

Access to Education - Factor to Combat Poverty and Social Exclusion

M d lina COCO ATU¹

Abstract: U.E. with the support of Member States identified four key areas as the biggest challenges regarding the inclusion of persons belonging to vulnerable groups, namely: education, employment, health and housing. One area of particular importance when it comes to social inclusion and combating poverty is education. Access to education is a prerequisite for social integration of citizens belonging to any vulnerable group and the lack of education is the primary means of exclusion from society and a prerequisite for extreme poverty remains captive. This paper aims to analyze the effects of lack of education and the lack of access causes this fundamental human right that contributes to social exclusion of individuals with profound emphasis on their inability to integrate into the labor market. The analysis will be based on the concepts of social inclusion and social exclusion, multidimensional concepts that are closely related to the exercise of the fundamental human right to education.

Keywords: social exclusion; access to education; strategy; fundamental rights

1. Introduction

Education is a universal human right, acquired by all human beings, regardless of gender or social class, and having a strong impact on economic and social barriers in society.

In a society marked by transformations of the rapid and massive worldwide knowledge, education and research are prerequisites for achieving progress, prosperity. Moreover, education is not just transmission of scientific information, it has the role of preparing human individuals learn from their experiences, to be creative, to show interest and understanding not only of loved ones, but also to the entire humanity. Benefiting from a certain level of education received in the home

¹Associate Professor, National School of Political Studies and Public Administration (SNSPA) - Faculty of Public Administration, 6 Povernei str., District 1, Bucharest, Romania. Corresponding author: madacosatu@yahoo.com.

and then completed school, the human being will use the knowledge gained in transforming the society he lives in a place that meets their requirements.

The right to education is at the heart of the European Union and of each of the Member States, the most important thing to which must to lean as investing in education is investing in the progress and prosperity.

In this respect, the development strategy that the European Union order for 2010-2020 period agrees this global vision, saying that the EU and its Member States need increasingly more people trained to face the challenges of a competitive world. Europe 2020 wants develop the Union into a smart and sustainable economy based on research, development and innovation.

The economy depends heavily on an educated workforce - with the ability to handle new ideas and technologies, with well inoculated ethical and moral values and love to explore, investigate and learn throughout life (Birchall, 2006, p.48).

2. Regulation of the Right to Education in International Documents

In order to understand the direction in which the EU and its Member States are currently heading in education and training, we feel that it is necessary to go back in time to present the main points that led to the definition of the European dimension of education.

People's access to education has been a concern for the international community since 1948. Thus, access to education has been confirmed as a fundamental human right in 1948, by the Universal Declaration of Human Rights which provides that everyone has the right to education (N stase, 2007, p. 16). The issue of access to education excited the interest of United Nations who adopted and opened for signature and ratification the United Nations Convention on the Rights of the Child, the Convention obliges signatories to ensure the right to education for all children.

Examining the literature reveals that education, as a factor of development, is present in the concerns of the EU institutions more intense since the 80s. Stuttgart Declaration from 1983 mentions the need to closer cooperation between higher education institutions and proposes among other things, recognition of diplomas and the introduction of a European certificate vocational training (P una et al., 2006, p. 55).

Also, the EU has attempted to meet this problem, including in the Charter of Fundamental Rights of the European Union Article 14 that provides that everyone has the right to education and access to vocational and continuing training. From the above, we see that states are required to ensure a basic education required to have access to all members of society regardless of social class to which they belong.

Right to education appears regulated under the Lisbon Treaty, Title XII entitled Education, training, youth and sport. Thus, Article 165 defines the limits of the Union may intervene in the education regulations of the Member States and the Union shall establish goals: spreading and learning, students and teachers mobility and cooperation between educational institutions.

Also, we note that the heads of State or Government have realized that to achieve the objectives of the Lisbon Strategy (EU transformation in the most dynamic and competitive economy in the world, based on knowledge, capable of sustainable development, providing more jobs and better jobs and greater social cohesion) or the Europe 2020 Strategy (turning the EU into a smart, sustainable and inclusive social) is necessary to improve the education and training to meet new challenges belonging to the globalized world.

Strategic framework *Education and Training 2020* continues previous achievements of work program and he tried to contribute to a Europe based on knowledge and transform lifelong learning a reality for all, the following strategic objectives:

- ✚ implement the lifelong learning and mobility;
- ✚ improving the quality and efficiency of education and training;
- ✚ promoting equity, social cohesion and active citizenship;
- ✚ creativity and innovation, including entrepreneurship, at all levels of education and training.

3. Conceptual Delimitations Regarding Social Inclusion

In outlining a vision of the role of education in combating poverty and social exclusion, we consider necessary to give explanations on the concepts of social inclusion and social exclusion.

The two concepts are closely related, as meaning that exclusion and inclusion are two multidimensional concepts. The economic dimension is undoubtedly crucial, but common urban, social, cultural and political must also be taken into account. Thus, an individual can be economically acceptable, but can be excluded in terms of urban living as a peripheral region (Duminic et al., 2007, p. 22).

The exclusion means the opt-out long-term economic, civic and social life of an individual in the community to which it belongs (Burchardt; Le Grand & Piachaud: 1998, p. 24).

Thus, social exclusion requires exclusion of citizens from the rights and opportunities to participate in public life. Those in the situation of social exclusion from various causes such as poverty, have poor access to employment, low possibilities to earn an income and reduced participation in community life (Borbulescu et al., 2010, p. 59).

European Commission developed in 2009 a report on social inclusion which indicate that vulnerable groups are comprised of people with disabilities, immigrants, ethnic minorities, especially romanes, the homeless, the elderly themselves prisoners.

The Commission also notes that the main factors that increase the risk of social exclusion and maintaining medium-term or long below the poverty line are: long-term unemployment, low income, poorly paid jobs, poor health, lack of housing, immigration status, low-skilled, disability, drug or alcohol dependence, belonging to marginalized communities / poor.

In counterbalance, social inclusion is that process that provides access to opportunities and resources to those who are in the situation of poverty and social exclusion in order to participate fully in economic, social, cultural and enjoy a standard of living and well-being that is considered normal in the society in which they live (Salat, 2008, p. 239).

Thus, we can say that social inclusion actually seeks to ensure that everyone, including those from vulnerable groups, will have an important role in the labor market, but also in society, with equal opportunities in this regard.

4. Education - the Pillar of the Social Inclusion Process

Access to education is a prerequisite for the social integration of citizens belonging to any vulnerable group, and lack of education is the primary method of exclusion from society and a prerequisite for extreme poverty remains captive.

Lack of education presents adverse effects on human beings, but also to the community of which it forms part.

The main negative effects of lack of education are income disparity and social exclusion of individuals.

A first negative income gap refers to people who have benefited from education compared to others. Indeed, a person who has graduated from a high school or higher education institution records, for the entire period of life, a higher income than a person who has graduated from secondary school. More specifically, the person who did not receive education, and therefore has a lower income will have sufficient financial resources to contribute to the education of his descendants (Cicea & Dobrin, 2005, p. 9).

Lack of education contributes significantly to the social exclusion of individuals with profound emphasis on their inability to integrate into the labor market. Essential factor in the evolution of either the individual or the children of the social scale, is education. Ignorance not only lead to hard work, tedious, boring and often do not work at all. Improvement only comes with education and with her; uneducated and there is nothing plausible only recourse is to crime and violence. Maybe I should like the best education to benefit those lowest on the social ladder because they most need the means enabling the descent, the escape from ignorance (Galbraith, 1997, p. 67).

Education reduces the risk of poverty and social exclusion. Thus, increasing access to education is a fundamental criterion of democracy. Education plays their hope in honest labor and increasing employment opportunities for the educated.

Moreover, increased financial resources allocated to education is one of the most effective ways to combat poverty and social exclusion. Only with the help of trained citizens, national economies will be able to develop the productivity and quality of products and services provided.

Without broad access to education structural barriers created between people vitiate the principle of equal opportunities. Revenue should not be equalized - it would be absurd - but access to education yes (P una et al., 2006, p. 150).

Therefore, the economic success of the developed directly determined by the quality of their education, but also the fact that the most effective factor is the human capital production.

In contrast, the literature has identified a number of negative effects supraeduc rii: the effect of “gear wheel” and the effect on rural economies.

Effect of “gear wheel” refers to the fact that people with adequate educational training can more easily handle a job than those people who do not possess the necessary qualifications. This has led to increased demand for tertiary graduates and an increase in the minimum level of education needed employment for a job. This effect led to the removal of the less educated from their jobs by individuals with higher education and the worsening of employment for those with higher education had now to accept also jobs below their training (Cicea & Dobrin, 2005, p. 51).

The other negative is the fact that educational expansion has led to the decline of the rural economy, educated people migrating to urban agglomerations. The problems caused by this effect is the fact that rural community lacks the necessary manpower to conduct the activities and urban employment increases more than supply, causing unemployment, crime.

5. Conclusions

With each new treaty ratified, with each new strategy developed, the European Union has set itself ambitious grandiose. In these circumstances, education and training, it may not be included in the Union's area of expertise, even if it is an area of competence of the Member States. Also affirmation of the European Union on the international stage as a competitive player, I consider that it can only be achieved through education. It is aware that currently, intelligence, creativity and innovation have become relevant benchmarks. They represent a guarantee Europe's future prosperity.

The ability of an economy to generate prosperity seems increasingly dependent on how you assimilate knowledge. Since knowledge, unlike other growth factors are

likely to generate increasing returns, the main purpose of growth and development strategies became disseminated faster and broader than. Education is required to provide individual access to knowledge without which adaptability and compatibility would not be possible. Therefore, investment in human capital began to be considered, traditionally, one of the key factors of economic development (Pan, 2011, p. 153).

We can affirm on the basis of the fact that through inclusion is intended to ensure civic participation in conditions of equal opportunity for all citizens in a democratic, non-discriminatory access to a job and a decent living and equal access social services provided by the state. In other words, social inclusion ensure increased participation of persons belonging to vulnerable groups in decisions that affect their lives and their access to fundamental rights.

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