Missing Dimensions of Poverty Data

HDCA Summerschool 2009
(1) What data are needed to evaluate the richer concept of multidimensional poverty and deprivation found in the capability approach?

(2) What indicators and questions representing the “missing dimensions” will shed light on research and policy questions that require cross-national comparisons?

(3) How might a preliminary data collection and research effort be carried forward?
Hearts starve as well as bodies;

give us bread,

but give us roses!

Our lives shall not be sweated from birth until life closes;
Amartya Sen, *Standard of Living* 1987

There are two major challenges in developing an appropriate approach to the evaluation of the standard of living.

- First, it must meet the motivation that makes us interested in the concept of the living standard, doing justice to the **richness** of the idea. It is an idea with far-reaching relevance, and we cannot just redefine it in some convenient but arbitrary way.

- Second, the approach must nevertheless be **practical** in the sense of being usable for actual assessments of the living standard. This imposes restrictions on the kinds of information that can be required and the techniques of evaluation that may be used.

These two considerations – **relevance and usability** – pull us, to some extent, in different directions. Relevance may demand that we take on board the inherent complexities of the idea of the living standard as fully as possible, whereas usability may suggest that we try to shun complexities if we reasonably can. Relevance wants us to be ambitious; usability urges restraint. This is, of course, a rather common conflict in economics, and while we have to face the conflict squarely, we must not make heavy weather of it” (Sen, 1987).
DHS Survey: What is missing?

Your ‘select indicators’ exercise was real.
UNDP 2010 report: new MD Poverty Index
Problem: Which dimensions?

*Health* – no; *Employment* – no.

*Education* – yes; *Living Stds* – yes.

*Data on household health are rare, as are data on other standard variables.*
Many, among the poorest and most vulnerable countries, do not report any data on most MDGs. When it is available, data are often plagued with comparability problems, and MDG indicators often come with considerable time lags. **Improving data gathering and its quality in all countries should be a central focus of the second half of the MDG time frame and beyond.** Reliable data and indicators are essential, not only to enable the international development community to follow progress on MDGs, but also for individual countries to effectively manage their development strategies.  

Bourguignon et al. 2008 page 6
An image (above) of the original and a copy of the 1086 inquest of England to familiarize William The Conqueror with men’s land holdings.

New York Census 1870

French Census 1999

Recent advances in poverty data

- Romans began ‘censuses’ in 6th century BC; so too Persian
- Indian Censuses conducted in the Maurya Empire under Kautilya are described in the Athashastra (3rd century BC)
- The oldest census data comes from a Chinese Han Dynasty survey from 2AD, covering 57.5 million people.
- The Domesday book in 1086 records English census data.
- The EU-US social indicators movements grew from 1830s waned after WWII, surged in the’60s, and ’80s
- Developing countries hh surveys increased recently (DHS 1984; LSMS 1985; MICS 1995, CWIQ 1997).
- The Millennium Development Goals further accelerated and expanded data collection, cleaning, & reporting.
- Techniques to link data sources – e.g. spatial mapping – have extended the use of existing data
- 2010 will see an expansion of census data.
Data on the MDGs arise from many sources. The main ones: LSMS, DHS, CWIQ, and MICS.


<table>
<thead>
<tr>
<th>GOALS</th>
<th>LSMS</th>
<th>DHS</th>
<th>CWIQ</th>
<th>MICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: ERADICATE EXTREME POVERTY AND HUNGER</td>
<td></td>
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<tr>
<td>Proportion of population below $1 per day</td>
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<tr>
<td>Poverty gap ratio (incidence x depth of poverty)</td>
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<tr>
<td>Share of poorest quintile in national consumption</td>
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<tr>
<td>Prevalence of underweight children under 5 years of age</td>
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<tr>
<td>Proportion of population below minimum level of dietary energy consumption</td>
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<tr>
<td>GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION</td>
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<tr>
<td>Net enrolment ratio in primary education</td>
<td>(*)</td>
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<tr>
<td>Proportion of pupils starting grade 1 who reach grade 5</td>
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<tr>
<td>Literacy rate of 15–24 year-olds</td>
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<tr>
<td>GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</td>
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<tr>
<td>Ratio of girls to boys in primary, secondary and tertiary education</td>
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<tr>
<td>Ratio of literate women to men, 15–24 years old</td>
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<tr>
<td>Share of women in wage employment in the non-agricultural sector</td>
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<tr>
<td>Proportion of seats held by women in national parliament</td>
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<tr>
<td>GOAL 4: REDUCE CHILD MORTALITY</td>
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<tr>
<td>Under-five mortality rate</td>
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<tr>
<td>Infant mortality rate</td>
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<tr>
<td>Proportion of 1-year-old children immunized against measles</td>
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<tr>
<td>GOAL 5: IMPROVE MATERNAL HEALTH</td>
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<tr>
<td>Maternal mortality ratio</td>
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<tr>
<td>Proportion of births attended by skilled health personnel</td>
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<tr>
<td>GOAL 6: COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES</td>
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<tr>
<td>HIV prevalence among aged pregnant women 15–24 years</td>
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<tr>
<td>Contraceptive prevalence rate</td>
<td></td>
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<tr>
<td>Number of children orphaned by HIV/AIDS</td>
<td></td>
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<tr>
<td>Prevalence and death rates associated with malaria</td>
<td></td>
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<tr>
<td>Proportion of population in malaria-risk areas using effective malaria prevention and treatment measures</td>
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<tr>
<td>Prevalence and death rates associated with tuberculosis</td>
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<tr>
<td>Proportion of tuberculosis cases detected and cured under DOTS</td>
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</tr>
</tbody>
</table>
LSMS Modules

What is missing?

Household Composition
Food Expenditures
Non-Food Expenditures
Housing
Durable Goods
Non-farm self-employment
Agro-pastoral activities
Fertility

* Economic Activities
* Other income
* Savings and Credit
* Education
* Health
* Migration
* Anthropometrics
Consider the Dimensions of Poverty identified by VOP - Participatory Methods.

<table>
<thead>
<tr>
<th>Voices of the Poor</th>
<th>Data - LSMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material Well-being</td>
<td>Consumption, Employment, Food Expenditures, Assets, Housing, Credit</td>
</tr>
<tr>
<td>Freedom of Choice &amp; Action</td>
<td>?</td>
</tr>
<tr>
<td>Security</td>
<td>Mobility</td>
</tr>
<tr>
<td>Social Well-being</td>
<td>?</td>
</tr>
<tr>
<td>Psychological Well-being</td>
<td>Health, Nutrition, Fertility</td>
</tr>
<tr>
<td>Bodily Wellbeing</td>
<td>?</td>
</tr>
<tr>
<td>Mental well-being</td>
<td>Educational Achievements</td>
</tr>
</tbody>
</table>
In 2007 OPHI selected 5 dimensions that are regularly identified by poor people as central to poverty – & for which internat’l data are missing.

<table>
<thead>
<tr>
<th>Voices of the Poor</th>
<th>Data - LSMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material Well-being</td>
<td>+ QUALITY/SAFETY AT WORK</td>
</tr>
<tr>
<td>Freedom of Choice &amp; Action</td>
<td>? AGENCY Mobility</td>
</tr>
<tr>
<td>Security</td>
<td>? SAFETY FROM VIOLENCE</td>
</tr>
<tr>
<td>Social Well-being</td>
<td>? FREEDOM FROM SHAME</td>
</tr>
<tr>
<td>Psychological Well-being</td>
<td>? PSYCH &amp; SUBJ WELL-BEING</td>
</tr>
<tr>
<td>Bodily Wellbeing</td>
<td>Food Expenditures, Assets, Health, Nutrition</td>
</tr>
<tr>
<td>Mental well-being</td>
<td>Educational Achievements</td>
</tr>
</tbody>
</table>
The aim is to add modules on each of these dimensions to the same surveys that have other poverty data. Why?

<table>
<thead>
<tr>
<th>Dimensions and indicators</th>
<th>Health</th>
<th>Education</th>
<th>Consumption</th>
<th>Physical Security</th>
<th>Livelihood</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 1</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Person 2</td>
<td>NP</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
</tr>
<tr>
<td>Person 3</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
</tr>
<tr>
<td>Person 4</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>
The ‘Missing’ Dimensions

– Employment (focus on quality)
– Empowerment
– Physical safety/security
– Ability to go about without shame
– Psychological and subjective wellbeing (but not a dimension of poverty)

Q. 1 ~ Are they really missing?
In 1980, the World Bank initiated the Living Standards Measurement Study (LSMS) to generate policy relevant data that illuminated the determinants of outcomes such as unemployment, income poverty, and low levels of education and health. The LSMS aimed to improve data quality, strengthen statistical institutes data-gathering and analysis, and make the data public. The core and optional modules on the LSMS quex at the household level are:

• Household Composition
• Food Expenditures
• Non-Food Expenditures
• Housing
• Durable Goods
• Non-farm self-employment
• Agro-pastoral activities
• Fertility

* Economic Activities
* Other income
* Savings and Credit
* Education
* Health
* Migration
* Anthropometrics
Demographic & Health Survey (DHS)

- [http://www.statcompiler.com](http://www.statcompiler.com)
- DHS are large nationally representative population-based surveys that provide information on health, nutrition and demographic indicators on:
  - Characteristics of Households
  - Fertility
  - Family Planning
  - Other Proximate Determinants of Fertility
  - Fertility Preferences
  - Early Childhood Mortality
  - Maternal and Child Health
  - Maternal and Child Nutrition
  - HIV/AIDS
  - Female Genital Cutting
  - Malaria

- The five OPHI topics are missing. However some countries’ DHS have had particular questions relating to some dimensions.
CWIQ – Core Welfare Indicators Questionnaire

• The Core Welfare Indicators Questionnaire (CWIQ) survey is designed to produce indicators of social welfare quickly – CWIQ is often 4 double sided pages and takes 20 minutes. It covers:
  – Interview Information
  – List of HH Members
  – Education
  – Health
  – Employment
  – Household Assets
  – Household Amenities
  – Poverty Predictors
  – Child Roster of Children under 5 years of age

• It is missing four of the topics; some on employment.
Multiple Indicator Cluster Survey (MICS) - UNICEF

- Provides economic and social data from 195 countries and territories
- Particular reference to children’s well-being
- The MICs surveys enable UNICEF to monitor MDGs relating to:
  - Child malnutrition
  - Infant and Under Five mortality rates, and child immunization against measles
  - Maternal Mortality, and skilled birth attendance
  - HIV prevalence among pregnant women, condom use, knowledge of HIV-AIDs, orphans’ school attendance, malaria prevention
  - Access to improved water sources and improved sanitation
  - Net enrolment, primary school completion, and ratio of girls to boys at primary, secondary, and tertiary education

- The five topics are usually missing.
National Household Surveys – other

• National integrated HH surveys, priority surveys and national censuses sometimes cover other areas. Yet our dimensions are still often missing. When present, the data are not easily identified. The California Centre for Population Research CCPR offers 500+ datasets for searches by the following topics:
  – Roster
  – Consumption
  – Income
  – Assets
  – Time Allocation
  – Health Measurements
  – Health Self-Assessments
  – Education
  – Parent
  – Child
  – Birth History
  – Marital History
  – Migration History
  – Contraception

  – **Our Five dimensions are missing**

Other HH survey databases can be accessed from UNData and also:
• The Integrated Public Use Microdata Series (IPUMS) – census data
• BREAD--Data from Developing Countries – links to CCPR above
• STICERD--Questionnaires and links available for DHS, LSMS & country data
• Interuniversity Consortium for Political and Social Research (ICPSR), 2000 surveys
• **No standard multi-topic survey search engine includes any of the five topics.**
Missing Dimensions of Poverty Data:

- **quality of work** *(poverty: un/underemployment; unsafe, low pay work)*

- **empowerment** *(poverty: acting under force or compulsion in one or more domains)*

- **physical safety** *(poverty: victim of violence or lethal violence)*

- **ability to go about without shame** *(poverty: being stigmatized, humiliated, isolated, discriminated, indignity)*

- **Psychological & subjective well-being** *(poverty: alienation, anomie, dissatisfaction)*
These dimensions are often mentioned as ends of development among others:

<table>
<thead>
<tr>
<th>Ranis Stewart &amp; Samman</th>
<th><strong>Voices of the Poor</strong></th>
<th><strong>Universal Declaration of Human Rights</strong></th>
<th><strong>HDR 1994 Human Security</strong></th>
<th><strong>Bhutan GNH 08</strong></th>
<th><strong>Rawls political thry</strong></th>
<th><strong>Finnis - philosophy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work</strong></td>
<td><strong>Material Well-being – having enough work</strong></td>
<td>Employment, Trade Union and Rest</td>
<td>Economic security</td>
<td>Roster – primary employment (informal/form)</td>
<td>freedom of movement &amp; choice of occupation</td>
<td>Meaningful work</td>
</tr>
<tr>
<td><strong>Agency</strong></td>
<td><strong>Freedom of Choice &amp; Action</strong></td>
<td>Freedom of Expression/Conscience/Religion</td>
<td>Political security and Personal sec.</td>
<td>Some quex in Governance, Community.</td>
<td>opportunities, liberties (plan of life)</td>
<td>Authentic Self-Direction</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Security</strong></td>
<td>Life, Liberty and Security</td>
<td>Personal security</td>
<td>Community (crime &amp; safety)</td>
<td>rights</td>
<td>Life - Survival</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td><strong>Social Well-being</strong></td>
<td>Dignity, equality non-discrimination</td>
<td>Community security</td>
<td>Community, some Cultural Diversity</td>
<td>Social bases of self respect</td>
<td>Relationships</td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
<td><strong>Psychological Well-being</strong></td>
<td>?</td>
<td>?</td>
<td>Well-being (core values), Cultural.</td>
<td>positions of responsibility?</td>
<td>Harmony, meaning &amp; Value</td>
</tr>
</tbody>
</table>
Some Initiatives to improve poverty data

• **PARIS21** - Partnership In Statistics for development in the 21st Century strengthens the national and international statistical systems

• **Inter-Agency & Expert Group on MDG Indicators** coordinates a network of key agencies; Subgroup on Gender Indicators, for example, works on informal work

• **International Household Survey Network (IHSN)**: The IHSN is a partnership of international organizations seeking to improve the availability, quality and use of survey data in developing countries, formed by the Marrakech Action Plan for Statistics.

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**Box 1. The Marrakech Action Plan for Statistics**

1. Promote *strategic planning* for developing statistical systems
2. Increase investment in statistical systems
3. Prepare for the 2010 census round
4. Set up an international network to better coordinate *support for household surveys*
5. Make immediate improvements in key areas, particularly the MDGs
6. Improve coordination and accountability of the international statistical system
Limitations

• Final goal is not only to measure poverty
• HH surveys overlook key interests
• Survey process is political, and expensive
• Deeply constrained
  – will a few questions suffice?
  – will these dimensions be comparable?
  – use of subjective data given adaptive preferences
• International quex need national quex too
• Sustaining modules depends upon if they are useful to governments
Our dream is a world filled with (policy-relevant) poverty data...? (no)
Quality of Work,
Safety from Violence,
Empowerment,
Freedom from Humiliation,
Psychological Well-being

Relevance? Usability?
The ‘Missing’ Dimensions

– Employment (focus on quality)
– Empowerment
– Physical safety/security
– Ability to go about without shame
– Psychological and subjective wellbeing
  (but not a dimension)

Q. 2 ~ Can they be measured? Analysed?
From Dimensions to Indicators

• **Value and Rationale:** To identify *dimensions* that are valued by poor people and policy-relevant in some way(s). To identify within each dimension *indicators* that could represent its key features.

• **Process:** To identify and collaborate with *existing interest groups* already active in hh surveys or on a dimension.

• **Feasibility:** To select 5-8 indicators that could comprise a short module on survey instruments by standardly trained enumerators.

• **Characteristics of Resultant Data:** Indicators will be proposed on the grounds of *comparability* across populations sub-groups and time, *accuracy* and *validity* of the data, statistical *independence* from other key indicators, and demonstrated analytical value in *empirical studies.*
What should these data let us do?

- Identify vulnerable groups
- Explore relationships between indicators within and between dimensions
- Explore relationships between conventional poverty indicators & our dimensions
- Obtain richer understanding of non-material values and perceptions of objective conditions
- Develop richer measure of multidimensional poverty.
Criteria for indicator selection

- International comparability
- Measure intrinsic as well as instrumental value of the dimensions proposed
- Identify changes in dimensions over time
- Experience with particular indicators to date:
  How frequently have they been fielded previously and found to be adequate measures for research purposes?
OPHI’s Missing Dimensions Theme

- **Aim:** To develop richer concept and measure of poverty rooted in capability approach.
- **Focus:** Nationally representative surveys that give rise to internationally comparable data
- **Initial Modules** developed on the basis of literature reviews and consultation
- **Piloted, quant and qual testing** to refine survey
- **Nationally representative survey in Chile**
- **Ongoing small hh surveys**
- **Chilean Call for Research Proposals** is on.
Employment quality

Motivation

• Prominent economic indicator but ignored in multidimensional approaches to poverty, as an outcome of well-being (ie its intrinsic value)

• Data. Two weaknesses of int. comparable data:

  (1) Indicators based on model of employment in developed countries: quantity of jobs vs. quality; wage-employment vs. self-employed; formal vs. informal

  (2) Separation of work and family spheres: LFS vs. LSMS

We therefore propose:
A. Indicators for **quality** and quantity of empl.
B. Stress linking of LFS and multi-purpose surveys
<table>
<thead>
<tr>
<th><strong>Employment</strong></th>
<th><strong>Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protection</strong></td>
<td>1. Informal Employment</td>
</tr>
<tr>
<td></td>
<td>2. Ability to withstand shocks</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td>3. Income from employment (incl. the self-employed)</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>4. Occupational hazard (accidents, illness, and workplace exposures)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>5. Under- &amp; over-employment</td>
</tr>
<tr>
<td></td>
<td>6. Multiple activities</td>
</tr>
<tr>
<td><strong>Quantity</strong></td>
<td>7. Discouraged unemployment</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>8. Perceived meaning/value</td>
</tr>
</tbody>
</table>

*OPHI* Oxford Poverty & Human Development Initiative
**Motivation**

**Agency:** the ability to act on behalf on what you value and have reason to value.

**Empowerment:** an increase in agency.

Both are important intrinsically and instrumentally.

Current Data on Agency & Empowerment are weak:

1. **Few unique questions:** control of income; hh decisions
2. **Do not capture sense of motivation** (e.g., coercion or value).

We propose:

- Indicators of agency you have reason to value
- Indicators of autonomy – capturing (2) above.
Empowerment

- Control over personal decisions
- Domain-specific household decision-making
- Domain-specific Autonomy (Ryan and Deci)
- Ability to change aspects in life
- Ability to change aspects in one’s community
- Global empowerment
Violence & Physical Safety

1. Incidence of violence against property
   - Theft
   - Property destruction

2. Incidence of violence against person
   - Robbery, assault with and without weapons
   - Kidnappings
   - Explosions/ bombs

3. Perceptions of safety and violence

   • Frequency of incident
   • Injuries, deaths
   • Perpetrators
   • Weapons
   • Location
   • Reporting (formal/informal)
   • Satisfaction with response
   • Links between incidents/persons affected

   • Likelihood of future victimisation
   • Perceptions of change in violence over time
   • Perceived safety in one’s area
   • Perception of violence vis a vis other threats
   • Links btw incidents/persons affected
Shame and Humiliation

Motivation

• Absolute poverty has both material and social dimensions; shame and humiliation are particularly strong relational impoverishment dimensions.

• Absolute deprivation, while including hunger, also includes “being ashamed to appear in public”.

• The stigma of poverty is a recurring theme among the poor; people often try to conceal their poverty to avoid humiliation and shame.

• Can affect many aspects of social life.

• They are related to poverty and a myriad of psychosocial maladies.
Shame and Humiliation

INDICATORS

- Shame: one’s evaluation of oneself. PERSONAL.
- Humiliation: refers to the act of subjugating other people or feelings derived from being unjustly degraded. BASED ON INTERACTION.

<table>
<thead>
<tr>
<th>Shame</th>
<th>Humiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stigma of poverty</td>
<td>External experience of humiliation</td>
</tr>
<tr>
<td>2. Shame proneness</td>
<td>3. Respectful treatment</td>
</tr>
<tr>
<td></td>
<td>4. Unfair treatment</td>
</tr>
<tr>
<td></td>
<td>5. Discrimination</td>
</tr>
<tr>
<td></td>
<td>Internal experience of humiliation</td>
</tr>
<tr>
<td></td>
<td>6. Accumulated humiliation</td>
</tr>
</tbody>
</table>
Motivation

Recent interest in Happiness:
• Increasingly hailed as policy objective.
• Emotionally appealing, uni-dimensional, easy to capture.

Why subj. and psych. wellbeing matters
• Intrinsic and instrumental importance.
• Richer understanding human experience and values.
• May explain behavior objective circumstances cannot.

BUT… we argue for a deeper and more nuanced perspectives than proponents of Happiness…

1. Focus on psychological indicators
2. Distinction of various subj & psych indicators
### Subjective and Psychological Well-being

#### Indicators

<table>
<thead>
<tr>
<th>Psychological</th>
<th>Subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meaning</td>
<td>5. Life satisfaction (overall)</td>
</tr>
<tr>
<td>4. Relatedness</td>
<td></td>
</tr>
</tbody>
</table>
Potential value added

• Inform nationally representative surveys that give rise to internationally comparable data
• Illustrate interconnections between variables
• Complement MDGs and income/cons data
• Provide valuable inputs into multidimensional poverty measures.

Aim: To develop richer concept and measure of poverty rooted in capability approach.
Goal: To obtain sample that is representative of given spatial unit and of adequate size for analysis.

Issues:
Sampling (size & selection method)
Representative or purposive sample?
How many household members & who?
Esp. tricky with perceptions questions, notably those relating to empowerment.
Survey is a template: Needs customization!

* Incorporating additional questions
* Sequencing of dimensions and questions within dimensions
* Pretesting to validate instrument and adapt to local context
* Other issues to consider
Addition of extra questions

- Fulfil objectives of analysis
  - Identify vulnerable groups
    Socio-demographic characteristics (age, gender, race/ethnicity, urban/rural position in household etc.)
  - Assess MD data in relation to conventional poverty indicators (MDG data)
    E.g.: health/nutrition, education, housing/access to services
    Use data appropriate to country context (e.g., in Chile, prevalence of diseases not immunization).
  - Analyze interconnections between dimensions
    Revisit research/policy quex from Session 1 - what else is needed?
- Potential to link datasets to avoid repeating standard quex/panel?
Survey preparation

Sequencing of dimensions and questions

- Integrate MD and standard dimensions (and questions within dimensions)
- Easiest/least sensitive dimensions (and questions within each dimension) first.
- Prefer MD questions over standard modules (e.g., income/consumption)
- Be aware of how sequencing may affect responses
Other issues to consider

- Try to limit survey to 1 hour to avoid respondent fatigue
- Ethical concerns: importance of disclaimer up front (respondent must know her or she can refuse any quex/stop the interview at any time).
- Importance of enumerator training
- Use of response cards: speeds up survey, less danger of enumerator skipping responses, easier for sensitive questions)
Pretesting (I)

Qualitative

- Are dimensions & indicators meaningful to respondents?
- What is left out that ought to be included?
- Do respondents understand the questions? Are culturally-specific examples needed to explain some questions?
- Are questions measuring the concepts they intend to measure?

Method: Interviews, focus groups, participatory exercises.
Pretesting (II)

Pilot survey

➢ Are additional instructions needed for enumerators?
➢ Are respondents willing to answer the questions?
➢ Do questions & response structures appear to be sound?

Method: Small survey of sample selected randomly or purposively to fulfil certain characteristics.
Validity testing

➢ To what extent does the survey measure the concepts it is designed to measure?
➢ Many types of validity testing.
➢ Most important here: content and construct validity

Content: Does the survey adequately cover the concept it is trying to measure? (Is what is included appropriate and understandable? What is left out?) Qualitative

Construct: Does the data support the interpretation of each construct? Quantitative
Measuring Empowerment and Autonomy
Life Histories of Shobana and Ambili

By Sunitha Sukendra and Jyothi Nair
Voices of the participants
Measures of autonomy or process freedoms (Alkire “Subjective Indicators of Agency,” Social Indicators Research 2005)

**Domain-specific:** Autonomy or process freedoms must be evaluated with respect to each basic functioning or dimension.

**Direct Indicator; distinct from poverty indicators:** Other agency indicators overlap with functionings indicators or measure agency indirectly.

**Probes values:** In contrast with other measures (e.g. Alsop, Bandura), this measures probe the forms of agency that persons value.

**Not Individualistic thus comparable:** A key strength of this measure of individual agency over other empirical measures of agency is that it does not conflate personal process concerns with individualism.
Self Determination theory:  
Ryan & Deci et al.  

www.selfdeterminationtheory.org

- a person is autonomous when his or her behavior is experienced as willingly enacted and when he or she fully endorses the actions in which he or she is engaged and/or the values expressed by them. People are therefore most autonomous when they act in accord with their authentic interests or integrated values and desires.

- heteronomy, “in which one’s actions are experienced as controlled by forces that are phenomenally alien to the self, or that compels one to behave in specific ways regardless of one’s values or interests.”
Autonomy Questions

- Identify a behavior or a dimension
- Ask participants to rate from 1 to 5 why they engaged in this practice:
  - *External Regulation*: Because of external pressures (to get rewards or avoid punishments).
  - *Introjected Regulation*: To get approval or avoid guilt.
  - *Identified Regulation*: Because I personally believe that it is important and worthwhile to behave this way.
  - *Integrated Regulation*: Because I have thoughtfully considered and fully chosen this. I have … fully considered alternatives. It makes good sense to me … I feel free in choosing and doing it.
Now I am going to describe possible reasons that you respond this way to health crises. Please tell me how true each reason is.

0 No Control: I do not have the ability to protect the health of myself or my family.

<table>
<thead>
<tr>
<th>not at all true</th>
<th>not very true</th>
<th>somewhat true</th>
<th>completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.4</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1 External pressure: If there is a health problem, I do whatever my spouse or someone else suggests.

<table>
<thead>
<tr>
<th>not at all true</th>
<th>not very true</th>
<th>somewhat true</th>
<th>completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

2 Others’ Opinion: If there is a health problem in our family, I act in the way that others expect and approve of. A good person should behave this way.

<table>
<thead>
<tr>
<th>not at all true</th>
<th>not very true</th>
<th>somewhat true</th>
<th>completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

3 Important: If there is a health problem, I do what I believe is important and right.

<table>
<thead>
<tr>
<th>not at all true</th>
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<th>somewhat true</th>
<th>completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.7</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

4 Freely: If there is a problem, I consider various alternatives and do what fits with our values and situation – whether it is to treat it at home or in hospital or elsewhere.

<table>
<thead>
<tr>
<th>not at all true</th>
<th>not very true</th>
<th>somewhat true</th>
<th>completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.8</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
“Autonomy refers to being the perceived origin or source of one’s own behavior” (Ryan & Deci, 2002, p.8).
Relative Autonomy Index (RAI)

2*Integrated + 1*Value − 1*Praise/Blame − 2*Punish/Compel
Six Domains of Women’s Functioning

1. Children’s Education
2. Personal Employment
3. Household Duties
4. Health-related Decision Making
5. Mobility
6. Group Participation
Internal Validity Test of RAI (simplex structure)

Mobility domain (N=220); ** Correlation is significant at the 0.01 level (2-tailed). Mobility RAI X= 1.79 (4.79 ),

<table>
<thead>
<tr>
<th></th>
<th>Mobility External</th>
<th>Mobility Other’s</th>
<th>Mobility Important</th>
<th>Mobility Freely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility External</td>
<td>.36**</td>
<td>-.35**</td>
<td>-.33**</td>
<td></td>
</tr>
<tr>
<td>Mobility Other’s</td>
<td></td>
<td>-.22**</td>
<td>-.28**</td>
<td></td>
</tr>
<tr>
<td>Mobility Important</td>
<td></td>
<td></td>
<td>.39**</td>
<td></td>
</tr>
</tbody>
</table>
Subjective or Positionally Objective? Correlations with the interviewers’ cardinal rankings are significant

- Education External Pressures \(-.35^{**}\)
- Education Others’ Opinion \(-.25^{**}\)
- Education Important \(.29^{**}\)
- Education Freely Chosen \(.23^{**}\)
- Education RAI \(.43^{**}\)
Intercorrelations between the RAIs: Public and private space?

Education

Health-Related Decisions

Household Duties

Employment

Group Participation

Mobility

Correlation Coefficients:

- Education and Household Duties: 0.20**
- Education and Health-Related Decisions: 0.22**
- Household Duties and Employment: 0.16**
- Group Participation and Mobility: 0.33**
- Group Participation and Employment: 0.13+
External Validity of the Autonomy Indicators for Education: regardless of education mothers sent children to school autonomously.

<table>
<thead>
<tr>
<th>Education Index</th>
<th>Can people like you change things in your cty?</th>
<th>Nine-step ladder</th>
<th>People shape their fate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAI</td>
<td>.24**</td>
<td>-.19**</td>
<td>.13+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.20**</td>
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<tr>
<td>External</td>
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<td>.15**</td>
<td>ns</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ns</td>
</tr>
<tr>
<td>Other’s Opinion</td>
<td>-.21**</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.12*</td>
</tr>
<tr>
<td>Important</td>
<td>.10</td>
<td>-.11+</td>
<td>.14*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.12*</td>
</tr>
<tr>
<td>Free</td>
<td>.04</td>
<td>-.12+</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.18**</td>
</tr>
</tbody>
</table>
How are we moving ahead?

• Call for Proposals for research on Chilean data *Closing 15 September*. Collaborators are sought.
• Surveys underway; more countries sought.
• Methodological research: how analyse these data?
• Outreach to national statistics offices & survey gps

Aim: To develop richer concept and measure of poverty rooted in capability approach.
TAKING THIS FURTHER...

More web resources

• Survey instruments (English and Spanish) on web
• Methodological Guidelines for Implementing and Analysing the Missing Dimensions Surveys
• Technical Notes on the Employment Module
• Technical Notes on Psych and SWB Module
• Technical Notes on Empowerment Module
• Web resources on statistical analysis (esp. FA)
• One page poster
Exercise

Suppose that you have obtained survey data for consumption, health, education, and nutrition indicators, plus the five missing dimensions (quality of employment, empowerment, the ability to go about without shame, physical safety, and psychological & subjective well-being). Imagine that you are preparing to tabulate the data and to do regression analysis and modeling to give you useful policy insights.

➢ What specific questions would you test?
As we come marching, marching in the beauty of the day,
A million darkened kitchens, a thousand mill lofts gray,
Are touched with all the radiance that a sudden sun discloses,
For the people hear us singing: "Bread and roses! Bread and roses!"

As we come marching, marching, we battle too for men,
For they are women's children, and we mother them again.
Our lives shall not be sweated from birth until life closes;
Hearts starve as well as bodies, give us bread, but give us roses!

As we come marching, marching, unnumbered women dead
Go crying through our singing their ancient cry for bread.
Small art and love and beauty their drudging spirits knew.
Yes, it is bread we fight for -- but we fight for roses, too!

As we come marching, marching, we bring the greater days.
The rising of the women means the rising of the race.
No more the drudge and idler -- ten that toil where one reposes,
But a sharing of life's glories: Bread and roses! Bread and roses!