United Nations Educational, Scientific and Cultural Organization

UNESCO INSTITUTE for STATISTICS

UIS/E/ICT/2014

Montreal, September 2014

Country: _____

QUESTIONNAIRE ON STATISTICS OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN EDUCATION

Academic year ending in 2014 or most recent

This questionnaire is designed to collect recent statistics in order to produce policy relevant indicators on key aspects of ICT in education. The data will be disseminated on the UNESCO Institute for Statistics (UIS) website and published in reports prepared by UNESCO, other UN agencies and public and private institutions or individuals.

1. Please return the completed questionnaire before **19 December 2014**. To submit the electronic questionnaire directly to the UIS, please click on the **[Submit]** button at the end of the questionnaire or email it to: **uis.survey@unesco.org**

2. Before completing this questionnaire, education programmes should first be classified by level according to the 2011 revision of the **International Standard Classification of Education (ISCED 2011)**. The UIS will use the ISCED 2011 mapping of your country to validate your data submission. If your country does not have a recent ISCED mapping or if there have been subsequent changes to your national education system, please download and complete or update the questionnaire on National Education Systems (UIS/ED/ISC11) which is available on our Questionnaire Website at: http://www.uis.unesco.org/publications/iscedmaps.

3. Adobe Reader 8.0 or greater is required to complete this questionnaire. Please refer to the Glossary and the Data Entry Manual before completing the questionnaire.

4. Please provide comments to explain data coverage or any errors that are flagged in the questionnaire. To enter comments in the electronic questionnaire, press the [Shift] key and left mouse button simultaneously.

5. Please do not leave any cell blank. The following codes should be used whenever figures are not available:

   a = category is not applicable
   m = data missing (or not available)
   n = quantity nil
   x = data included in another category (to be indicated with a comment)

   Provisional or estimated figures should be marked with an asterisk (*).

6. For any queries concerning the questionnaire, please contact the UIS at: **uis.survey@unesco.org**

RESPONDENT INFORMATION

Please provide details below of the person(s) responsible for completing this questionnaire. Required fields are marked with an asterisk (*).

Respondent 1: Person in charge of completing the questionnaire

- ○ Mr
- ○ Ms

Family name * _____ First name _____

Job title (or position) _____

Name of institution * _____

Address _____ City _____

Country * _____ Postal code _____

Telephone: Country code _____ Area code _____ Number _____ Extension _____

Fax: Country code _____ Area code _____ Number _____

Mobile: Country code _____ Area code _____ Number _____

Email * _____ Institutional website _____

Respondent 2: Head of the institution (if different from Respondent 1)

- ○ Mr
- ○ Ms

Family name _____ First name _____

Job title (or position) _____

Name of institution _____

Address _____ City _____

Country _____ Postal code _____

Telephone: Country code _____ Area code _____ Number _____ Extension _____

Fax: Country code _____ Area code _____ Number _____

Mobile: Country code _____ Area code _____ Number _____

Email _____ Institutional website _____

SECTION A. GENERAL INFORMATION

Reference period

A.1 Please indicate the reference year of data provided in this questionnaire:

A.1.1 The academic year ended on: _____ * required field

A.1.2 The financial year ended on: _____ * required field

Source

Please provide the Ministry or department and main data source (name of publication, database, website, etc.) for each section of the questionnaire. Where they exist, please attach or send by mail related ICT in education policy or plan documents, including the laws or describing the function and role of any regulatory institutions.

A.2 Please provide the main data source for each section of the questionnaire:

Section	Ministry/Department	Data source
Policy and curriculum		
Government expediture		
ICT infrastructure		
Computers		
Enrolment		
Teaching staff		

A.3 Do the data provided in this questionnaire correspond to your national ISCED 2011 mapping?

- ◯ Yes
- ◯ No
- ◯ Do not know

SECTION B. POLICY AND CURRICULUM

B.1 Does your country have a national policy, plan, law or regulatory mechanism to promote and/or implement the integration of ICT in education? (please select all boxes that apply for each ISCED level)

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)
National policy	☐	☐	☐
National plan	☐	☐	☐
National law	☐	☐	☐
Regulatory mechanism	☐	☐	☐

B.2 Do any of the existing ICT in education policies, plans and/or laws address equality and/or equity in favour of the following? (please select all boxes that apply for each ISCED level)

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)
Gender	☐	☐	☐
Poor groups	☐	☐	☐
Rural areas	☐	☐	☐
Persons with special needs	☐	☐	☐
Minority	☐	☐	☐
Other	☐	☐	☐

If other, please specify: _____

B.3 Does the education curriculum include a course on basic computer skills or computing? (please select all boxes that apply for each ISCED level)

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)
Select the levels which apply	☐	☐	☐

B.4 Please indicate for which subjects and grades (all or some), recommendations exist to use ICTs to support teaching and/ or learning:

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)
All Subjects			
Of which:			
Mathematics			
Natural Sciences			
Social Sciences			
Reading, writing and literature			
Foreign Languages			

B.5 Please indicate the total annual intended instructional time (in hours) for students for the following ISCED levels:

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)
Annual intended instructional time for students (hours)			
Of which:			
Basic computer skills or computing courses			
Using ICTs (across the curriculum)			
Of which:			
Using computers (across the curriculum)			

B.6 Does your country offer accredited teacher training programmes which include ICT-enabled distance education components? If yes, please list the teacher training programmes and their associated ISCED levels which provide ICT-enabled distance education components:

	Name of programme	ISCED level (1, 2 or 3)
1		
2		
3		
4		
5		

Click on '+' or 'x' to add or delete rows to the table.

SECTION C. GOVERNMENT EXPENDITURE

All programmes (general and vocational)

C.1 Please provide information on expenditure data and your national currency:

C.1.1 What is the name of the national currency used in Tables 1 and 2? _____

C.1.2 Please specify the monetary unit used: (data should be reported in units if possible) _____

C.1.3 Please specify the type of expenditure: (if actual expenditure is not available please provide budget allocations) _____

Table 1: Total government expenditure on ICT in education by level of education - public and private institutions

	Primary (ISCED 1)	**Lower Secondary** (ISCED 2)	**Upper Secondary** (ISCED 3)	**Not specified**	**TOTAL**
Total expenditure on education					
Of which expenditure on:					
ICT in education					
Of which:					
Current expenditure					
Capital expenditure					
*Of which **capital** expenditure on:*					
Computer laboratories					
ICT hardware					
Software					

Table 2: Total government expenditure on ICT in education by level of education - public institutions only

	Primary (ISCED 1)	**Lower Secondary** (ISCED 2)	**Upper Secondary** (ISCED 3)	**Not specified**	**TOTAL**
Total expenditure on education					
Of which expenditure on:					
ICT in education					
Of which:					
Current expenditure					
Capital expenditure					
*Of which **capital** expenditure on:*					
Computer laboratories					
ICT hardware					
Software					

SECTION D. ICT INFRASTRUCTURE

All programmes (general and vocational)

The data reported in this questionnaire should cover all educational institutions and programmes in your country. Double counting is permitted since an educational institution may offer two or more programmes that span more than one ISCED level. For example, if an educational institution offers both ISCED level 2 and 3 programmes, it must be counted once under ISCED level 2 and once under ISCED level 3.

Primary and secondary organizational units refer to the total of all educational institutions regardless of the number of ISCED level 1 to 3 programmes they offer. Please note that it is therefore not the total of the previous columns.

Table 3: Educational institutions and ICT infrastructure by level of education - public and private institutions

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)	Primary and secondary organizational units (ISCED 1, 2 and 3)
Total number of educational institutions				
Of which with:				
Electricity				
Telephone communication facility				
Radio-assisted instruction				
Television-assisted instruction				
Computer-assisted instruction				
Of which with:				
Computer laboratory				
Local Area Network (LAN)				
Website				
Open educational resources				
ICT support services				
Access to the Internet				
Of which with:				
Internet-assisted instruction				
Fixed Broadband Internet				
Wireless broadband Internet				
Narrowband Internet				

Table 4: Educational institutions and ICT infrastructure by level of education - public institutions only

	Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)	Primary and secondary organizational units (ISCED 1, 2 and 3)
Total number of educational institutions				
Of which with:				
Electricity				
Telephone communication facility				
Radio-assisted instruction				
Television-assisted instruction				
Computer-assisted instruction				
Of which with:				
Computer laboratory				
Local Area Network (LAN)				
Website				
Open educational resources				
ICT support services				
Access to the Internet				
Of which with:				
Internet-assisted instruction				
Fixed Broadband Internet				
Wireless broadband Internet				
Narrowband Internet				

SECTION E. COMPUTERS

All programmes (general and vocational)

All available computers should be allocated to each level of education. Therefore the total number of computers allocated to primary and secondary programmes should not be double counted.

Table 5: Computers allocated to educational programmes by level of education - public and private institutions

	Primary (ISCED 1)	**Lower Secondary** (ISCED 2)	**Upper Secondary** (ISCED 3)	**Not specified**	**TOTAL**
Total number of computers					
Of which:					
Computers for administrative use					
Computers for pedagogical use					
Of which:					
Computers for pedagogical use connected to the internet					

Table 6: Computers allocated to educational programmes by level of education - public institutions only

	Primary (ISCED 1)	**Lower Secondary** (ISCED 2)	**Upper Secondary** (ISCED 3)	**Not specified**	**TOTAL**
Total number of computers					
Of which:					
Computers for administrative use					
Computers for pedagogical use					
Of which:					
Computers for pedagogical use connected to the internet					

SECTION F. ENROLMENT

All programmes (general and vocational)

Table 7: Enrolment in programmes with ICT by gender and level of education - public and private institutions

		Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)	Not specified	TOTAL
Total enrolment	**Both sexes**					
	Female					
Of which in programmes offering:						
Radio-assisted instruction	**Both sexes**					
	Female					
Television-assisted instruction	**Both sexes**					
	Female					
Computer-assisted instruction	**Both sexes**					
	Female					
Internet-assisted instruction	**Both sexes**					
	Female					
Internet-assisted instruction (with broadband)	**Both sexes**					
	Female					
Open educational resources (OER)	**Both sexes**					
	Female					
Basic computer skills or computing	**Both sexes**					
	Female					

Table 8: Enrolment in programmes with ICT by gender and level of education - public institutions only

		Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)	Not specified	TOTAL
Total enrolment	**Both sexes**					
	Female					
Of which in programmes offering:						
Radio-assisted instruction	**Both sexes**					
	Female					
Television-assisted instruction	**Both sexes**					
	Female					
Computer-assisted instruction	**Both sexes**					
	Female					
Internet-assisted instruction	**Both sexes**					
	Female					
Internet-assisted instruction (with broadband)	**Both sexes**					
	Female					
Open educational resources (OER)	**Both sexes**					
	Female					
Basic computer skills or computing	**Both sexes**					
	Female					

SECTION G. TEACHING STAFF

All programmes (general and vocational)

Table 9: Teaching staff by gender and level of education - public and private institutions

		Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)	Not specified	TOTAL
Total number of teachers	Both sexes					
	Female					
Of which:						
Teaching basic computer skills or computing	Both sexes					
	Female					
Using ICTs to teach	Both sexes					
	Female					
Trained to teach basic computer skills or computing	Both sexes					
	Female					
Trained in using ICTs to teach	Both sexes					
	Female					
Trained using ICT-enabled distance education programmes	Both sexes					
	Female					
Attended a training on ICTs in the past year	Both sexes					
	Female					

Table 10: Teaching staff by gender and level of education - public institutions only

		Primary (ISCED 1)	Lower Secondary (ISCED 2)	Upper Secondary (ISCED 3)	Not specified	TOTAL
Total number of teachers	Both sexes					
	Female					
Of which:						
Teaching basic computer skills or computing	Both sexes					
	Female					
Using ICTs to teach	Both sexes					
	Female					
Trained to teach basic computer skills or computing	Both sexes					
	Female					
Trained in using ICTs to teach	Both sexes					
	Female					
Trained using ICT-enabled distance education programmes	Both sexes					
	Female					
Attended a training on ICTs in the past year	Both sexes					
	Female					

NOTES

Please provide any explanations or clarifications which will help with the interpretation of data provided in any part of this questionnaire.

To submit data directly to the UIS, please click on the **[Submit]** button below. An email will be sent to you to confirm receipt. If you do not receive this confirmation, please verify the email address provided in the respondent information and try again.

Submit

GLOSSARY

Policy

Policy refers to a government-issued document which sets out the principles, guidelines and strategy for ICT in education.

Plan

Plan refers to a government-issued document on how its goals in ICT in education are to be achieved within a specified timeframe. It details each activity to be undertaken, the method employed for implementation, the timeframe, the resources required and the actors responsible for implementing each activity.

Regulatory Mechanism

Regulatory mechanism refers to a separate body, organization, committee or bureau that has been given responsibility by the government for promoting, coordinating and ensuring correct implementation of ICT in education.

Gender

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

Poor Groups

Poor groups refer to persons living below the national poverty threshold in both urban and rural areas.

Rural Area

Rural area is based on the definition applied in national statistical practices and exercises. For example, a rural area can be considered as a geographical region outside the urban agglomeration.

Persons with special needs

Persons with special needs are a broad group of persons for whom schools need to adapt their curriculum, teaching method and organization, in addition to providing additional human or material resources to stimulate efficient and effective learning.

Minority

A minority is a group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language.

Basic computer skills

Basic computer skills is a curriculum module that covers the most common usages of a computer, including a majority or all of the following: understanding the basic notions of computer manipulation; managing computer files, word processing, using spreadsheets and databases; creating presentations; finding information and communicating using computers; and being aware of social and ethical implications of Internet use. From a statistical perspective, nationally-defined content of such modules should be considered. In the absence of a national standard, please consider curriculum modules that have a majority or all of the above content units as equivalent to a basic computer skills course. Basic computer skills may be taught as a separate subject or integrated into other subjects. A common standard applied by a growing number of countries is the International Computer Driving Licence (ICDL) assessment system, which is derived from the European Computer Driving Licence (ECDL).

Computing

Computing refers to a course programme usually taught at ISCED 4, 5 or 6 level. Some schools may also teach computing (mainly computer programming) at ISCED 3. Typical computing course content may include: system design, computer programming, data processing, networks, operating systems and software development. Computing does not include computer hardware design, construction and production.

Intended instructional time for students

The number of hours per year that pupils are instructed according to the compulsory and flexible part of the intended curriculum. The total number of intended instructional hours per year is calculated by multiplying the total number of classroom sessions per year by the duration of one session. The intended curriculum is the subject matter content, as defined by the government or the education system. The intended curriculum comprises compulsory subjects, as well as the flexible part of the curriculum (subjects of the intended curriculum).

ICT-enabled distance education programmes

ICT-enabled distance education programmes refer to programmes or instructional systems that use ICT (Internet, radio sets, television sets, personal computers, audiovisual material or print material to a minimal degree) to deliver all or a significant portion of teaching to learners removed in space and time. Distance education can take a variety of forms, which include:

- Internet-based distance learning either synchronously or asynchronously;
- Telecourse or broadcast-based education, in which content is delivered via radio or television;
- CD-ROM or DVD-based self-learning in which the learners interact with computer content stored on a CD-ROM or DVD;
- Mobile devices-based learning where the learner accesses course content stored on a mobile device or through a wireless server; and
- Integrated distance learning, combining live versus recorded delivery modes, individualized interaction versus group instruction through various channels, and/or print materials to a minimal degree, etc.

Current expenditure on ICT in education

Current expenditure on ICT in education is expenditure on goods and services for operating ICT-assisted instruction which are consumed within the current year and which may need to be renewed for subsequent year(s).

Capital expenditure on ICT in education

Capital expenditure on ICT in education is expenditure on ICT assets within the context of educational institutions that last longer than one year. It includes expenditure on construction, renovation and major repairs of infrastructure (e.g. computer or audiovisual laboratories), computer networks, main telephone lines, cable installations, satellite dishes and other ICT equipment. Capital expenditure on the acquisition of computers, servers, audiovisual materials, radio sets, television sets and other related ICT equipment that last longer than one year is also included.

Computer laboratory

Computer laboratory is a room or space equipped with computers (networked or not) devoted to pedagogical use in an educational institution or school library. A computer laboratory differs from an 'Internet café' because its usage is in theory safe from any disruptive, non-pedagogical content and users need authorized access credentials. Irrespective of the number of computers available for pedagogical use, the computer laboratory must be able to accommodate computer-assisted instruction with appropriate software to support learner activities.

Computer

Computer refers to a programmable electronic device that can store, retrieve and process data, as well as share information in a highly-structured manner. It performs high-speed mathematical or logical operations according to a set of instructions. When providing data on the number of computers, personal computers (PCs), laptops, notebooks, terminals connected to mainframes and mini-computers intended for shared use should be included.

Local area network (LAN)

A local area network (LAN) refers to a network connecting computers within a localized area such as a single building, department or site; it may be wireless.

ICT hardware

Includes all equipment related to the use of ICT in education including computers, printers, scanners, network equipment, routers, televisions, radios, etc.

Software

Software refers to that which can be stored electronically in contrast to storage devices and display devices which are called hardware. Software is often divided into two categories. Systems software includes the operating system and all the utilities that enable the computer to function. Applications software includes programs that do real work for users. For example, word processors, spreadsheets, and database management systems fall under the category of applications software.

(Instructional) educational institution

Institution that provides education as its main purpose, such as a school, college, university or training centre. Such institutions are normally accredited or sanctioned by the relevant national education authorities or equivalent authorities. Educational institutions may also be operated by private organizations, such as religious bodies, special interest groups or private educational and training enterprises, both for profit and non-profit.

Electricity

Refers to regularly and readily available sources of power (e.g. grid/mains connection, wind, water, solar and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.

Telephone communication facility

Telephone communication facility refers to fixed telephone lines, cable connections (i.e. cable telephony) or other sustainable communication technology that connects an educational institution's terminal equipment (e.g. telephone set, facsimile machine) to the public switched telephone network (PSTN) and has a dedicated port on a telephone exchange. Access is defined by a subscription to services that allow the physical presence and use of the facilities in a given educational institution. A mobile cellular phone privately owned by an individual working at a school does not constitute a school telephone communication facility.

Radio-assisted instruction

Radio-assisted instruction includes both radio broadcast education and interactive radio instruction. Radio broadcast education entails an audio lecture or lesson, with printed material for learners to follow the lecture. Any teacher, not necessarily qualified in the subject matter, can use the radio programme as a main instructional source. Broadcast programmes follow the traditional model of education and can cover every subject in many different languages, depending on the target audience. Interactive radio instruction (IRI) turns a typically one-way technology into a tool for active learning inside and outside the classroom. It requires that learners react to questions and exercises through verbal responses to radio programme contributors, group work, and physical and intellectual activities while the programme is on air. For both teacher and learner, the lesson becomes an immediate hands-on practical guide.

Television-assisted instruction

Television-assisted instruction is similar to radio broadcast education, with the additional benefit of video. It helps to bring abstract concepts to life through clips, animations, simulations, visual effects and dramatization. It can also connect a classroom to the world but shares the same rigid scheduling and lack of interactivity as radio broadcast education.

Computer-assisted instruction

Computer-assisted instruction is an interactive learning method in which a computer is used to present instructional material, monitor learning and help in selecting and accessing additional material in accordance with individual learner needs.

From a statistical perspective, an educational institution that either has computers located in classrooms or a computer laboratory devoted to pedagogical use is counted as having computer-assisted instruction.

Website

Website refers to a collection of interlinked web pages with a related topic, usually under a single domain name. In the context of educational institutions, a website includes a home page with links to pertinent pedagogical information and other related activities.

Open educational resources

Open educational resources refers to electronic/digital resources and tools for learning in open document format and released under an intellectual property licence allowing free use, adaptation and distribution. From a statistical perspective, institutions must have a specific policy to devote resources for the coordination and maintenance of an electronic/digital repository for pedagogical use.

ICT support services

ICT support services refer to a range of services implemented by educational institutions in order to ensure permanence and performance of facilities for operating ICT-assisted instruction without discontinuity. The implementation of such services may imply operational or administrative measures to support the sustainability of ICT-assisted operations by assigning a designated unit or staff member to the task or granting renewable quarterly, bi-quarterly or yearly contract(s) to private service provider(s). Key objectives behind the use of ICT support services by schools may include:

- ascertaining that every pedagogic and administrative unit, including special needs and library units, identifies its requirements for ICT provision;
- coordinating the effective use of ICT across the whole curriculum and encouraging aspects of cross-curricular planning;
- helping pedagogic and administrative units to consider how ICT can support the teaching and learning of subjects other than computing and what those subjects can contribute to the teaching and learning of ICT skills;
- monitoring on behalf of the senior leadership team how equipment and software are accommodated, acquired, maintained and replaced, and how they are stored, accessed and used by learners and staff;
- ensuring that sensible, transparent decisions are made where there are competing demands for resources and that the school improvement plan includes plans for encouraging and supporting the professional development of all staff in the use of ICT in their subjects, in line with school policy and practices; and
- managing the school's ICT technician and network manager, etc.

From a statistical perspective, irrespective of the modalities for acquiring such services either through one or multiple means, the sole existence of such regular or renewable contracted services in an educational institution implies the presence of ICT support services.

Internet

Internet refers to worldwide interconnected networks that enable users to share information in an interactive format – referred to as hypertext – through multiple wired and wireless receivers (personal computers, laptops, PDAs, smartphones etc.) (See also definitions for fixed narrowband Internet and fixed broadband Internet).

Internet-assisted instruction

Internet-assisted instruction refers to an interactive learning method using the Internet to deliver instructional materials on a computer or through other devices, in accordance with learners' pedagogical needs. This mode of instruction helps to develop autonomy in research activities and information literacy skills. From a statistical perspective, an educational institution that has an Internet laboratory devoted to pedagogical use is counted as having Internet-assisted instruction.

Fixed (wired) broadband Internet

Fixed (wired) broadband Internet refers to high-speed connectivity for public use of at least 256 Kbit/s (kilobits per second) or faster in one or both directions (downloading and uploading). It includes cable modem, DSL, fibre-optic, or other fixed (wired)-broadband.

Wireless broadband Internet

Wireless broadband Internet access refers to high-speed connectivity for public use of at least 256 Kbit/s or faster in one or both directions (downloading and uploading). It includes satellite, terrestrial fixed and wireless access (e. g. WiMAX, WI-Fi (hotspots), and microwave), mobile phone network (at least 3G, e.g. UMTS) via a handset, or mobile phone network (at least 3G, e.g. UMTS) via a card or USB key (e.g. integrated SIM card). Private Internet connectivity within educational institutions via mobile phone networks is excluded.

Narrowband Internet

Narrowband Internet refers to connectivity for public use via analogue modem (dial-up via standard phone line), ISDN (Integrated Services Digital Network), DSL at speeds below 256kbit/s, and other forms of access with a download speed of less than 256 Kbit/s.

Computers for pedagogical use

Pedagogical use refers to the use of computers to support course delivery or independent teaching and learning needs. This may include activities using computers or the Internet to meet information needs for research purposes, develop presentations, perform hands-on exercises and experiments, share information and participate in online discussion forums for educational purposes.

Computers for administrative use

Computers for administrative use refer to computers used by non-teaching staff to assist with school management. Such usage may include record-keeping or data processing and analysis of registration and daily attendance in classes, teaching and non-teaching staff, physical school facilities, budget and expenditure data, and assessment results. It also includes planning of programmes and deployment of human, material and financial resources. It may involve secretarial usage through word processing, as well as communications with external bodies or parents through emails.

Enrolment

Individuals officially registered in a given educational programme, or stage or module thereof, regardless of age.

Teachers (or teaching staff)

Persons employed full-time or part-time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanism, i.e. face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions.