



Swedish Committee for Afghanistan

Date: **13 September 2021**

To: Interested Bidders

From: Swedish Committee for Afghanistan, Kabul Management Office

No. of Pages: Twelve (12) with three sections (Sections 1-3)

Subject: Training on Curriculum Adaptation, Grammar of Sign Language and Individualized Education Planning (IEP)

RFP ref: KMO – RFP- 2021-15

Dear Sir/Madam:

The Swedish Committee for Afghanistan, Kabul Management Office (hereinafter called “the SCA”) invites you to submit your technical and financial proposal for Training on Curriculum Adaptation, Grammar of Sign Language and Individualized Education Planning (hereinafter called “the Service”) as specified in the Request for Proposal hereto (hereinafter called “the RFP Documents”).

Tender Instructions

1. You must submit your technical and financial proposal in separate sealed envelope in case of hard submission. And in separate file in case of online submission for all service in respect to this RFP.
2. Your quotation shall be addressed and submitted at the below specified address or email address no later than **26 September 2021** :

Swedish Committee for Afghanistan
Jalalabad Main Road, Paktia Kot
PO Box 27027
Kabul Afghanistan
Attn.: Procurement Unit, Administration Department.
Manager Email: bids@sca.org.af

3. Any quotation received by the SCA after the deadline will be rejected.
4. All questions will be responded through bids@sca.org.af from September **13 to 23**.
5. Your quotation and all correspondence shall be made in the English language.
6. Your quotation shall be according to these instructions:
 - a. It shall contain the completed forms in Sections 2 and 3. Failure to complete these forms may result to rejection of your quotation.
 - b. All prices quoted shall be made on the terms specified in the RFP documents.
 - c. All prices shall be quoted in AFN.
 - d. All prices shall be quoted including taxes: Ref: Article 72 of Afghanistan Tax Law.
 - e. Your quotation shall be valid for a period of 90 calendar days past deadline for receipt of quotation.
 - f. Your quotation shall bear the RFP Reference Number and Title indicated above.

7. SCA will examine the received quotations to determine its completeness and whether there are computational or arithmetical errors, whether documents are properly signed, and whether the quotations are general in order. Arithmetical errors will be rectified as follows:
 - a. If there is a discrepancy between the unit price and the line item total, the unit price shall prevail and the line item total shall be corrected, unless there is an obvious misplacement of the decimal point in the unit price, in which case, the line item total as quoted shall govern and the unit price shall be corrected.
 - b. If there is an error in a total corresponding to the addition or subtraction of subtotals, the subtotal shall prevail and the total shall be corrected.
8. Prior to the price evaluation, SCA will determine the substantial responsiveness of each quotation. A substantially responsive quotation is one, which conforms to all the terms and conditions of the RFP documents without material deviations. Deviations from, or objections or reservations to critical provisions will be deemed to be material deviation. The SCA may waive any minor informality, or irregularity in a quotation, which does not constitute a material deviation, reservation or omission.
9. During evaluation of the quotations, the SCA, at its discretion, may ask you for a clarification of your quotation. The request for clarification and the response shall be in writing, and no change in the prices or substance of the quotation shall be sought, offered, or permitted. Failure to respond timely to a request for clarification may result in the rejection of your quotation.
10. If a quotation is not substantially responsive, it will be rejected by the SCA and may not subsequently be made responsive by correction of the nonconformity.
11. The SCA shall compare all substantially responsive quotations to determine the quotation containing the best Quality and Cost.
12. Award will be made to the company whose quotation is determined substantially responsive to the requirements of the SCA and whose quotation contains the best-evaluated price, based on Quality and Cost Selection.
13. The SCA reserves the right to accept or reject any quotation, and to annul, in whole or in part or to suspend the process and reject all quotations at any time prior to the award, without thereby incurring any liability to the affected company or companies or any obligation to inform the affected company or companies of the reasons for the SCA's action.
14. Nothing in or relating to this RFP shall be deemed a waiver, expressed or implied, of any of the privileges and immunities of the SCA.
15. Please note that the SCA will notify unsuccessful companies.

Requirements of the Company:

The firm must provide evidence for the following criteria and submit it with the technical proposal.

1. Valid Certificate of Registration.
2. Bank Account in the name of the company. Individual/personal bank accounts will not be accepted.
3. Local firms must have Tax Identification Number (TIN)

Firms who do not submit evidence for the above-mentioned requirements will be disqualified.



Terms of Reference

Training on Curriculum Adaptation, Grammar of Sign Language and Individualized Education Planning (IEP)

Background of Swedish Committee for Afghanistan (SCA)

SCA has been operational in Afghanistan for over 38 years. Currently, SCA operates in 17 out of 34 provinces in Afghanistan. SCA presence in Afghanistan consists of the Kabul Management Office (KMO), five Regional Management Offices, and two Liaison Offices. SCA receives funds from various international and private donors, mainly from the Swedish International Development Agency (Sida). With more than 6,000 Afghan employees, it is one of the largest organizations in Afghanistan. SCA utilizes the Rights-Based Approach in its humanitarian and development programming in the education, health, and disability sectors in rural and urban areas. SCA puts more emphasis on the capacity development of individuals and organizations, including civil society organizations, with the aim of enhancing their capacity to advocate for their rights. SCA also supports the empowerment and rights of women throughout its programmes.

Vision:

The vision of SCA is *'An Afghanistan free from poverty, violence, and discrimination, where human rights are respected and all live in dignity, enjoy equal opportunity and social justice'*

Mission:

The mission of SCA is *'To empower individuals, communities and local organizations, primarily in rural areas and with particular focus on women, girls, boys and vulnerable groups such as people with disabilities, so that they may participate fully in society and influence their own development'*.

SCA's Education Programme

SCA has been involved in the implementation of education projects that include capacity development, advocacy, and service delivery since 1984. Currently, the programme is being implemented in 70 districts across 14 provinces. SCA's Education Programme aspires to: Improve students access to education and provide an inclusive learning environment for all children; Enhance effective teaching and quality in education; Support community-based organizations in target communities and professional associations to be more self-organized, representative, and to fulfill their responsibilities in the promotion of, and advocacy for accountable and responsive education services and; Provide support to Education authorities to enable them to have the required capacity to ensure sustainable, inclusive and effective education services in Afghanistan.

To improve children's access to education SCA also works with local community structures such as local leaders, religious leaders, School Management *Shura* (SMS) members and parents as well as education authorities at national and sub-national levels to ensure children in target areas have equal access to quality educational opportunities. By end of 2020, a total of 103,662 (59% girls), students from marginalized communities, children with disabilities, and children from the nomadic (*Kuchi*) communities were benefitting from the implementation of the education programme by SCA.

Inclusive Education for marginalized children:

Since 2010, SCA has been supporting students with disabilities access preparatory education through Preparatory Education and Rehabilitation Centres (PERCs), Village Based Preparatory Education Centres (VPECs), Preparatory Education Centers (PECs) and through Home-Based Education (HBE). Similarly, SCA supports mainstreaming of students with special needs education in government public schools and community based schools (CBSs) after successful completion of their preparatory education. Inclusive Education Resource Person (IERPs), SCA's Special Education Resource Person (SERP assistant) and Inclusive Education Training officer (IETO) continuously visit and provide on-site technical support to mainstreamed students with disability and their teachers in school. Currently, SCA is supporting 3,474 (1,399 girls) students with disability in 1,272 mainstream public schools and community based schools (CBSs).

SCA recognizes that the quality of a teacher and quality of teaching are some of the most critical contributors to the achievement of students' learning outcomes. Part of SCA's in-service teacher training initiatives includes training teachers in Special Education Needs and Inclusive Education; Project-Based Learning; Mentorship; Subject matter and pedagogy among other areas. Current data on the number of teachers demonstrating improved pedagogy in classrooms. The grade passing rates of students are a clear pointer to the provision of quality education in SCA-supported schools.

To strengthen Inclusive Education programming within SCA, the Education Programme plans to organize 5-day training (20 days in total) on the grammar of sign language and individualized education planning for children with education and special needs for its staff. The aim of the training is to enable designated SCA staff to provide improved support to students with special education needs. Some preferred topics during the training include: *Grammar of sign language, Individualized Education planning, Child-centered pedagogy for children with special education need with a focus on increasing the participation and performance of students with disabilities (mainly those with hearing impairment and, Use of technology during learning of children with hearing impaired.*

Overall objective:

To enhance the capacity of Education Programme field Staff and teachers to support and improve learning outcomes among students with special education needs.

Specific objectives:

- 1) Enable SCA staff to learn that how to adapt and modify the existing curriculum for children with special needs in mainstream and CBE schools.
- 2) Enable SCA staff to learn the grammar of sign language to communicate and make sentences in sign language.
- 3) Enhance learning of all students especially students with disability in mainstream schools, preparatory classes, and CBE settings.
- 4) Enhance the capacity of teachers to reliably assess the learning progress of children with disabilities in mainstream schools.
- 5) Enhance the capacity of SCA staff and support teachers develop, implement, and follow up on individualized education plans for students with special education needs
- 6) Enable teachers to develop and utilize a variety of learning resources to enhance the learning of students with disability in mainstream and CBE schools.

- 7) Enhance the capacity of teachers to develop professional records for all categories of students with disabilities, such as visual and hearing impairment, and students with learning difficulties
- 8) Promote parental involvement and participation in inclusive education.
- 9) Foster positive parenting to support their children with disabilities.

Scope of the Training

The training will be conducted at SCA Offices in Kabul (KMO), and will target different categories of SCA staff including: Inclusive Education Resource Persons (IERPs), Special Education Resource Persons (SERPs) Assistants, Inclusive Education Training Officers (IETOs), and other Education Programme relevant staff from Kabul and the following Regional Management Offices: Jalalabad Regional Management Office (JRMO), Mazar Regional Management Office (MRMO), Wardak Regional Management Office (WRMO), Ghazni Regional Management Office (GRMO), Takhar Regional Management Office (TRMO), and Kunduz Liaison Office (KLO).

Approach and methodology

The consultancy firm will undertake a desk review of SAC's key strategic documents and reports. Training modules, reports, and manuals. The consultancy firm will identify appropriate, inclusive, and interactive training models to use during the training sessions. These may include Technology-based, simulation, group work, and discussions, semi lectures, role plays, case studies. There will be 4 separate training sessions for the participants mentioned under this topic. The overall duration of the subject training will be 20 full working days.

Category of Trainees	Training Cohorts				
	1	2	3	4	Total
Education Resource Persons (IERPs)	25	25	25		75
Special Education Resource Persons (SERPs) Assistants				11	11
Inclusive Education Training Officers (IETOs)				7	7
Master Trainers and other Education Programme Staff				7	7
Total	25	25	25	25	100

Guiding Principles and Values:

SCA's core values underpin all contractual activities given to professionals working with or for SCA. It is, therefore, paramount at this juncture for the consulting firm to understand these values as stated below.

- a) Full respect of the Afghan people's rights to sovereignty, cultural heritage, and religious Integrity
- b) Full neutrality and impartiality vis-à-vis people of different religion, gender, and ethnic origin
- c) Equal access to all services for the Afghan people, including women's rights to survival, protection and development

These values should be well guarded by all professionals working with and for SCA to maintain acceptability in all areas of our operations. The consultancy firm is, therefore, required to find out what works and what does not work in specific circumstances and specific training sessions so that mistakes and misunderstandings are avoided. Some of the ways in which ethical considerations are upheld are for the consulting firm to:

- d) Seek audience with the relevant participants in matters of taking photos, interacting with female and male participants/trainees. This includes seeking formal consent or assent as applicable among all participants/trainees.
- e) Maintain absolute confidentiality with all sorts of information gathered.
- f) Report most professionally, areas of concern that might affect the quality of training at hand. Then make follow-ups to seeking solutions to those concerns.
- g) Use language that is acceptable with all participants the consulting firm train.
- h) Maintain high respect of human rights, neutrality, cultural values as well as religious values.
- i) It is recommended that the consulting firm avoid discussions on religious matters as they are held very closely to the hearts of Afghans.

Management of Task

A panel consisting of staff from the Education Programme Unit staff at the Kabul Management Office led by the Head of the Education Programme or his/her designate will review the proposal and assign the job. The Education team will take care of all administrative issues related to the training.

Swedish Committee for Afghanistan's (SCA) Commitment towards the Consulting firm.

SCA is the contracting agency for the proposed training. SCA through its staff based at the Kabul Management Office (KMO) and the various Regional Management Offices are the main implementers and stakeholders of the planned training.

SCA through the Head of the Education Programme will provide the following support and undertake the following roles and responsibilities related to the training to the consulting firm:

- a) Provide relevant project-related information, reports, and documents related to the training.
- b) Facilitate trainee's attendance and participation in the training.
- c) Provide information on security issues.
- d) Hold the right to contact the consulting firm to clarify issues that may have not been noticed earlier.
- e) Organize and pay for other costs related to the training: This will include: facilitation of training hall, required training materials and equipment, refreshment, and transportation with accommodation to the participants.
- f) Pay the consulting firm its/their dues in accordance with the agreed and signed contractual agreements. The payment will be deposited into the bank account of the consulting firm.

Duties and responsibilities of the consulting firm

The role of the consulting firm will include:

- a) Review of key programme documents necessary for the training
- b) Development of training plans within in conformity to scheduled timeframes.
- c) Train 100 SCA staff drawn from Inclusive Education Resource Persons (IERPs), Special Education Resource Persons (SERPs) Assistants, Inclusive Education Training Officers (IETOs), and other Education Programme staff from Kabul, SCA regional management, and liaison offices. Each training session will be attended by a maximum of 25 participants.
- d) Submission of inception, draft, final reports, and any other required reports or documents as reflected in the deliverables
- e) Provide training certificates to the training participants.

While the above outline provides the minimum of what SCA expects to be done and covered by this training, the consulting firm will propose additional approaches and strategies for undertaking this training.

Professional qualifications required:

- a) At least a post-graduate degree in inclusive education, special education education, teacher training, curriculum design and implementation, pedagogy, or social sciences from a recognized university for the lead trainer (*Curriculum Vita of lead trainer and co-trainers to be attached*).
- b) At least 5 years of practical experience in teacher education and proficiency in sign language.
- c) Have Full command on sign language.
- d) Proven experience in pre-service and in-service training in education, by the lead trainer and co-trainers. Practical training. (*Attach any two similar consultancies/training conducted elsewhere*)
- e) Results-oriented and committed to complete assignments within an agreed timeframe
- f) Demonstrated proficiency in oral and written English, Pashto, and Dari.

Proposal Submissions :

- a) An application letter and CV of the lead consultant and two work related referees. Also attach the CVs of lead consultant and key team members’ qualifications and experience relevant to the assignment
- b) A brief proposal of maximum 15 pages (excluding annexes) indicating the firms understanding of the terms of reference, proposed methodology and work plan to guide implementation
- c) Annexes to include: Company profile and registration certificate; and a maximum of any two previous relevant assignments conducted by the consulting firm.
- d) Financial Proposal detailing the consultant(s) daily professional fees.

Deliverables, timelines, and payment schedule:

The consulting firm will be hired for 40 days to train SCA staff on **Curriculum Adaptation, Grammar of Sign Language and Individualized Education Planning (IEP)** as outlined below:

Expected outputs, timelines, and payment schedule			
#	Deliverables	Days	Payment
1	<p>Inception report: To be submitted within 3 days by the consulting firm after signing of the contract. The inception report will cover a summary of the training consultancy, the training modules indicating topics to be covered, training methodologies to be used by facilitators/trainers, learning resources to be used, and the proposed timetable. While the above outline provides the minimum of what SCA expects to be done and covered, the consulting firm may propose additional approaches and strategies necessary for this training</p> <p>The inception report will be preceded by: A briefing from SCA and receipt of key programme documents, desk review of key documents by the consulting firm, and development of the training schedule.</p>	3	30%

	SCA shall review and approve the inception report before the training commences.		
2	Development of Training Modules and resources: Development of training modules and preparation of learning resources to be used during the training. a) Grammar of sign language b) Individualized Education planning c) Child-centered pedagogy for children with special education needs with a focus on increasing the participation and performance of students with disabilities (mainly those with hearing impairment and d) Use of technology during learning of children with visual impairment, hearing impaired and those with learning difficulties.	10	
3	Actual Training: Conduct training in four different cohorts. Each training will take 5 days.	20	40%
5	Draft report: The draft training report (soft, hard copies) will be submitted to the Education Programme Unit for review and discussion. SCA will provide feedback to the draft report submitted by the consulting firm within seven days upon receipt.	4	
6	Final report: The final training report (soft, hardcopies) shall be submitted by the consulting firm to SCA not later than 5 working days after receiving SCA’s feedback on the first draft based on an agreed format.	3	30%
Total		40	100%

Payments will be done upon submission and approval by SCA of deliverables 2, 3, and 6 as indicated above.

Confidentiality

All information in the contract between the two parties shall be considered as confidential and not be shared with anyone unless legally obliged to do so.

Evaluation

The evaluation is quality and cost-based selection, 70% for quality and 30% for the cost. SCA will provide the contract to only one service provider/consulting firm.

Quality Evaluation (Technical)

Technical and Quality Evaluation plus Oral interview (100 points)

1. Institutional capacity/credentials (*Maximum 30 points*)

- a) Company profile, relevant to the TOR
- b) Consultancy firm’s previous experience in conducting similar related training
- c) Technical capacity and qualification of the lead consultant (CV to be attached)
- d) Technical capacity and qualification of the key team member (CVs to be attached)
- e) Demonstrated likelihood to complete the training within the stipulated period

(Each sub-theme will be rated between 0-6 points)

2. Technical proposal (Maximum 50 points)

- a) Completeness and comprehensiveness of the proposal
- b) Demonstration of understanding of the TOR
- c) Methodology/approach to the training
- d) Detailed Implementation Plan indicating the start and end dates
- e) Previous experience in conducting similar training

(Each sub-theme will be rated between 0-10 points)

Only consultancies that score a minimum of 60/80 in the Technical and Quality Evaluation qualify for a Oral interview.

3. Oral Interview (Maximum 20 points)

To be conducted with lead consultant and technical team

- f) Demonstration of understanding fo the terms of reference.
- g) Methodology/aapproach for conducting the training
- h) Practical experience in conducting similar training
- i) Communication skills

(Each sub-theme will be rated between 0-5 points)

Note: Only consultancies that score a minimum of 60/100 in the Technical and Quality Evaluation qualify for a financial evaluation.

4. Financial evaluation (Maximum 30 points)

Based on all the price quotations, the lowest quoted price will be given the maximum financial score of 100. The financial scores of other qualified quotations will be computed as follows: Financial score = 100 x Lowest price/price of relevant quotation.

Final evaluation score

The quotations will be ranked according to the combined Technical and Quality Evaluation plus oral interview, and Financial Evaluation scores using the following weights: T = Technical and Quality evaluation weight,

70%; F = Financial evaluation weight, 30%

Final scor= 0.7 X T (Technical scor) + 0.3 x F (Financial score)

Award of contract

Award will be made to the company whose quotation achieved the highest combined technical and financial score. If the final score is equal between two bidders, the score of quality will prevail.



Swedish Committee for Afghanistan

Section 2 – A QUOTATION SUBMISSION FORM

Date: (Bidder to insert the date)

RFP No. KMO- RFP- 2021 – 15 ; Training on Curriculum Adaptation, Grammar of Sign Language and Individualized Education Planning (IEP)

To: Swedish Committee for Afghanistan
Kabul Management Office

Dear Sir/Madam:

We acknowledge receiving your RFP Documents and its accompanying attachments. We, the undersigned, have examined the same and offer to provide Training on Curriculum Adaptation, Grammar of Sign Language and Individualized Education Planning (IEP) that conforms with your RFP No. KMO- RFP- 2021 – 15.

We agree to abide by this quotation for a period of 90 calendar days past the deadline for the receipt of quotation as specified in RFP. Our quotation shall remain binding upon us and may be accepted at any time before the expiration of that period.

We understand that you are not bound to accept the lowest or any quotation that you may receive.

(Bidder to insert name and signature of duly authorized representative)



Swedish Committee for Afghanistan

Section 3 CONSULTANCY FIRM'S COST/PRICE SHEET

Items	Unit	Qty	Price per unit (AFN)	Sub-total (AFN)
Consulting firm's daily fees	Days	40		
Others (indicate details here), you may add more rows as needed				
Total				
Comments				

Note: In accordance with Article 72 of Afghanistan Tax Law SCA will deduct all applicable taxes while making payments.