Solicitation 1000204879 - Innovation, Social Innovation and Social Financing Training
Q&A #2 to #12

Question #2

Would PHAC please clarify if all these areas of expertise qualify as appropriate education and work experience for scoring points under RT3 - social innovation, social finance, business transformation (lean, agile), business innovation, philanthropy, public health, digital transformation, executive training, and team-based training? Are any of these areas of expertise more applicable than others?

Answer #2

A maximum of three CVs will be scored for RT3, which means that between these CVs the bidder must demonstrate education and work experience relevant to the requirements outlined in section 2.1.1. This means that we expect to see relevant education and work experience in social finance and social innovation (2.1.1.a), decision-making under uncertainty and smart risk-taking (2.1.1.b), and innovative approaches to addressing business priorities of the nature that the Public Health Agency of Canada may face (2.1.1.c).

Importantly, whether under social finance and/or social innovation, we would include approaches that involve collaborating and co-funding initiatives with the private sector to achieve joint objectives, as well as approaches such as prizes/challenges (see www.challenge.gov, www.impact.canada.ca), and other outcomes-based financing arrangements.

In relation to 2.1.1.c., the education and experience must be related to the innovative approach(s) proposed by the bidder in their proposal. For instance, if the bidder identifies lean start-up methodology as the innovative approach to be used, we would be rating the CVs provided based on the education and work experience related to that approach.

If proposed by the bidder, the optional modules listed under Section 2.1.1.(e)(f)(g) will be rated under R1 and R2. Kindly note that while bidders are encouraged to propose content under Section 2.1.1.(e)(f)(g), we strongly suggest that bidders pay careful attention to fully addressing the requirements outlined in Sections 2.1.1(a)(b)(c)(d) and (e).

Question #3

There are many potential topics that could fit under the umbrellas of "social innovation" and "social finance." Can you provide a prioritized ranking of more specific topics you would like covered in these learning experiences?

Answer #3

We agree that there are many topics that could reasonably fit under social innovation and social finance. However, we are looking to interested bidders to curate the content, tools and approaches they deem to be the most relevant within the context of a learning program for employees and executives, respectively.

The Statement of Work has been designed so that bidders who have relevant education and experience in these fields will receive higher points than those that do not. This is because we expect that those with more relevant education and experience will be best placed to tailor a learning program to the requirements laid out in the Statement of work.

Upon award of the contract to the successful bidder, we have allotted time so that proposed learning program can be refined based on feedback from the Public Health Agency of Canada. This means that the syllabus will be developed with input from the contract authority before the final course material is produced.

If you are interested, you may wish to review the Recommendations of the Social Innovation and Social Finance Strategy Co-Creation Steering Group, which can be found at:

https://www.canada.ca/en/employment-social-development/programs/social-innovation-social-finance/reports/recommendations-what-we-heard.html

For more information on PHAC business priorities, please see: https://www.canada.ca/en/public-health/corporate/transparency/corporate-management-reporting/reports-plans-priorities/2018-2019-corporate-information.html

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Question #4
What are your preferred learning modalities -- in-class, online, blended, peer coaching, other?

Answer #4

We are open to proposals that include a mix of learning modalities to deliver on the requirements laid out in Section 2.1.1 of the Statement of Work. However, we would point interested bidders to the Rated Criteria where we have allocated rated points to networking opportunities, teaching methods, and tools, respectively (R1, R2).

With respect to online, bidders will want to distinguish in their proposals between what content is available in a digital format, versus how the learning program will be delivered. For instance, the bidder could propose a learning program that is delivered completely in-person, but with tools, frameworks, and other relevant materials available online. Similarly, the bidder could deliver the learning program in-person, and offer an online platform where participants can communicate and share content.

Bidders will note that we have allocated rated points for course or workshop delivery experience (R3), since our expectation is that bidders with greater experience in this area will be better placed to propose learning modalties to deliver the content and approaches that we seek.

Question #5
How many in-class hours or days do you envision for (1) the Employee Learning Program and (2) the Executive Learning Program?

Answer #5

We would encourage bidders to read carefully the text under R1 and R2, where we outline elements that we will be looking for in all proposals. We would encourage bidders to clearly articulate the total amount of time required for employees and executives to complete the training, including preparatory time, in-class and/or online course attendance, and the time required for employees to complete the team-based/experiential component.

To support bidders in preparing their proposals, we would suggest the following upper limits as a reference:

Employee program:
- Up to 10 hours of pre-reading/preparatory time
- No fewer than 5 business days and up to 15 business days total, divided between requirements (a)(b)(c)(d) in Section 2.1.1 of the Statement of Work. This time can be divided into non-consecutive increments over a six week period.
- Optional, up to 3 business days total for each of (f)(g)(h) in Section 2.1.1 of the Statement of Work, respectively.

Executive program:
- Up to 5 hours of pre-reading/preparatory time
- No fewer than 2 business days and up to 5 business days total, divided between requirements (a)(b) and (d) in Section 2.1.1 of the Statement of Work. This time can be divided into non-consecutive increments over a six week period.
- Optional, up to 1 business days total for each of (f)(g)(h) in Section 2.1.1 of the Statement of Work, respectively.

Question #6
How many hours of coaching do you envision per participant for (1) employee and (2) executive versions of this training?

Answer #6

The intent of the coaching and/or advisory services under Section 2.1.1.c of the Statement of Work is to support employees in developing innovative approaches to address business priorities of the Public Health Agency of Canada.

As this requirement relates to the team-based/experiential learning component, we would expect that the coaching and/or advisory services would be delivered to the teams undertaking the work. We expect approximately 30 employees per cohort for the employee program, which we would anticipate being divided into teams of 5-6 for the team-based experiential component.

We would encourage bidders to be creative about how the coaching and/or advisory services could be delivered, which could include delivery through a range of methods e.g. in-person, digital, video and/or teleconference, etc.

For the sake of simplicity, please structure the hours of coaching and/or advisory services at the cohort level rather than on a per person basis.

Coaching and/or advisory services were not specifically requested under Section 2.1.1.e of the Statement of Work. Bidders are free to propose that Executives would be eligible to use remaining hours not used by employees under 2.1.1.c. Alternatively, bidders could propose additional hours and/or services under Section 2.1.1.h, should they wish. We expect the size of each executive cohort to be between 10-20.

Question #7
What percentage of course materials -- a range or maximum -- do you expect to be revised for Year 2?

Answer #7

The majority of the course content development would take place in Phases 1 to 5. However, we would expect that bidders use every available opportunity to ensure that they obtain client feedback to improve and refine the content prior to the delivery of each consecutive cohort, as well as ensuring that materials are up-to-date for each new cohort (Phases 10, 13, 16).

For instance, we would expect that bidders are ensuring that their training reflects major policy and other developments that would meaningfully impact the relevance of the content being delivered.

Question #8
Milestone 2 on Page 18 shows a payment percentage of 60% and seems to contradict what's shown on Page 29. Should this read 15%?

Answer #8

Please refer to solicitation 1000204879 - Social and Financial Training (AMD #1) for the correction. The breakdown should be as follows:

Milestone 1: 40%
Milestone 2: 15%
Milestone 3: 15%
Milestone 4: 15%
Milestone 5: 15%

Question #9
Milestone 3 shows an additional task (Updated syllabus and training materials if required) on page 29 yet the same suggested percentage as Milestones 4 and 5. Will payment for revisions be on a per diem basis?

Answer #9

Milestone 1 reflects the significant effort we expect to develop the required content, and Milestone 2 represents the delivery of the first instance of this content. Please see the answer to question 7 for our expectation of bidders regarding the updating of course content. We will be updating the payment milestones to reflect this requirement,

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Question #10
The topic for this training appears to be very new, fresh and (dare I say) innovative. PHAC appears to acknowledge this by having an M1 that would not be difficult for training firms to meet. But there are a lot of unknowns, both in terms of writing a proposal and developing the program. We wonder where you got the idea to develop this kind of training? Essentially, our concern here is that if an outside firm "pitched" this idea to you, they would obviously be in a better position to develop this training for you.

Answer #10

Thank you. The Public Health Agency of Canada has experimented with social finance and social innovation approaches, which has included a social impact bond, the use of prizes/challenges, among others.

The idea for this training was to help spread the ability to further undertake these approaches across the Public Health Agency of Canada so that we equip staff and management with the content and tools to create an environment that supports innovation. We welcome proposals from all bidders who can meet the criteria we have set out in the Statement of Work.

Question #11
Will preference be given to firms that can provide "credit or a certificate from a recognized post-secondary institution" (p.23)?

Answer #11

No. PHAC wants to ensure that if that if a course which is available for credit/ certification is not modified in a way that a student taking it in-house will be ineligible for the credit/certificate.

Question #12
Are the estimated 120 participants in the training coming from across Canada? It is relevant to the experiential and networking components of the Statement of Work.

Answer #12

The majority of employees in the Public Health Agency of Canada are located in the National Capital Region. Please see: https://www.tbs-sct.gc.ca/ems-sgd/edb-bdd/index-eng.html#orgs/dept/280/infograph/people for our regional distribution.

Employee and executive travel costs to attend any in-person training would be the responsibility of the Public Health Agency of Canada.