



ERADICATING POVERTY THROUGH EDUCATION: THE KEY ROLE OF SKILLS DEVELOPMENT

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Abstract

This article sheds light on the role of education in eradicating poverty. It gives information about how poor and underdeveloped countries can dramatically reduce the level of poverty by improving their education system and encouraging children to go to schools instead of hard physical labour. There are many, various and interconnected causes of poverty, and we can't use a magic formula to eradicate it. But we can consider education as a reducing risk element of high poverty, which may prevent the occurrence of another generation, much poorer

Keywords: Education, poverty, income, economy, modern workforce, earnings, innovation, creativity, children.

Introduction

A number of factors in society can contribute to increase the rate of poverty, such as vulnerability, a lack of economic resources, health and job opportunities. However, there is a concept that has a huge role in solving almost all kinds of problems around the world, including poverty, and it is - education. This is a most powerful factor being able to help countries of which population is suffering from poverty for many years since education is potentially good for income generation, but it also has a strong potential to improve a person's self-esteem. In other words, there is a strong relationship between the quality of education and impoverishment. Today children need a broad range of skills including creativity, problem-solving and collaboration to enter the modern workforce and that is why early childhood education is so important as it is the only reliable way to help society to alleviate poverty. By providing individuals with the knowledge and skills necessary to improve their lives, education becomes a transforming force that can lead to long-



term economic empowerment. The world of education can dramatically change the lives of people whose income is so low that they even do have difficulty in making their lives, let alone education which is not free in some areas. Encouraging children at their very young ages to study and take valuable knowledge, gain the most needed skills in today's world may positively improve not only their financial stability in the future but make them mentally and psychologically healthy to express their ideas, be a frontman of several successful projects, in other words, to lead ideal lifestyle.

1. METHODOLOGY

There have been lots of findings and research that firmly emphasise the role of education in eradicating poverty. One of the most influential researchers who demonstrated the link between education and poverty is Amartya Sen (1999), according to whom, while it is important to distinguish conceptually the notion of poverty as capability inadequacy from that of poverty as lowness of income, the two perspectives cannot but be related, since income is such an important means to capabilities. For example, despite the rather moderate record in economic growth, Kerala seems to have had a faster rate of reduction in income poverty than any other state in India. While some states have reduced income poverty through high economic growth (Punjab is the most notable example of that), Kerala has relied a great deal on expansion of basic education, health care and equitable land distribution for its success in reducing penury.

In Bangladesh, many children from low-income families are unable to attend formal schools due to financial issues. To solve this problem, according to Ahmed (2006) BRAC, a major NGO, created a non-formal education model aimed at the poorest communities. In addition to basic literacy, BRAC provides training in practical skills like sewing, poultry farming, carpentry, and entrepreneurship, helping participants to start small businesses and escape poverty. He states that In Bangladesh, many children from low-income families are unable to attend formal schools due to financial issues. To solve this problem, BRAC, a major NGO, created a non-formal education model aimed at the poorest communities. In addition to basic literacy, BRAC provides training in practical skills like sewing, poultry farming, carpentry, and entrepreneurship, helping participants to start small businesses and escape poverty.

Kim says (1991) in the 1950s, after the Korean War, South Korea was one of the poorest countries in the world, with a per capita income similar to that of some African nations at the time. However, within a few decades, it transformed into a global economic powerhouse. A key driver of this transformation was investment in education. An educated workforce with engineering, technological, and innovative skills allowed companies like Samsung, Hyundai, and LG to flourish. The strength of the nation's educational system is demonstrated by its continual high PISA (Programme for International Student Assessment) rankings.

As Blaug (1972) noted, there is a strong linear relationship between education and earnings is envisaged, as shown in *Figure 1*. Investment in education leads to formation of human capital, which is an important factor of economic growth. Education together with training imparts skills and productive knowledge and transforms human beings into a more valuable human capital.

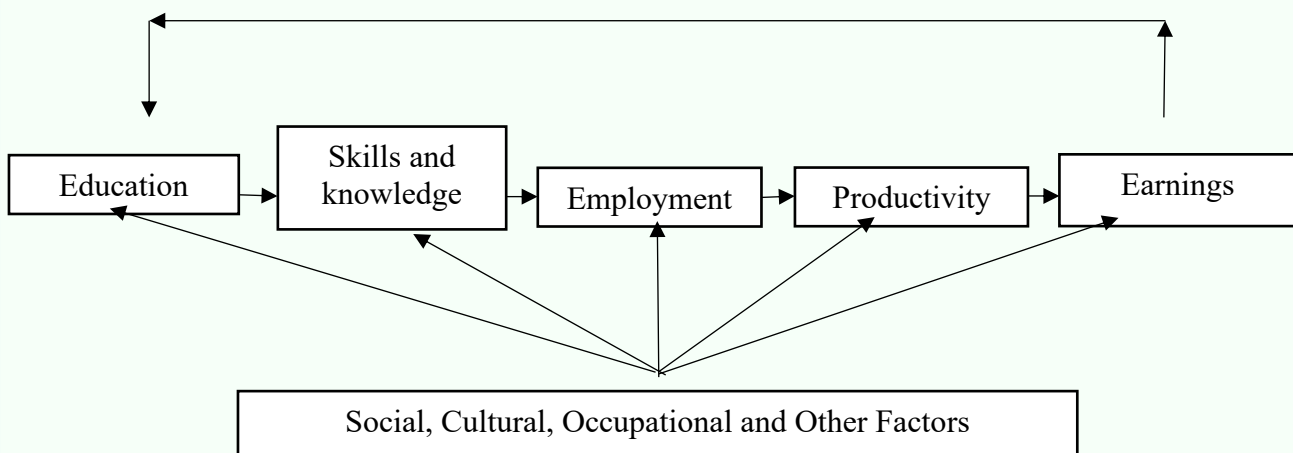


Figure 1: Relationship between education and earnings in the human capital

3. RESULTS

The impact of education spending is profound, influencing literacy rates, economic growth, employment, and overall social development. A great deal of theoretical debates about the role of education in development and economic growth and, consequently, in combating poverty, are focused on the productive aspect, in the economic sense, of education. There are many statistics and reports showing that the level of schooling of population is correlated with the level of economic development. The education systems, though they have the same purpose, are analysed and evaluated differently in each country. In fact, according to UNESCO,



if all students in low-income countries had just basic reading skills (nothing else), an estimated 171 million people could escape extreme poverty. If all adults completed secondary education, we could cut the global poverty rate by more than half. A 2021 study co-published by Stanford University and Munich's Ludwig Maximilian University shows us that, between 1960 and 2000, 75% of the growth in gross domestic product around the world was linked to increased math and science skills.

According to Eurostat data, the rate of early school leaving has fluctuated during 2000-2013. As shown in the *Table 1* there are periods of significant increases or decreases, the highest value being recorded in 2002 - 23%, and the lowest in 2008 to 15.9%. Along with the onset of economic crisis in our country there can be observed a slight increase in the period 2008-2010. But although since 2011 there has been a relaxation of this indicator, the percentage is however worrying, as 17.3% (in 2013) of the population aged between 18 and 24 years are at risk of unemployment and inactivity. Nationally, this is a particular problem among men, and regionally in Central region, North East and South Muntenia.

According to a study led by Professor Jane Waldfogel (2010) of Columbia University showed that "compensatory education programs" could help to a good start in educating a child. For example, access to toys, books, computers and learning are related activities which may be directly affected by the lack of income." Waldfogel found that children of four years from the poorest families got 34 points out of 80 in literacy tests, compared with 69 points from 80 for children from richest families. After a similar test, in the UK were similar results. After the study she stated that the environments of low-income children differ in many dimensions from those of more affluent children.

A World Bank study found that vocational training boosts employment rates by 20-30% in developing countries. For example, In India, the Skill India initiative has trained over 40 million people in various trades, significantly increasing their employability. Countries with high gender parity in education have 38% lower poverty rates (UNESCO). In Bangladesh, the BRAC education program has helped millions of girls from poor families complete primary and secondary education, significantly reducing child marriage rates.

Table 1. The rate of early school leaving in education and training and tertiary education

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005
2006									
2007									
Rates of early school leaving	19,7	19,1	21,5	22,9	21,7	23	22,5	22,4	19,6
	17,9	17,3							
Tertiary education graduates	8,9	8,8	9,1	8,9	10,3	11,4	12,4	13,9	8,9
	8,8	9,1							
Year	2008	2009	2010	2011	2012	2013			
2020									
Rates of early school leaving	15,9	16,6	18,4	17,5	17,4	17,3			
	11,3								
Tertiary education graduates	16	16,8	18,1	20,4	21,8	22,8			
	34,6								

Source: EUROSTAT, INS

4. CONCLUSION

Poverty can totally be eradicated if it is incorporated with education and pays attention to the quality of modern scientific resources and practices carrying out in the countries. Throughout the world it has been found that the probability of finding employment rises with higher levels of education, and that earnings are higher for people with higher levels of education. A better educated household is less likely to be poor. Therefore, countries whose level of poverty is high should learn education system of developed areas, how they manage their educational sections and how much they allocate for the education of children. Like Mihai, Titan, Manea (2015) said the problems and challenges in the field of education may often seem easy to crack when they are at the level of the institution, but when we speak of a State or expand it globally, things are more complicated and more complex. At the same time, the number of young people who do not participate on education or does not have a job is worrying. This can generate only one conclusion, namely the need for the development and implementation of a range of support for youth policy aimed at strengthening the link between education and training on the one hand and the labour market on the other hand, by proposing measures to improve the capacity of professional insertion of young people.



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