



Study Objectives and Results: National Strategies for ICT in primary schools

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Roger Blamire – European Schoolnet

DRAFT, RESTRICTED CIRCULATION, NOT FOR FORWARD DISSEMINATION



Key results: policies

- Great variation across 209 866 primary schools: definition, ages, numbers, size, salaries, governance ...
- All 30 countries have had one or more strategies for ICT in primary schools
- Over 70 ICT policies, strategies and initiatives for primary schools identified
- Strategy types

Positioning of primary school ICT within wider education policies:

Integrated / discrete / absent

Focus mix:

Resources – People – Processes

Locus of control:

Top down <-> Bottom up

- Most frequent: infrastructure and teacher education



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Findings

Resources

From 3.1 to 32 computers per 100 pupils

Increasingly in classrooms not labs

72% of all primary schools have broadband (= 150,000)

Broadband in over two-thirds of schools in 20 countries

People

Some ICT-related training seems to be ineffective in terms of impact on teaching

ICT and pedagogical support is patchy and there are many different approaches

Initial teacher training often lacks an ICT dimension

Processes

22 countries include digital competence in the curriculum

Primary schools have increasing autonomy and accountability

Little or poor ICT planning in many schools



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