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EdTech for Good Framework 2.0

Evaluating and designing responsible digital and AI-enabled tools for learning and teaching

About this publication

EdTech for Good Framework – Version 2.0

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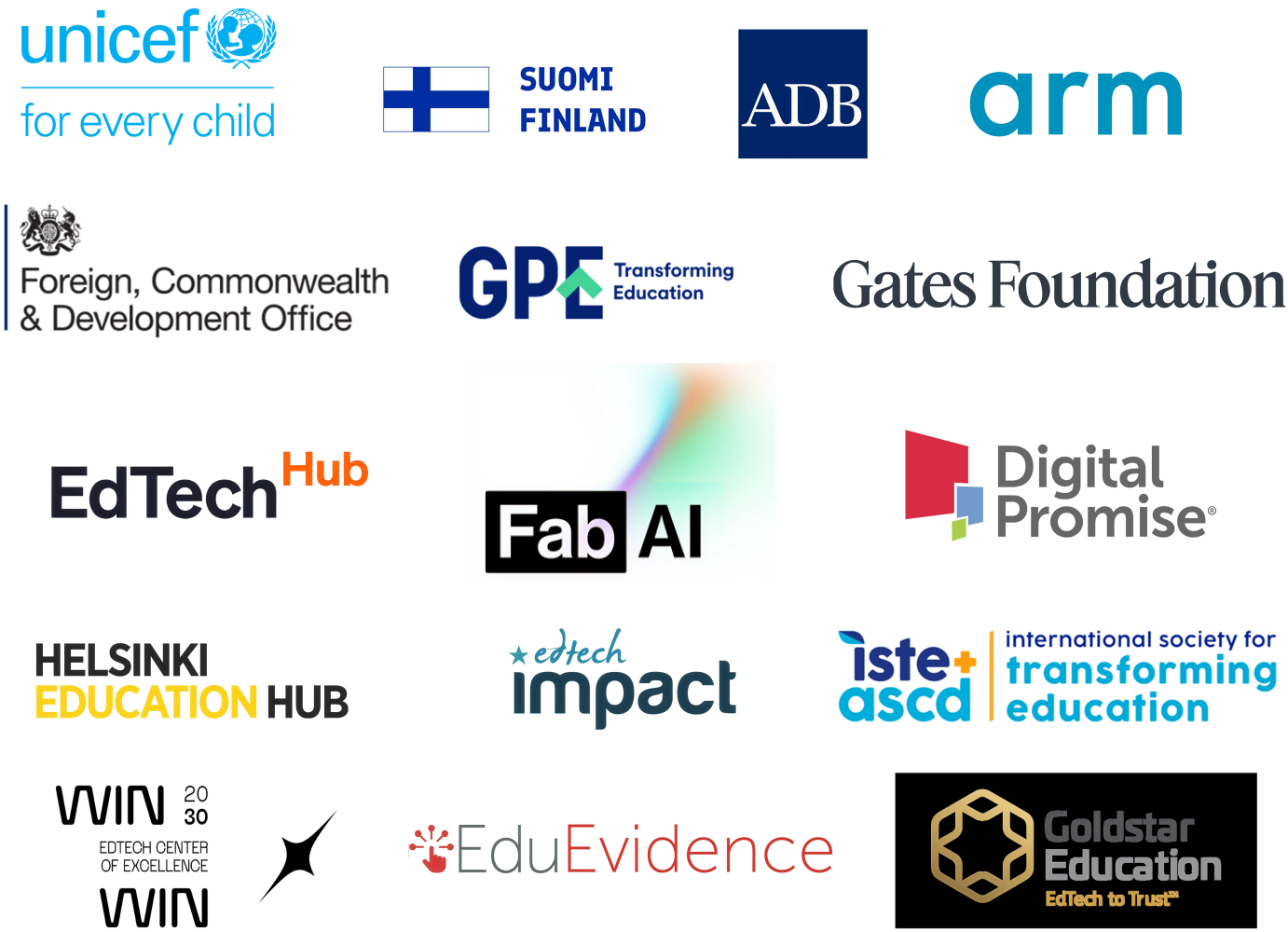
A growing community

The EdTech for Good Framework was developed by UNICEF with its strategic partners – the Ministry for Foreign Affairs of Finland, the Asian Development Bank and Arm – and informed by feedback from over 140 organizations across more than 60 countries.

Version 2.0 is endorsed or adopted by a growing community of organizations united by a shared commitment to greater transparency, accountability and impact in EdTech. The breadth of this community is not incidental; it is the Framework's greatest strength, and it continues to grow.

We are grateful to our key partners, initial endorsers and adopters, and to the many reviewers and respondents whose input shaped this version. For the full list of contributors, please see Chapter 5.



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CHAPTER ONE

Introduction

2024	1,000+	2025–26
Framework launched in November	EdTech tools assessed using the framework to date	Structured multi-stakeholder review

About the EdTech for Good Framework

Education technology and artificial intelligence are reshaping classrooms and learning environments around the world. These fast-evolving technologies are affecting decision-making at every level – from the classroom to the boardroom – and teachers, governments and technology leaders often struggle to identify and build solutions that are safe, inclusive and impactful. Over the years, billions have been lost to misaligned investments, and there is no one-size-fits-all approach, especially in contexts with limited connectivity, resources and capacity.

The EdTech for Good Framework was developed in collaboration with UNICEF, the Ministry for Foreign Affairs of Finland (MFA), Arm, and the Asian Development Bank, together with multi-stakeholder groups of experts, practitioners and industry in a co-creation process. The framework was developed in response to an increasing need to determine what education technology (EdTech) is designed for good and with clarity, transparency and accountability. Across global education systems, decision-makers are required to assess complex tools which may present limited evidence or unclear intent against a backdrop of fast-changing technological requirements. At the same time, EdTech providers are expected to demonstrate impact without a common consensus of what constitutes appropriate or sufficient evidence. For UNICEF, these challenges go together with the need to ensure that digital technologies used in education uphold children's rights, protect well-being, and support meaningful learning in practice.

Launched in November 2024, the Framework has been used to assess over 1,000 EdTech tools. This process led to great ideas for further developing the framework and resulted in the framework undergoing a structured, multi-stakeholder review process throughout 2025 and 2026. This review included perspectives from across the education ecosystem, including policymakers, educators, researchers, EdTech providers, and international organizations. Feedback was gathered through consultations, interviews, expert input, and iterative design and testing of the framework's structure, language and applicability across diverse contexts.

Responding to lessons learnt, feedback and varied contexts

The 2025–2026 review was shaped by a clear set of goals based on lessons learnt from the implementation of the beta version 1.0 of the framework, as well as the feedback gathered from collaborators throughout the consultation process. Together they result in a framework that is more transparent, more adaptable across contexts and use cases, and better equipped to evaluate emerging technologies including AI.

1. A platform for partners

Established as something built with the ecosystem rather than for it – a foundation that will keep evolving.

2. Adaptable across contexts

Global guidance on core issues, sitting alongside criteria and evidence that can be adjusted to local context and maturity.

3. A standard of transparency

More targeted information about the organization itself – its intent, governance, dependencies and accountability.

4. Ready for emerging AI

AI-relevant questions integrated across all three layers, rather than treating AI as a separate domain.

5. Usability and realistic evidence

Easier to use for providers and evaluators, with evidence expectations that reflect the global reality of EdTech.

A platform for partners to form a solid global basis for evaluation. The review established the framework as something to be built with the ecosystem rather than for it. Version 2.0 is intended as a foundation that will continue to evolve as further feedback from partners, ministries, providers, and ecosystem organizations informs future iterations.

Standard-informing and adaptable across contexts and technologies. The most frequently recurring issue raised by reviewers was contextual relevance. Reviewers asked for an improved structure to interpret information relative to local contexts and to assess evidence relative to an organization's maturity and the ecosystems in which it develops and implements EdTech. Public and private sector reviewers alike stressed that not all evidence, is equally meaningful across global regions. Global identification of core issues was clearly desired, but it needed to sit alongside guidance for criteria and evidence structures that could be adapted locally. Version 2.0 responds with examples to create a common understanding of what evaluation can look like across different types of technology (including LMS, teacher focused tools, assessment tools, data systems, etc.), global regions, and stages of maturity, while allowing what counts as adequate evidence to be adjusted accordingly.

A global standard of transparency for EdTech providers. Many reviewers asked for a method to gather targeted information about the EdTech organization behind a tool or service. This stems from questions about an organization’s intentions, dependencies, expertise, accountability, research practices, governance, and mission. It adds to the depth of information already available about the EdTech tool through the EdTech for Good Pillars. Reflecting a broader call for a stronger global standard of transparency for EdTech, the framework aims to ensure that products entering education environments can be understood in the context of who is offering them and why.

Improved ability to assess emerging AI solutions. Version 2.0 strengthens the framework's ability to assess emerging AI by integrating AI-relevant questions across all three layers of the framework, covering governance and dependencies, product behaviour, and responsible use, rather than treating AI as a separate domain.

Usability, simplicity, and realistic evidence expectations. To align all of these points, the review aimed to make the framework easier to use for both providers and evaluators, and to ensure that evidence expectations can realistically reflect the reality of EdTech organizations globally while remaining context sensitive.

The result is Version 2.0 of the EdTech for Good Framework, which includes significant consolidation of criteria, a clearer separation between context, intent, and evaluation, and a more contextually nuanced approach to evidence.

What is the EdTech for Good Framework V2.0?

The EdTech for Good Framework can facilitate the structured review and understanding of whether an EdTech tool is transparent, safe, educationally sound, contextually appropriate, and accessible to diverse learners and environments. The V2.0 framework now also helps users better understand the organization behind an EdTech product or service, its intended purpose and suitability for responsible, safe use in education, and whether claims made about the product are supported by appropriate evidence.

The EdTech for Good framework is provided as a public good licensed under a Creative Commons licence and is designed to be adapted to local needs and contexts. As such, it is a reference document to guide the development of comprehensive evidence portfolios in EdTech and can inform the development of EdTech evaluation frameworks on a global, regional, national level, or to assess a specific technology area.

The meaningful review of an EdTech product requires multiple types of information that can go beyond single measurements such as learning impact or technology audit. The EdTech for Good framework V2.0 provides a structured way of analysing and gathering these diverse pieces of information to create a contextually relevant evidence portfolio, which is intended to help decision-makers and EdTech organizations alike.

The EdTech for Good Framework builds on earlier work including ADB's QESA Framework, UNICEF's Pulse Check Report and research mapping digital learning platforms across 184 countries, and the UNESCO-UNICEF Gateways to Public Digital Learning government survey. Informed by these foundations, the framework places a deliberate normative emphasis on child rights, equity, inclusion, gender equality, contextual readiness and responsible implementation, asking not only whether an EdTech tool works, but for whom, under what conditions, and with what risks or benefits.

Three layers, three main question areas

The Version 2.0 introduces a major structural change to the framework, dividing criteria and evidence into three different layers. These gather information in a targeted way around three main question areas;

01

Who is behind the product?

What do we know about the organization's identity, mission, governance, funding dependencies, sustainability and expertise?

02

What is the product intended to do?

What is the product, who is it for, what educational need does it address, and what conditions are needed for implementation?

03

Is it appropriate for responsible use?

Does it meet expectations for safety and well-being, educational impact, learning design, contextual readiness and inclusive access?

What the framework is – and is not

The framework is not intended to be a universal product ranking or a single pass/fail certification system. It is also not meant to replace legal, procurement, data protection, safeguarding, cybersecurity or compliance reviews. It is intended to inform a standardized way of viewing key requirements and establishing a degree of transparency that should be required of EdTech organizations to ensure that products being introduced into education environments can be responsibly used and are designed for good.

It is not

- a universal product ranking or league table
- a single pass/fail certification system
- a replacement for legal or procurement review
- a replacement for data protection or safeguarding review
- a replacement for cybersecurity or compliance review

It is

- a structured way to review EdTech transparency
- a guidance document, adaptable to local context
- a shared view of what evidence should be expected
- a way to understand who offers a product, and why
- a foundation that evolves with ecosystem feedback

Who is the framework for?

The framework can be used by a wide range of actors across within the education ecosystem: public-sector bodies, ministries, education agencies, procurement teams, funders, donors, implementation partners, researchers, evaluators, ecosystem organizations, and schools to education providers. It can also be used by organizations that develop, offer, maintain or implement EdTech.

- **Ministries & education agencies**
- **Procurement teams**
- **Funders & donors**
- **Implementation partners**
- **Researchers & evaluators**
- **Ecosystem organizations**
- **Schools & institutions**
- **EdTech developers & providers**
- **Accelerators & incubators**
- **Product & design teams**
- **Policy organizations**
- **Safeguarding & AI specialists**

How the framework is intended to be used

The EdTech for Good Framework may be used for different purposes by different stakeholders.

Table 1 – Possible uses for the EdTech for Good framework for different stakeholders

User or stakeholder	Possible use of the framework	How the framework can help
EdTech organizations and providers	Product design, self-assessment, evidence planning, transparency preparation	Use the Organization Logic Model and Product Logic Model to clarify mission, governance, purpose, user context, assumptions, evidence gaps, risks and implementation needs before external review.
Product and design teams	Responsible product development	Translate the pillar criteria into design requirements for safety, learning, usability, contextual readiness, accessibility, inclusion, AI transparency and responsible data use.
Accelerators and incubators	Design and development curriculum	Develop the framework as a support curriculum for early-stage providers, helping teams build evidence portfolios, prove educational claims, understand safeguarding and data responsibilities, and prepare for procurement or implementation.
Funders and investors	Due diligence and portfolio support	Assess organizational transparency, risk management, evidence quality, inclusion, sustainability and responsible scaling to build and manage impact-driven investment portfolios.

Table 1 – Possible uses for the EdTech for Good framework for different stakeholders (continued)

User or stakeholder	Possible use of the framework	How the framework can help
Public-sector bodies	Procurement, pre-procurement review, catalogue inclusion, market dialogue	Define evidence expectations, compare supplier documentation, identify minimum requirements, assess implementation readiness, and translate evidence gaps into procurement or contract conditions.
Implementation partners and Education decision-makers	EdTech selection and deployment planning	Check whether the product fits the intended users, infrastructure, workflows, language, support capacity and implementation context before deployment.
Evaluators and researchers	Independent review or evidence assessment	Use the guiding questions, indicators and evidence examples to assess whether product claims are supported by relevant, credible and context-appropriate evidence.
Schools and education institutions	Tool selection and review of contextual readiness	Understand what questions to ask before adopting a tool, including evidence of learning value, safety, data protection, accessibility, training needs and support requirements.
Policy and ecosystem organizations	Transparency gauge, ecosystem mapping, policy analysis	Use the framework to identify key areas for inclusion in procurement or tender processes and design.
Safeguarding, data protection, AI, accessibility etc. specialists	Specialist review of high-risk areas	Use select criteria to examine specific risk areas, especially where tools process children's data, use AI, or provide assessment or feedback.

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CHAPTER TWO

EdTech for Good Framework V2.0

A comprehensive evidence portfolio

The EdTech for Good framework V2.0 is structured around three complementary layers. These layers are connected and, when taken together, build a comprehensive and transparent evidence portfolio for EdTech tools.

The framework requires clarity about who is behind a tool, why it exists, how the tool is intended to be used, and what conditions must be in place for it to be used responsibly in education. This is particularly important where technologies directly or indirectly affect children, and where questions of safety, equity, gender equality, inclusion, developmental appropriateness, and children's rights cannot be separated from educational quality.

Figure 1: The three layers of the EdTech for Good framework

These portfolio layers respond directly to long-standing concerns about EdTech tools and services related to misaligned incentives, unclear educational intent, commercial motivation, and unsupported impact claims. The layers establish a baseline of transparency and information that should be expected of tools used within education environments.

The EdTech for Good framework layers

Together, the three layers provide the most complete view of a tool and, in general, the more significant the decision, the more comprehensive the review should be. This is especially applicable to products used directly by children, products processing children's data, AI-enabled products, assessment or feedback tools, and products used in formal education settings. However, for certain use-cases or contexts, layers may also play an important evaluative role on their own.

Figure 5: The purpose of each ET4G framework layer

Layer A: The Organization Logic Model

The Organization Logic Model (OLM)[1] provides context about the organization behind an EdTech tool. It asks who the organization is, what its mission and educational purpose are, and how it is governed. It explores the organization's funding and associated dependences, the expertise within the organization, risk recognition and management, and how transparent the organization is about its operations and products. Major governance issues such as oversight mechanisms and accountability processes and whether material legal, ethical, safeguarding, anti-harassment, anti-discrimination , child-rights or reputational concerns are also addressed.

Figure 2: Framework Layer A, The Organization Logic Model (OLM)

This layer within the Framework provides crucial background information necessary to interpret product-level claims. This layer gives organizations the chance to explain why they exist, what educational problem they are seeking to address, who funds or influences their work, and how commercial, philanthropic, or public interests may shape their decisions.

Layer B: The Product Logic Model

The Product Logic Model (PLM) looks at the specific tool or service being reviewed (referred to as 'product' for the purpose of the evaluation). The PLM explores what the product is, who it is for, what educational goal it aims to support, what assumptions underpin its design, what features it includes, what evidence supports its claims, and what implementation conditions are necessary. Organizations are encouraged to explain why certain types of evidence are appropriate for their product and setting.

Figure 3: Framework Layer B, Product Logic Model (PLM)

Layer C: ET4G Pillars

The third layer of the EdTech for Good framework brings together normative and risk-sensitive criteria and helps to define what it means for a tool to be designed for good within an educational environment through five focused pillars. These five pillars were selected not only to assess quality, effectiveness and scalability, but to make explicit the normative conditions under which EdTech can be considered safe, equitable, contextually appropriate and beneficial for children and education systems. In particular, the Inclusive Access and Contextual Readiness pillars ensure that equity, gender equality, local relevance and implementation conditions are treated as core dimensions of EdTech quality, rather than as secondary considerations.

The criteria within the pillars focus on aspects that are critical for decision-making such as safety and wellbeing, educational impact, design for learning and teaching, contextual readiness, and inclusive access. The ET4G pillars enable structured consideration of risks, safeguards, and contextual conditions.

Figure 4: Framework Layer C, ET4G Pillars

How to read the framework

The framework has three main structural elements:

1. **Guiding questions** define key areas that are to be evaluated
2. **Indicators** specify elements that must be demonstrated to adequately address the guiding question, and
3. **Examples** provide guidance about different types of evidence that could be provided, depending on the stage of maturity of both the product and the environment, to answer the indicators.

Not every row of the framework will apply to every product. Some rows may only apply where relevant triggers are present, for example AI use, user-to-user interaction, assessment, biometric or sensitive data, low-resource deployment, or high-risk implementation contexts.

The structure of the framework

Each row of the framework moves from a guiding question, through its indicators, to evidence examples at three tiers of maturity.

Question	Indicators	Basic Evidence Examples	Intermediate Evidence Examples	Advanced Evidence Examples
A guiding question defines a core area of evaluation.	Indicators specify what evaluators should expect to see reflected in the evidence, regardless of the level of maturity. They define the essential elements that must be demonstrated to adequately address the guiding question. EdTech providers should design and develop their products with these indicators in mind.	Represents examples of evidence that demonstrate alignment with the indicators. Typically applicable to early-stage tools, this level focuses on foundational clarity, intent, and basic safeguards.	Represents examples of developed and structured evidence, expected of tools at a growth or mid-stage. Evidence at this level should demonstrate increased maturity, consistency, and operationalization of key practices.	Represents examples of more robust, validated, and often independently substantiated evidence. This level is typically expected of established tools operating at scale or in higher-risk contexts.

Examples are intended to provide guidance but not be exhaustive or definitive.

Interpreting indicators

Indicators describe key elements that evaluators should look for when reviewing evidence provided to answer a guiding question. They help break down large question areas so that answers and evidence can be targeted. Indicators should be addressed in the evidence that an organization responds with, regardless of the level of maturity of an organization and even though organizations may do this in different ways. A basic evidence example should still address the relevant indicators, even if it does so in a simpler way than advanced evidence.

Local adaptations or implementations of the framework may require an adjustment of the indicators to reflect local laws, standards, procurement requirements, infrastructure, languages, curricula, or implementation conditions.

Interpreting evidence examples

Evidence examples within the framework illustrate types of evidence that could be submitted and which would answer the relevant indicators within a question area. The examples are split across three different tiers of evidence maturity. Each example represents a type of evidence that could be acceptable at this level. Not all elements within each tier must be addressed and the examples provided are just illustrative and not intended to be comprehensive requirements.

The basic, intermediate and advanced evidence examples show possible forms of evidence at different levels of maturity, risk and scale. They illustrate how different types of evidence may be able to answer the same question. Importantly, advanced evidence may not always be the best or most relevant for all contexts.

Evidence tier	What it shows
Basic evidence	Shows that the organization can explain its approach and provide an acceptable degree of documented transparency.
Intermediate evidence	Shows that the approach is well-documented, exhibits high degrees of transparency, is compliant, operationalized and used in practice.
Advanced evidence	Shows stronger validation, independent or external review, scale, certification, longitudinal evidence or sustained implementation.

How much evidence should be required?

Generally, any evidence submitted in answer to a guiding question should be targeted and answer the indicators directly. It is better to provide one, strongly aligned piece of evidence than multiple artefacts that only partially answer a question. Providers should not be expected to submit separate evidence for each indicator. Single pieces of evidence may sufficiently be able to cover multiple indicators and questions.

Guidance for scoring responses

An optional evaluation matrix has been developed to accompany the EdTech for Good framework and proposes an evidence assessment in two stages. An initial marker determines which of the indicators and questions have been answered. A second marker identifies the quality of the evidence provided to answer those questions. This approach allows evaluators to determine both the alignment with the questions and indicators, and the strength of the evidence provided.

Evidence status	Description	Score
Not evidenced	The claim is not supported by relevant evidence, or the evidence provided is too generic, missing, unverifiable, or unrelated to the question.	0
Partially evidenced	Some relevant evidence is provided, but it is incomplete, outdated, insufficiently specific, not fully aligned to the claim, or does not cover all necessary indicators.	0.5
Sufficiently evidenced	The evidence is relevant, clear, and adequate for the maturity, risk, and context of the product or company.	1
Quality marker	**Evaluator question**	**Score**
Specific	Does the evidence directly address the question, product, company, feature, user group, or implementation context?	/0.5
Concrete	Does the evidence show actual practice, documentation, examples, procedures, data, decisions, or implementation rather than only broad claims?	/0.5
Current	Is the evidence up to date and relevant to the current version of the company, product, policy, or implementation context?	/0.5
Credible	Is the evidence trustworthy, verifiable, methodologically appropriate, internally consistent, or externally validated where necessary?	/0.5
Matched to maturity / context	Is the evidence appropriate to the company's stage, product maturity, risk profile, scale, geography, and intended users?	/0.5

The scoring guidance also aims to assist in the process of evaluation as it first focuses on the presence of applicable evidence before assessing the quality of that evidence. The scoring suggestions can be adapted to local reviewer needs. Additionally, it could be helpful to outline the types of reviewers needed to conduct an evaluation and how potential disagreements between evaluators may be resolved.

Results can only determine that, for the evidence reviewed within the context it was assessed, the product appears sufficiently evidenced. Even though a tool may receive a positive evaluation in one context, this may not be transferrable contexts or purposes.

Addressing AI in the framework

Within the EdTech for Good framework, certain guiding questions are classified as AI-relevant. In this way, AI considerations are evaluated within the full context in which technologies operate in education, rather than treated as an isolated technical layer. In total, the framework includes 38 guiding questions, which are AI-relevant and which are distributed across all layers and pillars of the framework. These questions align with the overall structure of the framework:

- **Layer A:** who governs AI, what dependencies exist
- **Layer B:** what does the AI actually do in the product, how does it behave
- **Layer C:** is the use of AI safe / appropriate / acceptable / sound / equitable

Pillar / Tier	AI-relevant questions
Organization Logic Model (Layer 1)	9
Product Logic Model (Layer 2)	5
Safety and well-being (Layer 3)	6
Designed for Learning and teaching (Layer 3)	6
Educational impact (Layer 3)	4
Inclusive access (Layer 3)	4
Contextual readiness (Layer 3)	4

Figure 7: AI-related guiding questions and indicators per pillar and tier

Questions are tagged as AI-relevant where the evaluation of an AI-enabled tool materially depends on them, including questions relating to AI governance, model behaviour, AI-generated outputs, conversational or automated interaction risks, bias and fairness, human and educator oversight, model updates, and context-sensitive limits of AI-enabled features.

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CHAPTER Three

Applying the Framework

How to adopt and adapt the framework

Adaptation is intended to increase the relevance and usability of the framework across diverse contexts and purposes. Adaptations should ensure that any changes made do not weaken core expectations for transparency, safety, safeguarding, child rights, data protection, accessibility, equity, responsible AI use, or evidence-informed decision-making.

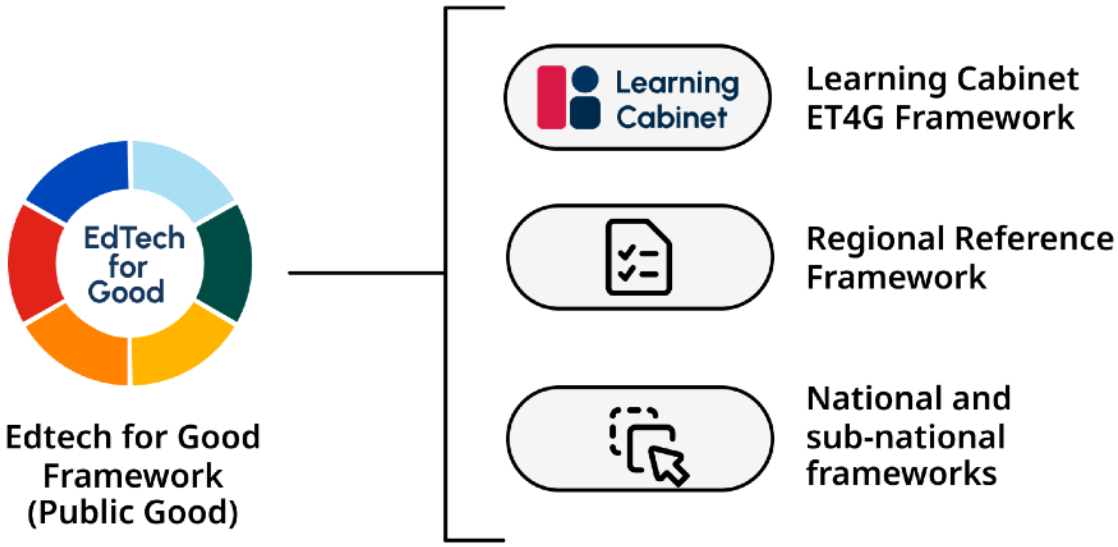

Figure 6: Adapting the EdTech for Good framework

What can be adapted?

When adapting the framework, it is important that changes and localizations be well documented. This includes, for example, clearly identifying which parts of the framework are in scope and will be used, what types of evidence are expected, who should be reviewing the evidence, how results will be interpreted or scored, and what the purpose of the evaluation outcome should be.

Table 2 – Adaptation options for the framework

Adaptable element	Adaptation options
Evaluation purpose	Procurement, pre-procurement, due diligence, product catalogue, pilot selection, implementation readiness, funding, market dialogue, or ecosystem mapping.
Scope	Full framework, selected framework components, selected pillars, selected criteria, high-risk criteria, AI-relevant criteria, or context-specific criteria.
Evidence thresholds	Understanding what evidence expectations for different stages and types of tools will be applicable.
Scoring model	Numerical scoring, categorical ratings, narrative review.
Minimum requirements	Criteria that must be met for a product to proceed in each context.
Knock-out criteria	Non-negotiable criteria that disqualify a product from a specific review, procurement, evaluation, or deployment context.
Evidence submission format	Supplier questionnaire, evidence upload portal, self-assessment form, interview, documentation review, or evaluator-led review.
Outcome categories	Approval, conditional approval, further evidence required, not suitable, or out of scope, or other, locally defined categories.
Reporting format	Internal procurement matrices, public transparency profiles, procurement database entries, improvement reports, risk memo, or a full evaluation report.
Re-evaluation triggers	Product updates, new AI features, new deployment context, major scale-up, new data practice, data breaches, other incidents, ownership change, or relevant regulatory changes.

Core principles for evaluation

The evaluation process should be guided by the following principles.

1. Proportionality

Expected evidence should be proportionate to the product's maturity, risk profile, intention, and deployment context. Early-stage products may provide different forms of evidence from mature tools, but indicators set baseline expectations of transparency, safety, legality, and responsible that apply throughout.

2. Context sensitivity

Evidence should be interpreted relative to the product's intended context of use. Evaluators must consider whether an organization's provided evidence fits the stated users, education setting, infrastructure conditions, and implementation models.

3. Claim–evidence alignment

Any claims should be assessed against the evidence provided to support them. Stronger claims, such as improved learning outcomes, inclusive impact, safe AI use, or large-scale readiness, require stronger and more directly relevant evidence.

4. Transparency before judgement

The framework first establishes whether there is enough information to make an evaluation. Missing, vague, generic, or unverifiable information should be marked as an evaluation gap and then inform conclusions that are drawn about product quality or suitability.

5. Evidence quality matters

Any evaluation should not only consider whether evidence has been submitted, but also the quality of that evidence. Stronger evidence is specific, concrete, current, credible, and matched to the organization's or product's maturity, context, and risk profile.

6. Child rights and safeguarding orientation

Where products are intended for or likely to affect children, evaluators should apply a child-rights and safeguarding lens. This includes attention to safety, well-being, privacy, participation, inclusion, developmental needs, data use, AI-related risks, and appropriate human oversight.

Who should provide and evaluate evidence

When implementing the framework as an evaluation mechanism, the evaluator may be a public authority, funder, procurement body or external expert that reviews the evidence.

Evaluators or reviewers can align enforcement mechanisms to their implementation of the framework as appropriate.

The EdTech organization provides evidence as required. The evaluator determines whether the evidence is relevant, credible and sufficient for the intended use context.

Evaluations should be transparent and explainable. Reviewers should not infer quality, compliance or suitability simply from reputation, branding, market presence, prior experience with the tool or general statements of intent. Where evidence is unclear, clarification can be requested or the claim marked as partially evidenced.

When specialist review may be needed

Specialist review may be needed for technical and important areas of assessment such as AI, cybersecurity, data protection, safeguarding, accessibility, learning impact, legal compliance or environmental sustainability.

Informational, evaluative, and knock-out criteria

Depending on the implementation context, the guiding questions or even entire layers of the framework can be further differentiated into types of criteria to streamline the evaluation process.

Informational criteria

Criteria may be classified as informational if they are simply meant to provide context. This classification can help evaluators understand the organization, product, intended users, use context, or implementation model without requiring these criteria to be evaluated.

EXAMPLE

Organization founding year, size of team, corporate form.

Evaluative criteria

Criteria are viewed as evaluative if they are scored or judged in some way and count towards a total assessment of an organization or an EdTech tool. Evaluators will need to determine if evidence provided for these criteria is sufficient to support claims, manage risks, or meet expectations.

EXAMPLE

Evidence of educational impact, safeguarding procedures, implementation readiness, accessibility, or AI governance.

Knock-out or minimum requirement criteria

Certain criteria may be so important to a specific context that they can determine whether a product may proceed within an evaluation.

EXAMPLE

Legal incorporation, data protection compliance, safeguarding policy for products used by children, clear disclosure of AI use where AI is present.

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CHAPTER FOUR

Overview of the Full Framework

Overview of the full framework

The following tables provide a condensed overview of the framework's evaluation architecture. These tables group elements from the full framework into broader domains and show the general evaluation purpose for each section. This overview references the exact lines within the full framework that are associated with these domains. The overview is intended to provide an easy navigation of the framework architecture. Please see the full framework, however, for detailed questions, indicators, and evidence guidance.

Organization Logic Model (OLM) evaluation

Section Summary	Guiding Question	What is being assessed	Framework #
 **Projected organization outcomes and assumptions**	What short-, medium- and long-term outcomes does the organization aim to achieve, and what assumptions underpin its work?	Whether the organization's expected educational, equity, inclusion or sustainability outcomes are clearly defined, proportionate to its stage and context, and supported by explicit assumptions rather than broad claims.	**OLM-Pre1, OLM-Pre2, OLM-Pre3**
 **Organization identity and purpose**	What is the organization, why does it exist, and what educational problem does it seek to address?	Whether the organization presents a coherent legal and operational identity, a clear educational mission, and a problem statement grounded in real educational need, users and context.	**A1, A2, A3**
 **Governance, accountability and organization**	How is the organization governed, how are decisions made, and how are accountability, oversight and material concerns managed?	Whether governance structures, decision-making arrangements, oversight mechanisms and accountability processes are clear, and whether material legal, ethical, safeguarding, anti-harassment, anti-discrimination, child-rights or reputational concerns are disclosed and addressed where relevant.	**B1, B4, E2, E3, E4**

Organization Logic Model (OLM) evaluation (continued)

Section Summary	Guiding Question	What is being assessed	Framework #
 **Funding, sustainability and dependencies**	How is the organization funded, and what financial, partnership, ownership or external dependencies may shape its work?	Whether the organization is transparent about its revenue model, financial sustainability, ownership interests, partnerships, dependencies, licensing, environmental sustainability and supply-chain considerations.	**B2, C1, C2, C3, C4**
 **Organizational capacity and learning**	What capacity and expertise does the organization have to design, deliver, support, sustain and improve its educational work?	Whether the organization demonstrates realistic operational, technical, educational and human capacity, and whether it learns from research, feedback, implementation experience and contextual change over time.	**B3, D1, D2, G3**

Organization Logic Model (OLM) evaluation (continued)

Section Summary	Guiding Question	What is being assessed	Framework #
 **Risk, safeguarding and responsible practice**	How does the organization recognize and manage risks, safeguarding responsibilities, duty of care and responsible practice?	Whether the organization identifies relevant educational, technical, ethical, safeguarding, data, AI and contextual risks, has safeguarding and duty-of-care mechanisms in place, and responds appropriately to incidents, complaints or regulatory actions.	**E1, E2, E3, E4, E5**
 **Transparency, disclosure and improvement**	How transparent is the organization about its operations, products, limitations and impacts, and how does it commit to improvement over time?	Whether the organization makes relevant information publicly available, communicates limitations honestly, uses evidence and feedback to improve, and demonstrates a credible commitment to ongoing learning, transparency and adaptation.	**F1, F2**
 **Products, outputs and AI dependencies**	What products, services or outputs has the organization developed, who do they reach, and how are any AI systems or dependencies governed?	Whether the organization clearly describes its products and services, intended and actual reach, research or implementation basis, and any AI systems, external models, datasets, providers or dependencies that shape design, delivery or accountability.	**G1, G2, G3, G4**

Product Logic Model (PLM) evaluation

Section Summary	Guiding Question	What is being assessed	Framework #
 **Projected product outcomes**	What improvement, gains or longer-term outcomes are expected through use of the product, and what assumptions underpin this logic?	Whether the product's expected short-, medium- and long-term outcomes are clearly described, whether claims are bounded and supported, and whether assumptions or a theory of change are explicit.	**PLM-Pre1, PLM-Pre2, PLM-Pre3, PLM-Pre4**
 **Product identity and scope**	What is the product, who is it for, in what contexts is it intended to be used, and what educational or system-level goals does it support?	Whether the product is clearly defined, its intended users and contexts are coherent, and its educational or system-level goals are explicit, relevant and appropriately bounded.	**H1, H2, H3**
 **Features and design**	How do the product's design rationale and core features support its intended use in practice?	Whether the product's pedagogical, learning, implementation or system-transformation logic is coherent, and whether its core features are clearly described, relevant, usable and aligned with the product's stated purpose.	**I1, I2**
 **AI relevance and user interaction**	Where AI is used within the product, how does it function, under what conditions is it reliable, and how are users informed, supported and protected?	Whether the role, function, degree of autonomy, reliability conditions, limitations and user-facing visibility of AI are clearly described and appropriately contextualized in relation to the product's intended educational use.	**I3, I4, I5**

Product Logic Model (PLM) evaluation (continued)

Section Summary	Guiding Question	What is being assessed	Framework #
 **Evidence, impact and validation**	What evidence supports the product's claims, how are outcomes monitored, and what external validation or implementation experience supports confidence in the product?	Whether product claims are supported by credible and proportionate evidence, whether outcomes and impacts are meaningfully monitored, and whether certifications, third-party evaluations, pilots or implementation experience strengthen confidence in the product's maturity and credibility.	**J1, J2, J3, J4, J5**
 **Integration and implementation conditions**	How well does the product integrate into existing systems and workflows, and what conditions or costs affect responsible implementation?	Whether the product can integrate with existing systems, workflows and data environments, whether implementation dependencies are clearly understood, and whether affordability and implementation-cost implications are transparent.	**K1, K2, K3**
 **Technical infrastructure, support and exit**	What infrastructure, preparation, training, support and exit arrangements are needed to use, sustain or discontinue the product safely?	Whether technical requirements, onboarding, training, support mechanisms, migration, offboarding and service-continuity arrangements are realistic, accessible and sufficient for intended implementation contexts.	**L1, L2, L3, L4**

ET4G Pillars – Pillar-Specific Evaluation

Safety and Well-being			
Section Summary	**Guiding Question**	**What is being assessed**	**Framework #**
Harm prevention, psychosocial well-being and healthy engagement	How does the product prevent harm, address psychosocial well-being risks and avoid unhealthy engagement patterns in its intended contexts of use?	Whether the product identifies plausible harms, embeds safeguards, defines appropriate and contraindicated use, addresses well-being risks, and avoids dependency, overuse or manipulative engagement design.	**SW-1, SW-3, SW-4**
Safeguarding operations and incident response	How are safeguarding responsibilities operationalized, monitored and acted upon during real-world use?	Whether safeguarding responsibilities, reporting channels, escalation pathways, response expectations and post-incident learning processes are clear, workable and sustained in practice.	**SW-2**
Cybersecurity, operational security and data exit	How securely is the product operated, and how can data be exported, transferred or removed safely when use changes or ends?	Whether cybersecurity and operational security arrangements are proportionate, and whether data portability, transfer, removal and offboarding mechanisms are transparent and usable.	**SW-5, SW-6**

ET4G Pillars – Pillar-Specific Evaluation (continued)

Safety and Well-being (continued)			
Section Summary	**Guiding Question**	**What is being assessed**	**Framework #**
Data rights and responsible data practice	Are data practices developed to protect children's rights and the rights, privacy and safety of vulnerable users or populations?	Whether data practices align with child-rights and data-protection requirements, including consent, lawful sharing, protection from exploitative use and responsible handling of children's and vulnerable users' data.	**SW-7**
AI transparency, monitoring and safety-critical oversight	If AI or automated decision-making is used, how are AI outputs, interactions, transparency and safety-critical risks governed in practice?	Whether AI use is transparent, appropriately documented, monitored, moderated and subject to meaningful human oversight, contestability, corrective action and safeguards where safety-critical risks arise.	**SW-8, SW-9**

ET4G Pillars – Pillar-Specific Evaluation (continued)

Educational Impact			
Section Summary	**Guiding Question**	**What is being assessed**	**Framework #**
Meaningful educational and system outcomes	In practice, how does the product support meaningful learning, well-being, accessibility or system-level outcomes for its intended users?	Whether the product demonstrates a credible and contextually appropriate connection between its activities and intended outcomes, rather than relying only on proxy indicators such as engagement.	**EI-1**
Outcome measurement and evidence beyond engagement	How are learning outcomes, system transformation effects or other areas of impact assessed beyond short-term usage or engagement metrics?	Whether the product uses appropriate outcome measures, monitors sustained learning, transfer or system-level effects, and communicates uncertainty and evidential limits transparently.	**EI-2**
Unintended educational impacts and risk mitigation	How does the product manage the risk of unintended educational impacts such as narrowing curriculum, over-standardization, inequitable tracking or over-automation?	Whether potential unintended educational impacts are identified, monitored and mitigated over time, including through design choices, implementation guidance and evidence of adjustment.	**EI-3**
Educator judgement and pedagogical validity	How does the product preserve professional judgement, and how does it ensure validity where assessment, analytics, prediction or feedback are used?	Whether the product supports educator and administrator agency, avoids inappropriate automation of core educational decisions, and ensures that assessment, analytics, prediction or feedback functions are valid and appropriate for intended contexts.	**EI-4, EI-5**

ET4G Pillars – Pillar-Specific Evaluation (continued)

Designed for Teaching and Learning			
Section Summary	**Guiding Question**	**What is being assessed**	**Framework #**
Pedagogical coherence and developmentally appropriate learning design	How does the product reflect an explicit understanding of learning and teaching processes, and support meaningful learning experiences for its intended users?	Whether pedagogical assumptions, design choices and learner interactions are educationally coherent, developmentally appropriate and aligned with meaningful teaching and learning processes.	**TL-1, TL-3**
Support for educator professionalism and safe adoption	How are educators supported as professionals beyond product training?	Whether the product respects educator expertise and provides meaningful support for pedagogical integration, reflective practice, safe adoption and professional judgement in real educational settings.	**TL-2**
Participation, co-creation and responsive design	How does the product enable meaningful participation and co-creation with educators and/or learners where appropriate?	Whether stakeholder input is meaningfully integrated into design and iteration processes, and whether participation is ethical, contextually appropriate and substantively reflected in product decisions.	**TL-4**
AI-supported pedagogy and content quality assurance	Where AI is used in pedagogical processes or content, how are pedagogical appropriateness, harmful automation and quality assurance addressed?	Whether AI-supported functions are transparent, appropriately constrained, educationally suitable, and whether content and product quality are subject to robust review, expert input and quality-assurance processes.	**TL-5, TL-6**

ET4G Pillars – Pillar-Specific Evaluation (continued)

Contextual Readiness

Section Summary	Guiding Question	What is being assessed	Framework #
Conditions of fit, suitability and contextual limits	Under what conditions does the product work well, and where does it not?	Whether the product clearly states assumptions, boundary conditions, contraindications and contextual limits that shape whether it can or cannot be used responsibly and effectively.	**CR-1**
System integration and workflow fit	How does the product integrate into existing educational, technical and organizational systems and workflows in practice?	Whether the product can integrate into existing systems without creating unnecessary parallel burdens, and whether interoperability, data exchange and workflow fit are sufficiently addressed.	**CR-2**
Readiness for low-resource, low-connectivity or fragile settings	How does the product support low-resource, low-connectivity or fragile settings where relevant to its intended deployment?	Whether the product's design and support model are viable under constrained conditions, and whether these constraints are realistically understood and addressed.	**CR-3**
Environmental and resource-sustainability implications	What environmental or resource-sustainability implications may arise from deploying and using the product?	Whether energy, compute, hosting, storage, water, device, connectivity and infrastructure implications are transparent, proportionate and mitigated where relevant.	**CR-4**
Localization and customization	What degree of localization or customization is possible, including content, visuals, interfaces, languages or writing systems?	Whether the product can be adapted to local cultures, curricula, languages, writing systems, visual/audio expectations and user needs without undermining quality or safety.	**CR-5**

ET4G Pillars – Pillar-Specific Evaluation (continued)

Inclusive Access			
Section Summary	**Guiding Question**	**What is being assessed**	**Framework #**
Access, exclusion risks and inclusion strategy	In practice, who is able to use the product, and who is likely to be excluded in the intended contexts?	Whether the product realistically identifies access barriers, likely exclusion risks and mitigation strategies for disadvantaged, underserved or marginalized groups.	**IA-1**
Accessibility and support for diverse needs and abilities	How does the product address accessibility for users with diverse needs and abilities?	Whether accessibility is built into the design, whether assistive compatibility and usability have been considered, and whether accessibility has been meaningfully tested and improved.	**IA-2**
Equity, equality, bias, discrimination and AI-related exclusion	How does the product identify and mitigate risks that its design, data practices or AI behaviour may reinforce inequity, discrimination or exclusion?	Whether the product identifies and mitigates bias, unfairness, exclusion, gender or power-related risks, including AI-related equity risks where applicable.	**IA-3**
Language, cultural relevance and local adaptation	How does the product support language and cultural relevance, including local and indigenous languages where applicable?	Whether language coverage, localization, translation quality, cultural appropriateness and local adaptation mechanisms are sufficient for intended users and settings.	**IA-4**
Flexible and tailored use	Does the design of the product allow for flexible and tailored use?	Whether the product can accommodate different working styles, learning needs, user preferences and contextual requirements without assuming one universal mode of use.	**IA-5**

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CHAPTER FIVE

Reviewers and Respondents

Reviewers and Respondents

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- Better Ed
- British Council
- Bronze Nation Limited
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- Curious Learning
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- EDDS Institute
- EdMagine
- EdTech Development Board
- EdTech East Africa
- EdTech Hub
- EdTech Impact
- EdTech Tulna
- Educ8
- Educa
- Education Finland EDUFI
- Education of Sindh
- EduCheck Digital (FWU)
- EduEvidence
- EduMaxi
- Eduverse
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- Fledge Health

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- Genio
- Global Partnership for Education
- Go-Gi English
- Goldstar Education
- Google
- Freeed
- Fundación Ceibal
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- Fundación ProFuturo
- Future Education
- Hackersjack Inc
- Happykids.ai
- Helsinki Education Hub
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- IDLS Group Ltd
- Imagine Worldwide
- Independent
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- Innodems
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- JAU-Edtech
- Kamkalima
- Kidsday
- KidsEdu Vietnam
- La Lupa Curiosa
- Learn Education
- Learnademy
- Learning Equality
- Lenovo
- Leva Foundation - Tangible
- Levebee
- Makers Empire
- Marvie Foundation
- MasterCard Foundation
- Mentu
- Microsoft
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- Mogaleadi Foundation
- Neurofrog
- Optima School
- Paidea sas
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- Pickatale

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- Public School No.39, Nukus City, Republic of Karakalpakstan, Uzbekistan
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- School of Gaming
- Schoola Limited
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- Sharing Education
- Siaya STEAM Hub
- Sib Impact
- SkillEd
- Soma Kwanza Initiative
- STAGA Education
- STEAMCUBE Private Limited
- STEMAIDE Africa
- STEMpathy Hub Africa
- STiR Education
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- Technology Twenty Fifty
- Techtorium
- Tecnolokid
- Teens in AI
- The Asia Foundation - Let's Read
- The MakersPlace
- The Reach Trust
- The Tree House
- The World Bank
- Theirworld
- ThinkTac
- Tutorised
- Ubbu
- UK Department of Education
- Ulipsu Learning
- The United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- UNICEF Child Protection
- UNICEF Digital Impact Divison
- UNICEF Global Programme Division - Education
- UNICEF Innocenti
- UNICEF Office of Innovation
- UniDigiHub LATAM
- University of Ibadan, Nigeria
- Uptyke Education
- uQualio
- Utopian Lab LLC
- Vedubox
- Viren
- WinWin EdTech Center of Excellence of Ukraine (CITE)
- Women in STEAM Initiative
- Worldreader
- Writelike
- Yellow House Education
- Yenetta Code

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CHAPTER SIX

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