

Czech University of Life Sciences Prague

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The Impact of Education On Poverty

Diploma Thesis

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DIPLOMA THESIS ASSIGNMENT

Bc. Sivpheng Chea

Business Administration

Thesis title

The Impact of Education on Poverty

Objectives of thesis

The main objective of this diploma thesis is to assess possible factors, which affect the education and poverty in Asia (Cambodia) or America (United States of America).

The first partial objective is to look at the experiences of people who live in extremely poverty as well as their attitude to education and poverty and how they demonstrate the challenges in the gaining an education.

Methodology

This thesis will be divided into three parts.

The first part is a theoretical one and will be based on literature search. It will define the current state of knowledge in the field of education and poverty.

The second part will rely on the theoretical part and it is the key component of the thesis. The author will use method of qualitative as well as quantitative research. For quantitative research the author will use secondary sources of information (UN, World Bank, World Wealth and Income database, UNESCO, OECD etc.).

The assessment of factors influencing poverty and education will be carried out by questionnaire survey.

The final part will conclude the results of the previous parts and discuss it with another author. The most important part will consist of partial conclusions outcome and finding.

The proposed extent of the thesis

80 – 100

Keywords

Education, Poverty, Extremely Poverty, United States of America, Asia, Poor, Children, Developing Countries

Recommended information sources

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Declaration

I declare that I have worked on my diploma thesis titled “The Impact of Education On Poverty” by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare the thesis does not break copyrights of any other people.

In Prague, on 16th March 2017

.....

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The Impact of Education on Poverty

Chudoba a vzdělání

Summary

Education and poverty are one of the biggest challenges faced not just by the developing countries but also by United States of America. In developing countries with extremely poverty, it has a lack of access to no healthy service and education but most importantly is the lack of not having a proper food to feed their family. These problems are faced majorly in countries located in Asia and Africa. In America, there are high percentages of poor people, which do not receive any representation in the economy politics. The lack of education creates lots of issues of mobility for those people that faced the difficulty in their life. Most of these people are mostly in developing countries and they do not possess the necessary means for maintain their livelihood.

Education is a fundamental problem to sustainable the development as well as peace and stability within countries. Each government need to ensures the provision of basic education and poverty to everyone. According to U.S new policy published in 2014 it's initiatives to improve the U.S education system. Between the year of 1970 and 1990, it showed the number of people in United State of America living in a very high poverty, which is around 48 percent. All those children who live in poor urban neighborhoods are disproportionately likely to be members of racial, for instant in 2015 less than 13% of fourth graders American attending high poverty school.

In order to stress the importance of education and poverty, everyone need to contribute by arrange several international conferences and make the governments focus on education and poverty as it's a priority.

Keywords:

Education, Poverty, Extremely Poverty, United States of America, Asia, Poor, Children, Developing Countries, School, University

Souhrn

Vzdělání a chudoba představují jedny z největších výzev, které v současné době čelí nikoliv pouze rozvojové země, ale i např. Spojené státy Americké. V rozvojových zemích s extrémní chudobou je velkým problémem nejenom nedostatečný přístup ke zdravotním službám a vzdělání, ale hlavně nedostatek jídla pro celé rodiny. Tyto problémy jsou spojovány hlavně s africkými a asijskými zeměmi. V Americe je vysoké procento chudých lidí, jejichž zájmy nejsou dostatečně definovány v rámci hospodářských politik. Nedostatečná úroveň vzdělání vytváří pro tyto lidi další problémy, kterým musí čelit. Většina těchto lidí, kteří žijí v rozvojových zemích, nemá dostatečné prostředky, aby si zajistila prostředky na své živobytí.

Vzdělání představuje základní výzvu pro trvale udržitelný rozvoj, mír a stabilitu všech zemí. Každá země musí zajistit poskytování základního vzdělání a zdravotnických služeb. V roce 2014 bylo v USA publikováno nové nařízení, které by mělo zlepšit americký vzdělávací systém. Mezi lety 1970 – 1990 žilo v USA velké množství lidí pod hranicí chudoby – celých 48 %. U dětí, které žijí v chudých městských částech existuje větší pravděpodobnost, že pocházejí z znevýhodněného prostředí.

K tomu, aby se kladla větší důležitost na propojení vzdělání a chudoby, je nezbytné v první řadě hlavně přistupovat aktivně a definovat toto jako prioritu jednotlivých vlád.

Klíčová slova:

Vzdělání, chudoba, extrémní chudoba, USA, Asie, děti, rozvojové země, školy, univerzity.

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1. Introduction

Poverty is a direct barrier to education. The fact that more than half of the world populations are struggling to survive and these people are the people who consider education a priority. Money is very important for everyone, without money, people are not able to go to school and buying school supply.

There are different types of perspective and tools that have been thought relevant in people's developmental project for both at the individual also the societal levels. Two of the perspective and tool that people usually talk about is "Education" and "Poverty". And there are many various meaning that denote with these two terms. However, in this diploma thesis, we are mainly interested in defining formal education and poverty. Education is in human development however it is also in the revamping of the world economics and in nowadays society. It is very unfortunate that education system around the world are being held to ransom all, the reason behind this ransom is because of the poverty at household levels. The poverty means the shortage of common things, which include, sick, clothes, shelter, foods, sanitation, more susceptible to malnutrition as well as the drinking water, these all determine the quality of life that people needs. The lack of opportunities such as the lack of access of education and employment, these two aid the escape of poverty.

There are many problems and obstacles in our daily life and in our society that are connected to each other. For example, poverty and personal family problem, which affect a people's capability to learn. Poverty is being a world concern that plays a major role not only in the economics but also has a great amount of impact on person's educational development in the society. By improving the education is like improving the living conditions of each individual. We need to understand that; the word education is basically responsible for the development of many countries in the world especially developing countries; it means that we cannot afford to ignore it without doing anything about it. On the other hand, poverty is one of the biggest problem and forces that block the success of education to people who lack of the access to gain any education; people have rational feeling toward poverty and education, which affect each other both positively and

negatively. That is one of the reasons why we need to convince that having education can escape the poverty and once each individual is educated they can gain better opportunity in life and be successful as well. Our society is based on education because it brings economic and social prosperity. On the other hand, education has played a major role in our society to all individuals.

In today world, education is very important to each individual. Because of persisting inequality and marginalization, it makes many people who still do not have any access to education in their country. For example, in many developing countries as well as develop countries, lots of people do not have access to basic education just because of the inequalities in health, language, religion as well as gender in general. It is a fact that those people are forced to abandon their education because of health problems, which related to malnutrition. Another reason is they need to quit school and find work to support their family. So, when people are not given any opportunities to receive any proper education from their country, the chances of having a better life are dismal. If children are not properly educated in anyway, they only become a factor in contributing to the cycle of poverty.

2. Objectives and Methodology

2.1. Objectives

The main objective of this diploma thesis is to assess possible factors, which affect the education and poverty in Asia, which focus on Cambodia and United State of America, which focus on Mississippi.

- a. The first partial objective is to look at the experience of people who live in extremely poverty as well as their attitude to education and poverty and how they demonstrate the challenges in the gaining an education.
- b. The second partial objective is to create an interview survey with own questionnaires. The aim of the interview survey is to identify the problem and to compare the education and poverty around the world.

The hypothesis of this diploma thesis is to prove that the education has a very big impact on poverty.

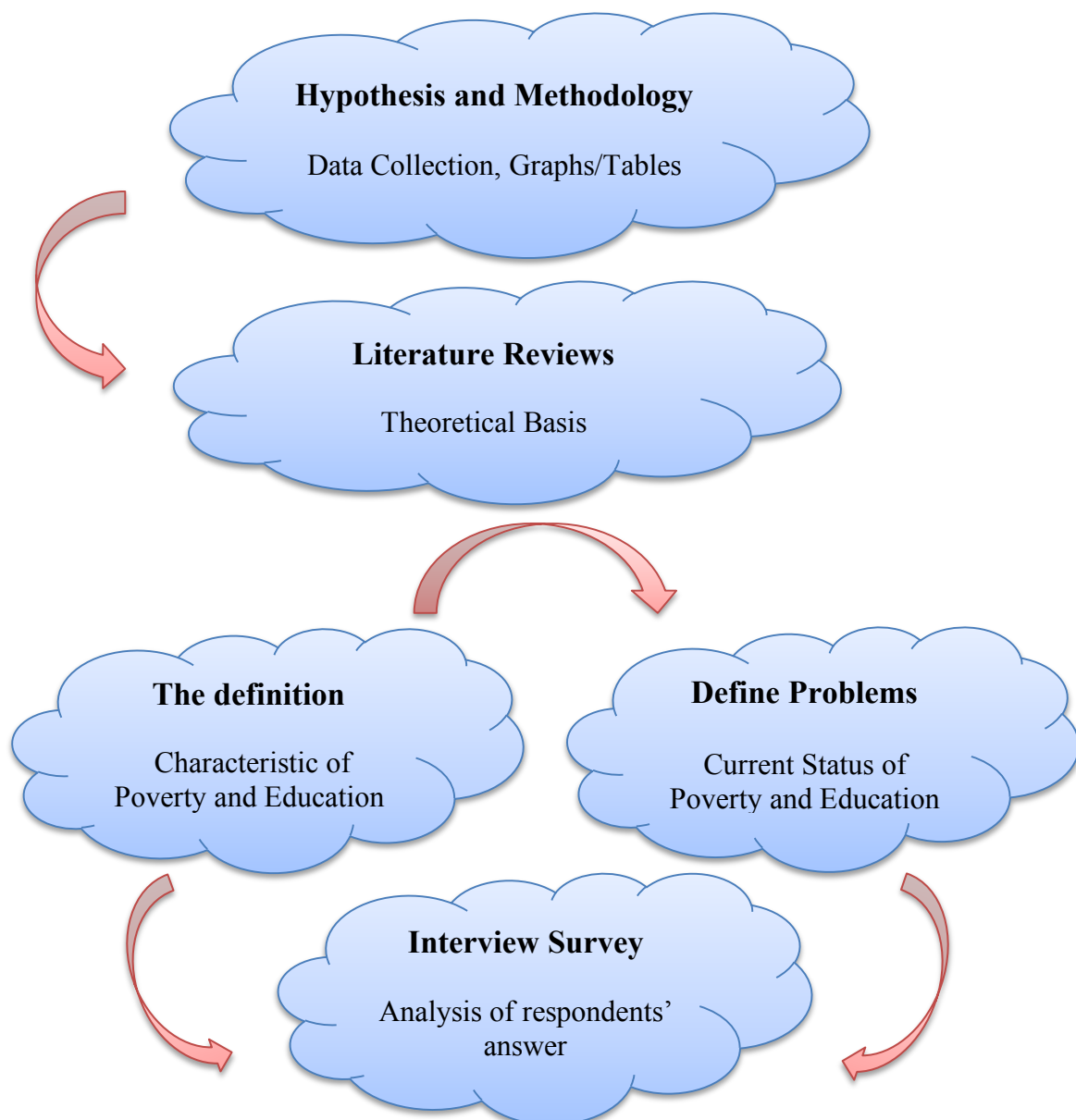
The research question for this diploma thesis would be to confirm that education have impact on poverty and to prove by a comparative analysis over the year between men and women education and income inequality between countries and genders.

2.2. Methodology

The diploma thesis was drawn from sources listed in the biography. Data in this diploma thesis was original took from official websites. There is interview survey, which carried out in the period between 16th of July until the 30th of August 2016. There was one American professional worker, one Cambodian, one Indian, one Nigerian and one British, who took part in this interview. The interview took place in Boston, Massachusetts, Phnom Penh, Cambodia, and Prague, Czech Republic. The interview, also took place online, using Skype program to communicate as well as face to face with some of the interviewees. The questionnaire was not anonymous; they provide their full name, university's name and their company's name. In this diploma thesis, there will be based on quantitative and qualitative information gather through primary and secondary research. The secondary

research will be based on literature reviews on relevant reports and article on infozdroje.sic.czu.cz and library.chc.edu The primary research will be including interviews with questionnaires.. In this thesis using qualitative approach because of the nature issue that was being addressed on the impact of poverty on education and how the poverty affects the education. There will be different factors, which influence poverty and education in America and Cambodia.

In this diploma thesis, also using Time Series for statistical analysis to simply collected numbers at regular interval a period of time and for graph using clustered column, pie, line and marked scatter to determine the different percentages. The following chart describe the outline of the thesis.



3. Literature Review

3.1 The definition of Education and Poverty

It is general agreed that there is a relationship between poverty and education which show in two different directions. The first direction is where poor people often unable to obtain their access to an adequate education, and of course without any education people are constrained to a life of poverty. However, before addressing any interrelationship between these two, it is very important to understand the concept of poverty as well as the education.

The word poverty can have different definition according to different sources. Here are some definitions of the word Poverty:

“Poverty is the worst form of violence” (GHANDI, 2016)

“Poverty is a state or condition in which a person or community lacks the financial resources and essentials to enjoy a minimum standard of life and well-being that’s considered acceptable in society. Poverty status in the United States is assigned to people that does not meet a certain threshold level set by Department of Health and Human Services.” (INVESTOPEDIA, 2014)

“Poverty is measured on the basis of income, but that is often too one-dimensional for such a complex phenomenon. Researchers have developed better way of defining who falls below the poverty line” (FLORIAN, 2016)

On the other hand, the word Education also has different meaning according to the different sources. Here are some of the definitions of the word Education:

“It can be defined as the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life”
(SMITH, 2015)

“Education is the only thing that helps us to differentiate what is wrong and what is right. Without education we can’t do what we want or we can’t reach our destination. Education help us in each and every field of our life” (RAWAT, 2012)

“An educated person is someone who has habits of mind, hand, and heart to adapt to whatever life might throw at him or her” (STEVENS, 2010)

To understand more about Poverty and Education, we need to look deep into the society. For starter, to understand of poverty it is a condition that gives us a result in lack of freedom to choose arising from a lack of capability to function effectively in society. It’s also means the lack of financial resources. The lack of financial resources divided into two different components of absolute and relative poverty.

An absolute poverty means that people do not have enough financial resources, which required them to maintain their minimal standard of living. And relative poverty is normally seen as poverty, which is partly determined by the society in which a person lives. An absolute poverty and relative poverty are relevant for education. The reason behind this is that, if people are lacked of financial resources, it may limit school attendance among the poor in developing countries such as, Cambodia, Bangladesh, Ecuador, Brazil and many more. For education to give a route out of poverty it is often requires special intervention. In many countries that experience economic growth in recent year, it shows that the benefits of education become more important to get good job. This can open up lots of possibilities for upwards-social mobility for parents and children to invent their time as well as the effort in education. (JESEN, 2009.; ANTHONY, 2004)

3.2 Education

3.2.1 Important of education

Education is the key to sustainable development and it brings peace and stability within countries. In order, to emphasize the important of education as national as well as global, each country should create different international conferences and sponsored conventions, which compel signatory government to give increased attention to education. Of course, if the country is poor, the government in those low income countries cannot provide enough education for everyone. Nevertheless, poverty has restricted household demand for education. On top of that, cultural factors are norms taking precedence over education. The investment in education involves externalities of social benefits that are not capturing by any individual. Hence, government intervention should be subsidizing education in their country. The economic opportunities available to people that are enhanced by education that has in their country as well as abroad. These would empower people to understand and take control of their lives. Education provides them to have a better choice in their lives socially and economically, as well as those of their families in needs. (WAGE, 2011)

Undoubtedly, education is very important to individuals in their life, education is not just gives people the skills but also tools, which they need to navigate the world. A society, which is uneducated most likely cannot thin on rational lines, people often fought mindless wars that bring bad results in the world, as they were illiterate and ignorant. Without education, people would not be able to do anything, such as read, write or even communicated in a proper way. They also would not be able to perform any jobs accurately and safely. To be educated, it helps you to understand the world and the country that you live in, including the culture and race. Many people think differently toward education, some people think that, education is very important because it teach people the basic skills to survive. Some people think that, education is essential to good citizenship because it would teach people to contribute to their community and their country. Some other people also think that, to be educated would help them answer big question in their life and help them solve problem that they are facing in society and teach them about the world around them. (BERG, 2015.; HOLT, 1967.; ANDERSON, 2011)

According to the statically information for most Asian countries in figure 1, which reflect the high level of poverty, show that the allocation for education are low while the poor governance assigned to the task of providing education that lead to even poorer outcome. The low-income family will result in the low demand for education and low investment and at the end it back to the low income.

Figure 1: The Important Of Education.

Low income → low demand for education → low investment → insufficient delivery of education services → low levels of education → low income

Source: (MUKHTAR, 2008)

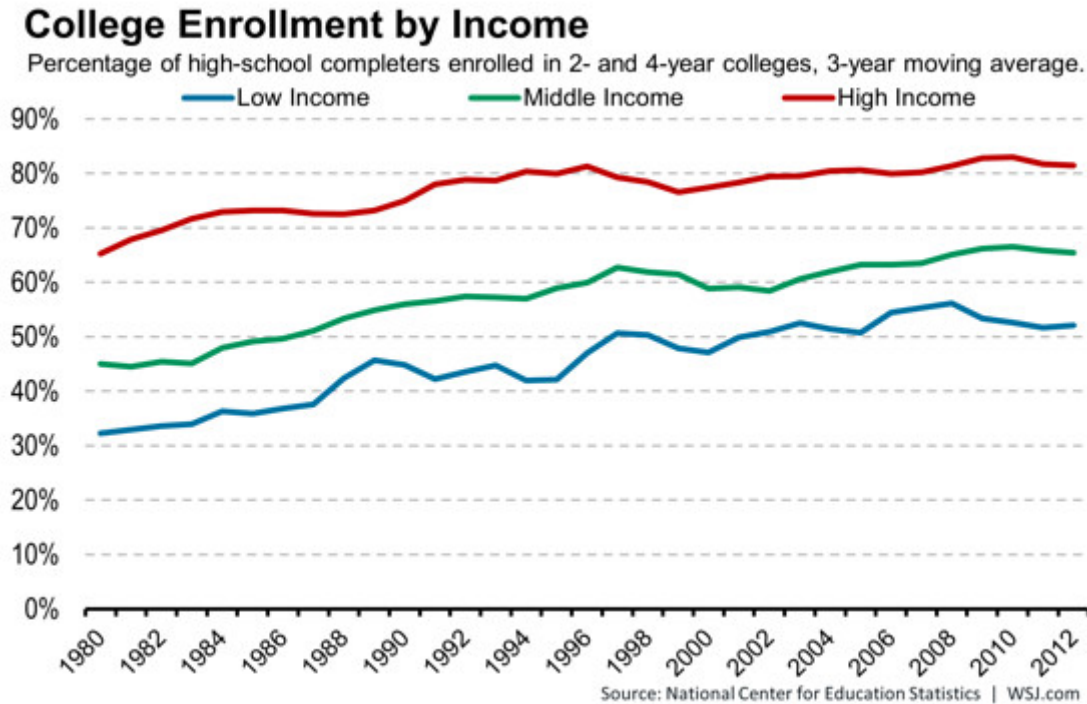
3.2.2 Education and development

There is different debate about the role of education and the development in economic growth within the country. This debate has focused if education system in the country productive in an economic sense. In fact, there are different proofs that allow us to know that the level of people enrollment to school each year is correlated with the level of economic development in the country. Nevertheless, with this proof, there is still an open debate whether the former has helped cause the causality runs from income growth to educational expansion. In many developing countries, education is very important and it is the greatest consumer of public revenues. There are many poor nations that have invested huge amounts of money in to education system. Also, those literate farmers with only a primary education are thought to be more productive and especially more responsive to any new type of technologies that connected to agricultural than illiterate farmers. (JOLLY, 1991.; BERG, 2015)

“We cannot discuss the relationship between education and development without explicitly linking the structure of the educational system to the economic and social character of the Third World society in which it is contained. Educational systems more often than not reflect the essential nature of that society. For example, if the society is in egalitarian in

economic and social structure, the educational system will probably reflect that bias in terms of who is able to proceed through the system.” (JOLLY, 1991)

Figure 2: College Enrollment by Income From year 1980 to 2012 in the U.S.



Source: Wall Street Journal (IZZO, 2014)

In figure 2, show the different income in enrollment. In fact, in the United States there is a big different in college enrollment. As you can see, in the year 1980, there is more than 80 percent of the high income that graduate. These graduate students continue their degree in University, while there is 66 percent of middle income, which also continue their degree in university, this show the result with the different between the lowest and the highest income student. If you look at the year 2001 and 2008 with the recession there is a gap, which is around 26 percent. However, from the year 2009 to 2012, it has around 30 percent. (IZZO, 2014.; SOWELL, 1993.; HB FERGUSON, 2007)

Particular, education also can help the future shape in different type of way. Although there is link between education and development, by understand the economic structures of the society education tend to reproduce economic and especial social structures.

Undoubtedly, educational reform, whether introduced from outside or inside the system that the country provides and has the great potential for any type of inducing corresponding social in the nation as a whole. There are five big economic components of development that individual need to understand and that include the inequality and poverty, population and fertility, growth, rural development last but not least, the migration. These five are all connected and has its own role in the country. Whether it's good or not we know for sure that, education tend to bring it to better result in a good way. Education for sustainable development promotes critical thinking and help learning to imagining future scenarios and making a good decision for their future. Education for sustainable development means teaching and learning, for example, it teaches you about the climate change, biodiversity, the reduction of poverty and disaster risk also the sustainable development within the country. Furthermore, it's also requires participatory teaching as well as learning, which can motivate individual to change their behavior and also to empower them to take action for sustainable development.

(ORMROD, 2015.; SHANNON, 2010.; BRAATHEN, 2016)

3.2.3 Education linkages with the economic growth

For many years, the expansion of education had been promoted and it's also determined rate of overall growth in Gross National Product (GNP) that remained unquestioned. There are proofs that show the quantity of education, which makes a big difference to economic growth. Indeed, it shows simple causal relationship between education and economic growth. Education is very poorly measured because of this; it gives big impacts that do not always show up as statistically significant in cross-country growth regression. Since educational quality is different in each country, some research shows the effect of quality adjusted education that is very important to people. Because of this type of research, it gives a conclusion that education of a good quality promotes economic growth.

(EARLE, 2010.; KENNDY, 2015)

“The impact of high and sustained levels of economic growth on a society and on general development can in turn be very large. An increase in the economic growth rate of developing countries can reduce poverty dramatically, as has recently been seen in countries such as China and India. In this way, better education can translate into sustained growth, which can reduce poverty drastically.” (BERG, 2015)

In some economic growth countries, it shows a relatively aspect that make from an educated labor force because of the competition in the country as well as international competition for job between firms and countries that are relative productivity. Therefore, education is very important to the economic performance in the country. Undoubtedly, nowadays in some independent nations of Africa and Asia, there was the need to build up the human and the capital infrastructure, by doing this; it can help the country to provide indigenous leadership of development. It's very important that educational should contribute to aggregate economic growth by:

- Increasing knowledge and skills by creating productive labor force in the country.
- Give out opportunity to employ more people in the workforce and the income earning opportunities for everyone and give out supply to help those in need.
- Creating more classes of educated leaders to fill vacancies left or vacant positions in governmental service and more.
- Providing some type of training to those in need and education that help promote literacy, as well as to provide some basic skills and motivate individual on the part of diverse segments of population. (COLEY, 2013)

Furthermore, by doing this it would not detract from the important contributions and economic, even if alternative investment in the economy can have a better growth. It will be just help the country to promote aggregate economic growth. In fact, an educated labor is a necessary condition of economic growth that cannot deny. On the contrary, any evaluation of education that is in the process of economic development should always go

beyond the analysis of aggregate growth. We should understand that the structure and pattern of economic growth and its distribution implication to who benefits. (EARLE, 2010; AHMED, 2014; ICELAND, 2013)

3.2.4 Impact of income on education

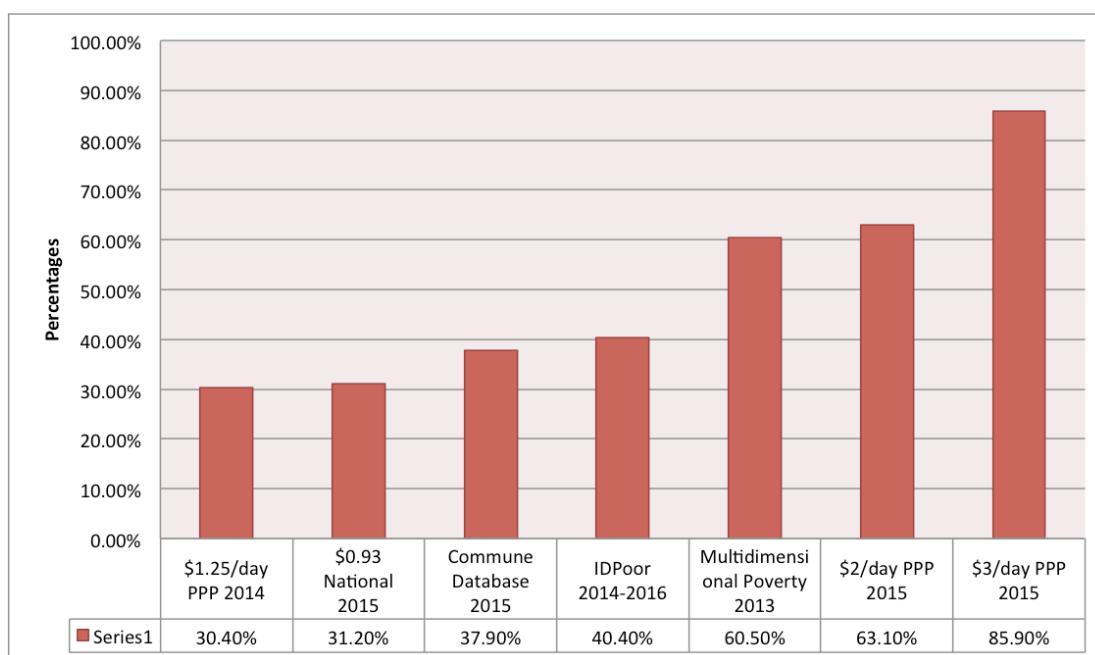
Nowadays, our society moving fast into a modern world, international companies are everywhere not just in developed countries but also in developing countries such as, Cambodia, China, Bangladesh, Nepal, India and more. Unfortunately, reality is that the income gap has widened between employees. Educational outcomes are one of the keys that influenced by family incomes. According to FERGUSON (2007) Most of the children that live in some low-income families mostly start school already behind their peers who come from more affluent families. The reason behind this is because of those children need to help their family to work and duration of the poverty are all influences a child's educational attainment along with community characteristics as well as social networks. Furthermore, there is a significant component in assessing the success of a qualification, which appear in the ability of graduates to find employment. Moreover, in the relative average wage of employees with said qualifications. There are also evidence shows that a graduate with higher levels of education faces a lower risk of unemployment and will have a better access to new opportunities and high average earnings. Until today, poverty still a stubborn fact of individual life, even in rich countries like America, Canada or United Kingdom. (LOKAL, 2013.; NIALL, 2009.; KENNDY, 2015)

For instant, in Cambodia the income of poverty has fallen dramatically. However, there are many families teeter only just about the poverty line. In Cambodia the population is about 15 million and the percentage of poverty is around 60% in the year of 2016. With a very large share of the population concentrated at the bottom of income distribution, we can say that the poverty rate in the country is highly sensitive to where the line is drawn. According to the Cambodian NGO Education Partnership (NEP) it suggested that the education cost for each individual child should be average \$108 annually, which mean 9 percent of the average annual income of each family. According to DUNCANKUDOS (2014) Since Cambodia is the country that people who live in an extremely poverty has

five to six children is very common, so that make the education cost become very significant. On top of that, in the poor families there are only about 35% of the children attending school. This problem that Cambodia is facing is particularly challenging for every poor family, if we looked at the same issues in neighboring countries such as Thailand we found that there are only 20% of poorest devoted a much greater slice of the annual income to education costs. (DUNCANKUDOS, 2014.; KOZOL, 1991)

“Thus in Thailand the cost to the average family of their children’s education was 16% of household income, while this represented 47% of the household income of the poorest quintile. In Vietnam education cost the average family 12% of their annual household income, while education costs represented 22% of the annual income of the poorest quintile.” (DUNCANKUDOS, 2014)

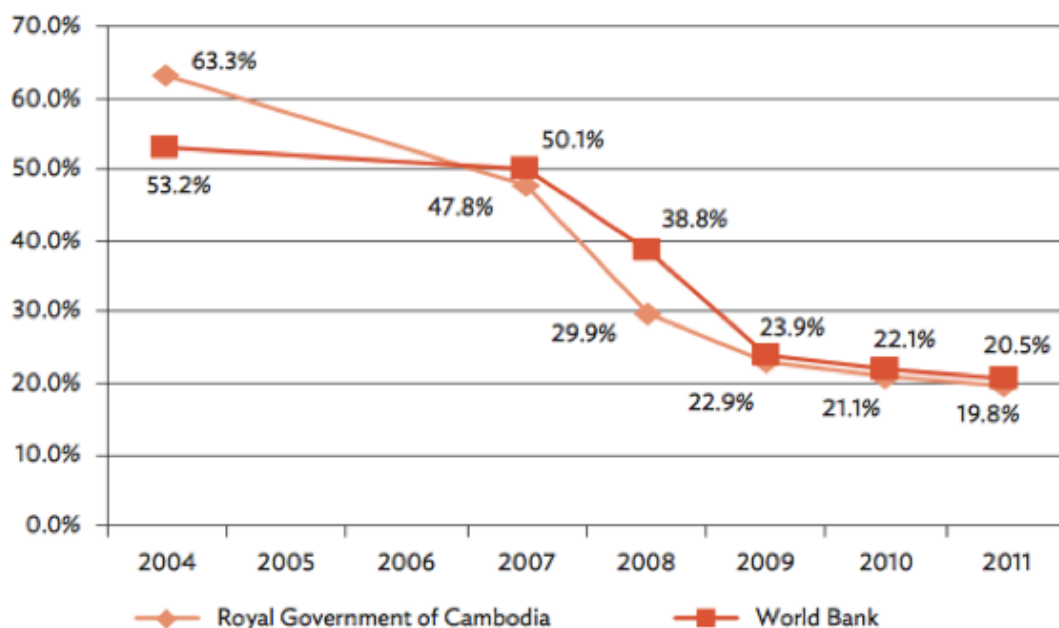
Graph 1: The line of the income poverty in Cambodia from 2013 to 2016 in Percentage.



Source: Own contribution based on Ministry of Interior (Commune Database), Ministry of Planning (national poverty line), Oxford Policy and Human Development Initiative (multidimensional poverty), World Bank PovCalNet Database (International poverty line)

According to the Income Poverty in Cambodia, that shows in graph 1 it is dramatically decreasing since the mid-2000s, there are many families that have moved only very slightly above the poverty line. According to the CSES it shows that vulnerability to poverty has been increase along with the poverty and inequality. However, there is a very large share of the population that concentrated toward the bottom of the income. In graph 2, it illustrates the different that arise from the use of different poverty thresholds. Within this, the use of government and the World Bank data is to explore poverty as well as the inequality. Additionally, it also explains the reason why poverty rates falls for the recent year. In this, we also examine the high debt levels of family that live in extreme poverty, the particularly debt taken to finance household consumption. (BERG, 2015.; DRISCOLL, 2010)

Graph 2: Comparing government and World Bank poverty in Cambodia estimate, 2004 to 2011.



Source: Own contribution based on World Bank 2013, where have all the poor gone? Cambodia Poverty Assessment 2013, Washington, DC: World Bank

There is an important difference between the government and the World Bank within the poverty line, which show the share in food component. In the official government, the food

comprises about 49 percent of the poverty line in Phnom Penh city, 60% in other urban areas and around 66% in rural areas. These percentages are based on the expenditure patterns of each household in the 3rd decile.

“In comparison, the World Bank bases the food component on the expenditure patterns of households whose total consumption is within 10% of the food poverty line. Under this approach, food comprises 64% of the poverty line in Phnom Penh and 66% in both rural and other urban areas.” (ADB, 2014)

According to table 1, we can say that the nonfood component in Cambodia government poverty line is larger for Phnom Penh as well as the other urban areas

Table 1: Average per capital food and non-food consumption by area, 2016.

	Average Monthly Food Consumption (\$)	Average Monthly Nonfood Consumption (\$)	Average Monthly Total Consumption (\$)	Food Share of Total Consumption (%)
Phnom Penh	46.50	45.14	91.64	50.7
Other Urban	36.51	28.99	64.51	55.7
Rural	25.67	16.48	42.15	60.9
Cambodia	28.84	20.59	49.43	58.3

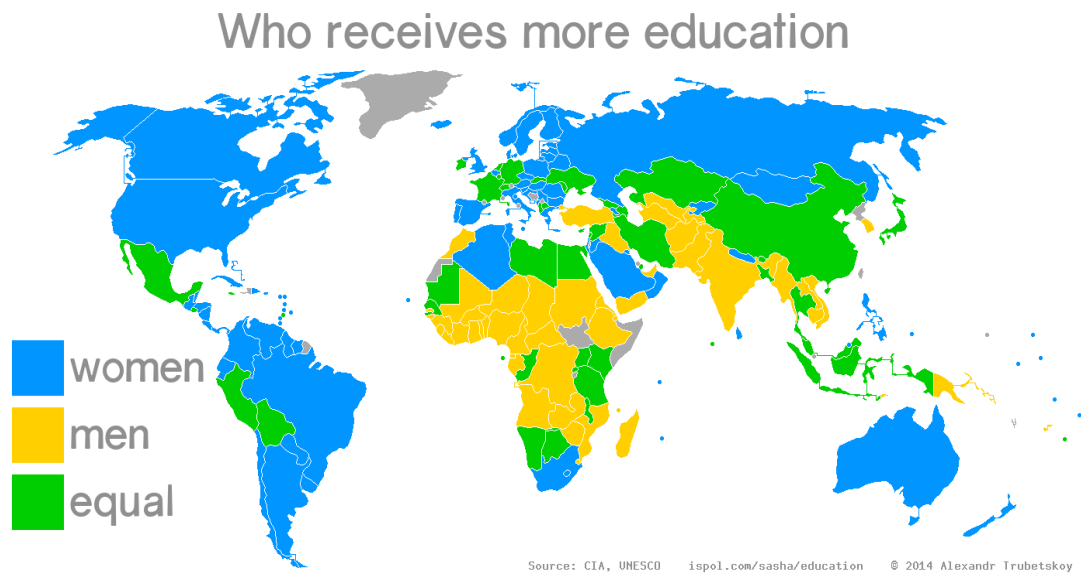
Note: The average exchange rate for 2015 was \$1 = kR4.183

Source: Ministry of Planning, 2013. Poverty in Cambodia: A new approach. Phnom Penh: Royal Government of Cambodia, Ministry of Planning 2009. Cambodia Socioeconomic Survey, and ADB staff calculation.

3.2.5 Gender gaps in Education

Women's education has become the main key factor since the 19th century. However, in recent year, there are concepts of empowerment around the world that have been tied to the range of activities undertaken for women as well as by them, which also include the education. (SEEMANN, 2010)

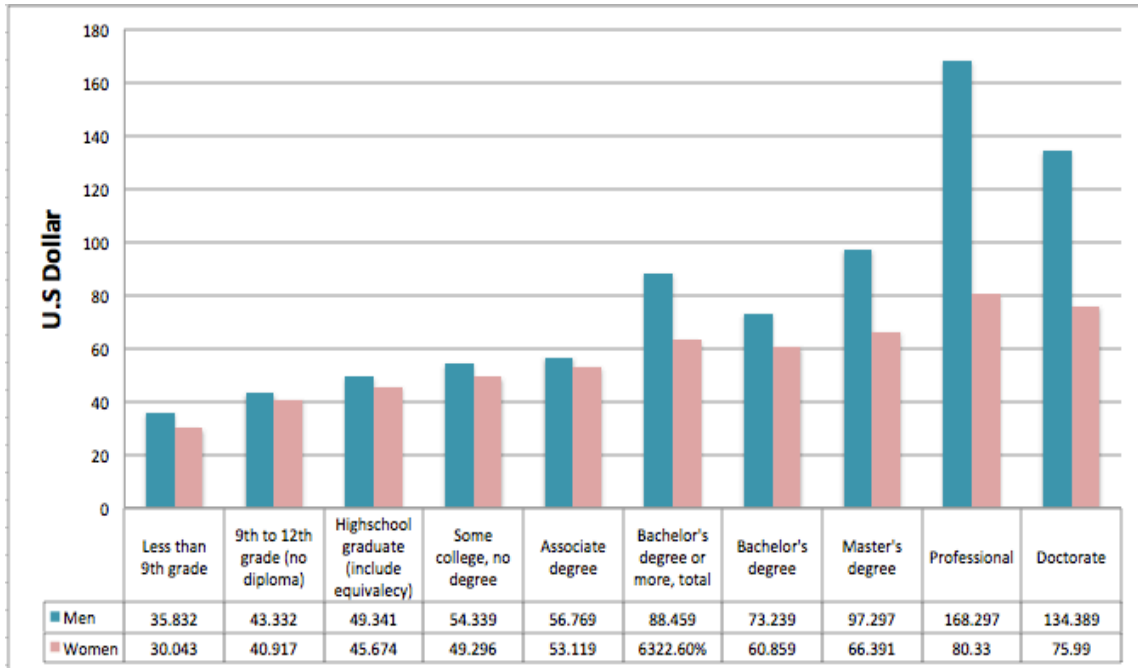
Figure 3: The different education to both women and men receive around the world.



Source: CIA, UNESCO 2014 (TRUBETSKOY, 2014)

Figure 3 shows the different between men and women and equal around the world of who receives more education. Every girl in this world doesn't matter where she lives, no matter what is the circumstance, they are all have the right to learn. Every leader no matter who he she is, no matter what resources available to him or to her, both gender has a duty to fulfill and protect their rights. In reality, getting every woman to go to school is may seem impossible in most of the developing countries, but it is not as hard as you may thing it is. The challenge is significant however the world does not lack the funds or the knowledge to achieve this goal by letting women attend school. (WINTHROP, 2016)

Graph 3: Average earning of full-time, year round workers by educational attainment in 2015, constant dollars.



Source: Statistical Abstract 2015, (WorldBank ,2015)

According to graph 3, it shows the average earning of full time, year round workers by educational attainment in 2015 with the constant of U.S Dollars. While there is an increase in women’s overall earning, education does not close the gender pay gap. As it can be seen in the graph, women earn less than men in every educational level. In fact, the gender pay gap between men and women is enlarging for persons with advance degree if we compare to the students with high school education.

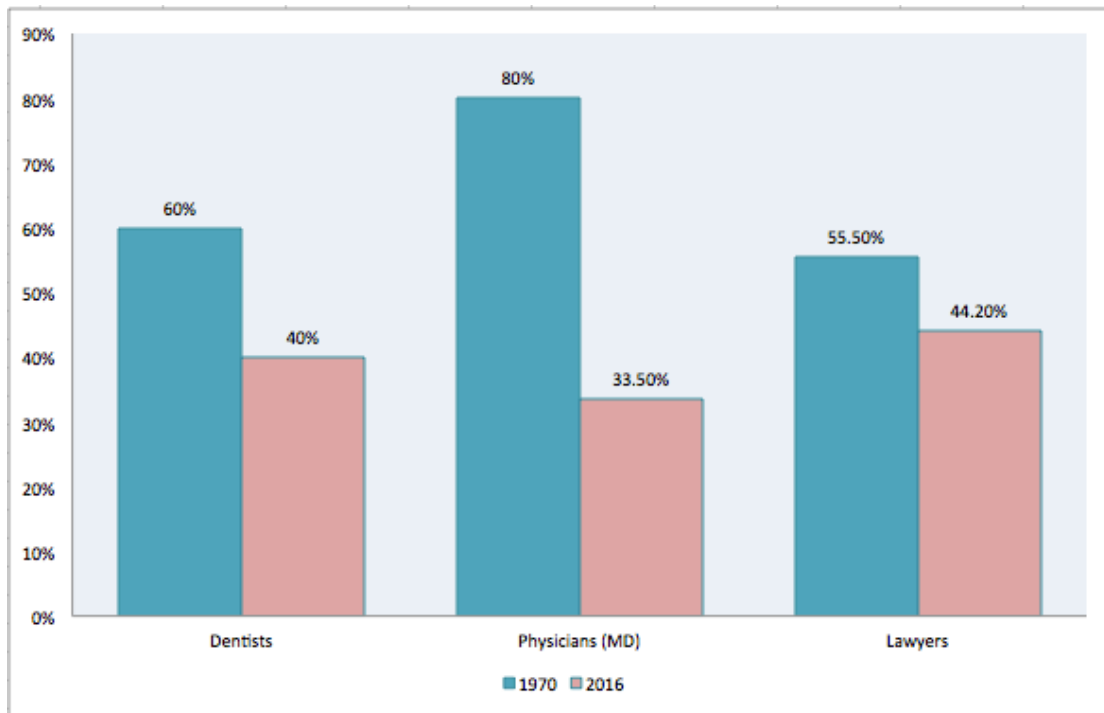
There is evidence that show two different things about girl's education that are both striking and profound:

- **The first evidence:** In this evidence, it shows the extensive on education for individual girl in different poor nation. There are only a few policies where the evidence is too deep and sweeping when the finding that support a far better and much better global commitment to girl's education.
- **The second evidence:** Here is shows girl's education is the world's best investment. This is the evidence that describe the wide-ranging return from invest in girl's education. Therefore, this is the aspect that makes everyone believe in girl's education is the same as boy's education. They girls and boys have the rights and same opportunities to be educated anywhere in the world. In advance nations, we know that education is all about the wage, the growth and the upward of mobility. However, these educations are just as strong and better in poorer nation as in the rich nation. (WINTHROP, 2016)

In university, there are women with university's degree that are continue to earn less than men in term of average salary. In fact, in the year of 1970s, there are more men that normally lead women in the university coursework. However, between 2015 and 2016 there are ways more women than men, which take those advance classes. For instant, there are lots more than 43 percent of women pass both algebra and Chemistry in high school. But only 38 percent of men did pass these two subjects.

(NARAYAN, 2009.; SERVASS, 2008)

Graph 4: Changes in percentage of professionals by Gender in the world.

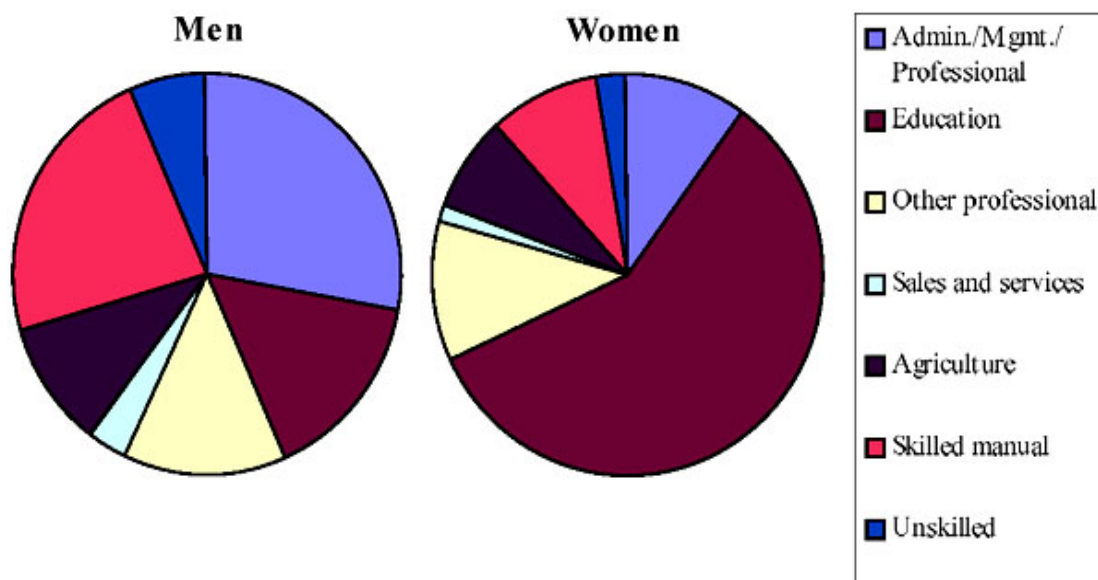


Source: Own Calculation based on Data from statistics 2016

In graph 4 show show the change in their percentages of women and men in three different professional occupations between the year 1970 and 2016. Here you can see that in the year 1970, there was 99 percent of male's dentists while only 1 percent of female's dentists and compare to 2016 there is 60 percent of male's dentists and 40 percent of female's dentists. It is very difficult for women to go all the way to the top in business world, and if they did go all the way up, there will be discrimination toward women in every way possible. Now if we are looking at the Physicians in the year 1970 there was 92 percent for male and only 8 percent for females. However, in the year of 2016 there was a big different while there was 80 percent of male physicians and more than 33.5 percent of female's physicians. Another interesting in this graph is the male lawyer in the year 1970 was 95 percent and female's lawyers were only 5 percent. But in 2016 male lawyers were 55.8 percent and female's lawyer were 44.2 percent. This can conclude that, there was an increasing of education in female. (HOLMES, 2014.; GODINOT, 2006.; HANUSHEK, 2005)

Another interesting figure number 4 that show below describe the gap between men and women in work and income 2016. There was a big different while men and women record similar amounts of hours spent in income work, but you can see that women spent almost twice as much time as men undertaking housework. In education, you can see that men have about 30 percent while women have 50 percent, but compare to professional work, admin and management, men increase to 40 percent while women have only 20 percent. (GORSKI, 2013.; THOMAS, 2008)

Figure 4: Occupational distribution of employed Men and Women with upper secondary and higher education in 2016.



Source: FAO Corporate document repository (GHYOOT, 2002)

3.2.6 Benefit incidence analysis of public expenditure in education

“Benefit incidence analysis (BIA) is a tool used to assess how tax policy or government subsidy affects the distribution of welfare in the population. In other words, it evaluates the distribution of government subsidies among different groups in the population, in particular, among different income group.” (CUENCA, 2008)

In most developing countries. Education budget of the government is funded from their government, the Internally Generate Funds (IGF). For instant, in China has been the major under of the education, which contributing about 78 percent of the total funds between 2010 and 2015. They also fund education in primary schools and secondary schools within their respective area. But, China is facing some problems with the data limitations the analysis that will focus on national level funding for each education that government provide. In developing countries, such as Cambodia, China, India, government provides the public education and it is free at the primary level to high school level. However, there are some elements of cost sharing at the secondary school as well. For example, in Cambodia, 2000s the government released a capitation policy to cancel all user fees charge at public primary education facilities. (CUENCA, 2008.; APPELBAUM, 2016)

The policy stated that, students can enroll primary school without paying anything, each school should have it owns library so that each students can borrow textbooks from the library within the school. Education expenditure in Cambodia is pretty much under four different heading:

- Personnel Emoluments (Wages and Salaries)
- Administration
- Services
- Investment

3.3 Poverty

3.3.1 Child Poverty

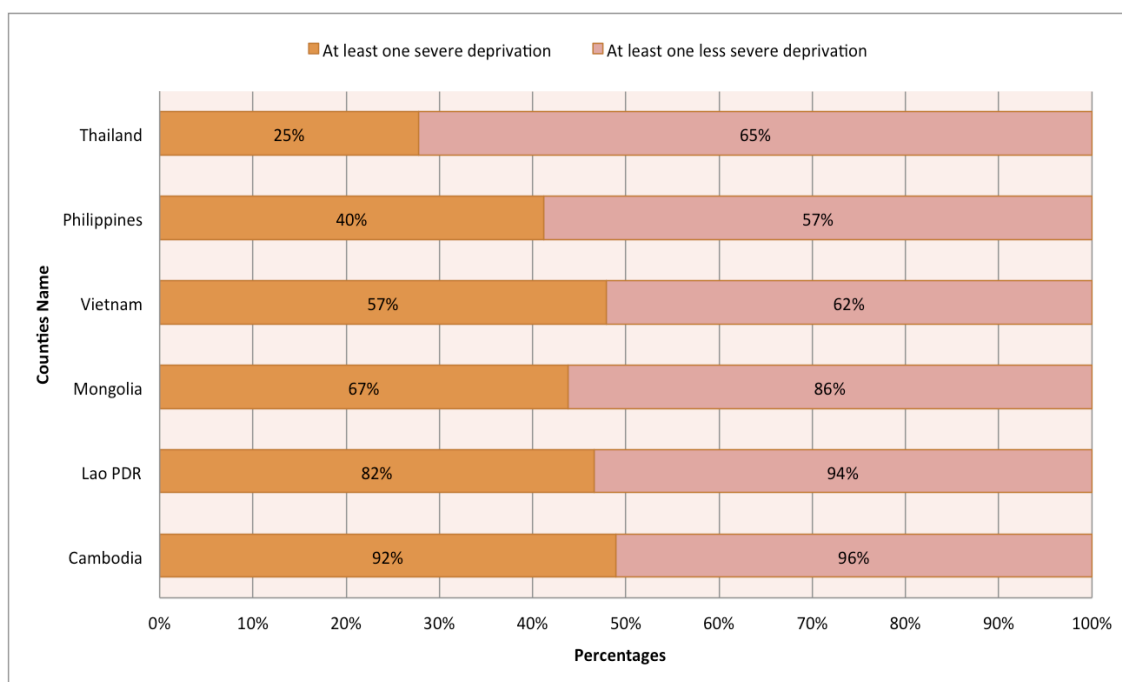
According to the statistic of child poverty, more than 7 million children die every year, and most of their deaths are preventable. Most of those children suffer from hunger, malnutrition and especially lack of safe drinking water. The issue of poverty is very worldwide and also one of the biggest problem that the world is facing right now. Children all around the world experience poverty in different way, they have their own different needs. For example, an adult can be in poverty temporarily, but falling into poverty in childhood can be a lifetime. The reason is because it is hard for a child to get a second chance in their life for an education. On top of that, good deprivation can impact children's long-term development. We all have to understand that, if each child does not receive nutrition, they will grow smaller in size and also intellectual capacity, are more vulnerable, they will also do bad in school, and they are less likely to be productive. Child poverty is the main issue that threatens not only to children but also to be passed on to future generation. (ORTIZ, 2012., PETER, 2009)

In East Asia such as Cambodia, Lao, Philippine, Thailand, children are a major part of the population. As we mention before, each individual child has their own needs, for example, the nutrition and healthcare service. Also, children have no income of their own except from their family to fulfill their needs as well as to gain education. If we take Cambodia, Lao, Philippines, Thailand and Vietnam there will be 93 million children that experience poverty as measured by the deprivation in the non-income sector.

(HOLMES, 2014.; UNICEF, 2013)

Graph 5 shows the deprivation of child poverty in Thailand with 25 percent of the least one server deprivation and 65 percent with the least one less server deprivation comparing to Vietnam with 57 percent of at least one server and 62 percent of at least one less server. However, in Cambodia, there was 92 percent of at least one server and 96 percent of at least one less server.

Graph 5: Deprivation of Child poverty in most Asia countries in 2016.



Source: Own calculation according to (UNICEF, 2013)

“Children in poor families are more likely to be born premature and at a low birth weight, and to develop later illnesses, such as respiratory diseases. As adolescents, poor youth are more likely to suffer from mental health problems, such as personality disorders and depression. Moreover, in comparison to all adolescents, those raised in poverty engage in higher rates of risky health-related behaviors, including smoking and early initiation of sexual activity.” (EMIG, 2015)

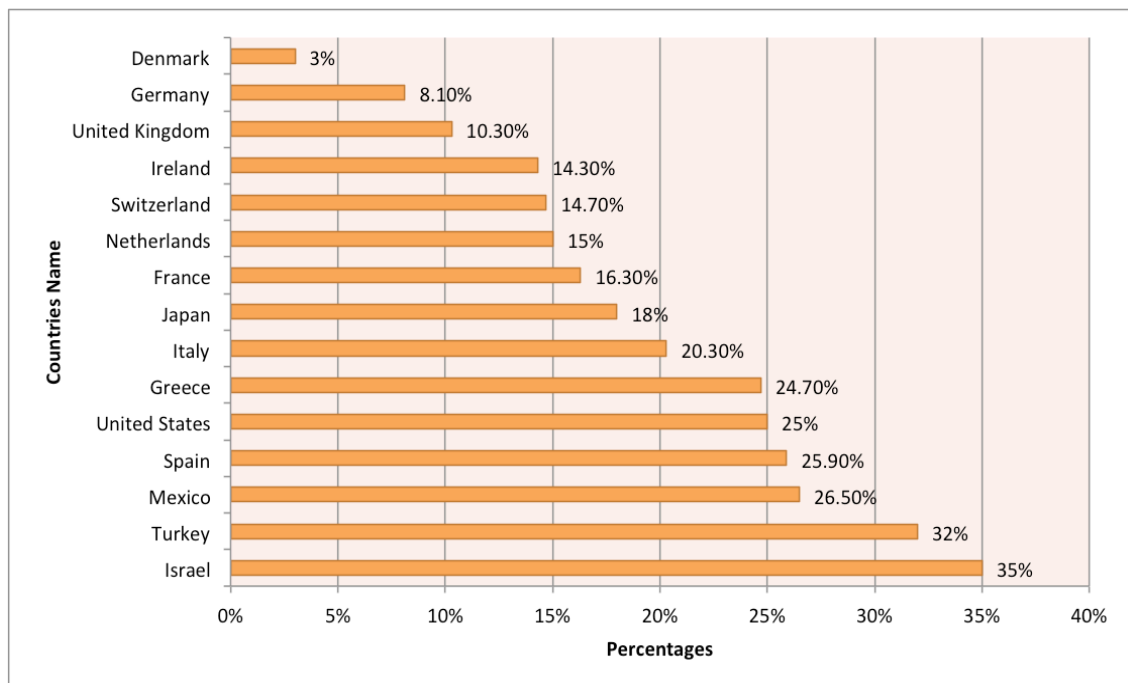
According to EMIG (2015) whether being raised in poverty or an extremely poverty all children are at higher risk for different type of problem such as no clean water, no food, shelter, healthcare, education, information, sanitation. The increasing of - negative health outcomes to those children are really high when compare with children who live in middle class.

According to graph 6, the OECD, Organization for Economic and Co-operation and development show the measurement of child poverty as the proportion of them living in each individual household with less than average income. Since there is a high percentage

of children living in poverty in Asia, but there is less in Northern European countries. The higher rates can also be found in countries such as Israel and Mexico. However, if we compare, within Northern Europe, in Denmark show only 3 percent of child who live in poverty follow by Germany, which is 8.1 percent in the year of 2015. Surprisingly Israel is the highest with 35 percent of children that live in the poverty. The interesting fact here is that the USA has 25 percent, which is much higher than Denmark.

(MCCARTHY, 2016.; JEFFERY, 2006.; DEAN, 2011)

Graph 6: Global child poverty rates in perspective in 2015 by percentage.



Note: This graph shows the percentage of children between the ages of 0 to 17 living in poverty in selected OECD countries in the year 2015.

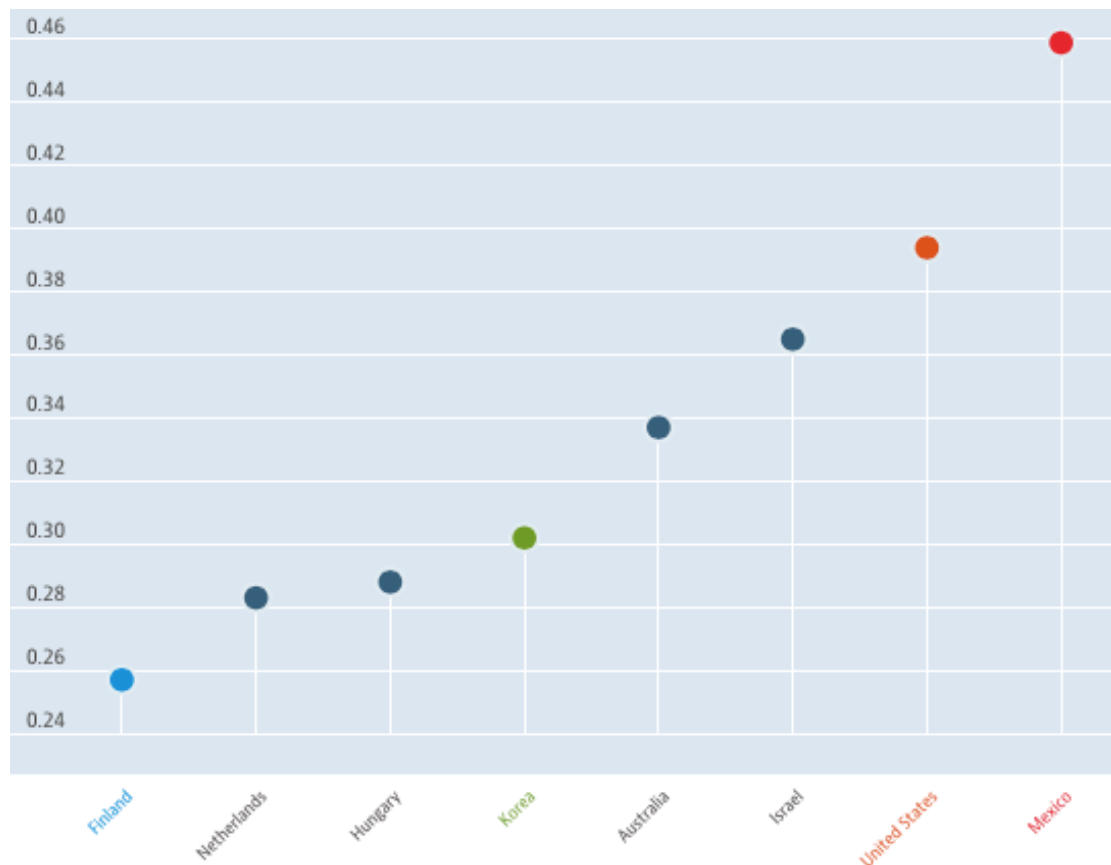
Source: Own calculation according to OECD (MCCARTHY, 2016)

3.3.2 Income inequality in Poverty

Poverty and Income has been related to one another from the beginning until today. Even though income has been the core of the concept in the 21st century, it is still precisely elaborated in today world. Each individual can count himself or herself as poor people who live in the poverty when they are deprived of income and other type of resources needed to obtain the conditions of their life. On the other hand, the independent of income justify the poverty not based on selection of a low level of income.

(MCKINLEY, 2006., DENA, 2005))

Figure 5: Income inequality in 2014.

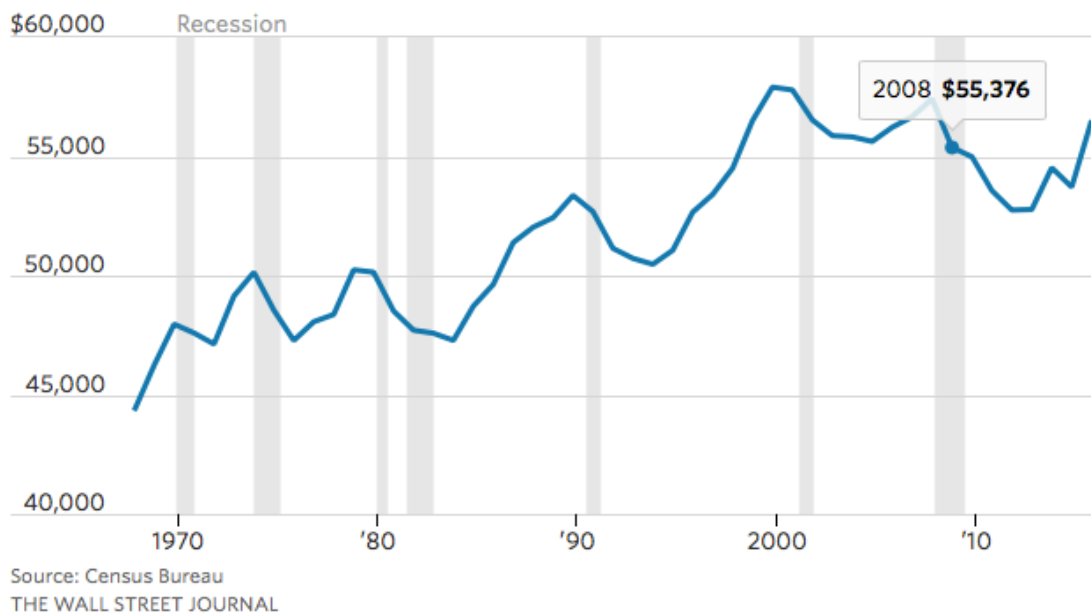


Note: Gini coefficient, 0 = Complete equality, 1 = Complete Inequality

Source: data from OECD organization year 2014

From figure 5 it shows, Gini coefficient that based on the comparison of cumulative proportion of the population and the proportion of income that individual received measures income inequality. It ranged between 0 and 1. Zero show the perfect equality and One show the perfect inequality. Here you see that Finland coefficient was 0.257 while USA was 0.394 and the highest was Mexico, which the coefficient was 0.459.

Figure 6: rebounding income Median household income, adjusted inflation.



Source: (ZUMBURN, 2016)

According to figure 6, as in the United States of America, the income of middle class household (median household) has been increase in 2015 by 5.2 percent to US\$56.516. And in 2008 was US\$55.376. (ZUMBURN, 2016)

There is a relationship between poverty and income, which is usually measured in monetary term. It is measured by the level of income per household or the consumption per household. Indeed, there are people who live under US\$1 per day however; there is a decreasing from US\$2.1 billion in the year of 1978 to US\$1 billion in 2015. It is clearly show that there is a dropped from more than 50 percent to 25 percent in poverty between the years of 1978 to 2015. And according to the UN, by the year 20150, the world's

population is projected to surpass more than US\$10 billion. As a result, to this matter, developing countries will increase to more than US\$2.4 billion.

(NATION, 2010.; JOHN, 2004.; JOLLY, 1991)

A good example can be seen in Cambodia where poor people are willing to work in heavy construction sites with long hours, most of them are from provinces far away from their hometown. They normally use very small portion of their income for themselves in the city, and send the rest to their parents or siblings in provinces. Some other ways one might be thinking of doing can be to commit or participate in some illegal scenarios or situations that are completely out of one's real willingness, intention, or moral. The effects of poverty influence all these choices. (COLEY, 2013.; CORNIA, 2005)

3.3.3 Disparity, Inequality, Poverty

Inequality has been one of the biggest issues in developing countries and also the center of the argument between inequality and poverty.

The first argument was that the inequality and poverty are way different, because inequality is when other has more and poverty is when people don't have much. As we mention before, we are focusing on encouraging the poor to help themselves. Empowering the poor was never seen as reducing the power of the rich. Now to distinguish the different, we can look at the condition of poverty and inequality:

Some of the conditions of the poor:

- When people are lack of educational,
- Discrimination in workplace,
- Weak family structure
- Discrimination in term of gender
- Inadequate workplace safety
- Residential segregation

However, inequality is usually focus on both rich and poor people within the country and the world. The argument stated that the inequality does not cause poverty. Therefore, the

limiting of wealth of those who rich will never help the poor is incorrect. When we talk about inequality, there is immediate relationship between the rich and the poor. The economic inequality is very important; we always can arrange for each individual of the society to be more economically equal by making sure that the economic resources are available for everyone equally below the poverty line. But, to make everyone equally poor is not an option. (MARCUS, 2015.; CORNIA, 2005)

“What is bad is not inequality; it is poverty. We should want each person to have enough—that is, enough to support the pursuit of a life in which his or her own reasonable ambitions and needs may be comfortably satisfied. This individually measured sufficiency, which by definition precludes the burdens and deprivations of poverty, is clearly a more sensible goal than the achievement of an impersonally calibrated equality.” (FRANKFURT, 2015)

The second argument was that inequality is matters in its own rights and it’s the reason to reducing the poverty in the country. Both inequality and poverty are affecting each other. Small changes in any income distribution always have a large effect on poverty. For instant, if a country shares of national income to the poor people 20 percent of the population increase from 6 percent to 6.25 percent. It means that, the change in income of one quarter of one percent would barely affect the Gini coefficient. So for the total income the poor represent 4 percent. This 4 percent would have the exact same effect on poverty for the growth of national income. For this 4 percent, it would necessary to achieve the MDG (Millennium Development Goal). (DEAN, 2005.; BRAATHEN, 2016)

In overall, both inequality and poverty are bad; it is not just the inequality that is decried but also the equality itself. Individuals should try to eliminate poverty by their own way. By doing that is does not mean the poor have less than other, but it means that being poor is a suffer that no one wants to experience. (KOLE, 2013)

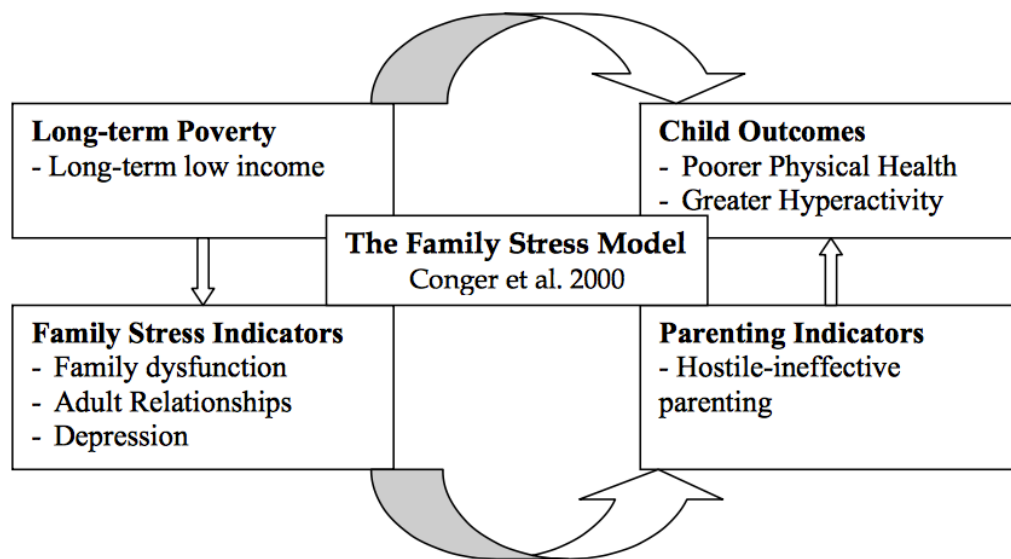
3.3.4 Families and parenting behavior and their employment

There are different devastating effects to children of all ages. Usually, children who born in a poor family are two-time more likely than those who born in a rich family that have stunted growth. Poverty adds extensive stress to each family and that make every parents struggling to raise their own Childs. There is also a theory about parenting and poverty. There is an outcome for children that are extremely poor that are less positive than those influent families. Thus, not lots of families in Western countries face the extreme hardship. However, the effects of starvation, medical care and the opportunity for education on outcomes children are very obvious. The extreme deprivation causes a big change in the way parents nurtures their kids. (JUDY, 2007.; GORSKI, 2013)

According to JUDY (2007), there are three mains effect of poverty on parenting: Stress, Culture of Poverty and Environment.

- **Stress:** Those parents who earn low income suffer different stress such as absence of supportive partner, drug use and depression. They also do not provide enough supervise to their children adequately as well as using the harsh discipline and inconsistent.
- **Culture of Poverty:** Those children who live in poverty are not just poor in resource but also lack of opportunities in life. The reason is that; their parents have a very low expectation for their kids to work or gain any education. Also, most parents seem to replicate the parenting style. Clearly, it is not because parenting practice of working class that maintain poverty over generation, but rather the behavior of more parents using their income to make sure their children have access to power and not education.
- **Environment:** Poor environment is affected the parent style and their characteristics. Neighborhoods with almost the same level in term of poverty will produce different sorts of parents. As a result, it will affect outcome for their children.

Figure 7: Family stress model in 2015.



Source: (AHMED, 2014)

According to the family stress model, in figure 7 describe the emotional depression and dysfunction of the family. We can see that, family depression can cause big problem in the relationship between adults and linked to effective parents. The lack of control over the child's behavior as well as the aggression or hostility by their parents, it is also show the lack of warmth and support from their family as well as the complex notion that involves insufficient surveillance. (AHMED, 2014)

It is clearly show that, those parents with enough money are more comfortable raising their families and they can give their families warmth and affection. They can enjoy their time with each other, talk to their kids about problems, be more democratic and receptive, they will also have different stress creativity and know how to control their depression and curiosity. For those parents who suffer from low income to support their families will be the opposite, such as less supportive in the family, be harsher and of course they can be detached from their children. These families who live in poverty, are too busy worried about their family, like are they going to have enough foods to feed their families, will they have enough money to send their kids to school, what about clothes and shelter. From all of these, you can see the different and understand the reason of their behavior that is different from parents who have higher income. (DRISCOLL, 2010)

Another problem with parenting behavior is discipline and the involvement in their kid's education. There are more than 70 percent that show the child abuse within those families who live in poverty. Not just physical abuse but also emotional abuse toward their families. There is a relationship between parents' stress and the use of physical discipline. For those families to earn a low income was already a risk, and those risk convert into the use of physical discipline. However, those families with higher income they have the protective effect for their family, this show a clear reason, and that is because of the income within the individual household. Poverty is one of the society's structural, so by blaming parents for neglecting their kids is to asserting that being poor is their responsibility. However, blaming their behavior because of the poverty is not correct, we cannot assume that poor parents are very neglectful. Furthermore, parental involvement in that children's education provide better outcome for children. Some people argue that, physical discipline are very harmful to children in many ways possible and those parents who use normal method didn't harm their children. Physical discipline increased the behavioral problems, especially in USA, Canada, European countries but not a problem in Africa and most of the countries in Asia. But this is just the parenting behavior toward their children at one age that may harm their children of other ages. (JUDY, 2007)

“There was a clear relationship between social group and physical discipline and abuse, with absence of care and with the more serious absence of supervision, especially being out all night at a young age. Absence of supervision at the less serious levels however was not particularly linked with socio-economic status and appeared to be an equal issue for all social groups. Sexual and emotional abuse showed little differentiation between socio-economic groups.” (JUDY, 2007)

3.3.5 Food insecurity and World Hunger

Poverty and Food insecurity have a relationship to each other and it use two different definitions with the OPM, which stand for Official Poverty Measure and the SPM, the supplemental Poverty Measure. These two were calculated and based on the resources of the family needs. There is a big risk toward children in term of food insecurity. For instant, in 2015 the US government set a goal to eliminate all the low food security as well as low quality of food. Indeed, the lack of the consistent access to adequate cause the food

insecurity and the low food security in each individual household that can make all children in their household suffer disrupted their foods intake, which mean they eat less then what they wanted to eat. In the year of 2008 and 2009 there is an economic crises and there were more than 11 percent of household with children were suffer from food insecurity. Nevertheless, back in the year of 2012 there was food insecurity among children and it show only 1 percent of the low food security. In 2015, the food insecurity within the income of individual household was 37 percent, which is far below the poverty threshold reported. Around 16 percent of non-poor household and about 7 percent of poor household, which is in a very low food security. On the contrary, children who live under the low-income household faced very high food insecurity.

(VANESSA, 2015.; CARAHER, 2016)

The food security defined when every single person has physical and economic access to sufficient, safe and nutritious food to meet his or her needs and live a healthy and happy life. So according to the World Food Summit (WFS) there are four different elements:

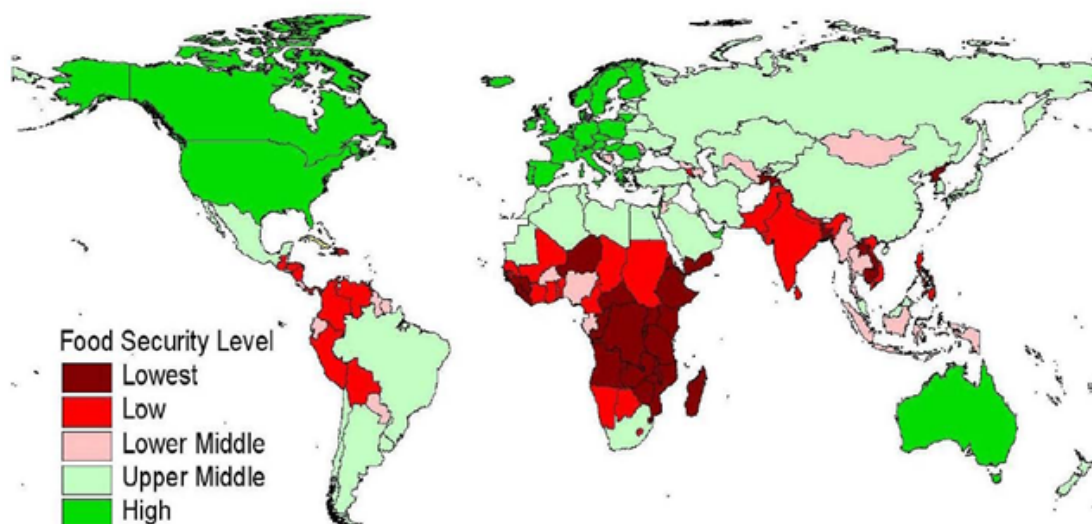
- Everyone should have enough foods to meet their daily needs.
- Everyone must have access to safe foods that is available for every circumstance.
- The volatility in price or production must not be the problem.
- The quality of the foods that people consume must be adequate for their daily needs. (WRIGHT, 2015)

The accessible of sufficient food is a very important in term of food security. However, there are some arguments that stated that just because each individual household have enough food to feed their hungry family who live in the poverty, does not mean that is it adequate for food security. The reason of why people cannot have any access to safe foods is because the economy market has no guarantee that it is will set up the income, which provide enough income to each individual to purchase foods, which they need to feed their family even it is enough in the aggregate. On the other hand, if the government focus on the availability of sufficient foods and not focus on securing the access of foods, it will definitely bring a big risk not just to the people who live in poverty but to everyone in the country. This big effect, will bring the economic down, if the country only focus on using

the import of tariffs to protect their domestic product (foods), this will only result the different of food production and demand within the country itself. Hence, if the government decided to increase the domestic product and reduce the consumption, this will result a big risk for the poor to access the food production in the country. (MARTIN, 2010)

To summaries, we should know that the quality of foods is very important to everyone especially to people who live in poverty and extreme poverty. The economic is never stable in the country no matter in Asia or the US as the result from this it will give a large risk to people who are poor because the price of foods will keep increasing while the income of the poor will keep decreasing. This will make poor people hide their hunger so that they can purchase low quality of foods to feed their family and of course if they eat low quality of food it will not let them meet their nutritional needs, this also will result in a bad health condition. It is very hard for the poor to make sure that they are eating healthy foods their low income will always be the problem for them to keep their family in a healthy condition. (MARTIN, 2010.; JENSEN, 2009)

Figure 8: Global food security levels in the case of high food price in 2015.



Source: (JIM, 2011)

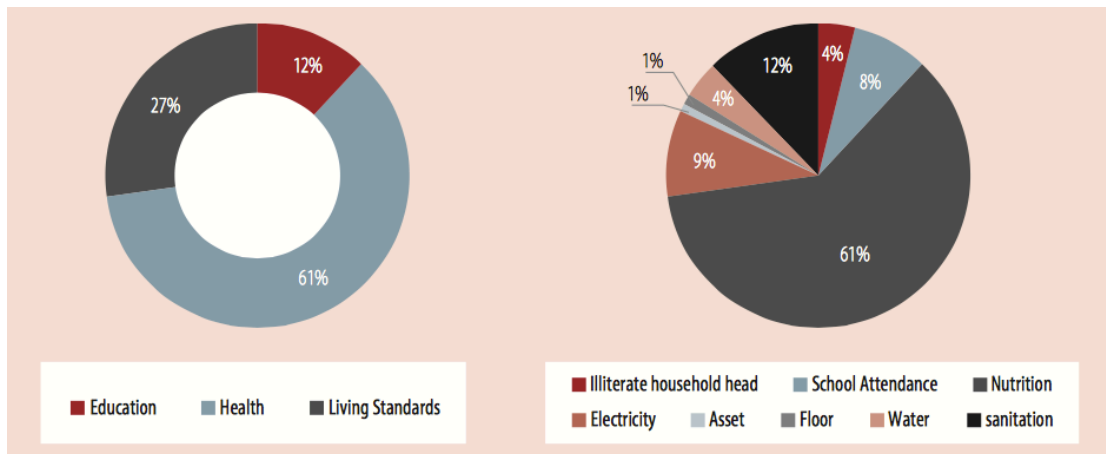
According to the figure 8 in some Asia countries such as Cambodia or Vietnam, and most of the Africa countries shows the lowest food security level. However, in USA, Canada, Australia are show one of the highest food security. While, the most of the Asia such as Korea or Japan are in the lower middle of food security.

3.3.6 Health and Poverty

The worse health outcome usually came from the people and especially children who live in poverty than other. There is no doubt that, poverty and health are linked together. Poverty is a cause and also a consequence of poor health. For instant, those people who live in poverty will not have any choices knowing they are putting their health and also their family health at risk just because they cannot let their family go hungry. Also, the cost of the doctor fees is very high to those who live in poverty even the hospital is free for them but still need to spent money. For example, they need to spend money on transportation just to go and see the doctor, then need to purchase foods while waiting in line to go into the hospital. In Asia, it is common to buy a small gift for their doctors, so another money spent on it. This may look devastating to all individual, but at least they receive a health care from the hospital. There are different diseases that infect people, especially the poor. For instant, HIV, Diarrhea, malaria and tuberculosis, these are the typical diseases that the poor get infecting. These diseases affect over 1 billion people worldwide each year, and 8 percent are from the poorest. The most important and biggest non-communication killer is the new born deaths as well as the death that connect with the nutrition and cardiovascular disease. (HPA, 2015.; JIM, 2011)

“For poor people especially, health is also a crucially important economic asset. Their livelihoods depend on it. When a poor or socially vulnerable person becomes ill or injured, the entire household can become trapped in a downward spiral of lost income and high health care costs. The cascading effects may include diverting time from generating an income or from schooling to care for the sick; they may also force the sale of assets required for livelihoods.” (PASCAL, 2003)

Figure 9: Health and Nutrition in Cambodia data from 2016.



Source: (WORLDBANK, 2016)

According to the World Bank in 2016 from figure 9, it shows 61 percent of worse health condition that the poor is facing in the country and in another pie, you can see there is also 61 percent of bad nutrition within the country, while only 8 percent to attend school and 12 percent for the sanitation.

All the poor not just in developing countries, but also in developed countries, are suffering from the worse health and die in a very young age. These people have higher level of disease also the limitation to a health care and the social protection.

As a result, poor people are more vulnerable because they are more prone to different disease and also because there is a limitation for them to access to health care and social insurance. (PASCAL, 2003.; HANUSHEK, 2005)

3.4 Educations and Poverty in U.S

3.4.1 The role of government

In the United States of America, government addresses poverty and education through a different direct program, provision of social services and adjustment to tax code. The US has policies, which call “The Anti-Poverty Policies”. This policy has been decreasing the

percent of poverty in the US and also moderating the income inequality within the country. The role of US government also divided into another three different program:

- *Federal Poverty Program:* In this program, the government set goals to deduct the income inequality between people and reduce poverty, and that include payments or credit for foods and housing.
 - The supplemental Nutrition Assistance Program
 - Public housing and housing subsidies
 - Medicaid and the Children’s Health Insurance Program (CHIP)
 - Earning Income Tax Credit (EITC)

- *Federal Education Programs and Policies:* The FEP is trying to disrupt the children’s economic and their education outcomes. In this program they provide:
 - Head Start for enrollment of each children
 - The National School Lunch Program
 - Elementary and Secondary Education Program

- *State-Funded Education Programs and Polices:* All the funded for elementary and secondary school program are under government control. The U.S government collects at least 50 divergent systems for education funding to everyone in their country.
 - State Preschool Programs
 - State Aid Formulas (COLEY, 2013)

“The U.S. government is already working to address income inequality and poverty. Some people believe that the government should be doing more; some believe it should be doing less, and some feel that the current role is about right.”

(INFOPLEASE, 2003)

Compare to the European Union the U.S government created all of these policies and provide their people with a lower level of government support with health as well as the human service than most of the countries in Europe. All of these services are truly important to the citizen also it gives them lot of benefit not just to the poor families but also the middle class families. In most of the European countries also provide and insure their citizen's health care and the benefit for their employees. This will result the levy of the higher taxes on the wealthiest citizen. (INFOPLEASE, 2003)

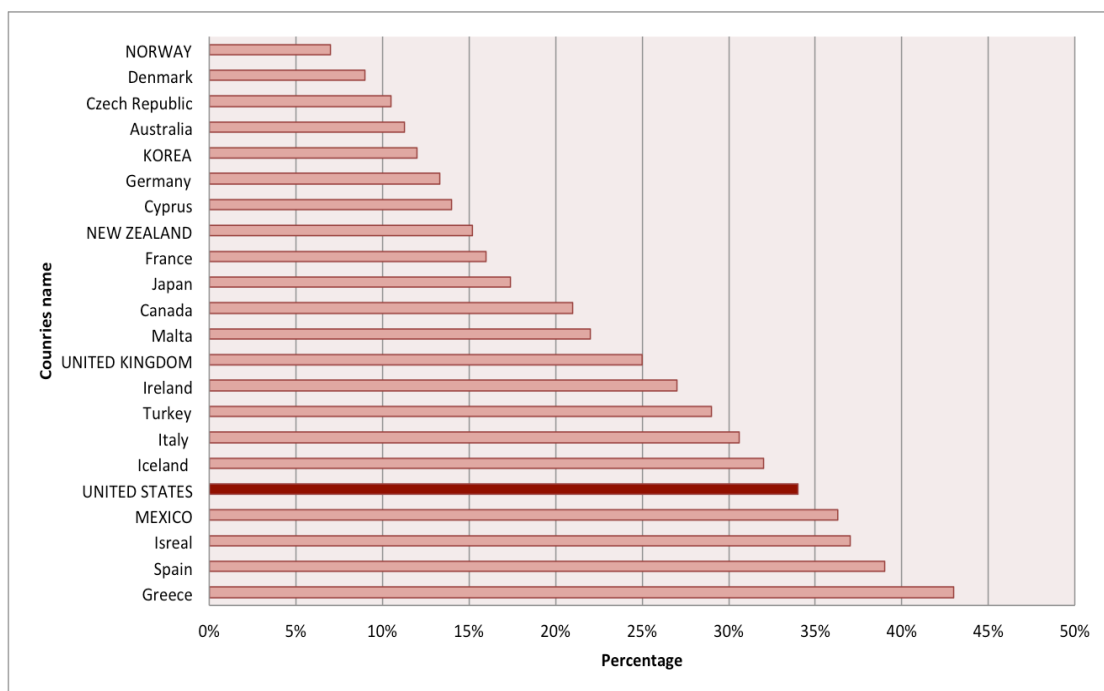
3.4.2 Child Poverty in the U.S

1 child in every 3 children will be born in the poverty. Furthermore, more than half of the children whom born in America, they live close to the poverty line according to the NCCP. The childhood of those kids who live in poverty are in bad condition, as it shows that before these American kids turn 18 years old more than 43 percent of them spent at least 1-and-a-half-year experience poverty in the family within the nation. Indeed, the poverty trend also show that, the lower rate of children does not capture the people lives with many lower income families, which is under US\$21.000 for a family of four. By spending time in poverty, it gives the children the worse outcome and big effects on their childhood year. As we already mention before, not only children in developing countries that facing poverty in their life, but children in America who are poor also most likely achieve less education and milestones that help them to success in their future. When we focus on children, those who experience 1 and a half-year of poverty their outcome seems to be really bad. Those outcomes include the enrolling and completing into high school or college and also having consistent employment for their future. According to PICCHI (2015) and INTERNATIONAL (2016), black children in America were the children that experience poverty the most compare to White, Hispanic and Asian in the U.S. While there is a three quarter that black children are poor during their pre-adult. Somehow the number for the white kids still high (30 percent). However, it still much lower compare to the black children. Another type of children that facing poverty is called the persistently poor, these children are living below the federal poverty level. While 1 of the 3 children is poor, there will be 1 of the 10 children is in the persistently poor section. If we look at this section by race, black kids still suffer much more than the white kids because there will be 4 out of 10

fall into this section. Poverty describe as the worst case in the U.S because poverty give children a hard time in their life, including negative reasons such as evictions from their home. There is a big cost to poverty, for example, if the children do not do well in their school years and be succeeding in their life, this will give them a bad dream and it will continue to the next generations. (PICCHI, 2015.; TRUBETSKOY, 2014)

In 2012, there were 24.2 million American children were living in poverty and in New Mexico, there are 4 out of 10 kids that live in poverty also have the highest rate at around 43.2 percent. As well as in the New Hampshire, it shows that there is 1 in every 8 kids that live in a poor household. New Hampshire is one of the lowest rates in the U.S in 2012, but in 2016 it shows the lowest rate of children who live in poverty was in New English and Northern Plains states. Furthermore, between the year 2006 and 2011, child poverty increase in 34 states. In Mississippi and North Dakota had been decrease while Nevada, Hawaii, New Mexico and Idaho were increasingly nonstop. (INGRAHAM, 2014)

Graph 7: Percentage of children living in households earning less than 60 percent of the median income in 2015.



Source: UNICEF 2015

According to graph 7 percent of children living below the line of poverty in the U.S, because of this, U.S ranked number 18 out of 22 wealthy countries. This data was taken from UNICEF 2015 report. In Norway there are only 7 percent of children that live in poverty followed by Denmark, which is 9 percent. Two Asian countries make it to the list, which are Korea 12 percent and Japan 17.4 percent of the kids that live in poverty.

Overall, U.S is one of the richest countries in the world but it is proving that the country also has the world's highest childhood poverty rate. This might be very embarrassing for the nation, the reason for this is because it shows that there is a failure in policy of the country also the policymakers should start to give themselves a challenge facing this problem and deal to help their own society.

(INGRAHAM, 2014.; INTERNATIONAL, 2016)

3.4.3 Income in the U.S

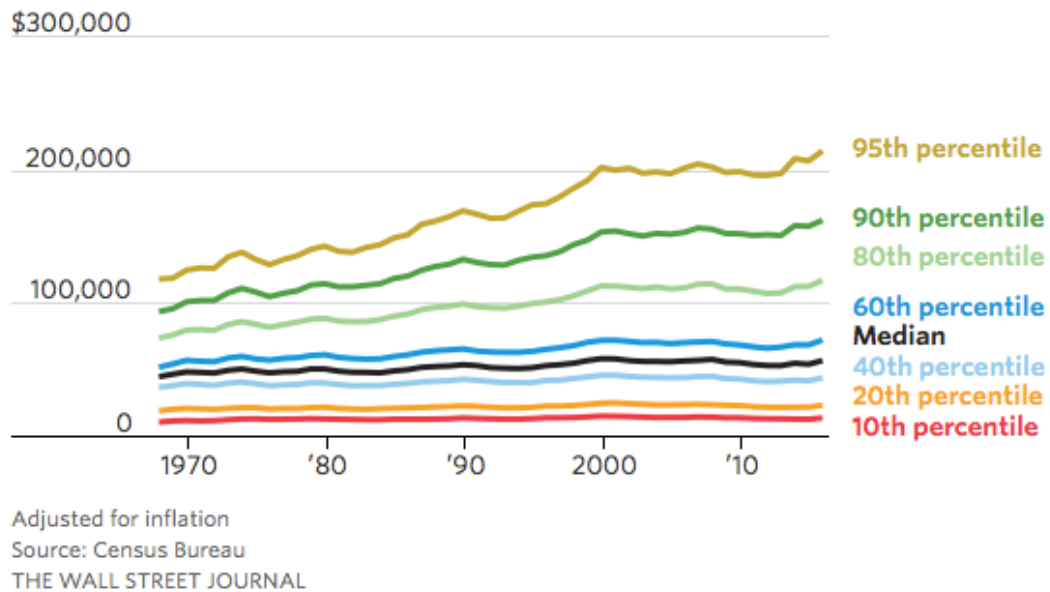
According to Bernadette (2016) in the U.S the income is divided into different categories:

- Household Income:
 - Median household income in 2015 was \$56,516 it increases 5.2 percent since 2014
- Type of household:
 - Real median household: US\$72,165
 - Non Family household: US\$33,805
 - Married couple: US\$84,626 (Highest paid in 2015)
 - Household maintained by men with no wife: US\$55,861
 - Household maintained by women with no husband: US\$37,797 (lowest paid in 2015)
- Race and Hispanic Origin:
 - Non-Hispanic White: US\$62,950
 - Non-Hispanic Black: US\$36,898
 - Hispanic Origin: US\$45,148
 - Asia: US\$77,166 (Highest paid in 2015)

- Age of household: Household maintain by house holder age:
 - 45 to 54: US\$73.857 (highest paid in 2015)
 - 35 to 44: US\$71.417
 - 55 to 64: US\$62.802
 - 25 to 34: US\$38.515
 - 15 to 24: US\$36.108
- Nativity: Household maintain by:
 - Foreign born: US\$52.295
 - Native born: US\$57.173
 - Non-citizen: US\$45.137
 - Naturalized: US\$61.982
- Residence:
 - Household within metropolitan areas: US\$59.258
 - Household inside principle cities: US\$51.378
 - Household outside metropolitan: US\$44.657

In America, it has been up and down in the year of great recession, however now we can see the improvement of American household. The gain was very important for economic expansion. (APPELBAUM, 2016)

Figure 10: Income distribution in the U.S - data 2015.

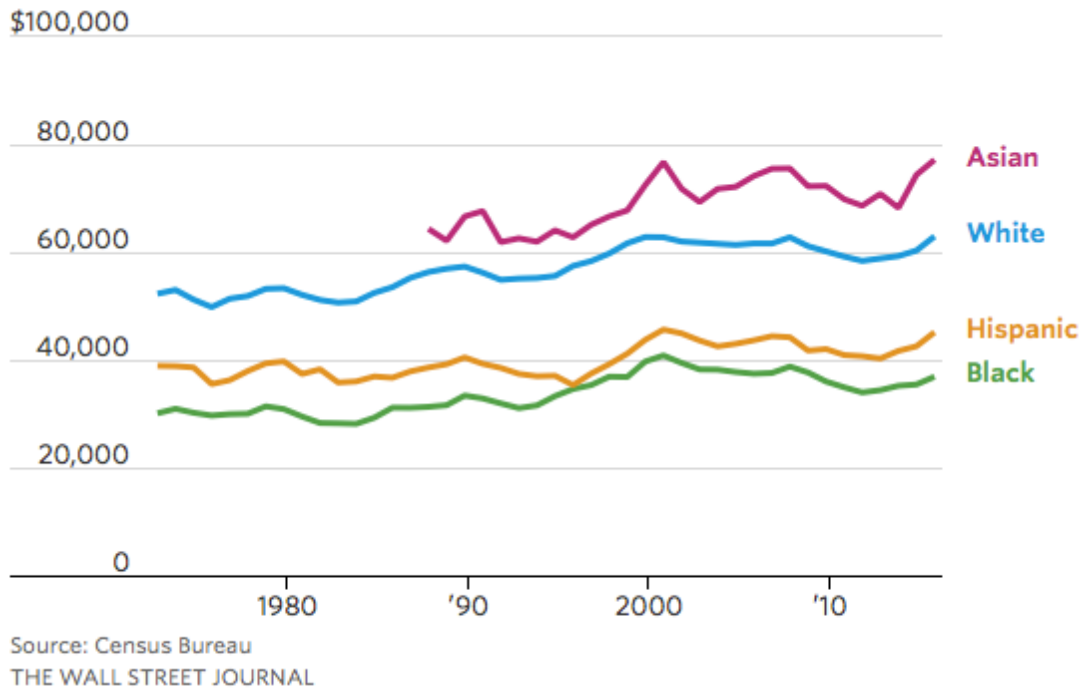


Source: The Wall Street Journal (ZUMBURN, 2016)

In figure 10, show the household income that remain lower than it precession peak. In 2015, the household of 80th was US\$117.002, 90th was US\$162.180 and 95th was US\$214.462, these three group have never earned more. However, the 10th percentile was only US\$13.259 with the same year (2015), while the median, which is the 60th percentile was US\$72.001.

And in figure 11, show the median household income by race, Asian, White, Black, and Hispanic. As you can see, Asian top the highest income in the U.S in 2015, which was US\$77.166, follow by White US\$62.950, Hispanic US\$45.148 and Black US\$36.898.

Figure 11: Income and Race in the U.S - data 2015.



Source: The Wall Street Journal 2015 (ZUMBURN, 2016)

3.4.4 Enrollment in the U.S

The quality of public school in the U.S has been improved for the U.S educator through comprehensive reforms. In 2015 there 4 out of 10 students were going to school. This includes every type of people. There are children, who go to the nursery school as well as the elementary school, young adult going to high school and university for their degree. The U.S government always wanted to know how many students attend school each year so that they can control the school system and make it better.

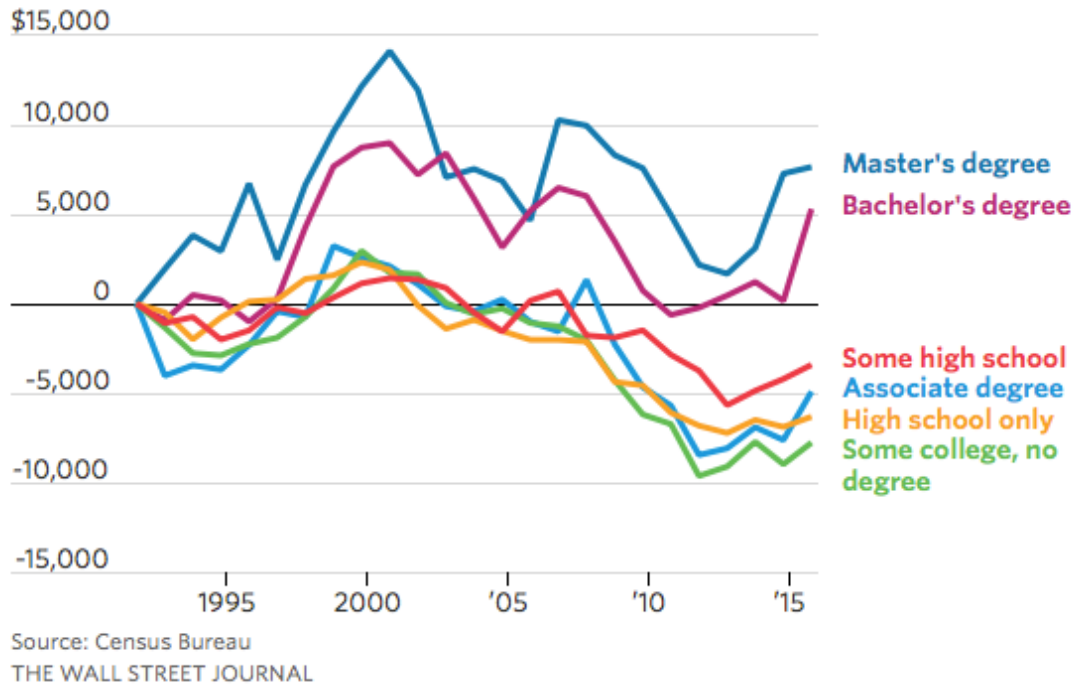
(BAUMAN, 2015.; JUSTESEN, 2014)

- **Nursery School:** In America, nursery schools have been increase for the past 10 years. It is very common for children from the age of 3 and 4 years old. According to the government, there was less than 10 percent of children enroll in nursery school in 1965. However, between 2013 and 2016, there are more than 60 percent of Children in America enroll.

- **Kindergarten School:** There are 7.6 million children enrolled in kindergarten in 2016, while only 2.9 million children enroll in 1965. Between the years of 2013 to 2015 there were 77 percent of student's enrolled full day in kindergarten school and it keeps increasing by year.
- **Primary and Secondary School:** According to the CPS survey, there were more than 90 percent of students enrolled public primary and secondary school in 2015. However, because of the majority of both public and private school there is also diversity in forms of enrollment. Even though, private school still have more than 20 percent of student enroll from kindergarten to grade 12th, still the number of student enroll in the private school keep falling down year by year while the public school keep increasing the number of students enroll each year.
- **Charter School:** it is a school that funded by organization under a contract with the state. It follows the local rule of the state. Between 2015 and 2016, less than half millions of students enroll in Charter school.
- **Home Schooling:** is when student have a private teacher going to their house to teach them. It is normally from kindergarten to high school. There is less than half a million student enroll for homeschool.
- **College:** According to the CPS there are 35 million students enroll in college in 2016. There is an increase in enrollment each year by 17 percent between the years of 2005 to 2016. 76 percent of students who enroll in college are mostly under graduate between the age of 17 to 24 years old and 80 percent of a full 4 years of college enrollment.
- **Certificates, Diplomas, and Specialized programs:** In recent year, we see that in America these types of programs started to be very prominent. There are students, especially worker who just wanted another diplomas to get higher position in their work place or to be more educated; they usually apply for this type of programs. There are around 10 million people in 2015 that are enroll in this.

(BAUMAN, 2015.; HOFER, 2015.; SERVASS, 2008.; WAGES, 2011)

Figure 12: Education split in America – Change in annual income, adjusted for inflation, since 1991 to 2015.



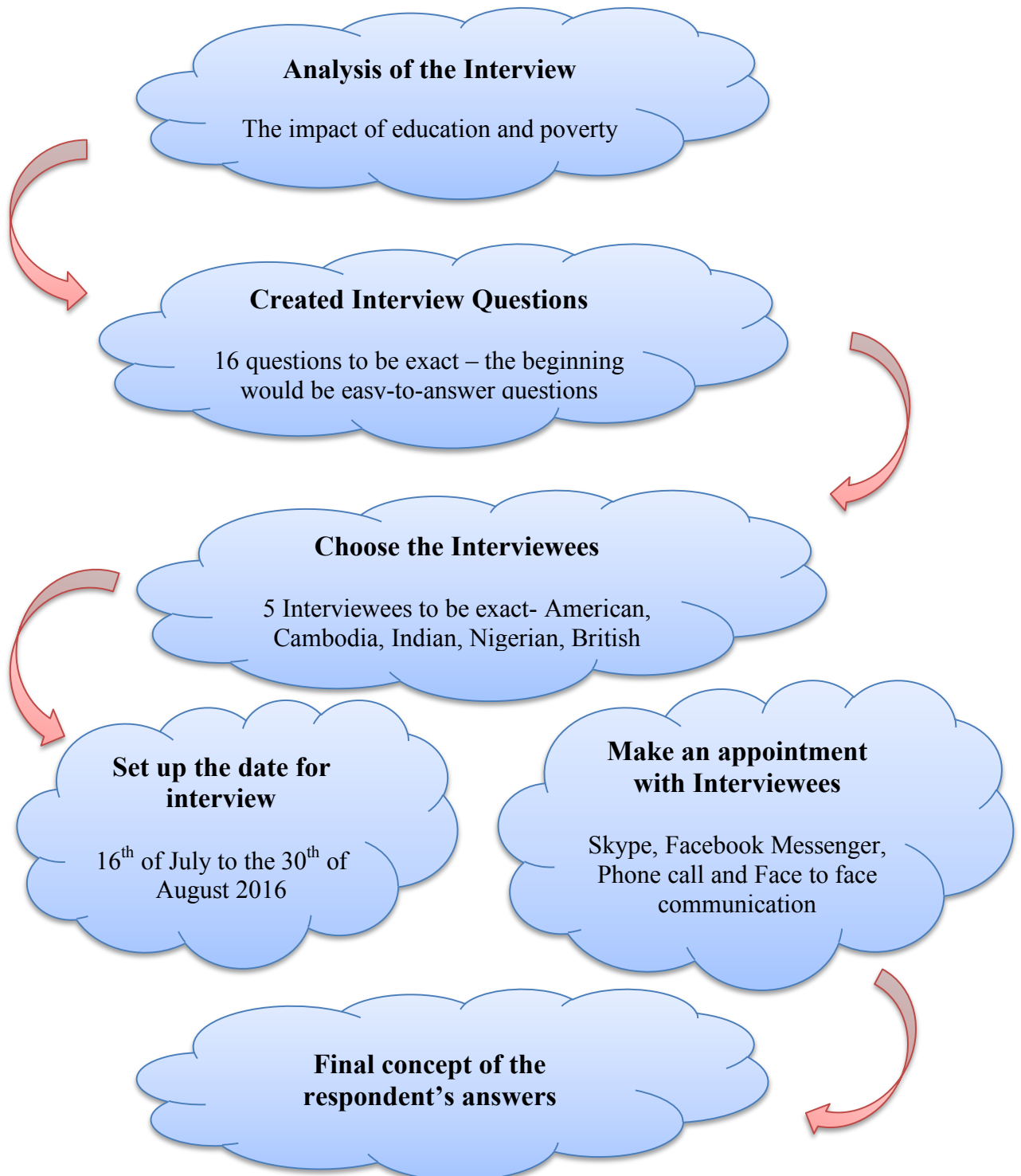
Source: The Wall Street Journal (ZUMBERN, 2016)

According to figure 12, the median household usually lead by someone that hold a master's degree in their hand. As in the year 2015, they ear US\$7.655 more. And those with only some college degree, it shows that they earn US\$7.768 less compare to those with high school diploma.

4. Own Survey

4.1. Interview Survey

The following charts describe the process of the interview survey using in this Diploma thesis.



4.2. Analysis of respondent's answer

4.2.1 Evaluation of question No.1 – Can you provide me your name, your nationality and your occupation?

There will be 5 different interviewees that include Nigerian, Cambodian, Indian, British and American.

Interviewee No. 1:

Name: Ruth Modupe Kukogho

Nationality: Nigerian

Occupation: International marketing manager at corporate parity

Interviewee No. 2:

Name: Rachnita Sok

Nationality: Cambodia

Occupation: Government Officer

Interviewee No. 3:

Name: Tirth Kinkhabwala

Nationality: Indian

Occupation: Student

Interviewee No. 4:

Name: William John Smith

Nationality: British

Occupation: English Lecturer

Interviewee No. 5:

Name: Svetlana D.Te

Nationality: American

Occupation: Associate at Sciaroni&Associates

4.2.2 Evaluation of question No.2 – What is your education level and what does education mean to you?

Interviewee No. 1: Currently hold a bachelor's degree in Economics and management. She believe Education is an investment in oneself, it an investment into one's future, and one's development, its curbs and molds people to be whatever they desire to be in future. Also Education is very important to her as it has been able to prepare me for the corporate world and enables her to be able to apply to and get a job (not necessarily only in her field of study).

Interviewee No. 2: A graduate student from Australia University with a master degree in International Law and Criminal Law. Personally view education as a means to develop intellectual intelligence and capacity building of an individual. It is divided into different degrees of rankings in its hierarchy so that it allows people to have choices on what and how they want to focus on in building their own competency. This is why a number of people choose to be very qualified in being a doctor, and others choose to be an expert in teaching young people, for example.

Interviewee No. 3: A Master student. Education is very important in one's life. You can succeed and grow with your education and it helps in building your knowledge and future career.

Interviewee No. 4: A British lecturer of English, working at the Institute of Foreign Languages.

Interviewee No. 5: A graduate student from University of Washington School of Law in Seattle, Washington State. In her opinion, education is bridge to connect her from one step to another step higher, meaning that she improves her practical understanding as well as in theory in her set professional life and personal life.

4.2.3 Evaluation of question No. 3 – Is it difficult for people without a college education to get a good job where you live?

Interviewee No. 1: Yes, it is difficult for people without education to get proper jobs where she came from; the only job they can get is menial jobs, manual labor, or labor-intensive jobs.

Interviewee No. 2: She would say it is now increasingly difficult and competitive for those with just high school education to enter into job market in Cambodia. One reason is because records have shown an accumulated amount of bachelor and master graduates who opt into the country's job market, and a growing number of people who are pursuing or already holding doctorate degree. Another reason is that, while it is true that before, job market in Cambodia only needs those with acceptable skills and competencies due to the fact that Cambodia was just freed itself from civil wars and other unfortunate internal events, the current job market changes so fast with the process of globalization, market competitions, flows of supply and demands, expansions of employment pools, it seems like the opportunities only favors those with college education. She expect to see even more barriers in the near future for people without college education to survive successfully in finding a decent job.

Interviewee No. 3: Yes, it is very difficult to get a good job without college degree, however sometimes experience and skill sets do matter in this 21st century. There are only 10% of student attend higher secondary school. Around the world, College is a pride to one person, even in India, but the opportunity that Indian people have is very low for them to graduate with college degree and start to work.

Interviewee No. 4: It is indeed very difficult for those who do not receive college education to get hired for good positions here. Even United Kingdom is a developed country however education is still very important and also the education system still needs a lot of improvements; therefore, many occupations, especially those well-paid ones, are given to expats or who have completed their studies in higher education.

Interviewee No. 5: To get a job without obtain a college education would not be very difficult if overlook the amount of salary that you will get and the environment of the workplace as well as benefits of your employment. The reason is, some teenagers as well as young adults in America either dropout from school before they even reach secondary school and some students with average performance from high school could not afford to continue their education for further level due poor condition in their family.

4.2.4 Evaluation of question No.4 – What is the role of school in society?

Interviewee No. 1: School is an important facilitator of education as it helps student identify their goals, future ambition and it help enhance student-learning abilities. School promotes cultural awareness among students, associating with people from different ethnic groups which help you learn more about others and their cultural heritage.

Interviewee No. 2: It is an overwhelming agreement that school plays a crucial role in a society that seeks to develop itself. School is the most important means of delivering education. School provides formal setting when knowledge is transferred from teachers to students. School is a home to witness all progresses of an individual who takes part in it. And without school, for a long run, a society is expected to collapse because no qualified education would be transferred between members of the society and therefore, no intellectual development, no competency, and no resource available to perpetuate the smooth operation of the society. Without school, illiteracy rate will increase; the economy of that particular society will start to take its downward trend which can lead to the complete demolition of a running economy. These occurrences will then lead to many extremely undesirable and inevitable consequences such as high crime rate, poverty and eventually, the collapse of a society.

Interviewee No. 3: The main role is that it brings literacy in the society and educate and future of the country. For Indian, we believe that the role of school is very important and also a national asset of the highest value. School is the laboratories to Indian citizen.

Interviewee No. 4: Generally, school is where kids are sent to in order to acquire basic knowledge concerning various subjects such as literature, mathematics, geography, sociology...etc. On top of that, students learn how to socialize with their friends and teachers, how to behave themselves in the society so that they will be respected and valued. This basic education is necessary for everyone as it helps them to deal with everyday tasks or issues they encounter. The basic education, if given properly, will enable people to survive in a society even though they do not pursue higher education. It also helps them know what field of subject they are good at or interested in, so they know in which field they should further their education. Therefore, school plays a role of giving the basic education to people in the society.

Interviewee No. 5: In general, a school is a location where all ages of people get educated, socialize and learn from theory that written in books as well as life experienced of a teacher or lecturer or professor. Firstly, a school play as role as a big community for kids to shape their personality and their knowledge to fit and be ready for the adult life that

4.2.5 Evaluation of question No. 5 – What income level makes a family poor in your country?

Interviewee No. 1: The lower income earners are classified to be poor in Nigeria, they can hardly afford a three square meal or pay bills. And if families poor they normally lead by women and also household in which one member of the family or can be more than one member of the family that is being ill. Being poor in Zambia is when you don't have any salaries or when you didn't have anything to eat or to provide to your family. And the income level that makes people poor in my country is less than U.S \$1.5.

Interviewee No. 2: Although the international standard of poverty line is USD 1.25 per day per person as set by the World Bank, the local standard for Cambodian people should be less than this threshold. A family is normally considered to be living below poverty line in Cambodia if each member of the family earns less than USD 1 per day (that equals to KHR 4000 local currency).

Interviewee No. 3: In India, almost everyone counts themselves as a middle class when in the reality that is not the true. From the knowledge, only 2 percent of Indians are middle class. Also in India, divided into 7 different categories, Super Rich, Rich Class, Upper Class, Middle Class, Lower Class, Poor Class and Wretched. About 95 percent of Indian is in low-income class or poor. Moreover, the poor category normally travelled into the low-income zone in the country. In overall, for the 66 rupees, which is U.S \$1 per capital count as poor and less than 20 rupees (U.S \$0.30) count as wretched in India.

Interviewee No. 4: The poverty line in UK is very low, so some families earn less than other families making them doesn't mean they are living in Poverty.

Interviewee No. 5: An issue that cause a poor condition in a family does not only come from income alone, it is also from the daily expense on various need things such as food, medicine, transportation, utility (water-electric) and clothes. It is a little hard to define a clear level that stop people from become poor by base on income alone

4.2.6 Evaluation of question No. 6 – What does it means to experience poverty from your perspective?

Interviewee No. 1: Poverty is a state whereby people can hardly provide for themselves or afford the necessities of life. It a state where people are not able to afford the means of livelihood.

Interviewee No. 2: Poverty is viewed globally as extremely undesirable. Countries are joining hands to ensure strategies to reduce and eventually eliminate its presence amongst the world population. From my own perspective, to experience poverty means to put oneself in a social and economic situation, which one is unable to carry out what s/he intends to 80 to 90 percent of the time. This figure might give rise to the idea that it was exaggerated, poor people can do more than that, but the reality is, they cannot. The 10 to 20 percent that is left is for those very basic survival activities such as, sleeping, walking, begging for money or foods, those of which do not need external resources such as money, transportation and administration processes of all kinds.

Interviewee No. 3: It is very bad. Poverty brings down the economy and downgrades the growth of people and country. Also, as an Indian he can tell that Indian are aware that poverty is a big problem in our country. Our government also created a policy, which is the Anti- Poverty. So for us, to experience poverty mean when we don't have any proper shelter, don't have any access to any decent toilets, which is one of the biggest issues that we are experience in the country and cannot do anything with it. On top of that, most of Indian don't have a nearby clean water source for them, Education is another problem, most of the villagers don't have a secondary school, and those villagers also don't have another proper roads connecting to them in their village.

Interviewee No. 4: In his point of view, to experience poverty is to miss a lot of opportunities in life. First of all, people who live in poverty usually do not have chance to go to school like others can. They are needed to earn money to support their families, which means they would have no time left to go to school, or they might not be able to afford their education. Second, because of the lack of proper education, people who suffer from poverty stand less chance to be hired for good positions also. Basically, people who live in poverty will miss the chance to grow and to bring out the best in them.

Interviewee No. 5: Would say no full access to standard life, which referred to lack to nutrition food, health care and unable to attend school. I think some families that barely earn enough for three meals per day, would be unlikely to consider of send their children to school and rather ask their children to work with them. Also they would not be able to pay much attention on keeping their family healthy. Their main goal would likely be trying to survive for the next day.

4.2.7 Evaluation of question No. 7 – How big of a problem is poverty in today society?

Interviewee No. 1: Poverty is a big problem in our society, as lack of income increases crime rate, which causes menace to the society, starvation, malnutrition of children, hinders Child's development both physically and psychologically. Promotes racism among people who are not enlightened enough.

Interviewee No. 2: Even though it is evidently illustrated that the global trend seems to steer away gradually from poverty, it is still one big problem for developing and under-developed nations. This can be seen from different percentage of a country's population who are living below its poverty line. Those figures are high in countries in Southeast Asia region, such as Myanmar, Cambodian, Lao PDR, the Philippines, and Indonesia, and some other countries in different continents, which share the proportion of poor population of around 20 to 30% of their whole population.

Interviewee No. 3: It is so big in the society; nowadays there are 50 percent of the populations in Indian that are below the poverty line. Just to imaging that India have 1.2 billion populations and the size of the country is not small as well, so the poverty is very difference from different provinces and cities. Some cities are richer compare to other cities.

Interviewee No. 4: Poverty is a very serious problem. Although he is unable to provide any reliable statistics on this matter, he is saying this from what he observes and witness in her own society.

Interviewee No. 5: The size of the problem from the poverty in her country has grown bigger every year. The country have more homeless people in the city, which some have sold their land into the city or could not find any other possible way to earn money in their hometown and decide to beg for money in the city.

4.2.8 Evaluation of question No. 8 – How does people escape poverty?

Interviewee No. 1: In her own perspective you can escape poverty by creating a niche for yourself, make the effort to get educated, getting enlightened can create opportunity for people. Most of the families in Nigeria who are living in poverty are usually the illiterates, I believe people can thrive and escape poverty if they get educated. Education open minds to opportunities and entrepreneurship.

Interviewee No. 2: There are ways to deal with being poor; however, most of the time, it is generally agreed that trying to escape from poverty as an individual or a small group often requires extensive effort, comparing to collective efforts from the community, or nation-wide strategies. Those efforts required from individual people range from the willingness to sacrifice many resources, emotional attachments, and physical health. People are seen to fight their way out of poverty by many means such as migration to another city or country, being away from their own family or aged parents, or being inclined to accept jobs that require excessive physical efforts or time.

Interviewee No. 3: Poverty can be escaped by literacy. Education is the main focus if people want to escape the poverty. Another thing is to create an anti-corruption within the country and try to make it work for people and for the country. For example, in India there is a policy of the anti-poverty and anti-corruption did not work well. The government said that by creating these two policy it will bring lots of influence to the social structure and also will help the people move up to the social ladder. But in reality, the anti-poverty is not working because of the corruption. So if the government wanted this to work and let their people escape the poverty, they should first focus on Anti-Corruption policy and once this policy work, they can start to deal with Anti-Poverty.

Interviewee No. 4: Think education is the key to escaping poverty. However, there are other factors that will influence a person's success in escaping poverty. One needs to be determined and striving for better lives also.

Interviewee No. 5: Think education would be one way to solve the problem. Once people able to get access to education, it is allowing the person to understand more of their society and teach them to work harder and smarter.

4.2.9 Evaluation of question No. 9 – How does poverty affect children?

Interviewee No. 1: Poverty affects children either through their health or education, when a child is not well fed it can affect the health of that child causing malnutrition. They also get affected when there are limited resources to cater for the school fees, which translate, to a child's development and social welfare.

Interviewee No. 2: Three main undesirable impacts of poverty on children are: barriers to education, domestic violence, and poor health care. First, because of being in a poor family, kids cannot go to school; they either have to help with housework or with finding income by various means (for example, in Cambodia, those kids have to beg for money along the streets or to go sell some flowers or other stuff to earn money), or simply because they cannot afford to do so. Going to school means they have to buy textbooks and other stationaries, to travel to classes and to buy school uniform. Some poor family cannot even afford clean water or two meals a day, let alone all of those expenses for schooling. As a result, they just cannot go to school because they have another priority, which is to merely physically survive. Second, there is a high possibility that poverty would lead to domestic violence that can severely affect children. Parents in poor households are never cheerful nor in good temper, at least according to my observation. Third, children in poor family tend not to have good health from birth or not to receive sufficient health care support. When parents are poor, there is a high chance that children can be under-nutritious due to many conditions such as unclean/contaminated water, not enough foods, not enough rest, or unhygienic living environment.

Interviewee No. 3: It hinders the growth and knowledge within the children. Child labor in India is one of the biggest issues that the country is facing. It is not that different from other countries that have similar problem like India. It just that everyone seems to agree that child labor is bad within the country but most of the families don't care because they

don't have much choice for their children. For Indian who lives in poverty believe that, by not letting their child going to work mean that there won't be any food on the table for them at home. These families always have the question "What is the point of going to school? Will school give us foods today?". We have to understand that, those parents looking at this for the short term and not the long term.

Interviewee No. 4: Poverty affects children's lives the most in my society. Firstly, because of poverty, many children are not even able to fulfill their physiological needs. They do not get to eat properly on a daily basis, and they do not get to live in a proper condition either. Eventually, most of them do not have strength to do other tasks in life. Second, although the compulsory education is provided for free in some countries and not include the United Kingdom, kids who suffer from poverty are not able to attend school due to the fact that they have to help their parents with doing farm, or finding jobs to earn income to support their families. Without basic education, those children do not even dare to have ambition to attend higher education, therefore, them recycle of poverty kind of goes on.

Interviewee No. 5: The poverty could affect children through a direct way, for example, assuming we have five children born in the poor family where the parents do not encourage or believe that education could make their life better, those five children will likely follow their parents' step and grow-up to be the same adult and might teach the same practice to their children.

4.2.10 Evaluation of question No. 10 – Do you think poverty and education is connected? Why and why not? Please provide your reasons.

Interviewee No. 1: Think Poverty and education are interwoven; lack of education can actually increase the poverty rate in a country. Lack of education is definitely a large component/factor in bringing about poverty. Being educated gives higher chances for one to be employed. It also empowers individuals and brings about innovation and other skills that can assist in leaving the state of poverty. However other factors can also play a part regardless of one being educated.

Interviewee No. 2: It is universally accepted that there is an unbreakable tie between poverty and education. To be specific, poor education or high illiteracy rate trigger poverty and vice versa. Poverty is often the very result of lack of education, and being poor is a barrier of going to school. The cycle can start in either end of the spectrum. First, it can start by being uneducated, not necessarily also being in a poor family. A person may survive by not going to school, but they will not without necessary needs such as shelter, foods, water, and clothes. In order to acquire those needs, they need money, regardless of its amount; and without being able to work because they do not hold any proper qualification, they cannot afford those needs themselves.

Interviewee No. 3: Yes, it is connected. Poverty brings down the economy and downgrades the growth of people and country without education. It also hinders the growth and knowledge of people as they are illiterate.

Interviewee No. 4: There sure is a connection between education and poverty. They have no choice but to do things their way to survive, even it means to commit wrong acts. Obviously, this cannot go on; a person cannot choose to rely on stealing other people's stuff forever, so they will eventually fall in poverty. Second, it all can start from being poor from the beginning. As mentioned in earlier question, being poor restricts a person from going to school and fully focus on getting education, whether or not they are up for it. It is simply because they already have too many things on their plate; their times are meant to be spent to survive from day to day, to beg for money, to find clean water, to find foods from trash cans, or to do tiring jobs with small wages; they simply do not have time to go to school or complete their homework.

Interviewee No. 5: Yes, the poverty and education is connected because some families that stay in extreme poverty state likely to have members that are not educated. While those families who have well educated background continue to maintain their families in much better condition. Also some other families with well-educated children also have a living standard in much better than families that has no one get educated. Thus, education does put strong impact on family condition.

4.2.11 Evaluation of question No. 11 – Do you think education can help reduce poverty? Why and why not? Please provide your reasons.

Interviewee No. 1: Yes education can help reduce poverty levels, if people are well enlightened and get educated the work force will increase which will translate to the economy growth of a country. It's the 21st century and in these modern days' people are able to invent new technologies, new drugs for diseases, and huge infrastructural projects through education.

Interviewee No. 2: Even there are a number of various causes of poverty; it is undeniable that education is the main solution to fight poverty. In this sense, my idea of being educated is when a person at least holds high school diploma. To begin with, when a person is literate, they can find a job to support themselves, at least to a certain extent. A person with high school diploma can, for example, be a logistic employee in a small company; a person with bachelor degree can be an accountant or an administrative officer; and a person with high degree can be a lawyer, or scientist. There are rooms for everyone with certain qualification, while there are none for those who does not know how to read and write, or those who cannot finish high school.

Interviewee No. 3: Yes, it does reduce poverty. With literacy, people will learn things and can grow their knowledge, can lead a good life.

Interviewee No. 4: As mentioned above, he firmly believes that education stands a high chance to help reduce poverty.

Interviewee No. 5: Yes, education is one important step to reduce poverty because getting educated in school not just increase knowledge of one person, however, it also trains their behavior and morality of a human begins.

4.2.12 Evaluation of question No. 12 – Do you think government responsible for poverty? And what about education?

Interviewee No. 1: The government has a crucial role to play in eradicating poverty, investing in nurturing children who can't afford education, providing learning tools, offering free lunch to the less privileged kids at school. If they are able to provide free education and scholarship to the kids who are willing to acquire education, then it will go a long way in kicking poverty out and promoting a stable economy to live in.

Interviewee No. 2: Government is highly responsible for poverty and education. As mentioned that these two sectors have unbreakable tie, the government has an obligation to ensure that opportunity to escape from poverty is offered and access to education are maximized and. By saying this, the government should design strategy to help those who are poor with national schemes such as to offer free capacity building program, trainings, or even employment vacancies to give them chances to change their lives and not to be homeless or to live under poverty line.

Interviewee No. 3: I think at some stage, government is responsible as they have not provided proper educational facilities to the people and it is the same for education. Indian government did create a law that protects every child under 14 years old against the threat of forced labor. Government did try to create different laws and policies to prevent such things from happened to their people.

Interviewee No. 4: Government should also encourage private sectors to prioritize those in poor household to be selected for jobs. Government can provide subsidies to those families who cannot afford books or uniform, or to schools to provide those necessary materials for free or at least at very affordable price to a certain grade.

Interviewee No. 5: Government is another factory that could help reduce the amount of family that live in poverty. The government could provide form a project or contact donor to create easier access to education. As previously stated above, education is a first step to reduce poverty in each family because having an educated person in a family could change their perspective in seeing and doing their daily work to be more productive.

4.2.13 Evaluation of question No. 13 – Do you think it is necessary that everyone should be educated?

Interviewee No. 1: Yes, it is very important, the mind is still young and fresh at that level and this can translate to one's development.

Interviewee No. 2: Strongly believe that education is for everyone and that everyone shall be educated at least until they hold bachelor degree. In this globalized world with limited resources and competitive markets, being uneducated means being in a disadvantaged position by choice. Results can be extremely undesirable one cannot imagine. Additionally, being educated means one is being aware of the causes and effects of poverty. Then, one can avoid the causes by thinking about the unfavorable results poverty will bring if they commit those causes.

Interviewee No. 3: Yes, everyone in the country should be educated, at least up to secondary education. Because without education, you will experience poverty and that is the thing that as a human being you don't want to experience in your life.

Interviewee No. 4: Yes, it is an absolute necessity.

Interviewee No. 5: Yes, it is compulsory that everyone should have the same right and allow being educated. The ability to read, write, listen and speak properly could allow one person to reach further ahead of those who cannot do the four skills above.

4.2.14 Evaluation of question No.14 – What is the biggest cause of poverty today?

Interviewee No. 1: Well it will be corruption.

Interviewee No. 2: Personally believe in modern days; poverty is the very result of the excessive level corruption committed by the government. This might sound surprising, but it is what she has observed, at least in a majority of developing countries. Corruption is prevalent in a certain acceptable level, but when the level is too high and people cannot

tolerate such action, corruption leads to poverty and eventually to the nation's devastation. In this 21st century, she believes that the world hunger and poverty is not caused by the absence of resources, but by the uneven distribution of the available resources.

Interviewee No. 3: From his perspective he thinks, illiteracy and lack of knowledge & employment for sure.

Interviewee No. 4: There could be a lot of factors that cause poverty, but he would say that this social issue has become this serious because of the lack of consideration from the government. In United Kingdom, the government has been pretty much care about this issue, leading it to be where it is today.

Interviewee No. 5: The cause of poverty is from various factors, which connect to one another, each country could have slightly different reasons that cause poverty. In America, it could be too many conflict within the politic and the rich continue to be richer while the poor stay as poor since their way of living is follow their ancestor tradition.

4.2.15 Evaluation of question No. 15 – What resources need to be in place for us to help those in poverty?

Interviewee No. 1: In monetary terms, the minimum wage of a person should be high; this can be possible if better paying jobs are provided. Better paying jobs means better wages, which could translate not just to the proper wellbeing of a family but also proper education for children.

Interviewee No. 2: From our angle of the story, as we are also nothing but a world population, resources that might be useful for people in poor family or poor country come from what we can afford. It can be study materials, healthy foods, clothes, shoes, sleeping bags, and blankets or even used household equipment; those we can send them through charity or through donation events. Besides, we can also be volunteers to help them in our community like being teachers, guidance for those with special needs, community doctors or lawyers. These are what we can offer back to the world we are living in.

Interviewee No. 3: Good education facilities and employment opportunities within the countries and internationally. Also if parent's is educated enough, they can also pass it to their children in order to live a better life. As well as, healthcare in the country.

Interviewee No. 4: Think that to tackle this problem, educational reform is called for. We first need to make sure that our education system, especially the compulsory education, is of very good quality. This education reform will include the change in teaching techniques, assessments, and materials. Teachers need to be professional, ethical, and well-trained also. We then can move on to helping kids who live in poverty by allowing to go to school and fully focus on their studies. Government should be providing some financial aids to such families for a period of time, perhaps until the kids have completed their compulsory education.

Interviewee No. 5: Think the government should give more opportunity to everyone; probably the best thing to do is the decrease the amount of fee to enter college.

4.2.16 Evaluation of question No. 16 – What one thing could you do as an individual to help eliminate poverty?

Interviewee No. 1: She could be of help by doing charitable activities, helping out kids who are less privileged and could hardly afford a three square meal, providing school materials as well. She could also join an NGO and invest my time in helping the less privileged children.

Interviewee No. 2: All she can do is what I can do' is my favorite quite to insert in this situation. She is committed to pursue higher education as a form of contribution to help end poverty in this world. She understands that this might sound not reasonable and selfish, some might say I do this only to help myself to be a better person, but not about poverty. But they are not entirely correct. She can be a useful citizen of the world by being very knowledgeable who is ready to help anyways she can. Like she mentioned in previous question, by being a highly educated individual, she can share some of my resources to those who are in need, such as my books, old clothes, stationery and so on. She can also volunteer to be a language teacher, or a community lawyer or mediator where she does not

need to earn money out of that, because I spend nothing to do it, just the knowledge she already possesses from being an educated person.

Interviewee No. 3: Providing children with educational facilities they need as per my capacity. If he has a chance and also an opportunity, he would like to work in government and tell them to change their laws and policy and make it better for their people, because as for right now it is not working in India at all, everywhere around the world known India as a country that full of poverty and low hygiene. So as an Individual and as an Indian he would like to change all of that.

Interviewee No. 4: As an educator himself, he is doing his best in teaching the next generations every day. By doing these, he can influence and help those children to a certain extent and help them to have something in life to look up to and to use to change their unfortunate situation via the knowledge he try to transfer to them Therefore, being an educated person does good to our world beyond the thought that how the idea helps no others, and how selfish it sounds. Just being a person in this world with about 7 billion people, it would be very unrealistic to think he can influence enough people to think the way he does. So instead of trying for others, he has to make sure that he myself will be the one who is helping, not waiting for any consent from any other people. Because all I can do is what I can do.

Interviewee No. 5: Create or join the volunteering group, which donate the books that she owns or purchase new books and given to the school in rural area which resource in education are limited.

As you can see above, each individual came from different continent, America, Asia, Africa and Europe, however their respond to the questions are almost perfectly the same. The coincidence is that, majorities of those countries with high poverty percentage are those with considerably small population. This means poor people are seen everywhere in the country, giving rise to the concern of how to properly help those people. In Cambodia for example, with 14% of its population living under the national poverty line, its government has been working extremely hard to combat poverty that it has to prioritize

this task above all other national goals. Thus, it would reflect that even it is the 21st century; poverty is still a big, and occasionally the biggest, problem in today's modern society, despite all of other developments and discoveries from another angle.

Plus, the naked truth is that, some poor households consist of at least one abusive and useless parent who never helps with anything but being a permanent drunkard or gambler or commit adultery, or in the worst case, all of them simultaneously. These actions worsen the state of being poor in the family. Consequently, when other family members are fed up with such unbearable actions, disputes arise and eventually violence takes place. Either it is violence between the parents or between parents and children; it affects the kids in the same way. They should never witness or being a victim of such involuntary sufferings, this can physically and emotionally traumatize the children for life, or when the fight is out of hand, the children can face death.

According to Mr. Harry Frankfurt, he is an American philosopher and the former professor in Yale University as well as the author of New York Time number 1 bestseller book on Inequality. He clearly explains the different between income inequality and poverty. The problem that people need to notice is economic inequality, each individual can arrange for the member of their society to be economically equal by trying to ensure that the economic within the country is resources available so that it can put everyone equally below the poverty line. So, to make everyone equally poor is definitely not a very intelligent social ambition. What is very bad is not inequality, but it is poverty. People need to have enough; they need enough to support the life that they wanted. Government needs to be responsible for their own action toward their people. It is totally not inequality itself that is to be decried, nor it is equality itself that is to be applauded. Not just government, but individual need to be educated and try to eliminate poverty. Remember that not because the poor have less than other, but because being poor is full of hardship and suffering that no one wants to face or have in for their life. In overall, people should start to take control of inequality not just because the rich have much more than the poor, however it is because of the tendency of inequality to generate unacceptable discrepancies in social and political influence.

5. Conclusion

The main aim of this diploma thesis is to assess possible factors, which effect the education and poverty in Asia and United States of America.

There was an interview survey, which took placed on Internet using Skype program, Facebook Messenger, Phone Call using Face-Time program and Face-to-Face to communicated. The questionnaires consisted of 16 questions with five different professional workers and university student. This online interview was carried out in the period between 16th of July until the 30th of August 2016. The questionnaires survey using Snowball Sample contained questions on their name, their occupation, their opinion toward poverty and education, child poverty, life style of those who live in poverty, etc.

As a result, the cause of no education can lead to living in poverty. This means that regardless of its amount, incomes and other benefits are readily available for those who possess certain knowledge, so they do not need complete help to survive. They do not need to be homeless, they have proper meals every day and they have access to sanitation of their surrounding environment. This would lead to another point where those with certain qualification make up the whole population of a country. A country can count on them as workforce, or human resources to sustain the economy. Whether the economy is fat or slow, at least it is not stagnant or moving backward, because everyone or majority of them are working, are contributing something back to their country. Then the country can spend its budget on other sector such as infrastructure, agriculture or tourism; eventually everything in that country will prosper. On the other hand, economy in a country with a lot of poor and uneducated people are not expected to experience any development in the long run because a big portion of the national budget are spent on homeless people, on free healthcare for too many of them, and for not having enough workforce to run the country. It is also possible that later on, the country is forced to do outsourcing, a process where resources are acquired externally. In this case, it means that the country may have to get people from outside to work for their country, leading to more expenses and deficit. These reasons above would prove why education is an effective tool to demolish poverty.

As a hypothesis of this diploma thesis was to confirm that education have big impact on poverty and it was proved by a comparative analysis over the year between men and women education and income inequality between countries and genders. These comparative analyses showed that there are a big different between women and men education not just in one country but everywhere around the world. And the income inequality was very unfair to those who earn less than other. We can see gaps between the rich and the poor in different countries. In poor countries such as India where the rich use pure gold as their phone accessory while the poor do not even have access to clean water and 2 proper meals per day; the poor are starving to death when one rich family is throwing away a big amount of their leftover that can feed 2 to 3 poor families. The causes of this, was because of the lack in education and the lack of government responsibility.

As a recommendation to the future, government should try to educated their people more about the world and how education have big impact to their life. Government should also respect and follow their rule and policy by not taking bribes from the poor in order to perpetuate the favorable living standard of the rich. There should be a volunteer's groups that can go and help educated children who live in poverty, by doing this they can influence and help those children to a certain extent and help them to have something in life to look up to and to use to change their unfortunate situation via the knowledge. Also people should try to inform themselves about world poverty, try to pay attention to what is happening to the world of poverty. Another way to help world's poor is fundraising. Create an organization to donate or to start a campaign to raise money so that we can help build school to educated those who in needs.

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8. Acronyms

BIA	Benefit Incidence Analysis
CHIP	Children’s Health Insurance Program
CPS	Current Population Survey (US Census)
CSES	Cambodia Socioeconomic Survey
EITC	Earned Income Tax Credit
FAO	Food and Agriculture Organization (United Nation)
FEP	Federal Education Program
GDP	Gross Domestic Product
IGF	Internally Generate Funds
NCCP	National Center For Children in Poverty
NEP	National education Partnership
NGO	Non-Governmental organization
MDG	Millennium Development Goal
OECD	Organization For Economic & Co-Operation and Development
OPM	The Official Poverty Measure
SNAP	Supplemental Nutrition Assistance Program
UN	United Nation
USA	United States of America
SPM	Supplemental Poverty Measure
WFS	World Food Submit

9. Appendices

Appendix No. 1 – Interview

Dear Sir/Madam,

My name is Sivpheng Chea, I am a Master degree student of Business Administration at Faculty of Economics and Management at the Czech University of Life Sciences in Prague, Czech Republic. I would like to ask for your time to answers sixteen of my questions that I had prepared for you. These questions that you are about to answer will be used for my diploma thesis “The Impact of Education on Poverty”. I also prefer if you could answer to these questions according to the situation of your country. This questionnaire will be used only for my thesis. If you are interested I would like to make an appointment with you, it can be face to face or it can be online using Skype program or Facebook Messenger to communicate. Below this email, you can find questions that I would like to ask you.

Thank you very much for your help and contribution.

Sincerely,

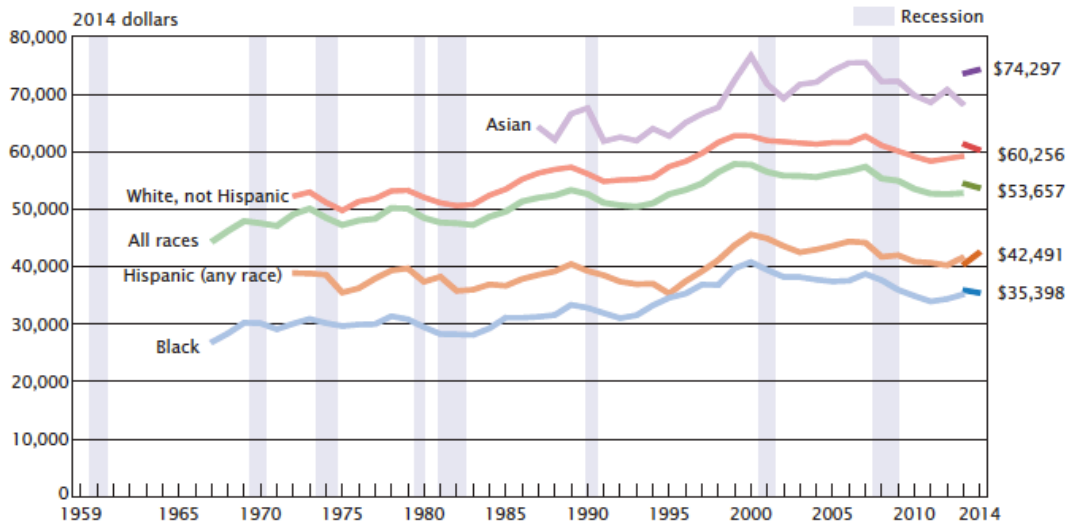
Sivpheng Chea

Here are the sixteen questions that I would like to ask:

1. Can you provide your name, your nationality and your occupation? Please also provide the name of your school or workplace.
2. What is your education level? What does education mean to you?
3. Is it difficult for people without a college education to get good jobs where you live?
4. What is the role of school in society?
5. What income level makes a family poor in your country?
6. What does it means to experience poverty from your perspective?
7. How big of a problem is poverty in today society?

- 8.** How does people escape poverty?
- 9.** How does poverty affect children?
- 10.** Do you think poverty and education is connected? Why and why not? Please provide your reasons.
- 11.** Do you think education can help reduce poverty? Why and why not? Please provide your reasons.
- 12.** Do you think government responsible for poverty? And what about education?
- 13.** Do you think it is necessary that everyone should be educated (at least primary education)?
- 14.** What is the biggest cause of poverty today?
- 15.** What resources need to be in place for us to help those in poverty from your perspective?
- 16.** What one thing could you does as an individual to help eliminate poverty?

Appendix No. 2 – Real Median Household Income by Race and Hispanic Origin: 1967 to 2014



Source: U.S Census Bureau, Current population Survey 1968 to 2015.

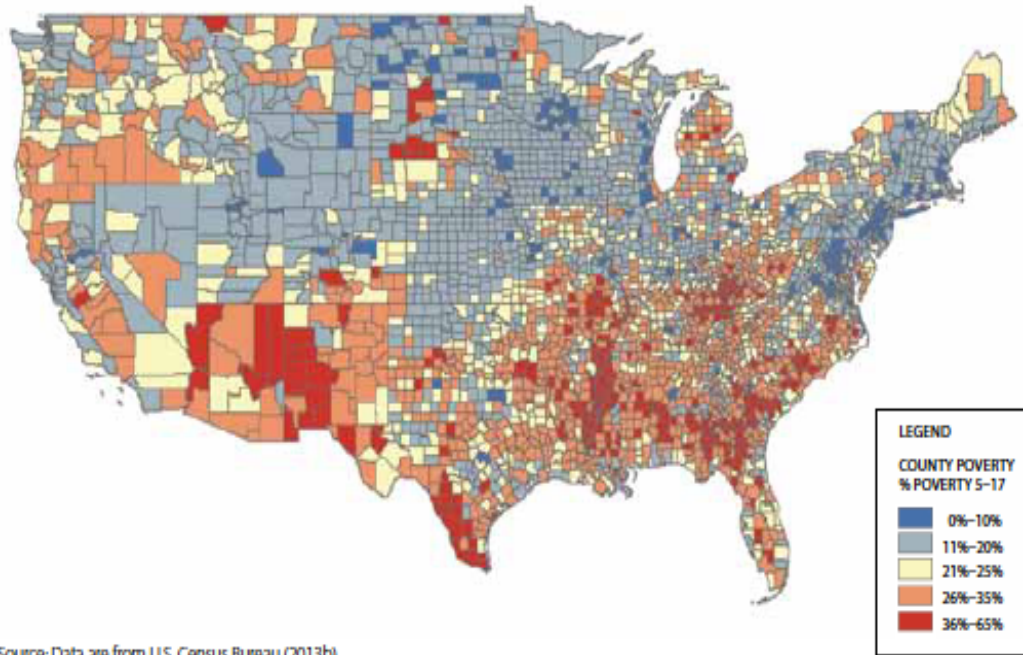
Appendix No. 3 – Poverty thresholds for 2014 by size of family and number of related children under 18 years old (U.S) in Dollars

(Dollars)

Size of family unit	Related children under 18 years								
	None	One	Two	Three	Four	Five	Six	Seven	Eight or more
One person (unrelated individual):									
Under age 65	12,316								
Aged 65 and older	11,354								
Two people:									
Householder under age 65	15,853	16,317							
Householder aged 65 and older	14,309	16,256							
Three people	18,518	19,055	19,073						
Four people	24,418	24,817	24,008	24,091					
Five people	29,447	29,875	28,960	28,252	27,820				
Six people	33,869	34,004	33,303	32,631	31,633	31,041			
Seven people	38,971	39,214	38,375	37,791	36,701	35,431	34,036		
Eight people	43,586	43,970	43,179	42,485	41,501	40,252	38,953	38,622	
Nine people or more	52,430	52,685	51,984	51,396	50,430	49,101	47,899	47,601	45,768

Source: U.S Census Bureau

Appendix No. 4 – Country-level distribution of poverty, age 5-17, 2013 in U.S



Source: Data are from U.S. Census Bureau (2013b).

Source: Data from U.S Census Bureau in 2013

Appendix No. 4 – Annual basis needs budget, two-parent’s family with two children, age 3 and 6, both parents working full time, 2015

	Newark/Essex Country, N.J.	Biloxi/Harrison Country, Miss.	Fargo/Cass Country, N.D.
Total budget needed	\$63.335	\$50.349	\$41.330
Hourly wage needed (per %)	\$15	\$10	\$9
% Of the federal poverty rate	280%	210%	197%
Rent and utilities	\$17.332	\$12.350	\$8.356
Food	\$9.116	\$9.116	\$9.116
Child care (center-based)	\$17.341	\$7.889	\$9.178
Health insurance premiums	\$5.360	\$3.329	\$3.100
Out-of-pocket medical	\$931	\$931	\$931
Transportation	\$1.332	\$7.203	\$7.03
Other necessities	\$6.976	\$4.443	\$3.694
Debt	\$0	\$0	\$0
Payroll taxes	\$5.119	\$4.663	\$3.947
Income taxes (Includes credits)	\$2.335	-\$1.986	-\$4.946

Source: National center for children in poverty in America 2015