COVID-19 BASIC EDUCATION SECTOR PLAN

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PRESENTATION OUTLINE

1. Purpose
2. Introduction
3. International Experience
4. Size and Shape of the Sector
5. Lockdown Regulations
6. Pillars of the Sector Plan
7. RSA Risk Adjusted Strategy
8. Conclusion
PURPOSE

To present the COVID-19 Basic Education Sector Plan to the Portfolio Committee on Basic Education and Select Committee on Education and Technology, Sports, Arts and Culture.
INTRODUCTION
THE FIRST MILLION CASES OF COVID-19

Wuhan seafood market

- World Health Organization calls pandemic
- 100,000 cases
- Lockdowns start in Europe
- First genetic sequence available
- China lockdowns start
- Lockdowns start lifting in China
- 500,000 cases

Data correct as of 3 April 2020

Source: Nature 2020
COVID-19
COVID-19...
COVID-19...
THE RISK OF DOING NOTHING...

...THIS IS NOT AN OPTION

We face certain death – but left with the only choice to choose our cause of death...

We die from the virus

OR

We die from poverty & hunger
INTERNATIONAL EXPERIENCE
SOME INTERNATIONAL EXPERIENCE

- **Taiwan** closed schools only for two weeks, and resumed after that. Introduced strict **social distancing** measures. **Temperature screening** in the morning, compulsory **face masks** and regular **hand washing** and **plastic dividers** on desks.

- **China** closed all schools between 20 January and 6 February 2020. Returned different grades in phases with grades 9 and 12 first. Compulsory **cloth masks** and **temperature screening**. **Hand sanitizers** available.

- **Denmark** opened ECD centres and primary schools to Grade 5. No face mask requirement. But **separate desks to 1m**. Regular **hand washing** and hand **sanitizers** available. **Cordon off the playground** to limit interaction. And limit playgroups. **Stagger break times**. Very **limited uptake though** as most parents refuse to send children to school. Only into its second week though.

- **Singapore** did not close schools. Have had a **recent spike** in new infections. Announced last week that **all schools and universities to be closed** from 20 April. Some schools and **ECD centres to remain open** for children of essential workers.
THE SIZE AND SHAPE OF BASIC EDUCATION SECTOR
BASIC EDUCATION SECTOR

Department of Basic Education (national)

Provincial Education Departments (9)

Education Districts (75)

Circuit Offices (889)

Schools (24,998)

Public schools (23,076)

Section 20 Public schools

Section 21 Public Schools (former Model C)

Greater financial autonomy

Independent (Private) schools (1,922)

Registered independent schools

Non-subsidised independent schools

Unregistered independent schools (illegal)

Subsidised independent schools
### Number of Learners, Educators and Schools in the Ordinary School Sector by Province in 2019

<table>
<thead>
<tr>
<th>Province</th>
<th>Public</th>
<th>Independent</th>
<th>Public and Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learners</td>
<td>Educators</td>
<td>Schools</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>1,770,289</td>
<td>60,462</td>
<td>5,205</td>
</tr>
<tr>
<td>Free State</td>
<td>697,334</td>
<td>22,978</td>
<td>1,085</td>
</tr>
<tr>
<td>Gauteng</td>
<td>2,151,095</td>
<td>70,344</td>
<td>2,071</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>2,784,917</td>
<td>93,648</td>
<td>5,821</td>
</tr>
<tr>
<td>Limpopo</td>
<td>1,687,376</td>
<td>50,916</td>
<td>3,773</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>1,067,583</td>
<td>35,316</td>
<td>1,679</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>293,315</td>
<td>10,185</td>
<td>546</td>
</tr>
<tr>
<td>North West</td>
<td>829,336</td>
<td>26,564</td>
<td>1,451</td>
</tr>
<tr>
<td>Western Cape</td>
<td>1,127,510</td>
<td>36,588</td>
<td>1,445</td>
</tr>
<tr>
<td>South Africa</td>
<td>12,408,755</td>
<td>407,001</td>
<td>23,076</td>
</tr>
</tbody>
</table>
**EDUCATION STATISTICS AT A GLANCE, 2019**

### Size of the Schooling System:

- **Learners:** 12,408,755
- **Educators:** 407,001
- **Schools:** 23,076

### Official languages

- English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, Xitsonga, South African Sign Language

<table>
<thead>
<tr>
<th>Sector</th>
<th>Learners</th>
<th>Educators</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>12,408,755</td>
<td>407,001</td>
<td>23,076</td>
</tr>
<tr>
<td>Independent</td>
<td>632,443</td>
<td>37,856</td>
<td>1,922</td>
</tr>
<tr>
<td>Total</td>
<td>13,041,198</td>
<td>444,857</td>
<td>24,998</td>
</tr>
</tbody>
</table>

![Learners Pie Chart]

![Educators Pie Chart]

![Schools Pie Chart]
LOCKDOWN REGULATIONS
LOCKDOWN REGULATIONS

- Aims to **stop the spread of the COVID-19 virus** and minimize the infections.
- Anyone found in **violation** of the regulations will be **fined or imprisoned**.
- No person **confirmed or suspected of virus** may refuse medical examination, treatment, isolation or quarantine.
- Movement has been **restricted**, only if a close family member dies can you travel to the funeral and only 50 may attend.
- No **alcohol** and **cigarettes** sold.
- Schools closed until **further notice** after the lockdown.
- **Fake news** a crime.
- No **public gatherings** of more than 100 people.
- **Emergency procurement policy** for COVID-19 to assist all departments.
- Amendments introduced to **relax transport rules for taxis**, **essentials for babies** and **movement of children** of divorced couples with shared custody.
PILLARS OF THE SECTOR PLAN
GUIDELINES ON SOCIAL DISTANCING

The following are guidelines on social distancing:

– Physical distances in classrooms includes not more than 2 learners sharing desks.

– No hugging, handshaking and direct contact must be avoided.

– Cloth masks to be worn by learners and teachers at all times.

– No mass public events. All sports matches, choral practices and festivals, Eistedfods are not permitted.

– Extra classes should be arranged in small groups that maintain social distancing.
SOCIAL DISTANCING IMPLICATIONS

Infrastructure and Furniture

- Sanitize classroom prior to start of school day
- Sanitize hands on entering of classroom
- Limit movement of learners between classes
- No clustering of desks in classrooms

Transport

- Work with DoT to ensure that buses are sanitized prior to start of trip
- Sanitize hands on entering of bus
- Manage distance between learners in bus
- Compulsory wearing of masks throughout the school day, starting before boarding transport
NUMBER OF SCHOOLS IN NEED OF EMERGENCY WATER SUPPLY

Total of 3 475 schools require assistance

Number of Schools

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of Schools</th>
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<tbody>
<tr>
<td>EC</td>
<td>1000</td>
</tr>
<tr>
<td>FS</td>
<td>100</td>
</tr>
<tr>
<td>GP</td>
<td>100</td>
</tr>
<tr>
<td>KZN</td>
<td>1100</td>
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<tr>
<td>LP</td>
<td>500</td>
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<tr>
<td>MP</td>
<td>300</td>
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<td>NC</td>
<td>100</td>
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<tr>
<td>NW</td>
<td>150</td>
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<tr>
<td>WC</td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 3475 schools
BREAKDOWN OF PROVINCIAL REQUESTS

Approx. 1 000 requests for boreholes

Approx. 2 500 requests for water tanks, pipes & taps
1. Provinces identified schools with **critical** water supply challenges.
2. Department of Water & Sanitation (DWS) initiated an Emergency Water Supply programme:
   a) That **installs water tanks** at critical supply points
   b) Then deliver **portable water** by **water trucks** to these tanks
3. DBE will **participate** in this initiative to get water tanks installed at the identified schools and to get potable water delivered to these tanks.
4. Following the latest liaison with Provinces, the revised figure is around **3 500** schools with critical water supply challenges.
BASIC SANITATION AND HYGIENE PACKAGE

• A basic and essential hygiene and sanitation package has been developed, and provinces are procuring items. These include cleaning and disinfection materials, PPE, sanitizers, handwashing soap, gloves, cloth masks & thermometers.

• The DBE has developed Guidelines for schools on maintaining hygiene during the COVID-19 pandemic to provide recommendations on the proper cleaning and use of Personal Protective Equipment (PPE) based on risk exposure including:
  – Basic principles of infection prevention and control;
  – Risk reduction methods for schools, classrooms, toilets/bathrooms, offices, and food preparation arears;
  – Daily duties of cleaners; and
  – How to use Personal Protective Equipment (PPE).
PROCUREMENT OF COVID – 19 ESSENTIALS

- National Treasury [NT] has issued NT Instruction No. 3 of 2020/2021 which regulates the procurement of Personal Protective Equipment [PPE] by government institutions:
  - Ordering is centralised at the Office of the Chief Procurement Officer.
  - Imperial Health Sciences contracted by NT to procure items in bulk from outside the country quicker and at competitive prices and also deliver locally efficiently.
  - Provinces were expected to place orders already and all purchase orders were due by 20 April 2020.
  - Exploring procurement of PPE from local manufacturers.
SCREENING, TESTING & TRACING

• Screening of learners and educators will be done at re-opening of schools starting with Grades 7 and 12 (temperature check).

• Learners or staff members that present with raised temperature will then be considered for isolation and testing.
The Standard Operating Procedures (SOPs) for the Containment and Management of COVID-19 for Childcare Facilities, Schools and School Communities (consulted with DOH and provinces) provide guidelines for all administrators on the steps to be undertaken in order to prevent the spread and manage cases of COVID-19 including:

- Guidance for childcare facilities and schools on preventing the spread of COVID-19;
- Role of childcare facilities and schools in responding to COVID-19;
- Management of COVID-19 Cases in a Childcare facility or School;
- Guidelines for Heads of Departments and Supervisors on COVID-19: Procedure regarding employees;
- Management and Monitoring of absenteeism;
- Learner Transport measures;
- Closure of a unit/component/office/department if an employee tested positive for COVID-19; and
- How to clean educational establishments where there were learners, staff or others with suspected or confirmed cases of COVID-19.
ORIENTATION AND TRAINING

- The purpose of the orientation and training programme is to enable learners, educators and non-teaching staff to **adjust** to and become **familiar** with the **special arrangements** at schools following the outbreak of the corona virus in South Africa.

- The orientation programme provides **guidelines** for **interaction** with learners, parents, educators and non-teaching staff in the school community.

- All **learners**, **educators** and **support staff** will receive orientation and training at the start of the school reopening commencing with Grade 7 and 12.

- The orientation and training programme/package will comprise:
  - a **training manual**
  - **Video clips** and an **information booklet** are the key resources to deliver the orientation programme
  - **Posters** and appropriate **signage** to direct teachers, learners and non-teaching staff on what to do.

- The orientation programme will be linked to a communication strategy and shared through:
  - **Television** and **Radio** Broadcasts
  - **WhatsApp** and other **social media** platforms
  - **Websites** of DBE, PEDs and Partners
The original school calendar year started on 15 January 2020 and would have ended on 4 December 2020. The amended school calendar will end on 9 December 2020.

The School Calendar for 2020 will be adjusted to have schools open on 4 May 2020 for teachers and 6 May for learners. The grades will be phased-in starting with Grades 7 and 12. The lost school days will be recovered by shortening the June holidays to 5 days and the September holidays to a long weekend in order to make up these days. The 4th term will also be lengthened to close on 9 December 2020 for learners and 11 December 2020 for teachers.

### Grade 12 and 7

<table>
<thead>
<tr>
<th>Start of Term</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 May 2020 Teachers</td>
<td>• 3 August 2020</td>
<td>• 26 July 2020</td>
<td>• 23 September 2020</td>
</tr>
<tr>
<td>• 6 May 2020 for Learners</td>
<td>• 9 December 2020 learners</td>
<td>• 23 September 2020</td>
<td>• 11 December 2020 Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of Term</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 26 July 2020</td>
<td>• 23 September 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 week holiday from 29 June – 3 July 2020</td>
<td>• Long weekend holiday from 24 – 27 September 2020</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implications</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• School days/Time lost (max) = 25 days/5 weeks</td>
<td>• Curriculum Coverage = 5 Weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teaching time at 7hrs/day = 175 hours</td>
<td>• December holiday</td>
<td></td>
</tr>
</tbody>
</table>
CURRICULUM RECOVERY FRAMEWORK

The Framework is guided by the following principles:

a) **Responsiveness to the National Covid19 Programme** - the national regulations, programme and protocols are strictly adhered

b) **Inclusion and Equity** - all learners and particularly the most vulnerable access the planned programmes.

c) **Targeted Approach** - taking cognizance of the unique needs of schools, phases and grades.

d) **Size and Scope** - curriculum plans are determined in a flexible way guided by the size and the scope of the crisis, a short or long lockdown, and the implications that this will have on teaching and learning.

e) **Partnerships** - ensuring full participation and ownership of all key stakeholders.

f) **Safety and Security** - maintaining the safety, health, and well-being of teachers, learners and support staff.

g) **Time Management** - time is of the essence in the recovery plan and hence time must be strictly managed at school level

h) **Quality** - the priority will be on quality teaching and learning and a focus on skills, knowledge and values

i) **Nationally co-ordinated approach** - the Department of Basic Education will provide clear directives of what is expected of each provincial education department and compliance to these directives will be monitored
## IMPLICATIONS FOR THE CURRICULUM

<table>
<thead>
<tr>
<th>IMPLICATIONS</th>
<th>STRATEGY/ RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Coverage</td>
<td>Curriculum Review</td>
</tr>
<tr>
<td></td>
<td>• Curriculum <strong>reorganisation</strong> and <strong>trimming</strong> (except for Grade 12);</td>
</tr>
<tr>
<td></td>
<td>• Annual teaching plans amended for each grade and each subject;</td>
</tr>
<tr>
<td></td>
<td>• Fundamental skills and concepts for each grade will be retained;</td>
</tr>
<tr>
<td></td>
<td>• Content in <strong>Life Orientation/Skills</strong> will be rearranged to address <strong>personal hygiene, self-study skills, emotional and psychological trauma</strong>;</td>
</tr>
<tr>
<td></td>
<td>• Every lesson should contribute <strong>5 minutes teaching awareness</strong> on COVID-19.</td>
</tr>
<tr>
<td>Public Ordinary/Special Schools</td>
<td>Schools of Skill</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Grades 12 and 7</td>
<td>Year 4</td>
</tr>
<tr>
<td>Grades 11 and 6</td>
<td>Year 3</td>
</tr>
<tr>
<td>Grades 10 and 5</td>
<td>Year 2</td>
</tr>
<tr>
<td>Grades 9 and 4</td>
<td>Year 1</td>
</tr>
<tr>
<td>Grades 8 and 3</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Grades 2 and 1</td>
<td>Grade 1 and 2</td>
</tr>
<tr>
<td>Grades R</td>
<td>Grade R</td>
</tr>
</tbody>
</table>
IMPLICATIONS FOR EXAMINATIONS

a) The **Grade 12** will be expected to write the set fully fledged examinations, based on covering the entire curriculum and other grades will be given a reworked curriculum and assessed on 80%.

b) The **May/June Exams** for the National Senior Certificate (Grade 12) will be combined with the October /November Exams and rescheduled for November/December 2020.

c) **Marking** of examination scripts will run up to end of December 2020.

d) Moderation, standardisation and release of the results will be moved to mid/ end of January 2021.

e) SBA will have to be calculated minus the May/June exams.

f) Grade 12 will still write **preparatory examinations** in September.

g) The November/December examination **time table** will have to be amended accordingly.
## SIZE AND SCOPE OF THE COMBINED EXAMINATION

<table>
<thead>
<tr>
<th>Province</th>
<th>June Examinations (NSC)</th>
<th>June Examination (SC)</th>
<th>November Examinations (FT and PT)</th>
<th>Concurrent June /November Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC</td>
<td>22025</td>
<td>17 888</td>
<td>100463</td>
<td>140 376</td>
</tr>
<tr>
<td>FS</td>
<td>5304</td>
<td>6 775</td>
<td>36445</td>
<td>48 524</td>
</tr>
<tr>
<td>GP</td>
<td>21722</td>
<td>43 847</td>
<td>153975</td>
<td>219 544</td>
</tr>
<tr>
<td>KZ</td>
<td>44877</td>
<td>26 060</td>
<td>184570</td>
<td>255 507</td>
</tr>
<tr>
<td>LP</td>
<td>34355</td>
<td>18 134</td>
<td>125930</td>
<td>178 419</td>
</tr>
<tr>
<td>MP</td>
<td>18377</td>
<td>12 662</td>
<td>70901</td>
<td>101 940</td>
</tr>
<tr>
<td>NW</td>
<td>10346</td>
<td>15 251</td>
<td>39338</td>
<td>64 935</td>
</tr>
<tr>
<td>NC</td>
<td>4857</td>
<td>5 493</td>
<td>13538</td>
<td>23 888</td>
</tr>
<tr>
<td>WC</td>
<td>13149</td>
<td>19 319</td>
<td>62557</td>
<td>95 025</td>
</tr>
<tr>
<td>National</td>
<td>175012</td>
<td>165 429</td>
<td>787717</td>
<td>1 128 158</td>
</tr>
</tbody>
</table>
PSYCHOSOCIAL SUPPORT

• An increase in social, mental, psychological and emotional difficulties amongst learners, educators and officials, is anticipated due to losses and trauma experienced through Covid 19.
• Schools as social institutions are serviced by the Psychosocial Support Services of the Departments of Social Development and Health.
• In addition to these, the Basic Education Sector has psychologists and social workers who had prior training on counseling. They will be able to use their skills to support schools.
• Guidance to provinces, districts and schools include:
  – Development of context-specific provincial plans;
  – All schools to have list of contact details for available free counselling, to be redistributed via the various communication platforms;
  – Utilise all available capacity including in special schools;
  – Provinces to leverage capacity of social partners and HEIs offering social work and psychology to expand services to schools; and
  – Ensure functionality of school-based and district-based support teams.
QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC)

- Drive the **back to school** Campaign.
- Deal with **anxiety** and **fears** in communities and going back to school.
- **Strengthen** the **interface** between schools and broader society.
- Strengthen **collaboration** between the Basic Education sector, Department of Social Development and Health.
- Strengthen the **link** between **schools** and **homes** of learners who have to receive education at home and workers who have to work from home.
COMMUNICATION STRATEGY

1. To ensure that communities, parents, teachers and learners know and understand the problem at hand and the standards of care expected.

2. To ensure that service providers in education understand their role in keeping schools safe.

3. To manage the fake news about the re-opening of schools and COVID-19 uncertainties.

4. To regularly showcase the successes of the sector in schools back to business.

5. To support schools in strengthening their communication with parents and local communities.

6. To manage the flow of awareness messages from the Department of Health to the Head Office, Districts, Circuits and Schools.

7. To use communication to promote de-stigmatisation of the COVID-19 cases within the sector.
Coronavirus (COVID-19) forced many around the world to rethink our daily lives from work to school to entertainment. In response to travel bans, school closures, and recommendations to not gather in large groups and social distancing from fellow humans to limit the spread of the virus, many people turned to digital tools to keep some semblance of normality. It’s been imperative to digitally transform our places of work and education to be able to operate effectively.

<table>
<thead>
<tr>
<th>CURRICULUM DELIVERY</th>
<th>PRE-LOCKDOWN METHODS</th>
<th>LEVERAGING TECHNOLOGY</th>
<th>KEY CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teaching</td>
<td>Broadcasting (Radio, Television, youtube, Facebook live)</td>
<td>· Security (applications and information)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virtual digital classrooms</td>
<td>· Limited assessment on broadcasting (revision only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online content</td>
<td>· High data costs (economic impact)</td>
<td></td>
</tr>
</tbody>
</table>

| MEETING/WORKSHOPS | Boardroom | Digital platforms (MS Teams, Zoom, Google hangout) | · High bandwidth connectivity (Pro-poor strategy) |

| GENERAL OFFICE WORK | Office Bound work | Remote server access for secure applications |

**Key Focus areas**

- Security and data costs, analytics
- Remote Learning

**Real time quality data and predictive analytics**

**Virtual events (conferences, lectures, webinars, podcasts)**
NON NEGOTIABLES (PRE-CONDITIONS) FOR THE REOPENING OF SCHOOLS

1. COVID-19 essentials (Basic Sanitation & Hygiene Package).
2. Water & Sanitation (Mobile facilities to replace pit latrines).
3. Cleaners (EPWP).
4. Screeners (EPWP).
5. Additional teaching posts to deal with overcrowding (No class should have more than 40 learners).
6. Additional substitute posts to replace staff due to long illness.
7. Provision of mobile classrooms to deal with overcrowding as temporary measure.
8. Incubation Camps for progressed and weaker learners (Grade 12).
RSA RISK ADJUSTED STRATEGY
### Matrix for Levels of Restriction

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Low virus spread, high health system readiness</td>
</tr>
<tr>
<td>Level 2</td>
<td>Moderate virus spread, with high readiness</td>
</tr>
<tr>
<td>Level 3</td>
<td>Moderate virus spread, with moderate readiness</td>
</tr>
<tr>
<td>Level 4</td>
<td>Moderate to high virus spread, with low to moderate readiness</td>
</tr>
<tr>
<td>Level 5</td>
<td>High virus spread, and/or low readiness</td>
</tr>
</tbody>
</table>

Ongoing feedback loop informs decision to remain at a particular level, relax restrictions further, or return to a higher level of restriction.
## Summary of Alert Levels

<table>
<thead>
<tr>
<th>Alert Level</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Drastic measures to contain the spread of the virus and save lives.</td>
</tr>
<tr>
<td>4</td>
<td>Extreme precautions to limit community transmission and outbreaks, while allowing some activity to resume.</td>
</tr>
<tr>
<td>3</td>
<td>Restrictions on many activities, including at workplaces and socially, to address a high risk of transmission.</td>
</tr>
<tr>
<td>2</td>
<td>Physical distancing and restrictions on leisure and social activities to prevent a resurgence of the virus.</td>
</tr>
<tr>
<td>1</td>
<td>Most normal activity can resume, with precautions and health guidelines followed at all times. Population prepared for an increase in alert levels if necessary.</td>
</tr>
<tr>
<td>Sectors Permitted:</td>
<td>Level 5</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Only Essential Services</td>
<td>Food retail stores can sell full range of previous SKUs.</td>
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<tr>
<td></td>
<td>All business services for export markets.</td>
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<td>Transport Restrictions:</td>
<td>Buses, taxis and e-hailing vehicles may operate at restricted times.</td>
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How the alert system works

The **level of alert** at any given time will be decided based on the **rate of transmission**, as well as the capacity of the health system to provide care to those infected.

Different parts of the country may be at **different levels** simultaneously.

It is possible to **move up and down levels**, as well as skip levels if necessary.

**Essential goods and services** will continue to be available at all levels.

Some precautions will remain in place at all levels, including social distancing guidelines and safe hygiene practices.
PRE-CONDITIONS FOR RESUMING ACTIVITY

- Identification and protection of vulnerable learners and employees
- Safe transport for learners and employees
- Screening of learners and employees on entering institutions and the workplace
- Prevention of viral spread in the workplace
- Cleaning of surfaces and shared equipment
- Good ventilation
- Managing sick learners and employees
RULES FOR OPERATION

• Offices and Institutions are encouraged to adopt a work-from-home strategy where possible, and all staff who can work remotely must be allowed to do so.
• Workers above the age of 60, as well as workers with comorbidities identified by the Department of Health should be offered a work-from-home option or allowed to remain on leave with full pay.
• There should be workplace protocols in place that would include disease surveillance and prevention of the spread of infection.
• All offices and institutions must screen employees and learners on a daily basis for symptoms of COVID-19, including a symptom check as well as temperature assessment.
• All learners and employees must use a cloth mask especially where social distancing is not possible.
• Offices and institutions must have sanitizers available or hand washing facilities with soap.
• Stringent social distancing measures should be implemented in the offices and institutions.
IT ALWAYS SEEMS IMPOSSIBLE UNTIL IT'S DONE

~Nelson Mandela~
CONCLUSION

Ramaphosa announces R500 billion eco...
Thank You