



# ACCESS AND DISTRIBUTION

SASKATCHEWAN EXPERIENCE



# THE PROVINCE

- ◆ LARGE GEOGRAPHIC AREA (650,000 SQUARE KILOMETRES)
- ◆ SMALL POPULATION (1 MILLION)
- ◆ ½ STUDENTS IN RURAL AND NORTHERN SCHOOLS
- ◆ POPULATION DECREASING IN RURAL AND NORTHERN AREAS



# ACCESS

- ◆ ICT perceived to provide a solution.
- ◆ Need to provide equitable access to educational programs and equitable benefit from educational opportunities regardless of where student lives.



# Access Issues

- ◆ Telco provided Internet access
- ◆ More expensive in rural and northern areas
- ◆ Slower speeds in rural and northern areas
- ◆ The schools that need the support the most had the least opportunity to get the support.



- ◆ 1991-1994 provided local access in 14 communities
- ◆ 1997 engaged 250 schools to become public access sites as a means to obtain federal funding and reduce costs
- ◆ 1998 consulted with schools across the province and changed the manner in which Internet access was obtained



# Development of Provincial Network

- ◆ Instead of schools paying individually, the funds were now taken from the provincial grant to schools and paid provincially.
- ◆ Result was that the cost became the same regardless of location and improvements were made in level of access in rural areas.
- ◆ The government managed a provincial network in which education participated.



# How to manage the network?

- ◆ Department of Learning?
- ◆ Government IT Branch?
- ◆ School Boards or Teacher Federation?
- ◆ Consortium?
- ◆ ISP



# Management Issues

- ◆ Limited resources
- ◆ Requirements for Bandwidth continually grow
- ◆ Funded from provincial dollars
- ◆ If you can't meet everyone's needs then who is held responsible for perceived inequities?



# Saskatchewan Solution

- ◆ Establishment of a consortium of schools, school boards and other education stakeholders and the Department of Learning.
- ◆ Advise and propose solutions to issues as they arise.
- ◆ Support the provincial IT Branch who is responsible for the network



# Technology in Schools

- ◆ Location of technology/computers in schools directly affects the types of use and the types of access.
- ◆ Labs
- ◆ Resource Centres
- ◆ Classrooms



# Technology in Schools

- ◆ If the goal is to integrate the use of technology in daily instruction then having technology readily available becomes critical.
- ◆ Also affects the outcomes of teacher PD in use of technology.



# Intellectual Property and Access to Resources

- ◆ 1995 Multimedia Strategy-resource development with private sector partners
  - Schools get resource (CD-ROM) and partner sells in other jurisdiction
- ◆ 1998 moved to server based resources and relationship changed to that of contracting services.



# Intellectual Property and Access to Resources

- ◆ 1995 work began on Evergreen Curriculum
- ◆ Debate regarding who should have access to the online curriculum
  - Saskatchewan schools only
  - Saskatchewan citizens
  - The world.
- ◆ Decision to have open access for all online resources developed.



# Intellectual Property and Access to Resources

- ◆ 1998 began teacher developed resources
- ◆ Issue arose as to who owned the resource.
- ◆ Need to be clear from the outset regarding intellectual property.