

MOVIES

HOW TO MAKE MILLIONS BEFORE GRANDMA DIES

A stunning portrayal of a family's love, greed, and grief – warts and all

RAIAN ABEDIN

Not often does a movie come along that is so difficult to summarise in a handful of words. The genius of this film, though, lies in how it unravels – it sets off with the viewer having certain expectations and grows with every new scene to showcase something vulnerable and profound yet not altogether beautiful.



The emotions on display throughout the movie are by no means subtle but are written and directed so carefully to instil the feeling of life in every scene.

The basic premise follows M, a university dropout, as he tries to spend more time with his dying grandmother in hopes of winning over some of her inheritance upon her passing. It's a fairly ugly premise to start with but had that been the only layer to this movie, it

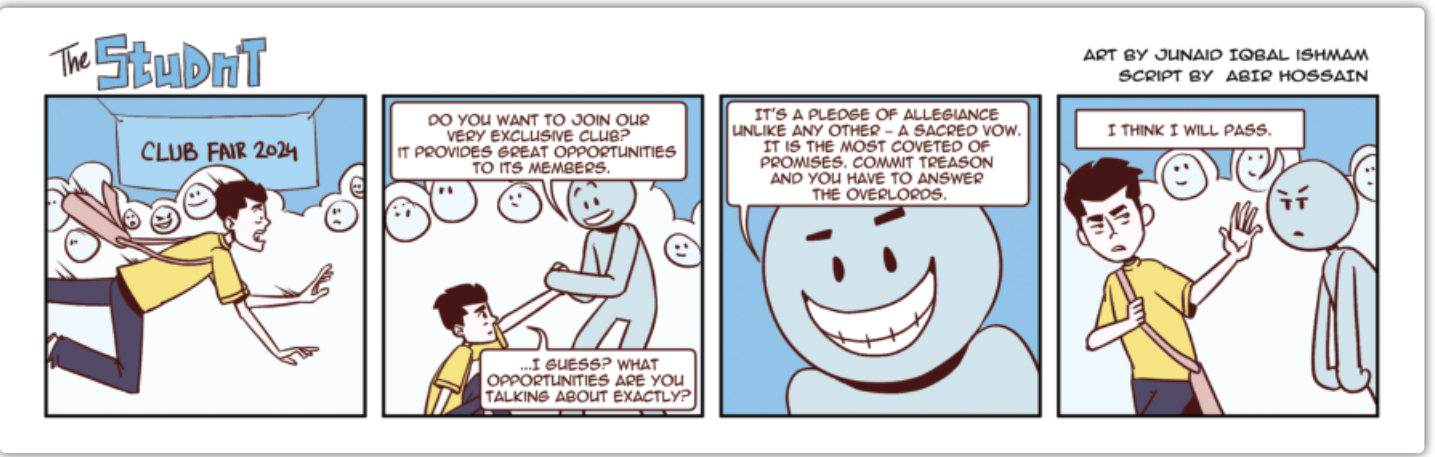
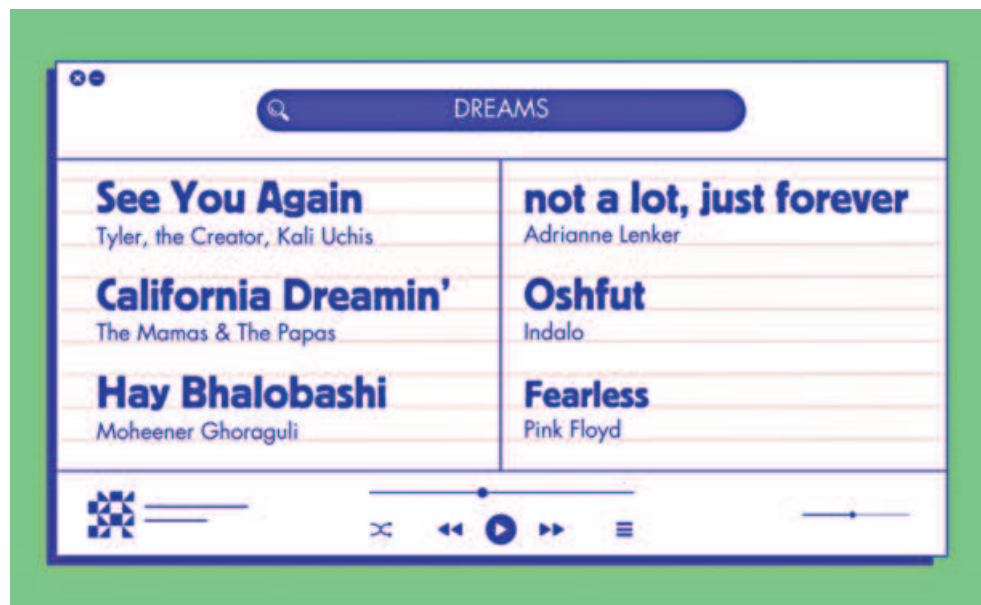
wouldn't have been half as devastating as it is.

Over its two-hour runtime, the film allows itself to breathe and grow, and become endlessly complex in how it presents its characters, their motivations, and their dynamics with one another. Amidst it all, the character whose emotions take centre stage is M's dying grandmother. Played most wonderfully by Usa Semkhum, her character is at once wise, selfish, and irritable in ways only someone of her age faced with her own

mortality can be.

The other half of the emotional burden in this film is carried largely by our protagonist, M. His growth in the film is not entirely out of the realm of expectations. It is only through his relationship with his grandmother that he is able to grow out of the narrow world he had created for himself. The emotions on display throughout the movie are by no means subtle but are written and directed so carefully to instil the feeling of life in every scene. The filmmaking is reminiscent of works by Kore-eda, and the cool colour grading and soft melancholic score only work to emphasise this feeling.

In many ways, this film serves as a reminder of the troubled and often mysterious ways families and generational inheritance work. More than that, it is a form of love that ceases to exist when you start counting down the minutes until you have to leave. The film explores this, celebrates it, and perhaps even tells us of the grief this kind of love carries.



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■ SKILLS ■

GAMIFICATION of teaching languages

A realistic prospect?

FARIHA LAMISA

For a very long time, learning a foreign or second language has come with its fair share of challenges. However, many experts believe the process does not need to be incredibly tedious. To make second language learning more interesting, teaching practice in the classroom needs to change. Such changes can be implemented by gamifying language teaching in the classrooms which means language will be taught through game-based activities where students will be instantly rewarded for their learning outcome. Through this procedure, learners will be able to access their progress, stay motivated throughout their lessons, and actively engage with the course material.

Recently, the gamification of language teaching has been generating attention from Bangladeshi educators due to its effectiveness. Gamification of language teaching has the potential to provide a better language learning experience for students. However, there are challenges to implementing it in Bangladesh.

Sadman Mobtasin, 24, a senior-year student from East West University first encountered gamified language teaching in a university foundation class. As Sadman recollected, "During one of our service courses, which focused on speaking and listening skills, the teacher used gamification elements. The teacher implemented role-playing games comprising a scoring system to help students keep track of their progress."

Labiba Fairuz Hassan, 24, also a senior-year student from Independent University, Bangladesh (IUB), recalled her experience in her foundational English-speaking course, "Our course instructor had students create videos where we had to speak on a topic of our choice."

Nonetheless, Raima*, 23, a junior from BRAC University, said she did not experience any game-based language teaching. She did, however, use Duolingo to learn a foreign language. She said, "I was exposed to gamification through Duolingo and some other language learning apps."

Although each of these students agreed that gamified language teaching motivated them to learn

more effectively, they did have some reservations about it.

Sadman said "It may actually put off serious learners who have different types of intelligence. Not everyone learns the same way. Some of the gamified elements may seem out of place for students who are accustomed to different learning methods."

When the concern of limitations was raised, Munshi Nazmus Sakib Aman, a Lecturer in the English department at East West University, who specialises in second language acquisition, stated that it was not an unresolvable issue. He said, "I believe it is a result of narrowing down the definition too much. Gamification does not only mean kinesthetic activities where the students are singing rhymes and making hand gestures. You could assign traditional tasks like filling in the blanks and timing them to see who finishes first."

"As teachers, it is also important to help the students ease into the different activities in a classroom. At the tertiary level, our students come

from different schools and colleges in the country. Some of them might find it challenging to adapt to newer methods of teaching and learning. This is nothing a bit of counselling and support cannot solve," he added.

However, Sakib did recognise that there are barriers in terms of gamifying the teaching process in Bangladesh, specifically in state-run classrooms. Recounting his earlier career experience in an NCTB school, he said, "The government school I taught had five teachers including the headmaster for roughly 560 students in six classes. The teachers were earning just enough to pay their bills on the outskirts of this city. I found a projector that had not been used in four years because no one knew how to operate it," he said.

"I taught grades four and five, and neither of the classrooms could manage enough space for the 140 students we had. I, alongside my colleagues, tried to use the corridors to gamify the classes but that would often mean interruptions for the neighbouring classrooms. On the other hand, the English medium school I taught at, and the other school where I was an academic coordinator made things significantly easier for the students as well as teachers. They had spacious classrooms, well-prepared teachers, and adequate technological support," he explained.

Sakib emphasised the need for policymakers to adapt to the unique reality and challenges, "Some of my students still don't have access to a personal computer even when they are in the third year of their degrees. The policymakers must acknowledge the challenges these language classrooms face. Gamifying everything, everywhere, in the same manner, is not an option."

"We roughly spend two percent of our GDP on education and expect our classrooms to be adequate. Where is the incentive for the institutions to rethink their classrooms?" he inquired. Despite these challenges and shortcomings, Sakib chooses to be optimistic especially considering the enthusiasm of his fellow educators, who, despite obstacles, prioritise students' learning and want to present language learning as an interesting activity.

**Name has been changed upon request*

Fariha Lamisa is an English major and a contributing writer for Campus.



ILLUSTRATION: ABIR HOSSAIN

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BIT alumni bid farewell to **MS LUBNA CHOUDHURY**

Lubna Choudhury, Founding Principal and Chairperson of Bangladesh International Tutorial (BIT), passed away on October 7. Her former students share a few words on what she meant to them and how much of an impact she had on their lives.



PHOTOS: COURTESY

I feel proud to be a student of Ms Lubna. She taught me how to be disciplined in everything I do. I express my deepest gratitude and respect for the invaluable lessons she provided me.

I am truly grateful for the positive impact she had on my life, and I carry her teachings with me every day to serve the nation. I have put my daughter, Zunhera Ashraf, in BIT so she too can take this legacy forward.

I will always miss her. I pray for strength and solace for everyone who mourns her loss. I pray for her eternal peace and rest.

- Zia Ashraf, Class of 2004, and Founder, Chaldal

Ms Lubna wasn't just a principal. She was a mentor, guide, and friend to all.

One memory that stands out vividly from my early days as a student is when I had been struggling with spelling and felt discouraged. Ms Lubna noticed my struggle and, rather than letting me fall behind, she invited me to sit at her desk, in her own chair, and personally taught me. She gave me the attention, patience, and care I needed, helping me not only improve my spelling but also build my confidence.

Today, much of what I have achieved is due in large part to the foundation she helped lay for me.

- Mehboob Ashraf, Class of 2005, and Director, Chaldal

I feel privileged to have stood by her side during her final rites and to say with pride that she was not only my teacher but also my guide throughout my professional journey.

Her contributions to the field of education in Bangladesh are immeasurable. A true pioneer, she dedicated her life to shaping minds, enriching the lives of countless students, and leaving an indelible

mark on our educational system.

Madam, as I promised during our last conversation in the hospital, I will do my utmost to carry forward your legacy and make you proud.

- Rayana Rahman, Class of 2003 (O level), and Head of Senior School, BIT Gulshan

You were always proud of how independent your girls were, and here I stand today, strong and independent.

Your encouragement when I recited Bangla poetry in the poetry competition in grade one gave me confidence and helped me overcome my fear of the stage. Choosing me as a prefect in grades three, five, and eight showed your belief in my leadership abilities.

I promise to continue to make you proud and pass your teachings and principles to my child. May you rest in peace and find happiness wherever you are and reunite with Numayr bhaiya in the heavens above us.

- Ishrat Jahan, Class of 2003 (O level) and 2005 (A level), and COS, Chaldal

Ms Lubna was a woman of honour and pride, and a role model for her students. I feel truly blessed to have worked with her for the last 13 years, which was the greatest achievement of my life.

I will dearly miss being hugged by her and her calling me 'beta' for the rest of my life.

- Fariya Khan, Class of 2004 (A level), and Head of Junior School, BIT Gulshan

There are no words big enough to express Ms Lubna's passing. As a person she had a strong personality, as a teacher she was strict with her rules, and, as a chairperson of the school, she was humble.

She will be deeply missed but I am sure her legacy will live on.

- Istiyaque Ahmed Mullick, Class of 2012

Madam, you were the main source of our knowledge and wisdom. A leader and a teacher. I have been under your wing since 1999. You touched the lives of so many and shaped each and every one to become a better human being.

- Sharreen Reza, Class of 2004 (O level), and Headmistress, BIT Junior School

You were not just my principal, but also my boss. I still remember in grade eight, when you awarded me the prefect badge with a big smile and said, "How did you become the prefect?"

While working under you, I also had the opportunity to drop you home a couple of times, and during those rides, you shared stories of your life and BIT that were truly mesmerising and inspiring.

- Nayeem Huq, Class of 2003 (O levels), and Director, Change Associates Limited

Ms Lubna Chowdhury was one of the strictest yet profoundly influential women in my life, and I know I am not alone in feeling this way. She shaped thousands of young minds with a firm hand and a caring heart, always pushing us to become better versions of ourselves.

After our parents, we owe so much of who we are today to her. She nurtured us not only academically but also as human beings, instilling values that will stay with us for a lifetime. Her loss is truly immeasurable, not just for us as her former students,



but for the entire education sector, which has lost a beacon of excellence today.

- Anis Zaman, Class of 2004

She always called us "My girls" – a phrase that carried all the pride, love, and hope she had for each of us. She believed in us, and that belief sparked a confidence we didn't always see in ourselves.

I still remember the time I dressed up as Ms Lubna Chowdhury for Children's Day and was asked to imitate her in front of her. It felt intimidating, but when I finally did it, she simply said, "I want you to be this confident and bold like me for the rest of your life."

- Zoana Shahab Khan, Class of 2003 (O level)

Ms Choudhury was an embodiment of power – the aura, the voice, the energy, the roar; no one could ever come remotely close. Thank you for shaping us, for inspiring us, for making us so capable that our light shines brighter than most in a crowd.

- Nasrin Yeasmin Kornia, Class of 2019

■ CAREER ■

DREAMS VS REALITY

How to cope with the loss of a lifelong dream

MEHRAB JAMEE AND HASIB UR RASHID IFTI

Most people starting university or their careers are at the precipice of leaving a discipline or profession they once dreamt of, for a more financially rewarding or “practical” and secure job and life. Discarding one’s dream of becoming a cricketer, a filmmaker, an artist or an astronaut, only to end up in the rat race – it’s a tale old as time.

But where do these people – who have essentially abandoned their dreams for the sake of comfort and often responsibilities – end up in this chaotic mess?

For 27-year-old Mursalin Hossain, the seeds of becoming an aerospace engineer were planted in his mind back in the fifth grade when a group project about the Big Bang gave him the liberty to dive deeper into space. He shared, “Following the release of the movie *Interstellar*, my interest in Physics and Aerospace was cemented. However, I decided that instead of pursuing a theoretical major, having an Engineering degree would be more practical in getting a job. I enjoyed studying Physics and Astronomy by myself from books and YouTube. Initially, I planned to get a job after undergraduate and master’s and then get into teaching after retirement.”

However, getting a scholarship in Aerospace Engineering was extremely competitive, and supporting the expense was not an option for Mursalin’s family. He added, “If I had decided to pursue that career, soon after completing my undergraduate degree, I would have to get into a master’s programme to maintain a competitive advantage since the job market itself is very niche. However, the decision to switch careers wasn’t one that I took willingly. I applied to several universities in the US and Canada and even got accepted into some. But even with scholarships, it wasn’t financially feasible for my family. As a last-ditch effort, I expanded my applications to more unorthodox countries and more traditional subjects like Business or Computer Science. I got a lucrative offer from a relatively unknown university in Japan with the guarantee of a stable job after graduation, so I took it.”

After enrolling in a business course, Mursalin’s aspirations and reality were vastly mismatched. “It was difficult finding interest in something after letting go of a 10-year-old dream of what I expected my life to be,” said Mursalin. “The mismatch was so dire that I almost dropped out. Over time, I tried breaking down what I liked about my dream career and how much I could incorporate into my current career. This helped me settle down with a career in finance.”

Mursalin is now a financial analyst for Amazon in Japan. He still tries to read books and watch videos on Aerospace Engineering and relevant topics to keep his interest alive.

For others, incorporating the two has been a possibility, such as in Anica Hossain’s case. Growing up, Anica loved watching animated movies, TV shows, and video games. An early interest in animation sparked her interest in pursuing a career in animation or the gaming industry. She shared, “In 2017, I learned graphic design so that I could do digital illustrations. Right after my A levels, I ended up getting an internship at EMK Centre, where I was working as a graphic designer and got an opportunity to conduct workshops on graphic design.”

But when it came to pursuing Visual Arts and Animation as a major, Anica couldn’t find enough universities that would offer this major in Bangladesh. “I was honestly devastated that I couldn’t study in an art school in Bangladesh and sending me abroad to pursue art wasn’t financially feasible for my single mother. So, I ended up enrolling in Media Studies and Journalism at

University of Liberal Arts Bangladesh (ULAB),” she said.

However, Anica’s major in Communication for Development led to her selection for USAID’s Youth and Media Tour in 2022, which made her realise that she wanted to pursue a career in the development sector. “The work I’m doing now requires me to be creative as well. Working with visual communication, I get to do both strategic management and creative communication. So, I was able to blend communication and art to some level.”

Azmain Arnob’s passion for filmmaking started with shooting small clips and showing them in their colony gatherings, “After buying a Canon camera, my friends and I opened a YouTube channel and started making short films. Our film even won the Best Film Award at

films in his free time.

For Mujahidul Islam, a 5th year medical student, passion in motion graphics started with a Udemu course. He said, “It started as a hobby but soon I was able to monetise it by uploading designs on Fiverr and Envato. I’d get about five to ten USD per design and make around BDT 60,000-70,000 per month. Since there’s a lack of skilled labour in the motion graphics industry, I thought of pursuing a career in it.”

However, juggling the two wasn’t possible for Mujahidul, especially while pursuing an MBBS degree. “When I was working in firms and struggling to balance these parts of my life, I felt like I was at a crossroads and I had to choose. Something had to give and finally, I ended up choosing MBBS since it would be more



ILLUSTRATION: SALMAN SAKIB SHAHRYAR

the festival arranged by the Children’s Film Society.”

Arnob initially thought about completing an undergraduate degree in filmmaking. “But pursuing a degree in Media Studies had a certain stigma to it, at least where I grew up,” explained Arnob. “And I didn’t have access to the necessary information as well. For admission, our choices were binary – either Engineering or Medical Science. I got to know about the film departments at ULAB and Pathshala much later. If I knew about these opportunities earlier, things could’ve been different.”

Arnob completed his undergraduate in Electrical and Electronics Engineering and is currently pursuing a Master’s degree in the same major. “I chose Engineering from a societal pressure and monetary aspect of things. Back then, I thought that if I wanted to pursue filmmaking, I could do it later without a degree in Media Studies, since the latter doesn’t really pay. I also chose Engineering since going abroad is easier with this degree. However, the academic pressure in Engineering doesn’t leave much room for artistic expression.”

Arnob continues to watch a lot of films to enrich film vocabulary on his own and continues to make amateur

socially acceptable. Another reason for me switching was the emergence of AI. With AI taking over graphics and media and considering its future scopes, the industry felt very unstable to me,” he said.

“STEM subjects aren’t really known for accommodating one’s creative side,” adds Mujahidul. “Academics in the medical field is monotonous, but I enjoy the clinical aspect of it. The thought that I’m helping a sick person become healthy again, reinforces the choice that I made all those years ago.”

During our conversations with these people who had left their dreams to pursue stability and steadiness, we noticed what truly embodies this generation – resilience and malleability. These people might have left their passion, but the passion didn’t quite abandon them yet. Even while pursuing a new career path completely unknown to their past selves, they were fighting to incorporate their passion in their careers, juggle the two, or discover new inspirations. The struggle for young people to balance their ambition and reality will help pave the way for future generations to forge one without compromise.

BSMRAAU STUDENTS WIN “Best New Entrant” award at international aircraft design competition



PHOTOS: COLLECTED

VFS is a non-profit, charitable educational and technical organisation, and is the world’s oldest and largest technical society. The organisation is dedicated to enhancing the understanding of vertical flight technology. Originally founded as the American Helicopter Society (AHS) in 1943, VFS has been the primary forum for interchange of information on vertical flight technology.

The latest Student Design Competition organised by VFS was entitled, “Multi-Mission Modular UAS for Disaster Relief”. The goal of this year’s competition was to design a multi-mission, modular, VTOL UAS that can take-off and land vertically from ship decks in gusty conditions, cruise to and from disaster sites, and serve as a long-endurance communications relay, or land vertically to deliver relief supplies.



Eight Bangladeshi students – Abullah Al Aziz, Md Samiullah Prodhan, Niloy Chowdhury, Md Ridoan Hasan, Samia Islam, Md Abir Rahman, Nushrat Binte Alam, and Kawser Miah – from Bangabandhu Sheikh Mujibur Rahman Aviation and Aerospace University

(BSMRAAU) secured the award for “Best New Entrant” at the 41st Annual Student Design Competition organised by the Vertical Flight Society (VFS) in the United States.

As per their executive summary submitted to the competition, the team’s

unmanned aircraft system (UAS), called Airborne Phoenix, is a coaxial rotorcraft consisting of an aerodynamically efficient airfoil shaped fuselage, payload bay, and NOTAR – no tail rotor – system to achieve directional yaw and optimised stability.

Two Bangladeshis become Regional Winners at Global Undergraduate Awards 2024

Shafaet Alam Abir from Bangladesh University of Engineering and Technology (BUET) and Hasan Shaikh from Northern University of Business and Technology Khulna became the Regional Winners at the 2024 Global Undergraduate Awards (GUA). Shafaet won the regional award in the “Architecture & Design” category while Hasan won the award in the “Linguistics” category.

Six other Bangladeshi students also received recognition at the GUA 2024 as “Highly Commended Entrants”. They include A Myat, Sakib Nasir Khan, and Razin Sachi, all from BUET, in the “Architecture and Design” category; Amreeta Lethe Chowdhury from University of Liberal Arts, Bangladesh (ULAB) and



Md Tasnim Islam Patwary from Dhaka University (DU) in the “Social Sciences: Anthropology & Cultural Studies” category; and Mehrin Morshed from DU in the “Social Sciences: Sociology & Social Policy” category.

The highest performing “Highly Commended Entrant” in each region is declared a Regional Winner of their respective category. On the other hand, entrants whose paper or project ranked in the top 10 percent of submissions in their

respective category, are listed as “Highly Commended Entrants”.

The Global Undergraduate Awards is the world’s leading undergraduate award programme which recognises top undergraduate work, shares this work with a global audience, and connects students across cultures and disciplines. Every year GUA coordinates an awards programme for penultimate and final year undergraduate students, as well as students who have graduated within the programme year. Entrants can submit their work to one of 25 categories, which represent a broad range of academic disciplines. Their submissions are then anonymously assessed by a panel of international academics and industry leaders.



ZAMIL NOWSHAN'S journey to the UN Summit of The Future

LAKUM MURSALUN

As the echoes of history lingered in the air, Safayet Zamil Nowshan entered the General Assembly Hall of the UN, where great leaders like Nelson Mandela, Che Guevara, and Fidel Castro once set foot. In the assembly hall, leaders and diplomats from around the globe gathered for a cause: the future of world governance.

"I missed my heartbeat when I entered the room. As a student of International Relations, it was a dream come true for me," said Nowshan. "I've always read about the activities of the Security Council, Trusteeship Council, and other UN bodies. But coming here, after the July revolution, letting the world know about it as well as the role that the global youth will play in standing against injustice through my speech in front of so many leaders for peace certainly felt surreal."

Summit of the Future has been tagged as a once-in-a-generation opportunity to reimagine the multilateral system. Explaining the importance of this summit Nowshan said, "After months of tough negotiations, member states adopted the Pact for the Future and its annexes: the Global Digital Compact and the Declaration on Future Generations. These outcomes demonstrate that even amid conflicts, polarisation, and distrust, member states remain determined to act collectively to 'bring multilateralism back from the brink' as the UN Secretary-General António Guterres stressed following the adoption of the Pact."

Born in Bijoynagar, Brahmanbaria, Nowshan, currently, a student at Chittagong University, is pursuing his Master's in International Relations. Apart from his studies, his passion for activism for the rights of young people led him to global events where he represented Bangladesh.

"From school life, I pretty much enjoyed everything apart from my studies, including voluntary work," expanded Nowshan. His early days in extracurriculars began with scouting and the Bangladesh National Cadet Corps (BNCC). In the ninth grade, he joined the National Children's Task Force (NCTF).

"NCTF was involved in various social works like distributing clothes to children during both Eid and winter. I was more interested in working on children's issues probably because I was a child myself."

In late 2019, Nowshan joined Youth Engagement for Sustainability as a member and became its organisational secretary in 2021. "I got the chance to collaborate with national and international organisations like Plan International, Ain O Salish Kendra, Aparajeyo Bangladesh, and Save the Children through which I gained valuable experience by organising and participating in national conferences on youth rights," he added.

Finally, in 2023, he had his first international experience by attending Plan International's Young Citizens Scorecard training in Nepal. "This marked the beginning of my international journey where I represented Bangladesh at a meeting in Sweden, discussing the necessity of youth engagement in decision-making processes with key institutions like SWEDISH SIDA and Swedish Parliament members in June 2023," he explained.

"Later, I was selected as a Youth Advisory Group Member of the UN Office of the High Commissioner

for Human Rights, allowing me to speak at the Asia Pacific Regional Dialogue on Human Rights in Bangkok. In December 2023, I participated in the 25th EU NGO Forum on Human Rights and the 75th anniversary of the Universal Declaration of Human Rights. Due to my growing role and experience with youth rights globally, I was invited to the UN Summit of the Future," said Nowshan.

He thinks that the scope of Bangladeshis attending these international conferences is huge as the current global development trend is focused on the inclusion of young people in different aspects, specifically from the global south.

"All international organisations, including the United Nations are committed to ensuring youth participation from all the regions of the world. Moreover, when it comes to global discussion, it is mostly the global south that is affected by a lot of decisions," he added.

In Bangladesh, mostly people from social science or arts backgrounds attend these types of global events. But Nowshan thinks people from STEM should also give them a try, "These conferences mostly call for young and passionate activists working to resolve any social issue regardless of their major. Yes, there are a few issue-specific roles in some cases, but the only criterion is to have relevant experience. For example, if you want to join the Conference of the Parties (COP), you must have some field-level experience about climate change and adaptation issues."

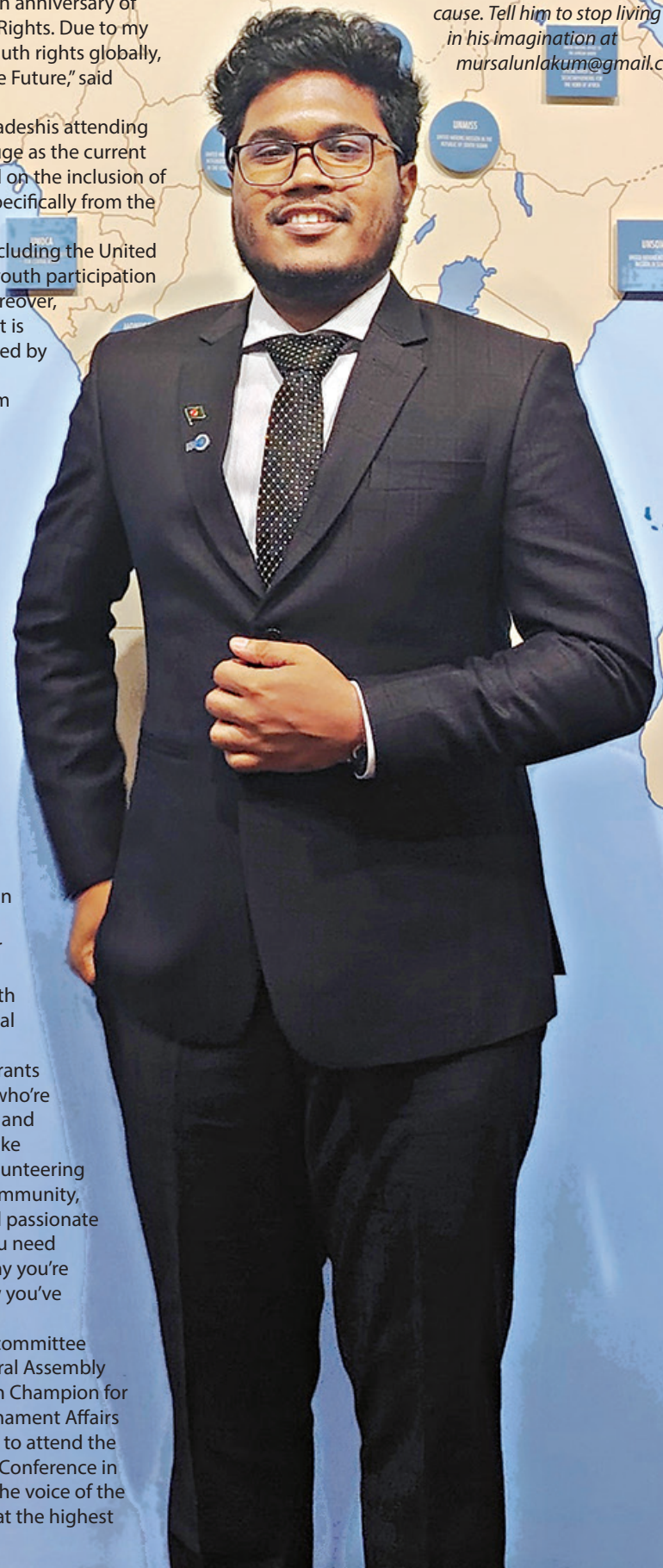
While youth volunteering has increased in Bangladesh, Nowshan believes global representation remains limited due to an information gap. He advised young people to follow organisations' social media for recruitment updates and platforms like Opportunities for Youth and Youth Opportunities to look for international opportunities.

Nowshan also shared tips for aspirants from underprivileged communities who're aiming to attend global conferences and increase their chances, "You've to make ground and gather experience of volunteering at different levels. Start from your community, work on issues that you care and feel passionate about and try to make an impact. You need a story about how you've started, why you're passionate about this issue, and how you've impacted people's lives."

Nowshan will be joining the first committee meeting of the United Nations General Assembly (UNGA) in late October as a UN Youth Champion for Disarmament of UN Office for Disarmament Affairs (UNODA). In November, he is hoping to attend the Disarmament and Non-proliferation Conference in South Korea where he wishes to let the voice of the youth not only be heard but valued at the highest

levels of decision-making.

The author is an aimless wanderer who considers himself a lost cause. Tell him to stop living in his imagination at mursalunlakum@gmail.com



■ EDUCATION ■

CAN CLIMATE EDUCATION TACKLE THE CLIMATE CRISIS?

Imagine watching helplessly as your home is swept away by floods, unable to do anything to stop it. That's the same sense of powerlessness many young people, including myself, feel as we witness the global climate crisis unfold right in front of us.

ALLIN MOHANA BISWAS

The challenges of rising temperatures, devastating floods, and frequent natural disasters, are becoming more apparent with each passing day.

A recently published World Bank report, *Choosing Our Future: Education for Climate Action*, highlighted the important role education plays in empowering young people to participate in climate mitigation and adaptation. Education has the potential to build critical thinking, shape behaviour, and equip students with the skills required for a green transition.

However, according to the report, a significant gap exists between students' desire to take action and their understanding of climate science. While 88 percent of Bangladeshi secondary students are eager to contribute to climate action, only 32 percent could correctly answer basic questions about greenhouse gases.

This knowledge gap is particularly concerning in countries like Bangladesh, where the impacts of climate change are more severe. Those facing the direct consequences of climate change are often the least informed and equipped to address them.

According to the report, nearly 93 percent of Bangladeshi secondary students believe climate change is happening, and about 40 percent feel personally affected by it. Misinformation compounds the crisis, with nearly 47 percent of secondary teachers in Bangladesh believing that climate change coverage in the media is exaggerated.

The situation is further exacerbated by climate-induced disruptions to the education system. Schools in Bangladesh frequently close due to heatwaves, floods, cyclones, and other natural disasters, severely impacting students' learning and the country's future workforce.

The report highlights that a striking

79 percent of youth across eight low and middle-income countries believe their country is in a climate emergency. This figure exceeds 90 percent in Bangladesh, India, and Kazakhstan. As climate change worsens, so does climate anxiety, becoming an "inescapable stressor".

The World Bank report emphasises that education systems must adapt to the realities of climate change by integrating climate-related content into curricula in accessible and engaging ways. This integration can occur across subjects, with reading lessons addressing forest conservation or maths classes focusing on temperature and sea-level changes.

Practical, locally relevant activities can reinforce these lessons, making climate education more relatable and actionable. Education not only combats misinformation but also builds the foundational knowledge required for climate action.

Green skills are not confined to sectors like energy and agriculture. With the right training, any job can contribute to a greener future. As green skills become increasingly in demand across industries, education systems must prepare students for the evolving labour market.

The development of STEM (science, technology, engineering, and mathematics) skills is essential for future green transitions, particularly in sectors like agriculture and energy, which are important areas for Bangladesh's economy. However, the demand for green skills is broadening across industries, meaning almost any profession can contribute to sustainability if workers are equipped with the necessary skills.

Governments must prioritise climate education and create environments where these skills can flourish. In a youth survey conducted in Bangladesh, Kenya, and Mexico, about 81 percent of

youth felt that if they did not learn about green skills and how to apply them, their future livelihoods were at stake.

"Climate crisis is a children's rights crisis. Climate Change Education (CCE) is vital for equipping students with the necessary knowledge and skills to tackle climate change. Integrating scientific, interactive, and rights-focused CCE early helps children actively engage in climate change adaptations, sustainability and green practices from a young age. It fosters critical thinking, encourages innovative solutions, and empowers youth as environmental advocates. Ultimately, it prepares children to become responsible citizens of the future, capable of navigating a complex world with eco-friendly choices and contributing to a low-carbon, resilient economy," said Ms Rana Flowers, Representative to UNICEF Bangladesh.

"Climate education from a very early age can be a powerful tool to reshape and develop responsible behaviour to protect the earth from further damage. This will help the new generation not only to understand the crisis and its contributing factors, but also to prepare for and adapt to the impact of climate change. Through simple and child friendly teaching learning practice, climate education can help even a very small child to realise the value of conservation, adopting sustainable practices and role of every small action to ensure the wellbeing of all," said Nadia Rashid, Programme Manager, Education and Human Development Team, Delegation of the European Union to Bangladesh.

Since 2013, Bangladesh's National Curriculum and Textbook Board (NCTB) has integrated climate change, environmental science, and disaster management into primary and secondary education curricula in both

Bengali and English. Textbooks like "Elementary Science" and "Bangladesh and Global Studies" for primary classes address these topics comprehensively.

The World Bank report also highlights that universities in low- and middle-income countries are not offering enough green skilling opportunities. Nearly 46 percent of university lecturers in Bangladesh, Kenya, and Mexico cite regulatory barriers as a significant obstacle. This misalignment between available education and the industry's need for qualified personnel is concerning.

Exposure to climate shocks like cyclones and floods has increased child marriages as families in Bangladesh use bride payments to cope with financial hardship. These climate shocks will likely increase learning poverty and disrupt educational continuity.

Rising temperatures and frequent natural disasters make classrooms less conducive to learning, while extended school closures threaten the country's long-term economic stability. Adaptation measures, like planting trees for shade or installing fans in classrooms, can help, but systemic change is needed.

However, the success of these changes depends on the country's ability to invest in education. Schools must have the resources to provide quality digital learning, teacher training, and interdisciplinary climate education. A more qualified teaching workforce is essential for delivering the climate education students need.

Climate education should not only include awareness, it should give students and young people the right skills, knowledge and critical thinking abilities. Are we doing enough to prepare the next generation for the challenges ahead?

Reference:

World Bank Group (September 4, 2024). *Choosing Our Future: Education for Climate Action*.

