

# 2 80:20

## What is development?

### Where are we going?

Development is a complex term. Most simply, development means all people reaching an acceptable standard of living, and having the basic things they need to live. Development is a never-ending process: people will always be striving to improve the quality of their lives and the lives of their children. In this unit you will consider development, and your role in the process.

In this unit you will learn about:

- different definitions of development
- world poverty, its causes and why it is unevenly spread
- ways of using data to measure and analyse development patterns
- what governments, voluntary groups and individuals can do to support development
- the importance of sustainable development, and fair trade.

As many as 80% of the world's population live in poor countries. The rich countries, with only 20% of the population, control 80% of the global resources. This leaves the poor 80% of the population to get by on 20% of the world's resources. Poverty and uneven development are major world issues. People living in rich countries such as the United Kingdom generally have a good quality of life. This can make it difficult for us to imagine what life is like for the poor 80% of the world's population.

### The development compass rose

The development compass rose (DCR) shown in diagram B will help you view development issues from a variety of points of view and to begin to understand some of the complexities involved. You can use it to think of questions on what you can see in photo C, for example. You can also use it to write descriptions.



A

A mere 12% of the world's population uses 85% of its water.

1.3 billion people (two-thirds of them women) of the world's 6 billion people live in poverty.

Poverty kills 30 000 people every day.

The world's top 3 billionaires have wealth greater than that of all the least developed countries and their 600 million people.

### W for Who decides?

These are questions about who is in charge, who is the decision maker, who is making decisions about changes.

- Examples:
- Who is making decisions for these people?
  - Do you think these people have a say?

The development compass rose

B

### N for Natural

These are questions about the natural environment – climate, landscape, relief, water – and how people interact with it.

- Examples:
- Why have the people chosen to live in this place?
  - Is the land flat enough for people to build homes?

### E for Economic

These are questions about how people are making a living, money, wealth, poverty, trade, aid.

- Examples:
- Are these people rich or poor?
  - How are they earning a living?

### S for Social

These are questions about people, their relationships, traditions, culture and the way they live.

- Example:
- How do their traditions affect the way they live?

C

Nearly 1 billion people are illiterate.

More than 2.6 billion people do not have basic sanitation.

Half the population of Africa live on less than \$1 a day.

1 Development is about making sure that people have the basic needs to live. What are these basic needs?

2 Why is this unit called '80:20'?

3 Read the facts about world poverty (photo A) carefully, and discuss them in a group.

- a Which of the facts does your group find most shocking?
- b Which facts highlight the uneven spread of world poverty?
- c Use the internet to try to find out three more world poverty facts.

4 According to internationally accepted standards, anyone earning less than 60p (US \$1) a day is living below the poverty line. Worldwide, 1.3 billion people live on less than \$1 a day. Try to work out how much you and your family spend in a day.

- 5 a Draw a development compass rose in the centre of a large sheet of paper.
- b Write two questions for each point on your DCR about what you can see in photo A or C.
- c Now work with a partner. First compare your questions, and then use the key questions for each point on the DCR to describe what photo A or C shows.

6 Turn to photo D on page 33 and repeat activity 5.

7 Compare your analysis of the two photos. Write lists of similarities and differences for each DCR point.

OVER TO YOU