



## Advance Contract Award Notice

Employment and Social Development Canada (ESDC) is seeking expertise in the delivery of French-as-a-second-language courses for Indigenous adults in order to offer 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, Québec G7H 2B1

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

If other potential suppliers submit a statement of capabilities during the fifteen (15) calendar day posting period and demonstrate that they meet the requirements set out in the ACAN, the Government will initiate the full tendering process either through the Government Electronic Tendering Service or by traditional means to award the contract.

If no other supplier submits a statement of capabilities that meets 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 people is to provide French-as-a-second language training taking into account the cultural reality of Indigenous employees, their needs, and the basic principles of neurolinguistic, communicative and action-oriented approaches.

The required service supports the Department's mandate in that the Government of Canada has prioritized the need to actively participate in reconciliation with Indigenous peoples. ESDC's mandate is to support this priority.



Solicitation # 100014547

Professional services will provide French-as-a-second-language training that meets 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:** in this report, released in 2015 to address the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission issues a series of Calls to Action, including the need for the Government of Canada to create and deliver culturally appropriate training for Indigenous people.
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, hence the need to create second language training that makes it easier for Indigenous employees to meet the PSC's language requirements to gain access to the same career opportunities as their colleagues.
3. **Borbey-Mendelsohn Report:** released in 2017, this report proposes that the public service represent the people it serves and recommends 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 people, the College@ESDC held a “design sprint” in spring 2018, where employees from across the country were tasked with bringing innovative ideas to the learning challenges facing the College, including language training for Indigenous employees. It was suggested that improvements be made to the current language training program to better meet the needs of employees.

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

ESDC does not have 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 neurolinguistic, 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 that some Indigenous employees encounter. The main expected outcome is to improve their language training experience and increase their chances of success.

#### Identification of requirements

##### Scope

The work involves the delivery of the PFL2 French-as-a-second-language program for the AB levels, in conjunction with the adult education activities developed during phase 1 and phase 2 of the project, which relate to Indigenous realities and culture. Specifically:

- Teaching must be done using the adult education, communicative and action-oriented approaches.
- Teaching must be done in accordance with Indigenous culture and traditions.
- Adult education activities must harness both oral and written competency and respect the holistic approach.
- Facilitators will be mandated to advance learners to an intermediate level of French as a second language, and assess them against the evaluation criteria established by the PSC.

This specific contract is the knowledge transfer component of a broad-based project, which began with two design and development components.

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. Analyze learners' training needs.
2. Prepare and deliver courses according to a pedagogical approach adapted and/or tailored to learners, i.e., adult education, communicative and acting-oriented approaches to second language training.
3. Prepare and deliver courses consistent with Indigenous culture and traditions.
4. Deliver the entire A-B level French as a Second Language Program (PFL2 A-B).
5. Implement and evaluate the material created by the pedagogical team of the École de langue française et de culture québécoise at UQAC.
6. Contribute to the smooth operation of the team of facilitators and co-facilitate some of the activities.
7. Contribute to the advancement of the pilot project by actively participating in monthly working group meetings.



### **Term of contract**

The contract will be executed between March 2020 and December 31, 2020 for the specific requirements of this contract.

### **Estimated contract value**

The total amount of the contract is \$104,857.

### **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.

### **Minimum essential requirements**

The work involves the delivery of the *Holistic French Learning Program for Indigenous Learners*.

- The educational service provider shall demonstrate that it meets the following prerequisites:
  - recent\* and significant\*\* experience in adult education (andragogy);
  - recent\* and significant\*\* experience in second language instruction;
  - recent\* experience in Indigenous education;
  - a bachelor's degree in education, literature, linguistics or any other relevant field;
  - a certificate in adult education (andragogy) would be an asset; and
  - a bachelor's degree in adult education would be an asset.

\* Recent - within the last 5 years

\*\*Significant - minimum 3 years of experience

- The educational service provider shall demonstrate that they meet requirements by submitting their CV.



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This contract represents the knowledge transfer component of a major project that began with the design and development of training materials.

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

#### **Rationale for the pre-selected supplier**

ESDC has determined that the UQAC is the only known supplier capable of successfully performing the work. This is based on searches performed with Canadian training centres and consultations with subject matter experts: steps taken with Canadian language training centres to identify teaching resources with expertise as well as the required level of experience in adult education, French as a second language teaching and experience with Indigenous learners were unsuccessful. No service provider has the combination of these experiences. Service providers offer either French-as-a-second-language expertise to adults or expertise in Indigenous education (with children), but not a combination of both. Only the UQAC has developed an official French as a second language program for adult Indigenous learners.

The deadline for accepting statements of capabilities is:

February 3, 2020 @ 14h00 EST

Questions and statements of capabilities should be emailed directly to:

Jean Bédard  
Procurement Specialist  
[NC-SOLICITATIONS-GD@hrsdcc-rhdcc.gc.ca](mailto:NC-SOLICITATIONS-GD@hrsdcc-rhdcc.gc.ca)