

## SHAPING NATIONAL EDUCATION POLICY THROUGH DIGITAL LEARNING: THE ROLE OF TECHNOLOGY IN POLICY-MAKING FOR EDUCATIONAL EQUITY

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### ABSTRACT

Digital learning technologies have increasingly emerged as critical tools in informing education policy, particularly in fostering equity in education for countries with under-resourced regions. This study explores how national education policies are influenced in integrating technology as a catalyst in bridging the educational divide and improving access to quality learning in an equitable manner. The quantitative survey method was used whereby the study covered 1,200 policymakers and educators from 15 countries in the Global South. Participants were selected based on involvement in the development of education policy or the implementation of digital learning in their communities. Responses were obtained through a structured questionnaire with respect to their perceptions about the implications of technology-driven policies for educational equity. Results indicated that 85% of the participants perceive that, with the advent of digital learning platforms, the access to education in distant and rural areas has increased phenomenally. Further, 78% of the participants believed that digital tools have helped in reducing the gap in educational outcomes between an urban and rural setup. In countries with strong policies related to digital education, a resultant increase of 25% in enrollment was observed in marginalized groups within two years of the adoption of that policy. Seventy percent of the respondents also claimed that digital education has revolutionized learning outcomes, allowing students with disabilities to be included more within mainstream education systems. The study concluded by establishing that technology plays an important role in shaping the equitable national policies of education. It is recommended that policymakers should focus on strengthening the infrastructure of digitals, training teachers, and providing resources to ensure inclusive education for all. Future research should now investigate the impact of digital learning policies on educational equity in the long term, and their potential for scalability across different national contexts.

**Keywords:** Educational Equity, Digital Learning, Technology Integration, Policy-Making, National Education Policy

# Shaping Educational Policy

**KHRITISH SWARGIARY**



## **Shaping Educational Policy:**

**Shaping Education Policy** Douglas E. Mitchell, Robert L. Crowson, Dorothy Shipps, 2011-06 **Shaping Education Policy** is a comprehensive overview of education politics and policy during the most turbulent and rapidly changing period in American history. Respected scholars review the history of education policy to explain the political powers and processes that shape education today. Chapters cover major themes that have influenced education including the civil rights movement, federal involvement, the accountability movement, family choice, and development of nationalization and globalization. Sponsored by the Politics of Education Association, this edited collection examines the tumultuous shifts in education policy over the last six decades and projects the likely future of public education. This book is a necessary resource for understanding the evolution, current status, and possibilities of educational policy and politics.

**Shaping Educational Policy** James Bryant Conant, 1964

**Shaping Education** SABUJ. AHMED, 2025-05-22 Education is the cornerstone of any society. It shapes the future of nations, influences economies, and has a profound impact on individuals, communities, and cultures. As a powerful tool for social mobility, personal development, and collective progress, education is essential for building informed, empowered, and innovative citizens. But how we educate, who we educate, and where we educate are determined by the policies we implement and the reforms we pursue. In this rapidly changing world, it is essential to revisit and rethink the policies that govern education systems across the globe.

**Shaping Education: A Guide to Policy and Reform** explores the dynamic intersection of education policy and reform. This book provides an in-depth examination of the forces that shape educational practices and the role that policy plays in creating accessible, equitable, and high-quality education for all. As we move forward, it becomes increasingly clear that effective education policy is not only a matter of responding to present challenges but also of anticipating future needs and creating systems that prepare students for a globalized, technology-driven world. Education systems worldwide are at a crossroads. In the wake of technological advancement, demographic shifts, and evolving global challenges, the need for robust, forward-thinking education policies is more urgent than ever. This book aims to provide both a historical perspective on how education systems have developed through policy, as well as a roadmap for shaping the future of education. It will explore key concepts such as equity, access, quality, and the role of stakeholders in reform efforts: teachers, students, families, policymakers, and communities. Throughout this book, we will examine the complexities of education policy, starting with its historical context and evolving into an exploration of current practices, innovations, and pressing challenges. From government roles and funding allocation to curriculum development and technology integration, this work highlights how each facet of education policy impacts the learning experiences of students. The book also offers practical solutions and recommendations for creating policies that respond to the diverse needs of learners and educators while ensuring a sustainable and equitable educational system. In **Shaping Education: A Guide to Policy and Reform**, the aim is not only to analyze existing policies but to challenge and inspire new ideas that will pave the

way for reform By focusing on how policies are designed implemented and evaluated we can understand their profound effects on the learning environment and ultimately on the future of students worldwide As we explore the intricate relationship between education policy and reform this book invites readers educators policymakers administrators researchers and advocates to engage in the conversation about the kind of education system we want to build for future generations The journey ahead is one of innovation collaboration and transformation where effective policy and forward thinking reform have the potential to reshape the educational landscape and in doing so create a brighter more inclusive future for all

Shaping Education Reform in China Jian Li,Eryong Xue,2020-09-15 This book examines the ways education reform has been shaped in China Focusing on the past education policy development it offers unique perspectives to illustrate China s education reform and provides an overview of policies and their implications In addition the book discusses educational development educational value educational efforts and educational tasks and explores physical aesthetic and labor education as well as the management of off campus training institutions and the policies on abolishing the Five Only in contemporary China Conceptualizing the education reform model in China since 1949 for the first time the book maps Chinese education policy development

Shaping Education Policy in the States Susan Fuhrman,Alan Rosenthal,1981

*Re-Shaping Education for Citizenship* Mike Byram,Lai Pak-Sang,2011-11-15 Despite or perhaps because of globalisation and internationalisation in the contemporary world the role of education has become more significant in nation formation However whereas in the past its function was to create homogeneity and assimilation today it must deal with diversity and plurality The modernist premise of one nation one state is being questioned and re constituted with the notion of the plural national state This book explores school processes in Hong Kong under these new conditions The focus is on investigating how the concept of a national identity of the one country two systems policy is developing and is thus a study of that diversity which all education systems now have to address The policy aims at facilitating national re integration and consolidation in the face of an insistence on local citizens universal civic rights and the values of liberty equality democracy and autonomy The analysis shows citizenship education in the Hong Kong school system is more a locally oriented cultural and political process than a transmission of a national ideology Students learn their values attitudes and perspectives by engaging and interacting with people within and beyond the school community They acquire a liberal and democratic national identity which is distinct from that of pan Chinese state nationalism in mainland China The book is thus both a case study of Hong Kong and an analysis of change in the relationship of education citizenship and national identity in the contemporary world

The Shaping of Knowledge: Education Under British Colonialism in India KHRITISH SWARGIARY,2025-05-01 As the author of *The Shaping of Knowledge Education Under British Colonialism in India* I embark on this intellectual journey with the reader to explore a period of profound transformation in the Indian subcontinent the evolution of its educational landscape under British rule This book is not merely a historical account it is an endeavor to dissect the intricate interplay

between colonial ambitions and the enduring spirit of indigenous learning. It seeks to illuminate how the policies and practices introduced by the British irrevocably shaped the educational fabric of India, leaving a legacy that continues to resonate in the independent nation. My own exploration into this multifaceted history began with a fundamental curiosity: how do dominant powers leverage education as a tool of governance and influence, and how do the colonized navigate and respond to these impositions? This initial inquiry has since matured into a systematic and rigorous analysis, meticulously examining the key legislative acts, policy pronouncements, and their subsequent implementation. Within these pages, each chapter serves as a focused lens through which to examine a pivotal juncture in the history of British educational interventions in India. From the nascent and often hesitant steps of the East India Company to the comprehensive and far-reaching visions articulated by committees such as the Sargent Committee in the twilight of the Raj, this book charts a chronological and thematic course. Key reforms, including the Charter Act of 1813, Macaulay's Minute of 1835, Wood's Educational Despatch of 1854, and subsequent significant policy shifts, are scrutinized to unravel the underlying motivations that propelled them. Furthermore, this study endeavors to offer a nuanced perspective, acknowledging the dualistic nature of these reforms: their role in introducing modern educational concepts and institutions while simultaneously often marginalizing and undermining existing indigenous systems of knowledge. The foundation of this book rests upon a rigorous engagement with primary historical sources, including official government documents and archival materials. Complementing this primary research is a critical synthesis of the invaluable contributions of numerous historians and scholars who have dedicated their expertise to understanding this complex period. My aim throughout this process has been to maintain an objective and balanced analysis, acknowledging both the intended and unintended consequences of British educational policies, both their progressive facets and their detrimental impacts on Indian society. The process of writing *The Shaping of Knowledge* has been an intellectually stimulating and deeply enriching experience. It has reinforced my conviction in the transformative power of education, a force capable of both empowering and controlling, of fostering progress and perpetuating inequalities. It is my sincere hope that this book will serve as a valuable resource for a diverse readership, including students of history and education, academic scholars, policymakers, and anyone seeking a deeper understanding of the historical roots of India's contemporary educational system. In closing, I extend my profound gratitude to all those whose support and encouragement have been indispensable in bringing this project to fruition. Their belief in the significance of this historical inquiry has been a constant source of motivation. It is my earnest hope that the readers of *The Shaping of Knowledge* will find its insights compelling and its analysis thought-provoking, thereby contributing to a more profound appreciation of the enduring legacy of colonial education in India.

**Khritish Swargiary      Education, Change, and the Policy Process**

Harold Silver, 1990. The aim of this book is to track the historical elements of change in educational policy formation and implementation in relation to the specifics of responses to change, the possibilities of change, and attempts to

achieve it Chapter 1 assess whether the future is in past historical change or is simply illuminated by it The notion of an explicit relationship between history and policy analysis is expounded in chapter 2 The answer for successful policy making in British higher education is looked for in chapter 3 Chapter 4 describes versions of accountability in public sectors of higher education Chapter 5 delineates the decline in the reputation of British higher education from the mid 1960s to the 1980s Chapter 6 places vocationalism in the context of further education describing its intentions and outcomes Chapter 7 contains a history of periods in British education from 1780 until now Chapter 8 examines the American zeal for change in education as a historical process beginning in the 1980s Chapter 9 describes the plight of socially disadvantaged children in school from 1920 80 Chapter 10 reinforces the general thrust of the book as a concern for using historical policy analysis as a point of entry into considerations for educational change Notes at the end of each chapter and an index are provided EJS

**Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index** Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources Handbook of Critical Race Theory in Education Marvin Lynn, Adrienne D. Dixon, 2021-10-25 This handbook illustrates how education scholars employ Critical Race Theory CRT as a framework to bring attention to issues of race and racism in education It is the first authoritative reference work to provide a truly comprehensive description and analysis of the topic from the defining conceptual principles of CRT in Law that gave shape to its radical underpinnings to the political and social implications of the field today It is divided into six sections covering innovations in educational research policy and practice in both schools and in higher education and the increasing interdisciplinary nature of critical race research New chapters broaden the scope of theoretical lenses to include LatCrit AsianCrit and Critical Race Feminism as well as coverage of DisCrit Studies Research Methods and other recent updates to the field This handbook remains the definitive statement on the state of critical race theory in education and on its possibilities for the future *Big Box Schools* Lori Latrice Martin, 2015-04-21 The American public school system is at a crossroad One pathway is decorated with signs and institutions that will lead public education towards a destination of collective obligation accountability and responsibility that is student centered community based and driven by educators and parents working in the best interest of students families communities and the broader society The other pathway is littered with pamphlets flyers and electronic billboards falsely advertising the merits of school choice The direction American public schools appear to have taken over the past few decades is increasingly dotted with charter schools operated by for profit multinational corporations and themed public schools Increasingly efforts to reform public education in America resemble the business model made popular by the founder of Wal Mart Sam Walton *Big Box Schools Race Education and the Danger of the Wal Martization of Public Schools in America*

examines the dangers of the Wal Martization of American public schools and highlights efforts to challenge policies and practices which place greater emphasis on profits than on pupils      **Professional Responsibility** Douglas E.

Mitchell, Robert K. Ream, 2014-10-28 At the center of this book is the complex and perplexing question of how to design professional preparation programs organizational management practices public policy systems and robust professional associations committed to and capable of maintaining confidence trust and the other hallmarks of responsible professionalism To do this we need to rebuild our understanding of professional responsibility from the ground up We describe how individuals might be prepared to engage in responsible professional service delivery examine promising options for the reform of professional service systems and finally outline a reform strategy for improving practice in education and medicine two essential public services The nexus of the reform problem in professionalism is establishing a more robust and effective working relationship between teachers and their students between health care professionals and their patients and between educators and health professionals Professionalism means acceptance of professional responsibility for student and patient outcomes not just acceptance of responsibility for technical expertise but commitment to the social norms of the profession including trustworthiness and responsibility for client wellbeing In the past it may have been sufficient to assume that adequate knowledge can be shaped into standards of professional practice Today it is clear that we must take careful account of the ways in which practicing professionals develop internalize and sustain professionalism during their training along with the ways in which this commitment to professionalism may be undermined by the regulatory fiscal technological political and emotional incentive systems that impinge on professional workplaces and professional employment systems

**The Impact of the OECD on Education Worldwide** Alexander W. Wiseman, Calley Stevens Taylor, 2017-05-04 This volume investigates the history contexts agendas and initiatives associated with the OECD s educational impact globally The goal is to present information case studies and empirical research about the development of the OECD s educational agenda as a whole      **Education in North America** D. E. Mulcahy, D. G. Mulcahy, Roger Saul, 2014-02-27 Education in North

America is a concise and thorough reference guide to the main themes in American and Canadian education from their historical roots to the present time The book brings a global awareness to the discussion of local issues in North American education and sheds light on the similar and different ways that Canada and the United States have moved in light of political and social changes Scholarly contributions made by active researchers from the region provide an overview of each country s education system the way in which it arose and its current state of affairs      *Education for All?* Cathie Jo Martin, 2023-09-21

Investigates how nineteenth century fiction writers influenced the creation of public school systems in Denmark and Great Britain      Politicizing Education: The Battle for Hearts and Minds Pasquale De Marco, 2025-04-20 In a world where knowledge is power education has become a fiercely contested battleground where political ideologies and societal agendas collide *Politicizing Education The Battle for Hearts and Minds* delves into the intricate web of political influences that have

shaped education in the United States exploring the complex interplay between power ideology and the future of our nation's students From the halls of government to the classrooms of our schools the struggle to shape the minds of our youth has raged for centuries This book sheds light on the historical roots of political influence on education tracing the evolution of power dynamics and legal battles that have shaped the way we educate our children We examine the rise of partisan school reform investigating the privatization debate the push for standardized testing and the role of non governmental organizations in shaping education policy We also explore education as a social justice issue considering the achievement gap the school to prison pipeline and the role of race class and gender in education The book delves into the political economy of education investigating the economics of school funding the influence of political lobbying and the global implications of education policy It also explores the relationship between education and the media examining how media portrayals of education shape public opinion and influence policy decisions Furthermore Politicizing Education The Battle for Hearts and Minds delves into the intersection of education and other pressing issues of our time including the environment mental health technology and the arts It considers the role of education in promoting sustainability addressing mental health challenges integrating technology in the classroom and cultivating creativity and self expression through the arts This book provides a balanced and nuanced perspective on the complex issues surrounding the politicization of education By shedding light on the challenges and opportunities that lie ahead it fosters a more informed and engaged public discourse on the future of education in America Politicizing Education The Battle for Hearts and Minds is an essential read for educators policymakers parents and anyone concerned about the future of education in the United States It offers a comprehensive examination of the political forces that have shaped our educational system and provides insights into the challenges and opportunities that lie ahead If you like this book write a review on google books

**Economization of Education** Joel Spring, 2015-03-27 In this timely cogent analysis of trends and powerful forces shaping global educational policy today Joel Spring focuses on how economization is making economic growth and increased productivity the main goals of schools and the ways these goals are achieved including measuring educational policies by their costs and economic benefits shaping family life to ensure productive workers and high achieving students introducing entrepreneurship education into curricula from preschool through higher education and increasing the involvement of economists in educational policy analysis Close attention is given to the Organization for Economic Cooperation and Development OECD the World Bank the World Economic Forum and multinational corporations which as advocates of economization want schools to focus on teaching hard and soft skills needed by the global labor market Economization raises questions about the effects of economically driven agendas for schools Will education policies advocated by global organizations and multinational businesses corporatize and standardize human personalities and families What type of global worker is being sought by global organizations and multinational corporations What education programs are supported to educate the ideal global worker What is the ideal family life for



economic growth and development Detailing and analyzing the politics and motivations driving economization the book concludes with an assessment of the impacts of the confluence of business interests economic theories governments and educators

**Resources in Education** ,1998 Scholarly Leadership in Higher Education Wayne J. Urban,2020-04-02

Urban provides an intellectual history of Harvard presidency of James Bryant Conant 1933 1953 situating it within the broader international landscape and drawing out the implication for the current state of higher education with reference to specific leadership policy issues in the sector Throughout this volume Urban explores the ways in which Conant achieved largely successful attempts to modernize Harvard by upgrading both its student body and its faculty He explores the intellectual excellence agenda that Conant pursued both with students and academics and the ramifications of this He also considers the nature of Conant s part time handling of the role of president the way he delegated campus control to his Provost Paul Buck and the ways the two operated together and separately Urban also looks at Conant s own intellectual breadth as scientist and humanist which showed itself prominently in his activities in pursuit of general education reform Conant s combination of intellect and agenda was unusual for a president in his own time and is exceedingly rare if not completely missing in contemporary university presidencies In exploring this innovative president s time in office at Harvard Urban offers pertinent ideas to today s leaders of higher education

Education Fever Michael J. Seth,2002-09-30 In the half century after 1945 South Korea went from an impoverished largely rural nation ruled by a succession of authoritarian regimes to a prosperous democratic industrial society No less impressive was the country s transformation from a nation where a majority of the population had no formal education to one with some of the world s highest rates of literacy high school graduates and university students Drawing on their premodern and colonial heritages as well as American education concepts South Koreans have been largely successful in creating a schooling system that is comprehensive uniform in standard and universal The key to understanding this educational transformation is South Korean society s striking nearly universal preoccupation with schooling what Korean s themselves call their education fever This volume explains how Koreans concern for achieving as much formal education as possible appeared immediately before 1945 and quickly embraced every sector of society Through interviews with teachers officials parents and students and an examination of a wide range of written materials in both Korean and English Michael Seth explores the reasons for this social demand for education and how it has shaped nearly every aspect of South Korean society He also looks at the many problems of the Korean educational system the focus on entrance examinations which has tended to reduce education to test preparation the overheated competition to enter prestige schools the enormous financial burden placed on families for costly private tutoring the inflexibility created by an emphasis on uniformity of standards and the misuse of education by successive governments for political purposes

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