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# UPDATE ON 2021 SCHOOL REOPENING

**Presentation to the Civil Society Consultative Forum**

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**DIRECTOR-GENERAL**

**Thursday, 4 February 2021**



# PRESENTATION OUTLINE

- Purpose
- Introduction
- Size and Shape of the Sector
- Direct Impact of COVID-19 on the Sector
- **Sector Plan on the Re-opening:**
  - Health and Safety;
  - School admissions;
  - Learner Dropout;
  - Provisioning of Teachers;
  - Provision of LTSM;
  - Curriculum Management and Assessment;
  - National School Nutrition Programme (NSNP);
  - School Safety; and
  - Psychosocial Support
- Conclusion

# PURPOSE

To present an update on  
**2021 school reopening** to  
Civil Society Consultative  
Forum.



# INTRODUCTION



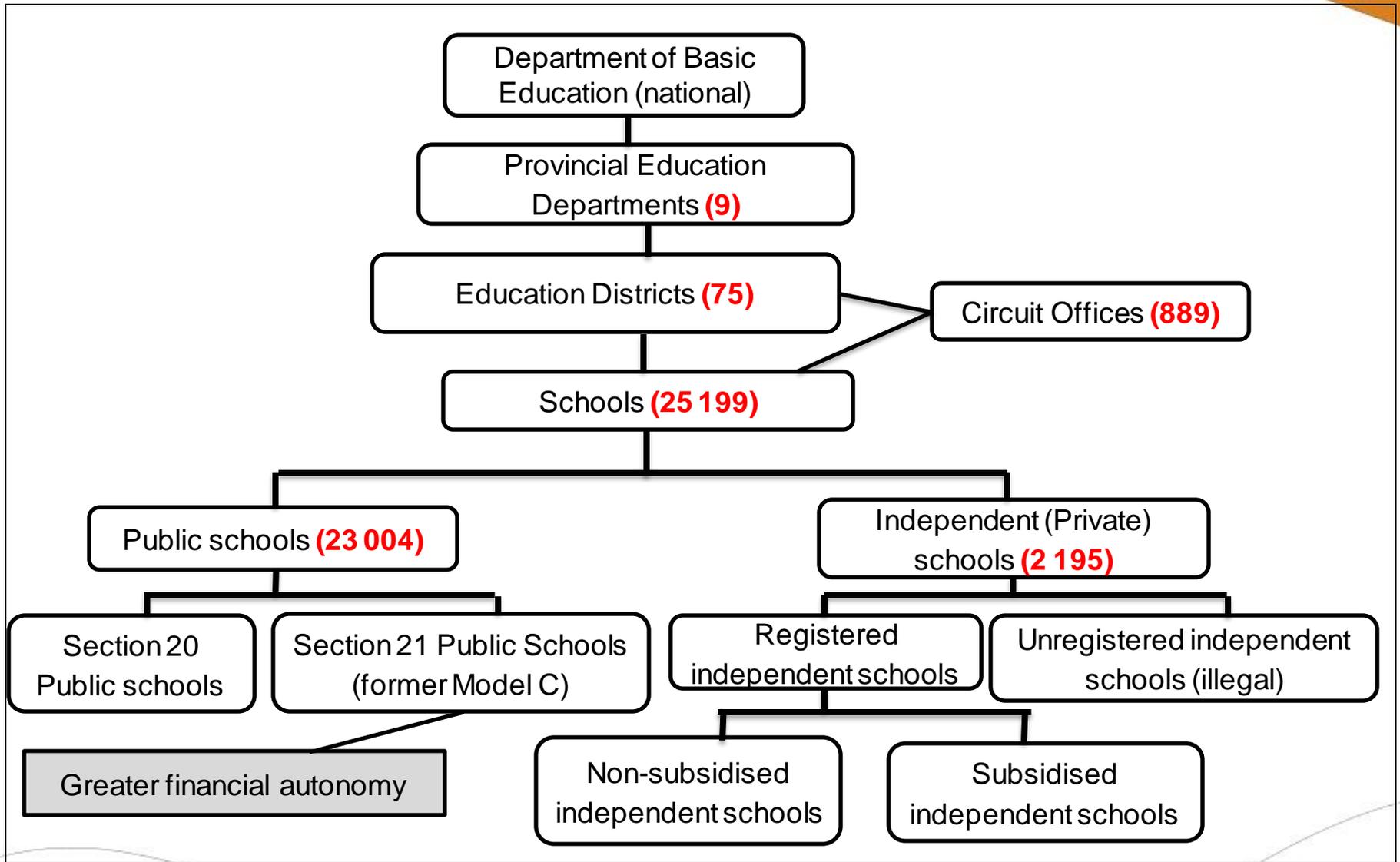
# INTRODUCTION

- 2020 was an extraordinary year for the schooling sector.
- The sector **managed to salvage the academic year** while ensuring a **safe school environment** and adhering to measures to prevent and contain COVID-19 infections.
- **Wide consultation and collaboration** with education stakeholders was a key success factor.
- The joint **National Senior Certificate (NSC) and Senior Certificate (SC) were completed successfully**, with the largest number of candidates sitting for the exams in the history of the Grade 12 examinations.
- **Marking and capturing results** was successfully completed. The resulting process is underway.
- The sector experienced **serious financial constraints due to budget cuts** while having to **procure** the non-negotiable COVID-19 essentials and recruit additional cleaning and screening staff to ensure the safety of school communities.

# THE SIZE AND SHAPE OF BASIC EDUCATION SECTOR



# BASIC EDUCATION SECTOR



# NUMBER OF LEARNERS, EDUCATORS & SCHOOLS IN THE ORDINARY SCHOOL SECTOR BY PROVINCE IN 2020

Province	PUBLIC			INDEPENDENT			PUBLIC AND INDEPENDENT					
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	As % of National Total	Educators	As % of National Total	Schools	As % of National Total
EC	1 768 040	59 279	5 213	75 257	3 368	239	1 843 297	14	62 647	14	5 452	22
FS	700 052	22 539	1 045	19 795	1 163	77	719 847	5	23 702	5	1 122	4
GT	2 186 156	69 719	2 071	322 231	19 678	834	2 508 387	19	89 397	20	2 905	12
KZN	2 808 976	92 800	5 853	58 295	3 898	338	2 867 271	22	96 698	22	6 191	25
LP	1 686 170	50 352	3 716	73 152	3 246	170	1 759 322	13	53 598	12	3 886	15
MP	1 079 687	35 062	1 666	28 203	1 756	116	1 107 890	8	36 818	8	1 782	7
NC	297 669	10 037	545	6 568	490	40	304 237	2	10 527	2	585	2
NW	839 859	26 296	1 447	23 212	1 365	85	863 071	7	27 661	6	1 532	6
WC	1 176 810	36 768	1 448	66 340	5 124	296	1 243 150	9	41 892	9	1 744	7
<b>South Africa</b>	<b>12 543 419</b>	<b>402 852</b>	<b>23 004</b>	<b>673 053</b>	<b>40 088</b>	<b>2 195</b>	<b>13 216 472</b>	<b>100</b>	<b>442 940</b>	<b>100</b>	<b>25 199</b>	<b>100</b>

# EDUCATION STATISTICS AT A GLANCE, 2020

## Size of the Schooling System:

Learners: **13 216 472**

Educators: **442 940**

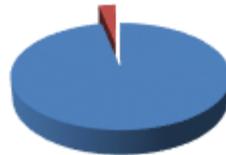
Schools: **25 199**

## Official languages

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

Sector	Learners	Educators	Schools
Public	12 543 419	402 852	23 004
Independent	673 053	40 088	2 195
Total	13 216 472	442 940	25 199

### Learners



Public Independent

### Educators



Public Independent

### Schools



Public Independent

# DIRECT IMPACT OF COVID-19 ON BASIC EDUCATION



# SUMMARY OF THE IMPACT OF COVID-19 ON SCHOOLING PROGRAMMES

FOCUS AREA	DIRECT IMPACT
<b>Curriculum and Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Revised calendar</b> and <b>phased return</b> by learners.</li> <li>• <b>Adjustment of curriculum</b> in line with number of school days left in the year.</li> <li>• <b>Postponement of Grade 12 June examination</b> and assessment for internal Grades.</li> <li>• <b>Differentiated time tables</b> which led to <b>decreased contact time</b>.</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>• <b>Reprioritisation and Reduction</b> of budget</li> <li>• Cost of <b>COVID-19 Essentials</b>.</li> <li>• <b>Non-payment of school fees</b> by parents.</li> </ul>
<b>HRM</b>	<ul style="list-style-type: none"> <li>• <b>Some teachers were granted concession and that created shortage</b>.</li> <li>• <b>Lack of teacher development</b> programmes for teachers.</li> <li>• Demand for <b>Psychosocial support</b>.</li> <li>• Employment of additional staff to monitor and support schools to screen, clean and support the school</li> </ul>
<b>Water and Sanitation</b>	<ul style="list-style-type: none"> <li>• Urgency to provide schools with water and sanitation.</li> </ul>

# SUMMARY OF THE IMPACT OF COVID-19 ON SCHOOLING PROGRAMMES

FOCUS AREA	DIRECT IMPACT
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• The Pandemic highlighted <b>backlogs on infrastructure development</b> in rural province through physical distancing.</li> <li>• <b>Vandalism</b> in schools.</li> <li>• <b>Lack of maintenance</b> during lockdown.</li> <li>• <b>Additional classrooms</b> required.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• <b>School closures</b> (during lockdown) and <b>differentiated timetabling curtailed contact time.</b></li> </ul>
<b>Health and safety</b>	<ul style="list-style-type: none"> <li>• <b>Procurement of PPE.</b></li> <li>• Development and <b>training on SOP.</b></li> <li>• Illness and deaths experienced in the sector (Teachers, Learners, Non-teaching staff and education officials).</li> </ul>
<b>Work on DBE mandate</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring and support</b> to some programmes <b>could not take place.</b></li> </ul>
<b>Policy directions</b>	<ul style="list-style-type: none"> <li>• Number of <b>Directions, guidelines and regulations</b> were issued, and sent to provinces for use.</li> </ul>
<b>Offshoots</b>	<ul style="list-style-type: none"> <li>• <b>Job creation</b> (appointment of screeners, cleaners, youth brigades, etc.)</li> <li>• <b>Running water and better sanitation</b> in many schools.</li> <li>• <b>Direct support and collaboration</b> with other Departments, Municipalities, Water Boards and other Entities.</li> </ul>

# SCHOOL CLOSURES

*“During the coronavirus disease (COVID-19) pandemic, **prolonged school closures** may result in a **reversal of educational gains**, limiting **children’s educational and vocational opportunities** as well as their **social and emotional interactions** and development. The longer a student stays out of school, the **higher the risk of dropping out**.<sup>1</sup> Additionally, students who are out of school – and particularly girls – are at increased **risk of vulnerabilities** (e.g. subject to greater rates of violence and exploitation, **child marriage** and **teenage pregnancy**).<sup>1,2,3</sup> Furthermore, prolonged school closures interrupt and disrupt the provision of, and access to, **essential school-based services** such as **school feeding** and nutrition programmes, immunization, and mental health and psychosocial support (MHPSS).”*

World Health Organisation (WHO), 2020

# SECTOR PLAN ON THE RE-OPENING



# HEALTH AND SAFETY



# SYSTEMS IN PLACE FOR ORIENTATION OF LEARNERS, TEACHERS AND NON-TEACHING STAFF WHEN SCHOOLS REOPEN

PROVINCE	TEACHERS	LEARNERS	NON-TEACHING STAFF
<b>Eastern Cape</b>	Continue to follow the <b>DBE Regulations</b> . The <b>timetabling options are still in place</b> to continue to meet the social distancing requirements for schools. The <b>contracts of School Support Teams have been renewed</b> to continue with the screening of temperatures. Working with the Department of Health and ready to provide Psychosocial support.		
<b>Free State</b>	Training Programme	Training Programme	Training Programme
<b>Gauteng</b>	<ul style="list-style-type: none"> <li>All SMT, District Officials will be <b>trained by officials from the DoH and</b>, School Health Teams</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and SMT members will train learners on protocols of the revised DBE SOPs</li> </ul>	Conduct <b>risk assessment/compliance support visits and advise schools</b> accordingly the revised DBE's SOPs.
<b>KwaZulu- Natal</b>	<ul style="list-style-type: none"> <li>The province did not dissolve the Orientation Teams that prepared and rolled-out COVID-19 orientation in 2020.</li> <li>A similar orientation programme with necessary amendments accommodating Revised SOPs will be utilized in January 2021.</li> <li><b>DOH is always available</b> at all levels to assist with the orientation.</li> </ul>		
<b>Limpopo</b>	The Province has developed <b>COVID-19 Orientation Programme</b> . Completed a revised SOPs Covid-19 training with all District Officials and Circuit Management. <b>All trained School principals plus Life Orientation teachers</b> shall be expected to train all teachers, SGBs, learners and non-teaching staff in the new year.		
<b>Mpumalanga</b>	<b>District COVID - 19 Committee</b> will train Circuit COVID – 19 Committee's to orientate SMTs and teachers on the revised SOP in January 2021	<b>Principals will hold orientation sessions</b> for learners in their respective schools.	Principals will hold staff meetings with the non-teaching staff.
<b>Northern Cape</b>	School COVID-19 Orientation Teams were established in all schools and they will be responsible for the orientation of learners, teachers and support staff		
<b>North West</b>	Circuit Managers have issued a <b>circular emphasising orientation of all stakeholders</b> including the SGB	Orientation of learners is part of the school timetable	<b>Principals as compliance officers</b> have developed plans to orientate the support staff
<b>Western Cape</b>	On the 15 <sup>th</sup> May 2020, the HOD, issued a <b>WCED Guideline on the Orientation of Staff and Learners</b> .	<b>WCED Guideline C: Orientation of Staff and Learners addresses</b> this issue to provide guidance and ensure safety	WCED Guideline C: Orientation of Staff and Learners addresses this issue to provide guidance and ensure safety

# WEARING OF MASKS AND KEEPING SOCIAL DISTANCE

PROVINCE	SYSTEMS IN PLACE TO ENSURE WEARING OF MASKS	SYSTEMS IN PLACE TO ENSURE SOCIAL/ PHYSICAL DISTANCING
Eastern Cape	<ul style="list-style-type: none"> <li>All learners in schools have been <b>provided with two face masks</b>.</li> <li><b>School Support teams have been appointed</b> to screen learners and ensure that they have their face masks when entering school premises.</li> </ul>	<b>Rotation of grades of learners</b> coming to school is in place to ensure adherence to social distancing in classrooms. <b>Breaks are monitored</b> to ensure that social distance is always maintained
Free State	Frequent Monitoring	Frequent Monitoring
Gauteng	<ul style="list-style-type: none"> <li>The Department has <b>ordered PPE for the 2021 academic year</b>.</li> <li>No Masks = No entry. Masks replaced for learners who have forgotten/ or masks that are worn out. Officials to conduct on daily basis risk assessment/compliance support visits.</li> </ul>	Social Distancing with the <b>1m regulation</b> has been circulated to schools. <b>Various options of time-tabling</b> have been implemented to ensure that the required number of learners are in a classroom.
KwaZulu-Natal	Every school <b>displayed posters in all strategic points to remind every one not to enter school premises without face masks</b> and to remind them to wear face masks throughout the day. During orientation, there will be <b>emphasis on proper wearing of face masks</b> .	On the school yards there are <b>clear markings for social distancing</b> . In the classrooms <b>furniture arrangement will promote required social distancing</b> . During the <b>breaks teachers will continue to monitor</b> social distancing
Limpopo	<ul style="list-style-type: none"> <li><b>Learners do not enter the school gate without masks</b></li> <li>All subject teachers shall ensure that the <b>prescribed mask breaks are also observed</b>.</li> </ul>	To ensure that a <b>1m social distancing is applied in the classroom settings</b> in order to accommodate more learners for teaching and learning in 2021
Mpumalanga	<b>Retraining of compliance officers</b> on revised SOPs. <b>Ordering and distribution of masks</b> well in advance. <b>Emphasis on the wearing of masks</b> by every one entering and inside the school	Orientate learners on non- negotiables of managing COVID – 19 in the school and classrooms. Remarking of the distances as per the revised SOPs.
Northern Cape	The <b>School COVID-19 Core Orientation Teams</b> , Life Orientation teachers and class teachers will monitor the utilization of masks during intervals as well as in the classroom	Monitor the adherence to social distancing during intervals as well as in the classrooms
North West	Non-negotiable <b>implementation of the Revised Standard Operating Procedures</b> in schools. <b>On-going awareness by teachers in classrooms</b> . <b>Learners do not remove their masks</b> while in the classrooms.	Monitoring the <b>implementation of the revised SOPs</b> . Clear and visible floor markings. Schools have developed schedules to monitor compliance.
Western Cape	<b>WCED Guideline C (Section 3.3)</b> provides details on the use of masks and related safety measures. They were sent to all principals	<b>WCED Guideline C (Section 3.3.1.15)</b> provides details on the social/physical distancing. They were sent to all principals

# SCHOOL ADMISSIONS



# GRADES 1 AND 8 PLACED AND UNPLACED LEARNERS

PROVINCE	GRADE 1 PLACED	GRADE 1 UNPLACED	GRADE 8 PLACED	GRADE 8 UNPLACED
Eastern Cape	101 825	4 497	79,715	1 873
Free State	28 993	2 842	29 388	6 977
Gauteng	1 250 713	1 315	134 471	1 962
KwaZulu- Natal	150 860	26 500	154 472	27 890
Limpopo	74 452	717	72 944	2 181
Mpumalanga	58 907	5 258	75 749	1 168
Northern Cape	4 907	954	9 909	1 066
North West	12 574	1 276	16 237	2 188
Western Cape	20 939	5 537	55 231	10 450

# CHALLENGES AROUND THE PLACEMENT AND PLANS TO ACCOMMODATE UNPLACED LEARNERS AND TIME FRAMES

PROVINCE	CHALLENGES	PLANS TO ACCOMMODATE UNPLACED LEARNERS	TIME FRAMES
Eastern Cape	Parent choices	<b>Redirecting resources</b> to township schools. Improving management and safety of Township schools	30 November 2020
Free State	<b>Late</b> applications, <b>Preference</b> of parents and learners without proper documentation	<b>Advocacy and roadshows.</b> Provide schools with mobile classes	Second week of January 2020
Gauteng	Limited spaces due to overpopulated schools resulting from migration	Planning early allocation of unplaced learners.	November to December 2020
KwaZulu-Natal	Almost all Primary Schools have their own Grade R classes who move <i>en block</i> . Learners moving around the Province or coming into the Province and new residential settlements	<b>Monitoring of learner figures</b> through District Admissions Committee and engaging parents to accept alternative schools	January 2021 set to absorb all unplaced learners (grades 1 and 8).
Limpopo	The <b>falsifying of admission documents</b> / Fraudulent information by parents. Late application Exodus of families/learners	<b>Circuits will verify oversubscribed schools</b> and placements. Learners who are still on waiting lists will be placed in the proximate schools within the circuit.	To be finalized by 30 <sup>th</sup> November 2020
Mpumalanga	<b>Infrastructure challenges</b> and <b>overcrowding</b> result in schools being full to capacity. <b>Inadequate space</b> in Urban Schools. Migration.	Identification of schools with <b>unused classrooms.</b> <b>Deployment of mobile classrooms.</b> Schools will be further <b>persuaded to enrol the remaining unplaced learners.</b>	January 2021
Northern Cape	The placement of learners commenced on the 16 <sup>th</sup> November 2020 as per the approved amended management plan		January 2021
North West	<b>Late application.</b> Incomplete application. <b>Migration</b> pattern. Undocumented learners	<b>Prioritisation of learners living within school's catchment</b> area. Utilisation of <b>admission hubs.</b> Involvement of <b>multi-sectoral provincial working team</b> that includes home affairs – ID campaign	December 2020- January 2021
Western Cape	In-migration. Increased enrolment. Demand for schools of choice. Inadequate funding and supply of additional classrooms	Provision of 100 mobile units. Opening of additional Classrooms (subject to funding). Placement of learners	Oct 2020 to Jan 2021

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# LEARNER DROP OUT



# LEARNER DROP OUT AND REPORTING OF ATTENDANCE

PROVINCE	PLANS TO ENROL LEARNERS WHO DROPPED OUT OF SCHOOL IN 2020	GUIDANCE TO SCHOOLS TO REPORT LEARNER ATTENDANCE
Eastern Cape	Approx. 7,500 applied to learn from home – <b>not de-registered. Back-to-school campaign to get all learners back</b> – starting now in 2020	<b>Instruction notes sent to schools.</b> Process in place which requires schools to report weekly
Free State	Advocacy and roadshows	Weekly submission of SASAMS
Gauteng	Learners who did not go back to school after lockdown <b>should re-apply for admission in the same grades.</b> Learners who applied and were registered for lockdown are still registered in their schools.	A <b>memo and guidelines</b> outlining lockdown learning processes were sent to schools. A COVID register and a memo providing guidelines on learner attendance were distributed to all schools.
KwaZulu-Natal	An <b>audit of learner dropout during 2020</b> has been conducted. Learners who dropped out in 2020 will be accommodated either in their former schools in 2021 or alternative schools.	The <b>system currently in place</b> of deeming such learners to be present is the best way as it will help the province to track the total number of learners. EMIS will be engaged to monitor such process so as to advise province on the return and attendance of learners
Limpopo	Each school will <b>re-enrol learners</b> who dropped out from their school and placed in their previous grades. No school will be allowed to turn back such learners.	Learners who are not at school <b>will not be marked absent</b> when it is not their turn to attend as per the differentiated timetable.
Mpumalanga	<b>Audit of all drop out learners</b> shall be done and all learners who dropped out in 2020 will be accommodated in our schooling systems in 2021. Parents to encourage their children to go back to school.	Schools to <b>keep records on all withdrawals.</b> Communication channels to parents encouraged. QLTC to assist. <b>Daily marking</b> of class registers and SA SAMS.
Northern Cape	<ul style="list-style-type: none"> <li>The <b>learners who dropped out have the option of returning to the schools</b> where they registered in 2020.</li> <li>These <b>learners will not be required to go through the normal admissions process.</b></li> </ul>	<ul style="list-style-type: none"> <li>Schools are required to report attendance daily on the electronic SA-SAMS system.</li> <li>In addition, Department also developed an online system for schools to daily record learner attendance.</li> </ul>
North West	<ul style="list-style-type: none"> <li>Each school will <b>re-enrol its own learners</b> who dropped out during COVID-19 lockdown.</li> <li>School-Based QLTC structures are currently <b>running dedicated campaigns</b> to encourage learners who have dropped out during 2020 to go back to school</li> </ul>	<ul style="list-style-type: none"> <li>School have been <b>instructed to mark the attendance register</b> on daily basis.</li> <li>Attendance <b>stats are analysed</b> to track reasons for absenteeism</li> </ul>
Western Cape	<ul style="list-style-type: none"> <li>Schools will be required to report on CEMIS on all learners who have not returned since 1 June 2020</li> <li>Schools requested to engage parents and learners to return.</li> </ul>	<ul style="list-style-type: none"> <li>WCED Policy on learner attendance was re-issued during the pandemic.</li> <li>An additional new circular will be issued.</li> </ul>

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# PROVISION OF TEACHERS



# PROVISION OF TEACHERS

PROVINCE	PROVIDED SCHOOLS WITH THEIR POST PROVISIONING FOR 2021. (YES/NO) COMMENT	MANAGEMENT PLANS FOR THE ADVERTISING OF PROMOTION POSTS FOR 2021. (YES/NO) COMMENT	MANAGEMENT PLANS FOR THE IDENTIFICATION AND PLACEMENT OF EDUCATORS ADDITIONAL TO THE STAFF ESTABLISHMENT FOR 2021. (YES/NO) COMMENT	MANAGEMENT PLANS FOR THE PLACEMENT OF FUNZA LUSHAKA GRADUATES FOR 2021. (YES/NO) COMMENT
Eastern Cape	YES, Post establishments were issued to school on 26/20/2020	YES, Quarterly Bulletins to be issued as follows: Q1 – Jan 2021, Q2- April 2021, Q3- Jul 2021 & Q4- Oct 2021	YES, Management Plan Consulted and agreed upon with all social partners	YES, Funza Lushaka and other bursary holder to be placed in Feb 2021, to allow the Department to implement CA 4 OF 2016
Free State	Yes	Yes	Yes	Yes
Gauteng	Yes: Issued 4 <sup>th</sup> October 2020	Yes: April 2021, July 2021 and October 2021	Yes: Identification from 12 - 16/10/2020. Placement from 14/10 to 2/11/2020	The Department allocated 1044 vacancies for students of Funza Lushaka bursary
Kwa-Zulu-Natal	Yes: The school post establishments for 2021 have been released to schools.	Yes : The Department is in the process of matching and placing additional educators in promotion posts which is envisaged to complete at the end of the year. Bulletin released in which successful candidates will assume at the start of 2021.	Yes: The Department has a management plan which started on 16 October 2020 and ends with the assumption of duty of matched educators on 25 January 2021.	Yes: The plan of the department for the placement of Funza Lushaka graduates is linked to the management plan for additional educators aimed at placing scarce subjects only.
Limpopo	Yes. The schools were provided with their 2021 post establishment on 2 October 2020.	Yes. The Department has advertised 568 school principals posts. The planned date of appointment is 01 January 2021.	Yes. The management has been approved for consultation with social partners. Should consensus be reached, then the implementation will start in February 2021	Yes. The LDOE has received a database of all eligible Bursars from DBE. The Department is currently engaging the bursars about the process of placement.

# PROVISION OF TEACHERS

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Mpumalanga	Yes in November 2020	All vacant promotional post in line with the 2021 PPN will be advertised in February 2021	A Management Plan is in place for the placement of educators in addition, however the dates may have to be adjusted pending the date of issue of the PPN Certificates to schools	A Management Plan is in place for the placement of all bursars including Funza bursars.
Northern Cape	YES: 2021 Educators Staff Establishments issued to ALL Public Ordinary and Special Schools on 21 September 2020. The NCDoe is finalising the afore-mentioned establishment.	YES : The PED is finalizing the 2020 vacancy circular that was issued in September 2020 for filling of SMT (305) posts in Jan 2021.	YES: A Circular has been issued along with the 2021 Staff Establishments, outlining the management of Excess Educators, and includes the to schools and District Offices: <i>The closing date for submission of Excess Educators is Friday, 30 October 2020.</i>	YES  The plan was submitted to DBE
North West	Yes, 05 November 2020	YES	YES	YES
Western Cape	Yes. 23 September 2020	Yes	Yes	This forms part of the recruitment and conversion strategy

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# PROVISION OF LTSM



# PROVISION OF LTSM

PROVINCE	STATUS OF ORDERING AND DELIVERY OF TEXTBOOKS AND STATIONERY FOR 2021	NO OF SCHOOLS THAT RECEIVED THEIR CONSIGNMENTS	DATE FOR DELIVERY TO BE COMPLETED	STATUS OF ORDERING AND DELIVERY OF GRADED READERS
Eastern Cape	Requisition for both Textbooks and Stationery completed. Department in the process of issuing orders to Stationery manufacturers and Publishers.	Only workbooks delivered at 76% by 30 October 2020	January/ February 2021	Requisition for Readers completed. Department in the process of issuing orders to Publishers.
Free State	Advertising of Provincial Bid E6/2020/2021 closed on 14 <sup>th</sup> August 2020. Plan to appoint approved Publishers by 9 November 2020. Placing of orders via SA-SAMS by schools will take place from 12 November 2020 until 27 November 2020. By 30 November 2020 system Generated orders will be given to the Approved Publishers.	<b>None</b> Delivery will start around 4 December 2020.	25 January 2021	Orders and delivery of Graded Readers are incorporated with Procurement and delivery of Textbooks.
GAUTENG	<ul style="list-style-type: none"> <li>Section 20 Textbooks. Number of schools ordered: 211</li> <li>Section 20 Stationery Number of schools ordered:</li> <li>Section 21 Textbooks. Number of schools ordered: 1839</li> <li>Section 21 Stationery. Number of schools ordered: 1723</li> </ul>	<ul style="list-style-type: none"> <li>207</li> <li>150</li> <li>1461</li> <li>1287</li> </ul>	15 February 15 February 12 February 12 February 2021	Readers are procured by schools through the RTT budget
KwaZulu-Natal	<p><b>Textbooks:</b> Orders were placed for 4624 schools on 09 October 2020</p> <p><b>Stationery:</b> Orders were placed for 3119 schools on 16 September 2020. Stationery and Textbook Orders for Section 21 schools done. Funds are being transferred for payment.</p>	<p>Deliveries are Expected to Commence on 15 November 2020.</p> <p>Deliveries are Expected to Commence on 15 November 2020.</p>	15 December 2020  30 November 2020	Graded Readers are included in the nationally-approved catalogues and form part of the ongoing ordering and delivery process. Currently 294 319 graded readers have been ordered and will be delivered by 15 December 2020
Limpopo	Text Books: Manual Orders have been issued for 3 669 . Stationery data has been compiled for 3711 schools. Orders pending upon the confirmation of award.	None (Delivery to schools to commence on 23/11/2020)	15 January 2020	Orders and delivery of Graded Readers are incorporated with Procurement and delivery of Textbooks.

# PROVISION OF LTSM

PROVINCE	STATUS OF ORDERING AND DELIVERY OF TEXTBOOKS AND STATIONERY FOR 2021	NO OF SCHOOLS THAT RECEIVED THEIR CONSIGNMENTS	DATE FOR DELIVERY TO BE COMPLETED	STATUS OF ORDERING AND DELIVERY OF GRADED READERS
Mpumalanga	Stationery orders for grades R to 12 were placed by the 29th of July 2020 & Only textbooks orders for new grades were placed by the 13th of October 2020	476 schools received  None as yet	30 November 2020  30 November 2020	No funds to procure graded readers in the 2020/21 financial year. Graded readers were procured in the 2019/20 financial year for two districts
Northern Cape	In the Province the function to procure LTSM resides with the schools. All the 545 public ordinary schools that received their LTSM allocation. Of these schools 316 (58%) had ordered textbooks. Reports on the status of procurement of stationery were received from 457 schools. 88 schools reports are outstanding (15 in ZF Mgcau and 73 in John Taolo Gaetsewe Districts)	206 received their orders.  454 of the schools have received their stationery.	No definite dates are given. Most of the outstanding Due date of submission outstanding status of delivery of stationery is 04/02/2021	32 214 Graded readers were procured by schools in 2019 for the 2020 academic year. Schools were instructed to procure reading packs in 2020 for 2021. Delivery to be concluded by <b>11 December 2020</b> .
North West	1427 schools ordered textbooks out of the 1443 schools in the province. 16 schools have reached universal coverage. 1443 schools ordered stationery for Grade R-12.	<b>Textbooks Ordering</b> Number of schools – 1443 Number of schools ordered – 1427 Number of schools that received textbooks - 1427 Delivery percentage – 97% <b>Stationery Ordering</b> Number of schools – 1443. Number of schools that	22 January 2021	Ordering is in progress as stated above.

*Every child is a National Asset*



# CURRICULUM MANAGEMENT AND ASSESSMENT



# CURRICULUM MANAGEMENT

PROVINCE	PLANS TO ENSURE RECOVERY OF LEARNING LOSSES IN 2021 IN ALL GRADES	MONITORING THE RECOVERY OF LEARNING LOSSES IN 2021
<b>Eastern Cape</b>	Audit of curriculum coverage versus revised ATPs used in 2020 by schools via self-reporting tool to districts. Crafting of catch-up plan per grade per subject by schools and guidance on and verification of plans by subject advisors and circuit managers' formal sign-off	Monitoring of implementation of subject plans by schools via weekly self-reporting tool. Monitoring visits to schools with lowest % of coverage reported in audit. Sample verification of self-reporting by subject advisors and circuit managers via school visits and evaluation and support of catch-up plans by subject advisors and circuit managers. Districts report monthly to Provincial Office.
<b>Free State</b>	Conduct a term based survey to identify topics not covered in 2020 per subject per school per circuit per district. Targeted interventions will include: Compile revision materials, plan to conduct 5-Day grade 11 Camp in Dec for learners who have progressed to grade 12 in 2021 focussing on <i>Maths, Tech Maths, Phys Sciences, Accounting, EFAL</i> . Afternoon and weekend classes from January 2021 for all grade 12 subjects.	<ul style="list-style-type: none"> <li>• School visits by districts and head office to monitor afternoon/ weekend classes</li> <li>• Provide target dates for completion of topics per subject per grade to enable common informal assessments provided by district/province to be written by learners (google forms, email, WhatsApp, etc) on pre-determined dates. (Feb 2021).</li> </ul>
<b>Gauteng</b>	<ul style="list-style-type: none"> <li>• The 2021 grade 12 will resume classes as early as 11 Jan 2021 to close the curriculum gaps and deficit from 2020, hence giving grade 12 a two week head start.</li> <li>• Developed materials for Grade 10 and 11 based on trimmed curriculum- additional notes and worksheets developed (as per the fundamental topics in the trimmed curriculum), by the provincial subjects specialists, distributed , mediated to all schools for implementation. Strengthening the Home learning programme to ensure that learners learn effectively at home.</li> </ul>	<ul style="list-style-type: none"> <li>• The SSIP classes will be monitored by both districts and Province.</li> <li>• Sci-bono Discovery centre will monitor and support the SSIP programme for grade 2021 grade 12. School support visit by both the districts and provincial subject specialists- a programme of support developed and followed.</li> <li>• Continuous evaluation of learning by the subject specialists, directly with learners- use of student response system (to evaluate learning) to inform immediate intervention . All schools to submit Recovery Plans per grade to their district. Schools will determine curriculum losses and the school plan will indicate how the curriculum losses will be addressed. Recovery Plans from Schools will be submitted to Circuit Managers and Curriculum. 30</li> </ul>

# CURRICULUM MANAGEMENT

PROVINCE	PLANS TO ENSURE RECOVERY OF LEARNING LOSSES IN 2021 IN ALL GRADES	MONITORING THE RECOVERY OF LEARNING LOSSES IN 2021
<b>KwaZulu- Natal</b>	<p>Identification of significant learning gaps created by lockdown closure and provide learning sequences and opportunities to close them. Prioritization of the curriculum content which is most important for recovery taking into consideration the national revision of the Annual Teaching Plans . Categorisation of schools in terms of percentage loss of learning as per their dates of return back to the system. Organising the “Socratic Seminars” to link the loss content (previous grade) and the new content (grade in 2021) and Introduce the concept of “Recovery-Based” self assessment and group assessment</p>	<p>The province will apply the Monitoring- Reporting-Responding and Reporting (MRRR) strategy which is linked to the step ahead program. <b>Monitoring:</b> Teams will visit districts and schools to identify challenges in dealing with learning losses . <b>Reporting:</b> Monitors will report all the challenges in a relevant meeting and responses will be crafted against the challenges. <b>Responding:</b> The teams will re-visit districts and address the MANCO and Subject Specialists with solutions on all their challenges. <b>Reporting:</b> Monitors will return to the reporting session and report on how the districts and schools were assisted. This reporting must be evidence based reporting (evidence of responding).</p>
<b>Northern Cape</b>	<ul style="list-style-type: none"> <li>• Conduct audit of outstanding fundamental topics</li> <li>• Develop booklets containing key aspects and summaries of fundamental topics not covered</li> <li>• Integrate outstanding fundamental topics into Annual Teaching Plans</li> <li>• Extension of school day – twice a week</li> <li>• Teachers will be trained and monitored on the Revised Annual Teaching Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Both District and Provincial officials will monitor and support schools.</li> <li>• Completed monitoring instruments will be scrutinised to ensure 80% support and 20% monitoring. The School Bag Audit will be conducted to determine Curriculum Coverage and the quality of informal assessment tasks. The workbook utilization will be monitored per semester on sampled schools. Curriculum Coverage to be monitored monthly and schools to develop Catch-Up Plans.</li> </ul>
<b>North West</b>	<p>Guidelines on the following will be released to schools by end of November:</p> <ul style="list-style-type: none"> <li>• Each subject teacher to indicate the scope covered to assist in profiling the next class potential</li> <li>• Baseline assessment to ground all teaching in the new academic year</li> </ul> <p>The topics or learning losses will be incorporated into next year’s ATP which are currently finalised with the DBE.</p>	<p>Revised ATP in collaboration and under supervision of DBE for all grades and subjects will be used. Curriculum coverage tool ( google form) to be completed once a month to track curriculum coverage per subject and grade to track the implementation of the content not taught which impact on the next grade. Reporting will be done on weekly basis to ensure that should there be any challenge, immediate intervention is done. All monitoring tools will incorporate the content to be tracked per subject. Assessment tools will incorporate the content</p>

# CURRICULUM MANAGEMENT

PROVINCE	PLANS TO ENSURE RECOVERY OF LEARNING LOSSES IN 2021 IN ALL GRADES	MONITORING THE RECOVERY OF LEARNING LOSSES IN 2021
Western Cape	<p><b>GET</b></p> <ul style="list-style-type: none"> <li>Continuation of weekly lessons and revision packs in 2021.</li> </ul> <p><b>FET</b></p> <ul style="list-style-type: none"> <li>Establish the extent of curriculum coverage in 2020 in Grades 10 and 11 in all schools</li> <li>SAs currently monitoring the curriculum coverage</li> <li>Sampling approach to be used to determine the extent of the possible learning losses</li> <li>WCED is awaiting the survey to be conducted by DBE</li> <li>Mediation of learning losses to be included as part of the curriculum roadshow at the beginning of 2021 school year</li> </ul>	<p><b>GET</b></p> <ul style="list-style-type: none"> <li>Included in school visitation reports</li> <li>Systemic Results as a Diagnostic Baseline</li> <li>Grade 8 Diagnostic Assessment in Languages, Mathematics and Natural Sciences.</li> </ul> <p><b>FET</b></p> <p>Close monitoring of curriculum coverage during school visits and all engagements with teachers.</p>

# CURRICULUM MANAGEMENT

PROVINCE	EXTRA SUPPORT MEASURES THAT WILL BE IMPLEMENTED FOR ALL GRADES BUT IN PARTICULAR THE EXIT GRADES	PLANS TO ENSURE THAT SCHOOLS DO NOT OPT FOR TIMETABLING MODELS THAT UNDERMINE CURRICULUM DELIVERY
Eastern Cape	<ul style="list-style-type: none"> <li>• Mediation of Annual Teaching Plans for all grades for 2021</li> <li>• District improvement plans and focused subject-specific interventions for all grades in 2021. Publish pace-setters for learners. Publish self-study worksheets. Issue curriculum guidelines. Broadcast of lessons. Customised support to be provided to new cohort of Gr12 learners (currently in Gr11). Print and distribute curriculum support material such as Study Tips, Study Guides in 2020. Issue textbooks and setwork books before schools close in 2020</li> </ul>	<p>Review timetabling options currently in use. Issue guide to school managers on how to maximise contact time – extension of school day, extension of school week to Saturdays, etc.</p> <p>Route learner support agents to schools and utilise teacher aids (pull-out system) that cannot implement normal timetable</p>
Free State	<ul style="list-style-type: none"> <li>• The following activities to provide extra support for grades 3, 6 and 7</li> <li>• Training teachers on key fundamentals for all subjects.</li> <li>• Provision of resources for all grades for literacy and numeracy. (Graded readers and Maths and Science kits). Hold PLC sessions for all exit grade teachers to share best practices in challenging concepts including Pedagogical Content Knowledge</li> <li>• Focused monitoring and support in all exit grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of Subject Advisors, Departmental Heads and Teachers on Risk Adjusted Differentiated Approach to Subject Planning</li> <li>• Monitor the impact of the timetabling models on time on tasks to be able to provide focused guidance to each school.</li> <li>• Reflection sessions on the Time Table Models adopted for 2020 to inform the model to select for 2021.</li> </ul>
Gauteng	<ul style="list-style-type: none"> <li>• Develop a teacher training programme to support teachers in the implementation of the recovery plan. Curriculum resource packs including Study Guides, PPP, Question banks &amp; memos, lesson PowerPoint presentations, audio books, videos, Final exam question papers from other provinces to be provided to all schools. All subjects to be included in recovery programmes not just gateway subjects. Examinable content mapping guidelines across Grades. Design a Google form and send to schools to complete after each topic is done. This will determine/track topics completed /incomplete. Strengthen networks between curriculum managers using social media (WhatsApp) and platforms like MS Teams to communicate the impact of subjects and grade support plans</li> </ul> <p>FOUNDATION PHASE:</p> <ul style="list-style-type: none"> <li>• Provision of resources to support teaching and learning. Provision of Maths workbook for each learner in Quintile 1-3 schools and Participation of all schools in subject challenges and competitions on identified subject</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidance on the timetabling to ensure that all subjects are accommodated in the recovery plans</li> <li>• Timetabling models employed by schools will be tracked by districts at the beginning of 2021 and at the beginning of every term thereafter to ensure that curriculum delivery is not compromised,</li> <li>• Verification of 2021 school time-tables will be conducted by provincial officials during school readiness and the effectiveness of the timetables will be further monitored during school visits to ensure compliance to Notional time</li> <li>• Subjects with PAT/ Practical components must be afforded adequate time and protocols Covid-19 Regulations in place especially during the application of the practical component. Use of platooning of grades for morning and afternoon classes instead of alternative days.</li> </ul>

# CURRICULUM MANAGEMENT

PROVINCE	EXTRA SUPPORT MEASURES THAT WILL BE IMPLEMENTED FOR ALL GRADES BUT IN PARTICULAR THE EXIT GRADES	PLANS TO ENSURE THAT SCHOOLS DO NOT OPT FOR TIMETABLING MODELS THAT UNDERMINE CURRICULUM DELIVERY
<b>KwaZulu- Natal</b>	<p>This support will be directed to grades 3, 6, 9 and 12 in the education system and there will be: A special teacher development programme to assist grades 3, 6, 9 and 12 teachers to “DIAGNOSE, REMEDIATE and INTEGRATE WITH 2021 WORK”. Pretest self and group assessment activities in preparation for standardised assessments. Language and Mathematics improvement in grade 3, 6 and 9 to lay good foundation for the grade 12 exit. Foster a “Home-School Connection” in Mathematics by using Maths Games.</p>	<p>The Province has implemented all the 4 timetabling options: Bi-weekly, Alternate days in a week, and platooning. After considering the 3 timetabling options the province issued a notice recommending the alternate days in a week. To alleviate the burden for schools already overloaded prior to Covid-19. The Province is providing desk shields to bring back the status quo.</p>
<b>Limpopo</b>	<p>Home Packs will be provided for exit Grades with parental guidelines. Partnerships with, inter alia, Funda Wande, Molteno and Room to Read will be explored to strengthen reading in the early grades</p>	<p>Circular to guide time-tabling model that does not undermine curriculum delivery will be developed and mediated.</p>
<b>Mpumalanga</b>	<ul style="list-style-type: none"> <li>• Conduct extra classes for grade 5, 9 and 12. Conduct radio lessons on identified challenging topics and topics not covered in previous grades. Provide supplementary LTSM.</li> <li>• Conduct online lessons through various media platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Circuit managers to study school time-tables and guide on best and functional time-tabling models that suit schools’ circumstances but not undermine curriculum delivery.</li> <li>• Arrange meetings with SMTs to discuss and advise on the best model to implement. Monitor the implementation of the timetable model chosen. Arrange the regular feedback sessions.</li> </ul>

# CURRICULUM MANAGEMENT/ASSESSMENT

PROVINCE	PLAN TO ENSURE GOOD COVERAGE OF CONTENT IN FORMAL ASSESSMENTS
<b>Eastern Cape</b>	<ul style="list-style-type: none"> <li>• Strengthen setting and moderation process to include indication of content covered versus content in the ATP in use on moderation tools. Reporting on curriculum coverage in formal assessments via self-reporting tool completed by teachers and departmental heads. Sample verification of self-reporting by subject advisors. Monitoring visits to schools in under-performing subjects. Evaluation and support of curriculum coverage by subject advisors. Districts report quarterly to Provincial Office</li> </ul>
<b>Free State</b>	<ul style="list-style-type: none"> <li>● Provide schools with assessment frameworks. Develop and provide schools with exemplar assessment tasks</li> <li>● Provide schools with assessment bank items/informal assessment activities. Conduct Virtual assistance and support to educators. Provide DHs with pre-moderation tools. EMIS will provide a monthly list of outstanding tasks per school for follow-ups by districts. Quarterly SBA moderation and curriculum coverage of sampled schools by districts.</li> <li>● Oversight SBA moderation and curriculum coverage by head office.</li> </ul>
<b>Gauteng</b>	<ul style="list-style-type: none"> <li>• Provide clear teaching, learning and assessment guidelines to support teachers in the implementation of the recovery plan over the next three years. Design and Assessment Programme that will serve as the Baseline Assessment.</li> <li>• Administer a Baseline Assessment to establish the level of skills in terms of core content in selected subjects. Provide Analysis/Diagnostic Tools for teachers to interpret data from Baseline Assessment. Include Test-lets (Topic Specific Tests) as part of the ATPs linked to an AFL approach .</li> </ul>
<b>KwaZulu- Natal</b>	<ul style="list-style-type: none"> <li>• The PED will determine and prescribe the minimum number of informal tasks/activities per subject per grade that a teacher must administer in preparation for formal tasks</li> <li>• The PED will develop a scope per subject per grade for each formal assessment task</li> <li>• Intensify the moderation of formal tasks at school level (pre and post moderation) and this must be monitored.</li> <li>• Strengthen the quarterly moderation of formal tasks at District level.</li> </ul>
<b>Limpopo</b>	<ul style="list-style-type: none"> <li>• The three-year recovery plan will also use assessment baseline to ensure good coverage of content in formal assessments</li> </ul>

# CURRICULUM MANAGEMENT/ASSESSMENT

PROVINCE	PLAN TO ENSURE GOOD COVERAGE OF CONTENT IN FORMAL ASSESSMENTS
<b>Mpumalanga</b>	<ul style="list-style-type: none"> <li>• Conduct moderation of SBA at school level (HoD), district level and provincial sample. Provide guidelines of administration of formal assessment. Conduct common assessment. Tracking of learners performance on formal assessment. Teachers trained and monitored on the implementation of the trimmed ATPs. Schools conducted Pre and Post moderation.</li> </ul>
<b>Northern Cape</b>	<ul style="list-style-type: none"> <li>• All formal assessments to be submitted to curriculum advisors for moderation prior to administration of the assessment</li> <li>• Curriculum advisors to randomly select assessments for moderation</li> <li>• Moderation of learner assessments to be increased and necessary remediation of conducted to be done at school</li> </ul>
<b>North West</b>	<p>Drawing of Assessment Management Plan that reflects the following:</p> <ul style="list-style-type: none"> <li>• Timeframes given to sub-districts for pre-moderation and post-moderation of formal tasks for each term in all the grades. SBA Coordinators submit plans for monitoring SBA through school visits or clustering of schools. Organising first provincial moderation sessions, post-moderation in Term 1 of formal and informal tasks, pre-moderation of Term 2 formal tasks Third provincial moderation for post-moderation of Term 3 and pre-moderation of the final formal task, examination papers or tests. Providing feedback after every moderation and monitoring session.</li> </ul>
<b>Western Cape</b>	<ul style="list-style-type: none"> <li>• <a href="#">Circular 0018/2020</a> provided detailed guidance on curriculum and assessment requirements and coverage for grades 1 – 12 for 2020. This circular was mediated with districts and schools. This Circular was supplemented by Circular 0004 and 0005 of 2020 which provided guidance to schools on the conduct of Formative Assessment and amended assessment requirements for Technical Occupational subjects.</li> <li>• <a href="#">Assessment Management Minute 0006/2020</a> provided the common findings from the 2019 provincial moderation exercise and provided guidance to schools with <a href="#">specific recommendations</a> for 2020.</li> <li>• An infographic on moderation practice was supplied to districts and schools and is available on the <a href="#">WCED ePortal</a>.</li> </ul>

# NATIONAL SCHOOL NUTRITION PROGRAMME



# NATIONAL SCHOOL NUTRITION PROGRAMME

PROVINCE	ARRANGEMENTS IN PLACE TO ENSURE THAT FOOD ITEMS ARE DELIVERED AND CHECKED FOR QUALITY BEFORE SCHOOLS REOPEN	PLANS TO ENSURE THAT SCHOOL KITCHENS ARE THOROUGHLY CLEANED PRIOR TO OPENING OF SCHOOLS
Eastern Cape	Schools procure through a <b>decentralized mechanism</b> . All standards of foodstuff is expected to be adhered to. Each school has a <b>NSNP committee which provides oversight and quality assurance</b> Within the <b>NSNP guidelines an evaluation template for suppliers</b> is provided to assist in record keeping of challenges in quantity or quality of any supplier.	<b>An additional transfer for PPE and Sanitizing materials has been submitted but is awaiting the consolidation by Finance for transfer.</b> Food Preparatory Areas for <b>400 schools were earmarked for the Province to assist in the severe infrastructure backlog</b> and limitations in capacity.
Free State	Money is transferred to schools . The NSNP Guidelines and training to schools ensures that all health, quality and safety precautions are in place	Schools have all <b>received sanitization from the Provincial SCM</b> and they have been trained on how to adhere to all health, quality and safety precautions for NSNP. The <b>Amended 2020/21 NSNP business plan has made provision for the procurement of sanitization and disinfectant material for schools.</b>
Gauteng	The service providers have signed SLA and expected to perform according to that. The nutrition team does check the deliveries every time and any deviation is reported to the province	The kitchens and all other equipment are kept clean and sanitized at all times to ensure compliance. Monitors have been deployed to schools to ensure compliance.

# NATIONAL SCHOOL NUTRITION PROGRAMME

PROVINCE	ARRANGEMENTS IN PLACE TO ENSURE THAT FOOD ITEMS ARE DELIVERED AND CHECKED FOR QUALITY BEFORE SCHOOLS REOPEN	PLANS TO ENSURE THAT SCHOOL KITCHENS ARE THOROUGHLY CLEANED PRIOR TO OPENING OF SCHOOLS
KwaZulu-Natal	<p>The Department developed quality control measures and guidelines which were issued to all districts, participating schools and service providers. <b>NSNP Circulars</b> that have been issued by the Department since June 2020 namely <b>Circular No. 46 of 2020</b>, <b>Circular No. 68 of 2020</b> will remain in force including <b>new Circular No. 88</b>.</p>	<p>In May 2020, the Department issued the Orientation Guidelines together with a video demonstration mainly for the training of all Chief Food Handlers and Volunteer Food Handlers in mitigating the COVID-19 pandemic. In August 2020, the Department issued posters focusing on hygiene and cleanliness in the kitchen facilities. These guidelines, posters and the video are still relevant and will continue to be used. For the opening of the new academic year, the Department will focus on the broad guidelines and depending on the strictures imposed by the COVID-19 pandemic, a circular with specific dates and feeding days will be issued.</p>
Limpopo	<p>School principals and the School Nutrition Committees will ensure that delivery, storage and quality assurance of food items are done before schools reopen. The school principals / NSNP delegated Educators will sign the delivery note every time food is delivered to a school. There will be daily monitoring by circuit NSNP officials and daily reporting to the Circuit by schools.</p>	<ul style="list-style-type: none"> <li>• Food handlers shall thoroughly clean (sanitising certain areas in the storage and preparation areas ) storage areas and food preparation areas the week the schools shall close.</li> <li>• Kitchens/cooking areas and storage areas shall be thoroughly cleaned during the two days prior to 1<sup>st</sup> day of reopening in January 2021 for hygiene and food safety</li> </ul>
Mpumalanga	<p>Contracted Service Providers will be provided with feeding calendar emphasizing the actual starting date of feeding including all other days. A meeting with contracted service providers arranged (per district) between the 15<sup>th</sup>-20<sup>th</sup> January 2021 to discuss delivery and compliance. Principals of schools, NSNP coordinators and SGB's are being trained on the implementation of the programme which include engagement of food handlers, deliveries of food, food safety and hygiene.</p>	<ul style="list-style-type: none"> <li>• 5273 Food handlers will be trained on food preparation food safety, hygiene and management of COVID-19 (SOPs.)</li> <li>• Food preparation areas and storage in schools are fumigated before each delivery. SMT's will monitor the cleanliness of food preparation areas on a daily basis. The Provincial task team and monitors will monitor the cleanliness of the schools before re-opening and during the entire academic year</li> </ul>

# NATIONAL SCHOOL NUTRITION PROGRAMME

PROVINCE	ARRANGEMENTS IN PLACE TO ENSURE THAT FOOD ITEMS ARE DELIVERED AND CHECKED FOR QUALITY BEFORE SCHOOLS REOPEN	PLANS TO ENSURE THAT SCHOOL KITCHENS ARE THOROUGHLY CLEANED PRIOR TO OPENING OF SCHOOLS
<b>Northern Cape</b>	<p>The Province is utilizing the decentralised procurement system, therefore schools place their own orders - for delivery on a weekly or monthly basis, depending on whether they have adequate and safe storage system. When food items are delivered to schools, they are checked for quality and accuracy according to what is ordered. All schools are reminded to ensure food is available on the day when schools reopen. Suppliers might be requested to deliver vegetables or fruits in the morning, or a day before the schools reopen to ensure it is still fresh.</p>	<p>The implementation of the SOPs regarding kitchen and storage areas are strictly implemented and monitored. On school reopening, educators and food handlers are requested to come to school a day before learners arrive to ensure that school kitchens are thoroughly cleaned and disinfected. This process is overseen by the NSNP committee</p>
<b>North West</b>	<p>Schools are encouraged to place orders for re-opening before schools close. Schools use menu calculators to determine quantities needed for particular days. Each school has an NSNP Committee which handles entire procurement.</p>	<ul style="list-style-type: none"> <li>• Schools must arrange deep cleaning before opening of schools. This is done a working day before the schools re-open.</li> <li>• Schools principals also conduct in-school monitoring.</li> </ul>
<b>Western Cape</b>	<p>NSNP delivers dry ingredients fortnightly and perishables on a weekly basis. The delivery schedule is sent to the District Coordinators for monitoring. The deliveries are done before the learners open.</p>	<p>The Volunteer Food Handlers close on the last day of school with the teachers and open when the teachers re-open. It is expected that the kitchen and the storeroom are cleaned before the school re-opens. The District Coordinators together with Field Workers they monitor the schools on a daily basis.</p>

# SCHOOL SAFETY



# SCHOOL VANDALISM

PROVINCE	NO. OF SCHOOLS VANDALISED OVER DEC/JAN BREAK	NO. OF SCHOOLS VANDALISED CUMMULATEVLY SINCE LOCKDOWN	PLANS TO FIX VANDALISED SCHOOLS AND/OR REPLACE STOLEN EQUIPMENT
<b>Gauteng</b>	25	381	<ul style="list-style-type: none"> <li>• 138 or 37% of the 370 schools have been affected more than once (repeat incidents).</li> <li>• 311 or 82% of the schools out of the 381 schools are complete.</li> <li>• 367 contractors appointed to date.</li> <li>• Completion for the remaining</li> </ul>
<b>Northern Cape</b>	23 (incidents as reported by districts) 31 (As per SAPS stats.)	130 (reported by districts) 419 (As per SAPS stats)	Schools attend to through their maintenance budget and through the PED SCM process
<b>NORTH WEST</b>	<ul style="list-style-type: none"> <li>• 73 break-in</li> <li>• 1 Vandalized</li> </ul>	206	Minor repairs (doors, glass replacements and ceiling replacement)

# SCHOOL SAFETY

PROVINCE	SMT/SGB CONDUCTED THE SCHOOL SAFETY AUDIT FOR 2021.	SMT/SGB DEVELOPED A NEW SAFETY PLAN INFORMED BY THE AUDIT REPORT FOR 2021	SCHOOL SAFETY COMMITTEE ESTABLISHED AND IS FUNCTIONAL
Eastern Cape	In process, to be completed by the end of November 2020.	In process, to be completed by the end of November 2020.	School Safety Committees in place and functional.
Free State	Yes	Yes	Yes
Gauteng	Yes ongoing	Awaiting confirmation from districts	Yes
Kwa-Zulu Natal	Yes 3581 schools	3562	5264 established and 2835 functional
Limpopo	On average approximately 60% of the schools have conducted the school safety audit for 2021	The development of new safety plans for 2021 is underway but not more than 30% of the schools have completed the process.	Yes school safety committees have been established, integrated with the health and safety Covid-19 committees and are fully functional
Mpumalanga	Schools have conducted the safety audits for 2021 for the development of school safety plans	The available monitoring tools confirm the availability of safety plans in schools	A circular was released to request school to update their school safety committees, confirmations of the establishment is in order, submission of confirmation is in progress.
Northern Cape	360	23	271
North West	The school safety audit for 2021 is still in progress	The development of new school safety plans is also underway	School safety committees have been established, trained and are largely functional
Western Cape	Due to COVID-19 schools have completed the OHS Covid-19 Walk Through Assessment Compliance Tool to ensure compliance with the eleven requirements, which include <i>Governance, Hygiene, Cleaning Measures, PPE, Waste Management, etc.</i>	Due to Covid 19, there was no contact with schools, the focus was on getting the school COVID-19 compliant, which included the establishment of the COVID-19 Management SteerCom.	School Safety Committees are in place, the % functionality cannot be verified presently, however IMG ESM have given the districts new dates in 2021 for reporting functionality in line with the revised dates to IA previously.

# PSYCHOSOCIAL SUPPORT



# PSYCHOSOCIAL SUPPORT

PROVINCE	WAYS TO ENHANCE PSYCHOSOCIAL SUPPORT TO TEACHERS IN SCHOOLS	WAYS TO ENHANCE PSYCHOSOCIAL SUPPORT TO LEARNERS IN SCHOOLS
Northern Cape	<ul style="list-style-type: none"> <li>The structure available at the school level is the School Based Support Team.</li> <li>It is through the SBST that teachers have an available avenue to seek assistance.</li> <li>The SBST will liaise with the District Based Support Team (DBST) for further assistance.</li> <li>In all five districts we work closely with <b>FAMSA</b> to attend to challenges.</li> <li>Due to the nature of the province we work closely and very well in the rural communities very well with pastoral services to support teachers</li> <li>Officials in the district are collaborating with the various stakeholders to support teachers</li> <li>All teacher needs are attended to through available structures</li> </ul>	<ul style="list-style-type: none"> <li>The services in all five district are rendered through the psychological and Social Work Services</li> <li>The SBST are again instrumental in enhancing services to the learners</li> <li>Services of <b>Childline</b> and <b>SADAG(South African Depression Anxiety Group)</b> are also available in the province which enhance support required</li> <li>Furthermore, a team of ten (10) Social Workers is employed in Frances Baard to deal with COVID-19 orientation and information sessions in schools</li> <li>The Social Workers work in collaboration with district staff that provides guidance and as resources for referrals.</li> <li>Psychologists do provide counselling services on various topic to the learners and teachers.</li> <li>Each district is empowered to collaborate with other sister departments (e.g. DSD and DoH) as well.</li> </ul>
Gauteng	<ul style="list-style-type: none"> <li>Conduct daily onsite psychosocial support services to all Educators and Support staff by District and Head Office EH&amp;W coordinators to reduce the psychological impact of COVID-19 to the staff and their families. <b>(School Visits)</b></li> <li>Onsite Anxiety and Trauma Debriefing services, in response to all COVID-19 incident in a school environment.</li> <li>Bereavement Support Services.</li> <li>Provide access to 24hours Psychosocial support to Educators and Support staff through GPG EH&amp;W Zinakekele Toll-free line <b>(0800611169)</b>.</li> <li>Online EH&amp;W Marketing for Principals and Deputy Principals, including SMT in collaboration with Teacher Development.</li> </ul>	<p>Partnerships /MOU are in place: GDE/DSD MOU: the number of DSD Social workers have increased to 130 , NGO Partners ( NACCW, Child Line &amp; Teddy Bear Foundation) provide Prevention and Early intervention programmes and rapid response services to schools</p> <p>Child Line 24/7Toll free Crisis line new number is 116 and it has been sent to schools and will be marketed widely when schools reopen</p> <p>Leaners, caregivers and schools can access Online counselling , Rapid response &amp; trauma debriefing services for crisis incidents</p>

# PSYCHOSOCIAL SUPPORT

PROVINCE	WAYS TO ENHANCE PSYCHOSOCIAL SUPPORT TO TEACHERS IN SCHOOLS	WAYS TO ENHANCE PSYCHOSOCIAL SUPPORT TO LEARNERS IN SCHOOLS
<b>North West</b>	<ul style="list-style-type: none"> <li>- 7 Social work Interns appointed in the four Districts to enhance support to teachers</li> <li>- Filling of 22 advertised EAP Posts in progress in all four Districts</li> <li>- Departmental Employee Health and Wellness Unit providing telephonic and face to face support to teachers, non-teaching staff and their immediate family members</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships with sister departments and NGOs established to provide psycho-social support for the learners. These are;               <ul style="list-style-type: none"> <li>- DSD</li> <li>- DoH,</li> <li>- Doctors without Borders,</li> <li>- Life Line North West,</li> <li>- Love Life,</li> <li>- Family Marriage Society of South Africa (FAMSA),</li> <li>- Married Accommodation Project (MAP),</li> <li>- Maboloka HIV and Aids Awareness Organisation (MAHAAO), North West University auxiliary social workers,</li> <li>- Soul City,</li> </ul> </li> </ul>

# 2021 SCHOOL READINESS MONITORING (SRM)



# DISTRICTS TO BE MONITORED

Province	Districts
Eastern Cape	Alfred Nzo West, Chris Hani East, Chris Hani West and Sarah Baartman
Free State	Lejweleputswa and Xhariep
Gauteng	Ekurhuleni North, JHB West, Tshwane North and Tshwane West
KwaZulu-Natal	Sisonke, Uthungulu and Umkhanyakude
Limpopo	Capricorn, Lebowakgomo and Waterberg
Mpumalanga	Bohlabela and Nkangala
North West	Bojanala and Dr Ruth Mompati
Northern Cape	Pixley Ka Seme and ZF Mgcawu
Western Cape	Cape Winelands and Metro East

# CONCLUSION

While 2020 was a very difficult year, the sector is better informed and prepared in 2021, and will build on the experiences and lessons learnt to traverse the challenging path ahead, with close monitoring and support.

