

## Submission # 45

**Name:**Samir OUALHA

**Organization:**Ministry of Communication Technologies and Digital Economy

**Country/Region:**Republic of Tunisia

**How would you define the stakeholder community or communities to which you belong?**

Government

**Are there any suggestions that you wish to make in respect of the proposed themes, questions and indicators which are included in the framework as it stands?**

Yes

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Yes

**What sources and means of verification would you recommend, from your experience, in relation to any of the questions and indicators that have been proposed?**

Family surveys on access to and use of information technology by individuals (with regard to barriers to access and use of the Internet under Theme B).

- Administrative records of the Ministry of Education (in terms of indicators related to Theme F: Capabilities and competencies).
- Administrative records of the National Agency for Computer Safety and the National Agency for Electronic Authentication (in respect of the indicators related to Theme D: Security and Trust).

Contextual indicators:

Point 6 (ICT development indicators): Replace "■■■■■ ■■■■■■■■■■ ■■■■■■■■■■" with "■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■" [better translation?] in both cases.

■ Theme B: Connectivity and usage:

- o Suggest replacing the question "What barriers to access are identified by users and non-users of the Internet?" with "What are the barriers to access for users and non-users of the Internet?"
- o Same thing regarding the "Perceptions of barriers to Internet access and use" indicator.
- o Suggestion to detail the barriers as follows:

- Internet service not available in the region or not compatible,
  - High costs of equipment or services,
  - Lack of knowledge or skills to use the Internet,
  - Lack of trust for cultural reasons.
- o Suggest to add other indicators concerned with the question: "Is the volume of Internet traffic within the country growing significantly compared with other countries?": The volume of Internet traffic in fixed broadband packets is estimated in bytes.

## 2. Suggestions:

### ■ Theme F – Capabilities and competencies:

o Suggest to add two questions:

■ Does the pedagogic curriculum include the teachers training program to give them the ability to use the tele-training system?

■ Have digital content and platforms been developed and given as a tool to students and teachers?

o Suggest to add following indicators:

■ Percentage of teachers using the remote training system.

■ Percentage of schools that completed digital content (by level of primary, secondary and higher education).

■ Percentage of coverage of digital contents of official programs (by level of primary, secondary and higher education).

■ Percentage of establishments with access to the Internet (by level of primary, secondary and higher education).

■ Average number of students per computer (by level of primary, secondary and higher education).

■ Suggest to replace the "Proportion of schools with computer-assisted instruction" indicator with "proportion of schools that add ICT learning in their programs".

### ■ Group D – Trust and Security:

o Suggest to add two questions:

■ Is there a climate of trust among the various parties in the integrity of transactions and exchanges over the Internet (reliability of exchanges, identification of the parties involved and ensuring the authenticity of transactions)?

■ Have mechanisms been developed to detect early attacks and attempts to penetrate national cyberspace?

o Suggest to add the following indicators:

■ Percentage of WAP sites that use electronic payment secured by an electronic certificate of authentication.

■ Number of Internet dispensers with electronic signature certificates per million inhabitants.

■ Number of white operations to assess readiness to address Cyberdrill attacks per million inhabitants.

■ Number of emergency response centers.