

Social inclusion, Poverty and Education

Poverty alone is not a comprehensive marker of deprivation. Race, ethnicity, gender, religion, place of residence, disability status, age, HIV/AIDS status, sexual orientation or other stigmatized markers, confer disadvantage that excludes people from a range of processes and opportunities.

In general Social Inclusion is a process, which assists people participate fully in life from an economic, social and cultural perspective.

If a person is "excluded" from society, he/she does not have equal access to services, facilities, resources, power, and opportunity. Some of the reasons people are excluded from equal participation can be poverty racism disability and gender poverty, racism, disability and gender discrimination.

The World Bank defines social inclusion as the process of improving the terms for individuals and groups to take part in society [for more details see www.worldbank.org].

Social inclusion aims to empower poor and marginalized people to take advantage of burgeoning global opportunities. It ensures that people have a voice in decisions which affect their lives and that they enjoy equal access to markets, services and political, social and physical spaces.

Although poverty has declined rapidly over the past three decades, humanity still faces urgent and complex challenges. More than 1 billion people worldwide still live in destitution, a state of affairs that is morally unacceptable given the resources and the technology available today. Moreover, rising inequality and social exclusion seem to accompany the rising prosperity in many countries.

Under these circumstances, the World Bank Group's overarching mission of a world free of poverty is as relevant today as it has ever been.

The World Bank Group has established ambitious but achievable goals to anchor its overarching mission and to galvanize international and national efforts in this endeavor. Accordingly the Rio+ 2020 Sustainable Development Goals, the institution will strive to:

1. End extreme poverty: the percentage of people living with less than \$1.25 a day to fall to no more than 3 percent globally by 2030;
2. Promote shared prosperity: foster income growth of the bottom 40 percent of the population in every country.

Situation in the countries – participants in the Erasmus+ Strategic partnership project “By learning you will teach, by teaching you will learn” is better vis-à-vis the global trends, but is not satisfactory.

Table 1 GDP (Purchasing Power Parity), population under below poverty rate and Unemployment rate in the countries – participants of project

Country	GDP		Population	Unemployment	Unemployment
	Purchasing Power Parity	Per Capita (PPP)	Below Poverty Line	Rate	youth ages 15-24
Bulgaria	\$128,6 billion (2014 est.)	\$17.900 (2014 est.)	21% (2012 est.)	11,5% (2014 est.)	28,1%
Hungary	\$246,4 billion (2014 est.)	\$24.900 (2014 est.)	14% (2012)	7,8% (2014 est.)	28,1%
Latvia	\$48,19 billion (2014 est.)	\$23.700 (2014 est.)	NA%	10,8% (2014 est.)	28,4%
Macedonia	\$27,62 billion (2014 est.)	\$13.300 (2014 est.)	30,4% (2011 est.)	28,5% (2014 est.)	53,9%
Portugal	\$280,4 billion (2014 est.)	\$27.000 (2014 est.)	18,7% (2012 est.)	13,9% (2014 est.)	37,6%
Romania	\$200,0 billion (2014 est.)	\$19.700 (2014 est.)	22,6% (2011 est.)	6,4% (2014 est.)	22,7%
Turkey	\$1.508,0 trillion (2014 est.)	\$19.600 (2014 est.)	16,9% (2010 est.)	9,9% (2014 est.)	17,5%

Source: Own calculation based on different databases.

Very briefly, regarding to GDP per Capita (PPP exchanges rate), Portugal has the highest GDP per capita (\$27.000). Macedonia has the lowest GDP per capita (\$13.300), also has a biggest number the people who live under Below Poverty Rate (30,4%) and the highest Unemployment rate (28,5%), especially between the youth aged 15-24 where the Unemployment rate is 53,9%.

Ending extreme poverty within a generation and promoting shared prosperity must be achieved in such a way as to be sustainable over time and across generations. This requires promoting environmental, social, and fiscal sustainability. A sustainable path of development and poverty reduction would be one that: manages the resources of our planet for future generations, ensures social inclusion, and adopts fiscally responsible policies that limit future debt burden.

We need to secure the long-term future of our planet and its resources so future generations do not find themselves in a wasteland. We also must aim for sustained social inclusion and limit the size of economic debt inherited by future generations.

Increasing the welfare of the poor not only in our countries will require complex institutional and governance reforms that enhance the accountability of the state, raise the quality of service delivery, and improve the overall economic and social environment.

The special, very important place and role is reserved for increasing the knowledge and education system. Education and training policy should enable all citizens to benefit from quality education and to acquire and update over a lifetime the knowledge, skills, and competences needed for employment, inclusion, active citizenship and personal fulfillment. Inequalities persist in European education systems. Pupils from poor socio-economic backgrounds perform worse at school than their peers in all EU countries. Children from immigrant backgrounds, the disabled, and Roma children are among the most vulnerable groups affected. At the same time, there are large differences between countries in the extent to which family background influences learning outcomes.

Against this background, Europe needs more efficient but at the same time more inclusive and equitable education systems, which give access to quality educational provision. The European Union actively supports and supplements Member States efforts in this regard (for more information see <http://ec.europa.eu/education/policy>).