Chapter 5
Effects of Quality Education on Sustainability in Developing Countries

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ABSTRACT

The effects of quality education on sustainability in developing countries is studied in this chapter. Different categories of developing countries include: high developed developing countries, low developed developing countries but have huge resources, and simply low developed developing countries. This chapter concentrates on low developed developing countries because their people badly need to develop. Essential issues in these countries are summarized and the main problems of achieving quality education are given. The negative effects of low-quality education on sustainability are introduced. Some solutions and recommendations are proposed and the positive effects of quality education on sustainability in low developed developing countries are illustrated.

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1. INTRODUCTION

In this paper the effects of quality education on sustainability in developing countries will be studied. There are different categories of developing countries, namely high developed developing countries, low developed developing countries but have huge resources, and simply low developed developing countries.

The concentration in this paper is on the third category of low developed developing countries due to the fact that the people in those countries need to develop badly.

In this section, an introduction of the essential issues in this paper will be summarized. In section 2 the main problems of achieving quality education in low developed developing countries are given. In section 3 the negative effects of low-quality education on sustainability are introduced. Some solutions will be proposed in section 4 and in section 5 the positive effects of quality education on sustainability in low developed developing countries are then illustrated. In section 6 recommendations are given and in section 7 the conclusion for this paper is explained. Finally, the used references, additional reading list, and some definitions will be given.

2. MAIN PROBLEMS FOR ACHIEVING QUALITY EDUCATION IN DEVELOPING COUNTRIES

To discuss the main problems for achieving quality education in developing countries, a differentiation between the high developed developing countries like Malaysia, the low developed developing countries with huge resources like Kuwait, and low developed developing countries like Somalia has to be taken into consideration. In this work concentration will be on low developed developing countries.

The main ten problems are as follows:

Memorizing Instead of Critically Thinking

This is the most crucial problem in many low developed developing countries like Somalia. It is the easiest way for the teachers to teach and for the students to learn. Stressing critical thinking is very tiring for the students and much more tiring for the teachers. In mathematics for example many teachers are just writing the theorem and its proof on the board and the students copy and memorize both, while the recommended way is to write the theorem and its assumptions on the board then asking the students to help in proving the theorem while seated or better on the board. In this case the students will start to learn how to think critically and even enjoy it with the time (Krantz, 1993).

Cheating

Due to severe social problems in several low developed developing countries, cheating is tolerated and will not be punished. Some of the reasons are the extremely unfair system of distribution of wealth among all people in those countries, the high percentage of very poor people, the high percentage of uneducated parents, and the hard-working children of poor and/or uneducated parents.