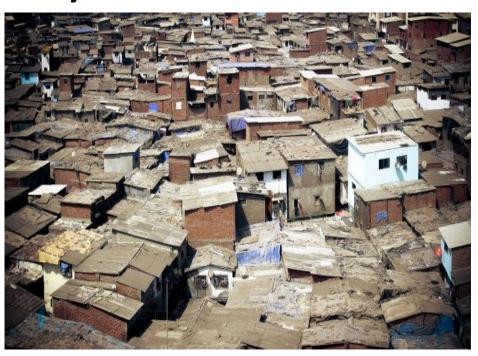
# What does it mean to be Poor? Mapping Poverty in the MENA







### **Mona Atia**

Associate Professor of Geography & International Affairs George Washington University

# What is Poverty?

- Absolute
- Relative



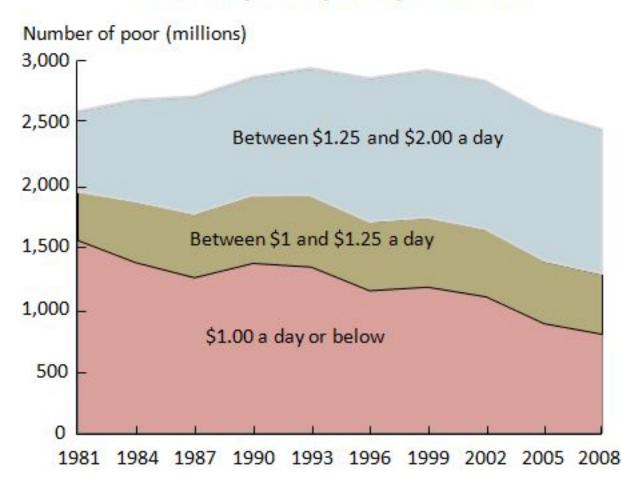
- Monetary
- Non-Monetary

- Measured
- Experienced

# How do we measure poverty?

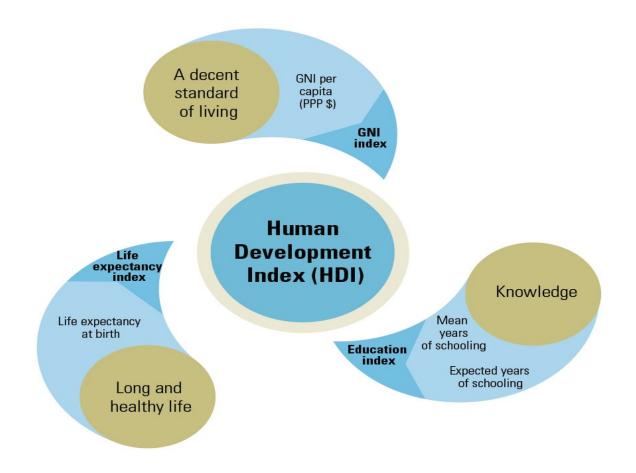
Income

Number of poor in poverty, 1981-2008



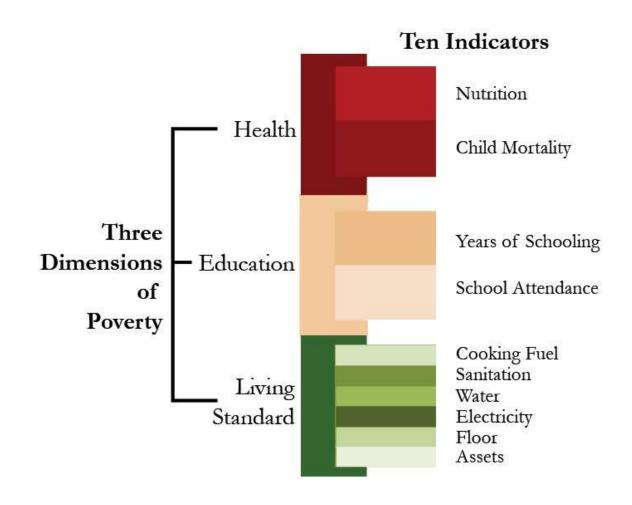
# How do we measure poverty?

Human Development Index (United Nations)

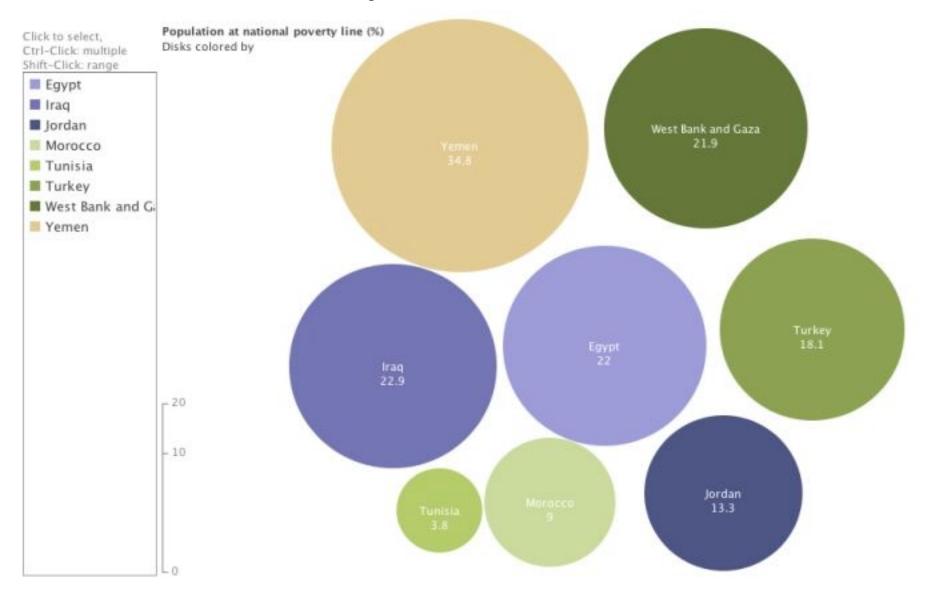


# How do we measure poverty?

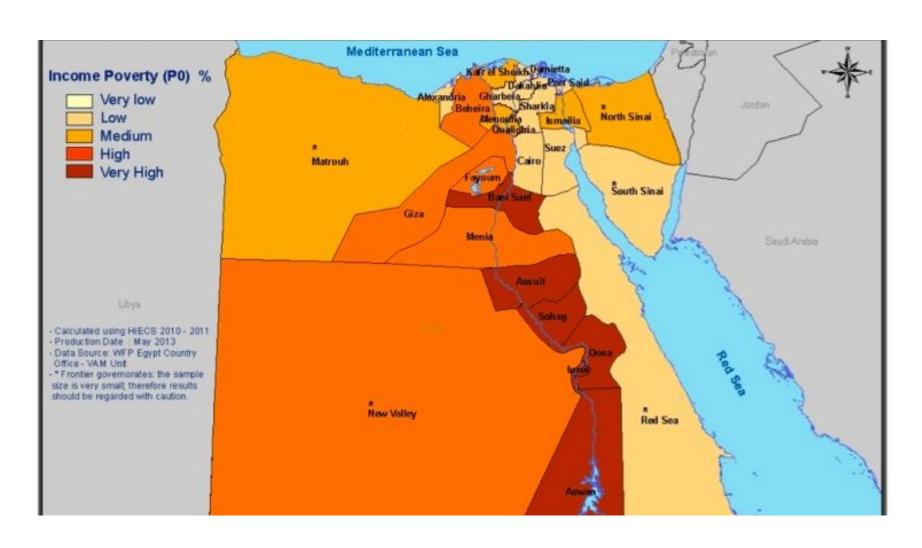
Multi-dimensional Poverty



## Poverty Rates in MENA

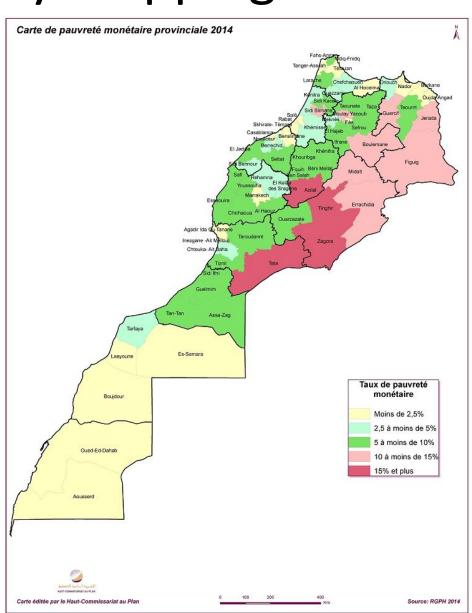


# **Spatializing Poverty**



# What is Poverty mapping?

- Spatial Distribution of Poverty
- Specific geographical areas as small as villages or hamlets.
- Uses survey data, census data, welfare indicators, GIS data and estimation techniques.

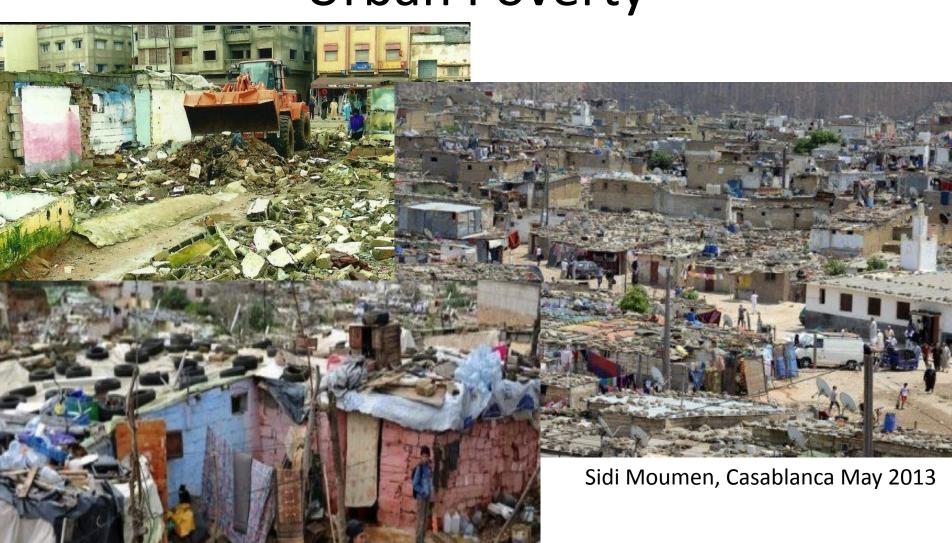


# **Applications of Poverty Mapping**

- Geographical Targeting
- Conditional Cash
  Transfers
- Disease Mapping
- Road networks
- Food aid
- Regional Planning

- Why map poverty?
  - Comparability
  - Synthetic panels
  - Visualization
  - Policy implications
  - Poverty determinants
  - Interventions
  - Targeting

# **Urban Poverty**

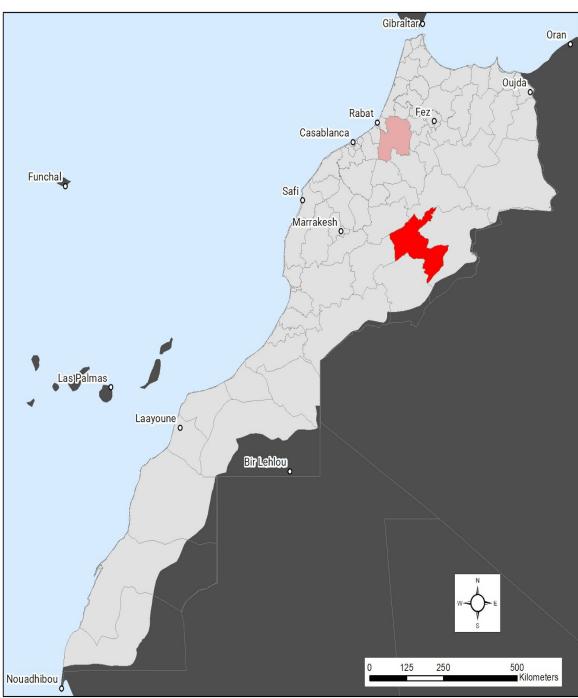


# **Rural Poverty**

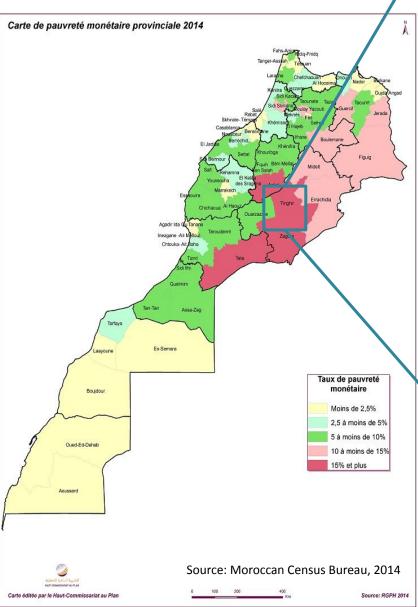


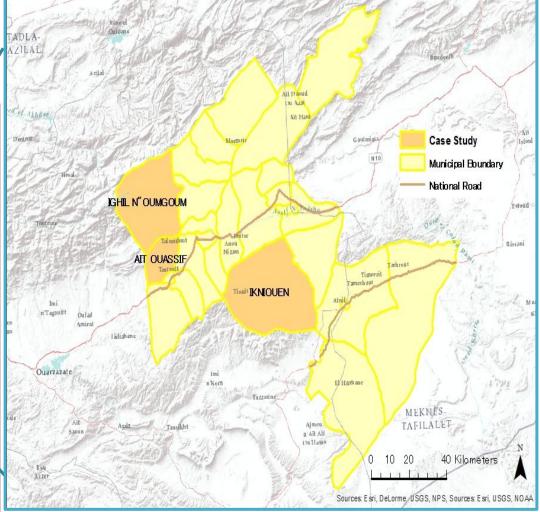
# Study Area





Moroccan Poverty Map

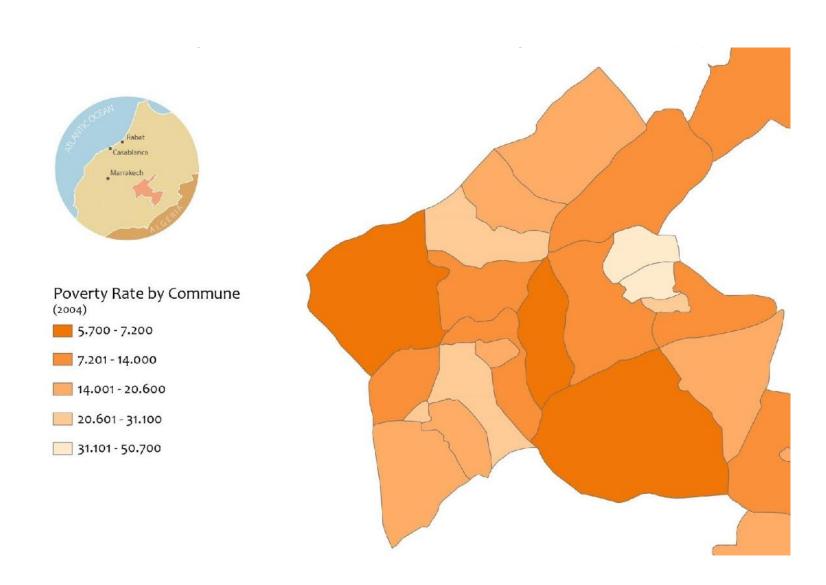




Region: Drâa-Tafilalet Province: Tinghir Communes: Ighil M'goun, Ait Ouassif &

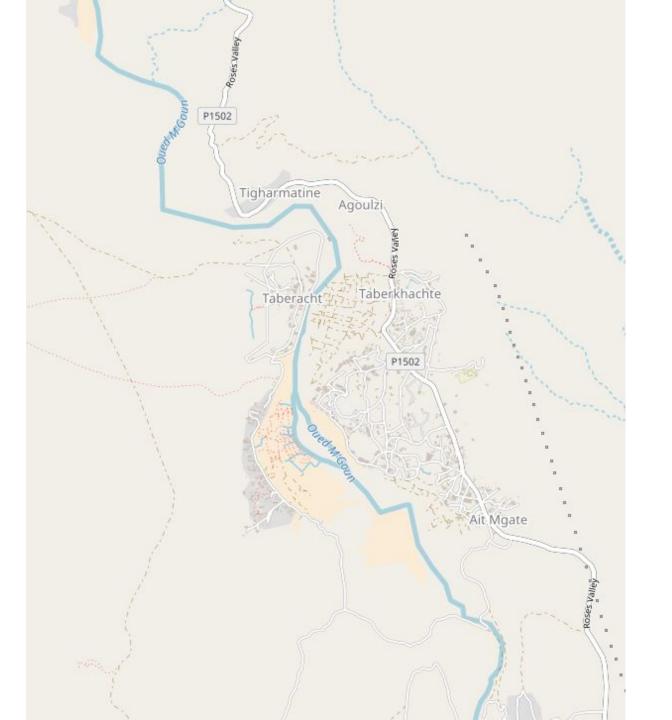
Ikniouen

# **Poverty Targeting**



## How does Morocco Measure Poverty?

Province	Commune	Poverty rate (%)	Volume (%)	Severity (%)	Vulnerability rate (%)
Tinghir	Ikniouen	46.6	14.23	5.84	24.6
Tinghir	M'Semrir	41.8	12.39	5	25.9
Tinghir	lghil N'Oumgoun	37.9	9.39	3.24	30.1
Tinghir	Ait Hani	33.1	8.28	2.91	29.2
Tinghir	H'Ssyia	32.5	9.45	3.76	22.6
Tinghir	Ouaklim	31.8	8.44	3.12	25.7
Tinghir	Ait Ouassif	13.2	2.46	0.69	24.3



# The Need for Local Knowledge

#### **Local Data from State:**

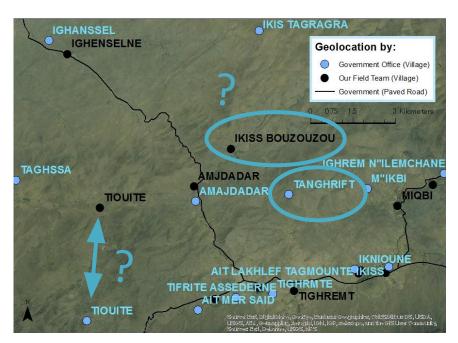
Unobtainable

Inaccurate

Nonexistent

#### **Unobtainable: Attribute Information**

NOM_ecole	Commune	X	Y	Cycle
SS SAGHROU	Ait El Farsi	-5.287773	31.353698	Primaire
S OUAD ICHEM	Ait El Farsi	-5.245371	31.393435	Primaire
SS TOURZA	Ait El Farsi	-5.264577	31.223787	Primaire
SS AGOUDDIME NIKHARTANE	Ait El Farsi	-5.336974	31.341173	Primaire
SS ZAID OUHMAD	Ait Hani	-5.456645	31.774869	Primaire
SS TAMTETOUCHTE	Ait Hani	-5.549035	31.669803	Primaire
SS AL BAYHAKI	Ait Hani	-5.479044	31.816048	Primaire
TABARKHACHTE	Ait Ouassif	-6.15591	31.302067	Primaire
AIT KHIAR	Ait Ouassif	-6.138645	31.267404	Primaire
HDIDA A11	Ait Ouassif	-6.171804	31.336562	Primaire
TOUZRIKT	Ait Ouassif	-6.175274	31.348899	Primaire
TIGHARMATINE	Ait Ouassif	-6.170421	31.311314	Primaire
AIT HAMOU OUYAHIA	Ait Ouassif	-6.167028	31.288138	Primaire
TIMASTIGUIT	Ait Ouassif	-6.159884	31.37882	Primaire
TAOUARBISTE	Ait Ouassif	-6.168264	31.357387	Primaire
BOUZLAFA	Ait Ouassif	-6.145437	31.273067	Primaire



**Inaccurate: Geolocation** 

Yes, but this is only a problem of scale. We are addressing issues at the provincial level, so it doesn't matter that a village is a kilometer or two off.

Civil servant, meeting, 2016







What are the most important issues facing the community?



# Participative Mapping in a Moroccan Village







3 Rural Municipalities- Summer 2015

## FieldPapers

### We mapped the following themes:

A Health

B Education التعليم

C Development Projects المشاريع التنموية

D Boundaries الحدود الجغرافية

E Physical geography الجغرافيا

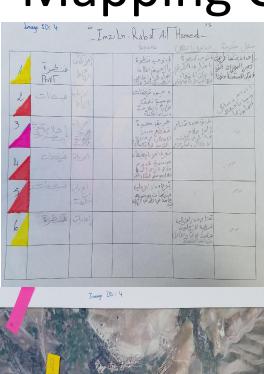
F Unpaved Roads طرق صغيرة

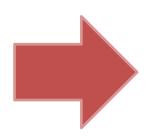




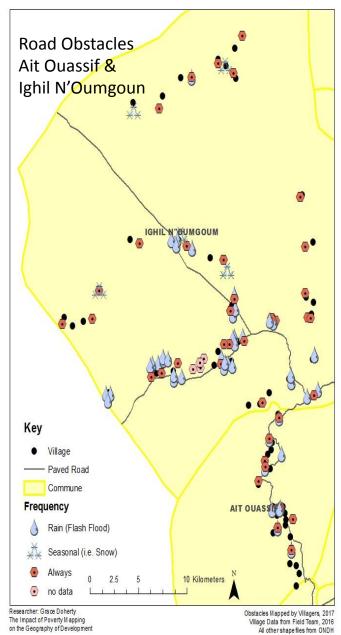
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Messill	These Care gall	النوع مستنو مينا من	Non mil	Description a supply	Asker Ja Tolpales
0	These statements of the statement of the	مستوجل م	مستوعفا فركز (الشيوا	منور على أنا عار إمري	عداد المتجهرات العربري الله على الاشعة والأرع ، وقا متعامة الموسانات
(i)	التعليم	49.21 Eyne -	z V z y G z z z z z z z z z z z z z z z z z	المعرفي المراجعة الم	- تسجل فياد تناية الألفاء بالراحة - تتعاقي من الالمنظلا أن أعالب اكمول هم * تشم تعالى منا يتعلل العاد .
3		- دُانوبَرٌ تُأْمِلِيِّة	التائية حسوا وسلام التنأ بهيلية	عد ترونوهای إندان منشونانده . و علقاب الروارات . و مراسط . حدار الوالد الاطالية	- تسبيل الانتفاع المستعمى المسياء النبائد الشرب - ملحد أل جهزا الدجار - تنب المستحرات - تنب الأقراط التربية ا

# Mapping Obstacles to Accessibility



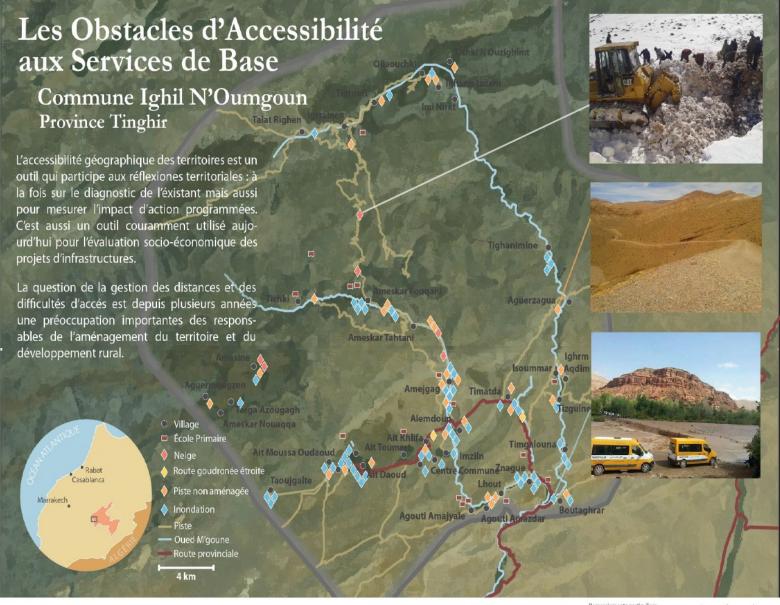






## Road Obstacle Data Collected

	Current	Villages			Proposed
Obstacle	Infrastructure	Affected	Frequency	Details	Solution
		Bouzlafa	Rains	Children	Maintenance
				cannot	
				attend	
Floods	Bridge			school	
		Talat Righen,	Seasonal	These	Pave the road
		Igrramen,		villages are	
		Tighraft,		isolated	
		Ouaouchki		from the	
				centre	
Snow	Nothing			commune	
		Haute	Rains	Crop losses	Bridge
Floods	Nothing	Ameskar			
		Ait Gmate,	Always	Some	Maintenance
		Azrou,		households	
		Taberkhachte		cannot	
<b>Poorly Maintained</b>				reach	
Road	Gravel			services	





Les villageois d'Ighil N'Oumgoun ont participé a cartographier les obstacles et les infrastructures dans le cadre d'un projet de recherche intitulé : L'Impact de la Cartographie de la Pauvrété sur la Géographie du Développement, dirigé par Dr Mona Atia, Professeure à l'Université George Washington.







Source des couches administratives: Royaume du Maroc

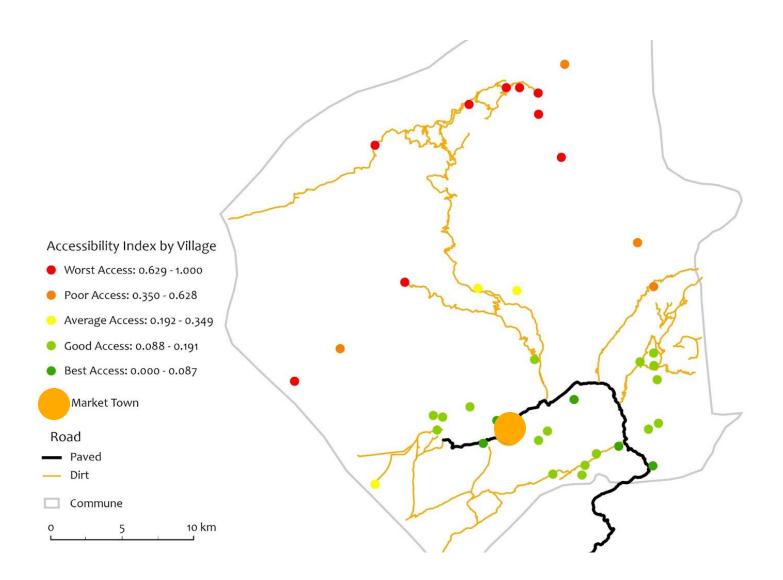
Cartographes: M. Said Samlali Mlle. Grace Doherty

# Factoring in Local Data to Map Accessibility

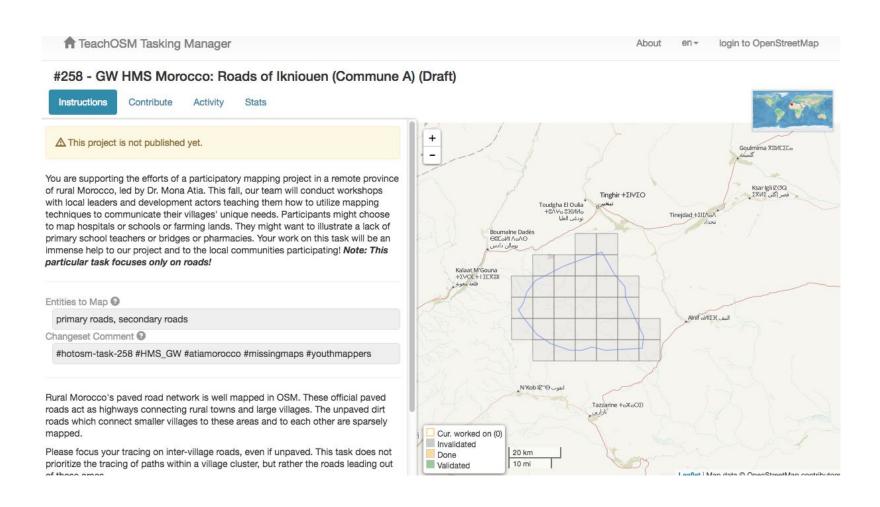
#### Spatial data sources for GIS-based accessibility model

Dataset	Source	Date	Feature type
Road	OpenStreetMap	February 2017	line
Village	ONDH	2015	point
Health Center	ONDH	2015	point
School	ONDH	2015	point
Rivers	OpenStreetMap	February 2017	line
Elevation	ASTER GDEM V2	October 2011	raster

# **Understanding Rural Poverty**



# Mapathon Tracings in DC with HMS

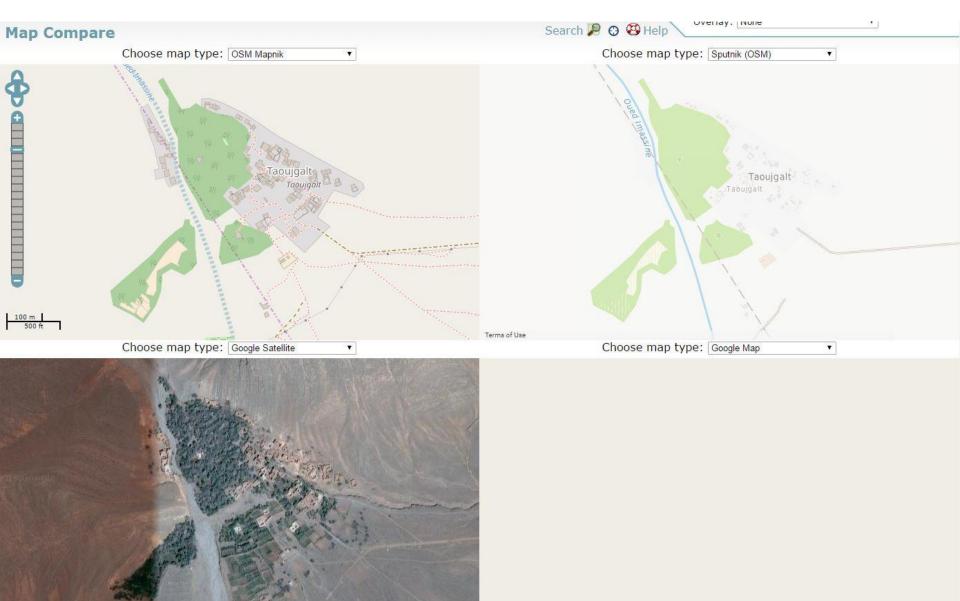


# GW HMS Mapathon Sept 16, 2016

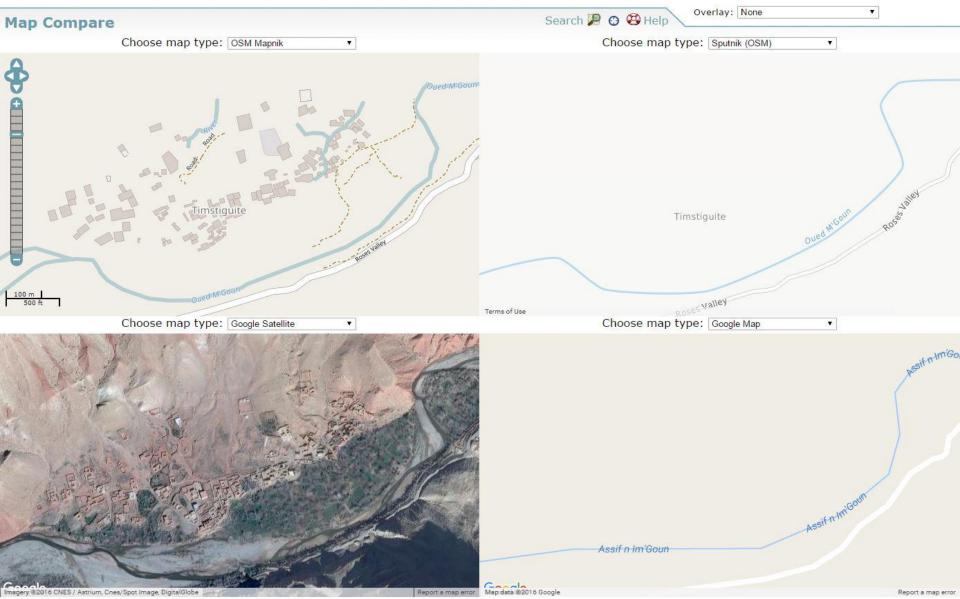
We mapped 2,144 buildings, 1,135 km of roads, and 3,722 edits in 9 villages in Morocco



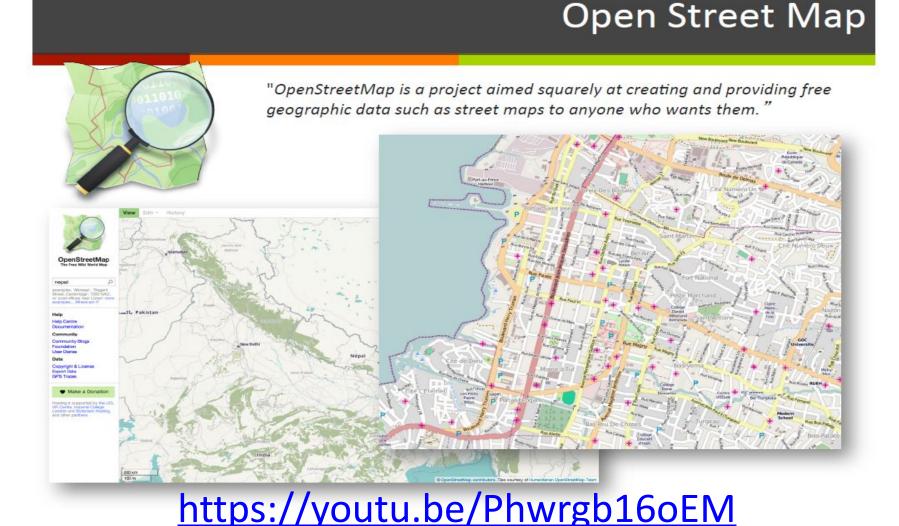
# Why Map?



# Blank Space vs. Mapped Space



# What is Open Street Map?



## Mapping in the Classroom

- Applicable to any discipline, open access
- Document, archive and contribute to national and international initiatives
- Teach global citizenship and humanitarianism

Map Give <a href="https://youtu.be/C175zW8-6j8">https://youtu.be/C175zW8-6j8</a>





### More Resources

- Poverty Mapping: World Bank
- http://siteresources.worldbank.org/INTPGI/Resources
  342674-1092157888460/poverty\_mapping.pdf
- Multi-dimensional Poverty: <a href="http://www.ophi.org.uk/">http://www.ophi.org.uk/</a>
- Partnership for Economic Policy <u>https://www.pep-net.org/poverty-maps</u>
- http://www.newsweek.com/2017/11/10/slums-missin g-maps-map-international-poverty-695381.html
- Youth Mappers: <a href="http://www.youthmappers.org/">http://www.youthmappers.org/</a>
- TeachOSM: <a href="http://teachosm.org/en/resources/">http://teachosm.org/en/resources/</a>

### Thank You

Special thanks to the GW Humanitarian Mapping Society, Grace Doherty, Said Samlali, Tyler Overfelt, Youssef Ben Moula, Amna Ben-Yeddar, Sandy Maroun, Nuala Cowan, Alison Kysia, the Institute for Middle East Studies, the National Science Foundation & last but not least, the village participants for making this work possible!!



Questions? Get in touch atia@gwu.edu

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