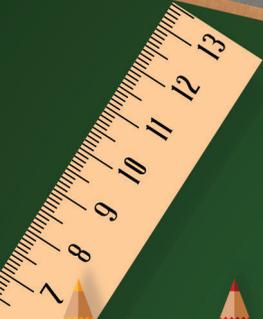


50 POINT PLAN TOWARDS A SUCCESSFUL ORDERING, DISTRIBUTION AND RETRIEVAL PROCESS OF LEARNER TEACHER SUPPORT MATERIAL



basic education

Department:
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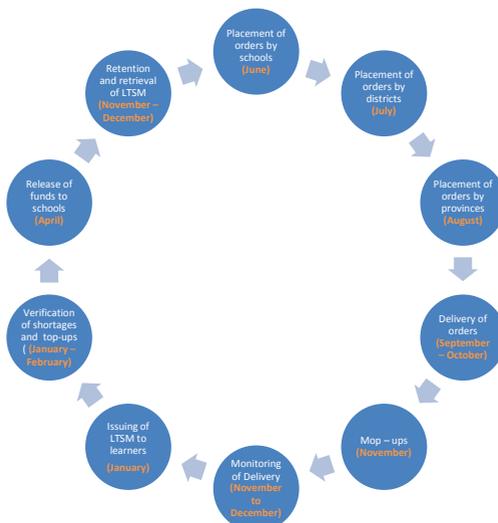
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“**LTSM**” - means a variety of learning and teaching materials used in classroom. These range from teachers and learners created resources to commercially and/or state produced classroom resources such as wall charts, workbooks, textbooks, Braille, Large print, e-books, readers, stationery, science kits, dictionaries, encyclopaedias etc.

LTSM Value Chain in summary



1. The provision of a LTSM for every subject for every learner in the schooling system is one of the Department’s priorities. However, procurement of the required LTSM and its efficient retention rate are both essential components of textbook provisioning, as they will ensure greater access to textbooks for learners.
2. To achieve this milestone, all role player must play their part.

THE PROCESS TOWARDS ACHIEVING A SUCCESSFUL ORDERING, DISTRIBUTION AND RETRIEVAL PROCESS OF LTSM

The formation of a provincial LTSM Committee

3. A provincial LTSM Committee should be formed to manage the procurement and distribution process in a province. Committee members should include representatives from LTSM, Curriculum, Supply Chain Management, EMIS and Finance under the chairmanship of a DDG or Senior General Manager.



The development of an annual LTSM Procurement and Distribution Plan

4. All provinces must develop and implement a LTSM Procurement and Distribution Plan. The plan must include the allocation of budgets. In view of the need to provide core LTSM to all learners, provinces may retain the funds from the total allocation of a school's Norms and Standards budget.

Requisitioning

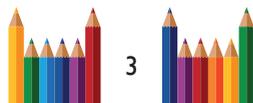
5. Each school must complete a requisition form for the ordering of Core LTSM. For Core LTSM a requisition form must indicate the estimated number of classes and learners per grade, language and subject for the following year and the required quantities.

Ordering

6. Completed requisition forms should be delivered to the District / Province, in electronic or print form. Requisition forms must be signed by the principal and the chairperson of the School LTSM Committee certifying that the information submitted is correct. The data submitted will be collated by the District / Province and used for the centralized procurement process. The consolidated orders will be placed with publishers/suppliers.

Receiving

7. The provincial education departments will manage the distribution of core LTSM to schools. In line with audit requirements, the principal must inform the provincial education department of the names and signatures of the officials at the school, who are authorized to receive and certify Proof of Deliveries (PODs) of LTSM delivered to the school.
8. Before the PODs are certified as correct, the items delivered must be checked against the items listed on the requisition form to ensure that only items that were ordered are delivered. One of the official signatories who have the authority to receive LTSM, checks, signs and files a copy of the POD. LTSM suppliers must deliver the orders within the specified period and according to the official order.



Recording and safe keeping

9. When LTSM is delivered to the school, titles and quantities must be entered into the school's textbook inventory. The books must be stamped and given a unique number. All LTSM must be kept safely in a storeroom whilst not in use. The Department of Basic Education /provincial education departments have the right to visit schools at random to check if supplies have been delivered according to specification and that they are recorded safely stored and effectively utilised.

LTSM Retention

10. Retaining textbooks in the school system for the stipulated period of five years requires the effective annual retrieval and maintenance of books. While workbooks are renewed annually, complementary LTSM such as reference works should have a lifespan of more than five years. To achieve effective textbook retention each school must develop and implement a Textbook Retention Plan, which must include the following elements:

Recording in the school's textbook inventory:

11. When LTSM is delivered to the school, titles and quantities must be entered into the school's textbook inventory.

Issuing of LTSM

12. At the beginning of the school year, learners must sign for each book issued to them on a list against each book's number. Each learner must have a booklist that must be signed by the learner and parent/guardian. A parent/guardian must sign an undertaking to replace lost or damaged books. Signed booklists must be kept in the school's safe room by the LTSM Committee. Books should be covered to extend their life span.

Inventory checks

13. The school must conduct an inventory check by holding a textbook check day at least once per term to check for missing and worn-out books against the list. In the case of missing books, parents must be informed and asked to replace them or pay their replacement value. Book accounts must be sent to parents.



LTSM audit

14. The school principal must conduct an audit of all LTSM at least once per year. The results of stock-taking must be able to identify the shortfalls for the following year. Records of lost and worn out LTSM must be kept.

Retrieval

15. At the end of the school year, books must be handed in to the subject/class teacher on a specified day. The teacher must check each book against the book's number and the learner's name. Alternatively, the textbook committee could collect textbooks that learners return to the book room, using the booklists.

Record keeping and reporting

16. A school textbook inventory must be used to keep a record of books that are lost, paid for and replaced. The inventory must be updated at the end of the year to reflect books lost, books replaced, books purchased, books written off as damaged or obsolete and finally stock on hand. After the completion of the textbook stocktake, the LTSM Committee must report to the principal on the number of books issued and the number returned for each title. The overall percentage of books returned must be calculated. The report must conclude with recommendations on how to raise the percentage of books returned in the following year.

Disposal process

17. A process must be in place in order to dispose of all damaged/obsolete LTSM. The LTSM Committee of the school must enter all damaged and obsolete items in a disposal register. Once authorised by a designated authority, the disposal process can be followed.

Reporting

18. By the end of the school year, schools must report to the District on the percentage of textbook retention for the current academic year, citing reasons for the non-return of textbooks and plans to retrieve outstanding textbooks and improve textbook retention in the following year.



Monitoring

19. The District/Circuit Official will be responsible for ensuring that the schools establish a Textbook Retention Plan and implement it effectively. In addition, they must undertake periodical checks on LTSM to ensure effective use and safekeeping. The provincial LTSM official must be responsible for confirming that effective monitoring of LTSM management and annual stock-taking is done at school level.

Responsibilities of the Province

20. The province procures LTSM centrally for all Section 20 and participating section 21 schools.
21. The province invites publishers/suppliers/service providers to submit their lowest price through a government procurement processes.
22. The provincial department places orders with publishers/suppliers/service.
23. The province and the publishers/suppliers/service ensures that the material is delivered to schools as per their orders

Responsibilities of Districts

24. The school District Director or delegated official is expected to consolidate and indicate the correct number of learners per subject per grade and per language for all schools in that district.
25. In the case of shortages, District Director or delegated official should consolidate and report any shortages immediately to the province.
26. At the end of each school year, the District must collect schools Circuit data on all loaned LTSM from learners.
27. Thereafter, the District must consolidate and report to the Provincial office on the percentage of textbook retention by the end of the academic year, citing reasons for the non-return of textbooks and plans to retrieve outstanding textbooks for that particular circuit.



Responsibilities of circuits

28. The school Circuit Director or delegated official is expected to consolidate and indicate the correct number of learners per subject per grade and per language for all schools in that circuit.
29. In the case of shortages, Circuit Director or delegated official should consolidate and report any shortages immediately to the District.
30. At the end of each school year, the circuit must collect schools data on all loaned LTSM from learners.
31. Thereafter, the circuit must consolidate and report to the District office on the percentage of LTSM retention by the end of the academic year, citing reasons for the non-return of LTSM and plans to retrieve outstanding textbooks for that particular circuit.

Responsibilities schools

32. The school principal or delegated school official is expected to indicate the correct number of learners per subject per grade and per language.
33. Upon receiving the LTSM, the principal or delegated school official is expected to:
 - Open and check the consignment immediately on delivery;
 - Immediately indicate shortages on the proof of delivery note;
 - Sign and put the school stamp on the proof of delivery note and give a copy to the driver;
 - Provide reasons in writing on the proof of delivery note, if the school stamp is not available.
 - In the case of shortages, the principal or delegated school official should report any shortages immediately to the Circuit. All wrong deliveries must be returned with the delivery vehicle on the same day.
 - The school must register all LTSM received on the school register before loaning them to learners.



34. At the end of each school year, the school must collect all loaned LTSM from learners.
35. Thereafter, the school must report to the Circuit office on the percentage of LTSM retention by the end of the academic year, citing reasons for the non-return of textbooks and plans to retrieve outstanding textbooks.

Responsibilities learners

36. The school principal or delegated school official is expected to issue LTSM to learners and learners must indicate that they have received the textbooks and the parent/ legal guardian sign on the provided template. This template indicates the number of LTSM per subject per language. The parent and learner makes an undertaking that he/she received that LTSM and all the will be returned in good condition.
37. Should the learner not return these LTSM as agreed, no LTSM will be issued to that particular learner in the following year until the LTSM are returned to the school.
38. At the end of each school year, the learner must return these LTSM as part of the textbook retention and retrieval process.

Responsibilities parents

39. The school principal or delegated school official is expected to issue a template to the parent that indicates that the learner has received the LTSM. This template indicates the number of textbooks per subject per language. The parent must make an undertaking that his/her child received LTSM and will be returned in good condition.
40. Should the learner not return these LTSM as agreed, no LTSM will be issued to that particular learner in the following year until the books are returned to the school.
41. The parent must refund the school of purchase the LTSMs not returned.
42. At the end of each school year, the parent should ensure that his/her child returns these LTSM as part of the retention and retrieval process.



Permutations

In the case of Section 21 schools, the provinces and the school are expected to do the following:

43. Province release funds to the school
44. School ensures that 50% of the funds are allocated to procure LTSM
45. Schools to submit the ordering forms and quotations to the district and province
46. School to provide proof that they have received the material
47. For the following year, the school must submit audited statements for them to release funds
48. The retention and retrieval process must be done by the school
49. The District monitors and does spot checks and support schools
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