Analysing Development using the Human Development Index (HDI)

Students will be introduced to a key development indicator, the United Nations Human Development Index (HDI). Using the HDI, students will compare Canada to developing countries and conduct a brief analysis using other development indicators for five nations, one from each of Canada’s focus regions. Students will understand how the HDI has shaped Canada’s aid priorities in the 21st Century.

Grade Level
Grade 11

Time Required
120 minutes

Curriculum Connection
British Columbia Curriculum—Social Studies 11

Additional Resources, Materials and Equipment Required
• Computer and LCD projector
• Access to a computer lab with internet
• Student Activity Sheet (attached)

Main Objective
The primary goal of the lesson is to explore and use the HDI as well as other development indicators to conduct a comparative analysis between Canada and specific developing countries.

Learning Outcomes
By the end of the lessons, students will be able to:
• explain the significance of the UN Human Development Index;
• research and compare key indicators of human development in Canada with developing countries;
• analyze other development indicators for Canada, and five of Canada’s countries of focus (one from each region: the Americas, Asia, Middle East, Sub-Saharan Africa and Eastern Europe);
• understand Canada’s three priority themes outlined in the Aid Effectiveness Agenda and how these themes have been shaped by an understanding of the HDI and other development indicators.
### Lesson


Distribute the student activity sheet and ask students to complete the first section entitled “Thinking about Development”.

| **Lesson Development** | Obtain feedback from the students on their ideas of development.

Assist students with defining “development.” Ask students to consider the UN Development Programme’s definition:

“The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.”


Ask the question “Given our understanding of human development, how could we measure development?”

Instruct students to explore development and Canada’s role by completing the student activity sheet.

| **Conclusion** | Organize students into groups of 4-5 and ask them to share their understanding of International development and Canada’s role by considering the following:

- What surprised you about the data?
- Where would you prioritize Canada’s foreign aid and why?
- Identify three things you learned about development and Canada’s role in international development.


| **Assessment of Student Learning** | Ask students to write a multi-paragraph essay on Canada’s Role in International Development. |
Link to Canadian National Standards for Geography

Essential Element #1: The World in Spatial Terms
  • Map, globe, and atlas use (e.g. observing and analyzing relationships)

Essential Element #2: Places and Regions
  • Critical issues and problems of places and regions
  • Regional analysis of geographic issues and questions

Essential Element #4: Human systems
  • Population characteristics by world regions, country and regions within countries
  • Economic development by world regions, country and regions within countries
  • Patterns of global power and influence (e.g. NATO, United Nations, European Union)

Geographic Skill #2: Acquiring geographic information
  • Systematically locate and gather geographic information from a variety of primary and secondary sources.
  • Systematically assess the value and use of geographic information.

Geographic Skill #4: Analyzing Geographic information
  • Use the processes of analysis, synthesis, evaluation and explanation to interpret geographic information from a variety of sources.
Thinking About Development

View some of the images in the Photo Gallery at acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/FRA-102785529-H6R and write down three aspects of development that these images suggest to you.

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Share your ideas with a partner.

Defining Development

Consider the United Nation’s Development Programme’s (UNDP) definition of development in the box below.

“The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.”

hdr.undp.org/en/humandev/

Do you agree with this definition? Why or why not? Write your ideas in the space provided below.

Share your ideas with a partner.
Measuring Development

Given your understanding of human development, write down five indicators you would use to measure development.

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How Does the UNDP Measure Development?

The Human Development Index is a composite index which gives a snapshot of a country's level of development in 3 main areas of life.

Click on the link below and fill in the index for each factor of the HDI.

hdr.undp.org/en/statistics/hdi/

<table>
<thead>
<tr>
<th>Health Factor</th>
<th>Education factor</th>
<th>Living Standards Factor</th>
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Why does the UNDP use a composite index?
Comparing Canada with Developing Countries of Focus

Gathering data will enable us to compare Canada with developing countries which are the focus of assistance from our government.

Work with a partner to find and record data about all 19 countries of focus. Use the Canadian Geographic/CIDA A Developing World Map to find the data: canadiangeographic.ca/worldmap

To see the Countries of Focus, refer to the map at: acdi-cida.gc.ca

<table>
<thead>
<tr>
<th>Region</th>
<th>Country</th>
<th>Life Expectancy at Birth</th>
<th>Net Primary Enrolment Rate</th>
<th>GDP per capita</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
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<tr>
<td>Americas</td>
<td>Canada</td>
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<td>Asia</td>
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<td>Eastern Europe</td>
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<tr>
<td>Middle East</td>
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<tr>
<td>Sub-Saharan Africa</td>
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</table>
Use the data above to answer the following questions.

1. Which region is the poorest? Suggest two reasons for this pattern.

2. Which country other than Canada has the highest/lowest indicators in
   a. Health.
   b. Education.
   c. Living Standards?

   Suggest reasons for this.

3. Suggest reasons for Canada’s development high indicators in health, education and living standards.
**Other Development Indicators**

Choose one country of focus from each of the five regions and gather the following demographic, education, economic, environmental, health, HIV/AIDS and reproductive health data from the Population Reference Bureau Data Finder at: [prb.org/DataFinder.aspx](http://prb.org/DataFinder.aspx)

To make your search efficient, choose multiple countries and select the indicators shown below in the table and click on GET REPORT.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Countries</th>
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<tr>
<td>Crude Birth Rate</td>
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<tr>
<td>Crude Death Rate</td>
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<td>Infant Mortality Rate</td>
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<td>Total Fertility Rate</td>
<td></td>
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<td>Literacy Rate (15-24) female</td>
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<td>Literacy Rate (15-24) male</td>
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<td>population living on &lt;$2 per day</td>
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<tr>
<td>% 2006 population access to improved water sources</td>
<td></td>
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<tr>
<td>% undernourished population</td>
<td></td>
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<tr>
<td>HIV/AIDS adults (15-49)</td>
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<tr>
<td>% Births attended by skilled personnel</td>
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</tbody>
</table>
Answer the following question, based on an analysis of this data.

4. How do the indicators shown in this table support/not support the HDI in terms what they reveal about each country’s level of development?

**Canada’s Aid Effectiveness**

Based on the data you have gathered on countries of focus, suggest three main areas where you would prioritize Canada’s foreign aid efforts. Justify your answer (give valid reasons for your answer.)

<table>
<thead>
<tr>
<th>The three areas where I would prioritize Canada's foreign aid efforts would be:</th>
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My reasons are:

**Canada’s Priority Themes for Aid Effectiveness**

Go to acdi-cida.gc.ca and click on Aid Effectiveness Agenda in the right-hand website panel. Scroll down to the priority themes. Outline the theme and the components of each theme below. How well do these priorities match your own?

**Canada’s Priority Themes**

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