

Education and poverty in Peru: a review

ABSTRACT

The purpose of this review article is to review updated bibliographic references, and to determine the association relationships between education and poverty. The methodology used was the search for articles, magazines, theses, and books; in the database of the virtual library of the “César Vallejo” university; to later analyze this information and elaborate the development of the variables education and poverty; to finally conclude that the right to education is universal, endorsed by both world, regional and national organizations; being necessary for human development. Poverty is a complex socioeconomic problem with multiple dimensions, well studied and well known; education is key and fundamental to reduce poverty; the higher the educational level, the less poverty; On the contrary, a lower educational level would lead us to more poverty. Peru continues to be the country that invests the least in education in the region.

Keywords: Poverty, education, investment.

INTRODUCTION

Education is as old as man himself, at first seeking individual and family survival, then living together in community and trying to achieve permanent well-being for all. Education must be considered as an indispensable right, which leads to the exercise and enjoyment of other human rights. It is a fundamental requirement for democratization and the participation of citizens at all stages of life. It is known that, in first world countries, education in their countries is compulsory and free; these are not the ones that invest the most in education; but nevertheless, they are the most developed in science, technology and industry as a consequence they generate better economic stability within the country and generate greater employment. On the contrary, poverty is the result of multiple factors, which generate socio-economic problems, which make it impossible to obtain basic goods and services for the inhabitants to raise their standard of living and quality of life.

It is known that when we talk about education and poverty we consider the idea that, the greater the education, the lower the poverty; however, it is not explained in detail how this relationship occurs. For this reason, the aim of this research is to review and analyze the updated articles and to determine the association relationships between education and poverty.

METHODOLOGY

To carry out the present study; First, the variables to be studied were established, with the aim of expanding my knowledge regarding education and poverty; then it was planned how to perform the search in the database provided by the César Vallejo University, in its virtual library, with the search engines of: Dialnet, Scielo, Redalyc, DOAJ, Scopus and others; With the limitation of access to many other search engines, due to lack of access code granted by the University.

This search was carried out from October 05 to 18, finding 27 references, among articles related to education and / or poverty, both in Spanish, Portuguese and English; with works carried out in América and Europa; but mostly in this region.

The reading and analysis of the information was carried out from October 17 to 22, obtaining bibliographic records of most of these studies, which allowed us to make the summary table. To later write the present research, which was evaluated in Turnitin to determine the percentage of similarity with other authors on the subject; Using this analysis, it was possible to determine the conclusions and relationship of poverty from educational dimension A.

Likewise, we will try to publish this review article in a reputable journal or repository of another university.

DEVELOPMENT

CHALLENGES OF EDUCATION.

In a study carried out in Ecuador, it is indicated that for each year that schooling increases, the probability of being poor decreases by 0.25%. The 3.25% who have completed high school will have reduced the probability of being poor. (Moran, 2018)

A study in Mexico indicates that if heads of families are given more school education, the condition of poverty at the level of people decreases. Likewise, it refers to the number of people aged 19 to 23 who reached the higher level, going from 28.0% to 31.2% between 2008 and 2014; the results of the Probit model showed that the probability of young people attending higher education institutions is negatively limited by types of poverty (food, skills and wealth). Of these poverty levels, food poverty is the most constant and the one that limits access to university education to a greater extent, although its result in probability decreased from 4.9% in 2008 to 2.4% in 2014. In this way, it can be said that poverty contributes to the creation of a vicious circle, this means that people who are in

poverty represent the low educational level among young people in the group of 19 to 23 years of age. (Marina, 2018)

Likewise, (Sánchez, 2015) in Costa Rica indicates that individuals who manage to complete secondary school reduce the probability of being in poverty, an aspect that shows that education is fundamental to reduce poverty.

The issue of poverty is a relevant socio-economic problem in the world. And it causes concern; because in 2015 the World Bank reported that 10% of the population, approximately 736 million people, lived on less than USD 1.90 a day. Although the poverty rate between 1990 and 2015 has decreased, the number of people in poverty and extreme poverty continues to be alarming. (Garcia, 2013) (Chiatchoua, 2019)

When examining the relationship between undergraduate education and poverty, it was found that problems of access to higher education are linked to lack of support from higher institutions and economic needs. (Franco-ortiz, 2016)

The education variables in the multivariate study were highly relevant, so the importance of education in reducing poverty was evident. (Heron, 2017)

Those students who have achieved greater production and effectiveness, contribute to the progress and overcoming of monetary poverty and therefore to human development (Sáenz, 2017)

This study Rodríguez (2017) analyzes the contribution of Information and Communication Technologies (ICT) in the elimination of poverty in developing countries.

The effects produced by the program in education are beneficial in the Region of Murcia; both in families, health in childhood, in the condition of poverty and social vulnerability. (Bas, 2017)

En Argentina existe la evidencia empírica, que los niveles de pobreza han disminuido significativamente durante el período 2003-2015, (Gonzales, 2018)

It is determined that the access of black students is hindered by socioeconomic factors compared to white students, in inferior conditions of access to higher education. (Evangelist, 2019)

In Ecuador, with regard to work, the breakdown by group indicates that 42.2% of the reduction in poverty would be due to the increase in the well-being of the people in urban areas and 57.6% due to the same situation in the rural area. Being native would have a higher risk of being poor. (Ariza, 2019)

The Colombian Ministry of Education in its study, reports that the gross and net coverage of the educational system in Santa Marta in 2016 was 97% and 85%, respectively. In the case of the poorest, according to information from the System for the Selection of Beneficiaries for Social Programmes, only 12% of school-age children dropped out. 41% of schoolgirls over the age of 15 had studied only primary school or did not have any level of education. (Ric ciulli, 2019)

Research studies publish that education directly and indirectly affects both economic development and poverty. Education provides skills and abilities that improve job opportunities and income. (UNESCO, 2017)

In the last decade, investment in education has increased substantially; the global average of spending on education reached 4.78% of GDP by 2014 (World Bank, 2014). Peru's performance in the global context was below this figure and below the Latin American average; However, it was not the worst. If we compare this indicator with respect to the countries of South America, then it was the country with the lowest investment. In fact, at the level of South America, Bolivia is the country that invests the most in education with 7.28% of GDP (2014), followed by Brazil 5.99% (2013), Argentina 5.33% (2014), Ecuador 5.24% (2014), Chile 4.92% (2015) and others. However, despite the increase in spending on Peruvian education over the last decade; from 2.7% in 2008 to 3.9% in 2017 as a percentage of GDP (MINEDU, 2017), Peru continues to be the country that invests the least in education. Adding to this, the heterogeneity of investment between regions. However, the low investment in Peruvian education was related to an increase in higher educational attainment (MINEDU, 2017); the illiteracy rate (population aged 15 and over) fell from 8.2% to 5.8%, also improving educational quality. The trend was also accompanied by the reduction of monetary poverty; This fell from 37.3% to 21.9% in the last decade (INEI, 2017).

Poverty, education and crime are linked; But the influence of violence is indirect; whereas the relationship between education and poverty is inverse. (Millian, 2019) (Moran, 2018)

In 2016, 59.5% of individuals aged 20-24 who completed secondary education continued socioeconomic inequalities; however, 83.5% of highest-income youth reached the secondary level, while only 35.4% of young people under Income had made it. (ECLAC, 2019)

At the level of Peru, the study by Cesar Oliva indicates that "the relationship between poverty and educational level in Peru during the period 2002-2012, has had a contrary relationship with the years of schooling" (Oliva, 2014). Likewise, (Alonzo, 2015) he found in Huancavelica that human capital (education and health) has a positive impact on the reduction of non-monetary poverty. On the other hand,

(Aguado, Girón, & Salazar, 2006), it indicates poverty and education feed each other, and that spending on education strengthens human capital through which the income of citizens is improved. In this regard, he pointed out that poverty can not only be eradicated with education, to this must be added macroeconomic variables such as GDP growth, consumption, public and private investment, regional development, etc. variables that together contribute to improving the levels of demand for labor and thereby improve income and from this poverty is reduced.

In relation to the variable educational level, 7.4% have no educational level, 37.8% have complete initial to primary education, 33.9% have incomplete and complete secondary education, 5.9% have non-university higher education and 5% have complete university education; it is observed that those with primary and secondary education add up to 71.7% of the population, If we consider that the educational levels of primary and secondary do not prepare for work performance and if we add to this the level of illiterates, we will see that a large population group is not prepared to get out of poverty through the offer of their work and less to a level of high-quality entrepreneurship. (Huerta, 2019)

Studies show in the regions of Peru where secondary education is completed, monetary poverty was reduced; that is, having a population educated in educational levels decreases by 10%, thus reducing poverty in the regions. (Arias, 2019)

POVERTY LIMITATIONS.

(Sánchez, 2016) in his study suggests creating guides that allow us to know the advances of poverty, well-being and living conditions of families in Peru.

The country establishes the evolution of the total and extreme poverty lines, as well as indicators of the gap and severity of monetary poverty, as well as the main characteristics of the population and households in poverty. (INEI, 2019)

In relation to the variable poverty, the statistics show that 2.9% of the population studied is considered as extremely poor, and 15.2% as poor and 82% as non-poor, that is, 18.1% of the population is poor value that differs from the national index equal to 20%, these values are related to the monetary poverty line; however, levels of multidimensional poor are higher. (Huerta, 2019)

The Economically Active Population (EAP) with primary education would not lead to poverty reduction, on the contrary, it would lead to greater poverty. Specifically, a 10% increase in EAP with primary education would lead to a 0.22% increase in poverty. Meanwhile, the EAP with secondary education, with non-university education and with university education, would lead to a reduction in monetary

poverty. If the number of them increases by 10%, this would translate into a reduction of poverty by 0.99%, 1.57% and 0.91% respectively. As can be seen, the EAP with non-university education has a greater effect on poverty reduction, followed by the EAP with secondary education. (Arias, 2019)

Different countries in Latin America were analyzed, where they reflect their progress regarding research and development, science and technology, education and innovation. (Torres, 2020)

The Covid-19 pandemic generated a remarkable change in socio-educational life brought about by emerging educational programs, which were not adequate for the various situations that the countries are going through. (Merida, 2020)

Likewise, it was determined that education plays a primary role in the elimination of poverty. (Orellana, 2020)

Table 1. Article Search Summary Box.

AUTHOR	YEAR	COUNTRY	STUDIO DESIGN	SAMPLE	MAIN RESULTS
Millán-Valenzuela, Henio Gonzalo Pérez-Archundia, Eduardo	2019	Mexico	Research Qualitative		Poverty, education and crime are linked; But the influence on violence is indirect.
González, Fernando Antonio Ignacio Santos, Maria Emma	2018	Argentina	Quantitative research	INDEC	This points to empirical evidence that poverty levels have decreased significantly in the period 2003-2015.
Antonio, José Clemente, Marina Manuel, Víctor Antonio, Gerónimo Manuel, Juan Abarca, Pérez	2018	Mexico	Quantitative research	ENIGH	It is evident that by increasing the school education of the head of household, the condition of poverty at the family level was reduced.
Evangelista, Joelma, Inés. Maciel, Carina Elisabeth	2019	Brazil	Quantitative research	IPEA	It is claimed that the access of black students is hindered by socioeconomic factors compared to white

					students in inferior conditions of access to higher education.
Mérida Martínez, Yliana Acuña Gamboa, Luis Alan	2020	Mexico	Quantitative research	CONEVAL	It is remarkable the change of socio-educational life that the Covid-19 pandemic brought about, the emerging educational programs were not raised for the various situations that different countries are going through.
Garza, Jorge	2017	Mexico	Quantitative research	INEGI	The education variables in the multivariate study were highly relevant, which evidences the importance of education in reducing poverty
Morán Chiquito, Diana Lozano, Charles	2018	Ecuador	Quantitative research	NEMDU	Education continues to be a primary tool in the fight against poverty, so that people who are able to attend more years of schooling are more likely to meet their needs..
Sáenz, Ricardo Pérez	2017	Colombia	Review article		Students who have achieved greater production and effectiveness contribute to progress and overcoming monetary poverty and human development.
Sánchez, Aníbal	2016	Peru	Quantitative research	INEI SISFOH	The objective of the study was to create guides to achieve the progress of poverty, and improve the living situations of families in Peru.
Torres-samuel, Maritza Luisa, Carmen y col.	2020	CEPAL	Quantitative research	DEA	Different Latin American countries were analyzed where they reflect their progress regarding research and development, science and

					technology, education and innovation.
INEI, Instituto Nacional de Estadística e Informática	2019	Peru	Quantitative research	INEI	The evolution of the guides of indicators of poverty, gap and monetary poverty are considered, and the important characteristics of the population living in conditions of poverty
Arias, Luis Sucari, Henry	2019	Peru	Quantitative research	SIRTOD INEI	According to research studies indicate that education is effective in reducing monetary poverty from secondary education, primary education is not enough.
Orellana, Victor J Pinos, Briggith K Apolo, Diego E Zambrano, Xavier W.	2020	Latin America	Qualitative research		Education plays a key role in eliminating poverty.
García, Rosa Elena Duque Pupiales, Andrés y col.	2013	Colombia	Quantitative research	IDE010	Poverty is a problem whose discussion is relevant worldwide as a mechanism of social impact.
Rodríguez, John Sánchez Riofrío, Angélica	2017	Latin America	Qualitative research		This study analyzes the contribution of Communication and Information Technologies (ICT) to the elimination of poverty in developing countries.
Franco-Ortiz, Mariluz Maldonado Méndez, Yaileen´ Berríos Negrón, Almarely L Ortiz Torres, Luis y col.	2016	Puerto Rico	Qualitative research	Interview	The relationship between undergraduate education and poverty was examined. It is emphasized that the problems of access to higher education are linked to the lack of support from higher institutions and economic needs.

Bas Peña, Encarnación Pérez-De- Guzmán, Victoria	2017	Spain	Qualitative research	Interview	The effects of the program on education and families, child health, in conditions of poverty and social vulnerability, in the Region of Murcia
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CONCLUSIONS.

After evidencing the marked inequalities at all levels of the world with respect to education and poverty, and with opinions in favor of the relationship between education and poverty, it can be established: in the first place, the right to education is universal, endorsed by global, regional and national organizations; being necessary for human development. Poverty is also a complex socio-economic problem with multiple dimensions, well studied and well known; with a difficult handling and I would dare to say that it is utopian to eradicate. It has been demonstrated in several countries that education is key and fundamental to reducing poverty; the higher the level of education, the less poverty; Conversely, lower educational attainment would not lead to more poverty. Population with higher educational level has greater capacities and abilities; consequently, also greater opportunity to obtain better paid jobs. Finally, Peru continues to be the country that invests the least in education, only 3.9% of GDP in 2017.

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