

## INFLUENCE OF EDUCATION ON STANDARD OF LIVING (CONSIDERING AFRICAN STATES)

N. A. Kazakova  
PhD, Prof.

M. A. Kravets  
II year student

V.N. Karazin Kharkiv National University  
E-mail: nikitos2778@gmail.com

Education is one of the most considerable area of state's functioning and regulation, since its successful activity leads to development of all the realms of governmental activity, forming the human capital which is the most valuable country's resource. Authors are going to confirm the mentioned above statement in this research, using the example of African states.

**Key words:** educational system, human capital, determinant of economic well-being, literacy rate, standard of living, high technology production, prosperous economy functioning.

### ВПЛИВ ОСВИТИ НА РІВЕНЬ ЖИТТЯ (РОЗГЛЯДАЮЧИ КРАЇНИ АФРИКИ)

Освіта – це одна з ключових сфер діяльності держави та проведення її контролюючої і стимулюючої політики, оскільки успішне функціонування вищезазначеного сектора урядової активності стимулює розвиток усіх сфер державної активності, формуючи найважливіший ресурс будь-якої країни – людський капітал. У даному дослідженні автори намагаються довести справедливість вище сказаних тверджень, беручи до уваги приклад країн Африки.

**Ключові слова:** система освіти, людський капітал, передумова економічного благополуччя, рівень писемності, стандарт життя, високотехнологічне виробництво, процвітаюча економіка.

### ВЛИЯНИЕ ОБРАЗОВАНИЯ НА УРОВЕНЬ ЖИЗНИ (РАССМАТРИВАЯ СТРАНЫ АФРИКИ)

Образование – это одна из ключевых сфер деятельности государства и проведения его контролирующей и стимулирующей политики, поскольку успешное функционирование вышеназванного сектора правительственной активности стимулирует развитие всех сфер государственной активности, формируя важнейший ресурс любой страны – человеческий капитал. В данном исследовании авторы пытаются доказать справедливость выше сказанных утверждений, учитывая пример стран Африки.

**Ключевые слова:** система образования, человеческий капитал, предпосылка экономического благополучия, уровень грамотности, стандарт жизни, высокотехнологичное производство, процветающая экономика.

**Statement of the problem.** Human is a sensible creature, who organizes its subsistence according to his own knowledge, preferences and aspirations, those determine person's position in family, society, labour activity etc. That is why education is one the most important government functioning spheres, as it promotes the forming of human capital which is the most valuable state's resource, defining the basis of all the processes that take place in human society. Michael Gove claimed that "the most effective way to generate economic growth is to invest in human and intellectual capital in order to build a better education system" [1, p.1]. Education might be a way to personal fulfillment, but it can also be an instrument for a healthy economy and as a result for standard of living increasing. E. A. Hanushek said: "Education has been viewed for a long time as an important determinant of economic well-being" [2, p. 245]. Reforming the education system could thus be a key part of any long-term growth strategy.

**The purpose of the article** is to research a role of the education in the state activity and to prove the importance of the mentioned constituent in country's well-being forming.

**Basic material.** As it was mentioned above, education forms the background of the individual human development level, that is directly related to the society and nation successful existence stipulated with prosperous economy functioning. To prove this idea, the authors are going to consider the current educational situation in African states and its impact on community welfare, way of living and decisionmaking.

One of the main educational indicators is primary enrollment rate. In 2012, over 68 per cent of the 25 countries with available data achieved a net enrollment rate of at least 75 percent in primary education. Eleven of these countries (44 per cent) (Tunisia, Algeria, Rwanda, Zambia, Mauritius, Cabo Verde, Benin, Republic of the Congo, Cameroon, Morocco and South Africa) recorded a net enrollment rate over 90 percent. Eritrea recorded a net enrollment far below 50 per cent. Such countries as Equatorial Guinea, Niger, Burkina Faso have this figure on the level less than 70% [3, p.9-11], when primary enrollment rate in developed European countries amounts to 105-110% [4].

It should be mentioned that African primary enrollment rate in 2012 sharply increased comparing to 2000, when this index fluctuated generally from 40 to 70%

with few exceptions (in Cabo Verde, Tunisia, Algeria, Egypt, South Africa and some other countries it was higher than 90%) [3, p.10].

In spite that Africa has nearly 128 million school-aged children, 17 millions of them will never attend school. The fact that another 37 million African children will learn so little while in they are in school that they will not be much better off than those kids who never attend school is even more shocking.

There are seven countries in which 40 percent or more of children do not meet a minimum standard of learning by grades 4 or 5. In countries such as Ethiopia, Nigeria and Zambia over half of in-school students are not learning basic skills by the end of primary school. Through the barometer we aggregate the total number of children not learning based on out-of-school children at the end of primary school, children who are likely to drop out by the 5th grade, and those who are in school but not learning. The results are distressing. Under the current model, 61 millions of children which is a half of sub-Saharan Africa's total primary school population will reach adolescence without the basic skills needed to lead successful and productive lives [5].

Respectively, in spite of attempts to increase educational level through rising the primary enrollment rate the quality of schooling remains low. Therefore, the literacy rate in these states is the least in the world [3, p. 5].

The literacy rate for the population aged 15-24 years has overall improved in Africa, in contrast with level of 2000, reaching 69.61 percent in 2012 [3, p. 12]. Youth literacy rate is estimated to be about 74% in 2015[6], but it is catastrophically low in some states: Niger (27%), Central African Republic (36%), Guinea (45%), Burkina Faso (45%), Côte d'Ivoire (50%)etc. Speaking about the adult literacy rate, it is a bit lower than respective youth figure and it is expected to be 64%in 2015[7]. Some countries experienced a drop in literacy rates, such as Central African Republic and Côte d'Ivoire. In general, these countries have undergone either political or a social unrest during the past decades, which resulted in a limited investment on literacy.

Although all governments recognize the economic, social and human benefits associated with literacy, the impact of sector policies are limited both by inconsistent investment in literacy and the lack of rigorous learning assessments for non-formal education systems. As a consequence, the prognosis for Africa's future economic growth and social development is poor [5].

Human resources which possess special knowledge and skills are the roots of the successful economy activity, as qualified workers who are involved in high technology production facilitate the manufacturing of high value added commodities, which are the background of prosperous economy. As the educational level of workers in Africa is too low, they are concerned mostly with the primary economic sector (agricultural and extraction industries) that is low-profitable. Hence, the GDPs of these states (in general low and lower middle income countries) are not high. For example, the last 15 countries in the GDP per capita list (2014) are African (the weakest economy – Central African Republic - 600 \$) [8]. GDPs of African states are constantly rising with the annual growth about 1,5% during the last time, but due to unrest, uprisings and growing radicalization that periodically burst out in some countries, there is the lack of social cohesion within nations and communities that makes the situation unstable.

As a result citizens of these countries are experiencing poverty and hunger. More than 45% of the African population lives below \$1.25 purchasing power parity per day. Hunger also remains a challenge on the continent, especially for Africa excluding North Africa, which has the highest proportion of its population living below the minimum level of nutritious energy consumption in the world, exceeding the developing regions in average. Now the mentioned problems (hunger and poverty) are being solved, but the changes are being carried out too slowly due to the numerous conflicts and unrests [3, p.2].

Thus, criminality is a result of hunger and poverty, which force people to break the law in order to earn a living. The highest criminal levels in the world belong to Côte d'Ivoire, Nigeria, Svaziland, Lesotho etc. [9, p. 10].

It should be mentioned that there is a high suicide number in mentioned countries (states of Africa). The largest meaning of this rate among African countries belongs to Uganda, Kenia, Ethiopia, Sudan, Southern Sudan, Zimbabwe, Democratic republic of Congo and others. Those problems are caused by low standards of living, including many constituents [10, p. 16].

Consequently, education is playing the enormously big role in country's standard of living, since it is the indicator and catalyst of many operations which take place in economic and governmental activity. Education is one of the key factors that determine well-being and development of the society.

---

#### Literature:

1. Sahlgren, G. H. (2014) Incentive to Invest? How education affects economic growth. London: Adam Smith Institute.
2. Hanushek, E. A. and Wößmann L. (2010) Education and Economic Growth. In: P. Peterson, E. Baker, B. McGaw, ed. International Encyclopedia of Education, Vol. 2. Oxford: Elsevier, pp. 245-252.
3. MDG Report 2015 : Assessing Progress in Africa toward the Millennium Development Goals // United Nations Economic Commission for Africa, African Union, African Development Bank and United Nations Development Programme Addis Ababa: ECA Documents Publishing Unit [Electronic resource]. – Way of access : [http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/MDG\\_Report\\_2015.pdf](http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/MDG_Report_2015.pdf)
4. International Human Development Indicators (2014 ) // UNDP Human Development Reports [Electronic resource]. – Way of access : <http://hdr.undp.org/en/countries>.

5. Van Fleet, J. W. Africa's Education Crisis: In School But Not Learning (2012) // Brookings [Electronic resource]. – Way of access : <http://www.brookings.edu/blogs/up-front/posts/2012/09/17-africa-education-crisis-van-fleet>
6. Adult and youth literacy (2013)[pdf] //UNESCO Institute for Statistics[Electronic resource]. – Way of access : <http://www.uis.unesco.org/literacy/Documents/fs26-2013-literacy-en.pdf>
7. Education: Literacy rate(2015) // UNESCO Institute for Statistics [Electronic resource]. – Way of access : <http://data.uis.unesco.org/Index.aspx?queryid=166>
8. Country comparison: GDP (purchasing power parity) (2014) // CIA [Electronic resource]. – Way of access : <https://www.cia.gov/library/publications/resources/the-world-factbook/rankorder/2001rank.html>
9. International Statistics on Crime and Justice (2010) // European Institute For Crime Prevention and Control, affiliated with the United Nations [Electronic resource]. – Way of access : [http://www.unodc.org/documents/data-and-analysis/Crime-statistics/International\\_Statistics\\_on\\_Crime\\_and\\_Justice.pdf](http://www.unodc.org/documents/data-and-analysis/Crime-statistics/International_Statistics_on_Crime_and_Justice.pdf)
10. Preventing suicide: a global imperative (2015) // World Health Organization [Electronic resource]. – Way of access : [http://apps.who.int/iris/bitstream/10665/131056/1/9789241564779\\_eng.pdf?ua=1&ua=1](http://apps.who.int/iris/bitstream/10665/131056/1/9789241564779_eng.pdf?ua=1&ua=1).