

Contents

| | |
|--|----|
| Introduction | 3 |
| Background and Overview | 4 |
| Partnerships | 4 |
| Inuit Societal Values | 4 |
| Standardized Delivery | 6 |
| Learning Approach | 6 |
| Training Topics..... | 6 |
| Participant Training Evaluation Form and Analysis | 10 |
| Evaluation Form and Likert Scale | 10 |
| Office Manager Feedback - Territory Evaluation and Analysis..... | 12 |
| A. General Evaluation Mean Scores..... | 12 |
| B. Your Instructor Mean Scores | 12 |
| C. Training Topics Mean Scores | 13 |
| D. Hands-On Activities Mean Scores..... | 13 |
| E. Open-Ended Questions (Verbatim Responses) | 14 |
| Findings and Recommendations | 16 |
| Effective Training..... | 17 |
| Instructor Services..... | 18 |
| Interpreter Services | 19 |
| Translation Services | 20 |
| Registration | 21 |
| Progress Updates | 23 |
| Computer Resources..... | 24 |
| Participant Support..... | 25 |
| Honoraria Support..... | 26 |
| Travel Advances..... | 27 |
| Location and Facilities | 28 |
| DEA and CSFN Member Invitations | 29 |

Introduction

The Department of Education (Department) recognizes the value of the District Education Authority (DEA) and the Commission scolaire francophone du Nunavut (CSFN). The Department is committed to providing training and support so that every DEA and the CSFN has the same opportunity to fulfill their full potential and contribute to their communities and children's education.

The Department supports the Government of Nunavut's (GN) Turaaqtavut mandate and its Sivummuqaqalliajjutivut priority, "... *providing workplace education and training... with an emphasis on increasing Inuit employment ...*", by offering regional DEA and CSFN Office Manager training. This training focuses on office managers by providing on-the-job training, job related capacity building activities, and individualized after-care support.

The Department supports Inuit employment and development programs. Approximately 80% of DEAs and CSFN office managers and 67% of GN DEA Development Officers are Inuit.

The purpose of this document is to:

- (a) provide training highlights from the regional training events;
- (b) share participant post-training evaluation results; and,
- (c) provide recommendations for future training events.

Background and Overview

Starting in September 2019 and finishing in October 2019, the Department offered regional training to support DEAs and CSFN office managers.

| REGION | DATES | LOCATION | WORKSHOP LOCATION |
|-----------|-------------------------|---------------|-----------------------------------|
| Kitikmeot | September 17 - 19, 2019 | Cambridge Bay | Helen Maksagak Centre |
| Kivalliq | October 1 - 3, 2019 | Rankin Inlet | Katimavik Conference Room |
| Qikiqtani | October 22 - 24, 2019 | Iqaluit | Frobisher Inn & Conference Centre |

Partnerships

The Department believes in investing in relationships through trust and mutual understanding, and by engaging stakeholders in a common purpose – the success of DEAs and the CSFN. We recognize the importance of partnering with external stakeholders who have the expertise, knowledge and skills that complement and enhance ours. Forming partnerships with stakeholders is an essential key strategy to create opportunities and meet their needs, from their perspective.

An advisory team consisting of education stakeholders including Coalition of Nunavut District Education Authorities (CNDEA), DEAs and CSFN office managers and Department staff helped establish the scope, structure of the training and training methods to be used.

Funding for this training was provided by the Department's Partner Relations division budget.

Inuit Societal Values

An important component in the development of this training was to ensure that guiding Inuit Societal Value (ISV) principles were incorporated. Participant feedback indicated that the Department met their Inuit Societal Value goals.

One Inuit Societal Value the Department focused on was *Tunnganarniq* – being open, welcoming, and inclusive. To support an open, welcoming, and inclusive learning environment, the Department took many opportunities to welcome and support

participants from the time they received their training invitation, to the moment they returned to their home communities. For some participants, travelling from their home community to their regional training location was their first duty travel experience. Some participants were meeting each other for the first time.

Prior to the training event

The Department contacted participants many times prior to their training event, using a variety of communication methods including emails and phone calls. After registering, an individualized and welcome email confirming registration was provided to each participant.

Personal travel itineraries including information about their flights, training community, airport transportation options, and local restaurant possibilities were provided.

Department staff welcomed participants at the hotel and provided thoughtful consideration as to the contents of participant training packages, all of which helped participants feel welcomed and valued.

During the training event

To open the training event a welcome address was given by the Partner Relations Coordinator. Departmental staff were visible, accessible, friendly, and present throughout each training event. Staff were encouraged to talk with attendees and ask how they were enjoying the training and if they needed anything to help them successfully complete their training, or to make them feel more comfortable.

During the training, all participants were provided the opportunity to speak, ask questions, and share their personal experiences and knowledge. Active listening was encouraged for all Department staff, trainers, and participants. Beverages and food were offered at breaks.

The training ended with a fun goodbye. Everyone participated in a circle of celebration where completion certificates were distributed, and a final opportunity was provided for everyone to speak and share their experiences. All participants, trainers, and Department staff were personally thanked for their contributions before they left.

Ikajuqtigiingniq is another Inuit Societal Value the Department focused on - working together for a common cause. A main responsibility of the DEAs and CSFN is the administration of contribution agreements to support students. Training topics and activities were created to encourage positive working relationships between office managers and their DEA and CSFN members. Many participants have said they would like school principals to attend and work with them on their school budgets.

Standardized Delivery

To build on current successes, the Department contracted Nasajit Services to assist in the training material development and delivery in each region. The purpose of having one trainer was to ensure territory-wide consistency in the quality of training, as well as a standardized approach to its delivery.

The Department organized and facilitated the work of the advisory group, as well as worked with the contractor to ensure the training content and delivery methods met the intended quality and goals.

Learning Approach

Fostering positive learning and working environments helps to create welcoming training experiences where participants feel safe and ready to learn. To promote a welcoming and positive learning environment throughout the training, participants were encouraged to share their successes, knowledge, and experiences.

Another key learning element in the success of our participants is leadership opportunities. Throughout the training participants were encouraged to assist others; thus, providing leadership opportunities and building a community of learning within each region.

In keeping with adult learning principles, the training activities incorporated a mix of presentation styles such as PowerPoint, case studies and hands-on activities. The goal of the activities was to provide office managers with relevant practical activities and experiences of their daily, weekly, and monthly tasks.

Processes were built into the activities to bring together the training material and required tasks in a meaningful way. Participants expressed appreciation and support for these types of activities, indicating they helped them learn and be open to sharing their knowledge.

Training Topics

The topics and main learning objectives as listed in the following pages were identified as the essential training needs from stakeholder collaboration meetings, survey results and participant feedback evaluations.

In summary, office procedures, financial accountability and procedures, and administration of Department funded programs were identified as the most important training topics.

Office Manager Responsibilities

An introduction to roles and responsibilities of an office manager, including:

- Job description
- Confidentiality of information
- Phone and office etiquette
- Filing systems

Contribution Agreements

An overview of various funding resources, including:

- Government of Nunavut contribution agreements
- Contribution agreement funding schedules
- Third party programs and locally raised funds

Internal Controls

An overview on why and how to implement internal control processes, including:

- Efficiency and effectiveness of operations
- Safeguarding assets and funds
- Fraud prevention and detection
- Law and regulation compliance
- Reliability of financial reporting
- Timely preparation of financial information

Financial Reports and Budgets

An overview on the importance of financial reports, including:

- Discuss early decision making
- Evaluate needs, available funds, and risk
- Purpose of financial reports
- Developing a budget
- Interpreting a budget

Invoices and Payables

An overview on how to process invoices and payables, including:

- Invoice categories (recurring, purchase order and direct payment)
- Opening, sorting mail
- Coding and approvals
- Manual cheque register
- Managing signed vendor cheques
- Handling missing invoices
- Handling overpayments and double payments
- Processing payments
- Managing Co-op and Northern store accounts

Funding and Cheques for Deposit

An overview on how to process various funding resources, including:

- Receiving cheques
- Coding and approvals
- Sending cheques to bookkeeper for deposit
- Tracking contribution agreement payments
- Tracking direct deposit payments
- Following up on funds owed to the DEA and CSFN

Payroll and Honoraria

An overview of how to process payroll and honoraria, including:

- Timesheet deadlines and processing
- Overview of honoraria rates - GN Financial Administration Manual (FAM) 810
- Honoraria coding
- Completing Revenue Canada Agency's TD1 and TD1NU
- Issuing payments

Bookkeeper Reports

An overview on financial reports and preparing for a financial audit, including:

- Reviewing the bookkeeper's financial report package

- Discussing how financial reports relate to each other
- Utilizing the financial reports for decision making
- Preparing documents for yearly audit
- Preparing quarterly reports

Preparing Budgets

An overview on why and how to prepare a budget using financial reports, including:

- Utilizing the Department's budget templates
- Utilizing financial reports as source for budget development
- Demonstrating budget adjustments

Analyzing Reports

An overview on interpreting financial and budget reports, including:

- Financial responsibilities
- Analyzing financial reports
- Presenting financial reports to members
- Utilizing the Department's quarterly review budgeting template

Minutes and Motions

An overview on how to prepare and distribute minutes and motions, including:

- Organization and filing tips for pre and post meetings
- What to include and what to ignore in your minutes
- How to create motions
- Minute taking and motion templates were provided

2019 Nunavut Election

An overview on October's DEA and CSFN election, including:

- Pre-election administration responsibilities
- Post-election administration responsibilities
- Reviewing electoral documentation
- Pre and post election check lists were provided

Participant Training Evaluation Form and Analysis

Evaluation Form and Likert Scale

To provide a means of reflecting on the impact of the training provided to the office managers a post-evaluation feedback form was developed. Participants were asked to complete the evaluation form following the training. Responses were anonymous and participation was voluntary.

For the purposes of this report, an analysis of participant feedback will be reported by territory within the six specific sections referenced below. Participants had the opportunity to add written comments to each evaluation section. All participant written comments are included in this report and are presented verbatim.

The evaluation form used a 4-point Likert scale rating system for all questions. Responses were coded according to a scale that included

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; and 4 = Strongly Agree

The office manager evaluation form consists of six specific sections:

- (a) General - questions related to the general evaluation of the training;
- (b) Your Instructor - questions related to the training instructor's knowledge, professionalism, preparedness, participant interaction, engagement, and overall skills;
- (c) Training Topics - questions related to the training topics, organization, flow, clarity, time allocated, up-to-date information, coverage of topics and level of technical detail;
- (d) Hands-On Activities - questions related to the relevance of training activities, instructor's familiarity with activities, success in building practical skills, number of activities and time allotted to activities;
- (e) Like Most - an open-ended question about the training experience; and,
- (f) Improvements - an open-ended question about suggestions for improvements to the training.

A brief summary of the mean score (a value out of 4) will be reported for each section. A value of 3.0 or higher indicates strong agreement. Caution should be exercised applying this rating for training that involved a small number of participants, as results can be skewed by outlier ratings. Data gathered from previous and subsequent feedback surveys will allow for comparison and meaningful trends to be seen.

Office Manager Feedback - Territory Evaluation and Analysis

A. General Evaluation Mean Scores

The office manager's combined mean score for the training was **3.77**. This high value highlights that participants strongly agreed that the training met their expectations.

Figure 1: Responses to the Question, Regarding "General Evaluation" (Combined n=17)

| TERRITORY: Office Manager Feedback | | | |
|------------------------------------|--|--|-------------------------|
| A. | General Evaluation | 4-point Likert-scale rating for this survey indicated the following: 1 → Strongly Disagree; 2 → Disagree; 3 → Agree; 4 → Strongly Agree | Territory Combined Mean |
| | 1. Overall, the training met my needs. | <i>Overall Mean for General Evaluation, Question A1</i> | 3.77 |

B. Your Instructor Mean Scores

The instructor received a combined mean score of **3.88**. This indicates that office managers agreed the instructor actively invited questions, appreciated the instructor's knowledge, professionalism, and her ability to support participants on an individual basis.

Figure 2: Responses to the Seven (7) Questions Regarding "Your Instructor" (Combined n=17)

| TERRITORY: Office Manager Feedback | | | |
|------------------------------------|---|--|-------------------------|
| B. | Your Instructor | 4-point Likert-scale rating for this survey indicated the following: 1 → Strongly Disagree; 2 → Disagree; 3 → Agree; 4 → Strongly Agree | Territory Combined Mean |
| | 1. My instructor had a full understanding of the topics. | | 3.94 |
| | 2. My instructor actively invited questions. | | 3.88 |
| | 3. My instructor answered the questions asked. | | 3.88 |
| | 4. My instructor was available for individual help. | | 3.88 |
| | 5. My instructor conducted themselves in a professional manner. | | 3.88 |
| | 6. My instructor provided time for follow-up. | | 3.82 |
| | 7. My instructor was prepared. | | 3.88 |
| | | <i>Overall Mean for Your Instructor, Questions B1 - B7</i> | 3.88 |

C. Training Topics Mean Scores

The office managers agreed that the training time was allocated appropriately; content was current and was presented in a meaningful way. The office manager's combined mean score for training topics was **3.82**.

Figure 3: Responses to the Six (6) Questions Regarding "Training Topics" (Combined n=17)

| TERRITORY: Office Manager Feedback | | |
|--|--|-------------------------|
| C. Training Topics | 4-point Likert-scale rating for this survey indicated the following: | Territory Combined Mean |
| | 1 → Strongly Disagree; 2 → Disagree; 3 → Agree; 4 → Strongly Agree | |
| 1. The topics covered during the training met my needs. | | 3.77 |
| 2. The topics were organized. | | 3.88 |
| 3. We spent enough time on each topic. | | 3.82 |
| 4. The training covered up-to-date-topics. | | 3.88 |
| 5. The training covered the topics I need to do my job. | | 3.82 |
| 6. The training had the right amount of information per topic. | | 3.77 |
| <i>Overall Mean for Training Topics, Questions C1 - C6</i> | | 3.82 |

D. Hands-On Activities Mean Scores

The office manager's combined mean for all questions in this set was **3.83**. Results showed that office managers agreed the activities were relevant to their roles and responsibilities, practical skills were built, the number of activities and time provided was satisfactory.

Figure 4: Responses to the Six (6) Questions Regarding "Hands-On Activities" (Combined n=17)

| TERRITORY: Office Manager Feedback | | |
|--|--|-------------------------|
| D. Hands-On Activities | 4-point Likert-scale rating for this survey indicated the following: | Territory Combined Mean |
| | 1 → Strongly Disagree; 2 → Disagree; 3 → Agree; 4 → Strongly Agree | |
| 1. Overall, the activities met my needs. | | 3.77 |
| 2. The training activities were related to the training goals. | | 3.82 |
| 3. The instructor was familiar with the training activities. | | 3.88 |
| 4. The hands-on activities helped me build useful skills. | | 3.82 |
| 5. There were a right amount of activities per topic. | | 3.82 |
| 6. There was enough time to complete the activities. | | 3.88 |
| <i>Overall Mean for Hands-On Activities, Questions D1 - D6</i> | | 3.83 |

E. Open-Ended Questions (Verbatim Responses)

“What did you like most about the training?”

- Hands on training.
- The instructor was hands on trainer, very patient.
- Instructor made sure I understood everything.
- Thanks a lot for your amazing instruction. I look forward to next year.
- We used all the time appropriately.
- Food was great 😊
- I enjoyed the budgeting most about this training.
- This was well organized.
- This course was explained fully at the beginning, where to find everything on the USB. Awesome 😊
- The discussions and shared experiences about office ideas and processes.
- Practical hands on work.
- Good explanations.
- Hands on training.
- Using laptops, Word, and Excel.
- Hands on training.
- Working on budgets.
- Activities.
- I liked all of it.
- Need more time for training.

“How can we make this training better?”

- If they can have the training on later date such as late Fall (October) due to flight cancellations due to weather
- Can we please learn the leave and attendance and everyday job
- Bounced around a bit, but with good cause. Perhaps figure out the road plan ahead of time
- You’ve done a really great job this year
- Already fine
- Instructor is already good

- Have managers bring their current budgets, expense reports and financials to look through while training for better understanding. Can also find item lines that should be looked into. More relatable
- Topic idea – Outgoing correspondence: Flow through government; when a formal letter/email/phone call is appropriate
- Not sure
- Everything is good
- Basic Excel and Word help and training would be a great addition
- Nothing
- Take more breaks
- Everything is good

Findings and Recommendations

The Department recognizes that a successful training program is a work in progress, and the training cycle is not complete without an evaluation of training's effectiveness, which leads to decision-making and planning for future training. Accordingly, the Department has an informative post-training evaluation that helps establish the learners' perception of whether or not the course helped them attain their learning objectives.

This section identifies key findings and recommendations for future DEA and CSFN Office Manager Training workshops. The intent is to ensure that future training builds upon the successes of past regional training events.

It is also intended to ensure challenges or areas for improvement that were noted by participants, trainers and/or those responsible for overseeing the training, are considered in future planning and implementation efforts. All recommendations are intended to support capacity and development within the DEA and CSFN organizations.

This section encompasses reflections and recommendations related to the following areas:

- Effective Training
- Instructor Services
- Interpreter Services
- Translation Services
- Registration
- Prioritizing Inuit Societal Values

Effective Training

Investing in human capital is a prudent decision for every organization. The Department understands that training makes better employees, and better employees make better organizations. It is important to consider evaluation by return on investment, such as

- 1) Training Costs
 - design
 - development
 - promotion
 - administration
 - delivery
 - materials
 - facilities
 - travel
 - accommodations

- 2) After Training Benefits
 - labour savings
 - productivity increases
 - turnover costs

- 3) Budget Limitations

Participant feedback was positive with high Likert scale ratings in each post-training evaluation category. Additionally, insightful feedback was received in the open comment sections.

Office managers acknowledged that the training is a refresher and that it is important for them to attend each year to develop their skills and strengthen their knowledge.

The Department recognizes that office managers' skills are varied within each region. To overcome the wide-ranging skill issue, a *community of learning* environment was promoted where participants with more experience and knowledge were encouraged to support novices.

Recommendation: Continue to offer training and after care supports that will motivate and provide meaningful training experiences for the wide-ranging skill set of office managers.

Instructor Services

When planning the training sessions, the Department established the *DEA and CSFN Office Manager Training Advisory Group*. This Advisory team developed a set of required criteria for the training events. They did this based on principles of adult learning and the desire to provide effective learning in multiple formats, including visual and hands-on methods.

Through consultations and a survey, the Advisory team identified training topics. While these topics were similar for the territory, each region's needs were reflected in their hands-on activities. Each year activities are determined by feedback from previous evaluation forms, discussions, and each DEA and CSFN's most recent financial audit reports.

The Advisory team's intent is to ensure consistent and high-quality instruction as well as standardized training resources and learning outcomes.

The following criterion was used to select the training provider:

- i) specialized and unique knowledge of DEA and CSFN financials;
- ii) protocols and procedures that are specific to the DEA and CSFN;
- iii) the ability to deliver consistent, standardized, and sustainable territory-wide training;
- iv) capable of performing work efficiently within travel schedule set by the external auditors; and
- v) established relationships with DEAs and the CSFN in a bookkeeping capacity.

Nasaijit Services, a locally owned accounting, bookkeeping, and financial service provider was contracted to deliver territory-wide training. The contractor made one-on-one time available for all participants, which was over and above contractual agreement expectations.

Participants expressed appreciation for this personalized attention and service. Participants stated during informal and formal feedback that having a consistent trainer was important to them.

Recommendation: Continue to contract Nasaijit Services for future office manager training services.

Interpreter Services

The Department is committed to providing participants with the opportunity to learn and engage with others in their language of choice. Through the registration process participants were asked if they wanted interpreter services during the training sessions.

The Department received no interpreter service requests.

Recommendation: Continue to offer and provide quality interpreter services.

Translation Services

The Department recognised the concern among some DEAs that training resources were not translated into Inuktitut. In 2018, training resources were translated into Inuktitut. Inuinnaqtun training resource translations began in 2019.

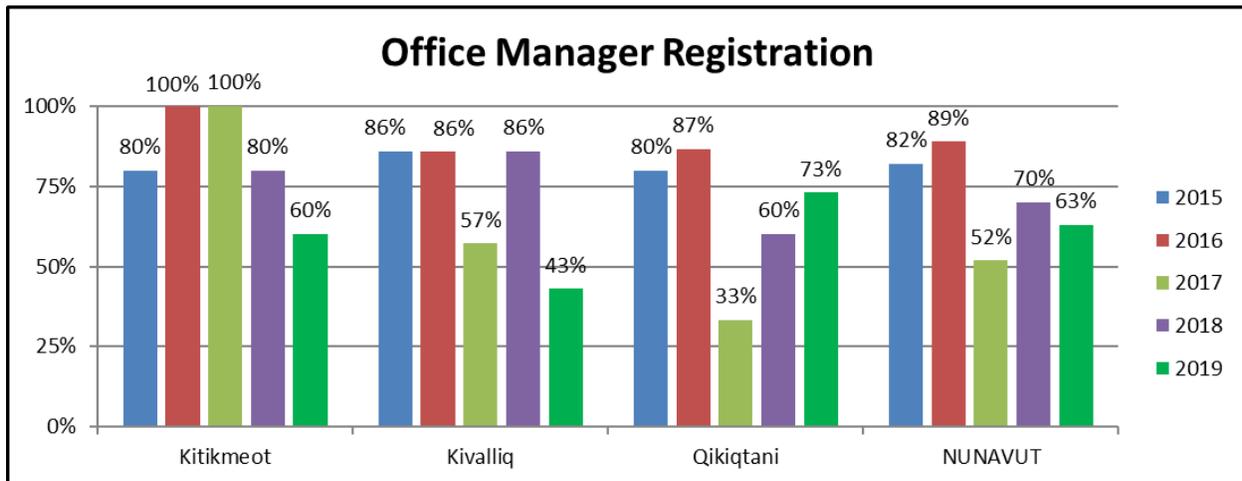
It is noted that DEAs have adopted a standardized DEA Office Manager's job description which states office managers be able to read and write effectively in either Inuktitut or Inuinnaqtun, and in English.

Recommendation: Based on feedback, GN guidelines and to improve the learning experience of all participants, continue to translate presentation materials to Inuktitut and Inuinnaqtun.

Registration

In this section, office manager registration is analyzed. This graph highlights office manager registration by region and territory over the last five years. Because of the small number of participants in the regions, trend analysis results tend to be skewed when reporting by individual region. When registration data is viewed as a territory, we see the training is well attended, but is on the decline.

Figure 5: Percentage of Office Managers registered over the last 5 years. Reported annually, by region and summarized for the territory.



Note: The results shown represents the five most recent years of data.

The Department is committed to strengthen training awareness and value through effective communication strategies and prioritizing Inuit Societal Values. Examples include:

Training Awareness and Support

- Building support by employing three DEA Development Officers, one position located in each region.
- Building awareness by providing invitations in all Nunavut official languages.
- Building support by inviting CNDEA representative to attend and present at live training events.
- Building support by providing after-training follow-up as requested by office managers.

Prioritizing Inuit Societal Values

- Being respectful by incorporating training feedback and suggestions from the CNDEA and office managers into next year's training.
- Being inclusive by ensuring all department staff and presenters incorporated respectful and engaging language and provided participants opportunities to learn and express themselves in their language of choice.
- Being culturally respectful by providing training materials in Inuktitut language.
- Building positive relationships with participants through communication touchpoints, community visits, phone calls and emails.

Recommendation: Continue to incorporate the Training Awareness and Support and Prioritizing Inuit Societal Values related activities listed above into future training events.

Progress Updates

The Department of Education is encouraged and determined to build on the successes of past training events. This section tracks historical challenges and areas of concern that were noted by participants, trainers and/or those responsible for overseeing the training.

The Partner Relations division took action to resolve these challenges and concerns to ensure stakeholders received the best service and resources available to support their professional development and build organizational capacity.

Implementing the recommendations require a strong commitment from the Department. This includes a stable and ongoing commitment to fund this training, as well as to help navigate the various challenges that may surface throughout the lifecycle of this training initiative.

Below outlines the background summary, recommendations, and the work that was done to meet the needs of our stakeholders for the following areas:

- Computer Resources
- Participant Support
- Honoraria Support
- Travel Advances
- Location and Facilities
- DEA and CSFN Member Invitations

Computer Resources

Background: Computers and Microsoft software are used for the majority of the training. This provides an opportunity for participants to learn in a realistic working environment.

Each year securing suitable computer resources for these training workshops is a challenge. Despite these challenges, the Department was successful in sourcing external computer equipment and/or computer laboratory space for all regional workshops.

When DEA members attended this training, the ratio of one computer for every DEA representative team (office manager and member) created opportunities for teamwork. It is noted that some members demonstrated appropriate technical skills, software knowledge and the desire to work on their own.

Appropriately, the opportunity for members to self-nominate should they like to work on their own computer was accommodated. In the future, additional resources may be required as more members request to work independently.

Recommendation: The Department to purchase a minimum 20 suitable laptop computers and software to use in future training events.

Result: In 2018 the Department secured 24 laptop computers, Microsoft software and two hard shell computer travel cases. The Department's Information Technology (IT) division will provide IT support, as required. The Department has computer resources to support training in the territory for up to 24 participants.

Participant Support

Background: Some of the DEA members who chose to work independently on a computer expressed concerns that the computer-based activities moved too fast for them. Limited experience working with the Excel-based software, and limited data entry skills contributed to the concerns expressed by some members.

To support all participants, the Department determined the best course of action would be to increase the trainer to participant ratio during the computer-based activities. The Department added up to four departmental staff to the training team:

- 1) Regional Finance Manager;
- 2) DEA Development Officer;
- 3) Partner Relations Coordinator; and
- 4) Assistant Partner Relations Coordinator

The training team played a significant role in supporting participants' success. Their participation also brought additional benefits to the training including:

- a) additional team building opportunities for Regional School Operations, members, and office managers;
- b) modelling of positive and inclusive learning environments; and
- c) increased awareness of individual office manager strengths and identifying individual training and development needs.

If the Department intends to continue to provide members the choice to work independently on the computer-based training tasks, it may be necessary to provide additional support for those individuals during computer activities. Other options could be to provide alternative tasks for members without prerequisite computer skills, which would require less data entry and enable them to work at their own pace.

Recommendation: Continue to provide additional coaching supports for participants, as needed.

Result: Participants said they were supported and were able to complete the paper and computer-based training activities.

Honoraria Support

Background: Honoraria application and remuneration processes were identified as areas where communication can be improved for DEA and CSFN members.

To meet this need and to limit misunderstandings, supporting documents such as, FAM 810 - Honoraria were included with their invitation packages.

Communication was enhanced leading up to each region's event and several reminder emails were sent highlighting honoraria application processes, approved rates, departmental deadlines, and processing responsibilities.

Recommendation: Continue to build honoraria awareness by communicating government regulations and remuneration processes through improved communication.

Result: All pre-registered participants received their honoraria. There were no known grievances surrounding honoraria.

Travel Advances

Background: Per diem advance application and remuneration were identified as areas where communication can be improved. To meet this need and to limit FAM misunderstandings, supporting documents such as, FAM 820-1 Duty Travel were included with their invitation packages.

Communication was enhanced leading up to each region's event and several reminder emails were provided. These reminders highlighted application processes, approved rates, and departmental deadlines.

To support finance operations and maintain seamless processing, participants were asked to complete a Vendor Update Request form. Accordingly, participant vendor accounts were set up in advance and/or updated with current information.

Recommendation: Continue to build per diem advance awareness by communicating government regulations and remuneration processes through improved communication.

Result: All pre-registered participants received per diem advances. There were no known participant grievances surrounding per diem advances.

Location and Facilities

Background: Providing a quality learning environment with appropriate resources for all participants is important.

Managing the logistical training needs posed a challenge due to accommodation availability and facility considerations, especially as it related to hands-on computerized training activities.

The Department identified the following locations and facilities as suitable training sites for regional workshops:

- Kitikmeot: Cambridge Bay, Helen Maksagak Centre, First Floor Boardroom
- Kivalliq: Rankin Inlet, Katimavik Suites & Conference Room
- Qikiqtani: Iqaluit, Frobisher Inn, Conference Rooms

Recommendation: Continue to plan and organize the workshops in advance so that suitable accommodations, training facilities and resources may be secured.

Result: There were no known grievances regarding training location and/or facilities.

DEA and CSFN Member Invitations

Background: The Department continues to support the CNDEA's recommendations to include members at the office manager training events. Given the important role that members play in operational budgeting and fiscal responsibility one member from each DEA and the CSFN was invited to attend the training along with their office manager.

Recommendation: Continue to evaluate this opportunity on a year by year basis.

Result: Many members took advantage of this training opportunity. Attending members expressed appreciation for the opportunity to be involved and felt it contributed to their overall understanding of their financial roles and responsibilities.