

Canada School of Public
Service
2022–23
Departmental Results Report

The Honourable Anita Anand, P.C., M.P.
President of the Treasury Board



Canada School
of Public Service

École de la fonction
publique du Canada

Canada

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From the Minister

As the Minister responsible for the Canada School of Public Service, I am pleased to present the School's 2022–23 Departmental Results Report.

This past year, the School completed its transition to a new modern learning platform that improves the learning and registration experience for public service learners, and in a way that is user-centric, secure and accessible. The School also continued expanding its catalogue of learning products with new and updated courses, events, development programs and other learning tools as part of its mandate to support the growth and development of Canada's federal public servants. These new products and activities were designed and developed across each of the School's five business lines—Respectful and Inclusive Workplace, GC and Public Sector Skills, Indigenous Learning, Transferable Skills, and CSPS Digital Academy—and employed various delivery formats to maximize the School's reach throughout the country.

In doing so, the School responded to the unique learning and training needs of each region and functional community, used data and user feedback to inform the development and upkeep of its learning products, and made adjustments to its content, type and delivery methods in real time. For example, as public service employees returned to the office in a hybrid work model, the School supported this shift through informative learning products on related topics such as working in hybrid teams and adapting to change.

Community engagement continued to be a focus for the School in 2022–23, with new partnerships being formed both inside and outside of the federal government. These collaborations provided the School with a greater ability to involve industry experts and subject-matter specialists with lived experience in various initiatives from the outset. This approach has been exceptionally valuable in how the School supports the Government of Canada's commitment to reconciliation with Indigenous Peoples, and the [Call to Action on Anti-Racism, Equity, and Inclusion in the Federal Public Service](#)¹.

The School's work environment, which encourages experimentation and learning by doing, has also allowed the School to advance innovation across the federal public service, exploring how novel technologies can be used to support and advance public policy objectives, professional development, and excellence in public management.

I invite you to read this report to learn more about how the Canada School of Public Service continues to demonstrate its essential role in providing public service employees with the common skills and knowledge they need to fulfil their responsibilities in serving Canadians.

The Honourable Anita Anand, P.C., M.P.
President of the Treasury Board

Results at a glance

In 2022–23, the Canada School of Public Service provided relevant, responsive, and accessible common learning to build individual and organizational capacity and management excellence within the public service.

To fulfill its core responsibility of providing common public service learning, the School oversaw initiatives that led to achievements supporting four expected results:

269,580

unique learners

1. Common learning is responsive to learning needs

As the public service maintained virtual work environments, the School continued to innovate by increasing and expanding its offerings of self-paced and virtual courses and events. The School invested in new courses, tools and events to support public service employees in navigating their work reality.

1,250,460

total registrations

2. Quality common learning is provided to the core public service

The School engaged in partnerships across the public service and with other stakeholders to identify training needs and develop and deliver high-quality learning. Following the implementation of its new learning platform, the School worked on the full integration and harmonization of data coming from both legacy and new platform datasets to ensure their integrity, accuracy, and quality.

104,458

event participants

3. Common learning is accessible to all employees of the core public service across Canada

The School continued to systematically review its learning products to ensure they were up to date, relevant, and accessible, leveraging evaluation data and learner feedback to improve the learner experience. In line with the Government of Canada’s digital and accessibility standards, the School also expanded the functionality of its new learning platform to ensure increased accessibility for all public service employees across Canada.

\$88,862,739

in actual spending

4. Strengthened capacity across the core public service to use innovative approaches

The School introduced public service employees to the latest thinking, practices and tools to foster innovation across the Government of Canada. This was done by developing and sustaining collaborative partnerships, and identifying new and emerging learning needs.

For more information on the Canada School of Public Service’s plans, priorities and results achieved, refer to the “Results: what we achieved” section of this report.

Results: what we achieved

Core responsibility

Common public service learning

Description

The Canada School of Public Service provides common learning to all employees of the core public service to serve Canadians with excellence.

Results

1. Common learning is responsive to learning needs

In 2022–23, the School delivered a common curriculum through five business lines to better equip public service employees with knowledge, skills, and competencies while being responsive to emerging and ongoing priorities.

- Government of Canada and Public Sector Skills (548,246 course registrations)
 - The business line launched 8 virtual instructor-led courses, 9 online self-paced courses and 1 hybrid course designed to strengthen human resources, financial management and policy-making, including leadership courses for supervisors, managers and aspiring directors.
 - Maintaining existing programming was also a priority. Throughout the year, the business line completed work on 176 requests for critical maintenance spanning over 75 learning products and worked to support partners in their emerging needs in climate literacy.
 - The business line fully implemented a new approach to community engagement, which improved capacity to respond to learning requests and fostered greater collaboration and transparency with community partners. This included a new automated intake process for partner requests, a web page, government-wide information sessions, and regular, proactive and bilateral meetings with community partners, resulting in more predictable and consistent work planning, improved understanding of respective roles and responsibilities, and increased partner involvement.

- Transferable Skills (220,624 course registrations)
 - The business line launched over 70 new learning products and learning opportunities for federal public servants in a wide range of skill sets and mindsets related to business skills, leadership, and communication, including 6 virtual or in-person instructor-led courses, over 35 microlearning products, 9 online self-paced courses, 23 events, and 2 pilots.
 - The business line focused on supporting the government mandate on project management through a number of initiatives. In collaboration with the Office of the Comptroller General, Transferable Skills piloted a new course on complex project management for senior executives. The 5th Annual Learning Day for the Government of Canada’s Project Management Community reached 1,772 participants. In addition, two new project management courses were launched: Introduction to Project Management and Project Management in a Government Context, which respectively reached 14,406 and 6,162 learners.
 - The business line continued to support public servants in adapting to an evolving work environment with learning products in high-demand areas, including on hybrid teams, change, human-centred leadership, and coaching. For instance, the course on working in a hybrid environment is the most popular non-mandatory online course the School offers, and the new Introduction to Peer Coaching course has been fully subscribed and has a 9.56 out of 10 rating to date.

- Digital Academy (39,263 course registrations)
 - The business line published 31 courses, 2 learning paths, 6 microlearning articles, and 4 videos and delivered 11 learning events to help build digital and data literacy within the public service.
 - The business line published the curriculum associated with its Digital Accelerator program. These learning products and job aids offer insights into the user-centred design of products and services within a Government of Canada context and are aligned with the Government of Canada’s Digital Standards. The content leads learners through a full program and service design life cycle for user-centric and iterative methodologies. The Digital Accelerator program reinforces the learning of digital skills, design thinking, and product management through an agile environment, a structured design process, and iterative approaches, which reinforce creative problem-solving to address user needs.
 - The business line launched a Digital Nations special project on digital skills and learning on behalf of Canada with representatives from eight countries. Digital Nations is an international forum of nations that work together to build stronger digital governments faster and more efficiently through sharing and learning from each other.

- Indigenous Learning (103,697 course registrations)
 - The business line hosted 12 events and offered 7 online self-paced courses, 4 instructor-led courses in the virtual classroom, 14 job aids and 37 videos.
 - The business line invested in research and analysis on the latest updates in Indigenous reconciliation, paying particular attention to the Truth and Reconciliation Commission’s Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls to Justice, the history and policies of colonialism in Canada, the *Indian Act*, and Indigenous languages.
 - In collaboration with internal-to-government and external partners, the business line continued to provide quality, Indigenous-led learning products. It set up and chairs the Interdepartmental Director General Committee on Indigenous Learning to share knowledge and information on learning needs and priorities within the federal government. It also set up and chairs an External Sharing Network with representatives from Indigenous organizations and academic institutions to share best practices and ensure products include Indigenous voices and lived experience.

- Respectful and Inclusive Workplace (337,669 course registrations)
 - The business line launched a total of 22 new and updated learning products on topics related to equity, diversity and inclusion, including 15 online self-paced and virtual instructor-led courses, 4 videos, 1 facilitator’s guide, and 2 learning pages.
 - The business line continued to review its learning products for relevancy, accessibility and accuracy based on emerging best practices in equity, diversity and inclusion, leveraging evaluation data and user feedback to improve the learner experience. Furthermore, the School continued to expand partnership opportunities with interdepartmental employee networks and learning advisory committees to co-create responsive products for public servants that address Government of Canada policy and legal drivers on equity, diversity and inclusion.
 - Through the National Managers’ Community, the business line focused on providing managers with the skills to move beyond awareness to create meaningful and sustainable change and address barriers in the public service.

Furthermore, executive learning at the School complemented these five business lines by equipping public service executives with the knowledge, competencies, and skills needed to lead in a continuously evolving and complex environment. In addition to core programming, which includes key transition-to-role programs, leadership development programs, courses and events, the School introduced an aftercare initiative to meet just-in-time needs of leaders. In collaboration with other public service organizations and stakeholders, the School designed and

delivered learning products to support the development of a skilled and representative executive workforce:

- 21 cohorts in key transition-to-role programs, including the New Directors Program, Orientation for Directors General and Orientation for Assistant Deputy Ministers
- a new four-part series pilot with executive faculty at the School to empower executives to create a more inclusive workplace
- a first practical guide for aspiring executives led by the National Managers' Community, 16 mentoring circles to support the successful transition to role of new executives, and 4 peer-coaching circles to support the leadership journey of Black executives in collaboration with the Association of Professional Executives of the Public Service of Canada (APEX)
- 5 cohorts of the Executive Leadership Development Program for talent-managed executives at the EX-01 to EX-05 levels

2. Quality common learning is provided to the core public

In 2022–23, the School engaged in partnerships across the public service and with Indigenous Peoples, academia, policy centres, international organizations and communities, and functional and horizontal communities, among other stakeholders, to enhance curriculum development. For instance, the School:

- collaborated closely with community partners through a newly developed structured annual engagement process; community partners were instrumental in identifying subject-matter experts on various topics such as internal audit, procurement and finance, and in assisting in the co-development of School programming
- partnered with other federal government organizations, Elders, Knowledge Keepers and Indigenous and non-Indigenous experts on the development of learning content and the organization of events

In support of diversity and inclusion, the School collaborated with interdepartmental working groups and advisory committees to co-create learning products based on the core principle of "Nothing Without Us." Under this approach, individuals with lived experience share their perspectives and are involved from the outset in identifying, prioritizing, designing, and testing learning products. For example, case studies, scenarios, and personas to increase awareness of mental health in the workplace were co-created with public servants using an intersectional lens. To ensure the content accurately reflected the realities faced by many individuals, experts and public service employees from across identities were engaged. These case studies, scenarios and personas will be used for a new mental health learning product to be released in 2023–24.

To improve awareness of innovative practices, increase early adoption of novel approaches and advance innovation across the public service, the School supported capacity-building by taking a learning-by-doing approach. In addition to hosting learning events, the School worked with partners to understand how novel technologies may be deployed across the public service, and how they may be used to advance public policy objectives. In collaboration with various partner departments, the School successfully conducted a series of learning-by-doing projects in support of real-world problems that have wide-ranging public administration implications, including:

- Linkable File Environment – departmental data can be matched with Statistics Canada data to enable evidence for decision-making
- Rules as Code – by writing rules (legislation, regulations, and policies) in a programming language, we can train computers to conduct legal reasoning on behalf of the user
- Digital Badge Applications for Human Resources – this project aimed to challenge conventional time-consuming methods of issuing PDF certificates for accomplishments and design a series of badges to test adoption rates
- Immersive Technologies – the School is deploying, using and experimenting with new technologies (for example, virtual reality) to support the modernization of learning delivery
- GC Data Ecosystem – a collaborative project that leverages data visualization and management tools to curate data-related resources

The School prioritized data as an asset and ensured that learning priorities were informed by evidence-based decision-making focused on the user experience. Following the implementation of its new learning platform in February 2022, the School worked in 2022–23 on the full integration and harmonization of data coming from both legacy and new platform datasets to ensure their integrity, accuracy, and quality. In line with the CSPA Data Strategy, the School continued to refine its data collection and reporting model to ensure the right data are in the right hands at the right time. For example, the School developed and implemented a new reporting solution using data visualization tools to provide direct and open access to selected learning data to federal departments and agencies for their internal decision-making needs and reporting requirements. Specific and tailored training was offered to organizations to increase their knowledge and use of these tools.

The School also made greater use in 2022–23 of the new Customer Relationship Management (CRM) system it implemented in November 2021 to better track organizational clients' and individual learners' requests and needs. User experience data and insights garnered from the CRM, in conjunction with performance data on learning products such as registrations and evaluations, are being used to drive both product and service improvements.

3. Common learning is accessible to all employees of the core public service

In 2022–23, the School undertook several activities to make common learning more accessible to public service employees from coast to coast to coast.

The School completed the migration of all its learning products to its new learning platform and conducted quality assurance on all online courses. This allowed it to improve the functionality, accuracy, accessibility, and official language compliance of its online courses, as well as improve the functionality of the new learning platform in line with the Government of Canada’s digital and accessibility standards. As an example, clearer visual elements were added to the content experience to make it easier for users with visual impairments to move through a course. A centralized repository was also used to allow other government departments to identify issues and the School to track progress.

The School continued to make research- and data-driven adjustments to learning products to align with learner needs and behaviours. This included implementing a variety of modern learning approaches such as gamification and neurolearning instructional design and developing more microlearning products based on higher learner engagement with these types of products.

In addition, the School experimented with new modes of delivery such as experiential learning through its Digital Accelerator program, where public service employees could apply what they had learned to real business problems. It also facilitated data-driven experimentation to explore different flexible and engaging learning formats, such as adopting intelligent agents for content delivery, building a cyber security escape room, making better use of learning analytics, and embedding an instructor-graded assignment in self-paced courses.

4. Strengthened capacity across the core public service to use innovative approaches

The School shared innovative practices by providing learning opportunities and encouraging novel solutions for core government functions, ensuring that learning reflected the lessons learned and best practices of multidisciplinary fields. For example:

- The School co-hosted the GC Data Conference 2023 with Innovation, Science and Economic Development, attracting 7,889 registered participants. The theme was “Leveraging Data to Advance Innovation.” The event featured 66 speakers sharing innovative practices from across the public service and around the world, with topics including data sovereignty, ethics and privacy, data to strengthen collective action, and innovative data methods.
- The School redesigned its experiential leadership course for executives called Building Meaningful Relationships with Indigenous Peoples and held two 4-day in-person pilots in English and French.

The School hosted virtual events featuring cutting-edge methods drawing on the power of data to equip the public service to innovate in their work. It also explored opportunities to support the federal government's efforts to recruit and develop data talent, including:

- hosting 10 learning events that reached 10,978 total registered participants and advanced learning on topics such as building data hubs, collecting disaggregated data, and bringing information management and data together
- co-designing a data scientist recruitment pilot with the Public Service Commission and Statistics Canada under the Post-Secondary Recruitment Program, which launched in November 2022 and attracted over 1,600 applicants

Gender-based Analysis Plus

In 2022–23, the School fostered collaboration with other departments and agencies to develop and deliver learning products that are in line with the Government of Canada's commitment to Gender-based Analysis Plus (GBA Plus) and equip learners to uphold the goals, objectives, and indicators of the Gender Results Framework.

In partnership with Women and Gender Equality Canada, the School developed and strengthened GBA Plus learning products by placing a greater emphasis on intersectionality to increase equity, diversity and inclusion in federal programs, services, and policies. In addition, the School developed and adopted an internal checklist for inclusive event planning to enable GBA Plus to be applied throughout the event-planning cycle.

The School included more Indigenous women in its Timeline of Influential Indigenous Women, and worked with the Native Women's Association of Canada to deliver the new 4-day in-person course for executives called Building Meaningful Relationships with Indigenous Peoples.

In delivering learning products, the School continued to provide public service employees with the analytical tools to uphold the goals, objectives and indicators of the Gender Results Framework and the fairness and inclusion lens of the Quality of Life Framework. Targeted and designated learning products were delivered, including two courses:

- Introduction to Gender-based Analysis Plus
- Gender-based Analysis Plus: Applying Tools and Best Practices

The School also hosted three events attended by over 2,890 participants as part of GBA Plus Awareness Week.

United Nations 2030 Agenda for Sustainable Development and the Sustainable Development Goals

The School increased awareness of the United Nation's 2030 Agenda and its Sustainable Development Goals, notably through its Policy Implementation Case Study on the 2030 Agenda for Sustainable Development. The School contributed to Goal 16, Peace, Justice and Strong Institutions, by offering learning material in support of core functions related to government management such as values and ethics, financial management, procurement and policy development. The School contributed to ensuring public service employees have the knowledge and skills required to make informed decisions and ensure effective, accountable and transparent government.

Additionally, the School contributed to Goal 13, Climate Action, by providing advice to Environment and Climate Change Canada, the lead department, on developing learning material for the School's content-hosting mechanism to support partners in their emerging needs around climate literacy.

Innovation

As a learning institution, the School plays an important role in fostering a culture of innovation in the Government of Canada by providing the learning support public service employees need to understand and employ innovation in their work. In 2022–23, the:

- Public Sector Experimentation team continued to foster a community of learning through innovation by leading the Government of Canada Hubs and Labs community across 41 separate federal departments and engaging them through regularly scheduled events
- Technology Lab continued to develop and experiment with immersive technology, including:
 - designing and developing desktop 3D virtual environments to support business and user needs and provide engaging and interactive learning experiences
 - experimenting with virtual reality (VR), including undertaking 14 VR sessions to test use cases for learning and collaboration, developing lessons learned and best practices, and guidelines for using virtual delivery for learning
 - leading initiatives to increase awareness and knowledge of immersive technologies across the School through presentations, outreach and interactive activities
- GC Data Community explored how it can increase uptake of its products and events by using experimental tools, including A/B testing with its newsletter, and experiments with access to the Data Conference evaluation survey that resulted in a more than threefold increase in response rate

The School explored innovative solutions to learning and learning delivery and embraced new approaches to keeping the curriculum high-performing:

- The School leveraged its analytical and instructional design resources to place a stronger emphasis on novel approaches to improving the quality of its learning products and the user experience. The School launched its first course designed with both virtual and online components, Staffing for HR Specialists (COR129), offering learners the best of both models. It also experimented with new features such as digital badges, release conditions and new interactive activities such as quizzes, branching scenarios, image hotspots, drag-and-drop activities, and interactive videos.
- The School also utilized a cohort-based learning approach, which leveraged innovative learning delivery. This included a balance between virtual and in-person modules and platform tools to support discussion groups and facilitate greater collaboration within leadership programs such as the Executive Leadership Development Program and the Advanced Leadership Pilot Program. These programs were the first to maximize platform functionality.

The School shared innovative practices, both across government and with external partners, by providing learning opportunities and encouraging novel solutions for core government functions, including in the areas of digital enablement, accessibility, and data sharing. These included:

- A Digital Learning Promotion Toolkit that contains resources to equip and accompany teams in their digitalization and digital literacy journeys. This toolkit was tested by diverse groups of individuals to ensure effectiveness and is available on GCXchange, to allow access across the Government of Canada.
- The publication of a Government of Canada Data Competency Framework in the School's learning catalogue. The framework provides common language for the skills and abilities needed to build data literacy at individual and organizational levels. The framework has been used by several departments to inform data literacy initiatives and standardized job descriptions.

Results achieved

The following table shows, for common public service learning, the results achieved, the performance indicators, the targets and the target dates for 2022–23, and the actual results for the three most recent fiscal years for which actual results are available.

Departmental results	Performance indicators	Target	Date to achieve target	2020–21 actual results	2021–22 actual results	2022–23 actual results
Common learning is responsive to learning needs	Percent of learning priorities addressed annually	80%	March 31, 2023	100%	89.5%	94.2%
Common learning is responsive to learning needs	Percent of learning products updated in accordance with the product life-cycle plan	80%	March 31, 2023	100%	100%	100%
Quality common learning is provided to the core public service	Percent of learners who report that their common learning needs were met	90% to 93%	March 31, 2023	84.21%	83.2%	84.3%
Quality common learning is provided to the core public service	Percent of supervisors who report improved performance of employees; in particular for those employees in management and leadership development programs	75%	March 31, 2023	63.96%	78.5%	71.5%
Quality common learning is provided to the core public service	Percent of learners who report that the facilitator/instructor was effective	95%	March 31, 2023	95.86%	94.7%	95.2%
Common learning is accessible to all employees of the core public service	Percent of employees of the core public service who access common learning annually	65%	March 31, 2023	67.9%	95.1%	75.5%
Common learning is accessible to all employees of the core public service	Percent of employees of the core public service in the National Capital Region who access common learning annually	65%	March 31, 2023	68.7%	84.9%	58.7%
Common learning is accessible to all employees of the core public service	Percent of employees of the core public service outside of the National Capital Region who access common learning annually	55%	March 31, 2023	70.4%	99.3%	90.0%
Strengthened capacity across the core public service to use innovative approaches	Number of demonstration and learning projects undertaken in collaboration with other departments and agencies each year	23	March 31, 2023	62	47	83

Financial, human resources and performance information for the Canada School of Public Service’s program inventory is available in [GC InfoBase](#).ⁱⁱ

Budgetary financial resources (dollars)

The following table shows, for common public service learning, budgetary spending for 2022–23, as well as actual spending for that year.

2022–23 Main Estimates	2022–23 planned spending	2022–23 total authorities available for use	2022–23 actual spending (authorities used)	2022–23 difference (actual spending minus planned spending)
59,034,323	59,034,323	74,439,574	64,915,499	5,881,176

Financial, human resources and performance information for the Canada School of Public Service’s program inventory is available in [GC InfoBase](#).ⁱⁱⁱ

Human resources (full-time equivalents)

The following table shows, in full-time equivalents, the human resources the department needed to fulfill this core responsibility for 2022–23.

2022–23 planned full-time equivalents	2022–23 actual full-time equivalents	2022–23 difference (actual full-time equivalents minus planned full-time equivalents)
490	512	22

Financial, human resources and performance information for the Canada School of Public Service’s program inventory is available in [GC InfoBase](#).^{iv}

Internal services

Description

Internal services are those groups of related activities and resources that the federal government considers to be services in support of programs and/or required to meet corporate obligations of an organization. Internal services refer to the activities and resources of the 10 distinct service categories that support program delivery in the organization, regardless of the internal services delivery model in a department. The 10 service categories are:

- ▶ acquisition management services
- ▶ communication services
- ▶ financial management services
- ▶ human resources management services
- ▶ information management services
- ▶ information technology services
- ▶ legal services
- ▶ material management services
- ▶ management and oversight services
- ▶ real property management services

Contracts awarded to Indigenous businesses

The Canada School of Public Service is a Phase 1 department and as such must ensure that a minimum 5% of the total value of the contracts it awards to Indigenous businesses by the end of 2022–23. In its 2023–24 Departmental Plan, the department forecasted that, by the end of 2022–23, it would award 5% of the total value of its contracts to Indigenous businesses.

As shown in the following table, the Canada School of Public Service awarded 8.7% of the total value of its contracts to Indigenous businesses in 2022–23.

Contracting performance indicators	2022-23 Results
Total value of contracts* awarded to Indigenous businesses† (A)	\$1,289,558.19
Total value of contracts awarded to Indigenous and non-Indigenous businesses‡ (B)	\$14,829,520.08
Value of exceptions approved by deputy head (C)	N/A
Proportion of contracts awarded to Indigenous businesses $[A / (B-C) \times 100]$	8.7%

*Includes contract amendments with Indigenous businesses and contracts that were entered into with Indigenous businesses by means of acquisition cards. May include subcontracts.

†For the purposes of the 5% target, Indigenous businesses include Elders, band and tribal councils; businesses registered in the [Indigenous Business Directory](#)^v for contracts under the [Procurement Strategy for Aboriginal Business](#)^{vi} and businesses registered in a beneficiary business list for contracts with a final delivery in a modern treaty or self-government agreement area with economic measures as defined by Indigenous Services Canada.

‡Includes contract amendments.

The School exceeded its forecast for this fiscal year, purchasing return-to-office furnishings and most of its IT hardware requirements from Indigenous businesses. The School also engaged the Elder community in development and teaching, and for ceremonies for various events and webcasts.

Furthermore, the School offered an online self-paced course to public service employees on Indigenous considerations in procurement. This course introduces the federal procurement policies, obligations and considerations that can be applied to increase opportunities for Indigenous businesses in Canada. This course is mandatory for School employees identified as procurement specialists.

Budgetary financial resources (dollars)

The following table shows, for internal services, budgetary spending for 2022–23, as well as spending for that year.

2022–23 Main Estimates	2022–23 planned spending	2022–23 total authorities available for use	2022–23 actual spending (authorities used)	2022–23 difference (actual spending minus planned spending)
19,678,108	19,678,108	24,813,192	23,947,240	4,269,132

Human resources (full-time equivalents)

The following table shows, in full-time equivalents, the human resources the department needed to carry out its internal services for 2022–23.

2022–23 planned full-time equivalents	2022–23 actual full-time equivalents	2022–23 difference (actual full-time equivalents minus planned full-time equivalents)
177	194	17

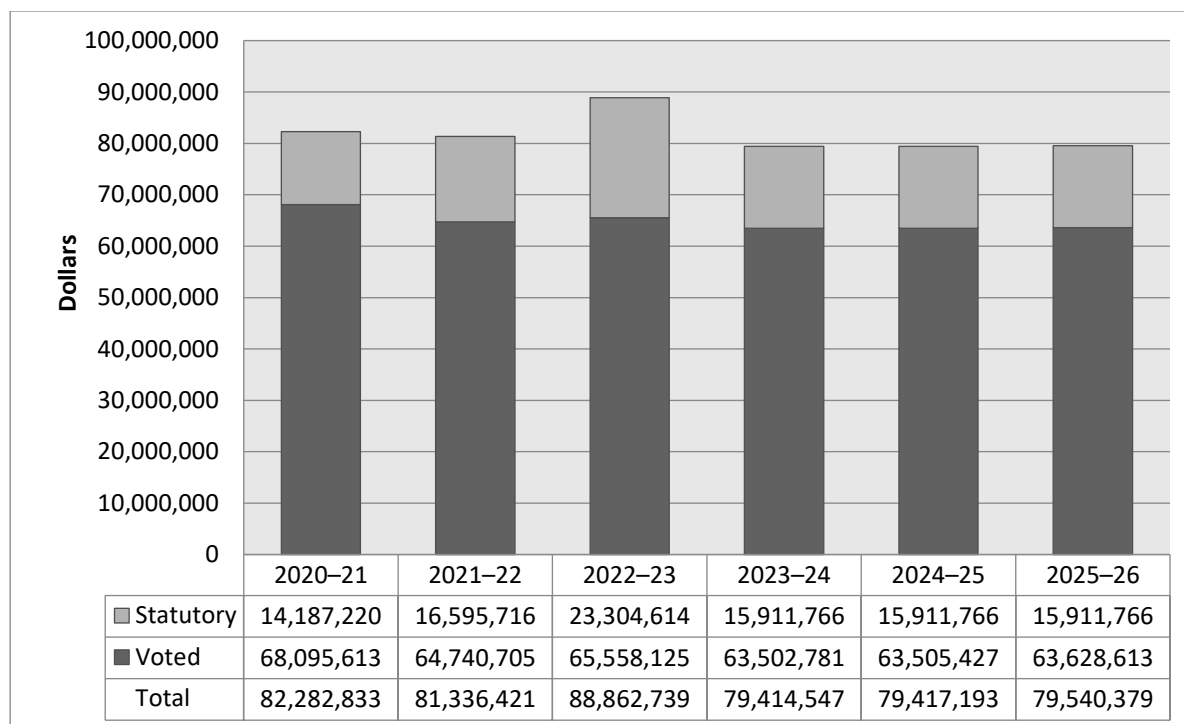
Spending and human resources

Spending

Spending 2020–21 to 2025–26

The following graph presents planned (voted and statutory spending) over time.

Departmental spending trend graph



The authorities used in fiscal year 2022–23 amount to \$88.9 million, which corresponds to \$65.6 million in voted appropriations and \$23.3 million in statutory funding. Spending under the statutory authorities consists of \$13.7 million in revenue and \$9.6 million for employee benefit plans. Of the \$13.7 million in revenue, \$3.4 million came from the current year and \$10.3 million was carried forward from the previous fiscal year, under the provisions of section 18(2) of the [Canada School of Public Service Act](#)^{vii}.

Compared to 2021–22, the authorities used increased by \$7.5 million or 9.3%. mostly due to an increase of \$0.8 million in voted authorities related to collective agreement funds received. In addition, there was an increase of \$6.7 million in statutory authorities, mainly attributable to an increase in spendable revenues carried forward from the previous fiscal year.

Budgetary performance summary for core responsibility and internal services (dollars)

The “Budgetary performance summary for core responsibilities and internal services” table presents the budgetary financial resources allocated for the Canada School of Public Service’s core responsibility and for internal services.

Core responsibilities and internal services	2022–23 Main Estimates	2022–23 planned spending	2023–24 planned spending	2024–25 planned spending	2022–23 total authorities available for use	2020–21 actual spending (authorities used)	2021–22 actual spending (authorities used)	2022–23 actual spending (authorities used)
Common public service learning	59,034,323	59,034,323	59,560,910	59,562,895	74,439,574	56,617,690	59,595,861	64,915,499
Subtotal	59,034,323	59,034,323	59,560,910	59,562,895	74,439,574	56,617,690	59,595,861	64,915,499
Internal services	19,678,108	19,678,108	19,853,637	19,854,297	24,813,192	25,665,143	21,740,560	23,947,240
Total	78,712,431	78,712,431	79,414,547	79,417,192	99,252,766	82,282,833	81,336,421	88,862,739

Compared to 2021–22, the authorities used increased by \$7.5 million or 9.3%. Of this increase, \$6.0 million was related to retroactive salary payments for executives and higher employee numbers, while \$1.5 million went to the acquisition of machinery and equipment and licenses for online learning products.

Human resources

The “Human resources summary for core responsibilities and internal services” table presents the full-time equivalents (FTEs) allocated to each of the Canada School of Public Service’s core responsibilities and to internal services.

Human resources summary for core responsibilities and internal services

Core responsibilities and internal services	2020–21 actual full-time equivalents	2021–22 actual full-time equivalents	2022–23 planned full-time equivalents	2022–23 actual full-time equivalents	2023–24 planned full-time equivalents	2024–25 planned full-time equivalents
Common public service learning	492	493	490	512	490	490
Subtotal	492	493	490	512	490	490
Internal services	176	176	177	194	177	177
Total	668	669	667	706	667	667

Expenditures by vote

For information on the Canada School of Public Service’s organizational voted and statutory expenditures, consult the [Public Accounts of Canada](#).^{viii}

Government of Canada spending and activities

Information on the alignment of the Canada School of Public Service’s spending with Government of Canada’s spending and activities is available in [GC InfoBase](#).^{ix}

Financial statements and financial statements highlights

Financial statements

The Canada School of Public Service’s financial statements (unaudited) for the year ended March 31, 2023, are available on the [department’s website](#)^x.

Financial statement highlights

Condensed Statement of Operations (unaudited) for the year ended March 31, 2023 (dollars)

Financial information	2022–23 planned results	2022–23 actual results	2021–22 actual results	Difference (2022–23 actual results minus 2022–23 planned results)	Difference (2022–23 actual results minus 2021–22 actual results)
Total expenses	91,274,825	104,167,373	94,856,467	12,892,548	9,310,906
Total revenues	6,723,332	11,010,361	10,353,128	4,287,029	657,233
Net cost of operations before government funding and transfers	84,551,493	93,157,012	84,503,339	8,605,519	8,653,673

The 2022–23 planned results information is provided in the Canada School of Public Service’s [Future-Oriented Statement of Operations and Notes 2022–23](#)^{xi}.

Condensed Statement of Financial Position (unaudited) as of March 31, 2023 (dollars)

Financial information	2022–23	2021–22	Difference (2022–23 minus 2021–22)
Total net liabilities	15,468,783	13,550,276	1,918,507
Total net financial assets	8,160,268	5,634,944	2,525,324
Departmental net debt	7,308,515	7,915,332	(606,817)
Total non-financial assets	9,465,305	9,556,708	(91,403)
Departmental net financial position	2,156,790	1,641,376	515,414

The 2022–23 planned results information is provided in the Canada School of Public Service’s [Future-Oriented Statement of Operations and Notes 2022–23](#)^{xii}.

Corporate information

Organizational profile

Appropriate minister: The Honourable Anita Anand, P.C., M.P., President of the Treasury Board

Institutional head: Taki Sarantakis, President

Ministerial portfolio: Treasury Board

Enabling instrument: [Canada School of Public Service Act](#)^{xiii}, S.C. 1991, c. 16

Year of incorporation / commencement: 2004

Raison d’être, mandate and role: who we are and what we do

“Raison d’être, mandate and role: who we are and what we do” is available on the Canada School of Public Service’s [website](#)^{xiv}.

For more information on the department’s organizational mandate letter commitments, see the [Minister’s mandate letter](#)^{xv}.

Operating context

Information on the operating context is available on the Canada School of Public Service’s website.

Reporting framework

The Canada School of Public Service’s departmental results framework and program inventory of record for 2022–23 are shown below.

Departmental Results Framework and Program Inventory

Core responsibility	Common public service learning The Canada School of Public Service provides common learning to all employees of the core public service to serve Canadians with excellence.		
Departmental results	Common learning is responsive to learning needs	Departmental results indicators	Percent of learning priorities addressed annually
	Quality common learning is provided to the core public service		Percent of learning products updated in accordance with the product life-cycle plan
	Common learning is accessible to all employees of the core public service		Percent of learners who report that their common learning needs were met
	Strengthened capacity across the core public service to use innovative approaches		Percent of supervisors who report improved performance of employees, in particular for those employees in management and leadership development programs
			Percent of learners who report that the facilitator/instructor was effective
		Percent of employees of the core public service who access common learning annually	
		Percent of employees of the core public service in the National Capital Region who access common learning annually	
		Percent of employees of the core public service outside of the National Capital Region who access common learning annually	
		Number of demonstration and learning projects undertaken in collaboration with other departments and agencies each year	
Program inventory	Learning Using a broad ecosystem of innovative learning products, approaches, and an online learning platform, the Learning Program delivers the right mix of relevant, timely and accessible learning common to all employees of the core public service in both official languages. Four streams of learning work together to build a solid foundation of knowledge, skills, and competencies needed now and in the future, to serve Canadians with excellence: Values and Foundational, Functional and Specialized, Innovation and Transformation, and Leadership and Management at all levels.		
	Internal services		

Supporting information on the program inventory

Financial, human resources and performance information for the Canada School of Public Service’s program inventory is available in [GC InfoBase](#).^{xvi}

Supplementary information tables

The following supplementary information table is available on the Canada School of Public Service’s website:

- ▶ [Gender-based analysis plus](#)^{xvii}

Federal tax expenditures

The tax system can be used to achieve public policy objectives through the application of special measures such as low tax rates, exemptions, deductions, deferrals and credits. The Department of Finance Canada publishes cost estimates and projections for these measures each year in the [Report on Federal Tax Expenditures](#).^{xviii} This report also provides detailed background information on tax expenditures, including descriptions, objectives, historical information and references to related federal spending programs as well as evaluations and GBA Plus of tax expenditures.

Organizational contact information

Mailing address:

Canada School of Public Service
373 Sussex Drive
Ottawa, Ontario K1N 6Z2
Canada

Telephone: 1-866-703-9598

Fax: 1-866-944-0454

Email: https://www.csps-efpc.gc.ca/contact_us/inquiries-eng.aspx^{xix}

Website: <http://www.csps-efpc.gc.ca>^{xx}

Appendix: definitions

appropriation (*crédit*)

Any authority of Parliament to pay money out of the Consolidated Revenue Fund.

budgetary expenditures (*dépenses budgétaires*)

Operating and capital expenditures; transfer payments to other levels of government, organizations or individuals; and payments to Crown corporations.

core responsibility (*responsabilité essentielle*)

An enduring function or role performed by a department. The intentions of the department with respect to a core responsibility are reflected in one or more related departmental results that the department seeks to contribute to or influence.

Departmental Plan (*plan ministériel*)

A report on the plans and expected performance of an appropriated department over a 3-year period. Departmental Plans are usually tabled in Parliament each spring.

departmental priority (*priorité*)

A plan or project that a department has chosen to focus and report on during the planning period. Priorities represent the things that are most important or what must be done first to support the achievement of the desired departmental results.

departmental result (*résultat ministériel*)

A consequence or outcome that a department seeks to achieve. A departmental result is often outside departments' immediate control, but it should be influenced by program-level outcomes.

departmental result indicator (*indicateur de résultat ministériel*)

A quantitative measure of progress on a departmental result.

departmental results framework (*cadre ministériel des résultats*)

A framework that connects the department's core responsibilities to its departmental results and departmental result indicators.

Departmental Results Report (*rapport sur les résultats ministériels*)

A report on a department's actual accomplishments against the plans, priorities and expected results set out in the corresponding Departmental Plan.

full-time equivalent (*équivalent temps plein*)

A measure of the extent to which an employee represents a full person-year charge against a departmental budget. For a particular position, the full-time equivalent figure is the ratio of

number of hours the person actually works divided by the standard number of hours set out in the person's collective agreement.

gender-based analysis plus (GBA Plus) (*analyse comparative entre les sexes plus [ACS Plus]*)

An analytical tool used to support the development of responsive and inclusive policies, programs and other initiatives; and understand how factors such as sex, race, national and ethnic origin, Indigenous origin or identity, age, sexual orientation, socio-economic conditions, geography, culture and disability, impact experiences and outcomes, and can affect access to and experience of government programs.

government-wide priorities (*priorités pangouvernementales*)

For the purpose of the 2022–23 Departmental Results Report, government-wide priorities are the high-level themes outlining the government's agenda in the [November 23, 2021, Speech from the Throne](#)^{xxi}: building a healthier today and tomorrow; growing a more resilient economy; bolder climate action; fighter harder for safer communities; standing up for diversity and inclusion; moving faster on the path to reconciliation; and fighting for a secure, just and equitable world.

horizontal initiative (*initiative horizontale*)

An initiative where two or more federal organizations are given funding to pursue a shared outcome, often linked to a government priority.

Indigenous business (*entreprise autochtones*)

For the purpose of the *Directive on the Management of Procurement Appendix E: Mandatory Procedures for Contracts Awarded to Indigenous Businesses* and the Government of Canada's commitment that a mandatory minimum target of 5% of the total value of contracts is awarded to Indigenous businesses, an organization that meets the definition and requirements as defined by the [Indigenous Business Directory](#)^{xxii}.

non-budgetary expenditures (*dépenses non budgétaires*)

Net outlays and receipts related to loans, investments and advances, which change the composition of the financial assets of the Government of Canada.

performance (*rendement*)

What an organization did with its resources to achieve its results, how well those results compare to what the organization intended to achieve, and how well lessons learned have been identified.

performance indicator (*indicateur de rendement*)

A qualitative or quantitative means of measuring an output or outcome, with the intention of gauging the performance of an organization, program, policy or initiative respecting expected results.

performance reporting (*production de rapports sur le rendement*)

The process of communicating evidence-based performance information. Performance reporting supports decision making, accountability and transparency.

plan (*plan*)

The articulation of strategic choices, which provides information on how an organization intends to achieve its priorities and associated results. Generally, a plan will explain the logic behind the strategies chosen and tend to focus on actions that lead to the expected result.

planned spending (*dépenses prévues*)

For Departmental Plans and Departmental Results Reports, planned spending refers to those amounts presented in Main Estimates.

A department is expected to be aware of the authorities that it has sought and received. The determination of planned spending is a departmental responsibility, and departments must be able to defend the expenditure and accrual numbers presented in their Departmental Plans and Departmental Results Reports.

program (*programme*)

Individual or groups of services, activities or combinations thereof that are managed together within the department and focus on a specific set of outputs, outcomes or service levels.

program inventory (*répertoire des programmes*)

Identifies all the department's programs and describes how resources are organized to contribute to the department's core responsibilities and results.

result (*résultat*)

A consequence attributed, in part, to an organization, policy, program or initiative. Results are not within the control of a single organization, policy, program or initiative; instead they are within the area of the organization's influence.

statutory expenditures (*dépenses législatives*)

Expenditures that Parliament has approved through legislation other than appropriation acts. The legislation sets out the purpose of the expenditures and the terms and conditions under which they may be made.

target (*cible*)

A measurable performance or success level that an organization, program or initiative plans to achieve within a specified time period. Targets can be either quantitative or qualitative.

voted expenditures (*dépenses votées*)

Expenditures that Parliament approves annually through an appropriation act. The vote wording becomes the governing conditions under which these expenditures may be made.

Endnotes

- i. Call to Action on Anti-Racism, Equity, and Inclusion in the Federal Public Service - Privy Council Office Canada.ca, <https://www.canada.ca/en/privy-council/corporate/clerk/call-to-action-anti-racism-equity-inclusion-federal-public-service.html>
- ii. GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
- iii. GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
- iv. GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
- v. Indigenous Business Directory, <https://www.sac-isc.gc.ca/eng/1100100033057/1610797769658>
- vi. Procurement Strategy for Aboriginal Business, <https://www.sac-isc.gc.ca/eng/1354798736570/1610985991318>
- vii. Canada School of Public Service Act, <https://laws-lois.justice.gc.ca/eng/acts/C-10.13/index.html>
- viii. Public Accounts of Canada, <http://www.tpsgc-pwgsc.gc.ca/recgen/cpc-pac/index-eng.html>
- ix. GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
- x. Canada School of Public Service Website, <http://www.csps-efpc.gc.ca>
- xi. Future-Oriented Statement of Operations and Notes 2022-2023, https://www.csps-efpc.gc.ca/about_us/currentreport/foso2022-23-eng.aspx
- xii. Future-Oriented Statement of Operations and Notes 2022-2023, https://www.csps-efpc.gc.ca/about_us/currentreport/foso2022-23-eng.aspx
- xiii. Canada School of Public Service Act, <https://laws-lois.justice.gc.ca/eng/acts/C-10.13/index.html>
- xiv. Canada School of Public Service Website, <http://www.csps-efpc.gc.ca>
- xv. Mandate Letter, <https://www.pm.gc.ca/en/mandate-letters>
- xvi. GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
- xvii. Gender-based Analysis Plus, https://www.csps-efpc.gc.ca/about_us/currentreport/drr-rrm2022-23/gba-eng.aspx
- xviii. Report on Federal Tax Expenditures, <https://www.canada.ca/en/department-finance/services/publications/federal-tax-expenditures.html>
- xix. Canada School of Public Service Email, https://www.csps-efpc.gc.ca/contact_us/inquiries-eng.aspx
- xx. Canada School of Public Service Website, <http://www.csps-efpc.gc.ca>
- xxi. Speech from the Throne, November 23, 2021, <https://www.canada.ca/en/privy-council/campaigns/speech-throne/2021/speech-from-the-throne.html>
- xxii. Indigenous Business Directory, <https://www.sac-isc.gc.ca/eng/1100100033057/1610797769658>