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**Introduction**

The world is divided in many parts or regions according to maybe their status, religion, values, living standards, or many more factors because of the amount of wealth or fame an area has. Some areas in the world are also known for wars, others for being peaceful, while some are known for their beauty and others for not having the basic necessities. However, many places today are talked about for usually embarrassing reasons such as lack of basic necessities, thus its people living an impoverished life-style. This is a big problem which cannot be overlooked as poverty is everywhere, even in the wealthiest countries, though the biggest effect is in third world countries like the Sub-Saharan region of Africa. Because poverty is a universal problem, the United Nations has come up with sustainable development goals and among them, poverty is taken as the number 1 issue to be looked at seriously.

(Sienicki, 2016) emphasizes that, “Poverty is a complicated problem, with a complicated history, impacted by complicated systems”. Indeed, not much can be used to explain why and how some regions are so much poorer than other places. Even when people world over are engaged in doing the same business, their wealth and gains will be different, some will prosper while others will remain stagnant or even fail to prosper in their business. In some regions of the world, it is said that religions separate and place people in groupings which perpetually make them live in poverty against their wish while in some regions, some people are poor because they could not inherit any wealth from their parents. So, no one really can explain the major root cause of poverty. Poverty is a multifaceted notion which is not easy to define and to evaluate (Louche, 2019). The truth is people are poor because of one or more factors and it is difficult to point at one thing that caused the extreme poverty people find themselves in. Sometimes, the measure of one’s poverty to another can be very complicated since people lack different basic needs at a particular time. What one has is sometimes what the other lacks in the same community.

Because of the complexity of what poverty looks like and what it is, the United Nations included it among its Sustainable Development Goals. According to (Louche, 2019), United Nations defines poverty as a condition characterized by severe deprivation of basic human needs, including food, sanitation, education, and many other necessities. Since these are basic requirements, the United Nations being a world body of many countries, needed to address this problem, among the many other problems it is mandated to address. A health people mean a healthy world. Depriving the people of all these basic needs means impoverishing them and rendering them unproductive in their communities.

However, in this paper, the writer will try to look at some possible ways people can engage themselves in order to get out of the poverty they find themselves in order to live a descent life. This paper will also try to outline why the UN put poverty as its SDG 1, highlight the levels of poverty in the world, and suggest changes needed to take place in order to end poverty. It will further reflect on the possibility of ending poverty in relation to the education offered in many countries today, show how education can lead to a world without poverty and how this education can help improve communities now and in future.

**Main Body**

**Why choosing No Poverty as the first goal on UN list?**

Poverty must be the most embarrassing situation a human being can ever find himself or herself. It erodes all dignity in someone who is lacking in one way or the other and has no hope of changing the status quo. Of all the sustainable development goals the United Nations is trying to address, poverty is much more global and has been a big problem over the years. The rich are becoming richer while the poor are becoming poorer, especially in third world countries. (Kaylee, 2021) Says research reveals that, “about 10% of the global population, roughly 734 million people live in extreme poverty”. These are people who sleep without food, no decent shelter, have no sanitation services and are prone or exposed to diseases and ill-health, have no stable income, and have poor or no education, and many other basic human needs.

When people are lacking the most basic needs, it means they are detached from so many social amenities which a healthy human being is supposed to be enjoying. They become worthless and unproductive in almost everything they do. There are many consequences of poverty on the world population, some of which is social exclusion, poor mental and physical health, unfair work conditions, child labor and/or even abuse, (Louche, 2019). It is these consequences which make poor people unproductive and a burden to the economies of the world which makes the United Nations to put measures to reduce or end poverty so that people affected can be productive again. Without which poor economies will fail to address the consequences and allow poverty levels to increase in their countries.

The problem of extreme poverty is very visible in Sub-Saharan African countries where more than half of the poor live. Of course, some reasons for poverty could be civil wars that have characterized most African countries but as earlier mentioned, there are several reasons why poverty could be high in many sub-Saharan African countries. Statistics clearly show that in 2015, 736 million people lived in extreme poverty across the world but 56% of this population was in Sub-Saharan Africa, (Hauda, 2020). The two countries pointed out in Africa include Nigeria and the Democratic Republic of the Congo. Nigeria is one of the most populous countries in Africa and has been engulfed in religious civil wars that have divided and displaced many people leaving them in abject poverty. Congo DR on the other hand has had civil wars due to its mineral wealth the rich are fighting to have control over for many years now, coupled with diseases such as Ebola which have killed people in large numbers over the years.

Other than Africa, the poor are also spread in Asia affecting mostly the two most populous countries in the world, China and India. Despite the two countries doing everything possible to end poverty, it has proved to be very difficult to end poverty completely because of the two countries large population ratio between the poor and the rich. The United Nations has set SDG 1 to address poverty, not only in these two countries but also in the rest of the world, especially for Africa which seems not to have solutions to end extreme poverty for its people. It is also important to note that there are several other countries in Africa who have large populations of their citizens living in abject or extreme poverty and equally need international assistance for their people to come out of this poverty web.

Most world countries which have the high population of people living in extreme poverty have no capacity to fight off the challenges they are facing, for some of them are politically motivated, while others are self-inflicted due to selfish and greedy leaders who want remain in power forever even when they have failed to find solutions to the challenges facing their people. Because most poor countries have no capacity, the UN has come up with sustainable development goals to try and help, and poverty being a huge problem affected about 10% of the world population, it has received the first priority attention. Without ending poverty, all the other sustainable development goals may not be attainable.

**How extensive is poverty in the world?**

Poverty is literally seen in most communities of the third world countries like Zambia and many other countries. Children are being used to help fend for family needs, such as crushing stones for sale to concrete slab constructors or house builder, selling foodstuffs on the streets on in markets, herding cows and goats especially in rural areas, and are also involved in nursing and baby-sitting their siblings in cases where parents, especially the mothers, are going out to sell merchandize on the streets and at markets to raise income for their homes. Usually, the income raised is just to ensure there is food for a day.

Each day, one member of the family has to go out to look for something to eat and this demand for shared responsibilities. Because of this, many children also drop out of school in order to help in raising daily income for the family. Girls and young ladies indulge in commercial sex as sex workers, especially in urban places, just to have food on the table. This has also put the girls at risk of getting sexually transmissible diseases such as HIV/AIDS and many more. Child marriages are on the rise especially in rural communities where families depend on peasant farming produce to survive. Rich and wealthy farmers marry young girls, usually into polygamous marriages. Poor parents are quick to marry off their young daughters so that they make fortunes from the dowry paid by the groom’s family. For as long as people continue to live in extreme poverty and they do not receive the kind of education which will help them come out of their dire situations, such activities will continue to happen in poor communities.

(Lehohla, 2018) reveals that, “A whooping 1.3 billion out of 5.7 billion of the population of 105 countries are multi-dimensionally poor”. With this he means there are a number of challenges and problems families face in Sub-Saharan Africa, which contributes to the extreme poverty existing among many people. These people lack clean water and most African countries still have their citizens drawing water from rivers, dams and shallow wells and also lack sanitation facilities especially in high density and rural areas. People also do not have adequate nutrition as most foods they eat is usually of starch and mainly high in carbohydrates only, poor primary education leading to high illiteracy and curricular which does not empower its citizens on how to fight and come out of poverty, and suffer ill-health because the health care system is dilapidated. (Sackur, 2020) concludes to say “People are dying because of the collapsed health care system and patients are dying because doctors are not working due to low salaries” as in the case of Zimbabwe. Poverty has grave consequences and in countries where the economies are struggling, it’s the citizens who suffer the most.

Corruption, among other factors has equally contributed to the high levels of poverty most countries in Africa and world-over are experiencing this time around. This is why it is not always right to blame the poor for the situation they are in but question much the civic and political leaders, who themselves have a good standard of living. Much of donor funds have been provided to help tackle poverty in many countries but the money has ended up being misapplied or even stolen for personal gains by the leaders of the same poor countries and/or communities. Prices of commodities have been inflated by the officers given responsibility to look into the affairs of the poor with a view to pocket some of the money, depriving the intended beneficiaries. These and such acts have greatly contributed to the rise in poverty especially in African countries.

Lack of education for citizens would lead to not having skilled labor force, which just waits of government to offer its people jobs. Unfortunately, there are no jobs, especially to the youth who are the majority of the African population. It is clear that Africa hosts more than half the population of extreme poverty stricken people as one in every two of the poor is and lives in Africa. It is also true that Africa has the largest population of young people in the whole world accounting for about 60% who are jobless. The few jobs available are taken by a few educated youth and the rest have to find something else to do. This has led to the mushrooming of small scale business which can only raise enough for the day and no one seems to come out this poverty for many years.

**Changes needed to end poverty**

‘To every dark cloud there is a silver lining’ and surely to every problem discussed so far, there are always solutions. However, there is need to have focused and resolved leaders of each nation to take bold steps that would help countries take their people out of this poverty. (Sienicki, 2016) observes that, “too often we focus on immediate human needs without addressing the issues that create them”. Many organizations have come to Africa to try and help end poverty by giving hand-outs and food but have not come to teach people how to be self-sustained in terms of building or enhancing strategies to fight poverty. This has not helped much since the root cause of poverty has not been addressed. Solutions found or given are just but for a short time, thus people have continued living in poverty for a long time. Sienicki, therefore, reminds anyone willing to help end poverty to teach people the root causes and then try to find solutions to end poverty and its causes as opposed to providing alms for a moment.

Some wealthy countries and communities have blamed the poor for their situation that they are lazy or are not innovative enough to be able to come out of the poverty. However, it can also be argued that some wealthy communities are that wealthy because they have taken advantage of the poor, by not paying them good wages or salaries that can help them come out of their poverty. Some countries have high taxes which their citizens pay thereby taking away a larger part their meager earnings. If poverty has to end, we need to stop placing tax burdens and burdens of escaping poverty on individuals living in poverty and change the systems that force people to remain in poverty. We need to involve and empower the entire communities that are poverty stricken to be able to do things on their own and not just to give them hand-outs, which will just last for a short moment. (Sienicki, 2016) summarizes her argument that, “systematic poverty can end by doing things with people and not for the people”. Indeed, much of the poverty we see is caused by people that are in advantageous positions and get richer by having other people remain in poverty. Charity organizations have come up, supported by donor funds and are thriving because other people are poor.

Involving communities alone is not enough if their skills to solve their own problems are not enhanced. People need to learn how to serve the little they have and invest it in profitable activities. This is not easy but it can be learned and practiced. Whoever intends to help poor communities must ensure to impart lasting skills to make this that will help solve the challenges people are facing. (Ojomo, 2017) observes that it is better to teach innovations, which are practical solutions to real problems and help develop products that are simple and affordable for the people. For instance, most African communities have a challenge of lack of electricity or erratic power supply. Because of this challenge, poor communities use candles and even kerosene lamps, which are a hazard to grass thatched roofs of their houses. These houses usually catch fire time and again because of the fires from either candles or kerosene lamps. A good innovation one would teach these communities, which is cheaper and safer, is to promote the use of solar lights. These may look to be expensive to buy but end up to be cheaper for they will not have to buy kerosene or candles and give much brighter lighting in their huts/homes. The solar lights are also simple to use. (Fusso, 2015) also confirms that we need to focus our talents on how we can better distribute some of the good existing inventions, such as the solar lights and bio-gas stoves to communities that need them the most. These are solutions that are sustainable and can help reduce or even end poverty over time.

The education system and its curriculum need to be revisited. The education system must answer to the challenges and problems people are facing on how to fix them once and for all. People must be taught how to survive in harsh conditions, taught their rights to food, shelter, education, health, sanitation, and many other social services so that they are able to voice out when their government leaders are not using their resources prudently and to their satisfaction, even when they are living in extreme poverty levels. The education provided to the citizens should be that which invokes their innovative skills and promotes problem-solving, and not education which more theoretical and irrelevant to the current trends.

On international level, poor countries have struggled to do profitable trade with wealthy countries. Take for instance, bilateral and multi-lateral trade at the London Stock Exchange. Most poor countries sell their minerals at prices determined by the buying countries and these are usually the wealthiest countries. Like for Zambia, the main foreign exchange earner is copper which when floated at the London market, China the main buyer of the copper decides at how much Zambia should sell the copper. Because Zambia does not add value to the raw copper and does not have the capacity to do so, it sells the mineral at the price China decides to buy it at any particular time. If Zambia does not agree to the price, buyers don’t buy and the country loses more for not accepting to sell. This is the foreign exchange, if well managed by our national leaders, which can help the government to offer social services to its citizens. Unfortunately, the proceeds of the mineral wealth are not predictable and when the money is realized, corrupt leaders end up misappropriating or misapplying the resources, thereby not helping to end the poverty in the country. Wealthy and rich countries must allow poor countries to fix the selling prices for their strategic and important foreign exchange earning natural wealth if poor countries are to get the maximum benefit from the resources. This money will subsequently be used to fight poverty in poor countries.

**It’s possible to end poverty**

It is possible to end poverty for as long as there is a concerted effort and good will. All what people in extreme poverty need are to be imparted with innovative skills. The world reduction in the poverty levels is a positive affirmation that poverty can end. (Kaylee, 2021) explains that poverty globally was at 35% in 1990 and it now stands at 10%. This is a big progress and an assurance that it is possible to end poverty and bring it to 0%.

(Nguyen, 2017) emphasizes that ‘we don’t solve poverty by simply throwing money around, we solve poverty by helping people create opportunities for themselves’. It is not money that will end poverty but innovative ideas that will help people have access to someone who would help create opportunities in their lives. In our rural communities, some micro-financing organizations, which are non-profit making, have come to teach rural people, especially women on how to serve their money just in their own villages. This is called ‘Village Banking’. It has helped rural women to serve and earn some profit on their savings. Because of this, some have graduated from just selling few vegetables to now owning goats or even cows which are worth much more in value. They are able to drink milk from their goats or cows and even sell much of it to earn more than they would from vegetable sales. With the earnings from milk sales and/or even selling the goat or cow, more nutritious foods, medicines, clothing, sanitary items, and beddings could be bought for home use and decent houses built as shelter. All this can only come if people are empowered and educated about innovative skills that can take them out of poverty at the level they are.

There has been emphasis by many economies to invent new things as a sign of development and growth as a country. Indeed, inventing new things uplifts the world rating of a country but rarely takes its citizens out of poverty. Good inventions, however, are those which help in solving people’s challenges and will subsequently uplift the standards of living. For instance, deforestation has been one of the major challenges countries like Zambia face due to a number of reasons. A larger population of the citizens has no access to electricity connectivity as a source of energy for cooking. Others cut trees and make charcoal for sale in order to raise money for other uses. A good invention, therefore, is an improved brazier for citizens still using charcoal for it uses less charcoal compared to the ordinary brazier. Also the use of bio-gas stoves in the rural area helps lessen indiscriminate cutting of trees.

Inventing alone, however, is not enough. Good inventions which are supposed to be used for the benefit of the citizens must reach the intended targets so as to lessen the damage on the environment, thus improving the living standards of the people. Most inventions have been kept out of reach of the people that need them because they could be very expensive and/or very far away from the areas in need of the product. (Fusso, 2015) clarifies that If you want to change the world, stop inventing but focus on how you can distribute these inventions to people who need them to end poverty. He sees the missing link between the suppliers and the communities in need as very important if inventions were to serve their purpose of helping address poverty issues.

Most extremely poor people will not engage in any money generating activities because they lack even the basic capital to do so. (Hauda, 2020) stresses that there is ‘need for social protection measures including social assistance transfer funds to fill existing poverty gaps and raise more vulnerable people to a minimum income base’. Even when this assistance is granted, these people still need supervision and guidance in the initial stages on how to remain financially disciplined so that substantial profit is realized before they begin spending to solve many problems the people are facing. Incentives must be provided by government to these vulnerable groups of people by cutting or doing away with some taxes which includes them if poverty is to be reduced or ended. Deliberate policies are important to ensure there is sustainability with the social cash transfers so that families can increase their income on a daily, weekly or monthly basis.

Covid – 19 has had a negative effect especially the strides countries had made toward taking their citizens out of poverty. Poor countries, especially in the Sub-Saharan Africa have seen a rise in poverty because bilateral as well as multi-lateral trade has been affected. Countries are not trading as much as before the pandemic first started, borders have been locked-down for months thus affecting the income flow in and out of countries. (Sachs, Schmidt-Traub, Kroll, Lafotrune, Fuller, & Woelm, 2020, p. 6) in their report warned that, “some poor countries will face devastating poverty as they lose a high proportion of their incomes from commodity exports, tourism and remittance flows”. This has been evident especially for poor countries as they cannot raise the much needed revenues even to continue offering the social services to the poor people. Commodities prices on the market have also increased and some items even not found during the lockdowns in most poor countries. This has also made the poverty and hunger to increase to levels beyond control since revenues have gone down when social spending is rising on a daily basis. The good news, however, is that vaccines are being produced and are now reaching third world countries. This brings hope to the poor and that the quest to have poor communities to come out of the poverty bracket will soon be realized. According to (Louche, 2019), the aim of SDG 1 is to eradicate poverty world-over and this is its first target that must be achieved by 2035.

**A world without poverty through education**

Through education, human beings become knowledgeable of many things and when they apply this knowledge, they are able to solve many challenges that affect them. Poverty, being a global effect, requires that people get the education that teaches them innovation so that they are able to solve problems that affect them socially and consequently come out of the poverty they are in. Education is the best equalizer in society for the poor to come out of their poverty state. Through education they will be empowered with innovative basic and entrepreneurial skills to be able to create items they can use to solve immediate problems and even as they help others to do so in their own communities. (Chin, 2019) confirms that “education is the basic condition for humans to develop themselves, to find their innate potentials, and to discover their talents”. Without education, even at primary level, one would be sitting on their talents due to lack of someone to rekindle them so they can discover what they are capable of doing and help solve their challenges and those of their immediate communities. It is important to get the education as it sharpens one’s embedded skills and talents to a level where they can help solve the most challenging issues of society.

Most times people live a life that is not equal everywhere in the world, but some inequality must not be left unchecked or allowed to continue. The answer lies in educating the people that live in poverty so that they can help their families come out of poverty. For instance, in India, a caste system is practiced and has tagged a section of society as belonging to the poor clan or caste for as long as they live. This is worsened as they do not even receive equal education as other caste of value in their societies. Therefore, in order to change the status quo, there is need to have the lower caste people to get the education which would one day make them and their families come out of poverty. Education can combat inequality like for India, where they have caste and gender inequality, and thus breaking the cycle of poverty, (Chin, 2019). The truth is that if all people receive the education that they need, everyone including the poor will have a chance to accumulate wealth which will subsequently make them and their families come out of poverty and maybe live a better life outside the caste system being practiced in India. So, it is only their educations that can help change the status quo.

Education is power and a likely avenue that most poverty in the world could be eliminated as seen and heard from most prominent people confessing what it can do. (Kwaku, 2020) quotes Nelson Mandela who emphasized that “education is the most powerful weapon you can use to change the world”. If the world is to change for the better, it is clear that education must come first for it enhances quality in all things people know and do and increases knowledge so that man can do things in a most standard and acceptable way. For most poor people, sometimes it is not lack of money but lack of education in things they do as quality and basic knowledge to do them better would be lacking in an individual. Once educated, people are able to apply their acquired knowledge and use the skills in order to change the world. Confucius, a Chinese philosopher also says if your plan is for a year then you need to plant rice; if your plan is meant for a decade then you will need to plant a tree because you will harvest what you want in ten year. But he further goes on to say if you are planning for a century, you definitely need to educate children. This is because over a span of 100 years, the educated children will surely contribute immensely to the development of both themselves and the society they live in.

Education has an impact on our wellbeing and our day to day life. Living in poverty is sometimes synonymous to lack of education. When people receive the education, they will understand the importance of washing hands after using the toilet, that it is the main way to avoid germs getting into our bodies to cause other diseases such as cholera and typhoid. When people get the education, they will understand the food value and eat foods that are healthy and help build their bodies in order not to be malnourished. A malnourished human being will not thing properly even when the challenge they are facing only needs a simple thought to solve. They will continue living in poverty because the brain has not been challenged to think innovatively whenever faced with social or economic challenges. (Kuper, 2014) observes that ‘Poverty directly impacts a person’s neurology and changing the brains of poor children is the key to helping them step out of poverty’. For as long as the brain is not challenged to think critically from a tender age or from childhood, people will usually find it a big challenge to solve their problems even when the case was a simple one. The brain needs to be trained to think critically and be innovative in times of crisis and social challenges.

According to (Kwaku, 2020), ‘Benefits accrued to education are not merely as a result of number of years of schooling but they are linked to the skills acquired, thus using these skill to develop themselves and their communities’. This is evident to a number of people that have enrolled for adult education or school drop-outs who have in a short time being able to do well in school for as long as they are focused and want to learn. What is learned in a short period of schooling can as well go a long way if the education offered is meant to challenge the brain to think critically, logically and innovatively to solve problems man faces on a day to day situation. It must be sustainable education which eventually will take people out of poverty. Everyone can learn and this education must be inclusive so that the extreme poverty populations are able to solve their problems with ease. So, innovation and adaptation of the education system offered to the poor population, is key, if they are to come out of poverty.

Many times the education that is offered to the poor communities is not the education that answers to the questions the poor people are pondering about each day they wake up. Because it is so, the people do not see the need to have this education. The school curricular must involve the people in the community and embed their day to day challenges so that they learn how to live with and solve them with no much external assistance. Most school curricular are so detached from reality and do not involve community members in their formulation and/or implementation. Community involvement is a great substitute which has been proved world-over to achieve results in changing systems, (Kwaku, 2020). When people are actively involved in their own project, the value what they get out of them and ensures that the projects or activities they are involved grow to big organizations, which ends up serving many other members of the community in a greater way.

**Education improves communities, empowers generations to reduces poverty**

The nature of challenges and problems are changing each and every day. Diseases that are breaking out have no solutions medically today; the seed variety farmers plant today require different conditions far much different from the weather conditions of the previous years in order to grow well; their grain storage is equally becoming computerized and a farmer needs to have this knowledge if they are to survive and remain relevant to their career, and so many issues that require up-scaling for future human survival. The education, therefore, which people living in poverty needs is one which will help them solve their problems amicably and ultimately the education that will take them out of poverty.

Since governments of the world are having challenges providing employment to everyone, including the majority poor, there is no need to continue giving an education which is more theoretical than practical. All the poor people need is to be empowered with skills that will help them solve their own problems and those of their communities they live in. The education most countries offer not educating poor people to fend for themselves in future but to remain expecting someone to employ them. Education should educate children and all learners for the future and prepare them for the world of work. (Ventilla, 2016) challenges educators by revealing that ‘the model that we have for educating children is a mass production or a factory model, which doesn’t provide an individualized experience to the individual learners’. This kind of education is surely not going to be of much value when children grow up as their individual needs were not taken into consideration during their school years. They were trained to do what others do and not what they could do in their individual capacity. Because the education they received did not invoke much of what they are and what was in them, they fail to actualize what the curriculum offered them even when their talents were enhanced either to be able to do what they are good at.

It is important for people in poor countries and communities to seek education especially when their governments show willingness to have their population be educated. In most countries, education is one of the rights its citizens must enjoy. The United Nations also has the SDG 4 on quality education to be offered to the people. This is because the UN values education, just as it seeks to eliminate or end poverty under SDG 1 – No poverty. The right to education is the most significant poverty eradication tool poor people could ever have and they cannot afford not to be knowledgeable at any given time. The knowledge gained can be a weapon for the poor because one day it will definitely work for their defense and it will help them leave the poverty bracket of the people perceived low and worthless in society. Therefore, in order to escape poverty, learning a relevant skill is one of the best strategies countries can implement for the poor communities and families in order for their people to come out of the extreme poverty (Practical Wisdom, 2021).

Comparably, rich and wealthy countries’ children tend to do better than children from poor and impoverished countries, especially in the Sub-Saharan African countries. Children from poor countries and families will go to school which over-enrolls, such that they always sit on the floor or ground when in class making it difficult to write properly. Some, like in Zambia, have to walk long distances, more than 5km to get to the nearest school and sometimes they have to cross streams and rivers, which flood during rainy seasons. School also lack materials for teaching and learning but still children have to be in school and compete with children from advantaged societies. (Dyson, 2016) explains that, ”Children from poorer backgrounds tend to do worse at all stages of education, including higher education, than their peers from more advantaged backgrounds and they go on to have poorer life chances”. This unfairness must inspire children from the poor countries and communities to do more and move themselves out of this bracket given a chance to have an education. The situation can change with good and skill-based education offered to the poor people. Education to be provided to the poor must invokes critical and innovative thinking and be one which shapes the brain into problem-solving organs. (Kuper, 2014) argues that, ‘With a positive learning environment and brain based learning strategies, we can positively impact the brains of poor children, actually changing them into analytical and problem-solving organs that will help many poor children come out of poverty now and even in future’.

**Conclusion**

Poverty is still a very big challenge as noted in this paper and thus the main reason the UN set it as goal number one. The population of the people in poverty is still very high at 10% of the world population and the most worrisome issue is having more than half of that population at more than 56% concentrated in one region – the Sub-Saharan Africa and largely in two countries, Nigeria and the Democratic Republic of the Congo. This is not right and the targets to redress this situation have been lined up under the SDG 1. It can also be concluded to say a large number of the people living in abject poverty are youths since they constitute more than 60% of the African continent population. If the poverty situation is not addressed, Africa will remain poor for many years to come for as long as the over 60% population is living and an increase is eminent.

It has also been outlined that poor education contributes to the rise in poverty world-over. The education system which does not empower its population to solve problems as they come and find lasting solutions is not a good education. Therefore, it has been explained that there is need to teach self-sustainability and not giving hand-outs in order for the poor to solve their own problems. It is important to do things with the people and not doing things for the people. This kind of education will create a mind of ownership to the general population and help them learn innovative ways of doing things productively, for themselves. It has also been outlined that it is better to teach innovation as opposed to invention. Many things have been invented already but will not move people out of poverty if the inventions are not targeted the poor and are not made simple for their easy and effective use to solve their problems. Help communities to come up with small scale business ventures so that they can generate stable income for their daily survival and possibly grow into big entrepreneurs in order to end poverty.

Education stands out as the main avenue poor people can easily and quickly come out of poverty, even when there are pandemics breaking out time and again globally. Knowing what to do in times of such pandemics and saving lives at individual, family and community levels ensures that families are healthy and thus come out of extreme poverty. The governments must ensure that provides the basic services such as schools, health facilities, social care and even cheaper food if the poor populations are to come out of the extreme poverty. All these services provided (Dyson, 2016) concludes to say “there is every prospect that a sustained and effective attack on poor outcomes can be mounted”. However, without quality education, all would end up not being beneficial to the poor communities and people will continue to live in extreme poverty. Education remains the main core of the sustainable development among the poor communities for it is the best equalizer in everything, which may be unfairly executed for the people.

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