Table C-5

Challenges in using ICT, school year 2003-04

	All schools	Instructional level of school			Location of school		All schools	Type of school		Size of school		
		Elementary	Secondary	Mixed	Urban	Rural		Public	Private	Small	Medium	Large
Proportion of schools with "extensive" challenges in using ICT												
Hardware												
Obtaining sufficient number of computers	39.3	40.5	39.6	32.4	40.6	35.6	39.3	39.9	33.7	38.3	37.7	41.7
Ensuring computers and peripherals are up to date	51.8	53.0	50.6	47.4	51.7	52.1	51.8	52.5	45.7	53.0	49.6	52.9
Software												
Obtaining software which is specific enough or adaptable	33.7	34.9	28.0	37.4	32.7	36.5	33.7	33.9	32.4	38.5	32.7	30.5
Obtaining sufficient copies/licences of software for instructional purposes	43.4	44.2	40.5	44.1	42.4	46.2	43.4	43.5	41.8	45.6	42.8	42.1
Obtaining software in the language of instruction	12.9	13.9	11.7	9.9	13.6	11.1	12.9	13.4	9.2	13.6	12.6	12.8
Instruction												
Integrating computers in classroom instruction practices	32.2	34.5	29.1	25.7	33.2	29.4	32.2	32.8	26.1	28.6	31.3	36.2
Having a sufficient number of teachers supervising students using computers	20.9	23.2	16.1	17.1	20.6	21.8	20.9	21.1	19.1	22.8	20.1	20.1
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	38.3	40.4	35.9	31.0	38.5	37.6	38.3	38.7	33.8	38.5	37.8	38.4
Internet												
Integrating Internet into instruction of low-achieving students	21.1	23.4	17.1	16.1	21.3	20.8	21.1	21.4	19.3	22.8	20.8	20.1
Finding enough time in the school's or teachers' schedule for using the Internet	34.3	37.1	28.2	30.4	34.2	34.8	34.3	34.7	31.0	35.2	35.0	32.9
Having sufficient connections for simultaneous access to the Internet	24.0	25.7	17.6	26.6	21.7	30.4	24.0	23.7	26.8	30.2	21.0	21.7
Ensuring there is no information overload	23.2	25.4	17.7	21.8	23.5	22.5	23.2	23.4	21.2	24.4	22.3	23.1
Ensuring information obtained is of sufficient quality	26.5	28.4	22.4	24.2	26.4	26.9	26.5	26.5	26.6	29.4	24.7	26
Other												
Finding space to integrate computers into the classroom appropriately	25.1	26.6	23.5	19.8	26.1	22.4	25.1	25.2	23.5	22.8	24.7	27.5
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	19.5	21.2	16.2	16.6	20.0	18.0	19.5	19.9	17.0	17.8	19.2	21.2
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	31.8	33.4	28.3	29.8	32.0	31.3	31.8	32.4	27.0	31.4	31.3	32.8
Having enough training opportunities for teachers	40.1	42.8	36.3	32.2	40.7	38.3	40.1	41.5	27.7	37.6	38.9	43.3
Ensuring ICT infrastructure is adequate for telecommunications	26.5	28.1	22.8	24.9	25.0	30.9	26.5	26.6	26.2	30.7	24.1	25.4
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	15.5	14.6	18.0	15.4	15.9	14.4	15.5	15.0	20.0	16.3	13.6	16.6
Ensuring source of power is dependable	10.3	11.3	7.7	10.0	9.2	13.5	10.3	10.6	8.8	12.3	9.5	9.5
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	9.7	9.8	9.1	10.5	9.4	10.5	9.7	9.7	9.5	9.5	9.4	10.2
Finding enough time to integrate ICT into learning	36.7	39.2	32.7	30.1	36.9	35.9	36.7	37.7	27.0	34.3	37.3	38
Having sufficient funding for technology	66.8	68.0	65.4	62.8	67.8	63.9	66.8	67.2	63.3	65.1	65.8	69.3
Other	57.1	54.2	51.1 *	74.6	53.3	66.1	57.1	56.5	55.0 *	58.8	51.5	60.4

Source: Information and Communications Technologies in Schools Survey, 2003-2004

Footnotes

Symbols and abbreviations:

… Not applicable
x Suppressed to meet confidentiality requirements of the *Statistics Act*
* Numbers marked with this symbol have a coefficient of variation between 16.6% and 25% and are less reliable than unmarked numbers
** Numbers marked with this symbol have a coefficient of variation greater than 25% and less or equal to 33.3% and are very unreliable
F Too unreliable to be published (coefficient of variation surpasses 33.3%)
0 Nul, zero or too small to be expressed

Infrastructure:

Notes:

1. Processor speeds are measured in Megahertz (MHz), with each MHz representing one million cycles per second (the number of times the computer processor is able to perform a task). Computers with low processor speed include those with processors in the range of 66-233 MHz (e.g. 486, Pentium® I). Computers with medium processor speed typically range in the area of 233 MHz all the way up to 1.4 GHz (Gigahertz) (e.g. Pentium® II/III, AppleTM G3). The most recent generation of processors on the market, classed as having high processor speed, are typically available in speeds of 1.3 GHz to 3.8 GHz and sometimes higher (e.g. Pentium® IV, AppleTM G5).

2. Computers with most recent operating systems were computers running with the latest version of operating systems (e.g. WindowsTM NT/2000/XP, MACTM OSX) at the time of the survey.

Source: Information and Communications Technologies in Schools Survey, 2003-2004

Connectedness:

Notes:

1. Processor speeds are measured in Megahertz (MHz), with each MHz representing one million cycles per second (the number of times the computer processor is able to perform a task). Computers with low processor speed include those with processors in the range of 66-233 MHz (e.g. 486, Pentium® I). Computers with medium processor speed typically range in the area of 233 MHz all the way up to 1.4 GHz (Gigahertz) (e.g. Pentium® II/III, AppleTM G3). The most recent generation of processors on the market, classed as having high processor speed, are typically available in speeds of 1.3 GHz to 3.8 GHz and sometimes higher (e.g. Pentium® IV, AppleTM G5).

2. Dial-up access is defined as "Regular dial-up telephone line with a modem".

3. The method to access the Internet is said to be "Always on" when the method used by the school is one of the following: cable modem, high-speed line (ISDN/DSL) or Frame relay, T1 line, optical fibre, fixed wireless (terrestrial) devices or Satellite connection.

Source: Information and Communications Technologies in Schools Survey, 2003-2004

Access:

Notes:

1. Frequency of access is established as follow: Computers that were often to always available outside instructional hours were defined as "frequently accessible". Computers that were rarely available or available sometimes were defined as "infrequently accessible". "Never accessible" was assigned in the cases where principals reported that their computers were never available outside instructional hours.

Source: Information and Communications Technologies in Schools Survey, 2003-2004

Teacher Skills:

Notes:

1. Technology applications were defined as frequently incorporated into teaching practices when they were used "most of the time" or "always".

Source: Information and Communications Technologies in Schools Survey, 2003-2004

Challenges:

Source: Information and Communications Technologies in Schools Survey, 2003-2004

Table C-5

Challenges, school year 2003-04
Newfoundland and Labrador

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	59.2	62.7	61.5	53.1	68.2	52.2	58.9	x	56	58.3	65.9
Ensuring computers and peripherals are up to date	71.2	74.6	80.7	59.3	80.3	64.1	71.1	x	69.9	66.4	81.9
Software											
Obtaining software which is specific enough or adaptable	54.4	54.2	60.9	49.3	61.9	48.6	53.9	x	48.4	53.6	65.6
Obtaining sufficient copies/licences of software for instructional purposes	62.6	61	75.2	54.1	70.2	56.6	62.8	x	57.3	65.2	66.2
Obtaining software in the language of instruction	9.1	8.2*	x	12.6*	8.3*	9.6*	9.2	x	12.4*	x	x
Instruction											
Integrating computers in classroom instruction practices	31.4	28.8	35.7	31.1	32	31	30.9	x	38.4	22	37.5
Having a sufficient number of teachers supervising students using computers	20.4	13.8*	16.8*	30.7	10.7*	27.6	19.6	x	22.7	21.7	x
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	40.9	40.8	40.8	41.1	39.9	41.6	40.6	x	45.6	38.7	37.1
Internet											
Integrating Internet into instruction of low-achieving students	21.3	22.2	19.7	21.4	22	20.7	20.5	x	26.9	13.6*	26.3*
Finding enough time in the school's or teachers' schedule for using the Internet	40.3	40	32.4	47	32	46.8	39.5	x	42	37.9	41.8
Having sufficient connections for simultaneous access to the Internet	24.1	22.8	17.4*	31.1	14.0*	31.9	24.7	x	31.1	19.6	21.2*
Ensuring there is no information overload	20.3	18.6	17.1*	24.6	14.3*	24.8	18.8	x	29.4	17.6	x
Ensuring information obtained is of sufficient quality	24	23.5	21.3	26.8	23.2	24.6	22.2	x	31.9	16.4*	25.8*
Other											
Finding space to integrate computers into the classroom appropriately	17.3	16.7	17.4*	18.0*	15.4*	18.8	16.5	x	13.8*	16.9	23.8*
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	23.1	26.6	13.7*	26.6	22.4	23.6	23.1	x	21.3	21.8	28.3
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	51.8	59	52.2	42.8	60.1	45.3	52.5	x	46.4	53.8	56.6
Having enough training opportunities for teachers	56.9	62.8	55.6	51	59.9	54.6	57.1	x	53	54.6	67.6
Ensuring ICT infrastructure is adequate for telecommunications	33.4	39.7	32.9	26.9	34.9	32.3	33.7	x	37.1	30.1	33.5
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	17.9	16.7	28	11.0*	19.4	16.7	17.7	x	24.4	14.9*	x
Ensuring source of power is dependable	4.7*	x	x	x	x	5.4**	4.8*	x	x	x	x
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	13.1	9.7*	18.7*	12.4*	10.8*	14.8	13.4	x	16.7	8.3*	16.3*
Finding enough time to integrate ICT into learning	34.7	36	25.5	40.6	30.8	37.7	34.3	x	38.5	24	48.1
Having sufficient funding for technology	79.6	80.8	87.3	72	82.9	77.1	79.8	x	77.3	79.1	84.4
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Prince Edward Island

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	52.9	50.5	61.9	x	48.8	56.9	53.9	x	45.5	52.1	59.2
Ensuring computers and peripherals are up to date	55.7	55.9	53.4	x	50	61.3	56.7	x	42.9	48.1	70.8
Software											
Obtaining software which is specific enough or adaptable	33.3	45.5	x	x	33.7	32.8	33.9	x	x	x	49.7
Obtaining sufficient copies/licences of software for instructional purposes	36.4	47	x	x	40	32.8	36.4	x	37.0*	x	39.7
Obtaining software in the language of instruction	11.8*	x	x	x	x	x	11.8*	x	x	x	x
Instruction											
Integrating computers in classroom instruction practices	22	22.0*	x	x	x	23.9*	22	x	x	x	40.4
Having a sufficient number of teachers supervising students using computers	22.8	32.2	x	x	x	27.0*	22.8	x	x	x	x
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	31	45.4	x	x	31.5	30.4	31	x	x	x	43.9
Internet											
Integrating Internet into instruction of low-achieving students	14.1*	x	x	x	x	x	14.1*	x	x	x	30.3*
Finding enough time in the school's or teachers' schedule for using the Internet	27.8	28.3	x	x	23.7*	31.9	27.8	x	x	x	36.1
Having sufficient connections for simultaneous access to the Internet	31.5	38.4	x	x	35.1	28.2	31.5	x	38.9*	x	41.3
Ensuring there is no information overload	x	x	x	x	x	x	x	x	x	x	x
Ensuring information obtained is of sufficient quality	15.7*	19.1*	x	x	x	x	15.7*	x	x	x	x
Other											
Finding space to integrate computers into the classroom appropriately	22.3	26.5	x	x	33.8	x	22.7	x	x	x	48.2
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	12.6*	22.5*	x	x	x	x	12.6*	x	x	x	x
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	68.6	72	57.6	x	60	77.5	68.6	x	66.2	63.8	73.9
Having enough training opportunities for teachers	52.7	59.2	x	x	48.7	56.7	52.7	x	51.1	48.7	57.1
Ensuring ICT infrastructure is adequate for telecommunications	38.3	47.2	x	x	50.6	25.2*	38.3	x	x	40.8	45.5
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	13.7*	x	x	x	x	x	13.7*	x	x	x	x
Ensuring source of power is dependable	x	x	x	x	x	x	x	x	x	x	x
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	x	x	x	x	x	x	x	x	x	x	x
Finding enough time to integrate ICT into learning	30.8	37.8	x	x	26.2	35.3	30.8	x	x	x	44.6
Having sufficient funding for technology	74.8	72.4	84.7	x	83.8	66	74.8	x	54.8	74.3	89.5
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Nova Scotia

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	37.4	35.3	43.9	32.3	38.2	36.5	37	x	37.9	41	31.9
Ensuring computers and peripherals are up to date	51.8	48.4	62	45.2	50.9	52.8	52.1	x	48.9	54.3	51.3
Software											
Obtaining software which is specific enough or adaptable	42.7	47.4	36.1	34.2	43.6	41.8	42.6	x	45.2	40.1	44
Obtaining sufficient copies/licences of software for instructional purposes	51.7	54.3	50.8	40.2	49.1	54.7	52.4	x	52	54.8	47.1
Obtaining software in the language of instruction	10	11.5	6.8*	x	10.1	9.8	10.3	x	11.3	9.3	9.6*
Instruction											
Integrating computers in classroom instruction practices	31.3	33.8	27.6	26.6	31.2	31.3	31.9	x	27.6	29.8	36.9
Having a sufficient number of teachers supervising students using computers	18	19.9	13.9	18.0*	19.5	16.3	18.6	x	15.7	20.7	16.3
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	37.2	40	33.5	31.6	40	34.3	37.2	x	37.8	35.5	39.1
Internet											
Integrating Internet into instruction of low-achieving students	16.6	19.6	13.1	x	18.2	14.7	16.8	x	15.9	19.4	13.1
Finding enough time in the school's or teachers' schedule for using the Internet	40.8	43	36.1	40.6	41.5	40.1	41.3	x	42.3	39.3	41.7
Having sufficient connections for simultaneous access to the Internet	22.8	25.7	15.2	25.6*	20.5	25.2	23.3	x	24.7	20.8	23.8
Ensuring there is no information overload	22.2	24.5	16.4	24.6*	23.9	20.2	21.4	x	23.1	21.2	22.7
Ensuring information obtained is of sufficient quality	24.7	28.7	16.4	23.7*	30.2	18.7	24.6	x	25.7	25.1	23.3
Other											
Finding space to integrate computers into the classroom appropriately	33.4	36.4	32.8	18.5*	35.3	31.3	33.9	x	33.4	33.3	33.6
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	17.8	19.9	14.1	x	16.8	18.8	17.4	x	17.2	18.3	17.6
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	16.9	13.9	21.7	21.3*	19.4	14.1	16.5	x	10.6	20.5	18.1
Having enough training opportunities for teachers	43.7	45.1	39.7	46.2	45.7	41.5	43.4	x	36.8	39.6	56.5
Ensuring ICT infrastructure is adequate for telecommunications	18.2	15.8	19.3	28.7*	18.5	17.9	18.2	x	16.7	15.6	23.4
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	15.5	15.7	16.7	x	16.6	14.4	15.7	x	12.9	14.1	20.1
Ensuring source of power is dependable	11.5	12.6	7.1*	x	14.2	8.5	11.5	x	6.2*	11.8	16.1
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	8.3	8.7	6.6*	x	9.1	7.4	8.5	x	x	9	10.1*
Finding enough time to integrate ICT into learning	39.5	45.2	24.6	46.1	40.3	38.8	39.8	x	41.2	37.6	40.6
Having sufficient funding for technology	59.6	59	60.7	59.8	60.7	58.3	58.8	82.6	63.3	59.2	56.2
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
New Brunswick

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	41.1	46.6	31.9	x	41.8	40.1	41.8	x	43.3	36.4	44.2
Ensuring computers and peripherals are up to date	64.2	68.7	56.5	49.2	64.9	63.1	65.1	x	60.9	68.8	62.9
Software											
Obtaining software which is specific enough or adaptable	43.5	44.5	44.6	x	40.6	48.1	43.8	x	43.7	48.2	37.7
Obtaining sufficient copies/licences of software for instructional purposes	53.8	58.1	51	x	50.1	59.6	54.3	x	51.5	57.8	51.6
Obtaining software in the language of instruction	18	18.9	20.6	x	18.5	17.1	18.4	x	11.4	27.1	15.1
Instruction											
Integrating computers in classroom instruction practices	36.1	39.2	26.5	41.6	37.8	33.3	35.9	x	31.7	40.8	35.7
Having a sufficient number of teachers supervising students using computers	21.9	24.7	15.2	x	19.2	26.1	21.5	x	29.1	18.6	17.1
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	46.8	53.8	32.8	x	51.6	39.2	47.4	x	46.4	46.7	47.4
Internet											
Integrating Internet into instruction of low-achieving students	26	27.5	23.9	x	28.7	21.7	26.2	x	25.5	29.5	22.3
Finding enough time in the school's or teachers' schedule for using the Internet	39.7	44	28.7	39.5	42.5	35.4	39.7	x	32.1	45.4	42.7
Having sufficient connections for simultaneous access to the Internet	28.6	33	17.6	x	24.3	35.2	28.4	x	37.4	22	25.5
Ensuring there is no information overload	19.6	24.2	13.3	x	20.4	18.4	20.1	x	19.1	20.9	18.8
Ensuring information obtained is of sufficient quality	25.9	29	20	x	24.5	28.3	26.5	x	26.3	23.5	28.2
Other											
Finding space to integrate computers into the classroom appropriately	22.4	24.7	17.3	x	21.7	23.4	22.9	x	22.5	24.3	20.1
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	22.7	24.9	16.4	x	25.7	18.1	22.8	x	20.2	19.9	29.1
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	25.3	27.4	25	x	26.6	23.1	25.5	x	23.8	28.7	22.9
Having enough training opportunities for teachers	48.1	52.3	40.6	x	54	38.7	48.5	x	44.4	47.7	53.1
Ensuring ICT infrastructure is adequate for telecommunications	28.9	29.3	31.4	x	26.3	32.9	29.7	x	30.9	32.6	22.2
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	12.4	12.5	15.5	x	11.3	14	12.7	x	7.3*	17.4	12.6
Ensuring source of power is dependable	11.8	14.5	8.4*	x	10.4	13.9	12.1	x	12.3	13.4	9.4*
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	12.9	16.2	8.5*	x	12.6	13.5	13.3	x	10.6	14.3	14.2
Finding enough time to integrate ICT into learning	44.7	49.8	32.8	36.4	45.4	43.5	44.8	x	40.1	52.8	40.8
Having sufficient funding for technology	74.7	77.6	69.3	67.1	75.4	73.6	75.3	x	72.6	79.5	71.6
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Quebec

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	51.7	51.9	55.2	35.3	52.3	50.3	53.4	32.8	51.1	50.5	53.3
Ensuring computers and peripherals are up to date	57.4	59.5	50.1	54.9	54.9	63.6	59.4	35.1	62.6	52.3	56.9
Software											
Obtaining software which is specific enough or adaptable	41.8	41.7	39.8	50.9	39.5	47.6	43.2	30.4	46.1	39.8	39.7
Obtaining sufficient copies/licences of software for instructional purposes	55	56.4	51.8	46.8	54.8	55.4	56.3	42.5	55.1	53.5	56.2
Obtaining software in the language of instruction	18.8	19.4	18.1	13.5**	18.9	18.7	19	19.2*	19.1	19.3	18.2
Instruction											
Integrating computers in classroom instruction practices	42.8	41.8	46.5	42.8	43.7	40.7	43	42.2	40.7	41.9	45.6
Having a sufficient number of teachers supervising students using computers	28.9	31.1	22.9	20.9*	28.1	31.1	30	17.7*	28	29.1	29.7
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	46.7	45.7	49.4	49.9	44.8	51.4	46.8	45.6	49.1	44.9	45.9
Internet											
Integrating Internet into instruction of low-achieving students	25.6	26.5	23.7	19.3*	25.1	26.9	25.9	24.5*	26.9	26	24.2
Finding enough time in the school's or teachers' schedule for using the Internet	29.1	29.4	27.9	30.1*	28.7	30.2	29.3	30.3	29.9	29.8	28
Having sufficient connections for simultaneous access to the Internet	30.1	32.4	22.1	30.0*	24.5	44.1	31.1	21.8*	42.3	24.6	23.9
Ensuring there is no information overload	20.8	21.5	17.1	26.1*	19.3	24.7	20.9	20.9*	24.7	17.1	20.4
Ensuring information obtained is of sufficient quality	31.8	32.6	29.2	29.9*	30	36.2	32.3	27.2	34.6	28.6	31.9
Other											
Finding space to integrate computers into the classroom appropriately	27	25.8	31.8	26.0*	29.5	20.9	26.5	31	22.1	28.2	30.5
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	26.2	26.5	24.7	28.4*	27.7	22.5	26.9	20.5*	19.9	26.7	31.4
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	32.9	33.8	28.9	35.3	32	35	34	22.1*	34.2	31.4	33
Having enough training opportunities for teachers	37.5	39.1	31.6	37.4	37	38.7	38.6	28	37.6	37.1	37.7
Ensuring ICT infrastructure is adequate for telecommunications	33.8	35.2	29	31.6*	28.4	47.2	34.9	24.1	45.1	29.8	27
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	18.9	18	19.8	28.7*	18.2	20.5	19.2	18.4*	20.4	17.8	18.5
Ensuring source of power is dependable	15.9	18.3	9.6*	x	12.6	23.9	16.7	x	22.1	13.1	12.6
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	13.3	13.5	12.4	13.9**	13.2	13.3	13.7	x	12.2	14	13.7
Finding enough time to integrate ICT into learning	41.8	41.6	41.6	45.8	41.8	41.8	42.6	35.7	38.3	45.5	41.9
Having sufficient funding for technology	78.8	79.7	78.3	67.9	79.4	77.3	80	69.1	77.6	76.2	81.8
Other	50.9*	x	x	x	x	x	50.9*	x	x	x	x

Table C-5

Challenges, school year 2003-04
Ontario

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	36.8	36.4	39.3	31	38	31.4	38	29	35.5	35.7	38.5
Ensuring computers and peripherals are up to date	50.2	49.5	53.6	45	51.1	46	50.8	46.4	49.5	49.3	51.4
Software											
Obtaining software which is specific enough or adaptable	27.4	28	22.9	40.6	27.4	27.5	26.9	30.6	32.4	26.6	25.1
Obtaining sufficient copies/licences of software for instructional purposes	35.3	34.4	37	42.7	35.3	35.2	34.5	40.4	37.8	32.9	35.6
Obtaining software in the language of instruction	12.2	12.3	12.4	8.4**	12.7	9.8	13	6.9*	15.8	11.4	10.7
Instruction											
Integrating computers in classroom instruction practices	30.7	33.6	21.8	21.7*	30.9	29.7	31.8	23.2	27.9	28.8	33.8
Having a sufficient number of teachers supervising students using computers	22.2	24.4	16.2	13.3*	22	23.5	22.5	20.8	27.3	21.4	20
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	38.7	41.2	32.1	26.7	39.2	36.5	39.9	30.3	37.2	41.1	37.7
Internet											
Integrating Internet into instruction of low-achieving students	20.3	23.2	12.4	x	20.4	20.2	20.9	15.9	22.7	20	19.3
Finding enough time in the school's or teachers' schedule for using the Internet	36.8	41.1	25.3	17.1*	36.7	37.4	37.8	29.8	37.4	38.9	34.9
Having sufficient connections for simultaneous access to the Internet	21.8	23.1	17.4	21.7*	21.3	24.1	21.1	27.2	29	18.7	20.2
Ensuring there is no information overload	25.8	28.1	19.7	15.3*	26.3	23.7	26.2	22.7	26.9	24.7	26.1
Ensuring information obtained is of sufficient quality	26.2	27.3	22.9	22.7*	26.3	25.5	25.8	28.6	30.7	23.5	25.7
Other											
Finding space to integrate computers into the classroom appropriately	27.1	29.1	22	14.0*	26.9	28	28	20.8	25.8	26.1	28.5
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	17.9	19.5	12.4	14.6*	18.3	15.9	18.2	15.8	18	17.7	17.9
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	31.3	32.8	27.8	21.1*	31.1	32.3	32	26.3	31	30.4	32.2
Having enough training opportunities for teachers	44.7	47.3	40	19.6*	45.3	42	47.4	26.5	39.5	43.5	48.7
Ensuring ICT infrastructure is adequate for telecommunications	25.3	26.3	22.8	21.8*	24.8	28.1	25	27.8	26.3	24.5	25.5
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	16.8	15.1	21.6	21.8*	17.2	15	16	22.6	17.9	13.6	18.7
Ensuring source of power is dependable	9.3	9.9	7.6	x	8.5	13.3	9.4	8.7*	11.4	9.2	8.2
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	9.1	9.1	8.6	14.4**	8.9	10.2	8.9	11.2	8.1	9	9.9
Finding enough time to integrate ICT into learning	35.2	38.2	27.9	18.1*	35.7	33	36.8	25	31.9	35.9	36.7
Having sufficient funding for technology	63.6	63.3	64.7	62.3	64.4	59.8	64.2	59.5	59.7	63.8	65.7
Other	56.4	54.6*	x	x	58.6	x	60.7	x	x	x	76

Table C-5

Challenges, school year 2003-04
Manitoba

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	22	19.8	22.5	25.2	22.3	21.6	21.8	x	23.5	17.1	25.5
Ensuring computers and peripherals are up to date	35.6	33.1	29.5	43.7	32.3	40.4	35.6	28.6**	38.2	31.7	36.1
Software											
Obtaining software which is specific enough or adaptable	26.7	27.6	14.3*	33.6	24.2	30.5	25.3	32.1*	30.8	25.6	21.1
Obtaining sufficient copies/licences of software for instructional purposes	38.7	38.1	30.3	45.4	33.9	45.8	40	30.9**	42.6	38.7	32
Obtaining software in the language of instruction	11.6	11.5	13.3*	10.8*	13.8	8.4*	12.3	x	7.5*	15.2	14.1*
Instruction											
Integrating computers in classroom instruction practices	22	22.3	25.6	19.1	23	20.6	21	x	20.8	24.1	21.3
Having a sufficient number of teachers supervising students using computers	11.5	10.3	8.6*	15.2	11.8	11	11.9	x	14.9	6.2*	12.4*
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	24	23.2	27.2	23.2	23.3	25.2	23.9	x	28.3	16.9	26.2
Internet											
Integrating Internet into instruction of low-achieving students	13.9	12	13.5*	18	13.5	14.5	12.8	x	17.8	11.1*	12.6*
Finding enough time in the school's or teachers' schedule for using the Internet	23.3	26.3	15.5	23.7	22.6	24.4	22.6	x	31.7	16.8	19.8
Having sufficient connections for simultaneous access to the Internet	17.1	16.3	10.1*	24.9	10.6	27.8	17	x	26.8	8.5*	15.3
Ensuring there is no information overload	17	17.1	8.8*	23.2	15.9	18.6	16.7	x	21.8	8.8*	21.1
Ensuring information obtained is of sufficient quality	18.8	17.5	12.5*	26.3	16.9	22	18.4	x	24	12.9	19.3
Other											
Finding space to integrate computers into the classroom appropriately	17.6	19.8	16.8*	14.6	19.2	15.3	17.2	x	16.6	17.2	19.9
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	12.6	13	12.8*	11.7*	12.7	12.4	13.1	x	11.1	11.2	17
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	23	25.9	17.8	21.9	21.5	25.2	23.6	x	25.1	23.9	18.4
Having enough training opportunities for teachers	25.4	25.8	27.7	23.2	22.9	29	26.6	x	29.9	22.3	21.6
Ensuring ICT infrastructure is adequate for telecommunications	17	15.8	16.0*	19.6	14.1	21.3	17.1	x	18.8	12.5	19.9
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	10	8.7	11.1*	11.5*	8.3	12.8	9	x	13.6	8.0*	7.4*
Ensuring source of power is dependable	10.2	10	12.7*	8.9*	10	10.4	10.9	x	10	12.6	7.4*
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	8.9	6.8*	11.5*	10.7*	6.9	11.9	9	x	10.3	10.4*	x
Finding enough time to integrate ICT into learning	28.4	31.9	22.4	26.6	28.5	28.1	29.2	x	26.8	30.6	28.1
Having sufficient funding for technology	49.2	46.5	49.2	53.5	47	52.5	49.1	39.0*	51.6	44.9	50.7
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Saskatchewan

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	23.6	25.6	19.5	23	26.1	20.3	23.5	x	23.2	22	27.8
Ensuring computers and peripherals are up to date	34.7	37.1	25.9	35.8	32	38.2	34.2	x	38.7	30.4	36.2
Software											
Obtaining software which is specific enough or adaptable	31.6	35	20.2	33.1	29.9	33.9	31.8	x	38.6	28.8	24.9
Obtaining sufficient copies/licences of software for instructional purposes	40.5	43.5	32.3	40.8	38.3	43.4	40.3	x	39.5	43.4	36.4
Obtaining software in the language of instruction	6.8	10.3	x	4.0**	9.1	3.8*	6.8	x	6.9*	5.5*	9.4**
Instruction											
Integrating computers in classroom instruction practices	21.6	24.7	21.8	17.4	24.5	17.7	21.8	x	16.8	21.9	29.4
Having a sufficient number of teachers supervising students using computers	11.8	11	12.7*	12.4*	11.6	12.2	11.8	x	12.4	11.9	10.5**
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	29.4	32.9	22.9	28	29.4	29.4	29.7	x	30.3	27.3	32.2
Internet											
Integrating Internet into instruction of low-achieving students	16.1	20.5	12.9*	11.8*	16.6	15.4	16.4	x	17.1	15.4	15.7*
Finding enough time in the school's or teachers' schedule for using the Internet	37.1	34	46.4	36.7	34.4	40.9	37.5	x	39.4	33.8	40.2
Having sufficient connections for simultaneous access to the Internet	15.4	15.7	9.9*	17.7	13.3	18.1	15	x	15.2	14.9	16.7*
Ensuring there is no information overload	19	20.7	14.1	19.3	18.1	20.4	19.3	x	20.4	21.3	12.0*
Ensuring information obtained is of sufficient quality	23.2	24.3	25.6	20.7	22.4	24.4	23	x	25.6	24.2	17.0*
Other											
Finding space to integrate computers into the classroom appropriately	17.3	18.7	17.1	15.4*	16.9	17.7	17	x	19.5	15.9	16.1*
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	17.7	16	19	19.3	16.4	19.5	17.4	x	22.9	15.2	13.7*
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	22	20.3	22.7	23.8	23.1	20.4	21.6	x	24.1	20.5	21.3*
Having enough training opportunities for teachers	39	43.2	32.4	36.6	39.1	38.8	39.3	x	43	36.4	37.1
Ensuring ICT infrastructure is adequate for telecommunications	12.2	12.7	11.0*	12.1*	11.4	13.3	12.6	x	13.4	9.4	16.5*
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	8.1	7.8*	8.8*	8.1*	8.2	7.9*	8.2	x	9.5*	7.9*	x
Ensuring source of power is dependable	5.6	5.9*	x	5.8*	4.3*	7.5	5.8	x	6.1*	6.1*	x
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	6.6	8.1	x	4.7*	5.9*	7.4	6.8	x	8	6.7*	x
Finding enough time to integrate ICT into learning	31.1	25.4	37.7	35.2	27.8	35.6	30.9	x	34.8	30.8	25
Having sufficient funding for technology	43.7	44.6	41.3	43.7	45.5	41.2	43.4	x	43.5	44.8	41.8
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Alberta

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	37.5	38.4	34.8	38.6	39.8	29.1	36.9	42.9	37.8	37	37.9
Ensuring computers and peripherals are up to date	53	53.8	49.2	55.1	54.5	47.7	52.1	60.1	53.6	52.4	53.2
Software											
Obtaining software which is specific enough or adaptable	34.3	36.7	26.6	37.5	35	31.7	33.9	39	40.9	32.6	30.1
Obtaining sufficient copies/licences of software for instructional purposes	41.2	43.2	33.6	44.9	41.5	40.2	40.4	48.7	44.7	39.8	39.5
Obtaining software in the language of instruction	12.9	16.8	10	9.9*	14.8	5.7*	13.2	x	11.9	12.7	14
Instruction											
Integrating computers in classroom instruction practices	24.2	23.6	20.9	27.7	25.3	19.9	23.8	24.4*	18.8	24	29.3
Having a sufficient number of teachers supervising students using computers	14.5	14.2	11.5	17.6	14.5	14.5	13.8	19.5**	15.3	15.3	13
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	27.4	26.9	26.5	29	27.8	26.1	26.1	38.5	30	27.7	24.7
Internet											
Integrating Internet into instruction of low-achieving students	17.9	22.2	13.3	16	17.9	18	17.9	17.6*	19.9	17	17.4
Finding enough time in the school's or teachers' schedule for using the Internet	33.9	35.6	30.8	34.2	34.2	32.9	34.2	32.0*	33.2	35.7	32.5
Having sufficient connections for simultaneous access to the Internet	25.5	24.6	17.6	34.1	23.1	34.5	24.4	36.4*	30.3	23.2	24.1
Ensuring there is no information overload	24.7	27.7	18.1	26.1	25	23.4	25	21.0**	27.9	23.5	23.1
Ensuring information obtained is of sufficient quality	26.3	30.4	22	24.1	26.7	25	26.9	20.1*	28.6	25.6	25.2
Other											
Finding space to integrate computers into the classroom appropriately	27.1	26.3	27.8	27.7	28.4	22.5	27.9	19.8*	20.7	27.6	32.6
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	12.3	13	12	11.6	13.7	7.1*	12	15.3**	10.1	12.4	14.2
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	27	26	20.4	34.2	27.6	24.8	25.7	38.4	26.5	24.8	30
Having enough training opportunities for teachers	29	30.4	26.8	29	31.5	20.1	29.1	29.8*	25.1	29.5	32.2
Ensuring ICT infrastructure is adequate for telecommunications	26.8	26.2	22.8	31.2	25.6	31	26.5	29.5*	30.1	24	26.9
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	14.6	13.2	17.1	14.3	15.9	10.0*	14	18.9**	16.9	13.4	13.9
Ensuring source of power is dependable	9.3	7.8	5.8*	14.5	8.2	13.3	9.2	11.5**	9.3*	8.4	10.3
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	8.4	7.2	8.2*	10.4	7.8	10.4	8.5	x	9.1*	6.5	10
Finding enough time to integrate ICT into learning	31.7	35	32.2	26.4	33.1	26.6	33	20.0*	30.6	31.9	32.5
Having sufficient funding for technology	69.5	72	62.4	71.9	72.4	58.9	68.9	78.3	67.2	70.1	71
Other	86	x	x	x	79.6	x	84.5	x	x	x	x

Table C-5

Challenges, school year 2003-04
British Columbia

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	39.3	43.6	32.4	26.7	40.2	36	39	46.2	37	37.6	44.2
Ensuring computers and peripherals are up to date	54.8	58.9	49.6	39.1	53.5	59.6	55.8	50.2	57.4	52	55.6
Software											
Obtaining software which is specific enough or adaptable	34.3	39.6	22.8	26.9	34.3	33.9	34.4	33.6	38.1	34.2	30
Obtaining sufficient copies/licences of software for instructional purposes	46.6	50.9	35.7	45.6	45.8	49.8	46.7	44.5	48.4	47.8	43.2
Obtaining software in the language of instruction	8.7	9.7	6.1*	9.2**	9.1	7.2*	8.6	8.5**	8.3*	8.7	9.2
Instruction											
Integrating computers in classroom instruction practices	35.9	37.6	35.1	25	38	28	38.3	23	27.6	38.4	41.7
Having a sufficient number of teachers supervising students using computers	18.3	19.7	16.5	12.9*	18.1	18.8	18.3	19.8	21	17.3	16.5
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	41.2	41.4	44.4	30.5	42.2	37.4	42.8	33.9	38.5	41	44.5
Internet											
Integrating Internet into instruction of low-achieving students	23.4	23.6	24.8	17.4*	24.6	18.9	23.5	25.2	23.1	25.2	21.3
Finding enough time in the school's or teachers' schedule for using the Internet	34.8	39.6	29	16.1*	35.3	33	34.5	36.4	38.1	34.4	31.7
Having sufficient connections for simultaneous access to the Internet	24.6	27.7	17.6	22.5*	23.9	27.4	24	27.6	22.6	27.6	22.9
Ensuring there is no information overload	24.2	27.1	19.5	16.3*	24.7	22.5	25.2	15.8*	20	28.7	23
Ensuring information obtained is of sufficient quality	25.2	28.4	18	22.3*	25.4	24.7	25.4	23.9	24.8	27.8	22.4
Other											
Finding space to integrate computers into the classroom appropriately	21.1	23.8	16	14.6*	21.6	18.9	19.8	27.3	23.9	20.8	18.4
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	22.9	24.9	19.6	16.8*	23	22.6	24	18.6	19.9	24.5	24.1
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	43.3	46.5	38.1	34	44	40.6	45.8	30	41.4	43.8	44.7
Having enough training opportunities for teachers	40.7	42	40.8	30.9	41.4	38	42.3	31.9	41	38.8	43
Ensuring ICT infrastructure is adequate for telecommunications	27.6	30.8	18.1	30.4	26.7	31.3	27.6	28.6	33.7	26.2	23
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	12.8	11.9	13.5	17.4*	13.9	8.6*	11.9	16.5*	12.8	12.4	13.5
Ensuring source of power is dependable	8	7.5	7.3*	14.0*	8.3	6.7*	7.8	11.3*	9.4	7.0*	7.8*
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	7.8	7.7	6.3*	12.9**	8.3	5.8**	7.3	10.0*	8.6*	7.7	7.1*
Finding enough time to integrate ICT into learning	41.1	44.1	38.7	25.6	41.4	40	42.9	31	37	41.4	45.2
Having sufficient funding for technology	70.5	73.5	62.5	70.2	69.6	73.7	70.9	66.7	71.4	67.9	72.8
Other	60.4*	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Yukon

	All	Instructional Level of Schools			Location		Type	Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Small	Medium	Large
Extensive Challenges in using ICT...										
Hardware										
Obtaining sufficient number of computers	x	x	x	x	x	x	x	x	x	x
Ensuring computers and peripherals are up to date	x	x	x	x	x	x	x	x	x	x
Software										
Obtaining software which is specific enough or adaptable	x	x	x	x	x	x	x	x	x	x
Obtaining sufficient copies/licences of software for instructional purposes	x	x	x	x	x	x	x	x	x	x
Obtaining software in the language of instruction	x	x	x	x	x	x	x	x	x	x
Instruction										
Integrating computers in classroom instruction practices	x	x	x	x	x	x	x	x	x	x
Having a sufficient number of teachers supervising students using computers	25	x	x	x	x	x	25	x	x	x
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	34.8	x	x	x	x	x	34.8	x	x	x
Internet										
Integrating Internet into instruction of low-achieving students	27.3	x	x	x	x	x	27.3	x	x	x
Finding enough time in the school's or teachers' schedule for using the Internet	41.7	x	x	x	50	x	41.7	x	x	x
Having sufficient connections for simultaneous access to the Internet	x	x	x	x	x	x	x	x	x	x
Ensuring there is no information overload	x	x	x	x	x	x	x	x	x	x
Ensuring information obtained is of sufficient quality	x	x	x	x	x	x	x	x	x	x
Other										
Finding space to integrate computers into the classroom appropriately	x	x	x	x	x	x	x	x	x	x
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	x	x	x	x	x	x	x	x	x	x
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	x	x	x	x	x	x	x	x	x	x
Having enough training opportunities for teachers	29.2	x	x	x	x	x	29.2	x	x	x
Ensuring ICT infrastructure is adequate for telecommunications	x	x	x	x	x	x	x	x	x	x
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	x	x	x	x	x	x	x	x	x	x
Ensuring source of power is dependable	x	x	x	x	x	x	x	x	x	x
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	x	x	x	x	x	x	x	x	x	x
Finding enough time to integrate ICT into learning	25	x	x	x	x	x	25	x	x	x
Having sufficient funding for technology	33.3	x	x	x	x	x	33.3	x	42.9	x
Other	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Northwest Territories

	All schools	Instructional Level of Schools			Location		Type		Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Private	Small	Medium	Large
Extensive Challenges in using ICT...											
Hardware											
Obtaining sufficient number of computers	22.2*	x	x	41.2	x	28.0*	22.2*	x	x	35.3*	x
Ensuring computers and peripherals are up to date	41.7	x	x	47.1	x	44	41.7	x	x	58.8	x
Software											
Obtaining software which is specific enough or adaptable	36.1	x	x	41.2	x	36	36.1	x	x	47.1	x
Obtaining sufficient copies/licences of software for instructional purposes	44.4	40.0*	x	47.1	x	48	44.4	x	x	64.7	x
Obtaining software in the language of instruction	x	x	x	x	x	x	x	x	x	x	x
Instruction											
Integrating computers in classroom instruction practices	41.7	x	x	47.1	x	40	41.7	x	x	47.1	x
Having a sufficient number of teachers supervising students using computers	20.0*	x	x	37.5*	x	29.2*	20.0*	x	x	x	x
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	40	x	x	52.9	x	41.7	40	x	x	56.3	x
Internet											
Integrating Internet into instruction of low-achieving students	36.1	x	x	52.9	x	44	36.1	x	x	41.2	x
Finding enough time in the school's or teachers' schedule for using the Internet	41.7	x	x	52.9	x	44	41.7	x	x	41.2	x
Having sufficient connections for simultaneous access to the Internet	25.7	x	x	35.3*	x	33.3	25.7	x	x	x	x
Ensuring there is no information overload	16.7*	x	x	x	x	x	16.7*	x	x	x	x
Ensuring information obtained is of sufficient quality	22.2*	x	x	x	x	24.0*	22.2*	x	x	x	x
Other											
Finding space to integrate computers into the classroom appropriately	27.8	x	x	x	x	x	27.8	x	x	35.3*	x
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	19.4*	x	x	x	x	x	19.4*	x	x	x	x
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	35.3	x	x	43.8	x	34.8	35.3	x	x	41.2	x
Having enough training opportunities for teachers	54.3	42.9*	x	64.7	54.5	54.2	54.3	x	50	52.9	x
Ensuring ICT infrastructure is adequate for telecommunications	20.6*	x	x	x	x	26.1*	20.6*	x	x	x	x
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	20.6*	x	x	x	x	28.0*	20.6*	x	x	x	x
Ensuring source of power is dependable	x	x	x	x	x	x	x	x	x	x	x
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	x	x	x	x	x	x	x	x	x	x	x
Finding enough time to integrate ICT into learning	37.1	x	x	35.3*	x	33.3	37.1	x	x	41.2	x
Having sufficient funding for technology	57.1	42.9*	x	70.6	54.5	58.3	57.1	x	x	82.4	x
Other	x	x	x	x	x	x	x	x	x	x	x

Table C-5

Challenges, school year 2003-04
Nunavut

	All	Instructional Level of Schools			Location		Type	Size		
		Elementary	Secondary	Mixed	Urban	Rural	Public	Small	Medium	Large
Extensive Challenges in using ICT...										
Hardware										
Obtaining sufficient number of computers	27.3*	x	x	x	x	x	27.3*	x	x	x
Ensuring computers and peripherals are up to date	57.1	x	x	x	x	53.3	57.1	x	x	x
Software										
Obtaining software which is specific enough or adaptable	61.9	x	x	77.8	x	60	61.9	x	x	x
Obtaining sufficient copies/licences of software for instructional purposes	50	x	x	x	x	43.8*	50	x	x	x
Obtaining software in the language of instruction	45.5	x	x	66.7	x	50.0*	45.5	x	x	x
Instruction										
Integrating computers in classroom instruction practices	31.8*	x	x	x	x	x	31.8*	x	x	x
Having a sufficient number of teachers supervising students using computers	28.6*	x	x	x	x	x	28.6*	x	x	x
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	63.6	66.7	x	66.7	x	62.5	63.6	x	75	x
Internet										
Integrating Internet into instruction of low-achieving students	57.1	x	x	x	x	62.5	57.1	x	x	x
Finding enough time in the school's or teachers' schedule for using the Internet	28.6*	x	x	x	x	x	28.6*	x	x	x
Having sufficient connections for simultaneous access to the Internet	x	x	x	x	x	x	x	x	x	x
Ensuring there is no information overload	30.0*	x	x	x	x	x	30.0*	x	x	x
Ensuring information obtained is of sufficient quality	40.9*	x	x	x	x	x	40.9*	x	x	x
Other										
Finding space to integrate computers into the classroom appropriately	x	x	x	x	x	x	x	x	x	x
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	45.5	x	x	x	x	50.0*	45.5	x	x	x
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	63.6	66.7	x	77.8	x	75	63.6	x	75	x
Having enough training opportunities for teachers	72.7	77.8	x	88.9	x	81.3	72.7	x	75	85.7
Ensuring ICT infrastructure is adequate for telecommunications	x	x	x	x	x	x	x	x	x	x
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	x	x	x	x	x	x	x	x	x	x
Ensuring source of power is dependable	x	x	x	x	x	x	x	x	x	x
Existence of a jurisdiction or province-wide regulation or licensing agreement that prohibits or prevents use of other software	x	x	x	x	x	x	x	x	x	x
Finding enough time to integrate ICT into learning	45.5	x	x	x	x	50.0*	45.5	x	x	x
Having sufficient funding for technology	61.9	x	x	66.7	x	62.5	61.9	x	85.7	x
Other	x	x	x	x	x	x	x	x	x	x