

Unit 2: How Can Developing Countries Successfully Increase Standards of Living?

Global Context (GC): Fairness and Development

Related Concepts (RC): Sustainability, Innovation and Revolution

Statement of Inquiry: *Examining how sustainable living in future urban communities will require new ideas.*

Standard of Living

Part 1: Understanding the Concept

1. What does "standard of living" mean?

Standard of living refers to the luxuries and basic necessities available to a person in an area. Various economic and socioeconomic factors determine the standard of living of a specific community.

2. List 3 economic indicators and 3 social indicators that help measure standard of living:

- a. Economic: Income**
- b. Economic: Currency Valuation**
- c. Economic: Taxation**
- d. Social: Education**
- e. Social: Life Expectancy**
- f. Social: Safety**

3. What is secondary research?

Secondary research is a type of research that provides information from **data that has been gathered by others** from either primary or secondary sources. It's usually a second-hand account or

collection of existing data rather than collecting data produced by your own results of experiments and analysis.

4. What is primary research

First hand research conducted by **you**. You don't take information from other sources, rather you get the information yourself through interviews, surveys, questionnaires, investigations etc.

Quality of Life -	Standard of Living -
Welfare and well-being of a person or a group . Quality of life refers to the degree to which people of a certain country or state are happy, healthy, contented and satisfied.	Level of welfare provided to the residents of a country . All the goods and resources people can consume and access. Standard of living is a tool used to measure the level of comfort, material stuff, wealth, and basic necessities, available to a particular socioeconomic class.
Quality of Life involves the happiness of a person and/or group of people. Qualitative.	Quantifiable term in the sense it only takes material factors into account.
Micro Perspective.	Macro Perspective.
Human Well-being.	Material Well-being.

Varies from Person-to-Person.	Remains the same for all groups of people.
Not based on Income Level.	Based on Income Level.

Growth

- **Economic growth** = increase in a country’s **output (GDP)**.
- More goods/services = more income/jobs.

Development

- Broader than growth: includes **education, health, equality, and freedom**.
- Measured by **Human Development Index (HDI)**.

Measurements of Standard of living

Economic Factors

- **Gross Domestic Product (GDP) per capita** – Measures the average income per person in a country.
- **Income Levels and Distribution** – Considers the average income and income inequality (e.g., Gini coefficient).
- **Employment and Unemployment Rates** – Indicates job availability and economic stability.
- **Cost of Living** – Measures how expensive basic goods and services are.
- **Poverty Rate** – Percentage of people living below the poverty line.
- **Access to Banking and Credit** – Determines financial security and economic participation.
- **Taxation**

Social Factors

- **Life Expectancy** – Higher life expectancy generally indicates better healthcare and living conditions.
- **Infant Mortality Rate** – Reflects healthcare quality and child well-being.
- **Education Levels and Literacy Rate** – Measures access to education and skill development.
- **Housing and Living Conditions** – Assesses quality, affordability, and availability of housing.
- **Access to Clean Water and Sanitation** – A crucial indicator of health and infrastructure development.
- **Crime Rates and Safety** – Affects the overall well-being and quality of life.

Health and Well-being Factors

- **Healthcare Accessibility and Quality** – Availability of medical services and affordability.
- **Nutrition and Food Security** – Availability of nutritious food and prevention of malnutrition.
- **Mental Health and Well-being** – Measures psychological well-being and stress levels.

Environmental and Infrastructure Factors

- **Air and Water Quality** – Pollution levels and access to clean resources.
- **Transport and Communication Networks** – Efficiency of roads, public transport, and internet access.
- **Renewable Energy Usage** – Indicates sustainability and environmental responsibility.

Subjective Well-being Factors

- **Happiness Index** – Measures self-reported satisfaction with life.
- **Work-Life Balance** – Examines time spent working vs. leisure and family time.

Challenges to Development

These factors make development difficult:

- **Corruption**
- **Poor infrastructure**

- **Conflict/war**
 - **Environmental degradation**
 - **Debt and trade barriers**
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Poverty and Inequality

- **Absolute poverty:** A set wage below which people are classified to be living in poverty.
 - **Relative poverty:** poverty compared to others in society.
 - **Inequality:** unfair distribution of income, resources, or opportunity.
 - **Price discrimination:** Changing the price of a product/service depending on the buyer's race, ethnicity, age, gender etc.
 - **Gender Pay Gap:** paying people to do a job different amounts due to their gender
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Economic Growth vs Development

- A country can grow **economically** but still have **poor development** (e.g., inequality, pollution).
- True **development** includes social and environmental well-being.

Economic Growth vs. Development

Aspect	Economic Growth	Economic Development
Definition	Increase in a country's output (GDP or GNI)	Improvement in quality of life and well-being
Measurement	GDP, GDP per capita, GNI	Human Development Index (HDI), literacy rate, life expectancy

Focus	Quantity of goods/services produced	Quality of human life (health, education, equity)
Type of Change	Short/medium-term, mostly economic	Long-term, includes social, political, and environmental change
Who Benefits?	Sometimes only wealthy groups or urban populations	Aims to improve lives of everyone, especially marginalized groups
Equity Considered?	No—growth can be unequal	Yes—development targets fair distribution and inclusive growth
Environment Considered?	Not always—can lead to pollution, overuse of resources	Sustainability is a core element
Example	A country increases oil production and GDP rises	That country also invests in clean energy, free education, healthcare

Key Concepts Explained

♦ Economic Growth

- Often seen as the first step toward development.
- **Doesn't guarantee** better living standards or fairness.
- A country can **grow rich** but still have **widespread poverty** (e.g., oil-rich countries with poor public services).

♦ Economic Development

- A **broader concept** that includes economic, social, and environmental progress.
 - Requires **investment in people**, not just industry or trade.
 - Example: **Costa Rica** has modest GDP but high development due to focus on **education, healthcare, and the environment**.
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UNSEEN: (B,C,D)

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SMART GOALS

Used to evaluate action plans and research questions.

S - Specific

M - Measurable

A - Attainable

R - Relevant

T - Timely

Your research question should follow all these

Example:

Evaluate this research question using the SMART model:

“To what extent does access to digital learning tools affect academic performance and well-being among students in international schools in Lahore?”

Is it specific?

It is specific in terms of the area and type of schools, which is Lahore and international schools. However, it is vague in other areas. Digital learning tools is a very broad concept and should be shortened into a specific tool, academic performance and well-being is also not well defined and should have factors to measure it. Furthermore, it is not mentioned the demographic of the group we are doing research on, which grade, age group etc.

Measurable:

It is hard to measure as specific factors have not been mentioned for academic performance and well-being among students, making it difficult to measure changes.

Is it attainable

This research question is not very attainable either. There are many different international schools in Lahore, and even more students in each of them. Not only would you have to account for all of the students but

also how each of their academic performances have changed, from all of the digital tools available to them. This would be extremely time-consuming and difficult, and is not attainable.

Relevant

The question is relevant to how digital tools have affected students in Lahore, as we are measuring their academic performance change due to it.

Timely

No time frame is given for this.

OPVL

Used to evaluate sources, like the ones you find on google.

Origin:

Where and when the source was created, and by whom. This helps understand the context and background of the source.

Purpose:

The reason why the source was created. What was the creator's intention? This helps identify the source's intent and potential bias.

Value:

The significance and usefulness of the source. What does it contribute to understanding the topic? This considers the source's reliability and relevance.

Limitation:

The weaknesses or limitations of the source. What are its shortcomings, and what might it lack? This helps in assessing the extent to which the source can be trusted and its applicability.

METHODS OF RESEARCH

Outline of Steps for an Investigation

1. Defining the Investigation (Research Question)

- Identify the research question or problem.
- Ensure alignment with the unit's key and related concepts.

- Understand the statement of inquiry and its connection to the investigation.

2. Planning the Investigation (Identify sources)

- Identify relevant sources (books, websites, articles, videos).
- Determine research methods (qualitative, quantitative, case study, etc.).
- Develop a research plan with clear timelines.

3. Gathering and Recording Information (Primary and Secondary sources)

- Collect information from reliable sources.
- Take structured notes using a graphic organizer, table, or mind map.
- Evaluate sources for reliability, accuracy, and bias.

4. Analyzing and Interpreting Information

- Identify patterns, trends, and relationships in the data.
- Use evidence to support findings.
- Make comparisons and connections to the inquiry question.

5. Communicating Findings

- Organize the information in a structured format (report, presentation, poster, etc.).
- Use visual aids (charts, graphs, maps) to support findings.
- Cite sources properly using MLA or APA format.

6. Reflecting on the Process and Findings

- Evaluate the strengths and weaknesses of the investigation.
- Reflect on what was learned and how it connects to real-world issues.
- Suggest improvements for future investigations.