Good morning Harvey, Fiona and Martin

Tina and I very much look forward to our meeting with you at 10:00 a.m. this Monday, June 24th.

You can access reference documentation on our operations at https://contactnorth.ca/about-us. We provide public access to all Contact North I Contact Nord planning documentation.

- 5-Year Framework 2019-2020 to 2023-2024
- 2019-2020 Business Plan and Funding Request
- Logic Model – Contact North I Contact Nord – 2019
- Contact North I Contact Nord Key and Outcomes – 2019

- Contact North I Contact Nord Client Satisfaction Survey

    - Infographic
    - Highlights of Client Satisfaction Survey
    - Client Satisfaction Survey Report

Tina and I are also sharing with you some of the internal reflections on online learning in Ontario by our operations team.

See our draft COLLECTIVELY BUILDING THE FUTURE FOR DIGITAL LEARNING IN ONTARIO.

Also attached is a CONTACT NORTH I CONTACT NORD BY THE NUMBERS for easy reference.

See you on Monday!

Maxim

COLLECTIVELY BUILDING THE FUTURE FOR DIGITAL LEARNING IN ONTARIO

DRAFT

A Contact North I Contact Nord Perspective

This is the Age of Re-Learning, a time when career paths lead to jobs that don't exist yet. When the market for hard skills can go soft fast, and when soft skills might be the only hard currency. It's an era where we simultaneously have skills shortages and mass underemployment. We have gig-economy jobs that go nowhere, and yet have millions migrating for a chance to get one. Everyone in the ecosystem, from colleges and universities, to employers and HR managers must adapt to this new normal.

True North Conference 2019

"We are facing a demographic shift with an increase in mature and non-traditional learners requiring us to re-evaluate who, why and how we teach. This shift necessitates us examining the expectation that educational experiences be available without geographical boundaries and the demand for up-skilling and mid-career retraining. Technology has made this possible more than ever before"

George Zegarac, Deputy Minister, Ministry of Training, Colleges and Universities – June 6, 2019

We outline in the next few pages some reflections in response to Deputy Minister Zegarac's call for ideas and actions by some of us who are part of Ontario's digital learning eco-system.

Online learning, leveraging emerging technologies, is one key component of this new landscape for the development of a robust, agile Ontario economy which continues to need a skilled an educated workforce. Its pro-active and responsive education and training providers are already delivering a lot in this key area and, with more support, poised to do way more.

UNDERSTANDING THE EMERGING CONTEXT

Significant social, economic and technology shifts are occurring, which require a renewed focus on learning as a key driver for economic growth and human/humane development. These shifts include, but are not limited to, the following five:

- **Demographic shifts** require both a growth of skills/competencies in a diminished labour force and an expansion of immigration. We need to build a vibrant, agile workforce. There is created pressure to increase access to and success in lifelong learning activities.

- **Technological shifts** will change the nature of work and the relationship between technology and human capital. Some 30-45% of jobs are likely to be impacted over the next decade by these shifts, with many of these changes already starting to happen. "These technological shifts are dramatically changing our understanding of being human and what it means to flourish as humans in a digitally mediated world.

- **Shifts in the use of capital** changes the nature of wealth generation. Intangible assets (e.g. intellectual property, know-how, effective supply chain management) now drive more economic growth in Canada than tangible assets (oil, gas, land, forests). This places emphasis on high quality people (HQP) in the drive for growth and well-being. New Zealand has adopted 'well-being' instead of 'growth' - https://thehill.com/policy/international/446254-new-zealand-government-to-prioritize-well-being-over-economic-growth-in

- **Shifts in regional economic hubs,** with more GDP growth and higher future investment now occurring in Asia (especially China, Indonesia, South Korea) than the "old" economies of North America and Europe. McKinsey sees growth continuing to occur, and many future-focused analysts see the top ten economies by 2050 to be China, India, US, Indonesia, Brazil, Russia, Mexico, Japan, Germany and the UK. Canada is forecasted to drop out of the top 20 economies by 2050 (it is currently the world's 17th largest economy).

- **Challenges related to sustainability of communities and economies** are caused by the frequency of extreme weather events and the relationship between sustainability and the food supply. This creates opportunities and challenges, especially for a country like Canada due to our having such a large geographic footprint.

To strengthen Ontario and Canada's competitiveness, productivity and innovation, continuous lifelong learning is a key investment. Strengthening of the innovation eco-system, increasing access to capital, building capacity of managerial and marketing competencies will significantly help us establish a [jurisdictional advantage](#).

THE LEARNING IMPERATIVE

Realizing that learning is key to their social and economic future, other jurisdictions are embracing learning as a key driver for economic development. Singapore, for example, has launched [SkillsFuture](#) for all of its citizens. This provides subsidies of between 40% and 90% for those pursuing learning that can be related to current or future work opportunities. Other jurisdictions pay the full costs of higher education (Germany, Norway, Sweden, Austria, Finland, France, Belgium, Czech Republic, Greece, Spain) for citizens and charge modest fees for international students. Yet others are exploring how digital learning, especially related to needed skills, can support their economic agenda, as is the case with Malaysia and many other fast growing Asian economies.

Some states have rapidly expanded flexible learning and micro-credentials. New Zealand, for example, is [consolidating its polytechnic sector](#) and, in doing so, strengthening the system capacity to offer and support online learning and micro-credentials. Similar developments have taken place in the college (TAFE) sector in certain parts of Australia, most notably [TAFE New South Wales](#), where 10 colleges were merged into one and online learning activities consolidated to better serve the 500,000 learners (120,000 of whom are online).

Malaysia has developed a [credit recognition strategy](#) for MOOCs and integrated these into degree programs. The MOOC providers have also developed a [suite of degrees and certificates, which may now be obtained anywhere in the world through low-cost MOOC](#) platforms. Corporations are also stepping up through partnerships to upskill their workforce, with [AT&T being a leading example](#) through a partnership with Georgia Tech. Universities and colleges are responding to emerging opportunities through [an expansion of online programs](#) and through the offer of [assessment only degrees](#), diplomas and certificates. A great many jurisdictions are also examining public

policies with respect to access, funding, quality, cybersecurity and accountability related to online learning (for a review, see here) and as policies change, so does the post-secondary landscape.

The post-secondary landscape is changing rapidly and will continue to do so, and yet at the same time, many things will remain the same. Universities and colleges will still offer in-demand degrees, diplomas and certificates. There will continue to be demand for face-to-face tuition and for traditional programs and qualifications.

ONTARIO'S STRATEGIC INTENTIONS

The Government of Ontario is building momentum around significant changes in direction for the post-secondary education system in the province. It is making significant changes to apprenticeship; it is seeking to find new ways to bridge the skills gap; and it is looking to hold colleges and universities strongly accountable for outcomes.

Here are our internal reflections at Contact North I Contact Nord, which we are pulling from a discussion paper we have been developing for the upcoming **ONLINE LEARNING 2019** international conference we are organizing in Toronto this October:

- We are sharing our observation of the current situation with regards to technology-enabled learning in Ontario.
- We provide examples of innovative and imaginative uses of technology from around the world, linked to the future skills focus of the Government agenda.
- We describe the eco-system needed to support the next stage in the development of online and technology enabled learning in Ontario.

This is of course from the particular viewpoint as an Ontario-wide network in its 33rd year of operations focused on helping Ontarians, especially underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.

ONTARIO A POWERHOUSE IN DIGITAL LEARNING

Despite constraints – funding mechanisms, dated quality assurance regimes, faculty contract limitations, availability of instructional design supports, technology access – digital learning is thriving in Canada. Indeed, Ontario leads Canada in the adoption and deployment of online learning in its college and university system. According to the 2018 report from the most recent Canadian Digital Learning Research Study:

1. Demand for online and flexible learning is growing faster than demand for face-to-face learning in post-secondary education in Canada and the US.

2. Universities and colleges are beginning to use learning analytics to better understand, explain, predict and prescribe effective, appropriate and ethical pedagogy, learning and the allocation of resources. Amid cautions about privacy, bias and the definition and impact of data proxies on the collection, analysis and use of student data, there is ample evidence of the potential of learning analytics to improve learning and teaching.

3. Students taking at least one online course in Ontario universities account for 16% of all course registrations and 22% of students. 7% of students in Ontario's colleges took at least one online course.

4. More than three quarters (78%) of Ontario higher education institutions identified online learning as very or extremely important to their future academic and strategic plans.

5. Just over half (58%) of institutions in Ontario report that they have a plan to develop and grow online learning, while 27% report their plan is fully implemented.

6. Ontario institutions are more likely to report extensive use of on-demand streamed video and have a much higher use of mobile technology and social media than their counterparts in other Canadian and US jurisdictions and, by doing so, lead in the adoption of these technologies.

7. Institutions in Ontario also reported much higher use of adaptive learning and simulation than their counterparts across the country.

8. Ontario has invested in and promoted open education and the use of open educational resources across the post-secondary sector and the proportion of institutions offering some form of training in OER is marginally higher than that reported nationally.

9. As 5G emerges as a core technology (see here), it is anticipated that colleges and universities will expand the use of augmented and virtual reality (simulation and games), which in turn will create new opportunities for hybrid/blended and online learning as well as new costs (upgrading of infrastructure, new skills for design and development) and issues of equity of access.

Across Ontario there are 20,088 online courses and some 981 certificate, diploma or degree programs available online[1] – far more than in any other province or territory[2]. A 2011 review of online learning in colleges and universities conducted by the Ministry of Training, Colleges and Universities found that completion rates for online courses in colleges were 76% and for universities 89% - not significantly different from completion rates for other forms of delivery.

There are some uses being made of [micro-credentials](#) and [digital badges](#) in Ontario colleges and universities, with more being planned. [Open education resources](#) – textbooks, course materials and support resources – are also growing in use in Ontario.

No data is currently available on the use of online learning and related technologies for apprenticeship and literacy/essential skills in Ontario. Colleges offering apprenticeship make use of blended/hybrid learning, some of which is now making use of simulation using augmented and virtual reality, but no catalogue of these technology enabled learning experiences is readily available. In 2017, the Canadian Apprentice Forum provided [a review](#) of the cross-Canada state of technology-enabled apprenticeship education and support and concluded that online learning was yet to make its mark in apprenticeship training and that there remained many skeptical voices. Other jurisdictions around the world, especially Australia and the UK, are systematically accelerating their use of digital technologies to support apprenticeship. An audit of the current uses of e-learning would be helpful.

Ontario leads in Online Learning in Canada because of the pioneering work of faculty members and administrators who began to grow online learning from 1995 onwards by building on a long tradition of distance education. Some colleges and universities have grown their online learning portfolio as a core component of their strategic plans, while others see it as important but not mission critical. It is important to recognize that bottom-up innovation[3] and supportive leadership has secured Ontario's leadership position to date.

ANTICIPATING THE FUTURE: DIGITAL LEARNING AND FUTURE SKILLS

Most who engage in strategic foresight about the future of learning beyond secondary school see the following developments as next

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1 Source: [studyonline.ca](#) – the Contact North | Contact Nord portal.

2 According to Tony Bates – see https://www.tonybates.ca/2019/04/01/ontario-leading-canada-in-online-learning/ and also https://www.tonybates.ca/2019/03/29/who-dunnit-identifying-the-major-online-providers-in-canadian-post-secondary-education/

3 Many Ontario innovations are captured in teachonline.ca Pockets of Innovation series – see https://teachonline.ca/pockets-innovation/ontario.

steps in the emerging landscape, with each component of this future currently being undertaken somewhere in the world:

- **Lifelong Learning will become increasingly essential**, as reskilling and continuously updating existing knowledge and skills will be essential as the nature of many jobs change. It will also be essential for the development of personal wellness and sustaining community. This is why [Singapore is investing in personal learning accounts](#).

- **Learning will be increasingly modular** – not necessarily based on "courses", but on competencies and capabilities. [A module may be taken in a day, online, through a boot camp, through work-based learning](#). The question that should be asked is whether or not the learner can demonstrate mastery of the knowledge, skills and capabilities as measured through [effective, authentic assessment](#). Ontario could develop a suite of such modules, reflecting known and predicted demand for skills – something non-traditional learners seek.

- **Modules may then be stacked to form a credential**. Some programs will become increasingly flexible. We can expect to see a number of diplomas, certificates, degrees and micro-credentials based on stackable modules linked to specific needs (career related), emerging fields of study or established areas of study. Given that the 2.4 million new Canadian jobs [expected to be created between now and 2025](#), many of which will require skills and capabilities we cannot yet identify, flexibility and responsiveness to emerging skills needs is an essential feature of emerging systems.

- **Micro-credentials will grow in number and range and will become the backbone for certification and degrees.** It is already the case that [some institutions accept](#) micro-credentials earned as continuing education certificates as part of established degree programs. Also, micro-credential awarded through [work-based learning](#) are also now forming parts of degrees and diplomas in various parts of the world.

- **Modules can be "called" or taken by the learner at anytime**, unless the learning requires teamwork or other forms of collaborative learning. Flexibility as to when learning takes place will be a hallmark of [Learn on Demand learning systems](#). Online learning is one way in which this can occur, but short courses (half day, full day, weekend), which have online components are already growing significantly. Building a learning portfolio is increasingly what many employers are looking for.

- **Learners will rightly expect that learning, once demonstrated through assessment, would be accepted by *any* institution.** Both prior learning recognition systems and transfer credit systems will need to be expanded and modernized to focus on learning outcomes not learning processes or comparable courses (much of this can be automated through AI and effective competency-based assessment). Learners may need an e-portfolio, managed effectively through blockchain technology, so as to enable effective transfer. This requires a policy commitment to learner mobility as a central component of the system and the adoption of appropriate methods to scale transferability of learning between institutions, possible through a blockchain enabled e-portfolio.

- **Student engagement in online learning will be an increasing focus for the next stages of development,** especially given the growth of augmented and virtual reality and the use of AI supported teaching. Whether the student is studying on their own or in a team, there is a growing focus on engaging the student in both learning and self and peer assessment. *Quality Matters* – a standard in use in online learning in Ontario by some institutions – places significant emphasis on student engagement in their learning.

- **Learners should expect to be able to be assessed for competencies and capabilities no matter how they developed them or where**. This is becoming an imperative for many employers, who are less interested in what program or courses a potential employee took and much more interested in what the potential employee can actually do. The growth of assessment only credentials is growing, with the University of Wisconsin and Western Governors leading the way in the US. This will give impetus to the development of effective distributed assessment systems, such as are proposed in New Zealand as part of their unbundling of assessment from course delivery.

- **The globalization of learning will continue**. The MOOC providers, in 2018, offered a range of micro-credentials and full degrees. Coursera, edX, FutureLearn, and XuetangX all announced new degrees, taking the total number of online degrees available as MOOCs to 47, up from around 15 in 2017. In 2019, this number is expected to be in excess of 100 and will continue to grow. It is still the case, however, that most students who pursue online learning chose a local institution as the provider.

Online learning is not a homogenous phenomenon. It includes a range of learning experience with varying degrees of connectivity, ranging from low levels of person:screen interaction to fully online. Even with regard to "fully online", there is a wide range of possibilities – ranging from high quality online courses with low levels of student to student interaction to highly engaged, peer-to-peer, project-based work through to simulations and game-based courses. Different modes of delivery involve different costs, expert roles and expectations of students.

While these are emerging features of the landscape, the landscape will also remain largely unchanged with many programs and courses offered now at colleges and universities continuing, provided that funding remains stable. What can be expected is more widespread adoption of blended learning and open education resources and a learner led growth in online learning. An increased emphasis on outcome-based funding will, however, give new emphasis to program review and seeking to increase the measured outcomes from existing and emerging programs.

DIGITAL LEARNING AND APPRENTICESHIP

In other jurisdictions – the UK for example – much more substantial use of online learning is being made to support accelerated apprenticeship. In part this is facilitated by the modularization of apprenticeship skill sets (similar to the portable skill sets recently announced for Ontario), and in part because the apprentice system is competency-based not time-based. This modularization of skills makes blended and online learning a feasible proposition for skills development. In Australia, online learning tools, such as video-based skills review and assessment, are also being used to permit remote supervision and support of apprentices in the workplace. Advanced economies are making significant investments in skills development strategies and, in doing so, are integrating technology-based learning into their planning.

DIGITAL LEARNING AND ESSENTIAL SKILLS

Literacy and essential skills pose a major challenge for future-skilling of Ontario, as recent reports from HEQCO make clear (see also here). Online learning is being used to support skills development for literacy with products like Cell-Ed making use of mobile learning to support literacy and essential skills.

Similar products and services have been developed by People for Words and Learning Upgrade – joint winners of the X-Prize for literacy in 2019.

Contact North | Contact Nord currently supports both literacy providers and learners through its e-Channel services.

Ontario's online Literacy and Basic Skills e-Channel program developed from a pilot project, and its complete integration in the Literacy and Basic Skills system can be fully leveraged only when resources and policy develop needed are provided from the outset for online or blended delivery as opposed to being an add-on. The e-Channel currently serve 4,800 literacy/essential skills learners annually and could serve a great many more. We are exploring ways in which "on-demand" literacy skills development, such as that facilitated by e-channel, can be a critical resource supporting individuals in their search for employment.

THE ECO-SYSTEM TO CONTINUE TO GROW DIGITAL LEARNING IN ONTARIO: WHAT DO WE NEED TO SUPPORT FUTURE SKILLS?

Given the possible future outlined here, what are the key elements of the needed eco-system to support these developments aligned with the socio-economic agenda of the province of Ontario?

Five principles could drive the next stage of development in the online learning strategy for Ontario's post-secondary sector.

These are:

1. Collaboration for Development, Deployment and Delivery
2. Common Platforms for Delivery and Student Support
3. Shared Services for Recruitment, Marketing, and Support
4. Quality Learning Experiences
5. Outcomes and Learning Focused Delivery and Assessment

So as to fully leverage available resources (people, technology, time and money), collaboration not competition needs to continue to drive development and deployment. Our system can boast many exemplary practices in this area. This requires:

a. **Collaborative in the development of programs, learning modules and assessment,** based on available expertise across the system;

b. **Collaboration in delivery – t**he best available learning supports for the learner from across the system and encouraging diverse delivery – different delivery systems for different students aimed at achieving the same learning outcomes;

c. **Automatic credit transfer** for courses across the system – using both AI and blockchain technologies to facilitate and accelerate this work;

d. **A common platform for delivery** of online programs and courses – ensuring that all the functionality required for different programs is available from a single sign-on;

e. **The more extensive use of shared services** for marketing, synchronous delivery, technology support and student services;

f. **Adherence to widely accepted quality standards** for online learning, such as Quality Matters, which give particular emphasis to student engagement in their learning;

g. **Shared innovation –** innovation and experimentation should be open and shared across the system and should focus on growing capabilities, capacities and opportunities to meet learner needs across the system; and

h. As with other modes of learning, the key is a **focus on the student's mastery of learning outcomes,** which places emphasis on the authentic assessment of learning.

Many elements of these principles are currently evident in a multitude of "pockets" across Ontario. They have enabled the growth of online learning programs, increased access and success in online learning, the growth of OER and the adoption of technologies such as AI, augmented and virtual reality and, where appropriate, remote laboratories and learning projects. What is now needed is some focus on a strategy for growing online and flexible learning, supported both by policy and by the way funds flow to colleges, universities and their eco-system partners, including the private sector.

A theme in this thinking is the gradual blurring of boundaries between institutions and related service providers *from the learners point of view* so that the focus is on the post-secondary system meeting the needs of learners and the community. The development of collaborative approaches fostered over the last two decades, the sharing of learning resources and the development of shared services are all components of this eco-system. Seamless movement between institutions, automation of processes, single points of contact (a kind of concierge service) are all key to enabling the future-skills Ontario needs.

In addition, each of the following 10 organizations (listed in alphabetical order) plays an enabling and complementary operational role in the eco-system in Ontario:

- Contact North | Contact Nord
- eCampusOntario
- Higher Education Quality Council of Ontario (HEQCO)
- Independent Learning Centre (ILC)
- Ontario College Application Service
- Ontario Universities' Application Centre
- OntarioLearn
- ONTransfer
- Télévision française de l'Ontario (TFO)
- TVOntario (TVO)

Let us continue to strengthen the linkages between these eco-system organizations and encourage them to focus on enabling growth of online and flexible learning as a deliberate and focused system strategy.

Let us provide more support to Ontario colleges and universities – technical, financial and evaluative – for innovations in pedagogy. A growing number of our higher education institutions have strong and effective learning development centres and support for those developing and delivering online courses is needed plus sharing with others.

Let us not simply develop innovative solutions to learning challenges, but take deliberate and collective steps to scale them. teachonline.ca houses over 185 ground-breaking projects and the bi-weekly *Online Learning News*, connects instructors, instructional designers and policy-makers to innovative work, materials and research around the world.

Conferences, workshops, boot camps, learning events and online seminars and podcasts all provide reinforcement and encouragement to faculty and institutions to innovate. These are essential contributions to the eco-system.

WHAT IS REQUIRED TO ACHIEVE THE GOALS SET BY THE GOVERNMENT OF ONTARIO

The Province is seeking to enhance student mobility, enable and accelerate credit transfer, increase access, improve the quality of educational offerings and ensure the effective, efficient and judicious use of resources.

To achieve these goals requires:

- Seeing learning mobility as a strong policy driver for all aspects of the system such as quality assurance, residency requirements for programs, funding and automated credit transfer.

- Recognizing that essential skills (especially literacy, numeracy and digital skills) are a critical component of any response to future skills needs and that Ontario will require more of its workforce to have more advanced literacy and numeracy skills than is presently the case.

- Growing online and flexible learning through modular, stackable credentials and the growth of micro-credentials relevant to emerging skill needs and the skill shortages, driven by focused market analysis of need.

- Strengthening the assessment of capabilities and competencies and seeing this work as not necessarily related to programs or courses, by offering assessment only qualifications.

- Providing common systems and strong integrated supports for learners in all areas of the province. We need to increase availability of broadband and local supports for online learners, recognizing that a growing number of learners are "mobile-only" users.

- Strengthening shared services especially for marketing, program deployment and support.

- Enabling innovation across the system and supporting the scale-up of effective practice.

Ontario can build on its national leadership in online learning, leverage its investments in both technology infrastructure and support organization to grow from 150,000 students taking at least one online course and 550,000 online course registrations (41% of the total in Canada) to double this number by 2030[4].

Yes, like you, all of us at Contact North I Contact Nord are bullish about the future of online learning in Ontario.

The sky is the limit based on the innovative and relentless work and leadership Ontario's public colleges, public universities, the literacy and basic skills and training providers and the support networks!

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4 See https://www.tonybates.ca/2019/04/01/ontario-leading-canada-in-online-learning/

CONTACT NORTH NORD Online Learning Apprentissage en ligne

HELPING ONTARIANS
IN **600** RURAL AND REMOTE COMMUNITIES IN ONTARIO
ACCESS EDUCATION AND **TRAINING** LEADING TO JOBS

THE PROBLEM...
ACCESS

1/3 OF **ONTARIANS**
LIVE IN SMALL, RURAL, REMOTE, INDIGENOUS AND FRANCOPHONE COMMUNITIES
STATS CAN 2016 – 13,448,494 POP. OF ONTARIO

WITH LESS ACCESS, THESE ONTARIANS TYPICALLY HAVE...

LOWER LEVELS OF EDUCATION AND TRAINING THAN PROVINCIAL AVERAGE **&** **HIGHER UNEMPLOYMENT** RATE THAN PROVINCIAL AVERAGE
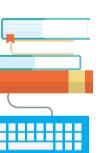
THE SOLUTION...
IN LOCAL COMMUNITIES

CONTACT NORTH | CONTACT NORD HELPS UNDERSERVED ONTARIANS IN **600** SMALL, RURAL, REMOTE, INDIGENOUS AND FRANCOPHONE COMMUNITIES GET JOBS BY MAKING IT POSSIBLE FOR THEM TO **ACCESS EDUCATION** AND **TRAINING WITHOUT LEAVING THEIR COMMUNITIES**.

CONTACT NORTH | CONTACT NORD'S
LOCAL SERVICES TO ONTARIANS IN THEIR COMMUNITIES

ACCESS TO ONLINE LEARNING PROGRAMS AND COURSES FROM ONTARIO'S EDUCATION AND TRAINING PROVIDERS:

- **24** PUBLIC COLLEGES
- **22** PUBLIC UNIVERSITIES
- **9** INDIGENOUS INSTITUTES
- **76** DISTRICT SCHOOL BOARDS
- **200** LITERACY AND BASIC SKILLS PROVIDERS
- **50** SKILLS TRAINING PROVIDERS

ACCESS TO **116** ONLINE LEARNING CENTRES AND **195** ACCESS POINTS ACROSS ONTARIO OFFERING THE FOLLOWING SERVICES IN ENGLISH AND FRENCH:

- INFORMATION ON AVAILABLE ONLINE PROGRAMS AND COURSES FROM ONTARIO'S EDUCATION AND TRAINING PROVIDERS
- ASSISTANCE WITH THE REGISTRATION PROCESS FOR THEIR PROGRAM OR COURSE OF CHOICE, REFERRALS TO OTHER LOCAL SUPPORT SERVICES, AND ASSISTANCE WITH FINANCIAL INFORMATION
- FREE USE OF COMPUTER WORKSTATIONS AND HIGH-SPEED INTERNET ACCESS TO COMPLETE THEIR ONLINE COURSES
- FREE USE OF WEB CONFERENCING, VIDEOCONFERENCING AND AUDIOCONFERENCING DISTANCE DELIVERY PLATFORMS TO CONNECT TO, AND PARTICIPATE IN, THEIR LIVE ONLINE PROGRAMS AND COURSES
- SUPERVISION OF WRITTEN EXAMS AND TESTS

PROVINCE-WIDE STUDENT INFORMATION HOTLINE AND STUDYONLINE.CA / ETUDIEZENLIGNE.CA AND E-CHANNEL.CA / APPRENTISSAGEENLIGNE.CA PORTALS, WHICH PROVIDE INFORMATION AND RESOURCES FOR STUDENTS AND PROSPECTIVE STUDENTS.

ACCESS TO TECHNICAL AND RECRUITMENT SUPPORT SERVICES, INCLUDING:

- TECHNICAL SUPPORT FOR STUDENTS, FACULTY, INSTRUCTORS, AND OTHER STAKEHOLDERS
- ORIENTATION AND TRAINING ON THE EFFECTIVE USE OF THE DISTANCE DELIVERY PLATFORMS FOR INSTRUCTORS
- TARGETED STUDENT RECRUITMENT CAMPAIGNS TO GENERATE REGISTRATIONS IN ONLINE PROGRAMS AND COURSES FOR ONTARIO'S PUBLIC COLLEGES AND UNIVERSITIES

92% OF CLIENTS SATISFIED WITH SERVICES RECEIVED

89% OF CLIENTS ACHIEVED THEIR EDUCATIONAL GOALS

DIRECT IMPACT

75 PARTNERSHIPS WITH ONTARIO WORKS AND EMPLOYMENT ONTARIO OFFICES SUPPORTING 500 CLIENTS

60 PROVINCE-WIDE TARGETED RECRUITMENT CAMPAIGNS EXECUTED

58,000+ STUDENT REGISTRATIONS GENERATED AND SUPPORTED IN COURSES FROM ONTARIO'S EDUCATION AND TRAINING PROVIDERS

700,000+ REQUESTS FOR SERVICES FULFILLED, INCLUDING CALLS TO STUDENT INFORMATION HOTLINE AND TECHNICAL HOTLINE

250,000+ VISITORS GENERATED 675,000 PAGEVIEWS OF PORTALS

95% UP TIME ON DISTANCE DELIVERY PLATFORMS DURING SCHEDULED ACTIVITY