



Enroll in
ICILS 2028!



INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

How well are students prepared for study, work, and life in a digital world?

WHY PARTICIPATE?

The use of ICT is integrated into all aspects of our daily lives. Across the globe, education systems have recognized the essential value of digital literacy competences as part of their commitment to preparing young people for their future lives in study, work and community participation. ICILS is the only international large-scale assessment that focuses solely on digital literacy education and provides measures that can be used to monitor changes in students' digital literacy achievement over time. In addition to measuring student achievement in **Computer and Information Literacy (CIL)** and **Computational Thinking (CT)**, ICILS collects extensive targeted data relating to the contextual factors associated with students' digital literacy learning in and outside of school.

ICILS supports countries to make informed decisions about how best to prepare students for life in an age of constantly evolving digital technologies. The study helps countries to understand how digital literacy education is being planned, resourced, and implemented and how these contextual factors relate to student learning.

ICILS provides reliable, comparative, and actionable data toward education goals. For example, data from ICILS informs on the progress toward UN Sustainable Development Goal 4 Indicator 4.4.1 (the proportion of youth/adults with ICT skills). In addition, the use of ICILS data supports to monitor the target laid out in the European Commission's Digital Education Action Plan (2021–2027) to reduce the proportion of eighth-grade students with CIL below Level 2 to less than 15 percent by 2030.

WHAT'S NEW?

In a world of constantly evolving digital tools, platforms, media and information sources, it is crucial to ensure that the ICILS framework and instrument content remain up-to-date and relevant. With each new cycle of ICILS, the themes and outcomes of previous cycles are reviewed with reference to the research literature and international policy environment to consider new themes or areas of increased focus.

In consultation with national study centers and experts, ICILS content is refined and updated to reflect changes in technology and to address key questions relating to CIL and CT education. In particular, generative AI will be a strong focus of ICILS 2028. The ICILS 2028 Assessment Framework will integrate AI into the CIL and CT constructs and the contextual framework that underpin ICILS instrument development. The use of AI tools, including critical evaluation of their use and products, will contribute to the new CIL and CT modules and the context questionnaires will include content related to the implementation of AI in policy, resourcing, planning, and teaching and learning in schools.

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PREVIOUS ICILS STUDY CYCLES AND RELATED IEA STUDIES





KEY FACTS FOR PARTICIPANTS:

Enrollment is open for new and returning countries and subnational entities. Participants do not need to be IEA members.

Core target population: Eighth-grade students and eighth-grade teachers (of all subjects). The minimum sample size per country is 150 schools, with 1–2 classrooms and 15 teachers in each school.

ICILS measures students' achievement in computer and information literacy. Countries also have the option to participate in an assessment of computational thinking.

New areas of interest for research are defined in collaboration with participating countries.

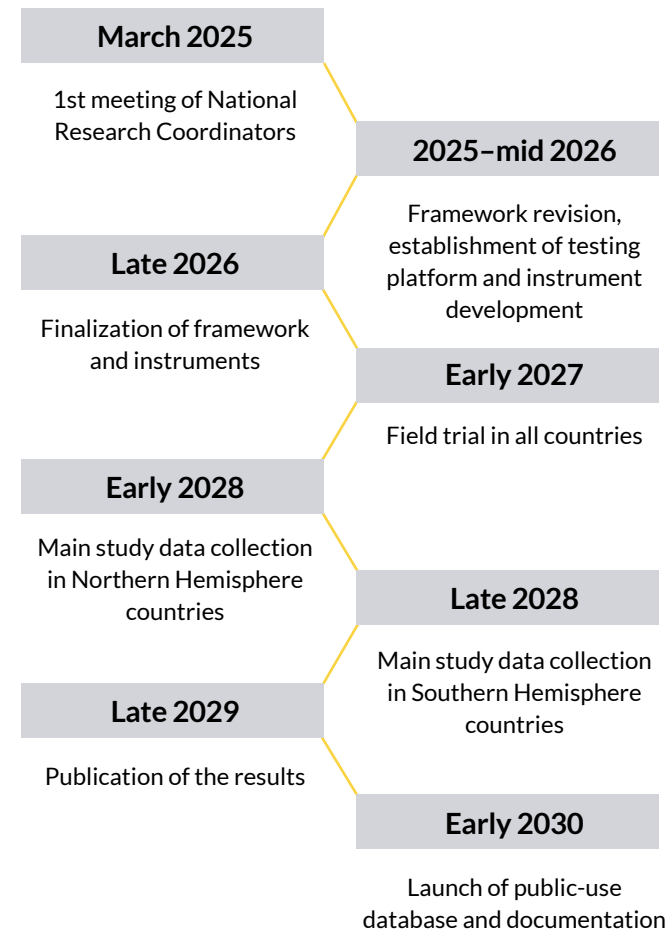
Sample design modifications are possible to meet specific national interests.



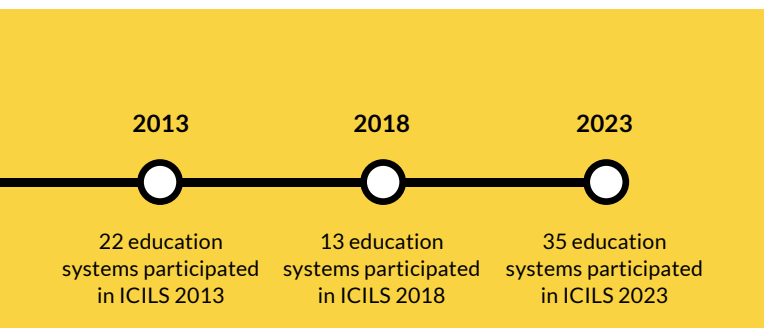
ICILS 2028 WILL ALLOW COUNTRIES TO:

- ✓ Investigate the ways in which young people are prepared for study, work, and participation in a digital world.
- ✓ Address persisting and new challenges associated with young people's development of essential digital literacy competencies.
- ✓ Generate internationally comparable indicators of students' computer and information literacy and computational thinking.
- ✓ Monitor changes in computer and information literacy and computational thinking over time.
- ✓ Examine the use of digital technologies in schools, in particular how they are used to develop students' core digital competencies.
- ✓ Make informed decisions on education policy and practice.

ICILS 2028 TIMELINE:



For further information or to enroll in ICILS 2028, please contact a.netten@iea.nl



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