



## Stakeholders' Survey for ICTeEfs Teaching Competences

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### **Disclaimer**

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## Executive Summary

This deliverable reports in detail about the processes for constructing and validating the stakeholders' survey instruments and other qualitative tools for collecting data on ICTeEfS competences. The procedures for the carrying out of the survey, the situation analysis of data, interpretation and the final results of the survey and how they will be used for infusing ICTeEfS teaching content in the teacher education curricula and the in-service teacher training.

A questionnaire for students and ICT teacher coordinators in the partner countries' universities was developed by the Project Coordinator Vassilios Makrakis (Frederick University) and Nelly Kostoulas (University of Crete). The questionnaires aimed to gather data on key concepts related to the capacity building and other data that is useful in developing capacity building interventions as well as course curriculum revision and development to address ICTeEfS.

Both questionnaires were thoroughly discussed during the kick-off meeting and validated. The final questionnaires were disseminated to all partner universities. They were translated into the national languages and distributed to the target groups.

The total sample of students that participated in the survey across all the seven partner universities reached up to 1497 students.

University Science Malaysia	240 (16%)
University Technology Malaysia	125 (8%)
Open University Malaysia	61 (4%)
Indonesian University of Education,	156 (10%)
University Gadjah Mada (UGM)	218 (15%)
International University Vietnam	531 (36%)
University of Social Sciences & Humanities (USSH) Vietnam	166 (11%).

Among the 1497 undergraduate students, 60% come from the 1<sup>st</sup> year of study and the rest 40% from the last year. In terms of subjects, 87% are related to the fields of education and the remaining 13% come from sciences. In terms of gender, 65% are females, reflecting the student majority in the fields of education.

The students' knowledge of ICTs is ranging from sufficient to excellent by 83% and only 2% declared poor knowledge and 15% minimal. A similar trend is found in terms of knowledge related Education for Sustainable Development and knowledge in merging ICT with Education for Sustainable Development.

The number ICT teacher coordinators reached up to 1815, of whom the majority (No= 1253 or 69% comes from the three partner institutions in Malaysia as expected, followed-up by the two institutions in Indonesia (No= 360 or 20%) and the two institutions in Vietnam (202 or 11%). These proportions also reflect the educational policy in the partner countries regarding the function of ICT teacher coordinators. In terms of gender, 40% are males and 60% females. 39% of the ICT teacher coordinators are functioning now, 10% were functioning in the past as ICT coordinators, but 51% of the participants identify themselves as ICT-

experienced teachers. The majority (56%) are working in the primary school education and most of all the teachers responding in the survey have graduated from teacher education institutions (76%), while 9% graduated from Computer Sciences 12% from applied sciences and 3% from other academic fields.

In terms of geographical distribution, 43% of the teachers work in urban areas, 30% in rural areas and 27% in semi-urban areas. 40% of them have teaching experience from 15 years and up, followed by 28% between 10-14, 20% 5-9 and 12% under 4 years. On the contrary, the majority (37% ) has been involved in teaching with ICTs less than 4 years, followed-up by 32% between 5-9, 20% 10-14 and 11% up to 15 years. 53% of them are knowledgeable about Education for Sustainability above the average to excellent, while only 3% declared poor knowledge. 55% has also declared sufficient knowledge on merging ICTeEfS, 18% more than sufficient and 27% below minimal.

In the following we present the results of the key structures composed in the student and teacher questionnaires such as education received from their academic fields in relation to ICTeEfS, the sustainability justice, teacher competences needed for sustainability justice, school policies and practices as well as school infrastructures related to ICTeEfS. The results of these two surveys provide valuable information that will be taken into consideration the design, development, implementation, and evaluation of the ICTeEfS project activities.



## UNDERGRADUATE STUDENTS SURVEY

Rate the extent to which you have done the following	MEAN (S.D.)	Not at all (1)	To a slight extent (2)	To a moderate extent (3)	To a large extent	To a great extent
V8 I have learned to use interactive methods enabled by ICTs to discuss local environmental and social issues.	2,92 (1,03)	159 (11%)	271 (19%)	575 (41%)	340 (24%)	65 (5%)
V9 I have learned to use ICTs to engage my future learners in studying local and global issues.	2,92 (1,10)	202 (14%)	238 (17%)	502 (36%)	401 (28%)	63 (5%)
V10 I have learned to use ICTs in ways that could strengthen my future learners' participation in activities outside the classroom.	2,99 (1,08)	177 (13%)	229 (16%)	496 (35%)	442 (32%)	61 (4%)
V11 I have used ICTs in ways that could enhance my future learners' knowledge on local problems.	3,02 (1,04)	150 (10%)	266 (18%)	543 (36%)	460 (31%)	69 (5%)
V12 I have learned to use various learning resources that cut across issues related to sustainable development with the support of ICTs.	3,24 (1,03)	94 (6%)	224 (15%)	547 (37%)	475 (32%)	147 (10%)
V13 I have learned to use my future learners' life experiences to develop their knowledge and skills in using ICTs.	2,99 (1,06)	165 (11%)	273 (18%)	546 (37%)	430 (29%)	78 (5%)
V14 I have learned to use ICTs as a means to integrate my future learners' life experiences on tackling sustainability issues, such as climate change.	2,90 (1,08)	205 (14%)	273 (18%)	535 (36%)	420 (28%)	59 (4%)
V15 I have learned to adjust educational content so that it becomes relevant to my future learners' life outside the school.	2,99 (1,09)	181 (12%)	254 (17%)	546 (37%)	420 (28%)	91 (6%)

<b>Rate the extent to which you have done the following</b>	<b>MEAN (S.D.)</b>	<b>Not at all (1)</b>	<b>To a slight extent (2)</b>	<b>To a moderate extent (3)</b>	<b>To a large extent</b>	<b>To a great extent</b>
V16 I have used ICTs in ways that could promote my future learners' active involvement in solving real-life problems.	3,02 (1,11)	181 (12%)	251 (17%)	532 (36%)	419 (28%)	109 (7%)

<b>Rate the extent to which you have done the following</b>	<b>MEAN (S.D.)</b>	<b>Not at all (1)</b>	<b>To a slight extent (2)</b>	<b>To a moderate extent (3)</b>	<b>To a large extent (4)</b>	<b>To a great extent (5)</b>
V17 I like to think over what I have been doing and consider alternative ways of doing things.	3,65 (0,84)	6 (0%)	139 (9%)	430 (29%)	709 (48%)	203 (14%)
V18 I often reflect on my actions to see whether I could have improved on what I did.	3,77 (0,84)	3 (0%)	115 (8%)	374 (25%)	732 (49%)	267 (18%)
V19 I often re-appraise my experience so I can learn from it and improve for my next performance.	3,76 (0,84)	5 (0%)	99 (7%)	401 (27%)	715 (48%)	263 (18%)
V20 I often step back and reflect on what I am thinking to determine whether I might be missing something.	3,63 (0,85)	8 (1%)	124 (8%)	490 (33%)	649 (44%)	214 (14%)
V21 I frequently stop to think about where I might be going wrong or right.	3,54 (0,93)	16 (1%)	193 (13%)	473 (32%)	578 (39%)	220 (15%)
V22 As a result of my reflection back I have changed the way of my thinking and behavior.	3,63 (0,83)	6 (0%)	115 (8%)	506 (34%)	662 (44%)	202 (14%)
V23 Reflecting on what I was thinking and doing has challenged some of my firmly held ideas, values and practices.	3,42 (0,83)	7 (0%)	179 (12%)	604 (41%)	560 (38%)	130 (9%)
V24 Reflecting critically on my own values and practices has motivated me to change.	3,60 (0,83)	6 (1%)	123 (8%)	509 (34%)	659 (44%)	189 (13%)

<b>Rate the extent to which you have done the following</b>	<b>MEAN (S.D.)</b>	<b>Not at all (1)</b>	<b>To a slight extent (2)</b>	<b>To a moderate extent (3)</b>	<b>To a large extent (4)</b>	<b>To a great extent (5)</b>
V25 Thanks to my reflection, I discovered faults in what I had previously believed to be right and re-considered them for change.	3,74 (0,84)	4 (0%)	106 (7%)	426 (29%)	692 (46%)	262 (18%)
V26 Reflecting on my previous thoughts, beliefs and practices has motivated me not take things for granted.	3,68 (0,87)	3 (0%)	127 (9%)	459 (31%)	641 (43%)	253 (17%)
V27 Reflecting critically on other people's actions and behaviors increased my responsibility of their own actions.	3,57 (0,85)	7 (0%)	158 (11%)	472 (32%)	675 (45%)	173 (12%)

<b>How much do you agree with the following statements</b>	<b>MEAN (S.D.)</b>	<b>Disagree strongly (1)</b>	<b>Disagree (2)</b>	<b>Neither agree or disagree (3)</b>	<b>Agree (4)</b>	<b>Agree strongly (5)</b>
V28 When I see injustice and do nothing about it, I feel guilty.	3,84 (0,96)	36 (3%)	108 (7%)	284 (19%)	688 (46%)	373 (25%)
V29 Helping those less fortunate than me will change my life.	3,89 (0,85)	17 (1%)	54 (4%)	366 (25%)	694 (46%)	362 (24%)
V30 I appreciate the presence of refugees and immigrants in my city.	3,46 (0,94)	52 (4%)	137 (9%)	561 (38%)	558 (37%)	182 (12%)
V31 The public expression of the identity of the culturally different should be limited.	3,53 (1,02)	50 (3%)	181 (12%)	446 (30%)	560 (38%)	252 (17%)
V32 All groups should feel the need and the right to express their peculiarity in the public space.	3,78 (0,82)	17 (1%)	63 (4%)	407 (27%)	746 (50%)	261 (18%)
V33 Resources should be distributed so that everyone can live a decent life.	3,94 (0,90)	23 (2%)	63 (4%)	323 (22%)	659 (44%)	424 (28%)
V34 Members of the different groups should be treated equally	4,09 (0,84)	15 (1%)	46 (3%)	235 (16%)	680 (46%)	512 (34%)

<b>How much do you agree with the following statements</b>	<i>MEAN (S.D.)</i>	<i>Disagree strongly (1)</i>	<i>Disagree (2)</i>	<i>Neither agree or disagree (3)</i>	<i>Agree (4)</i>	<i>Agree strongly (5)</i>
V35 All people should be equally exposed to environmental pollution and risks.	3,54 (1,33)	185 (12%)	139 (9%)	286 (19%)	439 (30%)	439 (30%)
V36 An alternative to the minimum wage could be a salary that calculates a decent standard of living.	3,83 (0,94)	38 (2%)	85 (6%)	329 (22%)	686 (46%)	354 (24%)
V37 All people must have the opportunity to participate in decisions that can influence them.	4,20 (0,77)	6 (1%)	34 (2%)	184 (12%)	694 (47%)	573 (38%)
V38 Economic activity should be within the bounds of morality.	3,95 (0,83)	16 (1%)	42 (3%)	329 (22%)	711 (48%)	391 (26%)
V39 It is an act of life for me to struggle to build a just and sustainable world.	3,88 (0,82)	17 (1%)	43 (3%)	370 (25%)	734 (49%)	326 (22%)
V40 I can make the difference for a better future.	3,91 (0,79)	11 (1%)	35 (2%)	359 (24%)	753 (51%)	334 (22%)
V41 I feel that we have to claim the common good through our active action on an individual and collective level.	4,01 (0,77)	10 (1%)	34 (2%)	268 (18%)	794 (53%)	381 (26%)
V42 The marginalized people must have their own voice in public affairs.	3,93 (0,81)	14 (1%)	44 (3%)	319 (21%)	761 (51%)	350 (24%)
V43 The interests of today's generations should not be at stake for those who will be born after 50 years.	3,66 (1,08)	66 (4%)	149 (10%)	366 (25%)	549 (37%)	358 (24%)
V44 We must respect the cultural heritage of others as well as ours.	4,23 (0,81)	10 (1%)	41 (3%)	169 (11%)	643 (43%)	629 (42%)
V45 The right to the goods of nature belongs to everyone.	4,05 (0,90)	18 (1%)	65 (4%)	266 (18%)	620 (42%)	522 (35%)
V46 Economic prosperity is not an indicator of the wealth we hold, but how well this wealth is distributed in a fair way.	3,86 (0,88)	20 (1%)	68 (5%)	372 (25%)	661 (44%)	367 (25%)
V47 When I buy products that I like at affordable prices, I do not care about where they come from.	3,02 (1,19)	174 (12%)	356 (24%)	381 (25%)	417 (28%)	162 (11%)

<b>How much do you agree with the following statements</b>	<i>MEAN (S.D.)</i>	<i>Disagree strongly (1)</i>	<i>Disagree (2)</i>	<i>Neither agree or disagree (3)</i>	<i>Agree (4)</i>	<i>Agree strongly (5)</i>
V48 Teaching is more a moral and active engagement than acquiring the knowledge and skills required in the labor market.	3,58 (1,00)	54 (4%)	152 (10%)	397 (27%)	642 (43%)	243 (16%)
V49 I believe that learners are not able to go through their own path of learning.	2,83 (1,13)	209 (14%)	387 (26%)	428 (29%)	376 (25%)	87 (6%)
V50 I believe that learners cannot change the world.	2,23 (1,13)	473 (32%)	500 (33%)	269 (18%)	193 (13%)	53 (4%)
V51 I believe that learners need skills that go far beyond what they have learned at school.	4,00 (0,84)	16 (1%)	51 (3%)	279 (19%)	713 (48%)	430 (29%)
V52 I believe that learners love learning but are oppressed with sterile knowledge.	3,78 (0,92)	26 (2%)	96 (6%)	381 (26%)	664 (44%)	323 (22%)
V53 I believe that learners have a voice and should be heard.	4,19 (0,79)	12 (1%)	24 (2%)	209 (14%)	675 (45%)	571 (38%)
V54 I believe that learners are empty containers waiting to be filled with knowledge.	3,40 (1,20)	131 (9%)	201 (14%)	401 (27%)	454 (30%)	300 (20%)
V55 I believe that learners can make a difference.	4,16 (0,82)	16 (1%)	28 (2%)	218 (15%)	675 (45%)	553 (37%)
V56 I believe that I can get more from my future learners than I can teach them.	3,83 (0,88)	22 (2%)	73 (5%)	378 (25%)	677 (45%)	339 (23%)
V57 I will do all the best to turn my future learners more independent in their think own learning.	3,99 (0,82)	18 (1%)	33 (2%)	298 (20%)	732 (49%)	409 (28%)
V58 I believe that the teacher should fight injustice even at the risk of losing his/her job.	3,87 (0,88)	19 (1%)	56 (4%)	404 (27%)	636 (43%)	376 (25%)
V59 I believe in the advisory role of the teacher.	4,00 (0,82)	15 (1%)	33 (2%)	302 (21%)	718 (48%)	418 (28%)



<b>How much do you agree with the following statements</b>	<b>MEAN (S.D.)</b>	<b>Disagree strongly (1)</b>	<b>Disagree (2)</b>	<b>Neither agree or disagree (3)</b>	<b>Agree (4)</b>	<b>Agree strongly (5)</b>
V60 I believe that the teacher should bring the school to society and society at school.	4,14 (0,78)	11 (1%)	16 (1%)	247 (17%)	692 (46%)	523 (35%)
V61 I believe that the teacher should talk to his/her learners about the causes of an unsustainable world.	3,94 (0,82)	14 (1%)	36 (2%)	352 (24%)	706 (47%)	383 (26%)
V62 I believe that the teacher should aim to teach the transformation of self and society.	4,02 (0,78)	11 (1%)	21 (1%)	307 (21%)	734 (49%)	418 (28%)
V63 I believe that the teacher should see the curriculum as a fixed and prescribed package of knowledge.\	3,52 (1,11)	84 (6%)	196 (13%)	367 (25%)	552 (37%)	290 (19%)

<b>Does your Faculty have the following?</b>	<b>YES (1)</b>	<b>NO (0)</b>
V64 Its own written statement about the use of ICT	1190 (83%)	242 (17%)
V65 Its own written statement specifically about the use of ICT for pedagogical purposes	1286 (87%)	199 (13%)
V66 A policy and actions to use ICT for teaching and learning in specific subjects	1287 (88%)	170 (12%)
V67 Regular discussions with students and teaching staff about ICT use for pedagogical purposes	1094 (73%)	403 (27%)
V68 A specific policy or programme to prepare students for responsible internet behaviour	1073 (75%)	358 (25%)
V69 A specific policy about using social networks (Facebook, etc.) in teaching and learning	984 (69%)	437 (31%)
V70 A specific policy to promoting cooperation and collaboration among teachers	698 (49%)	729 (51%)
V71 Scheduled time for students and teachers to meet to share, evaluate or develop instructional materials and approaches	1080 (75%)	363 (25%)

<b>How often do you use the following ICT devices in your studies?</b>	<b>MEAN (S.D.)</b>	<b>Never 1</b>	<b>A few times a year 2</b>	<b>Monthly 3</b>	<b>Weekly 4</b>
V72 Interactive whiteboards	2,52 (1,24)	477 (32%)	238 (16%)	302 (20%)	479 (32%)
V73 Video conferencing systems	2,34 (1,22)	559 (38%)	260 (17%)	283 (19%)	390 (26%)
V74 Learning Management Systems (Moodle etc)	2,64 (1,17)	378 (25%)	253 (17%)	381 (26%)	477 (32%)
V75 Digital photo cameras (including editing software)	2,83 (1,10)	252 (17%)	302 (20%)	390 (26%)	547 (37%)
V76 Word processing (e.g., Word)	3,34 (0,89)	90 (6%)	155 (10%)	401 (27%)	849 (57%)
V77 Databases (e.g., Access)	2,81 (1,17)	325 (22%)	206 (14%)	384 (26%)	578 (38%)
V78 Spreadsheets (e.g., Excel)	3,06 (1,03)	168 (11%)	237 (16%)	420 (28%)	667 (45%)
V79 Graphics (e.g., Paint, Photoshop)	2,83 (1,12)	273 (19%)	268 (18%)	388 (26%)	556 (37%)
V80 Multimedia authoring software	2,62 (1,18)	384 (26%)	257 (18%)	373 (25%)	465 (31%)
V81 Presentation software (e.g., PowerPoint)	3,35 (0,77)	43 (3%)	143 (10%)	551 (37%)	754 (50%)
V82 Internet	3,60 (0,73)	49 (3%)	66 (4%)	321 (22%)	1051 (71%)
V83 Concept mapping (e.g. Kidspiration, Inspiration)	2,44 (1,24)	514 (35%)	215 (15%)	308 (21%)	423 (29%)
V84 Publishing software (e.g., Publisher)	2,28 (1,24)	610 (42%)	208 (14%)	271 (19%)	373 (25%)
V85 Email	3,52 (0,74)	45 (3%)	86 (6%)	415 (28%)	948 (63%)
V86 Wikis	3,00 (1,15)	270 (19%)	153 (11%)	342 (23%)	693 (47%)
V87 Blogs	2,80 (1,20)	348 (24%)	191 (13%)	344 (23%)	590 (40%)
V88 Forums	2,76 (1,19)	355 (24%)	189 (13%)	382 (26%)	545 (37%)
V89 Communication (e.g. Skype or similar)	3,03 (1,15)	258 (18%)	175 (12%)	301 (20%)	730 (50%)
V90 Programming languages (e.g., Logo, C)	2,35 (1,26)	569 (39%)	214 (15%)	248 (17%)	411 (29%)
V91 Modeling software (e.g., Model-It, Stella)	2,05 (1,22)	731 (51%)	199 (14%)	200 (14%)	299 (21%)
V92 Microworlds/Simulations	2,25 (1,27)	639 (44%)	187 (13%)	227 (16%)	383 (27%)
V93 Others: Auto-cad, Cloud, Plaxis	1,87 (1,25)	931 (64%)	69 (5%)	150 (10%)	298 (21%)

<b>How do the following adversely affected ICT use in your studies?</b>	<b>MEAN (S.D.)</b>	<b>Not at all</b>	<b>A little</b>	<b>Partially</b>	<b>A lot</b>
V94 Faculty computers out of date and/or needing repair.	2,76 (0,97)	176 (12%)	385 (26%)	532 (36%)	387 (26%)
V95 Insufficient number of Internet connected computers.	2,77 (0,98)	194 (13%)	348 (24%)	550 (37%)	389 (26%)
V96 Insufficient Internet bandwidth or speed.	3,00 (0,94)	117 (8%)	305 (20%)	518 (35%)	544 (37%)
V97 Insufficient number of interactive whiteboards	2,54 (0,99)	281 (19%)	392 (27%)	541 (36%)	267 (18%)
V98 Insufficient number of computers.	2,65 (1,00)	242 (16%)	367 (25%)	553 (37%)	327 (22%)
V99 Insufficient number of laptops/notebooks	2,60 (1,01)	266 (18%)	395 (26%)	511 (34%)	322 (22%)
V100 Lack of adequate skills of students	2,76 (0,94)	154 (10%)	416 (28%)	553 (37%)	366 (25%)
V101 Insufficient technical support for students	2,73 (0,93)	159 (11%)	429 (29%)	555 (37%)	343 (23%)
V102 Insufficient pedagogical support for students	2,62 (0,98)	227 (15%)	417 (28%)	539 (36%)	304 (21%)
V103 Lack of adequate content/material for teaching	2,65 (0,99)	229 (15%)	390 (26%)	545 (37%)	323 (22%)
V104 Lack of content in national language	2,41 (0,98)	314 (21%)	478 (32%)	468 (32%)	227 (15%)
V105 Too difficult to integrate ICT use into the curriculum	2,44 (0,95)	280 (19%)	471 (32%)	527 (36%)	199 (13%)
V106 Lack of pedagogical models on how to use ICT for learning	2,49 (0,93)	243 (16%)	494 (33%)	532 (36%)	218 (15%)
V107 Using ICT in teaching and learning not being a goal in our Faculty.	2,31 (1,02)	413 (28%)	396 (27%)	470 (32%)	199 (13%)
V108 Lack of trained instructors	2,54 (0,94)	231 (16%)	463 (31%)	540 (37%)	243 (16%)
V109 Lack of appropriate course content and instructional programs.	2,60 (0,93)	208 (14%)	437 (30%)	572 (39%)	258 (17%)
V110 Lack of motivation of the teacher educators concerning the use of ICTs in their classes.	2,45 (0,98)	300 (20%)	436 (30%)	516 (35%)	223 (15%)
V111 Lack of students' motivation concerning the use of ICTs in their courses and their future classes.	2,55 (0,97)	237 (16%)	461 (31%)	511 (35%)	268 (18%)
V112 Lack of good role models for prospective teachers.	2,52 (0,95)	244 (17%)	450 (31%)	524 (36%)	237 (16%)
V113 Limited understanding on how to integrate ICT into teaching	2,61 (0,93)	199 (13%)	438 (30%)	578 (39%)	263 (18%)
V114 Lack of software or websites that support teaching and learning	2,64 (0,97)	219 (15%)	379 (26%)	550 (38%)	299 (21%)

<b>What importance do you attach to the following?</b>	<b>MEAN (S.D.)</b>	<b>No importance at all</b>	<b>Of little importance</b>	<b>Quite good importance</b>	<b>Very good importance</b>
V115 Better access to technological equipment	3,22 (0,75)	53 (3%)	129 (9%)	741 (50%)	564 (38%)
V116 Reliability of equipment	3,26 (0,69)	13 (1%)	173 (12%)	714 (48%)	587 (39%)
V117 Availability of high quality equipment	3,20 (0,71)	16 (1%)	212 (14%)	723 (49%)	534 (36%)
V118 Training/courses in pedagogical use of ICT	3,20 (0,69)	14 (1%)	189 (13%)	769 (52%)	511 (34%)
V119 Pedagogical ICT-support (e.g. "hotline")	3,08 (0,72)	19 (1%)	270 (18%)	767 (52%)	430 (29%)
V120 Technological hands-on training/courses	3,19 (0,69)	15 (1%)	192 (13%)	766 (52%)	510 (34%)
V121 Technological support (e.g. "hotline")	3,10 (0,72)	23 (1%)	247 (17%)	768 (52%)	443 (30%)
V122 Policies on using ICT across curriculum	3,09 (0,77)	52 (3%)	223 (15%)	757 (51%)	454 (31%)
V123 Time to prepare, explore and develop	3,18 (0,68)	14 (1%)	193 (13%)	790 (53%)	484 (33%)
V124 Task related incentives (salary, promotion etc.)	3,07 (0,77)	43 (3%)	261 (18%)	726 (49%)	453 (30%)
V125 Other (please specify below):	2,10 (1,25)	761 (52%)	88 (6%)	298 (21%)	303 (21%)



## ICT COORDINATORS SURVEY

Rate the extent to which you have done the following	MEAN (S.D.)	Not at all (1)	To a slight extent (2)	To a moderate extent (3)	To a large extent	To a great extent
V12 I have learned to use interactive methods enabled by ICTs to discuss local environmental and social issues.	2,95 (0,82)	86 (5%)	365 (20%)	954 (52%)	376 (21%)	34 (2%)
V13 I have learned to use ICTs to engage my learners in studying local and global issues.	3,00 (0,82)	68 (4%)	352 (19%)	946 (52%)	401 (22%)	48 (3%)
V14 I have learned to use ICTs in ways that could strengthen my learners' participation in activities outside the classroom.	2,71 (0,52)	62 (3%)	398 (22%)	1355 (75%)	0 (0%)	0 (0%)
V15 I have used ICTs in ways that could enhance my learners' knowledge on local problems.	3,01 (0,81)	64 (4%)	347 (19%)	949 (52%)	411 (23%)	43 (2%)
V16 I have learned to use various learning resources that cut across issues related to sustainable development with the support of ICTs.	3,04 (0,82)	68 (4%)	329 (18%)	917 (51%)	458 (25%)	43 (2%)
V17 I have learned to use my learners' life experiences to develop their knowledge and skills in using ICTs.	3,07 (0,80)	55 (3%)	322 (18%)	904 (50%)	498 (27%)	35 (2%)
V18 I have learned to use ICTs as a means to integrate my learners' life experiences on tackling sustainability issues, such as climate change.	2,90 (0,84)	105 (6%)	392 (21%)	929 (51%)	358 (20%)	30 (2%)

<b>Rate the extent to which you have done the following</b>	<b>MEAN (S.D.)</b>	<b>Not at all (1)</b>	<b>To a slight extent (2)</b>	<b>To a moderate extent (3)</b>	<b>To a large extent</b>	<b>To a great extent</b>
V19 I have learned to adjust educational content so that it becomes relevant to my learners' life outside the school.	3,15 (0,84)	60 (3%)	283 (16%)	863 (48%)	548 (30%)	61 (3%)
V20 I have used ICTs in ways that could promote my learners' active involvement in solving real-life problems.	3,11 (0,83)	54 (3%)	331 (18%)	845 (47%)	533 (29%)	50 (3%)

<b>Rate the extent to which you have done the following</b>	<b>MEAN (S.D.)</b>	<b>Not at all (1)</b>	<b>To a slight extent (2)</b>	<b>To a moderate extent (3)</b>	<b>To a large extent (4)</b>	<b>To a great extent (5)</b>
V21 I like to think over what I have been doing and consider alternative ways of doing things.	3,35 (0,80)	25 (2%)	188 (10%)	838 (46%)	651 (36%)	113 (6%)
V22 I often reflect on my actions to see whether I could have improved on what I did.	3,45 (0,76)	14 (1%)	138 (7%)	793 (44%)	750 (41%)	120 (7%)
V23 I often re-appraise my experience so I can learn from it and improve for my next performance.	3,55 (0,76)	13 (1%)	116 (6%)	692 (38%)	846 (47%)	148 (8%)
V24 I often step back and reflect on what I am thinking to determine whether I might be missing something.	3,44 (0,78)	18 (1%)	155 (9%)	768 (42%)	761 (42%)	113 (6%)
V25 I frequently stop to think about where I might be going wrong or right.	3,36 (0,90)	69 (4%)	197 (11%)	693 (38%)	731 (40%)	124 (7%)
V26 As a result of my reflection back I have changed the way of my thinking and behavior.	3,47 (0,76)	16 (1%)	137 (8%)	752 (41%)	794 (44%)	116 (6%)
V27 Reflecting on what I was thinking and doing has challenged some of my firmly held ideas, values and practices.	3,29 (0,78)	29 (2%)	197 (11%)	899 (49%)	606 (33%)	84 (5%)

<b>Rate the extent to which you have done the following</b>	<b>MEAN (S.D.)</b>	<b>Not at all (1)</b>	<b>To a slight extent (2)</b>	<b>To a moderate extent (3)</b>	<b>To a large extent (4)</b>	<b>To a great extent (5)</b>
V28 Reflecting critically on my own values and practices has motivated me to change.	3,46 (0,78)	18 (1%)	156 (9%)	727 (40%)	801 (44%)	113 (6%)
V29 Thanks to my reflection, I discovered faults in what I had previously believed to be right and re-considered them for change.	3,44 (0,77)	18 (1%)	148 (8%)	789 (43%)	742 (41%)	118 (7%)
V30 Reflecting on my previous thoughts, beliefs and practices has motivated me not take things for granted.	3,45 (0,77)	22 (1%)	121 (7%)	816 (45%)	727 (40%)	129 (7%)
V31 Reflecting critically on other people's actions and behaviors increased my responsibility of their own actions.	3,39 (0,78)	21 (1%)	166 (9%)	809 (45%)	717 (39%)	102 (6%)

<b>How much do you agree with the following statements</b>	<b>MEAN (S.D.)</b>	<b>Disagree strongly (1)</b>	<b>Disagree (2)</b>	<b>Neither agree or disagree (3)</b>	<b>Agree (4)</b>	<b>Agree strongly (5)</b>
V32 When I see injustice and do nothing about it, I feel guilty.	3,98 (0,80)	28 (2%)	82 (4%)	183 (10%)	1122 (62%)	400 (22%)
V33 Helping those less fortunate than me will change my life.	4,02 (0,68)	13 (1%)	46 (2%)	189 (10%)	1209 (67%)	358 (20%)
V34 I appreciate the presence of refugees and immigrants in my city.	3,08 (1,02)	128 (7%)	384 (21%)	612 (34%)	591 (33%)	100 (5%)
V35 The public expression of the identity of the culturally different should be limited.	3,43 (0,88)	34 (2%)	266 (15%)	517 (28%)	882 (49%)	115 (6%)
V36 All groups should feel the need and the right to express their peculiarity in the public space.	3,73 (0,81)	24 (2%)	132 (7%)	364 (20%)	1090 (60%)	204 (11%)
V37 Resources should be distributed so that everyone can live a decent life.	4,09 (0,70)	7 (0%)	46 (3%)	189 (10%)	1099 (61%)	474 (26%)

<b>How much do you agree with the following statements</b>	<i>MEAN (S.D.)</i>	<i>Disagree strongly (1)</i>	<i>Disagree (2)</i>	<i>Neither agree or disagree (3)</i>	<i>Agree (4)</i>	<i>Agree strongly (5)</i>
V38 Members of the different groups should be treated equally	3,99 (0,78)	10 (1%)	91 (5%)	228 (13%)	1057 (58%)	429 (23%)
V39 All people should be equally exposed to environmental pollution and risks.	3,91 (1,06)	93 (5%)	131 (7%)	150 (8%)	919 (51%)	521 (29%)
V40 An alternative to the minimum wage could be a salary that calculates a decent standard of living.	3,90 (0,75)	16 (1%)	67 (4%)	315 (17%)	1101 (61%)	315 (17%)
V41 All people must have the opportunity to participate in decisions that can influence them.	4,05 (0,67)	8 (1%)	40 (2%)	189 (10%)	1185 (65%)	392 (22%)
V42 Economic activity should be within the bounds of morality.	4,07 (0,68)	7 (0%)	25 (2%)	239 (13%)	1107 (61%)	434 (24%)
V43 It is an act of life for me to struggle to build a just and sustainable world.	4,08 (0,65)	10 (1%)	10 (1%)	218 (12%)	1155 (63%)	421 (23%)
V44 I can make the difference for a better future.	4,01 (0,62)	7 (0%)	11 (1%)	260 (14%)	1207 (67%)	329 (18%)
V45 I feel that we have to claim the common good through our active action on an individual and collective level.	4,03 (0,59)	6 (0%)	16 (1%)	208 (12%)	1267 (70%)	316 (17%)
V46 The marginalized people must have their own voice in public affairs.	3,88 (0,70)	11 (1%)	63 (3%)	302 (17%)	1189 (65%)	248 (14%)
V47 The interests of today's generations should not be at stake for those who will be born after 50 years.	3,64 (0,94)	39 (2%)	204 (11%)	397 (22%)	894 (50%)	277 (15%)
V48 We must respect the cultural heritage of others as well as ours.	4,26 (0,64)	8 (0%)	11 (1%)	114 (6%)	1046 (58%)	635 (35%)
V49 The right to the goods of nature belongs to everyone.	4,31 (0,68)	9 (0%)	19 (1%)	119 (7%)	923 (51%)	743 (41%)
V50 Economic prosperity is not an indicator of the wealth we hold, but how well this wealth is distributed in a fair way.	4,08 (0,71)	10 (1%)	37 (2%)	225 (12%)	1071 (59%)	471 (26%)



<b>How much do you agree with the following statements</b>	<i>MEAN (S.D.)</i>	<i>Disagree strongly (1)</i>	<i>Disagree (2)</i>	<i>Neither agree or disagree (3)</i>	<i>Agree (4)</i>	<i>Agree strongly (5)</i>
V51 When I buy products that I like at affordable prices, I do not care about where they come from.	2,81 (1,10)	185 (10%)	664 (37%)	351 (19%)	532 (29%)	83 (5%)

<b>How much do you agree with the following statements</b>	<i>MEAN (S.D.)</i>	<i>Disagree strongly (1)</i>	<i>Disagree (2)</i>	<i>Neither agree or disagree (3)</i>	<i>Agree (4)</i>	<i>Agree strongly (5)</i>
V52 Teaching is more a moral and active engagement than acquiring the knowledge and skills required in the labor market.	3,67 (0,92)	31 (2%)	236 (13%)	264 (14%)	1047 (58%)	237 (13%)
V53 I believe that learners are not able to go through their own path of learning.	2,93 (1,05)	121 (7%)	633 (35%)	377 (21%)	618 (34%)	66 (3%)
V54 I believe that learners cannot change the world.	2,18 (0,91)	352 (19%)	1031 (57%)	210 (12%)	203 (11%)	19 (1%)
V55 I believe that learners need skills that go far beyond what they have learned at school.	4,05 (0,69)	17 (1%)	49 (3%)	144 (8%)	1221 (67%)	384 (21%)
V56 I believe that learners love learning but are oppressed with sterile knowledge.	3,71 (0,82)	15 (1%)	170 (9%)	340 (19%)	1084 (60%)	206 (11%)
V57 I believe that learners have a voice and should be heard.	4,16 (0,59)	7 (0%)	12 (1%)	108 (6%)	1236 (68%)	452 (25%)
V58 I believe that learners are empty containers waiting to be filled with knowledge.	3,79 (1,01)	66 (3%)	200 (11%)	159 (9%)	1011 (56%)	379 (21%)
V59 I believe that learners can make a difference.	4,15 (0,59)	8 (0%)	12 (1%)	111 (6%)	1245 (69%)	438 (24%)
V60 I believe that I can get more from my future learners than I can teach them.	3,87 (0,75)	15 (1%)	97 (5%)	264 (14%)	1173 (65%)	266 (15%)

<b>How much do you agree with the following statements</b>	<b>MEAN (S.D.)</b>	<b>Disagree strongly (1)</b>	<b>Disagree (2)</b>	<b>Neither agree or disagree (3)</b>	<b>Agree (4)</b>	<b>Agree strongly (5)</b>
V61 I will do all the best to turn my future learners more independent in their think own learning.	4,08 (0,59)	4 (0%)	25 (2%)	148 (8%)	1274 (70%)	364 (20%)
V62 I believe that the teacher should fight injustice even at the risk of losing his/her job.	3,47 (0,85)	30 (2%)	180 (10%)	662 (36%)	792 (44%)	151 (8%)
V63 I believe in the advisory role of the teacher.	4,16 (0,58)	8 (0%)	10 (1%)	107 (6%)	1242 (68%)	448 (25%)
V64 I believe that the teacher should bring the school to society and society at school.	4,07 (0,62)	8 (0%)	22 (1%)	176 (10%)	1232 (68%)	377 (21%)
V65 I believe that the teacher should talk to his/her learners about the causes of an unsustainable world.	3,95 (0,63)	6 (1%)	35 (2%)	260 (14%)	1255 (69%)	259 (14%)
V66 I believe that the teacher should aim to teach the transformation of self and society.	4,06 (0,56)	5 (0%)	19 (1%)	152 (8%)	1334 (74%)	305 (17%)
V67 I believe that the teacher should see the curriculum as a fixed and prescribed package of knowledge.\	3,80 (0,81)	29 (2%)	134 (7%)	230 (13%)	1199 (66%)	223 (12%)

<b>Does your School have the following?</b>	<b>YES (1)</b>	<b>NO (0)</b>
V68 Its own written statement about the use of ICT	1485 (82%)	330 (18%)
V69 Its own written statement specifically about the use of ICT for pedagogical purposes	1435 (79%)	380 (21%)
V70 A policy and actions to use ICT for teaching and learning in specific subjects	1438 (79%)	377 (21%)
V71 Regular discussions with students and teaching staff about ICT use for pedagogical purposes	1302 (72%)	513 (28%)
V72 A specific policy or programme to prepare students for responsible	1330 (73%)	485 (27%)

internet behaviour		
V73 A specific policy about using social networks (Facebook, etc.) in teaching and learning	1144 (63%)	671 (37%)
V74 A specific policy to promoting cooperation and collaboration among teachers	1427 (79%)	388 (21%)
V75 Scheduled time for students and teachers to meet to share, evaluate or develop instructional materials and approaches	1368 (75%)	447 (25%)

<b>Does your school reward teachers for using ICT in teaching and learning?</b>	YES	NO
V76 Financial incentives (bonus, increase in salary)	333 (18%)	1482 (82%)
V77 Reduced number of teaching hours	340 (19%)	1475 (81%)
V78 Competitions and prizes	818 (45%)	997 (55%)
V79 Additional training hours	704 (39%)	1111 (61%)
V80 Additional ICT equipment for the classroom	868 (48%)	947 (52%)
V81 Other (What?)	867 (48%)	948 (52%)

<b>How often do you use the ICTs devices listed below in your teaching?</b>	<b>MEAN (S.D.)</b>	<b>Never (1)</b>	<b>A few times a year (2)</b>	<b>Monthly (3)</b>	<b>Weekly (4)</b>
V82 Personal computers	3,39 (0,91)	92 (5%)	260 (14%)	313 (17%)	1150 (64%)
V83 Interactive whiteboards	2,19 (1,28)	820 (46%)	274 (16%)	174 (10%)	493 (28%)
V84 Video conferencing systems	1,73 (0,96)	1008 (55%)	431 (24%)	234 (13%)	140 (8%)
V85 Learning Management Systems (Moodle etc)	1,96 (1,04)	814 (45%)	459 (25%)	340 (19%)	199 (11%)
V86 Audio equipment (including software)	2,72 (1,05)	259 (15%)	511 (29%)	448 (25%)	543 (31%)
V87 Digital photo cameras (including editing software)	2,38 (1,08)	466 (26%)	567 (31%)	402 (22%)	379 (21%)
V88 Word processing (e.g., Word)	3,23 (1,00)	152 (8%)	281 (16%)	375 (21%)	1004 (55%)
V89 Databases (e.g., Access)	2,40 (1,12)	487 (27%)	539 (30%)	359 (20%)	428 (23%)
V90 Spreadsheets (e.g., Excel)	2,89 (1,04)	218 (12%)	431 (24%)	496 (27%)	669 (37%)
V91 Graphics (e.g., Paint, Photoshop)	2,40	422	575	485	331

<b>Is the use of ICT in teaching and learning adversely affected by the following?</b>	<b>MEAN (S.D.)</b>	<b>Not at all</b>	<b>A little</b>	<b>Partially</b>	<b>A lot</b>
	(1,04)	(23%)	(32%)	(27%)	(18%)
V92 Multimedia authoring software	2,13 (1,03)	622 (34%)	583 (32%)	363 (20%)	245 (14%)
V93 Presentation software (e.g., PowerPoint)	2,83 (1,00)	180 (10%)	542 (30%)	496 (27%)	595 (33%)
V94 Internet	3,41 (0,91)	106 (6%)	218 (12%)	314 (17%)	1174 (65%)
V95 Concept mapping (e.g., Kidspiration, Inspiration)	2,11 (1,07)	683 (38%)	505 (28%)	364 (20%)	259 (14%)
V96 Publishing software (e.g., Publisher)	2,03 (1,03)	699 (39%)	574 (32%)	313 (17%)	224 (12%)
V97 Email	3,10 (1,05)	201 (11%)	318 (17%)	394 (22%)	900 (50%)
V98 Webpage authoring software	1,99 (1,10)	805 (46%)	434 (25%)	252 (14%)	272 (15%)
V99 Wikis	1,93 (1,08)	881 (49%)	417 (23%)	272 (15%)	241 (13%)
V100 Blogs	2,00 (1,05)	766 (42%)	516 (29%)	297 (16%)	231 (13%)
V101 Forums	1,86 (0,97)	835 (46%)	548 (30%)	267 (15%)	161 (9%)
V102 Communication (e.g. Skype or similar)	2,08 (1,12)	770 (43%)	442 (24%)	295 (16%)	306 (17%)
V103 Programming languages (e.g., Logo, C )	1,72 (0,98)	1036 (57%)	391 (22%)	234 (13%)	149 (8%)
V104 Modeling software (e.g., Model-It, Stella)	1,43 (0,76)	1273 (70%)	353 (20%)	128 (7%)	58 (3%)
V105 Microworlds/Simulations	1,60 (0,94)	1162 (64%)	346 (19%)	162 (9%)	141 (8%)
V106 Other (please specify below)	1,50 (0,94)	1224 (72%)	221 (13%)	99 (6%)	144 (9%)

V107 School computers out of date and/or needing repair.	2,86 (0,99)	213 (12%)	406 (22%)	627 (35%)	569 (31%)
V108 Insufficient number of Internet connected computers.	2,82 (0,96)	194 (11%)	447 (24%)	672 (37%)	502 (28%)
V109 Insufficient Internet bandwidth or speed.	2,93 (0,93)	144 (8%)	427 (24%)	663 (36%)	581 (32%)
V110 Insufficient number of interactive whiteboards	2,69 (1,13)	380 (21%)	389 (21%)	451 (25%)	593 (33%)
V111 Insufficient number of computers.	2,82 (1,02)	241 (13%)	406 (22%)	610 (34%)	558 (31%)
V112 Insufficient number of laptops and notebooks	2,74 (1,02)	268 (15%)	438 (24%)	601 (33%)	507 (28%)
V113 Lack of adequate skills of teachers	2,70 (0,92)	168 (10%)	593 (33%)	617 (35%)	394 (22%)
V114 Insufficient technical support for teachers	2,79 (0,95)	180 (10%)	505 (28%)	651 (36%)	479 (26%)
V115 Insufficient pedagogical support for teachers	2,67 (1,02)	206 (11%)	553 (31%)	708 (39%)	347 (19%)
V116 Lack of adequate content/material for teaching	2,61 (0,93)	240 (13%)	562 (31%)	684 (38%)	329 (18%)
V117 Lack of content in national language	2,47 (0,95)	317 (17%)	593 (33%)	636 (35%)	268 (15%)
V118 Too difficult to integrate ICT use into the curriculum	2,40 (0,89)	300 (16%)	687 (38%)	627 (35%)	200 (11%)
V119 Lack of pedagogical models on how to use ICT for learning	2,50 (0,90)	261 (14%)	632 (35%)	680 (38%)	241 (13%)
V120 School time organisation (fixed lesson time, etc.)	2,60 (0,94)	248 (14%)	559 (31%)	672 (37%)	335 (18%)
V121 School space organization (classroom size and furniture, etc)	2,63 (0,97)	271 (15%)	500 (28%)	678 (37%)	363 (20%)
V122 Pressure to prepare students for exams and tests.	2,66 (0,96)	243 (13%)	520 (29%)	655 (36%)	395 (22%)
V123 Most parents not in favour of the use of ICT at school.	2,39 (1,01)	435 (24%)	524 (29%)	573 (31%)	283 (16%)
V124 Most teachers not in favour of the use of ICT at school	2,31 (0,98)	453 (25%)	566 (31%)	578 (32%)	218 (12%)
V125 Lack of interest of teachers	2,38 (0,97)	395 (22%)	576 (32%)	602 (33%)	241 (13%)
V126 No or unclear benefit to use ICT for teaching	2,28 (0,97)	462 (25%)	577 (32%)	574 (32%)	202 (11%)
V127 Using ICT in teaching and learning not being a goal in our school.	2,11 (0,99)	629 (35%)	518 (28%)	504 (28%)	163 (9%)
V128 Lack of in-service training,	2,57 (0,92)	244 (14%)	593 (33%)	677 (37%)	300 (16%)
V129 Lack of appropriate software, hardware, and materials,	2,68 (0,95)	212 (12%)	551 (30%)	651 (36%)	401 (22%)
V130 Lack of appropriate course content and instructional programs.	2,58 (0,92)	236 (13%)	600 (33%)	664 (37%)	313 (17%)
V131 Lack of technical, administrative and	2,59	257	565	647	344

institutional support,	(0,95)	(14%)	(31%)	(36%)	(19%)
V132 Crowded classrooms.	2,70 (1,02)	279 (16%)	458 (25%)	598 (33%)	479 (26%)
V133 Inadequate number of ICT-related courses.	2,57 (0,96)	284 (16%)	540 (30%)	657 (36%)	332 (18%)
V134 Lack of motivation of the teacher educators concerning the use of ICTs in their classes.	2,53 (0,95)	288 (16%)	571 (31%)	654 (36%)	299 (17%)
V135 Lack of motivation of the prospective teachers concerning the use of ICTs in their courses and their future classes.	2,50 (0,95)	306 (17%)	574 (32%)	651 (36%)	281 (15%)
V136 Lack of good role models for prospective teachers.	2,50 (0,94)	306 (17%)	560 (31%)	683 (38%)	263 (14%)
V137 Lack of time for training, exploration and preparation.	2,68 (0,93)	200 (11%)	557 (31%)	675 (37%)	380 (21%)
V138 Lack of models of good practice in ICT.	2,58 (0,93)	253 (14%)	565 (31%)	695 (38%)	301 (17%)
V139 Negative attitudes towards computers in education.	2,33 (0,95)	401 (22%)	631 (35%)	559 (31%)	222 (12%)
V140 Computer anxiety and a lack of confidence.	2,37 (0,93)	361 (20%)	634 (35%)	600 (33%)	218 (12%)
V141 Fear of change and a lack of personal change management skills.	2,35 (0,93)	373 (21%)	634 (35%)	604 (33%)	202 (11%)
V142 Limited knowledge on how to make full use of ICT	2,54 (0,92)	218 (12%)	631 (35%)	677 (38%)	272 (15%)
V143 Lack of time in school	2,59 (0,95)	265 (14%)	558 (31%)	651 (36%)	340 (19%)
V144 Limited understanding on how to integrate ICT into teaching	2,56 (0,89)	229 (12%)	613 (34%)	702 (39%)	270 (15%)
V145 Lack of software or websites that support teaching and learning	2,51 (0,93)	287 (16%)	596 (33%)	657 (36%)	274 (15%)

<b>What importance do you attach to the following?</b>	<b>MEAN (S.D.)</b>	<b>No importance at all</b>	<b>Of little importance</b>	<b>Quite good importance</b>	<b>Very good importance</b>
V146 Better access to technological equipment	3,27 (0,72)	29 (2%)	199 (11%)	837 (46%)	750 (41%)
V147 Reliability of equipment	3,24 (0,71)	29 (2%)	205 (11%)	885 (49%)	694 (38%)
V148 Availability of high quality equipment	3,24 (0,70)	30 (2%)	194 (11%)	906 (50%)	684 (37%)
V149 Training/courses in pedagogical use of ICT	3,25 (0,70)	29 (2%)	193 (11%)	893 (49%)	699 (38%)
V150 Pedagogical ICT-support (e.g. "hotline")	3,19 (0,74)	36 (2%)	246 (14%)	878 (48%)	654 (36%)
V151 Technological hands-on training/courses	3,22 (0,73)	32 (2%)	232 (13%)	851 (47%)	699 (38%)

V152 Technological support (e.g. “hotline”)	3,19 (0,72)	33 (2%)	231 (13%)	913 (50%)	637 (35%)
V153 Policies on using ICT across curriculum	3,16 (0,73)	32 (2%)	263 (14%)	906 (50%)	613 (34%)
V154 Time to prepare, explore and develop	3,24 (0,71)	23 (1%)	224 (12%)	869 (48%)	698 (39%)
V155 Task related incentives (salary, promotion etc.)	3,06 (0,82)	76 (4%)	329 (18%)	811 (45%)	598 (33%)
V156 Other (please specify below):	2,16 (1,19)	835 (46%)	179 (10%)	470 (26%)	331 (18%)