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...
Information and communication technologies (ICTs) have great promise to reduce poverty, increase productivity, boost economic growth, and improve accountability and governance. That promise only grew when ICTs underwent a revolution in the 2000s. Nearly 5 billion people in developing countries now use mobile phones, up from 200 million at the last decade’s start, and the number of Internet users has risen 10-fold. The World Bank also brings credibility to proposed sector reforms, demonstrating the link between broadband sector reforms and economic growth. And the World Bank’s ICT sector has unique experience and expertise in helping structure PPP arrangements for broadband communications infrastructure. Organisation for Economic Cooperation and Development (OECD).

TRUCANO DERIVED a set of common messages from this analysis of national ICT/education policies over time in over 100 countries 14, which revealed similarities in terms of key criticism in the general field of ICT4D, such as. ICTs alone do not drive change (nor education).