The ETRI Operational Toolkit serves as a user-friendly guide that has been developed to inform the design and implementation of the ETRI instruments. The operational toolkit can be utilized by practitioners and policymakers to monitor the EdTech readiness at a country/system level. The toolkit also serves as a one-stop shop for all ETRI-related guidance and documents including technical notes, instruments, indicators, sample terms of references, and training materials.

What is EdTech Readiness Index (ETRI)?

ETRI - a multi-dimensional tool - was designed by World Bank to support countries in assessing where they stand on education technologies. ETRI captures key elements of the ‘ecosystems’ within the education and technology sectors in a country whose development is considered critical if investments in ‘EdTech’ are likely to bear fruit. In other words, ETRI offers critical data on whether the enabling conditions for EdTech to thrive are present. In line, ETRI was designed to inform existing EdTech policies with the aim to reduce inequalities and increase learning opportunities. ETRI collects and reports information on the extent to which EdTech is integrated into the broader education system (policies and practices) of the participating countries. The goal of ETRI is to offer a rich source of information to countries (e.g., ministries of education, multilateral organizations, and local administrations) making investments in EdTech, enabling them to (a) identify good practices and areas where EdTech policies can be strengthened, and (b) monitor progress and the status of implementation as countries act. ETRI longitudinal data could be used to track progress over time as well as for the multiple phases of a project (e.g., preparation, diagnostics, implementation) depending on project needs and demands.

Overview of the Initiative

- **Two-page Brief**
  - ETRI Brief (click here for [Arabic](#))

- **Overview Video**
  - 20-min overview video

- **Country Presentation**
  - The country presentation was developed to introduce the World Bank Country Teams to the concept of ETRI and provide them with an overview of index, its context, how it is constructed and how it can be used. (click here for [French](#) | [Spanish](#))
The document offers a brief overview of how the literature review translates into the proposed framework for the EdTech Readiness Index.

The technical note outlines some technical aspects of the overall project including the field work, instruments, indicators, scores, and the sampling strategy.

The metadata document describes all the indicators for the 6 pillars of ETRI and explains how each of them is calculated.

The School Survey seeks to collect (remotely or in-person) information about (i) school practices and the (ii) application of specific policies that are believed to play an important role in ensuring EdTech is well integrated within the education system. In so doing, the Survey captures the de facto (reflecting reality/in practice) implementation of the policy frameworks as they relate to education and technology in schools. The school survey includes 47-51 questions structured around 6 sections and is expected to take ~40 minutes to administer. (click here for Vietnamese (Ho Chi Minh City) – Primary Principal | Vietnamese (Ho Chi Minh City) – Primary Teacher | Nepali (Nepal) | Spanish (Dominican Republican))

The Policy Survey seeks to collect information about the existence of specific policies that are believed to play an important role in ensuring EdTech is well integrated within the education system. In doing so, the Survey captures the comprehensiveness of the policy frameworks as it relates to education and technology. This Survey does not consider the extent to which these policies are implemented, their de facto implementation, but rather focuses on de jure existence of these policies. The Policy Survey has a total of 35 questions across 10 sections. (click here for French)
The following sample TOR can be used for hiring a survey firm to run the school survey. It details the (i) scope of work; (ii) schedule of deliverables and expected outcomes; (iii) timing and structure of payments; and (iv) skills and competencies of staff.

The following sample TOR can be used for hiring a policy consultant to complete the policy questionnaire and country report. It details the (i) scope of work; (ii) outputs and deliverables; and (iii) qualifications of consultant.

The manual lays out the instructions to help administer the school survey questionnaire in a consistent manner. The instructions elaborate on the main thrust of some of the key questions and define the key terms that are used (see the glossary) to start interviews and administer the questionnaire. Please read these instructions carefully prior to starting interviews and administering the questionnaire.

The purpose of this document is to provide steps that can be used when contacting principals to schedule a time to conduct the ETRI School Survey in the remote implementation of ETRI.

Summary of outputs and analysis from Ho Chi Minh City (HCMC), Vietnam

Summary of outputs and analysis from Nepal

Summary of outputs and analysis from Dominican Republic (DR)