



REQUEST FOR INFORMATION (RFI)

CONTENT, RESEARCH AND DELIVERY SUPPORT FOR DIGITAL SKILLS DEVELOPMENT IN THE GOVERNMENT OF CANADA

FOR THE

CANADA SCHOOL OF PUBLIC SERVICE



1. Background and Purpose of this Request for Information (RFI)

The Canada School of Public Service (CSPS or the School) is looking to seek guidance on the development and execution for a digital skills learning organization for the Government of Canada and public sector partners.

Through this Request for Information (RFI), CSPS wishes to understand the interest, expertise, and capacity of organizations across Canada to support a newly created Digital Academy. This could include private sector, academic, not-for-profit, and other public institutions working with CSPS in a range of capacities, including repurposing existing content and learning products, licensing arrangements, development of new content, in-person and online training, and platform/technology solutions.

Through this consultation, respondents would be expected to present assessments of capacity across sectors, cost estimates for potential offerings, guidance on implementation, and benchmarks for success.

CSPS's goal is to create a scalable learning model that can address a varied and continuously evolving need for digital skills in the public sector in a modern, measurable, and iterative fashion.

2. Nature of Request for Information

This is not a bid solicitation. The information provided by the School in this RFI is preliminary and may change. All potential respondents are encouraged to indicate their level of interest by responding to this RFI.

This RFI will not result in the award of any contract. Therefore, potential suppliers of any goods and/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. Also, the procurement of any of the goods and/or services described in this RFI will not necessarily follow this RFI. This RFI is simply intended to solicit feedback from industry with respect to the matters described in this RFI.

Responding to this RFI is not a prerequisite to receiving any resulting bid solicitation for this requirement. Nor will this RFI result in the creation of any source list. Therefore, whether or not any potential supplier responds to this RFI will not preclude that supplier from participating in any future procurement. The issuance of this RFI does not create an obligation for the School to issue any subsequent bid solicitation and does not bind the School, legally or otherwise, to enter into any agreement or to accept any suggestions from industry. The School reserves the right to accept or reject any or all comments received.

Potential respondents are advised that any information submitted to the School with regard to this RFI may be used by the School in the development of any subsequent bid solicitation.

This RFI must in no way be considered as authorization by the School for respondents to undertake any work which would result in costs to the School. The School will not be bound by anything stated herein. The School reserves the right to change, at any time, any or all parts of the requirement, as necessary.

3. Response Costs

The School will not be liable for, nor will it reimburse respondents for any costs, fees or expenses incurred in the preparation or submission of responses to this RFI.



4. Nature and Format of Responses Requested

Respondents are requested to provide their comments, concerns and, where applicable, alternative recommendations regarding how the requirements or objectives described in this RFI could be satisfied. Respondents are also invited to provide comments regarding the content, format and/or organization of any draft documents included in this RFI. Respondents should explain any assumptions they make in their responses.

5. Treatment of Responses

- a) **Use of Responses:** Responses will not be formally evaluated. However, the responses received may be used by Canada to develop or modify procurement strategies or any draft documents contained in this RFI. Canada will review all responses received by the RFI closing date. Canada may, in its discretion, review responses received after the RFI closing date.
- b) **Review Team:** A review team composed of representatives from the CSPA will review the responses. Canada 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.
- c) **Confidentiality:** Respondents are requested to clearly identify any submitted information or mark any portion of their response that is to be considered as either company confidential or proprietary. The confidentiality of each respondent's response will be respected and maintained. Items that are identified as proprietary will be treated as such except where Canada determines that the enquiry is not of a proprietary nature.
- d) **Follow-up Activity:** Canada may, in its discretion, contact any respondents to follow up with additional questions or for clarification of any aspect of a response.

6. Contents of this RFI

This RFI also contains:

- a) a draft Statement of Work (SOW) for industry to review and comment on in Annex A;
- b) specific questions addressed to the industry in Annex B – Table 1; and
- c) an additional comments section that industry can complete, as needed, in Annex B – Table 2.

7. Format of Responses

- a) **Response Parameters:** There is no page limit on the information to be provided. Respondents are reminded that this is a RFI and not a RFP and, in that regard, respondents should feel free to provide their comments and/or concerns in addition to their responses. The Canada School of Public Service reserves the right to seek clarifications from respondents for any information provided in response to this RFI, either by telephone or in writing. Respondents are requested to respond to all questions posted in Annex B.



- b) **Numbering System:** Respondents are requested to 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.
- c) **Language of Response:** Responses may be provided in English or in French.
- d) **Number of Copies:** Canada requests that respondents submit one (1) soft copy, in PDF format, of their response.

8. Enquiries

Because this is not a bid solicitation, Canada will not necessarily respond to enquiries in writing nor circulate answers to all respondents. However, respondents with questions regarding this RFI may direct their enquiries to the following Contracting Authority:

Linda Lafrenière
Senior Procurement Specialist
Canada School of Public Service
Email address: linda.lafreniere@canada.ca
Telephone: 819-360-9551

9. Submission of Responses

- a) **Time and Place for Submission of Responses:** Suppliers interested in providing a response to this RFI should send their response by email to the Contracting Authority identified above by the date and time indicated on Page 1 of this document.
- b) **Responsibility for Timely Delivery:** Each respondent is solely responsible for ensuring its response is delivered on time to the correct location.
- c) **Identification of Response:** Respondents must ensure that the RFI number is clearly indicated in the subject line of their email when sending their response. In addition, each respondent should ensure that the following information appears in their response:
 - i. the full legal name and address of the respondent;
 - ii. the name, address, telephone number and email address of the respondent's contact person;
 - iii. the date;
 - iv. the RFI number; and
 - v. the title of the RFI.



ANNEX A DRAFT STATEMENT OF WORK

1. Title

Content, research, and delivery support for digital skills development in the Government of Canada

2. Objective

The Canada School of Public Service (CSPS or the School) is seeking the services of Contractor(s) to provide a variety of products and services, on an as and when required basis, in support of the Digital Academy learning line, including in-person and online teaching, learning material development, presentations, digital learning tools, evaluation, case studies and research. Topics include:

- Data literacy and data analysis
- Technological disruption
- Design and user experience
- Artificial intelligence and machine learning
- Development, cloud computing, and DevOps

The overall goal is to provide learning on these topics to federal public servants to build foundational, specialist, and leadership digital skills in Canada's public sector.

Products and services are intended for multiple learning channels:

- In-depth learning streams that may combine in-person classroom settings; remote learning such as videoconferences, interactive programs, and online discussions; and hands-on workshops.
- Open, online learning products including, but not limited to: podcasts, videos, articles, manuals, guides, infographics, and interactive programs.
- Event-based learning with in-person, webcast, and recorded options.

This process could result in the award of multiple contracts, functioning on a task authorization (TA) basis, for a period of one (1) year, with the irrevocable option allowing Canada to extend the term of the Contract by up to three (3) additional one-year periods under the same terms and conditions.

3. Background

The Digital Academy (the Academy) at the CSPS is a new organization mandated to provide training and learning opportunities to the federal public service and other public sector entities through in-person training, online delivery, in-person and webcast events, and other formats. It was designed to support the direction of the Government of Canada towards improved digital service delivery, more responsive policy on technologically-driven change, and a modern workplace for public sector employees. The Academy is an element of the capacity-building needed to realize Government of Canada [Digital Standards](#), the Government of [Canada Data Strategy Roadmap](#), and [Canada's 4th Plan on Open Government](#).



The Academy's organizational model, delivery mechanisms, and curriculum will evolve over time as the Academy responds to emerging needs and a changing external technological environment. The current set of topic areas, as stated in Section 2 above, represents identified gap areas and government priorities.

4. Scope

The Contractor must:

- Provide products (e.g., learning materials, interactive modules, research, content) and services that provide an understanding of digital concepts to federal public servants, ranging from introductory to technical and advanced learning.
- Conduct original research about the implementation and impact of digital approaches to service and policy development or trends in society and the economy.
- Provide impactful learning products that are dynamic, contemporary, and engaging while remaining compatible with the School's standards and existing infrastructure as identified in Section 6 below. Products must be available across multiple devices and browsers and be WCAG 2.0 accessible.
- Where products and/or services are software-enabled, test any user-facing interfaces with users and meet a high usability standard with no critical induced failures.
- Grant intellectual property rights to the Government of Canada so that products can be released by the government to the public under a license that enables re-use and modification.
- Have the ability (such as time and resources) to modify and adjust the content as and when requested to suit the target audience at the request of the CSPA.

5. Applicable and Reference Documents

The following documents will form part of the Statement of Work (SOW) to the extent specified herein, and are supportive of the SOW:

- a) Personal Information Protection and Electronic Documents Act - <https://laws-lois.justice.gc.ca/eng/acts/P-8.6/> if any products or services require the collection of personal information from learners; this Act governs organizations' responsibilities towards the storage, management, and governance of that information.
- b) The Web Content Accessibility Guidelines WCAG 2.0 AA and above can be found on the TBS website: <http://www.tbs-sct.gc.ca/ws-nw/wa-aw/wa-aw-assess-methd-eng.asp>. This guidance should be considered the minimum standard for the accessibility of any web-enabled products and services.

6. Technical Requirements for Learning Products and Access

6.1 IM/IT and Compatibility Requirements

- Content provided must adhere to current Treasury Board of Canada Secretariat (TBS) regulations and guidelines for Management of Information Technology Security (MITS).



- Content must be tested and designed for low-bandwidth environments while providing high quality for high-bandwidth environments.
- All content must open, play, and close, without error, under the following browser and operating system configurations:
 - Operating System: Windows 7 Enterprise SP1, Windows 8, Mac OS X, Android, iOS
 - Browsers
 - Microsoft Internet Explorer 10 and higher
 - Firefox latest version
 - Google Chrome latest version
 - Safari latest version
 - Opera latest version
 - Other software / Extensions
 - Adobe Acrobat Reader latest version
 - Microsoft SilverLight 5
 - Java 7 VM
 - Microsoft .Net Framework 3.5
- All content must run through a proxy server.
- All content must not require any plug-ins to load on an end user's device, or if plug-ins are required, the plug-ins must be easy to access and install. The School's Project Authority will be solely responsible for determining the ease of access and installation of plug-ins. The determination will be based on knowledge of existing government IT environments.
- If content requires pop-ups, the use of pop-up technology must be supported by pop-up blockers.
- Content must support running in an "offline" mode, where tracking is turned off.
- Content and modules must be sent or delivered in full to the School.
- Content must not make use of:
 - a) Applets;
 - b) ActiveX components; and
 - c) Other proprietary technologies.
- Content must not have special security requirements such as:
 - a) Site whitelisting;
 - b) Pop-up support;
 - c) Firewall rules changes; and
 - d) Privacy settings changes.
- Dynamic Content and Flexible Architecture
 - Content must accommodate dynamic content to permit changes to the underlying information (text and graphics/illustrations) while minimizing changes to the product.
 - Content must accommodate changes to the overall architecture (beyond the information itself) in that new modules or components may need to be added and existing modules or components changed or discarded.



6.2 Provision of Content-Supporting Materials

For content titles provided, the Contractor must provide:

- Online Job aids, mentoring, resources, glossaries, learning guides, etc. (if they exist) designed to accompany the content;
- Technical, implementation, and support documentation for the content; and
- Identification of the name, type, description, and placement of all sessional and persistent cookies. In addition to the cookies' attributes, the description must include an explanation of the role the cookie plays in support of the content.

6.3 Official Languages

The Contractor is responsible for providing a full and complete set of bilingual materials, including alt text, metadata, titles, and supporting documentation.

The French and English versions of any learning materials must be consistent; however, in addition to identical content, content that is equivalent will also be considered to meet this requirement.

Content need not be a one to one ratio between languages to be considered equivalent; however, ratios of more than 2 will be considered excessive and unacceptable.

6.4 Learning Material Terminology

Content must be free from negative stereotyping (e.g., cultural, racial, gender, etc.) and it should reflect Canadian terminology. For content that does not reflect Canadian terminology, and if the School identifies that terminology is causing learner confusion, the School may require the Contractor to make minor changes to the text of the content at no charge to the School to make it consistent with Canadian terminology. An example of a minor change is: a word replacement – e.g. “le gestionnaire” for “le manager”.

6.5 Quality of Written and Spoken Language

The content must be free of errors. For the purpose of this requirement, errors include, as a minimum, the following:

- Accuracy including mistranslation, illogical rendering, lack of clarity and improper use of terminology
- Language including syntax (improper sentence construction), calque (expression adopted by one language from another in a more or less literally translated form), under/over-translation and faulty usage (Gallicisms and Anglicisms)
- Style and adaptation including awkward rendering, word for word translation and incorrect adaptation of any of the following with respect to the end user
- tone, conciseness and level of language
- Official Titles and Terminology including incorrect use of official titles, acronyms, terminology, and lack of consistency
- Formatting including problems with layout, alignment of paragraphs and titles, inconsistency, incorrect hypertext links and version that does not reproduce the same formatting of tables and charts



6.6 Content Ease of Use

Content must be easy to use and navigate, employing basic principles of usability design. It must be intended for use by individuals with basic computer skills.

7. Tasks and Deliverables

More specifically, the Contractor must provide the following:

7.1 Learning Products and Case Studies

- Provide the CSPS with one or more of the following:
 - content and/or interactive platforms/technology solutions and modules, and either licenses or the rights to publish and distribute these materials.
 - video, audio, or content review and editing for existing or created products.
 - case studies of digital change, disruption, societal impacts, or technology applications.
- Provide the CSPS with up-to-date information for the training content and products. Content and products must be provided in an electronic format.
- Be available for consultation on issues regarding the preparation or follow-up of the required learning products.
- Provide an end of learning product evaluation or survey for the participants to fill out that the CSPS can access the responses.

7.2 Teaching and Speaking Services

- Consult with the School in the development of learning modules.
- Arrange a time, location, and channel for presentation in consultation with the School.
- Present material and/or facilitate discussion with learners online or in-person.
- Work within the guidelines of intellectual property ownership and seek prior consent from the owning party.
- Ensure that the content is coherent with the Government of Canada legal and policy environment.

7.3 Research

- Conduct original research based on agreed-upon research question and proposed methodology in consultation with the School.
- Agree to one of the following: 1) allow the School to publish research data and results online, 2) self-publish with agreed-upon licensing arrangements, or 3) publish in an open-access journal.
- Provide estimates of the time and costs required to complete the project.
- Provide a delivery schedule for components of the project.
- Provide research data and results to the School for review in advance of publication.
- Research may be about the content of the Digital Academy (e.g., the nature and/or impact of disruptive technology) or the methodology (e.g., assessments of the learning model, impact studies among students who have gone through the program).



7.4 Learning Platforms

- Design, prototype, and test interactive platforms/technology solutions for content delivery to agreed-upon specifications.
- Deliver platforms/technology solutions as, or in partnership with, content creators to be incorporated in websites hosted by the School on Drupal platforms via HTML modules, iFrames, interactive videos, clickable images, or other learning tools.

7.5 Equipment and Tools

- Provide specialized hardware and software configured to enable digital learning, including specialized programming, data analysis, artificial intelligence, visualization, design, or other applications.
- Provide licenses and support for cloud-access tools and libraries.

8. Client Support

The CSPS will:

- Establish and specify in each Task Authorization (TA) the work to be completed.
- Provide feedback from participants on the value and relevance of the learning products and services.
- Acknowledge the Contractor as the creator of the product and/or service.
- Review and approve learning materials prior to providing to public servants.

9. Meetings

A kick-off meeting must be held within 15 calendar days of contract award. The kick-off meeting will be held in the National Capital Region or via videoconference, teleconference or in person. The exact time and location of the kick-off meeting will be mutually agreed upon between the Contractor and the Project Authority.

The purpose of the kick-off meeting is to discuss needs and timelines for the learning products and/or services to be provided.

Follow-up meetings will take place on an as needed basis, as a minimum on a quarterly basis to provide feedback and background information and to respond to any questions. Meetings will be held in the National Capital Region or via teleconference, videoconference or in person. The exact time and location of the meetings will be mutually agreed upon between the Contractor and the Project Authority.

10. Language of Work

The Contractor must conduct the Work in either official language, English or French. Products and services must be provided in either or both official languages, as specified in the Task Authorization.



11. Location of Work, Work Site and Delivery Point

The majority of the Work will take place at the Contractor's place of business. The School may, but is not required to, provide space for creation and planning of learning products and presentations.

Learning products such as articles, research, interactive modules, video, and audio must be delivered to CSPS electronically. Teaching and speaking services – that is, direct provision of learning materials to learners - must be delivered in-person and/or online, depending on the selected task.

12. Travel and Living

Travel may be required to complete research or case study projects, to deliver in-person training, and/or to meet with the Digital Academy team and/or partners. In some exceptional cases, travel may be required in the development of learning products for research or fieldwork elements.

For this reason, the Contractor may be required to travel in association with the Work during the period of the Contract. All travel must be pre-authorized by the Project Authority. Any travel requirements will be clearly specified as part of the Work in any resulting Task Authorization.

The Canada School of Public Service will reimburse travel and living expenses in accordance with the *National Joint Council Travel Directive*. The National Joint Council Travel Directive is available at the following link: <http://www.njc-cnm.gc.ca/directive/travel-voyage/index-eng.php>.



ANNEX B QUESTIONS AND COMMENTS

1. Questions

Respondents are requested to respond to all or some of the questions in Table 1 below:

TABLE 1 – RESPONSE TO QUESTIONS		
#	Question	Response
1	Can your existing learning material be modified based on additional needs?	
2	Are there any requirements and/or benefits that your products provide that are considered above and beyond the specifications outlined in this document?	
3	<p>Please comment on the extent of bilingual learning materials that you currently have available within the topic areas to be covered under this requirement, in terms of what % of content titles for e-learning and/or video based content are available in both English and French.</p> <ul style="list-style-type: none"> • If the School was interested in learning materials that are not currently available in both official languages, would your company consider making such materials available and under what conditions (at no additional cost, for a one time additional fee)? 	
4	Do you have past experience in providing learning and training offerings with the target audience being public servants?	
5	<p>Please provide a statement of your firm’s interest, capacity and ability to potentially fulfil the School’s needs for learning products and/or services as stated in the attached Draft Statement of Work at Annex A.</p> <ol style="list-style-type: none"> a. Considering the objectives of the School, are there recommendations you could make to improve the SOW? b. Are there missing elements/components to the work and/or deliverables? If yes, please specify. 	
6	<p>Is there anything in the attached Draft Statement of Work at Annex A that would preclude you from bidding?</p> <p>If so, can you tell us what it is and explain why it would preclude you from bidding?</p>	



7	<p>Are the requirements as stated in the attached Draft Statement of Work at Annex A clear?</p> <p>If not, could you identify the area(s) which require clarification?</p>	
8	<p>Provide a cost breakdown of any product(s) and/or service(s) stated in the attached Draft Statement of Work at Annex A that you can supply.</p>	

2. Comments

Please identify any other issues, concerns, recommendations not addressed above, including any feedback you wish to provide on the draft Statement of Work at Annex A in Table 2 below:

TABLE 2 – ADDITIONAL COMMENTS		
#	Subject	Comment
1		
2		
3		
4		
5		