

SERVICE DELIVERY IMPROVEMENT PLAN (SDIP) FOR THE DEPARTMENT OF BASIC EDUCATION



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DBE Leadership



Minister: Mrs Angie Motshekga



Deputy Minister: Mr Enver Surty, MP



Director-General: Mr HM MWeli



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Department of Basic Education

Service Delivery Improvement Plan (SDIP)

2015/16

2016/17

2017/18

Every child is a national asset...



□ **VISION**

Our vision is of a South Africa in which all our people have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

□ **MISSION**

Our mission is to provide leadership with respect to provinces, districts and schools in the establishment of a South African education system for the 21st century.

□ **VALUES**

Placing the interest of our children first, the Department adheres to the following values

- People: Upholding the Constitution, being accountable to the Minister, the government and the people of South Africa.
- Excellence: Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.
- Teamwork: Cooperating with one another and with our partners in education in an open and supportive way to achieve shared goals.
- Learning: Creating a learning organisation in which staff members seek and share knowledge and information, while committing themselves to personal growth.
- Innovation: Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

□ **LOCATION**

HEAD OFFICE

Physical Address: 222 Struben Street, Pretoria

Postal Addresses: Private Bag X895

Pretoria

0001

□ **STRATEGIC GOALS**

Programme 1: Administration

Programme purpose: To manage the Department through the provision of strategic and administrative support. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning.

Sub-programmes: Ministry; Department Management; Corporate Service; Office of the Chief Financial Officer; Internal Audit and Risk Management and Office Accommodation.

Strategic objectives:

- Improved capacity of the Department of Basic Education.
- Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.

Programme 2: Curriculum Policy, Support and Monitoring

Programme purpose: Develop curriculum and assessment policies and monitor and support their implementation.

Sub-programmes: Curriculum Policy Support and Monitoring; Curriculum implementation and monitoring; Kha Ri Gude Literacy Project and Quality Enhancement Programmes.

Strategic objectives:

- Improve teacher capacity and practices.
- Increase access to high quality learning materials.
- Strengthen partnerships with all stakeholders resulting in education becoming a national priority.
- Universalise access to Grade R.

Programme 3: Teachers, Education Human Resource and Institutional Development

Programme Purpose: To promote quality teaching and institutional performance through the effective supply, development and utilisation of human resource.

Sub-programmes: Teachers, Education Human Resources and Institutional Development; Education Human Resources Management; Education Human Resources Development and, Curriculum and Professional Development Unit.

Strategic objectives:

- Improve teacher capacity and practices.
- Strengthen school management and promote functional schools
- Strengthen the capacity of district offices.

Programme 4: Planning, Information and Assessment

Programme Purpose: To promote quality and effective service delivery in the basic education system through planning, implementation and assessment.

Sub-programmes: Planning, Information and Assessment; Information Management Systems; Financial and Physical Planning; National Assessments and Public Examinations; National Education Evaluation and Development Unit; and Planning and Delivery Oversight Unit.

Strategic objectives:

- Establish a world class system of standardized national assessment
- Strengthen school management and promote functional schools
- Strengthen the capacity of districts offices
- Strengthen partnerships with all stakeholders, resulting in education becoming
- a societal priority.

Programme 5: Educational Enrichment Services

Programme Purpose: to develop policies and programmes to improve the quality of learning in schools.

Sub-programmes: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and, Grant Implementation, Monitoring and Reporting.

Strategic objectives:

- Strengthen school management and promote functional schools.
- Strengthen partnerships with all stakeholders, resulting in education becoming
- a societal priority.

□ LEGAL MANDATE

The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, nonracist and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

The National Education Policy Act (NEPA) (1996) inscribed into law the policies, legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system.

The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have access to quality education without discrimination. It further articulates the parameters of compulsory schooling, which refers to children aged 7 to 15. It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now effected in public schools countrywide.

In addition to these legislative mandates, the government has identified twelve outcomes as a key focus of work between 2010 and 2014 and has made education the apex priority. It has placed education and skills development at the centre of this administration's priorities. The Department of Basic Education is therefore mandated to deliver on Outcome 1: **Improved quality of basic education**. This outcome, captured in a Delivery Agreement signed by the Minister of Basic Education and the President of the Republic of South Africa, is therefore the core legal mandate framework of the Department of Basic Education.

Subsequent to the Delivery Agreement for Outcome 1: Improved quality of basic education, the DBE developed a sector plan known as the **Action Plan to 2014: Towards the Realisation of Schooling 2025**. This plan sets out clear measurable targets in terms of realising Outcome 1. This medium- to long-term plan identifies key interventions to improve the quality of learning, improve education management and administration and allow for the monitoring of progress against a set of measurable indicators covering all aspects of basic education.

Declaring Improving the Quality of Basic Education as Outcome 1 of the South African Government demonstrates the government's commitment to basic education. The Department of Basic Education (DBE) identified its first strategic priority as ensuring that teachers are in class, on time, teaching using textbooks and programmed lesson plans. The DBE's commitment to this priority is articulated through Goal 19 of The Action Plan which seeks to ensure that every learner has access to the minimum set of textbooks and workbooks required. This goal has also been identified by the Minister as one of five priority goals.

□ LISTED SERVICES

Core functions of the Department

- Improve the quality of teaching and learning
- Undertake regular assessment to track changes in learner performance
- Improve early childhood development
- Providing human resource capacity (right skills at the right time)

This SDIP reflects the commitment of the Department to undertake activities effectively and on time to produce the agreed-upon outputs that will in turn contribute to achieving **Outcome 1, 'improved quality of basic education'**.

For the purpose of this SDIP the Department will focus on Learning and Teaching Support Materials (LTSMs) as a key improvement lever, as outlined in the *Action Plan* and the Delivery Agreement for Outcome 1.

□ WHY LTSM?

LTSMs are at the heart of curriculum delivery in schools. They provide teachers with support materials to focus on core curriculum aspects of learning required to master the appropriate competencies. They assist in pacing teachers and they supplement teacher knowledge and resources available to learners, creating an enabling environment for learning. Furthermore, considering the recent management challenges in LTSM provisioning and delivery, addressing this area is of key importance for the DBE and the sector as a whole.

□ **LTSM Definition**

For the purpose of the Department of Basic Education's SDIP, the Department refers to LTSM under the following definition and context:

“**LTSM**” - means a variety of learning and teaching materials 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.

“**Core LTSM**” - refers to the category of LTSMs that is used to teach the entire curriculum of a subject for a Grade. Generally this would comprise of textbooks, workbooks, learner books and teacher guides. For the Foundation and Intermediate Phases this includes graded readers. In the Intermediate and Senior Phase this includes a core reader for the teaching of literature.

The Department of Basic Education (DBE) is committed to ensuring that every learner and teacher has access to the minimum set of material required to implement the national curriculum, as stipulated in the Minimum Schoolbag Guidelines. In the DBE's drive to strengthen and support curriculum implementation in South African schools, textbooks, workbooks and other educational resources have become crucial factors in ensuring improved educational performance.

The mandate of the sector including provinces as recorded in *Action Plan to 2014 – Towards the realisation of schooling 2025* is to provide a textbook for each subject for each learner to achieve universal coverage of textbooks and workbook by 2014 towards improvements in learner performance and to support.

The DBE sees the provision of textbooks as a necessary classroom resource towards the achievement of its teaching and learning objectives. The provision of a textbook for each learner in each subject is the ultimate goal of the sector and a key strategic outcome addressing goals 18 and 19 of the Action Plan to 2014.

□ **SITUATIONAL ANALYSIS**

In terms of textbook provisioning, the Department of Basic Education (DBE) is mandated to develop the national catalogues of textbooks, while the responsibilities of Provincial Education Departments (PEDs) are to procure for schools in their province as well as to ensure that the procured books are delivered to each school. The responsibility of monitoring lies with both the PEDs and the DBE, with the DBE providing more support and oversight to all PEDs.

□ **The development and release of the National Catalogue of Textbooks**

The development of the national catalogue of textbooks was a recommendation of the Ministerial Task Team on LTSM in 2010. Based on this recommendation the process began in 2011 with the national catalogue for Grades 1-3 and 10; Grades 4-6 and 11 in 2012, and lastly, Grades 7-9 and 12 in 2013. In each of these cases, the catalogue is developed in the year preceding the phased-in implementation of the Curriculum and Assessment Policy Statement (CAPS) for the relevant grades.

In instances where there are no suitable books received to enable the development of a catalogue in certain subjects, the DBE develops addenda catalogues to fill in those gaps.

In order to develop the catalogues the DBE develops Terms of Reference for the submission of LTSM for possible inclusion in the national catalogue. A review process on the acceptance of materials received is then completed based on quality, scope and CAPS alignment of received materials. The process map for this aspect has been developed and is shared in the Terms of Reference in order to provide service providers with clear information on processes and criteria.

□ **Support to provinces through Monitoring and Oversight**

To standardise provincial textbook provisioning functions and to provide oversight and support to provinces, the DBE developed and disseminated the Basic Education Sector Management Plan for the Procurement and Delivery of Textbooks.

□ **Provincial Management Plans for the procurement and delivery of textbooks**

Part of DBE's oversight is to request the provinces to submit provincial plans that are aligned to the DBE's plan and to report against the plan to ensure timeous delivery of textbooks.

□ **Further monitoring and support by DBE**

▪ **Monitoring and support through meetings with provinces and publishers**

The DBE established an LTSM management forum, comprising of the DBE, provincial LTSM coordinators as well as a committee of publishers.

- **Monitoring and support through provincial visits**

The DBE further monitors and supports through visits to the provinces to engage with provincial and district officials and school personnel, and to visit schools, district offices and provincial warehouses

- **Monitoring and support through provincial progress reports**

The DBE receives regular written reports (quarterly or weekly) from provinces on the progress in the provincial textbook procurement and delivery process and also engages with provinces telephonically.

- **Monitoring and support through HEDCOM and CEM**

The DBE reports on monitoring to different high level structures within the Department, i.e. HEDCOM and CEM. The purpose for this is to strengthen accountability on the part of provinces as well as inform the structures of progress or lack thereof to enable the necessary remedial steps to be taken.

- **Monitoring through the Director-General's office**

To strengthen monitoring and support by the DBE, the Director-General (DG) engages consistently with the Provincial Heads of Education, mainly through written correspondence. For example, requesting provinces to align their management plans to the DBE's plan so that the entire country achieves delivery of textbooks to schools on schedule. Defaulting provinces subsequent received letters.

- **Preparations for annual procurement and delivery**

The DBE developed an Annual Basic Education Sector Plan for the Procurement and Delivery of Textbooks. Subsequent to that, provinces were requested to provide their management plans, with their timeframes aligned to the DBE's plan.

With regard to textbooks, the Delivery Agreement emphasizes that whilst the development of teaching materials by teachers themselves can have positive effects, in general the textbook is the most effective tool to ensure consistency, coverage of content, appropriate pacing and better quality instruction. Good textbooks must become more available to learners and teachers and should be used regularly. To ensure that weaker and poorly focused textbooks are eliminated in the system, the department finalized a comprehensive National Catalogue for textbooks. The National Catalogue provides the basis for the department to report on the percentage of learners who have access to the required textbooks. Through the 2013 catalogue, good textbooks will become increasingly available to learners and teachers.

□ CHALLENGES/CONTRIBUTING FACTORS

The advent of the Curriculum and Assessment Policy Statement (CAPS) necessitates a major shift in terms of how state resources can be better utilised to meet the challenges associated overhauling a curriculum. These challenges include making available to every learner CAPS aligned textbooks for every subject. As much as the Department of Basic Education (DBE) is committed to the universal provisioning of textbooks, this commitment does not negate that the quality of textbooks and their fitness for purpose should remain the mainstay of this provisioning.

South Africa has traditionally relied on the publishing industry for the development of textbooks, while government maintained the role of developing the curriculum. The centralization of the development of the national catalogue, where emphasis is placed on the educational merit as well compliance to the curriculum of textbooks, has ensured the production of quality textbooks. However, the development of textbooks that remain inaccessible to learners is counterproductive. The provincial budgetary trends for the past two years indicate that financial resources allocated for textbook procurement are not sufficient to meet the demand of universal coverage at present textbook prices.

The DBE needs to achieve value for money in textbook provisioning which will ensure that the effectiveness of textbooks is maintained while ensuring that quality is not compromised.

Considerable attention has been devoted in recent years to ensuring that where the department delivers textbooks to schools, these are delivered on time and according to the requirements of the school. These issues, whilst important, cover only a part of the larger picture of learner access to the right materials. Schools are required to develop appropriate textbook retention policies to improve access to textbooks by monitoring and managing their current textbook register. This is not always the case, these policies are often poorly implemented which increases the strain on the budget for acquiring textbooks.

Approximately 30% of schools buy textbooks with funds that are transferred from the department and the challenges experienced by these schools would obviously be different to those experienced by schools who receive textbooks directly from the department. The dynamics of economies of scale indicate that through centralizing the purchase of LTSM a lower unit price can be achieved. The cost of a colour reader is less than half when the order reaches 50 000 copies. In other words the DBE budget

could go twice as far in providing books to all schools. A significant factor contributing to the textbook pricing environment is the fragmented nature of orders placed with publishers- often one title attracts multiple small orders resulting in multiple print runs at a high cost. This results in the general industry practice of pricing based on small quantities and therefore making textbooks significantly more expensive.

The unit cost of producing a textbook is largely influenced by the quantity produced. This is due to the fixed cost, such as editing and design, being spread across more copies. Similarly, the cost of printing decreases per unit as the quantity increases. This is due to the printing process having a fixed cost component. Therefore the economies of scale are a crucial factor in achieving affordable textbook prices. Put differently, through consolidating orders at national or provincial level the Department of Basic Education could drastically reduce the price per book.

Section 21 Schools have the right to do their own procurement. It thus becomes difficult for the department to monitor the quality of the procurement in every Section 21 school. Section 20 Schools receive books through central procurement. This is advantageous because bulk orders made by the Provincial Education Departments result in cheaper unit costs. Thus schools are able to procure more LTSM from their allocation and are easily monitored by the department.

Different studies have attempted to answer questions that tend to point to underlying problems in the system. In particular, it is clear that in many schools and classrooms the way teaching occurs must change. The programme of action of government states that 'Teachers are to be in class, on time, teaching and making use of textbooks'. This echoes the Triple T: Teachers, Text and Time of the Quality Learning and Teaching Campaign (QLTC), a multi-stakeholder campaign, which underlines the importance of 'teachers, textbooks and time' in improving learning. For the purpose of this task, the Department prioritized the delivery of textbooks and related learning support materials, as one of the mechanisms that would improve the quality of our education outcomes, with special emphasis on textbooks as the vehicles towards the inculcation of basic skills of reading, writing and arithmetic.

□ **PROCESS MAPPING AND UNIT COSTING**

Following the release of the national catalogues and the Basic Education Sector Plan for the Procurement and Delivery of Textbooks and Stationery by the DBE, all provinces have aligned their activities to meet the deadline for the delivery of textbooks to schools.

▪ **Process Mapping**

Below are phases that the DBE has put in place to ensure that all learners receive quality textbooks for every subject on time.

PHASE 1: DEVELOPMENT, PROVISION AND DISTRIBUTION OF NATIONAL CATALOGUES

| Performance targets | Activities | Performance indicators | Responsibility |
|--|--|--|----------------------------------|
| Development of national LTSM catalogue | (a) Publishers submit LTSM for evaluation (b) evaluation of LTSM for inclusion on the national catalogue (c) finalization and approval of the national catalogue | National LTSM catalogue is developed | Department of Basic Education |
| Dissemination of the national LTSM catalogue to provinces | National LTSM catalogue sent to provinces | Provincial Education departments receive the National LTSM catalogue | Department of Basic Education |
| National LTSM catalogue customised to meet provincial needs | National LTSM catalogue customised | Provincial Education departments customise the National LTSM catalogue | Provincial Education Departments |
| Printing and provision of disks of National LTSM Catalogue to Districts/Regions/Circuits/Wards | (a) National LTSM catalogue printed and disks made (b) Catalogues packed, and delivered to District/Region/Circuit/Ward Offices | Provincial Education departments print / make disks of the National LTSM catalogue and deliver to District/Region/Circuit/Ward Offices | Provincial Education Departments |
| Distribution of catalogues to schools | Catalogues distributed to schools | Districts/Regions/Circuits/Wards distribute catalogues to schools | District/Region/Circuit/Ward |
| Registration of publishers on the provincial data base | Publishers register on the provincial data base | Publishers registered on the provincial data base | Provincial Education Departments |
| DBE Monitoring and supporting of distribution of catalogues to schools | (a) DBE holds regular (quarterly/monthly) meetings with provincial officials to discuss printing and distribution of catalogues to schools (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring | (a) Provinces are supported and monitored (b) schools receive catalogues | Department of Basic Education |

PHASE 2: DEPARTMENTAL READINESS FOR ORDERING OF TEXTBOOKS AND STATIONERY

| Performance targets | Activities | Performance indicators | Responsibility |
|---|---|--|--|
| Development of Provincial LTSM Procurement Management Plan | (a) Consultation with key internal and external role players (b) Drafting and finalization of 2013 Management Plan | Provincial LTSM Procurement Management Plan finalized for implementation | Provincial Education Departments |
| Finalization and approval of model for distribution of LTSM | Appointment of Distribution Agency/Agencies | Distribution Agency/Agencies appointed | Provincial Education Departments |
| Organization of warehousing and packaging of LTSM | Setting up of provincial/district warehouses | Provincial/district warehouses set up | Provincial Education Departments / Districts |
| Finalization of list of schools | Confirmation of school data: (a) schools per district/circuit/ward, (b) school details (c) learner numbers | List of schools finalized | Provincial Education Departments / Districts |
| Distribution of budgets to schools | (a) National Treasury allocates budget to provincial treasury (b) Provincial Treasury allocates to Provincial Education Department (c) PED allocates budget per school according to learner numbers and quintile (d) Section 20 schools receive letter with budget allocation (e) Funds for Section 21 schools deposited in their bank accounts | Schools receive budgets | Provincial Education Departments / Districts |

PHASE 3: SCHOOLS PREPARED FOR REQUISITION PROCESS

| Performance targets | Activities | Performance indicators | Responsibility |
|--|---|---|---|
| Schools prepared to complete requisitions | Workshops held with Section 20 and Section 21 school principals on requisition process. | Circuits/Ward managers workshop school principals | Circuit/Ward managers |
| Holding of book displays/exhibitions by publishers | (a) Publishers informed of dates/venues for book displays (b) Schools informed on dates/venues for book displays (c) Book displays held in circuits/wards | Book displays are held in circuits/wards, principals and teachers empowered to make LTSM selections | Provincial Education Departments/Districts/Regions / Circuits/Wards |

| | | | |
|---|--|--|-------------------------------|
| DBE Monitoring and supporting of preparation of schools for requisition process | (a) DBE holds regular (monthly) meetings with provincial officials to discuss plans for preparation of schools for requisition process (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring | (a) Provinces are supported and monitored (b) schools prepared for requisition process | Department of Basic Education |
|---|--|--|-------------------------------|

PHASE 4: REQUISITION PROCESS FOR SECTION 20/21 SCHOOLS

| Performance targets | Activities | Performance indicators | Responsibility |
|--|--|---|---|
| Completion of requisition forms by Section 20 schools | Section 20 schools complete requisition forms | Requisition forms completed by Section 20 schools | Section 20 school principals |
| Submission of requisition forms by Section 20 schools to circuit/ward offices | Section 20 schools submit requisition forms to circuit/ward offices | Requisition forms submitted by Section 20 schools to circuit/ward offices | Section 20 school principals |
| Audit of requisition process for Section 20 schools | (a) Checking and correction of requisition forms for accuracy and completeness (b) identification and follow-up of non-submissions | Requisition forms for all Section 20 schools in a circuit/ward are accurately completed and ready for collection | Circuit/ward/managing agent/province |
| Collection of Section 20 requisition forms from circuit/ward offices and delivery to Provincial offices / Managing Agent | (a) Requisition forms collected from circuit/ward offices (b) Requisition forms delivered to Provincial offices / Managing Agent | Requisition forms for all Section 20 schools in a circuit/ward are collected and delivered to Provincial offices / Managing Agent | Circuit/ward/managing agent |
| Processing of Section 20 Requisitions | Section 20 requisition forms processed | Purchase orders generated from submitted requisitions | Provincial Education Departments/managing agent |
| Issuing of purchase orders to publishers/book sellers | Purchase orders issued to publishers/book sellers | Purchase orders issued to publishers/book sellers | Provincial Education Departments/managing agent |
| Placement of orders with book sellers by Section 21 schools | Section 21 schools place orders with book sellers | Orders for Section 21 schools placed with book sellers | Section 21 school principals |
| Monitoring of placement of orders by Section 21 schools | Textbook procurement processes of section 21 schools monitored | Section 21 schools place their orders | Provincial Education Departments/Districts/Regions / Circuits/Wards |

| | | | |
|--|---|---|-------------------------------|
| DBE Monitoring and supporting of requisition process | (a) DBE holds regular (monthly) meetings with provincial officials to discuss implementation of requisition process (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring | (a) Provinces are supported and monitored (b) schools submit requisition forms / orders (c) orders placed with publishers | Department of Basic Education |
|--|---|---|-------------------------------|

PHASE 5: RECEIVING AND DISTRIBUTION

| Performance targets | Activities | Performance indicators | Responsibility |
|--|---|--|---|
| Delivery of stationery to provincial/district warehouses | Suppliers deliver stationery to provincial/district warehouses | Stationery delivered to provincial/district warehouses | Suppliers |
| Packaging of stationery per school | stationery orders packaged per school | Stationery is packaged per school | Provincial Education Departments/managing agent |
| Delivery of stationery to schools | Stationery orders delivered to schools | Stationery is delivered to schools | Provincial Education Departments/managing agent |
| Printing & delivery of textbooks to warehouses | (a) Textbooks printed by publishers (b) Textbooks delivered to provincial warehouses | Textbooks are delivered to warehouses | Publishers |
| Packaging of Material per school | Textbook orders packaged per school | Textbooks are packaged per school | Provincial Education Departments/managing agent |
| Delivery of Material to schools | Textbook orders delivered to schools | Textbooks are delivered to schools | Provincial Education Departments/managing agent |
| DBE Monitoring and supporting of delivery of material to schools | (a) DBE holds regular (monthly) meetings with provincial officials to discuss delivery of material to schools (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring | (a) Provinces are supported and monitored (b) textbooks are delivered to warehouses (c) textbooks are delivered to schools and distributed to learners | Department of Basic Education |

PHASE 6: MONITORING AND REPORTING

| Performance targets | Activities | Performance indicators | Responsibility |
|---|--|--|-----------------------|
| Reporting on textbook delivery by schools | (a) Schools check and verify orders received (b) Schools report non-delivery and incorrect orders to | Wards/circuits receive reports of non-delivery and incorrect orders from schools | School principals |

| | | | |
|--|---|---|-------------------------------|
| | ward/circuit | | |
| Reporting on textbook delivery by districts | (a) Wards/circuits receive reports of non-delivery and incorrect orders from schools (b) Wards/circuits report non-delivery and incorrect orders to districts (c) Districts report to provinces | Districts receive reports of non-delivery and incorrect orders from wards/circuits | Wards/circuits/districts |
| Monitoring and reporting on textbook delivery by provinces | (a) Provinces perform spot-checks on each stage of the requisition and delivery process (b) Provinces/managing agent correct delivery discrepancies (c) Provinces report to DBE on delivery/non-delivery of textbooks | Provinces/managing agents correct errors in orders; schools receive correct textbooks | Provinces |
| Monitoring and supporting textbook delivery by DBE | (a) DBE holds regular meetings with provincial officials and publishers to discuss delivery/non-delivery of textbooks (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring | (a) Provinces are supported and monitored (b) Textbooks are delivered to schools and distributed to learners | Department of Basic Education |

▪ **Unit costing**

The average cost of a textbook as found in the Foundation Phase (Grades 1-3) National Catalogue that was released in 2011 for the implementation in 2012 is estimated at R 84.00.

The average cost of a textbook as found in the Intermediate Phase (Grades 4-6) National Catalogue that was released in 2012 for the implementation in 2013 is estimated at R 70.62.

The average cost of a textbook as found in the Senior Phase (Grades 7-9) National Catalogue that was released in 2011 for the implementation in 2012 is estimated at R

106.54.

The average cost of a textbook as found in the Further Education and Training Phase (Grades 10-12) National Catalogue that was released in 2011 for the implementation in 2012 is estimated at R 142.89.

It should be noted that these average prices include VAT but do not include delivery and/or storages costs. Provinces are applying different procurement models; hence the unit cost will differ per province. The provincial SDIP's will indicate an accurate unit cost as all costs such as Agency fee's, discounts/penalties will be considered and calculated to arrive at particular unit cost.

□ SERVICE BENEFICIARIES

The provision of textbooks to all South African schools is intended for the full implementation of the curriculum by all learners and teachers.

□ STANDARDS SETTING FOR THE KEY SERVICE

The provision of textbooks for learners all public schools:

| Key services | Beneficiaries | Current Standard | Desired Standard of service | | |
|--------------|---------------|--|---|--|--|
| | | | 2016 | 2017 | 2018 |
| | Quantity | There have been challenges with the procurement and delivery of textbooks to schools. The DBE and provinces has taken the approach to streamline and standardise the development of the National catalogue and the procurement and delivery of textbooks in schools as well as monitoring. | The DBE in collaboration with provinces will achieve 97 to 100% delivery of CAPS aligned textbooks to schools for Grades 7-9 and 12 by end of October 2013. | 97 to 100% delivery of CAPS aligned textbooks | 97 to 100% delivery of CAPS aligned textbooks |
| | Redress | Some provinces are procuring centrally and they have begun to benefit from the economies of scale. This means that provinces are able to cater for all learners in the province – including Learner Special Education Needs. | 5 000 brailled workbooks delivered to full service schools for learners with visual impairment . | 5 000 brailled workbooks delivered to full service schools for learners with visual impairment | 5 000 brailled workbooks delivered to full service schools for learners with visual impairment |
| | Access | Procurement and delivery of textbooks assist in providing | LTSM retrieval policy approved and tools | LTSM retrieval policy | |

| Key services | Beneficiaries | Current Standard | Desired Standard of service | | |
|--|--------------------------|--|--|---|---|
| | | | 2016 | 2017 | 2018 |
| | | access to LTSMs. However, retrieval of textbooks contributes to expanding access to materials for all learners in the province. | and system developed for monitoring retrieval at provincial, district and school level | implemented and quarterly reports on LTSM retrieval at provincial, district and school level | |
| | Value for money and cost | Some provinces are procuring centrally and they have begun to benefit from the economies of scale. This means that provinces are able to cater for all learners in the province – including those from poor households (in lower poverty quintiles schools) | Systems developed for monitoring textbook provision and retrieval by quintile (or no fee status). | Reporting system implemented on provisioning textbooks and retrieval by quintile (or no fee status) in all districts. | Quarterly reports institutionalised in all districts and used to guide allocation at that level |
| The provision of textbooks for learners all public schools | Quality | <p>The National Catalogue is restricted to no more than 8 titles per category. This provides teachers with a choice of comparable titles that offer sufficient variety to be appropriate for the diversity of classrooms nationally, while benefiting from improved economies of scale.</p> <p>This is the maximum number of approved titles, while the minimum number will depend on the number of submitted titles that meet the required quality standards. The process of making an informed choice of learning material requires much work from information gathering, sampling to review. Therefore the smaller the number, the more likely teachers are to make well considered choices, conversely a large number could be debilitating.</p> <p>Queries received by the DBE regarding choice of texts issues need to be addressed and resolved to enhance rational choice of appropriate texts</p> | <p>Queries received by the DBE will be reported on quarterly by type and issue.</p> <p>Benchmark set for query resolution for CAPS aligned textbooks and workbooks</p> | <p>15% improvement in the queries received and resolved by the DBE on queries on CAPS aligned textbooks and workbooks</p> | <p>15% improvement in the queries received and resolved by the DBE on queries on CAPS aligned textbooks and workbooks</p> |
| | Courtesy | The DBE and provinces considers learners and | Each province and district provided with a | Each province and district | Each province and district |

| Key services | Beneficiaries | Current Standard | Desired Standard of service | | |
|--------------|---------------------------|---|---|---|---|
| | | | 2016 | 2017 | 2018 |
| | | teachers in schools as their clients and therefore the service of providing textbook is very crucial project for the DBE and province. | named official to deal with workbook and textbook queries for DBE provided materials. | provided with a named official to deal with workbook and textbook queries for DBE provided materials. | provided with a named official to deal with workbook and textbook queries for DBE provided materials. |
| | Openness and Transparency | The development of the National Catalogue requires interested parties to submit their material for selection and when the catalogue is released, publishers are able to market their approved material. In order to enable transparency, the evaluation processes must be open and information available on the process.. | Website availability of the following: All CAPS aligned workbooks, all CAPS aligned textbook titles on the National Catalogue, all contact numbers for query resolution, and the evaluation process to be embarked on including timelines. | Summary reports on LTSM evaluation process is noted by HEDCOM and CEM. Web site updated on the available documentation | Summary reports on LTSM evaluation process is noted by HEDCOM and CEM Web site updated on the available documentation |
| | Consultation | The DBE holds quarterly meetings with provinces to assess progress and challenges regarding the procurement and delivery of textbooks in schools. This forums accommodates all stakeholders such as Publisher's Association of South Africa, African Publisher's Association, etc. | The Provincial Heads of Education Departments and Education MEC' are consulted quarterly on all matters relating to LTSM The DBE will strengthen communication with all stakeholders. | Quarterly reports by districts on LTSMs will be requested by DBE on delivery of textbooks, workbooks and stationery to schools. | Quarterly reports by districts on LTSMs will be requested by DBE on delivery of textbooks, workbooks and stationery to schools. |
| | Human Resources | Development of the National Catalogue The DBE utilises the services of subject specialist from districts and provinces and lecturers from Higher Education institutions. Procurement and delivery of textbooks in schools Different provinces have different procurement models to ensure the smooth provision of textbooks in schools | Norms and standards for LTSM teams with roles and responsibilities approved and established provincially LTSM structures set up provincially with requisite skills to oversee the procurement and delivery of textbooks and other LTSM at school, district, and provincial level. Skills must include officials from Supply Chain Management, Curriculum and Finance. | Skills and competency audit of all LTSM teams carried out to drive strengthening interventions. Training developed on areas of challenge identified in the audit . | Training implemented on areas of challenge identified in the audit . |

| Key services | Beneficiaries | Current Standard | Desired Standard of service | | |
|--------------|---------------|---|---|---|---|
| | | | 2016 | 2017 | 2018 |
| | Time | The procurement and delivery of textbooks to schools must be complete by end of October of the previous year. | The procurement and delivery of textbooks to schools must be complete by end of October of the previous year. | The procurement and delivery of textbooks to schools must be complete by end of October of the previous year. | The procurement and delivery of textbooks to schools must be complete by end of October of the previous year. |