Quality of Life

SOCIAL STUDIES 3201
UNIT 2 OUTCOMES 4.0-6.0

4.0 QUALITY OF LIFE

In this outcome we will...

4.0 explain factors that influence quality of life

• 4.1 explain the concept of quality of life

• 4.2 explain indicators that can be used to measure quality of life

• 4.3 explain how innovations and ideas in the past influenced quality of life

Key Terms:

Quality of life
Social issues
Political issues
Economic issues
Environmental issues
4.1 QUALITY OF LIFE

Quality of Life – the standard of health, comfort and happiness experienced by an individual or group.

In small groups, make a list of the factors you think influence quality of life.

Place these factors under the following categories:

<table>
<thead>
<tr>
<th>Economic</th>
<th>Social</th>
<th>Political</th>
<th>Environmental</th>
</tr>
</thead>
</table>

Which factors are most important in determining quality of life? Did everyone in your group agree on these factors?

4.1 QUALITY OF LIFE

- **Economic Issues** – complex problems that involve money, wealth, income, employment or people’s access to things they need or want in life.

- **Social Issues** – complex problems that involve education, health, equality, population, and other factors that influence people’s opportunities in society.

- **Political Issues** – complex problems that involve how people make decisions in groups and can involve government, laws, human rights, and safety.

- **Environmental Issues** – complex problems that involve people’s interactions with the natural world, including land use, water use, energy, and climate.
4.1 QUALITY OF LIFE

What role does wealth and income play in determining quality of life? Provide specific examples.

Consider the example of crime as a factors influencing quality of life. Money could help improve quality of life by...
• allowing the individual in question to move to a safer neighbourhood.
• allowing the individual in question to install a security system, to hire a security service or to purchase some form of protection to prevent crime or minimize its risk.
• allowing government to hire more law enforcement officers.
• allowing government to address social and economic needs of those who feel compelled to commit crimes to address their own quality of life concerns.

4.1 QUALITY OF LIFE

There are few points we can take from these examples and the discussion thus far:
• Quality of life is influenced by a wide range of factors.
• People have very different and wide ranging views on what influences quality of life.
• Categories of factors (economic, social, political, and environmental) often contain overlap.
• Wealth and income may affect most quality of life issues either directly or indirectly:
  • Wealth refers to money and possessions accumulated by a person over the course of their lifetime.
  • Income refers to the money received or earned on a continuous basis as a result of work or investments.
• Political structures (government, etc.) are important as well because these can make decisions about use of money or provide legal protections for people.
4.2 QUALITY OF LIFE INDICATORS

In this outcome we will...

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Key Terms:
- indicator
- region
- MEDC
- LEDC
- Human Development Index
- Gross Domestic Product
- GDP per capita
- life expectancy
- inequality of wealth
- literacy rate
- quantitative
- qualitative
- continuum

4.2 QUALITY OF LIFE INDICATORS

When we talk about measuring quality of life, we are comparing how livable one place is when compared to another. There are a variety of measures we use to make these comparisons and these are called indicators.

Watch the video and complete “4.1 Quality of Life Video Activity” to help you gain an understanding of how indicators and quality of life work.

https://youtu.be/TmOqa2qeXqM
4.2 QUALITY OF LIFE INDICATORS

When it comes to comparing countries, social scientists (people who study society and the relationships among people in it) group countries or regions (geographical areas that have share similar characteristics). This makes it easier to discuss what countries have in common or how they are different – in other words, to identify patterns that exist.

There are many ways to compare countries, but we will start with two that we will use throughout the course:

1. The Human Development Index
2. Level of Economic Development

An index is another word for an indicator or measure of something. It often includes a ranking or list.

4.2 QUALITY OF LIFE INDICATORS

Human Development Index (HDI)

• This is an indicator that uses life expectancy, access to and quality of education, and GDP per capita to determine how well off people are in a country or region.
  • Life expectancy is the average age people can expect to live and is related to health outcomes.
  • Gross Domestic Product (GDP) is the total dollar value of goods and services produced in a country in one year. If we divide GDP by the population, we get GDP per capita, which shows the country’s average wealth production per person.
  • HDI has become a standard way of ranking countries as it factors in social (health and education) and economic (GDP per capita) indicators and is given as a numerical value with 1.000 being the highest.
4.2 QUALITY OF LIFE INDICATORS

The table shows a range of countries from around the world and their HDI values.

Since a higher value represents greater attainment of life expectancy, education, and GDP per capita indicators, this shows that Canada and Germany top this list.

Most rich countries will have HDIs around or above 0.9000.

Since all countries have some level of health, education, and GDP per capita, you will not see a country with a value as low as 0. Zambia on this list has one of the lowest values globally.
4.2 QUALITY OF LIFE INDICATORS

Level of Economic Development

- This is a model that compares countries in terms of how economically developed they are.
- There are two categories used in this model:
  - **More Economically Developed Countries** (MEDC) – these countries generally have stronger economies, are wealthier, and have a higher quality of life.
  - **Less Economically Developed Countries** (LEDC) – these countries generally have weaker economies, are less wealthy, and have a lower quality of life.
- MEDC tend to be in northern regions, and LEDC in southern. This is referred to as the North/South Divide.

*NOTE – Generally, your textbook will use the terms “Core” to mean MEDC and “Periphery” to mean LEDC.*

**Human Development Index, 2014**

The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.

When comparing these two maps, what patterns do you see between HDI and Level of economic development?
4.2 QUALITY OF LIFE INDICATORS

Thus far we have looked at two quality of life indicators, but there are a great many that can be used to compare countries.

Getting acquainted with some of these indicators will help you gain a better understanding of quality of life and the similarities and differences between countries. It will also help you get used to how we label or group countries.

Complete the activity “4.2 – Comparing Countries by Quality of Life Indicators”.

4.2 QUALITY OF LIFE INDICATORS

As we have seen, there are a variety of indicators that can be used to determine quality of life. Note – your text sometimes refers to these as “measures of global involvement”.

You should be familiar with the ones that follow, as they are the most common ones we will discuss.

<table>
<thead>
<tr>
<th>Measures of Global Involvement</th>
<th>Description</th>
<th>Relates to 1) Primary, 2) Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom House rating</td>
<td>• measure of political rights and civil liberties</td>
<td>1) political growth</td>
</tr>
<tr>
<td></td>
<td>• values range from 2 (most rights/liberties) to 14 (least rights/liberties)</td>
<td>2) social development</td>
</tr>
<tr>
<td>Infant-mortality rate</td>
<td>• measures the number of children (per 1000 births) who die before age one</td>
<td>1) social development</td>
</tr>
<tr>
<td></td>
<td>• values range from about 3 to about 100</td>
<td>2) economic development</td>
</tr>
<tr>
<td>Indicator</td>
<td>Description</td>
<td>Category</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Gross Domestic Product (GDP) per capita on a Purchasing-Power-Parity (PPP) basis</strong></td>
<td>• frequently used measure of a country’s wealth&lt;br&gt;• calculation on a PPP basis relates income to the cost of living in a country&lt;br&gt;• values range from about US$600 to US$69,000</td>
<td>1) economic development</td>
</tr>
<tr>
<td><strong>Percentage of GDP from agriculture</strong></td>
<td>• richer, more economically advanced countries earn less of their wealth from agriculture&lt;br&gt;• values range from 1% to 65%</td>
<td>1) economic development&lt;br&gt;2) social development</td>
</tr>
<tr>
<td><strong>Visiting tourists as a percentage of population</strong></td>
<td>• values range from near 0% to over 100%</td>
<td>1) economic development&lt;br&gt;2) social development</td>
</tr>
<tr>
<td><strong>Oil consumption per capita (m³/person/year)</strong></td>
<td>• recognizes the role played by consumption energy&lt;br&gt;• values range from 0.3 to 1.0</td>
<td>1) economic development</td>
</tr>
<tr>
<td><strong>Human Development Index (HDI)</strong></td>
<td>• an index that combines measures of wealth, education, and health&lt;br&gt;• values range from 0.350 to 0.960 (high values are better)</td>
<td>1) social development&lt;br&gt;2) economic development</td>
</tr>
<tr>
<td><strong>Number of McDonald’s locations per million people</strong></td>
<td>• values range from 0 to 43</td>
<td>1) social development&lt;br&gt;2) economic development</td>
</tr>
<tr>
<td><strong>Corruption-Perception Index (CPI) from Transparency International</strong></td>
<td>• indicates the degree to which corruption is common in a country’s public sector&lt;br&gt;• values range from 1.8 to 9.6 (high values are better)</td>
<td>1) political growth&lt;br&gt;2) social development&lt;br&gt;economic development</td>
</tr>
<tr>
<td><strong>Internet users (per 100,000 people)</strong></td>
<td>• indicates access to the information and entertainment of the Internet&lt;br&gt;• values range from 200 to 80,000</td>
<td>1) social development&lt;br&gt;2) economic development&lt;br&gt;political growth</td>
</tr>
</tbody>
</table>

These indicators fall under the following categories:
- **Economic development** – a region’s material wealth and trade.
- **Social development** – the level of education, healthcare, life expectancy, and infant mortality in a society.
- **Political development** – the type of government in a region, level of corruption, effectiveness of electoral system, and the rule of law.
4.2 QUALITY OF LIFE INDICATORS

It is important to note that quality of life indicators and level of development do not always align perfectly.

For example, the data to the right shows that the United Kingdom and Columbia have high levels of adult literacy (98% and 93%), but there is a considerable gap in GDP per capita between these countries ($19,000 and $8,000).

This shows that even though there may be differences among single indicators, using a large number of indicators from a range of categories can increase accuracy and show patterns in information.

4.2 QUALITY OF LIFE INDICATORS

While we may be able to describe quality of life in a number of ways, there are challenges that arise:

- Evaluating quality of life is often subjective – What one person or group sees as a good quality of life may not be considered so by another.

- As we have seen, quality of life is multi-dimensional – many different factors contribute to our understanding of this concept (economic, environmental, political, and social).

- Some factors can be measured objectively and be expressed as a number of specific value – these factors are referred to as quantitative. Other factors are difficult to describe numerically and may involve reference to one quality or another – these factors are referred to as qualitative.
4.2 QUALITY OF LIFE INDICATORS

Finally, quality of life and indicators thereof have a range of values or descriptions, meaning that comparisons between countries can be similar in some cases, but widely different in others.

A continuum is a useful way of presenting and visualizing information that exists between extremes, but also can have subtle differences. The example below compares degrees of political freedom.

<table>
<thead>
<tr>
<th>Control</th>
<th>Representative Democracy</th>
<th>No Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totalitarianism</td>
<td>Authoritarianism</td>
<td>Libertarianism</td>
</tr>
<tr>
<td>Anarchy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Freedom</td>
<td></td>
<td>Total Freedom</td>
</tr>
</tbody>
</table>

4.3 INNOVATION AND QUALITY OF LIFE

In this outcome we will...

4.0 explain factors that influence quality of life

- 4.1 explain the concept of quality of life
- 4.2 explain indicators that can be used to measure quality of life
- 4.3 explain how innovations and ideas in the past influenced quality of life
As you know from your studies last year in Social Studies 2211, there have been a great number of innovations that have occurred throughout history. The goals of these innovations may fall into two categories:

- Providing for the basic needs of survival
- Improving upon successful methods to make people’s experiences more comfortable or positive

In both cases, an improvement in quality of life is achieved.

How did the above innovations help improve quality of life for people in ancient times?

Have all innovations had a positive effect on quality of life?

The answer to this question depends largely on perspective and the example we are discussing.

- For example, last year we learned about the cotton gin, a device produced during the Industrial Revolution that helped increase the amount of cotton that could be picked by more easily removing the seeds.
- This improved quality of life for those who owned the devices (greater income) and those who wanted to buy cheaper cotton clothing.
- A significant unintended consequence of the cotton gin was the increase in slavery that occurred, as entrepreneurs (especially in the American South) sought to reduce production costs by using slavery instead of paid labour. This greatly reduced the health, wealth, freedom (and quality of life) of slaves.
4.3 INNOVATION AND QUALITY OF LIFE

Manhattan Project

This is the name given to the research and development project that produced the first atomic bombs. These were intended to end the Second World War, even though they would result in terrible destruction and create the longstanding tensions of the Cold War.

Though we think of this work as having significant negative consequences, there are also positives that came from it. This is what you will research in the activity that follows.

Complete the activity “4.3 The Manhattan Project”

5.1 GLOBALIZATION

In this outcome we will...

5.0 evaluate the relationship between globalization and quality of life

• 5.1 explain the concept of globalization

• 5.2 explain how globalization influences the human experience

• 5.3 respond to issues related to globalization

Key Terms:
- globalization
- global village
- economic globalization
- technological globalization
- political globalization
- cultural globalization
- environmental globalization
5.1 WHAT IS GLOBALIZATION?

Globalization is the trend toward greater interconnectedness in the world. This has led to the concept of the global village – a world where every person is linked by high-technology, communications, and can participate in a globalized marketplace.

How can people become more connected globally?

Globalization (video) -  
http://www.youtube.com/watch?v=3oTLyPPrZE4

5.1 TYPES OF GLOBALIZATION

There are five types of globalization on which we will focus:

1. Economic globalization – easier movement of goods, production, capital, labour and resources. Can also relate to connections between global stock markets and currencies.
2. Technological globalization – rapid spread of communications and computer technologies, as well as equipment and machinery.
3. Political globalization – countries adopt more uniform policies and types of government.
5.1 TYPES OF GLOBALIZATION

4. **Cultural globalization** – gradual harmonization of the world’s culture at the expense of local cultures. Countries also adopt common attitudes and acceptable behaviours.

5. **Environmental globalization** – the world’s ecosystems are connected and all countries must protect the environment together.

5.1 GLOBALIZATION IN HISTORY

Though globalization is a relatively new concept and is commonly referred to today, the idea can be seen in events of the past. For example:

**Colonialism** of the 17th-20th centuries involved European countries controlling foreign territories by establishing colonies. Globalization involves one society or region influencing another, and this happened in a number of ways.
5.1 GLOBALIZATION IN HISTORY

In what ways did one country influence another culturally, economically, and politically during the colonial period?

- **Cultural** - Education systems developed in colonies often spread the language of the colonial power. Sports, food, and clothing styles as well.

- **Economic** - Aspects of economic systems (e.g., mercantilism, capitalism) were adopted by colonies as they fell under colonial control and were forced to fit within these systems.

- **Political** - Common political practices (e.g., laws) and government structures (e.g., form of government, judicial systems) developed among colonies to reflect the wishes of the colonial power.

5.1 DUBAI: A HIGHLY GLOBALIZED CITY

Complete the activity “5.1 Case Study: Globalization and Dubai”

Video – Split the City – Dubai (https://youtu.be/S1oX9L6e6_Q)
5.2 PERSPECTIVES ON GLOBALIZATION

In this outcome we will...

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Key Terms:
- perspective
- socio-economic status
- scope
- opinion
- fact
- values
- objective
- subjective
- bias

5.2 PERSPECTIVES ON GLOBALIZATION

Like and largely influential event or trend, globalization does not affect everyone in the same ways. Because of this, issues involving globalization will have different perspectives.

A perspective is an individual’s or group’s point of view. Perspectives can vary depending on how a person is affected by an event or interaction. For example:

• A diamond mine opens in Northern Canada:
  • a person living in the area may view the event positively (available work and greater income);
  • an environmentalist may be concerned about the effects mining will have on the physical area and wildlife.
  • Indigenous groups may feel aspects of their culture will be affected (traditional hunting grounds may be unavailable).

Opening the mine can lead to new wealth and greater levels of globalization, but not everyone will agree with doing so, making it a complex issue.
5.2 PERSPECTIVES ON GLOBALIZATION

What factors commonly influence a person’s perspective?

- **Socio-economic status** - This is a measure of a person or group’s position in a community or society and can be determined by education, income, parent’s occupation, and place.

- **Lived experience** - A wide range of experiences based on one’s ethnic background, age, gender, schooling, travel, residence, and past experience with the use of conflict and cooperation can influence how one views relevant social, economic, political, and environmental issues.

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Opinion – judgments or beliefs that are not necessarily based on certainty or proof.

- Opinions are **subjective** – they come from your personal thoughts and feelings.
- **Values** – principles and morals central to a person’s behaviour.

Fact – knowledge that is certain and can be verified by experience or observation.

- Facts are **objective** – they cannot be distorted by personal feelings or bias.
How can facts be used?
1. To support a position on an issue.
2. As a starting point to respond to an issue.

Facts can be interpreted differently based on a person’s experience with an issue. For example:

• Fact - the world’s population is about 7.5 billion.

**Environmentalist** – there will not be enough food to feed the world’s future population. Why? Most of the arable land is already in use.

**Agricultural scientist** – there will be enough food for billions of more people. Why? Advances in science will allow us to produce more food.

The fact is the same, but the two opinions are *subjective* and based on the person’s experience and *knowledge*. 
Information gained from any source may contain bias – a prejudice or preference for or against a particular point of view.

This can lead to information we receive being less accurate and one-sided. For example, there are no checks on blogs and many web sites to ensure information accuracy because there is no accountability for the authors.

• The author may have a particular opinion that he or she is trying to encourage others to accept, whether or not it is factually accurate.

A general rule to follow is to question the purpose of the information and which organization published it.

Things to consider when detecting bias in a source of information:

• Who wrote the information, and why was it written?
• Was the author or organization close to the event?
• Do arguments and evidence provide only one side of the issue?
• Do solutions appear too simple?
• Is there a strong appeal to emotions? Why?
• Are stereotypes used?
• Is equal weight given to arguments and counter arguments?
5.2 PERSPECTIVES ON GLOBALIZATION

◦ “There is no conceivable excuse for any nation shooting down a harmless airliner... no circumstance whatever justifies attacking an innocent plane.”

◦ “While horrifying, it was nonetheless an accident... the onus for avoiding such accidents in the future rests on civilian aircraft: avoid combat zones, fly high, acknowledge warnings.”

5.2 BENEFITS AND CHALLENGES OF GLOBALIZATION

It is important that while discussing issues in this course we consider the following lenses used by the social sciences:

1. Economic
2. Environmental
3. Political
4. Social

The table on the right shows how we can do this for the challenges and benefits of globalization.
6.1 SUSTAINABILITY

In this outcome we will...

6.0 evaluate the relationship between sustainability and quality of life

6.1 explain the concept of sustainability

6.2 explain how sustainability influences the human experience

6.3 respond to issues related to sustainability

Key Terms:
- anthropocentric worldview
- expansionist worldview
- biocentric worldview
- ecological worldview
- sustainability
- Three Pillars of Sustainability
- social sustainability
- economic sustainability
- environmental sustainability

6.1 SUSTAINABILITY

As the world becomes more globalized many people are now asking will we be able to sustain this way of life on a finite planet?

**Sustainability** is being able to meet the needs of the present without compromising the ability of the future generations to meet their own needs.

Human and resource development that is conducted sustainably is referred to as **sustainable development**.

**Complete the activity “6.1 What is Sustainability?”**
What is a worldview?

As you can remember from Social Studies 2201, a worldview is how people view the world and their place in it. Worldviews are not static and can change over time.

Remember the scientific worldview for hundreds of years was that the sun orbited around the earth, as the centre of the universe.

This has changed and other worldviews do change.

6.1 SUSTAINABILITY

An environmental worldview focuses on the question of what is more important, human needs or wants, or the overall health of the environment.

There are two main worldviews:

- Human-centred: anthropocentric
- Life-centred: biocentric
6.1 SUSTAINABILITY

The anthropocentric worldview focuses on how humans can be considered the controllers of nature for good and for bad.

**Expansionist worldview**: Humanity has the right to exploit nature and its resources. Any problems that arise can be solved through better technology and new territory to obtain needed resources.

6.1 SUSTAINABILITY

The biocentric worldview looks at humanity as one species out of millions.

**Ecological worldview**: nature is seen to be something that is to be valued and preserved rather than exploited and tamed.

The ecological worldview developed as a response to the destruction of the environment caused by industrialization. This worldview has seen growth in recent years as people have become concerned with issues related to global warming and climate change.
6.1 SUSTAINABILITY

The worldviews examined so far help us to think about our interactions with and the use of natural resources and the environment. Sustainability requires people to consider their own worldviews.

Included in the concept of sustainability is more than just environmentalism. It must also include societal (social) and economic concerns.

These are the Three Pillars of Sustainability since if one of the pillars fail to be considered then sustainability will not be possible.

**Environmental Sustainability:**
Means to consider the use of natural resources (environmental resources) both renewable and non-renewable so that they will be available to future generations. This involves the use of technology to remediate or repair some of the problems created from the use of resources.

This is an oil sands mining site before and after remediation.

What aspect of the environment has not been remediated?
6.1 SUSTAINABILITY

Social Sustainability:
Social Sustainability means meeting human needs. Social resources such as human rights and basic necessities of life should be attainable to all people. Also resources should be available to all people to have a healthy and secure life. Without the will of society it is thought that sustainability is not possible.

All people deserve a good quality of life in all these areas.

What problems could limit all people from improving in these areas?

Economic Sustainability:
Decisions that are made to improve sustainability will affect the economy. Important economic factors such as jobs, the costs of goods, extraction of resources and economic development must be considered when every person is seeking a similar quality of life.

This diamond mine in the NWT can provide jobs and economic benefits for people in the area.

Can this type of mining be done sustainably?
6.2 SUSTAINABILITY

In this outcome we will...

6.0 evaluate the relationship between sustainability and quality of life

6.1 explain the concept of sustainability

6.2 explain how sustainability influences the human experience

6.3 respond to issues related to sustainability

Key Terms:
biocapacity
Air Quality Index
Ecological Footprint
Environmental Performance Index
Earth Overshoot Day
resource scarcity

6.2 EFFECTS OF SUSTAINABILITY

The consequences of achieving sustainability are generally positive in nature. Sustainability will help preserve biocapacity – the ability of the planet to provide resources while absorbing waste produced by humans. Other positives may include:

- Responsible resource use
- Economic development
- Job creation
- Ecological protection
- Human development

These consequences can be viewed in a variety of ways. The visual here shows a division by six different categories of effects.
6.2 EFFECTS OF SUSTAINABILITY

Perhaps a more effective way of looking at this is by considering the opposite: **What are the consequences of NOT achieving sustainability?**

For example, the **Air Quality Index** in an indicator that shows relative levels of air pollutants and the potential threat that exists to humans as a result. The higher the value here, the greater the risk.

![Air Quality Index](https://waqi.info/)

### AIR QUALITY INDEX

<table>
<thead>
<tr>
<th>0-50</th>
<th>GOOD</th>
<th>Air pollution poses little or no risk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-100</td>
<td>MODERATE</td>
<td>Health concern for people who are unusually sensitive to air pollution.</td>
</tr>
<tr>
<td>101-150</td>
<td>UNHEALTHY FOR SENSITIVE GROUPS</td>
<td>Sensitive groups, young children and the elderly, may experience health effects.</td>
</tr>
<tr>
<td>151-200</td>
<td>UNHEALTHY</td>
<td>Everyone may experience health effects; sensitive groups may experience more serious health effects.</td>
</tr>
<tr>
<td>201-300</td>
<td>VERY UNHEALTHY</td>
<td>Health alert: everyone may experience more serious health effects.</td>
</tr>
<tr>
<td>301-500</td>
<td>HAZARDOUS</td>
<td>Health warnings of emergency conditions. The entire population is more likely to be affected.</td>
</tr>
</tbody>
</table>

### COUNTRY | ECOLOGICAL FOOTPRINT (gha per capita)
--- | ---
United Arab Emirates | 10.68
Qatar | 10.51
Canada | 7.01
Australia | 6.84

If we use more resources than can be sustainability developed, **resource scarcity** becomes a problem. This refers to the limited and finite nature of available resources.
6.2 EFFECTS OF SUSTAINABILITY

**Earth Overshoot Day** is the date each year when humanity’s demand for natural resources exceeds the Earth’s ability to regenerate those resources. The more resources are used and the greater the amount of waste released, the earlier in the year this day will occur.

Increased sustainability would push Earth Overshoot Day back later each year, thus preserving Earth’s biocapacity further.

**When do you think Earth Overshoot Day will occur this year?**

**How can you find out?**
6.2 EFFECTS OF SUSTAINABILITY

Finally, the Environmental Performance Index ranks countries in multiple categories to indicate which are most successful at incorporating sustainable practices.

6.3 RESPONSES TO SUSTAINABILITY ISSUES

In this outcome we will...

6.0 evaluate the relationship between sustainability and quality of life

6.1 explain the concept of sustainability

6.2 explain how sustainability influences the human experience

6.3 respond to issues related to sustainability

Key Terms:
UN Sustainable Development Goals
6.3 RESPONSES TO SUSTAINABILITY ISSUES

As you have probably discovered, responding effectively to issues related to sustainability can be a very complex task. If only one area of development is prioritized, problems in other areas will be exacerbated. The best responses will likely involve the following:

• International cooperation (issues exist beyond state boundaries)
• Three Pillars of Sustainability (all areas must be balanced)
• Work by governments and non-governmental organizations (e.g., the United Nations, Doctors without Borders, etc.)
• The recognition that MEDCs and LEDCs require different levels of aid and can contribute in different ways

One of the few organizations to try to integrate all three of the pillars of sustainability is the United Nations. Two conferences met (Millennium Summit 2000 and the World Summit in 2005) and decided on the following concepts.

1. The environment must be maintained
2. Resources must be retained for future generations
3. Humans will require resources for a good quality of life
4. LEDCs will need to use their resources to develop
5. MEDCs will need to balance their needs with the needs of LEDCs.
At the latest conference in 2015 the United Nations with representatives from the member nations decided on 17 global goals for sustainable development.

Do these goals include all three pillars of social, economic and environmental sustainability?

6.3 RESPONSES TO SUSTAINABILITY ISSUES

In small groups, complete the activity “6.3 UN Sustainable Development Goals”.

<table>
<thead>
<tr>
<th>Sustainable Development Goal</th>
<th>Two points describing the goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Poverty</td>
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<tr>
<td>Zero Hunger</td>
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<tr>
<td>Good Health and Well-being</td>
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<tr>
<td>Quality Education</td>
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<td>Gender Equality</td>
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<td>Clean Water and Sanitation</td>
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<tr>
<td>Affordable and Clean Energy</td>
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<tr>
<td>Decent Work and Economic Growth</td>
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<tr>
<td>Industry Innovation and Infrastructure</td>
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<tr>
<td>Reduced Inequalities</td>
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<tr>
<td>Sustainable Cities and Communities</td>
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<tr>
<td>Peace and Justice Institutions</td>
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<tr>
<td>Partnerships for the Goals</td>
<td></td>
</tr>
</tbody>
</table>

Go to the website below and research two points from each Sustainable Development Goal (under targets and indicators). This will give you an idea of what the UN believes is required to improve quality of life globally.

https://sustainabledevelopment.un.org/?menu=1300