

China-Latin America 2024 Youth Challenge to Alleviate Poverty

Tsinghua Poverty Alleviation Toolbox

Participating teams will adopt the three-step SDG Hackathon method: brainstorming + value proposition + solution, which will help the participants to open up their horizons through peer-to-peer support, and jointly explore global best practices in poverty alleviation, as well as methods and paths that may be implemented on a global scale. Among them, Tsinghua Poverty Alleviation Toolbox takes the "5W1H+" model as the core, and "cross-cultural communication" as the perspective, asking questions about specific elements of poverty alleviation, helping participating teams to form a panoramic view and speculation of the best practices in poverty alleviation, and helping the teams to come up with the final innovative solutions from the perspective of practical operation. Therefore, we will combine the three-step approach of SDG Hackathon to explain the Tsinghua University Latin America Center Poverty Alleviation Toolbox in detail.

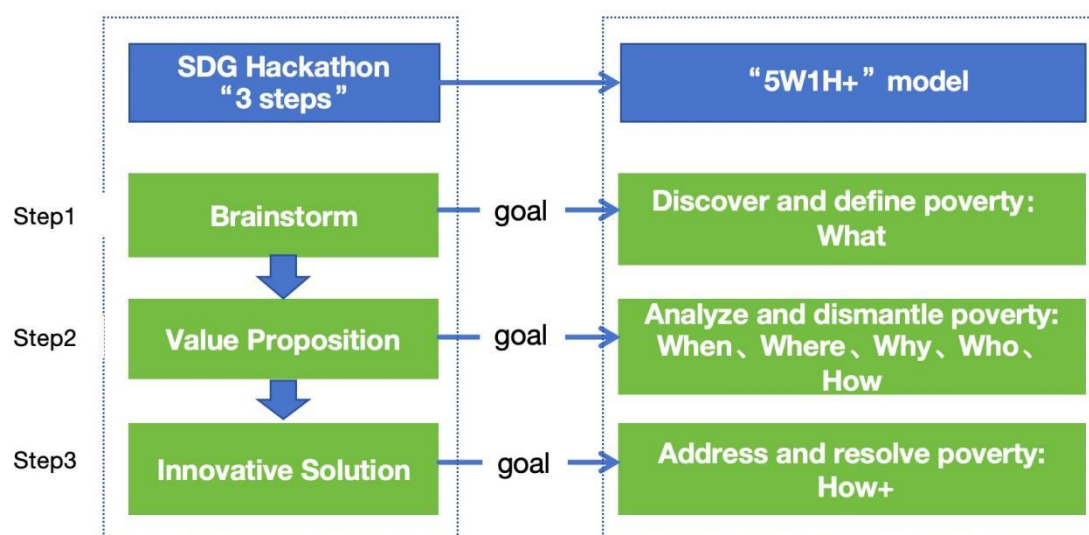


Figure 1 The corresponding relationship between the three-step SDG Hackathon method and 5W1H+

1. "5W1H+" model

The "5W1H+" model aims to provide a complete thinking framework for dismantling existing poverty alleviation cases or proposing innovative poverty alleviation programs. The model is driven by six questions: What, When, Where, Why, Who, and How, to facilitate cross-cultural communication from an international perspective, and to provide a paradigm and reference for participating teams to organize the final poverty alleviation report.

For each dimension of the question, will be divided into two modules: Module one is "basic question", students should focus on the case itself, pay attention to the logic of the case; The second module is "Cross-cultural Perspective", students are invited to consider the extensibility of the selected cases in different countries and other cultural differences. After thinking about the "basic problems", students can think about the "cross-cultural perspective problems" with innovative and

divergent thinking.

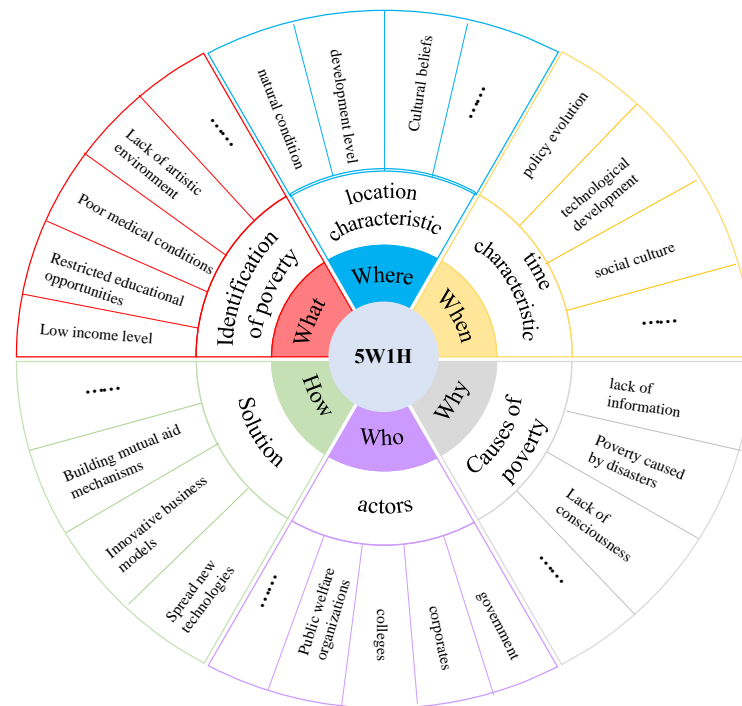


Figure 2 "5W1H+" Model

(1) What: What kind of poverty do you want to describe? What are the specific characteristics of "poverty" in different countries and different cases?

Poverty is not just a matter of insufficient income, but fundamentally the exclusion of the most basic opportunities and choices necessary for human development. It is precisely these opportunities and choices that lead people to a long-term healthy and creative life, enabling them to enjoy a decent standard of living, freedom, self-awareness, and respect from others (United Nations Development Programme, 1999). It involves basic survival needs, educational opportunities, medical conditions, social security, and various other aspects. The poverty issues faced by different countries have their own characteristics and challenges. In Brazil, poverty issues involve challenges of social inequality and violence, often facing high crime rates. In Nigeria, many people face food shortages. In India, poverty issues are more focused on poor medical conditions, leading to the spread of diseases and exacerbation of health problems.

Please describe what your team has discovered about "poverty" and consider the characteristics of poverty in different countries from a professional perspective. Questions for reference are as follows:

Table 1 List of questions about “What”

No.	Basic Questions	Cross-cultural perspective questions
1	What are the specific characteristics of "poverty" in your case?	In your country, what are the main manifestations of poverty?
2	From which discipline(s) or professional perspective(s) are the issues of "poverty" you have raised based on?	How are the manifestations of "poverty" similar and different in different countries?

(2) When: What are the time characteristics when poverty alleviation stories occur in different countries and cases? Are these characteristics unique or common to all countries?

Different regions and countries are in different stages of development, and the time characteristics may vary. In China, with the economic reform and opening up, the government's poverty alleviation policies have evolved continuously, profoundly influencing the behavior of the government as one of the actors. In African countries, the turbulent social and political environment may be one of their time characteristics, affecting the emergence and evolution of poverty issues. On the other hand, different countries exist in the same world, and there are also some similar time characteristics, leading to transferability and reference. For example, the rapid development of digital technology is a macro background for the occurrence of poverty stories.

Please describe the time-related factors of poverty occurrence and analyze the impact and urgency of time factors on the problem. Also, in the process of cross-cultural communication and interaction, reflect on the differences and commonalities of time characteristics among different countries. Questions for reference are as follows:

Table 2 List of questions about “When”

No.	Basic Questions	Cross-cultural perspective questions
1	What is the macro historical background of poverty occurrence in your case?	In your case, what parts of the historical background are specific to the country or region?
2	Has there been any change in the government's poverty alleviation policies in your country?	In your case, what parts of the historical background are global shared?
3	What is the government's poverty alleviation policy in your case? Has there been any change in poverty alleviation policies?	What are the differences between the macro time characteristics of contemporary global poverty phenomena and those of the past?

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(3) Where: What are the locational characteristics of poverty occurrence in different countries and cases, and what positive impacts or limiting factors do they have on poverty alleviation?

The locational characteristics in different countries and regions include geographical environment, natural resources, cultural traditions, political systems, and so on. Regions rich in natural resources can activate the local economy through effective development and management. Suitable ecological environments and climatic conditions also contribute to the development of industries such as tourism. However, frequent natural disasters can hinder poverty alleviation efforts. For example, as an island nation, Cuba suffers from frequent hurricanes, which are a significant cause of poverty.

Similarly, regarding political systems, different institutional features in different countries lead to significant differences in the formation of poverty and the implementation of poverty reduction measures. In China, the government plays a leading role in poverty alleviation efforts, while in countries where governmental power is weaker, poverty reduction relies on the joint efforts of civil society and the international community.

Please consider the geographical and human environments of impoverished areas and contemplate their potential positive impacts or limiting factors on the issue. Questions for reference are as follows:

Table 3 List of questions about “Where”

No.	Basic Questions	Cross-cultural perspective questions
1	In your case, what are the geographical and human characteristics of the areas where poverty occurs?	From a global perspective, what are the main locational characteristics of impoverished areas in various countries?
2	What are the positive impacts or limitations of these locational characteristics on poverty alleviation?	Are the locational features in your case similar to those found in other poor parts of the world?

(4) Why: Overall, what are the differences in the causes of poverty in different countries and scenarios? What are the different causes of poverty in different countries and different scenarios?

With a full awareness of the differences between countries, it is essential to analyze the causes

of poverty deeply, considering differences in time and location, including stages of development, geographical environment, and cultural traditions. In different countries and scenarios, the reasons for poverty vary. For example, the inability of Yao ethnic farmers in the Menglajiang River Village in Yunnan, China, to escape poverty is fundamentally due to their cultural disconnect from the commercialized modern society, as they cannot grasp the basic market principles. Conversely, the poverty of Cuban farmers, who are often homeless due to frequent hurricanes in their island nation, is primarily caused by disaster-induced impoverishment. To achieve poverty alleviation goals, it is crucial to identify the key challenges and difficulties of poverty. Only then can we better consider solutions and provide entry points for contributing to poverty alleviation from various professional fields.

Please provide a comprehensive analysis of the causes of poverty and consider the differences in the causes of poverty in different countries and scenarios. Questions for reference are as follows:

Table 4 List of questions about “Why”

No.	Basic Questions	Cross-cultural perspective questions
1	What are the main reasons for poverty in your country? Which one is the primary cause of poverty?	What are the similarities and differences between the causes of poverty in different countries and different scenarios?
2	In your case, what are the core causes of "poverty" in the specific scenarios?	Can the poverty in your case find parallels in other poor areas of the world?

(5) Who: What are the main actors in poverty reduction and what roles do they play? Are there differences in the important actors in poverty reduction practices among different countries, and do the same actors play different roles?

In the process of implementing poverty reduction projects, besides utilizing knowledge and skills from professional fields, it often requires coordinating different participating actors, integrating resources and efforts from all parties, and jointly promoting the implementation of the plan and achieving sustainable poverty alleviation goals. Actors can include not only "suppliers" of resources, technology, and experience but also "recipients" who receive training and enhance their self-development capabilities. They play different roles and have the opportunity to benefit from poverty alleviation practices. In your proposed poverty alleviation case/scheme, which actors are involved, and what roles do they play? Please strive to identify the most central poverty alleviation "suppliers" in this practice, the main responsibilities they undertake, and the specific tasks they carry

out, while other "suppliers" embed themselves into the poverty alleviation cooperation network by assuming various roles, responsibilities, and specific tasks.

Based on past poverty reduction experiences, potential actors may include but are not limited to governments, enterprises, banks, NGOs, universities, etc., each playing potential positive roles as follows, for reference:

Government: Governments can provide basic living guarantees for the poor by formulating and implementing policies and measures, improving infrastructure and public services, promoting economic development and job creation, and establishing social security systems. Governments can also play a supervisory and coordinating role to ensure the implementation of poverty alleviation policies and the rational allocation of resources.

Enterprises: Enterprises can help lift people out of poverty by creating job opportunities, providing fair and reasonable wages, and good working conditions. They can also carry out corporate social responsibility projects to support the development of impoverished areas, improve infrastructure, provide training in technology and expertise, and promote industrial development and economic growth in impoverished areas.

NGOs: NGOs can play an important role in poverty reduction by providing relief and assistance, improving living conditions and basic needs of the poor. NGOs can also carry out social innovation projects to explore new models and methods to address poverty issues, promote social fairness and inclusivity.

Banks: Banks can help the poor start businesses and develop micro-enterprises by providing loans and financial services. They can also introduce specialized poverty reduction financial products and services, providing low-interest loans, insurance, savings, and other financial tools to improve the economic status and financial inclusion of the poor.

Universities: Universities can provide educational opportunities and vocational skills training for the poor through education and training programs, improving their employability and competitiveness. Universities can also conduct research and policy consultations, providing advice on poverty reduction policies and measures to governments and relevant agencies.

At the same time, from a global perspective, various types of poverty reduction actors may have different positions and roles in poverty reduction practices in different countries.

In terms of the importance of actors, there may be differences between countries. For example, in China, the government often plays a leading role in poverty alleviation practices, responsible for formulating and implementing poverty alleviation policies and investing significant funds and resources. While in overseas scenarios, the government may not have the corresponding strong power to lead the promotion, and enterprises, international NGOs may play a larger role. For example, the international NGO World Vision's rural development project in Mexico provides support in education, agriculture, health, finance, disaster prevention, and other areas, including

establishing libraries, improving drinking water and sanitation facilities, providing microloans and small-scale credits, and implementing disaster prevention and response measures.

Please consider the differences in the main actors in poverty alleviation among different countries and the causes?

From the perspective of the roles and functions of actors, there is also the possibility of differentiation among countries. In China, the government can promote poverty alleviation by formulating detailed poverty alleviation plans and investing significant funds and resources, while governments in other countries may support poverty reduction practices through regulation and policy guidance. State-owned enterprises in China play an important role in poverty reduction through the "pairing assistance" mechanism, whereas overseas, state-owned enterprises, local private enterprises, and multinational corporations may exhibit heterogeneity in how they leverage their respective strengths. Additionally, the differing characteristics of beneficiaries in different countries may also affect the implementation and advancement of poverty reduction schemes, serving as a noteworthy cross-cultural consideration.

Please consider how the same actor exhibits different characteristics in different countries and the factors contributing to these differences. Questions for reference are as follows:

Table 5 List of questions about “Who”

No.	Basic Questions	Cross-cultural perspective questions
1	In your poverty alleviation case, who is the leader of the poverty reduction efforts? In what aspects do they respectively play a role?	Are the main actors different in poverty alleviation practices in different countries?
2	What other poverty alleviation stakeholders are involved in your poverty alleviation case? What are their respective fields and roles?	Have the same actors played different roles in poverty alleviation practices in different countries? What are the distinctive characteristics exhibited by the same actor in different countries?
3	In your poverty alleviation case, how can poverty reduction leaders mobilize other stakeholders to jointly promote poverty reduction? (Hint: For example, policy support, economic support, resource supply, knowledge teaching, skill enhancement, etc.)	Under what circumstances can various actors become leading actors in poverty alleviation , and how should other stakeholders cooperate?

(6) How: Provide specific poverty alleviation plans and consider the transferability of knowledge, technology, experience, and means in different countries' poverty reduction strategies and methods. How to apply them to specific scenarios in your country to improve local poverty alleviation practices?

Specific poverty reduction plans should be introduced after understanding the specific context of poverty and analyzing the corresponding causes of poverty. **Emphasize how knowledge, technology, experience, and methods from your field of study can be applied to real-world scenarios, aiding in achieving poverty reduction goals.**

We believe that regardless of whether you come from the humanities, social sciences, or natural sciences, you can contribute your professional expertise to the cause of poverty alleviation as long as you identify entry points and breakthroughs. You can innovate business models to promote poverty reduction, as seen in India's agricultural machinery custom rental centers. Faced with difficulties in purchasing agricultural machinery and high purchase costs for farmers, these centers provide innovative pay-per-use modern agricultural technology and machinery rental systems for impoverished farmers, significantly increasing tool utilization rates and thereby improving productivity. You can also utilize digital technology to leverage the externalities of platform networks, reassemble social resources in impoverished areas, reduce barriers to accessing public services, and provide more extensive and effective public services, thereby assisting poverty reduction in areas such as public transportation, social communication, education, healthcare, and skills training.

In addition, in the cases or programmes you have described, is there a clear qualitative or quantitative way to test the effectiveness of the programme? How do you link the interests of the various types of partners mentioned above so that they work together, and when do they intervene and what role do they play? From a sustainability point of view, can your poverty alleviation programme be developed in a sustainable way, and is there a qualitative or quantitative way to measure and monitor the sustainability of the programme, e.g. financial sustainability, sustainability of participants' incentives, etc.? Whether the programme you describe poses potential risks or negative impacts is also something to consider.

In various poverty alleviation cases in different countries, there are strategies and plans to address poverty issues from different fields and perspectives. Can new technological means and business models be cross-border references? For example, the experience of Grameen Bank in Bangladesh, which provides microcredit to the poor to help them start small businesses and agricultural projects, has been successfully transferred to countries such as India, Pakistan, and the Philippines. Similarly, Israel's drip irrigation technology from Netafim has been transferred to developing countries in arid regions like Kenya. Please consider what overseas experiences have potential implications for cross-cultural learning and exchange.

As poverty alleviation practices progress, different developing countries will encounter similar

obstacles, making mutual learning and mutual reference particularly important. In various poverty alleviation cases, how are common obstacles addressed and implementation achieved through steps such as fundraising, organizational mobilization, technology deployment, and continuous monitoring? Furthermore, what local adjustments are necessary when transferring experiences?

Please describe the specific plans and implementation steps for poverty reduction and consider how overseas experiences can better serve local effective implementation through cross-cultural exchange and interaction. Questions for reference are as follows:

Table 6 List of basic questions about "How"

No.	Basic Questions	Cross-cultural perspective questions
1	In your poverty alleviation case, what are the key knowledge, technologies, experiences, and tools from your professional field that are crucial for poverty reduction success? In which scenarios do these knowledge and technologies play a role, and what functions do they serve?	What are the poverty reduction strategies and methods that are crucial for successful poverty alleviation in different countries? What are the possible knowledge, technologies, experiences, and means that are transferable?
2	In your poverty alleviation case, how do the various links connect and overcome obstacles to make the poverty alleviation program successful?	How have the various aspects of funding, organisational mobilisation, technology roll-out, and ongoing monitoring addressed some of the common barriers to getting off the ground in different poverty alleviation cases?
3	In your poverty alleviation case, how is the sustainability of the project guaranteed?	When transferring poverty alleviation experiences (across regions or countries), what kind of "localization" adjustments need to be made in order to achieve the results of poverty reduction experiences?
4.	Are there potential risks or negative impacts associated with the programme you have described?	What have we learned from poverty alleviation cases in different countries? How to achieve better communication and cooperation among countries, regions, and fields in poverty alleviation through cross-border/cross regional/cross disciplinary dialogue, so as to jointly address the global challenges of poverty alleviation?

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2、“5W1H+” model in practice

Table 7 Timetable for practical arrangements

Time	Content Arrangement
5.6 pm	On-site brainstorming, discover and define poverty
5.6pm - 5.11am	Team work, analyze poverty, complete the dismantling of “5W1H” framework, and form a preliminary report
5.9 evening	Lecture on Poverty Alleviation by the Chilean Professor
5.11pm	First report, inter-group exchange and mutual learning
5.11 evening	Groups make their own revisions based on suggestions
5.12 am	mentor provide guidance and further revise reports
5.12 pm	Final report, award selection

(1) Discovering and Defining Poverty (what)

◆ **Goal:** Team members with diverse national and professional backgrounds will discuss and explore what "poverty" is in the form of brainstorming, with an open and inclusive attitude, and initially define the theme of the team's competition.

◆ **Steps:**

① **What is it:** From the perspective of their respective disciplines, members of the team will put forward their own understanding of "poverty" with the help of whiteboards or post-it notes and other tools, and find out as much as possible about the realities and manifestations of poverty around them, and summarise the results.

② **How to use it:**

- **Group sharing:** The group will discuss the different types of poverty and share their views on the importance, novelty and universality of the poverty, so as to achieve full inter-professional and cross-cultural exchanges;

- **Team leader integration:** The group leader will summarise, categorise and organise the ideas of the group;

- **Consensus:** The group will select the specific type of "poverty" that they want to study and solve, and will be able to describe it clearly, so that it will become the topic of the competition.

- **Summarise and ask questions:** Invite the group to share the results of brainstorming and the difficulties encountered in the process, and the tutor will summarise and conduct Q&A.

③ **Suggestions:**

- **Listen carefully:** capture everyone's opinions and inspire each other during communication;
- **Maintain respect:** Be able to propose ideas based on the opinions of others, but do not make positive or negative evaluations of their ideas.

(2) **Analysing and Deconstructing Poverty (when, where, why, who, how)**

◆ **Objective: To deconstruct the elements of the problem of poverty from a professional point of view, and to comprehensively identify the proposed scenarios of poverty.**

◆ **Steps:**

① **What is it:** Through internal and inter-group exchanges, according to the selected topic, comprehensively deconstruct the content of the selected case or practice plan around the elements of the "5W1H+" model, and form the initial report.

② **How to use it:**

- **Group discussion:** Through cooperation, members of the group will discuss the factual dismantling of the "poverty" problem in the "5W1H+" model, clearly depicting the specific scenarios of poverty, and exploring the core causes of poverty and the parties involved in poverty reduction, and finally drawing up a response plan.

- **Summary:** The group summarises the elements of "5W1H+", sums up the challenges encountered, and initially thinks about room for improvement.

③ **Suggestions:**

- **Accurate use of the "5W1H+" model:** Through learning the basics of the "5W1H+" model, clarify the exploration goals and directions;

- **Keep good records:** Record the valuable suggestions from different channels and apply them to the modification of the results in a timely manner;

- **Respect suggestions and consider them carefully:** treat different opinions and suggestions with humility and seriousness, and take the best of them to improve the quality of exploration.

(3) **Addressing and Resolving Poverty (how+)**

① **What is it:** After defining and analysing poverty, we will focus on specific poverty reduction programmes, paying attention to the core value proposition of the programme, the synergy and

cooperation among the participating entities, as well as issues such as sustainability and commerciality, and at the same time, we will logically reflect on the resources required for subsequent relocation and landing in different countries and regions, and ultimately, we will present the case study results in a complete manner.

② How to use it:

- **Integration by the group leader:** The group leader will classify and sort out the ideas of the group and reach an agreement on the content and presentation of the programme;
- **Form the report:** The group divides the work and forms a report and PPT; (before the 11th afternoon)
- **Cross-presentation:** Promote communication and mutual learning between different teams through "on-stage group presentation + off-stage group questioning", and form valuable suggestions for modification; (11th afternoon)
- **Self-improvement:** Based on the suggestions from inter-group exchanges, the report will be further revised; (evening of 11th)
- **Mentor guidance:** You can ask the mentors of the competition team for suggestions and modifications of the report; (12th morning)
- **Presentation:** Presentation of the final report and PPT, different teams compete on the same stage and receive professional evaluation from the judges. (12th afternoon)

③ Suggestions:

- **Attention to details:** Pay attention to the key details of good practice, and have a sense of landing and comprehensive consideration when designing innovative programmes;
- **Division of labour:** after reaching an agreement on the content in the group, clearly divide the work to complete the report and PPT, and eliminate free rider.
- **Repeated iteration:** In the process of intra-group discussion, inter-group exchange and mentoring, we will repeatedly polish our poverty alleviation report and make timely adjustments.