

Rose Sellars

From: Karen Moir <Karen.Moir@aandc-aadnc.gc.ca>
Sent: August-21-15 10:23 AM
To: Rose Sellars
Cc: Diane Billingsley; prema.ladchumanopaskeran@servicecanada.gc.ca;
susan.glynnmorris@servicecanada.gc.ca
Subject: RE: RE: FW: Next FNEC Meeting Proposed Agenda Item-ESDC Funding Query.
Attachments: Karen Moir.vcf

Dear Rose,

I am writing with regards to the inquiry on a recent ESDC announcement about funding for skills training in the North. I have spoken with Prema, the Senior Development Officer at Service Canada here, and would like to relay the information that she as provided.

The announcement was the result of an existing funding program and an unsolicited proposal from Nunavut. This program is nationally managed and the community consultations have been closed for some years. It is concerning Literacy and Essential Skills and all the information is available at this link: <http://www.esdc.gc.ca/eng/jobs/les//index.shtml>. It is possible to send general inquiries via the web form under "Contacts", but no one is likely to be available to present at your next FNEC meeting. Prema suggested that you review the requirements and collectively consider what a "national in scope" proposal could look like (possibly complimenting the ASETS work). Specific questions could then be sent online to help prepare a submission for the program.

Prema was encouraging, so I do hope that there is enough information available on the webpage for you to examine your options for accessing the funding.

Very best,
Karen

Karen Moir

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>>> <prema.ladchumanopaskeran@servicecanada.gc.ca> 8/21/2015 8:53 AM >>>

Good morning Karen,

Hope the e-mail finds you well. My apologies for this delay in reply, it was a little challenging responding to e-mails while at a training with very limited access.



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Literacy and Essential Skills

Literacy and essential skills:

- are needed for work, learning and life;
- are the foundation for learning all other skills; and
- help people evolve with their jobs and adapt to workplace change.

Through extensive research, the Government of Canada, along with other national and international agencies, has identified and validated key literacy and essential skills. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity.

- [**Funding for Organizations**](#)
- [**Skills Definitions and Complexity**](#)
- [**Essential Skills Profiles**](#)
- [**Videos, Podcasts, and Webinars**](#)
- [**Tools, Assessments, and Training Support**](#)
- [**Success Stories**](#)
- [**Contact Us**](#)
- [**Consultation and Engagement**](#)

Literacy and essential skills information is provided by the Office of Literacy and Essential Skills. Read more about their mandate.

- ▶ Why have essential skills been developed?
- ▶ How were the essential skills developed?

Date modified: 2013-12-18



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Funding: Literacy and Essential Skills

Policies and Standards

- [Service Standards for Funding Programs](#)
- [Official Languages](#)
- [Access to Information and Privacy](#)
- [OLES Project Database](#)

Funding Channels

Most requests for funding, by the Office of Literacy and Essential Skills (OLES), are through Call for Concepts (CFCs) and Call for Proposals (CFPs). However, we may periodically solicit proposals outside a Call process and occasionally accept unsolicited proposals.

- ▶ Call for concept papers and Call for Proposals
- ▶ Solicited Submissions
- ▶ Unsolicited Submissions

Eligibility

Follow-Up

Eligibility

Please note: OLES does **not** provide funding for training services or for the operating needs of training providers. Its efforts complement those of provincial and territorial governments, which are the primary funders of LES training services.

To ensure that your organization and proposed project are eligible for funding, please review the following eligibility criteria before you apply.

Who can apply?

The following organizations can apply:

- Not-for-profit organizations;
- For-profit organizations – (For-profit organizations may be eligible for funding provided that the nature and intent of the activity is non-commercial, not intended to generate profit, and supports program priorities and objectives);
- Municipal governments;
- Aboriginal organizations (including band councils, tribal councils and self-government entities); and
- Provincial and territorial governments, institutions, agencies and Crown Corporations.

Basic Objectives

Projects must support at least one of the following basic objectives:

- **address employability issues** by developing LES knowledge and/or resources that help adults get jobs or improve their employment prospects;
- **address workplace issues**, including digital skills challenges, by developing LES knowledge and/or resources that help adults perform better in their jobs and advance in the workplace; and/or
- **fill knowledge gaps** by developing LES knowledge and/or resources for adults that improve our understanding of what works for adult LES.



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Any organization receiving funding is required to report on the results achieved.

Core-funded organizations are required to complete the Annual Performance Report, while project partners are required to complete the Project Results Report.

Annual Performance Report and Environmental Scan (for core funded organizations)

Organizations that receive core funding will be required to complete the Annual Performance Report (APR) and environmental scan in order to report on overall performance. The report asks the organization to critically analyze how it is managed, what it has achieved and what it plans to achieve.

Organizations are required to complete the APR which includes information on:

- basic profile and budgetary information on the organization
- a self-assessment of their performance (how it is managed) in the following seven areas:
 - governance
 - results and performance
 - risk
 - people
 - stewardship
 - client-focused service
 - accountability
- actions to be taken to close gaps in performance among the seven areas noted above
- a review of results in terms of what it plans to achieve (outputs and outcomes)
- an environmental scan which provides details on the state of literacy and essential skills in their particular jurisdiction or areas of expertise