

# REQUEST FOR QUOTATION (RFQ)

## FOR SERVICES

<b>Project Title:</b>	<b>Pacific Youth Engagement, Empowerment &amp; Economic Pathways (PYEEEP) Project</b>
<b>Nature of the services</b>	Technical Assistance in the development of Human Rights and Social Inclusion Learning Modules
<b>Location:</b>	Suva, Fiji (Flexible)
<b>Date of issue:</b>	3/03/2023
<b>Closing Date:</b>	17/03/2023
<b>SPC Reference:</b>	RFQ23-5128

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## Part 1: INTRODUCTION

### 1.1 About the Pacific Community (SPC)

The Pacific Community (SPC) is the principal scientific and technical organisation of the Pacific region, established by treaty in 1947 with the signing of the *Agreement Establishing the South Pacific Commission* (the Canberra Agreement).

Our unique organisation covers more than 20 sectors and is renowned for knowledge and innovation in such areas as fisheries science, public health surveillance, geoscience and conservation of plant genetic resources for food security.

For more information about SPC and the work that we do, please visit our website: <https://www.spc.int/>.

### 1.2 SPC's procurement activities

SPC's procurement activities are guided by the principles of high ethical standards, value for money, open competition and social and environmental responsibility and are carried out under our Procurement Policy.

For further information or enquiries about SPC's procurement activities, please visit the procurement pages on our website: <https://www.spc.int/procurement> or email: [procurement@spc.int](mailto:procurement@spc.int)

### 1.3 SPC's Request for Quotation (RFQ) Process

At SPC, procurement valued at more than EUR 2,000 and less than or equal to EUR 45,000 requires an evaluation of at least three quotations to determine the offer that provides the best value for money through a Request for Quotation (RFQ) process.

This RFQ sets out SPC's requirements for a project and it asks you, as a bidder, to respond in writing in a prescribed format with pricing and other required information.

Your participation confirms your acceptance of SPC's conditions of participation in the RFQ process.

## Part 2: INSTRUCTIONS TO BIDDERS

### 2.1 Background

SPC invites you to submit a quotation to deliver the services as specified in [Part 3](#).

SPC has compiled these instructions to guide prospective bidders and to ensure that all bidders are given equal and fair consideration. Please read the instructions carefully before submitting your bid. For your quotation to be considered, it is important that you provide all the prescribed information by the closing date and in the format specified.

### 2.2 Submission Instructions

You must **submit your quotation and all supporting documents** in English and as an attachment to an email sent to [naniset@spc.int](mailto:naniset@spc.int) and with the subject line of your email as follows: **Submission PYEEEP Human Rights and Social Inclusion Learning Modules**. The email should also be copied to [rfq@spc.int](mailto:rfq@spc.int).

The supporting documents expected in this RFQ are:

- [The Conflict-of-Interest Declaration form](#) completed
- Cover Letter, Curriculum Vitae, Work Plan and Budget

Your submission must be clear, concise and complete and should only include a quotation and information that is necessary to respond effectively to this RFQ. Please note that you may be marked down or excluded from the procurement exercise if your submission contains any ambiguities or lacks clarity.

Bids will be evaluated on the basis of information received by **4:00pm Fiji Time on 17/03/2023**.

### 2.3 Evaluation & Contract Award

Each quotation validly received will be assessed against the evaluation criteria matrix set out in [Part 4](#). Any changes in the evaluation criteria will result in the RFQ process being re-issued.

SPC may award the contract once it has determined that a bidder has met the prescribed requirements and the bidder's proposal has been determined to be substantially responsive to the RFQ documents, provide the best value for money (highest cumulative score) and best serve the interests of SPC.

In the event of a bid being accepted, procurement will take place under SPC's [General Terms and Conditions of Contract](#) and depending on the value or nature of the procurement, the award will be made by issuing a purchase order or a signed and dated contract, or both.

### 2.4 Key Contacts

Please contact SPC should you have any doubt as to what is required or if we can help answer any questions that you may have.

**Ms. Nanise Taufa** will be your primary point of contact for this RFQ and can be contacted at [naniset@spc.int](mailto:naniset@spc.int). You should copy any communications into [rfq@spc.int](mailto:rfq@spc.int).

Details will be kept of any communications between SPC and bidders. This assists SPC to ensure transparency of the procurement process. While SPC prefers written communication in the RFQ process, at any point where there is phone call or other conversation, SPC expects to keep a file note of the exchange, with all forms of communication with prospective bidders to be retained as source documents for the procurement of the services.

### 2.5 Key Dates

Please see the proposed procurement timetable in the table below. This timetable is intended as a guide only and while SPC does not intend to depart from the timetable, it reserves the right to do so at any stage.

STAGE	DATE
<b>RFQ sent to potential vendors</b>	3/03/2023
<b>RFQ Closing Date</b>	17/03/2023
<b>Award of Contract</b>	24/03/2023
<b>Commencement of Contract</b>	31/03/2023
<b>Conclusion of Contract</b>	22/12/2023

### 2.6 Legal and compliance

**Confidentiality:** Unless otherwise agreed by SPC in advance or where the contents of the RFQ are already in the public domain when shared with the bidder, bidders shall at all times treat the contents of the RFQ and any related documents as confidential. SPC will also treat the information it receives from the bidders as confidential.

**Conflict of interest:** Bidders must take all necessary measures to prevent any situation of conflict of interest. You must notify SPC in writing as soon as possible of any situation that could constitute a conflict of interest during the RFQ process. If you have any familial connection with SPC staff, this must be declared, and approval will then be sought for you to engage in the RFQ process. **In support of your response to this RFQ, you must submit to SPC [the Conflict-of-Interest Declaration form](#) available on our procurement page website: <https://spc.int/procurement>.**

Breach of this requirement can result in SPC terminating any contract with a successful bidder.

**Currency, validity, duties, taxes:** Unless specifically otherwise requested, all proposals should be in **FJD** and must be net of any direct or indirect taxes and duties, and shall remain valid for 120 days from the closing date. The successful bidder is bound by their proposal for a further 60 days following notification they are the preferred bidder so that the contract may be awarded. No price variation due to escalation, inflation, fluctuation in exchange rates, or any other market factors shall be accepted at any time during this period.

**No offer of contract or invitation to contract:** This RFQ is not an offer to contract or an invitation by SPC to enter into a contract with you.

**Privacy:** The bidder is to comply with the requirements of applicable legislation and regulatory requirements in force for the use of personal data that is disclosed for the purposes of this RFQ. SPC will handle any personal information it receives under the RFQ in line with its [Privacy Policy](#), and the [Guidelines for handling personal information of bidders and grantees](#).

**Warranty, representation, assurance, undertaking:** The bidder acknowledges and agrees that no person has any authority to give any warranty, representation, assurance or undertaking on behalf of SPC in connection with any contract which may (or may not) follow on from this RFQ process.

## 2.7 Complaints process

Bidders that consider they were not treated fairly during any SPC procurement process may lodge a protest. The protest should be addressed to [complaints@spc.int](mailto:complaints@spc.int). The bidder must provide the following information: (1) full contact details; (2) details of the relevant procurement; (3) reasons for the protest, including how the alleged behaviour negatively impacted the bidder; (4) copies of any documents supporting grounds for protest; (5) the relief that is sought.

## Part 3: TERMS OF REFERENCE

### Background/context

- The New Zealand Government has provided funding to the SPC to develop and pilot programme focusing on youth economic pathways. This project is titled Pacific Youth Engagement, Empowerment and Economic Pathways (PYEEEP) for the period July 2022 – July 2025. This programme responds to priority outcome area 1 of the Pacific Youth Development Framework (PYDF): ‘More young people secure decent employment’.
- This programme will support efforts that address the situation of Youth Not in Education, Employment or Training (NEET) who remain excluded from mainstream development efforts and are often disaffected. Globally, youth unemployment stands at 13.6% (triple that of adult unemployment), and 23% across the Pacific with some countries having as high as 64% youth unemployment<sup>1</sup>.
- The programme is aimed at supplementing conventional approaches in the formal education system by providing alternative pathways to decent work or meaningful engagement in society. This includes delivering a regional approach aimed at supporting governments in the Pacific to establish inclusive services that empower, engage and employ young people, particularly Youth NEET.
- The programme will run across three Pacific Island Countries (PIC): Kiribati, Solomon Islands and Tonga.
- The programme will involve tailored, contextualised pathways offering a combination of education and training to NEET youth across the 3 PICs. In each PIC there will be two (2) pathways. Throughout the course of the training and internships the youth will be supported with additional training on work readiness, soft skills and human rights/GESI knowledge to best ensure they are productive, contributing, responsible citizens.
- The pathways are provided by at least two (2) TVET-type institutions in each project country. These institutions have their own curriculum for trade skills development.
- This consultancy is for the following:
  - (i) development of teachers guides in these institutions for the teaching of principles of human rights, gender equality, social inclusion and the social norms transformation to end violence against women and girls;
  - (ii) the training of teachers in these institutions on HR, GE, SI and TOT on how to teach these principles with the use of the teachers guides; and
  - (iii) working with these teachers and mentoring them in how they deliver the teaching of these in their classrooms.

### A. Purpose, objectives, scope of services

[Insert information related to the purpose, scope and objectives of the services:

- List down major activities to be undertaken by Contractor
- Briefly describe the required activities (scope, location, subjects, etc.) and other information that will help prospective bidders understand the nature of the work
- If possible, it is always best to list down per activity the literature/data/information already on hand and may be made available to the Contractor as reference/input to the activity. If the

said literature/data/information cannot yet be provided as annex to the TOR, the TOR should at least mention where they can be easily accessed (e.g., what agency/office, website URL address, etc.)

- Specify the specific working conditions or constraints associated with the assignment (mandatory location to provide the services, partners and collaborators involved, etc.)
- List the expected written/tangible outputs in detail (number of reports, number of pages, precise technical specifications, format, etc)
- Specify the time constraints of the project (availability of partners, reporting deadlines to the donor, etc.)
- Include intangible results of the work, if any.]
- **Teaching and training resources on human rights/ gender equality and social inclusion:** The Consultant will develop contextually appropriate teaching and learning resources in Tonga, Solomon Islands and Kiribati. This will include scoping and sequencing existing curriculum to create at least six (6) lesson plans covering key themes of human rights, social inclusion, gender equality and accompanying teacher guides as requested. The learning modules will be delivered to youth NEET (not engaged in education, employment or training) and, as such, need to be appropriate for different learning levels.
- **Teacher training and follow up** – The Consultant will develop and deliver training to staff who will be delivering the lesson plans across at least two (2) PICs. This will include the development of tailored training programmes, resources and activities for teachers and teacher trainers in close consultation with SPC HRSD. The work also will include the development of authentic evaluation and other relevant M&E tools for these trainings and for capturing the outcomes of these trainings. This also may include reflection workshops with teachers and teacher trainers to examine the outcomes and undertake further planning on social citizenship education.
- The resources will be developed with oversight and input from the SPC HRSD Social Inclusion team and EQAP. Internal SPC resources will be provided to the successful bidder to help develop and shape the necessary outputs.

## B. Timelines

[Insert information related to the timeline:

- State expected duration of work/total no. of days/weeks/months of engagement
- Indicate target date of commencement of the work and expected completion date, including conditions to both, if any, justifying the timing, if necessary.
- Present schedule/target deadline for the delivery of each of the expected outputs. If the specific dates are too variable and cannot yet be defined, the span of time from the commencement of the work should instead be indicated (e.g., 2nd week from Issuance of Notice to Proceed, 1 week after signing of the contract, etc.).
- Break down the work duration into projected number of days/weeks/months per major activity or per nature of work. (e.g., 1 full week of field work, 2 months of continuous interview, 5 days data gathering, 1-month full-time desk work, etc.)
- Explain special reason for urgency, if any, and serious consequence/impact of any form of delay in the completion of the consultancy.]

Expected Outputs

Stage	Output	# Days work	Completion/ Delivery date
<b>Develop tailored lesson plans on human rights for multiple PICs.</b>	Develop 6 lesson plans and supporting materials for the three (3) PICs. This will include drafting the scope and sequence, detailed session plans in close consultation with SPC HRSD & EQAP. It also includes the development of any training resources and M&E tools.	10 days	14 April 2023
<b>Develop and Deliver training programmes in multiple PICs on request.</b>	Develop and deliver training on human rights resources and lesson plans to key stakeholders in two PICs based on country request and availability of their teacher trainees. (3 half days max per training x 2 countries)	3 days	30th May 2023
<b>Develop and Deliver Refresher training on human rights themes and lessons</b>	Develop and deliver refresher training on human rights resources and lesson plans to key stakeholders in the two PICs based on country request and availability of their teacher trainees. (2 half days max per training x 2 countries)	2 days	31 <sup>st</sup> October 2023

### C. Reporting and contracting arrangements

- The Consultant will be home-based and will report to SPC HRSD's Inclusive and Equitable Societies Team Lead.
- The Consultant will be expected to deliver training to a range of stakeholders including (but not limited to): Mary Mazzarello Development Centre and Kaotave Rural Training School in Honiara Solomon Islands; Tupou Tertiary Institute and Ahopanilolo Technical Institute in Nukualofa, Tonga; Child Fund Kiribati in Tarawa, Kiribati.
- The Consultant will be required to travel to at least two (2) PICs to deliver the training in person.

### D. Skills and qualifications

- At least 7-10 years' experience in the education sector designing teaching content/ support materials and delivering teacher training with educational institutions, international organisations, inter-governmental bodies and/or NGOs.
  - Proven experience designing learning materials for social citizenship education for formal and informal education sector;
  - Knowledge and experience of using participatory approaches and innovative



techniques in the design and delivery of classroom teaching in schools (in the Pacific is desirable);

- Access to, and experience in using, a broad range of student-centred, participatory and experiential teaching methods for engaging teachers in the delivery of social citizenship-related learning outcomes.
- Excellent multicultural communication skills as well as fluency in English and knowledge of Pacific Island communities, culture and educational contexts (specific knowledge and experience in Kiribati, Solomon Islands and Tonga is desirable).

#### E. Scope of Bid Price and Schedule of Payments

- The Consultant will be paid a lump sum based on milestones, as per the table below.
- All costs proposals should be submitted in FJDs and should be inclusive of all costs, except travel which will be paid for separately by SPC HRSD in accordance with SPC Travel Policy.

<b>Milestone/deliverables</b>	<b>Deadline</b>	<b>% Payment</b>
Signature of Contract Consultant then reaches out to identified institutions for curriculum to conduct scoping and sequencing	31 <sup>st</sup> March 2023	
Submission of draft lesson plans and accompanying resources for Solomon Islands and Tonga	14 <sup>th</sup> April 2023	30%
Delivery of teacher training programmes in PIC 1	14 <sup>th</sup> May 2023	20%
Delivery of teacher training programmes in PIC 2	30 <sup>th</sup> May 2023	20%
Refresher training in the two (2) PICs	30 <sup>th</sup> October 2023	20%
MEL report provided at end of consultancy	30 <sup>th</sup> November 2023	10%
<b>TOTAL</b>		<b>100%</b>

## Part 4: PROPOSAL EVALUATION MATRIX

### 4.1 Competency Requirements & Score Weight

The evaluation matrix below reflects the obtainable score specified for each evaluation criterion (technical requirement) which indicates the relative significance or weight of the items in the overall evaluation process.

Evaluation criteria	Score Weight (%)	Points obtainable
<b>Mandatory requirements</b>		
<p><i>[[Insert here the requirements that are mandatory (administrative criteria (registration), financial criteria (financial statements), etc.).</i></p> <p><i>Other criteria may be mandatory: minimum qualification or experience, local company, professional accreditation, certification requirements, licensing, etc. However, if these criteria are defined in the "mandatory requirements" section, failure to meet them will automatically result in the exclusion of the bidder from the RFP at the bid opening committee stage.]</i></p>	<p><b>Mandatory requirements.</b> Bidders will be disqualified if any of the requirements are not met</p>	
<b>Technical requirements</b>		
<p><b>Technical requirement 1:</b> At least 7-10 years' experience in the education sector designing teaching content/ support materials and delivering teacher training with educational institutions, international organisations, inter-governmental bodies and/or NGOs.</p>	30%	210
<p><b>Technical requirement 2:</b> Proven experience designing learning materials for social citizenship education for formal and informal education sector.</p>	30%	210
<p><b>Technical requirement:</b> Knowledge and experience of using participatory approaches and innovative techniques in the design and delivery of classroom teaching in schools (in the Pacific is desirable);</p>	20%	140
<p><b>Technical requirement:</b> Access to, and experience in using, a broad range of student-centred, participatory and experiential teaching methods for engaging teachers in the delivery of social citizenship-related learning outcomes.</p>	10%	70
<p><b>Other:</b> Excellent multicultural communication skills as well as fluency in English and knowledge of Pacific Island communities, culture and educational contexts (specific knowledge and experience in Kiribati, Solomon Islands and Tonga is desirable).</p>	10%	10
<b>Total Score</b>	<b>100%</b>	<b>700</b>