**QUESTIONS ON THE REQUEST FOR PROPOSAL TO DEVELOP ACCESSIBLE READING MATERIAL**

Incpart Services Limited would like to respond to the call for proposals to develop accessible reading materials for the blind, visually impaired, deaf, and hard of hearing for primary school children. We however need clarification on the areas listed below before sending in our proposal for consideration. They are:

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| **Q#** | **Anomaly** | **Query/Clarification sought** |
| 1 | *Quote: “This consultancy is specifically for a) development of accessible (multi-media) materials for visually impaired/blind and hearing impaired/deaf children at primary school level in the four core subjects taught at P.4–P.6; and b) for capacity building of teachers, publishers and other stakeholders on the use and production of such materials acknowledging the global standards but customized to the local context”.*   1. *“…* *designing and adapting* ***Science and Mathematics text books for Primary Four (P.4) and Primary Six (P.6)”.*** | 1. Will the proposer be required to develop materials for all four core subjects; i.e English, Mathematics, Science and SST for all classes of P.4, P.5 and P.6?   **The proposer is required to develop only**  ***Science and Mathematics textbooks for Primary Four (P.4) and Primary Six (P.6)”.***  Whichever subjects that will be selected, will it be for only P.4 and P.6. – excluding P.5?  ***Science and Mathematics textbooks for Primary Four (P.4) and Primary Six (P.6)”.*** |
| 2 | While it is possible to produce the materials in various multimedia formats for the Low Vision , Heard of Hearing and the Deaf, it is not practical to produce Mathematics for those who are blind in audio or digital because of its tactile nature; i.e. diagrams and Braille mathematics symbols, unless we make a choice of high cost technology. | 1. In the event that high cost technology is not practicable, should we go ahead and propose the process of producing mathematics in Braille/on paper in order to make it accessible for the blind children? or 2. Should we opt for digitized Braille and provide the complementary Braille displays? Please go ahead with this option. |
| 3 | Deliverables and timelines:  We note that these are inconsistent and over-ambitious; thus not achievable. For example;   1. Conducting an appraisal in 20 schools and other stakeholders in 5 days and produce a report is not achievable. We further highlight that the TORs talk of submitting the proposal on 28th September 2021 and an appraisal report for the **20 schools and stakeholders** expected on 1st October 2021? 2. Deliverables b) and c) have inconsistences in the number of days expected for the assignment; for example transformation of textbooks by 25th November 2021 and submission of pre-test report by 30th November 2021? While the pre-test is expected to be done in 7 days, 25th to 30th November is only five days! 3. Whereas the timelines for completion of the exercise is between 27th September 2021 and 31st December 2021, submission of the responses by the proposers is 28th September 2021, which is a day after commencement of the activity. | There is need to re-look at this section and provide clearer and realistic timelines for the deliverables.  The successful bidder will be expected to sample from the 20 schools for this purpose.  Estimated date to complete this task has been adjusted form 1st October to 15th October 2021.  Estimated date for the Pre-test and refine the materials to ensure usability, an exercise to be done in the 20 model primary schools. This should be presented to MoES and NCDC for approval- has been adjusted from 25th November to 30th November 2021.  Commencement date has been adjusted to 8th October 2021. |

**Prepared by Suzan Hamujuni (Administrative Officer) Date: 16 September 2021**

**INCPART SERVICES LTD.**