



Swedish Committee for Afghanistan

Date: 10 February 2019

To: Interested Bidders

From: Swedish Committee for Afghanistan, Kabul Management Office

No. of Pages: Fourteen (14) with three sections (Sections 1-3)

Subject: RFP# KMO- PU- 2019-SCA -04
Consultancy for Inclusive Education Evaluation

Request for Proposal (RFP) KMO- PU- 2019-SCA -04

Dear Sir/Madam:

The Swedish Committee for Afghanistan, Kabul Management Office (hereinafter called “the SCA” invites you to submit your quotation for Inclusive Education Evaluation (hereinafter called “the Service”) as specified in the Request for Proposal and attachments hereto (hereinafter called “the RFP Documents”).

Tender Instructions

1. You must submit your technical and financial proposal 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 **24 February 2019** :

**Swedish Committee for Afghanistan
Jalalabad Main Road, Paktia Kot
PO Box 5017
Kabul Afghanistan**

**Attn.: Procurement Unit, Administration Department;
Email for online submission: bids@sca.org.af**

3. SCA rejects any quotation received after the deadline.
4. Your quotation and all correspondence will be in English language.
5. Your quotation shall be according to these instructions:
 - 5.1 It shall contain the completed forms in Sections 2 and 3. Failure to complete these forms may result to rejection of your quotation
 - 5.2 All prices quoted shall be made on the terms specified in the RFP documents
 - 5.3 All prices shall be quoted in dollars (USD).
 - 5.4 All prices shall be quoted including taxes: Ref: Article 72 of Afghanistan Tax Law.
International companies 7%
 - 5.5 Your quotation shall be valid for a period of 45 days past deadline for receipt of quotation
 - 5.6 Your quotation shall bear the RFP Reference Number and Title indicated above.

6. 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:
 - 6.1 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.
 - 6.2 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.
7. 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.
8. 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.
9. 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.
10. The SCA shall compare all substantially responsive quotations to determine the quotation containing the best Quality and Cost.
11. 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 described above.
12. 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 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.
13. 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.
14. Please note that the SCA will notify unsuccessful companies.
15. Please address all your queries or questions in writing at the address given below and kindly refrain from any telephone calls or personal visits. All questions and answers will be presented to all known bidders.

Procurement department
Swedish Committee for Afghanistan, Kabul Management Office
Email: bids@sca.org.af

Requirements of the Company

1. Valid certificate of business registration (Copy of business license must be attached with offer)
2. Company Bank Account (Proof of this must be attached with offer)
3. Local firms must have Tax Identification Number (TIN)

Proof of the above must be provided along with quotation otherwise the offer will be disqualified.



Swedish Committee
for Afghanistan

Section 1

Terms of Reference for Consultancy for Inclusive Education Evaluation

BACKGROUND OF SWEDISH COMMITTEE FOR AFGHANISTAN

Swedish Committee for Afghanistan (SCA) has been working in Afghanistan since 1980s. With more than 6,000 Afghan employees, it is one of the largest non-governmental organizations in Afghanistan. SCA supports provision of education and health to people with disability through Community Based Rehabilitation (CBR) approach and contributes to development in rural areas.

SCA operates in 14 provinces in Afghanistan, implementing its activities in rural areas through five Regional Management Offices and three Liaison Offices all headed by Kabul Management Office.

SCA receives funds from various international and private donors, mainly from the Swedish International Development Agency (Sida).

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 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 education sector since 1984 by engaging in capacity development, advocacy and service delivery. Aiming at equal access to quality educational opportunities, the programme is implemented in 14 provinces covering around 81 districts. As part of its service delivery, SCA has been supporting Community Based Schools (CBS) since 2006. A total of around 75,000 (60% girl) students are attending SCA supported CBSs. Out of this around 2,752 (1,145 girls) are children with disabilities who are mainstreamed in formal schools. The programme supports CBSs in line with the Government of Afghanistan Community Based Education (CBE) policy, in which the Ministry of Education (MoE) partners with NGOs to establish and run CBSs aimed at increasing access of children to educational services in remote and rural areas where adequate school coverage is lacking. SCA supported CBS' exist in some of the most remote and underserved areas of the country,

providing education to marginalized children, including the most vulnerable such as girls, children with disabilities, and children from the nomadic (Kuchi) communities. Other excluded children living in the target areas of SCA operations also receive educational services from SCA. To improve children's access to education, SCA also works with local community structures such as local leaders, religious leaders, School Management Committee (SMCs) 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.

Inclusive Education for marginalized children:

SCA Disability Programme started supporting Inclusive Education in 2010. In 2015 implementation of inclusive education was transferred from the Disability Programme Unit (DPU) to the Education Programme Unit (EPU). Children with disability received preparatory education in Preparatory Education and Rehabilitation Centres (PERCs), Village based Preparatory Education Centres (VPECs) and Home-Based Education (HBE), after which they got mainstreamed in government public schools or in CBSs. In June 2012, an external evaluation of the Disability Programme, titled Rehabilitation of Afghans with Disabilities (RAD) Programme was conducted by an external consultant who recommended that Inclusive Education would best fit in the Education Programme. Two other subsequent recommendations in Sept 2012 and Oct. 2014 respectively, shared similar opinions. Accordingly, SCA Management decided to shift the Inclusive Education from the Disability Programme to the Education Programme in SCA at the beginning of 2015.

To assess the progress and shortfalls following the shifting of Inclusive Education to the Education Programme, an evaluation of Inclusive Education needs to be conducted to have a deeper analysis of the pros and cons in terms of how the shift has been implemented, successes and challenges and how those gaps could be addressed proactively.

In light of current operations, resources and capability of the SCA Education and Disability Programmes, the evaluation needs to find out how the preparatory education for children with disability can be implemented more effectively taking the existing diversities in geographical coverage of the Education and Disability Programmes in some areas into consideration. The evaluation should recommend alternative ways and approaches for better addressing the target groups.

The Inclusive Education activity is running in 14 provinces with a total of around 2,752 (1,145 girls) children with disabilities mainstreamed in 646 public schools and CBSs.

SCA expects the following major outcomes and outputs from its educational interventions in its geographical coverage areas.

Outcome 2.1: Improved access and inclusive learning environment for all children.

Output 2.1.1: Access to education provided for all children including boys, girls, internally displaced people, returnees, children with disability and nomads in SCA target areas.

Output 2.1.2: Inclusive Education services provided to all children with special needs in SCA target areas.

Output 2.1.3: Conducive learning environment provided to promote retention and transition of students in SCA target areas.

Output 2.1.4: Advocacy conducted for promoting access to education for all children including boys, girls, Internally Displaced Peoples (IDPs), returnees, nomads and children with disabilities.

Outcome 2.2: Enhanced effective teaching and quality education.

Output 2.2.1: Teachers' competencies developed to promote learning achievements of students in SCA educational settings.

Output 2.2.1: Teachers' competencies developed to promote learning achievements of students in SCA educational settings.

Outcome 2.3: Community-based organisations in target communities and professional associations are more self-organised, representative and fulfil their responsibilities in the promotion and advocacy of accountable and responsive education services.

Output 2.3.1: Equitable support provided to communities to ensure increased ownership and responsibility and are actively involved in the management of SCA-supported educational settings with appropriate representation.

Output 2.3.2: Support provided to Teachers Elected Councils to promote teachers' participation.

Output 2.3.3: Support provided to SMCs and Disable Peoples' Organization (DPOs) on advocacy for rights of students, teachers and people with disability.

Outcome 2.4: Education authorities have the required capacity to secure sustainable, inclusive and effective education services.

Output 2.4.1: Learning opportunities provided to local education authorities and Teacher Educators to ensure increased ownership and accountability for education of all children.

1. Background Information and Rationale

To develop an informed plan for 2020, the SCA Education Programme Unit has decided to evaluate progress, shortfalls and challenges of the Inclusive Education with special focus on children with disability being mainstreamed in public schools and CBSs. Children with disability have got preparatory education in centres organized and managed by Disability Programme, while the students are supervised by the Education Programme after having been mainstreamed in public school and CBSs, where they study together with non-disabled peers. Children with disability in preparatory education centres study for 3-5 years where they are instructed by teachers with expertise in special education and their learning outcomes are assessed on various levels annually. They are provided with textbooks, stationery, food and daily pick and drop facility

Several areas of the Inclusive Education will be looked at. For instance, there is need to find out its status in relation to existing practices of mainstreaming children with disabilities from Preparatory Education and Rehabilitation Centres (PERCs) and Village Education Preparatory Centres (VPECs) to CBSs and/or government public schools. With the advent of preparatory education in the Education Programme in Resource Centres, it would be important to find out how firm this foundational base is. In addition to this, it is also vital to evaluate the staff capacities in the Education Programme and whether these capacities are adequate or inadequate in terms of personnel and training. Provision of Inclusive Education materials by the Education Programme is another area of concern. Most often, Inclusive Education materials are hard to be acquired as they are imported from India. Although requisitioning of these materials was done professionally by the Inclusive Education Advisor, it would be good to find out how they are practically used, their relevance to the school curriculum and the context in which they are used. These are factors that have been seen to directly influence attendance and retention of children with disabilities in public schools.

The evaluation will help the Education Programme to find better ways of improving the Inclusive Education activity for children with disability in mainstream schools. In addition,

the evaluation will suggest appropriate and practical ways of expanding preparatory education in areas where the Disability Programme is not implemented.

2. Objectives of the Evaluation

The overall objective of this assignment is to conduct an evaluation of the Inclusive Education as one of the Education Programme components with a view to provide SCA with concrete information about its progress, shortfalls and challenges so far since its shift from Disability to Education Programme in January 2015 and recommendation for improvement in quality of inclusive education.

Specifically, the evaluation seeks to:

- a) Determine the status of continued school attendance,
- b) Determine rate of absenteeism and dropout among children with disabilities enrolled in the mainstream schools along with the main reasons behind
- c) Assess level of preparation of children with disabilities in the PERCs/VPECs before they are admitted for mainstreaming in public schools or CBSs. Some reference will be required to look at the PERC/VPEC Guidelines.
- d) Assess whether there is quantifiable daily progress in terms of classroom learning
- e) Assess the level of service delivery by teachers in public schools e.g., how they can unlock the school curriculum through curriculum adaptation and modification, prepare and execute individualized education plans for personal touch with individual children in their classrooms.
- f) Assess mainstream school teachers' knowledge about Inclusive Education in general
- g) Gauge the level of parental involvement and interest in their children's learning
- h) Provide qualified views about preparatory education in the area where the Disability Programme is not implemented and provide suggestions on how the Education Programme could gradually expand preparatory education for children with disability in those areas.
- i) The evaluation should also identify areas of further strengthening the quality of inclusive education and its sustainability after withdrawal of SCA support.
- j) Identify gaps and synergy between disability and education programmes and suggest ways for further improvement collaboration.
- k) Report on the findings and suggest tangible ways forward.

3. Scope of the evaluation

The evaluation will cover five SCA target regions (East, North, North-East, South-East, Central). The main targets of the study are mainstream schools where children with disabilities are learning, children with disabilities as source of information on how they get along in an inclusive classroom setting, teachers and parents in 14 provinces i.e., Paktika, Ghazni, Maidan Wardak, Bamyian, Nangarhar, Laghman, Kunnar, Takhar, Badakhshan, Jawzjan, Kunduz, Baghlan, Samangan and Balkh. The evaluation will cover those schools and areas where children with disabilities are mainstreamed.

The evaluation study will also cover the Disability and Education programmes preparatory education interventions. There are of course, areas where the two programmes are not within the vicinity of each other. In such areas, the evaluator will assess entry points for either of the programme so that children with disabilities are not disadvantaged in terms of accessing education wherever they are.

Within this scope, the evaluator will look at the ways in which successes or failure of the programmes have evolved. The evaluator will be obliged to make personal observations on the challenges being pointed out by the respective staff and whether those challenges are realistic given the context in which they have occurred. Discussions with relevant stakeholders will hold true with the findings but more importantly, those findings will have to be tested against that facts on the ground. Facts may be obtained from the recipients or

consumers of the services i.e., children or the parents measured against noted classroom progress records.

Areas that will not need to be covered will include making comparisons between teachers' levels of basic qualifications vis-à-vis valid qualifications in inclusive or special education. The reason for this non-coverage is that most of the teachers and by extension most of the Afghanistan employment market is hardly done on specific expertise basis. For example, a degree holder in business administration will be found employed in a totally different area outside of his prior training. The evaluator may not also be able to cover some areas of operation given the security situation in that specific area. In this respect, the evaluator will need to find out how inquiry will be carried out either through proxy, holding meetings with respondents in safer areas, or getting information from the field reports. Caution is however sounded that field reports may not be as reliable as making personal visits for direct interaction and observation with the respondents.

4. Approach and Methodology

This consultancy will adopt both a qualitative and quantitative approach. The consultant will undertake a desk review of key documents provided by SCA. The final evaluation design shall be approved by SCA.

- a) The consultant will propose a sampling techniques/strategy in consultation with SCA for both the qualitative and quantitative data collection.
- b) Develop data collection tools and share with SCA prior to beginning fieldwork.
- c) Conduct interviews with key staff within the project both in Kabul and SCA regional offices for primary data collection.
- d) Conduct semi structured interviews with a key selected sample of the beneficiaries of the programmes and stakeholders. Among the key beneficiaries to be interviewed is a representative sample of parents, teachers, children with disabilities. The evaluator must indicate why the selected sample and how it is going to be effective in gathering information.
- e) The consultant will have the right to decide on conducting FGDs with any of the target groups. SCA will not interfere with this method but may assist the evaluator get a qualified interpreter for the sake of communicating with the respondents.
- f) The consultant will conduct quality check of the constructed resource centers (RCs) to ensure utilization of them. However, SCA shall give the evaluator its definition on an RC to avoid dwelling on how RCs look like and how they function in other countries.

While the above outline provides the minimum of what SCA expects to be done and covered by this evaluation, the consultant will propose additional approaches and strategies for undertaking this evaluation. SCA will request documented evidence or prior evaluations carried out by the evaluator and sample of reports the evaluator has previously written. Upon satisfaction of the evaluator's ability, SCA will approve the evaluation.

The consultant will be expected to submit an inception report to SCA outlining the details about proposed sampling design, data collection tools in addition to what is already proposed by SCA. The evaluator will describe the methodology to be used and provide a work plan/schedule for field visits indicating major deadlines. SCA shall review the inception report and will approve the survey/study design prior to the launch of the evaluation. The inception report together with the draft data collection tools will be reviewed and approved by SCA.

5. Guiding Principles and Values

- a) SCA core values underpin all contractual activities given to professionals working with or for SCA. It is therefore paramount at this juncture for the external evaluator to understand these values as stated below;

- b) Full respect of the Afghan people's rights to sovereignty, cultural heritage and religious integrity
- c) Full neutrality and impartiality vis-à-vis people of different religion, gender and ethnic origin
- d) 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 professional working with and for SCA to maintain acceptability in all areas of our operations. The evaluator is therefore required to find out what works and what does not work in specific circumstances and specific regions so that mistakes and misunderstandings are avoided. Some of the ways in which ethical considerations are upheld are for the evaluator to:

- e) Seek audience with the relevant personnel in matters of data collection, taking photos, interacting with female staff, children, male staff and communities at large.
- f) Maintain absolute confidentiality with all sorts of information gathered
- g) Seek and maintain SCA's levels of good relationship with partners e.g., local education authorities, local NGOs, INGOs, UN Agencies, security personnel, and SCA staff in general.
- h) Report most professionally, areas of concern that might affect the evaluation work at hand. Then make follow-ups to seeking solutions to those concerns.
- i) Use language that is acceptable with all persons the evaluator is working with
- j) Maintain high respect of human rights, neutrality, cultural values as well as religious values. It is recommended that the evaluator avoids discussions in religious matters as they are held very closely to the hearts of Afghans.

6. Management of Task

A panel consisting senior management team including Programme Director, PMER Unit, Education Programme Manager will review the proposal and assign the job. The Education team will take care of the administrative issues of the consultation. The Education team with the help of Education Project Managers in all RMOs are responsible for all practical arrangements required and any other assistance for conducting field visits and for producing essential documentations.

SCA will offer information on security issues, housing or accommodation issues, travel within the project sites, accompaniment to project sites and assisting in helping get staff who will be engaged throughout the lifecycle of the programme evaluation under discussion. SCA will, upon satisfaction of the evaluator's qualifications, inception report, and successful completion of the evaluation, pay the evaluator his/her dues in accordance with the agreed and signed contractual agreements. SCA will also hold the right to contact the evaluator to clarify issues that may have not been noticed earlier.

7. Professional Qualifications:

- a) A qualified and duly registered company/firm meeting the following specifications:
- b) Qualified relevant academic qualification (Education and Special and Inclusive Education) with at least a master's degree for the lead consultant.
- c) Experienced in special and inclusive educational interventions evaluations implemented by NGOs preferably within Afghanistan, and particularly, about projects dealing with teachers, children with disability and community members and parents.
- d) Has a good understanding of the aspirations and challenges of rural communities in Afghanistan is desirable
- e) Results-oriented and committed to respect deadlines.

- f) Ability to write proficient reports in English, and preferably a good knowledge of spoken Pashto or Dari for local/Afghan lead candidates.
- g) A brief proposal of maximum of 4 pages including CV (detailing her or his qualifications and experience relevant to the assignment, proposed methodology for evaluation, structure of the final report.
- h) Able to provide at least three work related references one of them preferably related to inclusive education and evaluations conducted

The evaluator may choose to work alone or with an assistant. If the evaluator chooses to work with an assistant, the qualification criteria should be the same or close to the same. The assistant's qualifications and experience must be forwarded to SCA for verification. Again, in the event an evaluator selects an assistant, he/she (the lead evaluator) will shoulder evaluation responsibilities in terms of guiding his/her assistant from day one to the last by sharing expertise in the various areas of the evaluation be they statistical, data analysis, reporting, or conducting FGDs etc.

Swedish Committee for Afghanistan's (SCA) Commitment towards consultant

SCA is contracting a consultant for the proposed evaluation. SCA through its Education Programme team based at Kabul Management Office (KMO) and Regional Management Offices are implementing actors and main stakeholders in the programme. The Education Team at KMO will support the consultant through undertaking the following roles and responsibilities:

- a) SCA will provide relevant project-related information and documents,
- b) SCA will provide consultancy fee as per the agreement which will be deposited into the bank account of the consultant.
- ⇒ For consultants outside Afghanistan those who reside outside the target project evaluation areas SCA will provide the necessary security updates, accommodation and transportation within Afghanistan during the duration of the consultancy.

8. Deliverables and Timelines

The consultancy will be for 24 working days including travelling within Afghanistan to visit the project areas for data collection as follows:

- 2 days' desk review
- 3 days developing plans and tools
- 10 days' field visit and data collection
- 1 day (diverse periods) for presentation of the initial, draft and final evaluation findings
- 8 days reporting

SCA standard report writing structure includes:

- a) Title of the project to be evaluated
- b) Contents
- c) Executive summary
- d) Written out acronyms
- e) Introduction
- f) Body of the report (NB: All Headings should in Arial font while the text is in Georgia. Tables and graphs have lower fonts. Line spacing is 1.5
- g) All reports are written in English. NB. Inception report will be given

Expected output

- **Inception report:** will be received from the consultant before conducting the evaluation including plan for Evaluation. For the inception report, the consultant will receive the key

documents and needed information for the inception report through emails and meetings. Inception report will cover the details of a draft work plan with a summary of the primary information needs, the methodology to be used and a work plan/schedule for field visits and major deadlines.

- **Presentation of findings:** The consultant will conduct a debriefing session at Kabul Management Office (KMO) by highlighting the main findings at the end of the evaluation period.
- **Draft report:** The draft evaluation report will be submitted to the Education Programme Unit before presentation of findings. The feedback on the draft will be given to the consultant within 10-days after receipt thereof.
- **Final report:** The final report should be submitted by the consultant no later than one week after getting SCA's feedback on first draft. The report should be based on the following format:
 - a) Executive summary (covering the summary of the whole report)
 - b) The key findings,
 - c) The lessons learned, Conclusion
 - d) Recommendations (Based on conclusion)
 - e) Annexes (tools and plans)

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.

Payment terms:

The contracting party shall invoice SCA for the fee in accordance with the deliverables of the work mutually agreed by SCA and the consultant based on the following terms of payment:

Terms	Payment %	Time of Payment
First Instalment	40 %	Upon submission and acceptance by SCA of the Inception Report
Second Instalment	50%	Upon completion of data collection and submission of the first draft (<i>soft and hard copies</i>) and provision of recommendations by SCA for incorporation by the consulting firm in subsequent draft reports the draft report will be in the prescribed SAC format.
Third / Final Instalment	10 %	Upon incorporation of the recommendations by SCA and submission of the final report (<i>soft and hard copies</i>) in the prescribed SCA format. SCA will make the final payment within 30 days.

Currency:

Invoice and payment will be in United States Dollars (USD).

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.

Technical and Quality Evaluation:

Institutional capacity/credentials (*Maximum 12 points*)

- Company profile, relevant to the TOR
- Organization's previous experience in conducting similar related / evaluations
- Technical capacity of the organization's technical team (CVs of the technical team lead and members to be attached)

- Demonstrated likelihood to complete the evaluation within the stipulated period
- Each is scored 0-3 points. Minimum is 8 points (2 each) to qualify

1. Technical proposal (*Maximum 15 points*)

- Completeness and comprehensiveness of the proposal
- Demonstration of understanding of the TOR
- Methodology/approach to the evaluation
- Detailed Implementation Plan and schedule of the evaluation including arrival and departure dates
- Previous experience in conducting similar evaluations

Each is scored 0-3 points. Minimum is 10 points (2 each) to qualify

Maximum points: 27

The minimum overall technical score to pass is **18**. Each quotation will be given a technical score and rejected at this point if it fails to achieve the minimum technical score. Quotations that passed the minimum technical score is qualified for financial evaluation.

Financial evaluation

The lowest priced quotation will be given the maximum financial score of 27 points. The financial scores of other qualified quotations will be computed as follows: Financial score = 27 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%

$$\text{Final score} = 0.7 \times T + 0.3 \times F$$

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 – 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- PU- 2019- SCA-04; Consultancy for Inclusive Education Evaluation

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 Consultancy for Inclusive education evaluation that conforms with your RFP No. KMO-PU-2019- SCA-04.

We agree to abide by this quotation for a period of 45 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 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:
12. Brief on experience in organizing similar study program:



Swedish Committee for Afghanistan

Section 3

CONSULTANCY COST/PRICE SHEET

Items	Unit	Qty	Price per unit (USD)	Sub-total (USD)
Consultant Fee	Day	24		
Travel costs to Afghanistan (if travelling from another country)	Person	1		
Translator cost if needed	Day	24		
Accommodation charges if needed	Day	24		
Others (indicate details here), you may add more rows as needed				
Total				
Comments				

Note: In accordance with Article 72 of Afghanistan Tax Law, please consider 2% taxes in your unit prices. SCA will deduct all applicable taxes while making payments. International Firms are required to consider 7% taxes.