



Education and Development in the Third World: Structural Barriers, Pedagogical Stagnation, and Pathways to Reform

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ABSTRACT

Education occupies a central position in the global development agenda, having been designated as the fourth Sustainable Development Goal by the United Nations Development Programme, with the explicit aim of ensuring quality education for all by 2030. Despite this international commitment, significant disparities in educational access, quality, and outcomes persist between developed and developing nations, with Third World countries continuing to face deeply entrenched structural challenges that impede educational progress and, by extension, sustainable development. This study examines the fundamental issues confronting education in the developing world through a comparative analytical framework, drawing on secondary data sourced from international organizations, peer-reviewed literature, governmental databases, and non-governmental organization reports. The study traces the conceptual evolution of education, examines contemporary pedagogical methodologies employed in developed nations, and critically analyzes the principal barriers to educational advancement in Third World countries. The findings identify colonial educational legacies, chronic underfunding, inadequate physical infrastructure, poverty, poor instructional quality, health-related barriers, and the compounding disruptions of the COVID-19 pandemic as the primary obstacles to educational development in these regions. The study further situates these challenges within the broader theoretical framework of the race between education and technology, demonstrating that developing nations remain trapped in a cycle of educational stagnation that constrains human capital formation and developmental progress. The paper concludes with targeted policy recommendations aimed at systemic educational reform, emphasizing the urgent need for decolonization of curricula, increased public investment, infrastructure development, coherent national education policies, and labor market alignment. The study underscores that meaningful educational transformation requires long-term commitment from governments, academic institutions, and civil society, and that such transformation is an indispensable prerequisite for sustainable development in the Third World.

1. Introduction

Education has been designated as the fourth of the 17 Sustainable Development Goals (SDGs) adopted by the United Nations in 2015 under the 2030 Agenda for Sustainable Development. SDG 4, titled “Quality Education,” seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015). The placement of education as a standalone goal reflects the global recognition that education is both an intrinsic human right and a foundational driver of sustainable development. The goal extends beyond mere access to schooling and emphasizes equity, learning outcomes, and lifelong learning. Contemporary scholarship increasingly identifies education as a powerful catalyst for socioeconomic transformation, human capital formation, poverty reduction, gender equality, and democratic participation (World Bank, 2023; UNESCO, 2024). Investment in education has been empirically linked to economic growth, improved health outcomes, and enhanced social cohesion (Hanushek & Woessmann, 2020; OECD, 2023).

However, despite significant global commitments, many developing countries continue to experience persistent structural barriers to delivering quality education. According to the most recent data from UNESCO (2024), approximately 64 million children of primary school age remain out of school worldwide. Sub-Saharan Africa accounts for the largest share of this population. Furthermore, global gender disparities persist: in low-income countries, girls remain more likely than boys to be excluded from schooling, particularly at the secondary level (UNESCO, 2024; UNICEF, 2023). Beyond access, learning poverty remains a critical concern. The World Bank (2023) estimates that 70% of 10-year-olds in low- and middle-income countries are unable to read and understand a simple text, indicating a profound crisis in foundational learning. This highlights that the challenge is not solely enrolment but the quality and effectiveness of educational systems. In contrast, many developed nations have strengthened human capital development through evidence-based pedagogical innovation, digital integration, learner-centered methodologies, and robust teacher professional development systems (OECD, 2023). Contemporary pedagogical approaches emphasize critical thinking, problem-solving, collaborative learning, and technological literacy, aligning education with the demands of knowledge-based economies (Darling-Hammond et al., 2020). Nevertheless, numerous Third World countries remain constrained by structural inequalities, insufficient public financing, inadequate infrastructure, teacher shortages, and outdated instructional approaches. These systemic limitations restrict the transformative capacity of education as a tool for sustainable development (UNESCO, 2024).

The term "Third World" refers to developing countries characterized by high poverty rates, limited economic and industrial growth, and low living standards (Corporate Finance Institute, 2022). During the Cold War, the phrase was used to

designate nations that were not aligned with either NATO or the Warsaw Pact (Encyclopaedia Britannica, 2023). However, the term "Third World" is now widely regarded as outdated and pejorative, with "developing countries" being the preferred designation in contemporary academic and policy discourse (Investopedia, 2022).

Developing countries face considerable obstacles in providing adequate education to their citizens. Educational opportunities in these nations are frequently constrained by insufficient funding and resources, a shortage of qualified teachers, and limited physical access to schools, particularly in rural areas (United Nations, 2022). In Sub-Saharan Africa, for instance, adult literacy stands at approximately 65%, and over a quarter of children between the ages of six and eleven are not enrolled in school (UNESCO, 2022). Furthermore, developing nations tend to exhibit high student-to-teacher ratios, with the average in low-income countries recorded at 43:1 (United Nations, 2022). These compounding factors contribute to diminished educational achievement and overall quality.

Nevertheless, measurable progress has been made in expanding educational access across the developing world. School attendance in low-income countries increased from 83% to 93% at the primary level and from 18% to 44% at the secondary level between 2000 and 2019 (United Nations, 2022). In response to persistent educational deficits, many nations have implemented targeted policies aimed at improving both access and quality, including the provision of free primary education, school feeding programs, accelerated teacher recruitment, and the construction of additional school facilities (UNESCO, 2022). Despite these efforts, significant barriers remain, particularly for marginalized groups such as girls, children with disabilities, and those residing in rural communities. Addressing these challenges will require sustained increases in domestic investment as well as continued international support for education.

To critically assess the quality of education in this context, it is first necessary to engage with the foundational question of what education is and what it is intended to achieve. This definitional inquiry must be situated within a theoretical framework that acknowledges the inherent contradictions and contested nature of existing definitions. Once a working definition of education is established, the standards by which educational quality is measured become more discernible, as quality is fundamentally shaped by the methods through which education is delivered. Given that Third World countries face significant limitations in the adoption of contemporary educational methodologies, a theoretical examination of pedagogical approaches is essential to understanding the broader challenges confronting these nations. In this regard, it is instructive to trace the evolution of educational systems from historical models to the approaches currently practiced in developing countries, while also examining the methodologies adopted by developed nations.

A closer examination of educational and pedagogical conditions in the developing world reveals a series of entrenched and ongoing educational crises, each of which has profound implications for national development. These crises are not isolated phenomena; rather, they are deeply interconnected, collectively ensnaring developing countries in a cycle of educational stagnation. This dynamic cannot be meaningfully addressed without critical and sustained inquiry into its structural causes. The present study, therefore examines the relationship between education and development, aiming to contribute to a more comprehensive understanding of these persistent challenges.

2. Literature Review

Education remains one of the most extensively discussed subjects in academic and policy discourse. Despite sustained scholarly engagement, no universally accepted definition has emerged, as the concept has been interpreted differently across philosophical, sociological, and developmental traditions (Peters, 1966; Durkheim, 1956). The multiplicity of definitions reflects the evolving intellectual history of education as both a normative and institutional practice. In classical philosophy, Aristotle conceptualized education as the cultivation of virtue and rational excellence necessary for human flourishing within the polis. In *Nicomachean Ethics and Politics*, Aristotle emphasizes the formation of moral character and intellectual virtue as the central aim of education (Aristotle, trans. 2009; 2013).

Similarly, John Amos Comenius, in *Didactica Magna*, articulated education as a universal and systematic process designed to develop a complete human being. Comenius advocated for holistic development encompassing knowledge, morality, and piety, and is widely regarded as a foundational figure in modern pedagogy (Comenius, 1657/1896). In the twentieth century, R. S. Peters reframed education within analytic philosophy. In *Ethics and Education*, Peters (1966) argued that education should be understood as initiation into “worthwhile forms of knowledge,” emphasizing rational understanding, conceptual clarity, and intellectual autonomy rather than mere training or conditioning.

A parallel holistic perspective is found in the work of Mahatma Gandhi, who proposed the model of *Nai Talim* (Basic Education). Gandhi conceived education as the integrated development of the “head, heart, and hand,” combining intellectual learning, moral discipline, and productive manual labor (Gandhi, 1937/1962). His approach sought to align education with ethical self-reliance and social responsibility. Across these varied formulations, a shared theme emerges: education is fundamentally a transformative process directed toward human development and refinement. Beyond individual formation, education also functions as the primary mechanism

through which societies transmit collective knowledge, cultural norms, and social values across generations (Durkheim, 1956).

Extending this moral dimension, Martin Luther King Jr. asserted in his 1947 essay *The Purpose of Education* that “intelligence plus character, that is the goal of true education” (King, 1947). This formulation underscores that education must cultivate ethical responsibility alongside intellectual competence. From a development-oriented perspective, Elizabeth King emphasized the structural role of education in socioeconomic progress. Writing within the framework of the World Bank Education Strategy 2020, King (2011) argued that education is fundamental to development because human cognitive capacity underpins advancements in health, agriculture, governance, and economic productivity. This perspective reinforces the integral relationship between educational expansion and national development, particularly in low- and middle-income countries.

3. Material and Methods

This study aims to compare educational access, quality, and outcomes between developed and developing countries through a systematic review of existing literature and data. A secondary research design was adopted, as this approach is well-suited to addressing the stated research questions and enables the synthesis of a broad range of evidence without the constraints associated with primary data collection.

Quantitative and qualitative secondary data will be gathered from a range of credible sources. International organizations, including UNESCO, the World Bank, and UNICEF, will serve as primary sources for education statistics pertaining to enrollment rates, literacy levels, average years of schooling, and educational attainment. Peer-reviewed academic journals and institutional reports will provide qualitative insights into educational quality, resource availability, curriculum design, and pedagogical practices. Additionally, government databases will be consulted for country-level statistical data, while reports produced by non-governmental organizations (NGOs) will offer contextual perspectives on educational conditions in developing nations.

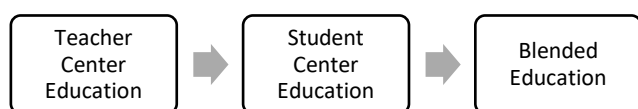
A comparative analysis will be conducted between developed and developing nations across the following dimensions: access, as measured by enrollment ratios and out-of-school rates; resources, as indicated by pupil-teacher ratios and public expenditure on education; quality, as reflected in teacher qualifications, curriculum standards, and learning outcomes; attainment, as assessed through literacy rates and average years of schooling; and equity, as examined through gender parity indices and disparities across income groups. Limitations pertaining to data availability, quality, and cross-national comparability will be acknowledged and addressed throughout the analysis. The findings will synthesize the key differences in

educational access, quality, resources, and outcomes between developed and developing countries, and will derive the principal challenges facing education in the Third World.

4. Results and Discussion

4.1. Education Methodology and Development

Just as the definition of education is complex, so too is its relationship with the concept of development. The concept of development has evolved considerably over time, acquiring an increasingly dynamic character, and educational methodology has undergone parallel transformations. In order to appreciate the role of education as a driver of development, it is necessary to examine the evolution of pedagogical approaches and the methodologies that have underpinned educational practice



across different historical periods, as illustrated in Figure 1.

Figure 01: Evolution of education methodology

Teacher-centered education was the predominant model in both early Asian and European educational traditions, placing considerable reliance on the authority of the teacher and organizing all instructional activities around the teacher's direction. Over time, student-centered education gained prominence, disrupting the teacher's monopoly and creating greater space for learner agency and independent inquiry. Contemporary educational practice has largely moved toward blended learning, which integrates elements of both approaches and is widely employed across developed nations. This shift has been further reinforced by the increasing normalization of technology in educational settings, as illustrated in Figure 2, which categorizes modern teaching methods according to the degree of teacher-student orientation and the extent of technological integration (Teach, 2020).

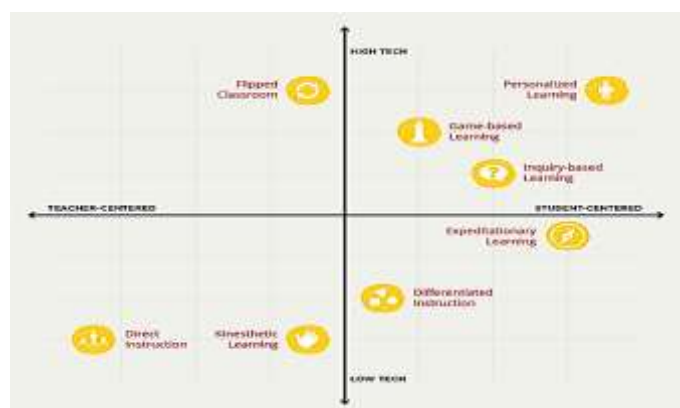


Figure 02: Teaching Methods (Teach, 2020)

However, it would be mistaken to assume that this pedagogical evolution has occurred uniformly across all countries. In many of the world's most populous developing nations, educational practice remains rooted in outdated methodologies, with the use of technology being severely limited. This directly compromises educational quality and perpetuates a chronic crisis that is transmitted from one generation to the next. It is within this theoretical context that the adverse impact of underdeveloped educational systems on the broader development trajectory of developing regions becomes most apparent. Teacher-centered instruction remains the prevailing model across a large number of developing countries, and the failure to modernize educational approaches has entrenched structural deficiencies in educational quality. A systematic analysis of these interconnected challenges is essential to understanding the educational trap in which many developing nations find themselves, and to identifying viable pathways toward improvement.

4.2. Third World Issues in Education

A foundational premise of educational theory and methodology is that education contributes to the development of both quantitative and qualitative human capital. This is reflected in the definitions of education discussed previously, which encompass concepts such as productivity, economic capacity, and character formation. The preceding section examined the new educational traditions adopted by Europe in adapting to the modern world while preserving these dual values. However, the Third World has not yet been able to pursue a comparable trajectory of rapid development through education. To analyze this situation, it is necessary to critically examine the chronic and persistent structural problems that afflict education in developing countries.

a. Colonial Education

Developing countries across Asia, Latin America, and Africa, including Sri Lanka, have formally achieved independence from colonial rule for several decades. Nevertheless, the legacies of colonialism continue to exert a profound influence on key institutional domains, including the legal, economic, and educational sectors, where colonial structures and frameworks remain deeply embedded. This persistence is largely attributable to the entrenched traditional character of these societies. In particular, the educational systems established under colonialism were not designed to advance human civilization or cultivate future generations capable of independent development. Rather, they were structured to serve the trade and political objectives of imperial powers, producing a workforce capable of sustaining colonial administrative machinery. Since importing officials from the imperial homeland was prohibitively costly, colonial powers sought to train a local civil service within the colonies themselves. The educational frameworks that emerged from this process were modeled on European methods that were already more than a

century old, and while developed regions continued to experiment with and refine their pedagogical approaches, developing countries remained static within these inherited systems.

As a consequence, developing countries have been unable to transition toward blended or technology-integrated educational models. These nations have largely treated colonial education as a cultural inheritance, with resistance to reform evident at the level of the state, the elite, and the general population alike. The developmental costs of this stagnation are considerable. The human capital produced through colonial educational models remains oriented toward an outdated social and economic order, and has failed to generate the innovative workforce necessary for sustainable national development. This enduring educational legacy has therefore undermined the very human capital formation that is prerequisite to long-term development, further widening the gap between developing and developed nations.

b. Limited Educational Expenditure

Global expenditure on education has increased substantially in recent decades, representing a broadly positive trend. The average global education budget stood at approximately USD 1.3 trillion in 2000, a figure that tripled to USD 3.3 trillion by 2012. However, this aggregate growth obscures a significant disparity in the distribution of educational investment between developed and developing nations. Countries within the Organisation for Economic Co-operation and Development (OECD) allocate approximately 11.3% of their government expenditure to education, with an average per-student expenditure of USD 10,493 annually. OECD member states have also increased spending on primary and secondary education by approximately 20% since 2006 (OECD, 2021). These figures demonstrate that developed nations have made substantial and sustained commitments to educational funding.

By contrast, developing countries allocate a considerably smaller proportion of their GDP to education, primarily due to limited government revenues. This fiscal constraint directly contributes to the continued deterioration of educational quality in these nations. Despite robust growth in OECD educational expenditure, overall global public spending on education has increased only marginally, rising from 13.8% of total government expenditure in 2000 to 14.1% in 2019, indicating that the majority of developing countries have not achieved meaningful growth in this area. The situation was further exacerbated by the COVID-19 pandemic, during which 71 countries reduced their education budgets, causing the global average to fall to 13.5% of total government expenditure by 2021. Notably, many developed nations maintained or increased their educational funding commitments during this period, a contrast that experts identify as a critical factor in the ongoing stagnation of education in developing countries.

Germany provides an instructive example of the relationship between educational investment and development outcomes. As one of the world's largest economies, Germany offers highly competitive salaries and professional privileges to teachers, resulting in a rigorous and competitive entry process into the teaching profession. This ensures that only highly qualified and experienced educators enter the classroom, contributing to a standardized and high-quality educational system that in turn supports the country's broader developmental achievements. Developing countries, constrained by low government revenues and inadequate educational investment, are unable to replicate such conditions, and this deficit continues to impede their educational and developmental progress.

c. Inadequacy of Physical Infrastructure

The deficiency of physical educational facilities in developing countries is closely linked to the financial constraints discussed in the preceding section. Insufficient educational funding has directly impeded the provision of adequate infrastructure, resulting in the production of graduates with critically low levels of human capital. This outcome has profound negative implications for national development, as neither governments nor the private sector in these countries possess the financial capacity to provide essential facilities such as science laboratories, mathematics laboratories, vocational training centers, and assessment units that would better equip students for the labor market. In contrast, among OECD countries, 20% of upper secondary students and 40% of those who have not completed secondary education are enrolled in private sector vocational training programs (UNEP, 2020). Such opportunities are largely unavailable in developing countries, where education across Asia, Africa, and Latin America remains predominantly textbook-based, beginning and concluding with the award of a certificate, while students enter the labor market with minimal vocational training or practical experience. Effective realization of the educational process requires a comprehensive supporting infrastructure, yet the capacity for such provision in Third World countries remains severely constrained.

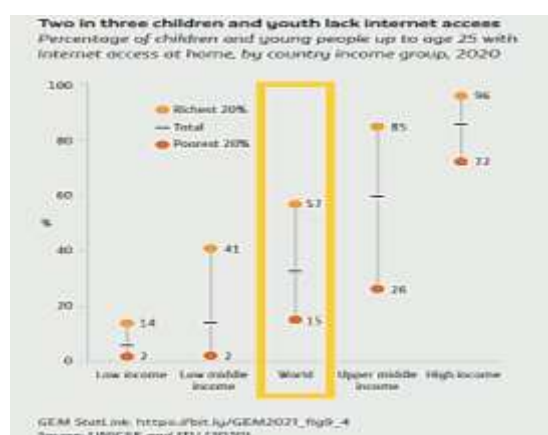


Figure 03: Children and Youth Internet Access (UNESCO, 2021)

This infrastructural deficit is further illustrated by data from the Global Education Monitoring Report on internet access among children and young people worldwide. The report indicates that students in low- and lower-middle-income countries have markedly limited access to the internet. While the global average for internet access among children and young people ranges between 20% and 40%, the figure for lower- and lower-middle-income countries falls between 0% and 20%, representing a stark contrast with higher-income nations, as depicted in Figure 3 (UNESCO, 2021). The cumulative deterioration of educational standards in the developing world, driven by the absence of adequate physical infrastructure, directly disrupts the development process and undermines the foundational mechanisms of human capital formation. This dependency further compels Third World countries to rely on foreign aid and expertise, incurring substantial costs that compound their developmental challenges in a cyclical and self-reinforcing manner.

d. Poverty

Poverty constitutes a significant structural barrier to educational participation in developing countries (IMF, 2002; Global Citizen, 2019). The direct costs associated with schooling, including tuition fees, uniforms, footwear, school supplies, and related expenditures, place education beyond the financial reach of many households. Economic necessity frequently compels parents to withdraw their children from school in order to supplement household income. These poverty-related pressures, compounded by prevailing traditional gender norms, result in markedly lower female school attendance relative to male enrollment in numerous developing countries (Global Affairs Canada, n.d.). The consequences for girls are particularly severe, as exclusion from education forecloses future economic and social opportunities. According to UNESCO, approximately 130 million girls globally are not enrolled in school, of whom 34.3 million are of primary school age.

f. Quality of Education

Even where access to schooling exists, the quality of instruction in developing countries is frequently inadequate. Poor learning outcomes are attributable to a confluence of factors, including ineffective pedagogical strategies, rigid curricula that are poorly adapted to local contexts, the absence of robust learning assessment mechanisms, insufficient teacher accountability, and substandard physical facilities (IMF, 2002; Study.com, 2022). Fiscal constraints have prevented these countries from investing in educational reform and transitioning toward blended learning methodologies, leading instead to the progressive erosion of existing educational provision. In many respects, contemporary educational systems in developing countries remain structurally analogous to their colonial predecessors, perpetuating outdated models that are poorly aligned with the demands of modern development.

g. Health-Related Barriers

Malnutrition represents a considerable impediment to educational participation and attainment in low-income nations. Children experiencing hunger or malnutrition face significant difficulties in sustaining concentration and achieving satisfactory academic performance. Mild malnutrition has been shown to inhibit cognitive development, while severe malnutrition can result in stunted physical growth and measurable reductions in cognitive capacity. According to UNICEF, approximately 200 million children worldwide are nutritionally deficient, underscoring the critical importance of school meal and nutrition programs in improving learning outcomes (Bhattacharya et al., 2013). Evidence from countries such as India, Brazil, and Ghana demonstrates that the implementation of school feeding programs is associated with improvements in enrollment rates, cognitive function, and academic performance.

Health-related challenges also disproportionately affect girls' educational continuity, particularly following the onset of puberty. Menstruation, combined with inadequate sanitation infrastructure and the absence of menstrual hygiene services, frequently causes adolescent girls to miss school or discontinue their education entirely. Research indicates that the construction of sex-segregated latrines, the provision of menstrual hygiene products, and the delivery of menstrual health education are effective interventions for improving adolescent girls' school retention (Hennegan and Montgomery, 2016). More broadly, the absence of safe drinking water and functional sanitation facilities in schools adversely affects both student health and attendance. A UNICEF study found that the installation of basic sanitation infrastructure and the provision of hygiene education in schools can reduce diarrhea-related absenteeism by 11 to 20% (UNICEF, 2012), highlighting the importance of incorporating adequate water, sanitation, and hygiene facilities into school infrastructure as a prerequisite for reducing disease-related educational disruption.

h. The Impact of COVID-19

While the challenges outlined above represent chronic and structural conditions in Third World countries, the COVID-19 pandemic introduced an acute and compounding crisis with severe implications for education. The outbreak fundamentally disrupted educational provision that had previously been sustained at public expense under normal operating conditions. As governments redirected their primary attention and financial resources toward the health sector in response to the pandemic, education budgets were correspondingly deprioritized. In many Third World countries, the already limited government revenues available for education were redirected toward health expenditure, severely exacerbating existing deficits in educational investment. As noted previously, global governments allocated 14.1% of total government expenditure to education in 2019, a figure that, while modest, represented

the outcome of gradual incremental progress. However, the economic disruptions precipitated by the COVID-19 pandemic in 2020 compelled numerous governments to implement significant reductions in education budgets, with the result that the global average fell to 13.5% of total government expenditure by 2021. This regression further widened the educational investment gap and imposed additional long-term costs on the development trajectories of affected nations.

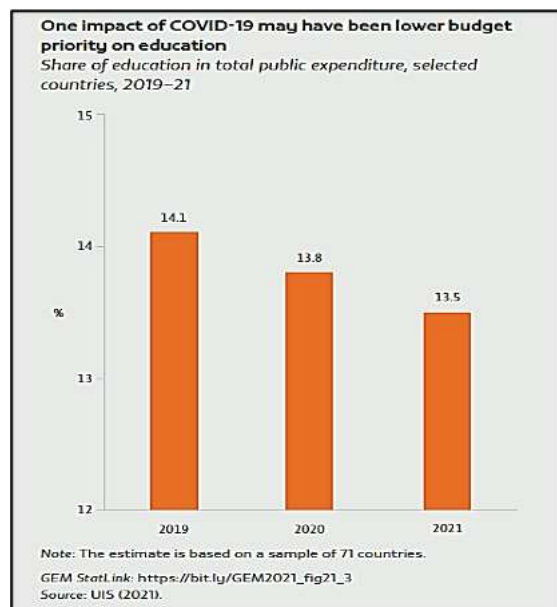


Figure 04: Expenditure in Education (UNESCO,2020)

i. COVID-19 and Its Implications for Educational Development

As illustrated in the preceding figure, education has experienced a marked decline as a proportion of government expenditure since 2019, a trend directly attributable to the fiscal pressures imposed by the COVID-19 pandemic. While this contraction arose in response to an acute and unforeseen crisis, its consequences for the long-term educational and developmental trajectories of Third World countries are considerable. Many developing nations had been gradually progressing toward modernization since the 1950s, with education serving as a central, if slow-moving, component of that process. The pandemic has significantly disrupted this trajectory, introducing delays that are likely to have lasting implications for the pace and quality of educational modernization in these countries.

Beyond the structural issues examined in this study, it is important to acknowledge that numerous additional micro-level challenges further compound the educational crisis in Third World countries. These include the disconnect between education and economic planning, the absence of coherent national education policies, and institutional resistance to curriculum reform. Nevertheless, the fundamental challenges identified in this study, namely colonial educational legacies, inadequate financial investment, insufficient physical infrastructure, poverty, poor educational quality, health-related

barriers, and the disruption caused by COVID-19, remain the primary obstacles impeding educational development in the developing world.

5. Conclusion

This study affirms that education must be accorded a central and indispensable role in the pursuit of sustainable development. In the twenty-first century, the establishment of a standardized, high-quality educational system is not merely desirable but imperative, as nations that fail to develop such systems risk falling irreversibly behind the pace of global change. This imperative is compellingly articulated in Goldin and Katz's seminal work, "The Race Between Education and Technology," which offers a historically grounded framework for understanding the relationship between educational advancement and technological progress. At the earliest stages of human civilization, education and technology developed in relative equilibrium. However, the Industrial Revolution fundamentally disrupted this balance, enabling technology to advance at a pace that far outstripped the capacity of educational systems to keep up. The resulting gap between technological development and educational attainment generated profound social dislocation. Over time, European nations succeeded in closing this gap by reforming their educational systems and adopting innovative pedagogical approaches, thereby achieving sustained prosperity.

The contemporary developing world finds itself confronting an analogous challenge in the context of the digital revolution, wherein the gap between technological advancement and educational capacity is once again widening. Critically, however, much of the Third World has not yet succeeded in bridging the original gap created by the Industrial Revolution, a threshold that developed nations crossed through educational reform long ago. As illustrated in Figure 5 (OECD, 2020), developing countries remain positioned in the early stages of this transition, still navigating the period of social pain associated with the divergence between technology and education. To achieve meaningful and sustained development, these nations must cultivate educational systems capable of surpassing the technological standards established by developed countries, thereby attaining the condition of prosperity represented at the center of the diagram. Bridging this gap is not only an educational imperative but a developmental necessity upon which the future of the Third World depends.

6. Recommendation

Addressing the deeply entrenched educational deficiencies of the Third World requires sustained commitment and a comprehensive set of coordinated interventions. The following recommendations are proposed as direct responses to the

chronic challenges identified in the preceding sections. The first recommendation is the critical reassessment of colonial educational legacies and the systematic experimentation with contemporary pedagogical methods. Educational systems that remain rooted in colonial frameworks must be actively reformed to reflect the intellectual, cultural, and developmental needs of modern societies. The second recommendation concerns the gradual but consistent increase in the proportion of government expenditure allocated to education. Sustainable improvements in educational quality and access cannot be achieved without commensurate and prioritized financial investment at the national level.

The third recommendation calls for the provision of adequate educational infrastructure. The establishment of physical facilities, including laboratories, vocational training centers, digital resources, and sanitation infrastructure, is a prerequisite for the delivery of quality education and must be treated as a fundamental developmental investment. The fourth recommendation is the formulation and implementation of coherent national education policies. The absence of clear, evidence-based policy frameworks has perpetuated inconsistency and inefficiency in educational governance across many developing nations, and this gap must be addressed as a matter of urgency. The fifth recommendation involves the systematic alignment of educational curricula with the demands of a competitive and evolving labor market. Education must be restructured to equip graduates with the practical competencies, critical thinking capacities, and technological literacy required for meaningful economic participation.

It must be acknowledged that meaningful educational reform is not achievable in the short term. Educational scholars widely assert that systemic reform requires a minimum of two decades before its full benefits are realized. It is therefore imperative that Third World countries initiate the restructuring of their educational systems without delay. Through the development of modernized, inclusive, and forward-looking educational frameworks, developing nations will be better positioned to build robust human capital and foster equitable, self-sustaining societies. The responsibility for initiating and sustaining this transformation rests with governments, academic institutions, and the citizens of these nations collectively, and must be pursued with the urgency that the magnitude of the challenge demands.

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