EDUCATION AND DEVELOPMENT USING INFORMATION AND COMMUNICATION TECHNOLOGY

by:
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This issue contains articles concerned with using information and communication technologies (ICT) to empower marginalized groups (e.g., the poor, women, youth, rural communities) and also articles on the use of ICT in educational institutions. It brings articles from and/or about Bangladesh, Ghana, Hong Kong, India, Indonesia, Latin America, Nigeria and The Philippines. In each issue of ICT in addition to including articles bringing knowledge and experience from different countries, we try to include at least one article that develops a theoretical position, or speaks to new research methodology, or in some other way develops a global perspective. The article “Beyond access to ICTs: Measuring capabilities in the information society” by Erwin Alampay discusses some development paradigms linked to the idea of an information society and explains how ICTs are seen as a means to development. The article also looks at the concept of a ‘digital divide’ and the universal access to ICT policies that are meant to address the problem. Finally, the article proposes a model for applying Sen’s capability approach to analyze access to ICTs impact on development. Studies have revealed that youth participation in education and skills training in many developing countries is inadequate. In their article “Reducing the vulnerability of the youth in terms of employment in Ghana through the ICT sector”, Imoro Braimah and Rudithe King point out that the ICT sector has the potential to generate job opportunities for the youth. But for this to happen, the regulatory body in the sector has to be strengthened and given the necessary independence to provide an enabling environment for private sector participation for the sector to develop and create the much needed jobs for the youth. In their article “Value-proposition of e-governance services: Bridging rural-urban digital divide in developing countries”, Gyanendra Narayan and Amrutaunshu Nerurkar provide a roadmap to bridge the rural-urban digital divide based on an analysis of
successful e-governance projects in India. The article seeks to formulate a framework for delivering value-proposition to rural populace and equipping them for the better use of e-governance. The model proposed improves upon the “time-to-public” and “time-in-public” of e-governance services. The article “Appraising the relationship between ICT usage and integration and the standard of teacher education programs in a developing economy” by Nwachukwu Prince Ololube also relates to Nigeria. In this study, the author presents a relatively detailed analysis of a research survey conducted on the impact and uses of ICT and the issues that underlie the integration of ICTs in teacher education programs in Nigeria. The results suggested that the respondents were disgruntled with the sluggish use and integration of ICT in both the state and federal government institutions of higher education in general and into teacher education programs in particular.

References: