National policies that connect ICT-based education reform to economic and social development

Reform to Economic and Social Development


Information and communication technology (ICT) is a principal driver of economic development and social change, worldwide. In many countries, the need for economic and social development is used to justify investments in educational reform and in educational ICT. Yet the connections between national development goals and ICT-based education reform are often more rhetorical than programmatic. This paper identifies the factors that influence economic growth and shows how they supported economic and social development in three national case studies: Singapore, Finland, and Egypt. It describes a systemic framework of growth factors and types of development that can be used to analyze national policies and connect ICT-based education reform to national economic and social development goals. And it discusses how the coordination of policies within and across ministries can support a nation's efforts to improve economic and social conditions. The paper highlights special concerns ...

Julkaisija
University of Jyväskylä, Agora Center

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The opportunities for education arising from developments in information and communication technology (ICT) are very promising. In recent years, increased computing power, improved wireless and user-friendly technology, and reduced telecommunication costs have contributed to lowering barriers to information access and exchange. The potential for using more innovative, cost-efficient, and user-friendly ICT solutions in education, and for reaching all groups of society—including the poor, those in remote areas, and other disadvantaged groups—has become increasingly feasible in less advanced countries.

China is at a key stage for reform and development, as progress is being made in economic, political, cultural and social development as well as in promoting ecological civilization. However, China is also experiencing pressure from its vast population, limited natural resources, the environment, and changes to its recent pattern of economic growth.

Offer quality education in various ways – dramatic improvement shall be sought in students’ ideological awareness, moral conduct, scientific and cultural attainment, and physical health; Build a consummate framework for lifelong education – diploma-based education shall develop in coordination with non-diploma education.


§ Policies and programs to support:
§ ICT workforce development,
§ ICT Applications: distance learning, telehealth
§ ICT Education: curriculum development, certification requirements
§ ICT Infrastructure for public sector.

Capacity Building for the "Demand Side".
§ Policies and programs to support workforce development, in workplaces, schools, curriculum development, end user equipment grants, etc.

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Information and communication technology (ICT) is a principal driver of economic development and social change, worldwide. In many countries, the need for economic and social development is used to justify investments in educational and in educational ICT. Policies for economic development could involve: Improved macroeconomic conditions (create stable economic climate of low inflation and positive economic growth). Free market supply-side policies – privatisation, deregulation, lower taxes, less regulation to stimulate private sector investment. Government interventionist supply-side policies – increased spending on ‘public goods’ such as education, public
transport and healthcare. For developing economies, other issues could involve: Export oriented Development – Reduction in tariff barriers and promoting free trade as a way to improve economi...