



As countries and international partners gear toward catalyzing the power of EdTech to unlock learning, a need has risen for better information to support EdTech policy formulation and investment decisions. **The World Bank's EdTech Readiness Index** meets this need by offering critical data on whether the enabling conditions for EdTech to thrive are present.

### BACKGROUND

#### *A Learning Crisis and a Tool to Guide Action*

The world faces a deep **learning crisis**. In late 2019, 53% of 10-year-old children from low- and middle-income countries were unable to read and understand a simple text. The crisis deepened with extended school closures and sharp economic recessions associated with the COVID-19 pandemic. To help guide countries' efforts in sustaining and improving learning and attainment for all children, the World Bank launched the **Global Education Policy Dashboard (GEPD)**, an initiative that **measures learning and its drivers** in basic education. The GEPD reports on 39 indicators that provide a snapshot of how education systems are working, and can help governments set priorities and track progress as they work toward improving learning. As countries increasingly rely on technologies to promote learning, **standardized measures are needed to understand the role of EdTech** within education systems as well as the enabling conditions for EdTech to support learning. However, data is often incomplete or not updated on whether human, technological, or institutional conditions are present in different education systems. It is within this context, and as part of the broader GEPD, that the idea of the **EdTech Readiness Index** emerged.

### SOLUTION

#### *An EdTech Readiness Index to (a) identify good practices and areas where EdTech policies can be strengthened, and (b) monitor progress as countries take action*

The **EdTech Readiness Index (ETRI)** is a tool that collects and reports information to offer a snapshot of how well education and technology (EdTech) are integrated into the broader education system of the participating countries. ETRI measures critical factors and can serve as a valuable tool to guide policy design and implementation. The goal of the ETRI **is to offer a rich source of information** to countries 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 take action. The ETRI goes beyond measuring the availability of devices and the level of connectivity to capture key elements of the larger education-technology ecosystem in a country, guiding efforts to reduce inequalities and increase learning opportunities. This instrument is meant to be **light touch and cost-effective**, and thus does not serve as a full diagnostic tool for the educational system.

## VALUE-ADDED OF EDTECH READINESS INDEX:

- 1

**A Framework**

A sound framework to understand the enabling conditions for EdTech to be effective.
- 2

**A Set of Instruments**

Ready-to-use survey instruments to collect the needed information remotely or in-person.
- 3

**An Approach to Data Collection**

A flexible and cost-effective data collection approach that leverages best practice for remote data collection.
- 4

**Country-Level Data**

Evidence collected in 4 pilot countries to help inform country-level strategies.

# Understanding the EdTech Readiness Index

## What are the components of the Index?



School Management



Teachers



Students



Devices



Connectivity



Digital Resources

### PRACTICE

- Strategy
- Leadership
- Prioritization

- Self-Efficacy
- Use — Planning
- Use — Teaching

- Self-Efficacy
- Use — Inside
- Use — Outside

- Availability
- Student Access
- Teach Support

- Connectivity
- Student Access
- Quality

- Access
- Use
- Quality

### POLICY

- Responsibility
- Guidance
- Support

- Standards
- Support
- Evaluation

- Framework
- Curriculum
- Assessment

- Standards
- Monitoring
- Responsibility

- Plan
- Monitoring
- Support System

- Guidance
- Strategy
- Standards

## How will the information be collected?



**Our instruments:** Two instruments report on the EdTech Readiness Index. A School Survey collects information relating to practices and de facto policy implementation at the school level, and a Policy Survey collects information relating to de jure existence of policies.



**Our Approach:** Given risks associated with collecting information in person, surveys will be implemented remotely via a phone interview in the short term to ensure the safety of interviewers and interviewees. For the school survey, principals will be the source of information. For the policy survey, information will be gathered through a legislative review and appropriate follow-up interviews with public officials. When it is safe to do in-person data collection, the instruments will be integrated within the GEPD for joint data collection.



**Our Engagement:** For the remote data collection to be conducted effectively when schools are open, the team will work in close coordination with governments to ensure necessary approvals and information are gathered, while also building capacity within the process. While the effort will be managed centrally, local survey firms will be contracted to collect contextualized data.

## Who to contact for further information?

The EdTech Readiness Index is a Global Public Good created by a team in the World Bank's Education Global Practice. For more information about the initiative, please contact:

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