2nd Survey of Schools: ICT in Education

Italy Country Report

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

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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

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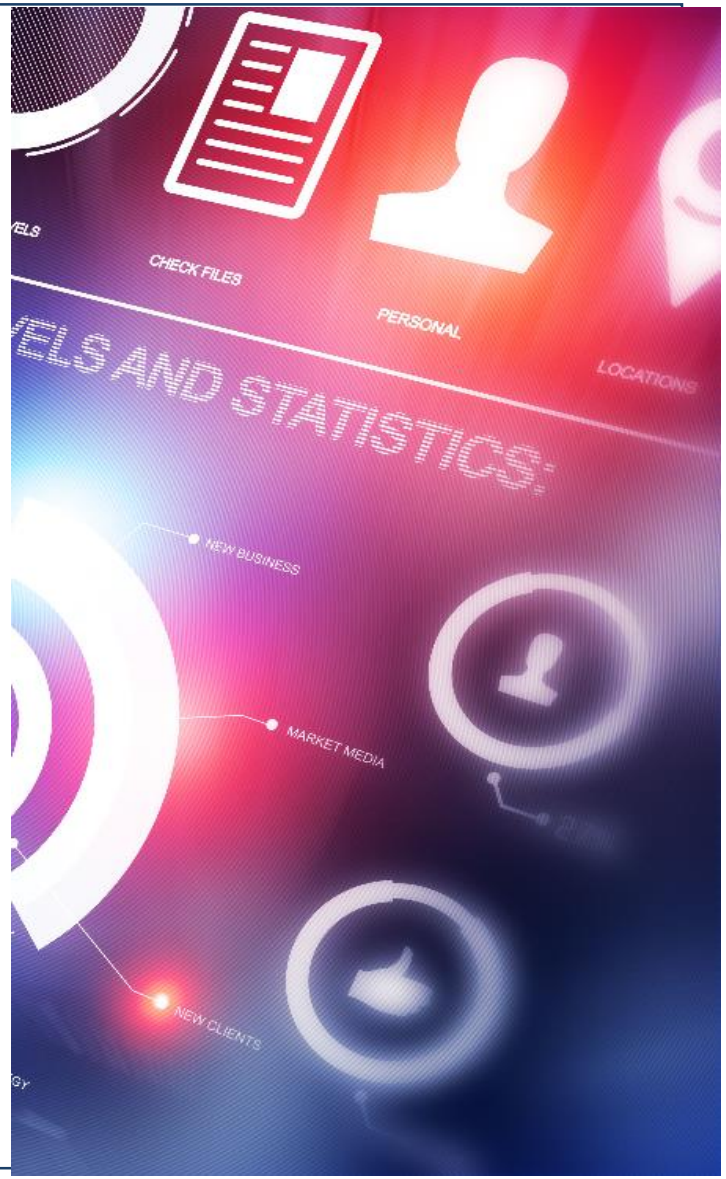
ISBN 978-92-79-99730-3
doi: 10.2759/899681

Italy

Country report on ICT in Education



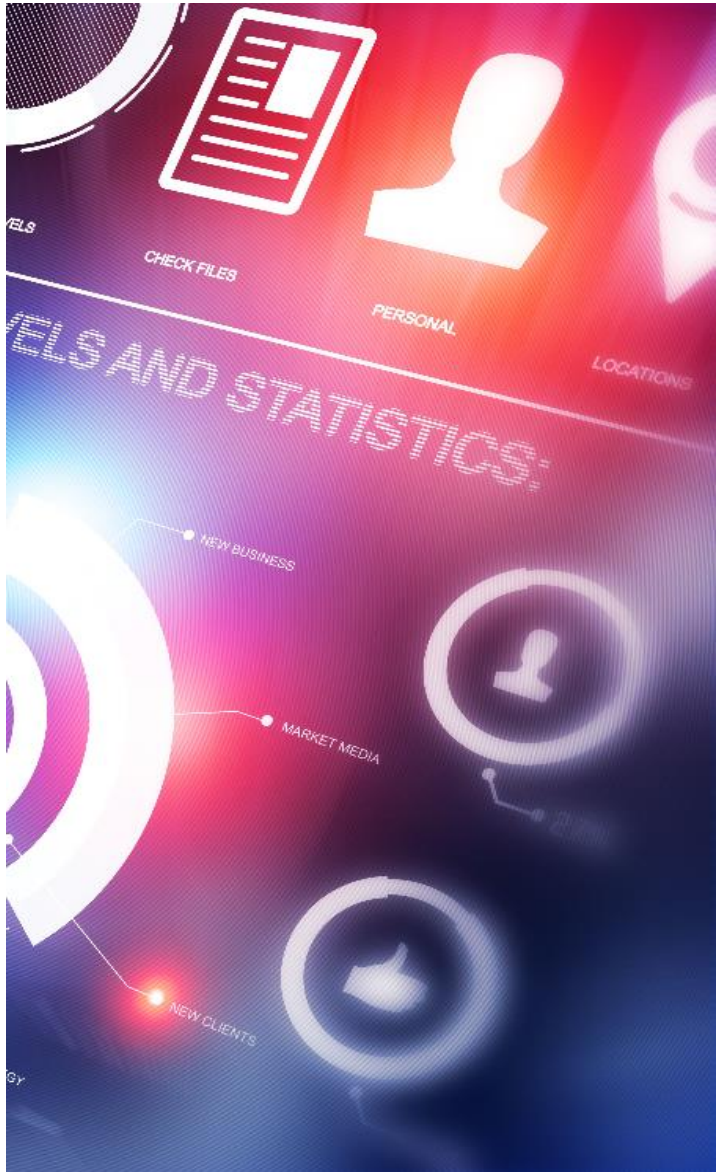
Objectives of the 2nd Survey of Schools

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

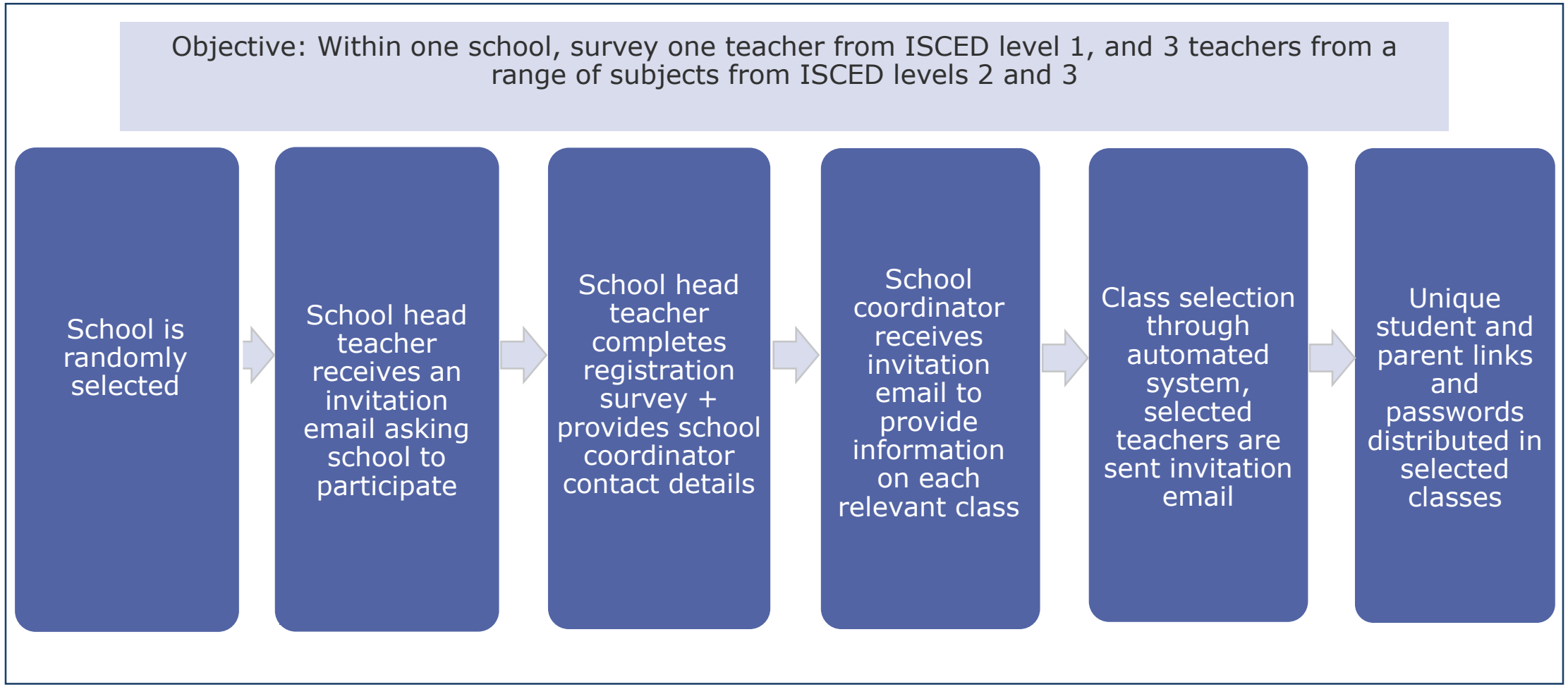
Target population:

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

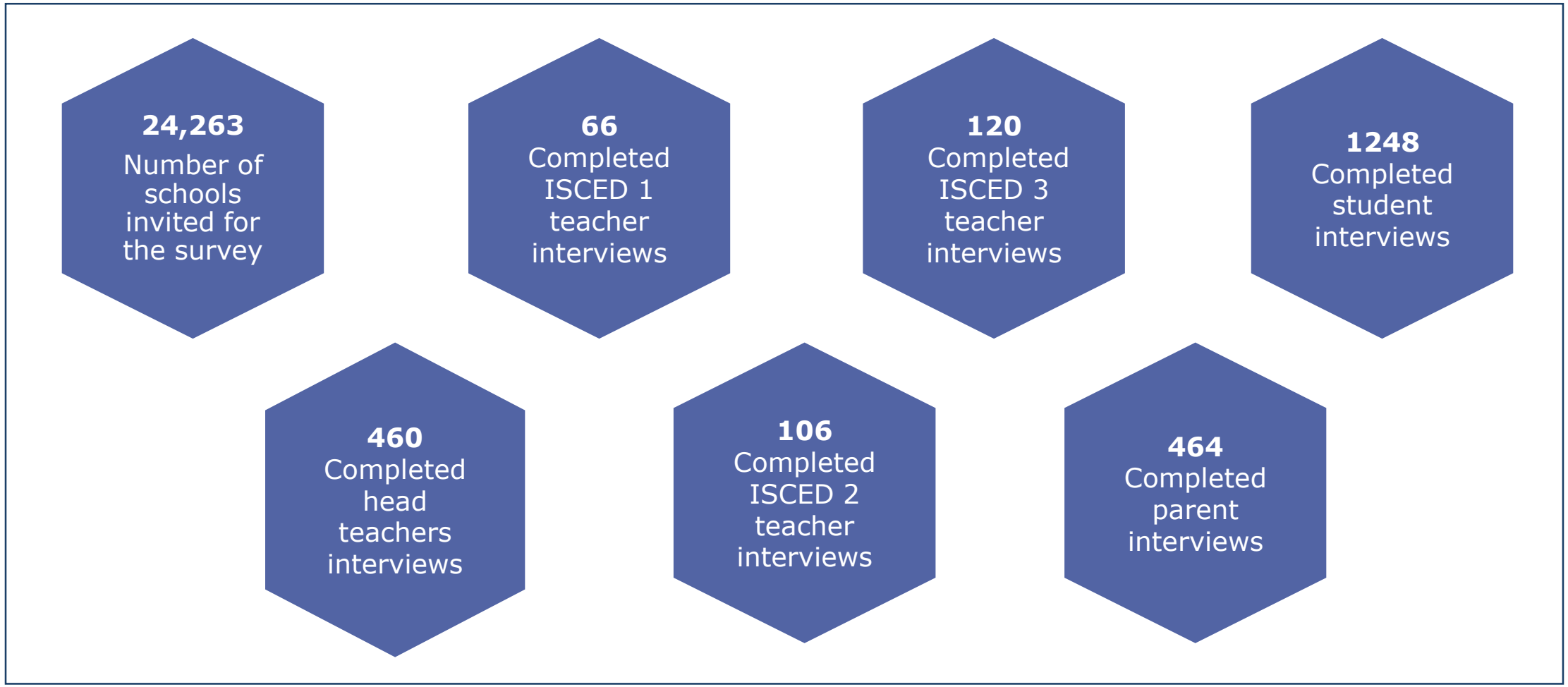
Methodology:

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

Sampling: class selection



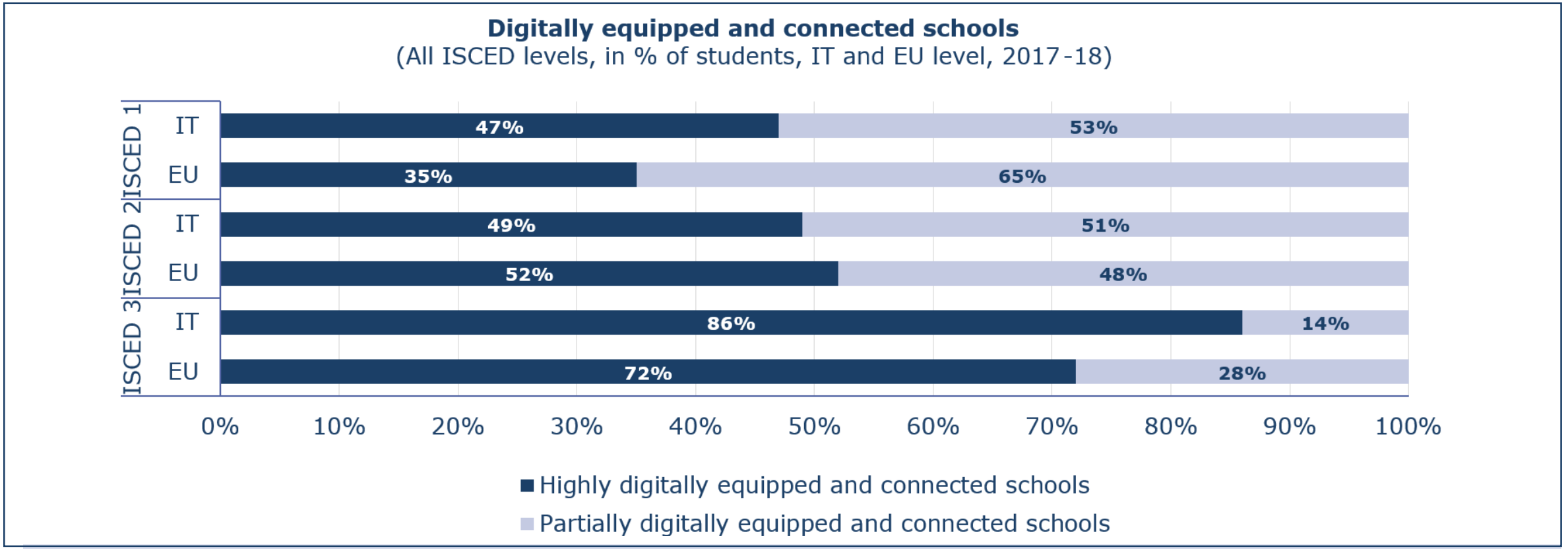
Key fieldwork statistics for Italy



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

*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.

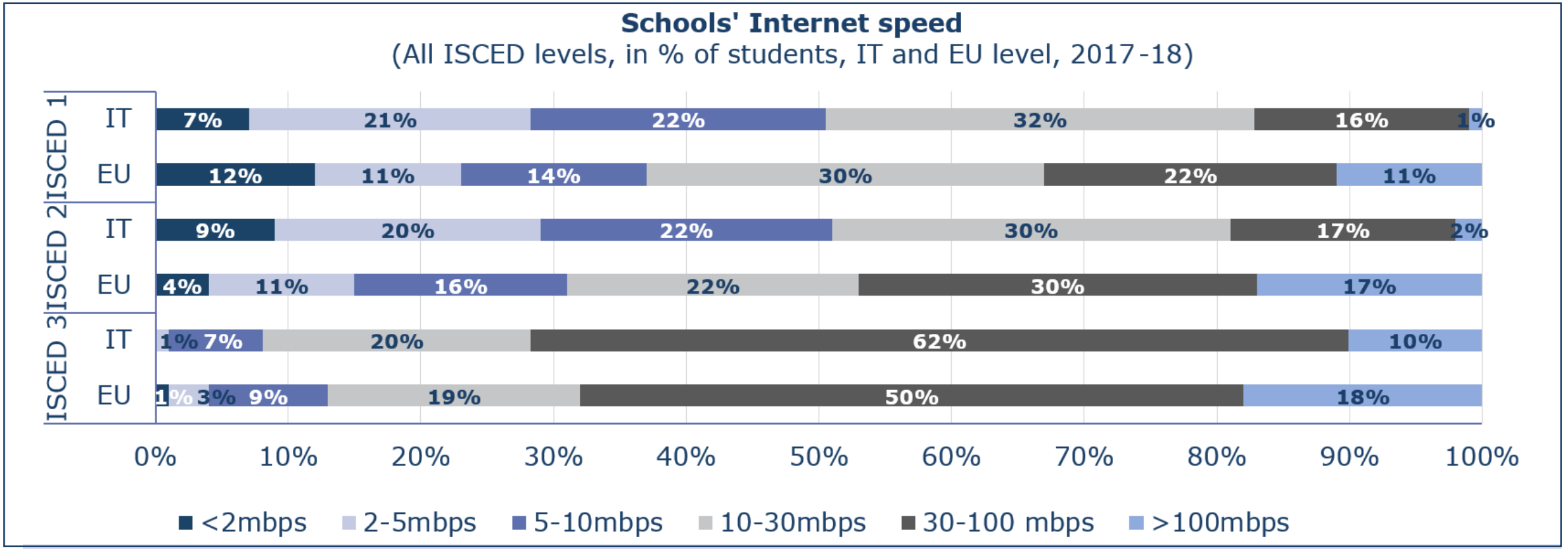
1. Share of digitally equipped and connected schools



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
- Compared to the European average there are slightly less highly digitally equipped and connected schools at ISCED level 2 and more highly digitally equipped and connected schools at ISCED levels 1 and 3

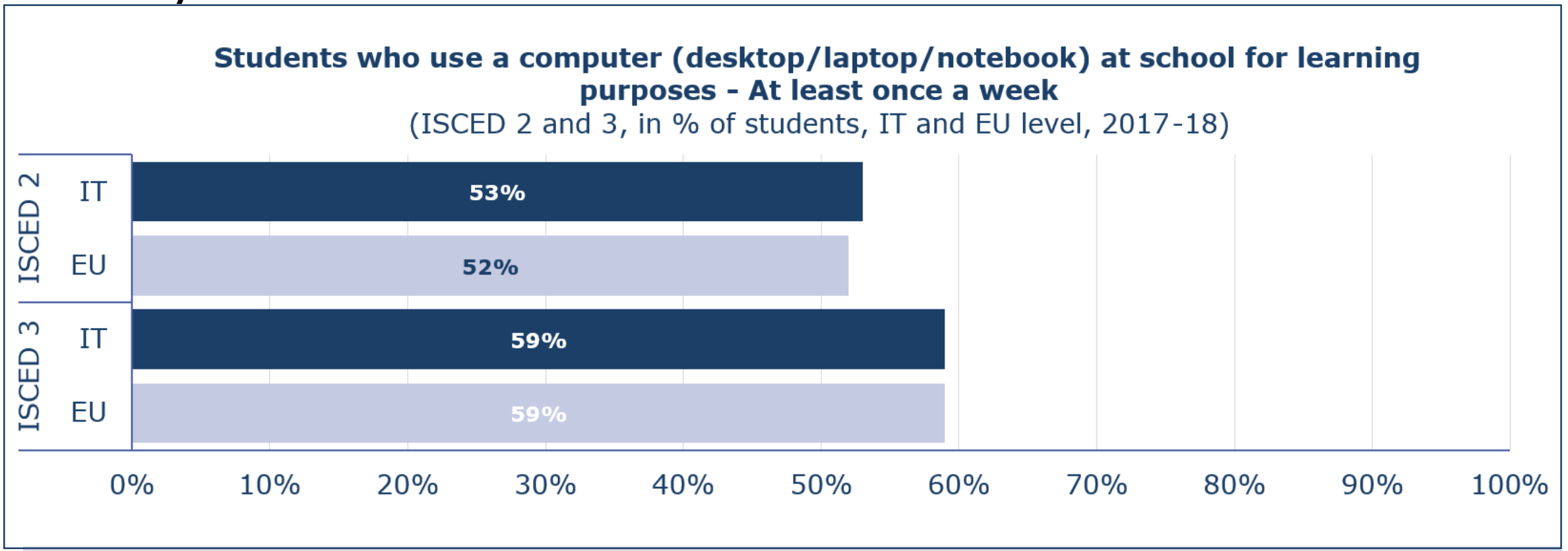
2. Schools' Internet speed



Key Findings

- High-speed connectivity above 100 mbps: lower share in Italy at all ISCED levels compared to the European average

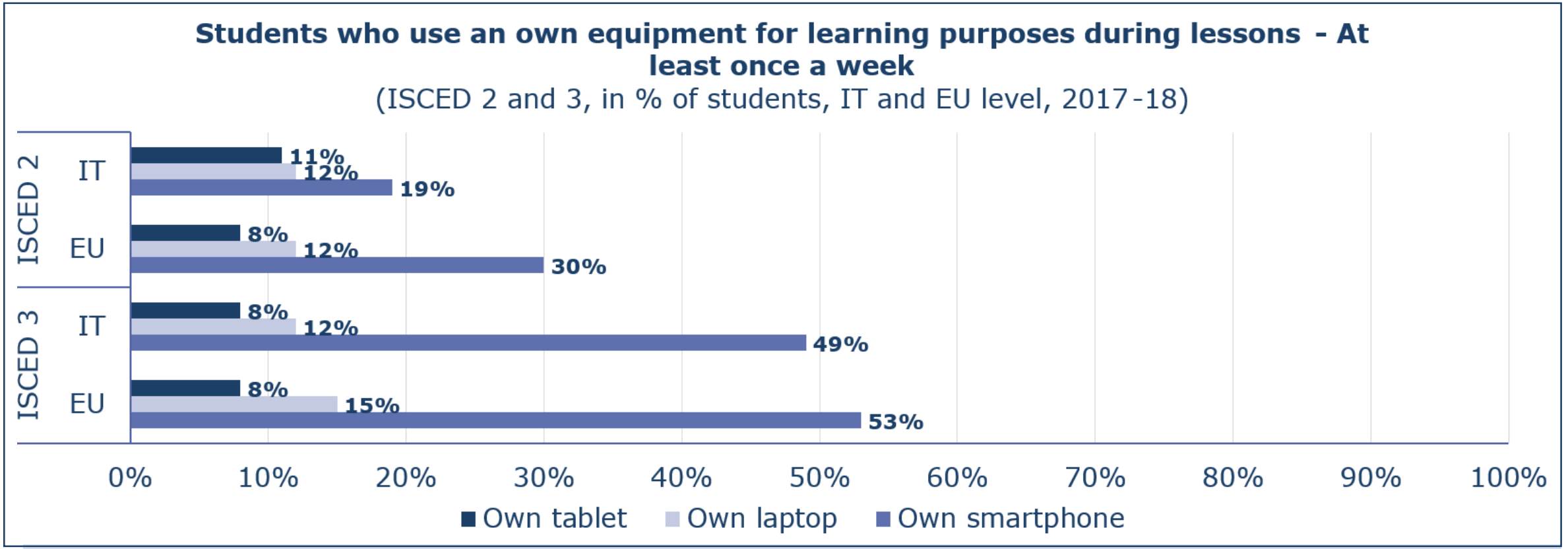
3. Share of students who use a computer at school on a weekly basis



Key Findings

- Values for Italy comparable to the European average

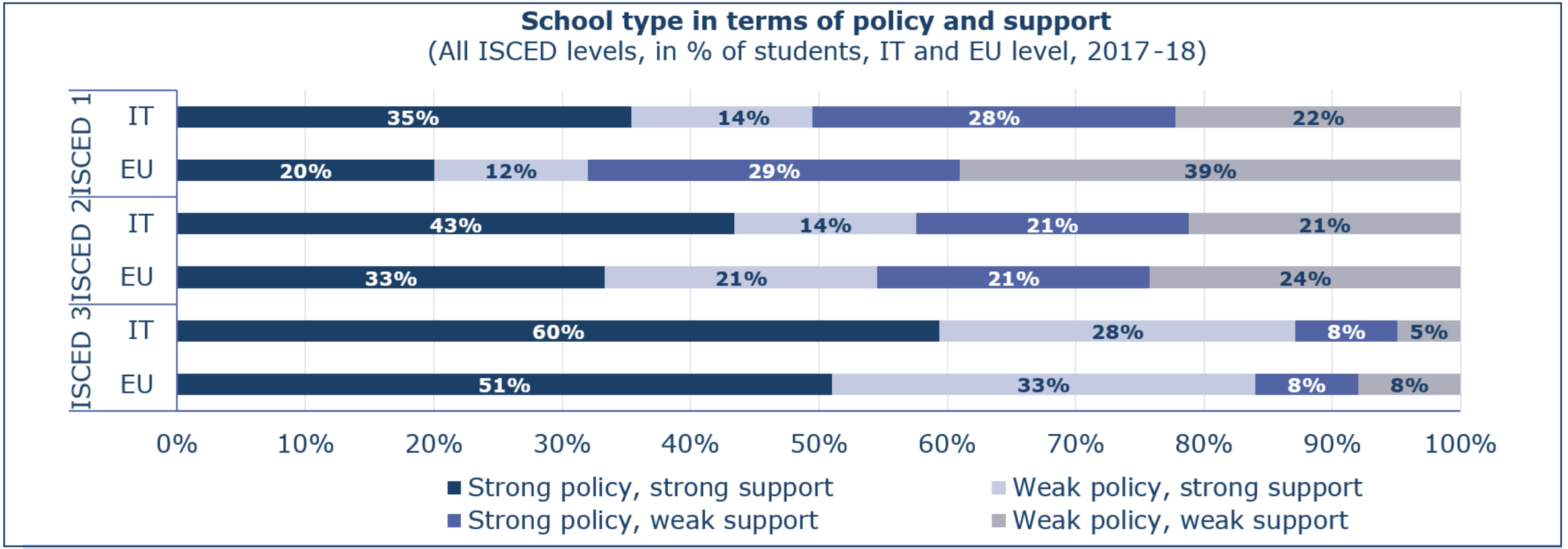
4. Own equipment used for learning



Key Findings

- At ISCED level 2, lower share for the use of own smartphones in Italy compared to the European average, while comparable for the use of own tablets and own laptops
- Lower share in Italy at ISCED level 3 compared to the European average for the use of own tablets, own laptops and own smartphones

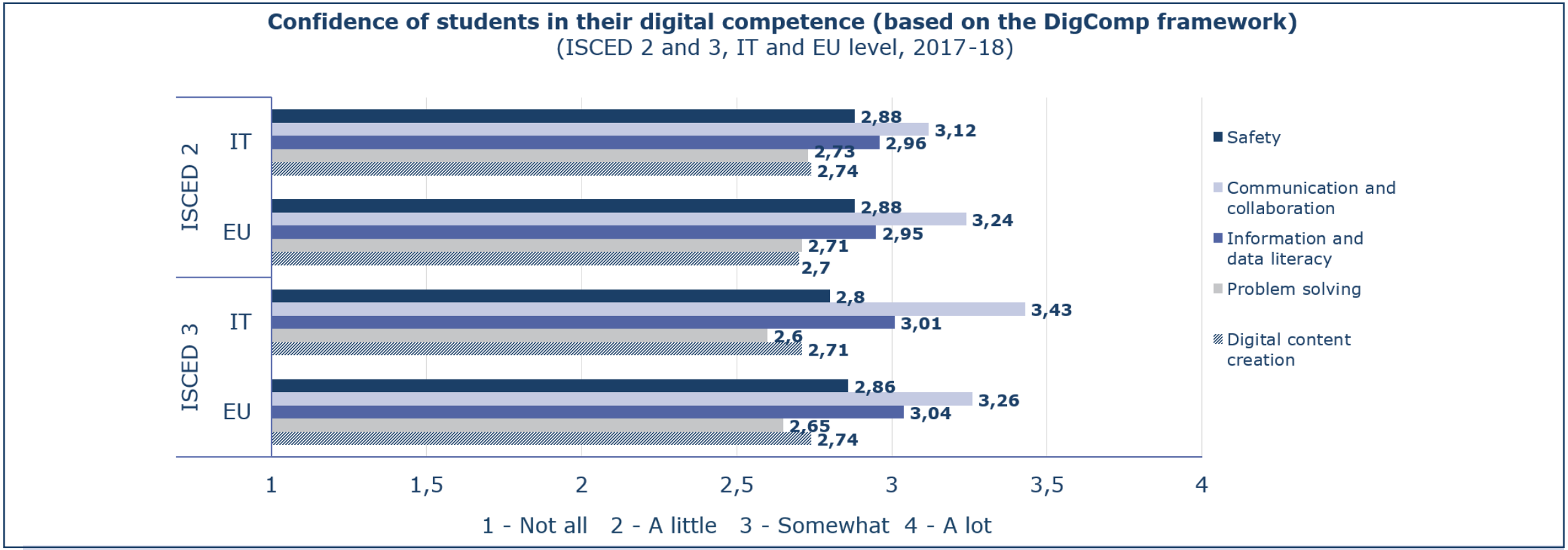
5. Share of digitally supportive schools



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: Higher share in Italy at all ISCED levels

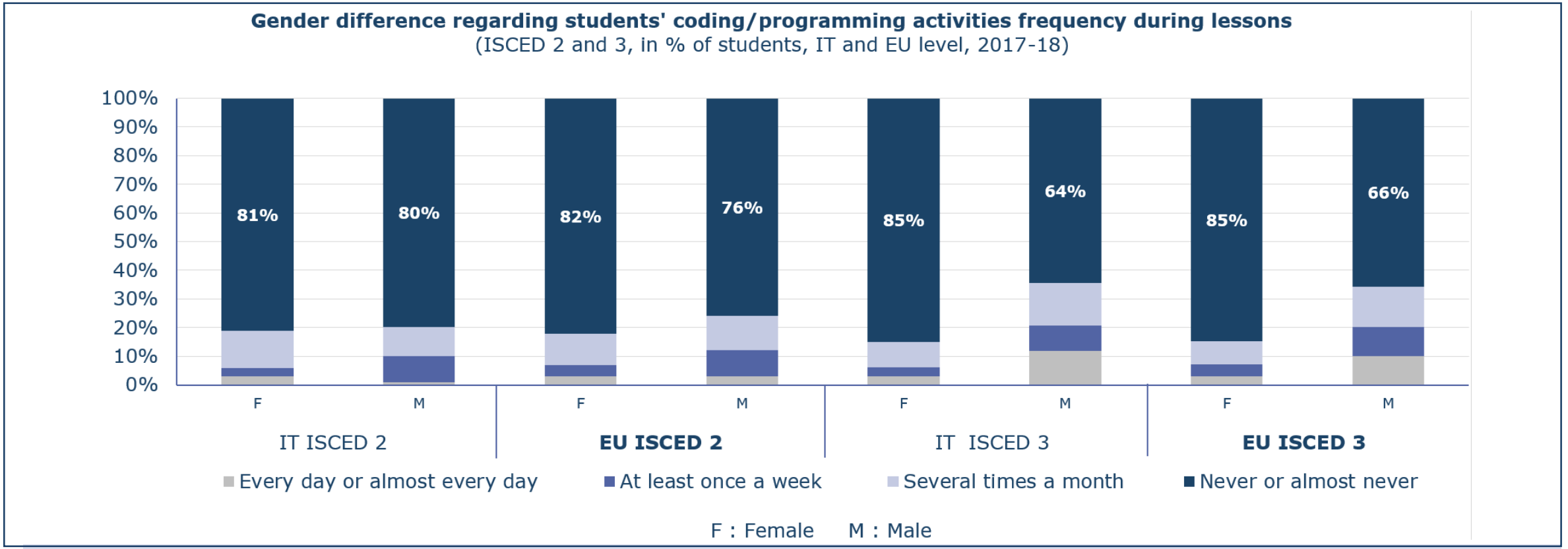
6. Students' confidence in their digital competence



Key Findings

- Digital competence is defined according to the DigComp framework, detailed on slide 17
- At ISCED levels 2 and 3: confidence of students in Italy in their digital competence comparable to European average – lower confidence in the area of communication and collaboration

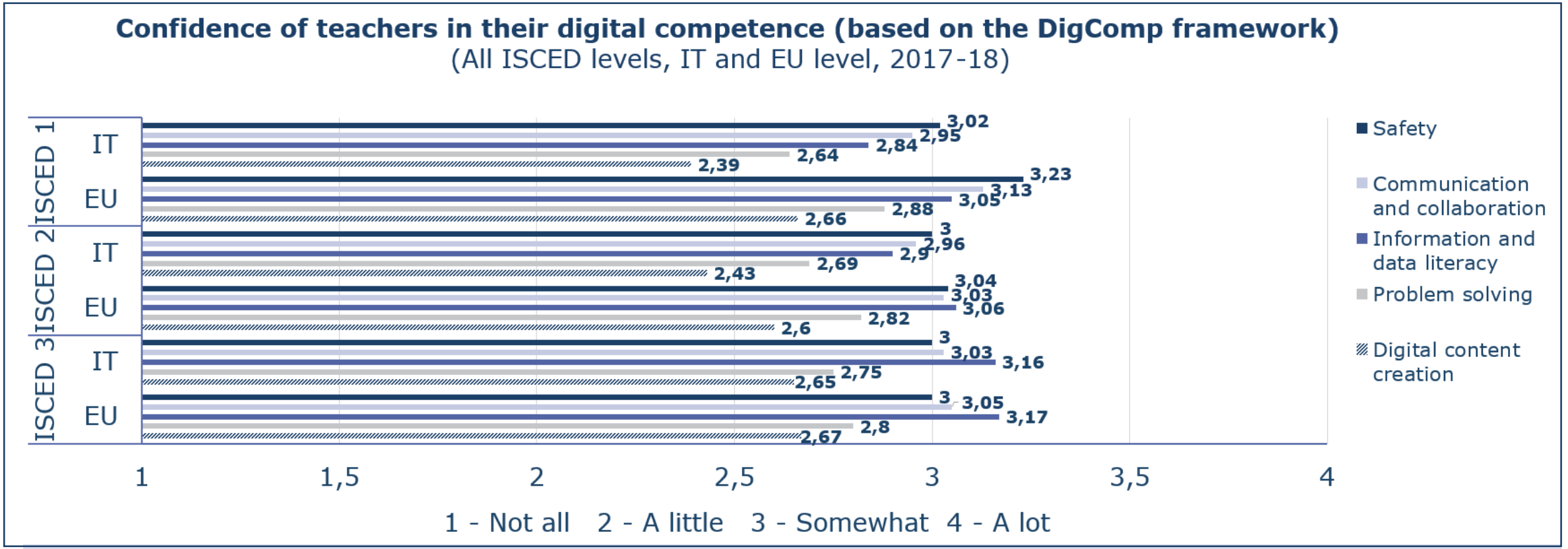
7. Coding/ programming activities of female vs. male students



Key Findings

- Female students less frequently engage in coding/programming compared to male students at ISCED levels 2 and 3
- At ISCED levels 2 and 3, the share of female and male students who never or almost never code and program apps or programs in Italy is comparable to the European average

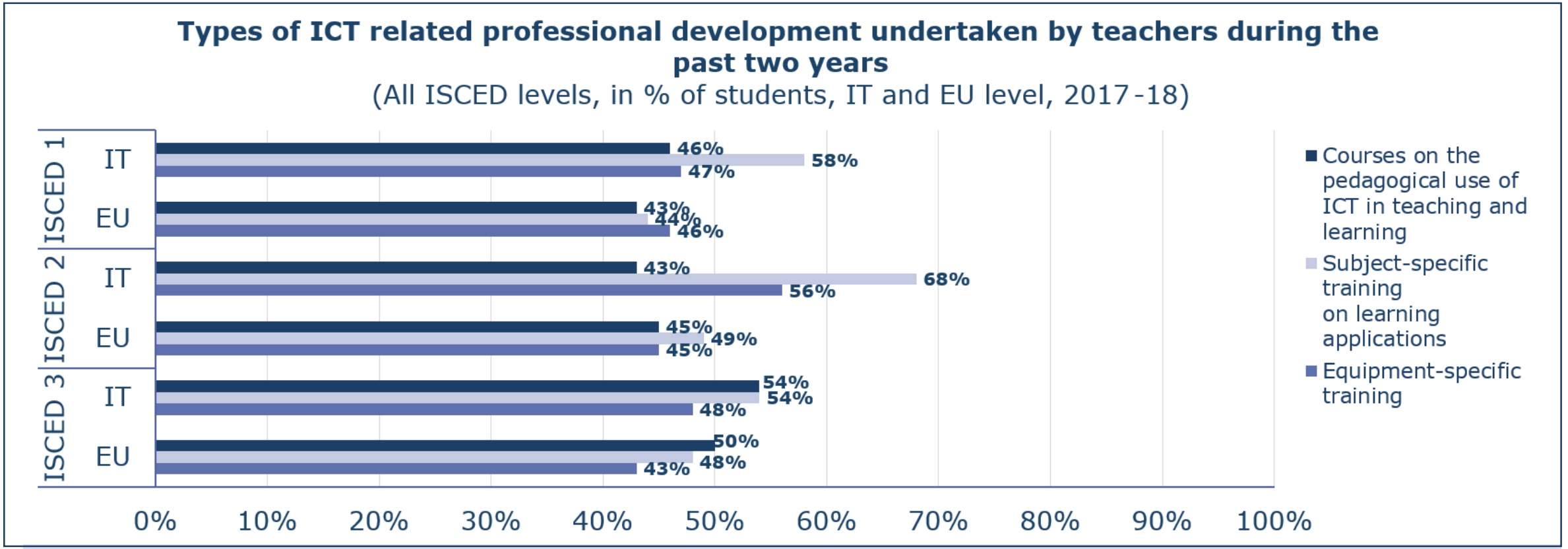
8. Teachers' confidence in their digital competence



Key Findings

- Digital competence is defined according to the DigComp framework, detailed on slide 17
- Slightly lower confidence of teachers in Italy at all ISCED levels in all digital competence areas compared to the European average

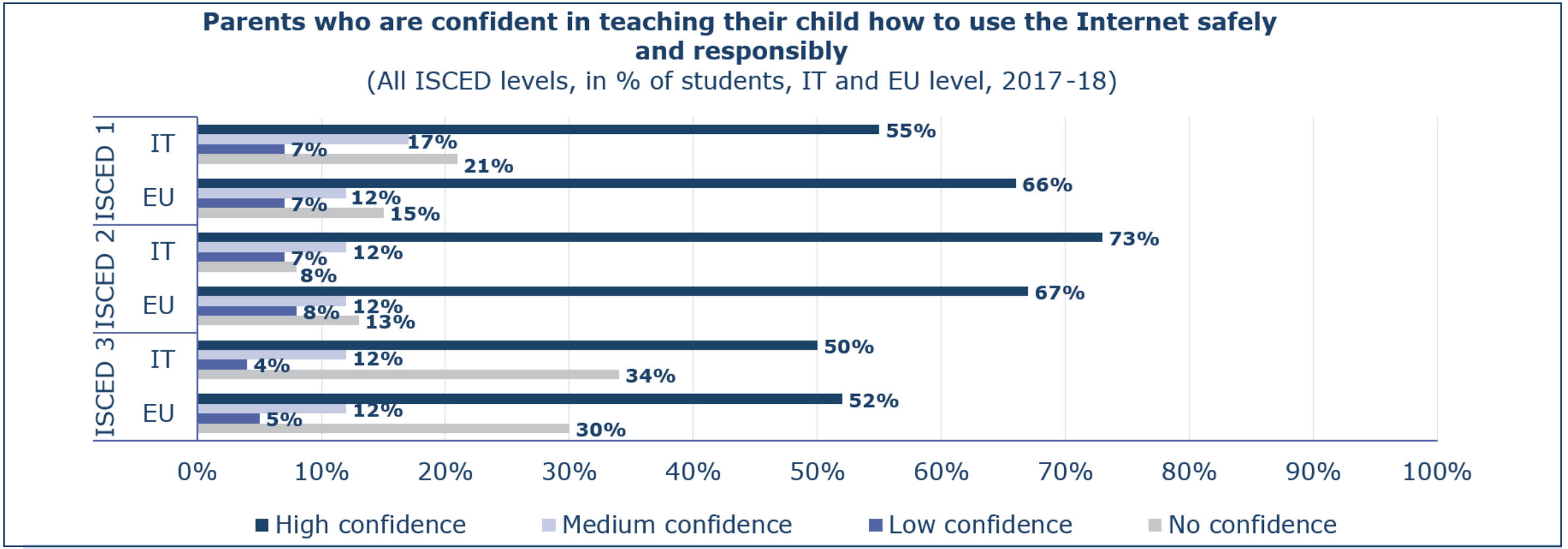
9. Type of training of teachers



Key Findings

- All ISCED levels: higher share of subject specific training on learning applications compared to the European average (except courses on the pedagogical use at ISCED level 2)

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



Key Findings

- The share of parents in Italy who feel "highly confident" in teaching their child to use the Internet safely and responsibly is higher at ISCED level 2 and lower at ISCED levels 1 and 2 compared to the European average

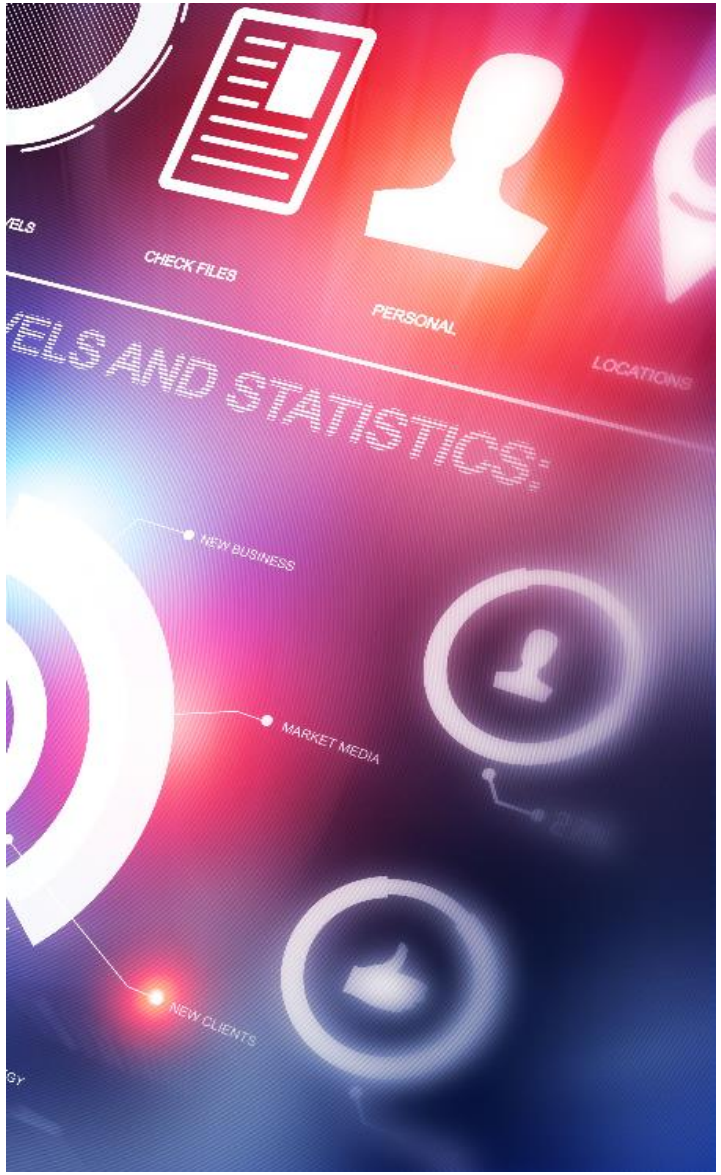
DigComp Framework

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	• Searching, evaluating, managing data, information and digital content
Communication and collaboration	• Interacting, sharing, engaging, collaborating through digital technologies • Managing digital identity
Digital content creation	• Developing digital content, programming • Understanding Copyright and licences
Safety	• Protecting devices, personal data and privacy and well-being
Problem solving	• 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.



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Luxembourg, Publications Office of the European Union

2019 – 22 pages

ISBN 978-92-79-99730-3
doi: 10.2759/899681

KK-02-19-092-EN-N

doi: 10.2759/899681 ISBN 978-92-79-99730-3