

“ICT in higher education and approaches from a lifelong learning perspective in Bangladesh, the UK, and the EU (Finland, Hungary).”

Musammat Alia Sultana

Eotvos Lorand University

Abstract

"Brief research titled ICT and Methods in Higher Education from a Lifelong Learning Perspective in Bangladesh, UK and EU (Finland, Hungary)." Various stakeholders continue to share their insights on the impact of technology on knowledge acquisition and social interaction in education. The purpose of this article is to provide a comparative analysis of the use of technology in education in Bangladesh, the United Kingdom and the European Union. In this article, Bangladesh's implementation of blended learning is compared with that of the UK and the EU. Firstly, the article discusses the inherent challenges of both countries related to economic, political and social factors. Also, how Bangladesh, the UK and the EU perceive technology in higher education is discussed.

As a result of this small effort, I hope interested readers involved in this area will gain some insight. In addition, this article can provide some new information on the integration of ICT in each educational activity and the policy framework supporting its application in higher education in Bangladesh, the UK and the EU.

1 Introduction:

The power of education can drive a nation, and as a comprehensive strategy, education intentionally prepares understudies to be dynamic and engaged with an interconnected world, as well as develop the connection between culture and language (IBO, 2012). Sir Thomas Percy Nunn argued that education aims to plan one's identity, prepare one for a boundless life, and mold a rational mind into a sound body (Yamasaki & Foskett, 2009, p. 2).

In addition to entering higher education, university life efforts the highest level of education, as well as a vast ocean of knowledge ahead. A higher education programme is centered on three functions: learning and teaching, research and community engagement (Tshishonga, 2020), and the motive of higher education is a more complicated issue, as well. In this instance, lifelong learning refers to an individual's ongoing development and learning, which they must engage in throughout times of transition (WCPT, 2009).

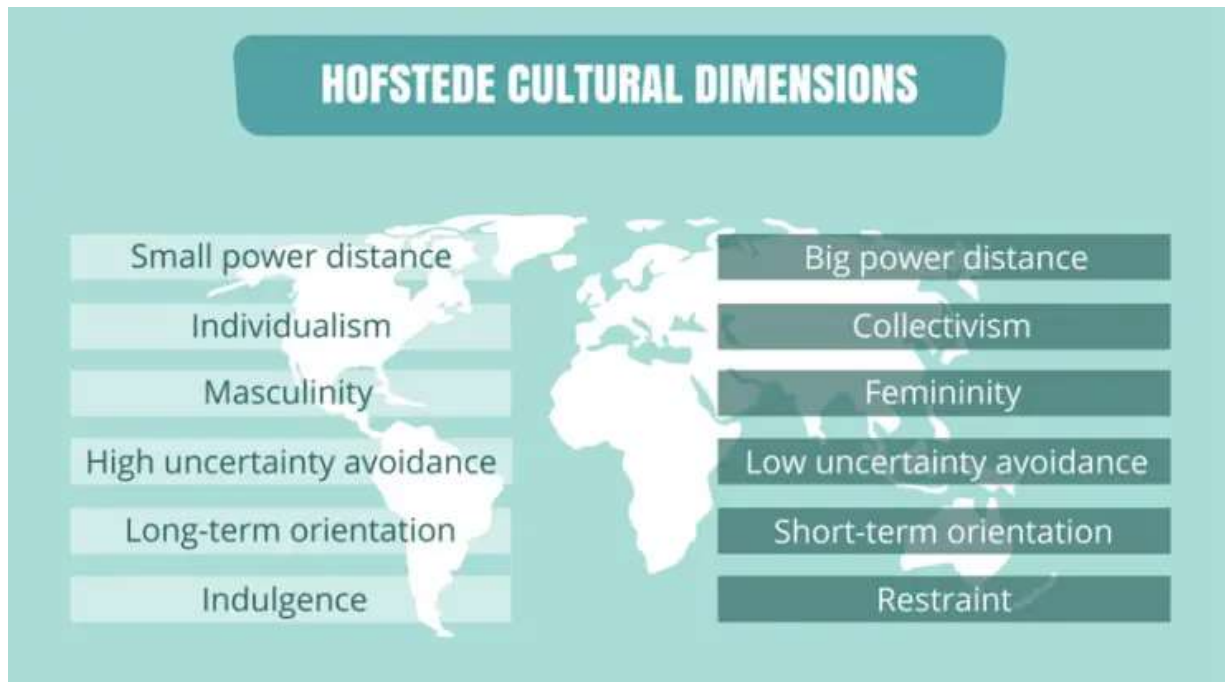
My research topic is 'Technological integration: social networking and social media in higher education in Bangladesh and the UK'. Taking a global view, this study addresses the global demand for greater professionalism in interpersonal and inter-institutional communication. I have learned a great deal and found a clear connection to my doctoral research in the field of lifelong learning which increases innovation capacity, competition efficiency, and system-level operation (Kalman, 2018) has an integral link to higher education (Yang et al., 2015), Therefore, the purpose of this study is to demonstrate the significance of lifelong learning in my doctoral research. At the very outset, I will try to focus on the basic philosophies of education (in the light of Hofstede's six dimension theory) followed by my interest in technological integration and higher education in connection with lifelong learning.

Keywords: Technological integration, ICT, lifelog learning perspectives, Hofstede's six dimensions

2 Philosophies of education:

Each school and teacher is guided by a set of beliefs - a logic of instruction - that influences what and how students are taught. Teaching involves answering questions related to the reasons for tutoring, the role of an instructor and an understudy, and what should be educated and how. (Siegel, 2009).

The focus of humanism, on the other hand, is to instill in the young characteristics that will serve them later in life by collaborating with people from previous ages who have accomplished incredible things. The principles of humanistic education must be at the heart of every school and classroom in the country if education is to meet the



current and future needs of our citizens (Combs, 1978).

3 Hofstede's six dimensions:

In order to compare cultures in a meaningful way, a framework must be developed within which the diverse cultures can be compared. Experts have proposed a variety of frameworks, such as Tromenaar's cultural dimensions or Hofstede's theory of cultural dimensions. Hofstede's theory will be used in this essay as a framework for comparison.

Figure: 1 Hofstede's Cultural Dimensions: retrieved from (Belyh, 2019), Understanding Cultures & People with Hofstede Dimensions <https://www.cleverism.com/understanding-cultures-people-hofstede-dimensions/>

Hofstede's Cultural Dimension, also known as the problem areas or dimensions that represent the differences among national cultures (Hofstede, 1997), was developed between 1967 and 1973 by Dutch social psychologist Geert Hofstede (1928-2020), which is later recognized as a standard for understanding cultural differences across borders (Hattangadi, 2019). People's opinions determine how a community lives, and those opinions affect the community's behavior.

Figure 1 presenting Hofstede's cultural dimensions model. Hofstede's hypothesis defines social standing by the belongings they possessed.

4 Comparing countries in terms of Hofstede's Power Distance Index (PDI) and Masculinity dimension:

In order to compare cultures sensitively, a framework is necessary in which Power Distance is defined as the extent to which less powerful individuals accept and get that control is accelerated unfairly and masculinity. The fundamental issue here is what motivates people, the desire to be the best. Table 1 explains the PDI and masculinity dimensions in the United Kingdom (as a developed nation) and Bangladesh (as a developing nation), as well as the EU countries (Finland and Hungary).

Dimension	Description	UK	BD	Finland	Hungary
PDI	Power Distance Index	35	80	33	46
Masculinity	Masculine/Feminine	66	55	26	88

Table-1 Cultural differences following Hofstede's PDI and masculinity dimension for the UK, Bangladesh, Finland and Hungary, retrieved from: [Hofstede Insights, 2022](#)

The UK:

The power distance between individuals and entities within a country is defined as how much they expect and acknowledge unequal power distribution. According to the PDI, the United Kingdom ranks 35th, indicating that its citizens believe individual imbalances should be reduced (Hofstede Insights, 2022), and, at 66, Britain is a Masculine society – one that values success and is driven by it.

Finland and Hungary as the EU member states:

PDI is low in Finland (33), meaning that the following factors are characteristic of the Finn style: independence, hierarchy for convenience, equality of rights, superiors accessible, and management staff facilitates and empowers (Hofstede Insights, 2022). The Finnish society is considered to be feminine as it scores 26 on the masculinity dimension. In part, Hungary scored low on PDI (46), which means that it is characterized by the following: being independent, hierarchy for convenience only, equal rights, superiors readily accessible, coaching leadership, management facilitates and empowers. Furthermore, Hungary scores 88 on the masculinity dimension, making it a Masculine society (Hofstede Insights, 2022).

Bangladesh:

Nevertheless, Bangladesh has a high score on this metric (80), meaning that people acknowledge multi-tiered systems in which everyone has a place and does not require additional legitimization and with the score of 55 on the masculine/feminine dimension Bangladesh can be considered a Masculine society (Hofstede Insights, 2022).

5. Lifelong Learning Perspectives (in the light of Hofstede's six dimension):

In regards to information and communication technology (ICT), I am conducting a comparative study, in the light of Hofstede's cultural dimension theory, to find out how technological integration in education varies between the UK and Bangladesh. In addition, I included Finland and Hungary in the comparison of lifelong learning globally to illustrate how the European Union compares to other countries.

ICT in higher education and approaches from a lifelong learning perspective in Bangladesh, the UK, and the EU (Finland, Hungary):

Sustainable development is an essential consideration for all human activity that alters everyday life, both at job and in recreation, in terms of good basic skills (access to education, quantitative skills, and basic digital competence) and civic proficiencies, capabilities such as inventiveness, critical reasoning, interaction, and problem - solving skills play an increasingly important role in dealing with change and change in society today (European Commission Document, 2018). In addition, indicating lifelong learning, Kalman, (2018) argued that, we need a learning that is continuous and sustainable relies on internal motivation, problem-based thinking, and a continuous motivation for gaining knowledge, verifying it, and renewing it.

In recent years, ICT has become synonymous with innovation in data and exchange. Nonetheless, a United Nations report (1999) concluded that ICT could be used to facilitate Internet benefit arrangements, broadcast communications gear and services, data innovation tools and services, media and broadcasting, libraries and documentation centers, business data providers, organize-based data administrations, and other related data and communications tasks (Khan, 2012). According to the World Economic Forum (2019), digital technology skills, communication skills

Figure: 2 most important skills required in the workplace for the next 3-5 years; retrieved from: <https://www.weforum.org/agenda/2019/08/lifelong-learning-in-the-digital-workplace-is-essential-heres-whydays>.

programming skills, language skills along with artistic skills required in the workplace for the coming years.

A significant amount of data and correspondence innovation took place across all fields of the world. Furthermore, in education, especially in lifelong learning aims to bring about a change that reflects a noticeable improvement by simplifying everything, which brought about a significant improvement in schools and educational foundations. In addition to that, all sectors of society are becoming more reliant on information and technology (Parvin, 2013); not only the economy, but the education sector is in need of an upgrade, and ICT can empower those sectors as well. Table 2 as a chart of skills and labor market shows the economic stage of male and female participation:

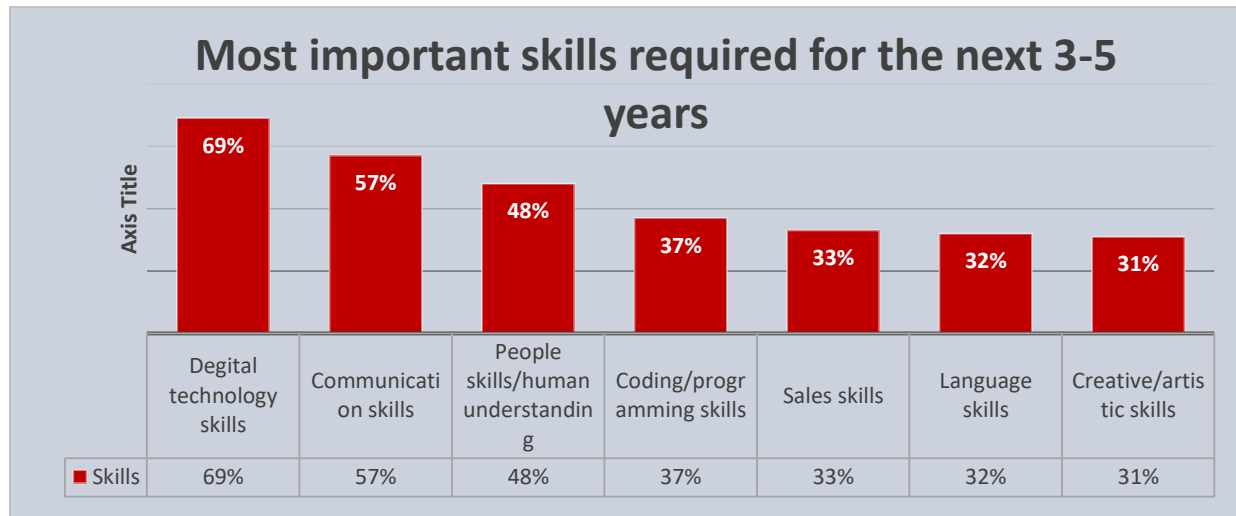
Country		Female%	Male%	f/m
The UK	Legislators, senior officials and managers	36.8	63.2	0.58
	Professional and Technical workers	49.0	51.0	0.96
Bangladesh	Legislators, senior officials and managers	10.7	89.3	0.12
	Professional and Technical workers	24.4	75.7	0.32
Finland	Legislators, senior officials and managers	36.9	63.1	0.58
	Professional and Technical workers	54.5	45.5	1.20
Hungary	Legislators, senior officials and managers	38.9	61.1	0.64
	Professional and Technical workers	22.1	77.9	0.28

Table 2 chart of skills and labor market (economic participation and opportunity with profession and financial rate): 2021. retrieved from the Gender Gap Index Report -2021

Table 2 shows the percentage of the economic stage of male and female participation for the year of 2021 for Bangladesh, the UK, Finland, and Hungary.

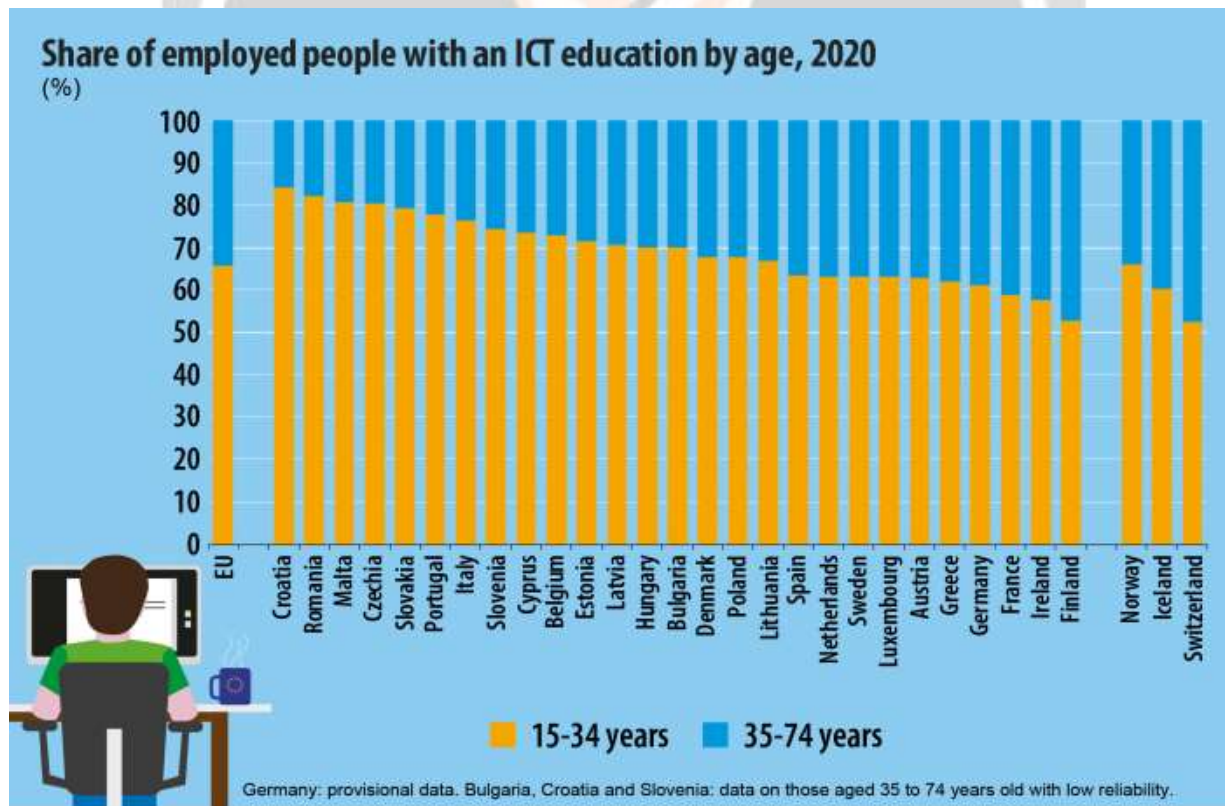
As a developing country in South Asia, having a masculine society(Hofstede's insight,2022) Bangladesh faces numerous challenges, including a lack of assets, government vision and planning, school vision and planning, political variables, social factors, educators' attitudes and beliefs about ICT, a lack of skills, a lack of time, and other elements (Khan, Hasan & Clement, 2012). In addition to this, women represent half of the Bangladeshi population, and they are barred from receiving information or instruction about ICT.

As in other areas of education, innovation has radically changed the way education is delivered and learned in the masculine society in the United Kingdom. The teaching and learning technologies programme was implemented by the UK government in the 1990s in order to encourage the use of technology and ICT in higher education (Price, 2008), and according to several studies, the children who have already entered school are fully computerized, however, the UK Department for Education stated in their strategy paper (2019) that the use of technology and ICT in education is highly variable and rarely integrated fully.



However, according to the Eurostat (2021), in the EU, it is estimated that nine out of ten people with ICT education are employed, regardless of their occupation. According to Eurostat, in 2020, women made up 17.2 percent of the total number of people employed in Europe with an ICT degree, compared to 19.6 percent in 2010.

Moreover, in 2020, 72.2 % of Europeans with an ICT qualification had attained a tertiary level of



ec.europa.eu/eurostat

Figure 3 share of employed people with an ICT education by age, 2020

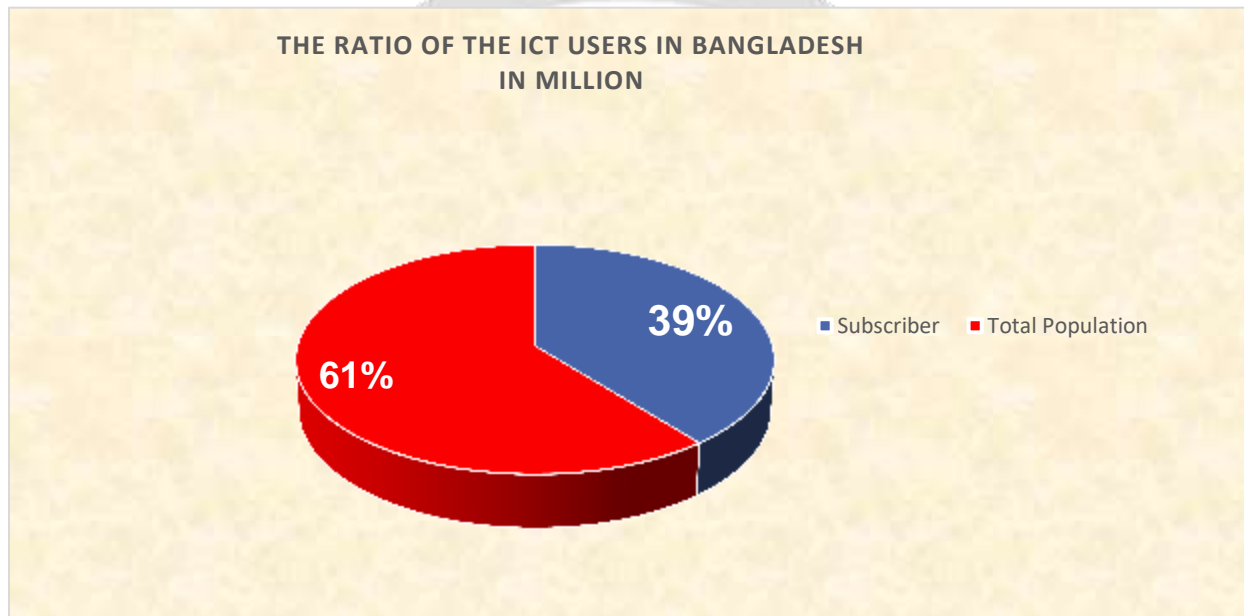
education, a number that has grown by 55.9 % since 2010.

As seen in figure 3, with a male-dominated society (Hofstede's insight, 2022), Hungary has 70 % of employed people with an ICT degree while Finland, with a feminine society (Hofstede's insight, 2022), has 52 %.

Despite this, technology in educational settings inspires everyone to achieve their goals. We have seen changes in almost every aspect of our daily lives since social media was introduced. Social media is now used at all levels of education. The use of these tools facilitates the access to and sharing of information and knowledge (Boyd & Ellison, 2007).

The use of social media in the classroom is a controversial issue because of the potential for cyberbullying, privacy, and access, among other issues (Powers & Green, 2011). A study by Junco (2012) found that Facebook usage was inversely related to a student's academic involvement and amounts

of time spent in extracurricular activities. This differs significantly from the United Kingdom, where the education



system has made significant progress in integrating technology into the classroom. As opposed to the United Kingdom, where the education system has taken significant steps to integrate technology for teaching and learning. Likewise, Bangladesh, is still in the midst of many challenges as a developing country. Figure 4 explains the original picture of the ICT user's ratio in Bangladesh:

Figure: 4 The Ratio of the ICT users in Bangladesh in million retrieved from BTRC, (2021). Internet Subscribers in Bangladesh, January 2021. <http://www.btrc.gov.bd/content/internet-subscribers-bangladesh-january-2021>

In addition, students want to be able to engage in more autonomy, interaction, and socio-experiential learning within an academic environment (McLoughlin & Lee, 2007). Internet use in Bangladesh is hindered by lack of knowledge and skills, among other barriers. In this case, in the United Kingdom as of 2019, mobile phones were the most popular form of ICT, accounting for 92 percent.

With 19 percent of respondents, voice assistants are the least popular ICT in UK households. Figure 5 illustrates the information communications technology in households in the United Kingdom in 2019 (Statista, 2019). Figure 5 illustrates the ICT in households in the UK in 2019.

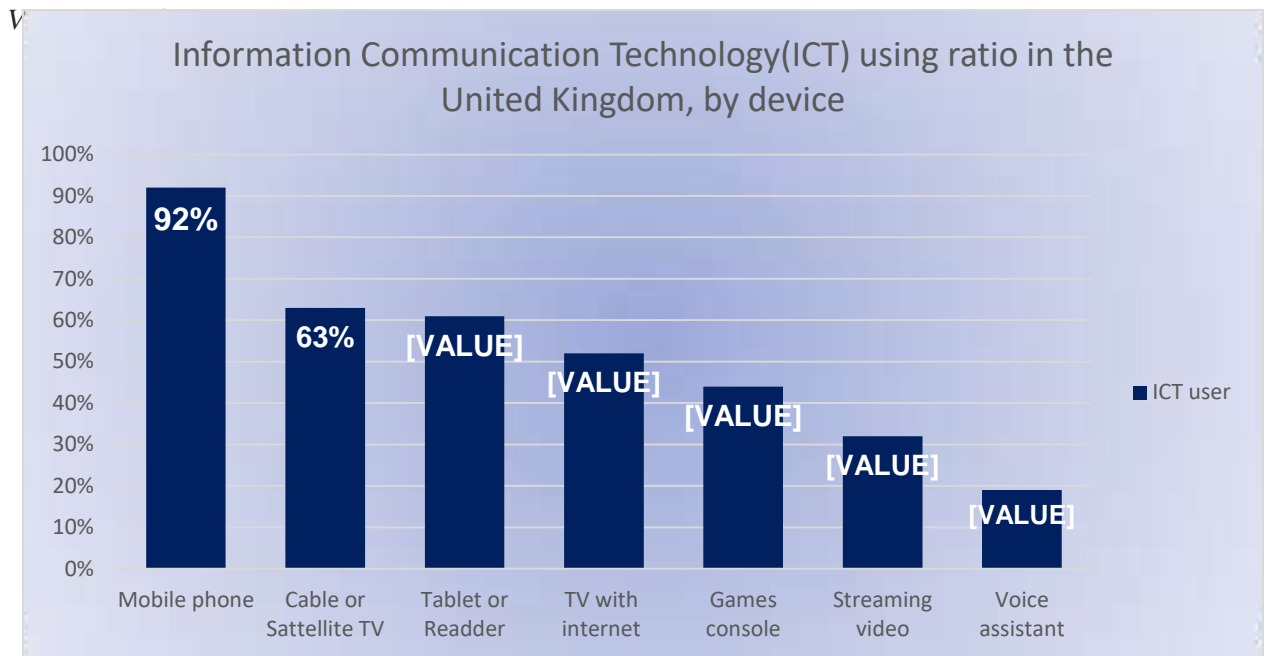


Figure 5 Information communications technology in households in the United Kingdom in 2019, by device <https://www.statista.com/statistics/1111342/icts-in-households-uk/>)

As a whole, lifelong learning refers to all educational activities undertaken throughout life for the purpose of acquiring knowledge, skills, and competencies aimed at improving personal, civic, and/or employment related abilities (European Commission [EC], 2001, p.9).

Recommendations:

According to the Digital Education Action Plan - Factsheet (2018), digitalization, like major recent technological developments, is transforming the landscape of employment and poses serious unique demands:

1. Digital skills will be required for 90 percent of future jobs.
2. Women make up less than 20% of ICT professionals.
3. And over 48 000 schools do not have access to broadband.
4. Misinformation, cyberbullying, and data privacy concerns endanger digital well-being.

In keeping with this, the following steps are considered necessary for the implementation of lifelong learning as outlined in EHEA (2022):

- i) Expanding higher education access;
- ii) Developing flexible, student-centered delivery methods;
- iii) Recognizing non-formal, informal learning;
- iv) Building national frameworks for qualifications and
- v) Enhancing cooperation with employers, especially when it comes to the development of educational programs.

In light of this background, my research aims to investigate how information and communication technology can help further higher education in Bangladesh, the UK, Finland, and Hungary as EU members. A further goal is to distinguish necessity and proper utilization social sites to enhance academic performance, as well as its effect as a technology in education for obtaining new skills and knowledge, which will have a substantial impact on lifelong learning (WEF, 2019).

8. Conclusion:

In the last half century, the global socio-economic landscape has undergone rapid change and a tide of scientific research has been flowing around the world to strengthen an individual country through discoveries. EU (European Union) countries, the United Kingdom, and Bangladesh as well continues to promote lifelong learning as a fascinating and important topic that places a great deal of emphasis on cultural studies, education, and political science and discusses their effects on society. In order to achieve lifelong learning's possibilities in the future, there needs to be an observation of its current state. I am confident that this study will lead to excellent results for the field I am interested in, through the application of knowledge and skills learned, as well as the integration of knowledge with existing study and solve the challenges facing communities all over the world.

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