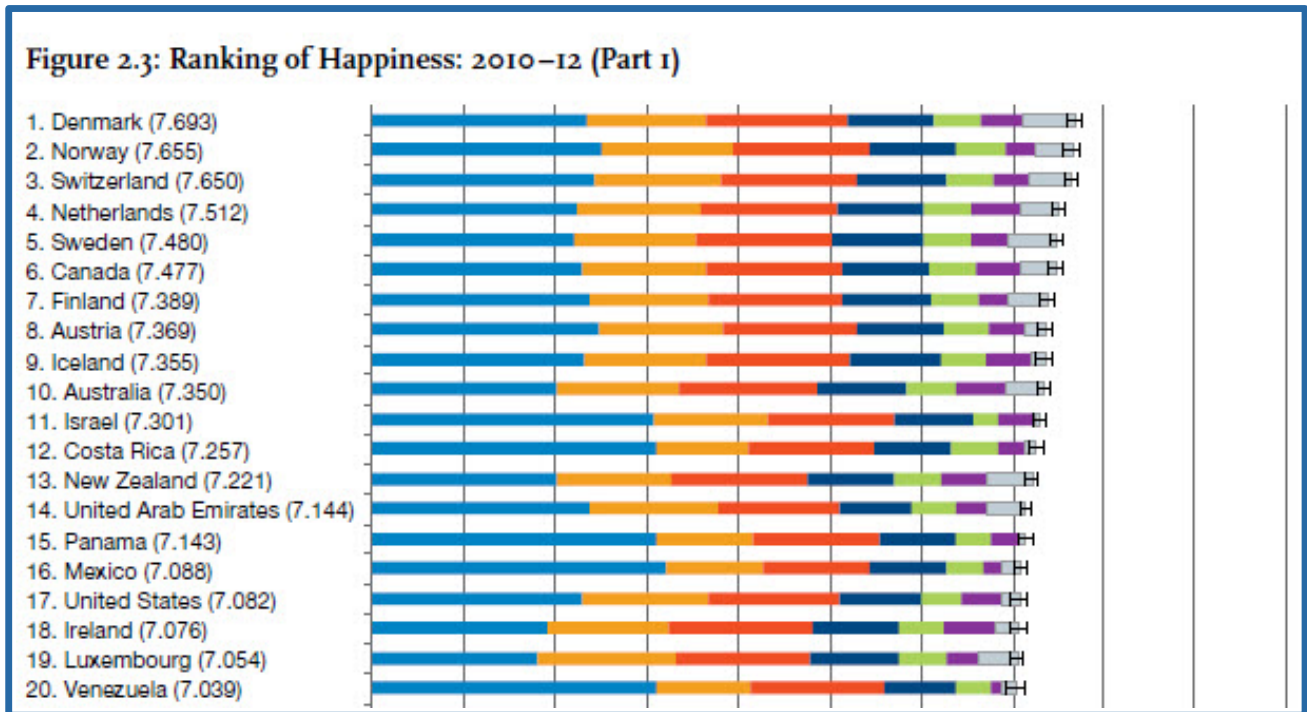


12th Grade Economic Happiness Inquiry

# How Could Americans Be Happier?



John Helliwell, Richard Layard, and Jeffrey Sachs, international rankings of happiness, “Rankings of Happiness 2010-2012,” *World Happiness Report* (excerpt), 2013. From World Happiness Report, © 2013 United Nations. Reprinted with the permission of the United Nations.

## Supporting Questions

1. Why do some consider Denmark the happiest country in the world?
2. How does the United States rank in happiness?
3. What economic policies could make Americans happier?



## 12th Grade Economic Happiness Inquiry

### How Could Americans Be Happier?

<p><b>New York State Social Studies Framework Key Idea &amp; Practices</b></p>	<p><b>12.E3 THE IMPACTS OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY:</b> There are various economic systems in the world. The United States operates within a mixed free market economy characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental impact. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the US economy.</p> <p>✔ <b>Gathering, Using, and Interpreting Evidence</b> ✔ <b>Economics and Economics Systems</b></p>
<p><b>Staging the Question</b></p>	<p>Analyze the graph “The Happy Medium” and discuss whether money can buy happiness.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>Why do some consider Denmark the happiest country in the world?</p>	<p>How does the United States rank in happiness?</p>	<p>What economic policies could make Americans happier?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>List the reasons Denmark ranks number one on the World Happiness Report.</p>	<p>Create a three-column chart that reflects the three happiness studies and list the United States’ rankings and the reasons for those rankings.</p>	<p>Develop a claim using evidence about how an economic policy could make Americans happier.</p>
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>
<p><b>Source A:</b> Excerpt from <i>World Happiness Report</i></p> <p><b>Source B:</b> Excerpt from <i>Denmark Better Life Index</i></p>	<p><b>Source A:</b> Excerpt from <i>World Happiness Report</i></p> <p><b>Source B:</b> Excerpt and rankings from <i>Economic Freedom of the World</i></p> <p><b>Source C:</b> Excerpt and rankings from <i>Happy Planet Index</i></p>	<p><b>Source A:</b> Excerpt from <i>Republican Party Platform: Restoring the American Dream and Jobs</i></p> <p><b>Source B:</b> Excerpt from <i>Democratic Party Platform: Moving America Forward</i></p> <p><b>Source C:</b> Excerpt from <i>Green Party Platform: Economic Justice and Sustainability</i></p>

<p><b>Summative Performance Task</b></p>	<p><b>ARGUMENT</b> How could Americans be happier? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</p> <p><b>EXTENSION</b> Evaluate Bhutan’s attempts to improve gross national happiness and the extent to which this is a viable economic approach.</p>
<p><b>Taking Informed Action</b></p>	<p><b>UNDERSTAND</b> Research current economic initiatives to help the middle class.</p> <p><b>ASSESS</b> Discuss the degree to which each political party’s platforms may help the middle class.</p> <p><b>ACT</b> Invite a group of teachers and staff to a classroom forum and discuss/debate the class perspectives on recent efforts to help the middle class.</p>



## Overview

### Inquiry Description

This inquiry leads students through an investigation of recent studies that try to quantify a country's happiness through different economic measures. By investigating the compelling question about whether Americans could be happier, students consider the ways in which economic values (e.g., freedom, security, sustainability) impact our perspectives on happiness and the extent to which we could be happier as a country. By investigating three studies of global happiness and the platforms of three American political parties, students develop a deep understanding of the relationship between values, economic policy, and how we view economic happiness and could improve upon it.

In addition to the Key Idea listed earlier, this inquiry highlights the following Conceptual Understandings:

- (12.E3c) The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.)
- (12.E3e) The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

NOTE: This inquiry is expected to take six to eight 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

### Structure of the Inquiry

In addressing the compelling question “How could Americans be happier?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources.

## Staging the Compelling Questions

The compelling question could be staged by having students analyze the graph “The Happy Medium” and discussing whether money can buy happiness. Teachers could use this discussion as a bridge to talk about the growing trend of assessing happiness through economic measures and the fact that this inquiry looks at several different ways of doing that, each of which produces very different results.



## Supporting Question 1

The first supporting question—“Why do some consider Denmark the happiest country in the world?”—helps students explore the reasons Denmark ranks number one on the 2013 *World Happiness Report* and the factors that influence a country’s ranking according to this particular measure. The formative performance task calls on students to list the reasons for Denmark’s ranking by examining sources featuring aspects of the Danish economic system and the choice Danes make to pay higher taxes for greater public security. The featured sources include a breakdown of economic factors such as housing, income, jobs, education, and health care as well as other happiness factors such as community engagement, work-life balance, and life satisfaction.

## Supporting Question 2

For the second supporting question—“How does the United States rank in happiness?”—students build on their understanding of the *World Happiness Report* by analyzing two additional studies that rank the United States using very different metrics. The formative performance task for this supporting question requires students to create a three-column chart that reflects the three studies, and to list the United States rankings in each study and the reasons for those rankings. For example, the United States ranks number 17 on the 2013 *World Happiness Report*, number 12 on the 2014 *Economic Freedom of the World Report*, and number 104 on the 2015 *Happy Planet Index*. Students should consider the metrics used to generate the rankings (e.g., the *Economic Freedom of the World Report* uses size of government, free trade, and number of business regulations) and how the reports reflect very different economic values—security, freedom, and global sustainability, respectively.

## Supporting Question 3

Having examined how different organizations measure a country’s economic happiness and how and why the United States ranks as it does, students answer the third supporting question—“What economic policies could make Americans happier?” The formative performance task requires that students address the supporting question by developing a claim supported with evidence. The featured sources for this task include the political platforms from the Republican, Democratic, and Green parties, all of which include both broad and specific policy directions aimed at creating greater prosperity and thus, in their own way, greater happiness.

## Summative Performance Task

At this point in the inquiry, students have examined three different measurements of economic happiness and three political approaches to improving economic happiness for Americans. Students should be able to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims. In this task, students construct an evidence-based argument responding to the

compelling question “How could Americans be happier?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments likely will vary, but could include any of the following:

- Americans could be happier if the United States had better economic policies to protect people who fall through the cracks.
- Americans could be happier if the United States had fewer taxes and greater economic freedom; policies that enhance this freedom (e.g., fewer regulations, more choices) ultimately make us happier.
- Americans could be happier if we were more concerned about the state of the planet and instituted policies to curb pollution, promote alternative energy, and create more sustainable manufacturing systems.

Students could extend their study of happiness by examining Bhutan’s attempts to improve gross national happiness (<http://www.grossnationalhappiness.com>) and the extent to which this is a viable economic approach. As teachers structure this extension for students, they may want become familiar with the United Nations Resolution 65/309, which was adopted unanimously in 2012. An overview can be found at: <http://www.nytimes.com/2012/03/29/opinion/the-un-happiness-project.html>

Students have the opportunity to Take Informed Action by drawing on their knowledge of economic initiatives and happiness. They demonstrate their *understanding* by researching the current economic initiatives to help the middle class. They show their ability to *assess* by analyzing the degree to which each political party will actually help the middle class. And they *act* by inviting a group of teachers and/or staff to a classroom forum to discuss and/or debate their perspectives on these recent efforts.

## Staging the Compelling Question

**Featured Source**

**Source A:** Graph representing survey on happiness, “Everything that rises must converge” (excerpt), *The Economist*, November 1, 2014



© The Economist Newspaper Limited, London November 1, 2014. <http://www.economist.com/news/international/21629423-emerging-markets-are-catching-up-west-happiness-stakes-everything>



## Supporting Question 1

### Featured Source

**Source A:** John Helliwell, Richard Layard, and Jeffrey Sachs, international rankings of happiness, "Rankings of Happiness 2010-2012," *World Happiness Report* (excerpt), 2013

*NOTE: The World Happiness Report data used in Supporting Questions 1 and 2 examines public policy shifts amongst nations of the world. In order to do this, the authors of the report measure happiness as how efficiently countries provide a good quality life to their citizens while limiting the amount of environmental resources used. In other words, happiness is not defined as an emotion, but rather as a "life satisfaction." The data supports the argument that wellbeing and sustainable development should be integral in countries' public policy moving forward. The chart used as a source in this inquiry is based on averages from data collected from 2010–2012.*

Figure 2.3: Ranking of Happiness: 2010–12 (Part 1)

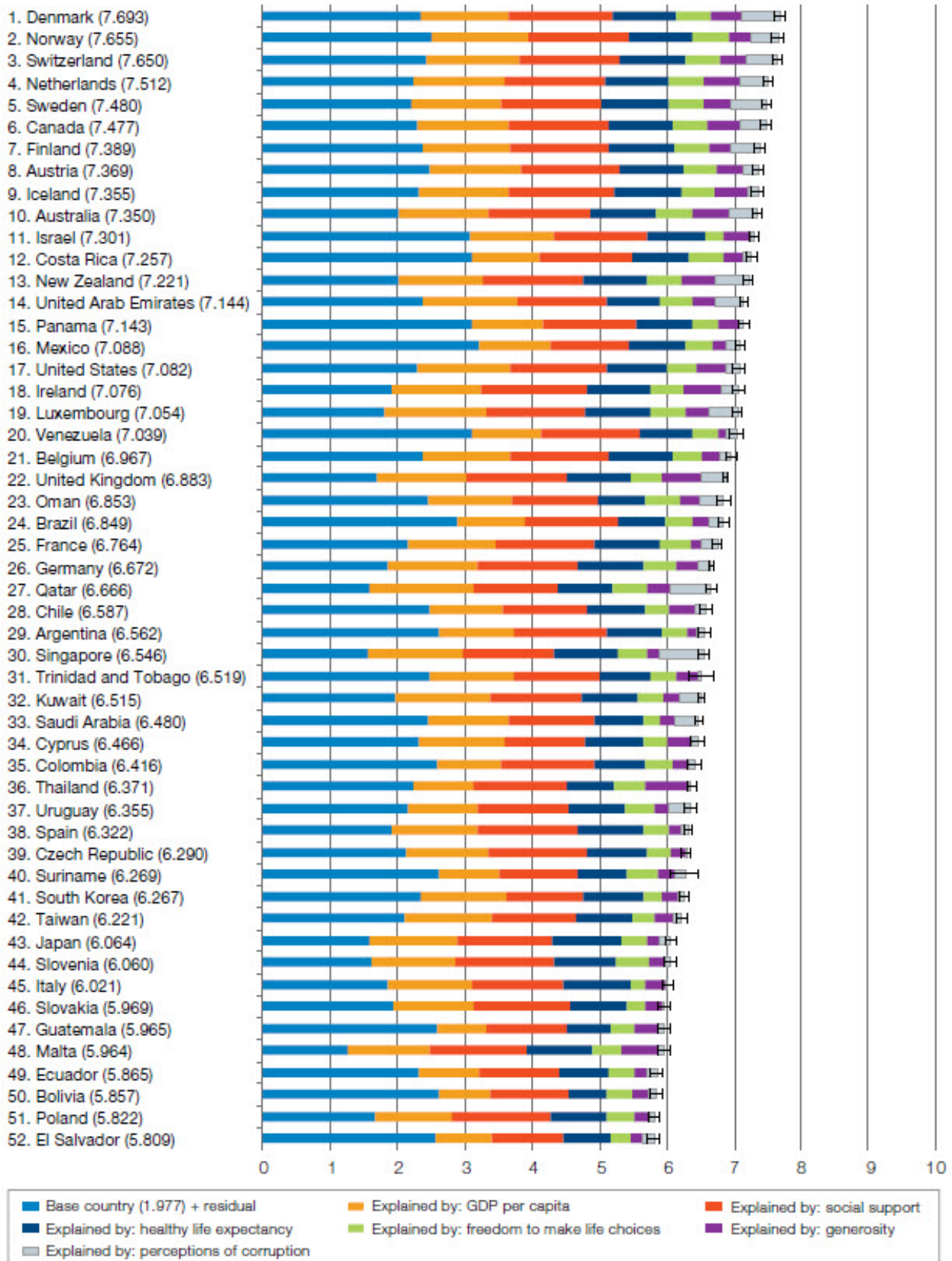




Figure 2.3: Ranking of Happiness: 2010–12 (Part 2)

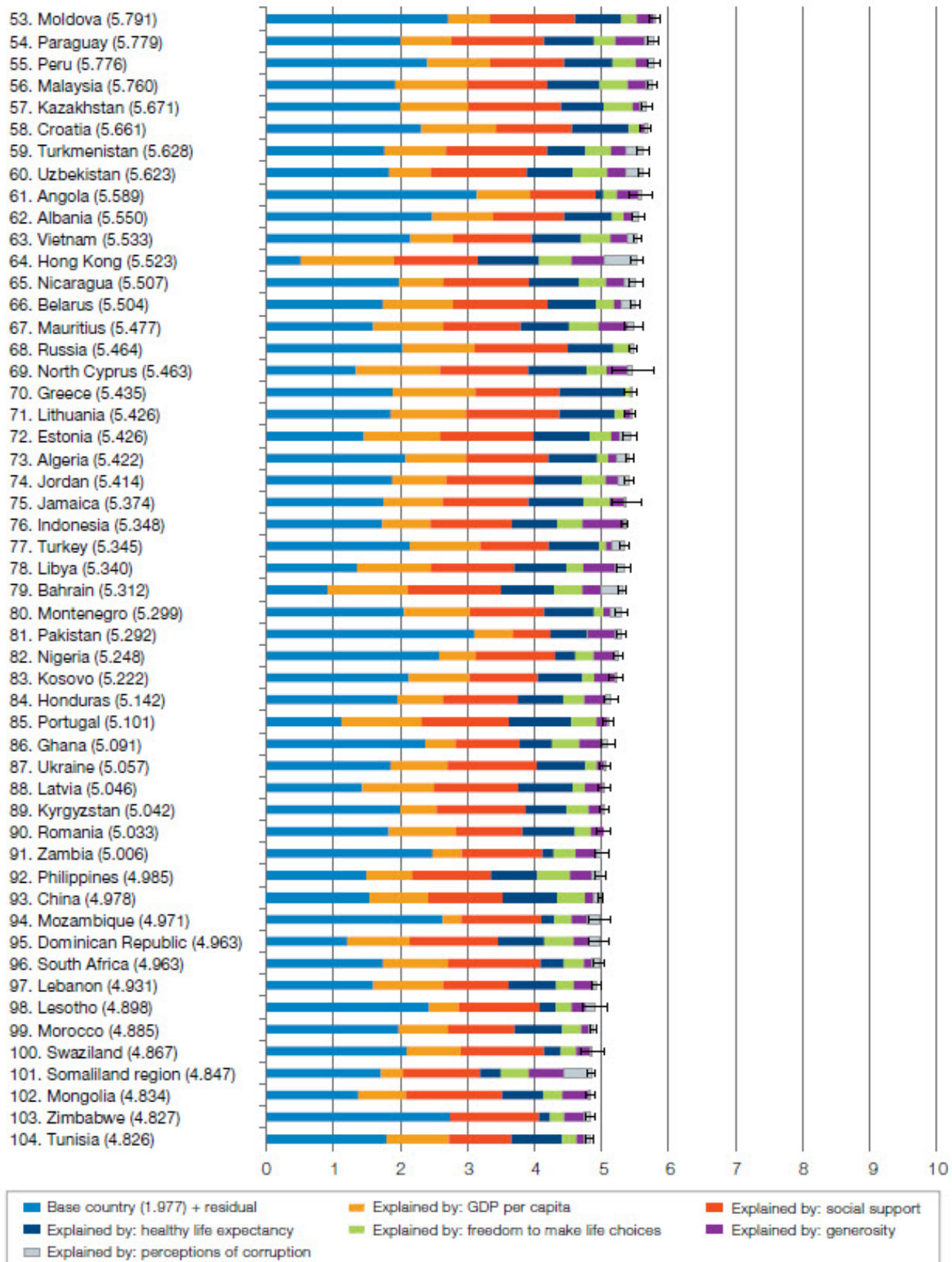
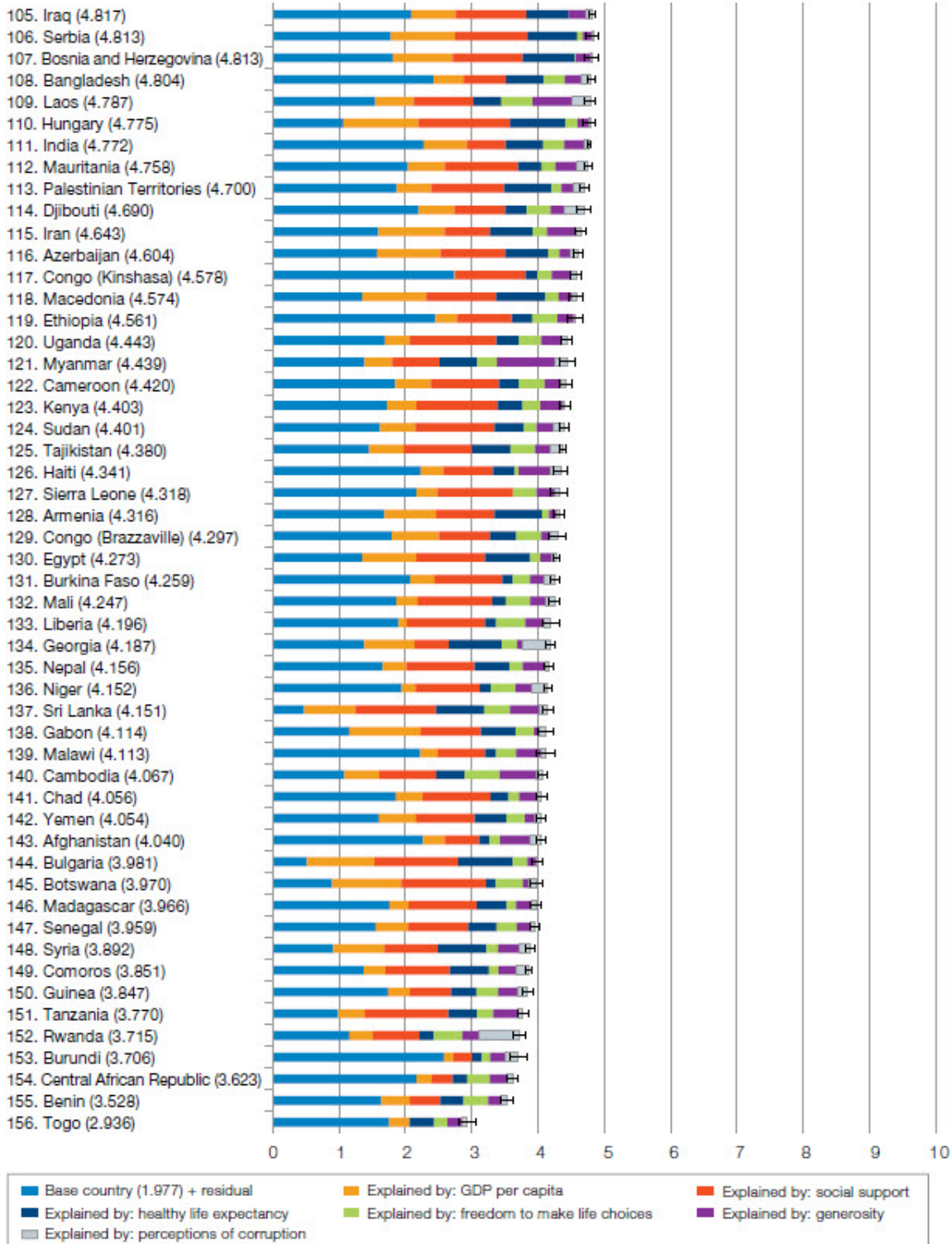


Figure 2.3: Ranking of Happiness: 2010–12 (Part 3)



From World Happiness Report, © 2013 United Nations. Reprinted with the permission of the United Nations. [http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013\\_online.pdf](http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013_online.pdf)

## Supporting Question 1

### Featured Source

**Source B:** Organization for Economic Cooperation and Development (OECD), report on life factors in Denmark, *Denmark Better Life Index* (excerpt), 2014

# Denmark

→ Learn even more about Denmark at [oecd.org](http://oecd.org)

### Did you know?

Population	5.6 mil.
Visitors per year	20.6 mil.
Renewable energy	24.4 %



©Shutterstock.com/© badahos

## How's Life?

Denmark performs very well in many measures of well-being relative to most other countries in the Better Life Index. Denmark ranks at the top in work-life balance. It ranks above the average in environmental quality, civic engagement, education and skills, jobs and earnings, income and wealth, and personal security.

Money, while it cannot buy happiness, is an important means to achieving higher living standards. In Denmark, **the average household net-adjusted disposable income per capita is USD 26 491 a year**, more than the OECD average of USD 25 908 a year. But there is a considerable gap between the richest and poorest – the top 20% of the population earn close to four times as much as the bottom 20%.

In terms of employment, **over 73% of people aged 15 to 64 in Denmark have a paid job**, above the OECD employment average of 65%. Some 75% of men are in paid work, compared with 70% of women. In Denmark, **2% of employees work very long hours**, one of the lowest rates in the OECD where the average is 13%. About 3% of men work very long hours compared with just 1% for women.

Good education and skills are important requisites for finding a job. In Denmark, **78% of adults aged 25-64 have completed upper secondary education**, higher than the OECD average of 75%. This is equally true of men and women. In terms of education quality, **the average student scored 498 in reading literacy, maths and science in the OECD's Programme for International Student Assessment (PISA)**. This score is slightly higher than the OECD average of 497. On average in Denmark, **girls outperformed boys by 2 points**, less than the OECD average of 8 points.

In terms of health, **life expectancy at birth in Denmark is 80 years**, in line with the OECD average. Life expectancy for women is 82 years, compared with 78 for men. **The level of atmospheric PM10 – tiny air pollutant particles small enough to enter and cause damage to the lungs – is 15 micrograms per cubic meter in large urban areas**, considerably lower than

## Topics

Housing 5.6



Income 3.9



Jobs 8.0



Community 9.5



Education 7.8



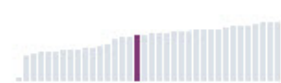
Environment 8.8



Civic engagement 7.0



Health 7.3



the OECD average of 20.1 micrograms per cubic meter. Denmark also does well in terms of water quality, **as 94% of people say they are satisfied with the quality of their water**, more than the OECD average of 81%.

Concerning the public sphere, there is a strong sense of community and high levels of civic participation in Denmark, where **95% of people believe that they know someone they could rely on in time of need**, higher than the OECD average of 88%, and one of the highest figures in the OECD. **Voter turnout**, a measure of citizens' participation in the political process, **was 88% during recent elections**; considerably higher than the OECD average of 68%. Voter turnout for the top 20% of the population is an estimated 90% and for the bottom 20% it is an estimated 86%, a much smaller gap than the OECD average gap of 13 percentage points, and suggests there is broad social inclusion in Denmark's democratic institutions.

In general, Danes are more satisfied with their lives than the OECD average. When asked to rate their general satisfaction with life on a scale from 0 to 10, **Danes gave it a 7.5 grade, one of the highest scores in the OECD, where average life satisfaction is 6.6.**

*For more information on estimates and years of reference, see FAQ section and BLI database.*

Life Satisfaction i  
10.0



Safety i  
8.9



Work-Life Balance i  
9.8



### Compare to...

Pick a country ▼

## Housing

### Key Findings

Living in satisfactory housing conditions is one of the most important aspects of people's lives. Housing is essential to meet basic needs, such as shelter, but it is not just a question of four walls and a roof. Housing should offer a place to sleep and rest where people feel safe and have privacy and personal space; somewhere they can raise a family. All of these elements help make a house a home. And of course there is the question whether people can afford adequate housing.

Housing costs take up a large share of the household budget and represent the largest single expenditure for many individuals and families, by the time you add up elements such as rent, gas, electricity, water, furniture or repairs. In Denmark, households on average spend **24% of their gross adjusted disposable income on keeping a roof over their heads**, above the OECD average of 18%.

In addition to housing costs it is also important to examine living conditions, such as the average number of rooms shared per person and whether households have access to basic facilities. The number of rooms in a dwelling, divided by the number of persons living there, indicates whether residents are living in crowded conditions. Overcrowded housing may have a negative impact on physical and mental health, relations with others and children's development. In addition, dense living conditions are often a sign of inadequate water and sewage supply. In Denmark, **the average home contains 1.9 rooms per person**, slightly more than the OECD average of 1.8 rooms per person. In terms of basic facilities, **99.1% of people in Denmark live in dwellings with private access to an indoor flushing toilet**, more than the OECD average of 97.6%.

### More Resources

[How's Life? at a Glance](#)

### Indicators

#### Rooms per person

1.9 rooms

Rank:

12 / 36

#### Trend

0.0% average annual increase since 2008

#### Dwellings with basic facilities

99.10%

Rank:

19 / 36

#### Housing expenditure

24%

Rank:

33 / 36

#### Trend

+0.1% average annual increase since 2008

## Key Findings

Having a job brings many important benefits, including: providing a source of income, improving social inclusion, fulfilling one's own aspirations, building self-esteem and developing skills and competencies. In Denmark, **73% of the working-age population aged 15 to 64 has a paid job**. This figure is higher than the OECD employment average of 65%. Employment rates are generally higher for individuals with a higher level of education; in Denmark an **estimated 86% of individuals with at least a tertiary education have a paid job, compared with an estimated 54% for those without an upper secondary education**. This 32 percentage point difference is lower than the OECD average of 34 percentage points..

Women are still less likely than men to participate in the labour market. In Denmark, **70% of women have jobs**. This is more than the OECD average of 58% and relatively close to the **75% employment rate of men in Denmark**. This 5 percentage point gender difference is much lower than the OECD average of 15 percentage points and suggests Denmark has been successful in addressing the constraints and barriers women face in accessing work.

Unemployed persons are defined as those who are not currently working but are willing to do so and actively searching for work. Long-term unemployment can have a large negative effect on feelings of well-being and self-worth and result in a loss of skills, further reducing employability. In Denmark, **the percentage of the labour force that has been unemployed for a year or longer is currently at about 1.8%**, lower than the OECD average of 2.8%. There is little difference on average between men and women in the OECD area when it comes to long-term unemployment. In Denmark, **the long-term unemployment rate for men is lower than for women, with respectively 1.6% and 2.0%**.

The wages and other monetary benefits that come with employment are an important aspect of job quality. **Danish people earn USD 48 347 per year on average**, more than the OECD average of USD 36 118. Not everyone earns that amount however. In all OECD countries, men still earn more than women, with an average wage gap of 15.5%. In Denmark, **men earn 7.8% more than women**. Also, whereas **the top 20% of the population earn an estimated USD 56 276** per year, **the bottom 20% live on an estimated USD 28 524** per year.

Another essential factor of employment quality is job security. Workers facing a high risk of job loss are more vulnerable, especially in countries with smaller social safety nets. In Denmark, **workers face a 5.6% chance of losing their job**, slightly higher than the OECD average of 5.4%.

*For more information on estimates and years of reference, see FAQ section and BLI database*

## Better Policies for Better Lives

### *Helping graduates work in SMEs*

The government is helping new university graduates find work in small and medium size enterprises (SMEs). In Denmark, the unemployment rate for university graduates can be up to 60% in the first year after completing their education. University graduates often lack information on labour-market demand for workers and skills, particularly in the case of small to medium enterprises, which constitute the bulk of Danish firms. However, there is clear evidence that employment of university graduates in SMEs increases the growth potential of these companies.

The Career Centre for University Graduates in Copenhagen is designed to take advantage of this situation, by creating stronger linkages between university graduates and small and medium sized companies. The Career Centre has a dual focus: it works with university graduates to position them to find employment through counselling, guidance, and activation measures such as encouraging geographic mobility. In parallel, it works with small and medium sized businesses to identify their hiring needs and find appropriate candidates.

### *Coaching for entrepreneurs from ethnic minorities*

The Ethnic Coach for Ethnic Minority Entrepreneurs project aims to overcome a lack of trust in the public support system by providing advice from professional coaches from the same ethnic group as the participant. The role of the coach is to help the entrepreneur adjust to the regulatory and social norms of the new country, and to build and strengthen ethnic minority social and entrepreneurial networks. Coaches help clarify and strengthen business plans and needs, then refer the entrepreneur to training and other advisory services in the local area. Once the business is launched, coaches continue to support the entrepreneurs as they develop and grow their business.

In recent years, nearly 100 ethnic minority entrepreneurs have been assisted annually. The scheme won the European Trailblazer Award in 2006 and was selected as a European best practice in the Interreg IVC project, Enspire EU (Entrepreneurial inspiration for the European Union) in 2011.

## More Resources

 [Well-being in the workplace: Measuring job quality](#)



## Indicators

### Employment rate

73%

Rank:  
8 / 36



### Trend

-1.1% average annual increase since 2008

### Gender Inequality

1.07 men women

Rank:  
5 / 36



### Social Inequality

1.59 rich poor

Rank:  
11 / 36



### Long-term unemployment rate

1.78%

Rank:  
17 / 36



### Trend

+0.3% average annual increase since 2008

### Gender Inequality

1.26 men women

Rank:  
25 / 36



### Social Inequality

2.54 rich poor

Rank:  
13 / 36



### Personal earnings

48347USD

Rank:  
8 / 36



### Trend

+0.2% average annual increase since 2008

### Gender Inequality

1.16 men women

Rank:  
10 / 36



### Social Inequality

1.97 rich poor

Rank:  
7 / 36



### Job security

5.61%

Rank:  
23 / 36



### Trend

+0.5% average annual increase since 2008

### Gender Inequality

1.03 men women

Rank:  
7 / 36



## Education

### Key Findings

A well-educated and well-trained population is essential for a country's social and economic well-being. Education plays a key role in providing individuals with the knowledge, skills and competences needed to participate effectively in society and in the economy. Having a good education greatly improves the likelihood of finding a job and earning enough money. Danes can expect to go through **19.4 years of education between the ages of 5 and 39**, more than the OECD average of 17.7 years and one of the highest levels across OECD countries.

Graduating from upper secondary education has become increasingly important in all countries, as the skills needed in the labour market are becoming more knowledge-based. High-school graduation rates therefore provide a good indication of whether a country is preparing its students to meet the minimum requirements of the job market. In Denmark, **78% of adults aged 25-64 have completed upper secondary education**, higher than the OECD average of 75%. Across the OECD, slightly more men aged 25-64 have the equivalent of a high-school degree compared with women from the same age group. In Denmark, **men and women have almost the same educational attainment**. At the university level, however, **more women complete tertiary education than men in Denmark, at 39% and 29% respectively**. This 10 percentage point gap is larger than the OECD average of 4 percentage points.

But graduation rates, while important, speak little to the quality of education received. The OECD's Programme for International Student Assessment (PISA) reviews the extent to which students have acquired some of the knowledge and skills that are essential for full participation in modern societies. In 2012, PISA focused on examining students' reading ability, skills in maths and level in sciences, as research shows that these skills are more reliable predictors of economic and social well-being than the number of years spent in school.

**The average student in Denmark scored 498 in reading literacy, maths and sciences, above** the OECD average of 497. On average, girls **out performed boys by 2 points**, less than the average OECD gap of 8 points.

The best-performing school systems manage to provide high-quality education to all students. In Denmark, **the average difference in results, between the students with the highest socio-economic background and the students with the lowest socio-economic background is 94 points**, lower than the OECD average of 96 points. This suggests the school system in Denmark provides relatively equal access to high-quality education.

### Better Policies for Better Lives

#### *Employers shaping education for labour needs*

In Denmark the social partners play an active role in defining new courses and programmes and in advising on existing professional programmes. The Council of Academy Profession Programmes and Professional Bachelor Programmes can advise the Ministry of Science, Innovation and Higher Education on a wide range of issues, including qualification needs. The board includes up to 21 members, including representatives of various industry and employer organisations, trade unions, regions and local governments.

The social partners may also be represented in the educational advisory committees which the institutions set up within the various disciplines of their programmes. The committees advise on the quality and relevance of existing and future programmes of study. This local involvement helps to ensure that the content of individual vocational programmes meets the demands of the labour market and that qualifications are recognised in business and industry.

#### More Resources

 [How's Life? at a Glance](#)

## Environment

### Key Findings

The quality of our local living environment has a direct impact on our health and well-being. Outdoor air pollution is one important environmental issue that directly affects the quality of people's lives. Despite national and international interventions and decreases in major pollutant emissions, **the health impacts of urban air pollution continue to worsen**, with air pollution set to become the top environmental cause of premature mortality globally by 2050. Air pollution in urban centres, often caused by transport and the use of small-scale burning of wood or coal, is linked to a range of health problems, from minor eye irritation to upper respiratory symptoms in the short-term and chronic respiratory diseases such as asthma, cardiovascular diseases and lung cancer in the long-term. Children and the elderly may be particularly vulnerable.

PM10 – tiny particulate matter small enough to be inhaled into the deepest part of the lung – is monitored in OECD countries because it can harm human health and reduce life expectancy. In Denmark, **PM10 levels in urban areas are 15.0 micrograms per cubic meter**, lower than the OECD average of 20.1 micrograms per cubic meter and lower than the annual guideline limit of 20 micrograms per cubic meter set by the World Health Organization.

Access to clean water is fundamental to human well-being. Despite significant progress in OECD countries in reducing water pollution, improvements in freshwater quality are not always easy to discern. In Denmark, **94% of people say they are satisfied with water quality**, higher than the OECD average of 81%.

### Better Policies for Better Lives

#### Bicycle city

The City of Copenhagen has, as do many other Danish towns, a long tradition for cycling policies, investing in dedicated cycle lanes and bridges. Copenhagen City has 346 km of dedicated cycling tracks and 48 000 bicycle parking spaces throughout the city. 35% of Copenhagen residents cycle to work or education regularly. Around 55 % of all school children in Copenhagen cycle to school on a regular basis. Currently, more than 1.2 million km are covered by cyclists in Copenhagen every day. Copenhagen has developed a new dedicated bicycling strategy, aiming by 2015 to have 50% of its citizens commuting by bicycle on a daily basis, as a contribution to the city's climate strategy.

The most innovative policy initiative to facilitate this goal is to build "cycle super highways" for fast, long distance bike commuting, with few or no traffic lights. An 11 mile-long cycle superhighway between Copenhagen and Albertslund, a western suburb, is the first of 26 routes scheduled to be built, which are designed to encourage more people to commute to and from Copenhagen by bicycle. For the superhighway project, Copenhagen and 21 local governments teamed up to ensure that there were contiguous, standardised bike routes into the capital, across distances of up to 14 miles.

Another measure is that stoplight signals have been adjusted so that "green waves" at primary traffic routes now favour the cyclists' 20 km/h and not the car speed. As many as 93% of cyclists think Copenhagen is either a very good, good or satisfactory city in which to cycle. The cycle-friendly fame of Copenhagen has led to other city cycling initiative adopters such as New York naming their biking lanes "Copenhagen lanes". The cycling strategy also has significant economic gains for the city.

#### More Resources

- How's Life? at a Glance
- OECD Environmental Outlook to 2030

### Indicators

Air pollution i  
15.0 micrograms

Rank:  
13 / 36

Trend  
-2.7% average annual increase since 2005

Water quality i  
94%

Rank:  
8 / 36

Gender Inequality i  
1.01 men | women

Rank:  
6 / 36



## Civic Engagement

### Key Findings

Trust in government is essential for social cohesion and well-being. High voter turnout is a measure of citizens' participation in the political process. In the most recent elections for which data are available, **voter turnout in Denmark was 88% of those registered.** This figure is much higher than the OECD average of 68%.

Even if the right to vote is universal in all OECD countries, not everyone exercises this right. There is little difference in the voting rates of men and women in most OECD countries. This is the case in Denmark, where **the voter turnout of men and women is nearly the same.** While on average there are few differences between men and women concerning participation in elections, income can make a big difference in voter turnout. In Denmark, however, **voter turnout for the top 20% of the population is an estimated 90%, whereas the participation rate of the bottom 20% is an estimated 86%.** This 4 percentage point difference is much lower than the OECD average difference of 13 percentage points, and suggests there is broad social inclusion in Denmark's democratic institutions.

In general, women are in the minority among elected representatives and although their number has slightly increased in the last decade, it is still well below parity. In Denmark, **39% of the seats in national parliament are held by women,** more than the OECD average of 28%.

Ensuring that government decision making is not compromised by conflicts of interest is key to maintaining trust in government. Transparency is therefore essential to hold government to account and to maintain confidence in public institutions.

Freedom of information laws (FOI) allow the possibility for individuals to access undisclosed information. For such policies to be successful, the public should have a clear understanding of their rights under the law, should be able to file requests with ease and should be protected against any possible retaliation. **People in Denmark can file a request for information either in writing, in person or by telephone –** thus greatly facilitating the FOI process. However, there are no provisions for anonymity or protection from retaliation.

*For more information on estimates and years of reference, see FAQ section and BLI database.*

### More Resources

[How's Life? at a Glance](#)

### Indicators

**Voter turnout** ⓘ

87.74%

Rank:

4 / 36



#### Trend

+0.3% average annual increase since 2007

**Gender Inequality** ⓘ

1.00

men ..... women

Rank:

4 / 36



**Social Inequality** ⓘ

1.05

rich ..... poor

Rank:

8 / 36



**Consultation on rule-making** ⓘ

7.0 index

Rank:

19 / 36



#### Trend

+5.3% average annual increase since 2005

## Health

### Key Findings

Most OECD countries have enjoyed large gains in life expectancy over the past decades, thanks to improvements in living conditions, public health interventions and progress in medical care. **Life expectancy at birth in Denmark stands at 80 years**, in line with the OECD average. Life expectancy **for women is 82 years, compared with 78 for men**, close to the OECD average gender gap of five years, with a life expectancy of 82 years for women and 77 years for men. Higher life expectancy is generally associated with higher health care spending per person, although many other factors have an impact on life expectancy (such as living standards, lifestyles, education and environmental factors).

When asked, "How is your health in general?" **72% of people in Denmark reported to be in good health**, more than the OECD average of 68%. Despite the subjective nature of this question, answers have been found to be a good predictor of people's future health care use. Gender, age and social status may affect answers to this question. On average in OECD countries, men are more likely to report good health than women, with an average of 70% for men and 66% for women. In Denmark, the average is **74% for men and 70% for women**. Not surprisingly, older people report poorer health, as do those who are unemployed, or who have less education or income. **About 83% of adults with a disposable income in the top 20% in Denmark rate their health as "good" or "very good", compared to about 67% for those with a disposable income in the bottom 20%.**


#### More Resources

[How's Life? at a Glance](#)

### Indicators

Life expectancy ?  
80 years


Rank:  
**25 / 36**



Trend  
**+0.4%** average annual increase since 2008



Gender Inequality ?  
**1.05** men women



Rank:  
**8 / 36**



Self-reported health ?  
71.7%


Rank:  
**16 / 36**



Trend  
**-0.5%** average annual increase since 2008




Gender Inequality ?  
**1.06** men women



Rank:  
**15 / 36**



Social Inequality ?  
**1.25** rich poor



Rank:  
**12 / 36**



## Life Satisfaction

### Key Findings

Happiness or subjective well-being can be measured in terms of life satisfaction, the presence of positive experiences and feelings, and the absence of negative experiences and feelings. Such measures, while subjective, are a useful complement to objective data to compare the quality of life across countries.

Life satisfaction measures how people evaluate their life as a whole rather than their current feelings. When asked to rate their general satisfaction with life on a scale from 0 to 10, **Danes gave it a 7.5 grade**, one of the highest scores in the OECD, where average life satisfaction is 6.6.

There is little difference in life satisfaction levels between men and women across OECD countries. This is true in Denmark, **where men gave their life a 7.6 grade, only slightly higher than the 7.5 grade given by women.**

### Better Policies for Better Lives

#### *The Good Life index*

The region of Southern Denmark has developed a metric of “Good Life” to monitor well-being in the region and its municipalities. The 40 indicators are organised into 2 categories: community conditions and individuals’ perception of their own life.

Once a year, citizens are asked to assess their own level of well-being, both in general and in terms of different well-being dimensions (such as health, relationships, etc.). The remaining surveys are dedicated to different themes regarding the Good Life and regional development. An extensive national health survey, “How are you?” (“Hvordan har du det?”), is also conducted regionally every four years by the health department of the region of Southern Denmark.

#### More Resources

[How's Life? at a Glance](#)

### Indicators

Life satisfaction i

7.5 rate

Rank:  1 / 36

Gender Inequality i

1.01 men ..... women

Rank:  19 / 36

## Key Findings

Finding a suitable balance between work and life is a challenge for all workers, especially working parents. The ability to successfully combine work, family commitments and personal life is important for the well-being of all members in a household. Governments can help to address the issue by encouraging supportive and flexible working practices, making it easier for parents to strike a better balance between work and home life.

An important aspect of work-life balance is the amount of time a person spends at work. Evidence suggests that long work hours may impair personal health, jeopardise safety and increase stress. The share of employees working 50 hours or more per week is not very large across OECD countries. In Denmark, **2% of employees work very long hours**, one of the lowest rates in the OECD where the average is 13%. Overall, more men work very long hours; in Denmark **3% of men work very long hours, compared with 1% for women**.

The more people work, the less time they have to spend on other activities, such as time with others or leisure. The amount and quality of leisure time is important for people's overall well-being, and can bring additional physical and mental health benefits. **In Denmark, full-time workers devote 67% of their day on average, or 16.1 hours, to personal care** (eating, sleeping, etc.) **and leisure** (socialising with friends and family, hobbies, games, computer and television use, etc.) – more than the OECD average of 15 hours. Fewer hours in paid work for women do not necessarily result in greater leisure time. In Denmark, both men and women devote approximately 16 hours per day to personal care and leisure.

## Better Policies for Better Lives

### *A continuum of supports for families with children*

Policy in Denmark provides extensive financial support to families with young children: public spending on family benefits amounts to just over 4% of GDP, compared to 2.6 % on average across the OECD, and close to 60% of such spending is on family services including childcare. Furthermore, Danish policy aims to provide a continuum of supports to families with young children: around childbirth there is 18 weeks of paid maternity leave and 2 weeks of paid paternity leave, followed by 32 weeks of paid parental leave. There is an entitlement to a formal childcare place as from when the child is 6 months old, and at 66% participation in formal childcare by children not yet 3 years of age is highest across the OECD. There is pre-school support from age 3 onwards, and upon entering primary school, out-of-school-hours care becomes widely available and such facilities are attended by over 80% of Danish children age 6 to 8.

This extensive system of supports for families with children as well as family-friendly workplace practices – e.g. the standard working week is relatively short at 37 hours, gives many Danes the feeling that work and family life are compatible, and the Total Fertility Rate (TFR) has held up around 1.75 children per women in recent years, with female employment rates among prime-age workers (79% for those 25-54) among the highest in the OECD. Widespread employment participation contributes to low child poverty rates (at 3.8%) and indicators on life satisfaction, not surprisingly suggest that Danes are quite happy with their lot.

Denmark is also doing well in terms of gender equality in labour market outcomes: gender employment gaps and gender pay gaps are among the lowest in the OECD. However, despite policy discussions Denmark has not yet introduced reform that stimulates a more equal sharing of the parental leave entitlement, which is currently usually used by mothers. Iceland has a father quota in parental leave which reserves three months of paid parental leave for fathers on a "use it or lose it" basis, or the use of bonus months as in Germany can help increase take-up among fathers, and perhaps in future generate an even more equal gender distribution of paid and unpaid work in Denmark.

## Indicators

Employees working very long hours i  
2.0%


Rank:   
**4 / 36**

### Trend

**-0.0%** average annual increase since 2008

### Gender Inequality i

**3.50** men  women

Rank:   
**27 / 36**

Time devoted to leisure and personal care i  
16.1 hours

Rank:   
**2 / 36**

### Gender Inequality i

**1.00** men  women

Rank:   
**1 / 36**

OECD, Denmark, in OECD Better Life Index, <http://www.oecdbetterlifeindex.org/countries/denmark/>. Used with permission





## Supporting Question 2

### Featured Source

**Source A:** John Helliwell, Richard Layard, and Jeffrey Sachs, international rankings of happiness, "Rankings of Happiness 2010-2012," *World Happiness Report* (excerpt), 2013

*NOTE: Refer to Supporting Question 1, Featured Source A: World Happiness Report, © 2013 United Nations.*  
[http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013\\_online.pdf](http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013_online.pdf).



## Supporting Question 2

### Featured Source

**Source B:** Fraser Institute, international rankings of economic factors, *Economic Freedom of the World* (excerpt), 2014

There was considerable debate about the nature of economic freedom at those early conferences but a consensus emerged that the core concepts of economic freedom were self-ownership, non-interference, and the protection of people and their property from invasions by others. Self-ownership and non-interference imply that individuals have a right to choose for themselves—to decide how they will use their time, talents, and resources. On the other hand, they do not have a right to the time, talents, and resources of others. Put another way, individuals do not have a right to take things from others or demand that others provide things for them. Economic freedom is present when adults are free to produce, consume, and trade with others as long as their actions do not harm the person or property of others. Use of violence, theft, fraud, and physical invasions are not permissible but, otherwise, individuals who are economically free are free to choose and compete as they see fit.

The index published in *Economic Freedom of the World* (EFW) is designed to measure the consistency of a nation's institutions and policies with this concept of self-ownership. The four cornerstones of economic freedom are

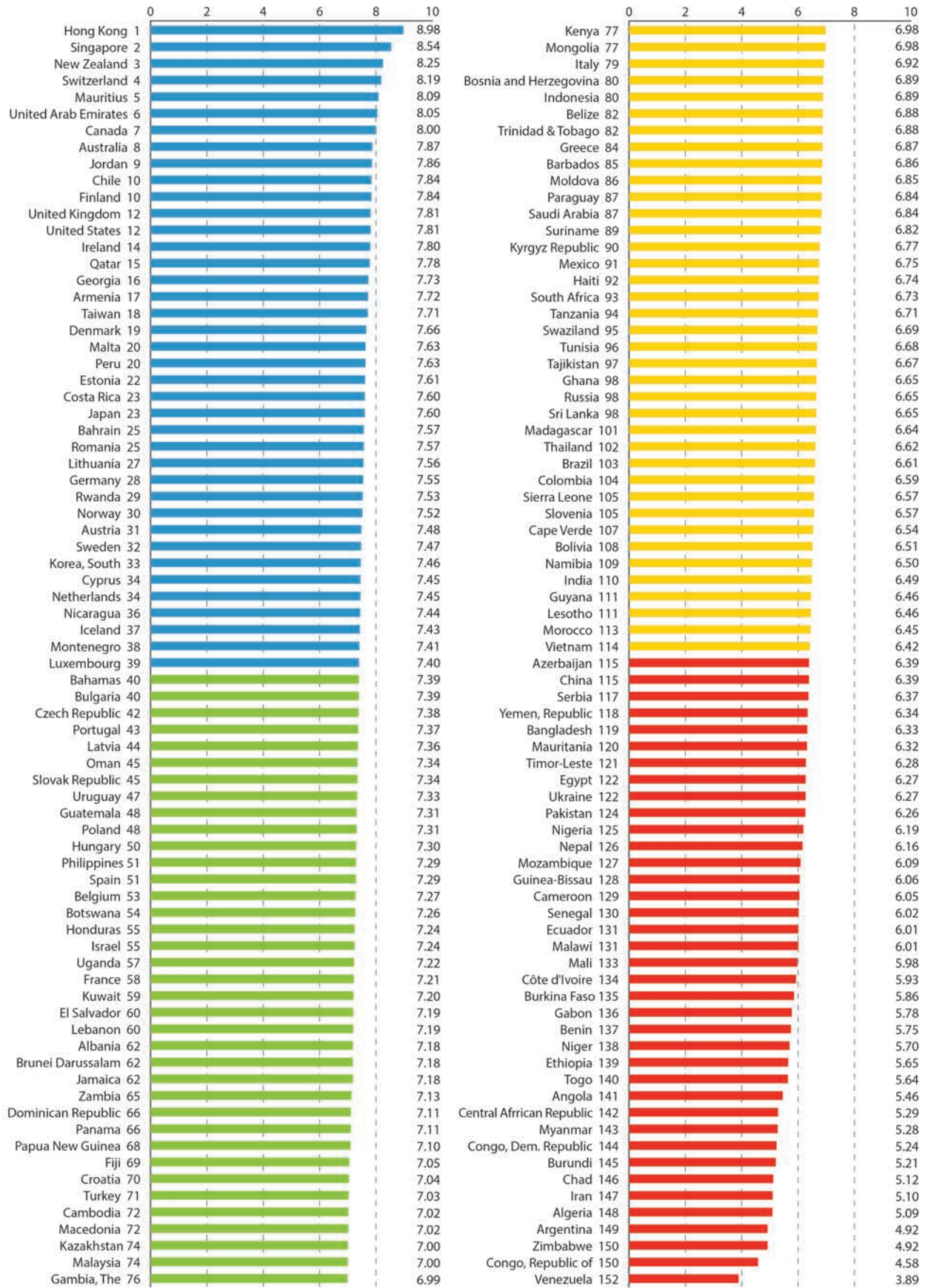
- personal choice
- voluntary exchange coordinated by markets
- freedom to enter and compete in markets
- protection of persons and their property from aggression by others.

Forty-two data points are used to construct a summary index and to measure the degree of economic freedom in five broad areas:

1. Size of Government: Expenditures, Taxes, and Enterprises;
2. Legal Structure and Security of Property Rights;
3. Access to Sound Money;
4. Freedom to Trade Internationally;
5. Regulation of Credit, Labor, and Business.

Numerous studies have shown that countries with more economic freedom grow more rapidly and achieve higher levels of per capita income than those that are less free. Similarly, there is a positive relationship between changes in economic freedom and the growth of per-capita income.

Exhibit 1.2: Summary Economic Freedom Ratings for 2012

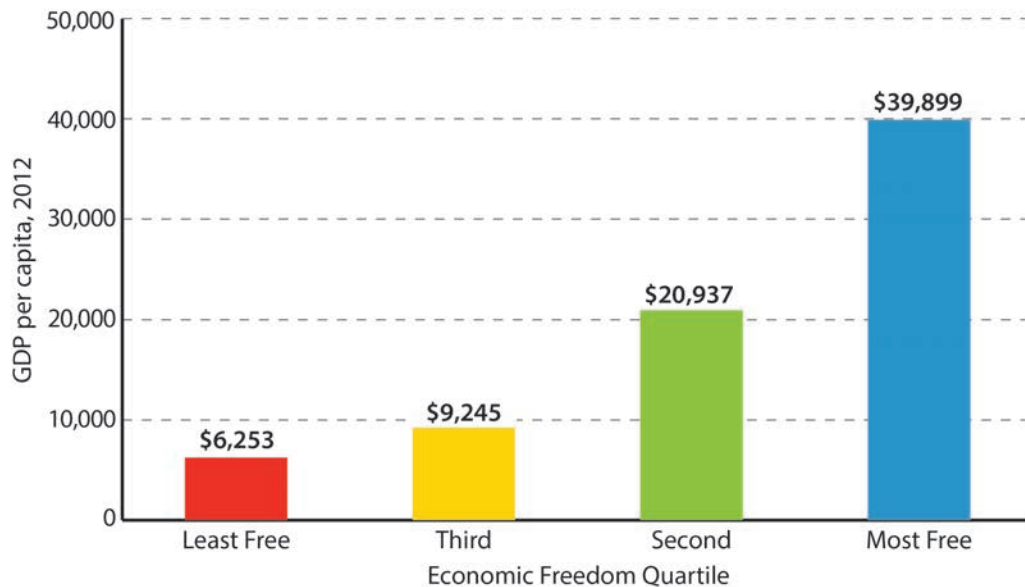


The cornerstones of economic freedom are (1) personal choice, (2) voluntary exchange coordinated by markets, (3) freedom to enter and compete in markets, and (4) protection of persons and their property from aggression by others. Economic freedom is present when individuals are permitted to choose for themselves and engage in voluntary transactions as long as they do not harm the person or property of others. Individuals have a right to their own time, talents, and resources, but they do not have a right to take things from others or demand that others provide things for them. The use of violence, theft, fraud, and physical invasions are not permissible in an economically free society, but otherwise, individuals are free to choose, trade, and cooperate with others, and compete as they see fit.

In an economically free society, the primary role of government is to protect individuals and their property from aggression by others. The EFW (*Economic Freedom of the World*) index is designed to measure the extent to which the institutions and policies of a nation are consistent with this protective function. Put another way, the EFW measure is an effort to identify how closely the institutions and policies of a country correspond with a limited government ideal, where the government protects property rights and arranges for the provision of a limited set of “public goods” such as national defense and access to money of sound value, but little beyond these core functions. In order to receive a high EFW rating, a country must provide secure protection of privately owned property, even-handed enforcement of contracts, and a stable monetary environment. It also must keep taxes low, refrain from creating barriers to both domestic and international trade, and rely more fully on markets rather than government spending and regulation to allocate goods and resources.

### Exhibit 1.6: Economic Freedom and Income per Capita

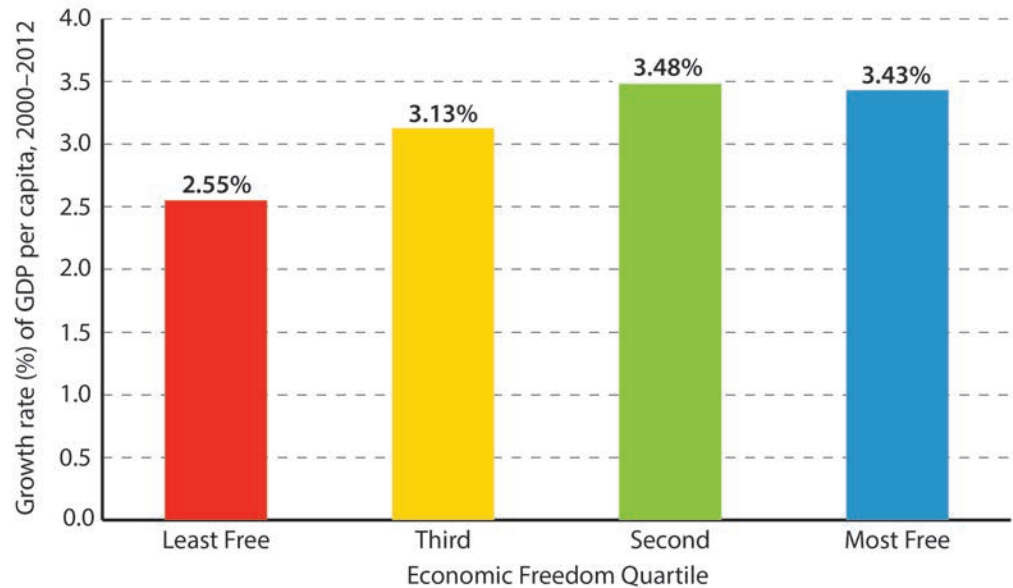
Countries with more economic freedom have substantially higher per-capita incomes.



Note: Income = GDP per capita, (PPP constant 2011 US\$), 2012.  
 Sources: Fraser Institute, *Economic Freedom of the World: 2013 Annual Report*; World Bank, *World Development Indicators*.

## Exhibit 1.7: Economic Freedom and Economic Growth

Countries with more economic freedom tend to grow more rapidly.

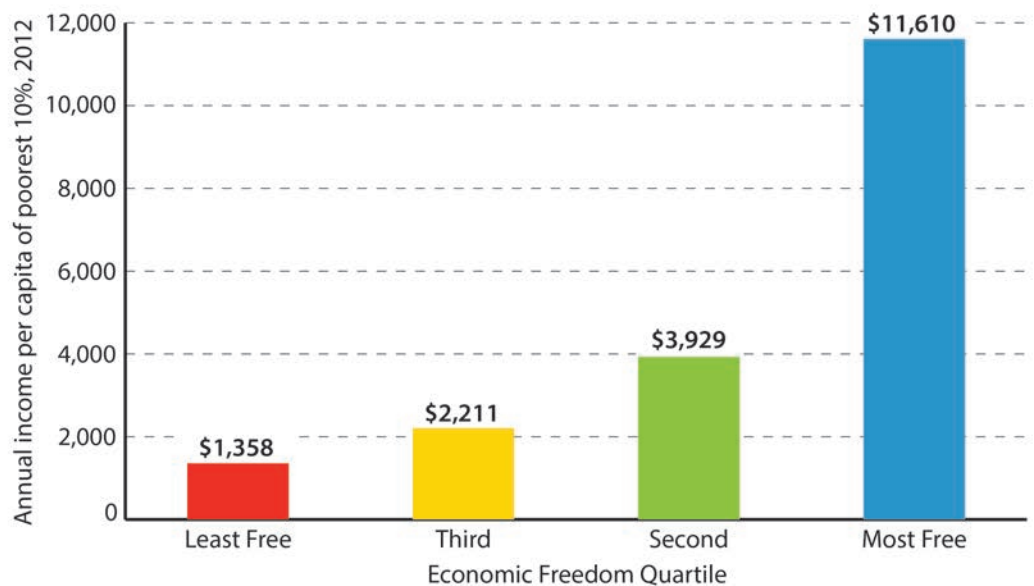


Note: The growth data were adjusted to control for the initial level of income.

Sources: Fraser Institute, *Economic Freedom of the World: 2013 Annual Report*; World Bank, *World Development Indicators*.

## Exhibit 1.9: Economic Freedom and the Income Earned by the Poorest 10%

The amount of income, as opposed to the share, earned by the poorest 10% of the population is much higher in countries with higher economic freedom.

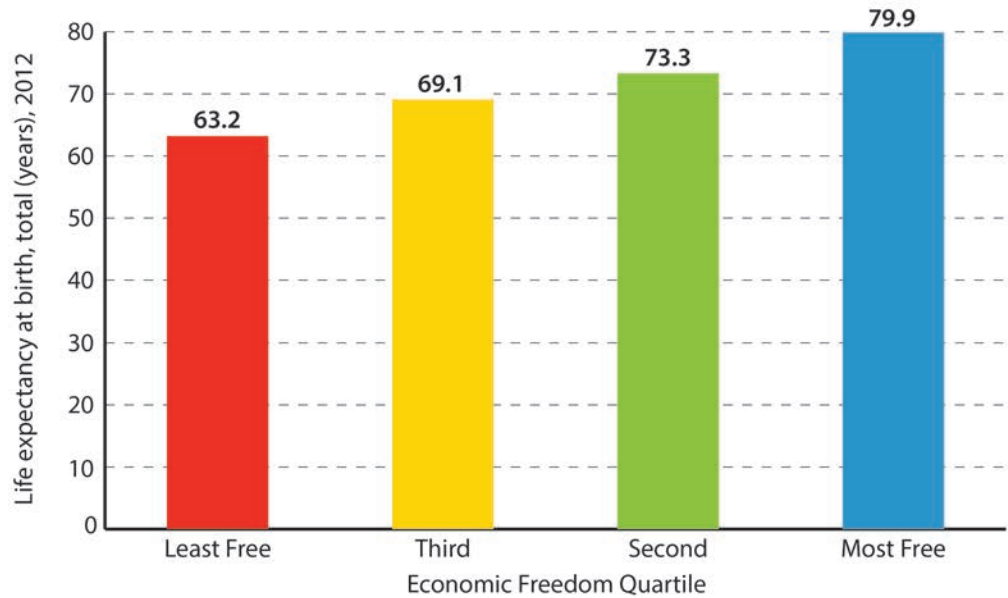


Note: Annual income per capita of poorest 10% (PPP constant 2011 US\$), 2012

Sources: Fraser Institute, *Economic Freedom of the World: 2013 Annual Report*; World Bank, *World Development Indicators*.

## Exhibit 1.10: Economic Freedom and Life Expectancy

*Life expectancy is about 20 years longer in countries with the most economic freedom than in countries with the least.*



Sources: Fraser Institute, *Economic Freedom of the World: 2013 Annual Report*; World Bank, *World Development Indicators*.

The full report can be found online at: <http://www.freetheworld.com/2014/EFW2014-POST.pdf>

Courtesy of The Fraser Institute, [www.freetheworld.com](http://www.freetheworld.com). Used with permission.

## Supporting Question 2

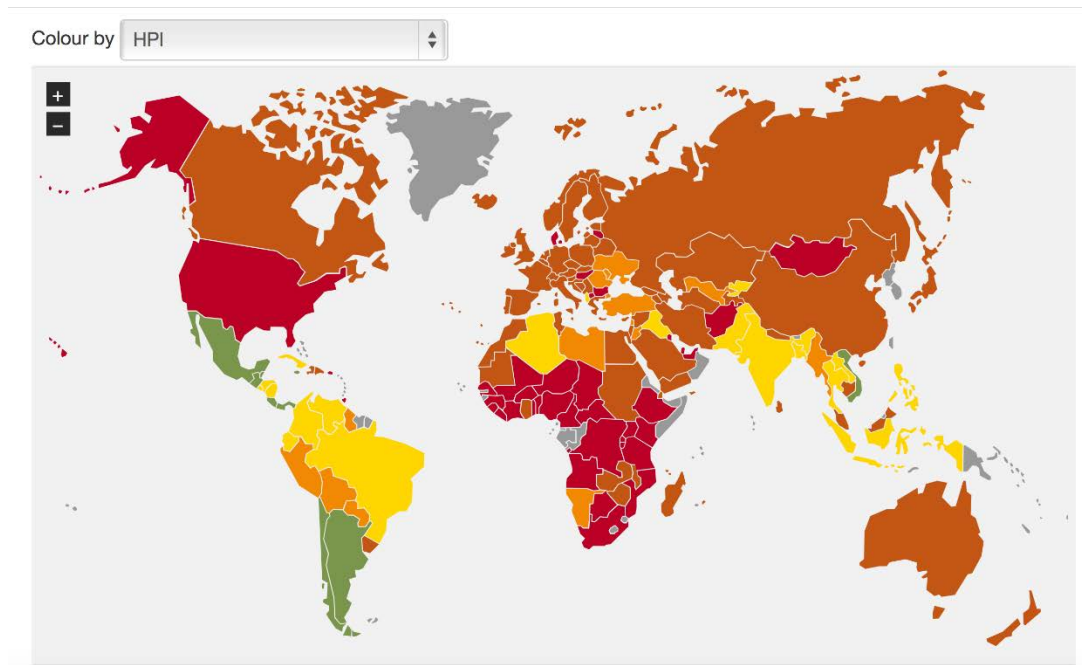
### Featured Source

**Source C:** New Economic Foundation, international ranking of economic factors, *Happy Planet Index Results* (excerpt), 2014

The Happy Planet Index (HPI) measures what matters: the extent to which 151 countries deliver long, happy, sustainable lives for the people that live in them. The Index uses global data on life expectancy, experienced well-being and Ecological Footprint to calculate this.

The index is an efficiency measure, it ranks countries on how many long and happy lives they produce per unit of environmental input.

The scores for the HPI and the component measures can be viewed best online in map or table-form at <http://www.happyplanetindex.org/data/>. By clicking on any individual country in the map or table you can explore its results in more detail.



### Illustrative Inequality Adjustments (according to Happy Planet Index)

Illustrates how HPI rank of each country would change if within-country inequality in life expectancy and well-being are taken into account.

Inequality Adjusted HPI Rank	Country	Sub-Region	Inequality Adjusted Life Expectancy	Inequality Adjusted Well-being	Footprint (gha/capita)	Inequality adjusted HPI	Change in Rank arising from Inequality adjustment
1	Costa Rica	1a	73.1	6.9	2.5	48.2	0
2	Vietnam	6c	65.2	5.5	1.4	46.0	0
3	Jamaica	1a	61.9	5.9	1.7	42.4	3
4	Belize	1a	66.8	6.0	2.1	42.2	0
5	Indonesia	6c	57.7	5.2	1.1	42.2	9
6	El Salvador	1a	61.2	6.3	2.0	41.8	-1
7	Colombia	1b	63.6	5.7	1.8	41.4	-4
8	Bangladesh	5a	52.9	4.6	0.7	41.2	3
9	Panama	1a	66.7	7.0	3.0	40.1	-2
10	Cuba	1a	74.9	4.9	1.9	39.6	2
11	Israel	3b	78.4	7.1	4.0	39.5	4
12	Venezuela	1b	65.3	7.0	3.0	38.8	-3
13	Nicaragua	1a	63.8	5.0	1.6	38.6	-5
14	Thailand	6c	66.6	6.0	2.4	38.4	6
15	Guatemala	1a	58.0	5.7	1.8	37.9	-5
16	Philippines	6c	58.2	4.4	1.0	37.4	9
17	Albania	7b	68.3	4.9	1.8	37.2	1
18	Argentina	1b	68.5	6.0	2.7	37.0	-1
19	Chile	1b	73.9	6.2	3.2	36.7	0
20	Algeria	3a	62.5	4.9	1.6	36.0	6
21	Pakistan	5a	44.2	4.9	0.8	35.9	-5
22	Norway	2d	78.1	7.4	4.8	35.9	7
23	Honduras	1a	60.5	5.1	1.7	35.7	-10
24	New Zealand	2a	76.5	7.0	4.3	35.4	4
25	Mexico	1a	68.7	6.3	3.3	34.6	-3
26	Jordan	3b	63.8	5.3	2.1	34.6	1
27	Laos	6c	52.8	4.9	1.3	34.4	10
28	Ecuador	1b	64.9	5.5	2.4	34.4	-5
29	Peru	1b	63.1	5.2	2.0	34.4	-5
30	Switzerland	2c	79.0	7.3	5.0	34.3	4
31	Brazil	1b	63.0	6.3	2.9	34.3	-10
32	Palestine	3b	63.4	4.3	1.4	34.3	-2
33	Kyrgyzstan	7a	54.3	4.7	1.3	34.2	5
34	India	5a	47.6	4.6	0.9	34.0	-2
35	Sri Lanka	5a	67.8	3.8	1.2	33.6	0
36	Moldova	7b	61.6	5.2	2.1	33.0	4
37	Guyana	1a	54.7	5.7	2.1	32.9	-6
38	Iraq	3b	55.0	4.7	1.4	32.7	-2
39	United Kingdom	2c	76.3	6.7	4.7	31.7	2
40	Morocco	3a	60.1	4.1	1.3	31.6	2
41	Tajikistan	7a	49.1	4.2	0.9	31.4	2
42	Austria	2c	77.5	7.1	5.3	31.3	6
43	Germany	2c	77.2	6.4	4.6	31.2	3



44	Tunisia	3a	65.1	4.2	1.8	30.8	-5
45	Sweden	2d	78.7	7.3	5.7	30.8	7
46	Madagascar	4a	49.6	4.4	1.2	30.5	3
47	France	2c	78.1	6.5	4.9	30.5	3
48	Japan	6b	80.5	5.7	4.2	30.4	-3
49	Turkey	3b	64.5	5.0	2.6	29.9	-5
50	Nepal	5a	55.4	3.5	0.8	29.9	8
51	Italy	2e	78.7	5.9	4.5	29.5	0
52	Saudi Arabia	3b	65.5	6.3	4.0	28.9	4
53	Cyprus	2e	76.3	5.9	4.4	28.8	6
54	Dominican Republic	1a	61.6	3.8	1.4	28.4	-21
55	Netherlands	2c	77.2	7.3	6.3	28.1	12
56	Uzbekistan	7a	51.7	4.8	1.8	28.0	-2
57	Georgia	7a	62.6	3.7	1.4	27.9	-2
58	Canada	2b	77.0	7.4	6.4	27.8	7
59	Finland	2d	76.9	7.1	6.2	27.6	11
60	Korea	6b	77.2	5.7	4.6	27.5	3
61	Paraguay	1b	59.5	5.5	3.0	27.5	-4
62	Spain	2e	78.0	5.8	4.7	27.4	0
63	Myanmar	5a	48.7	5.1	1.9	27.4	-2
64	Syria	3b	68.3	3.4	1.5	27.3	-17
65	China	6a	63.6	4.2	2.1	27.1	-5
66	Armenia	7a	63.1	3.8	1.7	26.9	-13
67	Ireland	2c	77.2	6.9	6.2	26.8	6
68	Poland	7b	71.7	5.4	3.9	26.7	3
69	Australia	2a	78.1	7.1	6.7	26.3	7
70	Malaysia	6c	69.3	5.3	3.9	25.9	14
71	Malta	2e	75.5	5.2	4.3	25.7	-5
72	Haiti	1a	42.9	3.5	0.6	25.6	6
73	Bolivia	1b	49.8	5.5	2.6	25.5	-9
74	Singapore	6b	78.7	6.3	6.1	25.2	16
75	Slovakia	7b	71.1	5.7	4.7	25.0	14
76	Lebanon	3b	62.8	4.6	2.8	25.0	-7
77	Bosnia and Herzegovina	7b	68.5	4.2	2.7	24.9	-3
78	Croatia	7b	72.4	5.2	4.2	24.9	4
79	Malawi	4a	32.5	4.5	0.8	24.8	-7
80	Iceland	2d	79.3	6.5	6.5	24.7	8
81	Yemen	3b	49.0	3.3	0.9	24.7	-13
82	Serbia	7b	68.3	4.0	2.6	24.3	-3
83	Czech Republic	7b	74.6	5.8	5.3	24.3	9
84	Romania	7b	67.0	4.3	2.8	24.2	-9
85	Slovenia	7b	76.1	5.6	5.2	24.2	2
86	Namibia	4a	49.3	4.6	2.0	24.2	10

87	Cambodia	6c	44.9	3.9	1.2	24.1	-2
88	Libya	3a	67.6	4.5	3.2	23.9	-7
89	Greece	2e	76.1	5.2	4.9	23.4	-6
90	Belarus	7c	65.2	5.2	4.0	23.3	13
91	Zambia	4a	28.5	4.9	0.8	23.3	8
92	Ukraine	7c	61.2	4.7	3.2	23.0	8
93	Denmark	2d	75.3	7.6	8.3	22.9	17
94	Uruguay	1c	69.8	5.7	5.1	22.9	-1
95	Kenya	4b	37.6	3.9	0.9	22.8	3
96	Belgium	2c	76.5	6.6	7.1	22.7	11
97	Zimbabwe	4a	35.6	4.4	1.2	22.7	18
98	Ghana	4c	46.5	4.2	1.7	22.5	-12
99	Iran	3b	61.2	4.1	2.7	22.3	-22
100	Mozambique	4a	29.7	4.4	0.8	22.1	14
101	Azerbaijan	7a	56.2	3.7	2.0	22.1	-21
102	Hong Kong	6b	80.4	5.3	5.8	22.0	0
103	Ethiopia	4b	38.3	4.0	1.1	22.0	-9
104	United States of America	2b	73.4	6.7	7.2	21.9	1
105	Portugal	2e	75.7	4.4	4.1	21.6	-8
106	Hungary	7b	70.2	4.3	3.6	21.6	-2
107	Egypt	3a	63.0	3.4	2.1	21.5	-16
108	Turkmenistan	7a	47.6	6.3	4.0	21.5	-13
109	Mauritius	4a	66.3	5.1	4.6	20.9	2
110	Rwanda	4b	32.5	3.7	0.7	20.8	-2
111	Cote d'Ivoire	4c	34.5	3.9	1.0	20.6	2
112	Afghanistan	3b	23.9	4.4	0.5	20.4	-3
113	Estonia	7b	70.3	4.8	4.7	20.1	4
114	Russia	7c	61.4	5.1	4.4	20.0	8
115	Comoros	4a	41.2	3.6	1.3	19.8	-3
116	Sudan	4b	41.2	4.0	1.6	19.7	-15
117	Kazakhstan	7a	56.1	5.2	4.1	19.7	2
118	Latvia	7b	68.2	4.3	4.0	19.6	0
119	Lithuania	7b	67.0	4.6	4.4	19.6	1
120	Djibouti	4b	36.5	4.5	1.8	19.0	-14
121	United Arab Emirates	3b	71.7	7.0	8.9	18.8	9
122	Liberia	4c	35.5	3.9	1.3	18.8	-6
123	Bulgaria	7b	67.6	3.7	3.6	18.1	0
124	Congo	4a	36.1	3.4	1.1	17.8	-3
125	Cameroon	4c	29.4	4.0	1.1	17.6	-1
126	Senegal	4c	41.1	3.4	1.5	17.4	0
127	Angola	4a	27.5	3.8	0.9	17.0	0
128	Luxembourg	2c	77.2	6.8	10.7	16.9	10
129	Nigeria	4c	29.2	4.3	1.4	16.8	-4

130	Trinidad and Tobago	1a	58.4	6.4	7.6	16.0	6
131	Burundi	4b	27.4	3.5	0.8	15.9	4
132	Uganda	4b	33.0	3.8	1.6	15.6	-1
133	Burkina Faso	4c	32.3	3.8	1.5	15.6	-4
134	Kuwait	3b	69.6	6.5	9.7	15.6	9
135	Mauritania	4c	37.4	4.6	2.9	15.5	-7
136	Congo, Dem. Rep. of the	4a	24.2	3.6	0.8	15.5	-2
137	South Africa	4a	37.8	4.3	2.6	15.2	5
138	Tanzania	4b	39.3	2.8	1.2	15.0	-5
139	Benin	4c	33.5	3.2	1.4	14.5	-7
140	Sierra Leone	4c	26.2	3.5	1.1	13.7	-1
141	Guinea	4c	31.0	3.6	1.7	13.7	-4
142	Bahrain	3b	70.5	4.1	6.6	13.2	4
143	Macedonia	7b	67.8	3.6	5.4	13.1	-3
144	Qatar	3b	72.7	6.1	11.7	13.0	5
145	Togo	4c	35.8	2.5	1.0	12.7	-4
146	Mongolia	7a	55.7	4.2	5.5	12.6	-1
147	Central African Republic	4a	26.1	3.3	1.4	12.0	1
148	Niger	4c	31.4	3.9	2.6	11.8	-4
149	Mali	4c	27.6	3.4	1.9	11.2	-2
150	Botswana	4a	40.3	3.1	2.8	10.7	1
151	Chad	4b	23.8	3.5	1.9	10.0	-1

Courtesy of the New Economics Foundation. Used with permission. <http://www.happyplanetindex.org/data/>



## Supporting Question 3

### Featured Source

**Source A:** Republican Party, statement of party economic beliefs, *Republican Party Platform: Restoring the American Dream and Jobs* (excerpts), 2012

We are the party of maximum economic freedom and the prosperity freedom makes possible. Prosperity is the product of self-discipline, work, savings, and investment by individual Americans, but it is not an end in itself. Prosperity provides the means by which individuals and families can maintain their independence from government, raise their children by their own values, practice their faith, and build communities of self-reliant neighbors. It is also the means by which the United States is able to assert global leadership. The vigor of our economy makes possible our military strength and is critical to our national security.

This year's election is a chance to restore the proven values of the American free enterprise system. We offer our Republican vision of a free people using their God-given talents, combined with hard work, self-reliance, ethical conduct, and the pursuit of opportunity, to achieve great things for themselves and the greater community. Our vision of an opportunity society stands in stark contrast to the current Administration's policies that expand entitlements and guarantees, create new public programs, and provide expensive government bailouts. That road has created a culture of dependency, bloated government, and massive debt.

Republicans believe in the Great American Dream, with its economics of inclusion, enabling everyone to have a chance to own, invest, build, and prosper. It is the opposite of the policies which, for the last three and a half years, have stifled growth, destroyed jobs, halted investment, created unprecedented uncertainty, and prolonged the worst economic downturn since the Great Depression. Those policies have placed the federal government in the driver's seat, rather than relying on energetic and entrepreneurial Americans to rebuild the economy from the ground up. Excessive taxation and regulation impede economic development. Lowering taxes promotes substantial economic growth and reducing regulation encourages business formation and job creation. Knowing that, a Republican President and Congress will jumpstart an economic renewal that creates opportunity, rewards work and saving, and unleashes the productive genius of the American people. Because the GOP is the Great Opportunity Party, this is our pledge to workers without jobs, families without savings, and neighborhoods without hope: together we can get our country back on track, expanding its bounty, renewing its faith, and fulfilling its promise of a better life....

Taxes, by their very nature, reduce a citizen's freedom. Their proper role in a free society should be to fund services that are essential and authorized by the Constitution, such as national security, and the care of those who cannot care for themselves. We reject the use of taxation to redistribute income, fund unnecessary or ineffective programs, or foster the crony capitalism that corrupts both politicians and corporations.

Our goal is a tax system that is simple, transparent, flatter, and fair. In contrast, the current IRS code is like a patchwork quilt, stitched together over time from mismatched pieces, and is beyond the comprehension of the average citizen. A reformed code should promote simplicity and coherence, savings and innovation, increase American competitiveness, and recognize the burdens on families with children.

Courtesy of Republican National Committee. <https://www.gop.com/platform/restoring-the-american-dream/>. Used with permission.



## Supporting Question 3

### Featured Source B

**Source B:** Democratic Party, statement of party economic beliefs, *Democratic Party Platform: Moving America Forward* (excerpt), 2012

### Democratic Platform

We Democrats offer America the opportunity to move our country forward by creating an economy built to last and built from the middle out. Mitt Romney and the Republican Party have a drastically different vision. They still believe the best way to grow the economy is from the top down—the same approach that benefited the wealthy few but crashed the economy and crushed the middle class.

Democrats see a young country continually made stronger by the greatest diversity of talent and ingenuity in the world, and a nation of people drawn to our shores from every corner of the globe. We believe America can succeed because the American people have never failed and there is nothing that together we cannot accomplish.

Reclaiming the economic security of the middle class is the challenge we must overcome today. That begins by restoring the basic values that made our country great, and restoring for everyone who works hard and plays by the rules the opportunity to find a job that pays the bills, turn an idea into a profitable business, care for your family, afford a home you call your own and health care you can count on, retire with dignity and respect, and, most of all, give your children the kind of education that allows them to dream even bigger and go even further than you ever imagined.

This has to be our North Star—an economy that's built not from the top down, but from a growing middle class, and that provides ladders of opportunity for those working hard to join the middle class. [...]

We see an America with greater economic security and opportunity, driven by education, energy, innovation and infrastructure, and a tax code that helps to create American jobs and bring down the debt in a balanced way. We believe in deficit reduction not by placing the burden on the middle class and the poor, but by cutting out programs we can't afford and asking the wealthiest to again contribute their fair share.

These values are why we enacted historic health care reform that provides economic security for families and enacted sweeping financial reform legislation that will prevent the recklessness that cost so many their jobs, homes, and savings. They're why we rescued the auto industry and revived our manufacturing supply chain. They're why we helped American families who are working multiple jobs and struggling to pay the bills save a little extra money through tax cuts, lower health care costs, and affordable student loans. [...]

Courtesy of The American Presidency Project. <http://www.presidency.ucsb.edu/>. Used with Permission.

## Supporting Question 3

### Featured Source

**Source C:** Green Party, statement of party economic beliefs, *Green Party Platform: Economic Justice and Sustainability* (excerpt), 2012

### Green Party Platform

Green economics is rooted in ecological economics. Our economy should serve us and our planet. Our economy should reflect and respect the diverse, delicate ecosystems of our planet.

Our current economic system is gravely flawed. It is unjust and unsustainable because it is premised on endless economic growth and destruction of nature. Our market economy, by externalizing the environmental and social costs of greenhouse gas emissions, is creating the greatest market failure in history: climate change, and its devastating effects. Our government's top economic goal—increasing Gross Domestic Product—impels us to perpetually intensify our resource use and environmental destruction.

Green economic policy places value not just on material wealth, but on the things which truly make life worth living—our health, our relationships, our communities, our environment, and building peace and justice throughout our nation and the world. We aim to maximize our quality of life with a minimum of consumption. We aspire to less "stuff" but more happiness. We propose a shift away from materialism to help people live more meaningful lives as we save the planet from climate change and ever-larger mountains of waste. We need to acquire the ability to distinguish between need and greed.

We must also end the colossal waste of taxpayer funds for armaments and war, to reduce our nation's federal debt, and fund our environmental and social needs.

Greens intend to provide a green job to anyone who wants one. We support using the tax system to bring more equality to our nation. Rising income inequality makes us all poorer in myriad ways. More equal societies are happier, healthier, safer and greener.

Greens support strong local economies and regional trade. The best model of economic security is for a community and region to be largely self-sufficient in the production of its necessities. We support not the corporate control of "free trade"—which, through the machinations of the World Trade Organization places the enrichment of multinational corporations above the level of national laws—but "fair trade," which protects communities, labor, consumers and the environment. Local economic vibrancy and regional trade keep more money in the community and the region, rather than going to distant corporate headquarters. This is the most sensible model for economic security.

Greens will change the legal design of the corporation so that it does not maximize profits at the expense of the environment, human rights, public health, workers, or the communities in which it operates. We believe the giant multinational corporation is the world's most potent force for environmental and social destruction.

Unlike other political parties in the modern era, the Green Party views economics not as an end in itself but as a service to community development through the building and strengthening of community bonds that constitute the social fabric.

Greens are defenders of the commons—the vast trove of wealth owned by the people, the social and tangible assets we inherit from generations past. Most people living in this country yearn for a more vibrant and lively commons,

such as a richer community life, more parks and protected wilderness, clean air and water, more silence, better access to information and knowledge, and a more nourishing culture. We must stop big business from undermining and stealing our common wealth, such as our public forests and minerals, the fruits of federal research, the public airwaves and the Internet.

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