

*DVM2110A: Health, Education Perspectives in International Development*



# Exploring the Relationship between Poverty, Health, and Education

**January 30, 2013**

**NOTE:** Information is taken or modified from  
the sources written at the bottom of slides

**Professor:** Dr. Sonia Gulati  
**Email:** [sgulat2@uottawa.ca](mailto:sgulat2@uottawa.ca)

## Topics to be Covered

- Exploring the Concept of Poverty
- Relationship between Poverty & Health
- Education as an Important Determinant of Health
- Education-Poverty Relationship



# Poverty and Global Health



*"Approximately 1.2 billion people in the world live in extreme poverty (less than one dollar per day). Poverty creates ill-health because it forces people to live in environments that make them sick, without decent shelter, clean water or adequate sanitation."*



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**Source:** WHO, 2012

<http://www.who.int/hdp/poverty/en/>



# Poverty

- **Absolute poverty** – lack of the basic material necessities of life
- **Relative poverty** – being much poorer than most people in a given society
  - often defined as living on less than 60% of the national median income (e.g., denies access to decent housing, education, transport and other factors vital for full participation)





# Poverty Line/Threshold

- One standard definition: “The minimum level of income deemed necessary to achieve an adequate standard of living”
- Determining poverty line involves calculating the total cost of all the essential resources a person needs for one year (food, shelter, fuel, etc)
- Varies between countries and over time
- Sometimes defined relative to income
- In developing countries, the biggest cost is:
  - rent/housing

**Source:** Deonandan, R., 2013, DVM2110A Guest Lecture



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# Poverty in Canada



Canada does not define a “poverty line”, but instead uses “Low Income Cut-Offs” or LICOs, which vary according to community size and size of household:

Before-Tax Low-Income Cut-Offs (LICOs), 2004					
Family Size	Population of Community of Residence				
	500,000 +	100,000-499,999	30,000-99,999	Less than 30,000*	Rural
1	\$20,337	\$17,515	\$17,407	\$15,928	\$14,000
2	\$25,319	\$21,804	\$21,669	\$19,828	\$17,429
3	\$31,126	\$26,805	\$26,639	\$24,375	\$21,426
4	\$37,791	\$32,546	\$32,345	\$29,596	\$26,015
5	\$42,862	\$36,912	\$36,685	\$33,567	\$29,505
6	\$48,341	\$41,631	\$41,375	\$37,858	\$33,278
7 +	\$53,821	\$46,350	\$46,065	\$42,150	\$37,050

Source: Prepared by the Canadian Council on Social Development using Statistics Canada's Low Income Cut-Offs, from *Low income cut-offs for 2004 and low income measures for 2002* Catalogue # 75F0002MIE2005003.

**Source:** Deonandan, R., 2013, DVM2110A Guest Lecture



# ***What is the relationship between poverty and health?***

- Health and illness follow a **social gradient**: lower the socioeconomic position, the worse the health (Mikkonen et al., 2010, p. 5).
- *Health and poverty are inextricably linked.*
  - How does this relationship work?
    - Reducing “poverty” → improves “health” ?
    - Improving “health” → reduces “poverty” ?

**Source:** Walraven, 2011



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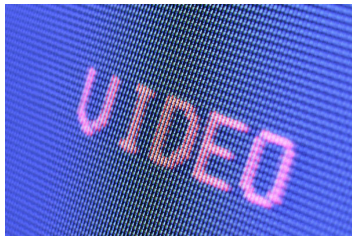
# Millennium Development Goals (MDGs): Poverty

- MDG related to poverty: “Eradicate Extreme Poverty and Hunger”
- Operational target to achieve goal by 2015:
  1. “reduce by half the proportion of people living on less than a dollar a day”
  2. “achieve full and productive employment and decent work for all, including women and young people”
  3. “reduce by half the proportion of people who suffer from hunger”

**Source:** Tarabini, 2010



# Making Sense of Global Health Data



- **Hans Rosling No more boring data TEDTalks (20:36)**  
<http://www.youtube.com/watch?v=vSa3JONf-tc>



# Is economic growth alone sufficient to “end” poverty? ... Dependency Theory



- Explains how powerful nations maintain underdevelopment in other parts of the world (e.g., core countries like Canada, US, UK, Japan, Germany, France, etc have diversified economies, strong and stable governments, and a large middle class).
- Claims that “core” countries exploit countries in the “periphery and semi-periphery” by extracting raw materials (e.g., oil, lumber), employing inexpensive labour, and using poorer countries as consumers.
- Ultimate explanation for different health outcomes around the world is location in the world economy.

# RECALL: Determinants of “Health”



## Key Determinants of Health:

1. Income and Social Status
2. Social Support Networks
3. **Education and Literacy**
4. Employment/Working Conditions
5. Social Environments
6. Physical Environments
7. Personal Health Practices & Coping Skills
8. **Healthy Child Development**
9. Biology and Genetic Endowment
10. Health Services
11. Gender
12. Culture

(From: Public Health Agency of Canada,  
<http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php#determinants>)

## Social Determinants of Health:

1. Aboriginal status
2. Gender
3. Disability
4. Housing
5. **Early life**
6. Income and income distribution
7. **Education**
8. Race
9. Employment and working conditions
10. Social exclusion
11. Food insecurity
12. Social safety net
13. Health services
14. Unemployment and job security

(From: Mikkonen et al., 2010, p. 9)



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# Health and Education

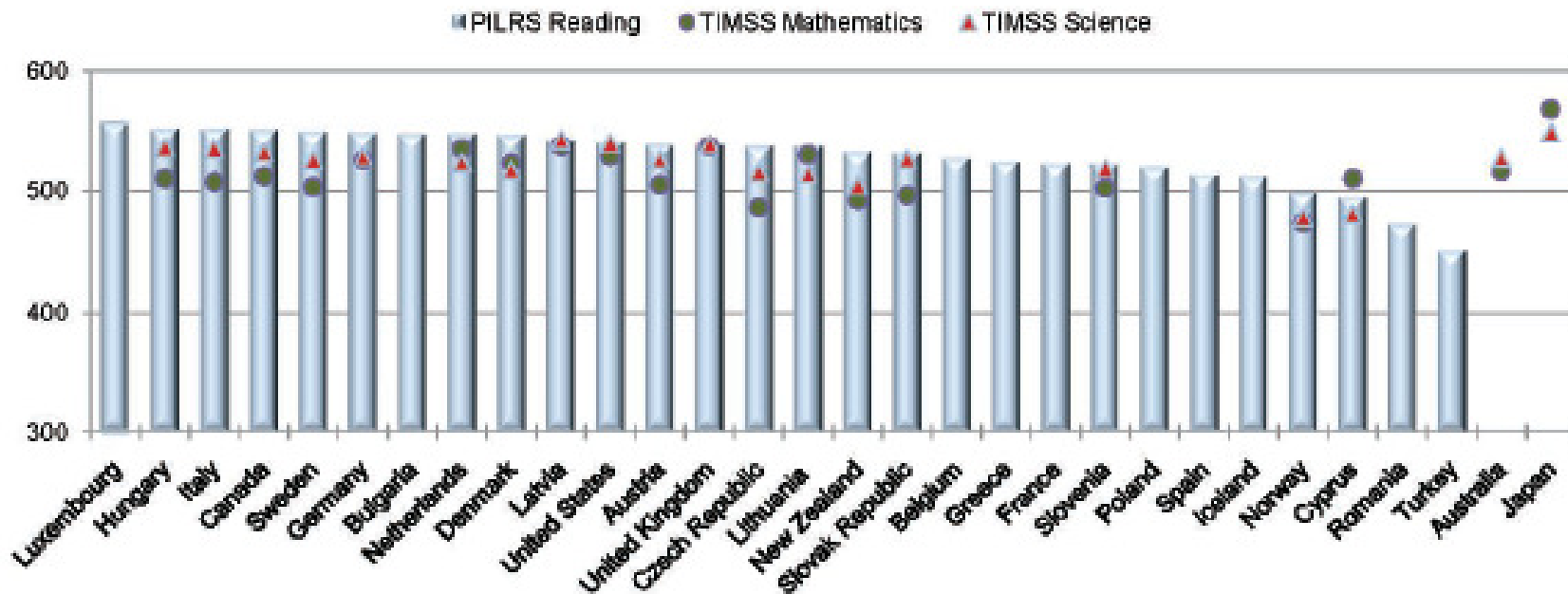
- People with higher education tend to be healthier than those with lower educational attainment.
  - level of education is highly correlated with other social determinants of health (e.g., income, employment security, and working conditions)
  - education increases overall literacy and understanding of how one can promote one's own health



# Education: Canadian Context



Figure 4.1 Canadian Test Scores in Comparative Perspective



Source: Progress in International Reading Literacy Study (PIRLS, 2006) and Trends in International Mathematics and Science Study (TIMSS, 2007).



# Key Role of Education in Fight Against Poverty

- Multiple functions of education beyond schooling.
- Education as a priority strategy in poverty reduction.
- Education is a crucial investment for national development (i.e., human capital), and population health outcomes.
- Benefits of education in raising level of national labour productivity and economic growth.

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**Source:** Tarabini, 2010



# Construction of the Education-Poverty Relationship

- Globalization generates important economic changes that contribute to increasing the importance of education for social mobility and national development
  - Investment in human capital, especially education, is increasingly important in order to gain economic advantage in the global economy
- Necessary to address education on a global scale.

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**Source:** Tarabini, 2010



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# Globalization



- Common to think of globalization as the development of global technology, trade and capitalism.
- Four dimensions of globalization: 1) production, 2) community, 3) governance, and 4) knowledge
  - E.g., includes a global network of communication; flow of goods, services, money and information; transportation, integration of societies and cultures;
- Given that many individuals can act outside formal governments (e.g., through organizations and networking), people may see themselves as active citizens in which nations or states are no longer the only key players in global affairs.

**Source:** Dower, 2003



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# Impact of Globalization on the Educational System

- Modify the mandate of education
- Role that educational systems play
- Aims and purposes of educational systems
- Gives new priorities, responsibilities, and functions to the educational system
- New commitments related to competitiveness, efficacy, and efficiency



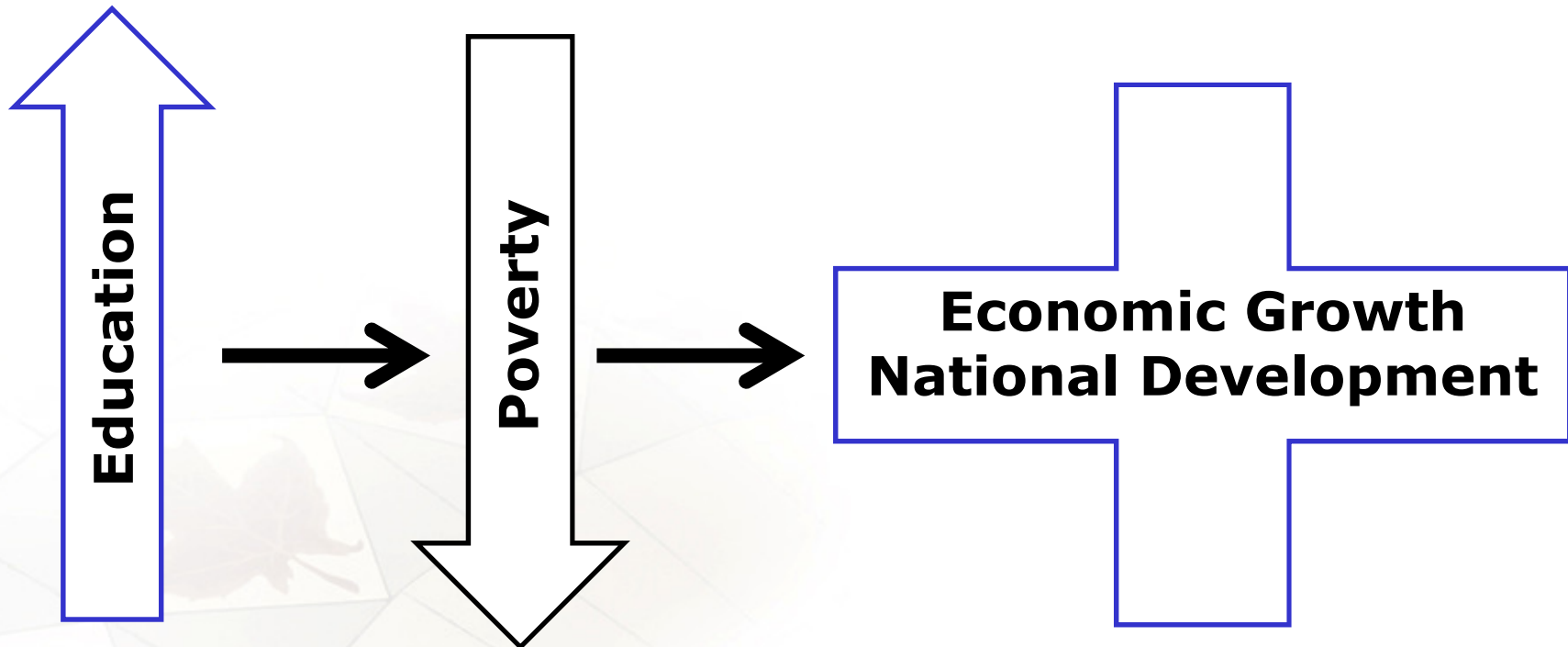
**Source:** Tarabini, 2010



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# Education-Poverty Relationship



Source: Tarabini, 2010



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# New Global Mandate for Education Policy



- Is located in the interaction between finance-, competitiveness-, and equity-driven reforms
- Based on the quest for:
  - Economic growth/development
  - Improved productivity (quantity/quality)
- Emphasizes ways to reduce poverty, guarantee social stability, and decrease social inequities
- World Bank is one of the key actors in the field of educational development

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**Source:** Tarabini, 2010



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## Important Time Periods: Educational Development

- 1990: **World Conference on Education for All** in Jomtien, Thailand
- 2000: International community met again at the **World Education Forum** in Dakar, Senegal
- 2000: **Millennium Development Goals** (MDGs)
- 2002: **Education For All-Fast Track Initiative** (EFA-FTI) of the World Bank



# Education for All (EFA)

- Global compact advocating education for development. Importance of education in:
  - Sustainable development
  - Setting clear educational targets
  - Establishing new forms of donor coordination
  - Generating new aid flows/modalities
- Highlighting education in the context of: health, social welfare, labour, civil society, etc.
- ❖ Given focus on primary/basic education → secondary education, vocational training, adult literacy, etc have been pushed into the background





# Millennium Development Goals (MDGs): Education

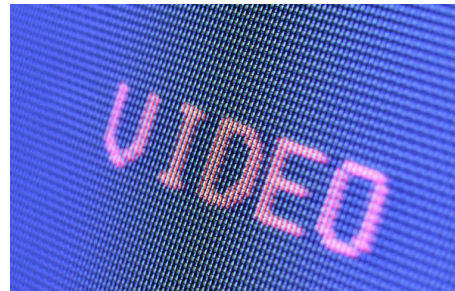
- MDG related to education: “Achieve universal primary education”
- Operational target to achieve goal by 2015: “Ensure that all boys and girls complete a full course of primary schooling.”



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**Source:** Tarabini, 2010; Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H., & Alphonse, N. (2007).

# Millennium development goal summit



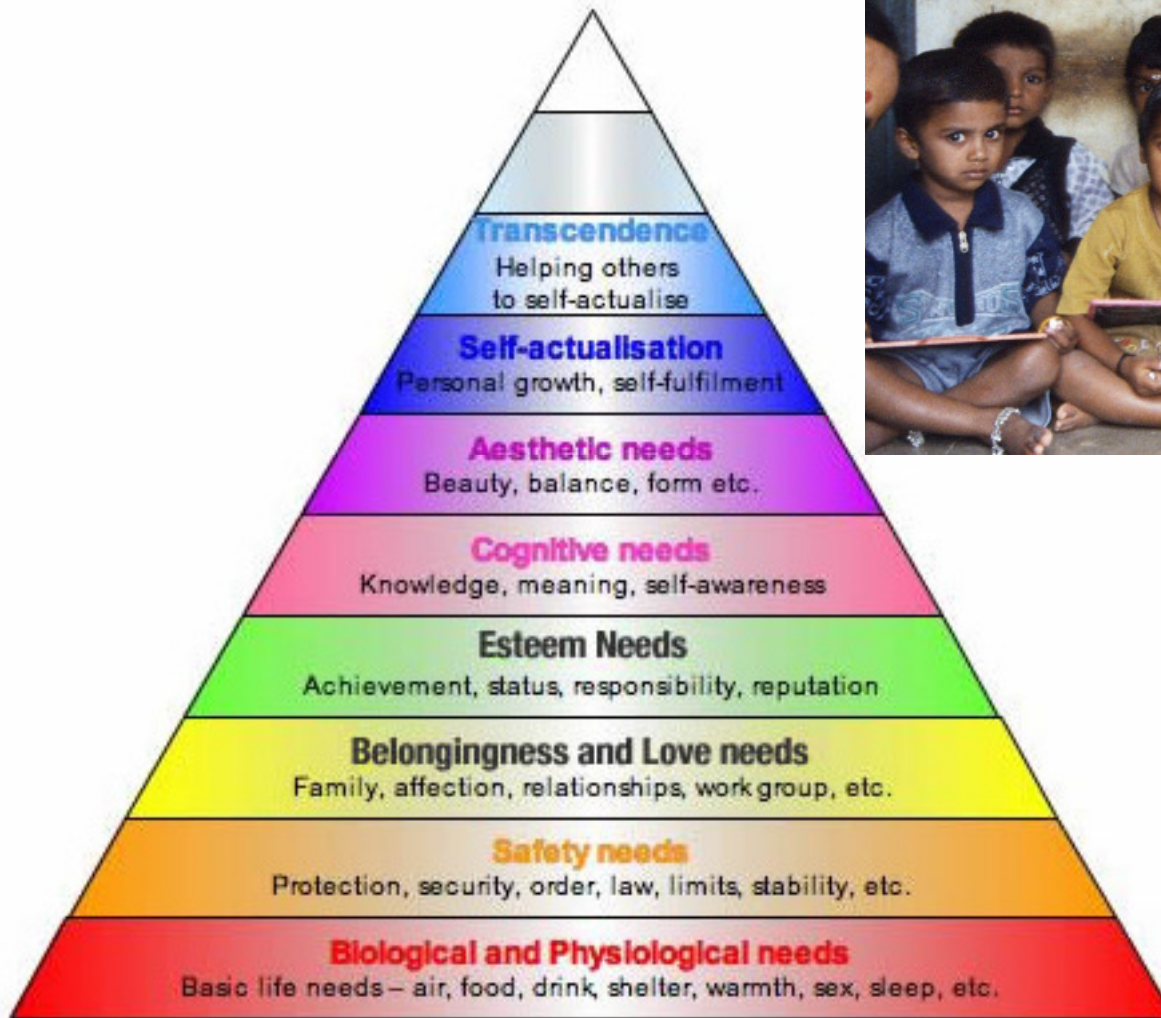
- **Millennium Development Goals summit opens; UN meeting to review progress in eradicating poverty, hunger, disease (2:52)**

<http://www.cbc.ca/news/world/story/2010/09/20/un-millennium-development-goals.html>



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# Poverty, Education, and Human Needs



**Maslow's Hierarchy of Needs**

**Source:**

<http://www.maslowshierarchyofneeds.net/maslows-love-and-belonging-needs/>



# Poverty, Education and MDGs

- A particular level of schooling, primary education, is nominated; this represents a difference from EFA where the goal is a level of achievement; enrolment was the main criterion.
- The completion rate was not included among the indicators identified for monitoring the evolution of the process until 2007. The indicator prescribed in the MDGs to measure progress towards the goal has been until recently the net enrolment rate. The goal related to education has been again limited to primary schooling and specifically to access.



**Table 6.1 Enrolment in Primary Education for School Years Ending in 1999 and 2004, by Region**

	Total Enrolment		Gross Enrolment Ratios		Net Enrolment Ratios	
	1999 (000)	2004 (000)	1999 (%)	2004 (%)	1999 (%)	2004 (%)
World	644,985	682,225	100.1	106.2	82.8	85.7
Developing countries	558,733	600,879	99.8	106.8	81.2	84.6
Developed countries	70,418	67,419	102.2	101.4	96.7	95.6
Countries in transition	15,834	13,926	100.0	107.3	85.0	90.7
Sub-Saharan Africa	79,772	101,424	79.0	90.9	55.0	64.9
Arab States	34,725	39,700	88.6	93.3	77.1	81.5
Central Asia	6,853	6,376	98.7	101.6	88.6	91.6
East Asia and Pacific	217,575	206,217	111.9	113.2	96.0	93.9
East Asia	214,277	202,172	112.2	113.5	96.2	94.0
Pacific	3,298	3,505	93.9	97.9	87.4	89.6
South and West Asia	157,510	187,884	93.9	109.9	77.3	85.9
Latin America/ Caribbean	70,206	69,259	120.7	117.9	93.4	94.9
Caribbean	2,500	2,622	115.0	126.3	77.1	83.5
Latin America	67,705	66,637	121.0	117.6	94.0	95.3
North America/Europe	52,857	51,734	102.9	101.7	96.7	95.2
Central and E. Europe	25,489	22,630	99.6	101.5	89.2	90.7

**Source:** Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H., & Alphonse, N. (2007).



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**Table 6.2 Changes in Gender Disparities in Primary Education by Region between 1999 and 2004**

	Gross Enrolment Ratios					
	1999			2004		
	Male %	Female %	GPI (F/M)	Male %	Female %	GPI (F/M)
World	104.2	95.8	0.92	109.3	103.0	0.94
Developing countries	104.5	94.9	0.91	110.2	103.2	0.94
Developed countries	102.0	102.5	1.00	102.1	100.6	0.99
Countries in transition	100.7	99.4	0.99	107.9	106.8	0.99
Sub-Saharan Africa	85.4	72.5	0.85	96.3	85.4	0.89
Arab States	94.6	82.4	0.87	98.0	88.3	0.90
Central Asia	99.2	98.2	0.99	102.3	112.5	0.99
East Asia and Pacific	112.4	111.4	0.99	113.9	96.0	93.9
East Asia	112.8	111.7	0.99	114.2	112.8	0.99
Pacific	94.6	93.2	0.99	99.4	96.3	0.97
South and West Asia	102.6	84.6	0.82	114.7	104.8	0.91
Latin America/Caribbean	122.6	118.8	0.97	119.7	116.1	0.97
Caribbean	116.6	113.4	0.97	127.8	124.7	0.98
Latin America	122.9	119.0	0.97	119.4	115.8	0.97
North America/Europe	102.4	103.3	1.01	102.5	100.8	0.98
Central and E. Europe	101.6	97.5	0.96	102.8	100.1	0.97

**Source:** Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H., & Alphonse, N. (2007).

Box 6.2 Country Prospects for Achievement of Universal Primary Education by 2015



Distance from 100% NER in 2002	Close pr om an onrmediate position	<p><b>QUADRANT I</b> <i>At risk of not achieving the goal</i> 20 countries</p> <p>Albania, Bahrain, British Virgin Islands, Czech Republic, Equatorial Guinea, Estonia, Georgia, Kuwait, Kyrgyzstan, Slovenia, Maldives, Malaysia, Netherlands Antilles, Palestinian A.T., Paraguay, Romania, South Africa, TFYR of Macedonia, Uruguay, Vietnam</p>	<p><b>QUADRANT II</b> <i>High chance of achieving the goal</i> 20 countries</p> <p>Algeria, Belarus, Bolivia, Bulgaria, Cambodia Columbia, Cuba, Guatemala, Indonesia, Ireland, Jamaica, Jordan, Lesotho, Lithuania, Malta, Mauritius, Morocco, Nicaragua, Vanuatu, Venezuela</p>
	Intermediate position or far	<p><b>QUADRANT IV</b> <i>Serious risk of not achieving the goal</i> 3 countries</p> <p>Azerbaijan, Papua New Guinea, Saudi Arabia</p>	<p><b>QUADRANT III</b> <i>Low chance of achieving the goal</i> 44 countries</p> <p>Bangladesh, Benin, Botswana, Burkina Faso, Burundi Chad, Chile, Costa Rica, Cote d'Ivoire, Croatia, Djibouti, Egypt, El Salvador, Eritrea, Ethiopia, Gambia, Latvia, Lebanon, Macao (China), Madagascar, Mali, Mauritania, Mongolia, Mozambique, Myanmar, Namibia, Niger, Oman, Republic of Moldova, Saint Vincent and the Grenadines, Senegal, Swaziland, Thailand, Trinidad and Tobago, United Arab Emirates U.R. of Tanzania, Yemen, Zambia, Zimbabwe</p>
		Away from goal	Towards the goal
Change over the period from 1990 to 2002			

Source: UNESCO 2006: 70



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**Source:** Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H., & Alphonse, N. (2007).

## Box 6.1

### The Millennium Development Goals

#### Goal 1: Eradicate extreme poverty and hunger

- Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
- Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger

#### Goal 2: Achieve universal primary education

- Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

#### Goal 3: Promote gender equality and empower women

- Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015

#### Goal 4: Reduce child mortality

- Target 5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

#### Goal 5: Improve maternal health

- Target 6: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio

#### Goal 6: Combat HIV/AIDS, malaria and other diseases

- Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- Target 8: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

#### Goal 7: Ensure environmental sustainability

- Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
- Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water
- Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

#### Goal 8: Develop a Global Partnership for Development

- Target 12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system [Includes a commitment to good governance, development, and poverty reduction – both nationally and internationally]
- Target 13: Address the Special Needs of the Least Developed Countries (LDC) [Includes: tariff and quota free access for LDC exports; enhanced programme of debt relief for HIPC and cancellation of official bilateral debt; and more generous ODA (Overseas Development Assistance) for countries committed to poverty reduction]

- Target 14: Address the Special Needs of landlocked countries and small island developing States (through the Programme of Action for the Sustainable Development of Small Island Developing States and the outcome of the 22nd special session of the General Assembly)
- Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term
- Target 16: In co-operation with developing countries, develop and implement strategies for decent and productive work for youth
- Target 17: In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries
- Target 18: In co-operation with the private sector, make available the benefits of new technologies, especially information and communications.



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**Source:** Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H., & Alphonse, N. (2007).