

Exhibit 9.6: Computer Activities During Mathematics Lessons

Reported by Teachers

Country	Computers Available for Students to Use in Mathematics Lessons			Percent of Students Whose Teachers Have Them Use Computers at Least Monthly			
	Percent of Students	Average Achievement		To Explore Mathematics Principles and Concepts	To Practice Skills and Procedures	To Look Up Ideas and Information	To Process and Analyze Data
		Yes	No				
Sweden	65 (3.6)	499 (4.0)	502 (4.0)	25 (3.7)	38 (4.0)	32 (4.2)	26 (3.9)
Australia	62 (3.4)	512 (3.5)	506 (5.4)	51 (3.5)	52 (3.6)	48 (3.6)	44 (3.2)
Kazakhstan	53 (3.9)	531 (7.6)	525 (7.4)	45 (4.5)	50 (4.1)	51 (4.2)	45 (4.5)
Canada	50 (3.3)	528 (3.7)	533 (3.2)	35 (2.8)	36 (3.1)	33 (3.0)	31 (3.1)
Chile	49 (4.6)	423 (5.5)	437 (5.8)	29 (4.3)	36 (4.4)	32 (4.5)	36 (4.3)
Egypt	48 (3.9)	395 (6.1)	390 (5.8)	35 (4.0)	42 (4.1)	45 (4.0)	32 (3.7)
Russian Federation	47 (3.5)	535 (5.1)	540 (6.4)	36 (3.5)	41 (3.6)	42 (3.2)	34 (3.5)
New Zealand	47 (3.5)	501 (4.8)	488 (5.7)	36 (3.3)	35 (3.3)	35 (3.3)	33 (3.5)
United Arab Emirates	44 (2.2)	481 (4.5)	456 (3.8)	38 (2.0)	40 (2.1)	40 (2.2)	37 (2.3)
Japan	43 (3.7)	585 (4.1)	588 (3.4)	3 (1.0)	6 (1.8)	4 (1.3)	5 (1.5)
Italy	43 (3.7)	493 (4.3)	495 (4.1)	28 (3.2)	29 (3.3)	31 (3.5)	26 (2.9)
Norway (9)	40 (3.9)	513 (3.5)	513 (3.2)	27 (3.9)	35 (4.1)	27 (4.0)	29 (3.8)
Jordan	39 (3.3)	394 (6.5)	378 (4.0)	29 (3.4)	28 (3.4)	32 (3.5)	25 (3.3)
Thailand	39 (4.5)	442 (8.5)	425 (6.1)	25 (4.0)	26 (4.2)	28 (4.3)	23 (4.1)
United States	39 (2.9)	519 (5.0)	518 (4.3)	r 27 (2.8)	r 31 (2.9)	r 29 (2.8)	r 26 (2.8)
Korea, Rep. of	39 (3.6)	604 (4.3)	607 (3.6)	25 (3.3)	22 (3.1)	24 (3.2)	19 (2.6)
Lithuania	38 (4.0)	508 (4.9)	512 (4.5)	21 (3.7)	24 (3.4)	29 (3.8)	23 (3.5)
Georgia	38 (3.6)	453 (6.6)	452 (4.5)	33 (3.8)	31 (3.5)	34 (3.8)	33 (3.7)
Qatar	36 (2.6)	422 (6.6)	445 (4.3)	31 (2.3)	33 (2.5)	30 (2.7)	26 (2.9)
Singapore	35 (2.5)	617 (6.0)	621 (4.1)	27 (2.2)	27 (2.3)	23 (2.0)	19 (2.0)
Hungary	30 (3.8)	509 (8.0)	516 (4.6)	20 (3.3)	27 (3.6)	22 (3.2)	18 (3.0)
Bahrain	30 (2.8)	458 (3.8)	452 (2.2)	23 (2.4)	23 (2.7)	24 (2.8)	16 (1.9)
England	29 (4.1)	511 (9.7)	520 (6.0)	17 (3.6)	23 (3.7)	17 (3.3)	13 (2.9)
Chinese Taipei	28 (3.5)	604 (6.8)	597 (2.9)	13 (2.8)	11 (2.6)	16 (2.8)	11 (2.5)
Iran, Islamic Rep. of	28 (3.0)	457 (8.6)	429 (5.1)	18 (2.7)	19 (2.8)	17 (2.8)	18 (2.7)
Ireland	25 (2.8)	515 (6.2)	525 (3.4)	11 (1.9)	12 (2.0)	10 (1.7)	10 (1.8)
Hong Kong SAR	21 (3.6)	591 (10.7)	596 (5.5)	13 (2.8)	12 (2.8)	13 (2.8)	12 (2.6)
Slovenia	19 (2.5)	517 (6.7)	516 (2.1)	12 (2.2)	14 (2.1)	13 (1.9)	13 (1.9)
Kuwait	19 (3.4)	393 (16.7)	393 (4.2)	14 (3.4)	17 (3.4)	17 (3.4)	15 (3.4)
Saudi Arabia	17 (2.9)	396 (12.7)	361 (4.6)	13 (2.9)	13 (2.8)	16 (3.0)	14 (3.1)
Israel	17 (2.4)	536 (11.8)	508 (4.3)	11 (2.0)	13 (2.2)	12 (2.1)	11 (1.9)
Turkey	16 (2.3)	471 (13.2)	456 (5.0)	13 (2.1)	11 (2.2)	15 (2.2)	12 (2.1)
Morocco	11 (2.2)	400 (6.9)	382 (2.6)	5 (1.4)	4 (1.4)	6 (1.6)	5 (1.4)
Malaysia	10 (2.0)	477 (11.7)	465 (4.6)	6 (1.5)	5 (1.7)	7 (1.5)	4 (1.3)
South Africa (9)	9 (1.7)	430 (12.4)	367 (4.9)	5 (1.4)	6 (1.6)	5 (1.4)	4 (1.5)
Oman	9 (1.8)	403 (9.9)	404 (3.1)	9 (1.8)	6 (1.5)	9 (1.7)	r 2 (0.6)
Lebanon	8 (2.3)	451 (11.8)	442 (3.9)	5 (2.0)	5 (1.8)	3 (1.1)	5 (1.8)
Botswana (9)	8 (2.4)	375 (6.1)	393 (2.4)	3 (1.5)	3 (1.7)	4 (1.7)	2 (1.4)
Malta	4 (0.0)	470 (5.4)	495 (1.1)	2 (0.0)	2 (0.0)	2 (0.0)	2 (0.0)
International Avg.	32 (0.5)	485 (1.3)	481 (0.7)	21 (0.5)	23 (0.5)	22 (0.5)	19 (0.5)

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015

Benchmarking Participants

Ontario, Canada	r	63 (5.1)	527 (4.7)	519 (4.3)	r	48 (4.2)	r	49 (4.7)	r	50 (4.6)	r	48 (5.0)
Dubai, UAE		63 (2.6)	524 (3.8)	499 (3.8)		58 (2.5)		60 (2.6)		60 (2.6)		55 (3.0)
Norway (8)		50 (4.0)	485 (3.1)	490 (2.8)		33 (3.7)		45 (4.0)		30 (3.7)		42 (4.1)
Abu Dhabi, UAE	r	30 (5.0)	468 (14.6)	431 (8.0)	r	24 (4.2)	r	27 (4.8)	r	27 (4.8)	r	24 (4.6)
Florida, US	r	28 (5.1)	483 (15.9)	513 (8.3)	r	21 (4.9)	r	28 (5.1)	r	16 (5.3)	r	21 (4.9)
Quebec, Canada		20 (2.5)	556 (6.2)	548 (3.8)		12 (2.3)		13 (2.5)		6 (1.7)		6 (1.4)
Buenos Aires, Argentina	x	x	x	x	x	x	x	x	x	x	x	x

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

An "r" indicates data are available for at least 70% but less than 85% of the students. An "x" indicates data are available for less than 50% of students.