



## Advance Contract Award Notice

Employment and Social Development Canada (ESDC) is seeking expertise in French as a second language training (design and delivery) for Indigenous adults, in order to design and deliver pilot training to a group of Indigenous departmental employees.

The purpose of the ACAN is to state the Government of Canada's intention to award a contract to:

Centre du savoir sur mesure  
Université du Québec à Chicoutimi  
555, boulevard de l'Université  
Chicoutimi, QC G7H 2B1

However, before awarding a contract, the government would like to offer other suppliers the opportunity to establish that they are qualified to meet the requirements set out in the ACAN by submitting a statement of capabilities during the fifteen (15) calendar day posting period.

If other prospective suppliers submit a statement of capabilities during the fifteen (15) calendar day posting period and prove that they meet the requirements set out in the ACAN, the government will initiate a formal bidding process either through the Government's electronic tendering service or by traditional means to award the contract.

If no other supplier submits a statement of capabilities meeting the requirements set out in the ACAN on or before the closing date, a contract will be awarded to the selected supplier.

### Background

The main objective of the second language training pilot project for Indigenous learners is to design and develop training materials adapted to the cultural reality of Indigenous employees and their needs, in accordance with the basic principles of neuro-linguistic, communicative and shareholder approaches.

The required service supports the Department's mandate in that the Government of Canada has established the need for active participation in reconciliation with Indigenous peoples as a priority. ESDC's mandate is to support this priority.

Professional services will be used to develop second language learning activities that meet the needs of an Indigenous clientele.



Three important reports help explain the emergence of a pilot project for Indigenous employees:

1. **Truth and Reconciliation Commission of Canada: Calls to Action:** released in 2015, to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission issued a series of Calls to Action, including the need for the Government of Canada to create and deliver culturally-appropriate training for Indigenous peoples.
2. **Indigenous Workforce Retention Survey: Final Analysis (Many Voices One Mind):** released in 2017, this report addresses concerns about training development and career advancement. Official languages were specifically cited as a barrier. This supports the need to create second language training that more easily enables Indigenous employees to meet the PSC's language requirements in order to access the same career opportunities as their colleagues.
3. **Borbey-Mendelsohn Report:** published in 2017, this report proposed that the Public Service mirror the people it serves and recommended that “measures be taken to enhance employees’ access to effective French or English second language courses that are tailored to their learning needs and to empower employees to participate in such courses.” (p. 21). The report proposes a diverse and bilingual public service, hence the need to make language training available to all employees.

In response to questions raised in these reports regarding learning in general and language training in particular as it relates to Indigenous peoples, the College@ESDC held a “design sprint” in the spring of 2018, where employees from across the country were asked to come up with innovative ideas addressing the learning challenges facing the College, including language training for Indigenous employees. A suggestion was made to enhance the current language training program to make it more consistent with employees’ needs.

This initial idea gave rise to the Indigenous second language training pilot and the need to partner with content experts on language and cultural issues. This project became a departmental priority and attracted the attention of the Assistant Deputy Minister.

ESDC lacks the internal capacity to meet the needs generated by this project. The required expertise is rare and virtually non-existent (i.e., expertise in second language instruction using neuro-linguistic, communicative and action-oriented approaches with Indigenous communities), hence the need to create a multidisciplinary team of experts to work collaboratively on implementing the project.

The impossibility of purchasing such a service would appear to make the project unfeasible-ESDC has only one resource working on this project, and this resource lacks the necessary experience in all areas of the project.



This work comes in response to the language training difficulties confronted by some Indigenous employees. The main expected outcome is to improve the language training experience for Indigenous employees and increase their chances of success.

## Identification of Requirements

### Scope

The work to be performed involves the design and development of adult education activities related to Indigenous realities and culture. More specifically:

- The design and development of at least two adult education activities, related to First Nations culture, with training objectives (TO) for each of the training objectives (TO) identified by Employment and Social Development Canada in the *French-as-a-second-language* (FSL) program.
- These adult education activities will be created by a team of second language specialists with expertise and experience in Indigenous matters to fill gaps at ESDC.
- The adult education activities will focus on oral and written skills alike, following a holistic approach.
- Training developers will be instructed to create adult education material, excluding layout.

The project includes a knowledge transfer component that is not affected by the scope of this specific contract. The knowledge transfer component will be developed simultaneously by a subject matter expert.

The training material does not contain any protected documents or personal information. Accordingly, this work does not entail any security risks.



## Tasks

The Service Provider shall:

1. Design and develop at least two (2) adult education activities for each training objective (TO) of the program on French-as-a-Second Language, Levels A-B (FSL A-B). The program includes 40 TOs for a total of 80 activities.
2. Activities have already been developed for TOs 30-40. This contract therefore involves developing two (2) learning activities per TO for TOs 1 to 29.
  - a. The activities created will have to meet the objectives of the French as a Second Language Program (FSL program).
  - b. The activities created will have to conform to the basic principles of adult education.
  - c. The activities create will have to meet the basic principles of neuro-linguistic, communicative and/or instrumental approaches to second language learning.
  - d. The activities designed will have to include a cultural component specific to the First Nations.
  - e. The activities developed will have to follow a holistic approach.
  - f. Activity development does not include layout or graphic design.
  - g. Each activity developed must be submitted in two (2) versions: one for the learner and one for the instructor.
3. On a bi-monthly basis, submit the adult education activities developed to the ESDC learning specialist in charge of the project for review and approval, along with the number of design hours required for each activity. The specialist will return the activity with comments to the designer for finalization of the document.
4. Modify and/or correct, as required and at ESDC's request, any adult education activities created.

## Term of Contract

The contract will be executed between September 2019 and December 31, 2019 for the specific needs of this contract.

## Estimated Contract Value

The total amount of the contract is \$104,481 including taxes.



## Intellectual Property

Intellectual property rights will belong to ESDC.

## Submission of Statements of Capabilities

Suppliers who consider themselves fully qualified and who agree to meet the requirements set out in the Advance Notice may submit a statement of capabilities in writing to the contact person identified in the Notice on or before the Notice expiry date. The statement of capabilities must clearly establish that the supplier meets the requirements specified in the Advance Notice.

## Minimal Essential Requirements

- The service provider shall demonstrate the following:
  - The Academic Lead shall have the following:
    - recent\* and significant\*\* experience in designing and developing French-as-a-Second-Language training materials for Indigenous adults;
    - experience in the analysis of training needs;
    - recent\* and significant\*\* experience in adult education (andragogy);
    - a Bachelor's degree in education, literature, linguistics or any other relevant field; certificate in adult education (andragogy) would be an asset.
  - Content experts shall have the following:
    - recent\* experience in designing and developing second language training materials for adults and/or an Indigenous clientele;
    - knowledge of the FSL program (Government of Canada *French-as-a-Second-Language Program*) structure;
    - a Bachelor's degree in education, literature, linguistics or any other relevant field; a Bachelor's degree in adult education would be an asset;

\* Recent - within the last 5 years

\*\*Significant - minimum 3 years of experience

- The service provider shall be able to demonstrate that it meets requirements by submitting CVs for each member of the design team, as well as a sample of at least five French as a second language (5) adult education activities designed by the academic lead and/or content experts.



### Exceptions to Government of Canada Regulations

Item 6 of section 10.2.1 of the Treasury Board's Government Contracts Regulations sets out four exceptions that permit the contracting authority to set aside the requirement to solicit bids, including, more specifically:

d. "only one person or firm is capable of performing the contract."

### Rationale for the Pre-Selected Supplier

ESDC has determined that the UQAC is the only known supplier capable of successfully performing the work.

Searches performed to identify other service providers with the expertise and required level of experience in both adult education and French-as-a-second language instruction for Indigenous learners were unsuccessful. Only the UQAC has developed an official French-as-a-Second-Language program for adult Indigenous learners.

The deadline for submitting statements of capabilities is:

August 31, 2019 @ 14h00 EST

Questions and statements of capabilities should be emailed directly to:

Manon Rondeau  
Procurement Specialist  
[NC-SOLICITATIONS-GD@hrsdc-rhdcc.gc.ca](mailto:NC-SOLICITATIONS-GD@hrsdc-rhdcc.gc.ca)