Study and tools for the evaluation of ICT integration projects in learning and teaching in Arab countries 2014

- Questionnaire for Data Collection
- Questionnaire User Guide

Contents

- General context
- Questionnaire objectives
- Evaluation domains
- About the questionnaire
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- Expectations
I - General context

- Plan for developing education in Arab countries
- Establishing the Arab Observatory of Education within ALECSO
- Undertaking a series of Education referential studies
  - ICT use in teaching and learning in Arab countries
  - Quality in school management
  - Results of international tests
  - ...
II - Questionnaire’s objectives

Grasping the reality of ICT integration in Arab countries

Regional and international benchmarking

Paving the way for more in-depth studies
III - Evaluation domains

II - Evaluation domains

1 - Vision and Organizational Framework

✓ Existence of a broader project for building a knowledge and information society
✓ Existence of a sectoral project for ICT integration in teaching and learning
✓ Funding provision
✓ Administrative structure for ICT in education
✓ Implementation methods and follow-up and evaluation mechanisms
✓ Technological watch, innovation, research and development
II - Evaluation domains

2 - Infrastructure

✓ Electricity supply in schools
✓ Computers and peripherals
✓ Information networks
✓ Technical assistance and maintenance

II - Evaluation domains

3 - Human Resources

✓ Initial training (pre-service)
✓ Further training (in-service)
✓ Assistance and support
✓ Administrative staff training
✓ Restructuring of the human resource rehabilitation sector and its status within the system
✓ Effectiveness of the human resource sector
✓ Life long learning / training
II - Evaluation domains

4 - Curriculum Development

✓ Teaching ICTs as a subject
✓ Integrating ICTs in teaching other subjects

II - Evaluation domains

5 - Provision of Digital Contents

✓ Availability and use of digital educational contents
✓ Production and distribution of digital educational contents
✓ Open resources
II - Evaluation domains

6 - Provision of Electronic Management Systems

✓ Education Management Information Systems (EMIS)
✓ Content management systems (CMS)
✓ Learning management systems (LMS)
✓ Collaboration platforms
✓ E-Government

II - Evaluation domains

7 - Equity, Inclusion and rational behavior

✓ Pro-equity procedures and approaches
✓ Pro-inclusion procedures and approaches
✓ Ethics, digital citizenship and digital awareness
✓ Computer security
✓ Privacy protection
✓ Intellectual property
✓ E-waste
II - Evaluation domains

8 - Openness to the private sector, civil society and local authority

- Public-private partnerships
- Public-civil society partnerships
- School-local authority partnership

IV - About the questionnaire
IV - About the questionnaire

✓ One question for every sub-domain
   Example: In domain 1, Vision and Organizational Framework =
   6 sub-domains => 6 questions

✓ Same format for all questions:
   - Tick the most accurate description of the reality”
   - Give more details if needed

IV - About the questionnaire

✓ 4 options for each question
   the respondent has to choose only 1
✓ 4 degrees of progress for project ratings
   in all domains:
   ✓ Level 1: Emerging
   ✓ Level 2: Applying
   ✓ Level 3: Integrating-Infusing
   ✓ Level 4: Transforming
IV - About the questionnaire

4 levels of project progress are derived from the World Bank SABER approach

SABER:
Systems Approach for Better Education Results

Respondents’ task is not to provide statistics and figures, but rather to make overall assessments in their respective fields (provision of infrastructure, development of human resources etc.), based on their professional experience and on the data available to them.

The respondent in every part of the questionnaire should be a senior official or his/her representative in the domain to be evaluated.
## IV - About the questionnaire

<table>
<thead>
<tr>
<th>Domain</th>
<th>Respondent/Source profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision &amp; organizational framework</td>
<td>A representative of the decision maker in the educational field</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>The senior officer responsible for providing infrastructure or his/her representative</td>
</tr>
<tr>
<td>Human resources</td>
<td>The senior officer in charge of the development of human resources in the education sector or his/her representative</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>The senior officer in charge of the development of educational curricula or his/her representative</td>
</tr>
<tr>
<td>Provision of digital contents</td>
<td>The senior officer responsible for providing educational digital content or his/her representative</td>
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</tbody>
</table>

### Strengths of SABER approach

- Clarity of assessment domains
- Rapidity in filling out the questionnaire
- The ability to do assessments and comparisons easily
- The questionnaire could be a starting point for in-depth studies of a statistical or field nature (In this case, it is advisable that each in-depth study focuses on one single domain of the many domains of the project.)
IV - About the questionnaire

Weaknesses of SABER approach

- The absence of absolute accuracy
  (the presence of 4 categories / grades only)
- The probability of biases through "beautifying reality"
  by respondents

Therefore, respondents should be

- well-informed on the issues relevant to the domain one is rating
- able to analyze and assess available data so that one’s answers are as close as possible to reality
- as objective as possible

V – Methodology for data processing
V - Methodology for data processing

- The ultimate goal of the treatment of answers is to rate the progress of ICT in education project in a given country.
- The final rating of a given country is based on the accomplished ratings at the level of each of the eight main domains of the project.
- The rating in each of the eight main domains is based on internal ratings which are carried out at the level of sub-domains for each main domain.
Reminder:

✓ ICT in education project is based on eight main domains.
✓ Each main domain consists of a number of sub-domains, which differ in number from one main domain to another.
✓ Each question in the questionnaire deals with one single sub-domain. When respondent chooses one of the four possibilities associated with each question, he/she determines the degree of the progress of one’s country in this sub-domain.

Reminder:

✓ The four adopted degrees of progress for ratings in all domains are the following:

1. An emerging project: one point is given to the sub-domain and is represented by this sign:

2. An applying project: two points are given to the sub-domain and is represented by this sign:

3. An integrating-infusing project: three points are given to the sub-domain and is represented by this sign:

4. A transforming project: four points are given to the sub-domain and is represented by this sign:
How to calculate scores

Total of points for sub-domains

\[ \text{X 100} \]

Number of sub-domains X 4

**Final rating of main domains**

<table>
<thead>
<tr>
<th>Total points obtained in one main domain</th>
<th>Less than 30 points</th>
<th>From 30 to 59 points</th>
<th>From 60 to 89 points</th>
<th>From 90 to 100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the degree of progress in one main domain</td>
<td>Emerging</td>
<td>Applying</td>
<td>Integrating-Infusing</td>
<td>Transforming</td>
</tr>
</tbody>
</table>
V - Methodology for data processing

3 - Overall assessment of ICT in education

How to calculate scores

Total number of obtained points in all sub-domains

\[ \times 100 \]

Number of sub-domains (37) \( \times 4 \)

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V - Methodology for data processing

3 - Overall assessment of ICT in education

Overall rating of ICT in education

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Thank you