

**EDUCATION AND THE QUALITY OF LIFE
EDUCATION AND POVERTY**

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□ EDUCATION AND POVERTY

- **Poverty** is the inability to satisfy one's basic human needs, such as shelter, food, education employment and health care etc.
- A poor person in Zambia may be taken as one living on less than 1 USD per day.
- Poverty can be **Absolute or Relative**
- **Absolute Poverty:** is the state of severe deprivation of basic human needs. It implies lack of basic human needs such as safe and clean drinking water, nutrition, health care, education, clothing and shelter
- **Relative Poverty:** occurs when you **lack acceptable levels** of resources or income in comparison with others within society.

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Poverty : Absolute vs. Relative

Absolute poverty refers to a threshold income (consumption) level defined in absolute terms. Persons below a pre-defined threshold income are called poor.

Relative poverty defined in relative terms with reference to level of living of another person; or, in relation to an income distribution parameter.

How Poverty manifest its face

- Manifested in terms of livelihood and assets:
- Low paid jobs, Seasonal with less pay, temporal & difficulty jobs
- Live a dangerous/hard life, because of no access including human, financial, social and physical aspects of life
 - Live in geographically isolated rural areas such as hillsides, plains, dry land, unhealthy insanitary
 - In town they live in places that are un-serviced

- **They do physically demanding jobs for little pay**
 - Bodies can't access quality education or health care.
- Exclusion of women from political, social & economic life.
 - Both men & women endure verbal & psychological violence, e.g. slums
- **Social relations** – characterised by discrimination, tribalism, gender, caste, material poverty, age, religion & physical environment, social isolation & economic stress.

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- **Security** –feel not protected by the law.
 - Uncertainty for having food or other needs
- **Behaviour** – abused & disregarded by the more powerful
 - They can't be free the way they want to be

- **Regard institution of the state as unfair**
 - Can't have contacts with those who control the institution
 - No contact with the traders, service people, employees, etc.
 - Officials who own the state are corrupt, brutal & not responsive to their needs, no trust.
- **Organisations**
 - They organise formal & informal networks but have no funds.
 - They have people with no skills, information, confidence & education.

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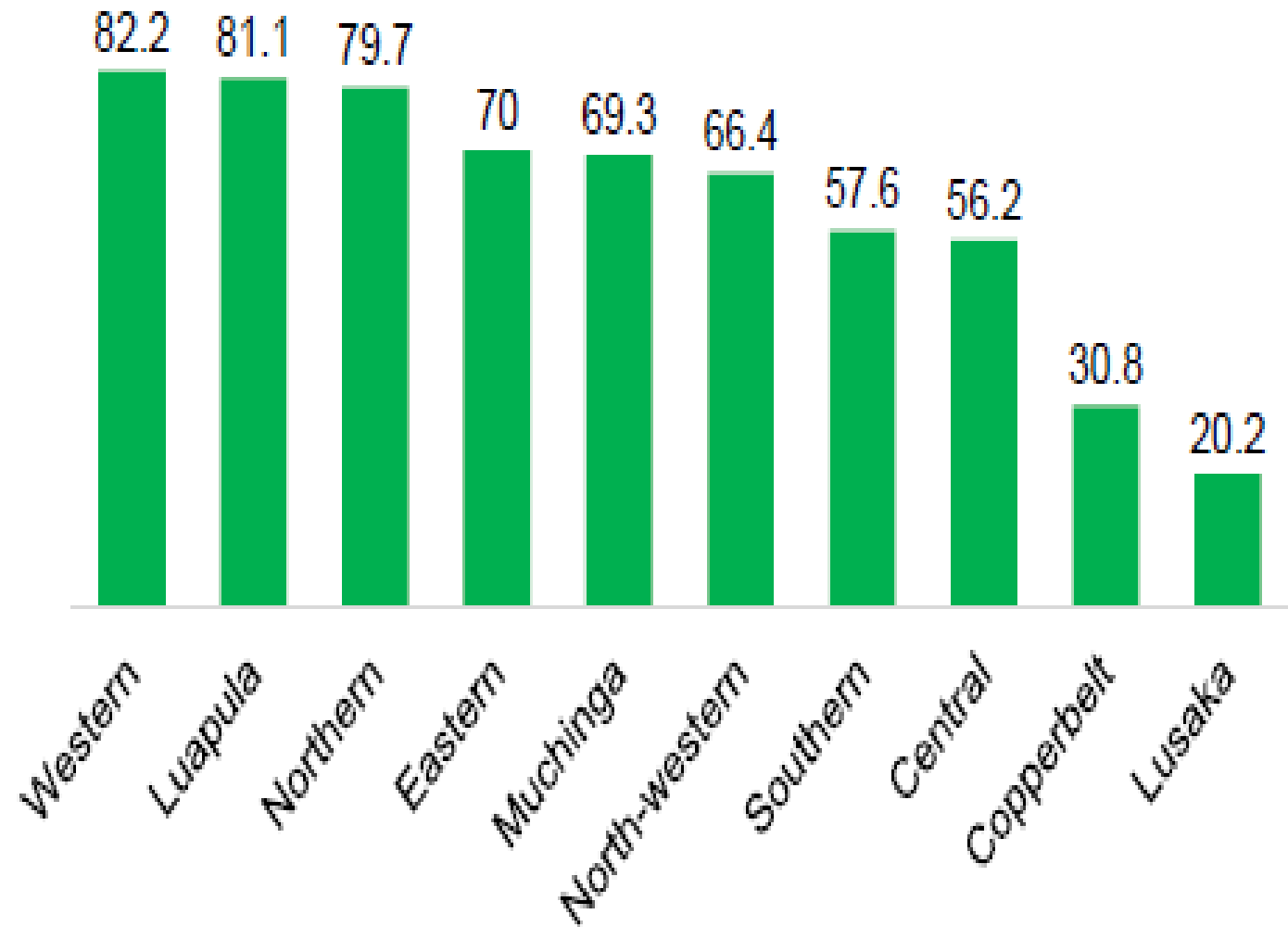
□ Poverty Situation in Zambia

- Poverty in Zambia has been on the rise since the 1980s
- 61% of the population were poor in 1991
- 73% were poor in 1993
- 72.9% were poor 1998
- 60.5 were poor in 2010
- 64% were poor in 2012
- 54.4 % were poor in 2015
- **61% were poor in 2017 (est)**

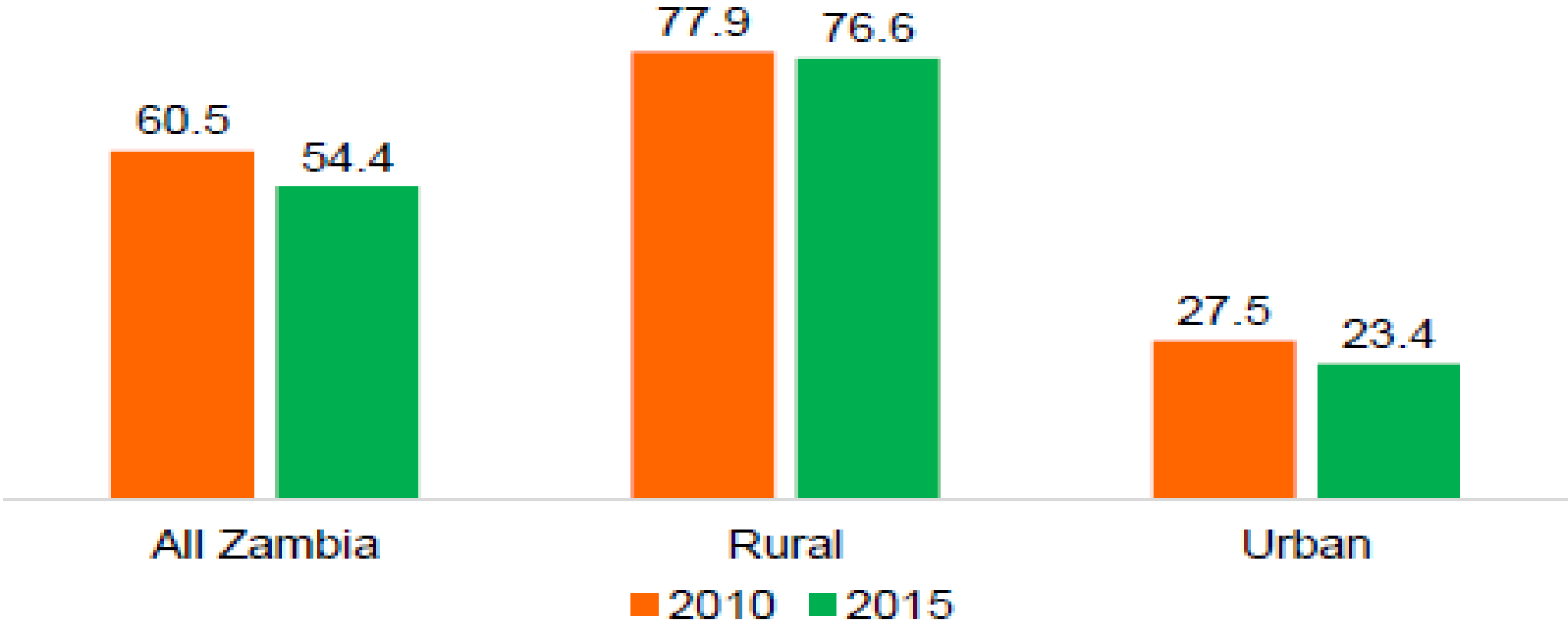


Poverty by Province

- In 2015, the most impoverished provinces in Zambia were Western (82.2 %), Luapula (81.1%) and Northern (79.7%) Provinces (CSO, 2016 Living Conditions Monitoring Survey)



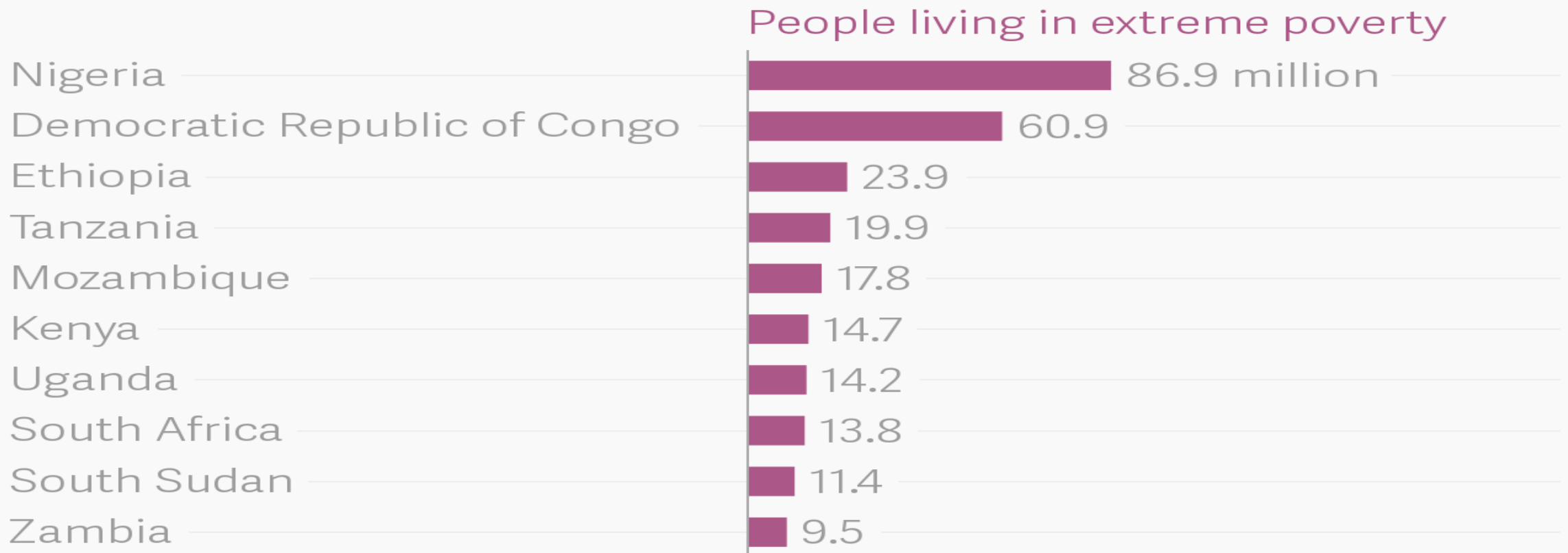
Head Count Poverty between 2010 and 2015



EXTERME POVERTY IN ZAMBIA COMPARED TO OTHER AFRICAN COUNTRIES

(<https://www.theatlas.com/charts/Hk0hVU0b7>)

Top 10 African countries with extreme poverty (June 2018)



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- In terms of Human development rankings, in 2016, Zambia was ranked number 133 out of the 188 economies in the world.
- In Zambia many people continue to be poor despite the country registering strong economic growth
- Half of Zambia's population live below the poverty datum line
- In addition about 40.8 % are unable to meet the daily basic needs for survival.
- In rural Zambia 76.6 were estimated to be poor in 2015
- The poor people have constrained access to education, health, water and good sanitation

Poverty in Pictures



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- **Poor households** are also characterized by poor nutrition as a result of food insecurity.
- The most vulnerable groups in Zambia include:
 - Female-headed households,
 - child-headed households,
 - persons with disabilities,
 - orphaned children,
 - the chronically ill and elderly people.

FACTORS ACCOUNTING FOR POVERTY IN ZAMBIA

- Lack of education/unequal access to educational services
- High levels of unemployment/underemployment
- Unfair trade in the world economy
- Inadequate infrastructure: such as roads, hospitals, schools, water and sanitation are scarce and this accentuates poverty, vulnerability and inequality.
- Over population
- Corruption

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- Poor governance
- Unequal distribution of resources/limited access to finances
- Diseases such as HIV/AIDS, COVID-19 and others
- Environmental degradation
- Limited access to social services and markets

Poverty Eradication in the context of SDGs

□ **SDG 1 is aimed at ending poverty in all its forms everywhere**

□ To end poverty, the following targets have to be met by Zambia by 2030:

- **Target 1:** eradicate extreme poverty for all people everywhere, currently measured as people living below \$1.25 a day.
- **Target 2:** Reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.
- **Target 3:** Implement nationally appropriate social protection systems and measures for all, and by 2030 achieve substantial coverage of the poor and vulnerable.

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- **Target 4:** Ensure that all men and women, in particular the poor and the vulnerable, have equal rights to resources, as well as access to basic services ownership and control over land and other forms of property inheritance, natural resources, appropriate new technology and financial services, including microfinance
- **Target 5:** Build the resilience of the poor and those in vulnerable situations to reduce their exposure and vulnerability to climate related extreme events and other economic , social and environmental shocks and disasters.
- Achieving these goals requires putting in place good policies and proper resource mobilization.

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□ **Impact of Poverty on Education**

- Leads to low enrolment rates especially among girls
- Low participation of girls in education
- Inadequate teaching and learning materials which consequently affect the quality of education
- De-motivated teaching staff due to poor salaries and conditions of service
- Poverty affect children's success in schools
- Poor children are subjected to poor nutrition, less health care and this enable them to abscond school

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□ Role of Education in Eradicating Poverty and Inequality

- Creates a human resource base central key for national development and economic growth
- Basic education is said to reduce poverty by equipping people with skills they need to participate in the economy fully
- Quality education is a pre-requisite for attaining the EFA and SDGS
- Education must serve the common good and foster the social goals of living together and working together (social cohesion)

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- Education must help in the development of a society in which all members share its resources fairly and equally
- It must inculcate a sense of commitment to society

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□ **Role of Government in Reducing Poverty**

- The Zambian government has come up with a number of interventions aimed at reducing poverty in the country in the short and long term period:
- Govt. is working towards empowering members of society through **Technical Education and Vocational Training** to cater for the untrained youths, labourers and semi-skilled workers.
- In 1996, govt. introduced the Technical Education, Vocational and Entrepreneurship Training Policy aimed at Reducing poverty by Emphasizing Entrepreneurship.
- Through the **Citizen's Economic Empowerment Commission**, Government is making Financial Resources available to many people to venture into entrepreneurship

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- The **Social Cash Transfer** project is being carried out to empower the poor in rural areas
- Govt. to scaling up **Youth Skills Development Programmes** through the construction and rehabilitation of Technical Training Institutes
- Government through the **Farmer Input Support Programme (FISP)** is supporting farmers with farming input (seed, fertilizer and agric. extension services) to improve agric production
- From the foregoing, one can deduce that what goes in the economy greatly determines the extent to which education can end poverty.
- Re-entry policy to ensure that more girls go back to school.

- **Opportunity:** Share of public resources, improved quality of services, Land redistribution, micro financing institutions should help, access to information, technology, streamline bureaucratic procedures
- **Empowerment:** Democratic participation mechanisms; Social Priorities for public action (state) legal systems must be accessible; and Corruption & harassment must be ended

- **Decentralisation:** Remove barriers in society
- **Security:** Try to put safety nets – quick transfers of food during any epidemic. E.g. during floods; Cheap public health campaign

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- **In terms of education policy:**
- The following should be taken into consideration
- **Vulnerable & Poor Groups** – State recognises them so should help them access education
- People with **special education** needs should be taken care of
- Problems that affect the **youths** should be dealt with vigorously
- **Gender – democratic action** that does not like gender.
- Treat everyone equally without discrimination

Conclusion

- Poverty remains a serious social issues in Zambia.
- With majority of the Zambian population being poor, the government must continue implementing policies that are aimed at equal distributing land and assets.
- More so those who are vulnerable and poor must be afforded opportunities to access education. Especially that education is an equaliser.

REFERENCES