

| No. | Advantages of VDI | Dept of Education | Local education board | School server |
|-----|--|-------------------|-----------------------|---------------|
| 1 | Provides equality of access to every student. (Regardless of school type, location, sex, age and number of students.) | ✓ | | |
| 2 | Is future focussed and flexible. | ✓ | ✓ | ✓ |
| 3 | Less manpower is required to manage the system. | ✓ | ✓ | ✓ |
| 4 | Is adaptable to suit the needs of the student, teacher and school. | ✓ | ✓ | ✓ |
| 5 | The system can be easily expanded to cater for increasing needs. | ✓ | ✓ | |
| 6 | All accounts are secure and GDPR compliant. All resources can be reviewed and updated to be GDPR compliant. | ✓ | ✓ | |
| 7 | Potentially, education notices and resources can be shared to c.200,000 3 rd level students and c.350,000 2 nd level students. | ✓ | | |
| 8 | Current devices already in schools do not need to be replaced as the server completes the processing | ✓ | ✓ | ✓ |
| 9 | Saves on current expenditure in schools: Can use Raspberry Pi devices which use c.4 watts of power a huge savings on electricity use and costs. | ✓ | ✓ | ✓ |
| 10 | It enables user access to for an infrastructural cost of €50 Raspberry Pi per device | ✓ | ✓ | ✓ |
| 11 | A centrally managed system results in huge economies of scale. This is a better system, with more applications managed at a lower cost. | ✓ | ✓ | |
| | | ✓ | ✓ | |
| 12 | Saves the environment: Gives a second life to old PC's, laptops and PC's. Raspberry Pi's 10% of the power that traditional devices use. | ✓ | ✓ | ✓ |
| 13 | User accounts cannot get a virus as virtual devices are wiped clean every time they log off. | ✓ | ✓ | ✓ |
| 14 | Entire curriculum resources can be provided centrally if adopted by the Dept of Education and Skills. | ✓ | | |
| 15 | Resources can be made available to teachers via a centrally managed desktop section. | ✓ | ✓ | |
| 16 | All resources available can be created, managed and updated centrally from the inspectorate. | ✓ | | |
| 17 | Updates to education curriculum can be made available on the platform for teachers. | ✓ | | |
| 18 | If managed centrally, proven resources can be promoted by the Dept of Education. This may save money and avoid duplication of efforts. | ✓ | | |
| 19 | All resources can be reviewed from a legal perspective centrally. This ensures quality and legality of form. | ✓ | | |
| 20 | Monitoring of the level of use can be measured centrally. This can gauge interaction, times of use and the levels of data used. | ✓ | | |
| 21 | If the Irish system proves a success, there is nothing to stop Ireland hosting VDI accounts for students and teachers in other countries. The UK market would be an obvious target market. | ✓ | | |
| 22 | There could be an increased level of cooperation between the education departments for both Ireland and Northern Ireland. | ✓ | ✓ | |
| 23 | User VDI accounts can stay with the student from secondary school to third level. Continuity of access and form would be of great benefit to students. | ✓ | | |
| 24 | Since students get the same desktop screen regardless of the device used, the continuity of format will be of benefit to students. | ✓ | ✓ | ✓ |
| 25 | If the system is managed by the separate education boards, they will be able to provide resources complementary to their education ethos. | | ✓ | |
| 26 | There should be a savings to parents as second-hand devices or Raspberry Pi's can be used instead of expensive PC's, laptops, tablets or smart devices. Since less expensive devices can be used, there is a huge savings to the Exchequer. It is possible that the money allocated to education can be redirected elsewhere to other areas of demand. | ✓ | ✓ | ✓ |
| 27 | The curriculum can include extra sections that build a bridge between the secondary education curriculum and third level curriculum. | ✓ | ✓ | |
| 28 | Infrastructure requirements for ICT resources can be publicised centrally. | ✓ | | |
| 29 | User accounts for students with special needs can have applications available to suit the needs of the student. | ✓ | ✓ | ✓ |
| 30 | Students with special needs can access the required applications from home. Continuity of access to resources for SEN students is now guaranteed. | ✓ | ✓ | ✓ |
| 31 | Qualified teachers who are not employed, on a sabbatical or in-between jobs, can have access to resources for continuing professional development purposes. | ✓ | ✓ | |
| 32 | The newest and best resources can be made available to all user accounts immediately. | ✓ | ✓ | |
| 33 | CPD can be provided centrally to all teachers. | ✓ | ✓ | |