CANADIAN FOREIGN SERVICE INSTITUTE
INSTITUT CANADIEN DU SERVICE EXTÉRIEUR

TRAINING REPORT
2001-2002
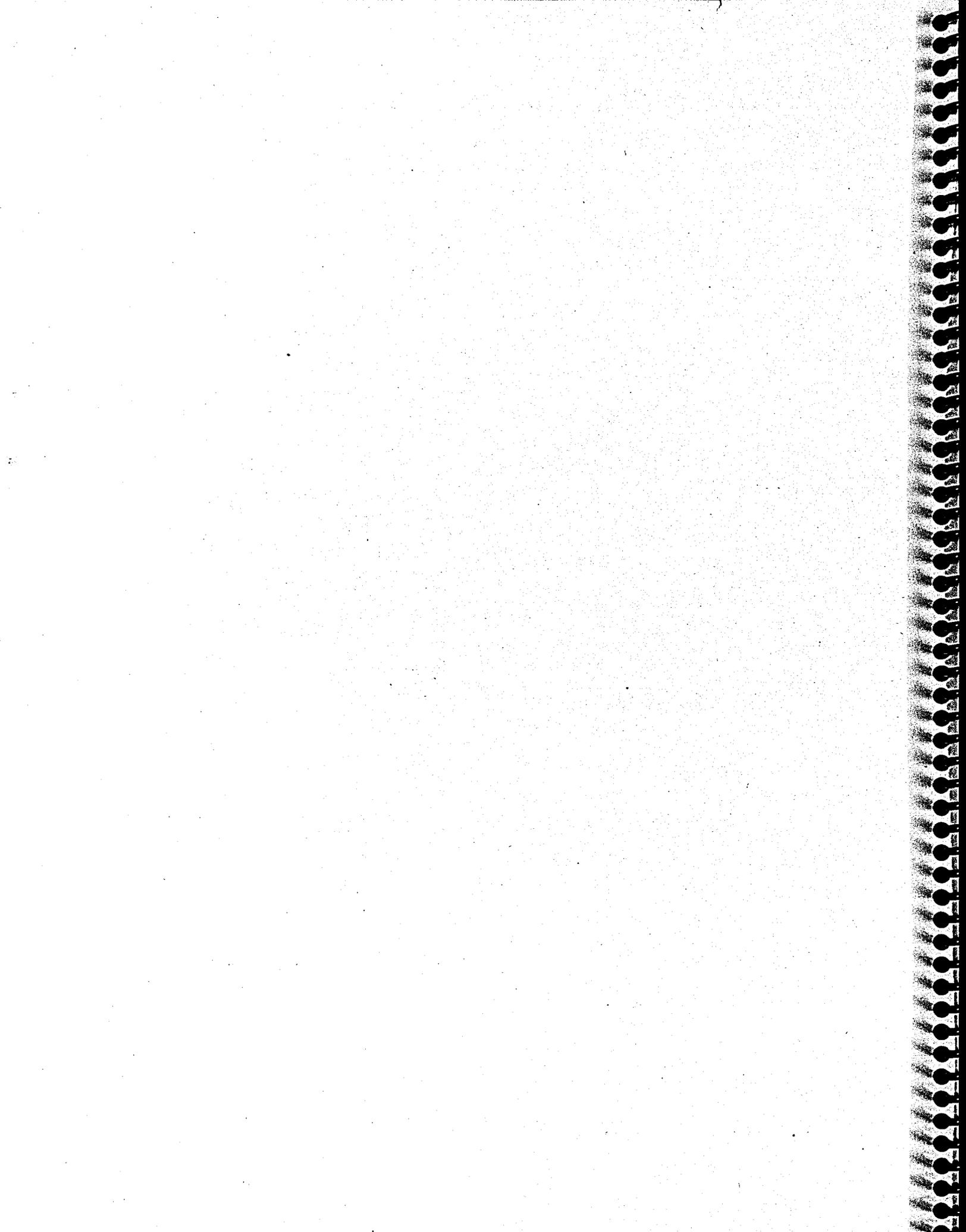
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1 DFAIT TRAINING

1.1. Overview of 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	

* 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.

Overview of Training
2001-2002
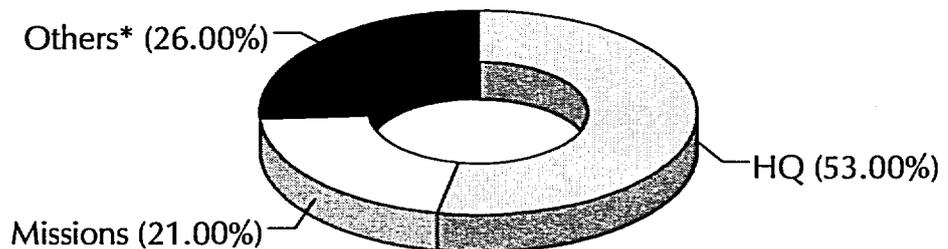
Others* (26.00%)
HQ (53.00%)
Missions (21.00%)

Comparative Data Over Two Years

	Employees Trained			Course Completions			Student Days		
	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002
HQ	1,901	13%	2,144	6,024	13%	6,780	15,931	16%	18,531
Missions	1,211	0	1,217	1,906	19%	2,259	6,373	18%	7,508
Others*	827	-7%	770	1,227	38%	1,691	4,056	123%	9,040
Total	3,939	5%	4,131	9,157	17%	10,730	26,360	33%	35,079

V* = Variance

* 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. Official language training provided to FS recruits (ab initios) accounts for a significant part of the increase in student days.

Note that 2000-2001 figures have been revised since the last report to more accurately reflect the distribution of language hours over fiscal years.

1.2. 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 Status
2001-2002

Others* (26.00%)

Casual (0.50%)
Determinate (7.50%)

Indeterminate (66.00%)
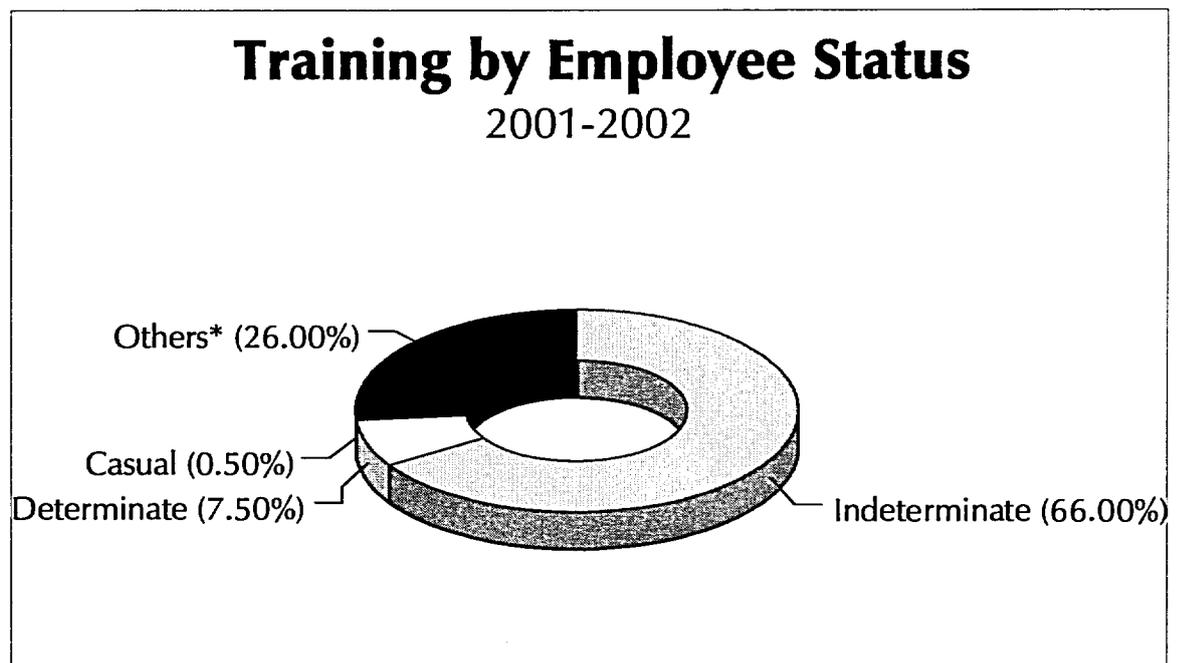
1.3. Training by Employee Group

|	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 Employee Group
2001-2002

Others* (26.00%)

LES (16.00%)

Non-Rotational (17.00%)

Rotational (41.00%)
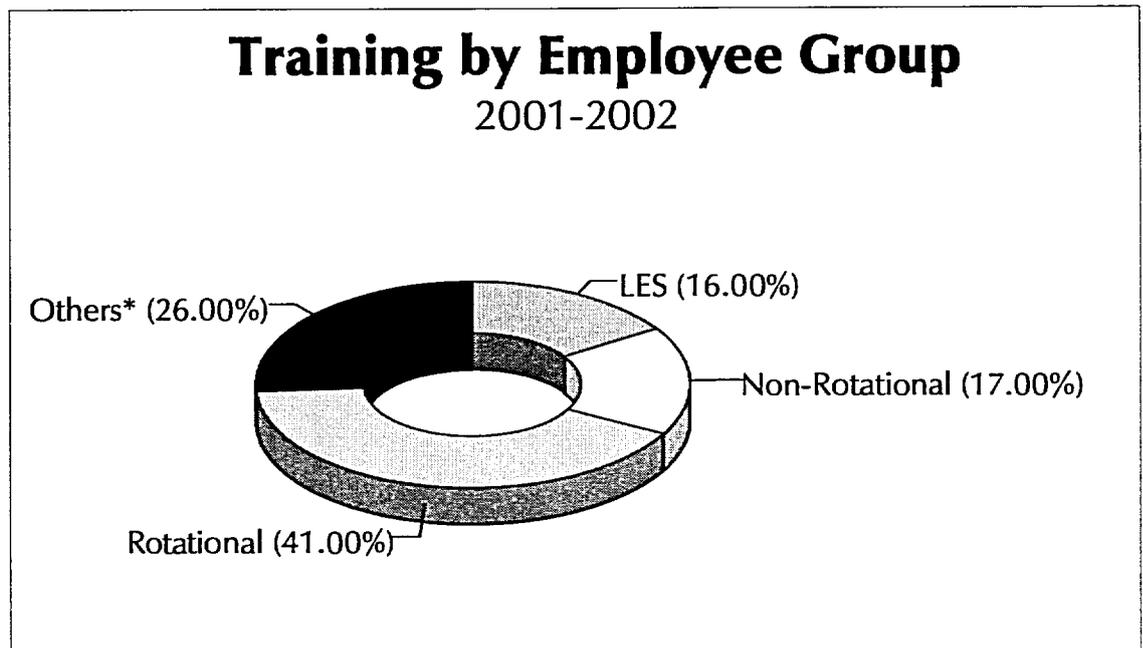
Comparative Data Over Two Years

	Employees Trained			Course Completions			Student Days		
	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002
LES	858	-3%	832	1,355	16%	1,576	4,659	20%	5,570
NR	1,252	16%	1,453	2,832	21%	3,434	4,875	26%	6,156
Rotational	1,002	7%	1,076	3,743	8%	4,029	12,770	12%	14,313
Others*	827	-7%	770	1,227	38%	1,691	4,056	123%	9,040
Total	3,939	5%	4,131	9,157	17%	10,730	26,360	33%	35,079

V* = Variance

* 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.
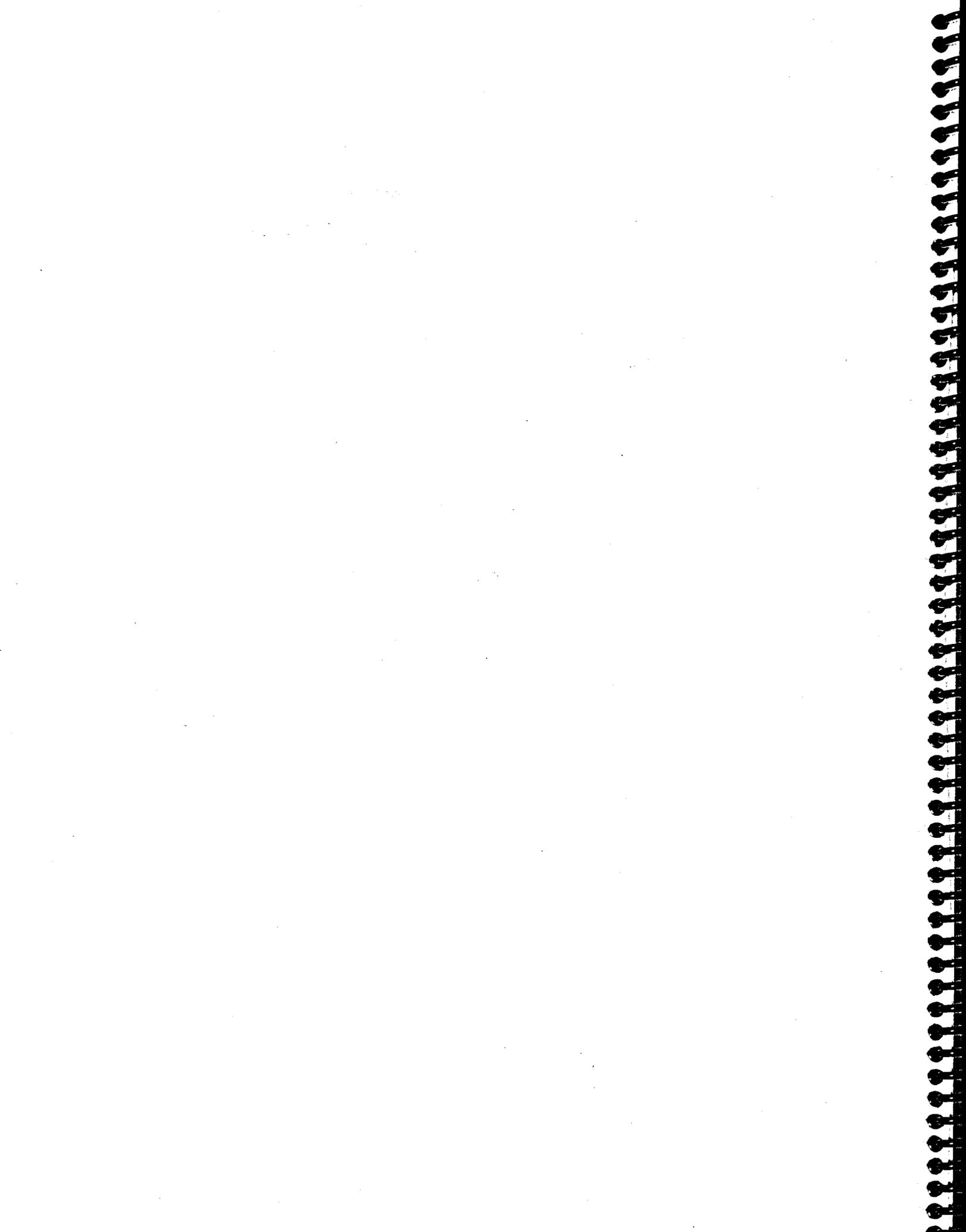
2 TRAINING BY PROGRAMME

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.

Comparative Data Over Two Years

PROGRAMME	Number of Participants			Student Days		
	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002
Consular Administration	229	-46%*	124	1,255	-39%*	761
Core Skills	1,066	-8%	979	3,427	-16%	2,885
Financial Management	485	-57%	209	690	-9%	627
Foreign Language Training	623	6%	663	6,549	17%	7,664
Human Resources Management	387	60%	621	644	4%	670
In-Canada Programme (LES)	217	-10%	197	1,695	-13%	1,478
Information Mgmnt/Technology	2,474	39%	3,435	2,001	10%	2,194
Integrated Management System	720	27%	912	1,188	23%	1,456
Intercultural Training	53	25%	66	159	25%	198
Int'l Business Development	388	-34%	257	758	-46%	413
Int'l Security & Cooperation	327	24%	404	802	25%	1,005
Learning Events	265	238%	896	44	339%	193
Management Development	280	24%	346	1,455	37%	1,993
Official Language Training	781	-10%	701	4,169	166%	11,088
Public Diplomacy	194	73%	336	263	59%	418
Trade and Economic Policy	152	-48%	79	304	-48%	158
Individual Professional Training	589	-38%	367	1,385	-18%	1,137
Training Outside Working	161	-26%	119	840	-12%	741
Total CFSI Training	9,279	15%	10,711	26,431	33%	35,079

V* = Variance

*The decrease in Consular Administration is a factor of the two or three year cycle of regional training.

2.2. Evaluation of 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 course. Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility. Level 1 evaluations are conducted on all courses and the results are outlined below.

PROGRAMME	Level 1 Evaluation 2000-2001	Level 1 Evaluation 2001-2002
Core Skills	4.18	4.40
Financial Management	4.21	4.26
Foreign Language Training	4.50	4.63
Human Resources Management	4.27	4.32
In-Canada Programme (LES)	4.13	4.31
Information Management/Technology	4.64	4.47
Integrated Management System	4.22	4.49
Intercultural Training	4.39	4.43
International Business Development	4.11	4.26
International Security & Cooperation	4.10	4.02
Learning Events	n/a	4.55
Management Development	4.37	4.43
Official Language Training	4.50	4.63
Public Diplomacy	4.19	4.20
Trade and Economic Policy	4.18	3.82
Total Average	4.29	4.35

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 laborious 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 programme. 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 Foreign Language Social Integration and Professional Proficiency 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 programme 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 June 2002.

2.3. 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.

Deliveries
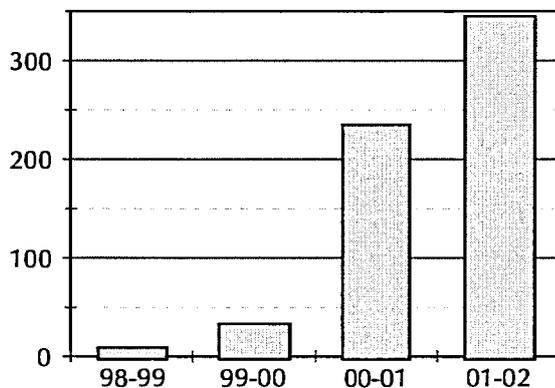
Participants
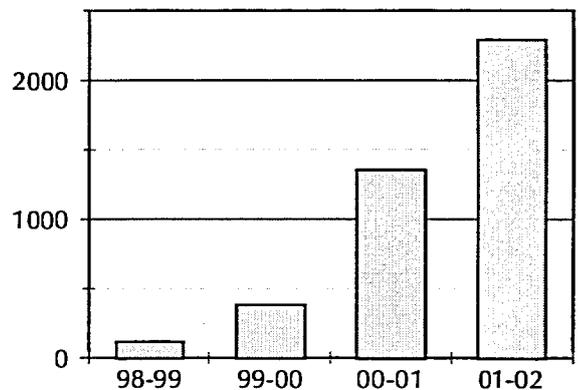
Distance Learning by Programme for 2001 - 2002

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

Distance Learning By Programme
2001-2002

PT (0.63%) CS (3.23%) IMS (12.33%) IMT (18.34%) LT (65.46%)
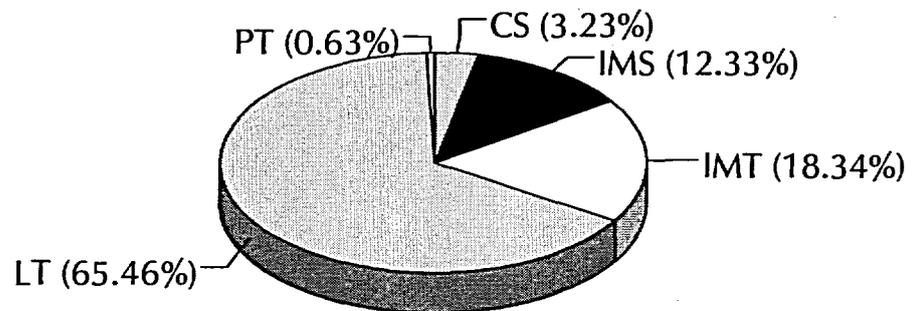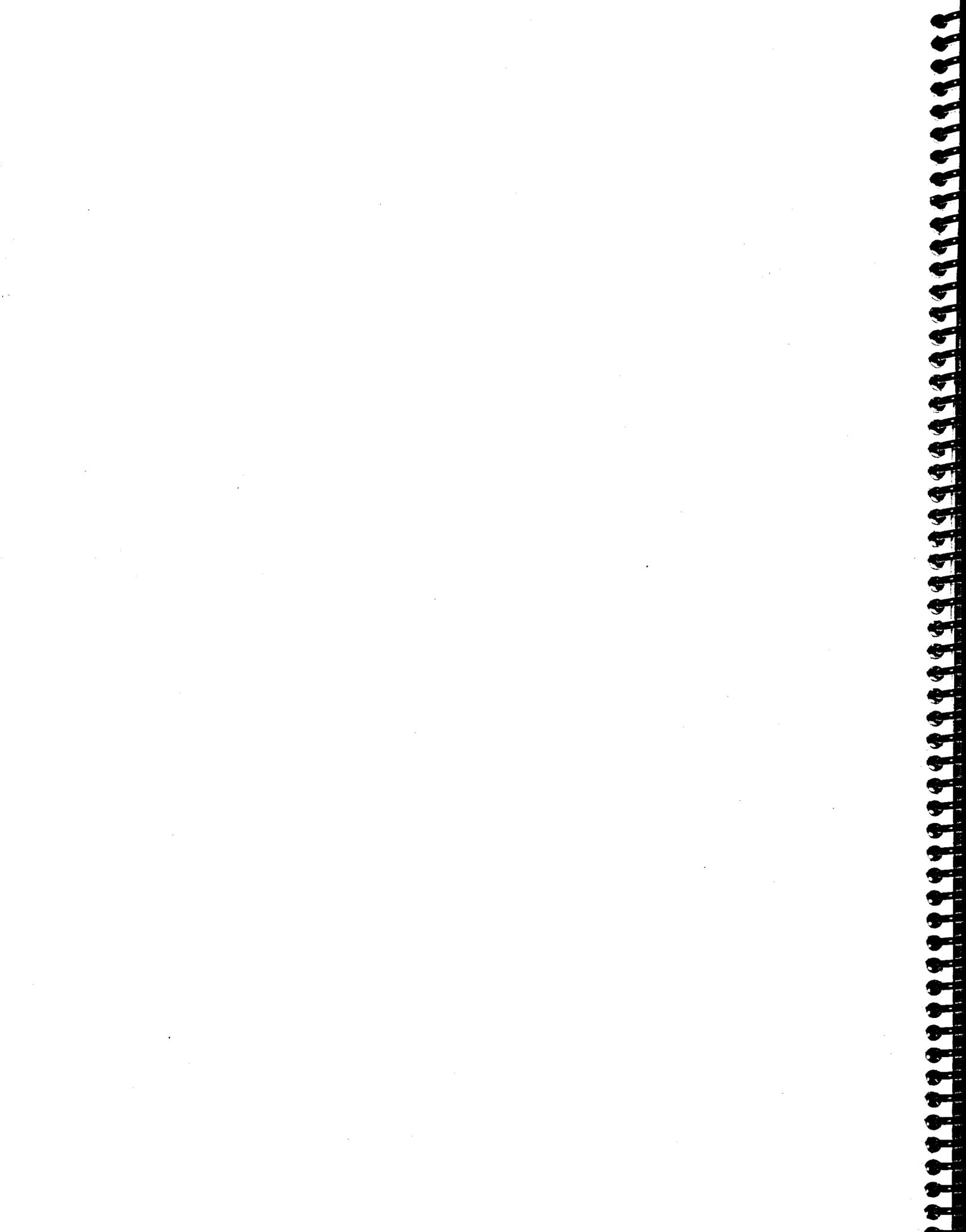
3   BRANCH TRAINING (HQ)

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.

Statistical Comparison Over Two Years

BRANCH	Employees Trained*			Courses Completed			Student Days		
	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002	2000-2001	V*	2001-2002
MDM	107	-1%	106	350	10%	385	994	13%	1,128
MDW	264	-11%	236	704	-13%	615	1,399	0%	1,399
MJG	137	17%	160	369	28%	472	585	44%	841
MJH	200	16%	231	539	8%	581	959	5%	1,010
MJM	62	18%	73	227	-2%	222	496	63%	808
MJW	211	13%	238	542	-15%	463	1,111	-8%	1,017
MKM	602	19%	719	1,301	24%	1,612	2,229	18%	2,625
MML	134	6%	142	310	27%	395	843	12%	940
MPD	100	1%	101	323	-11%	287	829	-21%	656
MSL -	203	12%	228	560	6%	594	1,217	-2%	1,193
MSL - Other [1]	144	10%	159	740	50%	1,113	5,019	15%	5,796
JML	55	64%	90	269	-11%	239	788	-10%	707
TOTAL	2,219	12%	2,496	6,234	12%	6,991	16,469	10%	18,120

V* = Variance

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

[1] MSL "Other" figures include SAP positions and employees on language training.
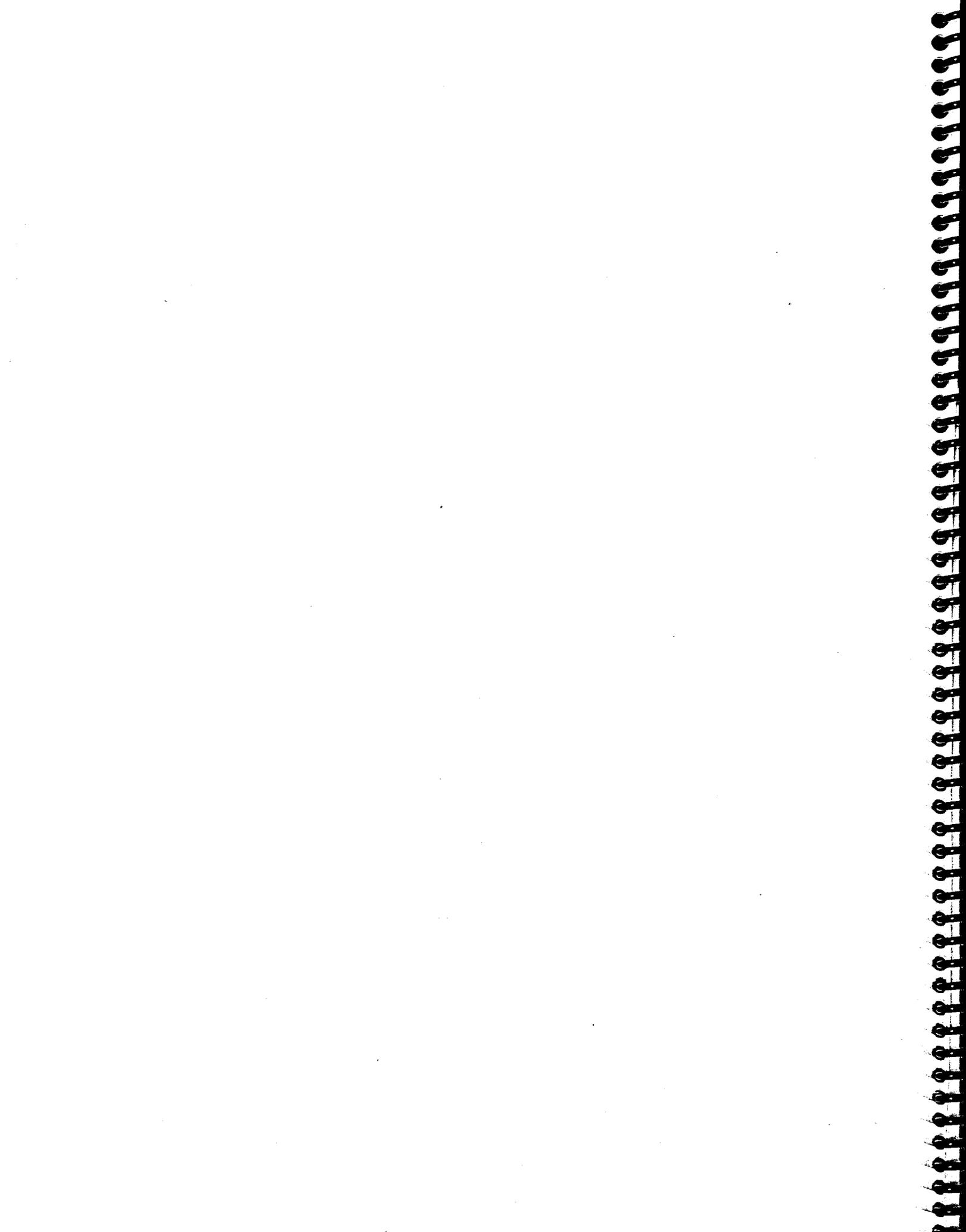
4 BUREAU TRAINING

Bureau	Employees Trained	Courses Completed	Student Days
Communications, Culture and Policy Planning			
MJH	3	3	4.50
CFD	11	23	12.55
DCD	45	97	146.47
CPD	29	62	158.48
CAM	3	12	18.75
TOX	1	1	14.00
ACD	30	68	95.95
BCD	109	315	559.16
Global and Security Policy			
MJW	1	1	0.35
IAM	3	6	6.20
ACX	1	1	0.17
ILX	10	21	80.02
IDD	51	127	368.16
IMD	19	52	131.38
ISD	94	129	211.47
AGD	59	126	218.56
Americas			
MML	3	3	3.50
W. Hemis.	9	16	18.81
AAM	7	29	65.85
NAD	63	165	374.95
LGD	60	182	477.07

Bureau	Employees Trained	Courses Completed	Student Days
Trade, Economic and Environmental Policy			
EAD	49	144	402.75
EPD	41	70	84.10
NAX	2	2	0.33
EED	41	107	238.13
AEX	1	1	0.17
EBD	63	200	395.70
EAM	7	12	12.56
AED	32	79	265.52
Asia-Pacific			
MDM	5	14	48.32
PAM	10	26	44.94
PND	59	224	793.43
PSD	32	121	241.00
Europe			
MPD	1	1	0.17
RAM/RXW	12	34	78.22
RWD	49	148	257.83
RBD	39	104	319.33
Africa & Middle East			
MJM	1	1	0.17
GMD	32	92	503.81
GXD	5	15	9.67
GAM	3	6	10.92
GGD	32	108	283.82
International Business			
TBD	51	171	301.30
TCD	104	293	527.81
TAM	5	8	11.67

Bureau	Employees Trained	Courses Completed	Student Days
Human Resources			
MSL	1	6	8.45
CFSI	92	286	527.10
HPD	67	134	302.80
HRD	59	131	260.79
HAM	8	31	82.50
NCX	1	6	11.00
SAP/FS Recruits	159	1,113	5,796.00
Legal Adviser			
JML	2	5	32.75
JLT	29	56	132.90
JCD	54	172	531.02
JAM	5	6	9.93
Corporate Services, Passport and Consular Affairs			
MKM	1	1	0.17
JPD	37	94	229.57
SMD	154	447	632.70
SAM	3	4	4.08
SRD	139	271	429.30
XDX	40	54	81.75
SIX	31	86	164.75
SXD	315	655	1,083.31
HQ Adm Services	27	46	47.39

Bureau	Employees Trained	Courses	Student Days
Others			
MINA	5	6	15.83
MINT	9	16	22.92
USS	4	18	56.00
DMT	5	14	84.67
DMA	1	1	0.17
G8D	38	91	82.37

* Although the above are not all Bureaux, they are reflected as such in "Business Intelligence".
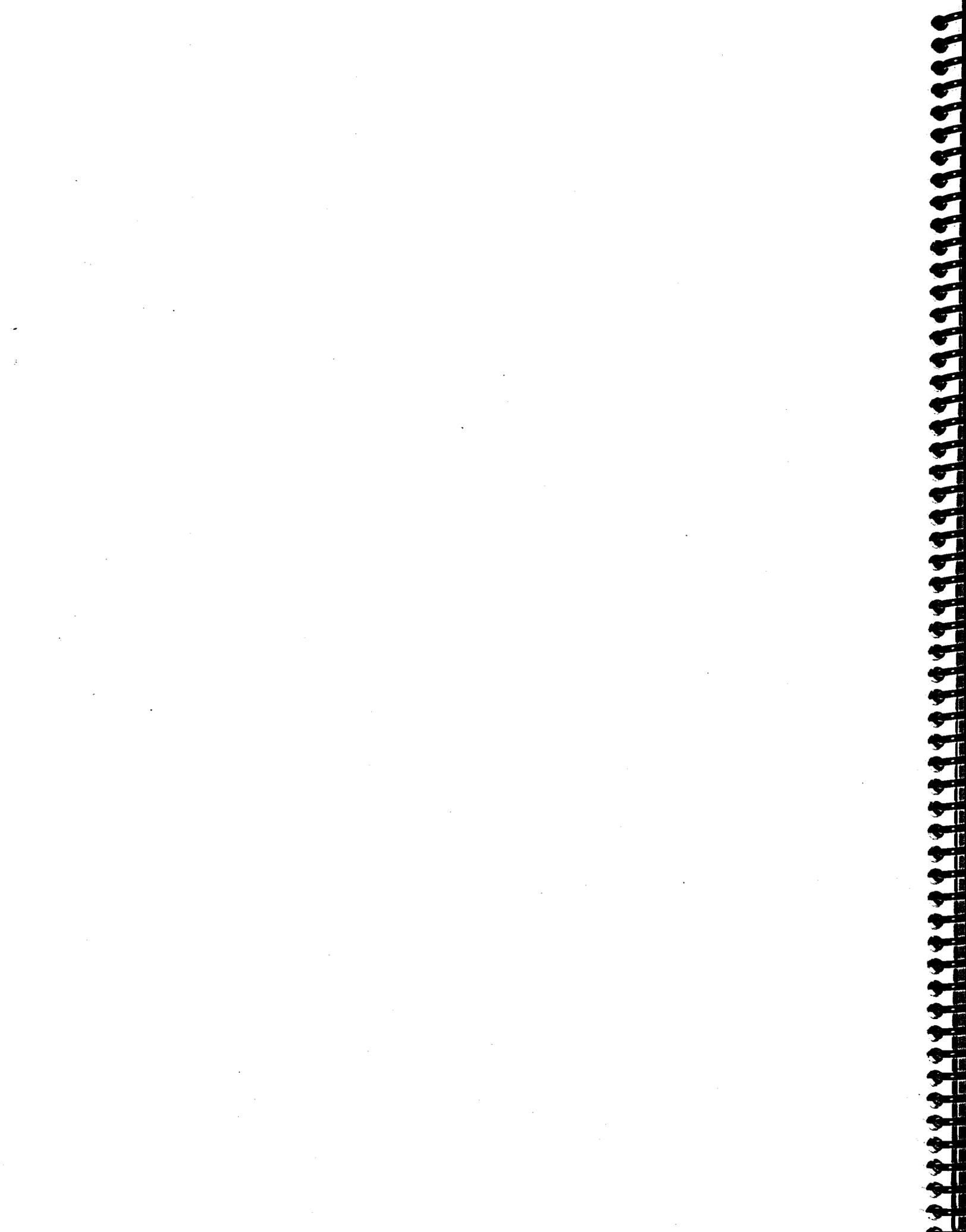
5 TRAINING BY GEOGRAPHIC AREA / MISSION

GEOGRAPHIC AREA	Employees Trained	Courses Completed	Student Days	% Total Training (student day)
AFRICA AND MIDDLE	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	167	217	987	
ORGANIZATIONS*	28	39	125	2%
TOTAL	1,388	2,446	7,844	

Organizations include BNATO, OSCE, POECD, and Permanent Missions in Geneva and New York.

Training by Geographic Area
2001-2002

Organizations* (2.00%)
Europe (26.00%)
Africa and Middle East (16.00%)
Americas (25.00%)
Asia Pacific (31.00%)
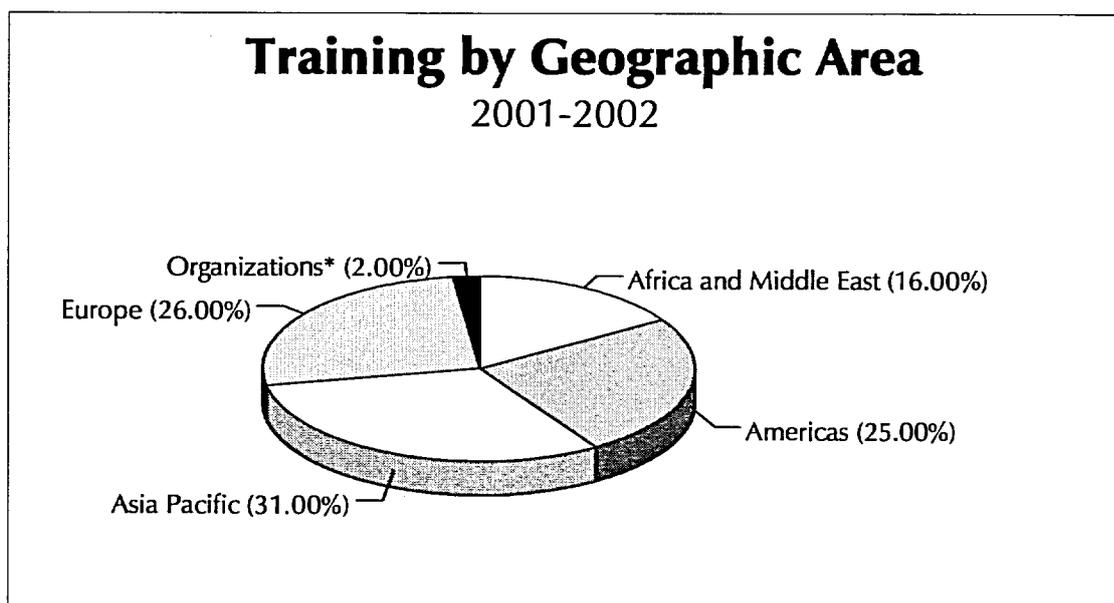
MISSION	Employees Trained	Courses Completed	Student Days
AFRICA AND MIDDLE EAST			
Africa			
Abidjan	10	11	32.33
Abuja (Lagos)	7	13	33.58
Accra	10	12	62.67
Addis Ababa	6	8	34.00
Bamako	8	40	17.75
Conakry	1	1	14.00
Dakar	2	2	10.80
Dar-es-Salaam	6	20	65.83
Harare	5	6	26.25
Khartoum	1	1	10.00
Kigali	5	31	26.50
Kinshasa	1	1	7.00
Libreville	3	3	11.67
Maputo	7	19	15.50
Nairobi	13	13	48.33
Niamey	4	29	14.83
Ouagadougou	9	14	11.50
Pretoria	6	19	97.93
Yaounde	5	18	48.67

MISSION	Employees Trained	Courses Completed	Student Days
AFRICA AND MIDDLE EAST (Continued)			
Middle East			
Abu Dhabi	4	4	27.50
Algiers	5	8	33.00
Amman	3	4	10.50
Beirut	15	38	40.17
Cairo	13	27	70.93
Damascus	6	7	52.68
Dubai	1	1	5.00
Kuwait	4	4	22.33
Rabat	9	11	48.00
Ramallah	2	3	1.17
Riyadh	11	15	75.25
Tehran	7	7	46.08
Tel Aviv	15	29	200.08
Tunis	8	12	21.50

MISSION	Employees Trained	Courses Completed	Student Days
AMERICAS			
Latin America & Caribbean			
Bogota	10	14	73.38
Brasilia	9	10	80.83
Bridgetown	5	11	9.67
Buenos Aires	12	13	83.71
Caracas	11	20	62.92
Georgetown	1	1	13.00
Guatemala	5	5	21.17
Havana	8	9	58.17
Kingston	11	17	65.17
La Paz	2	3	21.00
Lima	10	13	45.83
Managua	3	3	41.00
Montevideo	9	31	21.50
Panama	1	5	5.00
Port-au-Prince	9	10	52.67
Port of Spain	11	14	45.42
Quito	5	24	70.50
Rio de Janeiro	2	2	7.00
San Jose	6	9	100.50
San Salvador	8	14	33.14
Santiago	11	33	63.78
Santo Domingo	3	5	23.50
Sao Paulo	12	21	183.12
Washington OAS	4	5	6.00

MISSION	Employees Trained	Courses Completed	Student Days
AMERICAS (Continued)			
North America			
Atlanta	3	19	64.73
Boston	4	10	37.25
Buffalo	11	15	57.33
Chicago	5	6	17.33
Dallas	6	6	14.33
Detroit	16	20	45.21
Guadalajara	2	2	9.25
Los Angeles	22	42	41.92
Mexico	26	58	187.83
Miami	2	4	8.17
Minneapolis	4	9	33.00
New York	12	16	67.45
Seattle	9	14	26.00
Washington	52	73	172.15

MISSION	Employees Trained	Courses Completed	Student Days
ASIA PACIFIC			
North Asia & Pacific			
Beijing	31	44	85.75
Canberra	7	10	26.93
Chongqing	3	26	21.50
Guangzhou	6	44	47.80
Hong Kong	53	66	223.42
Osaka	11	26	26.60
Seoul/Pusan	19	25	289.27
Shanghai	7	11	74.83
Sydney	18	25	315.47
Taipei	15	19	142.67
Tokyo/Nagoya/Fukuo	26	37	148.67
Wellington/Auckland	5	17	30.00
South & Southeast Asia			
Bangkok	9	16	51.10
Colombo	3	3	18.50
Dhaka	4	5	7.67
Hanoi	6	6	26.00
Ho Chi Minh	5	8	48.50
Islamabad	4	16	32.00
Jakarta	11	12	126.92
Kuala Lumpur	8	10	32.33
Manila	40	53	384.45
Mumbai	9	31	35.00
New Delhi	161	269	206.33
Singapore	6	7	43.37

MISSION	Employees Trained	Courses Completed	Student Days
EUROPE			
Central, East & South Europe			
Almaty	10	54	31.50
Ankara	5	7	16.67
Athens	8	10	26.67
Belgrade	8	10	42.33
Berne	2	4	15.50
Bucharest	2	2	15.00
Budapest	9	9	49.67
Kiev	8	9	58.33
Milan	6	7	22.50
Moscow	16	18	73.25
Oslo	8	10	22.58
Prague	9	9	31.37
Pristina	1	1	0.50
Riga	10	56	52.92
Rome	19	27	78.39
Sarajevo	8	41	24.50
Skopje	2	8	3.50
St. Petersburg	2	2	11.00
Tallin	1	1	5.00
Tirana	8	31	42.83
Warsaw	24	29	417.77
Zagreb	6	42	32.00

MISSION	Employees Trained	Courses Completed	Student Days
EUROPE (Continued)			
European Union, North and West Europe			
Barcelona	3	7	8.65
Berlin	17	22	137.38
Bonn	2	2	6.83
Brussels	14	15	128.92
Brussels EEC	8	9	30.67
Copenhagen	3	3	8.00
Dublin	3	3	8.75
Dusseldorf	1	1	9.50
Helsinki	6	8	28.33
Lisbon	7	8	27.67
London	38	51	193.25
Madrid	11	13	19.70
Munich	1	1	21.67
Paris	20	30	141.23
Reykjavik	2	2	20.00
Stockholm	8	8	15.83
The Hague	7	11	78.50
Vienna	16	23	102.17
ORGANIZATIONS/OTHERS			
Brussels NATO	3	4	9.67
Missions to OSCE	2	2	0.33
New York PERMIS	8	13	22.83
Geneva PERMIS	9	11	56.50
Paris OECD	6	9	35.50
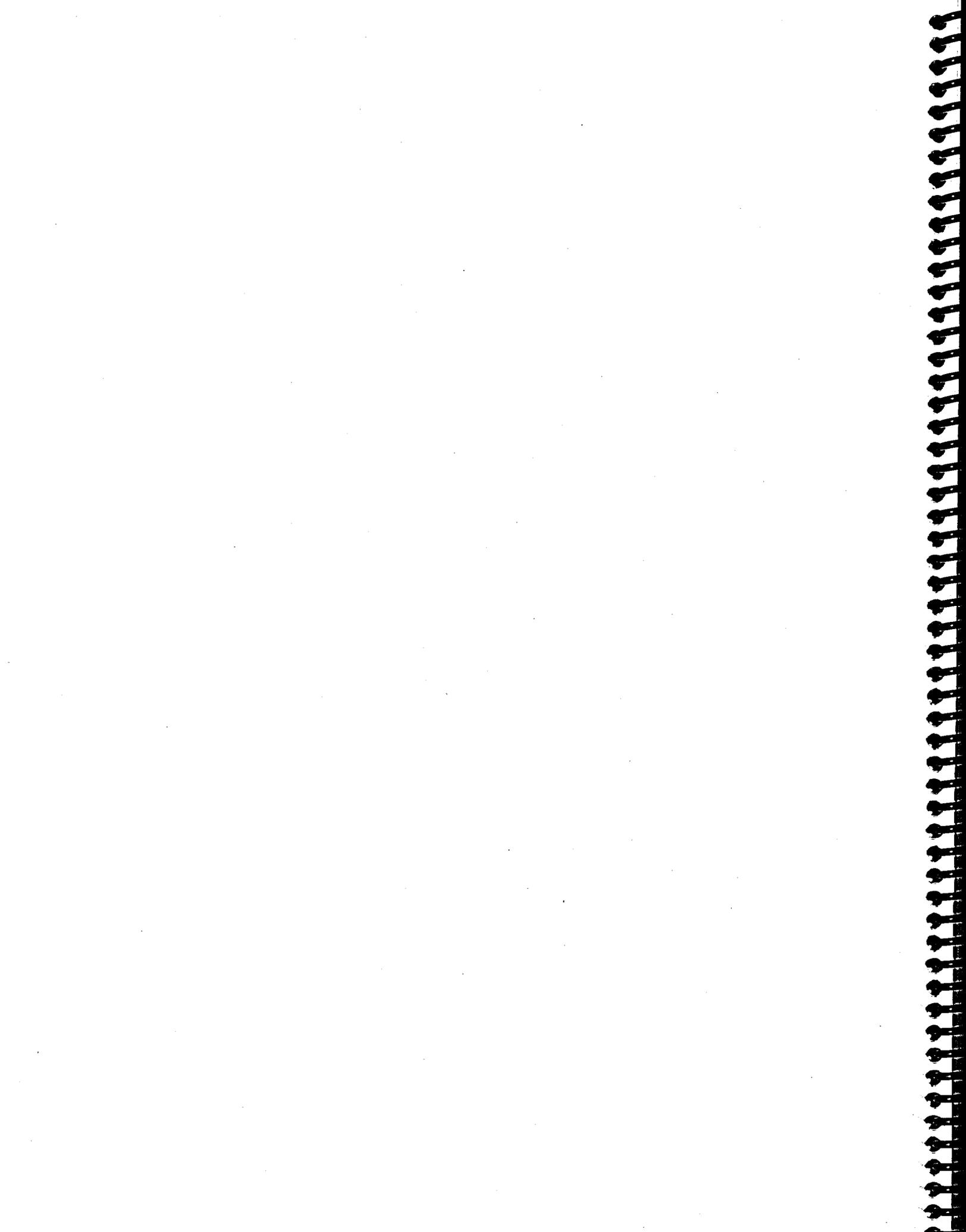
6   GENERAL TRAINING STATISTICS

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 over the previous year.

6.2. 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.

6.3. Training Cancellations/No Shows

The following table outlines the number of employees who cancelled their participation in courses and employees who did not attend courses they had registered for in the last two years. This latter category is titled "no shows".

	CANCELLATIONS	NO SHOWS
2000-2001	1,331	545
2001-2002	1,238	790

Cancellations

The number of cancellations has been relatively stable over the two years and has even registered a modest decrease. In FY 2001-2002, CFSI tracked late cancellations which impact adversely on our ability to fill seats. Late cancellations represented 20% of all cancellations.

The following programmes experienced the majority of cancellations: Information Management and Technology 31%, Trade and Political 20%, Human Resources Management 14% which includes more than 10% for the Orientation course alone, and Integrated Management System (IMS) 8%.

No Shows

In FY 2001-2002, 790 employees did not show for a course in which they had registered. This represents a 45% increase over the previous year. Participants in the Information Management and Technology programme lead the "no shows" with 29%, followed by Learning Events at 25%, Trade & Political courses at 15%, Core Skills courses at 14%, and IMS at 8%. A number of no shows were registered for "short" courses, workshops or lectures. One could interpret that employees do not feel the same commitment to attending these brief learning events even when they have registered to participate.

Cancellations and no shows totalled 2,028 and accounted for 16% of total participation. This results in some employees not being able to access the training they need and represents an opportunity cost for CFSI.

7　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	58%	0	58%	+1	59%
8. Quality of training	n/a		54%	+14	68%

*(V: Variance)

Training Survey

■ 2000　□ 2001　□ 2002
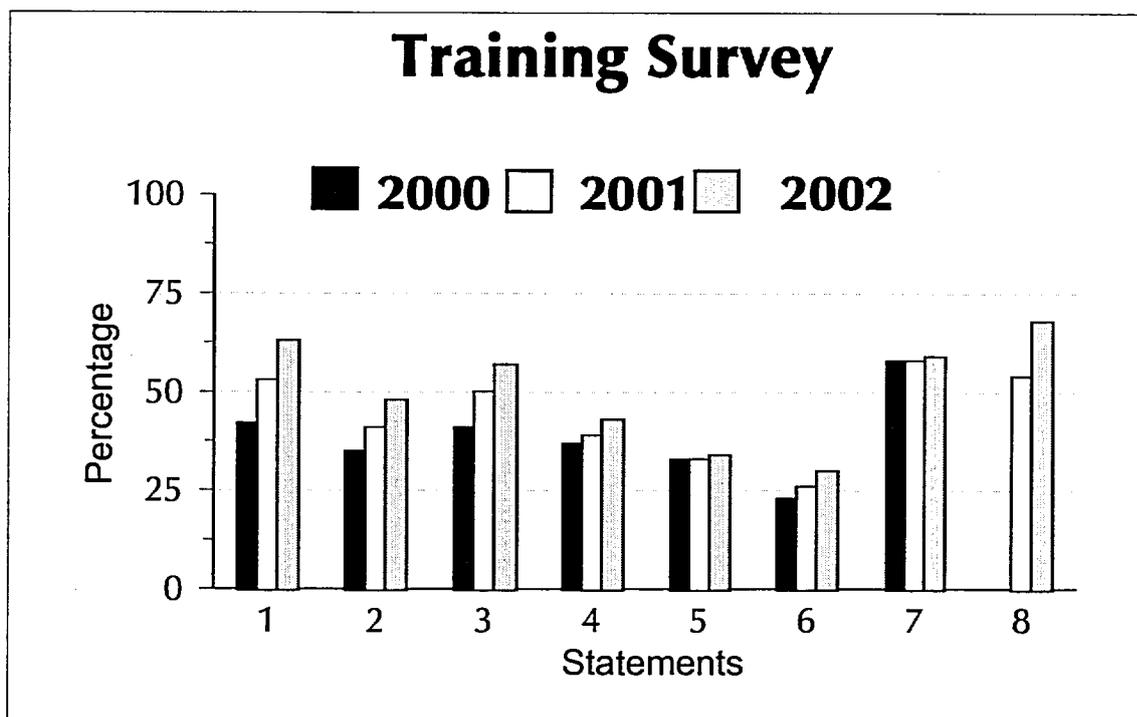
7.1. Highlights

♦ **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 six percent 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 from their managers** 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 barrier):
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 barrier):
E-mail (86%)   Manager (45%)
CFSI course calendar (36%)   CFSI Intranet site (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%)

7.2. 2000 to 2002 Statistical Comparison

	2000	2001	2002
RESPONDENTS			
Missions (percentage of respondents from)	65%	63%	55%
Headquarters (percentage of respondents from)	35%	37%	45%
LES	51%	43%	38%
Non Rotational	21%	22%	28%
Rotational	28%	35%	34%
Indeterminate	78%	83%	80%
Term	11%	11%	14%
Contract	11%	6%	6%
TRAINING & DEVELOPMENT (T&D)			
Had learning opportunities in the last year	87%	65%	67%
CFSI course	16%	35%	31%
Other DFAIT session	32%	19%	18%
External course	14%	13%	14%
Conference / Seminar	13%	21%	20%
On-the-job	25%	12%	11%
Video conference	N/A	N/A	6%
CFSI classroom	N/A	72%	72%
CFSI distance learning	N/A	28%	28%
I am well informed of learning opportunities	42%	53%	63%
I can access training and development needed	35%	41%	48%
DFAIT provides appropriate opportunities	41%	50%	57%
My job related needs are met	37%	39%	43%
My supervisor helps me identify T&D needs	33%	33%	34%
My career related developmental needs are met	23%	26%	30%
Type of training offered meets my needs	31%	37%	42%
I require greater access to external courses	58%	58%	59%
I am satisfied with DFAIT's commitment to T&D	39%	49%	54%

I am satisfied with the quality of training at DFAIT	N/A	54%	68%

	2000	2001	2002
MADE AWARE OF TRAINING & DEVELOPMENT THROUGH:			
Manager	34%	29%	27%
CFSI Calendar	25%	28%	28%
CFSI Intranet	15%	30%	37%
Other DFAIT Intranet sites	11%	12%	14%
Colleagues	33%	31%	25%
External brochures	19%	17%	16%
External Web sites	10%	14%	16%
Professional Associations	10%	9%	11%
E-mail	61%	75%	76%
WOULD LIKE TO HEAR THROUGH:			
Manager	47%	47%	45%
E-Mail	84%	86%	86%
CFSI Calendar	32%	42%	36%
Intranet sites	32%	39%	41%
Brochures	33%	31%	24%
BARRIERS TO LEARNING			
None	16%	12%	13%
Work demands	62%	65%	64%
Management	17%	20%	16%
Financial constraints	38%	39%	36%
Other	14%	13%	14%