

Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 5: Not Poverty

Chapter Summary:

To understand development, you need to understand poverty: what it really is, and different ways of thinking about how it manifests itself in the world. This chapter outlines some of the poverty measurement tools that have been developed by governments and agencies.

Lesson Topic: This lesson describes various poverty metrics developed by governments and agencies.

Students will be able to “map out”, describe, and compare different poverty measures and metrics used by the principal agencies and organizations working in the development sector and social welfare sectors

Resources/Materials: Links needed for activities and assignments are in each section.

“Review of Some Major Poverty Indexes and Measures Part 1” lecture and accompanying PPT

Lesson Vocabulary:

1. International Labor Organization - The International Labour Organization is a United Nations agency whose mandate is to advance social justice and promote decent work by setting international labour standards
2. Development as Freedom/ ‘capabilities approach’ – an approach of thinking about human development that centers around people’s opportunity to live the life they value
3. Oxford Poverty and Human Development Initiative (OPHI) - The Oxford Poverty and Human Development Initiative is an economic research centre within the Oxford Department of International Development at the University of Oxford, England, that was established in 2007.
4. Multidimensional Poverty – poverty conceptualized and measured not in monetary terms, but by considering various areas of well-being, such as health, education, political voice, empowerment, decent work or physical safety.
5. Global Multidimensional Poverty Index (MPI) – a way of measuring non-income poverty across the three dimensions of health, education, and living standards and ten indicators of: child mortality, nutrition, years of schooling, school attendance rates, cooking fuel, toilet, water, electricity, floor materials and physical assets.
6. World Bank’s Poverty Line – A way of determining a poverty threshold promoted by the World Bank, based on the costs of food and of essential non-food items
7. International Labor Organization’s Basic Human Needs approach - The 'basic needs' approach was introduced by the International Labour Organization's World Employment Conference in 1976. It emphasizes the minimum level of consumption of 'basic needs' of not just food, water, clothing and shelter, but also, among others, sanitation, education, and healthcare.
8. International Fund for Agricultural Development’s (IFAD) Sustainable Livelihoods approach - The sustainable livelihoods approach improves understanding of the livelihoods of the poor. It

organizes the factors that constrain or enhance livelihood opportunities and shows how they relate. It can help plan development activities and assess the contribution that existing activities have made to sustaining livelihoods.

9. United Nation's Human Development Index (HDI) - a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.
10. Millennium Development Goals - The Millennium Development Goals were eight international development goals for the year 2015 that had been established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration.
11. Integral theory - Integral theory is Ken Wilber's attempt to place a wide diversity of theories and thinkers into one single framework. It is portrayed as a "theory of everything", trying "to draw together an already existing number of separate paradigms into an interrelated network of approaches that are mutually enriching."
12. Conversion factors – in the Capabilities Approach, the potential to convert a resource into an outcome (for instance, to convert a bicycle into the ability to travel).

Outcome(s)/Expectation(s):

1. Compare different poverty measures and metrics used by agencies and organizations.
2. Appraise the costs of living and poverty levels for people in your local community.
3. Understand some of the different factors involved in poverty data collection and statistics.

Critical Thinking Discussion Questions

1. Do you think the idea of comparing agreed standards of human needs on an international scale is accurate?
2. Based on the census information cited in this chapter, it is highly likely that you, or someone close to you, lives in poverty, however the data suggests we don't always know it. Do you feel like you can easily see or identify poverty in your community?
3. After reviewing the different measurement tools for poverty, which aspects or dimensions of poverty do you feel are more important or less important to include?
4. [Advanced/College Students] Why are there so many proposed ways of measuring poverty? Can there be one "best" way to measure poverty?
5. [Advanced/College Students] Is the Basic Needs Approach a multidimensional or a uni-dimensional approach to conceptualizing poverty?
6. [Advanced/College Students] What are the main characteristics of the Basic Needs Approach and the Capabilities Approach? Which one do you see overall as more useful for conceptualizing well-being?
7. [Advanced/College Students] When measuring well-being, should we be more concerned with outcomes or with opportunities? Why?
8. [Advanced/College Students] Why do you think that monetary measurements of poverty (or well-being) play such an important role?

Instructional Delivery

Activities/Motivation:

Connecting to Local Development

While this chapter talks about international development, there are many local initiatives going on in your community to help alleviate poverty, provide health services, education and job opportunities. Many of these organizations rely on the participation of people in the community. In this activity you will explore ways you can become more involved in your local community.

There are some great web resources that list opportunities and organizations and help connect volunteers. Here are some of the larger ones but you will want to search to see if your city has a more locally-focused listing site as well.

- <http://localinitiative.org/home>
- <https://www.volunteermatch.org/>
- <https://www.nationalservice.gov/serve>

While you search for available opportunities, take note of any organizations or activities you may want to participate in. Ask yourself how you could help. Volunteering does not have to require a regular, ongoing commitment to be effective. Find out how you can help do your part.

Comparing Poverty and Inequality Measurements and Approaches

Read Chapter 10: “International Poverty Comparisons” in Handbook on Poverty and Inequality (2009) by Houghton, Jonathan and Shahidur R. Khandker

<http://documents.worldbank.org/curated/en/488081468157174849/Handbook-on-poverty-and-inequality>

Listen to Review of Some Major Poverty Indexes and Measures Part 1 lecture and accompanying PPT by Martin Burt

Read: Wong, Shing Yip. 2012. “Understanding Poverty: Comparing Basic Needs Approach and Capability Approach.” SSRN Scholarly Paper ID 2066179. Rochester, NY: Social Science Research Network. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2066179

Writing Prompts

1. Using the information, instructions, websites, and suggested matrix outline provided in the lecture Review of Some Major Poverty Indexes and Measures (Part 1) mentioned above, prepare your first draft of a matrix that lists the major development/social welfare organizations and how they define poverty and measure/index poverty.
2. As noted in the chapter, Amartya Sen believes that “by enhancing our human capabilities, we gain more freedom to develop our potential and to do, to be, and to become what we value”. Write an essay that supports or refutes this idea.
3. The Global Multi-Dimensional Poverty Index measures poverty based on three dimensions of health, education, and living standards. Choose one of these dimensions as a basis for your research paper on poverty. Discuss the factors contributing to poverty, segments of the

population most effected, whether they are urban vs. rural, the impact of poverty on families and the impact on the rest of society.

4. [Advanced/College Students] Is it possible to use the same tool to both “diagnose and alleviate” poverty, as envisioned by the author? Discuss some of the trade-offs involved and whether in your opinion the benefits of this approach outweigh its drawbacks.
5. [Advanced/College Students] After researching how monetary poverty lines are defined, react to the following statement: The Poverty Stoplight merely replaces the one cut-off of the monetary poverty line with two cut-offs based on pre-defined colors.

Final Project Assignment

For the final project, students will be required to develop and present a “Poverty Stoplight” Visual Survey Questionnaire and Results Matrix, which defines and identifies poverty in (preferably) the student’s own community.

Step 5: Interview community members and organizations listed in points 2 and 3 to ascertain:

- a) Who the poor in the community are, and the extent, type, and level of said poverty.
- b) What levels of poverty in the community, within the 6 Dimensions listed below, could be considered to be “not poor” (green), “poor, but close to ‘not poor’” (yellow), and “very poor” (red):
 1. Income and Employment
 2. Health and Environment
 3. Home and Infrastructure
 4. Education and Culture
 5. Organization and Participation, and 27
 6. Self-awareness and Motivation

(Keep careful notes of the interviews carried out to justify definitions of “not poor” (green), “poor, but close to ‘not poor’” (yellow), and “very poor” (red) in each of the Six Dimensions outlined in point 5b.)

Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.