IEA International Computer and Information Literacy Study 2023

USER GUIDE FOR THE INTERNATIONAL DATABASE (SUPPLEMENTS)

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Contents

Supplement 1:

International versions of the ICILS 2023 context questionnaires

Overview

The ICILS 2023 international database includes data for all questionnaires administered as part of the ICILS 2023 assessment. This supplement contains the international version of the ICILS 2023 questionnaires in the following six sections:

- Section 1: Principal questionnaire
- Section 2: ChatGPT questionnaire
- Section 3: ICT coordinator questionnaire
- Section 4: Teacher questionnaire
- Section 5: Student questionnaire
- Section 6: National contexts survey

Each section contains the international version of the questionnaire with variable names labeled next to the corresponding question. The ICILS 2023 questionnaires were designed to provide an opportunity for individual countries to modify some questions or response options. This feature allowed countries to include the appropriate wording or options most consistent with their own national systems, languages, and cultures. In the international version of the questionnaires, such questions contain instructions to the national research coordinators (NRCs) to substitute the appropriate wording for their country and/ or to modify or delete any inappropriate questions or options. These instructions were indicated in the questionnaires by text inserted within squared brackets (**[country-specific]**). NRCs were asked to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within brackets. Supplement 2 of this user guide documents these national adaptations..

Please note that all mandatory adaptations were documented with the code 'D' if they deviated from the wording suggested in the international version of the questionnaire (as indicated by the red text in Supplement 1).

Notes:
- All mandatory national adaptations are marked in red.
- The shaded gray text represents optional international questions that countries chose to administer nationally or not.
- **All questions of the ChatGPT questionnaire were optional.**
- The questions that are without variable names, e.g., StQ: Parent's profession, were included in the original instruments but classified as confidential information and, thus, not shared within the public data. Responses to such have been used to derive aggregate information or to inform the creation of further derived variables, e.g., the occupation codes in S_P1ISCO.

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

Principal Questionnaire

Main Survey

For Official Use

Prepared by:

IEA

INTRODUCTION TO THE SCHOOL PRINCIPAL QUESTIONNAIRE

About this questionnaire

Thank you for taking part in the main survey for the 2023 International Computer and Information Literacy Study (ICILS). The purpose of this study is to examine, across different countries, the extent to which young people in [target grade] have developed computer and information literacy, which is defined as *the ability to use Information and Communications Technology (ICT) to investigate, create, and communicate with others at home, school, the workplace and in society.*

In this questionnaire ICT can refer to:

▪   Computers (including desktop, laptop, notebook/netbook, and tablet devices)

▪   [smartphones], except when being used for chat (e.g., using [WhatsApp, Snapchat, Instagram]), talk, and text

In this questionnaire you will find questions about:

▪   Your school

▪   ICT in teaching and learning at your school

▪   You and your use of ICT

Please answer the questions with reference to your whole school (i.e., including all [grades]).

For some of the questions you are asked to answer referring only to [target grade] students. Please look at the instructions given in each of the questions.

Please answer as accurately as you can. You will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on 'Finish' at the end of the questionnaire. After this point, you can no longer change any of your answers.

We have estimated that it will take less than 30 minutes of your time to complete the questionnaire. Thank you for making that time available.

Completing the questionnaire

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to save your responses by clicking on the "Next" or "Previous" button, or by clicking on the Table of Contents link. To go to a

particular section or item, please click on the corresponding link in the "Table of Contents." For some questions, you will be automatically taken to the appropriate next question based on your response.

You may exit the questionnaire by clicking on the Logout link at any time and log in again later. All your responses will be saved automatically and be available for you when resuming the questionnaire at a later point.

When you have completed the questionnaire, please click on the "Finish" button at the end of the questionnaire to submit your answers. You will not be able to re-enter the questionnaire once you have submitted your answers.

We thank you for your effort and cooperation!

ABOUT YOUR SCHOOL

When answering the questions in this section, please refer to the definition of 'school' given in the note at the beginning of this questionnaire.

2018: Q3 - 2023: Field trial Q1

Q1 **How many female students and male students are there in your school?**

[Adaptable categories may be added]   IP3G01

Record 0 (zero) if none.

Total number of
female students

Total number of male students

2018: Q4 - 2023: Field trial Q2

Q2 **How many female students and male students are there in [target grade]?**

[Adaptable categories may be added]   IP3G02

Record 0 (zero) if none.

Total number of
female students

Total number of male students

2018: Q5 - 2023: Field trial Q3

Q3 **(a) What is the lowest (youngest) grade/year group that is taught at your school?**

IP3G03A

(Please mark one choice only)

[1st year of ISCED 1] ○

[2nd year after the start of ISCED 1] ○

[3rd year after the start of ISCED 1] ○

[4th year after the start of ISCED 1] ○

[5th year after the start of ISCED 1] ○

[6th year after the start of ISCED 1] ○

[7th year after the start of ISCED 1] ○

[8th year after the start of ISCED 1] ○

[9th year after the start of ISCED 1] ○

[10th year after the start of ISCED 1] ○

[11th year after the start of ISCED 1] ○

(b) What is the highest (oldest) grade/year group that is taught at your school?

IP3G03B

(Please mark one choice only)

[6th year after the start of ISCED 1] ○

[7th year after the start of ISCED 1] ○

[8th year after the start of ISCED 1] ○

[9th year after the start of ISCED 1] ○

[10th year after the start of ISCED 1] ○

[11th year after the start of ISCED 1] ○

[12th year after the start of ISCED 1] ○

[13th year after the start of ISCED 1] ○

[14th year after the start of ISCED 1] ○

2018: Q6 - **2023: Field trial Q4**

Q4   **How many full-time and part-time teachers are there in your school?**

A full-time teacher is employed on a regular basis as a teacher for at least 90% of the full-time hours for the full school year. All other teachers should be considered part-time.

Record 0 (zero) if none.

(a)   Total number of full-time teachers   IP3G04A

(b)   Total number of part-time teachers   IP3G04B

2018: Q7 - 2023: Field trial Q5

Q5   **Which of the following best describes where your school is located?**   IP3G05

(*Please mark one choice only*)

In a community with fewer than 3,000 people   ◯

In a town with at least 3,000 but less than 15,000 people   ◯

In a town with at least 15,000 but less than 100,000 people   ◯

In a city with at least 100,000 but less than 1,000,000 people   ◯

In a city with 1,000,000 or more people   ◯

General note:

NRCs can omit any categories that would not be appropriate for the population

2018: Q8 - 2023: Field trial Q6A

Q6A   **Is your school a public or a private school?**   IP3G06A

(*Please mark one choice only*)

A public school
(This is a school <u>managed</u> directly or indirectly by a public education authority, government agency, or governing board, appointed by the government or elected by a public franchise.)   ◯

A private school
(This is a school <u>managed</u> directly or indirectly by a non-government organization; for example, a church, trade union, business, or other private institution.)   ◯

2018: Q8b - 2023: Field trial Q6B

This question is an international option.

Q6B **Approximately what percentage of students in your school have the following socio-economic backgrounds?**

(Please mark one choice in each row)

		0 to 10%	*11 to 25%*	*26 to 50%*	*More than 50%*	
(a)	Come from socio-economically affluent homes	○	○	○	○	IP3G06BA
(b)	Come from socio-economically disadvantaged homes	○	○	○	○	IP3G06BB

New for 2023 – Not used in Field Trial

Q7   **Please answer questions i and ii for each of the school years listed below.**

   i.   For how many weeks did in-person instruction for [target grade] students <u>not</u> take place in your school because of the COVID-19 pandemic?

   ii.   During this time, for how many weeks was digitally supported remote learning partially or fully implemented for [target grade] students?

(Please enter a whole number of weeks for each of i and ii in each row.)

		i	ii
		Number of weeks in-person instruction did <u>not</u> take place	*Number of weeks digitally supported remote learning implemented*
(a)	[2022 – 2023 school year]	IP3G07A1	IP3G07A2
(b)	[2021 – 2022 school year]	IP3G07B1	IP3G07B2
(c)	[2020 – 2021 school year]	IP3G07C1	IP3G07C2
(d)	[2019 – 2020 school year]	IP3G07D1	IP3G07D2

Q8 **New for 2023– not used in field trial**

How has the experience of the COVID-19 pandemic affected the following aspects of teaching and learning at your school?

(Please mark one choice in each row)

		Substantially increased	*Increased to some degree*	*Did not change*	*Decreased to some degree*	*Substantially decreased*	
(a)	Teachers' willingness to use ICT in their teaching	☐	☐	☐	☐	☐	IP3G08A
(b)	The effectiveness of teachers' use of ICT in their teaching	☐	☐	☐	☐	☐	IP3G08B
(c)	Students' learning progress in [Language arts: test language]	☐	☐	☐	☐	☐	IP3G08C
(d)	Students' learning progress in Mathematics [add any appropriate national examples]	☐	☐	☐	☐	☐	IP3G08D
(e)	Students' learning progress across all subjects	☐	☐	☐	☐	☐	IP3G08E
(f)	Students' digital literacy skills	☐	☐	☐	☐	☐	IP3G08F

New for 2023 - 2023: Field trial Q7

Q9   **Who actively contributes to supporting the use of ICT in teaching and learning in your school for the following aspects?**

(Please mark as many choices as apply in each row)

		Ministry, department, or local/district authority	*An external consultant/specialist in the use of ICT in education*	*School board/ councils or education sub-committees*	*School principal or deputy*	*ICT leaders or an ICT leadership group formally assigned by the school*	*Teachers or staff with a special interest in ICT (not formally assigned by the school)*	*No one*
(a)	Establishing and revising the school vision for using ICT to support teaching and learning	IP3G09AA	IP3G09AB	IP3G09AC	IP3G09AD	IP3G09AE	IP3G09AF	IP3G09AG
(b)	Identifying or selecting the people responsible for leading the use of ICT to support teaching and learning	IP3G09BA	IP3G09BB	IP3G09BC	IP3G09BD	IP3G09BE	IP3G09BF	IP3G09BG
(c)	Connecting the school vision for using ICT to support teaching and learning to the teaching practices within the school's context	IP3G09CA	IP3G09CB	IP3G09CC	IP3G09CD	IP3G09CE	IP3G09CF	IP3G09CG

(d) Establishing goals for teachers on the use of ICT to support their teaching practice

| IP3G09DA | IP3G09DB | IP3G09DC | IP3G09DD | IP3G09DE | IP3G09DF | IP3G09DG |

(e) Evaluating the extent to which teachers' use of ICT supports students' learning in the school

| IP3G09EA | IP3G09EB | IP3G09EC | IP3G09ED | IP3G09EE | IP3G09EF | IP3G09EG |

(f) Selecting professional learning activities for teachers which focus on using ICT to support teaching and learning

| IP3G09FA | IP3G09FB | IP3G09FC | IP3G09FD | IP3G09FE | IP3G09FF | IP3G09FG |

(g) Evaluating the effectiveness of the professional learning activities that the teachers participated in, which focused on using ICT to support teaching and learning

| IP3G09GA | IP3G09GB | IP3G09GC | IP3G09GD | IP3G09GE | IP3G09GF | IP3G09GG |

(h) Selecting appropriate ICT-based teaching and learning materials for specific content areas

| IP3G09HA | IP3G09HB | IP3G09HC | IP3G09HD | IP3G09HE | IP3G09HF | IP3G09HG |

(i)	Planning within-school programs (such as mentoring, team-teaching, or classroom observations) to support teachers to use ICT for their teaching practice	IP3G09IA	IP3G09IB	IP3G09IC	IP3G09ID	IP3G09IE	IP3G09IF	IP3G09IG
(j)	Planning for the use of ICT to support the personalized learning needs of <u>individual students or groups of students</u>	IP3G09JA	IP3G09JB	IP3G09JC	IP3G09JD	IP3G09JE	IP3G09JF	IP3G09JG

2018: Q13 - 2023: Field trial Q8

Q10   **Does your school have policies concerning the following aspects of ICT use?**

(Please mark one choice in each row)

		Yes	No	
(a)	The provision of security measures to prevent unauthorized system access or entry	○	○	IP3G10A
(b)	Restrictions on the number of hours students are allowed to spend on a computer	○	○	IP3G10B
(c)	Student access to school computers outside class hours but during school hours	○	○	IP3G10C
(d)	Student access to school computers outside school hours	○	○	IP3G10D
(e)	The fulfillment of intellectual property rights (e.g., software copyrights)	○	○	IP3G10E
(f)	Prohibitions of access to inappropriate material (e.g., pornography, violence, etc.)	○	○	IP3G10F
(g)	Students' use of non-school related games on school computers	○	○	IP3G10G
(h)	The provision of access to school computers and/or the internet for the local community (parents and/or others)	○	○	IP3G10H
(i)	Support for [students with special needs or specific learning difficulties]	○	○	IP3G10I
(j)	Unacceptable behaviors towards other students (e.g., [cyberbullying])	○	○	IP3G10J
(k)	The provision of laptop computers and/or other mobile learning devices for students' use at school	○	○	IP3G10K
(l)	The provision of laptop computers and/or other mobile learning devices for students' use at home	○	○	IP3G10L
(m)	Students' use of their own ICT devices at school	○	○	IP3G10M
(n)	Students' use of school-owned ICT devices at or outside of school	○	○	IP3G10N

(o) The collection, use, and disclosure of photographs, video, audio, and other digital recordings of students   ○   ○   IP3G10O

(p) The availability of digital learning resources (from education authorities, commercial, and/or other providers) for teachers   ○   ○   IP3G10P

2018: Q9 - 2023: Field trial Q9

Q11 How important is each of the following outcomes of education in your school?

(Please mark one choice in each row)

		Very important	Quite important	Somewhat important	Not important	
(a)	The development of students' basic computer skills (e.g., internet use, email, word processing, presentation software, etc.)	○	○	○	○	IP3G11A
(b)	The development of students' skills in using ICT for collaboration	○	○	○	○	IP3G11B
(c)	The use of ICT for facilitating students' responsibility for their own learning	○	○	○	○	IP3G11C
(d)	The use of ICT to augment and improve students' learning	○	○	○	○	IP3G11D
(e)	The development of students' understanding and skills relating to safe and appropriate use of ICT	○	○	○	○	IP3G11E
(f)	The development of students' proficiency in accessing and using information with ICT	○	○	○	○	IP3G11F
(g)	The development of students' capacity to use ICT to produce multimedia and digital content to communicate effectively with an audience	○	○	○	○	IP3G11G
(h)	The development of students' ability to write or create apps or programs	○	○	○	○	IP3G11H
(i)	The development of students' proficiency in protecting themselves from deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots, etc.)	○	○	○	○	IP3G11I
(j)	The development of students' proficiency in computational thinking	○	○	○	○	IP3G11J

2018: Q11 - 2023: Field trial Q10

Q12   Are teachers in your school expected to acquire knowledge and skills in each of the following activities?

(Please mark one choice in each row)

		Expected and required	Expected but not required	Not expected	
(a)	Integrate Web-based learning into their instructional practice	○	○	○	IP3G12A
(b)	Use ICT-based forms of student assessment	○	○	○	IP3G12B
(c)	Use ICT for monitoring student progress	○	○	○	IP3G12C
(d)	Collaborate with other teachers via ICT	○	○	○	IP3G12D
(e)	Communicate with parents via ICT	○	○	○	IP3G12E
(f)	Communicate with students via ICT	○	○	○	IP3G12F
(g)	Integrate ICT into teaching and learning	○	○	○	IP3G12G
(h)	Use subject-specific digital learning resources (e.g., tutorials, simulation, etc.)	○	○	○	IP3G12H
(i)	Use e-portfolios for assessment	○	○	○	IP3G12I
(j)	Use ICT to develop authentic (real-life) assignments for students	○	○	○	IP3G12J
(k)	Assess students' [computer and information literacy]	○	○	○	IP3G12K
(l)	Use ICT to support [students with special needs or specific learning difficulties]	○	○	○	IP3G12L
(m)	Manage social issues relating to technology-mediated student interactions (e.g., cyberbullying)	○	○	○	IP3G12M
(n)	Assess students' [computational thinking]	○	○	○	IP3G12N

USING ICT IN TEACHING AND LEARNING AT YOUR SCHOOL

New for 2023 - 2023: Field trial Q11 Identical to MS TQ11, CQ15

Q13 **Does your school have a clear vision/plan for using ICT to support teaching and learning?**

IP3G13

(Please mark one choice only)

No (You will be directed to **[question 16])**   ○

Yes, and it helps improve the effective use of ICT in teaching and learning   ○

Yes, but it **does not** help improve the effective use of ICT in teaching and learning   ○

New for 2023 - 2023: Field trial Q12

Q14 **How often is the school's vision/plan for using ICT to support teaching and learning reviewed and revised?**

IP3G14

(Please mark one choice only)

Once every 5 years or less frequently   ○

Once every 2 to 4 years   ○

Once a year   ○

This is an established, ongoing process of improvement   ○

New for 2023 – Not used in field trial (adapted from field trial question 24)

Q15 **Does your school's vision/plan for using ICT to support teaching and learning include expectations of teachers to use ICT in each of the following aspects of their work?**

(Please mark one choice in each row)

		Yes	No	
(a)	Staying up to date with day-to-day information about the school	○	○	IP3G15A
(b)	Communicating with school colleagues	○	○	IP3G15B
(c)	Communicating with students	○	○	IP3G15C
(d)	Communicating with parents	○	○	IP3G15D
(e)	Student record keeping (e.g., student attendance/absences, permission forms, etc.)	○	○	IP3G15E
(f)	Finding teaching materials	○	○	IP3G15F
(g)	Planning lessons	○	○	IP3G15G
(h)	Presenting instructional material to students	○	○	IP3G15H
(i)	Creating student assignments	○	○	IP3G15I
(j)	Accepting submissions of student work	○	○	IP3G15J
(k)	Providing feedback to students on their work	○	○	IP3G15K
(l)	Assessing and reporting the learning progress of students	○	○	IP3G15L
(m)	Personalizing teaching and learning for diverse student needs	○	○	IP3G15M

New for 2023 - 2023: Field trial Q16

Q16 **Are the following activities and processes used in your school to support the effective use of ICT in teaching and learning?**

(Please mark one choice in each row)

		No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this **does not** help improve the effective use of ICT in teaching and learning*	
(a)	Teachers have specific goals regarding their use of ICT to support teaching and learning	○	○	○	IP3G16A
(b)	Teachers are provided individual (one-to-one) support regarding their use of ICT in their teaching	○	○	○	IP3G16B
(c)	Teachers have individualized professional learning plans regarding their use of ICT in their teaching	○	○	○	IP3G16C
(d)	There is a process in place in the school for teachers to use ICT in their teaching through a team-teaching (collaborative teaching) method	○	○	○	IP3G16D
(e)	There is a process in place in the school for teachers to observe other teachers' use of ICT in their teaching	○	○	○	IP3G16E
(f)	The school evaluates teachers' use of ICT in their teaching	○	○	○	IP3G16F
(g)	The school evaluates the extent to which teachers' use of ICT supports students' learning in the school	○	○	○	IP3G16G

New for 2023: New for 2023 - 2023: Field trial Q19
This question is an international option.

IP3G17

Q17   **Are expert or experienced teachers encouraged to mentor their colleagues in the use of ICT in their teaching?**

(Please mark one choice only)

No	⚪
Yes, the school provides the mentors time and money to manage this	⚪
Yes, the school provides the mentors time but **not** money to manage this	⚪
Yes, the school provides the mentors money but **not** time to manage this	⚪
Yes, but the school **does not** provide the mentors time or money to manage this	⚪

New for MS - Not used in FT - Identical to MS CQ Q17, TQ12

Q18 **To what extent do you agree or disagree with the following statements about the shared understanding of the use of ICT in your school?**

(Please mark one choice in each row)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*	
(a)	Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.	O	O	O	O	IP3G18A
(b)	Teachers have a shared understanding of general approaches (relevant across subjects) to using ICT to support teaching and learning.	O	O	O	O	IP3G18B
(c)	Teachers talk with their colleagues about the use of ICT in teaching.	O	O	O	O	IP3G18C
(d)	Teachers have a shared understanding about the use of ICT for [students with special needs or specific learning difficulties].	O	O	O	O	IP3G18D
(e)	Teachers have a shared understanding about how to use ICT to support students' personalized learning.	O	O	O	O	IP3G18E

Principal Questionnaire – ICILS 2023 – Main Survey

New for 2023: - 2023: Field trial Q22

Q19 How often do teachers have a formally scheduled and allocated time to discuss the following aspects of teaching and learning with ICT?

(Please mark one choice in each row)

		Never	Once or twice a year	3 to 5 times a year	More than 5 times a year but less than once a month	Once a month or more	
(a)	The quality of students' work completed using ICT	O	O	O	O	O	IP3G19A
(b)	The range of different types of ICT tasks that are required for students to complete their work	O	O	O	O	O	IP3G19B
(c)	Pedagogical practices with ICT	O	O	O	O	O	IP3G19C
(d)	Strategies to support teachers to use ICT in the classroom to enhance teaching and learning	O	O	O	O	O	IP3G19D
(e)	Evaluating the use of ICT by teachers to support their teaching	O	O	O	O	O	IP3G19E

2018: Q15 - 2023: Field trial Q23

Q20 At your school, what priority is given to the following ways of facilitating the use of ICT in teaching and learning?

(Please mark one choice in each row)

		The school has no influence over this way of facilitating the use of ICT in teaching and learning.	*High priority*	*Medium priority*	*Low priority*	*Not a priority*	
(a)	Increasing the numbers of computers per student in the school	○	○	○	○	○	IP3G20A
(b)	Improving the speed and reliability of internet connectivity	○	○	○	○	○	IP3G20B
(c)	Increasing the variety of digital learning resources available for teaching and learning	○	○	○	○	○	IP3G20C
(d)	Establishing or enhancing an online learning support platform	○	○	○	○	○	IP3G20D
(e)	Supporting participation in professional development on the use of ICT in teaching and learning	○	○	○	○	○	IP3G20E
(f)	Increasing the availability of qualified technical personnel to support the use of ICT	○	○	○	○	○	IP3G20F
(g)	Providing teachers with incentives to integrate ICT use in their teaching	○	○	○	○	○	IP3G20G
(h)	Providing more time for teachers to prepare lessons in which ICT is used	○	○	○	○	○	IP3G20H

(i)	Increasing the professional learning resources for teachers in the use of ICT	○	○	○	○	○	IP3G20I
(j)	Fostering collaboration between teachers within the school to support the integration of ICT use in their teaching	○	○	○	○	○	IP3G20J
(k)	Fostering collaboration between teachers in this school and with teachers in other schools (e.g., teacher networks) to support the integration of ICT use in their teaching	○	○	○	○	○	IP3G20K
(l)	Developing a shared vision for using ICT to support teaching and learning	○	○	○	○	○	IP3G20L

2018: Q14- 2023: Field trial Q25

Q21 **Throughout the current school year, how many teachers in your school participate in the following forms of professional development about ICT for teaching and learning?**

(Please mark one choice in each row)

		None or hardly any	Some of them	Most of them	All or nearly all	
(a)	Courses on the use of ICT in teaching provided by the school or the school system	○	○	○	○	IP3G21A
(b)	Training by another teacher who has attended a course on ICT	○	○	○	○	IP3G21B
(c)	Discussions about the use of ICT in education as a regular item during meetings of the teaching staff	○	○	○	○	IP3G21C
(d)	Observations of colleagues using ICT in their teaching	○	○	○	○	IP3G21D
(e)	Group discussions of teachers about their use of ICT in teaching	○	○	○	○	IP3G21E
(f)	Participation in professional learning programs delivered online	○	○	○	○	IP3G21F
(g)	Participation in courses on ICT conducted by an external agency or expert	○	○	○	○	IP3G21G
(h)	Participation in a [community of practice] concerned with ICT in teaching	○	○	○	○	IP3G21H

ABOUT YOU AND YOUR USE OF ICT

2018: Q1 - 2023: Field trial Q26

Q22 What is your gender?   [Adaptable categories may be added]

Female   Male   IP3G22

New for 2023- 2023: Field trial Q27

Q23   How old are you?   IP3G23

2018: Q2 - 2023: Field trial Q28

Q24   How often do you use ICT for the following activities?

(Please mark one choice in each row)

		Never	Less than once a month	At least once a month but not every week	At least once a week but not every day	Every day	
(a)	Search for information relating to educational policy issues	O	O	O	O	O	IP3G24A
(b)	Provide information about an educational issue	O	O	O	O	O	IP3G24B
(c)	Look up records in a database (e.g., in a student records system)	O	O	O	O	O	IP3G24C
(d)	Maintain, organize, and analyze data (e.g., with a spreadsheet or database)	O	O	O	O	O	IP3G24D
(e)	Prepare presentations	O	O	O	O	O	IP3G24E
(f)	Communicate with teachers in your school	O	O	O	O	O	IP3G24F
(g)	Communicate with education authorities	O	O	O	O	O	IP3G24G

(h)	Communicate with principals and senior staff in other schools	○	○	○	○	○	IP3G24H
(i)	Communicate with parents	○	○	○	○	○	IP3G24I
(j)	Work with a learning management system (e.g., [Moodle, Blackboard, Edmodo])	○	○	○	○	○	IP3G24J
(k)	Manage staff (e.g., scheduling, professional development)	○	○	○	○	○	IP3G24K
(l)	Prepare the curriculum	○	○	○	○	○	IP3G24L
(m)	School financial management	○	○	○	○	○	IP3G24M

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

Principal Questionnaire

[ChatGPT or similar tools]

Main Survey

For Official Use

Prepared by:

IEA

INTRODUCTION

Thank you for taking part in the Main Survey for the 2023 International Computer and Information Literacy Study (ICILS).

The following set of questions supplement the large set of questions you responded to in the previous school year.

We have estimated that it will take 5 to 10 minutes of your time to complete the questions. Thank you for making that time available.

In the past year, artificial intelligence tools that analyze and generate text have become readily accessible for use on the internet. At present, the best-known example of these tools is [ChatGPT].

This set of questions relate to the knowledge of, and approach to managing and using, such tools in your school.

The phrase '[ChatGPT or similar tools]' is used throughout the questions to refer to artificial intelligence tools that analyze and generate text.

Your responses to each question are saved when you navigate away from the page you have been working on (by clicking on the 'Next' or 'Previous' button).

You can log in to the questionnaire as often as you need to in order to complete, edit, and finalize your answers.

You can change your responses at any time until you have clicked on 'Finish' at the end of the questions. After this point, you can no longer change any of your answers.

We thank you for your effort and cooperation!

Q1   How often do you use [ChatGPT or similar tools]?

(Please mark one choice in each row)

		Never	Less than once a month	At least once a month but not every week	At least once a week but not every day	Once every day	More than once every day	
(a)	For work-related purposes	○	○	○	○	○	○	IA3G01A
(b)	For non-work-related- purposes	○	○	○	○	○	○	IA3G01B

Q2   Does your school have explicit policies regarding the use of [ChatGPT or similar tools]?

(Please mark one choice in each row)

		No, and we are not planning to develop any policies.	No, but we are planning to develop some policies in the future.	No, but we are currently developing some policies.	Yes	
(a)	Relating to the work of teachers	○	○	○	○	IA3G02A
(b)	Relating to the work of students	○	○	○	○	IA3G02B

Q3 **Does your school have explicit recommendations for teachers and students about the use of [ChatGPT or similar tools]?**

(Please mark one choice in each row)

		No, and we are not planning to develop any recommendations.	*No, but we are planning to develop some recommendations.*	*No, but we are currently developing some recommendations.*	*Yes*	
(a)	Relating to the work of teachers	○	○	○	○	IA3G03A
(b)	Relating to the work of students	○	○	○	○	IA3G03B

Q4 **Has your school received information from [education authority] about the use [ChatGPT or similar tools] in schools?**

(Please mark one choice in each row)

		No	*Yes*	
(a)	Relating to the work of teachers	○	○	IA3G04A
(b)	Relating to the work of students	○	○	IA3G04B

Q5
(Filter)

Are teachers in your school allowed to use [ChatGPT or similar tools] for work-related purposes?

IA3G05

(Please select one response only)

Yes, without any restrictions   ○   *Directed to Q5a*

Yes, but with some restrictions   ○   *Directed to Q5a*

No   ○   *Directed to Q6*

Q5a How many teachers in your school are in each of the following categories?

(Please mark one choice in each row)

		Most or all	Some	Few or none	
(a)	Teachers who **often** use [ChatGPT or similar tools] for work-related purposes	○	○	○	IA3G05AA
(b)	Teachers who **sometimes** use [ChatGPT or similar tools] for work-related purposes	○	○	○	IA3G05AB
(c)	Teachers who **never** use [ChatGPT or similar tools] for work-related purposes	○	○	○	IA3G05AC

Q6
(Filter)
Are students in your school allowed to use [ChatGPT or similar tools] when completing their schoolwork?

IA3G06

(Please select one response only)

Yes, without any restrictions	○	*Directed to Q6a*
Yes, but with some restrictions	○	*Directed to Q6a*
No	○	*Directed to Q7*

Q6a How many students in your school are in each of the following categories?

(Please mark one choice in each row)

		Most or all	*Some*	*Few or none*	
(a)	Students who **often** use [ChatGPT or similar tools] when completing their schoolwork	○	○	○	IA3G06AA
(b)	Students who **sometimes** use [ChatGPT or similar tools] when completing their schoolwork	○	○	○	IA3G06AB
(c)	Students who **never** use [ChatGPT or similar tools] when completing their schoolwork	○	○	○	IA3G06AC

Q6b How many students in your school do you believe are in each of the following categories?

(Please mark one choice in each row)

		Most or all	Some	Few or none	
(a)	Students who **often** use [ChatGPT or similar tools] when completing their schoolwork, even though this is not allowed.	○	○	○	IA3G06BA
(b)	Students who **sometimes** use [ChatGPT or similar tools] when completing their schoolwork, even though this is not allowed.	○	○	○	IA3G06BB
(c)	Students who **never** use [ChatGPT or similar tools] when completing their schoolwork	○	○	○	IA3G06BC

Q7   Does the [curriculum/syllabus] used by your school include explicit reference to the use of [ChatGPT or similar tools]?

(Please mark one choice in each row)

		No	Yes	
(a)	With respect to the need for teachers to verify whether work presented by their students is their own (i.e., **not** generated by [ChatGPT or similar tools])	○	○	IA3G07A
(b)	With respect to students' learning about how to use [ChatGPT or similar tools] appropriately to support their work	○	○	IA3G07B
(c)	With respect to students learning about the ethical issues (such as plagiarism or information bias) associated with the use of [ChatGPT or similar tools]	○	○	IA3G07C

Q8   **How likely is it that the use of [ChatGPT or similar tools] will result in the outcomes listed below, with respect to students' learning at your school?**

(Please mark one choice in each row)

The use of [ChatGPT or similar tools] will…	*Very likely*	*Somewhat likely*	*Somewhat unlikely*	*Not likely at all*	
(a) …make it difficult for students to develop a deep understanding of concepts.	○	○	○	○	IA3G08A
(b) …help students develop a greater interest in learning.	○	○	○	○	IA3G08B
(c) … encourage students to submit work that is not their own.	○	○	○	○	IA3G08C
(d) …improve students' learning.	○	○	○	○	IA3G08D
(e) …confuse students with false, misleading, or biased information.	○	○	○	○	IA3G08E
(f) … help students to develop logically sequenced research questions.	○	○	○	○	IA3G08F
(g) … help students to improve the quality of their written work.	○	○	○	○	IA3G08G
(h) … support students' creativity by generating ideas for them to consider.	○	○	○	○	IA3G08H
(i) … reduce students' stress about their schoolwork.	○	○	○	○	IA3G08I
(j) … make students anxious about the influence of technology on the world.	○	○	○	○	IA3G08J
(k) … result in students becoming dependent on the tools rather than learning for themselves.	○	○	○	○	IA3G08K
(l) … improve students' capacity to critically evaluate information.	○	○	○	○	IA3G08L
(m) … help students to refine research questions to obtain the most relevant information.	○	○	○	○	IA3G08M

Principal Questionniare National Option (Artificial intelligence tools based on large language models) – ICILS 2023 – Main Survey

Q9 **How likely is it that the use of [ChatGPT or similar tools] will have the following consequences on the work of teachers at your school?**

(Please mark one choice in each row)

		Very likely	Somewhat likely	Somewhat unlikely	Not likely at all	
(a)	Teachers will need specific professional learning support on the use of [ChatGPT or similar tools] to support teaching and learning.	○	○	○	○	IA3G09A
(b)	The use of [ChatGPT or similar tools] by students will make it difficult for teachers to judge whether or not the work submitted by students is their own.	○	○	○	○	IA3G09B
(c)	The use of [ChatGPT or similar tools] will make it easier for teachers to plan lessons.	○	○	○	○	IA3G09C
(d)	The use of [ChatGPT or similar tools] will make it easier for teachers to create learning resources.	○	○	○	○	IA3G09D
(e)	The use of [ChatGPT or similar tools] will undermine the professional standing of teachers.	○	○	○	○	IA3G09E
(f)	Students will need to learn about how [ChatGPT or similar tools] are produced.	○	○	○	○	IA3G09F
(g)	Teachers will need to monitor the degree to which their students depend on [ChatGPT or similar tools] to complete their classwork.	○	○	○	○	IA3G09G
(h)	The use of [ChatGPT or similar tools] will make it easier for teachers to create individualized learning programs for their students.	○	○	○	○	IA3G09H
(i)	[ChatGPT or similar tools] will **not** be useful resources for teaching and learning because they do not function sufficiently in the language or languages of instruction in our school.	○	○	○	○	IA3G09I

Principal Questionniare National Option (Artificial intelligence tools based on large language models) – ICILS 2023 – Main Survey

Q9 **How likely is it that the use of [ChatGPT or similar tools] will have the following consequences on the work of teachers at your school?**

(Please mark one choice in each row)

		Very likely	Somewhat likely	Somewhat unlikely	Not likely at all	
(j)	Teachers will benefit from using [ChatGPT or similar tools] to help them assess their students' work.	○	○	○	○	IA3G09J
(k)	Teachers will benefit from using [ChatGPT or similar tools] to help them generate feedback to students about their work.	○	○	○	○	IA3G09K
(l)	Students will need to learn about the potential benefits to society of the use of [ChatGPT or similar tools]	○	○	○	○	IA3G09L
(m)	Students will need to learn about the potential risks to society of the use of [ChatGPT or similar tools]	○	○	○	○	IA3G09M
(n)	The use of [ChatGPT or similar tools] will result in teachers using material that includes inaccurate information.	○	○	○	○	IA3G09N
(o)	The use of [ChatGPT or similar tools] will result in teachers using material that does not accurately represent the curriculum.	○	○	○	○	IA3G09O
(p)	The use of [ChatGPT or similar tools] will result in teachers using material that does not represent good pedagogy in the [subject] they are teaching.	○	○	○	○	IA3G09P
(q)	Teachers will need to find ways to assess student learning that prevent the students from using [ChatGPT or similar tools].	○	○	○	○	IA3G09Q
(r)	Students will need to learn how to decide when to use and when not to use [ChatGPT or similar tools]	○	○	○	○	IA3G09R

Thank you for your time and effort in completing these questions.

<u>When you are satisfied that all your answers are complete and final, please click on 'Finish.' After this point you can no longer change your answers</u>.

If you wish to return to the questions to confirm, update, or edit your answers then simply close the browser or browser tab.

You can log in again and change your responses at any time until you have clicked on 'Finish.'

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

ICT Coordinator Questionnaire

Main Survey

———————

For Official Use

Prepared by:

IEA

INTRODUCTION FOR ICT COORDINATORS TO THE QUESTIONNAIRE

<u>About this questionnaire</u>

This questionnaire is concerned with Information and Communication Technology (ICT) in schools and, in particular, the resources and support available for their use.

In this questionnaire ICT can refer to:

- Computers (including desktop, laptop, notebook/netbook, and tablet devices)

- [smartphones], except when being used for chat (e.g., using [WhatsApp, Snapchat, Instagram]), talk, and text

Please answer as accurately as you can. You will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on 'Finish' at the end of the questionnaire. After this point, you can no longer change any of your answers.

We have estimated that it will take 20 to 25 minutes of your time to complete the questionnaire. This estimate does not include any time it may take to seek help from others to answer any of the questions. Thank you for making that time available.

<u>Completing the questionnaire</u>

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to save your responses by clicking on the "Next" or "Previous" button, or by clicking on the Table of Contents link. To go to a particular section or item, please click on the corresponding link in the "Table of Contents." For some questions, you will be automatically taken to the appropriate next question based on your response.

You may exit the questionnaire by clicking on the Logout link at any time and log in again later. All your responses will be saved automatically and be available for you when resuming the questionnaire at a later point.

When you have completed the questionnaire, please click on the "Finish" button at the end of the questionnaire to submit your answers. You will not be able to re-enter the questionnaire once you have submitted your answers.

We thank you for your effort and cooperation!

1: ABOUT YOUR POSITION

2018: Q1 - 2023: Field trial Q1A

Q1A **Do you hold the position of technology or computer coordinator at your school?**
(Please mark one choice only)

II3G01A

Yes, I formally serve as coordinator ○

Yes, I informally serve as coordinator ○

I am not the coordinator; I am answering as a designate of the school principal

[You will be directed to question 2] ○

I am the school principal

[You will be directed to question 2] ○

New for 2023 - 2023: Field trial Q1B

Q1B **Which one of the following statements best describes your position as the technology or computer coordinator?**

II3G01B

(Please mark one choice only)

I am primarily a technical coordinator. ○

I am primarily a pedagogical coordinator. ○

I am both a technical and pedagogical coordinator. ○

2018: Q2 - 2023: Field trial Q2

Q2   Which of the following teaching duties do you have?
(Please mark one choice in each row)

		Yes	No	
(a)	I teach ICT courses to students	○	○	II3G02A
(b)	I teach other subjects (not related to learning about ICT) to students	○	○	II3G02B
(c)	I **do not** have any teaching duties for students	○	○	II3G02C
(d)	I teach ICT courses to, or conduct workshops for, teachers and other school staff	○	○	II3G02D

2018: Q3 - 2023: Field trial Q13

Q3   How many years has your school been using ICT for teaching and/or learning purposes for students in [target grade]?

II3G03

(Please mark one choice only)

○   Never, we do not use ICT

○   Fewer than 5 years

○   At least 5 but fewer than 10 years

○   10 years or more

2: ICT Technical Resourcing in Your School

2018: Q4 - 2023: Field trial Q4

Q4 **Are the following technology infrastructure resources made available by your school to teachers and students?**

(Please mark one choice in each row)

		Made available to teachers **and** students	Made available to teachers **only**	Made available to students **only**	Not made available	
(a)	Access to the internet through the school network	○	○	○	○	II3G04A
(b)	Access to Wi-Fi	○	○	○	○	II3G04B
(c)	Space on a school network to store files	○	○	○	○	II3G04C
(d)	Email accounts for school-related use	○	○	○	○	II3G04D
(e)	Instant messaging service for school-related use	○	○	○	○	II3G04E
(f)	Video conferencing system (e.g., [Zoom, WebEx GoTo Meeting, Google Meet]) for school-related use	○	○	○	○	II3G04F
(g)	Internet-based applications for collaborative work (e.g., [Google Workspace, Office 365, Microsoft Teams, Zoho])	○	○	○	○	II3G04G
(h)	A school intranet with applications and workspaces	○	○	○	○	II3G04H
(i)	Remote access to the school network from home	○	○	○	○	II3G04I
(j)	Digital learning resources that can be accessed offline	○	○	○	○	II3G04J
(k)	A learning management system (e.g., [Edmodo, Blackboard, Google Class])	○	○	○	○	II3G04K

2018: Q5 - 2023: Field trial Q5

Q5   **Are the following software resources made available by your school to teachers and students?**

(Please mark one choice in each row)

		Made available to teachers **and** students	Made available to teachers **only**	Made available to students **only**	Not made available	
(a)	Practice programs or apps where teachers decide which questions are asked of students (e.g., [Quizlet, Kahoot, mathfessor], etc.)	○	○	○	○	II3G05A
(b)	Single-user digital learning games (e.g., [Mathletics])	○	○	○	○	II3G05B
(c)	Multi-user digital learning games with graphics and inquiry tasks (e.g., [Quest Atlantis], etc.)	○	○	○	○	II3G05C
(d)	Word-processor software (e.g., [Microsoft Word, Apple Pages, Google Docs], etc.)	○	○	○	○	II3G05D
(e)	Presentation software (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides], etc.)	○	○	○	○	II3G05E
(f)	Video and photo software for capture and editing (e.g., [Windows Movie Maker, iMovie, Adobe Photoshop], etc.)	○	○	○	○	II3G05F
(g)	Concept mapping software (e.g., [Inspiration, Webspiration], etc.)	○	○	○	○	II3G05G
(h)	Data logging and monitoring tools (e.g., [Logger Pro]) that capture real-world data digitally for analysis (e.g., speed, temperature, etc.)	○	○	○	○	II3G05H
(i)	Simulations and modeling software (e.g., [NetLogo])	○	○	○	○	II3G05I
(j)	Graphing or drawing software	○	○	○	○	II3G05J

(k)   e-portfolios (e.g., [VoiceThread])   ○   ○   ○   ○   II3G05K

(l)   Digital contents linked with paper-based textbooks   ○   ○   ○   ○   II3G05L

(m)   Digital textbooks   ○   ○   ○   ○   II3G05M

(n)   Educational virtual reality and/or augmented reality apps (e.g., [The Body VR], [Google Earth VR], [Math Alive], etc.)   ○   ○   ○   ○   II3G05N

(o)   Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the individual needs of students)   ○   ○   ○   ○   II3G05O

(p)   Interactive whiteboard software (e.g., [Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard], etc.)   ○   ○   ○   ○   II3G05P

2018: Q6 - 2023: Field trial Q6

Q6   **Are the following hardware resources made available by your school to teachers and students?**

(Please mark one choice in each row)

		Made available to teachers *and* students	Made available *only* to teachers	Made available *only* to students	Not made available	
(a)	3D printers	○	○	○	○	II3G06A
(b)	Printers (to print text or graphics on paper)	○	○	○	○	II3G06B
(c)	Programmable robots or robotic devices (e.g., [Bee-bot / Blue-bot, Sphero, Lego Mindstorms], etc.)	○	○	○	○	II3G06C
(d)	Programmable microcontrollers (e.g., [Microbit, Arduino], etc.)	○	○	○	○	II3G06D
(e)	Virtual reality devices (e.g., [Google Cardboard, Google Daydream, Oculus Quest], etc.)	○	○	○	○	II3G06E
(f)	Sensors for data logging and analysis	○	○	○	○	II3G06F
(g)	Graphic tablets with digital pens for drawing	○	○	○	○	II3G06G
(h)	Digital audio recording devices	○	○	○	○	II3G06H
(i)	Digital video recording devices	○	○	○	○	II3G06I

2018: Q7a - 2023: Field trial Q7a

Q7A   In your school, approximately how many of the following types of (school-provided) ICT devices are available?

For this question please:

- *Count terminals (if they have a keyboard and a screen) as computers*
- *Exclude computers that are not in use (e.g., in storage)*
- *Exclude computers that are only used as servers*
- *Record 0 (zero) if none*

	All devices in the school	Devices available for student use
Desktop computers	II3G07AA1	II3G07AA2
Laptops (including notebooks and netbooks)	II3G07AB1	II3G07AB2
Tablet devices	II3G07AC1	II3G07AC2

2018: Q7c - 2023: Field trial Q7B

Q7B   In your school, about how many (school-provided) interactive whiteboards are available?   II3G07B

Enter 0 (zero) if none. **(You will be directed to [question 8] if you enter "0")**

Interactive white boards

New for 2023 - 2023: Field trial Q7C

Q7C Does your school or [educational authority] provide teaching and learning software specifically for use with interactive whiteboards (e.g., game-based activities, collaborative workspaces, subject-specific activities, etc.)?

II3G07C

(Please mark one choice only)

○   Yes, for every interactive whiteboard

○   Yes, but **not** for all interactive whiteboards

○   No

New for 2023 - 2023: Field trial Q8

Q8 Does your school or [educational authority] provide teachers with their own ICT devices?

(Please mark one choice in each row)

		Yes, for every teacher	Yes, but not for all teachers	No	
(a)	Desktop or portable computers that must remain in the school (including laptops, notebooks, or netbooks)	○	○	○	II3G08A
(b)	Portable computers (including laptops, notebooks, or netbooks)	○	○	○	II3G08B
(c)	Tablet devices	○	○	○	II3G08C
(d)	Smartphones	○	○	○	II3G08D

2018: Q9 - 2023: Field trial Q9

Q9 **Approximately what percentage of students at the [target grade] have access to portable computers (laptops, netbooks or tablet devices) at school?**

(Please mark one choice in each row)

		0 to 25%	26 to 50%	51 to 75%	76 to 100%	
(a)	Students provided with portable computers by their [school] for use at school only	○	○	○	○	II3G09A
(b)	Students provided with portable computers by their [school] for use at home and at school	○	○	○	○	II3G09B
(c)	Students bring their own portable computers which they own to use at school	○	○	○	○	II3G09C

ICT Coordinator Questionnaire – ICILS 2023 – Main Survey

2018: Q10 - 2023: Field trial Q10

Q10   **Where are the ICT devices used by students in [target grade] located?**

(Please mark one choice in each row)

		Yes	No	
(a)	Installed in most classrooms (80% or more)	○	○	II3G10A
(b)	Installed in computer laboratories	○	○	II3G10B
(c)	As class sets of computers that can be moved between classrooms	○	○	II3G10C
(d)	Installed in the school library	○	○	II3G10D
(e)	Installed in other places accessible to students (e.g., cafeteria, auditorium, study area, etc.)	○	○	II3G10E
(f)	The school provides students with devices that most or all students (80% or more) bring to class	○	○	II3G10F
(g)	Students own their own devices that most or all students (80% or more) bring to class	○	○	II3G10G

	New for 2023 - 2023: Field trial Q11	
	This question is an international option.	
Q11	**Does your school or [educational authority] provide software for the school to monitor and report on students' ICT use at school (e.g., tracking the websites visited by students)?**	
	(Please mark one choice only)	II3G11
	Yes, all students' ICT use can be monitored and reported	○
	Yes, some of the students' ICT use can be monitored and reported	○
	No **[You will be directed to question 12**]	○

New for 2023 - 2023: Field trial Q11A	
This question is an international option.	
Q11A **What information is recorded from the software about students' ICT use at school?**	
(Please mark all choices that apply)	

The content and metadata of students' communications with others (e.g., using email or chat)	☐	II3G11A1
A list of the websites visited by students	☐	II3G11A2
The amount of time students spent on websites and using applications	☐	II3G11A3
Automatically detected misuse of ICT by students	☐	II3G11A4

ICT Coordinator Questionnaire – ICILS 2023 – Main Survey

	New for 2023 - 2023: Field trial Q11B		
	This question is an international option.		
Q11B	**How does your school make use of the information recorded from the software about students' ICT use at school?**		
	(Please mark all choices that apply)		
	To manage students who are reported to be misusing ICT according to the relevant school policy	☐	II3G11B1
	To automatically lock students' access to ICT if the system detects misuse of ICT by that student	☐	II3G11B2
	To help students self-regulate their ICT use for learning by using their individual student ICT-use data	☐	II3G11B3
	To keep a record of the websites visited by students	☐	II3G11B4
	To provide reports from the software to an [education authority]	☐	II3G11B5

3: ICT SUPPORT IN YOUR SCHOOL

2018: Q11 - 2023: Field trial Q12

Q12 **At your school, who provides [routine/day-to-day] *technical* ICT support?**

(Please mark one choice in each row)

		Yes	No	
(a)	Yourself	○	○	II3G12A
(b)	A network administrator in the school (other than yourself)	○	○	II3G12B
(c)	ICT technical staff at the school (other than yourself)	○	○	II3G12C
(d)	Administrators or school staff (other than yourself)	○	○	II3G12D
(e)	Teachers (other than yourself)	○	○	II3G12E
(f)	Staff from the relevant education authority responsible for the school	○	○	II3G12F
(g)	Personnel from external companies contracted to provide maintenance	○	○	II3G12G
(h)	Students from this school	○	○	II3G12H
(i)	Other	○	○	II3G12I

2018: Q12 - 2023: Field trial Q13

Q13   At your school, who provides [routine/day-to-day] *pedagogical* ICT support for teachers?

(Please mark one choice in each row)

		Yes	No	
(a)	Yourself	○	○	II3G13A
(b)	ICT technical staff at the school (other than yourself)	○	○	II3G13B
(c)	Administrators or school staff (other than yourself)	○	○	II3G13C
(d)	Librarians, library staff, or information specialists (other than yourself)	○	○	II3G13D
(e)	Teachers (other than yourself)	○	○	II3G13E
(f)	Staff from the relevant education authority responsible for the school	○	○	II3G13F
(g)	Other	○	○	II3G13G

2018: Q13 - 2023: Field trial Q14

Q14 To what extent is the use of ICT in teaching and learning at your school hindered by each of the following obstacles?

(Please mark one choice in each row)

		A lot	*To some extent*	*Very little*	*Not at all*	
(a)	Not enough computers with an internet connection	○	○	○	○	II3G14A
(b)	Insufficient internet bandwidth or speed	○	○	○	○	II3G14B
(c)	Not enough computers for instruction	○	○	○	○	II3G14C
(d)	Not enough sufficiently powerful computers	○	○	○	○	II3G14D
(e)	Problems in maintaining ICT equipment	○	○	○	○	II3G14E
(f)	Not enough computer software	○	○	○	○	II3G14F
(g)	Not enough sufficiently experienced/qualified staff to manage technical ICT support	○	○	○	○	II3G14G
(h)	Inefficient technical ICT support (e.g., provision of new resources takes too long, the time to fix technical problems is too long)	○	○	○	○	II3G14H
(i)	Not enough screens for displaying digital content (e.g., TVs, projectors, large display monitors, smartboards, etc.)	○	○	○	○	II3G14I

4: USING ICT IN TEACHING AND LEARNING AT YOUR SCHOOL

New for 2023 - Not used in FT – identical to MS TQ Q11, PQ 13

Q15   Does your school have a clear vision/plan for using ICT to support teaching and learning?   II3G15

(Please mark one choice only)

No   ○

Yes, and this helps improve the effective use of ICT in teaching and learning   ○

Yes, but this **does not** help improve the effective use of ICT in teaching and learning   ○

New for 2023: - 2023: Field trial Q18

Q16   Does your school provide teachers with digital learning materials and other resources to assist their use of ICT in their teaching?   II3G16

(Please mark one choice only)

No, teachers find or develop their own digital learning materials and other resources, without them being provided by the school   ○

Yes, teachers are provided with digital learning materials and other resources they can use, but the school **does not** offer support to address teachers' professional learning needs regarding their use   ○

Yes, teachers are provided with digital learning materials and other resources, and the school offers support to address teachers' professional learning needs regarding their use   ○

New for MS – Not used in FT – Identical to MS TQ Q12, PQ P18

Q17   To what extent do you agree or disagree with the following statements about the shared understanding of the use of ICT in your school?

(Please mark one choice in each row)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*	
(a)	Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.	○	○	○	○	II3G17A
(b)	Teachers have a shared understanding of general approaches (relevant across subjects) to using ICT to support teaching and learning.	○	○	○	○	II3G17B
(c)	Teachers talk with their colleagues about the use of ICT in teaching.	○	○	○	○	II3G17C
(d)	Teachers have a shared understanding about the use of ICT for [students with special needs or specific learning difficulties].	○	○	○	○	II3G17D
(e)	Teachers have a shared understanding about how to use ICT to support students' personalized learning.	○	○	○	○	II3G17E

New for 2023: - 2023: Field trial Q20

Q18   **What is the primary source of evidence used by the school to assess the effectiveness of the professional learning activities that are in place to enhance the use of ICT in teaching and learning?**

<div style="text-align:right">

II3G18

</div>

(Please mark one choice only)

(a)   The effectiveness of professional learning activities is **not** assessed   ○

(b)   Observations of the level of teachers' engagement during professional learning activities   ○

(c)   Feedback provided by teachers following their participation in professional learning activities   ○

(d)   Observations of changes in teachers' use of ICT in their teaching practice following their participation in the professional learning activities   ○

(e)   Observations of changes in student learning outcomes that are considered to result from changes in teachers' use of ICT in the classroom   ○

2018: Q13 - 2023: Field trial Q23

Q19   **To what extent is the use of ICT in teaching and learning at your school hindered by each of the following obstacles?**

(Please mark one choice in each row)

		A lot	To some extent	Very little	Not at all	
(a)	Insufficient ICT skills among teachers	○	○	○	○	II3G19A
(b)	Insufficient time for teachers to prepare lessons	○	○	○	○	II3G19B
(c)	Insufficient effective professional learning resources for teachers	○	○	○	○	II3G19C
(d)	Lack of an effective online learning support platform	○	○	○	○	II3G19D
(e)	Insufficient incentives for teachers to integrate ICT use in their teaching	○	○	○	○	II3G19E
(f)	Restricted access to useful internet resources	○	○	○	○	II3G19F
(g)	Insufficient pedagogical support for the use of ICT	○	○	○	○	II3G19G
(h)	Insufficient access to useful teaching and learning software	○	○	○	○	II3G19H
(i)	Lack of a school-wide vision for using ICT to support teaching and learning	○	○	○	○	II3G19I
(j)	The school's ICT use policy prevents the use of valuable ICT resources that would support teaching and learning	○	○	○	○	II3G19J

THANK YOU FOR YOUR TIME AND EFFORT
IN COMPLETING THIS QUESTIONNAIRE

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

Teacher Questionnaire

Main Survey

For Official Use

Prepared by:

IEA

INTRODUCTION FOR TEACHERS TO THE QUESTIONNAIRE

About this questionnaire

Thank you for taking part in the Main Survey for the 2023 International Computer and Information Literacy Study (ICILS). The purpose of this study is to examine, across different countries, the extent to which young people in [target grade] have developed computer and information literacy, which is defined as *the ability to use Information and Communications Technology (ICT) to investigate, create, and communicate with others at home, school, the workplace and in society.*

In this questionnaire ICT can refer to:

- Computers (including desktop, laptop, notebook/netbook, and tablet devices)

- [smartphones], except when being used for chat (e.g., using [WhatsApp, Snapchat, Instagram]), talk, and text

In this questionnaire, you will find questions about:

- Your background and familiarity with ICT

- Your learning about the use of ICT in teaching

- The use of ICT in teaching and learning at your school

- Your use of ICT in teaching a reference [target grade] class

Some questions focus on a nominated "reference" class. This is the first [target grade] class that you teach for a regular subject (i.e., other than home room, assembly, etc.) on or after the Tuesday before you first accessed this questionnaire.

You may, of course, teach the class at other times during the week as well. If you did not teach a [target grade] class on that Tuesday, please use the [target grade] class that you taught on the first day after that Tuesday.

Please answer as accurately as you can. You will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on 'Finish' at the end of the questionnaire. After this point, you can no longer change any of your answers.

We have estimated that it will take less than [35] minutes of your time to complete the questionnaire. Thank you for making that time available.

Completing the questionnaire

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to save your responses by clicking on the "Next" or "Previous" button, or by clicking on the Table of Contents link. To go to a particular section or item, please click on the corresponding link in the "Table of Contents."

You may exit the questionnaire by clicking on the Logout link at any time and log in again later. All your responses will be saved automatically and be available for you when resuming the questionnaire at a later point.

When you have completed the questionnaire, please click on the "Finish" button at the end of the questionnaire to submit your answers. You will not be able to re-enter the questionnaire once you have submitted your answers.

We thank you for your effort and cooperation!

ABOUT YOU

2018: Q1 - 2023: Field trial Q1

Q1   What is your gender?   [Adaptable categories may be added]

Female   ○   Male   ○   IT3G01

2018: Q2 - 2023: Field trial Q2

Q2   How old are you?   IT3G02

2018: Q3 - 2023: Field trial Q3

**Q3   What are the main subjects that you teach in this school
in the current school year?**

*(Please indicate the subjects that you teach in this school,
indicating only those that individually account for at least [four
lessons] each week in this school. The exact name of one or more
of your subjects may not appear in the list for each category. If it
does not, please mark the category you think best fits the subject.)*

[Language arts: test language]   ☐   IT3G03A

[Language arts: foreign or other national languages]   ☐   IT3G03B

Mathematics [add any appropriate national examples]   ☐   IT3G03C

Sciences (general science and/or physics, chemistry,
biology, geology, earth sciences, technical science, etc.)   ☐   IT3G03D

Human sciences / Humanities / Social studies (history,
geography, civics, law, economics, etc.)   ☐   IT3G03E

Creative arts (visual arts, music, dance, drama, etc.)   ☐   IT3G03F

[Information technology, computer studies or similar]   ☐   IT3G03G

Practical and vocational subjects [add any appropriate
national examples]   ☐   IT3G03H

Other (e.g., [moral/ethics, physical education, personal and
social development])   ☐   IT3G03I

2018: Q4 - 2023: Field trial Q4

Q4   In the current school year, at how many schools do you teach [target grade] students?   IT3G04

(Please mark one choice only)

Only in this school   ◯

In this school and another school   ◯

In this school and in two other schools   ◯

In this school and in three or more other schools   ◯

YOUR USE OF ICT

2018: Q5 - 2023: Field trial Q5

Q5 **Approximately how long have you been using ICT for *teaching* purposes?**

(Please mark one choice in each row)

		Never	Less than 2 years	At least 2 years but less than 5 years	At least 5 years but less than 10 years	10 years or more	
(a)	Preparing lessons	○	○	○	○	○	IT3G05A
(b)	During lessons	○	○	○	○	○	IT3G05B
(c)	After lessons (e.g., for marking student work, or reporting student learning progress)	○	○	○	○	○	IT3G05C

2018: Q6 - 2023: Field trial Q6

Q6 **How often do you use ICT in these settings?**

(Please mark one choice in each row)

		Never	Less than once a month	At least once a month but not every week	At least once a week but not every day	Once every day	More than once every day	
(a)	At school when teaching	○	○	○	○	○	○	IT3G06A
(b)	At school for other work-related purposes	○	○	○	○	○	○	IT3G06B
(c)	Outside school for teaching	○	○	○	○	○	○	IT3G06C
(d)	Outside school for other work-related purposes	○	○	○	○	○	○	IT3G06D
(e)	Outside school for non-work-related purposes	○	○	○	○	○	○	IT3G06E

2018: Q7 - 2023: Field trial Q7

Q7   How well can you do these tasks using ICT?

(Please mark one choice in each row)

		I can do this very well	I can do this moderately well	I have not done this, but I could find out how	I do not think I could do this	
(a)	Find useful teaching resources on the internet	○	○	○	○	IT3G07A
(b)	Evaluate the quality of teaching resources on the internet	○	○	○	○	IT3G07B
(c)	Contribute to a discussion forum / user group on the internet (e.g., a wiki or blog)	○	○	○	○	IT3G07C
(d)	Produce presentations (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides] or a similar program) with simple animation functions	○	○	○	○	IT3G07D
(e)	Use the internet for online purchases and payments	○	○	○	○	IT3G07E
(f)	Prepare lessons that involve the use of ICT by students	○	○	○	○	IT3G07F
(g)	Use a spreadsheet program (e.g., [Microsoft Excel, Apple Numbers, Google Sheets]) for keeping records	○	○	○	○	IT3G07G
(h)	Use a spreadsheet program (e.g., [Microsoft Excel, Apple Numbers, Google Sheets]) for analyzing data	○	○	○	○	IT3G07H
(i)	Assess student learning	○	○	○	○	IT3G07I
(j)	Collaborate with others using shared resources such as [Google Workspace, Office 365, Microsoft Teams, Zoho]	○	○	○	○	IT3G07J
(k)	Use a learning management system (e.g., [Moodle, Blackboard, Edmodo])	○	○	○	○	IT3G07K

(l)	Identify internet scams	○	○	○	○	IT3G07L
(m)	Edit video content for use in teaching	○	○	○	○	IT3G07M
(n)	Create computer-based assessments that record students' responses to questions (e.g., [Kahoot, Google Forms, Microsoft Forms])	○	○	○	○	IT3G07N

LEARNING TO USE ICT IN TEACHING

2018: Q16 – 2023: Field trial Q8

Q8 **Did your [initial teacher education] include the following aspects of using ICT to support teaching and learning?**

(Please mark one choice in each row)

		Yes	No	I cannot remember	
(a)	The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	◯	◯	◯	IT3G08A
(b)	General approaches (relevant across subjects) to using ICT to enhance teaching and learning	◯	◯	◯	IT3G08B
(c)	Subject-specific approaches to using ICT to enhance teaching and learning	◯	◯	◯	IT3G08C
(d)	Using ICT to collaborate with other teachers	◯	◯	◯	IT3G08D
(e)	Using ICT to assess student learning	◯	◯	◯	IT3G08E
(f)	Supporting students' capabilities to evaluate the reliability of internet-based information sources	◯	◯	◯	IT3G08F
(g)	Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying).	◯	◯	◯	IT3G08G
(h)	Supporting students' use of ICT as a tool for problem solving	◯	◯	◯	IT3G08H

Teacher Questionnaire – ICILS 2023 – Main Survey

2018: Q17 - 2023: Field trial Q9

Q9   **i.   How often did you participate in professional learning activities dealing with the following content areas in the past two years?**

        and

ii.   Do you need to do more professional learning activities dealing with the following content areas in the future?

(Please mark one choice for (i) and one choice for (ii) in each row.)

		(i)			*(ii)*	
		I did not participate in this activity	*Once only*	*More than once*	*I need to do more professional learning related to this content*	*I do **not** need to do more professional learning related to this content*
(a)	The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	IT3G09AA			IT3G09BA	
(b)	The use of subject-specific digital teaching and learning resources	IT3G09AB			IT3G09BB	
(c)	The use of ICT for [students with special needs or specific learning difficulties]	IT3G09AC			IT3G09BC	
(d)	How to use ICT to support students' personalized learning	IT3G09AD			IT3G09BD	
(e)	Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	IT3G09AE			IT3G09BE	
(f)	Supporting students' capabilities to evaluate the reliability of internet-based information sources	IT3G09AF			IT3G09BF	

(g)	Supporting students' capabilities to identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots, etc.)	IT3G09AG	IT3G09BG
(h)	The use of visual coding platforms (e.g., [Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch]) for teaching and learning	IT3G09AH	IT3G09BH
(i)	Integrating ICT into teaching and learning	IT3G09AI	IT3G09BI

2018: Q15 - 2023: Field trial Q10

Q10   **To what extent do you agree or disagree with the following statements about your use of ICT in teaching and learning at your school?**

(Please mark one choice in each row)

		Strongly agree	Agree	Disagree	Strongly disagree	
(a)	I collaborate with other teachers on improving the use of ICT in classroom teaching.	○	○	○	○	IT3G10A
(b)	I collaborate with other teachers to develop ICT-based lessons.	○	○	○	○	IT3G10B
(c)	I observe how other teachers use ICT in teaching.	○	○	○	○	IT3G10C
(d)	I discuss with other teachers how to use ICT in teaching.	○	○	○	○	IT3G10D
(e)	I share ICT-based resources with other teachers in my school.	○	○	○	○	IT3G10E
(f)	I collaborate with other teachers to find personalized ICT-based resources for individual students.	○	○	○	○	IT3G10F
(g)	I collaborate with other teachers to keep track of ICT competencies taught across subjects.	○	○	○	○	IT3G10G
(h)	I collaborate with other teachers to create teaching materials that include the use of ICT in the classroom.	○	○	○	○	IT3G10H

USING ICT IN TEACHING AND LEARNING AT YOUR SCHOOL

New for 2023 - Not used in FT – identical to MS CQ Q15, PQ13

Q11 Does your school have a clear vision/plan for using ICT to support teaching and learning?

IT3G11

(Please mark one choice only)

No ○

Yes, and this helps improve the effective use of ICT in teaching and learning ○

Yes, but this **does not** help improve the effective use of ICT in teaching and learning ○

New for MS - Not used in FT - Identical to MS CQ Q17, PQ Q18

Q12 To what extent do you agree or disagree with the following statements about the shared understanding of the use of ICT in your school?

(Please mark one choice in each row)

		Strongly agree	Agree	Disagree	Strongly disagree	
a)	Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.	○	○	○	○	IT3G12A
b)	Teachers have a shared understanding of general approaches (relevant across subjects) to using ICT to support teaching and learning.	○	○	○	○	IT3G12B
c)	Teachers talk with their colleagues about the use of ICT in teaching.	○	○	○	○	IT3G12C
d)	Teachers have a shared understanding about the use of	○	○	○	○	IT3G12D

ICT for [students with special needs or specific learning difficulties].

		Strongly agree	Agree	Disagree	Strongly disagree	
e)	Teachers have a shared understanding about how to use ICT to support students' personalized learning.	○	○	○	○	IT3G12E

2018: Q14 - 2023: Field trial Q18

Q13   To what extent do you agree or disagree with the following statements about the use of ICT in teaching at your school?

(Please mark one choice in each row)

		Strongly agree	Agree	Disagree	Strongly disagree	
(a)	My school has enough ICT equipment (e.g., computers and peripheral devices).	○	○	○	○	IT3G13A
(b)	The ICT equipment in my school is up to date.	○	○	○	○	IT3G13B
(c)	The ICT equipment in my school works whenever I need to use it.	○	○	○	○	IT3G13C
(d)	The time it takes for technical support to solve problems with ICT equipment or software is acceptable.	○	○	○	○	IT3G13D
(e)	There is sufficient technical support to maintain ICT equipment.	○	○	○	○	IT3G13E
(f)	My school has good connectivity (e.g., fast speed and stable) to the internet.	○	○	○	○	IT3G13F
(g)	My school has access to sufficient digital learning resources (e.g., learning software or apps).	○	○	○	○	IT3G13G
(h)	There is enough time to prepare lessons that incorporate ICT.	○	○	○	○	IT3G13H

(i)   There is sufficient opportunity for me to develop the expertise necessary to prepare lessons that incorporate ICT.

〇 〇 〇 〇 IT3G13I

2018: Q18 - 2023: Field trial Q19

Q14   **To what extent do you agree or disagree with the following statements about using ICT in teaching and learning at your school?**

(Please mark one choice in each row)

	Using ICT at school …	*Strongly agree*	*Agree*	*Disagree*	*Strongly disagree*	
(a)	Makes it difficult for students to develop a deep understanding of concepts.	○	○	○	○	IT3G14A
(b)	Helps students develop a greater interest in learning.	○	○	○	○	IT3G14B
(c)	Helps students to work at a level appropriate to their learning needs.	○	○	○	○	IT3G14C
(d)	Results in students copying material from internet sources without attribution.	○	○	○	○	IT3G14D
(e)	Helps students develop problem-solving skills.	○	○	○	○	IT3G14E
(f)	Distracts students from learning.	○	○	○	○	IT3G14F
(g)	Results in poorer written expression among students.	○	○	○	○	IT3G14G
(h)	Results in poorer calculation and estimation skills among students.	○	○	○	○	IT3G14H
(i)	Limits the amount of personal communication among students.	○	○	○	○	IT3G14I
(j)	Enables students to collaborate more effectively.	○	○	○	○	IT3G14J
(k)	Helps students develop skills in planning and self-regulation of their work.	○	○	○	○	IT3G14K
(l)	Improves academic performance of students.	○	○	○	○	IT3G14L

(m)	Enables students to access better sources of information.	○	○	○	○	IT3G14M
(n)	Results in shorter attention spans among students.	○	○	○	○	IT3G14N
(o)	Confuses students with false or misleading information.	○	○	○	○	IT3G14O

TEACHING AND LEARNING WITH ICT

In this section of the questionnaire please focus your responses on your teaching practices in a "reference" class.

This is the first [target grade] class that you teach for a regular subject (i.e., other than home room, assembly, etc.) on or after the Tuesday before you first accessed this questionnaire.

You may, of course, teach the class at other times during the week as well. If you did not teach a [target grade] class on that Tuesday, please use the [target grade] class that you taught on the first day after that Tuesday.

2018: Q8 - 2023: Field trial Q21

Q15 **Which of the following best describes the subject for this reference class?** IT3G15

(Please mark one choice only)

[Language arts: test language] ○

[Language arts: foreign or other national languages] ○

Mathematics [add any appropriate national examples] ○

Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) ○

Human sciences / Humanities / Social studies (history, geography, civics, law, economics, etc.) ○

Creative arts (visual arts, music, dance, drama, etc.) ○

[Information technology, computer studies or similar] ○

Practical and vocational subjects [add any appropriate national examples] ○

Other (e.g., [moral/ethics, physical education, personal and social development]) ○

New for 2023 - 2023: Field trial Q22.2

16

Think about your teaching of the reference class in this school year.

    i. **How often did you and your students engage in the following activities?**

    ii. **For each activity, to what extent was ICT used?**

(Please mark one choice for (i) and one choice for (ii) for the activity in each row.)

		i				*ii*		
	Never	*In some lessons*	*In most lessons*	*In every or almost every lesson*	*ICT was used rarely or never for this activity*	*ICT was used some of the time for this activity*	*ICT was used most of the time for this activity*	*ICT was used almost all or all of the time for this activity*
(a) I presented information to the whole class.		IT3G16AA				IT3G16BA		
(b) I conducted whole-class discussions.		IT3G16AB				IT3G16BB		
(c) I led whole-class checking of schoolwork (e.g., going over solutions to worksheets or assignments, presenting answers to questions on tests).		IT3G16AC				IT3G16BC		
(d) Students worked individually on worksheets, exercises, or assignments in class (with my help as required or requested during class).		IT3G16AD				IT3G16BD		
(e) Students completed tests provided by me.		IT3G16AE				IT3G16BE		

(f) I helped students to plan research or inquiries (e.g., establishing research questions, setting constraints, etc.) into academic/subject-specific topics.

IT3G16AF

IT3G16BF

(g) I helped students to conduct academic/subject-specific research by providing curriculum materials or instructions.

IT3G16AG

IT3G16BG

(h) I helped students to conduct research inquiries into real-world topics by asking critical/evaluative questions about their work.

IT3G16AH

IT3G16BH

(i) I gave feedback to students on their research work-in-progress.

IT3G16AI

IT3G16BI

(j) Students presented the results of their research inquiries to the class.

IT3G16AJ

IT3G16BJ

(k) I helped students to organize ideas to try to understand real-world problems.

IT3G16AK

IT3G16BK

(l) I helped students to plan their solutions to real-world problems.

IT3G16AL

IT3G16BL

(m) I guided students' searches for information into the real-world problems they were investigating.

IT3G16AM

IT3G16BM

(n) I helped students to work with people outside of the school to support the students' research into real-world problems.

IT3G16AN

IT3G16BN

(o) I arranged for students to present their research investigations into real-world problems to people outside our class (within the school and/or outside of the school).

IT3G16AO

IT3G16BO

New for 2023 - 2023: Field trial Q23

Q17 **In approximately what proportion of lessons in your reference class do <u>students</u> do the following ICT-based activities?**

(Please mark one choice in each row)

		Never	One quarter or less (but more than never)	One half or less (but more than one quarter)	More than one-half (but less than three quarters)	Three quarters or more	
(a)	Record audio or video (e.g., discussions, presentations, performances, etc.)	○	○	○	○	○	IT3G17A
(b)	Use group chat, voice, or video apps to collaborate with other students on their schoolwork	○	○	○	○	○	IT3G17B
(c)	Edit digital images, photos, or videos	○	○	○	○	○	IT3G17C
(d)	Use simulation software to understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world, etc.)	○	○	○	○	○	IT3G17D
(e)	Collect and manually enter data	○	○	○	○	○	IT3G17E
(f)	Record sensor data from digital devices (e.g., the accelerometer in a smartphone or robot)	○	○	○	○	○	IT3G17F

		○	○	○	○	○	
(g)	Create digital charts from stored data	○	○	○	○	○	IT3G17G
(h)	Use software or applications to learn skills or a subject (e.g., mathematics tutoring software, language learning software, etc.)	○	○	○	○	○	IT3G17H
(i)	Create or edit extended (more than 5 minute) videos or animations for a specific purpose and audience	○	○	○	○	○	IT3G17I
(j)	Write computer programs, games, or apps (e.g., using [Python, LUA, Javascript, Scratch])	○	○	○	○	○	IT3G17J
(k)	Create digital flowcharts or decision trees to illustrate complex systems	○	○	○	○	○	IT3G17K
(l)	Use the internet to find information (e.g., websites, databases, archives, digital libraries, search engines, etc.)	○	○	○	○	○	IT3G17L
(m)	Create or edit documents or presentations	○	○	○	○	○	IT3G17M

Teacher Questionnaire – ICILS 2023 – Main Survey

2018: Q12 – 2023: Field trial Q24

Q18   How often did <u>you</u> use the following tools in <u>your</u> teaching of the reference class this school year?

(*Please mark one choice in each row*)

		Never	In some lessons	In most lessons	In every or almost every lesson	
(a)	Practice programs or apps where you ask students questions (e.g., [Quizlet, Kahoot, mathfessor])	○	○	○	○	IT3G18A
(b)	Digital learning games	○	○	○	○	IT3G18B
(c)	Word-processor software (e.g., [Microsoft Word, Apple Pages, Google Docs])	○	○	○	○	IT3G18C
(d)	Presentation software (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides])	○	○	○	○	IT3G18D
(e)	Spreadsheets (e.g., [Microsoft Excel, Apple Numbers, Google Sheets])	○	○	○	○	IT3G18E
(f)	Video and photo software for capture and editing (e.g., [Windows Movie Maker, iMovie, Adobe Photoshop])	○	○	○	○	IT3G18F
(g)	Concept mapping software (e.g., [Inspiration, Webspiration])	○	○	○	○	IT3G18G
(h)	Simulations and modeling software (e.g., [NetLogo])	○	○	○	○	IT3G18H
(i)	Computer-based information resources (e.g., websites, wikis, encyclopedia)	○	○	○	○	IT3G18I
(j)	Graphing or drawing software	○	○	○	○	IT3G18J
(k)	e-portfolios	○	○	○	○	IT3G18K
(l)	Digital content linked with paper-based textbooks	○	○	○	○	IT3G18L
(m)	Social media (e.g., [Instagram	○	○	○	○	IT3G18M

	Snapchat, Twitter]),					
(n)	Digital textbooks	○	○	○	○	IT3G18N
(o)	Virtual or augmented reality (e.g., [The Body VR, Google Earth VR, Math Alive])	○	○	○	○	IT3G18O
(p)	Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the unique needs of students)	○	○	○	○	IT3G18P
(q)	Interactive whiteboard software (e.g., [Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard], etc.)	○	○	○	○	IT3G18Q

2018: Q9 - 2023: Field trial Q25

Q19   In your teaching of the reference class in this school year, how much emphasis have you given to developing the following ICT-based capabilities in your students?

(Please mark one choice in each row)

		Strong emphasis	Some emphasis	Little emphasis	No emphasis	
(a)	To access information efficiently	○	○	○	○	IT3G19A
(b)	To display information for a given audience/purpose	○	○	○	○	IT3G19B
(c)	To evaluate the credibility of digital information	○	○	○	○	IT3G19C
(d)	To share digital information with others	○	○	○	○	IT3G19D
(e)	To use computer software to construct digital work products (e.g., presentations, documents, images and diagrams, etc.)	○	○	○	○	IT3G19E
(f)	To provide digital feedback on the work of others (such as their classmates)	○	○	○	○	IT3G19F
(g)	To explore a range of digital resources when searching for information	○	○	○	○	IT3G19G
(h)	To provide references for digital information sources	○	○	○	○	IT3G19H
(i)	To understand the consequences of making information publicly available online	○	○	○	○	IT3G19I
(j)	To collaborate with their classmates using an online collaboration platform (e.g., [Google Workspace, Office 365, Microsoft Teams, Zoho])	○	○	○	○	IT3G19J
(k)	To refine internet searches to return fewer or more relevant results	○	○	○	○	IT3G19K

(l)_l)	To manage privacy settings for internet accounts and ICT devices (e.g., allowing contacts and information to be shared with advertising companies)	O	O	O	O	IT3G19L
(m)	To identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots, etc.)	O	O	O	O	IT3G19M
(n)	To check if facts from internet-based sources are consistent with other sources	O	O	O	O	IT3G19N

2018: Q13 - 2023: Field trial Q26

Q20

In your teaching of the reference class this school year, how much emphasis have you given to teaching the following skills?

(Please mark one choice in each row)

		Strong emphasis	Some emphasis	Little emphasis	No emphasis	
(a)	To use a solution that works for one real-world problem to help solve a different real-world problem	○	○	○	○	IT3G20A
(b)	To solve complex problems by splitting them into smaller problems	○	○	○	○	IT3G20B
(c)	To make diagrams that explain concepts or systems (e.g., electric circuits, plant growth, the water cycle, etc.)	○	○	○	○	IT3G20C
(d)	To plan tasks by listing the steps needed to complete them	○	○	○	○	IT3G20D
(e)	To detect patterns in data	○	○	○	○	IT3G20E
(f)	To use simulations to help understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world, etc.)	○	○	○	○	IT3G20F
(g)	To make decision trees or flow diagrams	○	○	○	○	IT3G20G
(h)	To analyze data to better understand real-world problems	○	○	○	○	IT3G20H
(i)	To describe the rules that govern how a system works (e.g., a vending machine, the school canteen, a game, etc.)	○	○	○	○	IT3G20I
(j)	To evaluate and improve solutions to real-world problems	○	○	○	○	IT3G20J

New for 2023 - 2023: Field trial Q27.1

Q21

To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)

		Not at all	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*	
(a)	Knowledge is developed through systematic engagement with basic facts that leads to deeper understanding in the future.	○	○	○	○	○	○	IT3G21A
(b)	People understand abstract phenomena by relating them to physical experiences.	○	○	○	○	○	○	IT3G21B
(c)	Learners construct their own understanding by internalizing their experiences.	○	○	○	○	○	○	IT3G21C
(d)	Conceptual knowledge is based on fundamental truths and the relationships between these truths.	○	○	○	○	○	○	IT3G21D
(e)	Cognition depends on an individual's whole-body response to the physical world.	○	○	○	○	○	○	IT3G21E
(f)	Complex concepts are mastered by first mastering the underlying basic concepts.	○	○	○	○	○	○	IT3G21F

(g)	Knowledge is best developed when the learner is involved in complex and challenging situations.	○	○	○	○	○	○	IT3G21G
(h)	Knowledge is best created and maintained through personal action and reflection.	○	○	○	○	○	○	IT3G21H
(i)	The best learning happens when preceded by a general overview of the learning content.	○	○	○	○	○	○	IT3G21I
(j)	Knowledge is best created and maintained through working with other people.	○	○	○	○	○	○	IT3G21J
(k)	Learning is a social process requiring interaction with other people.	○	○	○	○	○	○	IT3G21K
(l)	Knowledge dissipates if it is not maintained through repetition and practice.	○	○	○	○	○	○	IT3G21L
(m)	All new information should be critically evaluated.	○	○	○	○	○	○	IT3G21M
(n)	The quality of learning depends on the experiences of the learner and the learning context.	○	○	○	○	○	○	IT3G21N
(o)	The best learning happens when concepts are placed in their wider context.	○	○	○	○	○	○	IT3G21O
(p)	Deep understanding of concepts happens unsystematically and depends on the experiences made	○	○	○	○	○	○	IT3G21P

	available to the learner.							
(q)	The validity of knowledge depends on the authority of those who defined it.	○	○	○	○	○	○	IT3G21Q
(r)	Theories that describe the world underpin rational action.	○	○	○	○	○	○	IT3G21R

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

Student Questionnaire

Main Survey

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For Official Use

Prepared by:

IEA

Introduction

In this questionnaire you will answer questions about yourself and about your use of Information and Communication Technology (ICT).

In this questionnaire ICT can refer to:

- Computers (including desktop, laptop, notebook/netbook, and tablet devices)

- [smartphones], except when being used for chat (e.g., using [WhatsApp, Snapchat, Instagram]), talk, and text

You will find questions about:

- You, your home, and your family

- Where and how often you use ICT

- What you use ICT for

- Your views about the use of ICT

You will be asked some questions about using ICT when you do your *schoolwork*.

Schoolwork refers to:

- Any work you are required or choose to do for the subjects you study at school.

- Work given to you by your teachers, or other work you do (such as additional reading or practice exercises) that helps you to learn or study in any of your school subjects.

- Work you do when you are at school and work you do when you are at home, or any other place outside of school.

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will mostly answer by clicking on a button or selecting an option from a dropdown menu. You can change your responses at any time until you have clicked on 'I've finished' at the end of the questionnaire. After this point, you can no longer change any of your answers.

There are also a few questions where you will need to write a short response.

In this questionnaire, there are no right or wrong answers. Select the answers that apply to you.

You may ask for help if you do not understand something or if you are not sure how to answer a question.

All your answers will be kept confidential.

ABOUT YOU

2018: Q1 - 2023: Field trial Q1

Q1   **When were you born?**

Month (January – December)   {Radio buttons for each of the 12 months}   IS3G01A

Year (2002 – 2013)   {Radio buttons for each of the 12 years}   IS3G01B

2018: Q2 - 2023: Field trial Q1

Q2   **What is your gender?** [Adaptable categories may be added]   IS3G02

Female   Male

○   ○

2018: Q3 - 2023: Field trial Q3

Q3   **What is the highest level of education you expect to complete?**
(Please mark one choice only)   IS3G03

[ISCED level 6, 7 or 8]   ○

[ISCED level 4 or 5]   ○

[ISCED level 3]   ○

[ISCED level 2]   ○

I do not expect to complete [ISCED level 2]   ○

YOUR HOME AND YOUR FAMILY

In this section you will be asked some questions about your home and your family.

Some of these questions will be about your home and your parents or guardians who look after you — for example, step-parents or foster-parents. Select one parent or guardian as [parent or guardian 1] and the other as [parent or guardian 2].

If you share your time with more than one set of parents or guardians, please answer the following questions for those parents or guardians with whom you spend the most time. If you spend your time with one parent only, please answer the following questions for this parent only (as [parent or guardian 1]).

2018: Q4 - 2023: Field trial Q4

Q4   In what country were you and your parents or guardians born?
*(Please mark one choice in each **column**)*

	IS3G04A	IS3G04B	IS3G04C
	You	[parent or guardian 1]	[parent or guardian 2]
[Country of test]	⭕	⭕	⭕
[Other country/Group A]	⭕	⭕	⭕
[Other country/Group B]	⭕	⭕	⭕
[Another country]	⭕	⭕	⭕

2018: Q5 - 2023: Field trial Q5

Q5   What language do you speak at home most of the time?   IS3G05
(Please mark one choice only)

[Language of test]	⭕
[Other language 1]	⭕
[Other language 2]	⭕
[Another language]	⭕

2018: Q6 - 2023: Field trial Q6

Q6   **Does your [parent or guardian 1] work in a paid [job]?**   IS3G06

Yes   ○

No   ○

2018: Q7a - 2023: Field trial Q7a

Q7a   **What is your [parent or guardian 1]'s main [job]?**

(Please write his/her [job] title, e.g., high school teacher, kitchen hand, sales manager, etc.)

2018: Q8a 2023 Field trial 8a

Q8a   **What does your [parent or guardian 1] do in his/her main [job]?**

(Please write a sentence to describe the kind of work he/she does in that [job], e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team, etc.)

2018: 7b 2023 Field trial 7b

Q7b   **What was your [parent or guardian 1]'s last main [job]?**

(Please write the [job] title, e.g., high school teacher, kitchen hand, sales manager, etc. Or, if he/she has never had a paid [job], please write what he/she is currently doing)

2018: 8b 2023 Field trial 8b

Q8b   **What did your [parent or guardian 1] do in his/her last main [job]?**

(Please write a sentence to describe the kind of work he/she did in that [job], e.g., taught high school students, helped the cook prepare meals in a restaurant, managed a sales team, etc. Or what he/she is currently doing if he/she has never had a paid [job])

2018: Q9 - 2023: Field trial Q9

Q9   What is the highest level of education completed by your [parent or guardian 1]?

IS3G09

If you are not sure which box to choose, please ask the [test administrator] for help.

(Please mark one choice only)

[ISCED level 6, 7, or 8]   ○

[ISCED level 4 or 5]   ○

[ISCED level 3]   ○

[ISCED level 2]   ○

He/she did not complete [ISCED level 2].   ○

2018: Q10 - 2023: Field trial Q10

Q10   Does your [parent or guardian 2] work in a paid [job]?   IS3G10

Yes   ○

No   ○

2018: Q11a - 2023: Field trial Q11a

Q11a   What is your [parent or guardian 2]'s main [job]?
(Please write his/her [job] title, e.g., high school teacher, kitchen hand, sales manager, etc.)

2018: Q12a 2023 Field trial 12a

Q12a   What does your [parent or guardian 2] do in his/her main [job]?
(Please write a sentence to describe the kind of work he/she does in that [job], e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team, etc.)

2018: Q11b - 2023: Field trial Q11b

Q11b   **What was your [parent or guardian 2]'s last main [job]?**
(Please write his/her last [job] title, e.g., high school teacher, kitchen hand, sales manager, etc. Or, if he/she has never had a paid [job], please write what he/she is currently doing)

2018: Q12b - 2023: Field trial Q12b

Q12b   **What did your [parent or guardian 2] do in his/her last main [job]?**
(Please write a sentence to describe the kind of work he/she did in that [job], e.g., taught high school students, helped the cook prepare meals in a restaurant, managed a sales team, etc. Or what he/she is currently doing if he/she has never had a paid [job])

2018: Q13 - 2023: Field trial Q13

Q13   **What is the highest level of education completed by your [parent or guardian 2]?**

IS3G13

If you are not sure which level to choose, please ask the [test administrator] for help.

(Please mark one choice only)

[ISCED level 6, 7 or 8]   ○

[ISCED level 4 or 5]   ○

[ISCED level 3]   ○

[ISCED level 2]   ○

He/she did not complete [ISCED level 2].   ○

2018: Q14 - 2023: Field trial Q14

Q14   **About how many books are there in your home?**

IS3G14

Do not count magazines, newspapers, comic books, ebooks, or your schoolbooks.

(Please mark one choice only)

None or very few (0–10 books)   ○

Enough to fill one shelf (11–25 books)   ○

Enough to fill one bookcase (26–100 books)   ○

Enough to fill two bookcases (101–200 books)   ○

Enough to fill three or more bookcases (more than 200 books)   ○

New for 2023 - 2023: Field trial Q15b

Q15 The quality of your home internet connection

(Please mark one choice in each row)

		There is **no** internet connection in my home	Never or almost never	At least once a week but not every day	Once a day	More than once a day	
(a)	How often does the internet connection in your home [drop out] (disconnects for 5 minutes or longer) and this makes it difficult for you to do your schoolwork?	○	○	○	○	○	IS3G15A
(b)	How often is the internet connection in your home so slow that it makes it difficult for you to do your schoolwork?	○	○	○	○	○	IS3G15B

2018: Q15 - 2023: Field trial Q16a

Q16a **How many of the following ICT devices are currently used in your home?**

(Please mark one choice in each row)

		None	*One*	*Two*	*Three or more*	
(a)	Desktop or laptop computers	○	○	○	○	IS3G16AA
(b)	Tablet devices (e.g., [iPad, Tablet PC])	○	○	○	○	IS3G16AB

New for 2023 - 2023: Field trial Q16b

Q16b **Can you access the following ICT devices at home whenever you need to use them <u>for your schoolwork</u>?**

(Please mark one choice in each row)

		Never	*Sometimes*	*Most times*	*Always*	
(a)	Desktop or laptop computer	○	○	○	○	IS3G16BA
(b)	Tablet device (e.g., [iPad, Tablet PC])	○	○	○	○	IS3G16BB
(c)	[Smartphone]	○	○	○	○	IS3G16BC

YOUR GENERAL USE OF ICT

2018: Q16 - 2023: Field trial Q17

Q17   **How long have you been using computers (including desktop, laptop, notebook/netbook, and tablet devices)?**

IS3G17

(Please mark one choice only)

(a)   Less than a year   ◯

(b)   At least 1 year but less than 3 years   ◯

(c)   At least 3 years but less than 5 years   ◯

(d)   At least 5 years but less than 7 years   ◯

(e)   7 years or more   ◯

2018: Q18 - 2023: Field trial Q18

Q18   How <u>often</u> do you use ICT in these places?

Please do not count the use of [smartphones] when being used for chat (e.g., using [WhatsApp, Snapchat, Instagram]), talk, and text.

(Please mark one choice in each row)

On school days

		Never	Less than once a month	At least once a month but not every week	At least once a week but not every day	Every day, less than one hour	Every day, at least one hour but less than two hours	Every day, at least two hours but less than three hours	Every day, three hours or more	
(a)	At school for schoolwork	○	○	○	○	○	○	○	○	IS3G18A
(b)	At school for other purposes	○	○	○	○	○	○	○	○	IS3G18B
(c)	Outside of school for schoolwork	○	○	○	○	○	○	○	○	IS3G18C
(d)	Outside of school for other purposes	○	○	○	○	○	○	○	○	IS3G18D

On non-school days (e.g., weekends and holidays)

Please do not count the use of [smartphones] when being used for chat (e.g., using [WhatsApp, Snapchat, Instagram]), talk, and text.

(Please mark one choice in each row)

		Never	Less than once a month	At least once a month but not every week	At least once a week but not every day	Every day, less than one hour	Every day, at least one hour but less than two hours	Every day, at least two hours but less than three hours	Every day, three hours or more	
(e)	Outside of school for schoolwork	○	○	○	○	○	○	○	○	IS3G18E
(f)	Outside of school for other purposes	○	○	○	○	○	○	○	○	IS3G18F

New for 2023 - 2023: Field trial Q20a
This question is an international option.

19	**Do your parents or guardians place a limit on the amount of [screen time]/[time you are allowed to be looking at screens]** (e.g., computer, tablet device, phone and television) **when you are <u>not at school</u>?**
	(Please mark one choice for school days and one choice for non-school days)

On school days	IS3G19A	**On non-school days (e.g., weekends and holidays)**	IS3G19B
Yes – and it includes the time I spend doing schoolwork on a screen	○	Yes – and it includes the time I spend doing schoolwork on a screen	○
Yes – but it does not include the time I spend doing schoolwork on a screen	○	Yes – but it does not include the time I spend doing schoolwork on a screen	○
No – there is no limit	○	No – there is no limit	○

New for 2023 - 2023: Field trial Q21a

Q20a To what extent have you learned how to do the following internet-related tasks at school and outside of school?

*(Please use the dropdown menus to select one option for **At school** and one option for **Outside of school**)*

Dropdown options: To a large extent, To a moderate extent, To a small extent, Not at all

		At school	*Outside of school*
(a)	Use the internet to find information (e.g., by using websites, databases, archives, digital libraries, search engines)	IS3G20AA1	IS3G20AA2
(b)	Refine internet searches, so the results better match what you are looking for	IS3G20AB1	IS3G20AB2
(c)	Evaluate the reliability (trustworthiness) of information on the internet	IS3G20AC1	IS3G20AC2
(d)	Include accurate references to internet sources	IS3G20AD1	IS3G20AD2
(e)	Judge whether a message from someone is a scam (e.g., a message that tricks you into downloading a virus)	IS3G20AE1	IS3G20AE2
(f)	Manage privacy settings for internet accounts and ICT devices (e.g., control who can contact you and what information about you is shared with advertising companies)	IS3G20AF1	IS3G20AF2

New for 2023 - 2023: Field trial Q21b

Q20b To what extent have you learned how to do the following ICT tasks at school and outside of school?

*(Please use the dropdown menus to select one option for **At school** and one option for **Outside of school**)*

		At school	*Outside of school*
(a)	Organize files (such as documents or media) stored on a digital device	IS3G20BA1	IS3G20BA2
(b)	Edit the layout and formatting of documents or slideshow presentations	IS3G20BB1	IS3G20BB2
(c)	Edit digital media files including any of images, photos, animations, or videos	IS3G20BC1	IS3G20BC2
(d)	Complete calculations using a spreadsheet	IS3G20BD1	IS3G20BD2
(e)	Create computer programs using a visual programming editor (e.g., [Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch])	IS3G20BE1	IS3G20BE2
(f)	Write computer programs using a text-based programming language (e.g., [Python, JavaScript, Lua, Swift])	IS3G20BF1	IS3G20BF2

New for 2023 - 2023: Field trial Q21c

Q20c To what extent have you learned about the following topics at school?

(Please mark one choice in each row)

		To a large extent	To a moderate extent	To a small extent	Not at all	
(a)	Responsible and respectful use of social media (including the use of images and personal information)	○	○	○	○	IS3G20CA
(b)	How to recognize cyberbullying	○	○	○	○	IS3G20CB
(c)	How to report cyberbullying	○	○	○	○	IS3G20CC
(d)	Physical health and ICT use	○	○	○	○	IS3G20CD
(e)	Psychological health and ICT use	○	○	○	○	IS3G20CE

YOUR EXPERIENCE OF USING ICT TO DO SCHOOLWORK

New for 2023 - 2023: Field trial Q23

Q21 <u>**Outside of school,**</u> **how often do you do the following activities** <u>**not**</u> **related to your schoolwork at the same time as doing your schoolwork?**

(Please mark one choice in each row)

		Never	Almost never	Sometimes	Often	Very often	
(a)	Text chat with others (with any device including smartphones)	O	O	O	O	O	IS3G21A
(b)	Use social media (e.g., [Instagram, TikTok and Snapchat]) to post or view content	O	O	O	O	O	IS3G21B
(c)	Check social media for new posts or responses to my posts	O	O	O	O	O	IS3G21C
(d)	Use the internet to find information about things that interest me	O	O	O	O	O	IS3G21D
(e)	Watch online videos, live streams, or television (e.g. [YouTube, Twitch, Netflix])	O	O	O	O	O	IS3G21E
(f)	Listen to music, podcasts, or the radio (on any device)	O	O	O	O	O	IS3G21F

ICILS 2018: Q23 – 2023 field trial Q 24 (i)

Q22 **At school, how <u>often</u> do you use ICT during lessons in the following subjects or subject areas?**
(Please mark one choice in each row)

		I do not study this subject / these subjects	Never	In some lessons	In most lessons	In every or almost every lesson	
(a)	[Language arts: test language]	☐	☐	☐	☐	☐	IS3G22A
(b)	[Language arts: foreign or other national languages]	☐	☐	☐	☐	☐	IS3G22B
(c)	Mathematics [Add any appropriate national examples]	☐	☐	☐	☐	☐	IS3G22C
(d)	Sciences (general science and/or physics, chemistry, biology, geology, earth sciences)	☐	☐	☐	☐	☐	IS3G22D
(e)	Human sciences /Humanities / Social studies (history, geography, civics, law, economics, etc.)	☐	☐	☐	☐	☐	IS3G22E
(f)	Creative arts ([visual] arts, music, dance, drama, etc.)	☐	☐	☐	☐	☐	IS3G22F
(g)	[Information technology, computer studies or similar]	☐	☐	☐	☐	☐	IS3G22G
(h)	Practical or vocational [Add any appropriate national examples]	☐	☐	☐	☐	☐	IS3G22H
(i)	Other (e.g., [moral/ethics, physical education, personal and social development])	☐	☐	☐	☐	☐	IS3G22I

ICILS 2018: Q24 – 2023 field trial Q25

Q23 **When studying throughout this school year, how often did you use the following tools during lessons?**

(*Please mark one choice*

in each row)

		Never	In some lessons	In most lessons	In every or almost every lesson	
(a)	Word-processing software (e.g., [Microsoft Word, Apple Pages, Google Docs])	O	O	O	O	IS3G23A
(b)	Presentation software (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides])	O	O	O	O	IS3G23B
(c)	Spreadsheets (e.g., [Microsoft Excel, Apple Numbers, Google Sheets])	O	O	O	O	IS3G23C
(d)	Multimedia production tools (e.g., video editing, audio/music mixing, animation)	O	O	O	O	IS3G23D
(e)	Concept mapping software (e.g., [Inspiration, Webspiration])	O	O	O	O	IS3G23E
(f)	Tools that capture real-world data (e.g., speed, temperature) digitally for analysis	O	O	O	O	IS3G23F
(g)	Simulations and modeling software (e.g., physics simulators)	O	O	O	O	IS3G23G
(h)	Computer-based information resources (e.g., websites, wikis, encyclopedia)	O	O	O	O	IS3G23H
(i)	Interactive digital learning resources (e.g., learning games or apps)	O	O	O	O	IS3G23I
(j)	Drawing and graphic design software (e.g., logo design, poster design, character illustration)	O	O	O	O	IS3G23J
(k)	A learning management system (e.g., [Moodle, Blackboard, Edmodo])	O	O	O	O	IS3G23K

(l)   A   video   conferencing   ○   ○   ○   ○   IS3G23L
system   (e.g.,   [Zoom,
WebEx   GoTo   Meeting,
Google Meet])

(m)   A computer   ○   ○   ○   ○   IS3G23M
programming/coding
environment (e.g., [Python,
LUA, Javascript, Scratch])

YOUR THOUGHTS ABOUT USING AND LEARNING ABOUT ICT

ICILS 2018: Q27 – 2023 field trial Q26

Q24　How well can you do each of these tasks when using ICT?

(Please mark one choice in each row)

		Very well	Moderately well	I have never done this, but I could work out how to do it	I do **not** think I could do this	
(a)	Edit digital photographs or other graphic images	○	○	○	○	IS3G24A
(b)	Write or edit text for a school assignment	○	○	○	○	IS3G24B
(c)	Search for relevant information for a school project on the internet	○	○	○	○	IS3G24C
(d)	Build or edit a webpage	○	○	○	○	IS3G24D
(e)	Change the settings on a device to suit your needs and preferences	○	○	○	○	IS3G24E
(f)	Create a multi-media presentation (with sound, pictures, or video)	○	○	○	○	IS3G24F
(g)	Upload text, images, or video to an online profile	○	○	○	○	IS3G24G
(h)	Insert an image into a document or message	○	○	○	○	IS3G24H
(i)	Install a program or app	○	○	○	○	IS3G24I
(j)	Judge whether you can trust information you find on the internet	○	○	○	○	IS3G24J
(k)	Use a text-based programming language (e.g., [Python, JavaScript, Lua, Swift]) to write a simple computer program	○	○	○	○	IS3G24K
(l)	Use visual coding (e.g., [Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch]) to develop a simple computer program	○	○	○	○	IS3G24L

(m)	Find the original sources of information referred to in an article on the internet, if the URL is not given	◯	◯	◯	◯	IS3G24M

ICILS 2018: Q28 – 2023 field trial Q27 (items a to h)

Q25a How much do you agree or disagree with the following statements about ICT and society?

(Please mark one choice in each row)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*	
(a)	Advances in ICT usually improve people's living conditions.	◯	◯	◯	◯	IS3G25AA
(b)	ICT helps us to understand the world better.	◯	◯	◯	◯	IS3G25AB
(c)	Using ICT makes people more isolated in society.	◯	◯	◯	◯	IS3G25AC
(d)	With more ICT there will be fewer jobs.	◯	◯	◯	◯	IS3G25AD
(e)	People spend far too much time using ICT.	◯	◯	◯	◯	IS3G25AE
(f)	ICT is valuable to society.	◯	◯	◯	◯	IS3G25AF
(g)	Advances in ICT bring many social benefits.	◯	◯	◯	◯	IS3G25AG
(h)	Using ICT may be dangerous for people's health.	◯	◯	◯	◯	IS3G25AH

ICILS 2018: Q28 – 2023 field trial Q27 (i to q) and one new item

Q25b **How much do you agree or disagree with the following statements about ICT and school?**

(Please mark one choice in each row)

		Strongly agree	Agree	Disagree	Strongly disagree	
(a)	I learn better when I use ICT in my lessons at school than when I do not use ICT in my lessons.	○	○	○	○	IS3G25BA
(b)	Using ICT at school makes learning more fun.	○	○	○	○	IS3G25BB
(c)	I would like to study subjects related to ICT after [secondary school].	○	○	○	○	IS3G25BC
(d)	I hope that using ICT is a very important part of my future job.	○	○	○	○	IS3G25BD
(e)	I hope that my future job involves programming.	○	○	○	○	IS3G25BE
(f)	Learning how to use ICT applications will help me to do the work I am interested in.	○	○	○	○	IS3G25BF
(g)	It is important for students to learn how to use ICT at school.	○	○	○	○	IS3G25BG
(h)	Learning how to use ICT well will help me get a well-paid job.	○	○	○	○	IS3G25BH
(i)	It is important for students to learn programming at school.	○	○	○	○	IS3G25BI
(j)	It is important for students to keep up to date with changes in ICT.	○	○	○	○	IS3G25BJ

ICILS 2018: Q29 – 2023 field trial Q28

Q26   **To what extent have you learned how to do the following tasks when studying at school?**

(Please mark one choice in each row)

		To a large extent	To a moderate extent	To a small extent	Not at all	
(a)	Use a solution that works for one problem to help solve a different problem	○	○	○	○	IS3G26A
(b)	Solve a hard problem by splitting it into a few easier problems	○	○	○	○	IS3G26B
(c)	Make diagrams that explain concepts or systems (e.g., electric circuits, plant growth, the water cycle)	○	○	○	○	IS3G26C
(d)	Plan tasks by making a list of the tasks in the order they need to be completed	○	○	○	○	IS3G26D
(e)	Detect patterns in data	○	○	○	○	IS3G26E
(f)	Use simulations to help understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world)	○	○	○	○	IS3G26F
(g)	Make flow diagrams to show how a computer program should work	○	○	○	○	IS3G26G
(h)	Systematically test computer programs to find bugs, errors, or other problems	○	○	○	○	IS3G26H
(i)	Use data to better understand real-world problems	○	○	○	○	IS3G26I

2018: Q30 – 2023 field trial Q29

Q27 **Do you study [computing, computer science, information technology, informatics, or similar] in the current school year?**

IS3G27

Yes – as a specific subject	○
Yes – within my other subjects	○
No	○

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THE QUESTIONNAIRE

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

National Contexts Survey

Main Survey

For Official Use

Prepared by:

IEA

Introduction

This questionnaire is addressed to National Research Coordinators (NRCs), who are asked to supply information about their country's approach to developing computer information literacy among students. This will help provide important background information for interpretation of the data collected in other parts of the International Computer Information Literacy Study (ICILS). Your responses are vital in helping to provide a context for, and a better understanding of, the study results.

Instructions

We ask that you complete this survey questionnaire, working with others in your country as necessary (e.g., ministries and departments of education, relevant non-government organizations, specialist organizations concerned with supporting the application of educational technologies, and teachers' associations).

It is important that you answer each question carefully and concisely and provide additional information, where requested, so that an accurate picture of your country's approach to computer information literacy is presented, particularly in relation to the target population (typically Grade 8).

Each question offers the option for you to provide additional comments. You are not obliged to add comments, but are welcome to where you feel the comments provide useful or necessary clarification, elaboration, or explanation of your answers.

Please complete this questionnaire at the latest by September 30, 2023 (Northern Hemisphere countries) or November 30, 2023 (Southern Hemisphere countries). Once you have finished the questionnaire, please inform the ICILS International Study Center at icils@iea-hamburg.de.

1: THE EDUCATION SYSTEM

1.

Descriptive country profile

Please enter a brief profile of your country's educational system and approach to the delivery of education for ICT. The profiles will be included at the beginning of Chapter 2 of the ICILS 2023 International Report.

Please limit your profile to no more than 400 words (in English).

Once submitted, we will edit your profile for language clarity and, if required, contact you with any questions of clarification regarding the information you have provided. You will, of course, have the opportunity to review and confirm the content of your edited country profile before it is included in the International Report.

We ask you to prepare the profiles by providing the following information:

- *Who has responsibility for establishing the overarching goals and direction for the educational system in your country?*
- What plans or policies are in place to support the use of ICT in education?

  Please provide details (where relevant) of any national/systemwide initiatives, policies or programs regarding the use of ICT in education

- Have there been any major changes introduced relevant to the approach and use of ICT in education in your country in the last 5 years?
- How is curriculum for the use of ICT in education developed and implemented for target grade students?
- How is the use of ICT in education assessed?
- How (to what extent and in what ways) did schooling during the most disruptive periods of the COVID-19 pandemic rely on the use of ICT in teaching and learning?

NC3A01_T

2.

For what ages is school education compulsory in your country?

*(Please write a number in **each** box)*

(a) At what age does compulsory education begin?

NC3A02A

(b) How many years of compulsory education are there?

NC3A02B

Please elaborate your answer if there more than one possible answer to either part (a. or b.) of this question (i.e., if the ages and numbers of years can vary within the country).

Note: Questions 3 and 4 refer to public/government schools and to private schools.

Please use the following definitions to guide your responses to these questions.

Public/government schools

These are schools managed directly or indirectly by a public education authority, government agency, or governing board, appointed by the government or elected by a public franchise.

Private schools

These are schools managed directly or indirectly by a non-government organization; for example, a church, trade union, business, or other private institution.

3.

What is the approximate percentage of government (public) and non-government (private) schools that provide education at each ISCED level in your country?

*(Please write a percentage in **each** box and ensure that the percentages add to 100 in each row.)*

	Public / government schools	Private schools	Other schools (please elaborate below)
(a) <ISCED 1>	NC3A03A1	NC3A03A2	NC3A03A3
(b) <ISCED 2>	NC3A03B1	NC3A03B2	NC3A03B3
(c) <ISCED 3>	NC3A03C1	NC3A03C2	NC3A03C3

Please use this space to elaborate your response, in particular if you have included percentages for 'other schools' above.

4.

On the basis of the most recent data, what is the percentage of target grade students in:

*(Please write a percentage in **each** box and ensure that the percentages add to 100.)*

(a) Public / government schools

NC3A04A

(b) Private schools

NC3A04B

Please use this space to elaborate your response and indicate the year in which that most recent data were collected.

5a.

How is CIL education intended to be included in classes at level of primary education (ISCED Level 1)?

(Please mark one choice on each row)

	Yes, it is compulsory to teach CIL at this level of schooling	Yes, CIL can be taught at this level of schooling, but it is not compulsory	No, CIL is not taught at this level of schooling	
CIL is taught as a separate subject	❑	❑	❑	NC3A05AA
CIL is taught with CT as part of a separate subject (such as computing)	❑	❑	❑	NC3A05AB
CIL is integrated within science and/or technology subjects	❑	❑	❑	NC3A05AC
CIL is integrated within many or all subjects	❑	❑	❑	NC3A05AD

Please use this space to elaborate your response.   NC3A05A_T

5b.

How is CT education intended to be included in classes at level of primary education (ISCED Level 1)?

(Please mark one choice on each row)

	Yes, it is compulsory to teach CT at this level of schooling	Yes, CT can be taught at this level of schooling, but it is not compulsory	No, CT is not taught at this level of schooling	
CT is taught as a separate subject	❑	❑	❑	NC3A05BA
CT is integrated within mathematics	❑	❑	❑	NC3A05BB
CT is integrated within science and/or technology subjects	❑	❑	❑	NC3A05BC

CT is integrated within many or all subjects	❏	❏	❏	NC3A05BD

Please use this space to elaborate your response if and as required. `NC3A05B_T`

6a.

How is CIL education intended to be included in classes at level of lower secondary education (ISCED Level 2)?

(Please mark one choice on each row)

	Yes, it is compulsory to teach CIL at this level of schooling	Yes, CIL can be taught at this level of schooling, but it is not compulsory	No, CIL is not taught at this level of schooling	
CIL is taught as a separate subject	❏	❏	❏	NC3A06AA
CIL is taught with CT as part of a separate subject (such as computing)	❏	❏	❏	NC3A06AB
CIL is integrated within science and/or technology subjects	❏	❏	❏	NC3A06AC
CIL is integrated within many or all subjects	❏	❏	❏	NC3A06AD

Please use this space to elaborate your response if and as required. `NC3A06A_T`

6b.

How is CT education intended to be included in classes at level of lower secondary education (ISCED Level 2)?

(Please mark one choice on each row)

	Yes, it is compulsory to teach CT at this level of schooling	Yes, CT can be taught at this level of schooling, but it is not compulsory	No, CT is not taught at this level of schooling	
CT is taught as a separate subject	❑	❑	❑	NC3A06BA
CT is integrated within mathematics	❑	❑	❑	NC3A06BB
CT is integrated within science and/or technology subjects	❑	❑	❑	NC3A06BC
CT is integrated within many or all subjects	❑	❑	❑	NC3A06BD

Please use this space to elaborate your response if and as required.

7a.

How is CIL education intended to be included in classes at level of upper secondary education (ISCED Level 3)?

(Please mark one choice on each row)

	Yes, it is compulsory to teach CIL at this level of schooling	Yes, CIL can be taught at this level of schooling, but it is not compulsory	No, CIL is not taught at this level of schooling	
CIL is taught as a separate subject	❑	❑	❑	NC3A07AA
CIL is taught with CT as part of a separate subject (such as computing)	❑	❑	❑	NC3A07AB
CIL is integrated within science and/or technology subjects	❑	❑	❑	NC3A07AC
CIL is integrated within many or all subjects	❑	❑	❑	NC3A07AD

Please use this space to elaborate your response if and as required.   NC3A07A_T

7b.

How is CT education intended to be included in classes at level of upper secondary education (ISCED Level 3)?

(Please mark one choice on each row)

	Yes, it is compulsory to teach CT at this level of schooling	Yes, CT can be taught at this level of schooling, but it is not compulsory	No, CT is not taught at this level of schooling	
CT is taught as a separate subject	❑	❑	❑	NC3A07BA
CT is integrated within mathematics	❑	❑	❑	NC3A07BB

CT is integrated within science and/or technology subjects	❑	❑	❑	NC3A07BC
CT is integrated within many or all subjects	❑	❑	❑	NC3A07BD

Please use this space to elaborate your response if and as required.   NC3A07B_T

Note: Questions 8a to 8h refer to public/government schools and to private schools.

Please use the following definitions to guide your responses to these questions. The definitions are identical to the ones for questions 3 and 4.

Public/government schools

These are schools managed directly or indirectly by a public education authority, government agency, or governing board, appointed by the government or elected by a public franchise.

Private schools

These are schools managed directly or indirectly by a non-government organization; for example, a church, trade union, business, or other private institution.

8a.

How much autonomy do schools with students in the target grade have regarding school governance (e.g., whole school financial management, setting strategic goals, implementation of curriculum)?

(Please mark one choice per school type)

School type	Complete or a high level of autonomy *Schools have full or almost full autonomy regarding how they operate in order to meet their statutory obligations*	Some autonomy *Schools have some autonomy (including autonomy in some areas but not others) regarding how they operate in order to meet their statutory obligations*	Little or no autonomy *Schools have little or no autonomy regarding how they operate in order to meet their statutory obligations The authority (or authorities) with responsibility for school education control and specify how schools are to be run in order to meet their statutory obligations*	
(a) Public/government schools	❑	❑	❑	NC3A08AA
(b) Private schools	❑	❑	❑	NC3A08AB

Please use this space to elaborate your response if and as required.   NC3A08A_T

8b.

How much autonomy do schools with students in the target grade have regarding the selection and purchase of ICT equipment?

(Please mark one choice per school type)

School type	Complete or a high level of autonomy *Schools have full or almost full autonomy regarding the selection and purchase of ICT equipment*	Some autonomy *Schools have some autonomy regarding the selection and purchase of ICT equipment (with, for example the relevant education authority(ies)) mandating the provision/purchase of some equipment)*	Little or no autonomy *Schools have little or no autonomy regarding the selection and purchase of ICT equipment. The authority (or authorities) with responsibility for school education control and specify schools' selection and purchase of ICT equipment*	
(a) Public/government schools	❑	❑	❑	NC3A08BA
(b) Private schools	❑	❑	❑	NC3A08BB

Please use this space to elaborate your response if and as required.

NC3A08B_T

8c.

How much autonomy do schools with students in the target grade have regarding the selection and purchase software?

(Please mark one choice per school type)

School type	<u>Complete or a high level of autonomy</u> *Schools have full or almost full autonomy regarding the selection and purchase of software*	<u>Some autonomy</u> *Schools have some autonomy regarding the selection and purchase of software (with, for example the relevant education authority(ies) mandating the provision/purchase of some software)*	<u>Little or no autonomy</u> *Schools have little or no autonomy regarding the selection and purchase of software. The authority (or authorities) with responsibility for school education control and specify schools' selection and purchase of software*	
(a) Public/government schools	❏	❏	❏	NC3A08CA
(b) Private schools	❏	❏	❏	NC3A08CB

Please use this space to elaborate your response if and as required.

NC3A08C_T

8d.

How much autonomy do schools with students in the target grade have regarding staff participation in professional learning in the use of ICT?

(Please mark one choice per school type)

School type	Complete or a high level of autonomy *Schools have full or almost full autonomy regarding staff participation in professional learning in the use of ICT*	Some autonomy *Schools have some autonomy regarding staff participation in professional learning in the use of ICT (with, for example the relevant education authority(ies) mandating some staff participation in professional learning*	Little or no autonomy *Schools have little or no autonomy regarding staff participation in professional learning in the use of ICT. The authority (or authorities) with responsibility for school education control and specify all staff participation in professional learning in the use of ICT*	
(a) Public/government schools	❑	❑	❑	NC3A08DA
(b) Private schools	❑	❑	❑	NC3A08DB

Please use this space to elaborate your response if and as required.   NC3A08D_T

8e.

How much autonomy do schools with students in the target grade have regarding ICT curriculum delivery?

(Please mark one choice per school type)

School type	Complete or a high level of autonomy *Schools have full or almost full autonomy regarding ICT curriculum delivery*	Some autonomy *Schools have some autonomy regarding ICT curriculum delivery (with, for example the relevant education authority(ies) mandating some ICT curriculum delivery)*	Little or no autonomy *Schools have little or no autonomy regarding ICT curriculum delivery. The authority (or authorities) with responsibility for school education control and specify ICT curriculum delivery*	
(a) Public/government schools	❑	❑	❑	NC3A08EA
(b) Private schools	❑	❑	❑	NC3A08EB

Please use this space to elaborate your response if and as required.

NC3A08E_T

8f.

How much autonomy do schools with students in the target grade have regarding the selection and appointment of their teachers?

(Please mark one choice per school type)

School type	Complete or a high level of autonomy *Schools have full or almost full autonomy regarding the selection and appointment of their teachers*	Some autonomy *Schools have some autonomy regarding the selection and appointment of their teachers but the relevant education authority(ies) also has some control of the selection and appointment of teachers in schools*	Little or no autonomy *Schools have little or no autonomy in the selection and appointment of their teachers. The authority (or authorities) with responsibility for school education control and specify the selection and appointment of teachers in schools*	
(a) Public/government schools	❏	❏	❏	NC3A08FA
(b) Private schools	❏	❏	❏	NC3A08FB

Please use this space to elaborate your response if and as required.   NC3A08F_T

8g.

How much autonomy do schools with students in the target grade have regarding the assessment of student achievement in computer and information literacy (or its equivalent)?

(Please mark one choice per school type)

School type	<u>Complete or a high level of autonomy</u> *Schools are free or largely free to conduct their own assessments of student CIL (or equivalent)*	<u>Some autonomy</u> *Schools have some autonomy in assessing student CIL, but this is combined with mandatory assessments from relevant school authorities*	<u>Little or no autonomy</u> *Schools have little or no autonomy in the assessment of CIL. All or almost all student assessment of CIL is developed and initiated by the relevant education authority(ies)*	
(a) Public/government schools	❑	❑	❑	NC3A08GA
(b) Private schools	❑	❑	❑	NC3A08GB

Please use this space to elaborate your response if, and as required.

NC3A08G_T

8h.

How much autonomy do schools with students in the target grade have regarding the provision of technical support for ICT?

(Please mark one choice per school type)			
School type	<u>Complete or a high level of autonomy</u> *Schools have full or almost full autonomy regarding the provision of technical support for ICT*	<u>Some autonomy</u> *Schools have some autonomy in enlisting and utilizing ICT technical support. This is combined with mandatory use of support from the relevant education authority(ies)*	<u>Little or no autonomy</u> *Schools have little or no autonomy regarding the provision of technical support for ICT. Technical support for ICT is controlled and managed by the relevant education authority/(ies)*
(a) Public/government schools	❏	❏	❏
(b) Private schools	❏	❏	❏

NC3A08HA

NC3A08HB

Please use this space to elaborate your response if, and as required.

NC3A08H_T

2 APPROACHES TO CIL/CT EDUCATION IN ICILS COUNTRIES

The questions in Section 2 relate to general policies and overall approaches to ICT in school education in your country rather than specifically to the target grade. Questions that address the approaches to the use of ICT in the target grade will be asked later in the questionnaire.

9.

> **To what extent do the plans or policies for using ICT in education <u>emphasize</u> improving student learning with specific mention of the following aspects:**

(Please mark one choice on each row)

	They explicitly state this aspect as an intended focus or outcome	They imply that this aspect is important, but it is not explicitly stated as an intended focus or outcome	They place <u>no</u> emphasis on this aspect	
(a) Subject matter content (Language Arts, Mathematics, Science, etc.)	❑	❑	❑	NC3B09A
(b) Preparing students for using ICT in their future work	❑	❑	❑	NC3B09B
(c) Developing information literacy	❑	❑	❑	NC3B09C
(d) ICT-based skills in critical thinking, collaboration and communication	❑	❑	❑	NC3B09D
(e) Increasing access to online courses of study (e.g. for rural students)	❑	❑	❑	NC3B09E
(f) Computer programming or developing applications for digital devices	❑	❑	❑	NC3B09F
(g) Responsible and ethical use of digital devices including cyber-safety	❑	❑	❑	NC3B09G

Please use this space to elaborate your response if, and as required.

NC3B09_T

10.

> **To what extent do the plans or policies for using ICT in education <u>emphasize </u>the importance of the following resources?**

(Please mark one choice on each row)

	They explicitly state the need for the resource	They imply the need for the resource without explicitly stating that it is required	They place <u>no</u> emphasis on this resource	
(a) Provision of computer equipment and other ICT resources	❏	❏	❏	NC3B10A
(b) Maintenance of computer equipment and other ICT resources	❏	❏	❏	NC3B10B
(c) Renewal, updating and replacement of computer equipment and other ICT resources	❏	❏	❏	NC3B10C
(d) Support for teachers for using computer equipment and other ICT resources in their work	❏	❏	❏	NC3B10D
(e) Access to digital educational resources	❏	❏	❏	NC3B10E
(f) Internet connectivity	❏	❏	❏	NC3B10F
(g) Within-school networking	❏	❏	❏	NC3B10G
(h) Home access to school-based digital education resources such as through school-hosted online portals	❏	❏	❏	NC3B10H
(i) Local (within your country) development of digital learning materials	❏	❏	❏	NC3B10I

Please use this space to elaborate your response.   NC3B10_T

11.

> **To what extent do the plans or policies for using ICT in education <u>emphasize</u> the following methods of supporting student learning?**

(Please mark one choice on each row)

	They explicitly state the need for this method	They imply the need for this method without explicitly stating it	They place <u>no</u> emphasis on this method	
(a) Pre-service teacher education in the use of ICT	❑	❑	❑	NC3B11A
(b) In-service teacher education in the use of ICT	❑	❑	❑	NC3B11B
(c) The use of learning management systems	❑	❑	❑	NC3B11C
(d) Reporting to parents	❑	❑	❑	NC3B11D
(e) Providing feedback to students	❑	❑	❑	NC3B11E

Please use this space to elaborate your response if, and as required.   NC3B11_T

12.

To what extent do the plans and policies for the use of ICT in education include the following aspects as priorities?

	<u>Not</u> indicated as a priority	The need for this aspect is implicit in the plans and policies without being explicitly stated	The aspect is explicitly stated in the plans and policies	
(a) Professional development for teachers' pedagogical use of ICT	❑	❑	❑	NC3B12A
(b) Sufficient ICT infrastructure and resources in schools	❑	❑	❑	NC3B12B
(c) Development of ICT-related competencies in students	❑	❑	❑	NC3B12C
(d) Development and provision of digital learning materials	❑	❑	❑	NC3B12D
(e) Reduction of the digital divide between groups of students	❑	❑	❑	NC3B12E
(f) Improvement of administrative and management systems in schools	❑	❑	❑	NC3B12F
(g) Use of ICT to improve communication with parents	❑	❑	❑	NC3B12G
(h) Research within schools of the use of ICT in education	❑	❑	❑	NC3B12H
(i) Protection of students against emotional/social harm associated with ICT use (e.g., cyberbullying)	❑	❑	❑	NC3B12I

12.

To what extent do the plans and policies for the use of ICT in education include the following aspects as priorities?

(j) Protection of students against physical harm associated with ICT use (e.g., neck pain, eye soreness, fatigue.)   ❑   ❑   ❑   NC3B12J

Please provide any further comments to support your responses above, and also detail any other aspects of ICT in education that are indicated as priorities in plans and policies.   NC3B12_T

13.

Do the plans and/or policies for using ICT in education refer to providing 1:1 computing in schools? NC3B13

(Please mark one choice)

Yes, plans and/or policies for ICT in education refer to providing 1:1 computing in schools. ❑

No, plans and/or policies for ICT in education do not refer to providing 1:1 computing in schools. ❑

Please indicate the targets for computer provision in schools or indicate that there are no targets. NC3B13_T

14.

To what extent does the national curriculum <u>emphasize</u> the following aspects of Computer and Information Literacy (CIL) and ICT use?

(Please mark one choice on each row)

	This aspect is explicitly stated in the curriculum including associated learning goals	This aspect is explicitly stated in the curriculum without associated learning goals	The value of this aspect is implied without being explicitly stated	The curriculum places <u>no</u> emphasis on this aspect	
(a) Searching for information using ICT	❏	❏	❏	❏	NC3B14A
(b) Evaluating the reliability of information sources accessed using the Internet	❏	❏	❏	❏	NC3B14B
(c) Presenting information for a given audience or purpose using ICT	❏	❏	❏	❏	NC3B14C
(d) Organizing information obtained from Internet sources	❏	❏	❏	❏	NC3B14D
(e) Issues relating to intellectual property such as copyright and attribution sources	❏	❏	❏	❏	NC3B14E
(f) Responsible and respectful publication of information	❏	❏	❏	❏	NC3B14F
(g) Use of productivity tools (such as word processing,	❏	❏	❏	❏	NC3B14G

14.

To what extent does the national curriculum <u>emphasize</u> the following aspects of Computer and Information Literacy (CIL) and ICT use?

spreadsheet, and presentation software)					
(h) IT security issues (e.g., passwords, malware, phishing)	❑	❑	❑	❑	NC3B14H
(i) Data security (such as the collection of Internet use data by search engines and social media sites)	❑	❑	❑	❑	NC3B14I
(j) Protection of students against emotional/social harm associated with ICT use (e.g., cyberbullying)	❑	❑	❑	❑	NC3B14J
(k) Protection of students against physical harm associated with ICT use (e.g., neck pain, eye soreness, fatigue.)	❑	❑	❑	❑	NC3B14K
Please use this space to elaborate your response if, and as required.					NC3B14_T

15.

To what extent does the national curriculum <u>emphasize</u> the following aspects of Computational Thinking (CT)?

(Please mark one choice on each row)

	This aspect is explicitly stated in the curriculum including associated learning goals	This aspect is explicitly stated in the curriculum without associated learning goals	The value of this aspect is implied without being explicitly stated	The curriculum places <u>no</u> emphasis on this aspect	
(a) Planning technology-based products or solutions	❑	❑	❑	❑	NC3B15A
(b) Developing technology-based products or solutions to meet user requirements	❑	❑	❑	❑	NC3B15B
(c) Evaluating and refining technology-based products or solutions	❑	❑	❑	❑	NC3B15C
(d) Creating visual representations (e.g., flow charts, and decision trees) of processes	❑	❑	❑	❑	NC3B15D
(e) Creating visual representations (e.g., tables, graphs, or charts) of information/data	❑	❑	❑	❑	NC3B15E
(f) Designing user interfaces for technology-based products or solutions	❑	❑	❑	❑	NC3B15F
(g) Revising technology-based products or solutions on the basis	❑	❑	❑	❑	NC3B15G

15.

To what extent does the national curriculum <u>emphasize</u> the following aspects of Computational Thinking (CT)?

	of user feedback or other data				
(h)	Creating algorithms	❑	❑	❑	❑	NC3B15H
(i)	Writing code, programs, or macros	❑	❑	❑	❑	NC3B15I
(j)	Evaluating code, programs, or macros	❑	❑	❑	❑	NC3B15J
(k)	Developing digital applications (e.g., programs/apps.)	❑	❑	❑	❑	NC3B15K
(l)	Identifying and describing the properties of digital systems	❑	❑	❑	❑	NC3B15L

Please use this space to elaborate your response if, and as required.   NC3B15_T

16.

Is there mandated assessment of CIL and CT related skills of students in the target grade?

(Please mark one choice in each column)

	CIL	CT
	NC3B16A	NC3B16B
Yes, using a compulsory assessment for all students at the national and/or state/provincial level	❏	❏
Yes, using a sample-based assessment at the national and/or state/provincial level	❏	❏
Yes, using a non-compulsory common assessment	❏	❏
Yes, but assessment is controlled at the school level	❏	❏
There is no mandated requirement for assessing students in this area	❏	❏

Please use this space to elaborate your response if, and as required.   NC3B16_T

17.

In the past five years have education authorities (at any of the national, state/provincial or local/municipal level) used, or supported the use of, ICT for the provision of the following types of student assessment?

(Please mark one choice on each row)

	Yes	**No**	
(a) Diagnostic assessments	❏	❏	NC3B17A
(b) Formative assessments	❏	❏	NC3B17B
(c) Summative assessments	❏	❏	NC3B17C
(d) National or state/provincial monitoring programs	❏	❏	NC3B17D

Please give examples for each assessment type for which you have selected Yes.   NC3B17_T

18.

How do education authorities (at the national, state/provincial, or local/municipal level) require the development of teacher capacity to use ICT with regard to the following areas?

(Please mark as many choices as apply in each row)

	This is a mandatory component of pre-service teacher education	Eligibility for registration as a teacher requires evidence of this capacity	Participation in some form of professional learning program in this area is required of teachers	This is not required
(a) Technical capacity in using ICT	NC3B18A1	NC3B18A2	NC3B18A3	NC3B18A4
(b) Using ICT in pedagogy	NC3B18B1	NC3B18B2	NC3B18B3	NC3B18B4
(c) Collaboration and communication using ICT	NC3B18C1	NC3B18C2	NC3B18C3	NC3B18C4
(d) Using ICT for student assessment	NC3B18D1	NC3B18D2	NC3B18D3	NC3B18D4

Please use this space to elaborate your response if, and as required.

NC3B18_T

19.

How do education authorities (at the national, state/provincial or local level) support teacher access to, and participation in, ICT-focused professional learning programs for the following purposes?

(Please mark as many choices as apply in each row)

	By funding teacher participation in programs	By providing resources for teachers to access	By providing relieving teachers to allow regular teachers to attend programs	Not at all
(a) To improve ICT/ technical skills	NC3B19A1	NC3B19A2	NC3B19A3	NC3B19A4
(b) To improve content knowledge with respect to CIL	NC3B19B1	NC3B19B2	NC3B19B3	NC3B19B4
(c) To improve teaching skills with respect to CIL-related content	NC3B19C1	NC3B19C2	NC3B19C3	NC3B19C4
(d) To develop digital teaching and learning resources	NC3B19D1	NC3B19D2	NC3B19D3	NC3B19D4
(e) To integrate ICT in teaching and learning activities	NC3B19E1	NC3B19E2	NC3B19E3	NC3B19E4
(f) To improve skills in computer programming or developing applications for digital devices	NC3B19F1	NC3B19F2	NC3B19F3	NC3B19F4

Please comment with examples of programs.   NC3B19_T

**THANK YOU FOR YOUR TIME AND EFFORT
IN COMPLETING THIS QUESTIONNAIRE**

Supplement 2:

National adaptations to the ICILS 2023 context questionnaires

Overview

This supplement describes national adaptations made to the international version of the ICILS 2023 questionnaires. This information provides users with a guide to evaluate the availability of internationally comparable data for use in secondary analyses involving the ICILS 2023 questionnaire variables.

National adaptations to context questionnaires include questions that countries were required to adapt, questions that were not administered, and questions that countries modified to suit their national context.

The adaptations to questionnaires are presented in five sections:

- General adaptations;
- Adaptations in principal questionnaire;
- Adaptations in ICT coordinator questionnaire;
- Adaptations in teacher questionnaire.
- Adaptations in student questionnaire;

For each question that was adapted in ICILS 2023, a national entry is included if the version of the question administered was different from the international version in meaning or in context. The following information is provided:

- Question number
- Variable name(s)
- National adaptation, listed by country

Each national adaptation entry is assigned either code 'D' or code 'X,' representing the following:

D   The question is still considered comparable to the international version, and the corresponding data are included in the international database.

X   The corresponding data are not included in the international database. The question was not administered, not applicable, or deleted for any of several reasons (e.g., deemed not internationally comparable, removed per country request, or a data problem).

Please note that all mandatory adaptations were documented with the code 'D' if they deviated from the wording suggested in the international version of the questionnaire (as indicated by the red text in Supplement 1).

List of general adaptations appearing multiple times and/or across questionnaires

Adaptations of [Target grade]

Country	Adaptation
Austria	8th grade
Azerbaijan	Eight grade
Belgium (Flemish)	Second Year
Bosnia and Herzegovina	Eight grade
Chile	8th grade
Chinese Taipei	Grade 8
Croatia	Grade 8
Cyprus	Grade 8
Czech Republic	8th grade of primary school (appropriate grade of multi-year gymnasium)
Denmark	8th grade
Finland	8th grade
France	Fourth
Germany	Grade 8
Greece	B Gymnasium
Hungary	8th grade
Italy	Eight grade
Kazakhstan	8th grade
Korea, Republic of	Middle school 2nd grade
Kosovo	Grade 8
Latvia	8th grade
Luxembourg	6th (grade 8)
Malta	Year 9
Norway	Grade 9
Oman	Grade eight
Portugal	8th grade
Romania	8th grade
Serbia	8th grade
Slovak Republic	8th grade of primary school and 3rd grade of 8-year programme in Gymnasium
Slovenia	8th grade
Spain	2nd of Compulsory Secondary Education
Sweden	Grade 8
The Netherlands	Second year
Uruguay	Second year of secondary education
United States	Eight grade

Adaptations of [students with special needs or specific learning difficulties]

Country	Adaptation
Austria	Students with special educational needs or specific learning difficulties
Azerbaijan	Students with special needs or specific learning difficulties
Belgium (Flemish)	Students with special educational needs
Bosnia and Herzegovina	Students with difficulties in growth and development or special learning difficulties
Chile	Students with special needs or specific learning difficulties
Chinese Taipei	Students with special needs or specific learning difficulties
Croatia	Students with special needs or learning difficulties
Cyprus	Students with special needs or specific learning difficulties
Czech Republic	SEN students
Denmark	Students with special needs or learning difficulties
Finland	Students who need enhanced support or special support
France	Students with special educational needs or learning difficulties
Germany	Students with special needs or specific learning difficulties
Greece	Students with special needs or specific learning difficulties
Hungary	Students with special needs or specific learning difficulties
Italy	Students with special educational needs or learning difficulties
Kazakhstan	Students with special educational needs or learning difficulties
Korea, Republic of	Students with special needs or specific learning difficulties
Kosovo	Students with special needs or specific learning difficulties
Latvia	Students with special needs or specific learning difficulties
Luxembourg	Students with special needs or specific learning difficulties
Malta	Student with special needs or specific learning difficulties
Norway	Students with special needs
Oman	Students with special needs or specific learning difficulties
Portugal	Students with special needs or specific learning difficulties
Romania	Students with special needs or specific learning difficulties
Serbia	Students who need additional support due to difficulties in accessing and participating in education
Slovak Republic	Students with special needs or specific learning difficulties
Slovenia	Students with special needs or specific learning difficulties
Spain	Students with special needs or specific learning difficulties
Sweden	Students with extra adaptation or special support
The Netherlands	Students with specific learning problems
Uruguay	Students with special needs or specific learning difficulties
United States	Students with special needs or specific learning difficulties

Adaptations of [Parent or guardian 1]

Country	Adaptation
Austria	Mother or female legal guardian (e.g., stepmother or foster mother)
Azerbaijan	Mother or guardian 1
Belgium (Flemish)	Parent or guardian 1
Bosnia and Herzegovina	Mother or female guardian
Chile	Mom or Guardian
Chinese Taipei	Guardian
Croatia	Mother or female guardian
Cyprus	Father or other male guardian
Czech Republic	Mother or guardian
Denmark	Parent or carer 1 (e.g., your mother)
Finland	Parent or guardian 1
France	Parent or carer 1
Germany	Your mother or your first guardian
Greece	Parent or guardian 1
Hungary	Mother or female guardian
Italy	Parent/Guardian A
Kazakhstan	Mother
Korea, Republic of	Parent 1 or guardian 1
Kosovo	Mother or guardian
Latvia	Mother/ parent or guardian 1
Luxembourg	Mother or parent 1
Malta	Parent or guardian 1
Norway	Parent or guardian 1
Oman	Mother / Female guardian
Portugal	Father or guardian
Romania	Parent or guardian 1
Serbia	Parent or guardian 1
Slovak Republic	Mother or other woman tending to you
Slovenia	Mother or female guardian
Spain	Parent or guardian 1
Sweden	Guardian 1
The Netherlands	Parent or guardian 1
Uruguay	Mother or Guardian 1
United States	Parent or guardian 1

Adaptations of [Parent or guardian 2]

Country	Adaptation
Austria	Father or male legal guardian (e.g., stepfather or foster father)
Azerbaijan	Father or guardian 2
Belgium (Flemish)	Parent or guardian 2
Bosnia and Herzegovina	Father or male guardian
Chile	Dad or Guardian
Chinese Taipei	Guardian
Croatia	Father or male guardian
Cyprus	Mother or other female guardian
Czech Republic	Father or guardian
Denmark	Parent or carer 2 (e.g., your father)
Finland	Parent or guardian 2
France	Parent or carer 2
Germany	Your father or your second guardian
Greece	Parent or guardian 2
Hungary	Father or male guardian
Italy	Parent/Guardian B
Kazakhstan	Father
Korea, Republic of	Parent 2 or guardian 2
Kosovo	Father or guardian
Latvia	Father / parent or guardian 2
Luxembourg	Father or parent 2
Malta	Parent or guardian 2
Norway	Parent or guardian 2
Oman	Father / Male guardian
Portugal	Mother or guardian
Romania	Parent or guardian 2
Serbia	Parent or guardian 2
Slovak Republic	Father or other man tending to you
Slovenia	Father or male guardian
Spain	Parent or guardian 2
Sweden	Guardian 2
The Netherlands	Parent or guardian 2
Uruguay	Father or Guardian 2
United States	Parent or guardian 2

List of country-specific adaptations to the principal questionnaire sorted by question location and country

Adaptations of PrQ-01 (IP3G01A-B)

Country	Item ID	Code	Documentation
Austria	PrQ-01A-B	D	Stem of the question changed: How many students attend your school divided by gender?

Adaptations of PrQ-02 (IP3G02A-B)

Country	Item ID	Code	Documentation
Austria	PrQ-02A-B	D	Stem of the question changed: How many students attend the 8th grade divided by gender?

Adaptations of PrQ-03A (IP3G03A)
Please note that category '0' (ISCED 0) has been added to the database; however, it does not exist in the international version of the principal questionnaire.

Country	Item ID	Code	Documentation
Austria	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Azerbaijan	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = 9th grade 10 = 10th grade 11 = 11th grade
Belgium (Flemish)	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available

			6 = Category not administered or data not available 7 = First year secondary education 8 = Second year secondary education 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Bosnia and Herzegovina	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = 9th grade 10 = Category not administered or data not available 11 = Category not administered or data not available
Chile	PrQ-03A	D	National categories recoded for international comparability: 0 = Nursery education (kindergarten) 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = 9th grade 10 = Category not administered or data not available 11 = Category not administered or data not available
Chinese Taipei	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Croatia	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6

			7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Cyprus	PrQ-03A	D	Gang punched to '7th year after the start of ISCED 1'
Czech Republic	PrQ-03A	D	National categories recoded for international comparability: 1 = Zero grade (preparatory) of Basic School / 1st grade of Basic School 2 = 2nd grade of Basic School 3 = 3rd grade of Basic School 4 = 4th grade of Basic School 5 = 5th grade of Basic School 6 = 6th grade of Basic School / 1st grade of 8-year Gymnasium 7 = 7th grade of Basic School 8 = 8th grade of Basic School / 1st grade of 6-year Gymnasium 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Denmark	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Finland	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
France	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available

			5 = Category not administered or data not available 6 = Sixth 7 = Fifth 8 = Fourth 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Germany	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool activities 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Greece	PrQ-03A	D	Gang punched to '1st year of ISCED 1'
Hungary	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Italy	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool starting at age 3 1 = First year Elementary School 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = First year Lower Secondary School 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Kazakhstan	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade

			5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = 9th grade 10 = 10th grade 11 = 11th grade
Korea, Republic of	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Middle school 1st grade 8 = Middle school 2nd grade 9 = Middle school 3rd grade 10 = Category not administered or data not available 11 = Category not administered or data not available
Kosovo	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Grade 1 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Grade 6 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Latvia	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = 6th grade 7 = 7th grade 8 = 8th grade 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Luxembourg	PrQ-03A	D	Nationally defined categories: 0 = Pre-primary 1 = Cycle 2.1 (grade 1) 2 = Cycle 2.2 (grade 2) 3 = Cycle 3.1 (grade 3) 4 = Cycle 3.2 (grade 4) 5 = Cycle 4.1 (grade 5) 6 = Cycle 4.2 (grade 6)

			7 = 7th (grade 7) 8 = 6th (grade 8) 9 = 5th (grade 9) 10 = 4th (grade 10) 11 = 3rd (grade 11)
Malta	PrQ-03A	D	National categories recoded for international comparability: 0 = Nursery education (kindergarten) 1 = Year 1 2 = Year 2 3 = Year 3 4 = Year 4 5 = Year 5 6 = Year 6 7 = Year 7 8 = Year 8 9 = Year 9 10 = Year 10 11 = Year 11
Norway	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Oman	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool activities 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Portugal	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = 5th grade 6 = Category not administered or data not available 7 = 7th grade

			8 = Category not administered or data not available 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Romania	PrQ-03A	D	National categories recoded for international comparability: 0 = Grade 0 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Category not administered or data not available 11 = Category not administered or data not available
Serbia	PrQ-03A	D	Gang punched to '1st year of ISCED 1'
Slovak Republic	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade of primary school 2 = 2nd grade of primary school 3 = 3rd grade of primary school 4 = 4th grade of primary school 5 = 5th grade of primary school 6 = 6th grade of primary school/1st grade of 8-year programme in Gymnasium 7 = 7th grade of primary school/2nd grade of 8-year programme in Gymnasium 8 = 8th grade of primary school/3rd grade of 8-year programme in Gymnasium 9 = 4th grade of 8-year programme in Gymnasium 10 = 5th grade of 8-year programme in Gymnasium 11 = 6th grade of 8-year programme in Gymnasium
Slovenia	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st grade 2 = 2nd grade 3 = 3rd grade 4 = 4th grade 5 = 5th grade 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Spain	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = 1st of Primary Education 2 = 2nd of Primary Education 3 = 3rd of Primary Education 4 = 4th of Primary Education

			5 = 5th of Primary Education 6 = 6th of Primary Education 7 = 1st of Compulsory Secondary Education 8 = 2nd of Compulsory Secondary Education 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Sweden	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
The Netherlands	PrQ-03A	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = First year of secondary education 8 = Secondary class of secondary education 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
Uruguay	PrQ-03A	D	National categories recoded for international comparability: 0 = Early childhood (0 to 2 years) / initial 3 years / initial 4 years / initial 5 years 1 = 1st grade of primary school 2 = 2nd grade of primary school 3 = 3rd of primary school 4 = 4th grade of primary school 5 = 5th grade of primary school 6 = 6th grade of primary school 7 = 1st of basic cycle 8 = 2nd of basic cycle 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available
United States	PrQ-03A	D	National categories recoded for international comparability: 0 = Preschool / Kindergarten 1 = First grade 2 = Second grade 3 = Third grade 4 = Fourth grade

			5 = Fifth grade 6 = Sixth grade 7 = Seventh grade 8 = Eighth grade 9 = Category not administered or data not available 10 = Category not administered or data not available 11 = Category not administered or data not available

Adaptations of PrQ-03B (IP3G03B)

Country	Item ID	Code	Documentation
Austria	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 8th grade 4 = 9th grade 5 = 10th grade 6 = 11th grade 7 = 12th grade 8 = 13th grade 9 = Category not administered or data not available
Azerbaijan	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 8th grade 4 = 9th grade 5 = 10th grade 6 = 11th grade 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available
Belgium (Flemish)	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Second year secondary education 4 = Third year secondary education 5 = Fourth year secondary education 6 = Fifth year secondary education 7 = Sixth year secondary education 8 = Additional year (Se-n-Se) or seventh year secondary education 9 = Category not administered or data not available
Bosnia and Herzegovina	PrQ-03B	D	National categories recoded for international comparability: 1 = 6th grade 2 = 7th grade 3 = 8th grade 4 = 9th grade 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available

Chile	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 8th grade 4 = 9th grade 5 = 10th grade 6 = 11th grade 7 = 12th grade 8 = Category not administered or data not available 9 = Category not administered or data not available
Chinese Taipei	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Grade 8 4 = Grade 9 5 = Grade 10 6 = Grade 11 7 = Grade 12 8 = Category not administered or data not available 9 = Category not administered or data not available
Croatia	PrQ-03B	D	National categories recoded for international comparability: 1 = 6th grade 2 = 7th grade 3 = 8th grade 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available
Cyprus	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Grade 9 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Grade 12 8 = Grade 13 9 = Category not administered or data not available
Czech Republic	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = 9th grade of Basic School 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = 4th grade of high school / last grade of 6-year or 8-year Gymnasium 9 = Category not administered or data not available

Denmark	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Grade 8 4 = Grade 9 5 = Grade 10 6 = Upper secondary school, 1st year 7 = Upper secondary school, 2nd year 8 = Upper secondary school, 3rd year 9 = Category not administered or data not available
Finland	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = 9th grade 5 = 10th grade / 1st year of the upper secondary school 6 = 2nd year of the upper secondary school 7 = 3rd year of the upper secondary school 8 = 4th year of the upper secondary school
France	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Fourth 4 = Third 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available
Germany	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Grade 8 4 = Grade 9 5 = Grade 10 6 = Grade 11 7 = Grade 12 8 = Grade 13 9 = Category not administered or data not available
Greece	PrQ-03B	D	Gang punched to '14th year after the start of ISCED 1'
Hungary	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 8th grade 4 = 9th grade 5 = 10th grade 6 = 11th grade 7 = 12th grade 8 = 13th grade 9 = Category not administered or data not available

Italy	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Third year of Lower Secondary School 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Fifth year of Upper Secondary School 9 = Category not administered or data not available
Kazakhstan	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = 9th grade 5 = 10th grade 6 = 11th grade 7 = 12th grade 8 = Category not administered or data not available 9 = Category not administered or data not available
Korea, Republic of	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Middle school 1st grade 3 = Middle school 2nd grade 4 = Middle school 3rd grade 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available
Kosovo	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Grade 9 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Grade 12 8 = Category not administered or data not available 9 = Category not administered or data not available
Latvia	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 8th grade 4 = 9th grade 5 = 10th grade 6 = 11th grade 7 = 12th grade 8 = Category not administered or data not available 9 = Category not administered or data not available
Luxembourg	PrQ-03B	D	National categories recoded for international comparability:

			1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 6th (grade 8) 4 = 5th (grade 9) 5 = 4th (grade 10) 6 = 3rd (grade 11) 7 = 2nd (grade 12) 8 = 1st (grade 13) 9 = Category not administered or data not available
Malta	PrQ-03B	D	National categories recoded for international comparability: 0 = Category not administered or data not available 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Year 9 5 = Year 10 6 = Year 11 7 = Category not administered or data not available 8 = Post-secondary 9 = Category not administered or data not available
Norway	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Grade 9 5 = Grade 10 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available
Oman	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Grade 8 4 = Grade 9 5 = Grade 10 6 = Grade 11 7 = Grade 12 8 = Grade 13 9 = Category not administered or data not available
Portugal	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 8th grade 4 = 9th grade 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = 12th grade 8 = Category not administered or data not available 9 = Category not administered or data not available
Romania	PrQ-03B	D	Nationally defined categories: 1= Grade 5 2= Grade 6

			3= Grade 7 4= Grade 8 5= Grade 9 6= Grade 10 7= Grade 11 8= Grade 12
Serbia	PrQ-03B	D	Gang punched to '8th year after the start of ISCED 1'
Slovak Republic	PrQ-03B	D	National categories recoded for international comparability: 1 = 6th grade of primary school/1st grade of 8-year programme in Gymnasium 2 = 7th grade of primary school/2nd grade of 8-year programme in Gymnasium 3 = 8th grade of primary school/3rd grade of 8-year programme in Gymnasium 4 = 9th grade of primary school/ 4th grade of 8-year programme in Gymnasium 5 = 5th grade of 8-year programme in Gymnasium 6 = 6th grade of 8-year programme in Gymnasium 7 = 7th grade of 8-year programme in Gymnasium 8 = 8th grade of 8-year programme in Gymnasium 9 = Category not administered or data not available
Slovenia	PrQ-03B	D	National categories recoded for international comparability: 1 = 6th grade 2 = 7th grade 3 = 8th grade 4 = 9th grade 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Category not administered or data not available
Spain	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 2nd of Compulsory Secondary Education 4 = 3rd of Compulsory Secondary Education 5 = 4th of Compulsory Secondary Education 6 = 1st of Baccalaureate or 1st Intermediate Vocational Education and Training 7 = 2nd of Baccalaureate or 2nd of Intermediate Vocational Education and Training 8 = 1st of Higher Vocational Education and Training 9 = 2nd of Higher Vocational Education and Training
Sweden	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 1 = Grade 8 2 = Grade 9 3 = Upper secondary school year 1 4 = Upper secondary school year 2 5 = Upper secondary school year 38 = Category not administered or data not available 9 = Category not administered or data not available

The Netherlands	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = First year of secondary education 3 = Second year of secondary education 4 = Third year of secondary education 5 = Fourth year of secondary education 6 = Fifth year of secondary education 7 = Sixth year of secondary education 8 = Category not administered or data not available 9 = Category not administered or data not available
Uruguay	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 2nd of basic cycle 4 = 3rd of basic cycle 5 = 4th (higher) 6 = 5th (higher) 7 = 6th (higher) 8 = Tertiary 9 = Category not administered or data not available
United States	PrQ-03B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Eighth grade 4 = Ninth grade 5 = Tenth grade 6 = Eleventh grade 7 = Twelfth grade 8 = Category not administered or data not available 9 = Category not administered or data not available

Adaptations of PrQ-04 (IP3G04A-B)

Country	Item ID	Code	Documentation
Uruguay	**PrQ-04A-B**	D	Stem of the question changed: How many full-time and part-time teachers are there in your school? A full-time teacher is employed permanently for at least 20 hours for the full school year. All other teachers should be considered part-time.

Adaptations of PrQ-05 (IP3G05)

Country	Item ID	Code	Documentation
Belgium (Flemish)	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available

Bosnia and Herzegovina	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Cyprus	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Hungary	PrQ-05	D	Nationally defined categories: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Budapest
Kosovo	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Latvia	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Luxembourg	PrQ-05	D	National categories recoded for international comparability:

			1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Malta	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = Category not administered or data not available 5 = Category not administered or data not available
Norway	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Slovak Republic	PrQ-05	D	National categories recoded for international comparability: 1 = In a town or municipality with fewer than 3,000 people 2 = In a town or municipality with at least 3,000 but less than 15,000 people 3 = In a municipality or city with at least 15,000 but less than 100,000 people 4 = In a city with at least 100,000 but less than 1,000,000 people 5 = Category not administered or data not available
Slovenia	PrQ-05	D	National categories recoded for international comparability: 1 = A village, hamlet, or rural area (fewer than 3,000 people) 2 = A small town (3,000 to about 15,000 people) 3 = A town (15,000 to about 50,000 people) / A city (50,000 to about 100,000 people) 4 = A city (over 100,000 people) 5 = Category not administered or data not available

Adaptations of PrQ-06A (IP3G06A)

Country	Item ID	Code	Documentation
Slovenia	PrQ-06A	X	Question not administered or data not available

Adaptations of PrQ-06B (IP3G06BA-BB)

Country	Item ID	Code	Documentation
Belgium (Flemish)	PrQ-06BA - BB	X	Question not administered or data not available
Norway	PrQ-06BA - BB	X	Question not administered or data not available
The Netherlands	PrQ-06BA - BB	X	Question not administered or data not available

Adaptations of PrQ-08 (IP3G08A-F)

Country	Item ID	Code	Documentation
Austria	PrQ-08C	D	Learning progress of the students in the subject German
Austria	PrQ-08D	D	Learning progress of the students in the subject Mathematics
Azerbaijan	PrQ-08C	D	Language skills: Azerbaijani language
Belgium (Flemish)	PrQ-08C	D	Dutch
Belgium (Flemish)	PrQ-08D	D	Mathematics (e.g., arithmetic, geometry, statistics)
Bosnia and Herzegovina	PrQ-08C	D	Bosnian language (if IDLANG_PrQ = 5146) / Croatian language (if IDLANG_PrQ = 4122) / Serbian language (if IDLANG_PrQ = 7194)
Bosnia and Herzegovina	PrQ-08D	D	Problem solving
Chile	PrQ-08C	D	Language and Communication
Chinese Taipei	PrQ-08C	D	Traditional Chinese
Croatia	PrQ-08C	D	Croatian language
Cyprus	PrQ-08C	D	Modern Greek and literature (if IDLANG_PrQ = 10321) / English language (if IDLANG_PrQ = 10322)
Czech Republic	PrQ-08C	D	Czech language
Denmark	PrQ-08C	D	Danish
Finland	PrQ-08C	D	Mother tongue and literature or Finnish as a second language studies
France	PrQ-08C	D	French
France	PrQ-08D	D	Write computer programs, spreadsheet / grapher
Germany	PrQ-08C	D	In the subject German
Greece	PrQ-08C	D	Modern or Ancient Greek Language and Literature
Hungary	PrQ-08C	D	Hungarian grammar and literature
Hungary	PrQ-08D	D	Graphing
Italy	PrQ-08C	D	Italian

Kazakhstan	PrQ-08C	D	Kazakh language and literature (if IDLANG_PrQ = 1087) / Russian language and literature (if IDLANG_PrQ = 10871)
Kazakhstan	PrQ-08D	D	Algebra and Geometry
Korea, Republic of	PrQ-08C	D	Korean
Kosovo	PrQ-08C	D	Albanian language
Latvia	PrQ-08C	D	Latvian language
Luxembourg	PrQ-08C	D	German and/or French and/or English
Luxembourg	PrQ-08D	D	Geometry, algebra
Malta	PrQ-08C	D	English
Norway	PrQ-08C	D	Norwegian
Oman	PrQ-08D	D	Problem solving skills
Portugal	PrQ-08C	D	Portuguese
Romania	PrQ-08C	D	Romanian
Serbia	PrQ-08C	D	Serbian language and literature
Slovak Republic	PrQ-08C	D	Slovak/Hungarian language
Slovak Republic	PrQ-08D	D	Algebra, geometry
Slovenia	PrQ-08C	D	Slovene
Spain	PrQ-08C	D	Spanish language and literature (if IDLANG_PrQ = 3082) / Catalan language and literature (if IDLANG_PrQ = 10273) / Valencian language and literature (if IDLANG_PrQ = 10271) / Galician language and literature (if IDLANG_PrQ = 1110) / Basque language and literature (if IDLANG_PrQ = 10691)
Sweden	PrQ-08C	D	Swedish
The Netherlands	PrQ-08C	D	Dutch
The Netherlands	PrQ-08D	D	Arithmetic, geometry, statistics
Uruguay	PrQ-08C	D	Spanish language
United States	PrQ-08C	D	Language arts: English

Adaptations of PrQ-11 (IP3G11A-J)

Country	Item ID	Code	Documentation
Austria	PrQ-11A	D	The development of students' basic computer-related skills (e.g., Internet use, email, word processing, use of presentation software)
Austria	PrQ-11I	D	The development of students' proficiency in protecting themselves from fraudulent activities in the internet (e.g., scams, fake news, fake images, fake reviews, bots.)

Adaptations of PrQ-12 (IP3G12A-N)

Country	Item ID	Code	Documentation
Austria	PrQ-12N	D	Assessing students' competencies in computational thinking
Finland	PrQ-12K	D	Multiliteracy
Kosovo	PrQ-12K	D	Information and Communication Technology - ICT
Latvia	PrQ-12N	D	Algorithmic thinking
Serbia	PrQ-12N	D	Algorithmic thinking mode
Spain	PrQ-12K	D	Digital competence
Uruguay	PrQ-12K	D	Digital literacy and information management

Adaptations of PrQ-17 (IP3G17)

Country	Item ID	Code	Documentation
Belgium (Flemish)	PrQ-17	D	National categories recoded for international comparability: 1 = No 2 = Category not administered or data not available 3 = Yes, the school provides time for some teachers to mentor their teacher colleagues in the use of ICT in their teaching practice 4 = Category not administered or data not available 5 = Yes, but the school does not provide time for some teachers to mentor their teacher colleagues in the use of ICT in their teaching practice
Germany	PrQ-17	X	Question not administered or data not available
The Netherlands	PrQ-17	D	National categories recoded for international comparability: 1 = No 2 = Category not administered or data not available 3 = Yes, the school provides time for some teachers to mentor their teacher colleagues in the use of ICT in their teaching practice 4 = Category not administered or data not available 5 = Yes, but the school does not provide time for some teachers to mentor their teacher colleagues in the use of ICT in their teaching practice

Adaptations of PrQ-21 (IP3G21A-H)

Country	Item ID	Code	Documentation
Austria	PrQ-21H	D	Participation in a working group dealing with the use of digital media in teaching
Azerbaijan	PrQ-21H	D	In groups created for experience exchange
Belgium (Flemish)	PrQ-21H	D	Learning network or learning community
Bosnia and Herzegovina	PrQ-21H	D	Engagement in a joint practice dealing with ICT in teaching
Chile	PrQ-21H	D	Group of learning
Czech Republic	PrQ-21H	D	Group of teachers coming from different schools

Finland	PrQ-21H	D	A group (e.g., in social media or in a registered association)
France	PrQ-21H	D	Practice exchange network dedicated to the use of ICTE
Germany	PrQ-21H	D	Working group
Hungary	PrQ-21H	D	Professional community
Korea, Republic of	PrQ-21H	D	Teacher community (teacher study group)
Kosovo	PrQ-21H	D	Practice trainings
Latvia	PrQ-21H	D	Learning community
Portugal	PrQ-21H	D	Community or group
Slovak Republic	PrQ-21H	D	Work group
Slovenia	PrQ-21H	D	Working groups of practitioners
Spain	PrQ-21H	D	Experts community
Sweden	PrQ-21H	D	Working group /subject group
The Netherlands	PrQ-21H	D	Community of learners
Uruguay	PrQ-21H	D	Community of practice

Adaptations of PrQ-22 (IP3G22)

Country	Item ID	Code	Documentation
Austria	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Diverse/undecided
Belgium (Flemish)	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Denmark	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Finland	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Germany	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Diverse
Latvia	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Non-binary
Malta	PrQ-22	D	National categories recoded for international comparability:

			1 = Female 2 = Male 'Omitted' = Other
Sweden	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
The Netherlands	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 3 = Non-binary/Other
Uruguay	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
United States	PrQ-22	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Another gender

Adaptations of PrQ-24 (IP3G24A-M)

Country	Item ID	Code	Documentation
Austria	PrQ-24J	D	Moodle, LMS.at, Microsoft Teams
Austria	PrQ-24L	D	Preparation of curricula and syllabi
Belgium (Flemish)	PrQ-24J	D	Smartschool, Google Workspace, Office 365
Chile	PrQ-24J	D	Moodle
Chinese Taipei	PrQ-24J	D	ischool, Moodle
Croatia	PrQ-24J	D	Loomen, Moodle, Google Class, Blackboard
Cyprus	PrQ-24J	D	Moodle, Blackboard, Edmodo, Google Class
Czech Republic	PrQ-24J	D	Moodle, MS Teams, Google Classroom
Denmark	PrQ-24J	D	MinUddannelse, MeeBook, Google Workspace, Momo
Finland	PrQ-24J	D	Use a learning management system or a learning platform (e.g., Moodle, Peda.net, Google Classroom, ViLLE)
Germany	PrQ-24J	D	Moodle, Logineo, mebis, itslearning
Greece	PrQ-24J	D	Moodle, Blackboard, Edmodo, Google Class
Hungary	PrQ-24J	D	KRÉTA, Moodle, Edmodo
Italy	PrQ-24D	D	Maintaining, organizing and analyzing data (e.g., using Excel, spreadsheets, or databases)
Kazakhstan	PrQ-24J	D	kundelik.kz
Korea, Republic of	PrQ-24J	D	Cyber learning system, EBS onlineclass, NEIS
Latvia	PrQ-24L	X	Dimension not administered or data not available
Malta	PrQ-24J	D	MySchool, Klikks, Moodle, Blackboard, Edmodo

Norway	PrQ-24J	D	Itslearning, Microsoft Learning Gateway, Fronter
Oman	PrQ-24J	D	Google class, Mandhara platform, Moodle, Blackboard, Edmodo
Portugal	PrQ-24J	D	Moodle, Backboard
Serbia	PrQ-24J	D	Moodle
Slovak Republic	PrQ-24J	D	Edupage, Moodle
Slovenia	PrQ-24C	D	Look up records in a database (e.g., eAsistent, Lo.Polis)
Slovenia	PrQ-24J	D	Moodle, Arnes clasroom, Blackboard, Edmodo
Spain	PrQ-24J	D	Moodle, Blackboard, Edmodo, Google Classroom
Sweden	PrQ-24J	D	Google Edu, Microsoft Edu, V-klass, itslearning, InfoMentor
The Netherlands	PrQ-24J	D	Magister, Somtoday, Office 365,
Uruguay	PrQ-24J	D	Crea, Moodle, Blackboard, Edmodo
United States	PrQ-24J	D	Canvas, Moodle, Blackboard, Edmodo

List of country-specific adaptations to the ICT-coordinator questionnaire sorted by question location and country

Adaptations of CoQ-04 (II3G04A-K)

Country	Item ID	Code	Documentation
Austria	CoQ-04F	D	Microsoft Teams, Zoom, WebEx Go To Meeting, Skype
Austria	CoQ-04G	D	Microsoft Teams, Office 365, Google Workspace
Austria	CoQ-04K	D	Moodle, LMS.at, Microsoft Teams
Belgium (Flemish)	CoQ-04F	D	Microsoft Teams, Smartschool Live, Zoom
Belgium (Flemish)	CoQ-04G	D	Microsoft Teams, Office 365, Google Workspace
Belgium (Flemish)	CoQ-04K	D	Smartschool, Google Workspace, Office 365
Chile	CoQ-04F	D	Zoom, Google Meet, Microsoft Teams
Chile	CoQ-04G	D	Google Workspace, Google Classroom, Microsoft Teams
Chinese Taipei	CoQ-04F	D	Google Meet
Chinese Taipei	CoQ-04G	D	Google Workspace
Chinese Taipei	CoQ-04F	D	ischool, Moodle
Croatia	CoQ-04G	D	Microsoft Teams, Zoom, Google Meet, WebEx GoTo Meeting
Croatia	CoQ-04F	D	Microsoft Teams, Office 365, Google Workspace, Zoho
Croatia	CoQ-04J	D	Loomen, Moodle, Google Class, Blackboard
Cyprus	CoQ-04K	D	Moodle, Edmodo, Blackboard, Google Class
Czech Republic	CoQ-04F	D	Zoom, Google Meet, MS Teams
Czech Republic	CoQ-04J	D	MS Teams, Google Workspace, Office 365
Czech Republic	CoQ-04K	D	Moodle, MS Teams, Google Classroom
Denmark	CoQ-04F	D	Zoom, Microsoft Teams, Google Meet
Denmark	CoQ-04G	D	Office 365, Google Workspace, Nextcloud Collabora
Denmark	CoQ-04K	D	MinUddannelse, Meebook, Google Workspace for Education, Momo
Finland	CoQ-04F	D	Zoom, Google Meet
Finland	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams
Finland	CoQ-04K	D	A learning management system or a learning platform (e.g., Moodle, Peda.net, Google Classroom, ViLLE)
France	CoQ-04F	D	Zoom, Ma classe à la maison, Ma classe virtuelle VIA, RENdez-vous)
France	CoQ-04G	D	Moodle, Toutatice, Microsoft Teams
France	CoQ-04K	D	Edmodo, Padlet, Google Class
Germany	CoQ-04F	D	WebEx, Microsoft Teams, BigBlueButton, Zoom

Germany	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams
Germany	CoQ-04K	D	Moodle, Logineo, mebis, itslearning
Hungary	CoQ-04F	D	Zoom, Microsoft Teams
Hungary	CoQ-04G	D	Google Workspace, Microsoft Office 365
Hungary	CoQ-04K	D	KRÉTA, Moodle, Edmodo
Kazakhstan	CoQ-04F	D	Zoom
Kazakhstan	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams
Kazakhstan	CoQ-04K	D	kundelik.kz
Korea, Republic of	CoQ-04F	D	Zoom, Naver WhaleOn, Google meet
Korea, Republic of	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams, Padlet, Naver office
Korea, Republic of	CoQ-04K	D	Cyber learning system, EBS onlineclass, NEIS
Luxembourg	CoQ-04F	D	Microsoft Teams, Zoom, WebEx GoTo Meeting, Google Meet
Luxembourg	CoQ-04G	D	Office 365, Microsoft Teams, Google Workspace, Zoho
Malta	CoQ-04F	D	Teams, Zoom, WebEx, GoTo Meeting, Google Meet
Malta	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams, Zoho
Malta	CoQ-04K	D	MySchool, Klikks, Edmodo, Blackboard, Google Class
Norway	CoQ-04F	D	Zoom, Microsoft Teams, Google Meet
Norway	CoQ-04K	D	Moodle, itslearning, Canvas
Oman	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams, Zoho
Portugal	CoQ-04F	D	Zoom, Google Meet
Portugal	CoQ-04G	D	Google Docs, Office 365, Microsoft Teams
Portugal	CoQ-04K	D	Blackboard, Google Classroom
Serbia	CoQ-04F	D	Zoom, Microsoft Teams, Google Meet
Serbia	CoQ-04G	D	Google Services (e.g., Docs, Sheets, Disk), Office 365, Microsoft Teams
Serbia	CoQ-04K	D	Moodle etc.
Slovak Republic	CoQ-04F	D	Zoom, MS Teams, GoogleMeet
Slovak Republic	CoQ-04K	D	Edupage, GoogleClass, Blackboard
Slovenia	CoQ-04K	D	Arnes classroms, Edmodo, Blackboard, Google Class
Spain	CoQ-04F	D	Microsoft Teams, Jitsi meet, Zoom, WebEx GoTo Meeting, Google Meet
Spain	CoQ-04K	D	Moodle, Blackboard, Edmodo, Google Classroom
Sweden	CoQ-04F	D	Teams, Zoom, Google Meet
Sweden	CoQ-04G	D	Google Workspace, Office 365, Microsoft Teams

Country	Item ID	Code	Documentation
Sweden	CoQ-04K	D	Google Edu, Microsoft Edu, V-klass, itslearning, InfoMentor
The Netherlands	CoQ-04F	D	Microsoft Teams, Zoom, Smartschool Live, Google Meet
The Netherlands	CoQ-04G	D	Microsoft Teams, Office 365
The Netherlands	CoQ-04K	D	Magister, Somtoday, Office 365
Uruguay	CoQ-04F	D	Zoom, WebEx, GoToMeeting, Google Meet, Conference
Uruguay	CoQ-04G	D	Google Workspace, Microsoft Teams
Uruguay	CoQ-04K	D	Crea, Moodle, Edmodo
United States	CoQ-04F	D	Zoom, Google Meet, Microsoft Teams
United States	CoQ-04K	D	Canvas, Edmodo, Blackboard, Google Classroom

Adaptations of CoQ-05 (II3G05A-P)

Country	Item ID	Code	Documentation
Austria	CoQ-05A	D	Kahoot!, Quizlet, Microsoft Forms
Austria	CoQ-05B	D	Duolingo
Austria	CoQ-05G	D	Inspiration, Webspiration, EDraw Mind Map, Freeplane
Austria	CoQ-05H	D	LoggerPro, phyphox
Austria	CoQ-05I	D	GeoGebra, NetLogo
Austria	CoQ-05K	D	e-portfolios
Austria	CoQ-05N	D	Google Earth VR, The Body VR
Belgium (Flemish)	CoQ-05A	D	Kahoot, MentiMeter, Socrative
Belgium (Flemish)	CoQ-05B	D	Minecraft, Bingle, Duolingo
Belgium (Flemish)	CoQ-05C	D	Quest Atlantis, Minecraft, Squla
Belgium (Flemish)	CoQ-05D	D	Microsoft Word, Google Docs, OpenOffice Writer
Belgium (Flemish)	CoQ-05E	D	Microsoft PowerPoint, Prezi, Google Slides
Belgium (Flemish)	CoQ-05F	D	iMovie, Adobe Photoshop, GIMP
Belgium (Flemish)	CoQ-05G	D	Miro, Padlet, MindMeister
Belgium (Flemish)	CoQ-05H	D	Cloudwise, Impero, Raspberry pi
Belgium (Flemish)	CoQ-05I	D	NetLogo, SketchUp
Belgium (Flemish)	CoQ-05K	D	Smartschool, Office 365, Google Workspace
Belgium (Flemish)	CoQ-05N	D	Aurasma, Google Expeditions
Belgium (Flemish)	CoQ-05P	D	Google Jamboard, Padlet, Microsoft Whiteboard
Bosnia and Herzegovina	CoQ-05A	D	Quizlet, Kahoot, mathfessor, Mentimeter

Bosnia and Herzegovina	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Canvas, Prezi
Chile	CoQ-05A	D	Quizziz, Kahoot, Socrative
Chile	CoQ-05B	D	Duolingo
Chile	CoQ-05D	D	Microsoft Word, Google Docs
Chile	CoQ-05E	D	Microsoft PowerPoint, Google Slides
Chile	CoQ-05G	D	Inspiration, Cmaptools
Chile	CoQ-05K	D	Google Docs
Chinese Taipei	CoQ-05A	D	Kahoot, Quizlet, Slido
Chinese Taipei	CoQ-05B	D	Bee-Bot Emulator
Chinese Taipei	CoQ-05D	D	Microsoft Word, Google Docs
Chinese Taipei	CoQ-05E	D	Microsoft PowerPoint, Google Slides
Chinese Taipei	CoQ-05F	D	Windows Movie Maker, CyberLink PowerDirector, Adobe Photoshop
Chinese Taipei	CoQ-05G	D	Coggle, Xmind
Chinese Taipei	CoQ-05I	D	CoSci, PhET
Chinese Taipei	CoQ-05K	D	e-portfolio system
Chinese Taipei	CoQ-05N	D	Google Earth VR, Surreal Education VR
Chinese Taipei	CoQ-05P	D	SMART board
Croatia	CoQ-05A	D	Kahoot, Quizlet, Google Forms, Microsoft Forms, mathfessor
Croatia	CoQ-05B	D	Crayon, Minecraft
Croatia	CoQ-05C	D	Minecraft
Croatia	CoQ-05E	D	Microsoft PowerPoint, Prezi, Canva, Google Slides, Apple Keynote
Croatia	CoQ-05F	D	Windows Movie Maker, Moovly, Pixlr, Adobe Photoshop, iMovie
Croatia	CoQ-05G	D	MindMeister, Popplet, MindManager, Freemind, Inspiration, Webspiration
Croatia	CoQ-05I	D	NetLogo, Easy Java Simulations
Croatia	CoQ-05K	D	Carnet e-portfolio Mahara
Croatia	CoQ-05N	D	Google Earth VR, Second Life
Croatia	CoQ-05P	D	Microsoft Whiteboard, Web Whiteboard, Miro
Cyprus	CoQ-05A	D	Quizlet, Kahoot, mathfessor, Hot Potatoes
Cyprus	CoQ-05B	D	Mathletics, Seterra
Cyprus	CoQ-05D	D	Microsoft Word, Apple Pages, Google Docs, OpenOffice Writer

Cyprus	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Cyprus	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, Xylisoft
Cyprus	CoQ-05G	D	Inspiration, Webspiration, Xmind, CmapTools
Cyprus	CoQ-05I	D	NetLogo, Scratch
Cyprus	CoQ-05P	D	Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard, OpenBoard
Czech Republic	CoQ-05D	D	MS Word
Czech Republic	CoQ-05E	D	MS PowerPoint
Czech Republic	CoQ-05G	D	SmartArt, MindMup, Coggle, MindMaps
Czech Republic	CoQ-05I	D	NetLogo, Algodoo, Phet Simulations, Celestia
Czech Republic	CoQ-05N	D	Google Earth
Czech Republic	CoQ-05P	D	Stormboard, MS Whiteboard
Denmark	CoQ-05A	D	Quizlet, Kahoot, Google Analyse
Denmark	CoQ-05B	D	Pengeby, Mingoville, Emat, Grammatip, Skoledu
Denmark	CoQ-05D	D	Pengeby, Mingoville, Emat, Grammatip, Skoledu
Denmark	CoQ-05E	D	Quest Atlantis
Denmark	CoQ-05F	D	LibreOffice Writer, Google Docs, Microsoft Word, Apple pages
Denmark	CoQ-05G	D	LibreOffice impress, Google Slides, Microsoft PowerPoint, Prezi, Apple Keynote
Denmark	CoQ-05H	D	Windows Movie Maker, iMovie, Adobe Photoshop, WeVideo, VideoMixer, Explain Everything
Denmark	CoQ-05I	D	MindMeister, Cmap, freemind
Denmark	CoQ-05N	D	The Body VR, Google Earth VR, Math Alive, Cospaces Edu, ThingLink
Denmark	CoQ-05P	D	Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard, Miro
Finland	CoQ-05A	D	Quizlet, Kahoot, Socrative
Finland	CoQ-05B	D	DuoLingo, learning games developed by textbook publishers
Finland	CoQ-05C	D	Quest Atlantis, Saarella, Minecraft
Finland	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Prezi
Finland	CoQ-05F	D	Windows Movie Maker, iMovie, PowToon, Adobe Photoshop, GIMP
Finland	CoQ-05G	D	Inspiration, Webspiration, MindMeister, CmapTools, Popplet
Finland	CoQ-05I	D	NetLogo, GeoGebra, SketchUp, Tinkercad

Finland	CoQ-05K	D	Programs or platforms for creating e-portfolios (e.g., VoiceThread, Evernote, Peda.net)
Finland	CoQ-05N	D	The Body VR, Google Earth VR, Math Alive, TiltBrush, AltSpaceVR
Finland	CoQ-05P	D	(e.g., for SMART Board, Google Jamboard)
France	CoQ-05A	D	Kahoot!, Plickers, Quizlet
France	CoQ-05D	D	Microsoft Word, OpenOffice Writer
France	CoQ-05E	D	Microsoft Powerpoint, OpenOffice Impress
France	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, GIMP
France	CoQ-05G	D	Xmind, FreeMind
France	CoQ-05K	D	Digital locker (documentary space of the ENT, VoiceThread)
Germany	CoQ-05A	D	Quizlet, Kahoot, Mathe-Quiz
Germany	CoQ-05B	D	Duolingo, Sofatutor, Languages Online, Bettermarks
Germany	CoQ-05D	D	Microsoft Word, Apple Pages, OpenOffice Writer, Google Docs
Germany	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, OpenOffice Impress, Google Slides
Germany	CoQ-05F	D	Windows Movie Maker, iMovie, Open Shot, Adobe Photoshop
Germany	CoQ-05G	D	FreeMind, Freeplane, Miro, MindMeister, Inspiration, Webspiration
Germany	CoQ-05H	D	LoggerPro, phyphox, SensorMax
Germany	CoQ-05I	D	NetLogo, plan game stock market
Germany	CoQ-05K	D	EverNote, VoiceThread, Mahara
Germany	CoQ-05N	D	The Body VR, Google Earth VR, Math Alive, ActionBound, Math Alive
Germany	CoQ-05P	D	Microsoft Whiteboard, MURAL, Sketchboard, OpenBoard
Greece	CoQ-05A	D	Quizlet, Kahoot, mathfessor, Hot Potatoes
Greece	CoQ-05B	D	Mathletics, Seterra geography games
Greece	CoQ-05D	D	Microsoft Word, Apple Pages, Google Docs, OpenOffice Writer
Greece	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Greece	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, Xylisoft
Greece	CoQ-05G	D	Inspiration, Webspiration, Xmind, CmapTools
Greece	CoQ-05P	D	Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard, OpenBoard
Hungary	CoQ-05A	D	Quizlet, Kahoot
Hungary	CoQ-05B	D	Mathletics, Matific

Hungary	CoQ-05C	D	Quest Atlantis, Whyville
Hungary	CoQ-05D	D	Microsoft Word, LibreOffice Writer
Hungary	CoQ-05E	D	Microsoft PowerPoint, Google Slides
Hungary	CoQ-05F	D	Windows Movie Maker, Adobe Photoshop
Hungary	CoQ-05G	D	Inspiration, Freemind
Hungary	CoQ-05P	D	Microsoft Whiteboard, Limnu
Italy	CoQ-05B	D	Languages online
Kazakhstan	CoQ-05A	D	Quizlet, Kahoot
Kazakhstan	CoQ-05B	D	Learning languages online
Kazakhstan	CoQ-05D	D	Microsoft Word
Kazakhstan	CoQ-05E	D	Microsoft PowerPoint
Korea, Republic of	CoQ-05B	D	Online language learning
Korea, Republic of	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, Alsee
Korea, Republic of	CoQ-05G	D	ThinkWise, Almind, Inspiration
Korea, Republic of	CoQ-05H	D	MBL, Logger Pro
Korea, Republic of	CoQ-05I	D	NetLogo, 123D, Algodoo, Sketchup
Korea, Republic of	CoQ-05N	D	Oculus VR, The Body VR, Google Earth VR, Math Alive
Latvia	CoQ-05D	D	Microsoft Word, Google Docs
Latvia	CoQ-05E	D	Microsoft PowerPoint, Google Slides
Latvia	CoQ-05F	D	Windows Movie Maker, Adobe Photoshop
Luxembourg	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Prezi
Luxembourg	CoQ-05N	D	The Body VR, Froggipedia, Google Earth VR, Math Alive, CheckMath, Google Expeditions, CoSpaces
Luxembourg	CoQ-05P	D	Microsoft Whiteboard, miro, MURAL, Padlet, Limnu, Stormboard, Google Jamboard
Norway	CoQ-05A	D	Kahoot, Quizlet
Norway	CoQ-05B	D	Kikora, Multi
Norway	CoQ-05G	D	Inspiration, Creaza, FreeMind
Norway	CoQ-05P	D	ActiveInspire (Promethean Board), SMART Notebook (Smart Board)
Oman	CoQ-05B	D	Mathletics, Word Wall
Oman	CoQ-05C	D	Quest Atlantis, Live work sheet, Quiziz
Oman	CoQ-05G	D	Inspiration, Webspiration, Mind Master, Xmind
Oman	CoQ-05I	D	NetLogo, Phet, Math Learning Center
Oman	CoQ-05L	D	VoiceThread, Google Drive, One Drive, icloud

Portugal	CoQ-05A	D	Quizlet, Kahoot
Portugal	CoQ-05D	D	Microsoft Word, Google Docs
Portugal	CoQ-05E	D	Microsoft PowerPoint, Google Slides
Portugal	CoQ-05P	D	Google Jamboard, Microsoft Whiteboard
Serbia	CoQ-05A	D	Quizlet, Kahoot
Serbia	CoQ-05D	D	Microsoft Word, Google Docs
Serbia	CoQ-05E	D	Microsoft PowerPoint, Prezi, Google Slides
Serbia	CoQ-05F	D	GIMP, Windows Movie Maker
Serbia	CoQ-05G	D	MindMup, Mindomo, Popplet
Serbia	CoQ-05K	D	Google Sites, Weebly, WordPress
Serbia	CoQ-05P	D	Educreations, Limnu, Stormboard, Google Jamboard
Slovak Republic	CoQ-05A	D	Edupage, GoogleForms, Microsoft Forms
Slovak Republic	CoQ-05B	D	matika.in
Slovak Republic	CoQ-05G	D	iMindMap, FreeMind, XMind, Webspiration
Slovak Republic	CoQ-05H	D	PhET, NetLogo
Slovak Republic	CoQ-05P	D	Microsoft Whiteboard, Google Jamboard
Slovenia	CoQ-05A	D	Quizlet, Kahoot, mathfessor, Brez knjige, Arnes kviz
Slovenia	CoQ-05D	D	Microsoft Word, Apple Pages, Google Docs, Apache OpenOffice
Slovenia	CoQ-05E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Apache OpenOffice
Slovenia	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, PhotoPea
Slovenia	CoQ-05G	D	Inspiration, Webspiration, XMind
Slovenia	CoQ-05I	D	NetLogo, SketchUP
Spain	CoQ-05A	D	Quizlet, Kahoot, mathfessor, Hot Potatoes
Spain	CoQ-05B	D	Mathletics, Profuturo
Spain	CoQ-05C	D	Quest Atlantis, trivial quiz
Spain	CoQ-05D	D	Microsoft Word, LibreOffice Writer, Apple Pages, Google Doc, Zoho Writer
Spain	CoQ-05E	D	Microsoft PowerPoint, LibreOffice Impress, Apple Keynote, Google Slides, Zoho Slides, Prezi, Genially
Spain	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, edpuzzle
Spain	CoQ-05G	D	Freemind, Cmaptools, Draw.io, Inspiration, Webspiration
Spain	CoQ-05H	D	Logger Pro, Google Analytics
Spain	CoQ-05I	D	NetLogo, Anylogic

Spain	CoQ-05K	D	VoiceThread, Mahara, eduportfolio.org
Spain	CoQ-05N	D	The Body VR, Google Earth VR, Math Alive
Sweden	CoQ-05A	D	Kahoot, MentiMeter, Quizlet
Sweden	CoQ-05B	D	Skolplus, Vektor, Bingel
Sweden	CoQ-05C	D	Minecraft Edu, Quest Atlantis
Sweden	CoQ-05G	D	Mural, Miro
Sweden	CoQ-05I	D	Algodoo, PhET Simulations, Go-Lab
Sweden	CoQ-05K	D	PictureMyLife, Showbie, Voice Thread
Sweden	CoQ-05N	D	Explain Everything, Google Jamboard, Microsoft Whiteboard
The Netherlands	CoQ-05A	D	Kahoot, MentiMeter, Socrative
The Netherlands	CoQ-05B	D	Squla, DuoLingo
The Netherlands	CoQ-05C	D	Minecraft
The Netherlands	CoQ-05D	D	Microsoft Word, Google Docs, OpenOffice Writer
The Netherlands	CoQ-05E	D	Microsoft PowerPoint, Prezi, Google Slides
The Netherlands	CoQ-05F	D	iMovie, Adobe Photoshop, GIMP
The Netherlands	CoQ-05G	D	Miro, Padlet
The Netherlands	CoQ-05H	D	LabQuest, Loggerpro
The Netherlands	CoQ-05I	D	NetLogo, SketchUp
The Netherlands	CoQ-05K	D	Smartschool, Office 365, Google Workspace
The Netherlands	CoQ-05N	D	Aurasma, Google Expeditions, Google Cardboard
The Netherlands	CoQ-05P	D	Google Jamboard, Padlet, Microsoft Whiteboard
Uruguay	CoQ-05B	D	Duolingo, cazaproblemas, letrapaluza, dragonbox
Uruguay	CoQ-05D	D	Microsoft Word, Writer, GoogleDocs
Uruguay	CoQ-05E	D	Microsoft PowerPoint, Google Slides
Uruguay	CoQ-05F	D	Windows Movie Maker, iMovie, Adobe Photoshop, Paint, GIMP, Inkscape
Uruguay	CoQ-05G	D	Mapas mentales
Uruguay	CoQ-05K	D	Crea
United States	CoQ-05A	D	Quizlet, Kahoot

Adaptations of CoQ-06 (II3G06A-I)

Country	Item ID	Code	Documentation
Belgium (Flemish)	CoQ-06D	D	Micro:bit, Arduino, Raspberry Pi Pico Board
Chinese Taipei	CoQ-06C	D	Lego Mindstorms
Chinese Taipei	CoQ-06D	D	Micro:bit, Arduino

Chinese Taipei	CoQ-06E	D	Google Earth VR, Surreal Education VR
Cyprus	CoQ-06C	D	Micro:bit, Arduino, Raspberry
Czech Republic	CoQ-06C	D	Lego Mindstorms
Czech Republic	CoQ-06E	D	Google Cardboard, Google Daydream
Denmark	CoQ-06C	D	Bee-bot / Blue-bot, Sphero, Lego Mindstorm, Lego Spike
Denmark	CoQ-06D	D	Arduino, Micro:bit
Denmark	CoQ-06E	D	Google Cardboard, Google Daydream, Oculus Quest, Pico Neo
Finland	CoQ-06C	D	Bee-bot / Blue-bot, Sphero, Lego Mindstorms, VEX Robotics
Finland	CoQ-06D	D	Programmable minicomputers (e.g., Micro:bit, Arduino, Adafruit, Raspberry.Pi)
Finland	CoQ-06E	D	Google Cardboard, Oculus, HTC Vive, ClassVR
Germany	CoQ-06D	D	Lego Mindstorms, ELEGOO Smart Robotic, Sphero, Bee-bot / Blue-bot
Germany	CoQ-06E	D	Arduino, Calliope, Micro:bit
Greece	CoQ-06D	D	Micro:bit, Arduino, Raspberry
Hungary	CoQ-06E	D	Google Cardboard, Oculus Quest
Korea, Republic of	CoQ-06C	D	Bee-bot, Sphero, Lego Mindstorms, Hamster robot
Luxembourg	CoQ-06D	D	Micro:bit, Arduino, Kniwwelino
Luxembourg	CoQ-06E	D	Google Cardboard, Google Daydream, Oculus Quest, Merge Cube
The Netherlands	CoQ-06D	D	Micro:bit, Arduino, Raspberry Pi
The Netherlands	CoQ-06E	D	Google Cardboard, Google Daydream, Oculus Quest, Meta, Pico
Uruguay	CoQ-06C	D	Lego Mindstorms
Uruguay	CoQ-06D	D	Micro:bit

Adaptations of CoQ-07C (II3G07C)

Country	Item ID	Code	Documentation
Azerbaijan	CoQ-07C	D	Competent authority in the field of education
Belgium (Flemish)	CoQ-07C	D	School community/school group
Chinese Taipei	CoQ-07C	D	Department of Education
Croatia	CoQ-07C	D	Ministry of Science and Education
Cyprus	CoQ-07C	D	Ministry of Education, Sport and Youth
Denmark	CoQ-07C	D	Municipal administration
Finland	CoQ-07C	D	Your municipality
France	CoQ-07C	D	Departmental council or the regional council
Greece	CoQ-07C	D	Directorate of secondary education - Ministry of Education
Italy	CoQ-07C	D	Ministry of Education and Merit
Kazakhstan	CoQ-07C	D	Local executive body
Korea, Republic of	CoQ-07C	D	Office of Education

Kosovo	CoQ-07C	D	Ministry of Education, Science, Technology and Innovation - MESTI
Latvia	CoQ-07C	D	Municipality
Luxembourg	CoQ-07C	D	Ministry of Education
Norway	CoQ-07C	D	School owner
Oman	CoQ-07C	D	Ministry of Education
Portugal	CoQ-07C	D	Ministry of Education
Romania	CoQ-07C	D	Ministry of Education
Serbia	CoQ-07C	D	Competent Public Administration Body
Slovak Republic	CoQ-07C	D	Other institution that falls under Ministry of education of SR or Ministry of education itself
Slovenia	CoQ-07C	D	Ministry responsible for education or municipality
Spain	CoQ-07C	D	Department of Education
The Netherlands	CoQ-07C	D	School board
Uruguay	CoQ-07C	D	Ceibal

Adaptations of CoQ-08 (II3G08)

Country	Item ID	Code	Documentation
Azerbaijan	CoQ-08	D	Competent authority in the field of education
Belgium (Flemish)	CoQ-08	D	School community/school group
Chinese Taipei	CoQ-08	D	Department of Education
Croatia	CoQ-08	D	Ministry of Science and Education
Cyprus	CoQ-08	D	Ministry of Education, Sport and Youth
Denmark	CoQ-08	D	Municipal administration
Finland	CoQ-08	D	Your municipality
France	CoQ-08	D	Departmental council or the regional council
Greece	CoQ-08	D	Directorate of secondary education - Ministry of Education
Italy	CoQ-08	D	Ministry of Education and Merit
Kazakhstan	CoQ-08	D	Local executive body
Korea, Republic of	CoQ-08	D	Office of Education
Kosovo	CoQ-08	D	Ministry of Education, Science, Technology and Innovation - MESTI
Latvia	CoQ-08	D	Municipality
Luxembourg	CoQ-08	D	Ministry of Education
Norway	CoQ-08	D	School owner
Oman	CoQ-08	D	Ministry of Education

Portugal	CoQ-08	D	Ministry of Education
Romania	CoQ-08	D	Ministry of Education
Serbia	CoQ-08	D	Competent Public Administration Body
Slovak Republic	CoQ-08	D	Other institution that falls under Ministry of education of SR or Ministry of education itself
Slovenia	CoQ-08	D	Ministry responsible for education or municipality
Spain	CoQ-08	D	Department of Education
The Netherlands	CoQ-08	D	School board
Uruguay	CoQ-08	D	Ceibal

Adaptations of CoQ-09 (II3G09A-C)

Country	Item ID	Code	Documentation
Serbia	CoQ-09A-B	D	School or Competent Public Administration Body
Sweden	CoQ-09A-B	D	School unit
Uruguay	CoQ-09A-B	D	School or Ceibal

Adaptations of CoQ-11 (II3G11)

Country	Item ID	Code	Documentation
Austria	CoQ-11	X	Question not administered or data not available
Azerbaijan	CoQ-11	D	Competent authority in the field of education
Belgium (Flemish)	CoQ-11	X	Question not administered or data not available
Chinese Taipei	CoQ-11	D	Department of Education
Croatia	CoQ-11	D	Ministry of Science and Education
Cyprus	CoQ-11	D	Ministry of Education, Sport and Youth
Denmark	CoQ-11	D	Municipal administration
Finland	CoQ-11	X	Question not administered or data not available
France	CoQ-11	X	Question not administered or data not available
Germany	CoQ-11	X	Question not administered or data not available
Greece	CoQ-11	D	Directorate of secondary education - Ministry of Education
Italy	CoQ-11	X	Question not administered or data not available
Kazakhstan	CoQ-11	D	Local executive body
Korea, Republic of	CoQ-11	D	Office of Education
Kosovo	CoQ-11	D	Ministry of Education, Science, Technology and Innovation - MESTI
Latvia	CoQ-11	D	Municipality
Luxembourg	CoQ-11	X	Question not administered or data not available

Norway	CoQ-11	D	School owner
Oman	CoQ-11	D	Ministry of Education
Portugal	CoQ-11	D	Ministry of Education
Romania	CoQ-11	D	Ministry of Education
Serbia	CoQ-11	D	Competent Public Administration Body
Slovak Republic	CoQ-11	D	Other institution that falls under Ministry of education of SR or Ministry of education itself
Slovenia	CoQ-11	D	Ministry responsible for education or municipality
Spain	CoQ-11	D	Department of Education
The Netherlands	CoQ-11	X	Question not administered or data not available
Uruguay	CoQ-11	X	Ceibal

Adaptations of CoQ-11A (II3G11A1-A4)

Country	Item ID	Code	Documentation
Austria	CoQ-11A1-A4	X	Question not administered or data not available
Belgium (Flemish)	CoQ-11A1-A4	X	Question not administered or data not available
Finland	CoQ-11A1-A4	X	Question not administered or data not available
France	CoQ-11A1-A4	X	Question not administered or data not available
Germany	CoQ-11A1-A4	X	Question not administered or data not available
Italy	CoQ-11A1-A4	X	Question not administered or data not available
Luxembourg	CoQ-11A1-A4	X	Question not administered or data not available
The Netherlands	CoQ-11A1-A4	X	Question not administered or data not available

Adaptations of CoQ-11B (II3G11B1-B5)

Country	Item ID	Code	Documentation
Austria	CoQ-11B1-B5	X	Question not administered or data not available
Azerbaijan	CoQ-11B5	D	Competent authority in the field of education
Belgium (Flemish)	CoQ-11B1-B5	X	Question not administered or data not available
Chinese Taipei	CoQ-11B5	D	Department of Education
Croatia	CoQ-11B5	D	Ministry of Science and Education
Czech Republic	CoQ-11B5	D	Municipal administration
Finland	CoQ-11B1-B5	X	Question not administered or data not available
France	CoQ-11B1-B5	X	Question not administered or data not available
Germany	CoQ-11B1-B5	X	Question not administered or data not available
Hungary	CoQ-11B1-B5	X	Question not administered or data not available

Italy	CoQ-11B1-B5	X	Question not administered or data not available
Luxembourg	CoQ-11B1-B5	X	Question not administered or data not available
The Netherlands	CoQ-11B1-B5	X	Question not administered or data not available

Adaptations of CoQ-12 (II3G12A-I)

Country	Item ID	Code	Documentation
Austria	CoQ-12A-I	D	Regular
Azerbaijan	CoQ-12A-I	D	Daily
Belgium (Flemish)	CoQ-12A-I	D	Day-to-day
Chile	CoQ-12A-I	D	Routine
Chinese Taipei	CoQ-12A-I	D	Day-to-day
Croatia	CoQ-12A-I	D	Everyday
Cyprus	CoQ-12A-I	D	On a daily basis
Czech Republic	CoQ-12A-I	D	Day-to-day
Denmark	CoQ-12A-I	D	Regular
Finland	CoQ-12A-I	D	During school days
France	CoQ-12A-I	D	Regular / daily
Germany	CoQ-12A-I	D	On a daily basis
Greece	CoQ-12A-I	D	On a daily basis
Hungary	CoQ-12A-I	D	Day-to-day
Italy	CoQ-12F	X	Dimension not administered or data not available
Korea, Republic of	CoQ-12A-I	D	Routine
Latvia	CoQ-12A-I	D	Day-to-day
Luxembourg	CoQ-12A-I	D	Routine
Malta	CoQ-12A-I	D	Day-to-day
Norway	CoQ-12A-I	D	Day-to-day
Portugal	CoQ-12A-I	D	Routine
Slovak Republic	CoQ-12A-I	D	Common/everyday
Slovenia	CoQ-12A-I	D	Regularly
Spain	CoQ-12A-I	D	Habitually
Sweden	CoQ-12A-I	D	Daily
The Netherlands	CoQ-12A-I	D	Day-to-day
Uruguay	CoQ-12A-I	D	Daily
Uruguay	CoQ-12F	D	Staff from Ceibal

Adaptations of CoQ-13 (II3G13A-G)

Country	Item ID	Code	Documentation
Austria	CoQ-13A-G	D	Regular
Austria	CoQ-13D	D	Librarian, media librarian, or computer scientist (you excluded)
Azerbaijan	CoQ-13A-G	D	Daily
Belgium (Flemish)	CoQ-13A-G	D	Day-to-day
Chile	CoQ-13A-G	D	Routine
Chinese Taipei	CoQ-13A-G	D	Day-to-day
Croatia	CoQ-13A-G	D	Everyday
Cyprus	CoQ-13A-G	D	On a daily basis
Czech Republic	CoQ-13A-G	D	Day-to-day
Denmark	CoQ-13A-G	D	Regular
Finland	CoQ-13A-G	D	During school days
France	CoQ-13A-G	D	Regular / daily
Germany	CoQ-13A-G	D	On a daily basis
Greece	CoQ-13A-G	D	On a daily basis
Hungary	CoQ-13A-G	D	Day-to-day
Italy	CoQ-13F	X	Dimension not administered or data not available
Korea, Republic of	CoQ-13A-G	D	Routine
Latvia	CoQ-13A-G	D	Day-to-day
Luxembourg	CoQ-13A-G	D	Routine
Malta	CoQ-13A-G	D	Day-to-day
Norway	CoQ-13A-G	D	Day-to-day
Portugal	CoQ-13A-G	D	Routine
Slovenia	CoQ-13A-G	D	Regularly
Spain	CoQ-13A-G	D	Habitually
Sweden	CoQ-13A-G	D	Daily
The Netherlands	CoQ-13A-G	D	Day-to-day
Uruguay	CoQ-13A-G	D	Daily
Uruguay	CoQ-13F	D	Staff from Ceibal

List of country-specific adaptations to the teacher questionnaire sorted by question location and country

Adaptations of TcQ-01 (IT3G01)

Country	Item ID	Code	Documentation
Austria	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Diverse/undecided
Belgium (Flemish)	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Denmark	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Finland	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Germany	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Diverse
Latvia	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Non-binary
Malta	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Sweden	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
The Netherlands	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 3 = Non-binary/Other
Uruguay	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
United States	TcQ-01	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Another gender

Adaptations of TcQ-03 (IT3G03A-I)

Country	Item ID	Code	Documentation
Austria	TcQ-03A	D	German
Austria	TcQ-03B	D	Foreign languages (English, French, Latin etc.)
Austria	TcQ-03G	D	Computer science, digital basic education or similar

Austria	TcQ-03H	D	Vocational orientation, nutrition and household etc.
Austria	TcQ-03I	D	Religion, ethics, exercise, and sport, etc.
Azerbaijan	TcQ-03A	D	Language skills: Azerbaijani language (if IDLANG_TcQ = 1068) / Language skills: Russian language (if IDLANG_TcQ = 10492)
Azerbaijan	TcQ-03B	D	Language skills: foreign or other ethnic languages
Azerbaijan	TcQ-03I	D	Technology, physical education, personal and social development
Belgium (Flemish)	TcQ-03A	D	Dutch
Belgium (Flemish)	TcQ-03B	D	Modern or classical languages (e.g., French, English, Spanish, German, Latin or Greek)
Belgium (Flemish)	TcQ-03C	D	Mathematics (e.g., arithmetic, geometry, statistics)
Belgium (Flemish)	TcQ-03D	D	Sciences (e.g., general science or physics, chemistry, biology, geology, technical sciences)
Belgium (Flemish)	TcQ-03E	D	Human sciences / social studies / social sciences (e.g., history, geography, civics, economics, law, sociology, communication sciences, cultural studies)
Belgium (Flemish)	TcQ-03G	D	Informatics, information and computer technology or similar
Belgium (Flemish)	TcQ-03H	D	Practical or vocational (e.g., hair care, construction techniques, photography, bakery)
Belgium (Flemish)	TcQ-03I	D	Other (e.g., religion, ethics, physical education, general subject course (GSC))
Bosnia and Herzegovina	TcQ-03A	D	Bosnian language (if IDLANG_TcQ = 5146) / Croatian language (if IDLANG_TcQ = 4122) / Serbian language (if IDLANG_TcQ = 7194)
Bosnia and Herzegovina	TcQ-03B	D	Foreign languages
Bosnia and Herzegovina	TcQ-03G	D	Information technology / basics of computer science / computer science
Chile	TcQ-03A	D	Language and Communication
Chile	TcQ-03B	D	Foreign language (for example, English, French).
Chile	TcQ-03G	D	Computer studies, technology, computing or similar
Chile	TcQ-03H	X	Dimension not administered or data not available
Chile	TcQ-03I	D	Religion, physical education, orientation
Chinese Taipei	TcQ-03A	D	Traditional Chinese
Chinese Taipei	TcQ-03B	D	English
Chinese Taipei	TcQ-03G	D	Information Technology
Chinese Taipei	TcQ-03H	D	Life technology
Chinese Taipei	TcQ-03I	D	Physical Education, Home Economics, Scouting, Tutoring, General Activities
Croatia	TcQ-03A	D	Croatian language

Croatia	TcQ-03B	D	English language
Croatia	TcQ-03G	D	Computer Science
Croatia	TcQ-03H	D	Technical Education
Croatia	TcQ-03I	D	Ethics, Religious Instruction, Physical education
Cyprus	TcQ-03A	D	Modern Greek and literature (if IDLANG_TcQ = 10321) / English language and literature (if IDLANG_TcQ = 10322)
Cyprus	TcQ-03B	D	Foreign language
Cyprus	TcQ-03G	D	Computer studies
Cyprus	TcQ-03H	D	Technology
Cyprus	TcQ-03I	D	Physical education, religious education, Home economics
Czech Republic	TcQ-03A	D	Czech language
Czech Republic	TcQ-03B	D	Foreign languages
Czech Republic	TcQ-03G	D	Informatics, computer and information technology
Czech Republic	TcQ-03H	D	Practice in workrooms, cooking
Czech Republic	TcQ-03I	D	Sports, personal development
Denmark	TcQ-03A	D	Danish
Denmark	TcQ-03B	D	Foreign languages (e.g., English, German, French)
Denmark	TcQ-03G	D	ICT subjects (technology literacy)
Denmark	TcQ-03H	D	Caft and design, home economics, occupation and labor market guidance
Denmark	TcQ-03I	D	Christian studies, physical education, other electives
Finland	TcQ-03A	D	Mother tongue and literature or Finnish as a second language
Finland	TcQ-03B	D	Language subjects: Swedish, English and other foreign languages
Finland	TcQ-03G	D	Information technology, programming, computing, etc.
Finland	TcQ-03H	D	Handicrafts, home economics
Finland	TcQ-03I	D	Ethics, physical education, health education
France	TcQ-03A	D	French
France	TcQ-03B	D	Foreign languages / Regional languages / Ancient languages (Latin, Greek)
France	TcQ-03C	D	Write computer programs, spreadsheet / grapher
France	TcQ-03D	D	Physics-Chemistry / Life and Earth Sciences
France	TcQ-03E	D	History-Geography, Civic Education, Human and Social Sciences
France	TcQ-03F	D	Music / Plastic arts
France	TcQ-03G	D	Technology

France	TcQ-03H	D	Vocational education
France	TcQ-03I	D	Physical and sports education / Other
Germany	TcQ-03A	D	German
Germany	TcQ-03B	D	Foreign language (English, French, Latin, etc.)
Germany	TcQ-03G	D	Informatics, information technology or similar
Germany	TcQ-03H	D	Business and employment studies/handicrafts
Germany	TcQ-03I	D	Ethics/Philosophy, Religion, physical education, home economics
Greece	TcQ-03A	D	Modern Greek and literature
Greece	TcQ-03B	D	Foreign language
Greece	TcQ-03G	D	Computer studies
Greece	TcQ-03H	D	Technology
Greece	TcQ-03I	D	Physical education, religious education
Hungary	TcQ-03A	D	Hungarian grammar and literature
Hungary	TcQ-03B	D	Foreign languages (e.g., English, German)
Hungary	TcQ-03G	D	Informatics
Hungary	TcQ-03H	D	Practical and vocational subjects (technics, clothing and textiles, tourism and hospitality, handicraft)
Hungary	TcQ-03I	D	Other (bible class, ethics, physical education)
Italy	TcQ-03A	D	Italian
Italy	TcQ-03B	D	English and/or other foreign language
Italy	TcQ-03G	D	Technology
Italy	TcQ-03H	X	Dimension not administered or data not available
Italy	TcQ-03I	D	Catholic Religion, Alternative Teachings to Religion, Physical Education
Kazakhstan	TcQ-03A	D	Kazakh language and literature (if IDLANG_TcQ = 1087) / Russian language and literature (if IDLANG_TcQ = 10871)
Kazakhstan	TcQ-03B	D	Foreign language and literature
Kazakhstan	TcQ-03C	D	Mathematics (Algebra and Geometry)
Kazakhstan	TcQ-03D	D	Science subjects (physics, chemistry, biology, etc.)
Kazakhstan	TcQ-03E	D	Humanities subjects (history, geography, law, etc.)
Kazakhstan	TcQ-03F	D	Creative subjects (arts, music, choreography, drama clubs etc.)
Kazakhstan	TcQ-03G	D	Information technology, informatics, etc.
Kazakhstan	TcQ-03H	D	Practical and professional disciplines (for example, technology)
Kazakhstan	TcQ-03I	D	Other subjects related to personal and social development (for example, physical education)

Korea, Republic of	TcQ-03A	D	Korean
Korea, Republic of	TcQ-03B	D	English or foreign languages
Korea, Republic of	TcQ-03G	D	Informatics
Korea, Republic of	TcQ-03H	D	Technology, Home Economics, Vocation related
Korea, Republic of	TcQ-03I	D	Moral/ethics, physical education, personal and social development
Kosovo	TcQ-03A	D	Albanian Language
Kosovo	TcQ-03B	D	English Language, German Language
Kosovo	TcQ-03G	D	Information and communication technology - ICT
Kosovo	TcQ-03H	D	Technology with ICT (MS Excel, MS PowerPoint, and MS Paint)
Kosovo	TcQ-03I	D	Physical education, civic education
Latvia	TcQ-03A	D	Latvian language
Latvia	TcQ-03B	D	Minority languages, foreign languages
Latvia	TcQ-03G	D	Computer studies, engineering, design and technology
Latvia	TcQ-03H	D	Choir, swimming
Latvia	TcQ-03I	D	Sports and health
Luxembourg	TcQ-03A	D	German and/or French and/or English
Luxembourg	TcQ-03B	D	Luxembourgish, Spanish, Italian etc.
Luxembourg	TcQ-03C	D	Geometry, algebra
Luxembourg	TcQ-03G	D	Informatics, digital sciences, etc.
Luxembourg	TcQ-03H	D	Handcraft, workshops, e.g., electronics, mechanics, etc.
Luxembourg	TcQ-03I	D	Life and society ('VieSo'), sports
Malta	TcQ-03A	D	English
Malta	TcQ-03B	D	Maltese or foreign languages
Malta	TcQ-03D	D	Sciences (Integrated Science, and/or physics, chemistry, biology, environmental science)
Malta	TcQ-03E	D	Human sciences/humanities/ social studies (history, geography, civics, economics, business studies, etc.)
Malta	TcQ-03G	D	Practical and vocational subjects (graphical communication, home economics, VET subjects, etc.)
Malta	TcQ-03H	D	Religion, ethics, physical education, PSCD, etc.
Norway	TcQ-03A	D	Norwegian language
Norway	TcQ-03B	D	Foreign language (e.g., English, German, Spanish)
Norway	TcQ-03D	D	Sciences
Norway	TcQ-03E	D	Humanities

Norway	TcQ-03F	D	Arts and craft, music
Norway	TcQ-03G	D	Computer programming and other subjects related to ICT
Norway	TcQ-03H	X	Dimension not administered or data not available
Norway	TcQ-03I	D	Religion/moral/ethics, gymnastics, nutrition and health
Oman	TcQ-03A	D	Arabic language
Oman	TcQ-03B	D	English language
Oman	TcQ-03G	D	Information technology, computer studies or similar
Oman	TcQ-03I	D	Islamic education, physical education
Portugal	TcQ-03A	D	Portuguese
Portugal	TcQ-03B	D	Foreign languages
Portugal	TcQ-03G	D	Computing, informatics, ICT or similar
Portugal	TcQ-03I	D	Physical or ethical subjects: Physical Education, Religious and Moral Educations, Civil Education, Personal and Social development
Romania	TcQ-03A	D	Language arts: Romanian
Serbia	TcQ-03A	D	Serbian language and literature
Serbia	TcQ-03B	D	Foreign language
Serbia	TcQ-03G	D	Computer Science Technic and technology
Serbia	TcQ-03I	D	Physical and health education, civic education
Slovak Republic	TcQ-03A	D	Slovak language (if IDLANG_TcQ = 1051) / Hungarian language (if IDLANG_TcQ = 10382)
Slovak Republic	TcQ-03B	D	Foreign language
Slovak Republic	TcQ-03C	D	Algebra, geometry
Slovak Republic	TcQ-03G	D	Informatics
Slovak Republic	TcQ-03H	D	Technics
Slovak Republic	TcQ-03I	D	Ethics, Physical education
Slovenia	TcQ-03A	D	Slovene language
Slovenia	TcQ-03B	D	Foreign language: English/German and in ethnically mixed areas, where Italians/Hungarians live also Italian or Hungarian.
Slovenia	TcQ-03D	D	Physics, Chemistry, Biology
Slovenia	TcQ-03E	D	History, geography, patriotic and citizenship culture and ethics, etc.
Slovenia	TcQ-03F	D	Visual arts, music arts
Slovenia	TcQ-03G	X	Dimension not administered or data not available
Slovenia	TcQ-03H	D	Engineering and technology

Slovenia	TcQ-03I	D	Other (e.g., Sport) / Compulsory elective subjects (Sport for health, Chemistry - Experiments in Chemistry, Computer networks, Geography - Human life on Earth or any other compulsory elective subject)
Spain	TcQ-03A	D	Spanish language and literature (if IDLANG_TcQ = 3082) / Catalan language and literature (if IDLANG_TcQ = 10273) / Valencian language and literature (if IDLANG_TcQ = 10271) / Galician language and literature (if IDLANG_TcQ = 1110) / Basque language and literature (if IDLANG_TcQ = 10691)
Spain	TcQ-03B	D	First foreign language (English, French, etc.)
Spain	TcQ-03H	D	Technology or other practical subjects
Spain	TcQ-03I	D	Ethical Values, Physical Education
Sweden	TcQ-03A	D	Swedish
Sweden	TcQ-03B	D	English / Modern languages or mother tongue
Sweden	TcQ-03D	D	Physics / Biology / Chemistry / Technology
Sweden	TcQ-03E	D	Civics / Geography / History / Religion
Sweden	TcQ-03F	D	Visual Arts / Craft / Music
Sweden	TcQ-03G	X	Dimension not administered or data not available
Sweden	TcQ-03H	X	Dimension not administered or data not available
Sweden	TcQ-03I	D	Physical education and health / Home and consumer studies
The Netherlands	TcQ-03A	D	Dutch
The Netherlands	TcQ-03B	D	Modern or classical languages (e.g., French, English, Spanish, German, Latin or Greek)
The Netherlands	TcQ-03C	D	Mathematics (e.g., arithmetic, geometry, statistics)
The Netherlands	TcQ-03G	D	Informatics, information and computer technology or similar
The Netherlands	TcQ-03H	D	Practical or vocational (e.g., hair care, construction techniques, photography, bakery)
The Netherlands	TcQ-03I	D	Religion, ethics, physical education, general subject course (GSC)
Uruguay	TcQ-03A	D	Spanish language
Uruguay	TcQ-03B	D	Languages (e.g., English)
Uruguay	TcQ-03G	D	Computing
Uruguay	TcQ-03H	D	Vocational or professional orientation (trades, for example car mechanics, carpentry, gastronomy, etc.)
Uruguay	TcQ-03I	D	Moral/ethics, physical education, personal and social development
United States	TcQ-03A	D	English language arts
United States	TcQ-03B	D	Spanish or other foreign languages
United States	TcQ-03H	D	Mechanics and repair, healthcare occupations, construction trades

Adaptations of TcQ-07 (IT3G07A-N)

Country	Item ID	Code	Documentation
Austria	TcQ-07J	D	Microsoft Teams, Office 365, Google Workspace
Austria	TcQ-07K	D	Moodle, LMS.at, Microsoft Teams
Austria	TcQ-07N	D	Kahoot!, Quizlet, Microsoft Forms
Belgium (Flemish)	TcQ-07D	D	Microsoft PowerPoint, Prezi, Google Slides
Belgium (Flemish)	TcQ-07G-H	D	Microsoft Excel, OpenOffice Calc, Google Spreadsheets
Belgium (Flemish)	TcQ-07J	D	Office 365, Microsoft Teams, Google Drive, Dropbox
Belgium (Flemish)	TcQ-07K	D	Smartschool, Google Workspace, Office 365
Belgium (Flemish)	TcQ-07N	D	Kahoot, MentiMeter, Socrative
Chile	TcQ-07D	D	Microsoft PowerPoint, Google Slides
Chile	TcQ-07G-H	D	Microsoft Excel, Google Sheets
Chile	TcQ-07J	D	Kahoot, Google Forms
Chinese Taipei	TcQ-07D	D	Microsoft PowerPoint, Google Slides
Chinese Taipei	TcQ-07G-H	D	Microsoft Excel, Google Sheets
Chinese Taipei	TcQ-07J	D	Google Workspace
Chinese Taipei	TcQ-07K	D	ischool, Moodle
Chinese Taipei	TcQ-07N	D	Kahoot, Google Forms
Croatia	TcQ-07K	D	Loomen, Moodle, Blackboard
Cyprus	TcQ-07D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Cyprus	TcQ-07G-H	D	Microsoft Excel, Apple Numbers, Google Sheets, OpenOffice Calc
Cyprus	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams
Cyprus	TcQ-07K	D	Moodle, Blackboard, Edmodo, Google Class
Czech Republic	TcQ-07D	D	MS PowerPoint
Czech Republic	TcQ-07G-H	D	MS Excel
Czech Republic	TcQ-07J	D	MS Teams, Google Workspace, Office 365
Czech Republic	TcQ-07K	D	Moodle, MS Teams, Google Classroom
Czech Republic	TcQ-07N	D	MS Forms, Google Forms
Denmark	TcQ-07D	D	Microsoft PowerPoint, LibreOffice Impress, Google Slides, Apple Keynote
Denmark	TcQ-07G-H	D	Microsoft Excel, LibreOffice Calc, Google Sheets, Apple numbers
Denmark	TcQ-07K	D	MinUddannelse, MeeBook, Google Workspace, Momo
Denmark	TcQ-07N	D	Quizlet, Kahoot, Google Forms, Microsoft Forms

Finland	TcQ-07J	D	Google Workspace, Office365, Microsoft Teams
Finland	TcQ-07K	D	Use a learning management system or a learning platform (e.g., Moodle, Peda.net, Google Classroom, ViLLE)
France	TcQ-07D	D	Create presentations (e.g., Microsoft PowerPoint, OpenOffice Impress or similar) with simple animation functions
France	TcQ-07G-H	D	Use a spreadsheet program (e.g., Microsoft Excel, Open Office Calc) for keeping records
France	TcQ-07J	D	Moodle, Toutatice, Microsoft Teams
France	TcQ-07N	D	Kahoot!, Plickers, Quizlet
Germany	TcQ-07D	D	Microsoft PowerPoint, Apple Keynote, OpenOffice Impress, Google Slides
Germany	TcQ-07G-H	D	Microsoft Excel, Apple Numbers, OpenOffice Calc, Google Sheets
Germany	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams
Germany	TcQ-07K	D	Moodle, Logineo, mebis, itslearning
Hungary	TcQ-07D	D	Microsoft PowerPoint, Google Slides
Hungary	TcQ-07G-H	D	Microsoft Excel
Hungary	TcQ-07J	D	Google Workspace, Google Dokumentumok
Hungary	TcQ-07K	D	KRÉTA, Moodle, Edmodo
Hungary	TcQ-07N	D	Google Forms, Microsoft Forms
Italy	TcQ-07D	D	Microsoft PowerPoint or similar software
Italy	TcQ-07G-H	D	Microsoft Excel
Italy	TcQ-07J	D	Google Docs, Office 365, Microsoft Teams, Zoho
Italy	TcQ-07N	D	Google Forms, Microsoft Forms
Kazakhstan	TcQ-07D	D	Microsoft PowerPoint
Kazakhstan	TcQ-07G-H	D	Microsoft Excel
Kazakhstan	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams
Kazakhstan	TcQ-07N	D	kundelik.kz
Korea, Republic of	TcQ-07D	D	Hancomoffice Hanshow, Microsoft PowerPoint, Google Slides
Korea, Republic of	TcQ-07G-H	D	Hancomoffice Hancell, Microsoft Excel, Google Sheets
Korea, Republic of	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams, Padlet, Naver office
Korea, Republic of	TcQ-07K	D	Cyber learning system, EBS onlineclass, NEIS
Korea, Republic of	TcQ-07N	D	Naver form, Google Forms, Kahoot, Microsoft Forms
Latvia	TcQ-07G-H	D	Microsoft Excel, Google Sheets

Latvia	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams, Zoom
Luxembourg	TcQ-07D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Prezi
Malta	TcQ-07K	D	MySchool, Klikks, Moodle, Blackboard, Edmodo
Norway	TcQ-07K	D	Itslearning, Microsoft Learning Gateway, Fronter
Oman	TcQ-07K	D	Google Class, Mandhara Platform, Moodle, Blackboard, Edmodo
Portugal	TcQ-07D	D	Microsoft PowerPoint, Google Slides
Portugal	TcQ-07G-H	D	Microsoft Excel, Google Sheets
Portugal	TcQ-07J	D	Google Docs, Office 365, Microsoft Teams
Portugal	TcQ-07K	D	Moodle, Blackboard
Portugal	TcQ-07N	D	Kahoot, Google Forms, Microsoft Forms
Serbia	TcQ-07D	D	Microsoft PowerPoint, Prezi, Google Slides
Serbia	TcQ-07G-H	D	Microsoft Excel, Google Sheets
Serbia	TcQ-07J	D	Google Services (e.g., Docs, Sheets, Disk), Office 365, Microsoft Teams
Serbia	TcQ-07K	D	Moodle
Serbia	TcQ-07N	D	Moodle, Google Forms, Microsoft Forms
Slovak Republic	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams
Slovak Republic	TcQ-07K	D	Edupage, Moodle, Google Class
Slovak Republic	TcQ-07N	D	Edupage, Google Forms, Microsoft Forms
Slovenia	TcQ-07D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Apache OpenOffice
Slovenia	TcQ-07G-H	D	Microsoft Excel, Apple Numbers, Google Sheets, Apache OpenOffice
Slovenia	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams, Zoho, Arnes classrooms
Slovenia	TcQ-07N	D	Kahoot, Google Forms, Microsoft Forms, Arnes tools
Spain	TcQ-07D	D	Microsoft PowerPoint, LibreOffice Impress, Apple Keynote, Google Slides, Zoho Slides, Prezi, Genially
Spain	TcQ-07G-H	D	Microsoft Excel, LibreOffice Calc, Apple Numbers, Google Sheets, Zoho Sheets
Spain	TcQ-07K	D	Moodle, Blackboard, Edmodo, Google Classroom
Sweden	TcQ-07J	D	Google Workspace, Office 365, Microsoft Teams
Sweden	TcQ-07K	D	Google Classroom, Microsoft Edu
Sweden	TcQ-07N	D	Kahoot, MentiMeter, Google Forms, Microsoft Forms
The Netherlands	TcQ-07D	D	Microsoft PowerPoint, Prezi, Google Slides
The Netherlands	TcQ-07G-H	D	Microsoft Excel, OpenOffice Calc, Google Spreadsheets

The Netherlands	TcQ-07J	D	Office 365, Microsoft Teams, Google Drive, Dropbox
The Netherlands	TcQ-07K	D	Magister, Somtoday, Office 365
The Netherlands	TcQ-07N	D	Kahoot, MentiMeter, Socrative
Uruguay	TcQ-07D	D	Microsoft PowerPoint, Impress, Google Slides
Uruguay	TcQ-07G-H	D	Microsoft Excel, Google Sheets or Calc
Uruguay	TcQ-07J	D	Google Workspace, Microsoft Teams
Uruguay	TcQ-07K	D	Moodle, Crea, Edmodo
United States	TcQ-07K	D	Canvas, Moodle, Blackboard, Edmodo

Adaptations of TcQ-08 (IT3G08A-H)

Country	Item ID	Code	Documentation
Austria	TcQ-08A-H	D	Teacher education
Azerbaijan	TcQ-08A-H	D	Pedagogical higher education
Chinese Taipei	TcQ-08A-H	D	Teacher Education Programs
Cyprus	TcQ-08A-H	D	Initial education
Denmark	TcQ-08A-H	D	Teacher education
Finland	TcQ-08A-H	D	Teacher training after upper secondary education
Greece	TcQ-08A-H	D	Initial education
Hungary	TcQ-08A-H	D	Teacher education degree program
Italy	TcQ-08A-H	D	Teacher education
Korea, Republic of	TcQ-08A-H	D	Teacher Training Course
Latvia	TcQ-08A-H	D	Teacher education program
Norway	TcQ-08A-H	D	Teacher education
Oman	TcQ-08A-H	D	Qualification
Serbia	TcQ-08A-H	D	Formal education
Slovak Republic	TcQ-08A-H	D	University study
Spain	TcQ-08A-H	D	Initial teacher training
The Netherlands	TcQ-08A-H	D	Teacher education
Uruguay	TcQ-08A-H	D	Initial formation as a teacher

Adaptations of TcQ-09 (IT3G09A1-I1; IT3G09A2-I2)

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-09H1/H2	D	Scratch, Lego Mindstorms, Minecraft
Chinese Taipei	TcQ-09H1/H2	D	Scratch, Lego Mindstorms, GameMaker
Cyprus	TcQ-09H1/H2	D	Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch, Pencil Code
Czech Republic	TcQ-09H1/H2	D	Scratch, Lego Mindstorms, Minecraft Educational Edition
Denmark	TcQ-09H1/H2	D	Unity, Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch

Finland	TcQ-09H1/H2	D	The use of icon-based programming environments (e.g., Lego Mindstorms, MIT App Inventor, Scratch, Micro:bit) for teaching and learning
Germany	TcQ-09H1/H2	D	Lego Mindstorms, MIT App Inventor, Blockly, Scratch
Greece	TcQ-09H1/H2	D	Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch, Pencil Code
Hungary	TcQ-09H1/H2	D	Scratch, MIT App Inventor
Korea, Republic of	TcQ-09H1/H2	D	Entry, Scratch, Kodu, Lego Mindstorm, App inventor
Norway	TcQ-09H1/H2	D	Alice, GameMaker, Kodu, Lego Mindstorms, Scratch
Portugal	TcQ-09H1/H2	D	GameMaker, Kodu, MIT App Inventor, Scratch
Serbia	TcQ-09H1/H2	D	Scratch
Slovak Republic	TcQ-09H1/H2	D	Scratch, Baltík, Imagine Logo, Lego Mindstorms, Robolab, Kodu
Spain	TcQ-09H1/H2	D	GameMaker, Lego Mindstorms, MIT App Inventor, Scratch
Sweden	TcQ-09H1/H2	D	Scratch, Micro:bit, Lego Mindstorms, Gamemaker, Kodu
The Netherlands	TcQ-09H1/H2	D	Lego Mindstorms, Scratch, Micro:bit, Beebot

Adaptations of TcQ-15 (IT3G15)

Country	Item ID	Code	Documentation
Austria	TcQ-15	D	Nationally defined categories: 1 = German 2 = Foreign language (English, French, Latin etc.) 3 = Mathematics 4 = Natural sciences (interdisciplinary and/or physics, chemistry, biology and environmental studies etc.) 5 = Social sciences (history and social studies, geography and economics, political education, etc.) 6 = Arts (visual education, technical handicrafts, textile handicrafts, music education, performing arts, etc.) 7 = Computer science, digital basic education or similar 8 = Practical and vocational education (vocational orientation, nutrition and household etc.) 9 = Other (religion, ethics, exercise and sport, etc.)
Azerbaijan	TcQ-15	D	Nationally defined categories: 1 = Language skills: Language skills: Azerbaijani language (if IDLANG_TcQ = 1068) / Language skills: Russian language (if IDLANG_TcQ = 10492) 2 = Language skills: foreign language and other ethnic languages 3 = Mathematics [Add any appropriate national examples] 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = informatics, computer science or similar fields 8 = Practical and vocational subjects [Add any appropriate national examples]

			9 = Other (e.g., technology, physical education, personal and social development)
Belgium (Flemish)	TcQ-15	D	Nationally defined categories: 1 = Dutch 2 = Modern or classical languages (e.g., French, English, Spanish, German, Latin or Greek) 3 = Mathematics (e.g., arithmetic, geometry, statistics) 4 = Sciences (e.g., general sciences or physics, chemistry, biology, geology, and technical sciences) 5 = Human sciences / social studies / social sciences (e.g., history, geography, civics, economics, law, sociology, communication sciences, cultural studies) 6 = Arts (e.g., visual arts, music, dance, drama, etc.) 7 = Informatics, information and computer technology or similar 8 = Practical or vocational (e.g., hair care, construction techniques, photography, bakery) 9 = Other (e.g., religion, ethics, physical education, general subject course)
Bosnia and Herzegovina	TcQ-15	D	Nationally defined categories: 1 = Bosnian language (if IDLANG_TcQ = 5146) / Croatian language (if IDLANG_TcQ = 4122) / Serbian language (if IDLANG_TcQ = 7194) 2 = Foreign languages and other national languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information technology / basics of science / computer science 8 = Practical and vocational subjects 9 = Other (e.g., [moral / ethics, physical education, home economics, personal and social development])
Chile	TcQ-15	D	National categories recoded for international comparability: 1 = Language and Communication 2 = Foreign language or original languages 3 = Mathematics 4 = Sciences (natural sciences in general or physics, chemistry, biology) 5 = History, geography, and social sciences (civics, law, economics, etc.) 6 = Arts (visual arts, music, dance, drama, etc.) 7 = Computer studies, technology, computing, or similar subject 8 = Category not administered or data not available 9 = Other (for example, religion, physical education, orientation)
Chinese Taipei	TcQ-15	D	Nationally defined categories: 1 = Traditional Chinese 2 = English 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.)

			6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information Technology 8 = Practical and vocational subjects (Life technology) 9 = Physical Education, Home Economics, Scouting, Tutoring, General Activities
Croatia	TcQ-15	D	Nationally defined categories: 1 = Croatian language 2 = English language 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Informatics 8 = Practical and vocational subjects (Technical Education) 9 = Ethics, religious instruction, Physical education
Cyprus	TcQ-15	D	Nationally defined categories: 1 = Modern Greek and literature (if IDLANG_TcQ = 10321) / English language and literature (if IDLANG_TcQ = 10322) 2 = Foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Informatics/ computer studies 8 = Practical and vocational subjects (Technology) 9 = Religion, Physical Education
Czech Republic	TcQ-15	D	Nationally defined categories: 1 = Czech language 2 = Foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Informatics, computer and information technology 8 = Practical and vocational subjects (practice in workrooms, cooking) 9 = Other (e.g., sports, personal development)
Denmark	TcQ-15	D	Nationally defined categories: 1 = Danish 2 = Foreign languages (e.g., English, German, French) 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = ICT subjects (technology literacy) 8 = Practical and vocational subjects (e.g., craft and design, home economics, occupation and labor market guidance)

			9 = Other (e.g., Christian studies, physical education, other electives)
Finland	TcQ-15	D	National categories recoded for international comparability: 1 = Mother tongue and literature or Finnish as a second language 2 = Language subjects: Swedish, English and other foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information technology, programming, computing, etc. 8 = Practical and vocational subjects (e.g. handicrafts, home economics) 9 = Other (e.g., ethics, physical education, health education) / Student counselling
France	TcQ-15	D	National categories recoded for international comparability: 1 = French 2 = Foreign languages / Regional languages / Ancient languages (Latin, Greek) 3 = Mathematics (programming, spreadsheet / grapher) 4 = Physics-Chemistry / Life and Earth Sciences 5 = History-Geography, Civic Education, Human and Social Sciences 6 = Music / Plastic arts 7 = Technology 8 = Vocational education 9 = Physical and sports education / Other
Germany	TcQ-15	D	Nationally defined categories: 1 = German 2 = Foreign language (English, French, Latin, etc.) 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = Informatics, information technology or similar 8 = Practical and vocational subjects (e.g. business and employment studies/handicrafts) 9 = Other (e.g. Ethics/Philosophy, Religion, physical education, home economics)
Greece	TcQ-15	D	Nationally defined categories: 1 = Modern or Ancient Greek Language and Literature 2 = Foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = Informatics / computer studies 8 = Practical and vocational subjects (Technology)

			9 = Other (e.g., Religion, Physical Education)
Hungary	TcQ-15	D	Nationally defined categories: 1 = Hungarian grammar and literature 2 = Foreign languages (e.g., English, German) 3 = Mathematics 4 = Sciences (general science, physics, chemistry, biology, geography, earth science) 5 = Social sciences (history, civics, homeland knowledge and ethnology, law, economics) 6 = Arts (visual arts, drawing, music, dance, drama and theatre) 7 = Informatics 8 = Practical and vocational subjects (technics, clothing and textiles, tourism and hospitality, handicraft) 9 = Other (bible class, ethics, physical education)
Italy	TcQ-15	D	National categories recoded for international comparability: 1 = Italian 2 = English and/or second foreign language; 3 = Mathematics 4 =Sciences 5 = History, Geography, etc. 6 = Arts and Image, Music 7 = Technology 8 = Category not administered or data not available 9 = Other (Catholic Religion, Alternative teachings to Catholic religion, physical education)
Kazakhstan	TcQ-15	D	Nationally defined categories: 1 = Kazakh language and literature (if IDLANG_TcQ = 1087) / Russian language and literature (if IDLANG_TcQ = 10871) 2 = Foreign language and literature 3 = Mathematics (Algebra and Geometry) 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information technology, informatics, etc. 8 = Practical and professional disciplines (for example, technology) 9 = Other subjects related to personal and social development (for example, physical education)
Korea, Republic of	TcQ-15	D	Nationally defined categories: 1 = Korean 2 = English or foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = Informatics 8 = Practical and vocational subjects (Technology, Home Economics, Vocation related) 9 = Other (moral/ethics, physical education, personal and social development)

Kosovo	TcQ-15	D	Nationally defined categories: 1 = Albanian Language 2 = English Language, German Language 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = Information and communication technology - ICT 8 = Technology with ICT (MS Excel, MS PowerPoint and MS Paint) 9 = Other (e.g., Physical education, civic education)
Latvia	TcQ-15	D	Nationally defined categories: 1 = Latvian language 2 = Minority languages, foreign languages 3 = Mathematics (e.g., geometry, algebra) 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = Computer studies, engineering, design and technology 8 = Practical and vocational subjects (choir, swimming) 9 = Other (e.g., sports and health)
Luxembourg	TcQ-15	D	Nationally defined categories: 1 = German and/or French and/or English 2 = Luxembourgish, Spanish, Italian etc. 3 = Mathematics (no need to specify) 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual art, music, drama, movie knowledge) 7 = Informatics, digital sciences, etc. 8 = Practical and vocational subjects (handcraft, workshops, e.g., Electronics, mechanics, etc.) 9 = Other (e.g., life and society ('VieSo'), sports)
Malta	TcQ-15	D	Nationally defined categories: 1 = English 2 = Maltese or Foreign Languages 3 = Mathematics 4 = Sciences (integrated science and/or physics, chemistry, biology, environmental studies, etc.) 5 = Human sciences/Humanities/Social Studies (history, geography, civics, economics, business studies etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information technology, computer studies or similar 8 = Practical and vocational subjects (e.g., graphical communication, home economics, VET subjects, etc.) 9 = Other (e.g., religion, ethics, physical education, PSCD, etc.)
Norway	TcQ-15	D	National categories recoded for international comparability: 1 = Norwegian

			2 = Foreign language (e.g., English, German, Spanish) 3 = Mathematics 4 = Science 5 = Humanities 6 = Arts and craft, music 7 = Computer programming and other subjects related to ICT 8 = Category not administered or data not available 9 = Other (Religion/moral/ethics, gymnastics, nutrition and health)
Oman	TcQ-15	D	Nationally defined categories: 1 = Arabic language 2 = English language 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences/Humanities/Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information technology, computer studies or similar 8 = Practical and vocational subjects 9 = Other (e.g., Islamic education, physical education)
Portugal	TcQ-15	D	Nationally defined categories: 1 = Portuguese 2 = Foreign language 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences/Humanities/Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Computing, infomatics, ICT or similar 8 = Practical and vocational subjects 9 = Other (e.g., Physical or ethical subjects: Physical Education, Religious and Moral Education, Civil Education, Personal and Social development)
Romania	TcQ-15	D	Nationally defined categories: 1 = Romanian 2 = Foreign languages, English, French, Spanish 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 =Information technology, computer studies or similar 8 = Practical and vocational subjects 9 = Other (e.g., moral/ethics, physical education, home economics, personal and social development)
Serbia	TcQ-15	D	Nationally defined categories: 1 = Serbian language and literature 2 = Foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.)

			6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Computer Science Technic and technology 8 = Practical and vocational subjects 9 = Other (e.g., physical and health education, civic education)
Slovak Republic	TcQ-15	D	Nationally defined categories: 1 = Slovak language (if IDLANG_TcQ = 1051) / Hungarian language (if IDLANG_TcQ = 10382) 2 = Foreign language 3 = Mathematics (algebra, geometry) 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Computer Science Technic and technology 8 = Practical and vocational subjects 9 = Other (e.g., physical and health education, civic education)
Slovenia	TcQ-15	D	National categories recoded for international comparability: 1 = Slovene language 2 = Foreign language: English/German and in ethnically mixed areas, where Italians/Hungarians live also Italian or Hungarian. 3 = Mathematics 4 = Physics, Chemistry, Biology 5 = History, geography, patriotic and citizenship culture and ethics, etc. 6 = Visual arts, music arts 7 = Engineering and technology 8 = Sport 9 = Compulsory elective subjects (Sport for health, Chemistry - Experiments in Chemistry, Computer networks, Geography - Human life on Earth or any other compulsory elective subject)
Spain	TcQ-15	D	Nationally defined categories: 1 = Spanish language and literature (if IDLANG_TcQ = 3082) / Catalan language and literature (if IDLANG_TcQ = 10273) / Valencian language and literature (if IDLANG_TcQ = 10271) / Galician language and literature (if IDLANG_TcQ = 1110) / Basque language and literature (if IDLANG_TcQ = 10691) 2 = First foreign language (English, French, etc.) 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Information technology, computer studies or similar 8 = Technology or other practical subjects 9 = Other (e.g., Ethical Values, Physical Education)
Sweden	TcQ-15	D	National categories recoded for international comparability: 1 = Swedish 2 = English / Modern languages or mother tongue 3 = Mathematics 4 = Physics / Biology / Chemistry / Technology

			5 = Civics / Geography / History / Religion 6 = Visual Arts / Craft / Music 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Physical education and health / Home and consumer studies
The Netherlands	TcQ-15	D	Nationally defined categories: 1 = Dutch 2 = Modern or classical languages (e.g., French, English, Spanish, German, Latin or Greek) 3 = Mathematics (e.g., arithmetic, geometry, statistics) 4 = Sciences (e.g., general sciences or physics, chemistry, biology, geology, and technical sciences) 5 = Human sciences / social studies / social sciences (e.g., history, geography, civics, economics, law, sociology, communication sciences, cultural studies) 6 = Arts (e.g., music, dance, drama, etc.) 7 = Informatics, information and computer technology or similar 8 = Practical or vocational (e.g., hair care, construction techniques, photography, bakery) 9 = Other (e.g., religion, physical education)
Uruguay	TcQ-15	D	Nationally defined categories: 1 = Spanish 2 = Foreign languages (e.g., English) 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / Humanities / Social Studies (history, geography, civics, law, economics etc.) 6 = Creative arts (visual arts, music, dance, drama etc.) 7 = Computing 8 = Practical and vocational subjects (e.g., auto mechanics, carpentry, gastronomy, etc.) 9 = Other (e.g., moral / ethics, physical education, personal and social development)
United States	TcQ-15	D	Nationally defined categories: 1 = English language arts 2 = Spanish or other foreign languages 3 = Mathematics 4 = Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.) 5 = Human sciences / humanities / social studies (history, geography, civics, law, economics, etc.) 6 = Creative arts (visual arts, music, dance, drama, etc.) 7 = Information technology, computer studies or similar 8 = Practical and vocational subjects (e.g., mechanics and repair, healthcare occupations, construction trades) 9 = Other (e.g., moral/ethics, physical education, personal and social development)

Adaptations of TcQ-17 (IT3G17A-M)

Country	Item ID	Code	Documentation
Austria	TcQ-17J	D	Java, C++, Scratch, Python, JavaScript
Belgium (Flemish)	TcQ-17J	D	Swift, Python, Scratch

Chinese Taipei	TcQ-17J	D	Scratch, Python
Croatia	TcQ-17J	D	Python, FMSLogo, Qbasic, JavaScript, Lua, Swift
Cyprus	TcQ-17J	D	Python, JavaScript, Lua, Swift
Czech Republic	TcQ-17J	D	Scratch, Python, Javascript
Denmark	TcQ-17J	D	Python, JavaScript, Lua, Swift, Scratch
Finland	TcQ-17J	D	Python, Javascript, Scratch
Germany	TcQ-17J	D	Python, JavaScript, Object Pascal, Scratch
Greece	TcQ-17J	D	Python, Javascript, Scratch
Hungary	TcQ-17J	D	Scratch, Python, or LUA
Korea, Republic of	TcQ-17J	D	Entry, Scratch, Python, Javascript
Luxembourg	TcQ-17J	D	Scratch, Unity, Python, LUA, Javascript
Norway	TcQ-17J	D	Python, Javascript, Scratch
Portugal	TcQ-17J	D	Python, Javascript, Scratch
Serbia	TcQ-17J	D	Python, Scratch
Spain	TcQ-17J	D	Python, LUA, C#, C++, Javascript, Scratch
Sweden	TcQ-17J	D	Scratch, Python, JavaScript, Micro:bit, Lego Mindstorms
The Netherlands	TcQ-17J	D	Swift, Python, Scratch

Adaptations of TcQ-18 (IT3G18A-Q)

Country	Item ID	Code	Documentation
Austria	TcQ-18A	D	Kahoot!, Quizlet, Microsoft Forms
Austria	TcQ-18G	D	Inspiration, Webspiration, EDraw Mind Map, Freeplane
Austria	TcQ-18H	D	GeoGebra, NetLogo
Austria	TcQ-18M	D	Instagram, Facebook, Snapchat, Twitter, TikTok
Austria	TcQ-18O	D	Google Earth VR, The Body VR
Belgium (Flemish)	TcQ-18A	D	Kahoot, MentiMeter, Socrative
Belgium (Flemish)	TcQ-18C	D	Microsoft Word, Google Docs, OpenOffice Writer
Belgium (Flemish)	TcQ-18D	D	Microsoft PowerPoint, Prezi, Google Slides
Belgium (Flemish)	TcQ-18E	D	Microsoft Excel, OpenOffice Calc, Google Spreadsheets
Belgium (Flemish)	TcQ-18F	D	iMovie, Adobe Photoshop, GIMP
Belgium (Flemish)	TcQ-18G	D	Miro, Padlet, MindMeister
Belgium (Flemish)	TcQ-18H	D	NetLogo, SketchUp
Belgium (Flemish)	TcQ-18M	D	Instagram, Twitter, Facebook
Belgium (Flemish)	TcQ-18O	D	Aurasma, Google Expeditions, Google Cardboard

Belgium (Flemish)	TcQ-18Q	D	Google Jamboard, Padlet, Microsoft Whiteboard
Chile	TcQ-18A	D	Quizziz, Kahoot, Socrative
Chile	TcQ-18C	D	Microsoft Word, Google Docs
Chile	TcQ-18D	D	Microsoft PowerPoint, Google Slides
Chile	TcQ-18E	D	Microsoft Excel, Google Sheets
Chile	TcQ-18M	D	Instagram, Facebook, Twitter
Chinese Taipei	TcQ-18A	D	Kahoot, Quizlet
Chinese Taipei	TcQ-18C	D	Microsoft Word, Google Docs
Chinese Taipei	TcQ-18D	D	Microsoft PowerPoint, Google Slides
Chinese Taipei	TcQ-18E	D	Microsoft Excel, Google Sheets
Chinese Taipei	TcQ-18F	D	Windows Movie Maker, CyberLink PowerDirector, Adobe Photoshop
Chinese Taipei	TcQ-18G	D	Coggle, Xmind
Chinese Taipei	TcQ-18H	D	CoSci, PhET
Chinese Taipei	TcQ-18M	D	Instagram, Facebook, LINE
Chinese Taipei	TcQ-18O	D	Google Earth VR, Surreal Education VR
Chinese Taipei	TcQ-18Q	D	SMART board
Croatia	TcQ-18A	D	Kahoot, Quizlet, Google Forms, Microsoft Forms, mathfessor
Croatia	TcQ-18D	D	Microsoft PowerPoint, Prezi, Canva, Google Slides, Apple Keynote
Croatia	TcQ-18F	D	Windows Movie Maker, Moovly, Pixlr, Adobe Photoshop, iMovie
Croatia	TcQ-18G	D	MindMeister, Popplet, MindManager, Freemind, Inspiration, Webspiration
Croatia	TcQ-18H	D	NetLogo, Easy Java Simulations
Croatia	TcQ-18M	D	Facebook, Instagram, SnapChat, Twitter
Croatia	TcQ-18O	D	VR glasses
Cyprus	TcQ-18D	D	Microsoft Word, Apple Pages, Google Docs, OpenOffice Writer
Cyprus	TcQ-18E	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Cyprus	TcQ-18F	D	Microsoft Excel, Apple Numbers, Google Sheets, OpenOffice Calc
Cyprus	TcQ-18G	D	Inspiration, Webspiration, Xmind, CmapTools
Cyprus	TcQ-18H	D	Netlogo, Scratch
Cyprus	TcQ-18M	D	Instagram, SnapChat, Twitter, Facebook
Czech Republic	TcQ-18A	D	Quizlet, Kahoot

Czech Republic	TcQ-18C	D	MS Word
Czech Republic	TcQ-18D	D	MS PowerPoint
Czech Republic	TcQ-18E	D	MS Excel
Czech Republic	TcQ-18G	D	SmartArt, MindMup, Coggle, MindMaps
Czech Republic	TcQ-18H	D	NetLogo, Algodoo, Phet Simulations, Celestia
Czech Republic	TcQ-18M	D	Twitter, Instagram
Czech Republic	TcQ-18O	D	Google Earth
Czech Republic	TcQ-18Q	D	Stormboard, MS Whiteboard
Denmark	TcQ-18A	D	Quizlet, Kahoot, Google Analyse
Denmark	TcQ-18C	D	Microsoft Word, LibreOffice Writer, Google Docs, Apple pages
Denmark	TcQ-18D	D	Microsoft PowerPoint, LibreOffice Impress, Google Slides, Prezi, Apple Keynote
Denmark	TcQ-18E	D	Microsoft Excel, LibreOffice Calc, Google Sheets, Apple Numbers
Denmark	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, WeVideo, VideoMixer, Explain Everything
Denmark	TcQ-18G	D	MindMeister, Cmap, freemind
Denmark	TcQ-18H	D	NetLogo, elevlab.dk, Cospaces EDU, MineCraft
Denmark	TcQ-18M	D	Instagram, SnapChat, Twitter, Facebook, TikTok
Denmark	TcQ-18O	D	The Body VR, Google Earth VR, Math Alive, Cospaces Edu, ThingLink
Finland	TcQ-18A	D	Quizlet, Kahoot, Socrative
Finland	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, GIMP
Finland	TcQ-18G	D	Inspiration, Webspiration, MindMeister, CmapTools, Popplet
Finland	TcQ-18H	D	NetLogo, GeoGebra, SketchUp, Tinkercad
Finland	TcQ-18O	D	The Body VR, Google Earth VR, Math Alive, TiltBrush, AltSpaceVR
Finland	TcQ-18Q	D	SMART Board, Google Jamboard
France	TcQ-18C	D	Microsoft Word, OpenOffice Writer
France	TcQ-18D	D	Microsoft PowerPoint, OpenOffice Impress
France	TcQ-18E	D	Microsoft Excel, OpenOffice Calc
France	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, GIMP
France	TcQ-18G	D	Xmind, FreeMindInspiration, Webspiration
France	TcQ-18Q	D	Limnu, Stormboard, Microsoft Whiteboard, ebeam
Germany	TcQ-18C	D	Microsoft Word, Apple Pages, OpenOffice Writer, Google Docs

Germany	TcQ-18D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Germany	TcQ-18E	D	Microsoft Excel, Apple Numbers, Google Sheets, OpenOffice Calc
Germany	TcQ-18G	D	FreeMind, Freeplane, Miro, MindMeister, Inspiration, Webspiration
Germany	TcQ-18H	D	NetLogo, plan game stock market
Germany	TcQ-18M	D	Instagram, Snapchat, TikTok, Twitter
Germany	TcQ-18O	D	The Body VR, Google Earth VR, ActionBound, Math Alive
Germany	TcQ-18Q	D	Microsoft Whiteboard, MURAL, Sketchboard, OpenBoard
Greece	TcQ-18A	D	Quizlet, Kahoot, mathfessor, Hot Potatoes
Greece	TcQ-18C	D	Microsoft Word, Apple Pages, Google Docs, OpenOffice Writer
Greece	TcQ-18D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Greece	TcQ-18E	D	Microsoft Excel, Apple Numbers, Google Sheets, OpenOffice Calc
Greece	TcQ-18G	D	Inspiration, Webspiration, Xmind, CmapTools
Greece	TcQ-18M	D	Facebook, Instagram, SnapChat, Twitter
Hungary	TcQ-18A	D	Quizlet, Kahoot
Hungary	TcQ-18C	D	Microsoft Word, LibreOffice Writer
Hungary	TcQ-18D	D	Microsoft PowerPoint, Google Slides
Hungary	TcQ-18E	D	Microsoft Excel, LibreOffice Calc
Hungary	TcQ-18F	D	Windows Movie Maker, Adobe Photoshop
Hungary	TcQ-18G	D	Inspiration, Freemind
Hungary	TcQ-18M	D	Facebook, Twitter
Hungary	TcQ-18Q	D	Microsoft Whiteboard, Limnu
Italy	TcQ-18A	D	Quizlet, Kahoot, Google Moduli
Italy	TcQ-18C	D	Microsoft Word, OpenOffice Writer
Italy	TcQ-18D	D	Microsoft PowerPoint, Open Office Impress
Italy	TcQ-18E	D	Microsoft Excel, Open Office Calc
Italy	TcQ-18K	D	ePortfolio (e.g., Voice Thread)
Italy	TcQ-18M	D	Instagram, Twitter
Italy	TcQ-18O	D	The Body VR, Google Earth VR
Kazakhstan	TcQ-18C	D	Microsoft Word
Kazakhstan	TcQ-18D	D	Microsoft PowerPoint
Kazakhstan	TcQ-18E	D	Microsoft Excel

Kazakhstan	TcQ-18M	D	Instagram, TikTok, Facebook
Korea, Republic of	TcQ-18A	D	Quiz app, Quizlet, Kahoot
Korea, Republic of	TcQ-18C	D	Hancomofiice Hangul, Microsoft Word, Google Doc
Korea, Republic of	TcQ-18D	D	Microsoft PowerPoint, Hancomoffice Hanshow, Apple Keynote, Google Slides
Korea, Republic of	TcQ-18E	D	Microsoft Excel, Hancomoffice Hancell, Apple Numbers, Google Sheets
Korea, Republic of	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, Alsee
Korea, Republic of	TcQ-18G	D	ThinkWise, Almind, Inspiration
Korea, Republic of	TcQ-18H	D	NetLogo, 123D, Algodoo, Sketchup
Korea, Republic of	TcQ-18M	D	Facebook, Twitter, KakaoStory, Naver café, Blog
Korea, Republic of	TcQ-18O	D	Oculus VR, The Body VR, Google Earth VR, Math Alive
Latvia	TcQ-18C	D	Microsoft Word, Google Docs
Latvia	TcQ-18D	D	Microsoft PowerPoint, Google Slides
Latvia	TcQ-18E	D	Microsoft Excel, Google Sheets
Latvia	TcQ-18F	D	Windows Movie Maker, Adobe Photoshop, Video editor
Latvia	TcQ-18M	D	Instagram, SnapChat, Twitter, TikTok, Facebook
Luxembourg	TcQ-18D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Prezi
Luxembourg	TcQ-18O	D	The Body VR, Froggipedia, Google Earth VR, Math Alive, CheckMath, Google Expeditions, CoSpaces
Luxembourg	TcQ-18Q	D	Microsoft Whiteboard, miro, MURAL, Padlet, Limnu, Stormboard, Google Jamboard
Malta	TcQ-18M	D	Meta, Instagram, SnapChat, Twitter
Norway	TcQ-18A	D	Quizlet, Kahoot, Kikora, Multi
Norway	TcQ-18G	D	Inspiration, Creaza, FreeMind
Norway	TcQ-18Q	D	ActiveInspire (Promethean Board), SMART Notebook (Smart Board)
Oman	TcQ-18G	D	Inspiration, Webspiration, Mind Master, Xmind
Oman	TcQ-18H	D	NetLogo, Phet, Math Learning Center
Portugal	TcQ-18A	D	Quizlet, Kahoot
Portugal	TcQ-18C	D	Microsoft Word, Google Docs
Portugal	TcQ-18D	D	Microsoft PowerPoint, Google Slides
Portugal	TcQ-18E	D	Microsoft Excel, Google Sheets
Portugal	TcQ-18Q	D	Interactive whiteboard software (e.g., Google Jamboard, Microsoft Whiteboard)
Serbia	TcQ-18A	D	Quizlet, Kahoot
Serbia	TcQ-18C	D	Microsoft Word, Google Docs

Serbia	TcQ-18D	D	Microsoft PowerPoint, Prezi, Google Slides
Serbia	TcQ-18E	D	Microsoft Excel, Google Sheets
Serbia	TcQ-18F	D	GIMP, Windows Movie Maker
Serbia	TcQ-18G	D	MindMup, Mindomo, Popplet
Serbia	TcQ-18H	D	SketchUp Make, Google SketchUp
Serbia	TcQ-18Q	D	Educreations, Limnu, Stormboard, Google Jamboard
Slovak Republic	TcQ-18A	D	Edupage, Quizlet, Kahoot
Slovak Republic	TcQ-18G	D	iMindMap, FreeMind, XMind, Webspiration
Slovak Republic	TcQ-18H	D	PhET, NetLogo
Slovak Republic	TcQ-18M	D	Facebook, Instagram, SnapChat
Slovak Republic	TcQ-18Q	D	Microsoft Whiteboard, Google Jamboard
Slovenia	TcQ-18A	D	Quizlet, Kahoot, mathfessor, Brez knjige, Arnes kviz
Slovenia	TcQ-18C	D	Microsoft Word, Apple Pages, Google Docs, Apache OpenOffice
Slovenia	TcQ-18D	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Apache OpenOffice
Slovenia	TcQ-18E	D	Microsoft Excel, Apple Numbers, Google Sheets, Apache OpenOffice
Slovenia	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, PhotoPea
Slovenia	TcQ-18G	D	Inspiration, Webspiration, Xmind
Slovenia	TcQ-18H	D	NetLogo, SketchUP
Slovenia	TcQ-18M	D	Instagram, SnapChat, Twitter, Facebook
Spain	TcQ-18A	D	Quizlet, Kahoot, mathfessor, Hot Potatoes
Spain	TcQ-18C	D	Microsoft Word, LibreOffice Writer, Apple Pages, Google Doc, Zoho Writer
Spain	TcQ-18D	D	Microsoft PowerPoint, LibreOffice Impress, Apple Keynote, Google Slides, Zoho Slides, Prezi, Genially
Spain	TcQ-18E	D	Microsoft Excel, LibreOffice Calc, Apple Numbers, Google Sheets, Zoho Sheets
Spain	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, edpuzzle
Spain	TcQ-18G	D	Freemind, Cmaptools, Draw.io, Inspiration, Webspiration
Spain	TcQ-18H	D	NetLogo, Anylogic
Sweden	TcQ-18A	D	Kahoot, MentiMeter, Quizlet
Sweden	TcQ-18G	D	Mural, Miro
Sweden	TcQ-18H	D	Algodoo, PhET Simulations, Go-Lab
Sweden	TcQ-18M	D	Facebook, Instagram, Twitter, SnapChat

Sweden	TcQ-18Q	D	Software for interactive whiteboards (e.g., Explain Everything, Google Jamboard, Microsoft Whiteboard)
The Netherlands	TcQ-18A	D	Kahoot, MentiMeter, Socrative
The Netherlands	TcQ-18C	D	Microsoft Word, Google Docs, OpenOffice Writer
The Netherlands	TcQ-18D	D	Microsoft PowerPoint, Prezi, Google Slides
The Netherlands	TcQ-18E	D	Microsoft Excel, OpenOffice Calc, Google Spreadsheets
The Netherlands	TcQ-18F	D	iMovie, Adobe Photoshop, GIMP
The Netherlands	TcQ-18G	D	Miro, Padlet
The Netherlands	TcQ-18H	D	NetLogo, SketchUp
The Netherlands	TcQ-18M	D	Instagram, Twitter, Facebook
The Netherlands	TcQ-18O	D	Aurasma, Google Expeditions, Google Cardboard
The Netherlands	TcQ-18Q	D	Google Jamboard, Padlet, Microsoft Whiteboard
Uruguay	TcQ-18A	D	Quizlet, Kahoot
Uruguay	TcQ-18C	D	Microsoft Word, Writer, Google Docs
Uruguay	TcQ-18D	D	Microsoft PowerPoint, Impress, Google Slides
Uruguay	TcQ-18E	D	Microsoft Excel, Calc, Google Sheets
Uruguay	TcQ-18F	D	Windows Movie Maker, iMovie, Adobe Photoshop, Paint, GIMP, Inkscape
Uruguay	TcQ-18G	D	Mapas Mentales
Uruguay	TcQ-18M	D	Instagram, Facebook, Twitter
United States	TcQ-18M	D	Instagram, Snapchat, Twitter, TikTok

Adaptations of TcQ-19 (IT3G19A-N)

Country	Item ID	Code	Documentation
Austria	TcQ-19J	D	Microsoft Teams, Office 365, Google Workspace
Belgium (Flemish)	TcQ-19J	D	Microsoft Teams, Office 365, Google Workspace
Chile	TcQ-19J	D	Google Classroom, Google Meet, Microsoft Teams
Chinese Taipei	TcQ-19J	D	Google Workspace
Cyprus	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams, Zoho, social networking platforms
Czech Republic	TcQ-19J	D	Office 365, Microsoft Teams, Padlet
Finland	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams
France	TcQ-19J	D	Moodle, Toutatice, Microsoft Teams
Germany	TcQ-19J	D	WebWeaver, Moodle, Office 365, Microsoft Teams
Greece	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams, Zoho, social networking platforms
Hungary	TcQ-19J	D	Microsoft Teams, Google Workspace

Italy	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams
Kazakhstan	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams
Korea, Republic of	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams, Padlet, Naver office
Latvia	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams, Zoom
Norway	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams
Portugal	TcQ-19J	D	Google Docs, Office 365, Microsoft Teams
Serbia	TcQ-19J	D	Google Services (e.g., Docs, Sheets, Disk), Office 365, Microsoft Teams
Slovak Republic	TcQ-19J	D	Microsoft Teams, Google Workspace, Office 365
Sweden	TcQ-19J	D	Google Workspace, Office 365, Microsoft Teams

Adaptations of TcQ-20 (IT3G20A-J)

Country	Item ID	Code	Documentation
Germany	TcQ-20A-J	X	Question not administered or data not available

Adaptations of TcQ-21 (IT3G21A-J)

Country	Item ID	Code	Documentation
Austria	TcQ-21A-J	X	Question not administered or data not available
Czech Republic	TcQ-21A-J	X	Question not administered or data not available
Finland	TcQ-21A-J	X	Question not administered or data not available
Germany	TcQ-21A-J	X	Question not administered or data not available
Luxembourg	TcQ-21A-J	X	Question not administered or data not available

List of country-specific adaptations to the student questionnaire sorted by question location and country

Adaptations of StQ-01 (IS3G01A-B)

Country	Item ID	Code	Documentation
Denmark	StQ-01B	D	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = 2004 4 = 2005 5 = 2006 6 = 2007 7 = 2008 8 = 2009 9 = 2010 10 = 2011 11 = 2012 12 = 2013

Adaptations of StQ-02 (IS3G02)

Country	Item ID	Code	Documentation
Austria	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Diverse/undecided
Belgium (Flemish)	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Denmark	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Finland	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Germany	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Diverse
Malta	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
Sweden	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other
The Netherlands	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 3 = Non-binary/Other
Uruguay	StQ-02	D	National categories recoded for international comparability: 1 = Female 2 = Male 'Omitted' = Other

Adaptations of StQ-03 (IS3G03)

Country	Item ID	Code	Documentation
Austria	StQ-03	D	National categories recoded for international comparability: 1 = Doctorate at a university / Graduated from a university, an advanced technical college or a university college of teacher education 2 = Master craftsmen and foremen course / School-leaving certificate at a higher vocational education school (e.g., business college, technical college, economic college, college for pre-primary education, Private educational institute for elementary education) 3 = School-leaving certificate at an academic secondary school / School for intermediate vocational education (e.g., technical school, business school) / Vocational school / Apprenticeship 4 = Compulsory school (middle school, AHS lower level, polytechnic school or special school) 5 = I don't think I will graduate from compulsory school
Azerbaijan	StQ-03	D	Nationally defined categories: 1 = Bachelor or equivalent level, Master or Doctor 2 = Initial vocational education, secondary vocational education 3 = Full secondary education 4 = General secondary education 5 = Do not expect to finish general secondary education
Belgium (Flemish)	StQ-03	D	National categories recoded for international comparability: 1 = Doctorate (PhD) or Master at a university / Professional or academic Bachelor at a university or university college 2 = Associate degree after secondary education / Specialization year or seventh year secondary education (1 additional year after finishing 6 years of secondary education) 3 = Six years of secondary education (ASO, TSO, KSO or BSO, including BUSO OV4) 4 = First degree (grade 7 and 8) of secondary education / Secondary special education (OV1, OV2, or OV3) 5 = I do not expect to finish the first degree of secondary education
Bosnia and Herzegovina	StQ-03	D	Nationally defined categories: 1 = Faculty, Master studies or Doctorate studies 2 = Specialization after high school, college, or vocational college 3 = High education 4 = Primary education 5 = I do not expect to complete primary education
Chile	StQ-03	D	Nationally defined categories: 1 = College education (four to five years) or postgraduate studies (Master or PhD) 2 = Practical or technical tertiary programmes 3 = Upper secondary (general and pre-vocational programmes) 4 = Primary education

			5 = I do not expect to complete primary education
Chinese Taipei	StQ-03	D	National categories recoded for international comparability: 1 = Doctorate / Master / University 2 = Junior college 3 = Senior high school 4 = Junior high school 5 = Category not administered or data not available
Croatia	StQ-03	D	National categories recoded for international comparability: 1 = Postgraduate doctoral study (PhD) / 5-year faculty or Master's / 3-year faculty or Bachelor's degree 2 = Less than 3-year faculty 3 = Gymnasium or 4-year secondary vocational school / 1-3-year secondary vocational school 4 = Primary school 5 = I do not expect to complete primary school
Cyprus	StQ-03	D	Nationally defined categories: 1 = Graduate Education (Bachelor's) or Postgraduate Education (Master's or PhD) 2 = Post-secondary, non-tertiary education (e.g., Secretarial studies) or Short-cycle tertiary education (e.g., PSIVET, HHIC, Police Academy) 3 = Upper secondary education (Lyceum) or Vocational education (Technical School) 4 = Lower Secondary education (Gymnasium) 5 = I do not expect to complete Lower Secondary education (Gymnasium)
Czech Republic	StQ-03	D	National categories recoded for international comparability: 1 = University 2 = Higher professional school or conservatory; an extension study 3 = Completed high school or a vocational programme with maturita / Completed high school or a vocational programme without maturita 4 = Primary school 5 = I will not complete primary school
Denmark	StQ-03	D	Nationally defined categories: 1 = BA, MA, or PhD (e.g., teacher, doctor, lawyer) 2 = Academy of professional higher education or short-cycle higher education (e.g., laboratory technician, datamatician, financial adviser) 3 = Upper secondary education or vocational education and training (e.g., general upper secondary education, VET, higher technical examination, higher commercial examination, care assistant, mason, plumber) 4 = Primary and lower secondary school (e.g., the Folkeskole) 5 = I do not expect to complete the leaving examination of primary and lower secondary school
Finland	StQ-03	D	Nationally defined categories: 1 = Polytechnic or university degree 2 = Specialist vocational qualification after general upper secondary school or vocational upper secondary school

			3 = General upper secondary school or vocational upper secondary school qualification 4 = Comprehensive school qualification 5 = I do not expect to complete the comprehensive school
France	StQ-03	D	Nationally defined categories: 1 = Long higher education degree (license, Master, Doctorate, or equivalent) 2 = Short higher education diploma (e.g., BTS, DUT) 3 = Baccalaureate (general, technological, vocational), vocational certificate 4 = End of secondary school 5 = I do not expect to reach the end of secondary school level
Germany	StQ-03	D	National categories recoded for international comparability: 1 = Doctoral degree / University diploma / Diploma University of applied science / Diploma vocational academy / college of public administration / trade and technical schools 2 = University entrance qualification (evening schools)/specialized vocational high school / Berufoberschule / Technische Oberschule 3 = University entrance qualification/Fachhochschule entrance qualification / Dual System/specialized vocational schools / basic vocational training year 4 = Lower secondary schools after grade 10 / Lower secondary schools after grade 9 / Finishing special school / special-needs school 5 = I do not expect to complete school
Greece	StQ-03	D	Nationally defined categories: 1 = University, TEI (Institute of Technology), Master's degree, Doctorate degree 2 = Institute of Vocational Training (IEK)-Apprenticeship 3 = Lyceum 4 = Gymnasium 5 = I do not expect to complete Gymnasium
Hungary	StQ-03	D	National categories recoded for international comparability: 1 = College or university bachelor degree, master degree or higher than these (e.g., PhD) 2 = Vocational programs based on maturity examination or accredited post secondary vocational programs 3 = Grammar school or secondary vocational school with matura / Vocational school certificate 4 = General school (grade 8) 5 = I do not expect to finish general school
Italy	StQ-03	D	National categories recoded for international comparability: 1 = Bachelor / Master's degree / Postgraduate Specialization (e.g., Master's, PhD) 2 = Post-secondary, non-tertiary education / Tertiary education professional degree (e.g., nursing degree) 3 = Upper secondary education level 4 = Lower secondary education level 5 = Category not administered or data not available
Kazakhstan	StQ-03	D	Nationally defined categories:

			1 = Higher or postgraduate education (Bachelor, Master, PhD) 2 = Post-secondary education (technical and vocational education, college, training school, applied Bachelor's degree) 3 = General secondary education (11-12 grades of school) 4 = Basic secondary education (9 grades of school) 5 = I do not plan to complete a basic secondary education
Korea, Republic of	StQ-03	D	Nationally defined categories: 1 = University or graduate school 2 = College 3 = High school 4 = Middle school 5 = Do not expect to complete middle school
Kosovo	StQ-03	D	Nationally defined categories: 1 = Bachelor, Master's, or Doctorate 2 = Professional or higher educational schools 3 = Secondary high school 4 = Secondary low school 5 = I do not expect to complete Secondary low school
Latvia	StQ-03	D	Nationally defined categories: 1 = Higher education (Bachelor, Master, or PhD.) 2 = College, technical school, or incomplete higher education 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = I do not expect to complete lower secondary education
Luxembourg	StQ-03	D	National categories recoded for international comparability: 1 = University (e.g. Bachelor's degree, Master's degree, PhD) 2 = Master craftman's diploma (e.g., 'brevet de maîtrise,' BTS) 3 = Upper secondary education (e.g., Secondary school leaving diploma (1re ESC/ESG) / Upper secondary education (Vocational degree, e.g., technician's diploma (DT), vocational aptitude diploma (DAP), vocational capacity certificate (CCP)) 4= Lower secondary education (certificate of course completion, 5e) 5 = I do not expect to complete lower secondary education (certificate of course completion, 5e)
Malta	StQ-03	D	Nationally defined categories: 1 = University/MCAST degree level or higher 2 = Diploma level at MCAST/ITS or certificate or diploma at university level 3 = A Levels/MATSEC certificate or certificate level at MCAST/ITS 4 = Secondary school 5 = I do not expect to complete secondary school
Norway	StQ-03	D	Nationally defined categories: 1 = University or university college education, 3 - 8 years 2 = Short education after upper secondary school, 1 - 2 years 3 = Upper secondary school

			4 = Lower secondary school 5 = I do not expect to complete lower secondary school
Oman	StQ-03	D	Nationally defined categories: 1 = Higher Education qualifications (high diploma, Bachelor, Master's PhD) 2 = Post Secondary qualification and vocational Secondary education 3 = Post Secondary education and vocational secondary Grades (10 -12) 4 = Basic education (1 - 9) 5 = I do not expect to complete Basic education (1 - 9)
Portugal	StQ-03	D	Nationally defined categories: 1 = Bachelor, Master, Doctorate degree 2 = Non-tertiary secondary course or higher technical and professional course 3 = Upper secondary education 4 = Lower secondary education 5 = I do not expect to complete lower Secondary Education
Romania	StQ-03	D	Nationally defined categories: 1 = Bachelor's degree or equivalent, Master's degree or equivalent, Doctorate or equivalent 2 = Post- secondary education, Short-term higher education 3 = High school education 4 = Middle school education 5 = I do not expect to complete middle school education
Serbia	StQ-03	D	Nationally defined categories: 1 = Faculty, master studies or doctoral studies 2 = One-year specialization after high school, college, or vocational college 3 = High school 4 = Primary school 5 = I do not expect to complete primary school
Slovak Republic	StQ-03	D	National categories recoded for international comparability: 1 = Completed Master's study (titles Mgr., Ing = etc. =) or Completed Doctoral study (PhD.) / Completed Bachelor's study 2 = Completed Higher professional education / Completed Post-secondary education 3 = Completed High school with school leaving exam / Completed Secondary school with vocational certificate / Completed Secondary school without vocational certificate 4 = Completed primary school 5 = I do not expect to complete primary school
Slovenia	StQ-03	D	Nationally defined categories: 1= I will complete PhD (3rd Bologna cycle) or Master (2nd Bologna cycle) or professional higher education or academic higher education (1st Bologna cycle). 2= I will complete higher vocational education. 3= I will complete upper secondary education. 4= I will complete elementary school education.

			5= I expect not to complete elementary school education.
Spain	StQ-03	D	Nationally defined categories: 1 = Art higher education programmes, college degree, Master's degree, PhD 2 = Higher Vocational Education and Training 3 = Baccalaureate, Intermediate Vocational Education and Training 4 = Compulsory Secondary Education (ESO) 5 = I do not expect to complete Compulsory Secondary Education (ESO)
Sweden	StQ-03	D	Nationally defined categories: 1 = University / college education (3 years or longer) 2 = Occupational, technical, or practical education or university/college education (shorter than 3 years) 3= Upper secondary education 4= Lower secondary education 5= I do not expect to complete lower secondary education
The Netherlands	StQ-03	D	Nationally defined categories: 1 = Higher vocational education (HBO) / university (scientific/academic education) 2 = Specialist training in secondary educational education (MBO) level 4 or Associate Degree 3 = Higher general secondary education (Havo), pre-university education (vwo), secondary educational education (MBO) level 2, 3, 4 4 = Pre-vocational secondary education, practical training, secondary vocational education (entry training) 5 = I do not expect to complete pre-vocational secondary education, practical training, secondary vocational education (entry training)
Uruguay	StQ-03	D	Nationally defined categories: 1 = University or Higher 2 = Tertiary non university 3 = Complete middle education 4 = Complete basic cycle 5 = I do not plan to complete the basic cycle
United States	StQ-03	D	Nationally defined categories: 1 = Bachelor's degree (4-year college program) OR Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (PhD or EdD) 2 = Associate's degree (2-year college program) 3 = High school graduate 4 = Some high school 5 = I do not expect to complete high school

Adaptations of StQ-04 (IS3G04A-C)

Country	Item ID	Code	Documentation
Austria	StQ-04A-C	D	National categories recoded for international comparability: 1 = Austria 2 = Afghanistan / Bosnia and Herzegovina / Germany / Kosovo / Croatia / Montenegro / Poland / Romania / Serbia / Slovak Republic / Slovenia / Syria / Türkiye / Ukraine / Hungary / In another country within Europe

			3 = Category not administered or data not available 4 = In another country outside Europe
Azerbaijan	StQ-04A-C	D	Nationally defined categories: 1 = Azerbaijan 2 = Georgia 3 = Russian Federation 4 = Another country
Belgium (Flemish)	StQ-04A-C	D	Nationally defined categories: 1 = Belgium 2 = A neighboring country (The Netherlands, Germany, France or Luxembourg) 3 = Another European country 4 = A non-European country
Bosnia and Herzegovina	StQ-04A-C	D	Nationally defined categories: 1 = Bosnia and Herzegovina 2 = Croatia 3 = Serbia 4 = Other country
Chile	StQ-04A-C	D	National categories recoded for international comparability: 1 = Chile 2 = Another Latin American country 3 = Another non-Latin American country 4 = Category not administered or data not available
Chinese Taipei	StQ-04A-C	D	National categories recoded for international comparability: 1 = Taiwan 2 = Southeast Asia / Northeast Asia 3 = Mainland China area / Hong Kong SAR or Macau SAR 4 = Other country
Croatia	StQ-04A-C	D	Nationally defined categories: 1 = Croatia 2 = Bosnia and Herzegovina 3 = Serbia 4 = Another country
Cyprus	StQ-04A-C	D	Nationally defined categories: 1 = Cyprus 2 = Greece 3 = Other EU country 4 = Other non-EU country
Czech Republic	StQ-04A-C	D	National categories recoded for international comparability: 1 = Czech Republic 2 = Slovak Republic / Ukraine / Vietnam / Russian Federation 3 = Category not administered or data not available 4 = Another country
Denmark	StQ-04A-C	D	National categories recoded for international comparability: 1 = Denmark 2 = Other Nordic country (Iceland, Norway, Sweden, The Faroe Islands, Finland, Greenland, Aaland)

			3 = Other European country (e.g., Germany, Great Britain, Poland, Romania, Lithuania, Ukraine, Bosnia-Herzegovina) 4 = The Middle East and Eurasia (e.g., Syria, Türkiye, Iraq, Lebanon, Islamic Republic of Iran, Afghanistan, Morocco) / Africa (e.g., Somalia, Uganda, Ghana, Ethiopia) / Asia (e.g., People's Republic of China, Pakistan, Vietnam, Sri Lanka, Thailand, The Philippines, India) / Other country
Finland	StQ-04A-C	D	National categories recoded for international comparability: 1 = In Finland 2 = In Sweden 3 = In Estonia 4 = In Russian Federation / In some other country
France	StQ-04A-C	D	National categories recoded for international comparability: 1 = France 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another country
Germany	StQ-04A-C	D	National categories recoded for international comparability: 1 = Germany 2 = Former Soviet Union (e.g., Russian Federation, Ukraine, Belarus) 3 = Türkiye 4 = Poland / Syria / Afghanistan / Iraq / In another European country / In another non-European country
Greece	StQ-04A-C	D	National categories recoded for international comparability: 1 = Greece 2 = Egypt 3 = Albania 4 = Bulgaria / Georgia / India / Moldova / Ukraine / Poland / Romania / The Philippines / Other country
Hungary	StQ-04A-C	D	National categories recoded for international comparability: 1 = Hungary 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another country
Italy	StQ-04A-C	D	National categories recoded for international comparability: 1 = Italy 2 = Other (European) country 3 = Other (not European) country 4 = Category not administered or data not available
Kazakhstan	StQ-04A-C	D	Nationally defined categories: 1 = Kazakhstan 2 = Other CIS country (Russian Federation, Uzbekistan, Kyrgyzstan, etc.) 3 = Other neighboring country (People's Republic of China, Mongolia, etc.) 4 = Other country
Korea, Republic of	StQ-04A-C	D	National categories recoded for international comparability:

			1 = Republic of Korea 2 = United States 3 = Japan 4 = People's Republic of China / The Philippines / Another country
Kosovo	StQ-04A-C	D	Nationally defined categories: 1 = Kosovo 2 = Germany 3 = Albania 4 = Another country
Latvia	StQ-04A-C	D	National categories recoded for international comparability: 1 = In Latvia 2 = In Russian Federation 3 = In Belarus 4 = In Ukraine / Another country
Luxembourg	StQ-04A-C	D	National categories recoded for international comparability: 1 = Luxembourg 2 = France 3 = Portugal 4 = Germany / Belgium / Italy / Serbia / Croatia / Montenegro / Republic of North Macedonia / Bosnia-Herzegovina / Kosovo / Cape Verde / Another European country / Another non-European country
Malta	StQ-04A-C	D	Nationally defined categories: 1 = Malta 2 = Another European country 3 = An African country 4 = Another country
Norway	StQ-04A-C	D	Nationally defined categories: 1 = Norway 2 = A Nordic country (Sweden, Denmark, Finland, Iceland) 3 = A European country 4 = A country outside Europe
Oman	StQ-04A-C	D	National categories recoded for international comparability: 1 = Sultanate of Oman 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another country
Portugal	StQ-04A-C	D	National categories recoded for international comparability: 1 = Portugal 2 = Other European country 3 = African country with Portuguese as official language 4 = Brazil / Another country
Romania	StQ-04A-C	D	Nationally defined categories: 1 = Romania 2 = Italy 3 = Germany 4 = Another country
Serbia	StQ-04A-C	D	National categories recoded for international comparability:

Country	Item ID	Code	Documentation
			1 = Republic of Serbia 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Other country
Slovak Republic	StQ-04A-C	D	National categories recoded for international comparability: 1 = In Slovakia 2 = In a European country 3 = In a non-European country 4 = Category not administered or data not available
Slovenia	StQ-04A-C	D	National categories recoded for international comparability: 1 = In Slovenia 2 = In one of the other republics of former Yugoslavia (Croatia, Serbia, Bosnia and Herzegovina, Montenegro, Republic of North Macedonia, Kosovo, Vojvodina) 3 = Category not administered or data not available 4 = In Albania / In Ukraine or Russian Federation / Another country
Spain	StQ-04A-C	D	Nationally defined categories: 1 = The country where I live 2 = Morocco 3 = Latin America: Ecuador, Peru, Argentina etc. 4 = Another country
Sweden	StQ-04A-C	D	Nationally defined categories: 1 = Sweden 2 = Nordic country (except Sweden) 3 = European country (except Nordic countries) 4 = Country outside of Europe
The Netherlands	StQ-04A-C	D	Nationally defined categories: 1 = Netherlands 2 = Belgium, Germany, or Luxembourg 3 = Other European country 4 = Other non-European country
Uruguay	StQ-04A-C	D	Nationally defined categories: 1 = Uruguay 2 = Other country / Mercosur (Argentina, Brazil, Paraguay, or Chile) 3 = Other country/ rest of America 4 = Another country
United States	StQ-04A-C	D	National categories recoded for international comparability: 1 = United States 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another country

Adaptations of StQ-05 (IS3G05)

Country	Item ID	Code	Documentation
Austria	StQ-05	D	National categories recoded for international comparability: 1 = German 2 = Albanian / Arabic / Bosnian / English / Croatian / Kurdish / Polish / Romanian / Serbian / Turkish / Hungarian 3 = Category not administered or data not available 4 = Another language

Azerbaijan	StQ-05	D	Nationally defined categories: 1 = Azerbaijani language (if ITLANG_A = 1068) / Russian (if ITLANG_A = 10492) 2 = Lezgi language (if ITLANG_A = 1068) / Azerbaijani language (if ITLANG_A = 10492) 3 = Talish language (if ITLANG_A = 1068) / Lezgi language (if ITLANG_A = 10492) 4 = Other (other ethnic languages, English language etc.)
Belgium (Flemish)	StQ-05	D	Nationally defined categories: 1 = Dutch (this also includes 'Flemish' and 'Flemish' dialects) 2 = French 3 = German 4 = English / Albanian / Arabic / Armenian / Assyrian / Berber / Moroccan / Polish / Russian / Spanish / Turkish / Other languages
Bosnia and Herzegovina	StQ-05	D	Nationally defined categories: 1 = Bosnian language (if ITLANG_A = 5146) / Croatian language (if ITLANG_A = 4122) / Serbian language (if ITLANG_A = 6170) 2 = Croatian language (if ITLANG_A = 5146) / Bosnian language (if ITLANG_A = 4122 or 6170) 3 = Serbian language (if ITLANG_A = 5146 or 4122) / Croatian language (if ITLANG_A = 6170) 4 = Other
Chile	StQ-05	D	National categories recoded for international comparability: 1 = Spanish 2 = Language of Native People (e.g., Aymara, Quechua, Rapa Nui, Mapudungun, etc.) 3 = Category not administered or data not available 4 = Another language
Chinese Taipei	StQ-05	D	National categories recoded for international comparability: 1 = Traditional Chinese 2 = Taiwanese / Hakka / Indigenous languages 3 = Category not administered or data not available 4 = Another language
Croatia	StQ-05	D	Nationally defined categories: 1 = Croatian 2 = Serbian 3 = Italian 4 = Another language
Cyprus	StQ-05	D	National categories recoded for international comparability: 1 = Greek 2 = English 3 = Russian 4 = Ukrainian / other language
Czech Republic	StQ-05	D	National categories recoded for international comparability: 1 = Czech 2 = Slovak / Romani / Ukrainian / Vietnamese / Russian 3 = Category not administered or data not available 4 = Another language
Denmark	StQ-05	D	National categories recoded for international comparability: 1 = Danish 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Other language

Finland	StQ-05	D	National categories recoded for international comparability: 1 = Finnish 2 = Swedish 3 = Estonian 4 = Russian / Some other language
France	StQ-05	D	Nationally defined categories: 1 = French 2 = Arabic 3 = Another African language 4 = Another language
Germany	StQ-05	D	National categories recoded for international comparability: 1 = German 2 = A language from the former Soviet Union (e.g., Russian, Ukrainian, Belorussian) 3 = Turkish 4 = Polish / Arabic / Persian / Another European language / Another non-European language
Greece	StQ-05	D	National categories recoded for international comparability: 1 = Greek 2 = Arabic 3 = Albanian 4 = Bulgarian / Georgian / Indian / Moldavian / Ukrainian / Polish / Romanian / Filipino / Other language
Hungary	StQ-05	D	National categories recoded for international comparability: 1 = Hungarian 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Other language
Italy	StQ-05	D	National categories recoded for international comparability: 1 = Italian 2 = A dialect 3 = Category not administered or data not available 4 = Another language
Kazakhstan	StQ-05	D	Nationally defined categories: 1 = Kazakh language (if ITLANG_A = 1087) / Russian language (if ITLANG_A = 10871) 2 = Russian language (if ITLANG_A = 1087) / Kazakh language (if ITLANG_A = 10871) 3 = Uzbek language / Tajik language / Uighur language 4 = Languages of other nationalities
Korea, Republic of	StQ-05	D	National categories recoded for international comparability: 1 = Korean 2 = English 3 = Japanese 4 = Chinese (Mandarin) / Tagalog (Central Philippines language) / Another Language
Kosovo	StQ-05	D	Nationally defined categories: 1 = Albanian 2 = English 3 = Serbian 4 = Another language
Latvia	StQ-05	D	Nationally defined categories: 1 = Latvian 2 = Russian 3 = Polish

			4 = Another language
Luxembourg	StQ-05	D	National categories recoded for international comparability: 1 = German 2 = French 3 = Luxembourgish 4 = Portuguese / Italian / English / Bosnian / Croatian / Serbian / Montenegrin / Macedonian / Albanian / Another language
Malta	StQ-05	D	National categories recoded for international comparability: 1 = English 2 = Maltese 3 = Category not administered or data not available 4 = Another language
Norway	StQ-05	D	Nationally defined categories: 1 = Norwegian 2 = Danish or Swedish 3 = Another European language (e.g., English, French, or Polish) 4 = Another non-European language (e.g., Urdu, Vietnamese, or Somali)
Oman	StQ-05	D	National categories recoded for international comparability: 1 = Arabic language (if ITLANG_A = 8193) / English language (if ITLANG_A = 20576) 2 = English language (if ITLANG_A = 8193) / Arabic language (if ITLANG_A = 20576) 3 = Swahili Language 4 = Urdu (Baluch Language) / Persian (Luwati language) / Another language
Portugal	StQ-05	D	National categories recoded for international comparability: 1 = Portuguese 2 = Other European language 3 = Category not administered or data not available 4 = Another language
Romania	StQ-05	D	Nationally defined categories: 1 = Romanian 2 = Italian 3 = German 4 = Another language
Serbia	StQ-05	D	National categories recoded for international comparability: 1 = Serbian 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Other language
Slovak Republic	StQ-05	D	Nationally defined categories: 1 = Slovak language (if ITLANG_A = 1051)/ Hungarian language (if ITLANG_A = 10382) 2 = Hungarian language (if ITLANG_A = 1051) / Slovak language (if ITLANG_A = 10382) 3 = Roma language 4 = Another language
Slovenia	StQ-05	D	National categories recoded for international comparability: 1 = Slovene 2 = Language of ethnic minorities (Italian, Hungarian) 3 = One of the Slavic languages of the republics and autonomous provinces of former country of Yugoslavia

			(Croatian, Serbian, Bosnian, Macedonian, Albanian, Montenegrin) 4 = Albanian language / Romani language / Ukrainian language / Russian language / Other
Spain	StQ-05	D	Nationally defined categories: 1 = Spanish language and literature (if ITLANG_A = 3082) / Catalan language and literature (if ITLANG_A = 10273) / Valencian language and literature (if ITLANG_A = 10271) / Galician language and literature (if ITLANG_A = 1110) / Basque language and literature (if ITLANG_A = 10691) 2 = Arabic (if ITLANG_A = 3082) / Spanish (if ITLANG_A = 10273, 10271, 1110 or 10691) / 3 = Romanian (if ITLANG_A = 3082 or 10271) / Arabic (if ITLANG_A = 10273 or 10691) / Portuguese (if ITLANG_A = 1110) 4 = Other
Sweden	StQ-05	D	Nationally defined categories: 1 = Swedish 2 = Another Nordic language 3 = Another European language 2 = Another language
The Netherlands	StQ-05	D	National categories recoded for international comparability: 1 = Dutch 2 = Frisian 3 = Category not administered or data not available 4 = Another language
Uruguay	StQ-05	D	Nationally defined categories: 1 = Spanish 2 = English 3 = Portuguese 4 = Another language
United States	StQ-05	D	National categories recoded for international comparability: 1 = English 2 = Spanish 3 = Category not administered or data not available 4 = Another language

Adaptations of StQ-09 (IS3G09)

Country	Item ID	Code	Documentation
Austria	StQ-09	D	National categories recoded for international comparability: 1 = Doctorate at a university / Graduated from a university, an advanced technical college or a university college of teacher education 2 = Master craftsmen and foremen course / School-leaving certificate at a higher vocational education school (e.g., business college, technical college, economic college, college for pre-primary education, Private educational institute for elementary education) 3 = School-leaving certificate at an academic secondary school / School for intermediate vocational education (e.g., technical school, business school) / Vocational school / apprenticeship 4 = Compulsory school (middle school, AHS lower level, polytechnic school or special school) 5 = She hasn't finished compulsory school

Azerbaijan	StQ-09	D	Nationally defined categories: 1 = Bachelor or equivalent level, Master or Doctor 2 = Initial vocational education, secondary vocational education 3 = Full secondary education 4 = General secondary education 5 = Did not finish general secondary education
Belgium (Flemish)	StQ-09	D	National categories recoded for international comparability: 1 = Doctorate (PhD) / Master at a university / Professional or academic Bachelor at a university or university college 2 = Associate degree after secondary education / Specialization year or seventh year secondary education (1 additional year after finishing 6 years of secondary education) 3 = Six years of secondary education (ASO, TSO, KSO or BSO, including BUSO OV4) 4 = First degree (grade 7 and 8) of secondary education / Secondary special education (OV1, OV2 or OV3) 5 = Primary education / Did not attend school or did not finish primary education
Bosnia and Herzegovina	StQ-09	D	Nationally defined categories: 1 = Faculty, Master studies or Doctoral studies] 2 = Specialization after high school, college, or vocational college 3 = High education 4 = Primary education 5 = She did not complete primary education
Chile	StQ-09	D	Nationally defined categories: 1 = College education (4 to 5 years) or postgraduate studies (Master or PhD) 2 = Practical or technical tertiary programmes 3 = Upper secondary (general and pre-vocational programmes) 4 = Primary education 5 = He/she did not complete primary education
Chinese Taipei	StQ-09	D	Teacher National categories recoded for international comparability: 1 = Doctorate / Master / University 2 = Junior college 3 = Senior high school 4 = Junior High school 5 = He/she did not complete Junior High school
Croatia	StQ-09	D	National categories recoded for international comparability: 1 = Postgraduate doctoral study (PhD) / 4 or 5-year faculty or Master of science / 3-year faculty or Bachelor's degree 2 = Less than 3-year faculty 3 = Gymnasium or 4-year secondary vocational school / 1-3-year secondary vocational school 4 = Primary school 5 = She did not complete primary school

Cyprus	StQ-09	D	Nationally defined categories: 1 = Graduate Education (Bachelor's) or Postgraduate Education (Master's or PhD) 2 = Post-secondary, non-tertiary education (e.g., Secretarial studies) or Short-cycle tertiary education (e.g., Higher Technology Institute diploma, PSIVET, HHIC) 3 = Upper secondary education (Lyceum) or Vocational education (Technical School) 4 = Lower Secondary education (Gymnasium) 5 = He did not complete Lower Secondary education (Gymnasium)
Czech Republic	StQ-09	D	National categories recoded for international comparability: 1 = University 2 = Higher professional school or conservatory; an extension study 3 = Completed high school or a vocational programme with maturita / Completed high school or a vocational programme without maturita 4 = Primary school 5 = She didn't complete primary school
Denmark	StQ-09	D	Nationally defined categories: 1 = BA, MA or PhD (e.g., teacher, doctor, lawyer) 2 = Academy of professional higher education or short-cycle higher education (e.g., laboratory technician, datamatician, financial adviser) 3 = Upper secondary education or vocational education and training (e.g., general upper secondary education, VET, higher technical examination, higher commercial examination, care assistant, mason, plumber) 4 = Primary and lower secondary school (e.g., the Folkeskole) 5 = He/she did not complete the leaving examination of primary and lower secondary school
Finland	StQ-09	D	An adult that is present Nationally defined categories: 1 = Polytechnic or university degree 2 = Specialist vocational qualification after general upper secondary school or vocational upper secondary school 3 = General upper secondary school or vocational upper secondary school qualification 4 = Comprehensive school qualification 5 = He/she did not complete the comprehensive school.
France	StQ-09	D	Nationally defined categories: 1 = Long higher education degree (Bachelor, Master, Doctorate or equivalent) 2 = Short higher education diploma (e.g., BTS, DUT) 3 = Baccalaureate (general, technological, professional), vocational certificate 4 = End of secondary school 5 = He/she did not reach the end of secondary school level
Germany	StQ-09	D	National categories recoded for international comparability: 1 = Doctoral degree / University diploma / Diploma University of applied science / Diploma vocational

			academy / college of public administration / trade and technical schools 2 = University entrance qualification (evening schools) /specialized vocational high school / Berufoberschule / Technische Oberschule 3 = University entrance qualification / Fachhochschule entrance qualification / Dual System/specialized vocational schools / basic vocational training year 4 = Lower secondary schools after grade 10 / Lower secondary schools after grade 9 / Finishing special school / special-needs school 5 = She did not complete school
Greece	StQ-09	D	Nationally defined categories: 1 = University, TEI (Institute of Technology), Master's degree, Doctorate degree 2 = Institute of Vocational Training (IEK)-Apprenticeship 3 = Lyceum 4 = Gymnasium 5 = He/she did not complete Gymnasium
Hungary	StQ-09	D	National categories recoded for international comparability: 1 = College or university Bachelor degree, Master degree or higher than these (e.g., PhD) 2 = Vocational programs based on maturity examination or accredited post secondary vocational programs 3 = Grammar school or secondary vocational school with matura / Vocational school certificate 4 = General school (grade 8) 5 = Did not finish general school
Italy	StQ-09	D	Nationally defined categories: 1 = Bachelor/ Master's degree/ Postgraduate Specialization (e.g., Master's, PhD) 2 = Post-secondary, non-tertiary education / Tertiary education professional degree (e.g., nursing degree) 3 = Upper secondary education level 4 = Lower secondary education level 5 = He/she did not complete Lower secondary education
Kazakhstan	StQ-09	D	Nationally defined categories: 1 = Higher or postgraduate education (Bachelor, Master, PhD) 2 = Post-secondary education (technical and vocational education, college, training school, applied bachelor's degree) 3 = General secondary education (completed 11 (12) grades of school) 4 = Basic secondary education (completed 9 grades of school) 5 = Does not have the Basic Secondary Education
Korea, Republic of	StQ-09	D	Supervising teacher Nationally defined categories: 1 = University or graduate school 2 = College 3 = High school 4 = Middle school 5 = Do not expect to complete middle school

Kosovo	StQ-09	D	Nationally defined categories: 1 = Bachelor, Master, or Doctorate 2 = Professional or higher educational schools 3 = Secondary high school 4 = Secondary low school 5 = He/she did not complete Secondary low school
Latvia	StQ-09	D	Nationally defined categories: 1 = Higher education (Bachelor, Master or PhD) 2 = College, technical school, or incomplete higher education 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = He/she did not complete lower secondary education
Luxembourg	StQ-09	D	National categories recoded for international comparability: 1 = University (e.g., Bachelor's degree, Master's degree, PhD) 2 = Master craftman's diploma (e.g., 'brevet de maîtrise,' BTS) 3 = Upper secondary education (e.g., Secondary school leaving diploma (1re ESC/ESG) / Upper secondary education (Vocational degree, e.g., technician's diploma (DT), vocational aptitude diploma (DAP), vocational capacity certificate (CCP)) 4= Lower secondary education (certificate of course completion, 5e) 5 = He/she did not complete lower secondary education (certificate of course completion, 5e)
Malta	StQ-09	D	Nationally defined categories: 1 = University/MCAST degree level or higher 2 = Diploma level at MCAST/ITS or certificate or diploma at university level 3 = A levels/MATSEC certificate or certificate level at MCAST/ITS 4 = Secondary school 5 = He/she did not complete Secondary school
Norway	StQ-09	D	Nationally defined categories: 1 = University or university college education, 3 - 8 years 2 = Short education after upper secondary school, 1 - 2 years 3 = Upper secondary school 4 = Lower secondary school 5 = He/she did not complete lower secondary school
Oman	StQ-09	D	Nationally defined categories: 1 = Higher Education qualifications (high diploma, Bachelor, Master's, PhD) 2 = Post Secondary qualification and vocational Secondary education 3 = Post Secondary education and vocational secondary Grades (10 -12) 4 = Basic education (1-9) 5 = She did not complete Basic education (1-9)
Portugal	StQ-09	D	Nationally defined categories: 1 = Bachelor, Master, Doctorate degree 2 = Non-tertiary secondary course or higher technical and professional course

			3 = Upper secondary education 4 = Lower secondary education 5 = He/she did not complete lower Secondary Education
Romania	StQ-09	D	Nationally defined categories: 1 = Bachelor's degree or equivalent, Master's degree or equivalent, Doctorate or equivalent 2 = Post secondary education. Short-term higher education 3 = High school education 4 = Middle school education 5 = He/she did not complete Middle school education
Serbia	StQ-09	D	Nationally defined categories: 1 = Faculty, Master studies or Doctoral studies 2 = One-year specialization after high school, college, or vocational college 3 = High school 4 = Primary school 5 = He/she did not complete primary school
Slovak Republic	StQ-09	D	National categories recoded for international comparability: 1 = Completed Master's study (titles Mgr., Ing = etc. =) or Completed Doctoral study (PhD) / Completed Bachelor's study 2 = Completed Higher professional education / Completed Post-secondary education 3 = Completed High school with school leaving exam / Completed Secondary school with vocational certificate / Completed Secondary school without vocational certificate 4 = Completed primary school 5 = Incomplete primary school
Slovenia	StQ-09	D	National categories recoded for international comparability: 1 = Master of Science or PhD (pre-Bologna reform); PhD (3rd Bologna cycle). / Academic higher education, specialization after professional higher education or specialization after academic education (before the Bologna reform); Master (2nd Bologna cycle). / Professional higher education or specialization after short-term higher education (before the Bologna reform); professional higher education or academic higher education (1st Bologna cycle) 2 = Short-term higher education (until 1994); higher vocational education 3 = Upper secondary education (general upper secondary, technical upper secondary, including Master's craftsman examination, foreman's examination, baccalaureate course, vocational course, vocational upper secondary, short-term vocational education) 4 = Elementary school education 5 = Incomplete elementary education
Spain	StQ-09	D	Nationally defined categories: 1 = Art higher education programmes, college degree, Master's degree, PhD 2 = Higher Vocational Education and Training 3 = Baccalaureate, Intermediate Vocational Education and Training

Country	Item ID	Code	Documentation
			4 = Compulsory Secondary Education (ESO) 5 = He/she did not complete Compulsory Secondary Education (ESO)
Sweden	StQ-09	D	Nationally defined categories: 1 = University/college education (3 years or longer) 2 = Occupational, technical or practical education, or university/college education (shorter than 3 years) 3= Upper secondary education 4= Lower secondary education 5= He/she did not complete lower secondary education
The Netherlands	StQ-09	D	Nationally defined categories: 1 = Higher vocational education (HBO) / university (scientific/academic education) 2 = Specialist training in secondary educational education (MBO) level 4 or Associate Degree 3 = Higher general secondary education (Havo), pre-university education (vwo), secondary educational education (MBO) level 2, 3, 4 4 = Pre-vocational secondary education, practical training, secondary vocational education (entry training) 5 = He/she did not complete pre-vocational secondary education, practical training, secondary vocational education (entry training)
Uruguay	StQ-09	D	Nationally defined categories: 1 = University or Higher 2 = Tertiary non university 3 = Complete middle education 4 = Complete basic cycle 5 = He/she did not complete the basic cycle
United States	StQ-09	D	Nationally defined categories: 1 = Bachelor's degree (4-year college program) OR Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (PhD or EdD) 2 = Associate's degree (2-year college program) 3 = High school graduate 4 = Some high school 5 = He/she did not complete high school

Adaptations of StQ-13 (IS3G13)

Country	Item ID	Code	Documentation
Austria	StQ-13	D	National categories recoded for international comparability: 1 = Doctorate at a university / Graduated from a university, an advanced technical college or a university college of teacher education 2 = Master craftsmen and foremen course / School-leaving certificate at a higher vocational education school (e.g., business college, technical college, economic college, college for pre-primary education, Private educational institute for elementary education) 3 = School-leaving certificate at an academic secondary school / School for intermediate vocational education (e.g., technical school, business school) / Vocational school/ apprenticeship 4 = Compulsory school (middle school, AHS lower level, polytechnic school or special school)

			5 = He hasn't finished compulsory school
Azerbaijan	StQ-13	D	Nationally defined categories: 1 = Bachelor or equivalent level, Master or Doctor 2 = Initial vocational education, secondary vocational education 3 = Full secondary education 4 = General secondary education 5 = Did not finish general secondary education
Belgium (Flemish)	StQ-13	D	National categories recoded for international comparability: 1 = Doctorate (PhD) / Master at a university / Professional or academic bachelor at a university or university college 2 = Associate degree after secondary education / Specialization year or seventh year secondary education (1 additional year after finishing 6 years of secondary education) 3 = Six years of secondary education (ASO, TSO, KSO or BSO, including BUSO OV4) 4 = First degree (grade 7 and 8) of secondary education / Secondary special education (OV1, OV2 or OV3) 5 = Primary education / Did not attend school or did not finish primary education
Bosnia and Herzegovina	StQ-13	D	Nationally defined categories: 1 = Faculty, Master studies or Doctoral studies 2 = Specialization after high school, college, or vocational college 3 = High education 4 = Primary education 5 = He did not complete primary education
Chile	StQ-13	D	Nationally defined categories: 1 = College education (4 to 5 years) or postgraduate studies (Master or PhD) 2 = Practical or technical tertiary programmes 3 = Upper secondary (general and pre-vocational programmes) 4 = Primary education 5 = He/she did not complete primary education
Chinese Taipei	StQ-13	D	Teacher National categories recoded for international comparability: 1 = Doctorate / Master / University 2 = Junior college 3 = Senior high school 4 = Junior High school 5 = He/she did not complete Junior High school
Croatia	StQ-13	D	National categories recoded for international comparability: 1 = Postgraduate doctoral study (PhD) / 4 or 5-year faculty or Master of science / 3-year faculty or Bachelor's degree 2 = Less than 3-year faculty 3 = Gymnasium or 4-year secondary vocational school / 1-3-year secondary vocational school 4 = Primary school

			5 = He did not complete primary school
Cyprus	StQ-13	D	Nationally defined categories: 1 = Graduate Education (Bachelor's) or Postgraduate Education (Master's or PhD) 2 = Post-secondary, non-tertiary education (e.g., Secretarial studies) or Short-cycle tertiary education (e.g., Higher Technology Institute diploma, PSIVET, HHIC) 3 = Upper secondary education (Lyceum) or Vocational education (Technical School) 4 = Lower Secondary education (Gymnasium) 5 = She did not complete Lower Secondary education (Gymnasium)
Czech Republic	StQ-13	D	National categories recoded for international comparability: 1 = University 2 = Higher professional school or conservatory; an extension study 3 = Completed high school or a vocational programme with maturita / Completed high school or a vocational programme without maturita 4 = Primary school 5 = He didn't complete primary school
Denmark	StQ-13	D	Nationally defined categories: 1 = BA, MA, or PhD (e.g., teacher, doctor, lawyer) 2 = Academy of professional higher education or short-cycle higher education (e.g., laboratory technician, datamatician, financial adviser) 3 = Upper secondary education or vocational education and training (e.g., general upper secondary education, VET, higher technical examination, higher commercial examination, care assistant, mason, plumber) 4 = Primary and lower secondary school (e.g., the Folkeskole) 5 = He/she did not complete the leaving examination of primary and lower secondary school
Finland	StQ-13	D	An adult that is present Nationally defined categories: 1 = Polytechnic or university degree 2 = Specialist vocational qualification after general upper secondary school or vocational upper secondary school 3 = General upper secondary school or vocational upper secondary school qualification 4 = Comprehensive school qualification 5 = He/she did not complete the comprehensive school.
France	StQ-13	D	Nationally defined categories: 1 = Long higher education degree (Bachelor, Master, Doctorate or equivalent) 2 = Short higher education diploma (e.g., BTS, DUT) 3 = Baccalaureate (general, technological, professional), vocational certificate 4 = End of secondary school 5 = He/she did not reach the end of secondary school level
Germany	StQ-13	D	National categories recoded for international comparability:

			1 = Doctoral degree / University diploma / Diploma University of applied science / Diploma vocational academy / college of public administration/trade and technical schools 2 = University entrance qualification (evening schools) / specialized vocational high school / Berufoberschule / Technische Oberschule 3 = University entrance qualification / Fachhochschule entrance qualification / Dual System / specialized vocational schools / basic vocational training year 4 = Lower secondary schools after grade 10 / Lower secondary schools after grade 9 / Finishing special school / special-needs school 5 = He did not complete school
Greece	StQ-13	D	Nationally defined categories: 1 = University, TEI (Institute of Technology), Masters degree, Doctorate degree 2 = Institute of Vocational Training (IEK)-Apprenticeship 3 = Lyceum 4 = Gymnasium 5 = He/she did not complete Gymnasium
Hungary	StQ-13	D	National categories recoded for international comparability: 1 = College or university Bachelor degree, Master degree or higher than these (e.g., PhD) 2 = Vocational programs based on maturity examination or accredited post secondary vocational programs 3 = Grammar school or secondary vocational school with matura / Vocational school certificate 4 = General school (grade 8) 5 = Did not finish general school
Italy	StQ-13	D	Nationally defined categories: 1 = Bachelor/ Master's degree/ Postgraduate Specialization (e.g., Master's, PhD) 2 = Post-secondary, non-tertiary education / Tertiary education professional degree (e.g., nursing degree) 3 = Upper secondary education level 4 = Lower secondary education level 5 = He/she did not complete Lower secondary education
Kazakhstan	StQ-13	D	Nationally defined categories: 1 = Higher or postgraduate education (Bachelor, Master, PhD) 2 = Post-secondary education (technical and vocational education, college, training school, applied Bachelor's degree) 3 = General secondary education (completed 11 (12) grades of school) 4 = Basic secondary education (completed 9 grades of school) 5 = Does not have the Basic Secondary Education
Korea, Republic of	StQ-13	D	Supervising teacher Nationally defined categories: 1 = University or graduate school 2 = College 3 = High school 4 = Middle school

			5 = Do not expect to complete middle school
Kosovo	StQ-13	D	Nationally defined categories: 1 = Bachelor, Master, or Doctorate 2 = Professional or higher educational schools 3 = Secondary high school 4 = Secondary low school 5 = He/she did not complete Secondary low school
Latvia	StQ-13	D	Nationally defined categories: 1 = Higher education (Bachelor, Master, or PhD) 2 = College, technical school, or incomplete higher education 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = He/she did not complete lower secondary education
Luxembourg	StQ-13	D	National categories recoded for international comparability: 1 = University (e.g., Bachelor's degree, Master's degree, PhD) 2 = Master craftman's diploma (e.g., 'brevet de maîtrise,' BTS) 3 = Upper secondary education (e.g., Secondary school leaving diploma (1re ESC/ESG) / Upper secondary education (Vocational degree, e.g., technician's diploma (DT), vocational aptitude diploma (DAP), vocational capacity certificate (CCP)) 4 = Lower secondary education (certificate of course completion, 5e) 5 = He/she did not complete lower secondary education (certificate of course completion, 5e)
Malta	StQ-13	D	Nationally defined categories: 1 = University/MCAST degree level or higher 2 = Diploma level at MCAST/ITS or certificate or diploma at university level 3 = A levels/MATSEC certificate or certificate level at MCAST/ITS 4 = Secondary school 5 = He/she did not complete Secondary school
Norway	StQ-13	D	Nationally defined categories: 1 = University or university college education, 3 - 8 years 2 = Short education after upper secondary school, 1 - 2 years 3 = Upper secondary school 4 = Lower secondary school 5 = He/she did not complete lower secondary school
Oman	StQ-13	D	Nationally defined categories: 1 = Higher Education qualifications (high diploma, Bachelor, Master's, PhD) 2 = Post Secondary qualification and vocational Secondary education 3 = Post Secondary education and vocational secondary Grades (10 -12) 4 = Basic education (1 - 9) 5 = He did not complete Basic education (1 - 9)
Portugal	StQ-13	D	Nationally defined categories: 1 = Bachelor, Master, Doctorate degree

			2 = Non-tertiary secondary course or higher technical and professional course 3 = Upper secondary education 4 = Lower secondary education 5 = He/she did not complete lower Secondary Education
Romania	StQ-13	D	Nationally defined categories: 1 = Bachelor's degree or equivalent, Master's degree or equivalent, Doctorate or equivalent 2 = Post secondary education. Short-term higher education 3 = High school education 4 = Middle school education 5 = He/she did not complete Middle school education
Serbia	StQ-13	D	Nationally defined categories: 1 = Faculty, Master studies or Doctoral studies 2 = One-year specialization after high school, college, or vocational college 3 = High school 4 = Primary school 5 = He/she did not complete primary school
Slovak Republic	StQ-13	D	National categories recoded for international comparability: 1 = Completed Master's study (titles Mgr., Ing = etc. =) or Completed Doctoral study (PhD) / Completed Bachelor's study 2 = Completed Higher professional education / Completed Post-secondary education 3 = Completed High school with school leaving exam / Completed Secondary school with vocational certificate / Completed Secondary school without vocational certificate 4 = Completed primary school 5 = Incomplete primary school
Slovenia	StQ-13	D	National categories recoded for international comparability: 1 = Master of Science or PhD (pre-Bologna reform); PhD (3rd Bologna cycle). / Academic higher education, specialization after professional higher education or specialization after academic education (before the Bologna reform); Master (2nd Bologna cycle). / Professional higher education or specialization after short-term higher education (before the Bologna reform); professional higher education or academic higher education (1st Bologna cycle) 2 = Short-term higher education (until 1994); higher vocational education. 3 = Upper secondary education (general upper secondary, technical upper secondary, including master's craftsman examination, foreman's examination, baccalaureate course, vocational course, vocational upper secondary, short-term vocational education) 4 = Elementary school education 5 = Incomplete elementary education
Spain	StQ-13	D	Nationally defined categories: 1 = Art higher education programmes, college degree, Master's degree, PhD 2 = Higher Vocational Education and Training

			3 = Baccalaureate, Intermediate Vocational Education and Training 4 = Compulsory Secondary Education (ESO) 5 = He/she did not complete Compulsory Secondary Education (ESO)
Sweden	StQ-13	D	Nationally defined categories: 1 = University/college education (3 years or longer) 2 = Occupational, technical, or practical education or university/college education (shorter than 3 years) 3= Upper secondary education 4= Lower secondary education 5= He/she did not complete lower secondary education
The Netherlands	StQ-13	D	Nationally defined categories: 1 = Higher vocational education (HBO) / university (scientific/academic education) 2 = Specialist training in secondary educational education (MBO) level 4 or Associate Degree 3 = Higher general secondary education (Havo), pre-university education (vwo), secondary educational education (MBO) level 2, 3, 4 4 = Pre-vocational secondary education, practical training, secondary vocational education (entry training) 5 = He/she did not complete pre-vocational secondary education, practical training, secondary vocational education (entry training)
Uruguay	StQ-13	D	Nationally defined categories: 1 = University or Higher 2 = Tertiary non university 3 = Complete middle education 4 = Complete basic cycle 5 = He/she did not complete the basic cycle
United States	StQ-13	D	Nationally defined categories: 1 = Bachelor's degree (4-year college program) OR Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (PhD or EdD) 2 = Associate's degree (2-year college program) 3 = High school graduate 4 = Some high school 5 = He/she did not complete high school

Adaptations of StQ-15A (IS3G15A)

Country	Item ID	Code	Documentation
Austria	StQ-15A	D	Drops out/fails
Azerbaijan	StQ-15A	D	Interruption
Croatia	StQ-15A	D	Disappeared
Denmark	StQ-15A	X	Question not administered or data not available
Finland	StQ-15A	D	Is lost
Italy	StQ-15A	D	Is interrupted
Korea, Republic of	StQ-15A	D	Disconnected
Kosovo	StQ-15A	D	Disconnected

Norway	StQ-15A	D	Unstable net
Romania	StQ-15A	D	Is interrupted
Serbia	StQ-15A	D	Disappeared
Slovak Republic	StQ-15A	D	Outage
United States	StQ-15A	D	Cut off

Adaptations of StQ-16A (IS3G16AA-AB)

Country	Item ID	Code	Documentation
Denmark	StQ-16AB	D	Tablets (iPad or other tablets)
Finland	StQ-16AB	D	iPad, another tablet device
Hungary	StQ-16AB	D	Samsung Galaxy, iPad
Norway	StQ-16AB	D	Tablet (e.g., iPad, Samsung Galaxy Tab)
Sweden	StQ-16AB	D	iPad, Galaxy Tab
The Netherlands	StQ-16AB	D	Tablets (e.g., iPad, Android Tablet)
Uruguay	StQ-16AB	D	iPad, Tablet, Kindle
United States	StQ-16AB	D	Tablet devices (e.g., iPad, Surface Pro, Kindle)

Adaptations of StQ-16B (IS3G16BA-BB)

Country	Item ID	Code	Documentation
Denmark	StQ-16BB	D	Tablets (iPad or other tablets)
Finland	StQ-16BB	D	iPad, another tablet device
Hungary	StQ-16BB	D	Samsung Galaxy, iPad
Norway	StQ-16BB	D	Tablet (e.g., iPad, Samsung Galaxy Tab)
Norway	StQ-16BC	D	Mobile phone
Sweden	StQ-16BB	D	iPad, Galaxy Tab
Sweden	StQ-16BC	D	Mobile phone
The Netherlands	StQ-16BB	D	Tablets (e.g., iPad, Android Tablet)
Uruguay	StQ-16BB	D	iPad, Tablet, Kindle
United States	StQ-16BB	D	Tablet device (e.g., iPad, Surface Pro, Kindle)

Adaptations of StQ-18 (IS3G18A-F)

Country	Item ID	Code	Documentation
Chile	StQ-18A-F	D	WhatsApp, Instagram

Chinese Taipei	StQ-18A-F	D	LINE, Messenger, Instagram
Czech Republic	StQ-18A-F	D	WhatsApp, Instagram, Messenger
Greece	StQ-18A-F	D	WhatsApp, Instagram
Kazakhstan	StQ-18A-F	D	WhatsApp, Instagram
Korea, Republic of	StQ-18A-F	D	Kakaotalk, Instagram, Line
Latvia	StQ-18A-F	D	WhatsApp, Snapchat, Instagram, Facebook, Twitter
Norway	StQ-18A-F	D	Mobile phones
Slovenia	StQ-18A-F	D	WhatsApp, Viber, Snapchat, Instagram
Sweden	StQ-18A-F	D	WhatsApp
Uruguay	StQ-18A-F	D	Stem of the question changed: How often do you use ICT in these places? Please do not count the use of smartphones when making phone calls or writing text messages

Adaptations of StQ-19 (IS3G19A-B)

Country	Item ID	Code	Documentation
Azerbaijan	StQ-19A-B	D	Time looking at the screen
Belgium (Flemish)	StQ-19A-B	X	Question not administered or data not available
Czech Republic	StQ-19A-B	D	Time spent looking at screens (screen time)
Finland	StQ-19A-B	D	Time you can spend in front of a screen
Germany	StQ-19A-B	X	Question not administered or data not available
Hungary	StQ-19A-B	D	Time spent in front of screen
Italy	StQ-19A-B	D	Time you are allowed to be looking at screens
Kazakhstan	StQ-19A-B	D	Time spent in front of screen
Latvia	StQ-19A-B	D	Time for using screen
Malta	StQ-19A-B	D	Time you are allowed to be looking at screens
Portugal	StQ-19A-B	D	Screen time
Serbia	StQ-19A-B	D	Time spent in front of the screen
Slovak Republic	StQ-19A-B	D	Time in front of the screen/time you are allowed to spend watching the screens
Slovenia	StQ-19A-B	D	Screen time or time you are allowed to be looking at screens
Sweden	StQ-19A-B	D	Screen time
The Netherlands	StQ-19A-B	D	Screen time (e.g., computer, tablet, smartphone, and television)
Uruguay	StQ-19A-B	D	Screen time

Adaptations of StQ-20BD (IS3G20BD1-2)

Country	Item ID	Code	Documentation
Germany	StQ-20BD1-2	D	Complete calculations using a spreadsheet e.g., Microsoft Excel, Apple Numbers, OpenOffice Calc, Google Sheets

Adaptations of StQ-20BE (IS3G20BE1-2)

Country	Item ID	Code	Documentation
Austria	StQ-20BE1-2	D	Scratch, Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor
Belgium (Flemish)	StQ-20BE1-2	D	Scratch, Lego Mindstorms, Minecraft
Chinese Taipei	StQ-20BE1-2	D	Scratch, Lego Mindstorms, GameMaker
Croatia	StQ-20BE1-2	D	Scratch, Kodu, Lego Mindstorms, Alice, GameMaker, MIT App Inventor
Cyprus	StQ-20BE1-2	D	Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch, Pencil Code
Czech Republic	StQ-20BE1-2	D	Scratch, Minecraft Educational Edition, Kodu, Lego Mindstorms, Blockly Games, GalaxyCodr
Finland	StQ-20BE1-2	D	Create computer programs using an icon-based programming environment (e.g., Lego Mindstorms, MIT App Inventor, Scratch, Micro:bit)
Germany	StQ-20BE1-2	D	Lego Mindstorms, MIT App Inventor, Scratch, Blockly
Greece	StQ-20BE1-2	D	Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch, Pencil Code
Hungary	StQ-20BE1-2	D	Scratch, GameMaker, Alice, Kodu, Lego Mindstorms, MIT App Inventor
Korea, Republic of	StQ-20BE1-2	D	Entry, Scratch, Kodu, Lego Mindstorm, App inventor
Norway	StQ-20BE1-2	D	Alice, GameMaker, Kodu, Lego Mindstorms, Scratch
Portugal	StQ-20BE1-2	D	GameMaker, Kodu, Scratch
Serbia	StQ-20BE1-2	D	Scratch
Slovak Republic	StQ-20BE1-2	D	Scratch, Baltík, Imagine Logo, Lego Mindstorms, Robolab, Kodu
Spain	StQ-20BE1-2	D	GameMaker, Lego Mindstorms, MIT App Inventor, Scratch
Sweden	StQ-20BE1-2	D	Scratch, Micro:bit, Gamemaker, Kodu
The Netherlands	StQ-20BE1-2	D	Lego Mindstorms, Scratch, micro:bit, Beebot

Adaptations of StQ-20BF (IS3G20BF1-2)

Country	Item ID	Code	Documentation
Austria	StQ-20BF1-2	D	Java, C++, Scratch, Python, JavaScript
Belgium (Flemish)	StQ-20BF1-2	D	Python, Java, Javascript
Chinese Taipei	StQ-20BF1-2	D	Python, Visual Basic
Croatia	StQ-20BF1-2	D	Python, FMSLogo, Qbasic, JavaScript, Lua, Swift
Cyprus	StQ-20BF1-2	D	Python, JavaScript, Swift

Czech Republic	StQ-20BF1-2	D	JavaScript, Python
Finland	StQ-20BF1-2	D	Python, Javascript, Basic
Germany	StQ-20BF1-2	D	Python, JavaScript, Object Pascal, Scratch
Hungary	StQ-20BF1-2	D	Python, JavaScript, Lua
Italy	StQ-20BF1-2	D	Python, JavaScript
Latvia	StQ-20BF1-2	D	Python, JavaScript
Norway	StQ-20BF1-2	D	Python, JavaScript, Swift, MakeCode
Portugal	StQ-20BF1-2	D	Python, LUA, Javascript
Serbia	StQ-20BF1-2	D	Python
Slovak Republic	StQ-20BF1-2	D	Python, JavaScript, Pascal, C++, Swift
Spain	StQ-20BF1-2	D	Python, JavaScript, C#, C++
Sweden	StQ-20BF1-2	D	Python, JavaScript, Lua
The Netherlands	StQ-20BF1-2	D	Python, Swift, JavaScript

Adaptations of StQ-21 (IS3G21A-f)

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-21B	D	Instagram, TikTok, BeReal
Belgium (Flemish)	StQ-21E	D	YouTube, Netflix, podcasts
Chinese Taipei	StQ-21B	D	Instagram, Facebook
Czech Republic	StQ-21B	D	Instagram, TikTok, Facebook
Denmark	StQ-21E	D	YouTube, HBO, Netflix
France	StQ-21E	D	YouTube, Facebook Stories, TikTok, Snapchat Stories, podcasts
Hungary	StQ-21E	D	YouTube, Netflix
Italy	StQ-21E	D	YouTube, Netflix
Kazakhstan	StQ-21B	D	Instagram, TikTok
Kazakhstan	StQ-21E	D	YouTube, Netflix
Korea, Republic of	StQ-21B	D	Facebook, Instagram, TikTok
Malta	StQ-21B	D	Meta, Instagram, TikTok and Snapchat
Portugal	StQ-21E	D	YouTube, Netflix
Sweden	StQ-21E	D	YouTube, Twitch, Netflix, SVT Play
The Netherlands	StQ-21E	D	Instagram, TikTok and BeReal

Adaptations of StQ-22 (IS3G22A-I)

Country	Item ID	Code	Documentation
Austria	StQ-22A	D	German
Austria	StQ-22B	D	Foreign languages (English, French, Latin, etc.)
Austria	StQ-22D	D	Natural sciences (interdisciplinary and/or physics, chemistry, biology and environmental studies etc.)

Austria	StQ-22E	D	Social sciences (history and social studies, geography and economics, political education, etc.)
Austria	StQ-22F	D	Arts (visual education, technical handicrafts, textile handicrafts, music education, performing arts, etc.)
Austria	StQ-22G	D	Computer science, basic digital education or similar
Austria	StQ-22H	D	Practical and vocational education (vocational orientation, nutrition and household etc.)
Austria	StQ-22I	D	Other (religion, ethics, exercise and sport, etc.)
Azerbaijan	StQ-22A	D	Language skills: Azerbaijani skills (if ITLANG_A = 1068) / Language arts: Russian language (if ITLANG_A = 10492)
Azerbaijan	StQ-22B	D	Language skills: foreign or other national languages (if ITLANG_A = 1068) / Language arts: Azerbaijani language, Foreign language, other ethnic languages (if ITLANG_A = 10492)
Azerbaijan	StQ-22F	D	Fine arts
Azerbaijan	StQ-22G	D	Informatics, computer science or similar fields
Azerbaijan	StQ-22I	D	Other (technology, physical education, personal and social development)
Belgium (Flemish)	StQ-22A	D	Nederlands
Belgium (Flemish)	StQ-22B	D	Modern or classical languages (e.g., French, English, Spanish, German, Latin or Greek)
Belgium (Flemish)	StQ-22C	D	Mathematics (e.g., arithmetic, geometry, statistics)
Belgium (Flemish)	StQ-22D	D	Sciences (e.g., general science or physics, chemistry, biology, geology, technical sciences)
Belgium (Flemish)	StQ-22E	D	Human sciences / social studies / social sciences (e.g., history, geography, civics, economics, law, sociology, communication sciences, cultural studies)
Belgium (Flemish)	StQ-22F	D	Arts (e.g., visual arts, music, dance, drama)
Belgium (Flemish)	StQ-22G	D	Informatics, information and computer technology or similar
Belgium (Flemish)	StQ-22H	D	Practical or vocational (e.g., hair care, construction techniques, photography, bakery)
Belgium (Flemish)	StQ-22I	D	Other (e.g., religion, ethics, physical education, general subject course (GSC))
Bosnia and Herzegovina	StQ-22A	D	Bosnian language (if ITLANG_A = 5146) / Croatian language (if ITLANG_A = 4122) / Serbian language (if ITLANG_A = 6170)
Bosnia and Herzegovina	StQ-22B	D	Foreign languages
Bosnia and Herzegovina	StQ-22I	D	Religious education, physical education, departmental community
Chile	StQ-22A	D	Language and Communication
Chile	StQ-22B	D	Foreign language or original languages (e.g., English or Mapudungun)
Chile	StQ-22F	D	Arts (visual arts, music, dance, drama, etc.)

Chile	StQ-22G	D	Computer studies, technology, computing or similar subject
Chile	StQ-22H	X	Dimension not administered or data not available
Chile	StQ-22I	D	Religion, physical education, orientation
Chinese Taipei	StQ-22A	D	Traditional Chinese
Chinese Taipei	StQ-22B	D	English
Chinese Taipei	StQ-22G	D	Information Technology
Chinese Taipei	StQ-22H	D	Life technology
Chinese Taipei	StQ-22I	D	Personal and social development, physical education, and integrative activities
Croatia	StQ-22A	D	Croatian language
Croatia	StQ-22B	D	English language
Croatia	StQ-22D	D	Sciences (Physics, Chemistry, Biology)
Croatia	StQ-22E	D	Human sciences (history, geography etc.)
Croatia	StQ-22F	D	Art, Music
Croatia	StQ-22G	D	Informatics
Croatia	StQ-22H	D	Technical Education
Croatia	StQ-22I	D	Ethics, Religious Instruction, Physical education
Cyprus	StQ-22A	D	Modern Greek and literature (if ITLANG_A = 10321) / English (if ITLANG_A = 10322)
Cyprus	StQ-22B	D	Foreign languages
Cyprus	StQ-22F	D	Painting
Cyprus	StQ-22G	D	Computer studies
Cyprus	StQ-22H	D	Technology
Cyprus	StQ-22I	D	Physical education, religious education, home economics
Czech Republic	StQ-22B	D	Czech language
Czech Republic	StQ-22F	D	Foreign languages
Czech Republic	StQ-22G	D	Informatics or similar subject
Czech Republic	StQ-22H	D	Practice in workrooms, cooking
Czech Republic	StQ-22I	D	Sports, personal development
Denmark	StQ-22A	D	Danish
Denmark	StQ-22B	D	Foreign languages (e.g., English, German, French)
Denmark	StQ-22F	D	e.g., visual art, music, drama, movie knowledge
Denmark	StQ-22G	D	ICT subjects (e.g., technology literacy)
Denmark	StQ-22H	D	Craft and design, home economics, occupation and labor market guidance

Denmark	StQ-22I	D	Christian studies, physical education, other electives
Finland	StQ-22A	D	Mother tongue and literature or Finnish as a second language
Finland	StQ-22B	D	Language subjects: Swedish, English and other foreign languages
Finland	StQ-22G	D	Information technology, programming, computing, etc.
Finland	StQ-22H	D	Handicrafts, home economics
Finland	StQ-22I	D	Ethics, physical education, health education
France	StQ-22A	D	French
France	StQ-22B	D	Foreign or regional languages
France	StQ-22C	D	Mathematics (programming, table/graph)
France	StQ-22F	D	Music and visual arts
France	StQ-22G	D	Digital and technological sciences
France	StQ-22I	D	Other
Germany	StQ-22A	D	German
Germany	StQ-22B	D	Foreign language (English, French, Latin, etc.)
Germany	StQ-22G	D	Informatics, information technology or similar
Germany	StQ-22H	D	Business and employment studies/handicrafts
Germany	StQ-22I	D	Ethics/Philosophy, religion, physical education, home economics
Greece	StQ-22A	D	Modern Greek and literature
Greece	StQ-22B	D	Foreign languages
Greece	StQ-22F	D	Painting
Greece	StQ-22G	D	Computer studies
Greece	StQ-22H	D	Technology
Greece	StQ-22I	D	Physical education, religious education
Hungary	StQ-22A	D	Hungarian grammar and literature
Hungary	StQ-22B	D	Foreign languages (e.g., English, German)
Hungary	StQ-22G	D	Informatics
Hungary	StQ-22H	D	Technics, clothing and textiles, tourism and hospitality, handicraft
Hungary	StQ-22I	D	Bible class, ethics, physical education
Italy	StQ-22A	D	Italian
Italy	StQ-22B	D	English and/or other foreign language
Italy	StQ-22F	D	Arts, Music
Italy	StQ-22G	D	Technology

Italy	StQ-22H	X	Dimension not administered or data not available
Italy	StQ-22I	D	Catholic Religion, Alternative teachings to Catholic religion, physical education
Kazakhstan	StQ-22A	D	Kazakh language and literature (if ITLANG_A = 1087) / Russian language and literature (if ITLANG_A = 10871)
Kazakhstan	StQ-22B	D	Foreign language and literature
Kazakhstan	StQ-22C	D	Mathematics (Algebra and Geometry)
Kazakhstan	StQ-22D	D	Science subjects (physics, chemistry, biology, etc.)
Kazakhstan	StQ-22E	D	Humanities subjects (history, geography, law, etc.)
Kazakhstan	StQ-22F	D	Creative subjects (arts, music, choreography, drama clubs etc.)
Kazakhstan	StQ-22G	D	Information technology, informatics, etc.
Kazakhstan	StQ-22H	D	Practical and professional disciplines (for example, technology)
Kazakhstan	StQ-22I	D	Other subjects related to personal and social development (physical education)
Korea, Republic of	StQ-22A	D	Korean
Korea, Republic of	StQ-22B	D	English or foreign languages
Korea, Republic of	StQ-22G	D	Informatics
Korea, Republic of	StQ-22H	D	Technology, Home Economics/Vocation related
Kosovo	StQ-22A	D	Albanian language
Kosovo	StQ-22B	D	English Language, German Language
Kosovo	StQ-22F	D	Figurative art, musical art
Kosovo	StQ-22G	D	Information and communication technology - ICT
Kosovo	StQ-22H	D	Technology with ICT (MS Excel, MS PowerPoint, and MS Paint)
Kosovo	StQ-22I	D	Physical Education, Civic Education
Latvia	StQ-22A	D	Latvian language
Latvia	StQ-22B	D	Minority languages, foreign languages
Latvia	StQ-22F	D	visual arts, music, literature, drama
Latvia	StQ-22G	D	Computer studies, engineering, design and technology
Latvia	StQ-22H	D	Choir, swimming
Latvia	StQ-22I	D	Sports and health
Luxembourg	StQ-22A	D	Language of test (German or French or English)
Luxembourg	StQ-22B	D	Spanish, Italian, German and/or French and/or English etc.
Luxembourg	StQ-22C	D	Mathematics (e.g., geometry, algebra)
Luxembourg	StQ-22G	D	Informatics, digital sciences, etc.

Luxembourg	StQ-22H	D	Handcraft, workshops, e.g., electronics, mechanics, etc.)
Luxembourg	StQ-22I	D	Life and society ('VieSo'), sports
Malta	StQ-22A	D	English
Malta	StQ-22B	D	Maltese or Foreign Languages
Malta	StQ-22H	D	Practical or vocational subjects (graphical communication, home economics, VET subjects, etc.)
Malta	StQ-22I	D	Religion, ethics, physical education, PSCD, etc.
Norway	StQ-22A	D	Norwegian language
Norway	StQ-22B	D	Foreign language (e.g., English, German, Spanish)
Norway	StQ-22D	D	Sciences
Norway	StQ-22E	D	Humanities
Norway	StQ-22F	D	Arts and craft, music
Norway	StQ-22G	D	Computer programming and other subjects related to ICT
Norway	StQ-22H	X	Dimension not administered or data not available
Norway	StQ-22I	D	Religion / moral / ethics, gymnastics, nutrition and health
Oman	StQ-22A	D	Arabic language (if ITLANG_A = 8193) / English language (if ITLANG_A = 20576)
Oman	StQ-22B	D	English language (if ITLANG_A = 8193) / Arabic language (if ITLANG_A = 20576)
Oman	StQ-22I	D	Islamic education, physical education
Portugal	StQ-22A	D	Portuguese
Portugal	StQ-22B	D	Foreign languages
Portugal	StQ-22G	D	Communication and information technologies, computer applications, or similar
Portugal	StQ-22I	D	Physical education, Moral and Religious Education, Civic Education, Personal and Social Development
Romania	StQ-22A	D	Romanian Language
Romania	StQ-22B	D	Foreign languages or other national languages
Serbia	StQ-22A	D	Serbian language and literature
Serbia	StQ-22B	D	Foreign language: English, French, German, Russian, Italian, Spanish
Serbia	StQ-22F	D	Art, music
Serbia	StQ-22G	D	Computer Science
Serbia	StQ-22H	D	Technic and technology
Serbia	StQ-22I	D	Physical and health education, civic education
Slovak Republic	StQ-22A	D	Slovak language lessons (if ITLANG_A = 1051) / Hungarian language lessons (if ITLANG_A = 10382)
Slovak Republic	StQ-22B	D	Foreign language lessons

Slovak Republic	StQ-22C	D	Algebra, geometry
Slovak Republic	StQ-22F	D	Art education (in the meaning of painting or general creating)
Slovak Republic	StQ-22G	D	Informatics
Slovak Republic	StQ-22H	D	Technics
Slovak Republic	StQ-22I	D	Ethics, Physical education
Slovenia	StQ-22A	D	Slovene language
Slovenia	StQ-22B	D	Foreign language: English / German and in ethnically mixed areas, where Italians / Hungarians live also Italian or Hungarian
Slovenia	StQ-22D	D	Physics, Chemistry, Biology
Slovenia	StQ-22E	D	History, geography, patriotic and citizenship culture and ethics, etc.
Slovenia	StQ-22F	D	Visual arts, music arts
Slovenia	StQ-22G	X	Dimension not administered or data not available
Slovenia	StQ-22H	D	Engineering and technology
Slovenia	StQ-22I	D	Other (e.g., Sport) / Compulsory elective subjects (Sport for health, Chemistry - Experiments in Chemistry, Computer networks, Geography - Human life on Earth or any other compulsory elective subject)
Spain	StQ-22A	D	Spanish language and literature (if ITLANG_A = 3082) / Catalan language and literature (if ITLANG_A = 10273) / Valencian language and literature (if ITLANG_A = 10271) / Galician language and literature (if ITLANG_A = 1110) / Basque language and literature (if ITLANG_A = 10691)
Spain	StQ-22B	D	First foreign language (English, French, etc.)
Spain	StQ-22F	D	Plastic, Visual and Audiovisual Education
Spain	StQ-22H	D	Technology or other practical subjects
Spain	StQ-22I	D	Ethical Values, Physical Education
Sweden	StQ-22A	D	Swedish
Sweden	StQ-22B	D	English / Modern languages or mother tongue
Sweden	StQ-22D	D	Physics / Biology / Chemistry / Technology
Sweden	StQ-22E	D	Civics / Geography / History / Religion
Sweden	StQ-22F	D	Visual Arts / Craft / Music
Sweden	StQ-22G	X	Dimension not administered or data not available
Sweden	StQ-22H	X	Dimension not administered or data not available
Sweden	StQ-22I	D	Physical education and health / Home and consumer studies
The Netherlands	StQ-22A	D	Dutch

Country	Item ID	Code	Documentation
The Netherlands	StQ-22B	D	Classic or modern foreign languages (e.g., English, French, German, Latin)
The Netherlands	StQ-22G	D	Informatics and ICT
The Netherlands	StQ-22I	D	P.E., philosophy, personal development
Uruguay	StQ-22A	D	Spanish
Uruguay	StQ-22B	D	Language (e.g., English)
Uruguay	StQ-22F	D	Computing
Uruguay	StQ-22H	D	Vocational or professional orientation (trades, e.g., automotive mechanics, carpentry, gastronomy, etc.)
Uruguay	StQ-22I	D	Moral/ethics, physical education, personal and social development
United States	StQ-22A	D	English language arts
United States	StQ-22B	D	Spanish or other foreign languages
United States	StQ-22H	D	Practical or vocational subjects (e.g., mechanics and repair, healthcare occupations, construction trades)

Adaptations of StQ-22 (IS3G23A-M)

Country	Item ID	Code	Documentation
Austria	StQ-23E	D	Inspiration, Webspiration, EDraw Mind Map, Freeplane
Austria	StQ-23K	D	Moodle, LMS.at, Microsoft Teams
Austria	StQ-23L	D	Microsoft Teams, Zoom, WebEx GoTo Meeting, Skype
Austria	StQ-23M	D	Scratch, Eclipse, Python, JavaScript
Belgium (Flemish)	StQ-23A	D	Microsoft Word, Google Docs, OpenOffice Writer
Belgium (Flemish)	StQ-23B	D	Microsoft PowerPoint, Prezi, Google Slides
Belgium (Flemish)	StQ-23C	D	Microsoft Excel, OpenOffice Calc, Google Spreadsheets
Belgium (Flemish)	StQ-23E	D	Miro, Padlet, MindMeister
Belgium (Flemish)	StQ-23K	D	Smartschool, Google Workspace, Office 365
Belgium (Flemish)	StQ-23L	D	Microsoft Teams, Smartschool Live, Zoom
Belgium (Flemish)	StQ-23M	D	Swift, Python, Scratch
Chinese Taipei	StQ-23A	D	Microsoft Word, Google Docs
Chinese Taipei	StQ-23B	D	Microsoft PowerPoint, Google Slides
Chinese Taipei	StQ-23C	D	Microsoft Excel, Google Sheets
Chinese Taipei	StQ-23E	D	Coggle, Xmind
Chinese Taipei	StQ-23K	D	ischool, Moodle
Chinese Taipei	StQ-23L	D	Google Meet
Chinese Taipei	StQ-23M	D	Scratch, Python

Croatia	StQ-23B	D	Microsoft PowerPoint, Prezi, Canva, Google Slides, Apple Keynote
Croatia	StQ-23E	D	MindMeister, Popplet, MindManager, Freemind, Inspiration, Webspiration
Croatia	StQ-23K	D	Loomen, Moodle, Blackboard
Croatia	StQ-23L	D	Microsoft Teams, Zoom, Google Meet, WebEx GoTo Meeting
Croatia	StQ-23M	D	Python, FMS Logo, Qbasic, Lua, Javascript, Scratch
Cyprus	StQ-23A	D	Microsoft Word, Apple Pages, Google Docs, OpenOffice Writer
Cyprus	StQ-23B	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Cyprus	StQ-23C	D	Microsoft Excel, Apple Numbers, Google Sheets, OpenOffice Calc
Cyprus	StQ-23E	D	Inspiration, Webspiration, Xmind, CmapTools
Cyprus	StQ-23K	D	Moodle, Blackboard, Edmodo, Google Class
Czech Republic	StQ-23A	D	MS Word
Czech Republic	StQ-23B	D	MS PowerPoint
Czech Republic	StQ-23C	D	MS Excel
Czech Republic	StQ-23E	D	Inspiration, Webspiration, SmartArt, MindMup, Coggle, MindMaps
Czech Republic	StQ-23K	D	Moodle, MS Teams, Google Classroom
Czech Republic	StQ-23L	D	Zoom, MS Teams, Google Meet
Czech Republic	StQ-23M	D	Scratch, Python, Javascript
Denmark	StQ-23A	D	Microsoft Word, LibreOffice Writer, Google Docs, Apple pages
Denmark	StQ-23B	D	Microsoft PowerPoint, LibreOffice Impress, Google Slides, Prezi, Apple Keynote
Denmark	StQ-23C	D	Microsoft Excel, LibreOffice Calc, Google Sheets, Apple Numbers
Denmark	StQ-23E	D	MindMeister, Cmap, flowcharts (SkoleTube)
Denmark	StQ-23K	D	MinUddannelse, MeeBook, Google Workspace, Momo
Denmark	StQ-23L	D	Zoom, Microsoft Teams, Google Meet
Finland	StQ-23B	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Prezi
Finland	StQ-23E	D	Inspiration, Webspiration, MindMeister, CmapTools, Popplet
Finland	StQ-23F	D	Programs that collect real-world measurement data (e.g., speed, temperature) digitally for analysis
Finland	StQ-23K	D	Learning management systems or learning platforms (e.g., Moodle, Peda.net, Google Classroom, ViLLE)
Finland	StQ-23L	D	Zoom, Google Meet

Finland	StQ-23M	D	Python, Javascript, Scratch
Germany	StQ-23A	D	Microsoft Word, Apple Pages, OpenOffice Writer, Google Docs
Germany	StQ-23B	D	Microsoft PowerPoint, Apple Keynote, OpenOffice Impress, Google Slides
Germany	StQ-23C	D	Microsoft Excel, Apple Numbers, OpenOffice Calc, Google Sheets
Germany	StQ-23E	D	FreeMind, Freeplane, Miro, Mindmeister, Inspiration, Webspiration
Germany	StQ-23K	D	Moodle, Logineo, mebis, itslearning
Germany	StQ-23L	D	Zoom, WebEx, Microsoft Teams, BigBlueButton
Germany	StQ-23M	D	Python, JavaScript, Object Pascal, Scratch
Greece	StQ-23A	D	Microsoft Word, Apple Pages, Google Docs, OpenOffice Writer
Greece	StQ-23B	D	Microsoft PowerPoint, Apple Keynote, Google Slides, OpenOffice Impress
Greece	StQ-23C	D	Microsoft Excel, Apple Numbers, Google Sheets, OpenOffice Calc
Greece	StQ-23E	D	Inspiration, Webspiration, Xmind, CmapTools
Greece	StQ-23K	D	Moodle, Blackboard, Edmodo, Google Class
Greece	StQ-23M	D	Python, Javascript, Scratch
Hungary	StQ-23A	D	Microsoft Word, LibreOffice Writer
Hungary	StQ-23B	D	Microsoft PowerPoint, Google Slides
Hungary	StQ-23C	D	Microsoft Excel, LibreOffice Calc
Hungary	StQ-23E	D	Inspiration, Freemind
Hungary	StQ-23K	D	KRÉTA, Moodle, Edmodo
Hungary	StQ-23L	D	Zoom, Microsoft Teams, Skype
Hungary	StQ-23M	D	Scratch, Python, Lua
Italy	StQ-23A	D	Microsoft Word, Google Docs
Italy	StQ-23B	D	Microsoft PowerPoint, Google Slides
Italy	StQ-23C	D	Microsoft Excel, Google Sheets
Italy	StQ-23K	D	Moodle, Blackboard
Italy	StQ-23L	D	Zoom, WebEx, Google Meet
Italy	StQ-23M	D	Python, Javascript
Kazakhstan	StQ-23A	D	Microsoft Word
Kazakhstan	StQ-23B	D	Microsoft PowerPoint
Kazakhstan	StQ-23C	D	Microsoft Excel
Kazakhstan	StQ-23K	D	kundelik.kz

Kazakhstan	StQ-23L	D	Zoom
Korea, Republic of	StQ-23A	D	Hancomofiice Hangul, Microsoft Word, Google Doc
Korea, Republic of	StQ-23B	D	Hancomoffice Hanshow, Microsoft PowerPoint, Google Slides
Korea, Republic of	StQ-23C	D	Hancomoffice Hancell, Microsoft Excel, Apple Numbers, Google Sheets
Korea, Republic of	StQ-23E	D	ThinkWise, Almind, Inspiration
Korea, Republic of	StQ-23K	D	Cyber learning system, EBS onlineclass, Google classroom, NEIS
Korea, Republic of	StQ-23L	D	Zoom, Naver Whale On, Google meet
Korea, Republic of	StQ-23M	D	Entry, Scratch, Python, Javascript
Latvia	StQ-23A	D	Microsoft Word, Google Docs
Latvia	StQ-23B	D	Microsoft PowerPoint, Google Slides
Latvia	StQ-23C	D	Microsoft Excel, Google Sheets
Latvia	StQ-23M	D	Python, Javascript, Scratch
Luxembourg	StQ-23B	D	Microsoft PowerPoint, Apple Keynote, Google Slides, Visme
Luxembourg	StQ-23L	D	Microsoft Teams, Zoom, WebEx GoTo Meeting, Google Meet
Malta	StQ-23K	D	MySchool, Klikks, Moodle, Blackboard, Edmodo
Norway	StQ-23E	D	Inspiration, Creaza, FreeMind
Norway	StQ-23K	D	Itslearning, Microsoft Learning Gateway, Fronter
Norway	StQ-23L	D	Zoom, Teams, Google Meet, Skype
Norway	StQ-23M	D	Python, Javascript, Scratch, MakeCode
Oman	StQ-23E	D	Inspiration, Webspiration, Mind Master, Xmind
Oman	StQ-23K	D	Moodle, Blackboard, Edmodo, Google Classroom, Almandhara Platform
Oman	StQ-23L	D	Zoom, WebEx GoTo Meeting, Google Meet, Microsoft Teams
Portugal	StQ-23A	D	Microsoft Word, Google Docs
Portugal	StQ-23B	D	Microsoft PowerPoint, Google Slides
Portugal	StQ-23C	D	Microsoft Excel, Google Sheets
Portugal	StQ-23K	D	Moodle
Portugal	StQ-23L	D	Zoom, Google Meet
Portugal	StQ-23M	D	Python, Javascript, Scratch
Serbia	StQ-23A	D	Microsoft Word, Google Docs
Serbia	StQ-23B	D	Microsoft PowerPoint, Prezi, Google Slides
Serbia	StQ-23C	D	Microsoft Excel, Google Sheets

Serbia	StQ-23E	D	MindMup, Mindomo, Popplet
Serbia	StQ-23K	D	Moodle
Serbia	StQ-23L	D	Zoom, Microsoft Teams, Google Meet
Serbia	StQ-23M	D	Scratch, Python
Slovak Republic	StQ-23E	D	iMindMap, FreeMind, XMind, Webspiration
Slovak Republic	StQ-23K	D	Edupage, Moodle, Google Class
Slovak Republic	StQ-23L	D	Microsoft Teams, Zoom, Google Meet
Slovak Republic	StQ-23M	D	Python, C++, Javascript, Scratch
Slovenia	StQ-23A	D	Microsoft Word, Apple Pages, Google Docs, Apache OpenOffice
Slovenia	StQ-23C	D	Microsoft Excel, Apple Numbers, Google Sheets, Apache OpenOffice
Slovenia	StQ-23E	D	Inspiration, Webspiration, Xmind
Slovenia	StQ-23K	D	Moodle, Blackboard, Edmodo, Arnes učilnice
Slovenia	StQ-23L	D	Zoom, Microsoft Teams, WebEx GoTo Meeting, Google Meet
Spain	StQ-23A	D	Microsoft Word, LibreOffice Writer, Apple Pages, Google Doc, Zoho Writer
Spain	StQ-23B	D	Microsoft PowerPoint, LibreOffice Impress, Apple Keynote, Google Slides, Zoho Slides, Prezi, Genially
Spain	StQ-23C	D	Microsoft Excel, LibreOffice Calc, Apple Numbers, Google Sheets, Zoho Sheets
Spain	StQ-23E	D	Freemind, Cmaptools, Draw.io, Inspiration, Webspiration
Spain	StQ-23K	D	Moodle, Blackboard, Edmodo, Google Classroom
Spain	StQ-23L	D	Microsoft Teams, Jitsi meet, Zoom, WebEx GoTo Meeting, Google Meet
Spain	StQ-23M	D	Python, C#, C++, Javascript, Scratch
Sweden	StQ-23E	D	Mural, Miro
Sweden	StQ-23K	D	Google Edu, Microsoft Edu, V-klass, itslearning, InfoMentor
Sweden	StQ-23L	D	Teams, Zoom, Google Meet
Sweden	StQ-23M	D	Python, JavaScript, LUA, Scratch, Micro:bit
The Netherlands	StQ-23E	D	Miro, Padlet, Mindmeister
The Netherlands	StQ-23K	D	Magister, Somtoday, Office 365, Moodle
The Netherlands	StQ-23L	D	Microsoft Teams, Zoom, Smartschool Live, Google Meet
The Netherlands	StQ-23M	D	Swift, Python, Scratch
Uruguay	StQ-23K	D	Moodle, Blackboard, Edmodo, CREA
Uruguay	StQ-23L	D	Zoom, WebEx GoTo Meeting, Google Meet, Conference

Uruguay	StQ-23M	D	Python, LUA, Javascript, Scratch, Makecode
United States	StQ-23K	D	Canvas, Moodle, Blackboard, Edmodo
United States	StQ-23L	D	Zoom, Google Meet, Microsoft Teams

Adaptations of StQ-24 (IS3G24A-M)

Country	Item ID	Code	Documentation
Austria	StQ-24K	D	Java, C++, Scratch, Python, JavaScript
Austria	StQ-24L	D	Scratch, Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor
Belgium (Flemish)	StQ-24K	D	Swift, Python
Belgium (Flemish)	StQ-24L	D	Scratch, Lego Mindstorms, Minecraft
Chinese Taipei	StQ-24K	D	Python, Visual Basic
Chinese Taipei	StQ-24L	D	Scratch, Lego Mindstorms, GameMaker
Croatia	StQ-24K	D	Python, FMSLogo, Qbasic, JavaScript, Lua, Swift
Cyprus	StQ-24L	D	Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch, Pencil Code
Czech Republic	StQ-24K	D	JavaScript, Python
Czech Republic	StQ-24L	D	Scratch, Minecraft Educational Edition, Kodu, Lego Mindstorms, Blockly Games, GalaxyCodr
Denmark	StQ-24K	D	Python, JavaScript, Lua, Swift, Scratch
Denmark	StQ-24L	D	Unity, Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch
Finland	StQ-24K	D	Python, JavaScript, Basic
Finland	StQ-24L	D	Lego Mindstorms, MIT App Inventor, Scratch, Micro:bit
Germany	StQ-24K	D	Python, JavaScript, Object Pascal
Germany	StQ-24L	D	Lego Mindstorms, MIT App Inventor, Scratch, Blockly
Greece	StQ-24K	D	Python, JavaScript, Swift
Greece	StQ-24L	D	Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch, Pencil Code
Hungary	StQ-24K	D	Python, JavaScript, Lua
Hungary	StQ-24L	D	Scratch, MIT App Inventor
Italy	StQ-24L	D	Python, Javascript
Korea, Republic of	StQ-24K	D	Python, C/C++, JavaScript
Korea, Republic of	StQ-24L	D	Entry, Scratch, Kodu, Lego Mindstorm, App inventor
Latvia	StQ-24K	D	Python, JavaScript
Norway	StQ-24G	D	Upload text, images, or video to an online profile (e.g., Snapchat or Instagram)
Norway	StQ-24K	D	Python, JavaScript, Swift, MakeCode

Norway	StQ-24L	D	Alice, GameMaker, Kodu, Lego Mindstorms, Scratch
Portugal	StQ-24K	D	Python, Javascript
Portugal	StQ-24L	D	GameMaker, Kodu, MIT App Inventor, Scratch
Serbia	StQ-24K	D	Python
Serbia	StQ-24L	D	Scratch
Slovak Republic	StQ-24K	D	Python, JavaScript, Pascal, C++, Swift
Slovak Republic	StQ-24L	D	Scratch, Baltík, Imagine Logo, Lego Mindstorms, Robolab, Kodu
Spain	StQ-24K	D	Python, JavaScript, C#, C++
Spain	StQ-24L	D	GameMaker, Lego Mindstorms, MIT App Inventor, Scratch
Sweden	StQ-24K	D	Python, JavaScript, LUA
Sweden	StQ-24L	D	Scratch, Micro:bit, Lego Mindstorms, Gamemaker, Kodu, Swift Playground
The Netherlands	StQ-24K	D	Python, Swift, JavaScript
The Netherlands	StQ-24L	D	Lego Mindstorms, Scratch, micro:bit, Beebot

Adaptations of StQ-25B (IS3G25BA-BJ)

Country	Item ID	Code	Documentation
Austria	StQ-25BC	D	School
Chinese Taipei	StQ-25BC	D	High school
Cyprus	StQ-25BC	D	Lyceum
Czech Republic	StQ-25BC	D	Upper secondary school
Denmark	StQ-25BC	D	My youth education / general and vocational upper secondary education
Finland	StQ-25BC	D	General upper secondary school or vocational upper secondary school
Germany	StQ-25BC	D	School
Greece	StQ-25BC	D	Lyceum
Italy	StQ-25BC	D	Upper secondary school
Korea, Republic of	StQ-25BC	D	High school
Norway	StQ-25BC	D	Lower secondary school
Slovenia	StQ-25BC	D	Upper secondary school
Spain	StQ-25BC	D	Secondary Education
Uruguay	StQ-25BC	D	High School
United States	StQ-25BC	D	High school

Adaptations of StQ-27 (IS3G27)

Country	Item ID	Code	Documentation
Azerbaijan	StQ-27	D	Informatics, computer science or similar fields
Belgium (Flemish)	StQ-27	D	Informatics, information and computer technology, STEM or similar
Bosnia and Herzegovina	StQ-27	D	Informatics, computer science or a similar subject
Chinese Taipei	StQ-27	D	Information technology
Croatia	StQ-27	D	Informatics
Cyprus	StQ-27	D	Informatics
Czech Republic	StQ-27	D	Informatics or similar subject
Denmark	StQ-27	D	IT, programming, technology comprehension, digital fabrication or similar
Finland	StQ-27	D	Information technology, programming, computing, etc.
Germany	StQ-27	D	(Applied) informatics, Informatic basic education, media education
Greece	StQ-27	D	Information Technology
Hungary	StQ-27	D	Informatics
Italy	StQ-27	D	Information technology
Kazakhstan	StQ-27	D	Programming, computer science, information technology, informatics or another similar subject
Korea, Republic of	StQ-27	D	Informatics National categories recoded for international comparability: 1 = Yes 2 = Category not administered or data not available 3 = No, learned at the 7th grade / No, never learned
Kosovo	StQ-27	D	Information and Communication Technology - ICT
Latvia	StQ-27	D	Computer science
Luxembourg	StQ-27	D	Informatics, computer science or ICT
Malta	StQ-27	D	Computing, computer studies, information technology (IT/ICT), informatics or similar
Norway	StQ-27	D	Computer programming and other subjects related to ICT National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Yes 3 = No
Portugal	StQ-27	D	Computing, informatics, ICT or a similar subject
Serbia	StQ-27	D	Computer science
Slovak Republic	StQ-27	D	Informatics

Spain	StQ-27	D	Information technology, computer studies or similar
Sweden	StQ-27	X	Question not administered or data not available
The Netherlands	StQ-27	D	Informatics, information technology or something similar
Uruguay	StQ-27	D	Computing

Supplement 3:

Variables derived from the ICILS 2023 school, teacher, and student data

Overview

This supplement contains documentation on all derived variables contained in the ICILS 2023 data files that are based on questionnaire variables. These variables were used to report data in the ICILS 2023 international report, and they have been made available as part of the ICILS 2023 international database (IDB) so that researchers can use them in secondary analyses. This supplement has four sections corresponding to each questionnaire from which the reporting variables are derived:

- Section 1: Principal questionnaire
- Section 2: ICT coordinator questionnaire
- Section 3: Teacher questionnaire
- Section 4: Student questionnaire

Each section lists first the simple indices and then the scale indices, as derived from survey variables, in the order of the variables that were used to derive the variable as they appear in the instruments, respectively.

The following information is provided for each derived variable:

- Variable name: The name of the derived variable
- Description: A description of the variable content
- Procedure: A procedural description of how the derived variable was computed
- Source: Source variables used to derive scale or index
- Interpretation: A description how to interpret the scale

Section 1: Principal questionnaire

Simple indices

Variable Name:	P_SEX		
Description:	Sex of principal		
Procedure:	Simple recoding		
Source:	Are you female or male?	IP3G22	Recoding
	1 = Female	1	1
	2 = Male	2	0

Variable Name:	P_NUMSTD (available in the Restricted Use File)	
Description:	Number of students in school (School size)	
Procedure:	P_NUMSTD = IP3G01A+IP3G01B	
Source:	What is the total number of boys and girls in the school?	
	(Please record a whole number. Record 0 (zero), if none.)	
	Total number of girls	IP3G01A
	Total number of boys	IP3G01B

Variable Name:	P_NUMSTD_CAT
Description:	Number of students in school (School size)
Procedure:	Categorize P_NUMSTD
Source:	What is the total number of boys and girls in the school?
	(Please record a whole number. Record 0 (zero), if none.)
	1 = 1–300
	2 = 301–600
	3 = 601–900
	4 = more than 900

Variable Name:	P_NUMTAR (available in the Restricted Use File)	
Description:	Number of students in target grade	
Procedure:	P_NUMTAR = IP3G02A+IP3G02B	
Source:	What is the total number of boys and girls in [target grade]?	
	(Please record a whole number. Record 0 (zero), if none.)	
	Total number of girls	IP3G02A
	Total number of boys	IP3G02B

Variable Name:	P_NUMTAR_CAT
Description:	Number of students in target grade
Procedure:	Categorize P_NUMTAR
Source:	What is the total number of boys and girls in [target grade]?
	(Please record a whole number. Record 0 (zero), if none.)
	1 = 1–100
	2 = 101–200
	3 = more than 200

Variable Name:	P_NGRADE	
Description:	Number of grades in school	
Procedure:	P_NGRADE = IP3G03B - IP3G03A + 6	
Source:	What is the lowest (youngest) grade that is taught at your school?	IP3G03A
	(Please mark only once choice)	
	1 = [National Adaptation 1]	
	2 = [National Adaptation 2]	
	3 = [National Adaptation 3]	
	4 = [National Adaptation 4]	
	5 = [National Adaptation 5]	
	6 = [National Adaptation 6]	
	7 = [National Adaptation 7]	
	8 = [National Adaptation 8]	
	What is the highest (oldest) grade that is taught at your school?	IP3G03B
	(Please mark only once choice)	
	1 = [National Adaptation 9]	
	2 = [National Adaptation 10]	
	3 = [National Adaptation 11]	
	4 = [National Adaptation 12]	
	5 = [National Adaptation 13]	
	6 = [National Adaptation 14]	

Variable Name:	P_NUMTCH (available in the Restricted Use File)	
Description:	Number of teachers	
Procedure:	P_NUMTCH=(IP3G04A + 0.5* IP3G04B)	
Source:	What are the total numbers of full-time and part-time teachers in your school?	
	A full-time teacher is employed on a regular basis as a teacher for at least 90% of full-time hours for the full school year. All other teachers should be considered part-time.	
	(Please record a whole number. Record 0 (zero), if none.)	
	Total number of full-time teachers	IP3G04A
	Total number of part-time teachers	IP3G04B

Variable Name:	P_NUMTCH_CAT	
Description:	Number of teachers	
Procedure:	Categorize P_NUMTCH	
Source:	What are the total numbers of full-time and part-time teachers in your school?	
	A full-time teacher is employed on a regular basis as a teacher for at least 90% of full-time hours for the full school year. All other teachers should be considered part-time.	
	(Please record a whole number. Record 0 (zero), if none.)	
	1 = 1–25	
	2 = 26–50	
	3 = 51–75	
	4 = more than 75	

Variable Name:	P_RATTCH		
Description:	Ratio of school size and teachers		
Procedure:	P_RATTCH=P_NUMTCH/P_NUMSTD		
Source:	What are the total numbers of full-time and part-time teachers in your school?		
	A full-time teacher is employed on a regular basis as a teacher for at least 90% of full-time hours for the full school year. All other teachers should be considered part-time.		
	(Please record a whole number. Record 0 (zero), if none.)		
	Total number of full-time teachers	IP3G04A	
	Total number of part-time teachers	IP3G04B	

Variable Name:	P_PRIV (available in the Restricted Use File)		
Description:	Private school indicator		
Procedure:	Simple recoding		
Source:	Is this school a public or a private school?	IP3G06A	Recoding
	(Please mark only one choice)		
	1 = A public school	1	0
	(This is a school managed directly or indirectly by a public education authority, government agency, or governing board, appointed by government or elected by public franchise)		
	2 = A private school	2	1
	(This is a school managed directly or indirectly by a non-government organization; for example, a church, trade union, business, or other private institution)		

Variable Name:	P_COMP		
Description:	School composition by student background		
Procedure:	IP3G06BA>IP3G06BB=1, IP3G06BA=IP3G06BB=2, IP3G06BA<IP3G06BB=3		
Source:	Approximately what percentage of students in your school have the following socio-economic backgrounds?		
	Come from socio-economically affluent homes	IP3G06BA	
	Come from socio-economically disadvantaged homes	IP3G06BB	

Variable Name:	P_ICTUSE		
Description:	Principals' use of ICT for general school-related activities		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent ICT use		
Source:	How often do you use ICT for the following activities?		
	(Please mark one choice in each row)		
	Provide information about an educational issue	IP3G02B	
	Maintain, organize, and analyze data (e.g., with a spreadsheet or database)	IP3G02D	
	Prepare presentations	IP3G02E	
	Work with a learning management system	IP3G02J	
	Use social media to communicate with the wider community about school-related activities	IP3G02K	
	Management of staff (e.g., scheduling, professional development)	IP3G02L	
	Preparing the curriculum	IP3G02M	
			Recoding
	1 = Never	1	0
	2 = Less than once a month	2	0
	3 = At least once a month but not every week	3	1
	4 = At least once a week but not every day	4	2
	5 = Every day	5	3

Variable Name:	P_ICTCOM		
Description:	Principals' use of ICT for school-related communication activities		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent use		
Source:	How often do you use ICT for the following activities?		
	(Please mark one choice in each row)		
	Communicate with teachers in your school	IP3G24F	
	Communicate with education authorities	IP3G24G	
	Communicate with principals and senior staff in other schools	IP3G24H	
	Communicate with parents	IP3G24I	
			Recoding
	1 = Never	1	0
	2 = Less than once a month	2	0
	3 = At least once a month but not every week	3	1
	4 = At least once a week but not every day	4	2
	5 = Every day	5	3

Variable Name:	P_VWICT		
Description:	View on using ICT for educational outcomes		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher importance		
Source:	How important is each of the following outcomes of education in your school?		
	(Please mark one choice in each row)		
	The development of students' basic computer skills (e.g., internet use, email, word processing, presentation software)	IP3G11A	
	The development of students' skills in using ICT for collaboration with others	IP3G11B	
	The use of ICT for facilitating students' responsibility for their own learning	IP3G11C	
	The use of ICT to augment and improve students' learning	IP3G11D	
	The development of students' understanding and skills relating to safe and appropriate use of ICT	IP3G11E	
	The development of students' proficiency in accessing and using information with ICT	IP3G11F	
	The development of students' capacity to use ICT to produce multimedia and digital content to communicate effectively with an audience	IP3G11G	
	The development of students' ability to write or create apps or programs	IP3G11H	
	The development of students' proficiency in protecting themselves from deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots, etc.)	IP3G11I	
	The development of students' proficiency in computational thinking	IP3G11J	
			Recoding
	1 = Very important	1	3
	2 = Quite important	2	2
	3 = Somewhat important	3	1
	4 = Not important	4	0

Variable Name:	P_EXPLRN		
Description:	ICT use expected of teachers		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher importance		
Source:	Are teachers in your school expected to acquire knowledge and skills in each of the following activities?		
	(Please mark one choice in each row)		
	Integrate Web-based learning in their instructional practice	IP3G12A	
	Use ICT-based forms of student assessment	IP3G12B	
	Use ICT for monitoring student progress	IP3G12C	
	Integrate ICT into teaching and learning	IP3G12G	
	Use subject-specific digital learning resources (e.g., tutorials, simulation)	IP3G12H	
	Use e-portfolios for assessment	IP3G12I	
	Use ICT to develop authentic (real-life) assignments for students	IP3G12J	
	Assess students' [computer and information literacy]	IP3G12K	
	Use ICT to support [students with special needs or specific learning difficulties]	IP3G12L	
	Assess students' [computational thinking]	IP3G12N	
			Recoding
	1 = Expected and required	1	2
	2 = Expected but not required	2	1
	3 = Not expected	3	0

Variable Name:	P_EXPTCH		
Description:	Expectations for teacher collaboration using ICT		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher level of expectation		
Source:	Are teachers in your school expected to acquire knowledge and skills in each of the following activities?		
	(Please mark one choice in each row)		
	Collaborate with other teachers via ICT	IP3G12D	
	Communicate with parents via ICT	IP3G12E	
	Communicate with students via ICT	IP3G12F	
			Recoding
	1 = Expected and required	1	2
	2 = Expected but not required	2	1
	3 = Not expected	3	0

Variable Name:	P_CIMNEG		
Description:	Principals' views on negative impact of ChatGPT on students' learning		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher likeliness		
Source:	How likely is it that the use of [ChatGPT or similar tools] will result in the outcomes listed below, with respect to students' learning at your school?		
	(Please mark one choice in each row)		
	The use of [ChatGPT or similar tools] will make it difficult for students to develop a deep understanding of concepts	IA3G08A	
	The use of [ChatGPT or similar tools] will encourage students to submit work that is not their own	IA3G08C	
	The use of [ChatGPT or similar tools] will confuse students with false, misleading, or biased information	IA3G08E	
	The use of [ChatGPT or similar tools] will make students anxious about the influence of technology on the world	IA3G08J	
	The use of [ChatGPT or similar tools] will result in students becoming dependent on the tools rather than learning for themselves	IA3G08K	
			Recoding
	1 = Very likely	1	3
	2 = Somewhat likely	2	2
	3 = Somewhat unlikely	3	1
	4 = Not likely at all	4	0

Variable Name:	P_CIMPOS		
Description:	Principals' views on positive impact of ChatGPT on students' learning		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher likeliness		
Source:	How likely is it that the use of [ChatGPT or similar tools] will result in the outcomes listed below, with respect to students' learning at your school?		
	(Please mark one choice in each row)		
	The use of [ChatGPT or similar tools] will help students develop a greater interest in learning	IA3G08B	
	The use of [ChatGPT or similar tools] will help students to develop logically sequenced research questions	IA3G08F	
	The use of [ChatGPT or similar tools] will help students to improve the quality of their written work	IA3G08G	
	The use of [ChatGPT or similar tools] will support students' creativity by generating ideas for them to consider	IA3G08H	
	The use of [ChatGPT or similar tools] will improve students' capacity to critically evaluate information	IA3G08L	
	The use of [ChatGPT or similar tools] will help students to refine research questions to obtain the most relevant information	IA3G08M	
			Recoding
	1 = Very likely	1	3
	2 = Somewhat likely	2	2
	3 = Somewhat unlikely	3	1
	4 = Not likely at all	4	0

Variable Name:	P_CWORK
Description:	Principals' views on increased workload as a consequence of ChatGPT
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating higher likeliness
Source:	How likely is it that the use of [ChatGPT or similar tools] will have the following consequences on the work of teachers at your school?

(Please mark one choice in each row)			
Teachers will need specific professional learning support on the use of [ChatGPT or similar tools] to support teaching and learning	IA3G09A		
Students will need to learn about how [ChatGPT or similar tools] are produced	IA3G09F		
Teachers will need to monitor the degree to which their students depend on [ChatGPT or similar tools] to complete their classwork	IA3G09G		
Students will need to learn about the potential benefits to society of the use of [ChatGPT or similar tools]	IA3G09L		
Students will need to learn about the potential risks to society of the use of [ChatGPT or similar tools]	IA3G09M		
Teachers will need to find ways to assess student learning that prevent the students from using [ChatGPT or similar tools]	IA3G09Q		
Students will need to learn how to decide when to use and when not to use [ChatGPT or similar tools]	IA3G09R		
			Recoding
1 = Very likely		1	3
2 = Somewhat likely		2	2
3 = Somewhat unlikely		3	1
4 = Not likely at all		4	0

Variable Name:	P_CONEG		
Description:	Principals' views on negative consequences of ChatGPT on teacher work		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher likeliness		
Source:	How likely is it that the use of [ChatGPT or similar tools] will have the following consequences on the work of teachers at your school?		
	(Please mark one choice in each row)		
	The use of [ChatGPT or similar tools] by students will make it difficult for teachers to judge whether or not the work submitted by students is their own	IA3G09B	
	The use of [ChatGPT or similar tools] will undermine the professional standing of teachers	IA3G09E	
	The use of [ChatGPT or similar tools] will result in teachers using material that includes inaccurate information	IA3G09N	
	The use of [ChatGPT or similar tools] will result in teachers using material that does not accurately represent the curriculum	IA3G09O	
	The use of [ChatGPT or similar tools] will result in teachers using material that does not represent good pedagogy in the [subject] they are teaching	IA3G09P	
			Recoding
	1 = Very likely	1	3
	2 = Somewhat likely	2	2
	3 = Somewhat unlikely	3	1
	4 = Not likely at all	4	0

Variable Name:	P_COPOS		
Description:	Principals' views on positive consequences of ChatGPT on teacher work		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher likeliness		
Source:	How likely is it that the use of [ChatGPT or similar tools] will have the following consequences on the work of teachers at your school?		
	(Please mark one choice in each row)		
	The use of [ChatGPT or similar tools] will make it easier for teachers to plan lessons	IA3G09C	
	The use of [ChatGPT or similar tools] will make it easier for teachers to create learning resources	IA3G09D	
	The use of [ChatGPT or similar tools] will make it easier for teachers to create individualized learning programs for their students	IA3G09H	
	Teachers will benefit from using [ChatGPT or similar tools] to help them assess their students' work	IA3G09J	
			Recoding
	1 = Very likely	1	3
	2 = Somewhat likely	2	2
	3 = Somewhat unlikely	3	1
	4 = Not likely at all	4	0

Variable Name:	P_PRIORS		
Description:	Priorities of increased ICT professional learning resources		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	igher values indicating higher priority		
Source:	At your school, what priority is given to the following ways of facilitating the use of ICT in teaching and learning?		
	(Please mark one choice in each row)		
	Increasing the range of digital learning resources available for teaching and learning	IP3G20C	
	Establishing or enhancing an online learning support platform	IP3G20D	
	Supporting participation in professional development on pedagogical use of ICT	IP3G20E	
	Increasing the availability of qualified technical personnel to support the use of ICT	IP3G20F	
	Providing teachers with incentives to integrate ICT use in their teaching	IP3G20G	
	Providing more time for teachers to prepare lessons in which ICT is used	IP3G20H	
	Increasing the professional learning resources for teachers in the use of ICT	IP3G20I	
	Fostering collaboration between teachers within the school to support the integration of ICT use in their teaching	IP3G20J	
	Fostering collaboration between teachers in this school and with teachers in other schools (e.g., teacher networks) to support the integration of ICT use in their teaching	IP3G20K	
	Developing a shared vision for using ICT to support teaching and learning	IP3G20L	
			Recoding
	1 = The school has no influence over this way of facilitating the use of ICT in teaching and learning	1	Missing
	2 = High priority	2	3
	3 = Medium priority	3	2
	4 = Low priority	4	1
	5 = Not a priority	5	0

Section 2: ICT coordinator questionnaire

Simple indices

Variable Name:	C_EXP		
Description:	ICT experience in years in the school		
Procedure:	Simple recoding		
Source:	How many years has your school been using ICT for teaching and/or learning purposes for students in [target grade]? (*Please mark one choice*)	II3G03	Recoding
	1 = Never, we do not use ICT	1	0
	2 = Fewer than 5 years	2	1
	3 = At least 5 but fewer than 10 years	3	2
	4 = 10 years or more	4	3

Variable Name:	C_ICTDEV	
Description:	Sum of ICT devices	
Procedure:	C_ICTDEV=SUM(AA1, AB1, AC1)	
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available?	
	(*Please record a whole number. Record 0 (zero), if none.*)	
	For this question please:	
	• Count terminals (if they have a keyboard and a screen) as computers	
	• Exclude computers that are not in use (e.g., in storage)	
	• Exclude computers that are only used as servers	
	• Record 0 (zero), if none.	
	Desktop computers - All devices in the school	II3G07AA1
	Laptops/notebooks - All devices in the school	II3G07AB1
	Tablet devices - All devices in the school	II3G07AC1

Variable Name:	C_RATDEV
Description:	Ratio of school size and number of ICT devices
Procedure:	C_ RATDEV=P_NUMSTD/C_ICTDEV
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available?
	(*Please record a whole number. Record 0 (zero), if none.*)
	For this question please:
	• Count terminals (if they have a keyboard and a screen) as computers
	• Exclude computers that are not in use (e.g., in storage)
	• Exclude computers that are only used as servers
	• Record 0 (zero), if none.

Variable Name:	C_ICTSTD
Description:	Sum of ICT devices available for student use
Procedure:	C_ICTSTD=SUM(AA2, AB2, AC2)
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available?

(Please record a whole number. Record 0 (zero), if none.)

For this question please:

- Count terminals (if they have a keyboard and a screen) as computers
- Exclude computers that are not in use (e.g., in storage)
- Exclude computers that are only used as servers
- Record 0 (zero), if none.

Desktop computers - Devices available for student use	II3G07AA2
Laptops/notebooks - Devices available for student use	II3G07AB2
Tablet devices - Devices available for student use	II3G07AC2

Variable Name:	C_RATSTD
Description:	Ratio of school size and number of devices available for students
Procedure:	C_RATSTD=P_NUMSTD/C_ICTSTD
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available?

(Please record a whole number. Record 0 (zero), if none.)

For this question please:

- Count terminals (if they have a keyboard and a screen) as computers
- Exclude computers that are not in use (e.g., in storage)
- Exclude computers that are only used as servers
- Record 0 (zero), if none.

Variable Name:	C_RATSMB
Description:	Ratio of school size and smart boards
Procedure:	C_RATSMB=P_NUMSTD/II3G07B
Source:	In your school, about how many (school-provided) smart boards or interactive whiteboards are available?

(Please record a whole number. Record 0 (zero), if none.)

Variable Name:	C_ICTDEV_2018
Description:	Sum of ICT devices
Procedure:	C_ICTDEV=SUM(AA1, AB1, AC1) if all are non-missing
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available? *(Please record a whole number. Record 0 (zero), if none.)* For this question please: • Count terminals (if they have a keyboard and a screen) as computers • Exclude computers that are not in use (e.g., in storage) • Exclude computers that are only used as servers • Record 0 (zero), if none. Desktop computers - All devices in the school II3G07AA1 Laptops/notebooks - All devices in the school II3G07AB1 Tablet devices - All devices in the school II3G07AC1

Variable Name:	C_RATDEV_2018
Description:	Ratio of school size and number of ICT devices
Procedure:	C_ RATDEV=P_NUMSTD/C_ICTDEV_2018
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available? *(Please record a whole number. Record 0 (zero), if none.)* For this question please: • Count terminals (if they have a keyboard and a screen) as computers • Exclude computers that are not in use (e.g., in storage) • Exclude computers that are only used as servers • Record 0 (zero), if none.

Variable Name:	C_ICTSTD_2018
Description:	Sum of ICT devices available for student use
Procedure:	C_ICTSTD=SUM(AA2, AB2, AC2) if all are non-missing
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available? *(Please record a whole number. Record 0 (zero), if none.)* For this question please: • Count terminals (if they have a keyboard and a screen) as computers • Exclude computers that are not in use (e.g., in storage) • Exclude computers that are only used as servers • Record 0 (zero), if none. Desktop computers - Devices available for student use II3G07AA2 Laptops/notebooks - Devices available for student use II3G07AB2 Tablet devices - Devices available for student use II3G07AC2

Variable Name:	C_RATSTD_2018
Description:	Ratio of school size and number of devices available for students
Procedure:	C_RATSTD=P_NUMSTD/C_ICTSTD_2018
Source:	In your school, approximately how many of the following types of (school-provided) ICT devices are available?
	(Please record a whole number. Record 0 (zero), if none.)
	For this question please:
	• Count terminals (if they have a keyboard and a screen) as computers
	• Exclude computers that are not in use (e.g., in storage)
	• Exclude computers that are only used as servers

Scale indices

Variable Name:	C_ICTRES		
Description:	ICT coordinators' reports on availability of ICT resources at school		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher availability		
Source:	Please indicate the availability of each of the following software resources at your school		
	(Please mark one choice in each row)		
	Access to the internet through the school network	II3G04A	
	Space on a school network to store files	II3G04C	
	Instant messaging service for school-related use	II3G04E	
	Video conferencing system (e.g., [Zoom, WebEx GoTo Meeting, Google Meet]) for school-related use	II3G04F	
	A school intranet with applications and workspaces	II3G04H	
	Remote access to the school network from home	II3G04I	
	Digital learning resources that can be accessed offline	II3G04J	
			Recoding
	1 = Made available to teachers and students	1	2
	2 = Made available to teachers only	2	1
	3 = Made available to students only	3	1
	4 = Not made available	4	0

Variable Name:	C_HINRES		
Description:	ICT coordinators' reports on computer resource hindrances to the use of ICT in teaching and learning		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more hindrances		
Source:	To what extent is the use of ICT in teaching and learning at your school hindered by each of the following obstacles?		
	(Please mark one choice in each row)		
	Not enough computers with an internet connection	II3G14A	
	Insufficient internet bandwidth or speed	II3G14B	
	Not enough sufficiently powerful computers	II3G14D	
	Problems in maintaining ICT equipment	II3G14E	
	Not enough computer software	II3G14F	
	Inefficient technical ICT support (e.g., provision of new resources takes too long, the time to fix technical problems is too long)	II3G14H	
	Not enough screens for displaying digital content (e.g., TVs, projectors, large display monitors, smartboards, etc.)	II3G14I	
			Recoding
	1 = A lot	1	3
	2 = To some extent	2	2
	3 = Very little	3	1
	4 = Not at all	4	0

Variable Name:	C_HINPED
Description:	ICT coordinators' reports on pedagogical resource hindrances to the use of ICT in teaching and learning
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating more hindrances

Source:	To what extent is the use of ICT in teaching and learning at your school hindered by each of the following obstacles? *(Please mark one choice in each row)*		
	Insufficient ICT skills among teachers	II3G19A	
	Insufficient time for teachers to prepare lessons	II3G19B	
	Insufficient effective professional learning resources for teachers	II3G19C	
	Lack of an effective online learning support platform	II3G19D	
	Lack of incentives for teachers to integrate ICT use in their teaching	II3G19E	
	Restricted access to useful internet resources	II3G19F	
	Insufficient pedagogical support for the use of ICT	II3G19G	
	Lack of a school-wide vision for using ICT to support teaching and learning	II3G19I	
	The school's ICT use policy prevents the use of valuable ICT resources that would support teaching and learning	II3G19J	
			Recoding
	1 = A lot	1	3
	2 = To some extent	2	2
	3 = Very little	3	1
	4 = Not at all	4	0

Variable Name:	C_RESTOOL		
Description:	ICT coordinators' reports on availability of ICT resources at school - tools		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher priority		
Source:	Are the following software resources made available by your school to teachers and students? *(Please mark one choice in each row)*		
	Practice programs or apps where teachers decide which questions are asked of students (e.g., [Quizlet, Kahoot, mathfessor], etc.)	II3G05A	
	Single-user digital learning games (e.g., [Mathletics])	II3G05B	
	Concept mapping software (e.g., [Inspiration, Webspiration], etc.)	II3G05G	
	Data logging and monitoring tools (e.g., [Logger Pro]) that capture real-world data digitally for analysis (e.g., speed, temperature, etc.)	II3G05H	
	Simulations and modeling software (e.g., [NetLogo])	II3G05I	
	Graphing or drawing software	II3G05J	
	e-portfolios (e.g., [VoiceThread])	II3G05K	
	Educational virtual reality and/or augmented reality apps (e.g., [The Body VR], [Google Earth VR], [Math Alive], etc.)	II3G05N	
	Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the individual needs of students)	II3G05O	
			Recoding
	1 = Made available to teachers and students	1	2
	2 = Made available to teachers only	2	1
	3 = Made available to students only	3	1
	4 = Not made available	4	0

Variable Name:	C_RESUTIL		
Description:	ICT coordinators reports on availability of ICT resources at school - utility software		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher availability		
Source:	Are the following software resources made available by your school to teachers and students? *(Please mark one choice in each row)*		
	Word-processor software (e.g., [Microsoft Word, Apple Pages, Google Docs], etc.)	II3G05D	
	Presentation software (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides], etc.)	II3G05E	
	Video and photo software for capture and editing (e.g., [Windows Movie Maker, iMovie, Adobe Photoshop], etc.)	II3G05F	
	Digital textbooks	II3G05M	
			Recoding
	1 = Made available to teachers and students	1	2
	2 = Made available to teachers only	2	1
	3 = Made available to students only	3	1
	4 = Not made available	4	0

Section 3: Teacher questionnaire

Simple indices

Variable Name:	T_SEX		
Description:	Sex of teacher		
Procedure:	Simple recoding		
Source:	What is your gender?	IT3G01	Recoding
	1 = Female	1	1
	2 = Male	2	0

Variable Name:	T_AGE	
Description:	Teacher age	
Procedure:	set to IT3G02 (if IT3G02 is non-missing) ELSE 2023 - ITBIRTHY_T	
Source:	IT3G02, ITBIRTHY_T	

Variable Name:	T_WGT		
Description:	Teaching target grade schools in the current year		
Procedure:	Simple recoding		
Source:	In the current school year, at how many schools do you teach [target grade] students?	IT3G04	Recoding
	(Please mark only one choice)		
	1 = Only in this school	1	1,00
	2 = In this and another school	2	0,50
	3 = In this and in two other schools	3	0,33
	4 = In this and in three or more other schools	4	0,25

Variable Name:	T_EXLES		
Description:	ICT experience with ICT use during lessons		
Procedure:	Simple recoding		
Source:	Approximately how long have you been using ICT for teaching purposes?	Recoding	
	(Please mark only one choice in each row)		
	During lessons	IT3G05B	
	1 = Never	1	0
	2 = Less than 2 years	2	1
	3 = At least 2 years but less than 5 years	3	2
	4 = At least 5 years but less than 10 years	4	3
	5 = 10 years or more	5	4

Variable Name:	T_EXPREP		
Description:	ICT experience with ICT use for preparing lessons		
Procedure:	Simple recoding		
Source:	Approximately how long have you been using ICT for teaching purposes?		
	(Please mark only one choice in each row)		
	Preparing lessons	IT3G05A	Recoding
	1 = Never	1	0
	2 = Less than 2years	2	1
	3 = At least 2 years but less than 5 years	3	2
	4 = At least 5 years but less than 10 years	4	3
	5 = 10 years or more	5	4

Scale indices

Variable Name:	T_ICTEFF		
Description:	Teachers' ICT self-efficacy		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher level of self-efficacy		
Source:	How well can you do these tasks using ICT?		
	(Please mark one choice in each row)		
	Evaluate the quality of teaching resources on the internet	IT3G07B	
	Contribute to a discussion forum/user group on the internet (e.g., a wiki or blog)	IT3G07C	
	Produce presentations (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides]), with simple animation functions	IT3G07D	
	Use the internet for online purchases and payments	IT3G07E	
	Prepare lessons that involve the use of ICT by students	IT3G07F	
	Using a spreadsheet program (e.g., [Microsoft Excel], Apple Numbers, Google Sheets) for keeping records	IT3G07G	
	Use a spreadsheet program (e.g., [Microsoft Excel, Apple Numbers, Google Sheets]) for analyzing data	IT3G07H	
	Assess student learning	IT3G07I	
	Collaborate with others using shared resources such as [Google Workspace, Office 365, Microsoft Teams, Zoho]	IT3G07J	
	Identify internet scams	IT3G07L	
	Edit video content for use in teaching	IT3G07M	
	Create computer-based assessments that record students' responses to questions (e.g., [Kahoot, Google Forms, Microsoft Forms]	IT3G07N	
			Recoding
	1 = I can do this very well	1	3
	2 = I can do this moderately well	2	2
	3 = I have not done this, but I could find out how	3	1
	4 = I do not think I could do this	4	0

Variable Name:	T_ICTCLASA		
Description:	Teachers' use of ICT for classroom activities - advanced tasks		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent activities		
Source:	How often do students in your reference class use ICT for the following activities?		
	(Please mark one choice in each row)		
	Use simulation software to understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world, etc.)	IT3G17D	
	Record sensor data from digital devices (e.g., the accelerometer in a smartphone or robot)	IT3G17F	
	Create digital charts from stored data	IT3G17G	
	Create or edit extended (more than 5 minute) videos or animations for a specific purpose and audience	IT3G17I	
	Write computer programs, games, or apps (e.g., using [Python, LUA, JavaScript, Scratch])	IT3G17J	
	Create digital flowcharts or decision trees to illustrate complex systems	IT3G17K	
			Recoding
	1 = Never	1	0
	2 = One quarter or less (but more than never)	2	1
	3 = One half or less (but more than one quarter)	3	2
	4 = More than one-half (but less than three quarters)	4	3
	5 = Three quarters or more	5	4

Variable Name:	T_ICTCLASB		
Description:	Teachers' use of ICT for classroom activities - basic tasks		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent activities		
Source:	How often do students in your reference class use ICT for the following activities?		
	(Please mark one choice in each row)		
	Record audio or video (e.g., discussions, presentations, performances, etc.)	IT3G17A	
	Use group chat, voice, or video apps to collaborate with other students on their schoolwork	IT3G17B	
	Edit digital images, photos, or videos	IT3G17C	
	Collect and manually enter data	IT3G17E	
	Create or edit documents or presentations	IT3G17M	
			Recoding
	1 = Never	1	0
	2 = One quarter or less (but more than never)	2	1
	3 = One half or less (but more than one quarter)	3	2
	4 = More than one-half (but less than three quarters)	4	3
	5 = Three quarters or more	5	4

Variable Name:	T_EMPITE		
Description:	Emphasis on ICT use in initial teacher education		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating inclusion of more aspects		
Source:	Did your [initial teacher education] include the following aspects of using ICT to support teaching and learning?		
	(Please mark one choice in each row)		
	The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	IT3G08A	
	General approaches (relevant across subjects) to using ICT to enhance teaching and learning	IT3G08B	
	Subject-specific approaches to using ICT to enhance teaching and learning	IT3G08C	
	Using ICT to collaborate with other teachers	IT3G08D	
	Using ICT to assess student learning	IT3G08E	
	Supporting students' capabilities to evaluate the reliability of internet-based information sources	IT3G08F	
	Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	IT3G08G	
	Supporting students' use of ICT as a tool for problem solving	IT3G08H	
			Recoding
	1 = Yes	1	1
	2 = No	2	0
	2 = I cannot remember	3	Missing

Variable Name:	T_USETOOL		
Description:	Use of digital learning tools		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10 for equally weighted countries		
Interpretation:	Higher values indicating more frequent use		
Source:	How often did you use the following tools in your teaching of the reference class this school year?		
	(Please mark one choice in each row)		
	Digital learning games	IT3G18B	
	Concept mapping software (e.g., [Inspiration], [Webspiration])	IT3G18G	
	Simulations and modelling software (e.g., [NetLogo])	IT3G18H	
	Graphing or drawing software	IT3G18J	
	Social media (e.g., [Facebook, Twitter])	IT3G18M	
	Virtual or augmented reality (e.g., [The Body VR, Google Earth VR, Math Alive])	IT3G18O	
	Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the unique needs of students)	IT3G18P	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	T_USEUTIL		
Description:	Use of general utility software		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent use		
Source:	How often did you use the following tools in your teaching of the reference class this school year?		
	(Please mark one choice in each row)		
	Word-processor software (e.g., [Microsoft Word, Apple Pages, Google Docs])	IT3G18C	
	Presentation software (e.g., [Microsoft PowerPoint, Apple Keynote, Google Slides])	IT3G18D	
	Spreadsheets (e.g., [Microsoft Excel, Apple Numbers, Google Sheets])	IT3G18E	
	Video and photo software for capture and editing (e.g., [Windows Movie Maker, iMovie, Adobe Photoshop])	IT3G18F	
	Computer-based information resources (e.g., websites, wikis, encyclopedia)	IT3G18I	
	Digital content linked with paper-based textbooks	IT3G1LP	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	T_CODEMP		
Description:	Teacher emphasis on CT related tasks in class		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher emphasis		
Source:	In your teaching of the reference class this school year, how much emphasis have you given to teaching the following skills?		
	(Please mark one choice in each row)		
	To solve complex problems by splitting them into smaller problems	IT3G20B	
	To make diagrams that explain concepts or systems (e.g., electric circuits, plant growth, the water cycle, etc.)	IT3G20C	
	To detect patterns in data	IT3G20E	
	To analyze data to better understand real-world problems	IT3G20H	
	To describe the rules that govern how a system works (e.g., a vending machine, the school canteen, a game, etc.)	IT3G20I	
	To evaluate and improve solutions to real-world problems	IT3G20J	
			Recoding
	1 = Strong emphasis	1	3
	2 = Some emphasis	2	2
	3 = Little emphasis	3	1
	4 = No emphasis	4	0

Variable Name:	T_RESRC		
Description:	Availability of computer resources at school		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	To what extent do you agree or disagree with the following statements about using ICT in teaching at your school?		
	(Please mark one choice in each row)		
	My school has sufficient ICT equipment (e.g., computers and peripheral devices)	IT3G13A	
	The ICT equipment in my school is up-to-date	IT3G13B	
	The ICT equipment in my school works whenever I need to use it	IT3G13C	
	There is sufficient technical support to maintain ICT equipment	IT3G13E	
	My school has good connectivity (e.g., fast speed and stable) to the internet	IT3G13F	
	There is enough time to prepare lessons that incorporate ICT	IT3G13H	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	T_COLICT		
Description:	Collaboration between teachers in using ICT		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	To what extent do you agree or disagree with the following statements about your use of ICT in teaching and learning at your school?		
	(Please mark one choice in each row)		
	I collaborate with other teachers on improving the use of ICT in classroom teaching	IT3G10A	
	I collaborate with colleagues to develop ICT-based lessons	IT3G10B	
	I observe how other teachers use ICT in teaching	IT3G10C	
	I discuss with other teachers how to use ICT in teaching topics	IT3G10D	
	I share ICT-based resources with other teachers in my school	IT3G10E	
	I collaborate with other teachers to find personalized ICT-based resources for individual students	IT3G10F	
	I collaborate with other teachers to keep track of ICT competencies taught across subjects	IT3G10G	
	I collaborate with other teachers to create teaching materials that include the use of ICT in the classroom	IT3G10H	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	T_PROFLRN
Description:	Teacher participation in professional learning activities
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating more frequent participation

Source:	How often have you participated in any of the following professional learning activities in the past 2 years? *(Please mark one choice in each row)*		
	The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	IT3G09AA	
	The use of subject-specific digital teaching and learning resources	IT3G09AB	
	How to use ICT to support students' personalized learning	IT3G09AD	
	Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	IT3G09AE	
	Supporting students' capabilities to evaluate the reliability of internet-based information sources	IT3G09AF	
	Supporting students' capabilities to identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots)	IT3G09AG	
	The use of visual coding platforms (e.g., [Alice, GameMaker, Kodu,		
	Lego Mindstorms, MIT App Inventor, Scratch]) for teaching and learning	IT3G09AH	
	Integrating ICT into teaching and learning	IT3G09AI	
			Recoding
	1 = I did not participate in this activity	1	0
	2 = Once only	2	1
	3 = More than once	3	2

Variable Name:	T_PROFNEED		
Description:	Teacher perceptions of need for professional learning		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent participation		
Source:	Do you need to do more professional learning activities dealing with the following content areas in the future?		
	(Please mark one choice in each row)		
	The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	IT3G09BA	
	The use of subject-specific digital teaching and learning resources	IT3G09BB	
	How to use ICT to support students' personalized learning	IT3G09BD	
	Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	IT3G09BE	
	Supporting students' capabilities to evaluate the reliability of internet-based information sources	IT3G09BF	
	Supporting students' capabilities to identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots)	IT3G09BG	
	The use of visual coding platforms (e.g., [Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch]) for teaching and learning	IT3G09BH	
	Integrating ICT into teaching and learning	IT3G09BI	
			Recoding
	1 = I did not participate in this activity	1	0
	2 = Once only	2	1
	3 = More than once	3	2

Variable Name:	T_VWNEG		
Description:	Negative views on using ICT in teaching and learning		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	To what extent do you agree or disagree with the following practices and principles ICT in teaching and learning?	in relation to the use of	
	(Please mark one choice in each row)		
	Using ICT at school:		
	Makes it difficult for students to develop a deep understanding of concepts	IT3G14A	
	Results in students copying material from internet sources without attribution	IT3G14D	
	Distracts students from learning	IT3G14F	
	Results in poorer written expression among students	IT3G14G	
	Results in poorer calculation and estimation skills among students	IT3G14H	
	Limits the amount of personal communication among students	IT3G14I	
	Results in shorter attention spans among students	IT3G14N	
	Confuses students with false or misleading information	IT3G14O	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	T_VWPOS		
Description:	Positive views on using ICT in teaching and learning		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	To what extent do you agree or disagree with the following practices and principles ICT in teaching and learning?	in relation to the use of	
	(Please mark one choice in each row)		
	Using ICT at school:		
	Helps students develop greater interest in learning	IT3G14B	
	Helps students to work at a level appropriate to their learning needs	IT3G14C	
	Helps students develop problem-solving skills	IT3G14E	
	Enables students to collaborate more effectively	IT3G14J	
	Helps students develop skills in planning and self-regulation of their work	IT3G14K	
	Improves academic performance of students	IT3G14L	
	Enables students to access better sources of information	IT3G14M	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	T_ICTEMP
Description:	Emphasis on ICT capabilities in class
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating stronger emphasis

Source:	In your teaching of the reference class in this school year, how much emphasis have you given to developing the following ICT-based capabilities in your students *(Please mark one choice in each row)*		
	To display information for a given audience/purpose	IT3G19B	
	To evaluate the credibility of digital information	IT3G19C	
	To share digital information with others	IT3G19D	
	To use computer software to construct digital work products (e.g., presentations, documents, images and diagrams, etc.)	IT3G19E	
	To provide digital feedback on the work of others (such as their classmates)	IT3G19F	
	To explore a range of digital resources when searching for information	IT3G19G	
	To provide references for digital information sources	IT3G19H	
	To understand the consequences of making information publicly available online	IT3G19I	
	To collaborate with their classmates using an online collaboration platform (e.g., [Google Workspace, Office 365, Microsoft Teams, Zoho])	IT3G19J	
	To refine internet searches to return fewer or more relevant results	IT3G19K	
	To identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots, etc.)	IT3G19M	
	To check if facts from internet-based sources are consistent with other sources	IT3G19N	
			Recoding
	1 = Strong emphasis	1	3
	2 = Some emphasis	2	2
	3 = Little emphasis	3	1
	4 = No emphasis	4	0

Variable Name:	T_EPIEMC		
Description:	Teacher epistemological beliefs-embodied cognition		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating larger extent		
Source:	To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition		
	(Please mark one choice in each row)		
	People understand abstract phenomena by relating them to physical experiences	IT3G21B	
	Learners construct their own understanding by internalizing their experiences	IT3G21C	
	Cognition depends on an individual's whole-body response to the physical world	IT3G21E	
	Knowledge is best created and maintained through personal action and reflection	IT3G21H	
	Deep understanding of concepts happens unsystematically and depends on the experiences made available to the learner	IT3G21P	
			Recoding
	1 = Not at all	1	0
	2 = To a very small extent	2	1
	3 = To a small extent	3	2
	4 = To a moderate extent	4	3
	4 = To a large extent	5	4
	4 = Completely	6	5

Variable Name:	T_EPICON		
Description:	Teacher epistemological beliefs-constructivist		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating larger extent		
Source:	To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition		
	(Please mark one choice in each row)		
	Learning is a social process requiring interaction with other people	IT3G21K	
	All new information should be critically evaluated	IT3G21M	
	The quality of learning depends on the experiences of the learner and the learning context	IT3G21N	
	The best learning happens when concepts are placed in their wider context	IT3G21O	
			Recoding
	1 = Not at all	1	0
	2 = To a very small extent	2	1
	3 = To a small extent	3	2
	4 = To a moderate extent	4	3
	4 = To a large extent	5	4
	4 = Completely	6	5

Variable Name:	T_EPICOG
Description:	Teacher epistemological beliefs-cognitivism
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating larger extent

Source:	To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition		
	(Please mark one choice in each row)		
	Knowledge is developed through systematic engagement with basic facts that leads to deeper understanding in the future	IT3G21A	
	Conceptual knowledge is based on fundamental truths and the relationships between these truths	IT3G21D	
	Complex concepts are mastered by first mastering the underlying basic concepts	IT3G21F	
	The best learning happens when preceded by a general overview of the learning content	IT3G21I	
	Knowledge dissipates if it is not maintained through repetition and practice	IT3G21L	
			Recoding
	1 = Not at all	1	0
	2 = To a very small extent	2	1
	3 = To a small extent	3	2
	4 = To a moderate extent	4	3
	4 = To a large extent	5	4
	4 = Completely	6	5

Variable Name:	T_TEAPTC
Description:	Teacher centered teaching approach
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating higher frequency

Source:	Think about your teaching of the reference class in this school year. How often did you and your students engage in the following activities?		
	(Please mark one choice in each row)		
	I presented information to the whole class	IT3G16AA	
	I conducted whole-class discussions	IT3G16AB	
	I led whole-class checking of schoolwork (e.g., going over solutions to worksheets or assignments, presenting answers to questions on tests)	IT3G16AC	
	Students worked individually on worksheets, exercises, or assignments in class (with my help as required or requested during class)	IT3G16AD	
	Students completed tests provided by me	IT3G16AE	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	T_TEAPIN		
Description:	Inquiry-based teaching approach		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher frequency		
Source:	Think about your teaching of the reference class in this school year. How often did you and your students engage in the following activities?		
	(Please mark one choice in each row)		
	I helped students to plan research or inquiries (e.g., establishing research questions, setting constraints, etc.) into academic/subject-specific topics	IT3G16AF	
	I helped students to conduct academic/subject-specific research by providing curriculum materials or instructions	IT3G16AG	
	I helped students to conduct research inquiries into real-world topics by asking critical/evaluative questions about their work	IT3G16AH	
	I gave feedback to students on their research work-in-progress	IT3G16AI	
	Students presented the results of their research inquiries to the class	IT3G16AJ	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	T_TEAPEX		
Description:	Experiential/scenario-based teaching approach		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher frequency		
Source:	Think about your teaching of the reference class in this school year. How often did you and your students engage in the following activities?		
	(Please mark one choice in each row)		
	I helped students to organize ideas to try to understand real-world problems	IT3G16AK	
	I guided students' searches for information into the real-world problems they were investigating	IT3G16AM	
	I helped students to work with people outside of the school to support the students' research into real-world problems	IT3G16AN	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	T_TEAPEX		
Description:	Experiential/scenario-based teaching approach		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher frequency		
Source:	Think about your teaching of the reference class in this school year. How often did you and your students engage in the following activities?		
	(Please mark one choice in each row)		
	I helped students to organize ideas to try to understand real-world problems	IT3G16AK	
	I guided students' searches for information into the real-world problems they were investigating	IT3G16AM	
	I helped students to work with people outside of the school to support the students' research into real-world problems	IT3G16AN	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Section 4: Student questionnaire

Simple indices

Variable Name:	S_AGE
Description:	Age of student
Procedure:	$S\_AGE = (T_y - S_y) + \dfrac{(T_m - S_m)}{12}$ where T_y and S_y are, respectively, the year of the test and the year of birth of the tested student, in four-digit format (e.g., "2018" or "2003"), and where T_m and S_m are, respectively, the month of the test and the month of the student's birth.

Source:	When were you born?	
	Month	IS3G01A
	Year	IS3G01B

Variable Name:	S_SEX		
Description:	Sex of student		
Procedure:	Simple recoding		
Source:	Are you a girl or a boy?	IS3G02	Recoding
	1 = Girl	1	1
	2 = Boy	2	0

Variable Name:	S_ISCED		
Description:	Expected ISCED by student		
Procedure:	Simple recoding		
Source:	What is the highest level of education you expect to complete?		
	(Please mark only one choice)	IS3G03	Recoding
	1 = [ISCED level 6, 7, or 8]	1	4
	2 = [ISCED level 4 or 5]	2	3
	3 = [ISCED level 3]	3	2
	4 = [ISCED level 2]	4	1
	5 = I do not expect to complete [ISCED level 2]	5	0

Variable Name:	S_IMMIG	
Description:	Immigration status	
Procedure:	Simple recoding	
Source:	In what country were you and your parents or guardians born?	
	(Please mark only one choice in each column)	
	You	IS3G04A
	[Parent or guardian 1]	IS3G04B
	[Parent or guardian 2]	IS3G04C
	0 = Students and/or at least one parent born in country of test	
	1 = Student born in country of test but both/only parent(s) born abroad	
	2 = Student and both/only parent(s) born abroad	

Variable Name:	S_IMMBGR		
Description:	Immigration status (dummy coded)		
Procedure:	Simple recoding		
Source:	0 = Students and/or at least one parent born in country of test	0	0
	1 = Student born in country of test but both/only parent(s) born abroad	1	1
	2 = Student and both/only parent(s) born abroad	2	1

Variable Name:	S_TLANG		
Description:	Test language spoken at home		
Procedure:	Simple recoding		
Source:	What is the highest levels of education you expect to complete?	IS3G05	Recoding
	(Please mark only one choice)		
	1 = [Language of test]	1	1
	2 = [Other language 1]	2	0
	3 = [Other language 2]	3	0
	4 = [Another language]	4	0

Variable Name:	S_P1WORK		
Description:	Paid work status of parent 1		
Procedure:	Simple recoding		
Source:	Does your [parent or guardian 1] work in a paid [job]?	IS3G06	Recoding
	Yes	1	1
	No	2	0

Variable Name:	S_P1ISCO		
Description:	ISCO of parent or guardian 1		
Procedure:	The occupation codes are based on the ISCO-08 framework.		
Source:	What is your [parent or guardian 1]'s main [job]? (for example, high school teacher, kitchen-hand, sales manager) *(Please write in the [job] title)*	IS3G07A	
	What was your [parent or guardian 1]'s last main [job]? (for example, high school teacher, kitchen-hand, sales manager) *(Please tell us his/her last main [job]. If he/she has never had a paid [job], please write what he/she is currently doing)*	IS3G07B	

Variable Name:	S_P1ISEI
Description:	ISEI of parent or guardian 1
Procedure:	Simple recoding
Source:	What does your [parent or guardian 1] do in his/her main [job]? (for example, teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team) *(Please use a sentence to describe the kind of work he/she does in that [job])*

	IS3G08A

What did your [parent or guardian 1] do in his/her last main [job]? (for example, taught high school students, helped the cook prepare meals in a restaurant, managed a sales team) *(Please use a sentence to describe the kind of work he/she did in that [job] or what he/she is currently doing if he/she never had a paid [job])* — IS3G08B

Variable Name:	S_P1ISCED		
Description:	ISCED of parent or guardian 1		
Procedure:	Simple recoding		
Source:	What is the highest level of education completed by [parent or guardian 1]? *If you are not sure which box to choose, please ask the [test administrator] for help. (Please mark only one choice)*	IS3G09	Recoding
	1 = [ISCED level 6, 7, or 8]	1	4
	2 = [ISCED level 4 or 5]	2	3
	3 = [ISCED level 3]	3	2
	4 = [ISCED level 2]	4	1
	5 = He/she did not complete [ISCED level 2]	5	0

Variable Name:	S_P2WORK		
Description:	Paid work status of parent or guardian 2		
Procedure:	Simple recoding		
Source:	Does your [parent or guardian 2] work in a paid [job]?	IS3G10	Recoding
	1 = Yes	1	1
	2 = No	2	0

Variable Name:	S_P2ISCO	
Description:	ISCO of parent or guardian 2	
Procedure:	The occupation codes are based on the ISCO-08 framework.	
Source:	What is your [parent or guardian 2]'s main [job]? (for example, high school teacher, kitchen-hand, sales manager) *(Please write in the [job] title)*	IS3G11A

What was your [parent or guardian 2]'s last main [job]? (for example, high school teacher, kitchen-hand, sales manager) *(Please tell us his/her last main [job]. If he/she has never had a paid [job], please write what he/she is currently doing)* *(Please write in the [job] title)* — IS3G11B

Variable Name:	S_P2ISEI	
Description:	ISEI of parent or guardian 2	
Procedure:	Simple recoding	
Source:	What does your [parent or guardian 2] do in his/her main [job]? (for example, teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)	IS3G12A
	(Please use a sentence to describe the kind of work he/she does in that [job])	
	What did your [parent or guardian 2] do in his/her last main [job]? (for example, taught high school students, helped the cook prepare meals in a restaurant, managed a sales team)	IS3G12B
	(Please use a sentence to describe the kind of work he/she did in that [job] or what he/she is currently doing if he/she never had a paid [job])	

Variable Name:	S_P2ISCED		
Description:	ISCED of parent or guardian 2		
Procedure:	Simple recoding		
Source:	What is the highest level of education completed by your [parent or guardian 2]?	IS3G13	Recoding
	If you are not sure which box to choose, please ask the [test administrator] for help. (Please mark only one choice)		
	[ISCED level 6, 7, or 8]	1	4
	[ISCED level 4 or 5]	2	3
	[ISCED level 3]	3	2
	[ISCED level 2]	4	1
	He/she did not complete [ISCED level 2]	5	0

Variable Name:	S_HISEI
Description:	Highest ISEI of parents or guardians
Procedure:	S_HISEI=max(S_P1ISEI, S_P2SEI)
Source:	S_P1ISEI, S_P2SEI (see above)

Variable Name:	S_HISCED
Description:	Highest ISCED of parents or guardians
Procedure:	S_HISCED=max(S_P1ISCED, S_P2ISCED)
Source:	S_ P1ISCED, S_ P2ISCED (see above)

Variable Name:	S_HOMLIT		
Description:	Home literacy index		
Procedure:	Simple recoding		
Source:	About how many books are there in your home?	IS3G14	Recoding
	Do not count magazines, newspapers, comic books, ebooks, or your schoolbooks.		
	(Please mark only one choice)		
	1 = None or very few (0–10 books)	1	0
	2 = Enough to fill one shelf (11–25 books)	2	1
	3 = Enough to fill one bookcase (26–100 books)	3	2
	4 = Enough to fill two bookcases (101–200 books)	4	3
	5 = Enough to fill three or more bookcases (more than 200 books)	5	4

Variable Name:	NISB
Description:	International Index of Socioeconomic Background
Procedure:	Scale scores with mean of 0 and standard deviation of 1 for equally weighted countries
Source:	Derived from highest occupational status of parents (S_HISEI), highest educational level of parents (S_HISCED), and the number of books at home

Variable Name:	IISB
Description:	National Index of Socioeconomic Background
Procedure:	Scale scores with mean of 0 and standard deviation of 1 for individual country
Source:	Derived from highest occupational status of parents (S_HISEI), highest educational level of parents (S_HISCED), and the number of books at home

Variable Name:	S_INTNET		
Description:	Internet access at home		
Procedure:	Simple recoding		
Source:	The quality of your home internet connection?	IS3G15A/B	Recoding
	(Please mark only one choice in each row)		
	1 = There is no internet connection in my home	Both selected	0
	2 to 5 = Internet is used at home to some extent	Any selected	1

Variable Name:	**S_EXCOMP**		
Description:	Computer experience in years		
Procedure:	Simple recoding		
Source:	How long have you been using computers (including desktop, laptop, notebook/netbook, and tablet devices)?		
	(Please mark only one choice)		
	Desktop or [laptop] computers	IS3G17	Recoding
	1 = Never or less than one year	1	0
	2 = At least one year but less than three years	2	1
	3 = At least three years but less than five years	3	2
	4 = At least five years but less than seven years	4	3
	5 = Seven years or more	5	4

Variable Name:	**S_ICTSTUD**		
Description:	ICT studies in current school year		
Procedure:	Simple recoding		
Source:	Do you study [computing, computer science, information technology, informatics, or similar] in the current school year?	IS3G27	Recoding
	(Please mark only one choice)		
	1 = Yes – as a specific subject	1	1
	1 = Yes – within my other subjects	1	1
	2 = No	2	0

Scale indices

Variable Name:	S_GENCLASS		
Description:	Students' use of general ICT applications in class		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent use		
Source:	When studying throughout this school year, how often did you use the following tools during class?		
	(Please mark one choice in each row)		
	Word-processing software (e.g., [Microsoft Word])	IS3G23A	
	Presentation software (e.g., [Microsoft PowerPoint])	IS3G23B	
	Spreadsheets (e.g., [Microsoft Excel])	IS3G23C	
	Computer-based information resources (e.g., websites, wikis encyclopedia),	IS3G23H	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	S_SPECLASS		
Description:	ICT self-efficacy regarding the use of specialist applications		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating more frequent use		
Source:	When studying throughout this school year, how often did you use the following tools during class?		
	(Please mark one choice in each row)		
	Multimedia production tools (e.g., media capture and editing, web production)	IS3G23D	
	Concept mapping software (e.g., [Inspiration], [Webspiration])	IS3G23E	
	Tools that capture real-world data (e.g., speed, temperature) digitally for analysis	IS3G23F	
	Simulations and modelling software	IS3G23G	
	Interactive digital learning resources (e.g., learning games or applications)	IS3G23I	
	Drawing and graphic design software	IS3G23J	
	A video conferencing system	IS3G23L	
	A computer programming/coding environment	IS3G23M	
			Recoding
	1 = Never	1	0
	2 = In some lessons	2	1
	3 = In most lessons	3	2
	4 = In every or almost every lesson	4	3

Variable Name:	S_GENEFF		
Description:	ICT self-efficacy regarding the use of general applications		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher level of self-efficacy		
Source:	How well can you do each of these tasks when using ICT?		
	(Please mark one choice in each row)		
	Edit digital photographs or other graphic images	IS3G24A	
	Write or edit text for a school assignment	IS3G24B	
	Search for and find relevant information for a school project on the internet	IS3G24C	
	Change the settings on a device to suit your needs and preferences	IS3G24E	
	Create a multi-media presentation (with sound, pictures, or video)	IS3G24F	
	Upload text, images, or video to an online profile	IS3G24G	
	Insert an image into a document or message	IS3G24H	
	Install a program or [app]	IS3G24I	
	Judge whether you can trust information you find on the internet	IS3G24J	
	Find the original sources of information referred to in an article on the internet, if the URL is not given	IS3G24M	
			Recoding
	1 = Very well	1	3
	2 = Moderately well	2	2
	3 = I have never done this, but I could work out how to do this	3	1
	4 = I do not think I could do this	4	0

Variable Name:	S_SPECEFF		
Description:	ICT self-efficacy regarding the use of specialist applications		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating higher level of self-efficacy		
Source:	How well can you do each of these tasks when using ICT?		
	(Please mark one choice in each row)		
	Build or edit a webpage	IS3G27D	
	Use a text-based programming language to write a simple computer program	IS3G27K	
	Use visual coding to develop a simple computer program	IS3G27L	
			Recoding
	1 = Very well	1	3
	2 = Moderately well	2	2
	3 = I have never done this, but I could work out how to do this	3	1
	4 = I do not think I could do this	4	0

Variable Name:	S_ICTPOSS		
Description:	Students' perceptions of ICT - learning with and use of ICT		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	How much do you agree or disagree with the following statements about ICT and school?		
	(Please mark one choice in each row)		
	Using ICT at school makes learning more fun	IS3G25BB	
	It is important for students to learn how to use ICT at school	IS3G25BG	
	It is important for students to learn programming at school	IS3G25BI	
	It is important for students to keep up to date with changes in ICT	IS3G25BJ	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	S_ICTPOSG		
Description:	Students' perceptions of ICT - positive beliefs about ICT and society		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	How much do you agree or disagree with the following statements about ICT and society?		
	(Please mark one choice in each row)		
	Advances in ICT usually improve people's living conditions	IS3G25AA	
	ICT helps us to understand the world better	IS3G25AB	
	ICT is valuable to society	IS3G25AF	
	Advances in ICT bring many social benefits	IS3G25AG	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	S_ICTNEG
Description:	Students' perceptions of ICT - negative beliefs about ICT and society
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating stronger agreement

Source:	How much do you agree or disagree with the following statements about ICT and society? *(Please mark one choice in each row)*		
	Using ICT makes people more isolated in society	IS3G25AC	
	With more ICT there will be fewer jobs	IS3G25AD	
	People spend far too much time using ICT	IS3G25AE	
	Using ICT may be dangerous for people's health	IS3G25AH	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	S_ICTFUT
Description:	Students' perceptions of ICT - expectations for future use of ICT
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating stronger agreement

Source:	How much do you agree or disagree with the following statements about ICT and school? *(Please mark one choice in each row)*		
	I would like to study subjects related to ICT after [secondary school]	IS3G25BC	
	I hope that using ICT is a very important part of my future job	IS3G25BD	
	I hope that my future job involves programming	IS3G25BE	
	Learning how to use ICT applications will help me to do the work I am interested in	IS3G25BF	
	Learning how to use ICT well will help me get a well-paid job	IS3G25BH	
			Recoding
	1 = Strongly agree	1	3
	2 = Agree	2	2
	3 = Disagree	3	1
	4 = Strongly disagree	4	0

Variable Name:	S_LRNINTS
Description:	Learning about internet related tasks at school
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating stronger agreement

Source:	To what extent have you learned how to do the following internet-related tasks at school?		
	(Please mark one choice in each row)		
	Use the internet to find information	IS3G20AA1	
	Refine internet searches, so the results better match what you are looking for	IS3G20AB1	
	Evaluate the reliability (trustworthiness) of information on the internet	IS3G20AC1	
	Include accurate references to internet sources	IS3G20AD1	
	Judge whether a message from someone is a scam	IS3G20AE1	
	Manage privacy settings for internet accounts and ICT devices	IS3G20AF1	
			Recoding
	1 = To a large extent	1	3
	2 = To a moderate extent	2	2
	3 = To a small extent	3	1
	4 = Not at all	4	0

Variable Name:	S_LRNINTO
Description:	Learning about internet related tasks outside of school
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10
Interpretation:	Higher values indicating stronger agreement

Source:	To what extent have you learned how to do the following internet-related tasks outside of school?		
	(Please mark one choice in each row)		
	Use the internet to find information	IS3G20AA2	
	Refine internet searches, so the results better match what you are looking for	IS3G20AB2	
	Evaluate the reliability (trustworthiness) of information on the internet	IS3G20AC2	
	Include accurate references to internet sources	IS3G20AD2	
	Judge whether a message from someone is a scam	IS3G20AE2	
	Manage privacy settings for internet accounts and ICT devices	IS3G20AF2	
			Recoding
	1 = To a large extent	1	3
	2 = To a moderate extent	2	2
	3 = To a small extent	3	1
	4 = Not at all	4	0

Variable Name:	S_LRNSAFE		
Description:	Learning about safe and responsible ICT use at school		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	To what extent have you learned about the following topics at school?		
	(Please mark one choice in each row)		
	Responsible and respectful use of social media	IS3G20CA	
	How to recognize cyberbullying	IS3G20CB	
	Physical health and ICT use	IS3G20CD	
	Psychological health and ICT use	IS3G20CE	
			Recoding
	1 = To a large extent	1	3
	2 = To a moderate extent	2	2
	3 = To a small extent	3	1
	4 = Not at all	4	0

Variable Name:	S_ACMULT		
Description:	Academic-media multitasking		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	Outside of school, how often do you do the following activities not related to your schoolwork at the same time as doing your schoolwork?		
	(Please mark one choice in each row)		
	Text chat with others	IS3G21A	
	Use social media to post or view content	IS3G21B	
	Check social media for new posts or responses to my posts	IS3G21C	
	Use the internet to find information about things that interest me	IS3G21D	
	Watch online videos, live streams, or television	IS3G21E	
	Listen to music, podcasts, or the radio	IS3G21F	
			Recoding
	1 = Never	1	0
	2 = Almost never	2	1
	3 = Sometimes	3	2
	4 = Often	4	3
	5 = Very often	5	4

Variable Name:	S_CTCLS		
Description:	Learning about CT in class		
Procedure:	IRT WLE scores with mean of 50 and standard deviation of 10		
Interpretation:	Higher values indicating stronger agreement		
Source:	To what extent have you learned how to do the following tasks when studying at school?		
	(Please mark one choice in each row)		
	Use a solution that works for one problem to help solve a different problem	IS3G26A	
	Solve a hard problem by splitting it into a few easier problems	IS3G26B	
	Make diagrams that explain concepts or systems	IS3G26C	
	Plan tasks by making a list of the tasks in the order they need to be completed	IS3G26D	
	Detect patterns in data	IS3G26E	
	Use simulations to help understand concepts or systems	IS3G26F	
	Make flow diagrams to show how a computer program should work	IS3G26G	
	Systematically test computer programs to find bugs, errors, or other problems	IS3G26H	
	Use data to better understand real-world problems	IS3G26I	
			Recoding
	1 = To a large extent	1	3
	2 = To a moderate extent	2	2
	3 = To a small extent	3	1
	4 = Not at all	4	0

IEA's International Computer and Information Literacy Study (ICILS) 2023 is designed to respond to a question of critical interest today: How well are students prepared for study, work, and life in a digital world?

The study measures international differences in students' computer and information literacy (CIL): their ability to use computers to investigate, create, participate, and communicate in order to participate effectively at home, at school, in the workplace, and in the community. Participating countries also have an option for their students to complete an assessment of computational thinking (CT).

The ICILS 2023 user guide describes the content and format of the data in the ICILS 2023 international database. It provides a comprehensive overview of how to work with IEA's International Database (IDB) Analyzer software and has a strong practical, hands-on focus. The ICILS 2023 user guide is accompanied by three supplements: the international versions of all questionnaires; an overview of national adaptations to the national versions of the ICILS 2023 international questionnaires; and a comprehensive catalogue of the derived variables used in the ICILS 2023 international report.

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