



USAID | JORDAN

FROM THE AMERICAN PEOPLE

Issuance Date: February 6, 2013
Closing Date: February 20, 2013
Closing Time: 2:00 p.m. (Jordan Time)

Subject: Requests for Qualifications (RFQ) Jordan -278-13-001
Learning Environment: Improved Infrastructure Program -

Dear Sir or Madam:

The U.S. Agency for International Development Mission to Jordan is seeking qualification packages (Standard Form 330, Part I, and II) from Jordanian qualified Architect and Engineering (A&E) organizations for the design and Construction Management Services of the renovation of 150 schools as described in Section 1 of this Request for Qualifications.

This procurement shall be limited to local A&E organizations registered as class 1A in the field of buildings specialty as classified by Ministry of Public Works and Housing. This procurement will be conducted pursuant to the Federal Acquisition Regulation (FAR) (48 CFR Chapter 1) Part 36 in two phases. Phase I will result in a short list of contractors being pre-qualified to receive the Request for Proposals (RFP). Under Phase II of this solicitation, an RFP will be issued to the short listed contractors requesting them to submit technical and financial Proposals. It is anticipated that a firm fixed price type contract will be awarded for the services specified herein.

If your organization decides to submit your qualification package in response to this solicitation, it must be submitted in accordance with the instructions provided in this RFQ, at the designated place and time indicated herein. Any Qualification Packages not received in the designated office listed below by the closing date and time will be processed as late and will be handled in accordance with FAR 15.208 entitled "Submission, modifications, revisions, and withdrawals of proposals". Qualification Packages and modifications thereto, shall be submitted in sealed envelopes with the name and address of the offeror and the RFQ number inscribed thereon to:

Ziad Abd-Rabu, Sr. Acquisition and Assistance Specialist
Regional Contracting Office
USAID/Jordan
C/O American Embassy
Abdoun, Amman

RFQ No. Jordan -278-13-001
Tel: (962-6) 590-6627
Fax: (962-6) 592-1535

It should be noted that hand delivered packages may not be left at the guard station or reception desk. To ensure timely receipt of hand delivery Qualification Packages, Offeror should call our Contract Specialist, Ziad Abd-Rabu, at extension 6627, to officially receive your qualifications.

In addition to the hard copies, electronic Qualification Packages shall be sent to Mr. Abd-Rabu at: zabd-rabu@usaid.gov.

Written questions may be sent by e-mail to Ziad Abd-Rabu at: Zabd-rabu@usaid.gov no later than COB February 13, 2013.

It is the responsibility of the recipient of this RFQ document to ensure that it has received the RFQ in its entirety and USAID bears no responsibility for data errors resulting from transmission, conversion processes, or failure to register.

Offerors shall submit an original and three (3) copies of their qualifications in a sealed envelope, which is clearly marked as being in response to this RFQ. An official who is authorized to bind the organization must sign submission of qualifications.

Issuance of this RFQ does not in any way obligate the U.S. Government to award a contract nor does it commit the U.S. Government to pay for costs incurred in the preparation and submission of this qualification package. The U.S. Government reserves the right to award a contract resulting from this RFQ without discussion.

Sincerely,

Bruce McFarland
Contracting Officer

Attachments:

Section 1- Information for Prospective Offerors
Section 2 – Qualification Requirements and Evaluation Criteria
Section 3 – Instructions to Offerors
Section 4 – Standard Form 330

SECTION 1

INFORMATION FOR PROSPECTIVE OFFEROR

I. PURPOSE

The purpose of this contract is to provide architect/engineering, construction supervision, and technical services to implement education activities that support USAID/Jordan's Agreement for Investing in People, which is an integrated program to improve the health, education and life skills of young Jordanians. The Learning Environment: Improved Infrastructure Program aims to improve student well-being and school achievement through improving the physical infrastructure of the learning environment. It will work side by side with the Learning Environment: Technical Support Program which is providing technical assistance to schools to address the non-physical environmental factors that impact student learning.

II. BACKGROUND

In line with the international Millennium Development Goals (MDGs), Jordan has made steady progress in raising primary education completion rates and eliminating gender disparities in education. Access to education is high: in 2006, primary net enrollment rates were 96%, while secondary net enrollment rates were 75%. Youth literacy (ages 15-24) is nearly at 100%. Access to early childhood education has surged over the past several years reaching 38%. UNESCO ranked Jordan 18th out of 94 countries in the "Education for All" rating for gender and education, indicating that Jordan provides equal learning opportunities for males and females.

Despite the very high enrollment rates and the availability of access to schools across the Kingdom, the quality of education remains uneven. The average achievement in urban areas is higher than that in the rural and more remote areas. In addition, relevancy of the education provided needs to be addressed. Until recently, the curriculum and teaching techniques remained unchanged, and students received an education that did not adequately prepare them with the skills required by a 21st century labor market.

Recognizing these challenges, the Government of Jordan (GOJ) embarked on the design and implementation of a bold and ambitious education reform program known as "Education Reform for the Knowledge Economy (ERfKE)." ERfKE was initiated in 2003 as a four-year \$500 million multi-donor program to strengthen and integrate critical thinking, problem-solving, workplace skills and e-learning approaches into Jordan's core education curricula. ERfKE closed-out in 2009 and the next ten-year phase of reform (ERfKE II) was launched in March 2010.

Learning Environment:

Student well-being and school achievement is influenced by various physical and social factors. It is critical to have a safe and healthy environment, both physical (which includes elements such as sanitation facilities, noise, temperature, and lighting as well as biological or chemical agents) and social (social relationships and attitudes) in the schools. Research has demonstrated that there are social and emotional skills that are critical factors in motivating students to improve learning and achieve academically. Students who feel connected to their schools perform better academically and the quality of relationships within the learning environment (teacher-student and student-student) correlates with students' capacity to learn effectively. Certain levels of fear or stress can inhibit or stifle students' ability to learn. A safe, clean, and well-maintained school with a positive social climate and culture can foster school connectedness which, in turn, boosts student and staff health as well as students' educational achievement.

The need to improve the schools in support of quality-learning environments is one of GOJ's priorities. In an evaluation of the ERfKE I initiative, it was noted that activity components -- in both its completed phase and planned second phase -- do not focus enough on ensuring healthy school environments.

Unhealthy behaviors of students, staff and their families further exacerbate the problem. It is essential to work on behavior change to ensure that general hygiene and other practices by students are in line with the overall transformation that will take place at the school.

Through the Learning Environment program, USAID aims to support efforts that enable schools to do more to foster healthy lifestyles. This will include actively engaging schools and communities to improve learning environments and adopt positive learning behaviors by addressing issues such as physical and verbal abuse by teachers and peers, bad sanitation conditions, healthy lifestyles as well as the conditions of the classroom setting.

The Learning Environment program consists of two twin projects that complement each other; Learning Environment: Technical Support Program, and Learning Environment: Improved Infrastructure Program. The Learning Environment program itself is also designed to complement ERfKE II efforts. It is consistent with the overall vision and objective of the reform efforts to improve student achievement. The Learning Environment: Improved Infrastructure program should be implemented in full collaboration and partnership with the relevant Managing Directorates at the Ministry of Education (MOE) and also in close coordination with other concerned government bodies such as the Ministry of Health.

III. STATEMENT OF WORK

This project will complement the efforts under the Learning Environment: Technical Support program which aims to improve student behavior and school achievement through behavior change activities within school communities. These activities will support enabling environments that contribute to positive learning behaviors and school achievement. Activities will reinforce

positive change including reduced violence and bullying and increased healthy behaviors, establishing effective and sustainable communication channels within the schools and with the community, and assisting MOE to develop a sustainable learning environment quality assurance and learning environment accreditation system.

This project aims to improve the physical infrastructure in 150 MOE selected schools based on the parameters established under Learning Environment: Technical Support program and the specific needs for each of the 150 schools in order to achieve the overall Learning Environment program goals. The 150 schools shall be part of the broader list of 320 schools already identified under the Learning Environment: Technical Support program. The services to be provided under this contract are grouped into six major components:

1. Planning
2. Architect/Engineering Design Development
3. Construction Bid Support
4. Construction Management and Supervision Services
5. School Furniture and Equipment Plan and Bid Support
6. Post Construction Reporting and Closeout

A. Project Objective:

The overall project objective is to improve the learning facilities through the renovation of 150 selected MOE schools according to criteria that will serve in achieving the overall results under the Learning Environment program.

Specific project objectives include:

- Improve the functionality of schools to achieve better learning quality, through interventions such as:
 - Improved circulation and function
 - Improved sanitary facilities
 - Improved school systems that affect teachers' and students' performance such as thermal comfort, air quality, lighting, acoustics, etc.
 - Providing limited scope of critical furniture and equipment items that are identified to have major positive impact on the teacher and student performance
- Enhance the school image through improving the physical appearance of the renovated schools
- Improve the compliance of the selected schools with the local accessibility and safety standards

B. Detailed Technical Requirements:

The Contractor shall, in collaboration with the Learning Environment: Technical Support program and with the MOE, identify 150 schools that will receive physical improvements based on a certain set of criteria agreed upon with USAID. The selection criteria for the 150 schools shall exclude schools that are receiving infrastructure improvements from other USAID or

non-USAID projects, but could include schools receiving other non-infrastructure related assistance of a technical nature. The information gathered from a general survey conducted in component one under the Learning Environment: Technical Support program shall be used for selecting schools to receive physical improvements. The physical improvements shall be planned, implemented and completed based on the findings of the general assessment survey as well as the school specific assessment under the Learning Environment: Technical Support program.

The school physical improvements may include, but are not limited to, improvements in the classroom, in common school areas, playgrounds, sanitation and toilets. Physical improvements are not expected to include major structural works or substantial changes to the existing building layouts and systems, but may include the following: improvements to the school physical appearance, lighting and acoustics, air quality, ventilation and temperature control, clean water, sanitation system, compliance with basic safety standards, improved circulations and functions, providing some furnishing items and equipment, and other interventions that will be determined based on the project requirements defined during the assessment and planning phases.

The Contractor shall develop school physical environment improvement design guidelines. These guidelines will identify all possible physical improvements and their impact on the learning environment. The school improvement design guidelines shall address issues raised during the general and detailed assessments. The school physical improvement guidelines shall use an innovative approach and methodology and would respond to these problematic issues. Such approaches shall explore a variety of options and may include proposing different types of sanitary units, lighting and sanitary fixtures, school spaces, and playgrounds. Proposed design concepts shall be energy-efficient, cost-effective and shall take into consideration long-term maintenance needs.

The Contractor shall also identify critical school furniture and equipment items that will have potential impact on the school learning environment.

It is essential that the rehabilitation work proposed is linked to areas where there is the highest potential for improving healthy behaviors and learning outcomes. The Contractor shall work closely with the Learning Environment: Technical Support program to identify such behaviors and the best way to address them through the physical improvements. During the planning phase, the Contractor is expected to use international or local consultant(s) with experience in school infrastructure and educational planning in order to identify the improvements which have the highest potential for achieving better learning quality and to provide direct links between these improvements and results based on published studies and accepted international practices within the education sector.

The collected data shall be analyzed and used to create a background document that will be shared with the MOE and can be used to design the baseline data collection survey required to monitor changes in behavior and the learning environment over the life of the program.

END OF SECTION 1

SECTION 2

QUALIFICATION REQUIREMENTS AND EVALUATION CRITERIA

2.1 INTENT OF QUALIFICATION

The intent of this Request for Qualification (RFQ) is to ensure the selection of an “eligible” and “responsible” A&E Offeror, who:

- 2.1.1 Has the financial resources to perform the work as described herein.
- 2.1.2 Has the technical expertise, management capability, and workload capacity to perform the work as described herein in a timely manner.
- 2.1.3 Otherwise satisfies the criteria set forth in this RFQ.

Only offerors who prequalify will be invited to submit tenders for the contract.

2.2 PARTICIPATION IN THE QUALIFICATION PROCESS

- 2.2.1 Offerors will bear all costs and expenses associated with preparation and submittal of the qualification package including the provision of any Supplemental Information that may be requested. In no case will USAID be liable for such costs or losses regardless of the conduct or outcome of Phase I or Phase II of this procurement process.
- 2.2.2 USAID reserves the right to reject any or all offers, to waive any informality in the offers and to accept offers that are in the best interest of USAID.
- 2.2.3 If any offeror knowingly makes a misrepresentation in submitting information to the USAID such misrepresentation may be sufficient grounds for denying qualification to that offeror, rescinding the offeror’s qualification, or for rejecting an offer under Phase II of the bidding process, or rescinding an award of the Contract or the Contract itself.
- 2.2.4 Qualification in no way relieves the ultimately successful eligible offeror from any obligation to perform and complete the Contract in conformity with the Contract Documents.
- 2.2.5 Notwithstanding anything to the contrary that may be considered in this document or any other material incorporated herein by reference, or in any agreement between USAID or any other party concerning the project USAID shall not have control or be in charge of or be responsible for the means, methods, techniques, sequences or procedures of design, construction, or safety, safety precautions, or programs of the Contractor, or other

subcontractors performing any services on the project. Nor shall USAID be responsible for the acts or omissions of the Contractor or its subcontractors to carry out their respective responsibilities consistent with the Contract Documents, this RFI, or any other document or Agreement concerning this project.

2.3 QUALIFICATION EVALUATION CRITERIA AND SPECIAL REQUIREMENTS

EVALUATION CRITERIA FOR SF-330

SF-330 will be evaluated by the evaluation board using the criteria shown in this Section. The criteria below are presented by major category in descending order of importance, so that the offerors know which areas require emphasis in the preparation of the submittal package.

The criteria below reflect the requirements for this specific request for qualifications. Offerors should note that these criteria serve both: a) as the standard against which each SF-330 will be evaluated; and b) to identify significant matters which offerors should address in their submittals.

For the purposes of these evaluation criteria, the proposed team is defined as the prime offeror and all key subs listed in Part 1, Section C of the SF-330.

1. Prime Offeror Past Performance, Experience and Institutional Capabilities (60 points):

The following sub-criteria are in descending order of importance:

- 1.1. Demonstrated specialized experience of the prime offeror with the type of service required.
- 1.2. Capacity of the prime offeror to perform the work (including any specialized services) within the time limitations.
- 1.3. Past record of performance of the prime offeror on contracts with USAID or other Government agencies and private industry with respect to such factors as control of costs, quality or work, and ability to meet schedules, to the extent such information is available.
- 1.4. The portions of the work the prime offeror is able to perform with its own forces when required.
- 1.5. Financial capacity of the prime offeror.

2. Proposed Team and Key Personnel Qualifications (40 points):

The following sub-criteria are in descending order of importance:

- 2.1. Demonstrated specialized experience of the overall project team with the type of service required.
- 2.2. Past record of performance of the proposed team on contracts with USAID or other Government agencies and private industry with respect to such factors as control of costs, quality or work, and ability to meet schedules, to the extent such information is available.
- 2.3. Ability to assign an adequate number of qualified key personnel from the project team including a competent Chief of Party having considerable experience in responsible positions on work of a similar nature.
- 2.4. Demonstrated capability, experience, education and qualifications of the key personnel necessary for satisfactory performance of required services.

END OF SECTION 2

SECTION 3

INSTRUCTIONS TO OFFERORS

3.1 INSTRUCTIONS

- 3.1.1 All prospective offerors must submit Standard Form 330 Part I, and II as per Section 4. Information submitted by Offerors will be treated as confidential but will not be returned. In addition, the offerors shall submit a copy of their registration as class A in their specialty as classified by Ministry of Public Works and Housing
- 3.1.2 Submissions shall include the name, position, address, telephone number, Internet address and facsimile number of a person who may be contacted for further information, if required, in respect to general, technical, and financial questions.
- 3.1.3 All Offerors submitting SF 330 shall provide a single address to which future correspondence may be sent, including the Request for Proposal.
- 3.1.4 The Offerors, if a corporation, shall submit a copy of the Articles of Incorporation. If a partnership, copies of the Partnership Agreement shall be submitted
- 3.1.5 Information submitted regarding a general partnership or a limited partnership, must contain all of the assets and all of the liabilities of the partnership. The assets or liabilities of the individual partners shall be shown separately.
- 3.1.6 All monetary values shall be given in U.S. Dollars.
- 3.1.7 The original and five copies of the qualification document shall be delivered by 2:00 P.M. (Jordan time) on the day shown on the cover letter of this Request for Qualification. Late qualification documents will not be accepted. Timeliness will be determined by the date and time of submission to USAID Jordan Mission in Amman, Jordan.

END OF SECTION 3

Section 4 – SF 330