



University of Liege  
Psychology and  
Education

## SURVEY OF SCHOOLS: ICT IN EDUCATION

### COUNTRY PROFILE: ICELAND

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## 1. INTRODUCTION

### ICT IN THE SCHOOL EDUCATION SYSTEM OF ICELAND

In Iceland<sup>1</sup> education comes under the jurisdiction of the ministry of Education, Science and Culture. The municipalities are responsible for the operation of compulsory education with upper secondary schools run by the state. Education is compulsory from the age of six to sixteen. The costs of upper secondary education (post-16) are shared between the local authorities and the state and compulsory education funded almost completely by the municipalities. The ministry issues regulations and National Curriculum Guide which provides the details of how the law is to be implemented and defines more clearly the educational role of compulsory schools and the main objectives of instruction in individual subjects in accordance with that role.

According to Eurydice's **Key Data on Learning and Innovation through ICT at school in Europe**<sup>2</sup>, in Iceland there are national strategies covering training measures for ICT in schools, e-learning and e-skills development, and research projects<sup>3</sup> for ICT in schools and digital/media literacy. There are central steering documents for all ICT learning objectives<sup>4</sup> at secondary education level, except for using mobile devices, and at primary education level for knowledge of computer hardware and electronics, using a computer, using office applications, and searching for information. In primary and secondary schools ICT is taught as a general tool for other subjects/or as a tool for specific tasks in other subjects, and as a separate subject, and within technology as a subject. There are no recommendations, suggestions, or support provided for ICT hardware or for ICT software categories<sup>5</sup>. According to official steering documents, students at both primary and secondary level are expected to use ICT for complementary activities in all subjects, and teachers at all levels to use it in all subjects, except for primary level teachers in mathematics and the arts. There are no central recommendations on the use of ICT in student assessment. Public-private partnerships for promoting the use of ICT are encouraged for developing new modes of assessment.

### THE SURVEY OF SCHOOLS: ICT IN EDUCATION

In 2011, the European Commission Directorate General Communications Networks, Content and Technology<sup>6</sup> launched the Survey of Schools: ICT in Education, the primary goal of which is to benchmark countries' performance in terms of access, use and attitudes to ICT at grades 4, 8 and 11. The Survey of Schools is one of a series within the European Union's cross-sector benchmarking activities comparing national progress to Digital Agenda for Europe (DAE) and EU2020 goals. The

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<sup>1</sup> <https://webgate.ec.europa.eu/tpfis/mwikis/eurydice/index.php?title=Home>

<sup>2</sup> [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/129EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf), published in 2011, specifically the following tables and associated commentaries: A6, B6, B7, C2, C3, C4, C12 and E10

<sup>3</sup> from the following areas: ICT in schools, e-learning, e-inclusion, digital/media literacy, e-skills development

<sup>4</sup> i.e. knowledge of computer hardware and electronics, using a computer, using mobile devices, using office applications, searching for information, using multimedia, developing programming skills, and using social media

<sup>5</sup> from a range of hardware and software, i.e. computers, projectors or beamers, DVDs, videos, TV, cameras, mobile devices, e-book readers, smartboards, virtual learning environments; tutorial software, office applications, multimedia applications, digital learning games, communication software, digital resources.

<sup>6</sup> [www.ec.europa.eu/dgs/connect/](http://www.ec.europa.eu/dgs/connect/)

Survey is funded by the European Commission Communications Networks, Content and Technology Directorate General and is a partnership between European Schoolnet and the Service d'Approches Quantitatives des faits éducatifs in the Department of Education of the University of Liège. The survey took place between January 2011 and May 2012, with data collection in autumn 2011, and covered 31 countries (the EU27, Croatia, Iceland, Norway and Turkey). In four countries (Germany, Iceland, Netherlands and the United Kingdom) the response rate was insufficient, making reliable analysis of the data impossible; therefore the findings in this report are based on data from 27 countries. This country profile should be read in conjunction with the Report of the Survey of Schools: ICT in Education (the 'main report').

The full report, country profiles, background information, questionnaires, tables, details of the methodology and the raw data are freely available at <https://ec.europa.eu/digital-agenda/en/pillar-6-enhancing-digital-literacy-skills-and-inclusion>. The authors may be contacted at [essie-eu@eun.org](mailto:essie-eu@eun.org) and information about the survey is at <http://essie.eun.org>.

**PARTICIPATION**

For the Survey of Schools: ICT and Education, all schools in Iceland were selected at each of four levels (grade 4, 8, 11 general and 11 vocational) and invited to participate in the survey. Fig. 1.1 shows the percentage of those schools in which at least one survey questionnaire was submitted, the EU average ranging from 35 to 40 percent depending on the grade. In Iceland the mean response rate was 17 percent (45 schools), below the threshold of 20% required for the survey, and so no further analysis of those responses that were received was possible.

