

Follow up on Recommendations 1, 2, 5, 7 and 9 of the House of Commons Standing Committee on Public Accounts on *Report 6, Employment Training for Indigenous People – ESDC, of the Spring 2018 Reports of the Auditor General*

In response to the report of the Standing Committee on Public Accounts on the 2018 Auditor General of Canada's Report on Employment Training for Indigenous People, ESDC has committed to provide the Committee, by June 30, 2019, with:

- a report presenting the performance measurement strategy for the Indigenous Skills and Employment Training Program and the Skills and Partnership Fund (Recommendation 1);
- the evaluation methodology report (Recommendation 2);
- a progress report on linking Job Bank with Indigenous organizations and the list of the organizations involved in the Labour Market Information pilot project (Recommendation 5);
- an update on the monitoring strategy that is part of the risk management framework model renewal (Recommendation 7); and
- a report on the training activities delivered to Indigenous training program officers (Recommendation 9).

With regards to *Recommendation 1*, ESDC prepared a report highlighting key elements of the performance measurement strategy for the new Indigenous Skills and Employment Training (ISET) Program and the Skills and Partnership Fund (**Annex 1**). ESDC continues to work with Indigenous partners, on a distinction basis, on an approach to performance measurement that reflects the goals of the program, and captures the results of collective efforts to improve outcomes for Indigenous peoples and support program improvement.

Regarding *Recommendation 2*, ESDC prepared a methodology report (**Annex 2**) for the evaluation of the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund. The methodology report includes an assessment of the quality and availability of the program data for the evaluation and the methodological approach for the quantitative lines of evidence. ESDC will complete the final evaluation report, which will analyze program outcomes and identify, where appropriate, possible improvements to program service delivery, by June 30, 2020.

Regarding *Recommendation 5*, ESDC prepared a list of the 12 Indigenous Skills and Employment Training Program service providers that have been linked to Job Bank (**Annex 3**). Job Bank has provided in-person information sessions to employment counsellors and community members, as well as support to integrate Job Bank tools into already-established community websites.

ESDC is also providing the full list of ISET Program service providers and participating communities (**Annex 4**). In addition, progress regarding the On-Reserve Labour Market Information Pilot has been included, along with the number of surveys completed to date. Moving forward, the Department is conducting on-going communication with participating ISET Program service providers to ensure their needs are being met to reach the final survey completion targets. A report on pilot results will be provided by April 30, 2020.

With regards to *Recommendation 7*, in conjunction with the implementation of the ISET Program, ESDC developed a Capacity Assessment model to assess, manage and mitigate risks (**Annex 5**). An organizational capacity assessment is a joint process that aims to understand an organization's ability to deliver services and determine the level of support it requires to achieve program results. In addition, to guide and support an organization's efforts to increase its overall ability to deliver programs, the capacity assessment results will inform ESDC's monitoring strategy and reporting requirements for that given organization. As such, the Department's monitoring resources will focus primarily on those organizations that could benefit from further development while organizations with greater capacity will have greater autonomy. In that context, ESDC initiated for the ISET Program a monitoring approach (**Annex 6**) that will be further co-developed with Indigenous partners into a comprehensive ISET Program Monitoring Strategy in summer 2019.

Regarding *Recommendation 9*, ESDC prepared a report that provides a detailed breakdown of the training activities for Program Delivery Officers (**Annex 7**). The training is divided into four broad categories: formal certification completed as part of the portfolio-wide grants and contributions training; negotiation and partnership development; cultural-awareness training; and, program-specific training. The ISET Program-specific training activities have already been delivered in support of the transition to the ISET Program. Moving forward, the Department is now in the process of consolidating these activities into an ISET Program-specific course curriculum that will be co-developed with Indigenous partners leading into fall 2019 implementation.

**Response to Recommendation 1 of the
House of Commons Standing Committee on Public Accounts on the
*Employment Training for Indigenous People –ESDC, of the
2018 Spring Reports of the Auditor General***

Introduction

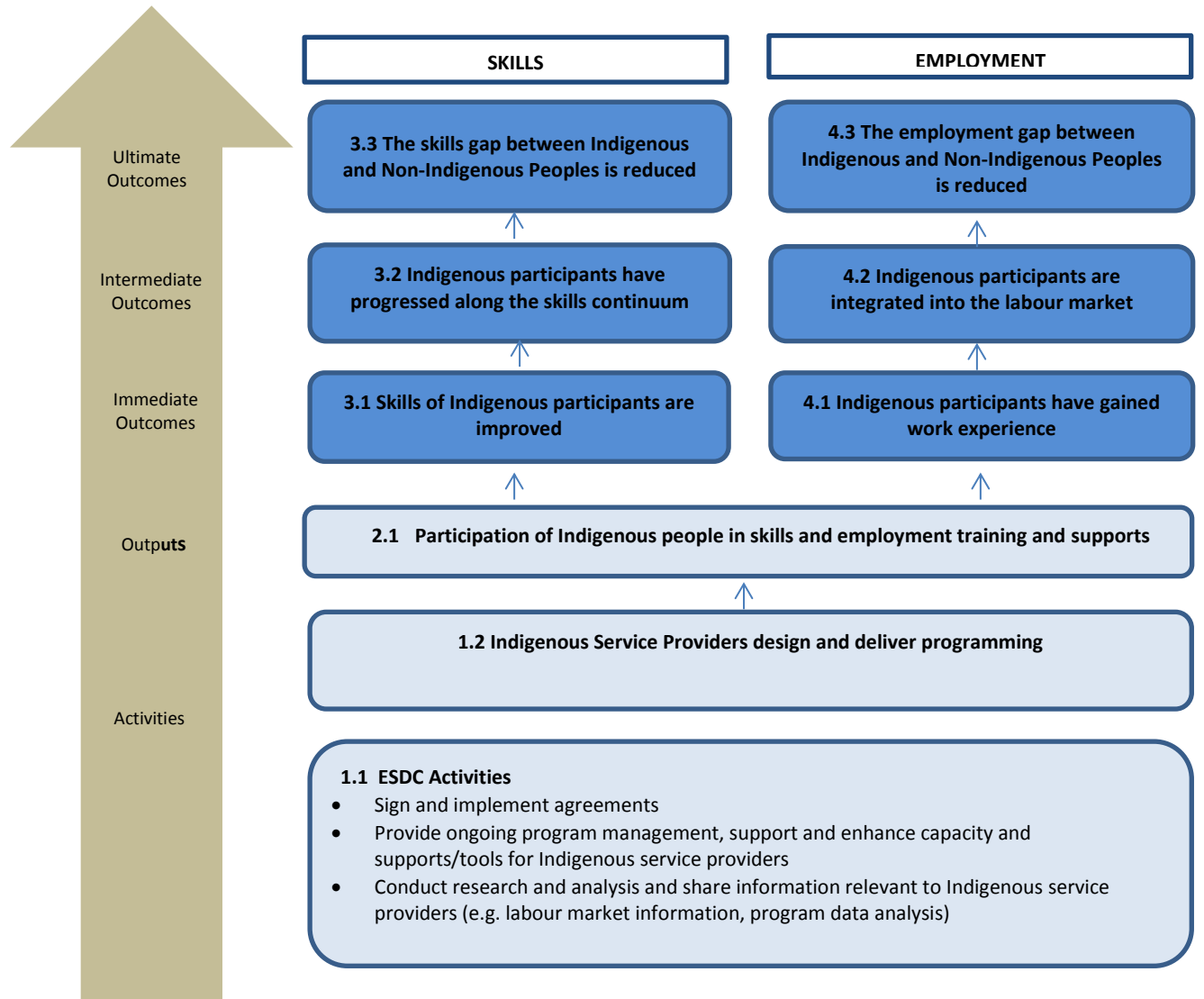
In the context of reconciliation, and as part of co-development of implementation of the new Indigenous Skills and Employment Training (ISET) Program, ESDC is working with Indigenous partners on a distinction basis on an approach to performance measurement that reflects the goals of the program and Indigenous priorities. This includes the identification of indicators and measures that are important to both Indigenous communities and ESDC, ensuring the continued monitoring to capture results of collective efforts to improve outcomes for Indigenous peoples, and supporting program improvement where required.

Performance measurement strategy for the new Indigenous Skills and Employment Training Program

Launched in April 2019, the ISET Program aims to help reduce the skills and employment gaps between Indigenous and non-Indigenous people by supporting a network of Indigenous organizations across Canada to design and deliver a full suite of skills development and employment training activities. Co-developed with Indigenous partners, this ten-year Program provides a distinctions-based approach to respond to the unique needs of First Nations, Inuit, Métis, and Urban/Non-affiliated Indigenous people.

ESDC is working with Indigenous partners to develop an approach to performance measurement that ensures Indigenous perspectives are integrated in the performance strategy and that it is responsive to the Department and Indigenous partners.

Draft Program Logic Model¹



Key Assumptions:

- Global trends, changing economic conditions, and employment opportunities for Indigenous participants in their communities remain stable
- Indigenous Peoples are interested and able to complete skills development interventions.

Narrative

The ISET Program is a 10-year program co-developed with Indigenous partners to help reduce the skills and employment gap between Indigenous and non-Indigenous People in Canada. The Program has

¹ The skills and employment areas of focus are depicted separately to highlight the role of the skills development component of this program. However, participants are likely to move from skills to employment areas at all stages.

two areas of focus – skills development and employment – with two ultimate, specific, and related outcomes:

- To help to reduce the skills gap between Indigenous and non-Indigenous people by 50%
(Ultimate Outcome 3.3)
- To help to reduce the employment gap between Indigenous and non-Indigenous people by 25%
(Ultimate Outcome 4.3)

Assuming the external social, political and economic environment remains stable, Indigenous Service Delivery Providers, along with support from ESDC and Service Canada, are expected to meet these targets by 2028-2029.

Program Streams

The ISET Program is distinctions-based, enabling First Nations, Inuit, Métis and Urban/Non-affiliated Indigenous people to design and deliver labour market strategies (**Activity 1.2**) that recognize the unique needs specific to their group as well as support relevant strategic planning and priority setting. Performance of the ISET Program will be monitored by distinctions stream and overall, as well as contextualized to reflect the unique challenges that each group faces.

ESDC and Service Canada Activities, Outputs, and Outcomes

Service Canada and ESDC ensure that contribution recipients sign and implement agreements on a timely basis. To support program delivery and demonstrate accountability, the Department produces relevant guidance for the administration of the program, including working with Service Delivery Providers to monitor performance and providing training on the client data management and analysis process (**Activities 1.1**).

ESDC also commits to providing labour market information to support Service Delivery Providers' planning processes. Identifying potential employment opportunities that can increase client outcomes. In addition, ESDC continues to maintain an ISET program-specific website where results are posted to share with Indigenous Service Delivery Providers (**Activities 1.1**).

The ISET Program recognizes clients served each fiscal year (i.e., participation of Indigenous Peoples in skills and employment training) as its key output (**Output 2.1**). This output is a direct result of the efforts of the Service Delivery Providers and the funding and supports provided by the Department.

Skills Development Area of Focus

The Skills Development area of focus results milestones include: improved skills of Indigenous participants as measured by intervention completion rates by distinction stream and overall (**Immediate Outcome 3.1**). Participants can face many barriers and Indigenous Service Delivery

Providers work to keep participants in the program by providing supports such as bus transportation fees or basic equipment to participate in training.

As participants complete interventions, it is expected that they will progress along the skills continuum **(Intermediate Outcome 3.2)**, completing all required skills development interventions as set out in their action plan and gaining skills relative to what they had at the beginning of the program, from essential skills to the achievement of formal educational qualifications. Having acquired important skills, participants could pursue employment by completing interventions in the program's employment area of focus. There is also a possibility that participants secure employment upon completion of skills development related interventions, particularly upon completion of occupational skills related training. Successful completion by a significant number of participants in communities and distinction groups over time is expected to result in a reduction in the skills gap between the Indigenous and non-Indigenous population **(Ultimate Outcome 3.3)**. A *key assumption* in this area of focus is that individuals will be motivated to continue their participation in the skills development stream, achieving higher levels of education or certification.

Employment Area of Focus

In this area of focus, participants undertake interventions related to finding, securing, and retaining employment. As a first step, Indigenous Peoples will gain work experience **(Immediate Outcome 4.1)** – some for the first time and others in the occupation/field that they obtained skills and training. Interventions related to this area of focus may include wage subsidies, student employment, and job search preparation strategies. As a result of these interventions, some participants will become employed. Participants who are subsequently employed between three and five years after participation in the program are considered integrated into the labour market, regardless of whether they are employed full-time, part-time, or in contract work **(Intermediate Outcome 4.2)**. Successful employment of a significant number of participants over time is expected to result in a reduction of the employment gap between the Indigenous and non-Indigenous populations **(Ultimate Outcome 4.3)**. A *key assumption* in this area of focus is that the socioeconomic context will support employment. The ability to meet targets may be affected by economic stability in the region, nationally and globally depending on the economic profile of the community.

Given Indigenous participants face multiple barriers, the likelihood of an easy to implement and maintain linear process to secure and retain employment is unlikely. Participants will therefore have different pathway to skills and employment success.

The next section outlines how ESDC uses the data collected by Indigenous Service Providers through the Indigenous Labour Market Program Standard Data File to monitor the program's progress.

Draft Performance Indicators

The performance information outlined in the table below continues to be developed in collaboration with Indigenous partners and will therefore evolve over time. The performance measurement strategy takes into consideration both the complexity and scope of the program and the practical realities of the program’s delivery and context, as well as the administrative and statistical information available in Canada. Additional work to explore other potential indicators and sources of data will also be undertaken.

Program Output/Outcomes	Performance Indicator	Data Strategy	Methodology
<p>2.1 Output</p> <p>Participation of Indigenous people in skills and employment training and supports</p>	Number of participants served, overall and by distinctions-based stream ²	<p>Source: Standard Data File³</p> <p>Frequency: Quarterly starting June 2019</p>	<p>Explanation/rationale: This indicator indicates the level of activity in the program.</p> <p>Calculation/formula: Total count after data assurance and results validation of data uploads is completed.</p> <p>Target and Baseline: The baseline is 51,000 participants served based on a mean of the past three years of performance of the predecessor program, the Aboriginal Skills and Employment Training Strategy.</p>
<p>3.1 Immediate Outcome</p> <p>Skills of Indigenous participants are improved</p>	Skills development intervention completion rate, overall and by distinctions-based stream	<p>Source: Standard Data File</p> <p>Frequency: Quarterly starting June 2019</p>	<p>Explanation/rationale: Completing skills development interventions represent participant gains of skills that support labour market participation.</p> <p>Calculation/formula: 100% x (# of skills development interventions completed/# of skills development interventions started)</p> <p>Definition(s): “improved” skills refers to skills that participants gain as a result of their participation in skills development interventions.</p>

² The ISET Program also reports results on based on gender, age and persons with disability, where possible.

³ The Indigenous Labour Market Programs Standard Data File lays out information items Service Delivery Providers must collect while case-managing clients and provide to ESDC as specified in the contribution agreement. This information is use to monitor, assess and report on the program. This information will also be used to perform analysis to support Service Delivery Providers in the design, planning and delivery of the program.

<p>3.2 Intermediate Outcome</p> <p>Indigenous participants have progressed along the skills continuum</p>	<p>Number and percentage of clients who obtain higher levels of education following their participation in the program, overall and by distinctions-based stream</p>	<p>Source: Standard Data File.</p> <p>Frequency: Annually starting June 2020</p>	<p>Explanation/rationale: This indicator focuses on measurable achievements beyond the completion of individual skill development interventions. It is intended as a means for recognizing “incremental successes” within a program.</p> <p>Calculation/formula: Comparison of intake and post-program levels of education determined by response options available for questions on highest level of education.</p>
<p>3.3 Ultimate Outcome</p> <p>Skills gap between Indigenous and Non-Indigenous people is reduced</p>	<p>Levels of education of Indigenous relative to non-Indigenous people</p>	<p>Source: Census</p> <p>Frequency: Every five years: 2021, 2026, 2031</p>	<p>Explanation/rationale: This represents the ultimate outcome in the skills development area of focus.</p> <p>Calculation/formula: Comparison of levels of education between Indigenous and non-Indigenous people.</p>
<p>4.1 Immediate Outcome</p> <p>Indigenous participants have gained work experience</p>	<p>Work experience intervention completion rate, overall and by distinction-based stream</p>	<p>Source: Standard Data File</p> <p>Frequency: Quarterly starting June 2019</p>	<p>Explanation/rationale: Work experience interventions are those that provide participants with experience in a work environment. It is assumed that participants will gain work experience by completing these interventions.</p> <p>Calculation/formula: 100% x (# of interventions completed/# of work experience interventions started)</p> <p>Definition(s): This measure focuses on “work experience” interventions, including the following:</p> <ul style="list-style-type: none"> • Work Experience – Job Creation Partnerships • Work Experience – Wage Subsidy • Work Experience – Student Employment
	<p>Number and percentage of participants who obtain employment following participation in the program overall, by distinction-based stream</p>	<p>Source: Standard Data File</p> <p>Frequency: Quarterly starting June 2019</p>	<p>Explanation/rationale: This indicator monitors the number of participants who secured employment following participation in the program.</p> <p>Calculation/formula: 100% x (# of participants who closed their Action Plan with an “employed” or “self-employed” result/ total # of participants)</p>

			<p>Target and Baseline: The baseline is 20,000 participants, based on the mean of the past three years of performance of predecessor program.</p> <p>Note(s): Ability to meet targets may be affected by the socio-economic context in the region.</p>
<p>4.2 Intermediate Outcome Indigenous participants are integrated to the labour market</p>	<p>Incidence of participant employment 3 to 5 years post program participation, overall, by distinction-based stream</p>	<p>Source: Labour Market Data Platform</p> <p>Frequency: Every five years</p>	<p>Explanation/rationale: Applying net impact analysis will attribute employment results to program services provided through the Program</p> <p>Calculation/formula: Quasi-experimental evaluation design using comparison groups to determine the impact of the program beyond the effect of other factors that can affect employment such as the economy and demographic characteristics.</p> <p>Definition (s): The term “Integration in the labour market” refers to participants’ attachment to the labour market, as evidenced by increase in employment and earnings and probability of employment and decrease in Employment Insurance / Social Assistance use and dependence on income supports.</p>
<p>4.3 Ultimate Outcome Employment gap between Indigenous and Non-Indigenous people reduced</p>	<p>Employment rate for Indigenous people, relative to non-Indigenous people</p>	<p>Source: Census</p> <p>Frequency: Every five years: 2021, 2026, 2031</p>	<p>Explanation/rationale: This represents the ultimate outcome in the employment area of focus.</p> <p>Calculation/formula: Comparison of employment rates between Indigenous and non-Indigenous people.</p> <p>Target and Baseline: Based on Census 2016 data, the gap in employment rate between Indigenous and non-Indigenous is 8 percentage points. Therefore, the target will be a 2 percentage point increase in the Indigenous employment rate.</p>

Monitoring and Evaluation

The Department implemented a strong data management system for both the former Aboriginal Skills and Employment Training Strategy and Skills and Partnership Fund to ensure that performance data is collected and performance monitored and reported on an ongoing basis. The well-established system is also used and enhanced for the ISET Program. ISET Program Service Delivery Providers capture client data through a Standard Data File while case-managing clients. The data is provided to ESDC through secure means on an ongoing basis. Ongoing monitoring of the quality of this data is undertaken by ESDC, creating conditions for a high degree of reliability and credibility of results for the purposes of performance reporting and evaluation activities.

ESDC incorporates enhancements in performance measurement and program management based on lessons learned through previous programming as well as evaluation and audit findings and recommendations. New elements have been added to data collection so relevant information is collected to support the measurement of skills development progression and longer term impacts of the program as recommended in the spring 2018 Auditor General Report.

Results and performance reports will be generated by the Department and shared with Indigenous Service Delivery Providers. The reports will include information on progress towards achieving the program's immediate outcomes, while intermediate and ultimate outcomes will be assessed through evaluation. In accordance with the *Financial Administration Act* and Treasury Board Policy on Results requirements, the ISET Program has to be evaluated by February 2025.

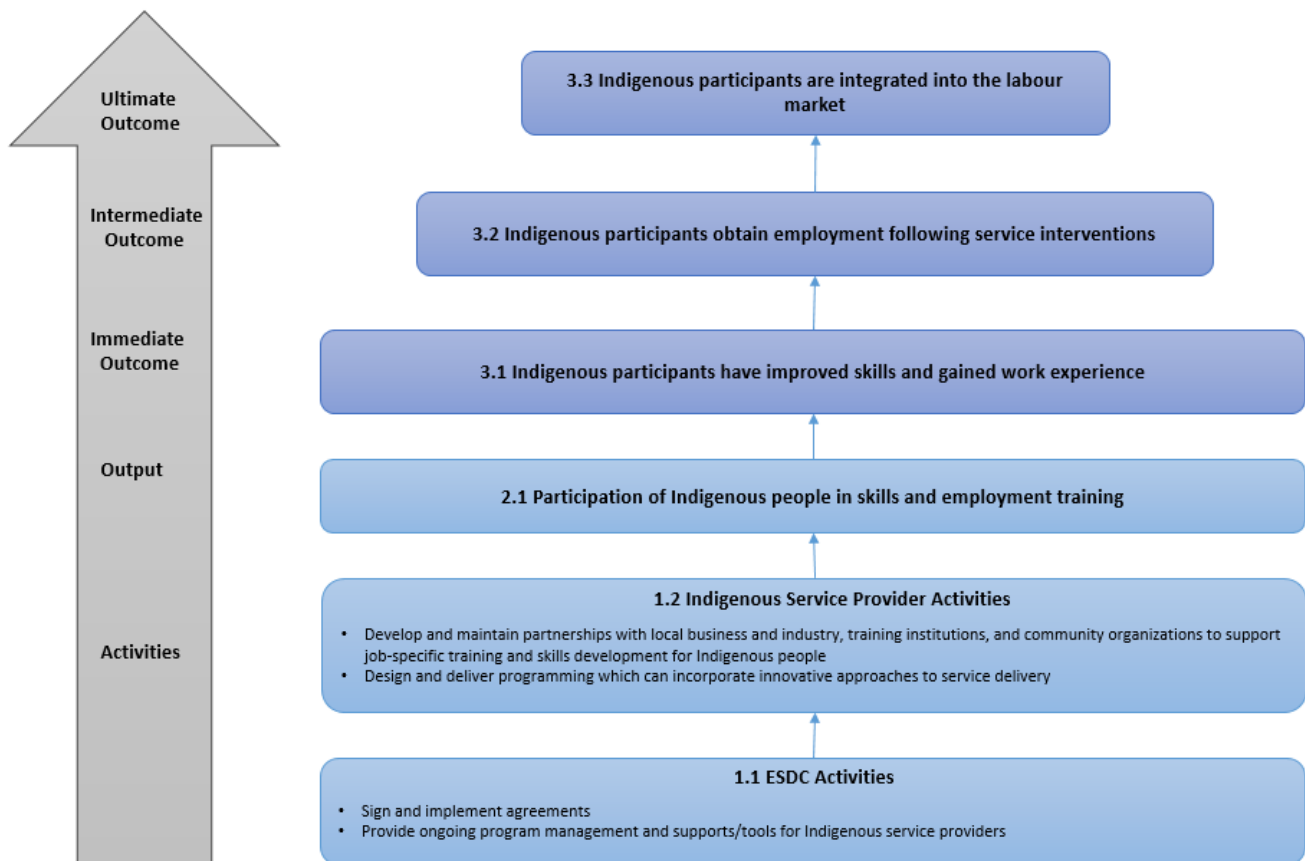
ESDC will also use the data to undertake analysis and research to support Service Delivery Providers in their design, planning and delivery of the program.

Performance Measurement Strategy for the Skills and Partnership Fund

Complementing the foundational supports provided through the ISET Program, the Skills and Partnership Fund (SPF) is a demand-driven, project-based program that can be directed to support sectoral initiatives and innovation. SPF encourages stakeholders, such as training institutions, community organizations, local business and industry, to partner with Indigenous organizations to support skills development, training-to-employment, and employment supports for Indigenous people. While the focus of the ISET Program is to identify and provide training based on the needs of individual clients, SPF works to train a group of individuals on a project basis.

The partnerships are intended to better meet local labour market demands. Therefore, SPF focuses on emerging or untapped economic development opportunities to meet the needs of high-demand sectors, as well as areas with skills shortages.

Logic Model



Narrative

Launched in 2010, SPF has supported 135 projects, including 50 projects that are currently underway.

Under SPF, Indigenous service providers design and implement projects to meet their partners' specific employment goals, with objective of employment and increased integration in the labour market **(Ultimate Outcome 3.3)**.

Activities

ESDC supports Indigenous service providers in their delivery of the SPF Program. ESDC first ensures that contribution recipients sign agreements and determine expected activities, timelines and outcomes of their time-limited funding agreements. To support the program delivery and demonstrate accountability, the Department provides ongoing program management and support to Indigenous Service Providers. This may include, but is not limited to, developing planning tools and working with Service Delivery Providers to monitor performance, providing training on the client data management and analysis process. In addition, ESDC maintains an SPF program-specific website on which Service Delivery Provider results are posted and available to them **(Activity 1.1)**. Once the agreements are signed, Indigenous Service Providers then design and deliver the program **(Activity 1.2)**.

Outputs

As a direct result of Indigenous Service Providers' delivery of the program and ESDC's support, the program's key output is Indigenous Peoples' participation in skills and employment training. This is measured by the number of participants served **(Output 2.1)**. Participant are considered "served" when they begin their first intervention – typically the development of an action plan. In The action plan, developed in consultation with the participant, determines the skills development and training-to-employment that will be required for participants to obtain jobs identified by partners. Participants can face many barriers and Indigenous Service Providers work to keep clients in the program by providing supports such as bus transportation fees or basic equipment to participate in training.

Outcomes

When participants complete skills development and employment interventions and meet expected results, their skills improve and they gain the work experience they need to support future employment **(Immediate Outcome 3.1)**. A key assumption is that individuals will improve their skills and gain work experience during the program. Since interventions are designed specifically to do so, it is reasonable to assume that, they will have gained skills by completing the interventions. Following their participation in the program, it is expected that participants will obtain employment in jobs identified by partners **(Intermediate Outcome 3.2)**.

Participants who are subsequently employed between three and five years after completion of the program are considered integrated into the labour market, regardless of whether they are employed full-time, part-time, or in contract work **(Ultimate Outcome 3.3)**. A key assumption is that the socioeconomic context will support employment. The ability to meet targets may be affected by economic stability in the region, nationally and globally depending on the economic profile of the community.

Innovative approaches are also tested by service providers, and will lead to lessons learned that can benefit both service providers and future clients.

The next section outlines how ESDC will use the data collected through the Standard Data File to monitor the program theory of the SPF Program.

Performance Indicators

Program outputs and/or outcomes	Indicator	Target	Data Strategy	Methodology
<p>2.1 Output</p> <p>Participation of Indigenous Peoples in skills and employment training</p>	<p>Number of participants served, overall⁴</p>	<p>16,000 for all SPF projects, 2017 to 2021</p>	<p>Source: Standard Data File</p> <p>Frequency: Quarterly</p>	<p>Explanation/rationale: This indicator indicates the level of activity in the program.</p> <p>Calculation/formula: Total count after data assurance and results validation of data uploads is completed.</p> <p>Notes: Considering that SPF is project-based, a baseline is not applicable</p>

⁴ The SPF Program also reports results based on gender, age and persons with disability, where possible.

<p>3.1 Immediate Outcome</p> <p>Indigenous participants have improved skills and gained work experience</p>	<p>Number and percentage of clients who complete action plans</p>	<p>Considering that SPF is project-based, a baseline is not applicable</p>	<p>Source: Standard Data File</p> <p>Frequency: Quarterly</p>	<p>Explanation/rationale: Completed action plans represent client progress in gaining relevant skills and training to support integration in the labour market.</p> <p>Calculation/formula: 100% x 100% x (# of participants who completed an action plan/ total # of participants)</p> <p>Definition: An action plan is a comprehensive training and employment strategy developed based on assessment of needs/goals and requirements of individual needs. All interventions for a client – planned and completed – are captured in a client’s action plan.</p>
<p>3.2 Intermediate Outcome</p> <p>Indigenous clients obtain employment following service interventions</p>	<p>Number and percentage of clients who obtain employment following service interventions, overall</p>	<p>March 31st, 2021</p> <p>8,000 for 2017-2021 (project-based total).</p> <p>Considering that SPF is project-based, a baseline is not applicable.</p>	<p>Source: Standard Data File</p> <p>Frequency: Quarterly</p>	<p>Explanation/rationale: The number of clients who found employment immediately following participation in the program is a direct indication of success for an employment program.</p> <p>Calculation/formula: 100% x (# of participants who closed their Action Plan with an “employed” or “self-employed” result/total # of participants)</p>
<p>3.3 Ultimate Outcome</p> <p>Indigenous participants are integrated into the labour market</p>	<p>Incidence of participant employment 3 to 5 years post program</p>	<p>The target and baseline will be established based on</p>	<p>Source: Labour Market Data Platform</p> <p>Frequency:</p>	<p>Explanation/rationale: Applying net impact analysis will attribute employment results to program services provided through the Program.</p>

	participation, overall	results of the 2020 evaluation of SPF	Evaluation every 5 year	<p>Calculation/formula: Quasi-experimental evaluation design using comparison groups to determine the impact of the program beyond the effect of other factors that can affect employment such as the economy and demographic characteristics.</p> <p>Definition(s): The term “Integration in the labour market” refers to participants’ attachment to the labour market, as evidenced by increase in employment and earnings and probability of employment and decrease in Employment Insurance / Social Assistance use and dependence on income supports.</p>
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Monitoring and Evaluation

The Department implemented a strong data management system for Indigenous Labour Market programs to ensure that performance data is collected and performance monitored and reported on an ongoing basis. The well-established system is used for the SPF Program. SPF Program Service Providers capture client data through a Standard Data File while case-managing clients. The data is provided to ESDC through secure means on an ongoing basis. Ongoing monitoring of the quality of this data is undertaken by ESDC, creating conditions for a high degree of reliability and credibility of results for the purposes of performance reporting and evaluation activities.

Results and performance reports are generated by the Department and shared with Indigenous Service Providers. The reports will include information on progress towards achieving the program's immediate and intermediate outcomes, while ultimate outcomes are assessed through evaluation.

An evaluation of SPF was completed in 2015, and another is currently underway and will be completed by February 2020. In accordance with the *Financial Administrative Act* and Treasury Board Policy on Results requirements, the SPF Program has to be evaluated again by February 2025.



***Evaluation of Aboriginal
Skills and Employment
Training Strategy and the
Skills and Partnership Fund***

**Methodology Report for
Quantitative Lines of
Evidence**

2019



1. Introduction

In accordance with *Financial Administration Act* obligations and as mandated by the Department's Performance Measurement and Evaluation Committee and included in the Departmental Evaluation Plan, the Evaluation Directorate is conducting an evaluation of the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund to be completed by 2020.

In service of the forthcoming evaluation, this report presents:

- an overview of the quality and availability of the program data to conduct the evaluation; and
- the methodology that will be used to develop the quantitative lines of evidence to attribute the impacts of participation in these programs.

1.1 Overview of the Aboriginal Skills Employment Training Strategy and the Skills and Partnership Fund

In April 2010, the Aboriginal Skills and Employment Training Strategy evolved from the Aboriginal Human Resources Development Strategy. The program's objective is to ensure that Indigenous people (those who identify as First Nations, Inuit, and/or Métis, regardless of Indian Status) are employed and integrated into the labour market.

As with its predecessor, the Aboriginal Skills and Employment Training Strategy provided funding through contribution agreements to Indigenous organizations (e.g., incorporated for-profit and not-for-profit Indigenous-controlled organizations, Tribal councils, Indian Act bands). The funding was intended to assist these organizations in the design and delivery of demand-driven labour market programs and associated supports, such as childcare and special supports for persons with disabilities.

The Skills and Partnership Fund is a demand-driven, partnership-based program that complements the Aboriginal Skills and Employment Training Strategy. The Skills and Partnership Fund evolved in 2010 from the Aboriginal Skills and Employment Partnership program. It has an investment of \$210 million (over five years) to fund short-term projects (i.e., up to four years) to enable Indigenous organizations to create and deliver Indigenous labour market programs that respond to demands identified in sectors or by industry partners.

Specifically, Skills and Partnership Fund funding contributes to the skills development, training and employment of Indigenous people by:

- requiring the development of partnerships and leveraging of private sector and federal-provincial-territorial funding to maximize Skills and Partnership Fund investments; and

- the testing of innovative approaches to providing labour market training and improving employment outcomes for Indigenous people.

1.2 Scope of the Evaluation

Among the questions to be addressed in the evaluation are the following:

- What are the impacts of the Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund interventions that support participants in maintaining employment, decreasing reliance on employment insurance or social assistance and improving income?
- Do impacts vary by region, target group, duration in program or type of intervention?
- To what extent did the Aboriginal Skills and Employment Training Strategy / Skills and Partnership Fund participants improve their labour market participation following participation in the programs (employed, unemployed, self-employed, returned to school)?

Where possible, the difference in the outcomes of participants against a comparison group will be used to attribute the effect of program participation on participant outcomes. In situations where a valid comparison group cannot be constructed or the effect of the program cannot be isolated, the evaluation will examine how the program may have contributed to any observed changes in key indicators between the pre-participation and post-participation periods.

The methodology that will be used for the forthcoming evaluation improves upon previous Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund evaluations by including an improved difference-in-difference method with new variables, a more granular breakdown of intervention types,¹ an expanded comparison group, and a cost-benefit analysis.

¹ Interventions include employment benefits and service measures such as Skills Development, Targeted Wage Subsidy, Self-Employment, Job Creation Partnerships, Employment Assistance Services, Skills Development-Essential Skills, Skills Development-Apprenticeship and Student Work Experience.

2. Data Sources and Data Quality Assessment

This section summarizes the data sources used for this summative evaluation and the adequacy of available administrative data, with respect to its ability to support the analysis planned for the evaluation.

2.1 Data Sources

All quantitative analysis will be carried out using Employment Insurance administrative data and Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund program participant data.

The information used in the analysis is masked, with personal identifiers removed, to protect privacy and confidentiality. These data are linked to income tax records from Canada Revenue Agency, also masked and anonymized, in order to measure the effect of the program for participants on key outcomes, such as post-participation employment earnings.

Table 1 provides details on the specific data sources for the analysis. For areas with smaller populations, a larger percentage sample of non-participant data will be used to ensure sufficient observations for statistical analysis.

Table 1: Administrative Data Files

Data Files	Type of Information	Time Period
Employment Insurance Databank		
Employment Insurance Part I data: <ul style="list-style-type: none"> • 20% of Employment Insurance Claimants in Ontario, British Columbia, Québec, Manitoba, Saskatchewan and Alberta. • 50% of Employment Insurance Claimants in Newfoundland and Labrador, Nova Scotia and New Brunswick. • 100% of Employment Insurance Claimants in Prince Edward Island, Northwest Territories, Yukon and Nunavut. 	Employment Insurance claim data for program participants and non-participants	1990-2017
Employment Insurance Part II data – 100% of Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund participants.	Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund interventions and participants characteristics	2010-2017

Canada Revenue Agency Data		
T1 (20%, 50% and 100% of Employment Insurance Part I Claimants and 100% Employment Insurance Part II participants)	Annual income and amount of social assistance received	1990-2016
T4 (20%, 50% and 100% of Employment Insurance Part I Claimants and 100% Employment Insurance Part II participants)	Annual salaries of employees as reported by employers	1990-2016

2.2 Data Quality Assessment

An internal assessment of the administrative data has determined that the data are of good quality and meet the evaluation needs of the Department.

As such, the administrative data will be used to identify trends and best practices for both Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund participants. Based on the data quality, labour market outcomes and incremental impacts (the effects attributable to participation in the program, controlling for other factors) can be conducted using administrative data collected through to 2017.

The assessment did note three relevant limitations with the dataset:

1. *Data associated with four Indigenous Agreements Holders are not represented within the administrative data.*

This issue is already known to the Program. The missing data represents a small percentage of all participants and internal analysis has determined that the absence of these data is unlikely to have a statistically significant impact on the results.

2. *Employment earnings may be underestimated among First Nations people with Indian Status who earned income exclusively on reserves and did not file an income tax return.*

The outcome analysis may underestimate employment earnings for First Nations with Indian Status who earned income exclusively on reserve and did not file an income tax return. In these cases, some participants will be missing T1 data. Table 2 (below) shows the distribution of these cases by their Employment Insurance eligibility status.

To mitigate this situation, completed T4 forms will be used to obtain the employment earnings.

Table 2: Percentage of the Analytical Cohort of Aboriginal Skills and Employment Training Strategy Participants without a T1 Tax form in the Administrative Data

Employment Insurance Eligibility				
	Start Year	1 Year Post	2 Year Post	3 Year Post
Active	6%	8%	10%	15%
Former	8%	9%	11%	16%
Non-claimants	19%	17%	16%	20%

3. *Generally, the administrative data are available on an annual basis only.*

Calendar years cannot be sub-divided. The post-participation period, therefore, must begin in the first full calendar year that follows a year where an individual participated in an intervention (and conversely, the pre-intervention period is the first full calendar year preceding a year where an individual participated in an intervention).

Due to this limitation, it is not possible to identify whether the participant has a full-time or part-time job based solely on administrative data. However, employment income and incidence of employment information will be available.

Overall, these limitations do not present serious risks to the Department's ability to address key evaluation questions related to the labour market outcomes of participants.

3. Methodology

This section presents the quantitative methodology to determine outcomes and incremental impacts of the Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund evaluation.

Specifically, the outcomes of Indigenous participants will be compared to Indigenous individuals who could have participated in the program but did not or received a limited support measure. Individual differences will be observed before and after participation based on a difference-in-difference analysis.

Furthermore, a cost-benefit analysis will complement the incremental impacts by assessing the effectiveness and efficiency of the interventions.

3.1 Reference Period

Using the most recent available income records (up to 2016) and administrative data, this analysis will examine the profiles, outcome trends and incremental impacts for participants who started Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund interventions between January 1, 2011 and December 31, 2012.

While more recent program participant administrative data exist and are available, this reference period was selected for two key reasons:

1. the need to follow participants for at least three consecutive years after participation to measure program impacts as some interventions last up to two years; and
2. to account for the lag in available Canada Revenue Agency income tax records, as the available tax year data lags approximately two years.²

The proper selection of a comparison group will help control for any economic factors and cohort effects that might be unique to the reference period. Therefore, incremental impacts (see section 3.3) can be attributed to participation in the program. These results will also be a valid reflection of the impact of participation on the most recent participants as well, given the continuity in the delivery organizations and in the types of employment benefits and support measures offered through the program.

² As an illustration, data for the 2016 tax year became available for evaluation use by the Department only in the late 2018-19 fiscal year. Canadians were not required to file a Canadian income tax return until April 30, 2017. Tax filings undergo a period of processing, review and validation at Canada Revenue Agency following receipt. Subsequent to these activities, there is a period of data development, including the removal personal identifiers, before this information can be made available for evaluation analysis.

3.2 Outcome Indicators

Outcome indicators determine the extent to which the Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund will meet their objectives.

Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund performance will be measured using seven outcomes (defined in Annex A): probability of employment, aggregate employment earnings, weeks in receipt of employment insurance benefits, amount of employment insurance benefits received, amount of social assistance benefits received, incidence of social assistance use, and reliance on income support.

Outcome indicators will be tracked for approximately ten years (five years before participation, up to two years of training, and at least three years after the end of participation) to identify trends.

The estimates for all these outcomes will be annualized averages and will be produced by calendar year.

3.3 Incremental Impacts

This section summarizes the steps that will be used to estimate the incremental impacts for both Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund. Incremental impacts are the effect of participation in the program controlling for other factors.

The estimation process will follow a Difference-in-Difference methodology similar to that used by Heckman, Ichimura, and Todd (1997) and was proven effective for determining impacts of active labour market programs.

Previous evaluations produced robust results demonstrating the effectiveness of the program (see Annex B). Incremental impacts produced for the forthcoming evaluation will further improve on these methods by taking advantage of new data to improve the comparison pools and matching, as well as propensity models and estimates.

In order to conduct incremental impacts, participants must be compared against similar populations to isolate the program's influence in participant outcomes. The comparison pool for the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund is drawn from Indigenous non-participants who either claimed Employment Insurance with no additional training intervention or received a limited support measure in the form of Employment Assistance Services.

The pre-program period data will assess the similarities of the matched participant and comparison cases by comparing their individual characteristics (e.g., age, gender, marital status), behavior patterns (e.g., seasonal employee, history of Employment Insurance claims, type of work) and the outcomes-of-interest variables (e.g.,

employment earnings, incidence of employment). The pre-program outcomes-of-interest variables are included in the model so that they resemble program participants and there is no pre-existing bias.

3.3.1 Propensity Score Estimation

Once the comparison groups are chosen, a likelihood of participation or propensity score will be estimated for both participants and non-participants.

Model Choice: A probit regression model will be used to estimate the probability of participation versus non-participation in the programs. Propensity score estimation using a neural network will also be used. Evidence [e.g., Setoguchi et al., (2008), Lee et al., (2010)] also supports machine learning to estimate propensity scores.

Variable Choice: Implementing matching will require choosing a set of variables that must be independent of participation and conditional on the propensity score.

The following primary variables will be included in the propensity score model:

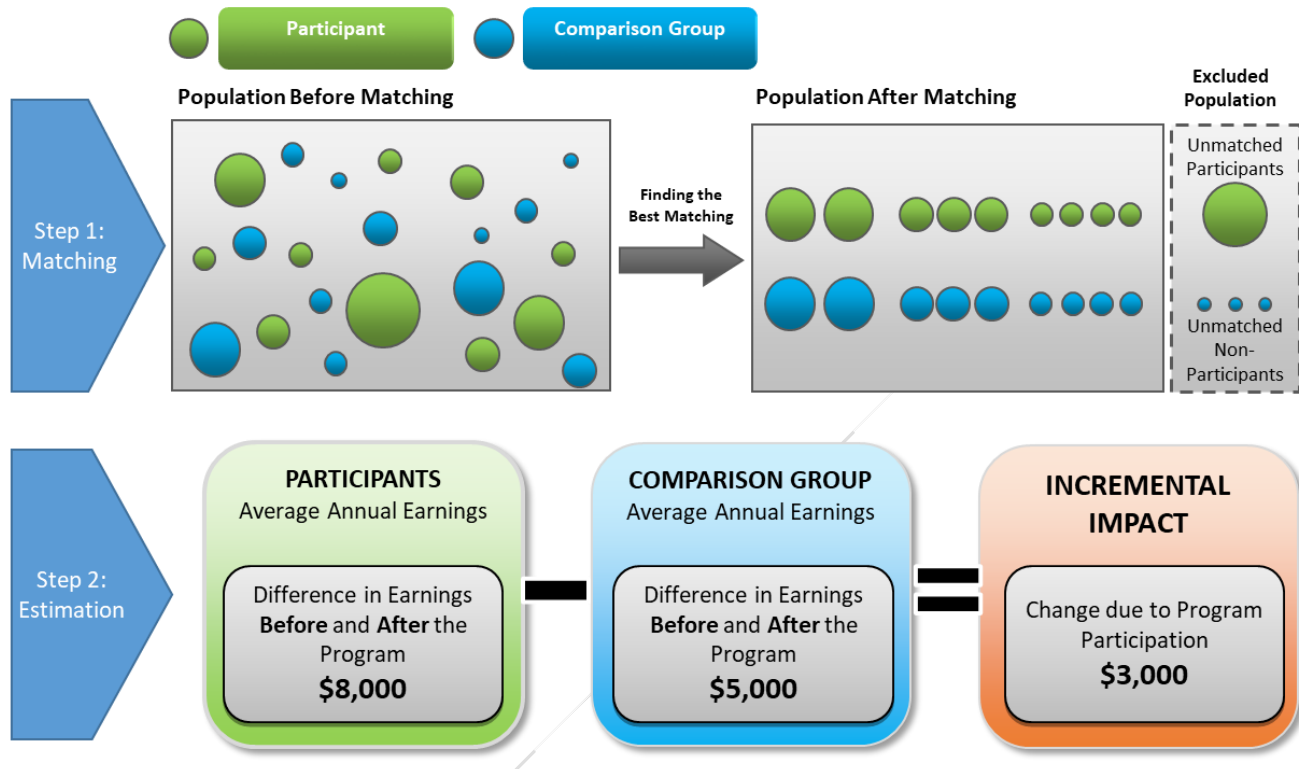
- Gender;
- Age (at start date);
- Disability status (at start date);
- Self-declared status as a member of a visible minority;
- Education level;
- Marital status;
- Participation interval;
- Occupation;
- Reason for separation;
- Employment Insurance benefits received in each year before start;
- Time spent on claim before entering the program;
- Previous usage of the Employment Insurance program;
- Social Assistance benefits received in each year before start;
- Total reported earnings in each year before start;
- Total Income in each year before start;
- Social Assistance income in each year before start;
- Responsibility centre code.

3.3.2 Matching Algorithm

Kernel Matching will be used to match participants and comparison groups. Once matched, a Difference-in-Difference estimation technique will measure the incremental impacts.

Kernel Matching will use the entire control group and re-weights control group members each time they are compared with a new participant, based on propensity-score differences. The weights are assigned according to a probability density function, called the “kernel”, such that small differences (signifying close similarities) result in large weights, and vice versa.

Figure 1: Net Impact Evaluations: How it works



Since Kernel Matching compares the propensity scores of all comparison cases to the propensity score of each participant, some very dissimilar cases may be included in the comparisons, albeit with small weights. The selection of comparison cases is controlled by assigning very low weights to those whose propensity scores differ from that of the participant by more than the “bandwidth” amount.

Since there is no analytical method to determine the optimum value of this parameter (the value that leads to the best estimate of counterfactual outcomes), a trial and error technique called “cross-validation” will be used to determine this value.

Overall, the main advantage of Kernel Matching is that it may have desirable small sample properties. The disadvantages are the dependence of the results on the bandwidth and the required computation time.

To strengthen the match between the participants and control groups a standardized bias method and a T-Test will be used to test for the balance.

Standardized Bias: One suitable indicator to assess the distance in marginal distributions of the covariate³ variables is Rosenbaum and Rubin’s (1985) standardized bias. Each covariate will be defined as the difference of means in the participant and will

³ A covariate is any continuous variables that is not controlled during data collection as found at: <https://support.minitab.com/en-us/minitab/18/help-and-how-to/modeling-statistics/anova/supporting-topics/anova-models/understanding-covariates/>

Robustness Checks

To check the robustness of the estimates, alternative methods will be employed to confirm the results and the robustness of the econometric techniques. The intention is to use methods such as machine learning, Inverse Probability Weighting and Nearest Neighbour as confirmation.

Moreover, machine learning will be used to estimate the propensity score for causal inference. Machine learning has a variety of techniques that can be applied to provide accurate prediction of control variables. These techniques will be used to automatically detect and improve the performance of propensity score matching. The machine learning techniques will also boost the regression model to predict propensity score.

The Inverse Probability Weighting and Nearest-Neighbor matching approaches are used in parallel with Kernel Matching for validation purposes.

be matched comparison groups as a percentage of the square root of the average of sample variances in both groups. This procedure was used in many evaluation studies, including Lechner (1999), Sianesi (2004), and Caliendo, Hujer, and Thomsen (2005). This procedure is limited in that there is no explicit threshold for the success of the matching procedure. In most empirical studies, a bias reduction of 3% or 5% is seen as sufficient.

T-Test: A two-sample T-Test will be conducted to indicate whether there are significant differences in both groups (Rosenbaum & Rubin, 1985). Before matching, differences in means are expected; after matching, the covariates should be balanced in both groups and no significant differences should be found.

3.3.3 Sensitivity Analysis

Matching participant groups to the comparison groups will be based on the conditional independence assumption. This assumption states that the researcher should include all variables that could simultaneously influence the participation decision and the outcome variable in the analyses. This will allow us to check the sensitivity of the estimated results to the variables selected.

It should be noted that if there are unseen variables affecting the participant groups and the outcome variable simultaneously, a hidden bias might arise affecting the robustness of the process. The evaluation will address this problem as required.

3.4 Cost-Benefit Analysis

The cost-benefit analysis developed for the evaluation will report on the following:

- **The net present value:** The Net Present Value will be determined after the end of participation by subtracting program costs from discounted benefits.

- **The cost-benefit ratio:** This ratio will measure the cost to achieve \$1 in benefits by dividing the program cost by the sum of discounted benefits measured over the participation period and the post-program period.

The analysis will present results from the following three perspectives:

- **Individuals:** Compares the individual's benefits from participation to the individual costs incurred due to participation, such as foregone earnings during participation in the program.
- **Governments:** Indicates the extent the governments' investments generated benefits such as increased tax revenues, lower use of Employment Insurance and social assistance benefits.
- **Society:** The society perspective will combine the individual and government perspectives.

Program cost data will be retrieved from the Employment Insurance Monitoring and Assessment Report, Performance Measurement statistics, Common System of Grants and Contributions and the program file. They will be compared for reliability and an average value will be developed. Program benefits will be based on the incremental impact estimates, focusing on earnings, use of Employment Insurance and use of social assistance benefits.

An accounting framework will determine who bears a particular cost or benefit. All benefits and foregone earnings will be discounted after the participation start year to account for the varying start dates for participation, forgone earning and benefits. This discount rate will account for inflation and interest on foregone government's investment.

3.4.1 Limitations

The analysis will be based on major quantifiable costs and benefits available in the administrative database and Employment Insurance Monitoring and Assessment Report. The biggest challenge in conducting a cost-benefit analysis is assigning a dollar value to the range of benefits from program participation [see Mason & Tereraho (2007)] and the cost of program participation and delivery.

While the calculations accounted for many key costs and benefits, data limitations prevent or restrict the inclusion of some factors such as out-of-pocket expenses (e.g., travel, tuition, and training or job search-related expenses) and "intangible", non-monetary and indirect benefits related to finding employment.

Intangible benefits may include improvement of participants' mental and physical well-being associated with increased income (Butler-Jones 2008) and reduced duration of unemployment (Grün et al. 2010; McKee-Ryan et al. 2005; Jackson & Warr, 1984). Moreover, reports published by Statistics Canada (2014) and the Canadian Institute of

Health Information suggest mental and physical health, number of days in hospital, and crime rate decrease with increased income across all population groups.

These benefits may not be limited to the participant alone. Diminishing the duration of job loss and increasing incomes have indirect benefits on the psychological and social well-being of spouses and other family members (Mendolia, 2014; Price, 1992). Evidence suggests job loss and periods of low income for adults in households with children can lead to long-lasting reductions in income (Oreopoulos et al., 2005; Duncan, 2005). Thus, there is evidence to support the intergenerational benefits of Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund participation in diminishing the duration of the job loss and increasing incomes. This analysis will not be able to capture this effect, which would be expected to increase the overall net benefits if the analysis determines a positive impact on incomes and employment outcomes.

There are also broader economic effects that may not be easily included. The Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund evaluation also does not consider the displacement effect (see Dahlberg & Forslund, 2005) that happens when participants may occupy jobs that other unemployed individuals might have otherwise filled. This effect is beyond the scope of this study.

4. Conclusions

All quantitative analysis for this evaluation will be based on masked administrative data of Indigenous participants who began an intervention between January 2011 and December 2012. The data for the analysis are of good quality and more than sufficient for a robust evaluation.

Incremental analysis will provide the Department with information on how the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund have changed the labour market attachment of Indigenous participants. The results will also inform future policy and program development for the Department's Indigenous labour market programming.

The cost-benefit analysis will address the effectiveness and efficiency of initiatives delivered under the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund. This analysis will attribute monetary values to a range of costs and benefits of participation in Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund from multiple perspectives.

Annex A: Outcome Indicator Definitions

Probability of Employment:

This outcome measures program effect as an “incidence” of employment. In other words, the probability that an individual in a given group is employed.

Since Aboriginal Skills and Employment Training Strategy/Skills and Partnership Fund are expected to have an effect on the ability of participants to obtain and maintain gainful employment, self-employment is included in this incidence measure. Self-employment includes individuals reporting net professional, business, commission, farming, and fishing incomes.

The weakness of this outcome is that it treats all employment episodes equally regardless of the length of time employed. It does not differentiate between seasonal, part-time or full-time employment. However, when increases in incidence of employment are accompanied by increases in employment earnings, we can conclude that the duration of employment likely improved.

Aggregate Employment Earnings:

Measures average employment earnings from T4 data. Given that multiple T4s can be issued for an individual in a given year, we average the employment earnings over all the T4s for an individual in a given year.

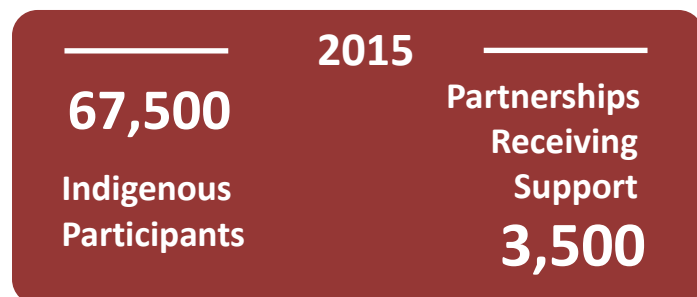
As with the incidence of employment measure discussed above, the annualized earnings will include income from self-employment.

Weeks in Receipt of Employment Insurance Benefits:

Measures the average number of weeks that Employment Insurance benefits received using Employment Insurance Part I data. Changes in the degree of access to Employment Insurance benefits can be a reflection of changing labour market attachment.

Amount of Employment Insurance Benefits Received:	Measures the average amount of Employment Insurance benefits received using Employment Insurance Part I data.
Amount of Social Assistance Benefits Received:	Measures the average amount of social assistance benefits received and collected from T1 tax return records.
Incidence of Social Assistance Use:	Measures the average incidence of social assistance use among participants. This is reported in percentage points and is from T1 tax return records.
Dependence on Income Support:	Defined as the following ratio: $(\text{Employment Insurance Benefits} + \text{Social Assistance}) / (\text{Employment Insurance Benefits} + \text{Social Assistance} + \text{Aggregate Earnings})$.

Annex B: Key findings from the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund Summative Evaluation (2015)



The evaluation demonstrated that Indigenous Agreement Holders were taking a demand-driven approach and aligning their labour market programming with the labour market demands of their region.

1 YEAR LATER

Interventions contributed to...

- an average increase in **employment earnings by \$1,600**
- an increase in the incidence of **employment by 5 percentage points**

*NET IMPACTS**

3 YEARS LATER

Interventions can be attributed to...

- a decreased in dependence on government income support such as EI or Social Assistance for **Active Claimants in Skills Development**
- increased earnings and incidence of employment regardless of EI status or type of intervention for **Single Parents, Women and Youth**

*Key results from the evaluation of the Aboriginal Human Resources Development Strategy (2009):

- **Skills Development** - increased incidence of employment and earnings for active claimants and non-Employment Insurance eligible clients and reduced their use of Social Assistance and dependence on government income support.
- **Targeted Wage Subsidies** - increased the incidence of employment and earnings for all clients.
- **Job Creation Partnerships** - increased the employment earnings for Active Employment Insurance claimants only.
- **Employment Assistance Services** - increased the incidence of employment in the short term and employment earnings for Active Employment Insurance clients and non-Employment Insurance eligible clients.

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Response to Recommendation 5 of the House of Commons Standing Committee on Public Accounts on *Report 6, Employment Training for Indigenous People – ESDC, of the 2018 Spring Reports of the Auditor General*

Preliminary Linkages to Indigenous Skills and Employment Training (ISET) Program Service Providers - Job Bank

In 2018-19, the Department conducted outreach to 12 ISET program service providers. A list of participating organizations is provided. As part of this outreach, the Department:

- provided in-person information sessions to employment counsellors and community members on ways to use Job Bank tools and services, including Job Match, Job Alerts, Resume Builder and the Job Bank mobile application; and
- provided support to organizations on ways to incorporate Job Bank into their website, including ways to display the Job Bank XML feed or job search/labour market information widgets, and how to add links that would take users to the Job Bank website.

To date, two ISET program service provider organizations have established a live Job Bank XML feed (Aboriginal Labour Force Development Circle, and Anishinabek Employment and Training Services) and another three are in the process of establishing a connection (Okanagan Indian Band, Mi'kmaq Employment Training Secretariat and Wiikwemikoong First Nation).

List of 12 participating Indigenous Organizations

ALBERTA

- Oteenow Employment and Training Society (Treaty 6)
- Tribal Chiefs Employment and Training (TCETSE – Treaty 6)
- Yellowhead Tribal Council (YTC – Treaty 6)

BRITISH COLOMBIA

- Cariboo Chilcoting Aboriginal Training Employment Centre (CCATEC)
- Okanagan Indian Band (OKIB)

MANITOBA

- First Peoples Development Inc. (FPDI)

NEWFOUNDLAND AND LABRADOR

- Miawpukek First Nation (MFN)

NOVA SCOTIA

- Millbrook Employment and Training Services (METS)

ONTARIO

- Aboriginal Labour Force Development Circle (ALFDC)
- Anishinabek Employment and Training Services (AETS)
- Wikwemikong
- Kiikenomaga Kikenjigewen Employment and Training Services (KKETS)

**Response to Recommendation 5 of the House of Commons Standing Committee on
Public Accounts on Report 6, Employment Training for Indigenous People – ESDC,
of the 2018 Spring Reports of the Auditor General**

On-Reserve Labour Market Information Survey and Skills Inventory Pilot – Progress to Date

The Department has entered into a contribution agreement with Aboriginal Employment Services Inc. (AES) to develop the survey methodology and provide capacity building, such as training and ongoing supports, to participating Indigenous Skills and Employment Training service providers.

AES has entered into sub-agreements with 10 ISET program service provider organizations (two in British Columbia, two in Alberta, one in Manitoba, three in Ontario, one in Nova Scotia, and one in Newfoundland and Labrador), with implementation taking place in 44 of the First Nations communities they serve. A full list of ISET program service delivery organizations and participating communities is provided below. The 44 First Nations communities have a combined working age (aged 15 and over) population of approximately 29,000. There is a commitment to about 15,000 completed questionnaires annually.

AES has provided training for all participating ISET program service providers, totalling 100 people trained – 61 of whom are surveyors and the remaining 39 are community employment officers as well as economic development officers who were trained as part of the process of building capacity for ongoing management of the On-reserve Labour Market Information Survey and Skills Inventory Pilot. On-going training will continue, both in-person and through web conferencing.

Phase 1 of Survey implementation is underway. As of May 2019, four months after full implementation began, 5,850 surveys have been completed, representing approximately 38% of the overall target.

Full list of ISET Program Agreement Holders and Participating Communities

ALBERTA

Tribal Chiefs Employment and Training Services Association (TCETSA) – in 6 First Nation communities

First Nation Communities	Number of People aged 15+ Living On Reserve
Saddle Lake Cree Nation (Whitefish/Goodfish)	1,413
Cold Lake First Nations	1,115
Frog Lake	1,372
Heart Lake	177
Total	4,077

Yellowhead Tribal Council (YTC) – in 4 First Nation communities

First Nation Communities	Number of People aged 15+ Living On Reserve
O'Chiese	594
Sunchild First Nation	643
Alexis Nakota Sioux Nation	894
Alexander	831
Total	2,962

BRITISH COLUMBIA

Cariboo-Chilchotin Aboriginal Training Employment Centre (CCATEC) – in 6 First Nation communities

First Nation Communities	Number of People aged 15+ Living On Reserve
Esdilagh First Nation (Alexandria)	37
Alexis Creek	249
Tl'etinqox Government (Anaham)	419
Xeni Gwet'in First Nations Government	181
Yunesit'in Government (Stone)	180
Toosey	119
Total	1,185

Okanagan Training and Development Council (OTDC) – in 1 First Nation community

First Nation Communities	Number of People aged 15+ Living On Reserve
Okanagan Indian Band	654
Total	654

MANITOBA

First Peoples Development Inc. (FPDI) – in 4 First Nation communities

First Nation Communities	Number of People aged 15+ Living On Reserve
Fort Alexander (Sagkeeng First Nation)	2,612
Pine Creek	911
Lake St. Martin	1,308
Nisichawayasihk Cree Nation	2,165
Total	6,996

NEWFOUNDLAND AND LABRADOR

Miawpukek First Nation (MFN) – in 1 First Nation community

First Nation Community	Number of People aged 15+ Living On Reserve
Miawpukek First Nation	679
Total	679

NOVA SCOTIA

Mi'kmaq Employment and Training Secretariat (METS) – in 1 First Nation community

First Nation Communities	Number of People aged 15+ Living On Reserve
Millbrook First Nation	683
Total	683

ONTARIO

Aboriginal Labour Force Development Circle (ALFDC) – in 6 First Nation communities

First Nation Communities	Number of People aged 15+ Living On Reserve
Chippewas of Nawash First Nation	626
Saugeen	663
Shawanaga First Nation	153
Alderville First Nation	281
Mohawks of the Bay of Quinte	1,857
Temagami First Nation	224
Total	3,804

Anishinabek (Union of Ontario Indians) – in 10 First Nation communities. 16 First Nation communities have asked to be included, and at least 10 will be included.

First Nation Communities	Number of People aged 15+ Living On Reserve
Wasauksing First Nation	334
Magnetawan	70
M'Chigeeng First Nation	802
Gull Bay	368
Pays Plat	71
Biigtigong Nishnaabeg	537
Red Rock	289
Animbiigoo Zaagi'igan Anishinaabek	3
Pic Mobert	357
Bingwi Neyaashi Anishinaabek	64
Biinjitiwaabik Zaaging Anishinaabek	333
Dokis	154
Nipissing First Nation	798
Michipicoten	67
Henvey Inlet First Nation	149
Wahnapiatae	47
Total	4,443

Wikwemikong – in 1 First Nations community

First Nation Communities	Number of People aged 15+ Living On Reserve
Wikwemikong	2,546
Total	2,546

ANNEX 5

**Indigenous Skills and Employment
Training Program (ISETP)
Joint Capacity Assessment Guide**

January 2019

Table of Contents

1.0 Background	3
2.0 Introduction	3
2.1 What is the purpose of the Capacity Assessment Guide?	3
3.0 Roles and Responsibilities - Capacity Assessment	4
3.1 Preparation and Scheduling a Meeting with the Organization	4
3.2 Discussion and Documentation	5
3.3 Review of Initial Assessment/Capacity Development Plan (CDP).....	6
3.4 Results of Review	7
3.5 Capacity Reassessment	8
3.6 Capacity Development Plan (CDP)	8
4.0 Capacity Assessment Tool.....	9
4.1 Purpose	9
4.2 Description of the Tool	9
4.2.1 Factors and Considerations.....	9
4.2.1.1 Governance	10
4.2.1.2 Planning.....	11
4.2.1.3 Financial Management.....	12
4.2.1.4 Delivering Results.....	14
4.3 Assessment Rationale	15
4.4 Capacity Development Plan / Activities	15
4.5 Capacity Assessment Category and Descriptor	16
4.6 Overall Assessment Rationale.....	17

Annex A: Example Capacity Development Plan	18
Annex B: References	19
Annex C: Definitions.....	20
Annex D: ISET Organizational Capacity Continuum	21
Annex E: Contact.....	25

1.0 Background

The Treasury Board Secretariat Policy and Directive on Transfer Payments (2008) requires that all federal departments apply a more recipient-specific, risk-based approach to managing transfer payments.

As a result of this requirement, Service Canada (SC) developed the Risk Assessment, Management and Mitigation (RAMM) in 2009.

With the creation of the Indigenous Skills and Employment Training program (ISETP), SC is taking a different approach on how risks will be managed. SC is shifting from only considering potential risks, to supporting organizations through a collaborative capacity assessment process. This process has been developed in collaboration with Indigenous organizations, as well as internally with SC delivery staff.

2.0 Introduction

2.1 What is the purpose of the Capacity Assessment Guide?

This guide is an accompaniment to the Capacity Assessment Tool and provides an overview of the capacity assessment process and guidance on the completion of each section of the tool. In addition, more generally, the goal of this guide is to assist the Department and Indigenous organizations in assessing organizational capacity elements, and identifying those areas that could be strengthened in order to support the management of the funding agreement.

3.0 Roles and Responsibilities - Capacity Assessment

3.1 Preparation and Scheduling a Meeting with the Organization

WHO	WHAT
SC	1 Review observations and comments in the agreement file and the CSGC from previous year(s) that could help with the assessment.
	2 Review current information provided and sources of information : all notes to file, e-mails exchanged between SC and the indigenous organization, and supporting documents in CSGC to prepare for the discussion.. This will avoid unnecessary requests for information that may already be on file.
	3 SC organizes and prepares information before the meeting with the Indigenous organization.
	4 SC schedules a meeting with the Indigenous organization.

3.2 Discussion and Documentation

An initial assessment is undertaken to support elements of the funding agreement between the organization and SC. They will work in collaboration to facilitate a transparent, consistent, and equitable assessment process.

WHO

WHAT

SC together with representative(s) from the Indigenous organization	<ol style="list-style-type: none"> 1. The assessment process is collaborative and decisions are taken by consensus using the Capacity Assessment Tool.
	<ol style="list-style-type: none"> 2. This step involves the complete documentation and/or confirmation of information to the considerations on the Capacity Assessment Tool. This will ensure that all parties are aware of the information captured and, it can be referred to when updating future templates, along with the identification, if any, of areas which could benefit from capacity development or capacity building. The resulting draft summary of the preparatory Capacity Assessment discussion should contain observations and the reasons for supporting the assessment decision.
SC	<ol style="list-style-type: none"> 3. SC uploads a PDF and an electronic (Word) copy of the Capacity Assessment Tool in Supporting Documents in the CSGC.
SC	<ol style="list-style-type: none"> 4. The PDF copy of the Capacity Assessment Tool is shared with the Indigenous organization to validate the observations and justifications rationale and the information captured during the discussion

3.3 Review of Initial Assessment/Capacity Development Plan (CDP)

The review process is an opportunity to encourage and apply consistency, and if necessary, seek additional information to support the assessment.

WHO

WHAT

<p>SC and SC Regional Director together with representative(s) from the Indigenous organization</p>	<p>1 A meeting is arranged by SC to be held together with the Indigenous organization, and the SC Regional Director(s) to discuss the assessment/CDP. <i>The summary of the preparatory capacity discussion reflective of the views of both parties is reviewed. A consensus approach amongst all parties will be used to finalize all capacity reviews. All parties can reconvene to further discuss the assessment and agree to a reassessment within a defined period (for example 6 months or a year).</i></p>
	<p>2 During the meeting, SC documents the date of the meeting, attendees and takes notes of the conversation. These are to be uploaded in Notes to file in the CSGC.</p>
<p>SC and SC Regional Director</p>	<p>3 SC records the date of the decision and name of the Regional Director(s) on the reviewed Capacity Assessment.</p>
<p>SC</p>	<p>4 SC uploads the PDF and a Word copy of the (potentially revised or updated) Capacity Assessment Tool in Supporting Documents in the CSGC.</p>

3.4 Results of Review

WHO

WHAT

WHO	WHAT
SC and Indigenous Organization representatives	1. The results of the Capacity Assessment are shared by SC with the Indigenous organization’s representatives that were part of the assessment and the review of the assessment.
	2. The subsequent placement of the organization on the ISET program Organizational Capacity Continuum (Annex D) is used to determine the payment frequency and reporting requirements within the funding agreement. Details on the categories of the Continuum and the corresponding payments, monitoring, and reporting are outlined further in the Organizational Capacity Continuum. As described in the funding agreement; should the Indigenous organization’s capacity change significantly, the corresponding payment frequency and reporting requirements aligns with Organizational Capacity Continuum following the result of the re-assessment process. No amendment to the Annual Operating Plan (AOP) or funding agreement is required to be made as a result of a reassessment, <i>unless there are changes to the activities and/or to the level of funding</i> (e.g. addition of Capital Assets), in which case, a revision to the AOP and a minor or major amendment may be required.

Note: Refer to Annex D: ISET Organizational Capacity Continuum for more details on payment frequency and reporting requirements.

3.5 Capacity Reassessment

The purpose of any reassessment or update to the Capacity Assessment Tool is to ensure that information is up to date and that changes in capacity are accurate, and appropriately reflected and addressed if necessary.

As per the agreement, an Indigenous organization's capacity is, at a minimum, to be reassessed in the 4th and 8th years to capture any changes (positive or negative).

The request to reassess can be made by the Indigenous organization, or at the initiative of SC when there are factual and objective reasons to believe significant changes may have happened with respect to the four capacity factors. E.g., leadership changes, staff changes, new economic opportunities, etc.

The reassessment could result in the organization moving up or down in the Capacity Continuum, thus changing the requirements of the funding agreement. SC commits to providing appropriate support when and as needed by the Indigenous organization.

Reassessments will be reviewed through the same process as described in processes 1 - 4 to ensure that Indigenous organizations are continuously engaged as part of the assessment process

Once initiated, reassessments should be concluded within a two-week timeframe.

3.6 Capacity Development Plan (CDP)

If the assessment of an Indigenous organization has identified opportunities to enhance or build its capacity, the Indigenous organization may establish a CDP outlining activities (and/or funding) designed to strengthen capacity. Expenses to implement this plan are eligible under ISET program funding agreement so long as they relate to the delivery of the program.

Indigenous Organizations are not required to develop a CDP. However, over time, discussions may result in either the desire to create a plan or the need to re-assess capacity of the organization (e.g., a major change has taken place within the organization causing the need for enhancements).

The CDP can be reviewed by the Indigenous organizations and SC as part of the year-end discussions, and when needed.

4.0 Capacity Assessment Tool

The Capacity Assessment Tool is the template which guides the assessment discussion, and in which the detailed information/responses and results are recorded. It consists of the organization information and assessment questions.

4.1 Purpose

The Capacity Assessment Tool provides organizations with a set of criteria to assess their capacity, and to identify key areas that may need strengthening. The tool is divided into six sections:

- Factors
- Assessment Rationale
- Considerations
- Capacity Assessment Category
- Overall Assessment Rationale
- Capacity Development Plan (optional)

4.2 Description of the Tool

4.2.1 Factors and Considerations

The factors are the four elements to be considered for the capacity assessment:

- Governance/Leadership
- Planning/Management
- Financial Management
- Delivering Results

Considerations in the tool are expressed as questions and provide suggestions on elements to take into account when assessing each factor. Answers are to be documented so that all parties are aware of the information captured and it can be referred to when updating future templates.

4.2.1.1 Governance

Governance is the ability to demonstrate leadership in the management of the organization.

The objective of this section is to assess the clarity of the organization's purpose and stability by reviewing its guiding principles, structure, and oversight mechanisms.

Considerations:

1. Organizational Structure

- How long has the organization been in operation (for example, 1 to 5, 6 to 10 years)?
- How is the organization managed (for example, council, board of directors, other governance structure)?
- Is the organization associated with another government (for example, municipality or Indigenous)?

2. Partnerships and accountability

- Does the organization publish an annual report, including service and program outcomes, financial statements, etc.?
- Does the organization have established partnerships to support their service delivery?

3. Policies and Procedures

- Are there established policies and procedures that are used to support service delivery (e.g. HR policies, service standards)?
- Are there established planning cycles supported by operational and budget plans?

Examples of Sources of Information / Evidence:

- Corporations Canada data base or provincial/territorial equivalent
- Observations during field visits
- Overall fulfillment of existing agreements
- Copies of annual reports or other accountability documents
- Public information;
- Organization websites (e.g. posting of accountability documents)
- Organization has not filed an annual return or other filing as required by applicable legislation or regulation.
- Vision, mission, and/or values statements.

Examples of Best Practices

- Level of services available through the agreement, within available funds, and the policies which govern their delivery
- Administrative policies to guide sensitive matters (staffing, contracting, travel expenditures)

- Formal process for the change of any policy within the organization (i.e. governing authority)'s authority
- Experienced and knowledgeable staff supporting program and administrative functions
- Conflict of interest guidelines applicable to those in governance and administrative functions

4.2.1.2 Planning

Planning is the ability of an organization to demonstrate long-term sustainability through careful planning of its operations, administration, and management.

Considerations:

1. *Strategic, Operational and Budget Plans*

- Are there plans and strategies in place, such as strategic, operational and budget plans to manage potential impacts on funded programs?
- How will these plans guide the long-term skills development and employment training services provided?
- What are the expected outcomes and targeted results of the planned activities?
- What is the organization's vision and long term plans?
- Are foreseeable emergencies and service disruptions considered in these plans?

2. *Human Resource Planning*

- Does the organization have procedures in place for the recruitment, staffing, and retention of employees?
- Are structures in place to train and support staff?

3. *Community Involvement*

- Has the organization engaged people in the community or service area in the planning and design of services? If applicable, have partners (such as sub-agreement holders or other entities) been informed and involved during the planning process to ensure program delivery coverage, quality services, and that results are communicated to the community?

Examples of Sources of Evidence:

- Copy of plan shared with the ESDC.
- Reference made to plan during field trips / site visits or by the funded organization during presentations to the department.
- Plans posted on organization website.
- The organization should reference its operational plan and budget for purposes such as setting agreement cash flow.

Examples of Best Practices:

- Established multi-year direction based upon the mission / mandate, vision and values of the organization.
- A business plan that expresses outcomes to be achieved, performance measurement and accountability.
- An operational plan that sets context and priorities for shorter term plans throughout the organization.
- Operational Plan and Budget sets out the services to be delivered by each organizational unit

4.2.1.3 Financial Management

Financial Management is the ability to demonstrate accountability, effective use of resources and adapt to new opportunities or changes.

Considerations:

1. *Financial Certification*

- Has the organization obtained financial certification by First Nations Financial Management Board (FNFMB), International Standards Organization (ISO) or another entity? (As applicable to Indigenous organizations that have already received a certification. This is not a requirement of Service Canada but may be for other funding partners).

2. *Financial Controls, Records, and Reporting*

- Has the organization implemented financial operations policies and procedures?
- Is there a separate project structure for the ISET program within (the Chart of Accounts) in the accounting system?
- How often does the organization reconcile its bank statements and has it implemented separate tracking of program funding (Income and Expenditures)?
- Who is responsible for preparing the bank reconciliation? Does this individual have access to the cash account (e.g. can they affect the cash account in the accounting system)?
- Does the AH use a separate ledger to track program costs?
 - a. What system/tools are used for this purpose?
- Based on the organization's policies and delegation of authority, how are financial transactions managed (for example, requisition of cheques, direct deposit, etc.)?
- Do the procurement or purchasing policies in place apply to funding received through the contribution agreement, including a competitive/tendering process for the purchase of a good or service and a threshold for going to tender to purchase a good or a service?

- As part of its internal control framework, is the organization able to extract a general ledger at the transaction level and reconcile with financial accounts? (for example, being able to provide transaction level information related specifically to project expenditures).
- Does the organization engage a Certified Professional Accountant (CPA) to prepare its annual financial audit?

3. Finance Functions

- Has the organization recruited staff with professional designations, e.g., a CFO, an accountant, bookkeeper, a certification from the Aboriginal Financial Officers Association, etc.?
- Does the organization conduct monitoring, review, and reconcile sub-agreement holders' claims/expenditures to determine the eligibility of expenditures?
- Are sub-agreements (if applicable) monitored by the organization for compliance consistent with the terms of the contribution agreement? Are structures in place to ensure that the expenditure of funds redistributed to sub-agreement holders or services providers meet the terms and conditions of the program?
- Have there been any issues found (and addressed) based on financial monitors in the last 2 years that may have an impact on service delivery or financial management?

4. Segregation of Duties

- How does the organization determine and address segregation of duties, i.e., financial system requirements and policies at staff level? Have there been any issues with following this approach?

Examples of Sources of Evidence:

- Observations during field visits.
- Financial staff titles, certifications and descriptions (e.g. CPA, CGA, and CAFM) included in organization's work plans, cash flows, and budget notes.
- Financial certification (FNFMB, ISO, AFOA Canada etc.).
- Annual audited financial statement or annual return (e.g. Interim and Final financial reports).
- Annual Audit Review process.

Examples of Best Practice:

- The organization maintains a balance between revenues and expenditures such that it is well positioned to meet its financial obligations in the short and long-term for purposes of delivering public services.
- The organization has the capacity to recruit, train and retain appropriate personnel to support the finance function.

4.2.1.4 Delivering Results

Delivering Results is the ability to provide quality services that meet the needs of clients and the community on a sustained basis.

Considerations:

1. Service / Program Delivery

- How much experience does the organization have in delivering skills training and /or employment programs (e.g. 10 years +)?
- Have past agreements consistently demonstrated good results?
- How much experience does the organization have in delivering other federal programs or services? (e.g. 10 years +)
- Does the organization have indicators to monitor and evaluate the effectiveness of services and programs delivered? Are the results published or shared?
- Are service evaluations, client feedback, and data collected used to inform decisions on revisions to programs and services?
- Are interviews performed with program participants or with employers to determine if programs or services are easy to access and effective?

2. Staff Capacity

- Does the organization have the capacity and flexibility to meet the needs of clients if there are changes, such as increase service volumes if demand grows?

3. Management of Sub-Agreements

- Does the organization have experience in managing sub-agreement holders?
- How does the organization intend to monitor and manage these sub-agreements to effectively increase or improve their capacity to deliver?

Examples of Sources of Evidence

- Observations during field visits
- Program Compliance / Performance Reviews
- Program /Activity reporting
- Other analysis as required by program.

Examples of Best Practices

- Organizations use flexibility as available under their funding agreement to tailor policies and plans to the specific needs of their client population.
- Human resource strategies are in place to hire, train and retain the staff required to maintain services and their continuous improvement.
- The organization and the department receive periodic program reports that allow it to monitor progress in comparison to the operational plan and budget.
- Systems are in place to share such information with the client population in a way that is meaningful to them (e.g. through annual reports).

4.3 Assessment Rationale

Based on the information and answers documented in the Considerations section, the Assessment Rationale identifies and justifies the capacity level (i.e. Optimal and Enhancement Capacity, and Capacity Building).

4.4 Capacity Development Plan / Activities

If the assessment has identified opportunities to enhance or build its capacity, the Indigenous organization supported by SC may decide to establish a Capacity Development Plan (CDP) to outline initiatives and activities to strengthen its capacity. These activities are outlined by the organization and can include training, mentoring, and hiring of expertise. Indigenous organizations are not required to develop a CDP, though they may choose to.. Expenses to implement this plan may be eligible under the ISET program funding agreement so long as they are related to the management and delivery of the program.

The CDP tool offers a non-exhaustive list of activity options from which to choose, delete or add to, based on the specific needs. The activities become the basis for the CDP. Once an activity is identified, the detail on how the activity will be implemented and carried out is then added to the tool. This, then, becomes the CDP.

4.5 Capacity Assessment Category and Descriptor

The capacity assessment category identifies the overall capacity level of the organization. The capacity levels are as follows:

- **Optimal Capacity:**
 - The organization demonstrates an effective organization of its operations and sound practices on the majority of the aspects of its capacity relating to the management of or delivery of the program;
 - Overall, the organization has the following:
 - governance (considering variances in the size and range of services provided);
 - planning in place to manage potential impacts on services from foreseeable emergencies/service disruptions.
 - financial controls; and
 - Services are being delivered and results achieved.
- **Capacity Enhancements:**
 - The organization is pursuing certain improvements to aspects of its -management of or delivery of program and services capacity
 - **Overall, the organization demonstrates the capacity in each of the four elements assessed, similar to optimal capacity. Where additional needs or gaps have been identified, there may be opportunities for further enhancement which would result in the ability to provide increased/improved services, additional staff capacity, increased reporting of accurate results and improvements in service delivery to the service population.**
- **Capacity Building**
 - The organization is pursuing significant improvements to different aspects of its management of or delivery of programs and services capacity, or there is an identified need to build capacity to deliver the project successfully
 - Capacity building would address gaps identified that have a direct impact on the ability of the services to be provided and for results to be achieved. Capacity building activities may be identified in order to increase operational, financial, reporting and delivery functions.

4.6 Overall Assessment Rationale

The Overall Assessment Rationale is based on the assessment of all four factors. There is no set standard to weigh the different considerations of each organization, as the circumstances of each service delivery structure is unique.

When determining an organization's Overall capacity assessment category. It is important to note if areas of improvement were identified. Are these improvements essential to service delivery requirements, or are they areas that could simply be enhanced and would not impact on achieving the objectives of the program.

Annex A: Example Capacity Development Plan

CAPACITY DEVELOPMENT PLAN/ ACTIVITIES

JOINT CAPACITY ASSESSMENT TOOL INDIGENOUS SKILLS AND EMPLOYMENT TRAINING PROGRAM

Capacity Assessment Plan/Activities (optional)	
FACTORS	CAPACITY DEVELOPMENT PLAN/ACTIVITIES
GOVERNANCE/LEADERSHIP	<p>Capacity Enhancement or Capacity Building:</p> <ul style="list-style-type: none"> • Encourage membership in organizations such as the Aboriginal Financial Officer Association (AFOA) Canada that would provide guidance to the organizations in areas such as: <ul style="list-style-type: none"> ○ Certified Indigenous Leadership (CIL) ○ Certified Aboriginal Professional Administrator (CAPA). <p>Activities: Select board members will take courses from recognised entities.</p> <p>Timelines: Short term/Long term.</p> <p>Funds: Anticipated amount that will be required for training/workshop.</p> <p>Comments:</p>

Annex B: References

1. **First Nation Financial Management Board (FNFMB):** The First Nations Financial Management Board (FMB) supports First Nations across Canada to build good governance and finance practices.

Link: <https://fnfmb.com/en>

2. **Aboriginal Financial Officers Association Canada (AFOA)**

AFOA Canada (formerly Aboriginal Financial Officers Association of Canada) was founded as a not-for-profit association in 1999 to help Indigenous people better manage and govern their communities and organizations through a focus on enhancing finance and management practices and skills.

Link: <http://www.foa.ca/>

3. **Policy Transfer Payment**

Link: <https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=13525>

4. **Directive on Transfer Payment**

Link: <https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=14208>

5. **Verify organization corporate status for:**

Federal:

Link: https://www.ic.gc.ca/app/scr/cc/CorporationsCanada/fdrlCrpSrch.html?locale=en_CA

Provincial and territorial registrar websites:

Link: <https://www.ic.gc.ca/eic/site/cd-dgc.nsf/eng/cs04578.html>

Annex C: Definitions

Capacity:

Capacity is defined as the ability of an organization to fulfill its mission through effective leadership and governance, sound management, and the alignment of measurable outcomes with strategies, services, resources, and partners.


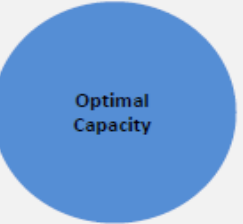
Capacity Development:

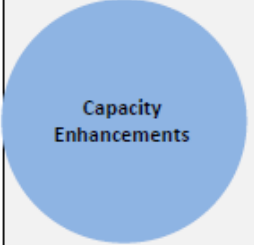
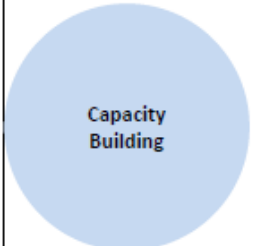
Capacity development is about developing the skills, knowledge, and the capacity of an organization to respond to challenges and provide effective and efficient services. During capacity development, Service Canada plays a supporting role bringing together its commitments and strengths.

Capacity Assessment Process:

Capacity Assessment is a joint process to understand an Indigenous organization's ability to deliver services through sound management, strong governance, and a focus on client service needs and results. It is a process that aims to guide and support an organization's efforts to increase its effectiveness (skills, resources, knowledge etc.) to achieve its objectives over the long term. It encourages continuous dialogue and a shared understanding between the Indigenous organization and SC.

Annex D: ISET Organizational Capacity Continuum

	Initial Assessment	Payment Frequency & Basis of Payment**	Financial Monitoring	Dialogue and Collaboration	Results Assessment
 <p>Modern Treaty Holders/Self-Governments</p> <p>Applies to Modern Treaty Holders with a Self-Government Agreement (SGA) only.*</p>	<p>Operational Plan and Budget submitted every 3 years.</p>	<p>Annually</p> <p>Pre-determined annual amount based on Annual Operational Plan (AOP) and cash-flow.</p>	<p>No financial monitoring for Modern Treaty Holders with a Self-Government Agreement (SGA).</p>	<p>Mid-year discussion</p>	<p>Results data is uploaded quarterly and reviewed during year-end results discussion.</p> <p><i>Where possible, an agreement holder's reporting to stakeholders, and other public information about the services delivered will be used to assess results.</i></p>
 <p>Optimal Capacity</p>	<p>Operational Plan and Budget submitted every year.</p> <p>Assess governance, planning, financial management, and delivering results using:</p> <ul style="list-style-type: none"> • Governance structure and membership • Operational Plan and Budget • Financial standards • Activity results (if available) • Monitoring results (if available) 	<p>Annually</p> <p>Pre-determined annual amount</p> <p>Initial payment with 5% holdback based on AOP and cash-flow.</p> <ul style="list-style-type: none"> • Hold-back payment linked to annual report. 	<p>1 onsite financial monitor, every two years.</p>	<p>Mid-year discussion</p> <p>Activities, opportunities, and challenges.</p>	<p>Results data is uploaded quarterly and reviewed during year-end results discussion, which includes budget and activities.</p> <p><i>Where possible, an agreement holder's reporting to stakeholders, and other public information about the services delivered will be used to assess results.</i></p> <p>Organizational Capacity is re-assessed at a minimum in year 4 and 8 or periodically on the request of the agreement holder or the Department.</p>

 <p>Capacity Enhancements</p>	<p>Operational Plan and Budget submitted every year.</p> <p>Assess governance, planning, financial management, and delivering results using:</p> <ul style="list-style-type: none"> • Governance structure and membership • Operational Plan and Budget • Financial standards • Activity results (if available) • Monitoring results (if available) <p>Some elements could be enhanced and could be outlined in an optional CDP.</p>	<p>Semi-annually</p> <p>Pre-determined annual amount</p> <p>2 payments with 7.5% hold-back based on AOP cash-flow.</p> <ul style="list-style-type: none"> • 2nd payment linked to submission of mid-year activity report. • Hold-back payment linked to annual report. 	<p>1 onsite financial monitor per year as a minimum, and linked to the enhancement activities identified in the CDP.</p>	<p>Mid-year discussion</p> <p>Activities, opportunities, and challenges.</p>	<p>Results data is uploaded and reviewed quarterly.</p> <p>Year-end results discussion includes budget and activities.</p> <p><i>Where possible, an agreement holder's reporting to stakeholders, and other public information about the services delivered will be used to assess results.</i></p> <p>Organizational Capacity is re-assessed at a minimum in year 4 and 8 or periodically on the request of the agreement holder or the Department.</p>
 <p>Capacity Building</p>	<p>Operational Plan and Budget submitted every year.</p> <p>Assess governance, planning, financial management, and delivering results using:</p> <ul style="list-style-type: none"> • Governance structure and membership • Operational Plan and Budget 	<p>Quarterly</p> <p>Achievement of pre-determined milestones (as defined in the AOP)</p> <p>4 payments with 10% holdback based on AOP and cash-flow, linked to predetermined milestones (submission of activity reports).</p> <ul style="list-style-type: none"> • First 2 payments are 	<p>1 onsite financial monitor per year as a minimum, and linked to the building activities identified in the CDP.</p>	<p>On-going discussion (minimum 2/year)</p> <p>Activities, opportunities, and challenges.</p>	<p>Results data is uploaded and reviewed quarterly.</p> <p>1 combined onsite activity & results monitor per year.</p> <p><i>Where possible, an agreement holder's reporting to stakeholders, and other public information about the services delivered will be used to assess results.</i></p>

	<ul style="list-style-type: none"> Financial standards Activity results (if available) Monitoring results (if available) <p>Key elements require improvement and could be outlined in an optional CDP.</p>	<p>advanced (Q1 and Q2).</p> <ul style="list-style-type: none"> 3rd payment is linked to submission of an activity report for Q1. 4th payment is linked to submission of an activity report for Q2. Hold-back payment linked to annual report. 			<p>Organizational Capacity is re-assessed at a minimum in year 4 and 8 or periodically on the request of the agreement holder or the Department.</p>

Recipient Audits: All organizations, with the exception of Modern Treaty Holders/Self-Governments, may be subject to a recipient audit.

CDP: A **Capacity Development Plan** outlines actions that could be undertaken to enhance or build capacity in the four areas below:

- Governance
- Planning
- Financial Management
- Delivering Results

* For **Modern Treaty Holders** without a Self-Government Agreement, a capacity assessment will be performed

** For advance payments such as predetermined amounts, a forecast of project expenditures is required.

Annex E: Contact



Please address all questions to:

NC-ABORIGINAL_PROG-PROG_AUTOCHTONE-GD@hrdc-drhc.net

Draft for discussion (May 2019)
Indigenous Skills and Employment Training Program (ISETP)
Monitoring Strategy

OVERVIEW

The ISETP monitoring strategy aligns the new capacity assessment model and aims to demonstrate accountability while supporting Indigenous service providers effectiveness. The strategy enables Indigenous service providers to maintain, enhance, or build their capacity in administering labour market programs and to support ongoing improvements in the quality of programs and services delivered through the ISETP.

The ISETP monitoring strategy builds on the four factors identified within the capacity assessment model for assessment:

- Governance/Leadership – ability to demonstrate leadership in the management of the organization and support in developing its capacity.
- Planning/Management – ability to demonstrate long-term sustainability through careful planning of its operations, administration, and management.
- Financial Management – ability to demonstrate controls (i.e. financial reconciliations, monitoring of Sub-Agreement Holders, etc.), accountability, effective use of resources and adapt to new opportunities or changes.
- Delivering Results – ability to provide quality services that meet the needs of clients and the community on a sustained basis.

RESULTS OF THE CAPACITY ASSESSMENT MODEL

The capacity assessment model assists the Department and Indigenous organizations in assessing organizational capacity elements, and identifying those areas that could be strengthened to support the management of the funding agreement, administration of labour market programs and achievement of ISET program objectives. Indigenous organizations and Service Canada regional staff jointly evaluated and came to a consensus on one of three capacity outcomes for each of the four capacity assessment factors during the implementation of the capacity assessment model in the Spring of 2019:

- Optimal Capacity;
- Capacity Enhancement; and
- Capacity Building.

Overall Capacity Assessment Results – Existing ISET service providers

The results of the Capacity Assessment has revealed that the majority of existing ISET service providers have high capacity in administering labour market programs as 63% of the 85 organizations have been assessed as optimal capacity. Ten of those Indigenous service provider are assessed as optimal capacity due to their self-government/modern treaty status.

The remaining service providers were assessed as Capacity Enhancement and with an adequate support from the Department may be able to reach optimal capacity over the next few years. A small portion of the existing service providers were evaluated as Capacity Building and more efforts will be needed to enable those organizations to reach optimal capacity.

Overall Capacity Assessment Results – New ISET service providers

Ten (10) new Indigenous service providers were added to the ISET network at the time of this report bringing the number of current ISET agreements to 95. Those included 4 self-government/modern treaty service providers, considered as optimal by default, as well as 6 new stand-alone agreements.

The capacity level for the 6 stand-alone agreements are largely capacity building or capacity enhancement. One was assessed as optimal capacity. The lower capacity levels of those new organizations are due to them delivering the ISET program directly for the first time and will likely improve in subsequent assessments with adequate support.

Identified Areas for Capacity Building

More attention will need to be given to the Financial Management and Delivering results factors. Those areas were assessed as providing more opportunity for improvement. Overall, the Governance/Leadership assessment results are rather strong.

It is important to keep in mind that even Indigenous service providers with an overall «Optimal Capacity» assessment result might still have the desire for further improvement. In particular, some service providers might have been assessed as «Optimal Capacity» overall yet capacity assessment results may have been less than optimal in one or more of the four assessment areas evaluated under the capacity assessment model.

CAPACITY DEVELOPMENT PLAN

Based on the information and observations documented in the Considerations section of the Capacity Assessment Tool, the Overall Assessment Rationale supports and justifies the global capacity result for Indigenous organization. In some cases, the assessment identified opportunities to maintain, enhance, increase, or build, the Indigenous organization's capacity in achieving the objectives of the ISETP.

If the assessment identified opportunities to strengthen its capacity, the Indigenous organization, supported by Service Canada may have decided to establish a Capacity Development Plan (CDP) to outline initiatives, activities and funding to maintain, enhance, increase or build its capacity. These activities were defined by the organization.

MONITORING STRATEGY

The overall global outcome of the capacity assessment determines the basis of payment and payment frequency, monitoring frequency, the reporting frequency, as well as the reporting requirements for the Indigenous organization. The reporting cycle is specified in the distinction based agreement and is based on the annual report due date.

Building on existing reporting requirements and cycles, the ISETP monitoring strategy is centered around key touchpoints that already form part of the agreement management process: The Annual Operational Plan; Mid-Year Discussion; Annual Report and Year-End Discussion; On-Site Monitors; Quarterly Client Data Uploads; and, Activity Reports (the last only applying to Indigenous service providers with «Capacity Building» and «Capacity Enhancement» status).

These key touchpoints are related to existing reporting requirements that allow Service Canada regional staff and Indigenous service providers to assess and re-assess capacity and the progress made toward achieving ISETP goals over the lifetime of the agreement. It also allows for more elaborate discussions on the support needed by Indigenous service providers to maintain, enhance, and build capacity and attain their goals. Flow charts with specific touchpoints and cycles are being developed to support Service Canada regional staff and Indigenous service providers.

Service Canada regional staff will focus on the capacity assessment factors identified as in need of strengthening in the capacity assessment, and/or of those actions and items identified in the CDP when seeking to provide support to the Indigenous service provider. Information, training and tools specific to the new monitoring approach will be developed to support Service Canada regional staff and Indigenous service providers.

OUTCOMES

The results of the monitoring strategy's ongoing key touchpoint activities will be captured and used to support Indigenous service providers maximize their capacity in administering labour market programs.

For example, an Indigenous service provider's capacity is dynamic and is subject to change (positive or negative) over time due to external or internal factors e.g. leadership changes, staff changes, new economic opportunities, etc.. Should any major changes occur, results of the monitoring strategy's ongoing key touchpoint activities will assist in determining if a capacity re-assessment should be performed at a time other than the predefined 4th and 8th year stated in the Agreement.

Monitoring strategy results will also be used to identify success factors that lead to achieving ISETP program goals and objectives.

Overall, in collaboration with Indigenous service providers, the results of the monitoring strategy's ongoing key touchpoint activities will inform adjustments to the ISETP and the monitoring strategy.

CONCLUSION

In addition to reducing and mitigating the risk associated with the ISEP agreement, the new ISETP monitoring strategy aims to support Indigenous service providers in maintaining, enhancing, and building capacity within each of the areas considered as essential to providing effective and efficient services.

The shift in the role of Service Canada regional staff in relation to monitoring will foster a positive relationship with Indigenous service providers and enable them to work together effectively with the common goal of increasing Indigenous service providers' capacity in administering labour market programs, demonstrating accountability, and supporting ongoing improvements in the quality of programs and services delivered through the ISETP.

This approach reflects SC's commitment to a renewed relationship with Indigenous organizations, one that is framed by principles of reconciliation, including recognition of rights, respect, co-operation, and partnership.

**Report on Recommendation 9 of the House of
Commons Standing Committee on Public Accounts'
*Report 6, Employment Training for Indigenous People***

May 29, 2019

Table of Contents

1.0 Introduction	1
2.0 Portfolio-wide Grants and Contributions Training	2
2.1 Overview	2
2.2 Grants and Contributions Certification: Front-Office Modules	2
2.3 Grants and Contributions Certification: Back-Office Modules.....	4
2.4 Common System for Grants and Contributions	5
2.5 Practical Application	5
2.6 Grants & Contributions (Gs&Cs) for Managers and Team Leaders	6
3.0 ISET-Specific Training	7
3.1 Overview	7
3.2 Existing Activities	7
3.3 Under Development	8
4.0 Negotiation and Partnership Development	9
4.1 Overview	9
4.2 Training	9
5.0 Diversity and Cultural Awareness	10
5.1 Overview	10
5.2 Training	10
6.0 Conclusion	11
Annex A	12

1.0 Introduction

In response to *Recommendation 9*, the Government of Canada presents the following report on training activities delivered to indigenous training program officers. The training currently being provided to program officers can be divided into four categories: Portfolio-wide Grants and Contributions training, ISET-specific training, training on negotiation and partnership development, and cultural-awareness training.

2.0 Portfolio-wide Grants and Contributions Training

2.1 Overview

The standard Grants and Contributions Practitioners (GCPs) curriculum is divided into ten online learning modules detailing recognized phases of the project life cycle: Planning, Application, Assessment, Recommendation and Approval, Agreement, Payments and Financial Management, Contribution Monitoring, and Close Out. These online modules must be completed within 30 business days of hiring. Subsequently, GCPs must complete two online courses to familiarize themselves with the Common System for Grants and Contributions. This online learning is followed by two classroom based practical training sessions of 30 hrs each as well as final examinations, to be completed within 12 months of hiring. Formal support, in the form of coaching, is available upon request. For more information concerning the mandatory curriculum for all GCPs, please refer to the [Portfolio-Wide Grants and Contributions Training Policy](#).

Managers follow an alternative training curriculum. For more information concerning the mandatory curriculum for GCP managers, please refer to the [Training Curriculum on Grants & Contributions \(Gs&Cs\) for Managers and Team Leaders](#).

Grants and Contributions Certification: Module 0 - Orientation to the Curriculum
Grants and Contributions Certification: Module 1 - Introduction to Grants and Contributions
Grants and Contributions Certification: Module 2 - Planning
Grants and Contributions Certification: Module 3 - Application
Grants and Contributions Certification: Module 4 - Assessment
Grants and Contributions Certification: Module 5 - Recommendation and Approval
Grants and Contributions Certification: Module 6 - Agreement
Grants and Contributions Certification: Module 7 - Payments and Financial Management
Grants and Contributions Certification: Module 8 - Introduction to Monitoring
Grants and Contributions Certification: Module 9 - Close Out
Common System for Grants and Contributions Phase I
Common System for Grants and Contributions Phase II
Practical Application: Module 1 to 6
Practical Application: Module 7 to 9
Grants & Contributions (Gs&Cs) for Managers and Team Leaders

2.2 Grants and Contributions Certification: Front-Office Modules

Grants and Contributions Certification: Module 0 - Orientation to the Curriculum

This one-hour orientation is intended to introduce learners to the learning path developed to support their learning, provide an overview of the curriculum, and identify "core competencies" that they will require to perform the functions and work objectives relative to their position.

Audience:	GCPs
Mandatory:	Yes
Duration:	1 Hour

Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Grants and Contributions Certification: Module 1 – Introduction to Grants and Contributions

This course provides participants with basic knowledge of Grants and Contributions (Gs&Cs), the Project Life Cycle, and key legislation, policies, systems and tools required to manage and administer Gs&Cs projects.

Audience:	GCPs (mandatory for Managers)
Mandatory:	Yes
Duration:	1 Hour
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Grants and Contributions Certification: Module 2 – Planning

This course is designed to provide learners with the knowledge of the components of the planning process as well as their role.

Audience:	GCPs (mandatory for Managers)
Mandatory:	Yes
Duration:	2 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Grants and Contributions Certification: Module 3 – Application

This module allows learners to understand how the department solicits and receives applications, and how to administer and apply the process associated with this.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	2 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Grants and Contributions Certification: Module 4 – Assessment

This module allows learners to acquire the skills and knowledge to assess and analyze applications with the appropriate tools and processes and to be able to negotiate and communicate effectively with the applicant. This course covers Environmental Assessments: providing learners with the knowledge and skills to determine when an environmental assessment is needed and to carry out such an assessment where applicable. It also covers Risk Assessment, Management and Mitigation; providing learners with the knowledge and skills to carry out risk assessment, management and mitigation processes.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	10 Hours
Method of Learning:	Online

Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf
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Grants and Contributions Certification: Module 5 - Recommendation and Approval

This module provides Grants and Contributions Practitioners (GCPs) with the skills and knowledge to prepare a recommendation report for a decision to approve or reject an application for funding and communicate the decision to the applicant.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	2 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Grants and Contributions Certification: Module 6 – Agreement

This module provides learners with the skills and knowledge to prepare and explain a legal agreement using the tools and processes in place. The learners also learn how to administer the agreement.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	2 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

2.3 Grants and Contributions Certification: Back-Office Modules

Grants and Contributions Certification: Module 7 - Payments and Financial Management

This module provides learners with the skills and knowledge of financial processes and tools in order to process claims and payments.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	6 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Grants and Contributions Certification: Module 8 – Introduction to Monitoring; Module 8A – Activity and Results Monitoring; and Module 8B Financial Monitoring

Module 8 focuses on the basic knowledge that GCPs need to know that applies to contribution monitoring in general. In Module 8A, learners will acquire the skills and knowledge to monitor project activities and to provide support to ensure adherence to an agreement. Meanwhile, Module 8B focuses on the knowledge and skills that Grants and Contributions Practitioners (GCPs) will need to administer the Financial Monitoring part of the Contribution Monitoring phase of the PLC.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	7 Hours
Method of Learning:	Online

Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf
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Grants and Contributions Certification: Module 9 – Close Out

This module allows learners to acquire the skills and knowledge of the various procedures and documents required to properly close a project file and write a close-out report.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	2 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

2.4 Common System for Grants and Contributions

Common System for Grants and Contributions Phase I

This self-directed course focuses on the basic knowledge that GCPs need to know to navigate the Common System for Grants and Contributions (CSGC). The CSGC Phase 1 Course includes the following 5 Modules: CSGC Introduction and Navigation, CSGC Project Set-Up, CSGC Assessment, CSGC Recommendation and Approval, and CSGC Agreement.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	4.5 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Common System for Grants and Contributions Phase II

This self-directed course focuses on the basic knowledge that GCPs need to know to navigate the Common System for Grants and Contributions (CSGC). The CSGC Phase 2 Course includes the following 7 Modules: CSGC introduction and Financial Management, CSGC Monitoring (Activity, Results and Financial), CSGC Amendments, CSGC Close Out, CSGC Project Maintenance, CSGC Post-project and CSGC Reports.

Audience:	GCPs (optional for Managers)
Mandatory:	Yes
Duration:	4 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

2.5 Practical Application

Practical Application: Module 1 to 6

Through a case study, this course provides learners with the opportunity to apply knowledge and skills acquired from online modules: Introduction through to Agreement.

Audience:	Gs&Cs Employees (optional for Managers)
Mandatory:	Yes
Duration:	30 Hours

Method of Learning:	Classroom
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

Practical Application: Module 7 to 9

Through a case study this course provides learners with the opportunity to apply knowledge and skills acquired from online modules: Payments and Financial Management, Monitoring and Closeout.

Audience:	Gs&Cs Employees (optional for Managers)
Mandatory:	Yes
Duration:	30 Hours
Method of Learning:	Classroom
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

2.6 Grants & Contributions (Gs&Cs) for Managers and Team Leaders

Grants & Contributions (Gs&Cs) for Managers and Team Leaders

The purpose of this training is to ensure a standard and consistent approach in the management, oversight and quality assurance of Grants and Contributions. This training is intended to clarify managerial roles and responsibilities throughout the project life-cycle so that GCP managers understand and are able to apply key delegation of authority responsibilities; gain greater awareness of the Departmental Internal Control Framework for Gs&Cs and links to the Departmental Fraud Awareness Strategy; and are able to apply escalation protocols to support proactive issues resolution.

Audience:	Gs&Cs Managers
Mandatory:	Yes
Duration:	19 Hours
Method of Learning:	Self-Study and WebEx
Policy:	http://iservice.prv/eng/college/business_line/gc/docs/training-policy.pdf

3.0 ISET-Specific Training

3.1 Overview

To facilitate the transition from ASETS to ISET, the department has developed a series of training activities for its GCPs. These activities focus on the major changes between the two programs and were made available to the regions as of the end of fiscal year 2018-2019. The department is now in the process of consolidating these activities into a standard curriculum that will be co-developed with Indigenous partners. The first module of this curriculum is expected to be launched by winter, 2019.

Introduction to the Capacity Assessment Model
Transitioning to the Indigenous Skills and Employment Training Program
Standard Data File Revised Elements Review
Employment Insurance Benefits Information System - Labour Market Development Agreements Access
ISET-Specific Program Training
Internal Change Management Plan

3.2 Existing Activities

Introduction to the Capacity Assessment Model

This training examines the differences between the old Risk Assessment Management and Mitigation (RAMM) model and the new Capacity Assessment model being introduced with the ISET program.

Audience:	GCPs working in NHQ and the Regions & Agreement Holders
Mandatory:	No
Duration:	2 Hours
Method of Learning:	WebEx

Transitioning to the Indigenous Skills and Employment Training Program

This slide-deck serves as an overview of the major differences that accompany the transition from ASETS to ISET. As such, it explores: the distinctions-based approach, capacity assessments, 10-year timespans for the agreements, and reduced administrative burdens. The slide-deck also reviews important changes to the program's Terms and Conditions, such as the expanded scope of eligible activities and expenditures and changes made to the contribution agreement.

Audience:	NHQ Employees, Regions & Agreement Holders
Mandatory:	No
Duration:	0.5 Hours
Method of Learning:	Slide-deck

Standard Data File Revised Elements Review

This discussion-based presentation focuses on changes to the Standard Data File that were made with the transition to ISET. This determines the type of program data collected by service providers to support reporting and service administration.

Audience:	NHQ Employees, Regions, & Agreement Holders
Mandatory:	No
Duration:	1.5 Hours

Method of Learning:	WebEx
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Employment Insurance Benefits Information System - Labour Market Development Agreements

Access

This training serves as an introduction to Employment Insurance Part 1 & 2, Section 25 referral authority processes and support systems under the Indigenous Skills and Employment Training program. It demonstrates the correct use of the Employment Insurance Benefits Information System (EIBIS) as well as how to resolve some common issues experienced when using the system.

Audience:	NHQ Employees, Regions & Agreement Holders
Mandatory:	No
Duration:	1.5 Hours
Method of Learning:	WebEx

3.3 Under Development

ISET-Specific Program Training

This training will build on knowledge acquired during the mandatory G&Cs training outlined earlier in this report. It will be comprised of a series of E-Learning modules that will be accessible to departmental employees via the departmental learning management system, SABA. The training to be co-developed with Indigenous partners will follow the project life cycle, focusing on areas where ISET deviates from the departmental norm. The introductory module for this course, is expected to be launched by fall 2019.

Audience:	GCPs & Agreement Holders
Mandatory:	Yes
Duration:	TBD
Method of Learning:	E-Learning

Internal Change Management Plan

The Department has developed an *Internal Change Management Plan* to facilitate the transition from ASETS to ISET. This plan seeks to identify knowledge gaps among Service Canada Staff regarding the new ISET program enabling the development of targeted training and communications materials for ISET program officers. The plan entails an employee survey and workshops with regional change leaders to be held in summer 2019, followed by region-led workshops in the fall. Further feedback from these workshops will inform the continued development of ISET-Specific Program Training.

4.0 Negotiation and Partnership Development

4.1 Overview

Optional courses that are currently available to all GCPs include: the *Fundamentals of Negotiation* as well as the *Fundamentals of Partnership Development*.

Fundamentals of Negotiation
Fundamentals of Partnership Development

4.2 Training

Fundamentals of Negotiation

This course will define negotiation, describe the conditions related to a successful Grants and Contributions negotiation, explain key elements of negotiation, the process and principles of negotiation; and identify barriers to negotiating Grants & Contributions projects as well as ways to overcome them.

Audience:	GCPs working at NHQ and in the Regions
Mandatory:	No
Duration:	4 Hours
Method of Learning:	Online & Classroom

Fundamentals of Partnership Development

This course will define partnership; explain what is required to bring people together to form useful and productive Gs&Cs partnerships; describe the key elements, principles, attitudes and skills required during the partnership process; examine common issues and concerns and provide possible solutions.

Audience:	GCPs working at NHQ and in the Regions
Mandatory:	No
Duration:	6 Hours
Method of Learning:	Online & Classroom

5.0 Diversity and Cultural Awareness

5.1 Overview

All new departmental employees are required to complete a series of mandatory courses within the first 90 days of their employment at ESDC. Among the various required courses is *The Richness of our Differences*, a course which focuses on the importance of diversity in the workplace. Additionally, in support of the Truth and Reconciliation Commission's Call to Action #57, ESDC's Indigenous awareness three-year training plan includes mandatory specific training for all employees and for segments of employees according to their role in the organization. Currently, this plan mandates that all employees complete a minimum of one indigenous awareness training activity per fiscal year.

Indigenous Awareness
The Richness of our Differences

5.2 Training

The Richness of our Differences

The overall goal of this 3-hour online course is to help participants adopt behaviours that foster an inclusive workplace, as they reflect on concepts related to diversity, cultural-awareness and perception, and how they can apply these concepts to their everyday working environment. By participating in this course, employees will understand the importance of being part of a diversified workforce. Specifically, they will be able to: respect diversity by valuing individual differences and to recognize the importance of self-declaration and self-identification. At the end of the course, they should have acquired two diversity-related departmental competencies: Respecting Diversity and Interpersonal Awareness.

Audience:	All ESDC Employees
Mandatory:	Yes
Duration:	3 Hours
Method of Learning:	Online
Policy:	http://iservice.prv/eng/college/departmental/topics/mandatory_training.shtml

Indigenous Awareness

In response to the Truth and Reconciliation Commission's Call to Action #57; concerning the responsibility of all federal departments to educate their employees on the history of Indigenous Peoples in Canada; ESDC has made available a wide array of courses, lectures, and materials (books, conference recordings, films, podcasts, etc.). It is mandatory to complete one indigenous awareness session per fiscal year.

Audience:	All ESDC Employees
Mandatory:	Yes
Duration:	Various
Method of Learning:	Various
Policy:	http://iservice.prv/eng/college/indigenous_awareness.shtml

6.0 Conclusion

In summary, ESDC is pleased to submit to the committee this report on training activities available to indigenous training program officers. The Department has set timelines for the review of existing training content, and these reviews will inform the continuous development of training as ISET evolves. In addition to training activities, the department has also developed an operational guide that serves as a comprehensive, single source framework for ISET program operations. The *ISET Operations Guide* is designed to be an 'evergreen' document that will be regularly updated as the program evolves. It is designed to ensure program consistency across Canada, so that ESDC employees can continue to provide effective support to indigenous service providers involved in program delivery.

Please see the following table for a brief overview of relevant training activities offered to ESDC staff:

TRAINING PROVIDED TO ISET & SPF PROGRAM OFFICERS
Portfolio-Wide Gs&Cs Curriculum
Grants and Contributions Certification: Module 0 - Orientation to the Curriculum
Grants and Contributions Certification: Module 1 - Introduction to Grants and Contributions
Grants and Contributions Certification: Module 2 - Planning
Grants and Contributions Certification: Module 3 - Application
Grants and Contributions Certification: Module 4 - Assessment
Grants and Contributions Certification: Module 5 - Recommendation and Approval
Grants and Contributions Certification: Module 6 - Agreement
Grants and Contributions Certification: Module 7 - Payments and Financial Management
Grants and Contributions Certification: Module 8 - Introduction to Monitoring
Grants and Contributions Certification: Module 9 - Close Out
Common System for Grants and Contributions Phase I
Common System for Grants and Contributions Phase II
Practical Application: Module 1 to 6
Practical Application: Module 7 to 9
Grants & Contributions (Gs&Cs) for Managers and Team Leaders
ISET-Specific Training & Materials
ISET Capacity Assessment Training
Transitioning to the Indigenous Skills and Employment Training Program
Standard Data File Revised Elements Review
Employment Insurance Benefits Information System - Labour Market Development Agreements Access
ISET-Specific Program Training <i>[Under Development]</i>
Internal Change Management Plan <i>[Under Development]</i>
Negotiation and Partnership Development
Fundamentals of Partnership Development
Fundamentals of Negotiation
Diversity & Cultural Awareness
Indigenous Awareness
The Richness of our Differences