



Swedish Committee for Afghanistan

Date: 23 June 2021

To: Interested Bidders

From: Swedish Committee for Afghanistan, Kabul Management Office

No. of Pages: Eleven (11) with two sections (Sections 1-2)

Subject: Implementation of Service for Teacher Educators' Master Program - 3 (TEMP – 3)

RFP ref #: KMO – RFP- 2021- 14

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 Implementation of Service for Teacher Educators Master Program-3 (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 07 July 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 June 23 to July 06.
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 RFPdocuments
 - c. All prices shall be quoted in dollars
 - d. All prices shall be quoted including taxes
 - e. Your quotation shall be valid for a period of 90 days past deadline for receipt of quotation
 - f. Your quotation shall bear the RFP Reference Number and Title indicated above.



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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.

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



TERMS OF REFERENCE

Implementation of Service for Teacher Educators' Master Programme - 3 (TEMP - 3)

1. Introduction

SCA has been operational in Afghanistan for over 35 years. Currently, SCA operates in 14 out of 34 provinces in Afghanistan. The 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. In recent years, SCA has shifted from being a mainly humanitarian organization by incorporating development programming. SCA utilizes the Rights Based Approach in its programming. SCA supports education, health, and disability programming and contributes to development in rural areas. SCA puts more emphasis on 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 empowerment and rights of women throughout its programmes.

SCA 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'

SCA 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'.

2. Overview of the assignment

Afghanistan has experienced more than 40 years of war, which has had a severe negative impact on education. However, since 2002, hundreds of school buildings have been constructed, millions of textbooks and other school materials have been produced and distributed, enrolment rate has increased, and teacher training institutions have developed quickly. Despite all efforts, the outcomes are disappointing, and several alarming studies report on declining quality and poor learning achievements.

Professional and competent teachers are considered crucial for improving learning outcomes. Numerous teachers have been trained in long term programmes (pre-service training) at Teacher Training Colleges (TTC) all over the country as well as in short term (in-service) courses in the districts, the latter mostly provided by NGOs (Non-government organisations). Teacher Educators (TEs) at TTCs are employed by the Teacher Education Directorate (TED) of the Afghan Ministry of Education (MoE) and train teachers for grades 1-9. There are around 3005 TEs with 403 holding MA degrees teaching in 48 provincial TTCs. The TEs hold a bachelor degree from an Afghan university and

have studied mathematics, physics, literature, social science, or any other subject taught in schools, however, their studies do not explicitly aim at their professional development. The



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TEs have rarely attended a TTC as a student, and only a minority has personal experience of teaching in primary or secondary school.

The training of teachers at TTCs focus on subject matters and only little, if any, pedagogical or methodological matters are included. The TEs mainly transfer what they have learnt in the university courses and reproduce the teaching they were exposed to. Most of them consider their role to be one of a transmitter who conveys the knowledge learned in universities.

When employed, the TEs often attend shorter courses offered i.e., financed by international organisations, for example, in cooperative learning, student-centred learning, child-friendly schools, peace building, etc. These courses, however, due to their short-term nature, limited content, and lack of follow up do not suffice the need for a deeper understanding of the pedagogical and methodological matters.

In 2010, a Master Programme in education with a curriculum specifically tailored for Afghan TEs, the Teacher Educators' Master Programme (TEMP) was initiated and by 2020 a total of 107 students in four cohorts had graduated with a master's degree in Teacher Education.

Considering the encouraging results of TEMP, the interest and needs of MoE, SCA and MoE have agreed to implement a new phase of TEMP, a third TEMP.

In 2016, a training needs assessment of teacher educators was conducted that strongly recommended a new master programme for TEs. The study recommended an extensive preparatory training, including English language training as well as courses to complement the participants' relatively poor university training to prepare the participants for successful MA studies in the upcoming phases of TEMP.

Preparatory trainings since then were conducted by SCA for TEs. The fourth cohort of TEMP (40 students) after completion of the preparatory training were able to participate in the master programme and successfully completed the MA programme in 2020.

The current, fifth cohort of TEMP has recently completed the preparatory training. This training was conducted for 83 TEs and planned for 7 months. After completion, 63 participants who met the requirements sat for IELTS test on Dec 19, 2020, and those with minimum 5 test score have been selected as qualified the master programme provided by the contracted University. It is expected that a total of 40 to 50 students will participate in the TEMP described in this invitation to tender that is planned to start by September 2021.

3. Objective

The main objective of this assignment is to provide a high-quality graduate education programme (Master of Arts in Teacher Education) by a university of international repute for Afghan TEs.

The ultimate goal is to capacitate Afghan Teacher Educators of the Ministry of Education through a high-quality Master programme in Teacher Education considering the cultural, social and economic context of Afghanistan.

4. Scope and focus

The tender is to present a university of the Asian continental standards with extensive experience in the field of teacher education and with capacity to implement training, supervision and examination in a two-year Master Programme in teacher education, specifically tailored for Afghan Teacher Educators. The programme shall be offered per the international standards of a master degree programme. The focus shall be on teaching and learning as well as training of teachers; it should promote critical and analytical perspectives,



reflection on theories and own experiences, fieldwork practices, etc. The curriculum shall include recent development in education research and didactics.

The mode of delivery has to be classroom-based with adequate hours of classroom teaching based on the Afghan Ministry of Higher Education (MoHE) credit hours framework. As an example, a five-credit course/subject as per MoHE norms requires 80 hours of classroom teaching throughout an academic semester.

SCA in collaboration with Ministry of Higher Education (MoHE), has planned to institutionalize TEMP into the higher education system of the country. MoHE has assigned a university – the Education University of Shaheed Ustad Rabbani – which is based in Kabul to take on the role of MA programme implementation in the future. Hence, Implementing Partner (IP)¹ is expected to conduct organizational and academic assessment of the assigned government university and develop capacity development plan for the same. This proposal along with its proposed budget is to include the costs for organizational and academic assessment of the Shaheed Burhanuddin Rabbani University, however implementation of the capacity development plan will be resourced and funded by SCA separately.

5. Admission

For admission, the academic criteria of the university are fundamental and unquestionable. Around 40 to 50 students including women will be admitted in this round of the Master Programme. Once admitted to the programme, the participants will be registered as master students at the contracted university, hereafter referred to as the Implementing Partner (IP).

6. Methodology

In regard to the procedures of the programme, SCA and MoE prefer the following options keeping in mind encouragement of the women participants as well as for the financial reasons but open to discuss other options. Around 40-50 students (who get minimum 5 in IELTS test) will be registered in the master programme with the IP. Depending on its available resources and interest and IP, can apply for one or both below two options for programme implementation.

Option One: Students will be registered in the master programme with IP. The IP will provide at least two weeks of face-to-face lectures per semester in Kabul or as per minimum credits hours approved by MoHE for, with regular academic support using ICT in addition to the contact classes. If security situation or Covid 19 pandemic conditions do not sound appropriate for holding contact classes in Kabul, SCA may opt to send the admitted students to the campus of the contracted university once per semester or as agreed by both parties.

Option Two: The admitted students will travel to the campus of the IP for contact classes of each semester and return back to the country at SCA costs. Following the contact classes, the students will be supported through contacts by using IT technology with the lecturers and their supervisors when inside Afghanistan. All needed support including accommodation and food during contact classes in the IP campus will be provided by the IP. In this option the IP,

¹ The Implementing Partner (IP) is supposed to be an internationally recognized university at the regional level with demonstrated expertise in the field of teacher education.

in consultation with SCA and other academic stakeholders, will design a tailor-made and contextualized curriculum to be taught in separate/specific classes/sessions.

- The MA programme shall provide opportunities for the students to engage in exploratory study assignments (analytical and empirical) and to write research papers with presentations in seminars or any other requirements as per university standards.
- The mode of delivery will be classroom- based and the credit value for each course/subject will be determined on the basis of workload required for the achievement of 6-8 intended learning outcomes specified for a particular subject/course.
- The Afghan Ministry of Higher Education (MoHE) credit framework to be considered from the early stages of assigning credits to courses/subjects to ensure smooth attestation of the students' degrees and transcripts of records at the end of the programme.
- The research dissertation individual projects should only focus on pedagogy courses taught in the programme. Each student should conduct research on a topic chosen from her/his own subject area with an aim to recommend for the best pedagogical practices derived from their own research work.
- The SCA assigned staff will conduct monitoring visits to the campus of the IP when needed.
- The language of instruction and course literature is English.
- A Steering Committee with representatives of the IP, MoE/MoHE and SCA will oversee the implementation of the programme through meetings once per semester at minimum.
- The IP may provide the programme as commissioned training.

7. Courses (in case of the second option as described above)

Each course shall have its own outline including goal, intended learning outcomes, main content, literature, type of examination and grades. One course shall end with thesis writing. In this research course students should focus on the teaching of a particular content chosen from their own subject area. Their research assignment should be based on theories of teaching and learning taught in the programme. The overall aim for this course should be to assist the promotion of Pedagogical Content Knowledge (PCK) among the participants who could promote the same among their teacher trainees back in Afghanistan.

Courses may include:

- Theories of education and learning and practical applications thereof
- Didactics (curriculum design, PCK, Big Ideas, assessment methods)
- Subject didactics (teaching art of math, science, and language)
- Material design and development
- Research Methods including action research
- Use of IT tools in education
- Teacher professional development
- Educational Management and Leadership

Gender and Inclusive Education perspectives shall be integrated in all courses.

As we expect the master programme to start in August 2020, the interested university may start with their ready-made courses in the first semester, for example courses of very general nature like theories of learning, basics of research, and theories of education. In the coming semesters more tailor-made courses will be provided with focus on teacher training.



8. Responsibilities

A close dialogue between the partners is expected during implementation of the programme. The IP implements the academic part of the Master Programme. The IP will facilitate lectures to the Master Programme and will provide classrooms, computer room, library and other required facilities. The IP will also provide/facilitate accommodation and food for the participants during their stay in the IP Campus as well as child care facility for those who carry children under three years with them (on option two). The IP will provide accommodation for the male companions (*mahrms*) of the women participants (if needed). The food cost provided to the male companions (*mahrms*) of the women participants by the IP will be paid by cash by themselves (in option two). The IP shall provide approved graduation certificate, transcript, and other related document for the graduates of the master programme at the end of the programme. In country level processing of graduation certificates, transcript and other related documents should be responsibility of the IP at the cost paid against the under signed contract with SCA.

SCA will be responsible in terms of both financing and administration of matters related to students' travelling to the location of the IP.

SCA in collaboration with TED will conduct a mid-term review of the programme as well as facilitate an external final evaluation of the programme if needed.

9. Financial Proposal

The applicant is requested to submit a financial proposal with detailed budget along with the technical proposal, which should include separate budget for each option if interested in both. Otherwise, IP can opt to submit proposal including budget for one option only. The financial proposal should consider the Afghanistan government and the IP government taxes (only for option one, the Afghanistan government tax to be considered which is 7 %)

Payment procedures

The total payment amount will be divided into two parts:

1. The Master Programme fee
2. Additional costs

The Master Programme fee will be paid in full after signing the contract. However, the additional costs will be paid in multiple instalments throughout the period of two years as per the below table.

No.	Instalments	Condition for Payment
1	First Instalment (10%)	Upon approval of inception report
2	Second Instalment (20%)	Upon approval of first Narrative report (After completion of first semester)
3	Third Instalment (20%)	Upon approval of second Narrative report (After completion of second semester)
4	Fourth Instalment (20%)	Upon approval of Third Narrative report (After completion of third semester)
5	Fifth Instalment (30%)	Upon approval of fourth Narrative report (After completion of fourth semester)



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Evaluation of the bid:

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 100 points

1. Institutional capacity/credentials (*Maximum 40 points*)

- a) University profile, relevant to the TOR
- b) University previous experience in conducting similar related Project.
- c) Capacity of the organization's technical team
- d) Demonstrated likelihood to complete the project within the stipulated period.

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

2. Technical proposal (*Maximum 40 points*)

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

(Each sub theme will be rated between 0-8 points)

3. Oral Interview (*Maximum 20 points*)

NOTE: Only University that scores a minimum of 60 out of 100 in the Technical and Quality Evaluation is qualified for the financial evaluation.

Financial Evaluation

The lowest priced quotation will be given the maximum financial score of 100 points. 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 Quality Evaluation and Financial Evaluation scores using the following weights: T = Quality evaluation weight, 70%; F = Financial evaluation weight, 30%

Final score = 0.7 x T + 0.3 x F



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Award of contract

Award will be made to the university 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.



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Section 2 – Quotation Forms

(Complete and sign the Quotation Forms and Section 2 Additional Requirements)

Section 2 – A QUOTATION SUBMISSION FORM

Date: (Bidder to insert the date)

RFP No. KMO- RFP- 2021 – 14; Implementation of Service for Teacher Educators Master Program-3

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 the Implementation of Service for Teacher Educators Master Program-3 that conforms with your RFP.

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)



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Section 2 – B

QUALIFICATION INFORMATION FORM

General Information

1. Name of Bidder:
2. Street Address: Postal Code:
3. P.O. Box and Mailing Address:
4. Telephone Number:
5. Fax Number:
6. E-mail address:
7. www Address:
- 8a. Contact Name:
- 8b. Contact Title:
9. Type of Business:
10. Year Established:
11. Number of staff employed: