

## **Guidelines for the receipt of Grades R–9 workbooks for the 2022 school year**

The following guidelines are provided to assist schools with the receiving and recording of the delivery of workbooks for Terms 1 and 2 of 2022. The same process should be followed when workbooks for Terms 3 and 4 of 2022 are delivered.

### **1. Prior to delivery**

- 1.1 The principal should appoint a senior staff member and a team of assistants to implement these guidelines.
- 1.2 The senior staff member and his or her team should familiarise themselves with the contents of Institutional Resource Support Minute: 0007/2020, dated 21 August 2020.
- 1.3 Access the WCED website at <https://wcedonline.westerncape.gov.za/learning-and-teaching-support-material-itsm> and complete the following steps:
  - (a) Scroll down to number 5 and click on “2022 WC workbook delivery schedule”.
  - (b) In the schedule, the names of schools are arranged in alphabetical order. Go to the name of the school and pay attention to the following columns: *Subject, Language, Grade, ISBN, Year, Quantity* and *Delivery date*.
  - (c) Print only the page that contains the details of the school. Alternatively, write down the relevant details for the school. Please note that the quantity indicated was provided to the Department of Basic Education (DBE) by the Western Cape Education Department (WCED) in line with CEMIS projections in March 2021. The school must ensure that the DBE service provider delivers workbooks in line with this quantity and that the correct languages are delivered.
- 1.4 The workbook recording template (Annexure B) must be used to complete the quantity expected column. This is the quantity indicated for the school on the 2022 workbook delivery schedule. By recording this total, the school now has the quantity expected to be delivered by the DBE service provider.

- 1.5 A sufficient number of persons must be ready to assist with the checking and counting of workbooks when the delivery truck arrives on the day indicated on the workbook delivery schedule.
- 1.6 Decide beforehand where the workbooks will eventually be stored and how they will be packed, e.g., according to title or grade or language.
- 1.7 Decide on an area where the workbooks can be offloaded and stacked in a manner that can facilitate easy checking and counting.
- 1.8 The school's contact person (as indicated on the delivery schedule) can expect a telephone call from a representative of the delivering company to confirm the date and time of the workbook delivery.

## 2. **Procedure on the day of delivery of workbooks**

- 2.1 The person(s) requested to assist with the checking and counting of workbooks must be available at the time the workbooks are delivered.
- 2.2 Note that the workbooks will be colour-coded according to language, e.g., English (blue), Afrikaans (red), Xhosa (yellow) and Sesotho (green). English First Additional Language Grades 1–6 workbooks are in an array of colours across the grades.
- 2.3 The workbook recording template (Annexure B) on which the expected quantities of workbooks are already indicated, should be available (see par. 1.4 above).
- 2.4 When the delivery truck arrives, compare the proof of delivery, as provided by the truck driver, with the information on the delivery schedule and workbook recording template (see par. 1.3(c) and 1.4 above).
- 2.5 Workbooks are then offloaded into the pre-selected delivery area (see par. 1.7 above) so that they can be checked and counted against the proof of delivery.
- 2.6 As the workbooks are counted, one person must record the quantity of workbooks received on the workbook recording template (Annexure B). This quantity received will be recorded in the *QTY RECEIVED* column for every subject/grade/language.
- 2.7 If, once the workbooks have been counted, it is found that fewer books have been delivered than indicated on the proof of delivery, it must be recorded on the proof of

delivery. Any other relevant information should be recorded in the last column of the proof of delivery.

- 2.8 When satisfied, the principal or the delegated senior staff member must complete, sign and place the school stamp in the relevant columns at the bottom of the proof of delivery. If no school stamp is available, the principal or delegated senior staff member must indicate in writing that a school stamp is not available and give reasons for this.
- 2.9 The original signed and stamped proof of delivery must be handed back to the truck driver and a copy retained at the school.

### 3. **Shortages and surpluses**

- 3.1 Compare the number of workbooks received, as completed on the workbook recording template when the books were counted after delivery (see par 2.6 above), with the number of learners expected by the school in January 2022.
- 3.2 For example: 400 Grade 2 English Home Language books were received, but the school expects 425 Grade 2 English Home Language learners in January 2022. This implies that the school foresees a shortage of 25 of these workbooks. Enter this number (25) in the shortages column (*SHORTAGES*) under Grade 2 English Home Language on the workbook recording template.
- 3.3 Should 385 learners be expected in Grade 2 English Home Language at the school in January 2022, the school will have a surplus of 15 Grade 2 English Home Language workbooks. Enter this number (15) in the surplus column (*SURPLUS*) under Grade 2 English Home Language on the workbook recording template.

### 4. **Online reporting of shortages or surpluses**

- 4.1 A CEMIS online system will be made available to schools during October 2021 so that they may capture their projected learner numbers for January 2022 and indicate the number of workbooks on hand as delivered by the DBE. When this information is captured, the system will calculate shortages and surpluses.
- 4.2 The information regarding workbook shortages and surpluses will be provided to the relevant district officials, who will facilitate the distribution of shortages and surpluses prior to the first school day in January 2022.