

Canada School of Public Service 2024–25 Departmental Plan



The Honourable Anita Anand, P.C., M.P.
President of the Treasury Board



Canada School
of Public Service

École de la fonction
publique du Canada

Canada 

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Canada School of Public Service’s 2024–25 Departmental Plan at a Glance

A departmental plan describes a department’s priorities, plans and associated costs for the upcoming three fiscal years.

Established on April 1, 2004, under the, [Public Service Modernization Act](#), the Canada School of Public Service operates under the authority of the [Canada School of Public Service Act](#) (CSPS Act).

Under the CSPS Act, the School has the mandate to:

- Encourage pride and excellence in the public service
- Foster a common sense of purpose, values and traditions in the public service
- Assist deputy heads in meeting the learning needs of their organizations
- Conduct research and encourage greater awareness of public management, administration and innovation

The School plays a key role in helping public servants serve Canadians with excellence in a digital age where Canadians expect their government to be effective, transparent and open by default.

The School delivers a common curriculum to equip public servants with knowledge, skills and competencies across five business lines:

- Government of Canada and Public Sector Skills
- Transferable Skills
- Digital Academy
- Indigenous Learning
- Respectful and Inclusive Workplace
- [Vision, mission, raison d’etre and operating context](#)
- [Minister’s mandate letter](#)

Key priorities

The School supports a culture of innovation and excellence across the Government of Canada by providing a broad range of learning opportunities to enable public service employees to deliver government priorities and meet the needs of Canadians effectively. The School is committed to ensuring that its operations are effective, efficient and responsive to governmental priorities. In 2024–25, the School will focus on:

- Leading the government's enterprise-wide approach to learning by providing a common, Government of Canada-specific curriculum that provides public service employees with skills unique to the craft of government and that enable them to exercise their responsibilities at all stages of their careers.

- Developing and delivering leadership programs to produce high-calibre leaders who reflect the diversity of Canadian society, who have a whole-of-government perspective, and who benefit from the experience of leading-edge thinkers to foster leadership capacity in support of Canadians in an ever-changing and complex environment.
- Developing and delivering learning products to empower public service employees to combat all forms of hate, discrimination and workplace inequalities effectively, promote a shift in organizational culture and foster behavioural change, and support the Government of Canada’s commitment to enhancing intersectionality, fairness and inclusion.
- Providing an expanding suite of learning products focused on digital and data literacy and service design to support the long-term government-wide Public Service Skills Strategy, the Government of Canada’s move towards improving service delivery, and to provide the public service with modern skills and a digital-first mindset to best support Canadians in a changing world.
- Improving current learning design and delivery processes, modalities and practices to ensure optimal effectiveness, efficiency and learner experience, leverage innovative approaches to achieve learning objectives, meet the growing needs of public service employees while maintaining a greater focus on measuring learning acquisition and application, and assess the impact of learning against operational costs (i.e., return on investment analyses).

Refocusing Government Spending

In Budget 2023, the government committed to reducing spending by \$14.1 billion over the next five years, starting in 2023–24, and by \$4.1 billion annually after that.

As part of meeting this commitment, the School is planning the following spending reductions.

- **2024-25:** \$(1,273,000)
- **2025-26:** \$(1,908,000)
- **2026-27 and after:** \$(2,776,000)

The School will achieve these reductions by doing the following:

- A reduction of 18.5% in spending on consulting, other professional services and travel
- A reduction of 3.3% in operational costs (salaries and operations and maintenance [O&M])

The figures in this departmental plan reflect these reductions.

Highlights

A Departmental Results Framework consists of an organization’s core responsibilities, the results it plans to achieve, and the performance indicators that measure progress toward these results.

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
- Quality common learning is provided to the core public service
- Common learning is accessible to all employees of the core public service
- Strengthened capacity across the core public service to use innovative approaches

Planned spending: \$64,839,102

Planned human resources: 497

The Common learning planning will aim to provide public service employees with the skills and knowledge they need to deliver programs, policies and services. It will focus on delivering common learning that is responsive, high-quality, accessible, and that strengthens the capacity for innovation across the core public service.

More information about common public service learning can be found in the full [departmental plan](#).

Canada School of Public Service 2024–25 Departmental Plan

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From the Minister

As the Minister responsible for the Canada School of Public Service, I am pleased to present the School's 2024–25 Departmental Plan. The School is the Government of Canada's common learning provider, offering a wide variety of courses, events, programs, and learning tools that establish a strong learning culture within the public service.

This departmental plan outlines the actions the School will take this year to keep providing public servants with the knowledge and skills they need to serve Canadians with excellence.

With an eye towards providing learning to public servants regardless of their location, as well as supporting the government's move to update its practices to meet the challenges of today and tomorrow, the School will continue delivering learning that is available from anywhere and any time through its learning platform. In addition, the School will experiment in 2024–25 with various course delivery approaches to maximize access to efficient and modern learning while also returning to offering in-person courses.

To assist in advancing Canada's Digital Government Strategy, the School will provide public servants with the skills and knowledge they need to deliver digital-era programs, policies, and services. Learning opportunities will focus on topics such as artificial intelligence, data, cloud, product management, agile, service design, emerging technologies, and cyber security, with a particular emphasis on governments in



a digital age and in a context that reflects the realities of the Government of Canada. In support of the 2023–2026 Data Strategy for the Federal Public Service and the aim of building a whole-of-government approach for the improved collection, analysis, availability and publication of disaggregated data, the School will continue bringing together data leaders and learners to develop data collection and analysis skills.

The School will build on its reputation as an excellent common learning provider for employees within the core public administration by regularly evaluating its existing learning products to maximize their effectiveness and optimize learner satisfaction. In doing so, it will explore cutting-edge ideas and leverage emerging technologies to enhance learning outcomes and further the modernization of learning in the federal public service.

In support of the Government of Canada’s obligations to implement section 35 of the *Constitution Act, 1982* and the *United Nations Declaration on the Rights of Indigenous Peoples Act*, and further its commitment to reconciliation with Indigenous Peoples, the School will continue to develop learning products that help public service employees improve their cultural competency and expand their knowledge of First Nations, Inuit, and Métis history, cultures and perspectives in Canada. To advance these efforts to include and collaborate with various communities, and incorporate the diverse views of Canadians, the School will deliver learning that supports the implementation of the legal and policy drivers promoting equity, diversity and inclusion.

The School will also continue to design its learning products using an intersectionality lens. Factors such as sustainability, climate concerns, Indigenous issues, and disability inclusion are taken into account, as are Gender-based Analysis Plus and the Quality of Life Framework for Canada. In applying the “Nothing About Us Without Us” principle, the School will collaborate with Indigenous Peoples, Women and Gender Equality Canada, and racial and disability organizations, to ensure that diverse experiences and voices are included in the development of its learning products and events.

Furthermore, in support of the CSPS Official Languages Action Plan 2022–2025, which aims for excellence in leadership, in language of work, and in the advancement of both official languages in the workplace, the School will uphold the *Official Languages Act*, which ensures Canadians receive federal government services in both official languages.

To learn more about the Canada School of Public Service, its priorities and its goals for the year ahead, I invite you to read this 2024–25 Departmental Plan.

The Honourable Anita Anand, P.C., M.P.
President of the Treasury Board of Canada

Plans to deliver on core responsibility and internal services

Core responsibility and internal services:

- [Common public service learning](#)
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Common public service learning

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Description

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

Quality of life impacts

This core responsibility contributes to the domains of “Good Governance,” “Prosperity,” “Health,” and “Society” of the Quality of Life Framework for Canada. More specifically, it is related to the indicators “Confidence in institutions,” “Representation in senior leadership positions,” “Indigenous self-determination,” “Child, student and adult skills,” “Self-rated mental health,” “Sense of pride/belonging to Canada,” and “Positive perceptions of diversity,” through the provision of common learning to all employees of the core public service.

It also supports the “Fairness and inclusion” lens by providing public service employees with the skills and knowledge they need to deliver programs, policies and services.

Results and targets

The following tables show, for each departmental result related to common public service learning, the indicators, the results from the three most recently reported fiscal years, the targets and target dates approved in 2024–25.

Table 1: Indicators, results and targets for departmental result

| Indicator | [2020–2021] result | [2021–2022] result | [2022–2023] result | Target | Date to achieve |
|---|--------------------|--------------------|--------------------|--------|-----------------|
| Percent of learning priorities addressed annually | 100% | 89.5% | 94.2% | 80% | March 31, 2025 |

| Indicator | [2020–2021] result | [2021–2022] result | [2022–2023] result | Target | Date to achieve |
|--|--------------------|--------------------|--------------------|------------|-----------------|
| Percent of learning products updated in accordance with the product life-cycle plan | 100% | 100% | 100% | 80% | March 31, 2025 |
| Percent of learners who report that their common learning needs were met | 84.21% | 83.2% | 84.3% | 90% to 93% | March 31, 2025 |
| Percent of supervisors who report improved performance of employees, in particular for those employees in management and leadership development programs | 63.96% | 78.5% | 71.5% | 75% | March 31, 2025 |
| Percent of learners who report that the facilitator/instructor was effective | 95.86% | 94.7% | 95.2% | 95% | March 31, 2025 |
| Percent of employees of the core public service who access common learning annually | 67.9% | 95.1% ¹ | 75.5% | 65% | March 31, 2025 |
| Percent of employees of the core public service in the National Capital Region who access common learning annually | 68.7% | 84.9% | 58.7% | 65% | March 31, 2025 |
| Percent of employees of the core public service outside of the National Capital Region who access common learning annually | 70.4% | 99.3% ² | 90.0% | 55% | March 31, 2025 |
| Number of demonstration and learning projects undertaken in collaboration with other departments and agencies each year | 62 | 47 | 83 | 23 | March 31, 2025 |

¹ Results exclude data from February 7 to March 31, 2022, due to the launch of the School's new learning platform, for which learner data is currently unavailable.

² Outside Canada excluded.

The financial, human resources and performance information for the School's program inventory is available on [GC InfoBase](#).

Plans to achieve results

The School has four expected results under its core responsibility. It will deliver common learning that is responsive, high quality, accessible, and that strengthens the capacity for innovation across the core public service.

1. Common learning is responsive to learning needs

The School will continue to deliver a common curriculum across five business lines to better equip public service employees with knowledge, skills and competencies while responding to emerging and ongoing priorities.

The Government of Canada and Public Sector Skills business line will provide core learning unique to the craft of government. It will support public servants in understanding their obligations as government employees through a wide range of learning products. This includes foundational training in areas such as values and ethics, and official languages. It also includes functional training in areas such as human resources, finance and procurement, and training for managers on authority delegation. To provide high-quality and innovative products, the business line will collaborate with community partners and subject-matter experts, including instructional designers, to identify learning needs, facilitate priority setting, develop, validate and curate product content, and leverage performance data.

The Transferable Skills business line will continue to equip public service employees with portable knowledge and skills essential within and outside government. It will provide high-quality learning opportunities in a variety of formats (virtual classroom, classroom, events, videos, and more) and collaborate across the public service, with communities, horizontal organizations, and other stakeholders, to deliver on a wide range of learning products related to project management, human-centred leadership, briefing, policy development, and more. For example, the business line will work closely with the Project Management Community of Practice to develop learning resources related to project management skills, and with the National Managers' Community to review and redesign the Manager Development Program and create a new Leadership Roadmap. The business line will prioritize data as an asset and ensure that learning priorities are informed by evidence-based decision-making focused on the user experience.

The Indigenous Learning business line will support the Government of Canada's legal and policy obligations to implement [section 35 of the Constitution Act, 1982](#), and the [United Nations Declaration on the Rights of Indigenous Peoples Act](#) (the UN Declaration Act) and further its commitment to reconciliation with Indigenous Peoples: First Nations, Inuit, and Métis. Through distinction-based courses, events and other learning products, it will help public service employees improve their cultural competency and increase their knowledge of the history, cultures and perspectives of First Nations, Inuit, and Métis, including their long-standing relationships with the Crown. This work will contribute to fulfilling the objectives set out in the [Truth and Reconciliation Commission's Call to Action 57](#) and addressing the UN Declaration Act Annual Report and Action Plan.

The Digital Academy business line will provide public servants with the skills and knowledge they need to deliver digital-era programs, policies and services. Through courses, events, microlearning and applied learning, public servants are taught to adopt a digital-first mindset, to find digital solutions to re-imagine and re-design their work around the needs and expectations of citizens, and to consider how geopolitics, cyber security and advances in modern technology are influencing and changing our society. Learning is focused on subjects such as artificial intelligence (AI), data, cloud, product management, agile, service design, emerging technologies and cyber security—with particular emphasis on governments in a digital age and the context of the Canadian public service. Through its Advisory Committee, the Digital Academy helps identify learning priorities as well as ways to support and align with major policy pieces.

Through the Respectful and Inclusive Workplace business line, the School will deliver learning to support implementation of the legal and policy drivers aimed at advancing equity, diversity and inclusion. Key topics will include foundational concepts in equity, diversity and inclusion (for example, Gender-based Analysis Plus, unconscious bias and combatting systemic racism and discrimination), accessibility, anti-Black racism, 2SLGBTQIA+ inclusion, healthy workplaces, mental health, harassment and violence prevention, and addressing all forms of hate, including antisemitism and Islamophobia.

Executive Learning at the School will complement the five business lines by equipping public service executives with the knowledge, competencies and skills they need to respond to government priorities and meet the current and future needs of Canadians. Learning themes will focus on developing the mindset, skillsets and tools to anticipate and respond to emerging priorities with a whole-of-government lens, and developing broad horizontal and inclusive leadership approaches to support the current and next generation of public service employees. In collaboration with the Office of the Chief Human Resources Officer and the Public Service Commission of Canada, the School will deliver the Executive Leadership Development Program to foster the creation of a forward-looking and representative executive workforce.

The five business lines are assisted by the School Registrar's Office, which provides needs analysis, modality selection, and course design and structure support through literature reviews and best practices research. The Registrar's Office will also explore and optimize use of the various functionalities of the School's learning platform, including adaptive and personalized learning, and learning behaviour and satisfaction analysis.

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

Engagement and consultation are essential to developing and delivering high-quality learning. To enhance curriculum development, the School will apply the "Nothing About Us Without Us" principle. For example, under this approach, Indigenous-focused and equity, diversity and inclusion products are co-created with Indigenous partners and interdepartmental learning advisory committees that include people with lived experience.

The School will continue to conduct compliance and quality diagnostic evaluations of its learning products based on industry standards, with the aim of making recommendations on improving and modifying products to ensure their optimal efficiency and effectiveness.

The School will focus on new pathways and learning maps to make it easier for public service employees to access comprehensive curriculums on core Government of Canada skills and functions, such as policy development, project management, business and leadership skills. Additionally, the School will provide public service employees with practical experience in applying digital competencies and service design methodologies to real problems through the Digital Accelerator program. These initiatives will be supported by new courses, events and microlearning products.

The School will implement a Digital and Data Business Strategy built on three pillars: learning, infrastructure, and culture. As part of this strategy, the School will adopt a data-first mindset through education, governance and the development of a strong sense of ethics and principled data applications. The School aims to create a data-driven future where reliable and widely available data is purposefully and ethically harnessed to empower individuals, foster innovation and drive positive change.

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

In its Accessibility Plan 2023–25, the School committed to 26 concrete actions to address barriers to accessibility. These actions include accessibility monitoring, improvements to the learning product review cycle, and implementation of modern learning approaches such as gamification, neuro-learning and personalization in School products.

The School will gradually increase its instructor-led, in-person course offerings in 2024–25 and experiment with hybrid and blended approaches for delivering courses to maximize access to and optimize the efficiency and effectiveness of the learning experience.

These key actions will help achieve the planned results for the School’s core responsibility by ensuring that learning products are geared towards and accessible to all employees of the core public service.

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

The School strives to strengthen the capacity of the entire core public service to use innovative approaches. To this end, the School will continue to advance innovative learning approaches to drive change among public service employees. For example:

- The Technology Lab will explore cutting-edge ideas and leverage emerging technologies to enhance learning outcomes and support modern learning approaches in the public service. It will focus on interactive learning through engaging and immersive experiences, including game-based learning and 3D virtual environments. The Technology Lab will also collaborate with diverse partners, both within and outside the School, to explore use cases, address challenges and identify tangible solutions. These initiatives serve as stepping stones to enhancing frameworks, streamlining processes and fostering continuous improvement and knowledge sharing across various communities and organizations.

- Through the GC Data Community, the School will continue to offer opportunities for high-impact innovation in the context of community-building, learning events, and projects. In particular, the School will support the implementation of the 2023–26 Data Strategy for the Federal Public Service by convening data leaders and learners across the strategy’s four missions, with focused efforts on Mission 4 “Empowering the public service.” This work leverages data-driven approaches and human-centred design to develop solutions that support the development of skills among data specialists.
- Through a learning-by-doing approach, the School will work with partners to demonstrate how novel technologies and approaches can be used to advance public policy objectives and how they can be deployed across the public service. The School will provide public service employees with project-based experiential learning experiences by creating opportunities to enhance data literacy and gain experience in data analytics, artificial intelligence, automation, and design practices. Learning will be scaled and shared broadly through various learning modalities such as formal events, community meetings, learning resources, providing access to prototypes and curriculum development. The School will continue to assess its practices and experiments with users to adapt to the evolving nature of learning delivery, the workplace and work styles. The School will host the second annual GC INNOVEX conference in the fall of 2024. This annual event, open to all public service employees, encourages collaboration and showcases best practices in public sector management to inform innovation in processes, policies and programs.

The School will explore innovations in accessibility, including new tools and technologies, with the aim of removing barriers and ensuring that all employees, clients and learners have full access to and training in the use of information and communications technologies.

In February 2025, the School will deliver the ninth annual GC Data Conference. This conference serves as the primary learning event for public service employees and data leaders, raising awareness about data-related issues while advancing commitments to provide higher-quality data, insights and services. By adopting a participatory approach to supporting a thriving data culture, the School contributes to the domain of “Good Governance” of the Quality of Life Framework for Canada, especially the indicator “Confidence in institutions.”

Snapshot of planned resources in 2024–25

- Planned spending: \$64,839,102
- Planned full-time resources: 497

Related government priorities

Gender-based analysis plus

In 2024–25, the School will collaborate with Women and Gender Equality Canada (WAGE) and other departments and agencies to develop and deliver learning products that align with the Government of Canada's commitment to an enhanced approach to intersectionality, fairness and inclusion, and equip learners to uphold the goals, objectives and indicators of the Gender Results Framework.

The School will continue to work to apply the "Nothing About Us Without Us" principle to co-develop learning products and events focused on enhancing learning modalities through an intersectionality lens. Intersectional analyses and other analytic lenses (climate lens, disability inclusion), including the Quality

of Life Framework for Canada, will also be considered in the development of learning products and events.

The School will continue to develop approaches to bolster the application of a GBA Plus analysis, including systematic assessments of intersectionality as it relates to Indigenous Peoples, in the design and redesign of learning products, and collaborate with WAGE where appropriate. The School will also continue to foster learning on GBA Plus and intersectionality as it relates to First Nations, Inuit, and Métis, as well as climate change and other learning priorities.

United Nations 2030 Agenda for Sustainable Development and the UN Sustainable Development Goals
The School will continue to deliver learning opportunities that are accessible anytime, from anywhere, via its online learning platform. Increased online learning reduces the need for employee travel, resulting in a positive impact on the School's carbon footprint. The School will also continue to maximize its use of the online learning platform when making decisions about learning content and delivery methods, keeping learning accessible, convenient and environmentally friendly.

By offering learning material in support of core functions related to government management such as values and ethics, and financial management and procurement, the School will contribute to ensuring public service employees have the knowledge and skills required to make informed decisions and support effective, accountable and inclusive government, in keeping with the UN's 17 Sustainable Development Goals, particularly Goal 16: Peace, Justice and Strong Institutions. The School will also continue to deliver courses in areas such as green procurement, sustainable strategies for existing federal facilities, and optimizing energy efficiency of existing buildings that support public service employees in learning about sustainability priorities related to industry, innovation, infrastructure, and responsible consumption. This is in keeping with UN Sustainable Development Goal 9: Industry, Innovation and Infrastructure and Goal 12: Responsible Consumption and Production.

More information on the School's contributions to Canada's Federal Implementation Plan on the 2030 Agenda and the Federal Sustainable Development Strategy can be found in our [Departmental Sustainable Development Strategy](#).

Program inventory

Common public service learning is supported by the following programs:

- Learning
- Internal Services

Supporting information on planned expenditures, human resources, and results related to the School's program inventory is available on [GC Infobase](#).

Internal services

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- [Plans to achieve results](#)
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- [Related government priorities](#)

Description

Internal services are the services that are provided within a department so that it can meet its corporate obligations and deliver its programs. There are 10 categories of internal services:

- management and oversight services
- communications services
- legal services
- human resources management services
- financial management services
- information management services
- information technology services
- real property management services
- materiel management services
- acquisition management services

Plans to achieve results

The School will continue to leverage the use of technology to transform its internal services. In previous years, the School adopted and deployed tools such as robotic process automation and Client Relationship Management software to rethink its internal service processes. In 2024–25, the School will explore artificial intelligence (AI) in ways that not only enhance capabilities and the accuracy of search results, but also enable an interactive support function and improve back-end efficiency and employee productivity.

The School will continue to support a culture of inclusion by taking steps to increase the recruitment and retention of persons with disabilities, including:

- Ensuring that hiring practices are purposefully designed to remove barriers
- Incorporating the guidance and best practices of subject-matter experts on reducing barriers to the criteria identified in job posters
- Ensuring the diversity of selection committees and include board members who self-identify as persons with disabilities
- Nominating an inclusion steward within the human resources team to provide subject-matter expertise on equity, diversity and inclusion

The School will pursue its ongoing support of both official languages. It has created the CSPA Official Languages Action Plan 2022–25 to promote excellence in leadership, language of work, and advancement of both official languages in the workplace. The School's action plan is based on the

Official Languages Maturity Model of the Office of the Commissioner of Official Languages. It articulates 8 primary objectives as expected results and 12 actions that the School will undertake over the next 3 years to bolster bilingualism in the workplace.

Moreover, the School will be looking at developing best practices to include Indigenous languages in its work to support the application of the [Indigenous Languages Act](#).

Snapshot of planned resources in 2024–25

- Planned spending: \$23,981,585
- Planned full-time resources: 184

Related government priorities

Planning for contracts awarded to Indigenous businesses

The School makes conscious efforts to support Indigenous businesses in its procurement processes. Through the IPro system and with the assistance of Shared Services Canada, the School will carry on using Indigenous suppliers to purchase IT devices and hardware products. In 2024–25, the School will maintain the established government-wide goal of awarding at least 5% of the total value of contracts to Indigenous businesses. In fulfillment of this objective, the School will prioritize Indigenous businesses and consider them first in any procurement purchase requests. The School will conduct periodic checks to ensure that this goal is being met or even better, exceeded.

Planned spending and human resources

This section provides an overview of the School’s planned spending and human resources for the next three fiscal years and compares planned spending for 2024–25 with actual spending from previous years.

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- [Funding](#)
- [Future-oriented condensed statement of operations](#)
- [Human resources](#)

Spending

Table 2: Actual spending summary for core responsibility and internal services (\$ dollars)

The following table shows information on spending for the School’s core responsibility and for its internal services for the previous three fiscal years. Amounts for the current fiscal year are forecasted based on spending to date.

| Core responsibility and internal services | [2021–2022] actual expenditures | [2022–2023] actual expenditures | [2023–2024] forecast spending |
|--|--|--|--------------------------------------|
| Common public service learning | 59,595,861 | 64,915,499 | 75,297,836 |
| Subtotal | 59,595,861 | 64,915,499 | 75,297,836 |
| Internal services | 21,740,560 | 23,947,240 | 27,849,885 |
| Total | 81,336,421 | 88,862,739 | 103,147,721 |

A higher spending level in 2023–24 compared to 2022–23 is mainly attributable to the increase in employee salaries following the renegotiation of collective agreements.

Table 3: Budgetary planning summary for core responsibility and internal services (dollars)

The following table shows information on spending for the School’s core responsibilities and for its internal services for the upcoming three fiscal years.

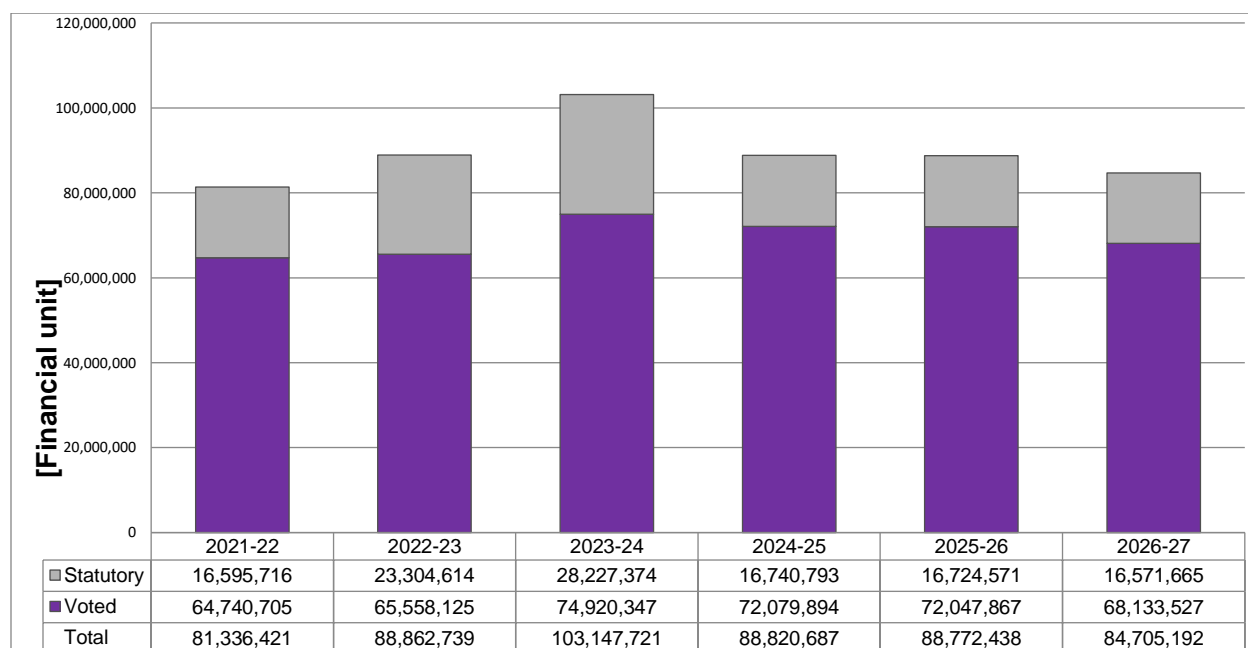
| Core responsibility and internal services | [2024–25] budgetary spending (as indicated in Main Estimates) | [2024–25] planned spending | [2025–26] planned spending | [2026–27] planned spending |
|--|--|-----------------------------------|-----------------------------------|-----------------------------------|
| Common public service learning | 64,839,102 | 64,839,102 | 64,803,880 | 61,834,790 |
| Subtotal | 64,839,102 | 64,839,102 | 64,803,880 | 61,834,790 |
| Internal services | 23,981,585 | 23,981,585 | 23,968,558 | 22,870,402 |
| Total | 88,820,687 | 88,820,687 | 88,772,438 | 84,705,192 |

Over the next three-year planning period, the School will continue to invest in the modernization of its digital learning platform. It will also develop, curate and update its curriculum to ensure it meets the learning needs of public service employees and reflects governmental priorities.

Funding

Figure 1: Departmental spending 2021–22 to 2026–27

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



Statutory spending is comprised of employee benefit plans and unspent revenues carried forward from the previous fiscal year, in accordance with subsection 18(2) of the *Canada School of Public Service Act*.

Planned spending will decrease over the next three years due to the Refocusing on Government Spending initiative. The School will invest in its digital learning platform to ensure it remains modern and meets the needs and expectation of learners.

Estimates by vote

Information on the School's organizational appropriations is available in the [2024–25 Main Estimates](#).

Future-oriented condensed statement of operations

The future-oriented condensed statement of operations provides an overview of the School's operations for 2023–24 to 2024–25.

The forecast and planned amounts in this statement of operations were prepared on an accrual basis. The forecast and planned amounts presented in other sections of the Departmental Plan were prepared on an expenditure basis. Amounts may therefore differ.

A more detailed future-oriented statement of operations and associated notes, including a reconciliation of the net cost of operations with the requested authorities, are available at the School's [website](#).

Table 4: Future-oriented condensed statement of operations for the year ending March 31, 2025 (dollars)

| Financial information | [2023–24] forecast results | [2024–25] planned results | Difference ([2024–25] planned results minus [2023–24] forecast results) |
|--|----------------------------|---------------------------|---|
| Total expenses | 119,102,560 | 103,308,253 | (15,791,307) |
| Total revenues | 19,038,941 | 6,630,872 | (12,408,069) |
| Net cost of operations before government funding and transfers | 100,063,619 | 96,677,381 | (3,386,238) |

The discrepancy between planned and forecasted results is mainly due to retroactive salary payments in 2023–24 following the renegotiation of collective agreements, reductions related to the Refocusing on Government Spending initiative, and a decrease in revenue as the School is not forecasting a revenue carry-forward from 2023–24 to 2024–25.

Human resources

Table 5: Actual human resources for core responsibility and internal services

The following table shows a summary of human resources, in full-time equivalents (FTEs), for the School's core responsibility and for its internal services for the previous three fiscal years. Human resources for the current fiscal year are forecasted based on year to date.

| Core responsibility and internal services | [2021–22] actual FTEs | [2022–23] actual FTEs | [2023–24] forecasted FTEs |
|--|------------------------------|------------------------------|----------------------------------|
| Common public service learning | 493 | 512 | 502 |
| Subtotal | 493 | 512 | 502 |
| Internal services | 176 | 194 | 186 |
| Total | 669 | 706 | 688 |

The number of FTEs increased from 2021–22 to 2022–23 due to the implementation of increased activities related to the School's learning curriculum, courses and new initiatives. Starting in 2023–24, the number of FTEs will decrease due to the Refocusing on Government Spending initiative.

Table 6: Human resources planning summary for core responsibility and internal services

The following table shows information on human resources, in full-time equivalents (FTEs), for the School's core responsibility and for its internal services planned for 2024–25 and future years.

| Core responsibility and internal services | [2024–25] planned fulltime equivalents | [2025–26] planned fulltime equivalents | [2026–27] planned fulltime equivalents |
|--|---|---|---|
| Common public service learning | 497 | 495 | 487 |
| Subtotal | 497 | 495 | 487 |
| Internal services | 184 | 183 | 180 |
| Total | 681 | 678 | 667 |

As a result of the Refocusing on Government Spending initiative and the accomplishment of operational efficiencies, the number of FTEs is expected to decrease between 2024–25 and 2026–27, and stabilize thereafter.

Corporate information

Organizational profile

Appropriate minister(s): The Honourable Anita Anand, 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](#), S.C. 1991, c. 16

Year of incorporation / commencement: 2004

Organizational contact information

Mailing address

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Website: <http://www.csps-efpc.gc.ca>

Supplementary information tables

The following supplementary information table is available on the School's [website](#):

- [Gender-based analysis plus](#)

Information on the School's departmental sustainable development strategy can be found on the School's [website](#).

Federal tax expenditures

The School's Departmental Plan does not include information on tax expenditures.

Tax expenditures are the responsibility of the Minister of Finance. The Department of Finance Canada publishes cost estimates and projections for government wide tax expenditures each year in the [Report on Federal Tax Expenditures](#).

This report provides detailed information on tax expenditures, including objectives, historical background and references to related federal spending programs, as well as evaluations, research papers and gender-based analysis plus.

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 document that sets out a department's priorities, programs, expected results and associated resource requirements, covering a three-year period beginning with the year indicated in the title of the report. Departmental Plans are tabled in Parliament each spring.

departmental result (résultat ministériel)

A change that a department seeks to influence. 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 factor or variable that provides a valid and reliable means to measure or describe progress on a departmental result.

departmental results framework (cadre ministériel des résultats)

A framework that consists of the department's core responsibilities, departmental results and departmental result indicators.

Departmental Results Report (rapport sur les résultats ministériels)

A report on a department's actual performance in a fiscal year against its plans, priorities and expected results set out in its Departmental Plan for that year. Departmental Results Reports are usually tabled in Parliament each fall.

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. Full-time equivalents are calculated as a ratio of assigned hours of work to scheduled hours of work. Scheduled hours of work are set out in collective agreements.

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

An analytical tool used to support the development of responsive and inclusive policies, programs and other initiatives. GBA Plus is a process for understanding who is impacted by the issue or opportunity being addressed by the initiative; identifying how the initiative could be tailored to meet diverse needs of the people most impacted; and anticipating and mitigating any barriers to accessing or benefitting from the initiative. GBA Plus is an intersectional analysis that goes beyond biological (sex) and socio-cultural (gender) differences to consider other factors, such as age, disability, education, ethnicity, economic status, geography, language, race, religion, and sexual orientation.

government-wide priorities (priorités pangouvernementales)

For the purpose of the 2024–25 Departmental Plan, government-wide priorities are the high-level themes outlining the government’s agenda in the 2021 Speech from the Throne: building a healthier today and tomorrow; growing a more resilient economy; bolder climate action; fighter harder for safer communities; standing up for diversity and inclusion; moving faster on the path to reconciliation and fighting for a secure, just, and equitable world.

horizontal initiative (initiative horizontale)

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

Indigenous business

As defined on the [Indigenous Services Canada website](#) in accordance with the Government of Canada’s commitment that a mandatory minimum target of 5% of the total value of contracts is awarded to Indigenous businesses annually.

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.

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 up to the expected result.

planned spending (dépenses prévues)

For Departmental Plans and Departmental Results Reports, planned spending refers to those amounts presented in the 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 a department and that focus on a specific set of outputs, outcomes or service levels.

program inventory (répertoire des programmes)

An inventory of a department's programs that describes how resources are organized to carry out the department's core responsibilities and achieve its planned results.

result (résultat)

An external 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.