IMPACT OF EDUCATION ON POVERTY REDUCTION

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ABSTRACT

Poverty is a stumbling block in the way of achieving economic development. Cognizant of the essence of Millennium Development Goals (MDGs) and 'Education for All' program, education is promulgated as the primary weapon against poverty prevalence. Hence it is important to seek out the effect of different levels of education upon poverty in Pakistan. This study evaluates the effect of different levels of education, experience and gender of the employed individuals (employers, self-employed, wage earners and unpaid family workers) as the determinants of poverty. The data for this task comes from the Household Integrated Economic Survey (HIES) for the years 1998-99 and 2001-02. A logistic regression model is estimated based on this data, with the probability of an individual being poor as the dependent variable and a set of educational levels, experience and gender as explanatory variables. It is found that experience and educational achievement is negatively related with poverty incidence in both years. Also as we go for the higher levels of education the chances of a person being non-poor increases. Moreover, being a male person provides an advantage in retaining a position above poverty level.

Key words: Poverty, Education, Pakistan

1. INTRODUCTION

The thought that education and human capital are essential for economic growth (and finally, for poverty reduction) gained much importance in the mid 1990s because the economic progress of East Asian countries (Singapore, Hong Kong, The Republic of Korea and Taiwan) in 1970s and 1980s was primarily due to their investment in education and human capital formation [1]. Education and poverty are inversely related. The higher the level of education of the population, lesser will be the number of poor persons because education imparts knowledge and skills which is supportive in higher wages. The direct effect of education on poverty reduction is through increasing the earnings/income or wages. The indirect effect of education on poverty is important with respect to 'human poverty' because as education improves the income, the fulfillment of basic necessities becomes easier and raises the living standard which surely means the fall in human poverty. The education indirectly helps in the fulfillment of basic needs like water and sanitation, utilization of health facilities, shelter, and it also affects the women's behavior in fertility decisions and family planning [2]. It is understood that such basic need's presence increase the productivity and wages consequently putting people above the poverty line. The linkages between education and poverty broadly can be seen in two ways: Firstly, investment in education increases the skills and productivity of poor households. It enhances the income level as well as the overall standard of living (human development). Secondly, poverty is also a big impediment in educational attainment. Poverty affects the educational achievement in three dimensions. The very first one is from resource-side (learning and financial resources), second one is the generation of such social pressures which mutilates the mindset of poor student and lastly when poverty grabs any institution it deteriorates the teaching standards [3]. At macro level, we can generally examine that poor countries have low levels of education and at micro level children of poor families do not attend schools. In Pakistan, 6.5 million out-of-school children are present in which 80% never enrolled in the schools [4]. The reasons behind the absence of poor children in schools are economic and non-economic constraints. For example, male children are considered as source of income in the form of child labor; girls are generally supportive to mothers in household work and in caring younger brothers and sisters. Moreover, some useless social norms and so-called religious doctrine ardently restrain girl's education. Hence the lack of education is a cause of low earning potential of any person and poverty persists in even next generations of that household. Pakistan is second among the world countries with highest number of children out of schools and it is because of severe poverty in Pakistan where more than 60 percent of the population lives on $2 a day. It is noteworthy that the 'education poverty' (lack of education) and 'income poverty' have a mutually reinforcing relationship with each other both at macro and micro levels. Lack of education is a key factor of income poverty and absence of sufficient income/earnings can't overcome the education poverty [5]. Moreover, education helps in the fulfillment of basic needs (eradicating poverty) and basic needs themselves include the education availability, hence provision of education and fulfillment of basic needs both reinforce each other [6]. The inverse relationship between education and poverty has been recognized but there is a debate relating to the educational levels: whether primary education is enough for the ultimate outcomes or all educational levels (primary, secondary and higher education) have to be focused simultaneously. Even the Millennium Development Goals (MDGs) of the United Nations and the Poverty Reduction Strategy Papers (PRSP) recommended by the World Bank focuses primarily upon the primary education and girls' education [5]. In developing countries the social returns of primary education are much higher as compared to that of tertiary education and most of the time the relatively rich people continue their tertiary education, expanding tertiary education is twenty to fifty times costly as compared with the primary education

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   Poverty in Education Across the UK Ian Thompson,Gabrielle Ivinson,2020-09-02 Nuanced interconnections of poverty and educational attainment around the UK are surveyed in this unique analysis Across the four jurisdictions of England Scotland Wales and Northern Ireland experts consider the impact of curriculum reforms and devolved policy making on the lives of children and young people in poverty They investigate differences in educational ideologies and structures and question whether they help or hinder schools seeking to support disadvantaged and marginalised groups For academics and

students engaged in education and social justice this is a vital exploration of poverty s profound effects on inequalities in educational attainment and the opportunities to improve school responses **Manpower Research** ,1966 **Global Issues in Banking and Finance** Nesrin Ozatac,Korhan K. Gokmenoglu,2019-10-17 This volume presents current developments in the fields of banking and finance from an international perspective Featuring contributions from the 4th International Conference on Banking and Finance Perspectives ICBFP this volume serves as a valuable forum for discussing current issues and trends in the banking and financial sectors especially in light of the global economic challenges triggered by financial institutions Using the latest theoretical models new perspectives are brought to topics such as international banking and finance Islamic banking fintech and corporate finance Offering an opportunity to explore the challenges of a rapidly changing industry this volume will be of interest to academics policy makers and scholars in the fields of banking insurance and finance APAIS 1991: Australian public affairs information service , Participatory Learning and Action 50: Critical reflections, future directions Nicole Kenton,2004 **Civic and Citizenship Education in Volatile Times** Kerry J Kennedy,2019-04-23 The book highlights current issues influencing civic and citizenship education and their theoretical underpinnings It provides an overview of the key features influencing democratic deconsolidation suggests ways in which civic and citizenship education needs to be reframed in order to fit this new political environment and demonstrates how social media will play a significant role in any future for civic and citizenship education Currently democratic institutions are under attack democratic values are threatened and there is a wide scale retreat from the liberal consensus that has underpinned liberal democracies internationally These trends can be seen in events like Brexit the election of a right wing populist President of the United States and anti democratic governments in parts of Europe It is this change in the direction of political ideology that is currently deconsolidating democracy and thus challenging traditional approaches to civic and citizenship education What is urgently needed is an understanding of these current trends and their implications for thinking in new ways about civic and citizenship education in the 21st century **The Oxford Handbook of Lifelong Learning** Manuel London,2011-03-11 One of the Best Books of 2011 from the Center for Optimal Adult Development Amid fluctuations in today s job markets and economies the importance of learning across the lifespan has become a point of emphasis for governments and employers throughout the world The Oxford Handbook of Lifelong Learning is a comprehensive and interdisciplinary examination of the theory and practice of lifelong learning encompassing perspectives from human resources development adult learning psychology career and vocational learning management and executive development cultural anthropology the humanities and gerontology Individual chapters address the most relevant topics on the subject including continuous learning as it relates to technological economic and organizational changes developmental theories and research models of lifelong learning and the neurological bases for learning across the lifespan examples of learning programs tools and technologies with a focus on corporate programs and business education international perspectives on

lifelong learning and learning across cultures assessment of learning needs and outcomes This comprehensive and forward thinking handbook is an important resource both personal and professional for students scholars and for practitioners in the fields of training and development human resource management continuing education instructional technology professional development and organizational psychology **Reaching the Marginalized** ,2010-01-01 Children at risk of marginalization in education are found in all societies At first glance The lives of these children may appear poles apart The daily experiences of slum dwellers in Kenya ethnic minority children in Viet Nam and a Roma child in Hungary are very different What they have in common are missed opportunities to develop their potential realize their hopes and build a better future through education A decade has passed since world leaders adopted the Education for All goals While progress has been made millions of children are still missing out on their right to education Reaching the marginalized identifies some of the root causes of disadvantage both within education and beyond and provides examples of targeted policies and practices that successfully combat exclusion Set against the backdrop of the global economic crisis The Report calls for a renewed financing commitment by aid donors and recipient governments alike to meet the Education for All goals by 2015 This is the eighth edition of the annual EFA Global Monitoring Report The Report includes statistical indicators on all levels of education in more than 200 countries and territories **Child Welfare in Developing Countries** John Cockburn,Jane Kabubo-Mariara,2010-08-09 to establish impact attributing observed changes in welfare to the intervention while identifying key factors of success Impact evaluations are aimed at providing feedback to help improve the design of programs and policies They also provide greater accountability and a tool for dynamic learning allowing policymakers to improve ongoing programs and ultimately better allocate funds across programs Such a causal analysis is essential for understanding the relative role of alternative interventions in reducing poverty The papers in this section again adopt a variety of techniques The rst two impact evaluation studies employ propensity score matching to establish ex post a valid control group to assess the impact on child schooling outcomes among b e ciaries of various interventions in Kenya and Ethiopia The third chapter c ries out an ex ante evaluation of alternative cash transfer programs on child school attendance in Uruguay The nal paper further carries out in depth macro modeling and micro regression analysis to simulate the impacts of the food crisis and various policy responses including food subsidies and cash transfers on various dimensions of child poverty in Mali Though using different approaches the studies are gen ally in agreement concerning the positive impact of the cash transfer program on child schooling and labor market outcomes The studies from Kenya and Uruguay both nd that the schooling interventions are progressive Embracing Diversity in the Learning Sciences Yasmin B. Kafai,William A. Sandoval,Noel Enyedy,Althea Scott Nixon,Francisco Herrera,2012-10-12 More than a decade has passed since the First International Conference of the Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the

Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts The papers in these conference proceedings respond to the call

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