

# Integration Context Form

## Instructions

The purpose of this form is to gather information to help local researchers better understand the integration context and to inform the customization of the research design and the data collection instruments in the toolkit.

This form asks for basic information about policies related to education, economic development, and ICT infrastructure in the particular integration setting. Focus your attention on the priorities you select in Question 1. For example, if economic development is a greater focus in this technology integration effort than educational improvement, spend more time on the questions in that section.

In addition, many of the questions below refer to national as well as regional context. Although both are often relevant, please emphasize the setting of the integration while asking the questions. In other words, if the integration effort is a national initiative, focus on the national context; if it is a regional or local initiative, pay attention to the regional or local context.

You may already know most of the information requested in this form. For any information that you do not know, please refer to basic, authentic sources (for example, government web sites) to complete the form. If you refer to any additional resources, please note the source.

## Integration Priorities

1. What are the general policy goals of this education technology integration? (Check all that apply.)

- To improve education
- To stimulate economic growth
- To expand ICT access
- Other \_\_\_\_\_

## Education Policy

2. What is the basic structure or organization of the national and regional education system?

*What is the name of the national education authority? What are the regional and local education authorities that oversee education, and what are their main responsibilities?*

3. What is the basic funding model for the national and regional education system?

*Where do schools get their funding? What determines the amount of money that schools receive (for example, do all schools get the same amount, or does it vary by number of children)?*

4. Are students required to take any national standardized assessments?

*Are all students in the country tested? If so, in what grades? For what subjects?*

5. What are the most important strategic educational initiatives currently being implemented in the integration setting?

*Please briefly list the main activities and goals of each initiative.*

6. Does the setting already have programs focused specifically on educational technology?

*Please describe the main activities and goals of any **existing educational technology programs** in the following areas:*

- Access to ICT
- Teaching and learning
- Technical skills
- Distance learning
- Curriculum and assessment

7. Is there a general plan or policy around expanding ICT use at the national or the regional level?

*If so, what are its main components? Who does it impact? What are its goals? How is this national or regional ICT policy or plan related to the ICT policy for education?*

**8.** Does the integration context have a national or regional ICT policy or plan for education?

*If so, what are the main components of the policy or policies? What are the main instructional ICT policies or goals of the national and regional education systems? What are contended or disputed areas of educational policy that might be related to this integration?*

**9.** To what degree is the education system centralized or decentralized?

*To what extent does the national government control education at the regional, local, and school levels? How much autonomy do regions and schools have to make educational decisions such as:*

- Allocating funds in the school budget
- Selecting curriculum
- Developing and implementing student assessments and examinations
- Determining the pedagogical approach used in classrooms
- Deciding the scope and direction of educational reform initiatives

**10.** What are the certification requirements for teachers?

*What level of education and training is required in order to be a teacher in this setting? Does this vary by region? Are the majority of teachers in the country certified?*

**11.** Do teachers typically use technology in their instruction? In general, how comfortable do teachers feel about using technology in their teaching practice?

**12.** What is the status of the education system and services in each of the following areas? *Please also describe the extent to which quality varies across different regions.*

- Facilities (Are the schools mostly in good condition?)
- Equipment and resources (What are the basic things necessary for schools to operate effectively? Do most schools have the equipment and resources they need?)
- Technology infrastructure (Is it typical for schools to have computers and Internet access? Are there computers in the classroom? Or do students have access to a computer lab? Is technical support, like an IT administrator, available to schools and teachers?)

**13.** What is the school calendar year?

*When does the school year begin and end? When are the major vacation periods?*

**14.** How many days of the week are schools typically in session and how many hours per day?

**Economic Development**

**15.** Does the integration setting have a national or regional plan for economic development?

*If so, what are the main components of the policy or policies? To what extent is the policy contentious or debated?*

**16.** To what extent does ICT development relate to the national or regional development plan?

*What areas of the development policy might be related to this integration?*

**17.** What is the basic funding model for national and regional economic development?

*How do the national and local governments plan to fund economic growth? What determines the amount of support that various stakeholders receive?*

**18.** To what degree is the economic development plan centralized or decentralized?

*To what extent does the national government control the planning of development initiatives at the regional and local levels? How much autonomy do regions and local businesses have to make economic decisions?*

**19.** To what degree does the national economic development plan align with other policy priorities selected in Question 1?

**ICT Policy**

**20.** Does the integration setting have a national or regional plan for expanding access to ICT and/or developing ICT infrastructure?

*If so, what are the main components of the policy or policies? Which government entities are in charge of developing or carrying out the policy? What areas of the ICT plan might be related to this integration?*

**21.** What is the basic funding model for the ICT plan?

*What determines the amount of money dedicated to the plan? How is the money allocated?*

**22.** To what degree is the ICT plan centralized or decentralized?

*To what extent does the national government control ICT policy at the regional and local levels? How much autonomy do regions and local authorities have to make decisions such as:*

- Allocating funds in the plan
- Selecting the technology to distribute
- Monitoring progress
- Deciding the scope and direction of digital inclusion initiatives

**23.** To what degree does the ICT policy align with other policy priorities selected in Question 1?

**Prior Technology Integration Efforts**

**24.** Please describe any prior technology integration efforts that have taken place in this geographical area.

**25.** Was research or evaluation conducted on these technology efforts? Was any of this research or evaluation conducted by third party researchers?

**26.** If prior technology integration efforts have been evaluated, what were the main findings and conclusions?

**27.** Are reports and resources from prior rollouts available to decision makers? To what extent are the findings informing the vision and planning for the current integration?

**Other Relevant Policies and Plans**

**28.** Please describe any other policies and plans that may provide relevant context for understanding the integration.

**Other Information**

**29.** Please describe any other important information about the integration setting.

## 8. Changes in Teaching and Learning (for school-based integration efforts)

In this section, summarize responses from teacher, student, and school leader interviews to describe the changes that are taking place as a result of the integration of the device. In each category below, please include (1) strong or unique examples in each category, (2) what is common or similar across schools, and (3) any important variations or exceptions across schools.

### 8.1 Changes in Teacher Attitudes

Do the data from teacher and school leader interviews indicate any shift in teachers' attitudes (toward teaching, students, the use of device, etc.)? Please elaborate with specific examples.

### 8.2 Changes in Instructional Practices

Do teachers and school leaders report any shifts in instructional practices that arise from the use of the device? If so, what are they?

### 8.3 Changes in Curriculum and Assessment

Do the data from teacher and school leader interviews indicate any shift in curriculum and assessment practices? How so?

### 8.4 Changes in Students' Learning Behaviors

Do the data from student and teacher interviews indicate any shift in students' attitudes (toward school, learning, the use of device, etc.)? Do the data indicate any changes over time in how students learn? Please elaborate with specific examples.

### 8.5 Changes in Policies and Politics

Do the data indicate a shift in policies or politics at the school, regional, or national levels? Please elaborate with specific examples.

### 8.6 Unexpected or Emergent Changes

Do the data indicate that the technology solution was deployed in a manner that was different from what was intended? Did participants' experiences vary considerably from what was anticipated? Did participants use the devices in unexpected ways and did the use of the device bring about unanticipated changes in their attitudes, learning behaviors, etc.?

## 9. Other Information or Examples

Include any other important information or examples that do not clearly fit under any of the previous headings. Describe why the information or examples are significant for education technology integration research.