

2020–21
Departmental Results Report

Canada School of Public Service

A handwritten signature in black ink, appearing to read 'Mona Fortier', is positioned above the printed name.

The Honourable Mona Fortier, P.C., M.P.
President of the Treasury Board

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From the Minister

As the new Minister responsible for the Canada School of Public Service (the School), I am pleased to present the School's Departmental Results Report for the 2020–21 fiscal year, a year that saw unprecedented disruptions on a global scale. This report highlights how the School continued to offer timely and relevant learning opportunities to federal public service employees across Canada.

The year 2020–21 was a challenging and significant time for Canada. The pandemic and important social movements required the Government of Canada, departments, and public servants to adapt and change rapidly. To enable public servants at all levels to meet these demands and opportunities effectively, the School rapidly pivoted to a virtual delivery model that provided public servants across the country with the training they needed on topics such as virtual teams, mental health, unconscious bias, change management, leadership, and digital government.

The School rolled out several series of events in these topic areas, providing fast and engaging learning for participants from coast to coast to coast. These efforts resulted in record-level increases in the number of course and event registrations over previous years, and reinforced the importance of continuous learning as an integral part of the professional development process.

Moreover, as part of its mandate to support a learning culture within the public service, the School continued to support the government's priorities. Through its five business lines, the School delivered a renewed curriculum that converted its broad selection of courses, events, programs and learning tools to virtual delivery formats, expanding its reach in the process while maintaining a high level of quality and learner satisfaction.

Recognizing the value of user feedback and using data to make improvements to its learning offerings, the School further explored new ways to collect data from its learners and to optimize the design and delivery of its learning products. Of particular mention is the School's Reconciliation: A Starting Point mobile app, which serves to advance the conversation on why reconciliation matters and to explore the way forward together.

Partnerships with intergovernmental and external stakeholders also allowed the School to identify new and emerging learning needs and to promote knowledge-sharing by incorporating expertise from its partners into new learning initiatives, programs and events.

Throughout 2020–21, the School demonstrated its unique value as a provider of skills and knowledge to public service employees at all levels, especially at a time when learning and adapting to change has never been more important. I am confident that the School will continue to offer learning experiences of the highest quality to build individual and organizational capacity and excellence across the public service.

The Honourable Mona Fortier, P.C., M.P.
President of the Treasury Board

Results at a glance

In 2020–21, the Canada School of Public Service (the School) provided relevant, responsive and accessible common learning across the public service. In response to the onset of the COVID-19 pandemic, the School rapidly pivoted to a virtual delivery model that provided public servants across the country with the training they needed on topics such as virtual teams, mental health, unconscious bias, change management, leadership, and digital government.

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

203,278

unique learners

905,091

total registrations

213,399

event participants

\$82,282,833

in actual spending

1. Common learning is responsive to learning needs

As the public service shifted to primarily virtual work environments, and the demand for learning increased, the School quickly pivoted learning delivery models to increase and expand its offering of self-paced and virtual courses and events. Further, the School invested in new courses, tools and events to support public servants navigate their changing work reality. This resulted in over 900,000 course registrations, a 70% increase from 2019-20. The School delivered learning events to over 200,000 participants across government on emerging and significant themes.

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

The School reviewed its entire curriculum to ensure that content and courses were accurate, relevant, and converted to virtual delivery methods. Additionally, the School launched new learning products to address emerging themes and learning needs across the government, reflect changes in policy, and incorporate feedback from users.

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

Virtual learning delivery allowed the School to increase the reach of its learning products and events to learners from coast to coast to coast. This was paired with increased emphasis on ensuring that digital content met standards for accessibility for all learners.

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

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

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

Results: what we achieved

Core responsibility

Description

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

Results

1. Common learning is responsive to learning needs

In 2020–21, the School responded to the need for virtual learning products by converting traditional classroom courses to virtual delivery. By developing these virtual experiences, and maximizing other mediums for digital learning, the School provided common learning during the pandemic that continued to uphold standards of responsiveness, high quality and accessibility, while strengthening the capacity for innovation across the core public service.

- Government of Canada and Public Sector Skills (358,631 course registrations)
 - The School delivered 25 products in virtual classrooms, in addition to 27 new online self-paced products.
 - The School established partnerships with policy and practitioner communities across government to provide a variety of learning opportunities designed to strengthen financial and human resources management, procurement, and security, among others.
- Transferable Skills (205,518 course registrations)
 - The School delivered a curriculum of 187 courses, job aids, events and multimedia products, including 73 new learning products.
 - The School responded to unprecedented demand for learning offerings on virtual and hybrid work brought on by the COVID-19 pandemic by curating and developing curriculum for public servants to learn successful virtual work competencies, behaviours, and practices from within and outside of the public sector.
- Digital Academy (12,067 course registrations)
 - The School delivered 13 virtual and self-paced courses alongside 28 third-party courses, 9 events, and 27 micro-learning episodes.
 - The School prepared to launch its first cohort of the Digital Accelerator for public servants, an intensive learning program structured around the product and service design lifecycle. Over 60 public servants, representing 5 teams from 4 departments, were participating in the program by the end of 2020–21.

- Indigenous Learning (44,889 course registrations)
 - The School delivered 7 online self-paced courses, in addition to 4 instructor-led virtual courses, and 14 events.
 - In March 2021, the School released the Timeline of Influential Indigenous Women. This reference tool presents a timeline of over 150 influential First Nations, Inuit and Métis women, recognizing the vital roles and contributions of Indigenous women to Canadian society.
 - The School released new job aids, Indigenous Languages in Canada and the International Decade of Indigenous Languages; and Understanding What Is Behind an Expression. It also released an Indigenous learning path to help learners navigate available learning products on reconciliation and Indigenous subject areas.
- Respectful and Inclusive Workplace (283,986 course registrations)
 - The School delivered 57 new learning products such as online courses, instructor-led virtual courses, videos, job aids, toolkits, ready-to-use workshops and podcast, and 24 events.
 - The School provided learning products and events on topics such as diversity and inclusion (systemic racism and discrimination, unconscious bias, intersectionality, Gender-Based Analysis Plus, accessibility, healthy workplaces), and mental health awareness to help foster healthy and respectful workplaces across the public service.

The School also leveraged virtual delivery for all executive leadership programs and orientations. This includes:

- 16 virtual cohorts of the New Directors Program
- over 100 virtual learning sessions of the Executive Leadership Development Program
- releasing 4 episodes of the How to Survive as an Executive podcast with an average of 961 plays per episode
- holding over a dozen virtual events exclusively targeted to executives

Following the Clerk's Call to Action on Anti-Racism, Equity, and Inclusion in the Federal Public Service, the School held sessions for employees and executives on anti-black racism and overcoming unconscious bias.

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

Primarily driven by an upcoming transition to a new learning platform, and accelerated by the Government of Canada's shift to telework as a result of the COVID-19 pandemic, in 2020–21 the School reviewed its entire curriculum to ensure that content and courses were accurate, relevant, and converted to virtual delivery methods. Additionally, the School reviewed, modified, and standardized all course descriptions. These actions ensured that course descriptions were consistent and clear, thereby improving the learners' ability to find relevant learning products.

The School structured its product development approach around agile principles involving early engagement with partners, academia, and other stakeholders, to enhance curriculum development, identify new learning opportunities and events, and promote knowledge sharing, incorporating their expertise into learning products and events. For example, the School:

- implemented a cohort of Digital Fellows from academia, the social sector, and the private sector to provide advice, teaching, and content. Additionally, the School partnered with a coalition of provinces and territories to co-develop an innovative micro-course *How to be Digital in the Canadian Public Service*, and experimented with public and private sector partnerships, drawing content from digital leader events and organizations.
- launched a program on geopolitics and national security for executives, drawing heavily on the expertise of academics, retired public servants, business leaders and public opinion research experts, to promote knowledge transfer within government.
- partnered with the Centre for International Governance Innovation to design, develop and deliver a series of 10 virtual learning events (reaching between 500 and 1,500 participants per session) on the changing nature of the global economy, what it means for Canada, and how public servants will need to adapt.
- hosted an event headlined by Twitter Canada's Head of Government and Public Policy on embracing virtual and hybrid ways of working to help inform a culture shift across the Government of Canada workforce.

The School developed and delivered learning products to help public servants increase digital capacity and services for Canadians. For example:

- The School provided virtual offerings that supported both increased digital capacity for public servants and improved services to Canadians. These offerings were designed around the Policy on Service and Digital and the Government of Canada's Digital Standards.
- In response to the COVID-19 pandemic, the School worked with internal and external partners to rapidly develop the *Going Remote Guide* for public servants. The guide covers multiple facets and roles of remote work. Launched in March 2020, the *Going Remote Guide* had 16,857 views in 2020–21.
- The School conducted a user research study to better understand the digital literacy level of Government of Canada employees, and to gather insights on their learning habits, preferences and interests. The results will inform strategic planning and identify opportunities for more targeted engagement and promotion.

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

Early in 2020–21, the pandemic pushed the School to pivot quickly from in-person classroom delivery in its learning centres to online delivery. This migration to virtual delivery offered an opportunity to provide increased access to learning experiences, thus eliminating geographical barriers. Faculty and course producers were upskilled to ensure consistent delivery of courses. It also ensured that online learning objectives were met.

Investments were made to increase digital capacity and enhance access to learning products online. For example, the School:

- engaged with more than 100 public servants in testing learning platform prototypes to inform the procurement process in order to find out which system provided the best and most robust experience.
- ran research with over 75 public servants using a variety of design tools to gather evidence to shape the user experience for the new learning platform. This work will help optimize workflows and simplify the overall performance of the learning platform.
- launched its first mobile application, *Reconciliation: A Starting Point*. This app equips public servants with an understanding of the complexities of reconciliation with Indigenous Peoples and familiarizes them with tools and practices that can advance reconciliation. A total of 3,780 downloads were registered by the end of 2020–21.
- in collaboration with eCampusOntario, developed GCShare, an Open Education Resources hub. This app will enable public servants to use, adapt, share and promote open content in order to maximize efficiencies and limit content duplication.

The School ensured that communications with learners and public servants enhanced accessibility and made it easier to find relevant learning products. Some examples include:

- The School undertook a comprehensive review of its departmental website to increase its compliance with updated guidelines, to apply incoming user feedback to its content and navigation, and to make its webpages even more responsive, optimizing the visitor experience on mobile devices, including for visitors with accessibility issues. Visits to the School's website almost doubled from approximately 68,000 visitors per month in 2019–20 to 108,000 visitors per month in 2020–21.
- The School optimized its social media channels and repositioned its social messaging to amplify and support messaging about COVID-19 updates and the government's COVID-19 response. Followers to the School's social media presence increased by an average of 60% and social engagement increased by 9.3%.
- The School redesigned its e-newsletters by implementing new templates, applying best practices for web, email and accessibility. These e-newsletters work across multiple devices with different screen resolutions and at different orientations, including support for dark-mode for readers who wish to view them in low-light conditions. The School's weekly e-newsletter now reaches over 250,000 subscribers (80% of all public servants). This is part of the School's ongoing efforts to increase its reach to learners across Canada.

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

In 2020–21, the School provided learning services to strengthen the core public service's capacity for innovation at the organizational level. This was done by developing and sustaining collaborative partnerships across government, and identifying new and emerging learning needs. For example, the School:

- supported innovation communities of practice, across government and with external partners, by providing learning opportunities and encouraging innovative solutions for

core government functions, including launching the GC Data Community based on collaborative partnerships with 15 departments and agencies.

- hosted LEARNX 2020 with 1,200 participants from the GC community in a fully digital event focused on educational technology and professional learning best practices. The event was organized in collaboration with multiple partners including Shared Services Canada and the Canada Revenue Agency.
- developed new products using an innovative design-sprint model and included an interactive learning journey map, an online toolkit for service delivery leaders, and a new virtual course on inclusive language in service delivery.
- launched and continues to update and improve the Virtual Teams Toolkit that centralises information and resources on innovative tips, tools, and techniques on virtual and hybrid work in both official languages.
- collaborated with the Treasury Board of Canada Secretariat in the design of its 2021 Distributed Work Trial, that experimented with innovative tips, tools, and techniques that promote high-performing virtual and hybrid teams.

Learning by doing, which is achieved through demonstration projects, continued to be an essential experimentation tool in 2020–21. Some of the pathfinder projects undertaken by the School in collaboration with other departments included:

- The development of the Regulatory Evaluation Platform demonstration project to provide metadata for advanced regulatory analysis by labeling and tagging Point in Time Act and Regulation Data Sets in collaboration with Justice Canada. The Regulatory Data Labeling Project enables regulators to take full advantage of artificial intelligence, machine learning and natural language processing to derive insights from regulatory data. To date, nearly 1,000 regulations have been labelled across 11 departments.
- Through the Linkable File Environment project, the School explored ways of leveraging published procurement data and linking it to Statistics Canada data for enriched analysis. In addition, the School gathered department requirements and developed data sharing capability with Public Services and Procurement Canada.
- A virtual exposition/conference platform (vExpo), was developed in-house to support virtual convening for Government of Canada organizations. It was used by over 36,000 people at 11 different events through 2020–21. vExpo was used to test and demonstrate how immersive technologies can be used to create engaging and interactive content, while providing a user-friendly experience.
- The School piloted a unique federal-provincial leadership program in partnership with the École nationale d'administration publique (on behalf of the Quebec provincial public service). This pilot pairs new federal executives with their Quebec provincial counterparts in a French-only program that aims to foster understanding and collaboration between the two levels of government, in addition to increasing leadership skillsets overall.

Gender-based analysis plus (GBA Plus)

In 2020–21, the School continued to work on the development of a strategy to ensure the integration of GBA Plus into departmental decision-making processes, accompanied by appropriate monitoring and reporting mechanisms, and on a GBA Plus framework. The framework will cover the twofold role of the School in this priority area: as a federal departmental corporation with over 600 employees, and as the common learning provider for the core public service.

As a provider of learning to public servants, the School developed and delivered learning products in line with the Government of Canada's continuous commitment to GBA Plus.

- In February 2021, the School, in collaboration with Global Affairs Canada and Women and Gender Equality Canada (WAGE), piloted the virtual course Gender-based Analysis Plus (GBA Plus): Applying Tools and Best Practices. The purpose of the course is to equip public servants with the ability to define GBA Plus foundational concepts, identify the steps of the GBA Plus process, show how to articulate its context and purpose in everyday work, and how to evaluate its impact once it has been applied.
- The School, in collaboration with WAGE, formed the GBA Plus Learning Advisory Committee, to discuss and identify learning needs for the federal public service on the topics of GBA Plus and intersectionality. Also throughout the fiscal year, the School continued to co-chair the GBA Plus Capacity Building Working Group with WAGE, in order to discuss ways to build capacity across the whole of government. Both groups have been providing input into the development of the GBA Plus learning plan to support the various functional communities, and all public servants.

Furthermore, the School participated in the Anti-Racism Ambassador Network's efforts to revise the Panel Pledge to increase representation in Government of Canada events of individuals belonging to equity-seeking groups.

Experimentation

In 2020–21, the School further developed its capacity to undertake experiments. It began experimenting with learning paths that itemize a set of complementary learning products to guide learners from introductory content towards advanced and applied concepts within a specific domain. The School will assess its usage and learner feedback on learning paths. The results of this experiment will optimize the way in which learners can progressively build their learning to meet their needs.

The School also started using artificial intelligence services that provide live transcription and simultaneous translation in multiple languages, to enhance the learner experience during virtual events and on other platforms. The results of these experiments demonstrated that it made events more accessible to attendees using a web browser or mobile device.

Evaluation experiments were conducted to collect data during virtual learning and to ensure that data was available to make quick and timely adjustments to the design and delivery of learning. The results are being incorporated into evaluation practices at the School, to allow meaningful learner feedback to quickly be incorporated into learning products.

To respond to emerging real-world priorities, the School experimented with the development of micro-learning products, providing short learning pieces (for example, the 5-part Leading in Uncertainty series) that can be accessed by executives to provoke reflections, insights and actions around a particular topic. The results of this experiment demonstrated the value of these tools. In 2020–21, these micro-learning products were accessed 6,406 times. The most popular product, Finding Opportunities in Challenging Times, was downloaded 1,832 times.

In addition, the School experimented with the process of converting Government of Canada regulations to code (Rules as Code). The goal was to model how to express written regulations in a computer-interpretable way. This in turn has the potential to yield better analysis and insight on how small changes to a regulation's design can impact outcomes. The process was a policy, drafting, design, and information technology collaboration. During these workshops, regulators and developers worked side-by-side to make the hypothesis-experiment-evaluation cycle as efficient as possible. As each hypothesis was tested, the results were systematically compared to the preceding cycles' results. The end product was a working prototype of regulation as code for future applications, potentially including service delivery.

Results achieved

Departmental results	Performance indicators	Target	Date to achieve target	2018–19 Actual results	2019–20 Actual results	2020–21 Actual results
Common learning is responsive to learning needs	% of learning priorities addressed annually	80%	March 31, 2021	100%	90%	100%
Common learning is responsive to learning needs	% of learning products updated in accordance with the product life-cycle plan	80%	March 31, 2021	89.5%	67.5%	100%
Quality common learning is provided to the core public service	% of learners who reported that their common learning needs were met	90% to 93%	March 31, 2021	87.5%	87.3%	84.21%
Quality common learning is provided to the core public service	% of supervisors who report improved performance of employees; in particular for those employees in management and leadership development programs	75%	March 31, 2021	73.7%	76.9%	63.96% ¹
Quality common learning is provided to the core public service	% of learners who report that the facilitator/instructor was effective	95%	March 31, 2021	95.2%	94.1%	95.86%

Departmental results	Performance indicators	Target	Date to achieve target	2018–19 Actual results	2019–20 Actual results	2020–21 Actual results
Common learning is accessible to all employees of the core public service	% of employees of the core public service who access common learning annually	65%	March 31, 2021	51.7%	58%	67.9% ²
Common learning is accessible to all employees of the core public service	% of employees of the core public service in the National Capital Region who access common learning annually	65%	March 31, 2021	58.3%	64.8%	68.7%
Common learning is accessible to all employees of the core public service	% of employees of the core public service outside of the National Capital Region who access common learning annually	55%	March 31, 2021	46.6%	52.4%	70.4%
Strengthened capacity across the core public service to use innovative approaches	Number of demonstration and learning projects undertaken in collaboration with other departments and agencies each year	23	March 31, 2021	Not available	26	62

¹Due to the pandemic, all classroom programs were suspended. However, some were converted to a virtual delivery mode throughout the year. This impacted their delivery and the amount of learners who could be surveyed for the indicator. Only two programs were surveyed in 2020–21.

²Results include employees whose location is unknown.

Budgetary financial resources (dollars)

2020–21 Main Estimates	2020–21 Planned spending	2020–21 Total authorities available for use	2020–21 Actual spending (authorities used)	2020–21 Difference (Actual spending minus Planned spending)
59,765,940	59,765,940	68,947,424	56,617,690	-3,148,250

Under Section 18(2) of the *Canada School of Public Service Act*, any unspent revenue in a given fiscal year can be carried forward and spent in the following fiscal year.

Human resources (full-time equivalents)

2020–21 Planned full-time equivalents	2020–21 Actual full-time equivalents	2020–21 Difference (Actual full-time equivalents minus Planned full-time equivalents)
517	492	-25

Financial, human resources and performance information for the Canada School of Public Service's Program Inventory is available in [GC InfoBase](#)ⁱ.

Internal Services

Description

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

- ▶ Acquisition Management Services
- ▶ Communications Services
- ▶ Financial Management Services
- ▶ Human Resources Management Services
- ▶ Information Management Services
- ▶ Information Technology Services
- ▶ Legal Services
- ▶ Material Management Services
- ▶ Management and Oversight Services
- ▶ Real Property Management Services

Budgetary financial resources (dollars)

2020–21 Main Estimates	2020–21 Planned spending	2020–21 Total authorities available for use	2020–21 Actual spending (authorities used)	2020–21 Difference (Actual spending minus Planned spending)
19,921,980	19,921,980	22,982,474	25,665,143	5,743,163

The difference between planned spending and actual spending represents amounts related to office renovation projects in line with the Government of Canada Workplace initiative, and the acquisition of software for the development of the School's new modern learning platform. Investments were funded through the School's statutory authority to bring forward unspent revenue from the previous year.

Human resources (full-time equivalents)

2020–21 Planned full-time equivalents	2020–21 Actual full-time equivalents	2020–21 Difference (Actual full-time equivalents minus Planned full-time equivalents)
182	176	-6

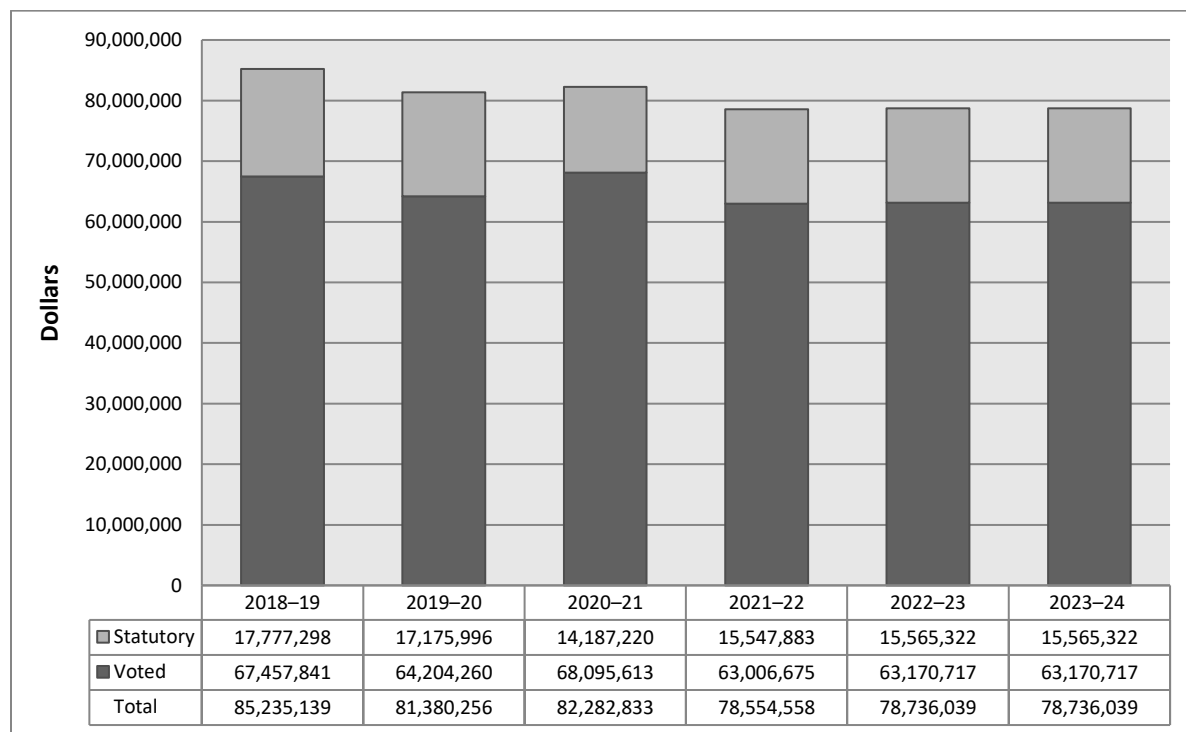
Financial, human resources and performance information for the Canada School of Public Service's Program Inventory is available in [GC InfoBase](#)ⁱⁱ.

Analysis of trends in spending and human resources

Actual expenditures

Departmental spending trend graph

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



The authorities used in fiscal year 2020–21 amount to \$82.3 million, which comprises \$68.1 million in voted appropriations and \$14.2 million in statutory funding. Statutory authorities in fiscal year 2020–21 consist of \$4.9 million of respendable revenue brought forward from the previous fiscal year under the provisions of section 18(2) of the *Canada School of Public Service Act*, and \$9.3 million for employee benefit plans.

Compared to 2019–20, actual spending increased by \$0.9 million or 1.1%, which is mainly due to office renovation projects in line with the Government of Canada Workplace initiative, offset by a decrease in transportation and professional and special services expenditures as a result of the COVID-19 pandemic.

Budgetary performance summary for Core Responsibilities and Internal Services (dollars)

Core responsibilities and Internal Services	2020–21 Main Estimates	2020–21 Planned spending	2021–22 Planned spending	2022–23 Planned spending	2020–21 Total authorities available for use	2018–19 Actual spending (authorities used)	2019–20 Actual spending (authorities used)	2020–21 Actual spending (authorities used)
Common public service learning	59,765,940	59,765,940	58,915,919	59,052,029	68,947,424	62,635,278	61,097,922	56,617,690
Subtotal	59,765,940	59,765,940	58,915,919	59,052,029	68,947,424	62,635,278	61,097,922	56,617,690
Internal Services	19,921,980	19,921,980	19,638,639	19,684,010	22,982,474	22,599,861	20,282,334	25,665,143
Total	79,687,920	79,687,920	78,554,558	78,736,039	91,929,898	85,235,139	81,380,256	82,282,833

Actual human resources

Human resources summary for core responsibilities and Internal Services

Core responsibilities and Internal Services	2018–19 Actual full-time equivalents	2019–20 Actual full-time equivalents	2020–21 Planned full-time equivalents	2020–21 Actual full-time equivalents	2021–22 Planned full-time equivalents	2022–23 Planned full-time equivalents
Common public service learning	500	514	517	492	492	492
Subtotal	500	514	517	492	492	492
Internal Services	164	182	182	176	180	180
Total	664	696	699	668	672	672

Expenditures by vote

For information on the Canada School of Public Service's organizational voted and statutory expenditures, consult the [Public Accounts of Canada 2020–21](#).ⁱⁱⁱ

Government of Canada spending and activities

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

Financial statements and financial statements highlights

Financial statements

The Canada School of Public Service's financial statements (unaudited) for the year ended March 31, 2021, are available on the [departmental website](#).^v

Financial statement highlights

Condensed Statement of Operations (unaudited) for the year ended March 31, 2021 (dollars)

Financial information	2020–21 Planned results	2020–21 Actual results	2019–20 Actual results	Difference (2020–21 Actual results minus 2020–21 Planned results)	Difference (2020–21 Actual results minus 2019–20 Actual results)
Total expenses	90,119,973	94,773,970	97,560,841	4,653,997	(2,786,871)
Total revenues	6,723,332	7,618,570	6,912,390	895,238	706,180
Net cost of operations before government funding and transfers	83,396,641	87,155,400	90,648,451	3,758,759	(3,493,051)

Actual spending decreased in 2020–21 mainly due to a decrease in travel and professional services as a result of the COVID-19 pandemic.

Actual revenue increased compared to planned results, as opposed to the planned revenue and it does not include unspent revenue brought forward from the previous year.

Condensed Statement of Financial Position (unaudited) as of March 31, 2021 (dollars)

Financial information	2020–21	2019–20	Difference (2020–21 minus 2019–20)
Total net liabilities	14,272,675	17,026,305	(2,753,630)
Total net financial assets	5,761,096	9,880,729	(4,119,633)
Departmental net debt	8,511,579	7,145,576	1,366,003
Total non-financial assets	9,418,258	7,568,108	1,850,150
Departmental net financial position	906,679	422,532	484,147

The increase in departmental net debt is mainly due to a decrease in other government departments' accounts receivable which were mostly recovered in 2020–21, offset by a decrease in accrued salaries and wages. The increase in total non-financial assets is mainly due to office renovation projects.

Corporate Information

Organizational profile

Appropriate minister[s]: The Honourable Mona Fortier, P.C., M.P., President of the Treasury Board

Institutional head: Taki Sarantakis, President

Ministerial portfolio: Treasury Board

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

Year of incorporation / commencement: 2004

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

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

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

Operating context

Information on the operating context is available on the [Canada School of Public Service^{ix}](#)'s website.

Reporting Framework

The Canada School of Public Service Departmental Results Framework and Program Inventory of record for 2020–21 are shown below.

Departmental Results Framework and Program Inventory

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

Supporting information on the Program Inventory

Financial, human resources and performance information for the Canada School of Public Service's Program Inventory is available in [GC InfoBase](#).^x

Supplementary information tables

The following supplementary information table is available on the [Canada School of Public Service](#)^{xi}'s website:

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

Federal tax expenditures

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

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Appendix: definitions

appropriation (*crédit*)

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

budgetary expenditures (*dépenses budgétaires*)

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

core responsibility (*responsabilité essentielle*)

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

Departmental Plan (*plan ministériel*)

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

departmental priority (*priorité*)

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

departmental result (*résultat ministériel*)

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

departmental result indicator (*indicateur de résultat ministériel*)

A quantitative measure of progress on a departmental result.

departmental results framework (*cadre ministériel des résultats*)

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

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

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

experimentation (*expérimentation*)

The conducting of activities that seek to first explore, then test and compare the effects and impacts of policies and interventions in order to inform evidence-based decision-making, and improve outcomes for Canadians, by learning what works, for whom and in what circumstances. Experimentation is related to, but distinct from innovation (the trying of new things), because it involves a rigorous comparison of results. For example, using a new website to communicate with Canadians can be an innovation; systematically testing the new website against existing outreach tools or an old website to see which one leads to more engagement, is experimentation.

full-time equivalent (*équivalent temps plein*)

A measure of the extent to which an employee represents a full person-year charge against a departmental budget. For a particular position, the full-time equivalent figure is the ratio of number of hours the person actually works divided by the standard number of hours set out in the person's collective agreement.

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

An analytical process used to assess how diverse groups of women, men and gender-diverse people experience policies, programs and services based on multiple factors including race ethnicity, religion, age, and mental or physical disability.

government-wide priorities (*priorités pangouvernementales*)

For the purpose of the 2020–21 Departmental Results Report, those high-level themes outlining the government's agenda in the 2019 Speech from the Throne, namely: Fighting climate change; Strengthening the Middle Class; Walking the road of reconciliation; Keeping Canadians safe and healthy; and Positioning Canada for success in an uncertain world.

horizontal initiative (*initiative horizontale*)

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

non-budgetary expenditures (*dépenses non budgétaires*)

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

performance (*rendement*)

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

performance indicator (*indicateur de rendement*)

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

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

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

plan (*plan*)

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

planned spending (*dépenses prévues*)

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

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

program (*programme*)

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

program inventory (*répertoire des programmes*)

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

result (*résultat*)

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

statutory expenditures (*dépenses législatives*)

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

target (*cible*)

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

voted expenditures (*dépenses votées*)

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

Endnotes

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- ⁱ GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
 - ⁱⁱ GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
 - ⁱⁱⁱ Public Accounts of Canada, <http://www.tpsgc-pwgsc.gc.ca/recgen/cpc-pac/index-eng.html>
 - ^{iv} GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
 - ^v Canada School of Public Service website, https://www.csps-efpc.gc.ca/about_us/currentreport/index-eng.aspx
 - ^{vi} Canada School of Public Service Act, <https://laws-lois.justice.gc.ca/eng/acts/C-10.13/>
 - ^{vii} Canada School of Public Service website, https://www.csps-efpc.gc.ca/about_us/mandate-eng.aspx
 - ^{viii} Minister's mandate letter: <https://pm.gc.ca/en/mandate-letters>
 - ^{ix} Canada School of Public Service website, www.csps-efpc.gc.ca
 - ^x GC InfoBase, <https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#start>
 - ^{xi} Canada School of Public Service website, www.csps-efpc.gc.ca
 - ^{xii} Gender-based Analysis Plus: https://www.csps-efpc.gc.ca/about_us/currentreport/drr-rrm2020-21/gba-eng.aspx
 - ^{xiii} Report on Federal Tax Expenditures, <https://www.canada.ca/en/departement-finance/services/publications/federal-tax-expenditures.html>
 - ^{xiv} Canada School of Public Service email: https://www.csps-efpc.gc.ca/contact_us/inquiries-eng.aspx
 - ^{xv} Canada School of Public Service website, www.csps-efpc.gc.ca