



ICILS 2028 Progress Report

Julian Fraillon and Lydia Malley
05 October 2026, Warsaw



Co-funded by
the European Union

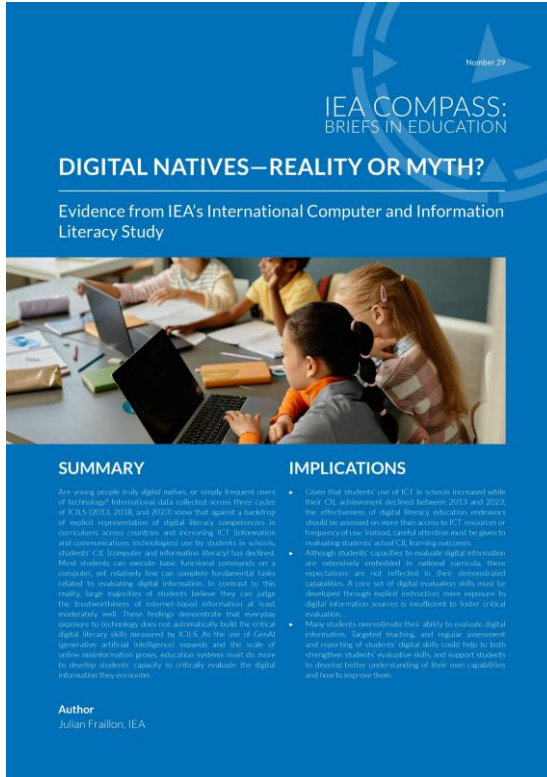


Country Participation

- 34 countries currently confirmed:
 - Austria, Azerbaijan, Chile, Chinese Taipei, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Italy, Kazakhstan, Korea (Rep. of), Latvia, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia (Rep. of), Norway, Oman, Poland, Portugal, Qatar, Romania, Slovak Republic, Slovenia, Spain, Sweden, and Uruguay
- Ongoing discussions with a small number of additional countries
- Support from the European Commission for participation of Erasmus+ countries – led by the European Education and Culture Executive Agency
- **It is not too late to approach us now!**

Publications

DIGITAL NATIVES – REALITY OF MYTH?



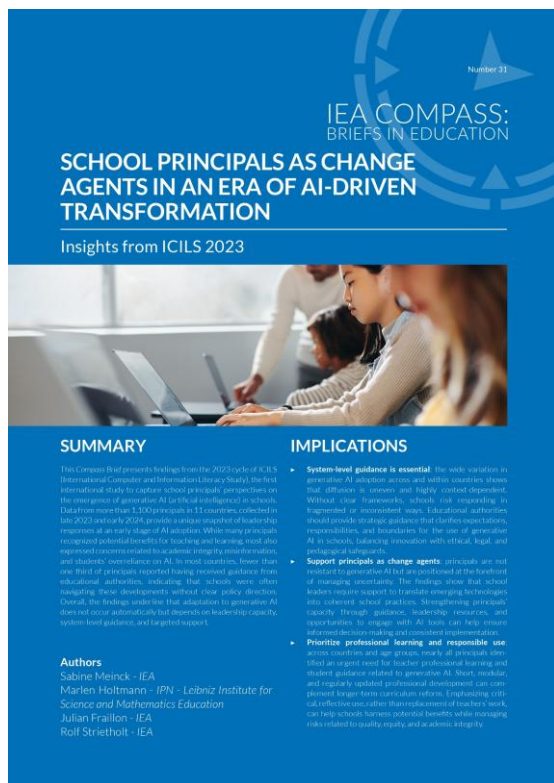
- Data from ICILS 2023 (students) across three cycles
- Are young people who grow up with digital technologies “native speakers” of digital technology use?
 - No!
- Use of digital technologies has increased, achievement has decreased, and there is an extensive mismatch between students’ beliefs about their capabilities, and their demonstrated achievement with respect to the critical area of evaluating digital information

Scan the QR code or follow the link to access the brief in EN and ES:
<https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/february-2026-digital-natives>



Publications

SCHOOL PRINCIPALS AS CHANGE AGENTS IN AN ERA OF AI-DRIVEN TRANSFORMATION



- Data from ICILS 2023 Gen AI additional questions (11 countries)
- Broken down by principal age and AI use
- “... adaptation to generative AI does not occur automatically but depends on leadership capacity, system-level guidance, and targeted support.”

Scan the QR code or follow the link to access the brief in EN:
<https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/august-2026-school-principals>



Publications

- ICILS 2023 International Report (Springer edition and ePublication)

- Dynamic web tables

<https://www.iea.nl/icils-2023-selected-results>

- Insights reports

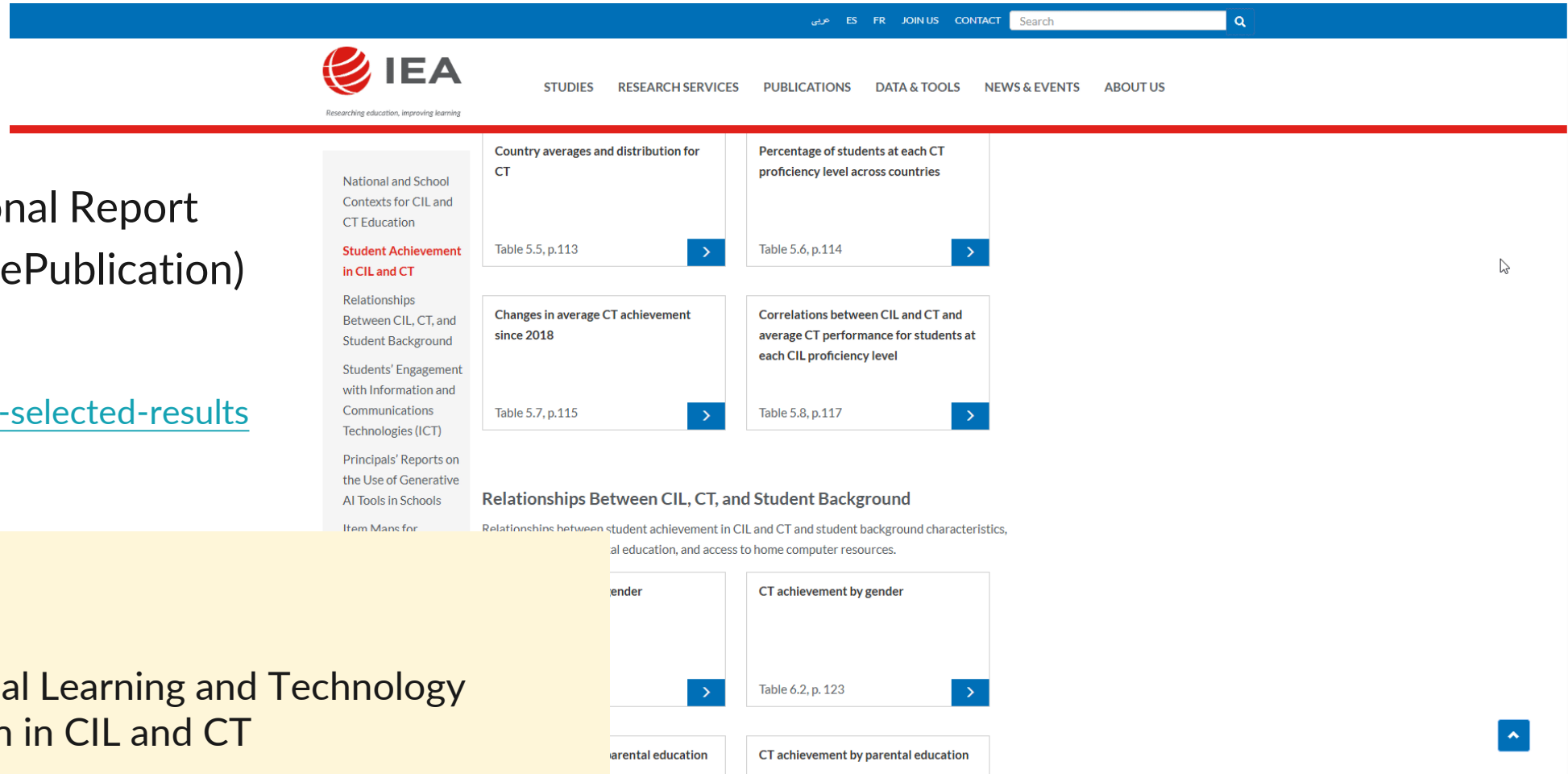
1st half 2027

- Teacher Professional Learning and Technology
- Explaining Variation in CIL and CT

2nd half 2027

- Teaching with and about Technology
- School Leadership for Technology

 ICILS 2028



2nd half 2027

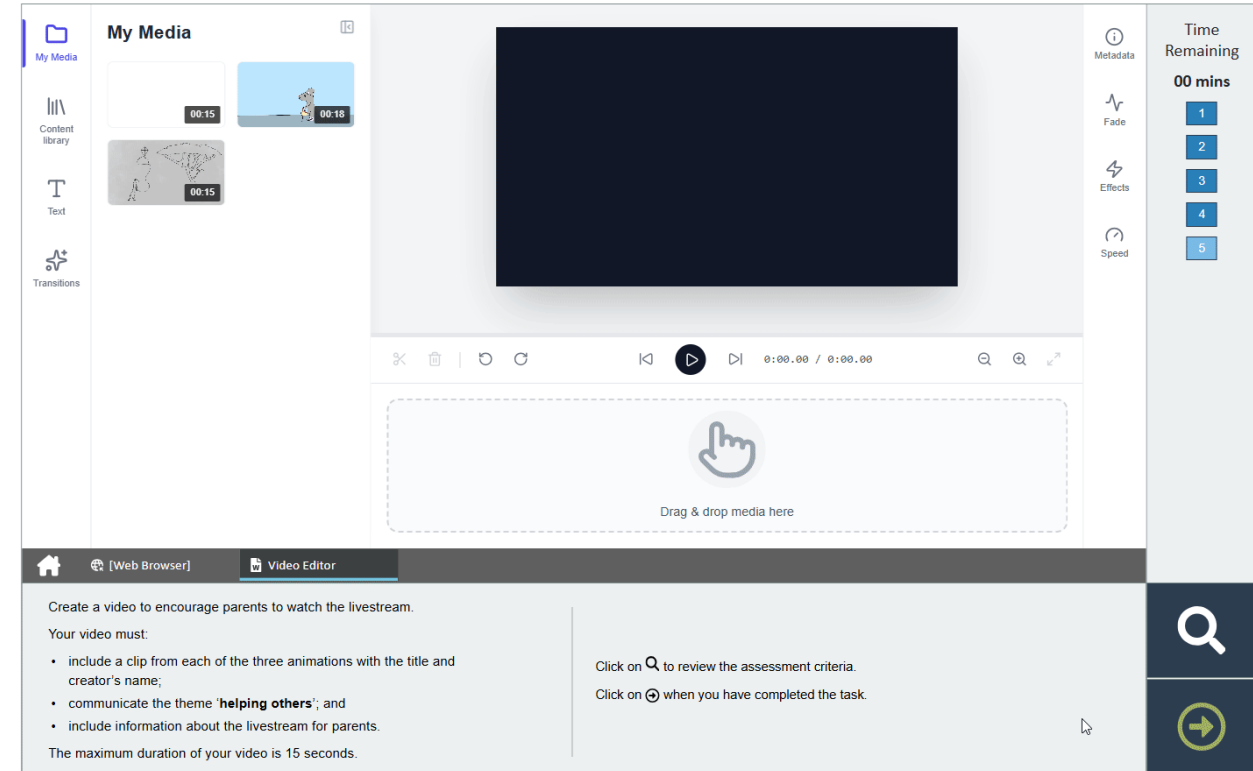
Since the Last IEA General Assembly...

1. Instrument development
 - Test
 - Questionnaires
2. Survey Operations Procedures (SOP) updates
3. Online Survey Expert (OSE)
4. Dashboard development

Test Development – New CIL Modules

All ICILS test content has been developed and delivered in IEA StudyExpert

- *Animation Livestream* – first time video editing has been included in ILSA
- *Investigating News* – evaluating information integrity and accuracy and working “with” AI to produce a presentation
- *Responsible AI Use* – emphasizes responsible use of AI in schools (embedding didactics in assessment...)



Test Development – New CT Modules

Creating computer-based solutions to real-world problems



- *Digital Pet* – state management and parameterization in a game display
- *Elevator Simulator* – control flow and logical sequencing in a *real-world* scenario
- *Landmark Identification* – UI design and investigating the relationship between the quality of model-training data and machine learning outcomes
- *Music App* – variable and data table configuration and sorting

Code Blocks

Work Space: 1

Release Year

Plays

Time

set Listening Time to

for each row in table

do

User data

App report

User #1

Data dictionary

User #1 data table (last 12 months)

	Song Title	Release Year	Plays	Time	Listening Time
1	[Silver Horizons]	1993	19	3	
2	[Midnight Signal]	1995	32	2	
3	[Fading Embers]	1995	46	2	
4	[Shattered Skies]	2001	15	3	
5	[Velvet Echoes]	2008	49	3	
6	[Whispered Flames]	2013	17	3	
7	[Neon Horizon]	2018	28	2	
8	[Crimson Mirage]	2023	14	2	
9	[Starlit Dreams]	2025	1	3	

The 'Listening Time' column has been added to the user data table.

The data in the 'Listening Time' column should show the number of minutes the user has listened to each song.

'Listening Time' equals Plays multiplied by Time.

Add code blocks to the work space so that the correct 'Listening Time' value is calculated for each song in the table.

Click on {(reset-icon)}, then ▶ to check your solution.

Click on ⏸ when you are ready to continue.

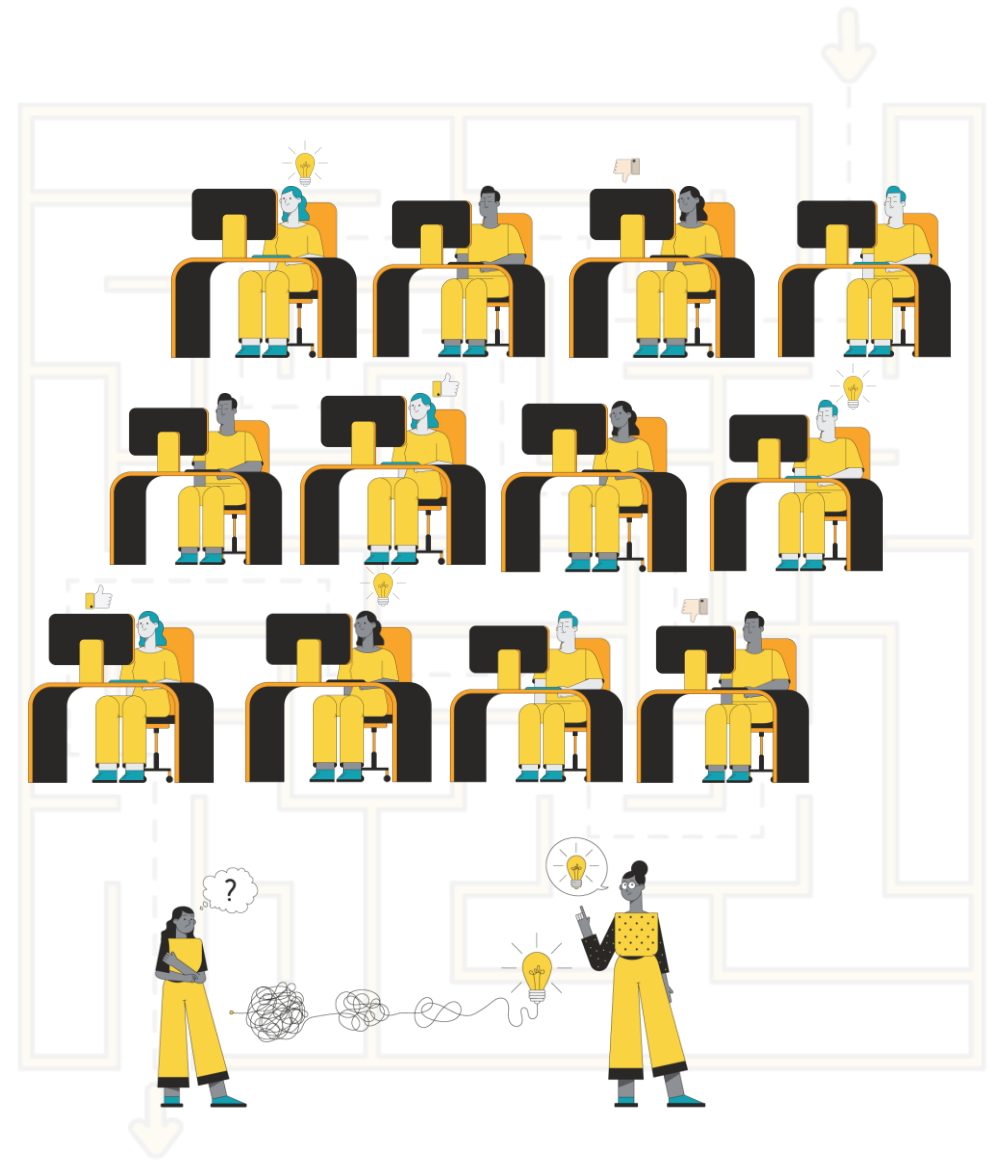
Time Remaining: 00 mins

1, 2, 3, 4, 5, 6

Search, Continue

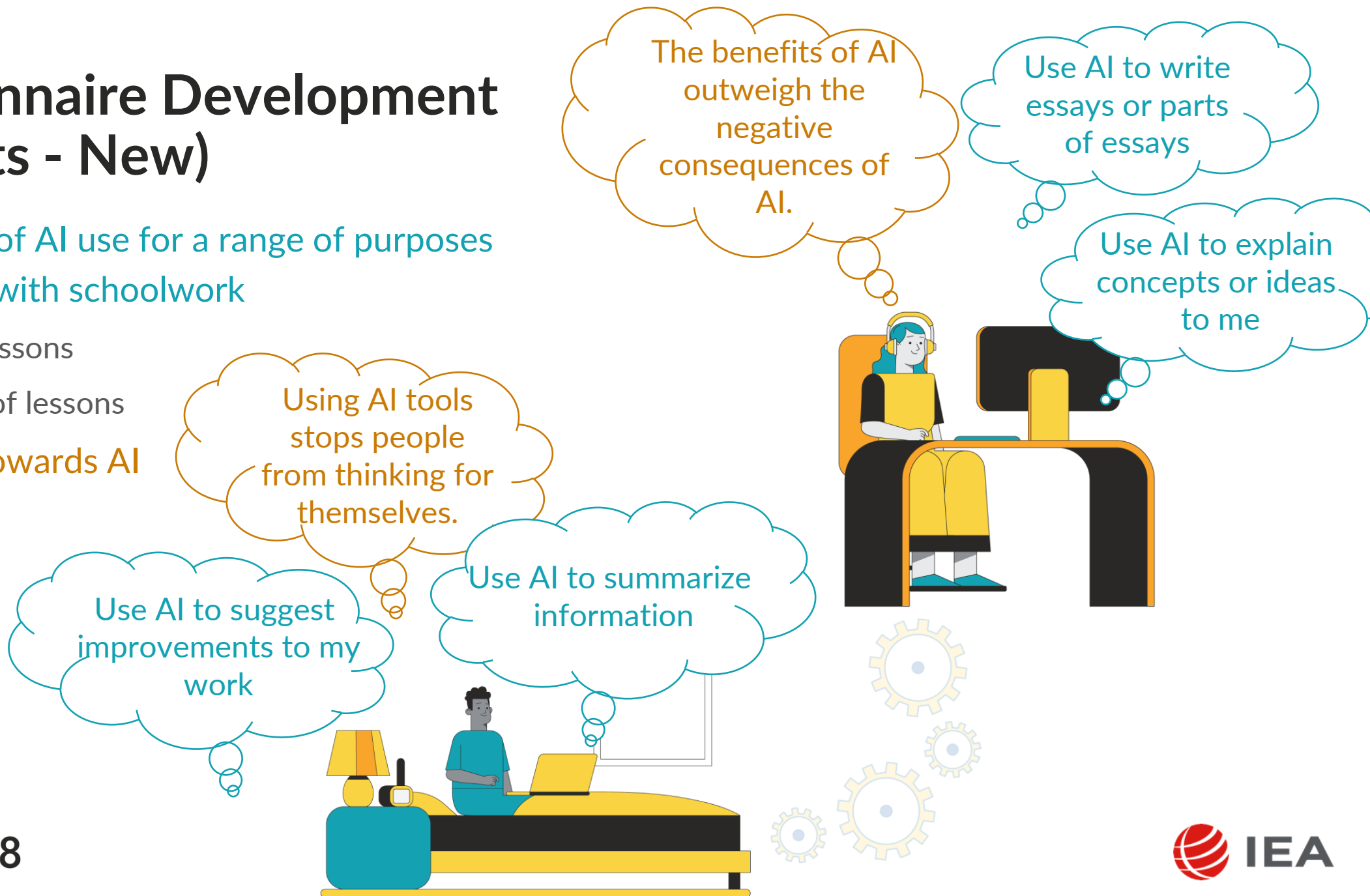
CT Pilot

- Voluntary – 7 countries + IEA Hamburg
- Czech Republic, Denmark, Greece, Norway, Poland, Slovenia, and Uruguay
 - Group structured interviews
- Hub of Educational Research (HER) at Hamburg University facilitated by Professor Dr. Gabriel Nagy
 - Screen capture videos of students completing tasks
- Outcomes
 - CT tasks and scoring guides refined
 - Videos clearly showed differences in test-taking behaviors among students
 - Task instructions simplified



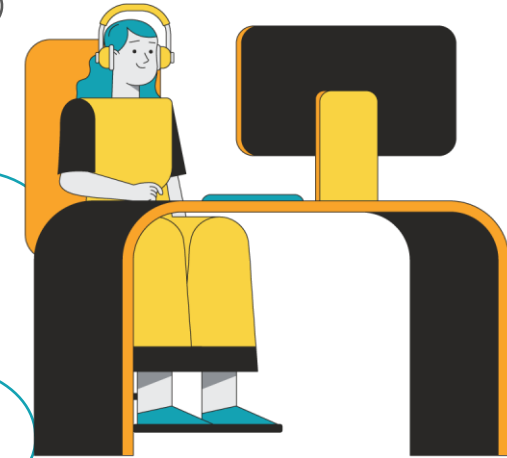
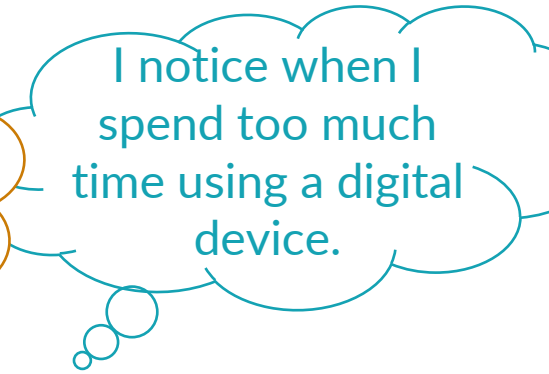
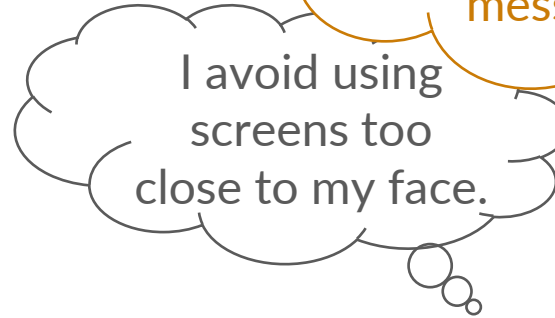
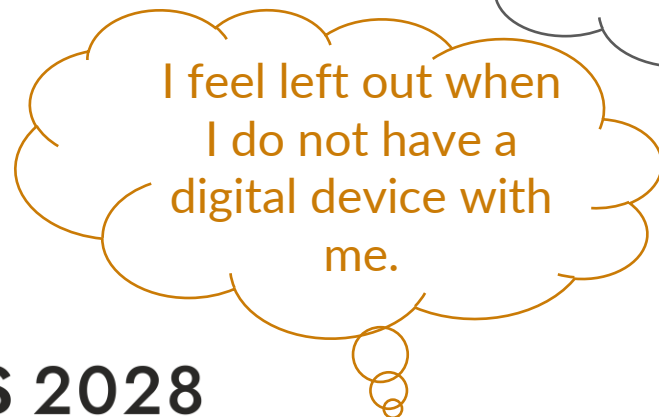
Questionnaire Development (Students - New)

- Frequency of AI use for a range of purposes associated with schoolwork
 - during lessons
 - outside of lessons
- Attitudes towards AI



Questionnaire Development (Students - New)

- Digital well-being
 - behavioral/emotional self-regulation
 - perceived social pressure regarding digital device use
 - physical well-being and device use



Questionnaire Development (Teachers - New)

- Self-efficacy
 - Technology integration, e.g.,
How well can you prepare lessons that involve the use of digital technologies by students?
 - Digital literacy teaching, e.g.,
How well can you teach students about how algorithms influence the content users see online?
- Digital well-being
 - Teacher workload, e.g.,
I feel overwhelmed by the number of work-related digital communications I receive each day.
 - Teacher expectations, e.g.,
I feel pressure to be constantly online to respond to work-related communications.
 - Students' appreciation of the impact of digital technology use on themselves and others, e.g.,
Students recognize when apps or websites are designed to keep them using them.



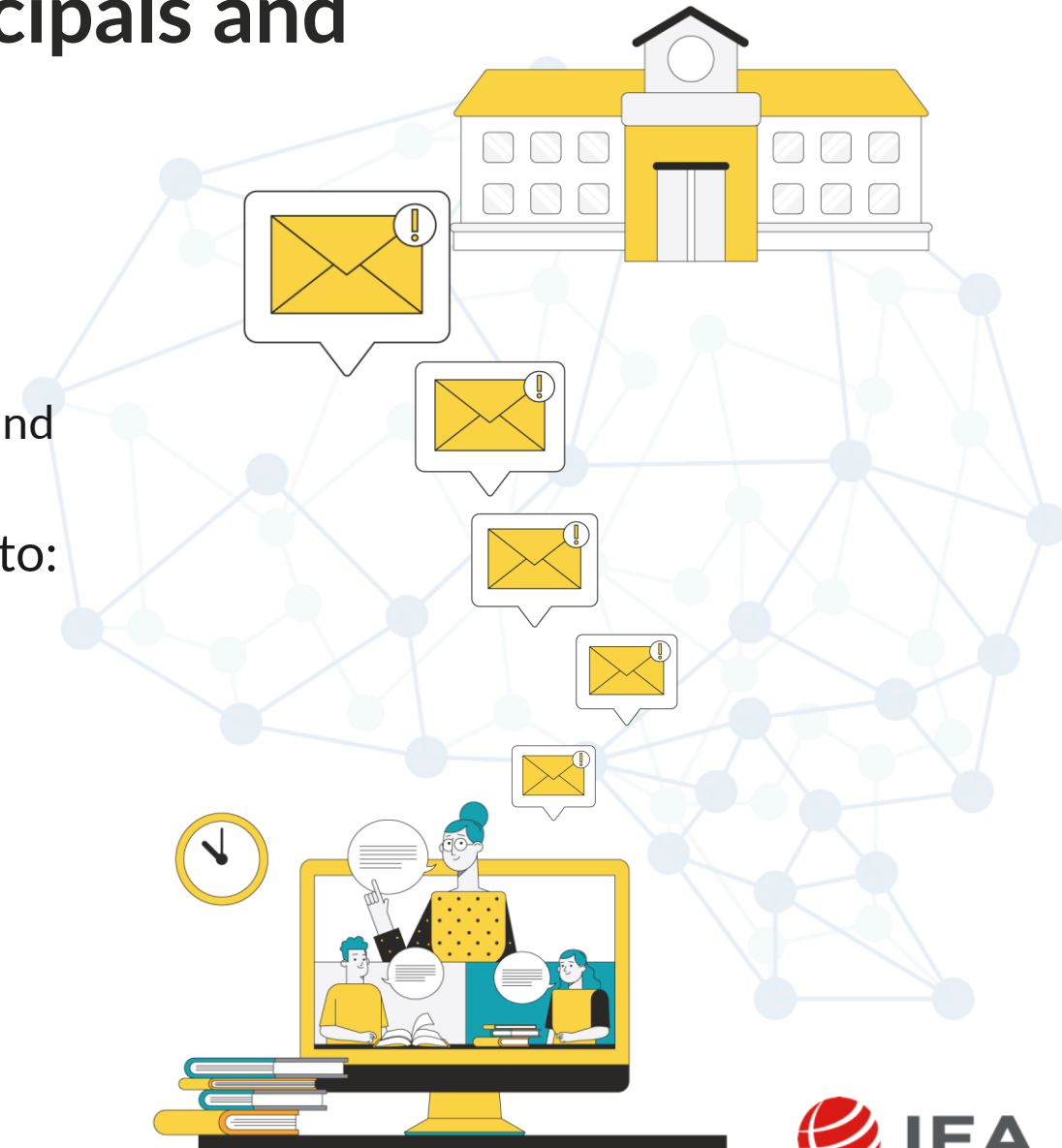
Questionnaire Development (Teachers - New)

- Digital distractions
 - Including mobile-phone use in class (optional)
- AI
 - (Positive and negative) impact of AI use on students, e.g.,
AI use helps students learn how to improve the quality of their written work
AI use encourages students to submit work that is not their own
 - Confidence to use AI integrated within self-efficacy, e.g.,
How well can you integrate AI tools into your teaching?
 - Professional learning needs and AI, e.g.,
Do you need more professional learning in teaching students how to recognize bias in information generated by AI tools



Questionnaire Development (Principals and Technology Coordinators - New)

- For principals, new questions relating to:
 - Cyberbullying
 - AI
 - School policies, recommendations, expectations, and oversight
- For technology coordinators, new questions relating to:
 - AI
 - Permissions, resourcing, and topics taught



Survey Operations Procedures (SOP) Manual Updates

- Update to the structure of information presented in SOPs
 - Example: SOP 1
 - **Reference card**
 - A concise overview, quick reference document, presenting the core facts of the ICILS 2028 sampling design
 - **Sampling standards**
 - The adjudication standards for reporting in ICILS 2028
 - **SOP 1**
 - The complete manual with full detail and background information
 - **Further reading**
 - Complementary documents with more detailed guidance, background information, and practical resources



SOP 1 - Reference Card

Note: This SOP1-Reference Card presents core facts of the ICILS 2028 sampling design for quick reference. It is aimed at experienced NRCs familiar with ICILS due to their involvement in previous cycles. Links below lead to respective chapters in ICILS 2028 SOP1. Changes in features and procedures from ICILS 2023 are highlighted. NRCs and National sampling managers new to ICILS must study the complete [SOP1](#) first.

→ **Sampling Design:** Stratified two stage cluster probability sampling design. SOP1, chapters 2.2 and 3.5

NEW for 2028: → **Within-school sampling** will be conducted with OSE (IEA Online Survey Expert), see [Further Reading/Within-school Sampling](#); detailed information in SOP 4 (to come)

→ **Target Population Definitions:** Students in their eighth year of schooling, their teachers, and their schools, i.e., their principals and school coordinators. SOP1, chapter 2.1

International Timeline		NRC Task
June 30 th 2026		Complete Sampling Form 1-3; Meet with the ICILS sampling team
October 1 st 2026		Complete Sampling Form 4-7; Upload the School Sampling Frame

Please note that the international Timeline can be adjusted by the country in the **NEW Sampling Form**.
→ [National Sampling Timeline](#) (example), SOP1, chapter 3.1.

→ **Minimum sample sizes:** no changes to ICILS 2023. Please be aware, your sample might be larger, see SOP1, chapter 2.3.

	Schools	Classes per school	Teachers per school	Expected number of sampled students
FT	25	1	15	750
MS	150	1	15	3400

→ **Exclusion (rates), [Sampling Standards, chapter 3](#):** Desired is 0%, maximum is 5%. **NEW for 2028:** ICILS is committed to inclusiveness and a decrease in exclusion rates compared to previous cycles, where possible. This is reflected, among other measures, by slight changes in the definitions of → **within-school exclusions**, see SOP1 chapter 3.4. Please take some time to get acquainted with it.

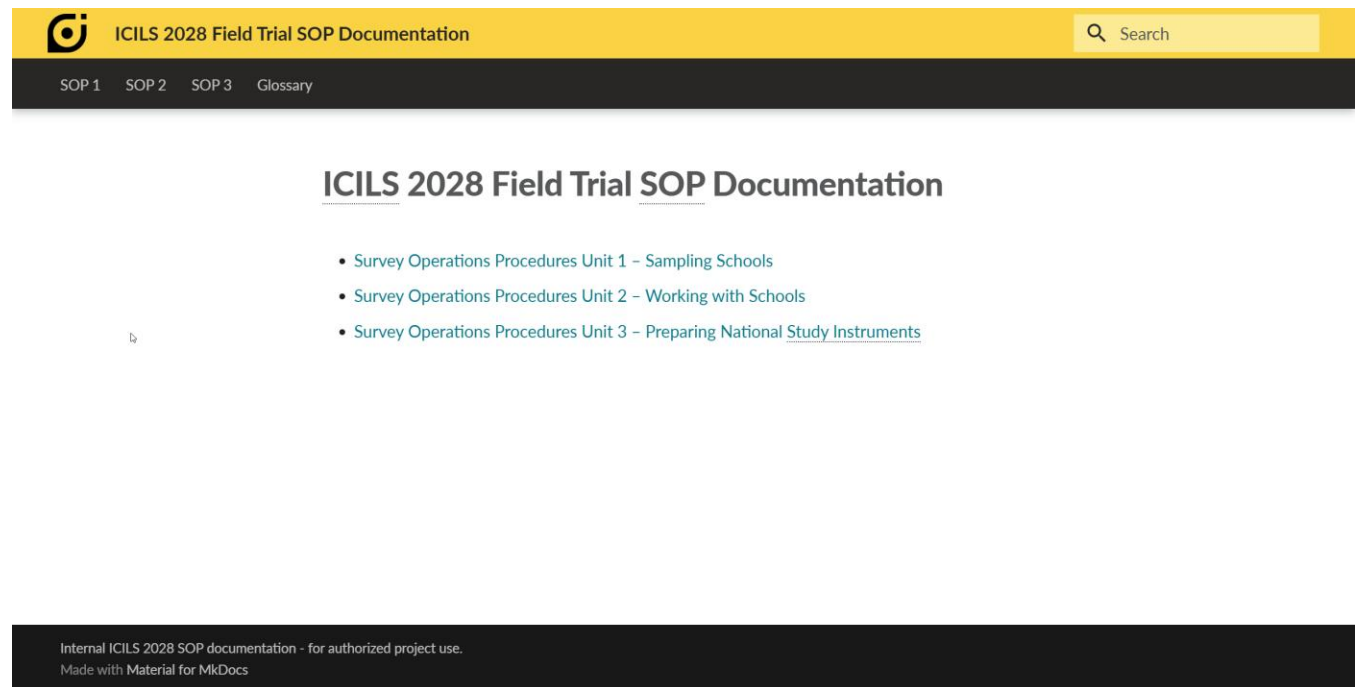
→ **Participation Rate Requirements, [Sampling Standards, chapter 2](#):** No changes - desired is 100% participation rate for all populations.

Please send your sampling-related questions to: sampling@iea-hamburg.de

International Association for the Evaluation of Educational Achievement
International Computer and Information Literacy Study (ICILS) 2028
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SOP Manuals – Further Updates

- HTML – alternative version
 - Trialed first with SOP 2 (released August 2026), SOP 1 and 3 added (Sept. 2026)
- All SOPs available in one place/homepage
 - Fully searchable (including across manuals and documents)
 - All files downloadable (links)
 - Sidebar navigation
 - Combined glossary of terms and hover-over definitions
 - Dynamic task list

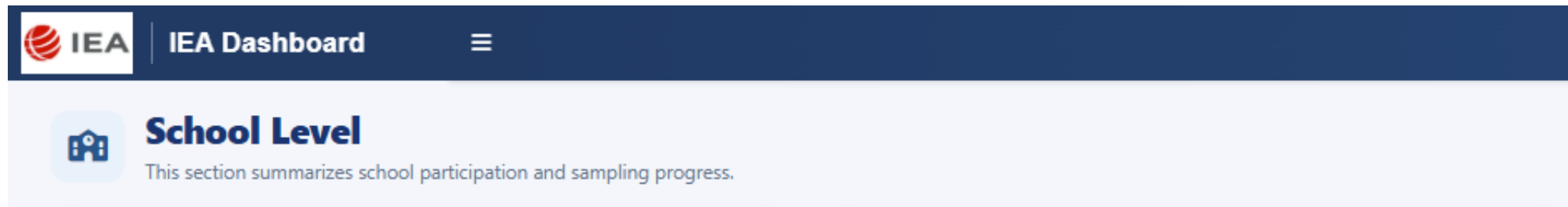


IEA Online Survey Expert (OSE) Release

- Initial release to countries on 1 September
- Web-based replacement for WinW3S
 - Previously used extensively within Germany for national data collection
- Reconfigured for cross-national use
 - Facilitates communication, online collaboration, and workflows between national centers and participating schools
 - Accessible anytime with an internet connection
 - Translation options (including exportable forms)
 - Extensive data protection features
 - Localizable encryption settings
 - Participation rate estimator
- APIs enable real-time dashboard reporting



Dashboard



- Currently in development with support from the IEA R&D Fund
 - IEA Hamburg colleagues (*Sebastian Meyer, Ali Raza, Mohamadreza Atrian, and Diego Cortes*)
- The project uses ICILS 2028 as the initial use case
- **Goal:** moving quality assurance closer to fieldwork
 - Focus is real-time monitoring of participation, identification of issues/inconsistencies in participation, and other potential risks while data collection is on-going
- **Broader aim:** to develop a generic and modular dashboard framework that can be adapted to other studies, data sources, etc.



School Level

This section summarizes school participation and sampling progress.



67

Total number of schools in the school sample

Schools in sample



61

Total number of schools marked as agreeing to participate in OSE
4 replacement schools among participating schools

Schools agreed to participate



57

Number of schools where class sampling has been done in OSE

Class sampling



57

Number of schools where teacher sampling has been done in OSE

Teacher sampling



School Participation Status

View current school participation status for students and teachers.



Data Collection

Track data collection progress over time.



Participation Rate Estimation

See provisional participation rate estimates before and after replacement.

School Participation Status



Based on data availability in StudyExpert



Based on participation indicators in OSE

About the data sources

Participation estimates can be based either on participation indicators recorded in OSE or on actual response data currently available in StudyExpert. Temporary differences between the two sources are expected during data collection. For example, participation indicators may not yet have been entered or updated in OSE, or response data collected through offline (USB-based) administration may not yet have been uploaded to StudyExpert. As data collection progresses and systems are updated, the estimates derived from both sources are expected to converge.



Schools considered as participated for the student sample

54 schools | 80.6%

- A school is considered to have participated in the student sample if, in at least one sampled class, 50% or more of the sampled students participated in either the student questionnaire or the test session.



Schools considered as participated for the teacher sample

53 schools | 79.1%

- A school is considered to have participated in the teacher sample if 50% or more of the sampled teachers participated in the teacher questionnaire.

Participation Details - Student

Participation Details - Teacher



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This section summarizes school participation and sampling progress.



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Schools considered as participated for the student sample

57 schools | 85.1%

- A school is considered to have participated in the student sample if, in at least one sampled class, 50% or more of the sampled students participated in either the student questionnaire or the test session.



Schools considered as participated for the teacher sample

57 schools | 85.1%

- A school is considered to have participated in the teacher sample if 50% or more of the sampled teachers participated in the teacher questionnaire.

Participation Details - Student

Class ID

Student Participation

Make-up Held

700101

28 / 28 students

100%

Yes



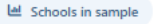
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67

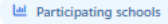
Total number of schools in the school sample





61

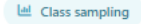
Total number of schools marked as participated in OSE
4 replacement schools among participating schools





57

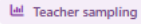
Number of schools where class sampling has been done in OSE





57

Number of schools where teacher sampling has been done in OSE





School Participation Status

View current school participation status for students and teachers.



Data Collection

Track data collection progress over time.



Participation Rate Estimation

See provisional participation rate estimates before and after replacement.

Participation Rate Estimation			
Based on data availability in StudyExpert		Based on participation indicators in OSE	
Student - overall weighted		Teacher - overall weighted	
Before replacement		Before replacement	
After replacement		After replacement	
Student - overall unweighted		Teacher - overall unweighted	
Before replacement		Before replacement	
After replacement		After replacement	

Next Steps ...

2026

Ongoing	Field trial instrument and operations preparation
9-12 Nov	Field Operations Training (in Hamburg)

2027

Feb-May	Field trial data collection
8-12 March	Field Trial Scoring Training Meeting (Brussels)
13-17 Sept	4th NRC Meeting (Bratislava) <i>Overview of field trial outcomes</i>
November	Main survey instrument release
Nov-Feb 2028	National instrument preparation for main survey
November	Main Survey Field Operations Training (in-person)
December	Assessment Framework publication

 IEA
ICILS
2028

Thank you!



icils@iea-hamburg.de



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