

Vulnerable groups: child poverty, migration and gender in Europe

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SMALL AREA METHODS FOR
MULTIDIMENSIONAL POVERTY AND
LIVING CONDITIONS INDICATORS IN EU

<http://sampieuchair.ec.unipi.it>



Description

The intensive course will focus on conceptualizing, defining and measuring poverty under the capability approach. The course will review the approach to poverty studies ending with a description of the capability approach. The students will learn that if poverty has a multidimensional nature this is especially true for children, migrants and females. Case studies and examples will be offered, implemented by international organizations with focus on Europe.

Outline

Lesson 1 – 7 of May : Theory

Definition of wellbeing, poverty, Living conditions with particular attention to vulnerable groups.

- ❑ Definition of poverty and well-being under the capability approach: overview of Amartya Sen and Martha Nussbaum's theories.
 - ❑ Measurements of poverty and well-being under the capability approach: from "uni-dimensionality" to "multi-dimensionality".
 - ❑ The relevance of multi-dimensional poverty and wellbeing for specific vulnerable groups: e.g. women, children, migrants.
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Lesson 2 – 8 of May: Practical Examples

Aggregate Multidimensional Indicators on Poverty and Living Conditions into a unidimensional index

- ❑ Multi-dimensional indicators frameworks: UNMDGs/SDGs, EU Laeken Indicators, OECD Better Life Initiative.
- ❑ Aggregate multi-dimensional indicators: HDI and MPI, EU's AROPE
- ❑ Aggregate multi-dimensional indicators Italy: BES and IPE

Part I. Theory

Definition of poverty and well-being under the capability approach:

an overview of Amartya Sen and Martha Nussbaum's theories

Capability Approach: theoretical background

- ❑ The capability approach (Amartya Sen, Martha Nussbaum) instrumental to define/redefine poverty as a multi-dimensional phenomenon and related not only to income and material deprivation but also well being.
- ❑ Contemporary philosophy: 'what needs to be equalized'? or the objective of equality.
- ❑ The point of departure of the capability theory is to understand what represents progresses for actual human lives → What individuals have 'reason to value' or desire to be

Capability Approach: Amartya Sen

- 'What to equalize' \neq fixed and restricted goods, resources, utilities notably income or material consumption.
- Individuals value different things in life, as a result they might also need different good and resources to pursue them.
- What to equalize for Sen? 'Capabilities'.

What are capabilities?

'Capabilities' are 'real opportunity' enabling an individual to choose the life he or she wants and thus to be free.

Variations:

- ☐ Physical characteristics (e.g. disability, illness, age, gender, making needs divers)
- ☐ Climate circumstances (temperature, rainfall, flooding, etc.)
- ☐ Physical locations of individuals (including the presence of public health care and epidemiology, education, crime and violence, access to facilities, the nature of community relationships)
- ☐ Relational perspectives (e.g. commodity requirements in relation to the type of community, contentions and customs)
- ☐ Scio-economic conditions and distributional rules within the family

Basic Capabilities

- Classifying and list capabilities is a very complex exercise...Because complex and different are the lives of individuals.
- Limited set of capabilities, the so-called '*basic capabilities*', which are those permitting individuals to achieve basic needs and live in dignity.

Basic Capabilities: Martha Nussbaum

Nussbaum categorize basic capabilities into 10 areas:

1. *Life*. Being able to live to the end of a human life of normal length.
2. *Bodily Health*. Being able to have good health, adequate nutrition, adequate shelter, opportunities for sexual satisfaction and choice in reproduction, and mobility.
3. *Bodily Integrity*. Being able to avoid unnecessary and non-beneficial pain and to have pleasurable experiences.
4. *Senses, Imagination, and Thought*. Being able to use the senses, imagine, think, and reason; and to have the educational opportunities necessary to realize these capacities.
5. *Emotions*. Being able to have attachments to things and persons outside ourselves.
6. *Practical Reason*. Being able to form a conception of the good and to engage in critical reflection about the planning of one's own life.
7. *Affiliation*. Being able to live for and to others, to recognize and show concern for other human beings.
8. *Other Species*. Being able to live with concern for and in relation to animals and the world of nature.
9. *Play*. Being able to laugh, to play, to enjoy recreational activities.
10. *Control over one's Environment*. Being able to live one's own life and no one else's; enjoying freedom of association and freedom from unwarranted search and seizure.

Why the capability approach is important for poverty?

- Poverty is the deprivation basic or well being.
- Because it goes beyond mere income and consumption to consider many aspects, also non materialistic, shaping the human being.

Uni-dimensionality



Multi-dimensionality

Measurements of poverty and well-being under the capability approach:

from "uni-dimensionality"
to "multi-dimensionality".

Capability Approach and Multi-dimensional Poverty

- ❑ The capability approach has influenced the way poverty has been conceptualized and measured in last decades.
- ❑ Poverty is defined as the deprivation of those essential (or basic) capabilities to be free and live in dignity.
- ❑ Well-being. Human suffering - what human beings value in life, what people needs in order to actually choose their being

Uni-dimensional poverty: monetary

- ❑ Poverty cannot have one dimension only: income or material means.
- ❑ But this has been the case for decades before the 1990s.
- ❑ Usually monetary poverty refers to disposable income, along with consumption-expenditure spending as well as savings at individual or household level.
- ❑ An individual or an household is considered to be poor when standard of living, calculated in terms of one of the indicators above, stands before a poverty line.

Examples of monetary poverty measurements

- **Relative Poverty**

Comparison is made with a (poverty line) established in relation to the distribution of the whole population.

E.g. European Union sets relative poverty lines at 60% of the median national income (but EUROSTAT also calculate at 40 %, 50 % or 70 %).

- **Absolute (or extreme) Poverty**

Absolute poverty lines are used in US, but also in EU countries, for instance Italy.

Absolute poverty is set against nationally determined level based on a food or consumption basket.

E.g. The World Bank has established a world poverty line which "reflects the standards of absolute poverty in the world's poorest countries and, secondly, corresponded to the same real level of living standards in all countries".

Today is the World Bank goal (equivalent to SDG1) to reduce global extreme poverty to 3% by 2030 – is set in terms of "those living under \$1.25 per person per day, at 2005 Purchasing Power Parity".

From uni-dimensionality to multi-dimensionality

Income and material deprivation remains an essential, actually key component of any measurement of poverty. But complexity of human living and the diversity of aspirations conditions/variations for freedom, makes necessary to also consider other dimensions for measuring poverty.

First attempts:

- In 1960s Europe social indicators
- In 1970s:

Overseas Development Council developed the Physical Quality of Life Index (PQLI) which measures the quality of life in a country by combining the average of three statistics (basic literacy rate, infant mortality, and life expectancy at age one)

Basic Needs Approach (BNA) which related to concept of poverty with that of needs (e.g. consumption of food, shelter, clothing, access to essential public services as pure water, sanitation, public transport, health, education).

1990s

- Structured, multidimensional approach towards poverty (CA) appear prominent. Moving from deprivation of income to deprivation of well-being (or capabilities to be and do).
- This is also due to the expansion of data sources (thanks to ICTs), permitting to collect a greater number of information about many 'dimensions', not only income (e.g. think about socio-emotional development of children).

How to define dimensions (CA)? Criteria

According to Robeyis (2002) are essential to consider:

- **Explicit formulation**

Choice of capabilities must rely upon a very solid background, moral, philosophical. Could not just be driven by empirical considerations, such as the existence of data.

- **Methodological justification**

The method which has been utilized to select indicators must be well explicated

- **Sensitivity to the context**

Selection should be made according to the context of implementation. Context meaning cultural (country) or area (education)

- **Exhaustion and non reduction**

Capabilities on the list (indicators) should include all elements that are important. No dimension which are relevant must be left out.

- **Different levels of generality**

It is to distinguish between the ideal and the second best level, because the latter might change over time (e.g. due to expansion of data, or restriction)

How to define dimensions (CA)? Domains

Amartya Sen:

- Material living standards (income, consumption and wealth);
- Health
- Education
- Personal activities including work
- Political voice and governance;
- Social connections and relationships;
- Environment (present and future conditions);
- Insecurity, of an economic as well as a physical nature.

Capability/well-being approach sets an intellectual framework.

Different agencies/organizations have adapted and operationalize this framework into actual multidimensional measurements of poverty.

Applications

- Experiments to define multi-dimensional poverty as deprivation of capabilities and well-being have been conducted by international organizations (UN, UNDP in particular with HDI and MPI), OECD (Better Life Index) and in a number of countries, e.g. in UK, the Netherlands, Italy, Germany, Australia, Canada, and the well famous Bhutan's Gross National Happiness index.

The GNH Index includes nine domains

- Psychological wellbeing
- Health
- Education
- Time use
- Cultural diversity and resilience
- Good governance
- Community vitality
- Ecological diversity and resilience
- Living standards

The relevance of multi-dimensional poverty and wellbeing for specific vulnerable groups:

disability, children, migrants, women

Relevance of the CA to measure poverty for VGs

- ❑ Poverty is the deprivation in capabilities - factors, resources, goods, status
- enabling (people to pursue life goals, what they have reason to value, and to be free.
- ❑ By focusing on ends CA allows poverty measures to adapt/capture deprivation for specific categories or groups or circumstances which might be particularly vulnerable:

Women, Children, Migrants, Persons with Disabilities

- ❑ Impact on policy making: definition of poverty influences design of responses and effectiveness
(e.g. Conditional Cash Transfers)

An example: a person with disability

What a person might value in life? In what this might differ from what a person without values in life?

- Possibility of having an active life (e.g. the possibility of moving freely in a city, home, without barriers, being assisted in some daily life tasks in case of severe disability).
- The function of income is differently compared to a person without disability. A person with disability use most of income to ensure accessibility that is free for peers without disability.
- This also influences for instance the income needs of both (imagine what does it means for social programmes, such as income support).

Children

Playing. A child learn, discover the world, stimulate sociability and social skills which are essential for adult life.

- Health and education
- Others (absence of crime in areas where children lives, presence of leisure, culture facilities etc.).
- Income : child income is family income (The functioning of income for children depends upon and intra- family redistribution)

Selection of indicators for child poverty might differ from those related to adult poverty.

- Income deprivation, for instance, must take into account the number of components of the households.
- Education, basic competencies such as numeracy and literacy. But, what about playing? Indicators of non-cognitive development.
- Health is not defined in the same manner as an adult. Fine motor skills, nutrition especially in the first 1000 days (and for that breastfeeding is essential). Child mortality rates have a different incidence to adult mortality rates.

- **Example of UNICEF MICs**

<https://mics-surveys-prod.s3.amazonaws.com/MICS6/Middle%20East%20and%20North%20Africa/Iraq/2018/Survey%20findings/English.pdf>

Migrants

Migration is a complex phenomenon.

- Economic and material aspects, assume that a migrant is a rational economic being, which is motivated only by the difference in income between the life in his own country and the destination of his move.
- But this fails to consider variety of reasons beyond the choice to leave.
- Capabilities (and deprivation of such for a migrant): migrants differ from each other in a series of personal characteristics, and decide to move for a number of reasons.
- Economic choice is one possible reason, but could be war, could be cultural, could be natural.

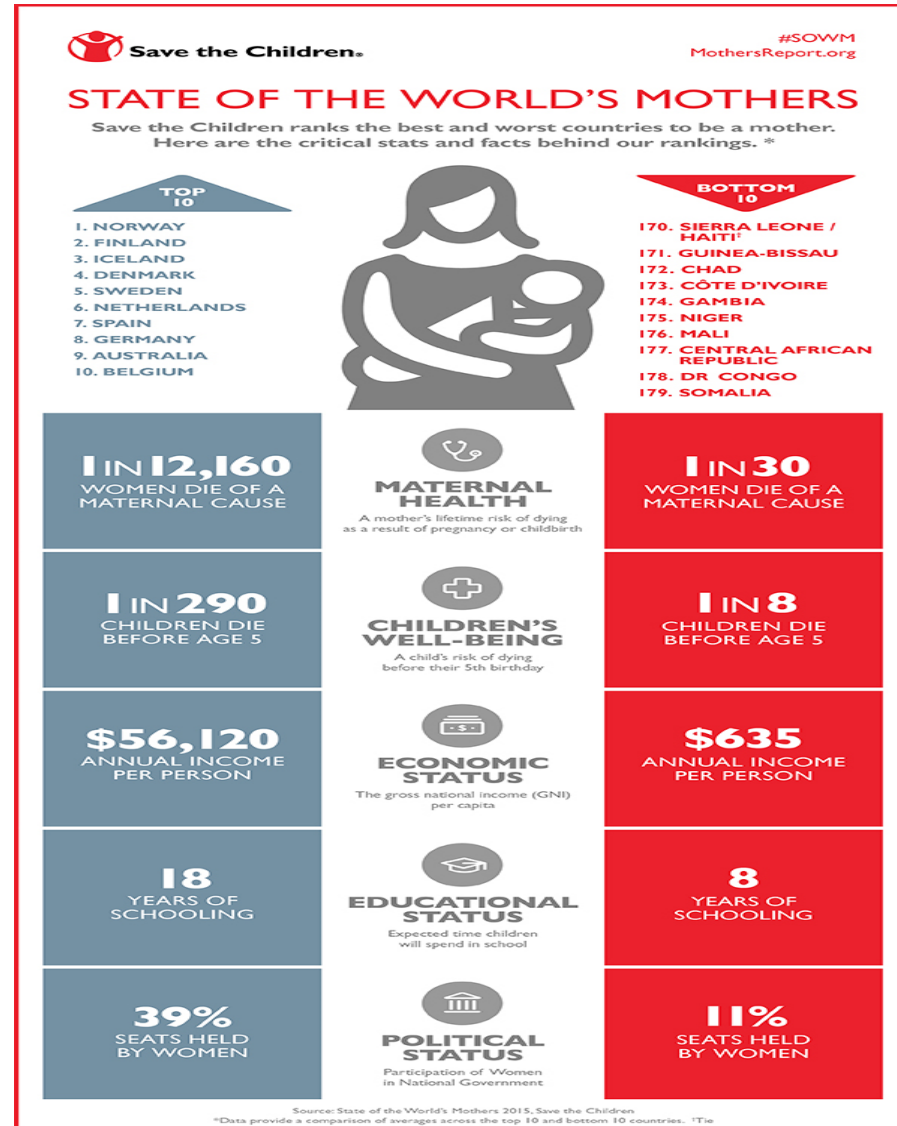
Migrants' Poverty Indicators

2009 Human Development Report: *'the ability of individuals, families or groups of people to choose their place of residence'*...which is a variant of the capability of individuals to choose the life they want to live and what they want to be.

Indicators on poverty → choose their place of residence:
(integration)

- Legislations (permits, status, etc. discrimination)
- Emotional development
- Rights (to vote, to participate, to access welfare, religion, move)
- Social capital and networks (friends, participation to cultural activities, sport etc.)

Women's Indicators



Part II. Practical Examples

Multi-dimensional indicators frameworks on poverty and living conditions inspired by the capability approach:

UN Millennium Development Goals/Sustainable Development Goals, EU Laeken Indicators, OECD Better Life Initiative.

Multi-dimensional poverty measurements

Policy frameworks

- Multi-dimensionality indicators beyond income includes health, education, livelihoods and human activities, power and voice, personal security, environment.
- Shapes as well the way policy interventions towards addressing poverty and well-being are designed, implemented, evaluated. Multi-dimensionality requires multiple responses, complementary one to the other.
- Influence frameworks to address poverty (e.g. IIOO)

Millennium Development Goals

In 2000, the United Nations launched the Millennium Development Goals (MDGs).

Millennium Declaration includes 8 Goals and 21 measurable and time-bounded targets (with 60 indicators) to monitor progresses in its implementation:

- 1-Eradicate extreme poverty and hunger;
- 2-Achieve universal primary education (outline the capturing vulnerability...children....indicators);
- 3-Promote gender equality and empower women (women);
- 4-Reduce child mortality (children);
- 5-Improve maternal health (women);
- 6-Combat HIV-AIDS, malaria and other diseases;
- 7-Ensure environment sustainability;
- 8-Develop a global partnership for development.

Impact of MDGs

- MDGs represents the interconnection of diverse dimensions of deprivation in actual human living (the Goal 8 is an instrumental mean to achieve the others).
- MDGs are zero-target goals, meaning no one should be deprived from achieving them.
- MDGs enable to align development partners' agendas and countries on the priority of reducing poverty in its multi-dimensional aspects
- Global advancements towards the MDG:
Positive trends proportion of people living with less than one dollar a day (MDG1), gender parity for primary education (MDG3), under five mortality rate reduced by two-third (MDG4), halted and begun to reverse the spread of HIV-AIDS, malaria and major diseases (MDG6), halve the proportion of people without access to drinking water and improve lives of 200 million slum dwellers (MDG7).

Sustainable Development Goals

Some MDGs less advanced. Other topic also emerged (e.g. Climate change).

In 2015 Agenda for the Sustainable Development, with 17 Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030.

SDGs allows to monitor poverty in its dimensional character, and it is particularly salient for vulnerable groups. Take the example of children. A number of child-focused targets reflect key principles of the UNCRC:

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- **SDG 1:** to eradicate extreme poverty and reduce by at least half the proportion of children living in poverty in all its dimensions;
- **SDG 2:** ending stunting and wasting for children under five years of age
- **SDG 3:** drastically reduce child mortality, and provide universal access to sexual, reproductive, and essential health-care services, and free vaccinations for all.
- **SDG 4:** to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- **SDG 5:** to ensure that every child is protected from violence and exploitation
- **SDG 10:** cross-cutting goal to reduce inequality within and among countries

European Union

- ❑ In 2000 that the European Union adopted the so-called Laeken indicators
- ❑ Comprehensive set of indicators to measure poverty and social exclusion beyond income.
- ❑ These indicators have been developed to support the Lisbon Strategy, to make Europe "*the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion*" by 2010

Laeken Indicators

List of Laeken's indicators are discriminated by various criteria (gender, age group, household type, etc.)

- At-risk-of-poverty rate
- At-risk-of-poverty threshold
- S80/S20 income quintile share ratio
- Persistent at-risk-of-poverty rate
- Persistent at-risk-of-poverty rate (alternative threshold)
- Relative median at-risk-of-poverty gap
- Regional cohesion
- Long-term unemployment rate
- Persons living in jobless households
- Early school leavers not in education or training
- Life expectancy at birth
- Self defined health status
- Dispersion around the at-risk-of-poverty threshold
- At-risk-of-poverty rate anchored at one moment in time
- At-risk-of-poverty rate before cash social transfers
- Gini coefficient
- In-work at risk of poverty rate
- Long term unemployment share
- Very long term unemployment rate

Better Life initiative (OECD)

Commission on Measurement of Economic Performance and Social Progress, established by President Sarkozy in 2009, better known as the 'Stiglitz-Sen-Fitoussi'.

Measurement of progress of individuals and nations by using a multidimensional approach:

- Income
- Human and social development,
- Sustainability
- Subjective
- Inequalities.

From this, OECD started the 'Better Life initiative'

Examples of aggregate multi-dimensional indicators into unidimensional indexes at global level:

Human Development Index and Oxford's Multi-Dimensional Poverty Index, EU's AROPE

Multi-dimensional poverty measurements: Issues to consider

- ❖ Choice of Unit of Analysis (person, household, community, institution)
- ❖ Choice of Order of analysis (first across people, or first across dimensions)
- ❖ Choice of Dimensions
- ❖ Choice of Variables/Indicator(s) for dimensions
- ❖ Choice of Cutoffs for each indicator/dimension
- ❖ Choice of Weights for indicators within dimensions
- ❖ If more than one indicator per dimension, aggregation within dimensions
- ❖ Choice of Weights across dimensions
- ❖ Aggregation method – across dimensions and possibly within
- ❖ Incorporation of inequality or of distributional weights

(Alkire & Foster 2011)

By increasing the number of dimensions, it increases also the need of data. Although ICTs makes easier to collect, still that gathering large number of information is difficult and costly. Also, if we want to understand distributional dynamics (e.g. Save).

Human Development Index

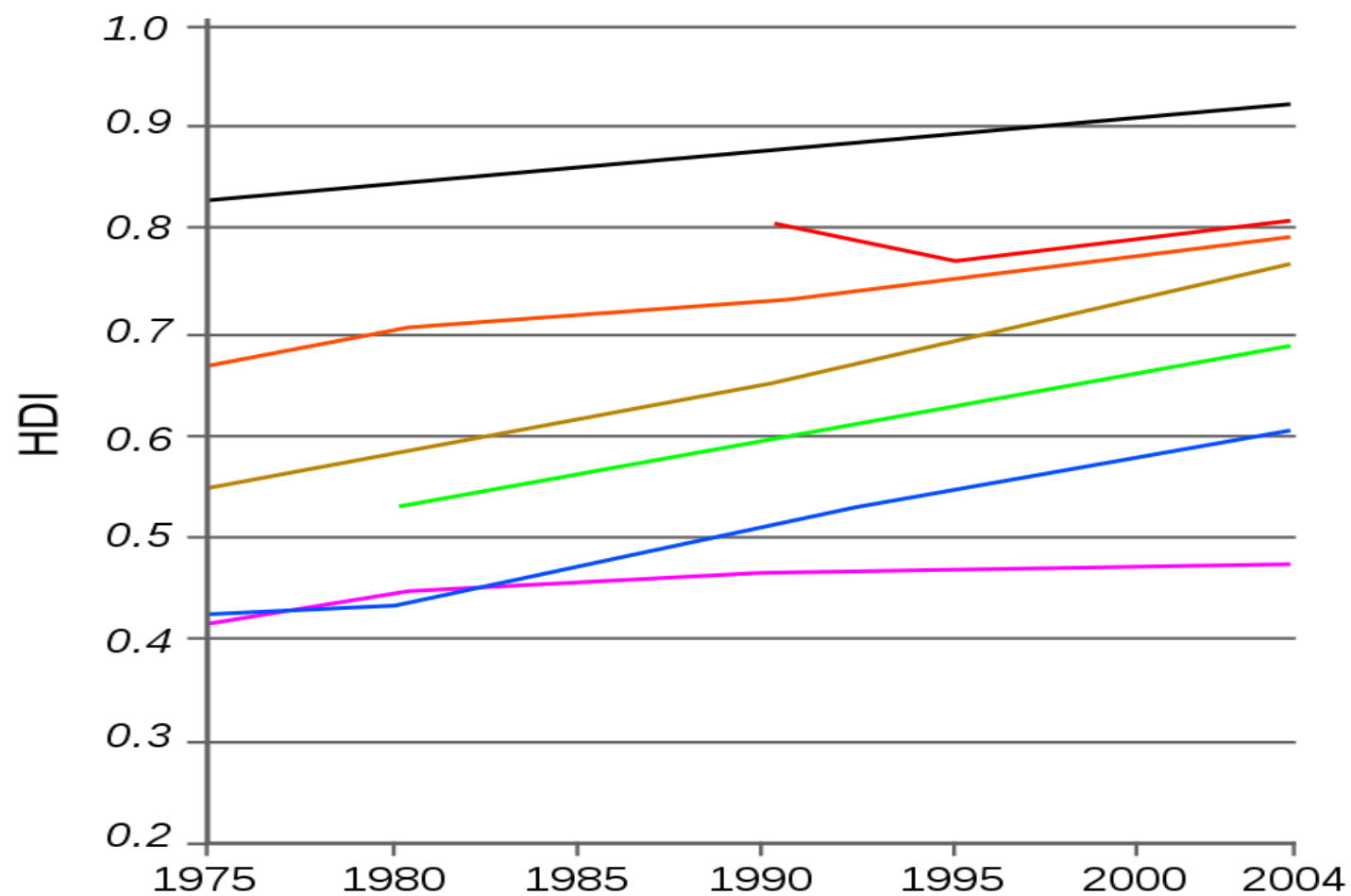
The first attempt to measure poverty in a multi-dimensional 'aggregated' manner was the Human Development Index (UNDP, 1990).

Presented in 1990 by the United Nations Development Program -UNDP, the HDI measure some basic capabilities.

Poverty (in this case of nations) is understood, for the first time in a multi-dimensional sense, as deprivation of adequate income, but also education and health.

The Index is a uniformly weighted sum with $\frac{1}{3}$ contributed by each of the following factor indices:

- Life expectancy at birth Index
- Education index: Adult Literacy Index and Gross Enrolment Index
- GDP per capita (PPP US\$)



Multi-dimensional Poverty Index (MPI)

In 2010 Multi-dimensional Poverty Index associated with the HDI. Partnership UNDP and University of Oxford, to measures poverty using a series of indicators of deprivation of basic capabilities, referring to the three dimensions present in the HDI (health, education, standard of living), such as access to electricity and clean water, housing conditions, infant mortality, years of education and attendance at school, the level of nutrition. The MPI method, elaborated by Alkire and Foster (2011) is:

Phase 1

Choice of the Unit of Analysis (individuals, households, etc.);

- Selection of the dimensions of poverty (income, health, education...) and respective indicators. This could be done empirically (data availability and also possibility to refer data to the same source/unit, correlation among indicators) but also through participatory approaches;
- Definition of poverty thresholds, or line per each indicator (e.g. education, could be basic or n of years)

Phase 2

- Establish minimum number of indicators in which the unit selected has be below the threshold in order to be considered multi-dimensional poor (same weight or different). E.g. 5 indicators, 3? Participation!
- Calculate the number of X (unit) which are multi-dimensional poor vs. total population.
- Possible to calculate the intensity (reference to the number of dimensions in which unit X falls below the poverty line)

Distribution

- Main limitation of aggregated measurements of poverty, is the possible missing distributional aspects.
- 2010 HDI 'correction' (Inequality-adjusted HDI) account for inequality in the distribution of income, education, longevity
- MPI makes disaggregation for specific groups, geographical.

EU At Risk of Poverty and Social Exclusion

Similar methodology for indicators to calculate the risk of poverty and social exclusion in Europe (AROPE). AROPE is composed of three sub-indicators:

1. People living in households with disposable income below the poverty threshold (60% of national median). Disposable income refers to all income from work (employee wages and self-employment earnings), private income from investment and property, transfers between households, all social transfers received in cash including old-age pensions after taxation.
2. People living in households with very low work intensity, where working age members (aged 18–59 years) worked less than 20% of their potential during the past year
3. People who are severely materially deprived in terms of economic strain and durables, therefore unable to afford (rather than choose not to buy or pay for) unexpected expenses, a one-week annual holiday away from home, a meal involving meat, chicken or fish every second day, the adequate heating of a dwelling, durable goods like a washing machine, colour television, telephone or car, or who are confronted with payment arrears (mortgage or rent, utility bills, hire purchase instalments or other loan payments) which they cannot pay.

AROPE is obtained by extrapolating data for individuals. it suffices to fall below one of the 3 poverty thresholds to be considered at risk. Individuals present in several sub-indicators are counted only once.

Children

- Work intensity (percentage of work done in the past year compared to the potential for members of working age (18–59 years) in the household among those aged from 0–59 years. Very low work intensity is below 20% of the potential high intensity (between 55% and 85%). In this case, only sub-indicator 1) people living in households with disposable income below the poverty threshold (60% national median) is used;
- Parents' education level (level 0 to 2 refers to pre-primary education, primary, and lower secondary; level 3 to 4 refers to upper secondary and post-secondary non-tertiary education);
- Parents' country of birth (parents born in a foreign country vs. reporting country). In this case, only sub-indicator 1) people living in households with disposable income below the poverty threshold (60% national median) is used.

Equitable and Sustainable Wellbeing (BES) (ISTAT & CNEL)

In 2009, President Sarkozy established the Commission on the Measurement of Economic Performance and Social Progress, chaired by Stiglitz-Sen-Fitoussi. The work of this commission has been instrumental to open the way to the measurement of deprivation in a multi-dimensional manner, as deprivation of well being.

In Italy, the work of the Stiglitz-Sen-Fitoussi Commission and the OECD was taken up by ISTAT and the CNEL with the project for the measurement of Equitable and Sustainable Wellbeing (BES), launched in 2010 (ISTAT and CNEL, 2013).

BES report is published every year. BES is composed by 129 indicators in the following areas:

- 1. Health
- 2. Education and training
- 3. Work and life balance
- 4. Economic well-being
- 5. Social relationships
- 6. Politics and Institutions
- 7. Safety
- 8. Subjective well-being
- 9. Landscape and cultural heritage
- 10. Environment
- 11. Innovation, research and creativity
- 12. Quality of services

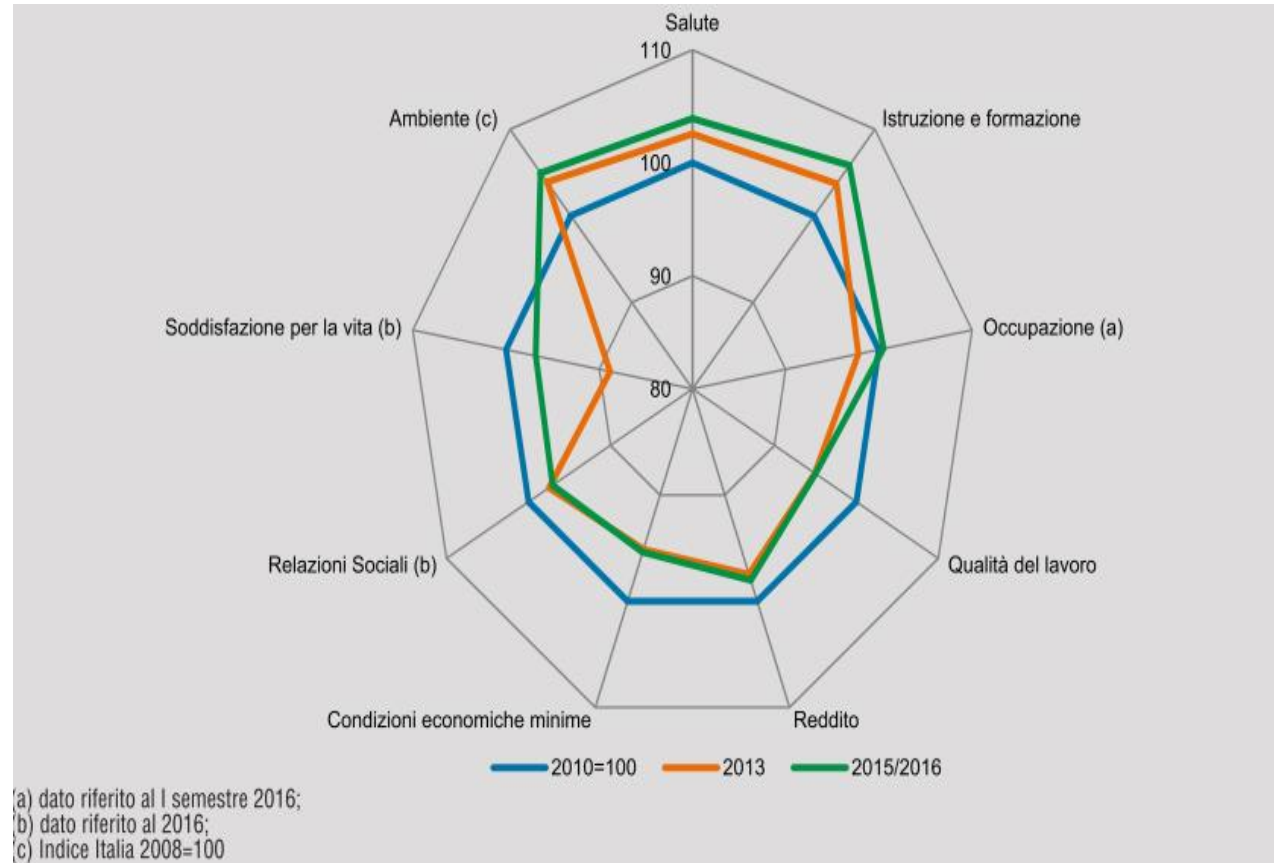
Bes	SDGs
1. Salute	1 indicatore in GOAL 2 "Zero hunger" - 3 indicatori in GOAL 3 " Good Health and Well Being"  
2. Istruzione e formazione	5 indicatori in GOAL 4 "Quality Education" (*) - 1 indicatore in GOAL 8 " Decent Work and Economic Growth" (*)  
3. Lavoro e conciliazione tempi di vita	1 indicatore in GOAL 5 "Gender Equality" - 2 indicatori in GOAL 8 " Decent Work and Economic Growth"  
4. Benessere economico	3 indicatori in GOAL 1 "No poverty" - 2 indicatori in GOAL 10 "Reduced Inequalities" - 1 indicatore in GOAL 11 "Sustainable Cities and Communities"   
5. Relazioni sociali	
6. Politica e istituzioni	4 indicatori in GOAL 5 "Gender Equality" - 3 indicatori in GOAL 16 "Peace, Justice and Strong Institutions"  
7. Sicurezza	2 indicatori in GOAL 16 "Peace, Justice and Strong Institutions" 
8. Benessere soggettivo	
9. Paesaggio e patrimonio culturale	1 indicatore in GOAL 11 "Sustainable Cities and Communities" 
10. Ambiente	1 indicatore in GOAL 1 "No poverty", GOAL 6 "Clean Water and Sanification", GOAL 7 "Affordable and Clean Energy", GOAL 8 "Decent Work and Economic Growth" (**), GOAL 11 "Sustainable Cities and Communities", GOAL 12 "Responsible Consumption and Production" (**), Goal 15 "Life on Land"       
11. Innovazione, ricerca e creatività	3 indicatori in GOAL 9 "Industry, Innovation and Infrastructure" 
12. Qualità dei servizi	1 indicatore in GOAL 16 "Peace, Justice and Strong Institutions" 

(*) Si tratta dello stesso indicatore presente in 2 GOAL SDGs

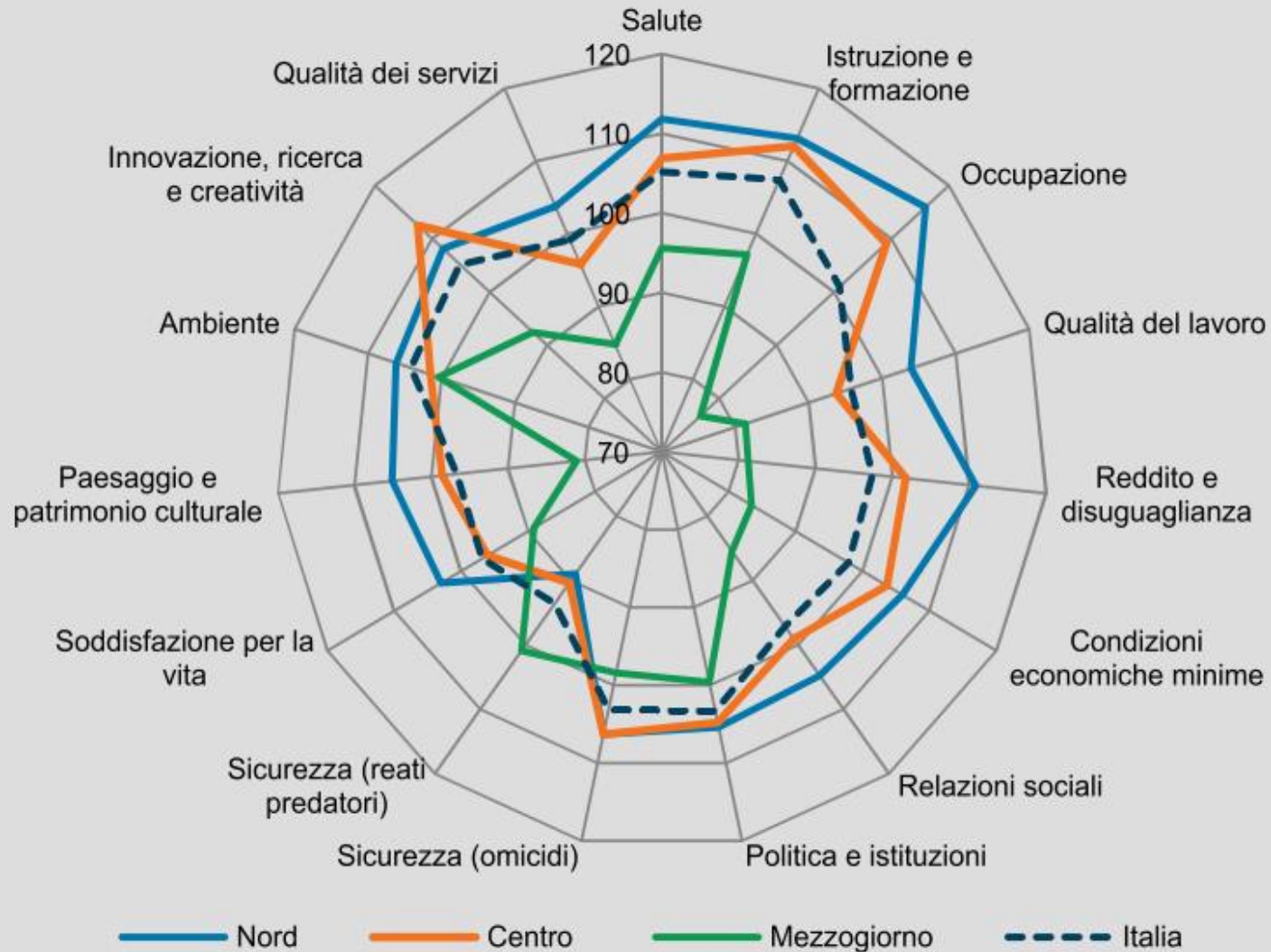
(**) Si tratta dello stesso indicatore presente in 2 GOAL SDGs

Il quadro degli indicatori Bes inclusi nel framework SDG

BES composite indexes for each area (Mazziotta Pareto)



This index uses a compensatory approach, that is able to penalize the units with unbalanced values of the normalized indicators.



(a) Per gli indici compositi di *Reddito e disuguaglianza*, *Sicurezza (reati predatori)* e *Qualità dei servizi* l'ultimo aggiornamento è riferito al 2015.

Impact of BES

- ❑ The BES has become a key instrument to assess poverty as the deprivation in well being, and largely now used by Governmental institutions in this respect.
- ❑ In 2016, the Parliament approved the use of the BES to monitor results of the DEF (Financial and Economic Programming Document) which sets the overall parameters for the National Budget.

Index of Educational Poverty (Save the Children Italy)

Use CA and the International Convention on the Rights of the Child, Save the Children 4 dimensions of educational deprivation Consultation with more than 200 adolescents aged 12 to 18. Four dimensions of educational deprivation:

- **to know:** cognitive life skills, such as critical thinking (analysing different sources of information, interpreting motivations); problem solving and decision-making skills (collecting information, evaluating consequences, defining alternatives, choosing a solution). *Learning to know* thus refers to both the acquisition of knowledge as well as the application of knowledge. It makes reference to Nussbaum capability area "*practical reason*".
-
- **to be:** self-management life skills related to self-awareness, self-esteem and self-confidence (building an identity, valuing oneself, setting goals, pursuing dreams, etc.); coping skills (skills for managing feelings and stress). This element is linked with seeing oneself as the main actor in defining a positive outcome for the future. It makes reference to Nussbaum capability area "*freedom of thought, imagination and sentiment, fullness of feelings, possibility to play and engage in leisure activities*".
- **to live together:** interpersonal and social life skills such as communication, negotiation, refusal, assertiveness, interpersonal, cooperation and empathy skills. Skills under *learning to live together* are essential to define a human being as a social being. This aspect can be reached when a person is not faced with a paucity of resources and when she or he is aware of the importance of social support and collective wellbeing as a prerequisite to individual wellbeing. This aspect also implies feeling concerned about others' welfare and feeling an affiliation or link to a group, a category, a society and a culture. It makes reference to Nussbaum capability area "*belonging, social interaction, mutual respect and non-discrimination, and participation*";
- **to do:** linked to the actions a person takes and closely related to the practical or psychomotor skills required to meet immediate needs and day-to-day functioning. It makes reference to Nussbaum capability area "right to life and longevity, to physical, reproductive and food health, and to physical integrity"

IPE Indicators

1. Children not accessing child care education
2. Absence of full-time classes at lower secondary school
3. Absence of full-time classes at lower secondary school
4. Schools without meal service
5. Schools without adequate infrastructures
6. Classrooms without internet access
7. School dropout rate
8. Children who have not been to the theatre
9. Children who have not been to a museum or exhibition
10. Children who have not visited a monument or archaeological site
11. Children who have not been to a concert
12. Children who regularly practise a sport
13. Children who do not use the Internet
14. Children who haven't read a book

IPE 2014

Campania	1
Puglia	2
Calabria	2
Sicilia	3
Molise	4
Abruzzo	5
Sardegna	6
Umbria	7
Basilicata	8
Lazio	9
Piemonte	10
Liguria	11
Toscana	12
Marche	13
Veneto	14
Emilia-Romagna	15
Lombardia	16
Friuli-Venezia Giulia	17

Changes IPE 2016

In 2016, changes, introducing:

- % of PISA low achievers in each region
- Substituting the 7 indicators of participation to cultural and leisure activities into one index (% children not participating in at least 4 activities).
- Methodology utilized were the Mazziotta Pareto Adjusted.

IPE 2016

Sicilia	118.76	1
Campania	118.64	1
Calabria	113.87	2
Puglia	111.83	2
Molise	108.54	3
Abruzzo	103.57	4
Lazio	98.89	5
Liguria	96.37	5
Sardegna	95.85	6
Marche	95.70	6
Umbria	95.54	6
Veneto	94.97	6
Toscana	93.68	6
Basilicata	91.63	6
Piemonte	91.08	6
Friuli-Venezia Giulia	88.24	7
Emilia-Romagna	88.16	7
Lombardia	83.39	8

Impact of IPE

- Crucial to launch the national debate about , specific to children.
- A number of programmes have been launched by NGOs, local authorities to fight multi-dimensional educational poverty.
- In 2016, a special fund entitled 'With Children', focusing on fighting educational, financed by tax credits to Bank's Foundations

Further Reading.1

Capability Approach

- Morabito, C. & Vandenbroeck M. (2012) *Embedding the Equality Dimension in MDGs: Intergenerational Transmission of Inequalities & Implications for Post-2015 UN Development Agenda*, Working paper for UN consultations Agenda for Sustainable Development, Online
- Nussbaum, M. (2011) *Creating Capabilities: The Human Development Approach*, Harvard University Press, Cambridge.
- Sen, A. (1979) *Equality of What?* Stanford University Tanner Lecture on Human Values, Online.
- Sen, A. (1997) 'From Income Inequality to Economic Inequality', *Southern Economic Journal*, 64(2), 384-401.
- Sen, A. (2009) *The Idea of Justice*, Allen Lane Penguin Groups, London.

Income Poverty Measurements

World Bank extreme poverty Website:

<https://www.worldbank.org/en/topic/poverty/overview>

EU relative poverty Website:

https://ec.europa.eu/eurostat/statistics-explained/index.php/Income_poverty_statistics#At-risk-of-poverty_rate_and_threshold

Multi-dimensional poverty measurements

- Alkire S. & Sarwar, M.B. (2009) *Multidimensional Measures of Poverty & Well-being*, Working Paper for the report, An Agenda for a reformed Cohesion Policy, Online.
- Robeyis I. (2002) *Sen's Capability Approach and Gender Equality*, Conference Proceedings - Promoting Women Capabilities: Examining Nussbaum Capability Approach, von Hugel Institute St. Edmund's College, Cambridge, Online.
- Commission on the Measurement of Economic Performance and Social Progress (2009) [*Report of the commission on the measurement of economic performance et social progress*](#), Online.
- GNH Index Website: <https://www.grossnationalhappiness.com/>

Further Reading.2

CCA and multi-dimensional indicators for Vulnerable Groups

Burchardt, T. (2004) *Capabilities and disability: the capabilities framework and the social model of disability*, Disability & Society, 19(7), 735-751.

UNICEF Multiple Indicator Cluster Survey Website:

<https://mics-surveys-prod.s3.amazonaws.com/MICS6/Middle%20East%20and%20North%20Africa/Iraq/2018/Survey%20findings/English.pdf>

EU Zaragoza Indicators on integration of migrants Website:

https://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_%E2%80%93_labour_market_indicators

Save the Children World Mother Report Website: https://www.savethechildren.net/sites/default/files/libraries/SOWM_EXECUTIVE_SUMMARY.pdf

Multi-dimensional Poverty Frameworks

MDGs Website and Indicators:

<https://www.un.org/millenniumgoals/>

<https://www.cepal.org/cgi-bin/getProd.asp?xml=/mdg/noticias/paginas/7/35557/P35557.xml&xsl=/mdg/tpl/p18f-st.xsl&base=/mdg/tpl-i/top-bottom.xsl>

SDGs Website and Indicators:

<https://sustainabledevelopment.un.org/?menu=1300>

<https://unstats.un.org/sdgs/indicators/indicators-list/>

Laeken Indicators:

<https://ec.europa.eu/eurostat/cros/system/files/PS2%20Poster%206.pdf>

OECD Better Life Initiative/Index:

<https://www.oecd.org/statistics/better-life-initiative.htm>

<http://www.oecdbetterlifeindex.org/>

Further Reading.3

Aggregated Index - International

HDI Series Website:

<http://hdr.undp.org/en/content/human-development-index-hdi>

MPI methodology:

Alkire, S. & Foster, J. (2011) *Understandings and Misunderstandings of Multidimensional Poverty Measurement*, Oxford Working Paper No. 43, Online.

Alkire, S. (2002) *Valuing freedoms: Sen's capability approach and poverty reduction*, Oxford University Press, New York.

MPI Website:

<https://ophi.org.uk/the-dimensions-indicators-deprivation-thresholds-and-weights-of-the-mpi/>

<http://hdr.undp.org/en/2018-MPI>

AROPE Website:

[https://ec.europa.eu/eurostat/statistics-explained/index.php/People at risk of poverty or social exclusion](https://ec.europa.eu/eurostat/statistics-explained/index.php/People_at_risk_of_poverty_or_social_exclusion)

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_pees01&lang=en

Aggregated Index - Italy

ISTAT BES Website: <https://www.istat.it/en/well-being-and-sustainability/the-measurement-of-well-being/bes-report>

Save the Children IPE (Italian): <https://www.savethechildren.it/press/infanzia-%E2%80%9Cpovert%C3%A0-educativa%E2%80%9D-di-bambini-e-adolescenti>