



End of the textbook student



Once, being a “good student” meant mastering textbooks and scoring well in exams. Today, it’s about something much broader, about being curious, empathetic, adaptable, and globally aware. As classrooms across the world evolve to match the demands of a connected planet, education itself is being redefined. From Finland to Singapore to New Zealand, schools are no longer teaching just *what* to think, but *how* to engage with a changing world.

LEARNING BEYOND BORDERS

The most progressive education systems are built on one simple truth: knowledge is global. Finland's project-based curriculum encourages students to solve real-world problems from designing eco-friendly neighborhoods to debating ethical AI. Singapore's "Values-in-Action" model sends students out of classrooms to serve their communities, while New Zealand integrates Māori and global perspectives to teach respect for diversity and sustainability.

International frameworks like the International Baccalaureate (IB) and Cambridge curriculums have also gained ground. Their focus on inquiry-based learning and cultural understanding prepares students to become “global citizens”. These become individuals who can think across disciplines and cultures.

TECHNOLOGY AS A BRIDGE, NOT A

BARRIER

Technology has become education's great equaliser when used right. In

LEARNING BY DOING

Classrooms worldwide are turning theory into action through **project-based and service learning**. In Canada and the Netherlands, students are graded on projects that solve real community problems. Schools in Australia and Japan blend civic education with volunteerism, where lessons on empathy and leadership happen not through lectures but lived experience.

urging schools to teach sustainability and social responsibility as core competencies, not optional extras.

LANGUAGE, CULTURE, AND CONNECTION

CONNECTION
Being “global” is more than simply speaking English fluently. It deals with understanding the world’s many voices. Schools from South Korea to Spain are expanding bilingual and trilingual programs to promote cross-cultural awareness. Digital pen-pal programs and

This goes for connectivity more, not about gadgets; it's about perspective. When a student in Dhaka can brainstorm ideas with a class in Helsinki, the world suddenly feels smaller and the possibilities bigger.

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transformative results. Imagine a classroom in Barisal discussing plastic pollution with peers in Bali, both learning science *and* empathy at once.

THE HUMAN SIDE OF GLOBAL LEARNING

Even as classrooms go digital, emotional intelligence remains at the heart of global education. Social and emotional learning (SEL) programs in Denmark and Australia help students manage emotions, resolve conflict, and collaborate across differences, qualities that matter as much as any STEM skill.

The OECD's Global Competence Index now even measures how well students understand and act on global issues, signaling that humanity is once again central to education.

A PATH FORWARD FOR BANGLADESH

BANGLADESH
Bangladesh's education system is at a crossroads. To prepare students for a future that transcends borders, schools must embrace a more holistic, globally linked approach. They need one that blends technology with empathy, academic rigor with creativity, and learning with action.

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The world's best schools aren't just producing workers; they're raising *citizens*. In an age of artificial intelligence, what we need most are *authentic intelligence* with minds that can connect, care, and collaborate. That's the true hallmark of a global student.

The collage consists of several images and text blocks. At the top left is a photo of students playing soccer. At the top right is a photo of two students in school uniforms holding open Qurans. In the center is a photo of a group of students holding certificates, with the text 'ECA (EXTRA-CURRICULAR ACTIVITIES)' overlaid. To the left of the center image is a grid of six student portraits with the text 'EXCLUSIVE HIFZUL QURAN PROGRAM' and a blue arrow pointing right. Below this is a text block 'NO PRIVATE TUTOR NEEDED UP TO O-LEVEL' with a red arrow pointing right. At the bottom left is a photo of university logos with the text 'STUDY OPPORTUNITIES AT PRESTIGIOUS ISLAMIC UNIVERSITIES'. At the bottom right is a photo of a teacher in a classroom with the text 'INTERNATIONAL RESOURCE PERSON AT GIS' and a blue arrow pointing left.