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research from over fifteen countries, asking which background and environmental factors influence achievement in mathematics and science. This research is based on data from the Third International

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many countries researchers have started secondary analysis of the data in search for relationships between contextual factors and achievement. In these analyses two different

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approaches can be distinguished, which can be characterised by the metaphors of 'fishing' and 'hunting'. In the 'fishing' approach, researchers begin with an open mind,

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considering all possible context variables as potentially influential. Applying analysis techniques such as regression analysis, Lisrel, PLS, HLM, and MLN, they then identify important

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how effective are they in this regard? The IEA International Computer and Information Literacy Study (ICILS) responded to this question by studying the extent to which young

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people have developed computer and information literacy (CIL), which is defined as the ability to use computers to investigate, create and communicate with others at home, school,

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of earlier IEA studies focusing on ICT in education. Data were gathered from almost 60,000 Grade 8 students in more than 3,300 schools from 21 education systems. This

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**information was augmented
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The IEA ICILS team
systematically investigated
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providing CIL-related education and how confident teachers were in using ICT in their pedagogical practice. The team also explored differences within and across countries with

respect to relationships between CIL education outcomes and student characteristics and school contexts. In general, the study findings presented in this international report

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countries suggest it is naive to expect young people to develop CIL in the absence of coherent learning programs. Findings also indicate that system- and school-level planning needs

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**to focus on increasing
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