

ENTREPRENEURSHIP AS A KEY TO YOUTH EMPLOYMENT

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Education in the age of rapid technological advances

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This does not mean that they have to be super geniuses, subject specialists or a first-class graduate, rather it refers to people who love teaching, know how to engage learners, how to unleash their inner potentiality with quality test and feedback, how to prepare young people for the future by embedding them with curiosity and life-long learning behaviours. Finally, to ensure FA, TLM, PBL, quality teachers and other green and clean school environment, there's a tremendous need for visionary leaders in every school.

In the context of Bangladesh, a big size classroom consists of a 1:50 teacher-student ratio, de-motivated teachers due to lack of career paths and recognition, traditional grading systems and politically or whimsically placed head teachers and school managing committee. Millions of dollars have already been invested in the traditional way to resolve these long bearing problems, but very little evidence has been generated to showcase a satisfactory quality result.

Because of this failed approach, we need a new set of technology and evidence based sustainable solution to ensure better education. In the last decade, few such judicious interventions of technology promised better opportunity. Let us look at those examples one by one.

Starting from 2010, piloting with 410 schools with technical support from a2i, the Ministry of Education has now established 23,333 multimedia classrooms in secondary schools and Madrasahs. Furthermore, schools have included another 7,000-plus more MMC by their own means. Now, almost 100 percent secondary schools have at least one multimedia classroom. Also, the Ministry of Primary and Mass Education has established 15,000 MMC in primary schools. Gradually all schools will be brought under MMC initiative. Multimedia classroom comprises of one projector, one laptop, a set of speakers with internet package at least for one year. Main objective of this MMC is to leverage cognitive attainment of learners using up to date knowledge, examples and audio-visual contents. The

traditional teaching-learning materials could now be complemented with multimedia (i.e. audio-video) content developed by teachers both at home and abroad. This integration of ICT has enabled teachers and students to conceptualise ideas and broaden their cognitive abilities through this visualisation process.

MMC is largely supported with a training programmes called Teacher-led Digital Content Development (TLCD). For the first time teachers have been assigned to develop digital content by their own capacity and use those contents in MMC. It is a 12-day long ICT in Education training programme that covers both ICT and pedagogic skills. The manual, teachers guide and Training of Trainers (ToT) programme was conducted by a2i. Then Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME) have taken large projects to train all teachers. At this moment, about 250,000 primary and secondary teachers have been trained on TLCD. All those trained teachers now can access the internet, find out the appropriate information, images and videos, edit or customize resources and can combine collected information in a power-point presentation which is called content. Now every teacher is able to develop their own content.

But developing quality content is not easy. It requires time, effort and money. So it is quite impossible for a teacher to develop all the content by themselves but it is possible to add a few of their developed contents into a platform where thousands of teachers add quality contents and share these contents with each other.

In this backdrop, the largest state-owned online educational content repository and professional development platform is being developed and named "Teachers Portal" (www.teachers.gov.bd). Launched on May 16, 2013 by there are above 344,000 teachers and 150,000 audio-visual contents available in this portal and all those contents can be accessed for free. Teachers Portal wraps together access to quality content, peer-mentoring, self-paced learning through practice, peer-collaboration, and moti-

vation through healthy competition. The portal aims to achieve long-term engagement of teachers by offering both intrinsic and extrinsic forms of human motivation. Teachers feel intrinsically motivated from greater skills and professional development due to association, content sharing and mentoring with thousands of teachers across the country. Teachers derive extrinsic motivation from external, tangible rewards like "best-teacher competitions" and "best teacher of the week awards" that

e-learning platform that has connected 118,000 learners of diverse target audience including teachers, students, unemployed youths, women, farmers, migrating workers, government employees and other professionals in 22 courses so far.

Every year MuktoPaath has the potential to train 600,000 migrant workers, 150,000 newcomer journalists on the basics of journalism, 350,000 primary school teachers and 400,000 secondary and high school teachers,

children in Bangladesh who are visually impaired or completely blind. But they also deserve quality education. In the election manifesto of the present government, learning opportunities for differently abled children has been prioritised. Considering this, the prime minister handed over digital textbooks of primary level and braille books to visually impaired students for the first time in the inaugural session of free book distribution ceremony in December 2014.



muktopaath.gov.bd

চলমান কোর্স ...



মাল্টিমিডিয়া কনটেন্ট তৈরি



কেঁচো সার (ভার্মিকম্পোস্ট)

মাননীয় প্রধানমন্ত্রী শেখ হাসিনার বক্তব্য



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are held and awarded through the portal.

A good requires good training. Not just need based but regular different dimensional training for continuous professional development. But in a densely populated country like Bangladesh with one million teachers, it is impossible to reach all of them with the traditional face to face training model. Keeping that in mind, a2i came up with a solution called MuktoPaath (www.muktopaath.gov.bd), an

trainers and education officers on different subjects, and more than 10 million unemployed youth with different skills. "MuktoPaath" has been given the most prestigious ICT award in the world called WSIS in 2018. It has also gained The Sohail Samad Memorial Award in 2018 given by the Press Institute of Bangladesh.

One major priority of quality education under SDG-4 is inclusiveness and equity, creating equal opportunity for each learner. There are around 50,000

Subsequently, 9,152 Braille books on 111 subjects of class 1 to class 12 have been distributed to the visually impaired students on the first day of the school calendar by NCTB with the technical support of a2i. These books can be used with AMIS software or DD Reader. Moreover, Braille books can be printed easily with this software.

On February 1, 2018 another historically important event took place in the ICT education of Bangladesh with the

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