Young Lives

GEOGRAPHY SESSION 2: BETWEEN-COUNTRY GAPS   Age range: 11–16 years

Outline
Learners will consider different ways of measuring development and discuss the benefits and limitations of some different development indicators. Learners will use a 'Development Trumps' game to compare development indicator values for different countries and discuss possible reasons as to why some countries are more 'developed' than others. Learners will then use the *Gapminder* website (www.gapminder.org) to identify examples of inequalities between Ethiopia, India, Peru, Viet Nam (the four Young Lives countries) and the UK. Finally learners will shade in world maps to illustrate some of these between-country gaps.

Learning objectives	**Learning outcomes**
• To recognise that measuring 'development' is complex and that there are a number of different ways in which it can be measured, depending on how the term is defined. • To develop geographical skills in analysing and interpreting different data sources. • To be aware of some between-country inequalities which exist between the four Young Lives countries and the UK. • To identify between-country inequalities using some development indicators.	• Learners will discuss the benefits and limitations of some different development indicators. • Learners will play Development Trumps to compare how 'developed' some different countries in the world are according to some of these indicators. • Learners will use different data sources to identify and discuss examples of between-country inequalities.

Key questions	**Resources**

• Which indicator do you think is the best measure of development and why?
 • Are there any other ways in which you think development should be measured?
 • What between-country gaps did you notice?
 • What examples of between-country inequality did you find?
 • Do you think these inequalities are fair? Why do you think this?
	• *Geography slideshow A* (slides 9–17)
	 • Resource sheets:
	   o *Development Trumps indicators / Development Trumps cards 1* to *4*
	   o *Exploring development indicators / Measuring development / Measuring development indicators*
	 • Activity sheets:
	   o *Thinking about development*
	   o *Between-country gaps /Mapping between-country gaps*

Curriculum links

England	**Wales**	**Scotland**
KS3 Geography *Pupils should be taught to:* **Aims** • Understand the processes that give rise to key human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • Be competent in the geographical skills needed to: interpret a range of sources of geographical information, communicate geographical information in a variety of ways. **Location knowledge** • Extend their locational knowledge and deepen spatial awareness of the world's countries. **Place knowledge** • Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.	**KS3 Geography** **Understanding places, environments and processes** • Explain the causes and effects of physical and human processes and how the processes interrelate. **Range** • Study the rich and poor world: economic development in different locations/countries. • Ask – what are the geographical issues for people living in this location? **Numeracy framework** • Developing numerical reasoning. • Using data skills.	**Social studies** • I can compare the social and economic differences between more and less economically developed countries and can discuss the possibilities for reducing these differences. **SOC 3-11a** • I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a** • I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

OXFAM

Note:

- *The total time required to complete all the activities in this session is over two hours. As with other geography sessions, you may decide to omit some activities depending on the time available and your learners' existing knowledge, understanding and needs. The material is intended to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.*

- *For this session, learners will need an understanding of the term 'inequality', introduced in the* Introduction session *and* Geography session 1.

Activity 2.1 *(20 min)*

Measuring development

Note: This activity is almost the same as Maths activity 2.1.

- Show slide 10 and explain that the Young Lives researchers have collected a lot of data in each of the four countries (Ethiopia, India, Peru and Viet Nam) to find out what the quality of life is like for young people from some poorer communities. As the study has been carried out over 15 years, the researchers have also been able to see how their quality of life is changing.

- Explain that people often talk about how 'developed' a country is as a way of describing its standards of living. Learners were introduced to the term 'development' and the Sustainable Development Goals in the *Introduction session.* Remind learners that different people have different views about what development means. A summary of the definition of development used by this resource is provided on slide 11. For further information on development, see *Background notes for teachers.*

- Ask learners for ideas about ways of measuring how 'developed' a country is or the quality of life of the people living there. Show slides 12 and 13 and explain that these are examples of some of the development indicators that are used.

- Organise learners into pairs or groups of three and give each group a copy of *Exploring development indicators.* Ask learners to cut out the indicators and sort them into categories. Ask them to come up with their own ideas for the different categories or alternatively provide support by suggesting categories such as people, environment, economy and health.

- Learners should then discuss the questions on slide 14. Alternatively learners could be given a copy of *Thinking about development* and record their answers individually or in their groups.

- Share learners' ideas as a whole class. Draw out the point that there are many different ways of measuring development. Emphasise how the indicators used are linked to definitions of development and that people don't agree on this. For most of the 20th century, development was measured only in terms of GDP (national income), either overall or per capita. However, in more recent years, many people have come to see and measure development in much wider terms, for example in terms of health, education and the environments in which people live. A variety of other indicators are now used, such as the Human Development Index and the Happy Planet Index. For further information, see *Background notes for teachers.*

OXFAM

Activity 2.2 (*30 min*)

Development Trumps

Note:

This activity is the same as Maths activity 2.2. *This game can be played in groups of four or as a whole class. You will need to print and cut out a set of* Development Trump cards *either for each group or one set for the whole class.*

The data from the 32 countries featured on the Development Trumps cards is provided in the Comparing development indicators *spreadsheet. Learners investigate this data in more detail in* Maths activity 2.3.

- Explain that learners are going to play a 'Development Trumps' game to explore how 'developed' some different countries around the world are.

- Talk through the meaning of each indicator displayed on the *Development Trumps cards*. A description of each indicator is provided in *Development Trumps indicators*. For each indicator agree as a class whether or not the highest or lowest score is best:

  o Life expectancy (highest score is best)

  o GDP per capita (highest score is best)

  o Human Development Index (highest score is best)

  o Expected years of schooling (highest score is best)

  o Access to water: % (highest score is best)

  o Infant mortality: deaths per 1,000 live births (lowest score is best)

  o Access to electricity: % (highest score is best)

  o CO_2 emissions per capita (lowest score is best).

- *Group of four version*

  o Dealer distributes the cards so that players have eight each.

  o Player on the left of dealer decides which of the indicators they are playing.

  o Player calls out the name of their country and their score.

  o Players then call out the best score they have in that category.

  o Player with the highest/lowest score (depending on which is better) in that category takes the cards.

  o Learners should begin to understand that having the worst score for an indicator can be frustrating.

- *Whole class version*

  o Distribute cards among learners.

  o Ask the learner with the highest life expectancy to stand at one side of the classroom.

  o Next ask other learners to line up in order of their life expectancy.

  o Once they have done this, ask learners if they can remember where particular countries are along the line.

  o Change and play for GDP per capita. Before learners start again, ask:

- *Which countries do you expect to be near the front of the line?*
- *Which countries do you expect to be near the back?*

- Stop the game and ask learners to consider the questions on slide 15 as they continue playing the game with the other indicators.

Allow time at the end of the game for learners to share and reflect on their thoughts and observations about playing the game and their ideas about the questions on slide 15.

Activity 2.3 *(45 min)*

Measuring between-country gaps

Note: Learners will need access to a computer and the Internet for this activity. If whole-class access isn't available, the demonstration of how to use the Gapminder *website could be carried out in class and the independent activities could be set for homework.*

- Remind learners that inequality can exist both between countries and within countries (see *Geography session 1*). Ask learners to think about ways in which countries can be unequal when compared with each other. Record their ideas on the board. Explain that in this session learners are going to be finding out more about between-country gaps.

- Show slide 16. Explain that this world map shows the distribution of average wealth per adult around the world. Make sure your learners are clear about the difference between income and wealth by explaining that income is the amount of money a person receives in return for work or investments while wealth is calculated as the value of a person's financial assets (such as housing and land) after any debts have been subtracted. Give learners a few minutes to look at the map and then ask learners the following questions:

  o *Which regions have the highest average wealth per adult?*
  o *Which regions have the lowest average wealth per adult?*
  o *Why do you think wealth is higher in some countries than others?*
  o *Do you think this is fair?*
  o *How do you think the world's distribution of wealth has changed in the past?*
  o *How do you think the world's distribution of wealth will change in the future?*

- Demonstrate how to use the *Gapminder* website (www.gapminder.org). This website provides maps and graphs to show how different development indicators have changed over time and how these indicators vary in different countries and regions of the world. If you are unfamiliar with the site, you might like to click on *How to use* for a tutorial explaining the different functions and tools available.

- Explain that learners are going to use the *Gapminder World* section of the website to explore examples of inequalities between Ethiopia, India, Peru, Viet Nam (the four Young Lives countries) and the UK.

- Organise learners into pairs and provide each pair with a computer and access to the Gapminder website. Ask learners to:

  o Click on *Gapminder World*.
  o Click on *Map*.

- Select the four Young Lives countries (Ethiopia, India, Peru and Viet Nam) and the UK from the list on the right-hand side.
- Move the triangular marker under the country list over to the left so that the values for the non-selected countries are transparent.
- Click on *Size* and select an indicator from the list.

- Tell learners that the size of the bubble reflects the relative value of the indicator for that country. Hovering over the country label or bubble on the screen will display the value of the indicator under *Size. Note: Learners may find that a country name (for example 'India') is in the way of one of the bubbles. If so, they can click and drag on the name to move it out of the way.*

- Explain that it is possible to select data from different years by moving the marker underneath the map. Tell learners that they should select the most recent year which provides data for all five countries.

- Learners should choose different indicators to see how the countries compare. They should record the relative order of the countries for each indicator in the *Between-country gaps* table.

- Explain that data for each of the development indicators may not always be available for all of the countries. Discuss possible reasons for a lack of data, such as a lack of infrastructure in poorer and more isolated communities for reliable data collection.

- If learners choose an indicator for which data is not available for all the countries they should just record the countries for which data is available in the table on *Between-country gaps*. Encourage learners to check that all the countries are still selected when they choose a new indicator to investigate.

- Allow time at the end of the activity for learners to share and discuss their findings:
    - *What examples of between-country inequality did you find?*
    - *Were you surprised by any of the data? Which data and why?*
    - *What do you think are the reasons for these inequalities?*
    - *Do you think these inequalities are fair? Why do you think this?*

Activity 2.4 *(30 min)*

Mapping between-country gaps

Note: The first part of this activity is the same as Maths activity 5.1.

- Organise learners into pairs and give each pair copies of *Measuring development*. A copy of the table is provided on slide 17 and a description of each indicator is provided in *Measuring development indicators.* Explain that this table shows the total population and data for selected development indicators for each of the four Young Lives countries (Ethiopia, India, Peru and Viet Nam) and the UK. Say that this data is calculated by the World Bank, an organisation which lends money to different countries to support economic growth and development, for example major infrastructure projects or education programmes.

- Ask learners to look at the *Measuring development* table. Ask them some questions about the data, such as:

- o *What is life expectancy in Peru?*

- o *What percentage of the population has access to electricity in Ethiopia?*

- o *What is the difference between the number of Internet users per 100 people in the UK and the number in India?*

- o *Which country has the lowest infant mortality rate?*

- Give each learner an A3 copy of *Mapping between-country gaps*. Ask learners to choose one of the indicators in the *Measuring development* table. They should then complete the colour-coded key on *Mapping between-country gaps* to represent the increasing value of the indicator (ranging from the lowest to the highest value for the five countries). They should choose a colour and then vary the shading according to the value of the indicator: the greater the indicator value the darker the shading. Learners should then shade in each country on their world map to represent the value of the indicator.

- Examples of world maps shaded in this way are available on the *World Bank Open Data* website (data.worldbank.org). Enter an indicator (for example life expectancy) and then click on the *Map* option above the data.

Differentiation

- *Make it easier: Instead of using five different shadings of one colour, ask learners to use a positive and a negative colour, for example dark red, light red, white, light blue, dark blue. Alternatively, ask them to use different patterns such as cross-hatching to represent the range of value for their chosen indicator.*

- *Make it harder: Ask learners to use data from the* Gapminder *website used in* Activity 2.3 (www.gapminder.org) *or the* World Bank Open Data *website* (data.worldbank.org) *to shade in other countries on their world map.*

Further idea

- Ask learners to investigate other indicators which are used to measure how developed a country or place is. Useful data sources include:

- o data.worldbank.org
- o hdr.undp.org/en/data

Terms of use

Exploring development indicators

GDP per capita (Average income per person per year) Credit: Sam Tarling	Percentage of population with access to drinking water Credit: Shumon Alam/Oxfam
Life expectancy at birth Credit: Percy Ramírez/Oxfam	Infant mortality rate (number of children per 1,000 births who die before their first birthday) Credit: © Young Lives/Pham Viet Anh
Percentage of population with access to electricity Credit: Rajendra Shaw/Oxfam	Percentage of children enrolled in primary education Credit: © Young Lives/Farhatullah Beig
How equal opportunities are for males and females (gender equality) Credit: © Young Lives/Sarika Gulati	Number of physicians per 1,000 people Credit: Robin Hammond/PANOS
Average CO$_2$ emissions per person Credit: Tony Webster	Number of Internet users Credit: © Young Lives/Pham Viet Anh
Number of mobile phone subscriptions Credit: Caroline Irby	Percentage of population who live in extreme poverty (on less than US$1.90 a day) Credit: Tom Pietrasik/Oxfam

Thinking about development

- Which indicator do you think is the best measure of development and why?

- What problems do you think there might be in using some of these development indicators?

- Which do you think would be best, to use just one development indicator or a range of different ones? Why do you think this?

- Are there any other ways in which you think development should be measured?

Development Trumps indicators

- **GDP per capita (average income per person)**

This indicator is a measure of the average annual income of each person in a country. It is often measured in US$. GDP per capita is widely used to describe how developed a country is. For most of the 20th century, development was measured only in terms of GDP per capita, but more recently people have started to use a variety of other indicators (see below). Using GDP per capita as an indicator, countries can be classified as High Income Countries (HICs), Middle Income Countries (MICs) or Low Income Countries (LICs).

- **Life expectancy at birth**

This is the average number of years a newborn baby in a country would be expected to live if mortality patterns at the time of its birth remain the same in the future.

- **Human Development Index**

The Human Development Index (HDI) takes into account a number of different indicators. It was created in 1990 when many people were starting to challenge the widespread use of GDP as the only measure of development. Countries are given a value between 0 and 1 based on their life expectancy, literacy rates and wealth per capita. The higher the HDI the more developed the country is.

- **Access to improved water source**

This is the percentage of a country's population with access to an improved water source. Improved water sources are those that are protected in some way from outside contamination, such as water piped directly to houses, public taps and boreholes.

- **Infant mortality rate**

This is the number of children per 1,000 live births in a country who die before they reach their first birthday.

- **Expected years of schooling**

This indicator shows the number of years of schooling a child of school age can expect to receive in their lifetime in a country.

- **Territorial CO$_2$ emissions per capita**

This indicator shows the average amount of carbon dioxide (CO_2) in tonnes emitted annually per person in a country. The territorial emissions only include those which are produced within the country in question. For example if a country imports and uses products from another country its territorial emissions won't include the emissions from the manufacture of those products in the other country.
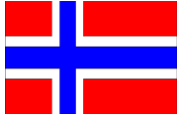
- **Access to electricity**

This is the percentage of a country's population with access to electricity.

Development Trumps cards 1

ETHIOPIA

Life expectancy (years): 64
GDP per capita (US$): 565
Human Development Index: 0.435
Access to improved water source (%): 57
Infant mortality (per 1,000 live births): 41
Expected years of schooling: 8.5
CO_2 emissions (tCO_2/person/year): 0.1
Access to electricity (%): 27

INDIA

Life expectancy (years): 66
GDP per capita (US$): 1,596
Human Development Index: 0.586
Access to improved water source (%): 94
Infant mortality (per 1,000 live births): 38
Expected years of schooling: 11.7
CO_2 emissions (tCO_2/person/year): 1.9
Access to electricity (%): 79

PERU

Life expectancy (years): 75
GDP per capita (US$): 6,551
Human Development Index: 0.737
Access to improved water source (%): 87
Infant mortality (per 1,000 live births): 13
Expected years of schooling: 13.1
CO_2 emissions (tCO_2/person/year): 2.1
Access to electricity (%): 91

VIET NAM

Life expectancy (years): 76
GDP per capita (US$): 2,052
Human Development Index: 0.638
Access to improved water source (%): 98
Infant mortality (per 1,000 live births): 17
Expected years of schooling: 11.9
CO_2 emissions (tCO_2/person/year): 1.8
Access to electricity (%): 99

UNITED KINGDOM

Life expectancy (years): 81
GDP per capita (US$): 45,603
Human Development Index: 0.892
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 4
Expected years of schooling): 16.2
CO_2 emissions (tCO_2/person/year): 7.3
Access to electricity (%): 100

BRAZIL

Life expectancy (years): 74
GDP per capita (US$): 11,385
Human Development Index: 0.744
Access to improved water source (%): 98
Infant mortality (per 1,000 live births): 15
Expected years of schooling: 15.2
CO_2 emissions (tCO_2/person/year): 2.4
Access to electricity (%): 100

SINGAPORE

Life expectancy (years): 82
GDP per capita (US$): 56,287
Human Development Index: 0.901
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 2
Expected years of schooling: 15.4
CO_2 emissions (tCO_2/person/year): 3.2
Access to electricity (%): 100

CHINA

Life expectancy (years): 75
GDP per capita (US$): 7,594
Human Development Index: 0.719
Access to improved water source (%): 96
Infant mortality (per 1,000 live births): 9
Expected years of schooling: 12.9
CO_2 emissions (tCO_2/person/year): 7.2
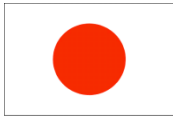Access to electricity (%): 100

Development Trumps cards 2

NORWAY

Life expectancy (years): 81
GDP per capita (US$): 97,363
Human Development Index: 0.944
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 2
Expected years of schooling: 17.6
CO_2 emissions (tCO_2/person/year): 11.5
Access to electricity (%): 100

PAKISTAN

Life expectancy (years): 67
GDP per capita (US$): 1,334
Human Development Index: 0.537
Access to improved water source (%): 91
Infant mortality (per 1,000 live births): 66
Expected years of schooling: 7.7
CO_2 emissions (tCO_2/person/year): 0.9
Access to electricity (%): 94

UZBEKISTAN

Life expectancy (years): 68
GDP per capita (US$): 2,038
Human Development Index: 0.661
Access to improved water source (%): 87
Infant mortality (per 1,000 live births): 34
Expected years of schooling: 11.5
CO_2 emissions (tCO_2/person/year): 3.6
Access to electricity (%): 100

NIGERIA

Life expectancy (years): 52
GDP per capita (US$): 3,203
Human Development Index: 0.504
Access to improved water source (%): 69
Infant mortality (per 1,000 live births): 69
Expected years of schooling: 9.0
CO_2 emissions (tCO_2/person/year): 0.5
Access to electricity (%): 56

MEXICO

Life expectancy (years): 77
GDP per capita (US$): 10,230
Human Development Index: 0.756
Access to improved water source (%): 96
Infant mortality (per 1,000 live births): 11
Expected years of schooling: 12.8
CO_2 emissions (tCO_2/person/year): 3.8
Access to electricity (%): 99

ITALY

Life expectancy (years): 82
GDP per capita (US$): 34,960
Human Development Index: 0.872
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 3
Expected years of schooling: 16.3
CO_2 emissions (tCO_2/person/year): 5.8
Access to electricity (%): 100

SOUTH AFRICA

Life expectancy (years): 57
GDP per capita (US$): 6,478
Human Development Index: 0.658
Access to improved water source (%): 93
Infant mortality (per 1,000 live births): 34
Expected years of schooling: 13.1
CO_2 emissions (tCO_2/person/year): 8.5
Access to electricity (%): 85

IRAN, ISLAMIC REP.

Life expectancy (years): 74
GDP per capita (US$): 5,315
Human Development Index: 0.749
Access to improved water source (%): 96
Infant mortality (per 1,000 live births): 13
Expected years of schooling: 15.2
CO_2 emissions (tCO_2/person/year): 7.9
Access to electricity (%): 100

OXFAM

Development Trumps cards 3

SIERRA LEONE

Life expectancy (years): 46
GDP per capita (US$): 775
Human Development Index: 0.374
Access to improved water source (%): 63
Infant mortality (per 1,000 live births): 87
Expected years of schooling: 7.5
CO_2 emissions (tCO_2/person/year): 0.1
Access to electricity (%): 14

RUSSIAN FEDERATION

Life expectancy (years): 71
GDP per capita (US$): 12,736
Human Development Index: 0.778
Access to improved water source (%): 97
Infant mortality (per 1,000 live births): 8
Expected years of schooling: 14.0
CO_2 emissions (tCO_2/person/year): 12.7
Access to electricity (%): 100

UNITED STATES

Life expectancy (years): 79
GDP per capita (US$): 54,629
Human Development Index: 0.914
Access to improved water source (%): 99
Infant mortality (per 1,000 live births): 6
Expected years of schooling: 16.5
CO_2 emissions (tCO_2/person/year): 16.4
Access to electricity (%): 100

UNITED ARAB EMIRATES

Life expectancy (years): 77
GDP per capita (US$): 44,204
Human Development Index: 0.827
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 6
Expected years of schooling: 13.3
CO_2 emissions (tCO_2/person/year): 19.8
Access to electricity (%): 98

CHILE

Life expectancy (years): 80
GDP per capita (US$): 14,528
Human Development Index: 0.822
Access to improved water source (%): 99
Infant mortality (per 1,000 live births): 7
Expected years of schooling: 15.1
CO_2 emissions (tCO_2/person/year): 5.1
Access to electricity (%): 100

BULGARIA

Life expectancy (years): 74
GDP per capita (US$): 7,713
Human Development Index: 0.777
Access to improved water source (%): 99
Infant mortality (per 1,000 live births): 9
Expected years of schooling: 14.3
CO_2 emissions (tCO_2/person/year): 5.7
Access to electricity (%): 100

NEPAL

Life expectancy (years): 68
GDP per capita (US$): 697
Human Development Index: 0.540
Access to improved water source (%): 92
Infant mortality (per 1,000 live births): 29
Expected years of schooling: 12.4
CO_2 emissions (tCO_2/person/year): 0.2
Access to electricity (%): 76

MONGOLIA

Life expectancy (years): 68
GDP per capita (US$): 4,129
Human Development Index: 0.698
Access to improved water source (%): 64
Infant mortality (per 1,000 live births): 19
Expected years of schooling: 15.0
CO_2 emissions (tCO_2/person/year): 4.4
Access to electricity (%): 90

Development Trumps cards 4

AUSTRALIA

Life expectancy (years): 82
GDP per capita (US$): 61,887
Human Development Index: 0.933
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 3
Expected years of schooling: 19.9
CO_2 emissions (tCO_2/person/year): 14.6
Access to electricity (%): 100

PHILIPPINES

Life expectancy (years): 69
GDP per capita (US$): 2,871
Human Development Index: 0.660
Access to improved water source (%): 92
Infant mortality (per 1,000 live births): 22
Expected years of schooling: 11.3
CO_2 emissions (tCO_2/person/year): 0.9
Access to electricity (%): 88

BOLIVIA

Life expectancy (years): 67
GDP per capita (US$): 3,236
Human Development Index: 0.667
Access to improved water source (%): 90
Infant mortality (per 1,000 live births): 31
Expected years of schooling: 13.2
CO_2 emissions (tCO_2/person/year): 1.7
Access to electricity (%): 91

YEMEN REP.

Life expectancy (years): 63
GDP per capita (US$): 1,408
Human Development Index: 0.500
Access to improved water source (%): 55
Infant mortality (per 1,000 live births): 34
Expected years of schooling: 9.2
CO_2 emissions (tCO_2/person/year): 1.0
Access to electricity (%): 48

HAITI

Life expectancy (years): 63
GDP per capita (US$): 824
Human Development Index: 0.471
Access to improved water source (%): 58
Infant mortality (per 1,000 live births): 52
Expected years of schooling: 7.6
CO_2 emissions (tCO_2/person/year): 0.2
Access to electricity (%): 38

JAMAICA

Life expectancy (years): 73
GDP per capita (US$): 5,290
Human Development Index: 0.715
Access to improved water source (%): 94
Infant mortality (per 1,000 live births): 14
Expected years of schooling: 12.5
CO_2 emissions (tCO_2/person/year): 2.6
Access to electricity (%): 93

GERMANY

Life expectancy (years): 81
GDP per capita (US$): 47,627
Human Development Index: 0.911
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 3
Expected years of schooling: 16.3
CO_2 emissions (tCO_2/person/year): 9.2
Access to electricity (%): 100

JAPAN

Life expectancy (years): 83
GDP per capita (US$): 36,194
Human Development Index: 0.890
Access to improved water source (%): 100
Infant mortality (per 1,000 live births): 2
Expected years of schooling: 15.3
CO_2 emissions (tCO_2/person/year): 9.8
Access to electricity (%): 100

Between-country gaps

Indicator	Year	Country with lowest score				Country with highest score

Measuring development

Indicator	Ethiopia	India	Peru	Viet Nam	UK
Population (millions)	97	1,295	31	91	65
Life expectancy at birth (years)	64	66	75	76	81
GDP per capita (current US$)	565	1,596	6,551	2,052	45,603
Infant mortality rate (per 1,000 live births)	41	38	13	17	4
Access to improved water source (% of total population)	57	94	87	98	100
Access to improved sanitation facilities (% of total population)	28	40	76	78	99
Access to electricity (% of total population)	27	79	91	99	100
Mobile phone subscriptions (per 100 people)	32	75	103	147	124
Internet users (per 100 people)	3	18	40	48	92
Rural population (% of total population)	81	68	22	67	18
Urban population (% of total population)	19	32	78	33	82
Primary school enrolment (% of relevant age group)	65	93	92	98	100
Living in extreme poverty (% of total population)	34	21	4	3	No data

Data rounded to the nearest whole number.

Data source: *World Bank Open Data*: data.worldbank.org

Data collected from 2006 to 2015.

Measuring development indicators

- **Life expectancy**

This is the average number of years a person is expected to live.

- **Average income per person (GDP per capita)**

This is the average income of each person in a country. It is often measured in US$.

- **Infant mortality rate**

This is the number of children (per 1000 live births) who die before they reach their first birthday.

- **Access to improved water source**

This is the percentage of a country's total population with access to an improved water source. Improved water sources are those that are protected in some way from outside contamination, such as piped water, public taps and boreholes.

- **Access to improved sanitation facilities**

This is the percentage of a country's total population with access to improved sanitation facilities. Improved sanitation facilities include flush toilets, pit latrines and composting toilets.

- **Access to electricity**

This is the percentage of a country's total population with access to electricity.

- **Mobile phone subscriptions**

This is the number of mobile phone subscriptions per 100 people. Some people will have more than one mobile phone subscription, such as people who subscribe to a phone for business use or parents who have mobile phone subscriptions for their children.

- **Internet users**

This is the number of Internet users per 100 people. This indicator only measures Internet use among individuals of a certain age range, frequently those aged 16 to 74.

- **Rural population**

This is the percentage of a country's total population who live in rural areas. Rural is generally used to describe areas which are less densely populated. There are different types of rural areas depending on how accessible they are from urban areas. Some rural areas might be close to the edge of an urban area, others might be in remote countryside.

- **Urban population**

This indicator is the percentage of a country's total population who live in urban areas. Urban is generally used to describe areas which are more densely populated, such as towns and cities.
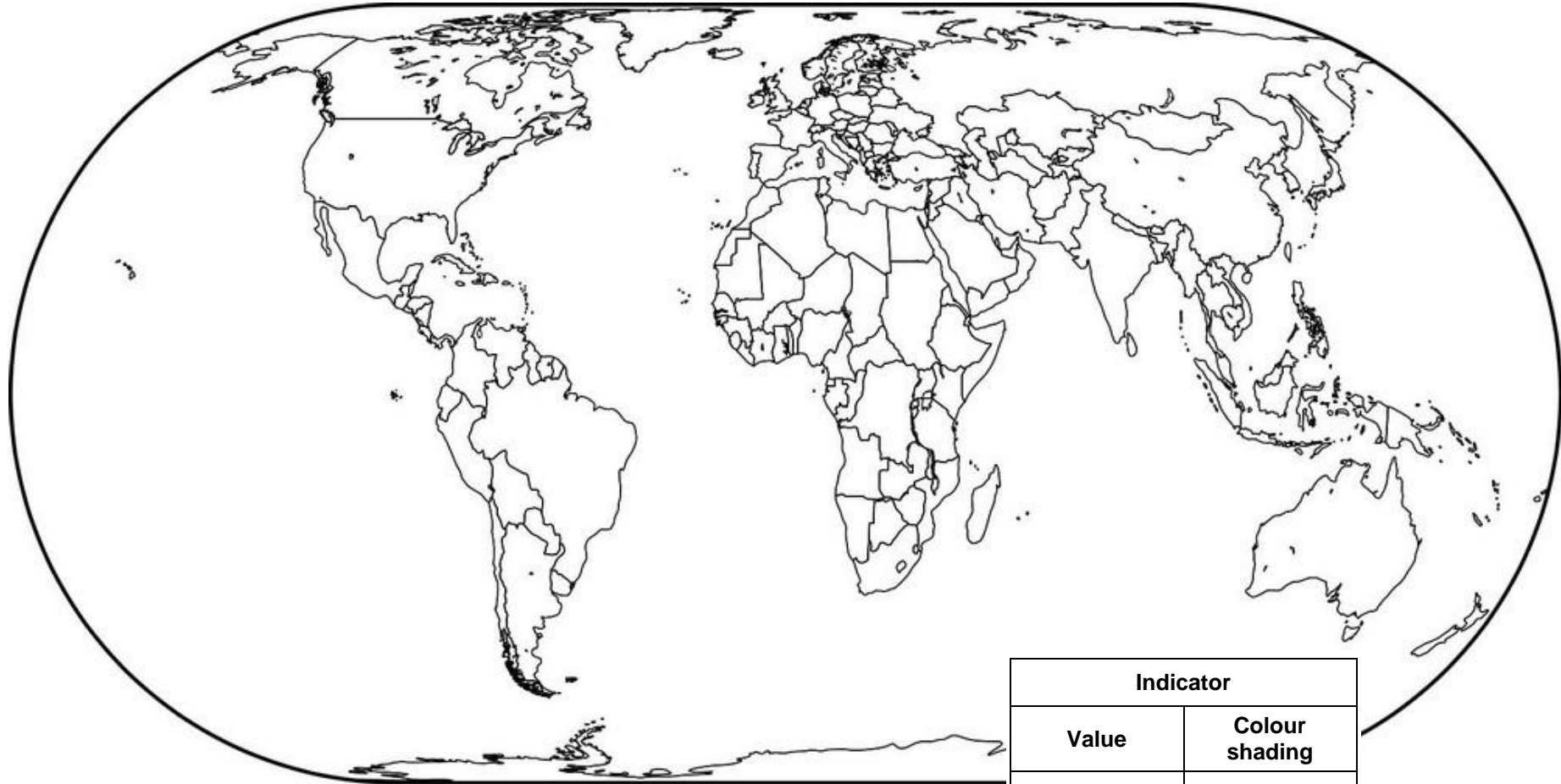
- **Primary school enrolment**

This is the percentage of children of the official primary school age who are enrolled in primary school.

- **Living in extreme poverty**

This is the percentage of a country's total population who are living in extreme poverty. Extreme poverty is usually defined as living on less than £1.30 (or US$1.90) per day for all your needs.

Mapping between-country gaps

Indicator	
Value	**Colour shading**

Source: Geographical Association www.geography.org.uk