SURVEY OF SCHOOLS: ICT IN EDUCATION

COUNTRY PROFILE: UNITED KINGDOM

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ICT IN THE UK SCHOOL EDUCATION SYSTEM

In the United Kingdom, overall responsibility for the education service in schools lies with the Department for Education in England[1], the Department for Education and Skills in Wales[2], the Department for Education in Northern Ireland[3] and the Scottish Government Directorates for Learning and, for Children, Young Persons and Social Care in Scotland[4]. Responsibility for the provision of education in is decentralised, lying with local authorities, voluntary providers including churches, the governing bodies of educational institutions and the teaching profession. Education is compulsory between the ages of 5 and 16 years, except for Northern Ireland where it is between 4 and 16 years.

According to Eurydice's **Key Data on Learning and Innovation through ICT at school in Europe**[5], in England, Scotland and Wales there are national strategies covering training measures[6] and research projects for ICT in schools, e-learning, e-inclusion, and digital/media literacy and e-skills development. There are central steering documents in the United Kingdom for all ICT learning objectives[7] at primary and secondary education level, except for using mobile devices and using social media, (although these are both covered in Scotland, where developing programming skills is only mentioned at secondary level). Using social media is mentioned at primary level in England, Wales and Northern Ireland, and in Wales using mobiles devices is referenced at secondary level. In primary schools ICT is taught as a general tool for other subjects/or as a tool for specific tasks in other subjects, is also included within technology as a subject in Scotland and England, and is taught as a separate subject in England. In secondary schools ICT is taught as a general tool for other subjects/or as a tool for specific tasks in other subjects, included within technology as a subject and taught as a separate subject in England, Wales and Northern Ireland. At primary and secondary education level recommendation or suggestions and support is provided in England, Wales and Northern Ireland on ICT hardware for computers, projectors or beamers, DVDs, videos, TV, cameras, smartboards, and virtual learning, and support is provided for mobile devices. At primary and secondary education level recommendation or suggestions and support is provided in England, Wales and Northern Ireland and for all ICT software categories[8], and in Scotland support is provided for multimedia applications. According to official steering documents, both students and teachers at primary and secondary level are expected to use ICT in class in all subjects, and also for complementary activities in all subjects, in all countries except Scotland. There are central recommendations on the use of ICT in student

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[1] https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-England:Overview

[2] https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Wales:Overview

[3] https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Northern-Ireland:Overview

[4] https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Scotland:Overview

[5] 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

[6] from the following areas: ICT in schools, e-learning, e-inclusion, digital/media literacy, e-skills development.

[7] 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.

[8] from a range of hardware and software, i.e. computers, projectors or beamers, DVDs, videos, TV, cameras, mobile devices, e-book readers, smartboards, virtual learning environments; tutorial software, office applications, multimedia applications, digital learning games, communication software, digital resources.

assessment for using ICT as an information source in traditional tests in England, Wales and Northern Ireland, and for interactive testing in Northern Ireland. Public-private partnerships for promoting the use of ICT are encouraged in all countries for ICT training for pupils/students, providing extra-curricular activities, curriculum development, and developing new forms or modes of assessment, and for private funding for hardware and software in schools and ICT training for teachers in England, Wales and Northern Ireland.

THE SURVEY OF SCHOOLS: ICT IN EDUCATION

In 2011, the European Commission Directorate General Communications Networks, Content and Technology[9] 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 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 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.

PARTICIPATION

For the Survey of Schools: ICT and Education, 300 schools in United Kingdom were selected at random at each of three levels (grade 4, 8, 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 per cent depending on the grade. In the UK at grade 11 no distinction was made between general and vocational. In the United Kingdom participation levels (36 schools in total) were well below the threshold required for confidence in results, despite many appeals to participate via a range of channels, and so no further analysis of the responses was undertaken.

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[9] www.ec.europa.eu/dgs/connect/

Fig. 1.1: Participation rates
(% of sampled schools with at least one questionnaire completed, all grades,
United_Kingdom and EU, 2011-12)

Grade	United_Kingdom	EU mean
Grade 4	5	37
Grade 8	3	40
Grade 11 gen	4	35
Grade 11 voc		36