



University of Liege
Psychology and
Education

SURVEY OF SCHOOLS: ICT IN EDUCATION

COUNTRY PROFILE: IRELAND

November 2012

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1. INTRODUCTION

ICT IN THE SCHOOL EDUCATION SYSTEM OF IRELAND

In Ireland the Department of Education and Skills (DES) is responsible for the overall administration of education at all levels¹. Each school is managed by a management board representative of trustees, parents, teachers and the local community. Boards of management are supported through guidance documentation, advice and training provided by the relevant management bodies and the Department and supported through core funding from the Department. While almost all primary schools and the majority of post-primary schools are locally owned and managed, schools have relatively limited autonomy especially in relation to curriculum and the pedagogical methods employed. The curriculum is laid down from the centralised administration and the local Inspectorate ensures adherence to the rules and to the teaching of the curriculum.¹

According to Eurydice's **Key Data on Learning and Innovation through ICT at school in Europe**², in Ireland there are national strategies covering training measures in all areas as well as research in the areas of ICT in schools and in e-learning. There are central steering documents for most ICT learning objectives³ at both primary and secondary education, except for knowledge of computer hardware and electronics, developing programming skills and using social media, and using mobile devices only at secondary level. In primary and secondary schools ICT is taught as a general tool for other subjects/or as a tool for specific tasks in other subjects. At primary and secondary education level recommendations or suggestions and support are provided in the hardware areas of computers, projectors or beamers, DVDs, videos, TV, cameras, and mobile devices, with support only for smartboards, and virtual learning environments, but not for e-book readers. At primary and secondary education level recommendations or suggestions and support are provided in the software categories, multimedia applications, digital learning games and digital resources, and support only for office applications. According to official steering documents, teachers at primary and secondary level are expected to use ICT in all subjects and students are expected to use ICT in class, and also for complementary activities in language of instruction, natural sciences, and social sciences at secondary level, and for complementary activities only in the arts. There are no central recommendations on the use of ICT in student assessment. Public-private partnerships for promoting the use of ICT are encouraged.

THE SURVEY OF SCHOOLS: ICT IN EDUCATION

In 2011, the European Commission Directorate General Communications Networks, Content and Technology⁴ launched the Survey of Schools: ICT in Education, the primary goal of which is to benchmark countries' performance in terms of access, use and attitudes to ICT at grades 4, 8 and 11. The Survey of Schools is one of a series within the European Union's cross-sector benchmarking activities comparing national progress to Digital Agenda for Europe (DAE) and EU2020 goals. The Survey is funded by the European Commission Communications Networks, Content and Technology Directorate General and is a partnership between European Schoolnet and the Service d'Approches Quantitatives des faits éducatifs in the Department of Education of the University of Liège. The survey

¹ <https://webgate.ec.europa.eu/fpfs/mwikis/eurydice/index.php?title=Home>

² http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf, published in 2011, specifically the following tables and associated commentaries: A6, B6, B7, C2, C3, C4, C12 and E10

³ i.e. knowledge of computer hardware and electronics, using a computer, using mobile devices, using office applications, searching for information, using multimedia, developing programming skills, and using social media

⁴ www.ec.europa.eu/dgs/connect/

took place between January 2011 and May 2012, with data collection in autumn 2011, and covered 31 countries (the EU27, Croatia, Iceland, Norway and Turkey). In four countries (Germany, Iceland, Netherlands and the United Kingdom) the response rate was insufficient, making reliable analysis of the data impossible; therefore the findings in this report are based on data from 27 countries.

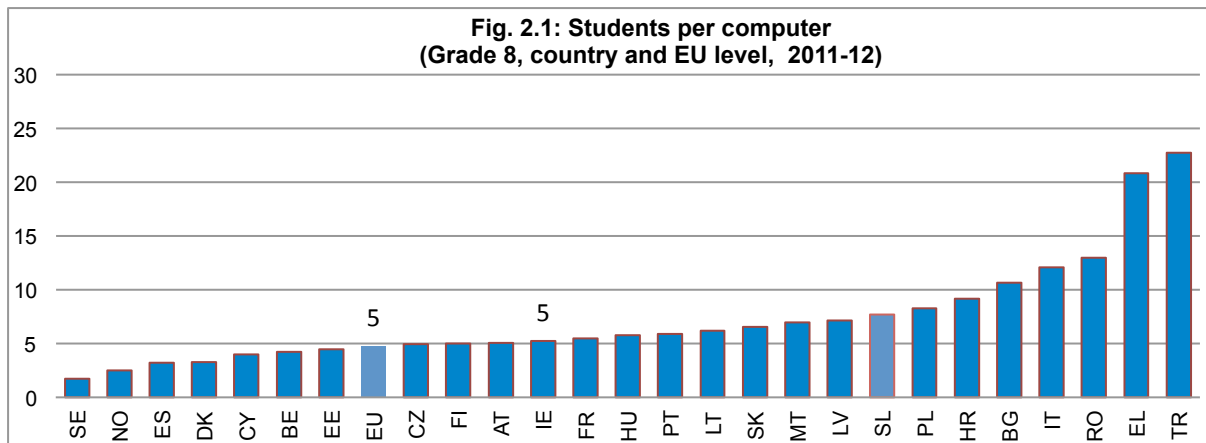
This country profile should be read in conjunction with the Report of the Survey of Schools: ICT in Education (the 'main report'). The profile presents key indicators concerning access, use and attitudes to Information and Communication Technology in primary and secondary schools derived from responses to surveys completed by head teachers, teachers and students, showing national results against the EU average and, where possible, for grade 8 only. Charts for this grade are shown but not for other grades for reasons of brevity and clarity and because results at this grade tend to be indicative of all grades (i.e. having the characteristics and revealing issues found both at grade 4 and at grade 11). The text provides information about the results and rankings at other grades and a reference to the particular chart in the main report.

The full report, country profiles, background information, questionnaires, tables, details of the methodology and the raw data are freely available at <https://ec.europa.eu/digital-agenda/en/pillar-6-enhancing-digital-literacy-skills-and-inclusion>. The authors may be contacted at essie-eu@eun.org and information about the survey is at <http://essie.eun.org>.

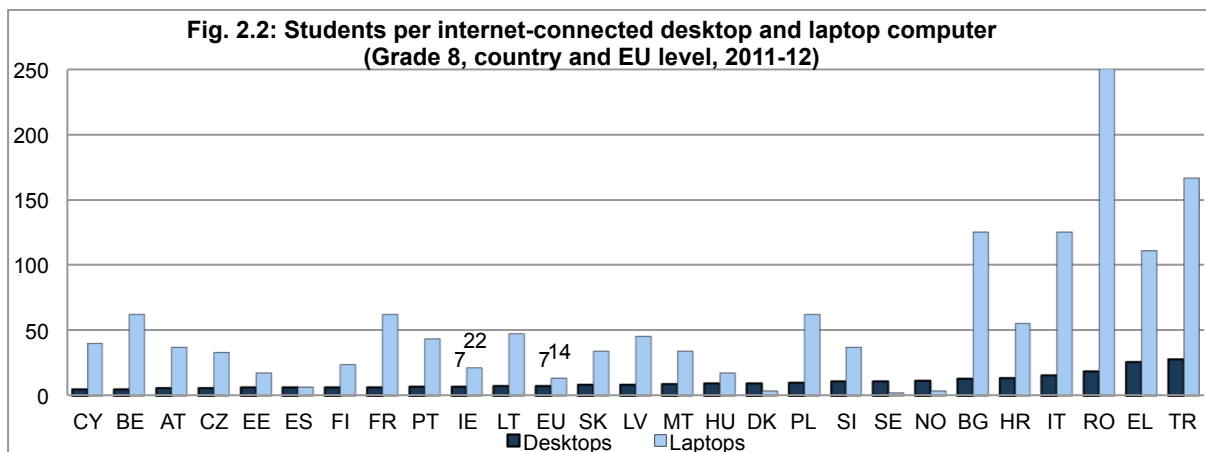
2. ICT INFRASTRUCTURE

AVAILABILITY OF COMPUTERS FOR EDUCATIONAL PURPOSES

A computer is defined as a desktop or laptop, netbook or tablet computer, whether or not connected to the internet, available for educational purposes in school. In Ireland there are close to the EU average of students to computers at all grades. Fig. 2.1 shows that at grade 8 Ireland ranks twelfth, among the middle group of countries on this indicator with 5 students per computer, and the situation is similar at grade 4 and at grade 11 general (see main report fig. 1.1).



As for computers connected to the internet in schools, in Ireland there are desktop computers close to the EU average at most grades, slightly above at grade 8. There is generally close the EU average of laptop computers at all grades. At grade 8 Ireland ranks eighth, and fifth at grade 4, among the leading group of countries, and at grade 11 it is among the middle group of countries (main report, fig. 1.2).



At grade 8 the higher the percentage of students from low-income families in a school, the more online laptops computers tend to be available (main report, section 1). Computers are mainly located in dedicated labs at grade 4 and 11 general but around 75% are in classrooms at grade 4 (main report, fig. 1.3). Ireland is significant above the EU average of 75 % of students in schools where over 90% of computers are operational, ranking second highest on this indicator (main report, fig. 1.4). With on average 30 students per interactive whiteboard at grade 4, Ireland ranks third among the leading group of countries, but is in the middle group of countries at grade 8 and grade 11 (main report, fig. 1.5). Ireland has lowest ratio (16:1) of students per data projector of any country in Europe at grade 8,

and is in the leading group of countries at grade 4 and grade 11 general (main report, fig. 1.6). Maintenance of ICT equipment is very much a task for school personnel, but in Ireland there is more involvement of private sector companies than in any country in Europe.

BROADBAND

In Ireland the number of students in schools with without broadband is below the EU average at all grades and at grade 8 all have access to broadband. At grades 8 the percentages of students in schools with broadband speeds faster than 10mbps, is close to the EU mean, and notably lower at other grades. There is no separate grade 11 vocational provision in Ireland but, here and in other charts, EU figures are included completeness.

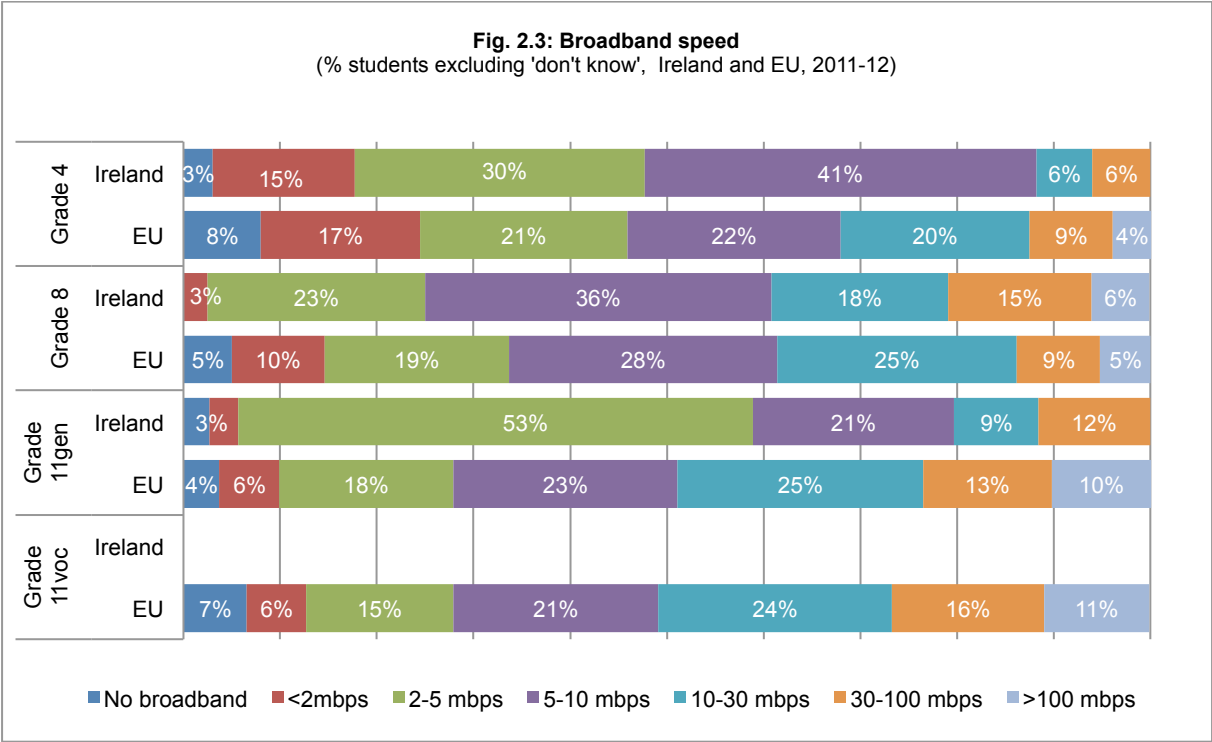
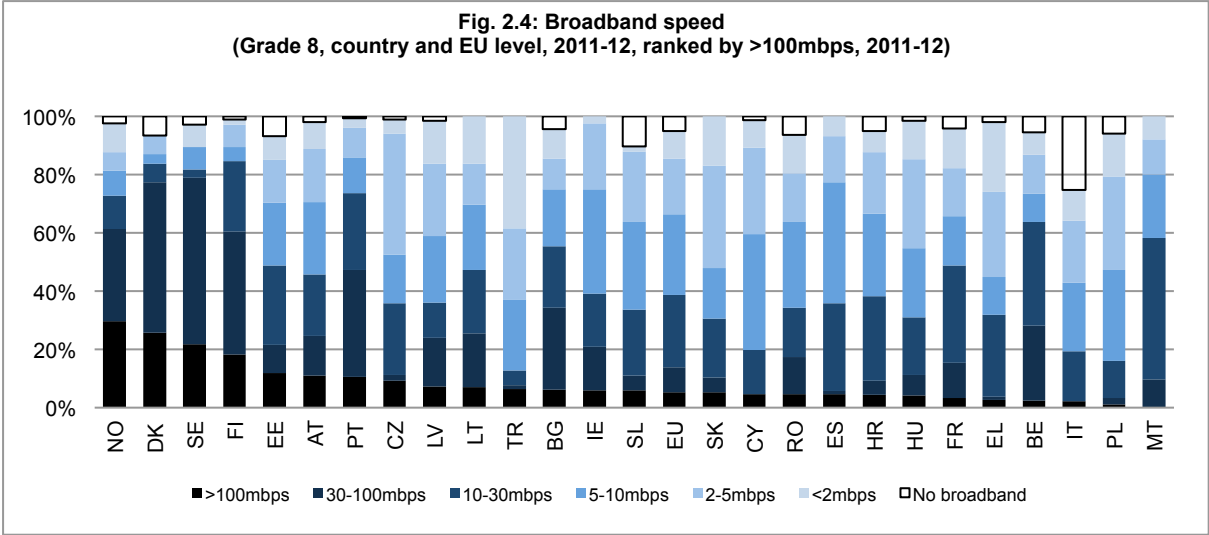
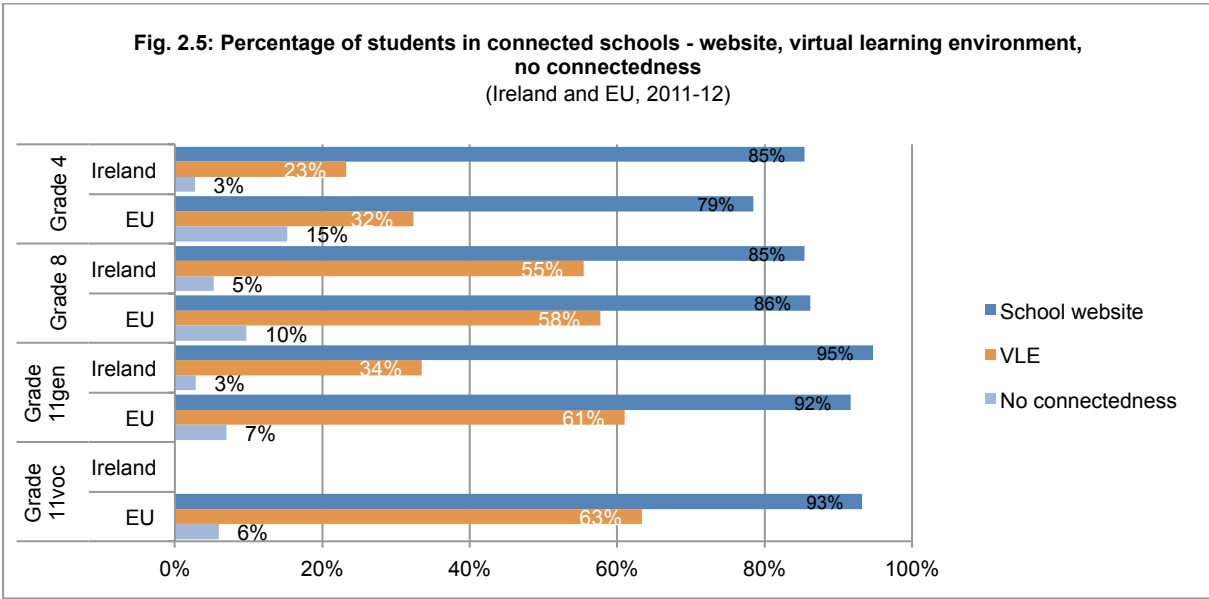


Figure 2.4 shows how Ireland compares with other countries at grade 8: ranked among the middle group of countries for the percentage of students in schools with more than 100 mbps, with more than 70% above 5mpbs, in the middle-ranking group of countries for more than 10mbps and none without broadband. At grade 11 general Ireland ranks last among the bottom group of countries, and fifth from last at grade 4 with no students in schools with above 100mbps (main report fig 1.8).

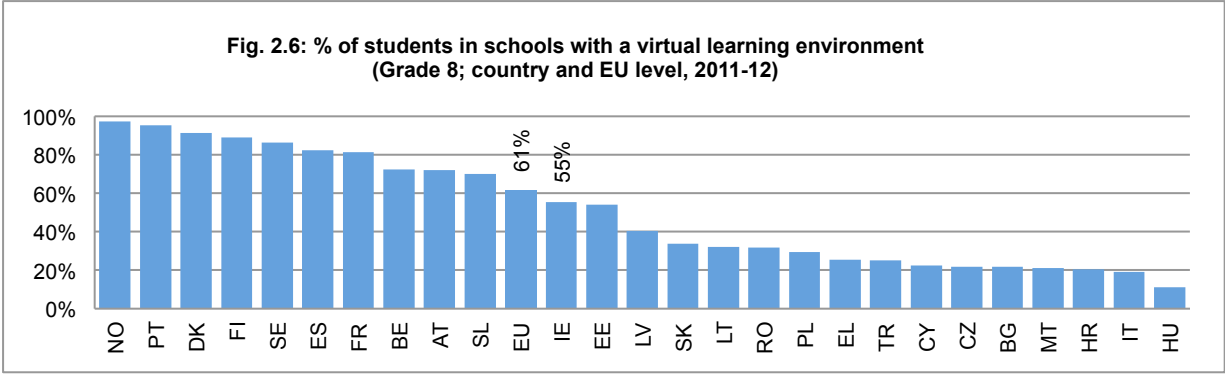


'CONNECTEDNESS'

Percentages of students in schools that have 'connected' characteristics, e.g. having a website or a virtual learning environment (VLE) are shown below, as well as those with none of these items. In Ireland, the percentage of students in schools with a website is close to the EU mean. There is a lower percentage of students in schools with a virtual learning environment than the EU mean at grades 4 and 11, and close the EU average at grade 8. Percentages of students in 'unconnected' schools are lower than the EU average at all grades.



Ireland ranks in the middle group of countries as regards virtual learning environments at grade 8, as seen in fig. 2.6, and the situation is similar at grade 4, and at grade 11 general Ireland is among the lower group of countries (main report, fig 1.10).

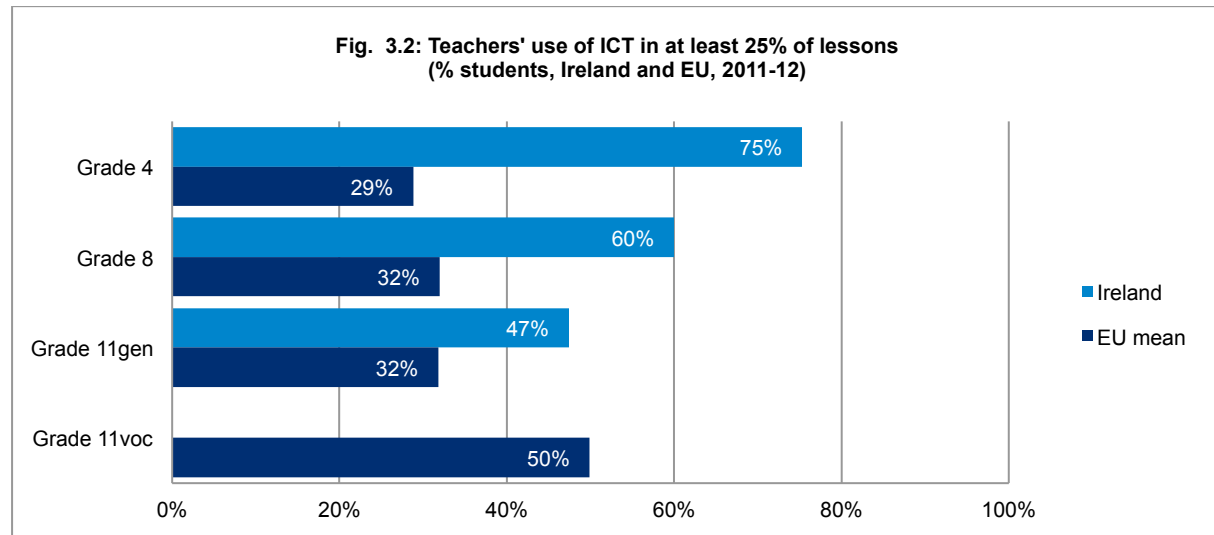
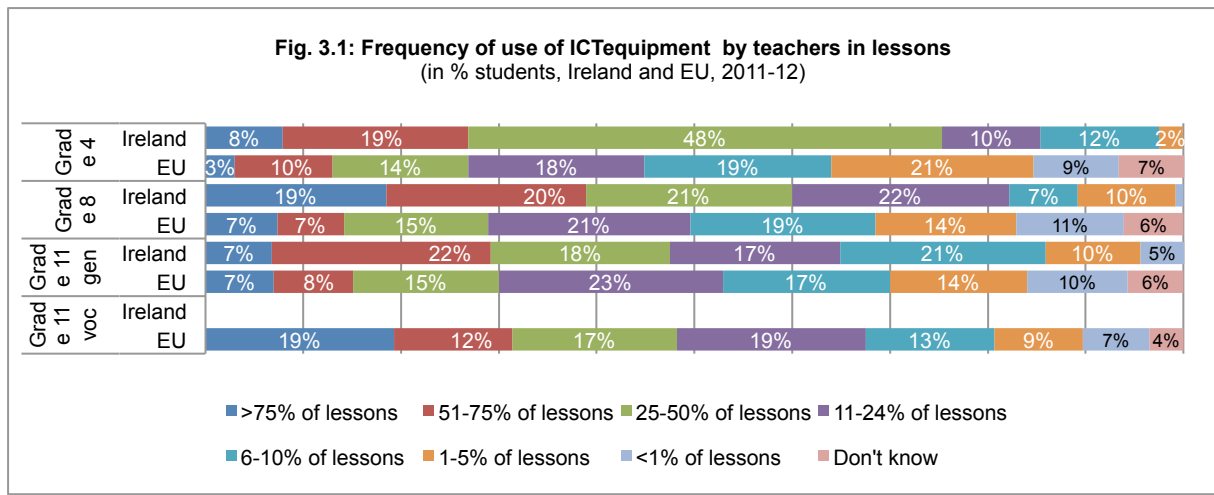


In Ireland of schools with VLEs most offer external access, placing Ireland among the leading group of countries at grade 8 and grade 11 general, where it ranks second highest, at grade 4 it is ranked among the middle group of countries (main report, fig. 1.11).

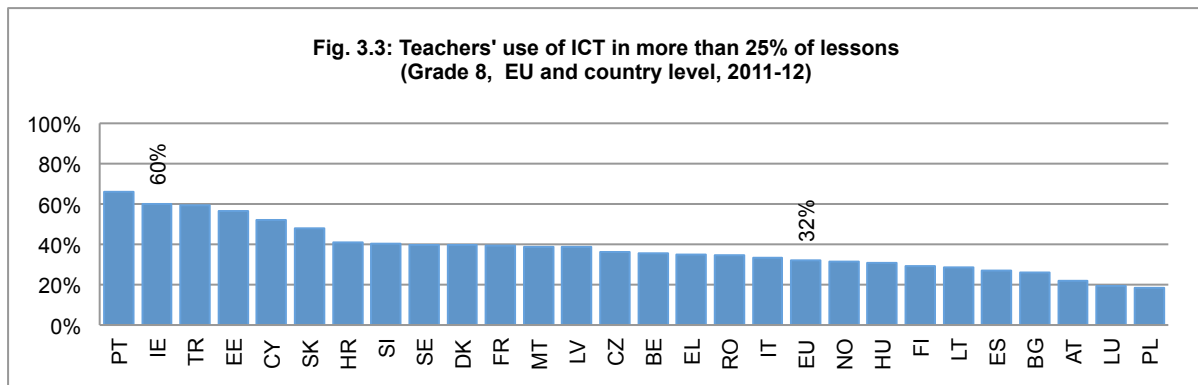
3. FREQUENCY OF ICT USE IN CLASS

FREQUENCY OF ICT USE BY TEACHERS IN CLASS

Teachers' frequency of use of ICT in lessons is shown in the charts below. In Ireland use of ICT by teachers is much higher at all grades than the EU average. There are considerable more teachers using ICT in more than 25% of lessons, above the EU average, particularly at grades 4 and 8. The most intense use is at grade 11 where nearly a third use ICT with their students in more than 50% of lessons, higher than the EU average.



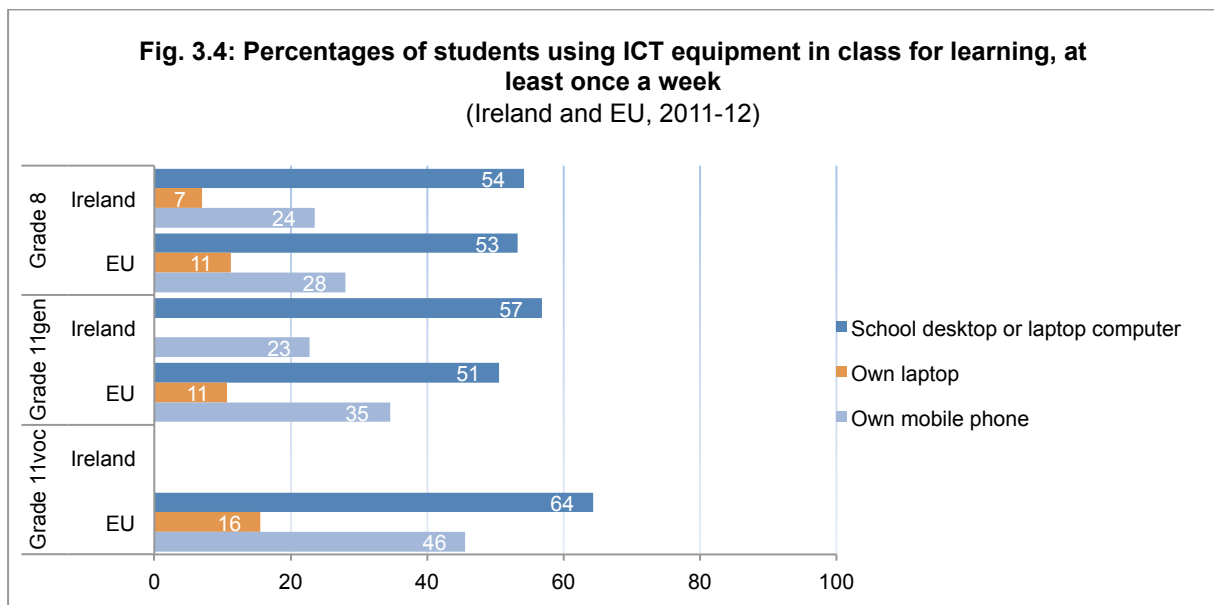
Teachers in Ireland are heavy users of ICT in lessons: when considering percentages using ICT in more than one in four lessons. Fig 3.3 shows Ireland ranks second highest at grade 8, at grade 4 it ranks first, and at grade 11 general it is also in the leading group (main report, fig. 2.2).



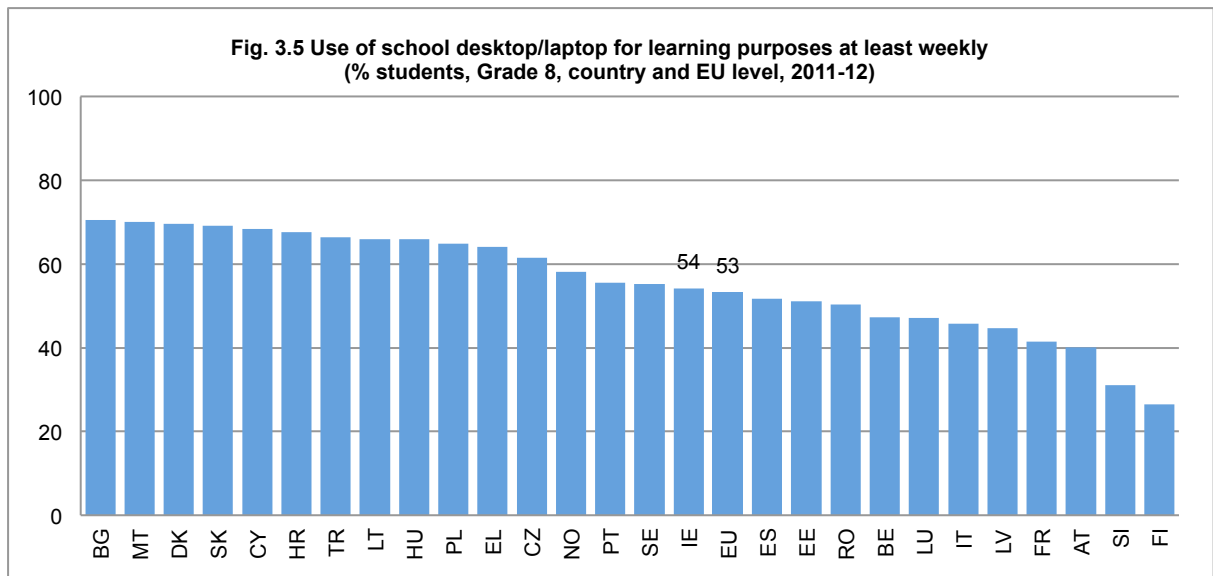
As regards teachers' use of ICT-based activities, Ireland is among the leading countries in terms of student-centred learning at grade 4 and grade 8 (main report, fig. 3.5).

STUDENTS' ICT USE

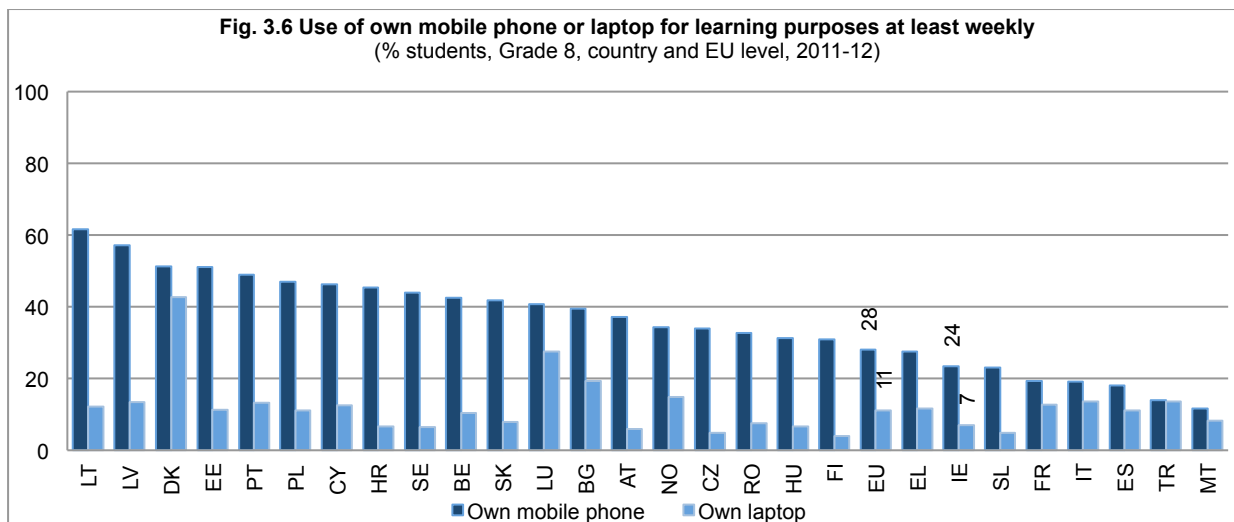
Students at grade 8 and 11 were also asked how frequently they used various items of ICT equipment in their lessons for learning purposes. The chart below shows their reported intensity of use of a school computer, and their own laptop or mobile phone. In Ireland student use of computers in class is close to the EU mean but use of mobile phones lower.



At grade 8 students' reported use of school computers is around the EU average, with 54% saying they use them at least once a week (fig. 3.5), and higher at grade 11 general again placing Ireland among the middle group of countries fig. 2.5).



Compared to other countries at grade 8 (fig.3.6), students in Ireland are relatively low users of their own mobile phone or laptop in school, and at grade 11 general there is even less use of their mobile phone with Ireland among the bottom group of countries (main report, fig. 2.5).



Students report using interactive whiteboards close to the EU average at grade 8, and almost double the average at grade 11 general, with Ireland among the leading group of countries (main report, fig. 2.6). Concerning students' ICT-based activities during lessons, Ireland is among the bottom two countries as measured by frequency of use at grade 8 and at grade 11 general (main report, fig. 3.8).

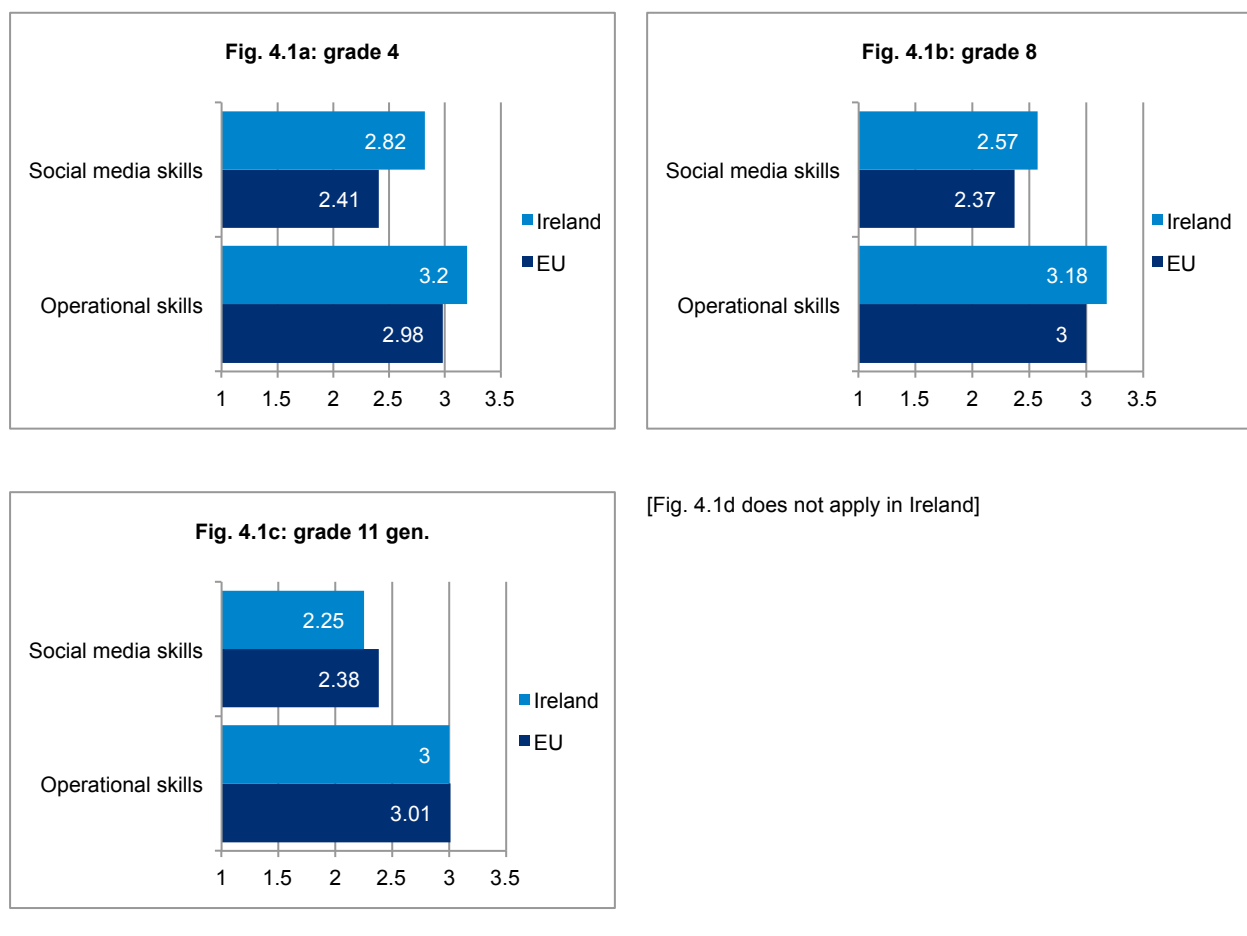
4. DIGITAL CONFIDENCE

TEACHERS

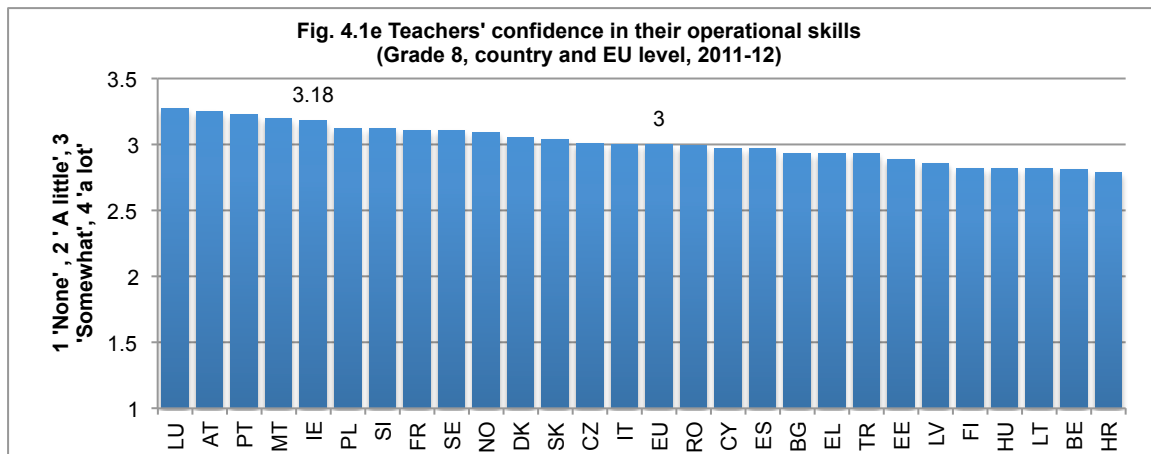
In Ireland teachers' confidence in their operational skills with ICT is higher than the EU mean at all grades (close to 'somewhat'). Their confidence in social media skills is notably higher at grade 4 where it is much closer to 'a lot' than the EU average.

Fig. 4.1: Teachers' self-confidence in their operational and social media skills

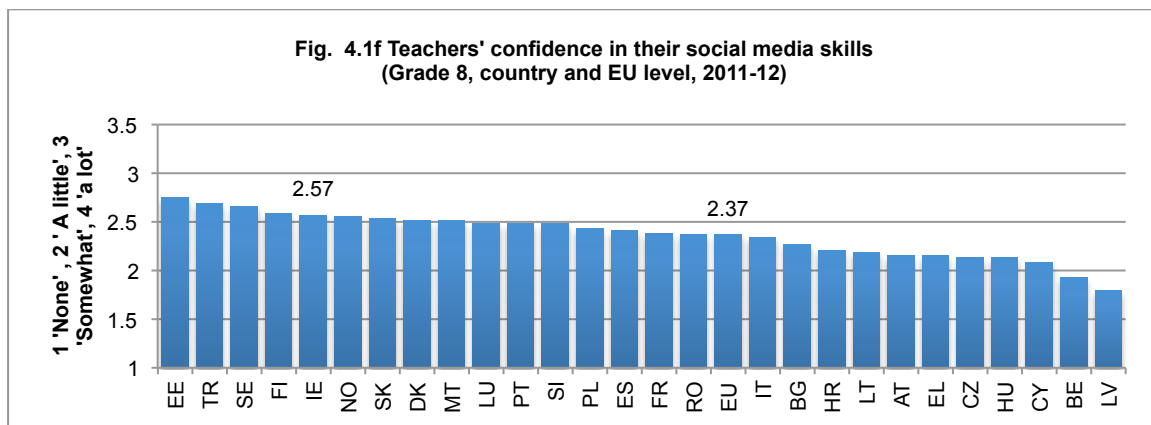
(by grade; mean score of students with 1 being 'none' and 4 being 'a lot'; Ireland and EU; 2011-12)



Comparing confidence levels at grade 8, teachers' confidence in their operational skills places Ireland fifth highest, among the leading group of countries (fig. 4.1e), at grade 4 they rank second, and at grade 11 general are among the middle group of countries (main report, fig. 4.13).



At grade 8 Irish teachers rank fifth highest compared to other countries as regards social media confidence (fig. 4.1f), at grade 4 they rank first, but at grade 11 general are among the bottom group of countries (main report, fig. 4.14).

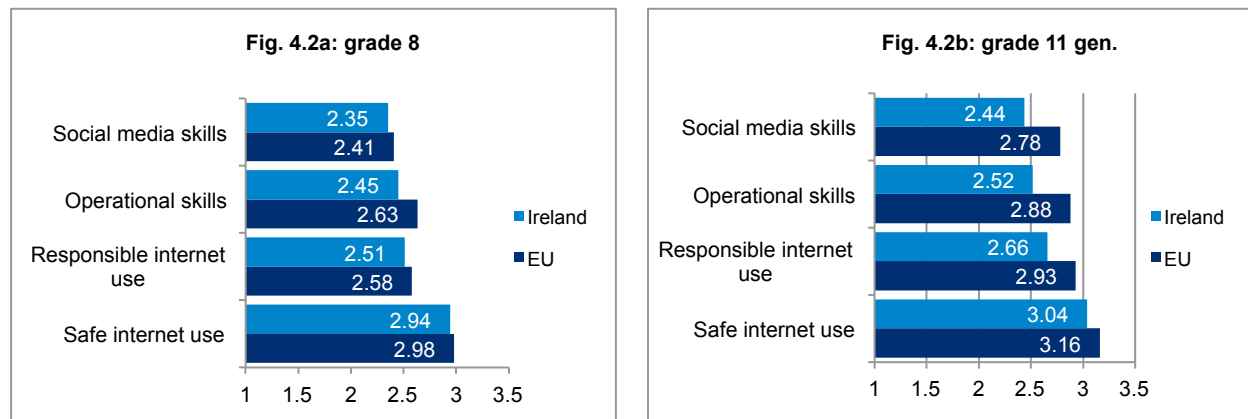


STUDENTS

In Ireland students' confidence in their social media and operational ICT skills is below the EU mean (close to 'somewhat') in grades 8 and 11 general.

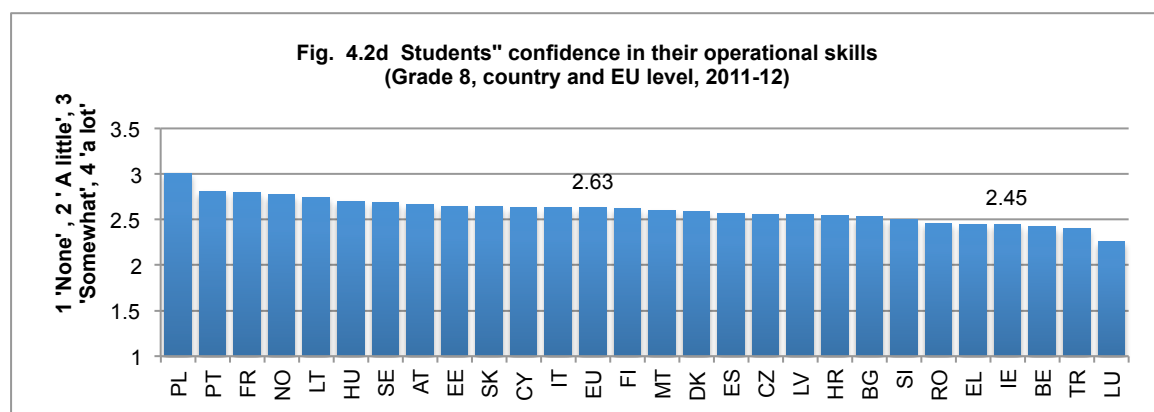
Fig. 4.2: Students' self-confidence in their ICT skills

(by grade; mean score of students with 1 being 'none' and 4 being 'a lot'; Ireland and EU; 2011-12)

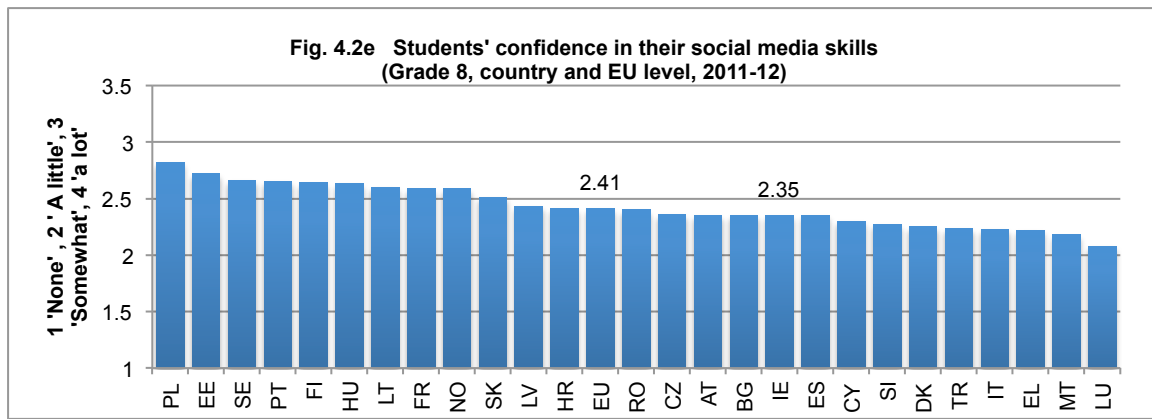


[Fig. 4.2c does not apply in Ireland]

Confidence in operational skills is considerably below the EU mean amongst grade 8 students (fig. 4.2d), and at grade 11 general ranks second last among the bottom group of countries (main report fig. 4.18).



Ireland ranks among the middle group of countries for confidence in social media competence at grade 8 (fig. 4.2e), and in the third from bottom at grade 11 general (main report, fig. 4.19).



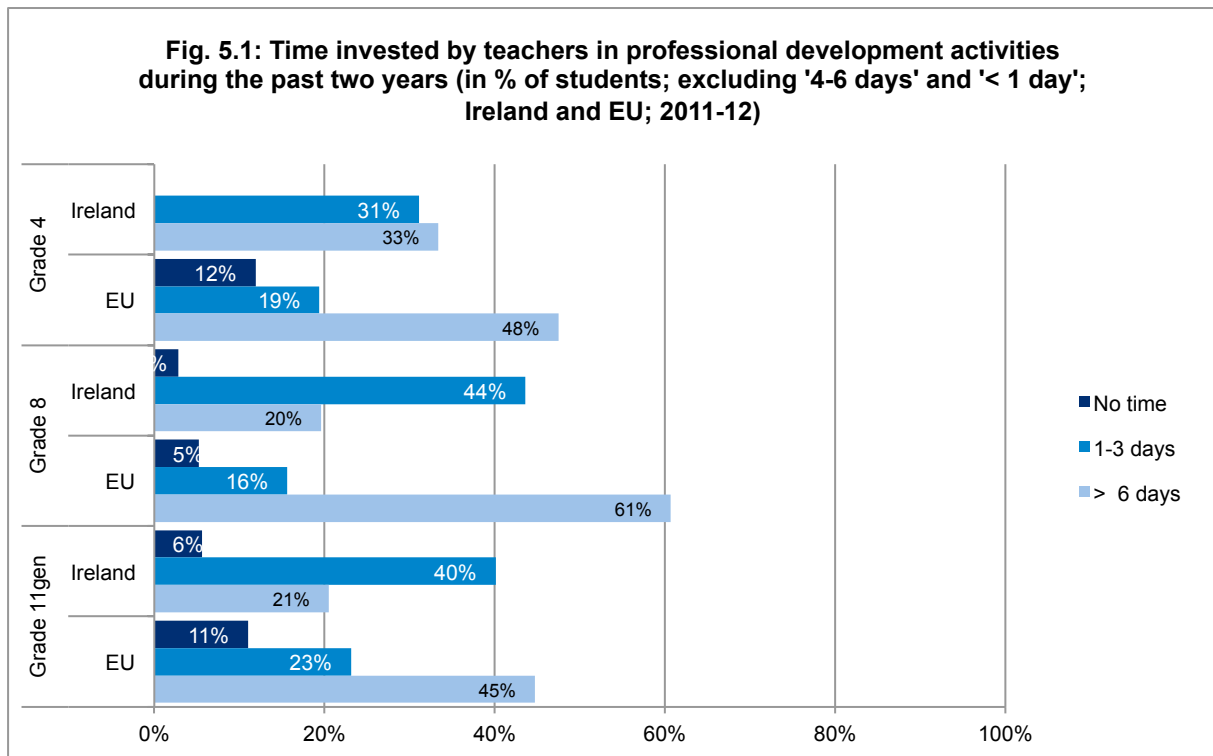
At grade 8 students in Ireland rank among the middle group of countries, in terms of confidence to use the internet safely, at grade 11 in the bottom group, and at both grades rank among the bottom group in terms of confidence to use it responsibly (main report, fig. 4.16, 4.17).

5. PROFESSIONAL DEVELOPMENT

TIME SPENT ON TRAINING

Strikingly fewer students at grades 8 and 11 general in Ireland are taught by teachers who have invested more than 6 days in professional development activities during the past two years, compared to the EU average. The same is the case for grade 4 students albeit to a lesser extent.

In Ireland the majority of students are in schools where teachers have spent between 1 and 3 days on ICT professional development activities above the EU mean at all grades. Those who have spent no time are below to the EU mean at all grades.

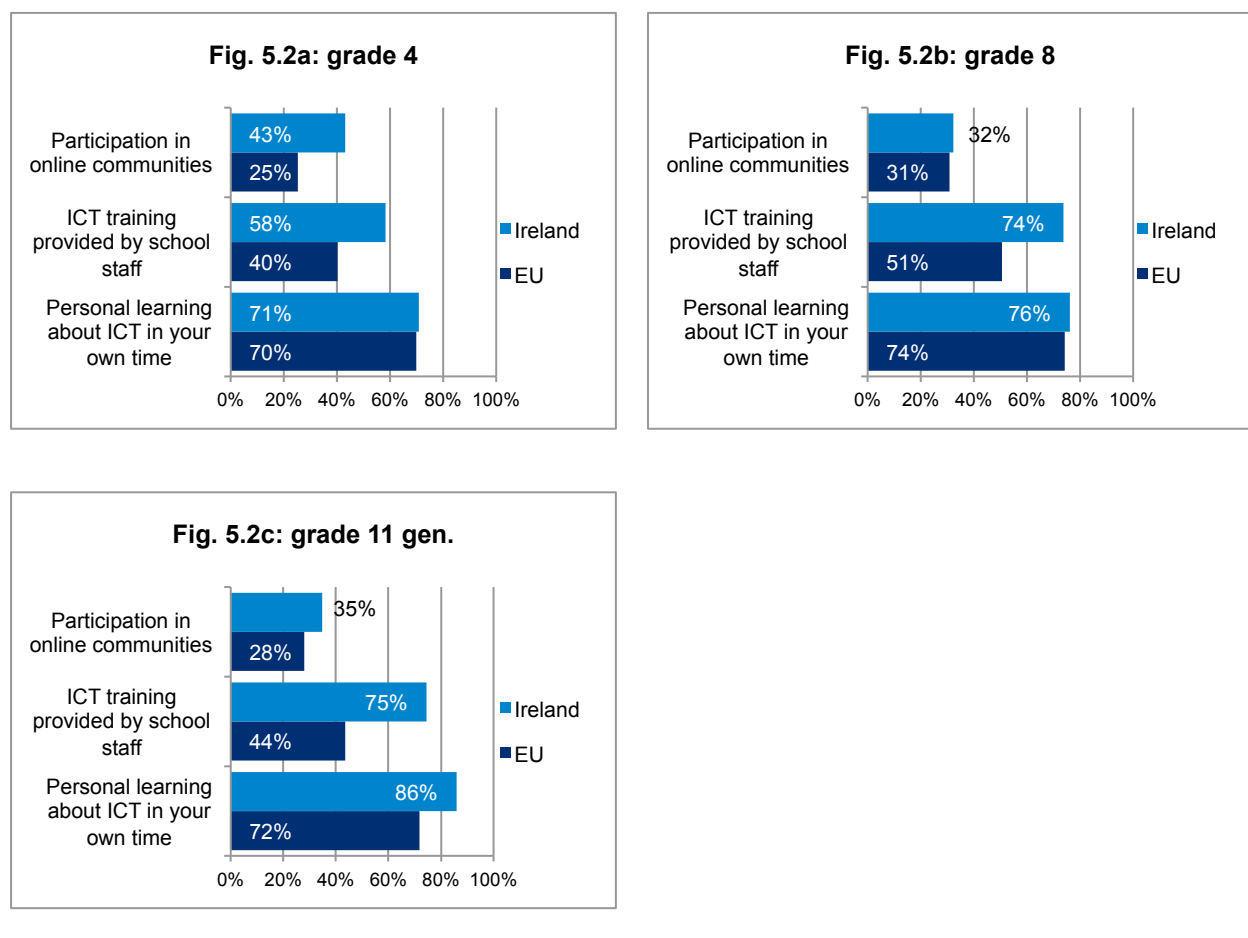


ENGAGEMENT IN TRAINING

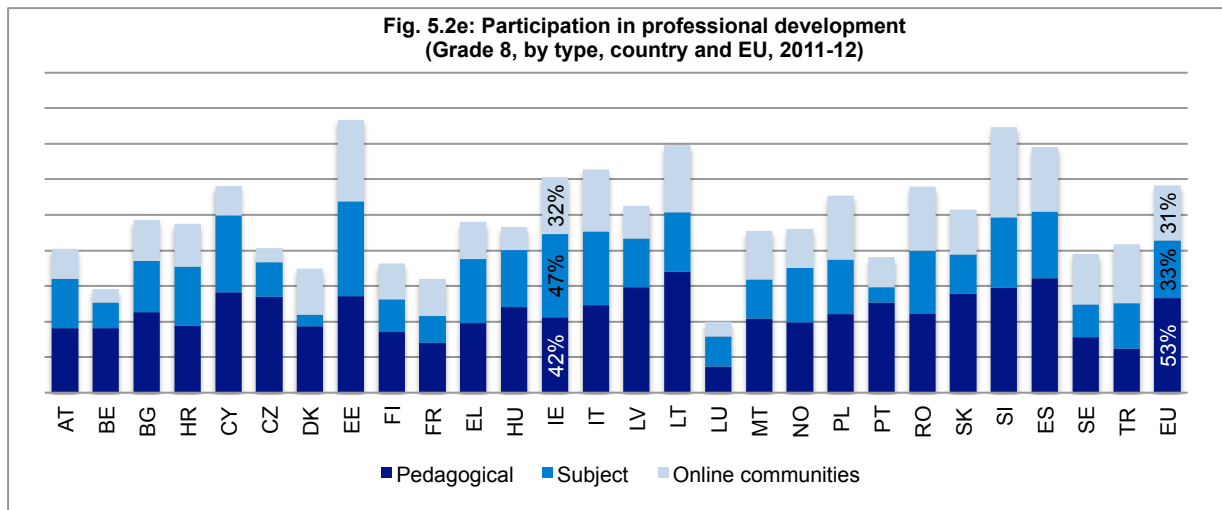
As Fig. 5.2 below shows, in Ireland considerably more than the EU average of students are in schools where teachers have recently undergone ICT training provided by school staff, at all grades. More are in schools where teachers take part in training through online communities above the EU average. More than the EU average percentage of students is in schools where teachers have recently engaged in personal learning.

Fig. 5.2: Means through which teachers have engaged in ICT related professional development during the past two years

(by grade; in % of students; Ireland and EU; 2011-12)



At grade 8 Ireland is among the leading group of countries regarding teachers who have received subject-specific ICT training, ranked second highest, as is the case at grade 11 general, and at grade 4 is also in the leading group of countries. Ireland ranks among the middle group of countries at grade 4, grade 8 and grade 11 regarding pedagogical training, and is among the leading group of countries for participation in online communities at grade 4, at grade 8 and at grade 11 general (main report fig 4.6, 4.7, 4.8).



In Ireland at grade 4 and at grade 11 general percentages of students taught by teachers for whom ICT training is compulsory considerably below the average, ranking among the bottom group of countries, and at grade 8 ranks among the middle group of countries (main report, fig. 4.2). As regards involvement in personal learning about ICT in their own time (main report, fig. 4.4), percentages (in the range 71% to 86%) above the EU mean at all grades, with Ireland ranked among the leading group of countries. The percentage of students taught by teachers participating in training provided by school staff is among the lower group of countries at grade 4, at grade 8 it ranks third and at grade 11 general ranks second, (main report, fig. 4.5).

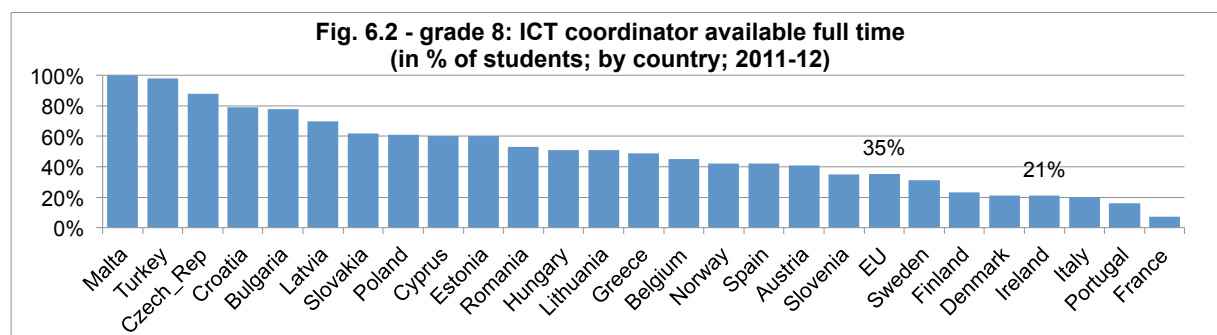
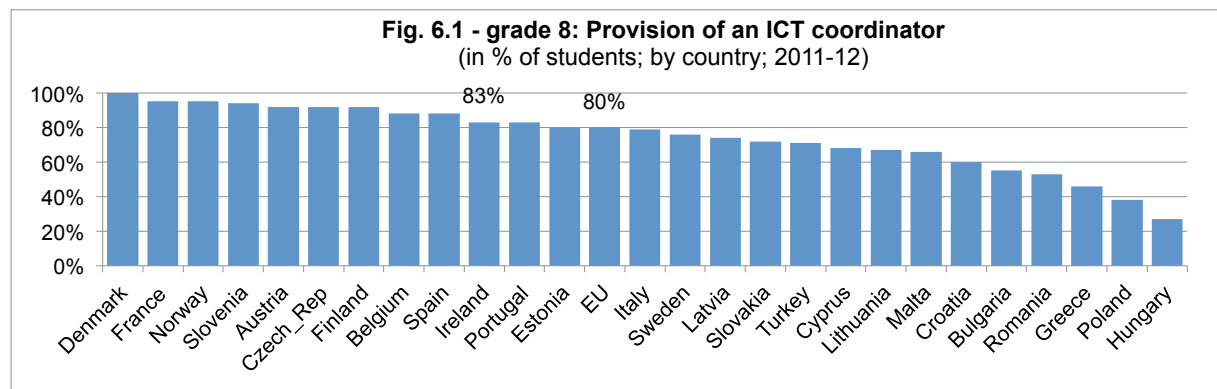
Between 3 and 6 per cent of students are taught by teachers who have not spent any time on ICT-related professional development activities during the preceding two years (main report, fig. 4.11) placing Ireland in the bottom group of countries on this measure.

6. SCHOOL SUPPORT MEASURES

Students in Ireland are in schools where above EU averages of ICT strategies are implemented at grade 4 and at grade 8, among the middle group of countries, but at grade 11 general Ireland ranks among the lowest group of countries, below the EU mean (main report, fig. 5.3). There are above below average percentages of students in schools with strategies to support teacher collaboration, with Ireland among the lower group of countries at grade 11 general, and at grade 4 where it ranks second from last, while at grade 8 it is among the middle group of countries (main report, fig. 5.7). However Ireland is ranked among the leading group countries at grade 4 and at grade 11 general grades, as regards strategies about responsible internet and social media use (main report, fig. 5.10), and in the middle group of countries at grade 8. At grade 8 Ireland ranks among the leading group of countries for percentages of students in schools with change management programmes, at grade 11 general in the middle group, and at grade 4 in the bottom group of countries (main report, fig. 5.14).

ICT COORDINATOR

In Ireland, compared to the situation at EU level (see main report fig. fig. 5.17), more students are in schools where ICT coordinators are provided at grades 4 (more than 90%) and 8 (fig. 6.1), but slightly less at grade 11 general. Students are in schools that employ full time ICT coordinators at grade 4, more than the EU mean, but less at grades 8 (fig. 6.2) and notably so at 11 generally. The ICT coordinators provide pedagogical and well as ICT support but considerably below the EU level.



INCENTIVES

In Ireland relatively few students are in schools where there is any form of incentive or reward for using ICT, and is below the EU average at all grades, except for equipment at grades 8 and 11 general with are much higher than the EU average.

Fig. 6.3a: Percentages of students in schools with incentives to reward teachers using ICT in T&L (grade 4; in % of students; Ireland and EU; 2011-12)

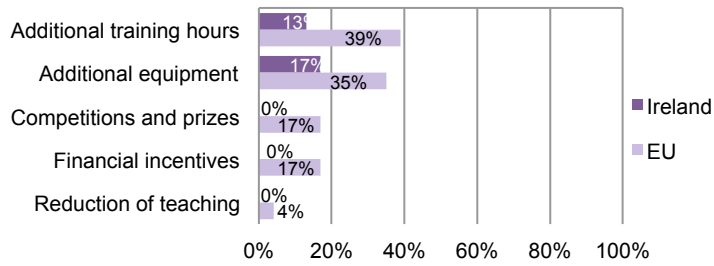


Fig. 6.3b: grade 8

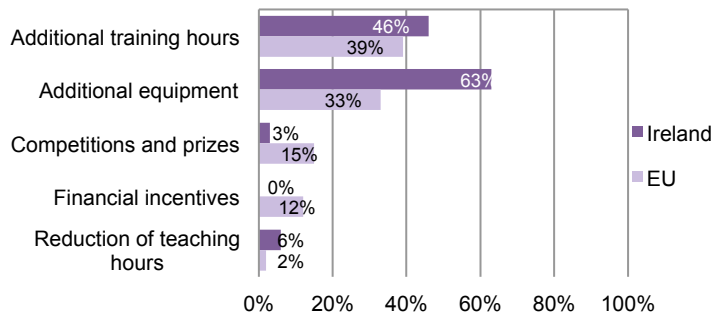
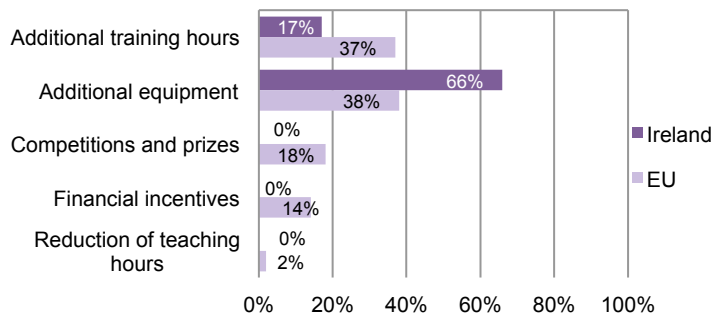


Fig. 6.3c: grade 11 gen.

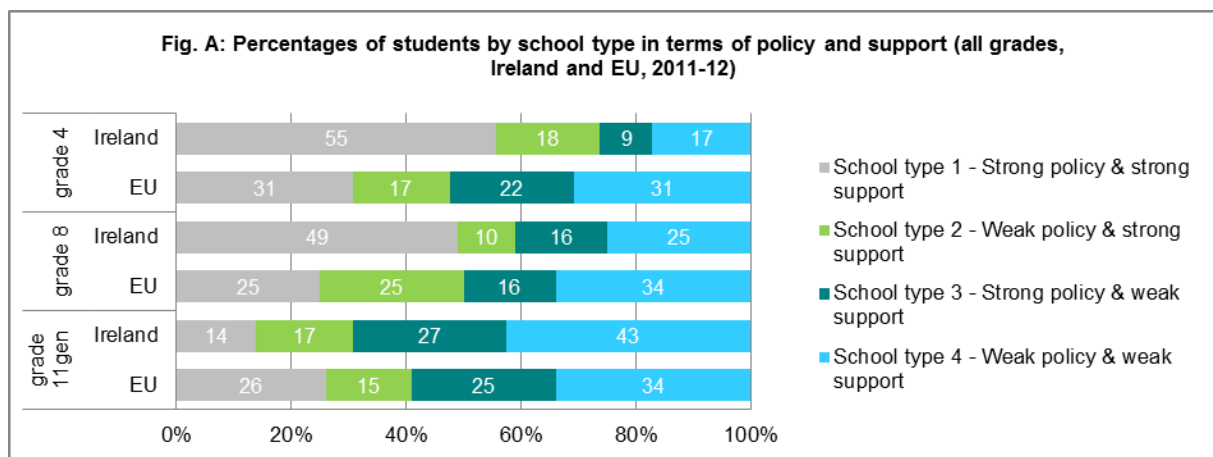


For further details please refer to Section 5 of the survey report.

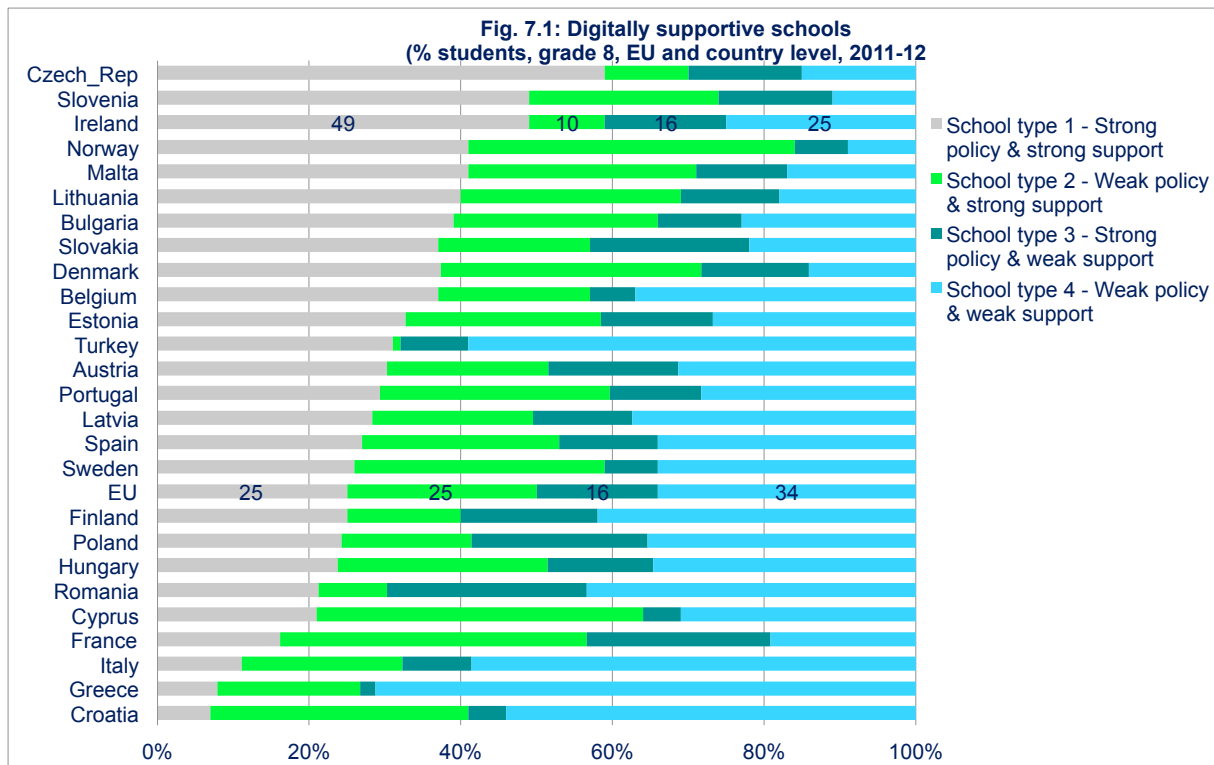
7: CLUSTERS

THE DIGITALLY SUPPORTIVE SCHOOL

Results from the Survey of Schools: ICT and Education suggest that a ‘digitally supportive school’ develops strong concrete support measures for teachers to use ICT in teaching and learning (ICT coordinator, teacher training, etc.), whether or not associated with strong policies (written statement about introducing ICT in teaching and learning and/or in subject, etc.). In Ireland, percentages of students in schools with strong support are well above EU averages at grade 4 and 8.

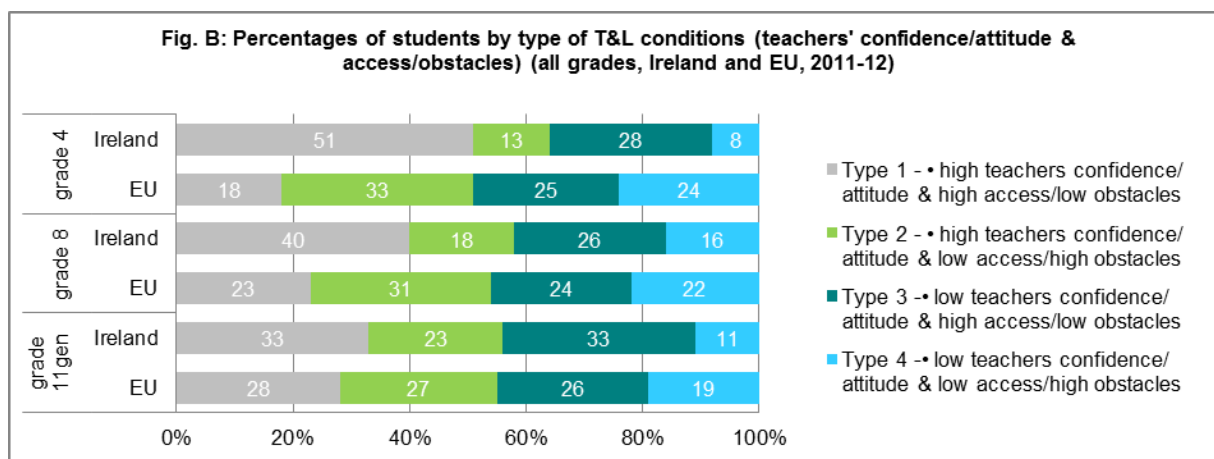


At grade 8 Ireland ranks among the leading group of countries (fig 7.1) considering schools with strong policy and strong support (type 1), but with around 40% of students in schools with weak support (type 3 and type 4). At grade 4 there is a similar situation with Ireland ranked fifth highest, (main report, fig. 8.1), but at grade 11 general the situation is the opposite with Ireland placed among the bottom group of countries with the majority of students in schools with weak support.

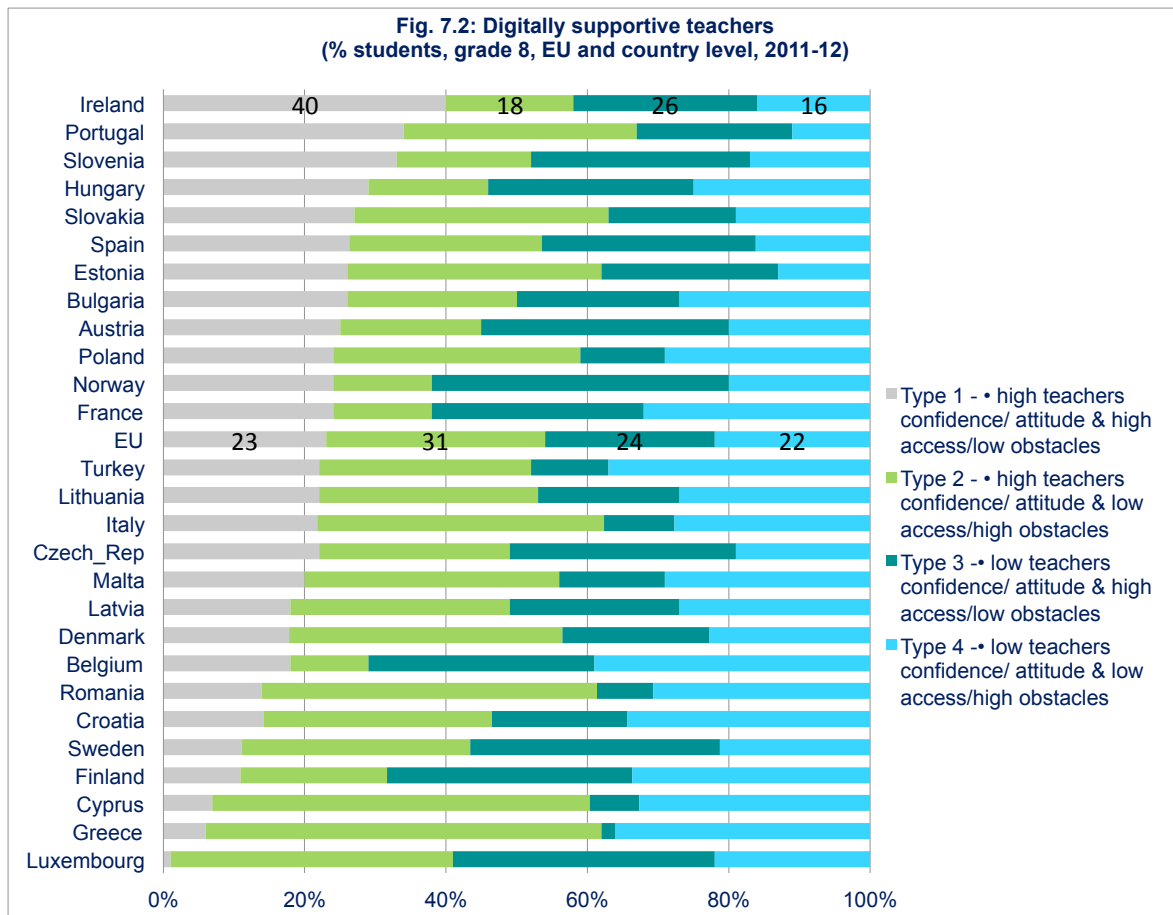


DIGITALLY CONFIDENT AND SUPPORTIVE TEACHERS

The concept of the 'digitally supportive teacher' also emerged from a close analysis of the data. Such teachers have high confidence in and a positive attitude towards ICT and high access to ICT and low obstacles to using it. Teachers having high confidence in and a positive attitude towards ICT even seem to be able to overcome low access to ICT and high obstacles. Percentages of students taught by *digitally supportive teachers* in Ireland are higher than in other countries particularly at grade 4 where one in two students is in such a situation.

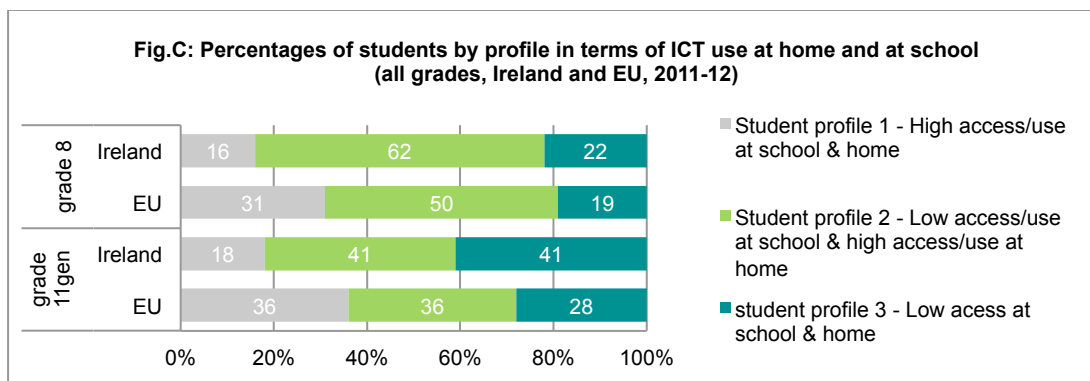


Ireland ranks first among the leading group of countries, with a much higher than average percentage of students at grade 8 compared to other countries is in schools with type 1 teachers (fig. 7.2), and this is also the situation at grade 4 (main report, fig. 8.3), where around half of all students are in such schools, with the lowest levels of type 4 teachers in Europe. At grade 11 Ireland is also among the leading group of countries.

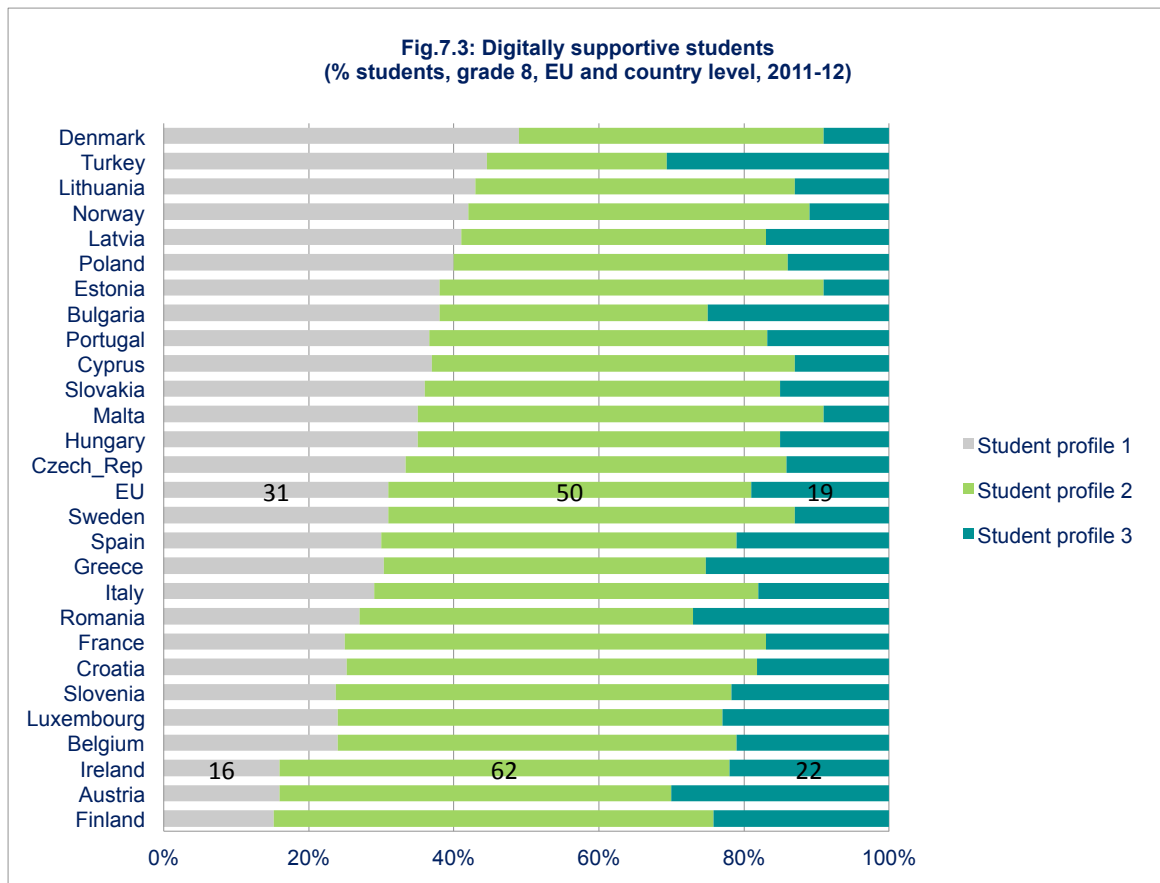


THE DIGITALLY SUPPORTIVE STUDENT

A *digitally supportive student* being defined as having high ICT access and use at school and at home, the percentages of such students in Ireland are lower than the EU average and at grade 11 relatively high percentages of students have both low access at school and at home.



On this measure, percentages of type 1 grade 8 students are significantly below the average in Europe (fig. 7.3), with Ireland among the bottom group of countries of type 1 students and at grade 11 general they are also in the group, ranked last (main report, fig. 8.5).



THE DIGITALLY EQUIPPED SCHOOL

A *digitally equipped school* is well equipped, has fast broadband (above 10mbps) and is 'connected' (i.e. has at least one of these: a website, email for teachers and students, a local area network, a virtual learning environment). Analysis of the data revealed three clusters of schools according to these measures:

- Type 1: Highly digitally equipped schools, characterised by relatively high equipment levels, fast broadband and relatively high connectedness
- Type 2: Partially digitally equipped schools, with lower than type 1 equipment levels, slow (less than 10mbps) or no broadband, and some connectedness
- Type 3: As type 2 but with no connectedness

In Ireland at all grades percentages of students in type 1 or type 2 schools are above EU means, and over half of grade 4 students are in type 1 schools.

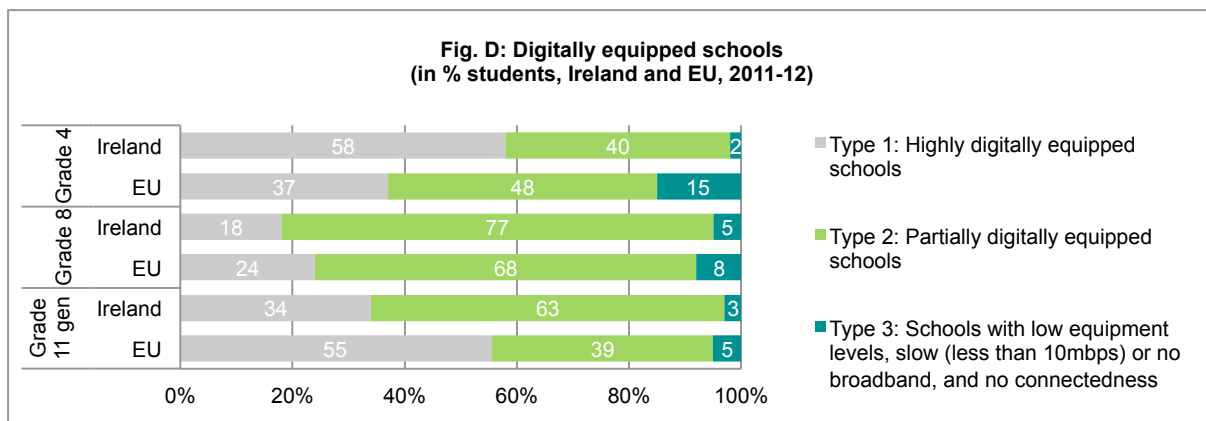
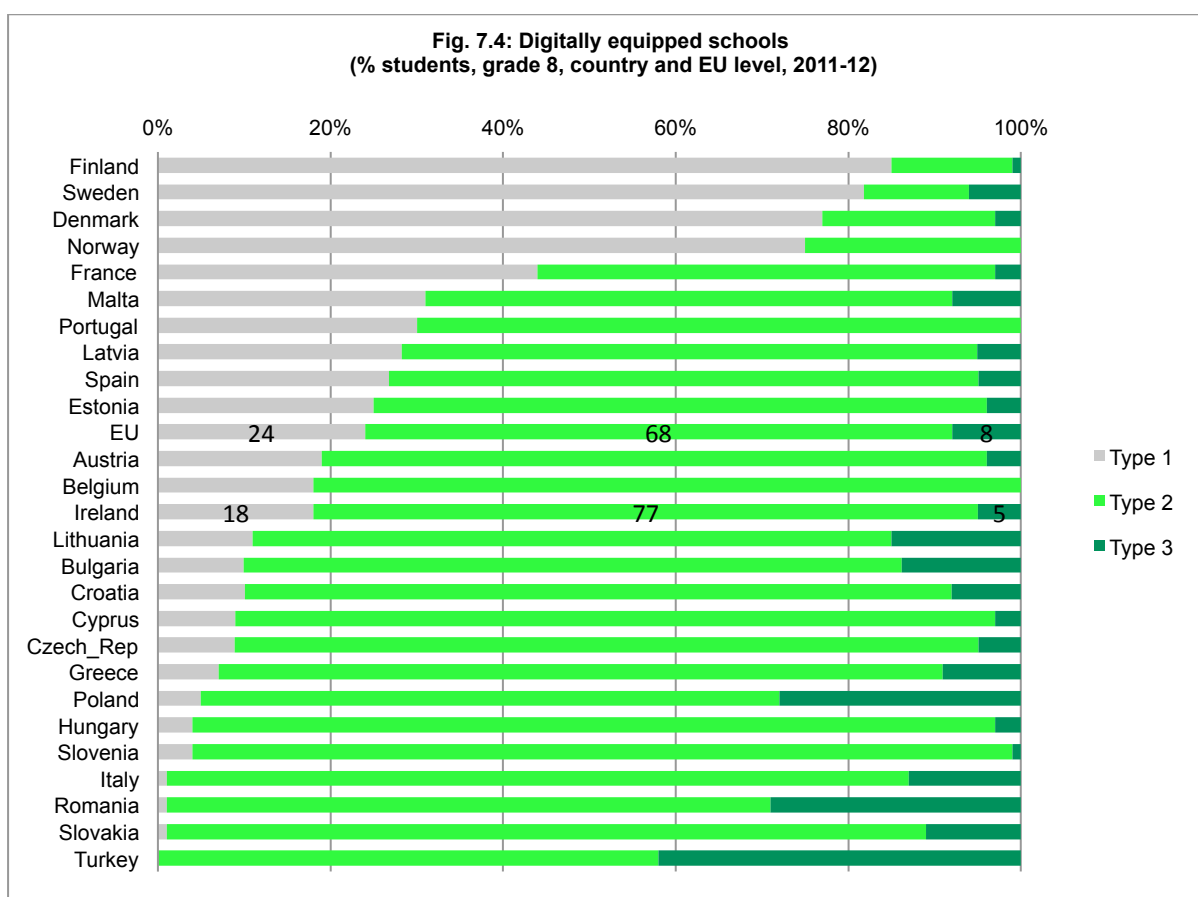


Fig. 7.4 shows how Ireland compares against other countries at grade 8 on this measure, ranking among the bottom group of countries, and Ireland is also ranked at this level at grade 4 Ireland but with third lowest level of type 3 schools in Europe (main report, fig. 1.13), but at grade 11 general is among the bottom group of countries.



CONCLUSION

Students in Ireland benefit from infrastructure and connectivity levels close to the EU mean and above EU average percentages are in 'connected' schools with broadband. On the other hand ICT use by teachers is considerably above other countries, remarkably twice the levels at grades 4 and 8. Their confidence in using ICT is well above the EU mean (except at grade 11), perhaps reflecting relatively high levels of professional development (both formal and informal) undertaken and higher than average levels of in-school support. Frequency of student use of computers is close to EU averages but their confidence levels are below the EU mean.

Analysis of the data in the *Survey of Schools: ICT and education* suggests a '5C approach' to addressing issues identified in the survey:

- **Capacity building**, through sustained investment in teachers' professional development
- **Concrete support measures**, accompanying specific policies at school level
- **Combined policies and actions**, in different policy areas within a systemic approach
- **Country-specific support**, addressing large differences and degrees of ICT provision and implementation
- **Competence development**: these four actions directed at increasing effectively and dramatically young people's digital competence and the key competences described in the European framework.

ANNEX

TABLES

Note: For reasons of space, only selected country-EU data tables are shown here; those for all-country charts (e.g. fig. 2.2) are available online. SE = Standard Error.

Fig. 2.1
Computers per 100 students

COUNTRY	Grade4	SE1	Grade8	SE2	Grade11gen	SE3	Grade11voc	SE4
Ireland	13.8	(1.1)	19.1	(2.0)	16.6	(1.7)	.	
EU	14.5	(0.7)	21.1	(1.2)	23.2	(7.7)	33.6	(10.6)

Fig. 2.3
Broadband speed

Level	COUNTRY	NoBroadband	SE1	LessThan2	SE2	From2to5	SE3	From5to10	SE4	From10to30	SE5
1. Grade4	Ireland	3.0%	(0.5)	14.7%	(6.4)	30.0%	(8.7)	40.5%	(9.2)	5.8%	(4.2)
	EU	8.0%	(1.3)	16.5%	(2.3)	21.4%	(2.4)	22.1%	(2.2)	19.5%	(2.2)
2. Grade8	Ireland	0.0%	(0.0)	2.5%	(0.4)	22.5%	(7.0)	35.8%	(8.1)	18.3%	(6.6)
	EU	5.0%	(0.8)	9.6%	(1.3)	19.1%	(2.3)	27.7%	(2.4)	24.8%	(2.3)
3. Grade11gen	Ireland	2.7%	(0.8)	3.0%	(0.8)	53.2%	(13.7)	20.8%	(8.6)	8.7%	(5.4)
	EU	3.7%	(1.3)	6.2%	(0.8)	18.0%	(2.8)	23.2%	(3.0)	25.4%	(3.9)
4. Grade11voc	Ireland										
	EU	6.5%	(1.8)	6.2%	(1.3)	15.2%	(3.0)	21.2%	(2.6)	24.2%	(4.6)

From30to100	SE6	MoreThan100	SE7
6.0%	(4.4)	0.0%	(0.0)
8.6%	(1.4)	4.0%	(1.3)
14.8%	(6.4)	6.0%	(4.4)
8.6%	(1.6)	5.2%	(1.2)
11.6%	(6.3)	0.0%	(0.0)
13.3%	(2.6)	10.3%	(8.0)
15.7%	(7.1)	10.9%	(5.3)

Fig. 2.5
Connectedness

Level	COUNTRY	SchWebsite	SE1	VLE	SE2	NoConnect	SE3
1. Grade4	Ireland	85.4%	(6.4)	23.3%	(7.6)	2.7%	(0.5)
	EU	69.7%	(3.6)	26.8%	(2.0)	15.9%	(2.2)
2. Grade8	Ireland	85.4%	(5.8)	55.4%	(8.5)	5.2%	(3.8)

Level	COUNTRY	SchWebsite	SE1	VLE	SE2	NoConnect	SE3
	EU	86.0%	(1.6)	61.4%	(3.0)	8.4%	(1.2)
3. Grade11gen	Ireland	94.7%	(4.0)	33.5%	(10.9)	2.8%	(0.8)
	EU	91.7%	(3.1)	61.0%	(7.9)	7.0%	(2.9)
4. Grade11voc	Ireland						
	EU	93.1%	(1.8)	63.5%	(4.7)	5.8%	(1.6)

Fig. 3.1
ICT equip use by teachers

Level	COUNTRY	MoreThan75	SE1	From51to75	SE2	From25to50	SE3	From11to24	SE4	From6to10	SE5
1. Grade4	Ireland	7.9%	(4.6)	19.0%	(6.8)	48.4%	(8.6)	10.1%	(5.0)	12.1%	(6.0)
	EU	3.0%	(0.4)	10.0%	(2.4)	13.9%	(1.4)	18.0%	(1.8)	19.1%	(2.1)
2. Grade8	Ireland	18.5%	(5.0)	20.4%	(4.5)	21.1%	(4.8)	22.2%	(4.7)	7.0%	(3.4)
	EU	7.4%	(1.0)	6.8%	(0.8)	14.7%	(0.9)	20.7%	(1.2)	18.9%	(1.4)
3. Grade11gen	Ireland	6.8%	(2.6)	22.4%	(5.6)	18.3%	(5.6)	17.4%	(4.3)	21.0%	(7.7)
	EU	7.0%	(1.0)	8.1%	(1.4)	14.9%	(1.4)	22.9%	(3.8)	17.1%	(1.8)
4. Grade11voc	Ireland										
	EU	19.3%	(1.4)	12.1%	(1.2)	16.8%	(1.0)	19.3%	(2.8)	13.2%	(1.3)

From1to5	SE6	LessThan1	SE7	DontKnow	SE8
2.4%	(0.4)	0.0%	(0.0)	0.0%	(0.0)
20.7%	(2.7)	8.7%	(1.4)	6.7%	(1.4)
10.0%	(3.1)	0.8%	(0.1)	0.0%	(0.0)
14.4%	(1.0)	11.0%	(1.0)	6.1%	(0.8)
9.7%	(5.1)	4.5%	(2.4)	0.0%	(0.0)
14.0%	(1.5)	10.3%	(1.4)	5.7%	(0.9)
9.0%	(1.5)	6.8%	(1.1)	3.5%	(0.5)

Fig. 3.2
Frequency of ICT use by teachers

COUNTRY	Grade4	SE1	Grade8	SE2	Grade11gen	SE3	Grade11voc	SE4
Ireland	75.3%	(7.5)	60.0%	(6.3)	47.4%	(7.5)		
EU	28.8%	(2.6)	32.0%	(1.6)	31.8%	(1.8)	49.9%	(2.1)

Fig. 3.3
Using ICT equipment

Level	Country	OwnMobPhone	SE1	OwnLaptop	SE2	SchoolComputer	SE3
1. Grade8	Ireland	23.5	(2.5)	7.0	(1.9)	54.2	(3.8)
	EU	28.0	(0.8)	11.2	(0.7)	53.3	(1.1)
2. Grade11gen	Ireland	22.8	(3.2)	.	(W)	56.8	(4.8)
	EU	34.6	(1.3)	10.7	(1.1)	50.5	(1.5)

Level	Country	OwnMobPhone	SE1	OwnLaptop	SE2	SchoolComputer	SE3
3. Grade11voc	Ireland						
	EU	45.6	(1.3)	15.5	(0.7)	64.3	(1.5)

Fig. 4.1
Scales Teachers ICT skills

Level	COUNTRY	SocialMediaSkills	SE1	OperatSkills	SE2
1. Grade4	Ireland	2.82	(0.17)	3.20	(0.12)
	EU	2.41	(0.03)	2.98	(0.02)
2. Grade8	Ireland	2.58	(0.13)	3.18	(0.10)
	EU	2.37	(0.04)	3.00	(0.03)
3. Grade11gen	Ireland	2.25	(0.15)	3.00	(0.12)
	EU	2.38	(0.07)	3.01	(0.03)
4. Grade11voc	EU	2.51	(0.03)	3.16	(0.02)

Fig. 4.2
Scales Students ICT skills

Level	country	SocialMediaSkills	SE1	OperatSkills	SE2	RespInternUse	SE3	SafeInternUse	SE4
1. Grade8	Ireland	2.35	(0.05)	2.44	(0.05)	2.50	(0.05)	2.94	(0.05)
	EU	2.41	(0.02)	2.63	(0.02)	2.58	(0.02)	2.98	(0.02)
2. Grade11gen	Ireland	2.44	(0.07)	2.52	(0.06)	2.66	(0.06)	3.04	(0.09)
	EU	2.78	(0.02)	2.88	(0.01)	2.93	(0.03)	3.16	(0.02)
3. Grade11voc	EU	2.55	(0.02)	2.78	(0.02)	2.75	(0.02)	2.98	(0.02)

Fig. 5.1
Time in professional development

Level	COUNTRY	MoreThan6	SE1	From1to3	SE2	NoTime	SE3
1. Grade4	Ireland	33.4%	(8.0)	31.1%	(8.1)	0.0%	(0.0)
	EU	47.5%	(4.2)	19.4%	(3.0)	11.9%	(2.4)
2. Grade8	Ireland	19.6%	(4.4)	43.6%	(5.8)	2.8%	(2.0)
	EU	60.7%	(1.6)	15.6%	(1.0)	5.2%	(0.5)
3. Grade11gen	Ireland	20.5%	(5.0)	40.1%	(9.6)	5.6%	(3.0)
	EU	44.7%	(5.2)	23.1%	(3.4)	11.0%	(1.6)
4. Grade11voc	Ireland						
	EU	49.4%	(3.2)	20.5%	(3.0)	9.7%	(1.6)

Fig. 5.2
Type of training

Level	COUNTRY	OnlineComm	SE1	ICTtraining	SE2	PersonalLearning	SE3
1. Grade4	Ireland	43.2%	(8.7)	58.4%	(8.7)	70.8%	(7.8)
	EU	25.4%	(2.5)	40.3%	(3.2)	70.0%	(2.8)
2. Grade8	Ireland	32.2%	(5.9)	73.8%	(6.3)	76.2%	(4.7)

Level	COUNTRY	OnlineComm	SE1	ICTtraining	SE2	PersonalLearning	SE3
	EU	30.8%	(1.6)	50.5%	(1.7)	74.2%	(1.3)
3. Grade11gen	Ireland	34.9%	(6.8)	74.6%	(6.2)	86.0%	(4.6)
	EU	28.0%	(2.4)	43.5%	(2.2)	71.7%	(2.2)
4. Grade11voc	Ireland						
	EU	28.2%	(1.5)	41.4%	(3.6)	70.8%	(1.5)

Fig. 6.1
ICT Coordinator

COUNTRY	Grade4	SE1	Grade8	SE2	Grade11gen	SE3	Grade11voc	SE4
Ireland	91.6%	(4.9)	83.0%	(6.1)	65.9%	(15.6)		
EU	62.0%	(3.6)	79.6%	(1.9)	67.7%	(4.8)	69.7%	(3.5)

Fig. 6.2
Type of ICT coordinator

Level	COUNTRY	AvailFullTime	SE1	Rewarded	SE2	ProvPedSupport	SE3
1. Grade4	Ireland	46.3%	(9.5)	57.8%	(9.5)	57.2%	(9.4)
	EU	39.3%	(3.0)	56.5%	(3.0)	75.9%	(2.3)
2. Grade8	Ireland	21.4%	(7.6)	77.0%	(8.1)	59.1%	(9.2)
	EU	34.8%	(2.9)	70.6%	(2.4)	72.5%	(2.5)
3. Grade11gen	Ireland	21.1%	(9.5)	72.3%	(14.7)	49.0%	(13.4)
	EU	49.6%	(6.9)	63.6%	(7.7)	73.4%	(4.2)
4. Grade11voc	Ireland						
	EU	49.7%	(3.3)	63.6%	(4.6)	71.5%	(3.9)

Fig. 6.3
Incentives

Level	COUNTRY	TrainingHours	SE1	Equipment	SE2	Competitions	SE3	FinancialInc	SE4	ReductionHours	SE5	Other	SE6
1. Grade4	Ireland	12.5%	(6.2)	17.3%	(6.7)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)
	EU	30.1%	(4.5)	26.6%	(3.8)	12.9%	(2.4)	13.0%	(2.1)	2.9%	(0.6)	12.8%	(2.3)
2. Grade8	Ireland	46.2%	(8.6)	62.5%	(8.2)	2.5%	(0.4)	0.0%	(0.0)	6.2%	(4.5)	22.4%	(8.5)
	EU	34.1%	(2.6)	33.6%	(1.9)	13.3%	(1.6)	10.0%	(1.0)	1.5%	(0.4)	14.8%	(1.8)
3. Grade11gen	Ireland	16.9%	(7.5)	65.7%	(11.1)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)	10.5%	(6.7)
	EU	36.9%	(9.1)	37.7%	(3.5)	17.6%	(4.4)	14.3%	(2.8)	1.7%	(0.7)	15.3%	(5.0)
4. Grade11voc	Ireland												
	EU	41.6%	(8.1)	43.4%	(7.7)	17.8%	(4.2)	19.4%	(4.9)	4.3%	(1.3)	18.7%	(4.5)

Fig. A
Digitally supportive schools

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3	Type4	SE4
1. Grade4	Ireland	55	(9.02)	18	(7.11)	9	(5.49)	17	(6.75)
	EU	31	(2.70)	17	(3.17)	22	(2.53)	31	(2.98)

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3	Type4	SE4
2. Grade8	Ireland	49	(8.57)	10	(5.00)	16	(6.36)	25	(7.15)
	EU	25	(1.91)	25	(2.20)	16	(1.83)	34	(2.15)
3. Grade11gen	Ireland	14	(6.70)	17	(7.60)	27	(11.33)	43	(14.64)
	EU	26	(2.28)	15	(8.69)	25	(3.74)	34	(5.30)
4. Grade11voc	EU	25	(3.12)	7	(2.21)	34	(7.50)	34	(8.58)

Fig. B
Digitally supportive teachers

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3	Type4	SE4
1. Grade4	Ireland	51	(8.65)	13	(5.60)	28	(7.92)	8	(4.86)
	EU	18	(2.02)	33	(2.95)	25	(2.33)	24	(2.64)
2. Grade8	Ireland	40	(5.78)	18	(4.61)	26	(4.11)	16	(4.01)
	EU	23	(1.43)	31	(1.27)	24	(1.52)	22	(1.17)
3. Grade11gen	Ireland	33	(7.58)	23	(5.34)	33	(8.83)	11	(3.45)
	EU	28	(2.41)	27	(2.68)	26	(1.65)	19	(1.67)
4. Grade11voc	EU	25	(1.49)	20	(2.69)	26	(2.83)	28	(1.67)

Fig. C
Digitally students

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3
1. Grade8	Ireland	16	(2.84)	62	(2.95)	22	(2.12)
	EU	31	(1.00)	50	(0.85)	19	(0.67)
2. Grade11gen	Ireland	18	(3.15)	41	(2.75)	41	(3.20)
	EU	36	(1.18)	36	(1.00)	28	(1.47)
3. Grade11voc	EU	29	(1.60)	53	(1.03)	18	(1.37)

Fig. D
Digitally equipped Schools

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3
1. Grade4	Ireland	58	(8.88)	40	(8.80)	2	(0.43)
	EU	37	(4.43)	48	(4.15)	15	(2.12)
2. Grade8	Ireland	77	(7.37)	18	(6.83)	5	(3.63)
	EU	68	(2.87)	24	(3.31)	8	(1.16)
3. Grade11gen	Ireland	34	(11.17)	63	(11.64)	3	(0.73)
	EU	55	(12.27)	39	(10.34)	5	(2.06)
4. Grade11voc	EU	6	(1.88)	50	(13.83)	44	(12.07)

EU mean. In this report, 'EU mean' refers to the weighted average for the 27 countries in the survey (EU27 without Germany, Netherlands and the United Kingdom, Croatia, Norway and Turkey).

Confidence. Teachers and students were asked to rate their level of confidence in their ability to perform ICT related tasks according to a scale ranging from 'not at all' to 'a lot'. By subjecting the data to factorial analysis four scales emerged from the list of items. These included operational skills and social media skills and two additional scales related to students' ability to use the internet safely and responsibly. For a detailed definition of these skills, please refer to section 4 of the survey report.

Participation. For the Survey of Schools: ICT and Education, over 100 schools in Ireland were selected at each of three levels (grade 4, 8 and 11) and invited to participate in the survey. Fig. 1.1 shows the percentage of those schools in which at least one survey questionnaire was submitted, the EU average ranging from 35 to 40 percent depending on the grade. In Ireland participation levels were highest at grade 4. At other grades, insufficient data resulted in results not being reported for some items. There are no separate grade 11 vocational schools in Ireland.

