



# 2<sup>nd</sup> Survey of Schools: ICT in Education

## Turkey Country Report

### **COUNTRY REPORT**

A study prepared for the European Commission  
DG Communications Networks, Content & Technology by:

**Deloitte.**



**Ipsos MORI**

Digital  
Single  
Market

**This study was carried out for the European Commission by**



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**DISCLAIMER**

By the European Commission, Directorate-General of Communications Networks, Content & Technology.

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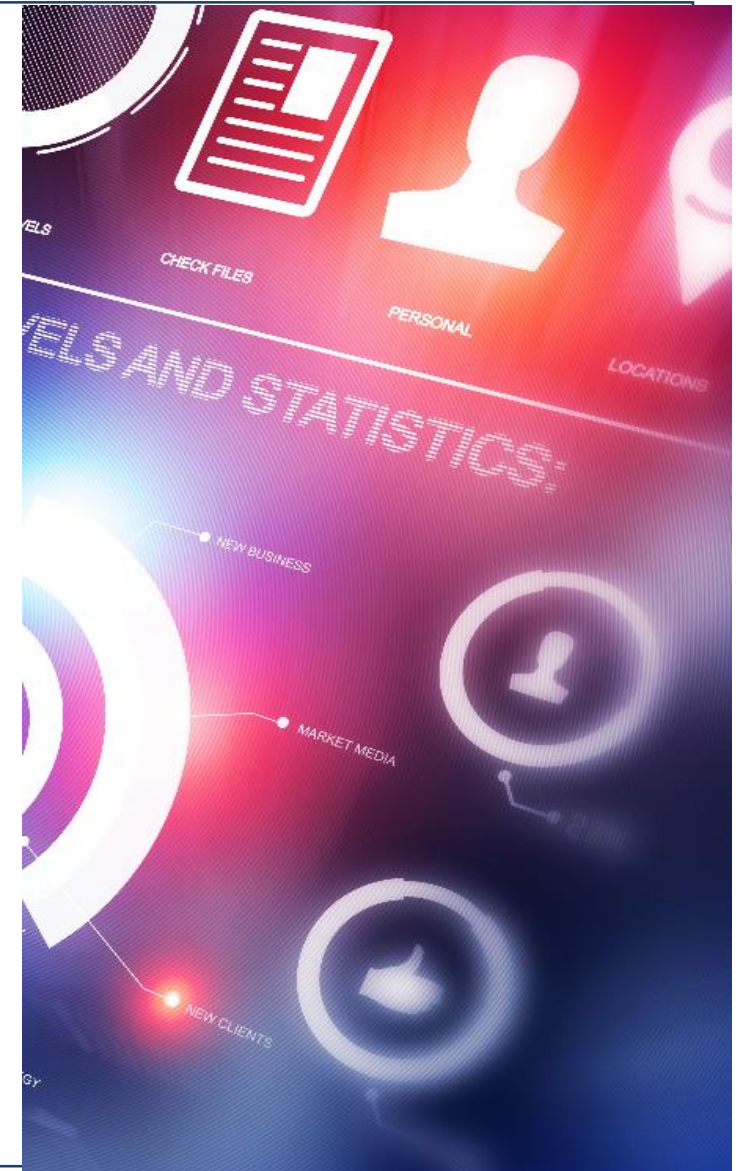
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# Turkey

Country report on ICT in Education



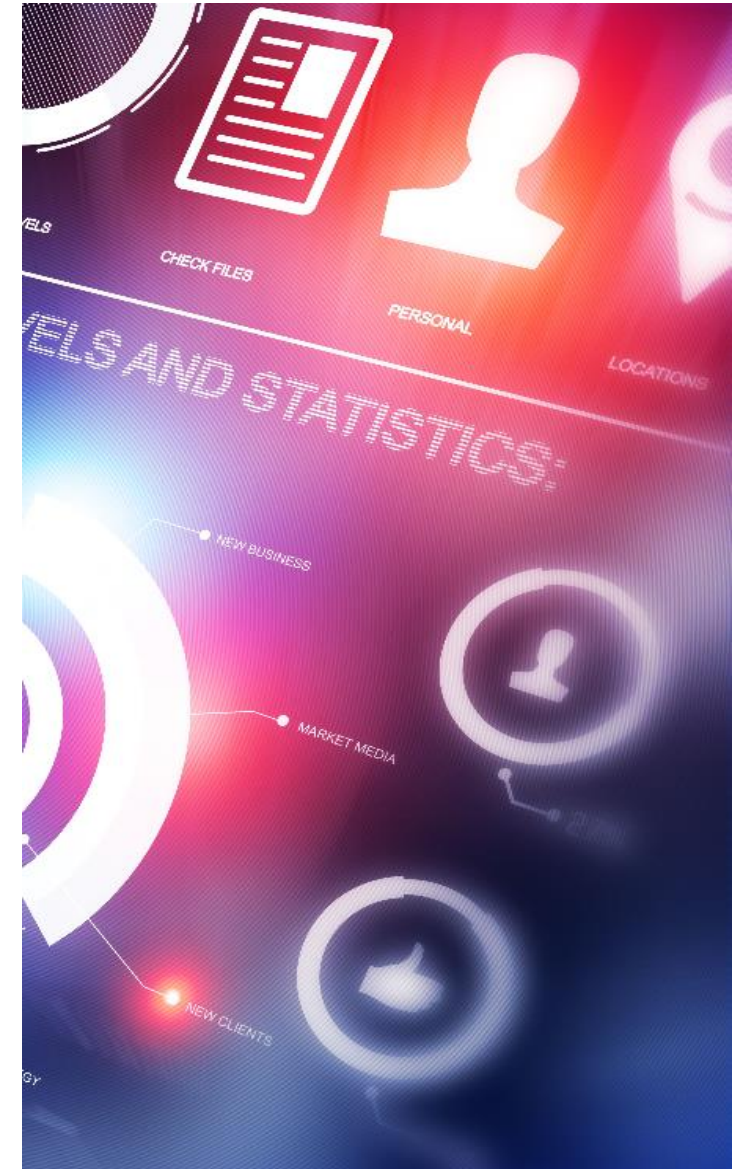
# Objectives of the 2<sup>nd</sup> Survey of Schools

**Objective 1: Benchmark progress of ICT in schools** by surveying head teachers, teachers, students and parents covering the EU28, Norway, Iceland and Turkey

- Full report covering all countries: European Commission (2019). 2nd Survey of Schools: ICT in Education – Objective 1: Benchmark progress in ICT in schools. Luxembourg: European Commission. doi: 10.2759/23401.
- Country-specific reports

**Objective 2: Development of a model for a 'highly equipped and connected classroom' (HECC)** and estimation of the overall costs to equip and connect an average EU classroom with advanced components of the HECC model

- Full report: European Commission (2019). 2nd Survey of Schools: ICT in Education – Objective 2: Model for a 'highly equipped and connected classroom'. Luxembourg: European Commission. doi: 10.2759/831325.



# Benchmark progress in ICT: background



## **Target population:**

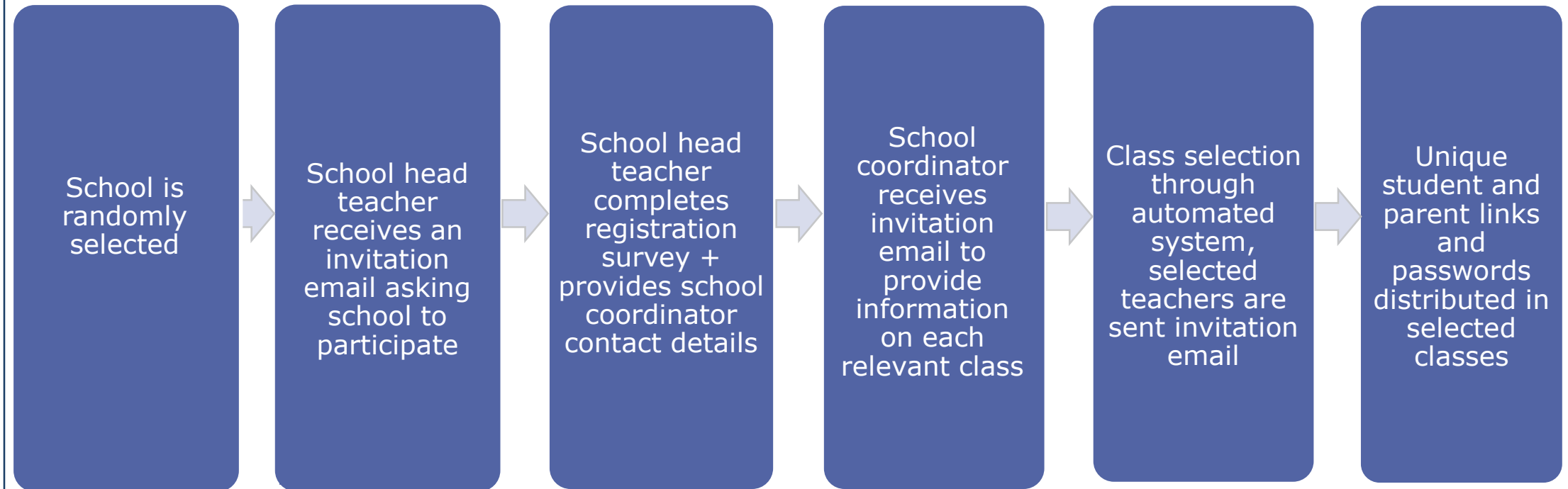
- Schools (400 schools per country)
- Interviews with: head teachers, class teachers, students and parents

## **Methodology:**

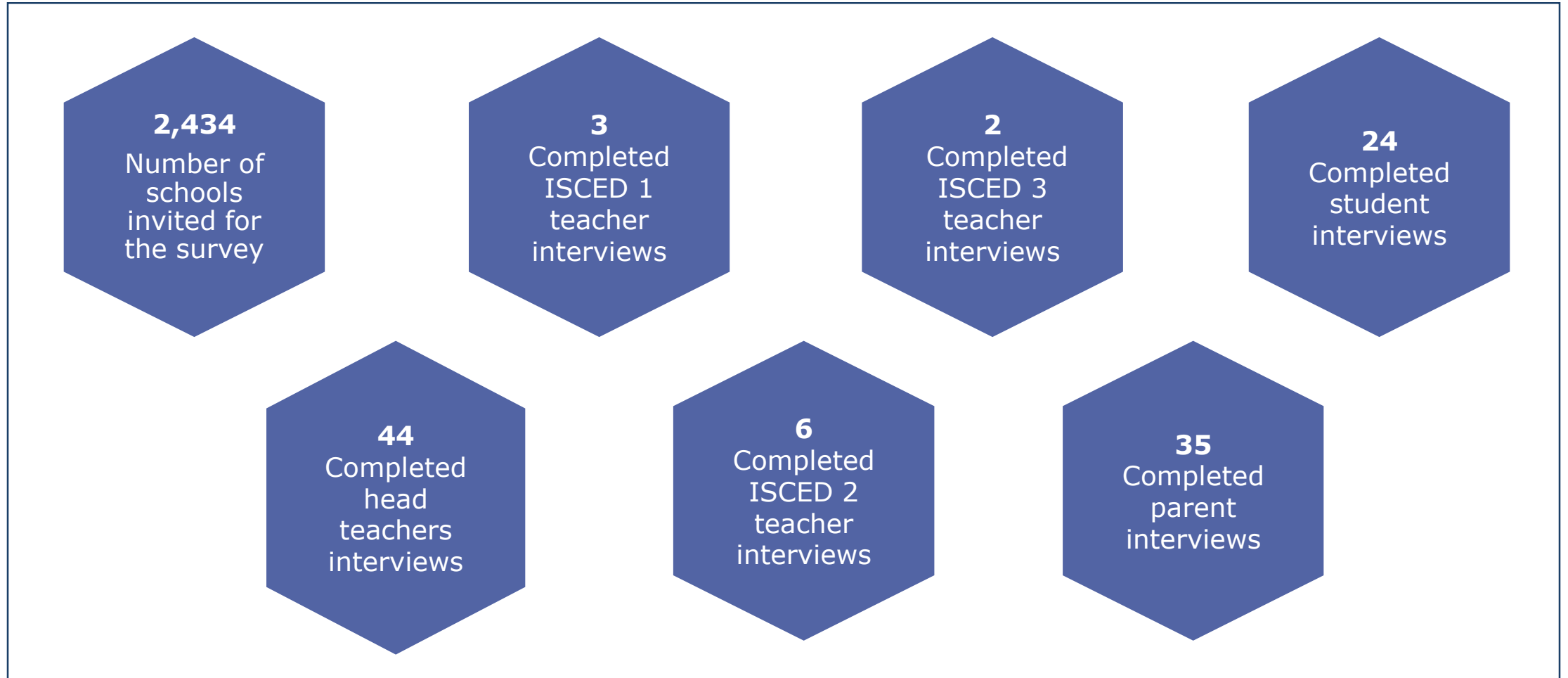
- Online questionnaire  
15 minutes (parent survey) to  
28 minutes (head teacher  
survey)

# Sampling: class selection

Objective: Within one school, survey one teacher from ISCED level 1, and 3 teachers from a range of subjects from ISCED levels 2 and 3



# Key fieldwork statistics for Turkey



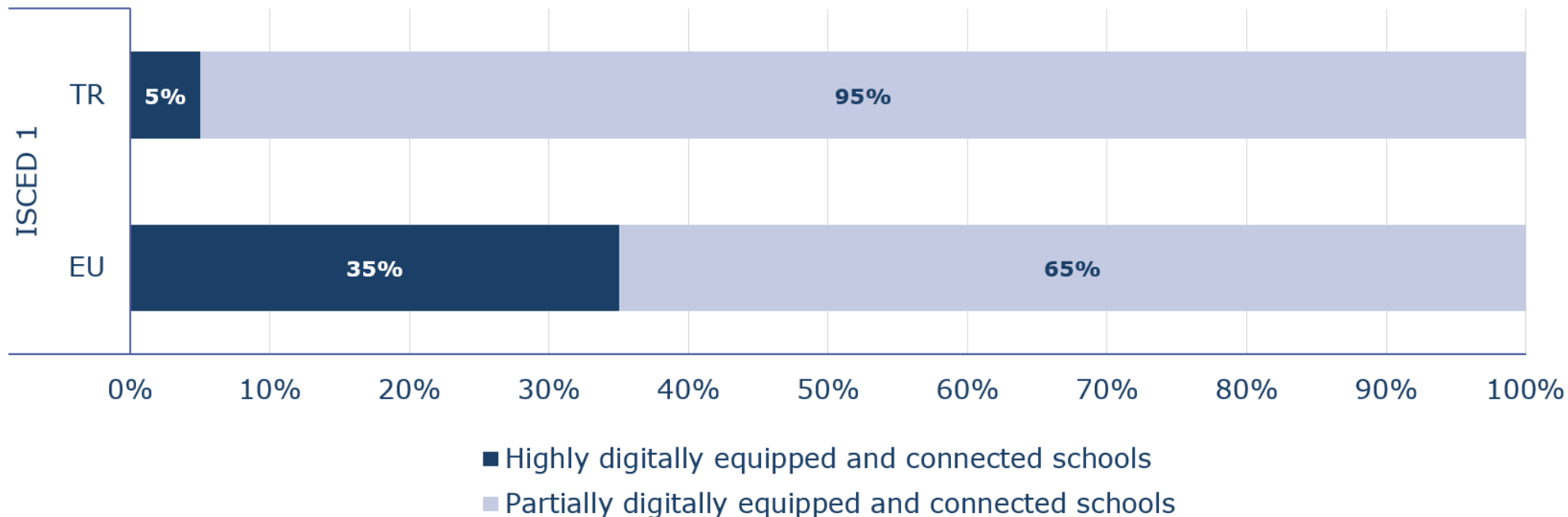
Overview of graphs*	Comments
1. Share of digitally equipped and connected schools	Data for TR only available for ISCED level 1
2. Schools' Internet speed	Data for TR unavailable for all ISCED levels
3. Share of students who use a computer at school on a weekly basis	Data for TR unavailable for all ISCED levels
4. Own equipment used for learning	Data for TR unavailable for all ISCED levels
5. Share of digitally supportive schools	Data for TR only available for ISCED level 1
6. Students' confidence in their digital competence	Data for TR unavailable for all ISCED levels
7. Coding/ programming activities of female vs. male students	Data for TR unavailable for all ISCED levels
8. Teachers' confidence in their digital competence	Data for TR unavailable for all ISCED levels
9. Type of training of teachers	Data for TR unavailable for all ISCED levels
10. Parents' confidence in teaching child to use Internet safely and responsibly	Data for TR unavailable for all ISCED levels

\*The above overview presents the standardised structure that has been used for all country fiches produced in the course of this 2<sup>nd</sup> Survey of Schools: ICT in education. Data for each specific country is only shown if sufficient responses were provided for this particular question. For more information regarding the inclusion criteria applied please refer to the last page of this country report and the full technical report: European Commission (2019). 2nd Survey of Schools: ICT in Education – Technical Report. Luxembourg: European Commission. doi: 10.2759/035445.



# 1. Share of digitally equipped and connected schools

**Digitally equipped and connected schools**  
(ISCED 1, in % of students, TR and EU level, 2017-18)

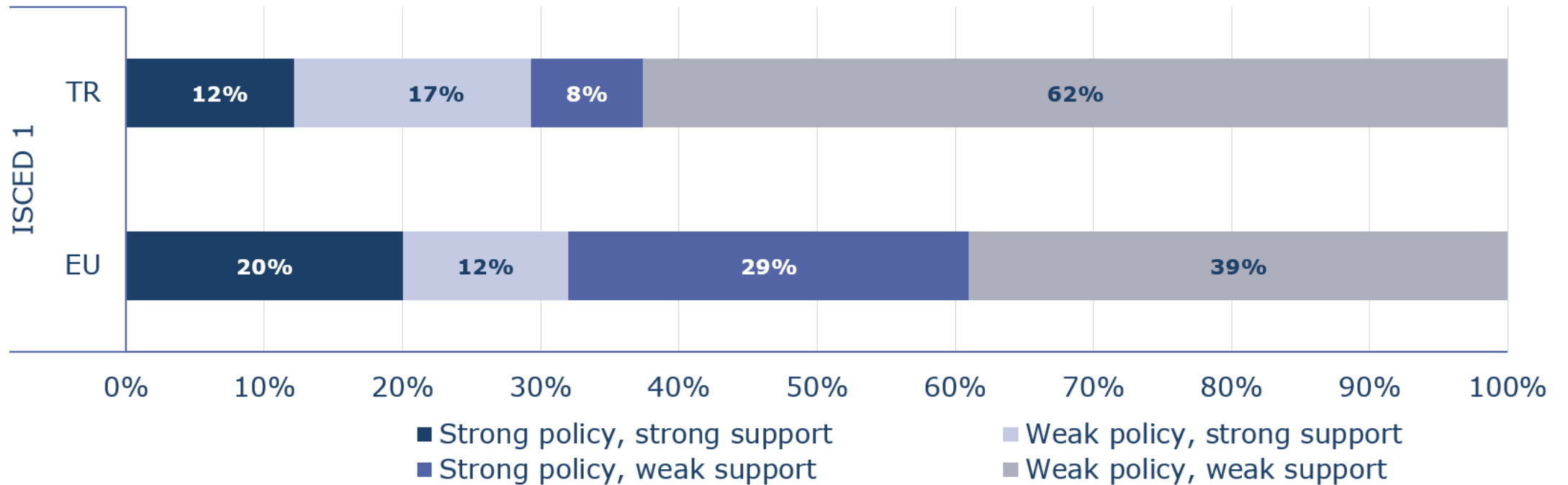


## Key Findings

- Highly digitally equipped and connected schools have (among other features) a high provision of digital equipment (laptops, computers, cameras, whiteboards) per number of students and a high broadband speed
- Compared to the European average there are less highly digitally equipped and connected schools at ISCED level 1 in Turkey

# 5. Share of digitally supportive schools

**School type in terms of policy and support**  
(ISCED 1, in % of students, TR and EU level, 2017-18)

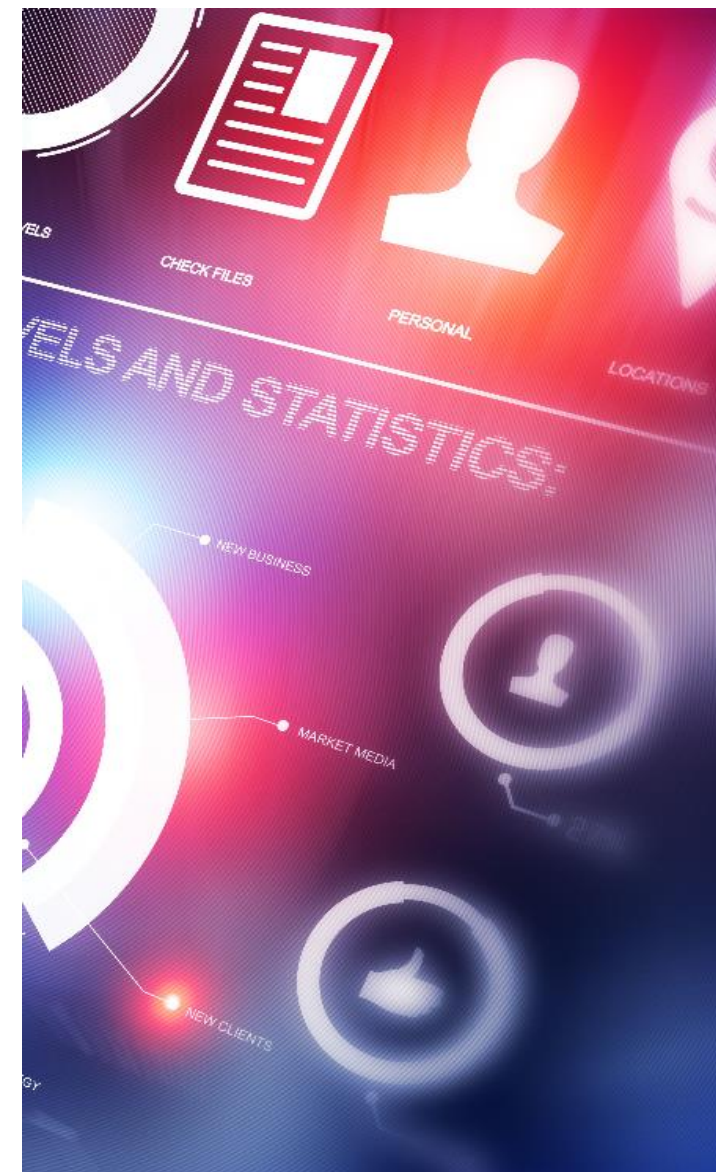


**Key Findings**

- Schools with a strong policy, strong support have (among other features) existing school strategies in place to use digital technologies in teaching and learning and strongly promote teachers' professional development
- Strong policy, strong support: Lower share in Turkey at ISCED level 1 compared to the European average

# Technical notes

- For certain ISCED levels within countries, the number of achieved interviews was too low to use the data for analytical purposes
- Findings from sample sizes that are too small would be meaningless, and as such, these results had to be eliminated from the final dataset
- The minimum threshold to process the data for each target group was at least n=30 participating schools per country and ISCED level (or 10% of the universe for smaller countries)
- Quality data checks at question level were additionally performed to guarantee at least n=30 valid data entries (relevant e.g. when a lot of don't know answers were given)
- For more information please refer to the technical report: European Commission (2019). 2nd Survey of Schools: ICT in Education – Technical Report. Luxembourg: European Commission. doi: 10.2759/035445.



European Commission

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