

## FUTURES OF EDUCATION IN BANGLADESH

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### ABSTRACT

In Bangladesh, approximately 2% of GDP is allocated for Education for the past few years. To improvise the living environment, focus should always be given towards education. For improvisation of education, focus should be given to teachers, as nothing in education will change without teachers. Health and well-being of students should also be taken into consideration. We have to understand how teachers will be like in the future. For improvisation of education, focus should be given to teachers, as nothing in education will change without teachers. The four pillars of Digital Bangladesh are Digital Government, Human Resource Development, IT Industry Promotion and Connecting Citizens i.e. smart citizen, smart society, smart government and smart economy. All these are intricately linked to teachers and teachers' training. Basically, teachers are the cornerstone of any workforce and when we want an updated workforce, training of teachers is a start point for the nation. Thus, teachers need development.

**Keywords:** Education, Teacher, Classroom, Environment, Digital Bangladesh.

In Bangladesh, approximately 2% of GDP is allocated for Education for the past few years (Alamgir, 2023). The Delors report prepared for UNESCO on the four pillars of knowledge: learning to know, to do, to live together and to be, being bibliographic research demonstrates how the radical transformation of the conventional human existence frameworks places us ahead of the new commitment to comprehend other social beings and the environment we live in (UNESCO, 2015).

To improvise the living environment, focus should always be given towards education. For improvisation of education, focus should be given to teachers, as nothing in education will change without teachers. Health and well-being of students should also be taken into consideration. We have to understand how teachers will be like in the future. Importance should be given to teachers' working conditions and remuneration as well as standing in the society. Teachers are not leaders anymore; this concept has eroded over time. The classroom size should ideally be less than 30 students per classroom according to global standard (NEU, 2014). It is seen for quite a few years now that people who do not get any job in their field, come to teaching. This was not the case before.

Whenever we think of well-being, we have to focus on eating healthy, sleeping healthy and about social connections which are all part of well-being (Koch, Arnold, Völker, & Sonnentag, 2024). Social connections are heavily affected by social media and internet. One good thing about Bangladesh is civil society groups is very strong when compared to many other countries. In many countries like Australia, social interactions (not social media) are declining a lot (Dragolov, Ignác, Lorenz, Delhey, Boehnke, & Unzicker, 2016).

Air pollution is an issue in Bangladesh as well which teachers can encourage to address as this affects health negatively (Brunekreef & Holgate, 2002). Carbon footprint should be reduced. Teachers and students can come together for team-work for this issue. Rather than being teacher centric, understanding about diversity should be provided. Artificial Intelligence (AI) should also be utilized for well-being of teachers with positive interaction addressing stress and restlessness (Lameras, & Arnab, 2021).

Classroom of the future should involve hybrid learning, for example utilizing time in the traffic of Dhaka. Bangladesh formally got the first taste of hybrid learning during COVID-19 lockdown period. AI tools like ChatGPT should now be used optimally for best linking of knowledge (Lameras, & Arnab, 2021). UNESCO has several materials on how to deal with AI, toolkits, networking teachers and taking time to think about.

Climate crisis is quite prevalent in the post COVID era. Many NGOs like POPI in Bangladesh are dealing with the situation with utilizing boats for teachers to reach students in hard-to-reach areas as well as addressing needs of disabled students with making access to teachers easier (POPI,2023).

The four pillars of Digital Bangladesh are Digital Government, Human Resource Development, IT Industry Promotion and Connecting Citizens i.e. smart citizen, smart society, smart government and smart economy (WCIT, 2021). All these are intricately linked to teachers and teachers' training. Teachers are the cornerstone of any workforce and when we want an updated workforce, training of teachers is a start point for the nation.

There are four features of Education: politics and values, human volition, variability of Educational Programs and contextual factors (National Research Council, 2002).

Politics and Values: Education and our conception of "the good life" is intrinsically linked. Aristotle once said that we cannot talk about education and without think about what it means to live a meaningful and full life. The political environment in which education functions and the values we defend have a big impact on the direction and goal of education.

Human volition: People—students, instructors, parents, citizens, and legislators—are at the center of education. The educational environment is shaped by their decisions, driving forces, and goals. Effective educational systems must take human agency and volition into account. Variability of Educational Programs: Educational programs differ greatly among settings, cultures, and organizations. The variety of educational options, whether in the form of formal education, career training, or lifelong learning, represents the distinct requirements, objectives, and difficulties that various societies confront. Contextual Factors: Education is a part of society. It functions in certain social, cultural, historical, and economic situations. The way that education is given, received, and understood is influenced by several contextual elements. Effective educational research and practice need an understanding of these subtleties. We have to see whether these are all being intertwined for holistic education in Bangladesh.

Teachers need development for the future. Curriculum should be developed for SMART Bangladesh. There is a shortage of teachers when we look around. Appointment of teachers is also something that should be taken into consideration. The process gets delayed in many cases due to various reasons. E-learning platforms are also not optimum. Teachers require best

resources for lesson plan preparation, team-building and working with students which can be achieved by training (Midura & Glover, 2005).

The current Bangladesh National Curriculum introduced recently seems to encourage activity of students, includes weaker students and improvises bonding between teachers and students (The Daily Star, 2023). Guardians point on this new introduction seem to be device abuse which needs to be addressed. Teaching aids are expensive. The symbolic assessment also seems not to be accepted by guardians. Classroom observation, conferences, knowledge sharing needs to be done for better setting of teachers.

English language is pivotal if people want to go for higher studies, jobs etc., this issue is also something that needs to be addressed for training of teachers. According to national statistics, primary education has 98% enrollment, but it is not true for hard-to-reach char and hilly areas where it is around <50%, sometimes 50%-60%. For inclusive education in Bangladesh, geographical location, language and other barriers should be addressed. Entrance of girls to educational institutions is high, but also falls off. In char, one primary school has to be relocated around seven times. It is hard for government to reach but NGOs can reach. Girls are and should be encouraged to go to STEM (Science, Technology, Engineering and Mathematics) which was more of male based subjects before.

Bangladesh can take input from neighboring countries like India (Com, B, 2021) and Malaysia (Tee & Kheng, 2023) for improved futures of education. In India, there is English, regional language, continuous professional development trainings of teachers, empowering teachers with 50 plus hours of mandatory courses for teachers. Most teaching is done in schools keeping in mind that parents may not be optimum in supervision. In Malaysia, which is a country of predominantly three races, there is no exam up to 9 years of age. They focus on less student number in classrooms, improvising teacher-student ratio. Education is focused on STEM as well as vocational subjects like design and technology for an improvised workforce.

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