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EdTech Policy Rapid Scan for Sub-Saharan Africa

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Purpose and goals of this request

This document was produced in response to a request from the World Bank for a curated list of current EdTech policies in all countries in sub-Saharan Africa.

In developing this list, the team aimed to identify national policies that were relevant to EdTech. In some instances, this may be a policy specific to technology in education, while in other cases, this may mean a national information and communication technology (ICT) policy with education components or a national education policy that outlines EdTech strategies. This review is based on desk research conducted in June and July 2024. The information included here contains links to the relevant policies, bullet points to summarise the policies, information on when the policies were developed or updated, and which ministries were involved in implementing them.

In developing this list, the team found the UNESCO portal for education technology policies to be a useful resource ([↑UNESCO, no date](#)).

Trends

This review of EdTech policies across sub-Saharan Africa reveals several trends.

First, most publicly available policies were established before the Covid-19 pandemic, with only a handful of new EdTech-related policies emerging after 2020. This pre-pandemic focus is surprising, given the increased global emphasis on digital learning solutions during and after the pandemic. It highlights a significant area of interest and potential growth for countries now looking to strengthen their EdTech frameworks in response to the challenges triggered by the pandemic.

Notable policies created after 2020 include:

- The ICT Policy and Strategic Framework for Basic Education in Cameroon, 2022
- The National Policy for Scientific Research and Technological Innovation, Central African Republic, 2020
- Policy on Information and Communication Technology in Education and Training, Kenya, 2021
- The Education Sector Policy Letter 2020–2029, Guinea, 2020

- National Policy on Education Management Information System (EMIS) and Implementation Guideline, Nigeria, 2021
- National Education Policy, Somalia, 2020
- National ICT Policy, Tanzania, 2023
- National Information & Communication Technology Policy, Zambia, 2023

A second trend we identified is the absence of specific EdTech policies in many countries. In these instances, we have included broader education or ICT plans and related strategies instead. The absence of specific EdTech policies suggests a gap in dedicated policymaking, which could hinder the systematic integration of digital tools in educational systems.

Third, our review highlights several prominent focus areas within the policies. Digital infrastructure is a central theme in at least 28 policies or plans reviewed, reflecting its importance in the region's EdTech landscape. Ten policies emphasise distance learning, underscoring its growing role in education. Teacher training is addressed in at least three strategic plans and one policy, pointing to its importance in effectively implementing EdTech initiatives. Additionally, seven policies focus on developing and promoting educational digital content.

Fourth, equity is also a significant focus, with at least 13 policies aiming to enhance access to ICT devices to promote equal opportunities. However, these policies may be less explicit about which groups they aim to support. Support for marginalised learners is less prevalent, with only a few policies explicitly addressing this issue. Notably, the Liberia ICT Policy (2019–2024) aims to improve e-learning access for people with disabilities ([↑Ministry of Posts and Telecommunications, 2019](#)), while Chad's National Gender Policy (2019–2023) supports gender equity through technology ([↑Ministère de la Femme, de la Protection de & l'Enfance et de la Solidarité Nationale, 2019](#)). However, these policies are not specific to EdTech. A few policies mention student-centred learning or collaboration with students, indicating a potential area for further development in future policy frameworks.

Finally, there is a diverse mix of ministries responsible for these policies. While most are overseen by education and communications or ICT ministries, in some cases, it was challenging to identify the responsible ministry. Policies sometimes simply refer to their governments as the overseeing body. This variation in policy ownership indicates differing national approaches to EdTech governance and coordination, which could

impact the effectiveness and implementation of these policies across the region.

Limitations

This rapid scan of EdTech policies is not comprehensive and may be missing relevant information. We did not examine stakeholder engagement (such as who was involved in policy development with governments)—or assess implementation success, including funding mechanisms. Furthermore, we did not investigate whether the policies are integrated into broader educational reform agendas or whether they are standalone initiatives. Many of the policies were not available in English, which made analysis difficult. For further exploration, we recommend examining potential geographical disparities and the monitoring and evaluation mechanisms used to assess the effectiveness and impact of these policies.

A note on language

As mentioned above, many policy documents were not available in English. Where we refer to these, we have followed this system:

- Where possible, we have translated the titles of strategies, plans, and policies into English. Likewise, where possible, we have used English to refer to the relevant government ministries or agencies.
- Citations for all the documents and websites referenced are in the original language.
- Where we include translations of quotations, we also include the original quotation. Translations are the authors' own.

Table 1. *National EdTech policies and plans in Sub-Saharan Africa*

Country	National Policy for EdTech	Date adopted / revised	Ministries involved
Angola	Although no national EdTech policy has been identified, some ICT- and education-related plans and strategies exist. These include: 1. National Development Plan (NDP) 2018–2022 (↑Government of Angola, 2018) ■ Available in Portuguese ■ Not EdTech-specific, but does promote e-learning, remote education, and learning modalities to increase access to education for all citizens. ■ Through the NDP 2018–2022, the Government of Angola implements various programmes to promote industry, innovation, and infrastructure. The most prominent of these include: – National Science, Technology and Innovation Policy and Strategy – Telecommunications and Information Technology Infrastructure Development Programme	2018	Ministry of Higher Education, Science, Technology and Innovation/Ministério do Ensino Superior, Ciência, Tecnologia e Inovação (MESCTI) Ministry of Telecommunications, Information Technologies and Social Communication/Ministério das Telecomunicações, Tecnologias de Informação e Comunicação Social (MINTTICS)

Angola contd.	2. 2013–2017 National Plan of Information Society (↑Ministério do Planeamento e do Desenvolvimento Territorial, 2012) ■ Available in Portuguese ■ Established strategic pillars for the development of ICT in Angola.	2013	Republic of Angola Ministry of Planning and Territorial Development
Benin	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. The Benin Vision 2025 Alafia (↑Government of Benin, 2000) ■ Available in French ■ Not EdTech-specific, but does support the acquisition of technology, continuing education, and the development of distance learning.	2000	Government of Benin
	2. Post-2015 education sector plan (2018–2030) (↑Ministère des Enseignements Maternel et Primaire, 2018) ■ Available in French ■ Aims for the holistic management of the education sector to be “digitized and strengthened” (↑UNESCO, 2024). ■ It also aims to integrate educational technologies in all higher education institutions in Benin (↑UNESCO, 2024).	2018	Ministry of Nursery and Primary Education
	3. Benin ICT Plan ■ Available in French ■ Outlined the steps required to advance the ICT sector in Benin as part of a national vision and strategy (↑UNESCO, 2024).	2006	Government of Benin

Botswana	Maitlamo: Information Communication and Technology (ICT) Policy (↑Government of Botswana, 2004) ■ Emphasises that successful integration and sustainability of ICT in education require a supportive national policy framework. ■ It highlights the need for coordinated plans addressing infrastructure, teacher professional development, curriculum integration, and relevant content and software development.	2004	Ministry of Communications, Knowledge and Technology
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Burkina Faso	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. National Economic and Social Development Plan (PNDES) 2016–2020 (†Government of Burkina Faso, 2016) ■ Available in French ■ The country views ICT and digital innovation as crucial opportunities to accelerate development and achieve the goals of PNDES (†Melhem et al., 2017).	2016	Government of Burkina Faso
	2. The National Economic and Social Development Plan (PNDES-II 2021–25) (†Government of Burkina Faso, 2021) ■ Available in French ■ Not EdTech-specific, but aims to promote technological research and innovation outcomes across all sectors, including education.	2021	Government of Burkina Faso
	3. The Education Sector Development Policy (2014-2023) (†Government of Burkina Faso, 2013) ■ Available in French ■ Highlights the need to integrate ICT to enhance performance and quality within the education sector. ■ Focuses on innovative learning methods and addresses open distance learning by incorporating ICT and setting up computer resource centres.	2014	Ministry of Education
	4. Education and Training Sector Plan (PSEF) (2017–2030) (†Ministère de l'Education Nationale et de l'Alphabétisation, 2017) ■ Available in French	2017	Ministry of Education

Burundi	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 15-year National ICT Development Plan II (2010–2025)¹ - Available in French - Not specific to education - Internet and technology access in Burundi remains challenging despite various policies (↑Zelezny-Green & Metcalfe, 2023). - The education system also faces difficulties; however, the Government of Burundi has made several reforms, including introducing a 9-year basic education cycle in 2012 to align with the UN Sustainable Development Goals (SDGs) (↑Zelezny-Green & Metcalfe, 2023).	2010	Ministry of Communication, Information Technology and Media
	- Burundi's National Development Plan 2018–2027 (↑Government of the Republic of Burundi, 2018) - Available in French - Has two objectives specific to ICTs: to promote ICTs for development and to improve the availability and diversification of media services throughout the country.	2018	Government of Burundi

¹ Not available in English; might be here in French: <https://mincotim.gov.bi/>.

Cabo Verde	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. The 2005 Strategic Programme for the Information Society: New Development Opportunities (†Governo de Cabo Verde, 2005) ■ Available in Portuguese ■ This policy was the first to call for ICT in schools, emphasising virtual campuses, distance learning, and e-learning. ■ The strategy aimed to equip and connect schools with technology, promote equitable ICT access, streamline educational management processes, train teachers in ICT use, and invest in ongoing training for primary and secondary school teachers (†UNESCO, 2024).	2005	Government of Cabo Verde
	2. 2017–2021 Strategic Plan for Education (PEE) (†Ministério da Educação, 2017) ■ Available in Portuguese ■ The strategic plan aligns with the IX Legislature’s education guidelines, focusing on expanding technical specialisation pathways in secondary education and encouraging more students to specialise in ICT (†UNESCO, 2024). ■ It aims to improve teacher training in ICT and prepare manuals and support materials to strengthen ICT classes (†UNESCO, 2024).	2017	Ministry of Education

Cabo Verde contd.	3. Strategic Plan for Sustainable Development (PEDS) (2017–2021) (↑Governo de Cabo Verde, 2018) ■ Available in Portuguese ■ This strategy prioritises digital transformation in education, focusing on the feasibility of distance learning and making online services, such as enrolment and certification, more accessible and modernised (↑UNESCO, 2024).	2017	Government of Cape Verde
Cameroon	The ICT Policy and Strategic Framework for Basic Education in Cameroon ■ The updated policy aims to enhance access, quality, and equity in basic education in Cameroon through the use of ICT, reflecting significant developments since the initial 2007 policy and addressing current societal contexts (↑UNESCO, 2023). ■ It focuses on nine key elements, including infrastructure development, ICT skills, teaching and learning, school management, Open Educational Resources, sustainability, support, online and distance learning, and monitoring and evaluation, promoting a resilient education model in response to challenges like the Covid-19 pandemic (↑UNESCO, 2023).	2022	Ministry of Basic Education

Central African Republic	The National Policy for Scientific Research and Technological Innovation (PNRSIT, 2020–2030) ■ Available in French ■ Encompasses 16 strategic objectives. ■ Aims to align scientific research and technological innovation with societal challenges such as food security, environment, economic growth, health, well-being, and social cohesion (↑UNESCO, 2023).	2020	Government of Central African Republic
Chad	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. Interim Education Plan in Chad (PIET 2018–2020) (↑Ministère de L'Education Nationale Promotion Civique & Ministère de L'enseignement et de la Supérieur, de la Recherche, et d'innovation, 2017) ■ Available in French ■ Aimed to integrate new technologies, such as multimedia, into schools to support innovative, student-centred teaching methods. ■ Specifically focused on allocating more resources to enhance learning in scientific and technological disciplines (↑UNESCO, 2023).	2018	Government of Chad, Ministry of Education and Higher Research and Innovation, Ministry of National Education and Civic Promotion

Chad contd.	2. The National Gender Policy 2019–2023 (↑Ministère de la Femme, de la Protection de & l'Enfance et de la Solidarité Nationale, 2019) ■ Available in French ■ Seeks to ensure equal access to technology for both men and women, fostering an environment that supports gender equity. ■ Focuses on promoting technologies tailored to benefit women, especially those in rural and vulnerable groups, helping them reduce workload and increase efficiency (↑UNESCO, 2023).	2019	Ministry of Women, Child Protection and National Solidarity
	3. The Education 2030 Chad Strategy (↑Ministre de L'Education Nationale et de la Promotion Civique & HCR Tchad, 2020) ■ Available in French ■ Prioritises the educational inclusion of refugees, aiming to ensure they complete all education levels with higher success rates. ■ Plans to achieve this by implementing innovative education programmes, including the use of ICTs (↑UNESCO, 2023).	2020	Ministry of National Education and Civic Promotion

Comoros	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. Comoros Numérique 2028 Strategy ■ Available in French ■ Includes six strategic focuses: i. Human capital ii. Legal, regulatory, and institutional frameworks iii. Digital trust iv. Widespread digital access v. E-administration vi. Developing the digital sector, aiming to use ICTs, especially the internet, to improve access to basic services like education. ■ The vision is to transform Comoros into ‘an information society, a player in the digital revolution’ («une société de l’information, acteur de la révolution numérique») by 2030 (↑UNESCO, 2023).	n/a	National Digital Development Agency
	2. Education Sector Transition Plan (ESPT) 2017/18 to 2019/20 (↑Ministère de l’Education Nationale, de l’Enseignement et de la Recherche & Ministère de la Jeunesse, des sports, de l’Emploi, de l’Insertion Professionnelle, des Arts et de la Culture, 2017) ■ Available in French ■ Aimed to strengthen the use of ICT in training and research. ■ The Education Sector Plan (ESP 2021–2030) is forthcoming (↑UNESCO, 2023).	2017	Ministry of National Education, Teaching and Research & Ministry of Youth, Sports, Employment, Professional Integration, Arts and Culture

Democratic Republic of the Congo	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. Education and Training Sector Strategy (SSEF) 2016–2025 (↑Ministère de l'Enseignement Primaire Secondaire et Initiation à la Nouvelle Citoyenneté et al., 2015) ■ Available in French ■ Outlines several actions for higher education, including a digital plan for universities and promoting ICT use in teaching, learning, research, and governance, with specific action plans for 2016–2020. ■ Aims to establish a digital system for data collection and entry (↑UNESCO, 2023).	2016	Ministry of Primary, Secondary Education and Introduction to the New Citizenship Ministry of Technical and Vocational Education Ministry of Higher and University Education Ministry of Social Affairs, Humanitarian Action, and National Solidarity.
	2. National Digital Plan – Horizon 2025 (↑Office of the Head of State, 2019) ■ Available in French ■ Based on four pillars: infrastructure, digital content, application uses, and governance and regulation. ■ Aims to integrate digital technology into the national education system. ■ Seeks to establish courses for teaching, study, research, and digital development in schools, vocational training centres, higher institutes, and universities (↑UNESCO, 2023).	2019	Government of the Democratic Republic of the Congo

Democratic Republic of the Congo contd.	3. National Strategic Development Plan (PNSD) 2019–2023 (↑Government of the Democratic Republic of the Congo, 2019) ■ Available in French ■ Not EdTech-specific ■ Aims to promote and develop new ICT. ■ Focuses on enhancing access to and equity in technological training (↑UNESCO, 2023).	2019	Government of the Democratic Republic of the Congo
Republic of Congo (Congo-Brazzaville)	National ICT Development Policy (PNDTIC) 2010–2016 ■ Not specific to education, but based on two pillars: E-government and E-business, and four strategic focuses: infrastructure and universal access, legal and institutional framework, human resources, and projects. ■ Updated in 2014 to include an additional pillar focused on the general public as key stakeholder: E-citizen (services and content for the general public), along with original pillars of E-government (ICT services and content for government and public administrations) and E-business (improvement of basic infrastructure for private sector actors) (↑Loutoumba, 2014).	2010; 2014	Ministry of Posts and Telecommunications

Cote d'Ivoire	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. Education Sector Plan 2016–2025 (↑Ministère de l'education Nationale, de l'enseignement Technique et de la Formation Professionnelle & Ministère de l'enseignement Superieur et de la Recherche Scientifique, 2017) ■ Available in French ■ Aims to provide learners with quality, equitable, and inclusive education by 2025, fostering competitiveness and technological innovation. ■ Focuses on promoting technological innovation for economic and social development, enhancing digital technology use in educational activities, supporting school management, and improving literacy through digital tools like mobile phones (↑UNESCO, 2023).	2016	Ministry of Education National Teaching, Technical, and Professional Training; Ministry of Higher Education and Scientific Research
	2. The Development Vision of Côte d'Ivoire by 2040 (↑Ministère du Plan et du Developpement, 2016) ■ Available in French ■ Aims to establish a new educational system centred on scientific research and technological innovation. ■ The development vision includes achieving national and local scientific specialisation, developing advanced technologies domestically, and exporting technological knowledge globally (↑UNESCO, 2023).	2016	Ministry of Planning and Development; National Foresight Office and Strategic Monitoring

Equatorial Guinea	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. National Economic Development Plan Horizon 2020 (↑Government of Equatorial Guinea, 2007) ■ Available in Spanish ■ Aims to educate the population in utilising new technologies in areas like healthcare, literacy, civic education, and to promote online training awareness (↑UNESCO, 2023).	2007	Government of Equatorial Guinea
	2. Technological Plan for Education (PTE) (↑Ministerio De Educación, Enseñanza Universitaria Y Deportes, 2021) ■ Available in Spanish ■ Aims to integrate technology comprehensively across the education system through a long-term strategy. ■ The plan is structured into three phases aligned with strategic objectives focusing on: i. modernising the education system ii. promoting inclusion and reducing social inequalities and poverty iii. fostering economic development. ■ Emphasises utilising technology for teaching, training, and enhancing ICT skills among educators. ■ Also advocates for improving infrastructure, technology provision, and enhancing administrative management within the educational system (↑UNESCO, 2023).	2021	Ministry of Education, University Education, and Sports

Equatorial Guinea contd.	3. National Development Plan 2035 ■ Available in Spanish ■ Aims to foster a culture of ICTs within education. ■ Proposes training youth and officials in ICT use and management, enhancing ICT access in schools, and promoting education integrated with innovation and new technologies (↑UNESCO, 2023).	2022	Government of Equatorial Guinea
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Eritrea	No national EdTech policy has been identified, but several ICT- and education-related plans and strategies exist. These include: 1. 2018–2022 National Education Sector Plan (↑Ministry of Education of Eritrea, 2028) ■ Aims to provide quality education aligned with national goals and SDG4 (↑SDG-Education 2030 Steering Committee, no date). ■ Focuses on developing ICT infrastructure, offering e-Learning, and improving teacher training in ICT to enhance educational outcomes. ■ Prioritises developing highly trained human capital capable of leveraging technology for the country's socio-economic advancement (↑UNESCO, 2023).	2018	Ministry of Education
	2. Eritrean Science and Technology Development Agency (ESTDA) Establishment Proclamation (↑Government of Eritrea, 2002) ■ Outlines objectives to enhance science and technology in Eritrea. ■ Aims to build national research and development capabilities in science and technology. ■ The proclamation includes coordinating Eritrea's participation in global science and technology initiatives. ■ Mandates the establishment and oversight of science and technology education institutions and promotes the application of science and technology across all sectors of national development (↑UNESCO, 2023).	2002	Government of Eritrea

Eswatini	1. National Information and Communication Infrastructure Policy Implementation Plan 2012–2016 (↑Government of the Kingdom of Swaziland & Ministry of Information, Communications and Technology, 2012) ■ Aimed to promote equitable access to educational resources by strategically integrating ICT. ■ Emphasises deploying and teaching ICT across all levels of the formal education system to enhance learning outcomes and foster an information-based society.	2012	Government of the Kingdom of Eswatini
	2. National Education and Training Sector Policy (↑Ministry of Education and Training, 2018) ■ Emphasises the integration of ICTs to develop 21st-century skills and achieve national development goals. ■ Objectives include enhancing ICT use by teachers and learners, improving management through ICT, ensuring proper ICT equipment use, fostering public-private partnerships for ICT expansion, and ensuring adequate school ICT infrastructure.	2018	Ministry of Education and Training
Ethiopia	National Information and Communication Technology (ICT) Policy (↑Ministry of Communication and Information Technology, 2016) ■ Aims to integrate ICT fully into the national education system, enhance the quality and accessibility of ICT education, and ensure that the education system serves as the primary avenue through which Ethiopians can acquire digital literacy and ICT skills.	2016	Ministry of Communication and Information Technology (MCIT)

Gabon	No national EdTech policy has been identified, but we identified one strategic plan that includes EdTech: Strategic Plan for Emerging Gabon Vision 2025 (↑Government of Gabon, 2012) ■ Available in French ■ Outlines an Education Sector Plan with ten specific actions. ■ Aims to establish world-class digital infrastructure and ensure quality education is accessible to all. ■ Aims to integrate ICT into the national curriculum. ■ Emphasises the need to update legal frameworks concerning personal data, electronic transactions, cybercrime, cybersecurity, and cryptology (↑UNESCO, 2023)	2012	Government of Gabon
The Gambia	2016–30 Education Sector Policy (↑Ministry of Basic and Secondary Education & Ministry of Higher Education, Research, Science and Technology, 2016) ■ Prioritises promoting science, technology, and innovation in education. ■ ICTs are viewed as essential tools to improve the management of the education sector and ensure quality education is accessible to all.	2016	Ministry of Basic and Secondary Education Ministry of Higher Education, Research, Science and Technology

Ghana	1. ICT in Education Policy for Ghana (↑Ministry of Education, Ghana, 2015) ■ This policy covers education management, capacity building, infrastructure, and monitoring and evaluation. ■ Designed to serve as a roadmap for implementing education-sector priorities outlined in the ICT4AD policy (see below). ■ In practice, the policy is seldom consulted within the Ministry of Education or by external partners and lacks guidance on addressing emerging EdTech trends, detailed implementation plans, specific roles for implementing agencies, structured public-private partnerships, and strategies for resource constraints (↑Taddese, 2020). ■ Ghana is revising its ICT in Education Policy to focus on building capacity for ICT uptake to enhance equitable and inclusive education delivery (↑Chuang et al., 2022).	2015	Ministry of Education
	2. The Ghana ICT for Accelerated Development Policy (ICT4AD) (↑Republic of Ghana, 2003) ■ Outlines Ghana's vision for ICT in various sectors, including education. ■ Identifies implementing partners for each priority but lacks clear expectations for coordinated efforts across thematic areas to achieve development objectives (↑Taddese, 2020).	2003	Ministry of Communications, Ministry of Education, and Ministry of Trade and Industry

Guinea	1. The Education Sector Policy Letter 2020–29 (↑Le Centre International de Recherche et de Documentation (CIRD) & L'Institut Supérieur de Formation à Distance (ISFAD), 2021) ■ Available in French ■ Outlines strategies for interventions in the education sector, particularly in basic education. ■ Builds upon the goals of the Education Sector Policy Letter 2013–15, which aimed to enhance ICT literacy and establish a fund for science and technology development. ■ Supports government initiatives to integrate ICT into the education system to meet learners' skill requirements across all educational levels (↑UNESCO, 2023).	2020	Ministry of National Education and Literacy (MENA)
	2. National ICT Development Policy and Strategy (↑République de Guinée - Politique & Stratégie Nationales de Développement des TIC en Guinée – MPTNTI, 2010) ■ Available in French ■ Aims to achieve universal quality education through intensive use of online learning. ■ Objectives include: – Creating a legal and institutional framework supportive of ICT promotion. – Developing basic infrastructure for an inclusive information society.	2010	Ministry of Posts and Telecommunication of New Information Technologies

Guinea contd.	– Building human capacity to meet educational objectives. – Promoting ICT applications for development. – Establishing effective public-private partnerships. – Enhancing regional and international cooperation in the ICT sector (↑UNESCO, 2023).		
Guinea-Bissau	No national EdTech policy has been identified, but we identified one education plan which included EdTech: Guinea Bissau Education Sector Programme (2017–2025) (↑Ministère de l'Education Nationale, 2017) ■ Available in French ■ Focuses on preparing for the evolution of teaching science and technologies. ■ Aims to promote a smoother transition towards scientific disciplines and technical courses.	2017	Ministry of National Education

Kenya	1. Policy on Information and Communication Technology in Education and Training (↑Republic of Kenya Ministry of Education, 2021) ■ Outlines the background, legal context, and objectives of ICT in education, focusing on equity, quality, research, security, and integration. ■ Includes resource mobilisation, monitoring, governance, and an implementation framework for effective execution. ■ Builds off the previous 2006 National ICT Strategy for Education and Training (↑Ministry of Education, 2006).	2021	Ministry of Education
	2. The National ICT Policy (↑Ministry of Information, Communications and Technology, Kenya, 2019) ■ This policy aims to build high-speed internet infrastructure, support data centres, grow ICT's economic impact, and leverage global opportunities. ■ One objective includes enhancing education institutions and skills development to leverage emerging trends like the gig economy (↑Cotter Otieno & Taddese, 2020).	2019	Ministry of Information, Communications and Technology

Lesotho	1. National ICT Policy (↑Ministry of Communications, Science and Technology, 2005) ■ The policy highlights objectives and strategies that will enable the country to realise its development goals as outlined in the Lesotho Vision 2020 policy document and the Poverty Reduction Strategy paper (↑Isaacs, 2007). ■ Explains the roles of various stakeholders, including education institutions, in helping ensure that the ICT policy reaches its full potential. ■ Some key EdTech strategies outlined include 1. Encouraging education institutions to invest in ICT infrastructure, e.g., computers 2. Developing ICT curricula for all levels of the education systems 3. Using educational management and information systems to improve the management of education systems 4. Promoting electronic distance education and virtual learning systems to complement and supplement in-person education and training systems 5. Collaborating with the private sector to allow students, teachers, and education institutions to afford ICT products and services.	2005	Ministry of Communications, Science and Technology & Ministry of Education and Training
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Lesotho contd.	2. Lesotho Science and Technology Policy (2006–2011) (↑Ministry of Communications, Science and Technology, 2008) ■ Aims to promote the use of science and technology as a tool for economic growth and development. ■ Outlines guiding principles, objectives, and strategies that will ensure that all citizens are equipped and motivated to engage in science and technology and improve their quality of life. ■ Key EdTech elements of the policy include: 1. Increased science and technology education, vocational & entrepreneurial training and focused research. 2. Funding science and technology training and research programmes. 3. Provision of science and technology equipment, supplies, textbooks, and journals to schools, colleges, and research laboratories to encourage more science and technology students and local interest in research.	2006	Ministry of Communications, Science and Technology & Ministry of Education and Training
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Liberia	Liberia Information and Communications Technology (ICT) Policy (2019–2024) (↑Ministry of Posts and Telecommunications, 2019) ■ Aims to develop Liberia’s ICT infrastructure, increase the use of ICT in economic and social activities, and reduce disparities in access and affordability to ICT services within and beyond the capital of Monrovia. ■ Makes provisions for ICT in education, and some key EdTech strategies outlined and includes: 1. Encouraging all educational institutions to invest in ICT infrastructure. 2. Promoting electronic distance learning and virtual learning systems to complement in-person education systems. 3. Developing ICT curricula for all levels of the education system, collaborating with the private sector to create affordable services under which students, teachers, and educational institutions can afford ICT products. 4. Improving access to e-learning for people with disabilities (↑Upadhyay & Taddese, 2020).	2019 (Amends the National ICT and Tele-communication Policy of 2010)	Government of Liberia & Ministry of Posts and Telecommunication
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Madagascar	1. National ICT Policy ■ Aims to enable Madagascar to provide high-quality ICT services that will accelerate socio-economic growth and development in the country. The main strategic areas are infrastructure development, promoting content development and applications, capacity-building, and reviewing the institutional arrangements' framework (↑Isaacs, 2007). ■ Recognises education as a key sector and proposes incorporating ICT into the country's national curriculum. It also advocates for integrating ICT into all aspects of education and emphasises the need for continuous training in ICT. The overall objective is to make the education system more responsive to technological developments and innovations (↑Isaacs, 2007).	2004	Ministry of Telecommunications, Posts and Communication
	2. Madagascar Action Plan (MAP) 2007–2012 (↑International Monetary Fund, 2007) ■ MAP was a five-year plan to improve socio-economic growth and development and reduce poverty in Madagascar. The plan outlined eight commitments focused on social and economic development, including responsible governance, connected infrastructure, educational transformation, rural development and green revolution, health, family planning, the fight against HIV/AIDS, a high-growth economy, cherishing the environment, and National solidarity. ■ While the plan did not emphasise EdTech, it did include goals and strategies for improving communications infrastructure in all	2007	Ministry of Telecommunications, Posts and Communication

Madagascar contd.	urban and rural areas. Additionally, the plan discussed strategies to improve upper secondary, technical, and vocational education, highlighting the creation of ICT centres in schools as a project priority (Isaacs, 2007).		
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Malawi	1. Malawi National ICT for Development (ICT4D) Policy (↑Government of Malawi, 2006) ■ Aims to develop the ICT sector and promote the use of ICTs in all sectors for socio-economic development. ■ EdTech strategies outlined in the policy document are aimed at: – improving access, quality, and relevance of education at all levels – improving ICT literacy in the country – creating an information and knowledge-driven ICT literate nation – improving the management of education systems. ■ The strategies include 1. Integrating ICT throughout the entire education system 2. Promoting ICT training at all levels of education 3. Promoting e-learning to increase access to education, particularly at the higher education level 4. Developing user-friendly electronic educational management information systems 5. Automatic libraries for e-research and e-learning.	2006	Ministry of Information and Tourism
	2. National Information and Communication Technology (ICT) Policy (↑Government of Malawi, 2013) ■ Provides a framework for the development and deployment of ICT to support socio-economic growth and development in Malawi Highlights EdTech strategies, including:	2013	Government of Malawi

Malawi contd.	1. Integrating ICT at all levels of the education system to improve access to quality education and the management of education systems 2. Developing a large pool of highly skilled ICT personnel to carry out ICT research and develop ICT innovations.		
	3. National Education Policy (Ministry of Education, Science and Technology, 2016) ■ Provides a comprehensive plan for promoting equitable access to quality education, with the ultimate goal of contributing to sustainable socio-economic development and poverty reduction. ■ Key EdTech strategies outlined in the policy document include: 1. Expanding access and use of ICT in secondary schools, integrating ICT in teacher training college 2. Improve access and use of ICT in higher education institutions 3. Strengthening higher education management information systems 4. Promoting the use of ICT in Open and Distance Learning (ODL).	2016	Ministry of Education, Science, and Technology

Mali	1. National Information and Communication Technology Policy (↑European Commission et al., 2004) ■ Available in French ■ Outlines strategic areas and objectives for the ICT sector, with the goal of contributing to the economic and socio-cultural development of Mali. ■ Key EdTech interventions highlighted in the policy document include integrating ICT into formal and non-formal education programmes, educational administration, and scientific research; developing an initial training plan for human resources in ICT; and ensuring employability and competitiveness of human resources in the field of ICT.	2004	Ministry of Communication and New Technologies
	2. National Science, Technology, and Innovation Policy 2017–2025 (↑Ministère de la Recherche scientifique, 2017) ■ Available in French ■ Aims to improve the quality of life of Malians by leveraging science, technology, and innovation. It serves as a guiding tool for governments on technological development (↑UNESCO, 2024). ■ The guiding principle of the policy is to promote equal opportunities through public education policies, and it focuses on advancing education and scientific training within school and university policies (↑UNESCO, 2024).	2017	Ministry of Higher Education and Scientific Research

Mauritania	While there is no national EdTech policy identified, there are a few national strategies that mention EdTech. These include: ■ National Strategy for Accelerated Growth and Shared Prosperity (SCAPP) 2016–2030 – Key EdTech interventions outlined in the strategy include the integration and use of ICT in education curricula and digitising education content (↑UNESCO, 2023). ■ National Strategy for the Modernization of Administration and ICT (↑Ministère délégué auprès du Ministre d'Etat à l'Education Nationale chargé de l'Emploi de la Formation Professionnelle et des Nouvelles Technologies & Ministère de la Fonction Publique, du Travail et de la Modernisation de l'Administration, 2011) – Available in French – The main EdTech strategy highlighted is the use of e-learning in virtual schools and universities (↑UNESCO, 2023).	N/A	Ministère délégué auprès du Ministre d'Etat à l'Education Nationale chargé de l'Emploi de la Formation Professionnelle et des Nouvelles Technologies Ministère de la Fonction Publique, du Travail et de la Modernisation de l'Administration
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Mauritius	National ICT Policy 2007–11 (↑Ministry of Information Technology and Telecommunications, 2007) ■ Aims to make the ICT sector a pillar of the economy and to transform the country into a regional ICT hub. It outlines objectives, priority areas, and policy measures to achieve this goal. ■ Key EdTech policy measures outlined to be implemented include: 1. Reviewing the primary and secondary curricula to improve the quality of education for science and technology and introducing new learning methods. 2. Improving the IT base of schools and increasing the use of e-learning. 3. Equipping teachers with the necessary ICT skills to be able to use ICT in the teaching process. There are also a number of EdTech strategic plans, including: 1. 2016 Nine Years of Continuous Basic Education Reform Plan (↑Ministry of Education – Mauritius, 2016) 2. 2008–2020 Education and Human Resources Strategy Plan (↑Ministry of Education, Culture & Human Resources, 2009) 3. 2018 Mauritius 2030 Strategic Plan (↑Ministry of Technology, Communication & Innovation, 2018) 4. 2021 Institute of Technical Education and Technology Act	2007	Ministry of Information Technology and Telecommunications
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Mozambique	1. Science and Technology Policy Aimed to “stimulat[e] national innovation for the benefit of development and the fight against poverty.” The main pillars were education, research, productive activities, and dissemination (↑UNESCO, 2023).	2003	Ministry of Science, Technology, and Higher Education
	2. Information and Communication Technologies Policy in Education Focuses on five pillars: 1. Creating safe and need-based learning environments 2. Developing quality and accessible educational resources 3. Training human resources for the education sector 4. Developing innovative digital skills and abilities among students 5. Establishing an Information and Management System for Education (↑UNESCO, 2023).	2019	<i>(Policy document not available; not able to confirm)</i>

Namibia	National ICT Policy ■ Builds on the previous ICT Policy for the Republic of Namibia (2004) and aims to provide Namibia with a vision and guidance on facilitating the growth of the ICT sector (UNESCO, 2023). ■ Outlines several goals, including the development of information technology literacy and skills. ■ Key EdTech strategies outlined in the document include: 1. Leveraging ICT to facilitate teaching and learning. 2. Improve the efficiency of educational administration and management at every level of the education sector. 3. Create informal opportunities for IT skills development through a variety of programmes and facilities such as youth centres, vocational training centres, community learning development centres, libraries, and teacher resource centres.	2009	Ministry of Information and Communication Technologies
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Niger	1. Telecommunications and ICT Sector Policy 2013–2020 Focused on five key areas: 1. Implementing the updated legal and institutional framework 2. Developing infrastructure 3. Promoting universal access to ICT services 4. Developing applications and content 5. Strengthening ICT capacities (↑UNESCO, 2024) <i>Niger is currently updating its national ICT policy to align with the latest technological advancements (↑UNESCO, 2024).</i>	2013	<i>Information currently unavailable</i>
	2. Government Policy Statement ■ The EdTech strategy outlined in the policy statement relates to the introduction of digital technology into education to improve the quality of teaching and learning (↑UNESCO, 2024).	2021	Office of the Prime Minister

Nigeria²	1. National Information and Communication Technology (ICT) Policy (↑Ministry of Communication Technology, 2012) ■ Aims to establish an enabling environment for the expansion of affordable ICT services and to fully integrate ICT into the socio-economic development of Nigeria. ■ Key EdTech objectives and strategies highlighted in the policy include integrating ICT into the national education curriculum, developing ICT-skilled personnel (i.e., teachers and facilitators at all levels), and fostering an ICT-driven educational administration.	2012	Federal Ministry of Communications, Innovation and Digital Economy
	2. National Policy on Information and Communication Technologies (ICT) in Education (↑Federal Ministry of Education, 2019) ■ Provides guidance to implementing government agencies on how to use ICT for the transformation of teaching, learning, research and the administration of education ■ The policy outlines strategies for integrating ICT in education through seven focus areas: Human Capital Development, Infrastructure, Research and Development, Awareness and Communication, Governance, Financing, and Monitoring & Evaluation.	2019	Federal Ministry of Education

² Given that federal and state ministries share responsibilities for implementing EdTech policies in Nigeria, it is important to note that many states also have their own EdTech policies and plans that are aimed at integrating ICT into education.

Nigeria contd.	3. National Policy on Education Management Information System (EMIS) and Implementation Guideline (↑Federal Ministry of Education, 2021) ■ Provides guidance for the management of education information at different levels of the education system. ■ Aims to streamline data management to support evidence-based decision-making and planning in the education sector. ■ Outlines the roles and responsibilities of various national and state education ministries, non-governmental organisations, schools, parents, and development partners in providing valid, reliable, and usable educational data for decision-making.	2021	Federal Ministry of Education
	4. National Teacher Education Policy (↑Federal Ministry of Education, 2014) ■ Highlights objectives and strategies to improve the quality of teaching and education in Nigeria. ■ Mentions the need to provide ICT infrastructure as input for quality teacher development programmes and the need to develop teachers' capacity to master and apply ICT.	2014	Federal Ministry of Education

Rwanda	1. National ICT Policy ■ From 2000–2015, the National ICT Policy was implemented through three National Information and Communication Infrastructure Plans (NICI Plans I–III) (↑Kimenyi et al., 2020). ■ While NICI Plan I focused on establishing a legal and regulatory framework for the telecommunications sector; NICI II was centred around building infrastructure networks such as the National Fibre Optic backbone. The NICI II plan also included tech interventions such as the One Laptop per Child (OLPC) programme and eRwanda. NICI III, on the other hand, focused on skills development in both the public and private sector (↑Kimenyi et al., 2020). ■ In 2015, the government established the Smart Rwanda 2020 Master Plan (SRMP), which follows the NICI plans and was based on the analysis of the achievements of NICI I–III. The SRMP covers seven pillars: Smart Agriculture, Finance, Trade and Industry, Health, Education, Government, Women and Youth Empowerment in ICT (↑Kimenyi et al., 2020).	2000	Former Ministry of Public Works, Transport and Communications
	2. ICT in Education Policy (↑Ministry of Education, 2016) ■ Outlines strategic objectives aimed at leveraging education technology tools and resources to improve access, equity, quality, and relevance of education in Rwanda. ■ Focuses on four key strategic objectives: 1. Develop a competent & relevant ICT professional base to meet industry needs.	2016	Ministry of Education

Rwanda contd.	2. Increase ICT penetration and usage at all educational levels. 3. Develop education leadership and teachers' capacity and capability in and through ICT. 4. Enhance teaching, learning & research through ICT integration in higher learning institutions (HLIs). ■ Promotes the use of ICT in formal and non-formal education sectors and emphasises the need for ICT infrastructure to enable the effective use of ICT in the education sector (↑Kimenyi et al., 2020).		
São Tomé and Príncipe	Education Policy Roadmap of São Tomé and Príncipe Vision 2022 (↑Ministério da Educação, Cultura e Formação, 2016) ■ Available in Portuguese ■ Outlines the vision, objectives, plans, and strategies for the education system over a period of ten years (↑UNESCO, 2023). ■ One of the main objectives highlighted in the policy document is the integration of ICT into the education system. Some of the key action plans mentioned in the roadmap include ICT training, leveraging ICT for teaching and learning, and developing a dedicated plan for technology in education (↑UNESCO, 2023).	2016	Ministry of Education, Culture, and Training

Senegal	General Policy Letter for the Education and Training Sector (LPGS-EF) (↑Ministère de l'Education Nationale, 2018) ■ Available in French ■ Aims to reorient the education system towards science, mathematics, digital technology, and other technologies (↑UNESCO, 2023). ■ Emphasises the integration of education into scientific and technological culture and promotes the use of ICT in teaching and learning (↑UNESCO, 2023)	2018	National Education Ministry
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Seychelles	1. Information Communications Technology (ICT) in Education and Training Policy (↑Ministry of Education, 2014) • Outlines the Ministry of Education's vision, goals, objectives, and guiding principles for the integration of ICT in education and training at all levels of the education sector. • There are nine strategic policy areas outlined in the document, including: i. Infrastructure and connectivity ii. Teaching and learning iii. Open education resources iv. Licensing v. Administration and management vi. Human resources vii. Governance, implementation, and organisational arrangements viii. Monitoring and evaluation ix. Actioning the policy.	2014	Ministry of Education
	2. National Policy for Open and Distance Learning (↑Ministry of Education, 2015) ■ Aims to provide a framework for expanding access to quality education and training to assist in achieving the national goal of a knowledge-based economy. ■ The policy document outlines policy focus areas, statements, and interventions that will support the effective provision and expansion of open and distance learning.	2015	Ministry of Education

Sierra Leone	1. National Education Policy (Ministry of Education, Youth and Sports (Sierra Leone), 2010) ■ Outlines plans for the implementation of the 6-3-4-4 national education system. ■ Key EdTech plans mentioned include: 1. The introduction of ICT education in all educational institutions, develop ICT training and programmes for marginalised learners, including out-of-school youth and people with special needs 2. ICT capacity building for teachers and other MEYS staff 3. Creating a website to provide relevant education information 4. Supporting research and development of ICT and education at universities and research institutions.	2010	Ministry of Education, Youth, and Sports (MEYS)
	2. National ICT Policy (Ministry of Information and Communications, 2009) ■ Aims to provide guidance for creating an enabling environment for ICT development. ■ Key EdTech objectives and interventions highlighted include: 1. Improving the education system through e-learning 2. Training teachers to use ICT as a tool for teaching, planning, and administration 3. Integrating ICT into existing school curriculum at all levels of education 4. Provision of ICT tools in educational institutions.	2009	Ministry of Information and Communications Ministry of Education, Youth and Sports

Somalia	1. National ICT Policy & Strategy 2019–2024 (↑Ministry of Post, Telecommunications & Technology, 2019) ■ As the first National ICT Policy and Strategy, the ministry aims to realise the government's vision of transforming the country into a regional leader in the digital economy by ensuring the availability of universal, affordable, and quality ICT services that can be used by people for economic growth and development. ■ Outlines six priority areas for intervention, including human resource development; this encompasses digital literacy, e-education, ICT skills, and research and development. <i>Somalia is also in the process of developing its first national ICT in Education Policy and Masterplan.</i>	2019	Ministry of Post, Telecommunications & Technology
	2. National Education Policy (↑Ministry of Education, Culture & Higher Education, 2020) ■ This outline outlines the vision, guiding principles, objectives, and plans to ensure that all citizens have access to high-quality, meaningful education that will lead to sustainable development. ■ Mentions integrating ICT into the high school curriculum to strengthen student's capacity.	2020	Ministry of Education, Culture, and Higher Education

South Africa	1. E-Education White Paper: Transforming Learning and Teaching through Information and Communication Technologies (ICTs) (↑Ministry of Education, 2004) ■ Aims to ensure the availability and use of ICTs in education to improve access to quality education for all and bridge the digital divide in South Africa. ■ Outlines a policy framework centred on equity, access to ICT infrastructure, capacity building, and developing norms and standards for effectively integrating ICT in education. ■ The document outlines key strategic objectives, including ICT professional development for management, teaching, and learning; electronic content resource development and distribution; access to ICT infrastructure; connectivity; community engagement; and research and development.	2004	Department of Education
	3. National Integrated ICT Policy White Paper (↑Department of Telecommunications and Postal Services, 2016) ■ Highlights guidelines for transforming the country into an inclusive, innovative digital and knowledge society. ■ The document outlines key EdTech-related strategies and interventions, including assessing the country's skills gap and capacity needs, outlining a 'list' of basic skills needed by the citizenry to participate in a digital society, and integrating digital skills in formal primary, secondary, and tertiary educational institutions.	2016	Department of Telecommunications and Postal Services

South Sudan	While there are no national ICT or EdTech policies, several education-specific policies and strategies refer to integrating technology into education. These policies and strategies include: 1. Policy for Alternative Education Systems & the 2013 Alternative Education System Implementation Guide (↑Ministry of Education, Science and Technology, 2013) – These policy documents promote the use of communication technologies, such as radios, to provide opportunities for marginalised learners (i.e., those who have dropped out or missed formal education) to receive alternative education (↑UNESCO, 2023). 2. 2017–2022 General Education Strategic Plan (↑Ministry of General Education and Instruction, 2017) – Key EdTech strategies highlighted include strengthening the EMISs, provision of ICT infrastructure in state offices, and in-service training programmes on the use of ICT for inspectors and supervisors 3. Revised National Development Strategy (↑Ministry of Finance and Planning, 2022) – Key EdTech strategic interventions highlighted include equipping schools with ICT and teacher training on the use of ICT. – The ministries responsible for these interventions are the Ministry of General Education and Instruction; the Ministry of Higher Education, Science and Technology, and the Ministry of Transport and Communications.	N/A	Ministry of Education, Science, and Technology Ministry of General Education and Instruction Government of South Sudan
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Sudan	It has not been possible to identify a national ICT or EdTech policy. However, there is a plan for the education sector that discusses the integration of technology into education: ■ 2018–2023 General Education Sector Strategic Plan (↑Federal Ministry of Education, 2019) – This education sector plan mentions technology in relation to data collection activities to improve the efficiency and management of school data. It also proposes the development of an online platform to serve as a repository for education-related information.	N/A	Federal Ministry of Education
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Tanzania	1. National ICT Policy (↑Ministry of Information, Communication and Information Technology, 2023) ■ Established after a review and analysis of the 2016 National ICT Policy. It identifies gaps, limitations, and challenges that need to be addressed during the implementation of the new policy. ■ Key EdTech policy statements include 1. Promoting the integration of digital skills development in formal education systems 2. Ensuring effective use of ICT and digital solutions in teaching and learning at all levels of the education system 3. Attracting investments to develop ICT training centres.	2023	Ministry of Information, Communication, and Information Technology
	2. National Information and Communications Technology Policy: Implementation Strategy 2016/7–2020/1 (↑Ministry of Works, Transport and Communication, 2016) ■ Provides strategic direction for improving the ICT sector, with the goal of creating an enabling environment to leverage ICT for socio-economic development in Tanzania. ■ Key EdTech targets include: 1. The integration of ICTs throughout the education system 2. Ensuring that at least 50% of schools and colleges effectively use ICT in teaching and learning 3. Incentivising private sector collaboration in ICT skills development.	2016	Ministry of Works, Transport, and Communication

Tanzania contd.	3. ICT in Education Policy for Basic Education (↑Ministry of Education and Vocational Training, 2007) ■ Details various objectives for using ICT in education. However, since the document is dated, newer policies, such as the National ICT Policy of 2016 and the more recent New National Policy of 2023, are referenced for strategic guidance on ICT matters and objectives in the education sector (↑Groeneveld & Taddese, 2020).	2007	Ministry of Education and Vocational Training
Togo	2018–2022 Sectoral Policy (↑Ministère de l’Economie et des Finances, no date) ■ Available in French ■ Highlights key strategic axes, objectives, and priority projects that focus on the development of the ICT sector and the impact of ICT on all other sectors of the economy, including education, health, agriculture, and the administration of public services. ■ Outlines four main strategic axes: 1. developing local, national, and international infrastructure 2. promoting the diffusion of ICT in the economy and the increase in uses for the most vulnerable groups 3. strengthening competition in all market segments 4. guaranteeing national digital sovereignty, in particular cybersecurity and the protection of citizens. ■ Also, Axis 2 aims to fully integrate ICT into education, to equip 50% of public high schools and colleges with networks and fully integrate ICT into the training of pupils and students.	2017	Ministry of Digital Economy and Digital Transformation

Uganda	1. National Information and Communication Technology Policy Framework (↑Ministry of Works, Housing and Communications, 2003) ■ Discusses the role that ICT plays in the socio-economic development of Uganda. It focuses on three main areas: 1. Information as a resource for development 2. Mechanisms for accessing information 3. ICT as an industry, including e-business, software development, and manufacturing. ■ Discusses the current status of ICT training available at various levels of the education system, including secondary schools, higher education institutions, and government offices. It highlights emerging issues that require attention and outlines objectives and strategies to enhance the integration of ICT into education and training programmes, with a primary focus on capacity building.	2003	Ministry of Works, Housing, and Communications
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Uganda contd.	2. National Information and Communications Technology Policy for Uganda (↑Ministry of Information and Communications Technology, 2014) ■ Builds on the work of the 2003 National ICT Policy Framework, incorporating new policy directions that align with technological advancements in ICT. ■ Emphasises how ICT applications can support sustainable development in various fields, including education and training. With ICT in Education, some key priority actions for EdTech include: 1. Reviewing curricula at all levels of education to integrate ICT into the teaching and learning process 2. Improving investments in EdTech infrastructure, such as ICT equipment, software, and internet access in schools 3. Capacity building in ICT skills for teachers 4. Promoting the growth and implementation of open, distance, and e-learning modes of study 5. Providing opportunities for marginalised learners to acquire ICT skills.	2014	Ministry of Information and Communications Technology
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Zambia	1. National Information and Communication Technology Policy (↑Ministry of Communications and Transport, 2006) ■ Serves as a guiding document for all ministries, institutions, and organisations to develop sector-specific ICT policies and implementation plans to enable them to leverage ICTs in various programmes and projects. ■ Outlines guiding principles, policy goals, objectives, and strategies for thirteen pillars, including agriculture, health, e-commerce, e-government, legal & regulatory framework, human resource development, and education. Some of the main policy goals highlighted are the integration of ICTs in the education system and the creation of Centres of Excellence for training/education in electronic engineering (telecommunications), computer science/information technology, and media/information science.	2006	Ministry of Communications and Transport
	2. National Information & Communication Technology Policy (↑Ministry of Technology and Science, 2023) ■ A revision of the National ICT Policy of 2006. ■ Prioritises bridging the digital divide and promoting investments in ICT infrastructure, services, digital skills, research and development, and the adoption of local ICT solutions. ■ Outlines various initiatives by the government, since the ICT Policy of 2006, to improve ICT access and use at different levels of the education system. This includes integrating ICT into the national curriculum, capacity building for developing ICT skills	2023	Ministry of Technology and Science

Zambia contd.	and utilising digital platforms for teaching and learning, especially during the Covid-19 pandemic. The policy highlights challenges that have affected the implementation of these interventions and outlines measures that can be taken to enhance human development and ICT skills in all sectors.		
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Zimbabwe	1. Zimbabwe National Policy for Information and Communication Technology (↑Ministry of Information and Communication Technology, Postal and Courier Services, 2016) ■ A revision of the first National ICT Policy of 2005. ■ Highlights progress in the telecommunications sector since the establishment of the first policy and identifies factors that have hindered its growth. ■ Outlines six key main goals to realise: 1. Facilitating the delivery of the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (Zim-ASSET) and other National Development goals 2. Enabling and fostering access to and increased use of ICT in various sectors, such as e-government, e-commerce, ICT in health, ICT in science, and ICT in education 3. Achieving ICT leadership in Africa 4. Bridging the digital divide and providing broadband for all, 5. Managing challenges resulting from ICT development 6. Leading, improving and adapting to the changing telecommunication/ICT environment. ■ Also articulates objectives such as providing connectivity in all schools to bridge the urban-rural divide and enhancing the use of technology in teaching and learning (↑Dzinotyiweyi & Taddese, 2020)	2016	Ministry of Information Communication Technology, Postal and Courier Services (Ministry of ICT PCS)
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Zimbabwe contd.	2. ICT Policy for Primary and Secondary Education (2019–2023) ■ Aligns with several key policy documents related to education and training in Zimbabwe, including the Constitution, Zim-ASSET, the National Policy for ICT, and the Education Sector Strategic Plan (↑ Dzinotyiweyi & Taddese, 2020). ■ Outlines actions in four key areas: 1. Technical infrastructure, which involves ensuring that all schools and learners have access to the necessary EdTech/ICT infrastructure necessary to support their learning. 2. E-resources, which includes ensuring universal access to e-learning resources in all schools and that ICTs are integrated across all curricula in the education system. 3. Capacity building, ensuring that all teachers, school administrators and MoPSE personnel are proficient in the use of ICT and can use them daily to support teaching, learning, and administrative activities. 4. Sustainability, promoting cost-effective EdTech activities for MoPSE and facilitating public-private partnerships to support the effective use of ICT in education institutions (↑Zimbabwe: Dzinotyiweyi & Taddese, 2020).	2019	Ministry of Primary and Secondary Education (MoPSE)
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This bibliography is available digitally in our evidence library at

<https://docs.edtechhub.org/lib/R4D7KB8J>

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