Flash-EB 102 (+ 95) ..... Jan – Jun 2001 ....................... ZA 3591
D1. Sexe
[1] homme
[2] femme

D2. Age exact
[][] ans
[0 0] [REFUS/SR]

D3. Combien d’heures de cours donnez-vous par semaine en :
[LIRE]
[SI “NE SAIT PAS EXACTEMENT”, INSISTER POUR OBTENIR UNE APPROXIMATION]
a) primaire :

b) secondaire :

c) professionnel/technique :

[NSP/SR] → STOP INTERVIEW

[SI EN PRIMAIRE SEULEMENT, SAUTER D4]

D4. Quel est le sujet principal que vous enseignez?
[LIRE]
[UNE SEULE REPONSE. SI NECESSAIRE NE RETENIR QUE LA MATIERE JUGEE LA PLUS IMPORTANTE PAR LE REPONDANT]
- Sciences (Mathématiques, Biologie, Chimie, Physique, Géographie,...) ....................................................... 1
- Sciences sociales (Histoire, Economie,...) .............................. 2
- Sciences Humaines (Littérature, Philosophie, Art,...) ........... 3
- Langues ........................................................................ 4
- Cours professionnel/technique ....................................... 5
- Cours d'informatique/Internet .......................................... 6
- (autres) [SPECIFIER: ……]....................................................... 7

D1. Sex
[1] man
[2] woman

D2. Exact age
[][] years old
[0 0] [REFUSAL/NO ANSWER]

D3. How many hours per week do you teach in the following levels of education:
[READ OUT]
[IF “DON’T KNOW EXACTLY”, INSIST TO OBTAIN AN ESTIMATE]
a) in primary education :

b) in secondary education :

c) in professional/technical education :

[DK/NA] → STOP INTERVIEW

[IF ONLY IN PRIMARY EDUCATION, SKIP D4]

D4. What is the main subject that you teach?
[READ OUT]
[ONLY ONE ANSWER POSSIBLE. IF NEEDED, JUST CODE THE SUBJECT THAT IS CONSIDERED THE MOST IMPORTANT BY THE RESPONDENT]
- Sciences (Mathematics, Biology, Chemistry, Physics, Geography,...) ....................................................... 1
- Social sciences (History, Economy,...) .............................. 2
- Humanities (Literature, Philosophy, Art,...) ........... 3
- Languages ........................................................................ 4
- Professional/technical courses ....................................... 5
- Computing/Internet courses .......................................... 6
- (others) [SPECIFY: ……]....................................................... 7
Nous réalisons une étude pour la Commission européenne dans les 15 pays de l'Union européenne. Cette étude a pour sujet l'utilisation des ordinateurs et d'Internet à l'école.

1A. En moyenne, combien d'heures par semaine utilisez-vous Internet avec vos élèves dans le cadre de vos cours…

1B. Et en dehors de leur utilisation pour Internet, en moyenne combien d'heures par semaine utilisez-vous des ordinateurs avec vos élèves…

[SI « NE SAIT PAS EXACTEMENT », INSISTER POUR OBTENIR UNE APPROXIMATION]
[SI ENSEIGNE A PLUSIEURS NIVEAUX, LES DISTINGUER]
[CODER LES REPONSES AUX ENDROITS APPROPRIES]

<table>
<thead>
<tr>
<th>Q1A</th>
<th>Q1B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) en primaire?</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>b) en secondaire?</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>c) en professionnel/technique?</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
</tbody>
</table>

[NEVER] ➔ CODE 00
[MOINS DE UNE HEURE/SEMAINE, p.ex. 20 MINUTES] ➔ CODE 97
[PARFOIS, RAREMENT, TRES OCCASIONNEL ] ➔ CODE 98
[NSP/SR] ➔ CODE 99

[SI EN Q1A, ZERO POUR CHAQUE NIVEAU, POSER Q.2 PUIS ALLER A Q.5. DANS LES AUTRES CAS SAUTER LA Q.2]
2. Pourquoi n'utilisez-vous pas Internet dans le cadre de votre enseignement?  

[LIRE – PLUSIEURS REPONSES POSSIBLES]

a) vous ne voyez pas l'intérêt d'Internet pour votre programme d'enseignement. ......................................................... 1  
b) vous n'avez pas accès à des ordinateurs................................. 1  
c) vous n'avez pas accès à Internet à l'école .............................. 1  
d) vous n'avez pas accès à Internet dans votre classe.................. 1  
e) trop d'enfants ne sont pas familiarisés avec Internet............... 1  
f) l'information dont vous avez besoin n'est pas disponible sur Internet dans votre langue .................................................. 1  
g) vous ne savez pas comment utiliser Internet ........................... 1  
h) (autre) [SPECIFIER:..........................] ...................................... 1  
i) (NSP/SR) ....................................................................................... 1 

3. Que pensez-vous d'Internet comme outil d'enseignement dans le cadre de votre programme? Pensez-vous qu'Internet soit:…

[LIRE]

- utile, .................................................................................................. 1  
- occasionnellement utile, ................................................................. 2  
- pas utile? .......................................................................................... 3  
- (NSP/SR) .......................................................................................... 4 

4. Pensez-vous qu'Internet puisse modifier de manière significative la manière dont vous enseignez? Pensez-vous que:…

[LIRE]

- c'est déjà le cas, .................................................................................. 1  
- ce sera probablement le cas dans les 3 années à venir, ............... 2  
- ça prendra probablement plus de 3 ans, ...................................... 3  
- ce ne sera probablement jamais le cas? ....................................... 4  
- (NSP/SR) .......................................................................................... 5 

2. Why don’t you use the Internet in your teaching?  

[READ OUT - SEVERAL POSSIBLE ANSWERS]

a) you don't see the relevance of the Internet to your teaching programme................................................................. 1  
b) you have no access to computers .............................................. 1  
c) you have no access to the Internet at school ............................ 1  
d) you have no access to the Internet in your classroom............. 1  
e) too many children are not familiar with the Internet................. 1  
f) the information you need is not available on the Internet in your own language............................................................ 1  
g) you don't know how to use the Internet ................................... 1  
h) (other) [SPECIFY:..........................] ............................................ 1  
i) (DK/NA) .......................................................................................... 1 

3. What is your opinion on the Internet as a tool to support your teaching programme? Do you think that the Internet is:…

[READ OUT]

- useful, ................................................................................................. 1  
- occasionally useful, ......................................................................... 2  
- not useful? .......................................................................................... 3  
- (DK/NA) ............................................................................................. 4 

4. In your opinion, is the Internet likely to lead to significant changes in the way you teach? Do you think that:…

[READ OUT]

- it is already the case, ......................................................................... 1  
- it will probably be the case in the next 3 years, ............................ 2  
- it will probably take longer than 3 years, ..................................... 3  
- it will probably never be the case ? ................................................. 4  
- (DK/NA) ............................................................................................. 5
5. Avez-vous reçu une formation officielle pour utiliser dans votre enseignement :

[LIRE - PLUSIEURS REPONSES POSSIBLES]

a) des ordinateurs? .................................................................1
b) Internet? ..............................................................................1

[FIN DE L'INTERVIEW - REMERCIER LE REPONDANT]
This telephone survey on THE TEACHERS AND THE INFORMATION SOCIETY has been conducted for the European Commission. It consisted in two EUROPEAN FLASH SURVEYS, organized and managed by the DG Press and Communication -Unit B/1.

The interviews have been conducted: for the first step between the 24th of JANUARY and 16th of FEBRUARY 2001, and for the second step between the 7th of MAY and 20th of JUNE 2001. Each time by these EOS GALLUP EUROPE Institutes:

Belgique DIMARSO - BRUXELLES Belgium
Danemark GALLUP - KOBENHAVN Denmark
Allemagne EMNID - BIELEFELD Germany
Grêce ICAP - ATHENS Greece
Espagne DEMOSCOPIA - MADRID Spain
Finlande SUOMEN GALLUP - ESPOO Finland
France SOFRES - MONTRouGE France
Irlande IRISH MKTG SURVEYS - DUBLIN Ireland
Italie DOXA - MILANO Italy
Luxembourg ILReS - LUXEMBOURG Luxemburg
Pays-Bas NIPO - AMSTERDAM Netherlands
Autriche ÖSTERREICHISCHES GALLUP - VIENNA Austria
Portugal METRIS - LISBOA Portugal
Suède SVENSKA GALLUP - STOCKHOLM Sweden
Royaume Uni NOP - LONDON United Kingdom

The targets for this Flash Eurobarometer have been defined by the European Commission as: all the teachers of pupils aged up to 18 years old. A sample as representative as possible of this “universe” has been drawn in each country by the different EOS Institutes conducting the interviews.

For the first step of this survey, in January/February 2001, the sample sizes in each of the 15 Member States had been defined in proportion of the known distribution of the schools within the European Union. As a consequence some of the national samples revealed to be too small to give accurate results. Thus the Commission decided, in a second step, to increase these small samples in order to get results of the same accuracy in each Member State. These additional interviews form the second step of the survey, conducted in May 2001.

In Denmark the first step of the survey has been dropped out - for technical reasons - and all the interviews for this country have been conducted during the second step, in May 2001.

The current sample sizes are detailed in the following table, for each step of the survey (Flash 95 and Flash 102), and for the total.
As the total repartition of these interviews does not correspond anymore to the teachers or pupils repartition within the European Union, a weighting factor has been applied to the national samples to establish the «EUROPEAN UNION TOTAL».

The base used for this weighting was the population size in each Member State. As a consequence each individual country influences the «EUROPEAN UNION TOTAL» in proportion of its total population.

FLASH 95/102 : «ENSEIGNANTS - TEACHERS» - 02-06/2001

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Sample description following the criteria used for the analysis :
(1) Interviews conducted = Statistical bases for the confidence limits
(2) Weighted interviews = Sample patterned on the EU15 countries populations
(3) % on weighted total = Pattern of the sample after weighting

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| FLASH 95 | FLASH 102 | TOTAL |
| +--------+----------+-------|
| (1)     | (1)      | (2)   |
| Conducted| Conducted| Weighted| % on total|
| +--------+----------+---------+------------|
| BELGIQUE . . . . . . | 230    | 275 | 505 | 258 | 2.7% |
| DANMARK . . . . . . | 0   | 503 | 503 | 133 | 1.4% |
| DEUTSCHLAND . . . . . . | 996 | 0 | 996 | 2078 | 21.9% |
| ELLAS . . . . . . . | 150 | 350 | 500 | 266 | 2.8% |
| ESPANA . . . . . . . | 699 | 0 | 699 | 1003 | 10.6% |
| FRANCE . . . . . . | 1125 | 0 | 1125 | 1471 | 15.5% |
| IRELAND . . . . . . | 100 | 400 | 500 | 92 | 1.0% |
| ITALIA . . . . . . | 1202 | 0 | 1202 | 1464 | 15.4% |
| LUXEMBOURG . . . . | 51 | 343 | 394 | 10 | .1% |
| NEDERLAND . . . . | 120 | 319 | 439 | 394 | 4.2% |
| ÖSTERREICH . . . . | 150 | 349 | 499 | 205 | 2.2% |
| PORTUGAL . . . . . | 200 | 300 | 500 | 253 | 2.7% |
| FINLAND . . . . . . | 100 | 399 | 499 | 131 | 1.4% |
| SWEDEN . . . . . . | 150 | 350 | 500 | 225 | 2.4% |
| UNITED KINGDOM . . | 618 | 0 | 618 | 1494 | 15.8% |

+--------------------------+
| TEACHING LEVELS           |
| Primary . . . . . . . . . | 2876 | 2079 | 4955 | 4460 | 47.1% |
| Secondary . . . . . . . . | 2919 | 1558 | 4477 | 4965 | 52.4% |
| Technical . . . . . . . . | 546 | 260 | 806 | 722 | 7.6% |

+--------------------------+
| Sciences . . . . . . . . . | 788 | 429 | 1227 | 1266 | 13.7% |
| Social sciences . . . . . . | 438 | 163 | 601 | 770 | 8.3% |
| Humanities . . . . . . . . | 594 | 174 | 768 | 970 | 10.5% |
| Languages . . . . . . . . . | 456 | 324 | 780 | 729 | 7.9% |
| Prof./technical . . . . . . | 273 | 159 | 432 | 401 | 4.3% |
| Computing . . . . . . . . . | 353 | 159 | 512 | 630 | 6.8% |
| Others, general . . . . . . | 153 | 93 | 246 | 277 | 3.0% |
| Primary educati . . . . . . | 2756 | 1825 | 4581 | 4215 | 45.5% |

+--------------------------+
| Comput. trained . . . . . | 3119 | 2133 | 5252 | 5083 | 53.6% |
| Int. trained . . . . . . . | 2057 | 1493 | 3550 | 3422 | 36.1% |
| No training . . . . . . . . | 2677 | 1408 | 4085 | 4239 | 44.7% |

+--------------------------+
| Men . . . . . . . . . . . . | 2379 | 1675 | 4054 | 3951 | 41.7% |
| Women . . . . . . . . . . . | 3512 | 1913 | 5425 | 5528 | 58.3% |

+--------------------------+
| 20-29 years old . . . . . | 553 | 401 | 954 | 916 | 9.8% |
| 30-39 years old . . . . . | 1236 | 867 | 2103 | 1903 | 20.3% |
| 40-49 years old . . . . . | 2113 | 1226 | 3339 | 3403 | 36.4% |
| 50 years old &+ . . . . . | 1927 | 1033 | 2960 | 3140 | 33.5% |

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1. The questionnaire prepared for this survey is reproduced in French and in English. It must be underlined that the questions 5, 6, 8, 9 & 10 have not been included in the second step of the survey, for budgetary reasons.

2. The translations have been realized into each national language by the Institutes listed above.