

needs of the federal civil service. I think that is needed if one considers that the requirements of the civil service are not necessarily being met by regular courses at the post-secondary level. Indeed, to be useful the course taken by government employees must as much as possible be closely related to the duties for which they are given. Otherwise, there is a great risk that this will result in a loss of time and, consequently, a misuse of public funds. I also want to point out that I am not talking about an institution of higher knowledge in public administration but a coordinating body for all that might be necessary for the training and the development of civil servants.

For the purposes of my argument, Mr. Speaker, I want to distinguish between management training, the research that is always necessary to improve public administration, and the training and development of the various clienteles from within the civil service who make up the great majority of civil servants. When we talk of management training we are basically talking about the senior civil service. A very interesting and well made study was prepared at my request by the research staff of the parliamentary library. The study deals with a few experiments in staff training and development under various foreign governments. So it is quite useful and allows us to know where we stand vis-à-vis other governments and their serious efforts to ensure proper training of their civil servants. In Canada, as we know, two central bodies, namely the Treasury Board and the Civil Service Commission, look after the training and the development of civil servants in the employ of the federal government. Because I do not have the time, it is impossible for me to cover this important area of management training, and I invite all hon. members to read the study I just mentioned.

Mr. Speaker, I would now like to speak about training and development. Training is defined as a process aimed at putting theory in practice so that the employee acquires the ability, knowledge and experience required to do his present duties with effectiveness and efficiency. Development is defined as an activity aimed at increasing methodically the knowledge, ability and experience of employees so that they may take on new responsibilities and have more complex duties. Mr. Speaker, these two definitions are taken from the *Personnel Management Manual*, document 77-32, which was published recently. This means that training is aimed at the present and development at the future.

To do its job, the Public Service Commission has established a Staff Development Branch which constitutes the central training agency for the whole public service. The branch is responsible for developing and offering to public servants a vast choice of courses in various fields, including professional development, the science or technique of management, specialized training, and finally, linguistic training.

The branch must develop and implement programs adjusted to the particular needs of the departments and loan them the services of its specialists to analyze their training needs. It should be noted that the initiative for change must come from the Treasury Board. Indeed, section 7(1)(b) of the Financial

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Administration Act gives the Treasury Board the responsibility for determining needs for training and development requirements of personnel in the public service and of setting the conditions for this training and development. Also, as stated in section 5(b) of the Public Service Employment Act, the Canadian legislator, well aware of the need to ensure an ever more effective administration, has stipulated the obligation for the Public Service Commission to operate and assist deputy heads in the operation of staff training and development programs in the public service.

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Needless to say, the costs to the Staff Development Branch of professional and management training programs are assumed by the various departments. The PSC's Staff Development Branch is therefore in direct competition with other public and private education institutions. For that reason, the branch insists that quality, pertinence and costs be the main criteria used by departments in deciding whether their services should be used.

The branch is constantly endeavouring to enlarge the selection of programs and courses available. In 1975 for instance, in the field of management only, the branch made available to public servants at the various levels of responsibilities and in the various professional groups some 360 programs, courses, seminars, sessions and workshops. The number of candidates for professional training was 12,350 in 1975, a 3,200 increase over 1974. In fact, 9,099 civil servants went through professional training in 1975, as opposed to 8,751 in 1974.

It will be seen, Mr. Speaker, that there are a large proportion of public servants having applied for or now going through training. It should be noted that during fiscal year 1975-76, 30 per cent of the Staff Development Branch courses were to be given in the various regions, which means that they were to be decentralized. At the same time, 75 per cent of courses were to be available in French during the same year. Finally, the bureau felt it could offer all courses in both languages during fiscal year 1976-77.

There is an increasing use of the Staff Development Branch by departments to study their training needs, recommend on and develop courses tailored to their needs. In 1975 for example, 23 government departments called upon the branch to analyze their needs, develop special training programs or set up workshops or seminars, a 43 per cent increase over 1974. Mr. Speaker, I would now like to turn to the selection of candidates for the various training programs.

In a recent statement, the Chairman of the Public Service Commission, Mr. Edgar Gallant, referred to the continuing concern of the commission to ensure an equitable selection of candidates, still based on the merit principle, and to promote equal career opportunities within the public service for women, French-speaking Canadians and native people. He said, and I quote:

Real progress has been made in this regard, but there are still some unacceptable weaknesses. They can be attributable in part to stereotyped attitudes and to the lack of training opportunities. One of the key factors may have been as well