# Engineering education model for an emerging economy

**Abstract:** In an emerging economy, it is imperative that the engineering education system is able to meet the demand for a technically competent workforce. In Bangladesh’s emerging economy,the engineering education system isin a nascent state and striving to overcome itsinbuilt limitations. This system was built upon on the needs of a nineteenth century feudal society andis not expected to respond rapidly to the demand ofthe dynamic marketplace of this century. Educational institutions serve society with a specific mission and every unit of the institution establishes its individual objectives consistent with the overall institutional mission. The effectiveness of an institution is measured by quantifiable outcomes of education programs. This allows an understanding of the systemic problems hindering the achievement of institutional objectives and thus, a plan can be developed to address the root causes behind the systemic problems. Any such process requires an institutional commitment for necessary structural changes, and should be faculty driven; involving all constituents of the education system. In wealthier economies, the success of educational systems depend on universities, government, and industry actors coordinating together. Theprograms are assessed by independent accrediting agencies, and poorly performing programs are reformed or eliminated and new programs are developed in emerging areas. Thiswill identify factors impedingadvances in engineering education in Bangladesh. This presentation will discusses the nature of education systems in wealthy economies, mechanisms for identifying their problems, and theircontinuous efforts towards improvement. Efforts to address the systemic issues in some emerging economies are also presented. Finally, recommended steps to advance the engineering education system in Bangladesh are offered.