

POVERTY

Booklet 15E

Poverty

Compulsory

2A Structural issues related to health, social care and personal and social well-being

(5) Poverty : underlying reasons, a poverty culture

Elective

Extended Study on Health Promotion and Health Maintenance Services

- e.g. health promotion to the low-income families and individuals
- e.g. healthcare – health equity / health for all

Extended Study on Community and Social Care Services

- e.g. community development services for the vulnerable groups
- e.g. assets-based approach for poverty alleviation

Current Issues of Health and Social Care

- e.g. poverty alleviation / intergenerational poverty

Compulsory Part

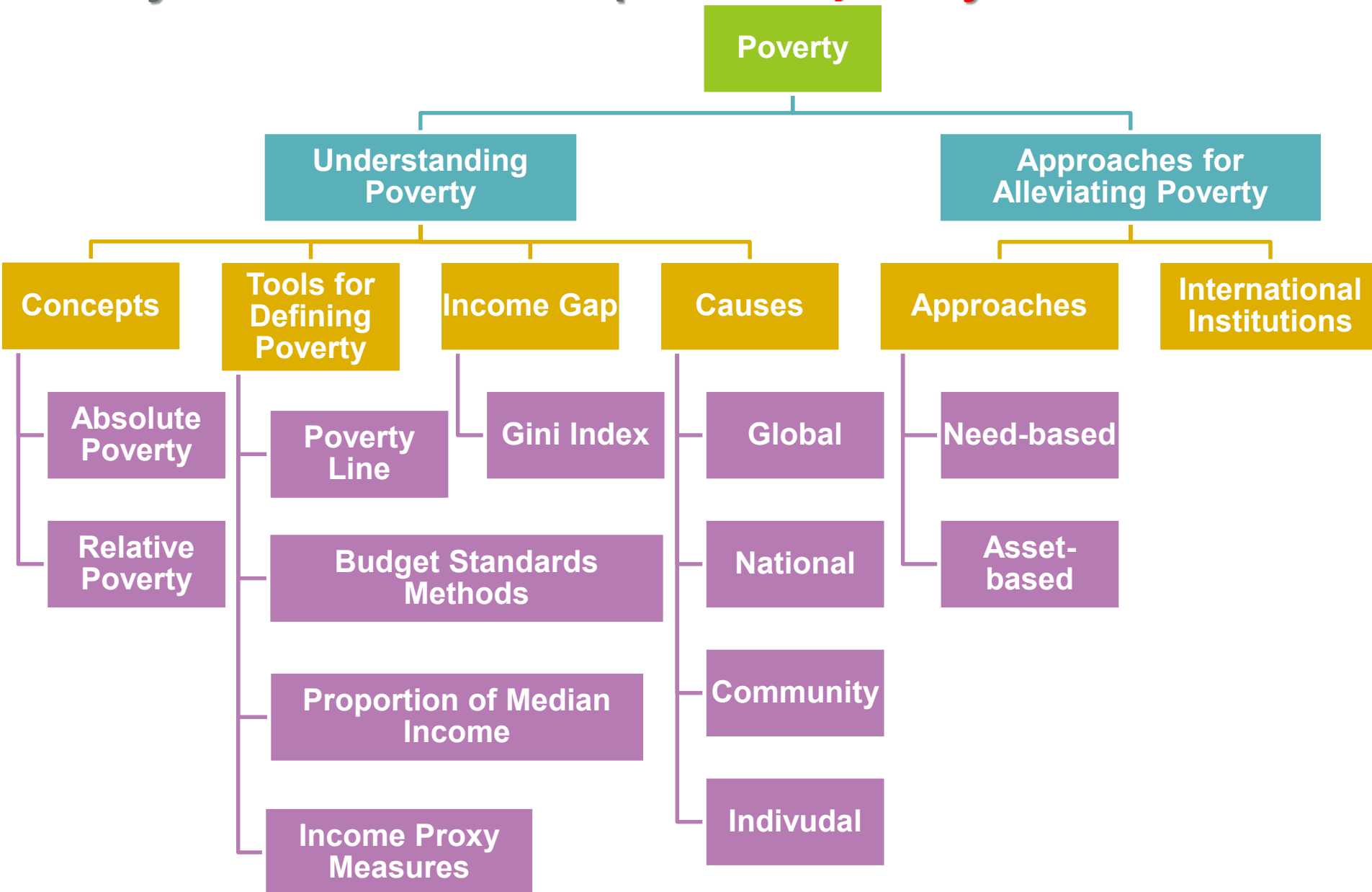
Topic 2 - Health and Social Care in the Local and the Global Contexts

2A Structural issues related to health, social care and personal and social well-being

- *To analyse the relationship, impact and implications of poverty in relation to personal and social well-being*
- *To identify the support and services available for people / families in poverty and suggest other possible means or solutions*
- *To appreciate equality and the value of international social justice*

- 2A5 Poverty
 - underlying reasons, a poverty culture
- 2A8 International social justice
 - International institutions, e.g. International Court of Justice (ICJ), United Nation (UN) and the World Health Organization (WHO) and their roles in promoting social justice

Poverty – Theories and concepts in **Compulsory Part**



15E.1 Understanding Poverty – Concepts

Absolute Poverty

- minimum subsistence – being inadequate to afford a bundle of goods and services that are regarded as essential to the physical need of an individual or a family

Relative Poverty

- a person's income is much lower than others in the population, so he/she has not enough money to support a certain standard of living or
- a person has less than others in society

15E.1 Understanding Poverty – Tools for Defining Poverty

Poverty Line

- Indicating the minimum standard of that are regarded as essential to the physical needs of an individual or a family
- **Limitation:** assets are not taken into account and this may overstate the number of people living in poverty

Budget Standards Methods

- Based on the notion of a basket of goods and services, having the elements of “subsistence” and “basic minimums for social lives”
- **Limitation:** only measure the proportion of expenditure on necessities, not reflect the access to resources and opportunities in social, cultural and political activities

Income Proxy Measures

- The proportion of expenditure on necessities based on the consumption patterns
- **Limitation:** only measure the proportion of expenditure on necessities, not reflect the access to resources and opportunities in social, cultural and political activities

Proportion of Median Income

- People with income lower than a proportion of the median income (e.g. 50%) are regarded as living in poverty
- **Limitation:** only measure income, not reflect the individual’s ability to participate in the everyday life of a society / assets are not taken into account

15E.1C. Income Gap

- **Gini Index /Gini coefficient /Gini ratio**
 - Measures the inequality of income distribution of individuals or families.
 - A Gini coefficient of zero expresses perfect equality, for example, everyone has the same income. A Gini coefficient of one (or 100%) expresses maximal inequality, for example, where only one person has all the income or consumption, and all others have none.
- **Limitations**
 - It can only measure income inequality but cannot measure poverty
 - It does not measure “property” or “investment income” possessed by people, but measures the “salary” only
 - It may also be affected by the age distribution of a country, e.g. size of working population

15E.1 Causes of Poverty

Global

- Economic ups and downs – unemployment due to global financial crisis
- Natural disasters
- Wars

National

- Governance – corruption; ineffective / lack of policies for alleviating poverty
- Social Inequality - some individuals are placed in the deprived social condition due to gender, races, ethnic groups and social classes
- Unemployment due to the shift of labour market – e.g. from low-skilled to high-skilled

Community

- Lack of job vacancies available in the community
- Lack of social service and support available for some disadvantaged groups to enable them to seek job in labor market, e.g. child care service

Individual

- Culture of Poverty - e.g. less incentive to work as they are accustomed to their welfare recipient status
 - Family background, education level
 - Work attitude, personal value
- Disease and disability

15E.2 Poverty at Different Levels

Global

- 50% of the world (approximately 3 billion people) lives on two dollars or less a day
- Despite of the continuing economic growth in developing countries, extreme poverty still exists

National

- In China, rural poverty is to a large extent a regional phenomenon with a high concentration in the southwestern, northwestern and central mountainous areas

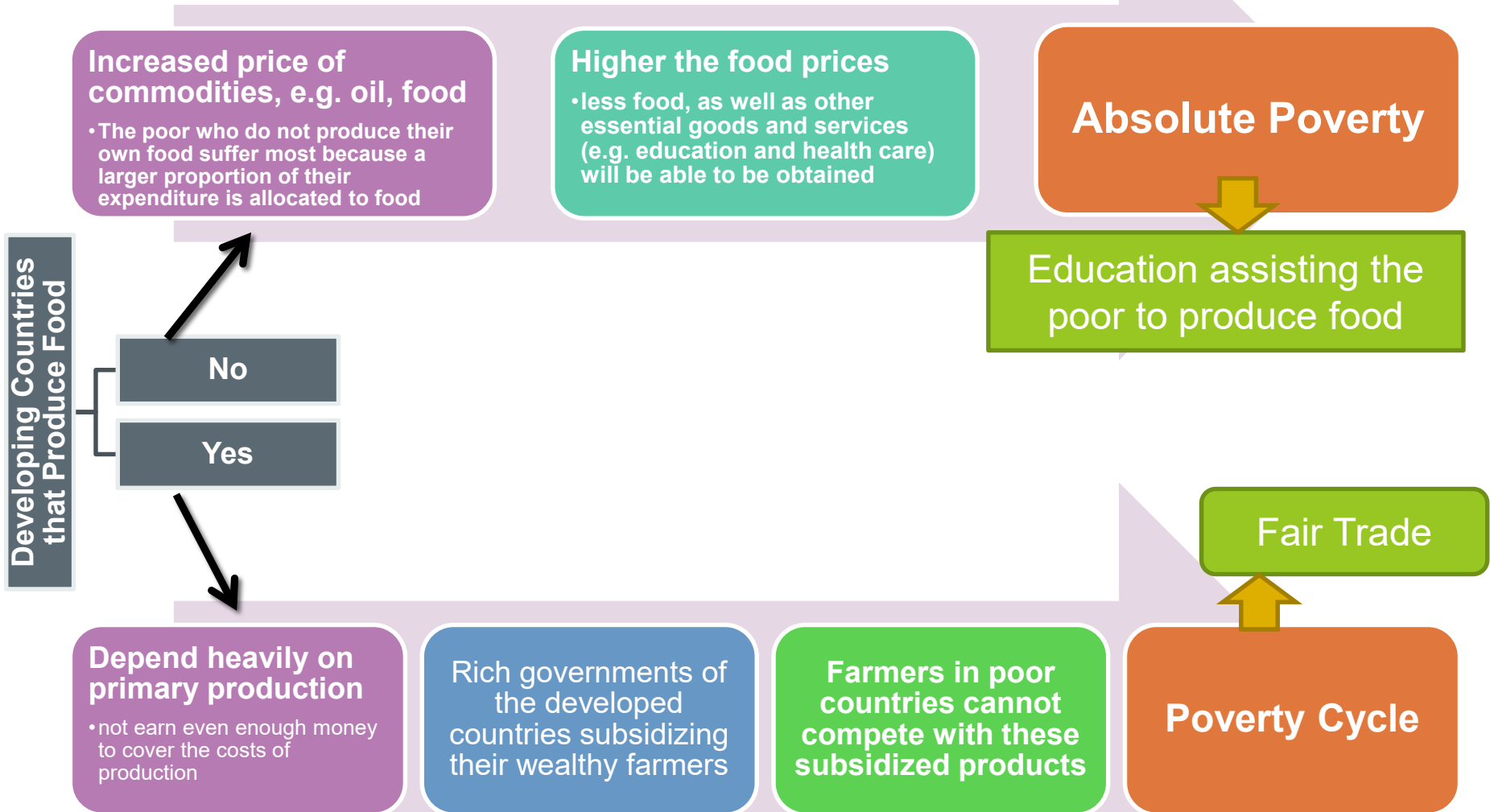
Community

- The income gap between rich and poor in Hong Kong is growing ever wider
- In Hong Kong, the population in some districts is relatively poor, e.g. Kwung Tong, Sham Shui Po and Tin Shui Wai

Impacts of Economic Crisis (Poverty) on Individual Well-being

Impacts of Economic Crisis	Health Consequences
Long-term economic difficulties	<p><u>Physical</u></p> <ul style="list-style-type: none"> • Psychosomatic disorders/ prolonged stress leading to more susceptible to infectious and chronic diseases
Unemployment/Low-income job/ Wage cut	<ul style="list-style-type: none"> • Not able to maintain basic standard of living, e.g. lack of food
Loss of confidence about the future	<p><u>Mental</u></p> <ul style="list-style-type: none"> • triggers the feelings of depression
Stress from uncertainties and unstable economic situation	<ul style="list-style-type: none"> • Increase the risks of alcohol and drug abuse / domestic violence and suicide
Adapt new consumption patterns (such as low expenditure)	<ul style="list-style-type: none"> • Learn to solve problems and build resilience
Withdraw from some social activities to reduce expenditure	<p><u>Social</u></p> <ul style="list-style-type: none"> • affect the social network (from tight to loose)
Supports from friends, family and community	<ul style="list-style-type: none"> • Mutual help

Poverty and International Social Justice



15E.3A Alleviating Poverty

• International Organisations

Issue	Organisations	Related Strategies	Examples
Poverty	World Bank	To provide financial and technical assistance to develop infrastructure / create job opportunities	Low-interest loans, interest-free credit and grants
	International Monetary Fund (IMF)	To provide temporary financing to support policies aimed at correcting the underlying problems	Loans to low-income countries
Inequality	World Health Organization (WHO)	To provide technical support to countries for monitoring and assessing health trends	Immunization for children living in poor / developing countries
	United Nations (UN)	To handle disputes among countries	Rules and guidelines designed to facilitate laws regulating international trade / meetings or conferences among countries

15E.3B Approaches in Alleviating Poverty

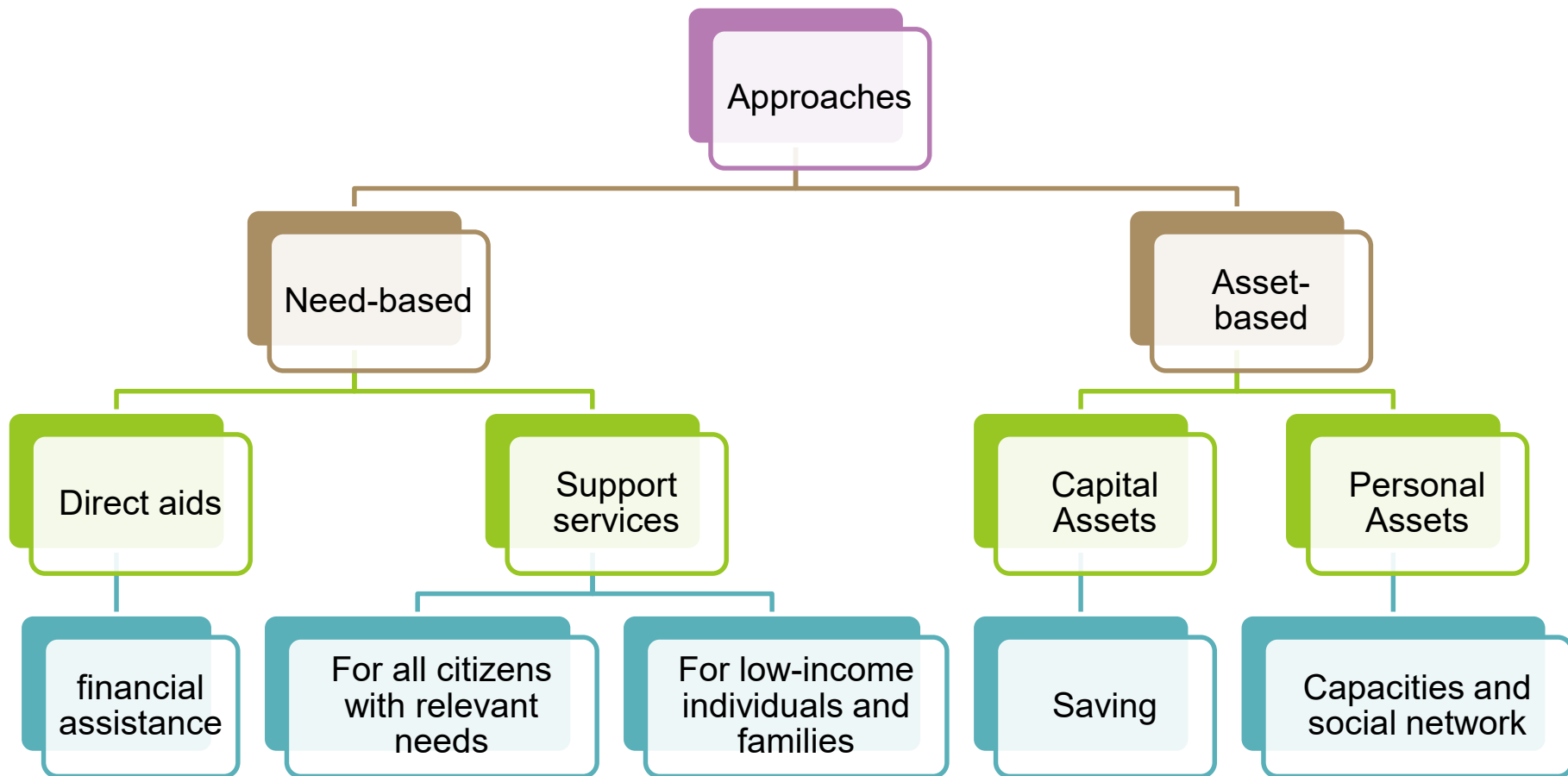
Need-based

- Uses direct aids and tangible services to meet the needs of the poor

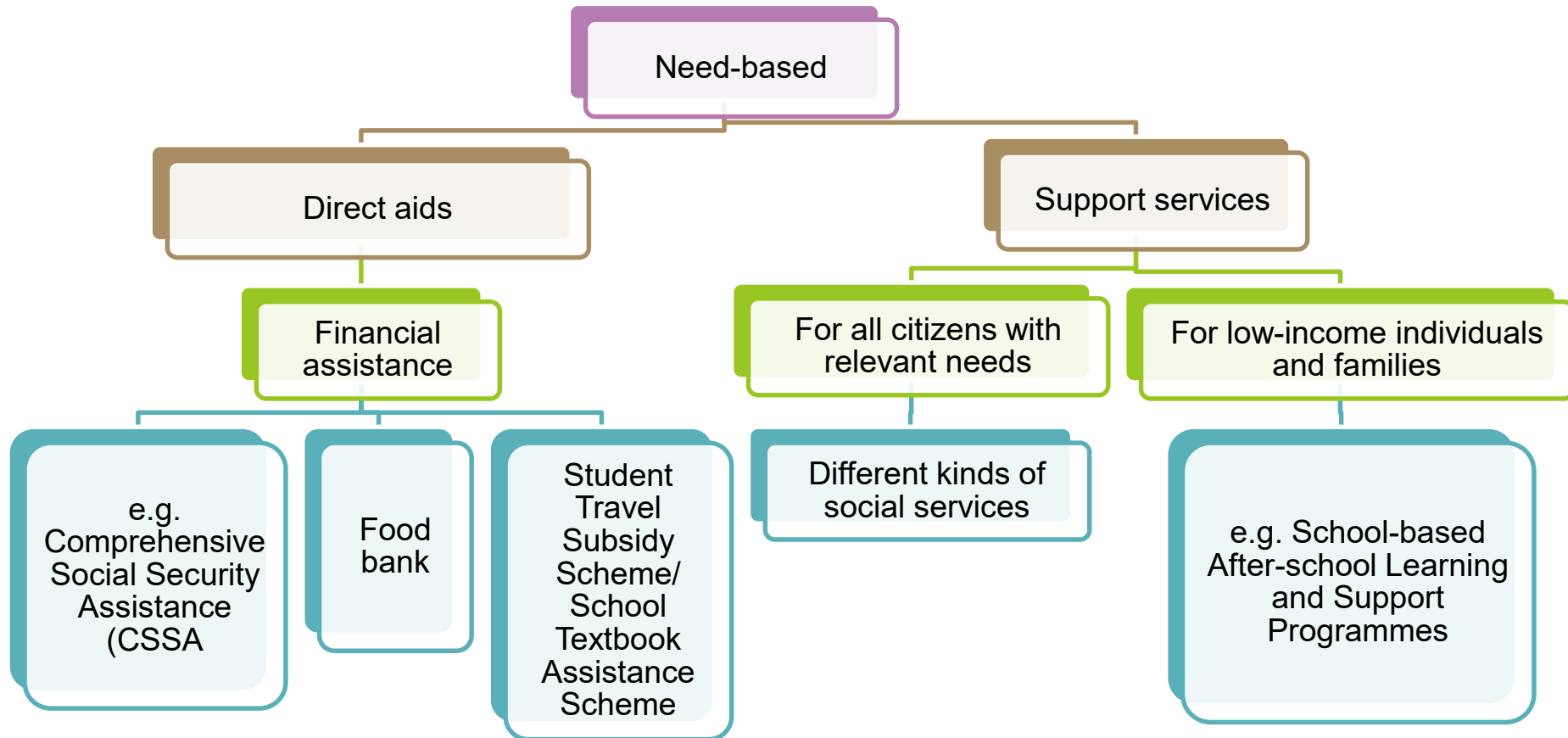
Asset-based

- Aims to help the poor to build assets, which include capital assets and capacities

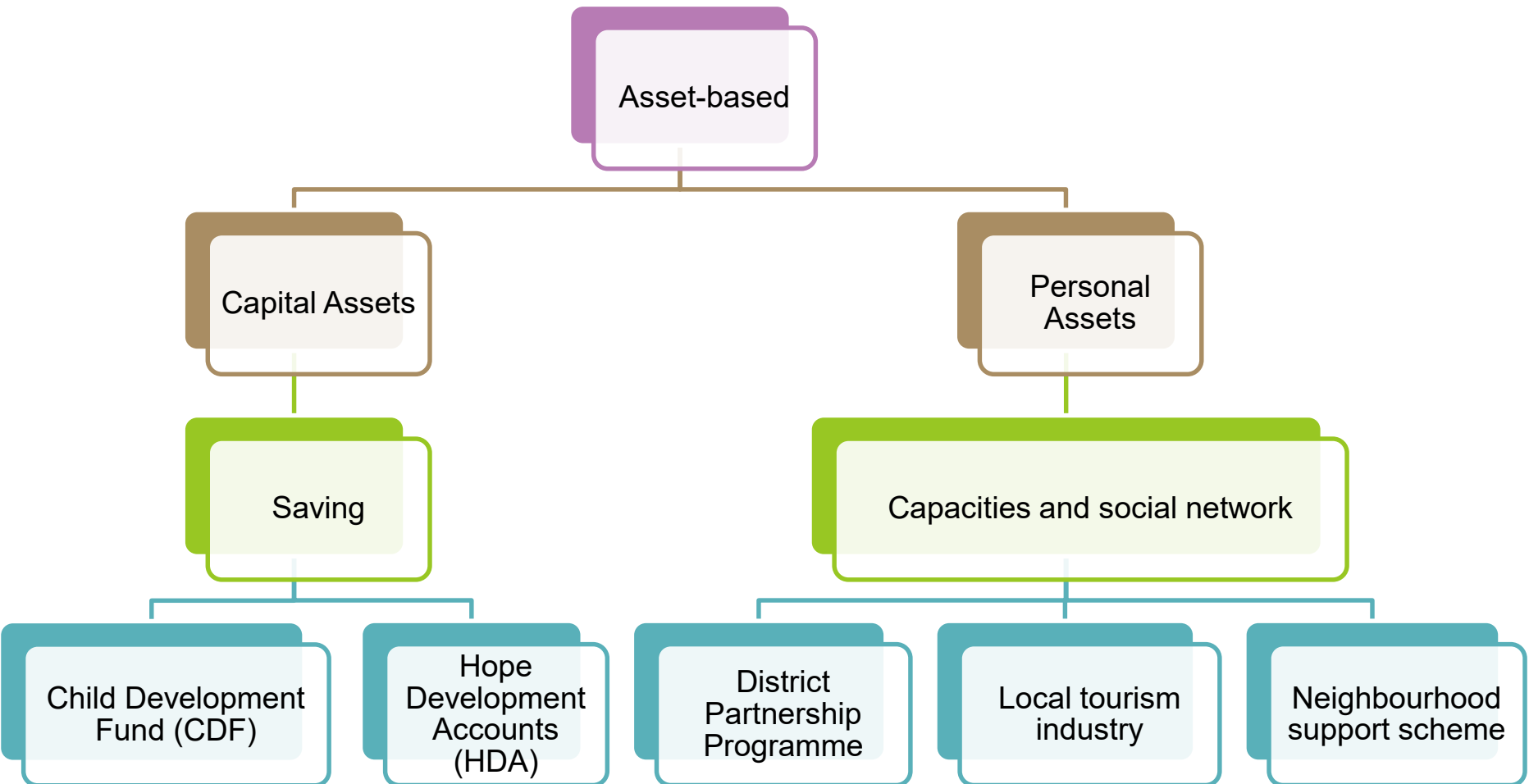
15E.3B Approaches in Alleviating Poverty



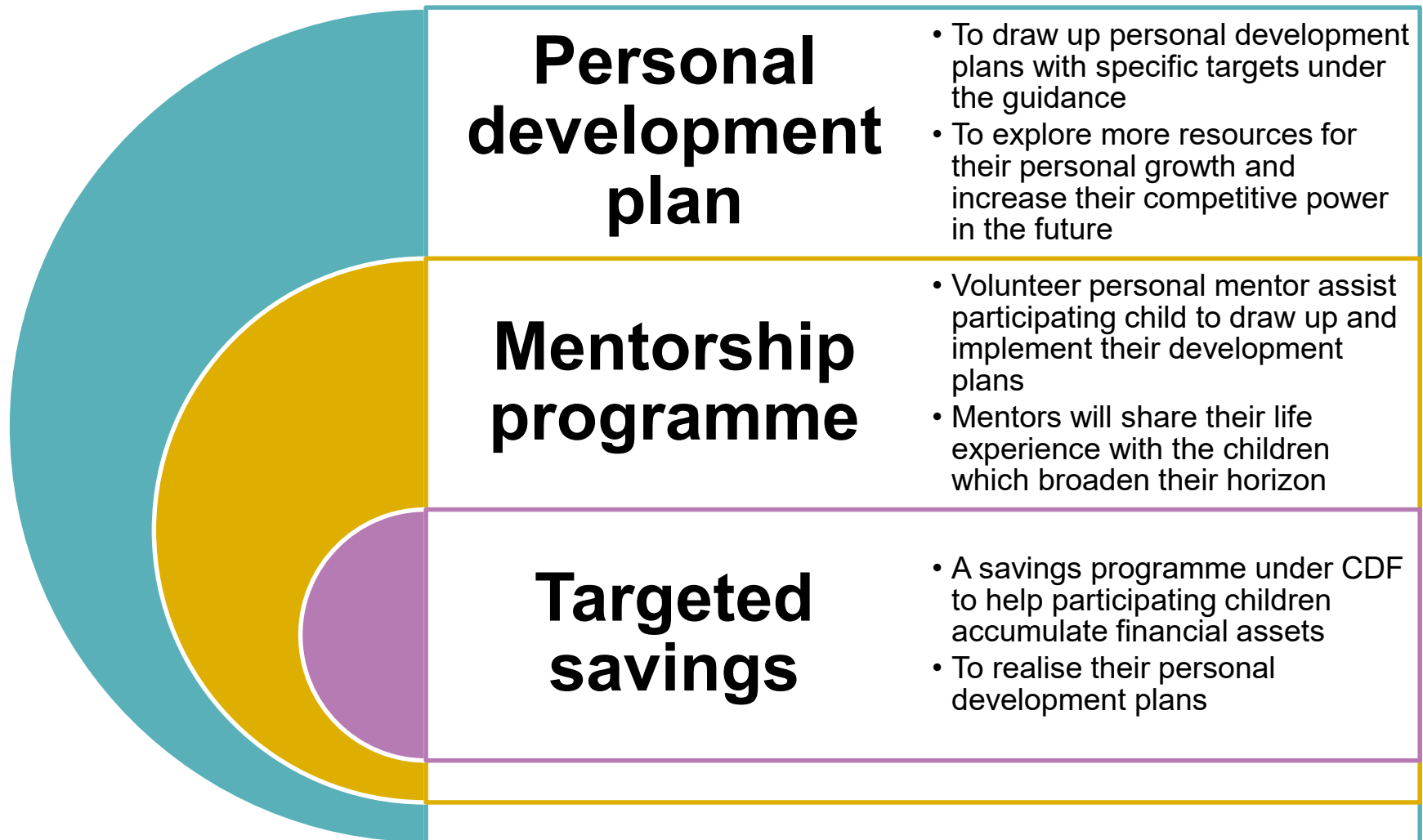
15E.3B Approaches in Alleviating Poverty



15E.3B Approaches in Alleviating Poverty



Example - Child Development Fund



Elective Part (Poverty)

Extended Study on Health Promotion and Health Maintenance Services

- e.g. health promotion to the low-income individuals and families
- e.g. health equity / health for all in medical care

Extended Study on Community and Social Care Services

- e.g. community development services for the poor
- e.g. asset-based projects / services for alleviating the poverty

Current Issues of Health and Social Care

- e.g. policy for poverty alleviation
- e.g. intergenerational poverty

Examples of Field Learning Activities for Extended Study on Community and Social Care Services

Setting	Observation	Interview	Service / Activity
Organisations / services for poverty alleviation	<p>Key concepts : poverty, need-based approach, assets -based approach, equality, discrimination, cultural difference, community resources , self-concept, vulnerable groups, community work, community support network, different forms of care, empowerment, holistic health, social welfare system</p> <ul style="list-style-type: none"> • Services provided- need-based or asset -based • Environment and facilities of the centre • Characteristics of client groups • Atmosphere of the centre • Job duties of various workers in the centre 	<p><u>Clients</u></p> <ul style="list-style-type: none"> • Needs and difficulties • Views on services • Experience of using the services • Physical, intellectual, emotional and social aspects of health • Neighbourhood relationship <p><u>Professionals</u></p> <ul style="list-style-type: none"> • Duties / division of work • Intervention objectives, approaches and skills • Work related training programmes / pathways • Difficulties related to the jobs <p><u>Other students, school staff</u></p> <ul style="list-style-type: none"> • Views on poverty 	<p><u>Volunteer services can be provided through:</u></p> <ul style="list-style-type: none"> • Hunger banquet • Cyber School • Volunteer service • School donations <p><u>Possible learning activities:</u></p> <ul style="list-style-type: none"> • Observing squatter occupant living condition • Visiting people in bed space and cubicle apartments • Community tours <p><u>Visit / Be an observer in:</u></p> <ul style="list-style-type: none"> • Food Bank • District partnership programmes

Examples of Field Learning Activities for Extended Study on Health Promotion and Health Maintenance Services

Setting	Observation	Interview	Service / Activity
Health Centre / Community Health Promotion (for low-income families)	<ul style="list-style-type: none"> • Key concepts: health promotion, disease prevention, holistic health, health education, models of health promotion, personal health practices and public health, healthy practices, healthy lifestyle • Environment and facilities of the centre • Characteristics of client groups • Services provided - for example: <ul style="list-style-type: none"> ➤ Vaccination ➤ Outreaching service ➤ Community service • Job duties of various workers in the centre 	<p><u>Clients</u></p> <ul style="list-style-type: none"> • Need • Views on services • Experience of using the services • Risk assessment • Physical, intellectual, emotional and social aspects of health <p><u>Professionals</u></p> <ul style="list-style-type: none"> • Duties / division of work • Promotion and intervention methods • Work related training programmes / pathways • Difficulties related to the jobs 	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> • Health promotion activity – health education exhibition <p>Sit in to be an observer in:</p> <ul style="list-style-type: none"> • Physical check-ups • "Health talks"

Examples of Study Questions for Current Issues of Social Care

Theme	Intergenerational poverty
Study questions	<ul style="list-style-type: none"> • What is intergenerational poverty? • Analyse the causes of intergenerational poverty at the different levels. • What may be the impacts of intergenerational poverty on the holistic health of teenagers? • To what extent the Child Development Fund helps to address the issue of intergenerational poverty? • Suggest feasible strategies for the government to tackle intergenerational poverty.

Examples of Study Questions for Current Issues of Health Care

Theme	Poverty and health
Study questions	<ul style="list-style-type: none"> • How poverty impacts on holistic health at different levels? • Based on the health belief model, analyse how social economic status affects different levels of disease prevention. • To what extent the healthcare system in Hong Kong achieve 'health equity' and realise 'health for all' proposed by World Health Organization?