

No	Questions	Responses
1	In clause 1, under bullet point 3, the documentation states that the DBE will approve three (3) titles per subject, language, and grade. The current national catalogue provides eight (8) titles per subject, language, and grade. The ministerial task team report on LTSM (2011) recommends that the DBE develop a national catalogue with eight (8) titles approved per subject, language and grade. We humbly request that the DBE reconsider its decision only to approve three (3) titles and revert to the established practice of approving eight (8) titles instead. This is important from both an educational perspective (teachers need sufficient choice to cater for different contexts) and a commercial perspective (fewer approvals will harm several companies and their ability to remain).	The issue of the number of titles has evolved over time. Before the maximum of 8, we had virtually an open list. We then decided that the 8 would be appropriate at the time. We have since relooked at the 8 and feel it should be changed. The changes are informed by among other things; cost, educational imperative
2	In clause 3.4.1, the documentation states that interested parties must submit completed copies of Annexures A and B between 1 July 2024 and 5 July 2024. Because the terms of reference and submission guidelines were only released today (24 June 2024), and the compulsory briefing session will only be held on 28 July 2024, the amount of time given to publishers to complete and submit Annexures A and B is inadequate. Can the DBE grant publishers at least three weeks' extension to complete and submit Annexures A and B? This extension will not impact the overall timelines and will give publishers sufficient time to complete these annexures properly. Completing Annexures A and B is a crucial step in the submission process and must be given adequate time.	The idea really was not to get you to fill in all the information on the forms, but rather to get a sense of what other information to be submitted so that we can plan accordingly. You are not meant to submit prices and other information at this stage. The main idea is to have a sense of what you will be submitting. See revised document.
3	In clause 3.1.7, the documentation states that publishers must ensure that state employees are not part of the submission. Please clarify this. Currently, publishers use school teachers as authors. This is an established practice that has happened for many years. School teachers are state employees. Please clarify what is and what isn't allowed in this regard.	All government employees are aware of DPSA regulations about getting remuneration outside of their government work, and what they need to do if they are to be excused from that obligation.
4	In clause 3.1.8, the documentation states that license agreements and permissions between publishers are excluded. Does this mean that a publisher will be permitted to license materials to another publisher if it has more than one suitable title per subject, language, and grade? This needs clarification, as point 5 in Annexure B requests that a company declare that it owns the material being submitted. If licensing is allowed, then Point 5 may need to be redrafted. Please advise.	Licensing may only be considered if the licensor is not submitting in this submission. We want to avoid a publisher submitting two titles for the same category/subject under different guises.
5	The original letter from the Director General (dated 15 May 2024) stated that the terms of reference would be released to Publishers in May 2024, and the briefing session would be held in May 2024. The letter also stated that the deadline for submitting final materials would be between 28 October 2024 and 1 November 2024. Because the terms of reference were only released today (24 June 2024), and the briefing session will only be held on 28 June 2024, is it possible to extend the deadline for final materials to be submitted by one month to between 25 November 2024 and 29 November 2024?	We have been on this path for a long time. We told the industry that we were ready to have a submission as soon as possible. We have to have the catalogue out by March and we cannot afford to move these dates any longer. There are a whole logistical part involved including getting screeners together.
6	The submission categories do not mention learner's textbooks or workbooks for Home Language or Additional Language. These are key components in the LTSM catalogue and form an important part of the basic LTSM package for school children. Every province procures learners' textbooks and workbooks in the foundation phase. Currently (in a top-up year), the publishing industry generates more than R100 million in revenue from Foundation Phase learners' books and workbooks. These components are important from both an educational and commercial perspective. We strongly feel that learners' textbooks and workbooks should be included in this submission and should form part of the new LTSM catalogue.	Indeed we have after extensive interaction with the system recognized that the need is more on other resources than learner's books. Remember DBE provides Workbooks already in the classrooms.
7	The submission categories refer to learners' books for Mathematics and Life Skills. The current national LTSM catalogue makes provision for both learners' books and workbooks. We strongly feel that workbooks should be included in the Mathematics and Life Skills submission.	We have government issued workbooks already. We don't have the resources to add more resources to the list. We have to work within the limits of what we have.
8	The Strengthened Curriculum is expected in the fourth quarter of 2024 for implementation in 2026. The content of that curriculum will differ from the documents you have given in this call for submissions.	Work with the current curriculum. If changes were to made, we will advise accordingly. The current catalogue is completely out of date, and as such we have decided to update it now
9	Will there be a new call for submissions based on the Strengthened Curriculum in 2025 for implementation in 2026?	Work with the current curriculum. If changes were to made, we will advise accordingly. The current catalogue is completely out of date, and as such we have decided to update it now
10	How are the books required by the 2024 submission and the books that will be required by the Strengthened Curriculum both implemented in 2026?	Work with the current curriculum. If changes were to made, we will advise accordingly. The current catalogue is completely out of date, and as such we have decided to update it now
11	How different are the Recovery ATPs dated 2023/2024 from the Strengthened Curriculum?	Work with the current curriculum. If changes were to made, we will advise accordingly. The current catalogue is completely out of date, and as such we have decided to update it now
12	The weblink supplied in the Draft Invitation and Terms of Reference links to the 2023/2024 ATP documents and not RATPS documents. The Foundation Phase English FAL and Life Skills (English) links to a 2021 ATP, but for Mathematics it links to a 2023/2024 document. Are the documents currently on the website the documents to be used for this process?	Documents on the website are the latest
13	You note that no state employee may be part of the submission.	Referred to earlier about DPSA regulations
14	Do you mean that no teacher, subject advisor etc. may be an author on the materials to be submitted?	They would know what they need to do, and how they get the permission to engage in commercial activities outside their employment. Referred to earlier about DPSA regulations
15	Quality materials are developed by authors who are classroom teachers as they understand the full range of educational needs of the learners. Will it be acceptable if we have these individuals involved as authors with a declaration from the author and permission from the employer?	Refer to earlier about DPSA regulations
16	Is it possible for a Joint Venture to be formed between different publishing companies so that, for example, for a language submission, one of the publishers develops certain components like the Learner's Books and the other publisher develops the readers and they jointly develop the Teacher's Guide? This would enable small publishing companies to participate in the submission process as the demand of the full submission of a language submission is prohibitively huge in the timeframe allowed.	No double-Deepling
18	Does this mean that a publisher must submit content subjects like Maths, Life Skills and Coding and Robotics in all eleven languages per FP category/component?	The idea is that all subjects are developed in the mother tongue, and as such we expect you to submit in English and African languages. If you cannot submit for all languages you may submit in the languages for which you have developed material.
19	Would the DBE consider a submission for these three content subjects in English only and once approved have translation take place? This would be a huge cost saving that could otherwise be a barrier for entry for smaller publishers.	The idea is that all subjects are developed in the mother tongue, and as such we expect you to submit in English and African languages. If you cannot submit for all languages you may submit in the languages for which you have developed material.
20	In the event that it is not possible to first submit only in English, may a company elect to submit a content subject in only a selection of languages?	We don't work on the assumption that you translate the material from English to African languages. We work on the understanding that each subject is developed in the target language
21	For Coding and Robotics there is currently only a curriculum in English available on the DBE website as supplied in the Terms of Reference.	They will made available as and when they are done.
22	When will the translations of the curriculum to be used be made available?	The curriculum is the same. Could use the English curriculum for the other languages
23	Would it be possible to submit Coding and Robotics in English only to accommodate the delay caused by the translated curriculum not being available yet?	The curriculum is the same. Could use the English curriculum for the other languages
24	Would the DBE consider accepting the teachers' Guide for Coding and Robotics in English with learners' books in all eleven languages?	Submissions to be done in all languages and Teacher's guides as well
25	With reference to 3.1.14 in the Draft Invitation and Terms of Reference, does this only refer to FP1 to FP16 (languages)?	Yes it refers to Home Language and FAL
26	With reference to 7.2 in the Draft Invitation and Terms of Reference have the provinces been alerted to the fact that they need to budget for a central warehouse and distribution to schools?	Provinces are and will be responsible for procurement
27	The Guidelines for Grades 1-3 Submissions clearly, and correctly, stipulate the difference between teaching reading in an African language and English. This approach can only be successfully used in the development of reading components based on a clear curriculum designed around these principles for each language. The existing CAPS curriculum does not take this approach into consideration. When will such a curriculum be available in all languages?	The curriculum is adequate for this purpose.
28	In the Guidelines for Grades 1-3 Submissions point 6e refers to 8 big books. Should the content of these big books be the big book version of 8 of the graded readers, or are they purely stand-alone texts?	Selecting readers for this purpose will allow access to the same text by learners
29	The CAPS documents note "the choice in regard to the handwriting script remains with a school/province" (for example CAPS HL English Home Language p.19). For the handwriting charts is there a particular script that is preferred for use in different province?	It's not standardised, so any is applicable.
33	With respect to the Draft call for submission, we note that there is no Learner's Book category for the Home Language nor for the First Additional Languages. May I confirm that there is no call for a Learner's Book for these subjects?	Indeed we have after extensive interaction with the system recognized that the need is more on other resources than learner's books. Remember DBE provides Workbooks already in the classrooms.
34	I am hereby asking that this call for submissions is open only for those grades you mentioned-Grade 1-3? not open for Grade 10 because my book that I was submitted in 2020 before Covid-19 was for Grade 10 learners?	Grades 1-3 only
35	I see the DBE stating for publishing companies, so as I am a self-publisher not publishing company am I allowed to submit my submission?	Yes you may submit, however you should be a registered company
36	It appears from Annexure A that no activity / workbook have been requested - is this an oversight or are no activity/workbook books required?	Indeed we have after extensive interaction with the system recognized that the need is more on other resources than learner's books. Remember DBE provides Workbooks already in the classrooms.
37	Are there any specific themes our authors should work on?	No prescribed themes, follow CAPS
38	Should our authors follow NCS (National Curriculum Statement) and follow the pacing and content as prescribed therein?	Follow CAPS
39	PASA sent a letter to the Director-General of the Department of Basic Education (DBE) on 30 May 2024 which requested, among other issues, the DBE to kindly reconsider its decision to approve only three (3) commercially produced titles and instead increase the number, for example to eight (8), for reasons which were outlined in the letter. The "Draft Invitation" document which was communicated by the DBE on 24 June 2024 still reflects the approval of only 3 commercially produced titles. We humbly request the DBE to reconsider this issue and increase the number of titles for commercially produced titles as requested.	The issue of the number of titles has evolved over time. Before the maximum of 8, we had virtually an open list. We then decided that the 8 would be appropriate at the time. We have since relooked at the 8 and feel it should be changed. The changes are informed by among other things; cost, educational imperative, etc.
40	PASA is also concerned by the absence of Learner Books for the languages from the Terms of Reference (TOR) and the impact that this significant change in methodology could have on the learners. We, therefore, request the DBE to consider the inclusion of this component.	Indeed we have after extensive interaction with the system recognized that the need is more on other resources than learner's books. Remember DBE provides Workbooks already in the classrooms.
41	In respect of timeframes, PASA requests an extension to the registration deadline of 1 - 5 July and the submission due date of 28 October - 1 November 2024. The delay in communicating the TOR to stakeholders has shortened the time significantly and the timeframe provided for registering titles (including completed author lists) is onerous. Regarding the submission due date, we ask for at least six months dating from the briefing session and distribution of all relevant guidelines to the submission date. This decision will allow publishers to have enough time to produce quality materials for submission.	Changes to timeframes are effected in the TOR
42	The tight deadlines imposed are prohibitive and authors are not willing to commit to these deadlines	The catalogue needs to be out by end of March 2025. In addition, the DBE does not get involved in contractual affairs of publishers.
43	The tight deadlines imposed work to the disadvantage of small publishers given their limited resources	The catalogue needs to be out by end of March 2025
44	The quality of the material produced within such tight deadlines is likely to be seriously compromised	The catalogue needs to be out by end of March 2025. The DBE will however not accept materials whose quality is compromised
45	The guidelines given by the DBE on the criteria and content required is extremely vague	Follow CAPS
46	Exactly what is anticipated by the LBGTO requirement especially given the tender ages of those in the Foundation phase are hard to fathom	Materials and texts should be age-appropriate
47	Concerns have been raised as to whether such tight deadlines are deliberately designed to exclude the large majority of publishers in preparing their submissions timely	The catalogue needs to be out by end of March 2025
48	We are a small publisher and we agree with the contents of the letter. The time frames set for submission of Foundation Phase material is too short for any manuscripts of quality to be produced.	The catalogue needs to be out by end of March 2025
49	We are a small publisher and we agree with the contents of the letter. The time frames set for submission of Foundation Phase material is too short for any manuscripts of quality to be produced.	The catalogue needs to be out by end of March 2025
50	The content and criteria will only be finalized after the meeting between publishers and DBE set down for the 28 June 2024.	The catalogue needs to be out by end of March 2025
51	Small publishers in particular will be adversely affected by tight deadlines.	The catalogue needs to be out by end of March 2025
52	We urge the Department to review these deadlines which should be extended to at least till the end of April next year.	The catalogue needs to be out by end of March 2025
53	Authors who are generally educators simply cannot commit to writing given the demands upon them during the third and fourth	The catalogue needs to be out by end of March 2025
54	Given the extensive requirements for the languages, will it be possible for the submission deadline to be extended?	The catalogue needs to be out by end of March 2025
55	What is meant by State Employee in clause 3.1.7? Does it include teachers at government schools?	They would know what they need to do, and how they get the permission to engage in commercial activities outside their employment. Referred to earlier about DPSA regulations
56	We can submit the list of intended grades, languages and subjects as per Appendix A by 5 July, but please can we have an extension to submit other details (ISBNs, authors and prices) until nearer to the end of October?	Resolved

57	Lastly, will an evaluation tool be made available before the submission?	No
58	3.1.7 "State employees may not be part of the submission." Could we have some clarity about which state employees cannot be part of the submission. For example, does this include Subject Advisors as textbook reviewers? It is our standard practice to include teachers and subject advisors in our processes to ensure that our materials are suitable for use in 3.1.14 "Submission should be in the original language and no versions from other languages may be submitted" Does this mean that images can be the same as long as the content is authentically written in the target language?	They would know what they need to do, and how they get the permission to engage in commercial activities outside their employment. Referred to earlier about DPSA regulations
59	When referring to vocabulary lists: is the expectation that there are levelled wordlists or only topic / theme and phonic words	A text comprises both images and words, the expectation is therefore that both should authentically be developed and written for the target language respectively
60	Will Coding and Robotics CAPS documents be supplied in the African languages or will it only be available in English?	Follow CAPS For now it is available in English
61	Can publishers submit digital content, for example audio and video? If so, in what format should it be supplied, for example CD, USB, QR codes. And, should this content also be anonymised?	The TOR and Guidelines prescribes what material may be submitted
62	Could we have confirmation that the RATPs when following links in the document go to the latest documents? Some of these documents are dated 2021.	The links provide the latest documents available
64	Will publishers be supplied with the African Language ATPs?	The links provide the latest documents available
65	Will publishers be allowed to submit a programme where the phonics follow a different sequence and a faster pace than those listed in the RATPs?	Follow the official documents that have been provided
66	For the Anthologies – is there an expectation that stories have artwork? Or, because they are stories that are to be read aloud artwork is not needed?	This is the prerogative of the material's developer
68	Can author names be changed between submitting the initial list in July and the final submission list? For example, if there is a conflict of interest detected or in the case of new products being developed?	As indicated during the briefing session, the 1 -5 July submission is no longer applicable
69	Please could the DBE consider increasing the number of approved publishers per category from 3 to 5? We really believe in promoting teacher choice and encouraging wide participation in the industry.	The issue of the number of titles has evolved over time. Before the maximum of 8, we had virtually an open list. We then decided that the 8 would be appropriate at the time. We have since relocated at the 8 and find it should be changed. The changes are informed by among other things; cost, educational imperative
70	Can we have more clarity around how the final selection will be made for the final catalogue? For example, a formula on price, quality and BBBEE status?	The TOR provides adequate guidance on this matter
71	Can we have confirmation that pricing structures do not have to be included in the list of titles to be submitted by 5 July. It is not possible to accurately price content at this early stage in the planning and production process.	As indicated during the briefing session, the 1 -5 July submission is no longer applicable
72	May I confirm that there is no call for a Learner's Book for these subjects?	Indeed we have after extensive interaction with the system recognized that the need is more on other resources than learner's books. Remember we have government issued Workbooks already in the classrooms.
73	The original invitation letter issued by the Director General (dated 15 May 2024) indicated that two of the main considerations when evaluating submissions will be "cost-effectiveness" and "accessibility". Please explain what "accessibility" means in the context of the submissions so publishers can ensure they meet this requirement. "Cost-effectiveness" suggests that the price of titles will be a consideration. Please explain how the DBE will evaluate prices when shortlisting titles for inclusion in the catalogue. Clause 5.1 in the terms of reference document suggests that the five pillars of procurement will be used. Will the DBE use the 80/20 point system (80 points for price and 20 points for functionality) when evaluating titles, or will it use a different process?	The TOR provides adequate guidance on this matter
74	One of the five pillars of procurement is equity. How will the DBE use this in its screening process?	Equity is one of the goals of the DBE will consider
75	In the previous Foundation Phase submission in 2011, the DBE evaluated all three grades together. Will this same model be used for the upcoming submission, or will approvals be granted per grade? In other words, can a Publisher have their Grade 1 materials approved and their Grade 2 materials rejected, or will the evaluation be done at the phase level?	The evaluation is per phase
76	The terms of reference indicate that for Home Language, Publishers need to do all the items from FP-1 to FP-8, and for Additional Language, Publishers need to submit all items from FP-9 to FP-16. Will the DBE evaluate these items individually or as a pack? In other words, can a Publisher have their FP-1 item approved but their FP-5 item rejected, or will all of the items be approved or further to the above question, will the same principles apply to Mathematics, Life Skills, and Coding & Robotics, where there is a Learner's Book and a Teacher's Guide?	The submission will be evaluated as a pack
77	The terms of reference state that the Anthology in both the Home Language and Additional Language subjects must include 20 read aloud texts. There is, however, no mention of how many texts there need to be in the Core Reader. Is this up to the publisher's discretion, or does the DBE have more precise requirements for this component?	Yes it will
79	The terms of reference state that both Home Language and Additional Language subjects require a pack of 40 Graded/Levelled Readers per Grade. Is it acceptable to include more readers than 40 per grade, or will a reading scheme be disqualified for more	Yes, Is this up to the publisher's discretion.
80	Bearing in mind that cost-effectiveness has been cited as a key criterion, please can the DBE provide exact specifications for the format of the following items:	You may not submit more than 40
82	82 Teacher's Guide – What size must it be? A4?	
84	84 Core Reader – What size must it be? A5?	
85	85 Anthology – What size must it be? A5?	As much as readability and age-appropriateness should be the general guide, DBE does not prescribe
86	86 Graded/Levelled Readers – What size must they be? A5?	
87	87 Big Books – What size must they be? A3	
88	88 Phoneme/Grapheme Frieze – What size must the cards be? A4? What paper quality must be used? Must they be laminated?	These are charts
89	89 Posters – What size must they be? A2? What paper quality must be used? Must they be laminated?	As much as readability and appropriateness should be the general guide, DBE does not prescribe
90	90 Handwriting Charts – What size must they be? A2? What paper quality must be used? Must they be laminated?	As much as readability and appropriateness should be the general guide, DBE does not prescribe
91	91 Flashcards – What size must they be? What paper quality must be used? Must they be laminated?	As much as readability and appropriateness should be the general guide, DBE does not prescribe
92	92 Learner's Books – What size must they be? A4? Truncated A4?	N/A
93	93 Dictionaries – What size must they be?	As much as readability and age-appropriateness should be the general guide, DBE does not prescribe
94	The terms of reference state that submission copies may not be stapled or ring bound and must be printed and bound in book form. Usually, books that have an extent of fewer than 96 pages are bound using the saddle stitch method. Please confirm that this form of binding will be accepted and that submission copies may be submitted using this type of binding.	Yes we agree
95	For both the Home Language and Additional Language subjects, the reading pack currently does not include a component allowing learners to practice phonics, handwriting, writing activities, and language structures. We propose that the DBE consider adding a learner's activity book as one of the components.	The DBE has considered resources learners have access to, including Workbooks
96	Can the DBE clearly define what it sees as a "Learner Book"? Is a Learner Activity Book or a Learner Book/Workbook also acceptable, or is the DBE willing to include these as additional components? This is specifically for the Mathematics, Life Skills, and Coding & Robotics subjects.	There are government-issued Workbooks already in the classrooms.
97	If the Learner's Book for subjects like Mathematics, Life Skills, and Coding and Robotics must include a large volume and variety of activities, they will have large page extents. This is potentially problematic for Foundation Phase children, who may find thick books intimidating. This also has cost implications, and the DBE has stated that cost-effectiveness will be a key consideration. Can the DBE give guidance regarding the minimum and maximum page extents it requires the Learner Books to be?	In the case of these subjects, a Learner's Book is a typical textbook, while the workbook is considered consumable, and has to be replaced annually
98	The terms of reference state that publishers must consult both the NCS and the RATPs. If there is a discrepancy between the two, which should publishers follow?	The RATPs are meant to strengthen the Curriculum
99	Regarding the RATPs for Languages, there are several inconsistencies or omissions: for Afrikaans Home Language, Grade 3 is not there (all four terms). For Afrikaans First Additional Language, Grade 1 Term 4 is a repeat of Term 2. For English Home Language, Grade 2 Term 3 is actually English FAJ Term 3. For English First Additional Language, Grade 3 is not on the website (all four terms). For Afrikaans Home Language, Grade 1 is missing the teaching of the following sounds - b, h, l, j, n, t, u, w, y, y.	Use available guiding documents
100	For Mathematics, Life Skills, and Coding & Robotics – must Publishers develop materials for every official language or may publishers choose the subjects they wish to participate in? In other words, if a Publisher only develops Mathematics Learner Books and Teacher Guides in IsiZulu, will their submission be rejected because they did not create the materials in all the other languages?	Submit in the language of your choice
101	The terms of reference suggest that the DBE requires Coding & Robotics Learner Books and Teacher Guides in all official languages. Currently, the CAPS document for this subject is only available in English, unlike other subjects like Life Skills and Mathematics, where the CAPS documents are available in all the official languages. How will publishers be expected to submit new Coding & Robotics books in all the languages? Or will the DBE only require Coding & Robotics books to be submitted in English?	The curriculum is the same. Could use the English curriculum for the other languages
102	Will the title not be a giveaway by including it on the book cover?	Submissions should be anonymous, TOR Amended
103	Appendix A - Can the DBE reconsider the price band?	Resolved
104	3.1.5 - If all appendix are not submitted will the submission not be considered?	Yes
106	Request for indication on procurement model	Provinces have their own procurement model, there are section 20 and 21 schools
107	How is the DBE going to achieve targets for procurement of SMEs	The DBE will follow the NT guidelines
108	Request DBE to include dictionaries on the national catalogue?	The dictionary has been included as category FP 26
109	Appendix C - advises publishers to include their publisher's names, please explain the exterior identification sheet and the book being anonymous	Submissions should be anonymous, This Appendix C will assist in identifying the package, however, it will not be handed over to evaluators
110	Will price be limited to DBE or Publisher will decide?	Publishers will be required to submit prices at a later stage
111	3.1.13 - on vetting: can the Publisher assume historical content is not applicable for submission	Assuming historical content means old texts in the catalogue, the answer is Yes, they may not be submitted
112	8.1.5 and 8.2 - Will the IP address be secured when sharing with the Braille productions	The DBE will put measures in place
113	Is the submission not complete if all languages are not submitted	Submission is per language
114	Should the submission be in the container or a box? Please explain specification	Any container is accepted, however, it must be clearly labelled
115	Is there a specification for printing a submission?	Submission copies must resemble final copies
116	Will the date for submission of Appendix A and B be moved if there are changes of submission date?	Resolved
117	Will all the 40 readers need to have ISBN	Yes
118	Is there a specific timeframe for Grade R submission	Grade R is not part of this submission
119	Were price band tested against EMS data as some schools have more learners than the price band indicated	Price bands will not be applicable at this stage
120	Are we submitting ISBN number per pack or per Graded Readers	ISBN are required per item
121	Is there a specification regarding the binding of submission	The TOR have been amended
122	Will the development utilise current CAPS and ATPs	Yes
123	Will the national catalogue have learner book or workbook	As per the published categories
124	Will the date for submission of Appendix A and B be moved if there are changes of submission date?	Resolved - dates have been amended
125	Can the Publisher use some of the stories in the Graded Readers or they must be completely new in Big Books	Selecting readers for this purpose will allow access to the same text by learners
126	3.1.14 - Can the Publisher write in English and version into African languages	No
127	Is versioning clause applies to content subjects?	We assume that all materials are developed in the target language
128	Are the timeframes close to the strengthening of Curriculum for this submission	The TOR provides guidelines on timeframes
129	Are the stapled or stitched Graded Readers accepted for submission	Paragraph revised
130	The timeframe is not sufficient considering the length process for writing African Languages?	Catalogue needs to be ready by end March 2025
131	Will the submission cover reading literacy, phonics, listening and speaking?	Refer to the Guidelines
132	Where to send the questions?	LTSMGrades1to3@dbe.gov.za
133	Can the languages or categories be split amongst the Publishers: They should be Core Readers with Teacher Guide, Phonics with Teacher Guides, Graded Readers with TG and Big Books with TG	Publishers should follow TOR and guidelines
134	7.1 - It states that pricing must exclude distribution costs, however indicates that the Publishers will be required to deliver to a central location within each province. It is unclear whether publisher will be able to quote for/recover their delivery costs to these central locations. Please clarify	As is the norm, publishers deliver to designated warehouses
135	9.2 - Will only the author be disqualified from submitting (as an independent author) if such author approaches the screening committee members without the knowledge of the bidding publisher? Or will only the title to which the author contributed be General - In reference to Chief Director Khulisa Manona, would it be possible to provide us with copies of the research outcomes that informed the finding that Workbooks were being used rather than Learner books, and thus lead to the decision not to include the Learnerbooks in the current call for Language submissions.	All will be disqualified
136	General - Are the approvals (for Mathematics and Life Skills) going to be per series that is available in all official languages, or will each language be treated and approved separately? e.g. If Coding & robotics is selected from Publisher A in English, would Publisher A automatically feature on the catalogues in all other languages or would DBE look to Publisher B to create additional	We have after extensive interaction with the system recognized that the need is more on other resources than learner's books in these categories. Remember that government provides Workbooks already in the classrooms.
137		Per series, and submission is per language

138	3.1.14 - Paragraph 3.1.14 seems to imply that none of the titles may be translated versions of another language title. Does this apply to Mathematics, Life Skills and Coding and Robotics titles as well? Or is it only readers that may not be translated versions?	We assume that all materials are developed in the target language
139	Appendix A - If the authors change from those previously submitted in Appendix A, would Publishers have an opportunity to update the author information when submitting (for example should an identified author pass away after Appendix A was submitted)?	Authors have been removed on the revised document
140	3.3.2.3 - Please clarify how the exterior identification sheet will be treated anonymously as stated in paragraph? If yes, why does the template contain a field for the Publisher's name?	This document will assist in identifying the package, however, it will not be handed over to evaluators
141	Urgent - Depending on whether pricing will remain included in Appendix A (following your review thereof), please advise whether such pricing is final and will thus be a potential exclusionary factor when it comes to bid evaluation, or whether it is just to inform the DBE to set a potential price ceiling? Will scoring criteria be shared with Publishers to understand the scoring impact?	The revised Appendix does not require prices, however prices will be required at a later stage and will be used as part of the evaluation
142	Is the scope of paragraph 3.1.7 and the words "part of the submission" limited to ensuring that the bidder and/or persons connected to the bidder (spouse/director/shareholder) are not state employees. Or will content contributors (such as authors, artists, etc.) that contribute to the submitted materials (whether or not identified as "author" hereof) be deemed to form "part of the submission"?	DPSA guides on state employees doing other remunerative work
143	Does paragraph 3.1.13 refer to "National catalogues" ONLY, and accordingly we can assume it is not applicable to the Supplementary / Library and Provincial catalogues?	This TOR is indeed for the National Catalogue only
144	Does paragraph 3.1.13 refer to all historically published content / catalogues, or is it specific to the current and active National catalogue (i.e. how far back is it backdated)? Please define National Catalogue.	As stated in the briefing, the DBE wants learners to be exposed to new materials
145	General - In respect of First Additional Language submissions, must each item be submitted in all the languages listed? Or may publishers select for which languages they wish to submit?	Submission per language and publishers may select for which languages they wish to submit
146	8.1.5 and 8.2 - With regards to conversions into Braille, kindly clarify the technical security measures in place to protect the Intellectual Property / electronic files shared with the DBE. Would it not be more secure for a Publisher to directly liaise with a Government Printer, as well as being part of the quality assurance process? References were made to a model being in place at the briefing session, kindly share further details.	Appropriate measures will be taken
147	General - With regards to Appendix A, should pack ISBNs for sets (e.g. of readers, posters etc.) be provided, or the individual component ISBNs for each item within the set? Or both (especially if pricing is required)?	ISBN per item are required
148	3.3.2.3 - With regards to packaging and the word "container", what exactly does it refer to in terms of specifications? Must it be a box or plastic container?	Appropriate container and it is the publisher's discretion
149	General - The print specification sheet has not been released. Would the timelines envisioned for 2025 be sufficient to allow for printing of the approved titles?	Changes to timeframes are effected in the TOR
150	General - Can we use gravure or what form of paper will be required?	Publisher's discretion