



Chief Review Services

REVIEW OF  
DEPARTMENTAL  
SCHOLARSHIP FUND

November 2001

7055-48 (CRS)

## SYNOPSIS

*This report presents the results of a review of the DND Scholarship Program. The Program has funded attendance by 46 people at educational institutions over the last three years. We found it to be well conceived and, in our view, its design represents leading practice in the federal public service. Scholarship recipients have been successful in their studies and the results have benefited the individuals as well as the Department. Accordingly, we have recommended its continued operation and have suggested certain refinements and improvements.*

THE REVIEW WAS INITIATED AT THE REQUEST OF THE CIVILIAN HUMAN RESOURCES GROUP. IT HAS NOT BEEN CONDUCTED WITH THE RIGOUR OF AN AUDIT AND, AS SUCH, THE REVIEW MUST ULTIMATELY BE VIEWED AS FALLING WITHIN THE DEFINITION OF CONSULTING SERVICES. HOWEVER, THE OBSERVATIONS AND CONCLUSIONS HAVE BEEN ARRIVED AT OBJECTIVELY AND THEY PROVIDE A REASONABLE BASIS FOR RECOMMENDATIONS AND ACTION.

# TABLE OF CONTENTS

**EXECUTIVE SUMMARY ..... i**

**REVIEW OBJECTIVES ..... 1**

**BACKGROUND ..... 1**

**SCOPE..... 3**

**METHODOLOGY..... 3**

**REVIEW FINDINGS ..... 3**

**Success of Program in Meeting its Objectives ..... 3**

**Efficiency and Effectiveness of Program ..... 5**

**Benchmarking of Program to Other Similar Initiatives ..... 7**

**CONCLUSION ..... 8**

**RECOMMENDATIONS AND MANAGEMENT ACTION PLAN..... 9**

**ANNEX:**

**ANNEX A – BENCHMARKING ..... A-1**

## EXECUTIVE SUMMARY

1. This report presents the results of a Chief Review Services (CRS) review of the Department of National Defence (DND) Departmental Scholarship Fund. The objectives of the review were to assess the scholarship program's success and to assist in determining if the program should continue beyond Fiscal Year 2001-2002.
2. The three-year scholarship program was launched in the spring of 1999 to support the *La Relève* initiative and DND's goal to be a continuous-learning organization. The scholarship program was created to motivate DND employees to acquire new job skills and subsequently increase their employment opportunities. The program enables civilian employees to work towards, or complete, a certificate or degree for one year on a full-time basis.
3. The annual program funding was originally based on granting of six scholarships in each of the first two years and eight in the third year. However, this allocation has actually enabled 31 employees to successfully meet their educational goals in 1999 and 2000—and an additional 15 individuals were awarded scholarships this year. Based on our review, if there is a continuing demand for the program, consideration might be given to increasing funding to provide not only the full-funding support currently offered, but also a variety of other flexible options to meet the needs of those requesting scholarships. As well, due to the incompatibility between academic and fiscal years, consideration should be given to funding scholarships over two fiscal periods. This would ensure that recipients obtain an entire year of funding.
4. Upgraded educational qualifications have provided scholarship recipients with broader career opportunities within both the public service and the private sector. However, a few recipients completed studies for skills that were not directly applicable to DND operations. Adjusting academic-program selection criteria to ensure appropriate and relevant skill development—combined with an opportunity to apply work-related skills—would improve employee recruitment and retention within the Department.
5. The management and delivery of the program was found to be both efficient and effective. Program staff and the Scholarship Selection Committee members support the program goals and make every effort to select recipients who will be successful. However, increased monitoring of the program's results is recommended to enable DGLPD to better evaluate the success of the program and identify changes required to improve its delivery. Three-way feedback would also enhance communication among the program's administrators, the scholarship recipients and their managers. A standardized rating scale should be established to ensure that the selection of scholarship recipients is transparent and is seen to be objective.
6. A comparison of this program to the continuous-learning programs of the Canadian Forces and other government departments indicated that the Departmental Scholarship Fund is generous and unique but not well known outside the Department. Increased promotion is recommended within DND to ensure all civilian employees are aware of the program. Consideration should also be given to showcasing the program outside DND as a successful model for possible use in other government departments.

7. Overall, the review findings indicate that the program has been successful and has significantly contributed to DND's objective to be a continuous-learning organization. Both scholarship recipients and their managers gave positive feedback on the overall value of the scholarship program. Based on the results achieved to date, we recommend that the program should continue at, or above, its current level of funding. ADM(HR-Civ) may want to consider including the program as an element of on-going operations, and assign it baseline funding.

## REVIEW OF DEPARTMENTAL SCHOLARSHIP FUND

### REVIEW OBJECTIVES

1. At the request of ADM(HR-Civ), CRS conducted a review of the Departmental Scholarship Fund Program. The objectives of the review were:
  - to determine if the program is meeting its departmental and *La Relève* objectives and is contributing to improved employee recruitment, retention, well-being and literacy;
  - to evaluate the efficiency and effectiveness of the management and delivery of the program;
  - to compare the program to other government learning programs—including the Canadian Forces—in terms of scope and best practices, and
  - to recommend if the program should continue beyond Fiscal Year 2001-2002 and, if so, within what parameters.

### BACKGROUND

2. In recognition that an increasing number of jobs require higher education, ADM(HR-Civ) created a scholarship program to enable civilian employees to work towards or complete a certificate or degree. This three-year program was launched in the spring of 1999 with the approval of the DM and PMB as a *La Relève* initiative, and as part of the DND employability strategy.
3. Under the program, scholarship recipients receive:
  - funding of full-time studies for a period of one year;
  - full pay and benefits while on study leave;
  - tuition fees to a maximum of \$10,000;
  - books to a maximum of \$2,000;
  - equipment to a maximum of \$3,000;
  - travel and short-term relocation to a maximum of \$25,000;
  - other fees to a maximum of \$500;

- retention of current status and position; and
- retained eligibility for promotion.

4. Annual funding of \$650,000 was approved to provide six scholarships, with one for each of the following categories of employment: administrative support; operational; administrative and foreign services; technical; scientific; and professional. In addition, a scholarship was to be given to one Aboriginal employee. In 1999, the scholarship budget was calculated based on the maximum salary for DS-7, CS-5, DA-PRO-7, SI-8, and SR MGT 3 and fully fund scholarships to cover all education-related expenses. The ADM approved that the entire program budget should be exhausted in order to maximize the amount of scholarship recipients. This allowed for 15 scholarships to be awarded in 1999, 16 in 2000, and 15 in 2001. In Year 2001, two additional scholarships were awarded, one to an employee representing a visible minority and, another to an employee with a disability. The annual budget has grown consistently over three years to total \$673,000 in 2000 and \$683,000 in 2001.

5. An independent selection committee—comprised of individuals internal and external to DND representing management, union, Royal Military College and DGLPD—select candidates most likely to succeed based on the following criteria:

- obtaining authorization from his/her manager;
- meeting the language requirements of his/her position;
- choosing a field of study that reflects his/her career-development plan and/or public service needs, and enhances his/her employability;
- applying to a recognized Canadian educational institution offering the selected study program;
- meeting the minimum educational requirement for admission to the selected program;
- intending to utilize the scholarship during the year it is granted;
- possessing, at a minimum, a *fully satisfactory* record of performance for the last three years;
- not being enrolled currently, on a full-time basis, in a long-term training or development program subsidized by the government;
- not having previously received a government subsidy for a long-term training or development program (excluding language training); and
- not receiving any other DND funding in conjunction with the financial assistance provided under the scholarship program.

## SCOPE

6. The review examined the program management processes, costs and benefits from the time of the program's inception in 1999 to June 2001.

## METHODOLOGY

7. The review methodologies involved:

- reviewing and comparing program objectives to *La Relève* and other HR priorities and strategies such as the Job Experience Training Program (JET);
- reviewing program documentation and individual applicant and recipient files for 1999 and 2000;
- attending Selection Committee meetings for year 2001 applications, and
- interviewing various players in the process, including: ADM(HR-Civ) program administrators; review committee members; scholarship recipients and applicants; managers from recipients' home organizations; and Human Resource business managers and other training coordinators from the Canadian Forces and other departments and governments.

## REVIEW FINDINGS

### Success of Program in Meeting its Objectives

8. Since the scholarship program's launch in the spring of 1999, all 31 scholarship recipients for FY 1999-00 and 2000-01 have successfully completed their intended study programs. All recipients interviewed felt a great sense of personal accomplishment, and the majority excelled beyond basic requirements; some made Dean's Lists, and others graduated within the top three students of their class.

9. As part of the scholarship program, a reimbursement agreement is signed with the Department. The agreement stipulates that repayment may be required for failure to remain as a federal public servant for twice the duration of the study period. Of the 11 recipients interviewed, only one left the Department briefly to gain experience related to her field of study; she has since returned to DND.



10. Half of the recipients interviewed were successful in winning competitions related to their academic fields of study. The other recipients returned to the positions they held prior to their studies. In discussions on fields of study, it was found that these individuals also gained the educational qualifications for positions elsewhere in the Department, but were unable to move into these positions unless one was opened to competition. The individuals felt the additional education had not improved their immediate career opportunities within DND, but in the future would help them advance in the broader Public service or the private sector.

11. Other participants felt that, while they now had the educational requirements to apply for competitions, they still lacked work-related experience, which lessened their chances for advancement.

12. A few fields of study funded by the program result in the enhancement of skills that are not applicable to DND (i.e., training for a Corrections Officer), and therefore the retention of those individuals may be affected. Many managers interviewed indicated that, while they supported their employee's educational leave, they would prefer educational programs focused on skills that were more relevant and directly beneficial to the Department.

13. If the scholarship program allowed for the application of academic knowledge to work-related skills—either within recipients' units or elsewhere in DND—career development would be enhanced, resulting in an improved rate of retention and success in the competition process.

14. The DND scholarship program design is unique within the Public Service. Because the program is distinct, consideration should be given to showcasing it across the government, and integrating it with the Department's external recruitment campaign. Such exposure could encourage other departments to develop similar programs.

15. Scholarship recipients stated that there was no follow-up once they commenced study-leave. They often were excited by their progress and success and would have appreciated some contact during their study period. The employees also felt that in order for both them and the Department to fully benefit from academic training, contact should be made at the end of their studies to discuss what had been achieved. As well, many recipients expressed improved self-esteem upon completing their studies but were disappointed with the limited feedback they received from their managers. However, when we contacted managers, they expressed great pride in their employees' accomplishments. The managers noted a marked improvement in attitude and an increased contribution to the well-being of the organization; employees provided new insight on operations and helped improve group morale.

16. The use of program monitoring during and after the study period could help DGLPD monitor the efficiency and effectiveness of the program's delivery and evaluate how the additional training had or could be used to improve employment or career advancement opportunities, employee retention and well-being. To enhance communication, a short, standard questionnaire could be completed by and shared with recipients and managers at the end of the scholarship.

17. Most recipients had fairly high literacy levels prior to their studies; therefore, only limited improvement occurred in this area. The scholarship program may not be the most appropriate program in which to measure improvements in employee literacy.

### **Efficiency and Effectiveness of Program**

18. Application to the scholarship program occurs on an annual basis. Individuals must submit all required documentation by the end of March. DGLPD reviews all applications for completeness and eligibility. A file is generated for each applicant which includes the application and all accompanying documentation.

19. DGLPD creates a binder for each scholarship category which contains an individual summary sheet and documentation for each applicant. It is evident that much time and effort is put into the compilation of the binders so that the Selection Committee can appropriately evaluate each applicant. The scholarship program documentation is well organized and complete.

20. DGLPD divides applicant files within each scholarship category binder into groups of *should be*, *may be*, and *should not be considered* for the Selection Committee's review. While this is intended to facilitate the comparison of applicant files and reduce review time, this practice has the potential to establish pre-conceived biases on the part of committee members. Good candidates might be overlooked as a result.

21. The Selection Committee meets for three days in May and selects top candidates from each category. The Selection Committee is comprised of individuals internal and external to DND. They represent management, unions, the Royal Military College and DGLPD. This broad mix enhances group dynamics and allows for a fair selection of recipients. Committee members have excellent knowledge of Public Service employment needs, and the skilled labour required to fill these needs. Members have a positive attitude towards the goals of the scholarship program and make every effort to choose candidates who are most likely to succeed.

22. Francophone applicant files are not translated and are, therefore, difficult for unilingual English committee members to evaluate properly. While not all applicant information need be translated, the translation of essential information and the covering letter would facilitate the evaluation of francophone candidates.

23. Criteria for eligible educational institutions are based on the *Income Tax Act* listing of acceptable institutions for tuition-fee receipts. Committee members experienced difficulty evaluating the benefits of certain educational institutions due to a lack of knowledge of the institutions' academic success. Committee members have requested more detail from DGLPD concerning the institutions' programs and content to ensure that the candidates' program choices are well matched to their career goals.

24. Committee members indicated the evaluation and selection of members in Employment Equity groups should be clarified. It was not clear whether members of these groups should be given special consideration or if their selection should be based solely on merit. As well, some Selection Committee members expressed concern that apprenticeship programs are not eligible for the scholarship program. These are not included as a special GL Apprenticeship Training Program already in existence and the standards for successful completion of that program are under provincial jurisdiction.
25. Committee members use their own unique rating scales to evaluate each applicant based on the selection criteria. The members choose the final candidates by consensus and rank the top three to four in each category. The use of individual committee member rating scales could lead to inconsistent assessment of applicants. Developing a standard but flexible rating scale would ensure that evaluation by all members is consistent and objective, yet continue to promote discussion for consensus.
26. The list of selected recipients is given to DGLPD who ensures fair distribution of scholarships among the regions. The Pacific Region, for example, did not receive a scholarship in either of the last two years, as there were few applicants from that region, and none of whom ranked as a top candidate.
27. Scholarships are awarded to the top candidate in each category. DGLPD calculates the full cost to each recipient and awards scholarships to the second and third-place candidates in each category until the annual allotted funds are exhausted.
28. All applicants receive a letter indicating whether or not they have been awarded a scholarship. At a later date, follow-up phone calls are made to inform unsuccessful candidates why they were not chosen, and to provide suggestions as to how to improve their applications for the following year.
29. Both recipients and applicants interviewed indicated that the program was well promoted and easily accessible. As the scope of our review was limited to known applicants and recipients, we could not determine if the broader DND civilian population had heard of the program or how many other individuals might have pursued continuous learning had they been aware of it. Diversified promotion should be pursued to ensure all civilian employees are aware of the program.
30. The overall process for application and submission of documentation was considered reasonable by both applicants and recipients. Some expressed difficulty in contacting DGLPD staff to clarify processes and requirements. Returned phone calls were not always timely, and clear instructions were not always provided. This was probably due to limited staff support and the fact that most calls were received just before the application deadline.
31. Both recipients and applicants felt that the time lapse between application submission and award notification seemed long. Inclusion of the Selection Committee's schedule in the information pamphlet would give applicants a better understanding of notification timelines.

32. Applicants and recipients interviewed indicated that they were not aware of the fact that more than five scholarships were awarded. Annual publication of the number of recipients and their fields of study could encourage increased program application.

33. Applicants not selected for scholarships were very pleased with the follow-up phone call. However, they felt that contact during the next application period was necessary to encourage them to re-apply and to discuss continued studies and new employment opportunities. Applicants indicated that this contact might improve their chances of being selected in the next selection round.

34. The period of scholarship payment is based on fiscal-year funding and is not compatible with the academic school year; therefore a full year of training is rarely provided. As some courses were offered only at certain times of the year, recipients and applicants indicated that this limited the number of programs and courses they could attend during the period of funding. Offering funding relative to the academic school year would provide individuals with more opportunities to complete their studies at universities or colleges, rather than at more expensive private institutions.

35. Reimbursements of costs were not always timely. It was determined that this was due to financial system conversion problems, which have since been resolved.

**Benchmarking of Program to Other Similar Initiatives**

36. Information on other continuous-learning programs in the Canadian government was limited and difficult to obtain. Based on our research, it appears that the design of the DND civilian scholarship program is unique and could serve as a model for other departments.

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37. The DND program was benchmarked to the Canadian Forces military community, ...  
..... Industry Canada, Corrections Canada, .....  
..... A comparison of the programs can be found in Annex A of this report.

38. The DND program is different from any other program in the federal government: the program is available to all indeterminate employees across the country, in every field of study. Not only are employees reimbursed for courses and related costs as per Treasury Board guidelines, but employees are also offered up to one year of full-time study during regular work hours. Corrections Canada offers a similar program which is limited to Ontario and Pacific Region employees in their final year of university.

39. Reimbursement for required equipment, travel and short-term relocation is not available under any program other than the DND scholarship program.

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40. All programs reviewed require management support. ....  
..... Committees also select participants in the Canadian Forces Initial Baccalaureate Degree Program (IBDP), Corrections Canada and Industry Canada programs.

41. The field of study chosen by the employee under the DND Scholarship Program reflects career-development goals and broad public-service requirements, both of which enhance employability. The scholarship programs reviewed require that the field of study be job-related or benefit the Department. An exception is the Canadian Forces program which provides training for career transition or new-business development — after 20 years of service, participants may claim educational benefits up to three years after release, to career maximum of \$20,000.

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42. The DND Scholarship Program offers additional scholarships for aboriginals, visible minorities and disabled employees. .... The Industry Canada *Bridging* program is aimed primarily at women in traditional Administrative Support categories but also supports studies for LAN Administrators and Research Assistants.

43. ADM(HR-Civ) might want to consider mirroring several other programs reviewed by permanently including the scholarship program's funding in its annual budget. Similarly, they may wish to consider adopting Industry Canada's *Six Months On-the-job Training*, which gives participants the opportunity to apply their acquired skills and to potentially move successfully into new careers.

**CONCLUSION**

44. The scholarship program is very successful, and virtually all recipients have completed their defined educational goals. Recipients interviewed provided positive feedback, expressing great pride in their accomplishments. Many stated that without the scholarship, they would not have been able to continue their studies. Others stated that the education they acquired would have taken them at least six years to complete on their own. All recipients highly recommended the program and encouraged others to apply. Recipients expressed gratitude for the educational opportunity provided by the Department.

45. Managers interviewed expressed great pride in their employees who participated in the program. The managers noted marked improvements in their attitudes and increased contributions to the overall well-being of the organization. Employees provided insight on operations and helped improve group morale.

46. We found the program worthwhile and support continued funding if ADM(HR-Civ) is confident that there will be an ongoing demand for this type of assistance in future years.

## RECOMMENDATIONS AND MANAGEMENT ACTION PLAN

47. The program was found to be generally well-managed and successful in meeting its objectives. The following is a summary of recommendations have been identified to improve the program's delivery and increase the benefits to participants and the Department. Each recommendation is accompanied by the associated ADM(HR-Civ) management response/action plan:

RECOMMENDATIONS	MANAGEMENT RESPONSE AND ACTION PLAN
<p><b>a. Analyze Funding:</b> This three-year scholarship program is funded until March 31, 2002. Consideration should be given to:</p> <ul style="list-style-type: none"> <li>• Incorporation of program into ADM(HR-Civ)'s ongoing operations and annual budget;</li> <li>• Adjusting funding to allow employees to use a scholarship over two consecutive fiscal years; and</li> <li>• Determining if additional funding should be allocated to expand the program and provide a variety of more flexible scholarship funding options e.g., part-time attendance over two years.</li> </ul> <p><b>b. Increase Promotion:</b> The scholarship program could reach a broader audience by:</p>	<ul style="list-style-type: none"> <li>• The program and associated funding for fiscal year 2002/2003 has been incorporated into ADM(HR-Civ)'s Business Plan as an A-base item;</li> <li>• If ongoing funding is secured, it will enable DGLPD to support candidates over more than one fiscal year; and</li> <li>• To be reconsidered at a later date. This option would be relatively difficult to manage operationally as it would be hard to replace an employee on a part-time basis for an extended period of time.</li> </ul>

RECOMMENDATIONS	MANAGEMENT RESPONSE AND ACTION PLAN
<ul style="list-style-type: none"> <li>• Displaying posters on the program in various DND buildings;</li> <li>• Sending departmental e-mails across the Department to explain the program;</li> <li>• Setting up booths occasionally in the lobby of DND buildings;</li> <li>• Profiling recipients in annual pamphlets;</li> <li>• Listing annual scholarship recipients on the ADM(HR-Civ) website;</li> </ul>	<ul style="list-style-type: none"> <li>• DGLPD will develop, publish and disseminate posters in various DND locations across the country for the 2002/2003 Scholarship Program;</li> <li>• DGLPD will send e-mails across the country shortly after the launch date for the program and possibly a few weeks prior to the end of the nomination period to remind employees of the closing date for the nominations. The possibility of using pop-up screens to advertise the program through the Intranet will also be investigated;</li> <li>• The Scholarship Program will be included whenever DGLPD is asked to host a booth advertising organizational programs and services. In addition, information sessions could be given in different locations to promote the Scholarship Program as well as other programs sponsored by the Department;</li> <li>• Agree that profiling recipients could prove an excellent marketing tool. Options to maximize benefits to be derived from such an initiative will be investigated further;</li> <li>• This practice will be established starting with the 2002/2003 successful candidates;</li> </ul>

RECOMMENDATIONS	MANAGEMENT RESPONSE AND ACTION PLAN
<ul style="list-style-type: none"> <li>• Including program details on DND's website for external recruitment; and</li> <li>• Including program details on the Government of Canada Leadership Network website under New Initiatives</li> </ul> <p><b>c. Promote and Develop Employee Retention:</b></p> <ul style="list-style-type: none"> <li>• Recipients who completed studies for skills which were not applicable to DND operations felt that while the program increased their personal self-esteem, there had been no immediate improvement to their career advancement opportunities. The scholarship program could be further improved by the selection of academic programs for skills relevant to DND operations; and</li> <li>• To ensure that newly acquired skills are developed and maintained, consideration should be given to offering related work periods upon completion of studies</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation will take place with staffing authorities to identify the feasibility of implementing this recommendation; and</li> <li>• The feasibility of implementing this recommendation will be discussed with the Leadership Network representatives.</li> <li>• Program marketing will mention that priority will be given to academic programs relevant to DND; and</li> <li>• Agree/disagree. Costs associated with this initiative could prove prohibitive. Funding such deployments would result in reducing the number of employees benefiting from the Scholarship Program. In addition, consideration must be given to equity issues as this approach could be perceived as providing undue advantage to scholarship recipients in light of their career development.</li> </ul>



RECOMMENDATIONS	MANAGEMENT RESPONSE AND ACTION PLAN
<p><b>d. Develop a Standard Rating Scale:</b></p> <ul style="list-style-type: none"> <li>To ensure a consistent and objective evaluation of applicants by all Selection Committee members, a standard rating scale should be developed. The recommendation is intended to ensure that members consider all elements when evaluating applicants. The rating scale could also incorporate a checklist for pre-screening, which would avoid the necessity of dividing binders into <i>should be, may be, or should not be considered</i> categories.</li> </ul> <p><b>e. Maintain the High Quality of Applicants:</b></p> <ul style="list-style-type: none"> <li>Information sessions during the application period are recommended to clarify the process and provide guidance to candidates on how to improve their chances of being selected.</li> </ul>	<p>DGLPD will investigate further the feasibility of implementing this recommendation.</p> <ul style="list-style-type: none"> <li>A document outlining the main elements to be considered will be developed. However, a certain level of flexibility will also be given to ensure that decisions are made in light of qualitative as well as quantitative assessment of the various files.</li> <li>DGLPD will provide information sessions on the Scholarship Program as well as on other programs managed by the Directorate whenever possible.</li> </ul> <p>DGLPD will also develop partnerships and will provide tools to Learning and Career Development centres as well as to other stakeholders in order to provide information sessions as required.</p>

RECOMMENDATIONS	MANAGEMENT RESPONSE AND ACTION PLAN
<ul style="list-style-type: none"> <li>• Selection Committee members should be provided with a list of preferred academic institutions and fields of study to ensure the candidates' choices are well matched to their career goals and objectives.</li> </ul> <p><b>f. Translation of Francophone Applicants' File:</b></p> <ul style="list-style-type: none"> <li>• Essential information and covering letters submitted by Francophone applicants should be translated.</li> </ul> <p><b>g. Clarify the Evaluation of Members of Employment Equity Group:</b></p> <ul style="list-style-type: none"> <li>• Clarification needs to be provided to Selection Committee members to assist them in determining whether members of Employment Equity groups should be given special consideration in the assessment of their files or if selection should be based solely on merit.</li> </ul> <p><b>h. Program Information and Promotion:</b></p> <ul style="list-style-type: none"> <li>• The annual program brochure could include information such as tentative date of the Selection Committee meeting, the number of scholarship recipients in previous years and profiles of successful recipients willing to share their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• DGLPD will develop a profile for less known institutions based on learning institutions identified in scholarship submissions.</li> </ul> <ul style="list-style-type: none"> <li>• The suggested documentation will be translated for committee members.</li> </ul> <ul style="list-style-type: none"> <li>• Clarification will be given to Selection Committee members. The Employment Equity groups include three sub-groups. Candidates from the three sub-groups will be assessed on merit and they must meet the basic qualifying criteria to be considered.</li> </ul> <ul style="list-style-type: none"> <li>• The tentative date for the Selection Committee meeting will be included in the program leaflet.</li> </ul> <p>The number of past recipients and profiles of those willing to share their experiences will be displayed on the ADM(HR-Civ) website.</p>

RECOMMENDATIONS	MANAGEMENT RESPONSE AND ACTION PLAN
<ul style="list-style-type: none"> <li>• A list of recipients and their fields of study could be attached to notification letters of both successful and unsuccessful candidates and also be placed in ADM(HR-Civ) website.</li> </ul> <p><b>i. Monitor Program Results</b></p> <p>It is recommended that DGLPD establish a monitoring system to review the progress and post-study activities/employment status of scholarship recipients through:</p> <ul style="list-style-type: none"> <li>• Periodic phone calls to participants during and after their leave would help to identify and solve problems quickly;</li> <li>• A short questionnaire to participants and their managers upon completion of the program of studies would provide feedback on the program success and could solicit suggestions for improvements;</li> <li>• A copy of managers' comments being provided to scholarship recipients would provide feedback to confirm managerial support and pride in their employees accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Only the list of successful candidates will be inserted within the ADM(HR-Civ) website.</li> </ul> <p>Agreed. A yearly review to track the outcomes of the scholarships will be undertaken starting with the 2001/2002 participants.</p> <ul style="list-style-type: none"> <li>• Several contacts already take place between DGLPD and scholarship recipients to solve logistical problems as well as to answer specific queries. This approach will be maintained.</li> <li>• Agree in principle. Consideration will be given to present past participants and their managers with a questionnaire.</li> <li>• Agree. As well, this feedback is also given by the managers during the presentation of certificates to successful candidates.</li> </ul>

### BENCHMARKING

The purpose of this benchmarking is to compare the DND Civilian Scholarship Program to continuous learning programs of the Canadian Forces military community and other government departments in terms of scope and best practices.

The table below highlights the main features and benefits of the DND Scholarship Program and lists the comparative points for each of the other programs reviewed. The other government programs examined include: Canadian Forces, Corrections Canada, Industry Canada, .....

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<b>DND Scholarship Program</b>	<b>Canadian Forces *Note 1</b>	<b>Corrections Canada</b>	<b>Industry Canada: Bridging</b>	..... .....
<p><b><u>Recipient</u></b></p> <ul style="list-style-type: none"> <li>Designed to assist civilian employees obtain a degree, diploma, certificate or accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>Personal Enhancement Program (PEP) — open to Regular and Reserve Forces.</li> <li>Initial Baccalaureate Degree Program (IBDP) — open to Regular Forces.</li> <li>Royal Military College (RMC) — open to Canadian Forces, spouses of Regular Forces, and full-time civilian employees.</li> </ul>	<ul style="list-style-type: none"> <li>Employees of the Department in the Ontario and Pacific Regions.</li> </ul>	<ul style="list-style-type: none"> <li>Aimed at Administrative Support Group.</li> </ul>	<ul style="list-style-type: none"> <li>..... ..... .....</li> </ul>

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Annex A

DND Scholarship Program	Canadian Forces *Note 1	Corrections Canada	Industry Canada: Bridging	..... .....
<p><b><u>Duration of Study</u></b></p> <ul style="list-style-type: none"> <li>• Full-time studies for one year.</li> </ul>	<ul style="list-style-type: none"> <li>• PEP: Access after five years of service.</li> <li>• IBDP: Obtain Baccalaureate within maximum of 16 months of full-time studies.</li> <li>• RMC: No rigid time limit for completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Final year to complete University degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Six-months of classroom instruction and six months of on-the-job training.</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> </ul>
<p><b><u>Benefits Paid</u></b></p> <ul style="list-style-type: none"> <li>• Full pay and benefits while on study leave.</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

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Annex A

DND Scholarship Program	Canadian Forces *Note 1	Corrections Canada	Industry Canada: Bridging	..... .....	AIA s.13(1)(a) s.15(1)
<p><b><u>Benefits Paid (cont'd)</u></b></p> <ul style="list-style-type: none"> <li>• Tuition fees up to \$10,000.</li> <li>• Books up to \$2,000.</li> <li>• Equipment up to \$3,000.</li> <li>• Other fees up to \$500.</li> </ul> <ul style="list-style-type: none"> <li>• Travel and short-term relocation up to \$25,000.</li> </ul>	<ul style="list-style-type: none"> <li>• Career limit of \$20,000 for tuition fees and mandatory textbooks.</li> <li>• 100% reimbursement for high school diploma or initial undergraduate degree.</li> <li>• 75% reimbursement for all types of authorized courses.</li> </ul> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• 100% reimbursement.</li> </ul> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A; courses provided in-house.</li> </ul> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• ...</li> </ul>	<p>AIA s.13(1)(a) s.15(1)</p> <p>AIA s.13(1)(a) s.15(1)</p>

Annex A

DND Scholarship Program	Canadian Forces *Note 1	Corrections Canada	Industry Canada: Bridging	..... .....
<p><b><u>Post-Study Employment Arrangements</u></b></p> <ul style="list-style-type: none"> <li>Retain current status and position. Remain eligible for promotion.</li> </ul> <p><b><u>Selection Process</u></b></p> <ul style="list-style-type: none"> <li>Recipients are chosen by a Selection Committee and must have their manager's support.</li> </ul>	<ul style="list-style-type: none"> <li>Same</li> <li>Manager's support required.</li> <li>IBDP: Selection Board.</li> </ul>	<ul style="list-style-type: none"> <li>Same</li> <li>Recipients are chosen by a Selection Committee and must have their manager's support.</li> </ul>	<ul style="list-style-type: none"> <li>Part of program is to compete for a new position at start of study program. Positions are created to put individuals in training positions.</li> <li>Recipients are chosen by a competitive process; management support required.</li> </ul>	<ul style="list-style-type: none"> <li>..... .....</li> <li>..... ..... .....</li> </ul>

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Annex A

DND Scholarship Program	Canadian Forces *Note 1	Corrections Canada	Industry Canada: Bridging	..... .....	AIA s.13(1)(a) s.15(1)
<p><b><u>Choice of Field of Study</u></b></p> <ul style="list-style-type: none"> <li>Field of study chosen by employee is reflective of career development goals and/or broad public service requirements, both of which enhance employability.</li> </ul>	<ul style="list-style-type: none"> <li>Not required to be career-related. * Note 2</li> <li>Career transition/ small business development.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant to operations of the department.</li> </ul>	<ul style="list-style-type: none"> <li>For specific positions such as LAN Administrators and Research Assistants.</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> </ul>	<p>AIA s.13(1)(a) s.15(1)</p>
<p><b><u>Selection Criteria</u></b></p> <ul style="list-style-type: none"> <li>Indeterminate employee with a minimum three-year fully satisfactory performance record.</li> <li>Has shown previous commitment to continuous learning.</li> </ul>	<ul style="list-style-type: none"> <li>Access after five years of service.</li> <li>Has served a minimum of three years in current military career.</li> <li>Has shown commitment to educational upgrading.</li> </ul>	<ul style="list-style-type: none"> <li>Indeterminate employee.</li> <li>In final year of degree studies.</li> <li>Aimed at <i>high flyers</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Indeterminate employee in Administrative Support category.</li> <li>Past appraisals and interviews.</li> <li>Aimed at dedicated employees who want to develop their careers.</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> </ul>	<p>AIA s.13(1)(a) s.15(1)</p>



Annex A

DND Scholarship Program	Canadian Forces *Note 1	Corrections Canada	Industry Canada: Bridging	..... .....	AIA s.13(1)(a) s.15(1)
<p><b><u>Post-Study Employment Requirements</u></b></p> <ul style="list-style-type: none"> <li>Required to remain in public service for two years after completion of studies (not legally binding).</li> </ul>	<ul style="list-style-type: none"> <li>Required to remain in service for twice the duration of study leave allowed, except if released and hasn't used career allocation after 20 years of service.</li> </ul>	<ul style="list-style-type: none"> <li>Must remain in public service for two years.</li> </ul>	<ul style="list-style-type: none"> <li>N/A, as individual remains with the department. The training is an integral part of the employment initiative.</li> </ul>	<ul style="list-style-type: none"> <li>..... ..... ..... ..... .....</li> </ul>	AIA s.13(1)(a) s.15(1)
<p><b><u>Special Target Groups</u></b></p> <ul style="list-style-type: none"> <li>Additional scholarships for aboriginal, visible-minority, and disabled employees.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Aimed primarily at women.</li> </ul>	<ul style="list-style-type: none"> <li>..... ..... ..... .....</li> </ul>	AIA s.13(1)(a) s.15(1)

Annex A

DND Scholarship Program	Canadian Forces *Note 1	Corrections Canada	Industry Canada: Bridging	..... .....
<p><b><u>Funding Approach</u></b></p> <ul style="list-style-type: none"> <li>A centrally funded, three year program. Annual budget of approximately \$675,000, benefiting on average 15 individuals each year.</li> </ul>	<ul style="list-style-type: none"> <li>Annual spending not tracked.</li> <li>Part of on-going budget.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline funded.</li> <li>Ontario region budget is \$425,000.</li> <li>Pacific region budget is \$250,000.</li> </ul>	<ul style="list-style-type: none"> <li>Four-year program.</li> <li>Annual budget approximately \$1.1 million per year.</li> <li>Benefited approximately 17 individuals each year for four years.</li> </ul>	<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> </ul>

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..... The benefits are essentially the same as those for the Canadian Forces' continuing-education programs.

**Note 2:**

After 20 years of service, individuals may claim educational benefits up to three years after release, to career maximum of \$20,000.