

11 January 2021.

QUESTION and ANSWER

The question and answer below is served to response the question and answer session of the Request for Quotation No. UEEP-RFP-STBTG-002 on Textbook and Teacher Guide Production Support.

Overall (Proposal, Project Administration, and Roles) Questions

1. Does RTI have a development schedule for content creation that we can use to build the design/composition, art production, and print-ready deliverable schedule?

RTI: We have a draft schedule for two of the subjects where most of the original work will be needed (Uzbek Language Art [ULA] and Mathematics). Please see attached draft schedule.

2. Will contractor's contact be RTI staff or will we be managing/coordinating and working with multiple content providers?

RTI: There will be a RTI contact for ULA and Mathematics (original development); a Mississippi State University contact for ICT book customization (student book) and teacher guide development; and a Florida State University contact for English book customization.

3. Throughout the RFP, RTI makes reference to the files of extant books being delivered as "softcopy" versions. Will these be delivered as InDesign or other application files?

RTI: We will request the "softcopies" from the international publishers for customization in InDesign but cannot guarantee that all publishers have their books in this format.

Development-Specific Questions

1. Using the data in the RFP, we calculated there to be 23,900 pages, using the high-end estimates. The majority of these, 17,900, will be produced in Uzbek and the balance, 6,000,

in English. Are we safe using these as the basis of our calculations, or is there any chance that they can be reduced or expanded drastically?

*RTI: Yes, by our calculation, however, the pages in English would be an estimated 8,950 (4*250 [English grades 1-4 student books]+7*350 [English grades 5-11 student books]+11*500 [English grades 1-11 teacher guides]).*

2. Does RTI's development team have bookmaps (or overall design specification for the chapter/section/page order and format) established yet? If so, can these be shared (so that we might see the complexity and design thinking of the individual books and common design/structure across the grade levels)?

RTI: We do not yet have that. Might the contractor be able to share an example in the proposal?

3. Would it be possible to see samples of the content of the student textbooks and teacher guides in development? Samples would help to see the complexity of the content and provide information for the page designs.

RTI: We do not have anything developed yet as we have only just finished the student standard drafts.

4. Are you planning to keep the current design of the extant books or will these books need redesign? Should there be consistency of design for all subjects, or will each be treated differently?

RTI: We are planning to keep the design of the extant books from the international publisher(s) to the maximum degree possible. We will likely recommend a certain degree of consistency in the design of the new ULA and Math books but we have not yet made, or received, any design guidance for these books.

5. Are the student textbooks consumable activity books in which students will write and interact with/manipulate data on the pages? Or are they traditional anthologies/textbooks that students will read? Will these books be reused each successive year?

RTI: The student textbooks are not planned to be consumable activity books but books that parents will rent for their child via the ministry lending system for one year, then give back, and

then another parent will rent for their child the next year. We expect the final versions of the books (after field testing) to be re-used for several years.

6. Are the student textbooks and teacher guides four-color or one-color? (That is an important distinction that must be established in order to accurately estimate page design and art fees.)

RTI: The student textbooks and teacher guides are expected to be in color, not just black and white.

7. Will all 60 components include art (if not, which ones)? Does RTI and/or its content-development partners have art estimates for the student textbooks and teacher guides? Knowing how much art can be reused vs. new art to be drawn would be important for pricing accuracy. In addition, knowing how much math art, scene art, phonetic or rebus art, etc. is helpful if possible. Does RTI have this information per page?

RTI: We expect that there will be significant numbers of new art that will need to be developed for the 8 new ULA and Math student textbooks. Kindly use any previous experience from reading and math books from other countries for grades 1-4 as a reference for internal estimates.

RTI expects there to be little new art to be newly developed for the 22 student books for ICT and English that will only be customized. In reviewing examples of these books, a possible estimate might be around 30 art elements/illustration replacements for grades 1-4 books; 20 for grades 5-8 books; and 10 for grades 9-11 books.

We do not expect that there needs to be original art developed for the teacher guides but, for the new teacher guides, we might want some icons/symbols or other visual cues which will be re-used consistently in the books (and possibly across subjects and grades).

8. Will any STBs or TGs require new photos? If so, does RTI have a permissions budget for photos or should we build this into our estimates?

RTI: We likely do not want to use photos in the new ULA and mathematics grades 1-4 books that are to be developed.

There might be a few photos that need to be replaced in the extant student books for ICT and English. RTI does not have an existing permissions budget for such costs. Kindly include in your

estimate. To establish an estimate, assume no more than 10 images might need to be replaced per book.

9. We assume that RTI and its content development partners will provide art specifications, including samples and specific cultural references, for the new art that will need to be created. Will these be provided in English?

RTI: Yes.

10. If there is art reuse from the existing books, does RTI have a process for obtaining these images, and can you tell us what format we would receive this art in?

RTI: We do not have a process and as such cannot speak to their format.

11. How are you defining copyediting? Is this an edit for fit or are you envisioning a developmental edit in which we will be reviewing and editing content for instructional efficacy and accuracy? Will developmental editing be performed by RTI and its content partners? We are just trying to determine the level of edit we will need on the project, the number of editorial passes, and the kinds of editors that we will need to use. [Please note that we would suggest copyediting a version of the manuscript (after developmental editing is complete) prior to composing the pages. Copyediting can impact art and copyediting after the art is complete can result in costly rework of the art. We suggest proofreading the pages after they are poured.]

RTI: We consider copyediting the checking of written text for spelling, grammar, abbreviations and terminology consistency as well as the checking of references within and outside of the book (if any), alignment of images with titles and text/call outs, and similar. We agree for this to ideally take place early on in the process. Proofreading is final checking of written text for spelling. We agree for this to ideally take place late in the process.

	Year 2 (Oct 2020-Sep 2021)											
	Q1			Q2			Q3			Q4		
	1	2	3	4	5	6	7	8	9	10	11	12
	O	N	D	J	F	M	A	M	J	J	A	S
ULA, Math, ICT Scope & Sequences Development												
ULA, Math Student Textbooks and Teacher Guide Development												
ULA, Math Book Printing and Distribution (200 schools)												
ICT, EFL Student Textbooks and Teacher Guide Development/ Customization												
ICT, EFL Book Printing and Distribution (200 schools)												
Teacher Professional Development (TPD) Preparation (System Study, TPD Plan, Master Trainers PD)												
TPD Rollout (Pilot & Field-Testing; Scale-Up & Field-Testing)												