

### Characteristics of developed and developing countries

#### Developing

- low GDP and limited trade
- poor technology and infrastructure
- poor healthcare and education facilities
- low immunisation and literacy rates
- low life expectancy and high mortality rates (esp. child)

#### Developed

- well-developed industry, mining and agriculture
- healthy economy, thriving trade and high GDP
- established healthcare and education systems
- high immunisation and literacy rates
- high life expectancy and low mortality rates

#### Mortality strata

The WHO has classified countries into 5 strata, based on mortality rates of children under five and adult males aged 19-59:

Strata	Child mortality	Adult mortality
A	very low	very low
B	low	low
C	low	high
D	high	high
E	high	very high

### Factors that affect health status (developing countries vs. Australia)

#### Income

Both individual and national poverty decreases access to healthcare, education, food, and sanitation, increasing burden of disease from many diseases (e.g. immunisable diseases, malnutrition, and water-borne diseases).

#### Gender equality

In developing countries, women (compared to men) are seen as less important and may face:

- less access to education, employment and a decent income → poverty
- early marriage and childbirth → high infant/maternal mortality rates
- prostitution, violence and exploitation → injury, HIV/AIDS, mental health
- being served food last → malnutrition
- less participation in the community and decisions affecting their lives

#### Peace/political stability

Conflict in developing countries could lead to:

- govt. spending money on military expenses rather than infrastructure, healthcare and education
- destruction of crops and infrastructure (hospitals, schools, wells, toilets) and decreased trade → poverty, contaminated water, no healthcare access
- injury and emotional trauma

### Education

- illiteracy → low-paying labour-intensive jobs → people can't educate their children → cycle of poverty
- education builds people's skills → employable → good income → can afford education, healthcare, food, and sanitation
- educated girls are more likely to practice healthy behaviours (e.g. seeking pre/post-natal care, infant feeding and care, hygiene, nutrition, immunisation, family planning) → lower infant/maternal mortality

### Access to healthcare

Limited access to these increases burden of disease from many diseases:

- immunisation → mortality from measles, TB, diphtheria etc.
- medicines
- treatment of common diseases and injuries
- skilled birth attendants → higher infant and maternal mortality

### Global marketing (of alcohol, tobacco and fast/processed foods)

Consuming products increases non-communicable burden of disease (lung & liver cancer, emphysema, CVD, stroke, obesity, mental illness, diabetes)

Due to marketing, unlike developed countries, developing countries face:

- double burden of disease (both communicable/non-communicable disease)
- by buying these they can't afford basic necessities (water, nutrition, sanitation)
- can't access healthcare to treat NCDs
- don't understand health risks (less health promotion)

### Physical environments

- poor water/sanitation facilities → cholera, hookworm, diarrhoea
- overcrowding → infectious diseases
- poor soil/water → poor crops → food insecurity, malnutrition and poverty
- natural disasters destroy crops and cause injury

### Sustainability

'Meeting the needs of the present without compromising the ability of future generations to meet their own needs'.

Elements of sustainability – a sustainable program must be:

- Affordable: services should be free/very cheap, should involve education so the community can run it themselves, and once set up there should be little ongoing cost
- Equitable: it must provide all (especially marginalised groups, like rural and women) with equal access to its services.
- Appropriate: it should be relevant to the community's needs, involve locals in planning and implementation, respect their cultural values, and communicate appropriately to the illiterate (e.g. pictures, music, drama, in local language).