Learning and Teaching References

1. Personal Needs and Development across Lifespan
2. Health and Well-being
3. Physical Well-being – Healthy Body
4. Mental Well-being – Healthy Mind
5. Social Well-being – Inter-personal Relationship
6. Healthy Community
7. Caring Community
8. Ecology and Health
9. Building a Healthy City
10. Healthcare System
11. Social Welfare System
12. Medical and Social Care Professions
13. Health and Social Care Policies
14. Social Care in Action
15A. Health and Social Care Issue – Ageing Population
15B. Health and Social Care Issue – Discrimination
15C. Health and Social Care Issue – Domestic Violence
15D. Health and Social Care Issue – Addiction
15E. Health and Social Care Issue – 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

Understanding Poverty

Concepts
- Absolute Poverty
- Relative Poverty

Tools for Defining Poverty
- Poverty Line
- Budget Standards Methods
- Proportion of Median Income
- Income Proxy Measures

Income Gap
- Gini Index

Causes
- Global
- National
- Community
- Individual

Approaches
- Need-based
- Asset-based

International Institutions
### 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
Increased price of commodities, e.g. oil, food
• The poor who do not produce their own food suffer most because a larger proportion of their expenditure is allocated to food

Higher the food prices
• less food, as well as other essential goods and services (e.g. education and health care) will be able to be obtained

Absolute Poverty

Education assisting the poor to produce food

Developing Countries that Produce Food

No

Yes

Depend heavily on primary production
• not earn even enough money to cover the costs of production

Rich governments of the developed countries subsidizing their wealthy farmers

Farmers in poor countries cannot compete with these subsidized products

Poverty Cycle

Fair Trade

Poverty and International Social Justice

Education assisting the poor to produce food
### Alleviating Poverty

#### International Organisations

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

**Approaches**

- **Need-based**
  - Direct aids
    - financial assistance
  - Support services
    - For all citizens with relevant needs
  - For low-income individuals and families

- **Asset-based**
  - Capital Assets
    - Saving
  - Personal Assets
    - Capacities and social network
15E.3B Approaches in Alleviating Poverty

Need-based

Direct aids

- Financial assistance
  - e.g. Comprehensive Social Security Assistance (CSSA)
  - Food bank
  - Student Travel Subsidy Scheme/ School Textbook Assistance Scheme

Support services

- For all citizens with relevant needs
  - Different kinds of social services
- For low-income individuals and families
  - e.g. School-based After-school Learning and Support Programmes
15E.3B Approaches in Alleviating Poverty

- Asset-based
  - Capital Assets
    - Saving
      - Child Development Fund (CDF)
      - Hope Development Accounts (HDA)
  - Personal Assets
    - Capacities and social network
      - District Partnership Programme
      - Local tourism industry
      - Neighbourhood support scheme
Example - Child Development Fund

<table>
<thead>
<tr>
<th>Personal development plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To draw up personal development plans with specific targets under the guidance</td>
</tr>
<tr>
<td>• To explore more resources for their personal growth and increase their competitive power in the future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentorship programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Volunteer personal mentor assist participating child to draw up and implement their development plans</td>
</tr>
<tr>
<td>• Mentors will share their life experience with the children which broaden their horizon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A savings programme under CDF to help participating children accumulate financial assets</td>
</tr>
<tr>
<td>• To realise their personal development plans</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Setting</th>
<th>Observation</th>
<th>Interview</th>
<th>Service / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisations / services for poverty alleviation</strong></td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Services provided - need-based or asset-based</td>
<td><strong>Clients</strong></td>
<td><strong>Volunteer services can be provided through:</strong></td>
<td></td>
</tr>
<tr>
<td>• Environment and facilities of the centre</td>
<td>• Needs and difficulties</td>
<td>• Hunger banquet</td>
<td></td>
</tr>
<tr>
<td>• Characteristics of client groups</td>
<td>• Views on services</td>
<td>• Cyber School</td>
<td></td>
</tr>
<tr>
<td>• Atmosphere of the centre</td>
<td>• Experience of using the services</td>
<td>• Volunteer service</td>
<td></td>
</tr>
<tr>
<td>• Job duties of various workers in the centre</td>
<td>• Physical, intellectual, emotional and social aspects of health</td>
<td>• School donations</td>
<td></td>
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<tr>
<td></td>
<td>• Neighbourhood relationship</td>
<td>Possible learning activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td>• Observing squatter occupant living condition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Duties / division of work</td>
<td>• Visiting people in bed space and cubicle apartments</td>
<td></td>
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<tr>
<td></td>
<td>• Intervention objectives, approaches and skills</td>
<td>• Community tours</td>
<td></td>
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<tr>
<td></td>
<td>• Work related training programmes / pathways</td>
<td>Visit / Be an observer in:</td>
<td></td>
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<tr>
<td></td>
<td>• Difficulties related to the jobs</td>
<td>• Food Bank</td>
<td></td>
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<tr>
<td></td>
<td>Other students, school staff</td>
<td>• District partnership programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Views on poverty</td>
<td></td>
<td></td>
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</table>

Possible learning activities:
- Observing squatter occupant living condition
- Visiting people in bed space and cubicle apartments
- Community tours
# Examples of Field Learning Activities for Extended Study on Health Promotion and Health Maintenance Services

<table>
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<tr>
<th>Setting</th>
<th>Observation</th>
<th>Interview</th>
<th>Service / Activity</th>
</tr>
</thead>
</table>
| Health Centre / Community Health Promotion (for low-income families) | • Key concepts: health promotion, disease prevention, holistic health, health education, models of health promotion, personal health practices and public health, healthy practices, healthy lifestyle | • Environment and facilities of the centre • Characteristics of client groups • Services provided - for example:  
  ➢ Vaccination  
  ➢ Outreaching service  
  ➢ Community service • Job duties of various workers in the centre | Volunteer services can be provided through:  
• Health promotion activity – health education exhibition  
Sit in to be an observer in:  
• Physical check-ups  
• "Health talks |
| Clients | • Need  
• Views on services  
• Experience of using the services  
• Risk assessment  
• Physical, intellectual, emotional and social aspects of health | Professionals  
• Duties / division of work  
• Promotion and intervention methods  
• Work related training programmes / pathways  
• Difficulties related to the jobs |
### Examples of Study Questions for Current Issues of Social Care

<table>
<thead>
<tr>
<th>Theme</th>
<th>Intergenerational poverty</th>
</tr>
</thead>
</table>
| Study questions | • What is intergenerational poverty?  
• Analyse the causes of intergenerational poverty at the different levels.  
• What may be the impacts of intergenerational poverty on the holistic health of teenagers?  
• To what extent the Child Development Fund helps to address the issue of intergenerational poverty?  
• Suggest feasible strategies for the government to tackle intergenerational poverty. |

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

<table>
<thead>
<tr>
<th>Theme</th>
<th>Poverty and health</th>
</tr>
</thead>
</table>
| Study questions | • How poverty impacts on holistic health at different levels?  
• Based on the health belief model, analyse how social economic status affects different levels of disease prevention.  
• To what extent the healthcare system in Hong Kong achieve ‘health equity’ and realise ‘health for all’ proposed by World Health Organization? |