

# GEOGRAPHY SESSION 7: CHANGES OVER TIME

Age range: 11–16 years

|  |   |   |
|--|---|---|
| <p><b>Outline</b><br/>Learners will investigate what changes have taken place during the 15 years of the Young Lives project, from 2000 to 2015. They will first consider the progress that has been made in Ethiopia, India, Peru and Viet Nam towards the Millennium Development Goals (MDGs). Learners will then identify some specific changes that have occurred in some of the Young Lives communities, such as in health, education and infrastructure. Finally, learners will reflect on what changes have occurred in the last 15 years and then consider probable and desirable futures.</p> |   |   |
| <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To identify some of the progress that has been made in the four Young Lives countries towards the MDGs.</li> <li>To identify some of the changes that have occurred in some of the Young Lives communities.</li> <li>To predict future changes in these countries.</li> <li>To discuss ideas with others and give reasons for choices.</li> </ul>   | <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will use development data to identify some of the progress that has been made against the MDGs in each of the four Young Lives countries.</li> <li>Learners will use qualitative data to identify some of the changes that have occurred in some of the Young Lives communities.</li> <li>Learners will use a timeline to record some of the changes that have taken place in the Young Lives countries and then predict probable and preferred futures.</li> </ul>   |   |
| <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What progress has been made against the MDGs?</li> <li>What challenges remain?</li> <li>Why do you think progress has been made against some targets (or in some countries) and not others?</li> <li>What changes do you think are most likely to happen in the future?</li> <li>What would you personally prefer to see happen?</li> </ul>   | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>Geography slideshow B</i> (slides 42–48)</li> <li>Resource sheets:             <ul style="list-style-type: none"> <li><i>Talking about changes – Ethiopia, India, Peru and Viet Nam</i></li> </ul> </li> <li>Activity sheets:             <ul style="list-style-type: none"> <li><i>MDG progress – Ethiopia, India, Peru and Viet Nam</i></li> <li><i>Exploring changes</i></li> <li><i>Ideal futures timeline</i></li> </ul> </li> </ul>   |   |
| <p><b>Curriculum links</b></p>   |   |   |
| <p><b>England</b><br/><i>Pupils should be taught to:</i><br/><b>KS3 Geography</b><br/><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Understand key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul>   | <p><b>Wales</b><br/><b>KS3 Geography</b><br/><b>Understanding places, environments and processes</b></p> <ul style="list-style-type: none"> <li>Explain the causes and effects of physical and human processes and how the processes interrelate.</li> <li>Explain how and why places and environments change and identify trends and future implications.</li> </ul> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>Study the rich and poor world: economic development in different locations/countries.</li> <li>Study tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.</li> </ul> | <p><b>Scotland</b><br/><b>Social studies</b></p> <ul style="list-style-type: none"> <li>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.<br/><b>SOC 3-05a</b></li> <li>Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.<br/><b>SOC 4-10c</b></li> <li>I can compare the social and economic differences between more and less economically developed countries and can discuss the possibilities for reducing these differences.<br/><b>SOC 3-11a</b></li> <li>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.<br/><b>SOC 3-15a</b></li> </ul> |



Note:

- *The total time required to complete all the activities in this session is over an hour. 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. In this session learners explore some of the changes that have taken place in the communities where these young people live during the 15-year period of the Young Lives project (from 2000 to 2015).*

### Activity 7.1 (40 min)

*What progress has been made?*

*Note: Learners are introduced to the Sustainable Development Goals in the Introduction session.*

- Show slide 43 and remind learners that the Sustainable Development Goals (SDGs) are a set of goals for the world that aim to make our planet fair, healthy and sustainable by 2030. The SDGs will build on the progress and achievements of the Millennium Development Goals (MDGs) which were agreed by world leaders in the year 2000 and expired in 2015. For further information, see Background notes for teachers.
- Use the following link to share some infographics which illustrate the world's progress towards the MDGs and the challenges that remain:  
[www.un.org/millenniumgoals/multimedia.shtml#prettyPhoto](http://www.un.org/millenniumgoals/multimedia.shtml#prettyPhoto)
- Discuss learners' responses to the infographics. You might like to ask the following questions:
  - *What progress has been made towards the MDGs?*
  - *Are you surprised by the progress that has been made? Did you think that there would have been more or less progress?*
  - *What challenges remain?*
- Remind learners that this progress relates to the world as a whole and then point out that progress has not been uniform in different countries. In some countries, some of the MDGs have been achieved, while in other countries very little progress has been made.
- Organise learners into pairs. Give each pair a copy of *MDG progress* for one of the four Young Lives countries: Ethiopia, India, Peru or Viet Nam.
- Explain that each table shows the country's progress against some of the MDG targets (recorded in November 2014). The descriptions in the "Country level" column indicate how well each country is doing comparatively, according to each of the development indicators. For example Ethiopia has a "Very high poverty" level whereas Peru has a "Low poverty" level.
- Ask learners to explore the data for their country. For each MDG target learners should use the difference between the data from the first year and that from the latest year to assess the progress that has been made. They should then use a traffic light system to shade in each of the

cells in the “Progress” column to illustrate the country’s progress towards the relevant target:

- Green: target achieved or exceeded
- Orange: moderate progress
- Red: little or no progress.

If there is missing or insufficient data, learners should leave the cell unshaded. *Note that the MDG progress tables only show data for the first and latest year of the Young Lives study, not the data for intervening years which may have risen or fallen above or below the start and end points.*

- In their pairs, ask learners to choose three development indicators which they think should be the priority for the next 15 years. Explain that it is up to learners to decide how they choose but that they must be able to provide reasons for their choices.
- Next, organise learners into groups of four pairs, each pair having investigated a different Young Lives country. Each pair should then present its findings to the rest of the group.
- Finish by sharing and discussing learners’ ideas as a whole class:
  - *Why do you think progress has been made against some targets and not others?*
  - *Why do you think more progress has been made in some of the Young Lives countries than in others?*
  - *What might the challenges be in achieving some of these targets?*
  - *Do you think the overall country progress made will be the same in all parts of the country (for example in rural and urban areas)? Why/Why not?*

### Activity 7.2 (15 min)

#### *Talking about changes*

*Note: Learners also explore changes in some of the Young Lives communities and the overall countries in Maths session 6.*

- Remind learners that the Young Lives researchers have been following the young people and communities for many years. The project started in 2000 and followed two cohorts of children – a younger cohort who were then 0–1 years old and an older cohort who were 5–6 years old. The first rounds of data were collected in 2002. Data was collected again in 2006, 2009 and 2013. Explain that this has allowed the researchers to investigate how life in these communities has changed over time. Tell learners that they are now going to be learning more about some of these changes. You might like to point out here that these observations come from Young Lives’ qualitative data and explain the difference between this type of data and quantitative data.
- Organise learners into pairs and give each pair a copy of *Talking about changes* for one of the Young Lives countries. Explain that these sheets contain observations from a Young Lives researcher in each of the countries. They are describing some of the changes that have been observed in the communities of some of the featured young people introduced to learners in earlier sessions. Shortened versions of the observations for four of the Young Lives communities (one from each country) are provided in slides 44 to 47. *Note that the researchers mentioned here are part of a wider team of researchers in each country.*

- Ask learners to read about and discuss the changes in the urban and rural communities in their Young Lives country, then work together to answer the questions in *Exploring changes*.
- Allow time at the end of the activity to discuss ideas as a whole class.

For further information about suggested ways to contribute to a more just and equal world without poverty, see 'Oxfam solutions to inequality' in the *Background notes for teachers*.

### Activity 7.3 (30 min)

#### *Ideal futures*

- Explain that learners are going to use a mind-mapping tool to express their ideas about the changes that have happened in one of the four Young Lives countries: Ethiopia, India, Peru or Viet Nam.
- Ask learners to draw a timeline, going back to the year 2000. The line should fork at 2015, the year in which the Young Lives study ended. Alternatively, learners could use the *Ideal futures timeline* as a template. This template is also provided on slide 48.
- On the single timeline (from 2000 to 2015), learners should record some of the changes that have happened in their chosen country. Learners could include some of the country's progress towards the MDGs (investigated in *Activity 7.1*) and/or some of the changes that have occurred in the Young Lives communities (investigated in *Activity 7.2*). Learners could also include any changes they have identified in previous geography, maths or English sessions. These changes can be represented in a variety of ways, such as words, drawings, infographics and cut-out images. Encourage learners to record only changes for which they have evidence.
- Tell learners that they are going to consider what they think and hope the next 15 years will be like for the Young Lives communities in their chosen country.
- On the lower timeline, ask learners to record the changes they think will probably happen (the *probable future*). Encourage learners to identify reasons for their ideas: for example, are they based on the changes over the last 15 years or changes they are aware of in other parts of the world? On the upper timeline, learners should record the changes they hope will happen (the *preferred future*). Note that these may or may not be different to those on the lower timeline.
- Again, learners can represent their ideas in a variety of ways, such as words, drawings, infographics and cut-out images.
- Allow time at the end of the activity for learners to share their timelines with others, for example by rotating around the class to look at others' work. Discuss the following questions:
  - *What changes do you think are most likely to happen? Why do you think this?*
  - *What would you personally prefer to see happen?*
  - *Who else do you think might have similar ideas about your preferred future?*
  - *What needs to change if the preferred future is to become a reality, rather than the probable one?*
  - *Who do you think is working to create such a future?*
  - *How can we contribute to that preferred future?*

For further information about suggested ways to contribute to a more just and equal world without poverty, see 'Oxfam solutions to inequality' in the *Background notes for teachers*.

### Further ideas

- Ask learners to consider the difference between using quantitative and qualitative data and how one type supports and reinforces the other. Encourage learners to look at the *MDG progress* and *Talking about changes* worksheets again. You could use the following questions as prompts:
  - *What are the benefits and limitations of quantitative data?*
  - *What are the benefits and limitations of qualitative data?*
  - *Which do you prefer to use and why?*
  - *Why did the Young Lives researchers collect both types of data?*
- Ask learners to investigate the progress of each of the four Young Lives countries against other MDG targets. Learners could use the *MDG Country Progress Snapshots* to help them: [mdgs.un.org/unsd/mdg/Host.aspx?Content=Data/snapshots.htm](http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Data/snapshots.htm)
- Ask learners to use the Young Lives website to find out more about some of the changes that have taken place over time in each of the countries. Useful summary documents for each country are available here:
  - [www.younglives.org.uk/files/data-visualisation-and-graphics/ethiopia-r4-findings](http://www.younglives.org.uk/files/data-visualisation-and-graphics/ethiopia-r4-findings)
  - [www.younglives.org.uk/files/data-visualisation-and-graphics/india-r4-findings](http://www.younglives.org.uk/files/data-visualisation-and-graphics/india-r4-findings)
  - [www.younglives.org.uk/files/data-visualisation-and-graphics/peru-round-4-findings](http://www.younglives.org.uk/files/data-visualisation-and-graphics/peru-round-4-findings)
  - [www.younglives.org.uk/files/data-visualisation-and-graphics/vietnam-r4-findings-1](http://www.younglives.org.uk/files/data-visualisation-and-graphics/vietnam-r4-findings-1)
- In *Maths session 6*, learners explore some of the ways in which access to water, sanitation and electricity in the Young Lives communities in the four countries (Ethiopia, India, Peru and Viet Nam) have changed over time. Learners draw line graphs to represent the changes over time for different development indicators in these four countries and the UK. They then discuss how the indicators have changed, what factors might have contributed to these changes, and any similarities and differences in the rates of change between the five countries. Finally learners make predictions of how they think these indicators will change in the future.
- In *English session 6*, learners consider their wishes for themselves and their families, their community and their country. They then take turns, acting in role, to imagine what the wishes of featured young people from the Young Lives communities might be. Finally they use a short video to explore the wishes of some young people from Young Lives communities in Peru and discuss any similarities and differences between these wishes and their own.

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## MDG progress

## Ethiopia

| MDG goal   | MDG target   | Development indicator   | First year |      | Latest year |      | Country level      | Progress |
|--|--|---|------------|------|-------------|------|--------------------|----------|
|  |  |   | Value      | Year | Value       | Year |                    |          |
| Goal 1: Eradicate extreme poverty and hunger         | Reduce extreme poverty by half                             | Percentage of people living in extreme poverty  | 63.2       | 1995 | 36.8        | 2010 | Very high poverty  |          |
|  | Reduce hunger by half                                      | Percentage of population who are undernourished   | 74.8       | 1991 | 32.0        | 2015 | High hunger        |          |
| Goal 2: Achieve universal primary education          | All children enrolled in primary school                    | Percentage of children enrolled in primary school   | 19.2       | 1994 | 66.1        | 2006 | Low enrolment      |          |
| Goal 3: Promote gender equality and empower women    | Equal girls' and boys' enrolment in primary education      | Ratio of girls to boys in primary education<br><i>1 would be equal, &lt;1 : fewer girls than boys, &gt;1 : more girls than boys</i> | 0.66       | 1990 | 0.87        | 2006 | Not equal          |          |
| Goal 4: Reduce child mortality                       | Reduce mortality rate of children under five by two-thirds | Children under five mortality rate (per 1,000 live births)  | 205.0      | 1990 | 64.4        | 2013 | Moderate mortality |          |
| Goal 5: Improve maternal health                      | Reduce maternal mortality by three-quarters                | Maternal mortality rate (per 100,000 live births)   | 1,400      | 1990 | 420         | 2013 | High mortality     |          |
| Goal 6: Combat HIV/AIDS, malaria and other diseases  | Halt and begin to reverse the spread of HIV/AIDS           | Number of new HIV infections per year (per 100 people aged 15–49)   | 0.34       | 1990 | 0.03        | 2013 | Low incidence      |          |
|  | Halt and reverse the spread of tuberculosis                | Number of new cases of tuberculosis (per 100,000 people)  | 369        | 1990 | 224         | 2013 | Moderate incidence |          |
| Goal 7: Ensure environmental sustainability          | Halve proportion of people without improved drinking water | Percentage of population using an improved drinking water source  | 13         | 1990 | 57          | 2015 | Low coverage       |          |
|  | Halve proportion of people without sanitation              | Percentage of population using an improved sanitation facility  | 3          | 1990 | 28          | 2015 | Very low coverage  |          |
| Goal 8: Develop a global partnership for development | Increase the number of internet users                      | Internet users per 100 inhabitants  | 0.0        | 1990 | 2.9         | 2014 | Very low usage     |          |

Data source: [mdgs.un.org/unsd/mdg/Data.aspx](http://mdgs.un.org/unsd/mdg/Data.aspx)

## MDG progress

## India

| MDG goal   | MDG target   | Development indicator   | First year |      | Latest year |      | Country level          | Progress |
|--|--|---|------------|------|-------------|------|------------------------|----------|
|  |  |   | Value      | Year | Value       | Year |                        |          |
| Goal 1: Eradicate extreme poverty and hunger         | Reduce extreme poverty by half                             | Percentage of people living in extreme poverty  | 49.4       | 1993 | 23.6        | 2011 | Very high poverty      |          |
|  | Reduce hunger by half                                      | Percentage of population who are undernourished   | 23.7       | 1991 | 15.2        | 2015 | Moderately high hunger |          |
| Goal 2: Achieve universal primary education          | All children enrolled in primary school                    | Percentage of children enrolled in primary school   | 78.2       | 1990 | 98.6        | 2012 | High enrolment         |          |
| Goal 3: Promote gender equality and empower women    | Equal girls' and boys' enrolment in primary education      | Ratio of girls to boys in primary education<br><i>1 would be equal, &lt;1 : fewer girls than boys, &gt;1 : more girls than boys</i> | 0.74       | 1990 | 1.03        | 2012 | Equal                  |          |
| Goal 4: Reduce child mortality                       | Reduce mortality rate of children under five by two-thirds | Children under five mortality rate (per 1,000 live births)  | 125.9      | 1990 | 52.7        | 2013 | Moderate mortality     |          |
| Goal 5: Improve maternal health                      | Reduce maternal mortality by three-quarters                | Maternal mortality rate (per 100,000 live births)   | 560        | 1990 | 190         | 2013 | Moderate mortality     |          |
| Goal 6: Combat HIV/AIDS, malaria and other diseases  | Halt and begin to reverse the spread of HIV/AIDS           | Number of new HIV infections per year (per 100 people aged 15–49)   | 0.01       | 1990 | 0.02        | 2013 | Low incidence          |          |
|  | Halt and reverse the spread of tuberculosis                | Number of new cases of tuberculosis (per 100,000 people)  | 217        | 1990 | 171         | 2013 | Moderate incidence     |          |
| Goal 7: Ensure environmental sustainability          | Halve proportion of people without improved drinking water | Percentage of population using an improved drinking water source  | 71         | 1990 | 94          | 2015 | High coverage          |          |
|  | Halve proportion of people without sanitation              | Percentage of population using an improved sanitation facility  | 17         | 1990 | 40          | 2015 | Very low coverage      |          |
| Goal 8: Develop a global partnership for development | Increase the number of internet users                      | Internet users per 100 inhabitants  | 0.0        | 1990 | 18.0        | 2014 | High usage             |          |

Data source: [mdgs.un.org/unsd/mdg/Data.aspx](http://mdgs.un.org/unsd/mdg/Data.aspx)

**MDG progress**

**Peru**

| MDG goal   | MDG target   | Development indicator   | First year |      | Latest year |      | Country level         | Progress |
|--|--|---|------------|------|-------------|------|-----------------------|----------|
|  |  |   | Value      | Year | Value       | Year |                       |          |
| Goal 1: Eradicate extreme poverty and hunger         | Reduce extreme poverty by half                             | Percentage of people living in extreme poverty  | 9.8        | 1994 | 2.9         | 2012 | Low poverty           |          |
|  | Reduce hunger by half                                      | Percentage of population who are undernourished   | 31.6       | 1991 | 7.5         | 2015 | Moderately low hunger |          |
| Goal 2: Achieve universal primary education          | All children enrolled in primary school                    | Percentage of children enrolled in primary school   | 94.5       | 1993 | 94.4        | 2013 | High enrolment        |          |
| Goal 3: Promote gender equality and empower women    | Equal girls' and boys' enrolment in primary education      | Ratio of girls to boys in primary education<br><i>1 would be equal, &lt;1 : fewer girls than boys, &gt;1 : more girls than boys</i> | 0.97       | 1991 | 0.99        | 2013 | Equal                 |          |
| Goal 4: Reduce child mortality                       | Reduce mortality rate of children under five by two-thirds | Children under five mortality rate (per 1,000 live births)  | 80.0       | 1990 | 16.7        | 2013 | Low mortality         |          |
| Goal 5: Improve maternal health                      | Reduce maternal mortality by three-quarters                | Maternal mortality rate (per 100,000 live births)   | 250        | 1990 | 89          | 2013 | Low mortality         |          |
| Goal 6: Combat HIV/AIDS, malaria and other diseases  | Halt and begin to reverse the spread of HIV/AIDS           | Number of new HIV infections per year (per 100 people aged 15–49)   | -          | -    | 0.02        | 2013 | Low incidence         |          |
|  | Halt and reverse the spread of tuberculosis                | Number of new cases of tuberculosis (per 100,000 people)  | 246        | 1990 | 124         | 2013 | Low incidence         |          |
| Goal 7: Ensure environmental sustainability          | Halve proportion of people without improved drinking water | Percentage of population using an improved drinking water source  | 74         | 1990 | 87          | 2015 | Moderate coverage     |          |
|  | Halve proportion of people without sanitation              | Percentage of population using an improved sanitation facility  | 53         | 1990 | 76          | 2015 | Low coverage          |          |
| Goal 8: Develop a global partnership for development | Increase the number of internet users                      | Internet users per 100 inhabitants  | 0.0        | 1990 | 40.2        | 2014 | High usage            |          |

Data source: [mdgs.un.org/unsd/mdg/Data.aspx](http://mdgs.un.org/unsd/mdg/Data.aspx)

**MDG progress**

**Viet Nam**

| MDG goal   | MDG target   | Development indicator   | First year |      | Latest year |      | Country level         | Progress |
|--|--|---|------------|------|-------------|------|-----------------------|----------|
|  |  |   | Value      | Year | Value       | Year |                       |          |
| Goal 1: Eradicate extreme poverty and hunger         | Reduce extreme poverty by half                             | Percentage of people living in extreme poverty  | 63.8       | 1993 | 2.4         | 2012 | Low poverty           |          |
|  | Reduce hunger by half                                      | Percentage of population who are undernourished   | 45.6       | 1991 | 11.0        | 2015 | Moderately low hunger |          |
| Goal 2: Achieve universal primary education          | All children enrolled in primary school                    | Percentage of children enrolled in primary school   | 97.9       | 1998 | 98.1        | 2013 | High enrolment        |          |
| Goal 3: Promote gender equality and empower women    | Equal girls' and boys' enrolment in primary education      | Ratio of girls to boys in primary education<br><i>1 would be equal, &lt;1 : fewer girls than boys, &gt;1 : more girls than boys</i> | 0.99       | 1991 | 0.98        | 2013 | Equal                 |          |
| Goal 4: Reduce child mortality                       | Reduce mortality rate of children under five by two-thirds | Children under five mortality rate (per 1,000 live births)  | 50.6       | 1990 | 23.8        | 2013 | Low mortality         |          |
| Goal 5: Improve maternal health                      | Reduce maternal mortality by three-quarters                | Maternal mortality rate (per 100,000 live births)   | 140        | 1990 | 49          | 2013 | Low mortality         |          |
| Goal 6: Combat HIV/AIDS, malaria and other diseases  | Halt and begin to reverse the spread of HIV/AIDS           | Number of new HIV infections per year (per 100 people aged 15–49)   | 0          | 1990 | 0.03        | 2013 | Low incidence         |          |
|  | Halt and reverse the spread of tuberculosis                | Number of new cases of tuberculosis (per 100,000 people)  | 251        | 1990 | 144         | 2013 | Moderate incidence    |          |
| Goal 7: Ensure environmental sustainability          | Halve proportion of people without improved drinking water | Percentage of population using an improved drinking water source  | 63         | 1990 | 98          | 2015 | High coverage         |          |
|  | Halve proportion of people without sanitation              | Percentage of population using an improved sanitation facility  | 36         | 1990 | 78          | 2015 | Low coverage          |          |
| Goal 8: Develop a global partnership for development | Increase the number of internet users                      | Internet users per 100 inhabitants  | 0.0        | 1990 | 48.3        | 2014 | High usage            |          |

Data source: [mdgs.un.org/unsd/mdg/Data.aspx](http://mdgs.un.org/unsd/mdg/Data.aspx)

## Talking about changes

## Ethiopia



Yisak Tafere is a Young Lives researcher in Ethiopia. He talks about some of the changes that have taken place over time in the communities where Netsa and Hadush live.

### Netsa, urban

Netsa (*Ne-as-sa*) is 12 years old. She lives with her foster mother in a slum area in the city of Addis Ababa, the capital of Ethiopia.



Lots of changes have taken place in this community over the years of the project. Many new buildings have been constructed, including administrative offices, a new health centre and private pharmacy, a youth centre and a new secondary school which many of the Young Lives children attend. Health extension workers who teach about sanitation and the ways of preventing disease are assigned in each community. Although some families still have to buy water from their neighbours, most households in this community now have piped water.

However, many challenges still remain. The area is crowded and confined and there has been little improvement in housing. Many households have just one room for more than eight or nine family members and do not have their own kitchen or toilet. Most of the houses are getting very old and look like they are about to fall down.

### Hadush, rural

Hadush (*Haa-doo-sh*) is 13 years old. He lives in a village in a rural area of northern Ethiopia called Tigray.



We have been visiting three communities in this area. There have been a number of changes. The primary schools now have better services – for example there are now separate toilets for boys and girls. There is also an improved health centre which has enough beds and medical equipment. Thirteen people work there including two health extension workers, three nurses, one health officer and a laboratory technician.

More people now have mobile phones. There is improved irrigation and farmers are now using motor irrigation pumps to help them to grow vegetables and grains. However the conditions of the roads are still bad and it takes a long time to travel to Mekele, the regional capital city.

**Photo credit:** All images © Young Lives

## Talking about changes

## India



Dr Uma Vennam is a Young Lives researcher in India. She talks about some of the changes that have taken place over time in the communities where Salman and Sarada live.

### Salman, urban

Salman (*Sull-maan*) is 12 years old. He lives in a poor neighbourhood in the city of Hyderabad, the capital of Telangana state in India.



The buildings of the local secondary school have been improved: there are new windows and doors, freshly painted walls, a new girls' bathroom and a computer room. New classrooms have also been built in the primary school. Children now get a free midday meal each day at secondary school as well as at primary school. New roads have been built and rubbish is now being cleared regularly. Most of the households now have mobile phones.

### Sarada, rural

Sarada (*Saa-ru-daa*) is 12 years old. She lives in a rural village in the south of Telangana state in India.



Fewer children are working in the cotton fields now. More children attend school and they are going more regularly. Now, if a child misses a day of school, they have to pay a fine of 5 rupees or clean the school premises. There is also a new secondary school.

The village still isn't very well-connected to other localities and many people have to walk the 3km distance from the main road. However, a new railway track has been built and some people now commute by train to the nearby cities and towns to buy and sell goods. A new borehole has been dug to improve the water supply to the community, but overall there hasn't been much improvement in hygiene and sanitation. A new irrigation canal is also helping farmers in the village to grow their crops.

**Photo credit:** All images © Young Lives

## Talking about changes

## Peru



Vanessa Rojas Arangoitia is a Young Lives researcher in Peru. She describes the communities where Elmer and Eva live and talks about some of the changes that have taken place over time.

### Elmer, urban

Elmer (*El-mer*) is 12 years old and lives with his older sister Eva in Lima. Lima is the capital city of Peru. He came to the city from his village earlier this year so that he could start secondary school.



This neighbourhood is inhabited by people who come from all over the country as well as those born in Lima. As it is an urban settlement, there is electricity, piped water and sanitation as well as telephone and internet services. By 2010 a natural gas supply had been installed in some houses. Most streets are paved but some are not. There are several schools and a health centre. There are now more regular rubbish collection services and the area is becoming cleaner.

There are social problems in the community, such as robberies and drug dealing, but these problems seem to be decreasing as a result of efforts by the police. From 2009 to 2012 there were some particularly cold winters that affected the health of the community. The local government supplied plastics and blankets to combat the cold.

### Eva, rural

Eva (*Aa-va*) is 14 years old and lives in a small rural village in the southern Andean highlands in Peru.



Although most people have electricity and piped water available in the yard outside their house, many people still do not. There still isn't a proper sewage system but some households have latrines. Since 2011 there has been increased mobile phone access, as well as more public phones and an internet booth. A public health post has been built in the village with a nurse and a doctor working there every day. A new road has been constructed which means that it is now quicker to get to the nearest public hospital. It now takes only 15 minutes by car – it used to take 30 minutes.

There was a lot of rain in early 2011 and some crop fields were ruined. In 2013 there were gales, frosts and heavy rains and again some crops were lost. Many people here think that climate change is responsible for the changing weather patterns in recent years.

**Photo credit:** All images © Young Lives

## Talking about changes

## Viet Nam



Vu Thi Thanh Huong is a Young Lives researcher in Viet Nam. She talks about some of the changes that have taken place over time in the communities where Phuoc and H'Mai live.

### Phuoc, urban

Phuoc (*F-ooo-c*) is 16 years old and lives with his family in the city of Da Nang.



A main road has been constructed near the primary school, which has made it much easier for children to get to school by themselves. The main bus station has been moved to another part of the city which has made the local area safer. The bus station used to be a place for crime such as prostitution and gambling. A new market has been built in the community, which has helped local vendors in the buying and selling of their goods. Another important development is the installation of running water for local residents.

### H'Mai, rural

H'Mai (*H-My*) is 13 years old. She lives with her family in a poor rural area in Phu Yen province, Viet Nam.



There have been many changes in this community. A sugar factory has been built in the area, which has greatly changed the lives of people in the community. They can now grow sugar cane and sell their harvested crops to the factory. An electricity grid has been installed which has made life much better than before. Nearly all homes now have electricity and more and more people are using the internet.

More roads have been constructed, making transport between villages easier. A new primary school and kindergarten have been built in the local area, which means that children don't have to travel so far to school. A new water plant has been constructed to provide power, which has led to a loss of land for cultivation. People are now worried about what these farmers will do without land to grow their crops.

**Photo credit:** All images © Young Lives

## Exploring changes

Young Lives country: \_\_\_\_\_

- What positive changes have taken place in these communities?
  
- What negative changes have taken place in these communities?
  
- Which of these changes are connected to the Millennium Development Goals?

| <i>Change</i> | <i>Millennium Development Goal</i> |
|---------------|------------------------------------|
|               |                                    |

- Are there any differences in the amount of progress between the urban and rural communities? What do you think might be the reasons for these?
  
- What do you think are the main challenges that remain for each community?

*Urban community*

*Rural community*

## Ideal futures timeline

2000

2015

2030

