

Terms of Reference for Request for Proposal (RFP)

Updating of page layouts and printing of primary school reading, math and science textbooks and teaching guides in Chad

Section	Content
Background	<p>The Government of the Republic of Chad is committed to achieving the Sustainable Development Goals (SDGs), including providing equitable access to quality education for all and promoting life-long learning. The Government's political will in support of this goal has been embodied through the launch of the Interim Plan for Education in Chad (PIET 2018-2020) of which the main objective is to develop strategies and means necessary to ensure universal access to quality education.</p> <p>In 2018, the Government submitted a project proposal to the Global Partnership for Education (GPE) entitled "Project on Strengthening Education and Literacy in Chad (PREAT)". Since the project was approved in 2018, the Ministry of National Education and Civic Promotion (MENPC) of Chad has begun the implementation of the project consisted in four main components: i) increasing access to primary education through construction of classrooms and contracting of teachers; (ii) improving teaching conditions through distribution of textbooks, teacher training and assessment of learning outcomes; (iii) improving the quality and provision of literacy and non-formal basic education; and (iv) improving management capacities of the education system.</p> <p>The Government has delegated the project management to two United Nations entities, namely UNICEF and UNESCO, whose management of the latest GPE funding is considered highly satisfactory.</p> <p>The component on improving teaching conditions aims, among other things, at the provision of school textbooks and teaching guides in French and Arabic, capacity building of teachers and the Ministry personnel responsible for pedagogical supervision and monitoring of learning outcomes.</p> <p>Improving the quality and effectiveness of teaching is determined by the availability of quality curricula and textbooks adapted to the realities of the country, implementation of appropriate tools for evaluating learning outcomes as well as quality teacher training.</p> <p>As part of the implementation of activities supported by PREAT, UNICEF works closely with the National Curricula Center (CNC) of MENPC for the provision of school textbooks and teaching guides for more than 2.4 million students and 40,000 teachers in 9,928 primary schools across the 23 provinces of the country. CNC, a cultural and scientific institution of the Government, has the mandate to (i) develop and test new curricula; (ii) develop pedagogical guidelines for the efficient use of existing textbooks; (iii) develop new textbooks and teaching guides in French and Arabic; (iv) develop initial and in-service training programmes for teachers; and (v) develop and test new training and assessment tools.</p>

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Despite the major support provided recently by GPE, the World Bank and Education Cannot Wait (ECW), textbooks remain largely insufficient for students in CE and CM classes (grades 3-6), and it will soon be necessary to renew textbooks for those in CP class (grades 1-2). On average, seven students share one reading and math textbook in CE class, while almost fourteen students share one science textbook. It is the same for the CM class.

	<p>Chad's participation in the Programme for the Analysis of the Educational Systems of CONFEMEN Countries in 2014 (PASEC 2014) is rich in lessons in this respect: The results show, on the one hand, that the provision of textbooks is very weak in Chad compared to a dozen of other French speaking countries participating in PASEC and, on the other hand, that the test outcomes of Chadian students with textbooks are significantly higher than those without textbooks.</p> <p>Since their conception in 2009, textbooks and teaching guides currently in use have not gone through professional updating of page layouts to meet the publishing standards and further to stay in line with the evolution of modern printing techniques. Indeed, they still contain inaccuracies and typographical errors and have room for improvement.</p> <p>It is in this context that PREAT provides funding for enhancing page layouts and printing of textbooks and teaching guides developed by CNC.</p> <p>In addition, it should be noted that PREAT funding is divided into two parts:</p> <ul style="list-style-type: none"> • Lot 1: Funding has been secured. The contract for updating page layouts and printing school textbooks and teaching guides will be awarded according to the conditions and quantities specified below; <p>Lot 2: Funding has not yet been secured, but the suppliers should still submit a proposal to UNICEF. In case funding is obtained, the contract will be awarded to the supplier selected for Lot 1 to ensure the same editorial line for all textbooks and teaching guides.</p>
<p>Objectives, Purpose & Expected results</p>	<p>In line with modern publishing techniques, UNICEF is looking for a supplier able to support CNC in updating page layouts and printing of textbooks and teaching guides currently in place ("Edition Etoile" for which copyrights belong to CNC and supplier must not use it for purposes other than the contract awarded as a result of the present RFP). The requested services will be provided by a single supplier who has demonstrated the necessary technical and institutional capacities.</p> <p>The objectives of the requested services are:</p> <ul style="list-style-type: none"> • Update the page layouts of primary school textbooks and teaching guides in electronic format thus allowing to better take into account how the text and images are arranged in space and time to heighten and maintain attention of the users on the one hand, and to optimize the volume of the books (i.e. reduction of the number of pages) on the other hand. • Print reading, math and science textbooks and teaching guides of which the page layouts have been updated in compliance with the curricula "Edition Etoile". • Ensure proper packaging and labelling of the printed textbooks and teaching guides according to the detailed orientations shared by CNC and the Directorate of Primary Education (DEP) via UNICEF. <p>Deliver the properly packaged and labelled textbooks and teaching</p>

guides to a freight forwarder designated by UNICEF while adhering to agreed delivery schedules.

Description of the assignment

It should be noted that UNICEF will first order textbooks and teaching guides for CE and CM (Lot 1) for which funding has already been obtained on the fixed part. With respect to textbooks and teaching guides for CP that constitute Lot 2, UNICEF will only proceed with the order only if the variable part of the GPE funding is obtained by 2020.

The two lots of textbooks and teaching guides subject to this RFP are split as follows:

Lot 1. Books for CE and CM				
No.	Books	French	Arabic	Total
1	Textbooks, reading, CE1	227,405	10,635	238,040
2	Textbooks, reading, CE2	184,572	7,912	192,484
3	Textbooks, math, CE1	227,405	10,635	238,040
4	Textbooks, math, CE2	184,572	7,912	192,484
5	Textbooks, science, CE1	227,405	10,635	238,040
6	Textbooks, science, CE2	184,572	7,912	192,484
	Total textbooks for CE			1,291,572
7	Teachers' guides, reading, CE1	12,757	612	13,369
8	Teachers' guides, reading, CE2	11,214	461	11,675
9	Teachers' guides, math, CE1	12,757	612	13,369
10	Teachers' guides, math, CE2	11,214	461	11,675
11	Teachers' guides, science, CE1	12,757	612	13,369
12	Teachers' guides, science, CE2	11,214	461	11,675
	Total teaching guides for CE			75,132
13	Textbooks, reading, CM1	135,141	8,516	143,657
14	Textbooks, reading, CM2	117,987	4,910	122,897
15	Textbooks, math, CM1	135,141	8,516	143,657
16	Textbooks, math, CM2	117,987	4,910	122,897
17	Textbooks, science, CM1	135,141	8,516	143,657
18	Textbooks, science, CM2	117,987	4,910	122,897
	Total textbooks for CM			799,662
19	Teachers' guides, reading, CM1	8,834	481	9,315
20	Teachers' guides, reading, CM2	7,956	288	8,244
21	Teachers' guides, math, CM1	8,834	481	9,315
22	Teachers' guides, math, CM2	7,956	288	8,244
23	Teachers' guides, science, CM1	8,834	481	9,315
24	Teachers' guides, science, CM2	7,956	288	8,244
	Total teaching guides for CM			52,677

Lot 2. Books for CP				
No.	Books	French	Arabic	Total
1	Textbooks, reading, CP1	346,112	21,816	367,982
2	Textbooks, reading, CP2	288,996	15,900	304,896
3	Textbooks, math, CP1	346,112	21,816	367,982
4	Textbooks, math, CP2	288,996	15,900	304,896
	Total textbooks for CP			1,345,756
5	Teachers' guides, reading, CP1	16,972	1,027	17,999
6	Teachers' guides, reading, CP2	15,092	821	15,913
7	Teachers' guides, math, CP1	16,972	1,027	17,999
8	Teachers' guides, math, CP2	15,092	821	15,913
	Total teaching guides for CP			67,824

Orientations of CNC for updating page layouts

Page layouts will be updated to ensure effective learning of the users by enhancing the overall conception and arrangement of textbooks and teaching guides.

As such, a textbook/teaching guide should:

- Be well-illustrated and attractive with sufficient white space;
- Ensure a certain degree of consistency and further a pedagogical approach that is objective and scientific;
- Present a good chronology of pages and sequences;
- Be in a user-friendly format for students and teachers;
- Be resistant and well-shaped;

All types of editorial improvements are strongly encouraged by CNC

Steering and coordination mechanism

Regarding the implementation modalities, CNC, DEP and UNICEF will work closely together in the following ways:

- In collaboration with CNC and DAPRO, DEP develops a detailed distribution plan for textbooks and teaching guides including the number of students by class level, the language of instruction, as well as the distances between schools and school inspectorates (IPEP).
- CNC provides UNICEF with the electronic files of all textbooks and teaching guides corrected/revised.
- UNICEF prepares and issues a Request for Proposal (RFP).
- UNICEF shares with bidders the electronic files of textbooks and teaching guides to allow for the preparation of technical and financial proposals. Bidders who receive the electronic files sign a declaration of confidentiality prohibiting any future use of the files, which remain the property of CNC of the Ministry of National Education and Civic Promotion in Chad.
- Bidders submit a technical proposal and a financial proposal to the e-mail address specified in section 8.
- Based on the cumulative analysis evaluation methodology using a balanced weighting ratio detailed below, UNICEF selects the bidder with the highest score of points and signs a contract.
- A video-conference meeting will be organized in the presence of CNC's technical teams, UNICEF Chad Country Office (CO), UNICEF West and Central Africa Regional Office (WCARO or RO) and the selected supplier with the purpose of clarifying any questions that may arise in regard to the project.
- The supplier works remotely and travels to N'Djamena for the updating of page layouts with CNC according to a detailed work plan and timelines proposed in the technical and financial proposals. Once the updating of page layouts is completed, the supplier, before traveling to N'Djamena, sends UNICEF CO pre-production proofs of the textbooks and teaching guides in paper and electronic formats for a pre-review by CNC.
- Following joint work sessions with CNC in N'Djamena leading to the finalization of the revision, the supplier returns and sends UNICEF CO the final versions of the updated page layouts approved by CNC in paper format.

- Upon receiving the printed version of the updated page layouts and dependent on its quality, CNC will issue print-ready files by signing the documents sent by the supplier.
- Once print ready files issued, the supplier will share the electronic version of the print ready files by email.
- A third-party agent designated by UNICEF CO will visit the printing house to perform the quality control of the textbooks during the printing process.
- After the textbooks and teaching guides are printed, CNC travels to the printing house for on-site technical acceptance in accordance with decree no. 0013/PR/PM/MEFA/CNC/2014.
- UNICEF will make the payments to the supplier based on the certification of the services performed, in accordance with the terms of the contract.

Lot

The contract will be awarded in two lots to a single supplier: textbooks and teaching guides for CE and CM (lot 1, fixed part) and those for CP (lot 2, variable part). In other words, the service delivery will be in the form of a contract signed with a single supplier with one part of the order (lot 2) conditioned by the acquisition of GPE funding.

Technical specifications

- Logos: The logos of the Government of Chad, CNC, GPE and UNICEF will appear on the cover pages of all textbooks and teaching guides (electronic files of all the logos with the graphical specifications to be respected, e.g. colours, sizes, etc. are in annex). The position of the logos will be as follows: Government of Chad at the top left, GPE at the top right, CNC at the bottom right and UNICEF at the bottom left.
- Colours: Cover pages as well as inside pages will be printed in colour.
- For information, packaging shall be done as per the instructions below:
 - Quantified data on the number of books per school and per box, developed by CNC, DEP and UNICEF CO, will be shared with the supplier.
 - Each kit will be packed in shrink wrap film.
 - Kits for each school will be packaged together in strong 7 ply cartons.
 - Quantity of textbooks and teaching guides per kit and per box will be as follows:

Standard kits and box per school

Textbooks, French	CE1	CE2	CM1	CM2	CP1	CP2
Reading	5	4	3	3	8	6
Math	5	4	3	3	8	6
Science	5	4	3	3	0	0
Quantity of kits per box	1				1	

Textbooks, Arabic	CE1	CE2	CM1	CM2	CP1	CP2
Reading	5	4	4	2	9	6
Math	5	4	4	2	9	6
Science	5	4	4	2	0	0
Quantity of kits per box	1				1	

Teaching guides for CE1, CE2, CM1, CM2 (lot 1) and CP1, CP2 (lot 2) will be packaged in cardboard boxes for each school with a maximum of 45 teaching guides per box and per school.

Note: Some kits can be smaller given that some schools do not teach all subject levels (e.g. schools without CM level should not have the CM1 and CM2 book kits included in the carton for that specific school).

Total number of schools

Per language of instruction	CE1	CE2	CM1	CM2	CP1	CP2
Number of schools teaching in French	8,588	7,968	6,583	5,945	9,376	9,255
Number of schools teaching in Arabic	412	303	303	170	546	524

	<ul style="list-style-type: none"> • Labelling on each kit and box will specify DPEJ, IDEN, IPEP¹, name of school, type of textbooks (subject, class level, language), quantity, weight and volume. • Boxes palletized by zone: Labelling on the pallets will specify the final destinations for UNICEF freight forwarder (N'Djamena, Bol, Mongo, Abeche and Moundou). <p>Note: "School Kits List" in annex provides a detailed list of schools along with DPEJ, IDEN and IPEP¹ for each school.</p> <p>¹ DPEJ: Provincial Level Education Delegation; IDEN: Departmental Level School Inspectorates; IPEP: School Inspectorates</p>
<p>Deliverables</p>	<ol style="list-style-type: none"> 1. Updating of page layouts for CE and CM (fixed part) textbooks and teaching guides is carried out by the selected supplier in collaboration with CNC. 2. Updated/edited electronic files (texts in Arabic and French and illustrations) of all textbooks and teaching guides are transmitted to the CNC preferably in Adobe In Design format. 3. Pre-production proofs printed and validated by CNC. 4. Propose best and final offer based on final approved artwork. 5. Textbooks and teaching guides printed. 6. Kits and boxes containing textbooks and teaching guides are packaged and labelled according to the list provided by CNC and DEP via UNICEF. 7. Once properly packaged in kits and boxes with easily identifiable labelling, reading, math and science textbooks and teaching guides in French and Arabic are delivered to the UNICEF's freight forwarder (ex-works).
<p>Location and Duration</p>	<ul style="list-style-type: none"> • Starting period: August 2019, Publishing RFP • Foreseen finishing period; March 2020, Handover of books to UNICEF freight forwarder <p><u>Indicative activity schedule:</u></p> <ul style="list-style-type: none"> - Publishing RFP: 4 weeks - Technical + Financial evaluation: 2 weeks - CRC review: 1 week - Contract signature: 0.5 week - Updating page layouts in collaboration with CNC: 6-8 weeks - Updated electronic files transmitted to UNICEF: 0.5 week - Pre-production proofs printed and validated by CNC – 2 weeks - Propose best and final offer (BAFO) based on final approved artwork – 1 week

¹ DPEJ: Provincial Level Education Delegation; IDEN: Departmental Level School Inspectorates; IPEP: School Inspectorates

	<ul style="list-style-type: none"> - Contract amendment to take in consideration the BAFO – 0.5 week - Print of textbooks & teaching guides and kitting: 6 weeks - Technical acceptance of books by CNC: 2 weeks - Handover of books to UNICEF freight forwarder, Incoterms Ex-Works: 1 week 				
<p>Qualification requirements</p>	<ul style="list-style-type: none"> • Having successfully completed, during the last five years, contracts for publishing and / or printing of textbooks and teaching guides for Africa in French and Arabic (Please attach copies of completed contracts and their acceptance reports or supplier performance evaluation certificate relative to past contracts). • Having published or co-published and printed school textbooks in French and Arabic for Africa (Please attach copies of similar contracts executed in the past and their acceptance reports). • Having a technical team(s) working on page layouts in French and Arabic specialised in the relevant subject areas (reading, mathematics and life and earth sciences). • Having a senior French-speaking manager with strong experience and skills who can act as a focal point for UNICEF, available for Skype calls with CNC facilitated by UNICEF CO and for any other types of remote or on-the-spot collaboration considered necessary. • Having experience in similar projects in terms of nature, lead time and quantity of books on behalf of governments, UN agencies and/or other international companies or NGOs. • Having no potential conflict of interest or any other pre-established personal relationship with the Government of Chad or with UNICEF. • Having state-of-the-art equipment, techniques and software to perform the requested services (Fill out the annex file Supplier Profile Form – Design). • Having experience in printing large volumes of textbooks or working with a printing press with substantial experience (Fill out the annex file Supplier Profile Form – Printers). 				
<p>Evaluation process and methods</p>	<p>Suppliers meeting the required qualifications above shall submit their technical offer in an email and financial proposal in another email. Technical proposals will be evaluated based on a documentary review. UNICEF evaluators will first analyse the technical proposals and evaluate the quality of the samples provided and financial proposals. The overall score of the evaluation will be awarded according to the table below:</p> <table border="1" data-bbox="488 1612 1395 1990"> <thead> <tr> <th data-bbox="488 1612 1247 1669">CATEGORIES</th> <th data-bbox="1247 1612 1395 1669">POINTS</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1669 1247 1990"> <p>1. STRATEGY AND METHODOLOGY</p> <ul style="list-style-type: none"> - Detailed methodology and approach proposed to carry out the activities - How do you plan to provide the required services? - What are the essential characteristics and added-value of the proposed approach - Mechanisms put in place for quality assurance and risk mitigation. Please include, if possible, any particular risks associated with this project that you can identify from your past experiences - Proposed detailed workplan and timelines including trips to N'Djamena for the updating of page layouts </td> <td data-bbox="1247 1669 1395 1990"> <p>15</p> </td> </tr> </tbody> </table>	CATEGORIES	POINTS	<p>1. STRATEGY AND METHODOLOGY</p> <ul style="list-style-type: none"> - Detailed methodology and approach proposed to carry out the activities - How do you plan to provide the required services? - What are the essential characteristics and added-value of the proposed approach - Mechanisms put in place for quality assurance and risk mitigation. Please include, if possible, any particular risks associated with this project that you can identify from your past experiences - Proposed detailed workplan and timelines including trips to N'Djamena for the updating of page layouts 	<p>15</p>
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<p>1. STRATEGY AND METHODOLOGY</p> <ul style="list-style-type: none"> - Detailed methodology and approach proposed to carry out the activities - How do you plan to provide the required services? - What are the essential characteristics and added-value of the proposed approach - Mechanisms put in place for quality assurance and risk mitigation. Please include, if possible, any particular risks associated with this project that you can identify from your past experiences - Proposed detailed workplan and timelines including trips to N'Djamena for the updating of page layouts 	<p>15</p>				

<p>2. COMPOSITION OF TECHNICAL TEAM</p> <ul style="list-style-type: none"> - Detailed profile of the supplier, including the area of expertise, the number of years active in the field of the services requested, accreditation, main projects carried out during the last five years etc. - Detailed profiles of members of the technical team who will work on the project - Experience, skills and techniques of the team - CVs of key staff members responsible for the project implementation (including the one who will act as a UNICEF focal point). CVs must clearly show names, qualifications and experience. 	20
<p>3. EXPERIENCE AND EXPERTISE</p> <ul style="list-style-type: none"> - Similar projects previously carried out over the past five (5) years - Clients - Nature of the projects - Results - Technical and institutional capacities in printing, packaging and labelling - How will you effectively manage the printing of textbooks and teaching guides? - Please provide the qualifications and experience of the printer - What are the detailed specifications/characteristics of the equipment and devices that will be used for printing textbooks and teaching guides? - Work samples - Please submit samples of your major projects carried out over the past five (5) years 	25
<p>4. COMPREHENSIVE UNDERSTANDING OF TASKS</p> <ul style="list-style-type: none"> - Detailed understanding of the services required - Detailed understanding of the guiding operational principles of UNICEF 	10
<p>5. PRICE</p> <p>The total amount of points allocated for the price component is 30. The lowest price proposal among all proposals meeting the threshold of the technical evaluation will obtain the maximum number of points in the financial evaluation. All other price proposals will receive points in inverse proportion to the lowest price.</p>	30
TOTAL POINTS	100

- Only the technical propositions meeting a minimum threshold of 49 points over 70 will be considered for the financial evaluation.
- For the financial scoring: the maximum of 30 points will be allocated to the lowest financial proposal. All other price proposals will receive scores in inverse proportion according to the following formula: Score for price proposal A = (Maximum score for price proposal (e.g. 30) * Price of lowest priced proposal)/Price of proposal A.
- The bidder with the highest combined score will be the one offering the best value for money in the proposals and will be recommended for the award of the contract.
- UNICEF will set up an evaluation panel for the evaluation of the technical and financial proposals. The panel's conclusions will be reviewed by UNICEF's Contract Review Committee (CRC).

Structure of technical and financial proposals

Technical Proposal: The technical proposal should include, but not be limited to, the following components:

- Detailed understanding of the services required
- Detailed profile of the supplier, including the area of expertise, the number of years active in the field of the services requested, accreditation, main projects carried out during the last five years etc.
- Detailed profiles of members of the technical team who will work on the project
 - Experience, skills and techniques of the team
 - CVs of key staff members responsible for the project implementation (including the one who will act as a UNICEF focal point). CVs must clearly show names, qualifications and experience.
- Detailed methodology and approach proposed to carry out the activities
 - How do you plan to provide the required services?
 - What are the essential characteristics and added-value of the proposed approach?
- Similar projects previously carried out over the past five (5) years
 - Clients
 - Nature of the projects and results
- Mechanisms put in place for quality assurance and risk mitigation. Please include, if possible, any risks associated with this project that you can identify from your past experiences
- Technical and institutional capacities in page layout, printing, packaging and labelling
 - How will you effectively manage the printing of textbooks and teaching guides?
 - Please provide the qualifications and experience of the printer
 - What are the detailed specifications/characteristics of the equipment and devices that will be used for printing textbooks and teaching guides?
- Work samples
 - Please submit samples of your major projects carried out over the past five (5) years
- Proposed detailed workplan and timelines including trips to N'Djamena for the updating of page layouts

Financial proposal for each lot: Please provide a breakdown of the detailed costs related to the completion of the entire project, separated by lot.

Lot 1: Books (textbooks and teaching guides) for CE and CM French and Arabic

Lot 2: Books for CP (subject to financing) – non-attributed for the first part of the process.

It should be noted that all prices/rates shown must be exclusive of all taxes as UNICEF is a tax-exempt organization.

Administrative issues	Submission of proposals The technical and financial proposals shall be submitted in separate email messages to the following email address before 30.09.2019 . Email address: CHD_Tenders_SupplyUnit@unicef.org Any proposals submitted after the above date will not be considered.
Project management	<ul style="list-style-type: none"> • Launch of RFP: CO/RO/SD • Analysis of Technical and Financial Proposals: UNICEF RO/CO • Internal Contract Review Committee (CRC): UNICEF • Contract signature: UNICEF CO • Videoconference with supplier: UNICEF CO, CNC • Update of the page layout including the supplier's trip to N'Djamena: CNC / UNICEF CO • Delivery of the final versions in paper and electronic formats to UNICEF: Supplier, CO, CNC • Printing textbooks and teaching guides: Supplier • Printing inspection at the printing press in the beginning, middle and end of the process: Third party consultant • Pre-delivery inspection / Technical Reception at the printing press: CNC and UNICEF CO • Handover of the books to UNICEF designated freight forwarder Supplier / UNICEF CO • Transport and delivery of books to N'Djamena: UNICEF Freight forwarder
Payment Schedule	30% after completing deliverable 4 "Propose best and final offer based on final approved artwork". 70% upon confirmation by UNICEF that all the materials have been received at UNICEF warehouse in N'Djamena-Chad.
Any other information	<ul style="list-style-type: none"> • Availability of funding for the variable part will determine the execution of all required services related to lot 2, i.e. updating page layouts and printing of textbooks and teaching guides for CP 1 and 2. • CNC will retain all copyrights and the supplier will NOT be able to reproduce the books without the prior written consent of the CNC. • In the case where the selected supplier who is mainly a publisher has limited in-house printing capacity, the supplier could formally propose outsourcing the printing services. The supplier assumes full responsibility for the quality and punctuality of the outsourced printing services. • The offer will be valid for one (1) year from the submission of its technical and financial proposals. • In terms of the delivery, the liability of supplier shall be limited to the delivery of the packaged and labelled textbooks and teaching guides to UNICEF forwarder. • The update on the page layouts will be strictly limited to the design of the books, the layout of text, images and tables, checking the coherence between the text and the images, as well as correcting possible spelling and/or grammar errors that

	<p>the books may still contain. The curricula developed by CNC will be preserved intact.</p> <ul style="list-style-type: none"> • All payments will be made in US dollars. • Detailed phases and schedules of the delivery of the packaged and labelled textbooks and teaching guides will be specified in the contract. • The UNICEF Special and General Terms and Conditions will form part of any contract and evaluation resulting from this RFP.
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Annexes:

- School Kits List
- Supplier Profile Form – Design
- Supplier Profile Form – Printers
- Declaration of confidentiality

Prepared by:

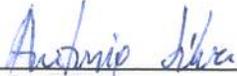


Name: Jean-Mathieu Laroche

Title : Chief Education

01/08/2019
Date

Reviewed by:



Name: Antonio Silva

Title: Supply & Log Mgr.

01.08.19
Date

Approved by:



Name: Dr. Viviane Van Steirteghem

02/08/2019
Title: Representative

Date