



# 2<sup>nd</sup> Survey of Schools: ICT in Education

## Technical Report

### TECHNICAL REPORT

A study prepared for the European Commission

DG Communications Networks, Content & Technology by:

**Deloitte.**

 **Ipsos MORI**

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## Glossary

### Country codes

AT	Austria	IT	Italy
BE	Belgium	LT	Lithuania
BG	Bulgaria	LU	Luxembourg
CZ	Czech Republic	LV	Latvia
CY	Cyprus	MT	Malta
DE	Germany	NL	Netherlands
DK	Denmark	NO	Norway
EE	Estonia	PL	Poland
EL	Greece	PT	Portugal
ES	Spain	RO	Romania
FI	Finland	SE	Sweden
FR	France	SI	Slovenia
HR	Croatia	SK	Slovakia
HU	Hungary	TR	Turkey
IE	Ireland	UK	United Kingdom
IS	Iceland		

### Abbreviations used

BYOD	Bring Your Own Device
CEF	Connecting Europe Facility
CPD	Continuing professional development
DG CONNECT	Directorate General for Communications Networks, Content & Technology
DG EAC	Directorate General for Education, Youth, Sport and Culture
DigComp	Digital competence framework
HECC	Highly equipped and connected classrooms
HT	Head teachers
ICT	Information and communications technology
PA	Parents
SELFIE	Self-reflection tool for digitally capable schools
SITES	Second Information Technology in Education Study
ST	Students
TC	Teachers

# 1. Introduction

## 1.1 Study contextualisation and objectives

The **2<sup>nd</sup> Survey of Schools: ICT in Education** has two objectives:

- 1) **Objective 1: Benchmark progress in ICT in Schools** - to provide detailed and up-to-date information related to access, use and attitudes towards the use of technology in education by surveying head teachers, teachers, students and parents covering the EU28, Norway, Iceland and Turkey;
- 2) **Objective 2: Model for a 'highly equipped and connected classroom'** - to define a conceptual model for a 'highly equipped and connected classroom' (HECC), presenting three scenarios to describe different levels of a HECC and to estimate the overall costs to equip and connect an average EU classroom with advanced components of the HECC model.

Two separate reports are published concurrently, focusing on each of the two study objectives of the '2<sup>nd</sup> Survey of Schools: ICT in Education'<sup>1</sup>. The current publication relates to the **first objective** of the study, benchmarking progress in ICT in schools, and covers the detail of the design and implementation of the survey.

The first objective of the 2<sup>nd</sup> Survey of Schools: ICT in Education therefore benchmarks progress in of Information and Communication Technologies (ICT) in schools. The survey was carried out in 31 countries (EU28, Norway, Iceland and Turkey) by conducting interviews with head teachers, teachers, students and parents in three different ISCED levels (ISCED 1: primary schools; ISCED 2: lower secondary schools; ISCED 3: upper secondary schools). A range of different topics were covered, including (a) access to and use of digital technologies, (b) digital activities and confidence of teachers and students in their digital competence, (c) ICT related professional development of teachers, (d) digital home environment of students and (e) schools' digital policies, strategies and opinions. The current study builds upon the European Commission Survey of Schools: ICT in Education 2013.<sup>2</sup>

## 1.2 Purpose and structure of this report

This technical report covers the detail of the design and implementation of the 2<sup>nd</sup> Survey for ICT in Schools. It provides in-depth explanations of the processes used specifically concerning sampling, data collection, fieldwork results, and data treatment. The closing sections explore feedback collected by our partners on the ground responsible for fieldwork in each of the 31 countries, as well as recommendations for future waves of this study.

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<sup>1</sup> European Commission (2019). 2nd Survey of Schools: ICT in Education – Objective 1: Benchmark progress in ICT in schools. Luxembourg: European Commission. doi: 10.2759/23401; European Commission (2019). 2nd Survey of Schools: ICT in Education – Objective 2: Model for a 'highly equipped and connected classroom'. Luxembourg: European Commission. doi: 10.2759/831325.

<sup>2</sup> More information on the 1<sup>st</sup> Survey of Schools: ICT in Education can be found at [http://ec.europa.eu/information\\_society/newsroom/image/document/2016-20/surveyofschoolsictineducation\\_15585.pdf](http://ec.europa.eu/information_society/newsroom/image/document/2016-20/surveyofschoolsictineducation_15585.pdf)

## 2. Sampling design

### 2.1 Sample frames

Sample frames were collected by Ipsos' network partners in each respective country (see Table 1). The school sample was based on a two-stage stratified cluster sample design, in order to ensure the representativeness of the sample (i.e. to ensure that the structure of the sample corresponds to the population by key stratification variables). At the first stage, a sample of schools was selected from each ISCED level, with their probability of selection proportional to the number of students in the target grade of that school (PPS method). Where it was not possible to obtain numbers of students in the target grade, the school's probability of selection was deducted based on available information such as the overall school size, or failing this the schools were selected with equal probability.

Prior to selection, the sampling frame for each ISCED level within each country was sorted by pre-determined stratification variables such as to ensure that the sample was an accurate representation of the full sample frame.

Within each sample, a number of reserve schools were identified (up to 9 reserve schools for one selected school). These schools were identified as reserve in the event that the initially selected school refused to participate or did not respond to the invitation to partake in the survey.

**Table 1- Network partner by country**

Country	Network partner
Austria	Ipsos
Belgium	Ipsos
Bulgaria	Ipsos
Croatia	Ipsos
Cyprus	Pulse
Czech Republic	Ipsos
Denmark	DMA Research
Estonia	Saar Poll
Finland	Taloustutkimus
France	Ipsos
Germany	Ipsos
Greece	Ipsos
Hungary	Ipsos
Iceland	University of Iceland
Ireland	Ipsos
Italy	Ipsos
Latvia	SKDS
Lithuania	RAIT
Luxembourg	Ipsos
Malta	Miscomalta
Norway	Ipsos
Netherlands	Ipsos
Poland	Ipsos
Portugal	Ipsos

Romania	Ipsos
Slovakia	Ipsos
Slovenia	Ipsos
Spain	Ipsos
Sweden	Ipsos
Turkey	Ipsos
UK	Ipsos

### 2.1.1 Quality of email contact details

Despite measures being taken to provide as robust sample frames as possible, it is important to note that many of them did not include emails for the full universe of schools, and so not all schools could be contacted. In addition, at the contact stage it was found that each of them contained a number of non-valid email addresses. The proportion of missing emails and non-valid email addresses varied by country, as shown in the table below.

**Table 2- Missing and non-valid email addresses by country**

Country	% of schools within sample frame without email address	Schools within sample frame with email addresses	Total "unique" invitations sent to school head teachers	Of those, number of non-valid email addresses	Non-valid email addresses (%)
Austria	0%	5556	5530	965	17%
Belgium	6%	5650	5586	773	14%
Bulgaria	<1%	2322	2305	51	2%
Croatia	<1%	1280	1277	42	3%
Cyprus	0%	449	449	4	1%
Czech Republic	0%	5845	5815	353	6%
Denmark	0%	3217	3163	54	2%
Estonia	0%	568	554	14	3%
Finland	0%	2783	2672	214	8%
France	98%*	47265	4535	34	1%
Germany	21%	30558	4936	248	5%
Greece	<1%	7853	7850	19	0%
Hungary	0%	8320	5837	310	5%
Iceland	0%	186	184	0	0%
Ireland	14%	3413	3407	12	0%
Italy	0%	38820	24263	438	2%
Latvia	1%	814	812	78	10%



Lithuania	0%	1231	1228	74	6%
Luxembourg	2%	192	191	5	3%
Malta	1%	147	142	7	5%
Norway	N/A	3381	2133	16	1%
Netherlands	23%	11668	11168	1212	11%
Poland	N/A	29740	5369	159	3%
Portugal	8%	4884 <sup>3</sup>	2885	340	12%
Romania	0%	5302	5293	228	4%
Slovakia	0%	2927	2903	156	5%
Slovenia	1%	598	598	12	2%
Spain	0%	18533	3443	110	3%
Sweden	0%	5026	3511	437	12%
Turkey	N/A	47057	2434	273	11%
UK	10%	21583	21495	766	4%

\*In France, considering the extremely high level of missing email addresses from the sample frame, the network partner for France was requested to populate the sample with email addresses.

Regarding the countries where no information is provided in the above table concerning the number of missing email addresses:

- In Norway and Poland, a postal approach was initially used. School postal addresses were included in the sample frames acquired by each country's respective network partner. On seeing that a postal approach was obtaining low response rates, an online approach was opted for, and email addresses of headteachers were obtained through online desk research.
- In Turkey, the network partner (Ipsos Turkey) obtained schools email addresses by calling the schools in the sample.

## 2.2 School selection

The survey aimed to target 100 schools from each ISCED level in each country (400 schools per country). To maximise the numbers of responding schools in each ISCED level the schools were asked to participate in all the ISCED levels they covered. Within each school/level, the aim was to survey one teacher from ISCED 1, and 3 teachers from ISCED levels 2, 3A, and 3B (for ISCED levels 2 and 3A, one each from mathematics, science, and the main language of the country, and for ISCED 3B, the three teachers with the most instructional hours). In small countries such as Malta, Cyprus, Estonia, Luxemburg, etc, smaller quotas had to be adopted due to the limited number of schools available to survey within the country. A more detailed understanding of ISCED classifications can be found below:

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<sup>3</sup> In Portugal, a large proportion of schools belonged to "SEDE" groups- these were groups of schools which all belonged to one umbrella organisation, and could only be contacted via one email address. As such, the number of contacted SEDE groups was lower than the number of individual schools.

- ISCED 1: Primary education. Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old nor above 7 years old. The level typically lasts six years, although its duration can range between four and seven years.
- ISCED 2: Lower secondary education. Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).
- ISCED 3: Upper secondary education. Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Pupils enter this level typically between ages 14 and 16. Within ISCED level 3, programmes can be split between ISCED 3A (general) and ISCED 3B (vocational).

**Table 3- Overview of quotas by survey type**

	ISCED 1	ISCED 2	ISCED 3A (Academic)	ISCED 3B (Vocational)
Schools	N=100	N=100	N=100	N=100
Teachers	N=1	N=1 mathematics teacher N=1 science teacher N=1 language teacher	N=1 mathematics teacher N=1 science teacher N=1 language teacher	N=3 teachers with the highest number of instructional hours
Students	N=0	N=All students within one randomly selected class per ISCED level	N=All students within one randomly selected class per ISCED level	N=All students within one randomly selected class per ISCED level
Parents	N=1 parent from each selected class	N=1 parent from each selected class	N=1 parent from each selected class	N=1 parent from each selected class

As fieldwork progressed, changes to the sampling methodology were made in order to address the gaps in response rates that were being observed. As such, in nearly all countries, sampling methodology changed from a PPS approach to a census approach. The table below specifies which final approach was used in each country.

**Table 4- Sampling methodology by country**

Country	Sampling method using
Austria	Census
Belgium	Census
Bulgaria	Census
Croatia	Census
Cyprus	Census
Czech Republic	Census
Denmark	Census
Estonia	Census
Finland	Census
France	PPS
Germany	PPS
Greece	Census
Hungary	Census
Iceland	Census
Ireland	Census
Italy	Census
Latvia	Census
Lithuania	Census
Luxembourg	Census
Malta	Census
Norway	PPS
Netherlands	Census
Poland	PPS
Portugal	Census
Romania	Census
Slovakia	Census
Slovenia	Census
Spain	PPS
Sweden	Census
Turkey	PPS
UK	Census

### 2.3 Class selection

Once schools had been selected, school head teachers were sent an invitation email asking them to participate in the survey (with the exception of Poland and Norway, where

invitation letters containing a unique link and password to the registration survey were sent by post). If a school head teacher agreed to participate, he/she was requested to fill out a short registration survey and provide the contact details of a designated “school coordinator.”

This school coordinator was, in turn, requested to provide information on the different teachers and classes taught within the school. Specifically, the school coordinator was asked to provide information on classes in “the last grade of each ISCED level.” This approach was used throughout the 31 countries in order to ensure consistency in the ages and academic levels of the students surveyed. It is important to note, however, that vocational courses in certain countries see students’ ages ranging widely, making it challenging to identify an average age. The table below provides information on the theoretical average age of students in the “last grade” of each ISCED level. This average age corresponds roughly to that which was targeted in the 1<sup>st</sup> Survey of Schools: ICT in education (in most countries, the targeted average age in the previous wave was 9.5 years for ISCED 1; 13.5 years for ISCED 2, and 16.5 years for ISCED 3). ISCED levels where we note a significant difference between this wave’s average age and that of the previous wave have been highlighted through a footnote.

**Table 5- Average age of students by country by ISCED level<sup>4</sup>**

Country	ISCED 1	ISCED 2	ISCED 3A	ISCED 3B
Austria	9.5	13.5	17.5	17
Belgium	11.5	14.5	17.5	17.5
Bulgaria	10.5	12.5	16.5	16.5
Croatia	9.5	13.5	17.5	17.5
Cyprus	11.5	14.5	17.5	17.5
Czech Republic	10.5	14.5	18.5	16.5
Denmark	12.5	15.5	18.5	21.5
Estonia	11.5	14.5	17.5	17.5
Finland	12	15	18	18
France	10.5	14.5	17.5	17.5
Germany	9.5	15.5	18.5	18.5
Greece	11.5	14.5	17.5	17.5
Hungary	9.5	13.5	18.5	18.5
Iceland	11.5	15.5	19.5	19.5
Ireland	11.5	14.5	17.5	18.5
Italy	10.5	13.5	18.5	18
Latvia	11.5	15.5	18.5	19.5
Lithuania	10	16.5	18.5	20
Luxembourg	10.5	14.5	18.5	18.5
Malta	10.5	13.5	15.5	18

<sup>4</sup> Average ages by ISCED level have been calculated using the European Commission’s “The Structure of the European Education Systems 2014/2015” with input from our Network Partners in each country.

Norway	12.5	15.5	18.5	19.5
Netherlands	11.5	14.5	17.5	19
Poland	11.5	14.5	17.5	18.5
Portugal	1.5	14	17	17
Romania	10.5	14.5	17.5	17.5
Slovakia	9.5	15	18.5	16.5
Slovenia	12	15	18	17.5
Spain	11.5	13.5	16.5	16.5
Sweden	11.5	14.5	17.5	17.5
Turkey	10	14	18	18
UK	10.5	13.5	17.5	17.5

Within the student survey, we collected information on whether the student surveyed was born before the year 2000, in 2000, 2001, 2002, 2003, 2004, 2005, or after 2005 (ST19Q01). Based on the weighted results, we can provide information on the year in which students in ISCED levels 2, 3A, and 3B were born (ISCED level 1 students not having been interviewed).

*NB: Missing countries are those which have been excluded from analysis due to too few completed surveys- see section 2.4 below.*

**Table 6- Year of birth of surveyed students- ISCED 2 (in % of students)**

	Base: All students	Before 2000	2000	2001	2002	2003	2004	2005	After 2005	Average age
Total	27251	2	0	3	16	26	44	4	2	13.785
Austria	570	4	1	1	8	29	51	0	0	13.41
Belgium	589	0	1	8	23	59	5	0	0	14.29
Bulgaria	1293	2	1	1	1	1	61	10	17	12.45
Croatia	2528	1	0	0	2	62	24	4	3	13.57
Cyprus	83	1	0	2	4	92	0	0	1	14.59
Czech Republic	2647	3	1	2	42	39	1	0	4	13.82
Denmark	999	4	4	23	58	2	2	0	1	14.9
Estonia	1574	1	1	18	68	4	3	1	1	15.095
Finland	745	1	1	4	81	5	3	0	1	14.82
Hungary	3203	1	1	1	7	56	20	4	7	13.735
Iceland	115	0	0	0	99	0	0	0	0	15.345

Italy	518	3	0	0	1	3	85	6	0	13.37
Latvia	1509	1	1	8	43	22	18	2	1	14.33
Lithuania	2751	3	4	46	7	27	2	1	2	14.47 <sup>5</sup>
Malta	82	0	0	0	0	0	0	81	19	12.31
Portugal	907	1	1	6	16	63	4	4	1	14.12
Romania	1585	0	0	1	6	74	13	0	3	13.925
Slovakia	1802	2	0	3	38	47	2	1	2	14.195
Slovenia	785	2	0	1	6	81	2	3	2	14.085
Spain	1249	1	1	3	13	53	18	7	1	13.975
Sweden	396	2	0	5	83	1	5	0	1	14.995

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<sup>5</sup> Note that this age does not coincide with that indicated by the European Commission. As explained by our network partner in Lithuania, many schools in the country do not have classes from "the last year" of ISCED level 2, and as such the survey was conducted with students from a younger class.

**Table 7- Year of birth of surveyed students- ISCED 3A (in % of students)**

	Base: All Students	Before 2000	2000	2001	2002	2003	2004	2005	After 2005	Average age
Total	14084	72	19	2	2	0	0	0	0	17.285
Belgium	448	29	63	4	2	0	0	0	0	17.36
Bulgaria	754	54	22	3	0	4	2	1	4	15.77
Croatia	647	72	23	0	0	0	1	1	2	17.835
Cyprus	37*	1	98	0	0	0	0	0	0	17.335
Czech Republic	1309	92	0	0	0	0	0	1	1	17.26
Denmark	417	95	0	0	0	0	0	0	2	17.805
Estonia	853	93	2	0	0	0	0	0	0	17.555
Finland	671	42	53	3	0	0	0	0	0	17.54
Hungary	1203	72	12	3	4	1	0	0	1	16.795
Iceland	45*	92	3	0	0	0	0	0	0	17.545
Italy	642	79	16	1	0	0	0	0	0	17.58
Latvia	1091	54	17	21	1	0	0	0	1	16.7
Lithuania	1530	70	18	3	2	0	0	0	1	17.02 <sup>6</sup>
Malta	35*	0	0	3	36	0	61	0	0	14.31
Norway	160	64	20	11	0	0	0	0	0	17.155
Portugal	481	20	73	2	3	0	0	0	0	17.27
Romania	889	69	20	5	2	0	0	0	1	17.515
Slovakia	1252	90	2	0	0	0	0	1	1	17.24
Slovenia	177	91	1	0	0	0	0	0	0	17.01
Spain	1443	11	45	9	32	0	0	0	0	16.355

<sup>6</sup> Note that this age does not coincide with that indicated by the European Commission. As explained by our network partner in Lithuania, many schools in the country do not have classes from "the last year" of ISCED level 3A, and as such the survey was conducted with students from a younger class.

**Table 8- Year of birth of surveyed students- ISCED 3B (in % of students)**

	Base: All Students	Before 2000	2000	2001	2002	2003	2004	2005	After 2005	Average age
Total	5106	64	21	5	2	1	0	0	2	17.025
Austria	316	68	16	5	2	1	0	0	1	16.775
Belgium	189	52	32	6	2	1	0	0	2	16.895
Bulgaria	536	61	11	10	4	3	0	0	2	16.145
Croatia	1113	46	40	6	1	0	0	0	2	16.885
Denmark	25*	84	9	0	0	0	0	0	0	17.115
Estonia	46*	96	0	0	0	0	0	0	0	17.76
Finland	77	78	18	0	0	0	0	0	2	17.81
Hungary	782	66	19	3	2	1	0	0	4	16.945
Lithuania	175	68	10	3	0	0	0	1	2	15.18
Norway	136	89	10	0	0	0	0	0	1	18.33
Portugal	495	55	33	5	2	0	0	1	1	17.325
Romania	457	16	64	13	4	1	0	0	1	17.185
Slovakia	238	58	25	3	0	0	0	0	4	16.06
Slovenia	181	64	17	5	1	0	0	1	3	16.265 <sup>7</sup>
Spain	340	80	11	4	0	0	0	0	1	17.5

\*Please note that a small base size may impact the robustness of the results

Once the relevant class information had been provided, an automated system randomly selected the teacher(s) and class(es) to be invited to participate. Thereafter, the school coordinator's role was to:

- Hand out and collect signed parent consent forms where necessary (this varied on a country by country basis depending on national legislation)
- Arrange for the students of the selected class(es) to take the student survey, and hand out unique links and passwords to each student

<sup>7</sup> Note that this age does not coincide with that indicated by the European Commission. As explained by our network partner in Slovenia, vocational courses in the country can be either 2 years, 3 years, or 4 years, which explains why there may be a discrepancy between the theoretical average age of students in the last year of ISCED 3B with the average age of students surveyed.



- Hand out parent invitation letters to the students in the selected class(es)<sup>8</sup>, for them to pass on to their parents. Each of these letters contained a unique link and password which granted access to the parent survey
- Follow up with teachers who had not yet completed the teacher survey using the survey monitoring platform

Selected teachers were sent an email invitation, inviting them to complete their survey.

## 2.4 Exclusions

While sample frames were intended to represent a complete coverage of the target population, certain types of schools had to be excluded as they did not fall within the scope of the survey. These schools were:

- Schools for adults
- Schools for children with mental or physical disabilities
- Schools with curricula that fell outside of the remit of the study, such as art schools or dance schools
- Schools where all or most classes were taught in a language other than the national language (for example, Russian language schools in Estonia)

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<sup>8</sup> Unlike the 2013 wave, the 2017 Study also included a survey addressed to parents, the aim of which was to collect information on parents' use of and attitude towards ICT in supporting the education of their children.

### 3. Data collection

#### 3.1 Translations

As far as possible, translations were recycled from the previous wave of the study. Certain amends were made where needed, notably to include new questions and items within specific questions. Once the master English questionnaires had been finalised, these were translated into the local language(s) of each country by the London-based agency Language Connect, and then checked by the local agency responsible for fieldwork in each country. A table summarising the language(s) into which the questionnaires were translated can be found below.

**Table 9- Language(s) used in each country**

Country	Language(s)
Austria	German
Belgium	French/ Dutch
Bulgaria	Bulgarian
Croatia	Croatian
Cyprus	Greek
Czech Republic	Czech
Denmark	Danish
Estonia	Estonian
Finland	Finnish/ Swedish
France	French
Germany	German
Greece	Greek
Hungary	Hungarian
Iceland	Icelandic
Ireland	English
Italy	Italian
Latvia	Latvian
Lithuania	Lithuanian
Luxembourg	German/ French
Malta	Maltese/ English
Norway	Norwegian
Netherlands	Dutch
Poland	Polish
Portugal	Portuguese
Romania	Romanian
Slovakia	Slovakian

Slovenia	Slovenian
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
UK	English

### 3.2 Survey administration

All surveys were completed online, with an estimated duration of 5 minutes for the registration survey, and 20 minutes each for the head teacher, school coordinator, parent, student, and teacher surveys.

Following the completion of fieldwork, we were able to estimate the actual time spent completing each survey. This duration - calculated as an average across all countries - is summarised in the table below:

**Table 10- Calculated survey duration (average across countries)**

Head teacher survey	School coordinator survey	Parent survey	Student survey	Teacher survey
28 minutes	26 minutes	15 minutes	18 minutes	24 minutes

### 3.3 Germany application process

In Germany, the legal requirements to conduct a survey varied on a regional basis. As such, some regions (laenders) required ministry approval while others did not. As such, applications were submitted to each laender individually by our network partner in the field (Ipsos Germany), and outcomes were observed on a laender by laender basis.

### 3.4 Maximising response rates

#### 3.4.1 Reminder emails

In order to maximise response rate, selected schools were sent regular reminder emails asking them to participate. Where a school was already registered, the school coordinator received reminder emails asking them to use the monitoring platform in order to identify which surveys within the school had yet to be completed. Similarly, the reminder emails were sent to the selected teacher(s).

**Table 7- Initial reminder schedule by survey type**

	2 weeks after receiving invitation	3 weeks after receiving invitation	4 weeks after receiving invitation
Head teacher	1 <sup>st</sup> reminder is sent	2 <sup>nd</sup> reminder is sent	3 <sup>rd</sup> reminder is sent
School coordinator	1 <sup>st</sup> reminder is sent	2 <sup>nd</sup> reminder is sent	3 <sup>rd</sup> reminder is sent

Teacher	1 <sup>st</sup> reminder sent to the teacher and the school coordinator	2 <sup>nd</sup> reminder sent to the teacher and the school coordinator	3 <sup>rd</sup> reminder sent to the teacher and school coordinator
Student	1 <sup>st</sup> reminder to school coordinator	2 <sup>nd</sup> reminder to school coordinator	3 <sup>rd</sup> reminder to school coordinator
Parents	1 <sup>st</sup> reminder sent to school coordinator		

In order to boost response rates, this reminder schedule was modified during the fieldwork period. The initial 2-week period before sending the first reminder was shortened to 1 week. Moreover, samples from certain countries were re-activated, resulting in certain schools receiving more than 3 reminders. This was the case for schools in: BE, BG, CY, CZ, DE, DK, EE, ES, FI, FR, HR, HU, IE, IS, IT, LT, LV, MT, NL, PT, RO, SE, SI, SK, UK.

**Table 8- Reminders sent by survey type**

	Registration survey reminders	Head teacher reminders	School coordinator reminders	Teacher reminders (all ISCED levels combined)
Total	586592	7093	11421	10088
Austria	8560	47	513	270
Belgium	20462	390	495	506
Bulgaria	13165	422	642	443
Croatia	4968	321	533	753
Cyprus	2830	68	135	47
Czech Republic	24207	359	586	515
Denmark	14659	218	304	291
Estonia	2424	202	204	571
Finland	14054	365	460	469
France	33667	350	407	235
Germany	17586	92	211	0
Greece	8753	38	165	3
Hungary	22673	248	488	546
Iceland	838	54	42	143
Ireland	18263	235	345	46

Italy	119096	414	1181	316
Latvia	3920	301	294	769
Lithuania	4592	372	329	713
Luxembourg	162	15	12	0
Malta	575	81	87	119
Norway	6690	14	199	108
Netherlands	37375	168	412	101
Poland	3987	23	79	160
Portugal	15871	413	384	522
Romania	24645	485	713	887
Slovakia	6850	421	815	409
Slovenia	3206	129	125	211
Spain	22690	507	615	639
Sweden	20133	211	269	230
Turkey	7877	11	117	25
UK	101814	119	260	41

### 3.4.2 Reminder calls

In countries where we predicted seeing low response rates, telephone follow-up calls were made from a call-center in the Netherlands to schools after they had received the invitation by email. The countries in which this procedure was set up can be found below, as well as the dates during which these reminder calls took place.

- France (*April 19<sup>th</sup>- May 15<sup>th</sup> 2018*)
- Germany (*April 19<sup>th</sup>- July 4<sup>th</sup> 2018*)
- Italy (*May 3<sup>rd</sup>-May 15<sup>th</sup> 2018*)
- Netherlands (*February 22<sup>nd</sup>- May 3<sup>rd</sup> 2018*)
- Spain (*February 27<sup>th</sup>- May 3<sup>rd</sup> 2018*)

The following table provides an overview of the the achieved outcome of these reminder calls.

**Table 13- Outcome of reminder calls**

	France	Germany	Italy	Netherlands	Spain
Total sample	1982	4266	4369	3931	2602
Total number of schools called	1975	3746	1152*	3700	2596
Reminder questionnaires completed by call center	306	1036	174	1857	1655
Refusals	64	419	21	625	103
Wrong numbers	155	33	31	132	53
Wrong school name	14	14	1	54	3

\*In Italy, a total of 2318 schools were removed from the total sample of 4369 schools. These schools were ISCED 1, and considering high response rate of ISCED 1 schools in the country it was decided to focus only on ISCED 2 and 3. As such, these were not contacted.

### 3.5 Fieldwork start dates

The target start date for fieldwork in all countries was early November 2017, however a number of set-backs meant that fieldwork was delayed in certain countries. The primary reasons for delay were issues with sample frames, getting all surveys approved for launch by network partners, and certain countries requiring ministry approval in order to conduct the study. The table below provides an overview of fieldwork start dates by country.

**Table 14- Fieldwork start date by country**

	Fieldwork start date
Austria	04/04/2018
Belgium	24/11/2017
Bulgaria	10/11/2017
Croatia	09/11/2017
Cyprus	7/2/2018 for ISCED 1, 2, 3A 16/03/2018 for ISCED 3B
Czech Republic	16/11/2017
Denmark	02/11/2017
Estonia	24/11/2017
Finland	30/11/2017
France	07/02/2018
Germany	First laender: 05/01/2018
Greece	27/04/2018
Hungary	07/11/2017
Iceland	01/11/2017  *** 'grunnskólar' schools in Reykjavik: 21/03/2018
Ireland	01/11/2017
Italy	24/11/2017
Latvia	08/11/2017
Lithuania	28/11/2017
Luxembourg	23/03/2018
Malta	16/11/2017
Norway	Launch by post: 27/11/2017 Launch by email: 22/03/2018
Netherlands	03/11/2017
Poland	Launch by post: 03/01/2018 Launch by email: 27/04/2018
Portugal	16/01/2017
Romania	01/11/2017

Slovakia	13/11/2017
Slovenia	06/11/2017
Spain	10/11/2017
Sweden	01/11/2017
Turkey	14/02/2018
UK	28/11/2017

### 3.6 Fieldwork progress

The following tables provide information on weekly fieldwork progress from mid-November 2017 until end of May 2018. Progress is measured per ISCED level:

- For ISCED 1, progress is measured in number of participating teachers
- For ISCED 2,3A, and 3B, progress is measured in number of participating classes



**Table 15- Fieldwork progress**

	ISCED 1- PART 1	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France
Progress - ISCED 1 (in numbers of participating teachers)	17/11/2017	0	0	2	9	1	0	0	0	0	0
	24/11/2017	0	0	4	18	1	0	1	0	0	0
	01/12/2017	0	0	7	29	1	1	3	4	0	0
	08/12/2017	0	0	11	36	2	3	3	7	0	0
	15/12/2017	0	1	14	42	3	5	6	15	0	0
	22/12/2017	0	1	14	47	3	6	8	15	1	0
	12/01/2018	0	2	21	60	3	8	12	23	2	0
	19/01/2018	0	3	30	79	4	10	16	34	4	0
	26/01/2018	0	6	33	90	4	12	19	42	6	0
	02/02/2018	0	7	36	98	4	12	22	46	8	0
	09/02/2018	0	13	44	109	4	21	26	51	14	0
	16/02/2018	0	15	44	119	5	28	27	58	15	0
	23/02/2018	0	23	45	130	7	43	29	66	21	0
	02/03/2018	0	25	46	132	9	57	32	68	25	0
	09/03/2018	0	27	52	138	11	67	38	72	33	0
	16/03/2018	0	29	54	141	13	73	40	77	44	1
	23/03/2018	0	33	59	144	14	85	40	79	52	2
	02/04/2018	0	38	64	151	16	94	42	83	61	2
	06/04/2018	1	38	64	151	16	100	44	84	66	2
	13/04/2018	10	38	64	162	16	109	47	87	71	3
	20/04/2018	24	49	64	165	16	119	48	91	77	3
	27/04/2018	33	57	73	168	23	123	48	94	82	3
	04/05/2018	34	59	76	168	23	126	48	94	83	3
	11/05/2018	40	61	77	171	23	128	48	95	89	3
	18/05/2018	56	66	80	172	23	129	48	96	94	3
	25/05/2018	65	71	81	172	24	129	48	97	98	4

Progress - ISCED 1 (in numbers of participating teachers)	ISCED 1- PART 2	Germany	Greece	Hungary	Iceland	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta
	17/11/2017	0	0	6	0	0	0	2	0	0	0
	24/11/2017	0	0	8	0	0	0	4	0	0	1
	01/12/2017	0	0	9	0	1	0	6	2	0	1
	08/12/2017	0	0	17	0	1	0	10	9	0	1
	15/12/2017	0	0	19	0	1	1	13	15	0	1
	22/12/2017	0	0	21	0	1	1	18	18	0	2
	12/01/2018	0	0	26	0	1	2	21	32	0	3
	19/01/2018	1	0	28	0	4	2	46	34	0	4
	26/01/2018	1	0	31	0	11	2	49	49	0	5
	02/02/2018	1	0	37	3	13	2	56	57	0	7
	09/02/2018	2	0	41	4	14	3	60	75	0	8
	16/02/2018	2	0	45	5	15	4	61	86	0	9
	23/02/2018	2	0	58	6	18	7	67	104	0	12
	02/03/2018	3	0	63	9	22	11	65	122	0	12
	09/03/2018	3	0	71	9	25	12	65	131	0	12
	16/03/2018	3	0	75	9	27	16	66	134	0	13
	23/03/2018	3	0	86	9	27	17	69	141	0	13
	02/04/2018	4	0	98	9	28	20	73	155	2	12
	06/04/2018	4	0	103	9	29	20	74	156	2	12
	13/04/2018	5	0	149	9	34	25	77	162	2	13
	20/04/2018	5	0	179	10	38	31	80	171	2	13
	27/04/2018	5	0	194	11	40	39	82	175	3	13
	04/05/2018	5	2	197	11	41	39	83	175	3	13
	11/05/2018	6	9	206	11	45	48	86	176	3	13
	18/05/2018	6	14	211	12	49	56	91	176	3	14
25/05/2018	6	19	211	12	54	66	95	176	3	15	

Progress - ISCED 1 (in numbers of participating teachers)	ISCED 1- PART 3	Norway	Netherlands	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Turkey	UK
	17/11/2017	0	0	0	0	1	0	1	0	0	0	0
	24/11/2017	0	0	0	0	1	2	3	0	0	0	0
	01/12/2017	0	1	0	0	1	2	4	0	0	0	0
	08/12/2017	0	1	0	0	2	3	6	0	1	0	0
	15/12/2017	0	1	0	0	7	3	6	0	2	0	0
	22/12/2017	0	1	0	0	7	4	8	1	2	0	0
	12/01/2018	0	1	0	0	10	9	12	2	3	0	0
	19/01/2018	0	1	4	0	11	10	17	2	5	0	0
	26/01/2018	0	1	4	2	13	11	19	3	5	0	1
	02/02/2018	1	2	5	3	14	15	19	5	5	0	3
	09/02/2018	1	3	5	8	18	21	21	6	6	0	3
	16/02/2018	1	3	5	10	21	27	21	10	6	0	3
	23/02/2018	1	3	5	15	22	29	22	11	8	0	6
	02/03/2018	2	4	6	21	27	34	23	15	10	0	8
	09/03/2018	2	4	6	23	27	36	24	17	13	1	9
	16/03/2018	2	4	6	30	30	41	27	23	15	1	11
	23/03/2018	2	5	6	34	36	49	29	27	16	2	11
	02/04/2018	2	6	6	39	47	52	35	30	17	2	15
	06/04/2018	2	8	6	41	47	53	35	30	17	2	15
	13/04/2018	5	10	6	46	48	56	37	38	17	2	17
	20/04/2018	9	15	6	54	58	63	40	43	17	2	22
	27/04/2018	12	16	6	56	63	68	40	47	23	2	28
	04/05/2018	12	16	7	57	64	68	40	47	25	2	28
11/05/2018	12	16	8	60	68	70	41	50	25	3	34	
18/05/2018	13	17	12	63	71	75	42	54	28	3	39	
25/05/2018	14	19	16	69	79	76	42	58	34	3	45	

Progress - ISCED 2 (in numbers of participating classes)	ISCED 2- PART 1	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France
	17/11/2017	0	0	3	3	0	0	1	0	0	0
	24/11/2017	0	0	5	11	0	0	2	0	0	0
	01/12/2017	0	0	6	25	0	1	4	2	0	0
	08/12/2017	0	0	11	37	0	2	4	8	0	0
	15/12/2017	0	0	13	52	0	4	5	17	0	0
	22/12/2017	0	0	14	74	0	5	8	27	0	0
	12/01/2018	0	0	21	75	0	7	10	29	1	0
	19/01/2018	0	2	27	81	0	11	14	43	2	0
	26/01/2018	0	3	32	98	0	16	18	56	4	0
	02/02/2018	0	5	36	106	1	24	21	61	6	0
	09/02/2018	0	7	44	123	1	32	28	70	8	0
	16/02/2018	0	8	49	141	1	40	29	76	10	0
	23/02/2018	0	11	52	151	1	47	35	90	12	1
	02/03/2018	0	21	54	160	1	70	41	92	17	1
	09/03/2018	0	22	59	167	1	78	44	93	19	2
	16/03/2018	0	26	63	170	1	90	47	96	24	2
	23/03/2018	0	27	69	173	1	97	55	102	29	3
	02/04/2018	0	36	76	183	1	111	56	109	34	6
	06/04/2018	0	36	76	183	1	114	58	111	38	8
	13/04/2018	0	36	78	187	1	125	62	115	42	11
	20/04/2018	4	36	83	192	1	139	65	117	47	11
	27/04/2018	10	40	89	197	3	151	68	120	52	12
	04/05/2018	11	40	91	197	4	153	68	121	52	12
	11/05/2018	20	43	91	203	5	154	69	122	56	12
	18/05/2018	25	46	92	206	6	154	70	126	60	12
25/05/2018	37	49	92	206	6	154	70	126	62	12	

Progress - ISCED 2 (in numbers of participating classes)	Progress ISCED 2- PART 2	Germany	Greece	Hungary	Iceland	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta
	17/11/2017	0	0	1	0	0	0	4	0	0	0
	24/11/2017	0	0	6	0	0	0	8	0	0	0
	01/12/2017	0	0	12	0	1	0	17	1	0	0
	08/12/2017	0	0	12	0	2	0	23	8	0	0
	15/12/2017	0	0	15	0	2	0	43	15	0	0
	22/12/2017	0	0	18	0	3	0	52	23	0	0
	12/01/2018	0	0	29	0	3	0	55	35	0	0
	19/01/2018	0	0	35	0	3	0	63	44	0	1
	26/01/2018	0	0	38	1	3	0	71	62	0	2
	02/02/2018	0	0	40	1	3	0	77	72	0	2
	09/02/2018	0	0	42	3	3	1	87	88	0	2
	16/02/2018	0	0	48	4	3	2	90	105	0	3
	23/02/2018	0	0	64	7	3	3	93	110	0	3
	02/03/2018	1	0	65	9	3	4	92	130	0	3
	09/03/2018	2	0	68	9	3	4	93	143	0	3
	16/03/2018	4	0	73	9	3	4	93	151	0	3
	23/03/2018	4	0	80	9	3	5	96	160	0	3
	02/04/2018	4	0	92	9	3	9	101	176	0	3
	06/04/2018	4	0	94	9	3	9	101	176	0	3
	13/04/2018	5	0	116	10	3	10	106	184	0	3
	20/04/2018	6	0	156	10	3	10	111	195	0	3
	27/04/2018	6	0	185	10	3	16	116	199	0	3
	04/05/2018	6	0	192	10	4	18	117	200	0	3
11/05/2018	9	1	207	12	4	22	117	200	0	4	
18/05/2018	13	3	220	12	4	27	122	201	0	5	
25/05/2018	13	7	224	13	5	38	126	201	0	5	

Progress - ISCED 2 (in numbers of participating classes)	ISCED 2- PART 3	Norway	Netherlands	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Turkey	UK
	17/11/2017	0	0	0	0	2	1	1	1	0	0	0
	24/11/2017	0	0	0	0	3	1	2	1	0	0	0
	01/12/2017	0	0	0	0	3	3	5	1	0	0	0
	08/12/2017	0	0	0	0	4	4	8	1	1	0	0
	15/12/2017	0	0	0	0	8	7	9	1	2	0	0
	22/12/2017	0	0	0	0	11	11	13	1	3	0	0
	12/01/2018	0	0	0	0	11	12	13	2	3	0	0
	19/01/2018	0	0	1	0	12	16	14	5	4	0	0
	26/01/2018	0	0	3	1	15	24	18	8	6	0	0
	02/02/2018	1	0	5	4	19	27	19	8	6	0	0
	09/02/2018	1	0	8	7	21	33	25	8	6	0	0
	16/02/2018	1	0	9	7	26	42	28	8	7	0	0
	23/02/2018	1	0	11	9	32	45	30	14	8	0	0
	02/03/2018	1	0	12	12	35	51	30	16	9	0	1
	09/03/2018	1	0	12	12	35	51	30	17	9	0	2
	16/03/2018	1	1	13	20	37	71	35	23	10	0	3
	23/03/2018	1	1	13	29	43	75	39	31	12	1	3
	02/04/2018	1	2	13	33	53	82	41	33	14	1	3
	06/04/2018	1	2	13	34	53	84	42	33	15	1	3
	13/04/2018	2	4	13	36	60	90	44	43	18	1	3
	20/04/2018	4	6	13	41	75	102	48	52	21	1	3
	27/04/2018	7	6	13	49	91	108	55	59	23	1	4
	04/05/2018	7	6	13	52	92	116	55	60	23	1	4
	11/05/2018	9	6	13	56	98	121	55	62	24	1	4
	18/05/2018	9	6	16	58	108	128	56	67	24	1	5
25/05/2018	10	6	17	68	110	135	56	73	25	1	9	

Progress - ISCED 3A (in numbers of participating classes)	ISCED 3A- PART 1	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France
	17/11/2017	0	0	1	2	0	0	5	0	0	0
	24/11/2017	0	0	2	3	0	2	7	0	0	0
	01/12/2017	0	0	3	6	0	2	7	1	0	0
	08/12/2017	0	0	7	8	2	5	9	6	1	0
	15/12/2017	0	0	10	11	2	6	10	12	1	0
	22/12/2017	0	0	10	15	2	6	10	16	2	0
	12/01/2018	0	0	11	15	2	10	12	20	6	0
	19/01/2018	0	2	18	19	2	13	12	29	8	0
	26/01/2018	0	3	19	21	2	17	14	32	11	0
	02/02/2018	0	4	22	22	2	21	14	36	11	0
	09/02/2018	0	7	26	26	2	22	14	42	20	0
	16/02/2018	0	7	26	26	2	24	14	45	23	1
	23/02/2018	0	9	28	26	3	34	15	49	24	1
	02/03/2018	0	20	29	26	3	46	15	49	27	1
	09/03/2018	0	23	30	27	3	51	15	49	28	1
	16/03/2018	0	25	33	27	3	56	16	49	30	2
	23/03/2018	0	27	36	28	4	58	16	52	30	4
	02/04/2018	0	31	37	29	4	62	16	55	32	6
	06/04/2018	0	31	37	29	4	63	17	55	32	6
	13/04/2018	1	32	43	31	4	68	17	55	35	7
	20/04/2018	8	34	44	33	4	75	18	56	42	7
	27/04/2018	11	36	46	35	4	78	20	56	48	7
	04/05/2018	12	36	47	35	4	78	21	56	49	7
	11/05/2018	12	39	49	35	4	78	21	56	52	7
	18/05/2018	13	40	50	37	4	78	21	56	55	7
25/05/2018	16	43	50	37	4	78	21	57	56	7	

Progress - ISCED 3A (in numbers of participating classes)	ISCED 3A- PART 2	Germany	Greece	Hungary	Iceland	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta
	17/11/2017	0	0	1	0	0	0	2	0	0	0
	24/11/2017	0	0	3	0	0	0	8	0	0	0
	01/12/2017	0	0	4	0	1	0	18	0	0	0
	08/12/2017	0	0	6	0	1	0	24	4	0	0
	15/12/2017	0	1	8	0	1	0	31	8	0	0
	22/12/2017	0	2	11	0	2	0	39	15	0	0
	12/01/2018	0	2	16	0	2	1	43	20	0	0
	19/01/2018	0	2	17	1	2	1	53	24	0	2
	26/01/2018	0	2	17	1	2	1	59	35	0	2
	02/02/2018	0	2	18	1	2	1	63	43	0	2
	09/02/2018	0	2	25	2	2	1	68	47	0	2
	16/02/2018	0	2	30	3	2	1	69	51	0	2
	23/02/2018	0	2	36	3	2	4	71	51	0	3
	02/03/2018	1	2	38	4	2	4	71	63	0	3
	09/03/2018	2	2	38	4	2	5	71	68	0	3
	16/03/2018	3	2	39	5	2	6	71	72	0	3
	23/03/2018	4	2	40	5	2	8	71	81	0	3
	02/04/2018	4	2	46	5	2	10	74	83	0	3
	06/04/2018	4	2	46	6	2	10	74	83	0	3
	13/04/2018	4	2	48	6	2	13	77	86	0	3
	20/04/2018	4	2	54	6	2	16	81	90	0	3
	27/04/2018	4	0	57	6	3	23	84	96	0	3
	04/05/2018	5	2	57	6	3	26	84	96	0	3
11/05/2018	5	3	57	6	3	28	84	96	0	3	
18/05/2018	6	3	58	6	3	34	90	96	0	4	
25/05/2018	6	4	59	6	4	44	94	96	0	4	



Progress - ISCED 3A (in numbers of participating classes)	ISCED 3A- PART 3	Norway	Netherlands	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Turkey	UK
	17/11/2017	0	0	0	0	2	2	2	1	0	0	0
	24/11/2017	0	0	0	0	5	5	3	1	0	0	0
	01/12/2017	0	0	0	0	6	8	4	1	5	0	0
	08/12/2017	0	0	0	0	8	11	5	1	6	0	0
	15/12/2017	0	0	0	0	11	13	7	1	6	0	0
	22/12/2017	0	0	0	0	12	16	8	1	6	0	0
	12/01/2018	0	0	0	0	12	17	8	3	6	0	0
	19/01/2018	0	0	2	0	13	20	9	5	7	0	0
	26/01/2018	1	0	3	1	13	26	10	8	7	0	0
	02/02/2018	1	0	3	1	16	29	10	8	7	0	0
	09/02/2018	1	0	7	2	16	34	10	9	8	0	0
	16/02/2018	1	0	7	2	16	40	10	10	9	0	0
	23/02/2018	2	0	7	3	16	42	10	12	10	0	0
	02/03/2018	3	0	10	4	17	43	10	15	11	0	0
	09/03/2018	3	0	10	4	18	43	10	17	11	0	1
	16/03/2018	3	0	10	10	23	49	10	23	13	0	3
	23/03/2018	3	0	11	13	24	55	10	31	14	0	3
	02/04/2018	3	1	11	14	30	60	10	34	15	0	3
	06/04/2018	3	1	11	14	30	64	10	34	15	0	3
	13/04/2018	5	2	11	15	31	67	10	45	16	0	3
	20/04/2018	6	4	11	19	38	69	10	50	18	0	3
	27/04/2018	8	4	11	19	44	72	10	59	18	0	3
	04/05/2018	9	4	11	22	45	73	10	59	18	0	3
11/05/2018	9	4	11	24	46	73	10	66	18	0	3	
18/05/2018	10	4	11	25	47	75	10	73	18	0	3	
25/05/2018	11	4	13	31	52	75	10	77	19	0	4	

Progress - ISCED 3B (in numbers of participating classes)	ISCED 3B- PART 1	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France
	17/11/2017	0	0	2	1	0	0	0	0	0	0
	24/11/2017	0	0	6	4	0	1	2	0	0	0
	01/12/2017	0	0	8	13	0	1	3	0	0	0
	08/12/2017	0	0	8	20	0	1	3	0	0	0
	15/12/2017	0	0	10	28	0	3	4	0	0	0
	22/12/2017	0	0	10	32	0	3	4	0	0	0
	12/01/2018	0	0	11	33	0	5	4	1	1	0
	19/01/2018	0	0	13	36	0	7	4	1	1	0
	26/01/2018	0	0	14	45	0	7	4	1	2	0
	02/02/2018	0	2	14	50	0	9	5	2	3	0
	09/02/2018	0	2	18	54	0	9	5	2	3	0
	16/02/2018	0	2	18	55	0	9	5	3	3	1
	23/02/2018	0	7	19	59	0	11	5	3	3	1
	02/03/2018	0	12	19	59	0	18	5	3	4	2
	09/03/2018	0	13	20	61	0	20	5	3	4	3
	16/03/2018	0	13	21	61	0	23	4	3	5	4
	23/03/2018	0	14	23	65	0	24	4	3	7	5
	02/04/2018	0	17	25	67	0	26	4	5	7	8
	06/04/2018	0	17	25	67	0	28	3	5	7	8
	13/04/2018	3	17	26	68	0	31	3	5	7	10
	20/04/2018	8	17	29	72	0	34	3	5	7	10
	27/04/2018	12	20	31	77	0	35	3	5	9	10
	04/05/2018	14	20	32	77	0	35	3	6	8	10
	11/05/2018	19	23	32	78	0	35	3	6	8	10
	18/05/2018	21	24	34	79	0	35	3	7	8	10
25/05/2018	22	29	34	79	0	35	3	7	10	10	

Progress - ISCED 3B (in numbers of participating classes)	ISCED 3B- PART 2	Germany	Greece	Hungary	Iceland	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta
	17/11/2017	0	0	0	0	0	0	0	0	0	0
	24/11/2017	0	0	0	0	0	0	0	0	0	0
	01/12/2017	0	0	2	0	0	0	0	0	0	0
	08/12/2017	0	0	4	0	0	0	0	0	0	0
	15/12/2017	0	0	5	0	0	0	2	1	0	0
	22/12/2017	0	0	7	0	0	0	2	3	0	0
	12/01/2018	0	0	8	0	0	0	2	3	0	0
	19/01/2018	0	0	10	0	0	0	2	7	0	0
	26/01/2018	0	0	11	0	0	0	2	7	0	0
	02/02/2018	0	0	13	0	0	0	2	8	0	0
	09/02/2018	0	0	16	0	0	0	2	8	0	0
	16/02/2018	0	1	23	0	0	0	2	8	0	0
	23/02/2018	0	1	28	0	0	1	2	8	0	0
	02/03/2018	1	1	29	0	0	1	2	9	0	0
	09/03/2018	1	1	31	1	0	1	2	9	0	0
	16/03/2018	2	1	33	1	0	1	2	10	0	0
	23/03/2018	3	1	35	1	0	1	2	12	0	0
	02/04/2018	3	1	38	1	0	1	2	12	0	0
	06/04/2018	3	1	40	1	0	1	2	12	0	0
	13/04/2018	3	1	46	1	0	1	3	12	0	0
	20/04/2018	4	1	49	1	0	1	3	12	0	0
	27/04/2018	4	0	54	1	0	3	3	13	0	0
	04/05/2018	5	1	54	1	0	3	3	13	0	0
	11/05/2018	6	1	56	1	0	3	3	13	0	0
	18/05/2018	6	2	57	1	0	4	3	13	0	0
25/05/2018	6	3	58	1	0	5	3	13	0	0	

Progress - ISCED 3B (in numbers of participating classes)	ISCED 3B- PART 3	Norway	Netherlands	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Turkey	UK
	17/11/2017	0	0	0	0	1	0	2	0	1	0	0
	24/11/2017	0	0	0	0	1	0	3	0	2	0	0
	01/12/2017	0	0	0	0	3	1	4	0	4	0	0
	08/12/2017	0	0	0	0	6	1	5	0	5	0	0
	15/12/2017	0	0	0	0	7	2	6	0	5	0	0
	22/12/2017	0	0	0	0	8	4	7	0	5	0	0
	12/01/2018	0	0	0	0	8	4	7	0	5	0	0
	19/01/2018	0	0	1	0	8	4	7	1	6	0	0
	26/01/2018	0	0	3	0	8	4	9	1	6	0	0
	02/02/2018	1	0	3	1	9	5	9	1	6	0	0
	09/02/2018	1	0	4	4	9	6	10	2	7	0	0
	16/02/2018	1	0	7	6	9	6	10	2	7	0	0
	23/02/2018	2	0	7	8	9	6	11	4	7	0	0
	02/03/2018	2	0	8	11	10	7	11	4	7	0	0
	09/03/2018	2	0	8	11	11	7	11	7	7	0	0
	16/03/2018	2	0	8	13	14	9	11	9	8	0	0
	23/03/2018	2	0	8	16	15	9	11	11	9	0	0
	02/04/2018	2	0	8	17	18	11	11	13	9	0	0
	06/04/2018	2	0	8	17	18	12	11	13	9	0	0
	13/04/2018	2	2	8	19	18	14	11	18	9	0	0
	20/04/2018	4	3	8	25	22	15	11	21	11	1	0
	27/04/2018	7	3	8	28	26	15	11	24	11	1	0
	04/05/2018	7	3	9	32	27	15	11	24	11	1	0
11/05/2018	8	3	9	33	27	15	11	26	12	1	0	
18/05/2018	8	3	9	35	28	17	12	33	12	1	0	
25/05/2018	8	3	10	39	30	17	12	39	13	2	0	

### 3.7 Final fieldwork statistics

The following tables provide information on final achieved fieldwork results. In particular, details can be found on the number of invitations sent, reminders sent, and surveys completed by the end of the fieldwork period, by ISCED level and country.

**Table 16- Final fieldwork statistics**

PART 1 OF 3	Total	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland
Total 'unique' invitations send to headteachers	141968	5530	5586	2305	1277	449	5815	3163	554	2672
Total number of reminders to headteacher for school participation	586592	8560	20462	13165	4968	2830	24207	14659	2424	14054
Total number of reminders to school coordinators	11421	513	495	642	533	135	586	304	204	460
Total completed headteachers interviews	7162	336	267	325	489	75	482	265	192	311
Total reminders to complete head teacher survey	7093	47	390	422	321	68	359	218	202	365
Total completed ISCED 1 teachers interviews	1901	65	71	81	172	24	129	48	97	98
Total reminders to complete ISCED 1 teacher survey	1607	39	77	55	133	16	61	48	107	120
Total completed ISCED 2 teachers interviews	4846	87	92	272	569	16	419	182	258	152
Total reminders to complete ISCED 2 teacher survey	4784	115	160	219	420	19	255	220	306	191
Total completed ISCED 3A teachers interviews	2110	35	111	134	93	8	137	27	111	123
Total reminders to complete ISCED 3A teacher survey	2431	53	159	103	68	12	142	23	141	124
Total completed ISCED 3B teachers interviews	1061	47	55	83	186	0	79	4	13	25
Total reminders to complete ISCED 3B teacher survey	1266	63	110	66	132	0	57	0	17	34
Total completed parent interviews	19040	277	379	1653	1839	53	1042	547	1119	670
Total completed student interviews	48799	1063	1253	2583	4289	120	4287	1441	2473	1478

PART 2 OF 3	France	Germany	Greece	Hungary	Iceland	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta
Total 'unique' invitations sent to headteachers	4535	4936	7850	5837	184	3407	24263	812	1228	191	142
Total number of reminders to headteacher for school participation	33667	17586	8753	22673	838	18263	119096	3920	4592	162	575
Total number of reminders to school coordinators	407	211	165	488	42	345	1181	294	329	12	87
Total completed headteachers interviews	201	150	146	496	42	184	460	230	347	18	51
Total reminders to complete head teacher survey	350	92	38	248	54	235	414	301	372	15	81
Total completed ISCED 1 teachers interviews	4	6	19	211	12	54	66	95	176	3	15
Total reminders to complete ISCED 1 teacher survey	19	0	0	93	16	45	51	106	109	0	32
Total completed ISCED 2 teachers interviews	42	33	24	573	31	4	106	276	483	0	14
Total reminders to complete ISCED 2 teacher survey	105	0	0	267	56	0	144	390	376	0	47
Total completed ISCED 3A teachers interviews	6	21	11	131	12	7	101	197	241	0	14
Total reminders to complete ISCED 3A teacher survey	30	0	3	98	64	1	102	270	205	0	40
Total completed ISCED 3B teachers interviews	18	13	2	126	1	0	19	8	34	0	0
Total reminders to complete ISCED 3B teacher survey	81	0	0	88	7	0	19	3	23	0	0
Total completed parent interviews	73	68	37	2092	80	156	464	1184	2652	0	64
Total completed student interviews	519	398	189	5188	161	140	1248	2619	4456	0	117

PART 3 OF 3	Norway	Netherlands	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Turkey	UK
Total 'unique' invitations	2133	11168	5369	2885	5293	2903	598	3443	3511	2434	21495
Total number of reminders to headteacher for school participation	6690	37375	3987	15871	24645	6850	3206	22690	20133	7877	101814
Total number of reminders to school coordinators	199	412	79	384	713	815	125	615	269	117	260
Total completed headteachers interviews	93	156	123	194	337	450	119	309	142	44	128
Total reminders to complete head teacher survey	14	168	23	413	485	421	129	507	211	11	119
Total completed ISCED 1 teachers interviews	14	19	16	69	79	76	42	58	34	3	45
Total reminders to complete ISCED 1 teacher survey	23	21	17	68	137	49	46	45	54	9	11
Total completed ISCED 2 teachers interviews	23	9	42	173	226	351	130	187	59	6	7
Total reminders to complete ISCED 2 teacher survey	32	36	51	218	474	208	125	218	106	10	16
Total completed ISCED 3A teachers interviews	17	1	26	64	91	161	21	179	24	0	6
Total reminders to complete ISCED 3A teacher survey	22	23	49	96	166	105	16	264	38	0	14
Total completed ISCED 3B teachers interviews	20	4	18	91	52	31	25	92	13	2	0
Total reminders to complete ISCED 3B teacher survey	31	21	43	140	110	47	24	112	32	6	0
Total completed parent interviews	54	56	268	463	1489	822	410	700	217	35	77
Total completed student interviews	455	224	728	1883	2931	3292	1143	3032	897	24	168



## 4. Partial registration, refusals, and no answers

As aforementioned in section 2.3, the head teacher of each selected school was sent an email inviting them to register their participation in the survey. The table below provides details on how many head teachers only partially registered, indicated their refusal to participate, or did not answer the invitation.

**Table 17- Overview of registration process by country**

Country	Participation confirmed and valid		Partial registration		Refusal		No answer	
Austria	416	9%	513	11%	39	1%	3591	79%
Belgium	348	7%	554	12%	93	2%	3815	79%
Bulgaria	390	17%	902	40%	12	1%	949	42%
Croatia	549	44%	320	26%	63	5%	300	24%
Cyprus	85	19%	143	32%	17	4%	199	45%
Czech Republic	590	11%	1310	24%	213	4%	3339	61%
Denmark	344	11%	600	19%	374	12%	1789	58%
Estonia	218	40%	131	24%	49	9%	140	26%
Finland	380	15%	373	15%	132	5%	1571	64%
France	263	6%	730	16%	57	1%	3447	77%
Germany	208	4%	541	12%	65	1%	3873	83%
Greece	187	2%	599	8%	11	0%	7029	90%
Hungary	665	12%	1370	25%	165	3%	3323	60%
Iceland	47	26%	48	26%	13	7%	76	41%
Ireland	267	8%	492	14%	142	4%	2490	73%
Italy	721	3%	3530	15%	95	0%	19466	82%
Latvia	269	37%	165	22%	42	6%	255	35%
Lithuania	403	35%	383	33%	42	4%	319	28%
Luxembourg	21	11%	29	16%	3	2%	133	72%
Malta	61	45%	39	29%	8	6%	27	20%
Norway	142	7%	247	12%	44	2%	1684	80%
Netherlands	225	2%	920	9%	676	7%	8133	82%
Poland	163	3%	474	9%	12	0%	4560	88%

Portugal	290	11%	933	37%	32	1%	1288	51%
Romania	537	11%	958	19%	7	0%	3558	70%
Slovakia	590	21%	820	30%	75	3%	1260	46%
Slovenia	146	25%	113	19%	14	2%	312	53%
Spain	478	14%	679	20%	77	2%	2094	63%
Sweden	226	7%	446	15%	68	2%	2331	76%
Turkey	65	3%	239	11%	3	0%	1851	86%
UK	193	1%	636	3%	77	0%	19818	96%

In the event that the head teacher completed the registration survey, the school coordinator was then required to provide information on the relevant teachers and classes within the school. In a number of cases, this school information was not provided in full, or not provided at all, preventing the survey from being implemented in that school. The table below provides information on the number of school coordinators by country who provided full, partial, or no school information.

**Table 18- Overview of information provision process by school coordinators by country**

Country	Partial school information provided	Full school information provided	No school information provided
Austria	138 33%	156 38%	122 29%
Belgium	79 23%	130 37%	150 43%
Bulgaria	133 34%	162 42%	95 24%
Croatia	121 22%	328 60%	100 18%
Cyprus	27 32%	30 35%	28 33%
Czech Republic	192 33%	233 39%	166 28%
Denmark	100 29%	128 37%	116 34%
Estonia	33 15%	154 71%	31 14%
Finland	73 19%	205 54%	112 29%
France	51 19%	38 14%	179 68%
Germany	72 35%	46 22%	90 43%
Greece	46 25%	40 21%	101 54%
Hungary	190 29%	290 44%	185 28%

Iceland	7	15%	22	47%	18	38%
Ireland	64	24%	68	25%	135	51%
Italy	260	36%	157	22%	304	42%
Latvia	45	17%	163	61%	61	23%
Lithuania	88	22%	246	61%	69	17%
Luxembourg	4	19%	6	29%	11	52%
Malta	16	26%	26	43%	24	39%
Norway	43	30%	58	41%	41	29%
Netherlands	86	38%	34	15%	105	47%
Poland	44	27%	44	27%	75	46%
Portugal	84	29%	133	46%	73	25%
Romania	149	28%	144	27%	244	45%
Slovakia	180	31%	240	41%	170	29%
Slovenia	38	26%	76	52%	32	22%
Spain	147	31%	140	29%	191	40%
Sweden	57	25%	82	36%	87	38%
Turkey	13	20%	8	12%	44	68%
UK	36	19%	66	34%	91	47%

## 5. Data treatment

### 5.1 Invalid results

#### 5.1.1 Country exclusions

For certain ISCED levels within countries, the number of achieved interviews was too low to allow us to use the data for analytical purposes. Findings from sample sizes too small would be meaningless, and as such, these results had to be eliminated from the final dataset. Specific criteria for elimination of data was discussed between Ipsos, Deloitte, and the European Commission and it was agreed that the minimum threshold to process data from each target group (head teachers, teachers, students, and parents) was 30 participating schools per country per ISCED level. However, in some small countries, this threshold was too high in comparison with the total number of schools in the country. In these cases, the minimum threshold necessary to process the data was established at 10% of the universe.

The table below shows which data was excluded on the basis of the “30 schools per country per ISCED level OR 10% of the universe” exclusion rule. Cells marked with an X indicate that the data was excluded. The number in each cell corresponds to the minimum threshold (30 schools, unless indicated otherwise due to a small universe). Details on the universe with a breakdown of schools per ISCED level for each country is available in annex 18.

**Table 19- Minimum threshold needed for inclusion**

exclude = x	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Germany	Greece	Hungary	Iceland	Ireland
HT Isced 1	30	30	30	30	30	30	30	30	30	30	30	30	30	15	30
HT Isced 2	30	30	30	30	6	30	30	30	30	30	30	30	30	14	x
HT Isced 3a	30	30	30	30	4	30	29	18	30	30	30	x	30	3	x
HT Isced 3b	16	30	30	30	1	30	x	3	10	30	30	x	30	2	x
HT Isced 3	30	30	30	30	5	30	30	21	30	30	30	30	30	5	x
TC Isced 1	30	30	30	30	x	30	30	30	30	x	x	x	30	15	30
TC Isced 2	30	30	30	30	6	30	30	30	30	x	x	x	30	14	x
TC Isced 3a	x	30	30	30	4	30	x	18	30	x	x	x	30	3	x
TC Isced 3b	x	x	30	30	x	30	x	3	10	x	x	x	30	x	x
TC Isced 3	30	30	30	30	x	30	x	21	30	x	x	x	30	5	x
ST Isced 2	30	30	30	30	6	30	30	30	30	x	x	x	30	14	x
ST Isced 3a	x	30	30	30	4	30	29	18	30	x	x	x	30	3	x
ST Isced 3b	16	30	30	30	x	x	30	3	10	x	x	x	30	x	x
ST Isced 3	30	30	30	30	5	30	30	21	30	x	x	x	30	5	x
PA Isced 1	30	30	30	30	x	30	30	30	30	x	x	x	30	15	30
PA Isced 2	30	30	30	30	x	30	30	30	30	x	x	x	30	14	x
PA Isced 3a	x	x	30	30	x	30	x	18	30	x	x	x	30	x	x
PA Isced 3b	x	x	x	30	x	x	x	3	x	x	x	x	30	x	x
PA Isced 3	x	30	30	30	x	30	x	21	30	x	x	x	30	x	x

exclude = x	Italy	Latvia	Lithuania	Luxembourg	Malta	Norway	Netherlands	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Turkey	UK
HT Isced 1	30	30	30	15	10	30	30	30	30	30	30	30	30	30	30	30
HT Isced 2	30	30	30	x	5	x	30	30	30	30	30	30	30	30	x	x
HT Isced 3a	30	30	30	x	5	13	x	30	30	30	30	8	30	30	x	x
HT Isced 3b	30	x	8	x	x	5	x	30	30	30	2	10	30	30	x	x
HT Isced 3	30	30	30	x	5	18	30	30	30	30	30	18	30	30	x	x
TC Isced 1	30	30	30	x	10	x	x	x	30	30	30	30	30	30	x	30
TC Isced 2	30	30	30	x	5	x	x	x	30	30	30	30	30	30	x	x
TC Isced 3a	30	30	30	x	5	x	x	x	30	30	30	8	30	x	x	x
TC Isced 3b	x	x	8	x	x	5	x	x	30	x	x	10	30	x	x	x
TC Isced 3	30	30	30	x	5	18	x	x	30	30	30	18	30	x	x	x
ST Isced 2	30	30	30	x	5	x	x	x	30	30	30	30	30	30	x	x
ST Isced 3a	30	30	30	x	5	13	x	x	30	30	30	8	30	x	x	x
ST Isced 3b	x	x	8	x	x	5	x	x	30	30	2	10	30	x	x	x
ST Isced 3	30	30	30	x	5	18	x	x	30	30	30	18	30	x	x	x
PA Isced 1	30	30	30	x	10	x	x	x	30	30	30	30	30	x	x	30
PA Isced 2	30	30	30	x	x	x	x	x	30	30	30	30	30	x	x	x
PA Isced 3a	x	x	30	x	x	x	x	x	x	30	30	8	30	x	x	x
PA Isced 3b	x	x	x	x	x	x	x	x	30	x	x	x	x	x	x	x
PA Isced 3	30	30	30	x	x	x	x	x	30	30	30	18	30	x	x	x

### 5.1.2 Exclusions from graphs

Certain questions within each survey had routing, meaning they were only asked to those respondents for whom the question was applicable. As such, there are certain questions for which the base size is smaller than 30, or 10% of the universe. Similarly, respondents had the option to select the answer "don't know" within each question, meaning that the base size of respondents having given an informative answer could be smaller than the initial base size indicated in the section above.

When calculating averages on specific questions, data from all of the ISCED levels that were not excluded through the "Minimum threshold" rule explained above was retained, even if the base sizes *on that specific question* was smaller due to the aforementioned reasons.

Where base sizes on specific questions were too small, results for that specific country were not included as a separate country indicator within a chart (and only included in calculating the average across countries). To determine this "minimum base size" for presenting country-specific results, the same process was used as that explained in section 5.1.1 above.

## 5.2 Data cleaning

Data checks were undertaken from the beginning of fieldwork in order to ensure that any issues with questionnaire routing were corrected immediately. Moreover, specific requests to modify data or delete data were implemented throughout fieldwork, at the request of schools who made mistakes when completing the survey. Mistakes which were made before any routing took place were amended by our data processing team, while the data from mistakes which could not be amended (post-routing) was deleted in order to avoid the collection of inaccurate data.

After fieldwork was completed, a final data file was produced on which a process of data verifications was made. Some of the checks that were carried out include:

- Every question in the data file was checked against top line frequency counts that were produced directly from the survey database. This was done to ensure that the numbers in the data file were a reflection of the numbers in the actual database and that no corruption or error had occurred during the creation of the data file;
- Every question in the data file was checked to ensure that the base number was consistent with what we expected based on the filter for that question. Questions were also checked to ensure that the 'Don't know'/'Refused' codes have been coded correctly, and that the labelling was correct;
- All data was checked for outliers, which were discussed on a case by case basis in order to determine the best course of action.

Similarly, a number of corrections were made to the data after fieldwork was complete. These changes were:

- Recording PA02Q01 such that for anyone who had answered "0" to the question "How many children do you have?" this response was changed to a "1". As parent surveys were completed on the premise of having a child in the surveyed class, it was impossible for any of the parent survey interviewees to answer "0" to this question.
- Similarly, any answers equal to or above "20" for the same question (PA02Q01) were recoded into the answer "3".

- For the question PA11, there was an inconsistency in the answer items for Iceland and Croatia versus the rest of the countries. These items were either re-categorised or deleted post-fieldwork in order to correspond to the items presented to all 29 other countries.

## 5.3 Weighting

The weighting approach was based on the approach used in the 1<sup>st</sup> Survey of Schools: ICT in education, to promote comparability. We first outline the previous survey approach before describing how the weighting was undertaken of this survey.

### 5.3.1 Previous survey weighting approach

As described in the technical report of the first Survey of Schools: ICT in education, the weighting approach was based on a number of cumulative stages that are standard for surveys in schools:

1. inverse probability of school selection weights,
2. non-response adjustment for school participation (based on explicit stratification variables),
3. non-response adjustment for head teacher participation,
4. inverse probability of class selection weight for students, and
5. non-response adjustment for student participation.

The first two weights made up the weight for each school, with the head teacher and student weights multiplied to the school weight for these samples (and the student weight additionally used for the teacher samples).

The schools were selected with probability proportional to their size (providing size information available), given that this is an efficient sampling mechanism where equal numbers of classes are selected in each school (the sample is self-weighting at the class level). The strategy was varied depending on how the sampling was applied – in countries and ISCED levels where there was no size information the schools were selected with equal probability, as with the current survey. The same principle should apply to countries and ISCED levels where all schools were included in the sample due to limited numbers (a census), given that in this instance the selection probability of each school is equal.

A review of the previous survey weights also shows that the weights were gross weights, i.e. they were not scaled to an average of one (if this is done the weighted and unweighted sample sizes are the same). As such, the school weights summed to the total number of schools in each ISCED level, and the student weights summed to the total numbers of students in each of the represented target grades. These totals were the same for the equivalent weights (schools or students) across the different datasets (head teachers, students, teachers). This approach means that the same weights can be used for within-country or cross-country analyses, as the weighted total for each country is in line with the size of its target population.



### 5.3.2 Replicating the approach in the 2018 survey

#### **Schools weight (steps 1 and 2)**

With the new survey, given low levels of response, a census of all schools was taken in the majority of countries and ISCED levels. This means that the schools were selected with equal probability (i.e. every school had a 100% chance of selection). Of the exceptions to this (France, Germany, Norway, Poland, Spain, and Turkey), Poland and France were the only two countries where size information was available, and so the sample could be selected with probability proportional to size (PPS). As such, at step 1, the schools in the majority of countries have an identical selection weight in each ISCED level. The selection weight was calculated as the number of schools in the ISCED level on the sample frame divided by the number of schools participating in the ISCED level.<sup>9</sup>

Turning to the non-response adjustments, the 2013 approach was to adjust the achieved sample profiles to the sample frame proportions based on the explicit stratifiers used in the sampling. A range of different variables were used as explicit stratifiers, including region, type of school, language, urban/rural, among others. Most likely these choices were driven by what was available on the sample frames. In some countries no stratification was included in the sampling, again, probably due to a lack of suitable information on the sample frame. In these countries therefore this weighting step was not included (Bulgaria, Croatia, France, Iceland, Luxembourg, Malta and the Netherlands).

In common with the previous survey, a number of different stratification variables were employed in the sampling, based on sample frame availability. As the sources of the sample frames were not recorded in the previous survey it was not possible to seek the same sample frames, which might have included comparable stratification variables. This is a potential point of difference in the weighting scheme of the two surveys. A further potential point of difference is that, in the application of weighting based on sample frame stratification cells, it is good practice to not include in the weighting scheme a cell with fewer than 30 responses. In practice, considering the low number of responses, this has heavily limited the extent to which this weighting step was applied in the current survey. The previous survey has not documented how this was applied in practice, but we expect that it faced similar challenges, given the achieved sample sizes of schools and numbers of categories sometimes used as explicit strata<sup>10</sup>. This would have reduced how often/how extensively the schools non-response weighting was actually applied.

Nevertheless, following the principle of comparability, this step of weighting was applied in any of the strata it was feasible to do so, as shown in the following table.

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<sup>9</sup> An exception to this was for ISCED 3B in certain countries. On completing fieldwork, it was found that in some countries, the number of schools teaching ISCED level 3B was different from what was recorded in the sample frame, with the sample frame indicating 0 schools while certain schools registered teaching this level. The sample frame thus had to be revised, as clearly there were not zero schools teaching ISCED 3B in that country. The decision was made to amend the sample frame ISCED 3B figure to half of what was given for ISCED 3A (for example, a sample frame that included 100 schools at ISCED 3A and 0 schools at ISCED 3B was revised to indicate 100 schools at ISCED 3A and 50 schools at ISCED 3B). Detail of which sample frames were amended can be found in annex 18 (see "Adjusted school universe used for weighting purposes", with ISCED 3B cells highlighted).

<sup>10</sup> Examples of apparently problematic countries in the previous survey, i.e. those where cells of <30 can be expected (upper/lower Ns based on pooling ISCED 3a and 3b): Austria (9 categories across 96-111 schools depending on ISCED group), Czech Republic (14 across 110- 248), Demark (2 across 38-68), Finland (5 across 116-162), Greece (13 across 101-143), Hungary (20 across 136-252), Ireland (2 across 31-43), Italy (18 across 188-352), Norway (2 across 55-69), Poland (16 across 182-387), Portugal (5 across 79-169), Slovenia (12 across 33-81), Sweden (2 across 19-25) and Turkey (7 across 38-153).

**Table 20- Application of non-responses weights, strata with sufficient schools responses**

Country	ISCED1	ISCED2	ISCED3a	ISCED3b
Austria	Urban/rural (2 cells)	Urban/rural (2 cells)	-	-
Belgium	Language (2 cells)	Language (2 cells)	Language (2 cells)	-
Bulgaria	-	-	-	-
Croatia	-	-	-	-
Cyprus	-	-	-	-
Czech Republic	-	-	-	-
Denmark	-	-	-	-
Estonia	Urban/rural (2 cells)	Urban/rural (2 cells)	Urban/rural (2 cells)	-
Finland	-	-	-	-
France	-	-	-	-
Germany	-	-	-	-
Greece	-	-	-	-
Hungary	-	-	-	-
Iceland	-	-	-	-
Ireland	-	-	-	-
Italy	Region (5 cells)	Region (5 cells)	Region (5 cells)	-
Latvia	-	-	-	-
Lithuania	-	-	-	-
Luxembourg	-	-	-	-
Malta	-	-	-	-
Norway	-	-	-	-
Netherlands	-	-	-	-
Poland	Urban/rural (2 cells)	Urban/rural (2 cells)	-	-
Portugal	Public/private (2 cells)	Public/private (2 cells)	-	-
Romania	-	-	-	-
Slovakia	-	-	-	-
Slovenia	-	-	-	-
Spain	Public/private (2 cells)	Public/private (2 cells)	Public/private (2 cells)	-
Sweden	-	-	-	-
Turkey	-	-	-	-
UK	-	-	-	-

### ***Head teacher non-response adjustment (step 3)***

This school-level weight was included in the head teacher dataset. It involved scaling the schools weight so that the weighted head teacher base size equalled the weighted total number of schools. This was done at the country/ISCED level.

### ***Student weight (steps 4 and 5)***

In the previous survey this weight consisted of two stages. As in each school a single class was chosen for participation, out of those available in the target grade, the probability of selection of the class is one divided by the number of classes in the grade. Similarly, an adjustment was made for student participation. For example, if 20 out of 30 students in class (a) completed the survey, and 25 out of 30 students in class (b) completed it, this adjustment gave a greater weight to the students in class (a) so that their total contribution (at this weighting step) was equal to that of class (b). These weights have the effect that the sum of weighted student interviews is equal to the total number of students in the applicable target grade in the school. And so, when combined with the school selection weight, the sum of student weights in a particular country and ISCED level is equal to the total number of students in the applicable target grade in that country.

For the new survey it was decided to base the student weights on the total number of students in the ISCED level (rather than target grade) in each school, because this information was considered more reliable (coming as it did from the head teacher interview) and also had less missing information. This second issue arose because, for the current survey, in order to maximise the number of responses to each survey, a decision was taken to accept 'partial data', whereby the data for a particular survey was retained irrespective of whether the other survey types were completed or not. For example, if a school provided a head teacher interview only, that data point was used, even though the teacher, student and parent surveys were absent. This scenario (of a head teacher complete only) was particularly widespread in ISCED level 1. This approach is different to the previous survey, where the cases that were used were only those from schools with the full set of surveys. However, information on the number of classes and students in the target grade (as opposed to full ISCED level) was collected from the 'school coordinator' during a 'registration interview', and this was completed less often than the head teacher interview was, informing the decision to use ISCED numbers. Furthermore, a school coordinator was potentially less qualified to know this information than the head teacher. In the small number of cases where the head teacher interview was missing the average number of students of the applicable ISCED/country was used in the weighting.

This approach has no affect on the comparability of the two surveys given it is a matter of scaling, which is expected to be consistent. To elaborate, within a given country and ISCED level the difference in the size of the student weights between the two surveys is the number of grades in the ISCED level in that country, a factor that is consistent across schools. When considering averages across countries it is possible that some variation might be introduced, if an ISCED level consists of different numbers of grades across countries, however the effect on the average will be minor, dwarfed as it is by the differences in country sizes.

The student weight was calculated by multiplying the school's weight by the number of students in the ISCED level of each school. Given that there is large variation in the sizes of the schools, which would result in large variation in the weights and reduced precision, the numbers of students were first capped at the 97.5 percentile of the distribution within each country/ISCED level. This was then used to derive student population totals at the country/ISCED level. Each of the surveys includes a student weight, to be used for analyses at the student level. For the head teachers survey the weighted totals were scaled (within ISCED/country) to match the student population totals, thus adjusting for head teacher non-response. For the student, teacher and parents surveys the weighted total for each school was divided by the number of data points and the same weight given to each case (e.g. in a school with 30 student interviews the total student weight for the school was

divided by 30 and the same weight attached to each student interview). Thereafter, the weighted totals were scaled (within ISCED/country) to match the student population totals, adjusting for school-level non-response. This means that the weighted country/ISCED student totals are the same, across all the datasets, even though the applicable surveys were not completed by all schools.

## 6. Cluster analyses

We performed several cluster analyses based on the strategy applied in the previous wave. To begin, missing values were imputed using SPSS' "multiple imputations" algorithm, which generates random values to those missing based on the values reported in similar cases. Following this, a two-step cluster analysis was applied, using a "best-fit" strategy. Looking at the clusters suggested as well as the clusters established in the previous wave of this study, the optimum number of clusters was determined.

The aim of the cluster analysis was to identify groups of schools, teachers, and students with similar characteristics according to a number of preselected variables. The criteria and process used to establish each cluster is explained below.

### 6.1 Cluster analysis: The digitally equipped and connected school

This clustering was based on the survey of head teachers, and used the following variables:

- SC08Q01: Equipment fully operational;
- SC11Q01: Broadband speed at school;
- SC12Q011 - SC12Q017 Main means of Internet access;
- SC14Q01 - SC14Q15 Indicators of connectedness (Available at school);
- SC07 (SC07\_01, SC07\_03, SC07\_07, and SC07\_08): Number of digital items provided by the school (desktop computer, laptop or notebook, interactive whiteboard, digital camera)

From these variables we were able to derive the following two cluster groups. Note that the percentages attributed to each cluster are based on the non-weighted results from all countries:

- 1: Highly digitally equipped and connected schools (3813 cases, 43.6%);
- 2: Partially digitally equipped and connected schools (4936 cases, 56.4%);

The name of the variable of this cluster analysis is:

- TSC\_1120. DIGITALLY EQUIPPED SCHOOLS

Table 21 below provides an overview of a number of different connectivity indicators by the two groups established above (1- Highly digitally equipped and connected schools; 2- Partially digitally equipped and connected schools).

**Table 21- Digitally equipped and connected schools cluster**

	Group	SC07Q01i Desktops: N per 100 students	SC07Q03i Laptops: N per 100 students	SC07Q07i Interactive whiteboards: N per 100 students	SC07Q08i Digital cameras: N per 100 students	SC08Q01 Equipment fully operational (1: less than 50% to 4: more than 90%)	SC11Q01 Broadband speed at school (1: lowest to 6: highest)	SC12Q011 Main means of Internet access: ADSL (0: No; 1: Yes)	SC12Q012 Main means of Internet access: CABLE (0: No; 1: Yes)	SC12Q013 Main means of Internet access: FIBRE OPTIC (0: No; 1: Yes)	SC12Q014 Main means of Internet access: WIRELESS LAN (0: No; 1: Yes)	SC14 Indicators of connected- ness (1: Available at school; 2: Not available)
ISCED1	1	14.3	17.4	4.3	2.2	3.7	4.8	0.1	0.3	0.5	0.5	1.1
	2	11.7	6.2	2.6	0.8	3.2	3.7	0.4	0.3	0.2	0.3	1.5
ISCED2	1	16.6	15.7	3.4	1.6	3.7	4.8	0.1	0.3	0.6	0.5	1.1
	2	12.0	5.6	2.1	0.6	3.2	3.9	0.4	0.3	0.3	0.3	1.5
ISCED3 A	1	22.0	15.8	3.0	1.2	3.7	5.0	0.1	0.3	0.7	0.4	1.1
	2	13.7	5.5	1.7	0.5	3.4	4.1	0.3	0.3	0.3	0.3	1.5
ISCED3 B	1	28.9	17.8	2.9	1.3	3.7	5.0	0.1	0.3	0.7	0.4	1.1
	2	16.0	5.4	1.5	0.5	3.4	4.1	0.3	0.4	0.3	0.3	1.5

## 6.2 Cluster analysis: Schools' policies and support of ICT use in teaching and learning

This clustering was also based on the survey of head teachers, and looked at the following variables:

Policy variables:

- SC18: Existing school strategies to use ICT in T&L
- SC19: Incentives to reward teachers using ICT
- SC31: Whether teachers and students are allowed to access the internet at school from their own device by using the school network

Support variables:

- SC15: Percentage of school teachers that have undertaken professional development in the past two school years
- SC16: The availability of an ICT coordinator
- SC29-SC30: Use of personal devices within school premises and during lessons

Through this clustering, we were able to identify the following four cluster profiles:

- Strong policy, strong support (2697 cases, 30.8 %);
- Weak policy, strong support (2213 cases, 25.3 %);
- Strong policy, weak support (1585 cases, 18.1 %);
- Weak policy, weak support (2215 cases, 25.3 %);
- System missing: 39 cases not categorized;

The names of the variables of this cluster analysis are:

- TSC\_4595: DIGITALLY SUPPORTIVE SCHOOL Cluster Analysis 1 (Policy)
- TSC\_5305: DIGITALLY SUPPORTIVE SCHOOL Cluster Analysis 2 (Support)
- dig\_support: DIGITALLY SUPPORTIVE SCHOOL Groups

The tables below provide an overview of responses to a series of questions from the school coordinator survey according to the four cluster profiles established above, and by ISCED level.

**Table 22- School cluster depending on schools' policies and support of ICT use in teaching and learning, by ISCED level**

ISCED1	1 - Strong policy, strong support	2 - Weak policy, strong support	3 - Strong policy, weak support	4 - Weak policy, weak support
	Mean	Mean	Mean	Mean
SC18 Existing school strategies to use ICT in T&L (1 = High availability; 2 = Low availability)	1.3	1.8	1.4	1.8
SC19 Incentives to reward teachers using ICT (1 = High availability; 2 = Low availability)	1.7	1.9	1.8	1.9
SC31 Accessing the Internet at school from personal devices by using the school network (1 = Allowed; 2 = Not allowed)	1.2	1.2	1.5	1.5
SC15 Professional development of teachers (1 = Lowest level; 4 = Highest level)	2.4	1.9	2.2	1.7
SC16 ICT coordinator in school (1 = High availability; 2 = Low availability)	1.3	1.5	1.4	1.6
SC29 Devices allowed to use within the school premises (1 = Allowed; 2 = Not allowed)	1.1	1.1	1.9	1.9
SC30 Devices allowed to use during lesson (1 = Highest level of support; 5 = Lowest level of support)	3.7	3.8	3.9	4.0

  

ISCED2	1 - Strong policy, strong support	2 - Weak policy, strong support	3 - Strong policy, weak support	4 - Weak policy, weak support
	Mean	Mean	Mean	Mean
SC18 Existing school strategies to use ICT in T&L (1 = High availability; 2 = Low availability)	1.4	1.8	1.4	1.8
SC19 Incentives to reward teachers using ICT (1 = High availability; 2 = Low availability)	1.7	1.9	1.8	1.9
SC31 Accessing the Internet at school from personal devices by using the school network (1 = Allowed; 2 = Not allowed)	1.1	1.2	1.4	1.5
SC15 Professional development of teachers (1 = Lowest level; 4 = Highest level)	2.3	1.9	2.2	1.8
SC16 ICT coordinator in school (1 = High availability; 2 = Low availability)	1.3	1.4	1.3	1.5
SC29 Devices allowed to use within the school premises (1 = Allowed; 2 = Not allowed)	1.1	1.1	1.9	1.9
SC30 Devices allowed to use during lesson (1 = Highest level of support; 5 = Lowest level of support)	3.7	3.8	3.9	4.0



ISCED3A	1 - Strong policy, strong support	2 - Weak policy, strong support	3 - Strong policy, weak support	4 - Weak policy, weak support
	Mean	Mean	Mean	Mean
SC18 Existing school strategies to use ICT in T&L (1 = High availability; 2 = Low availability)	1.3	1.8	1.3	1.8
SC19 Incentives to reward teachers using ICT (1 = High availability; 2 = Low availability)	1.7	1.9	1.8	1.9
SC31 Accessing the Internet at school from personal devices by using the school network (1 = Allowed; 2 = Not allowed)	1.1	1.2	1.3	1.4
SC15 Professional development of teachers (1 = Lowest level; 4 = Highest level)	2.4	1.9	2.4	1.9
SC16 ICT coordinator in school (1 = High availability; 2 = Low availability)	1.3	1.4	1.3	1.5
SC29 Devices allowed to use within the school premises (1 = Allowed; 2 = Not allowed)	1.1	1.0	1.8	1.9
SC30 Devices allowed to use during lesson (1 = Highest level of support; 5 = Lowest level of support)	3.6	3.8	4.0	4.2

ISCED3B	1 - Strong policy, strong support	2 - Weak policy, strong support	3 - Strong policy, weak support	4 - Weak policy, weak support
	Mean	Mean	Mean	Mean
SC18 Existing school strategies to use ICT in T&L (1 = High availability; 2 = Low availability)	1.3	1.8	1.4	1.8
SC19 Incentives to reward teachers using ICT (1 = High availability; 2 = Low availability)	1.8	1.9	1.8	1.9
SC31 Accessing the Internet at school from personal devices by using the school network (1 = Allowed; 2 = Not allowed)	1.1	1.2	1.3	1.4
SC15 Professional development of teachers (1 = Lowest level; 4 = Highest level)	2.3	1.8	2.2	1.8
SC16 ICT coordinator in school (1 = High availability; 2 = Low availability)	1.3	1.4	1.4	1.5
SC29 Devices allowed to use within the school premises (1 = Allowed; 2 = Not allowed)	1.1	1.0	1.9	1.9
SC30 Devices allowed to use during lesson (1 = Highest level of support; 5 = Lowest level of support)	3.7	3.8	3.7	4.1

### 6.3 Cluster analysis: The digitally active, confident and supported teacher

This clustering was based on the survey with teachers, and looked at the following variables:

- TE04Q02 - ICT is integrated in my subject because I choose to do so
- TE07Q01 - Computer/Internet use in class in the past 12 months
- TE14Q01- TE14Q11 - Professional development in:
- TE15Q01 - Time investment in professional development
- TE20Q01 - TE20Q20: Use of ICT affected by:
- TE22Q01 - TE22Q35: Teacher able to....
- TE24Q01 - TE24Q011: ICT should be used... / ICT use...
- TE09Q01 - TE09Q09: Availability of:
- TE10Q01 - TE10Q02: School provided laptop or a notebook / a tablet to teacher
- TE30Q01 - Percentage of usage ICT by students in class in the past 12 months
- TE33Q01 - TE33Q03: Teacher able to:

Again, this clustering resulted in the following three cluster profiles:

- 1. Highly digitally active, confident and supported teachers (2670 cases, 26.9 %);
- 2. Highly digitally active and confident teachers with a rather low level of support (2656 cases, 26.8 %);
- 3. Less digitally active, confident and supported teachers (4589 cases, 46.2 %);
- system missing: 12 cases not categorized;

The name of the variable of this cluster analysis is:

- TSC\_ 7477: Digitally active, confident and supported teacher Cluster Groups

Table 23 below provides responses to a series of questions from the teacher survey according to the three cluster profiles established, and by ISCED level.

**Table 23- The digitally active, confident and supported teacher cluster**

	1 - ISCED1			2 - ISCED2		
	1 Highly digitally active, confident and supported teachers	2 Highly digitally active and confident teachers with a rather low level of support	3 Less digitally active, confident and supported teachers	1 Highly digitally active, confident and supported teachers	2 Highly digitally active and confident teachers with a rather low level of support	3 Less digitally active, confident and supported teachers
	Mean	Mean	Mean	Mean	Mean	Mean
TE04: ICT is integrated in my subject because I choose to do so (1 = Yes; 2 = No)	1.2	1.2	1.4	1.2	1.2	1.4
TE10 School provided laptop/tablet to teacher (1 = Yes; 2 = No)	1.5	1.7	1.7	1.6	1.8	1.8
TE14 Professional development (1 = Higher prof. dev.; 2 = Lower prof. dev.)	1.6	1.6	1.8	1.6	1.6	1.8
TE07 Computer/Internet use in class in the past 12 months (1 = Highest use; 7 = Lowest use)	2.6	2.8	3.8	2.6	3.0	3.6
TE09 ICT Availability (1 = Lowest availability; 3 = Highest availability)	2.1	1.9	1.8	2.1	1.9	1.8
TE15 Time investment in professional development (1 = Lowest; 5 = Highest)	4.0	3.9	3.3	4.1	4.1	3.4
TE20 Use of ICT affected by different obstacles (1 = Highest obstacles' influence; 4 =Lowest obstacles' influence)	3.5	2.3	2.6	3.5	2.3	2.6
TE22 Teacher able to perform ICT tasks (1 = Highest ability; 4 = Lowest ability)	1.8	1.7	2.7	1.8	1.7	2.6
TE24 Possitive attitute to ICT use in teaching and learning (1 = Highest; 4 = Lowest)	1.8	1.8	2.0	1.8	1.9	2.1
TE30 Percentage of usage ICT by students in class in the past 12 months (1 = Highest; 7 = Lowest)	3.5	3.9	4.6	3.4	3.9	4.5
TE33 Confidence in teacher's ability to teach internet safety, privacy and opportunities (1 = Highest; 4 = Lowest)	1.5	1.5	2.2	1.6	1.5	2.3

	3 - ISCED3a			4 - ISCED3b			Total		
	1 Highly digitally active, confident and supported teachers	2 Highly digitally active and confident teachers with a rather low level of support	3 Less digitally active, confident and supported teachers	1 Highly digitally active, confident and supported teachers	2 Highly digitally active and confident teachers with a rather low level of support	3 Less digitally active, confident and supported teachers	1 Highly digitally active, confident and supported teachers	2 Highly digitally active and confident teachers with a rather low level of support	3 Less digitally active, confident and supported teachers
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
TE04: ICT is integrated in my subject because I choose to do so (1 = Yes; 2 = No)	1.2	1.2	1.4	1.3	1.3	1.4	1.2	1.2	1.4
TE10 School provided laptop/tablet to teacher (1 = Yes; 2 = No)	1.6	1.7	1.8	1.6	1.8	1.8	1.6	1.7	1.8
TE14 Professional development (1 = Higher prof. dev.; 2 = Lower prof. dev.)	1.5	1.5	1.7	1.6	1.6	1.8	1.5	1.6	1.8
TE07 Computer/Internet use in class in the past 12 months (1 = Highest use; 7 = Lowest use)	2.5	2.9	3.6	2.3	2.7	3.3	2.5	2.9	3.6
TE09 ICT Availability (1 = Lowest availability; 3 = Highest availability)	2.0	1.9	1.8	2.1	1.9	1.8	2.1	1.9	1.8
TE15 Time investment in professional development (1 = Lowest; 5 = Highest)	4.2	4.1	3.5	4.2	4.0	3.5	4.1	4.1	3.4
TE20 Use of ICT affected by different obstacles (1 = Highest obstacles' influence; 4 = Lowest obstacles' influence)	3.5	2.3	2.6	3.5	2.2	2.7	3.5	2.3	2.6
TE22 Teacher able to perform ICT tasks (1 = Highest ability; 4 = Lowest ability)	1.7	1.7	2.6	1.7	1.6	2.6	1.8	1.7	2.6
TE24 Possitive attitude to ICT use in teaching and learning (1 = Highest; 4 = Lowest)	1.8	1.9	2.1	1.7	1.8	2.1	1.8	1.9	2.1
TE30 Percentage of usage ICT by students in class in the past 12 months (1 = Highest; 7 = Lowest)	3.4	3.8	4.6	3.0	3.4	4.1	3.4	3.8	4.5
TE33 Confidence in teacher's ability to teach internet safety, privacy and opportunities (1 = Highest; 4 = Lowest)	1.7	1.6	2.5	1.6	1.6	2.5	1.6	1.5	2.4

## 6.4 The digitally active and supported student

This clustering was based on the survey of students, and looked at the following variables:

- ST03Q01 - ST03Q16: Which of the following are available for you to use at home, or outside school?
- ST05Q01 - ST05Q25: How often do you take part in the following activities in your free time, at home or any place other than school?
- ST11Q09 - ST11Q11: How often do you use the following for learning purpose during lessons?
- ST13Q01 - ST13Q21: How often do you do the following learning activities during lessons?
- ST16Q01 - ST16Q07: Do you consider using ICT during lessons has a positive impact on the following?

This clustering resulted in the following two cluster profiles:

- 1. Highly digitally active and supported students (20209 cases, 41.4 %);
- 2. Less digitally active students with a rather moderate / low level of support (28186 cases, 57.7 %);
- system missing: 440 cases not categorized;

The name of the variable of this cluster analysis is:

- TSC\_8934: Digitally active and supported student Cluster Groups

**Table 24- The digitally active and supported student cluster**

	Group	st03. Which of the following are available for you to use at home, or outside school (1 = Low availability; 4 = High availability)	st05. How often do you take part in the following activities in your free time, at home or any place other than school? (1 = Never; 4 = Every day)	st11. How often do you use the following for learning purpose during lessons? (1 = Low frequency; 4 = High frequency)	st13. How often do you do the following learning activities during lessons? (1 = Low frequency; 4 = High frequency)	st16. Do you consider using ICT during lessons has a positive impact on the following? (1 = Negative impact; 4 = Positive impact)
2 ISCED2	1	2.7	2.9	2.1	2.4	3.2
	2	2.0	2.3	1.5	1.5	2.9
3 ISCED3a	1	2.7	2.9	2.3	2.5	3.1
	2	2.1	2.4	1.7	1.6	2.8
4 ISCED3b	1	2.6	2.9	2.3	2.6	3.1
	2	1.9	2.2	1.7	1.6	2.9
Total	1	2.7	2.9	2.2	2.5	3.2
	2	2.0	2.3	1.5	1.5	2.9

## 7. Data delivery

With fieldwork complete, Ipsos delivered a full dataset to Deloitte and the European Commission. This chapter provides details on which documents were delivered, and what they contain.

**Table 25- Overview of delivered data**

WinZip file name	File name	Description
Tables_ICT_perc_060718	ICT_HT_Ban2_perc_060718.xlsx	All of the files in this section refer to the Head Teacher survey. The data is non-weighted.
	ICT_HT_Ban2_ISCED3b_perc_060718.xlsx	Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks).
	ICT_HT_Ban2_ISCED3a_perc_060718.xlsl	Files labelled "Ban1" present data using the following sub-categories:
	ICT_HT_Ban2_ISCED3_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Number of teachers in the school (1-15; 16-30;&gt;30)</li> </ul>
	ICT_HT_Ban2_ISCED2_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Type of community of school location (rural; urban)</li> </ul>
	ICT_HT_Ban2_ISCED1_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Presence of an ICT coordinator (yes; no)</li> </ul>
	ICT_HT_BAN1_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Policy regarding BYOD Personal computer (yes; no)</li> </ul>
	ICT_HT_Ban1_ISCED3b_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Policy regarding BYOD Personal mobile phone or smartphone (yes; no)</li> </ul>
	ICT_HT_Ban1_ISCED3a_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Policy regarding BYOD Teachers (yes; no)</li> </ul>
	ICT_HT_Ban1_ISCED3_perc_060718.xlsl	<ul style="list-style-type: none"> <li>Policy regarding BYOD Students (yes; no)</li> </ul>
	ICT_HT_Ban1_ISCED2_perc_060718.xlsl	The files "ICT_HT_Ban2_perc_060718.xlsx" and "ICT_HT_BAN1_perc_060718.xlsl" present results aggregated across all ISCED levels.
	ICT_HT_Ban1_ISCED1_perc_060718.xlsl	Files which contain an ISCED level in the name refer specifically to that ISCED level.

<p>Tables_ICT_HT_wtg_SC_perc_060718</p>	<p>ICT_HT_Ban2_ISCED3b_wgt_SC_perc_060718.xlsl</p> <p>ICT_HT_Ban2_ISCED3a_wgt_SC_perc_060718.xlsl</p> <p>ICT_HT_Ban2_ISCED2_wgt_SC_perc_050718.xlsl</p> <p>ICT_HT_Ban2_ISCED1_wgt_SC_perc_050718.xlsl</p> <p>ICT_HT_Ban1_ISCED3b_wgt_SC_perc_060718.xlsl</p> <p>ICT_HT_Ban1_ISCED3a_wgt_SC_perc_060718.xlsl</p> <p>ICT_HT_Ban1_ISCED2_wgt_SC_perc_050718.xlsl</p> <p>ICT_HT_Ban1_ISCED1_wgt_SC_perc_050718.xlsl</p>	<p>All of the files in this section refer to the Head Teacher survey. The data is weighted on the total number of schools in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Number of teachers in the school (1-15; 16-30;&gt;30)</li> <li>• Type of community of school location (rural; urban)</li> <li>• Presence of an ICT coordinator (yes; no)</li> <li>• Policy regarding BYOD Personal computer (yes; no)</li> <li>• Policy regarding BYOD Personal mobile phone or smartphone (yes; no)</li> <li>• Policy regarding BYOD Teachers (yes; no)</li> <li>• Policy regarding BYOD Students (yes; no)</li> </ul>
<p>Tables_ICT_HT_wtg_ST_perc_060718</p>	<p>ICT_HT_Ban2_ISCED3b_wgt_ST_perc_060718.xlsl</p> <p>ICT_HT_Ban2_ISCED3a_wgt_ST_perc_060718.xlsl</p> <p>ICT_HT_Ban2_ISCED2_wgt_ST_perc_050718.xlsl</p> <p>ICT_HT_Ban2_ISCED1_wgt_ST_perc_050718.xlsl</p> <p>ICT_HT_Ban1_ISCED3b_wgt_ST_perc_060718.xlsl</p> <p>ICT_HT_Ban1_ISCED3a_wgt_ST_perc_060718.xlsl</p>	<p>All of the files in this section refer to the Head Teacher survey. The data is weighted on the total number of students in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Number of teachers in the school (1-15; 16-30;&gt;30)</li> <li>• Type of community of school location (rural; urban)</li> <li>• Presence of an ICT coordinator (yes; no)</li> <li>• Policy regarding BYOD Personal computer (yes; no)</li> <li>• Policy regarding BYOD Personal mobile phone or smartphone (yes; no)</li> </ul>



	ICT_HT_Ban1_ISCED2_wgt_ST_perc_050718.xls   ICT_HT_Ban1_ISCED1_wgt_ST_perc_050718.xls 	<ul style="list-style-type: none"> <li>• Policy regarding BYOD Teachers (yes; no)</li> <li>• Policy regarding BYOD Students (yes; no)</li> </ul>
Tables_ICT_PA_perc_060718	ICT_Pa_Ban2_perc_060718.xlsx  ICT_PA_Ban2_ISCED3b_perc_060718.xlsx  ICT_PA_Ban2_ISCED3a_perc_060718.xlsx  ICT_PA_Ban2_ISCED2_perc_060718.xlsx  ICT_PA_Ban2_ISCED1_perc_060718.xlsx  ICT_PA_Ban1_perc_060718.xlsx  ICT_PA_Ban1_ISCED3b_perc_060718.xlsx  ICT_PA_Ban1_ISCED3a_perc_060718.xlsx  ICT_PA_Ban1_ISCED2_perc_060718.xlsx  ICT_PA_Ban1_ISCED1_perc_060718.xlsx	<p>All of the files in this section refer to the Parent survey. The data is non-weighted.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Grade of the child (ISCED 1;2;3A;3B)</li> <li>• Number of children (1;2;3;3+)</li> <li>• Level of confidence in ability to recognise fake news (confident; not confident)</li> <li>• Age (Less than 30 or 30-35; 36-45;46+)</li> <li>• Highest level of education (Low; intermediate; high)</li> <li>• Awareness of child online behaviour (aware; not aware)</li> <li>• Level of ICT usage (none or little; basic; intermediate; high)</li> </ul> <p>The files "ICT_Pa_Ban2_perc_060718.xls" and "ICT_PA_Ban1_perc_060718.xls" present results aggregated across all ISCED levels.</p> <p>Files which contain an ISCED level in the name refer specifically to that ISCED level.</p>
Tables_ICT_PA_wgt_ST_perc_060718	ICT_PA_Ban2_ISCED3b_wgt_ST_perc_060718.xlsx  ICT_PA_Ban2_ISCED3a_wgt_ST_perc_060718.xlsx  ICT_PA_Ban2_ISCED3_wgt_ST_perc_060718.xlsx  ICT_PA_Ban2_ISCED2_wgt_ST_perc_060718.xlsx	<p>All of the files in this section refer to the Parent survey. The data is weighted on the total number of students in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Grade of the child (ISCED 1;2;3A;3B)</li> <li>• Number of children (1;2;3;3+)</li> </ul>

	<p>ICT_PA_Ban2_ISCED1_wgt_ST_perc_060718.xlsx</p> <p>ICT_PA_Ban1_ISCED3b_wgt_ST_perc_060718.xlsx</p> <p>ICT_PA_Ban1_ISCED3a_wgt_ST_perc_060718.xlsx</p> <p>ICT_PA_Ban1_ISCED3_wgt_ST_perc_060718.xlsx</p> <p>ICT_PA_Ban1_ISCED2_wgt_ST_perc_060718.xlsx</p> <p>ICT_PA_Ban1_ISCED1_wgt_ST_perc_060718.xlsx</p>	<ul style="list-style-type: none"> <li>• Level of confidence in ability to recognise fake news (confident; not confident)</li> <li>• Age (Less than 30 or 30-35; 36-45;46+)</li> <li>• Highest level of education (Low; intermediate; high)</li> <li>• Awareness of child online behaviour (aware; not aware)</li> <li>• Level of ICT usage (none or little; basic; intermediate; high)</li> </ul>
Tables_ICT_ST_perc_060718	<p>ICT_ST_Ban2_perc_060718.xlsx</p> <p>ICT_ST_Ban2_ISCED3b_perc_060718.xlsx</p> <p>ICT_ST_Ban2_ISCED3a_perc_060718.xlsx</p> <p>ICT_ST_Ban2_ISCED2_perc_060718.xlsx</p> <p>ICT_ST_Ban1_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3b_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED2_perc_060718.xlsx</p>	<p>All of the files in this section refer to the Student survey. The data is non-weighted.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Grade (ISCED 1;2;3A;3B)</li> <li>• Tools used at school for learning (never or almost never; often; very often)</li> <li>• Gender (female; male)</li> <li>• Age (&lt;15 years; 15-18 years; &gt;18 years)</li> <li>• Level of education parents (low; intermediate; high)</li> <li>• Confidence level in ICT (basic; intermediate; high)</li> </ul> <p>The files "ICT_ST_Ban2_perc_060718.xlsx" and "ICT_ST_Ban1_perc_060718.xlsx" present results aggregated across all ISCED levels.</p> <p>Files which contain an ISCED level in the name refer specifically to that ISCED level.</p>
Tables_ICT_ST_wgt_ST_perc_060718	<p>ICT_ST_Ban2_ISCED3b_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban2_ISCED3a_wgt_ST_perc_060718.xlsx</p>	<p>All of the files in this section refer to the Student survey. The data is weighted on the total number of students in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p>

	<p>ICT_ST_Ban2_ISCED3_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban2_ISCED2_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3b_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED2_wgt_ST_perc_060718.xlsx</p>	<p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Grade (ISCED 1;2;3A;3B)</li> <li>• Tools used at school for learning (never or almost never; often; very often)</li> <li>• Gender (female; male)</li> <li>• Age (&lt;15 years; 15-18 years; &gt;18 years)</li> <li>• Level of education parents (low; intermediate; high)</li> <li>• Confidence level in ICT (basic; intermediate; high)</li> </ul>
<p>Tables ICT_TC_perc_060718</p>	<p>ICT_TC_Ban2_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED3b_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED3a_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED3_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED2_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED1_perc_060718.xlsx</p> <p>ICT_TC_Ban1_perc_060718.xlsx</p> <p>ICT_TC_Ban1_ISCED3b_perc_060718.xlsx</p> <p>ICT_TC_Ban1_ISCED3a_perc_060718.xlsx</p> <p>ICT_TC_Ban1_ISCED3_perc_060718.xlsx</p> <p>ICT_TC_Ban1_ISCED2_perc_060718.xlsx</p> <p>ICT_TC_Ban1_ISCED1_perc_060718.xlsx</p>	<p>All of the files in this section refer to the Teacher survey. The data is non-weighted.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Time spent in ICT training (no time; quite some time; a lot of time)</li> <li>• Gender (female; male)</li> <li>• Time of experiences in teaching the school (3 years or less; 4-20 years; 21-40 years; more than 40 years; 30 years or less)</li> <li>• Age (31-45 years; 46-60 years)</li> <li>• Teacher confidence for participating in social networks (very; quite; not confident)</li> <li>• Teacher confidence (no or little ICT usage; basic ICT usage; intermediate ICT usage; high ICT usage)</li> </ul> <p>The files "ICT_TC_Ban2_perc_060718.xlsx" and "ICT_TC_Ban1_perc_060718.xlsx" present results aggregated across all ISCED levels.</p> <p>Files which contain an ISCED level in the name refer specifically to that ISCED level.</p>

<p>Tables_ICT_TC_wgt_ST_perc_060718</p>	<p>ICT_TC_Ban2_ISCED3b_wgt_ST_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED3a_wgt_ST_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED3_wgt_ST_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED2_wgt_ST_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED2_wgt_ST_perc_060718.xlsx</p> <p>ICT_TC_Ban2_ISCED1_wgt_ST_perc_060718.xlsx</p> <p>ICT_TC_Ban1_ISCED3b_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED3_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED2_wgt_ST_perc_060718.xlsx</p> <p>ICT_ST_Ban1_ISCED1_wgt_ST_perc_060718.xlsx</p>	<p>All of the files in this section refer to the Student survey. The data is weighted on the total number of students in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Time spent in ICT training (no time; quite some time; a lot of time)</li> <li>• Gender (female; male)</li> <li>• Time of experiences in teaching the school (3 years or less; 4-20 years; 21-40 years; more than 40 years; 30 years or less)</li> <li>• Age (31-45 years; 46-60 years)</li> <li>• Teacher confidence for participating in social networks (very; quite; not confident)</li> </ul> <p>Teacher confidence (no or little ICT usage; basic ICT usage; intermediate ICT usage; high ICT usage)</p>
<p>ICT_HT_ISCED3_wgt_perc_180718</p>	<p>ICT_HT_Ban2_ISCED3_wgt_ST_perc_180718.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_SC_perc_180718.xlsx</p> <p>ICT_HT_Ban1_ISCED3_wgt_ST_perc_180718.xlsx</p>	<p>All of the files in this section refer to the Head Teacher survey. They are filtered to only show aggregated ISCED 3 data (ISCED 3A and ISCED 3B).</p> <p>In the files "ICT_HT_Ban2_ISCED3_wgt_ST_perc_180718.xlsx" and "ICT_HT_Ban1_ISCED3_wgt_ST_perc_180718.xlsx" the data is weighted on the total number of students in the country.</p>

	<p>ICT_HT_Ban1_ISCED3_wgt_SC_perc_180718.xlsx</p>	<p>In the files "ICT_HT_Ban2_ISCED3_wgt_SC_perc_180718.xlsx" and "ICT_HT_Ban1_ISCED3_wgt_SC_perc_180718.xlsx" the data is weighted on the total number of schools in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Number of teachers in the school (1-15; 16-30;&gt;30)</li> <li>• Type of community of school location (rural; urban)</li> <li>• Presence of an ICT coordinator (yes; no)</li> <li>• Policy regarding BYOD Personal computer (yes; no)</li> <li>• Policy regarding BYOD Personal mobile phone or smartphone (yes; no)</li> <li>• Policy regarding BYOD Teachers (yes; no)</li> <li>• Policy regarding BYOD Students (yes; no)</li> </ul>
<p>ICT_HEAD_extra DP Spec_v2_17072018</p>		<p>This excel file provides further updated table specifications for the head teacher survey data. It requests the following computations:</p> <ul style="list-style-type: none"> <li>• Number of students per computer (desktop, laptop, notebook, tablets)</li> <li>• Number of students per tablets (with or without internet)</li> <li>• Number of students per tablet with internet</li> <li>• Number of students per digital reader with internet</li> <li>• Number of students per interactive whiteboard with internet</li> <li>• Share of students in schools where computers are located in the classroom</li> <li>• Percentage of students in schools with broadband</li> </ul>

		<ul style="list-style-type: none"> <li>• Broadband speed</li> <li>• Percentage of students in schools without a website, external email addresses for teachers and students, and a wired or wireless local area network</li> </ul>
ICT_HT_wgt_SC_perc_extra_20072018	<p>ICT_HT_Ban2_ISCED3b_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED3a_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED3b_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED3a_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED3_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED2_wgt_SC_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED1_wgt_SC_perc_extra_200718.xlsx</p>	<p>The files in the section provide the additional computations requested in the tab spec form. Data is weighted on the total number of schools in the country.</p> <p>Files labelled "Ban2" present this additional data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present this additional data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Number of teachers in the school (1-15; 16-30;&gt;30)</li> <li>• Type of community of school location (rural; urban)</li> <li>• Presence of an ICT coordinator (yes; no)</li> <li>• Policy regarding BYOD Personal computer (yes; no)</li> <li>• Policy regarding BYOD Personal mobile phone or smartphone (yes; no)</li> <li>• Policy regarding BYOD Teachers (yes; no)</li> </ul> <p>Policy regarding BYOD Students (yes; no)</p>
ICT_HT_wgt_ST_perc_extra_200718	<p>ICT_HT_Ban2_ISCED3b_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED3a_wgt_ST_perc_extra_200718.xlsx</p>	<p>The files in the section also provide the additional computations requested in the tab spec form, this time weighted on the total number of students in the country.</p> <p>Files labelled "Ban2" present data on a country-by-country level (countries are in the cross-breaks)</p>

	<p>ICT_HT_Ban2_ISCED3_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED3b_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED3a_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED3_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED2_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_HT_Ban1_ISCED1_wgt_ST_perc_extra_200718.xlsx</p>	<p>Files labelled "Ban1" present data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Grade (ISCED 1;2;3A;3B)</li> <li>• Tools used at school for learning (never or almost never; often; very often)</li> <li>• Gender (female; male)</li> <li>• Age (&lt;15 years; 15-18 years; &gt;18 years)</li> <li>• Level of education parents (low; intermediate; high)</li> </ul> <p>Confidence level in ICT (basic; intermediate; high)</p> <p>Files labelled "Ban2" present this additional data on a country-by-country level (countries are in the cross-breaks)</p> <p>Files labelled "Ban1" present this additional data using the following sub-categories:</p> <ul style="list-style-type: none"> <li>• Number of teachers in the school (1-15; 16-30;&gt;30)</li> <li>• Type of community of school location (rural; urban)</li> <li>• Presence of an ICT coordinator (yes; no)</li> <li>• Policy regarding BYOD Personal computer (yes; no)</li> <li>• Policy regarding BYOD Personal mobile phone or smartphone (yes; no)</li> <li>• Policy regarding BYOD Teachers (yes; no)</li> </ul> <p>Policy regarding BYOD Students (yes; no)</p>
<p>ICT_STUDE NT_extra DP Spec_v1_17 072018</p>		<p>This excel file provides a further updated table specifications for the student survey data. It requests the following computations:</p> <ul style="list-style-type: none"> <li>• How often do you use the following at school for learning? - Computer (e.g. desktop, laptop or notebook)</li> <li>• How often do you use the following at school for learning? – Tablet</li> <li>• How often do you use the following at school for learning? – Smartphone</li> </ul>

- How often do you use the following at school for learning? – Internet
- How often do you use the following in lessons? - Digital books and textbooks
- How often do you use the following in lessons? - Exercise software, online quizzes and tests
- How often do you use the following in lessons? - Learning applications on a smartphone or a tablet
- How often do you use the following in lessons? - Text edition tools (e.g. Word)
- How often do you use the following in lessons? - Image edition tools (e.g. Photoshop, GIMP)
- How often do you use the following in lessons? - Multimedia production tools (e.g. PowerPoint, video editing, digital recording)
- How often do you use the following in lessons? - Broadcasting tools (publish podcast, upload to a video-sharing platform, etc.)
- How often do you use the following in lessons? - Data logging tools (e.g. temperature rise)
- How often do you use the following in lessons? - Computer simulations (interactive programme simulating real world phenomena in which you can make changes and see the consequences)
- How often do you use the following in lessons? - Digital learning games, computer/video games
- How often do you use the following for learning purpose during lessons? - Your own laptop or notebook brought from home
- How often do you use the following for learning purpose during lessons? - Your own tablet brought from home
- How often do you use the following for learning purpose during lessons? - Your own mobile phone or smartphone brought from home



<p>ICT_S_wgt_ST_perc_extra_200718</p>	<p>ICT_ST_Ban2_ISCED3b_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban2_ISCED3a_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban2_ISCED3_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban2_ISCED2_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban1_ISCED3b_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban1_ISCED3_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_ST_Ban1_ISCED2_wgt_ST_perc_extra_200718.xlsx</p>	<p>The files in this section provide the additional computations as requested in the updated table specifications above. Data is weighted on the total number of students in the country.</p>
<p>ICT_TEACHER_extra_DP_Spec_v1_17072018</p>		<p>This excel file provides further updated table specifications for the student survey data. It requests the following computations:</p> <ul style="list-style-type: none"> <li>• For what percentage of time have you used computers and/or the Internet in class in the past 12 months?</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Browse / search the Internet to collect information to prepare lessons</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Browse or search the Internet to collect learning material or resources to be used by students during lessons</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Evaluate digital learning resources in the subject you teach</li> <li>• How often do you do the following activities in relation to teaching to the</li> </ul>

		<p>target class? -Download/upload/browse material from the school's website or a virtual learning environment / learning platform</p> <ul style="list-style-type: none"> <li>• How often do you do the following activities in relation to teaching to the target class? -Communicate with students by email</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Communicate with students using mobile applications on a smartphone or a tablet (e.g. WhatsApp, Telegram)</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Use online tools/ platforms on a computer (e.g. Showbie) to communicate with students</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Post home work for students on the school website, a learning platform or a cloud storage service (e.g. Dropbox, Google Drive)</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Use applications to prepare presentations for lessons</li> <li>• How often do you do the following activities in relation to teaching to the target class? -Create your own digital learning materials for students (e.g. prepare digital labs exercises, record your own lectures for students to refer to later)</li> </ul> <p>How often do you do the following activities in relation to teaching to the target class? - Prepare standard exercises and tasks for students (e.g. use Word to prepare exercises and print the document to then distribute to students)</p>
ICT_TC_wgt_ST_perc_extra_200718	<p>ICT_TC_Ban2_ISCED3b_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban2_ISCED3a_wgt_ST_perc_extra_200718.xlsx</p>	<p>The files in this section provide the additional computations as laid out above. Data is weighted on the total number of students in the country.</p>

	<p>ICT_TC_Ban2_ISCED3_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban2_ISCED2_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban2_ISCED1_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban1_ISCED3b_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban1_ISCED3a_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban1_ISCED3_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban1_ISCED2_wgt_ST_perc_extra_200718.xlsx</p> <p>ICT_TC_Ban1_ISCED1_wgt_ST_perc_extra_200718.xlsx</p>	
ICT_HT_TOTAL_ISCED_wgt_perc_extra_v2_240718	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_ST_perc_extra_v2_24072018.xlsx</p> <p>ICT_HT_Ban2_TOTAL_ISCED_wgt_SC_perc_extra_230718.xlsx</p> <p>ICT_HT_Ban1_TOTAL_ISCED_wgt_ST_perc_extra_v2_240718.xlsx</p> <p>ICT_HT_Ban1_TOTAL_ISCED_wgt_SC_perc_extra_230718.xlsx</p>	<p>These files provide all of the additional computations as laid out above.</p> <p>The files "ICT_HT_Ban2_TOTAL_ISCED_wgt_ST_perc_extra_v2_24072018.xlsx" and "ICT_HT_Ban1_TOTAL_ISCED_wgt_ST_perc_extra_v2_240718.xlsx" are weighted on the total number of students in the country.</p> <p>The files "ICT_HT_Ban2_TOTAL_ISCED_wgt_SC_perc_extra_230718.xlsx" and "ICT_HT_Ban1_TOTAL_ISCED_wgt_SC_perc_extra_230718.xlsx" are weighted on the total number of schools in the country.</p>
ICT_HEAD_second extra DP Spec_v1_22082018		<p>This excel file provides a further updated table specifications for the head teacher survey data. It requests the following new computations:</p> <ul style="list-style-type: none"> <li>Number of students per computer (desktop, laptop, notebook, tablets) in ISCED 3 only schools</li> </ul>

- Number of students per tablets (with or without internet) in ISCED 3 only schools
- Number of students per tablets with internet in ISCED 3 only schools
- Number of students per digital reader in ISCED 3 only schools
- Number of students per interactive whiteboard in ISCED 3 only schools
- By which of the following means does your school mainly have access to the Internet?
- Which broadband speed best describes that which your school receives from the telecom provider?
- Approximately, what proportion of this equipment (computers, interactive white boards, laptops, mobile devices) is fully operational this school year (2017-2018)?
- Does your school have an ICT coordinator?
- To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT should be used for students to do exercises and practice
- To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT should be used for students to retrieve information
- To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT should be used for students to work and learn in a collaborative way
- To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT should be used for students to work and learn in an autonomous way
- To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT should be used for students to solve problems
- To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT use in

		<p>teaching and learning positively impacts on students' motivation</p> <ul style="list-style-type: none"> <li>To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on students' achievements</li> <li>To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on students' higher order thinking skills (critical thinking, analysis, problem solving)</li> <li>To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on student's competence in transversal skills (learning to learn, social competences, etc.)</li> <li>To what extent do you disagree or agree with the following statements about the use of ICT at school? - ICT use in teaching and learning is essential to prepare students to live and work in the 21st century</li> </ul>
<p>ICT_HT_wgt_perc_extra2_280818</p>	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED3b_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED3a_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_TOTAL_ISCED_wgt_SC_perc_extra2_280818.xlsx</p>	<p>These files provide the new computations, as laid out above. Data is weighted on the total number of schools in the country.</p>

	<p>ICT_HT_Ban1_ISCED3b_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED3a_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED3_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED2_wgt_SC_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED1_wgt_SC_perc_extra2_280818.xlsx</p>	
ICT_HT_wgt_ST_perc_extra2_280818	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED3b_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED3a_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_TOTAL_ISCED_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED3b_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED3a_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED3_wgt_ST_perc_extra2_280818.xlsx</p>	<p>These files also provide all of the additional computations to the head teacher survey data as laid out above, however the data is weighted on the total number of students in the country.</p>

	<p>ICT_HT_Ban1_ISCED2_wgt_ST_perc_extra2_280818.xlsx</p> <p>ICT_HT_Ban1_ISCED1_wgt_ST_perc_extra2_280818.xlsx</p>	
<p>ICT_STUDENT_second extra DP Spec_v1_21082018</p>		<p>This file provides a further updated table specifications for the student survey data. It requests the following computations:</p> <ul style="list-style-type: none"> <li>• Have you used a desktop computer, a laptop or notebook at school in the last 3 months?</li> <li>• How often do you use the following in lessons? - Digital books and textbooks</li> <li>• How often do you use the following in lessons? - Exercise software, online quizzes and tests</li> <li>• How often do you use the following in lessons? - Learning applications on a smartphone or a tablet</li> <li>• How often do you use the following in lessons? - Text edition tools (e.g. Word)</li> <li>• How often do you use the following in lessons? - Image edition tools (e.g. Photoshop, GIMP)</li> <li>• How often do you use the following in lessons? - Multimedia production tools (e.g. PowerPoint, video editing, digital recording)</li> <li>• How often do you use the following in lessons? - Broadcasting tools (publish podcast, upload to a video-sharing platform, etc.)</li> <li>• How often do you use the following in lessons? - Data logging tools (e.g. temperature rise)</li> <li>• How often do you use the following in lessons? - Computer simulations (interactive programme simulating real world phenomena in which you can make changes and see the consequences)</li> <li>• How often do you use the following in lessons? - Digital learning games, computer/video games</li> <li>• Do you consider using ICT (computers, tablets, smartphones) during lessons has</li> </ul>

a positive impact on the following? - You concentrate more on what you're learning

- Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive impact on the following? - You try harder in what you are learning
- Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive impact on the following? - You feel more independent in your learning
- Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive impact on the following? - You understand more easily what you're learning
- Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive impact on the following? - You remember more easily what you've learnt
- Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive impact on the following? - ICT enables you to work better with other students on tasks
- Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive impact on the following? - ICT improves the atmosphere in class (students are more engaged, there is less disruption)
- Thinking about your experience with computers: to what extent do you agree with the following statements? - It is really important for me to work with a computer for learning
- Thinking about your experience with computers: to what extent do you agree with the following statements? - Using a computer for learning is really fun
- Thinking about your experience with computers: to what extent do you agree with the following statements? - I use a computer for learning because I'm very interested in computers
- Thinking about your experience with computers: to what extent do you agree with the following statements? - I lose



		<p>track of time when I'm learning with the computer</p> <ul style="list-style-type: none"> <li>• Thinking about your experience with computers: to what extent do you agree with the following statements? - It's really worth using a computer because it will help me in the future</li> <li>• Thinking about your experience with computers: to what extent do you agree with the following statements? - I use a computer to learn as it will help me in the work that I want to do later on</li> <li>• Thinking about your experience with computers: to what extent do you agree with the following statements? - I learn things using computers that will help me to get a job</li> <li>• Thinking about your experience with computers: to what extent do you agree with the following statements? - Learning with computer is important for me because I need it for what I want to study later on</li> </ul>
<p>ICT_ST_wgt_ST_perc_extra2_270818</p>	<p>ICT_ST_Ban2_ISCED3b_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban2_ISCED3a_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban2_ISCED3_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban2_ISCED2_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban1_ISCED3b_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban1_ISCED3_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_ST_Ban1_ISCED2_wgt_ST_perc_extra2_270818.xlsx</p>	<p>These files provide the new computations regarding the student survey, as laid out above. Data is weighted on the total number of students in the country.</p>

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This file provides a further updated table specifications for the student survey data. It requests the following computations:

- For how many years have you been using computers and/or the Internet at any school?
- Is participation in ICT training on digital technologies compulsory for a teacher in your subject?
- In total, how much time have you been involved during the past two school years in the above professional development opportunities?
- How often do you do the following activities in relation to teaching to the target class? - Browse / search the Internet to collect information to prepare lessons
- How often do you do the following activities in relation to teaching to the target class? - Browse or search the Internet to collect learning material or resources to be used by students during lessons
- How often do you do the following activities in relation to teaching to the target class? - Evaluate digital learning resources in the subject you teach
- How often do you do the following activities in relation to teaching to the target class? - Download/upload/browse material from the school's website or a virtual learning environment / learning platform
- How often do you do the following activities in relation to teaching to the target class? - Communicate with students by email
- How often do you do the following activities in relation to teaching to the target class? - Communicate with students using mobile applications on a smartphone or a tablet (e.g. WhatsApp, Telegram)
- How often do you do the following activities in relation to teaching to the target class? - Use online tools/ platforms on a computer (e.g. Showbie) to communicate with students

- How often do you do the following activities in relation to teaching to the target class? - Post home work for students on the school website, a learning platform or a cloud storage service (e.g. Dropbox, Google Drive)
- How often do you do the following activities in relation to teaching to the target class? - Use applications to prepare presentations for lessons
- How often do you do the following activities in relation to teaching to the target class? - Create your own digital learning materials for students (e.g. prepare digital labs exercises, record your own lectures for students to refer to later)
- How often do you do the following activities in relation to teaching to the target class? - Prepare standard exercises and tasks for students (e.g. use Word to prepare exercises and print the document to then distribute to students)
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - I present, demonstrate and explain to the whole class
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - I support and explain things to individual students
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students work in groups
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students work on exercises or tasks individually
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students work on projects
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? -

Students give presentations to the whole class

- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students process and analyse data
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students participate in assessing their work
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students take tests and assessments
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students are engaged in inquiry-based activities
- To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)? - Students discuss ideas with other students and the teacher
- To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT should be used for students to do exercises and practise
- To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT should be used for students to retrieve information
- To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT should be used for students to work in a collaborative way
- To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT should be used for students to learn in an autonomous way
- To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT

		<p>should be used for students to learn to use them to solve problems</p> <ul style="list-style-type: none"> <li>• To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on students' motivation</li> <li>• To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on students' achievement</li> <li>• To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on students' higher order thinking skills (critical thinking, analysis, problem solving)</li> <li>• To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT use in teaching and learning positively impacts on students' competence in transversal skills (learning to learn, social competences, etc.)</li> <li>• To what extent do you disagree or agree with each of the following statements about the use of ICT at school? - ICT use in teaching and learning is essential to prepare students to live and work in the 21st century</li> </ul>
<p>ICT_TC_wgt_ST_perc_extra2_270818</p>	<p>ICT_TC_Ban2_ISCED3b_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban2_ISCED3a_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban2_ISCED3_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban2_ISCED2_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban2_ISCED1_wgt_ST_perc_extra2_270818.xlsx</p>	<p>These files provide the new computations regarding the teacher survey, as laid out above. Data is weighted on the total number of students in the country.</p>

	<p>ICT_TC_Ban1_ISCED3b_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban1_ISCED3a_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban1_ISCED3_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban1_ISCED2_wgt_ST_perc_extra2_270818.xlsx</p> <p>ICT_TC_Ban1_ISCED1_wgt_ST_perc_extra2_270818.xlsx</p>	
ICT_PA_wgt_ST_perc_261018	<p>ICT_PA_Ban2_ISCED3b_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban2_ISCED3a_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban2_ISCED3_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban2_ISCED2_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban2_ISCED1_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban1_ISCED3b_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban1_ISCED3a_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban1_ISCED3_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban1_ISCED2_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban1_ISCED1_wgt_ST_perc_261018.xlsx</p>	These files provide parent survey data. Data is weighted on the total number of students in the country.
ICT_TC_wgt_ST_perc_261018	ICT_TC_Ban2_ISCED3b_wgt_ST_perc_extra2_261018.xlsx	

ICT\_TC\_Ban2\_ISCED3b\_wgt\_ST\_perc\_extra1\_261018.xlsx

ICT\_TC\_Ban2\_ISCED3b\_wgt\_ST\_perc\_261018.xlsx

ICT\_TC\_Ban2\_ISCED3a\_wgt\_ST\_perc\_extra2\_261018.xlsx

ICT\_TC\_Ban2\_ISCED3a\_wgt\_ST\_perc\_extra1\_261018.xlsx

ICT\_TC\_Ban2\_ISCED3a\_wgt\_ST\_perc\_261018.xlsx

ICT\_TC\_Ban2\_ISCED2\_wgt\_ST\_perc\_extra2\_261018.xlsx

ICT\_TC\_Ban2\_ISCED2\_wgt\_ST\_perc\_extra1\_261018.xlsx

ICT\_TC\_Ban2\_ISCED2\_wgt\_ST\_perc\_261018.xlsx

ICT\_TC\_Ban2\_ISCED1\_wgt\_ST\_perc\_extra2\_261018.xlsx

ICT\_TC\_Ban2\_ISCED1\_wgt\_ST\_perc\_extra1\_261018.xlsx

ICT\_TC\_Ban2\_ISCED1\_wgt\_ST\_perc\_261018.xlsx

ICT\_TC\_Ban1\_ISCED3b\_wgt\_ST\_perc\_extra2\_261018.xlsx

ICT\_TC\_Ban1\_ISCED3b\_wgt\_ST\_perc\_extra1\_261018.xlsx

ICT\_TC\_Ban1\_ISCED3b\_wgt\_ST\_perc\_261018.xlsx

ICT\_TC\_Ban1\_ISCED3a\_wgt\_ST\_perc\_extra2\_261018.xlsx

	<p>ICT_TC_Ban1_ISCED 3a_wgt_ST_perc_extra1_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 3a_wgt_ST_perc_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 2_wgt_ST_perc_extra2_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 2_wgt_ST_perc_extra1_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 2_wgt_ST_perc_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 1_wgt_ST_perc_extra2_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 1_wgt_ST_perc_extra1_261018.xlsx</p> <p>ICT_TC_Ban1_ISCED 1_wgt_ST_perc_261018.xlsx</p>	
ICT_PA_wgt_ST_perc_extra1_311018	<p>ICT_PA_Ban2_TOTAL_ISCED_wgt_ST_perc_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban2_ISCED3b_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban2_ISCED3b_wgt_ST_perc_261018.xlsx</p> <p>ICT_PA_Ban2_ISCED3a_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban2_ISCED3_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_ban2_ISCED2_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_ban2_ISCED1_wgt_ST_perc_extra1_311018.xlsx</p>	<p>These files provide additional computation regarding the parent survey. Data is weighted on the total number of student in the country. The additional computations are:</p> <ul style="list-style-type: none"> <li>• What type of Internet connection do you have at home?</li> <li>• How often do you do the following? - Talk to your child about what s/he does with ICT or the Internet</li> <li>• How often do you do the following? - Stay nearby when your child uses ICT or the Internet</li> <li>• How often do you do the following? - Sit with your child while s/he uses ICT or the Internet</li> <li>• How often do you do the following? - Do activities together with ICT or the Internet (e.g. play games, watch online videos, use social networks)</li> <li>• How often do you do the following? - Assist your child in benefiting from the opportunities offered by ICT and the</li> </ul>



	<p>ICT_PA_Ban1_TOTAL_ISCED_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban1_ISCED3b_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban1_ISCED3a_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban1_ISCED3_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban1_ISCED2_wgt_ST_perc_extra1_311018.xlsx</p> <p>ICT_PA_Ban1_ISCED1_wgt_ST_perc_extra1_311018.xlsx</p>	<p>Internet (e.g. learning, communication, entertainment, creativity, self-expression and civic participation)</p> <ul style="list-style-type: none"> <li>• How often do you do the following? - Encourage your child to explore and learn things on the Internet</li> <li>• Are you confident doing the following? - Number of 'Yes' answers</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - My child understands more easily what s/he learns</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - My child remembers what s/he has learnt more easily</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - My child concentrates better</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - My child is more motivated to learn</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - My child can learn at his/her own pace</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - Students collaborate better</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - Students and teachers communicate better</li> <li>• Do you consider that the use of ICT at school has a positive impact on the following? - Learning to use ICT and Internet will later help my child finding a job in the labour market</li> </ul>
<p>ICT_ST_wgt_ST_perc_extra3_011118</p>	<p>ICT_ST_Ban2_TOTAL_ISCED_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban2_ISCED3b_wgt_ST_perc_extra3_011118.xlsx</p>	<p>These files provide additional computations regarding the student survey. Data is weighted by the total number of student in the country. The additional computations are:</p> <ul style="list-style-type: none"> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Reading and watching the news online</li> </ul>

	<p>ICT_ST_Ban2_ISCED3a_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban2_ISCED3_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban2_ISCED2_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban2_ISCED1_wgt_ST_perc_extra3_011118.xlsx</p> <p>I</p> <p>ICT_ST_Ban1_ISCED3b_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban1_ISCED3_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban1_ISCED2_wgt_ST_perc_extra3_011118.xlsx</p> <p>ICT_ST_Ban1_ISCED1_wgt_ST_perc_extra3_011118.xlsx</p>	<ul style="list-style-type: none"> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Searching online for practical information (e.g. seats at a match/concert, shopping, train times, health)</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Searching different sources online for information and learning about a particular topic you're interested in</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Watching video clips, downloading music, games, software from the Internet</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Searching online about job opportunities</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Sending and reading emails</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Participating in social networks (e.g. Facebook, Instagram, Twitter, Snapchat, Ask.fm, etc.)</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Chatting online (e.g. WhatsApp, Viber, Google Hangouts, Facebook messenger, Skype messenger, etc.)</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Using a word processor, spreadsheet or presentation programme (e.g. Word, Excel, PowerPoint)</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? - Maintaining your own website, blog</li> <li>• How often do you take part in the following activities in your free time, at home or any place other than school? -</li> </ul>
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Coding/programming apps, programmes and/or robots

- How often do you take part in the following activities in your free time, at home or any place other than school? - Checking your privacy settings (e.g. on a social networking site)
- How often do you take part in the following activities in your free time, at home or any place other than school? - Updating the operating system and applications of your computer, tablet or smartphone
- How often do you take part in the following activities in your free time, at home or any place other than school? - Learning with educational software, games, apps and quizzes
- How often do you do the following learning activities during lessons? - Search the Internet to collect information
- How often do you do the following learning activities during lessons? - Download/upload/ browse material from your school's website
- How often do you do the following learning activities during lessons? - Send or read email messages
- How often do you do the following learning activities during lessons? - Chat online for school work
- How often do you do the following learning activities during lessons? - Use a word processing, spreadsheet or presentation programme (e.g. Word, Excel, PowerPoint)
- How often do you do the following learning activities during lessons? - Code/programming apps, programmes and/or robots
- How often do you do the following learning activities during lessons? - Use computers to conduct experiments (collecting data and/or images, storing them, documenting observation, etc.)
- How often do you do the following learning activities during lessons? - Use smartphones or tablets to conduct

experiments (collecting data and/or images, storing them, documenting observation, etc.)

- How often do you do the following learning activities during lessons? - Use computers when working in groups
- How often do you do the following learning activities during lessons? - Participate in online training programmes
- How often do you do the following learning activities during lessons? - Learning with educational software, games, apps and quizzes
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We all listen to teacher presentation or explanation
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We all listen to a student presentation or explanation
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We all read books or look at films or videos at the same time
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We all do exercises and tasks individually or collectively
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We work on school projects
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We work in small groups
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We investigate and explore issues individually or in small groups and search for information about it
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- We try to solve problems
- In lessons, how often are you engaged in the following (whether using ICT or not)?  
- Students help each other to better understand and learn

<p>ICT_HT_Ban2_wgt_SC_perc_extra3_071118</p>	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_SC_perc_extra3_071118.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_SC_perc_extra3_071118.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_SC_perc_extra3_071118.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_SC_perc_extra3_071118.xlsx</p>	<p>These files provide the head teacher survey data weighted by the total number of schools in the country, after having removed countries which were outliers.</p>
<p>ICT_HT_Ban2_wgt_ST_perc_extra3_071118</p>	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_ST_perc_extra3_071118.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_ST_perc_extra3_071118.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_ST_perc_extra3_071118.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_ST_perc_extra3_071118.xlsx</p>	<p>These files also provide head teacher survey data after having removed the countries which are outliers. However, these are weighted on the total number of students in the country.</p>
<p>ICT_ST_wgt_ST_perc_extra4_081118</p>	<p>ICT_ST_Ban2_ISCED3b_wgt_ST_perc_extra4_081118.xlsx</p> <p>ICT_ST_Ban2_ISCED3a_wgt_ST_perc_extra4_081118.xlsx</p> <p>ICT_ST_Ban2_ISCED3_wgt_ST_perc_extra4_081118.xlsx</p> <p>ICT_ST_Ban2_ISCED2_wgt_ST_perc_extra4_081118.xlsx</p> <p>ICT_ST_Ban1_ISCED3b_wgt_ST_perc_extra4_081118.xlsx</p> <p>ICT_ST_Ban1_ISCED3a_wgt_ST_perc_extra4_081118.xlsx</p> <p>ICT_ST_Ban1_ISCED3_wgt_ST_perc_extra4_081118.xlsx</p>	<p>These files provide the student survey data weighted on the total number of students in the country, after having removed countries which were outliers.</p>

	ICT_ST_Ban1_ISCED2_wgt_ST_perc_extra4_081118.xlsx	
ICT_TC_wgt_ST_perc_extra3_081118	<p>ICT_TC_Ban2_ISCED3b_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban2_ISCED3a_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban2_ISCED3_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban2_ISCED2_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban2_ISCED1_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban1_ISCED3b_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban1_ISCED3a_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban1_ISCED3_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban1_ISCED2_wgt_ST_perc_extra3_081118.xlsx</p> <p>ICT_TC_Ban1_ISCED1_wgt_ST_perc_extra3_081118.xlsx</p>	These files provide teacher survey data weighted on the total number of students in the country, after having removed the countries which were outliers.
ICT_HT_Ban2_wgt_SC_perc_Cluster1_141118	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_SC_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED3b_wgt_SC_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_SC_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_SC_perc_Cluster1_141118.xlsx</p>	These files provide results of the cluster analysis derived from the head teacher survey by country, weighted on the total number of schools in the country.

	ICT_HT_Ban2_ISCED1_wgt_SC_perc_Cluster1_141118.xlsx	
ICT_HT_Ban2_wgt_ST_perc_Cluster1_141118	<p>ICT_HT_Ban2_TOTAL_ISCED_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED3b_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED3a_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED3_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED2_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ICT_HT_Ban2_ISCED1_wgt_ST_perc_Cluster1_141118.xlsx</p>	These files provide results of the cluster analysis derived from the head teacher survey by country, weighted on the total number of students in the country.
ICT_ST_Ban2_wgt_ST_perc_Cluster1_141118	<p>ICT_ST_Ban2_TOTAL_ISCED_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ISCED_ST_Ban2_ISCED3b_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ISCED_ST_Ban2_ISCED3a_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ISCED_ST_Ban2_ISCED3_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ISCED_ST_Ban2_ISCED2_wgt_ST_perc_Cluster1_141118.xlsx</p>	These files provide results of the cluster analysis derived from the head teacher survey by country, weighted on the total number of students in the country.
ICT_TC_Ban2_wgt_ST_perc_Cluster1_141118	<p>ICT_TC_Ban2_TOTAL_ISCED_wgt_ST_perc_Cluster1_141118.xlsx</p> <p>ICT_TC_Ban2_ISCED3b_wgt_ST_perc_Cluster1_141118.xlsx</p>	These files provide results of the cluster analysis derived from the teacher survey by country, weighted on the total number of students in the country.

	ICT_TC_Ban2_ISCED3a_wgt_ST_perc_Cluster1_141118.xlsx	
	ICT_TC_Ban2_ISCED3_wgt_ST_perc_Cluster1_141118.xlsx	
	ICT_TC_Ban2_ISCED2_wgt_ST_perc_Cluster1_141118.xlsx	
	ICT_TC_Ban2_ISCED1_wgt_ST_perc_Cluster1_141118.xlsx	
ICT_HT_Ban3_TOTAL_ISCED_abs_perc_051218		This excel file is the result of crossing each question from the head teacher survey with the cluster analysis, in order to demonstrate the impact of each question on the outcome of the cluster analysis. This data is not weighted.
ICT_HT_Ban3_TOTAL_ISCED_wgt_SC_abs_perc_051218		This excel file is the result of crossing each question from the head teacher survey with the cluster analysis. This data is weighted on the total number of schools across all countries.
ICT_HT_Ban3_TOTAL_ISCED_wgt_ST_abs_perc_051218		This excel file is the result of crossing each question from the head teacher survey with the cluster analysis. This data is weighted on the total number of students across all countries.
ICT_ST_Ban3_TOTAL_ISCED_abs_perc_061218		This excel file is the result of crossing each question from the student survey with the cluster analysis. This data is not weighted.
ICT_ST_Ban3_TOTAL_ISCED_wgt_ST_abs_perc_061218		This excel file is the result of crossing each question from the student survey with the cluster analysis. This data is weighted on the total number of students across all countries.
ICT_TC_Ban3_TOTAL_ISCED_abs_perc_061218		This excel file is the result of crossing each question from the teacher survey with the cluster analysis. This data is not weighted.
ICT_TC_Ban3_TOTAL_ISCED_wgt_ST_abs_perc_061218		This excel file is the result of crossing each question from the teacher survey with the cluster analysis. This data is weighted on the total number of students across all countries.
ICT_HT_Ban2_wgt_per	ICT_HT_Ban2_TOTAL_ISCED_wgt_ST_perc_extra4_071218.xlsx	These files provide data from the head teacher survey, after having removed countries which were outliers. Data is weighted either on the total number of students in the country



c_extra4_071218	ICT_HT_Ban2_TOTAL_ISCED_wgt_SC_perc_extra4_071218.xlsx	(wgt_ST) or on the total number of schools in the country (wgt_SC).
	ICT_HT_Ban2_ISCED3b_wgt_ST_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED3b_wgt_SC_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED3a_wgt_ST_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED3a_wgt_SC_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED3_wgt_ST_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED3_wgt_SC_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED2_wgt_ST_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED2_wgt_SC_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED1_wgt_ST_perc_extra4_071218.xlsx	
	ICT_HT_Ban2_ISCED1_wgt_SC_perc_extra4_071218.xlsx	

In addition to this, a number of datafiles were provided in SPSS format. The table below provides information on these.

**Table 26- Delivered SPSS data**

Folder name	Custom SPSS file name	Description
Head Teacher	Custom_SPSS_ICT_Head_Teacher_12112018	This SPSS datafile contains head teacher survey data, aggregated as well as broken down by ISCED level. The data is weighted both by total number of students in the country, and by total number of schools in the country.
Parents	Custom_SPSS_ICT_Parents_04072018	This SPSS datafile contains parent survey data, weighted on the total number of students in the country.
Students	Custom_SPSS_ICT_Students_17102018	This SPSS datafile contains student survey data, weighted on the total number of students in the country.
Teachers	Customs_SPSS_ICT_Teachers_17102018	This SPSS datafile contains teacher survey data, weighted on the total number of students in the country.

## 8. Feedback and suggestions for improvement

### 8.1 Main reasons for refusals or no response

Following closure of fieldwork, feedback was collected from network partners to provide local contextualisation to the project, and notably to understand what the main reasons for refusals or no response were. The following responses were provided, and have been ranked below according to prevalence. After each point, the specific countries in which the point was raised by the local agencies are listed.

- Response rate would have been much higher if ministries had made the survey mandatory.
- Schools are overwhelmed with requests from the government, municipalities, for-profit and non-for-profit agencies to complete surveys, some of which are on similar topics as ICT in Schools. They tend to prioritise the ones which are mandatory or perceived as most important. Something which may help with this is incentives. (Comment made by local agencies in the Czech Republic, Slovakia, Slovenia, Ireland, Estonia, France, Netherlands, and Latvia)
- Lack of time and capacity. Many headteachers assumed that the survey would take up too much of their time or their teachers' time. This feeling was emphasized by the lack of an incentive to take part. (Comment made by local agencies in Ireland, UK, Hungary, Lithuania, Latvia, Estonia)
- Students from certain education levels were preparing national exams, the timings of which coincided with ICT fieldwork. As a result of this, head teachers did not want to take time away from their students' revisions. (Comment made by local agencies in Ireland, Hungary, Greece, and UK)
- The selection process could have been simpler. One solution would have been to ask school coordinators to provide information on classes in which the average age of students was that in which we were interested (for example: all classes where students are on average 13.5 years old), as opposed to the last year of each relevant ISCED level. We also made note of certain country-specific reasons for low participation:
  - In Poland, there was confusion due to recent reforms in the education system. These reforms led to intensified school programmes and an insufficient number of teachers, and were a widely publicised national issue.
  - In Ireland, perhaps due to the sample having been drawn too early prior to fieldwork, a number of head teachers no longer worked at the school which we were aiming to survey. In the rare case where these headteachers forwarded the email to the new headteacher, this person was unlikely to complete the survey considering it had not initially been addressed to them.
- Issues with hyperlinks to the survey within the invitation emails were encountered in Latvia. In order to address this problem, the hyperlink was replaced with a full link which could be copied and pasted into a web browser.
- In Latvia, a school reform is planned for the near future, and schools in rural areas with small numbers of students are being closed or merged. This led to some refusals to participate.
- In Iceland, it was difficult to reach students from ISCED 3. This is because students in this level were no longer in class during fieldwork, which required that the school coordinator send each student a unique link and password by email. However, due

to the organisation of the Icelandic schooling system, classes in this level often have over one hundred students each, making it a huge task for school coordinators to send them individual emails. What more, because students generally no longer live at home by the time they reach ISCED 3, it was decided not to send out parent invitation letters, as these could not be completed.

- In France, some schools did not want to participate out of principle because the survey was not commissioned by the French government.

## 8.2 Network partner feedback and suggestions for improvement

In addition to providing information on the response rate, network partners were also invited to provide feedback on the project, and share any suggestions for improvement that they have. These include:

- Due to the fact that the selection of respondents was done in real time with the information provided in the registration survey and the school coordinator survey, there was no way of including a “back” button in the surveys. This caused some frustration on the part of respondents. In order to counter this problem, the selection process could have been simplified, and more explanations provided by email to the respondents regarding the overall survey process. In particular, school head teachers and coordinators could have been provided with an idea of the types of questions they would be asked in the survey, giving them the opportunity to prepare their answers in advance.
- Providing schools with incentives
- It was unclear to school coordinators who needed to participate (the definitions of eligible teachers and classes was confusing)
- It was not made clear to school head teachers that they could register their refusal by clicking on the link (this felt counter-intuitive to them). Therefore, many complained about receiving far too many reminder emails.
- It would have been helpful to include links to the previous report so as to increase the perceived credibility of the survey and create a sense of “higher good” in participating. One suggestion was to include a short summary in the local language with a few charts.
- It would have been helpful for head teachers and school coordinator to be provided with a list of questions prior to completing the survey, so that they could discuss these with colleagues (especially considering they could not go back and amend their answers).
- There needed to be more clarity on deadlines. Network partners gave incorrect information to schools because there was a lack of clarity on when fieldwork would close. This was caused by multiple instances of postponing deadlines closure due to low response rate.
- In Poland and Norway, a postal approach was not ideal - invitations should have been sent out by email from the start as per the other countries. The decision to send invitations by post was due to the fact that the sample frames did not contain email addresses. As such, a postal approach was found to be the most efficient way of contacting schools. However, a lower response rate was observed in Poland and Norway than in countries where email invitations had been sent. Consequentially, in order to boost response rate, the decision was made to look up school email addresses online and contact by email those which had not responded to the postal invitation.

- In countries where we experienced a delayed fieldwork start date, many schools were preparing for exams by the time the survey was launched and it was bad timing for such a time-consuming survey. It has been recommended to start fieldwork at the start of the academic year (September) in all countries so that schools can plan their participation earlier on in the year.
- It would have been more straightforward for school coordinators to receive the manual by email, rather than having it combined in one link with the monitoring platform. If the manual were sent by email, the link could be used solely to access the monitoring platform.
- It would be good to make contact with ministries far earlier in the process.
- It would have been helpful to inform schools of the survey a few weeks before sending them the invitation email, such that they could plan it into their schedule and familiarise themselves with the study.

## 9. Recommendations for future waves

Based on our experience of the project and the feedback collected from our network partners, we put forward the following key recommendations to improve the next waves of this research.

- Switching from an online approach to face to face in-school interviews would drastically improve response rates. It would also prevent confusion on which classes and teachers are eligible, as the interviewer could provide support, as well as on the functionality of the monitoring platform, which would no longer be necessary.
- We suggest beginning fieldwork earlier; schools should be informed of the survey from the beginning of the school year (preferably from the ministry itself), and fieldwork should begin as soon thereafter as possible, with fieldwork ideally ending before the Christmas holidays. In this wave, fieldwork ending before the summer holidays coincided with end of year examinations, a bad timing for teachers and students to answer a survey.
- Where required, the process of obtaining ministry approval should be initiated a year before the start of fieldwork.
- We suggest providing schools with an incentive for participating. This would ensure that the ICT in Schools survey would have priority over other optional surveys.

## Annex 1 Questionnaires (English version)

All questionnaires can be found below. Items highlighted in the left column indicate that the question is new to this wave. Similarly, there are two items highlighted in blue in the student questionnaire- these are questions which are not new to this wave but have been amended and are therefore not comparable with the last wave's results.

### A1.1 Head teacher questionnaire

<b>HEAD TEACHER SURVEY</b>							
<b>Question ID</b>	<b>INSTRUCTION</b>	<b>MAIN QUESTION LABEL</b>	<b>SUB QUESTION LABEL</b>	<b>VALUE CODES</b>	<b>VALUE LABEL</b>	<b>SINGLE/ MULTIPLE</b>	<b>ROTATION</b>
<u>SC01Q01A</u>	Please fill in the box for each item.	What is the total number of students this school year (2017-2018) in your school, by education level and gender?	Number of boys at <<INSERT LOCAL ISCED 1 variables provided in excel fie>>	0-9999		SINGLE	
SC01Q01B			Number of girls at <<INSERT LOCAL ISCED 1 variables provided in excel fie>>	0-9999		SINGLE	
SC01Q02A			Number of boys at <<INSERT LOCAL ISCED 2 variables provided in excel fie>>	0-9999		SINGLE	
SC01Q02B			Number of girls at <<INSERT LOCAL ISCED 2 variables provided in excel fie>>	0-9999		SINGLE	
SC01Q03A			Number of boys at <<ISCED 3 level academic>>	0-9999		SINGLE	

SC01Q 03B			Number of girls at <<ISCED 3 level academic>>	0-9999		SINGLE
SC01Q 04A			Number of boys at <<ISCED 3 level vocational>>	0-9999		SINGLE
SC01Q 04B			Number of girls at <<ISCED 3 level vocational>>	0-9999		SINGLE
SC04Q 01	Please fill in the box.	How many teachers does your school have this school year (2017-2018) (full time equivalent /FTE) all education levels together?		0-9999		SINGLE
SC06Q 01	Please select one answer.	Which of the following definitions best describes the community in which your school is located?				SINGLE
				1	A village, hamlet or rural area (less than 3 000 people) ;	
				2	A small town (3 000 to less than 15 000 people)	



				3	A town (15 000 to less than 100.000 people)	
				4	A city (100 000 to less than 1 000 000 people)	
				5	A large city (over 1 000 000 people) ;	
				999	Don't know/Prefer not to say	
SC12Q 01	Please select all answers that apply.	By which of the following means does your school mainly have access to the Internet?				MULTIPLE
				1	ADSL	
				2	Cable	
				3	Fibre optic	
				4	Wireless LAN	
				5	Satellite	
				996	None of these, my school does not have access to the Internet	
				999	Don't know/Prefer not to say	
SC11Q 01	Please select one answer.	Which broadband speed best describes that which				SINGLE



		education level, otherwise for all levels together)			
SC07Q 01A			Desktop computer [INSERT LOCAL ISCED 1 levels provided in excel file]	0-9999	SINGLE
SC07Q 01B			Desktop computer [INSERT LOCAL ISCED 2 levels provided in excel	0-9999	SINGLE
SC07Q 01C			Desktop computer [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999	SINGLE
SC07Q 01D			Desktop computer [INSERT LOCAL ISCED 3b levels provided in excel file]	0-9999	SINGLE
SC07Q 01E			[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Desktop computer [All levels]	0-9999	SINGLE
SC07Q 03A			Laptop or notebook [INSERT LOCAL ISCED 1 levels provided in excel file]	0-9999	SINGLE
SC07Q 03B			Laptop or notebook [INSERT LOCAL ISCED 2 levels provided in excel file]	0-9999	SINGLE

SC07Q 03C	Laptop or notebook [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999		SINGLE
SC07Q 03D	Laptop or notebook [INSERT LOCAL ISCED 3b levels provided in excel file]	0-9999		SINGLE
SC07Q 03E	[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Laptop, or notebook [All levels]	0-9999		SINGLE
SC07Q 13A	Tablet without Internet access [INSERT LOCAL ISCED 1 levels provided in excel file]	0-9999		SINGLE
SC07Q 13B	Tablet without Internet access [INSERT LOCAL ISCED 2 levels provided in excel file]	0-9999		SINGLE
SC07Q 13C	Tablet without Internet access [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999		SINGLE
SC07Q 13D	Tablet without Internet access [INSERT LOCAL ISCED 3b levels provided in excel file]	0-9999		SINGLE
SC07Q 13E	[ONLY SHOW IF MORE	0-9999		SINGLE

	THAN ONE LEVEL IN SCHOOL] Tablet without Internet access [All levels]			
SC07Q 14A	Tablet with Wi-Fi Internet access [INSERT LOCAL ISCED 1 levels provided in excel file]	0- 9999		SINGLE
SC07Q 14B	Tablet with Wi-Fi Internet access [INSERT LOCAL ISCED 2 levels provided in excel file]	0- 9999		SINGLE
SC07Q 14C	Tablet with Wi-Fi Internet access [INSERT LOCAL ISCED 3a levels provided in excel file]	0- 9999		SINGLE
SC07Q 14D	Tablet with Wi-Fi Internet access [INSERT LOCAL ISCED 3b levels provided in excel file]	0- 9999		SINGLE
SC07Q 14E	[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Tablet with Wi-Fi Internet access [All levels]	0- 9999		SINGLE
SC07Q 11A	Tablet with mobile Internet access [INSERT LOCAL ISCED 1 levels provided in excel file]	0- 9999		SINGLE
SC07Q 11B	Tablet with mobile	0- 9999		SINGLE

		Internet access [INSERT LOCAL ISCED 2 levels provided in excel file]			
SC07Q 11C		Tablet with mobile Internet access [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999		SINGLE
SC07Q 11D		Tablet with mobile Internet access [INSERT LOCAL ISCED 3b levels provided in excel file]	0-9999		SINGLE
SC07Q 11E		[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Tablet with mobile Internet access [All levels]	0-9999		SINGLE
SC07Q 05A		Digital reader (portable device to read books, newspapers, etc. on screen) [INSERT LOCAL ISCED 1 levels provided in excel file]	0-9999		SINGLE
SC07Q 05B		Digital reader (portable device to read books, newspapers, etc. on screen) [INSERT LOCAL ISCED 2 levels provided in excel file]	0-9999		SINGLE

SC07Q 05C	Digital reader (portable device to read books, newspapers, etc. on screen) [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999		SINGLE
SC07Q 05D	Digital reader (portable device to read books, newspapers, etc. on screen) [INSERT LOCAL ISCED 3b levels provided in excel file]	0-9999		SINGLE
SC07Q 05E	[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Digital reader (portable device to read books, newspapers, etc. on screen) [All levels]	0-9999		SINGLE
SC07Q 07A	Interactive whiteboard [INSERT LOCAL ISCED 1 levels provided in excel file]	0-9999		SINGLE
SC07Q 07B	Interactive whiteboard [INSERT LOCAL ISCED 2 levels provided in excel file]	0-9999		SINGLE
SC07Q 07C	Interactive whiteboard [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999		SINGLE
SC07Q 07D	Interactive whiteboard	0-9999		SINGLE

			[INSERT LOCAL ISCED 3b levels provided in excel file]			
SC07Q 07E			[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Interactive whiteboard [All levels]	0-9999		SINGLE
SC07Q 08A			Digital camera [INSERT LOCAL ISCED 1 levels provided in excel file]	0-9999		SINGLE
SC07Q 08B			Digital camera [INSERT LOCAL ISCED 2 levels provided in excel file]	0-9999		SINGLE
SC07Q 08C			Digital camera [INSERT LOCAL ISCED 3a levels provided in excel file]	0-9999		SINGLE
SC07Q 08D			Digital camera [INSERT LOCAL ISCED 3b levels provided in excel file]			
SC07Q 08E			[ONLY SHOW IF MORE THAN ONE LEVEL IN SCHOOL] Digital camera [All levels]	0-9999		SINGLE
SC08Q 01	Please select one answer.	Approximately, what proportion of this equipment (computers, interactive white boards, laptops,		1	Less than 50%	SINGLE



		mobile devices, ) is fully operational this school year (2017-2018)?					
				2	50 to 75%;		SINGLE
				3	76 to 90%;		SINGLE
				4	More than 90%		SINGLE
				999	Don't know/Prefer not to say		SINGLE
SC09Q 01 SC09Q 02 SC09Q 03  SC09Q 04	Please fill in the box for each item.	How many desktop computers are installed for educational purposes for pupils to use either alone or with a teacher in the following places?	In computer laboratories	0-9999			SINGLE
			In classrooms	0-9999			SINGLE
			In the school library	0-9999			SINGLE
			In other locations that are accessible to students in the school	0-9999			SINGLE
SC13Q 01  SC13Q 02  SC13Q 03	Please select one answer for each item.	Who maintains the ICT equipment in your school?	The school's own staff	1	Yes		SINGLE
			An external company contracted by the school	2	No		SINGLE
			An external unit arranged by	999	Don't know/Prefer		SINGLE
							RANDOMISE ITEMS

SC13Q 04			educational authorities (at local, regional level, etc.)		not to say		
			Other				SINGLE
SC14Q 01	Please select one answer for each item.	This school year (2017- 2018), does your school have any of the following?	Its own homepage or website, publicly accessible	1	Yes		SINGLE
SC14Q 02			School email addresses for more than 50% of teachers	2	No		SINGLE
SC14Q 03			School email addresses for more than 50% of students	999	Don't know/ Prefer not to say		SINGLE
SC14Q 11			A student data management system				SINGLE
SC14Q 06			A virtual learning environment (i.e. platform or knowledge management system, etc.)				SINGLE
SC142 Q13			A platform used for online school- home communication				SINGLE
SC14Q 04			A LAN (local area network)				SINGLE
SC14Q 05	Please select one answer.	Is this LAN also wireless (Wi-Fi)?		1	Yes		SINGLE
				2	No		
				999	Don't know/ Prefer not to say		

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<p>SC141 Q12</p> <p>SC141 Q10</p>	<p>Please select one answer for each item.</p>		<p>Can <b>the virtual learning environment</b> be accessed outside school hours?</p>	<p>1</p>	<p>Yes</p>	<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>
<p>Can <b>the virtual learning environment</b> be accessed from outside the school premises ?</p>	<p>2</p>	<p>No</p>	<p>SINGLE</p>				
	<p>999</p>	<p>Don't know/ Prefer not to say</p>					
<p>SC142 Q07</p> <p>SC142 Q08</p> <p>SC142 Q09</p>	<p>Please select one answer for each item.</p>		<p>Can <b>the virtual learning environment</b> be accessed from outside the school by the students?</p>	<p>1</p>	<p>Yes</p>	<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>
<p>Can <b>the virtual learning environment</b> be accessed from outside the school premises by the teachers?</p>	<p>2</p>	<p>No</p>	<p>SINGLE</p>				
<p>Can <b>the virtual learning environment</b> be accessed from outside the school by the parents?</p>	<p>999</p>	<p>Don't know/ Prefer not to say</p>	<p>SINGLE</p>				
<p>SC15Q01</p>	<p>Please select one answer for each item.</p>	<p>In the past two school years (2015-17), what percentage of your teachers have undertaken professional development in the</p>	<p>Introductory courses on internet use and general applications (basic word-processing, spreadsheets, presentations, databases, etc.)</p>	<p>1</p>	<p>None</p>	<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>

SC15Q 02	Advanced courses on applications (advanced word-processing, complex relational databases, Virtual Learning Environment, etc.)	2	25% of fewer	SINGLE
SC15Q 03	Courses on Internet use (creating websites/web pages, video conferencing, etc.)	3	26-50%	SINGLE
SC15Q 04	Equipment-specific training (interactive whiteboard, laptop, etc.)	4	More than 50%	SINGLE
SC15Q 05	Courses on the pedagogical use of ICT in teaching and learning	999	Don't know/ Prefer not to say	SINGLE
SC15Q 06	Subject-specific training on learning applications (tutorials, simulations, etc.)			SINGLE
SC15Q 07	Course on multimedia (using digital video, audio equipment, etc.)			SINGLE
SC15Q 08	Participation in peer learning communities, teacher networks or group work with other teachers			SINGLE

SC15Q09			about the use of ICT for learning and teaching				
			Other professional development opportunities related to ICT				SINGLE
SC16Q01	Please select one answer.	Does your school have an ICT coordinator?		1	Yes	SINGLE	RANDOMISE ITEMS
				2	No	SINGLE	
				999	Don't know/ Prefer not to say	SINGLE	
SC17Q01	Please select one answer for each item.	Is this ICT coordinator:	Available full time?	1	Yes	SINGLE	RANDOMISE ITEMS
SC17Q02			Rewarded for such a function concretely (e.g. increase in salary, reduction of workload, prizes, etc.)?	2	No	SINGLE	
SC17Q03			Responsible for providing support in pedagogical ICT use?	999	Don't know/ Prefer not to say	SINGLE	
SC18Q01	Please select one answer for each item.	Does your school have the following?	Its own written statement about the use of ICT	1	Yes	SINGLE	RANDOMISE ITEMS
SC18Q02			Its own written statement specifically about the use of ICT for pedagogical purposes	2	No	SINGLE	
SC18Q09			A policy and/or actions to use Open Educational Resources and/or MOOCs	999	Don't know/ Prefer not to say	SINGLE	

		(massive open online course – online course which can be attended by anyone via the web) for teaching and/or learning			
SC18Q 10		A policy and/or actions to participate in communities of practitioners for teaching and/or learning (e.g. eTwinning)			SINGLE
SC18Q 04		Regular discussions with teaching staff about ICT use for pedagogical purposes			SINGLE
SC18Q 05		A specific policy or programme to prepare students for responsible Internet behaviour			SINGLE
SC18Q 06		A specific policy about using social networks (Facebook, Twitter, Instagram, Snapchat, etc.) in teaching and learning			SINGLE
SC18Q 07		A specific policy to promoting cooperation and collaboration among teachers			SINGLE
SC18Q 08		Scheduled time for teachers to meet to			SINGLE

			share, evaluate or develop instructional materials and approaches					
			Specific space for teachers to meet to share, evaluate or develop instructional materials and approaches				SINGLE	
			A policy and/or actions to assess the outcomes of using ICT for teaching and learning				SINGLE	
SC18Q 12								
SC18Q 13								
SC19Q 01	Please select one answer for each item.	Does your school reward teachers for using ICT in teaching and learning (whether or not related to 'good teaching' awards)?	Financial incentives (bonus, increase in salary)	1	Yes		SINGLE	RANDO MISE ITEMS
SC19Q 02			Reduced number of teaching hours	2	No		SINGLE	
SC19Q 03			Competitions and prizes	999	Don't know/ Prefer not to say		SINGLE	
SC19Q 07			Honorary titles (e.g. awarding team leader role)				SINGLE	
SC19Q 04			Additional training hours				SINGLE	
SC19Q 05			Additional ICT equipment for the classroom				SINGLE	

SC19Q 06			Other			SINGLE	
SC20Q 01	Please select one answer for each item.	Does your school have the following	An official policy statement about innovation within the school in teaching and learning methods and/or school organisation more generally	1	Yes	SINGLE	RAN DOM ISE ITEMS
SC20Q 02			Initiatives to encourage such innovations within the school (even in absence of policy statement)	2	No	SINGLE	
SC20Q 04			A specific strategy to promote formative assessment (e.g. ongoing assessment, qualitative feedback)	999	Don't know/ Prefer not to say	SINGLE	
SC20Q 03			Change management training programme (any time during the last three years)			SINGLE	
SC29Q 01	Please select one answer for each item.	Are students allowed to use the following personal devices <u>within the school premises</u> ?	Personal laptop or notebook	1	Yes	SINGLE	RAN DOM ISE ITEMS
SC29Q 02			Personal tablet	2	No	SINGLE	
SC29Q 03			Personal mobile phone or smartphone	999	Don't know/ Prefer not to say	SINGLE	



<p>SC30Q 01</p> <p>SC30Q 02</p> <p>SC30Q 03</p>	<p>Please select one answer for each item.</p>	<p>What is the school policy on the use of the following personal devices by students <u>during lessons</u>?</p>	<p>Personal laptop or notebook</p>	<p>1</p>	<p><u>Required</u> for all lessons</p>	<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>
<p>Personal tablet</p>	<p>2</p>	<p><u>Required</u> punctually according to the needs of the lessons</p>	<p>SINGLE</p>				
<p>Personal mobile phone or smartphone</p>	<p>3</p>	<p><u>Always allowed</u> during lessons</p>	<p>SINGLE</p>				
<td data-bbox="887 981 986 1274"> <p>4</p> </td> <td data-bbox="986 981 1129 1274"> <p><u>Allowed</u> punctually according to the needs of the lessons</p> </td> <td data-bbox="1129 981 1259 1274"> <p>SINGLE</p> </td>	<p>4</p>	<p><u>Allowed</u> punctually according to the needs of the lessons</p>	<p>SINGLE</p>				
<td data-bbox="887 1274 986 1370"> <p>5</p> </td> <td data-bbox="986 1274 1129 1370"> <p><u>Banned</u> from lessons</p> </td> <td data-bbox="1129 1274 1259 1370"> <p>SINGLE</p> </td>	<p>5</p>	<p><u>Banned</u> from lessons</p>	<p>SINGLE</p>				
<td data-bbox="887 1370 986 1503"> <p>999</p> </td> <td data-bbox="986 1370 1129 1503"> <p><u>Don't know/Prefer not to say</u></p> </td> <td data-bbox="1129 1370 1259 1503"> <p>SINGLE</p> </td>	<p>999</p>	<p><u>Don't know/Prefer not to say</u></p>	<p>SINGLE</p>				
<p>SC31Q 01</p> <p>SC31Q 02</p>	<p>Please select one answer for each item.</p>	<p>Are teachers and students allowed to access the Internet at school from their own device by using the school network?</p>	<p>Teachers</p>	<p>1</p>	<p>Yes</p>	<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>
<p>Students</p>	<p>2</p>	<p>No</p>	<p>SINGLE</p>				
<td data-bbox="887 2024 986 2116"> <p>999</p> </td> <td data-bbox="986 2024 1129 2116"> <p><u>Don't know/Prefer</u></p> </td> <td data-bbox="1129 2024 1259 2116"> <p>SINGLE</p> </td>	<p>999</p>	<p><u>Don't know/Prefer</u></p>	<p>SINGLE</p>				

					not to say		
SC32Q01	Please select one answer for each item.	Is any online content filtered (e.g. sexually explicit content ) on social media and/or video-sharing platforms such as Wikipedia, Facebook, YouTube?	For teachers	1	Yes	SINGLE	RANDOMISE ITEMS
SC32Q02			For students	2	No	SINGLE	
				999	Don't know/ Prefer not to say	SINGLE	
SC21Q01	Please select one answer for each item.	To what extent do you disagree or agree with the following statements about the use of ICT at school?	ICT should be used for students to do exercises and practice	1	Strongly disagree	SINGLE	RANDOMISE ITEMS
SC21Q02			ICT should be used for students to retrieve information	2	Disagree	SINGLE	
SC21Q03			ICT should be used for students to work and learn in a collaborative way	3	Agree	SINGLE	
SC21Q04			ICT should be used for students to work and learn in an autonomous way	4	Strongly agree	SINGLE	
SC21Q11			ICT should be used for	999	Don't know/	SINGLE	

			students to solve problems		Prefer not to say		
SC21Q 05			ICT use in teaching and learning positively impacts on students' motivation				SINGLE
SC21Q 06			ICT use in teaching and learning positively impacts on students' achievements				SINGLE
SC21Q 07			ICT use in teaching and learning positively impacts on students' higher order thinking skills (critical thinking, analysis, problem solving)				SINGLE
SC21Q 08			ICT use in teaching and learning positively impacts on student's competence in transversal skills (learning to learn, social competences, etc.)				SINGLE
SC21Q 09			ICT use in teaching and learning is essential to prepare students to live and work in the 21st century				SINGLE
SC22Q 01	Please select one answer for each item.	Do you use your computer for any of the following?	School management related tasks (budgeting, planning, timetabling, etc.)	1	Yes	SINGLE	RANDOMISE ITEMS

SC22Q02			Searching for information	2	No	SINGLE	
SC22Q03			Making presentations	999	Don't know/ Prefer not to say	SINGLE	
SC22Q04			Communicating online with teachers (email, web site announcements, etc.)			SINGLE	
SC22Q05			Communicating online with parents (email, web site announcements, etc.)			SINGLE	
SC22Q06			Communicating online with educational authorities (at local, regional, or central level)			SINGLE	
SC23Q01A	Please select one answer for each item.	Regarding your school, who is mainly responsible for the following? Procuring ICT infrastructure	Teachers	1	Yes	SINGLE	RANDOMISE ITEMS
SC23Q01B			School head	2	No	SINGLE	
SC23Q01C			School governing body	999	Don't know/ prefer not to say	SINGLE	
SC23Q01D			Regional/local education authority			SINGLE	
SC23Q01E			National education authority			SINGLE	
SC23Q02A	Please select one answer for each item.	Regarding your school, who is mainly responsible for the	Teachers	1	Yes	SINGLE	RANDOMISE ITEMS

SC23Q 02B		following? Determini ng course content (i.e. curriculum )					
SC23Q 02C			School head	2	No	SINGLE	
SC23Q 02D			School governing body	999	Don't know/ prefer not to say	SINGLE	
SC23Q 02E			Regional/local education authority			SINGLE	
			National education authority			SINGLE	
SC23Q 03A	Please select one answer for each item.	Regarding your school, who is mainly responsible for the following? Choosing teaching methods	Teachers	1	Yes	SINGLE	RANDO MISE ITEMS
SC23Q 03B			School head	2	No	SINGLE	
SC23Q 03C			School governing body	999	Don't know/ prefer not to say	SINGLE	
SC23Q 03D			Regional/local education authority			SINGLE	
SC23Q 03E			National education authority			SINGLE	
SC23Q 04A	Please select one answer for each item.	Regarding your school, who is mainly responsible for the following? Deciding about teacher training	Teachers	1	Yes	SINGLE	RANDO MISE ITEMS
SC23Q 04B			School head	2	No	SINGLE	

SC23Q04C			School governing body	999	Don't know/ prefer not to say	SINGLE	
SC23Q04D			Regional/local education authority			SINGLE	
SC23Q04E			National education authority			SINGLE	
SC23Q05A	Please select one answer for each item.	Regarding your school, who is mainly responsible for the following? Choosing learning resources	Teachers	1	Yes	SINGLE	RANDOMISE ITEMS
SC23Q05B			School head	2	No	SINGLE	
SC23Q05C			School governing body	999	Don't know/ prefer not to say	SINGLE	
SC23Q05D			Regional/local education authority			SINGLE	
SC23Q05E			National education authority			SINGLE	

## A1.2 Teacher questionnaire

TEACHER QUESTIONNAIRE							
Question ID	INSTRUCTION	MAIN QUESTION LABEL	SUB QUESTION LABEL	VALUE CODES	VALUE LABEL	SINGLE/MULTIPLE	ROTATION
TE02Q01	Please select all answers that apply.	What subjects do you teach to the target class?		1	All subjects or almost (early stages of compulsory education)	MULTI CODE FOR VALUES 2-4. SINGLE CODE FOR VALUES 1, 995,	

						AND 999	
				2	Mathem atics		
				3	Science s		
				4	Langua ge (mother tongue, not foreign languag es)		
				995	Other		
				999	Don't know/Pr efer not to say		
TE04 Q01	Please select one answer for each item.	How is ICT taught to the target class?	ICT is taught as a separate subject	1	Yes	SINGL E	RANDO MISE ITEMS
TE04 Q02			ICT is integrated in my subject because I choose to do so	2	No		
TE04 Q03			ICT is integrated in my subject because of curriculum requirements	999	Don't know/Pr efer not to say		
TE05 Q01	Please select one answer for each item.	Have you used ICT for the following activities in the last 3 months?	Preparing lessons	1	Yes	SINGL E	RANDO MISE ITEMS
TE05 Q03			Creating/modifiyi ng digital content (e.g. video file, audio file, text file, PowerPoint presentation)	2	No		
TE05 Q02			Class teaching in front of/with the students	999	Don't know/Pr efer not to say		
TE05 Q04			Provide personal feedback and				

			support students to			
			Communicate with parents			
TE05 Q05						
TE06 Q01	Please select one answer.	For how many years have you been using computers and/or the Internet at any school?		1	Less than 1 year	SINGLE
				2	Between 1 to 3 years	
				3	Between 4 to 6 years	
				4	More than 6 years	
				999	Don't know/Prefer not to say	
TE07 Q01	Please select one answer.	For what percentage of time have you used computers and/or the Internet in class in the past 12 months?		1	More than 75% of all lessons	SINGLE
				2	51 to 75% of all lessons	
				3	25 to 50% of all lessons	
				4	11 to 24% of all lessons	
				5	6 to 10% of all lessons	



				6	1 to 5% of all lessons		
				7	Less than 1% of all lessons		
				999	Don't know/Prefer not to say		
TE30 Q01	Please select one answer.	For what percentage of your lessons have students used ICT in class in the past 12 months		1	More than 75% of all lessons	SINGLE	
				2	51 to 75% of all lessons		
				3	25 to 50% of all lessons		
				4	11 to 24% of all lessons		
				5	6 to 10% of all lessons		
				6	1 to 5% of all lessons		
				7	Less than 1% of all lessons		
				999	Don't know/Prefer not to say		
			TE09 Q01	Please select one answer for each item.	Under which conditions do you have access to the following in lessons with the	Desktop computer without Internet access	1

		target class?					
TE09 Q02			Desktop computer with Internet access	2	Access on demand		
TE09 Q03			Non-internet-connected laptop or, tablet PC, netbook or mini notebook computer	3	Permanent access		
TE09 Q04			Internet-connected laptop, tablet PC, netbook or mini or notebook computer	995	Other		
TE09 Q05			Mobile phone provided by the school	999	Don't know/Prefer not to say		
TE09 Q06			E-reader (a device to read books and newspapers on screen)				
TE09 Q07			Interactive whiteboard				
TE09 Q08			Digital camera or camcorder				
TE09 Q09			Computer laboratory				
TE10 Q01 TE10 Q02	Please select one answer for each item.	Has the school provided you with the following for <u>your own use</u> this school year?	A laptop or a notebook	1	Yes	SINGLE	RANDOMISE ITEMS
			A tablet	2	No		
				999	Don't know/Prefer not to say		
TE11 Q01	Please select one answer for each item.	Has the school provided students with the following for their own use	A laptop or a notebook	1	Yes	SINGLE	RANDOMISE ITEMS

TE11 Q02		this school year (1 to 1 type of initiatives )?					
			A tablet	2	No		
				999	Don't know/Prefer not to say		
TE13 Q01	Please select one answer.	Is participation in ICT training on digital technologies compulsory for a teacher in your subject?		1	Yes	SINGLE	
				2	No		
				999	Don't know/Prefer not to say		
TE14 Q01	Please select one answer for each item.	In the past two school years, have you undertaken professional development in the following areas?	Introductory courses on internet use and general applications (basic word-processing, spreadsheet, presentations, databases, etc.)	1	Yes	SINGLE	RANDOMISE ITEMS
			Advanced courses on applications (advanced word-processing, complex relational databases, Virtual Learning Environment, etc.)	2	No		
			Advanced courses on Internet use (creating websites/webpa	999	Don't know/Prefer not to say		
TE14 Q02							
TE14 Q03							

			ges, video conferencing, etc.)				
TE14 Q04			Equipment-specific training (interactive whiteboard, laptop, etc.)				
TE14 Q05			Courses on the pedagogical use of ICT in teaching and learning				
TE14 Q06			Subject-specific training on learning applications (tutorials, simulations, etc.)				
TE14 Q07			Course on multimedia (using digital video, audio equipment, etc.)				
TE14 Q08			Participate in online communities (e.g. mailing lists, twitter, blogs) for professional discussions with other teachers				
TE14 Q09			ICT training provided by school staff				
TE14 Q12			Participate in teacher networks for collaboration and projects (e.g. eTwinning)				
TE14 Q10			Personal learning about ICT in your own time				
TE14 Q11			Other professional development opportunities related to ICT				
TE15 Q01	Please select one answer.	In total, how much time have you been involved during the past		1	No time at all	SINGL E	TOP-BOTTO M/ BOTTO M-TOP rotation

		two school years in the above professional development opportunities?					for code 1 to 5	
				2	Less than 1 day			
				3	1-3 days			
				4	4-6 days			
				5	More than 6 days			
				999	Don't know/Prefer not to say			
TE16 Q01	Please select one answer for each item.	When using ICT in lessons, do you benefit from technical or pedagogical support from the following?	A more experienced / knowledgeable teacher	1	Rarely/never used	SINGLE	RANDOMISE ITEMS	
TE16 Q02			Team teaching / in-school collaboration with other teachers	2	Mostly technical support			
TE16 Q03			School ICT/technology coordinator	3	Mostly pedagogical support			
TE16 Q04			Other school staff	4	Both technical and pedagogical support			
TE16 Q05			Experts from outside the school	999	Don't know/Prefer not to say			
			An online helpdesk,					

			community or website				
TE18 Q01	Please select one answer for each item.	How often do <u>you</u> do the following activities in relation to teaching to the target class?	Browse / search the Internet to collect information to prepare lessons	1	(Almost ) never	SINGL E	RANDO MISE ITEMS
TE18 Q02			Browse or search the Internet to collect learning material or resources to be used by students during lessons	2	Several times a month		
TE18 Q08			Evaluate digital learning resources in the subject you teach	3	At least once a week		
TE18 Q10			Download/uploa d/browse material from the school's website or a virtual learning environment / learning platform	4	(Almost ) every day		
TE18 Q12			Communicate with students by email	997	Not applicab le		
TE18 Q13			Communicate with students using mobile applications on a smartphone or a tablet (e.g. WhatsApp, Telegram)	999	Don't know/Pr efer not to say		
TE18 Q14			Use online tools/ platforms on a computer (e.g. Showbie) to communicate with students				
TE18 Q06			Post home work for students on the school website, a				

TE18 Q03			learning platform or a cloud storage service (e.g. Dropbox, Google Drive)				
TE18 Q04			Use applications to prepare presentations for lessons				
TE18 Q05			Create your own digital learning materials for students (e.g. prepare digital labs exercises, record your own lectures for students to refer to later)				
TE18 Q05			Prepare standard exercises and tasks for students (e.g. use Word to prepare exercises and print the document to then distribute to students)				
TE19 Q01	Please select one answer for each item.	Which of the following types of digital materials have you used when teaching the target class with the aid of ICT ?	Material that you've researched online	1	Yes	SINGLE	RANDOMISE ITEMS
TE19 Q02			Existing online material from established educational sources	2	No		

<p>TE19 Q05</p> <p>TE19 Q03</p> <p>TE19 Q04</p>			<p>Educational applications on a smartphone or a tablet</p>	<p>999</p>	<p>Don't know/Prefer not to say</p>		
			<p>Material that is available on the school's computer network or database</p>				
			<p>Electronic offline material (e.g. DVD )</p>				
<p>TE34 Q01</p>	<p>Please select one answer.</p>	<p>How often do you use ICT to provide feedback and/or assess students' learning?</p>		<p>1</p>	<p>(Almost ) never</p>	<p>SINGL E</p>	
				<p>2</p>	<p>Several times a month</p>		
				<p>3</p>	<p>At least once a week</p>		
				<p>4</p>	<p>(Almost ) every day</p>		
				<p>999</p>	<p>Don't know/Prefer not to say</p>		
<p>TE31 Q01</p>	<p>Please select one answer.</p>	<p>When you do use ICT to provide feedback and/or assess student's learning, do you do it via the school website or a learning platform?</p>		<p>1</p>	<p>Yes</p>	<p>SINGL E</p>	
				<p>2</p>	<p>No</p>		
				<p>999</p>	<p>Don't know/Prefer not to say</p>		



TE32 Q03	Please select one answer for each item.	How often do you use the following means of communication to contact students' parents?	Emails	1	(Almost ) never	SINGL E	
TE32 Q01			Mobile applications on a smartphone or tablet (e.g. WhatsApp, Telegram)	2	Several times a month		
TE32 Q02			Online tools/ platforms on a computer (e.g. Showbie) to contact parents	3	At least once a week		
				4	(Almost ) every day		
				999	Don't know/Pr efer not to say		
TE21 Q01	Please select one answer for each item.	To what extent do the following apply to you, when it comes to teaching methods and practices (with or without ICT)?	I present, demonstrate and explain to the whole class	1	A lot	SINGL E	RANDO MISE ITEMS
TE21 Q02			I support and explain things to individual students	2	Somew hat		
TE21 Q04			Students work in groups	3	A little		
TE21 Q05			Students work on exercises or tasks individually	4	Not at all		
TE21 Q12			Students work on projects	999	Don't know/Pr efer not to say		
TE21 Q06			Students give presentations to the whole class				

TE21 Q14			Students process and analyse data				
TE21 Q11			Students participate in assessing their work				
TE21 Q07			Students take tests and assessments				
TE21 Q08			Students are engaged in inquiry-based activities				
TE21 Q09			Students discuss ideas with other students and the teacher				
TE20 Q01	Please select one answer for each item.	Is your use of ICT in teaching and learning adversely affected by the following?			A lot		RAN DOMISE ITEMS
TE20 Q02			Insufficient number of computers	1		SINGL E	
TE20 Q02			Insufficient number of internet-connected computers	2	Partially		
TE20 Q22			Insufficient number of tablets provided by the school	3	A little		
TE20 Q03			Insufficient Internet bandwidth or speed	4	Not at all		
TE20 Q04			Insufficient number of interactive whiteboards	999	Don't know/Prefer not to say		
TE20 Q05			Insufficient number of laptops/notebooks				
TE20 Q06			School computers out of date and/or needing repair				
TE20 Q07			Lack of adequate skills of teachers				
TE20 Q08			Insufficient technical support for teachers				

TE20 Q09			Insufficient pedagogical support for teachers				
TE20 Q10			Lack of adequate content/material for teaching				
TE20 Q11			Lack of content in national language				
TE20 Q12			Too difficult to integrate ICT use into the curriculum				
TE20 Q13			Lack of pedagogical models on how to use ICT for learning				
TE20 Q14			School time organisation (fixed lesson time, etc.)				
TE20 Q15			School space organisation (classroom size and furniture, etc.)				
TE20 Q16			Pressure to prepare students for exams and tests				
TE20 Q17			Most parents not in favour of the use of ICT at school				
TE20 Q18			Most teachers not in favour of the use of ICT at school				
TE20 Q21			Using ICT in teaching and learning not being a goal in our school				
TE20 Q19			Lack of interest of teachers				
TE20 Q20			No or unclear benefit to use ICT for teaching				
TE22 Q08	Please select one answer for each item.	To what extent are you confident in the following?	Save and store a file on a hard drive/cloud platform	1	A lot	SINGLE	RANDOMISE ITEMS

TE22 Q17	Download or upload curriculum resources from/to websites or learning platforms for students to use	2	Somewhat	SINGLE
TE22 Q07	Email a file to someone, another student or teacher	3	A little	SINGLE
TE22 Q31	Participate in a discussion forum on the Internet	4	Not at all	SINGLE
TE22 Q15	Participate in social networks	999	Don't know/Prefer not to say	SINGLE
TE22 Q01	Produce a text using a word processing programme			SINGLE
TE22 Q03	Capture and edit digital photos, movies or other graphics			SINGLE
TE22 Q04	Edit text online containing internet links and images			SINGLE
TE22 Q05	Create a database			SINGLE
TE22 Q06	Edit a questionnaire online			SINGLE
TE22 Q09	Use a spreadsheet programme			SINGLE
TE22 Q10	Use a spreadsheet to plot a graph			SINGLE
TE22 Q11	Create a presentation with simple animation functions			SINGLE
TE22 Q12	Create a presentation with video or audio clips			SINGLE
TE22 Q14	Create and maintain blogs or websites			SINGLE
TE22 Q20	Prepare materials to use with an interactive whiteboard/with			SINGLE

			the school equipment (e.g. interactive whiteboard, beamers etc.)					
TE22 Q23			Code/programme apps, programmes and/or robots				SINGLE	
TE22 Q34			Use the Internet safely to protect your privacy and online reputation				SINGLE	
TE22 Q35			Recognise fake news (intentional spread of false information)				SINGLE	
TE22 Q16			Download and install software on a computer				SINGLE	
TE22 Q30			Use ICT to conduct experiments (collecting data and/or images, storing them, documenting observation, etc.)				SINGLE	
TE33 Q01	Please select one answer for each item.	How confident are you doing the following?	Teach students how to behave safely online (e.g. prevent cyberbullying)	1	A lot		SINGLE	RANDOMISE ITEMS
TE33 Q02			Teach students how to behave safely to protect their privacy	2	Somewhat		SINGLE	
TE22 Q18			Teach students how to manage their digital identity and reputation	3	A little		SINGLE	
TE22 Q19			Teach students how to behave ethically online	4	Not at all		SINGLE	
TE33 Q03			Assist students in benefiting from the opportunities offered by ICT and the Internet (e.g. learning, communication, entertainment, creativity, self-expression and	999	Don't know/Prefer not to say		SINGLE	

			civic participation)				
TE23 Q01	Please select one answer for each item.	Do you consider ICT use during lessons has a positive impact on the following?	Students concentrate more on their learning	1	A lot	SINGLE	RANDOMISE ITEMS
TE23 Q02			Students try harder in what they are learning	2	Somewhat	SINGLE	
TE23 Q03			Students feel more autonomous in their learning (they can repeat exercises if needed, explore in more detail topics that they are interested in, etc.)	3	A little	SINGLE	
TE23 Q04			Students understand more easily what they learn	4	Not at all	SINGLE	
TE23 Q05			Students remember more easily what they've learnt	999	Don't know/Prefer not to say	SINGLE	
TE23 Q06			ICT facilitates collaborative work between students			SINGLE	
TE23 Q07			ICT improves the class climate (students are more engaged, less disturbing)			SINGLE	
TE24 Q01			Please select one answer for each item.	To what extent do you disagree or agree with each of the following statements about the use of	ICT should be used for students to do exercises and practise	1	

	ICT at school?			
TE24 Q02	ICT should be used for students to retrieve information	2	Disagree	SINGLE
TE24 Q03	ICT should be used for students to work in a collaborative way	3	Agree	SINGLE
TE24 Q04	ICT should be used for students to learn in an autonomous way	4	Strongly agree	SINGLE
TE24 Q11	ICT should be used for students to learn to use them to solve problems	999	Don't know/ Prefer not to say	SINGLE
TE24 Q05	ICT use in teaching and learning positively impacts students' motivation			SINGLE
TE24 Q06	ICT use in teaching and learning positively impacts students' achievement			SINGLE
TE24 Q07	ICT use in teaching and learning positively impacts on students' higher order thinking skills (critical thinking, analysis, problem solving)			SINGLE
TE24 Q08	ICT use in teaching and learning positively impacts on students' competence in			SINGLE

			transversal skills (learning to learn, social competences, etc.)				
TE24 Q09			ICT use in teaching and learning is essential to prepare students to live and work in the 21st century				SINGLE
TE25 Q01	Please select one answer.	Are you		1	Female		SINGLE
				2	Male		
				999	Prefer not to say		
TE26 Q01	Please select one answer.	Including this school year, how long have you been teaching (at any school)?		1	Less than 1 year		
				2	1-3 years		
				3	4-10 years		
				4	11-20 years		
				5	21-30 years		
				6	31-40 years		
				7	More than 40 years		
				999	Don't know/ Prefer not to say		
TE27 Q01	Please select one answer.	What is your age?		1	30 or less		SINGLE
				2	31-35		
				3	36-45		
				4	46-55		
				5	More than 55		
				999	Prefer not to say		



TE29 Q01	Please select one answer.	Do you use ICT to update your subject knowledge or undertake personal or professional development in any subject (i.e. whether or not related to the subject you teach)?				SINGL E
				1	Yes	
				2	No	
				999	Don't know/ Prefer not to say	
TE28 Q01	Please select one answer.	How often do you use ICT for activities other than work (e.g. shopping, organising photos, socialising, entertainment, booking a hotel, contacting family and friends)?				SINGL E
				1	Never	
				2	A few times a year	
				3	Almost monthly	
				4	Weekly	
				5	Daily	

				999	Don't know/Prefer not to say	
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### A1.3 Student questionnaire

STUDENT SURVEY							
Question ID	INSTRUCTION	MAIN QUESTION LABEL	SUB QUESTION LABEL	VALUE CODES	VALUE LABEL	SINGLE/MULTIPLE	ROTATION
ST25 Q01	Please select one answer.	In which grade are you?		1	<<ISCED 1 level>>		
				2	<<ISCED 2 level>>		
				3	<<ISCED 3 level academic>>		
				4	<<ISCED 3 level vocational>>		
ST22 Q01	Please select one answer.	At home, do you normally speak the same language as the one used in the present questionnaire?		1	Yes	SINGLE	
				2	No		
				999	Don't know/Prefer not to say		
ST01 Q01	Please select one answer for each item.	Have you used the following devices outside school (i.e. at home, at friends' or family member's home, in a public library, an	A computer or laptop/notebook	1	Yes	SINGLE	RANDOMISE ITEMS

ST01 Q03		Internet café, etc.) in the last 3 months?					
			A tablet	2	No		
ST01 Q04			A smartphone	999	Don't know/Prefer not to say		
ST02 Q01	Please select one answer.	Have you been on the Internet outside school (i.e. at home, at friends' or family member's home, in a public library, an Internet café, etc.) in the last 3 months?		1	Yes	SINGLE	
				2	No		
				999	Don't know/Prefer not to say		
ST03 Q01	Please select one answer for each item.	Which of the following are available for you to use at home, or outside school (e.g. at friends' or family member's home, in a public library or an Internet café)?	Computer (e.g. desktop, laptop, or notebook) without Internet access	1	Never or almost never	SINGLE	RANDOMISE ITEMS
			Computer (e.g. desktop, laptop, or notebook) with Internet access	2	Several times a month	SINGLE	
			Digital reader (portable device for reading books on screen)	3	At least once a week	SINGLE	
			Video gaming system (e.g. Xbox,	4	Every day or almost	SINGLE	

<b>ST03 Q07</b>  <b>ST03 Q08</b>  <b>ST03 Q09</b>  <b>ST03 Q14</b>  <b>ST03 Q13</b>  <b>ST03 Q11</b>  <b>ST03 Q16</b>			PlayStation, Wii)		every day		
			Handheld games console (e.g. PSP, Nintendo DS)	999	Don't know/Prefer not to say	SINGLE	
			Mobile phone or smartphone without Internet access			SINGLE	
			Smartphone with Internet access			SINGLE	
			Tablet without Internet access			SINGLE	
			Tablet with Internet access			SINGLE	
			Camcorder or digital camera (to record video)			SINGLE	
			Wearable devices (e.g. smartwatch)			SINGLE	
<b>ST27 Q01</b>	Please select all answers that apply.	Which language(s) do you usually use when going online?		1	<<Language used at school>>	MULTIPLE	
				2	Your mother tongue		
				3	English [if not mother tongue or language used at school]		
				995	Other		
<b>ST31 Q01A</b>	Please select one answer.	What is your mother tongue?					YES
					<<Languages option set>>		
				995	Other		
<b>ST32 Q01A</b>	Please select all answers	You mentioned that you use another				MULTI	YES

	that apply.	language when going online. Could you please specify (or select) the language?"					
					<<Languages option set>>		
				995	Other		
<b>ST05 Q03</b>	Please select one answer for each item.	How often do you take part in the following activities in your free time, at home or any place other than school?	Reading and watching the news online	1	Never or almost never	SINGLE	RAN DOM ISE ITEMS
<b>ST05 Q05</b>			Searching online for practical information (e.g. seats at a match/concert, shopping, train times, health)	2	Several times a month	SINGLE	
<b>ST05 Q06</b>			Searching different sources online for information and learning about a particular topic you're interested in	3	A least once a week	SINGLE	
<b>ST05 Q12</b>			Watching video clips, downloading music, games, software from the Internet	4	Every day or almost every day	SINGLE	
<b>ST05 Q30</b>			Searching online about job opportunities	999	Don't know/Prefer not to say	SINGLE	
<b>ST05 Q01</b>			Sending and reading emails			SINGLE	



<p>ST29 Q06</p> <p>ST29 Q10</p> <p>ST29 Q03</p> <p>ST29 Q04</p> <p>ST29 Q05</p> <p>ST29 Q07</p> <p>ST29 Q08</p> <p>ST29 Q09</p>			<p>Paid daily newspapers/periodicals</p> <p>999</p>		<p>Don't know/Prefer not to say</p>	<p>SINGLE</p>	
			<p>Digital newspapers</p>			<p>SINGLE</p>	
			<p>Video-sharing platforms (e.g. YouTube, Dailymotion)</p>			<p>SINGLE</p>	
			<p>Television</p>			<p>SINGLE</p>	
			<p>Wikipedia</p>			<p>SINGLE</p>	
			<p>Radio</p>			<p>SINGLE</p>	
			<p>Your friends and family</p>			<p>SINGLE</p>	
			<p>Other</p>			<p>SINGLE</p>	
<p>ST30 Q01</p> <p>ST30 Q02</p> <p>ST30 Q03</p> <p>ST30 Q04</p> <p>ST30 Q05</p> <p>ST30 Q06</p>	<p>Please select one answer for each item.</p>	<p>How do you know the information you read is reliable?</p>	<p>I trust the news sources</p> <p>1</p>	<p>Yes</p>		<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>
			<p>I double check with another source</p> <p>2</p>	<p>No</p>		<p>SINGLE</p>	
			<p>I trust my intuition</p> <p>999</p>	<p>Don't know/Prefer not to say</p>		<p>SINGLE</p>	
			<p>I ask my parents</p>			<p>SINGLE</p>	
			<p>I ask my teachers</p>			<p>SINGLE</p>	
			<p>Other</p>			<p>SINGLE</p>	
<p>ST06 Q02</p> <p>ST06 Q09</p>	<p>Please select one answer for each item.</p>	<p>How often do you do the following school-related activities at home or other locations other than schools?</p>	<p>Search the Internet for information for schoolwork</p> <p>1</p>	<p>Never or almost never</p>		<p>SINGLE</p>	<p>RANDOMISE ITEMS</p>
			<p>Check school announcements and download, upload or browse learning material on your school's website</p> <p>2</p>	<p>Several times a month</p>		<p>SINGLE</p>	

<b>ST06 Q04</b>	Email other students about schoolwork	3	A least once a week	SINGL E
<b>ST06 Q05</b>	Use other online tools on a computer ( e.g. Viber, Google Hangouts, Facebook, Skype, etc.) to contact other students about schoolwork	4	Every day or almost every day	SINGL E
<b>ST06 Q18 ST06 Q06</b>	Use mobile applications on a smartphone or a tablet (WhatsApp, Viber, Telegram, Google Hangouts, Facebook messenger, etc.) to contact other students about schoolwork	999	Don't know/Prefer not to say	SINGL E
<b>ST06 Q07</b>	Email teachers Use other online tools on a computer ( e.g. Viber, Google Hangouts, Facebook, Skype, etc.) to contact teachers about schoolwork			SINGL E
<b>ST06 Q19</b>	Use mobile applications on a smartphone or a tablet (WhatsApp, Viber, Telegram, Google Hangouts, Facebook messenger, etc.) to			SINGL E



			contact teachers about schoolwork			
			Use a word processing, spreadsheet or presentation programme (e.g. Word, Excel, PowerPoint)			SINGLE
ST06 Q20			Code/programme apps, programmes and/or robots as part of school projects			SINGLE
ST06 Q25			Do homework on the computer			SINGLE
ST06 Q01			Work with other students on trying to solve a problem using ICT			SINGLE
ST06 Q26			Use computers, smartphones or tablets to conduct experiments (collecting data and/or images, storing them, documenting observation, etc.)			SINGLE
ST06 Q27			Learning with educational software, games, apps and quizzes			SINGLE
ST06 Q29			Participate in online learning programmes			SINGLE
ST06 Q15						
ST08 Q01	Please select one answer.	Have you used a desktop computer, a laptop or notebook at school in the last 3 months?		1	Never or almost never	

				2	Several times a month		
				3	A least once a week		
				4	Every day or almost every day		
				999	Don't know/Prefer not to say		
ST33 Q01	Please select one answer for each item.	How often do you use the following at school for learning?	Computer (e.g. desktop, laptop or notebook)	1	Never or almost never	SINGLE	RANDOMISE ITEMS
ST33 Q02			Tablet	2	Several times a month	SINGLE	
ST33 Q03			Smartphone	3	A least once a week	SINGLE	
ST33 Q04			Internet	4	Every day or almost every day	SINGLE	
					999	Don't know/Prefer not to say	
ST34 Q01	Please select one answer for each item.	For which subjects is ICT used at school?	Mathematics	1	Yes	"NONE"	RANDOMISE ITEMS
ST34 Q02			Natural Sciences	2	No	SHOULD BE EXCLUSIVE	
ST34 Q03			Social studies	999	Don't know/Prefer not to say		
ST34 Q04			<<Language used at school>>				
ST34 Q05			Foreign language				
ST34 Q06			Physical education and health				
ST34 Q07			Religion/ethics/moral education				

<p>ST34 Q08 ST34 Q09</p> <p>ST34 Q10 ST34 Q11</p>			Information and communication technologies (ICT)				
<p>ST11 Q09</p> <p>ST11 Q11</p> <p>ST11 Q10</p>	Please select one answer for each item.	How often do you use the following for learning purpose during lessons?	Your own laptop or notebook brought from home	1	Never or almost never		RANDOMISE ITEMS
	2	Several times a month					
	3	A least once a week					
	4	Every day or almost every day					
	999	Don't know/Prefer not to say					
<p>ST12 Q01</p> <p>ST12 Q02</p> <p>ST12 Q08</p> <p>ST12 Q09</p> <p>ST12 Q10</p>	Please select one answer for each item.	How often do you use the following in lessons?	Digital books and textbooks	1	Never or almost never		RANDOMISE ITEMS
	2	Several times a month					
	3	A least once a week					
	4	Every day or almost every day					
	999	Don't know/Prefer not to say					

<b>ST12 Q03</b>			Multimedia production tools (e.g. PowerPoint, video editing, digital recording)				
<b>ST12 Q04</b>			Broadcasting tools (publish podcast, upload to a video-sharing platform, etc.)				
<b>ST12 Q05</b>			Data logging tools (e.g. temperature rise)				
<b>ST12 Q06</b>			Computer simulations (interactive programme simulating real world phenomena in which you can make changes and see the consequences)				
<b>ST12 Q07</b>			Digital learning games, computer/video games				
<b>ST13 Q03</b>	Please select one answer for each item.	How often do you do the following learning activities during lessons?	Search the Internet to collect information	1	Never or almost never	SINGLE	RANDOMISE ITEMS
<b>ST13 Q04</b>			Download/upload/browse material from your school's website	2	Several times a month	SINGLE	
<b>ST13 Q01</b>			Send or read email messages	3	A least once a week	SINGLE	
<b>ST13 Q02</b>			Chat online for school work	4	Every day or almost every day	SINGLE	
<b>ST13 Q14</b>			Use a word processing, spreadsheet or presentation	999	Don't know/Prefer not to say	SINGLE	



<p><b>ST14 Q04</b></p> <p><b>ST14 Q13</b></p> <p><b>ST14 Q06</b></p> <p><b>ST14 Q08</b></p> <p><b>ST14 Q09</b></p> <p><b>ST14 Q11</b></p>			<p>We all do exercises and tasks individually or collectively</p>	<p>4</p>	<p>Every day or almost every day</p>	<p>SINGLE</p>	
			<p>We work on school projects</p>	<p>999</p>	<p>Don't know/Prefer not to say</p>	<p>SINGLE</p>	
			<p>We work in small groups</p>			<p>SINGLE</p>	
			<p>We investigate and explore issues individually or in small groups and search for information about it</p>			<p>SINGLE</p>	
			<p>We try to solve problems</p>			<p>SINGLE</p>	
			<p>Students help each other to better understand and learn</p>			<p>SINGLE</p>	
<p><b>ST15 Q07</b></p> <p><b>ST15 Q17</b></p> <p><b>ST15 Q31</b></p> <p><b>ST15 Q26</b></p> <p><b>ST15 Q06</b></p> <p><b>ST15 Q32</b></p>	<p>Please select one answer for each item.</p>	<p>How confident are you doing the following tasks?</p>	<p>File electronic documents in computer folders and sub-folders</p>	<p>1</p>	<p>A lot</p>		<p>RANDOMISE ITEMS</p>
			<p>Identify online sources of reliable information</p>	<p>2</p>	<p>Somewhat</p>		
			<p>Check if the information that I find online is true</p>	<p>3</p>	<p>A little</p>		
			<p>Find websites advertising jobs on offer</p>	<p>4</p>	<p>Not at all</p>		
			<p>Email a file to someone/another student or teacher</p>	<p>999</p>	<p>Don't know/Prefer not to say</p>		
			<p>Use other online tools on a computer (e.g. Viber, Google Hangouts, Facebook, Skype, etc.) to contact someone</p>				

ST15 Q33	Use mobile applications on a smartphone or a tablet (WhatsApp, Viber, Telegram, Google Hangouts, Facebook messenger, etc.) to contact someone			
ST15 Q15	Participate in social networks and use most of their features (e.g. Facebook, Instagram, Twitter, Snapchat, Ask.fm, etc.)			
ST15 Q23	Use information found on the internet without plagiarising (e.g. copy/paste in homework)			
ST15 Q34	Interacting with other people online in a respectful and polite manner			
ST15 Q13	Create blogs or websites and maintain them			
ST15 Q01	Produce text using a word processing programme (e.g. Word)			
ST15 Q08	Use spreadsheet programmes (e.g. Excel)			
ST15 Q10	Create a presentation (e.g. PowerPoint)			
ST15 Q02	Edit digital photographs			

			or other graphic images, or videos				
			Code/programme apps, programmes and/or robots				
			Change your privacy settings (e.g. on a social networking site)				
			Run a virus scan on your computer to detect malware				
			Use the Internet safely to protect yourself against bullying				
			Use ICT safely to protect your health against the risks of technologies overuse (e.g. insomnia, back pain, computer addiction)				
			Update the operating system and applications of your computer, tablet or smartphone				
			Learning with educational software, games, apps and quizzes				
			Participate in online training programmes				
<b>ST16 Q01</b>	Please select one answer for each item.	Do you consider using ICT (computers, tablets, smartphones) during lessons has a positive	You concentrate more on what you're learning	1	A lot	SINGLE	RANDOMISE ITEMS
<b>ST15 Q35</b>							
<b>ST15 Q37</b>							
<b>ST15 Q38</b>							
<b>ST15 Q18</b>							
<b>ST15 Q39</b>							
<b>ST15 Q14</b>							
<b>ST15 Q43</b>							
<b>ST15 Q27</b>							



<b>ST16 Q02</b>		impact on the following?					
			You try harder in what you are learning	2	Somewhat	SINGLE	
			You feel more independent in your learning	3	A little	SINGLE	
			You understand more easily what you're learning	4	Not at all	SINGLE	
			You remember more easily what you've learnt	999	Don't know/Prefer not to say	SINGLE	
			ICT enables you to work better with other students on tasks			SINGLE	
			ICT improves the atmosphere in class (students are more engaged, there is less disruption)			SINGLE	
<b>ST35 Q01</b>	Please select one answer for each item.	Thinking about the use of ICT in your school: to what extent do you agree with the following statements?	My school encourages me to use my digital skills in a variety of learning activities	1	Strongly disagree	SINGLE	RANDOMISE ITEMS
<b>ST35 Q02</b>			My school promotes responsible online behaviours (e.g. safety, privacy...)	2	Disagree	SINGLE	
<b>ST35 Q03</b>			My school encourages me to use ICT to learn by doing instead of just listening to lectures	3	Agree	SINGLE	

ST35 Q04			My school expects me to use learning technologies for collaborating with other students and teachers	4	Strongly agree	SINGLE		
ST17 Q01  ST17 Q02  ST17 Q03  ST17 Q04  ST17 Q05  ST17 Q06  ST17 Q07	Please select one answer for each item.	Thinking about your experience with computers: to what extent do you agree with the following statements?		999	Don't know/ Prefer not to say		RANDOMISE ITEMS	
			It is really important for me to work with a computer for learning	1	Strongly disagree			
			Using a computer for learning is really fun	2	Disagree			
			I use a computer for learning because I'm very interested in computers	3	Agree			
			I lose track of time when I'm learning with the computer	4	Strongly agree			
			It's really worth using a computer because it will help me in the future	999	Don't know/ Prefer not to say			
			I use a computer to learn as it will help me in the work that I want to do later on					
			I learn things using computers that will help me to get a job					

<b>ST17 Q08</b>			Learning with computer is important for me because I need it for what I want to study later on				
<b>ST36 Q01</b>	Please select one answer for each item.	How often do you...	Discuss the risks of Internet with your parents?	1	Never or almost never	SINGLE	RANDOMISE ITEMS
<b>ST36 Q02</b>			Get support from your parents when doing homework, which require the use of ICT?	2	Several times a month	SINGLE	
<b>ST36 Q03</b>			Get support from your brother(s) or sister(s) when doing homework, which require the use of ICT (if applicable)?	3	At least once a week	SINGLE	
				4	Every day or almost every day		
				999	Don't know/Prefer not to say		
<b>ST18 Q01</b>	Please select one answer.	Are you		1	Female	SINGLE	
				2	Male		
				999	Prefer not to say		
<b>ST19 Q01</b>	Please select one answer.	When were you born?		1	Before 2000	SINGLE	
				2	2000		
				3	2001		
				4	2002		
				5	2003		
				6	2004		
				7	2005		
				8	After 2005		
		999	Prefer not to say				

<b>ST19 Q02</b>	Please select one answer.	Month		1	January	SINGLE
				2	February	
				3	March	
				4	April	
				5	May	
				6	June	
				7	July	
				8	August	
				9	September	
				10	October	
				11	November	
				12	December	
			<b>ST20 Q01</b>	Please select one answer.	Were you born in the same country as your present school is in?	
	2	No				
	999	Don't know/ Prefer not to say				
<b>ST40 Q01</b>	Please select one answer.	How long have you been living in the country where you now go to school?		1	Less than 1 year	SINGLE
				2	<b>Between 1 and 5 years</b>	
				3	Between 6 and 10 years	
				4	More than 10 years	
				999	Prefer not to say	
<b>ST39 Q01</b>	Please select one answer.	Who do you live with most of the time?		1	Mother and father together	SINGLE
				2	Only mother	
				3	Mother and stepfather	

				4	Only father	
				5	Stepmother and father	
				6	Sometimes with mother and sometimes with father	
				7	Other relative	
				8	Guardian or foster parent	
				9	Alone or with friends	
				999	Prefer not to say	
<b>ST21 Q01</b> <b>ST21 Q03</b>	Please select one answer.	What is the highest level of education completed by .	Your mother	1	<<ISCE D 6>>	SINGLE
			Your father	2	<<IISCE D 5A>>	
				3	<<ISCE D 5B>>	
				4	<<ISCE D 4>>	
				5	<<ISCED 3A>>	
				6	<<ISCE D 3B>>	
				7	<<ISCE D 3C>>	
				8	<<ISCE D 2>>	
				9	<<ISCE D 1>>	
				999	Don't know/Prefer not to say	
			<b>ST24 Q01</b>	Please select one answer.	Which of the following branches is closest to the one you're in?	
	2	Education				
	3	Humanities and arts				

				4	Health and welfare	
				5	Social sciences, business and law	
				6	Services	
				7	Engineering, manufacturing and construction	
				8	Sciences	
				9	Life sciences	
				10	Physical sciences	
				11	Mathematics and statistics	
				12	Computing	
				13	Agriculture	
				999	Don't know/Prefer not to say	

#### A1.4 Parent questionnaire

PARENT QUESTIONNAIRE							
QUESTION ID	INSTRUCTION	MAIN QUESTION LABEL	SUB QUESTION LABEL	VALUE CODES	VALUE LABEL	SINGLE/MULTIPLE	ROTATION
<b>PA01Q01</b>	Please select one answer.	At what school grade is your child who participates in the survey?		1	<<ISCED 1 level>>		
				2	<<ISCED 2 level>>		
				3	<<ISCED 3 level academic>>		

				4	<<ISCED 3 level vocational>>	
<b>PA02Q01</b>		How many children do you have?		0-9999		SINGLE
<b>PA03Q01</b>	Please select all answers that apply.	What type of Internet connection do you have at home?		1	ADSL	MULTIPLE
				2	Cable	
				3	Fibre optic	
				4	Wireless LAN	
				5	Satellite	
				996	None	
				999	Don't know/ Prefer not to say	
<b>PA04Q01</b>  <b>PA04Q02</b> <b>PA04Q03</b> <b>PA04Q04</b>  <b>PA04Q05</b>  <b>PA04Q06</b>  <b>PA04Q07</b>	Please select one answer for each item.	Which of the following devices do you and your child have access to at home?	Computer (e.g. desktop, laptop, or notebook)	1	Yes	SINGLE
			Tablet	2	No	
			Mobile phone	999	Don't know/ Prefer not to say	
			Smartphone			
			E-reader (a device to read books and newspapers on screen)			
			Video gaming system (e.g. Xbox, PlayStation, Wii)			
			Handheld games console			

<b>PA04Q08</b>			(e.g. PSP, Nintendo DS)				
<b>PA05Q01</b> <b>PA05Q02</b> <b>PA05Q03</b> <b>PA05Q04</b> <b>PA05Q20</b> <b>PA05Q05</b>	Please select one answer for each item.	How often do you take part in the following activities at home?	Reading and watching the news online	1	Never or almost never	SINGLE	RANDOMISED ITEMS
Searching online for practical information (e.g. seats at a match/concert, shopping, train times, health)	2	Several times a month	SINGLE				
Searching different sources online for information and learning about a particular topic you're interested in	3	At least once a week	SINGLE				
Watching video clips, downloading music, games, software from the Internet	4	Every day or almost every day	SINGLE				
Searching online for job opportunities	999	Don't know/ Prefer not to say	SINGLE				
Sending and			SINGLE				



		reading emails			
<b>PA05Q 08</b>		Participating in social networks and use most of their features (e.g. Facebook, Instagram, Twitter, Snapchat, Ask.fm, etc.)			SINGLE
<b>PA05Q 06</b>		Chatting online			SINGLE
<b>PA05Q 10</b>		Using online banking and government services			SINGLE
<b>PA05Q 12</b>		Doing online shopping			SINGLE
<b>PA05Q 13</b>		Using a word processing, spreadsheet or presentation programme (e.g. Word, Excel, PowerPoint)			SINGLE
<b>PA05Q 14</b>		Maintaining your own website or blog			SINGLE
<b>PA05Q 15</b>		Coding/programming apps, programmes and/or robots			SINGLE
<b>PA05Q 17</b>		Checking your privacy settings (e.g. on a social networking site)			SINGLE

<b>PA05Q 18</b>			Update the operating system and applications of your computer, tablet or smartphone			SINGLE	
<b>PA05Q 19</b>			Learning with educational software, games, apps and quizzes			SINGLE	
<b>PA24Q 02</b>	Please select one answer.	How confident are you in your ability to recognise fake news (intentional spread of false information)?		1	A lot	SINGLE	
				2	Somewhat		
				3	A little		
				4	Not at all		
				999	Don't know/ Prefer not to say		
<b>PA07Q 01</b>	Please select one answer.	When your child is online, do you know what s/he is doing (e.g. school work, playing games, browsing the Internet)		1	Yes, I feel I know enough	SINGLE	
				2	One or two things, but there are a lot of		

					things I am not aware of		
					I don't know as much as I would like to about my child's computer use	3	
					I don't know anything about my child's computer use	4	
					Don't know/ Prefer not to say	999	
<b>PA08Q 01</b>	Please select one answer for each item.	How often do you do the following?	Talk to your child about what s/he does with ICT or the Internet	1	Daily	SINGLE	RANDOMISED ITEMS
<b>PA08Q 02</b>			Stay nearby when your child uses ICT or the Internet	2	Weekly	SINGLE	
<b>PA08Q 03</b>			Sit with your child while s/he uses ICT or the Internet	3	Monthly	SINGLE	
<b>PA08Q 04</b>			Do activities together with ICT or the Internet (e.g. play games, watch online videos, use social networks)	4	Less than once a month	SINGLE	
<b>PA08Q 05</b>			Assist your child in benefiting from the opportunities offered by ICT and the Internet (e.g. learning, communication, entertainment,	5	Never	SINGLE	

<b>PA08Q06</b>			creativity, self-expression and civic participation)				
			Encourage your child to explore and learn things on the Internet	998	I don't know	SINGLE	
				999	Prefer not to say		
<b>PA09Q01</b> <b>PA09Q02</b> <b>PA09Q03</b>	Please select one answer for each item.	How often does your child get support in doing homework, which requires the use of ICT (e.g. a computer or a tablet)?	From you	1	Daily	SINGLE	RANDOMISED ITEMS
			From his/her brother(s) or sister(s)	2	Weekly	SINGLE	
			Other relative	3	Monthly	SINGLE	
				4	Less than once a month		
				5	Never		
				998	I don't know		
				999	Prefer not to say		
			<b>PA06Q01</b> <b>PA06Q02</b>	Please select one answer for each item.	Are you confident doing the following?	Teach your child how to behave safely online (e.g. prevent cyberbullying)	
Teach your child how to behave safely to protect his/her privacy	2	No				SINGLE	

<b>PA06Q03</b>			Teach your child how to manage their digital identity and reputation	999	Don't know/ Prefer not to say	SINGLE			
<b>PA10Q01</b>	Please select one answer for each item.	When not together, how often do you communicate with your child using the following means:	Phone call	1	Daily	SINGLE	RANDOMISED ITEMS		
<b>PA10Q02</b>			SMS	2	Weekly	SINGLE			
<b>PA10Q03</b>			E-mail	3	Monthly	SINGLE			
<b>PA10Q04</b>			Instant messaging (e.g. WhatsApp, Viber, Telegram, Google Hangouts, Facebook messenger, etc.)	4	Less than once a month	SINGLE			
<b>PA10Q05</b>			Internet audio call	5	Never	SINGLE			
<b>PA10Q06</b>			Video call (e.g. Skype, FaceTime)	998	I don't know	SINGLE			
						999		Prefer not to say	
<b>PA11Q01</b>			Please select one answer for each item.	How often do you use the following means of communication to contact your child's teacher	Emails	1		(Almost) never	SINGLE

<b>PA11Q02</b>		s (e.g. regarding homework, deadlines, child's behaviour at school)?					
			Mobile applications on a smartphone or tablet (e.g. WhatsApp, Telegram)	2	Several times a month	SINGLE	
			Online tools/platforms on a computer (e.g. Showbie) to contact parents	3	At least once a week	SINGLE	
				4	(Almost) every day		
				999	Don't know/Prefer not to say		
<b>PA12Q01</b>	Please select one answer for each item.	Do you think that your child is competent doing the following?	Use the Internet safely to protect him/herself against cyberstalking	1	Yes	SINGLE	RANDOMISED ITEMS
			Use the Internet safely to protect his/her privacy	2	No	SINGLE	
			Use the Internet safely to protect his/her online reputation	999	Don't know/Prefer not to say	SINGLE	
			Use the Internet safely to			SINGLE	
<b>PA12Q02</b>							
<b>PA12Q03</b>							
<b>PA12Q04</b>							

<p><b>PA12Q05</b></p>			<p>protect his/her health against the risks of technology overuse (e.g. insomnia, back pain, computer addiction)</p>				
<p><b>PA13Q01</b> <b>PA13Q02</b> <b>PA13Q03</b> <b>PA13Q06</b> <b>PA13Q04</b></p>	<p>Please select one answer for each item.</p>	<p>How often do you discuss the following ICT-related safety issues with your child:</p>	<p>Cyberbullying</p>	<p>1</p>	<p>Very often</p>	<p>SINGLE</p>	<p>RANDOMISED ITEMS</p>
			<p>Privacy-related risks (e.g. identity theft)</p>	<p>2</p>	<p>Often</p>	<p>SINGLE</p>	
			<p>Online reputation risks (e.g. posting a personal photo on a public blog, sexting)</p>	<p>3</p>	<p>Sometimes</p>	<p>SINGLE</p>	
			<p>Fake news (intentional spread of false information)</p>	<p>4</p>	<p>Rarely</p>	<p>SINGLE</p>	
			<p>Risks of being exposed to</p>	<p>5</p>	<p>Never</p>	<p>SINGLE</p>	

			inappropriate content online						
<b>PA13Q05</b>			Health issues caused by technology overuse (e.g. insomnia, back pain, computer addiction)	999	Don't know/ Prefer not to say	SINGLE			
<b>PA15Q01</b>	Please select one answer for each item.	Which rules have you put in place at home regarding the use of the following by your child?	Internet	1	No special rule	SINGLE	RANDOMISED ITEMS		
<b>PA15Q02</b>			Computer (desktop, laptop, notebook)	2	Allowed at any time or almost anytime without asking permission	SINGLE			
<b>PA15Q03</b>			Smartphone	3	Allowed at any time or almost anytime but my child needs to ask permission	SINGLE			
<b>PA15Q04</b>			Tablet	4	Only allowed for certain activities (e.g. homework)	SINGLE			
<b>PA15Q05</b>			Handheld games console (e.g. PSP, Nintendo DS)	5	Only allowed at certain times/hours	SINGLE			
<b>PA15Q06</b>			Video gaming system (e.g. Xbox, PlayStation, Wii)	995	Other	SINGLE			
						999		Don't know/Prefer not to say	



<b>PA16Q 01</b>	Please select one answer for each item.	Which of the following parental control tools do you use for your child?	Online content filters (e.g. adult-related sites, illegal activity, social networking sites)	1	Yes	SINGLE	RANDOMISE ITEMS
			Program blocker to stop your child from running certain programs	2	No	SINGLE	
			Tool to limit time spent on the computer, tablet or smartphone	999	Don't know/ Prefer not to say	SINGLE	
			Geolocation service on your child's mobile device to track his/her position			SINGLE	
			Other			SINGLE	
			None			SINGLE	
<b>PA17Q 01</b>	Please select one answer for each item.	Have you ever experienced the following issues in relation to your child's use of ICT and internet?	Cyberbullying	1	Yes	SINGLE	RANDOMISE ITEMS
			Privacy-related issues (e.g.	2	No	SINGLE	
<b>PA17Q 02</b>							

<b>PA17Q03</b>			identity theft)				
			Online reputation risks (e.g. posting a personal photo on a public blog, sexting)	999	Don't know/ Prefer not to say	SINGLE	
			Your child came across inappropriate online content			SINGLE	
			Health issues caused by technology overuse (e.g. insomnia, back pain, computer addiction)			SINGLE	
<b>PA17Q04</b>			Your child made a purchase using your credit/debit card without your permission				SINGLE
<b>PA17Q05</b>							
<b>PA17Q06</b>							
<b>PA19Q01</b>	Please select one answer for each item.	Do you consider that the use of ICT at school has a <u>positive</u> impact on the following?	My child understands more easily what s/he learns	1	A lot	SINGLE	RANDOMISED ITEMS
			My child remembers what s/he has learnt more easily	2	Somewhat	SINGLE	
			My child concentrates better	3	A little	SINGLE	
<b>PA19Q02</b>							
<b>PA19Q03</b>							

<b>PA19Q 04</b>			My child is more motivated to learn	4	Not at all	SINGLE	
			<b>PA19Q 05</b>	My child can learn at his/her own pace	999	Don't know/ Prefer not to say	SINGLE
			<b>PA19Q 06</b>	Students collaborate better			SINGLE
			<b>PA19Q 07</b>	Students and teachers communicate better			SINGLE
			<b>PA19Q 08</b>	Learning to use ICT and Internet will later help my child finding a job in the labour market			SINGLE
<b>PA20Q 01</b>	Please select one answer.	What is your age?		1	30 or less	SINGLE	
				2	31-35		
				3	36-45		
				4	46-55		
				5	More than 55		
				999	Prefer not to say		
<b>PA21Q 01</b>	Please select one answer.	What is the highest level of education you completed?		1	<<ISCED 6>>	SINGLE	
				2	<<ISCED 5A>>		
				3	<<ISCED 5B>>		
				4	<<ISCED 4>>		
				5	<<ISCED 3A>>		
				6	<<ISCED 3B>>		
				7	<<ISCED 3C>>		
				8	<<ISCED 2>>		
				9	<<ISCED 1>>		
				999	Don't know/ Prefer not to say		

## Annex 2 Registration survey for head teachers

[PROG: TITLE OF PAGE – TO BE SHOWN FOR ALL QUESTIONS]

REGISTRATION FORM – EUROPEAN WIDE SURVEY ON ICT IN SCHOOLS

<program languages related to the country:

<b>ICT country</b>	<b>Language</b>	<b>Second language</b>
Austria	German	
Belgium	French	Dutch
Bulgaria	Bulgarian	
Croatia	Croatian	
Cyprus	Greek	
Czech Republic	Czech	
Denmark	Danish	
Estonia	Estonian	
Finland	Finnish	Swedish
France	French	
Germany	German	
Greece	Greek	
Hungary	Hungarian	
Iceland	Iceland	
Ireland	English	
Italy	Italian	
Latvia	Latvian	
Lithuania	Lithuanian	
Luxembourg	French	German
Malta	Maltese	English
Norway	Norwegian	
Netherlands	Dutch	
Poland	Polish	
Portugal	Portuguese	
Romania	Romanian	
Slovakia	Slovakian	
Slovenia	Slovenian	
Spain	Spanish	
Sweden	Swedish	
Turkey	Turkish	
UK	English	

[PROG: SHOW ONLY IN BELGIUM)

QLANGUAGE\_BE. Gelieve de taal te selecteren waarin u wenst verder te gaan. / Veuillez sélectionner la langue dans laquelle vous souhaitez continuer.

[PROG: SINGLE]

1: Nederlands [PROG: IF SELECTED → CONTINUE SCRIPT IN DUTCH]

2: Français [PROG: IF SELECTED → CONTINUE SCRIPT IN FRENCH]

[PROG: SHOW ONLY IN Luxembourg)

QLANGUAGE\_LUX. Veuillez sélectionner la langue dans laquelle vous souhaitez continuer / Please select the language in which you would like to continue.

**[PROG: SINGLE]**

1: Français [PROG: IF SELECTED → CONTINUE SCRIPT IN FRENCH]

2: German [PROG: IF SELECTED → CONTINUE SCRIPT IN GERMAN]

[PROG: SHOW ONLY IN MALTA)

QLANGUAGE\_MT. Please select the language in which you would like to continue/ Please select the language in which you would like to continue.

**[PROG: SINGLE]**

1: Maltese [PROG: IF SELECTED → CONTINUE SCRIPT IN MALTESE]

2: English [PROG: IF SELECTED → CONTINUE SCRIPT IN ENGLISH]

[PROG: SHOW ONLY IN FINLAND)

QLANGUAGE\_FI. Please select the language in which you would like to continue/ Please select the language in which you would like to continue.

**[PROG: SINGLE]**

1: Finnish [PROG: IF SELECTED → CONTINUE SCRIPT IN finnish]

2: Swedish [PROG: IF SELECTED → CONTINUE SCRIPT IN Swedish]

[PROG: intro)

Welcome to the registration form of the European Survey of Schools: Information and Communication technologies (ICT) in Education, carried out by the European Commission. As indicated earlier, your school has been selected randomly from the list of all schools in your country and we would kindly like to invite your school to participate.

As part of the survey, we aim to collect data from schools across 30 countries (EU 28, Iceland and Turkey). In each school, we will aim to interview head teachers, class teachers, students (from lower secondary, upper secondary and upper secondary vocational levels) and students' parents (from primary, lower secondary, upper secondary and upper secondary vocational levels).

[PROG: ASK ALL]

Q1. Can you please confirm your role within the school?

1. Head teacher
2. Deputy head teacher
3. School secretary / Head of administration
4. Anything else

[PROG: ASK IF Q1=2, 3, 4]

Q2. This registration form should be filled in by the school head teacher. Can you please provide us with the email address of the head teacher? We will automatically forward the invitation letter to him/her.

*Please note that the head teacher's email address will remain strictly confidential. We will only use this in order to send the survey invitation letter to him/her.*

[PROG: ALLOW BACK BUTTON TO MOVE BACK TO Q1]

[PROG: OPEN 500 CHARACTERS]

Enter email address:

[PROG: IF EMAIL ADDRESS IS PROVIDED SHOW EXIT TEXT]

Thank you for providing the head teacher's email address. The invitation letter has been forwarded.

[PROG: ASK IF Q1=1]

Q3. We would very much appreciate the participation of your school in this important international survey funded by the European Commission. Your school has been selected randomly from the list of all schools in your country. For the accurateness of the results in your country, it is extremely important that your school takes part in the survey.

Can you confirm that you agree with your school's participation to the survey?

1. Yes
2. No

[PROG: ASK IF Q3=2]

Q4. This study is really important, as its outcomes will be used in order to define the conditions of an effective "highly equipped and connected classroom" in primary and secondary education, and to estimate how much it would cost to equip and connect primary and secondary classrooms across Europe. [ADD FOR DE only: "All schools that participate in the study will be emailed the results of the study for Germany, this will include a classification of how the school performs on a number of indicators, compared to other schools in Germany"]May we please ask you to reconsider your school's participation?

1. Yes
2. No

[PROG: IF Q4=2 SHOW EXIT TEXT AND CODE AS REFUSAL]

Thank you very much for informing us. We have no further questions for you.

[PROG: IF Q3 OR Q4 =1]

Thank you very much for confirming that your school can take part in the survey. It is much appreciated. Let's continue with the registration. It will only take a couple of minutes.

Q5. Can you please confirm you are working in the school below?

[PROG: <take the name from sampling frame>

1. Yes
2. No

[PROG: IF Q5 =2]

Q6. Can you please provide the name of your school?

[PROG: OPEN 500 CHARACTERS]

Q7. How many students currently attend the school? If you don't know the exact number, please provide an estimation.

[PROG: NUMERIC – 5 POSITIONS]

Enter the number of students:

Q9. Which of the following education levels are there in your school?

[PROG: USE SEPARATE EXCEL FILE WITH COUNTRY SPECIFIC ISCED LISTS]

Q10. In order to conduct this survey, we will need you to appoint a survey coordinator in your school. This can be either yourself, as head teacher, or anyone else you wish to appoint (e.g. it can be either a class teacher, or a member of the school's administrative staff). He/she will get access to a web platform to manage the completion of the surveys (head teacher's survey, teachers' surveys and class surveys). The school coordinator would need to spend approx. 3-4 hours during the **entire** fieldwork period on the coordination of data collection in the school (e.g. follow up with non-responses and respond to any queries).

Can you please provide us with the email address of the person you would like to appoint as survey coordinator in your school? We will automatically forward instructions and access to the survey management platform to him/her.

*Please note that this person's email address will remain strictly confidential. We will only use this in order to send the survey materials to him/her.*

[PROG: OPEN 500 CHARACTERS]

Q10b Please confirm email address.

*Please note that this person's email address will remain strictly confidential. We will only use this in order to send the survey materials to him/her.*

[PROG: CHECK if text at Q10 = Q10b; if email address entered at Q10b ≠ Q10, show Q10b again in red and add error message:

The email addresses you entered do not correspond. Please check and enter the correct email address. Thank you.

[PROG: OPEN 500 CHARACTERS]

Q11. Can you please also provide a telephone number where we can reach the survey coordinator of your school, in case this should be required?

[PROG: question is not obligatory and can be skipped without answer]

*This number will be kept confidential and we will only be used in case we will need to (e.g. for communicating additional information, or to resolve any issues which may occur during the data collection process).*

[PROG: OPEN 500 CHARACTERS]

Q12 Thank you very much. Your school's participation in the survey is now registered. All necessary information about the project will be sent to the survey coordinator you have assigned.

As part of this survey the school's head teacher shall also fill in a short questionnaire. It will only take you 15 minutes. Are you happy to fill in the survey now?

1. Yes, I would like to answer the survey now
2. No, I would prefer answering the survey later

[PROG: IF Q12=1 START HEAD TEACHER SURVEY]

[PROG: IF Q12=2 SHOW EXIT TEXT AND SEND SURVEY INVITATION BY EMAIL]

Thank you for completing this registration form. We will send you an email invitation to provide you with the link to the head teacher's survey.





## School Coordinator Instructions Manual

### Introduction and overview of the survey

Thank you for your help in coordinating this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

In each school we will aim to interview one selected class of each the following educational levels: the last year of primary education, the last year of lower secondary education, the last year of general upper secondary education and the last year of upper secondary vocational education. We will interview the school head teacher, and, for each selected class, we will interview students (apart from those in primary education), teachers, and students' parents.

**(FOR DE, Replace paragraph above with: The survey will collect data from one class in each school. We will interview the school head teacher, students (apart from those in primary education), teachers, and students' parents.)**

Your support is of crucial importance for the success of this survey!

As school coordinator we will need your support in order to help us interview the following targets:

- Students (of lower secondary, upper secondary and upper secondary vocational levels) from the selected class(es) in your school
- Parents of students from the selected classes
- Some of the teachers who teach the selected classes:

Between one and four classes may be selected from your school. All interviews will be carried out online.

In order to simplify your task, the survey has been automated as much as possible. You will be asked to provide some information via the present questionnaire. Based on this information we will select which classes should participate in the survey. We will also select the teachers, and send them the survey link via email. We also have designed a user-friendly platform on which you will be able to see progress of the survey in your school. An email with a link towards the platform will be sent to you.

The present document includes all the information you need in order to know about how to use the platform, and how to manage the survey, so please read it carefully!

We strongly recommend that you print this document for future reference. The manual will also be available on the platform (a link towards the platform will be sent to you via email).

### Description of tasks

As part of the survey administration process, we would like to kindly ask for your help with the following tasks:

**1. Complete the present questionnaire as accurately as possible. The answers you provide will enable us to select the classes and teachers who should be interviewed from your school.**

As part of the questionnaire, you will be asked to provide the names of all classes from the last grade of each selected level. Among these classes, the system will randomly select the classes which should be surveyed. You will also receive the list of selected classes by email.

For each of the selected classes, you will be asked to provide the first name (or initials) of some of the teachers:

- Primary education: main teacher(s)
- Lower and upper general secondary education: teachers of mathematics, sciences and main language
- Vocational upper secondary education: the 3 teachers with the highest number on instructional hours

Among these teachers (if several) through an algorithm, the system will select those who should take part in the survey. As part of the questionnaire you will also be asked to provide the email address(es) of the selected teacher(s). Once you do so, we will automatically send them an email with the link to the questionnaire so that they can complete it.

*NOTE:*

- ***When answering Q3 – please fill in only the names of the class of the last year (or last grade) from each requested level***
- ***When answering Q4: please refer only to the "main" teacher(s) – and not those who have a small number of instruction hours (e.g. such as the sports teacher, music, art etc.).***
- ***When asked to type in the email addresses of the selected teachers, please make sure these are accurate, as a link with the survey will be automatically sent to them.***

You do not need to complete the survey questionnaire in one go. You can re-access the survey questionnaire by clicking on the link. Any information provided earlier will not need to be re-entered.

Once you have finished filling out the questionnaire, an email will be sent to you, with a link to a platform, where you will have a list of all classes (students), teachers and parents who need to be interviewed as part of the project.

In terms of next steps, your support will be requested in order to:

- Coordinate the survey administration for students from the selected class(es)
- Coordinate the survey administration for parents of students from the selected class(es)
- Remind the selected class teachers who have not completed the survey to do this

More details about each step are provided below.

**2. Coordinate the class survey.**

As part of the survey we will need to interview all students from the selected class(es) – apart from those in primary education.

In order to do this, we will provide you with a number of unique web links (one for each student) which allow accessing the survey questionnaire. These links will be sent to you by email.

The class survey will need to be administrated at the school premises, in a classroom which is equipped with sufficient computers to allow each student to fill out the questionnaire on a separate one. Each computer will need to be connected to the internet in order for the students to be able to fill out the questionnaire.

Your support will be needed for the following tasks:

- **Obtaining parental approval for students under the age of X** from the selected class(es). For this purpose we have drafted the *Parental approval form* – a standard letter for each student’s parents presenting information about the survey, and asking for parent’s signed consent. This form can be found in the annex of this manual and will be available on the platform as well. You will need to:
  - o Print the form in several copies (according to the number of students aged below X across the selected classes – one copy for each student)
  - o Give each student from the selected class(es) a copy of the letter, asking them to bring it to their parents to complete and sign, and then bring it back to school
  - o Collect the forms from the students, once these are completed and signed by the parents. You don’t need to send these to us, but you will need to keep them at the school premises during a minimum period of 2 years.
  - o For students aged below X, only those who’s parents have provided their approval can take part in the survey. For all others, there is no need to seek parental approval – as children aged X and older can be interviewed in COUNTRY without parental consent.

- **Organising the student survey:**

For each selected class:

- o Informing the students that they will take part in a survey about the use of computers and the internet in learning activities
- o Finding a time when the students can all be present in the computer classroom. We advise you to organise a unique student session per selected class in order to reduce the loss of instruction time. However, several student sessions might be necessary if the number of computers with internet access is lower than the number of students in the selected class.

You will be provided with an email containing a list of links and unique passwords towards the survey questionnaire for each selected class separately (a list with a unique password for each student). Before each class survey session, you will need to print out this list and then cut the page in pieces so that you can hand one link and unique password to each student. In order to be able to access the survey questionnaire, each student will need to type the unique link in their browser. Then they will need to select the country in which they live and after that they will need to provide their unique password (so that every student can fill in its own questionnaire).

If your schools is selected for more than one class, please make sure that you use the correct link and passwords for the class. They are different for each class in order to allow us to identify the class in which students are.

**Students are not allowed to complete the survey without your presence in the classroom.**

In terms of timings, the student questionnaire will take about 15 minutes to complete.

### 3. Coordinate the parent survey.

As part of the study, we will also need to survey parents of students from the selected classes (including that of primary education, if selected). The parents will need to fill out an online 15-minute questionnaire. Please find below a brief description of the process, as well as of the tasks involved:

- You will receive an email with one - or several booklets (according to the number of selected classes in your school) called *Parent survey invitation letters* containing as many pages as the total number of students across the selected classes (one booklet per selected class). Each page will include an invitation letter, containing information about the survey, and inviting the parents to complete it, as well as a link and a unique password towards the survey. Your tasks will be to:
  - o Print out the entire document (one sided)

Hand out a page to each student from the selected class(es), asking them to bring it to their parents. The parents will be able to access and fill out the survey by typing in the link which is included in the Parent survey invitation letter, then selecting the country in which they live and providing their password. You can hand out the *Parent survey invitation letters* to the students at the same time as the *Parental approval form* (for those where this is needed).

If your schools is selected for more than one class, please make sure that you use the correct booklet per class for the parent surveys. They are different for each class and allow us to identify to which class the parents belong to.)

Our objective is to interview at least one parent per selected class. If no parents answer the survey after a given time, a new booklet with reminders to complete the *Parent survey* will be provided to you.

### 4. Remind class teachers who have not filled out the class teacher survey to do so.

As mentioned previously, when filling out this questionnaire, you will be asked to provide email addresses of the teachers who will be selected to take part in this survey. Once you do this, an email with the survey link will be automatically forwarded to them. If after three weeks they have still not completed the survey, we will automatically send them a reminder.

If after this reminder, some of the teachers have still not completed the survey, we will request your support - to kindly remind them (by whichever means you chose to -e.g. verbally, by email, or by phone) to complete the survey.

Thank you very much in advance for your support.

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]  
[DP - INSERT LOCAL INSTITUTION]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]  
[DP - INSERT TELEPHONE LOCAL NAME]  
[DP - INSERT EMAIL LOCAL NAME]

## Annex 4 Parent approval form

2<sup>nd</sup> Survey of Schools – ICT in Education

### PARENTAL PERMISSION LETTER

Dear parent or guardian,

I am writing to inform you that the school and class attended by your child have been selected to take part in a European survey on the use of computers the internet in education. The Head Teacher has provided his/her approval for the school to take part in the survey. **As part of the study we would like to invite your child (along with the other children from his/her class) to complete a 15-minute questionnaire.**

**We would therefore like to kindly request your approval to interview your child as part of our survey.**

The research is conducted by Ipsos, an independent market research company, in collaboration with Deloitte, the world's largest consultancy firm, on behalf of the European Commission. The questionnaire aims to gather information on children's use of technology for learning, and will be completed online, on the school premises. All information provided will remain strictly confidential, and will be used for research purposes only. Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

The answers will be used in order to provide schools, ministries of education and the European Commission with information to assist in providing high quality education for young people in the 21<sup>st</sup> century.

It would therefore be very important that your child takes part in our research. We would be grateful if you could please complete and sign this permission form, and hand it to your child so that he/she can bring it back to school.

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Name of school:

Name:

Email:

Telephone number:

#### PARENTAL CONSENT FORM

*Please tick one of the two boxes below, and fill in the requested information*

- I agree for my child to take part in the 2<sup>nd</sup> Survey of Schools – ICT in Education**
- I don't agree for my child to take part in the 2<sup>nd</sup> Survey of Schools – ICT in Education**

Name of child.....

Name of parent.....

## Annex 5 Head teacher email

### 2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Ipsos, an independent market research company, in collaboration with Deloitte, the world's largest consultancy firm, have been commissioned to carry out the second **Survey of Schools on ICT in education**. The survey is conducted on behalf of the Directorate-General for Communications Networks, Content & Technology ("DG CONNECT") of the European Commission, and aims, on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012.

Your school has been selected randomly from the list of all schools in your country. For the accurateness of the results, it is extremely important that your school takes part in the survey.

**Through this letter we would like to kindly request the approval of the Head Teacher to conduct the survey in your school. *If you are not that person, may we please ask you to forward this email to the school's Head Teacher.***

**As a first step, as School Head Teacher, we would like to kindly ask you to answer a short 5-minute questionnaire in order to register your school in the survey, by using the link below. The questionnaire will also include information about the survey as well as instructions on how it should be coordinated.**

[insert link]

Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

Please find below some details about the survey:

1. **Purpose of the study:** The survey outcomes will be used in order to define the minimum conditions of an effective "highly equipped and connected classroom" in primary and secondary education, and to estimate how much it would cost to equip and connect primary and secondary classrooms in the countries where the survey will take place.
2. **Coverage:** the survey will be conducted in 30 countries (EU28, Turkey and Iceland).
3. **Target population:** we aim to interview 400 schools in each country (100 schools in each of the following levels: primary, lower secondary, upper secondary and upper secondary vocational). In each school, we will conduct interviews with **Head Teachers, Class Teachers** (between one and three teachers per school), **students** (all students from one randomly selected class per level in each school – apart from primary level), and **parents** (whose children are attending the same grade as the randomly selected students will be invited for the survey).
4. **Methodology:** the survey will be conducted online, and questionnaire length will not go beyond 15 minutes.
5. **Confidentiality:** Please be assured that any information provided for this survey will be kept completely anonymous and treated in the strictest confidence. Information like names and addresses will not be retained, and it will not be

possible for any individual person to be identified from the survey findings as the information will be used by the researchers for statistical purposes only.

Your support in this matter is key to the success of this initiative which would result in an updated, comprehensive analysis of the conditions and barriers for the uptake of technologies to support learning. Your contribution will allow, on the one hand, European and national policy-makers to share practices and information on the adoption and use of ICT in schools, and, on the other hand, to understand new online phenomena that affect students such as fake news, filter bubbles or online risks.

Once the survey is complete, we commit to sharing with you the survey report, which will consist of a detailed analysis of the results, as well as findings with regards to your school (such as where it ranks compared to other schools in your country and in the EU, in terms of ICT adoption and use of online technologies).

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]



## Annex 6 Head teacher reminder

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

### The European Commission needs your help

We have recently contacted you about the 2<sup>nd</sup> Survey of Schools: ICT in Education, conducted by Ipsos and Deloitte on behalf of the European Commission, and would like to remind you that it is extremely important for the accuracy of the results that your school takes part in our survey.

**Through this letter we would like to kindly request the approval of the Head Teacher to conduct the survey in your school. If you are not that person, may we please ask you to forward this email to the school's Head Teacher.**

**As a first step, as School Head Teacher, we would like to kindly ask you to answer a short 5-minute questionnaire in order to register your school in the survey, by using the link below.** The questionnaire will also include information about the survey as well as instructions on how it should be coordinated.

[insert link]

Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

Ipsos, an independent market research company, in collaboration with Deloitte, the world's largest consultancy firm, have been commissioned to carry out the second Survey of Schools on ICT in education. The survey is conducted on behalf of the Directorate-General for Communications Networks, Content & Technology ("DG CONNECT") of the European Commission, and aims, on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012.

**Your school has been selected randomly from the list of all schools in your country.**

### Details about the survey:

1. **Purpose of the study:** The survey outcomes will be used in order to define the minimum conditions of an effective "highly equipped and connected classroom" in primary and secondary education, and to estimate how much it would cost to equip and connect primary and secondary classrooms in the countries where the survey will take place.
2. **Coverage:** the survey will be conducted in 30 countries (EU28, Turkey and Iceland).
3. **Target population:** we aim to interview 400 schools in each country (100 schools in each of the following levels: primary, lower secondary, upper secondary and upper secondary vocational). In each school, we will conduct interviews with **Head Teachers, Class Teachers** (between one and three teachers per school), **students** (all students from one randomly selected class per level in each school – apart from primary level), and **parents** (whose children are attending the same grade as the randomly selected students will be invited for the survey).

4. **Methodology:** the survey will be conducted online, and **questionnaire length will not go beyond 15 minutes.**
5. **Confidentiality:** Please be assured that **any information provided for this survey will be kept completely anonymous** and treated in the strictest confidence. Information like names and addresses will not be retained, and it will not be possible for any individual person to be identified from the survey findings as the information will be used by the researchers for statistical purposes only.

**Your contribution will allow European and national policy-makers to share practices and information on the adoption and use of ICT in schools.**

Your support in this matter is key to the success of this initiative which would result in an updated, comprehensive analysis of the conditions and barriers for the uptake of technologies to support learning. Your contribution will allow, on the one hand, European and national policy-makers to share practices and information on the adoption and use of ICT in schools, and, on the other hand, to understand new online phenomena that affect students such as fake news, filter bubbles or online risks.

Once the survey is complete, we commit to sharing with you the survey report, which will consist of a detailed analysis of the results, as well as findings with regards to your school (such as where it ranks compared to other schools in your country and in the EU, in terms of ICT adoption and use of online technologies).

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]  
[DP - INSERT LOCAL INSTITUTION]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]  
[DP - INSERT TELEPHONE LOCAL NAME]  
[DP - INSERT EMAIL LOCAL NAME]

## Annex 7 Head teacher survey invite

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Thank you for your willingness to take part in this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

**As part of the survey we would like to invite you to please complete the questionnaire for school Head Teachers, by clicking on the link below.**

[insert link]

The questionnaire should take no longer than 15 minutes to complete, and includes questions on ICT infrastructure, and the use of ICT for educational purposes in your school. All information you provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]

## Annex 8 Head teacher survey reminder

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Thank you for your willingness to take part in this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

**As part of the survey we would like to remind you to please complete the questionnaire for school Head Teachers, by clicking on the link below.**

[insert link]

The questionnaire should take no longer than 15 minutes to complete, and includes questions on ICT infrastructure, and the use of ICT for educational purposes in your school. All information you provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]

## Annex 9 School coordinator invite

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

We are contacting you with regards to the 2<sup>nd</sup> Survey of Schools: ICT in Education, which is being carried out by Ipsos in collaboration with Deloitte, on behalf of the European Commission, and aims to collect information on the use of ICT in European schools.

**The Head Teacher in your establishment has accepted the school's participation to the study, and has appointed you as survey coordinator.** This means that we will require your help with the survey implementation in your school. More specifically, you will be asked to coordinate email addresses and survey links via an online platform which we have set up specifically for the survey.

We would like to thank you in advance for your support for conducting this important study, and remain at your disposal for any questions or help you may need throughout the survey process.

Please note that all information you provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

In order to access the survey platform, as well as the instructions manual, please click on the link below:

[\[insert link\]](#)

Please find below some more details with regards to our survey:

Please find below some details about the survey:

- 6. Purpose of the study:** The survey aims on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to

identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012. The outcomes will be used in order to define the minimum conditions of an effective “highly equipped and connected classroom” in primary and secondary education, and to estimate how much it would cost to equip and connect primary and secondary classrooms in the countries where the survey will take place.

7. **Coverage:** the survey will be conducted in 30 countries (EU28, Turkey and Iceland).
1. **Target population:** we aim to interview 400 schools in each country (100 schools in each of the following levels: primary, lower secondary, upper secondary and upper secondary vocational). In each school, we will conduct interviews with **Head Teachers, Class Teachers** (between one and three teachers per school), **students** (all students from one randomly selected class per level in each school – apart from primary level), and **parents** (whose children are attending the same grade as the randomly selected students will be invited for the survey).
2. **Methodology:** the survey will be conducted online, and questionnaire length will not go beyond 15 minutes.
3. **Confidentiality:** Please be assured that any information provided for this survey will be kept completely anonymous and treated in the strictest confidence. Information like names and addresses will not be retained, and it will not be possible for any individual person to be identified from the survey findings as the information will be used by the researchers for statistical purposes only.

Your support in this matter is key to the success of this initiative which would result in an updated, comprehensive analysis of the conditions and barriers for the uptake of technologies to support learning. Your contribution will allow, on the one hand, European and national policy-makers to share practices and information on the adoption and use of ICT in schools, and, on the other hand, to understand new online phenomena that affect students such as fake news, filter bubbles or online risks.

**For any further information with regards to our survey, as well as support for the survey coordination task, please don't hesitate to get in touch with us by either email or telephone.**

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]

## Annex 10 School coordinator reminder

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

### The European Commission needs your help

We are contacting you with regards to the 2<sup>nd</sup> Survey of Schools: ICT in Education, which is being carried out by Ipsos in collaboration with Deloitte, on behalf of the European Commission, and aims to collect information on the use of ICT in European schools.

**We would like to remind you that the Head Teacher in your establishment has accepted the school's participation to the study, and has appointed you as survey coordinator.** This means that we will require your help with the survey implementation in your school. More specifically, you will be asked to coordinate email addresses and survey links via an online platform which we have set up specifically for the survey.

**In order to access the survey platform, as well as the instructions manual, please click on the link below:**

[\[insert link\]](#)

We would like to thank you in advance for your support for conducting this important study, and remain at your disposal for any questions or help you may need throughout the survey process.

Please note that all information you provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [\[COUNTRY\]](#).

### Details about the survey:

8. **Purpose of the study:** The survey aims on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012. The outcomes will be used in order to define the minimum conditions of an effective "highly equipped and connected classroom" in primary and secondary education, and to estimate how much it would cost to equip and connect primary and secondary classrooms in the countries where the survey will take place.
9. **Coverage:** the survey will be conducted in 30 countries (EU28, Turkey and Iceland).
1. **Target population:** we aim to interview 400 schools in each country (100 schools in each of the following levels: primary, lower secondary, upper secondary and upper secondary vocational). In each school, we will conduct interviews with **Head Teachers, Class Teachers** (between one and three teachers per school), **students** (all students from one randomly selected class per level in each school – apart from primary level), and **parents** (whose children are attending the same grade as the randomly selected students will be invited for the survey).

2. **Methodology:** the survey will be conducted online, and **questionnaire length will not go beyond 15 minutes.**
3. **Confidentiality:** Please be assured that **any information provided for this survey will be kept completely anonymous** and treated in the strictest confidence. Information like names and addresses will not be retained, and it will not be possible for any individual person to be identified from the survey findings as the information will be used by the researchers for statistical purposes only.

**Your contribution will allow European and national policy-makers to share practices and information on the adoption and use of ICT in schools.**

Your support in this matter is key to the success of this initiative which would result in an updated, comprehensive analysis of the conditions and barriers for the uptake of technologies to support learning. Your contribution will allow, on the one hand, European and national policy-makers to share practices and information on the adoption and use of ICT in schools, and, on the other hand, to understand new online phenomena that affect students such as fake news, filter bubbles or online risks.

For any further information with regards to our survey, as well as support for the survey coordination task, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]

## Annex 11 Class teacher survey invitation

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Ipsos, an independent market research company, in collaboration with Deloitte, the world's largest consultancy firm, have been commissioned to carry out the second Survey of Schools on ICT in education. The survey is conducted on behalf of the Directorate-General for Communications Networks, Content & Technology ("DG CONNECT") of the European Commission, and aims, on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012.

**Your school has been selected randomly from the list of all schools in your country, and the Head Teacher has provided his/her approval for conducting the survey.** You have been randomly selected among teachers in your school to take part in our survey. Your email address has been provided to us by the survey coordinator in your school, and will only be used for the purpose of this survey.

**As part of the survey we would like to invite you to please complete the questionnaire for class teachers, by clicking on the link below.**

The questionnaire should take no longer than 15 minutes to complete, and includes questions on ICT infrastructure, and teachers' experience and attitudes with regards to the use of ICT in learning activities. All information you provide is strictly confidential, and will be used for research purposes only.

[\[insert link\]](#)

Please note that all data collection procedures for this survey comply with the data protection law in [\[COUNTRY\]](#).

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[\[DP - INSERT LOCAL NAME\]](#)

[\[DP - INSERT LOCAL INSTITUTION\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(street\)\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(commune\)\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(country\)\]](#)

[\[DP - INSERT TELEPHONE LOCAL NAME\]](#)

[\[DP - INSERT EMAIL LOCAL NAME\]](#)



## Annex 12 Class teacher survey reminder

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

### The European Commission needs your help

**We would like to remind you to please complete the questionnaire for class teachers, by clicking on the link below.**

[\[insert link\]](#)

Ipsos, an independent market research company, in collaboration with Deloitte, the world's largest consultancy firm, have been commissioned to carry out the second Survey of Schools on ICT in education. The survey is conducted on behalf of the Directorate-General for Communications Networks, Content & Technology ("DG CONNECT") of the European Commission.

Your school has been selected randomly from the list of all schools in your country, and the Head Teacher has provided his/her approval for conducting the survey. **You have been randomly selected among teachers in your school to take part in our survey.** Your email address has been provided to us by the survey coordinator in your school, and will only be used for the purposes of this survey.

**Your contribution will allow European and national policy-makers to share practices and information on the adoption and use of ICT in schools.**

The results of this survey aim, on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012.

**The questionnaire should take no longer than 15 minutes to complete**, and includes questions on ICT infrastructure, and teachers' experience and attitudes with regards to the use of ICT in learning activities.

### Your information will be treated as confidential

All information you provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [\[COUNTRY\]](#)

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]  
[DP - INSERT LOCAL INSTITUTION]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]  
[DP - INSERT TELEPHONE LOCAL NAME]  
[DP - INSERT EMAIL LOCAL NAME]

## Annex 13 School coordinator reminder for teachers

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Thank you for your support in coordinating this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

**We would like to inform you that some of the class teachers invited to take part in the survey have not yet completed the questionnaire. May we please ask you to log on to the platform to see which teachers have not completed the survey, and contact them directly in order to remind them to fill out the questionnaire.**

[\[insert link to platform\]](#)

The class teacher questionnaire should take no longer than 15 minutes to complete, and includes questions on ICT infrastructure, and teachers' experience and attitudes with regards to the use of ICT in learning activities. All information they provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [\[COUNTRY\]](#).

For any further information please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[\[DP - INSERT LOCAL NAME\]](#)

[\[DP - INSERT LOCAL INSTITUTION\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(street\)\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(commune\)\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(country\)\]](#)

[\[DP - INSERT TELEPHONE LOCAL NAME\]](#)

[\[DP - INSERT EMAIL LOCAL NAME\]](#)

## Annex 14 School coordinator reminder for class

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Thank you for your support in coordinating this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

**We would like to remind you that one (or more) selected class(es) has/have not yet completed the survey. May we please ask you to log on to the platform and provide a new date for when the survey will be completed.**

[\[insert link to platform\]](#)

The students' questionnaire should take no longer than 15 minutes to complete, and includes questions on ICT use for learning purposes. All information they provide is strictly confidential, and will be used for research purposes only.

Please note that all data collection procedures for this survey comply with the data protection law in [\[COUNTRY\]](#).

For any further information, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[\[DP - INSERT LOCAL NAME\]](#)

[\[DP - INSERT LOCAL INSTITUTION\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(street\)\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(commune\)\]](#)

[\[DP - INSERT LOCAL INSTITUTION'S ADDRESS \(country\)\]](#)

[\[DP - INSERT TELEPHONE LOCAL NAME\]](#)

[\[DP - INSERT EMAIL LOCAL NAME\]](#)

## Annex 15 School coordinator letter for parents

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Thank you for your support in coordinating this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

**The attached document contains several letters, each containing a unique link to a survey which should be completed by students' parents.**

**May we please ask you to print these, and hand each of them to the students of the selected classes(s) in your school (one letter for each student) asking them to hand these to their parents so that they can complete the questionnaire.**

For any further information with regards to our survey, as well as support for the survey coordination task, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]

## Annex 16 School coordinator reminder for parents

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Thank you for your support in coordinating this important survey, conducted by Ipsos, in collaboration with Deloitte, on behalf of the European Commission.

**We would like to inform you that no parents have taken part in the survey. May we please ask you to provide them with the attached reminder letters asking them to fill out the questionnaire.**

For any further information with regards to our survey, as well as support for the survey coordination task, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (street)]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (commune)]

[DP - INSERT LOCAL INSTITUTION'S ADDRESS (country)]

[DP - INSERT TELEPHONE LOCAL NAME]

[DP - INSERT EMAIL LOCAL NAME]

## Annex 17 Attachment school coordinator letter for parents

2<sup>nd</sup> Survey of Schools: ICT in Education

Dear Sir, Madam,

Ipsos, an independent market research company, in collaboration with Deloitte, the world's largest consultancy firm, have been commissioned to carry out the second Survey of Schools on ICT in education. The survey is conducted on behalf of the Directorate-General for Communications Networks, Content & Technology ("DG CONNECT") of the European Commission, and aims, on the one hand, to collect information with regards to the use of ICT in European schools, and, on the other hand, to identify recent progress in this area, by enabling comparisons with the outcomes of the first Survey of Schools - ICT in Education, carried out in 2012.

**The school attended by your child has been selected randomly from the list of all schools in your country, and the Head Teacher has provided his/her approval for conducting the survey.** You have been randomly selected among the parents to take part in this survey.

**As part of the survey we would like to invite you to please complete the questionnaire for parents, by typing the link below in your web browser.**

The questionnaire should take no longer than 15 minutes to complete, and includes questions on parents' experience and attitudes with regards to the use of ICT in learning activities. All information you provide is strictly confidential, and will be used for research purposes only.

[insert link]

Please note that all data collection procedures for this survey comply with the data protection law in [COUNTRY].

For any further information with regards to our survey, please don't hesitate to get in touch with us by either email or telephone.

Best regards,

[DP - INSERT LOCAL NAME]

[DP - INSERT LOCAL INSTITUTION]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (street)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (commune)]  
[DP - INSERT LOCAL INSTITUTION's ADDRESS (country)]  
[DP - INSERT TELEPHONE LOCAL NAME]  
[DP - INSERT EMAIL LOCAL NAME]

## Annex 18 School universe by country and ISCED level

		School universe as found in the sample frames				Adjusted school universe used for weighting purposes			
		ISCED1	ISCED2	ISCED3a	ISCED3b	ISCED1	ISCED2	ISCED3a	ISCED3b
Country_n	1.00 Austria	3345	1814	873	570	<b>3345</b>	<b>1814</b>	<b>873</b>	<b>570</b>
	2.00 Belgium	4457	1164	1142	46	<b>4457</b>	<b>1164</b>	<b>1142</b>	<b>571</b>
	3.00 Bulgaria	1763	1375	554	393	<b>1763</b>	<b>1375</b>	<b>554</b>	<b>393</b>
	4.00 Croatia	886	886	405		<b>886</b>	<b>886</b>	<b>405</b>	<b>405</b>
	5.00 Cyprus	331	65	38	15	<b>331</b>	<b>65</b>	<b>38</b>	<b>15</b>
	6.00 Czech Republic	4606	4606	1326	20	<b>4606</b>	<b>4606</b>	<b>1326</b>	<b>663</b>
	7.00 Denmark	336	2284	285	320	<b>2620</b>	<b>2284</b>	<b>285</b>	<b>320</b>
	8.00 Estonia	505	455	183	29	<b>505</b>	<b>455</b>	<b>183</b>	<b>29</b>
	9.00 Finland	2088	800	384	96	<b>2088</b>	<b>800</b>	<b>384</b>	<b>96</b>
	10.00 France	36028	8435	2836	2448	<b>36028</b>	<b>8435</b>	<b>2836</b>	<b>2448</b>
	11.00 Germany					<b>14800</b>	<b>10484</b>	<b>3371</b>	<b>2692</b>
	12.00 Greece	4513	1785	1066	489	<b>4513</b>	<b>1785</b>	<b>1066</b>	<b>489</b>
	13.00 Hungary	3535	6034	2372		<b>3535</b>	<b>6034</b>	<b>2372</b>	<b>2372</b>
	14.00 Iceland	148	138	29	25	<b>148</b>	<b>138</b>	<b>29</b>	<b>25</b>
	15.00 Ireland	3252	161	161		<b>3252</b>	<b>161</b>	<b>161</b>	
	16.00 Italy	17593	15011	7135	7135	<b>17593</b>	<b>15011</b>	<b>7135</b>	<b>7135</b>
	17.00 Latvia	200	200	200	214	<b>200</b>	<b>200</b>	<b>200</b>	<b>214</b>
	18.00 Lithuania	673	658	489	81	<b>673</b>	<b>658</b>	<b>489</b>	<b>81</b>
	19.00 Luxembourg	154	41	27	31	<b>154</b>	<b>41</b>	<b>27</b>	<b>31</b>



20.00 Malta	103	55	47		<b>103</b>	<b>55</b>	<b>47</b>	
21.00 Norway	2746	461	126	49	<b>2746</b>	<b>461</b>	<b>126</b>	<b>49</b>
22.00 Netherlands	9429	2695	2695	599	<b>9429</b>	<b>2695</b>	<b>2695</b>	<b>599</b>
23.00 Poland	13501	7827	4416	4000	<b>13501</b>	<b>7827</b>	<b>4416</b>	<b>4000</b>
24.00 Portugal	4320	1328	635	243	<b>4320</b>	<b>1328</b>	<b>635</b>	<b>243</b>
25.00 Romania	4528	4621	1569	956	<b>4528</b>	<b>4621</b>	<b>1569</b>	<b>956</b>
26.00 Slovakia	2180	2180	732	16	<b>2180</b>	<b>2180</b>	<b>732</b>	<b>366</b>
27.00 Slovenia	449	448	78	106	<b>449</b>	<b>448</b>	<b>78</b>	<b>106</b>
28.00 Spain	13677	6483	3239		<b>13677</b>	<b>6483</b>	<b>3239</b>	<b>1620</b>
29.00 Sweden	3682	3691	1092	243	<b>3682</b>	<b>3691</b>	<b>1092</b>	<b>243</b>
30.00 Turkey	23189	15824	5218	2826	<b>23189</b>	<b>15824</b>	<b>5218</b>	<b>2826</b>
31.00 UK	18129	3527	3334		<b>18129</b>	<b>3527</b>	<b>3334</b>	

## Annex 19 Screenshot of the survey platform

Info provided for school **Colégio de Albergaria**

Date: 13/03/2018 17:48:54

### Overall info

	Selected to take part in the survey	Survey invite opened, but survey not completed	Survey completed
<b>Head Teacher</b>	1	0	0
<b>Students</b>			
Upper secondary school (academic) test1	12	0	0
Upper secondary school (vocational) test2	23	0	0
<b>Parents</b>			
Upper secondary school (academic) test1	12	0	0
Upper secondary school (vocational) test2	23	0	0

### Teacher Information

TeacherEmail	StatusInfo
Daniel.Dimitov@ipsos.com	Survey invite send
Daniel.Dimitrov@ipsos.com	Survey invite send
Daniel.Dimitrov@ipsos.com	Survey invite send
Daniel.Dimitrov@ipsos.com	Survey invite send
Daniel.Dimitrov@ipsos.com	Survey invite send

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