

## TOWARDS REFORMING THE EDUCATION SYSTEM IN BANGLADESH: ADDRESSING RURAL-URBAN DISPARITIES

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**Abstract:** In Bangladesh, the educational system has been ignored for too long, and being a corrupt country, its rural and urban education sectors must be secured. This paper critically analyses the prevailing educational scenario concerning higher dropouts, inadequate teacher training and poor access to contemporary pedagogic resources in rural hinterlands. By incorporating data from national surveys and documented scholarship, this endeavor identifies essential solutions, including expanding federal dollars, comprehensive teacher training programs, and digital-enhanced learning. The results emphasize that to ensure socio-economic development in Bangladesh, a new education system must be developed to respond efficiently to today's labor market needs.

**Keywords:** educational reform, rural-urban disparity, teacher training, Information and Communication Technology (ICT), digital divide; Bangladesh perspective.

### **Introduction**

The education field in Bangladesh is surrounded by many problems, especially in rural regions where the standard of learning and teaching is much poorer than in urban areas. They face many challenges, such as long school dropouts, lack of trained teachers and inadequate facilities for effective learning. These problems are even more severe in rural areas as educational quality is already low and students' capacities to perform overall suffer. Schooling is a foundational motorist of societal innovation and an imperative variable contributing to equally private and domestic expansion. However, Bangladesh's education system has yet to match this speed of population and labor market diversification. This situation is compounded in rural areas, where dropout rates for all levels of education could be better. During the coronavirus pandemic, rural students have been hit hardest by lack of access to online resources for remote learning and school.

Hence, this study aims to examine educational inequalities in the context of Bangladesh, focusing on rural vs. urban disparities within educational systems. The article explores the origins of these disparities, and several approaches have been proposed to eradicate them, including enhancements in governmental expenditures, teacher training improvements, and adopting modern educational technologies. The main central argument suggests these interventions are pivotal because the world that reduction is believed to enhance rural education outcomes, lead to economic mobility, and reduce inequalities.

### **Literature Review**

The education system in Bangladesh has received numerous reforms to enhance quality and ensure that students from all over the country have access. While these efforts have been practical, significant hurdles remain—especially in rural communities where the educational infrastructure and resources just aren't enough. Research by Hossain et al. shows that key challenges to delivering quality education in these regions are low qualitative teacher training and inadequate infrastructure. Moreover, Alam and Rahman (2019) opine that the existing curriculum does not focus on competencies in demand by today's job market, causing low interest among students to continue with education, ultimately resulting in higher dropout rates. These challenges

have been magnified under the COVID-19 pandemic, which disproportionately impacts our rural communities and exacerbates an already existing urban/rural digital divide.

To meet these myriad needs, policymakers have offered a number of solutions, including more public funding for rural schools, modernizing existing structures, and additional resources. In addition, practices for preparing pre-service teachers are key to making educators ready to teach multilingual, diverse classes. But to do so will take local governments, schools, and communities working together on solutions.

### **Methodology**

**Methods:** A desk-based qualitative research study was used to use secondary analysis, data from national surveys, government reports and academic literature. Overall sources of primary data include the Bangladesh Bureau of Educational Information and Statistics (2020) and the National Survey on Children's Education - 4th Cycle in collaboration with UNICEF. The analysis compares rural and urban areas in terms of the qualifications of teachers. Educational resources? as well as learning outcomes?

### **Data Collection**

These are, in fact, the data that were analyzed: they included information from government reports and publications about social welfare facilities, academic journals, and global surveys such as those conducted by UNICEF or The World Bank. The analysis specifically aimed to uncover similar educational outcome patterns and trends, particularly from the rural-urban perspective across Bangladesh's different Upazilas (sub-districts). The examination additionally tested the impacts of instructor quality and showed materials on learning results, specifically in a far-off setting during the COVID-19 pandemic.

### **Results**

The analysis uncovers substantial education disparities between rural and urban areas in Bangladesh. The school dropout rate is higher in rural areas that often need more trained teachers and other essential educational facilities. Insufficient access to modern educational tools- including the internet and digital learning platforms – is a more severe issue in rural areas. Meanwhile, for rural students, it was only 15.9%, as mentioned in the National Survey on Children's Education (2021). The digital divide was then established in Bangladesh, calling for dual-tier education, which steps up to cover both the rural and urban areas (US Bureau of Census 2011).

### **Discussion**

The results of this research highlight a clear need for focused interventions to combat the considerable inequalities in Bangladesh's educational system. It is necessary to allow ample funds for rural schools in the form of increasing financial allocations by the government, and they must consider providing infrastructure along with amenities instead of punting on technologies. Obligatory teacher training Programs are also required to ensure that educators in rural areas have the necessary skills even for digital learning environments that will allow them to deliver quality education. It is imperative that the digital divide between rural and urban areas be eliminated to level the education field and prevent children from being left behind in a world ruled more by tech than textbooks. Additionally, the curriculum should be reformed to meet labor market requirements so education would add more value and dropouts could decrease.

### **Conclusion**

To sum up, the development in rural Bangladesh to improve socio-economic conditions strongly depends on this education-learning system. Addressing the urban-rural divides will take more than adding a few teachers here and there: A real solution demands resources across all levels of government, better-trained educators, and digital learning tools. Yet if Bangladesh overcomes

these challenges, it will be capable of providing an education system that serves all its children well and prepares them to lead productive lives in a quickly evolving global economy.

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