
Philosophical Reformist Education Policy-Shaping the Mondial Generation

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Abstract

This abstract outlines a comprehensive, philosophically grounded "Reformist Education Policy" designed to restructure and modernize the school system through a structured, three-stage continuum: Early School Age (Infant care and Early Academic), Pre-Junior and Junior School Age, and Senior School Age. Rooted in over 14 years of reflective teaching experience, this policy addresses systemic limitations in the contemporary curriculum by advocating for an epistemologically balanced, work-oriented, and holistic pedagogical model. Moving away from an over-reliance on rote learning and exam-centric validation, the proposal theorizes a shift toward existential and practical life skills, integrating continuous qualitative assessment and mandatory vocational training. A critical component is the philosophical reconciliation of technology and human development, advocating for an IT-smart educational ethos while systematically curbing technological alienation and excessive screen time.

Furthermore, the policy emphasizes building a strong foundation in core disciplines (Languages, Mathematics, and Science) symbiotically aligned with a profound grounding in religious, ontological, and ethical values. Beyond mere academic instruction, the framework incorporates active co-curricular tracks, civic duties, and social service to foster community cohesion among educators, guardians, and students. Addressing the systemic health of the sector, the study proposes structural reforms in institutional management and teacher welfare, aiming to alleviate state dependency while fostering self-sustainability. Ultimately, this inquiry provides a normative and conceptual roadmap to cultivate a versatile, morally disciplined, and globally competitive generation capable of navigating the modern digital era with absolute practical expertise and intellectual integrity.

Keywords: Learning Outcome Points (LOCP), Balanced IT Integration, Vocational Schooling, Three-Stage Education Continuum, Holistic Assessment, Institutional Self-Sustainability, Philosophy of Education, Educational Ethics, Moral Epistemology.

2.Introduction

The contemporary global educational landscape is undergoing a rapid, technology-driven mutation. Often referred to as the "IT science global era," this period demands that the

upcoming "Mondial" (global) generation possess advanced digital competencies to maintain a competitive footing on the international hierarchy. However, this techno-centric shift has introduced a stark pedagogical and philosophical paradox. While modern classrooms enjoy unprecedented digital access, there is an over-reliance on rote learning, exam-centric validation, and unchecked screen time—critical factors that cause cognitive alienation and detach students from existential reality, humanistic traditions, and localized community frameworks. From an ethical standpoint, this digital immersion often compromises the holistic moral development of the learner, prioritizing mechanistic performance over deep intellectual character.

To address these challenges, this paper introduces a Philosophical Reformist Education Policy on Demand, specifically designed through an analytical lens focused on the South Asian educational ecosystem, particularly Bangladesh. This model draws directly from 12 years of reflective classroom teaching experience across various institutional frameworks (including kindergarten federations from 2011 to 2026) and the disruptive structural curriculum changes observed during the 2023–2024 academic years. By synthesizing practical pedagogy with the core tenets of the philosophy of education, this paper examines the epistemological and axiological (اقدار کا فلسفہ) shifts necessary to reclaim the educational space. Consequently, the primary objective of this policy is to shift structural and normative educational paradigms:

From: Overloaded, theoretical, exam-only metrics.

To: A holistic, age-tiered, work-oriented, and ethically grounded framework that prepares students for global platforms while strictly managing digital consumption.

3.Literature Review

To contextualize a reformist educational policy, we must examine the intersection of age-appropriate digital consumption, holistic assessment, and vocational integration within emerging economies.

The Paradox of Early Childhood Digitalization

While educational technology corporations market early digital immersion as a necessity, contemporary childhood development literature increasingly highlights the risks of cognitive overload and decreased attention spans. This policy aligns with the growing global push toward restricting independent, unmonitored IT tablet usage in early childhood. Instead, it prioritizes sensory-motor coordination, native linguistic fluency, and oral-experiential learning during formative years.

Limitations of Traditional Summative Evaluation

Traditional evaluation systems heavily favor high-stakes summative testing (e.g., historical dependencies on terminal exams like the Primary School Certificate [PSC] and Junior School Certificate [JSC] in South Asia). Educational theorists argue that such mechanisms encourage

rote learning (*memorization without comprehension*) rather than meaningful learning outcomes. Transforming evaluation into a balanced metric—combining continuous Learning Outcome Observation Points (LOCP) with authentic written/practical applications—yields a more accurate index of student capacity and real-world readiness.

Vocational and Action-Oriented Co-Curricular Integration

Modern educational systems often-separate academic tracks from vocational skills, creating a socio-economic disconnect where graduates lack functional life skills. Research in progressive education models indicates that embedding mandatory work habits, financial literacy, community-centric festivals, and structured co-curricular tracks (such as scouting, domestic arts, and technical apprenticeships) fosters self-reliance, collaborative dynamics, and proactive civic behavior.

4. Methodology

This study utilizes a Qualitative Practitioner Inquiry and Policy Action Research methodology based on autoethnographic reflection, peer consultation, and comparative policy analysis. The framework was developed through the following operational steps:

- **Practitioner Observation & Autoethnography:** Data was collected over a 14-year trajectory (2011–2026) within the Bangladeshi primary and secondary education sectors, specifically drawing from tenures across six distinct kindergarten and national curriculum schools. Personal reflection on the critical curriculum transitions of 2023–2024 provided the direct catalyst for checking systematic inconsistencies in regional education frameworks.
- **Comparative Policy Analysis:** A comprehensive review was conducted comparing current South Asian educational outcomes against global milestones. This particularly focused on the socioeconomic impacts of uncontrolled childhood digital exposure vs. structured educational technology protocols.
- **Consultative Synthesis:** Qualitative data was gathered via unstructured interviews and discussions with senior educators, institutional administrative colleagues, and local guardians. These conversations focused on regional parental employment trends (notably the influx of working mothers) and the financial viability of local school systems.
- **Inductive Framework Modeling:** Based on the gathered data, the conventional fragmented grade structures were systematically re-mapped into a cohesive three-tier continuum. Academic requirements were cross-referenced with local community economic realities to formulate a structured curriculum matrix that directly matches student age with appropriate IT exposure.

5. Results and Discussion

The *Reformist Education Policy on Demand* restructures the standard school timeline into three distinct developmental stages, supplemented by mandatory action-oriented subjects.

The Three Stage Pedagogical Pipeline

Stage-1: Early School age

- ❖ Infant Care to Class 2
- ❖ 100% IT Screen Ban
- ❖ No Term Exams (No-Preparation Knowledge Tests Only)

Stage-2: Pre-junior and junior

- ❖ Class 3 to Class 8 (6-Year Session)
- ❖ 30% Managed Group-IT Integration
- ❖ Unified Board Exam: 50% Written + 50% Continuous LOCP

Stage-3: Senior school age

- ❖ Class 9 to Class 12 (4-Year Session)
- ❖ 50% Individual Laptop/IT Research Integration
- ❖ Condensed Multidisciplinary Textbooks (Science/Business/History)

Stage 1: Early School Age Education (Infant Care to Class 2)

This policy splits early childhood development into two structural components:

1. **Infant Care Education:** Supports working mothers from the child's birth up to walking age. This addresses a vital economic shift: the rising participation of women in the workforce within developing economies.
2. **Early Age Academic Education:** Encompasses four introductory levels (Play, Nursery, Class 1, Class 2) over condensed, iterative 6-month sessions.
 - **Curriculum Core:** Constrained to four foundational pillars: Mother Tongue (Bangla), International Language (English), Mathematics, and Religion.
 - **Pedagogical Delivery:** All scientific and general knowledge elements are taught strictly through practical interaction and oral instruction. Term examinations are explicitly banned, replaced by low-stakes, no-preparation monthly milestone assessments.
 - **Technology Threshold: 100% ban on personal tablets and child entertainment screens** to preserve neurocognitive attention baselines.

Stage 2: Pre-Junior and Junior School Age Education (Class 3 to Class 8)

This stage consolidates six traditional academic years into a unified, focused department.

- **Curriculum Core:** Six foundational subjects (Bangla, English with advanced grammar/composition, Mathematics, Science, Bangladesh & Global Studies, and Religion) run alongside practical split-courses (e.g., Pencil Sketch/Color Art, Home Science, Agriculture, and Basic Computer Science).
- **Technology Threshold: 30% IT tablet integration**, limited to collaborative, group-based schoolwork.

- **Evaluation Shift:** Culminates in a structural Junior Scholarship Examination. This replaces older, purely written board styles with a balanced evaluation matrix: **50% ongoing learning outcome observation points (LOCP)** and **50% written/practical exam performance**.

Stage 3: Senior School Age Education (Class 9 to Class 12)

A comprehensive four-year senior block designed to bridge secondary school and higher university studies.

- **Curriculum Optimization:** To reduce academic fragmentation, multiple divergent streams are synthesized into macro-textbooks. For instance, fields like Physics, Chemistry, and Biology are streamlined into a singular, highly integrated *Science* text. Similarly, historical branches are unified into a cohesive *Global History* text.
- **Technology Threshold: 50% IT laptop/individual station usage** to facilitate research, self-directed projects, and modern technical literacy.
- **Evaluation Shift:** Assessed via a **70% LOCP** (class performance, projects, homework diligence) and **30% written/practical exam matrix**. This approach directly targets and eliminates the practice of high-stress rote memorization.

Mandatory Action-Oriented Sub-Systems

To cultivate multi-faceted, self-sustaining citizens, the policy mandates eleven specific operational sub-systems across the student pipeline:

Sub-System Strategy	Operational Mechanism	Pedagogical / Structural Target
1. Structured Athletics	Weekly dedicated sports days paired with mandatory physical health screenings.	Physical fitness metrics are directly integrated into the student's academic LOCP score.
2. Mini-Work Placement	1–2 hours per week of mandatory in-school or community-supervised work duties.	Instills foundational labor habits and provides a direct, modest income source for students.

Sub-System Strategy	Operational Mechanism	Pedagogical / Structural Target
3. Co-Curricular Arts	Compulsory classes in culinary arts, music, traditional cultural arts, and bilingual debate.	Progress metrics are formally recorded on final transcript evaluation sheets.
4. Structural Scaffolding	Mandatory division of class periods into Team-Work, Pair-Work, and Single-Study slots.	Systematically builds collaborative communication habits and individual focus.
5. Applied Commerce	Organizing 6 community festivals per year (e.g., Eco-Markets, Craft and Agriculture Fairs).	Students manage product sales directly to build an early entrepreneurial mindset.
6. Micro-Vocational Blocks	Mandatory 10–12day micro-courses at the end of each academic year (e.g., coding, tailoring, repairs, farming).	Hands-on certification tracks that ensure immediate, practical real-world employment options.
7. Scouting & Civil Duty	Compulsory weekly scouting, volunteer service allocations, and structured regional field travel.	Builds civic duty, civic pride, resilience, and global networking capabilities.
8. Character Metrics	Systematic assessment tracking uniform neatness, attention, respect for instructors, and peer mentorship.	Culminates in a formal Character Certificate at senior graduation.

Sub-System Strategy	Operational Mechanism	Pedagogical / Structural Target
9. Trilingual & Religious Core	Core modules (Math, Science, English) taught entirely in English. Arabic language and Islamic studies integrated dynamically.	Ensures a firm ethical identity alongside high-level international communication skills.

The primary overarching objective of this study is to formulate and evaluate a comprehensive, age-stratified, and reformist school education policy designed to cultivate a self-reliant, globally competitive, and ethically grounded "Mondial" generation, using south Asian country Bangladesh's school ecosystem as a primary model. The policy clearly state "Don't achieve education from famous school, achieve good education from any school by good policy"

The specific research objectives are:

- **RO-1:** To design an **age-tiered pedagogical pipeline** (Early School, Pre-Junior & Junior School, and Senior School) that balances international technical standards with localized socio-cultural and religious values.
- **RO-2:** To determine the optimal, **age-gated threshold for Information Technology (IT) exposure** in school curricula, minimizing addictive digital usage while maximizing modern technological literacy.
- **RO-3:** To structure an alternative, holistic assessment matrix that transforms school metrics **from exam-only performance to a continuous Learning Outcome Observation Point (LOCP) system** based on daily discipline and focus.
- **RO-4:** To integrate mandatory, structured **co-curricular and micro-vocational systems** directly into standard schooling to foster early entrepreneurship, community engagement, and financial self-reliance.
- **RO-5:** To propose a self-sustaining institutional framework that reduces state budget reliance by converting educational institutions into **localized community hubs and revenue generators**.

To fulfill the research objectives and address the contradictions observed during the curriculum updates of recent years, this study seeks to answer the following research questions:

Core Framework & Structural Design



- **RQ-1:** How can the conventional school structure be redesigned into distinct developmental blocks to prevent educational overload and cognitive fatigue in the modern era?
- **RQ-2:** In what ways can core international disciplines STEM (Science, Technology, English, Mathematics,) be integrated seamlessly alongside host-country foundations (Bangla/Country language suggest book and Islamic/Moral Studies/Religion studies) to build balanced global identities?

Technology & Digital Integration

- **RQ-3:** What are the definitive, age-appropriate thresholds for student screen time—ranging from an absolute ban in early childhood to structured laptop integration in senior years—that protect cognitive development while building critical digital skills?
- **RQ-4:** How can structured, academic IT usage inside schools successfully mitigate the negative consequences of unmonitored home internet and smartphone browsing?

Assessment & Vocational Self-Reliance

- **RQ-5:** How effectively does an assessment matrix split between traditional testing and ongoing Learning Outcome Observation Points (LOCP) reduce high-stress rote memorization among students?
- **RQ-6:** What structural impact does the mandatory inclusion of mini-work placements, annual micro-vocational blocks, and entrepreneurial festivals have on developing a student's workforce readiness and financial understanding?

Institutional & Community Sustainability

- **RQ-7:** How can an educational institution be structured to generate internal revenue streams and employment opportunities for local families, thereby decreasing national educational deficit spending?
- **RQ-8:** What governance strategies are required from regional ministries of education to regulate, fund, and monitor private, public, and NGO school sectors under a unified reformist policy?

Methodological Alignment Matrix

Research Objective	Corresponding Research Questions	Primary Focus / Target
RO-1: Age-Tiered	RQ-1, RQ-2	Structural Curriculum Redesign

Research Objective	Corresponding Research Questions	Primary Focus / Target
Pipeline		
RO-2: Age-Gated IT Limits	RQ-3, RQ-4	Digital Balance & Screen Regulation
RO-3: Holistic LOCP Metric	RQ-5	Eliminating Rote Learning via Daily Evaluation
RO-4: Vocational Integration	RQ-6	Practical Labor Habits & Financial Literacy
RO-5: Sustainable Hubs	RQ-7, RQ-8	Institutional Self-Funding & Community Integration

6. Conclusion

The reform of educational pedagogy cannot happen in isolation from community realities or economic variables. The proposed *Reformist Education Policy on Demand* successfully rebalances the tension between local values and global technological demands. By organizing schooling into three logical developmental tiers, placing strict boundaries on early digital device exposure, and embedding structured vocational and civic workflows, this framework systematically redirects education away from being an insulated commercial commodity.

Instead, it transforms the school zone into a sustainable community anchor that minimizes institutional financial dependency on state budgets, supports busy working parents, and ensures that the emerging "Mondial generation" is highly competent, deeply ethical, and practically self-reliant.

7. Recommendations

A hypothesis states what we believe will happen when this policy changes are introduced. Based on a goal of balancing modern IT tools, reducing exam pressure, and building versatile citizens, this policy operates on three core hypotheses:

- **Hypothesis 1 (The Balanced IT-Age Fit):** If information technology (IT) exposure is strictly restricted in early childhood (0%) and gradually scaled up in groups (30%) and individually (50%) as students mature, then students will develop stronger attention spans and critical thinking skills while remaining highly competitive in the global digital economy.
- **Hypothesis 2 (The Holistic Assessment Effect):** If the traditional high-stakes exam system is replaced with a balanced evaluation model (such as a 30% to 50% continuous observation layout for learning outcomes combined with 50% to 70% written assessments), then student anxiety and rote-learning ("memorization shortcuts") will decrease while authentic, practical knowledge retention increases.
- **Hypothesis 3 (The Socio-Economic Institutional Cycle):** If schools implement mandatory vocational training, community-based student job duties, and localized entrepreneurial festivals, then the educational institution will transform from a financial drain on government budgets into a self-sustaining revenue stream that enhances local family employment.

Propositions outline the definitive structural steps your policy proposes across the three developmental stages of the "School Zone."

Stage 1: Early School Age Education (Infancy to Grade 2)

- **Proposition 1.1:** *Establishment of Dual-Track Infant Care.* To boost professional female workforce participation, schools must offer an integrated infant-care framework alongside formal early schooling.
- **Proposition 1.2:** *The Four-Core Foundation.* Academic learning must be consolidated into a simplified, fast-tracked system over four core subjects: Mother Language (Bangla), English, Mathematics, and Religion, with sciences and arts taught purely through non-graded practical exposure.
- **Proposition 1.3:** *Digital Clean Slate.* Digital hardware, including tablets and mobile smartphones, must be prohibited entirely from early childhood instruction to preserve cognitive focus and physical play dynamics.

Stage 2: Pre-Junior & Junior School Age Education (Grades 3 to 8)

- **Proposition 2.1:** *Curriculum Consolidation.* The student workload should be streamlined into 6 core academic subjects alongside targeted practical modules (such as Home Science, Agricultural Science, and Pencil Sketching) over a continuous 6-year block.

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- **Proposition 2.2:** *Collaborative Tech Exposure.* IT integration should be capped at 30% of the instructional timeline and limited to group-work environments rather than isolated personal devices.
 - **Proposition 2.3:** *The Scholarship Board Benchmark.* Terminal assessment should rely on a singular Junior Scholarship Board Exam, heavily weighted (30% to 50%) on daily diligence, class performance, and homework tracking sheet records.

Stage 3: Senior School Age Education (Grades 9 to 12)

- **Proposition 3.1:** *Unified Broad-Stream Textbooks.* Instead of hyper-specialized tracks, students will study master textbooks that distill the vital knowledge of separate sciences, business streams, and global histories into singular, practical books.
- **Proposition 3.2:** *Individualized Digital Independence.* Individual laptop and tablet usage is scaled up to 50% of the learning ecosystem, preparing the learner directly for specialized university enrollment or freelancing paths.

Empirical statement:

1. Holistic & Continuous Assessment (Vs. Exam-Only)

- **Proposal:** Reducing the weight of high-stakes exams and including daily diligence, classroom performance, and "Learning Outcome Points" (LOCP).
- **Evidence:** Research on **Formative Assessment** (e.g., Black & Wiliam, 1998) consistently shows that continuous feedback and student involvement in assessment significantly improve learning outcomes compared to high-stakes testing. High-stakes testing is often associated with rote memorization, whereas continuous assessment promotes deeper cognitive engagement.

2. Work-Oriented Education & Vocational Training

- **Proposal:** Integrating vocational courses (tailoring, nursing, repair, farming) from Class 3–12.
- **Evidence:** The "**Learning by Doing**" philosophy, popularized by John Dewey, suggests that work-oriented education increases student motivation and practical skill acquisition. Modern global trends, such as the German "Dual Education System," provide empirical evidence that integrating academic study with practical/vocational experience leads to lower youth unemployment and higher economic productivity.

3. Technology Integration (Balanced & Graduated)

- **Proposal:** Prohibiting tablets in the earliest years, limited group use in junior years, and individual use in senior years.
- **Evidence:** Recent studies on **Digital Learning** suggest that while technology can enhance learning, there is a "U-shaped" curve of effectiveness. Early childhood

education often benefits more from tactile, social, and physical interaction than screen time (American Academy of Pediatrics guidelines). Your phased approach aligns with evidence suggesting that digital literacy is a developmental skill that should be introduced alongside cognitive maturity.

4. Social & Community Integration

- **Proposal:** Including guardian-teacher-student festivals, volunteer duties, and school-based economic/banking funds.
- **Evidence:** The concept of the "**Community School**" or "**Social Capital in Education**" (Coleman, 1988) emphasizes that schools are stronger when they are hubs for their communities. When guardians are involved and students participate in community service, social cohesion increases, and the school becomes a sustainable resource rather than a purely academic island.

To successfully implement this reformist policy model across institutional and regional spaces, the following structural guidelines are recommended:

1. **De-Commercialize Educational Spaces:** Educational institutions must build independent revenue streams through internal student-led enterprises (e.g., agricultural sales, technology repair shops, vocational craft markets). This helps insulate schools from erratic state funding or predatory commercialization.
2. **Enforce Strict Age-Gated Technology Standards:** School systems should enforce clear boundaries on technology access. This means an absolute ban on personal tablet devices in pre-primary and primary classrooms, transitioning up to collaborative group computing in middle years, and finally moving to individual research laptops in high school.
3. **Overhaul the Civil Assessment Architecture:** Regional ministries of education must shift away from high-stakes, 100% written summative exams. They should adopt an assessment framework that relies heavily on continuous Learning Outcome Observation Points (LOCP), split equitably between daily behavioral metrics and practical, applied testing.
4. **Integrate Micro-Vocational Certifications:** School years should explicitly conclude with mandatory 10-to-12day micro-vocational training sessions. This ensures every student graduate with tangible, certified technical skills (such as coding, small engine repair, or medical care assistance).
5. **Develop Integrated Educational Banking Ecosystems:** Establish collaborative financial frameworks overseen by ministries of education. These structures should manage secure student savings accounts, teacher retirement funds, and low-interest institutional development loans to stabilize the regional educational infrastructure.
6. **Tri-Department Governance:** Seamless tracking across Government, Private, and NGO institutions under standard operational guidelines set by the Ministry of Education.

This educational policy framework is born from the collective wisdom of an active educational community. Sincere gratitude is extended to the pioneering educational administrators and senior colleagues within the national kindergarten federations whose shared insights heavily shaped these concepts over the past 14 years.

Special recognition is reserved for the current school communities whose daily challenges during the volatile curriculum changes of 2023–2024 highlighted the clear need for structural reform.

Finally, a deep, foundational debt of gratitude is owed to the author's father, whose early gift of a physical wooden bookshelf sparked a lifelong curiosity for knowledge, and to the author's sister, whose gift of a modern computer bridged that childhood curiosity into a digital workspace dedicated to shaping the global generation.

Ethic Statement for the Mondial Generation:

"We must not abuse science, technology, and policy to dissolve human connection and regional peace. Instead, let us deploy educational ethics, balanced technology, and deliberate policy to construct lasting global collaboration. A glorious generation provides an illustrious generation"

8. Reference

Sultana, S. S. (2026). Reformist education policy-shaping the Mondial generation [Unpublished manuscript].