

## Module description (syllabus): Poverty and Living Conditions Indicators: traditional and new survey techniques

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|-----------------------------|--|-------------|----------|
| Module title:               | <b>Poverty and Living Conditions Indicators: traditional and new survey techniques</b> | <b>ECTS</b> | <b>3</b> |
| Module title translation:   | Poverty and Living Conditions Indicators: traditional and new survey techniques        |             |          |
| Module for study direction: | <b>Finanse i Rachunkowość</b>  |             |          |

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| Module language: <b>angielski</b>                      |   | Study level: <b>2</b>                    |  |
| Study cycle:<br><b>stacjonarne i niestacjonarne</b>    | Module status:<br><b>kierunkowy - do wyboru</b> | Semester number:<br><b>semestr letni</b> |  |
| Academic Year from which module description is valid : |   | <b>2019/2020</b>                         | Catalogue number:<br><b>EKR-F-1SZ-X-70-KF-2019</b> |

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| Person in charge of the module:                | <b>prof. Monica Pratesi</b>  |   |  |
| Teachers responsible for classes:              |  |   |  |
| Unit responsible for the module:               | <b>profesor wizytujący</b>   |   |  |
| Faculty in charge:                             | <b>Wydział Ekonomiczny</b>   |   |  |
| Objectives of the module:                      | <p>a. to introduce a range of quantitative tools commonly used to provide indicators of poverty and living conditions at national and local level.</p> <p>b. to define poverty and living conditions indicators (see Laeken Indicators of Poverty and/or Multidimensional Indicators of poverty, as an example), design based and model based estimates using survey data with an emphasis on the ways in which they are applied to obtain local data and indicators when the domains of study are not planned in current surveys and there is the need to have statistically sound estimates (with acceptable Coefficient of variation).</p> <p><b>Lectures</b><br/>Definition of poverty indicators, Direct and indirect estimates for planned and unplanned domains; definition of data quality issues in European Statistical System. • Measuring poverty at national and at local level in Europe • Sample design and estimation of the main EU Surveys (e.g EU-Survey Income Living Conditions, Household Budget Surveys, Labour Force Survey) • Interpretation of the results: point estimates and their accuracy - Quality of the estimates • Operational aspects to put the method in practice in Developed and Developing Countries (flow chart of the data production process, institutions involved, dissemination of the estimates)</p> <p><b>Classes</b><br/>Analysis of the collected data for estimation and testing for the phenomenon under study • Focus on the Laeken indicators, data sources and statistical modeling • Data requirements to produce poverty indicators (introduction to the data available in Europe: annual survey, censuses, administrative data) • European Poverty Data (data sources), level of analysis in different European countries, the small area estimation problem • Analysis of case studies based on real-life data</p> |   |  |
| Teaching forms and number of hours:            | <p>a. lectures - no of hours: full time study: 20, part-time study. 12</p> <p>b. classes - no of hours: full time study: 10, part-time study. 4</p>  |   |  |
| Teaching methods:                              | discussion, research project, problem solving, source texts analysis, consultation with the lecturer, lectures   |   |  |
| Initial requirements and formal prerequisites: |  |   |  |
| Learning outcomes:                             | <p><b>Knowledge - knows and understands:</b></p> <p>1. A graduate is able to frame a broad descriptive question (such as "what has happened to local/regional indicators of poverty incomes in the developed and developing countries in the last years?") figure out the most appropriate survey data and indicators to answer the question.</p>  | <p><b>Skills - can:</b></p> <p>2. A graduate can conduct the analysis using real world data, and producing survey estimates when necessary applying the most useful methods identifying the most salient findings/patterns that emerge from the application, and present the findings in an effective manner to stakeholders.</p> | <p><b>Competences - is ready for:</b></p> <p>3. A graduate critically reads studies/papers/reports in which poverty and living conditions indicators are used.</p> |
| Assessment methods:                            | evaluation of the presentation during the class (effects: 1, 2, 3), assessment of the project work (effects: 1, 2, 3)  |   |  |
| Formal documentation of the learning outcome:  | projects   |   |  |

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| Elements of the final grade and their weights:  | evaluation of the presentation during the class - 50%, assessment of the project work - 50% |
| Place of teaching:  | blended learning  |
| Teaching materials (obligatory and additional):   |   |
| <ol style="list-style-type: none"> <li>1. Analysis of Poverty Data by Small Area Estimation. New York, Wiley (2016). Introductory Chapters.</li> <li>2. Poverty and social exclusion: new methods of analysis. Routledge (2013). Introductory Chapters.</li> <li>3. SAMPLE project deliverables: <a href="http://www.sample-project.eu">http://www.sample-project.eu</a> (last access 18-2-17)</li> <li>4. FAO- GARS - TECHNICAL REPORTS &amp; WORKING PAPERS Spatial Disaggregation &amp; Small-Area Estimation Methods for Agri. Surveys: Solutions &amp; Perspectives</li> <li>5. <a href="http://gsars.org/en/spatial-disaggregation-and-small-area-estimation-methods-for-agricultural-surveys-solutions-and-perspectives/">http://gsars.org/en/spatial-disaggregation-and-small-area-estimation-methods-for-agricultural-surveys-solutions-and-perspectives/</a> (last access 18-2-17)</li> <li>6. <a href="http://gsars.org/en/spatial-disaggregation-and-small-area-estimation-methods-for-agricultural-surveys-solutions-and-perspectives/">http://gsars.org/en/spatial-disaggregation-and-small-area-estimation-methods-for-agricultural-surveys-solutions-and-perspectives/</a> (last access 18-2-17)</li> </ol> |   |
| Remarks:<br>-   |   |

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| <b>Quantitative indicators describing the module:</b>   |                   |
| Estimated total number of student work hours (contact and own work) necessary to achieve the learning outcomes assumed for the module - on this basis, complete the ECTS field: | <b>66/0</b>       |
| The total number of ECTS points which the student receives in module requiring direct participation of academic teachers or other persons:                                      | <b>1.2/0 ECTS</b> |

| <b>Table of compliance of the directional learning outcomes with the effects of the module</b> |  |   |   |
|--|--|---|---|
| Outcome category   | Learning outcomes for module:  | Reference to effects for the study program for the direction of study | The impact of classes on the directional effect*) |
| Knowledge  | 1. A graduate is able to frame a broad descriptive question (such as "what has happened to local/regional indicators of poverty incomes in the developed and developing countries in the last years?") figure out the most appropriate survey data and indicators to answer the question.      | FIR2_KW02   | 2   |
|  |  |   |   |
| Skills   | 2. A graduate can conduct the analysis using real world data, and producing survey estimates when necessary applying the most useful methods identifying the most salient findings/patterns that emerge from the application, and present the findings in an effective manner to stakeholders. | FIR2_KU01   | 2   |
|  |  |   |   |
| Competences  | 3. A graduate critically reads studies/papers/reports in which poverty and living conditions indicators are used.  | FIR2_KK01   | 2   |
|  |  |   |   |

\*) 3 - advanced and detailed, 2 - significant, 1 - basic