

GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

LEARNING AND TEACHING SUPPORT MATERIAL POLICY

Policy Administrator	Directorate : Multi-media Shared Services and Learner and Teacher Support Material
Date of Approval	
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1 Foreword

In the past decade, the South African education system has undergone extensive change, and the government has attempted to improve education resources provision. The new system is based upon the principles of equity, quality, redress and access as stated in the Bill of Rights in the Constitution of the Republic of South Africa. The mentioned principles are in line with the Gauteng Department of Education's vision and mission as stated below:

Vision:- Ensuring all learners in Gauteng do well at school and leave our institutions with the values, knowledge, skills and qualifications that will give them the best chance of success in adult life; and

Mission: - To ensure that quality learning and teaching takes place in the classroom every day.

This LTSM Policy has been designed to ensure that Learning and Teaching Support Materials as well as other curriculum resources are developed and made accessible to all institutions of learning. It defines what LTSM is and provides different types of LTSM, its purpose as well as the roles and responsibilities of all stakeholders. The Policy also provides guidance and support on how the LTSM processes, including funding, requisitioning and retrieval should be implemented at school level (for both Section 21(c) schools and non – section 21 (c) schools).

The LTSM Policy seeks to ensure that all learners have a textbook for every Learning Area/subject from the first day of an academic year. This will ensure that all learners are given an equal opportunity for their right to education and to make the best use of their capabilities, irrespective of their socio-economic background.

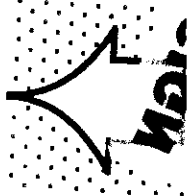
In line with the priorities of the Department, the policy further seeks to ensure that LTSM is:

1. Available for each learner at a ratio of 1:1;
2. Delivered to schools timeously;
3. Reviewed to determine its impact on learning; and
4. Procured for schools through the funding made available (Quality Intervention, Development, Support and Upliftment Programme, Resource Targeting Table, Dinaledi, Grade 12 Special Grant).

All the above-mentioned priorities will be achievable if schools have functional LTSM committees and receive support from the District Offices (DOs) and Head Office (HO). There should be transparency and accountability in the utilization of all funds allocated for the procurement of LTSM. The policy guides schools on the utilisation of the closed and open system of procurement.

Boy Ngobeni
Head of Department

2011/10 05



2 Title of the Policy: Learning and Teaching Support Material (LTSM) Policy

3 Effective Date:

4 Date of Next Review:

5 Revision History:

As amended on : (Specify dates)

6 Preamble

The Department has developed the LTSM policy to ensure that there is an increased access to resources and there are sound systems to manage the available resources and improve learner performance in all schools through the provision of quality education to all learners.

7 Purpose

The overall purpose of this policy is to:

1. Provide guidelines on the management ,
2. Control and monitoring of the provision of Learning and Teaching Support Material to all public schools.

7.1 Objectives

The main objectives of the policy are to:

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

8 Definitions and Acronyms

8.1 Definitions

In this policy, unless the context indicates otherwise, the following definitions will apply:

No.	Term	Explanation
a.	Accessioned	means to make an addition or record to a collection of material.
b.	Gauteng Department of Education	means the department in the administration of the Gauteng Province responsible for education.
c.	District Director	means the senior officer of the department responsible for the administration of education in a particular education district.
d.	Education	means instruction, teaching or training provided to learners in terms of the Gauteng School Education Act
e.	Educator	means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school
f.	Member of the Executive Council	means the member of the Executive Council of the Province who is responsible for matters relating to education.
h.	Governing Body	means a governing body for a public school, established under section 26 or deemed to be so established under section 97 of SA Schools Act 84 of 1996
i.	Head of Department	means the accounting officer for education in the Province
j.	Learner	means any person receiving education in a school in terms of the South African Schools' Act 84 of 1996
k.	Learning and Teaching Support Material	means all relevant resources (print and electronic) used by learners and educators that will enhance and support curriculum delivery.
l.	Resource	means all relevant material (print and electronic) used to enhance and support curriculum delivery.
m.	Ordinary School	means a school other than a school for specialized education.
n.	Parent	Means the biological or adoptive parent or legal guardian of a learner; or a person legally entitled to custody of a learner; or a person who undertakes to fulfil the obligations of a parent or

		guardian towards the learner's education at school
o.	Principal	means an educator appointed or acting as the head of a school.
p.	Public school	means a school contemplated in Chapter 3 of SASA
q.	Service Provider	means a company contracted to procure the LTSM on behalf of GDE and conduct financial audit as contained in the contract duly signed between the company and GDE

8.2 Acronyms

No.	Acronym	Explanation
a.	CAT	Computer Assisted Technology
b.	CES	Chief Education Specialist
c.	DBE	Department of Basic Education
d.	DCES	Deputy Chief Education Specialist
e.	ECD	Early Childhood Development
f.	GDE	Gauteng Department of Education
g.	GPLS	Gauteng Primary Literacy Strategy
h.	HOD	Head of Department
i.	ICT	Information and Communication Technology
j.	LTSM	Learning and Teaching Support Materials
k.	MM	Multi-Media
l.	MST	Mathematics, Science and Technology Strategy
m.	PMT	Project Management Team
n.	RTT	Resource Targeting Table
o.	SASA	South African Schools Act
p.	SGB	School Governing Body
q.	SES	Senior Education Specialist

r.	SLTSMC	School LTSM Committee
s.	SMT	School Management Team

9 Legislative Framework

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 Schools 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) Gauteng School Education Act, 1995 (Act No. 6 of 1995), as amended.
- i) Copyright Act, Act 98 of 1978.

10 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. .

11 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, learner 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-LSM 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 a non-educational nature, including stationery for office use, paper, cleaning materials, petrol, lubricants and food.

11.1 Classification of LTSM

- a) **Textbooks:** This category of material includes texts printed by and for publishers; they include learners' books, learners' workbooks/activity books, readers', educators' 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 materials 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 educators’ and learners’ resource collections, fiction and non-fiction books, monographs, audio-visual software, young adult literature, music scores, periodicals, reference works as well as Government or GDE publications.

11.2 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 Contract 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 the 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.

12. Roles and Responsibilities of Role Players

12.1 Head Office

- 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) Monitor and support District LTSM teams on LTSM processes.
- e) Ensure accountability by all designated LTSM officials at all levels.
- f) Develop a database of all records related to LTSM.
- g) Liaise and develop a healthy relationship with service providers on issues related to LTSM.
- h) Appoint and train evaluators who will evaluate the LTSM to be acquired.
- i) Quality assure the work of the LTSM evaluators
- j) Consolidate the requisitions received from Districts and forward to service provider for placing orders.
- k) Head of Department with the advice of the Curriculum Branch and Chief Financial Officer approves the consolidated list of the material.
- l) Provide the budget for purchasing and distribution of LTSM.
- m) Monitor the purchase and management of LTSM by section 21 schools.
- n) Prepare for the receiving and distribution centre for the LTSM.
- o) Validate the correctness, quality and quantities of the material on receipt from service providers and ensure that payment is made.
- p) Monitoring the received material to schools.
- q) Monitor the timeous procurement of LTSM by schools and Districts and the timeous delivery thereof.

DBE catalogues on the implementation of CAPS will be distributed to all public schools. Ensures the effective and efficient and sustainable provision of LTSM

12.2 Districts

- 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 a 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 both Section 20 and Section 21 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 for 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.

12.3 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 LSTSM budget allocation is used accordingly and procurement of LTSM is used to strengthen and promote the school library as a resource.

- f) Ensure that quarterly 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.

12.3.1 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 material.
- 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.

12.3.2 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.

13. Provisioning and Procurement of Resources

- a) All public schools are funded using the Resource Targeting Table (RTT) provided in the National Norms and Standards for School Funding, in terms of which schools are targeted on the basis of need.
- b) All public schools shall procure LTSM using 100% of the allocated funds as per the indicative divisions.

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

14. Evaluation and Selection of LTSM

14.1 The Evaluation and Selection Process

- a) A call for submission of LTSM from publishers and manufacturers of books and educational materials is made at the national and provincial levels.
- b) GDE develops terms and conditions for participation in the selection and evaluation process which both GDE and publishers sign.
- c) HO manages all activities relating to the development of provincial catalogues.
- d) All objections to the process are directed to the HOD.
- e) A list of approved LTSM is catalogued and distributed to all public schools for commencement of the ordering and purchasing process.

14.2 Appeals Process Related to the Evaluation of LTSM.

- a) In case of discontent on the evaluation and selection of LTSM, the MEC may establish an appeals team which will consist of senior managers from the PMT including the Curriculum Directorate.
- b) Publishers will within a period of seven (7) days upon receipt of recommendations from Department lodge a written dispute setting out reasons for the appeal with supporting documents.
- c) The Department will acknowledge receipt of the dispute seven within (7) days of receipt of the written dispute and where necessary, set a date for arbitration.
- d) The MEC will then consider the application and inform the appellant of the outcome.
- e) The MEC's decision will be final on this matter.

14.3 Remuneration of Evaluators and Data Capturers

- a) The GDE may remunerate evaluators at a rate determined by the HRD Directorate according to the remuneration policy of educators and part-time employees.
- b) The GDE will not remunerate any GDE office-based employee, unless the evaluation process takes place outside of working hours. (that is, during week-ends and/or during the official's annual leave period)
- c) The data capturers will be remunerated at the rate determined by the HRD Directorate.

15. LTSM Exhibitions

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

16. LTSM Acquisitions and Supply Chain Management

16.1 The LTSM Acquisition Process for both Section 21.1c and non-Section

21.1c schools

- a) Schools conduct their needs analysis for every subject.
- b) Schools do stock-taking to check what they have in stock and to determine what they need.
- c) Schools compile a prioritized list according to their LTSM budget allocation.
- d) Schools ensure that only relevant LTSM and other materials are acquired for curriculum delivery.
- e) Ensure that the LTSM and other materials acquired are from the Provincial and National Catalogues only.

16.2 Requisitioning Process for Non-section 21.1c schools

- a) Schools select the materials needed from the provincial and National Catalogues issued by the Department.
- b) Requisitioning forms are received and completed in full.
- c) Schools capture the requisitioned list of resources into the Electronic Procurement Management System (EPMS) with the assistance of the Districts officials and the service providers.
- d) Schools without connectivity submit their forms to the capturing team to assist.
- e) Completed requisitioning forms are sent to service providers for generating official orders.
- f) Schools expend the LTSM budget allocation to 100%.

16.3 Requisitioning Process for section 21.1c schools

- a) Schools select the materials needed from the Provincial and National Catalogues issued by the Department.
- b) Schools fill in their requisition forms ready for placing of orders.
- c) Section 21.1c schools will follow the same procedure as per paragraph 16.2 (b), (c), (d) and (e) above, if allocated with the special grant budget, to facilitate central procurement by the Department.
- d) Section 21.1c schools will be monitored to ensure that LTSM budget allocations are utilised for the purpose they were intended for.

16.4 Placing of Orders

- a) GDE approves all requisitions from non-section 21.1c and the special grants and forwards orders to the service provider.
- b) The service provider places order with publishers and manufacturers of resources on behalf of GDE.
- c) Districts must ensure that orders placed are within the LTSM budget allocation.

17. Receipt of LTSM by Schools

17.1 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 an invoice.
- f) Wrong deliveries should not be accepted by the school.

17.2 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.

17.3 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 weekly reports 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.

17.4 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 an 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 audit 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.

17.5 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.

17.6 Payments for LTSM

17.6.1 The Payment Process

- a) LTSM ordered is received from the service providers.
- b) After the verification of delivery with concomitant invoices and other relevant documents received for both section 21.1c and non-section 21.1c schools payment is made.

- c) The service provider is paid according to the SLA drawn between the GDE and the service provider.

18 Retrieval of LTSM

- a) The retrieval process will remain the provincial competency; however, the compliance management remains the responsibility of the District and the school.
- b) There will be a clear reporting mechanism on shortages of LTSM on an on-going basis.
- c) The District monitors and supports schools in ensuring a 100% retrieval rate.
- d) The District compiles a District retrieval report.
- e) The development of procedures and systems for the retrieval of books is done by the District.
- f) Schools with the support of the District formulate rules and procedures for the retrieval of LTSM.
- g) Schools develop mechanisms of retrieving 100% of books from learners and teachers.
- h) 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 Directorate: MM – LTSM on the rates of retrievals in schools.
- k) The parents/ guardians ensure that the LTSM loaned to learners is kept in 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.

18.1 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.

18.2 Donated LTSM

- a) LTSM donated to the Department, school and entity must be recorded in the respective inventories.
- b) In the case of schools, the donation must be 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.

18.3 Obsolete Materials Procedures

Any LTSM can be declared obsolete when:

- a) The content no longer complies with the curricular requirements;
- b) Redundant and/or
- c) Damaged beyond repair.
- d) GDE HO shall develop provincial procedures and guidelines on how to declare LTSM obsolete. 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.

18.4 Disposal Procedure

- a) The approval of the disposal of materials will remain the Head Office competency and can be delegated to Districts.
- b) Compliance management remains the responsibility of Districts and schools.
- c) Schools evaluate available LTSM and recommend for the disposal of "not suitable LTSM".
- d) Schools compile a record of all LTSM recommended for disposal.
- e) Schools make a formal application to the District Disposal Committee for the disposal of such LTSM.
- f) Schools await a formal response from the District before the disposal of such LTSM.
- g) Districts receive formal disposal applications from schools.
- h) Districts evaluate each application and approve or disapprove the applications after verification is done on site by a designated official.
- i) Districts compile records and reports of disposed LTSM and submit to the MM-LTSM Directorate: Head office.
- j) Head Office keeps records of all disposed LTSM and removes them from the inventory.

18.5 Copyright Matters

- a) It is the responsibility of the principal to ensure that the school complies with the Copyright Act, Act 98 of 1978.
- 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) GDE HO 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 by the MM: LTSM 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

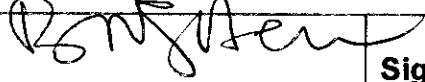
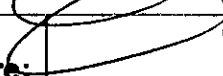
No amendment(s) may be made to any section of this policy without consultation with all relevant and recognised stakeholders within the Department and approval by the HOD for Education in Gauteng.

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.

Approved by GDE: (HOD)		Signature:	
Date of Approval	2011/10/05		

