

For education beyond border



EDUCATION has always reflected the needs of its time. Today, those needs extend far beyond national borders. Rapid technological change, climate change, migration, economic integration and digital connectivity have transformed the way people learn, work and interact. In this increasingly interconnected world, education must prepare young people not only to compete in the global economy but also to understand their responsibilities as members of a shared global community. Developing global citizenship alongside the knowledge and skills needed for globalisation is therefore no longer optional; it is an essential goal of modern education.

Although the terms are often used interchangeably, globalisation and global citizenship are distinct concepts. Globalisation refers to the growing economic, technological and cultural interconnectedness of nations. Global citizenship,

on the other hand, is about values, responsibility and participation. It encourages individuals to recognise that they share common challenges with people across the world and have a collective responsibility to promote peace, human rights, social justice, cultural understanding and sustainable development. While globalisation shapes the environment in which people live, global citizenship determines how they respond to that environment.

Preparing students for this reality requires far more than academic excellence. Young people need a broad range of competencies that enable them to succeed in an increasingly complex world. These include critical thinking, creativity, communication, collaboration, digital literacy, emotional intelligence, leadership, adaptability and problem-solving. Strong language skills, particularly in English, remain equally important because English continues to serve as the principal language of international communication, higher education and technological innovation.

The importance of these competencies has become increasingly evident as governments, educators and parents seek educational approaches that equip learners for the demands of the twenty-first century. Success today depends

not only on subject knowledge but also on the ability to analyse information critically, work across cultures, embrace innovation and respond to rapidly changing circumstances.

Science, Technology, Engineering, Arts and Mathematics (STEAM) education has become an important driver of this transformation. By combining scientific knowledge with creativity and innovation, STEAM prepares students to solve real-world problems and contribute to sustainable development. STEM disciplines, in particular, provide the technical foundations needed to advance research, technological innovation and economic competitiveness. At the same time, integrating the arts strengthens creativity, communication and design thinking, producing graduates who are both technically competent and socially aware.

Technology has fundamentally reshaped education itself. Digital platforms now allow students to collaborate with peers across continents, participate in international classrooms and gain access to knowledge that was once beyond their reach. Online learning has become a permanent feature of education, enabling learners to overcome geographical barriers while strengthening their technological competencies. Virtual exchanges also expose students to different perspectives and cultures, helping them develop a broader understanding of global issues.

Language proficiency remains closely linked to these opportunities. English is not merely an international language but also the dominant language of science, research, technology and global commerce. Much of the world's digital content, academic literature and technological innovation is produced and shared in English. Ensuring effective English language education

therefore enables students to participate more fully in international collaboration and lifelong learning.

Schools can further strengthen global citizenship by incorporating project-based learning into their curricula. Collaborative projects involving national and international partner schools encourage students to exchange ideas, address shared challenges and learn from different cultural perspectives. Such initiatives foster teamwork, leadership and independent learning while helping students appreciate diversity and understand the interconnected nature of modern societies.

Beyond classroom instruction, schools should provide opportunities for learners to participate actively in extracurricular activities, community engagement and student leadership. These experiences cultivate responsibility, confidence and civic awareness while reinforcing the values associated with global citizenship.

Developing multicultural understanding should also be a central objective of education. Students need opportunities to learn about different cultures, traditions and belief systems from an early age. Such exposure encourages respect for diversity and challenges prejudice and discrimination. In increasingly multicultural societies, the ability to engage constructively with people from different backgrounds is becoming an essential life skill.

Multicultural education promotes inclusion by ensuring that all learners, regardless of their cultural, linguistic or social backgrounds, have equal opportunities to succeed. It also strengthens social cohesion by fostering empathy, tolerance and mutual respect. When students understand different

perspectives, they are better equipped to resolve conflicts peacefully and contribute positively to diverse communities.

Teachers play a decisive role in this process. Effective global citizenship education depends upon teachers who can create inclusive, respectful and supportive learning environments where diversity is recognised as a strength rather than a barrier. Teacher education programmes should therefore equip educators with the knowledge, pedagogical skills and cultural competence needed to address global issues within the classroom. Teachers who model empathy, openness and respect help students develop into thoughtful and responsible citizens capable of contributing to a more peaceful and equitable world.

Higher education institutions likewise have an important responsibility. International student exchanges, faculty collaboration and joint research programmes expose learners to new academic traditions, cultures and ideas. These experiences deepen intercultural understanding while strengthening the international partnerships that increasingly shape research, innovation and economic development.

Curriculum reform remains equally important. Educational curricula should be flexible enough to respond to changing global realities while remaining grounded in national culture and identity. An open curriculum enables students to understand their own values and heritage while appreciating how they relate to the wider world. Such an approach promotes self-awareness alongside empathy, perspective-taking and respect for cultural diversity.

Curricula should also be updated regularly to reflect new scientific discoveries, technological developments and emerging global challenges. Alongside formal

classroom learning, schools must recognise the influence of the hidden curriculum—the values, behaviours and attitudes students absorb through the culture of the school itself. Respect, integrity, inclusion and democratic participation are often learned as much through experience as through textbooks.

Environmental education deserves greater emphasis within this broader framework. Climate change, biodiversity loss and environmental degradation transcend national boundaries and require collective action. Teaching young people about environmental sustainability helps them understand that protecting the planet is a shared global responsibility. This perspective aligns closely with the principles of global citizenship by encouraging cooperation rather than competition in addressing common challenges.

International mobility also contributes to greater global understanding. Student exchanges, academic mobility and educational travel provide valuable opportunities for cultural learning and international cooperation. Policies that facilitate legitimate international travel, including more flexible visa arrangements for students and researchers, can strengthen educational collaboration and deepen people-to-people connections across borders.

Ultimately, education should prepare students not only for employment but also for responsible citizenship in an interconnected world. Globalisation presents enormous opportunities, but it also brings challenges, including inequality, political instability, misinformation and environmental crises. Addressing these issues requires citizens who possess both technical competence and strong ethical foundations.

The United Nations Sustainable Development Goals, particularly SDG 4 on Quality Education, recognise that education is central to building inclusive, peaceful and sustainable societies. Nelson Mandela's observation that education is "the most powerful weapon which you can use to change the world" remains as relevant today as ever. Quality education develops not only knowledge and skills but also values, empathy and a sense of shared responsibility. As Bangladesh seeks to prepare its young people for an increasingly interconnected future, education must go beyond producing skilled workers. It must cultivate informed, compassionate and responsible global citizens who can contribute confidently to both national development and the common good.

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