Distance Learning in the Canadian Federal Government

Anywhere, Anytime: the Campus direct experience

International Seminar on Distance Learning
Brasilia, June 18 - 20, 2007
Agenda

- Part I  – Canada School of Public Service (CSPS)
- Part II  – Building It
- Part III  – Getting Them To Come
- Part IV  – Doing It Right? Doing It Well?
- Part V  – Today And The Future
Part I – Canada School of Public Service
Part I – Canada School of Public Service (CSPS)

- learning service provider
- unified approach
- knowledge and skills

Result => One-stop access to common learning.
Part I – Canada School of Public Service (CSPS)

CSPS main functions:

- Foundational Learning
- Strategic Advice
- Best Management Practices
- Learning Clearing House
Part I – Canada School of Public Service (CSPS)

Alignment With Treasury Board Objectives

New Policy on Learning, Training and Development:

- required learning
- blending technology and classroom
- cutting edge blended learning solutions
- Campusdirect
Individual Learning

Build individual capacity so that public servants are able to perform in their current job, take on challenges of the next job and become skilled in leading change

Organizational Leadership

Use organizational learning strategies to manage change and deliver results for Canadians

Innovation in Public Management

Accelerate innovation in public management for results

Modern Management Agenda

Learning Policy Strategy

Public Service Foundations
Professional Development
Leadership Development

Support Senior Leaders
Advise Departments
Support Departments

Scan and Prioritize
Build Smart Practices
Frame Emerging Issues
Maximize Diffusion & Adoption
Overview of the School

Our Organization:

Strategic Outcome: An innovative public service represented by strong organization leadership and skilled and well-trained individuals

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**Individual Learning**
- Public Service Foundation
- Professional Development
- Leadership Development

**Organizational Leadership and Innovation**
- Innovative Public Management
- Senior Leaders
- Executive Development
- International
- Relationship Management
- Strategic Organizational Change

**Corporate Services**
- Corporate Mgmt. & Admin.
- Finance and HR
- Ombudsman
- Legal Services

**Registrar**
- Registration & LMS
- QA & Clearinghouse
- Learning Information & Reporting

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**Workforce by Sector**
- Individual Learning: 42%
- Organizational Leadership and Innovation: 29%
- Corporate Services: 24%
- Registrar: 5%

**Workforce by Specialization**
- Executive Management: 7%
- PM, Learning Support and Research: 26%
- Corporate Services: 29%
- Learning Specialists: 38%
Population* 32,270,500
Federal Public Servants* 284,900
Federal Public Servants – Ottawa* 113,835
Military* 85,706
RCMP** 18,920
Provincial Public Servants* 349,279
Local Public Servants* 371,705

Part I I – Building It
Campus *direct* was (and is) a product of its time.
Part I I – Building It

Environment & Driving Forces:

- Demand for innovation
- E-learning portal
- More efficient, effective system
- Widely dispersed workforce
Part I I – Building It

So, the Campus *direct* idea was born

Pilot Funding:

- $10 million in funding secured for the first three years.
- Goal – self-sufficiency by the end of the third year (cost-recovery operation mode).
Part II – Building It

But if we build it, will learners come?

- Will learners use it?
- Will organizations support it?
- How should it be deployed?
- How will it fit in with employees’ learning plans?
- What are the barriers to its adoption?
Part II – Building It

Building Campus *direct* – Success Factors

- Senior Management Sponsor
- Stakeholder
- Interdepartmental steering committee
- Five Working Groups
Part II – Building It

2002 Governance – Canadian Centre for Management Development

Steering Committee
Network of Learning and Development Institutes

CCMD Project Management Team

Chair: President of Canadian Centre for Management Development
Vice Chair: Associate Sec. Treasury Board
Members: - Network of Learning and Development Institutes
- Working Group Chairs

E-Learning Library Working Group
Learning Portal Working Group
E-Learning Effectiveness Working Group
E-Learning Users Working Group
Network & Systems Working Group
Part II – Building It

Launching

- Content
- Environment
Part III – Getting Them To Come
Part III – Getting Them To Come

Getting Buy-In

Involving the right people:

- Key builders
- Early adopters
Part III – Getting Them To Come

Fostering at the organizational level:

- Learning Culture
- Supportive Environment
Part III – Getting Them To Come

Creating Awareness

- Marketing and Communications Strategies
- Target Groups
- Promotional Tools
Part IV – Doing It Right?
Doing It Well?
Part IV – Doing It Right? 
Doing It Well?

Evaluating Campus *direct* pilot

- Interim evaluation of the pilot
- Basis of evaluation
Part IV – Doing It Right? Doing It Well?

Findings: Early Adopters

Early adopters (e.g., Canada Revenue Agency and Canada Border Services Agency):

- Support
- Learning culture
- Supportive environment
Part IV – Doing It Right?
Doing It Well?

Findings: Satisfaction / Demand

- Demand greater than expected
- Users very satisfied
- Increased opportunities
Findings: Cost-Effectiveness

- More cost-effective solution
- Reach
Part IV – Doing It Right? Doing It Well?

Findings: Legitimacy

- Debunking myths
- Recognition
Part IV – Doing It Right?
Doing It Well?

Study Recommendations

- Permanent e-learning service
- Centre of excellence
- Business model
- Value
Part V – Today and the Future
Part V – Today and the Future

Actions from the Evaluation

1. Campus *direct* has become a permanent program of the Canada School of Public Service

2. Campus *direct* is a centre of excellence for e-learning in the federal government
What is Campusdirect?
What is found at Campus direct?

- Self-directed courses
- Blended learning courses
- Online assessments
- Job aids
- Departmental learning portals
Part V – Today and the Future

Statistics on Campus*direct Membership

**ACTUAL**
(members)

<table>
<thead>
<tr>
<th>Year</th>
<th>Membership</th>
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<tbody>
<tr>
<td>2003 - 2004</td>
<td>3,000</td>
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<tr>
<td>2004 - 2005</td>
<td>10,106</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>19,270</td>
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<tr>
<td>2006 - 2007</td>
<td>27,000</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>94,000</td>
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**PROJECTED**
(subscribers)

<table>
<thead>
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<th>Year</th>
<th>Subscribers</th>
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<tbody>
<tr>
<td>2006 - 2007</td>
<td>12,000</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>45,000</td>
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*April 2007
Part V – Today and the Future

A Changing Environment

- Modern Management Agenda calls for a public service that is:
  - Responsive
  - Innovative
  - Accountable

- Learning — e-learning — is key.
Part V – Today and the Future

Strategy for Learning

three types of interconnected learning to support a continuous cycle of innovation
Learning Strategy Objectives

- individual capacity
- organizational leadership
- innovation in public-sector management
What does the new learning environment mean for Campus *direct*?

A key role in delivering this training

- Online courses and assessments
- More blended learning activities
Part V – Today and the Future

Leveraging the Campus *direct* platform

A key role in delivering assessments and training:

- Authority Delegation Online Assessment Tool
- HR, Finance, Procurement, and Information Management
- Blended Learning activities
Part V – Today and the Future

New Business Model

As of April 1, 2006, Campus *direct* has become free to all Public Service Employees.

That’s 250,000 desktops!
Part V – Today and the Future

Blended Learning:

- Position e-learning at the design stage
- More interactive e-learning approach:
  - Facilitated online workshops
  - Instructor-led workshops
Part V – Today and the Future

Today - Which Learning Technology Options Are Available?

Online self-study courses  
Online Reading Materials  
Communities Of Practice  
Online Assessments

Coming Soon…

Video/audio conferencing  
Mobile Learning (e.g. Podcasts)  
Virtual Classrooms  
Collaborative Authoring (e.g. Wiki’s)  
Webinars

…and others
Part V – Today and the Future

How Do We Work With Our Clients?

Client Vision

<table>
<thead>
<tr>
<th>Identify Needs</th>
<th>Identify Blend</th>
<th>Design Solution</th>
<th>Implement</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Objectives, Req’ments, Constraints, Risks</td>
<td>Match Needs to Delivery Options</td>
<td>Architect, Design &amp; Develop Overall Solution</td>
<td>Test, Launch, Deliver</td>
<td>Derive Standards, Best Practices</td>
</tr>
</tbody>
</table>

Blended Learning Centre Involvement and Collaboration at all Stages
Part V – Today and the Future

When Does a Blend Succeed?

**Efficiency**
- Access & Reach
- Faster results
- Less travel and work interruption
- Flexibility

**Effectiveness**
- Suits learning needs
- Suits audience needs
- Meets organizational & infrastructure requirements

**Blended Solution**
Part V – Today and the Future

Centre of Excellence

- seek out and test emerging technologies
- develop creative, cost-effective methods
- research best practices
- share best practices
Future of E-Learning

But the future is not without its challenges, such as:

- Reducing time and money
- Championing e-learning culture
Future of E-Learning

Our 3 Main Challenges:

- Infrastructure readiness
- E-learning readiness
- Value
Learning at your fingertips

Anytime…

Anywhere…

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