Education and Poverty: an empowerment approach

OBJECTIVE & CONTEXT

The objective of the research was to analyse the relation between education and poverty from the perspective of beneficiaries of food help on education as promoter of empowerment.

It was held between 2006 and 2009, in the scope of the European Master of Development Studies in Social and Educational Sciences, specialization in “European Perspectives on Social Inclusion”.

THEORETICAL FRAMEWORK

- Poverty as a multidimensional concept (Rodrigues et al., 2005)
- Dimensions that influence poverty condition: family or self ownership, residence territory, job conditions, housing, health, education, power and participation (Rodrigues et al., 2005; Sen, 1981; Doyal & Gough, 1991; Bruto da Costa, 2005).
- Link between poverty and education by the Theory of Human Need (Doyal & Gough, 1991). Two basic human needs common to all human beings: survival (health) and autonomy. Established a connection between the need survival and poverty, by one side, and the need autonomy and education, on the other hand.

RESULTS & CONCLUSIONS

The results evidence that interviewees attribute a negligible value to formal education in what respects to its effects on income and employment. However, they place some hope in education and its effects on upward social mobility in what concerns to their children. Despite this hope, they also show some resignation with the possibility that their children do not pursue their studies. These apparent contradictions seem to result mainly from their low expectations about life and also from some internalization of self-exclusion (Clavel, 2004) resulting from the disbelief on their capabilities and potential.

REFERENCES


