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CALL FOR PROPOSALS: INDIGENOUS KNOWLEDGE AND ENGAGEMENT IN EARLY CHILDHOOD EDUCATION

Outdoor and Land-Based Pedagogies in Early Childhood Education Project

Issued By: Colleges and Institutes Canada (CICan)

Contract Value: Up to **\$75,000 CAD** (inclusive of all fees, expenses, and applicable taxes)

Contract Period: July 2026 – March 2027

ABOUT US

Colleges and Institutes Canada (CICan) is the national voice of Canada's publicly supported colleges, institutes, CÉGEPs, polytechnics, and universities with a college mandate. Representing 125 member institutions and more than 670 campuses, CICan supports colleges and institutes in advancing skills development, workforce readiness, innovation, applied research, reconciliation, and community development across Canada.

CICan has extensive experience leading complex national initiatives involving multiple partners, governments, Indigenous organizations, employers, and educational institutions. Through its Indigenous Education Protocol and ongoing commitment to reconciliation, CICan works to advance Indigenous learner success, strengthen Indigenous leadership, and support respectful relationships with Indigenous communities.

EXECUTIVE SUMMARY

Colleges and Institutes Canada (CICan), with funding from The Lawson Foundation and Waltons Trust, is leading a four-year national initiative to advance the integration of Outdoor and Land-Based Pedagogies (OLP) within post-secondary Early Childhood Education (ECE) programs across Canada.

The initiative will strengthen faculty capacity, institutional readiness, and community partnerships while supporting the meaningful inclusion of Indigenous ways of knowing, being, and doing in ECE education. Through Communities of Practice, implementation projects, professional development, a national micro-credential, and knowledge mobilization activities, participating institutions will be supported in embedding OLP into their programs and practices.

To support this work, CICan is seeking an Indigenous consultant, Indigenous-led organization, Indigenous Institute, or consulting team to provide Indigenous engagement, relationship-building, and advisory support throughout the duration of the initiative. A key early deliverable will be the development of a National Indigenous Engagement Plan to help guide respectful, reciprocal, and culturally responsive engagement with Indigenous communities, Elders, Knowledge Keepers, Indigenous faculty, Indigenous Institutes, and Indigenous- organizations. The successful proponent will also contribute to the implementation of project activities by supporting Indigenous approaches, relationship-building, Communities of Practice, implementation projects, and knowledge mobilization efforts.

By advancing Indigenous engagement and educator preparation, the initiative aims to contribute to more inclusive, culturally responsive, and sustainable ECE programs while supporting reconciliation efforts across Canada.



TABLE OF CONTENTS

1. PROJECT BACKGROUND	3
2. SUMMARY	4
3. PURPOSE OF THE CALL FOR CONSULTANTS.....	4
4. PROJECT OBJECTIVES.....	5
5. SCOPE OF WORK AND RESPONSIBILITIES	5
6. INDIGENOUS ENGAGEMENT AND COMPENSATION PRINCIPLES.....	7
7. QUALIFICATIONS AND EXPERIENCE	7
8. DELIVERABLES.....	8
9. PROPOSAL REQUIREMENTS.....	8
10. DISCLOSURE OF ARTIFICIAL INTELLIGENCE (AI) USE.....	9
11. EVALUATION CRITERIA	10
12. INDIGENOUS PROCUREMENT PRINCIPLES.....	10
13. BUDGET.....	11
14. TIMELINE.....	11
15. CONTRACT AWARD AND ADMINISTRATION	12
16. CONFLICT OF INTEREST AND CONFIDENTIALITY	12
17. PAYMENT SCHEDULE AND MILESTONES	13
18. SUBMISSION METHOD	13
19. SUBMISSION DEADLINE	13
20. QUESTIONS AND CLARIFICATIONS	13
21. RESERVATION OF RIGHTS	13
22. CLOSING STATEMENT	14



1. PROJECT BACKGROUND

National Context

Across Canada, educational institutions, governments, and sector organizations are increasingly recognizing the value of Outdoor and Land-Based Pedagogies (OLP) in supporting healthy child development, environmental stewardship, cultural learning, community well-being, and educational innovation. Indigenous Peoples and communities, however, have long understood the importance of learning through relationships with land, water, community, language, and culture. These approaches continue to inform Indigenous-led educational practices across the country.

There is also growing interest across Canada in learning from Indigenous pedagogies and educational approaches that emphasize relationships, reciprocity, community, and connection to the Land. These approaches are increasingly informing conversation about child development, well-being, environmental stewardship, and educational practice within both Indigenous and non-Indigenous learning environments.

Research consistently demonstrates that meaningful engagement with outdoor environments supports children's physical health, emotional well-being, social development, resilience, creativity, and connection to place. At the same time, many Early Childhood Education (ECE) programs continue to rely predominantly on indoor and Euro-Western pedagogical approaches, limiting opportunities for learners to engage with nature, land, and community as integral components of learning.

The impacts of colonization have contributed to the marginalization of Indigenous land-based approaches to learning within educational systems. Despite these challenges, Indigenous communities, Knowledge Keepers, Elders, Indigenous Institutes have continued to advance and revitalize Indigenous ways of knowing, being, and doing through educational practices that are grounded in relationships, reciprocity, and connection to the Land.

As institutions increasingly seek to advance reconciliation and respond to the Calls to Action of the Truth and Reconciliation Commission of Canada, there is growing recognition of the importance of building respectful and reciprocal relationships with Indigenous communities and organizations. This includes creating opportunities for educators and institutions to learn from Indigenous knowledge systems, community-led practices, and Indigenous-led approaches to Outdoor and Land-Based Pedagogies.

Colleges, institutes, Indigenous Institutes, communities, and sector partners each have important roles to play in this work. By fostering respectful relationships, supporting collaboration, and creating opportunities for shared learning, the post-secondary education sector can help connect educators and learners with Indigenous knowledge systems, community-led practices, and Outdoor and Land-Based Pedagogies in ways that are meaningful, respectful, and responsive to the diverse communities they serve.

Project Overview

Colleges and Institutes Canada (CICan) is leading a four-year national initiative funded jointly by The Waltons Trust and The Lawson Foundation to advance the implementation of *More Than a New Course: A Framework for Embedding Outdoor and Land-Based Pedagogies in Post-Secondary Early Childhood Education Programs*.

The initiative seeks to strengthen faculty capacity, institutional readiness, Indigenous engagement, and community partnerships necessary to support the widespread adoption of Outdoor and Land-Based Pedagogies across post-secondary Early Childhood Education programs. Project activities will include:



- Communities of Practice;
- Institutional implementation projects;
- Development, piloting and delivery of a national microcredential;
- Knowledge mobilization and dissemination activities;
- National symposiums and events;
- Resource development.

A project-wide Indigenous Engagement Plan will be developed early in the initiative to support respectful, reciprocal, and culturally responsive engagement throughout all project activities. The Plan will serve as a foundational resource for CICan, participating institutions, and project partners by providing guidance related to relationship-building, Indigenous engagement approaches, cultural considerations, and collaboration with Indigenous communities.

2. SUMMARY

CICan is seeking proposals from qualified Indigenous consultants, Indigenous-led organizations, Indigenous Institutes, or indigenous consulting teams to support the implementation of this four-year national initiative.

The successful proponent will provide Indigenous engagement, relationship-building, advisory, and implementation support services throughout the duration of the project. A key early deliverable will be the development of a National Indigenous Engagement Plan to support respectful, reciprocal, and culturally responsive engagement across all project activities.

The successful proponent will work collaboratively with CICan, participating institutions, Indigenous communities, Indigenous Institutes, Elders and Knowledge Keepers to strengthen Indigenous engagement approaches and support the meaningful integration of Indigenous ways of knowing, being, and doing throughout the initiative.

Services may include supporting Communities of Practice, implementation of projects, professional development activities, resource development, knowledge mobilization activities, and other project initiatives that contribute to the project's objectives.

3. PURPOSE OF THE CALL FOR PROPOSALS

The purpose of this Call for Proposals is to identify and engage an Indigenous consultant, Indigenous-led organization, Indigenous Institute, or consulting team with demonstrated expertise in Indigenous engagement, reconciliation, Indigenous education, community relationship-building, and post-secondary education systems.

The successful proponent will provide services that support the meaningful integration of Indigenous ways of knowing, being, and doing throughout CICan's Outdoor and Land-Based Pedagogies in ECE Project.

This includes leading the development of a project-wide National Indigenous Engagement Plan, supporting relationship-building with Indigenous communities and organizations, contributing to project activities and providing ongoing guidance and implementation support throughout the duration of the initiative.



4. PROJECT OBJECTIVES

Indigenous Engagement

- Strengthen respectful, reciprocal and relationship-based engagement with Indigenous communities, Elders, Knowledge Keepers, Indigenous faculty Indigenous Institutes, and Indigenous organizations.
- Support Nation-specific and community-informed engagement approaches.
- Promote ethical, culturally responsive, and respectful engagement practices.
- Strengthen institutional understanding of Indigenous governance systems, leadership structures, decision-making processes, and engagement protocols.

Capacity Building

- Increase understanding of Indigenous ways of knowing, being, and doing within Early Childhood Education
- Support implementation of Outdoor and Land-Based Pedagogies across post-secondary Early Childhood Education programs.
- Strengthen faculty, institutional and sector capacity to engage respectfully with Indigenous communities and knowledge systems.

Reconciliation and Systems Change

- Support institutional efforts related to reconciliation and relevant Truth and Reconciliation Commission Calls to Action.
- Advance opportunities for Indigenous-led and Indigenous-informed approaches within ECE programming.
- Contribute to sustainable institutional and sector-wide change that supports respectful engagement and collaboration with Indigenous communities.

Knowledge Mobilization

- Identify, document, and share promising practices, lessons learned and successful approaches.
- Support development of resources and tools that strengthen Indigenous engagement and implementation efforts.
- Contribute to national learning, collaboration and knowledge-sharing across the post-secondary Early Childhood Education sector.

5. SCOPE OF WORK AND RESPONSIBILITIES

The successful proponent will provide Indigenous engagement, relationship-building, advisory, and implementation support services throughout the duration of the project.

Working collaboratively with CICan, participating institutions, Indigenous communities, Indigenous Institutes, Elders, Knowledge Keepers, and project partners, the successful proponent will support the meaningful integration of Indigenous ways of knowing, being, and doing throughout project activities.

Services are anticipated to include:

A. Indigenous Engagement Planning and Relationship-Building for Year 1 (2026-2027)



The successful proponent will:

- Lead the development of a National Indigenous Engagement Plan for the project;
- Conduct stakeholder mapping and identify opportunities for engagement and collaboration with Indigenous communities, Indigenous Institutes, and Indigenous organizations;
- Design and recommend engagement and consultation approaches that support respectful, reciprocal, and culturally responsive relationship-building;
- Develop recommendations regarding honoraria, compensation, recognition, attribution, and engagement practices involving Indigenous communities, Elders, Knowledge Keepers, Indigenous faculty, Indigenous Institutes, and Indigenous organizations;
- Provide ongoing Indigenous engagement and implementation support to CIGan throughout the duration of the project;
- Develop practical guidance, tools, and recommendations to support respectful, reciprocal, and culturally responsive engagement throughout the project; and
- Provide advice regarding engagement protocols, relationship-building approaches, and considerations related to Indigenous knowledge, cultural practices, and community partnerships.

B. Possibility of additional work for subsequent years:

The activities outlined below are just for reference and will not be included in the contract agreement between the successful proponent and CIGan for Year 1 (2026-2027). Additional agreements would be negotiated for the following activities:

Project Implementation Support

The successful proponent will:

- Provide ongoing guidance and support to CIGan throughout project implementation;
- Contribute Indigenous perspectives and expertise to project planning activities, Communities of Practice, implementation projects, professional development activities, and other project initiatives, as appropriate;
- Support participating institutions in strengthening Indigenous engagement approaches related to Outdoor and Land-Based Pedagogies;
- Review and provide feedback on selected project resources, curriculum materials, learning resources, and micro-credential content, as requested; and
- Identify opportunities to strengthen Indigenous engagement, collaboration, and participation throughout project activities.
- Participate in project planning meetings and other project activities, as requested.

Knowledge Mobilization and Project Learning

The successful proponent will:

- Contribute to knowledge mobilization and knowledge-sharing activities;
- Support the identification and documentation of promising practices, lessons learned, and emerging opportunities;
- Contribute to the development of recommendations that support long-term sustainability and impact; and
- Prepare project-related reports and deliverables as outlined in this Call for Proposals.



All services shall be delivered through a relationship-centred, strengths-based, culturally responsive, and reconciliation-informed approach that respects Indigenous knowledge systems, community priorities, and nation-specific contexts.

6. INDIGENOUS ENGAGEMENT AND PRINCIPLES

This project is guided by principles of respect, reciprocity, relationship-building, cultural responsiveness, and reconciliation.

CICan recognizes the importance of engaging Indigenous communities, Elders, Knowledge Keepers, Indigenous faculty, Indigenous Institutes, and Indigenous organizations in ways that are respectful of local protocols, governance systems, community priorities, and Nation-specific contexts.

The successful proponent will support CICan in advancing Indigenous engagement approaches that:

- Respect Indigenous knowledge systems and intellectual property;
- Recognize the importance of Indigenous data sovereignty principles;
- Promote respectful attribution, recognition, and acknowledgement practices;
- Support culturally appropriate engagement and relationship-building approaches;
- Encourage meaningful participation and collaboration; and
- Foster long-term, reciprocal relationships that extend beyond the duration of the project.

CICan is committed to ensuring that Indigenous knowledge, teachings, stories, cultural information, and community contributions are treated with respect and used only with appropriate permissions, approvals, and acknowledgements.

7. QUALIFICATIONS AND EXPERIENCE

The successful consultant must demonstrate:

- Eligible proponents must be Indigenous-owned, Indigenous-led, Indigenous-governed, or Indigenous Institutes
- Minimum ten (10) years of relevant professional experience in one or more of the following areas: Indigenous engagement, Indigenous education, community relationship-building, facilitation, reconciliation initiatives, or project implementation;
- Extensive experience working collaboratively with Indigenous communities, Indigenous organizations, Indigenous Institutes, Elders, and Knowledge Keepers;
- Experience designing and supporting engagement, consultation, and relationship-building processes;
- Experience supporting reconciliation, Indigenous engagement, or Indigenous education initiatives;
- Strong understanding of Indigenous governance systems, leadership structures, decision-making processes, and engagement protocols;
- Knowledge of Indigenous ways of knowing, being, and doing, including Indigenous educational approaches and pedagogies;
- Strong written, verbal facilitation and interpersonal communication skills; and
- Demonstrated ability to work collaboratively with diverse stakeholders across multiple sectors and regions.



The following experience will be considered an asset:

- Early Childhood Education;
- Outdoor and Land-Based Pedagogies;
- Indigenous Institutes and Indigenous-led educational initiatives;
- Curriculum development and educational resource development;
- Micro-credential development and delivery;
- Post-secondary education systems;
- National or multi-jurisdictional initiatives; and
- Bilingual service delivery (English and French).

8. DELIVERABLES

Key deliverables include:

Year 1 (2026-2027)

Indigenous Engagement Planning and Relationship-Building

- Stakeholder Mapping and Engagement Opportunities Report;
- Indigenous Engagement and Consultation Approach;
- Consultation Findings Summary Report;
- Draft National Indigenous Engagement Plan;
- Final National Indigenous Engagement Plan;
- Open Educational Resource Version of the Plan; and,
- Supporting tools, templates, guidance materials, and recommendations to support Indigenous engagement throughout the project;

Possible future deliverables could include:

Years 2–4 (2027-2030)

Project Implementation Support & Knowledge Mobilization and Project Learning

- Contributions to knowledge mobilization and knowledge-sharing activities;
- Promising Practices and Lessons Learned Summary;
- Recommendations to support long-term sustainability and impact; and
- Final Project Summary Report.

9. PROPOSAL REQUIREMENTS

Proponents must submit the following:

1. Letter of Interest (Maximum 2 Pages)

A brief letter introducing the proponent and summarizing their interest in and suitability for this assignment.

2. Organizational Profile and Team Information

- Consultant biography, organizational profile, or Indigenous Institute profile, as applicable;
- Names, roles, and qualifications of proposed team members; and
- Curriculum vitae (CVs) or résumés for key personnel who will contribute to the assignment.



3. Technical Proposal (Maximum 10 Pages)

A description of the proponent's understanding of the project, proposed approach, and methodology for delivering the services outlined in this Call for Proposals.

The Technical Proposal should include:

- Understanding of the project and its objectives;
- Proposed approach to Indigenous engagement and relationship-building;
- Approach to developing the National Indigenous Engagement Plan;
- Proposed approach to supporting project implementation; and
- Approach to knowledge mobilization and project learning activities.

4. Work Plan (Maximum 3 Pages)

A preliminary work plan outlining proposed activities, deliverables, timelines, key milestones, and anticipated level of effort (hours per activity).

5. Relevant Experience and Project Examples (Maximum 5 Examples)

A description of relevant experience and up to five (5) examples of projects demonstrating experience in areas such as:

- Indigenous engagement;
- Indigenous education;
- Indigenous Institutes;
- Outdoor and Land-Based Pedagogies;
- Early Childhood Education;
- Reconciliation initiatives;
- Community relationship-building; and/or
- Post-secondary education.

6. References

Three (3) references from clients, partners, communities, organizations, or institutions for whom similar work has been completed.

7. Financial Proposal

A detailed financial proposal outlining professional hourly rate, estimated level of effort, expenses (if applicable), and any assumptions related to project delivery. Proponents are also required to propose a specific *locked-in* hourly rate for years 2, 3 and 4.

8. AI Disclosure Statement (if applicable)

Disclosure of any material use of Artificial Intelligence (AI) tools in the preparation of the proposal, in accordance with Section 10.

10. DISCLOSURE OF ARTIFICIAL INTELLIGENCE (AI) USE

Proponents must disclose any material use of Artificial Intelligence (AI) technologies in the preparation of their proposal. Where AI tools have been used, proponents must identify:

- The AI tool(s) used;
- How the tool was used;



- The proposal sections supported by AI-generated content; and
- The validation measures undertaken.

The successful consultant remains fully responsible for all submitted content.

Special care must be taken to ensure that Indigenous knowledge, cultural information, teachings, stories, and community perspectives are not misrepresented through AI-assisted content generation.

11. EVALUATION CRITERIA

Evaluation Criteria	Weight
Understanding of the Project and Proposed Approach	30%
Indigenous Engagement and Relationship-Building Experience	25%
Relevant Experience and Qualifications	25%
Work Plan and Project Delivery Approach	20%
Total	100%

A **minimum technical score of 70%** will be required for further consideration.

In evaluating proposals, CICan may consider the extent to which proponents demonstrate relevant experience in areas including:

- Indigenous education and Indigenous-led educational initiatives;
- Indigenous Institutes and Indigenous organizations;
- Indigenous engagement and community relationship-building;
- Early Childhood Education;
- Outdoor and Land-Based Pedagogies;
- Curriculum and resource development;
- Micro-credential development and delivery;
- National or multi-jurisdictional initiatives; and
- Work with Indigenous and Francophone communities.

12. INDIGENOUS PROCUREMENT PRINCIPLES

This Call for Proposals is intended for Indigenous consultants, Indigenous-owned businesses, Indigenous-led organizations, Indigenous Institutes, and Indigenous consulting teams.

This procurement is guided by the principles of:

- Respect;
- Reconciliation;
- Reciprocity;
- Equity;
- Cultural Safety; and
- Accountability.



Proponents must demonstrate Indigenous ownership, leadership, governance, or community accountability and must possess the qualifications, experience, and expertise required to successfully deliver the services described in this Call for Proposals. CICan is committed to supporting Indigenous participation, leadership, and partnership opportunities through this initiative while ensuring a fair, transparent, and competitive procurement process.

13. BUDGET

The maximum budget available for professional fees associated with this assignment is: Up to **\$75,000 CAD for Year 1 (2026-2027) of the project.**

Proponents are requested to submit a detailed financial proposal outlining:

- Professional fees;
- Proposed level of effort (hours per activity);
- Team composition (if applicable);
- Key assumptions related to delivery of the assignment; and,
- Any anticipated travel requirements.

Reasonable travel, accommodation, engagement, and related project expenses may be reimbursed separately in accordance with CICan policies and the terms of the Professional Services Agreement.

Additional support beyond Year 1 may be negotiated separately based on project needs, available funding, and satisfactory performance.

14. TIMELINE

Activity	Timeline
Contract Award and Project Initiation	August 2026
Stakeholder Mapping and Engagement Planning	Late Summer – Early Fall 2026
Indigenous Engagement and Consultation Activities	Fall 2026 – Winter 2027
Draft National Indigenous Engagement Plan	Winter 2027
Ongoing Indigenous Engagement and Implementation Support	2027 – 2030
Knowledge Mobilization and Project Learning Activities	2027 – 2030
Project Completion	March 31, 2030



Dates are subject to adjustment based on project requirements, engagement opportunities, and the availability of participating partners and communities

15. CONTRACT AWARD AND ADMINISTRATION

The contract will be awarded to the highest-ranked proponent based on the evaluation criteria outlined in this Call for Proposals.

The successful proponent will enter into a Professional Services Agreement with CICan. Contract award is subject to the successful negotiation and execution of that agreement.

The successful proponent will report to the designated CICan Manager and work closely to CICan project-designated staff throughout the duration of this assignment.

Unless otherwise specified, deliverables produced under this contract shall become the property of CICan.

This provision does not apply to Indigenous knowledge, teachings, cultural information, or intellectual property or community-held knowledge belonging to Indigenous communities, Indigenous organizations, Elders, Knowledge Keepers, Indigenous Institutes or other Indigenous rights holders.

The use, sharing, attribution, publication, or adaptation of Indigenous knowledge and cultural information shall be subject to appropriate permissions, approvals, and community expectations.

CICan reserves the right to extend, amend, or renew the agreement based on project needs, funding availability, satisfactory performance, and mutual agreement of the parties.

16. CONFLICT OF INTEREST AND CONFIDENTIALITY

Proponents must disclose any actual, potential, or perceived conflicts of interest that may affect their ability to perform the services described in this Call for Proposals.

The successful proponent will be required to maintain appropriate confidentiality regarding project information obtained through the course of the assignment and shall comply with all applicable privacy requirements.

The successful proponent shall ensure that Indigenous knowledge, cultural information, and community perspectives are protected and handled in accordance with community expectations and Indigenous data sovereignty principles.



17. PAYMENT SCHEDULE AND MILESTONES

Payments will be made according to the following chart:

Milestone	Payment
Contract Execution and Project Initiation	15%
Consultation Methodology and Stakeholder Mapping	20%
Draft Indigenous Engagement Plan	25%
Final Indigenous Engagement Plan and OER Version	20%
Ongoing Advisory Services and Implementation Support	10%
Final Report and Sustainability Recommendations	10%

18. SUBMISSION METHOD

Proposals shall be submitted electronically in PDF format to: ece.epe@cican.org.

Subject Line: **Submission–OLP–ECE–2026–001**

Proposals shall remain valid for a period of ninety (90) calendar days following the submission deadline.

CICan will acknowledge receipt of all proposals submitted by the deadline.

19. SUBMISSION DEADLINE

Proposals must be received no later than **11:59pm EST on August 14, 2026**. Late submissions will not be considered.

20. QUESTIONS AND CLARIFICATIONS

Questions regarding this CFC must be submitted in writing to: ece.epe@cican.org.

Subject Line: **Questions–OLP–ECE–2026–001**

Questions must be received no later than **11:59pm EST on July 21, 2026**. Responses to questions that may be of general interest to all proponents **may be shared** with all proponents to ensure fairness, consistency, and transparency.

21. RESERVATION OF RIGHTS

CICan reserves the right to:

- Accept or reject any proposal;
- Reject all proposals;
- Request clarification or additional information;
- Contact references;
- Conduct interviews or presentations;
- Negotiate with one or more proponents;



- Modify or cancel the procurement process; and
- Decline to award a contract.
- Request proponents to correct minor administrative errors that do not materially affect the proposal;

22. CLOSING STATEMENT

This project represents an important opportunity to strengthen Indigenous engagement and advance the implementation of Outdoor and Land-Based Pedagogies within post-secondary Early Childhood Education programs across Canada.

Through the development of a National Indigenous Engagement Plan and the provision of ongoing Indigenous engagement, relationship-building, and implementation support, the successful proponent will contribute to strengthening institutional capacity, fostering respectful relationships with Indigenous communities, and advancing reconciliation through education.

CICan welcomes proposals from qualified Indigenous consultants, Indigenous-owned businesses, Indigenous-led organizations, Indigenous Institutes, and Indigenous consulting teams committed to supporting Indigenous engagement, educational transformation, and meaningful systems-level change across Canada's post-secondary sector.

END OF CALL FOR PROPOSALS

Indigenous Engagement Consultant Services

Outdoor and Land-Based Pedagogies in Early Childhood Education

Reference No. OLP-ECE-2026-001