EdTech Readiness Index (ETRI)
Policy Questionnaire

Introduction

The World Bank is collaborating with Imaginable Futures and is developing an **EdTech Readiness Index (ETRI)** to support countries in assessing where they stand on education technologies. The ETRI aims at capturing key elements of the 'ecosystems' within the education and technology sectors in a given country whose development are considered critical if investments in 'edtech' are likely to bear fruit.

The indicators of the ETRI are organized following the same three dimensions of the World Bank's Global Education Policy Dashboard —practices (or service delivery), policies, and politics, three dimensions that can impact the expected outcomes, that is learning. The indicators on practices and policies have been developed for six overarching components: school management, teachers, students, devices, connectivity, and digital resources.

Overall, the indicators will be populated with data collected using two questionnaires. This document contains the questionnaire that collects data on the *de jure* policy indicators and on key aspects of the politics of the ICT in the education sector. The ETRI school survey questionnaire is implemented in parallel and remotely at the school level and school principals will provide information on the six components mentioned above.

This questionnaire on policies and politics is organized in seven sections and will be completed by national experts on ICT in education specifically hired for the ETRI project. It is expected that each of the responses provided will be supported by the relevant documentation.

The questionnaire should be accompanied by a context report that is related to the national education context and the role of EdTech within this environment. Details related to the report are provided below.

| **Identification of the consultant:** |
| Name: |
| E-mail address: |
| Country of the study: |

Questionnaire

A	Political framework on ICT in education	SKIPS
1	Does your country have a national policy[1] or a national plan for ICT in education? 1. The country has a national policy. (0 = No; 1 = Yes) 2. The country has a national plan. (0 = No; 1 = Yes) *See the glossary for the definitions of policy and plan.*	If A1.1 AND A1.2=0, go to A3

2 Select all ISCED education levels[2] that are covered by the national policy or plan for ICT in education:
(0=No; 1=Yes; 9 = not applicable)

	National policy	National plan
1. Pre-primary (ISCED 0)		
2. Primary (ISCED 1)		
3. Lower secondary (ISCED 2)		
4. Upper secondary (ISCED 3)		
5. Post secondary non tertiary (ISCED 4)		
6. Tertiary (ISCED 5 to 8)		

3 Does your country have a regulatory institution or body that has been given responsibility by the government for coordinating the implementation of ICT in education?
0 = No.
1 = Yes.

(SKIPS: If A3=0, go to A5)

4 Is there a specific law (or other legislation) that mandates the role and responsibilities of this regulatory institution?
0 = No.
1 = Yes.

5 For each year, specify if your country had a budget or fund <u>allocated to…</u>?
(For each year, specify 0 = No; 1 = Yes)

	2019	2020	2021
ICT acquisition for schools			
Connectivity infrastructure			
ICT maintenance costs for schools			
Research and development on the use of ICT in education			

6 Which of the following best describes the country's expenditure on ICT in education during the last 5 years?
1. No public expenditure, or public expenditure on ICT in education made during only one year out of the last 5 years.
2. Public expenditure on ICT in education is made occasionally (between 2 to 4 years out of the last 5 years).
3. Public expenditure on ICT in education made during each of the last 5 years.

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[1] Text in orange are terms defined in the Glossary.
[2] Text in **blue** indicates that it must be adapted to each country.

B	Policies on school management for ICTs	
7	Is there legislation and/or policies governing schools that assign responsibility for <u>integrating ICT use into schools' strategic plans</u>? 1. Yes, those responsibilities are mainly assigned to the <u>national</u> level. 2. Yes, those responsibilities are mainly assigned to the <u>sub-national</u> levels. 3. Yes, those responsibilities are mainly assigned to the <u>local</u> levels. 4. Yes, those responsibilities are assigned to the <u>school</u> level. 5. Responsibilities are not explicitly assigned in the legislation and/or policies.	
8	Does your country provide schools with guidelines or supporting tools to incorporate ICT into teaching and learning activities? 0 = No 1 = Yes	If B8=0, go to B10
9	Select all ISCED education levels that are covered by these guidelines or supporting tools: 1. Pre-primary (ISCED 0). (0 = No; 1 = Yes) 2. Primary (ISCED 1). (0 = No; 1 = Yes) 3. Lower secondary education (ISCED 2). (0 = No; 1 = Yes) 4. Upper secondary (ISCED 3). (0 = No; 1 = Yes)	
10	Are the principals of <u>public schools</u> required to complete training <u>on the management and use of ICTs for teaching and learning</u> as part of their continuing professional development? 0 = No 1 = Yes	

C	Policies on teacher practices related to ICT	
11	Does your country have an official digital competency framework (DCF) for teachers? 0 = No 1 = Yes *See the glossary for definition of digital competency framework for teachers (DCF).*	If C11=0, go to C13
12	Does this framework define minimum performance standards in ICT that teachers must meet? 0 = No 1 = Yes	
13	Does your country have a mechanism or strategy for assessing teachers' digital competencies? 0 = No 1 = Yes	

14	Does the typical initial teacher training programme for pre-primary to upper secondary education (ISCED 0 to 4) include the following elements?
	a. Learning how to use ICT generally.
	1. Pre-primary (ISCED 0).
	(0 = No; 1 = Yes)
	      If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____
	2. Primary (ISCED 1).
	(0 = No; 1 = Yes)
	      If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____
	3. Lower secondary education (ISCED 2).
	(0 = No; 1 = Yes)
	      If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____
	4. Upper secondary (ISCED 3).
	(0 = No; 1 = Yes)	

If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____

b. Learning how to use ICT in teaching.

1. Pre-primary (ISCED 0).

(0 = No; 1 = Yes)

If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____

2. Primary (ISCED 1).

(0 = No; 1 = Yes)

If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____

3. Lower secondary education (ISCED 2).

(0 = No; 1 = Yes)

If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____

4. Upper secondary (ISCED 3).

(0 = No; 1 = Yes)

If yes, specify in what year that element was added to the teacher training curriculum of the reference programme:_____

15 Are public school teachers required to complete training on the use of ICT for teaching and learning as part of their continuing professional development?

0 = No

1 = Yes

16 Does the government provide any courses within its teacher training programme that supports teachers' continuing professional development in the following areas:?

a. Training on the basic use of ICT.

(0=No; 1=Yes)

b. Training on ICT for teaching in specific subjects.

(0=No; 1=Yes)

c. Training on ICT for teaching and learning that is not subject-specific.

(0=No; 1=Yes)

D	**Policies on the integration of ICT into the curriculum and a Digital Competency Framework for Students**	

17	Does your country's educational curriculum recommend that ICT-assisted instruction forms part of subject delivery for specific grade(s)? 0 = No 1 = Yes	If D17=0, go to D19
18	Please check all the grades that apply:	

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Primary education (ISCED 1)							
Secondary education (ISCED 2 and 3)							

19	Does your country's educational curriculum define a set of digital or ICT competencies that students are expected to develop? 0 = No 1 = Yes	If D19=0, go to D21
20	Select all ISCED education levels that are covered: 1. Pre-primary (ISCED 0) (0=No; 1=Yes) 2. Primary (ISCED 1) (0=No; 1=Yes) 3. Lower secondary education (ISCED 2) (0=No; 1=Yes) 4. Upper secondary (ISCED 3) (0=No; 1=Yes)	

21	Does your country have a <u>mechanism or strategy</u> for assessing students' digital competencies? 0 = No 1 = Yes	
E	**Policies on ICT devices in schools**	
22	Is there a policy or are there standards in place which require that students in all public schools have access to PCs, laptops, tablets and/or other digital devices? 0 = No 1 = Yes	
23	Is there a policy in place which requires that digital devices that support learning at the school are accessible to children with disabilities? 0 = No 1 = Yes	
24	Is there government legislation and/or policies that assign responsibility for <u>maintaining public school ICT infrastructure and/or technical support</u>? 1. Yes, those responsibilities are mainly assigned to the <u>national</u> level. 2. Yes, those responsibilities are mainly assigned to the <u>sub-national</u> levels. 3. Yes, those responsibilities are mainly assigned to the <u>local</u> levels. 4. Yes, those responsibilities are assigned to the <u>school</u> level. 5. Responsibilities are not explicitly assigned in the legislation and/or policies.	
25	Is there a central system or mechanism that monitors <u>the availability of functioning digital devices for the students and their usage</u> in all public schools? 0 = No 1 = Yes, it monitors the availability of digital devices for the students, but it does not monitor if they are functioning or used. 2 = Yes, it monitors the availability of digital devices for the students and if they are functioning, but it does not monitor if they are used. 3 = Yes, it monitors the availability of functioning digital devices for the students and if the devices are used.	
F	**Policies on the connectivity in the schools.**	
26	Is there a national policy, strategy or plan to provide Internet connectivity to all public schools? 0 = No 1 = Yes	If F26=0, go to F29
27	Does the national policy, strategy or plan define any quality standards for the Internet connection in public schools? 0 = No 1 = Yes	
28	Does the national policy, strategy or plan define any mechanism to moderate the cost of Internet use in education to make it affordable? 0 = No 1 = Yes	
29	Is there a central system or mechanism to monitor the availability of Internet connections in all public schools? 0 = No 1 = Yes	
30	Is there a central system or mechanism to assist schools with problems related to Internet connectivity, such as Internet stability, low bandwidth, etc.? 0 = No 1 = Yes	
G	**Policies on Digital Education Resources** *See the glossary for the definitions of policy and plan.*	
31	Does the legislation and/or policies governing the education system contain any of the following? 1. A strategy for ensuring that there are enough digital educational resources available.	

(0=No; 1=Yes)
2. Defined quality standards to use when evaluating the quality of digital educational resources.
(0=No; 1=Yes)
3. Defined procedures or mechanisms for aligning digital educational resources to the curriculum's requirements.
(0=No; 1=Yes)
4. Defined procedures or mechanisms for adapting digital educational resources to the local culture or language.
(0=No; 1=Yes)
5. Defined procedures or mechanisms for adapting digital educational resources to students with disabilities.
(0=No; 1=Yes)

H.	**Policies on EMIS and Multiple Measures of Data and collection methodology**
32A	Does your country have a policy or plan governing school data collection and software application interoperability within the Ministry of Education and other Governmental agencies or Planning Units? 1. The country has a national policy. (0 = No; 1 = Yes) 2. The country has a national plan. (0 = No; 1 = Yes) 3. The country does not have a national policy or plan, but (at least some) regions do. (0 = No; 1 = Yes)
32B	Does your country have a centralized data or software platform for the digital collection of school data implemented at school level? (0=No; 1=Yes) *(If answer=0, skip 34C and 34D)*

32C	How regularly is the centralized data collected or updated (e.g. through a school census or other mechanism)?
	    a. More than once a year
	    b. Once a year
	    c. Every few years

32D	Does the Ministry of Education in your country collect school data covering any of the following categories?
	    1. Student demographics: Descriptive information about the learning community (e.g. student enrollment, attendance, drop out rate, gender) (0=No; 1=Yes).
	    2. Teacher demographics: Descriptive information about the teachers (e.g. age, gender, level of qualification, years of experience, school name) (0=No; 1=Yes).
	    3. Student learning: Outcomes of the educational system (in terms of learning data, standardized tests, norm/criterion referenced tests, etc.) (0=No; 1=Yes).
	    4. School infrastructure: Information related to infrastructure at the school level (facilities characteristics, number of working devices available to students, Internet connectivity, learning management system) (0=No; 1=Yes).
	    5. School processes: Data on teaching processes e.g. classroom observations, coaching, training available, school event records, etc. (0=No; 1=Yes).

I.	**Policies on Data Usage**
33A	Does your country have a policy or plan outlining how the education data are accessed, disseminated, and shared within the Ministry of Education and other Governmental agencies, Planning Units, and relevant stakeholders to be incorporated into policymaking? 1. The country has a national policy. (0 = No; 1 = Yes) 2. The country has a national plan. (0 = No; 1 = Yes)
33B	Does your country have a policy or plan in place to develop the capacity for interpretation and analysis of data at various levels through regular training? 1. The country has a national policy. (0 = No; 1 = Yes) 2. The country has a national plan. (0 = No; 1 = Yes)

END OF THE QUESTIONNAIRE

Context Report

The education system and national context

Please describe in 3,000 words (up to 5 pages) the national education context and the main characteristics of the educational system including how the system incorporates (or plans to incorporate) EdTech (education technology). Consider the following items to guide the elaboration of your country synthesis. Avoid using acronyms.

- **National Background:** Identify the main characteristics of the national educational system (e.g. student/teacher population, school-age, funding mechanism, public and private school ratio, economic and education performance, dropout levels, etc.).
- **Governance:** Which institutions in the country have the responsibility for establishing the overarching goals and priorities, and the implementation of the policies to support Education and Technology (EdTech)? How are these goals and priorities implemented? Highlight the milestones of the EdTech policy in the country for the last 10 or 20 years.
- **Students:** Explain how, when and through what mechanisms student learning is supported with the use of technology.
- **Teachers:** Explain how the education system promotes and monitors the adoption of EdTech to support (i) teacher professional development, (ii) teaching practices and (iii) carrying-out administrative tasks using technology (e.g. assessment, grading, school attendance, etc.).
- **EMIS:** Identify the governance and key stakeholder who work with administrative education management systems (EMIS).
- **Platform and devices**: Describe the key developments or the large-scale implementation of EdTech tools to support education policies (e.g. connectivity, provision of educational platforms, software, devices, etc.).
- **COVID-19 Pandemic:** Explain what EdTech related actions and transformations have been implemented in response to the school lockdown (interruption of in-person schooling), and/or to support remote learning and or school reopening. Note if such changes are likely to be temporary in response to the pandemic or incorporated into the education system on a more permanent basis.

Glossary

Digital Competency Framework (DCF) – A Digital Competence Framework is a framework or set of guidelines which defines the digital competences that an individual is expected to have. A digital competence is the knowledge, skills and attitudes that are required when using ICT and digital media to communicate, access, manage, combine, share and evaluate information in order to perform tasks or solve problems.

Digital device – A digital device is an electronic device that can create, receive, process, store, send and display information. These include, but are not limited to, personal computers (PCs), laptops, tablets, mobile phones, smartphones and similar storage devices.

Digital Education Resource (DER) – Also known as digital learning resources, DERs are pedagogical resources that support learning outcomes and which are in electronic format and include text, images, audio, video and sound. They can take the form of e-books, learning software, videos, databases, tools, animations and simulations.

Information and Communications Technologies (ICT) – Information and communications technologies is an umbrella term that refers to technological tools and resources that transmit, store, create, share or exchange information. They include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (mobile phones, landlines, satellite, video-conferencing, etc.).

Legislation – Government legislation is a set of laws or policies that have been passed by the government (or parliament, if appropriate) of a country, which govern how activities should be run.

Mechanism – A mechanism is a separate body, organization, committee or bureau that has been given responsibility by the government for promoting, coordinating and ensuring correct implementation of ICT in education. In this survey, it is used to describe a body or system that has been set up to achieve an education-related output e.g. monitoring the availability of Internet in public schools, assessing teacher's competencies, etc.

Plan – A plan is a government-issued document on how its goals in ICT in education are to be achieved within a specified timeframe. It details each activity to be undertaken, the method employed for implementation, the timeframe, the resources required and the actors responsible for implementing each activity.

Policy – A policy is a government-issued document which sets out the principles, guidelines and strategy for ICT in education. It is distinct from rules or legislation which can compel or prohibit specific actions, and instead guides actions towards a desired outcome.

Strategic plan – A strategic plan is a document that defines the organization's objectives, goals, mission, vision, values and actions required to achieve the goals. It is often used to define priorities and core objectives of an organization's activities.