



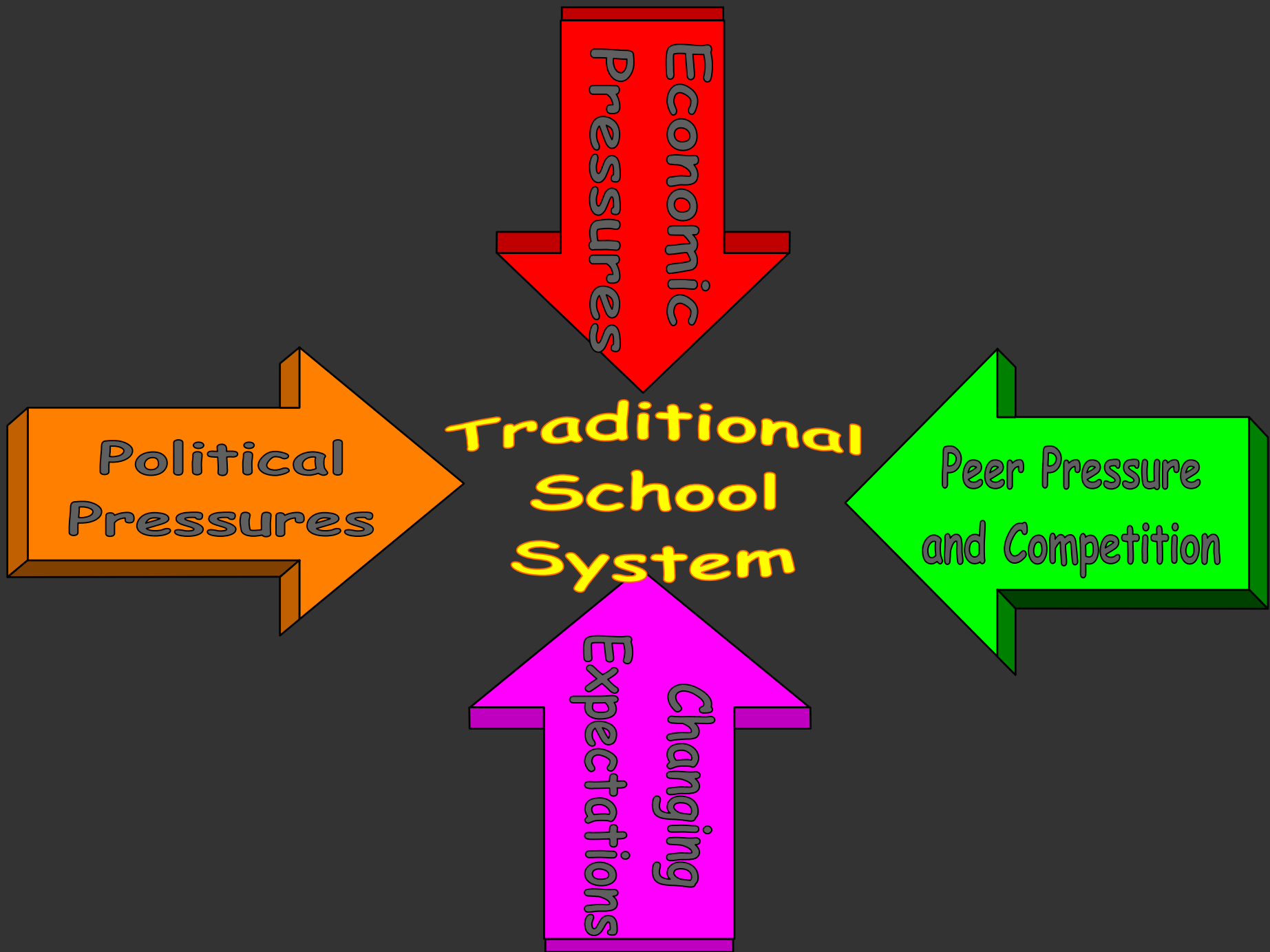
*World Bank Institute*  
*Seminar on ICT and Education*  
*Cairo, Egypt*  
*January 2004*

*Lessons from Saskatchewan Canada*

# *Canadian Context*

- Need for a Policy Framework for Learning Technology and Distance Education
- Saskatchewan's tradition of cooperation in innovation and change
- issues and challenges
  - Learning culture
  - Infrastructure and delivery
  - Funding
  - Management and Coordination

***Priority: Collaboration to provide access to quality education programs and services***



Economic Pressures

Political Pressures

Peer Pressure and Competition

Changing Expectations

Traditional School System

# *Pressures on Public Education System*

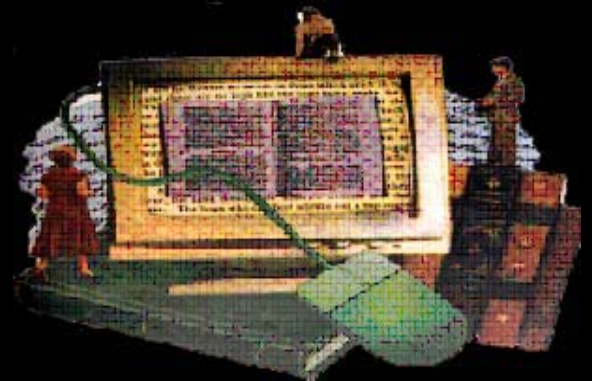


- Meeting the growing needs of a knowledge-based society/economy
- Demand for access to learning any time, any place, anything
- Declining resources
- Delivery challenges - small population, vast distance (sparsity)
- Competition from traditional and non-traditional sources

*1991-1994*

**1991**

- Special Education Technology Conference
- Online curriculum grew out of Special Education
  - The need for teachers to communicate with each other, obtain resources and support was a driving force

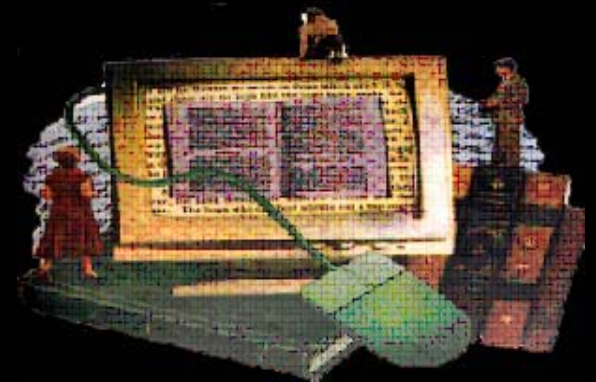


*1991-1994*

**1991**

Saskatchewan Education Bulletin Board System  
was initiated

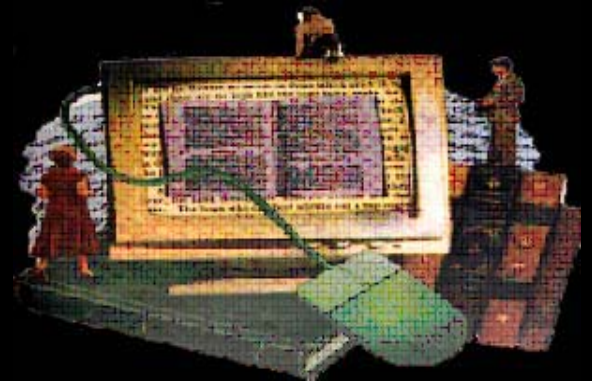
Discussions begin regarding development of  
online curriculum and resources



*1991-1994*

**1994**

- Department begins work on Multimedia strategy with assigned personnel
- Support from private sector
  - Trans Canada Pipeline



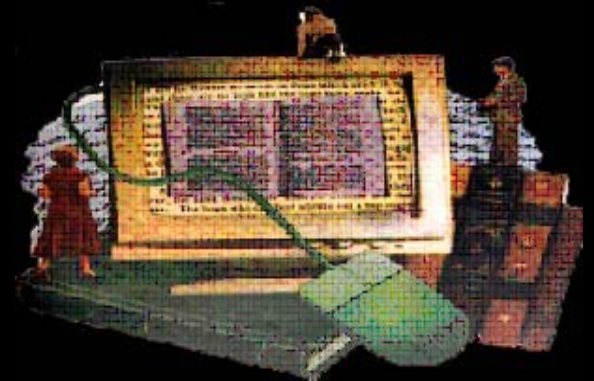
# *Multimedia Learning Strategy 1995*



- ❖ Provided infrastructure funding to schools for wiring and cabling
- ❖ Called for a network linking learners
- ❖ Provided new tools for instruction
- ❖ Funded innovative production of multimedia software/courseware for use in education
- ❖ Enhanced Distance Education opportunities

1995

- World Wide Web becomes publicly accessible in Saskatchewan
- Work begins on Evergreen Curriculum
- Focus is on teacher support
- Students hired to convert documents



1996

- Wiring and Cabling added to Infrastructure
- Saskatchewan Education WWW Site
- Bulletin Board System shuts down

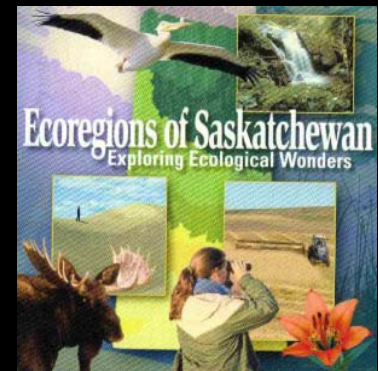


1996

- Resource-based Learning Initiative
- Evergreen Curriculum and Technology Inservices and Consultation
- Development fund reduced
- 3 students work on curriculum conversion
- 2 full time consultants, 1 tech staff

1997

- Learning Technology Unit Created
  - Support staff added and .5 consultant
  - Unit budget includes production fund
  - Teacher inservice and support of online Curriculum and resources



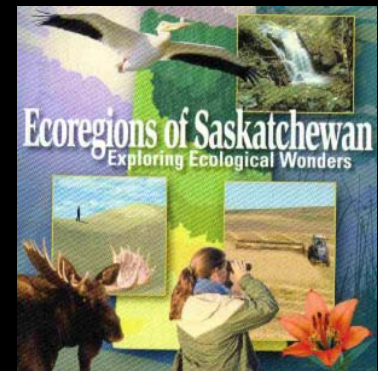
1997

- Added supports from federal programs
  - Community Access Program
    - \$1,000,000 a year

- Youth Employment Initiative

Matching funds for tech support and teacher support.

- Multimedia Production Project



1998

- Federal GrassRoots Projects customized for Sask.
  - Grassroots Projects Linked to RBL
- Provincial Support of Pilot Projects-let people experiment

1998

- Began to support provincial licences—
- Collaborate across sectors
- Technology-based workshops/in-services



1999

- On-line Practical & Applied Arts course developed in Communication Production Technology (with support from Industry Canada)
- Core Curriculum (Evergreen) CD-ROM produced for every teacher (cost \$1.00 per CD)
- EXPANDING FOCUS
  - Distance Education Focus Group Meetings conducted through the province
  - National Rural Education Conference demonstrations

1999

- Mobile training trailer for remote Northern communities and schools
- Mobile wireless Hi Speed LAN under development for use for training and professional development
- Web site database project for Western Canada under Sask. leadership

1999

- Activities outside of education sector grow:
  - Development of Provincial Network
  - Government online projects
- Focus in Education grows to include more student resources and student support.
- Consortium discussions begin

2000

- Evergreen core documents completed
  - Focus shifts to increased resources for both students and teachers
  - And increased resources linked to curriculum.
- Decision to move to relational database for online curriculum.
- Decision to establish consortium and shift to distributed decision making by consortium members

2000

- Consortium Activities:
  - Committees established for:
    1. Web Based Learning Resource Development(WBLRD)\$1,700,000
    2. E-Business\$500,000

Resources-not courses are built.

Decisions made re open source and open access for materials and resources.

2002

- Evergreen conversion slowed due to budget constraints
- LTU continues to support Evergreen and ICT in schools
- Consortium activities continue and consortium moves to formal incorporation and arms length relationship with department



2002

- Consortium activities:
  - Licenses-\$230,000
  - WBLRD-\$850,000
  - ebusiness-\$750,000
  - Online teaching-\$550,000
  - Tech Capital-\$150,000



2002

- 24 WBLRD projects and 90 teacher developers
- 33 online classes offered

2002

- Consortium Costs: \$2,670,000
- LTU and Evergreen: \$530,000
- **Total Cost: \$3,200,000**
- Supports:
- Youth Employment: \$165,900
- GrassRoots: \$490,900
- **Total Supports: \$656,800**

2003

- 21 WBLRD projects
- 42 classes offered online
- Pilot of a student information system
- Tech coordinator for CommunityNet
- Ebusiness group hires a director and one staff member
- Provincial email system now in place

2003



## Consortium:

- Licenses: \$250,000
- WBLRD: \$650,000
- Ebusiness: \$1,000,000
- Online teaching: \$700,000
- Tech Capital: \$150,000

*1991-2003*



- **Total Cost:**
- \$17,920,600
  
- **Support from other Sources:**
- \$7,693,000

# *Key Messages from Saskatchewan's Experience*

- Collaborative systemic response is required to integrate telelearning technologies
- Senior level leadership and support are key in developing the collaborative process
- Government's role: raise awareness including modeling; providing information on key research questions; developing policy processes for managing change; and representing the public interest

# *Saskatchewan Learning's Role*

- Serve as a catalyst and facilitate discussion on public policy issues, including:
  - content development for telelearning;
  - program accreditation and portability;
  - impact of provincial/federal programs on telelearning

# *Saskatchewan Learning's Role*



- Raise awareness and interest
- Serve as a central resource for information and research, including best practices; identify issues for research
- Help jurisdictions learn from each other

# *Collaboration Model for Access and Quality*

- Systemic approach to enhance learning technologies
- Strategic action plan in key public policy areas
- Senior level leadership and support
- Strengths and resources of each partner combined to extend the province's telelearning capacity

# *Major Decision areas for discussion this week*

- Access
- Online Curriculum development
- Online Content development
- Teacher involvement and training
- Private Sector partnerships and Consortium building