



Canadian
International
Development
Agency

Agence
canadienne de
développement
international

MEMO:

To: _____, Senior Advisor
Department of Developing Country Aid

From: Executive Director Jeff Weichel
Canadian International Development Agency

RE: Background Brief for Canadian Development Aid
Your task is to prepare a brief for the Canadian International Development Agency (CIDA). Your brief will be considered as a recommendation to CIDA how it should spend a sum of \$100,000,000 to improve the living conditions and environmental sustainability of _____.

The brief will:

1. Provide relevant background information on the current social, political, economic situation in the country
2. Analyze the causes of poverty in your country
3. Detail how and why aid money should be specifically spent to improve living conditions

Specific requirements of your assignment

Your report must include four (4) different sections:

I. Basic facts about your country.

Must include:

- Geography and Climate
 - a. A map
 - b. Description of major geographic features within the country
 - c. Description of climate
- Government
 - a. its type of government & short description (ie., how often are elections held?)
 - b. its current head of state
- Economy:
 - a. its top 3 imports and exports
 - b. its GDP (Gross Domestic Product)
 - c. Identification of major industries of employment
- Culture:
 - a. Major religions
 - b. Major/Official languages

II. Population Study.

Must include:

- a. Total population
- b. A recent population pyramid and a projected population pyramid.
- c. A multi-paragraph section (**minimum 300 words**) that explains the make-up of the population (in your own words):
 - The age and sex structure of the population.
 - What stage in the DTM is it?
 - What is likely to happen to its population in the future?
 - Is the population growing too quickly? Too slowly? How do you know?
 - Does it have a high birth rate and death rate? High infant mortality?
 - What is the population's approximate doubling time? What is the life expectancy?
 - What is the country's dependency ratio & what does it say about the country's needs?

III. Living Standards:

Write a multi-paragraph section (**minimum 600 words**) on living standards in your country that considers:

- UN Human Development Index
- Literacy and education
- Status of women
- Status of children (check UNICEF website for its 'U5MR' (under 5 mortality rate))

- Access to health services, disease issues, sanitation (is AIDS, Ebola, Zika etc. affecting the population?)
- Access to safe water
- Food security and nutrition levels
- Environmental sustainability
- Government finances (debt, revenues)
- Governance (who's running the country and how)
- Culture
- Population distribution and density

IV. Budget and Analysis:

Write a multi-paragraph section (**minimum 600 words**) that:

- Assesses the most critical / effective areas to provide aid in the country
- Identifies at least three specific organizations and/or projects where you would spend money and **why it will make a difference**.

Make sure this part shows a clear and deep understanding of the underlying causes of the country's issues with development and how your investments will help solve them.* **This is the most important part of the assignment!*

Citations and Bibliography

Throughout your project you must accurately cite your sources of information. You must include a properly formatted bibliography utilizing **MLA** citations. **Minimum 5 sources required.**

Formatting

- Size 12 font (Calibri or Time New Roman)
- Double-spaced
- Cover page with title; student name, course, teacher name, submission date (in that order) in the bottom-right and single-spaced
- 1" margins
- Section headers need to be **bold**

Assessment

Criterion A: Knowing and understanding

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5–6	The student: <ul style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Criterion B: Investigating

- i. formulate a clear and focused research question and justify its relevance
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">iii. collects and records limited information, not always consistent with the research questioniv. makes a limited evaluation of the process and results of the investigation.
3–4	The student: <ul style="list-style-type: none">iii. uses a research method(s) to collect and record mostly relevant informationiv. evaluates some aspects of the process and results of the investigation.
5–6	The student: <ul style="list-style-type: none">iii. uses research method(s) to collect and record appropriate, relevant informationiv. evaluates the process and results of the investigation.
7–8	The student: <ul style="list-style-type: none">iii. uses research methods to collect and record appropriate, varied and relevant informationiv. thoroughly evaluates the investigation process and results.

Criterion C: Communicating

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purposeii. structures information and ideas according to the specified format in a limited wayiii. documents sources of information in a limited way.
3–4	The student: <ul style="list-style-type: none">i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purposeii. structures information and ideas in a way that is somewhat appropriate to the specified formatiii. sometimes documents sources of information using a recognized convention.
5–6	The student: <ul style="list-style-type: none">i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purposeii. structures information and ideas in a way that is mostly appropriate to the specified formatiii. often documents sources of information using a recognized convention.
7–8	The student: <ul style="list-style-type: none">i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purposeii. structures information and ideas in a way that is completely appropriate to the specified formatiii. consistently documents sources of information using a recognized convention.

Criterion D – Critical Thinking

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments

	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. analyses concepts, issues, models, visual representation and theories to a limited extentii. summarizes information to a limited extent to make arguments
3–4	The student: <ul style="list-style-type: none">i. analyses concepts, issues, models, visual representation and theoriesii. summarizes information to make arguments
5–6	The student: <ul style="list-style-type: none">i. discusses concepts, issues, models, visual representation and theoriesii. synthesizes information to make valid arguments
7–8	The student: <ul style="list-style-type: none">i. completes a detailed discussion of concepts, issues, models, visual representation and theoriesii. synthesizes information to make valid, well-supported arguments