The Capability Approach and Human Development

Sabina Alkire (OPHI)
Most people are other people. Their thoughts are someone else's opinions, their lives a mimicry, their passions a quotation.

~Oscar Wilde, *De Profundis*, 1905
Outline

• Capabilities and HD in policy documents

• Definitions & Value-added
  – Capabilities
  – Functionings
  – Agency
  – Plural Principles

• Relationships with other terms
  – MDGs, Human Rights, Human security, Happiness
“Expanding X expands capabilities”

Following Amartya Sen, we see development as a process of expanding freedoms equally for all people. In this view of development, gender equality is a core objective in itself. WDR Gender 2012

“Investing in young persons has significant positive impacts on human development and productivity. Global Employment Trends for Youth 2012
The case for gender fairness in education is based on human rights, not economic calculus. Schooling can equip girls with the capabilities they need to expand their choices, influence decisions in their households and participate in wider social and economic processes. By the same token, there is clear evidence.

**Capabilities**: expand choices; influence decisions, participate

**Intrinsic value** – H Rts

**PLUS:**

**Instrumental value** (returns to education)
“Poverty, gender, ethnicity and other characteristics interact to create overlapping and self-reinforcing layers of disadvantage that limit opportunity and hamper social mobility. The interaction between marginalization in education and wider patterns of marginalization operates in both directions. Being educated is a vital human capability that enables people to make choices in areas that matter. The lack of an education restricts choices. It limits the scope people have for influencing decisions that affect their lives. People lacking literacy and numeracy skills face a heightened risk of poverty, insecure employment and ill health. Poverty and ill health, in turn, contribute to marginalization in education. So does the fact that the marginalized have only a weak voice in shaping political decisions affecting their lives.
Conventional approaches to literacy measurement are often fundamentally flawed. Asking people to report whether they are literate is of limited use in assessing real capabilities. Similarly, testing literacy by reference to words, objects and experiences that have no relevance in the lives of the people being surveyed can understate achievement levels.

**Indicator Justification: proxy for Capabilities**

- Accuracy
- Relevance
Indicator justification: Instrumental to HD

“Sanitation and drinking-water are universally accepted as being essential for human life, dignity and human development.”
WDR 2012: Gender

‘Following Sen, we also believe that while people may disagree in what is just or fair, they will agree on eliminating what are “outrageously unjust arrangements.” In other words, while it may be difficult to define whether gender equality is about outcomes or opportunities, most will agree that gross manifestations of gender inequality should be eliminated.’

Conceptual Agreement; Measurement Disagreement is ok (!)
we define development as a dynamic process involving sustainable and equitable access to improved wellbeing.

Sen views wellbeing as a combination of the aspiration that “human lives can go much better” and an understanding that improvement can be brought about through a strengthening of human agency, a person’s capability to pursue and realise things that he or she values and has reason to value. 98
In adoption of an understanding of wellbeing that derives from Sen’s ideas, **we define wellbeing as the freedoms and capability to make choices and act effectively** with respect to, for example, health, education, nutrition, employment, security, participation, voice, consumption, and the claiming of rights. For each of these elements of wellbeing, there are important considerations of quality and quantity of achievement, of diversity in aspirations between different communities, of equity, and in some of these aspects (most notably those concerned material consumption) of the need to recognise satisfaction from sufficient (as opposed to maximised) achievement, as diminishing marginal returns to consumption are overtaken by increasing marginal costs (including social costs). p 20
In effect, what really matters are the capabilities of people, that is, the extent of their opportunity set and of their freedom to choose among this set, the life they value. The choice of relevant functionings and capabilities for any quality of life measure is a value judgment, rather than a technical exercise. … (page 15, point 29)
Human Development Report 2010:

Human development is the expansion of people’s freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet.

People are both the beneficiaries and the drivers of human development, as individuals and in groups.
FIGURE 1.3 The human development concept—on a shared planet

Conceptual framework for human development

Shared planet

Opportunity freedoms

Justice

Process freedoms

Source: HDRO based on Alkire 2010.
Outline

• Capabilities and HD in policy documents
  – Used to describe the ‘overall’ objective
  – Draws attention to the ‘intrinsic value’ of a topic (education, health, relationships, work)
  – Also draws attention to the ‘instrumental value’ (other approaches also do this).
  – Used to assess indicators – and improve.
  – Draws on assumptions about what people agree about (outrageously unjust arrangements)?

Are these uses of the Capability Approach and HD a) accurate and b) sufficient?
Intellectual History of CA

• 1979 – Sen ‘Equality of What’?
• Basic Needs – same motivation but in some versions people are passive. CA adds freedom
• 1980s – focused on growth as end; CA growth as means; needs to be complemented by HD / CA
• 1990s to present: Annual *Human Devt Reports*
• Key texts by Sen:
  – 1984: *Commodities and Capabilities*
  – 1993: *Quality of Life* (edited with Martha Nussbaum)
  – 1999: *Development as Freedom*
  – 2009: *The Idea of Justice*
• Now a large group of other authors
Amartya Sen, *key author*

Born 1933 in Dhaka, Bangladesh.

Primary education in Tagore’s school in Santiniketan, India.

Witnessed Bengal famine in which 2-3 million people died.

Witnessed murder of a muslim day laborer in the times of partition

Studied in Kolkata and Cambridge UK; taught in Delhi School of Economics, London School of Economics, Oxford, Cambridge and Harvard.

Received Nobel prize 1998

Currently teaching at Harvard.
Martha Nussbaum has also written on the Capability approach. Key readings are:

Other Academic Contributions:

- Key topics
  - clarify the incompleteness and how to fill in
  - ‘individual’ focus ~ ethical, not methodological
  - clarify distinct uses in policy and in evaluation
  - relationship: capability, agency, and democratic practices
  - clarify how to choose capabilities
  - principles – equity, sustainability, responsibility, efficiency
  - roles for participatory work, measurement, laws, etc
  - relationship with HR, HS, and happiness
What is the Capability Approach?

• Sen’s capability approach is a moral framework. It proposes that **social arrangements should be primarily evaluated according to the extent of freedom people have to promote or achieve functionings they value.**

• This is an *Evaluative Approach.*
What is the Capability Approach?

*Stiglitz Sen Fitoussi Report’s definition, 2009*

The second approach is rooted in the notion of *capabilities*. This approach conceives a person’s life as a combination of various “doings and beings” (functionings) and of his or her freedom to choose among these functionings (capabilities). Some of these capabilities may be quite elementary, such as being adequately nourished and escaping premature mortality, while others may be more complex, such as having the literacy required to participate actively in political life. The foundations of the capability approach, which has strong roots in philosophical notions of social justice, reflect a focus on human ends and on respecting the individual’s ability to pursue and realise the goals that he or she values; a rejection of the economic model of individuals acting to maximise their self-interest heedless of relationships and emotions; an emphasis on the complementarities between various capabilities; and a recognition of human diversity, which draws attention to the role played by ethical principles in the design of the “good” society.
What is the Capability Approach?

*Stiglitz Sen Fitoussi Report’s definition, 2009*

1. Is a focus on **human ends**, and on the importance of **respecting people’s ability** to pursue and realise the goals that he or she values.

2. Is the rejection of the economic model of individuals acting to maximize their self-interest heedless of **relationships and emotions**, and a recognition of the diversity of human needs and priorities.  

p 151
What is the Capability Approach?

Stiglitz Sen Fitoussi Report’s definition, 2009

3. Is an emphasis on the complementarities between the various capabilities for the same person (while valuable in themselves, many of these capabilities are also means of expanding others, and leveraging these interconnections increases quality of life) and their dependence on the characteristics of others and on the environment where people live (e.g. illness may spread from one person to another and be influenced by public health and medical programmes).

4. A last feature of the capability approach is the role of moral considerations and ethical principles, and its central concern with justice, in the form of either bringing each person above a given threshold for each capability, or assuring equal opportunities to all in the “capability space” (Alkire 2003).
Capability

• the various combinations of functionings (beings and doings) that the person can achieve. [It] is, thus, a set of vectors of functionings, reflecting the person’s freedom to lead one type of life or another...to choose from possible livings. (Inequality Re-examined)

• think of it as a budget set

• “The focus here is on the freedom that a person actually has to do this or be that – things that he or she may value doing or being.” Idea of Justice 232

• All formulations of capability have two parts: freedom and valuable beings and doings (functionings). Sen’s key contribution has been to unite the two concepts.
Functionings

The various things a person may value and have reason to value doing or being

- intuitive
- intrinsically valuable to the person
- intrinsic value (have reason to value)
- so avoids adaptive preferences
- ‘doings and beings’ is our focal space
Functionings is a broad term used to refer to the activities and situations that people spontaneously recognize to be important. These can also be conceived as a collection of the observable achievements of each person (e.g. their health, knowledge or having a meaningful job). Some of these achievements can be quite elementary, such as being safe and well-nourished, and others quite complex, such as being able to express oneself in public without shame. As people in different places and times have different values and experiences, the list of the most relevant functionings depends on circumstances and on the purpose of the exercise. In this perspective, the well-being of a person is a summary index of the person’s functionings.
Functionings allow for different interpersonal conversion factors

Resources → Capability → Functionings → Utility

Bike    Able to    Ride around 😊
        ride around

Food    Able to be    Nourished 😊
        nourished
Ingrid Robeyns 2005: Social Influences matter!

Social context:
- Social institutions
- Social and legal norms
- Other people’s behaviour and characteristics
- Environmental factors
  (and many, many more…)

Non-market production
Market production
Net income
Transfers-in-kind

Means to achieve (capability inputs)

Goods and services

Indivdual conversion factors

Preference formation mechanisms
Social influences on decision making

Personal history and psychology

Capability set
- Capabilities
  (i.e. opportunity set of achievable functionings)
- Freedom to achieve

Choice

Achieved functionings

Achievement

OPHI Oxford Poverty &
Human Development Initiative

UNIVERSITY OF OXFORD
Indicators of Functionings

Which are direct indicators of functionings?

A. Income
B. Times per week consume green leafy veg
C. Years of Schooling completed
D. The presence of a local health clinic
E. Anthropometric measure of weight-for-height
F. Happiness
Indicators of Functionings

Which are direct indicators of functionings?

A. Income  \textbf{No – is a resource.} \\
B. Times/week eat green leafy veg \textbf{No –resource} \\
C. Years of Schooling completed \textbf{Yes (though does not show quality/test scores)} \\
D. The presence of a local health clinic \textbf{Not usually – (Open? Discriminate? Quality?)}. \\
E. Anthropometric measure of weight-for-height \textbf{Yes (though some low BMI folk nourished)} \\
F. Happiness \textbf{No (unless indicating only ‘psychological well-being’)}
Freedom

• “the real opportunity that we have to accomplish what we value”
• “The ‘good life’ is partly a life of genuine choice, and not one in which the person is forced into a particular life – however rich it might be in other respects.”

It is authentic self-direction – the ability to shape one’s own destiny as a person and a part of various communities.
Freedom requires expanding the range of information relevant for assessing people’s lives beyond their observed achievements, to the full range of opportunities open to them. The limits of focusing on achievements for assessing QoL become obvious when considering cases where a low observed functioning (e.g. low calorie intake) reflects a choice (as in the case of fasting) or where a high level of functioning reflects the choices of a benevolent dictator. The concept of freedom emphasises the importance of empowering people to help themselves, and of focusing on individuals as the actors of their own development.
Freedom is regularly misunderstood

• Freedom is Not a ‘paper’ freedom: it has to be effective freedom, a real possibility.

• Freedom is Not maximization of choices without regard to their quality and people’s values
  “Indeed sometimes more freedom of choice can bemuse and befuddle, and make one’s life more wretched.”

• Freedom is Not necessarily direct control by an individual, groups, states, etc can increase freedoms by public action and investment.
Freedom

for Sen, Freedom has two aspects

Process Aspect:
*Ability to act on behalf of what matters* *(agency)*
Institutions, movements, democratic practice as well as each person’s agency

Opportunity Aspect:
*Real opportunity* to achieve valued functionings, selected from among various good possibilities.
*(capability)*
Agency: Definition

“what a person is free to do and achieve in pursuit of whatever goals or values he or she regards as important.”

“someone who acts and brings about change, and whose achievements can be judged in terms of her own values and objectives, whether or not we assess them in terms of some external criteria as well”
Sen Development as Freedom. 1999: 19

agency is the person’s ability to act on what they value and have reason to value.
Sen’s agency is wider than most definitions of empowerment

i) agency is exercised with respect to multiple goals;

ii) agency includes effective power as well as direct control;

iii) agency may advance wellbeing or may address other-regarding goals;

iv) recognizing agency entails an assessment of the value of the agency objectives;

v) agency introduces the need to incorporate the agents’ own responsibility for a state of affairs into their evaluation of it.

Alkire 2008 in *Arguments for a better world*, Basu & Kanbur
Values enter in distinct ways

Agency is people’s ability to act on what they value and have reason to value.

Capability: people’s freedom to enjoy beings and doings that they value and have reason to value.

Value: People’s own evaluation

Have Reason to Value: Objective value judgements
Things X values
Things X values

Things X has reason to value
Things X values

Things X has reason to value
“What tends to inflame the minds of suffering humanity cannot but be of immediate interest both to policy-making and to the diagnosis of injustice.”

Sen The Idea of Justice 2009 p 388
Engaged Research – virtuous circle for research quality

‘the value of scientific research can, in many circumstances, be enhanced even further if it is combined with real world involvement and action.’

Jean Drèze ‘02
Capabilities and Agency

“The approach … is essentially a ‘people-centered’ approach, which puts human agency (rather than organizations such as markets or governments) at the centre of the stage. The crucial role of social opportunities is to expand the realm of human agency and freedom, both as an end in itself and as a means of further expansion of freedom. The word ‘social’ in the expression ‘social opportunity’ (...) is a useful reminder not to view individuals and their opportunities in isolated terms. The options that a person has depend greatly on relations with others and on what the state and other institutions do. We shall be particularly concerned with those opportunities that are strongly influenced by social circumstances and public policy…” (Dèze & Sen 2002 page 6).
Common Misunderstandings

- **Breadth** – well beyond health & education
- **Individualism** (is ethical not methodological)
- **Evaluative vs Prospective** analysis. It can evaluate activities, or guide policy to create choices.
- It is *deliberately incomplete* – it has to be operationalized differently in different contexts.
- Not all **multidimensional** analyses are capability analyses – many don’t consider freedom/agency, intrinsic values, capabilities not resources, and the process of public debate etc.
Others’ Conceptualizations

• Nussbaum *Creating Capabilities* (2011):
  1. Theory of social justice
  2. Measurement and social welfare

• Robeyns*: CA makes two claims:
  1. The freedom to achieve well-being is of primary importance
  2. That freedom to achieve well-being is to be understood in terms of people’s capabilities.

*Stanford Encyclopedia of Philosophy*
Donna’s Family exercise:

1) what are the key capabilities/functionings that you value and [judge that you] have reason to value?

2) What level of achievement would be sufficient?

3) Where are you now? [make up your own scale – e.g. 1-5]

4) How did these expand / contract since starting the Summerschool? 😊
How does the Capability Approach Relate to Human Development

• Human Development is conceptually founded on the capability approach, and looks to application.

• HD used Sen’s phrase – that the objective of development is to expand capabilities – and simplified it to “expand people’s choices.”

• The language has changed; the objective has not.

• Whereas there are significant conceptual differences between HD and HR, HS, MDGs, there are not such differences with the CA.
So how *should* the capability approach enter policy reports?

*All examples given are ok* –
- framework for development
- *intrinsic & instrumental value*
- focus on agency
- appeal to consensus & debate
- seek ‘equality’ in capabilities
- seek to ‘expand’ capabilities
- implies efficiency, sustainability, equity, democratic practice
Human Development & other concepts: Human Rights, Human Security, Happiness, MDGs

- At one level, all of these are related to the overall project of human development (HR, happiness pre-dates it).

- HS, HR => Different Audience (Military, Legal), similar Agenda
  - Unit of Analysis = person, not economy/territory/legal precedent
  - Focal Space = capabilities and functionings - people’s lives
  - Dimensions = multidimensional

- MDGs: a particular quantitative articulation of some core HD goals.

- Happiness: Develops an under-emphasised aspect of Human Development and shares the motivation to reorient economic and social policy towards people’s well-being.
Human Development & other concepts:
Human Rights, Human Security, MDGs (happiness)

- At another level, all of these are advanced by different parts of the UN System, hence to some extent institutions ‘choose’ one and see other concepts as competitors. This creates territorial tensions, power dynamics, and the need to see own concept as superior in order to motivate staff.

- Also, activities associated with one or another of these terms have been successfully or poorly implemented to various degrees in different contexts. So in some contexts, one concept will have a positive (negative) reception because of their experience with an agency, project or person.

These tensions are real. However this conceptual discussion will leave them to one side.
Human Development & other concepts: Human Rights, Human Security, MDGs, Happiness

- **Human Rights**: Adds responsibility; Lists rights; Legal tools; Lacks agency; less empirical scrutiny; flexibility; imperfect

- **Human Security**: Narrowed focus on ‘vital core’; Military-Security; Explicitly addresses violence; shocks; vulnerabilities.

- **Happiness**: Emphasises subjective states; data; Lacks agency, multidimensionality, objective states.

- **MDGs**: Specifies goals, targets, and time line. Seeks public action; Lacks ‘missing goals’, participation, national targets Clear enough to fail; bureaucratic? Weak analysis.
Human Security and State Security
(Like Human Development and Economic Development)

Similarities:
Both are focused in scope
Both prepare for worst case scenarios
Both are multidisciplinary and multidimensional

Differences:
The Unit of Analysis shifts to the human being not the nation. The focal dimensions widen beyond territorial aggression, to include economic, social, political, and military security. Clear emphasis on empowerment as well as on protection.
The Concept of Human Security: to protect the vital core of all human lives in ways that enhance human freedoms and human fulfilment. *HS Now 03*

Human security means protecting fundamental freedoms—freedoms that are the essence of life. It means protecting people from critical (severe) and pervasive (widespread) threats and situations. It means using processes that build on people’s strengths and aspirations. It means creating political, social, environmental, economic, military and cultural systems that together give people the building blocks of survival, livelihood and dignity.
<table>
<thead>
<tr>
<th>HS</th>
<th>HD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vital core of freedoms</td>
<td>All freedoms</td>
</tr>
<tr>
<td>Protect from threat/risk</td>
<td>Expand</td>
</tr>
<tr>
<td>Participation</td>
<td>Agency &amp; Participation</td>
</tr>
<tr>
<td>Protection</td>
<td>Many roles/institutions.</td>
</tr>
<tr>
<td>Multidimensional</td>
<td>Multidimensional</td>
</tr>
<tr>
<td>All countries</td>
<td>All countries</td>
</tr>
<tr>
<td>Includes all people*</td>
<td>Includes all people*</td>
</tr>
<tr>
<td>Needs political will</td>
<td>Needs political will</td>
</tr>
<tr>
<td>People not territory</td>
<td>People not economy</td>
</tr>
</tbody>
</table>

* With priority for poor
Human Development and Happiness:

Happiness
Subjective Well-being
Satisfaction

Advantage: we giggle; we engage
Innovations in Human Development: Happiness

- *Happiness* Richard Layard
- *Authentic Happiness* Martin E.P. Seligman
- *Well-being* Kahnemann et al.
- *Happiness and Economics* Frey & Stutzer
- *Beyond Facts: Understanding Quality of Life* BID
- *Well-being for Public Policy* Diener et al.
- *Happiness around the world* Graham
A positive: Subjective data

Subjective data are fast and cheap to gather
   How well-nourished are you (10 seconds)
   Weighing and taking your height (4 mins)

Used in many surveys (Gallup International, WVS)

Always require attention to adaptive preferences,
   mood, framing, personality trait, knowledge frame. [Bihar vs Kerela]
What is ‘Happiness’?

Two of the most widely used indicators are:

- **Happiness** “Taking all things together, would you say you are: 1 Very happy; 2 Rather happy; 3 Not very happy; 4 Not at all happy

- **Satisfaction** “Overall, how satisfied are you with your life? Are you… 5 Very satisfied; 4 Satisfied; 3 Neither unsatisfied or satisfied; 2 Unsatisfied; or 1 Very unsatisfied.
UK – ONS four questions 2011

Respondents were asked to give answers on a scale of 0 to 10 to the following questions:

• Overall, how satisfied are you with your life nowadays?
• Overall, how happy did you feel yesterday?
• Overall, how anxious did you feel yesterday?
• Overall, to what extent do you feel the things you do in your life are worthwhile?
Issue 1: Objective of Dev’t

Happiness vs MultiD Well-being

- Ancient philosophical question

- Sen: focus on capabilities not psychic utility.
  - Diversity (happiness is unidimensional)
  - Comparability (am I as happy as you are?)
  - Policy – (drugs / happiness machine)
  - Accurate (adaptive preferences an issue)
  - Happiness is a ‘momentous’ achievement
  - Happiness is not the only momentous thing
Proposal: include happiness as one dimension of the capability approach

“Happiness… can, with good reason, be seen as a very important human functioning, among others. The capability to be happy is, similarly, a major aspect of the freedom that we have good reason to value. The perspective of happiness illuminates a critically important part of human life” (The Idea of Justice, p. 276).

Value:

• Clear intrinsic and possibly instrumental importance
• Provide richer understanding of people’s values and experiences
• Explain some motivations underlying behavior.
# Happiness as a dimension of HD

<table>
<thead>
<tr>
<th>Stiglitz-Sen-Fitoussi</th>
<th>Bhutan GNH</th>
<th>Voices of the Poor</th>
<th>Finnis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective measures of quality of life</td>
<td>Psychological Well-being</td>
<td>Peace of Mind</td>
<td>Inner peace</td>
</tr>
<tr>
<td>Health</td>
<td>Culture &amp; spirituality</td>
<td>Physical Wellbeing</td>
<td>Health &amp; Security</td>
</tr>
<tr>
<td>Education</td>
<td>Health</td>
<td>Social Wellbeing</td>
<td>Knowledge</td>
</tr>
<tr>
<td>The Balance of Time</td>
<td>Education</td>
<td>Material Wellbeing</td>
<td>Work &amp; Play</td>
</tr>
<tr>
<td>Political Voice &amp; Governance</td>
<td>Time Use</td>
<td>Security</td>
<td>Agency &amp; empowerment</td>
</tr>
<tr>
<td>Social Connections</td>
<td>Governance</td>
<td>Freedom of Choice &amp; Action</td>
<td>Relationships</td>
</tr>
<tr>
<td>Environmental Conditions</td>
<td>Community</td>
<td></td>
<td>Harmony - Arts, Religion, Nature</td>
</tr>
<tr>
<td>Personal Security</td>
<td>Environment</td>
<td></td>
<td>Nature</td>
</tr>
<tr>
<td>Economic security</td>
<td>Material</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standard of living</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes:**
- Bhutan GNH: Gross National Happiness
- Voices of the Poor: A report by Amartya Sen
- Finnis: John Finnis's ethical theory
- Stiglitz-Sen-Fitoussi: Economists Joseph Stiglitz, Amartya Sen, and Anne-Marie Fitoussi

---

**Keywords:** Happiness, Well-being, Quality of Life, Economic Security, Personal Security, Social Connections, Environmental Conditions, Political Voice, Governance, Education, Health.
NB… Bhutan’s Happiness is Multidimensional

“We have now clearly distinguished the ‘happiness’ … in GNH from the fleeting, pleasurable ‘feel good’ moods so often associated with that term. We know that true abiding happiness cannot exist while others suffer, and comes only from serving others, living in harmony with nature, and realizing our innate wisdom and the true and brilliant nature of our own minds.”

Prime Minister of Bhutan, 2009
Issue 2: Agency – Who are the experts on increasing happiness?

Human development views people as active agents, able to shape their own destiny, to have insights and leadership.

Happiness experts tell us how happy things make us – our marriages, our jobs, our commute. People are no longer the authority on their lives – experts are. This is a little recognised point.
### SWB/Happiness vs Quality of Life/HD:

<table>
<thead>
<tr>
<th>Happiness</th>
<th>HD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological state</td>
<td>All freedoms</td>
</tr>
<tr>
<td>Subjective</td>
<td>Objective &amp; Subjective</td>
</tr>
<tr>
<td>Unidimensional</td>
<td>Multi-dimensional</td>
</tr>
<tr>
<td>Expert Knowledge</td>
<td>Agency &amp; Voice</td>
</tr>
<tr>
<td>Questions material aims</td>
<td>Less on meaning</td>
</tr>
<tr>
<td>All countries</td>
<td>All countries</td>
</tr>
<tr>
<td>Might favor discontented</td>
<td>Priority for poor</td>
</tr>
<tr>
<td>Policies as yet unclear</td>
<td>Policies clearer</td>
</tr>
</tbody>
</table>

*Oxford Poverty & Human Development Initiative*
Happiness / SWB and Functionings: what serves which purposes?

- Happiness studies share much with CA: critique
- Difference: uni- vs multi-dimensional well-being
- Affects measurement debates in practice.

- How to engage further with happiness measures, articulating key strengths, complementarities, oversights. Not limited to adaptive preferences
  - E.g. CA focus on agency vs Happiness on ‘expert’ analysis

- Combining subjective & objective analysis.
Most people are other people. Their thoughts are someone else's opinions, their lives a mimicry, their passions a quotation.

~Oscar Wilde, *De Profundis*, 1905