

Curso en línea de Métodos Avanzados de Investigación de la Pobreza

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Enfoques para la medición de la pobreza

El enfoque consensuado de la medición de la pobreza

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Contorno

- Qué, por qué y cómo
- Definiciones a efectos de medición
- Importancia del ODS 1.2
- Enfoques para evaluar el ODS 1.2
- El enfoque consensuado
- Consenso entre los países sobre las necesidades de los niños
- Privación de las necesidades básicas en materia de educación

Definiciones y la importancia del ODS 1.2

El concepto de privación relativa de Peter Townsend

Argumentó que la pobreza se puede medir:

objetivamente y aplicado consistentemente sólo en términos del concepto de privación relativa ... El término se entiende objetivamente en lugar de subjetivamente.

Se puede decir que los individuos, las familias y los grupos de la población están en la pobreza cuando carecen de los recursos para obtener los tipos de dieta, participar en las actividades y tener las condiciones de vida y las comodidades que son habituales, o al menos ampliamente alentadas o aprobadas, en la sociedad a la que pertenecen" (1979, p 31)

La definición de pobreza de la Unión Europea

"Pobres" son aquellas "personas, familias y grupos de personas cuyos recursos (materiales, culturales y sociales) son tan limitados que los excluyen del modo de vida mínimo aceptable en el Estado miembro en el que viven"

*CEE, relativa a la acción comunitaria específica de lucha contra la pobreza
(Decisión del Consejo de 19 de diciembre de 1984)*

Setting a minimum acceptable way of life

Measures need to:

- Go beyond income to look at deprivation
- Reflect the experiences of the poor
- Reflect the society to which they are applied
- Have appropriate age-related standards
- Provide a clear justification for why these indicators have been chosen
- Are applicable to low, middle and high income countries
- Enable some level of international comparisons

SDG 1: No poverty

Target 1.2

By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

Indicators

1.2.1 Proportion of population living below the national poverty line, by sex and age

1.2.2 Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

Commonly used approaches to assess multidimensional poverty

- 'Bristol' Deprivations Approach
- **Multidimensional Poverty Index (MPI)** by OPHI
- **Multiple Overlapping Deprivations Analysis (UNICEF)**

- **The Consensual Approach**

Consensual Approach has been used is:

Europe:

Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Rep, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Spain, Sweden, UK

Africa:

Benin, South Africa, [Liberia, Niger, Mali], Uganda

Asia:

Bangladesh, Hong Kong, Japan, South Korea, India (Telangana state)

Oceania:

Australia, Fiji, Tonga, Solomon Islands, Tuvalu, New Zealand

Latin America:

Argentina (BsAs), Brazil (SP), Mexico (Mexico City?)

Which dimensions?

Already set out in most international and institutional definitions of poverty...

“A reasonable starting point”: nutrition, health status, education, housing, access to work and personal security

Atkinson (2016) *“Monitoring Global Poverty: Report of the Commission on Global Poverty”*

Studies using the Consensual Approach *already* cover:

Social and family life, diet, clothing, medical access, accommodation, housing standards, educational access, household items, financial items, and items for children

Steps of the Consensual Approach

Stage I: Focus groups and Cognitive interviews

- How do the public understand terms like 'poverty' and 'necessities'?
- Is there a shared understanding of these terms?
- What do these understandings tell us about the nature of human needs?
- How do the public make decisions about needs and entitlements? Do these differ?
- FGs examine lists of items and activities, and considers removal/addition of item

In 2016/17, UNICEF/UBoS/UoBristol ran 60 focus groups used in Uganda, covering all regions; FGs also run in South Africa, Brazil, Tonga,

Stage II: Survey stage

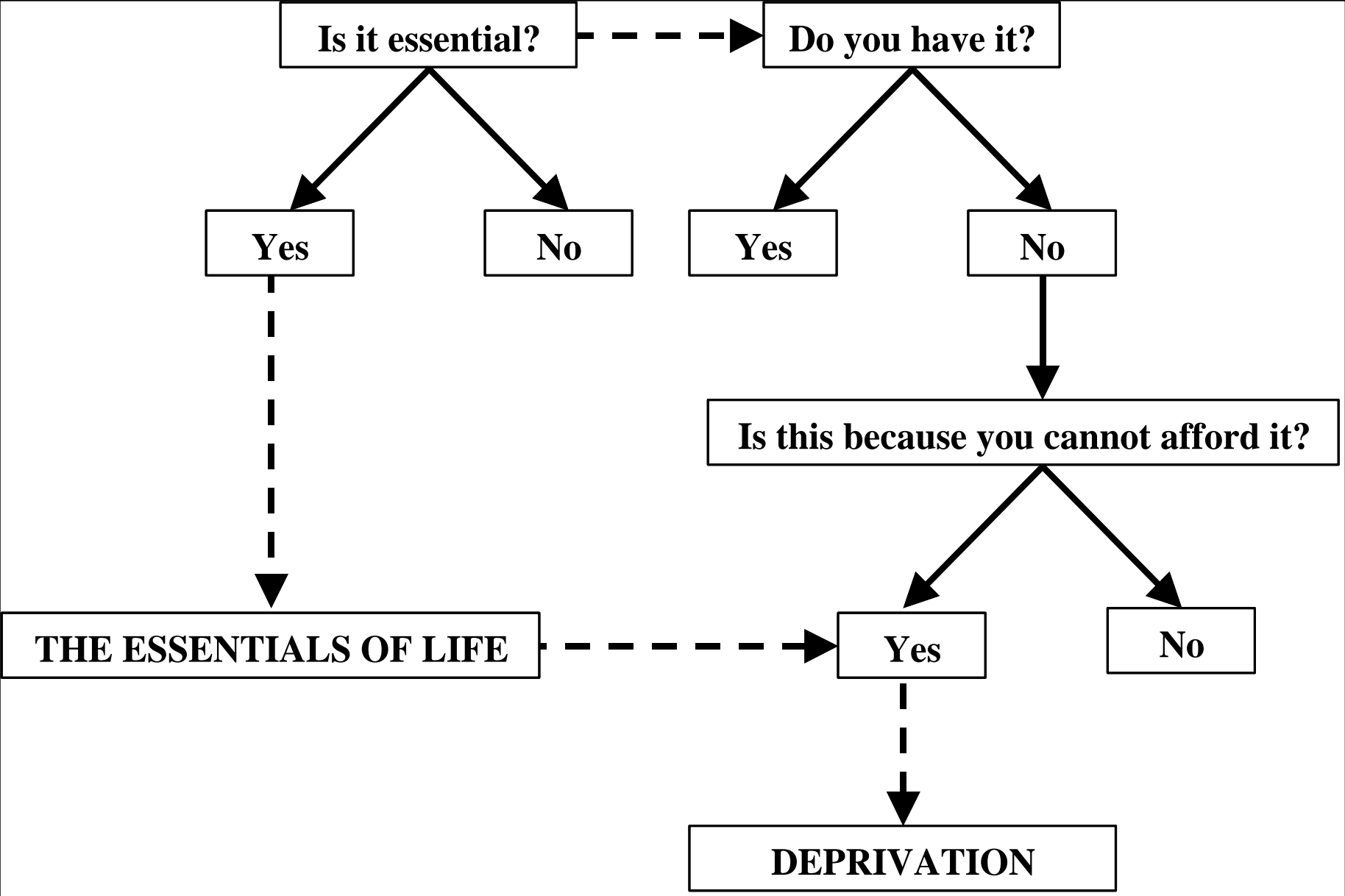
- What items are the necessities of life, essential for a minimal acceptable standard of living, which no one should go without due to a lack of resources. [Items may be desirable but not essential].
- Which items people lack *because they cannot afford them*. [Distinguishes between choice and enforced lack]

Items which a majority of the population believe to be essential are considered *socially perceived necessities* (SPN)

In Uganda:

Applied in the National Household Survey 2016/17 (17,320 households) – largest ever national survey to use the Consensual Approach. Also run in 2019/20.

Identifying the Essentials of Life and Deprivation (Australian Method)



Items for Children (Uganda)

- A visit to a health facility when ill and all the medication prescribed to treat the illness
- Three meals a day
- Two sets of clothing
- Two pairs of properly fitting shoes, including a pair of all-weather shoes
- Some new clothes (not second hand or handed on/down)
- Toiletries to be able to wash every day (e.g. soap, hairbrush/comb)
- Some fashionable clothes for secondary school aged children
- All fees, uniform of correct size and equipment required for school e.g. books, school bag, lunch/lunch money, etc.
- To be able to participate in school trips or events that cost money
- A desk and chair for homework for school aged children
- Educational toys and games
- Books at home suitable for their age (including reference and story books)
- Bus/taxi fare or other transport (e.g. bicycle) to get to school
- Own blanket
- Own bed
- Own room for children over 10 of different sexes
- Presents for children once a year on special occasions, e.g. birthdays, Christmas, Eid
- Own cell phone for secondary school aged children

Is there a consensus?

In all the countries that have conducted surveys using the consensual method a very high degree of consensus has been found between all groups, including:

- Gender
- Age
- Marital status
- Population group
- Health
- Employment status and Occupation
- Education level
- Number of dependent children
- Food insecurity
- Housing tenure
- Income level
- Place of residence (urban and rural)

Consensus in Uganda, about items for children

% thinking items a necessity (Sex and Age of Respondent)	Sex		Age group	
	Male	Female	<24 yrs	65+
A visit to a health facility when ill and all the medication prescribed to treat the illness	97	98	98	97
Three meals a day	96	95	95	96
Two sets of clothing	94	93	93	92
Toiletries to be able to wash every day (e.g. soap, hairbrush/comb)	93	93	94	90
All fees, uniform of correct size and equipment required for school e.g. books, school bag, lunch/lunch money, etc.	89	88	88	86
Own blanket	85	85	87	83
Own bed	81	81	82	79
Two pairs of properly fitting shoes, including a pair of all-weather shoes	80	79	82	74
Own room for children over 10 of different sexes	78	75	74	77
Books at home suitable for their age (including reference and story books)	72	71	72	69
Some new clothes (not second hand or handed on/down)	70	69	73	64
Bus/taxi fare or other transport (e.g. bicycle) to get to school	69	68	69	66
To be able to participate in school trips or events that cost money	68	69	70	66
A desk and chair for homework for school aged children	57	54	56	54
Presents for children once a year on special occasions, e.g. birthdays, Christmas, Eid	55	53	57	52
Educational toys and games	54	52	57	50
Some fashionable clothes for secondary school aged children	38	37	43	35
Own cell phone for secondary school aged children	23	21	26	24

% thinking items a necessity (Place of residence of Respondent)	Place of Residence		Regions				
	Rural	Urban	Central	Kampala	North	East	West
A visit to a health facility when ill and all the medication prescribed to treat the illness	97	98	99	99	98	97	96
Three meals a day	96	96	94	96	96	97	94
Two sets of clothing	93	94	95	93	95	92	92
Toiletries to be able to wash every day (e.g. soap, hairbrush/comb)	92	95	99	95	90	89	92
All fees, uniform of correct size and equipment required for school e.g. books, school bag, lunch/lunch money, etc.	87	91	94	92	91	76	90
Own blanket	84	88	92	90	83	82	84
Own bed	79	86	91	91	78	74	78
Two pairs of properly fitting shoes, including a pair of all-weather shoes	77	86	90	90	80	70	75
Own room for children over 10 of different sexes	76	77	75	74	83	73	76
Books at home suitable for their age (including reference and story books)	69	78	84	87	71	69	58
Some new clothes (not second hand or handed on/down)	68	75	79	78	73	69	58
To be able to participate in school trips or events that cost money	66	75	85	77	66	61	60
Bus/taxi fare or other transport (e.g. bicycle) to get to school	66	74	80	83	66	62	61
A desk and chair for homework for school aged children	54	59	59	59	57	54	51
Presents for children once a year on special occasions, e.g. birthdays, Christmas, Eid	52	59	63	63	60	47	45
Educational toys and games	50	60	65	67	45	55	43
Some fashionable clothes for secondary school aged children	35	43	48	49	42	40	18
Own cell phone for secondary school aged children	23	22	23	27	29	28	11

% thinking items a necessity (by socio-economic characteristics of Respondent)	Education		Economic Status		Monetary Poverty (UBOS)	
	No formal education	Higher secondary +	All others	Subsistence/ Agricultural labour	Non-poor	Poor
A visit to a health facility when ill and all the medication prescribed to treat the illness	97	98	97	97	98	96
Three meals a day	94	96	95	96	96	95
Two sets of clothing	90	96	93	94	94	91
Toiletries to be able to wash every day (e.g. soap, hairbrush/comb)	89	96	93	93	94	87
All fees, uniform of correct size and equipment required for school e.g. books, school bag, lunch/lunch money, etc.	85	92	89	87	89	82
Own blanket	79	88	86	85	86	80
Own bed	74	85	83	78	82	73
Own room for children over 10 of different sexes	72	76	76	76	77	73
Two pairs of properly fitting shoes, including a pair of all-weather shoes	69	87	82	75	81	71
Books at home suitable for their age (including reference and story books)	62	80	75	66	72	66
Some new clothes (not second hand or handed on/down)	60	78	73	66	71	65
To be able to participate in school trips or events that cost money	59	75	73	64	70	60
Bus/taxi fare or other transport (e.g. bicycle) to get to school	57	77	73	63	70	60
A desk and chair for homework for school aged children	47	58	57	53	56	51
Presents for children once a year on special occasions, e.g. birthdays, Christmas, Eid	45	60	58	50	55	49
Educational toys and games	42	62	58	47	54	50
Some fashionable clothes for secondary school aged children	30	41	41	33	37	38
Own cell phone for secondary school aged children	20	21	23	22	21	27

Consensus across countries – Pacific Islands

Table 2 Proportion of the population thinking at item essential. Child Items

Item	% Yes: It is essential		
	Tonga	Tuvalu	Solomon Islands
New properly fitting shoes	98	100	92
Three meals a day	98	100	99
Daily meal with protein	98	97	95
Suitable place to study	97	97	97
Enough beds for every child over 10	97	97	99
School uniform and equipment	97	98	98
Some new, not second hand clothes	97	98	93
Fruit and vegetables daily	96	97	-
Celebrations on special occasions	96	96	93
Participate in school trips	95	96	89
Books suitable for their age	94	96	-
Tutorial lessons once a week	93	96	-
Outdoor leisure equipment	93	95	79

Deprivation of (Education-related) Socially Perceived Necessities among Children in Uganda

		Books at home	School fees, uniform, equipment	Able to participate in school trips	Furniture for homework	Education toys/game
Uganda	National estimate	75	57	65	76	77
Place of Residence	Rural	79	62	70	80	80
	Urban	59	40	50	65	66
Region urban/rural	North rural	84	69	80	88	83
	West rural	81	57	62	71	80
	East rural	79	71	73	82	80
	Central rural	72	47	63	78	75
	East urban	69	66	64	78	73
	North urban	66	45	61	72	70
	West urban	62	39	48	61	67
	Central urban	52	31	42	61	61
Sub-region	West Nile	97	91	92	97	97
	Acholi	87	59	85	90	96
	Bukedi	86	80	63	92	96
	Bugishu	85	84	94	93	87
	Kigezi	83	52	68	79	87
	Bunyoro	81	59	66	77	82
	Busoga	77	61	74	81	81
	Tooro	77	55	64	65	78
	Ankole	74	49	49	63	72
	Karamoja	68	77	67	74	57
	Central1	66	39	54	73	71
	Central2	66	44	57	72	72
	Teso	63	65	56	60	48
	Lango	63	33	56	71	61
	Kampala	50	32	49	62	52

DEPRIVATION (%)		Books at home	School fees, uniform, equipment	Able to participate in school trips	A desk and chair for homework	Educational toys/games
Uganda	National estimate	75	57	65	76	77
Sex of respondent	Female	79	62	70	79	80
	Male	73	55	63	75	75
Education level of respondent	No formal education	85	69	76	85	85
	Some primary	83	67	73	82	83
	Completed primary	73	53	66	80	77
	Some secondary	69	49	59	69	69
	Lower secondary	64	34	48	62	69
	Higher secondary	40	23	44	51	59
	Diploma	51	28	38	56	51
	Degree	27	14	20	40	36
Marital status by headship	Unmarried female head	72	55	62	71	70
	Married female head	76	59	66	75	77
	Divorced female head	83	61	76	84	82
	Widow	80	65	71	82	84
	Male head	73	55	63	75	75
Older person in household (60+ years)	No	74	56	65	76	76
	Yes	79	60	68	80	83
Household with an orphan	No orphan in household	74	56	64	76	76
	Orphan in household	77	60	68	79	80
High dependency ratio (4+ children per adult)	No	74	55	63	75	76
	Yes	84	71	79	86	84

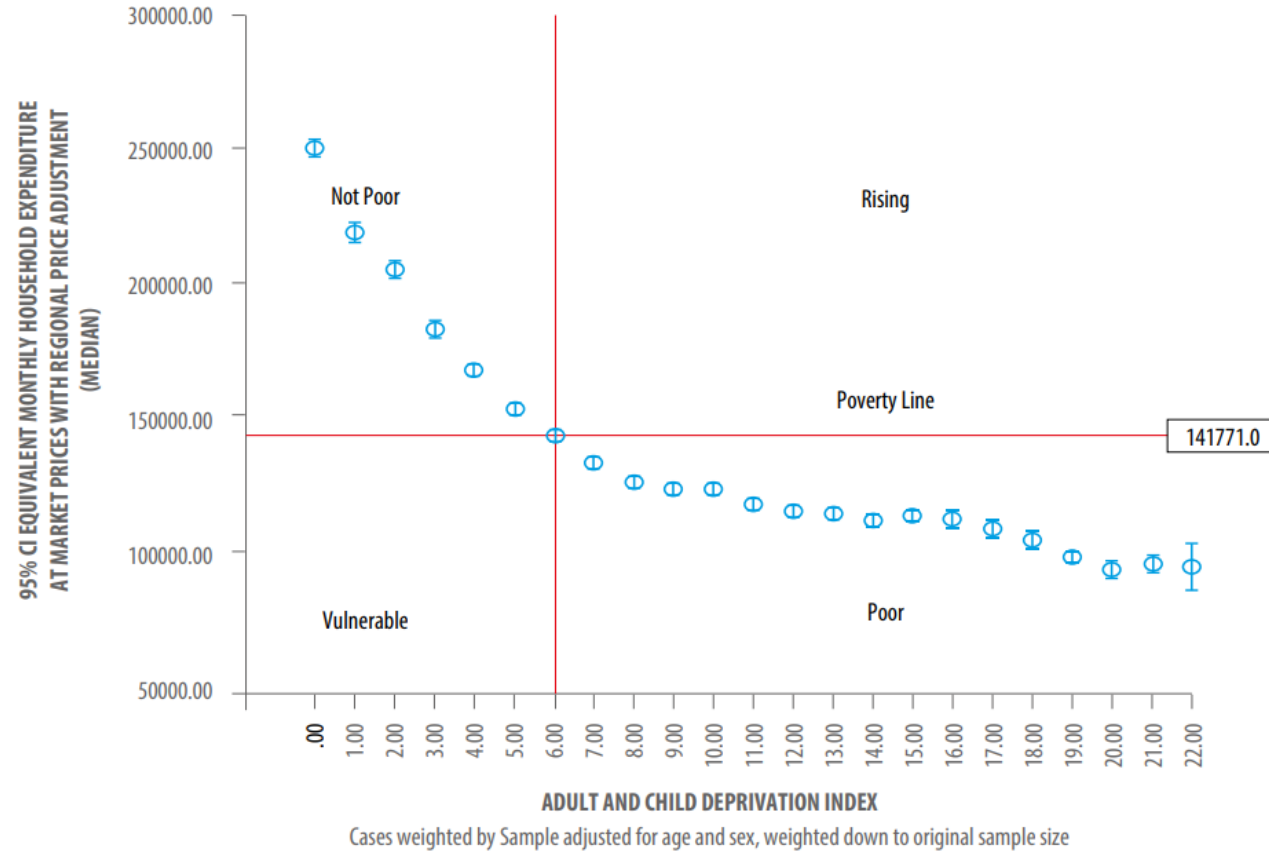
Enforced lack of necessities: Tonga, Uganda, UK

Items for children	Tonga	Uganda	UK
	Percentage who can't afford item		
Three meals a day	8%	48%	1%
One meal with meat, fish or vegetarian equivalent daily	8%		3%
Enough beds for every child in the household	11%	75%	
Own room for children over 10 of different sexes		60%	11%
A suitable place to study or do homework ²	10%	76%	5%
New properly fitting shoes ¹	12%	71%	4%
Some new not second-hand clothes	15%	63%	4%
All school uniform and equipment required ³	6%	56%	
Participate in school trips and school events that costs money	11%	64%	8%
Celebration on special occasions	17%	70%	1%

¹ Uganda - Two pairs of shoes, ² Uganda - Desk and chair for homework, ³ Uganda - All fees and uniform

Establishing a Poverty line, Uganda, 2016/17

FIGURE A1.3: DEPRIVATION INDEX SCORE BY EXPENDITURE



Using these definitions, the UNHS found that in Uganda in 2016/17:

- 56% of children were living in multidimensional poverty
- 2% were rising out of poverty
- 6% were potentially vulnerable to poverty
- Only just over one-third (36%) were relatively well off.

Reasons to use the Consensual Approach....

- Examines deprivation and resources
- Reflects the experiences of the poor
- Reflects the society to which they are applied
- Has age-related standards for adults and children
- Has a clear democratic justification for standards used
- Has been tested in low, middle and high income countries
- Provides some level of international comparisons



Please visit www.poverty.ac.uk website for further details of this work.