



Date: 8 April 2024

REQUEST FOR QUOTATION RFQ N^o UNFPA/IDN/RFQ/24/003

Dear Sir/Madam,

UNFPA hereby solicits a quotation for the following service:

“Assessment of the curriculum and implementation of Comprehensive Sexuality Education (CSE) in Indonesia”

UNFPA requires the provision of assessment of the curriculum and implementation of CSE in Indonesia. In partnership with the Ministry of Education, Culture, Research and Technology (MoECRT), the assessment will be the extent to which the existing curriculum content (across grade levels) and delivery of in-school CSE programmes are aligned with international standards. This will include analyzing the extent to which CSE topics are incorporated into textbooks, educational materials, teaching plans, and programs for students in grades 1 to 6 in primary school, grades 7 to 9 in secondary school, and grades 10 to 12 in second secondary school, as well as schools for students with disabilities. This assessment will be used to prioritize needs and improve the quality of CSE curricula, teaching methods, and teacher training.

I. About UNFPA

UNFPA, the United Nations Population Fund (UNFPA), is an international development agency that works to deliver a world where every pregnancy is wanted, every child birth is safe and every young person’s potential is fulfilled.

UNFPA is the lead UN agency that expands the possibilities for women and young people to lead healthy sexual and reproductive lives. To read more about UNFPA, please go to: [UNFPA about us](#)

Service Requirements / Terms of Reference (TOR)

Background Information

In alignment with the 1994 International Conference on Population and Development (ICPD) Programme of Action, and UNESCO’s International Technical Guidance on Sexuality Education (ITGSE) issued in 2018, among other international agreements, UNFPA defines “comprehensive sexuality education” (CSE) as a right-based and gender-focused approach to sexuality education, whether in school or out of school. CSE is curriculum-based education that aims to equip children and young people with the knowledge, skills, attitudes and values that will enable them to develop a positive view of their sexuality, in the context of their emotional and social development.



By embracing a holistic vision of sexuality and sexual behavior, which goes beyond a focus on prevention of pregnancy and sexually transmitted infections (STIs), CSE enables children and young people to 1) acquire accurate information about human sexuality, sexual and reproductive health, and human rights, 2) Explore and nurture positive values and attitudes towards their sexual and reproductive health, and develop self-esteem, respect for human rights and gender equality; and 3) Develop life skills that encourage critical thinking, communication and negotiation, decision-making and assertiveness.

In addition, many of the core qualities of CSE indicate its potential to contribute to the prevention of gender-based violence and accelerate the transformation of social and gender norms.¹ Investing in early adolescents to cultivate gender-equal norms, beliefs and attitudes is proven to be an effective strategy for GBV prevention.² A recent study from Indonesia revealed the close association between unequal gender attitudes and peer violence perpetration in school, underlining the potential of gender transformative comprehensive sexuality education (CSE) programming to contribute to the prevention of violence in schools.³

In 2021, the advocacy work of UNFPA in improving the quality of Adolescent Reproductive Health (ARH) education resulted in a Memorandum of Understanding, between the Ministry of Education, Culture, Research and Technology (MoECRT) and the Ministry of Health (MOH), to implement a joint programme for building the capacity of teachers to deliver ARH education, including to learners with intellectual disabilities. Up until today, UNFPA supported both ministries with the provision of technical assistance to navigate the tough environment and deliver quality ARH education to students. Based on the concept developed together with MOH and MoECRT, the teachers' training to deliver ARH education has been implemented in a multi-level approach, where a batch of Master Teachers has trained Partner Teachers in the same province. In 2023, the programme was expanded to the next level, where Partner Teachers trained Peer Teachers from a different province.

Given this context, UNFPA, in partnership with MoECRT, will assess the extent to which the existing curriculum content (across grade levels) and delivery of in-school CSE programmes are aligned with international standards. This will include analyzing the extent to which CSE topics are incorporated into textbooks, educational materials, teaching plans, and programs for students in grades 1 to 6 in primary school, grades 7 to 9 in secondary school, and grades 10 to 12 in second secondary school, as well as schools for students with disabilities. The assessment report will review the MoECRT's efforts in providing Comprehensive Sexuality Education (CSE) to secondary schools (SMP), and schools for students with intellectual disabilities. The study will also identify the gaps and potential strengths of the MoECRT in implementing CSE in Indonesia. The assessment will also study, to the extent possible, the level of implementation and practices of CSE elements under the current curriculum. Building on the opportunity to

¹ These include: relationships; values, human rights, culture and sexuality; understanding gender; violence and staying safe; skills for health and wellbeing; sexuality and reproductive health.

² RESPECT framework for prevention of violence against women. <https://respect-prevent-vaw.org/>

³ Ramaiya, A., Choiriyah, I., Heise, L., Pulerwitz, J., Blum, R. W., Levov, R., Lundgren, R., Richardson, L., & Moreau, C. (2021). Understanding the Relationship Between Adverse Childhood Experiences, Peer-Violence Perpetration, and Gender Norms Among Very Young Adolescents in Indonesia: A Cross-Sectional Study. *Journal of Adolescent Health, 69*(1), S56–S63. <https://doi.org/10.1016/j.jadohealth.2021.01.025>



explore CSE as a strategy for prevention of GBV through promotion of gender equal norms, the assessment will also review the curricula, teacher capacity, whole of school engagement and existing programme and policies around the schools for GBV prevention. This assessment will be used to prioritize needs and improve the quality of CSE curricula, teaching methods, and teacher training.

Scope of the service

The selected company/institution will carry out the following functions:

1. Design and develop a research methodology for the assessment based on consultations with MoECRT and UNFPA.
2. Develop research protocol and/or ethical clearance to facilitate effective research, culturally appropriate, gender-sensitive, and ethical.
3. Conduct a literature review, which comprises a review of articles, theses, research, reports, and all necessary sources according to the purpose of the research.
4. Collect the data needed for the assessment, including arranging interviews and/ or focus group discussions with key stakeholders.
5. Write up the assessment report based on the structure agreed upon by MoECRT and UNFPA.
6. Accommodate revisions and input from MoECRT and UNFPA.
7. Present the results of the assessment and recommendations at a meeting organized by MoECRT and UNFPA.

Objective 1: To understand the scope and approach of CSE curriculum in Indonesia (quality of curriculum) and the extent to which it is commensurate with the guides provided in the ITGSE

- (a) What is the scope of the secondary school CSE curriculum in relation to the international technical guidance on sexuality education? What topics and sub-topics are covered at each level in school?
- (b) Which subject areas are charged with delivery of CSE and/or GBV/gender transformative content in the curriculum?
- (c) To what extent does the current CSE curriculum include modules designed to address prevention of GBV?
- (d) What is the nature, quality and range of learning activities (if any) addressing gender equality, and prevention of all forms of GBV?
- (e) To what extent does the curriculum or other supporting policies or guides for schools encourage a whole-of-school approach?
- (f) What teaching and learning approaches are prescribed in the curriculum? To what extent are collaborative and critical thinking learning activities provided?

Objective 2: To understand the scope and approach of educator training or professional learning to guide delivery of CSE in Indonesia (capacity and readiness of educators)

- (a) What resources or tools have been devised and provided to guide educator training or delivery CSE curriculum (lesson plans, content, methodology, feedback, interact etc.)?
- (b) Is there any data available on effectiveness of the training (e.g. educator trainee exit surveys)?



- (c) What training (internal or external), resources or tools have educators in the schools accessed to assist them to deliver the CSE curriculum (lesson plan, content, methodology, feedback, interact etc.)?
- (d) To what extent do the educators in the target schools feel capable and supported to deliver the CSE curriculum?

Objective 3: TO understand how CSE curriculum is delivered in schools (capacity and readiness of educators)

- (a) In which subject home/s and Year Levels do educators in the schools deliver the training as per the curriculum?
- (b) What methods do educators use to deliver the CSE curriculum (lesson plan, content, methodology, feedback, interact etc.)?
- (c) How often does (or did, if none currently) the CSE class meet? And for how long?
- (d) To what extent do educators use collaborative learning strategies within program delivery and elsewhere in their teaching?
- (e) Is there any resistance from educators to delivering the curriculum? What form and extent does it take and what are the reasons for it?
- (f) Are there any institutional factors restricting their delivery of the curriculum (e.g. lack of time, curriculum crowding)

Objective 4: To understand what, if any other policies or programmes exist within schools or around schools to support the CSE curriculum and/or prevention of GBV (school- readiness)

- (a) Are there education policy directives which guide whole school approaches to positive discipline, violence prevention and response, gender equality, and/or pastoral care which are or could be harnessed as part of a whole school approach to CSE and GBV prevention?
- (b) Do the schools support the teaching of the CSE curriculum? Any other GBV prevention, gender equality and/or social norms change education or activities?
- (c) To what extent is there an overt whole-school approach to CSE gender equality and prevention of GBV in the schools? What forms does it take? How are key strategies operationalized? With what level of success?
- (d) Are schools linked with GBV referral pathways with community agencies?
- (e) How so schools engage parents (if at all) in positive behavior and/or GBV prevention activities?
- (f) What additional mechanisms are in place within the schools to support the prevention of GBV (e.g., school policies reflecting zero tolerance to GBV, GBV services referral mechanisms, GBV community awareness activities). Do the schools have other gender, violence prevention and/or social norm change programmes or activities? To what extent do these complement or link with existing CSE? What opportunities exist to link or integrate these programs with CSE to strengthen GBV prevention?
- (g) What else do the educator/leader informants believe can be done to strengthen CSE/GBV education in the schools?

Deliverable:

A CSE assessment report, which is based on [the International Technical Guidance on Sexuality Education \(ITGSE\)](#) and also uses the UNFPA CSE Situation Assessment Tool (please see [UNFPA Operational Guidance For Comprehensive Sexuality Education](#) page 28 and 29) as recommended in outlining the situation and



needs of young people, policy environment, programme coverage, programme quality – curriculum and teacher training, the safety of the learning environment, gender equality and critical thinking pedagogies across schooling, and risk/protective factors in the wider social environment (please see annex II).

This assignment is home-based with the possibility of travel to Jakarta, Aceh and Lombok Timur (to be determined - in discussion with the MoECRT). The company/institution will have to consult intensively with UNFPA and MoECRT to deliberate the content and structure in the development of the expected deliverable.

To support this research, UNFPA and MoECRT will organize FGDs and consultative meetings. The list of consultative meetings that will be organized by UNFPA and in coordination with the MoECRT, which will be proposed by the company/institution:

- a. Jakarta:
 - i. Data collection: 5 in-person meetings with 20 participants from related directorates within the MoECRT for each meeting in Jakarta.
 - ii. Data validation: One workshop with 50 participants from related ministries and NGOs to validate the assessment results in Jakarta.
- b. Aceh:
 - i. Data collection: 4 in-person meetings with 20 participants from related government offices and schools in Aceh.
- c. Lombok Timur
 - i. Data collection: 4 in-person meetings with 20 participants from related government offices and schools in Lombok Timur.

The company/institution will work under the overall guidance of the UNFPA Representative and the direct supervision of the UNFPA Programme Analyst for Youth and ASRH.

UNFPA, in collaboration with the MoECRT, will organize consultative meetings with government institutions, NGOs, and youth networks. The methodology in organizing the meetings will be in consultation with the selected company/institution.

Documents that should be used as references are listed below:

1. [International Technical Guidance on Sexuality Education \(ITGSE\)](#)
2. [UNFPA Operational Guidance For Comprehensive Sexuality Education](#)
3. [Comprehensive Sexuality Education as a strategy for GBV prevention](#), UNFPA APRO
4. [CSE Modules for teachers](#) for Junior High School (SMP), and schools for students with intellectual disabilities - were developed by MoECRT and MoH and UNFPA

These documents will be provided by MoECRT and UNFPA.



Timing / Schedule

The engagement shall commence immediately upon awarding of contract with a duration from June to November 2024 (the company/institution to propose the total number of working days and a detailed work plan in the proposal).

Payment will be made upon the completion and submission of deliverables according to the following milestones:

| No | Deliverables | Deadline* | Terms of Payment |
|----|---|------------------|------------------|
| 1 | Outline report and inception report in English (the outline report will be agreed upon jointly by the MoECRT and UNFPA), including: a. the scope of analysis, methodology and outline; b. research protocol and ethical clearance; c. literature review and outline report and work plan in English (agreed upon jointly by the MoECRT and UNFPA). | 17 June 2024 | 10% |
| 2 | First draft report in Bahasa Indonesia | 14 October 2024 | 40% |
| 3 | Second draft report in Bahasa Indonesia | 4 November 2024 | |
| 4 | Final report in Bahasa Indonesia and executive summary in English, and/or other notable sections in English that could be used for other knowledge management purposes** | 29 November 2024 | 50% |

*to be further discussed and agreed during briefing meeting with the selected company/institution

** the final report of the assessment shall be submitted in the Bahasa Indonesia professionally proofread, and publishable when handed into UNFPA. The deliverable is submitted in electronic copy.

Qualifications, Background and Experience

The company/institution is required to have the following qualifications:

1. Has national recognition for research and has minimum 5 years of experience in developing studies on education and/ or sexual and reproductive health, preferably on issues related to comprehensive sexuality education, demonstrated by national/ international publications. Substantive knowledge and research experience on school-aged children and adolescent health and development preferred.
2. Having prior experience working with the Ministry of Education, the national and/or subnational education system, schools, and teachers' s colleges would be advantageous.
3. Requirements of the personnel and/or team assigned:
 - a. The company/institution propose a team, which consists of a team leader and three team members. The company/institution will arrange and manage the team independently in

undertaking this assignment. The roles and responsibilities of each individual should be clearly defined, including the identification of the designated team leader. The team leader will be responsible for the deliverable and will coordinate the work of all other team members during all phases of the assignment, ensuring the quality, methodology as well as timely completion of the deliverables.

b. Team Leader:

- Has at least a Master's Degree or equivalent in Education, Public Health, Social Sciences, or other related technical fields.
- Has at least 5 years of experience in research on education, preferably on issues related to CSE and/ or sexual and reproductive health, and youth issues in Indonesia.
- Has experience working with the Ministry of Education, the national and/or subnational education system, schools, and teachers is highly desirable. This includes familiarity in identifying relevant directorates within the MoECRT that are potentially or have been engaged in CSE, as well as identifying the availability of financial resources to implement CSE in schools.
- Has experience working with issues related to the implementation of Comprehensive Sexuality Education and the prevention of GBV would be beneficial.
- Has minimum of 5 years of work experience in the field of social science research, including data collection, analysis, and report writing.
- Has proven knowledge and experience in the application of research methodologies such as quantitative and qualitative data collection methods.
- Has excellent verbal and written communication in English and Bahasa Indonesia.

c. Team Members:

- Each has at least a Bachelor's Degree or equivalent in Education, Public Health, Social Sciences, or other related technical fields. Background in adolescent health and development, sexual and reproductive health, and life skills would be an asset among one team member.
- At least one team member has minimum of 5 years of experience in undertaking research on curriculum and textbooks across the primary school (1st-6th grade), secondary school (7th-9th grade) and second secondary school (10th-12th grade) and special education for intellectual disabilities.
- At least one team member has minimum of 5 years of experience in researching curriculum, textbooks, and interactive pedagogy for teacher training programs.
- At least one team member has minimum of 5 years of experience in the area of CSE and prevention of Gender Based Violence (GBV).
- Having prior experience working with the Ministry of Education, the national and/ or subnational education system, schools, and teachers would be advantageous.
- Having previous experience working with youth networks would be beneficial.
- Each is proficient in verbal and written communication in English and Bahasa Indonesia.



II. Questions

Questions or requests for further clarifications should be submitted in writing to the contact person below:

| | |
|----------------------------------|----------------------------|
| Name of contact person at UNFPA: | <i>Ms. Ira Novita</i> |
| Email address of contact person: | <i>indn.bids@unfpa.org</i> |

Questions will be answered in writing and shared with all parties as soon as possible after this deadline.

III. Eligible Bidders

This Request for Quotation is open to all eligible bidders; to be considered an eligible bidder for this solicitation process you must comply with the following:

- A bidder must be a legally-constituted company that can provide the requested services and have legal capacity to enter into a contract with UNFPA to perform in the country, or through an authorized representative.
- A bidder must not have a conflict of interest regarding the solicitation process or with the TORs / Technical Specifications. Bidders found to have a conflict of interest shall be disqualified.
- At the time of Bid submission, the bidder, including any JV/Consortium members, is not under procurement prohibitions derived from the [Compendium of United Nations Security Council Sanctions Lists](#) and has not been suspended, debarred, sanctioned or otherwise identified as ineligible by any [UN Organization](#) or the [World Bank Group](#).
- Bidders must adhere to the UN Supplier Code of Conduct, which may be found by clicking on [UN Supplier Code of Conduct](#).
- UNFPA supports Gender Equality and Social Inclusion - Bidder may provide evidence that demonstrates commitment to value diversity, promote equality and sensitivity toward women and social inclusion of other marginal groups, for example internal company policy documents on women empowerment, people with disabilities or membership of institutions/associations promoting such issues.

IV. Content of quotations

Quotations should be submitted via a TWO-envelope system. Interested Bidders are requested to submit their Technical Bid **separately** from their Financial Bid containing the price information. Each envelope shall consist of a single email whenever possible, depending on file size.

- a) Technical proposal, in response to the requirements outlined in the service requirements / TOR, which contains:
 - Company legal documents and company profile.
 - Proposed technical approach / methodology incl. standard methodology, workflow, implementation plan, quality control, time management, and progress report schedule.
 - The curriculum vitae of team leader and team members to be assigned.
- b) Signed Declaration Form, to be submitted strictly in accordance with the document.
- c) Price quotation form strictly in accordance to the format provided, duly completed and signed.

All parts of the quotation must be signed by the bidding company's relevant authority and submitted in PDF format.



V. Instructions for submission

Proposals should be prepared based on the guidelines set forth in Section III and IV above, along with a properly filled out and signed price quotation form, and are to be sent by email to the contact person indicated below no later than: **Tuesday, April 30th 2024 at 23:59 Jakarta Time⁴.**

| | |
|----------------------------------|----------------------------|
| Name of contact person at UNFPA: | <i>Ms. Ira Novita</i> |
| Email address of contact person: | <i>indn.bids@unfpa.org</i> |

Please note the following guidelines for electronic submissions:

- The following reference must be included by the Bidder in the email subject line:
 - UNFPA/IDN/RFQ/24/003 - [Company name], Technical Bid
 - UNFPA/IDN/RFQ/24/003 - [Company name], Financial Bid
 - Submissions without this text in the email subject line may be rejected or overlooked and therefore not considered.
- It is the Bidder's responsibility to assure compliance with the submission process. If the envelopes or emails are not marked / submitted per the instructions, UNFPA will neither assume responsibility for the bid's misplacement or premature opening nor guarantee the confidentiality of the Bid process. Incorrect submissions might result in your Bid being declared invalid.
- The total email size may not exceed **20 MB (including email body, encoded attachments and headers)**. Where the technical details are in large electronic files, it is recommended that these be sent separately before the deadline.
- Any quotation submitted will be regarded as an offer by the bidder and does not constitute or imply the acceptance of any quotation by UNFPA. UNFPA is under no obligation to award a contract to any bidder as a result of this RFQ.

VI. Overview of Evaluation Process

The evaluation will be carried out in a two-step process by an ad-hoc evaluation panel. Technical proposals will be evaluated and scored first, prior to the evaluation and scoring of price quotations.

⁴ <http://www.timeanddate.com/worldclock/city.html?n=69>



Technical Evaluation

Technical proposals will be evaluated based on their responsiveness to the service requirements /TORs listed in Section I and in accordance with the evaluation criteria below.

| Criteria | [A] Maximum Points | [B] Points attained by Bidder | [C] Weight (%) | [B] x [C] = [D] Total Points |
|--|--------------------|-------------------------------|----------------|------------------------------|
| Technical proposal: <ul style="list-style-type: none"> • level of understanding of the scope of work and objectives. • Research Proposal (maximum 10 pages), which includes but not limited to below points: <ul style="list-style-type: none"> ○ methodology ○ workflow and implementation plan (how the company/institution will undertake tasks in the TOR) ○ a draft outline of the CSE assessment report ○ division of labor among the proposed research team (team leader and team members) | 100 | | 40% | |
| Profile of the company and proposed team, and relevance to the assignment: <ul style="list-style-type: none"> • Company profile: compliance to the requirements stated in the TOR: <ul style="list-style-type: none"> ○ Specific experience and expertise relevant to the assignment ○ Range and depth of company/organizational experience with similar assignment ○ List of publications on related studies as stated in the TOR • Curriculum vitae of the team leader and members: compliance to the requirements stated in the TOR, including language requirements. | 100 | | 30% | |
| <i>Total Technical Score</i> | | | | |



The following scoring scale will be used to ensure objective evaluation:

| Degree to which the Terms of Reference requirements are met based on evidence included in the Bid submitted | Points out of 100 |
|---|-------------------|
| Significantly exceeds the requirements | 90 – 100 |
| Exceeds the requirements | 80 – 89 |
| Meets the requirements | 70 – 79 |
| Partially meets the requirements | 1 – 69 |
| Does not meet the requirements or no information provided to assess compliance with the requirements | 0 |

Financial Evaluation

Price quotes will be evaluated only for bidders whose technical proposals achieve a minimum total score of 49 points (70% x 70) in the technical evaluation.

Price quotes will be evaluated based on their responsiveness to the price quote form. The maximum number of points for the price quote is 30, which will be allocated to the lowest total price provided in the quotation. All other price quotes will receive points in inverse proportion according to the following formula:

| | | |
|-------------------|--------------------------|----------------------|
| Financial score = | Lowest quote (IDR) | X 30 (Maximum score) |
| | Quote being scored (IDR) | |

Total score

The total score for each proposal will be the weighted sum of the technical score and the financial score. The maximum total score is 100 points.

| |
|--|
| $\text{Total score} = \text{Total Technical score} + \text{Financial score}$ |
|--|

VII. Award Criteria

In case of a satisfactory result from the evaluation process, UNFPA intends to award a Professional Service Contract on a fixed-cost basis to the Bidder that obtain the highest total score.

VIII. Right to Vary Requirements at Time of Award

UNFPA reserves the right at the time of award of contract to increase or decrease by up to 20% the volume of services specified in this RFQ without any change in unit prices or other terms and conditions



IX. Payment Terms

UNFPA payment terms are net 30 days upon receipt of invoice and delivery/acceptance of the milestone deliverables linked to payment as specified in the contract

X. Fraud and Corruption

UNFPA is committed to preventing, identifying, and addressing all acts of fraud against UNFPA, as well as against third parties involved in UNFPA activities. UNFPA's policy regarding fraud and corruption is available here: [Fraud Policy](#). Submission of a proposal implies that the Bidder is aware of this policy.

Suppliers, their subsidiaries, agents, intermediaries and principals must cooperate with the UNFPA Office of Audit and Investigations Services as well as with any other oversight entity authorized by the Executive Director and with the UNFPA Ethics Advisor as and when required. Such cooperation shall include, but not be limited to, the following: access to all employees, representatives agents and assignees of the vendor; as well as production of all documents requested, including financial records. Failure to fully cooperate with investigations will be considered sufficient grounds to allow UNFPA to repudiate and terminate the Agreement, and to debar and remove the supplier from UNFPA's list of registered suppliers.

A confidential Anti-Fraud Hotline is available to any Bidder to report suspicious fraudulent activities at [UNFPA Investigation Hotline](#).

XI. Zero Tolerance

UNFPA has adopted a zero-tolerance policy on gifts and hospitality. Suppliers are therefore requested not to send gifts or offer hospitality to UNFPA personnel. Further details on this policy are available here: [Zero Tolerance Policy](#).

XII. RFQ Protest

Bidder(s) perceiving that they have been unjustly or unfairly treated in connection with a solicitation, evaluation, or award of a contract may submit a complaint to the UNFPA Representative, Mr. Hassan Mohtashami at indonesia.office@unfpa.org. Should the supplier be unsatisfied with the reply provided by the UNFPA Representative, the supplier may contact the Chief, Supply Chain management Unit at procurement@unfpa.org.

XIII. Disclaimer

Should any of the links in this RFQ document be unavailable or inaccessible for any reason, bidders can contact the Procurement Officer in charge of the procurement to request for them to share a PDF version of such document(s).



PRICE QUOTATION FORM

| | |
|---|---|
| Name of Bidder: | [insert name of company] |
| Date of the quotation: Request for quotation N°: | [insert quotation date] UNFPA/IDN/RFQ/24/003 |
| Currency of quotation: | IDR |
| Validity of quotation: <i>(The quotation must be valid for a period of at least 3 months after the submission deadline)</i> | [insert quotation validity date] |

- The bidder is expected to submit realistic and competitive itemized cost estimates in undertaking the project; for information, budget range: IDR 600,000,000 - IDR 730,000,000.
- The Price Quotation must provide a detailed cost breakdown for each item. The components comprising the total price must provide sufficient detail to allow UNFPA to determine compliance of offer with requirements as per Terms of Reference of this RFQ. The Bidder shall include a complete breakdown of the cost elements associated with each line item.
- Quoted rates must be **exclusive of all taxes**, since UNFPA is exempt from taxes.
- In case of discrepancy between unit price and total price, the lower price shall prevail and the higher price shall be corrected. If the Bidder does not accept the correction of errors, its Proposal will be rejected.

TABLE 1: Price Offer:

| Item Description | UOM | Qty | Unit Cost (IDR) | Total Cost (IDR) |
|--|---------|-----|--------------------|---------------------|
| 1. Professional Fees | package | 1 | [insert unit cost] | [insert total cost] |
| 2. Data collection and results validation in Jakarta | package | 1 | [insert unit cost] | [insert total cost] |
| 3. Consultative meeting in Aceh | package | 1 | [insert unit cost] | [insert total cost] |
| 4. Consultative meeting in Lombok Timur | package | 1 | [insert unit cost] | [insert total cost] |
| 5. Operational costs | package | 1 | [insert unit cost] | [insert total cost] |
| Total Contract Price | | | | [insert total cost] |



TABLE 2: Offer to Comply with Other Conditions and Related Requirements

| Other Information pertaining to our Quotation are as follows: | Your Responses | | |
|---|----------------------------|-----------------------------|---|
| | <i>Yes, we will comply</i> | <i>No, we cannot comply</i> | <i>If you cannot comply, pls. indicate counter proposal</i> |
| Validity of Quotation is at least 3 months after the submission deadline | [insert answer] | [insert answer] | [insert answer] |
| After the closing date (RFQ submission deadline), if required, the bidder(s) will be contacted, to provide clarification(s) related to the submission | [insert answer] | [insert answer] | [insert answer] |
| All Provisions of the UNFPA General Terms and Conditions | [insert answer] | [insert answer] | [insert answer] |

Vendor's Comments:
 [insert comments if any]

I hereby certify that the company mentioned above, which I am duly authorized to sign for, has reviewed RFQ UNFPA/IDN/RFQ/24/003 including all annexes, amendments to the RFQ document (if applicable) and the responses provided by UNFPA on clarification questions from the prospective service providers. Further, the company accepts the General Conditions of Contract for UNFPA and we will abide by this quotation until it expires.

| | |
|--|-------------------------|
| [insert name, title, signature and company's seal/stamp] | [insert date and place] |
| Name and title | Date and place |



DECLARATION FROM

The undersigned, being a duly authorized representative of the Company represents and declares that:

| 1. | The Company and its Management ⁵ have not been found guilty pursuant to a final judgement or a final administrative decision of any of the following: | YES | NO |
|----|--|--------------------------|--------------------------|
| | a. Fraud; | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Corruption; | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. conduct related to a criminal organization; | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. money laundering or terrorist financing; | <input type="checkbox"/> | <input type="checkbox"/> |
| | e. terrorist offences or offences linked to terrorist activities; | <input type="checkbox"/> | <input type="checkbox"/> |
| | f. sexual exploitation and abuse; | <input type="checkbox"/> | <input type="checkbox"/> |
| | g. child labour, forced labour, human trafficking; or | <input type="checkbox"/> | <input type="checkbox"/> |
| | h. irregularity (non-compliance with any legal or regulatory requirement applicable to the Organization or its Management). | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The Company and its Management have not been found guilty pursuant to a final judgment or a final administrative decision of grave professional misconduct. | <input type="checkbox"/> | <input type="checkbox"/> |

⁵ "Management" means any person having powers of representation, decision-making or control over the Organization. This may include, for example, executive management and all other persons holding downstream managerial authority, anyone on the board of directors, and controlling shareholders.



| | | | |
|----|--|--------------------------|--------------------------|
| 3. | The Company and its Management are not: bankrupt, subject to insolvency or winding-up procedures, subject to the administration of assets by a liquidator or a court, in an arrangement with creditors, subject to a legal suspension of business activities, or in any analogous situation arising from a similar procedure provided for under applicable national law. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | The Company and its Management have not been the subject of a final judgment or a final administrative decision finding them in breach of their obligations relating to the payment of taxes or social security contributions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The Company and its Management have not been the subject of a final judgment or a final administrative decision which found they created an entity in a different jurisdiction with the intent to circumvent fiscal, social or any other legal obligations in the jurisdiction of its registered office, central administration, or principal place of business (<i>creating a shell company</i>). | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | The Company and its Management have not been the subject of a final judgment or a final administrative decision which found the Company was created with the intent referred to in point (5) (<i>being a shell company</i>). | <input type="checkbox"/> | <input type="checkbox"/> |

The UNFPA reserves the right to disqualify the Company, suspend or terminate any contract or other arrangement between the UNFPA and the Company, with immediate effect and without liability, in the event of any misrepresentation made by the Company in this Declaration.

It is the responsibility of the Company to immediately inform the UNFPA of any changes in the situations declared above.

This Declaration is in addition to, and does not replace or cancel, or operate as a waiver of, any terms of contractual arrangements between the UNFPA and the Company.

Signature:

Date:

Name and Title:



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**ANNEX I:
General Conditions of Contracts:
De Minimis Contracts**

This Request for Quotation is subject to UNFPA's General Conditions of Contract: De Minimis Contracts, which are available in: [English](#), [Spanish](#) and [French](#)



ANNEX II: List of Proposed Questions

Using the “UNFPA CSE Situation Assessment Tool” (please see [UNFPA Operational Guidance For Comprehensive Sexuality Education](#) page 28 and 29)

| Proposed Questions | How to assess |
|--|---|
| <p>A. POLICY ENVIRONMENT</p> <ol style="list-style-type: none"> 1. What are the parameters (ages/grades, duration)? 2. Is CSE examinable? 3. What related policies are in place? 4. Are there codes of conduct for teachers and adult staff? 5. Are there programmes to help girls stay in school? 6. Do young people have access to SRH services? 7. What characterizes the opposition (if any) to such policies/ development of such policies? 8. Which other United Nations agencies have been involved in policy and advocacy on CSE? 9. What other stakeholders may be engaged constructively, e.g., civil society groups, government ministries, parents, youth groups or religious leaders? | <p>Conduct content analysis of existing policies; key informant interviews.</p> |
| <p>B. PROGRAMME COVERAGE</p> <ol style="list-style-type: none"> 1. Are CSE programmes being implemented? 2. Is there equal access? 3. Who is being reached by current programmes, according to age, gender, schooling status, race/caste/class, etc.? 4. Are underserved areas also receiving the programme? 5. Are vulnerable groups receiving the programme? | <p>Interviews of key informants; coverage exercises by undertaking observations through random sampling for visiting schools, grades/classes; process evaluations of existing programmes.</p> |
| <p>C. PROGRAMME QUALITY – CURRICULUM AND TEACHER TRAINING</p> <p>Curriculum:</p> <ol style="list-style-type: none"> 1. Does the content reflect the essential components of CSE as outlined in the Operational Guidance | <p>Review of syllabi, curricula and requirements in teachers college programmes; key informant interviews; teacher interviews; direct observation.</p> |

| Proposed Questions | How to assess |
|--|---------------|
| <p>(Section 1.5)⁶, the ITGSE, and other internationally-recognized CSE guidance (e.g., It’s All One)?</p> <ol style="list-style-type: none"> 2. Are issues of gender norms/equality addressed both as a distinct lesson and infused across CSE topics? 3. Are teaching methods participatory and learner-centred? 4. Do the curriculum and teaching methods foster critical thinking? 5. Is the programme reliably implemented according to its stated goals and principles? 6. What are the areas of education needed for age-appropriate sexual health education at the elementary school level? <ol style="list-style-type: none"> i. What are the areas of education needed for age-appropriate sexual health education in the curriculum? ii. How do teachers address the topics and learning objectives related to age-appropriate sexual health education in the curriculum? 7. What are the areas of education needed for age-appropriate sexual health education in the middle school curriculum? <ol style="list-style-type: none"> i. What are the areas of education needed for age-appropriate sexual health education in the curriculum? ii. How do teachers address the topics and learning objectives related to age-appropriate sexual health education in the curriculum? 8. What are the areas of education needed for age-appropriate sexual health education in the high school curriculum? <ol style="list-style-type: none"> i. What are the areas of education needed for age-appropriate sexual health education in the curriculum? | |

⁶ The nine essential components of CSE: 1) A basis in the core universal values of human rights; 2) An integrated focus on gender; 3) Thorough and scientifically accurate information; 4) A safe and healthy learning environment; 5) Linking to sexual and reproductive health services and other initiatives that address gender, equality, empowerment, and access to education, social and economic assets for young people; 6) Participatory teaching methods for personalization of information and strengthened skills in communication, decision-making and critical thinking; 7) Strengthening youth advocacy and civic engagement; 8) Cultural relevance in tackling human rights violations and gender inequality; 9) Reaching across formal and informal sectors and age groupings.

| Proposed Questions | How to assess |
|---|--|
| <p>ii. How do teachers address the topics and learning objectives related to age-appropriate sexual health education in the curriculum?</p> <p>9. What are the studies conducted in different formal educational institutions regarding age-appropriate sexual health education?</p> <p>Teacher Training:</p> <ol style="list-style-type: none"> 1. What pre-service and in-service training is provided to teachers on CSE? 2. Is CSE training required? 3. What proportion of teachers receive training in this area? 4. What methods are used to train teachers in order for them to be comfortable discussing the CSE topics? 5. Are teachers learning how to teach using learner-centred, participatory approaches that foster critical thinking skills? 6. Are teachers evaluated on CSE? | |
| <p>E. SAFETY OF THE LEARNING ENVIRONMENT</p> <ol style="list-style-type: none"> 1. What do existing data say about the learning environment? 2. Are schools gender equitable? 3. Is sexual harassment and bullying tolerated? Is there corporal punishment, either formally or informally? | <p>Key informant interviews; surveys; structured observation of school/classrooms; review of policies governing school safety</p> <p>Using UNGEI and UNESCO resources on https://www.ungei.org/what-we-do/school-related-gender-based-violence to review the school-related Gender Based Violence (GBV) environments</p> |
| <p>F. GENDER EQUALITY AND CRITICAL THINKING PEDAGOGIES ACROSS SCHOOLING</p> <ol style="list-style-type: none"> 1. What content and messages about gender are taught outside the CSE classroom? 2. What experience and skill do teachers have with participatory and critical thinking methods? | <p>Review of textbooks, key literature, and social studies/civics/history assignments; analysis of resource allocations for girls' vs. boys' sports, gender</p> |



| Proposed Questions | How to assess |
|---|--|
| | stratification in school personnel; direct observation; review of learning standards. |
| <p>G. RISK/PROTECTIVE FACTORS IN THE WIDER SOCIAL ENVIRONMENT</p> <ol style="list-style-type: none"> 1. Are CSE programmes connected with health services? 2. With other social, educational or legal support programmes? 3. Are students taught to advocate, and do they have guided opportunities to practise advocating for positive social change? | Content analysis of existing school policies; process evaluations of existing programmes; review of learning standards; key informant interviews |