



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

## United Kingdom 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**



**Internal identification**

Contract number: 30-CE-0819210/00-33

SMART number 2015/0071

**DISCLAIMER**

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

The information and views set out in this publication are those of the author(s) and do not necessarily reflect the official opinion of the Commission. The Commission does not guarantee the accuracy of the data included in this study. Neither the Commission nor any person acting on the Commission's behalf may be held responsible for the use which may be made of the information contained therein.

ISBN 978-92-79-99739-6

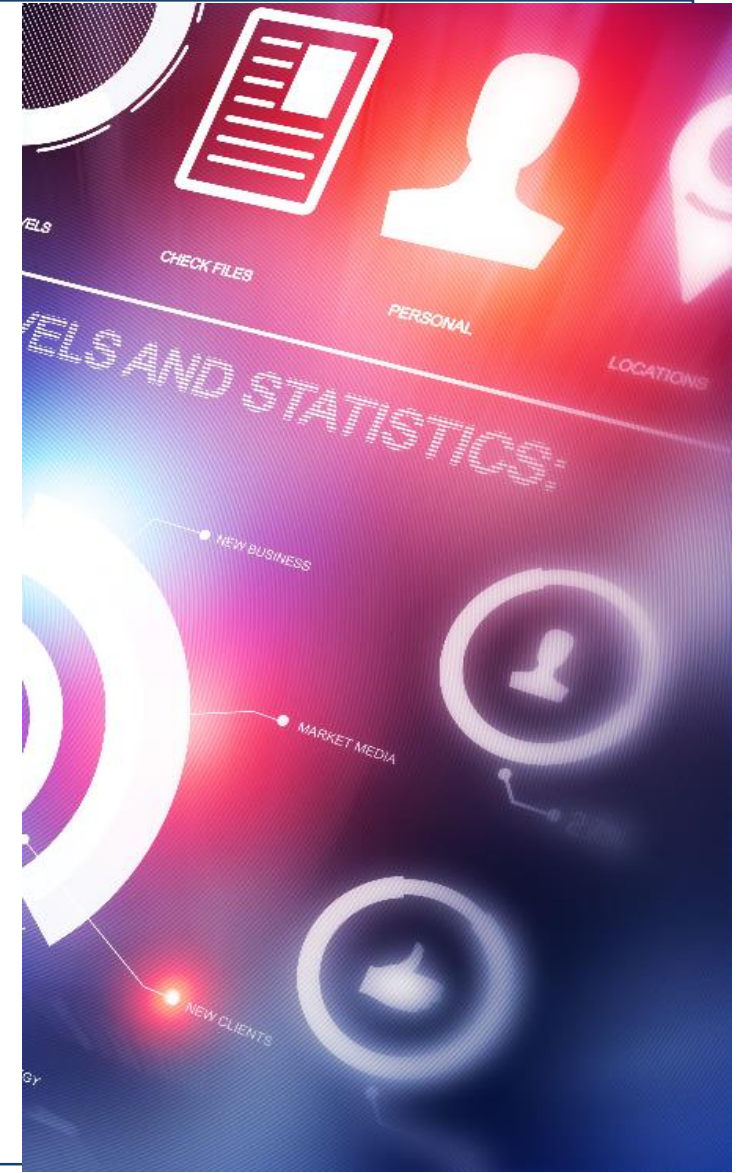
doi: 10.2759/184522

Copyright © 2019 – European Union. All rights reserved. Certain parts are licensed under conditions to the EU.

Reproduction is authorised provided the source is acknowledged.

# United Kingdom

Country report on ICT in Education



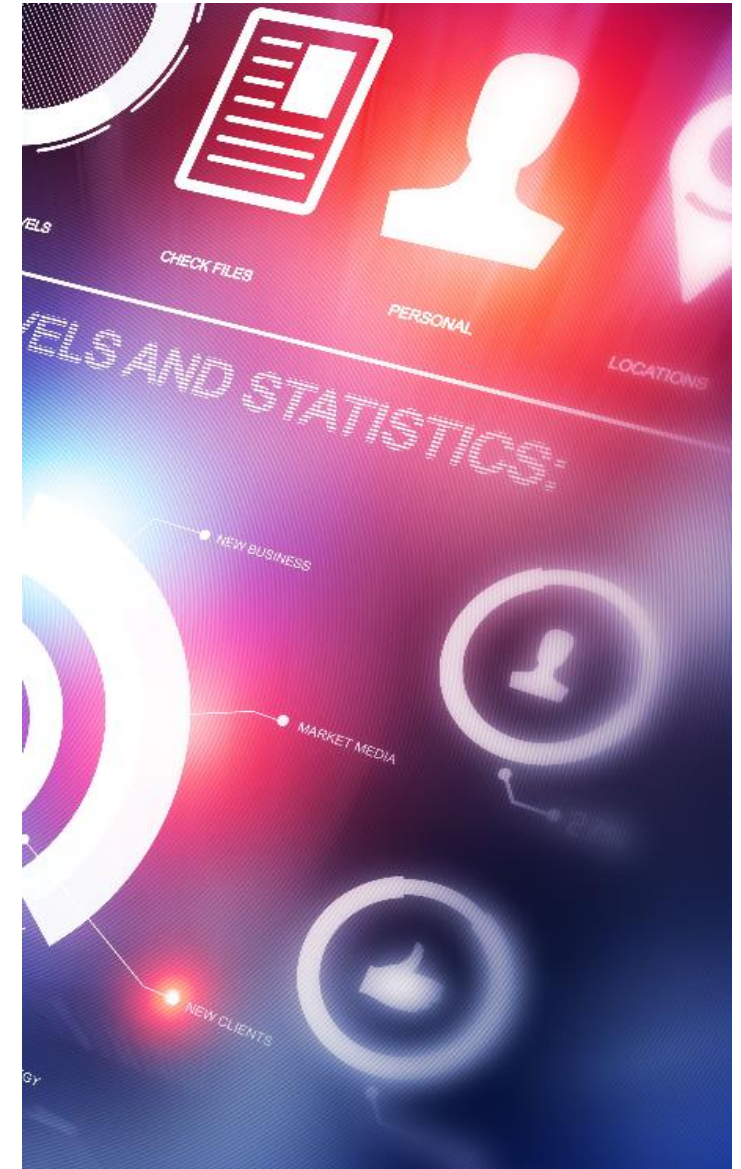
# Objectives of the 2<sup>nd</sup> Survey of Schools

**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:**

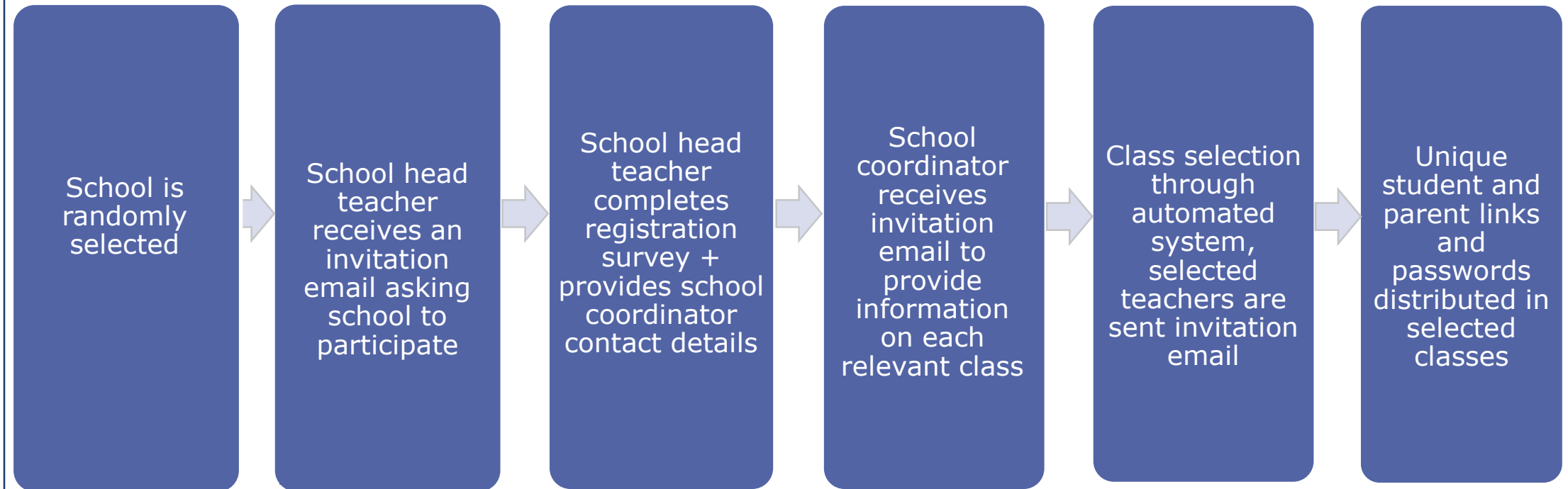
- Schools (400 schools per country)
- Interviews with: head teachers, class teachers, students and parents

## **Methodology:**

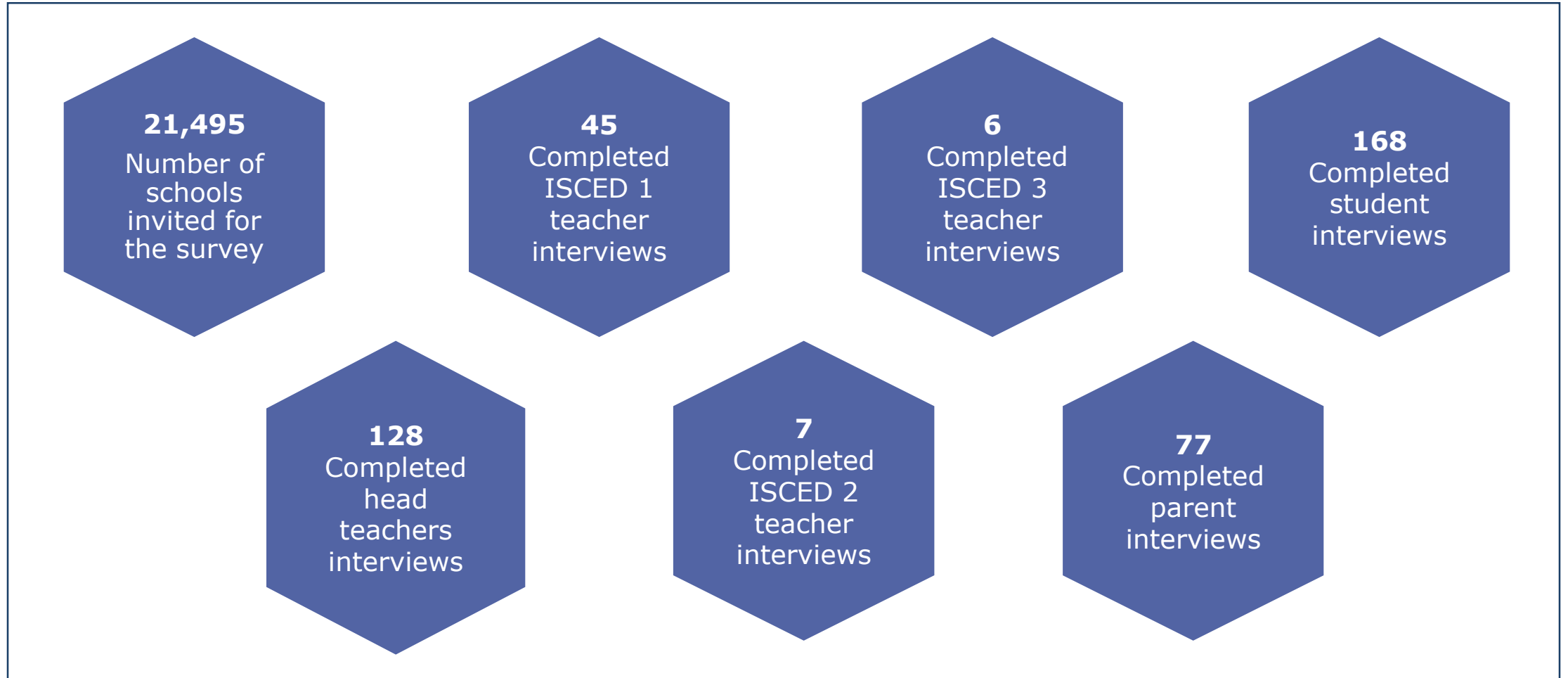
- Online questionnaire  
15 minutes (parent survey) to  
28 minutes (head teacher  
survey)

# 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 the United Kingdom

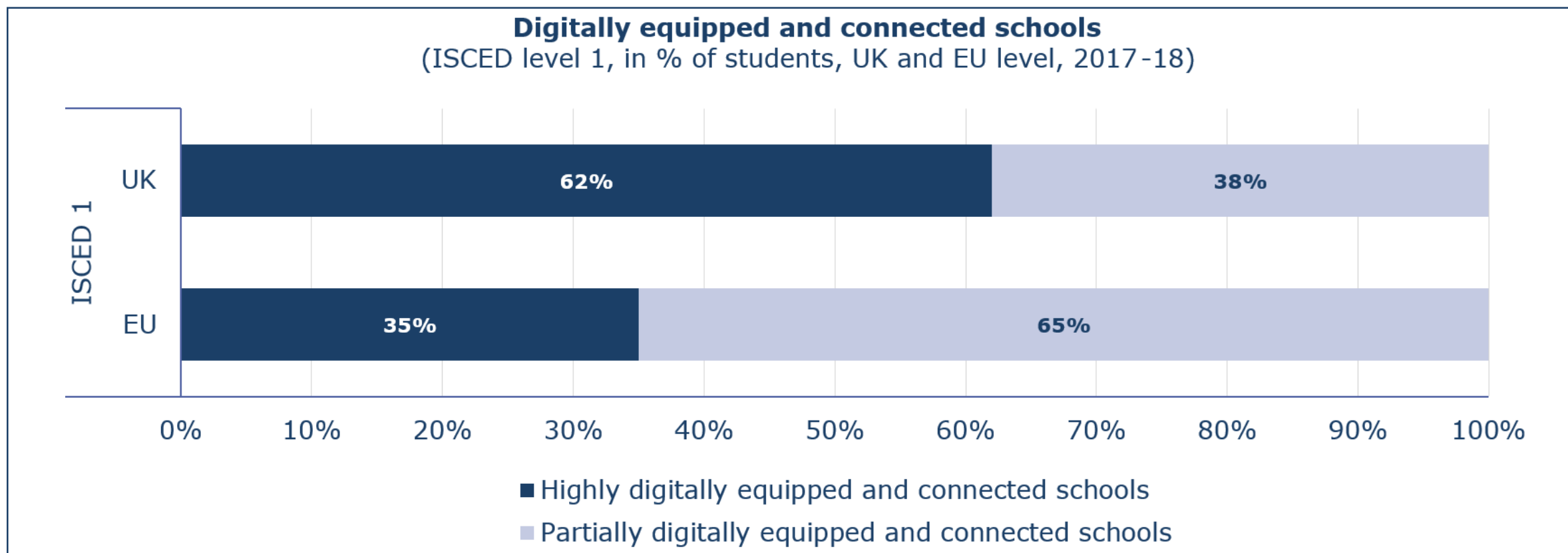


Overview of graphs*	Comments
1. Share of digitally equipped and connected schools	Data for the UK available for ISCED 1 level only
2. Schools' Internet speed	Data for the UK available for ISCED 1 level only
3. Share of students who use a computer at school on a weekly basis	Data for the UK unavailable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

\*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.



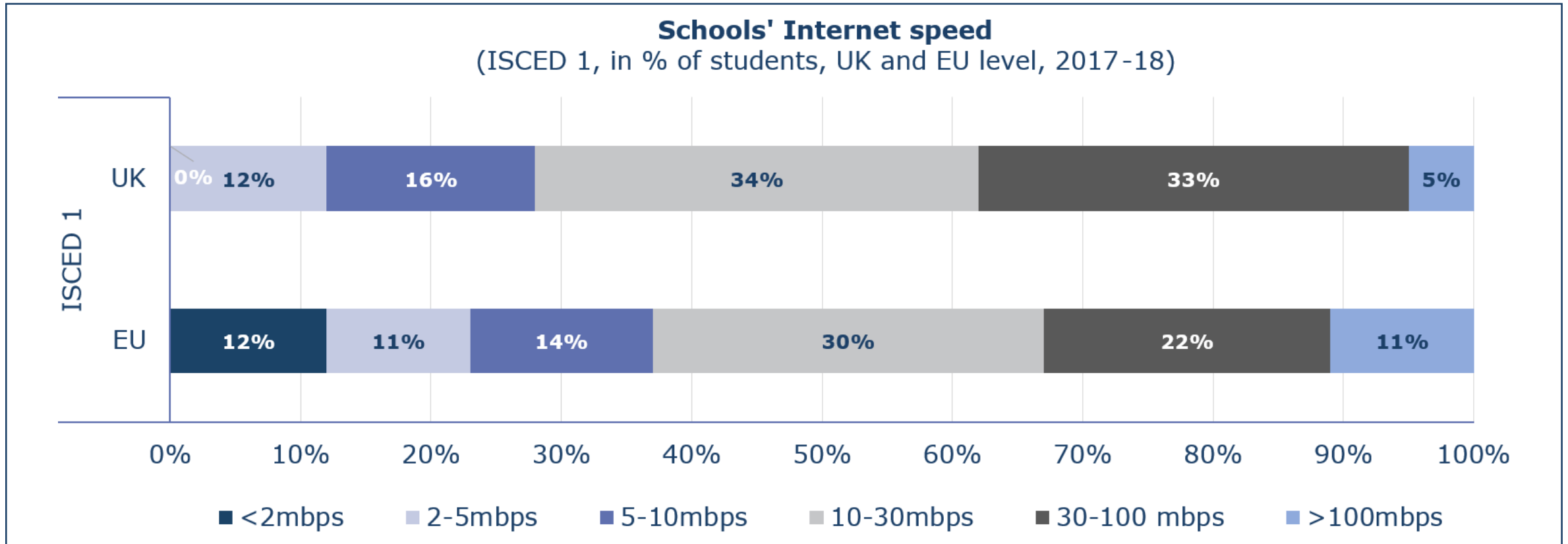
# 1. Share of digitally equipped and connected schools



## 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 more highly digitally equipped and connected schools at ISCED level 1 in the UK

## 2. Schools' Internet speed

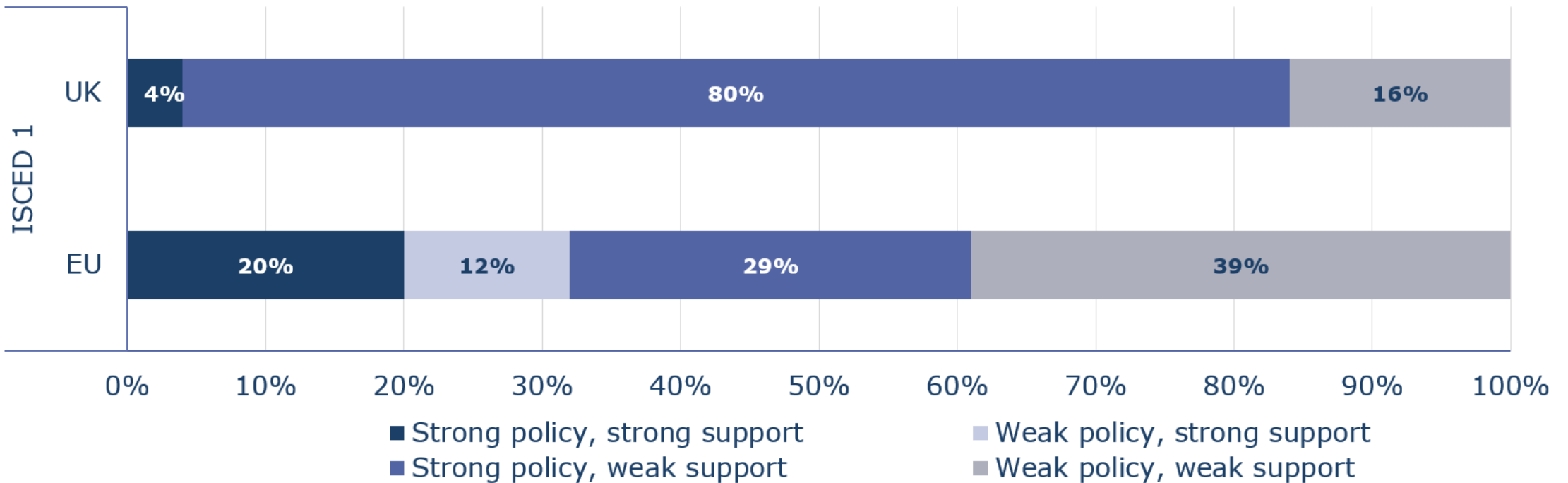


### Key Findings

- High-speed connectivity above 100 mbps: lower share in the UK at ISCED 1 level compared to the European average
- Internet speed between 30-100 mpbs: significantly higher share in the UK at ISCED level 1 compared to the European average

# 5. Share of digitally supportive schools

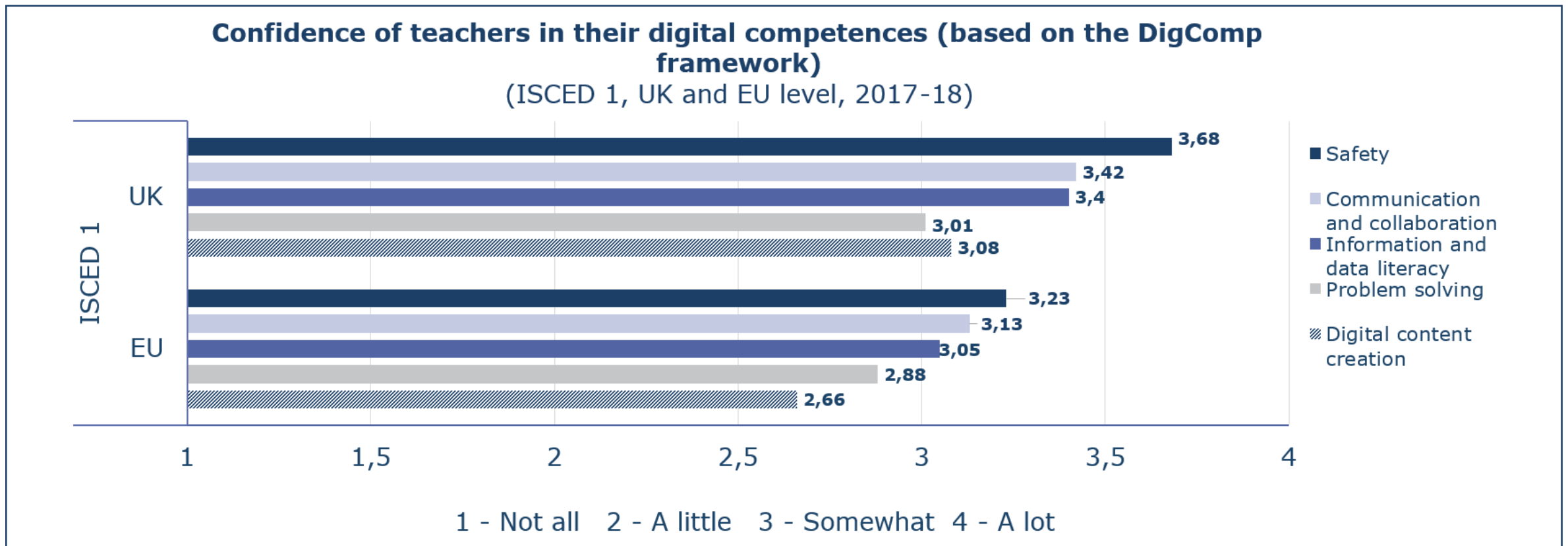
**School type in terms of policy and support**  
(ISCED 1, in % of students, UK and EU level, 2017-18)



**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 the UK at ISCED level 1 compared to the European average
- Weak policy, weak support: Lower share in the UK at ISCED level 1 compared to the European average

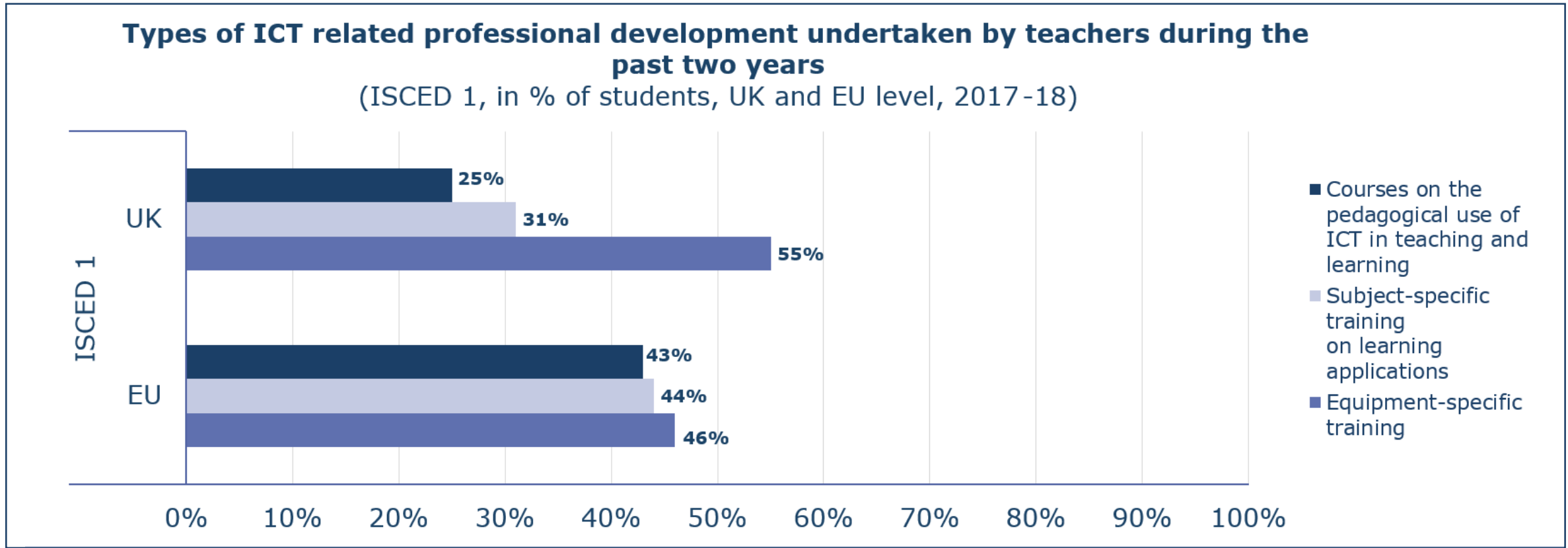
# 8. Teachers' confidence in their digital competence



## Key Findings

- Digital competence is defined according to the DigComp framework, detailed on slide 13
- Slightly higher confidence of teachers in the UK at ISCED level 1 in all digital competence areas compared to the European average

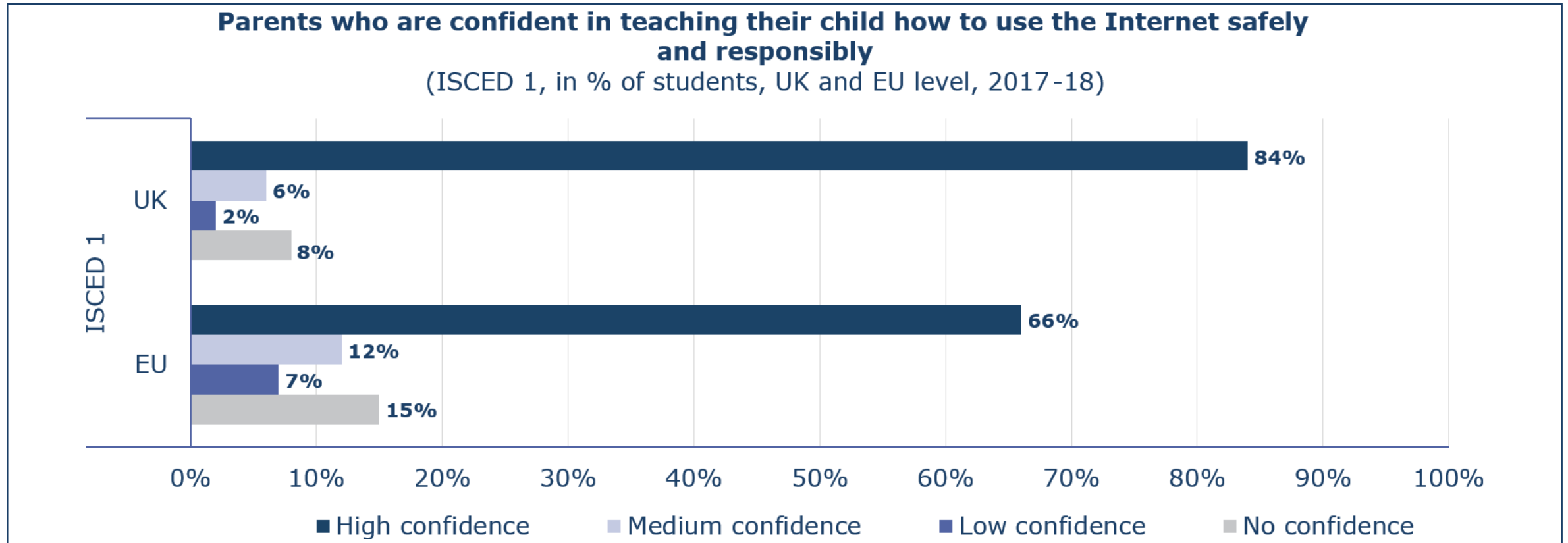
# 9. Type of training of teachers



**Key Findings**

- Lower share in the UK at ISCED level 1 compared to the European average – except in “equipment-specific training”

# 10. Parents' confidence in teaching child to use Internet safely and responsibly



Key Findings

- The share of parents in the UK who feel “highly confident” in teaching their child to use the Internet safely and responsibly is higher at ISCED level 1 compared to the European average

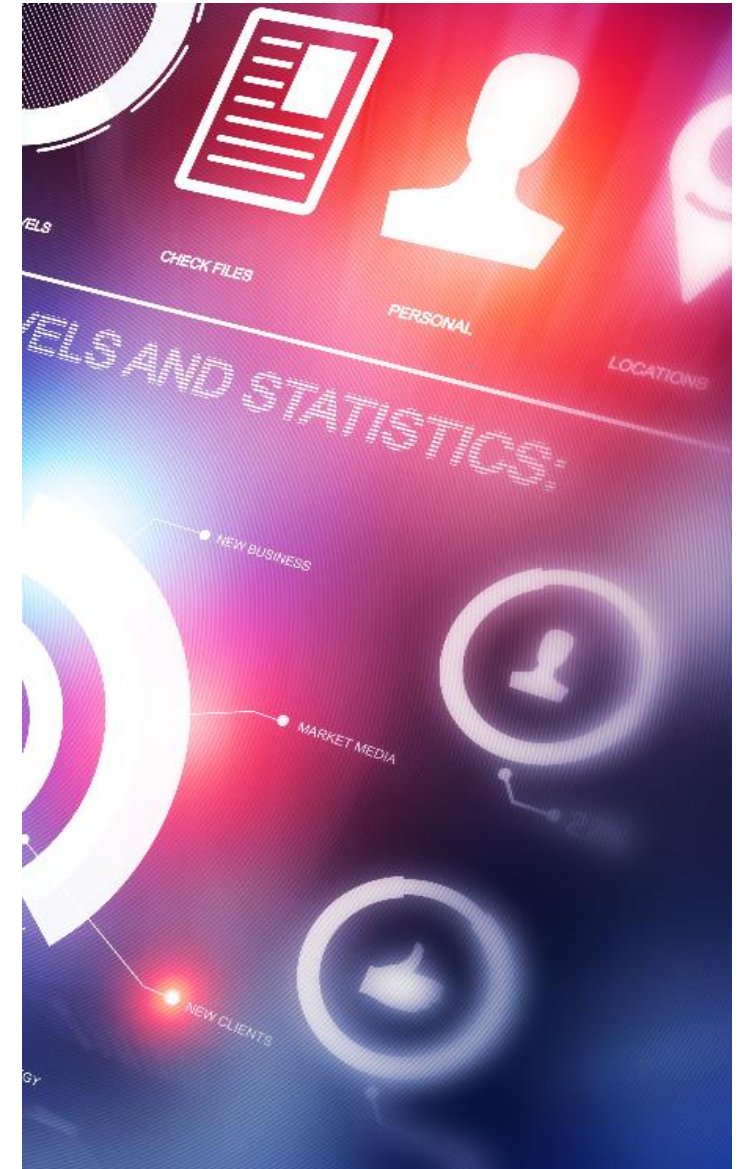
# DigComp Framework

The [Digital Competence Framework for Citizens](#) (DigComp), which was created by the European Commission, Joint Research Centre on behalf of DG EAC and EMPL, is used to match several questions on teachers' and students' confidence from the survey with the five competence areas of the DigComp framework.

Competence areas dimension 1	Competences dimension 2
<b>Information and data literacy</b>	<ul style="list-style-type: none"> <li>• Searching, evaluating, managing data, information and digital content</li> </ul>
<b>Communication and collaboration</b>	<ul style="list-style-type: none"> <li>• Interacting, sharing, engaging, collaborating through digital technologies</li> <li>• Managing digital identity</li> </ul>
<b>Digital content creation</b>	<ul style="list-style-type: none"> <li>• Developing digital content, programming</li> <li>• Understanding Copyright and licences</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Protecting devices, personal data and privacy and well-being</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Solving technical problems</li> <li>• Identifying needs and technological responses and digital competence gaps</li> </ul>

# 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

2<sup>nd</sup> Survey of Schools: ICT in education – United Kingdom Country Report

Luxembourg, Publications Office of the European Union

**2019** – 18 pages

ISBN 978-92-79-99739-6

doi: 10.2759/184522

