Chapter 6
Education for Sustainable Development as a Way to Avoid Dutch Disease: The Case Study of Azerbaijan

Naib Alakbarov
Uşak University, Turkey

Khayala Javanshirli
Uşak University, Turkey

ABSTRACT
The productivity of a country’s economy depends heavily on technological development. If the labor factor is more productive, a workforce can produce more goods and thus accumulate more physical capital. As a result, more is being invested in the country, growth and prosperity increases. A world population of 7 billion people and individuals and communities with limited natural resources must learn to live together in a sustainable way. The Sustainable Development Goals (SDGs) were adopted in September 2015 by the United Nations General Assembly in New York. Real progress will be difficult if not all children and young people worldwide receive quality education. Therefore, education plays a central role in the SDGs. This chapter also refers to the education for sustainable development (ESD) concept and the importance of this concept for Azerbaijan. While explaining this concept, it emphasizes that in Azerbaijan this phenomenon may be an important factor to avoid Dutch disease. In the study, the effect of education on economic development in Azerbaijan was analyzed.
INTRODUCTION

Economic development refers to quantitative progress and qualitative change and development in an economy. Economic development generally means adoption of new technologies, a transition from agriculture-based industry to an industrial economy, and general improvement in living standards. Economic development is the process via which countries with low living standards have become countries with high living standards. A longer life expectancy, higher productivity, higher literacy rates and better social education are the results of economic development. In addition, sustainable development secures the quality of life of the present generation while giving future generations the opportunity to shape their lives.

In the economics literature, many studies have examined the effect of education on economic development. The general result of these studies is that education is one of the most important factors in terms of economic development of countries in the long term. John F. Kennedy explains the importance of education for countries thus: What is more expensive in the long term than education is the lack of education? Also, when education is included in the growth model, the multiplicity of the educated years is insufficient. In other words, education has an economic impact only to the extent that it carries higher qualifications. The increase in the number of students enrolled in schools or universities is not solely enough for economic development because the quality of education is more important (Wößmann, 2007).

Education increases the quality of the human factor in the development process, provides the development of other sectors by providing individual, social and external benefits and determines the level of technological development. The level of education and the amount of qualified manpower in the economy, which is an important indicator for explaining international development differences, are among the main requirements of development (Tunç, 1993).

A good and productive workforce can lead to growth and prosperity through the use of other resources. As one of the most important determinants of economic development, the impact of education can be divided into indirect and direct effects. The direct effect of education is focused on increasing labour productivity through improved educational levels and relevant skills. In addition, education is important in terms of transferring the environment and values required for the implementation of new technologies. The indirect effects of education are related to innovative qualities and include effects such as encouraging the division of labour and machinery, increasing the willingness to invent and innovate, and reducing the period needed for innovations to enter the production process (Graff, 1995).
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