Childcare Exam Study – Unit 3 and 4

Growth and Development

**Nature of growth and development**

* Developmental theories in terms of the interrelationship between social, cultural, biological and environmental factors

**Piaget:**

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| Factors | Example |
| Social | * Lack of emphasis on social factors and role of language in development * Children may interact with peers and learn from them |
| Cultural | * Everybody is the same and goes through stages – no matter the culture |
| Biological | * Children are born with reflexes * Development must necessarily precede their learning * Specified ages * Go from being non logical to logical thinkers |
| Environmental | * Actively explore the environment * A child actively construct knowledge as they manipulate and explore their world |
| Interrelationship | All children are born with the same reflexes and develop before they learn through stages, and everybody goes through the same stages no matter their culture. Everyone will have different environments to interact with to enhance their development and reach stages. The brain needs to interact with the environment to learn things (biological) |

**Bronfenbrenner:**

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| Factors | Example |
| Social | * Development is impacted through interactions in environment * Child contributes to own development as a result of interactions in varying environments |
| Cultural | * Different ideologies and cultures impact development * Culture in macro system |
| Biological | * Recognises that many factors influence children’s development – genetics, hereditary * Does not distinguish between nature and nurture |
| Environmental | * Believes in child’s development is affected by surrounding environments * 5 concentric circles provide the environment |
| Interrelationship | The 5 layers of his theory are affected by these factors. Your culture will determine the environment you grow up in, thus affecting what social interactions you will come across and what will effect you |

**Erikson:**

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| Factors | Example |
| Social | * 8 stages effect personality development * the role of the society and the conflicts that can take place |
| Cultural | * emphasized the role of culture and society and the conflicts that can take place within the ego itself |
| Biological | * children are born with their personality and temperament which interacts with the environment to produce outcomes * people develop in stages with specified ages |
| Environmental | * parent or caregivers quality of interactions with the child will determine the outcomes for the child in terms of crises |
| Interrelationship | Parents treatment towards the infant and the environments it shows the child can impact their conflicts and social experimentation, helping them to complete the 8 stages in specified order. |

**Vygotsky**

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| Factors | Example |
| Social | * Learning occurs through social interactions and language * Society encourages learning * Learning scaffolded by MKO, ZPD assist learning through social factors |
| Cultural | * How the culture values, beliefs, customs and skills of a social group are transmitted to the next generation * Cultural tools of learning shaped through interactions |
| Biological | * Not so much focus development of brain, cognition and temperament and biological * Children are born with lower mental functions |
| Environmental | * Higher mental functions are development by environmental interactions * MKO is an important social tool |
| Interrelationship | By learning through **social** interactions, while visiting different environments and having **environmental** interactions will help you reach higher mental functions. The cultural factors are shaped through **social** interactions, and your **environment** your brought up in will determine what you will learn that is relevant for your **culture**. |

1. *Piagets theory of cognitive development – the four stages of cognitive development, including sub stages*

***JEAN PIAGET***

***COGNITIVE DEVELOPMENTAL THEORY***

Key concepts of theory

* Before Piaget’s work the theory in psychology was that children are purely less knowledgeable thinkers then adults.
* Piaget showed that young children think in different ways compared to adults
* According to Piaget, children are born with very basic mental structure (genetically inherited and evolved)

Stages of the theory

Three basic components to Piaget’s cognitive theory:

1. Schemas (building blocks of knowledge)

* Schemas are “units” of knowledge, relating to one aspect of the world, including objects, actions and abstract concepts
* A schema is sometimes referred to as a “filing cabinet” in our brains

1. Processes that enable the transition from one stage to another (relates to schemas)

* *Assimilation*
* Using an existing schema to deal with a new object or situation
* Using an existing unit of knowledge to deal with a new object (using a cat to deal with a dog)
* *Accommodation*
* This happens when existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation
* *Equilibration*
* When a child’s schemas can deal with most new information through assimilation. However, an unpleasant state of disequilibrium occurs when new information cannot be fitted into existing schemas (assimilation)

1. Stages of development

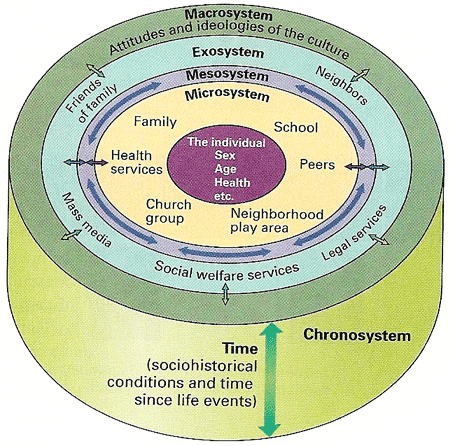
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| --- | --- | --- | --- |
| NAME OF STAGE | AGE RANGE | CHARACTERISTICS AND COGNITIVE ACHIEVEMENTS OF THIS STAGE | SUB STAGES (IF ANY) |
| Sensorimotor Stage | Birth - 2 | Object permanency   * Ability to understand that even when a person or object is removed it still exits   Children go from being helpless to walking, talking and to a degree, making sense of things around them  Sensory information and actions | 1. Simple reflexes  •BIRTH-1MONTH (reflexes such as rolling and sucking)  2. Primary circular reactions  •1-4 MONTHS (coordinate sensations – reproduce an event that happened by accident (e.g. sucking thumb)  3. Secondary circular reactions  •4-8MONTHS (children become aware of things beyond their own body and become more object orientated e.g. shaking a rattle for satisfaction  4. Coordination of secondary circular reactions  •8-12 MONTHS (children start to show intentionally e.g. using a stick to reach something)  5.Tertiary circular reactions  •12-18 MONTHS (start to explore new possibilities of objects)  6. Internalization of schemas  •18-24 MONTHS (a shift to symbolic thinking) |
| Preoperational stage | 2-7 Years | Children in this stage are;   * **Egocentric,** meaning they believe everyone sees the world that they do e.g. if a child closes their eyes they will assume nobody can see them either * **Conservation**, they believe that quantity does not change even if the shape etc. changes and can only classify things by a single feature | 1.Preconceptual thinking  •2-4 YEARS  (Inability to understand all the properties of classes e.g. thinks all men are “daddy” and all oranges and apples are the same, also transductive reasoning which is seeing a relationship between two things that are not actually related e.g. if they tell you an orange is a ball because the ball and the orange are round her transductive reasoning tells her they both must be the ball  2. Intuitive thinking  •4-7 YEARS  (Stopped transductive thinking, thinking has become logical, show “centration” which makes them only focus on one characteristic of something, and the ability to comprehend dual relationships |
| Concrete operations stage | 7-11 years | Children begin to think logically about concrete events, thinking becomes more logical and organized  **Achieves conservation** of number (age 6), mass (age 7) and weight (age 9)  **Classifies objects according to several features and not just one** e.g. how apples, bananas and oranges are all “fruits” even if they are not exactly the same  **Able to understand seriation** the ability place things in order according to size |  |
| Formal operations stage | 11+ | In the final phase of cognitive development, children hold a great understanding of the world around them  They can **think in abstract ways** and are also **able to hypothesis** possible outcomes to a given problem and then think of ways to test their theories  Learn to us **deductive reasoning** to draw conclusions |  |

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| Factors | Examples |
| Strengths | * What they expect – biological readiness * Capacity to learn * Focuses on using hands-on experience |
| Weaknesses | * Ages too strict * Bias as he tested on his own kids * Not scientifically proven * Only focuses on younger people * Language issue |
| Implications | * Sensorimotor- allow child to play with toys that squeak when squeezed * What you teach must target appropriate age |

1. *Bronfenbrenner’s theory of ecological systems – the five environmental systems*

***BRONFENBRENNER***

***THEORY OF ECOLOGICAL SYSTEMS***



**Microsystem:**

Direct interactions

with parents, teachers, peers, and others.

**Mesosystem:**

Linkages between microsystems such as family and school, and relationships between students and peers.

How they work together for the sake of the child

**Exosystem:**

People and places that the child itself may not interact with often but still have a large effect

e.g. health services, parents work, police, social services

**Macro system:**

Remote set of people and things to the child but has a great influence

e.g. wars, the economy

**Chronosystem:**

Develops as a result of the persons experience in life, includes environmental events

Normative (birth, marriage) and non-normative (when family is not prepared - unexpected death, divorce)

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| Factors | Examples |
| Strengths | * Explains influence of both biological and the environmental influences * This theory shows how multiple influences affect the child’s development even when the child isn’t directly involved in the situation * Takes into consideration different environments |
| Weaknesses | * Doesn’t explain cognitive development * Does not explain reasons for behaviour e.g. temperament * Why the childs behaviour is a result of the five stages |
| Implications | * Understand that every child is an individual and comes from a unique background. Child development is a result of a combination of the child’s personality and environmental factors |

* *The interrelationship of the five environmental systems in Bronfenbrenner’s ecological systems theory and their impact on the development of individuals*

Relationship between the five stages and their impact on the development of individuals

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| Stage | Relationship | Example – How it can Impact on development |
| Microsystem | The microsystem is the immediate relationships the individual has. | Each child’s specific genetic and biologically influenced personality traits, end up affecting how others treat them |
| Mesosystem | Linkages between microsystems such as family and school, and relationships between students and peers. | Parent takes active role in school and parent teacher nights, watches sport – positive development for the child |
| Exosystem | People and places that the child itself may not interact with often but still have a large effect | If a childs parent gets laid off from work, that will have negative effects on the child if their parents are unable to pay rent or buy groceries |
| Macro system | Remote set of people and things to the child but has a great influence | A global financial crisis may affect a child, in that their parents may loose a job, affecting their income, schooling day to day needs. |
| Chronosystem | Develops as a result of the persons experience in life, includes environmental events | If there is a sudden death in the family it can cause negative effects. |

1. A young boy has autism. This may result in the parents not accepting him and treating him poorly (microsystem). This can result in lack of communication between parents and his teacher (mesosystem) meaning he may not receive special care that he needs. However, the school may have things in place that assist him (Exosystem) such as teaching aids and special equipment. This results in positive development because he is receiving the help he needs. This is due to the idea that disable people are just as important and valued as non-disabled people (macro system). Over time, the values of his parents changed (chronosystem) and they begin to accept him
2. *Vygotsky’s theory of sociocultural development*

* *ZPD*
* *Scaffolding*
* *MKO*
* *Language development*

***VYGOTSKY***

***SOCIOCULTURAL THEORY***

Key concepts of theory

* Vygotsky suggested that learning takes place through the interactions students have with their peers, teachers and other experts.
* Teachers can create a learning environment that maximizes the learner’s ability to interact with each other through discussion, collaboration and feedback which would enhance their development.

Vygotsky claims that infants are born with the basic materials/abilities for intellectual development

* Attention
* Sensation
* Perception
* Memory

Children can achieve higher mental functions through MKO and ZPD

Zone of Proximal development:

Skills too difficult for a child to master on his/her own but can be done with guidance and encouragement from a MKO.

Scaffolding:

Adult guidance is referred to as scaffolding.

In order for the scaffolding to be effective, it must match the child’s developmental level so the child is comfortable enough to engage with the guidance.

More Knowledgeable Other:

Refers to someone who has a better understanding or a higher ability level than the learner. Many times this is not only a teacher or adult, it can also be individuals with more knowledge or experience.

Importance of language

* It is the main means by which adults transmit information to children
* Language itself becomes a very powerful tool of intellectual adaptation

Importance of culture

* Tools of intellectual adaptation
* Your culture and where you grow up influences who and how you learn from

How the theory can be applied in a pre-primary classroom?

1. Summarizing
2. Questioning
3. Clarifying
4. Predicting

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| --- | --- |
| Factors | Examples |
| Strengths | * Importance of the social context in which learning and the evolution of cognitive skills take place * Culture determine the nature and manner of functioning of the societal institutions that influence how the children learn |
| Weaknesses | * Does not provide richness like piaget * Did not provide specific tools for research such as tests and experiments * Only a general outline of cognitive development |
| Implications | * Instructions can be planned to provide practice in the ZPD for individual children or for groups |

1. *Eriksons theory of psychosocial development – the eight stages*

***ERIKSON***

***PSYCHOSOCIAL THEORY***

Psychosocial Stages:

Each step builds on skills learned in previous steps. Erikson believed that a strong sense of each stage was important in developing the other upcoming stages

1. Trust vs. Mistrust (0-1)

* Most fundamental stage of life
* The infant is utterly dependent on their caregivers which develops their sense of trust
* If a child successfully develops trust, they will feel safe and secure (trust)
* If a child doesn’t develop trust it will result in fear and belief that the world is inconsistent and unpredictable (mistrust)

1. Autonomy vs. shame and doubt (18months-3)

* Focused on children developing a greater sense of personal control
* E.g. “Toilet training” is learning to control ones bod functions that leads to a feeling of control and independence
* Important events that happen in this stage include gaining control over food choices, toy preferences and clothing selection
* Children who successfully develops autonomy feels secure and confident (autonomy)
* A child that doesn’t are left with inadequacy and self-doubt (shame and doubt)

1. Initiative vs. guilt (3-5)

* During **preschool** children begin to assert their power to control over the world though directing play and other social interaction
* Children who are successful at this stage develop capable and able to lead others (initiative)
* Those who fail to acquire these skills are left with guilt, self-doubt and lack of initiative (guilt)

1. Industry vs. Inferiority (6-11)

* This is during **early school years.** Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities
* Children who are encouraged develop a feeling of competence and belief in their skills (industry)
* Those who receive little or no encouragement will doubt their ability to be successful (inferiority)

1. Identity vs. Role Confusion (12-18)

* During **adolescence** children are exploring their independence and developing a sense of self.
* Those who receive proper encouragement will have a strong sense of self and a feeling of independence and control (identity)
* Those who remain unsure of their beliefs and desires will be insecure and confused about themselves and the future (role confusion)

1. Intimacy vs. Isolation (19-40)

* During early adulthood when people are exploring personal relationships
* Vital that people develop close, committed relationships with other people
* People who are successful will develop relationships that are committed and secure (intimacy)
* Failure results in loneliness and isolation (isolation)

1. Generativity vs. Stagnation (41-64)

* During adulthood, we continue to build our lives, focusing on our career and family
* Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community (generativity)
* Those who fail to attain this skill will feel unproductive and uninvolved in the world (stagnation)

1. Integrity vs. Despair (65-end of life)

* Occurs during old age and is focused on reflecting back on life
* After reflecting they either come away with a sense of fulfillment from a life well lived and feel proud of their accomplishments with little to no regrets (integrity)
* Or a sense of regret and despair over a life misspent (despair)

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| Factors | Examples |
| Strengths | * Highlights both the fragile and resilient nature of the human spirit * Acknowledges that we are shaped by * Who we are * What happens to us * How we deal with this * What level of support we receive |
| Weaknesses | * Ageing isn’t always accurate – some babies are toilet trained earlier in different cultures * More applicable to boys then to girls * More attention is paid to infancy then adult life |
| Implications | * Insight about the best environments for what ages * How carers can interact with children to successfully support and guide them through each stage or crisis * The role of the teacher and caregiver is important |

* *Piagets theory of cognitive development and eriksons theory of psychosocial development and the relationship between biological and environmental aspects of growth and development*

**Piaget VS Erikson**

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|  | Piaget | Erikson | Comparison |
| Environmental | * Experiences with senses interacting with the environment determines learning * Children actively construct knowledge as they manipulate and explore their world | * Parent or caregivers quality of interactions | * Both involve learning through interactions – Piaget with the environment and Erikson with caregivers |
| Biological | * Development precedes their learning * Children are born with reflexes * They must be biologically ready for them to learn | * Biologically children are born with their personality * Interactions with the environment produces outcomes * People develop in stages with specified ages | * Piaget claims children are born with reflexes, and Erikson claims they are born with their personality’s * They must be biologically ready to learn in piagets stage and in eriksons stage they can only go to the next stage when their age is appropriate |

**Factors affecting development**

* *Social, cultural, environmental, economic and political factors impacting on the growth and development of population groups in Australia and overseas*

**POPULATION GROUPS**

AUSTRALIAN POPULATION GROUP: HOMELESS

* Homelessness is the condition of people without a permanent dwelling, such as a house or apartment. People who are homeless are most often unable to acquire and maintain regular, safe, secure and adequate housing

OVERSEAS POPULATION GROUP: CHILD SEX SLAVES

* Human trafficking is akin to modern day slavery. It occurs when people are forced into exploitative situations for profit. Men, women and children are exploited for a wide range of purposes, including forced labour, sexual exploitation, domestic servitude, and child soldiers.

1. Social factors: our interaction with other aspects of society, relationships with family, peers and in the workplace

HOMELESS:

* Trust issues
* Difficulty in relationships, negative cycles (abuse)
* Physical, social, cognitive and emotional development effected
* Difficulty finding jobs
* Violence
* Stealing
* Mental issues

CHILD SEX SLAVES

* No trust towards the world
* No education
* Mental issues

1. Cultural factors: relate to the shared products of a human group and includes both physical objects and beliefs, values and shared behaviours

HOMELESS:

* Difficulties with other relationships
* Difficulty keeping jobs
* Violence
* Stealing

CHILD SEX SLAVES

* Families have no money – only option
* Other siblings have been forced into it

1. Political factors: any limit that is related to the administrative and government policy of a given location

HOMELESS:

* 2008 the Rudd government created the “road home”
* aimed to reduce number of homeless people by 2020

how: getting involved with community leaders, temporary accommodation, asses needs

impact: raised awareness of homelessness

CHILD SEX SLAVES

* Illegally done

1. Environmental factors: our home, the localities in which we play, attend school, work and liv will shape our development

HOMELESS:

* Many youths are asked to leave their home or are unwanted
* Emotionally neglected by family
* Low self esteem
* Look for love and acceptance in unhealthy ways

CHILD SEX SLAVES

* Have to leave home
* No self esteem
* No acceptance or love

1. Economic factors: factors related to finances and the economic status of an individual

HOMELESS:

* People became homeless and find it difficult to break the cycle
* Limited temporary and permanent homes to help the homeless
* Difficult to apply for jobs

CHILD SEX SLAVES

* Families have little to no income so parents sell out their children

**BARRIERS/CHALLENGES/DIFFICULTIES WITH ACCESSING SERVICES**

1. Limited access to legal services
2. Limited financial resources
3. Intimidation and discrimination
4. Low confidence levels
5. Language literacy
6. Cultural beliefs and values
7. Disabilities
8. Access to resources

Why it is difficult for people who are homeless to access services:

1. **Age**

* Children may not know specific services exist
* May believe they are too young to receive housing assistance
* Older people may suffer from age-related health conditions that prevents them from accessing services
* May not ask for help

1. **Gender**

* Homelessness can create a division in services according to gender, there is more support for women in the form of women’s refugees

1. **Education**

* Homeless people may not seek literacy and numeracy help as they don’t know the service exists
* They are unable to read what services are or what they mean

1. **Disability**

* Creates barriers in communication when accessing services
* Can be discriminated against for e.g. when seeking private rental accommodation
* They may not be able to travel (if they are in a wheelchair for example) to obtain services

1. **Culture**

* Some homeless people are fearful to seek help because their culture
* Systemic barriers – barriers put in place by societal structures and policies

1. **Language**

* Communication barriers when trying to access services

**Impact of the barriers on individuals and families:**

The table shows how lack of non-human resources can impact on homeless

|  |  |
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| Resource | Description |
| Time | * Due to irregular sleep patterns, the day may be unproductive * Time management may be poor to lack of personal motivation * Service opening hours and the need to be at a place at a certain time is irrelevant to a homeless person |
| Money | * Lack of employment * No bank account * Fear of being robbed * Restricted access to venues where a fee is charged * Can cause anxiety * Isolation |
| Energy | * With a limited diet, they lack energy * Their main priority is body temp so they won’t take part in activity’s * Their reduced energy levels may also mean they are less likely to walk distances to access services * More prone to illness |
| Knowledge | * Low education * Find it hard to understand information |
| Limited access to legal services | * May have incorrect perception of assistance available and level of confidentiality * E.g. the possibility of sharing of information amongst different organisations |
| Limited financial resources | * Unable to afford representation or advice * May also have trouble physically accessing resources * E.g. taxi, train or bus fare |
| Intimidation and discrimination | * May result from previous experience or from others experience |
| Language literacy | * Inability to be understand spoken or written words including filling in forms or making phone calls |
| Cultural beliefs and values | * Cultural (including ethnic and religious) perception of services including police, lawyers etc. are authority figures and nt to be challenged or confronted. This can be a result of distrust of authority from their homeland |
| Disabilities | * Difficulty in accessing services due to illness and disabilities e.g. mental and physical |

* *Impact of federal government policy on social, cultural, environmental and economic factors affecting growth and development of individuals and families in an identified community*

**THE ROAD HOME – HOMELESSNESS POLICY**

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| Factors | Factors | Impacts |
| Social | * Feeling safe/secure * Surrounded by drugs/alcohol * Violence | * Physical- health can be affected (limited resources) * Social – unhealthy relationships * Cognitive – brain can be affected by drugs/alcohol * Emotional – low self-esteem/feeling worthless |
| Cultural | * Homeless people have a culture of drug and alcohol use * Aboriginals are more prone to become homeless (25% of homeless are aboriginals) | * Physical- Drugs/alcohol can cause self-harm/depression * Social – separated from their own culture and social system * Cognitive – drugs and alcohol, lack of education * Emotional – No sense of belonging – not within own culture |
| Economic | * No job * No money * Low economy | * Physical- No money to pay for medication to go to doctors * Social – Low social skills due to not being able to afford education * Cognitive – low education * Emotional –low self-esteem due to not being able to find a job, feel rejected from society |
| Environmental | * Economy * No address | * Physical- No address so can’t access health services * Social – No money or job, can’t develop social skills * Cognitive – Little level of education * Emotional – Feel rejected from society, no sense of security due to no home/address |

* *The protection for the rights of children Australia and globally*

**CHILDREN’S RIGHTS PROTECTION**

* The UN convention of the rights of the child 1989
* 54 articles

**Aim:**

To help every child reach their full potential

**The 4 core principles:**

1. Non discrimination
2. Devotion to the best interests of the child
3. The right to life, survival and development
4. Respect for the views of the child

**Laws in Australia that support human rights for children:**

1. The working with children (criminal record checking) act 2004

* Deterring people with criminal records indicating they may harm children, from applying for work with children

1. Children and young people act 1999 – mandatory reporting

* Doctors, nurses, dentists, teachers, police, childcare workers to report if suspicious that a child has suffered or is suffering sexual abuse or injuries etc.

1. Family law act 1975

* The best interests of the child is reflected in decisions made by the family law court

**Australia:**

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| Article | How it is protected | Impact |
| children have the right to an education | Australian education law – children are legally required to attend school from 6 | Wellbeing is positively influenced as they receive the best education and properly |
| 34: Government should protect children from sexual abuse | Working with children act 2004  Children and young people act 1999 - Mandatory Reporting | The child is safe and secure. |

**Global issue**

1. Forced marriage
2. Female circumcision

* *Impact of the UN 2000-2015 MDG*

**THE MILLENNIUM DEVELOPMENT GOALS (MDG’S)**

Aim

* The millennium development goals are eight international development goals that were established following the millennium summit of the united nations in 2000, following the adoption of the united nations declaration.
* All 189 UN member states at the time committed to help achieve the following millennium development goals by 2015
* In year 2000, the UN developed an ambitious plan to meet the needs of some of the world’s poorest people by setting up the Millennium declaration
* To help some of the world’s poorest people

**Goal 1: Eradicate Extreme Poverty and Hunger**

Target**s:**

1. Halve between 2000 and 2015 the proportion of people whose income is less then $1.25 a day
2. Achieve full and productive employment and decent work for all, including women and young people

Impact/Progress:

1. The number of people living on less then $1.25 a day has been reduced from 1.9billion to 836 million. Halving narrowly missed
2. People living on $1 a day has dropped from 47% to 14%

How they achieved the changes:

1. **Yemen: Food keeps girls in school**

* World Food Programme’s (WFP) Food for Girls’ Education Programme has been tackling hunger and enrolment challenges
* more than 60 per cent of primary school-aged children who are not in school are girls. As a result of the programme, families who send their girls to school are eligible to receive an annual ration of wheat and fortified vegetable oil.
* Has reached almost 200,000 girls, benefiting almost 1 million family members.

1. **Cambodia: Farmers’ incomes climb.**

* Income rose to $1.40 from $0.47 a day among the 915 farmers, mostly women, in 15 villages

**Goal 2: Achieve Universal Primary Education**

Targets:

1. Ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling

Impact/Progress:

1. Primary school enrolment figures have shown an impressive rise, the enrolment rate increased from 83% in 2000 to 91% in 2015. Goal was not met

How they achieved the changes:

1. **Cambodia: Schools connect remote villages.**

* Since 2006, more than 260 Inter-Commune Cooperation projects with UNDP support, built a local secondary schools and have built roads, bridges and schools in remote communities.

1. **Brazil: Millions step out of poverty into school.**

* Since 2003, Bolsa Família has lifted 50 million people out of poverty in 5,500 communities, with steady reports of improved school attendance and health conditions.

**Goal 3: Promote Gender Equality and Empower Women**

Targets:

1. Eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels of education, no later than 20115

Impact/Progress:

1. Around 2/3 of developing countries have achieved gender equality in primary education
2. Women in parliament had doubled in the 15 years

How they achieved the changes:

1. **Somalia: Scholarships help keep girls in school.**

* There are currently 453 girls at the primary, secondary and university levels receiving comprehensive scholarship packages which include funding for registration and tuition fees, pocket money, bus fare, school uniforms and shoes, textbooks, supplies and stationery.

1. **Rwanda: Women farmers yields profits and better futures**

* UN Women is working with 15 cooperatives to increase women’s participation in agriculture and decision-making in their families and communities.
* Women farmers are trained in budgeting skills and male farmers and district o cials are being encouraged to better include and provide for women.
* As a result, more couples are sharing financial and agricultural decisions, and crop yields have increased.

**Goal 4: Reduce Child Mortality**

Targets:

1. Reduce by 2/3 the mortality rate of children under 5

Impact/Progress:

1. The child mortality rate has reduced by more than half falling from 90 to 43 deaths per 1000 live births. But this failed to meet the 2/3 target.

How they achieved the changes:

1. **Chad: Children have better chances to reach their fifth birthday.**

* Chad has one of the lowest vaccination rates in the world.
* With support from UNICEF, an expanded immunization programme is reaching more children using community outreach workers, radio broadcasts and campaigns.

1. **Nigeria: Saving One Million Lives**

* In 2012, the Nigerian Government launched this and by 2015, they expanded access to essential primary health services to women and children, including telephone lines for health workers, equipment to prevent mother-to- child HIV transmission, bed nets and other life- saving tools.

**Goal 5: Improve Maternal Health**

Targets:

1. Reduce by ¾ the maternal mortality ratio
2. Achieve by 2015 universal access to reproductive health

Impact/Progress:

* The global maternal mortality ratio has fallen by nearly half-short of the aim
* It declined 43%

How they achieved the changes:

1. **Rwanda: SMS saves lives.**

* helps community health workers track pregnancies, report on danger signs during pregnancy, and subscribe to emergency alerts to ensure that women can access emergency obstetric care if complications occur

1. **Yemen: Community midwives are saving lives**

* supports the training of community midwives in rural areas, while partnering with local authorities and religious leaders to make the initiative sustainable and raise awareness of the impact that the midwives are having

**Goal 6: Combat HIV/AIDS, Malaria**

Targets:

1. Begin to reverse the spread of HIV/AIDS
2. By 2010, universal access to treatment for HIV/AIDS
3. Begin to reverse incidence of Malaria and other major diseases

Impact/Progress:

1. The target has not been met, although the number of new HIV infections fell by around 40% between 2000 and 2013

How they achieved the changes:

1. **Zambia: Free HIV treatment reaches 400,000 people**

* antiretroviral therapy (ART) sites and supplying drugs to all 454 existing ART sites nationwide, giving some 400,000 people access to free HIV/AIDS treatment.

1. **Ethiopia: More HIV-positive mothers deliver babies free of the virus.**

* UNICEF and partners are supporting the training of 2,000 nurses and midwives on emergency obstetric and newborn care, along with prevention of mother-to-child transmission of HIV.

**Goal 7: Ensure Environmental Sustainability**

Targets:

1. Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
2. Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
3. Halve by 2015 the proportion of the population without sustainable access to safe drinking water and basic sanitation
4. Achieve by 2020, a significant improvement in the lives of at least 100 million slum dwellers

Impact/Progress:

1. 2.6 billion people have gained access to improved drinking water since 1990
2. the target of halving the proportion of people without the access was achieved in 2010 – 5 years ahead of schedule
3. 663 million people still do not have access to improved drinking water

How they achieved the changes:

1. **Vietnam: Largest lagoon gets a sustainable future**

* local action under the Food and Agriculture Organization’s (FAO) Integrated Management of Lagoon Activities project has set targets for reducing the number of aquaculture ponds. Mangroves and other essential habitats are being replanted and shery associations have developed plans that enable locals to manage activities.

1. **Brazil: Shifting from coal to crops promotes agro-ecology.**

* A project by the International Fund for Agricultural Development (IFAD) to promote agro-ecology is showing farmers how to make a living from the land while conserving the environment.

**Goal 8: Develop a Global Partnership for Development**

Targets:

* Develop further an open, rule based, predictable, non-discriminatory trading and financial system
* Address the special needs of least developed countries, landlocked countries and small island developing states
* Deal comprehensively with developing countries debt
* In cooperation with pharmaceutical companies, provide access to affordable, essential drug in developing countries
* I cooperation with the private sector, make available benefits of new technologies, especially ICT’s

Impact/Progress:

* Between 2000 and 2014, overseas development assistance from rich nations to developing countries increased by 66% in real terms, and in 2013 reached the record figure of $134.8 billion

How they achieved the changes:

1. Interactive exercises and quizzes on mobile phones thanks to cooperation between the government, mobile carriers, Nokia and individual schools and teachers
2. The World Bank Group committed $52.6 billion in loans, grants, equity investments and guarantees to help promote economic growth, increase shared prosperity and ght extreme poverty in developing countries

What is replacing the millennium development goals?

* The “Sustainable Development Goals”
* On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.

What is the Millennium Villages project?

The Millennium Villages Project addresses the root causes of extreme poverty, taking a holistic, community-led approach to sustainable development

Taking action

**Communicating and advocating**

* *Compare, analyse and apply information from primary and secondary sources*

**IDENTIFYING PRIMARY AND SECONDARY RESOURCES**

Primary Sources

* Direct or firsthand evidence about an event, object or person
* Provide original materials
* As close as possible to what actually happened during a particular event or time period

1. Autobiographies
2. Diaries
3. Interviews
4. Photographs
5. Audio recordings

Secondary Sources

* Describe, discuss, interpret, analyse, evaluate, summarise and process primary sources
* Generally, one or more steps removed from the event or time period
* Lack freshness and immediacy of the original material

1. Bibliographies
2. Reference books
3. Magazine articles
4. History books
5. Textbooks
6. Movie reviews

When evaluating primary or secondary sources, the following questions might be asked to help ascertain the nature and value of material being considered;

Authority

* Does the author know these details
* Was the author present at the event

Accuracy

* Is the text well written, without spelling errors
* Is the information accurate

Currency

* When was the source published?
* Is it up to date

Reliability and quality

* Where does the info come from – personal experience, eye witness
* Are the authors conclusions based on a single piece of evidence or have many sources been taken into account?
* *Use the technology process to develop and implement a model for advocacy*

1. Investigate
2. Devise
3. Implement/Produce
4. Evaluate

* *Develop and communicate a plan to advocate for equal opportunity, social justice or change*

**GROUP TO ADVOCATE FOR: DOMESTIC VIOLENCE VICTIMS**

**1.Investigate**

* Identify the problem or issue

1. The problem or issue is an injustice and mistreatment of women and children who are experiencing domestic and/or family violence

* Include statistics and relevant information about the problem

1. One in three Australian women have experienced physical violence during their lifetime
2. One in five women having experienced some form of sexual violence
3. On average, across 12 months, [one woman is killed every week](http://www.aic.gov.au/publications/current%20series/mr/21-40/mr23.html) by a current or former partner

* Relate the problem to human rights

Domestic and family violence violates a wide range of human rights including:

1. The right to life.
2. The highest attainable standard of physical and mental health.
3. The right to decent work.
4. Freedom of expression and the right to hold opinions without interference.
5. A child or young person’s right to leisure and play.
6. The right to education.
7. The right to be free from torture and other cruel, inhuman or degrading treatment or punishment.

* Are there any current laws or policies which relate to this problem

Laws:

1. Violence restraining orders act 1997

Policy:

1. National Plan to reduce violence against women 2010-2022

**2.Devise**

* Devise a goal

1. By 2020 reduce the amount of deaths per year by half

* Devise a strategy

1. Providing public speakers throughout schools and workplaces in the community, to educate the community on facts

* Discuss Impacts of strategy

1. The long term impact will be that there are less people in abusive relationships. This will be because all adolescents will be educated on the subject, and will understand the warning signs what to do. The impact it will have on the population group in the short term is that people will now be able to recognise if a person is in an abusive relationship and will know how to help them and what services are available.

* Discuss how population groups wellbeing will be protected or enhanced by strategy

1. making them feel safe knowing they can tell people what is happening to them and not be judged or feel shame as the community will be educated on the issue and know how to help and what to do with the information they are told.
2. There well-being will be protected as they feel safe when telling people, and it will be enhanced as they will not be in a situation where their health and wellbeing is at risk.
3. people will feel comfortable, if they have experienced or are experiencing an abusive relationship speaking up about it without feeling a sense of embarrassment.

**3.Produce/implement**

* Identify target audience that you will approach to advocate for this strategy

1. The target audience will be the Australian public – this is because they will become more educated and have more knowledge of the issue, leading them to want to advocate for those who are experiencing or have experienced domestic violence

* Communication strategies

1. **Campaigning**: The campaign will include a petition for communities to sign to use as evidence that those in society want children in schools and people in workplaces to learn about domestic violence
2. **Letters**: By sending letters to people in parliament it can help not only on preventing domestic violence today and in the future but also make others want to advocate for the issue. By sending letters to parliament, the issue can really be noticed by people who can really make a massive difference through funding to existing services, changing laws and introducing policies. They letter may include awareness about the issues nature, impacts, and commonness in our communities.

* Communication skills required to implement the strategies

1. **Active Listening:** Listen to the victims of domestic violence to understand the issues to get real facts and life stories, to withhold judgement and advice
2. **Resourcefulness:** To be aware and make use of resources that could overcome – restraining order
3. **Effective Communication:** To be fully aware of the emotional effects domestic violence has when speaking to those who’ve been through it, even talking to those who haven't as it can be a confronting issue
4. **Negotiation:** To discuss so there is a fair outcome without compromising the other persons needs/wants
5. **Assertiveness:** Being fair and understanding while talking about domestic violence and its effects, so you can get your point across without offending or being rude, but still being stern.

**4.Evaluate**

* How will you monitor the success of your strategy?

1. Progress by at the end of each year, gathering relevant statistics and information about that year and if the goal was met and on track to achieving the final goal of 100,000 people over the 4 years.
2. A SWOT diagram which is an analysis of my strengths, weaknesses, opportunities and threats of your plan at the end of each year.

* How will you monitor the progress of your strategy?

1. Viewing statistics at the end of each year
2. Keeping records of meetings
3. Tracking key advocates and the media

* *Advocate on a national or global issue*

**WHAT IS ADVOCACY**

**What is advocacy?**

* The deliberate process of influencing those who make policy decisions or distribute resources

**What is an advocate?**

* A person who helps someone to get what they need and speak up for their rights.

**Identify issue:**

* Domestic Violence is violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner.
* Victims need an advocate as they may feel shame, embarrassment or scared to speak out for themselves.
* It is a social justice issue
* *Select and apply communication skills and strategies for advocacy*

**COMMUNICATION SKILLS AND STRATEGIES**

**Communication Skills:**

In order to be able to influence decisions within political, economic, social and legal systems, effective communication skills are fundamental in being persuasive and determining change

1. Listening – being able to understand who you are advocating for
2. Confidence
3. Empathy
4. Respect
5. Assertiveness
6. ARENA

**Communication Strategies:**

1. **Social Media (petition on change.org)**

* On Change.org, people everywhere are starting campaigns, mobilising supporters, and working with decision makers to drive solutions.
* More than 100 million people in 196 countries are creating change in their communities.

1. Lobbying (writing letter, making appointment)

* influencing decisions made by the government by individuals or more usually by lobby groups; it includes all attempts to influence legislators and officials, whether by other legislators, constituents, or organized groups
* *Select and apply advocacy skills to empower others on a national or global issue*
* *Select and adapt advocacy skills to promote change in community beliefs and attitudes on national or global issues*

**EMPOWERING OTHERS ON DOMESTIC VIOLENCE USING ADVOCACY SKILLS**

**National or Global issue:**

* Domestic Violence

|  |  |  |
| --- | --- | --- |
| Advocacy  skill | How we use skills | How it empowers others |
| Active  Listening | * Listen to the victims of domestic violence to understand the issues * To withhold judgement and advice | * Makes them feel more confident and like someone wants to listen to them and understands them |
| Resource-fulness | * To be aware and make use of resources that could overcome dv (restraining order) | * Makes them feel protected |
| Effective communi-  cation | * To be fully aware of the emotional effects domestic violence has when speaking to those who’ve been through it | * Feel security and are able to talk to others without feeling sad or depressed |
| Negotiation | * So there is a fair outcome | * There values and thoughts are considered and a fair outcome is made |
| Assertiveness | * So you can get your point across without offending or being rude | * Not offending but strengthens and makes them feel like people care |

**Australian organisation: Shelters WA:**

* Shelter WA's research, policy development and advocacy, undertaken in collaboration with members and key partners, has been successful in driving affordable housing and homelessness issues in Western Australia.
* They raise awareness by writing press releases, securing investment in affordable housing,

**Processes for meeting needs**

* *Analyse ethical, technological and sustainable features of existing products, services and systems designed for individuals and families*

**FEATURES OF A PRODUCT, SERVICE OR SYSTEM**

Product: Fair trade chocolate

Ethical features:

* Are there any moral issues related to this product/service or system?
* Is the product/service available to all people?
* What are the values and attitudes to consider when using this product?
* Is this product produced in an ethical way eg fair trade , no child labour
* What's right or wrong
* Professional standards or ethics

Product: involves a fair trade sticker, therefore it is ethical. Buying Fairtrade chocolate makes a huge difference to the lives of cocoa farmers and their families around the world. Despite growing demand for cocoa, many small producers struggle to earn a sustainable income

Technological features:

* How is it made.
* Technical/technological features of the product, service or system
* Equipment and materials used to design and make the product, service or system
* Inventions

Fair trade chocolate bars are made from cocoa beans which are bought for a fair price from farmers. Cocoa farmers are some of the poorest people in the world and many of them earn on average about £50 a year.

Sustainable features:

* What is the impact on the environment of this product?
* Can the product, service or system last for a long time. ( is it sustainable)
* Product – are the materials environmentally friendly?
* Will it help meet long term goals??

Fairtrade helps to make cocoa farming in places like Ivory Coast and Ghana more sustainable by guaranteeing minimum prices and providing a premium to invest in local communities, so farmers can provide a better future for themselves and their families.

* *The relevance of functional, social and cultural factors when developing and evaluating either a product, service or system*

**THE RELEVANCE OF FACTORS**

**Functional factors:**

* Fitness for purpose
* Choice of materials
* Durability

**Social Factors:**

* Market position
* Personalisation – catering to the disadvantaged
* Training requirements
* Safety
* Cost

**Cultural factors:**

* Language – produced in other languages
* Taste - foods produced to meet cultural beliefs
* Festivals to celebrate cultural events
* Religious services – to meet individual beliefs and values

**Environmental factors:**

* Break down of materials when discarded

**Political factors:**

* Trade – not trading with countries we have a trade restriction with

**Economic factors:**

* Australian sourced/produced/made – money stays in Australian supporting other industries
* *Analyse social, ethnical, environmental, economic and political features evident in existing products, services and systems developed for individuals, families and communities*

|  |  |
| --- | --- |
| SERVICE: PASSAGES – RESCOURCE CENTRE | FEATURES |
| Functional | * Acts as a referral centre from the two properties in Northbridge and Mandurah * Services: accommodation, bathroom, kitchen and laundry, computer, internet, phone, mail collection, workshops and activities, information and referrals |
| Social | * Benefits the homeless by providing them with services * Benefits the community by taking homeless off the streets * Run by rotary club of Perth and St Vincent de Paul |
| Cultural | * Exist because it is helping the disadvantaged * All cultures are welcome |
| Political | * Not for profit organisation * Government funding |
| Ethical | * No child labour * Not for profit * It runs because people have a desire to help |
| Environmental | * Located in Northbridge and Mandurah * In large population areas * Assists community by getting the homeless of the streets |
| Financial | * Funded by donations * Corporate volunteering * Material donations * Financial donations * Funding events – passages race day |

|  |  |
| --- | --- |
| PRODUCT - SWAG | FEATURES |
| Functional | * Provides swags to homeless * Donated by public * Warmth and something to sleep in * Effective as it keeps homeless warm and healthy * Litetrex fabric – waterproof, fire retardant, quick drying, windproof, environmentally friendly |
| Social | * Benefits the homeless by providing them with something to sleep in * The products help those living rough on the streets * It helps by providing them with warmth and something practical to sleep on * Socially conscious – 100% of profits support homelessness projects |
| Cultural | * They exist because people believe they should help the disadvantaged * All the cultures are eligible for one to be given to them * 20% aboriginal/torres straight islanders * 10% are migrants * 48% are African American * 23% white * 20% latino |
| Political | * consumer law – fit for purpose * no government involved |
| Ethical | * make them themselves * award-winning design * no child labour |
| Environmental | * sent to welfare agency partners then distributed to homeless * it is suitable for purpose as it involves not only a place to sleep but a backpack and pockets * environmentally friendly |
| Financial | * funded by donations * money goes to making more |

|  |  |
| --- | --- |
| SYSTEM – CENTRELINK | FEATURES |
| Functional | * Provides homeless with services, money and an income * Helps find jobs |
| Social | * Tries to re-connect them with family * Run by government * workers and volunteers and social workers * successful of helping homeless |
| Cultural | * available for all cultures * provide indigenous access program, Medicare aboriginal and Torres strait islander access line |
| Political | * Government funded and run |
| Ethical | * Only available to those of disadvantage – families, separated parents, job seekers, elderly, disability, students, trainees, migrants, indigenous |
| Environmental | * Centrelink is located in 4 places in Perth * Joondalup, Warwick, Innaloo and Mirrabooka |
| Financial | * Donated by government and tax payers |

* *Consider the relevance of cultural, environmental and economic factors when developing and evaluating either a product, service or system*

|  |  |
| --- | --- |
| PRODUCT - SWAG | Relevance |
| Cultural | * All cultures can become homeless * Aboriginals are 4 times more likely to become homeless * All the cultures are eligible for one to be given to them |
| Environmental | * sent to welfare agency partners then distributed to homeless * it is suitable for purpose as it involves not only a place to sleep but a backpack and pockets * environmentally friendly |
| Economic | * funded by donations * money goes to making more |

|  |  |
| --- | --- |
| SERVICE - FOODBANK | Relevance |
| Cultural | * Different cultures eat different foods |
| Environmental | * divert thousands of tonnes of food from going to landfill and give it a new purpose * reduce costs, avoid further contributing to the pressure on landfill space and reduce the production of the greenhouse gas methane which results from waste decomposing. |
| Economic | * provides cheap food for those who are struggling economically |

|  |  |
| --- | --- |
| SYSTEM – CENTRELINK | Relevance |
| Cultural | * available for all cultures * provide indigenous access program, Medicare aboriginal and Torres strait islander access line |
| Environmental | * Centrelink is located in 4 places in Perth * Joondalup, Warwick, Innaloo and Mirrabooka |
| Economic | * Donated by government and tax payers |

**Managing and collaborating**

* *Apply self-management skills and strategies to enhance interactions in relationships with others*

**SELF-MANAGEMENT SKILLS**

* The ability to manage your own self
* Methods, skills and strategies

1. Goal setting

* Consider what you want to achieve
* SMART

1. Time Management

* Prioritising, managing, setting goals

1. Reflection and evaluation

* Strengths, weakness, opportunities, threats diagram
* *Apply self-management skills and strategies to support the sustainable use of resources that contribute to individual, group and population goals*

Self-management skills:

1. **Time management**

* This skill is needed when a child gets to year 12 a stressful year that needs to be organised. A strategy that could be used is a timetable. By using a timetable to fill in when they have school, work, hobbies and study It allows them to plan out their free time to socialise with friends and family so they are still interacting with their relationships. It helps to keep the child positive and steady when managing their busy life through year 12

1. **Goals**

* When a year 12 is setting goals at the start of the year. When setting goals though they need to us a strategy of SMART goals. By using this tool they are able to see what will work for them. This will enhance interactions with the students and teachers as the can help with the planning of wanting to achieve an ATAR score. They can then plan if the goal is measurable (SMART) andincreases their confidence and helps self-manage as well as build teacher relationships.

1. Reflection and Evaluation

* **STRATEGY**: worm farm, knowing how much food to buy so you aren’t throwing away

1. Personal resourcefulness

* **STRATEGY**: Life coach

Sustainable Resources:

1. Saving Water
2. Food waste

Population goal

1. Saving water
2. Minimising food waste

* *Apply conflict resolution skills when working with others*

**CONFLICT RESOLUTION SKILLS**

The conflict resolution process:

1. **Negotiation**

* Discussion between people who seek to find a solution to a common problem.
* It is cooperative
* When both sides seek a solution that is mutually beneficial

1. **Agreement/Mediation**

* A positive outcome of meditation
* A mediator is an unbiased individual who works with disputing parties to help them improve their communication and their analysis of the conflict situation.
* The mediator generally helps the disputing parties design a solution or positive agreement themselves

1. **Resolution**

* The process of resolving a dispute or a conflict by providing for the needs of the disputing parties
* Adequately addressing their interests so that they are satisfied with the outcome

|  |  |
| --- | --- |
| Cause of Conflict | Example |
| Incompatible goals | An individual may experience indecision relating to prioritising short or long-term goals; for example, saving for a new car vs going on a family holiday |
| Individual differences/personality | An enthusiastic and loud individual may cause a shy, withdrawn person to feel threatened |
| Limited resources | A young single-income family may experience conflict when deciding on resource allocation |
| Ineffective communication | A person who sits and watches television instead of communicating with their partner may feel isolated |
| Varying values | Teenagers who value the company of friends will experience conflict when they are grounded or have their phone taken away |
| Multiple role expectations | A working parent may experience conflict in juggling many roles and responsibilities at work and home |

Role of Support People:

* Represent and work with people who need support and encouragement
* To make sure peoples rights are upheld
* Understanding the issue by listening, asking questions, providing strategies

Outcomes:

|  |  |  |
| --- | --- | --- |
| Win-Win | Win-Lose | Lose-Lose |
| * Goals of both parties are maximise | * Most common outcome * Reflects competitive nature of people and society * Made through judges, votes | * Conflict is smoothed over in the least painful with neither party is a victor |

Influences and Impacts

**Social structures and systems**

* *Principles of community development*

1. *Sustainability*
2. *Diversity*
3. *Human rights*
4. *Social justice*
5. *Addressing disadvantaged*
6. *Valuing local knowledge, culture, skills and resource*

**PRINCIPLES OF COMMUNITY DEVELOPMENT**

Community

* Network of people that have some common link or identity. The link could be determined by;

1. Geographical location (e.g. the community of Esperance)
2. Work or occupation (e.g. the finance community)
3. Cultural or ethnic background (e.g. the Italian community)
4. Hobbies or special interests (e.g. the netball community)
5. Lifestyles (e.g. homeless people or vegetarians)

Community development (CD)

Process where individuals and groups take joint action on matters that directly concern them

* A CD approach involves workers working with communities to help them to identify their needs, interests and opportunities
* Enable them to develop the necessary skills to plan, organise and taken action
* Evaluate any action taken
* Within a community there is an existing pool of knowledge and expertise, when existing skills are utilised there are often higher rates of participation

Principles of community development include

1. Sustainability
   * The way of shaping communities and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while planning and acting for the ability to maintain these ideas in the long term.
   * Increasing community participation in projects will empower individuals and the community which will lead to increased sustainability

EXAMPLE (MILLENIUM VILLAGE: MAYANGE RWANDA)

* Health – promoting circumcision to prevent HIV
* An entrepreneurial group of Mayange residents are building a new business by taking an old idea of beekeeping and updating it with the help of training from the Millennium villages project (MVP) and financial support

1. Diversity

* The quality of being different.
* Differences in gender, age, ethnicity, culture, education and health are all examples of diversity
* Community development needs to respect diversity and plan to be equitable to all

EXAMPLE (MILLENIUM VILLAGE: MAYANGE RWANDA)

* The MVP helped establish the Abadaiga co-operative of pig farmers in order to help better the lives of single women in mayange
* Project put them in touch with financials who gave a loan
* Earnings will help women pay for daily expenses and child’s school fees

1. Human rights

* The most basic rights and freedoms that all humans are entitled to.
* Right to life and liberty, freedom of expression and equality
* The right to economic, social and cultural rights, including the right to participate in culture, the right to be treated with respect and dignity, the right to food, work and education.

EXAMPLE (MILLENIUM VILLAGE: MAYANGE RWANDA)

* Innovative hybrid sanitary pads: to keep girls going to school as if they have no sanitary items and are on their period, they will not want to go to school.
* Reduces number of girls dropping out of school
* Right to education

1. Social justice

* This refers to a general movement toward a fairer world where everyone has the same access and rights to care and information
* There are increasing inequities between people e.g. in health, education, housing
* The adoption of social justice principles to reduce such inequities is an improvement aspect of CD

EXAMPLE (MILLENIUM VILLAGE: MAYANGE RWANDA)

* 50 girls in mayange in school have been selected to participate in a new initiative called be-girl pads, aimed at reducing the number of girls dropping out of school

1. Addressing disadvantaged

* Disadvantage refers to those experiencing inequalities in life
* Inequalities may relate to personal factors such as age, disability and race
* Inequalities may relate to structural factors such as health, education, housing

EXAMPLE (MILLENIUM VILLAGE: MAYANGE RWANDA)

* A central solar electricity system connects multiple households and businesses
* Customers buy prepaid scratch cards and send text messages to a payment server

1. Valuing local knowledge, culture, skills and resources

* Local people know their community and surroundings best and are likely to have the most detailed knowledge of local conditions and potential opportunities
* Using their skills will reduce cost, decrease planning and set up time and increase chance of sustainability of the program

EXAMPLE (MILLENIUM VILLAGE: MAYANGE RWANDA)

* The MVP is intensely focused on raising incomes through expanding business development opportunities which include forming cooperatives and investing in machinery
* *Impact of government policy on the establishment of community support systems*

**HOMELESS PEOPLE: THE ROAD HOME**

The white paper:

* Outlines a national approach to reduce homelessness that will be implemented through three main strategies:

1. **Turning off the tap** – prevent those from coming homeless in the first place
2. **Improving and expanding services**- from both mainstream agencies and from agencies that deliver services specifically to the homeless
3. **Breaking the cycle**­- reducing the proportion of people who experience repeat periods of homelessness

* Two headline goals were set up

1. **Halve overall homelessness by 2020**
2. **Offer supported accommodation to all rough sleepers by 2020**

* Funding for the road home is administrated through the **National affordable housing agreement (NAHA)**
* NAHA is supported by the **national partnership agreement on homelessness (NPAH)** which funds homelessness programs. Outlines roles and responsibilities of the federal and state government in meeting the goals and objectives set out in the white paper

**National Partnership Agreement on Homelessness (NPAH)**

What its intending to achieve:

* To priorities funding to services providing support to women and children experiencing domestic or family violence, and homeless young people

Funding being provided:

* $117.2 million to support front-line services addressing homelessness

Impact of the policy on the establishment of community support systems:

1. **Ruah Community services**

* Provide services in the areas of housing and homelessness:
* Undertake advocacy and partnership work to improve the housing situation and quality of life

1. **Centrelink community support systems**

* One off payments if you're in difficult or extreme circumstances
* Officers can help you access information, payments and services if you have complex needs and difficulty managing income

1. **Reconnecting families and young homeless people**

* Uses community-based early intervention services to assist young people aged 12-13 who are homeless or at risk and their families. Assist young people to stabilise their level of engagement with family, work, education, training and local community

The partnership agreements impact on homelessness on the growth and development of individuals and families experiencing homelessness:

|  |  |
| --- | --- |
| Factor | Impact on growth and development |
| Social | May deal with women facing domestic violence |
| Cultural | Aboriginal people – 4 times more likely to become homeless then non-aboriginal  Gender  Red cross specific programs |
| Environmental | Less people on the streets wrap around the services  Reconnect  Counselling for mental health/drug and alcohol |
| Economic | Lives can get job, so can earn own money and contribute to society and costs less to economy – population healthier  Medicare – pay less in welfare especially when helping youths |

* *Influence of changing societal attitudes and values on the development, management and use of community support systems*

**INFLUENCE OF CHANGING SOCIETAL ATTITUDES AND VALUES**

Society: a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interest

Values: can be defined as broad preferences concerning appropriate courses of action or outcomes, values reflect a person’s sense of right and wrong

Attitudes: an organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols

**Community Support Systems:**

1. FORMAL
2. INFORMAL

Development:

* the process of growth or new information of a new events
* E.G kids help line, ngala, anglicare, relationships australia

Management:

* The act of controlling and making decisions about a business
* E.G. developing the organization of “POOPS” to support people who need their pets walked as they unable (old, disabled)

Use:

* To make use of something
* E.G. for people who are unable to walk for long periods of time to use the organization. Asking them to get people to walk their pets

**Some influences that have led to change or societal values beliefs:**

|  |  |  |
| --- | --- | --- |
| Changing societal attitude of value | Influences on changes | Community support systems |
| **Greater acceptance of same sex relationships** | 1. **Media** – Ellen being open about being gay 2. **Social norms** – a lot of people began coming out making it easier and more acceptable 3. **Religion** – some religions accept 4. **Media** – modern family 5. **Laws** – same sex marriage | Relationships Australia   * Provides counselling advice and help about relationships |
| **Increasing tolerance of diversity (multiculturalism)** | 1. **Law**- anti discrimination laws, people being treated equally. Anti-racism strategy 2. **Media** – action movies, news panels - diverse 3. Multicultural playgroups | TIS (Translating and interpreting services)   * Centrelink developed tis so those who don’t speak English can still access services |
| **Diversity in families** | 1. **Law** – for sole parents the “no fault divorce” 2. **Media** – Brady bunch | Childcare services   * Provides sole or busy parents the time to work etc. |
| **Equality (for women)** | 1. **Feminism** 2. Women are more education 3. **Contraception** | Women’s business forums Perth |

**What attitudes have changed in Australian society in relation to the homeless and the treatment of the homeless?**

* More sympathetic more awareness
* More knowledge about it
* Concerned more of human rights
* More educated and willing to help

**What community support systems have been developed?**

* Homeless shelter “crisis accommodation”
* Re-connect
* Community engagement officers – department of human services
* Homeless connect Perth
* Rent assistance
* *Roles and responsibilities of individuals, families, communities and government in the formation of community partnerships*

**COMMUNITY PARTNERSHIPS**

Business and community groups working in partnership enjoy many advantages. Business gains points for social responsibility and the community group gains through improved access to finances, knowledge, people or skills

Why is business interested in these partnerships?

Businesses that engage in community partnerships enjoy many positive effects. Such a partnership not only makes staff and management feel good but it puts them in touch with issues outside their own area of knowledge

Four elements for developing and maintaining a good partnership:

1. Partnerships must be mutually beneficial
2. Partnerships must have a strong “teamwork” element
3. Partnerships must establish and maintain open paths of communication
4. Partnerships must have measurable outcomes, to monitor their effectiveness

Role of the government in community partnerships

* Financial funding
* Laws and implementation of the laws
* Sponsoring
* Planning
* approval

Advantages and disadvantages of community partnerships

|  |  |
| --- | --- |
| Advantages | Disadvantages |
| * Bridging gaps * Links institutions, business, government and community * Combinations of complementary skills with more people * Development of friendship, support, cross-cultural understanding building stronger and more diverse communities * Interaction | * To build and maintain a partnership considerable energy is needed * Diversity of opinions and different rules can cause friction * Cultivating patience and a willingness to learn and compromise * Creating relationships of equality between community members and professionals * Meet their legal requirements and protocols can be frustrating and difficult |

What is a role?

* A function or position

What is a responsibility

* The duties, tasks which one is required to do as part of a job, role, or legal obligation

**Foodbank:**

* MISSION: To achieve an Australia without hunger by collecting surplus, salvaged and donated food and grocery products from food producers, manufactures, distributors and retailers and distributors and retailers and distributing it to charities and community groups to disseminate to people in need
* WHAT IS IT: Non-profit organisation which acts as a pantry to the charities and community groups who feed the hungry
* PARTNERS: Woolworths, WCE, Kellogg’s, dome, Jim kid etc
* SCHOOL BREAKFAST PROGRAM: children in WA go to school hungry, foodbank help schools put on a breakfast to get kids to come to school and to also not be hungry and receive fuller education

What are the roles and responsibilities of each of the following in this community partnerships?

|  |  |  |
| --- | --- | --- |
|  | Roles | Responsibilities |
| Individuals | Donate Food  Receive the food (Use Charity  Volunteer time | Food donated is in date and healthy  To use and don’t take advantage of food and charity  Be on time and productive while volunteering |
| Families | Donate food  Use charity | In date/healthy  Don’t waste food |
| Communities/organisations  /businesses | Sponsorships  Posters  School charity drive |  |
| Government | Funding  Linking up to partners | Allocate sufficient funds |

**West coast eagles kicking goals program:**

* WCE is run in conjunction with swan districts football club and BHP Billiton, is one of Australia’s largest regional based AFL mentoring programs, combining sport-based initiatives to help high school students in the Pilbara towns of port Hedland and Newman achieve better educational and employment outcomes
* Students are required to maintain certain key performance indicators to stay in the program
* This has created a 35% decrease in criminal activity in port Hedland
* An improvement in numeracy and literacy among indigenous students
* School truancy levels drop to lowest

|  |  |  |
| --- | --- | --- |
|  | Roles | Responsibilities |
| Individuals and Families | Participate  Maintain certain key performance skills to stay in program | Take part in program  Participate |
|  |
| Communities/organisations  /businesses | Provide incentives to reward the children | Support the social health and emotional well-being of families |
| Government | Provide resources  Provide funding |  |

* *The relationship between social cohesion, social systems and a sustainable society*

**RELATIONSHIP BETWEEN SOCIAL COHESION, SOCIAL SYSTEMS AND A SUSTAINABLE SOCIETY**

Social cohesion-

The willingness of members of a society to cooperate with each other in order to survive and prosper

A sustainable society-

Manages its economy and population size without doing irreparable environmental harm by overloading the planets ability to absorb environmental insults, replenish its resources, and sustain human and other forms of life over a specified period, usually hundreds to thousands of years

Social systems-

Organisation of groups

Social cohesion is a prerequisite of a sustainable society-

A sustainable society needs a balanced relationship between social exclusion and social cohesion

EXAMPLE: SCHOOL

The relationship between social cohesion, social systems and a sustainable society is that they all work together and there is a link through a social system (e.g. school). School creates social cohesion by creating a sense of belonging through clubs, having social justice and equity with learning support and toilets and has social order such as uniform and queuing. this leads to a sustainable society and school environment and ensures everyone is constantly wanting to come to school

**Social issues and trends**

* *Current national or global issues or trends that influence peoples actions to create sustainable patterns of living*

**GLOBAL ISSUES OR TRENDS**

1. **Deforestation:**

* Conversion of forested areas to non-forest land.
* 90% of paper is made from wood.

Positives:

* provides employment for local workers
* the timber products will generate wealth

Negatives:

* total greenery is being depleted reducing the effectiveness of the world’s most efficient carbon sink
* destroying entire ecosystems
* increased cost of paper
* a problem with tourism

1. **Depleting water supplies:**

* 1.2 billion people, almost 20% of the population are experiencing water scarcity
* 500 million come close to that threshold
* with the change in weather patterns drought has led to water restrictions
* less then 1% ready to consume

Group action: 6km walk for water, which raises funds to help build fresh water wells in struggling countries

A product that has been developed:

* “thankyou water” bottled water that donates 100% of their profits to 3rd world countries so they can build fresh water wells
* when consumers buy the product they are able to track where their money goes

Environmentally:

* bottles are made out of plastic, although 50% of the plastic is made out of previously recycled bottles

Ethically:

* helps those who are struggling in thr world by providing them with clean water. All the money goes to those in need

1. **Access to health and sanitation**
2. **Air pollution**

* *Influence of individual and group actions to create and maintain sustainable patterns of living*

**SUSTAINABLE PATTERNS OF LIVING**

Sustainable patterns of living:

* Actions that meet the needs of the present without compromising the ability of future generations to meet their needs
* Actions to improve sustainability are individual and collective endeavours shared across local and global communities

Actions to create and maintain sustainable patterns of living

* Shorter showers (depleting water)
* Rain tanks (depleting water)
* Turn lights off
* Solar panels
* Worm farm
* Car-pooling (air pollution)
* Pool cover (energy
* Don’t leave tap running while brushing teeth (water depletion)

Sustainability Strategy One: group action

“Who gives a crap” Toilet paper (*Access to health and sanitation, air pollution)*

What is it:

* Started when they learnt that 2.3billion people across the world don’t have access to a toilet
* That’s roughly 40% of the global population and means that diarrhoea related diseases fill over half the hospital beds and kill 900 children under 5 everyday
* In July 2012, Simon, Jehan and Danny launched who gives a crap with a campaign where Simon sat on the toilet for 50 hours until $50 000 was raised
* Donate 50% of profits to help build toilets and improve sanitation in developing worlds

Impact:

* 478, 500 total amount donated
* 30, 797 trees saved
* 74 million Litres of water saved by making products using eco-friendly materials
* 5922 tonnes of greenhouse gas emissions avoided

Sustainability Strategy Two: individual action

Water Wise Gardens (water depletion, deforestation)

What is it:

* Choosing “water wise” plants that use less water as almost half of household’s water is used in gardens
* Groups plants with similar watering needs so you can create a good garden and water move efficiently
* Water wise plants are adapted to our climate require less maintenance
* Creates water efficient garden

Impact:

* Uses less/saves water
* Reduces water use on gardens that is unnecessary
* *Application of the 5 capitals model of sustainable development to improve community wellbeing*

**FIVE CAPITALS MODEL**

There are five types of sustainable capital from where we originate the goods and services we need to improve the quality of our lives

1. **Natural capital**

* Any stock or flow of energy and material that produces goods and services including resources (renewable and non-renewable materials), processes 0 such as climate regulation

Ways organisations can maintain and enhance

* Substitute scarce materials with abundant materials which are not going to run out
* Reduce, reuse, recycle
* Use materials which will break down which protects environment

Applying: school

* Vegetable garden
* Recycling papers and cardboards
* Rainwater tanks

1. **Human capital**

* Peoples health, knowledge, skills and motivation. All these things are needed for productive work
* Enhancing human capital through education and training is central to a flourishing economy

Ways organisations can maintain and enhance

* Train employees and develop their skills
* Respect human rights and values
* Prioritise health and safety
* Pay reasonable wage

Applying: school

* Good teachers
* mentors
* personal development days
* guest speakers
* retreats

1. **Social capital**

* Concerns the institutions that help us maintain and develop human capital in partnerships with others; families, communities, businesses, trade unions, schools, laws, government etc.

Ways organisations can maintain and enhance

* Source materials ethically and treat suppliers, customers and citizens fairly
* Comply laws
* Pay taxes

Applying: school

* Grandparents day
* Ball, disco, dinner dance
* Supporting families
* Awards night
* Sports and swimming days

1. **Manufactured capital**

* Comprises material goods or fixed assets which contribute to the production process rather than being the output itself
* Tools, machinery, buildings etc.

Ways organisations can maintain and enhance

* Use machinery efficiently and keep maintained
* Aim for waste productions systems which are zero or minimal

Applying: school

* Maintenance of school buildings
* Computer systems upgraded
* Emptying bins and rubbish collection
* cleaners

1. Financial capital

* Enabling the other types of capital to be owned and traded, but unlike the other types it has no real value itself but is representative of natural, human, social or manufactured capital

Ways organisations can maintain and enhance (foodbank)

* Value reputation and brand
* Value sustainability
* Wealth is fairly distributed

Applying: school

* Fees maintained
* Good financial management
* Good customer service

Memory tool: **N**eil **H**as **S**ome **M**ouldy **F**ruit

Ideas behind the model:

We are facing a sustainability crisis because were consuming our stocks of natural human and social capital faster than they are being produced

* *The application of the triple bottom line theory to the provision of a community service or system*

**TRIPLE BOTTOM LINE**

What us sustainable development?

* Development that meets the needs of the present without compromising the ability of future generations to meet their own needs

What is Ecological footprint?

* The impact of a person or community on the environment expressed as the amount of land required to sustain their use of natural resources

What is wellbeing?

* A measure of the state of satisfaction that an individual or group experiences when needs are met
* The can be demonstrated through level of physical health, happiness, social health, social connections, self-esteem and relationships

The triple bottom line is a way of measuring an organizations impact on people and the environment as well as their finances

By john Elkington in 1997

The concept behind the TBL is that companies are responsible first and foremost to all the stakeholders, this includes everyone involved with the company whether is direct or indirect, as well as the planet were all living on.

The three bottom lines:

1. Social

* Everyone’s well-being is taken into consideration
* Companies think about the impact their actions have on all the people involved with them
* Company offers health care, good working hours, a healthy and safe place to work’

COMMUNITY SERVICE: DUNCRAIG EDIBLE GARDEN

* Builds social connections
* Share skills and knowledge

1. Environment

* Take plans to reduce or eliminate their ecological footprint
* Look at the entire life cycle of their actions and try to determine the true cost of what they’re doing in regards to the environment
* Plans to reduce energy use, dispose of any toxic waste safely and try use renewable energy sources and don’t produce products that are unsafe for the planet

COMMUNITY SERVICE: DUNCRAIG EDIBLE GARDEN

* Compost heap
* Worm farm
* Natural fertilisers
* Saving carbon emissions

1. Economic

* When looking at profit the idea is that profits will help empower and sustain the community as a whole and not just flow to the CEO and shareholders

COMMUNITY SERVICE: DUNCRAIG EDIBLE GARDEN

* Sell excess crops-buy more seeds
* Funding
* Saving money

**Ethical and legal awareness**

* *Factors that influence social cohesion within different community structures in Australia and overseas*

**SOCIAL COHESION**

* Is the social connectedness in a community and it sense of unity, trust, belonging, acceptance and tolerance. It is a key factor in social sustainability and harmony
* Social cohesion is the glue that bonds society together
* The aspects of togetherness and bonding exhibited

|  |  |
| --- | --- |
| Enhanced by | Undermined by |
| * Belonging * Recognition * Social justice * Equality * Social order * Social inclusion * Cooperation * Social interaction | * Isolation * Rejection * Injustice * Inequality * Lack of social order * Social exclusion * Lack involvement in civic culture |

Factors that influence social cohesion

1. **Common values and civic culture**

* Common aims and objectives, moral principles and codes of behaviour, support for political institutions and participation in politics. **Includes rules of society or particular group** or social structure

EXAMPLE SCHOOL

* Student executive
* Taking part – civic participation
* Volunteering
* Giving blood
* Respect for others

EXAMPLE JOONDULUP

* Volunteering for council
* Voting

1. **Social order**

* Absence of general conflict and threats to existing order, absence of incivility; effective informal social control tolerance; respect for difference, intergroup co-operation

EXAMPLE SCHOOL

* Canteen (queing)
* School rules
* Leavers jackets (only year 12’s)

EXAMPLE JOONDULUP

* Following rules – no drinking/smoking
* Priority seats – public transport

1. **Social justice and equity**

* Harmonious economic and social development and common standards; redistribution of public finances and of opportunities; equal access to services and welfare benefits; ready acknowledgement of social obligations and willingness to assist others

EXAMPLE SCHOOL

* Disabled toilets
* Quick smart (learning help)
* Uniform
* Charity donations – Christmas hamper
* Counsellor

EXAMPLE JOONDULUP

* Food for fines (2015): library fines in exchange for donated food items which were then distributed among different charity’s (true north community care)
* Wheelchair ramps
* Celebration cultures – Chinese new year
* Centre link

1. **Social interaction and participate**

* High degree of social interaction within the communities and families; civic engagement and associational activity; easy resolution of collective action problems

EXAMPLE SCHOOL

* Sporting teams (school or clubs)
* Carnivals
* Peer support

EXAMPLE JOONDULUP

* Marathons
* Joondalup festival

1. **A sense of belonging**

* Strong attachment of place and intertwining of personal and place identity

EXAMPLE SCHOOL

* Library (activities)
* Culture clubs
* Carnivals

EXAMPLE JOONDULUP

* Festivals
* Community BBQ
* *Role and responsibility of state and federal governments when considering the human rights of individuals, families and communities*

**STATE AND FEDERAL GOVERNMENT ROLE AND RESPONSIBILITY**

**Role:**

Federal

* To protect and promote the human rights of Australia

State:

* To protect and promote the human rights of each person in each state

**Responsibility**

Federal

* To provide government bodies to protect human rights (police etc.)

State:

* To ensure human rights are protected (state police)
* *Key legislation influencing human rights in Australia*

1. *Australian human rights commission act 1986*
2. *Equal opportunity act 1984*

* *Role of the Australian human rights commission and the equal opportunity commission of Western Australia*

**AUSTRALIAN HUMAN RIGHTS COMMISSION ACT 1986**

*Key legislation influencing human rights in Australia*

* Independent organisation that works to protect and promote the human rights of all people in Australia.
* Established in 1986
* Was introduced because of the Australian human rights commission act 1986
* Their vision is to work towards an equal Australian society

Covers 4 areas:

1. Providing education and raising public awareness about human rights
2. Handling complaints of discrimination and breaches of human rights
3. Researching human rights issues and contributing to policy developments
4. Legal advocacy on HR issues

Responsibilities under the federal laws:

1. Age discrimination act 2004
2. Disability discrimination act 1992
3. Australian human rights commission act 1986
4. Sex discrimination act 1984
5. Racial discrimination act 1975

Complaints service:

* If you think you have been discriminated against you can lodge a complaint

Role:

* The Commission has statutory powers to investigate and resolve complaints about alleged breaches of human rights against the Commonwealth and its agencies, including complaints regarding immigration detention.
* The Commission attempts to resolve complaints through a process known as conciliation. Complaints may be resolved by an apology, a change of policy or compensation.

**THE EQUAL OPPORTUNITY ACT 1984**

*Key legislation influencing human rights in Australia*

* Equal opportunity act 1984 was enacted by western Australian Parliament In 1984 and came into operation July 1985

**Two Roles:**

1. Encourage recognition and an understanding of the principles of equal opportunity (education)
2. Provide means of redress to individuals who allege unlawful discrimination

Set the ground of discrimination

1. Age – being too old or too young
2. Breastfeeding – being asked not to feed
3. Family responsibility – having a caring role
4. Family status – being with particular person
5. Pregnancy – being pregnant
6. Race – colour, ethnicity, origin
7. Sex – being a man or women

Areas of discrimination

1. Work
2. School
3. Restaurant
4. Park

Discrimination, sexual harassment, racial harassment and victimisation in specific areas of public life are covered by the Equal Opportunity Act 1984 (the Act).  The Equal Opportunity Commission works throughout Western Australia to promote the Act and conciliate discrimination and harassment complaints

* *Relationship between social justice, and political and legal issues relating to individuals, families and communities*

**RELATIONSHIP BETWEEN SOCIAL JUSTICE, AND POLITICAL AND LEGAL ISSUES**

**Social justice Issue: Domestic Violence**

Issue:

* The violation of women’s human rights while in an abusive relationship
* Impacts on health and wellbeing

|  |  |
| --- | --- |
|  | Domestic violence |
| Political issues | * Policies - The national plan to reduce violence against women and their children 2010-2022 |
| Legal issues | * Putting laws in place (violence restraining order) * Make sure perpetrators face legal consequences |

To make something more just policies and laws must be put in place to change it

How it impacts:

|  |  |  |
| --- | --- | --- |
| Individuals | Families | Communities |
| Makes them feel safe in the community | Families can get out of bad situations | Communities are safer |

**HOW A GROUP OR INDIVIDUAL MIGHT NOT HAVE THEIR RIGHTS PROTECTED**

**Disabled Community:**

* May not have access to certain public spaces because their equipment doesn’t fit (wheelchairs)

How government policy or legislation protects it:

* Disability discrimination act 1992
* National disability insurance scheme 2013

**Muslim Community:**

* May receive racial slurs and insults because of their cultural practices (hijabs, burka)

**Elderly community:**

* May be denied employment opportunities because people may believe they are in capable

**Working women**

* Equal pay, sexual/physical assault

How government policy or legislation protects it:

* Policy – working women in Australia 🡪 sex discrimination act

**Homelessness**

* Inequality and social isolation with inadequate standard of living
* *Principles of equity, diversity and human rights*

**PRINCIPLES OF EQUITY, DIVERSITY AND HUMAN RIGHTS**

Human rights:

* basic freedoms and protections that individuals are entitled to regardless of their gender, race, ethnicity, sexuality, citizenship or abilities

Inequity:

* injustice, unfair, unequal behaviour shown by an individual

Injustice:

* an unjust occurrence or act by an individual or group; a violation of one’s human rights

|  |  |  |  |
| --- | --- | --- | --- |
| Principle | Definition | How the government protects it | Non-Gov protection |
| Equity | Fair treatment of all people and provision of equal opportunities for them in their endeavours | 1. Anti-discrimination Laws –section 23 of the disability discrimination act makes it unlawful to discriminate - People in wheelchairs must have access | Charity organisations – foodbank, the smith family |
| Diversity | Demonstrating tolerance, respect and acceptance of differences. | 1. Policy of multiculturalism – promotion of harmony in society (harmony day march 21st) 2. Anti-racism stratergy – public service act 1999 to have workplace diversity program 3. Racial discrimination act 1975 – cant discriminate on race etc. | Cultural celebrations – Chinese new year, indian society |
| Human rights | Inherent to all human beings, basic freedoms and protections that individuals are entitled to regardless of their gender, race, ethnicity, sexuality, citizenship or abilities | 1. Australian constitution – right to vote, protection against acquist, right to jury 2. Common law 3. Anti-discrimination law 4. Australian human rights commission 5. Government agencies | Non for profit agencies – salvos, caritas |

* *Principles of Australia’s human rights framework 2010*

**AUSTRALIA’S HUMAN RIGHTS FRAMEWORK 2010**

* Outlines a range of key measures to further protect and promote human rights in Australia

Based on 5 key principles (REEPR)

1. **Reaffirm**

The government reaffirms its commitment to promoting awareness and understanding of human rights in the Australia community

* the Government will provide  
  $18.3 million over four years to implement the measures in the Framework.
* The Framework will underpin future government action on human rights matters.
* Australia has signed up to the seven core United Nations treaties that protect human rights. The Government believes that Australia can and should live up to its obligations under those treaties.

1. **Educate**

Enhance is support for human rights education across the community

* The Framework encompasses a comprehensive suite of education initiatives to ensure all Australians are able to access information on human rights. This includes the development of human rights education programs for primary and secondary schools, the community and for the Commonwealth public sector.
* The Government will enhance its support for human rights education across the community, including primary and secondary schools.
* The Government will provide funding of  
  $2 million over four years to non-government organisations (NGos) for the development and delivery of community education and engagement programs to promote a greater understanding of human rights.

1. **Engage**

The Government will continue to engage with the international community to improve the protection and promotion of human rights at home, within our region and around the world.

* The Government will develop a new National Action Plan on Human Rights, working with our State and Territory counterparts to outline future action for the promotion and protection of human rights.
* The Government will bring together the NGo Forums on Human Rights hosted by the Attorney-General and the Minister for Foreign Affairs, to ensure the forums provide a comprehensive consultation mechanism for discussion about domestic and international human rights issues.

1. **Protect**

The Government believes that it is important to ensure that Australia’s domestic laws comply with our international human rights obligations.

* The Government will introduce legislation to establish a Parliamentary Joint Committee on Human Rights which will provide greater scrutiny of legislation for compliance with our international human rights obligations under the seven core UN human rights treaties to which Australia is a party.
* The Government will introduce legislation requiring that each new Bill introduced into Parliament, and delegated legislation subject to disallowance, be accompanied by a statement which outlines its compatibility with the seven core UN human rights treaties to which Australia is a party.

1. **Respect**

The Government is committed to a fairer, more inclusive Australia. To achieve this, the Government will, over time, review legislation, policies and practices to ensure that they appropriately reflect human rights.

* The Government will review legislation, policies and practices for compliance with the seven core UN human rights treaties to which Australia is a party.
* ensuring that human rights obligations are considered as part of legislation reviews proposed in other contexts
* *Purpose of the universal declaration of human rights 1948*

**UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948**

**What is the Universal Declaration of Human Rights?**

* The Universal Declaration of Human Rights (Universal Declaration) is an international document that states basic rights and fundamental freedoms to which all human beings are entitled.

**When was the Universal Declaration created?**

* The Universal Declaration was adopted by the General Assembly of the United Nations on 10 December 1948. Motivated by the experiences of the preceding world wars, the Universal Declaration was the first time that countries agreed on a comprehensive statement of inalienable human rights.
* Australia played an important role in the development of the Universal Declaration.

**What does the Universal Declaration say?**

* The Universal Declaration begins by recognising that ‘the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world’.
* It declares that human rights are universal – to be enjoyed by all people, no matter who they are or where they live.
* The Universal Declaration includes civil and political rights, like the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights, like the right to social security, health and education.

**Is the Universal Declaration legally binding?**

* The Universal Declaration is not a treaty, so it does not directly create legal obligations for countries.
* However, it is an expression of the fundamental values which are shared by all members of the international community. And it has had a profound influence on the development of international human rights law. Some argue that because countries have consistently invoked the Declaration for more than sixty years, it has become binding as a part of customary international law.

Further, the Universal Declaration has given rise to a range of other international agreements which are legally binding on the countries that ratify them. These include

* the [International Covenant on Civil and Political Rights](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx) (ICCPR) and
* the [International Covenant on Economic, Social and Cultural Rights](https://www.humanrights.gov.au/www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx) (ICESCR).