

# ENRICHING KNOWLEDGE FOR THE HEALTH MANAGEMENT AND SOCIAL CARE CURRICULUM SERIES : HEALTH AND SOCIAL CARE ISSUES

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# Poverty

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**Booklet15E**  
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# Poverty

## Compulsory

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

**(5) Poverty** : underlying reasons, a poverty culture

## Elective

### Extended Study on Health Promotion and Health Maintenance Services

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

### Extended Study on Community and Social Care Services

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

### Current Issues of Health and Social Care

- e.g. poverty alleviation / intergenerational poverty

# Compulsory Part

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

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

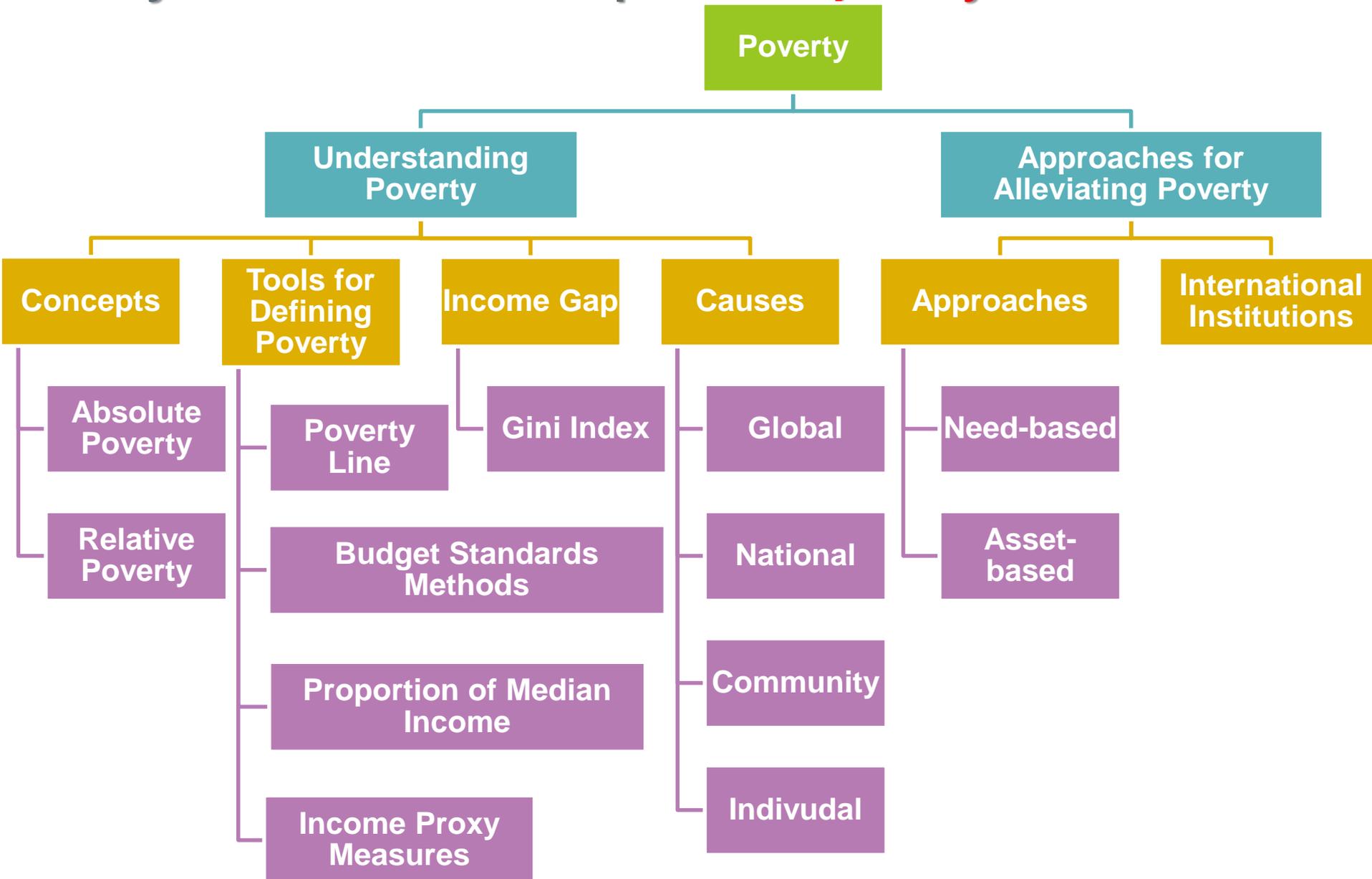
## Aims

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

## Content

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

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



# 15E.1 認識貧窮 – 概念

## Poverty

- lack of means to attain a minimum standard of living

## Absolute poverty

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

## Relative poverty

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

# 15E.1 Understanding Poverty – Tools for Defining Poverty

## Poverty line

- indicating the minimum living standard of that are regarded as essential to an individual or a family / indicator for defining population who are living in poverty
- Limitation: assets are not taken into account and this may overstate the number of people living in poverty

## Proportion of Median Income

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

## Income Proxy Measures

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

# 15E.1C. Income Gap

- **Gini Index /Gini coefficient /Gini ratio**

- Measures the inequality of income distribution of individuals or families.
- A Gini coefficient of zero expresses perfect equality, for example, everyone has the same income. A Gini coefficient of one (or 100%) expresses maximal inequality, for example, where only one person has all the income or consumption, and all others have none.

- **Limitations**

- It can only measure income inequality but cannot measure poverty
- It does not measure “property” or “investment income” possessed by people, but measures the “salary” only
- It may also be affected by the age distribution of a country, e.g. size of working population

# 15E.1 Causes of Poverty

## Global

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

## National

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

## Community

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

## Individual

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

# 15E.2 Poverty at Different Levels

## Global

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

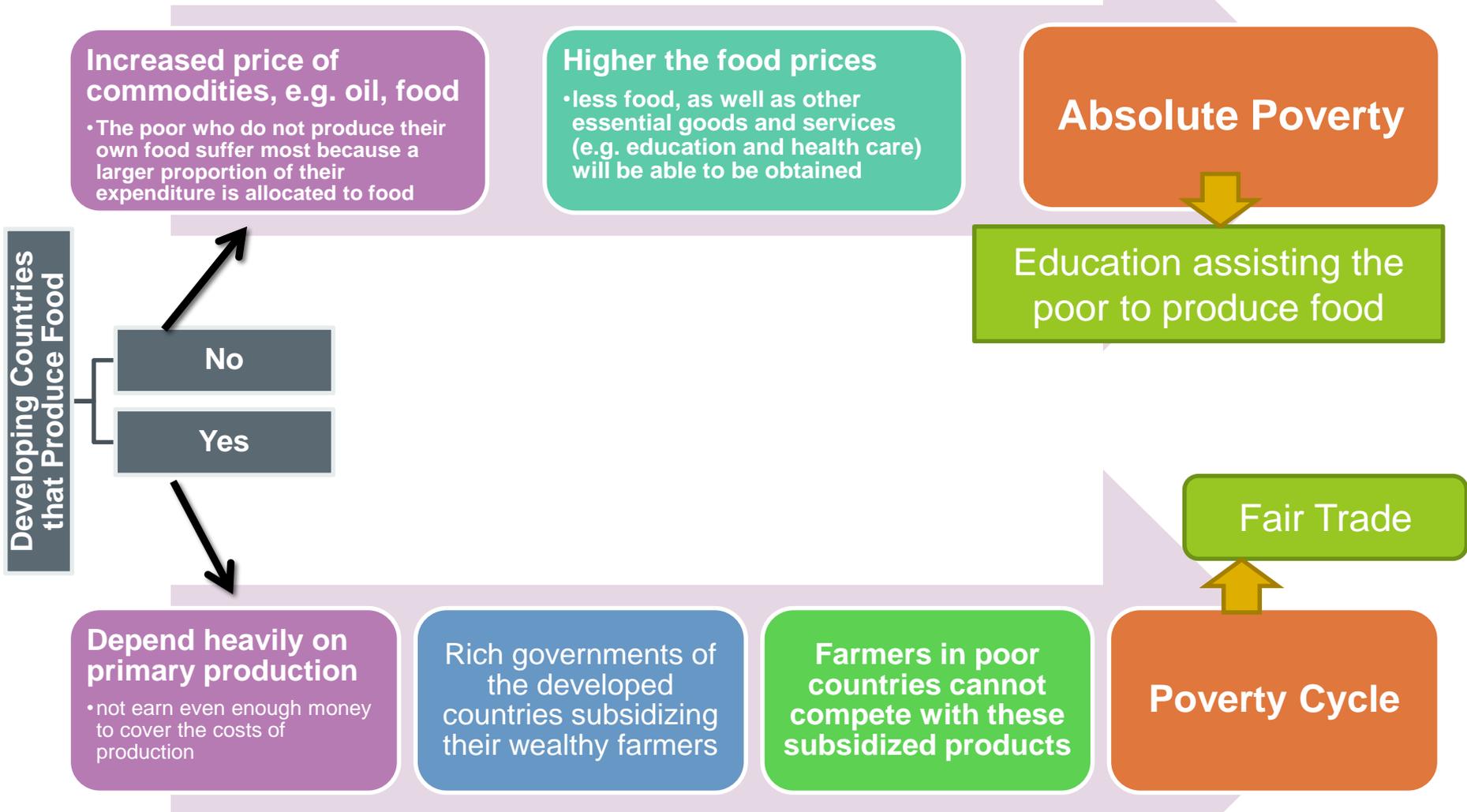
## National

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

## Community

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

# Poverty and International Social Justice



# 15E.3A Alleviating Poverty

## • International Organisations

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

# 15E.3B Approaches in Alleviating Poverty

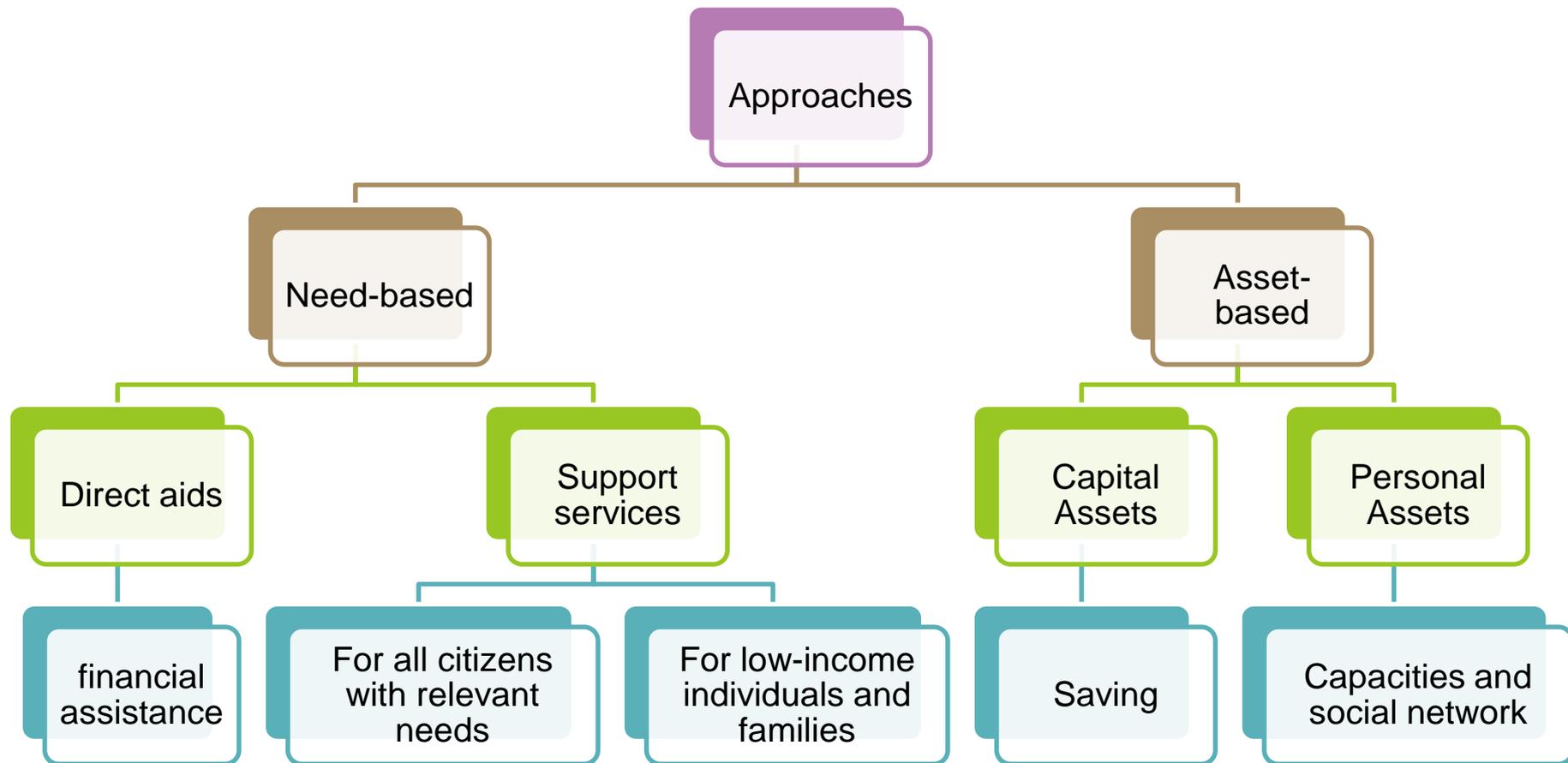
## Need-based

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

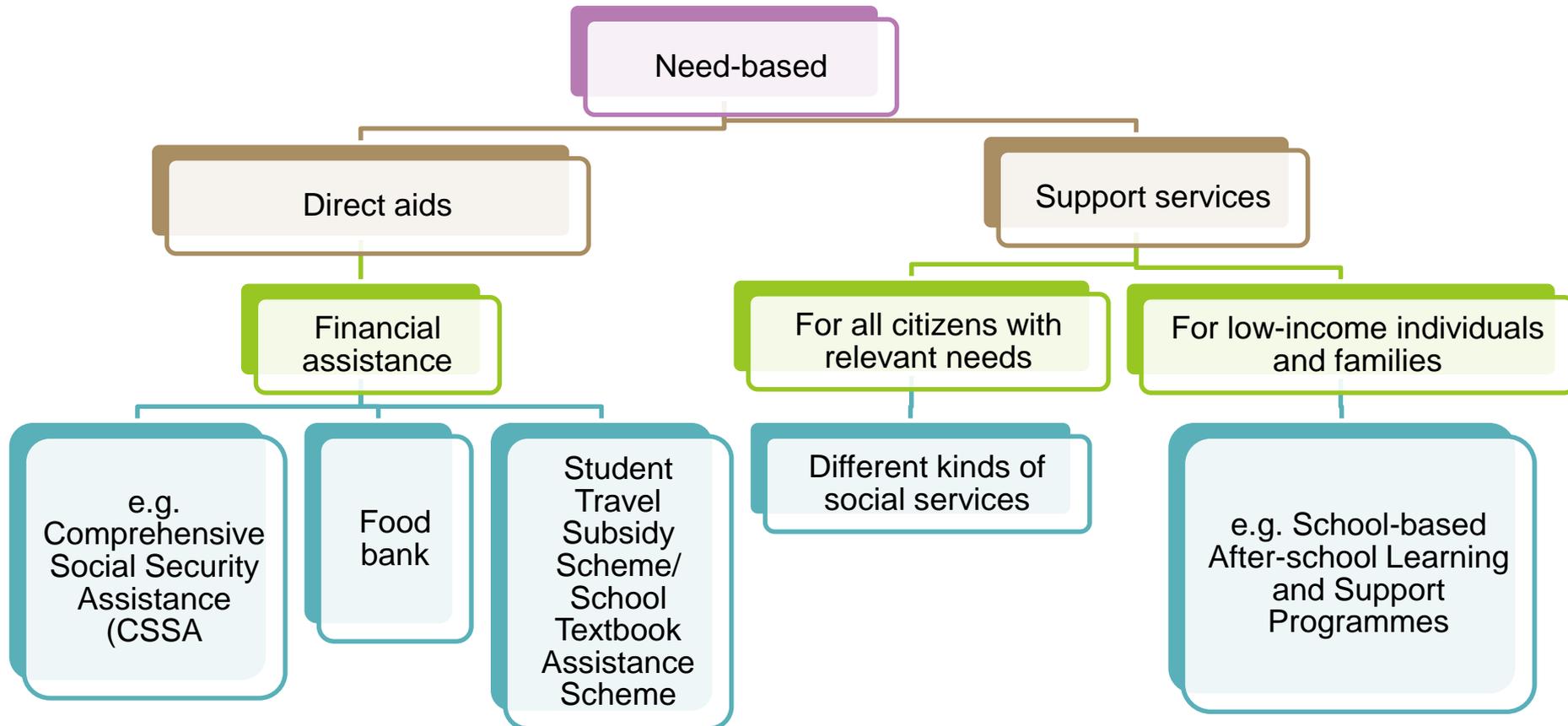
## Asset-based

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

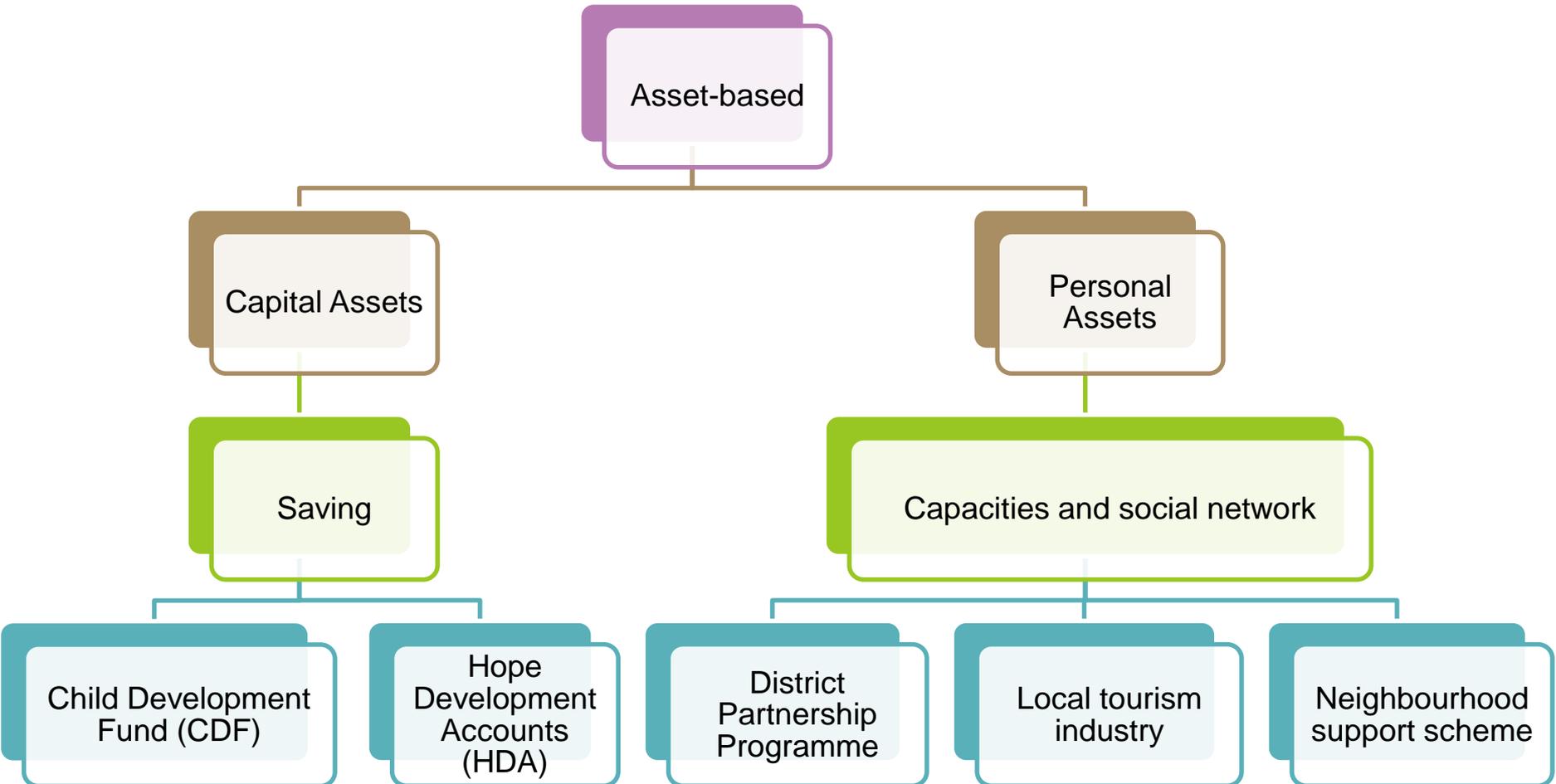
# 15E.3B Approaches in Alleviating Poverty



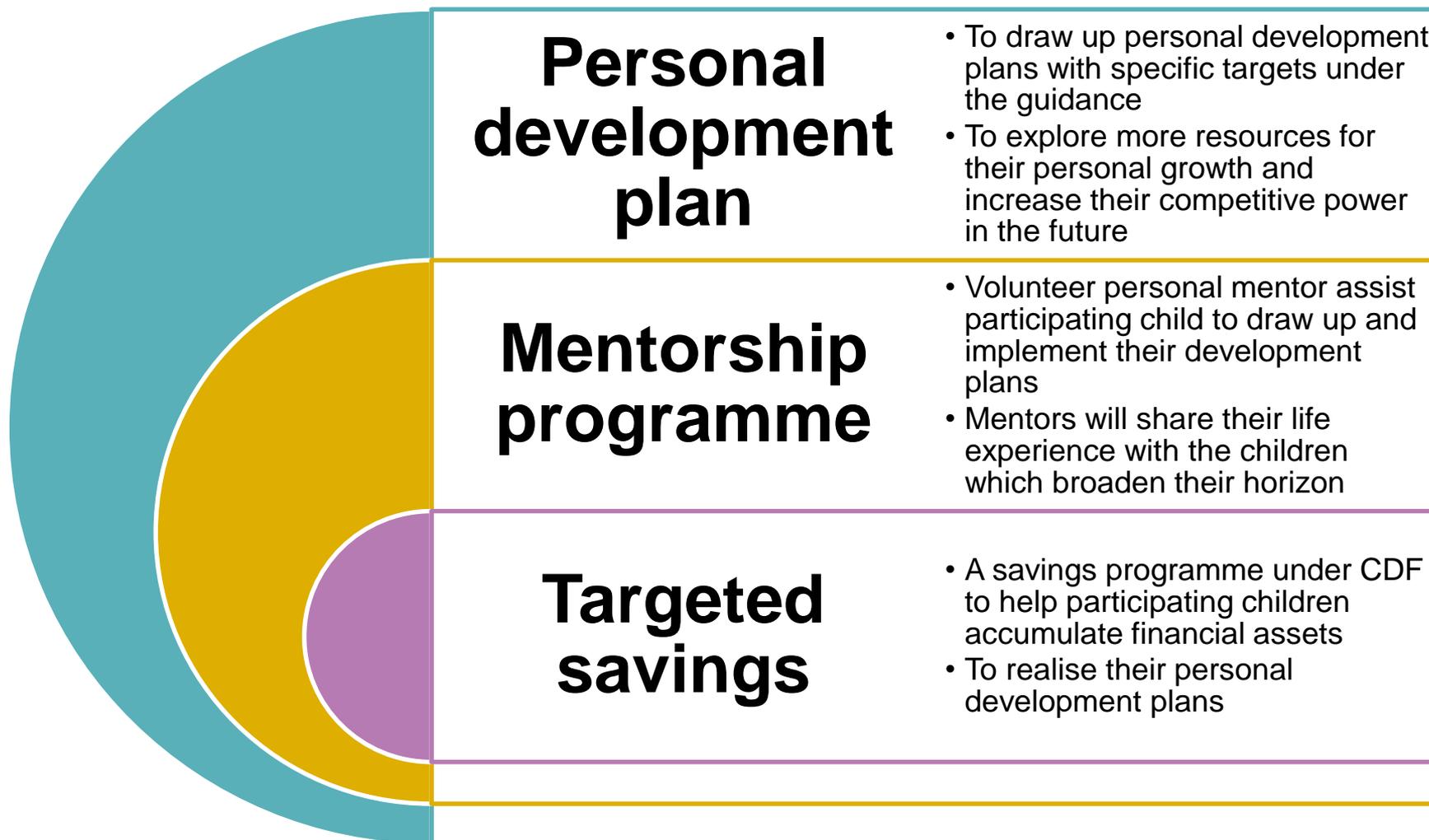
# 15E.3B Approaches in Alleviating Poverty



# 15E.3B Approaches in Alleviating Poverty



# Example - Child Development Fund



# Elective Part (Poverty)

## Extended Study on Health Promotion and Health Maintenance Services

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

## Extended Study on Community and Social Care Services

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

## Current Issues of Health and Social Care

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

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

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

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

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

## Examples of Study Questions for Current Issues of Social Care

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

## Examples of Study Questions for Current Issues of Health Care

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