International Experiences with Technology in Education
Ministry of Education Survey

This survey was designed for representatives of ministries of education participating in a research study conducted under contract with the U.S. Department of Education, called International Experiences with Technology in Education (IETE). The primary purpose of this survey is to collect **updates to available information** on ICT in education policy and planning documents and structures, funding mechanisms, monitoring practices, and major initiatives. In addition, we plan to collect information about ongoing and planned efforts to collect ICT related indicator data and willingness to participate in an annual compendium of ICT indicators. After the survey is completed and returned, respondents will be asked to participate in a 60-90 minute telephone-based interview in order to confirm survey results and collect richer, more descriptive information about policies and programs related to ICT in education. **Ministries of Education will not be asked to conduct new data collections on behalf of the IETE study**.

The reports prepared for this study will summarize findings across the sample as well as present individual "country profiles." An acknowledgment of all ministries of education will be included in the final report along with the names of respondents.

About this survey:

- We use the term "ICT" throughout this survey. ICT stands for Information and Communication Technologies, which are defined in this study as technological tools and resources used to communicate, create, disseminate, store, and manage information. This includes digital tools such as mobile phones, graphing calculators or digital cameras for example. ICT also includes computer hardware, software applications (e.g., word processors, spreadsheets and media players) and networks for school, community, global and/or public access (e.g., internet, intranet, and local area networks).

- This survey should take approximately 1 hour to complete. There are 7 sections.

- This electronic form allows you to type your responses directly from your computer. Use Adobe Acrobat or Acrobat Reader to complete and save the PDF. Select "highlight fields" on the top left of your screen to fill the required response fields in color. The text size in the fields will adjust automatically based on the length of your response.

- Please return the completed electronic copy via email to *gucci.estrella@sri.com.*

- OPTIONAL: You can print the PDF and fill in your responses by hand. Please use blue or black ink to write your answers. Fax the completed survey to Gucci Estrella at *+1.650.859.3673.*

Country Name:

I. Respondent Information

1. a. Name: _____

    b. Position/Title: _____

    c. Organizational affiliation: _____

    d. Department or Division: _____

    e. Contact Information:

    Email address: _____

    Telephone: _____

    Fax: _____

II. Educational System Overview

2. **Where is the primary locus of responsibility for educational planning in your country?**

    ☐ The national government is the primary driver of educational policy making through the Ministry of Education

    ☐ Authority is shared among the national Ministry of Education and provincial/state governments

    ☐ Provincial or state governments are the primary driver of educational policy making

    ☐ Other [Please describe]:

3. **Does your Ministry have a current national educational technology plan or "master plan" that guides national policy on the use of ICT in education for teaching and learning?**

    ☐ Yes (proceed to Question 4)

    ☐ No (proceed to Question 8)

4. **If the plan is publicly available online, please provide the URL here:**

    _____

If the plan is not available online, please send a copy by email or fax using the information provided on the first page of this survey

5. **In addition to the Ministry of Education, did other ministries contribute significantly to the development or implementation of the plan (e.g., Ministry Telecommunications or Economic Development ministries)?**

   ☐ Yes. *[Please specify which ministry]* _____

   ☐ No

6. **What age group does the national plan on the use of ICT for education directly address?** *[Please check all that apply*]:

   ☐ Primary school (ages 5-14)

   ☐ Secondary school (ages 15-18)

   ☐ University (ages 19 and above)

7. **Does your country's plan specifically address any of the following priorities** *[Please select yes or no]***?**

TOPIC	Yes	No
Use of ICT to Improve Learning by:		
Improving the learning of subject matter content (e.g., Mathematics, Science)		
Preparing students for a more globally competitive workforce		
Providing new skills in critical thinking, collaboration and communication		
Extending the school day or school year		
Increasing student access to high-quality courses (e.g., online learning for rural students)		
Increasing ICT/ Technical Skills:		
Of teachers		
Of students		
Ethics of ICT Use		

7b. Does your country's plan specifically address any of the following priorities *[Please select yes or no]***?**

TOPIC	Yes	No
Requirements for Professional Development Related to the Integration of ICT in Instruction		
Within teacher preparation programs (i.e., pre-service)		
Continuing education for teachers (i.e., in-service programs)		
Use of ICT to Engage and Increase Participation of Educational Stakeholders		
Students		
Parents		
Other community members		
ICT Access and Infrastructure		
Increasing schools access to ICT hardware		
Increasing schools access to high speed Internet		
Increasing access to ICT in classrooms		
Other Priorities*: please specify*		

III: National Activities in ICT for Education: Improving Student Learning Through Enhanced Instruction

We are interested in learning more about national or federal policies and programs related to school or classroom use of ICTs to improve the availability of high-quality instruction and instructional materials in core subject areas such as language arts, science, mathematics, social studies and civics courses. Examples of ICT use to increase the availability of high-quality instruction and instructional materials includes the use of computer simulations, Internet-based research and communication activities, and online or distance education that makes regular use of the Internet.

8. **Does the Ministry prioritize the following topic areas related to ICT in education for instruction?** *[For each item, mark Yes or No in each of the three columns provided.]*

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Use of ICT-supported instruction within the classroom:						
To meet individual learning needs						
To increase access to content, e.g., online research						
To facilitate student inquiry, e.g., simulations, data analysis tools						
To gain access to high quality instructional resources						
To disseminate resources, e.g., digital portals						
Use of ICT for collaboration:						
Among teachers						
Among students						
Beyond the school or classroom						

8b. **Does the Ministry prioritize the following topic areas related to ICT in education for instruction?** *[For each item, mark Yes or No in each of the three columns provided.]*

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Use of ICT to create and extend learning environments beyond the physical classroom						
Open education resources						
Online learning						
Other non-traditional environments *[Please specify]*:_____						

9. **Does the Ministry consider assessing the impact of ICT use a priority?** *[For each item, mark Yes or No in each of the three columns provided.]*

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Assessing the impact of ICT use:						
On students academic achievement						
On the development of new skills related to critical thinking, collaboration, and communication						
Other student achievement						
On teachers' instructional practices						

10. Does the Ministry prioritize the use of ICT in education for student assessments? *[For each item, mark Yes or No in each of the three columns provided.]*

Types of Student Assessments	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Formative assessment to provide feedback to teachers to guide instruction						
Formative assessment to provide feedback to students about their own learning						
Diagnostic assessment for identifying individual student learning difficulties						
Summative assessment, e.g., end of course exam, standardized achievement test to provide feedback to students						
Non-traditional assessments, e.g., digital portfolios						

11. Does the ministry have programs and policies to incentivize private sector investments related to the use of ICT for teaching and learning, as described in the text at the beginning of Section III?

☐ Yes (proceed to Question 12)   ☐   No (Skip to Question 13)

12. Which of the following types of policies or programs does your government offer to the private sector as an incentive for investing in ICT in education?

☐ Tax credit or rebate

☐ Public-private partnership for research and development

☐ Other _____

IV: National Activities in ICT for Education: Increasing Teacher Capacity through the Use of ICTs

We are interested in learning more about the extent to which ICTs are being used to increase teacher capacity through ICT-delivered training or by facilitating immediate access to curriculum materials and instructional supports. One example of the use of ICTs to increase teacher capacity include the use of curriculum management systems that provide access to proven curriculum materials and instructional supports delivered over the Internet.

13. **Does the Ministry prioritize the use of ICT in education for delivering teacher professional development (PD) for the purposes listed below?** *[For each item, mark Yes or No in each of the three columns provided.]*

Purpose of Teacher Professional Development	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Improving technical ICT skills						
Improving subject matter knowledge						
Improving pedagogical skills						
Learning how to integrate ICT in instruction						
Creating digital learning materials						
Developing strategies to meet needs of individual students						
Allowing "just in time" access to subject expertise						

14. Does the Ministry prioritize the assessment of teachers' ICT attitudes and abilities?
  [For each item, mark Yes or No in each of the three columns provided.]

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Attitudes towards ICT use						
Basic technical skills, e.g., browsing the internet, using Microsoft Word						
Pedagogical skills integrating ICTs in instruction						
Use of ICT-supported collaboration and communication						

15. Does the ministry have programs and policies to incentivize private sector investments related to the use of ICT in education to increase teacher capacity as defined at the beginning of Section IV?

☐ Yes (proceed to Question 16)   ☐ No (Skip to Question 17)

16. Which of the following types of policies or programs does your government offer to the private sector as an incentive for investing in ICT in education?

☐ Tax credit or rebate

☐ Public-private partnership for research and development

☐ Other _____

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V: National Activities in ICT for Education: Data Systems to Support Continuous Improvement

We are interested in learning more about the extent to which ICTs are being used to create or support accountability and monitoring systems for continuous improvement in your schools. An example of this is a data system that monitors individual student, school or even national progress over time.

17. Does the Ministry prioritize the use of data systems for the purpose of monitoring student academic performance? *[For each item, mark Yes or No in each of the three columns provided.]*

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
To inform classroom instruction						
To monitor teacher and school performance for policy making						
To monitor teacher and school performance for the purpose of evaluating a policy or program						
To monitor teacher and school performance for accountability purposes						

18. Does the Ministry prioritize the use of data systems for other purposes? *[For each item, mark Yes or No in each of the three columns provided.]*

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
To share information with students and parents						
To inform school administrators and teachers						
As a reporting mechanism to ministries and local education authorities						
As a means for training school administrators and teachers on how to use data to inform instruction						

19. Does the ministry have programs and policies to incentivize private sector investments related to the use of ICT in education to increase teacher capacity as defined at the beginning of Section V?

    ☐ Yes (proceed to Question 20)   ☐ No (Skip to Question 21)

20. Which of the following types of policies or programs does your government offer to the private sector as an incentive for investing in ICT in education?

    ☐ Tax credit or rebate

    ☐ Public-private partnership for research and development

    ☐ Other _____

VI: National Activities in ICT for Education: Infrastructure and Support

We are interested in learning more about the available ICT infrastructure for education in your country and the support available to schools and teachers. Examples of ICT infrastructure include available hardware and connectivity in schools and classrooms as well as large-scale investments in software tools and applications such as data management systems.

21. Does the Ministry prioritize increasing access and availability to ICT infrastructure and support? *[For each item, mark Yes or No in each of the three columns provided.]*

	Is this a priority?		Does your country currently collect data relevant to this?		Does your country have a program to promote this?	
	YES	NO	YES	NO	YES	NO
Access to ICT hardware and software, including data management systems:						
For use in school						
For use at home						
Access to the internet and connectivity, e.g., dial-up, broadband, etc.						
Access to technical support for teachers and schools						
Access to support for using ICT in instruction						

22. Does the ministry have programs and policies to incentivize private sector investments related to the use of ICT in education to increase teacher capacity as defined at the beginning of Section VI?

      ☐ Yes (proceed to Question 23)   ☐ No (Skip to Question 24)

23. Which of the following types of policies or programs does your government offer to the private sector as an incentive for investing in ICT in education?

        ☐ Tax credit or rebate

        ☐ Public-private partnership for research and development

        ☐ Other _____

VII: Other ICT in Education Policies and Programs

24. Please describe other policies or programs that you haven't already noted that your country may have regarding the development or use of ICT in education, including any national research or evaluation initiatives designed to improve the quality and use of ICT in education.

25. We are interested in learning more about your country's ICT in education activities. Please list the title and URL for up to three of the most important documents that describe your country's ICT in education policies and programs, or simply list the titles and indicate that you will send the report(s) to us by email or fax.

a. Document Title: _____

URL: _____

b. Document Title: _____

URL: _____

c. Document Title: _____

URL: _____

26. Are you aware of any plans for your country to participate in any international data collections (e.g. TIMSS, PISA, etc) within the next 5 years (2010 – 2014).

☐ Yes (proceed to Question 27)   ☐   No (Skip to Question 28)

27. Please specify the international studies in which your country plans to participate?

28. In your opinion, is there a need for additional international studies that explore and compare countries' policies, programs, and investments in ICT in education? Please explain.

Thank you for taking the time to complete this survey!

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TIME AT COMPLETION:   __ __ : __ __ AM / PM
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