# Geography Session 3: Mapping Inequalities

**Age range: 11–16 years**

## Outline
Learners will draw and compare mental maps of their own localities. Using information provided by selected young people in the four Young Lives countries, learners will draw sketch maps of what they think their localities are like. Learners will then explore mental maps drawn by the featured young people. They will identify what these maps tell them about each locality and discuss what makes a map effective. Finally learners will compare the distances to amenities in their own localities with communities in the Young Lives countries and explore any between-country and in-country inequalities.

## Learning objectives
- To extend locational knowledge and spatial awareness of the four Young Lives countries (Ethiopia, India, Peru and Viet Nam).
- To develop skills in creating and interpreting local area mental maps.
- To be able to use Google Earth to calculate distances to amenities in a locality.
- To interpret different information sources (written text, mental maps, Google Earth and tabulated data) and use them to identify some between- and in-country inequalities in the four Young Lives countries and the UK.

## Learning outcomes
- Learners will create mental maps of their own localities and then explore mental maps of Young Lives communities in the four Young Lives countries (Ethiopia, India, Peru and Viet Nam).
- Learners will use Google Earth to calculate distances to different amenities in their own localities.
- Learners will compare time taken to get to amenities in urban and rural communities in the four Young Lives countries and the UK.
- Learners will use a variety of information sources to identify between- and in-country inequalities in the four Young Lives countries and the UK.

## Key questions
- What is your locality like?
- What does this map tell you about what this locality is like?
- Can you spot any in-country or between-country inequalities? What are they?
- What types of amenity are near where you live?
- How far do you live from these amenities?

## Curriculum links

### England
- **KS3 Geography**
  - **Locational knowledge**
  - Interpret a range of sources of geographical information.
  - Communicate geographical information in a variety of ways.
  - Extend their knowledge and deepen their spatial awareness of the world’s countries.
  - Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
  - **Geographical skills and fieldwork**
  - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge.

### Wales
- **KS3 Geography**
  - **Locating places, environments and patterns**
  - Use maps, plans and imagery of different types and scales and ICT to interpret and present locational information.
  - **Understanding places, environments and processes**
  - Explain the causes and effects of physical and human processes and how the processes interrelate.
  - Explain how and why places and environments change and identify trends and future implications.
  - **Range**
  - The rich and poor world: economic development in different locations/countries.
  - People and the planet: population patterns, change and movement.

### Scotland
- **Social studies**
  - To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.
  - I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.
  - I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.
Note:

- The total time required to complete all the activities in this session is over two hours. As with other geography sessions, you may decide to omit some activities depending on the time available and your learners’ existing knowledge, understanding and needs. The material is intended to support your teaching rather than guide it. Additional teaching input may be required to develop learners’ knowledge, skills and understanding of some of these concepts.

- The profiles of the featured young people in this resource are based on in-depth interviews conducted with them in 2007 when they were 12 to 16 years old. This age group was chosen so that the young people would be of a comparable age to learners in the UK. Although there have been some significant changes in the communities and lives of these featured young people since 2007, there will still be some young people in these communities today with similar lives and stories.

Activity 3.1 (20 min)

Mapping where I live

- Ask learners to close their eyes and think about the area around where they live. Use the questions on slide 19 as prompts.

- Ask learners each to draw a mental map of their local area. You might like to model an example on the board. Explain that there are no right or wrong ways of doing this and it is up to them to decide what features to include. You may like to encourage learners to use more symbolic representations rather than side-view pictures in order to make their maps easier to draw and understand. Make it clear that learners do not necessarily need to worry about drawing their map exactly to scale.

- Once learners have finished, organise them into pairs. Ask learners to take it in turns to talk about their map. The other person should listen and ask questions about their partner’s map, remembering the prompt questions on slide 19.

- Display learners’ maps around the classroom and allow time for learners to circulate to look at and discuss the maps of others. Discuss what features make a map easier to understand, such as using symbols rather than side-view pictures, or the use of a key or scale.

Differentiation

- Make it harder: Challenge learners to create a scale and/or key for their mental map.

Activity 3.2 (30 min)

Mapping other places

- Organise learners into pairs. Distribute copies of Welcome to my life so that each pair has a profile for one of eight featured young people from the Young Lives communities. Photographs and text describing the lives of the eight featured young people are provided in slides 20 to 27.

- Ask learners to read the profile of their young person and discuss with their partner what they think this young person’s locality is like. Encourage them to think about any relevant information
in the profile as well as any general information about the country that they found out in Geography sessions 1 and 2.

- Ask each pair to draw a sketch map of what they think the area where their featured young person lives is like. Emphasise that, like learners’ own mental maps, there is no right or wrong way of doing this. Ask each pair to join another pair to compare and discuss their maps.

- Display all the sketch maps around the class, placing any sketch maps for the same featured young person next to each other. Allow time for learners to circulate and look at all the pictures.

- Discuss learners’ ideas with the whole class, using the following questions as prompts:
  - What information in the profile was useful in helping you to draw your sketch map?
  - Did you use any other sources of information to help you?
  - Do you think any of your sketch maps were influenced by preconceptions or assumptions about this country? If so, what are these preconceptions or assumptions and where do they come from?
  - Can you spot any in-country inequalities? What are they?
  - Can you spot any between-country inequalities? What are they?

Activity 3.3 (30 min)

Mapping Young Lives

- Organise learners into pairs and give each pair a copy of one of the Young Lives mental maps. Copies of these mental maps are also provided in slides 28 to 31. Information about the location of each map is provided in the supporting slide notes.

- Explain that these mental maps are based on maps drawn by young people in four of the Young Lives communities to show what their localities are like (just as learners did in Activity 3.1). Learners will have been introduced to these four young people in Activity 3.2. It is important to emphasise to learners that these are just selected localities in the Young Lives countries and that they are not representative of what each country as a whole is like. As in the UK, localities within a region or country will often vary considerably. The map from Ethiopia is of a rural community, the map from Viet Nam is a peri-urban* community and the maps from India and Peru are of urban communities.

  * ‘Peri-urban’ is a term used to describe the transition zone between urban and rural areas.

- Ask learners to look at and discuss their map of a Young Lives community. How does this map compare with the ones they drew in Activity 3.2? Possible questions include:
  - What does this map tell you about what this locality is like?
  - Do you think it is rural or urban? Why do you think this?
  - How much green space do you think there is?
  - Are any amenities shown on the map? What are they?
  - What places on the map would you like to visit and why?
  - What places on the map wouldn’t you like to visit and why?
  - What questions would you like to ask this young person about their map or the area where
they live?

- What similarities and differences are there between this map and your mental map of where you live? Can you spot any examples of between-country inequalities?
- Do you think this place is exactly as it is shown on this map? Why/Why not?
- How useful is this map?
- What would make it more useful?
- Do you think all localities in this person’s country are similar to this? Why/Why not?

**Activity 3.4 (60 min)**

*How far is it?*

**Note:** Each learner will need access to a computer and Google Maps for this activity.

- Ask learners to use Google Maps to zoom in on the area where they live. Ask learners to use Google Maps to calculate the distances between where they live and the closest amenities: school, hospital, shop, garage, doctor’s surgery, dentist’s surgery, library, park, leisure centre, bus stop, train station and police station. Learners could also use Google Maps to calculate the time it would take them to reach each of these amenities (using the method of transport they would normally use to get this amenity). Learners could use the table in How far is it? to record their results.

- Organise learners into groups of three and ask them to compare their distances.

- Discuss their observations as a class.
  - What similarities and differences are there between us?
  - Why do distances to amenities matter?
  - Do you think distances to local amenities will usually be greater in an urban area or a rural area? Why do you think this? What consequences might this have?
  - How do you travel to these different places (by foot, bicycle, car or public transport)?

- Distribute copies of the table *Time taken to get to amenities*. A copy of this table is also provided in slide 32. Explain that this table shows the average time it takes young people in each Young Lives community to get to school, the nearest public hospital and the nearest private hospital. Note that “time taken to get to amenities” has been used instead of “distance to amenities” because the distance is not always relevant. Limited transport options and poor road conditions often make it difficult to get to an amenity and therefore increase journey times. Data is provided for each of the featured young people’s communities in the four Young Lives countries (Ethiopia, India, Peru and Viet Nam). Point out to learners that these are averages for young people across each community, not individual statistics for the featured young people.

- Ask learners to compare these distances with the respective distances in their own locality:
  - What similarities and differences are there between these communities and your own locality?
  - Are there any between-country inequalities? If so, what are they? What do you think might be the reasons for these inequalities?
  - Are there any in-country inequalities, for example between rural and urban communities? If
so, what are they? What do you think might be the reasons for these inequalities?

- How do you think young people in the Young Lives communities would travel to school or their nearest health centre? Why do you think this? How could you find out?

**Differentiation**

- **Make it easier:** Do this activity in pairs or as a whole class and calculate the distance of each amenity from your school.

- **Make it harder:** Use the individual results from the whole class to calculate the average distances of each amenity from where people live.

**Further ideas**

- Ask learners to use *Google Earth* to create an interactive written or narrated tour of their own locality for one of the eight featured young people from the Young Lives project. Invite learners to share their tours with others. Discuss the following questions:
  - Which features (place markers) did you include in your tour and why?
  - How would you describe your locality?
  - What impressions do you think the featured young people would have about your locality? What might they not realise about the UK?

- Ask learners to use the Internet to source a selection of images to show more about what one of the Young Lives countries or the UK is like. Alternatively, learners could take a collection of photographs in their own locality to show what it is like. Learners could then add these images to their interactive tours on *Google Earth* if they created these.

- Investigate distances to local amenities in different localities in the UK. Learners could compare urban and rural localities or different regions. Are there any in-country inequalities?

- Ask learners to use their learning from the session to develop their understanding of why people might migrate from rural to urban localities. For example, Elmer, one of the featured young people from Peru, migrated to the city from his village so that he could start secondary school. Learners could use this example, along with the differences between the photographs, maps and access to services in urban and rural localities, to write a list of possible reasons. *Note: In English session 4, learners use a reading mystery to explore reasons why a family in Telengana might decide to migrate from the countryside to the city.*

- Ask learners to collect and present data about their method of travelling to school. They could then compare this with similar travel data for the four Young Lives countries (Ethiopia, India, Peru and Viet Nam). See Oxfam’s *Everyone Counts, Unit 3 Session 5:*  
  [www.oxfam.org.uk/education/resources/everyone-counts](http://www.oxfam.org.uk/education/resources/everyone-counts)

- Ask learners to use these resources from the Geographical Association to think about their own journey to school and compare it with that of a young person going to school in India:  
  [www.geography.org.uk/cpdevents/onlinecpd/younggeographerstglobalgoingtoschoolhereandnow/#top](http://www.geography.org.uk/cpdevents/onlinecpd/younggeographerstglobalgoingtoschoolhereandnow/#top)  
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Welcome to my life

My name is Netsa (Ne-as-sa) and I am 12 years old. I live with my foster mother in a slum area in the city of Addis Ababa, the capital of Ethiopia. I am an only child.

I am in grade 5 at a government school. I started kindergarten when I was four. I stayed there three years and then I did grades 1 and 2 in a private primary school. After that, I moved to a government school. I had to drop out of private school because the fees went up and my mother couldn’t afford them any more.

If you are a new student in the government school, they force you to begin again from grade 1 unless you have a release paper from your other school, which I didn’t have. If I hadn’t had to start from grade 1 again, I would be in grade 7 now.

I like my school. There is a library and they gave us new books. I study English, Amharic, maths, science and geography.

I get home from school at 4.30pm and then help at home until 6.00pm. I help my mother by washing the dishes, cooking, cleaning the house and making the beds. My foster mother bakes injera to sell in the neighbourhood.

On Sundays I go to church in the morning. After that I eat my breakfast and have a bath. Then I wash my school uniform and do household chores. I play from 5.00pm to 6.00pm and I study in the evenings before going to bed.

My foster mother cares for me. She teaches me how to do things and buys me shoes, clothes and educational materials. I think that parents should support their children until they finish their education, get a job and start living independently. I will support my foster mother after I complete my education.

I think I will have a better life than my mother because if I finish my education and get a job I will live a better life. My mother studied up to grade 7. I want to finish at grade 12 and go to university. I would like to be a doctor in the future.

Key word
• Injera is a type of flat bread.
Welcome to my life

Tufa – rural Ethiopia

My name is Tufa (Too-fa) and I am a 13-year-old boy. My family and I live in a rural area of Oromia State in Ethiopia. There are seven other people in our family: my father and mother, my two brothers and my three sisters. I had another sister but she died of malaria. I have also had malaria in the past.

We all live together in one small corrugated iron room. It is divided into two and we use it as a living room, a bedroom, a kitchen and to keep livestock. We don’t have a toilet.

I remember my first visit to a town. It was exciting. I had never seen a car before. I saw the school in town, it was beautiful. I went to the barber and had my head shaved.

I did well in school but I had to drop out to look after the cattle. I was sad because the other children were allowed to learn but I wasn’t allowed to. There were no other children who could look after cattle except me at home. One of my younger sisters also misses school as she helps at home. The rest of my brothers and sisters were allowed to start school.

I was happy when my father bought me some new clothes and shoes as a surprise two months ago. He always buys clothes for me when he can get the money.

My mother went to school up to grade 5. She is 25 years old. I help her with household tasks. I fetch water from the river and look after the goats and cattle. I stop the cattle from eating our crops. I don’t like to look after the younger children. I am a boy. The girls should look after the children.

I also spend a lot of time fishing. I need to fish to help get food for our family to eat. Poor children have to fish. Rich boys buy their fish from poor families instead of fishing.

I am not happy when I don’t learn. I want to learn and become a teacher after I finish my education.
Welcome to my life

Sarada – rural India

My name is Sarada (Saa-ru-daa) and I am 12 years old. I live in a rural village in the south of the state of Telangana in India. I live with my mother, sister and brother. I have been disabled since birth. I can walk short distances but I find it difficult to stand for any length of time.

I am in the last year of upper primary school. I think education is very important. At school, I take part in a number of extra-curricular activities and I have won some prizes. My mother wasn’t educated herself and she thinks that it is very important that my brother and I go to school. I have learned many things from my mother, such as how to cook rice. The first time I tried to cook rice, I burned my fingers but now I know how to do it.

I love my family, although I argue with my brother sometimes. My father remarried and lives with my stepmother and stepbrothers and stepsisters in Mumbai. They come to visit once a year.

I don’t have many friends at school. My best friend was an older girl called Sabeena, but she was married at the age of 15. I don’t see her much any more and I miss her. I don’t think that young women should get married too early. Many girls in my village are married at 14 or 15. I think they should wait until they are 20. My stepsister in Mumbai was married at 12 and now has three children.

I used to play outside but now my mother won’t let me and I have to stay in and do chores in the house. I felt sad that I couldn’t play any more, but then I agreed for the sake of my mother. It is the same in most homes here. Once girls reach puberty, they are no longer allowed to play outside.

In the future I would like to study and go to high school. However, the high school is eight kilometres away and you have to go by bus. Travelling on the bus makes me feel dizzy and sick. Many girls in our village drop out at this stage because their parents don’t want them to travel on public transport on their own as they fear for their safety.

I would like to be a judge so that I can improve society and stop people doing wrong things and harming others. Or I would like to be a businesswoman and start a small tailoring centre or open a shop to sell goods that I have sewn. One day, I would like to own my own house and maybe get married.
Welcome to my life

My name is Salman (Sull-maan) and I am 12 years old. I live in a poor neighbourhood in the city of Hyderabad, the capital of Telangana state in India. I come from a Muslim family. I live with my mother and two younger and two older siblings. My father died of a heart attack when I was six years old. We live close to the city centre. I like where we live. The other people in our community are nice people. You can trust them.

I dropped out of school in grade and I now work as a sales assistant in a shoe shop. My mother works as a servant, looking after the house of a rich person. My mother says that she can’t afford to send us to school. Life is very hard for her without my father. I miss my father too. I keep a photo of him with me.

I earn 30 rupees (about 30p) a day, most of which I give to my mother. I keep five rupees as my own spending money. Sometimes the customers give me tips because I am poor. My mother gives me a packed lunch for work every day. My friends work too, one as a street trader and one in a clothes shop.

There are three other boys working in the shoe shop. The younger one works in the afternoon and studies in the morning. I like the owner of the shop where I work because he looks after the other boys and me. He also has a good sense of humour and tells jokes.

Each day I normally spend ten hours sleeping, eight hours working and six hours playing. When I was younger we used to play in the mud. We used to eat mud and some children put mud on their heads! We also used to play marbles. But now I can only play when I come home from work. I also watch television. I like comedy programmes such as Mr Bean.

I think that I have to work hard to earn money and have good health. I have no choice but to continue to work.

I’m not sure about what I would want to do in the future. Perhaps one day I will start my own shop. Or maybe I will go back to school.
My name is Elmer (El-mer) and I am 12 years old. I live with my older sister Eva in Lima. Lima is the capital city of Peru. I came to the city from my village earlier this year so that I could start secondary school. I miss my family but I know that I will be going home one day.

My sister Eva is 25 and has two small children. Her husband is a carpenter. I also moved to the city to help look after Eva’s children. I take care of them in the afternoons and on Saturdays when she works in a restaurant. My nephews are aged three and six. Sometimes they are naughty. They don’t do what they are told and play with the stereo.

We live next to a busy road in a densely populated part of the city. It is close to my school. Our apartment is on the second floor above a car repair shop. The living room and kitchen are spacious and we have electrical appliances: a television, a DVD player, a stereo, a fridge and a cooker.

Moving to Lima meant a big change in my life. I moved from the primary school in my village to a large secondary school in the city. I like the playground in my new school though I wish it was cleaner. I think secondary school is more difficult than primary school because there is more homework and there are more teachers.

At home in my village, I helped my parents on our farm. I took care of the animals, worked the land and picked coffee. Sometimes I got paid a small amount for this. I spent a lot of time playing with my little sister and taking care of my youngest brother.

In Lima, I like going out and playing in the park. I don’t like all the cars and noise. My village is nicer because there are more trees.

I want to complete secondary school, to go to university and become a doctor. I would like to have a wife and children but not until I am at least 25 years old. In the future I would like to travel and visit other places.
Welcome to my life

Eva – rural Peru

My name is Eva (Aa-va) and I am 14 years old. I live with my mother and father in a small rural village in the southern Andean highlands in Peru. I go to a school in a nearby city – it takes me 45 minutes to get there. I would like to live in the city one day.

My father became ill last year. He had a back injury and can’t work any more. Since then I have had to work on the farm at weekends and during school holidays. I need to work to be able to afford clothes and the return fare for the school bus. I like to work but I don’t like it when we have to work late.

Everyone in my family reads and writes but we have very few books at home. I liked primary school more than secondary because there was less work and I had more friends.

In the mornings during the week, I cook and do chores before school. I have to wash our family’s clothes. I like to do this. In the last year my mother has taught me to cook much better. In the evenings, I watch television.

They teach us well at my school. There is a library, gardens and a workshop. We grow vegetables at school and I play volleyball.

There aren’t enough classrooms at school but they are building new ones. Some classrooms have two study sections where some students go in the mornings and some go in the afternoons. I study in the afternoons at the moment but I would prefer to study in the mornings.

I want to learn and complete school. I think school will be useful for my future. My dream is to go to university to study nursing.
Welcome to my life

Hung – peri-urban Viet Nam

My name is Hung (Hungh) and I am a 13-year-old boy. I live in a village in the Red River Delta region in Viet Nam. I live with my parents and older brother. We have a small house in the centre of our village. Our house has a big front yard and in the back yard there is a pigsty and a shed for our cows. I have my own room which is a quiet space where I can study.

I go to school in the morning and I work on our family farm most afternoons. I have been helping my parents on the farm since I was 10 years old.

My school is 3km away so I have to get up very early in the morning to get there in time. Sometimes I walk there and sometimes I go by bicycle. On Monday and Friday I have extra classes in the afternoon for literature, maths and English. I like maths.

In my spare time, I mostly study or spend time with my family. Sometimes I visit my friends and play marbles. I also like cooking. There aren’t many places to play here. At school, there are two table tennis tables to share between all the students. We have a badminton set at home which we sometimes play with in the front yard. I am good at making things. I make tractors by cutting up plastic bottles. The other children here like them a lot.

My brother dropped out of school in grade 9 because he failed the exams. My family aren’t wealthy, but as my brother dropped out of school my parents are very keen for me to continue. My parents used to pay 70,000 dong (about US$4) a month for me to go to school, but now it costs more. There are many extra fees to pay, like a Parents’ Fund, an Encouragement Fund, a Water Fee and a Class Fund. The water fund is supposed to pay for drinking water but I don’t drink it because sometimes they don’t boil it well enough. There is only one water tank and all the students have to share the same cup.

On our farm we grow plants and trees, including orange trees. The oranges are sold in the city of Hà Noi, which is the capital of Viet Nam. Sometimes we struggle to make enough money. Recently we had to sell some of our land to get some more money.

Sometimes I worry about having to get up so early in the morning and how I must work hard if I want to do well. I think that I have a normal life which is neither poor nor rich.
Welcome to my life

My name is H’Mai (H-My) and I am 13 years old. I live with my family in a poor rural area in Phu Yen province, Viet Nam. I am the second oldest of four children. We are from the H’Roi ethnic minority group.

I had to drop out of regular school in grade 6 because my parents didn’t have enough money to pay the fees. Although primary education is free in Viet Nam, there are a number of additional fees. Many children here drop out of secondary school because their parents can’t afford the school fees or other expenses, or because they live too far away from school and don’t have any form of transport, or because they have to work in the fields and so fall behind with their school work.

We live in a small house with two rooms: a living room and a bedroom. There is another traditional building behind the house, with a kitchen and a bedroom, where we spend most of our time. In front of our house there is a well. We don’t have a table or chairs and there isn’t any electricity in our house. There is an electricity supply in our village but we can’t afford the connection. I dream of having electricity at home one day.

I work on the family farm during the day and go to night school from 7.00pm to 9.00pm on Tuesdays, Thursdays and Saturdays. I am now in grade 9. On the farm I help herd the cows and cut grass for them to eat. We own about one hectare of land and we grow rice, beans, cassava and wheat.

When I am not working or studying I look after my younger siblings, including my younger brother who is still a baby. I also help my mother with the housework. I do the laundry and cook. I spend some free time with my cousin, who lives next door to us.

Our family are generally healthy, which is a good thing as the nearest clinic is five kilometres away and the closest hospital is nine kilometres away. The road to the clinic and the hospital isn’t very good so it can be difficult to get there. Children under the age of six get free treatment at the clinic and my mother takes my younger brother and sister there for regular check-ups. There are private doctors in the area but I don’t know many people who use them. We also sometimes use traditional medicines and doctors. There are two traditional healers in our village. We don’t have to pay the healers anything – we just give them chicken or pork.
Young Lives mental maps

Tufa, rural Ethiopia
Young Lives mental maps

Salman, urban India
Hung, peri-urban Viet Nam

Young Lives mental maps

(Rice) Paddy Fields
Pagoda
Government Building
War Cemetery
Community Hall
Big Houses
Market
Nursery
Primary School
Secondary School
Row of Shops
Pond
PARK
Health Centre
Electricity Transmission Station
## How far is it?

<table>
<thead>
<tr>
<th>Amenity</th>
<th>Distance from where I live</th>
<th>Time it would take me to travel there</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
## Time taken to get to amenities

<table>
<thead>
<tr>
<th>Country</th>
<th>Urban/Community</th>
<th>Average time it takes young people to get to school (to the nearest minute)</th>
<th>Average time it takes young people to get to nearest public hospital (to the nearest minute)</th>
<th>Average time it takes young people to get to nearest private hospital (to the nearest minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>urban community (Netsa)</td>
<td>16</td>
<td>10</td>
<td>No data available</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>rural community (Tufa)</td>
<td>24</td>
<td>90</td>
<td>No hospital accessible</td>
</tr>
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<td>India</td>
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