



2020/2021 COVID-19 RISK AND MITIGATION REGISTER

RISK AREA 1: CURRICULUM AND ASSESSMENT

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	INHERENT RISK RATING	MITIGATION PLAN
NATIONAL LEVEL (DBE)	Loss of teaching and learning time	There is loss of teaching time due to closure of schools and the corona virus pandemic	M	<ul style="list-style-type: none"> Developed a comprehensive Curriculum Recovery Plan Provide support for learning through electronic media (radio, television and online learning) and print media (workbooks, study guides, worksheets and reading materials)
	Examination are affected (Learners may not sit for exams)	There is loss of teaching time due to closure of school and the corona virus pandemic resulting in unpreparedness of learners	M	<ul style="list-style-type: none"> Rescheduled exams (amended school calendar) <ul style="list-style-type: none"> - June exam combined with November exam - Amended Calendar in place Combined exams communicated to all stakeholders
	Perpetuate inequalities in teaching and learning	Lack of electricity and access to ICT infrastructure in some parts of South Africa.		<ul style="list-style-type: none"> Endeavour to provide alternatives to online learning such as radio and television tuitions. Provide ICT infrastructure.
	Inadequate educators to also monitor online learning post lockdown of learners who chose to stay at home.	Lack of Resources and educator's availability to provide teaching in the classroom and online teaching.		<ul style="list-style-type: none"> Ensure that educators and labour are consulted on this requirement.

	May result in labour unrest due to additional responsibilities			
	Cyber bullying in On-line Learning	Children may be exposed to cyber bullying		<ul style="list-style-type: none"> Both parents and educators must sensitise learners to cyber bullying and how to report the same. Parents to monitor their child's activity online to ensure that the child is not a victim of cyber bullying.
PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	INHERENT RISK RATING	MITIGATION PLAN
PROVINCIAL LEVEL (PEDs)	Loss of teaching and learning	There is loss of teaching time due to closure of school and the corona virus pandemic	H	<ul style="list-style-type: none"> Customised Curriculum Recovery Plan according to agreement nationally Provide teaching and learning support based on trimming the Teaching and Assessment Plans for every subject in every grade Teacher professional development that focuses on teaching in ways that learners learn @home Continue with the developed the ePortal as a support platform for learners, teachers and parents <p>Participate in radio and television programmes to support teaching to mitigate the impact of loss of teaching time</p>
	Examinations are affected (Learners may not sit for exams)	There is loss of teaching time due to closure of school and the corona virus pandemic resulting in unpreparedness of learners	H	<ul style="list-style-type: none"> Rescheduled exams (amended school calendar) June exam combined with November exam Provincial plan has considered matters of social distancing, PPE, and hygiene PEDs have identified additional centres to cater for large number of students in order to observe COVID -19 protocols Complete the registration of candidates Adjustment of Assessment programme and plans Uploading of Assessment tasks and items online
	Lack of clear communication to	Inconsistencies in implementation of the recovery plan	H	<ul style="list-style-type: none"> Clear communication of curriculum recovery and exams through different platforms.

	districts/ schools on recovery plan and exams			<ul style="list-style-type: none"> • Tasks teams to develop curriculum to include provincial officials for inputs and buy-in. • Monitoring of preparations and readiness for teaching, learning and assessment. • At provincial level, call an online meeting of District Heads of Curriculum to discuss the operational plan and its implementation strategy.
	Lack of effective monitoring	Lack of assigned monitors or circuit managers Inadequate oversight activities		<ul style="list-style-type: none"> • Regular meetings between Curriculum, Assessment and Districts • Developed a district monitoring programme to do the following: <ul style="list-style-type: none"> - Check district recovery plan, implementation and progress. - Visit sampled schools to ascertain the progress in curriculum delivery. - Self-evaluation forms in place to raise awareness on programmes to be completed. • Completed the auditing of centres and identification of centres to accommodate all candidates.
	Cyber bullying in On-line Learning	Lack of information on bullying		<ul style="list-style-type: none"> • Both parents and educators must sensitise learners to cyber bullying and how to report the same. • Parents to monitor their child's activity online to ensure that the child is not a victim of cyber bullying or constantly engage .

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	INHERENT RISK RATING	MITIGATION PLAN
DISTRICT LEVEL	Lack of guidance for coordinated teaching and learning in schools	Poor understanding of revised processes for teaching and learning	H	<ul style="list-style-type: none"> • Develop guidelines for the adjustment of teaching time tables to accommodate recovery strategies • Distribution of guidelines • Orientation of teachers to guidelines • Monitor implementation of guidelines • Provide guidance to teachers on the re-organisation of time tables to accommodate COVID-19 related changes.

	(timetables/ teacher workloads)			<ul style="list-style-type: none"> Provide guidance on the re-organisation of duty loads to accommodate COVID-19 related changes.
	Lack of correct data on progressed learners	<ul style="list-style-type: none"> Poor systems in place to gather, and record relevant information Insufficient monitoring and review of information 	H	<ul style="list-style-type: none"> Collect information on the number of progressed learners per subject, per school and per district Develop and maintain a system to track progressed learners
	Lack of effective monitoring	No monitoring schedule or list of monitors	H	Targeted monitoring of: <ul style="list-style-type: none"> Declined Schools Non-performing schools Under-performing schools Special Schools % small/non-viable schools.
	School-based Assessment (SBA) is affected	The required SBA planned program not implemented due to closure of school and the corona virus pandemic	H	<ul style="list-style-type: none"> SBA programme and requirements to be amended according to DBE assessment guidelines. Plans in place to mediate national decisions upon completion of curriculum trimming and NSC adjustments on PAT and orals
PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	INHERENT RISK RATING	MITIGATION PLAN
SCHOOL LEVEL	Delays in school re-opening/preparation	<ul style="list-style-type: none"> Lack of clear guidelines and preparation Lack of monitoring and communication by District 	H	<ul style="list-style-type: none"> Preparation of lost teaching and learning time for interventions. Provision of extra support to learners through extra lessons.
	Lack of adjustment to duty loads at school - timetable	<ul style="list-style-type: none"> Lack of adequate resource or replacement educators Inadequate review of the staff allocation 		The districts to province guidance for schools on: Re-organisation of time tables to accommodate COVID-19 related changes.
	Inadequate plan for learners and educators with health conditions	Lack of clear guideline for under-utilised staff		Develop a programme to support teachers during post lockdown period.

RISK AREA 2: ORIENTATION AND TRAINING OF TEACHERS AND NON -TEACHING STAFF

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Lack of sufficient preparation for the orientation and training of teachers	Poor planning and ineffective communication	H	<ul style="list-style-type: none"> Developed and printing of orientation manual and guidelines for parents Circulated the guidelines to all stakeholders (PEDs) Establishment and training of the Provincial COVID -19 Core Orientation Team (PCCOT) Develop and distribute video clips for training to Provinces
PROVINCIAL LEVEL	Ineffective communication or education	Lack of awareness programme and guideline on COVID -19 to Districts and Schools	H	<ul style="list-style-type: none"> Orientation of Circuit Managers and Principal on procedures and regulations of COVID -19 for the re-opening of schools Orientate office based and school based employees on the schools re- opening plan Versioning of guidelines in different languages Develop and distribute Video Clips for training Use of local radio stations to communicate the guidelines. Inter-departmental monitoring teams established
	Lack of effective monitoring	Lack of assigned monitors or circuit managers Lack of monitoring of schools/ Inadequate number of monitors	H	<ul style="list-style-type: none"> Establishment of Provincial, District, Circuit & School Orientation Committees. Establish Teams to monitor the implementation of the guidelines Establish mechanisms for reporting
DISTRICT LEVEL	Poor Implementation of the orientation programme	Inadequate training from the province	H	<ul style="list-style-type: none"> Advocacy and communication of the orientation programme/guidelines Distribute guidelines and education wall charts and illustration material for school

				<ul style="list-style-type: none"> • Orientate teachers to orientation programme/ guidelines • Monitor implementation of orientation programme/guidelines
SCHOOL LEVEL	Lack of facilitators to orientate teachers and non-teaching staff	<ul style="list-style-type: none"> • Lack of planning and delay in the recruitment of facilitators 	H	<ul style="list-style-type: none"> • Principals to conduct orientation sessions with SMT on the procedures and regulation • Orientation of Teacher and non-Teaching staff at school level on the procedures and regulations to make them feel at ease with the new conditions • Orientation of the School Governing Body (SGB) • Orientation of Health and COVID -19 Safety Committee
	Non implementation of social distancing in staff rooms	<ul style="list-style-type: none"> • Poor communication of COVID – 19 protocols 		<ul style="list-style-type: none"> • Orientation programme to include social distancing protocols. • Communicate number of teachers allowed in staff room at any given time. • Monitor the implementation of social distancing protocols.
	Inconsistent information being communicated	<ul style="list-style-type: none"> • Lack of standardised communication mechanism • Lack of clear guidelines and preparation 		<ul style="list-style-type: none"> • Consistent, uniform and standardised guidelines. Also explain the risk of furnishing information other than what is prescribed for the orientation program.
	Inadequate plan for learners and educators with health conditions	<ul style="list-style-type: none"> • Lack of clear guidelines and preparation • Lack of monitoring and communication by District 		<ul style="list-style-type: none"> • Orientation manual available at all schools • Principals to conduct orientation sessions with SMT on the procedures and regulation • Orientation of Teacher and non-Teaching staff at school level on the procedures and regulations to make them feel at ease with the new conditions • Orientation of the School Governing Body (SGB) • Orientation of Health and COVID -19 Safety Committee

3. RISK AREA: ORIENTATION OF LEARNERS

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Lack of awareness programme or clear guide to learners for procedures at school	Ineffective communication	H	<ul style="list-style-type: none"> Develop and print orientation manual and guidelines for parents Orientation guidelines developed and distributed to Provinces (PEDs) Establishment and training of the Provincial COVID -19 Core Orientation Team (PCCOT) Planned to develop video clips for training to Provinces (limitation budget constraints)
PROVINCIAL LEVEL	Lack of awareness programme and no clear guide to Districts and Schools on COVID -19	Ineffective communication	H	<ul style="list-style-type: none"> Orientation of Circuit Managers and Principals on procedures and regulations of COVID -19 for the re-opening of schools Distribution of guides and orientation material to Districts
	Lack of facilitators to orientate teachers and non-teaching staff	Lack of planning and identification of facilitators	H	<p>Develop a detailed plan which indicates human sources required (SMTs and Circuit Managers) for orientation and training and a back-up plan should identified trainers not be available.</p> <p>Establishment of the District, Orientation Core Teams to orientate schools on COVID-19 regulations.</p>
DISTRICT LEVEL	Lack of awareness programme and no clear guide to Districts and Schools on COVID- 19	Ineffective communication	H	Schools Orientation Core Teams will be established to orientate teachers.
SCHOOL LEVEL	Inadequate dissemination of	Poor planning and coordination by the Districts	H	<ul style="list-style-type: none"> Ensure that all teachers and staff receive relevant information on COVID- 19.

	orientation guides and material on COVID-19			<ul style="list-style-type: none"> • Develop a programme for learners and teachers as they arrive on the first day. • Train Class Monitors and RCL members on their role in monitoring and supporting COVID -19 rules and regulations. • Establishment of the School Orientation Core Teams to orientate learners.
	Inconsistent information being communicated	<ul style="list-style-type: none"> • Lack of standardised communication mechanism • Lack of clear guidelines and preparation 		<ul style="list-style-type: none"> • Consistent, uniform and standardised guidelines. Also explain the risk of furnishing information other than what is prescribed for the orientation program.

4. RISK AREA 4: IDENTIFICATION OF VACANT TEACHING POSTS

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Inadequate or incorrect teacher data	Lack of adequate verification process	H	<ul style="list-style-type: none"> • Compare data reflected on PERSAL with data reported by Provincial Office. • Do sample testing by contacting the District Office to verify information
PROVINCIAL LEVEL	Many teachers have pre-existing medical conditions. Some 60 and above employees have medical conditions	Teachers are ill with Covid 19.	H	<ul style="list-style-type: none"> • Replacement of teachers who will not return. • The province has included this aspect in the plan for implementation when schools re-open and report on staff shortages
	Fewer teachers appointed to comply with social distancing	<ul style="list-style-type: none"> • Lack of funds 	H	<ul style="list-style-type: none"> • Reprioritisation of funds to appoint more substitute teachers • The provincial Week 1 absentee template will be developed for schools to populate the details of absent teachers.

DISTRICT LEVEL	Inadequate teachers appointed to comply with social distancing	<ul style="list-style-type: none"> Schools with many elderly teachers may be under capacitated 	H	The District WEEK 1 absentee template will be developed for schools to populate the details of absent teachers
SCHOOL LEVEL	Inadequate number or lack of staff due to teachers who will not be fit to return to school.	Some of the teachers have existing medical conditions which compels them to stay at home for now.	H	<ul style="list-style-type: none"> Conduct an audit of number of absent teachers. Ascertain severity of illness of teachers and estimate time they will need to recover. Make arrangements for substitute teachers in classes where teachers will be away for a considerable period of time. Schools to work closely with District Directors to fast-track provision of substitute teachers
	Inadequate staff will result in learners mingling and ignore social distancing guidelines.	Inadequate staff to monitor adherence to social distancing guidelines		<ul style="list-style-type: none"> Ensure that there is adequate staff to monitor that social distancing is observed at all times.

RISK AREA 5: READINESS OF SCHOOLS AND HOSTELS

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Lack of data on school infrastructure	Inadequate verification process	H	<ul style="list-style-type: none"> Work with data base from NIEMS and EMIS to get data on school infrastructure Work with data from provinces/ districts
PROVINCIAL LEVEL	Officials focus on the schooling part of the system and neglect the	Inadequate information, support and supervision of hostels	H	<ul style="list-style-type: none"> Collection and verification of data on hostels. Run data validation process and publish report to schools to update in advance of receiving learners in the phased approach

	accommodation/ hostel, part of it.			
	Absence of a programme designed for boarding schools.	Poor planning	H	<ul style="list-style-type: none"> • A special programme for dealing with school hostels during the COVID-19 period is being planned • The readiness of schools (including hostels) will be monitored to ensure that learners are not exposed. The plan is available for implementation when school re-open.
	Lack of classrooms due to vandalism	Violence in communities, and due to the lockdown		<ul style="list-style-type: none"> • Identify alternative venues for affected classes • Provide mobile classrooms
	Lack of water and water facilities	Historical backlog		<ul style="list-style-type: none"> • Database of schools needing water and water facilities • Work with Rand Water and Department of Water and Sanitation to provide water tanks and water through an emergency water provision programme • Identify the number of washing stations required and work with partners (Reckitt Benckiser the manufacturers of Dettol in South Africa and Unilever) to provide washing stations to 1000 schools.
	Possible litigation due to lack of provision of water and proper hygienic working ablution facilities thereby exposing learners to COVID-19 virus. Also	Lack of access to water and hygienic ablution facilities		<ul style="list-style-type: none"> • Ensure access to clean water and properly constructed, working and hygienic ablution facilities.
DISTRICT LEVEL	Lack or incorrect information	District one sided focus favouring learner achievement at the expense of learner welfare	H	<ul style="list-style-type: none"> • A dedicated programme for dealing with school hostels during the COVID-19 period • District readiness of schools (including hostels) will be monitored by province to ensure that learners are not exposed
	Lack of classrooms due to vandalism	Violence in community, and due to school closure		<ul style="list-style-type: none"> • Identify alternative venues for affected classes • Provide mobile classrooms

	Lack of cleaners	Insufficient funding		<ul style="list-style-type: none"> • Audit on the number of cleaners required in all schools • Costing of hiring cleaners done • Appointment of cleaners through EPW programme
SCHOOL LEVEL	Lack or incorrect information	The system failure to focus on the issues of learner welfare and focussing more on learner achievement.	H	<ul style="list-style-type: none"> • Schools need to report on both hostels and day schooling issues related to COVID-19 • District readiness of schools includes hostels and monitoring will start at the beginning of the school term.
	Lack of classrooms due to vandalism	Violence in community, and due to school closure		<ul style="list-style-type: none"> • Identify alternative venues for affected classes • Provide mobile classrooms
	Inadequate capacity to have all classrooms and offices cleaned in time for the reopening of schools	Poor planning, and processes to prepare schedules		<ul style="list-style-type: none"> • Work out a schedule using the phased in approach, starting with PED offices, District and Circuit Offices and schools
	Litigation for exposing the learners to COVID-19 virus were norms on mitigating COVID-19 are not complied with.	Non- adherence to basic COVID-19 norms		<ul style="list-style-type: none"> • Ensure strict adherence to the COVID-19 norms.
	Lack of adherence to hygiene requirements	Classrooms not cleaned in accordance		<ul style="list-style-type: none"> • Ensure that all classrooms are properly cleaned and sanitised.

RISK AREA 6: SPECIAL SCHOOLS

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Inadequate plans to phase in reopening of special schools.	Lack of coordination and planning	H	Develop a return to school plan for each special needs school according to unique needs
PROVINCIAL LEVEL	Inadequate and non-contextualised return plan for Learners with LSPID	Non-provision of guidelines for special schools for return to schools as well as trimming of curriculums other than the ordinary CAPS Safety packages required by all schools not made available to Special Schools.	H	<ul style="list-style-type: none"> • Develop and implement a return plan for each individual School Provincial plan for the return of the different Special School sector learners has been developed. • Guideline document drafted to guide SMTs and SGBs of individual schools when drafting return plans • Provincial Special School programme managers to arrange ‘virtual’ meetings and workshops; • Arrange for relevant materials, documents to be available on line e.g. ePortal.
	High proportion of learners at Special Schools are vulnerable or at risk for Covid-19 infection	The existing health conditions of most learners in special schools and the threat of COVID-19 infections.	H	<ul style="list-style-type: none"> • Special arrangements to be made for vulnerable/at risk learners e.g. home schooling with support, use of ICT. • Develop and implement a return plan for each individual school with affected learners.
	Loss of teaching and learning time (referring to curriculum other than ordinary CAPS)	There is loss of teaching time due to closure of school and the corona virus pandemic	H	<ul style="list-style-type: none"> • Provide a provincial guideline document with proposed return plans aligned to curriculum other than ordinary CAPS TOC, D-CAPS and LP curriculum recovery strategy has been drafted aligned to National guidelines • Guide schools with curriculum guidance on core subjects • Exemplar lesson plans loaded on Google drive for access by schools in preparing learning pack for learner staying at home

				<ul style="list-style-type: none"> National guidelines are awaited for alignment of TOC, D-CAPS and LP curriculum recovery strategy in the province Drafting therapy guideline documents for schools
	Schools don't implement plan accordingly	Ineffective monitoring		<ul style="list-style-type: none"> Monitor phasing-in of reopening of special needs schools
DISTRICT LEVEL	High proportion of learners at Special Schools are vulnerable or at risk for Covid-19 infection	Safety packages required by all schools not made available to Special Schools.	H	<ul style="list-style-type: none"> Develop and implement a return plan for each individual School Accommodation of special schools in Orientation and Recovery Programmes. Procurement processes for safety packages to include all schools, including Special Schools. Circuit Managers and IDSOs to monitor and support SMTs in the development and implementation of a return plan for each individual School
	Inappropriate opening / preparations by Special Schools	Lack of monitoring and support by district s		<ul style="list-style-type: none"> Circuit Managers and IDSOs to monitor and support SMTs in the development and implementation of a return plan for each individual School
SCHOOL LEVEL	High proportion of learners at Special Schools are vulnerable or at risk for Covid-19 infection	Safety packages required by all schools not made available to Special Schools.	H	<ul style="list-style-type: none"> Accommodation of special schools in Orientation and Recovery Programmes
	Delays in school opening/preparation	<ul style="list-style-type: none"> Lack of clear guidelines and preparation Lack of monitoring and communication by District 		<ul style="list-style-type: none"> Principals to conduct orientation sessions with SMT on the procedures and regulation SMT in consultation with SGB and Circuit manager develop a learner return plan

				<ul style="list-style-type: none"> • Orientation of Teacher and non-Teaching staff at school level on the procedures and regulations to make them feel at ease with the new conditions • Orientation of the School Governing Body (SGB) • Orientation of Health and COVID -19 Safety Committee
	Litigation due to not adequately providing for the different needs of learners with disabilities	<ul style="list-style-type: none"> • Inadequately provision for each special need of learners to accommodate the particular disability. 		<ul style="list-style-type: none"> • Ensure that all reasonable accommodation needs are provided to cater for every learner with a disability. • Ensure that separate and extraordinary arrangements have been made which will at least entail large numbers of caregivers/supervisors and special facilities

RISK AREA 7: LEARNER TRANSPORT

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Non- adherence of COVID-19 physical distance regulations and possibility of infections	Difficulty to observe social distance rules in existing busses.	H	Engagements between Department of Transport and Basic Education on protocols for sanitizing of and social distancing in busses.
PROVINCIAL LEVEL	Learner Transport is managed by the Department of Education and in some provinces by the Department of Transport- no common understanding of	Lack of communication	H	<ul style="list-style-type: none"> • The two Departments to meet and to discuss dates when transport will be required and sanitisation and social distancing protocols discussed to reach common understanding. • Discuss new requirements for transportation of learners with service providers of buses and

	expectations of health and hygiene requirements by service providers			taxis (sanitisation, wearing of masks and social distancing)
	Lack of effective monitoring or supervision	Inadequate resources (monitors)	H	<ul style="list-style-type: none"> • Appointment of monitors to ensure social distancing on pick up points, in the bus and when the learners are dropped off. These monitors will also ensure that learners have masks and are sanitized. • Circulate guidelines with roles and responsibilities to Districts for monitoring compliance for learner transport. • Develop infographic and/or short video on safety and compliance. Post to website. • Communicate spot check schedule and reporting requirements to Districts
	Lack or incorrect information	Route changes, counts of learners counts and vehicle databases not updated in line with 2020 enrolments		<ul style="list-style-type: none"> • Run LTS data validation process and publish reports to schools to verify before school re-opening
	Transport contractors do not comply with social distancing and hygiene regulations	Contract adjustments to provide for additional measures to be implemented by transport contractors not agreed or implemented		<ul style="list-style-type: none"> • Develop clear communication plan on contract adjustments and payment calculations for schools and transport operators • District officials informed and trained on new compliance measures for each contract. Develop joint communication campaign with Department of Transport and Public Works (Traffic Services) and agree procedure for dealing with non-compliance.
	Litigation against the Department where by private transport contractors do not meet the hygiene and	Lack of ensuring that the private transport meets the proper sanitisation requirements.		<ul style="list-style-type: none"> • Parents must be sensitised on why it is essential for them to monitor the transport that their learners are using. • There must take responsibility for the well-being of their learners

	sanitisation norms required			
DISTRICT LEVEL	Denudation of COVID-19 prevention work done by districts as learners use transport	Learners and teachers using public transport and possibly can be infected because social distance is not observed.	H	Guidance from the Department of Transport on the risk of public transport The MEC for Education is having meetings with Department of transport to deal with this issue
	Inadequate data on numbers of learners requiring transport (Lack or incorrect information)	Lack of updated databases		<ul style="list-style-type: none"> Provinces to develop a database of number of learners requiring transport Data on routes for the different trips identified Number of trips costed to accommodate social distancing
SCHOOL LEVEL	Escalation of COVID-19 infections	Use of public transport by learners and teachers where drivers overload passengers. Transportation of learners by private (bakkies/taxis) who overload their vans.	H	Guidance from the Department of Transport on the risk of public transport Strengthens monitoring to ensure compliance

RISK AREA 8: BASIC HYGIENE AND SANITATION PACKAGE

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Increased infection to learners, educators and families	<ul style="list-style-type: none"> Lack of sufficient hygiene packages for all at offices and schools Lack of cleaned classrooms and toilets Lack of water supply and proper sanitation 	H	<ul style="list-style-type: none"> Standard Operating Procedures (SOPs) Procurement of PPEs (Temperature monitor, Sanitizers, hand gloves, face masks, etc.) as guided by SCM policies. Provision of Hygiene packages at schools and offices Sanitize every workplace (offices and schools prior re-opening)

	Increased reports or incidents of non-compliance	Ineffective monitoring of compliance		Designing a provincial COVID-19 related monitoring plan.
PROVINCIAL LEVEL	Lack of analysis of needs of COVID-19 products required per item for the safe school re-opening	Inadequate information		Conduct an assessment of needs and order items according to school size and draw up order accordingly.
	Increased infection to learners, educators and families	Lack of sufficient hygiene packages for all at offices and schools Lack of cleaned classrooms and toilets Lack of water supply and proper sanitation	H	<ul style="list-style-type: none"> • Procurement of hygiene packages for schools • Districts and School Management Teams orientated on cleaning of schools as per hygiene guideline
DISTRICT LEVEL	Unavailability of certain items such as masks, and sanitisers	Limited availability of suppliers	H	Scan the market and get alternative service providers
	Ineffective monitoring of compliance	Insufficient supervisors/monitors		<ul style="list-style-type: none"> • Screeners and Cleaners will be appointed at schools (EPWP Programme) • Schools OHS Representatives/ Compliance Officer for offices to be appointed and orientated • Training of officials in using temperature checking instruments and recording readings • Identification of teachers with comorbidities • Supply of water tanks and water where needed
SCHOOL LEVEL	Delays in the delivery of basic sanitation package	Unintended consequence (e.g. incorrect school address or location)	H	Monitoring of readiness to include daily follow ups on delivery of basic hygiene and sanitation package

	Ineffective monitoring of compliance	Lack compliance officer	H	Schools OHS Representatives/ Compliance Officer for offices to be appointed and orientated Training of officials in using temperature checking instruments and recording readings
	Litigation due to non-compliance with basic hygiene requirements and norms for mitigation the spread of COVID-19	<ul style="list-style-type: none"> Limited availability of supplies Non-compliance officer appointed to monitor and report accurately on preparedness to open schools. 		<ul style="list-style-type: none"> Ensure that every school has the required PPE supplies and comply with the basic requirements of hygiene and cleaning. Ensure that there are measures in place to observe social distancing.

RISK AREA 9: SCREENING, TESTING AND TRACING

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Lack of preparedness for screening	Inadequate planning		<ul style="list-style-type: none"> Prepare documents to guide Provinces, and Districts to screen learners and staff Work with the Department of Health and Public Works to provide screeners (EPWP)
PROVINCIAL LEVEL	Increased infection to learners educators and families	Lack of sufficient temperature monitors for screening at schools and offices	H	<ul style="list-style-type: none"> Provision and monitoring of the use of thermometers. Monitor the availability and use of thermometers for screening
	Ineffective monitoring of compliance	Lack of monitoring	H	<ul style="list-style-type: none"> Training of officials in using temperature checking instruments and recording readings. Training of teachers in using temperature checking instruments and recording readings.

DISTRICT LEVEL	Increased infection to learners, educators and families	Inadequate monitoring	H	Monitor compliance at schools- use of PPEs, social distancing, managing learner and teacher who become ill due to infection
SCHOOL LEVEL	Increased infection to learners, educators and families	Lack of sufficient temperature monitors for testing at schools	H	<ul style="list-style-type: none"> Developed standard Operation Procedure Avail Thermometers at every school /offices Temperature monitoring prior entering of workplace or school
	Lack of preparedness for screening	Inadequate Planning		<ul style="list-style-type: none"> Produce a schedule to screen all learners and staff on arrival Prepare screening records in advance Ensure that screeners are available and are trained to use thermometers etc. Ensure that the timetable changes to accommodate screening is communicated to learners and staff
	Learners present with symptoms of infection	Inadequate monitoring		<ul style="list-style-type: none"> Ensure quarantine space is identified Work with DoH to assist with testing of learners identified with symptoms of infection.
	Inadequate quarantine facilities	Lack of quarantine facilities to isolate learners		<ul style="list-style-type: none"> Ensure quarantine space is identified Work with DoH to assist with testing of learners identified with symptoms of infection. Refer affected person to a health practitioner for further testing as it is not the responsibility of the school.
	Litigation for non-compliance with social distancing, provision of masks, sanitisers and other PPE's.	Inadequate monitoring of social distancing and ensuring PPE's are available		<ul style="list-style-type: none"> Ensure that all PPE's are available at every school. Monitor closely that all social distancing is observed.

	Officials identified to conduct scanning are not properly trained	Lack of proper training of persons using scanners to identify symptoms and use the scanners properly		<ul style="list-style-type: none"> • Train identified personnel on how to use the scanners and how to identify symptoms.
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RISK AREA 10: SCHOOL NUTRITION PROGRAMME

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Dates for reopening of nutrition programme not communicated timeously	Lack of coordination	H	<ul style="list-style-type: none"> • Monitoring communication of schedules from province to district to school. • Written communique followed up by phone calls to ensure communication reaches schools in time
	Ineffective monitoring of compliance	A lack of a customised monitoring instrument to accommodate hygiene demands of COVID-19.		Develop the monitoring tool for COVID-19.
PROVINCIAL LEVEL	Increased infection to learners, educators and food handlers	Lack of understanding of COVID-19 safety rules	H	<ul style="list-style-type: none"> • Orientation of service providers, Chief Food Handlers and Volunteer Food Handlers (when schools re-open) • Collaborating with the Department of Health to provide guidelines and advocacy material
	Ineffective monitoring of compliance	A lack of a customised monitoring instrument to accommodate hygiene demands of COVID-19.		The Province is customising the monitoring tool for COVID-19.
DISTRICT LEVEL	Increased infection to learners, educators and food handlers	Lack of understanding of COVID-19 safety rules	H	Orientation of service providers, Chief Food Handlers and Volunteer Food Handlers
	Ineffective monitoring of compliance	A lack of a customised monitoring instrument to accommodate hygiene demands of COVID-19.		The PEDs is customising the monitoring tool for COVID-19.

SCHOOL LEVEL	Lack of good hygiene practices that could lead to spread of infections	Lack of understanding of COVID-19 safety rules	H	<ul style="list-style-type: none"> Provision of basic hygiene package to food handlers Orientation of Food handlers Communication of orientation schedule and guidelines Cleaning of kitchens before start of feeding programme begins Provide protocols for regular sanitation
	Ineffective monitoring of compliance	A lack of a customised monitoring instrument to accommodate hygiene demands of COVID-19.		<ul style="list-style-type: none"> The NSNP monitoring tool for COVID-19. Strengthen monitoring by the Districts
	Street vendors outside school that sell food that was not prepared with proper hygiene guidelines.	Lack of hygiene practices		<ul style="list-style-type: none"> Proper monitoring of the presence of street vendors must be conducted.
	Litigation from unhygienic handling of food	Lack of information.		<ul style="list-style-type: none"> Orientation of service providers, Chief Food Handlers and Volunteer Food Handlers (when schools re-open) Collaborating with the Department of Health to provide guidelines and advocacy material

RISK AREA 11: PSYCHOSOCIAL SUPPORT

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Lack of support to Districts on dealing with learners and staff who present with psychosocial problems	Lack of support to districts on dealing with learners and staff who present with psychosocial problems	H	Develop full psycho-support provincial programme

PROVINCIAL LEVEL	Lack of support to Districts on dealing with learners and staff who present with psychosocial problems	Lack of support to districts on dealing with learners and staff who present with psychosocial problems	H	Develop full psycho-support provincial programme
	Poor performance of provincial officials in their work.	Anxiety related to COVID-19 issues and dangers	H	Develop a counselling programme for Head Office Officials.
DISTRICT LEVEL	Lack of support to Districts on dealing with learners and staff who present with psychosocial problems	Lack of support to districts on dealing with learners and staff who present with psychosocial problems	H	A full psycho-support provincial programme is in place
	Lack of guidelines and training to provide support to teachers and learners, infected or affected by Covid 19	Lack of supervision	H	<ul style="list-style-type: none"> Guidelines for psycho- social support developed and identified personal trained to manage affected learners and staff Provide advocacy materials iro psycho- social support and wellbeing
	Inadequate number of psychologists and social workers to provide support	Insufficient recruitment/ Lack of funds (CoE)	H	<ul style="list-style-type: none"> Identify and train volunteers to perform the support roles HIV -Aids counsellors in districts to be trained to do trauma debriefing and support
	Poor performance of provincial officials in their work.	Anxiety related to COVID-19 issues and dangers	H	A counselling programme for teachers and learners.
SCHOOL LEVEL	Lack of support to Districts on dealing with learners and	Lack of support to districts on dealing with learners and staff	H	A full psycho-support provincial programme is in place

	staff who present with psychosocial problems	who present with psychosocial problems		
	Poor performance of provincial officials in their work.	Anxiety related to COVID-19 issues and dangers	H	A counselling programme for teachers and learners.

RISK AREA 12: COMMUNICATION

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Lack of communication strategy to support the re-opening of schools during the COVID-19	COVID-19 is a new challenge and no one knows everything. New knowledge keeps on developing in the field of medicine and other fields.	H	Preparation of a communication strategy to support the re-opening of schools during the COVID-19
	Lack of a cogent strategy to communicate Covid19 messages to all levels of the sector	Lack of proper planning		<ul style="list-style-type: none"> Develop a multi-pronged strategy that targets a wide range of stakeholders especially schools and learners
PROVINCIAL LEVEL	Lack of communication strategy to support the re-opening of schools during the COVID-19	COVID-19 is a new challenge and no one knows everything. New knowledge keeps on developing in the field of medicine and other fields.	H	Development of a communication strategy to support the re-opening of schools during the COVID-19
	Lack of communication on key matters dealing with COVID -19	Lack of knowledge of COVID -19	H	<ul style="list-style-type: none"> Develop weekly messages and use different platforms

	leading to stigmatisation of COVID -19 infected or affected persons			(website, twitter, Instagram and Facebook) to demystify COVID -19 and prevent fake news.
	Scarcity of information about COVID-19 issues on the website of province.	Inadequate supervision of information	H	<ul style="list-style-type: none"> • Communication of information about COVID-19 issues through the website of provinces • Provinces to work with the Department of Health to organise information about the COVID-19 pandemic to include on the website
	Delays in responding to incorrect information on COVID- 19	Lack of sense of urgency to deal with issues in the media		Establish an “on the spot” rapid response team to correct perceptions timeously
DISTRICT LEVEL	Lack of facts to promote de-stigmatisation of the COVID-19 cases within the sector.	Lack of knowledge of COVID - 19	H	Use communication to promote de-stigmatisation of the COVID-19 cases within the sector The Communications Directorate is dealing with this issues guided by psychological Services
	Poor knowledge of parents and local communities about COVID-19	Cocid-19 is a new challenge and no one knows everything. New knowledge keeps on developing in the field of medicine and other fields		Strengthen district and school communication with parents and local communities.
SCHOOL LEVEL	Lack of a cogent strategy to communicate Covid19 messages to all levels of the sector	Lack of proper planning		<ul style="list-style-type: none"> • Develop a multi-pronged strategy that targets a wide range of stakeholders especially schools and learners
	Lack of correct information about COVID-19 and spreading of fake	Uncertainties about the readiness of schools to prepare safe environments after lockdown.	H	<ul style="list-style-type: none"> • Communication of correct information as a way of discouraging fake news about the re-opening of schools and COVID-19 uncertainties.

	news about the re-opening of schools			<ul style="list-style-type: none"> Strengthen district and school communication with parents and local communities.
	Misinformation and misinterpretation of information	Lack of proper controls to ensure that information provided is not misinterpreted.		<ul style="list-style-type: none"> Ensure consistent and correct messaging.

RISK AREA 13: QUALITY LEARNING AND TEACHING CAMPAIGN

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Education, which is meant to be elevated to be a societal issue remains a DBE matter	Lack of understanding of parental and community role in education	H	<ul style="list-style-type: none"> Activate QLTC structures at all levels in the system which includes a wide range of stakeholders from communities, schools, parents, business etc. Strengthening of the monitoring structure Effective communication strategy on parental and community role in education
	The code of conduct which describes the responsibilities and disciplines required of them - the Non-negotiables are not internalised.	Ineffective communication	H	<ul style="list-style-type: none"> An aggressive marketing and advocacy strategy to be developed The campaign should be made visible at all levels Key messages planned, developed and disseminated in line with key activities on the education calendar to reinforce society's commitment to quality learning and teaching.
PROVINCIAL LEVEL	Education, which is meant to be elevated to be a societal issue remains a PED matter.	Lack of understanding of parental and community role in education	H	<ul style="list-style-type: none"> Activate QLTC structures at Provincial level which includes a wide range of stakeholders from communities, schools, parents, business etc. Strengthening of the monitoring structure

				<ul style="list-style-type: none"> • Effective communication strategy on parental and community role in education.
	The code of conduct which describes the responsibilities and disciplines required of them - the Non-negotiables are not internalised.	Ineffective communication	H	<ul style="list-style-type: none"> • An aggressive marketing and advocacy strategy to be developed • The campaign should be made visible at all levels • Key messages planned, developed and disseminated in line with key activities on the education calendar to reinforce society's commitment to quality learning and teaching.
	Inadequate support of QLTC structures in Provinces	Not prioritised or insufficiently prioritised	H	<ul style="list-style-type: none"> • Provision of budget and structures • Strengthen communication of strategy and monitoring of plans and activities.
DISTRICT LEVEL	The QLTC structures do not participate in reinforcing the protocols iro COVID 19	Identification and utilisation of opportunities lacking	H	<ul style="list-style-type: none"> • QLTC structures to recognise that they are powerful catalysts in ensuring that all protocols are implemented. • QLTC structures to make the messaging on implementation of the protocols key activities in their work-plans.
	Inadequate support of QLTC structures in Districts	Not prioritised or insufficiently prioritised		<ul style="list-style-type: none"> • Provision of budget and structures • Strengthens communication of strategy and monitoring of plans and activities
SCHOOL LEVEL	The QLTC structures do not participate in reinforcing the protocols iro COVID 19	Ineffective communication	H	<ul style="list-style-type: none"> • QLTC structures to recognise that they are powerful catalysts in ensuring that all protocols are implemented. • QLTC structures to make the messaging on implementation of the protocols key activities in their work plans.

	The QLTC structures at school not effectively utilised	Inadequate support and supervision	H	<ul style="list-style-type: none"> • Advocacy campaign • Strengthens community and other stakeholder involvement and participation on education activities • Strengthening of monitoring by districts
	Parents do not play their role in protecting their children and ensuring that their children take the necessary precautions	Lack of understanding and information by parents.		<ul style="list-style-type: none"> • Advocacy campaign to ensure parents understand their responsibilities • Strengthen community and other stakeholder involvement and participation on education activities • Strengthening of monitoring by districts

RISK AREA 14: RISK ASSESSMENT AND MITIGATION

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Effective, efficient and transparent risk management system not in place	<ul style="list-style-type: none"> • Lack of risk management understanding • Inadequate risk management monitoring • Incorrect risk identification or assessment 	H	<ul style="list-style-type: none"> • Develop a risk management system to manage all aspects of risk management in line with Risk Management Policy and Strategy • Risk assessment workshops on strategy and methodology or process to ensure understanding of the risk management • Dedicated structure and reporting to the Accounting Officer

	Risk assessment is not conducted regularly to identify emerging risks of the department (COVID19).	Ineffective communication of the risk strategy and methodology	H	<ul style="list-style-type: none"> • Every line function needs to conduct risk assessment regularly so that emerging risks (COVID19) can be identified and dealt with timeously • Strategic Risk and Operation Risk registers are maintained and aligned to the strategic objectives of the department • Risk Registers are updated by every line function • The risk register need to monitored regularly by each line function in the department in terms of the progress on action plans (National level) • Regular reporting to the Accounting Officer, Risk Committee and Audit Committee
	The risk management strategy is not clearly communicated to all officials	Ineffective communication		<ul style="list-style-type: none"> • Develop a coherent Risk Management Strategy to guide the DBE on how to implement its Risk Management Policy through the Risk Management Implementation Plan and communicate to all concerned.
PROVINCIAL LEVEL	Effective, efficient and transparent risk management system not in place	<ul style="list-style-type: none"> • Lack of risk management understanding • Inadequate risk management monitoring • Incorrect risk identification or assessment 	H	<ul style="list-style-type: none"> • Develop a risk management system to manage all aspects of risk management in line with Risk Management Policy and Strategy • Risk assessment workshops on strategy and methodology or process to ensure understanding of the risk management process • Dedicated structure and reporting to the Accounting Officer (AO)

	Risk assessment is not conducted regularly to identify emerging risks (COVID19) of the department	Ineffective communication of the risk strategy and methodology	H	<ul style="list-style-type: none"> • Every line function needs to conduct risk assessment regularly so that emerging risks (COVID 19) can be identified and dealt with timeously • Strategic Risk and Operation Risk registers are maintained and align to the strategic objectives of the department • Risk Registers are updated by every line function • The risk register need to monitored regularly by each line function in the department in terms of the progress on action plans (Provincial level) • Regular reporting to the Accounting Officer, Risk Committee and Audit Committee
	The risk management strategy is not clearly communicated to all officials	Ineffective communication	H	Develop a coherent Risk Management Strategy to guide the Province on how to implement its Risk Management Policy through the Risk Management Implementation Plan and communicate to all concerned.
DISTRICT LEVEL	Risk assessment is not conducted regularly to identify emerging risks (COVID19) of the districts	<ul style="list-style-type: none"> • Ineffective communication of the risk strategy and methodology • Lack of understanding of risk identification 	H	<ul style="list-style-type: none"> • Every line function needs to conduct risk assessment regularly so that emerging risks (COVID19) can be identified and dealt with timeously • Strategic Risk and Operation Risk registers are maintained and align to the strategic objectives of the department • Risk Registers are updated by every line function • The risk register need to monitored regularly by each line function in the

				department in terms of the progress on action plans (Districts level)
	The risk management strategy is not clearly communicated to all officials	Ineffective communication		Develop a coherent Risk Management Strategy to guide the District on how to implement its Risk Management Policy through the Risk Management Implementation Plan and communicate to all concerned.
SCHOOL LEVEL	Risk assessment is not conducted regularly to identify emerging risks (COVID19) of the districts	<ul style="list-style-type: none"> • Ineffective communication of the risk strategy and methodology • Lack of understanding of risk identification 	H	<ul style="list-style-type: none"> • Every line function needs to conduct risk assessment regularly so that emerging risks (COVID 19) can be identified and dealt with timeously • Strategic Risk and Operation Risk registers are maintained and align to the strategic objectives of the department • Risk Registers are updated by every line function • The risk register need to monitored regularly by each line function in the department in terms of the progress on action plans (School level)
	The risk management strategy is not clearly communicated to all officials	Ineffective communication	H	Develop a coherent Risk Management Strategy to guide the School on how to implement its Risk Management Policy through the Risk Management Implementation Plan and communicate to all concerned.

RISK AREA 15: MONITORING AND EVALUATION

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	Monitoring and evaluation plan for all processes dealing with the phasing- in of the reopening of schools not in place at National level.	Inadequate resources and planning	H	<ul style="list-style-type: none"> Develop a comprehensive monitoring and evaluation plan that details the planned critical activities at DBE, PEDs, Districts and Schools. Establish monitoring teams to monitor and report against the plan
PROVINCIAL LEVEL	Monitoring of readiness for the phasing-in of the reopening of schools at provincial level not in place	Inadequate resource or utilisation of other monitoring mechanism	H	<ul style="list-style-type: none"> Regular meetings with HoDs to report on readiness of Provinces to phase-in schooling and identify challenges Measures put in place to unblock challenges identified
DISTRICT LEVEL	Monitoring of readiness for the phasing-in of the reopening of schools at district level not in place	Lack of sufficient resource to monitor all schools	H	<ul style="list-style-type: none"> Regular meetings with District Directors to report on readiness of Districts to phase-in schooling and identify challenges. Measures put in place to unblock challenges identified
SCHOOL LEVEL	Monitoring of school readiness to phase in reopening of schools not in place.	Shortage of administration staff and SMT	H	<ul style="list-style-type: none"> Detailed readiness plans with check lists to assess readiness for school reopening are in place Provide weekly reports of preparations for screening and provision of PPEs, sanitizing of schools, provision of water etc.
	Monitoring of the first day of	Inadequate staff compliment	H	<ul style="list-style-type: none"> Develop a schedule to monitor the reopening of schools to check on readiness to receive learners, audit of teacher absence, sanitisation

	reopening of schools not in place			<p>of schools and learners; scholar transport procedures etc.</p> <ul style="list-style-type: none"> Report on areas of challenge and provide solutions to ensure health and safety of learners and staff
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RISK AREA 16: THE ROLE OF THE DEPARTMENT OF HEALTH

PHASES OF RISK EXPOSURE	RISK	ROOT CAUSE	RISK RATING	MITIGATION PLAN
NATIONAL LEVEL	The DBE and DoH work in silos	Lack of integrated plans and ineffective coordination	H	<ul style="list-style-type: none"> Sign MoU between DoH and DBE Develop a working relationship with DoH to discuss protocols; get advice on documents; advocacy materials relating to protocols and guideline on comorbidities
PROVINCIAL LEVEL	Lack of support for schools from the DoH	Lack of effective coordination and communication	H	<p>Enlist the support from DoH</p> <ul style="list-style-type: none"> to implement hygiene and infection control measures, and to communicate effectively with learners, parents and other role-players. assist schools to screen learners, school officials and others. ensure that learners, school officials and others who are symptomatic, are tested, managed and referred appropriately. Where cases are identified, provide contact tracing, and advice with regards to any additional actions that are required. Develop a Standard Operating Procedure for screening at schools.

DISTRICT LEVEL	Lack of support for schools from the DoH	Lack of effective coordination and communication	H	Enlist the support from DoH <ul style="list-style-type: none"> to implement hygiene and infection control measures, and to communicate effectively with learners, parents and other role-players. assist schools to screen learners, school officials and others. ensure that learners, school officials and others who are symptomatic, are tested, managed and referred appropriately. Where cases are identified, provide contact tracing, and advice with regards to any additional actions that are required. Develop a Standard Operating Procedure for screening at schools.
	Health and Safety Committees at all levels do not have DoH representatives	<ul style="list-style-type: none"> Staff constraints at DoH Lack of coordination 		Ensure that Health and Safety Committees are established at District level with critical role players such as DoH are represented on the Committees
SCHOOL LEVEL	Lack of support for schools from the DoH	Lack of effective coordination and communication		Enlist the support from DoH <ul style="list-style-type: none"> to implement hygiene and infection control measures, and to communicate effectively with learners, parents and other role-players. assist schools to screen learners, school officials and others. ensure that learners, school officials and others who are symptomatic, are tested, managed and referred appropriately. Where cases are identified, provide contact tracing, and advice with regards to any additional actions that are required. Develop a Standard Operating Procedure for screening at schools.

	Health and Safety Committees at all levels do not have DoH representatives	Staff constraints at DoH or lack of coordination		Ensure that Health and Safety Committees are established at School levels with critical role players such as DoH are represented on the Committees.