

# *Multidimensional Poverty in Colombia*

## *2020*

*October 4<sup>th</sup> , 2021*



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# General survey matters

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## Multidimensional Poverty Index – MPI in Colombia



### Educational conditions (0.2)

- Illiteracy (0.1)
- Low educational achievement (0.1)



### Childhood and youth conditions (0.2)

- School non-attendance (0.05)
- Academic lag (0.05)
- Barriers to accessing early childhood services (0.05)
- Child labor (0.05)



### Work (0.2)

- Informal work (0.1)
- Lon-term unemployment (0.1)



### Health (0.2)

- No health insurance (0.1)
- Barriers to accessing health care given a need (0.1)



### Housing conditions and public services (0.2)

- No access to improved water source (0.04)
- Inadequate excretal disposal (0.04)
- Inadequate floor material (0.04)
- Inadequate exterior wall material(0.04)
- Critical Overcrowding (0.04)

- **Composition of the MPI:**  
5 dimensions  
15 indicators

- **Source of information:**  
Quality of Life National Survey (ENCV)

# Results MPI 2020

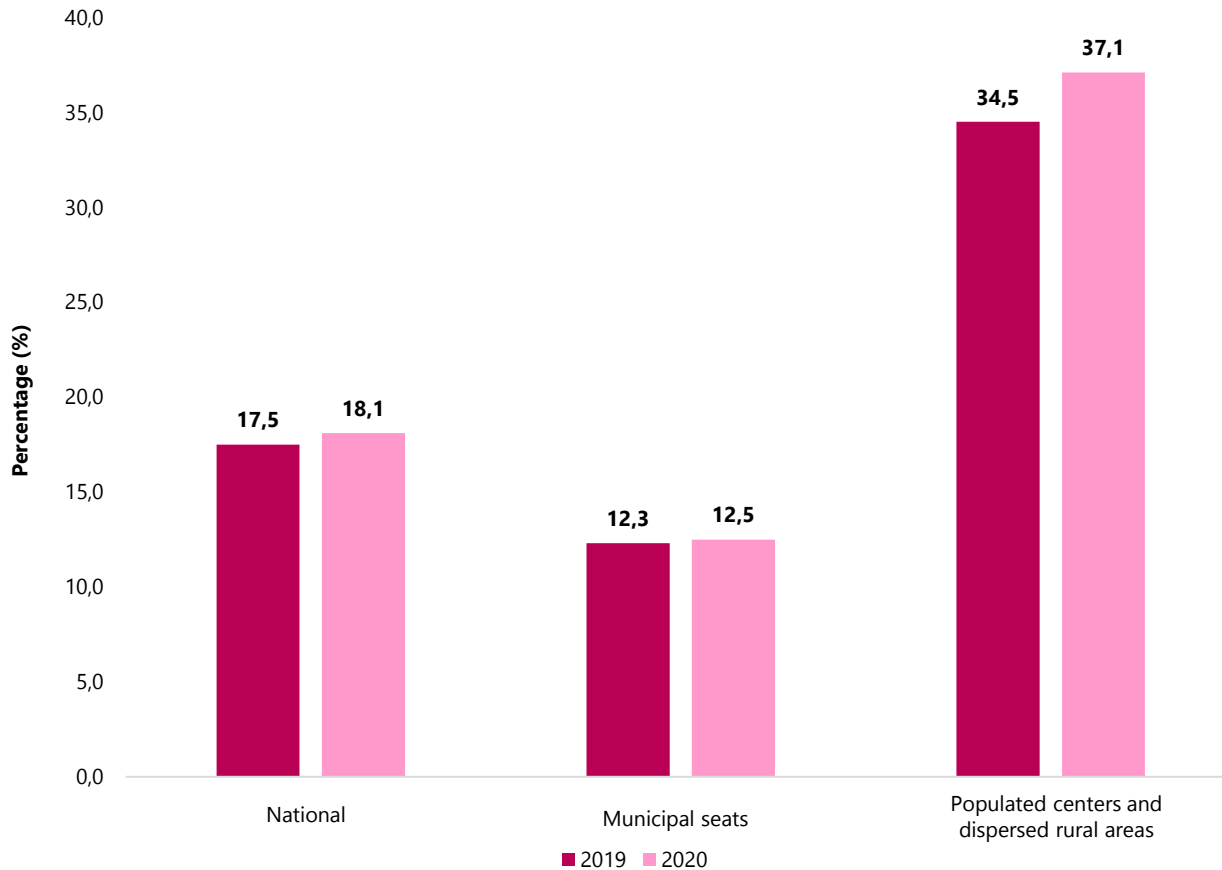
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## Multidimensional Poverty Index - MPI Main Domains. 2019-2020



- Between 2019 and 2020, the incidence rate of Multidimensional Poverty at the national level had an increase in 0.6 percentage points; 0.2 percentage points in municipal seats (urban); and increased 2.6 percentage points in the populated centers and dispersed rural areas.

In 2020, the percentage of people living in multidimensional poverty in populated centers and dispersed rural areas was 3.0 times higher than in capital cities.

**489,000 people entered multidimensional poverty.**

**The change is statistically significant in the populated and dispersed rural centers.**

**Source:** DANE. Quality of Life Survey (ECV) 2019-2020, based on projections from the 2018 National Population and Housing Census.

Note: in 2020, the estimation of the indicator “school non-attendance” was obtained from integration of the SIMAT administrative register, the C-600 form and the Quality of Life Survey.

\*\*For the calculation of national total, urban and rural areas, the rural areas of the Amazon-Orinoquía regions are not taken into account

## Percentage of deprived households per indicator

### Main domains. 2019-2020

Cifras en Percentage	National Total		Change 2020 -2019		Urban areas		Change 2020 -2019		Rural areas		Change 2020 -2019	
	Variable	2019			2020	2019			2020	2019		
Illiteracy	9,3	8,4	-0,9*	↓	6,0	5,7	-0,3	↓	20,5	17,6	-2,9*	↓
Low educational achievement	44	42,2	-1,8*	↓	34,1	33,3	-0,8	↓	77,6	72,5	-5,1*	↓
Barriers to early childhood care services	7,9	7,6	-0,3	↓	8,3	7,6	-0,7*	↓	6,6	7,9	1,3*	↑
Barriers to access to health services	5,5	2,2	-3,3*	↓	5,6	2,1	-3,5*	↓	5,4	2,6	-2,8*	↓
Long-term unemployment	12,4	14,2	1,8*	↑	12,9	14,5	1,6*	↑	11	13,1	2,1*	↑
Critical overcrowding	8,6	7,9	-0,7*	↓	8,9	8,1	-0,8*	↓	7,5	7,1	-0,4	↓
Inadequate excretal disposal	11,0	10,2	-0,8	↓	7,2	6,9	-0,3	↓	23,7	21,5	-2,2*	↓
School non-attendance	2,7	16,4	13,7*	↑	2,1	12,4	10,3*	↑	4,6	30,1	25,5*	↑
Inadequate exterior wall material	2,6	2,5	-0,1	↓	2,7	2,8	0,1	↑	2,6	1,5	-1,1*	↓
Inadequate floor material	6,4	6,3	-0,1	↓	2,0	2,2	0,2	↑	21,4	20,2	-1,2	↓
School lag	25,8	25,9	0,1	↑	24,3	24,9	0,6	↑	30,9	29,5	-1,4*	↓
No access to improved Water Source	11,5	9,7	-1,8*	↓	2,8	2,5	-0,3	↓	41,2	34,3	-6,9*	↓
No health insurance	11,3	10,8	-0,5	↓	11,9	11,4	-0,5	↓	9,5	8,6	-0,9*	↓
Child labor	1,7	1,2	-0,5*	↓	1,2	0,8	-0,4*	↓	3,4	2,8	-0,6*	↓
Informal work	72,9	74,2	1,3*	↑	67,7	69,5	1,8*	↑	90,6	90,4	-0,2	↓

**Source:** DANE. Quality of Life Survey (ECV) 2019-2020, based on projections from the 2018 National Population and Housing Census.

Note: in 2020, the estimation of the indicator "school non-attendance" was obtained from integration of the SIMAT administrative register, the C-600 form and the Quality of Life Survey.

\*\*The variation between 2019 and 2020 of the indicator "No access to Improved Water Source" in populated centers and dispersed rural areas evidences a change of level that is associated with the survey of the geostatistical framework based from the National Population and Housing Census of 2018.

(\*) Statistically significant changes

# Dimension of conditions of childhood and youth: School non-attendance indicator

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# Measurement of school non-attendance and 2020 context

## Quality of Life Survey 2020 and Form C-600

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## Traditional measurement of school non-attendance

**Conditions of childhood and youth**  
(0.2)

**School non-attendance**  
**(0.05)**

School lag  
(0.05)

Barriers to accessing early childhood care services  
(0.05)

Child labor  
(0.05)

### School non-attendance indicator

- ⦿ 6-16 year old population.
- ⦿ Households with at least one person who is not attending an educational establishment are deprived.

Question P8586 is used:... are you currently studying? (attending pre-school, school, college or university)

- ⦿ Yes (does not deprive)
- ⦿ No (deprives)

### Limitation of the question:

- ⦿ The question of the ECV-2020 does not inquire into any additional and / or complementary aspect (study modality, quality of education, or if the person relates studying with attending an educational center in person, effective access to education). This prevents an accurate assessment of whether there was interaction between teachers and students during 2020.

## ECV-2020 Education Module

### National, Urban areas, and Rural areas

Answer to the question In what modality does \_\_\_\_ normally study?  
 People from 6 to 16 years old  
 Percentage

	National Total	Urban areas	Rural areas
	2020	2020	2020
	Percentage	Percentage	Percentage
In person	81,6	81,2	82,5
Blended	1,4	0,7	3,1
Virtual or online	17,0	18,1	14,3

# Integration SIMAT – Form C-600 - ECV

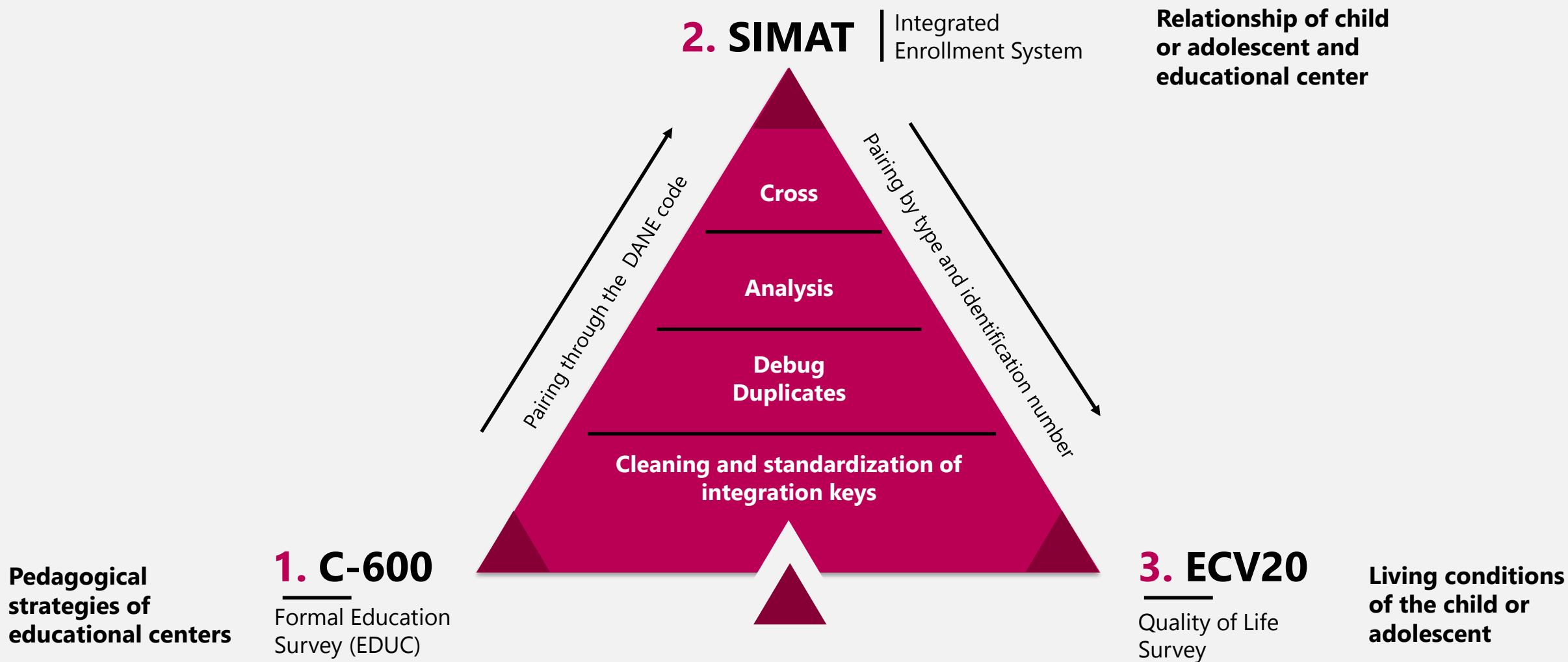
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# ECV and SIMAT-C600 integration protocol 2020





## Pedagogical strategies adopted in the face of COVID-19

### Main domains. 2020

What kind of flexible pedagogical strategies has the educational center adopted for the creation of learning environments, in the face of the health emergency caused by Covid-19?

Percentage of the total number of people between 6 and 16 years old who crossed with C-600.

Multiple choice question.

Strategy	National Total	Urban	Rural
Radio	13,1	11,7	16,8
Television	14,6	16,1	10,6
Virtual platforms (via internet on PC, laptop, Tablet or Cellphone)	63,9	75,0	34,2
Communication applications (via internet on PC, laptop, Tablet or Cellphone)	70,9	78,3	50,8
Pedagogical content guides via email	67,6	76,5	43,9
Physical guides of pedagogical content	82,8	80,4	89,2
Other	9,8	9,1	11,8

# Results: school non-attendance indicator

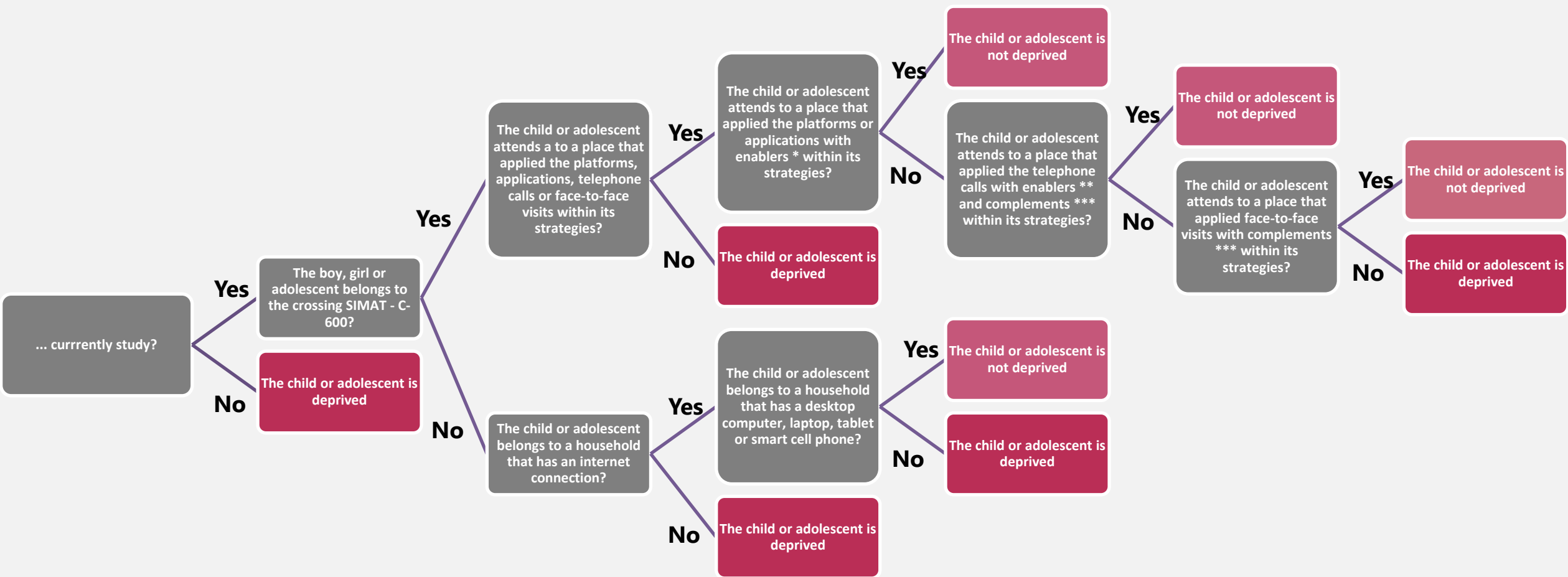
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## Decision diagram Algorithm for measuring school non-attendance in 2020



**Note:**

\*The enablers of the platforms and applications are: possession of an internet connection and possession of a device at home (laptop, desktop, tablet or smart cell phone).

\*\* The enablers of telephone calls are possession of a cell phone or landline at home.

\*\*\* The complements of the calls and visits can be any of the following: 1. Application of guide strategies (physical or sent by mail). 2. Application of radio strategies and the child or adolescent listens to the radio, or 3. Application of television strategies with television at home (conventional color, LCD, plasma or LED).

## Childhood and youth conditions dimension: school non-attendance indicator

### Main domains and regions. 2019-2020

Figures in percentage

Domain	2019	2020
National	2,7	16,4
Urban areas	2,1	12,4
Rural areas	4,6	30,1

Figures in percentage

Regions	2019	2020
Caribbean	4,0	27,9
Oriental	2,8	14,1
Central	2,6	14,8
Pacific (without excluding Valle del Cauca)	3,4	27,4
Bogota	1,0	6,0
Antioquia	2,5	15,6
Valle del Cauca	1,9	9,2

**Source:** DANE. Quality of Life Survey (ECV) 2019-2020, based on projections from the 2018 National Population and Housing Census.

Note: In 2020, the estimation of the indicator "school non-attendance" was obtained from integration of the SIMAT administrative register, the C-600 form and the Quality of Life Survey.



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