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Q1. The Basis of Payment of Annex “B” on page 29 of 34 makes no distinction between the prices to be proposed for courses at the vendor and courses that will be offered at Employment and Social Development Canada or by distance learning. Are you looking for a single price for delivery of the services, regardless of where they will be provided? If this is the case, the rate will be higher due to costs at our premises and it seems to us that it would be more advantageous for you to have two costs, depending on the training site.

A1.

- We request a price for group training and a price for individual training.
- We request a price for different regions (Montreal Metropolitan Area, Quebec Region and National Capital Region).
- We have not requested different prices for the Department’s Classrooms or the vendor’s Classrooms.

Q2. Could you specify the meaning you give to “training plan”? You give examples on page 9 of 34 and in Annex 1, but this is not clear. What distinction do you make between a training plan and a training schedule? Is this a report accompanied by a “game plan” (elements requiring work, learning rhythm, initial course offering, final objective, duration, etc.) or a general training plan (training start and end dates, material to be used, etc.). Could you specify your expectations?

A2. We want to verify the supplier’s ability to place certain elements of the training plan in a general training template.

Q3. Concerning English teachers, as you surely know, there is much less demand for training in English as a second language in the NCR. It is therefore difficult to find teachers who have 750 hours of teaching per year, because the majority of Francophones are bilingual. It is possible to consider this reality for ESL? For example, an excellent teacher who has worked with CSPA for 3 consecutive years can never reach 750 hours in one year.

A3.



- One year of experience corresponds to 750 hours taught. The teacher may have accumulated his or her hours over several years. However, he or she may not have accumulated more than one year of experience on one calendar year. For example, a teacher could have accumulated 2250 hours over 10 years and would be recognized as having 3 years of experience. In a case where a teacher accumulated 2250 hours in 2 years, only 2 years would be recognized.
- If the teacher has a Bachelor's degree in the specified fields, he or she only needs 750 teaching hours.

Q4. It is mentioned in point 2, 3rd paragraph, Section 8.0 "Deliverable Products, Milestones and Schedule", page 26 of 34 that the progress report template to be used is provided in an annex. Unfortunately, there is no such annex.

A4. See attachment.

Q5. With respect to M.7. and M.8., please clarify whether the required sample training plans are for full-time or part-time courses or for both. If they are for part-time courses, it is not clear how they can be adapted to a part-time schedule. It is impossible to cover each of 5 levels in 12 weeks of part-time training.

Q5. The required sample training plans are for full-time training.

Q6. With respect to the template provided in Annex 1, it is a session calendar and not a training plan template. Please clarify if we are expected to complete the provided session calendar template and also to provide copies of training plans. If so, how many training plans would you like?

R6. We would like to verify the ability of the providers to place some elements of the training plan in the templates. This is a basic planning exercise.

Q7. If you indeed require complete session calendars only (and not training plans), won't all offerors submit the same training calendar since it is a standardized document? How will you differentiate each proposal since the majority of responses are going to be identical?

R7. Some providers may have more experience than others which can make a difference in how they answer.



Q8. In Annex 1, you have provided a CEWP template but the PFL2 template is missing. Please provide it.

A8. The PFL2 is in the French version of the Statement of Work. (We will include a copy)

Q9. With respect to R1, can we provide references outside of the official languages program?

A9. If your reference to the official languages program means second language training using the CEWP or the PFL2, yes you can provide references about second language teaching outside of these programs.

Q10. What is the relationship between this RSO and RFP 100,000,248 of March 2015?

A10. No specific relationship. The new RSO is to meet the needs of the entire Department and not a specific Branch.

Q11. Would it be possible to have an estimate of the value of the contract?

A11. Approximately \$850,000 per year.

Q12. Could we have an estimate of the number of students? How many individual students and how many in groups?

A12. We estimate 800 learners for full-time and part-time group training. We estimate 200 individual participants.

Q13. What is the proportion of Anglophone students compared to Francophone students?

A13. According to our current data in the National Capital Region, the proportion of English as a Second Language students is a little under 20%. In the Quebec region, all training will be in English as a Second Language.



Q14. Is it possible to bid only for French courses?

A14. Unfortunately no. In the National Capital Region we are looking for vendors for courses in French and English as a second language. For the Quebec Region, we are looking for vendors for English courses only.

Q15. What is the proportion of courses given at ESDC and on the contractor’s premises?

A15. Most of the part-time group courses will be at ESDC and the full-time training will be mainly at the vendor’s premises.

Q16. You are asking for the teacher’s hourly rate. Will the contracts be made with the school or directly with the trainers? We are an institution. How do we reflect the cost of the institution as well (work performed by the administration, invoicing, work of the pedagogical advisor)? Please specify.

A16. The hourly rate includes the cost of the institution’s services and any other costs (administration, invoicing, work of the pedagogical advisor, etc.).

Delete this table:

National Capital Region		
Training in French or English as a second official language	French teacher’s hourly rate	English teacher’s hourly rate
Full-time or part-time group* at the vendor or at the Department, in the classroom or by distance learning.		
Full-time or part-time individual, at the vendor or at the Department, in the classroom or by distance learning.		

*Group: includes 2 to 8 learners



Quebec Region (Quebec City, Shawinigan, Jonquière, Chicoutimi, Sept-Iles)** (except Montreal Metropolitan Area)	
Training in English as a second official language	English teacher's hourly rate
Full-time or part-time group* or individual at the vendor or at the Department, in the classroom or by distance learning.	

*Group: includes 2 to 8 learners

** and other cities of the region where demand could be identified

Montreal Metropolitan Area (including Boucherville & Laval)	
Training in English as a second official language	English teacher's hourly rate
Full-time or part-time group* or individual at the vendor or at the Department, in the classroom or by distance learning.	

*Group: includes 2 to 8 learners

Replace with this new table

National Capital Region		
Training in French or English as a second official language	Hourly rate for training – in French	Hourly rate for training – in English



Full-time or part-time group* at the vendor or at the Department, in the classroom or by distance learning.		
Full-time or part-time individual, at the vendor or at the Department, in the classroom or by distance learning.		

*Group: includes 2 to 8 learners

Quebec Region (Quebec City, Shawinigan, Jonquière, Chicoutimi, Sept-Iles)** (except Montreal Metropolitan Area)	
Training in English as a second official language	Hourly rate for training – in English
Full-time or part-time group* or individual at the vendor or at the Department, in the classroom or by distance learning.	

*Group: includes 2 to 8 learners

** and other cities of the region where demand could be identified

Montreal Metropolitan Area (including Boucherville & Laval)	
Training in English as a second official language	Hourly rate for training – in English
Full-time or part-time group* or individual at the vendor or at the Department, in the classroom or by distance learning.	

*Group: includes 2 to 8 learners



Q17. Can you clarify how the same pedagogical advisor can qualify for supervision of English and French courses, in view of criteria O4, O5 and O6?

A17. There are teachers and pedagogical advisors who are qualified and experienced in teaching both French and English as a second language.

For example: a bilingual pedagogical advisor whose academic training is a Bachelor's degree in Adult Education Teaching a Second Language, who taught French as a Second Language for a few years and who subsequently was hired as a pedagogical advisor of a team of English as a Second Language teachers.

Q18. We have noticed that only the training plans and reference feedback will be rated and that no points are awarded for the experience of the teachers, the pedagogical advisors and the school. Shouldn't these criteria also be taken into account?

A18. The vendors will be evaluated on the quality of their services and the results obtained instead of on the basis of the years of experience of the proposed resources.