| **Implementation of the Management Response Update to the 2004 SchoolNet Evaluation**
June, 2005 |

Item #	Action Required	Action Plan	Due Dates	Status Ongoing – O Underway-U Complete- C Not Started-NS
1.	**Flexibility of the Program:** **For future programming design needs, it is recommended that SN retain a flexible delivery approach that responds to the different requirements of the varying provincial/territorial and First Nations education systems across Canada.**	E-Learning management (ELD) formerly SchoolNet strongly supports this recommendation. A flexible delivery approach has been essential to the design and operations of SchoolNet programming to date. SchoolNet has operated a number of institutional mechanisms to allow input from partners on program design and operations: the Regional Management Organizations for First Nations SchoolNet, the National Committee for Computers for Schools (CFS) and the National Grassroots Working group for the Grassroots Program. Others such as the SchoolNet National Advisory Board (SNAB) have been temporarily suspended given new program directions and budget constraints. Partners are and will continue to be consulted about future program direction.		O U
2.	**Mission:** **SN was served well by an original, consensus-building long-term connectivity goal for implementing ICT in schools. There is currently a need to**			

	Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005			
Item #	**Action Required**	**Action Plan**	**Due Dates**	**Status** **Ongoing – O** **Underway-U** **Complete- C** **Not Started-NS**
	articulate a similar, consensus-building study and long-term mission for SN. In other words, there is a need to clarify the role of SN as it relates to where Canadian education should be five years from now with respect to the use of ICT. **Recommendation**: **The SchoolNet National Advisory Board could be recruited for this purpose with a special working group from within SNAB commissioned to address specific challenges and workable solutions. The "Foresight" document prepared by SNAB in this respect is an appropriate foundation to build on. Active representation on this working group from educational institutions, private sector stakeholders, and federal and provincial/territorial government departments is required.**	The short-term role of SchoolNet has been redefined since this recommendation. While SNAB may have been temporarily suspended as an active body, the need for such an advisory board remains necessary to the program leadership. Given that in the future ELD will be part of a single Branch-wide program extensive effort has gone into defining the appropriate consultation mechanism. The success of SNAB will inform future consultation activities. As ELD is preparing for a new mandate, one of the first priorities will be to work with the e-learning sector to define where Canadian e-learning should be in 5/10 years so it may develop appropriate plans and activities.	March 2006 March 2006	O O

Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005				
Item #	Action Required	Action Plan	Due Dates	Status Ongoing – O Underway-U Complete- C Not Started-NS
		Complementary to such an Advisory Board, ELD has been co-chairing the Interdepartmental E-Learning Task Group, which has the mandate to develop an e-Learning Policy Framework for the federal government.		U
3.	**Program components** **Future program designs of SN should continue to incorporate project-based delivery and professional teacher development schemes as a means to effectively engage partners and to implement innovative ICT solutions for education.**	SchoolNet has been re-directed since this recommendation. With the reduction in resources from $45M to $25M per year until March 2006, ELD has taken the strategic decision to reduce programming to the K-12 sector and terminated programs which supported teacher development (e.g. Grassroots and Network of Innovative Schools) ELD is examining other markets such as SMEs, communities, immigrants and aboriginal communities and will consider such principles in future program design.	June 2005	U
4.	**Partnerships and voluntary participation** **SN should continue to implement its stated goals through program initiatives that**	ELD management strongly supports this recommendation. In the redefined program, volunteerism will continue to be integral to program delivery. Computers for Schools continue to rely on		O O

3

Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005				
Item #	Action Required	Action Plan	Due Dates	Status Ongoing – O Underway-U Complete- C Not Started-NS
	are based on voluntary participation of partners, providing value-for-money financial and in-kind incentives that contribute to the adoption and use of ICT by educational institutions and learning environments.	volunteer participation in its refurbishment centres. First Nations SchoolNet obtains advice on program direction from a network of volunteer advisors. The Marketplace Strategy Group relies on volunteers for its work in standards development. ELD management will continue to make use of volunteers in its existing and redefined programming.		
5.	**Program alternatives/options:** **A study of the most cost and outcome effective practices for different provincial and territorial education systems will contribute to determining if there are appropriate alternative delivery mechanisms that meet present and future challenges. In addition, cost-effectiveness comparisons of Canada's SchoolNet program to other national SchoolNet programs in other Countries would provide valuable insights.**	ELD management strongly supports this recommendation. Some work has already been completed in this area. Michael Teeter and Associates completed a study in the winter of 2003 that looked at the extent of duplication and overlap between the federal SchoolNet web site and provincial and territorial government web sites and concluded that there was no significant duplication and that these web sites are complementary. Given the new directions for ELD, the SchoolNet web presence has been greatly reduced, as have annual investments in the site. The existing site is increasingly historical to preserve valuable learning resources.	C – Jan. 2004 March 2006	U

Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005				
Item #	Action Required	Action Plan	Due Dates	Status Ongoing – O Underway-U Complete- C Not Started-NS
	Industry Canada should initiate a comparison study to identify the most cost and outcome effective practices for continuing to integrate information and communications technology in learning environments.	A high level analysis of international websites was undertaken. Due to budgetary constraints, ELD's reduced focus on K-12, and the need to develop a new, single, IHAB web presence, ELD management has not implement the recommendations other than to provide a link to these international web sites from the SchoolNet web site.

The new ELD program, focussing on post secondary and SME adoption of ICT for learning will pay particular attention to cost and outcome effective practices. A new strategy for a IHAB web presence is being developed. | | |
| 6. | **Innovation:**

Any new SN policy and program design, that focuses on early adopters and innovators, needs to "raise the bar" on what constitutes innovation. Naturally, the relevance and impact of innovative initiatives also need to be considered. | ELD management strongly supports this recommendation. Proposals that are innovative and have the potential to greatly impact delivery of e-Learning will be encouraged in consideration of clients needs.

As previously noted, certain programs that supported innovation in K-12 classrooms (Grassroots and NIS) have been terminated. | | U |

	Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005			
Item #	**Action Required**	**Action Plan**	**Due Dates**	**Status** Ongoing – O Underway-U Complete- C Not Started-NS
7.	**Entry levels**: **Future SN program designs need to consider different entry levels for participants in the program e.g., based on different skill levels, age groups, geographical distributions, cultural differences, and provincial/territorial school systems and characteristics.**	ELD management strongly supports this recommendation. SchoolNet First Nations allows considerable variation between Regional Management Organizations in the way initiatives are implemented. Computers for Schools encourage a great deal of flexibility and innovation among its regional refurbishment centres. Future E-learning initiatives will address the question of the digital divide.		O O
8.	**Networking opportunities**: **SN should plan and budget for frequent networking events (both virtual and face-to-face) to bring together participants and partners in the program, particularly educators, to learn from each other and share results of their initiatives.**	Most of SchoolNet's virtual networks (e.g. Library Net, Web Board and NIS Institute) were discontinued due to budgetary constraints. ELD management recognize the importance of regular meetings. FNS and CFS are continuing networking and consultation events both virtually and face to face. ELD programs make regular use of video and telephone conferences for its business operations.		O
9.	**Regionalization and devolution** **Industry Canada and the SN program should continue to rely**	ELD management strongly supports this recommendation. Both Computers for Schools and First Nations rely on decentralized delivery. New e-learning programming proposals will		O

		Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005		
Item #	**Action Required**	**Action Plan**	**Due Dates**	**Status** **Ongoing – O** **Underway-U** **Complete- C** **Not Started-NS**
	on a decentralized delivery mechanism for its program components, while retaining overall budget control and oversight responsibilities, as well as policy and program design and delivery decisions.	make extensive use of decentralized delivery models where it makes sense, since study and pilot projects will be delivered by partners. ELD will continue to maintain budget control and policy and program design as it has done for FNS and CFS.		
10.	**Collaboration with schools and school boards.** **Collaboration with schools and school boards is essential, if the program is to continue to succeed.**	CFS will continue to provide computers to K-12 schools and First Nations SchoolNet will work closely with aboriginal schools on reserves. Since these recommendations were made, ELD has moved away from direct support to provincial and territorial schools and school boards and in the future is expected to collaborate instead with Departments of Education and national learning organizations.		O
11.	**Role of Industry Canada and the private sector**: **Research should be supported to understand the appropriate business model and incentives to engage the private sector in future SN initiatives.**	SN has successfully engaged the private sector in the past. CFS owes its success to partnerships with the private sector. For the future, ELD will be establishing a closer relationship with the private sector as it shifts its focus from K-12 to post-secondary and workforce use of ICT for learning.		O

Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005				
Item #	Action Required	Action Plan	Due Dates	Status Ongoing – O Underway-U Complete- C Not Started-NS
12.	**Issues scan:** **The timing seems right to do a broad issues scan of what is needed and what needs to be done for future applications of ICT in education in Canada.** **Recommendation:** **Industry Canada is in a position to provide leadership to oversee such an issues scan, and therefore should consider undertaking this initiative.**	SN management has completed an e-learning gap and opportunity analysis review. This included a review of over 60 studies and reports and other sources. Key themes, trends and opportunities were identified, information gaps and action items were determined and a draft research action plan has been developed which will be incorporated into the go forward strategy for ELD. The Interdepartmental Task Group co-chaired by ELD and HRSD has also completed a review of gaps and barriers.		C - Jan. 2005 C – March 31, 2005
13.	**Absence of a national strategy for ICT in education:** **Results from SN initiatives often**			

		Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005		
Item #	**Action Required**	**Action Plan**	**Due Dates**	**Status** **Ongoing – O** **Underway-U** **Complete- C** **Not Started-NS**
	evolve slowly and the process of fostering innovation and innovative uses of ICT in education requires a long-term commitment, by all stakeholders, and by federal/provincial governments. In the absence of a national strategy for the use of ICT in education, it is very important to at least articulate a clear vision that creates consensus for action. **Recommendation**: **Industry Canada, with the participation of the SchoolNet National Advisory Board, should play a leadership role in articulating this vision.**	ELD co-chairs the Interdepartmental Task Group, which had the mandate to develop a Federal e-Learning Policy Framework. The framework includes a vision statement. The framework could also be used to initiate consultations with the learning sector once Cabinet approves the new mandate for ELD. Under the new mandate, IHAB/ELD will likely formalize a new National Advisory Board to lead future program directions.		U U

Implementation of the Management Response Update to the 2004 SchoolNet Evaluation June, 2005				
Item #	Action Required	Action Plan	Due Dates	Status Ongoing – O Underway-U Complete- C Not Started-NS
		Extensive work has gone into identifying possible members of such a body, and to determining the format for consultation.		