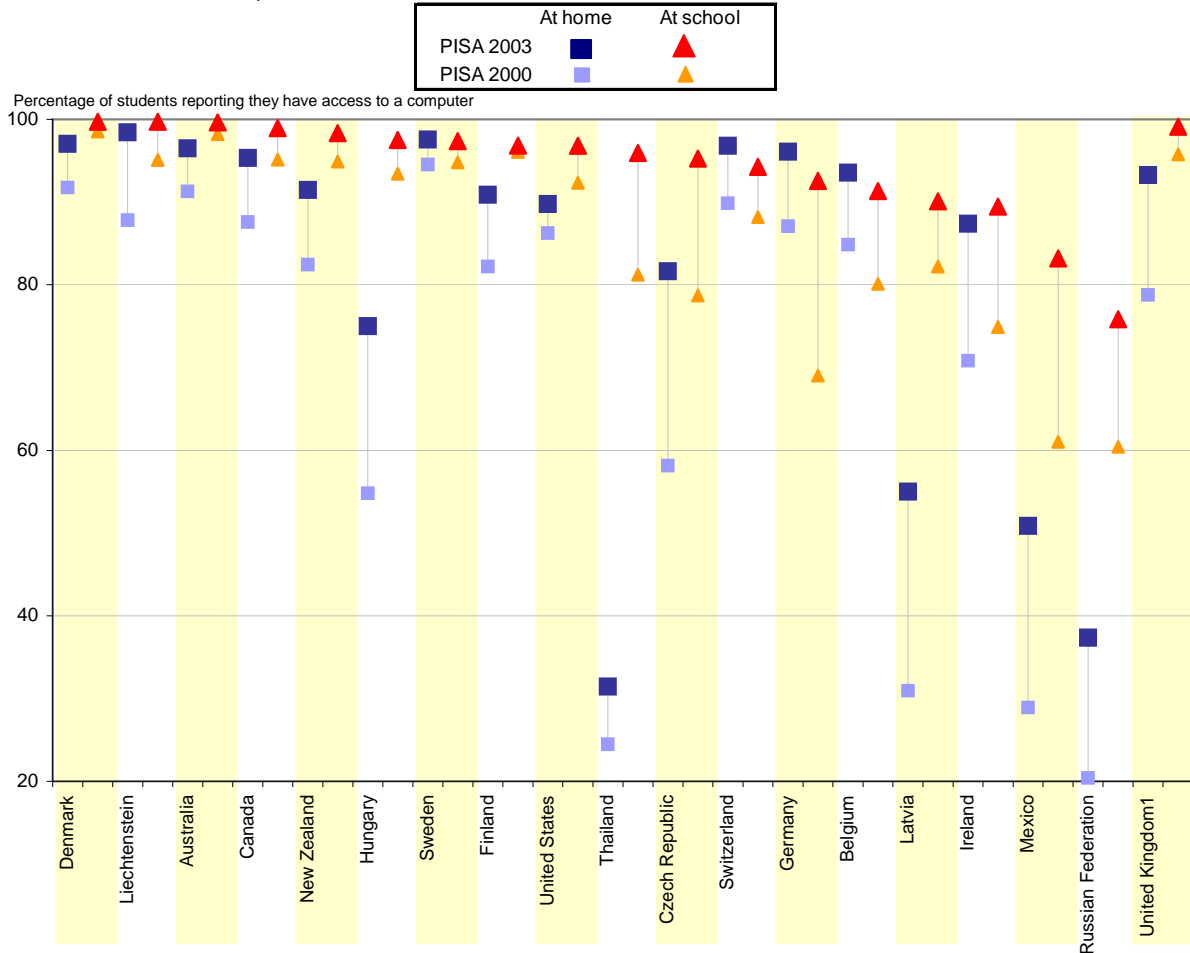
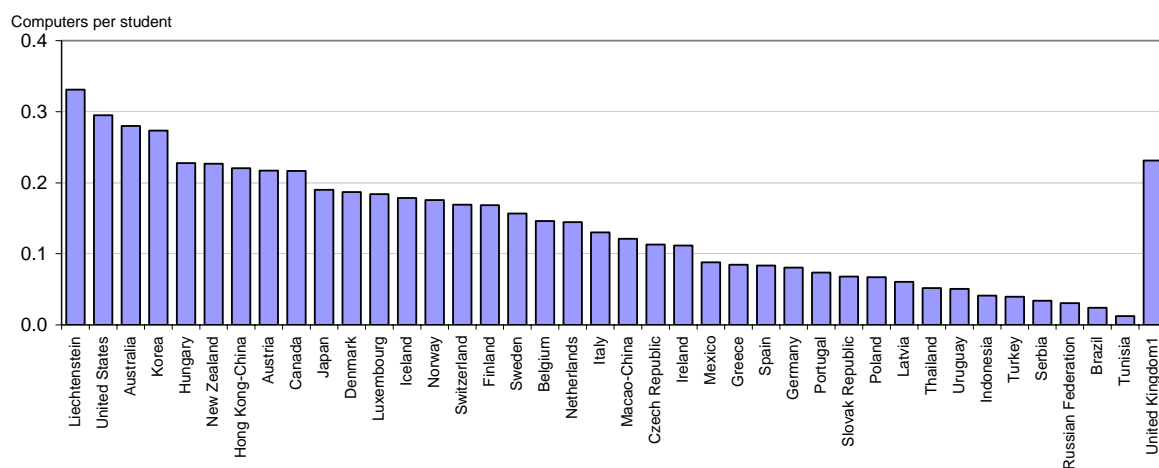


Figure 1
Access to computers at home or at school in PISA 2000 and PISA 2003
 Based on students' self-reports



Countries are ranked in descending order of percentage of students reporting having access to a computer at school in PISA 2003.
 Source: OECD (2005) *Are students ready for a technology-rich world?* Table 2.2a.

Figure 2
Number of computers per student
 Based on school principals' reports in PISA 2003

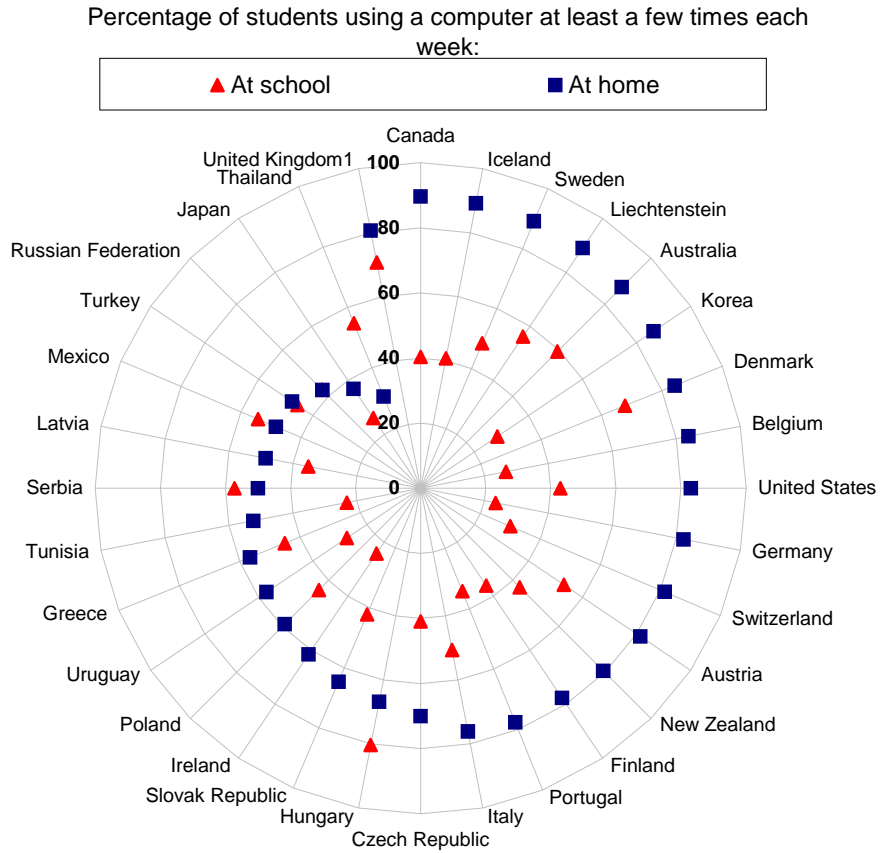


Countries are ranked in descending order of number of computers per student.

1. Response rate too low to ensure comparability.

Source: OECD (2005) *Are students ready for a technology-rich world?* Table 2.4.

Figure 3
Students frequently using a computer at home or at school
 Based on students' self-reports

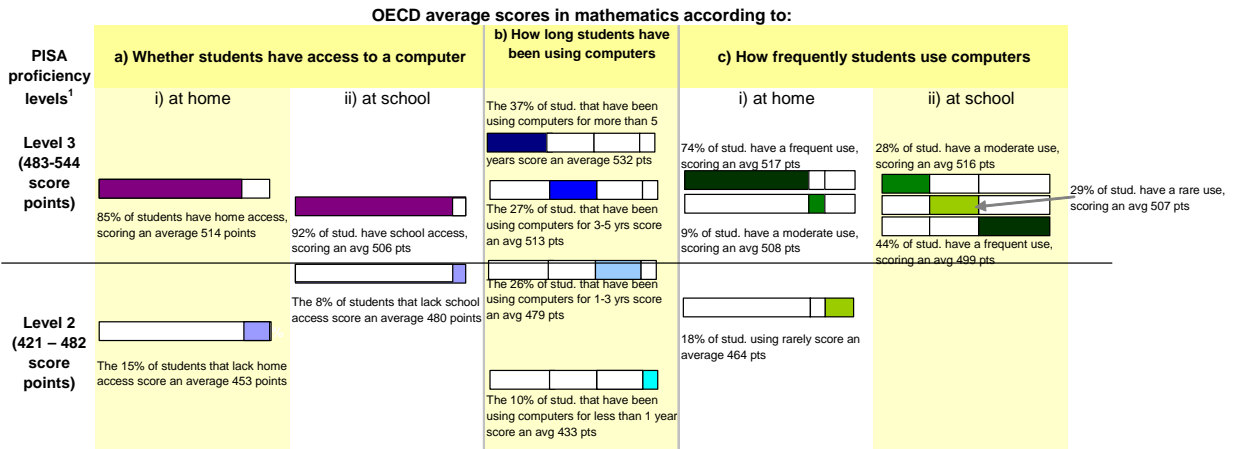


Countries are ranked in descending order of percentage of students frequently using computers at school.

1. Response rate too low to ensure comparability.

Source: OECD (2005) *Are students ready for a technology-rich world?* Table 3.1.

Figure 4 Students' mathematics scores on average in OECD countries and access to and familiarity with ICT



1. At Level 3 students can reason from different information sources and provide short answers with results and reasoning, as well as use simple problem-solving strategies. At Level 2 students can take information from one source and interpret it literally, as well as use basic formulae.

Source: OECD (2005) *Are students ready for a technology-rich world?* Figure 4.1.