

GLOBAL BOOK
ALLIANCE



Trainer's Guide

Module 5: Procurement & Purchasing

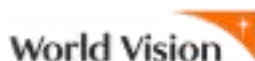
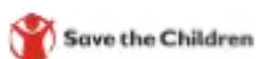


Table of Contents

Table of Contents	2
Acknowledgements	4
Acronyms and Abbreviations	5
Glossary of Terms	6
List of Materials	9
Introduction	10
Notes on Using This Module	13
Sample Agenda	14
Legend	15
Session 1: Introductions and Training Objectives	16
Administrative Matters and Agenda Review	17
Workshop Ground Rules	17
Expectations	17
Training Objectives	17
Session 2: Introduction to Procurement and Purchasing	19
What is Purchasing?	19
Purchasing in the Book Supply Chain	21
Invitations to Bid	21
Steps to Using Invitations to Bid	22
Session 3: Overview of Purchasing and Challenges	24
Overview of Purchasing in a Book Supply Chain	24
Schedule of Requirement	25
Standard Bidding Documents	25
Minimum Qualification Requirements in an Invitation to Bid	28
Margin of Preference	28
Bid Opening	29
Issues Encountered in Invitations to Bid	29
Session 4: Key Details in Purchasing and How They Impact a Book Project	32
Defining the Scope of Purchasing ERMs	32
Technical Specifications of ERMs	33
Timelines	35
Contracting Considerations and Requirements	37
Session 5: Contract Execution Monitoring	40
Monitoring Contracts	40
Tracking Containers	41
After-Action Review	42
Session 6: Wrap-Up and Reflection on the Workshop	43
Appendices	45
Handout 1: Procurement Process Overview	46
Handout 2: Invitations to Bid	47
Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”	51
Handout 4: Sample Printing Services Requirements Table	53
Handout 5: Qualification Matrix for Essential Reading Materials	54
Handout 6: Qualification Matrix Answer Sheet	55

Handout 7: Identifying Technical Specifications	56
Handout 8: Case Studies on Book Project Timelines	57
Handout 9: Incoterms® Rules	60
Handout 10: Project Tracking Sheets	61
Handout 11: Bill of lading	64
Handout 12: Evaluation Questionnaire	65

Acknowledgements

The Global Book Alliance (GBA) would like to extend its sincere thanks to the stakeholders across the education sector—including staff from the Ministries of Education, donor agencies, and implementing partners; the private sector, including publishers, printers, and distributors; and teachers, parents, and community leaders—for their contributions to eliminating global illiteracy. The GBA also thanks Christophe Barth for his technical expertise in writing this module and to the reviewers who provided their expertise to ensure the accuracy of its content.

The GBA strives to ensure that books are available, appropriate, affordable, and accessible to all, recognizing that high-quality reading materials are critical to ensuring that all children can learn to read and read to learn in languages they understand.

The GBA training modules aim to provide guidance to help various stakeholders improve book supply chains in their contexts in order to make this vision a reality.

Acronyms and Abbreviations

BSC	book supply chain
CIP	Carriage and Insurance Paid
CMA CGM	<i>Compagnie Maritime d'Affrètement et Compagnie Générale Maritime</i> (Maritime Freight Company and General Maritime Company)
ERM	essential reading material
GBA	Global Book Alliance
GPE	Global Partnership for Education
ICB	international competitive bidding
ICC	International Chamber of Commerce
IDA	International Development Association
Incoterms®	International Commercial Terms
ISO	International Organization for Standardization
MoE	Ministry of Education
MSC	Mediterranean Shipping Company
NCB	national competitive bidding
NGO	non-governmental organization
RFQ	request for quotations
RFP	request for proposals
SBD	standard bidding document
SCA	supply chain analysis
SOR	schedule of requirements

Glossary of Terms

Term	Definition
Advance shipment:	Documents that contain data about pending goods delivery. Documents are also called “electronic data interchange (EDI) 856,” “outbound ship notice/manifest,” or “dispatch advice (DESADV).”
Bid bonds:	A type of bid security, which is normally issued by an insurance company or bank to guarantee compensation to the bond owner if the bidder fails to begin a project.
Bid evaluation:	A process that takes place after the bid submission deadline involving the opening and examining of the bids to identify the preferred supplier(s) for the project.
Bid opening:	A process whereby each bid is opened one by one and read aloud. This process happens even if suppliers do not show up for the bid opening. The bids are recorded and the administrators in charge sign the records verifying they were present during the process and followed all the necessary procedures. ¹
Bid security:	A monetary guarantee intended to dissuade bidders from withdrawing their bids before the end of the bid validity period because they would otherwise forfeit the bid security amount to the procuring entity. ²
Bidder qualification matrix:	Bid evaluation tool used to determine the bidders’ eligibility using the criteria of requirements to be included in the bid submission.
Customs clearance/carriage and insurance paid:	A necessary procedure before goods can be imported or exported by carriage internationally. If a shipment is cleared, then the shipper will provide insurance paid: documentation confirming customs duties that are paid and the shipment can be processed.
Essential reading materials:	Decodable, leveled, and supplementary readers are collectively described as essential readers. All are required elements for reading acquisition, but each plays a different role.
Evaluation criteria:	Technical and cost/price factors used to make an award decision which specifies each factor’s relative importance; recommended to be published in the invitation to bid.
Incoterms® rules:	The International Commercial Terms (Incoterms®) are a set of 11 individual rules issued by the International Chamber of Commerce which define the responsibilities of sellers and buyers for the sale of goods in international transactions. Of primary importance is that each Incoterms® rule clarifies the tasks, costs, and risks to be borne by buyers and sellers in these transactions.

¹ Calamaras, D. (n.d.). The bid opening and award of the contract. BidNet. www.bidnet.com/resources/business-insights/bid-opening-award-contract-state-local-en.jsp#:~:text=The%20bid%20opening%20can%20be,up%20for%20the%20bid%20opening.

² Lynch, J. 2016. Bid security and bid securing declaration: Similarities and differences. The Procurement Classroom. <https://www.procurementclassroom.com/bid-security-and-bid-securing-declaration/#:~:text=A%20bid%20security%20is%20a,amount%20to%20the%20procuring%20entity>

Term	Definition
International competitive bidding:	A procurement process in which the invitation to bid is internationally advertised and open to all eligible international vendors.
Invoice:	An invoice is a time-stamped commercial document that itemizes and records a transaction between a buyer and a seller. If goods or services were purchased on credit, the invoice usually specifies the terms of the deal and provides information on the available methods of payment.
Invitation to bid:	A solicitation or call for vendors to submit a bid or proposal to complete work specified in the document.
Irrevocable letter of credit:	An irrevocable letter of credit is a guarantee of payment issued by a bank for goods and services purchased, which cannot be canceled during a specified time period.
Liquidated damages:	Liquidated damages are presented in certain legal contracts as an estimate of otherwise intangible or hard-to-define losses to one of the parties. It is a provision that allows for the payment of a specified sum should one of the parties be in breach of contract.
Margin of preference:	The percentage difference between the most-favored-nation (MFN) rate of duty and the preferential rate of duty for the like product, and not the absolute difference between those rates. ³
National competitive bidding:	A procurement process in which the invitation to bid is advertised nationally and only nationally registered vendors may bid.
Offset paper/offset machine:	Widely used printing technique in which the inked image on a printing plate is printed on a rubber cylinder and then transferred (i.e., offset) to paper or other material.
Procurement:	An umbrella term referring to the sourcing, negotiation, and selection of goods and services, usually those that are of a greater importance to an organization. ⁴
Purchase order:	A purchase order is the official confirmation of an order. It is a document sent from a purchaser to a supplier that authorizes a purchase. ⁵
Purchasing:	Purchasing is the organized acquisition of goods and services on behalf of a buying entity.
Request for proposal:	A business document that announces a project, describes it, and solicits bids from qualified contractors to complete it.
Request for quotation:	A business process in which a business solicits quotes from suppliers and contractors for a specific task or project.
Schedule of requirements:	The schedule of requirements covers, at a minimum, a description of the goods and services to be supplied and the delivery schedule. The objective of the schedule of requirements is to provide sufficient information to enable bidders to prepare their bids efficiently and accurately, in particular, the price schedule.

³ Law Insider. (n.d.). Margin of preference definition. <https://www.lawinsider.com/dictionary/margin-of-preference#:~:text=Margin%20of%20Preference%20means%20the%20percentage%%20difference%20between%20the%20Most,absolute%20difference%20between%20those%20rates.>

⁴ Baragwanath, T. 2022. Procurement vs. purchasing: What's the difference for growing businesses [blog post]. *Spend Journal*. <https://blog.spendesk.com/en/procurement-vs-purchasing>

⁵ Murphy, K. 2021. Difference between purchase order and invoice. PLANERGY. www.purchasecontrol.com/blog/purchase-order-vs-invoice/

Term	Definition
Standard bidding documents (SBD) guideline and framework:	The SBD is a World Bank document designed for international competitive documents (SBD) bidding. Its framework is separated into the various bidding processes guideline and well as the work and contract requirements to which the bidders must adhere.
Tenders:	Invitation to bid for a project whereby governments and financial institutions invite bids for large projects that must be submitted within a finite deadline.

List of Materials

SESSION	MATERIALS
1. Introductions and Training Objectives	<ol style="list-style-type: none"> 1. Notecards 2. Flip charts and markers
2. Introduction to Procurement and Purchasing	<ol style="list-style-type: none"> 1. Flip charts and markers 2. Handout 1: Procurement Process Overview 3. Handout 2: Invitations to Bid 4. Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”
3. Overview of Purchasing and Challenges	<ol style="list-style-type: none"> 1. Sticky notes 2. Handout 4: Sample Printing Services Requirements Table 3. Handout 5: Qualification Matrix for Essential Reading Materials [one copy for each group] 4. Handout 6: Qualification Matrix Answer Sheet
4. Key Details in Purchasing and How They Impact a Book Project	<ol style="list-style-type: none"> 1. Handout 7: Identifying Technical Specifications 2. Handout 8: Case Studies on Book Project Timelines 3. Handout 9: Incoterms® rules
5. Contract Execution Monitoring	<ol style="list-style-type: none"> 1. Flip charts and markers 2. Handout 10: Project Tracking Sheets 3. Handout 11: Bill of lading 4. Computer with Internet connection
6. Wrap-Up and Reflection on the Workshop	<ol style="list-style-type: none"> 1. Flip charts and markers 2. Handout 12: Evaluation Questionnaire

Introduction

The purpose of the book supply chain (BSC), as it pertains to essential reading materials (ERMs), is to ensure that every child has the critical tools she/he needs to learn to read. Reading and literacy play an important role in helping a child develop the skills needed for improved economic and health outcomes and for her/his own civic advocacy. It is important to give children access to books as well as time to engage in guided independent reading. Reading should include a variety of genres and levels of difficulty roughly matching each child's interests and abilities. Providing this kind of access has been directly tied to children gaining better vocabulary, fluency, and comprehension skills.⁶

The BSC consists of several key functions that play essential roles in increasing children's literacy by ensuring sufficient access to appropriate reading materials (see graphic below). The primary components of the BSC are planning and forecasting; title development; publishing; printing; procurement and purchasing; distribution management; and active use. Each phase is executed by a variety of actors (government, private sector, and private citizens) who must collaborate to create a functional, cost-effective BSC.



The book industry is essential in ensuring that the “right books are made available at the right time to all children.”⁷ A vibrant book publishing industry is key in making available quality, relevant, and appropriate early grade ERM (decodable and leveled readers, as well as

⁶ Harvey, S., & Ward, A. 2017. *From striving to thriving: How to grow confident, capable readers*. Scholastic. <http://teacher.scholastic.com/products/pdfs/Intro-From-Striving-To-Thriving.pdf?eml=TSO/eb/20170920//TW/ST/AD//&linkId=43071495>

⁷ Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). 1999. *Starting out right: A guide to promoting children's reading success*. National Academies Press.

supplementary reading materials) and textbooks. The industry also is responsible for producing books that are available in multiple means of representation to be accessible to all learners, in all their diversity, with books available in printed, braille, audio, and sign language storybook formats. If there are not enough of these materials and these materials are not accessed and used effectively, learning will suffer.

In the BSC context, the purchasing step of procurement refers to the acquisition of books and textbooks to support reading acquisition. Procurement is the process that focuses on strategic and long-term goals; purchasing is a discrete activity within procurement focused on transactions to obtain the required goods and services at the best price.⁸ This module will focus largely on purchasing, with information also provided on the larger procurement process. In the education sector, the largest procurer of books is often the government, which will select vendors, establish payment terms, negotiate contracts for per-unit and print run prices for textbooks and ERMs, and pay vendors. Purchasing may also involve non-standard financing models, such as the use of advanced market commitments, where a buyer agrees to purchase goods at a price set beforehand to guarantee a market for the product (a process more commonly used in the health sector), or a purchasing consortium, which pool funds to leverage resources of multiple stakeholders in order to increase scale and efficiency.

The process of procuring services to print either textbooks or ERMs is very similar to each other and varies only in the modification of the schedule of requirements (SOR), specifically the technical specifications of the learning material. This training module discusses the purchasing of the printing services of textbooks and ERMs only. This module does not include the purchasing of the textbook content which can be found in the ***Title Development Training Module***. Purchasing of textbooks is also discussed in the ***Planning and Forecasting Training Module***. In this module, we will focus on the subset of the purchasing of printing services to provide participants with a concrete example of one part of procurement through all its steps.

A well-structured, precise, and comprehensive purchasing process enables the supply of high-quality books at the best price to be ready for classroom use at the start of the school year. It also helps to minimize the risk of corruption, which often leads to prohibitively priced books that are inadequate and/or insufficient for school use, as well as an underdeveloped children's book industry.

Recent supply chain analyses (SCAs) in Zambia, Malawi, Nigeria, Cambodia, and Tanzania have found challenges in purchasing related to unclear or outdated policies regarding centralized and decentralized purchasing by governments and a lack of a protected budget line for ERMs, among other issues. Purchasing is often made in haste to meet delivery dates and school/educators' needs. The resulting ill-prepared documentation creates problems between the buyer and the bidders or suppliers, which can lead to delays. Issues often originate from the lack of comprehensive and well-designed bidding documents (documents prepared to request or respond to a purchasing request). Well-procured books lead to more high-quality books in the hands of children and teachers, which help in improving the learning outcomes of students.

Effective implementation of purchasing processes can be an opportunity to build the capacity of the local publishing industry. Starting the purchasing process with an appropriate budget, a clear

⁸ In some instances, procurement and purchasing can be used interchangeably. For purposes of this module, we have interpreted the terms in relationship to one another, with purchasing as an activity within the larger procurement process.

SOR, and a reasonable time schedule will allow local publishers the chance to successfully complete the work. The buyers of printing services can limit the geographic scope to local bidders only. With continued and successful work, local publishers will be able to achieve positive references for more work. Buyers can consider site verifications instead of more challenging bid securities to ensure legitimacy. In return, a fully supported local publishing industry can flourish and improve competition with better prices and quality.

This training module will provide a comprehensive overview of the purchasing within procurement processes needed to provide quality, relevant, and affordable ERM in classrooms that facilitate reading comprehension among students. By the end of this module, participants will have a better understanding of the purchasing process of printing services and understand how to monitor performance during contract execution to improve project outcomes.

The module contains activities to engage participants, to ensure that the topics covered are well understood, and to stimulate creative thinking among participants. References are also provided as footnotes on relevant pages to help participants deepen their knowledge of technicalities that could not be covered during the training.

By the end of this module, participants will be able to:

1. Explain the importance of purchasing with a focus on purchasing in the BSC
2. Articulate purchasing steps and challenges
3. Describe key details of purchasing and their implications on a book project
4. Understand how to monitor performance during contract execution
5. Understand the details needed for a successful purchasing contract

Notes on Using This Module

How to Use This Module

This module is for trainers as they prepare for and carry out the training. Trainers should review the material in this module and in the accompanying PowerPoint (PPT) presentation. The presentation has been created from the content in this module, but it does not contain all the content. Therefore, it is important that trainers read through the *Trainers' Guide* in full and master the content before the training. The presentation can also be adapted and added to by trainers as they prepare to conduct the training.

Module Organization

Each session is broken down as follows:

- **Rationale:** This explains why the material in the session is important. Trainers should read and fully understand the rationale in order to present the content of the session well.
- **Objectives:** These should be presented briefly at the start of each session.
- **Time Breakdown:** This guides the trainer to ensure the training stays on time.
- **Materials:** This includes all materials needed to complete the session.
- **Preparation:** This highlights planning tasks that the trainer must do prior to conducting the training.
- **Procedure:** This section tells the trainer how to present the content and the activities that follow.
- **Content:** The content for each session is broken down and labeled throughout the session. The activities and the content make up the heart of the session.
- **Activities:** These are designed to make the training as participatory and interactive as possible. Trainers are encouraged to adapt these to fit the training context.

Training Participants

Participants for this module, as with all modules in this series, will vary. However, the training is aimed at staff throughout Ministries of Education (MoE) and others in the BSC, such as publishers, printers, purchasing, and distribution specialists. It is also relevant for those involved in training teachers and those responsible for developing strategies for working with parents and communities. The training is also aimed at United States Agency for International Development (USAID) education team staff and implementing partners and staff from other donors.











Sample Agenda

Session #	Session Name	Description	Time (mins.)
1	Introductions and Training Objectives	Paired introductions, slide presentation, sharing expectations	30
2	Introduction to Procurement and Purchasing	Purchasing definition, slide presentation, individual quick write, large group debrief, interactive game in group or pairs	40
3	Overview of Purchasing and Challenges	Slide presentation, group decision-making/brainstorming	60
4	Key Details in Purchasing and How They Impact a Book Project	Small group evaluation, slide presentation, paired brainstorming	80
5	Contract Execution Monitoring	Slide presentation; group decision making/brainstorming	45
6	Wrap-Up and Reflection on the Workshop	Small group evaluation, slide presentation, paired brainstorming	35

Session Time (Total): 4 hours and 40 minutes

Legend

The following symbols are provided to assist trainers as they plan for and conduct each session in this module.

Icon	Description
	Rationale – Provides the basis for the activities and links it to prior and subsequent sessions.
	Objectives – Action-oriented objectives are stated for the module as a whole and for each session.
	Duration – Time allotted for each session. Includes a <i>time breakdown</i> that divides the session further to help with timing.
	Preparation – Highlights planning tasks the trainer must do before the training.
	Materials – List of the materials the trainer must use during each session.
	Procedure – Outlines for the trainer the facilitation process to be used.
	Content – Presents key content to address during each session.
	Activity – Highlights a task participants will do.
	Trainer's Notes – To be used by the trainer in planning and carrying out each session.
	Handout – Indicates that the trainer should distribute a photocopied document to participants.

Session 1: Introductions and Training Objectives

Rationale

At the outset of the workshop, participants and the training team have the opportunity to get to know one another, establish a positive and collaborative working environment, and discuss workshop ground rules. Participants will also share their expectations for the workshop and go over the objectives of the workshop.

Objectives

Upon completion of the activities of this session, participants should be able to:

- Outline key administrative matters and the agenda for the workshop
- Articulate the shared ground rules for behavior during the workshop
- Share the objectives for the training

(See **Supplementary Activity** at the end of the session for more information to share with participants on the BSC.)

Duration: 30 minutes

Time Breakdown

Activity 1.1 – Partner Introductions	10 minutes
Administrative Matters, Agenda, and Ground Rules	5 minutes
Activity 1.2 – Sharing Expectations	10 minutes
Training Objectives	5 minutes
Supplementary Activity (optional)	(10 minutes)
Total:	30 or 40 minutes



Materials –

1. Notecards
2. Flip charts and markers

Getting Started

Procedure

Present the material below and carry out **Activities 1.1 – Partner Introductions** and **1.2 – Sharing Expectations**.

Content



Activity 1.1 – Partner Introductions (10 minutes)

Conduct an activity to have participants introduce themselves. Make the activity as active as possible. For example, have participants stand in a circle. Ask them to walk directly across the circle and pair up with someone they have not interacted with before. Give them three minutes to get to know each other using prompts such as *find out one thing you have in common*, *share one thing no one else knows about you*, or any other quick ice breaker. Then ask them to introduce each other to the larger group.

Administrative Matters and Agenda Review

Explain to participants any logistics and administrative arrangements for the workshop and share the agenda for the day using the PPT presentation (Slides 4–5) or printed copies of the agenda.

Workshop Ground Rules

Develop ground rules for the workshop. They should include the following (Slide 6) plus any other rules agreed upon by the group.

Workshop Ground Rules

1. No side conversations.
2. Telephones must be silenced.
3. Participants and trainers **all** have the responsibility of ensuring that sessions begin and end on time.
4. Respect the viewpoints of others and allow everyone the chance to speak. Remind those who like to participate to allow more reserved members to provide their feedback since everyone has something to contribute for the benefit of others in this workshop.

Ask participants if they accept the proposed rules and if they will commit themselves to them for the duration of the training.

Expectations

Invite participants to carry out **Activity 1.2 – Sharing Expectations** (Slide 7).



Activity 1.2 – Sharing Expectations (10 minutes)

It can be valuable for both participants and the trainer if participants share the expectations they arrived with at the course. Spend 10 minutes having participants share their responses to the following prompts: *When you were invited to this training, how did you think you might benefit from it?* and *What are you hoping to learn or gain through the training?* Go around the room asking for volunteers to share their expectations. Capture participants' contributions on flip charts and tell participants you will return to the expectations at the end of the training.

Training Objectives

Present the objectives for the training (Slide 8) and take any questions from participants.

Training Objectives

By the end of this module, participants will be able to:

1. Explain the importance of purchasing with a focus on purchasing in the BSC
2. Articulate purchasing steps and challenges
3. Describe key details of purchasing and their implications on a book project
4. Understand how to monitor performance during contract execution
5. Understand the details needed for a successful purchasing contract



Supplementary Activity (10 minutes)

If time allows and the BSC is a new concept to participants, take an additional 10 minutes at the beginning of the session to introduce the BSC by:

- Showing the following video that explains what the BSC is and why it is important:
<https://youtu.be/9XMkNnaaBZ8>
- Share the diagram on Slide 9 to provide an overview of the BSC. You may also ask participants to note if the supply chain for books in their country is similar to this one or how it may differ.

Lead a brief discussion with participants on where they see the biggest challenges in the BSC in their country context.

Session 2: Introduction to Procurement and Purchasing

Rationale

The processes for procurement of goods are standardized across the globe. This session will illustrate how these processes apply to the purchasing of printing and are integrated throughout every aspect of the BSC process.

Objectives


Upon completion of the activities of this session, participants should be able to:

- Describe the purchasing steps
- Explain how the steps relate to the entire book purchase project

Duration: 40 minutes

Time Breakdown

What is Purchasing?	10 minutes
Activity 2.1 – The Purchasing Steps in the BSC	15 minutes
Purchasing in the Book Supply Chain	15 minutes
Total:	40 minutes

	Materials – <ol style="list-style-type: none">1. Flip charts and markers2. Handout 1: Procurement Process Overview3. Handout 2: Invitations to Bid4. Handout 3: Technical Specifications from the World Bank
---	--

Preparation

Prepare the flip chart with a fresh page for **Activity 2.1 – The Purchasing Steps in the BSC**.

 Print copies of **Handout 1: Procurement Process Overview**.

What is Purchasing?

Procedure

Using Slides 10–14, present the definition of purchasing and the steps involved therein. Take care to define any terms that may be new to participants. Ask them if they have questions and once all are answered, continue to **Activity 2.1 – The Purchasing Steps in the BSC** (Slide 15).

Content

Procurement starts with the planning process in determining the acquisition of goods and services through the final payment of the goods and services. Purchasing is the discrete activity within procurement focused on transactions to obtain the required goods and services at the best price. Purchasing is the organized acquisition of goods and services on behalf of a buying entity. Its activities are necessary to ensure that required items are obtained in a timely manner and at a reasonable cost. In the purchasing process, the following terms are often used interchangeably: tender, request for quotations (RFQ), request for proposals (RFP) and invitation to bid. While there are some nuances and differences between the terms, they are all generally understood to be mechanisms for soliciting goods or services with invitations to vendors to submit prices and bids to be contracted for the work. For clarity and simplification, the module will use the term “invitation to bid.” Where appropriate, differences between the specific terms may be noted. In this session, the following vocabulary words will be used frequently in discussing the purchasing steps:

Tenders:	A Tender is one type of invitation to bid for a project whereby governments and buying entities invite bids for book projects that must be submitted within a finite deadline.
Request for quotation:	An RFQ is another type of invitation to bid in which a business solicits quotes from suppliers and contractors for a specific task or project.
Purchase order:	A purchase order is a contract and the official confirmation of an order. It is a document sent from a purchaser to a supplier that authorizes a purchase.
Invoice:	An invoice is a time-stamped commercial document that itemizes and records a transaction between a buyer and a seller. If goods or services were purchased on credit, the invoice usually specifies the terms of the agreement and provides information on the available methods of payment.

The below table lays out the steps that should be taken in implementing a purchasing process correctly.

Purchasing Steps
1. Receive and verify purchase requisitions from the buyer.
2. Identify qualified suppliers that can fulfill the buyer’s needs.
3. Prepare and issue the invitation to bid documents.
4. Evaluate suppliers’ bids, select the awarded supplier, and finalize the contract.
5. Issue a purchase order.
6. Carry out post-award administration.
7. Prepare advance shipment notice.
8. Verify goods receipt.
9. Verify quality check.
10. Record invoices.
11. Pay suppliers.

12. Close out order.

Purchasing of books, especially if international shipping is involved, could take up to one year. Thus, it is important to plan with this in mind.



Activity 2.1 – The Purchasing Steps in the BSC (10 minutes)

Ask participants to share their own experience with a book purchasing project.

- *What steps did you follow?*
- *What steps often get skipped and why?*
- *What could be a consequence of missing a step?*
- *If missed, which steps would affect the budget or timeline or the appropriateness of the book?*

Write their answers on a flip chart.

Purchasing in the Book Supply Chain



Procedure

Use Slides 16–21 to present the specifics of procurement in a BSC. Ask the participants if they have questions.



Content

Procurement in the BSC includes different types of procurement—content development, printing, shipping, distribution, or a combination of any or all these activities. The procurement of overall textbooks and content evaluation is covered in the **Planning and Forecasting Training module**. While we know that procurement can involve many kinds of goods and services in the BSC, in this module, we will focus on the purchasing step of procurement of printing services. This is to provide participants a concrete example purchasing through all its steps. Below are more details on the invitation to bid, and specifically the schedule of requirements (SOR).



Trainer's Notes – Note for participants that procurement and purchasing can be found at various stages of the BSC. For example, book content can be purchased from an author for publishing into a book. How publishers purchase content for books is covered in the **Publishing Training module**. Encourage participants to look at that module to learn more.

Invitations to Bid

An invitation to bid is a solicitation or call for vendors to submit a bid or proposal to complete work specified in the document. This tool is used by government and private entities and will be discussed more specifically in the next session. Invitations to bid are often published in

newspapers and relevant websites (Ministry and other government websites).⁹ Accessing the public domain through the use of an invitation to bid ensures the use of competitive procurement procedures that lead to increased transparency and greater competition. Please see **Handout 2: Invitations to Bid**. Also see **Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”**.


Steps to Using Invitations to Bid

Once the purchaser has received and verified purchase requisitions from the buyer and identified qualified suppliers that can fulfill the buyer's requirements. In Step 3, the purchaser should take the following actions:

1. Preparation of the invitation to bid

The first activity in a book printing purchasing is to define the schedule of requirements (SOR). SOR is a term used mostly in reference to World Bank tenders, but other organizations use “technical specifications” or “scope of work”. SOR will be used throughout this document. (See Session 3 for more information on SOR).

Completion of the invitation to bid must be done with great diligence as missing or contradictory information will require clarifications and could confuse suppliers. This is especially true regarding technical specifications of the books (e.g., paper quality, book size, page number, etc.), which are frequently insufficiently detailed.

	Trainer's Notes – Remind participants that insufficient detail in bidding documents can result in books that are inappropriate for the readers and/or result in additional costs. For example, the lack of detail on the book size could lead to books that are too big for small learners to hold, the paper being too expensive, or the quality of the paper not being high enough to be durable for the intended period of use or the climate in which the books will be used.
---	--

2. Publishing an invitation to bid notice

The notice of the invitation to bid can be placed in a local newspaper and/or posted on an international online procurement site, such as the RFP Database. If publishing both locally and internationally, the notice should start on the same day for both postings.

3. Request for clarification

Time is built into the schedule of events of the invitation to bid for prospective bidders to request for clarifications on the bidding document. The request for clarifications is an important process to give bidders the chance to fully understand the work to allow them to more accurately respond to the invitation. In some cases, the questions from bidders may be cause for a modification of the bidding document, which will help to ensure that the quality of the bids are as responsive as possible. All prospective bidders will receive the complete list of questions asked and the answers provided, as well as any modification to the invitation to bid, if needed.

4. Evaluation

Once bids are received by the purchasers, the evaluation is conducted in a transparent process by, preferably, a minimum of three staff.

⁹ For more information or to see examples of tender sites, visit [Africa Gateway](#), [Tender Tiger](#) or [United Nations Development Business](#).

5. Contracting and monitoring

Once the selected supplier is notified of the award, negotiations are conducted if necessary, and a contract is issued. At this point, the printing (and in some instances, the shipping of books) must be continuously monitored by the purchaser. This is critical to ensuring that the books arrive on time and of good quality. The purchaser cannot rely only on the suppliers' information and must cross-check files approval, production status, shipping information, and quality of the books received.

6. Payment

Once receipt of the books is confirmed and the invoice is checked, payment is made.

Session 3: Overview of Purchasing and Challenges

Rationale

This session provides additional detail on purchasing and discusses areas in purchasing where errors are frequently made. The list of issues encountered in invitations to bid documents will inform participants of the potential mistakes, conflicting instructions, and lack of precision which are frequent in book purchasing and affect project execution of printing ERMs.

Objectives

Upon completion of the activities of this session, participants should be able to:

- Define the “invitations to bid”
- Explain the use of the bidder qualification matrix
- Describe some of the issues observed in invitations to bid



Duration: 60 minutes

Time Breakdown

Overview of Purchasing in a Book Supply Chain	15 minutes
Activity 3.1 – Prioritize the Qualification Matrix	10 minutes
Issues Encountered in Invitations to Bid	20 minutes
Activity 3.2 – Issues Encountered in Invitations to Bid	15 minutes
Total:	60 minutes



Materials –

1. Sticky notes
2. Handout 4: Sample Printing Services Requirements Table
3. Handout 5: Qualification Matrix for Essential Reading Materials [one copy for each group]
4. Handout 6: Qualification Matrix Answer Sheet



Preparation



Prepare copies of **Handout 5: Qualification Matrix for Essential Reading Materials**, with one copy for each participant to conduct **Activity 3.1 – Prioritize the Qualification Matrix**.

Overview of Purchasing in a Book Supply Chain



Procedure

Use Slides 22–31 to present the different types of purchasing documents in a BSC. Ask the participants if they have questions, and once answered, conduct **Activity 3.1 – Prioritize the Qualification Matrix** (Slide 32).



Content


Invitations to bid can be differentiated into international competitive bidding (ICB) and national competitive bidding (NCB). As the names imply, the first is open to all eligible international vendors (from an eligible country and not one that has been blacklisted), and the second is restricted to vendors registered in the country of the buyer. If possible, invitations to bid could be limited local publishers only to better support the local publishing industry.

(Please see **Handout 2** of the appendix for more details on invitations to bid.)

Schedule of Requirement

For invitations to bid, the SOR is the starting and central point of a book project. (See Session 2 for similar terms used for SOR.) The following should be considered in developing an SOR:

- The printing services requirements must be laid out in detail, particularly the technical specifications, to avoid any confusion or misunderstanding. This is especially important as unclear requirements could be interpreted as a lack of transparency. The sample table of goods and services found in **Handout 4: Sample Printing Services Requirements Table** can be adapted to specify the technical requirements of book manufacturing.
- For shipping, International Commercial Terms (Incoterms®), which are the set of 11 individual rules issued by the International Chamber of Commerce (ICC), define the responsibilities of sellers and buyers for the sale of goods in international transactions.
- The maximum timeline allowed to fulfill the contract.
- When distribution is required, the SOR should include the distribution list of all materials that will be delivered under the contract.

	<p>Trainer's Notes – Ask participants to share any experiences they might have had with incorrect information in an invitation to bid and the challenges that ensued.</p> <p>If no one volunteers to share, use the following example: In one country, the organization requested one-ply cardboard for the packing boxes in their invitation to bid. Several bidders asked clarification questions on the cardboard weight and suggested a heavier cardboard due to their best practices. The organization declined to change the weight of the cardboard and maintained the request for one-ply in the invitation to bid and purchase order. When the books were printed and put in the requested one-ply boxes for distribution, the boxes were unable to hold the weight of the early grade readers, resulting in damage to books that fell out of the too flimsy boxes.</p>
---	---

Standard Bidding Documents

Invitations to bid may follow, especially if using World Bank funding mechanisms, the World Bank's *Standard Bidding Documents (SBD) Guideline and Framework*.¹⁰ "SBD" is the term used by the World Bank for its procurement process and can be useful as a model in developing procurement documents. The SBD is designed for ICB but is often also used for NCB. This creates confusion as we will see at the end of this session. The framework, detailed below, is separated into the various bidding processes, as well as the work and contract requirements to which the

¹⁰ The World Bank. 2015. *Standard bidding documents: Procurement of goods*.
<http://pubdocs.worldbank.org/en/860681505746621640/Goods-EN-Apr2015.docx>

bidders must adhere. The buyer will mainly be concerned with requirements in Sections II, III, VII, and VIII. The full contents of the SDB are provided below. (Guidelines below are taken from World Bank document cited in the footnote below).

SBD Guideline and Framework for the World Bank

A. Bidding Procedures

Section	Name	Description
Section I	Instructions to Bidders	Provides relevant information to help bidders prepare their bids. Information is also provided on the submission, opening, and evaluation of bids and on the award of Contracts. Section I contains provisions that are to be used without modification.
Section II	Bid Data Sheet	Includes provisions that are specific to each procurement and that supplement the previous section.
Section III	Evaluation and Qualification Criteria	Includes the criteria to determine the lowest evaluated bid and the qualifications of the bidder to perform the contract.
Section IV	Bidding Forms	Includes the forms which are to be completed by the bidder and submitted as part of its bid.
Section V	Eligible Countries	Contains information regarding eligible countries.
Section VI	Corrupt and Fraudulent Practices	Provides the bidders with a reference to the organization's policy regarding corrupt and fraudulent practices applicable to this process.

B. Work Requirements

Section VII	Work Requirements	Contains the specifications, drawings, and supplementary information that describe the work to be procured. The work requirements shall also include requirements relating to sexual exploitation and abuse and sexual harassment, which are to be satisfied by the contractor in executing the work.
--------------------	-------------------	---

C. Conditions of Contract and Contract Forms

Section	Name	Description
Section VIII	General Conditions of Contract	Contains the general clauses to be applied in all contracts. The text of the clauses in this section shall not be modified.
Section IX	Particular Conditions of Contract	Consists of the particular conditions of contract which contain provisions specific to each contract. The contents of this section modify the general conditions and shall be prepared by the employer.
Section X	Contract Forms	Contains the Letter of Acceptance, Contract Agreement and other relevant forms.

Invitations to bid may follow the SBD framework as a model of guidelines that are internationally recognized and understood by large printers interested in bidding on book projects. By using the internationally recognized guidelines, MoEs or other buyers can reduce costs for procuring printing services as the clear guidelines will avoid misunderstanding and possible delays resulting from unclear bidding documents.

An invitation to bid that has clear specifications and is consistent with international guidelines will attract more professional printers, creating a more competitive bidding process. Alternatively, an invitation to bid may also follow the buyer's procurement policies and compliance rules dependent on the buyer's country of incorporation. The critical component of every invitation to bid is the information that can be found in the SORs or its alternatively named "technical specifications section."

Another key aspect of any invitation to bid is the **evaluation criteria**. This is a list of criteria the buyer uses to assess the quotations to determine which bidder should be awarded the contract.

Evaluation criteria can be standardized, such as the ones in the World Bank bidding documents,¹¹ or it may differ depending on the buyer's needs for the printing services. Contracts may not always be awarded to the lowest bidder as some buyers are able to select for best value instead of lowest price. Selecting for best value allows the buyer to look at and select according to a combination of all factors of the bid, including quality, expertise, and previous experience, as well as cost. Understanding and meeting the qualification requirements are the keys to successfully responding to invitations to bid.

¹¹ World Bank (2021). Read@Home: Using the Bidding Document for Books. Washington, DC: The World Bank.

Minimum Qualification Requirements in an Invitation to Bid

The buyer shall evaluate the bidders by using a qualification matrix (Slide 32 and **Handout 5: Qualification Matrix for Essential Reading Materials**) and required documentation that includes the following:

- General and specific experience
- Financial capability
- Production capacity
- Price
- Proof of legitimacy as a company, such as legal registration and tax certification

An evaluation team, which often includes a technical expert and procurement or finance staff, will evaluate if the technical bid is eligible before opening the cost proposals. Cost is considered only after the bidder is deemed eligible through the qualification matrix found in **Handout 5**.

A key evaluation area for printing ERMs is **production capacity**. The monetary value of the annual production required of a bidder should be at least 2.5 times the value of the contract during the last three years. In other words, if the value of the contract is US\$1 million, then a successful bidder must be able to document at least US\$2.5 million of work in the past three years. This criterion helps the buyer know that the bidder has the capacity, including machines, staff, and capital, to complete the project. The buyer will want to confirm, through a site visit, if possible, that the bidder has available the following facilities and the appropriate skilled staff to operate them:

- Camera
- Platemaking
- Sheet-fed or web-fed offset printing machinery capable of printing in one color or multiple colors, depending on the contract requirements
- Finishing and binding
- Packing
- Delivery
- Warehousing and distribution (depending on the contract requirements)

The bidder should submit a list of its major plants and equipment showing (for each machine) the manufacturer, the model, the maximum and minimum book sizes it can handle, the age, the average output, and a list of its staff showing their skills and their years of experience. Without the proper capacity, the buyer may experience delays and extra expenses to complete the book project.

Buyers may want to consider local publishers to continue to strengthen the local industry. If the machinery used by the local publishers is appropriate for the size of the project, there are advantages, such as proximity to the work for hard copy approvals and monitoring of the work. The more that local publishers are supported, the more capacity they will have for when printing is needed. Buyers can ensure that the printing services are purchased locally by limiting the geographic scope in the invitation to bid.

Margin of Preference

When drafting a bidding document, it is important to consider if the procurement will be competed internationally or limited to local vendors. If the procurement is open internationally, consider a margin of preference clause to give local vendors a better chance of being competitive. Local publishers and printers pay duties and taxes on imports of raw materials (e.g., paper) to

print books, while foreign printers can often import the books duty free. To compensate for this added cost to local suppliers, buyers have the option to grant a margin of preference (extra markup on price allowed to any domestic contractor or supplier) of up to 15%. When evaluating cost proposals, the allowance of the extra markup for local vendors allows them a chance to be lower than an international vendor.

This has become very rare in invitations to bid, resulting in local publishers and printers finding themselves unable to participate in procurements which further hinders the development and sustainability of local BSCs.

Bid Opening

Regarding invitations to bid, it is considered a best practice for the buyer to conduct a bid opening on a fixed and advertised date, usually the day after the closing date of the invitation to bid. The practice is standard for tenders. All bidders are invited to participate in this meeting face-to-face or virtually to observe the opening of the sealed bids. Minutes of the bid opening meeting are written and shared with all bidders. When buyers do not provide the opportunity for bidders to participate in bid opening, transparency is decreased, leaving room for potential corruption. The bid opening practice reduces the suspicion of an unfair purchasing process.



Activity 3.1 – Prioritize the Qualification Matrix (10 minutes)

Put participants into groups. Ask them to select one facilitator and one notetaker/spokesperson. Give each group one copy of **Handout 5: Qualification Matrix for Printing Essential Reading Materials**. Give them three minutes to prioritize the qualification criteria from the highest to the lowest importance for procuring ERMs. Ask the groups to discuss how each qualification could affect the quality, timeline, and cost of getting ERMs to learners. Have groups present their responses and provide feedback. An answer sheet has been provided in **Handout 6: Qualification Matrix Answer Sheet**.

Issues Encountered in Invitations to Bid



Procedure

Use Slides 33–34 to present the challenges of invitations to bid. Ask the participants if they have questions, and once answered, conduct **Activity 3.2 – Issues Encountered in Invitations to Bid** (Slide 35).



Content

Most of the challenges encountered in invitations to bid for ERMs are related to a lack of specifics in the SOR. Listed below are the most common errors that occur in the following areas:

Bid Submission Issues

- Failure to specify if the bid bonds can be issued by an international bank or whether they must be issued by a local bank. A bid bond is a type of bid security that is normally issued

by an insurance company or bank to guarantee compensation to the bond owner if the bidder fails to begin a project.

- Failure to specify if one bid bond per lot is required or if one bid bond for all lots is sufficient.
- Failure to specify that part of the work could be subcontracted to another organization.

Book Technical Specification Issues

- Lack of clarity on whether the number of book pages includes the cover
- Number of inside pages not divisible by four and therefore not printable
- Inconsistent technical specifications with multiple books
- Paper specifications not following standard ISO 12647, ISO 5631, ISO 2470, ISO 11476, ISO 2471, ISO 534^{12, 13}
- Book sizes do not meet available printing machine sizes
- Failing to provide actual print-ready files (PDF/X)
- Lack of or inappropriate binding specifications
- Odd book sizes that do not align with the printing market
- Lack of clarity on landscape or portrait orientation of book
- Confusion between the number of pages and number of sheets of a book as more sheets are needed for printing than just the number of pages in the book

Timelines

- Failure to provide a realistic timeline for the completion of the contract, which would mean not getting ERMs in time for the start of school or teacher training activities to train on the use of the materials
- Failure to provide the print-ready files at the indicated time, leading to materials being delayed and not in the hands of teachers and learners when needed

Packing

- Inappropriate packaging sizes specified, which can cause damage to the books if there is too much space for them to move inside the boxes
- Packing specifications that are unrealistic and non-feasible
- Request to pack different book sizes in boxes resulting in book damage

General

- Insufficient insurance coverage
- Failure to conduct inspections, which could result in a recall of the ERMs if there are errors in the printing or are not appropriate for the learners

¹² International Organization for Standardization. (n.d.). Retrieved on the following website:
<https://www.iso.org/ics/85.080/x/>

¹³ Paper standards change, thus referring to this website will provide the more current information:
<https://www.iso.org/ics/85.080/x/>.

Another major issue specific to World Bank tender mechanisms is using **international competitive bidding** (ICB) SBDs for **national competitive bidding** (NCB) documents. Using international terms is not appropriate for a national bidding process (only bidders registered within the country are eligible). International terms would require adaptations to fit a local procurement. The lack of correct adaptations can cause confusion among suppliers. It is important to adapt the tender appropriately if starting with international terms when the bid is national. For example, a tender for the provision for imported books, if using ICB, would include language on payment procedures for foreign suppliers on numerous pages throughout the document. Including terms about wire transfers from overseas and foreign exchange in the tender would confuse local bidders. The language of overseas wire transfers and exchange rates would not be appropriate because all payments would be made locally and would confuse interested bidders from outside the country. Adding only one sentence indicating that books need to be produced in the country of the buyer is not a clear enough adaptation for bidders.



Activity 3.2 – Issues Encountered in Invitations to Bid (15 minutes)

Put participants in small groups and ask the groups to select one facilitator and one spokesperson. Give each group one stack of sticky notes and ask them to indicate which of the issues discussed they have encountered in textbook or ERM purchasing, either as the bidder or the buyer. Have groups generate as many issues as possible, and then write each issue they have experienced on a separate sticky note. They may have experienced other issues not covered above, and they should include those as well. Give groups five minutes to complete the task. Collect and place all the sticky notes on the board, grouping similar issues as you go. Then lead a discussion on the most prevalent issues. Use the prompts below for your discussion, selecting the most relevant to the group. Some questions include the following:

- *How did the issue impact the budget and/or timeline of the ERMs' purchasing, and what did you do to improve it?*
- *How does a book delay affect learning in schools?*
- *How would an unexpected increase in costs affect an MoE's budget?*
- *If the print purchasing resulted in the wrong book specification, would an MoE be able to redo the purchasing?*
- *What problems would the teacher encounter if the books are not appropriate for their learners or are not available at the start of the school year?*

Session 4: Key Details in Purchasing and How They Impact a Book Project

Rationale

The scope of the overall purchasing of printing services for a book project is the most important part of a procurement and the key to its success. This session presents the critical elements of purchasing and provides details on an optimal invitation to bid.

Objectives

Upon completion of the activities of this session, participants should be able to:

- Define the scope of purchasing printing services for ERMs
- Describe elements of comprehensive technical book specifications
- Explain the importance of realistic procurement timelines

Duration: 1 hour and 20 minutes

Time Breakdown

Defining the Scope of the Purchasing ERMs	5 minutes
Activity 4.1 – Identifying Technical Specifications	20 minutes
Technical Specifications of ERMs	15 minutes
Activity 4.2 – Analyze a Book Project Timeline	15 minutes
Contracting Considerations and Requirements	25 minutes
Total:	80 minutes



Materials –

1. Handout 7: Identifying Technical Specifications
2. Handout 8: Case Studies on Book Project Timelines
3. Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”

Preparation



Prepare copies of **Handout 7: Identifying Technical Specifications** and **Handout 8: Case Studies on Book Project Timelines** for each participant. Participants will also refer to **Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”** and **Handout 2: Invitations to Bid**, previously used in Session 2.

Defining the Scope of Purchasing ERMs

Procedure

Using Slides 36–37, present the material. Ask the participants if they have questions, and once all questions are answered, do **Activity 4.1 – Identifying Technical Specifications** (Slide 38).



Content

The first step in preparing a procurement is to define the scope of the procurement of printing services for a book project by considering the following:

- *Are the files ready to print?*
- *Do the materials need to be approved by the MoE? And if so, have they been approved as appropriate for classroom use?*
- *Will the printer or publisher ship the books (internationally or domestically)?*
- *Who will distribute them? Will it be tendered separately? Will the books be delivered directly to schools or to regional or district education offices?*
- *Who will take care of the customs clearance if needed?*



Activity 4.1 – Identifying Technical Specifications (20 minutes)

Give each group a copy of **Handout 7: Identifying Technical Specifications** and ask them to discuss within their group what information and technical specifications are needed to complete the SOR.

Give groups 15 minutes to complete the task. Give each group one minute to present their work, discuss, and allow for comments on their responses.

Answers should include:

- ERM's are approved by MoE.
- Files are print-ready, and a preflight report has been done.
- Files are approved.
- The technical specifications of books align to the age group and budget.
- The delivery schedule is specified.
- Distribution sites are listed.
- Whether purchasing will be international or local is specified.

Technical Specifications of ERM's



Procedure

Use PPT Slides 39–42 to present. Ask the participants if they have questions, and once all questions are answered, do **Activity 4.2 – Analyze a Book Project Timeline** (Slide 43).



Content

Once the scope of the SOR is finalized, see **Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”** for the full template of technical specifications used by the World Bank.

Below are key specifications¹⁴ recommended to be included in the SOR to ensure a quality book print (specifications below are taken from World Bank and USAID documents cited in the footnote below):

Page layout/format:

- The size of the book should be in millimeters. Only specifying paper sizes such as A4, B5, or A3 book size can lead to misunderstandings of size when working internationally. There is no margin of error when providing millimeters.
- The number of pages of the inner pages of the book must be a multiple of 4.
- Using perfect binding and/or thread-sewn binding will cause the book to have a spine, which has to be considered during the layout process of the cover.

Pictures/Graphics

- Use high-resolution photos and graphics (recommended 300 dots per inch).

Color management

- Use CMYK (cyan, magenta, yellow, and key -black) color mode (representing the color you will see in the printed piece) rather than RGB (red, green, blue) color mode (representing what you see on screen).
- Use standard international color profiles, which can be found at www.color.org/index.xalter.

File format

- Use a PDF to transmit files, as open file formats such as InDesign may get altered along the way, which can cause confusion and errors.
- Send test files to the printer before sending the entire project.

Paper specifications

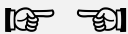
- The paper specifications should always be specified using industry standards, which include details on paper type and quality. Many invitations to bid mention only “offset paper,” which means it can be printed on an offset machine and does not exactly specify the type of paper requested. While the buyer may be expecting that printing will be on a higher-quality, wood-free uncoated paper, the printer could interpret the specification to be a lesser-quality paper.
- Inside and cover paper should be specified separately, with precise details on the minimum brightness, opacity, caliper (thickness or bulk), and paper grain direction to spine.

The table¹⁵ below is an example of the technical specifications that would be needed to print a softcover reading book:

¹⁴ Specifications adapted from the following documents: World Bank. 2021. Read@Home: Using the Bidding Document for Books. Washington, DC: The World Bank; World Bank. 2021. Read@Home: Guidance Note. Technical Specifications for the Production of Reading Books. Washington, DC: The World Bank; and USAID - Global Reading Network. (n.d). International Printing Specifications. [International Printing Specifications \(globalreadingnetwork.net\)](http://globalreadingnetwork.net)

¹⁵ Table created by the author.

Details	Softcover reading book (for home use)
Book size in millimeters (Width x Height) (mm)	176 X 250
Cover	
Number pages	4
Paper type	C2S
Basis Weight (ISO 536) (g/m ²)	170
Brightness D65/10° (ISO 2470-2) (%)	90
CIE Whiteness (ISO 11475:2017) (%)	110
Opacity ISO (2471) (%)	90
Papermill required certifications	ISO 14001, EMAS, ISO 50001, ISO 45001, FSC or PEFC
Paper required certifications	ECF or TCF, FSC or PEFC
Paper grain parallel to the spine	Yes
Colors	4/0
Finish and protection	Glossy UV coating
Inside	
Number of inside pages	96
Paper type	Silk or Matt coated
Basis Weight (ISO 536) (g/m ²)	70
Brightness D65/10° (ISO 2470-2) (%)	92
CIE Whiteness (ISO 11475:2017) (%)	115
Opacity ISO (2471) (%)	90
Bulk (ISO 534) (cm ³ /g)	Between 0.88 and 1.1
Papermill required certifications	ISO 14001, EMAS, ISO 50001, ISO 45001, FSC or PEFC
Paper required certifications	ECF or TCF, FSC or PEFC
Inside color	4/4
Binding	Saddle stitching with 2 staples

	<p>Trainer's Notes – The Global Reading Network highlights key points when drafting technical specifications in an International Printing Guidelines document. It gives recommendations to consider for document/layout, pictures/graphics, color management/color mode, and file format. The document is especially helpful in ensuring the print materials are ready for printing and the details that should be included in an SOR. The document can be found here for sharing:</p> <p>https://www.globalreadingnetwork.net/sites/default/files/media/file/International%20Printing%20Specifications.pdf</p>
---	--

It is not recommended to indicate the type of machines that the printer should use. The printer is responsible for providing the services you expect on time and of the expected quality. Restricting the machine type reduces competition and increases the price but does not guarantee better service. Details on packing should also be included, such as moisture resistant boxes, labeling, etc.

Timelines

It is critical to provide realistic, accurate timelines in the invitation to bid document. The printing activity for the education sector is usually seasonal, with books being required by the start of the

school year. If the buyer does not adhere to the timelines provided in the bidding documents, the supplier will not be liable for delays.

The following considerations should be made in estimating a book project timeline, starting from the date of the invitation to bid notice. A general timeline from the invitation to bid to the completion of printing can take three to five months. Shipping and customs are dependent on the specific countries but can add an additional 2–12 months. Considerations include:

- A minimum of four weeks between the invitation to bid notice and the bid submission deadline.
- A two-week minimum for clarifications to be sent to and changes made by the supplier before the submission deadline.
- Suppliers should buy paper needed for printing after the contract is signed to ensure the paper purchased is the correct size for the job. The buyer should consider this lead-time in the timelines and request printers to provide this information in their bids.
- Buyers commit to providing print-ready files. In 95 percent of the projects, one to three weeks is needed for file correction. Buyers must account for the time needed to finalize file approval. The time it takes to finalize the final file is rarely considered in procurements even though approving hard proof samples takes approximately two weeks.
- After the contract is signed, and the paper, file, and samples are approved, production can start. It is important for the printer to share a sample of the requested printing for the buyer to inspect and approve before more copies are printed. The buyer should check for any discrepancies with the print file, the binding, the color, and the quality of the print. The buyer calculates production time based on project size.
- Shipping time can be estimated using shipping line schedules or road transportation time for local procurement.
- Customs clearance time is also generally underestimated by buyers; clearance normally takes between one to three weeks.
- Distribution time (if applicable) also needs to be estimated by the buyer, taking into consideration the number of points of delivery, road conditions, weather conditions, and the logistics services provided locally.

Anecdotal experience indicates that approximately 80 percent of book projects cite unreasonable timelines as a major issue in the invitation to bid. Unrealistic timelines in the invitation to bid increases the risk of not meeting the deliverable date and incurring potential liquidated damages (the penalty fees when one party fails to complete the contract). As a result, a bidder may increase their prices to cover the risk of potentially needing to pay liquidated damages. Or, bidders simply do not participate in the procurement if the timeline is not acceptable, thus reducing competition for the invitation to bid. Less competition can put the buyer in a difficult position to select a bidder who is less experienced or pay higher costs for the difficult timeline. Alternatively, some bidders commit to a timeline that is not realistic with their capacity, resulting in delayed delivery of the print materials.



Activity 4.2 – Analyze a Book Project Timeline (15 minutes)

Give each group one of the three Book Project Timeline Case Studies (see **Handout 8: Case Studies on Book Project Timelines**). Ask them to discuss:

- *To what extent is the timeline provided feasible? Why and why not?*

- *Why is it important to provide a realistic timeline in an invitation to bid?*
- *How will an unrealistic timeline affect education planning?*

Give groups 10 minutes to complete the task followed by one minute to present their work. Once all groups have presented, discuss their responses and correct any misunderstandings.

Contracting Considerations and Requirements

Procedure

Use Slides 43–50 to present the content. Ask the participants if they have questions and respond appropriately.

Content

After having presented the technical aspects and the timelines of a book procurement in the first part, the session continues with a presentation of validating eligibility and the most relevant contractual elements of the purchase order. These elements specify the legal obligations of both parties. Therefore, they are an essential factor in calculating the costs and, consequently, in defining the price that the supplier submitted. Obligations such as using transportation compliant funding restrictions (notably the Fly America Act) are important to be explicitly included in the invitation to bid. It is important for those issuing or responding to an invitation to bid for printing services to clearly understand all the terms of the contract. Misunderstandings could result in the printing of the books being delayed or an increased cost of the books.

Validating Bidder Eligibility

Before issuing a contract, there are several steps to be taken to validate the bidder's eligibility.

- **Supplier References and Capacity**

Requests to provide past project records of similar work printing ERM's, references from similar government or non-governmental organizations (NGO), and available capacity are all well covered in the evaluation of invitations to bid. What is often missing in reviewing the supplier references and capacity as part of the evaluation of bids is the technical expertise to assess the technical capacity of the suppliers. In a Procurement Review Committee, procurement officers should be joined by technical and/or graphic experts with extensive experience in printing to be able to properly evaluate the technical capacity stated to determine the soundness of the supplier's ability to meet the required delivery schedule. Such expert support reduces the likelihood of any potential delays. For the supplier references to be relevant, it is helpful to request printers to provide references that are of the same size/value of the invitation to bid and with similar organizations, such as providing U.S.-based organizations as references for work requested by a U.S.-based organization. See **Handout 3** for technical specifications needed for printing ERM's.

- **Bid Security**

Invitations to bid may require a bid security, a monetary guarantee from the bank that remains with the bank. The purpose is to limit the invitations to bid to more established firms. The bid security is forfeited to the buyer if the bidder backs out of the bid after being selected. For

smaller book projects with less risk, not requiring a bid security would better support local publishers. A site visit to verify the legitimacy of the bidder can be required instead.

For foreign suppliers, bid security is often a challenge because it is often not clearly stipulated whether the bond is to be issued by a bank in the supplier's country or by the buyer's country. Language can also pose a constraint as most foreign banks only issue bid bonds in English, thus reducing the number of potential competitors and thereby potentially limiting competition. As a best practice, the buyer should allow the submission of bid bonds in English from any international bank that has a corresponding bank in the country instead of a bid security. For example, a supplier in Addis Ababa may want to work with a bank that is able to provide a bid bond in English and not a bank that only provides documents in Amharic.

Developing a Contract or Purchase Order

The following should be considered when developing a contract or a purchase order:

- **Terms of Payment**

The terms of payment is a major concern for suppliers. Most procurements, generally funded by the World Bank, International Development Association (IDA), or Global Partnership for Education (GPE), propose advance payment, which requires a bid security (a Bank Guarantee Form signed by supplier's bank) to be submitted with the bid. The bid security burdens the supplier as they must provide a guarantee for that advance payment, which could be a large sum of money, as collateral to their bank. The extensive time frame to execute a contract adds further constraints in financing projects by most suppliers as many cannot afford more than one bid security on hold with the bank. Thus, competition between the suppliers is reduced, and industry growth is stunted. This is particularly striking for suppliers from low and middle-income countries where bank interest rates are typically prohibitively high.

The most equitable procurement offers involve the buyer proposing an irrevocable letter of credit, which is a guarantee for payment issued by a bank for services purchased, covering 90 percent of the contract value instead of a bid security. This arrangement provides the supplier with payment security while using it to negotiate a foreign currency loan at more favorable interest rates.

See **Handout 2: Invitations to Bid** for more information on terms of payment frequently used by donors when procuring ERMs, including the advantages and disadvantages of each type of payment term.

- **Incoterms® Rules and Customs Clearance**

Incoterms® rules mentioned in invitations to bid may contradict the SOR and the details provided by the buyer. One common mistake is that the buyer stipulates a Carriage and Insurance Paid (CIP) Incoterms® rule which indicates that the buyer is in charge of the custom clearance and at the same time writes in another paragraph that the supplier is responsible for customs clearance and payment of taxes and duties—a clear contradiction. Thus, it is important to review the Incoterms® rules and align the invitation to bid with it. See **Handout 9: Incoterms® rules** for more information.

- **Insurance Coverage**

Most procurements are fully covered by the supplier's insurance until the port of destination. Once the shipment of books clears customs, there is a change of ownership to the buyer unless

the supplier is also responsible for distribution as part of the purchasing contract. Transport and/or distribution of the books by the supplier requires a different insurance policy, often provided in the country of final destination. The policy coverage of each leg of the delivery should, therefore, be carefully reviewed by the buyer to ensure there are no gaps in the insurance at the point of change in ownership.

- **Liquidated Damages**

Liquidated damages (the penalty fees when one party fails to complete the contract) are applied in invitations to bid to prevent delays in the delivery of books. However, many if not most of the timelines provided in invitations to bid are unrealistic. The liquidated damages clause in a contract is meant to protect buyers from unplanned delays that could affect learning in the classrooms if books are not available when needed. The fees incurred by the printer could be used by an MoE or NGO to cover extended warehouse fees or additional trucks for transporting books to distribute more quickly to make up for the delays. The amount should reflect the best estimate of the potential cost of actual damage when the parties sign the contract.

To exercise this protective clause and be able to collect the fees, the buyer must provide a realistic timeline in the SOR. For example, if the purchasing schedule gives the buyer two days to submit print-ready files to the printer but the files are not ready in time, this causes the buyer to not meet the deadline. Then the liquidated damages clause can no longer be used if the printer delays later in the process because the buyer caused the initial delay in the printing process.

It should be noted that liquidated damages are very difficult to enforce if the buyer has not met the contracted timelines. In most procurements, if the buyer fails to provide print-ready files or the approved sample on time, the supplier is cleared of any liability for the delay. The most common liquidated damages issues are due to delays when transporting by sea. With shipping lines declining to be held responsible for delays in transport, it is important to be clear in the contract as to which party will be liable if a delay occurs. The contract should clarify whether the sea transport timelines are included as a possible area for a breach of contract to trigger liquidated damages payments.

Session 5: Contract Execution Monitoring

Rationale

Once signed, it is important to monitor the execution of the contract. This session presents important steps in monitoring and tracking the implementation of the contract and anticipating and mitigating quality and timeline issues that could affect the delivery of a high-quality product on time.

Objectives


Upon completion of the activities of this session, participants should be able to:

- Explain the importance of monitoring the contract once executed and some tools that can be used for monitoring
- Articulate the steps in tracking container shipments


Duration: 45 minutes

Time Breakdown

Monitoring Contracts	15 minutes
After-Action Review	10 minutes
Activity 5.1 – Conducting an After-Action Review	20 minutes
Total:	45 minutes

	Materials – <ol style="list-style-type: none">1. Flip charts and markers2. Handout 10: Project Tracking Sheets3. Handout 11: Bill of lading4. Computer with Internet connection
---	---

Preparation

 Prepare copies of **Handout 10: Project Tracking Sheets** and **Handout 11: Bill of lading**. Prepare the flip chart with a fresh page for **Activity 5.1 – Conducting an After-Action Review**.

Monitoring Contracts

Procedure

Using Slides 50-55 present the content. Ask the participants if they have questions, and once all questions are answered, do **Activity 5.1 – Conducting an After-Action Review** (Slide 56).


Content

Procurement does not end with a signed contract but with payment of the contract after receiving delivery notes that are signed and confirm that the materials arrived at the requested delivery sites, either education offices or schools. The monitoring of all the deliverables in the purchase order is particularly important in the BSC to ensure quality control and prevent delays in delivery.

Many monitoring tools are available to track the performance of the supplier. Suppliers should submit a daily progress tracking sheet, which should be provided by the buyer. For the supplier to submit a daily tracking sheet, the purchase order or contract can specify this information so that the supplier is contractually responsible for providing the update. Examples of project tracking sheets are available in the appendix, **Handout 10: Project Tracking Sheets**, and can be shared with participants at the end of the session as an additional resource. If possible, it is also recommended to conduct facility inspections to confirm the information provided in the progress tracking sheet and to check the quality of the books being produced. Further tracking steps are:

- Request the supplier provides documentation of the booking of the transportation service for sea or air freight
- Check the status on the shipping line’s tracking website using container number and other pertinent information provided by the supplier
- Use Track and Trace tools to monitor the distribution of books to the required final destinations

If the supplier oversees the delivery and/or distribution, the buyer should also request a daily update of the delivery tracking sheet and confirm that the books have been delivered.

	Trainer’s Notes – Note for participants that tracking the distribution of ERMs, including the use of a Track and Trace system and especially the use of Track and Trace tools, is covered in Module 6: Distribution Management . Encourage participants to look at that module to learn more.
---	---

Tracking Containers

When textbooks are printed overseas, they are shipped to the country by container. As reading projects often have a tight schedule, it is important to track where the containers are, and when they arrive at the port of destination. Tracking containers can help the buyer to confirm whether books will arrive within the time needed and plan for distribution. To track a container, a bill of lading (see **Handout 11: Bill of lading**), a legal document issued by a carrier, is used. A bill of lading details the type, quantity, and destination of the goods being carried; it contains all of the information needed to track a container, as follows:

1. Bill of lading number
2. Name of the shipper
3. Vessel Number
4. Booking number
5. Description of packaging of goods
6. Container number

When sea freight is involved in a book project, it is important to know that three shipping lines control 70 percent of sea freight movement worldwide. The terms and conditions in these lines’ contracts stipulate that they have up to one year to deliver a container and cannot be held liable for any delays. Containers can be tracked on the shipping company’s website. The largest

shipping companies are Mediterranean Shipping Company (MSC), Maritime Freight Company and General Maritime Company (CMA CGM), and Maersk. Their websites are listed below, where containers can be tracked using either the container and bill of lading number or the booking number.

- MSC: [Shipping Container Tracking and Tracing | MSC](#)
- CMA CGM: [CMA CGM | Shipment Tracking \(cma-cgm.com\)](#)
- Maersk: [Track Shipment | Maersk](#)

The website will provide the complete shipping route, the port shipped from, port of load, port of discharge, port shipped to, trans-shipment (where the containers have been transferred to), and when the price calculation has been done. Equipped with this information, it is possible to proactively find faster routes and reduce the overall shipping time.

After-Action Review



Content

It is highly recommended that the buyer analyzes the procurement performance after each project, taking into account issues encountered. Conducting such a review will aid in the design of improved procurements in the future. Such an analysis should be made in collaboration with the supplier for a mutual understanding of their challenges and those of the industry.

Both buyers and suppliers should consider repeated procurement difficulties and revise the language in bidding documents to address issues discovered in a previous contract and prevent those challenges from continuing. For example, a common problem is that the suggested delivery schedule in an invitation to bid may not be realistic. If buyers are finding that print procurements are continually not completed on time, the buyer should analyze their delivery schedules and increase the time given to suppliers. Although suppliers could suggest alternative schedules that are realistic, the buyers are really the ones with the power to ensure delivery schedules are realistic and appropriate to the scope of work. Addressing the issue of unrealistic timelines at the industry and association levels could potentially open competition to additional suppliers and could lead to improved outcomes as more suppliers could potentially respond if delivery schedules were felt to be realistic.



Activity 5.1 – Conducting an After-Action Review (20 minutes)

Divide participants into groups. Ask groups to discuss the following questions:

- *Who should be involved in an after-action review?*
- *Using your experience of purchasing, discuss some pitfalls you could anticipate in purchasing books internationally and nationally?*
- *Who should have access to the results of an after-action review (donors, other implementing partners, MoEs, etc.)?*

Ask each group to share what they came up with as relevant information.

Session 6: Wrap-Up and Reflection on the Workshop

Rationale

Through the preceding sessions, participants have learned and practiced key elements of procurement, especially the subset of purchasing, by describing the purchasing steps, discussing issues encountered in invitations to bid, and analyzing a book project timeline. In this session, participants will reflect on how to apply what they have learned in their own contexts, review their expectations, and provide their evaluation of the training.

Objectives

Upon completion of the activities of this session, participants will be able to:

- Articulate how they will use what they have learned in the training in their work
- Provide feedback on the module



Duration: 35 minutes

Time Breakdown

Activity 6.1 – Taking Action and Expectations Review	20 minutes
Evaluation	15 minutes
Total:	35 minutes



Materials –

1. Flipchart and markers
2. Handout 12: Evaluation Questionnaire



Preparation

Display expectations on the walls of the training room or via PPT.



Review **Handout 12: Evaluation Questionnaire** and make enough copies for all participants.



Procedure

Share Slide 58. Conduct **Activity 6.1 – Taking Action and Expectations Review**. Once completed, distribute **Handout 12: Evaluation Questionnaire**. Ask participants to complete it and hand it in before leaving the training. Explain that the evaluation is anonymous and will be very helpful in improving the course for the future, so their candid feedback is welcome. Identify a basket or envelope at the front of the room where participants can place their evaluations when finished. Thank participants for their participation.



Activity 6.1 – Taking Action and Expectations Review (20 minutes)

Keeping the same grouping of participants, ask participants to first reflect individually on *What actions will you take to improve the BSC in your contexts* and then *What is one thing you will take and apply from this training on procurement and purchasing which could help to ensure high-quality books are in the hands of more children?*

Ask participants to share their action steps with others at their table. Finally ask each table group to share one or two actions discussed.

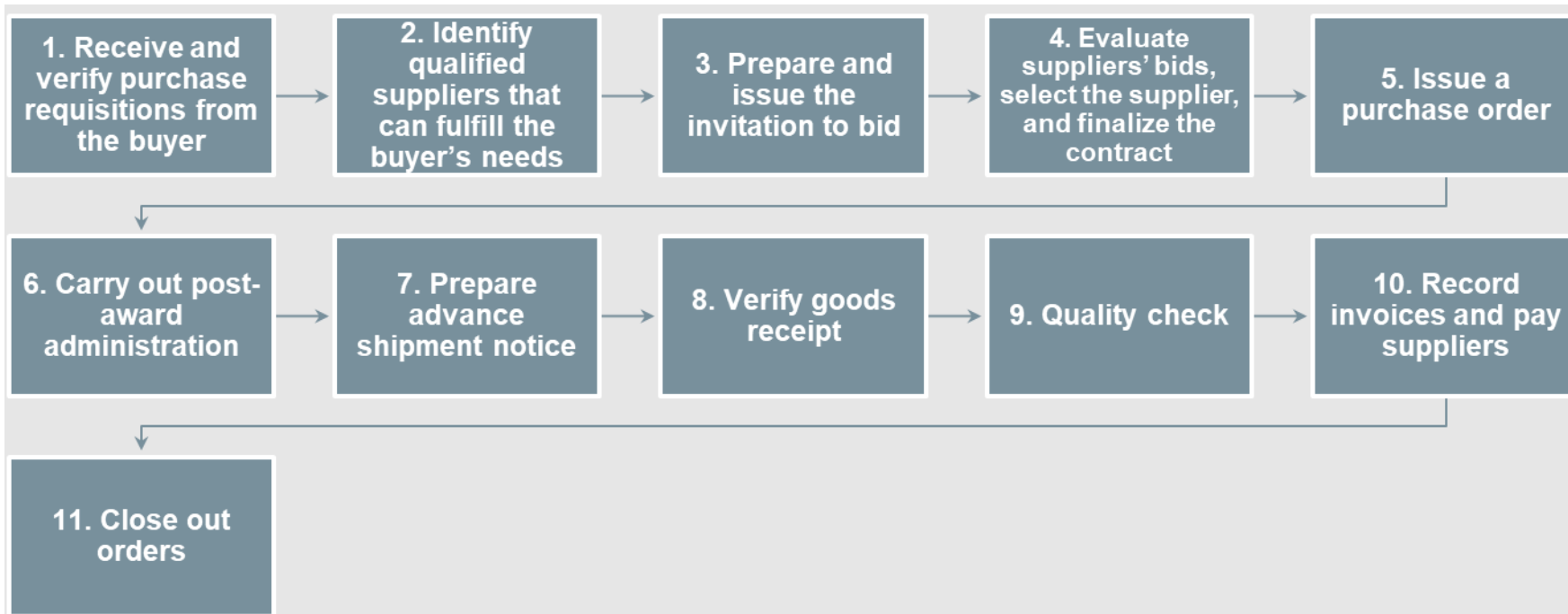
Then, using the flip charts where you recorded participant expectations at the start of the training, ask participants to reflect on to what extent they feel their expectations have been met through the training. Answer any remaining questions that may arise.

Appendices

Session 2

Handout 1: Procurement Process Overview

STANDARD PROCUREMENT PROCESS APPLIED TO BOOK PURCHASE



Session 2

Handout 2: Invitations to Bid

	Invitations to Bid	Recommendation
Purchasing process used by	Ministries of Education, procurement entities of the Ministry of Finance, and states or countries with a federal system Donors (USAID, FCDO, AFD, etc.), implementing partners and NGOs, philanthropic foundations, and large companies	
Example of donors and procurers	Ministries of Education financed by the World Bank or the IDA Ministries of Education financed by GPE Ministries of Education on their national budget Ministries of Education financed by the Islamic Development Bank Ministries of Education financed by the <i>Agence Française de Développement</i> USAID USAID through implementing partners Foreign, Commonwealth & Development Office through implementing partners The British Council UNICEF UNESCO NGOs	
Notice	Most invitations to bid are published in local newspapers or on the World Bank website or found on invitation to bid search portals. Their visibility ensures a large number of potential bidders.	Invitations to bid should be published widely to increase the competition between suppliers with the objective to reduce the prices and increase the quality. Selecting referenced bidders simplifies the work for the procurement entity but increases the prices due to the reduced competition.
Documents	Some invitation to bid documents require purchase in the country, at a designated office against the payment, often in cash, of US\$50 to US\$400 to cover the costs of producing the hard copy documents. The purchased documents are given in hard copy, rarely digital, which makes it necessary to scan them and convert them into editable files because they include tables and forms that are required for the bid submission. This process is complicated and time consuming for foreign bidders who require the assistance of a local contact or consultant. This difficult process reduces the incentive to participate in the competition. Other invitation to bid documents are provided digitally, free of costs on request.	Invitation to bid documents should be provided digitally and free of cost to increase the number of bidders and, therefore, the competition.
Bid security	A bid security, in the form of a bank guarantee or a guarantee issued by an insurance company,	Bid bonds are a recommended form of bid security used to

	Invitations to Bid	Recommendation
	<p>may be required. This guarantee sometimes must be issued in the country of the buyer. The process of issuing a bank guarantee in a foreign country is difficult, long, and costly, and it discourages the international bidders to participate. As a result, it reduces the competition.</p> <p>On the other hand, bid securities prevent unqualified bidders from participating by sending unrealistic offers and removing their bid or refusing to sign the contract without suffering any consequences. The submission of a bid guarantee declaration is sometimes proposed but is not really binding for the supplier because it is barely legally enforceable.</p> <p>Alternatively, an invitation to bid may not require a bid security, allowing bidders to participate without taking a financial risk. The advantage is that it encourages competition, but the disadvantage is that the bidder can withdraw their bid at any time, leaving the buyer with limited procurement solutions.</p>	<p>avoid bids from unqualified bidders or unrealistic offers and to ensure that the bidders will maintain the prices during the entire validity period of the offer. However, bank guarantees from international reputed banks with corresponding banks in the buyer's country should be allowed.</p>

	Invitations to Bid	Recommendation
Payment terms	<p>A common example of payment terms used in many invitations to bid are:</p> <ol style="list-style-type: none"> 1. An advance payment for 10%–20% of the total contract value 2. A payment of 60%–70% with a confirmed and irrevocable letter of credit (LC) upon the submission of the shipping documentation 3. A payment of 5%–10% after the submission of the proof of delivery or the inspection report <p>The payment with a confirmed and irrevocable LC is commonly used to facilitate international trade and a reliable method of payment for both parties. Because the LC is confirmed and irrevocable, a guarantee of payment from both the buyer's bank and the seller's bank to the seller is ensured and cannot be canceled by either of the parties.</p> <p>The seller is sure to receive the payment once the goods are produced and shipped and the buyer is sure to receive the goods. An LC allows bidders to obtain credit lines to finance the production.</p> <p>Unfortunately, this payment term is not typically applied when the contract is signed with local bidders, as this would help them to obtain financing facilities from their banks.</p> <p>An alternative payment schedule also commonly used in an invitation to bid is:</p> <ol style="list-style-type: none"> 1. An advance payment of 10%–30% upon approval of printed samples, submission of delivery schedule, or at contract signature 2. A payment of 30%–40% at the end of the production 3. A payment of 30%–40% upon the delivery of the goods at the destination 4. The last payment after submission of the delivery report <p>Payments are usually made 30 days from the date of the invoice, which is quite long for a supplier who has to finance the majority of the contract value without a payment security.</p>	A LC is recommended for local and international printers to help the suppliers to finance the production and secure bank financing.
Evaluation/ Qualification criteria	The bidder must submit documents that will, or will not, qualify them as a responsive bidder. They are evaluated as responsive or not responsive. After judging responsiveness, the bids may be evaluated according to price or value.	A score evaluation has the risk of being partisan. Whereas with documents checked as valid or not, the process is more transparent.

	Invitations to Bid	Recommendation
Public bid opening	Bids may be opened publicly, in the presence of the bidders who can raise questions. This allows for transparency on the prices submitted, the compliance with the bid instructions, and the tenders' requirements. The bidders can see themselves that the bid opening procedures and rules are scrupulously followed.	A public bid opening increases transparency and reduces the suspicion of an unfair procurement process.
Minutes of the bid opening	The minutes of the public bid opening are signed by all the bidders and is circulated. Each bidder can check the prices of the competitors and the position of their offer among the others.	A bid opening report is recommended to provide feedback on the price level of the lowest bidder to the bidders to reevaluate the price level for future procurements. The transparency of minutes of the bid opening can be a factor for future price decreases.
Award criteria	The lowest bidder is awarded if they comply with the qualification requirements. This reduces bias in the selection process.	The contract should be awarded automatically to the lowest bidder who fulfills the qualification criteria and has acceptable references.
Price determination	The bidder must submit their best price in their offer; a second round is often not possible.	
Award notification	Once the successful bidder is informed of their selection, unsuccessful bidders should also receive a notice that they were not selected and the reason for which their bid was not selected.	A notification sent to every bidder is critical to inform them of the reason they were not selected. It encourages them to improve their future bids and, therefore, maintain the competition.
Claims or debriefing	Bidding procedures require buyers to justify their decisions in writing or in the form of a debriefing; it avoids irregular arrangements.	Before a contract is signed with a supplier, a debriefing should be offered to the unsuccessful bidders. It increases the transparency and the perception of fair procurement.
Advance payment with guarantee	Many invitations to bid provide an advance payment from the buyer against an advance payment guarantee provided by the supplier. It covers the buyer against the risk of the supplier receiving the advance without delivering anything.	Advance payment with an advance payment guarantee issued by a recognized bank and easily endorsable by the buyer is recommended.
Performance guarantee	Invitations to bid may require the submission of a performance guarantee which can be cashed in by the buyer in case of non-performance by the supplier.	A performance guarantee can be an option to reduce financial and performance risk in addition to requiring satisfactory distribution before issuing a final payment.

Sessions 2 and 4

Handout 3: Technical Specifications from the World Bank: Early Grade Reading Book, “Big Book”¹⁶

“Big Book” Softcover Read-Aloud Book	Detail	Description
Expected durability in countries with appropriate storage (years)	6	
Expected durability in countries with moderately appropriate storage (years)	4	
Expected durability in countries with poor storage (years)	2	
Book size in millimeters (Width x Height) (mm)	297 X 420	The size ensures that pictures are visible at the back of the classroom and is small enough for the teacher to handle
Cover		
Number pages	4	
Paper type	C2S	
Basis Weight (ISO 536) (g/m ²)	300	A Big Book is a large size book, and the cover paper should be strong enough to hold the inner pages together
Brightness D65/10° (ISO 2470-2) (%)	90	The high cover brightness to attract the learner and increase visibility at the back of the class
CIE Whiteness (ISO 11475:2017) (%)	110	The high cover brightness to attract the learner and increase visibility at the back of the class
Opacity ISO (2471) (%)	95	
Papermill required certifications	ISO 14001, EMAS, ISO 50001, ISO 45001, FSC or PEFC	
Paper required certifications	ECF or TCF, FSC or PEFC	
Paper grain parallel to the spine	Yes	It is important that the paper grain is parallel to the spine in order to avoid cracking of the paper during the folding process
Colors	4/4	Both sides of the paper of the cover are printed in four covers (CMYK) to attract the learners
Finish and protection	Glossy UV coating	The cover should have a glossy UV finish which prevents dust/fingerprints sticking to the paper
Inside		
Number of inside pages	96	
Paper type	Silk or Matt coated	Coated paper will intensify the colors of the images in the Big Book
Basis Weight (ISO 536) (g/m ²)	70	This grammage is needed as the pages should be strong enough for the teacher to turn frequently and to be held upright for the children in the back of the classroom to see
Brightness D65/10° (ISO 2470-2) (%)	92	
CIE Whiteness (ISO 11475:2017) (%)	115	
Opacity ISO (2471) (%)	90	
Bulk (ISO 534) (cm ³ /g)	Between 0.88 and 1.1	Low bulk reduces the space required for storage and in children’s book bags
Papermill required certifications	ISO 14001, EMAS, ISO 50001, ISO 45001, FSC or PEFC	
Paper required certifications	ECF or TCF, FSC or PEFC	
Color	4/4	Both sides of the paper of the cover are printed in four covers (CMYK) to attract the learners
Binding	Saddle stitching with 4 staples	Four staples are used to increase the durability and strength of the book
Cardboard box interior size (L x W x H) in (mm)	430 x 310 x250	Manageable size and weight

¹⁶ World Bank (2021). Read@Home: Using the Bidding Document for Books. Washington, DC: The World Bank

Essential Reading Material, Softcover Reading Book

Softcover Reading Book (for home use)	Detail	Comments on the recommendations (values are minimum recommended)
Expected durability in countries with appropriate storage (years)	4	
Expected durability in countries with moderately appropriate storage (years)	3	
Expected durability in countries with poor storage (years)	2	
Book size in millimeters (Width x Height) (mm)	176 x 250	The size ensures is optimized for home use and storage.
Cover		
Number pages	4	
Paper type	C2S	C2S is more flexible and less expensive than C1S. Its strength is sufficient for home use.
Basis Weight (ISO 536) (g/m ²)	170	Relatively low paper grammage for home use at an affordable cost.
Brightness D65/10° (ISO 2470-2) (%)	90	
CIE Whiteness (ISO 11475:2017) (%)	110	
Opacity ISO (2471) (%)	90	
Papermill required certifications	ISO 14001, EMAS, ISO 50001, ISO 45001, FSC or PEFC	
Paper required certifications	ECF or TCF, FSC or PEFC	
Paper grain parallel to the spine	Yes	For this binding method it is important that the paper grain is parallel to the spine in order to avoid cracking of the paper during the folding process
Colors	4/4	
Finish and protection	Aqueous coating	Aqueous coating is a sufficient cover protection for home use
Inside		
Number of inside pages	96	
Paper type	Silk or Matt coated	Coated paper will intensify the colors and sharpness of illustration, making books appealing for students
Basis Weight (ISO 536) (g/m ²)	70	
Brightness D65/10° (ISO 2470-2) (%)	92	
CIE Whiteness (ISO 11475:2017) (%)	115	
Opacity ISO (2471) (%)	90	
Bulk (ISO 534) (cm ³ /g)	Between 0.88 and 1.1	Low bulk reduces the space required for storage and in children's book bags
Papermill required certifications	ISO 14001, EMAS, ISO 50001, ISO 45001, FSC or PEFC	
Paper required certifications	ECF or TCF, FSC or PEFC	
Color	4/4	Both sides of the paper of the cover are printed in four covers (CMYK) to attract the learners
Binding	Saddle stitching galvanized steel staples	This binding method is affordable and fast.
Cardboard box interior size (L x W x H) in (mm)	430 x 310 x250	Manageable size and weight

Session 3

Handout 4: Sample Printing Services Requirements Table¹⁷

Sample Printing Services Requirements Table																			
book name	Nb of copies	Book size in mm		inside				cover					Binding			Packing			
		Width	Height	Paper type	gsm	color	Nb of pages	cover type	gsm	color	nb of pages	Protection							
Mathematic G1	1,247,000	210	297	Woodfree Uncoated	80	4/4	144	Card coated 1 side	250	4/0	4	UV coating	PUR Perfect Binding			Bundle of 10 books shrink wrapped and packed in 5 ply carton boxes of maximum 15kg each properly sealed and labelled			

Table created by author

¹⁷ Table created by the author.

Session 3

Handout 5: Qualification Matrix for Essential Reading Materials

Item	Priority	Printing
General Experience		Minimum of three years in operation for similar ERM projects prior to the date of bid submission, with an important part of its business being the manufacturing of printed and bound educational materials.
Specific Experience		Successfully completed a minimum of two contracts similar in size and scope. Sample of a similar ERM provided.
Financial Information		Audited financial accounts for at least three complete fiscal years, demonstrating the soundness of its financial position and that it has the financial resources to perform the proposed contract. It must demonstrate cash flow availability for minimum 60 percent of the value of the contract in USD or equivalent at the date of bid submission.
Production Capacity		<p>The annual production required should be at least 2.5 times the value of the contract during the last three years. It must have available the following facilities and the appropriate skilled staff to operate them:</p> <ul style="list-style-type: none"> ● Camera ● Platemaking ● Sheet-fed or web-fed offset printing machinery capable of printing in one color or multiple colors, depending on the contract requirements ● Finishing and binding ● Packing ● Delivery ● Warehousing and distribution (depending on the contract requirements) <p>The bidder shall submit a list of its major plants and equipment showing (for each machine) the manufacturer, the model, the maximum and minimum sizes it can handle, the age, and the average output and a list of its staff showing their skills and their years of experience.</p>

Session 3

Handout 6: Qualification Matrix Answer Sheet

Item	Priority	Printing
General Experience	4	Minimum of three years in operation prior to the date of bid submission with an important part of its business being the manufacturing of printed and bound educational materials.
Specific Experience	3	Successfully completed a minimum of two contracts similar in size and scope. Sample of a similar ERM provided.
Financial Information	2	Audited financial accounts for at least three complete fiscal years, demonstrating the soundness of its financial position and that it has the financial resources to perform the proposed contract. It must demonstrate cash flow availability for minimum 60 percent of the value of the contract in USD or equivalent at the date of bid submission.
Production Capacity	1	<p>The annual production required should be at least 2.5 times the value of the contract during the last three years. It must have available the following facilities and the appropriate skilled staff to operate them:</p> <ul style="list-style-type: none"> ● Camera ● Platemaking ● Sheet-fed or web-fed offset printing machinery capable of printing in one color or multiple colors, depending on the contract requirements ● Finishing and binding ● Packing ● Delivery ● Warehousing and distribution (depending on the contract requirements) <p>The Bidder shall submit a list of its major plants and equipment showing (for each machine) the manufacturer, the model, the maximum and minimum sizes it can handle, the age, and the average output and a list of its staff showing their skills and their years of experience.</p>

Comments on the answer sheet: The production capacity consisting of a list of available equipment is the most important criterion as it will already indicate if the bidder is equipped to produce books and, therefore, their capacity of production. The list also provides an idea of the size and the potential turnover of the company, which can be cross-checked in this financial statement.

Session 4

Handout 7: Identifying Technical Specifications

Project: Invitation to Bid Notice: *Printing and distribution of primary school essential reading materials to all schools*

Total quantity: 125,000 decodable and leveled readers, 25 different titles, distributed to 225 schools

Handout 8: Case Studies on Book Project Timelines

1. Project: Delivery of Kinyarwanda and English learners' books and teachers' guides for grade 2 to all schools in Rwanda (2,500 schools)

Technical specification¹⁸:

Title	Quantity	Size	Paper		# of pages		color		Cover finishing	Binding	Packing/Delivery
			Paper Cover	Paper inside	Cover	Inside	Cover	Inside			
Kinyarwanda Learner's book	500 000	B5	180 gsm, 2 side coated paper	90 gsm Coated paper min Brightness and opacity 92%	4	104	4/0	4/4	UV coated	Section sewing	Packed in 5-ply corrugated carton and labelled as per the provided packing list and school wise
English Learner's book	500 000	B5	180 gsm, 2 side coated paper	90 gsm Coated paper min Brightness and opacity 92%	4	120	4/0	4/4	UV coated	Section sewing	Packed in 5-ply corrugated carton and labelled as per the provided packing list and school wise
Kinyarwanda Teacher's guide	2 400	A4	180 gsm, 2 side coated paper	90 gsm Coated paper min Brightness and opacity 92%	4	172	4/0	1/1	UV coated	Section sewing	Packed in 5-ply corrugated carton and labelled as per the provided packing list and school wise
English Teacher's guide	2 400	A4	180 gsm, 2 side coated paper	90 gsm Coated paper min Brightness and opacity 92%	4	148	4/0	1/1	UV coated	Section sewing	Packed in 5-ply corrugated carton and labelled as per the provided packing list and school wise

The best price is in India. The printer has the following equipment and proposes a delivery to all schools in eight weeks after file approval.

Department	Quantity	Machine	Max capacity
Prepress	5	Mac- Prepress & preflight software	24h/7days
	2	CTP-platte macking	20 platte/hour
Printing	2	Sheet fed 8 colors	12.000/hour
	1	Sheet fed 8 colors + UV coating	12.000/hour
	3	Sheet fed 2 colors	10.000/hour
	2	Web offset Cut-off 630mm	40.000/hour
UV	1	UV coating machine	5.000/hour
Postpress	4	Cutting machine	-
	4	Folding machines	7.000/hour
	2	Gathering Machine 5 stations	3.000/hour
Binding	4	saddle stitching	10000/hour
	3	Sewing machine	120 signature/min
	2	Perfect binding/trimming	12.000/day
	2	Film wrapping machine	40.000/day

Determine if the books can be delivered on time by the Indian printer; if not, estimate a realistic timeline.

¹⁸ Tables for this activity by the author.

2. Project: Delivery of English learners' books and English workbooks for grades 3 and 4 to all districts in Kenya (delivery by supplier to Nairobi CIP)

Technical specifications:

Title	Quantity	Size	Paper		# of pages		Color		Cover Finishing	Binding	Packing
			Paper Cover	Paper Inside	Cover	Inside	Cover	Inside			
English Learner's book G3	1,250,000	B5	240 gsm, Card coated 1 side	80 gsm Coated paper min brightness and opacity 92%	4	124	4/0	4/4	UV coated or lamination	Section sewing	In pack of 10 books film wrapped, in carton of 100 books, caron sealed, wrapped, and labelled per district/delivery CIP Nairobi
English Workbook G3	1,250,000	A4	240 gsm, Card coated 1 side	80 gsm WFU paper min brightness and opacity 92%	4	96	4/0	4/4	No	Perfect Binding	In pack of 10 books film wrapped, in carton of 100 books, caron sealed, wrapped, and labelled per district/delivery CIP Nairobi
English Learner's book G4	1250000	B5	240 gsm, Card coated 1 side	80 gsm Coated paper min brightness and opacity 92%	4	120	4/0	1/1	UV coated or lamination	Section Sewing	In pack of 10 books film wrapped, in carton of 100 books, caron sealed, wrapped, and labelled per district/delivery CIP Nairobi
English Workbook G4	1250000	A4	240 gsm, Card coated 1 side	80 gsm WFU min Brightness and opacity 92%	4	104	4/0	1/1	No	Perfect binding	In pack of 10 books film wrapped, in carton of 100 books, caron sealed, wrapped, and labelled per district/delivery CIP Nairobi

Two printers with very similar equipment A and a local printer with equipment B propose three different timelines: Printer X located in Italy (Milano) proposes 8 weeks; Printer Y located in India (Delhi) proposes 45 days; and the local printer Z (Nairobi) proposes 30 days.

Equipment A

Department	Quantity	Machine	Max Capacity
Prepress	10	Mac- Prepress & preflight software	24h/7days
	4	CTP-plate making	20 plate/hour
Printing	4	Sheet fed 8 colors	10.000/hour
	2	Sheet fed 10 colors	12.000/hour
	3	Sheet fed 2 colors	10.000/hour
	2	Web offset cut-off 546 mm	45.000/hour
	3	Web offset cut-off 630 mm	45.000/hour
UV	1	UV coating machine	5.000/hour
Post press	5	Cutting machine	-
	6	Folding machines	7.000/hour
	4	Gathering machine 5 stations	3.000/hour
Binding	4	Saddle stitching	10000/hour
	8	Sewing machine	120 signature/min
	3	Perfect binding/trimming	12.000/day
	4	Film wrapping machine	40.000/day

Equipment B

Department	Quantity	Machine	Max Capacity
Prepress	10	Mac- Prepress & preflight software	24h/7days
	2	CTP-plate making	20 plate/hour
Printing	2	Sheet fed 10 colors	12.000/hour
	1	Web offset cut-off 630 mm	45.000/hour
UV	1	UV coating machine	5.000/hour
Post press	4	Cutting machine	-
	4	Folding machines	7.000/hour
	2	Gathering machine 5 stations	3.000/hour
Binding	2	Saddle stitching	10000/hour
	2	Sewing machine	120 signature/min
	1	Perfect binding/trimming	12.000/day
	2	Film wrapping machine	40.000/day

Select the most realistic timeline among the three printers.

3. Project: Delivery of textbooks in Mali by a supplier to two regional centers, one in Gao and one in Kidal

Technical specifications:

Title	Quantity	Size	Paper		# of pages		color		Cover finishing	Binding	Packing/Delivery
			Paper Cover	Paper inside	Cover	Inside	Cover	Inside			
Student Reading Textbook	152 000	A4	250 gsm, Card coated 1 side	80 gsm Coated paper min Brightness and opacity 92%	4	172	4/0	4/4	UV coated	Section Sewing	Packed in carton as per list of district/ ditribution to one destination per region, cartons labeled and correctly sealed
Writting Exercices book 1	170 000	A5	200 gsm, 2 side coated paper	80 gsm WFU min Brightness and opacity 92%	4	60	4/4	4/4	No	Saddle stitching	Packed in carton as per list of district/ ditribution to one destination per region, cartons labeled and correctly sealed
Writting Exercices book 2	140 000	A5	200 gsm, 2 side coated paper	80 gsm WFU min Brightness and opacity 92%	4	44	4/4	4/4	No	Saddle stitching	Packed in carton as per list of district/ ditribution to one destination per region, cartons labeled and correctly sealed

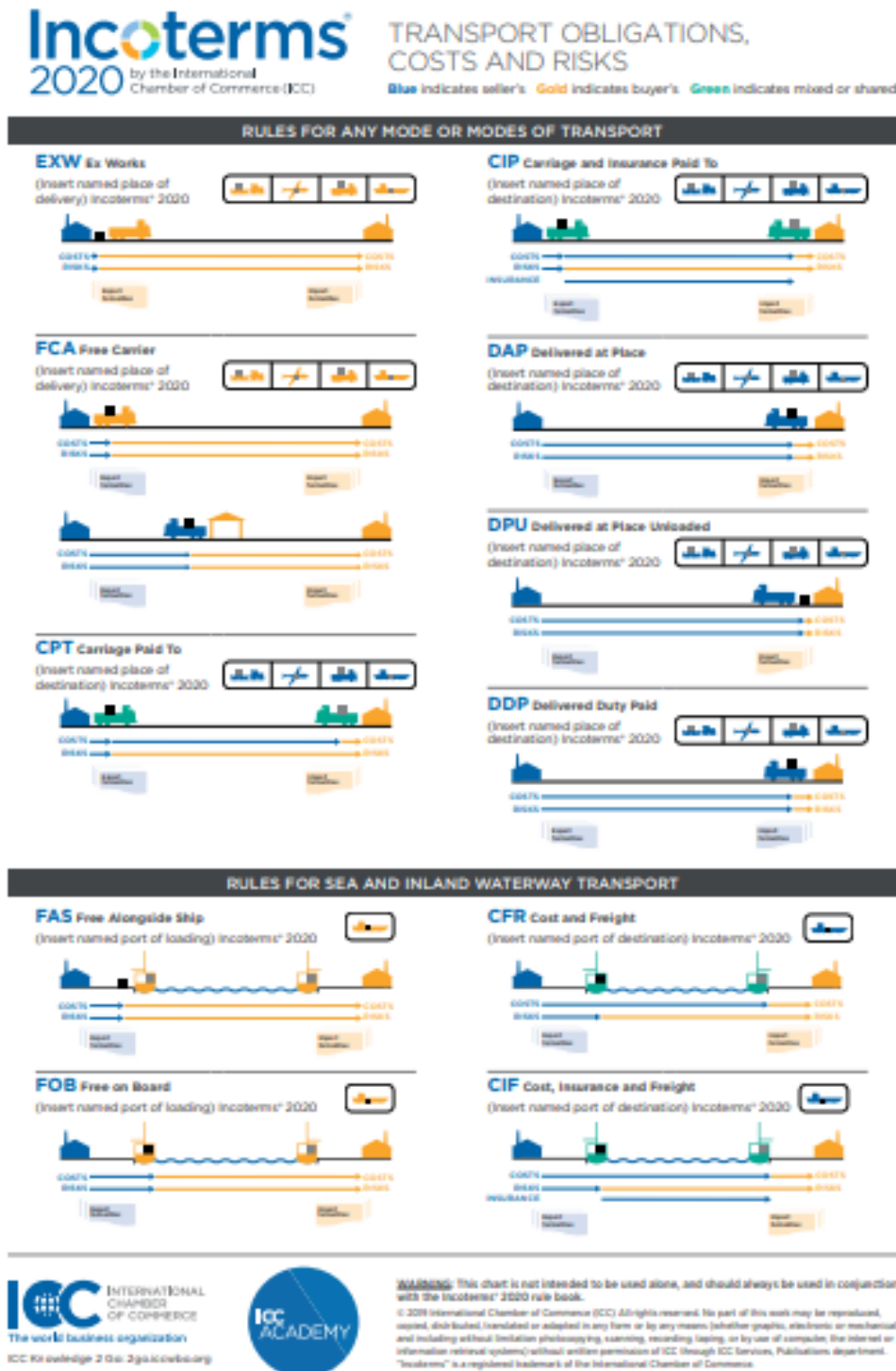
The best bidder is located in India. The printer has the following equipment and states 45 days for production and 20 days for shipping. The second competitor is located in South Africa (Cape Town) and has approximately the same equipment and states 60 days for production and 25 days for shipping.

Department	Quantity	Machine	Max capacity
Prepress	10	Mac- Prepress & preflight software	24h/7days
	4	CTP-platte macking	20 platte/hour
Printing	4	Sheet fed 8 colors	10.000/hour
	3	Sheet fed 10 colors	12.000/hour
	3	Sheet fed 2 colors	10.000/hour
UV	1	UV coating machine	5.000/hour
Postpress	5	Cutting machine	-
	6	Folding machines	7.000/hour
	4	Gathering Machine 5 stations	3.000/hour
Binding	4	saddle stitching	10000/hour
	8	Sewing machine	120 signature/min
	2	Perfect binding/trimming	12.000/day
	4	Film wrapping machine	40.000/day

Which printer would you select to reach the most realistic delivery date?

Session 4

Handout 9: Incoterms® Rules¹⁹



¹⁹ International Chamber of Commerce. (n.d.). *Incoterms® 2020: Transportation, obligations, costs and risks*. Incoterms® and the Incoterms® 2020 logo are trademarks of ICC. Use of these trademarks does not imply association with, approval of or sponsorship by ICC unless specifically stated above. The Incoterms® Rules are protected by copyright owned by ICC. Use of these trademarks does not imply association with, approval of or sponsorship by ICC unless specifically stated above. The Incoterms® Rules are protected by copyright owned by ICC. Further information on the Incoterms® Rules may be obtained from the ICC website: [ICC | International Chamber of Commerce \(iccwbo.org\)](http://www.iccwbo.org). [Incoterms® rules trademark & copyright policy - ICC - International Chamber of Commerce \(iccwbo.org\)](http://www.iccwbo.org) © International Chamber of Commerce (ICC).

Session 5

Handout 10: Project Tracking Sheets²⁰

Files Approval Tracking Sheet																							
Update on :																							
Titles	Size		Cover		Inside		Binding Type	Files delivery	Files checked	RESULT PREPRESS CHECK BEFORE APPROVAL									Files corrected	Files re-sent	Files re-checked	Files approval	
			#pages	#colour	#pages	#colour				# pages not correct	Resolution of the picture	Colour in RGB not in CMYK	Page not single page	Bleed not in place	Trimbox not in place	Trimm marks not in place	Text or component placed closer than 5mm from the trimm	Layout not adapted for the binding type					Others, comment...
Mathematic G1 SB	210	297	4	4/0	144	4/4	PUR, PB	11/22/2019	11/23/2019		X (page 12, 15, 68,88, 104, 120)	X		X		X	X (pages 64, 88)			11/25/2019	11/25/2019	11/26/2019	11/29/2019

Table created by author

²⁰ Tables created by the author.

Production Tracking Sheet

Update on : 12/10/2019

Titles	Size		Cover			Inside		Quantity	Binding Type	Files approval	Cover Printing			Cover protection		Inside Printing				Binding Process			Production completion
	Width	Height	#pages	#colour	Protection	#pages	#colour				Start Printing Cover	# of cover	Balance Printing cover	UV or Lamination	Balance UV or Lamination	Start Printing Inside	# of Forms to print	Qty printed Forms	Balance Printing Forms	Binding start	# finished copies	Balance finished copies	
Mathematic G1 SB	210	297	4	4/0	UV	144	4/4	1,247,000	PUR, PB	11/29/2019	11/30/2019	1,247,000	0	1,247,000	0	11/30/2019	11,223,000	11,223,000	0	12/3/2019	550,000	697,000	12/15/2019

Table Created by
Author

Packing Tracking Sheet

Update on :

[illegible]Table Created by
Author

Shipping Tracking Sheet

Update on :

[illegible]

ETD*: Estimated Time of Departure
ETA**: Estimated Time of Arrival

Table created by Author

Session 5

Handout 11: Bill of lading

Date: _____		BILL OF LADING		PAGE 1 OF _____				
SHIP FROM				Bill of Lading Number: _____ BAR CODE SPACE				
Name: _____ Address: _____ City/State/Zip: _____ SID#: _____ FOB: _____								
SHIP TO								
Name: _____ Location#: _____ Address: _____ City/State/Zip: _____ SID#: _____ FOB: _____								
THRID PARTY FREIGHT CHARGES BILL TO:				CARRIER NAME: _____ Trailer number: _____ Seal number(s): _____ SCAC: _____ Pro number: _____ BAR CODE SPACE				
Name: _____ Address: _____ City/State/Zip: _____								
SPECIAL INSTRUCTIONS:				Freight Charge Teams: (freight charges are prepaid unless marked otherwise) Prepaid _____ Collect _____ 3rd Party _____ Check Box _____ Master Bill of Lading with attached underlying Bills of Lading _____				
CUSTOMER ORDER INFORMATION								
CUSTOMER ORDER NUMBER	#PKGS	WIGHT	PALLET/SLIP	ADDITIONAL SHIPPER INFO				
			Y N					
			Y N					
			Y N					
			Y N					
			Y N					
			Y N					
			Y N					
			Y N					
			Y N					
GRAND TOTAL								
CARRIER INFORMATION								
HANDLING UNIT		PACKAGE		WEIGHT	H.M.	COMMODITY DESCRIPTION	LTL ONLY	
QTY	TYPE	QTY	TYPE				NMPC#	CLASS
GRAND TOTAL								
NOTE Liability Limitation for loss or damage in this shipment may be applicable. See 49 U.S.C. = 14796(1)(A) and (B).						COD Amount: \$ _____ Fee Terms: Collect: _____ Prepaid: _____ Customer check acceptable: _____		
						_____ Shipper Signature		
						CARRIER SIGNATURE/PICKUP DATE		
<u>Trailer Loaded</u> By Shipper: _____ By Driver: _____		<u>Freight Counted</u> By Shipper: _____ By Driver: _____		CARRIER SIGNATURE/PICKUP DATE				

Session 6

Handout 12: Evaluation Questionnaire

Thank you for participating in the Global Book Alliance's Procurement and Purchasing training. Your comments and feedback on the training will help improve future sessions. Please take some time and answer the questions below as fully and honestly as you can. All of your responses will remain confidential. Thank you.

1. To what extent has your knowledge of purchasing printing services increased? Please answer on a scale from 1 (my knowledge has not increased) to 4 (my knowledge has substantially increased).
 1. My knowledge has not increased.
 2. My knowledge has increased just a little (less than I would hope to get out of a training).
 3. My knowledge has increased moderately (as much as I would hope to get out of a training).
 4. My knowledge has substantially increased (more than I would expect to get out of a training).
2. To what extent will you be able to use what you have learned? Please answer on a scale from 1 to 4.
 1. Not at all
 2. Rarely
 3. Sometimes
 4. Often
3. What parts of this module were most helpful in helping you understand the process of procuring children's books? What made it useful?
4. What parts of this module were least useful in helping you understand the process of procuring children's books? What made it not useful?

5. How satisfied were you with the delivery of the training?

1. Not at all satisfied
2. Somewhat satisfied
3. Extremely satisfied

6. What would you suggest to improve the format or delivery of the training?

7. Please provide any other comments.