

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 432**

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**(INTERNAL QUESTION PAPER: 08/2013)**

**Mrs A T Lovemore (DA) to ask the Minister of Basic Education:**

- (1) How does her department determine the percentage of learners with their own textbooks for each subject;
- (2) what are the results of such determination in each province in the (a) 2011, (b) 2012 and (c) 2013 academic years;
- (3) what is her department's textbook allocation target for the 2014 academic year;
- (4) how will her department ensure that every province achieves the national target?  
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**REPLY:**

- (1) The Department of Basic Education has conducted research into the identification of levels of access of learners to textbooks. The Technical Report of the 2011 DBE School Monitoring Survey looked into the percentage of learners having access to relevant LTSM for their grade for Mathematics and Language. The findings revealed that, overall, 78% of Grade 6 learners in South Africa had access to a Language textbook. The percentage across provinces ranged from 58% in the Free State to 93% in the North West. In Mpumalanga, Northern Cape and the Free State less than 70% of Grade 6 learners had access to a Language book. Overall 83% of Grade 6 learners had access to a Mathematics textbook. The percentage across provinces ranged from a low 50% in the Free State to 98% in the Western Cape. In Mpumalanga and the Free State less than 70% of Grade 6 learners had access to a Mathematics book. However this does not necessarily imply that every learner had his/her own copy as in some cases textbooks are shared between learners.

- (2) The Department of Basic Education has developed the Grades 1-6, 10 and 11 Catalogues in line with the implementation of CAPS. The Grades 1-3 and 10 National Catalogues have been implemented in 2012 and the Grades 4-6 and 11 National Catalogue is currently being implemented in 2013. The Grades 7-9 and 12 National Catalogues is currently being developed and it is due to be released on 31 March 2013 for implementation in 2014.

These catalogues provide textbooks for the subjects per grade and guide provinces on which textbooks should be purchased for each learner.

Provinces are responsible for the provision of textbooks per subject per grade. The funding for LTSM and procurement models differs from province to province. While most provinces manage the procurement of textbooks for both Section 21 and non Section 21 schools for the CAPS implementing grades in Gauteng and KwaZulu Natal funds are transferred to Section 21 schools who do their own procurement for textbooks. The data generated by the textbook procurement process is used to provide information in regard to the percentage of learners with their own textbooks for each subject.

In addition to the provision of textbooks to learners, the department provides departmentally produced workbooks to all learners in grades 1-6.

- (3) The data generated as a result of the textbook procurement processes during the past three years in provinces reveals that while provinces have not achieved the goal of one textbook per subject per learner, year by year all provinces are moving ever closer to achieving this goal. It is expected that the goal of one textbook per subject per grade per learner will be achieved by the end of 2014.
- (4) The Department is intending to achieve 100% universal coverage in 2014. Measures are being put in place to ensure that cost-effective textbooks can be procured in order to achieve the goal of universal coverage in 2014.

The DBE developed a time frame based Sector Plan which is used to implement the development of National Catalogues, Procurement of LTSM, Delivery of LTSM to schools and to report monthly on deliveries and shortages.

The Plan has dates for Delivery of LTSM to all schools by provinces. Furthermore, the Department is in a process of Developing an LTSM Policy, which will be Gazetted in 2013.

The provision of cost-effective textbooks will facilitate the achievement of universal coverage in 2014.

The policy is intended to make sure that learners and teachers have access to quality learning and teaching materials to meet the requirements of the curriculum. The national Minimum Schoolbag guideline, describes the minimum quantity and quality of materials that every learner must have access to.

