



**Procurement and Contracting Services**  
30 Victoria Street, Gatineau QC K1A 0M6

[Supplier@elections.ca](mailto:Supplier@elections.ca)

**REQUEST FOR INFORMATION**

**Office of the Chief Electoral Officer File No.:**  
ECGZ-RFI-17-0042

<b>Title:</b> learning services	<b>Date:</b> April 25, 2018
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**Closing Date and Time:**  
May 15, 2018 at 2:00 p.m. EDT

**ENQUIRIES**

Address enquiries to:

[Supplier@elections.ca](mailto:Supplier@elections.ca)

<b>Attention:</b> Galina Zhukov	<b>Tel No.</b> 819-939-1486
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**RESPONSES**

Submit responses to:

[Supplier@elections.ca](mailto:Supplier@elections.ca)

This Request for Information (“RFI”) contains the following information:

- PART 1. Background and Purpose**
- PART 2. Nature of Request for Information**
- PART 3. Nature and Format of Responses Requested**
- PART 4. Response Costs**
- PART 5. Treatment of Responses**
- PART 6. Official Languages**
- PART 7. Information Requested by Elections Canada**
- PART 8. Format of Responses**
- PART 9. Enquiries**
- PART 10. Submission of Responses**

#### **Appendix**

Appendix A – Learning Areas of Interest

Appendix B – Questions to Industry

Appendix C – EC Employees and Training Topics

## REQUEST FOR INFORMATION

learning services

### 1. Definitions

These definitions shall apply equally to both the singular and plural forms of the terms defined, and words of any gender shall include each other gender when appropriate.

Bound	a stack of individual sheets bound together with a staple or other;
CEOC	the Chief Electoral Officer of Canada;
Contractor	the company providing Resources;
Course	a structured learning event during which learners learn about particular subject(s) through lessons, lectures and activities;
EC	the Office of the Chief Electoral Officer of Canada, also known as Elections Canada;
ECHQ	EC facilities located at 30 Victoria Street, Gatineau, Quebec;
Identified User	the EC Project Authority;
NCA	the National Capital Area;
Resource	the instructor;
TBS	the Treasury Board of Canada Secretariat;
Training	the combination of Courses proposed by the Contractor and delivered by the Resources;
Training methods	an overall plan for systematic presentation (of a subject) based upon a selected approach; <sup>i</sup>
Techniques	the specific activities manifested in the classroom that are consistent with a method. <sup>ii</sup>

## **2. Background and Purpose**

### **2.1. Purpose**

In order to assist EC in refining its requirements, EC is seeking feedback from suppliers regarding its requirements for learning services.

EC is seeking information from suppliers in the learning industry about possible solutions to help EC's employees acquire new knowledge and skills to meet the evolving expectations of Canadians. Appendix A contains information on EC's specific learning areas of interest.

EC is taking this approach, in addition to an internal needs analysis, because fewer learners registered for the 2017–2018 Training offerings. Therefore, EC wants to obtain information from suppliers on in-person and eLearning opportunities, including new trends that would make Training more accessible to employees. EC would also like to know the main teaching topics covered by the suppliers, as the agency knows some of the topics preferred by its employees, but would like a broader view of what is available. Appendix C contains a list of some topics that EC employees are interested in.

### **2.2. EC mandate**

EC, headed by the Chief Electoral Officer (CEO), an agent of Parliament, is an independent, non-partisan agency with unique organizational features that reports directly to Parliament. EC exercises general direction and supervision over the conduct of electoral events such as federal general elections, by-elections and referendums. Its mandate is to:

- a) be prepared to conduct a federal general election, by-election or referendum;
- b) administer the political financing provisions of the Canada Elections Act (CEA);
- c) monitor compliance with electoral legislation;
- d) conduct public information campaigns on voter registration, voting and becoming a candidate;
- e) conduct education programs for students on the electoral process;
- f) provide support to the independent commissions in charge of adjusting the boundaries of federal electoral districts following each decennial census;
- g) carry out studies on alternative voting methods and, with the approval of parliamentarians, test alternative voting processes for future use during electoral events; and
- h) provide assistance and cooperation in electoral matters to electoral agencies in other countries or to international organizations.

### **2.3. Project description**

As outlined in EC's Human Resources Strategy, employees and managers "need to continue acquiring new knowledge and skills to meet the evolving expectations of Canadians." Employee Training and development has therefore been made a priority. This Training is offered within the framework of EC's commitment towards a professional development centre dedicated to corporate learning and development.

TBS has mandated that all federal employees must be aware of a series of expected behaviours that are grouped into the following four core competencies:

1. Demonstrating integrity & respect;
2. Thinking things through;
3. Working with others;
4. Showing initiative and being action oriented.

In addition, one of the top priorities of the federal public service is to ensure that its employees' work environment is healthy and free of any form of discrimination, harassment or problems that could prevent them from thriving. The federal public service workplace mental health strategy is an important first step in the government's efforts to build a healthy, respectful and supportive work environment that strengthens the public service. EC is proud to foster a healthy and safe work environment for all its employees and to promote this vision within the agency; therefore, mental health is also a topic on which EC employees need to continue acquiring new knowledge and skills.

As mentioned in section 1.1., Appendix C contains information on EC employees' topics of interests.

### **2.4. Desired outcomes and expectations**

The objectives of this RFI are to:

- i) provide EC with more information about current and upcoming learning trends (format and content) from a supplier perspective;
- j) recommend potential solutions for EC's learning needs;
- k) provide EC with a forward path to improved learning services.

### **3. Nature of Request for Information**

This is not a solicitation of bids or proposals. This RFI may not lead to the launch of a procurement process, the award of any contract or the creation of a source list. As a result, suppliers of any goods or services described in this RFI should not reserve stock or facilities nor allocate resources as a result of any information contained in this RFI. Therefore, whether or not any supplier responds to

this RFI, it will not preclude that supplier from participating in any future procurement. Also, the decision to launch a procurement process for any of the goods or services described in this RFI is entirely at the sole discretion of EC. EC reserves the right to cancel or modify any of the preliminary requirements described herein. This RFI is simply intended to solicit feedback from industry with respect to the matters described herein and should not be considered as an authorization to undertake any work that would result in costs being charged to EC. EC reserves the right to accept or reject any or all comments received. Further respondent engagement may be conducted by EC, which may include one-on-one meetings, product demonstrations, requesting additional information from respondents, etc.

#### **4. Nature and Format of Responses Requested**

Respondents are invited to provide their comments, concerns and, where applicable, alternative recommendations regarding how the requirements or objectives described in this RFI could be satisfied. Respondents should explain any assumptions they make in their responses.

#### **5. Response Costs**

EC will not reimburse any respondent for any expenses or costs incurred in responding to this RFI.

#### **6. Treatment of Responses**

##### **6.1. Use of responses**

Responses will not be formally evaluated. However, the responses received may be used by EC to develop or modify procurement strategies or any draft documents contained in this RFI. EC will review all responses received by the RFI closing date. EC may, at its discretion, review responses received after the RFI closing date.

##### **6.2. Review team**

A review team composed of representatives from EC will review the responses. EC reserves the right to hire any independent consultant, or use any government resources that it considers necessary to review any response. Not all members of the review team will necessarily review all responses.

##### **6.3. Confidentiality**

Respondents are solely responsible for marking any portions of their response that they consider proprietary or confidential. EC will handle the responses in accordance with the Access to Information Act and the Privacy Act.

#### **7. Official Languages**

Responses to this RFI may be submitted in either of the official languages of Canada, French or English.

## **8. Information Requested by Elections Canada**

### **8.1. Responses to questions to industry**

EC requests responses to the questions found in Appendix B – Questions to Industry.

Additional supporting documents may be sent to the email address by the closing date and time identified on the cover page of this document.

## **9. Format of Responses**

### **9.1. Cover page**

If the response includes multiple volumes, respondents should indicate on the front cover page of the response the title of the response, the RFI number, the number of volumes and the full legal name of the respondent.

### **9.2. Title page**

The first page of each volume of the response should be the title page, which should contain:

- l) the title of the respondent's response and the volume number;
- m) the name and address of the respondent;
- n) the name, address, telephone number and email address of the respondent's contact;
- o) the date; and
- p) the RFI number.

### **9.3. Numbering system**

Respondents should prepare their response using a numbering system corresponding to the one in this RFI. All references to descriptive material, technical manuals and brochures included as part of the response should be referenced accordingly.

## **10. Enquiries**

This is not a solicitation. Therefore, EC will not necessarily respond to enquiries in writing or by circulating answers to all potential respondents. However, respondents with questions regarding this RFI may direct their enquiries to the Contracting Authority at the email address identified on the cover page of this document.

## **11. Submission of Responses**

### **11.1. Time and place for submission of responses**

Respondents interested in providing a response should submit it by email to the Contracting Authority at the email address and by the closing date and time identified on the cover page of this document.

### **11.2. Responsibility for timely delivery**

Each respondent is solely responsible for ensuring that its response is delivered on time to the correct location.

### **11.3. Identification of response**

Each respondent should ensure that its name, contact person and email address, the RFI number and the closing date are included in their response in a prominent location.



## APPENDIX A – LEARNING AREAS OF INTEREST

### Learning Areas of Interest

- 1.1. EC is seeking information from suppliers in the learning industry about possible solutions to help employees and managers continue acquiring new knowledge and skills to meet the evolving expectations of Canadians related to the following Areas of Interest.
- 1.2. The criteria listed for each Area of Interest identify the functionalities or abilities that the product, service or solution should possess.

Area of Interest	Criteria
Language requirement	All Courses must be available in both English and French.
	The Resources should be able to conduct the Training (read, communicate orally and communicate in writing) in English or French in order to deliver either the English or French Training.
Course materials	The Course materials for all Courses must be available in both English and French.
	The Course materials for all Courses should be printed double-sided.
	The Course materials for all Courses should be bound.
	The Course materials for all Courses should be of consistent quality (including proper syntax and grammar).
	The Course materials' screenshots and graphics must be clear and legible.
	The Contractor should provide a manual to each participant and is responsible for learners' supplies or other pedagogical materials.
	The manual should be the property of the learners at the end of the Course.
	During the Course, the Resources should follow the same manual as the one provided to learners.
Resources' tasks before	Necessary equipment should be provided by EC and will be decided upon a Course-by-Course basis and may include but are not limited to: video equipment, flip charts, etc.
	The Resources should respect the hours of work, arrive in good time to prepare the classroom and greet learners.

Area of Interest	Criteria
Course	The Resources should ensure that they are thoroughly prepared and have reviewed all session materials.
	The Resources should verify that any hard copy training materials (student manuals, reference material and handouts) are at the Course location and have been placed in the room where the Course will be held by EC's Development and Talent Management team, if applicable.
	The Resources should familiarize themselves with any equipment required to deliver the session (e.g. computer, projector).
	The Resources should verify that the room is set up as required (e.g. position of tables, appropriate signage for the workshop, room temperature, etc.).
	The Resources should verify that all materials are ready for use (audio-visual equipment, flip charts, markers, extension cords, power bars, computers, writing pads, pens, pencils) with due regard for safety in handling and display.
Resources' tasks during workshop	The Resources should greet and provide students with place cards.
	The Resources should circulate and collect the student sign-in sheet and ensure that all students complete and sign the sheet each day.
	The Resources should provide Course material in the language of the Course for each participant.
	The Resources should deliver the pedagogical material in a balanced presentation, blending both theory and practice, skill-building aspects, emphasizing current concepts and practices in the presentation of the material and the surrounding discussions, emphasizing "real world" problems, approaches and solutions over academic theory, engaging the audience, and using everyday language (i.e. avoiding the use of technical language or jargon) and practical examples that relate to the audience's needs.
	The Resources should use only the pedagogical material approved by the Identified User.
	The Resources should cover all of the Training material during the Course.

Area of Interest	Criteria
	<p>The Resources should maintain a pace that ensures that the learners are able to follow and understand the material while staying on schedule.</p> <p>The Resources should promote participant focus, manage overall timing and breaks and ensure that intense periods are followed by less intense processes. Test to see if adjustments are called for.</p> <p>The Resources should answer questions from the students.</p> <p>The Resources should advise the Identified User by telephone of any problems that could affect Course delivery.</p> <p>The Resources should respect the Course schedule including start, finish and break times.</p>
	<p>The Resources should show respect for diversity and for the official languages of Canada, if applicable.</p> <p>The Resources should deliver the Course(s) in French or English, as specified in the resulting call-up.</p> <p>The Resources should dress appropriately and use appropriate language for a professional audience.</p> <p>The Resources should refrain from soliciting business or competitive advantages from learners (e.g. distributing business cards, advertising, sale of products, offering prize draws, etc.).</p> <p>The Resources should follow guidelines for the use of copyrighted materials, including published works, music and materials taken from the Internet.</p> <p>The Resources should act as an ambassador of EC and the Government of Canada and refrain from making negative comments about the Course materials, EC or the federal government.</p>
Deliverables	The Resources should provide, via email or in person, the signed attendance list of learners to the Identified User, specified on the call-up, within two working days following the Course.
Basic Principles for Facilitating Courses for	In delivering the Courses, the Resources should apply the Basic Principles for Facilitating Training Sessions with Adult Learners: Respect, Comfort of Physical and Psychological Environment,

Area of Interest	Criteria
Adult Learners	Links with Prior Experience, Participation, Relevance and Realism.
Location	The Resources should conduct the in-person Training at ECHQ.
Timeline	The Resources must be able to deliver Training between April 1, 2018, and March 31, 2019, with possibility to extend.
	The Resources should be available to deliver the Courses from Monday to Friday between 9:00 and 16:00.
Estimated level of effort	The Resources should be able to deliver an estimated total number of 50 days of Training between April 1, 2018, and March 31, 2019. The actual requirement will vary upon needs.
Evaluation	The Resources should not administer a Course evaluation. EC will administer the Course evaluation for each group after the Course ends and will provide a summary to the Contractor upon request.

### 1.3 Basic Principles for Facilitating Training for Adult Learners

In delivering the Training, the Resources shall apply the Basic Principles for Facilitating Training Sessions with Adult Learners presented below:

**Respect:** Adults learn readily in an informal setting which conveys a sense of being respected by both the Resource and fellow learners, with Training materials and activities to match.

**Comfort of Physical and Psychological Environment:** There is a climate of well-being and confidence that is calm and non-threatening. The climate fosters positive relations with all involved.

**Links with Prior Experience:** Adults arrive with a history of unique and defining life experiences. The learning activities will resonate differently with each adult; therefore, the Resource should draw upon learners' experiences and tie these experiences with the learning activities.

**Participation:** Adults must buy into the goals of the learning activities and must have a sense of how the activities advance these goals. Adults learn more readily when they are actively, rather than passively, involved. Individuals remember things more easily when they have participated actively and have had many opportunities for practical application. Expository time should be kept to a minimum. Spend as much of the time as possible on exercises and group discussion.

**Relevance and Realism:** When working with adult learners, three knowledge factors have to be kept in mind:

- **Knowledge:** Pure and simple, associated with ideas, concepts and information;
- **Expertise:** Related to abilities, talents and skills; and
- **Soft Skills:** Associated with attitudes, values and convictions.

**APPENDIX B – QUESTIONS TO INDUSTRY**

**Part 1. In-person – Product, Service or Solution**

**1. Please complete one row for each in-person product, service or solution that is related to one of the topics listed in Appendix C:**

<b>Title</b>	<b>Description</b>	<b>Training methods and techniques</b>	<b>Duration</b>	<b>Maximum no. of participants</b>

**Part 2. eLearning – Product, Service or Solution**

**1. Please complete one row for each eLearning product, service or solution:**

Title	Description	Training methods and techniques (check all that apply)	Multimedia/ interactive elements (Check all that apply)	Operating model (e.g. stand-alone, software, SAAS etc.)?	Duration	Maximum no. of participants
		<ul style="list-style-type: none"> <li><input type="checkbox"/> CBT (not web-based, files reside on personal computer (PC));</li> <li><input type="checkbox"/> Self-directed web-based CBT (running through web-browser, files reside on PC);</li> <li><input type="checkbox"/> Self-directed web-based Training (browser-based, files reside on server, runs over Internet and/or Intranet);</li> <li><input type="checkbox"/> Synchronous/virtual classroom/webinar. Design and development aspect, but not delivery</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Text, graphics, video, sound;</li> <li><input type="checkbox"/> Pop-up boxes and roll-overs;</li> <li><input type="checkbox"/> Navigation features (forward, back, return to main menu, exit, bookmarking);</li> <li><input type="checkbox"/> Changing content organization depending on results of pre-assessment tests;</li> <li><input type="checkbox"/> Drag-and-drop exercises;</li> <li><input type="checkbox"/> Multiple choice and true/false questions;</li> <li><input type="checkbox"/> Feedback on questions linked to area in courseware with the</li> </ul>			

Title	Description	Training methods and techniques (check all that apply)	Multimedia/ interactive elements (Check all that apply)	Operating model (e.g. stand-alone, software, SAAS etc.)?	Duration	Maximum no. of participants
		aspect; <input type="checkbox"/> Asynchronous online discussions/learning. Design and development aspect, but not delivery aspect; <input type="checkbox"/> Hybrid (face-to-face classroom and online training). Design and development aspect, but not the delivery aspect; <input type="checkbox"/> Electronic Performance Support (EPS); <input type="checkbox"/> Online Communities of Practice; <input type="checkbox"/> Blogs, wikis; <input type="checkbox"/> Podcasts, webcasts; <input type="checkbox"/> E-Library (online	answer; <input type="checkbox"/> Exploratory functions – hot areas on screen; <input type="checkbox"/> Text entry for simple word recall, longer answer responses, or gather user information such as passwords; <input type="checkbox"/> Sliders – to allow user to select a choice or range of choices on a linear scale; <input type="checkbox"/> Timers – indicate passing time as user completes an exercise; <input type="checkbox"/> Simple simulations such as demonstrating sequence of keystrokes to perform basic commands in a software application;			



Title	Description	Training methods and techniques (check all that apply)	Multimedia/ interactive elements (Check all that apply)	Operating model (e.g. stand-alone, software, SAAS etc.)?	Duration	Maximum no. of participants
		interactive manuals, references, etc.); <input type="checkbox"/> Serious gaming products; <input type="checkbox"/> Synthetic environments (2D and/or 3D); <input type="checkbox"/> Simulations; <input type="checkbox"/> Multimedia portions of traditional classroom-based courses; and <input type="checkbox"/> M-learning (mobile learning). <input type="checkbox"/> If other, please specify here:	<input type="checkbox"/> Basic animations; <input type="checkbox"/> Testing, scoring, course management (tracking and reporting); and <input type="checkbox"/> Operational support (help, search (full text and keyword based on metadata), glossary, dialogue boxes).			

**2. Is your eLearning product, service or solution currently in use by one of the following? If so, please elaborate (e.g. which organization, for what purpose, for how long, etc.).**

- q) Government of Canada department or agency
- r) Other Canadian government organization – municipal, provincial, Crown Corporation
- s) Other non-Canadian government organization
- t) Other organization similar to EC

## APPENDIX C – EC EMPLOYEES AND TRAINING TOPICS

General topics of interest for EC’s employees include but are not limited to the following topics:

- a. Change management
- b. Client service
- c. Communications (chairing a meeting, power of influence, etc.)
- d. Critical and analytical thinking
- e. Health and safety
- f. Human resources and staffing
- g. Information technology (Microsoft Office Suite software, etc.)
- h. Interpersonal relations (emotional intelligence, conflict resolution, etc.)
- i. Leadership
- j. Management and supervision
- k. Mental health
- l. Organization and planning (managing time and priorities, setting objectives, etc.)
- m. Problem solving and decision making
- n. Project management
- o. Retirement planning
- p. Risk management
- q. Social media
- r. Teamwork
- s. Training offered by EC employees (finance, procurement, etc.)
- t. Wellness (healthy lifestyle, positive thinking, work–life balance, etc.)

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<sup>i</sup> Brown D., Teaching Principles: An Interactive Approach to Language Pedagogy. 2nd Ed. Longman Inc. NY, 2001).

<sup>ii</sup> Brown D., Teaching Principles: An Interactive Approach to Language Pedagogy. 2nd Ed. Longman Inc. NY, 2001).