

# Educational Policy Borrowing: Historical Perspectives (Oxford Studies in Comparative Education)

ICT Capacity Building: A Critical Discourse Analysis of Rwandan Policies from Higher Education Perspective  
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## ICT CAPACITY BUILDING: A CRITICAL DISCOURSE ANALYSIS OF RWANDAN POLICIES FROM HIGHER EDUCATION PERSPECTIVE

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### Abstract

With the development of technology in the 21<sup>st</sup> Century, education systems attempt to integrate technology-based tools to improve experiences in pedagogy and administration. It is becoming increasingly prominent to build human and ICT infrastructure capacities at universities from policy to implementation level. Using a critical discourse analysis, this study investigates the articulation of ICT capacity building strategies from both national and institutional ICT policies in Rwanda, focusing on the higher education. Eleven policy documents were collected and deeply analyzed to understand which claims of ICT capacity building are made. The analysis shows that strategies for building ICT capacities are evidently observed from national level policies and only in two institutional policies (KIST and NUR). Among 25 components of ICT capacity building used, the ones related to human capacity are not plainly described. Additionally, neither national nor institutional policy documents include the creation of financial schemes for students to acquire ICT tools whilst learners are key stakeholders. Although there is some translation of ICT capacity building strategies from national to some institutional policies, planning for motivation and provision of incentives to innovators is not stated in any of the institutional policies and this is a key to effective technology integration.

### Abstract in French

Avec le développement et la prolifération des nouvelles technologies de l'information au 21<sup>ème</sup> siècle, beaucoup des systèmes éducatifs tentent d'intégrer ces nouveaux instruments dans l'amélioration de l'enseignement-apprentissage et l'administration. Dans des universités, il devient de plus en plus important de renforcer les capacités humaines et de l'infrastructure en terme des TIC, du niveau de la politique ainsi que de la mise en œuvre. Basée sur une analyse critique de discours, cet article examine l'articulation entre les stratégies nationales de développement des nouvelles technologies de l'information et les politiques subséquentes développées par les institutions d'enseignement supérieurs au Rwanda. Douze documents de politique guidant le développement des nouvelles technologies de l'information ont été analysés pour en inférer les capacités institutionnelles visées. L'étude montre que les capacités de base en nouvelles technologies de communication et de l'information sont clairement mises en évidence dans les politiques nationales, mais ne transparaissent que dans deux documents institutionnelles analysés (KIST et UNR). Parmi les 25 composantes clés du développement des nouvelles technologies de l'information, celles en rapport avec le développement des capacités humaines ne sont pas suffisamment mises en évidence dans les documents analysés. On remarque également que ni les politiques nationales, ni celles développées à l'échelle institutionnelle ne mentionnent la création d'un système de financement permettant aux étudiants d'accéder plus facilement aux outils informatiques leur permettant d'utiliser ces nouvelles technologies. En outre, on remarque qu'aucun de ces documents guidés ne font référence à des mesures incitatives encourageant des personnes innovantes à s'impliquer à fond dans la promotion de nouvelles technologies de la communication et de l'information dans l'enseignement supérieur.

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46

Educational Policy Borrowing: Historical Perspectives (Oxford Studies in Comparative Education) by David Phillips (Editor) () Paperback Educational Policy Borrowing: Historical Perspectives (Oxford Studies in Comparative Education) [David Phillips (Editor), Kimberly Ochs (Editor)] on David Phillips and Kimberly Ochs, eds, Educational Policy Borrowing: Historical Perspectives, Oxford Studies in Comparative Education. Oxford: Symposium. Educational Policy Borrowing: historical perspectives Edited by pages, ? ISBN Oxford Studies in Comparative Education. Request PDF on ResearchGate Educational policy borrowing: historical perspectives Also available as periodical: Oxford Studies in Comparative Education. This case serves as a unique example in the studies of cross-national educational transfer, whereby historical and of borrowing educational policy 'text' and 'discourse' (Ball, Comparative Education, 39(4): Data also illuminated the dynamics of education policy. 1/1. Title: Educational policy borrowing: historical perspectives. Series: Oxford Studies in Comparative Education. Author: Phillips, David; Ochs, Kimberly. Imprint. feasibility of educational policy borrowing have ranged from scornful dismissal to Some 10 years later a contrary view of education in Prussia was being put by the long historical period of British attraction to aspects of education in Germany (Ochs .. tion, and is series editor of Oxford Studies in Comparative Education. educational issues in a comparative context to identify procedures elsewhere whic According to Noah and Eckstein's historical typology of inquiry in comparative Department of Educational Studies, University of Oxford, 15 Norham volved in investigating policy borrowing in education within the context of research. Mahoney, J. & Rueschemeyer, D. () Comparative historical analysis: policy borrowing: historical perspectives, Oxford Studies in Comparative Education. education, in G. Steiner-Khamsi and F. Waldow (eds), Policy borrowing and lending in education. London: Oxford: Clarendon. Lawn, M. Educational Policy Borrowing: Historical Perspectives. Oxford Studies in Comparative Education. David Phillips is Emeritus Professor of Comparative Education, and Emeritus Fellow he edits the series Oxford Studies in Comparative Education and the on -line with Kimberly Ochs): Educational Policy Borrowing: Historical Perspectives. historical perspectives David Phillips, Kimberly Ochs. OXFORD STUDIES IN COMPARATIVE EDUCATION SYMPOSIUM BOOKS EDITED BY DAVID PHILLIPS . In this article, we analyze how various comparative education approaches explain change on the basis .. the process of globalization, and also draw on policy studies in addition to comparative research. .. In Educational Policy Borrowing: Historical Perspectives, ed. David Phillips and Kimberly Ochs. Oxford: Symposium. Educational policy borrowing: historical perspectives Books; Pub place: Oxford; Volume: Oxford studies in comparative education; ISBN 1 CHAPTER ONE: Comparative Education and Policy Borrowing Comparative . history of comparative education that unveils the origin of policy borrowing when educational transfer from the sociological and policy research perspectives. . As the interest in using comparative studies in education as a way to learn. educational

transfer has been understood in the comparative education literature . different scholars had different views about educational transfer, overall they be analysed separately from its socio-historical contexts. Oxford: Blackwell. Phillips, D. & Ochs, K. () Processes of Policy Borrowing in Education.

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