



# Northern Cape Department of Education

## **PROVINCIAL POLICY FOR THE PROVISION AND MANAGEMENT OF LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)**

**(APRIL 2017)**

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## 1. FOREWORD

The DBE five year strategic plan places LTSM as a key “non – negotiable”. LTSM therefore forms part of the key deliverables that find expression in the DBE plans and in provincial plans in order to fast-track some of the key imperatives of government in the basic education sector. It is important to note that all non-negotiables are directly linked to MTSF priorities for the sector.

The DBE Framework, to monitor progress towards achievement of MTSF 2014-2019 targets, clearly outlines the responsibility of LTSM to provide learners with access to required textbooks (Goal 19).

DBE furthermore planned activities towards achievement of MTSF targets by systems on textbook approval & supply processes, DBE quality assurance processes and activities, monitoring activities and regularity in monitoring the provision & use of textbooks by all schools.

A renewed focus amongst others refers to the development and strengthening of norms and standards for retrieval of textbooks at school level. The draft National policy furthermore requires the province and its districts to ensure that 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 and the provincial LTSM official must be responsible for confirming that effective monitoring of LTSM management and annual stock-taking is done at school level.

It is against this background that the provincial LTSM policy seeks to ensure that that these objectives are realised and that all learners are resourced appropriately. These principles are also in line with the NCDOE’s vision and mission, which states:

**Vision:** A Transformed Quality Education System.

**Mission:** To deliver quality public education to all learners of the Northern Cape which will enable them to play a meaningful role in a dynamic, developmental and economic society.

The supply, usage and retention of LTSM must be a collaborative effort by all stakeholders in the LTSM sector, led by the DBE, supported by provincial officials, school administrators, teachers, learners and their parents.

Effective, efficient and economical measures are critical in ensuring the optimal management and utilisation of this valuable resource which ultimately is aimed at ensuring quality education for all learners.

G.T. PHARASI  
SUPERINTENDENT GENERAL

## 2. POLICY ADMINISTRATION

<b>Date of approval:</b>	<b>2017</b>
<b>Policy administrator:</b>	<b>Sub Directorate: Learning and Teaching Support Material</b>
<b>Effective date:</b>	<b>2017</b>
<b>Date of next review:</b>	<b>2020</b>

## 3. INTRODUCTION

### 3.1 PURPOSE

The purpose of this policy is to regulate and set parameters for effective utilisation and management of teaching and learning resources. To ensure that all Districts and schools are aware of their responsibilities with regard to resource management, utilization, and maintenance in such a way that quality teaching and learning as envisaged by the Department of Education is promoted.

### 3.2 OBJECTIVES

The main objectives of the policy are to:

- a) Ensure that quality LTSM as well as other curriculum resources are developed and made accessible to all learners in public schools.
- b) Provide guidance and support on how LTSM processes should be implemented at all levels.
- c) Ensure that the education support material is timeously and properly procured and delivered to schools in an effective and efficient manner.
- d) Implement proper management of finances for the procurement of LTSM.
- e) Ensure that LTSM loaned is returned/retrieved in good condition and on time.

## 4. DEFINITIONS & ACRONYMS

### 4.1 DEFINITIONS

**“LTSM”**- means a variety of learning and teaching material used in classrooms. These range from teacher created resources to commercially produced classroom resources such as wall charts, workbooks, textbooks, readers, stationery, science kits etc.

**“Learner Book/textbook”** - refers to a publication of systematically organized activities and information and background on the content to be taught, comprehensive enough to cover the primary objectives outlined in the curriculum of a particular subject for the entire grade. Unlike a workbook, learners would not complete the activities in the publication but would record their answers in an exercise book or other additional resource

**E-LTSM** -The e-book is a book composed in or converted to digital format for display on a computer screen or handheld device.

**Universal coverage** – means provision of a textbook per subject per learner

**National Catalogue** - means the nationally approved list of Core LTSM, which is screened and endorsed by the Department of Basic Education

**Core LTSM** - refers to the category of LTSM that is central to teaching the entire curriculum of a subject for a Grade. Generally, this would comprise a textbook/learner book, workbook and teacher guide. For the Foundation and Intermediate Phases, this includes graded readers. In the Intermediate Phase, these include a core reader for the teaching of literature. In the Senior Phase this includes a core reader and a novel for the teaching of literature. For Further Education and Training this includes set works.

**Supplementary LTSM** - refers to LTSM in addition to the Core LTSM, is generally used to enhance a specific part of the curriculum. Examples include a geography atlas, dictionaries, Science, Technology, Mathematics, Biology apparatus, electronic/technical equipment etc.

**Open Education Resources** - means LTSM that is created by an external party and made available for use at no cost; educational materials that can be used for teaching, learning, research, and other purposes at no cost.

**Workbook** - refers to a publication of systematically organised activities, comprehensive enough to cover the primary objectives outlined in the curriculum of a particular subject, or a particular aspect of a subject, for the entire grade. Learners have to complete the activities in the publication. There are also workbooks that could be considered part of supplementary LTSM that covers part of the curriculum, e.g. phonics or handwriting.

**Redundant** – no longer needed by current user.

**Obsolete** – disused; discarded

**Unserviceable** – useless, unusable

## **4.2 ACRONYMS**

**SMT** - School Management Team

**SGB** - School Governing Body

**SASA** - South African School's Act

**PFMA** - Public Finance Management Act (Act No 1 of 1999)

**CAT** – Computer Assisted Technology

**DBE** – Department of Basic Education

**NCDOE** – Northern Cape Department of Education

**HOD** – Head of Department

**ICT** – Information and Communication Technology

**LTSM** – Learning and Teaching Support Material

**SASA** – South African Schools Act

**SLTSMC** – School LTSM Committee

## **5. LEGISLATIVE CONTEXT**

The provincial policy is underpinned by the responsibility of national and provincial levels of governments to honour the state's duty, in terms of the Constitution of South Africa (1996) and the South African Schools Act, 1996 to progressively provide resources to safeguard the right to education of all South Africans.

The following legislation serves as background for the policy:

- a) The Constitution of the Republic of South Africa, 1996 (Act No.108 of 1996), as amended.
- b) National Education Policy Act, 1996 (Act No. 27 of 1996), as amended.
- c) South African School Act, 1996 (Act No. 84 of 1996), as amended.
- d) Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended.
- e) National Archives and Records of South Africa Act, 1996 (Act No. 43 of 1996), as amended.

- f) Preferential Procurement Policy Framework Act. 2000 (Act No. 5 of 2000).
- g) National Norms and Standards for School funding, 1998, as amended.
- h) Northern Cape Schools Education Act, 1996 (Act No. 6 of 1996), as amended.
- i) Copyright Act, Act 98 of 1978.

## **6. APPLICATION AND SCOPE OF THE POLICY**

- a) The policy is applicable to all public schools, including the staff and members of governing bodies.
- b) The policy is intended for the officials at Head Office and Districts and public schools.

## **7. DEFINITION OF LTSM**

- a) LTSM refers to all material that facilitates learning including electronic material and all learning material that aid learning and teaching for Learners with Special Educational Needs (LSEN). Learning support materials, includes textbooks, library books, charts, models, computer hardware and software, television, video recorders, video tapes, home economics equipment, science laboratory equipment, musical instruments, learning desks and chairs. These items and the ones under (b) to (d) below would typically support the South African Schools 'Act Section 21(c). This category is subdivided into capital items and non-capital items.
- b) Non-LTSM equipment, including furniture other than learner desks and chairs, paper copier machines, telephone sets, fax machines, intercom systems, equipment for connectivity within the school and to the internet, hardware tools, cleaning equipment, first aid kits, overalls for cleaners and ground staff, sporting equipment, electrical accessories. This category is subdivided into capital items and non-capital items.
- c) Consumable items of an educational nature, including stationery for learners.
- d) Consumable items of non-educational nature, including stationery for office use, paper, cleaning materials, petrol, lubricants and food.

## **8. CLASSIFICATION OF LTSM**

- a) **Textbooks:** This category of material includes texts printed by and for publishers; they include learner books, learner workbooks/activity books, readers, educator guides and reference books and workbooks produced by DBE.

- b) **Stationery:** This refers to material used by learners for writing with and writing on. It includes exercise books, pens, pencils, crayons, drawing paper, tracing paper, slates, glue, other sorts of adhesives, etc.
- c) **Consumable materials** are materials (excluding textbooks, reference books and stationery) that, in their use by learners (and educators) to attain the intended outcomes, are consumed. Examples of consumable material are chemicals, nails, glue, etc.
- d) **Non-consumable materials** are materials that are durable and their lifespan is indefinite. Non-consumable materials are normally a “once off” purchase. The school should budget for the maintenance of these materials. Non-consumables include pianos, Vernier scales callipers, etc.
- e) LTSM are all materials that facilitate learning including electronic materials and all learning material that aid learning and teaching for Learners with **Special Educational Needs**. LTSM include textbooks or learners workbooks or teachers manuals.
- f) **Other material:** This includes a wide spectrum of materials that are not categorized in (a)-(e) and are used to assist learners to attain the intended outcomes. Duplicating paper, practical materials or manipulative, science equipment and Overhead Projectors fall within this category.
- g) **E-Learning materials** – e-Learning materials are electronic learning support materials, data projectors, smart boards educational hardware and software. The electronic textbooks and related resources may fall within this category.
- h) **Library materials/ resources** – these are the materials that can be used in the library by learners and educators. They can be used for leisure or for research purposes. Library materials include educator and learner resource collections, fiction and non-fiction books, monographs, audio-visual software, young adult literature, music scores, periodicals, reference works as well as Government publications.

## 9. PRINCIPLES GUIDING THE LTSM PROCESS

- a) **Improvement of quality education:** The curriculum material that is approved and selected for the implementation and delivery of the curriculum should be of high quality in terms of its content so as to improve quality education of learners.
- b) **Equitable access by all learners and teachers:** The distribution of resources should be done in an equitable manner so as to address the imbalances of the past.
- c) **Service delivery management:** The LTSM should be relevant and give guidance to learners and teachers to improve on the performance of learners in schools.



- d) **Relationship and Contact administration:** Education stakeholders and service providers should forge a healthy relationship in all forums to ensure delivery of quality LTSM on time.
- e) **Supplier performance:** Head Office and Districts may intervene in cases of breach of contract by the service provider in both Section 21 and non-section 21 schools.
- f) **Monitoring and evaluation of supplied LTSM:** Head office and Districts are expected to monitor the ordering, purchasing, delivery, distribution, usage and retrieval of LTSM by the end users and keep records of all procured materials.

## 10. ROLES AND RESPONSIBILITIES

### 10.1 Head Office

The major responsibilities of Head Office for procurement and delivery of LTSM are to:

- a) Ensure compliance with DBE policies and processes at all times.
- b) Develop and monitor the implementation of the LTSM policy.
- c) Develop provincial operational guidelines.
- d) Develop the Provincial Sector Plans aligned to the DBE Sector Plan to guide provincial procurement of LTSM.
- e) Manage the activities as per the sector plan to ensure the delivery of LTSM to schools according to the agreed timeframes.
- f) Report monthly to DBE on progress in procurement and delivery of LTSM
- g) Monitor and support of procurement of LTSM (requisitioning by schools; placing of orders with publishers; warehousing processes; delivery to schools)
- h) Monitor and support District LTSM teams on LTSM processes.
- i) Ensure accountability by all designated LTSM officials at all levels.
- j) Develop a database of all records related to LTSM.
- k) Liaise and develop a healthy relationship with service providers on issues related to LTSM.
- l) Consolidate the requisitions received from Districts and forward to service provider for placing orders.
- m) Head of Department with the advice of the Curriculum Branch and Chief Financial Officer approves the consolidated list of the material.
- n) Provide the budget for purchasing and distribution of LTSM.
- o) Monitor the purchase and management of LTSM by schools.
- p) Prepare for the receiving and distribution centre for the LTSM.
- q) Validate the correctness, quality and quantities of the material on receipt from service providers and ensure that payment is made.
- r) Monitoring the received material to schools.
- s) Monitor the timeous procurement of LTSM by schools and Districts and the timeous delivery thereof.

## 10.2 DISTRICTS

The major responsibilities of Districts for procurement and delivery of LTSM are to:

- a) Administer and manage the activities of the LTSM at District level.
- b) Develop operational plans in line with the provincial strategic & operational plan.
- c) Budget and cost all activities against the allocated LTSM District budget.
- d) Manage budget splits for schools.
- e) Monitor the establishment and functioning of School Learning and Teaching Support Material Committees (SLTSMCs).
- f) Monitor and support schools to develop their LTSM guidelines in line with the provincial LTSM policy.
- g) Give guidance, training and support by curriculum officials regarding LTSM related matters.
- h) Keep records, reports and accounts on LTSM processes and activities.
- i) Manage and monitor all requisition processes by schools.
- j) Ensure that schools have LTSM selection, procurement, distribution and retrieval processes in place.
- k) Monitor LTSM budget allocation.
- l) Maintain a District database on LTSM orders.
- m) Monitor the timeous procurement and delivery of LTSM by schools.
- n) Train schools on Electronic Procurement Management System and all other related activities of the LTSM management.
- o) Ensure that all schools are informed about the procedures of the acquisition process.
- p) Keep copies of requisitioning forms
- q) Assume the responsibility of approvals of the captured materials.
- r) Inform Head Office of gaps in the requisitioning process.
- s) Ensure that there are rules and procedures for the distribution of LTSM within schools.
- t) Manage and monitor the records kept by schools on all distributed LTSM.
- u) Monitor retrieval of textbooks by schools.

## 10.3 SCHOOL LTSM COMMITTEE

- a) Develop LTSM guidelines in line with the provincial policy which stipulates clear, achievable and realistic LTSM needs analysis, selection, procurement, distribution and retrieval processes.
- b) Ensure that the proper records of and reports on LTSM processes and activities are maintained regularly.
- c) Ensure that there is attendance and participation in LTSM exhibitions and workshops.
- d) Ensure proper control, and record-keeping for LTSM inventory, retrievals and disposals.
- e) The SMT and SGB must ensure that the LTSM budget allocation is used accordingly and procurement of LTSM is used to strengthen and promote the school library as a resource.
- f) Ensure that reports are submitted to the District.

- g) Ensure that LTSM is timeously procured and delivered at the school.
- h) Cascade the training of teachers on Electronic Procurement Management System and all other related activities of the LTSM.
- i) Ensure that LTSM is recorded in the asset register before distribution.
- j) Ensure that records on distributed LTSM are kept and updated throughout the year.

#### **10.4 SCHOOL GOVERNING BODIES**

- a) Ensure that a SLTSMC is established and chaired by a parent member of the SGB and functions properly, as a sub-committee of the SGB.
- b) Approve and sign-off the list of LTSM needs of the school in line with the allocated budget.
- c) Receive regular reports on the procurement and delivery of LTSM to ensure that the required LTSM is delivered timeously at schools.
- d) Check and sign-off the receipt of the school's LTSM.
- e) Monitor the distribution of school LTSM to both educators and learners.
- f) Monitor the inventory records of distributed and retrieved LTSM materials.
- g) Sensitise parents about the liability with regard to lost and damaged LTSM.
- h) Ensure that in cases where the school requires a deviation of funds, applications are done in writing to the District Director prior to acquisition.

#### **10.5 PARENTS**

- a) Check and sign for loaned LTSM to the learner/s.
- b) Ensure that the loaned LTSM is kept in good condition.
- c) Ensure that the loaned material is returned in good condition and on time to the school at the end of the year or any time it is so required.

### **11. SETTING UP A STRUCTURE TO MANAGE TEACHING AND LEARNING RESOURCES**

The South African School's Act of 1996 empowers a SGB to establish committees as it sees fit. Within this provision, the SGB should have an LTSM committee that can attend to the teaching and learning resource needs and activities. The committee should be representative of the school community with the following functions:

- Guide the procurement process in a school.
- Create a forum for teachers and learners to have a say in LTSM matters.
- Provide leadership and accept responsibility for LTSM utilisation and retrieval.
- Assist the school to plan for the use of all its resources effectively.
- Ensure proper use, safety and security of the collection when in use by teachers and learners.
- Set guidelines for quality acquisition of the resources in line with the requirements of the curriculum. Such guidelines would inform teachers to identify shortages on particular resources in order to top up for the following year in accordance with the enrolment.
- Ensure a service level agreement between the school and the suppliers are in place.

## **11.1 COMPOSITION OF THE COMMITTEE**

- Members of the SMT
- Senior teachers
- Phase co-ordinators
- Educator component in the SGB
- A parent in SGB
- RCL representative.

All members must sign a Declaration of Confidentiality and Impartiality to ensure that:

- a) there is confidentiality about the details of all orders and requisitions; all providers and potential providers are treated equally and without prejudice; and
- b) Each member will disclose details of any private or business interest which she/he, or any close family member, partner or associate may have in any Proposed procurement or disposal process, or in any award or contract, and that she/he will immediately withdraw from participating in any manner whatsoever should this be the case.

## **11.2 FUNCTIONS OF COMMITTEE.**

- Conduct meetings quarterly at least.
- Record and minute all activities of the committee including attendance registers.
- Plan LTSM activities in the form of a management plan based on the provincial management plan and other departmental directives in the form of Circulars and correspondence.
- Monitor implementation of management plan activities.
- Lead and manage processes to ensure accurate records/inventory are kept including safe storage, access control and stock taking.
- Ensure LTSM retrieval and optimal LTSM usage for improved educational outcomes.

## **12. SELECTION OF LTSM**

- a) DBE manages all activities relating to the development of National catalogues.
- b) Head Office manages all activities relating to the development of Provincial catalogues.
- c) A list of approved LTSM is catalogued, loaded onto the electronic ordering system available to all public schools for the commencement of the ordering process.

### **13. LTSM EXHIBITIONS**

- a) The exhibitions of LTSM are conducted throughout the entire province in order to expose educators to a variety of recommended material. This process is conducted in the form of interactive workshops where educators will be expected to interrogate exhibitors about the books and resources, with a view of giving schools informed opinions about purchasing material.
- b) Publishers exhibit only the recommended LTSM.

### **14. PROVISIONING AND PROCUREMENT OF RESOURCES**

All public schools are funded through the National Norms and Standards for School Funding, in terms of which schools are targeted on the basis of need.

All public schools shall procure LTSM using 100% of the allocated funds as per indicative divisions.

Public schools shall request in writing for the deviation of funds in special case, on approval by the District Director.

#### **14.1 ACQUISITION**

- a) Schools conduct their needs analysis.
- b) Schools do stock-taking to check what they have in stock and to determine what they need.
- c) Schools ensure that only relevant LTSM are captured on the procurement system (Lithotech).
- d) Schools submit a signed hard copy of their order to the District office.

#### **14.2 ORDERING**

- a) During the selection process, the LTSM Committee chooses supplementary LTSM in line with guidance from subject specialists, and curriculum advisers.
- b) Schools should complete requisition forms for stationery and other essential LTSM which includes equipment, apparatus, consumables etc.
- c) Schools are required to use their LTSM allocation to purchase LTSM and schools must follow all approved departmental guidelines and procedures when procuring LTSM.

#### **14.3 RECEIPT OF LTSM BY SCHOOLS**

- a) Head Office manages the distribution of core and supplementary LTSM to schools.

- b) In line with audit requirements, the principal must inform the provincial education department of the names and signatures of the officials at the school, which are authorised to receive and certify Proof of Deliveries (PODs) of LTSM delivered to the school.

#### **14.3.1 Delivery of LTSM**

- a) On receipt of delivered LTSM, proof of delivery should be signed by both the service provider and the school.
- b) Only LTSM ordered should be received.
- c) LTSM received should be in good condition.
- d) The amounts and quantities received should be reflected on the invoice.
- e) No LTSM may be received without a POD.
- f) Wrong deliveries should not be accepted by the school.
- g) 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.
- h) One of the official signatories who have the authority to receive LTSM, checks, signs, stamps and files a copy of the POD.
- i) LTSM suppliers or DBE must deliver the orders within the specified period and according to the official order.

#### **14.3.2 Verification of LTSM before acceptance**

- a) Deliveries are verified against the orders placed.
- b) Only the ordered materials are received.
- c) Deliveries are verified by a tick next to each material received.
- d) Only the materials received in good condition are accepted.
- e) Only the ordered materials, received in good condition will be paid for.
- f) The School LTSM Committee is responsible for monitoring and controlling all procedures relating to this process.
- g) The principal and/or SLTSMC or delegated staff shall receive the delivery of books/ resources in school.

#### **14.3.3 Records and reports**

- a) LTSM received shall be immediately accessioned.
- b) All textbooks will be entered into asset register and stationery entered in the stock register.
- c) The stock register should be regularly updated.
- d) All LTSM should be safely kept in a storeroom.

- e) Schools submit reports (as outlined in circular) on the deliveries to the District until all ordered LTSM is received.
- f) Districts compile a delivery report and submit to Head Office.
- g) Head Office then compiles a Provincial delivery report and submits to the HOD.

#### **14.3.4 Stock taking/ Inventory Management**

- a) The School LTSM Committee is responsible for ensuring that quarterly stocktaking is conducted on all distributed and retrieved LTSM.
- b) Schools keep inventory record of all LTSM in stock.
- c) Schools must ensure that Quarterly audits are done and reports are sent to the Districts.
- d) Quarterly audits reports are kept safely for the compilation of the retrieval report.
- e) Schools ensure strict control measures for safe keeping of the LTSM throughout the year.

#### **14.3.5 Distribution of LTSM at School Level**

- a) The School LTSM Committee selects the preferred distribution model for their schools.
- b) The Committee distributes the LTSM to learners and teachers according to the preferred model.
- c) The distribution and receipt register is well managed by the SLTSMC member.
- d) Heads of Departments and Learning Area/ subject educators keep records of all distributed LTSM.
- e) A parent/guardian must sign an undertaking to replace lost or damaged books.

#### **14.3.6 Storage of LTSM**

- a) Text books should be kept separately from the library books preferably in the storeroom and be properly organised for easy access.
- b) A maximum of 40 books per title will be the acceptable norm.
- c) Any books exceeding this amount must be reported immediately as excess stock to the District office.
- d) The district office will arrange pick –up of excess stock with the relevant documentation to be completed.
- e) The storeroom must be lockable.
- f) Book store keys must always be kept safe in the strong room in the principal's office.
- g) Only authorised personnel must have access to the store room keys.

#### **Stock management records required:**

- Stock control/ asset register
- Accession register
- Circulation register

- Disposal register

### **14.3.7 CIRCULATION SYSTEM**

- The issue and return system must be utilised to minimise losses and to instil responsibility and accountability to users. There are various types of issue and return systems namely; the book, the card and electronic systems (SASAMS)
- It is advisable that each school adopts a system that is affordable, suitable and effective for circulation and retrieval.
- Parents and guardians must complete and sign **indemnity forms** for all resources issued to the learner as part of accountability.
- The class / subject teacher assisted by the LTSM Committee issues the text books to learners in the school.
- Each learner is allocated a text book for each subject to use for the entire year. He/she takes responsibility for the allocation.
- It is recommended that learners cover textbooks in order to prolong the lifespan of the books.
- Teachers are also expected to teach learners how to handle textbooks properly.
- At the end of the year, the learners should return textbooks to the school.

## **15. PAYMENTS FOR LTSM**

### **15.1 The Payment Process**

- LTSM ordered is received from the service providers.
- After the verification of delivery with PODs and other relevant documents received for schools payment is made.
- The service provider is paid according to the SLA drawn between the NCDOE and the service provider.

## **16. RETRIEVAL OF LTSM**

- The retrieval process will remain the provincial competency; however, the compliance management remains the responsibility of the District and the school.
- There will be a clear reporting mechanism of shortages of LTSM on an ongoing basis.
- The District monitors and supports schools in ensuring a 100% retrieval rate.
- The District compiles a District retrieval report.
- The development of procedures and systems for the retrieval of books is done by the District.
- Schools with the support of the District formulate rules and procedures for the retrieval of LTSM.
- Schools develop mechanisms of retrieving 100% of books from learners and teachers.
- Schools ensure that loan forms are completed for all LTSM distributed.



- i) Schools compile a retrieval report and submit to the District, quarterly.
- j) Districts report to the Sub Directorate: LTSM on the rates of retrievals in schools.
- k) The parents/ guardians ensure that the LTSM loaned to learners is kept in a good condition and returned to school when required.
- l) Parents are liable for replacing the lost LTSM as per the signed obligatory agreement between the school and parents.
- m) Learners are expected to safe keep and return all loaned LTSM to school.

### **16.1 Lost and/ or Stolen and Destroyed LTSM**

- a) LTSM that is lost, stolen or destroyed while in the care of a learner, educator or school must be reported immediately and accordingly.
- b) Measures must be taken to replace the material taking into consideration the budgetary implications involved.
- c) In the event the above being classified as an act of negligence, penalty measures must be implemented.

### **16.2 Donated LTSM**

- a) LTSM donated to the Department, school and entity must be recorded in the respected inventories.
- b) In the case of schools, the donation must disclosed to Head Office.
- c) Once the donated material is in the system, its usage and disposal will be governed by the same regulatory framework as other LTSM material.

## **17. DISPOSAL PROCEDURES**

All disposal procedures must be aligned to the NCDOE's Loss and Disposal Management Policy.

The Accounting Officer shall appoint a Provincial LTSM Disposal Committee, whose main function will be to make recommendations regarding the disposal of LTSM.

At school level the constitution of the LTSM Disposal Committee will be done in accordance with the South African Schools Act (SASA).

### **17.1 School Committee roles and responsibilities**

The roles and responsibilities of the School LTSM Disposal Committee shall be to:

- a) report on surpluses, deficiencies, redundant, damaged or unserviceable LTSM.
- b) Determine the causes of the above abnormal situations.
- c) Determine whether loss control procedures have been followed in respect of loss, damages, error, negligence, fraud and theft.
- d) Recommend the disposal method of the asset.
- e) This recommendation and report will be forwarded to the Provincial Disposal Committee for further action and recommendation to the accounting officer.

## **17.2 Obsolete Materials Procedures**

Any LTSM can be declared obsolete when:

- a) The content no longer complies with the curriculum requirements;
- b) Redundant and/ or
- c) Damaged beyond repair.
- d) The process of declaring LTSM obsolete will be in compliance to the Archive Act 43 of 1996 and Asset Management Act 19 of 2007 and any other relevant legislated processes.

## **17.3 Disposal Procedure**

When the Accounting Officer has approved the recommendations of the Provincial Disposal committee, the following disposal methods will apply:

- a) Transfer to another institution in terms of Section 42 of the PFMA.
- b) Transfer to another institution at market related value;
- c) Donation;
- d) Sale by private treaty
- e) Sale by public auction or tender
- f) Write-off

The following operating procedure will apply:

- The approval of the disposal of materials will remain the Head Office competency and can be delegated to Districts.
- Compliance management remains the responsibility of Districts and schools.
- Schools evaluate available LTSM and recommend for the disposal of “not suitable LTSM”.
- Schools compile a record of all LTSM recommended for disposal.
- Schools make a formal application to the District Director for the disposal of such LTSM.
- Schools await a formal response from the District before the disposal of such LTSM.
- Districts receive formal disposal applications from schools.
- Districts forwards the applications to Head Office who will evaluate each application and approve or disapprove the applications after verification is done on site by a designated official.
- Districts compile records and reports of disposed LTSM and submit to the LTSM Sub Directorate: Head Office.
- Head Office keeps records of all disposed LTSM and removes them from the inventory.

## **18. COPYRIGHT MATTERS**

- a) It is the responsibility of the principal to ensure that the school complies with the Copyright Act, Act 98 of 1078.
- b) No books will be photocopied without prior approval (in writing) by the author.

- c) No CDs and DVDs will be reproduced without prior permission of the author or distributor.
- d) Teachers may use a copy such as a slide or photocopy to illustrate a lesson. This should not form the whole lesson.

## **19. Monitoring and Evaluation**

### **19.1 Monitoring and Evaluation at Head Office**

- a) Head Office shall develop processes and procedures on how to monitor and evaluate the implementation of this policy.
- b) Monitoring will be done on quarterly basis by visiting Districts.
- c) The Monitoring tool shall be developed and be used during visits.
- d) Areas that will be monitored are: exhibitions, requisitioning, and training of schools on LTSM processes and delivery of LTSM to schools.
- e) HO Compiles a Provincial report on the monitoring and evaluation process.

### **19.2 Monitoring and Evaluation at Districts**

- a) Implement the rules and procedures of the monitoring and evaluation process as set out by Head Office.
- b) Develop guidelines for schools on how to monitor their processes at school level.
- c) Develop monitoring tools to be used during school visits.
- d) Compile and submit reports on the monitoring and evaluation process for their Districts.
- e) Ensure that schools are informed of the procedures for the process.
- f) Give reports on school readiness and effectiveness.

## **20. Policy Control and Management: Audit**

- a) Periodic audits will be conducted when deemed necessary or as required from time to time, to ensure appropriate application and compliance with the Policy.
- b) All institutions of Government shall be exposed to internal and external audits as per legal legislative frameworks.

### **20.1 Policy control and Management: Amendments**

No amendment(s) may be made to any section of this policy without consultation with all relevant and recognised stakeholders within the Department and approval by the SG for Education in the Northern Cape.

### **20.2 Policy Control and Management: Review**

This policy is subject to a review by the Department, following the first year of its implementation. Thereafter, the policy will be reviewed after every three years of implementation or as the need may arise.

### **20.3 Breach of Policy**

Any breach of this policy shall result in appropriate action being taken.