

Project Title: Poverty, Inequality, and Sustainable Development: The Cases of Perú and Argentina

Summary:

The purpose of this project is to provide students with an overview of the key economic questions surrounding the poverty and inequality using the case studies of Perú and Argentina. The first question addressed is poverty measurement. The curriculum discusses the various ways to quantify poverty in a country, and the pros and cons of each method. Relevant data and maps for each measure are provided for both Perú and Argentina. The second question is inequality. The curriculum discusses the basics of measuring inequality in a country, and the meaning of the various measures. The curriculum then discusses two dimensions in which inequality manifests itself – education and health care. The third question is how Perú and Argentina combat poverty and inequality. This section of the curriculum contains an overview of the programs in place in each country to alleviate poverty and reduce inequality. The final section addresses the question of why poverty and inequality are relevant to sustainable development, and how a country can improve its development prospects.

The curriculum contains several different tools to allow instructors to adapt it to suit their needs. First is a 34-page teaching guide, which contains the relevant information and references. Teachers may use this as a textbook or supplement. This document is written on a very basic level and presumes very little prior knowledge of economics. Second are two Excel data packages – one for Perú and one for Argentina. These packages contain all the information discussed in the teaching guide, plus some additional data. Data are in Spanish and in English where relevant. Teachers may use these packages to create graphs or other visual learning tools for students, create computationally-based assignments, or supplement the information in the teaching guide. The third tool is a power point presentation. This presentation contains maps illustrating some of the key poverty statistics for both countries, and photographs to provide some real-world examples of the concepts discussed in the teaching guide. The fourth tool is a zip file. This file contains all of the Geographic Information System (GIS) shape files that were used to generate these maps. Teachers with access to GIS software may use these files to create additional maps or append new data to the existing maps.

The package of tools is designed to be flexible so that teachers may adapt it to many uses. As written, it is designed for college-level students. However, certain elements may be pulled from it for use at lower levels. The only prior knowledge of economics required is basic knowledge of gross domestic product and how to convert the value of one currency to another using exchange rates. The curriculum may be useful in courses in macroeconomics, development economics, general social science courses, geography, or foreign language courses.

Grade Level: 12+. Instructors may adapt materials for use at lower levels.

### Key Questions:

- (1) What characterizes poverty in Perú and Argentina?
- (2) What characterizes inequality in Perú and Argentina?
- (3) What programs to address poverty and inequality are in place in Perú and Argentina?
- (4) How does remedying poverty and inequality contribute to sustainable development?

### Background Notes:

This project focuses on poverty and inequality in Perú and Argentina. It employs data from the Peruvian and Argentine governments, the World Bank, and materials collected during the summer 2004 Southern Cone Exploration Fulbright-Hayes seminar abroad program. Many references are in Spanish only. Although the materials are designed for college-level economics students, they may be adapted for other levels and disciplines. The materials are designed to be flexible. Faculty teaching sections one and two should have knowledge of gross domestic product and exchange rates.

### Objectives:

1. To provide students with a multi-dimensional picture of poverty and inequality in Perú and Argentina.
2. To provide an overview of programs to fight poverty and inequality in Perú and Argentina.
3. To discuss the links between fighting poverty and inequality and sustainable development.

### Materials:

34-page teaching guide (Microsoft Word document)  
Data Packages (2 Microsoft Excel workbooks)  
Power Point Presentation containing maps and photographs  
Zip file containing GIS-based shape files (for use with ArcView® or similar software)

### Additional Resources:

The following websites are highly recommended:

World Bank ([www.worldbank.org](http://www.worldbank.org))

United Nations Human Development Program ([www.undp.org](http://www.undp.org))

UN Human Development Reports (<http://hdr.undp.org/reports/global/2004/>)

Instituto Nacional de Estadística y Censos de la Republica Argentina (INDEC – [www.indec.gov.ar](http://www.indec.gov.ar)) (National Institute of Statistics and the Census of the Argentina Republic)

2001 Argentina Census Website ([www.indec.gov.ar/webcenso/index.asp](http://www.indec.gov.ar/webcenso/index.asp))

Instituto Nacional de Estadística e Informática de Perú (INEI – [www.inei.gob.pe](http://www.inei.gob.pe)) (Peruvian National Institute of Statistics and Information)

Diva GIS – For ArcView® shape file downloads for any country in the world ([www.diva.rii.cip.cgiar.org/modules.php?name=Downloads&d\\_op=viewdownload&cid=6](http://www.diva.rii.cip.cgiar.org/modules.php?name=Downloads&d_op=viewdownload&cid=6))

International Potato Center – for links to Diva GIS and other databases ([www.cipotato.org/index2.asp](http://www.cipotato.org/index2.asp))

For further reading, faculty might consider the following:

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[www.inei.gob.pe/biblioineipub/bancopub/Est/Lib0500.pdf](http://www.inei.gob.pe/biblioineipub/bancopub/Est/Lib0500.pdf) .

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