



education

**DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE**

Private Bag X 11341
Nelspruit 1200
Government Boulevard
Riverside Park
Building 5
Mpumalanga Province
Republic of South Africa

Litiko leTefundvo Umnyango weFundo-Departement van OnderwysUmnyango wezeMfundo

**POLICY FOR PROCUREMENT, SUPPLY,
MAINTENANCE AND RETRIEVAL OF
LEARNING AND TEACHING SUPPORT
MATERIAL IN SCHOOLS
(LTSM) - 2011**

JANUARY: 2011

CONTENT

ITEM	PAGE NO
1. Background	3 - 4
2. Organogram for the supply and maintenance of LTSM	5 - 6
3. Distribution of textbooks, workbooks and teacher guides	7 - 11
4. Procurement and distribution of stationery	11 - 14
5. Procurement of resource materials	15 – 25
6. Procurement of Library Books	25 - 28
7. Retrieval of textbooks	29 – 32
ANNEXURES:	
ANNEXURE A: EXEMPLAR TEXTBOOK RETRIEVAL FORM	33
ANNEXURE B: EXEMPLAR REPLACEMENT FORM	34

1. BACKGROUND

Learning and Teaching Support Material (LTSM) is a broad term which is used to denote a variety of materials used by teachers and learners in the context of teaching and learning. The prescription, procurement, distribution and maintenance of LTSM are one of the core functions which spans over all the three branches of the Department of Education.

1.1 Statement of the Problem

Currently the Department of Education has no specific unit responsible for overseeing the procedures in collating information of all the material that are to be bought to cater the different needs of the learners and teachers. All procurement procedures shall be in line with the Public Finance management Act (PFMA). This policy is intended to streamline all the procedures for procurement distribution and maintenance of LTSM in line with PFMA and the South African Schools Act. The purpose of this policy is to define the various functions that are to be performed by each branch, the scope of accountability of the various units of the Department of Education, and the recommended time frame for the completion of each activity in the process. The common understanding of the policy and the functions involved will facilitate the management of the process efficiently.

1.2 Stakeholders

Textbooks play a central role in teaching and learning. Given the scenario of rural schools where access to other sources of information is hard to obtain, the textbooks serve as the sole source of information available to majority of learners. The availability of textbooks for every learner for every subject offered is an essential prerequisite to quality teaching and learning. The LTSM policy is intended to make it possible achieve this goal by stream lining all the aspects of budgeting, procurement, distribution and retrieval of textbooks. Learners teachers, parents and the department of education in general are the beneficiaries of the policy.

1.3 Consultation and approval process

The need for the LTSM Policy was highlighted in the audit reports and in the Senior Management meetings. A committee was appointed to draft the policy. The draft policy was tabled in the senior management meeting and was circulated for input from all members. Inputs were received and incorporated in the final document. The final version was presented to the senior management meeting for approval. The final version of the policy was approved by the senior management.

1.4 Definition of the term, *learning and teaching support material (LTSM)*

Learning and Teaching Support Material (LTSM) are the materials that are created of high quality and relevancy to meet the demands of the teaching and learning of all learners in all schools. They are the integral part of the curriculum development and a means of promoting both teaching and learning in schools. These materials can be classified into the following three categories:

1.4.1 Textbooks, teachers' guides and workbooks for learners: Textbooks are the major source of information for learners and teachers. They are defining the sequence of concepts to be accessed or presented. They also define the curriculum planning that would fit with the various pedagogic approaches. It can be used flexibly to suit the needs of learners.

1.4.2 Stationery materials for learners: These are mainly consumable items such as notebooks, scribbling pads, writing materials like pens, pencils, erasers, crayons, colours for painting (for art subjects) etc. This may also include non- consumable items such as mathematical sets, calculators, CDs, memory sticks etc. for specific subjects.

1.4.3 Supplementary resource materials: These are additional materials used in the facilitation of teaching and learning. These materials include a large variety of materials such as science kits, laboratory equipments, chemicals, dictionaries, globes, charts, maps, printed materials from various sources (Statistics South Africa, Government Departments and news agencies), newspapers, a variety of books including library books, pamphlets, notes, electronic media materials compiled in DVDs and CDs

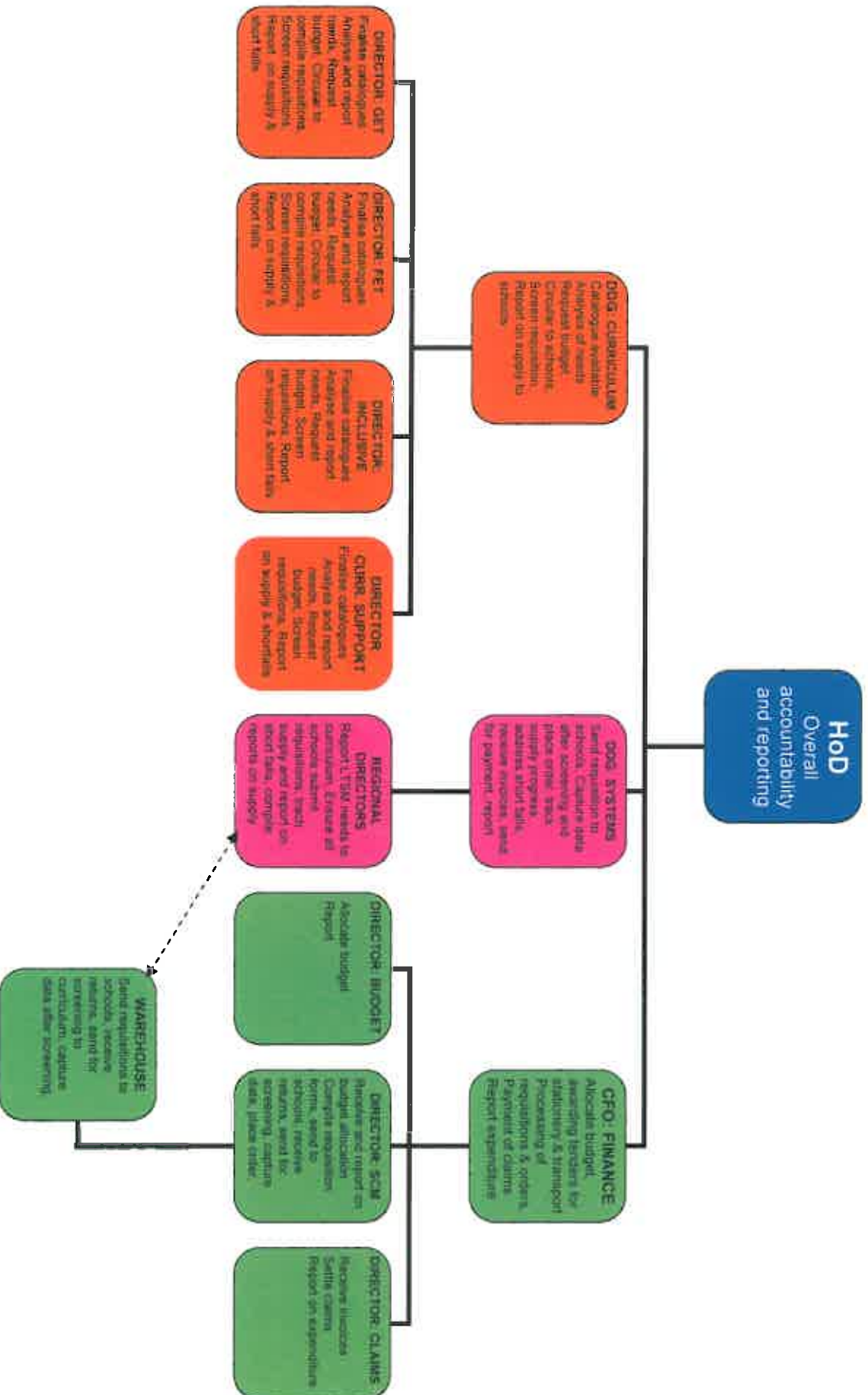
and websites which support the learners and teachers in the teaching and learning process.

2. ORGANOGRAM FOR THE SUPPLY AND MAINTENANCE OF LTSM

The process of procurement, distribution and maintenance of LTSM is one of the core functions of the Department of Education. The various activities in the process span over all the three branches of the department. Generally the various stages involved in the process are the following:

- Analysis of curriculum needs, estimation and requisition for budget (Responsibility: DDG, Curriculum);
- Provisioning of budget [Responsibility: Director: Budget, Chief Financial Officer (CFO)];
- Prepare circular for requisitioning of textbooks (Responsibility: Directors, FET & GET, DDG, Curriculum);
- Send circular and requisition forms per school to regions (Responsibility: Director: Supply Chain, CFO);
- Send circular and requisitions to schools, collect requisitions and submit to main warehouse (Responsibility: Director, Supply Chain, Regional Directors, DDG, Systems and Planning);
- Screening and verification of requisition before entering the data (Responsibility: Directors: FET & GET, DDG, Curriculum);
- Collating data from requisitions, Processing of orders for procurement, distribution and monitoring of supply, Processing of invoices for payment (Responsibility: Director: Supply Chain, CFO);
- Settle claims and report on expenditure (Responsibility: Director Finance, CFO); and
- Retrieval of textbooks (Regional Directors, DDG: Systems and Planning).

These responsibilities are represented below in the flow chart diagram. However, the details of the supply chain process and their timing vary slightly for the three categories (textbooks, stationery and resource materials) and are to be treated separately.



3. DISTRIBUTION OF TEXTBOOKS, WORKBOOKS AND TEACHER GUIDES

3.1 Analysis of curriculum needs (Time frame: October of previous year)

The academic needs of the learners and teachers in various grades are determined primarily by the structure of the curriculum of the day. As the curriculum is designed nationally, the Department of Basic Education (DoBE) is the custodian of catalogues for textbooks and workbooks for learners and guides for teachers. Publishers are required to submit their text books to DoBE for screening and approval. Once the catalogues are finalised, the approved catalogue is sent to the provincial departments (see table 3.1).

The analysis of curriculum needs of learners and teachers is based primarily on the catalogue and the process is the responsibility of the Curriculum branch. The following directors are responsible for compiling the various categories of needs listed below:

- **Director: GET** is responsible for compiling the needs of learners and teachers from grades R to 9
- **Director: FET** is responsible for compiling the needs of learners and teachers from grades 10 to 12
- **Director: Inclusive Education** is responsible for compiling the special education needs of learners and teachers from grades R to 12.

Once the needs are analysed in each directorate, an estimation of budget for the need of the following year shall be compiled. The budget estimations are to be compiled for all the grades by the Curriculum branch. The DDG: Curriculum is responsible for informing the Head of Department in writing about the budget required for the following year.

3.2 Allocation of budget for LTSM

The strategic planning process draws inputs from all relevant directorates to evaluate their needs. The LTSM budget is determined on the basis of these consultations and the Medium Term Expenditure Framework (MTEF) priorities.

The Head of Department decides on the allocation of budget in consultation with the CFO. The final allocation for the LTSM budget for the year is to be communicated in writing to the DDG: Curriculum before the end of January each year. Once the budget is made available, a circular, giving guidelines to schools as to what need to be ordered in a year for the submission of requisitions, shall be compiled and sent to the Director: Supply Chain Management for implementing the next stage.

3.3 Compilation of requisitions from schools (Time frame: March every year. Responsibility – Director: Supply Chain Management)

The process starts after the guidelines for schools and catalogues of the year are received from the DDG: Curriculum. The process involves the following activities implemented by the Supply Chain Management (SCM). The following responsibilities reside with the Director: SCM:

- Compiling of requisition forms for every school in the province;
- Duplication of catalogues and circular with guidelines for the compilation of requisitions from schools with deadline for submission;
- Distribution of catalogues, guidelines and requisition forms per school to the regions for transmission to schools;
- Regions, through Circuit Managers, are responsible for distribution of the requisitions, guidelines and catalogues to schools and the collection thereof from schools once the requisitions are completed; and
- The completed requisition forms are returned to Circuit Managers who verify the forms for their correctness and compliance with guidelines. The forms are then sent to the regional office for submission to the regional ware houses or main warehouse for capturing.

3.4 Verification of requisitions. Responsibility – DDG: Curriculum

- The curriculum branch should verify the requisitions from schools to ensure compliance with the guidelines issued so that they are line with the curriculum demands.

- Verification should also be done to confirm the quantities ordered are genuine and are in line with the guidelines issued.

3.5 Capturing and Compilation of requisition data. Responsibility – Regions : Director: Supply Chain Management

- After verification of the data, requisitions are to be captured. This is the responsibility of the warehouses and the regions.

3.6 Processing of requisitions and placement of orders. Responsibility – Director: Supply Chain Management

- After the capturing, the data is to be processed to draw profiles per school, circuit, region and province.
- Once the profiles are drawn, analysis is done and orders are placed taking into consideration the priorities and availability of funds etc.

3.7 Receive supply and distribute to schools through warehouses (Responsibility – Regions DDG: Systems and Planning, CFO, Director: Supply Chain Management)

- Book publishers deliver the textbooks to the warehouses. These books are to be transported to the schools by service providers. Appointment of service providers to transport books from warehouses to schools (Res: CFO, Director: Supply Chain Management)

3.8 Report on distribution and address shortfalls in delivery Responsibility – Regions, DDG: Systems and Planning, Director: Supply Chain Management

- Once distribution of textbooks to schools take place, the delivery need be verified against the order and discrepancies are to be reported and the shortfalls are to be addressed.

3.9 Receive invoices, verify and submit for payment. Responsibility – Director: Supply Chain Management

- Once the delivery of textbooks is completed by a service provider, an invoice is submitted to Supply Chain Management, The invoice is certified against order issued, processed and is sent for payment.

3.10 Payment of claims and report on expenditure. Responsibility – CFO

- Processing of payment is done to settle the claim.

3.11 Retrieval of textbooks. Responsibility – DDG: Systems and Planning

According to policy a textbook shall be used for a minimum of three years. Hence the textbooks supplied to learners are to be retrieved from learners at the end of the year for distribution in the next year.

- Every school is required to have a textbook retrieval policy to ensure optimum retrieval of textbooks. The Principals of schools are held responsible for the retrieval of textbooks.
- Regions should monitor the retrieval of textbooks in all schools. Regional directors should report to DDG: Systems and Planning and the HoD on the retrieval rate text books in every school.

3.12 Disposal of outdated textbooks. Responsibility – Regional Directors DDG: Systems and Planning, DDG: Curriculum

- If there is a need to dispose of textbooks that are no more relevant to the curriculum, the Principal of the school is required to submit a request to dispose of such textbooks together with its inventory to the regional director. The inventory of the textbooks shall be approved by Chief Education Specialist in charge of Curriculum in the region.
- Once the approval is given the school is allowed to dispose of the specified books.

Table: 3.1 Recommended (3 year) time frame for activities in the process of the procurement and maintenance of textbooks

	PROCESS	YEARLY TIME FRAME	RESPONSIBILITY
1	Analysis of Curriculum needs of schools	November - Year 1	Curriculum
2	Provisioning of budget	December – Year 1	CFO
3	Compilation of requisitions from schools	March Year 2	Director: Supply Chain Management
4	Screening of data received	May Year 2	Curriculum
5	Capturing and compilation of	June Year 2	Director: Supply

	PROCESS	YEARLY TIME FRAME	RESPONSIBILITY
	requisition data		Chain Management
6	Registration of service providers	January – June : Year 2	CFO
7	Place orders for textbooks and stationery	July : Year 2	Director: Supply Chain Management
8	Receive and distribute textbooks and monitor and verify supply to schools	October – November Year 2	Director: Supply Chain Management districts & Curriculum
9	Report on distribution and shortages in delivery and address discrepancies	November Year 2	Districts, Curriculum Supply Chain
10	Receive invoices and submissions	December Year 2	Director: Supply Chain Management
11	Payment of claims	January Year 3	CFO
12	Distribution of books to learners	January Year 3	Schools, Districts
13	Retrieval of textbooks	November Year 3	Schools, Districts, Systems & Planning
14	Overall accountability and reporting	ongoing	Head of Department

4. PROCUREMENT AND DISTRIBUTION OF STATIONERY

4.1 Analysis of curriculum needs and compilation of stationery specifications (Time frame, October Year - 1).

The academic needs of the learners and teachers in various grades are determined primarily by the structure of the curriculum of the day. The stationery packs for learners are to cater for the varying needs of the subject/learning areas chosen by learners. The items in the stationery packs differ considerably for subjects like Dramatic Arts, Visual Art, Computer Application Technology (CAT) etc. The compilation of the specifications of the stationery packs is the responsibility of the Curriculum branch. The following directors are responsible for compiling the specifications:

- **Director: GET** is responsible for compiling the needs of learners and teachers from grades R to 9;

- **Director: FET** is responsible for compiling the needs of learners and teachers from grades 10 to 12; and
- **Director: Inclusive Education** is responsible for compiling the special education needs of learners and teachers from grades R to 12.

Once the needs are analysed in each directorate, an estimation of the budget for the need of the following year shall be compiled. The budget estimations are to be compiled for all the grades by the Curriculum branch. The DDG: Curriculum is responsible for informing the Head of Department in writing regarding the budget required for the following year (see table 4.1).

4.2 Allocation of budget for stationery - August of every year for procurement in the next year

The Head of Department decides on the allocation of budget in consultation with the CFO. The final allocation for the LTSM budget for the year is communicated in writing to DDG: Curriculum, DDG: Systems and Planning.

4.3 Advertisement of tenders for supply of stationery – November every year for procurement in next year Responsibility: CFO

- The advertisement for tender to supply the stationery in the next year is to be placed by November of every year.

4.4 Circular to schools for compiling requisitions of stationery for the next year

- A circular, giving guidelines to schools to prepare the requisitions for the required number of learners per grade per subject. This is done by Supply Chain Management in January every year. **(Res: Director, Supply Chain Management)**

4.5 Returning of requisitions from schools (Time frame: Mid February every year. Responsibility – Regions & DDG: Systems and Planning).

- The requisitions from schools are submitted to Circuit offices and sent to the regions. The regions send them to the main ware house.
- The completed requisition forms are returned to Circuit Managers who

verify the forms for their correctness and compliance with guidelines.

The forms are then sent to the regional office for submission to the book depots.

4.6 Verification of requisitions from schools: Responsibility – DDG: Curriculum: Mid February to Mid March every year

The requisitions from the schools are verified by Curriculum.

4.7 Adjudication of tenders - March – April every year

4.8 Capturing and Compilation of requisition data: Responsibility – Supply Chain, Mid February to end of March every year.

4.9 Processing of requisitions and placement of orders: April – may Responsibility – Supply Chain, CFO, DDG: Curriculum

4.10 Receive supply - May, June every year

4.11 Distribution to schools: June – July every year Responsibility – Supply Chain, Regions, DDG: Systems and Planning

4.12 Report on distribution and address over and under deliveries: June – July: Responsibility – Supply Chain, Regions, DDG: Systems and Planning

4.13 Receive invoices, verify and submit for payment: July – August Responsibility – Regions DDG: Systems and Planning, Supply Chain, CFO

4.14 Payment of claims and report on expenditure: August – September Responsibility: Finance CFO

4.15 Overall accountability and reporting : Ongoing: Head of Department

Table: 4.1 Recommended (3 year) time frame for activities in the process of procurement of stationery

	PROCESS	YEARLY TIME FRAME	RESPONSIBILITY
1	Analysis of stationery needs per grade per learner, specifications of stationery pack per grade per	October Year 1	Curriculum

	PROCESS	YEARLY TIME FRAME	RESPONSIBILITY
	subject		
2	Provisioning of budget	August – Year 1	CFO
3	Sending guidelines and requisitions to schools	January	Supply Chain
4	Compilation of requisitions from schools	Mid Feb to Mid March Year 2	Regions & Supply Chain Systems & Planning
5	Screening of data received	Mid Feb Mid March Year 2	Curriculum
6	Capturing and compilation of requisition data	Mid Feb to Mid March Year 2	Systems & Planning
7	Publish tenders for procurement stationery	November Year 1	Supply Chain
8	Evaluation of sample of materials submitted	January – Feb Year 2	Curriculum
9	Registration of service providers	Jan – July ongoing	CFO
10	Awarding of tenders to service providers	March Year 2	HoD
11	Place orders	April- May Year 2	Supply Chain Management
12	Receive supply, manage and correct shortfalls	June- July Year 2	Supply Chain Management
13	Distribution of stationery to schools	October Year 2	Supply Chain Management
13	Receive invoices, verify against supply and submission for payment	July – Aug Year 2	Supply Chain Management
14	Payment of claims and report on expenditure	Aug - Sept Year 2	CFO
15	Distribution of stationery to schools	October Year 2	Supply Chain Management
15	Overall accountability and reporting	Ongoing	Head of Department

5. PROCUREMENT OF RESOURCE MATERIALS

5.1 Analysis of curriculum needs: (Time frame, October of previous year)

The academic needs of the learners and teachers in various grades are determined primarily by the structure of the curriculum of the day. The resource materials that are to be provided are determined provincially though the curriculum is designed nationally. Hence the Mpumalanga Department of Education (MDoE) is the custodian of catalogues for resource material for learners and teachers. Publishers are required to submit their resource materials to MDoE for screening and approval. Once the catalogues are finalized, the approved catalogue is sent to all the branches.

The analysis of curriculum needs of learners and teachers is based primarily on the catalogue and the process is the responsibility of the Curriculum branch. The following directors are responsible for compiling the various categories of needs listed below:

- **Director: GET** is responsible for compiling the needs of learners and teachers from grades R to 9;
- **Director: FET** is responsible for compiling the needs of learners and teachers from grades 10 to 12; and
- **Director: Inclusive Education** is responsible for compiling the special education needs of learners and teachers from grades R to 12.

Once the needs are analysed in each directorate, an estimation of the budget for the need of the following year shall be compiled. The budget estimations are to be compiled for all the grades by the Curriculum branch. The DDG: Curriculum is responsible for informing the Head of Department in writing regarding the budget required for the following year.

5.2 Compilation/Revision of Provincial Resource Catalogue (Res: DDG: Curriculum)

5.2.1 Submission of sample copies for evaluation

Requirements

Submissions shall cater for various capabilities of learners in the system. Submissions can be in the form of printed books, final page proofs, including final artwork or in manuscript format:

- All submissions must be bound;
- All core material should have the following information listed on the front cover:
 - Title of the series
 - Grade
 - Learning Programme
 - Type of books e.g. Teacher's Guide, Learner's Book, Readers etc
 - Types of resources e.g. science kit, dictionary, etc.
 - Language (home, first or second additional language for language/literacy submissions)
 - Price (per unit or set – not for multiple copies);
- Manuscripts must be presented on both page faces;
- At least 30% must be in final form (font, spacing, page design, illustrations);
- Only completed manuscripts will be accepted. Incomplete manuscripts will not be eligible for re-submission even in a complete form; and
- Manuscripts must be typed (handwritten manuscripts will not be screened).

Illustrations form an important component of many books. Manuscripts must include 50% of the artwork of which at least 30% must be in final form. This 30% needs to be good, clear copies of the final illustrations. If black and white copies of final colour illustrations are provided their final colour form must be indicated. The remaining 20% can be in the form of a clear sketch without the black and

white shading. It is not enough to provide a description of the illustration in writing. Insufficient or unclear illustrations may well result in the rejection of otherwise recommended material. It is the responsibility of the publisher to ensure that manuscripts are neatly presented and have been edited, proofread and corrected in every respect before they are submitted for approval. Material must be correctly paginated to allow for the evaluation of the page referencing and linkages between the different components. Badly presented manuscripts complicate the task of the evaluators and may result in the rejection of manuscripts.

As price will be one of the factors to be taken into consideration by the relevant screening committee, the prices quoted on submission cannot be able to be increased within the same year. The only exception would be in cases where additional material has to be added at the request of the screening committee.

Resource material may be submitted in any of the following official languages: isiZulu, English, Afrikaans, isiXhosa, Siswati, Xitsonga, isiNdebele, Sesotho, Setswana, Sepedi. Once material has been submitted, it may not be removed, swapped, added to or altered in any way.

Procedure for submission

- Publishers shall be expected to comply with dates determined by the Department of Education. Once materials are approved after it has been screened by the identified committees, such materials will be included in the catalogue of the department. A standardised evaluation procedure shall be determined by the Department of Education. The call for submission shall be made by placing an advertisement in national/provincial newspapers and through the national Publisher Association in South Africa (PASA);
- Publishers are required to deliver their submissions to the stated venue for submissions personally or send them by courier. No submissions will be

accepted through the post. The stated closing time and date for submissions will be strictly adhered to therefore publishers need to allow adequate provision for possible delays when sending materials by courier;

- Submissions shall be made to the Provincial coordinator which will be stated in the placed advert. The Mpumalanga Department of Education shall enter into signed contracts or memoranda of understanding with publishers to make sure that both parties adhere to the LTSM screening and delivery process. This arrangement shall be done in order to eliminate problems experienced in the previous years;
- A proof of the submission as well as a receipt for the fee paid will be issued by the Mpumalanga Department of Education (MDoE) provided all criteria for the submission are met;
- The following number of copies of each title should be submitted:

Core material	= 4 copies
Supplementary and resource material	= 4 copies
Charts	= 1 complete set
Kits	= 1 complete kit plus a detailed inventory of the contents

The same requirements apply to re-submissions unless stated otherwise.

- Only the following will be considered as supplementary/resource material: sets of readers (a minimum of 4 readers per set which bear a common series name), charts, CDs, DVDs, kits, maps, atlases, dictionaries and thesauruses, sets of games/puzzles. Charts submitted must be final products in terms of size, colour and paper quality. The Department will only accept resource materials that support the teaching and learning in the National Curriculum Statement. Copies of charts as LTSM must be

made available for screening, whereas other items such as equipment must be well specified. Samples of such items need not be submitted;

- The GET process presently does not screen prescribed works (literature texts); and
- Publishers need to include, with their submissions, two fully completed copies of the forms provided. In addition, publishers must supply a copy of this submission typed on Excel on a disc. Guidelines for completing the forms are provided; therefore material submitted without the correct documentation will not be processed.

5.2.2. The evaluation process

- A selection panel will appoint evaluators to do the evaluation of the books/ manuscripts in terms of the standardised evaluation form provided;
- In order to be appointed as an evaluator, a person must declare in writing his/her absence of own involvement, that of relatives or partners in the development of any textbooks or other materials or any vested interest with a publisher. If evidence of their involvement should come to the notice of the Department that person will immediately be disqualified from the evaluation process;
- No one who stands to gain financially from the sale of a particular book either directly or indirectly may influence, negatively or positively, the placing of a book or that of its competitors on the approval list;
- All members appointed to the committees will be expected to make themselves available for the full duration of the screening and re-screening process;
- Competence, as well as proven non-involvement, must be established as primary requirement for the choice of evaluators. It is acceptable as a general principle that in the process the participants involve will strive towards neutrality, objective, transparency and professionalism, and have a concern for quality books and good education. The criteria agreed by the committee must be strictly adhered to at all times;

- Names and members of the Screening Committees must remain anonymous to publishers. Any publisher who attempts to contact evaluators during the screening process will run the risk of having his/her submissions disqualified. Evaluators must not contact publishers directly or indirectly in any way as they run the risk of being disqualified from the Screening Committee;
- The chairperson of the Screening Committee will receive copies of each new title to be screened, evaluation forms and a list of the material to be screened;
- The fee payable to each evaluator will be determined by the department annually;
- The Screening Committee will compile a list of approved resource material at the conclusion of the process;
- The appointed coordinator in each Learning Area will be responsible and accountable for the decision on the final result; and
- Other assistive devices.

The Department of Education will accept other assistive devices from publishers and they will also be evaluated and screened by a screening committee as well.

5.2.3 Results and re-submissions

- After the initial evaluation process is complete reports on approved, conditional approved and rejected books and a preliminary list will be made available to Publishers;
- Re-submission of conditionally approved must be done within 14 calendar days of the date of notification (as it will appear on the letter of notification);
- A re-submission will be payable if rejected material is to be resubmitted, however that resubmission will not be included in the current process;
- The correct number of copies of the total submission (as indicated in item 1.5 on page 1 of this policy) must be re-submitted – not only the

conditionally approved/rejected items. Only LTSM included in the original submission may be resubmitted – no new material may be included. All changes/improvement made to the originally submitted copy must be highlighted. Conditionally approved books/items not resubmitted will automatically be removed from the list;

- After the completion of the re-evaluation process, reports on books/items and the draft final list of approved books will be made available to publishers. Corrections to the draft approved list must be forwarded to the Department within seven (7) calendar days of the date of notification. Publishers are not allowed to make corrections once the list is finalised;
- In cases where a package (Teacher's Guide/Learner's Book) has been accepted, the withdrawal of one of these items by publishers will result in the removal of the remaining component(s);
- If there is a change of the title then the package/book will have to be resubmitted. In cases where the ISBN number needs to be changed publishers must motivate in writing to the Provincial Coordinator as to the reason for this change;
- Publishers must ensure the timely collection of their results. Results not collected within two working days of being made available will be posted by ordinary mail. Publishers need to be aware that the delay in receiving their result may well result in their not having sufficient time to respond to the deadlines; and
- The same material will not be listed for the same grade for the same Learning Programme even if it is packaged in a different way.

5.2.4 Appeals procedure

The department has an appeals committee that deals with complaints and disputes from publishers. The director for the General Education and Training Band is the chairperson of that committee.

Publishers must lodge an appeal within seven working days after the results have been released. The dispute/appeal must be in writing. The sub-committee of the

appeals committee will then have to meet within seven working days after receiving the letter of dispute. The results of the appeal will have to be communicated to the publisher within five working days after the date of the LTSM sub-committee have met. If the publisher is still not satisfied with the results of the sub-committee then he/she can take it to the main committee of the LTSM in the Provincial Department of Education. The publisher must then prepare to present his/her case in person to the main committee in the Mpumalanga Department of Education. The results of the main committee, after the publisher has presented his/her case, will then be communicated to the publisher in writing after three working days. These results will then be final.

Composition of the three appeal committees

GET

- Director (GET)
- LTSM project coordinator(secretary)
- Learning area/programme coordinators

FET

- Director (FET)
- LTSM project coordinator(secretary)
- Learning area/programme coordinators

SCHOOLS WITH SPECIAL NEEDS

- Director (Schools with special needs)
- LTSM project coordinator(secretary)
- Learning area/programme coordinators

Sub-committee of the appeals committee

- LTSM project coordinator (chairperson)
- Learning programme/area co-ordinators
- Evaluation team leaders

Appeal Procedure

Publisher lodges an appeal	7 working days
Sub-committee sits to look at the appeal	7 working days
Results communicated to the publisher	5 working days
Main committee	Day will be communicated
Results communicated by Superintendent General	3 Working days

5.2.5 Provincial catalogue

Once the evaluation process has been finalised all the approved materials will be entered into a provincial catalogue. The final catalogue should be signed on all pages by the chairperson. It is then converted into a PDF file so that no further changes can be affected. The life span of a catalogue is three years. This catalogue is then sent to schools for them to do their selection of their required LTSM to place orders accordingly.

5.3. PROCUREMENT OF RESOURCE LTSM FOR SCHOOLS

5.3.1 Allocation of budget for resources

The nature of the resource materials needed may vary from phase to phase and from school to school unlike in the case of textbooks and stationery. The Head of Department decides on the allocation of the budget for resource materials in line with the implementation plans developed through the strategic planning process of the various directorates of Curriculum branch.

5.3.2 Compilation of requisitions from directorates: March every year.

Responsibility: Director: Relevant directorate of Curriculum

The process starts after the guidelines for schools and catalogues of the year are received from the DDG, Curriculum. The process involves the following activities implemented by the SCM. The responsibility resides with the Director: SCM.

- Compiling of requisition forms from needy schools in the province;
 - Duplication of catalogues and circular with guidelines for the compilation of requisitions from schools with a deadline for submission;
 - Distribution of catalogues, guidelines and requisition forms per school to the regions for transmission to schools;
 - Regions, through Circuit Managers, are responsible for distribution of the requisitions, guidelines and catalogues to schools and their collection from schools once the requisitions are completed; and
 - The completed requisition forms are returned to Circuit Managers who verify the forms for their correctness and compliance with guidelines. The forms are then sent to the regional office for submission to the book depots.
- **Verification of requisitions: Responsibility – DDG: Curriculum**
 - **Capturing and Compilation of requisition data: Responsibility – Director: Relevant directorate of Curriculum**
 - **Processing of requisitions and placement of orders: Responsibility – Director: Supply Chain Management**
 - **Receive supply and distribute to schools: Responsibility: Director of relevant directorate who initiated the requisition**
 - **Report on distribution and address non delivery books ordered: Responsibility – Director: Supply Chain Management**
 - **Receive invoices, verify and submit for payment: Responsibility – Director: of the relevant unit which initiated the requisition, Director Supply Chain Management**
 - **Payment of claims and report on expenditure: Responsibility – CFO**
 - **Overall accountability and reporting - Head of Department**

Table: 5.1 Recommended time frame for activities in the process of procurement of resource material

	PROCESS	YEARLY TIME FRAME	RESPONSIBILITY
1	Analysis of resource material needs per grade per learner	January	Curriculum
2	Provisioning of budget	January - February	CFO
3	Compilation of requisitions from directorates	March to June	Directors: FET, GET, Incl. Ed, Cur. Support etc.
4	Publish tenders for procurement of resource material	May - June	CFO
5	Evaluation of sample of materials	July	DDG: Curriculum
6	Awarding of tenders to service providers	August	CFO
7	Place orders	August	Director: Supply Chain Management
8	Receive supply, distribution to schools	October	Director concerned: DDG, Curriculum
9	Receive invoices and submission	November	Directors concerned Supply Chain Management
10	Payment of claims and report on expenditure	January	CFO
11	Overall accountability and reporting	ongoing	Head of Department

6. PROCUREMENT OF BOOKS FOR SCHOOL LIBRARIES

The primary goal of provisioning schools with library resources is to inculcate the love of reading among teachers and learners.

6.1 Compilation of Library Catalogue

6.1.1 Responsibility: The Director: Curriculum Enrichment shall be responsible for the production of the Mpumalanga School Library Catalogue.

School library catalogue committee

- Director: Curriculum Enrichment

- CES: ELIS & CIE
- DCES: ELIS (Secretary)
- Subject Committee Coordinators

6.1.2 Period of validity

The School Library Catalogue shall be in operation for three consecutive years, i.e. from 01 April of the one year to the 31 March of the third year. The selection process shall be completed and the new catalogue approved before the current one shall have expired.

6.1.3 Range of media

The library resources range from fiction, subject literature, reference works and wall charts, audio-visual and ICT resources to library display stands, mobile box libraries and TV cabinets. Audio-visual resources include TV-dvd combinations, radio-cd recorders, cameras, multi-media projectors, computers, photocopiers and printers.

6.1.4 Exhibition

The Department arranges school library resources exhibition from which resources may be selected for the Mpumalanga School Library Catalogue. An advertisement will be placed in the national media calling on all interested publishers and booksellers to a school library exhibition in Mpumalanga. The public exhibition will take place over two days, with the exhibitors in attendance. Teachers and learners make a pre-selection of the resources. The actual selection takes place after the exhibition and is guided by the pre-selection done by teachers, learners and officials. Only teachers and learners from the Focus School Libraries will attend and participate in the exhibition.

6.1.5 Selection

The exhibitors are requested to leave their library resources with the Department for ten working days. After the two-day public viewing of the library exhibition, the School Library Catalogue Committee continues with the final selection of the resources, in the absence of the exhibitors. On the tenth day exhibitors may collect their resources, unless they have donated them to the Department. The Chairperson of the Committee or the CES: ELIS & CIE shall convene a meeting

no later than fourteen working days after the beginning of the selection process to receive the selection list and recommendations from the Selection Committee. During the selection process the evaluators may not contact the publishers about their exhibition resources or any aspect of the selection process.

6.1.6 Evaluators

The names of the School Library Catalogue Committee shall not be made known to the clients, especially the publishers.

6.1.7 Time-frames

The advertisement inviting publishers and booksellers to exhibit their library resources shall appear in a national newspaper at least thirty days before such an exhibition. The selection of school library resources shall take place over a total of fourteen working days.

6.1.8 Ratification

Once the evaluation process has been finalized, all the selected library resources will be entered into a provincial school library catalogue. The final Mpumalanga School Library Catalogue shall be signed on all pages by the Chairperson of the School Library Catalogue Committee. It is then converted into a PDF file so that no further changes can be effected. The Mpumalanga School Library Catalogue shall be valid for three years.

6.1.8 Disposal of samples

At the end of the selection process the publishers who shall have indicated they need their resources back are requested to collect their resources. Otherwise the exhibition resources are regarded as donations and distributed amongst the regional libraries or the mobile libraries.

6.1.9 Distribution of the school library catalogue

Copies of the school library catalogue are distributed to all district offices, district libraries, circuit offices and Focus School Libraries so that they can procure additional library resources for their school libraries. All the publishers who submitted their resources for evaluation are sent copies of the school library catalogue.

6.2 Procurement of Library Books

The Head of Department decides on the allocation of the budget in consultation with the CFO. The school library budget for the year shall be 12% of the LTSM budget and shall be communicated in writing to the DDG: Curriculum before the end of January each year. Once the budget is made available, the CES: ELIS & CIE shall submit a procurement plan to the HOD. Procurement is done through the established procedures detailed below:

	PROCUREMENT OF LIBRARY BOOKS: ACTIVITIES	YEARLY TIME FRAME	RESPONSIBILITY
1	Compilation and analysis of library needs of schools	November of previous year	CES: ELIS
2	Provisioning of budget	January – March	CFO
3	Compilation of requisitions	April	CES: ELIS
4	Registration of service providers	January – June	CFO
5	Place orders for library books	June	CES: ELIS Director: SCM
6	Receive and distribute library books, monitor and verify distribution to schools.	July – September	Oversight by CES: ELIS. Publishers warehouse, repackage and distribute to schools.
7	Report on distribution and shortages in delivery and address discrepancies.	July - October	Oversight CES: ELIS Publishers distribute to schools.
8	Receive invoices and submissions	July - October	CES: ELIS. Director: Supply Chain Management
9	Payment of invoices	July – December	CFO
10	Overall accountability and reporting	Ongoing	Head of Department

7. RETRIEVAL OF TEXTBOOKS (Responsibility: District directors, School Principals, DDG: Systems and Planning)

7.1 Background

Effective teaching and learning depends on the availability of Learning and Teaching Support Material (LTSM) which includes textbooks, workbooks, resource materials, laboratory equipments, chemicals, maps, charts and etc. Textbooks form the core of the LTSM component especially for the large majority of learners in rural schools. Textbooks remain the major source of information to a majority of learners and teachers. Hence the Department of Education undertakes to procure and distribute textbooks to all learners in public schools in the Province. The life span of a specific textbook is decided to be a **minimum of three years**.

It is the responsibility of the school to ensure that the supplied textbooks are used effectively for a minimum period of three years. One of the challenges cited by most public schools is the lack effective measures ensuring the retrieval of textbooks supplied to learners at the end of the year. Therefore, this policy is aimed at streamlining the control mechanism to be implemented by all schools to ensure one hundred percent retrieval of textbooks supplied to learners. School Governing Body and parents should be involved in formulating a retrieval policy and in its implementation to have optimum retrieval.

7.2 Objectives of Retrieval Policy

- To preserve and maintain textbooks for the stipulated life span of a minimum of three years;
- To create a sense of responsibility and ownership of the textbooks among learners, parents and teachers;
- To implement a systematic approach to ensure maximum collection of all textbooks issued to a learner.

7.3 Responsibility

As per the Education Laws Amendment Act No 37 of 2007, the South African Schools Act, No 84 of 1996 was amended by the insertion of Section 16 A which defines the 'Functions and responsibilities of principal of public school'. Paragraph 2 (iii) of section 16 A stipulates that the principal should 'manage the use of learning support material and other equipment'. The Textbook Retrieval Policy is intended to set guidelines for the management of the learning support material and other equipment.

7.4 Procedures for issue and retrieval of textbooks

Schools shall adhere to the following procedures:

- The Principal of a school is the accounting officer responsible for the distribution, control and management of textbooks and other resources issued to a school;
- The Principal is responsible for developing a textbook distribution, control and retrieval policy for the school in line with the provincial policy and in consultation with the School Governing Body ;
- The Policy should have provision for establishing a textbook / LTSM committee to assist in the management of all processes distribution, retrieval and control of textbooks and other resources supplied;
- The Policy should make provision to requisition textbooks in line with the enrolment of learners;
- The Policy should make provision to have systems in place to receive LTSM and to maintain accurate records of the books and materials received and issued out;

- The books / materials received are to be made identifiable by inserting school stamps and serial numbers which shall be registered for distribution to learners.
- Retrieve textbooks from learners and keep accurate record of books retrieved and lost;
- Institute appropriate means to recover lost books and to replace them in consultation with the School Governing Body ;
- Prepare annual statements of books retrieved and lost and submit reports.

NB: Only learners registered with the school shall receive textbooks.

7.4.1 Recommended Dispatch / Issuing Procedure

The following procedure is recommended as a guideline for the School LTSM policy.

- In the beginning of each year, a learner shall be issued a form stipulating the following information: Learner details, acknowledgment of books received and being Departmental property, title of book received, serial number, condition of book, price of book, undertaking to replace damaged or lost book, signature of learner and parent.;
- In cases where there are insufficient books, learners will be grouped to share a textbook. An itinerary/schedule will be developed for the circulation of the book;
- Dispatch forms will then stored in a file per grade by the Grade Educator / Stock controller;
- The Stock Controller should report to the Principal on the distribution statistics before the end of February every year.

7.4.2 Recommended Retrieval Procedure:

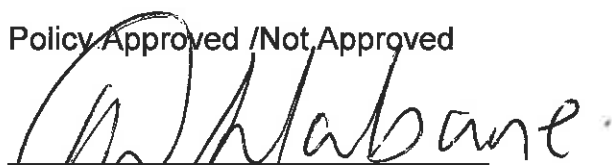
The following procedure is recommended as a guideline for the School LTSM Policy.

- Retrieval/collection of textbooks shall be done after the writing of final examinations (at the end of the year);
- A collection schedule / itinerary shall be prepared and disseminated to learners;
- Learners shall submit textbooks to the Grade Educator / Stock controller who will keep proper records of submission or default;
- Records on books not submitted or damaged per grade shall be compiled and submitted to the stock controller;
- Schools should have systems in place to compile and report on the details of books retrieved or otherwise
- Principals are responsible for reporting on the retrieval of text books before the end of the first quarter every year.
- Circuit Managers are responsible for collating the data on the number of textbooks supplied to a school and the number retrieved per year. The percentage of retrieval per school shall be compiled and submitted to the region before the end of February every year.

7.4.3 Damaged or Lost Textbooks

Textbooks are the property of the Department of Education. It is therefore imperative that they be preserved for future generations during the stipulated life span. Every school should make provision for a clear procedure on how to deal with damaged or lost textbooks, in its LTSM policy, in consultation with the School Governing Body. Parents should be encouraged to replace lost or damaged textbooks.

Policy Approved /Not Approved



MOC MHLABANE
HEAD OF DEPARTMENT

DATE:

26/01/2011

ANNEXURE A

EXEMPLAR TEXTBOOK RETRIEVAL FORM

NAME OF SCHOOL: _____

NAME OF LEARNER: _____

GRADE: _____

I hereby acknowledge receipt of the following Learning and Teaching Support Material (LTSM):

SECTION A DESPATCH				SECTION B RETRIEVAL	
TITLE OF BOOK	SERIAL NO	CONDITION OF BOOK	PRICE	RETURNED (tick & date)	REMARKS
1.					
2.					
3.					
4.					
5.					
6.					
7.					
Etc					
				Educator Signature:	Date:

Learner's Signature: _____

Date: _____

UNDERTAKING

In the event of my child deregistering, the textbooks will be returned to the school with immediate effect. I further undertake to replace any damaged or lost textbooks as stipulated in the textbook retrieval policy.

Parent/Guardian's Signature: _____

Date: _____

ANNEXURE B

EXEMPLAR REPLACEMENT FORM

Dear Parent/Guardian

When you applied for registration of your child _____ in Grade _____ you signed an agreement to replace damaged or lost textbooks.

The following textbook(s) issued to your child this year is/are damaged/lost:

TITLE OF TEXTBOOK	PRICE

Kindly purchase the book(s) or send an amount of R _____ for replacement.

Thanking you in advance.

PRINCIPAL

DATE

RETURN SLIP

Learner: _____

Grade: _____

Parent/Guardian: _____

Tel: _____

Please fill in the appropriate section.

1. I will replace the book(s) on/before: _____
2. I send herewith R _____ for replacement of book(s)

Parent/Guardian Signature: _____

Date: _____

