



2nd Survey of Schools: ICT in Education

Ireland Country Report

COUNTRY REPORT

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

Deloitte.



Ipsos MORI

Digital
Single
Market

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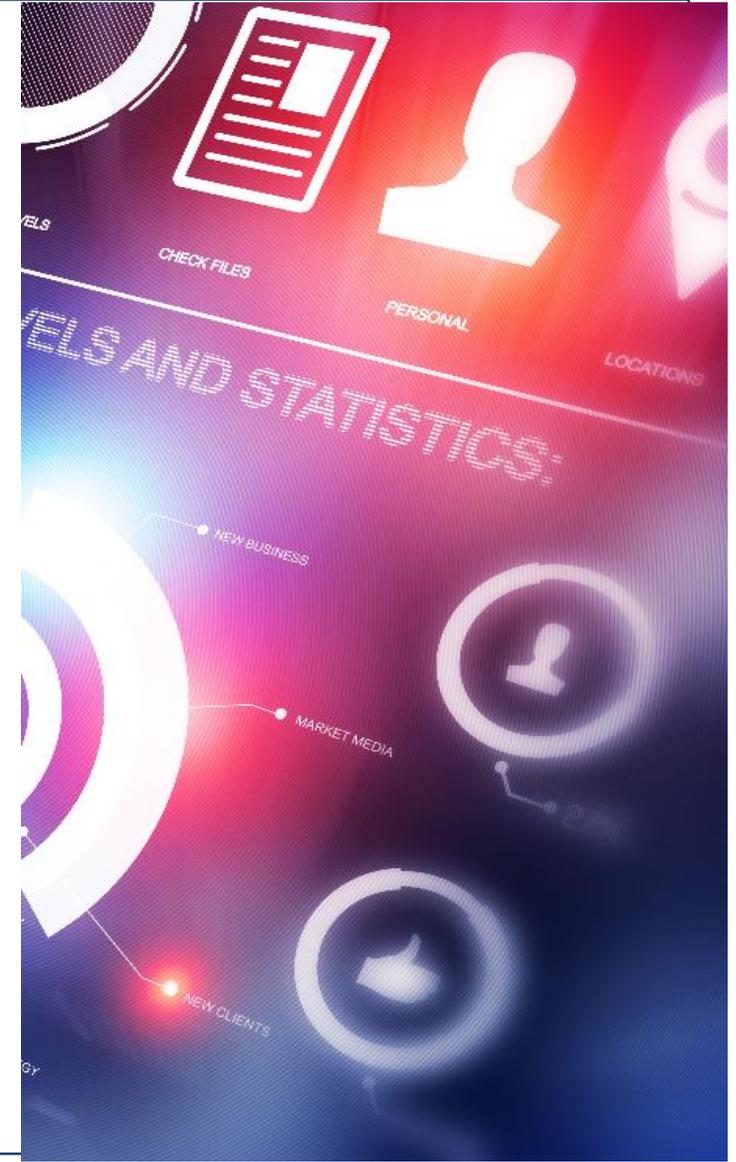
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Ireland

Country report on ICT in Education



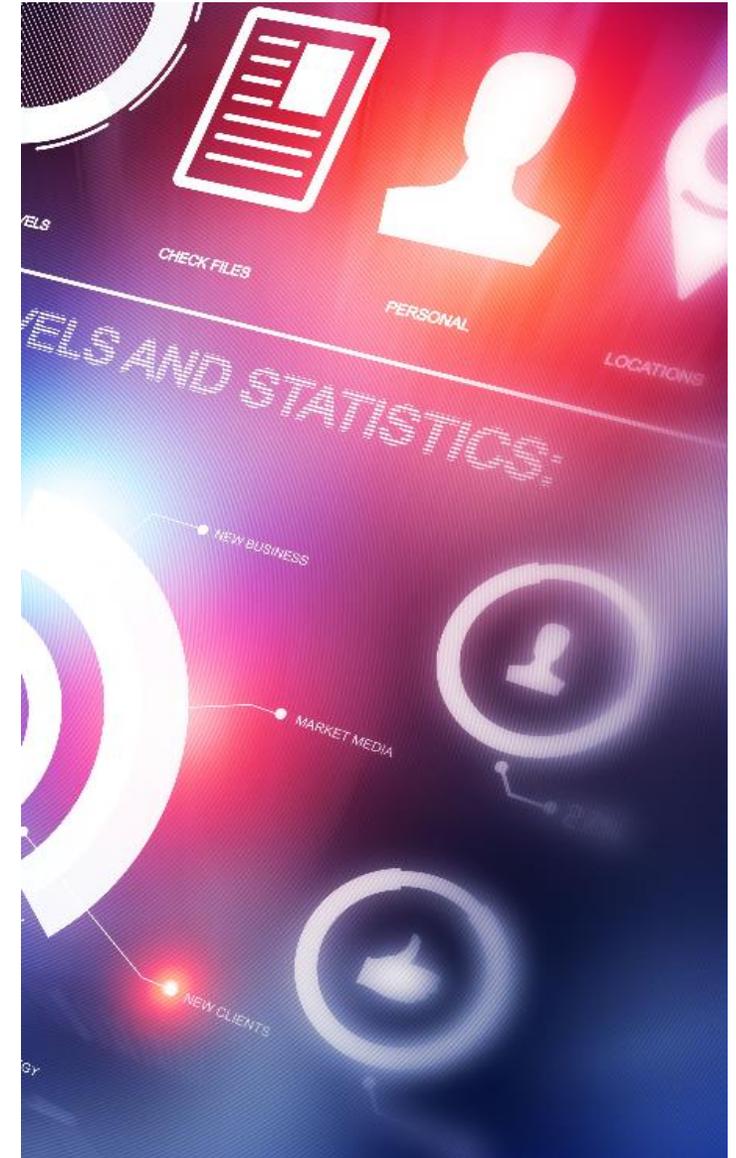
Objectives of the 2nd Survey of Schools

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:

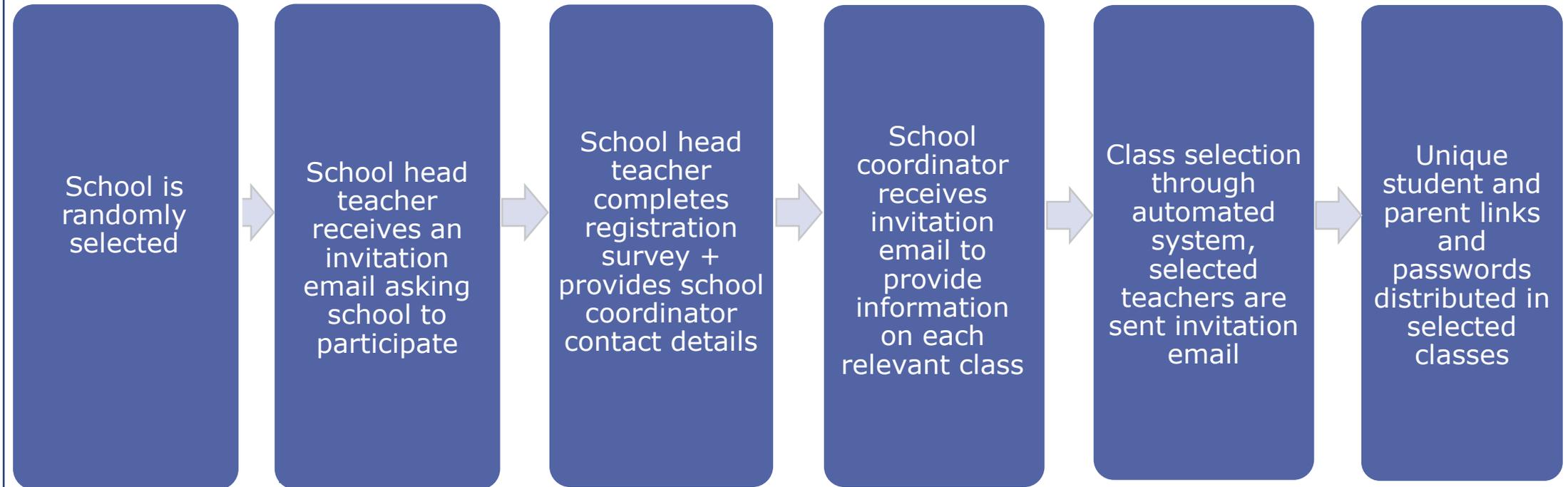
- Schools (400 schools per country)
- Interviews with: head teachers, class teachers, students and parents

Methodology:

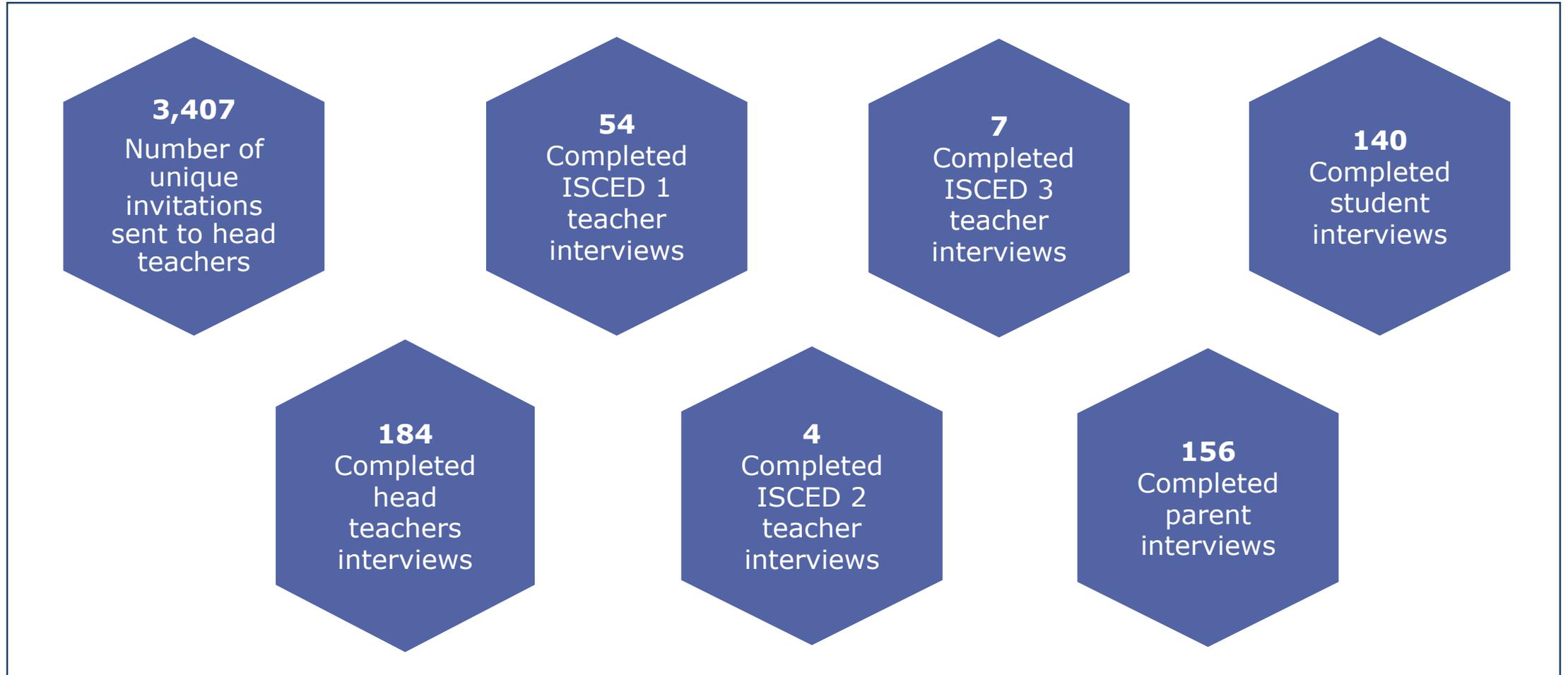
- Online questionnaire
15 minutes (parent survey) to
28 minutes (head teacher
survey)

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



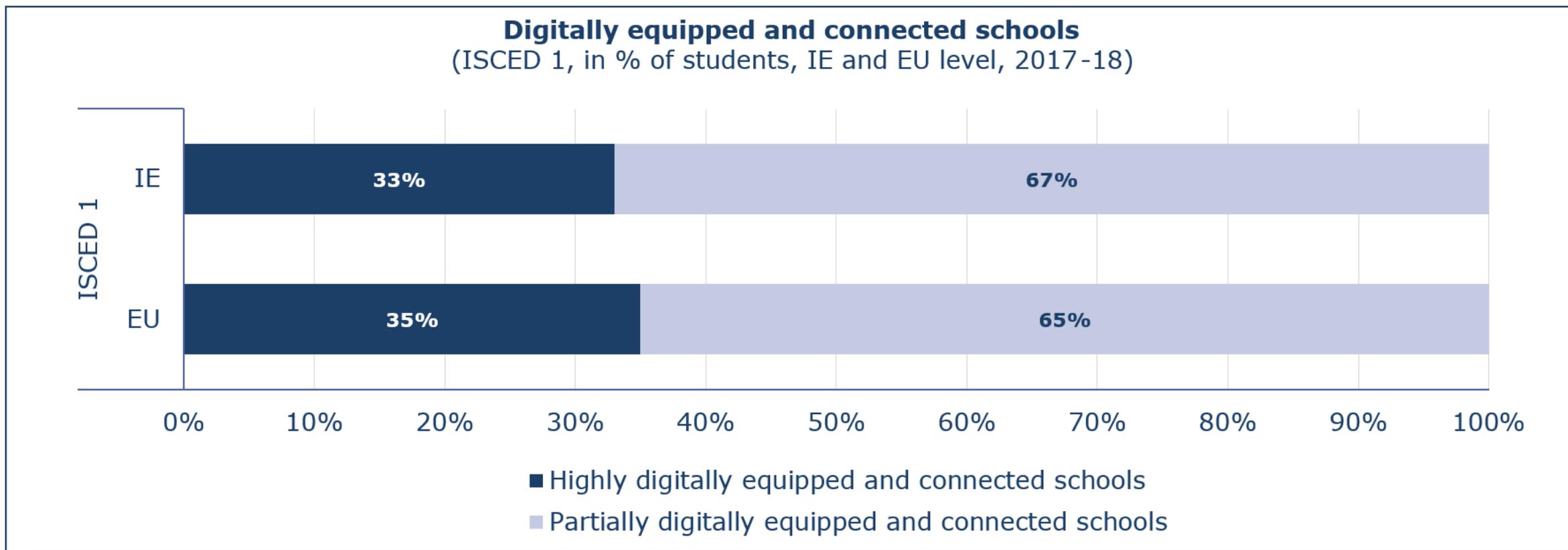
Key fieldwork statistics for Ireland



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

*The above overview presents the standardised structure that has been used for all country fiches produced in the course of this 2nd 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.

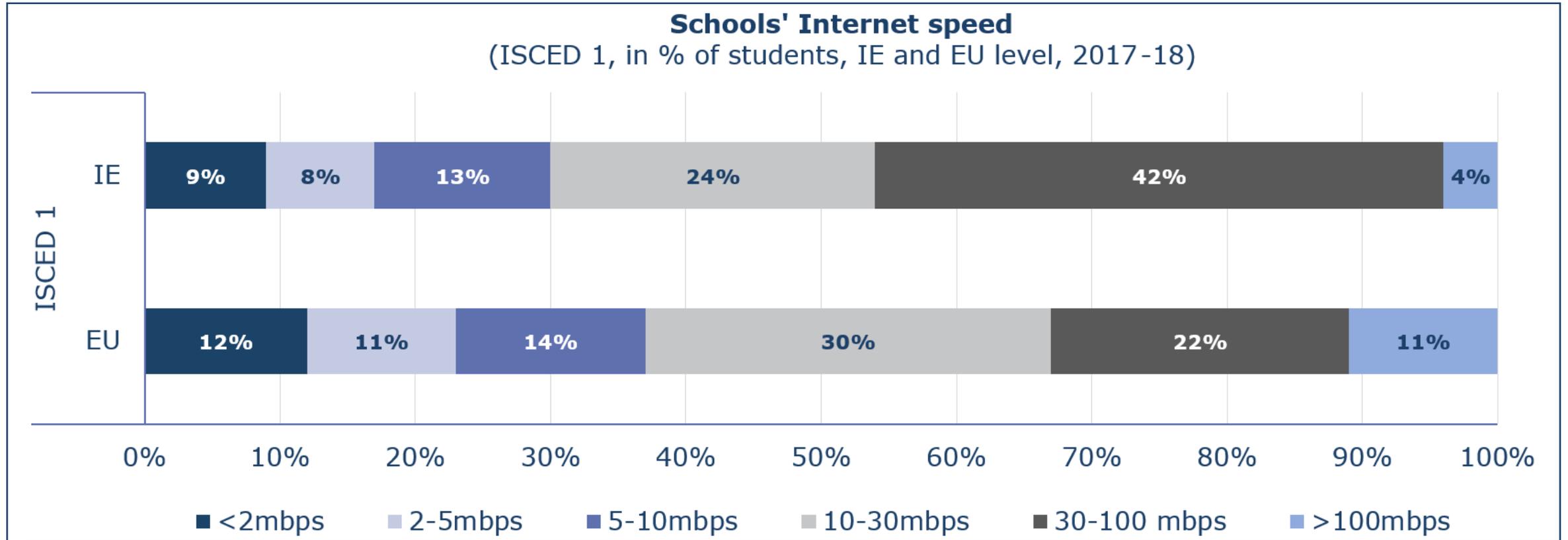
1. Share of digitally equipped and connected schools



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
- The share of highly digitally equipped and connected schools in Ireland at ISCED level 1 is slightly lower compared to the European average

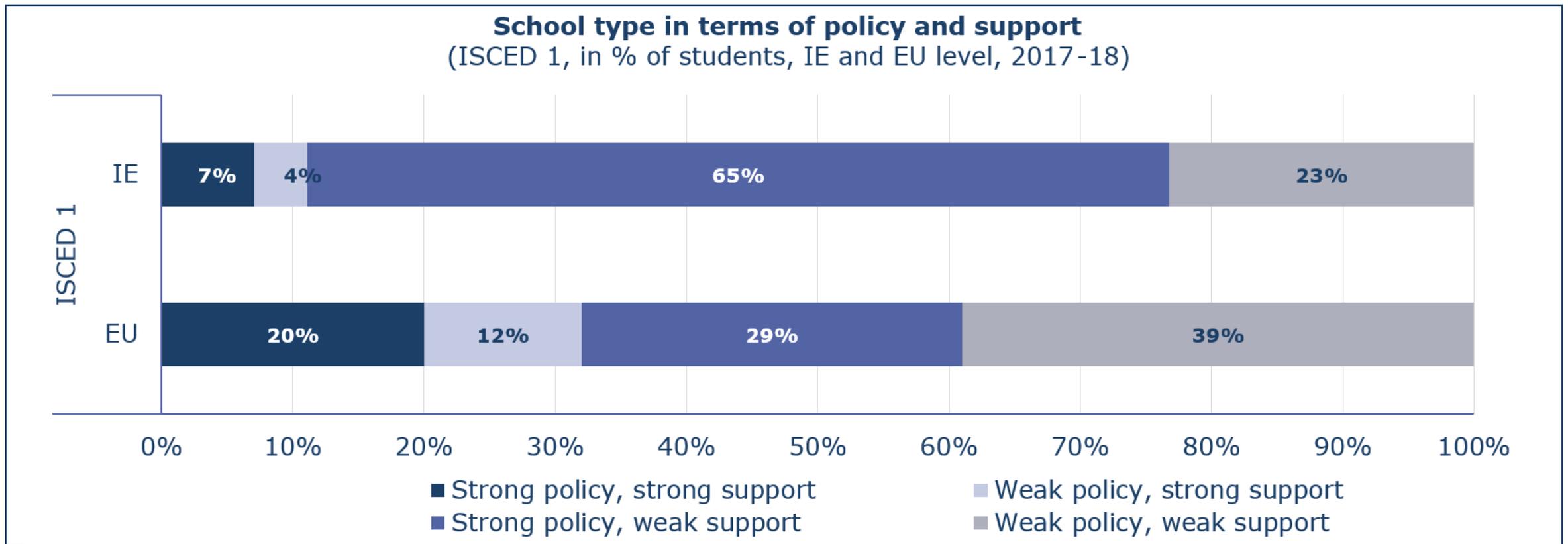
2. Schools' Internet speed



Key Findings

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

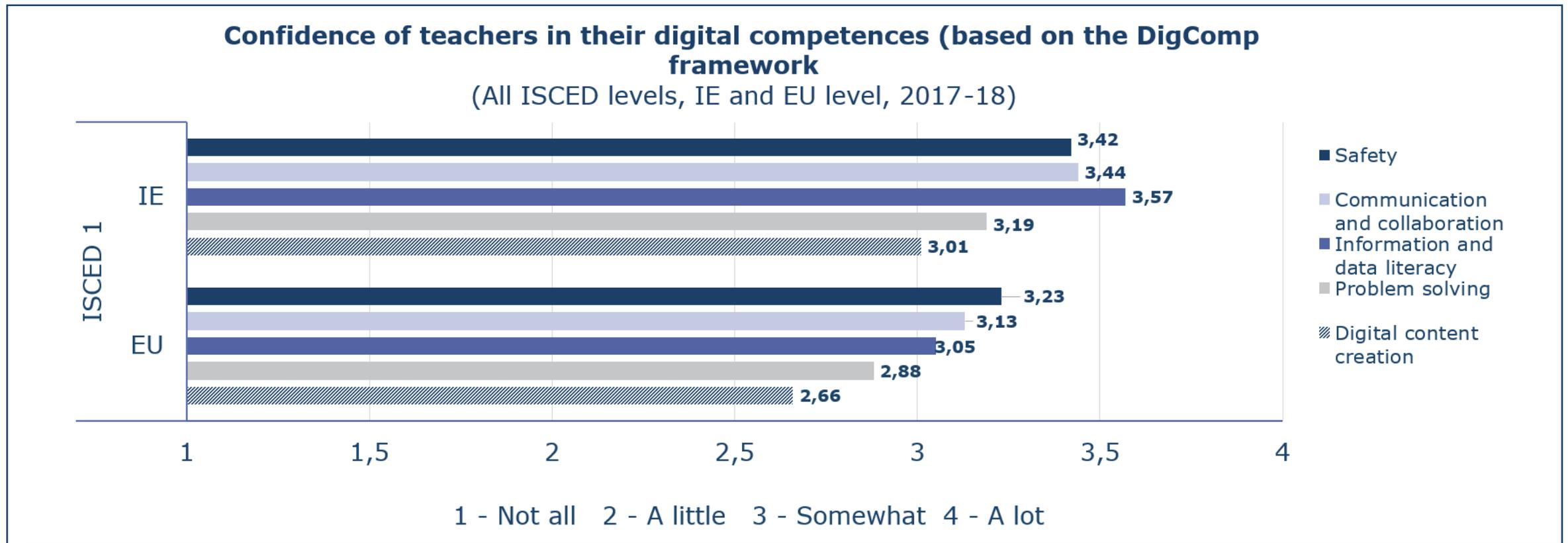
5. Share of digitally supportive schools



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

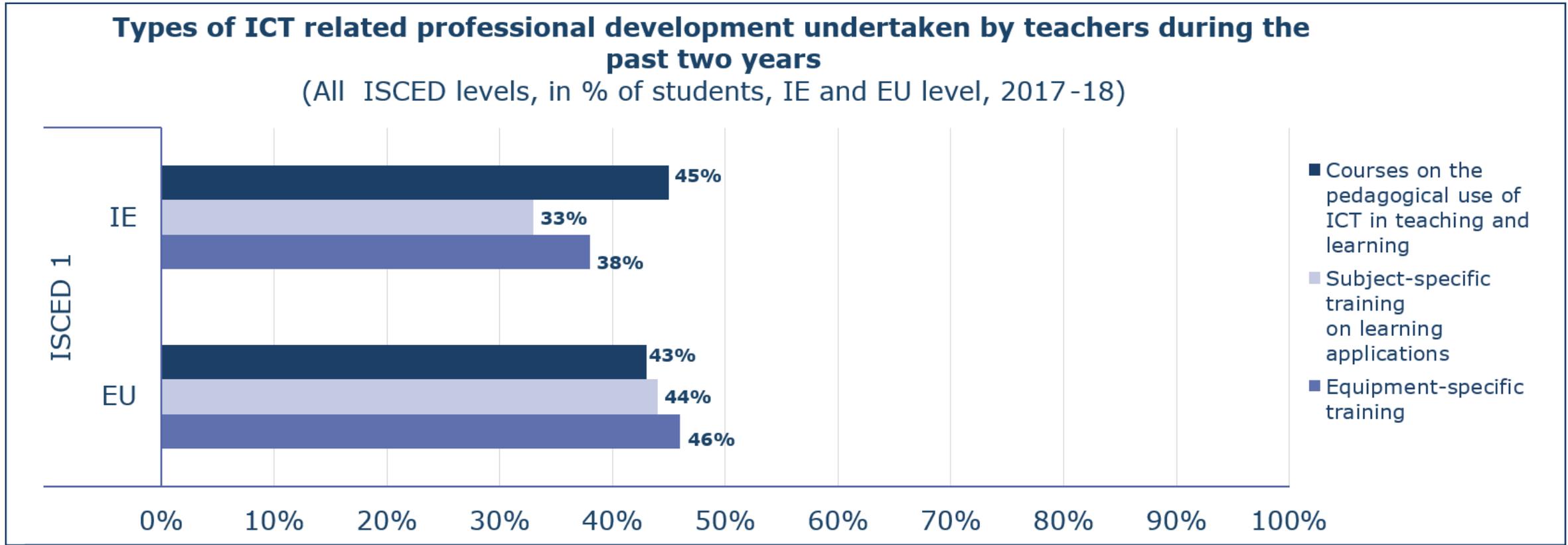
8. Teachers' confidence in their digital competence



Key Findings

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

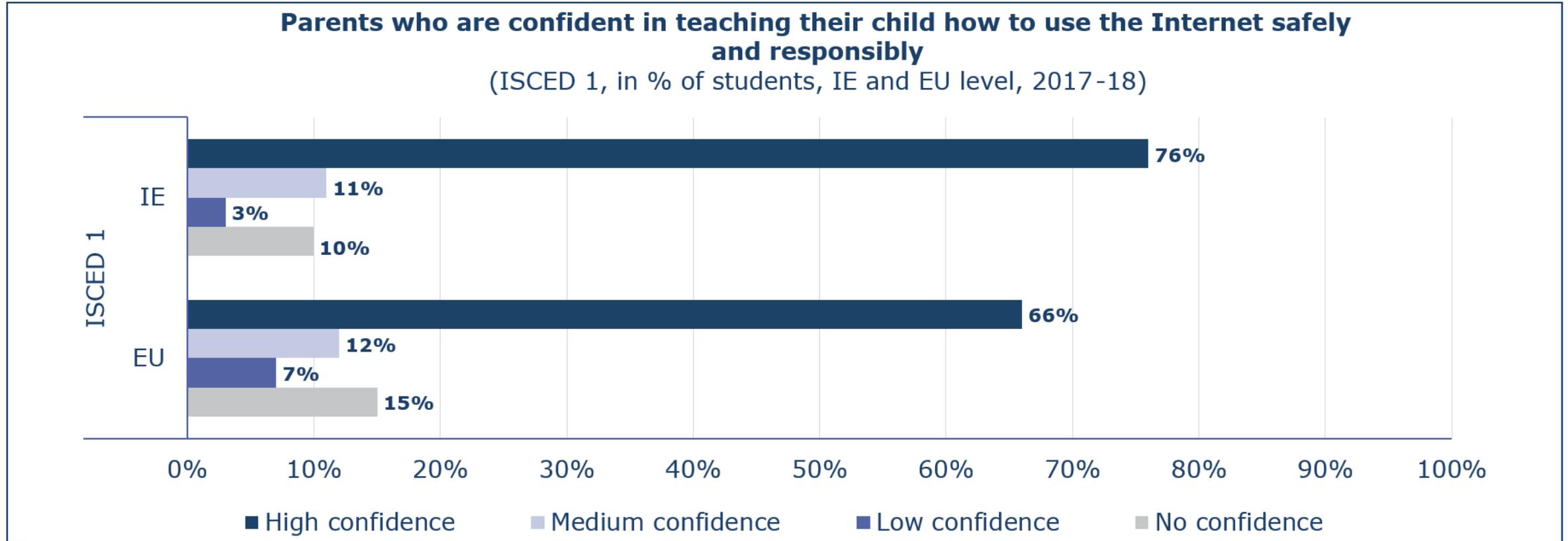
9. Type of training of teachers



Key Findings

- Lower share in Ireland at ISCED level 1 compared to the European average – except in courses on the pedagogical use of ICT in teaching and learning

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



Key Findings

- The share of parents in Ireland 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
Information and data literacy	<ul style="list-style-type: none"> • Searching, evaluating, managing data, information and digital content
Communication and collaboration	<ul style="list-style-type: none"> • Interacting, sharing, engaging, collaborating through digital technologies • Managing digital identity
Digital content creation	<ul style="list-style-type: none"> • Developing digital content, programming • Understanding Copyright and licences
Safety	<ul style="list-style-type: none"> • Protecting devices, personal data and privacy and well-being
Problem solving	<ul style="list-style-type: none"> • Solving technical problems • Identifying needs and technological responses and digital competence gaps

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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