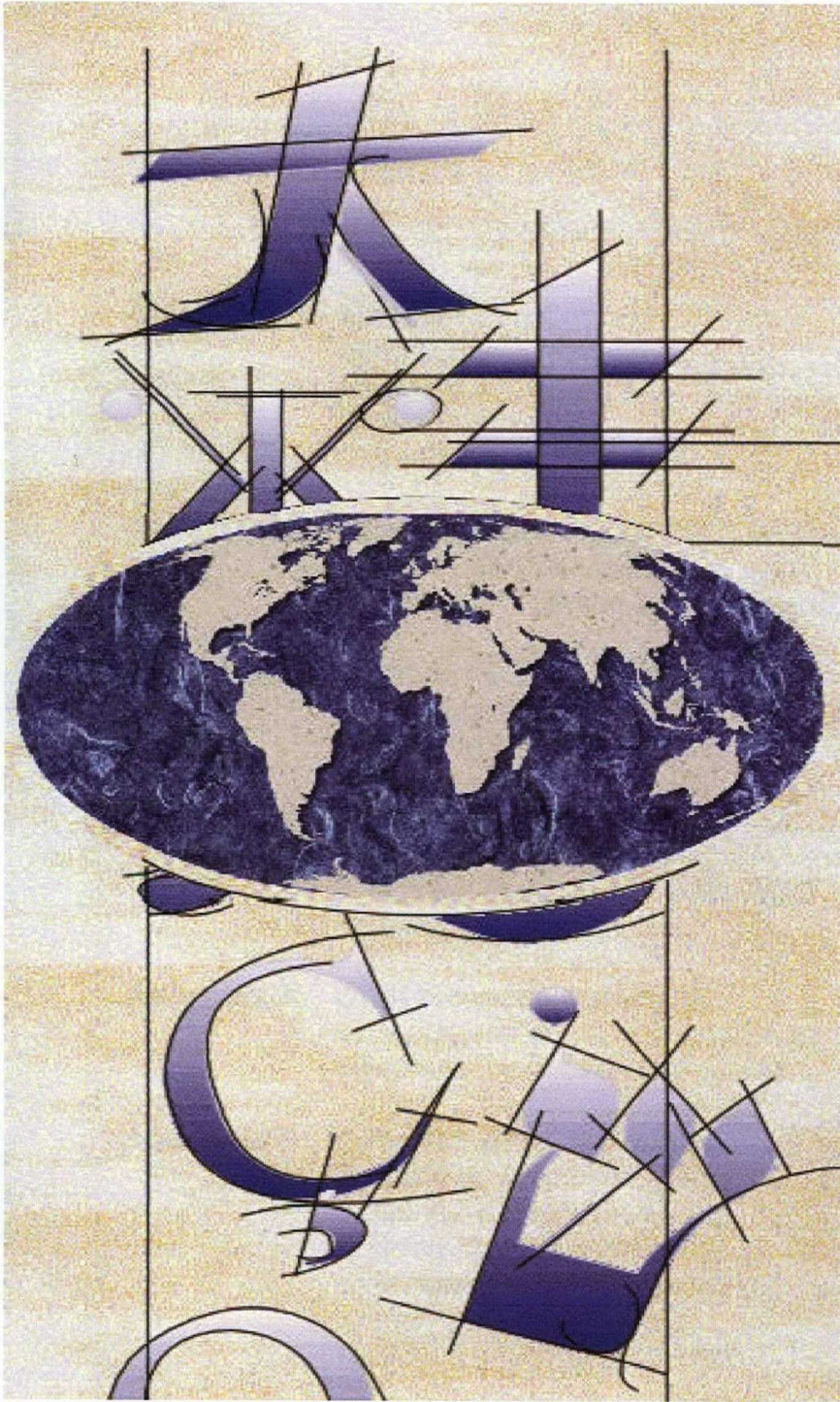


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Annual Report 2001 - 2002

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CFSI Annual Report 2001 - 2002

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CHAPTER 1 - Mandate and Context

The Canadian Foreign Service Institute (CFSI) is pleased to report on its activities for 2001-2002.

Introduction

This review reflects our commitment to performance measurement and to the transparency of our operations. It also fulfills our mandate to report to the Executive Committee on a yearly basis.

In this report, we outline what CFSI has done to support learning and development in DFAIT and report on what our clients are telling us.

Mandate

The Canadian Foreign Service Institute provides professional development, official and foreign language, corporate services, and intercultural effectiveness training to DFAIT and to some outside clients, primarily CIDA. CFSI also provides project management for major training initiatives, and organizational development and performance improvement services to DFAIT bureaux and missions.

CFSI's mandate, approved by Executive Committee in December 1997, is as follows:

"The Canadian Foreign Service Institute has functional authority for Departmental training and is responsible for:

- a) recommending to Executive Committee the policy and framework for the management and coordination of training;
- b) designing and delivering corporate training;
- c) monitoring all Departmental training and, with the involvement of the Office of the Inspector General, assessing its effectiveness in annual reports to Executive Committee. These reports are also to be forward-looking and form the basis of CFSI's annual business plan which is to be approved by Executive Committee;
- d) providing advice and assistance to Bureaux on their specific training needs; reviewing Bureau training projects that cost \$50,000 or more; promoting inter-Bureau cooperation to achieve the highest level of common training;
- e) supporting foreign policy objectives by providing training on a cost recovery basis to other organizations;
- f) organizing occasional seminars or colloquia on substantive issues".

Organization

The Canadian Foreign Service Institute (CFSI) is a Bureau of the Human Resources Branch (MSL). The Institute is composed of five divisions:

Centre for Language Training (CFSL)

The Centre for Language Training provides official and foreign language training and testing to Canadian government personnel, particularly DFAIT, in up to 42 languages. Specifically, it provides proficiency training to increase professional competency, social integration training to facilitate foreign assignments, maintenance training between assignments and distance training to establish or improve language skills.

Centre for International Affairs Learning and Management Development (CFSD)

The Centre for International Affairs Learning and Management Development provides a setting where professional learning is organized, in close partnership with DFAIT sectorial managers and experts, to help support DFAIT business lines. The areas of specialization at the Centre include: Management Development, Organizational Development, Core Foreign Service Skills, International Business Development, Trade and Economic Policy, International Security and Cooperation, and Public Diplomacy.

Centre for Corporate Services Learning (CFSS)

The Centre for Corporate Services Learning is responsible for the analysis, development, design, delivery and evaluation of training for: Information Management Technology, Integrated Management System (IMS), Human Resources, Financial, Property and Materiel Management, Entry Level Management Consular Officers, Information Assistant Certificate Programme and Locally Engaged Staff. The Centre also has functional responsibility for Consular training.

Centre for Intercultural Learning (CFSC)

The Centre for Intercultural Learning provides training to enhance the intercultural effectiveness of DFAIT and OGD personnel. Specifically it provides training to the personnel of the Canadian International Development Agency (CIDA), partners and executing agencies and a growing number of other individuals and organizations on a cost recovery basis.

Management Services (CFSM)

The Management Services Division administers the Institute's financial, human and material resources, provides technical and administrative support, and communication, registration and evaluation services. This includes the administration of the Bisson Campus and the coordination of CFSI's Intranet site and the Virtual Campus.

CFSI Priorities 2001-2002

In addition to delivering its core programmes, CFSI's priorities for FY 2001-2002 were as follows:

- a) promoting a new emphasis in DFAIT on learning and on organizational learning;
- b) supporting modern comptrollership in DFAIT;
- c) expanding the use of technology for learning; and
- d) producing a business case for more foreign language proficiency (Foreign Language Board).

CHAPTER 2 - Highlights of FY 2001-2002 Achievements

Activities and Services

The fiscal year 2001-2002 represented a very active period for CFSI. Following are highlights of the Institute's major projects and achievements.

Translating COSO sub-committee on learning report into practical guidelines/programs for DFAIT: The Government's Committee of Senior Officials (COSO) through its Sub-committee on Learning and Development has published a booklet setting out proposals and guidelines for promoting learning in the Public Service. The response in DFAIT was to initiate work on a departmental learning policy. The Director General of CFSI is a member of the Network of Learning and Development Institutes which has been created as a support group to the Deputy Minister Level Committee on Learning and Development.

The DFAIT learning policy was developed to reflect the expanding role learning is playing in today's changing environment. A draft policy was validated by focus groups representing all employee groups and levels. The policy was approved by the Executive Committee in January 2002 and announced in May 2002.

Production of a Managers' Handbook: The Human Resources (HR) Handbook for Managers at Headquarters is designed to familiarize managers with the staffing process, the management of employees and handling employee departures. As the HR administration is undergoing rapid change, the Handbook is a work-in-progress. Updates will be immediately reflected in the Intranet version, while the paper version will be reissued periodically as required.

Guide to Preparing for an Interview for Managers: An e-manual tool was produced on CFSI Virtual which includes practical, hands-on exercises for polishing interview skills. It shows how to assess strengths and weaknesses; how to identify and summarize experiences that will interest interviewers and how to stage a "mock interview".

Production of a Guide on developing competencies in the Foreign Service Development Programme: A guide for new officers and their supervisors was developed to help them implement the new competency-based approach to training and on-the-job learning of the Foreign Service Development Programme. This guide provides various tools to develop learning relationships, facilitate the development of competencies and helps supervisors to enhance officers performance (feedback and coaching techniques).

Mentoring: CFSI took on the responsibility of the Mentor Programme for new foreign service officers. More than 75% of the 65 FS officers recruited in 2001 benefited from this programme which is designed to help them adapt to the organization and pursue their career at DFAIT.

Managers' Forum: As part of CFSI's support for modern management, it responded to the Executive Committee's decision to hold a Managers' Forum. A detailed preparatory process began in the autumn of 2001 with the Forum taking place on 11 April 2002. CFSI subsequently prepared a detailed report to all employees. CFSI also quarterbacked a follow-up Action Plan, approved by Senior Management and subsequently published.

New CFSI Virtual Intranet site: In June 2001, a new training-oriented website, designed in line with today's standards, was launched. The website functionality permits employees to search a course database and access various learning tools. The 2002 employee survey results indicate an increase of 7% in the use of CFSI intranet site over the previous year and 21% over 2000.

Distance Learning: The Institute delivers distance learning through various formats, including: computer conferencing, audio conferencing with paper-based support, Virtual Campus, Citrix, video, CD-ROM and e-mail. CFSI delivered 66 distinct courses through distance learning. There were 2,346 participants in 345 course sessions which represented a total of 2,846 student days in distance learning. This represents 8% of all student days delivered in FY 2001-2002. The Information Management & Technology and Integrated Management System programmes are available around the clock, six days a week and provide students with instant feedback from an instructor in Ottawa who has a duplicate view of the student's computer screen.

LES In-Canada Programme: Although courses were postponed due to September 11 events, the In-Canada Programme continued to be applauded by participants. 197 LES took part in 10 course sessions this year. An evaluation of this programme is underway and results will be published in the Summer 2002.

Foreign Language Training Programme: CFSI developed a detailed business case for a foreign language allowance which was presented to the Foreign Language Board and approved by the Executive Committee. In addition to offering maintenance training in foreign languages, CFSI offered beginner classes in Arabic, German, Italian, Japanese, Mandarin, Portuguese, Russian and Spanish. Electronic tools were developed to test employee's attitude to learning languages.

Official Languages Training: There was a sharp increase in the amount of ab initio official language training which continues to employ accelerated learning techniques with outstanding results. Interest in distance learning is increasing with 475 employees registering for courses in FY 2001-2002. An evaluation on the impact of distance learning on the work of LES employees is underway and a final report will be published in the Summer 2002.

Production of the Area Studies CD-ROM: "Area Studies: Canada" is an interactive CD-ROM intended primarily for staff at missions. It covers a range of Canadian themes and issues important to understanding Canada and its people. It incorporates over 70 articles culled from Government of Canada web sites, more than 70 minutes of video profiles of Canadians, interactive quizzes, an electronic learning journal and much more. Currently being tested at two Canadian missions, it is planned for distribution later in 2002.

Mission Training Plans: Work continued on the development of Mission Training Plans. Approximately 20% of missions have completed a training plan. These will be used to ascertain mission needs and to efficiently schedule courses.

Area Studies Programmes on the Middle-East: For the past 3 years, in collaboration with

the Middle East Bureau, CFSI has been providing training to the Egyptian Foreign Service recruits coming to Canada. This year, willing to reciprocate, the Institute for Diplomatic Studies in Cairo offered a 2-week Area Studies Programme to a group of officers from DFAIT, CIDA and Agriculture and Agri-Food Canada who will be posted in the region or work on Middle-Eastern issues in Ottawa.

Occupational Health and Safety Training: A number of courses were developed in the health and safety field. One course, developed in response to new legislation, deals with the roles and responsibilities of managers/supervisors concerning the Canada Labour Code. 173 participants took part in four occupational health and safety courses this FY.

Information Management and Technology (IMT): CFSI continues assisting the Corporate Services Branch with major IT projects. A number of courses and workshops were introduced in response to increased demand and changes to the infrastructure including Introduction to HTML, Information Management (Spring Cleaning) Workshop, How to Get the Most Out of Internet Explorer and Palm Pilot. In order to deal with the demand for IMT training at missions, a remote training programme was initiated. A Micro-mission project involved sending teams of trainers and remote deliveries to missions over the 12 month period.

Toastmasters Club: A new 'Toastmasters' club was created to give its members the opportunity to sharpen their presentation and public speaking skills in a relaxed environment. In accordance with specific objectives, participants present a prepared speech and receive immediate feedback. Members also get to work on mastering impromptu speeches. The programme focuses on speech organization, persuasion, development of voice techniques and body language.

Political and Trade Programmes: The newly introduced Orientation to Cabinet and Parliamentary Affairs courses continued to be extremely popular. A revised Sustainable Development course was available on the Virtual Campus to familiarize personnel with this topic and included an overview of the Department's current sustainable development strategy. A virtual course entitled Environmental Assessment was launched. It is a tool to help decision-makers integrate environmental considerations early into the development of projects and policies.

Lectures/Video conferences: The Department welcomed prominent speakers including Dr. Sima Samar of Afghanistan and "global guru" Thomas Homer-Dixon. Lecture topics included human rights of women in Afghanistan, and complex terrorism. CFSI also introduced a video conference series which included Madeleine Albright on global leadership, Peter Senge on systemic leadership and change and Oxford Analytica on Islam.

Integrated Management System (IMS) Training Programme: The IMS programme was revised following consultations with focus groups. Approximately 300 employees were trained in regular offerings and another 100 through the LES In-Canada program and fraud awareness training. The main vehicle for delivering IMS training to missions is through "remote learning."

Savvy Series: In response to client demand for shorter learning events, five "savvy series" sessions were designed and delivered to DFAIT employees. These one hour sessions were aimed at improving employee skills in the day-to-day business of working at DFAIT including time management, effective meetings, powerful presentations, and written communication. These sessions were well received especially by those employees with little time for training.

Management Development Programme: CFSI continued to deliver its core management development courses. The Supervisory Development Programme continues to be in high demand.

Individual Professional Training (IPT) and Training Outside Working Hours (TOWH) Programmes: Employees continued to take advantage of these learning opportunities.

Financial Management Programme: In addition to its regular delivery of core financial management courses, CFSI piloted its revised fraud awareness training in Washington. In response to a change in departmental processes, CFSI developed salary devolution training and began delivery in mid-March 2002. This program provides knowledge and skills on the Salary Management System to allow managers to view and forecast salary expenditures for their staff. We also continued to provide contracting and grants and contribution training.

Activities with other Governments: CFSI hosted delegations interested in diplomatic training from the following countries: Ukraine, Egypt, Austria and Japan.

Partnership with Industry Canada: CFSI developed, coordinated and offered 4 deliveries of a 3-day course for officers working in International Trade Centres (ITCs) across Canada. This training initiative was undertaken in partnership with Industry Canada and aimed at developing a sense of national network amongst ITC Trade officers while identifying best practices.

Overview of Training and Comparative Statistics

CFSI delivered 1,567 sessions of 236 distinct courses, workshops and learning events in FY 2001-2002 for a total of 35,079 student days. Of these courses, 201 were delivered via classroom and 66 through various distance learning formats. A number of the same courses were offered via the two methods.

The number of student days increased by 33% over the previous year. This increase is largely attributable to official language training for "ab initios" and additional management development training.

Classroom training accounted for 92% of all student days while distance learning accounted for 8%. This represents a modest increase in distance learning over the previous year.

Performance Indicators

Within the training field, there are a number of performance indicators which are used for benchmarking purposes and to monitor trends. The table below outlines some of those indicators and how DFAIT compares to North American leaders.

	DFAIT	North America Leaders
Expenditures as a percentage of the salary budget	1.5% (1)	3.5% (2)
Per employee expenditure on training	\$803	\$2,400
Training days per employee per year	Average: 3.02 H.Q: 6.34 Mission: 1.32	8.3
Training days per employee per year (excluding language training)	Average: 1.70 HQ: 3.61 Mission: 0.71	
Percentage of employees trained	Average: 40% HQ: 73% Mission: 21%	

(1) \$6,909,868 million out of \$469.5 million

(2) Leading Organizations in North America (Source: *American Society for Training & Development*)

Although there have been a number of positive trends including a modest increase in the average training days for mission personnel, the average for all employees decreased from 3.35 in FY 2000-2001 to 3.02 this year and expenditures on training as a percentage of the salary budget decreased from 1.7% in 2000-2001 to 1.5% in 2001-2002.

CHAPTER 3 - What our Clients Said

DFAIT Training Survey Results

Training surveys were conducted in 2000, 2001 and 2002 by the Evaluation Division (SIE) on behalf of the Canadian Foreign Service Institute (CFSI). DFAIT staff were polled to assess their level of *awareness, usage, access and overall satisfaction* with training and development. The following represents highlights of the 2002 survey results and comparative data from the previous years.

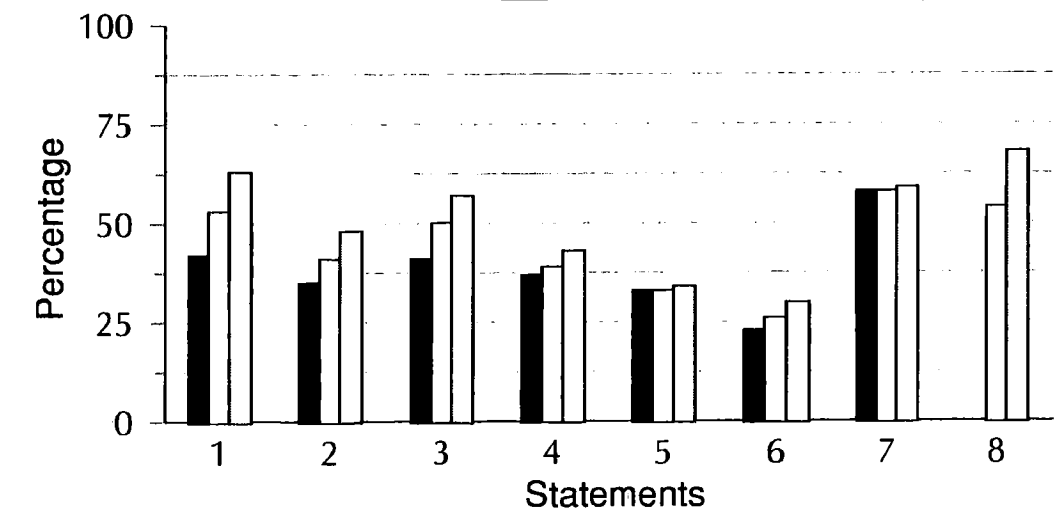
Respondents who agreed with the following DFAIT training and development statements:

STATEMENTS	2000	V*	2001	V*	2002
1. Well informed	42%	+11	53%	+10	63%
2. Has access	35%	+6	41%	+7	48%
3. Provides appropriate opportunities	41%	+9	50%	+7	57%
4. Meets my job related needs	37%	+2	39%	+4	43%
5. Supervisor helps identify needs	33%	0	33%	+1	34%
6. Meets career development needs	23%	+3	26%	+4	30%
7. Requires greater access to external courses	58%	0	58%	+1	59%
8. Quality of training	n/a		54%	+14	68%

*V: Variance

Training Survey

2000 ■ 2001 □ 2002 □



Highlights

- ◆ **Overall 54% of DFAIT employees are satisfied with the Department's commitment** and efforts towards training and development, an increase of 5% over last year and 15% over 2000. The gap of 16% between Missions' and Headquarters' satisfaction rates, with a lower rating from Missions, has decreased to 8% from 2001 to 2002.
- ◆ **63% of employees are well informed about learning opportunities.** This represents a 10% increase over 2001 and a 21% over 2000. Improvements have been registered for both Missions and Headquarters but there continues to be a lag by Missions of roughly 25% as compared to Headquarters. LES employees are twice as likely to believe they do not get sufficient information about learning opportunities.
- ◆ **67% of employees polled have taken part in a training activity.** There has been an increase in LES reporting having a learning experience - from 41% in 2000, to 55% in 2001 and 56% this year. There has been relative stability in the Non Rotational community, 77% in 2000 to the current 74% and a decrease in the Rotational community, from 83% in 2000 to 68% for the current period.
- ◆ **48% of employees feel they have access to learning opportunities.** The Department demonstrates a 13% improvement since 2000, +11 in Missions and +9% at Headquarters. Thirty-six percent of LES agree they can access the training they need, a 6% increase over last year, but still close to 20% behind Rotational and Non Rotational employees. There continues to be a significant demand for access to external learning opportunities, with 59% of staff believing that this need is not being met (69% of LES and 53% for both Non Rotational and Rotational employees). Some employees expressed the need for more advanced or specialized courses.
- ◆ **68% were satisfied with the quality of the training in DFAIT,** a 14% increase over last year. Rotational staff lead with a satisfaction rate of 62%, followed by Non Rotational staff at 58% and LES at 54%.
- ◆ **Employees want more guidance** on job and career development, notably from their managers and in a structured or planned approach. They want assistance in selecting training related to both their current job and for the purposes of career development. The percentage of staff who are informed of learning opportunities by their Manager has declined annually from 34% in 2000 to 29% in 2001 and to 27% this year.
- ◆ **Employees learn of training and development opportunities** through (some respondents identified more than one option):

E-mail messages (76%)	CFSI Intranet site (37%)
Manager (27%)	CFSI course calendar (28%)

- ◆ **Employees prefer to learn of training and development opportunities** through (some respondents identified more than one option):

E-mail (86%)	Manager (45%)
Course calendar (36%)	CFSI Intranet (41%)
- ◆ **87% of staff identified barriers to accessing training** as follows (some respondents identified more than one barrier):

Work demands (64%)	Financial constraints (36%)
Management (16%)	Other (14%)

Evaluation of Training

Employees evaluate courses they receive and have an opportunity to comment on the content, delivery and benefits of the training. CFSI assesses the effectiveness of training using the four-level model developed by Donald Kirkpatrick. According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.

Level 1 Evaluation - Reactions

Evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? Will the training help them perform their duties? CFSI measures this by providing each participant with a questionnaire at the end of the course. Each respondent answers questions and identifies if they agree with specific statements. CFSI uses a scale of 1 (negative) to 5 (positive). Evaluation results provide valuable information for the improvement of a training program. Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

Level 1 evaluation were conducted on all of CFSI courses and yielded a result of 4.35 or 87%. The following represents a breakdown by programme.

Core Skills	4.40	Intercultural Training	4.43
Financial Management	4.26	International Business Development	4.26
Foreign Language Training	4.63	Int'l Security & Cooperation	4.02
Human Resources Management	4.32	Learning Events	4.55
Integrated Management System (IMS)	4.49	Management Development	4.43
In-Canada LES Programme	4.31	Official Languages	4.63
Information Management & Tech	4.47	Public Diplomacy	4.20
		Trade & Economic Policy	3.82

Level 2 Evaluation - Learning

Assessment at this level attempts to determine the extent students have advanced in skills, knowledge or attitude. Measurement at this level is more difficult and labourious than level one. Methods range from formal to informal testing to team assessment and self-assessment. If possible, participants take the test or assessment before and after training to determine the amount of learning that has occurred. CFSI evaluated 70% of courses at this level in FY 2001-2002, including all language courses.

Level 3 Evaluation - Transfer

This level measures the transfer that has occurred in learners' behaviour due to the training program. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge or attitude being used in the everyday environment of the learner? It is typically done six months to one year after the course.

Four CFSI courses as well as the Social Integration and Professional Proficiency foreign language programmes were evaluated at level 3. The results indicate that the majority of employees learned, used and retained the skills taught. For the LES in-Canada training approximately two-thirds of participants and the same proportion of their supervisors rated the courses "very relevant" with all remaining respondents rating it "relevant". These quantitative findings were supported by comments from supervisors who spoke of their LES employees' increased effectiveness in performing their duties.

Level 4 Evaluation - Results

Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can appreciate - increased production, improved quality, decreased costs, etc. From an organizational perspective, this is the overall reason for a training programme. This level of evaluation is very rarely seen. SIE on behalf of CFSI is conducting a level 4 evaluation of the LES in-Canada programme with a target completion date of Summer 2002.

CHAPTER 4 - A Look Forward

To remain effective, DFAIT has to attract and retain people with talent. Learning is a key component for reaching this goal.

Support for learning ranked among the top three factors for joining the Public Service by young recruits in a survey on reasons for considering a Public Service career, taken during the 2000 Youth Summit.

Demographic Challenge

There will be a considerable turnover in the executive ranks at all levels in the next ten years. In DFAIT, 59% of current executives will be eligible for retirement by 2010. Feeder groups to the executive category face lower but still significant retirement rates. This will transform the composition of the management cadre. People will move more quickly through the ranks and will need the knowledge and skills to manage complex work units and issues. This points at a growing demand for management development activities by CFSI.

Priorities/Objectives for 2002-2003

Executive Committee's decision to strengthen the learning function allows CFSI to implement a range of new activities. In particular, CFSI has begun to work on:

- ▶ Defining a Resource Management Training Curriculum.
- ▶ Initiating a number of new activities to support the Modern Management Agenda. This includes more DFAIT managers participating in specific CCMD courses and more emphasis on training managers for their roles and responsibilities.
- ▶ More training in support of the Department's policy capacity, including staging several senior policy seminars.
- ▶ More distance learning and utilisation of new technologies that support learning.
- ▶ More professional proficiency foreign language classes.

The recently announced departmental Learning Policy entails enhanced learning promotion responsibilities for CFSI and for individual work units. CFSI has initiated a program of working with the branches on establishing learning plans, as well as staging more learning events. Examples of this have been highly effective learning projects undertaken by the Europe Branch and with the Africa and Middle East Branch. A new project is being pursued with the International Business Development Branch to develop learning opportunities in the area of Science and Technology. In line with the Learning Policy, a report focussing on learning (in addition to activities related to training) will become an integral component of CFSI reporting next year.

Challenges

The current period of rapid change affecting the Department will continue to provide new challenges to the learning and training function. Examples are:

- ▶ **Recruitment:** higher recruitment levels imply larger training programs and budgeting for higher recruitment is taking into account the increase in training costs.
- ▶ **Competency-Based HR Management:** the development of articulated sets of competencies to underpin hiring, appraising and promoting employees requires that training support be in place to allow employees to acquire the technical competencies they are expected to have. Pressure for additional training will have to be carefully channelled.
- ▶ **Certification:** Competency-based HR management creates opportunities for certification, where specific jobs are designated as requiring verifiable skills. Creating standards for the necessary knowledge and skills required will be time consuming, and enforcing the standards will be challenging. Nevertheless, certification can become a vital support mechanism for a more rapid departmental implementation of the modern management agenda.
- ▶ **Improving Foreign Language Skills:** The Department continues to face difficulties in significantly improving the size of the pools of foreign language speakers. Strong signals are needed that being assigned to represent Canada in countries, where speaking the local language is vital for good performance, entails mandatory language training. A three pronged strategy to improve the situation consists of the following:
 - i) increasing employee time for foreign language training;
 - ii) re-establishing the Foreign Language Board;
 - iii) working with the Employer to determine a strategy to implement the Foreign Language Allowance approved by the Executive Committee last year.

Appendix A: CFSI Financial Report Summary

Expenditures of Departmental Appropriations

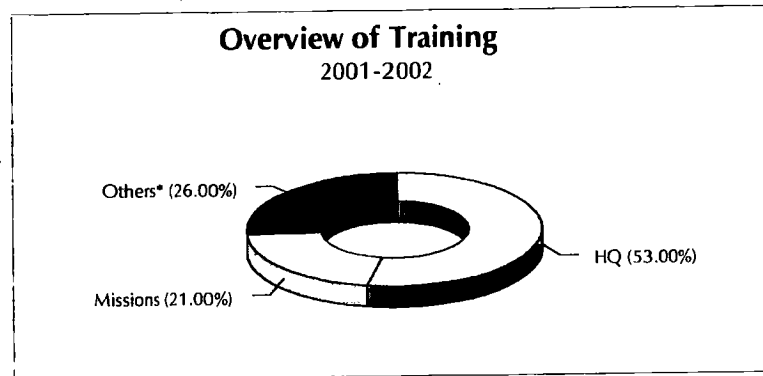
	1999-2000	2000-2001	2001-2002
Management & International Affairs Learning	\$1,831,568	\$2,623,322	\$2,444,342
Corporate Services Learning	\$1,389,709	\$2,615,432	\$1,734,370
Intercultural Learning	\$248,786	\$249,300	\$232,383
Language Training	\$1,997,419	\$2,211,193	\$2,260,753
DG & Management Services	\$475,206	\$410,860	\$238,021
Salaries	\$2,686,938	\$3,301,587	\$4,101,348
Capital	\$213,354	\$189,281	\$154,479
TOTAL	\$8,842,980	\$11,600,975	\$11,165,696

Revenues from Outside Sources (Vote-netted revenue)

Management & International Affairs Learning	\$6,482	\$4,416	\$41,976
Corporate Services Learning	\$535,574	\$0	\$0
Intercultural Learning	\$3,884,400	\$3,581,985	\$3,762,889
Language Training	\$341,044	\$351,528	\$408,177
DG & Management Services	\$179,373	\$166,739	\$135,131
TOTAL	\$4,946,874	\$4,104,668	\$4,345,853

Appendix B: Overview of CFSI Training

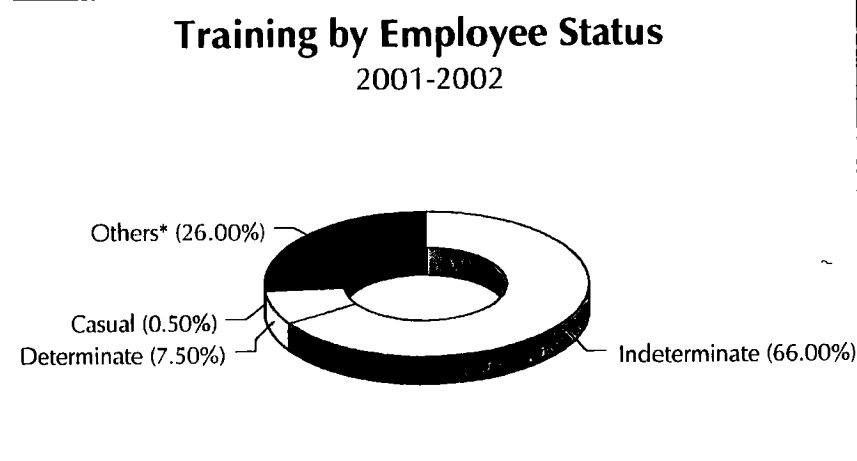
	Employees Trained	Course Completions	Student Days	% of Total Student Days
HQ	2,144	6,780	18,531	53%
Missions	1,217	2,259	7,508	21%
Others*	770	1,691	9,040	26%
Total DFAIT	4,131	10,730	35,079	



Training by Employee Status

	Employees Trained	Course Completions	Student Days	% of Total Student Days
Indeterminate	2,704	7,484	23,128	66%
Determinate	537	1,303	2,691	7.5%
Casual	120	252	220	0.5%
Others*	770	1,691	9,040	26%
Total DFAIT	4,131	10,730	35,079	

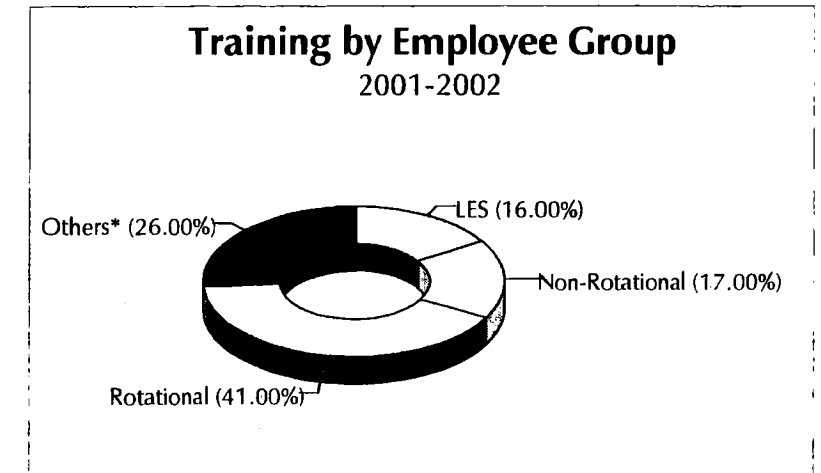
* Others include "ab initios", OGDs, spouses, dependants, contractors and a number of LES and other employees not reflected in PeopleSoft at the time of input.



Training by Employee Group

	Employees Trained	Course Completions	Student Days	% of Total Student Days
LES	832	1,576	5,570	16%
Non-Rotational	1,453	3,434	6,156	17%
Rotational	1,076	4,029	14,313	41%
Others*	770	1,691	9,040	26%
Total DFAIT	4,131	10,730	35,079	

* Others include "ab initios", OGDs, spouses, dependants, contractors and a number of LES and other employees not reflected in PeopleSoft at the time of input.



Training by Programme

PROGRAMME	Number of Courses ¹	Number of Deliveries	Number of Participants ²	Employees Trained by Programme ³	Student Days
Consular Administration ⁴	7	10	124	124	761
Core Skills	28	66	979	554	2,885
Financial Management	8	15	209	194	627
Foreign Language Training	60	133	663	567	7,664
Human Resources Management	10	59	621	587	670
In-Canada Programmes (LES)	7	10	197	196	1,478
Information Management/Technology	103	718	3,435	1,840	2,194
Integrated Management System	28	388	912	281	1,456
Intercultural Training	2	4	66	66	198
International Business Development	10	19	257	155	413
International Security & Cooperation	16	27	404	182	1,005
Learning Events	24	29	896	494	193
Management Development	11	22	346	330	1,993
Official Language Training	12	49	701	610	11,088
Public Diplomacy	9	15	336	296	418
Trade and Economic Policy	2	3	79	74	158
Individual Professional Training	n/a	n/a	367	292	1,137
Training Outside Working Hours	n/a	n/a	119	70	741
Total CFSI Training	337	1,567	10,711	6,912	35,079

¹ - Courses include French, English and bilingual formats and may be duplicated.

² - The number of participants represents the total student count for each programme. Participants may be counted more than once.

³ - Employees trained by programme represent the actual number of students and are counted only once per programme. This is an approximate number due to system reporting limitations. Refer to Table 1.1 for the actual number of employees trained at DFAIT.

⁴ - Consular training is delivered by JPPT but funded through CFSI.

Overview of Distance Learning

CFSI delivered 66 distinct courses through various distance learning formats in FY 2001-2002. The various formats include audio conferencing with paper-based support, computer conferencing, Virtual Campus, Citrix, CD-ROM, video, and e-mail.

Distance Learning Statistics 1998 - 2002

	1998-1999	1999-2000	2000-2001	2001-2002
Number of Deliveries	9	33	235	345
Number of Participants	115	381	1,354	2,346

The increase in the number of participants can be partially attributed to mandatory on-line PKI and SIGNET C4 training.

Distance Learning by Programme for 2001 - 2002

PROGRAMME	Number of Courses	Number of Deliveries	Number of Participants	Student Days
Core Skills	5	9	53	92
Integrated Mgmt System	14	147	269	351
Info Mgmt Technology	16	127	1,527	522
Language Training	29	60	475	1,863
Professional Training	2	2	22	18
Total	66	345	2,346	2,846

Branch Training (HQ)

BRANCH	Employees Trained*	Courses Completed	Student Days	% Total Training (student days)
MDM	106	385	1,128	6.2%
MDW	236	615	1,399	7.7%
MJG	160	472	841	4.6%
MJH	231	581	1,010	5.6%
MJM	73	222	808	4.5%
MJW	238	463	1,017	5.6%
MKM	719	1,612	2,625	14.5%
MML	142	395	940	5.2%
MPD	101	287	656	3.6%
MSL - Bureaux	228	594	1,193	6.6%
MSL - Other ¹	159	1,113	5,796	32%
JML	90	239	707	3.9%
TOTAL	2,496	6,991	18,120	

¹ MSL "Other" figures include SAP positions and employees on language training.

* Employees trained include all Branch employees, contractors, secondments, etc.

Training by Geographic Area

GEOGRAPHIC AREA	Employees Trained	Courses Completed	Student Days	% Total Training (student days)
AFRICA AND MIDDLE EAST	212	431	1,243	16%
Africa	109	261	589	
Middle East	103	170	654	
AMERICAS	342	586	1,970	25%
Latin America & Caribbean	168	292	1,188	
North America	174	294	782	
ASIA PACIFIC	467	786	2,445	31%
North Asia & Pacific	201	350	1,433	
South & Southeast Asia	266	436	1,012	
EUROPE	339	604	2,061	26%
Central, East & South	172	387	1,074	
EU, North and West Europe	167	217	987	
ORGANIZATIONS*	28	39	125	2%
TOTAL	1,388	2,446	7,844	

* Organizations include missions BNATO, VOSCE, POECD, and Permanent Missions in Geneva and New York.

Training by Geographic Area 2001-2002

