

# What we've done so far...

- State of the world... through a development lens...
- State of technology...
- Capacity building...
- Participatory research...
- History and politics of development...
  
- Challenges of poverty...



# In the next few classes...

- Numbers and labels of poverty
- Economics
- TFDC examples



# The rest of the semester...

- Planning for sustainability
- Evaluation
- NGOs
- Technology infrastructure and design
- Case study analysis
- Microfinance, access to markets, and fortune at BOP
- Legal and political context
- Student feedback
- Summary and future directions





# *The Faces of Poverty*

**M. Bernardine Dias**

**Fall 2007**

**Carnegie Mellon**



# How do we reduce poverty?

- Understand/Define
- Measure
- Study/Analyze
- Respond/Act



# How do we reduce poverty?

- *Experience*
- Understand/Define
- Measure
- Study/Analyze
- Respond/Act

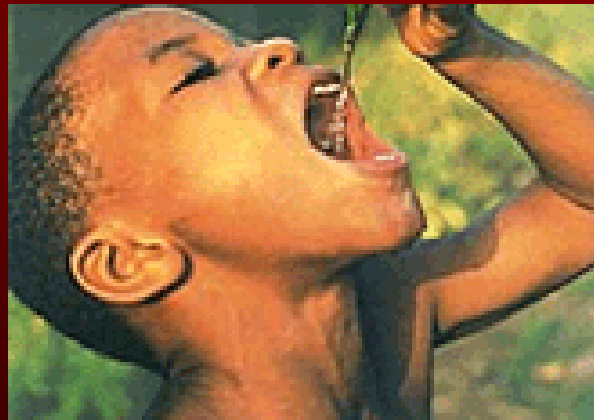






# Experiencing Poverty

## How can we truly understand it?

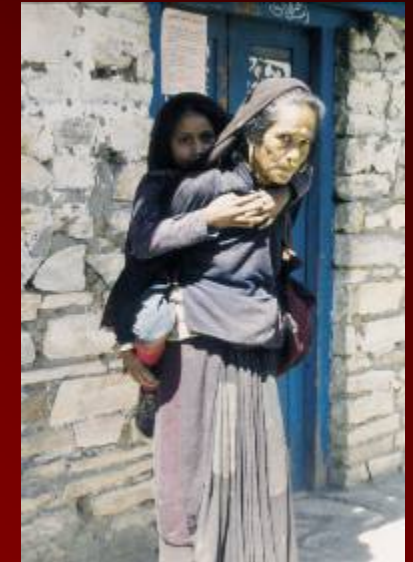


# What does it mean to be poor?

- How do you identify poverty?
- Are all poor alike? If not, what commonalities do they share?
- How does the media portray poverty? How do academics portray poverty? Do you agree with their portrayal?
- Why is all of this important? What are the implications of these labels and numbers?
- “Us” versus “Them”
- How do we work to reduce poverty in a meaningful and respectful manner?







# Images of Poverty

## What are they?



# Why experience poverty?

- To be able to respond compassionately and with respect
- To make appropriate and accurate assumptions in our models/analyses/designs
- To better understand the consequences of our labels and actions
- To better understand ourselves?

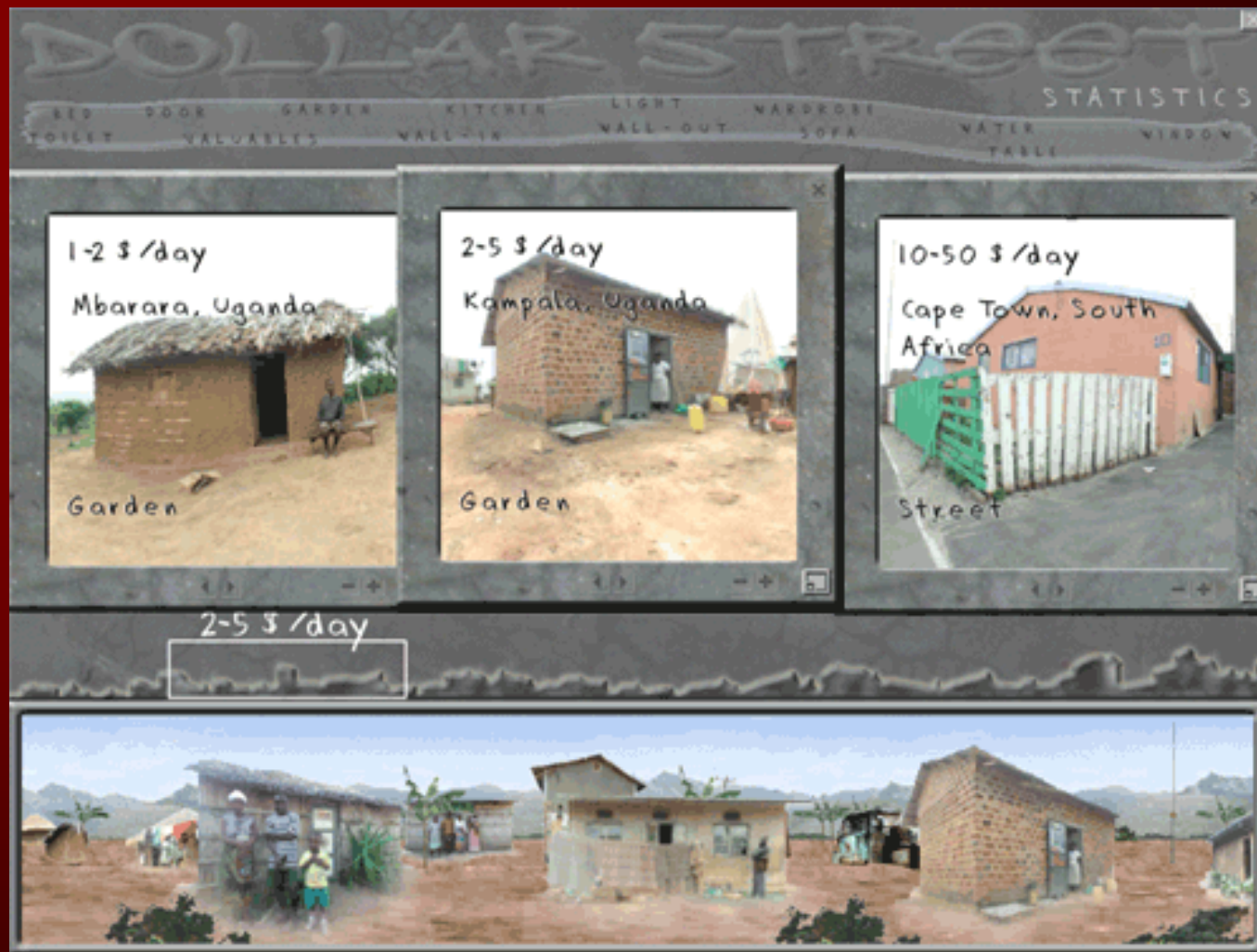


# How can we experience poverty?

- Personal experience
- Peace Corps or similar program
- Faith-based organization-sponsored programs
- “Hybrids” or cultural translators
- Communicating with people living in poverty
- Simulations and virtual reality
  - Poverty Simulation at Carnegie Mellon on November 1<sup>st</sup> – organized by TechBridgeWorld
- Documentaries, movies
- Novels, travel literature



# Dollar Street





# A walk in a slum



<http://www.gapminder.org/downloads/presentations/a-slum-insight-2006.html>

# Real lives





# Reading - Yunus

- What motivated Yunus to do something different?
- What did he decide to do differently?
- What did Yunus do to *listen to* people in Jobra?
- How did he gain the trust of the people of Jobra?
- How did he then make himself valuable to the people of Jobra?
  - What role(s) did he play?
  - What resource(s) did he bring?
- What challenges did Yunus face?
- Did his work follow a simple linear path?
- What lessons did you learn from Yunus?

# Class exercise

- Divide into 3 groups
- As a part of Carnegie Mellon University's global outreach efforts, you have been chosen to evaluate the most pressing needs of the community depicted in the movie.
- You have 3 months and a budget of US\$5,000 to assess the needs of this community.
- Discuss the 5-bullet-point plans each of you brought to class design a needs assessment plan that combines the best ideas of the members of your group
- You have 15 minutes for this exercise.



# Movie

- Does this match your view of living in poverty?
- How are the relationships depicted in the film. Are they believable?
- Are the relationships similar or different than you would expect?
- What are the challenges the family has in the film?
- Are these challenges unique to living in poverty? Unique to living in Tehran?
- Is the film far from reality? A romanticization of a poor community?
- What aspects, if any, about the community in the movie surprised you?



# Class exercise

- Stay in the same groups
- Swap proposals
- Now, put yourselves, as best as you can, in the roles of the members of the community.
  - I.e. the characters in the movie
- Assess the proposal. Do you think it will work? Why or why not? What strengths and limitations do you perceive for this proposal from the perspective of the community?
- You have 15 minutes for this exercise



# Class exercise

- What critiques do you have of the proposals?
- If funded, would they have gotten to the authentic needs of the community?
- What aspects of the community did you feel you were unable to represent?
- What changes would you have made for a similar proposal in a developing community you have personally experienced?
- What changes would you have made for a similar evaluation in Pittsburgh?



# Preparing for your experience

- Prepare by learning not only about the big picture but also about the little details of daily life
- Keep in mind that each community will have their own cultural practices and traditions and they might be very different from your own
- Always keep in mind that there will be aspects of the experience you couldn't prepare for
- Beware of romanticizations, over-simplifications, and generalizations
- Cultural hybrids can play an important role in interpreting your experience
- Take some time to reflect on yourself – what things make you uneasy? Happy? How do you react to different situations? How can you better handle different situations?
- Allocate time for analyzing and learning from your experience
- Be prepared to question your fundamental assumptions – you might be misinterpreting what you see or hear or feel
- Seek and work with trust structures and cultural traditions within the community to the best of your ability