.

One idea is to directly ask people about their wellbeing. Recently investigated survey measures of 'subjective wellbeing' (SWB) have primarily focused on measuring aspects of SWB such as happiness and life satisfaction. The basic problem faced by single-question SWB measures (such as happiness or life-satisfaction questions) is that they do not manage to capture all the wellbeing aspects that enter into preferences. Indeed, a consensus is emerging among researchers that wellbeing is multi-dimensional, and more than one survey question is needed to assess it.

Source: World Economic Forum, 2015

Human Development Index (HDI)

The Human Development Index (HDI) was developed by the United Nations as a metric to assess the social and economic development levels of countries (Investopedia, 2016).

Visit the United Nations (UN) HDI website to complete the following questions
<http://hdr.undp.org/en/content/human-development-index-hdi>

1. Why was the HDI developed?

2. Complete the table below on the three dimensions and their indicators of HDI

Dimension	Indicator/s	Dimension Index
Long and healthy life		
Knowledge		
A decent standard of living		

3. What does the HDI not measure?

4. In your opinion, why does the HDI aggregate three dimensions, and not just one?

Global indicators and benchmarks for Human Wellbeing

Visit <http://hdr.undp.org/en/data-explorer> and select 'Download all 2016 HDR data' from the top LH corner.

5. Open the Spreadsheet, and using the data from 'Table 1' complete the following table of the top 5 countries

Rank	Country	HDI Value	Long and healthy life	Knowledge		A decent standard of living
			Life expectancy at birth (years)	Expected years of schooling (years)	Mean years of schooling (years)	Gross national income (GNI) per capita (2011 PPP \$)
1						
2						
3						
4						
5						

6 Using the data from 'Table 1', complete the following table

	Country	HDI Score
Highest HDI Score		
Lowest HDI Score		

7. If the HDI just used Gross National Income (GNI) per capita, would the rankings be the same? Give an example?

8. Where does Australia rank? In which indicators should Australia be commended? In which areas is there room for improvement?

9. Why is '*mean years of schooling*' an important component of the HDI?

Global indicators and benchmarks for Human Wellbeing

Although the HDI only incorporates three dimensions (with four measurements), the United Nations Development Programme (UNDP) does publish data on another of other statistics. Complete the table below using the data in the spreadsheet

	NORWAY	AUSTRALIA	UNITED STATES
HDI Data (Table 1)			
HDI Rank (Score)	1 st	2 nd	10 th
HDI Score	0.949	0.939	0.920
Life Expectancy at birth			
Expected years of schooling			
Mean years of schooling			
Gross national income (GNI) per capita			
Gender Inequality Index (Table 5)			
Maternal mortality ratio (deaths per 100,000 live births)			
Adolescent birth rate (births per 1,000 women ages 15–19)			
Share of seats in parliament (% held by women)			
Population Trends (Table 7)			
Urban (%)			
Health Outcomes (Table 8)			
Physicians (per 10,000 people)			
Public health expenditure (% of GDP)			
Education Achievements (Table 9)			
Pupil-teacher ratio, primary school (number of pupils per teacher)			
Government expenditure on education (% of GDP)			
Human Security (Table 12)			
Prison population (per 100,000 people)			
Homicide rate (per 100,000 people)			
Violence against women ever experienced – Intimate partner (%)			

Global indicators and benchmarks for Human Wellbeing

The where-to-be-born index

The *where-to-be-born index* is another measure of wellbeing, compiled by the Economist Intelligence Unit (EIU). The index links the results of subjective life-satisfaction surveys—how happy people say they are—to objective determinants of the quality of life across countries.

The index takes 11 indicators into account. Some are fixed, such as geography; others change only very slowly over time (demography, social and cultural characteristics). The indicators are:

- material wellbeing as measured by GDP per head (in \$, at 2006 constant PPPS);
- life expectancy at birth;
- the quality of family life, based primarily on divorce rates;
- the state of political freedoms;
- job security (measured by the unemployment rate);
- climate (measured by two variables: the average deviation of minimum and maximum monthly temperatures from 14 degrees Celsius; and the number of months in the year with less than 30 mm rainfall);
- personal physical security ratings (based primarily on recorded homicide rates and ratings for risk from crime and terrorism);
- quality of community life (based on membership in social organisations);
- governance (measured by ratings for corruption);
- gender equality (measured by the share of seats in parliament held by women).

Source: The Economist, 2012

The Where-to-be-born Index					
Rank	Country	/10	Rank	Country	/10
1	Switzerland	8.22	=40	Cuba	6.39
2	Australia	8.12	42	Colombia	6.27
3	Norway	8.09	43	Peru	6.24
4	Sweden	8.02	=44	Estonia	6.07
5	Denmark	8.01	=44	Venezuela	6.07
6	Singapore	8.00	=46	Croatia	6.06
7	New Zealand	7.95	=46	Hungary	6.06
8	Netherlands	7.94	48	Latvia	6.01
9	Canada	7.81	49	China	5.99
10	Hong Kong	7.80	50	Thailand	5.96
11	Finland	7.76	51	Turkey	5.95
12	Ireland	7.74	52	Dominican R	5.93
13	Austria	7.73	53	South Africa	5.89
14	Taiwan	7.67	=54	Algeria	5.86
15	Belgium	7.51	=54	Serbia	5.86
=16	Germany	7.38	56	Romania	5.85
=16	USA	7.38	57	Lithuania	5.82
18	UAE	7.33	58	Iran	5.78
19	S Korea	7.25	59	Tunisia	5.77
20	Israel	7.23	60	Egypt	5.76
21	Italy	7.21	61	Bulgaria	5.73
22	Kuwait	7.18	62	El Salvador	5.72
=23	Chile	7.10	=63	Philippines	5.71
=23	Cyprus	7.10	=63	Sri Lanka	5.71
25	Japan	7.08	65	Ecuador	5.70
26	France	7.04	=66	India	5.67
27	Britain	7.01	=66	Morocco	5.67
=28	Czech Rep.	6.96	68	Vietnam	5.64
=28	Spain	6.96	69	Jordan	5.63
=30	Costa Rica	6.92	70	Azerbaijan	5.60
=30	Portugal	6.92	71	Indonesia	5.54
32	Slovenia	6.77	71	Russia	5.31
33	Poland	6.66	73	Syria	5.29
34	Greece	6.65	74	Kazakhstan	5.20
35	Slovakia	6.64	75	Pakistan	5.17
36	Malaysia	6.62	76	Angola	5.09
37	Brazil	6.52	77	Bangladesh	5.07
38	Saudi Arabia	6.49	78	Ukraine	4.98
39	Mexico	6.41	79	Kenya	4.91
=40	Argentina	6.39	80	Nigeria	4.74

Source: Economist Intelligence Unit 2013

Refer to the where-to-be-born index to answer the following questions:

1. Define 'subjective life-satisfaction surveys'

Global indicators and benchmarks for Human Wellbeing

2. Why is climate an important indicator?

3. What are the similarities between the *HDI* and *The where-to-be-born index*

Source: The Economist, 2012

The World Happiness Report

The World Happiness Report is a landmark survey of the state of global happiness. The World Happiness Report 2018, ranks 156 countries by their happiness levels, and 117 countries by the happiness of their immigrants (Source: World Happiness Report, 2018). Download the 2018 World Happiness Report to answer the following questions – <http://worldhappiness.report/>

1. Who writes the report? (p. 3)

2. How is it measured (p. 16)

3. Complete the table below of the 2015–17 top ranking countries of happiness (p. 23)

Rank	Country	Score
1		
2		
3		
4		
5		

4. Complete the table below on the countries which had the greatest gain between from 2008–2010 to 2015–2017 (p. 27)

Rank	Country	Score
1		
2		
3		

Global indicators and benchmarks for Human Wellbeing

Legatum Prosperity Index

The Legatum Prosperity Index offers a unique insight into how prosperity is forming and changing across the world. The Index analysed the countries across 9 sub-indices. It is unique in defining prosperity as a combination of wealth and wellbeing (Source: LegatumInstitute Foundation, 2017).

Visit the Legatum Prosperity Index website to answer the following – <http://www.prosperity.com>

1. How much of the world's population does the index cover? (About > FAQ)

2. List the nine 'pillars' of the report (Rankings)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

3. Complete the table below of the top five rankings countries, according to this index

Rank	Country
1	
2	
3	
4	
5	

4. Who is the Legatum Institute?

THE CONVERSATION

How do we measure well-being?

Source: *The Conversation*, 2018

Opinions differ on the definition of well-being. Yet there's a growing consensus that it cannot be reduced to material consumption and that other aspects of life, such as health and good social relations, are essential to being well.

Increasing well-being is generally accepted as one of the essential components of social progress, but if different aspects of life all contribute to well-being, can or should we construct an overall measure of it? For example, is "happiness" a good measure?

Before we can begin to monitor social progress in terms of well-being, we need more clarity on the concept itself.

Measuring happiness

One possibility is to use large opinion surveys in which individuals answer simple questions on their degree of happiness or life satisfaction. These have revealed robust patterns, confirming that economic growth has a weaker than expected effect on satisfaction, and that other aspects of life, such as health and unemployment, are important.

These simple survey measures seem credible. But according to psychologists, happiness and life satisfaction do not coincide. Life satisfaction has a cognitive component – individuals have to step back to assess their lives – while happiness reflects positive and negative emotions that fluctuate.

A focus on positive and negative emotions can lead to understanding well-being in an "hedonic" way, based in pleasure and the absence of pain. Looking instead to individuals' judgements about what is worth seeking suggests a preference-based approach (a possibility we discuss below). People judge all sorts of different things to be worth seeking.

In other words, happiness may be an element in evaluating one's well-being, but it is not the only one.

The capability approach

Nobel Prize winner Amartya Sen has pointed out that understanding well-being on the basis of feelings of satisfaction, pleasure, or happiness have two problems

The first he calls "physical-condition neglect". Human beings adapt at least partially to unfavourable situations, meaning the poor and the sick can still be relatively happy. One striking study by a team of Belgian and French physicians has shown that even in a cohort of patients with chronic locked-in syndrome, a majority reported being happy.

The second problem is "valuation neglect". Valuing a life is a reflective activity that should not be reduced to feeling happy or unhappy. Of course, Sen admits, "it would be odd to claim that a person broken down by pain and misery is doing very well".

We should therefore not fully neglect the importance of feeling well, but also acknowledge it is not the only thing people care about.

Together with Martha Nussbaum, Sen formulated an alternative: the capability approach, which stipulates that both personal characteristics and social circumstances affect what people can achieve with a given amount of resources.

Giving books to a person who cannot read does not increase their well-being (probably the opposite), just as providing them with a car does not increase mobility if there are no decent roads.

According to Sen, what the person manages to do or to be – such as being well-nourished or being able to appear in public without shame – are what really matter for well-being. Sen calls these achievements the “functionings” of the person. However, he further claims that defining well-being only in terms of functioning is insufficient, because well-being also includes freedom.

His classic example involves the comparison between two undernourished individuals. The first person is poor and cannot afford food; the second is wealthy but chooses to fast for religious reasons. While they achieve the same level of nourishment, they cannot be said to enjoy the same level of well-being.

Therefore, Sen suggests that well-being should be understood in terms of people’s real opportunities – that is, all possible combinations of functionings from which they can choose.

The capability approach is inherently multidimensional; but those seeking to guide policy often think that rationally dealing with trade-offs requires having one single ultimate measure. Adherents of the capability approach who succumb to this thought often mistrust individual preferences and apply instead a set of indicators that are common to all individuals.

So-called “composite indicators” – like the United Nations’ Human Development Index, which adds together consumption, life expectancy and educational performance at the country level – are a frequent outcome of this kind of thinking. They have become popular in policy circles, but they fall victim to simply adding up scores on different dimensions, all deemed equally important.

Taking individual convictions seriously

Beyond the subjective approach and the capability approach, a third perspective – the preference-based approach to well-being – takes into account that people disagree about the relative importance of different life dimensions.

Some people think that hard work is necessary to have a valuable life while others prefer to spend more time with family. Some think that going out with friends is key, while others prefer reading a book in a quiet place.

The “preference-based” perspective starts from the idea that people are better off when their reality matches better what they themselves consider to be important.

Preferences thus have a cognitive “valuational” component: they reflect people’s well-informed and well-considered ideas about what a good life is, not merely their market behaviour.

This does not coincide with subjective life satisfaction. Recall the example of patients with the locked-in syndrome reporting high levels of satisfaction because they have adapted to their situation. This does not mean that they would not prefer to have their health back – and it certainly does not mean that citizens without locked-in syndrome would not mind falling ill with it.

One example of a preference-based measure, advocated by the French economist Marc Fleurbaey, directs people to choose reference values for all non-income aspects of life (such as health or number of hours worked). These reference values will depend on the individual: everyone probably agrees that not being ill is the best possible state, but a workaholic lawyer is likely to place a very different value on work hours than someone with an arduous and hazardous factory job.

Fleurbaey then suggests that people define a salary that, combined with the non-income-based reference value, would satisfy the individual as much as their current situation.

The amount by which this “equivalent income” differs from the person’s actual work-based income can help answer the question: “How much income you would be willing to give up for better health or more free time?”

Some psychologists are sceptical about preference-based approaches because they assume that human beings have well-informed and well-considered ideas about what makes a good life. Even if such rational preferences exist, one struggles to measure them because these are aspects of life – family time, health – that are not traded on markets.

Does all this matter in practice?

The following table, compiled by the Belgian economists Koen Decancq and Erik Schokkaert, shows how differing approaches to well-being can have practical consequences.

It ranks 18 European countries in 2010 (just after the financial crisis) according to three possible measures: average income, average life satisfaction and average “equivalent income” (taking into account health, unemployment, safety and the quality of social interactions).

	Income	Subjective life satisfaction	Equivalent income
1	Norway	Denmark	Norway
2	Switzerland	Switzerland	Switzerland
3	Netherlands	Finland	Sweden
4	Sweden	Norway	Denmark
5	Great Britain	Sweden	Great Britain
6	Germany	Netherlands	Belgium
7	Denmark	Belgium	Netherlands
8	Belgium	Spain	Finland
9	Finland	Germany	France
10	France	Great Britain	Germany
11	Spain	Poland	Spain
12	Slovenia	Slovenia	Greece
13	Greece	Estonia	Slovenia
14	Czech Republic	Czech Republic	Czech Republic
15	Poland	France	Poland
16	Hungary	Hungary	Estonia
17	Russia	Greece	Russia
18	Estonia	Russia	Hungary

Some results are striking. Danes are much more satisfied than they are wealthy, while France is the opposite. These large divergences are not seen when comparing equivalent incomes, however, which suggests that satisfaction in these two countries is heavily influenced by cultural differences.

Germany and the Netherlands also do worse on satisfaction than on income, but their equivalent income rankings confirm that they do relatively worse on the non-income dimensions.

Greece has a remarkably low level of life satisfaction. Cultural factors may play a role here, but Greece is also characterised by high income inequality, which is not captured by the averages in the table.

These differences among various measures of well-being hint at the important issues involved in deciding which measure of well-being – if any – to select. If we want to use the measure to rank nations’ performance at providing well-being, then we will be pulled towards a single, simple measure, such as subjective happiness. If we seek to keep track, for policy purposes, of whether individuals are doing well in the respects that really matter, we will be pulled towards a more multi-dimensional assessment, such as that offered by the capability approach. And if we are most impressed by disagreement among individuals as to what matters, we will have reason to understand well-being along the lines suggested by the preference-based approach.

Authors

Henry S. Richardson – Professor of Philosophy, Senior Research Scholar, Kennedy Institute of Ethics, Georgetown University and Erik Schokkaert – Professor of Economics, Katholiek Universiteit of Leuven

Refer to ‘How do we measure well-being?’ article to answer the following questions

1. Why would economic growth have a “weaker than expected effect on satisfaction”?

2. What is the limitation of solely using happiness to measure wellbeing?

3. Why does Sen champion measuring wellbeing in 'people's real opportunities'?

4. What is the limitation of the Human Development Index (HDI)?

5. What is "high income inequality"?

6. What is the author's preference for measuring wellbeing?

7. Are the authors repeatable sources? Why or Why



By Sasin Tipchai - <https://commons.wikimedia.org/w/index.php?curid=69664649>



Human Wellbeing Workbook

Created by Jane Boland and Kate Walker
St. Scholastica's College, Glebe
On behalf of Association of Independent Schools NSW

NOTE: This version contains the complete set of activities and resources within the booklet developed by Jane and Kate for the Human Wellbeing topic. Some blank spaces for student responses have been removed.

How to use this resource: It is expected that teachers will adapt the Workbook and activities to suit their students, resources and local places.

Give credit to the AIS NSW when using the resource.

For the complete workbook with spaces for student answers use the following link to the AIS Geography resources website <https://www.aisnsw.edu.au/educational-resources/geography/Pages/Default.aspx>

Key inquiry questions in this unit:

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

Completion checklist

Tick when each part is completed

1. Human wellbeing and development

- Glossary
- Introduction what is human wellbeing and development
- How do we measure human wellbeing and development?
- Country comparison
- Development continuum
- Other ways of measuring human wellbeing

2. Spatial variations in human wellbeing

- Student centred inquiry on human wellbeing – Kiribati
- Think – tack – toe activities

3. Human wellbeing in Australia

- Comparison activity modelled Glebe and Claymore and within Glebe
- Fieldwork Task - Glebe
- What are the variations in Australia?

4. Improving human wellbeing

Tick when complete

- 1. Case Study AIME**
- Group activity 1: Background on AIME
- Group activity 2: Group survey and analysis
- Group activity 3: Report on AIME
- 2. Initiative for Kiribati –**
Assessment TASK (this will be given to you separately by your teacher)

Part 1: Human wellbeing and development

Glossary of key terms for the Human Wellbeing unit - The top 15 words

Term	Definition
Climate change	
Cultural groups	
Development	
Environment	
Environmental quality	
Food security	
Geographical data	
Human wellbeing	
Liveability	
Population	
Population profile	
Secondary information sources	
Spatial variation	
Urbanisation	
Water scarcity	



Note: Words and quantity of words may vary for different students.

Use the QR code or go to <http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/glossary/>

This will help you find the meanings of the words.

HUMAN WELLBEING

Introduction: What is human wellbeing and development?

Human wellbeing is about quality of life. Around the world there is a difference in people's quality of life.



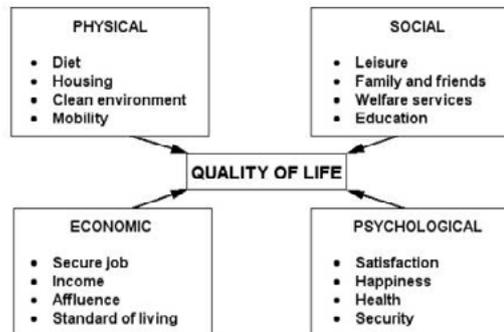
What does the term 'human wellbeing' mean? List down some words.

NESA defines 'human wellbeing' as "the quality of life of a population"

What do you like about this definition? What would you change / include?

In groups create a list of factors that are important for human wellbeing?

- _____
- _____
- _____
- _____
- _____
- _____
- _____



Tip: In your groups use the following site to help you. Use the QR code to download this resource. You will use it a lot in this unit. *Geography of Human Wellbeing Global Education Booklet* http://www.globaleducation.edu.au/verve/_resources/global_wellbeing_booklet.pdf



How do we measure human wellbeing and development?



1. Use the QR code.
Watch the following clip: TED talk – Hans Rosling explaining about gap minder.
https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en
2. After watching the clip, complete the following reflection activity.

What did I learn?	How is this different from what I thought?
What is development?	How is it changing over time?

3. Complete the student activity on page 11 of the *Geography of Human Wellbeing Global Education* Booklet http://www.globaleducation.edu.au/verve/_resources/global_wellbeing_booklet.pdf

Here is a scaffold to help you. You can work on your own or with a partner – You choose!

- a. Use the QR code to visit www.gapminder.org, go to *gapminder* world.
- b. Create two or more scatter graphs using the following combinations of indicators:

a. maternal deaths – 100 000 live births and Income per person (GDP per capita)	b. maternal deaths – 100 000 live births and Female adult literacy rates (% females 15 years and above)	c. female adult literacy rates (% females 15 years and above) and Children per woman (total fertility)	d. children per woman (total fertility) and Income per person (GDP per capita).
---	---	--	---

- c. Play around with changing the view of the X and Y axis from logarithmic to linear to see how the view of the graph changes. Decide which view you prefer – make sure all of your graphs are in the same format.
Ask for help if you need it.
- d. Take snapshots of each of the graphs you create using the snipping tool or Print Screen key on your keyboard.
- e. Paste these snapshots into a Word or PowerPoint file.
- f. For each of the graph answer these questions. Write or record your voice.
 - explain what the graph is showing
 - describe the change over time between the two indicators
 - Is there a strong or weak relationship between the two indicators? Ask for help if you need it.
- g. Read this statement:

“Low female literacy and low Gross Domestic Product results in higher fertility rates and higher maternal mortality rates. By improving literacy and education of women this pattern could be changed.”

Talk to a partner about this statement. What do you think it means? Prepare a response – you choose the way you share your thoughts and ideas. Include some examples from your graphs.

Extension Activity: watch the following clip Hans Rosling on why most of the world is better off than you think. <https://www.youtube.com/watch?v=1vr6Q77IUHE&sns=em>

Visit Gap Minder and generate a series of graphs to illustrate changes in wellbeing over time.

Country Comparison

Your country profile is: _____ (your teacher will help you choose a country)

You need to present a very brief 2 min overview to the class of your country on its level of human wellbeing. Your presentation must include;

1. **3–5 statistics** for your country (one must be the Human Development Index (HDI)). You could use the table below as a guide.
2. **3–5 images** of your country that show aspects relating to its level of wellbeing

At the end of your presentation you need to place your country on the class wall level of *development continuum* and be able to justify why you place your country where you do.

It is recommended that you use Global Education <http://www.globaleducation.edu.au/2389.html> and/or the CIA World Factbook <https://www.cia.gov/library/publications/the-world-factbook> to find your statistics.

	Australia	Your chosen country
Population	23 million people	
Gross national income GNI (PPP US\$)	\$42,261	
Life expectancy	82 years	
Literacy rate	96%	
Infant mortality rate	3.3%	
Human Development Index (HDI)	0.935	
Any extra indicators that you may want to include such as: Population living below the poverty line, Access to water.	Access to drinking water – 93%	

Questions to research:

What is HDI? What factors are used to measure it?

The Human Development Index (HDI) is a tool developed by the United Nations to measure and rank countries' levels of social and economic development.

It uses four measures:

Task: Development Continuum

As a class create a development continuum

What are the key features of development?



Features of Low / Medium / High levels of development

Task: Find some images that would illustrate low / medium / high levels of development to stick on the continuum.

Other ways of measuring Human Wellbeing

1. **Bhutan's Gross National Happiness (GNH)** as an alternative measure to Human Wellbeing.

- Go to the website – <http://www.grossnationalhappiness.com/>
- Study the 2015 GNH scores. Your teacher will show you how to use these.
- What you think we can learn from this index as a measure of human wellbeing?
- Share your thoughts with a partner.



2. **OECD Better Life Index**

- Go to the website <http://www.oecdbetterlifeindex.org/>
- How does this index measure human wellbeing?

Here are some things to explore on the website:

1. Investigate how changing the topics in the *Better Life Index* can change the ranking of the countries.
2. Record the name of the country with the highest rank for the following topics:

Topic:	Country:
• work-life balance	_____
• income	_____
• safety	_____
• health	_____



3. Record the name of the country with the lowest rank for the following topics:

Topic:	Country:
• housing	_____
• life satisfaction	_____
• education	_____
• work-life balance	_____

HUMAN WELLBEING

Which countries do you think have a better life? Why do you think this?

Extension Activity: Study the choropleth map http://hdr.undp.org/en/countries_and;

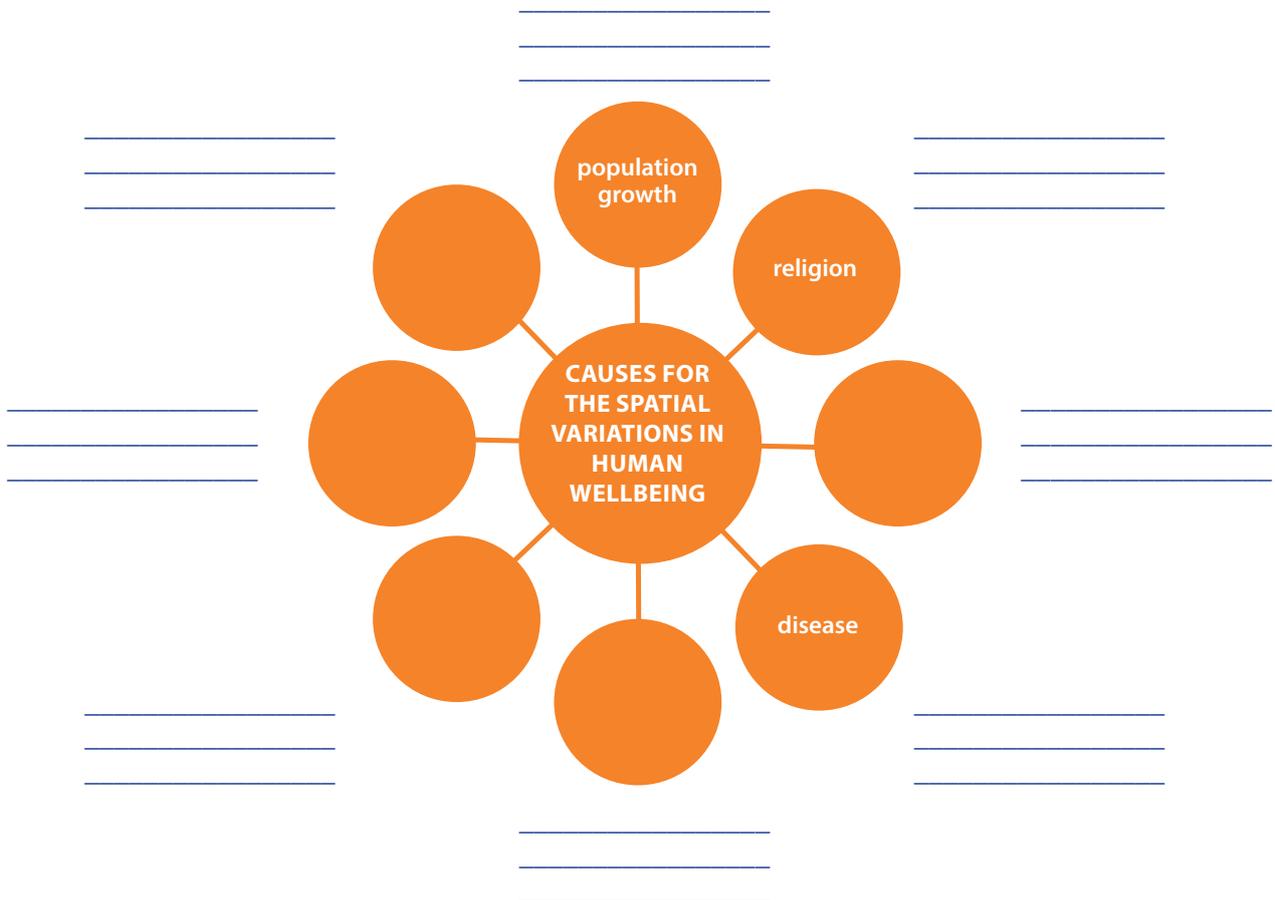
- Describe the spatial variations in development shown
- Come up with a list of reasons that would account for this variation.

Review: in groups discuss: the best measures of development and wellbeing (qualitative and quantitative) and the limitations / evaluation of the different indicators.

Part 2: Spatial variations in human wellbeing

Spatial variation is the difference in natural and human features over an area of the Earth's surface e.g. water, population.

In pairs, brainstorm some of the causes for the spatial variations in human wellbeing.



“Spatial variations in human wellbeing – Climate change in Kiribati”

Your research needs to cover the following steps. Check in with your teacher when you have finished each part.

<p>Develop an Aim for your inquiry <i>(This is a statement that explains what you intend to achieve through your inquiry)</i> e.g. To investigate biodiversity around the school</p>	<p>My Aim is to ...</p>
<p>Generate at least THREE inquiry / geographic question for your research They can focus on;</p> <ul style="list-style-type: none"> ▪ What factors are impacting upon the level of wellbeing in Kiribati? (environmental degradation, climate change, population pressure) ▪ What are the issues resulting from this? (water, food security, environmental refugees) ▪ What is the future for Kiribati? 	<p>My questions are:</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Collect and analyse data from secondary sources How you will use this data to help you answer your questions? Use different types of data and examples (maps / population pyramids / graphs / photos and tables)</p>	<p>Places I can go to get different types of data and examples:</p> <ul style="list-style-type: none"> ▪ ▪ ▪ <p>Here is a place to start – http://ngm.nationalgeographic.com/2015/11/climate-change/kiribati-against-the-tide-text</p>
<p>Suggested actions Suggest an action you could take or the Kiribati Government could carry out to improve human wellbeing.</p>	
<p>Communicate your findings Choose how you will show your findings: a written report, PowerPoint, Prezi or film. You can negotiate the presentation format with your teacher.</p>	<p>I will present my findings in a ...</p>
<p>Questions for your teacher:</p>	

Extension Activity: “Think – tack – toe” to do on Human wellbeing in Kiribati

Choose **three** of the following tasks

Create a info graphic / map showing a range of global indicators used to measure wellbeing and development in Kiribati	Find a newspaper article on the issue and summarise the key points	Create a song relating to human wellbeing in Kiribati
Do a summary plot / script outline for a documentary / news report on one issue in Kiribati	Photo Analysis See questions below	Write a poem about trends in human wellbeing and development in Kiribati
Create a photo cube on development and wellbeing in Kiribati	Write a short story from a perspective related to development and wellbeing in Kiribati	Create a cartoon strip related to development and human wellbeing in Kiribati

Photo Analysis;

Find an image relating to human wellbeing in Kiribati.

Answer **any four** of the following questions:

1. Where could this photo have been taken? Support your answer with geographical information and a map.	2. When might this photo have been taken? What geographical evidence is there to support this?	3. What does this photo tell you about a world environment and issue?	4. What intention do you think this photo has?
5. What emotions or thoughts does this photo evoke in you?	6. Who could have manipulated this image? Think carefully about the process from the photograph being taken to the image’s publication.	7. What could have led to or caused the situation depicted in the image (e.g. Environment, conflict)	8. What could the photographer have excluded from the photo? What is occurring outside the frames of the photograph?

Extra: you could place the photo on a large piece of paper and draw the scene occurring outside of the photographer’s frame. This scene could continue the story the photograph tells, or completely change what is perceived to be happening in the photo.

Extension: How can the media use or manipulate this image? Create two newspaper headlines expressing different explanations of what is occurring this this photograph.

Here are some Quick Stats about Glebe and Claymore

2011 Census QuickStats

All people - usual residents

Australia | New South Wales | State Suburbs

Glebe (NSW)
Code SSC10963 (SSC)

People	11,123
Male	5,264
Female	5,859
Median age	35
<hr/>	
Families	2,409
Average children per family	1.7
<hr/>	
All private dwellings	5,810
Average people per household	2
Median weekly household income	\$1,350
Median monthly mortgage repayments	\$2,817
Median weekly rent	\$340
Average motor vehicles per dwelling	0.9

2011 Census QuickStats

All people - usual residents

Australia | New South Wales | State Suburbs

Claymore
Code SSC10538 (SSC)

People	3,308
Male	1,486
Female	1,822
Median age	20
<hr/>	
Families	709
Average children per family	2.5
<hr/>	
All private dwellings	957
Average people per household	3.5
Median weekly household income	\$588
Median monthly mortgage repayments	\$477
Median weekly rent	\$160
Average motor vehicles per dwelling	1.1

2. Compare Claymore to Glebe using the information below. Identify 5 differences.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. Use the 2011 Census data

- Go to http://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/0
- Work with your partner to generate a series of **three graphs** for each suburb that compare aspects of wellbeing.
- For example the mean weekly household income
- Under each graph provide 1 – 2 sentences where you analyse the key similarities / differences between these two suburbs using the data in the graph.



4. Atlas id data on the two suburbs comparison

- Explore the atlas id data for Claymore <http://atlas.id.com.au/campbelltown#MapNo=10173&SexKey=3&datatype=1&themtype=3&topicAlias=population-density&year=2011>
- And the data for Glebe <http://atlas.id.com.au/sydney#MapNo=10173&SexKey=3&datatype=1&themtype=3&topicAlias=population-density&year=2011>



5. Work with your partner to use the data to generate a multimedia presentation where you show:

- **Key differences between the suburbs of Claymore and Glebe.**
Pinpoint five areas where you see differences
- **Spatial variations within the suburb of GLEBE.**
Identify four factors (such as levels of education or income) where you can see spatial variations within Glebe. Discuss where you have identified these spatial variations.



Glebe Fieldwork

In our class we will be doing a walking tour of Glebe to observe and record spatial variations of wellbeing within a suburb.

Task 1: In groups, design a walking tour of Glebe.

- your tour needs to be approximately 3 – 4 km in length
- from your atlas id research you need to visit locations that show differences in wellbeing (e.g. income / education levels) .
- your tour needs to start and end at school (Avenue Road)
- you need to plot your tour on a map of Glebe, print your map out, mark on the areas where you would expect to see some evidence of spatial variation in wellbeing.
- Your group needs to justify to the class (1 – 2 mins) why your walking tour route should be the one that the class takes.

Task 2: Create a Photo Story Board illustrating spatial variations in human wellbeing within Glebe.

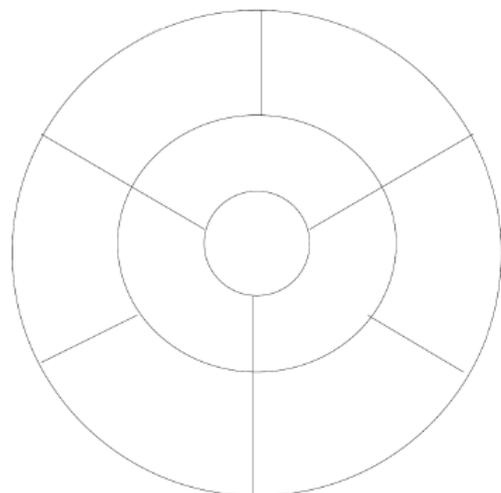
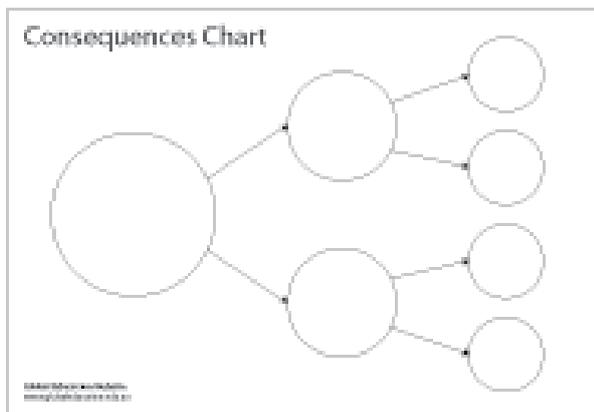
- Your story board must have at least 5 images that show variation of wellbeing in Glebe.
- You can link your images to a map of Glebe
- You can present your 'story board' as a printed poster or as an electronic presentation.

Media File – Variations of Human Wellbeing in Australia

1. Create a media file of at least three articles that look at variations of wellbeing in Australia. You may want to start with the following links;

<p>Sydney's billion-dollar neighbourhoods</p> <p>February 4, 2016</p> <p>You can watch and read this article</p>  <p>http://www.smh.com.au/business/the-economy/sydneys-billion-dollar-neighbourhoods-20160204-gmlca4</p>	<p>NSW, the state of inequality, when it comes to income</p> <p>February 1, 2016</p> <p>You can watch and read this article</p>  <p>http://www.smh.com.au/business/the-economy/nsw-the-state-of-inequality-when-it-comes-to-income-20160131-gmhz58#ixzz43mqpqr1f</p>
--	--

2. Find two or three more articles like these ones about difference in human wellbeing in Australian.
3. For two of your articles complete a right angle thinking diagram (your teacher will give you a copy)
4. In groups create a **mind map** of the consequences of the spatial variations of human wellbeing in Australia. Choose from these consequences charts to record your thinking.



5. Use the **World Café forum** to discuss your group's findings.



Part 4: Improving Human Wellbeing in Australia

Case Study AIME

AIME is the Australian Indigenous Mentoring Experience

1. Read the following article "Australians failing to close the gap on indigenous disadvantage" <http://www.abc.net.au/news/2016-02-10/australia-failing-to-close-the-gap-on-indigenous-disadvantage/7153234>
2. Why do inequalities in human wellbeing need to be improved for Indigenous Australians. Using statistics from the article to help you explain your answer.
3. How does AIME hope to improve human wellbeing for Indigenous Youth? This website might help you. <https://aimementoring.com/>



Group Activity

1. In groups generate a brief survey (10 questions maximum) to determine how effective AIME is for our Indigenous Students. (We will use Survey Monkey for this). Your survey needs to have a mix of open and closed questions.
2. Group survey analysis: generate a 1-page report of your survey findings. Your report needs to have at least two graphs / tables to illustrate your findings and a brief summary of your survey results.
3. Report: prepare a report that includes:
 - Name and explain the focus of this organisation (AIME)
 - Describe and evaluate ONE of AIME's initiatives (include results from your groups survey findings)
 - Make TWO recommendations for ways that AIME can continue to improve human wellbeing for Indigenous youth.

Assessment Task: Human Wellbeing

Created by Jane Boland and Kate Walker
St. Scholastica's College, Glebe

On behalf of Association of Independent Schools NSW

Outcomes:

- explains the diverse features and characteristics of a range of places and environments- GE5-1
- explains processes and influences that form and transform places and environments-GE5-2
- analyses differences in human wellbeing and ways to improve human wellbeing-GE5-6
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7
- communicates geographical information to a range of audiences using a variety of strategies GE5-8

You will be assessed on how well you:

- Use and incorporate a wide range of recent and relevant sources and statistics to highlight human wellbeing in your nation
- Acquire, process and communicate geographical information
- Uses appropriate geographic terminology and information
- Present a logical and well-structured answer to the question
- Your initiative proposal address human wellbeing for a sustainable future in the selected nation

Agreed conditions:

- You will have two in-class research lessons to complete this task.
- Your assignment needs to be uploaded to Canvas by 9am on the day of submission



Task: Human wellbeing in Kiribati or another low-lying Pacific Nation

1. **Background Information on your nation** (1 page with map) (5 Marks)

- Include a map of your nation.
- Include **five key statistics** for your nation such as; GDP, Literacy and IMR (Include sources for all your statistics)
- **Discuss and account** for (using the above statistics) the level of wellbeing experienced by the population of the nation selected. (two paragraphs)

2. **Investigate ONE INITIATIVE by a Government or Non-government organisation to address human wellbeing issues in your selected nation.** (1 page) (5 Marks)

You could choose an initiative from the list below (for Kiribati) or one of your own (be sure to get it checked by your teacher):

- DFAT (Australian Government) <http://dfat.gov.au/geo/kiribati/development-assistance/Pages/kiribati-objective-2-building-a-better-educated-and-healthier-population.aspx> education and health initiatives.
 - Kiribati Government <http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-iii/> responding to climate change
 - NGO's – Pacific Calling http://www.erc.org.au/?module=pagemaster&PAGE_user_op=view_page&PAGE_id=63
- Briefly describe what the chosen initiative involves
 - Evaluate this initiative in terms of its effectiveness in improving human wellbeing for your selected nation.

3. **Your Initiative Proposal** (1–2 pages) (8 Marks)

Prepare a **proposal for a new Initiative** that addresses one aspect of Human wellbeing in your selected nation.

- Specific details that your initiative must cover:
- Name one area of human wellbeing that your initiative addresses (e.g. Climate Change / Health / Water and Sanitation)
- Provide a description and justify what your initiative will involve (e.g. Planting Mangroves / Waste Initiatives – Recycling / Clean Water)
- Explain how your initiative will improve wellbeing for a sustainable future in your selected nation.

4. **Annotated Bibliography** (2 Marks)

- Provide an annotated **bibliography** – with **TWO** of your sources annotated
- Comment on usefulness, bias and reliability of the sources used and cross-check your sources.
- Use page 130 of your diary for correct referencing of sources

Assessment: Marking Criteria

Student Name:

Background Information on your nation – 5 marks	Mark	Mark
Detailed map and appropriate statistics correctly sourced and referenced. Comprehensive discussion and accounts for the level of wellbeing experienced by the population of your selected nation, linking the written response with the statistics and information about this country.	5	
Provides a map and relevant statistics with sources. Provides a competent account of the level of wellbeing in your selected nation. May attempt account for this level of wellbeing with some attempt support this with the statistics provided.	3–4	
May /may not provide a map and relevant statistics for this nation. May / may not source statistics May / may not make some attempt to discuss the level of wellbeing in the selected nation.	1–2	

Investigate ONE initiative by a Government or Non-government Organisation (NGO) to address human wellbeing issues in the selected nation. – 5 Marks	Marks	Mark
Comprehensive description of an appropriate initiative by an NGO or Government. Comprehensive evaluation of this project, looking at how effective it is for improving human wellbeing for your selected nation.	5	
A thorough / sound description of an appropriate initiative by an NGO or Government. large sections may /may not be copied from website May make some attempt to evaluate the project, evaluation may be general in nature	3–4	
May list information about an initiative by an NGO or Government. large sections may not be in student's own words Limited / no attempt at evaluation of the initiative	1–2	

Your Initiative Proposal – 8 Marks	Marks	Mark
Extensively researched and appropriate initiative chosen Extensive description and justification of the initiative linked to one aspect of human wellbeing in the selected nation Comprehensive explanation of how this initiative will improve wellbeing for a sustainable future in the selected nation Supports the response with detailed and accurate geographical information and terminology.	7 – 8	

HUMAN WELLBEING

Your Initiative Proposal – 8 Marks	Marks	Mark
<p>Thoroughly researched and appropriate initiative chosen</p> <p>Thorough description and justification of the initiative linked to one aspect of human wellbeing in the selected nation</p> <p>Well-developed explanation of how this initiative will improve wellbeing for a sustainable future in the selected nation</p> <p>Supports the response with relevant geographical information and terminology.</p>	5–6	
<p>Appropriate initiative chosen</p> <p>Sound / Basic description of the initiative linked to one aspect of human wellbeing in the selected nation. May/may not justify.</p> <p>Sound / Basic explanation of how this initiative will improve wellbeing for a sustainable future in the selected nation</p> <p>May include some relevant geographical information / ideas /terminology.</p>	3–4	
<p>Limited description of the initiative and / or justification.</p> <p>Response may be written in dot points / table</p> <p>Limited evidence of any research or additional information / or may be copied from other sources</p> <p>Non – attempt or does not address the questions asked</p>	1–2	

Annotated Bibliography – 2 marks	Marks	Mark
Comprehensive bibliography as per page 130 of diary with comprehensive annotation	2	
Includes a bibliography (may not be correctly referenced) makes some attempt at annotation	1	
No Bibliography included	0	

Grade	A	B	C	D	E
Mark /20	20–18	17–16	15–13	12–8	7–0

Teacher's comments:

Student's reflection on their own work. (based on teachers comment and peer assessment)

What did I do well in this assessment?

How can I improve in my next assessment? Next time I will....

I need assistance with....

What did I learn from this task...

Other comments...

Peer Assessment

Your Name:

Name of the person whose work you are evaluating:

What evidence is there that a variety of sources were used?

How informative is the annotated bibliography?

Comment on the presentation of this assignment.

What evidence is there that the student applied their research to the task?

What evidence is there of critical thinking in this assignment?

Using the criteria provided, suggest a grade for this unit and give reasons.

Give some feedback and any suggestions for future work. Also comment on the advantages of evaluating another assignment closely.



Geography Teachers Association of NSW & ACT Inc

ARTHUR PHILLIP AWARDS 2018

GEOGRAPHY FIELDWORK COMPETITION

The Geography Teachers' Association of NSW/ACT (GTA NSW/ACT) organises an annual competition for students and schools to foster an enthusiasm for Geography through engagement and rewards. The emphasis of the competition is the use of fieldwork and the gathering of primary and secondary data as core skills in students' study of Geography. Teachers are encouraged to use the competition as a form of authentic assessment for their teaching and learning programmes. The competition is open to all primary and secondary schools in NSW and ACT. Entries are welcome from both members and non-members of GTA NSW/ACT.

In 2018, the submission of entries and the prize categories have been updated to better reflect the requirements of the new Australian K–10 Geography Curriculum and the central place that inquiry holds within Geography. Firstly, the categories have been modified to reflect the Australian K–10 Geography content now used in both NSW and ACT. The Brock Rowe Senior Geography Fieldwork Competition will be open to entries of HSC Senior Geography Projects, International Baccalaureate Diploma Geography Internal Assessments or fieldwork based Depth Studies for ACT participants. There will also be a form available on the GTA NSW/ACT website to submit digital entries. Entries must be submitted either by mail or online by Friday 23 November 2018.

Please complete and return a student entry form either by mail or online with all student entries by Friday 23 November 2018.

NATURE OF THE COMPETITIONS

1. The "Investigating Places" Primary Fieldwork Competition

Three subcategories: Years K-2, Year 3-4, Years 5-6

This section is open to Primary Students across NSW and ACT. Entries can be made by individuals, groups or classes.

- Identify a Geographical inquiry that demonstrates the interaction of People, Places and Environments
- Undertake fieldwork to gather primary data
- Support fieldwork with secondary data if required
- Present research findings

2. The Geographical Fieldwork and Research Competition:

Five subcategories: Years 5-6, Year 7-8, Year 9-10, Life Skills and Year 11-12

This section is open to all Geography Students across NSW and ACT. Entries can be made by individuals or groups. Inquiry topics must be clearly relevant to the Australian K-10 Geography Curriculum, the NSW Elective Geography Syllabus or the IB Geography courses at any level. There is an expectation that geospatial technologies will play a role in either the gathering, organising or presentation of student research.

- Identify a Geographical inquiry topic relevant to any of the Geographical concepts (Place, Space, Environment, Interconnections, Scale, Sustainability, Change) or the Australian cross-curricular priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or Sustainability)
- Undertake research using both secondary data and primary fieldwork such as that obtained during interviews, questionnaires or other fieldwork methods
- Analyse data gathered
- Present research findings

ARTHUR PHILLIP AWARDS 2018

GEOGRAPHY FIELDWORK COMPETITION

NATURE OF THE COMPETITIONS

3. The Dr Don Biddle Places and Environments Study (Year 9 and 10 only)

Entries are open to NSW or ACT schools teaching the Australian K–10 Geography Curriculum content. Inquiry topics must be relevant to the Year 9 and 10 syllabus. There is an expectation that geospatial technologies will play a role in either the gathering, organising or presentation of student research.

- Undertake research into a place or environment relevant to the Year 9 and 10 Australian Geography Curriculum
- Undertake fieldwork to gather primary data
- Support fieldwork with secondary data if required
- Organise and analyse the data gathered
- Present research findings

4. The Brock Rowe Senior Geography Fieldwork Competition

This section is open to Senior Geography Students across NSW and ACT. Only individual entries will be accepted. The competition is open to either Senior Geography Projects, International Baccalaureate Geography Internal Assessments or a Depth Study for ACT participants.

- Undertake an HSC Senior Geography Project, International Baccalaureate Internal Assessment for Geography or ACT Depth Study that uses fieldwork to gather primary data
- Support fieldwork with secondary data if required
- Analyse data gathered
- Present research findings
- Evaluate the research methodologies used and the ethical aspects of research undertaken

5. The Dr Susan Bliss Cross-Curricular Priority Awards

The Dr Susan Bliss Awards are available for entries from any category or subcategory that demonstrates significant achievement or development of understanding in any of the three Australian K–10 Geography Curriculum cross curricular priority areas; Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or Sustainability.

6. The Dr Maurine Goldston-Morris Civic and Citizenship Awards

The Dr Maurine Goldston-Morris Civic and Citizenship Awards are available for entries from any category or subcategory that demonstrate civic action has occurred at either the individual or group level, as a result of the research/fieldwork activity.

7. The Dr Maurine Goldston-Morris Teacher Awards

The Dr Maurine Goldston-Morris Teacher Awards will be allocated to teachers for outstanding involvement in the Geography Fieldwork Competition during 2018.

ARTHUR PHILLIP AWARDS 2018

ENTRY INFORMATION

ENTRIES

From 2018 there will be a competition entry fee of \$20 per school, regardless of the total number of entries submitted.

Each school can submit a maximum of FOUR (4) entries in each competition category.

To enter the 2018 Arthur Phillip Fieldwork Competition [CLICK HERE](#)

Final date for competition entries to be received **Friday 23 November 2018**

All postal entries MUST be clearly marked as Geography Fieldwork Competition.

Entries can be mailed to:

GTA NSW Office (PO Box 699 Lidcombe 1825)

Please contact our office on 9716 0378 prior to delivering entries to the following location:

**PTC NSW Office and Training Rooms
Ground Floor, Community First Credit Union Building
Cnr. Hall and Percy Streets, Auburn**

Enquiries via email to the GTA NSW office – gta.admin@ptc.nsw.edu.au

Hardcopy entries may be in a book, as loose leaves (with reinforced rings) or mounted on cardboard (limit 2 sheets of 65 x 55cm).

All digital entries MUST be submitted as a hyperlink through the online entry form available on the GTANSW website. All digital presentation formats, such as videos, web pages and podcasts are welcome. Slide presentations (Such as PowerPoint, Slides or Pages) will have a maximum slide number of 20. It is the responsibility of the student and supervising teacher to ensure hyperlinks are functional and able to be accessed by markers.

No models will be accepted.

All entries will be available for collection at the end of the award ceremony. GTA NSW/ACT is unable to return uncollected entries to schools.

PRIZES:

Prizes will be awarded for the first, second, third and highly commended place entries in each competition category or subcategory where available.

AWARDS:

Awards will be allocated to each category according to marking criteria. The presentation of awards will take place at the Arthur Phillip Awards ceremony in early 2019. Award recipients, their parents and teachers will receive invitations.

ADVICE TO CONTRIBUTORS

Geography Bulletin guidelines

1. **Objective:** The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas, methods and content. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.

2. **Content:** Articles, not normally exceeding 5000 words, should be submitted to the GTA Office by email gta.admin@ptc.nsw.edu.au

Submissions can also be sent directly to the editors:
Lorraine Chaffer (lchaffer@tpg.com.au)

Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.

3. **Format:** Digital submission in Word format.

- Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque coloured background, suitable for reproduction.
- Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs.
- Every illustration needs a caption.
- Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.

Note: From 2018 there is a limit of TWO images (Table, map, graph, photograph, diagram etc) per page to facilitate ease of reproduction by teachers.

Diagrams created using templates should be saved as an image for ease of incorporation into the bulletin.

All assessment or skills tasks should have an introduction explaining links to syllabus content and outcomes. A Marking Guideline for this type of article is encouraged.

4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.

5. **Covering Letter:** As email with submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. **Photo of Contributor:** Contributors may enclose a passport-type photograph and a brief biographical statement as part of their article.

7. **References:** References should follow the conventional author-date format:

Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.

Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)

Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

The GTA NSW Council
PO Box 577
Leichhardt NSW 2040

Editions

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