2020
SCHOOL RECOVERY PLAN FOR POST COVID 19 LOCKDOWN.
1. INTRODUCTION AND BACKGROUND

In December of 2019 the world was invaded by a deadly virus (Coronavirus) leading to quick deaths in East Asia, in particular in China, in the city of Wuhan. The speed at which people contracted the disease and died elicited drastic and radical measures from the Chinese government of shutting down the city in an attempt to stop the spread of this disease to other cities in China and eventually to the rest of the world.

On 5 March 2020 South Africa registered its first coronavirus case. Thereafter, the rate of infection escalated rapidly that necessitated President Cyril Ramaphosa to announce drastic measures on 16 March 2020, to curb the spread of the virus that included exercising healthy living practices as well as social distancing. Schools were seen as high risk centres and had the potential of exposing both learners and teachers to opportunities of spreading the virus. The President’s announcement included the closure of schools from Wednesday, 18 March 2020 and that they would remain closed until after the Easter weekend to reopen on the 14 April 2020 to protect the learners from contracting the virus. Initially this closure resulted in 9 teaching days being lost.

On Monday, 23 March 2020 the President announced the National Lockdown starting midnight of 26 March 2020 for a period of 21 days ending 17 April 2020. Another announcement was made on 9 April 2020 by the President, that extended the lockdown to a further 14 days, which ended on 30 April 2020. The country is still under National Lockdown which is now dropped to a Level 4 Lockdown, based on the Risk Adjusted Strategy (RAS), which implies that there are relaxation of certain limitations which will allow the economy to be kick-started. Based on the spread of the infection, which is the basis of the Risk Adjusted Strategy, the lockdown restrictions will be lifted across the national, provincial, and district level.
COVID-19 is spreading across the world at an alarming speed. This is an unprecedented crisis and calls for unprecedented measures. It is affecting the global economy, hitting manufacturing and service sectors alike, with huge impact on vulnerable individuals and households who are already bordering poverty and may widen inequality gaps and even entrench people in poverty.

COVID-19 has significantly threatened people’s lives and the world’s economic outlook. It requires economic and educational responses that are extremely innovative with out of the box solutions, but these short-term solutions should always be in line with the President’s call on the nation to prioritize people over economic recovery.

The national lockdown, which has extended into its sixth week, has resulted in the loss of teaching and assessment time which will have a serious effect on curriculum coverage unless measures are put in place to circumvent the loss of teaching time.

As we consider solutions for the education sector, we cannot lose sight of the fact that the enemy we are fighting is the corona virus. It is the virus that determines when we can normalize schooling and we will constantly have to make plans bearing this fact in mind. We will not be able to concretise plans that risks the lives and safety of our teachers and learners, therefore much as we develop plans going forward, the well-being and safety of the education sector will remain the highest priority for the country.


Countries across the world including South Africa, have taken drastic measures to curb the spread of the virus and reduce the extent to which infections are increasing. Some of these measures included promotion of healthy hygienic practices, social distancing, prohibiting gatherings in every sphere of the life of people that are more than 100 in number,
closing of boarders and prohibiting non-citizens to enter the country, screening and testing of South Africans coming back home from other parts of the world, promoting self-isolation and quarantining of those who present with symptoms.

To further manage the spread of Covid19 and the flattening of the curve and to comply with regulations and guidelines developed by the World Health Organisation, the National Institute of Communicable Diseases, and the Department of Health (DoH), which are directed at reducing the impact of the pandemic on the schooling system the Basic Education Sector plans to do the following:

- Develop a robust Curriculum Recovery Plan and plans to manage Examinations and Related Activities.
- Develop Standard Operating Procedures, to guide National Department, Provincial Departments, Districts and schools on the management of the spread of the infection.
- Developing strategies for Deconcentrating and promoting Social Distancing in Schools and Offices
- Promotion and embarking on Sanitation and ensuring safe and Hygienic school environments.
- Creation of Substitute Posts for Teaching and Non-Teaching Staff in the event a need arises
- Provision of Psychosocial Support Service for Learners and Staff

Some of the biggest challenges the sector has to deal with is compliance with the 1.5m distancing within the 350 000 classrooms in our schools which will require innovative ways of managing the return of learners back to school, provision of masks and sanitisers to all schools, screening but not testing of all teaching, non-teaching staff as well as all learners in our schools. Provision of water to schools in the remote and underserviced areas, will also be another challenge. The Department of Basic Education will take direction from the Department of Health (DoH) regarding the re-opening of schools and the model to be followed. The Department of Basic Education will not in any way expose its learners and teachers to any element of risk.
In order to address food insecurity and vulnerability at this time the Department of Social Development (DSD) will make food parcels available to vulnerable families through the national network of food centres operated by the DSD. Direct school feeding has been terminated to comply with the regulations of the lockdown and to ensure the safety of both learners, teachers and food handlers.

The Department of Basic Education (DBE) will work with key Psychosocial Support (PSS) resources within the sector to support learners and teachers during this time. The DBE will ensure that simple, age appropriate information is made accessible to all children and that boys and girls are aware of the risks of sexual abuse and exploitation at home, school and in the community. It is planned that existing call centres and online facilities will be geared to provide additional support to learners, teachers and parents at this time.

The reopening of schools will be implemented in line with the provisions of the Risk Adjusted Strategy (RAS) that pronounces on the management of the lifting of restrictions in the country, based on five different risk levels. The risk levels are as follows:

**Level 5:** High virus spread, and/or low health system’s readiness to care for those requiring health care.

**Level 4:** Moderate to High virus spread, moderate health system’s readiness to care for those requiring health care.

**Level 3:** Moderate virus spread, moderate health system readiness to care for those requiring health care.

**Level 2:** Moderate virus spread with high health system readiness to care for those requiring health care.

**Level 1:** Low virus spread, high health system readiness to care for those requiring health care.

Areas at Level 5 are to be in total Lockdown and areas under Level 1 to return back to normality under strict regulations. With schools being located in all provinces, and districts as well as cities, townships and villages, there will be some schools that are in total lockdown while others
would be in areas that have returned to normality. Compliance with RAS in the sector places responsibility on management at all levels to ensure that before schools re-opening the mandatory preconditions are met to protect lives of staff as well as learners and to curb any new infections as a result of reopening of schools.

3. THE PROBLEM STATEMENT

With the closure of schools, face to face, teaching and learning cannot take place, and learners entering Grade R are expected to engage meaningfully with the Curriculum and Assessment Policy Statement (CAPS) over a thirteen year period, and the loss of any time over this thirteen year continuum must be addressed.

It is imperative, given the sequential ordering of the curriculum, that learners complete the requirements of the curriculum of the current grade before they can be considered to be ready for the next grade. Any deficits in the current grade will have a compounding effect in the next grade and in subsequent grades. Therefore, the core requirements of the current grade must be completed to ensure that learners are ready for the next grade.

Learning cannot be concertinaed or microwaved in the schooling context given the building block nature of teaching and learning. Therefore, in recovering lost time, every effort must be made to make-up the lost time by extending the number of school days or adding additional hours to the school day. If the time cannot be recovered then, an identification of the core content must that must be covered will be made, by the subject specialists. This identification must be done judiciously to ensure that the content that is excluded does not contribute to the foundational knowledge of the next grade.

The other major challenge is that it may be too early to define the lifespan of the COVID-19 pandemic. Learning from the swine flu and bird flu experiences, those viruses resulted in a 3-6 month life-cycle. We can also
learn from the China and South Korea experiences in dealing with the COVID-19 challenge. The COVID-19 seems to be complex and an expected life-cycle of 6-12 months, or even 12-24 months, may be more realistic.

Hence, the question that needs to be addressed through this School Recovery Plan is:

How do we firstly ensure the safety of our learners and secondly ensure that all learners that have been part of the extended school closure are not disadvantaged in terms of the learning required for the current grade or for the future learning required for the subsequent grade/s? The need to ensure learning takes place must be preceded by the safety of learners. Hence, the complexity in addressing this situation.

The above issues will translate into four key questions:

a) What is the extent of the time loss and the curriculum content that could not be covered?

b) What are the implications of the lost time for teaching and learning, curriculum, assessment and the educational outcomes?

c) How can the time lost be recovered or can the curriculum be reviewed to ensure that the essence of the curriculum is completed in the remaining time available.

d) In recovering the curriculum how do we ensure that learners and teachers are provided with a safe environment that will not lead to further infections and how do we deal with the complexities of social distancing within the school context.

4. **THE SCOPE AND SIZE OF THE SOUTH AFRICAN SCHOOLING SYSTEM**

The South African schooling system is massive and includes 12 408 755 learners, 407 001 educators and 23 076 schools. This only covers the public sector and does not include the independent schools.
Table 1: Number of learners, educators and schools in the Public School sector, by province, in 2019

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

Table 2: Number of learners in Public Schools, by province, and grade, in 2019 (Grade R – 9)

<table>
<thead>
<tr>
<th>Province</th>
<th>GRR</th>
<th>GR1</th>
<th>GR2</th>
<th>GR3</th>
<th>GR4</th>
<th>GR5</th>
<th>GR6</th>
<th>GR7</th>
<th>GR8</th>
<th>GR9</th>
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<tbody>
<tr>
<td>EC</td>
<td>120 356</td>
<td>155 372</td>
<td>154 148</td>
<td>148 783</td>
<td>158 040</td>
<td>150 189</td>
<td>146 400</td>
<td>150 189</td>
<td>146 400</td>
<td>123 441</td>
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<tr>
<td>FS</td>
<td>39 173</td>
<td>61 510</td>
<td>58 121</td>
<td>57 420</td>
<td>63 129</td>
<td>58 453</td>
<td>55 482</td>
<td>58 453</td>
<td>55 482</td>
<td>49 550</td>
<td>563 263</td>
</tr>
<tr>
<td>KZN</td>
<td>184 223</td>
<td>234 077</td>
<td>226 537</td>
<td>223 199</td>
<td>232 876</td>
<td>225 139</td>
<td>217 876</td>
<td>225 139</td>
<td>217 876</td>
<td>207 407</td>
<td>2 196 451</td>
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<tr>
<td>LP</td>
<td>120 862</td>
<td>140 143</td>
<td>139 563</td>
<td>134 891</td>
<td>144 308</td>
<td>133 865</td>
<td>126 645</td>
<td>123 471</td>
<td>135 151</td>
<td>120 826</td>
<td>1 319 725</td>
</tr>
<tr>
<td>MP</td>
<td>64 387</td>
<td>92 259</td>
<td>89 774</td>
<td>86 427</td>
<td>90 976</td>
<td>86 898</td>
<td>84 711</td>
<td>82 860</td>
<td>86 734</td>
<td>78 327</td>
<td>843 353</td>
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<tr>
<td>NW</td>
<td>52 605</td>
<td>72 405</td>
<td>72 789</td>
<td>70 867</td>
<td>78 024</td>
<td>71 490</td>
<td>66 132</td>
<td>64 424</td>
<td>70 844</td>
<td>58 833</td>
<td>678 631</td>
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<tr>
<td>WC</td>
<td>66 078</td>
<td>103 874</td>
<td>102 880</td>
<td>101 350</td>
<td>108 429</td>
<td>101 755</td>
<td>95 139</td>
<td>90 368</td>
<td>85 508</td>
<td>77 342</td>
<td>792 723</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>775 820</td>
<td>1 065 646</td>
<td>1 061 376</td>
<td>1 035 965</td>
<td>1 097 521</td>
<td>1 037 665</td>
<td>992 133</td>
<td>974 467</td>
<td>1 010 635</td>
<td>889 549</td>
<td>9 960 779</td>
</tr>
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</table>

Table 3: Number of learners in Public Schools, by province, and grade, in 2019 (Grade 10 - 12)

<table>
<thead>
<tr>
<th>Province</th>
<th>GR10</th>
<th>GR11</th>
<th>GR12</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>EC</td>
<td>137 268</td>
<td>107 938</td>
<td>79 814</td>
<td>325 020</td>
</tr>
<tr>
<td>FS</td>
<td>59 792</td>
<td>39 925</td>
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<td>132 782</td>
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<td>GP</td>
<td>172 943</td>
<td>135 371</td>
<td>99 798</td>
<td>408 112</td>
</tr>
<tr>
<td>KZN</td>
<td>230 346</td>
<td>208 987</td>
<td>147 092</td>
<td>586 425</td>
</tr>
<tr>
<td>LP</td>
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<td>121 810</td>
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<tr>
<td>MP</td>
<td>88 267</td>
<td>79 912</td>
<td>55 841</td>
<td>224 020</td>
</tr>
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5. PURPOSE OF THE SCHOOLING RECOVERY PLAN.

The purpose of this Schooling Recovery Plan is to provide the South African Schooling system with a well-considered plan that will allow all learners that have been subjected to the ill-effects of Covid 19, to continue with their schooling in a safe and sanitised environment. Education is one of the fundamental needs of the human race, but that which supersedes the need to be educated is self-preservation and therefore the Minister of Basic Education has a responsibility to ensure the safety and well-being of every child under her guard.

This Recovery Plan will focus on curriculum and assessment recovery and the other aspects relating to post Covid 19, which will ensure that every school is a safe environment for teaching to take place. This Recovery Plan addresses the entire schooling sector which includes the Department of Basic Education (DBE), the nine provincial education departments, their districts, circuit offices and the schools under their jurisdiction. The plan will cover all aspects of the school curriculum from grades R to grade 12.

The Recovery Plan will be structured in such a way so as to provide a broad framework for a nationally diverse system. Each provincial system with its recovery plan will be compliant to the parameters of the National Plan.

6. SUPPORT PROVIDED TO LEARNERS DURING THE DISRUPTION

6.1. SUPPORT PROVIDED DURING SCHOOL CLOSURE

The disruption of schooling and loss of teaching and learning time is not new to the South African schooling system post democracy. Different parts of the country are often plagued by service delivery protests that vary from the citizens’ anger over the changing of provincial boundaries, to
demands for better roads, and these inevitably affect learning. Unlike service delivery protests which mostly affect poverty-stricken communities and ultimately disrupt education and result in inadequate curriculum coverage, Covid-19 is affecting the entire country – all learners, despite their socio-economic background, will be adversely affected by the lockdown, which is aimed at curbing the spread of the corona virus. Lessons learned from disrupted teaching and learning include the following:

- The need to have education resources available in different formats – electronic and hard copies and to have measures in place to monitor their utilisation;
- Dedicated programmes for Learners with Special Educational Needs and learners in rural areas;
- Collaboration between the Basic Education sector, education stakeholders, social partners and big business;
- The importance of a coordinated communication strategy to avoid contradictions when speaking to parents, teachers and learners;
- Extra lessons to make up for lost teaching time during disruptions, although these have always exclusively targeted learners in the FET phase; and
- The need for parental support and guidance so that they are better placed to support their children.

Support Programmes for learners:

**Online Programmes:**
The DBE, in collaboration with Provincial Education Departments PEDs) and various organisation has coordinated education resources and support programmes. The resources are available on-line, through various portals, applications, and radio and television broadcast lessons and they target learners and teachers, across all the grades. Various online support programmes were deployed to provide or guide learners, teachers, education officials as well as parents and care givers and they are available
for different subjects across the grades. Some publishing companies have availed their e-books for free.

**Guideline documents provided to learners prior to the lockdown:**
Some PEDs such as Gauteng had, prior to the lockdown, provided guidelines to learners, parents and care givers on academic work that should be covered. The plans were given to all learners to take home and they were communicated to parents through the school principals. Learners were provided with a content guideline document for all subjects to make up for the lost teaching and learning time. Guidance was also provided to parents on how to implement the programme.

**Radio and Television Broadcast lessons:**
While the on-line resources are available anytime, anywhere, a schedule of broadcast lessons showing the different time slots per subject and grade has been developed and shared by the television channel and the radio stations. It is worth noting that the different PEDs have schedules of broadcast lessons from the regional SABC radio stations and some Community Radio stations. Below is a list of on-line programmes, virtual classrooms and broadcast lessons to support learners during the lockdown period. A comprehensive list of on-line learner support programmes, what they offer is embedded below for ease of reference.

**Support programmes for teachers and subject advisors:**
When it comes to support provided to teachers and subject advisors, the DBE and National Education Collaboration Trust (NECT) are building Whatsapp groups for the 25 000 primary schools teachers and their subject advisors who are part of the Primary School Reading Improvement Programme (PSRIP). Teachers will use this time to sharpen their content and pedagogical knowledge. The teachers who are part of the PSRIP have received a short message and longer attachment with links to resources (videos and articles) on the NECT website.
Support Programmes for Learners with Special Needs

The Department of Basic Education (DBE) is developing a framework for supporting learners with special needs when school re-open. However, as an interim measure to support parents and learners during the lockdown, the following are some of the programmes that have been made available for learners with special needs:

- Autism South Africa has put together online learning resources and virtual tours. These can be accessed on a link that has been provided.
- The DBE is working with other key partners in order to provide guidance and assistance in respect of support for children with other disabilities. Already, resources have been made available for learners through Channel 122.
- DBE has engaged Blind SA regarding learners who are blind, and they have made available services and resources on their website.
- The DBE has uploaded on its website a factsheet for parents on how to support learners with severe to profound intellectual disability during COVID-19 lockdown.

Support programmes for Early Learning and Development of young children birth to five years.

Various programmes have been developed by the Department of Basic Education in conjunction with UNICEF and the Department of Social Development and these include:

- The booklet Covid-19 Coronavirus Explained to Parents of Young Children. This booklet explains to parents of young children COVID-19 and it implications. It is being translated into all 11 South African languages as well as Shona for Zimbabwean parents in the Country. Afrikaans and Sesotho translation are completed and published, other translations being proofread.
- Distribution of easy to understand learning support materials for parents and primary caregivers to support the early learning and development of children from birth to 5/6 years in their homes through the use of daily routines, playful learning activities and other low-resource/low
costs options, based on the National Curriculum Framework for Children birth to four years (NCF), the National Parenting Programme, the National Integrated ECD Policy, CAPS for Grade R, as appropriate, and other appropriate resource for the age group. This includes children that will be accessing Grade RR.

- Parents can also register for ECDmobi, a free app available on the DBE Cloud. It is a FREE application that the Department of Basic Education, UNICEF and the LEGO Foundation developed that provides parents with ideas to support their children’s learning through play based on the National Curriculum Framework for Children birth to four years (NCF). It is age specific and provides three playful learning activities per week.

- A series of 10 Little Early Learning Booklets for parents of young children that the DBE developed with the support of UNICEF themed “Let’s play, learn and grow together” which will be shared with parents on various platforms and through networks in all 11 languages. The first of the ten booklets is available in English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa and isiZulu and is ready to be published.

- All content in the above publications ae sensitive to the inclusion of children with disabilities, other children with special needs and the diversity of the South African population.

### 6.2. SUPPORT TO BE PROVIDED DURING PHASING IN OF GRADES

With the phased in approach of learners returning to school, support through Broadcast of lessons through television, National radios, Regional radios, community radio stations as well as online live streaming of lessons will continue. The focus for support will be substantially reduced for the grades that have returned back to school and increased focus of supported for those grades that are still at home. More airtime will be given to the group of grades that will return next and the same principle of reduced support provided to the group that has returned.
Print materials will also be developed and distributed through strategic points of collection like super markets, petrol stations, local shops and spaza shops, in communities where such do not exist, schools may also be used as points of collection strictly on identified days and times. Collaboration with these businesses as well as the print and distribution industry such as publishers, will be facilitated. Mass gatherings of learners at these points of distributions will be discouraged. The distribution of print material is absolutely necessary to ensure that learners that do not have access to on-line support, will be able to access the printed support material.

7. **PRINCIPLES TO BE FOLLOWED IN ADDRESSING THE PROBLEM**

The COVID-19 crisis has been mainstreamed in the global development agenda with the adoption of the *Sustainable Development Goal 4 Education 2030*, which aims to ‘ensure inclusive and equitable quality education for all’. The *Education 2030 Framework for Action* provides a clear reference for humanitarian, development and government actors in the development of national education plans. Education in crisis situations is explicitly addressed calling for countries to ensure inclusive, responsive and resilient education systems to meet the needs of children in crisis contexts.

The Framework aligns itself with these international conventions and is guided by the following principles:

**(a) Responsiveness to the National Covid19 Programme**

In planning the Recovery plan, the national regulations, programme and protocols will be strictly adhered to ensure there is full compliance by the Education Sector.

**(b) Inclusion and Equity**

Ensuring that all learners and particularly the most vulnerable access the planned programmes.

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

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

(e) **Partnerships**
Ensuring full participation and ownership of all key stakeholders.

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

(g) **Time Management**
Time is of the essence in the recovery plan and hence time must be strictly managed at school level so that the focus is on maximising teaching time and limiting the time utilised for tests and examinations.

(h) **Quality**
Despite the pressure to ensure that learners need to be exposed to the curriculum designed for the grade, in the time available, the priority will be on quality teaching and learning and a focus on skills, knowledge and values, rather than just content coverage.

(i) **Nationally co-ordinated approach**
Noting the diversity of the country and the varying contextual factors across the nine provinces, the Department of Basic Education (DBE) will provide clear directives of what is expected of each provincial education department and compliance to these directives will be monitored.
8. LEARNING FROM PREVIOUS EXPERIENCES AND INTERNATIONAL BEST PRACTICE

8.1 Global Experience

Whether local, national, or international in scope, times of crisis can have a significant impact on the classroom. The learners need not be directly related or personally involved to experience anxiety or trauma. While proximity (a local event) may lead to a more obvious impact on learners and educators, the effects can be just as difficult based on “the sheer magnitude and scale (national events with wide media coverage)” and “the degree to which learners and educators are likely to identify with the victim(s) of the crisis and feel like ‘vicarious victims’” (Huston & DiPietro, 2007, p. 219)

Such events affect students’ cognitive load, as “working memory capacity is reduced immediately following an acutely stressful experience” (p. 218).

Globally, the loss of teaching and learning time is not a new phenomenon as a result of natural or man-made disasters. The affected education systems have had to adapt to what was prevailing to ensure that the objectives of teaching and learning were not lost.

The experience of Australia following fires and flooding suggests that recovery plans are not merely about recovering time lost to teaching and learning following disaster situations. The need identified was to craft recovery plans that also focused on providing support to children that were traumatized to, the psychological and emotional wellbeing of children.

8.2 South African Experience

8.2.1 National

South Africa has not been insulated from disruptions in schooling, both nationally and locally. The country has come through decades of adverse schooling conditions during the apartheid era. In 2007 several provinces
adapted to the disruptions during the month-long strike by teachers after engaging with stakeholders. All parties expressed their commitment to provide quality education to all our people. The educator union leadership considered mandates given to them by their membership in agreeing to a common recovery plan. The parties were also guided by Section 28 of the South African Constitution, which calls on us to do everything in the best interest of the child, which is of paramount importance in all matters concerning the child.

8.2.2. Eastern Cape (EC)

In 2016, EC experienced a month long shutdown just days into the new school year in the Port Elizabeth’s northern areas schools. An intense recovery programme to make up lost time in the classroom had to be put in place, with some schools opting for longer days, between 30 – 60 minutes, and Saturday classes.

8.2.3. Limpopo (LP)

In 2016, a wave of violent unrest exploded in the Mashau, Masakona, Doli, Masia, Bungeni and Vyeboom areas in Limpopo following the dismissal of the application by the Masia Traditional Council to the Municipal Demarcation Board’s(MDB) on the establishment of the new Municipality in the Vhembe District.

Both primary and secondary schools were affected after protest leaders declared a total shutdown. Teaching and learning was set back since the 2nd of May 2016, and this also affected the writing of Preparatory Exams in Grade 12 and other forms of assessment from Grade 1 to 11.

Circuit Managers, Principals and social partners met (12 May 2016) to map out recovery plan which ensured the creation of a sense of ownership of the programme that ensured that learning and teaching objectives were achieved.

8.2.4. North West Province
The North West Province was placed under Section 100 intervention in 2018 following the general instability in the governance machinery. It is within this context that an education recovery plan was put in place. An inter-ministerial task team was put in place to address various portfolios. For education, recovery encompassed several elements, including sanitation, scholar transport and school nutrition.

8.3 COVID-19 GLOBAL PRACTICE IN EDUCATION

As of 1 April 2020, over 1.5 billion children and youth are affected by school closures in close to 190 countries globally. Education systems had to immediately build or update their emergency preparedness plans by developing contingency plans that not only address school-based prevention and safety measures for epidemics, but also identify ways to continue educating and supporting students and teachers if schools are closed.

As more and more countries move to online teaching, equity relating to access to and support for learning through digital platforms has been a major issue. There has also been a need for teachers to be trained in facilitating virtual learning as few teachers have strong digital and ICT skills.

Unlike most northern hemisphere countries, in South West Asia and sub-Saharan Africa only about 20% of households have access to internet connectivity at home, let alone personal computers.

This section provides a glimpse into what some nations have done to confront the effects of the Covid-19 pandemic and ensure that access to the right to education is not compromised.

(a) Peru

In Peru, about 35% of teachers have access to a computer and internet connectivity. The ministry therefore chose to use low-tech solutions such
as television and radio channels to provide classes and content to students as well as existing online platforms.

(b) Cameroon
In Cameroon enabled teachers and learners access education through platforms with which they were already familiar with, such as radio and television.

(c) Uganda
In Uganda, the government has partnered with teacher training institutions to deliver capacity-building programmes for teachers without ICT skills via one of the programme’s three ICT hubs.

(d) Argentina
For now, the strategy that the country has chosen to follow has been to help teachers deliver classes to their students, receive their course works and assess this at school level.

(e) Ghana
Parents are quickly realising that, home schooling, has not been a viable option for those who are not formally educated.

The Basic Education Certificate Examination has been suspended indefinitely. While discussions are on-going to address the situation, the Ministry of Education launched television learning for senior high school students. The State broadcaster also began the airing of television lessons for primary and junior high schools and there are plans to produce similar content for radio learning.

(f) Kenya
While Digital learning has been proposed as an alternative, delivery of school programmes through radio and television broadcasts have been intensified to help students living in rural areas.
Curriculum delivery has been enhanced through four different platforms: radio, television, YouTube and the Kenya Education Cloud. The Kenya Education Cloud has been updated with extensive digital content free of charge, and it includes videos, audio and PDF material and e-text books provided by education publishers. On the other hand, YouTube channel Edu TV has been airing lessons for schools.

(g) Uganda
Standardised study lesson packages in all the core subjects were developed for primary and secondary levels, and these will be distributed to all learners including special needs learners. In addition, model teachers will prepare remedial lessons to be delivered on radio and television stations across the country. There are also pre-recorded lessons and materials that will be accessed online. The framework promotes self-assessments and home-based assessment which will ensure continuity post-COVID19.

(h) Rwanda
The Ministry of Education has made all the e-learning platforms accessible to students free of charge through partnerships with telecommunication companies in a bid to facilitate home. through the countrywide ICT infrastructure Students who might not have laptops or live in areas with poor internet connectivity will access education programmes broadcast on television.

(i) Examinations and Assessment
As regarding examinations and assessment in general, the strategies adopted include, inter alia, cancellation; postponement, derogation; alternative assessments; exams with special arrangements (e.g. paper-based examinations with physical distancing, remote assessment with supervision by parents); and use of alternative approaches for validation and certification (e.g. review of past assessments and validation of learning without exams).
Evidence reveals that the decision to postpone or cancel exams is never taken lightly, as in many countries, examinations largely determine future study and career choices of learners. UNESCO’s recent rapid global analysis indicates that 58 out of 84 surveyed countries have postponed or rescheduled exams, 23 introduced alternative methods such as online or home-based testing, 22 maintained exams while 11 countries cancelled examinations altogether.

In China, The Hong Kong Diploma of Secondary Education Examination which is the highest-stake exam that determines access to higher education had to be postponed by one month. Precautionary measures have been taken in exam venues, including distancing and compulsory wearing of masks. Due to concerns about equity, validity, and transparency, online testing had not been an option.

In Argentina, while online assessments are being explored, there is concern they could increase inequalities due to lack of internet access, in addition to their cost.

8.4. **Lessons Learnt**

It is clear from the analysis of the interventions in each case that the plans put in place to recover lost time was specific to the conditions of each area. This therefore calls for sensitivity to contextual relevance rather than a one size fits all approach.

It is now clear that more time needs to be used to prepare teachers and systems. At the most basic level, teachers need to be prepared to deliver clear information to parents and educate children, especially the youngest ones, about hygiene management. Analysis of 78 national curricula for the 2016 GEM Report, for instance, showed that between 2005 and 2015 barely one in ten countries addressed the links between global and local thinking.

Training for teachers currently assumes that lessons will be delivered in classrooms. In Quebec and elsewhere, questions are asked why ministries of education had no plan in place for the eventuality of distance
teaching. If today’s events teach us one thing, it is that investment in online teaching infrastructure and teacher training to use such facilities are fundamental.

Teaching is going to have to adapt to alternative scenarios. More emphasis may have to be placed on students having the tools to learn on their own and being curious to continue learning.

UNESCO organised a videoconference with ministers and their representatives from over 70 countries on 10 March about this issue. It also pulled together a list of educational applications and platforms to help distance learning, most of which are free, and several of which support multiple languages. These include digital learning management systems like Google Classroom, which connects classes remotely, self-directed learning content, such as Byju’s, which has large repositories of educational content tailored for different grades and levels, mobile reading applications, and platforms that support live-video communication.

In South Africa, both National and Provinces, as well as partners in education have made a wide range of digital platforms available to learners. However, the biggest concern is the availability of technology. Inequalities in access can further inflame inequalities in education. For so many families, device and internet availability are not options.

A multimedia education platform providing education content and advice, through partnerships with telephone companies guaranteeing online access without cost, is therefore required to respond to Covid-19.

In poorer countries, with poor or lack of access to electricity altogether, low-technology approaches, have been attempted by running lessons for primary and secondary school by radio. In Sierra Leone, during the Ebola outbreak, education programmes were broadcast over the radio five days a week in 30-minute sessions, with listeners able to call in with questions at the end of each session. This approach helped maintain learning despite complications by regional accents and dialects, poor radio signal coverage, and a shortage of radios and batteries.
There is no doubt that South Africa, with its geographical and economical context will have to provide a multi-pronged intervention plan to address the implications of COVID-19 on teaching and learning.

There is no doubt that lessons can be drawn from these experiences to inform our interventions during and after COVID 19 as follows:

(a) Childhood Trauma Reaction: The Australian experience teaches us that this cannot be neglected. A guide for teachers from Pre-school to year 12 aimed to equip teachers with skills to identify and support children who have been traumatised by the disaster events. The modules in the guideline included ‘identifying trauma reactions in children’; and ‘ways to talk to children after disaster events’. A Training Program to complement the online guide in the form of workshops for teachers and school personnel and delivered through a train the trainer sessions.

(b) A needs assessment must be carried out immediately following the crisis as suggested. This could be facilitated in the first week after the lockdown, and schools and learners in need of additional support must be identified and remedial measures must be in place by the districts.

(c) Patterns of disadvantage and marginalization within the education sector should be carefully investigated to ensure actions do not reinforce existing inequalities or compound vulnerabilities: Within 1-2 weeks of the crisis, conduct a more in-depth education sector assessment to be triangulated with the rapid needs assessment findings and education sector stakeholder voices to inform a more in-depth plan of where vulnerability is most acute and needs are greatest.

(d) The plan must look for patterns and trends of educational risks and vulnerabilities based on demographic indicators.

(e) Ensure that resources and assets are identified, prioritized, and activated early in the response phase.
(f) The electronic and print media should be roped in to support pupils and provision of extra learning support materials.

(g) Pace setters being used to identify any backlog in curriculum coverage per school per subject with the view of implementing an accelerated programme to catch up. (Chunked content)

(h) The need for partnerships with stakeholders, business and other government departments.

9. THE APPROACH TO BE ADOPTED IN THE SCHOOL RECOVERY PLAN

The approach to be followed in the School Recovery Plan is to prioritise learner wellness and safety. In this regard, schooling will only resume after the Department of Health (DoH) has signalled that it is safe to resume schooling. With the lifting of the National Lockdown or the relaxation of the risk level, there will still be certain restrictions in place, particularly with regard to social distancing, hygiene and sanitising. The Department of Basic Education (DBE) will ensure that whatever are the requirements to meet the restrictions, these will be satisfied.

Given the high risk associated with large gatherings, the DBE is considering a phased-in approach to the re-opening of schools. The most critical grades will be brought in first to start the Primary and Secondary Schools, while the remaining learners are retained at home, and they are bought in on an incremental basis, after the initial group are fully acclimatised to the Post COVID-19 environment.

The purpose of the phased in approach is to allow the school management to trial out the management of learners and teachers with the reduced number of learners. This will be planned taking the following into consideration:

(a) Additional learners must only be added after the current grade has fully adapted to the post COVID-19 environment.

(b) In accommodating the admission of learners, the school must ensure the following is given attention:

• Space with reference to social distancing.
• Hygiene and sanitising requirements.
• No bodily contact.

(f) Re-organisation of the time table may be necessary to accommodate the new class size.

(g) The Principal, SMT, educators and officials of the Department should assume duty prior to the opening of schools to ensure proper planning and preparation.

(h) The other organisational issues that must be given due attention are:
   • School nutrition programme.
   • Scholar transport.
   • Communication with parents.

(i) Teachers must be fully orientated to the post COVID-19 environment, the “dos” and “don’ts”

The phased in approach will allow two grades being admitted to school at a time, the situation is closely managed and monitored and the next two grades are brought in after a period of 1 or 2 weeks, based on how the school is coping with the management of the number of learners, the space and the hygienic requirements relating to sanitising and protection.

The dates listed below are tentative and the one or two week period stipulated for the intake of subsequent grades is subject to the readiness of the school for the next grade which will be approved by an official from the District Office of the Department of Education in conjunction with an official from the Department of Health (DoH). It also needs to be noted that the School Governing body will take responsibility for the implementation of the phased-in plan, and uppermost in their planning and oversight responsibility will be the safety of learners, teachers and support staff.
Table 4: The Tentative Phased-in-Plan for schooling, inclusive of Special Schools

<table>
<thead>
<tr>
<th>Public Ordinary/Special Schools</th>
<th>Schools of Skill</th>
<th>SID Schools</th>
<th>Special Care Centres</th>
<th>Tentative Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 12 and 7</td>
<td>Year 4</td>
<td></td>
<td></td>
<td>1 June 2020</td>
</tr>
<tr>
<td>Grades 11 and 6</td>
<td>Year 3</td>
<td>Grade 6</td>
<td></td>
<td>15 June 2020</td>
</tr>
<tr>
<td>Grades 10 and 5</td>
<td>Year 2</td>
<td>Grade 5</td>
<td></td>
<td>29 June 2020</td>
</tr>
<tr>
<td>Grades 9 and 4</td>
<td>Year 1</td>
<td>Grade 4</td>
<td></td>
<td>13 July 2020</td>
</tr>
<tr>
<td>Grades 8 and 3</td>
<td>Grade 3</td>
<td>Year 3</td>
<td></td>
<td>20 July 2020</td>
</tr>
<tr>
<td>Grades 2 and 1</td>
<td>Grade 1 and 2</td>
<td>Year 2</td>
<td></td>
<td>03 August 2020</td>
</tr>
<tr>
<td>Grades R</td>
<td>Grade R</td>
<td>Year 1</td>
<td></td>
<td>10 August 2020</td>
</tr>
</tbody>
</table>

The explanation of the different types of special schools/centres and their equivalence to the Ordinary schools is explained below.

a) **Special schools doing the NCS CAPS**: There is a group of special schools that use the NCS CAPS like public ordinary schools. The difference between these schools and public ordinary schools is the learners that they serve. The special schools serve learners with disabilities. These schools will follow the phased approach as outlined for public ordinary schools.

b) **Schools of Skill**: Schools of Skill are piloting the Technical Occupational Stream and are using years instead of grades. The years and grades relate as follows: Y1: Grade 6; Y2: Grade 7; Y3: Grade 8; and Y4: Grade 9. Some provinces have Y0, which is an orientation year that they use to assist learners to develop core skills relating to languages and mathematics. Y0 is like a catch-up year, as they largely use customised DBE workbooks to do this. For these schools, it is important to prioritise learners in Y4 as they will be leaving these schools to take different pathways. In other words, this is their final year.
in these schools. For example, some will join the workplace, while some enrol in available learnership programmes.

c) **Schools for Learners with Severe Intellectual Disability (SID):** These schools are piloting the NCS CAPS Grade R-6 for Learners with Severe Intellectual Disability. Given the severity of disability for learners in these schools, there is a need to provide schools with sufficient time to prepare teachers for accepting the learners under the current situation. Therefore, the first two weeks have been reserved for PEDs to ensure that teachers and schools are ready for the first group of the learners. For instance, this time will be used to prepare teachers, especially with regards to ensuring social distancing and provisioning of therapeutic and psychosocial support, as these children are likely to struggle. Lastly, routine and stability is important for these learners. This time thus provides the system with time to draw from the lessons for the first two weeks to strengthen the capacity of schools to receive the learners.

d) **Special care centres:** Special care centres are privately owned entities, and are operating under very different conditions, both in terms of infrastructure and efficiency. Therefore, there is a need for PEDs to assess the situation to allow for responsible decisions to be taken. In addition, children in special care centres have profound intellectual disabilities and are thus the most vulnerable category of children. It is therefore important that proper preparation (i.e. training of therapists, centre managers and caregivers on the implementation of regulations; provision of therapeutic and psychosocial support) is ensured to receive them.

The Table below provides an indication of how the phasing in will work and the implications in terms of lost time.
### Table 5: Implications of time Lost with the resumption of school on 1 June 2020

<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Time Lost (Gr 12 &amp; 7)</th>
<th>Time Lost (Gr 11 &amp; 6)</th>
<th>Time Lost (Gr 10 &amp; 5)</th>
<th>Time Lost (Gr 9 &amp; 4)</th>
<th>Time Lost (Gr 8 &amp; 3)</th>
<th>Time Lost (Gr 2 &amp; 1)</th>
<th>Time Lost (Gr R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-opening date</td>
<td>1 June 2020</td>
<td>15 June 2020</td>
<td>29 June 2020</td>
<td>13 July 2020</td>
<td>20 July 2020</td>
<td>03 August 2020</td>
<td>10 July 2020</td>
</tr>
<tr>
<td>Schooldays/ Time lost (max)</td>
<td>43 Days / 8 weeks</td>
<td>50 Days / 10 weeks</td>
<td>62 Days / 12 weeks</td>
<td>71 Days / 13 weeks</td>
<td>76 Days / 14 weeks</td>
<td>81 Days / 15 weeks</td>
<td>86 Days / 16 weeks</td>
</tr>
<tr>
<td>Curriculum Coverage</td>
<td>8 weeks</td>
<td>10 weeks</td>
<td>12 weeks</td>
<td>13 weeks</td>
<td>14 weeks</td>
<td>15 weeks</td>
<td>16 weeks</td>
</tr>
<tr>
<td>Teaching time (@ 7hrs/day)</td>
<td>301 hours</td>
<td>350 hours</td>
<td>434 hours</td>
<td>497 hours</td>
<td>532 hours</td>
<td>566 hours</td>
<td>902 hours</td>
</tr>
<tr>
<td>School Based Assessment (All Term 1 SBA tasks completed)</td>
<td>All Term 2 SBA tasks completed</td>
<td>Short of 1 SBA task for Term 2</td>
<td>Short of 1 SBA task for Term 2</td>
<td>Short of 1 SBA task for Term 2</td>
<td>Short of 2 SBA tasks for Term 2</td>
<td>Short of 2 SBA tasks for Term 2</td>
<td>Short of 2 SBA tasks for Term 2</td>
</tr>
</tbody>
</table>

10. SCHOOL RECOVERY PLAN

Given the phased in approach that is being planned and the need to ensure that the entire school is ready to cater for the re-opening of schools, this section will articulate the curriculum recovery plan and how the enabling conditions will be prepared to ensure that learners are able to return to a safe school environment.

10.1. CURRICULUM RECOVERY PLAN

10.1.1. THE STRATEGIES FOR CURRICULUM RECOVERY

There are various strategies that could be adopted in the curriculum recovery process. In the context of COVID-19 and the closure of schools together with the national lockdown, the DBE will focus on the following:

- Recovery of teaching time which will focus on the length of the teaching day and the length of the school term.
- Curriculum interventions, which may include review of the curriculum, so that the core content that needs to be covered in the
time available is not compromised and teaching and learning support that needs to be provided to the teacher and the learner.

- Review of the assessment and examinations requirements in the light of the reviewed/re-organised curriculum.

In planning the recovery plan, attention will be given to learners with special needs so as to ensure that they are fully supported in meeting their targets in their learning programmes.

**(a) Extension of teaching and learning time**

Based on the date of resumption, a decision will be made by the Minister on how the teaching and learning time should be extended. The extension of teaching and learning time will take various forms, including the following:

- Increasing the school day by 30 minutes in the Intermediate Phase, and a maximum of one hour in the Senior Phase and a maximum of two hours in the FET Phase. There should be no extension of time for learners in the Foundation Phase.
- Shortening the school holidays, and yet allow learners some time to take a break;
- Reducing of the time for the writing of examinations;
- Doing away with some examinations to extend teaching and learning time; and
- Postponing and/or bringing forward some examinations to ensure that assessment is fair.

The normal school-day could be extended at all schools for identified subjects. Subjects which require high cognitive demand, problem-solving and reasoning will receive preference. In addition, underperformance in the subject in previous years and high enrolment in the current year should receive priority.
(b) Curriculum Interventions

This section presents a deconstruction of three concepts, namely, curriculum trimming, curriculum reorganisation and accelerated learning programmes. The intention is to explore how these could possibly be utilised to inform methodologies, approaches and strategies for the sector’s attempts to address the challenge of loss of teaching and learning time, as a result of the COVID-19.

Curriculum Trimming

Curriculum trimming involves creating space for enhancing learning, with a view to catering more effectively for their needs and abilities. For purposes of our context, curriculum trimming will involve removing less important and outdated content; identifying core and extended parts of the curriculum and flexible modes of organising study content. This is in line with the current debates in the subject of the curriculum. Literature argues that decades of overload have shaped curriculum, textbooks, tests, and teacher expectations into an industry of superficiality. For instance, many teachers know, or at least suspect, how little their learners understand and are learning, but do not know how to transform the system. Therefore, curriculum trimming will be about unburdening the curriculum, deciding what topics to keep and what to give up to ensure that the load is manageable within the time available.

Curriculum Re-organisation

Curriculum reorganisation involves reorganisation and refocusing of the curriculum to make the content more manageable. For this intervention, this will be done through the re-packaging and integrating subjects or topics, embedding particular knowledge and skills foci and balancing depth and breadth as key strategies to reduce overload. This implies that curriculum reorganisation in this context will be about merging fragmented and compartmentalised discipline-based content from related sub-topics into integrated topics of learning. This approach will
facilitate hybridisation of content and knowledge in both knowledge construction and pedagogy, enabling learners to make connections among related themes and conceptual knowledge across disciplines (Booi & Khuzwayo, 2019; DHET, 2011; Kuutti, 2007; Luckett, 2009).

Accelerated Learning Programmes

Accelerated learning programmes comprise three dimensions, namely:

- **Condensed or compressed content**: Education authorities take responsibility for condensing or compressing the curriculum, that is, identifying essential aspects of the curriculum (based on the official curriculum);

- **Interactive and learner-centred pedagogy**: Teachers are trained in a rights-based, interactive methodology, which in its simplest form means that teachers encourage learners to ask and answer questions freely, set up group work, and utilize a range of teaching activities to match individual learning styles; and

- **Longer instruction time**: School managers ensure that extra time is provided in the school day/week for the other ways of learning, such as sport, music and art.

For this intervention, accelerated learning will focus on the creation of opportunities that would facilitate learning in a shorter period of time, e.g. use of code-switching to accelerate learning. It will not only be about faster learning; it must also be about deeper and more effective learning. This must involve covering essential elements of the official curriculum and rapidly covering learning content missed without compromising the quality of education. The features of accelerated learning within the context of this intervention will be slightly different from those of the official curriculum, as the intention will be to facilitate catching up by learners whose basic education has been delayed, in this instance, by the outbreak of COVID-19.
(c) Review of assessment and examinations requirements

In general, examinations and assessments are used to make decisions about a learners’ progress through the education system, including the allocation of educational opportunities. For examinations to be fair to all students, it must be standardised. This means that factors such as content and format of the examinations, administration conditions, access to resources and any supporting materials, and analysis of results must be the same or equivalent for all learners. With COVID-19 forcing early and prolonged school closures and bans on group gatherings, solutions and measures must be introduced for the examinations and assessments to be fair to all learners. There are three main alternative approaches that the sector will adopt:

Cancellation of examinations

Examinations will have to be cancelled with the intention of increasing teaching and learning time. For instance, examinations for June 2020 may be cancelled. The consequences of the cancellation are not expected to be significant. However, the cancellation implies that DBE must engage all the relevant stakeholders, including higher education institutions who may require June results for the processing of applications for admission for 2021.

Postponement of examinations

Examinations and assessments may have to be postponed and/or brought forward to respond to the complexities and maintain their integrity. For instance, a special dispensation for the June Senior Certificate and November NSC examinations may have to be re-scheduled if there are conditions that will not allow for the examinations to be administered. This will obviously have implications for the start of the 2021 academic year, issues relating to the quality assurance of examination results and entrance of learners in higher education institutions. The DBE must, therefore, if need be, initiate discussions with the relevant bodies.
Modifying the format of examinations

Circumstances may compel the sector to explore alternative formats for conducting examinations and assessments. For instance, in some instances, the time for the writing of examinations may have to be reduced or learners may have to take their examinations online or through other available formats for the first time in the history of the education system. The sector will explore these options and agree on the national approach in order to ensure the integrity and fairness of the examinations.

10.1.2. THE RECOVERY PLAN: ASSUMPTIONS, IMPLICATIONS AND RECOMMENDATIONS

The curriculum recovery plan is based on the assumption that schools resume on 18 May 2020 for teachers and only Grade 12 and Grade 7 learners return to school on 1 June 2020. When teachers return to school on 18 May, the focus will be on school organisation, teacher orientation, etc so that the school is ready to receive the learners when they arrive on 1 June 2020.

(a). Time Lost and Implications of the Time lost

The time lost based on learners returning to school on 6 May 2020 is captured in the table below:

Table 5: Implications of time Lost with the resumption of school on 1 June 2020 for Grades 7 and 12.

<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Time Lost (Grade 12 and Grade 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schooldays/Time lost (max)</td>
<td>43 Days/8 weeks (March 2020: 3 days + April 2020: 20 days + May: 20 days)</td>
</tr>
<tr>
<td>Curriculum Coverage</td>
<td>8 weeks of curriculum content</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>301 (@7hrs/day) hours of teaching time lost over the period under consideration.</td>
</tr>
</tbody>
</table>
(b) Proposed Recovery Mechanism for Grade 7 and Grade 12

The plan is to recover all the lost time through an extension of the second quarter by two weeks, hence shortening the July vacation to five days and shorten the September holiday to 1 day. To gain the additional days, the option would be to extend the school closure in December to 16th December and cancel the June examinations.

The adjustments to the school calendar and the examinations in Term 2 will recoup the following number of days for both Grade 7 and Grade 12:

Table 6: Measures Implemented in Grades 7 and 12 and the Time Recovered

<table>
<thead>
<tr>
<th>Measure implemented</th>
<th>Time Recovered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Shorten the June vacation to one week</td>
<td>10 days</td>
</tr>
<tr>
<td>b) Shorten September holiday to one day</td>
<td>4 days</td>
</tr>
<tr>
<td>c) Shorten December holiday by two weeks</td>
<td>10 days</td>
</tr>
<tr>
<td>d) Cancel the June examination</td>
<td>10 days</td>
</tr>
<tr>
<td>e) Extend school day (2hrs per day) (Grade 12)</td>
<td>14 days</td>
</tr>
</tbody>
</table>

There is a loss of 43 teaching days and in Grade 12, 48 teaching days will be recovered, while in Grade 7, 34 days will be recovered.

In the case of Grade 12, the additional five days will be used to deal with the consequences of COVID-19 and hence the additional time will assist in stabilising the school and also all teachers must administer a diagnostic test to learners in the first few days of school re-opening to establish the following:

- The areas that need to be revised from Term 1
• The extent to which additional curriculum content was covered during the National Lockdown.
• How should the teaching programme be structured for the remaining Terms

In case of Grade 7, 34 of the 43 days will be recovered and the curriculum will be trimmed and re-organised to accommodate the reduced number of days.

The school calendar will be re-organised to adopt the model of a Phased Intake. This will be done once the model is agreed upon and approved by the Council of Education Ministers (CEM) and all other relevant stakeholders.

The impact of the above recommendations on the following three aspects for Grade 7 and Grade 12 will therefore be as follows:

**Curriculum Content**

Curriculum trimming and curriculum re-organisation will only apply in case of Grade R to 11. There will be no curriculum trimming or curriculum re-organisation in the case of Grade 12. The curriculum trimming will assist the teacher in ensuring quality of teaching and learning and not just curriculum coverage, under conditions that are tantamount to a “new normal”. The diagnostic test will be a class based test, set and marked by the teacher and used only to collect relevant information to assist the teacher in the planning of his teaching programme.

**Teaching and Learning**

The Annual Teaching Plan (ATP will be amended in accordance with the trimmed/re-organised curriculum for Grades 7.

**School Based Assessment (SBA)/Examinations**
There will minor changes to the SBA assessment requirements for Grades 7 and Grade 12 for the 2nd, 3rd and 4th terms. In the case of both Grades the June examination will be omitted to ensure that more time can be utilized for teaching and learning.

The following principles are proposed with regard to the review of the SBA for Grade 12, which will also include Grades 10 and 11:

- All term 1 SBA requirements must be completed.
- June Exams should be excluded across all Grades (10-12)
- As much as possible exclude tests/ exams except for the final exams. Where it is not possible to exclude tests in specific subjects the number of tests should be reduced (each subject team will make a determination)
- All Home Languages (HLs), First Additional Languages (FALs) and Second additional Languages (SALs) must follow the same format.
- For all languages, assessment requirements relating to Paper 1 (Language) and P3 (writing) should not be amended. These require skills that have been built upon over the years. The main amendments to languages therefore will be related to P2 where set works are involved
- The same prescriptions for the official languages will be adopted for the Non official languages at the different language levels
- All Practical Assessment Task should be reviewed and amended (grade 10-12) taking into consideration the social distancing issues. In the case of Grade 12 PAT, this will be done in conjunction with Umalusi since it is an externally set and moderated paper.
- As much as possible the minimum assessment requirements should be completed.

The following principles are proposed for the review of the SBA for Grade R – 9, which therefore includes Grade 7:

- Ensure that that only one formal summative assessment task features per term. In the case of Languages, due consideration should be given to the assessment of Reading Comprehension,
Essay Writing and Transactional Texts. In the case of Social Sciences, the one formal task applies separately to History and Geography.

- Include informal formative assessment tasks that help the teacher to remediate concepts and diagnose misconceptions. The number of informal short item assessments should not exceed 2 tasks and should be integrated into teaching and learning lessons. The focus here is on the depth of content and not on breadth of skills.

- One Oral assessment per term should be retained for Home languages and First Additional Languages. The focus should be on listening comprehension exercises rather than reading aloud exercises, since learners will be using masks.

- Practical assessment tasks (PATs) and physical education tasks (PETs) (e.g. Life Skills in the Foundation Phase) should be shifted to term 3 and term 4, taking into account limitations of social distancing. In certain subjects (e.g. Creative Arts – Senior Phase, where there are more than 2 PATs in term 4, the number of tasks should be reduced to two tasks. In all other subjects there should not be more than one PAT assigned per term.

- Ensure that there is no June or Mid-year Examination. Consider including an end-of-year examination only for Mathematics and Languages (fundamentals). A formal standardised test should be administered in the other subjects.

In addition to the above, the DBE will review all pilot projects and ensure that projects that would further impinge on teaching time are rescheduled, without impacting on the key objectives of the project. The DBE will also review the extra-curricular programmes of schools to ensure that none of these programmes are in conflict with the protocols relating to Covid19. The review will also include subjects with practical or workshop requirements that may be impacted by the social distancing requirement.
(c) Proposed Recovery Mechanism for the remaining Grades that will be Phased in post 1 June 2020

The recovery mechanism for the grades that will be phased in post 1 June 2020, will follow the same approach as that adopted for Grade 7. The first step will be to ensure that the lost time is recovered by extending the remaining school terms or extending the school day. This will then be followed by a trimming and a re-organisation of the school curriculum.

The details regarding the remaining grades is mapped out in the Curriculum Trimming and Curriculum Re-organisation document.

(d) Procedure to be followed in the Curriculum Trimming and Curriculum Re-Organisation Process

In order to oversee, manage, support and quality assure the revision of the Annual Teaching Plans (ATPs), the DBE has adopted a matrix management model which include provinces and the DBE. The key advantages of the matrix management model include ensuring a rigorous multilevel quality assurance of the work done by national subject committees, foster accountability across the sector and lastly to ensure multiple layers of support for the teams conducting the ATP trimming and/or reorganisation in a very limited time period.

At The heart of the matrix structure is the National Subject Committee (NSC) Teams, that will be responsible for the curriculum trimming and/or reorganisation. The NSC teams consists of officials nominated by provinces as well as subject teachers that have been nominated by social partners to support the revision of the ATPs.

In order to support the matrix structure at all levels, but in particular the NSC teams, the DBE has developed a “How To: Instruction for Curriculum Trimming and Reorganisation” (ANNEXURE B) which aims to standardise the process across subjects and phases by setting out a
uniform approach for all subjects. In addition, each team will be required to document their thought processes and resultant actions in trimming and/or reorganising the curriculum. The generic approach starts from a broader analysis and mapping/classification of the subject content per phase and flows through to the analysis of the annual teaching plans per subject and grade.

The output of each NSC team will be an approved revised content map/overview per subject per phase, a revised national ATP per subject per grade, documentary evidence of the process as well as a power point for teachers to inform and mediate the amendments contained in the national ATP.

10.2. CREATING OF ENABLING CONDITIONS FOR SCHOOL RE-OPENING


The general objectives of the Standard Operation Procedures (SOP) are to stipulate the guidelines for the prevention of the spread of COVID-19 and management of COVID-19 cases in Childcare Facilities and Schools. The information provided seeks to:

- Help administrators of childcare facilities and primary and high schools (hereafter referred to as schools) prevent the spread of COVID-19 among learners and educators, support staff and officials in the education sector;
- Help childcare facilities and schools to understand the protocol to be followed should a case be identified; and
- Provide considerations to help administrators plan for the continuity of teaching and learning if there is a need to quarantine learners or staff or close schools as a result of the spread of COVID-19.

(a) Principles Underpinning the SOPS
The SOP is based, amongst others, on the following key principles:

- Sick learners, teachers that are over 60 years of age and/or those with co-morbidities should not come to school;
- Schools must promote regular handwashing with soap and water, alcohol-based handsanitizer and at a minimum daily disinfection and cleaning of school surfaces;
- Schools should provide water, sanitation and waste management facilities; and
- Schools must promote social distancing, including limiting large groups of people coming together.

The SOPs further provide advice to schools and education offices on how to manage confirmed cases, how to deal with absenteeism linked to the virus, when to consider the closure of a facility and how to manage waste when a case of COVID-19 is confirmed.

(b) Minimum Health and Hygiene Package

It is envisaged that Provincial Education Departments will make available a minimum health and hygiene package to all schools. The minimum package will consist of the following:

- Soap;
- Alcohol-based handsanitizer per classroom;
- Disinfectant;
- Masks;
- Cleaning gloves and disposable aprons for cleaning staff.

These items will be procured by provinces and the relevant transversal tenders in the National Treasury will be considered for this purpose.
The Guidelines on Decongesting and Social Distancing in school and offices are issued in the period of the COVID-19 pandemic. The Department of Basic Education (DBE) has the responsibility to ensure that all offices and public schools in the Republic of South Africa follow the advice of the Department of Health (DoH), the National Institute for Communicable Diseases (NICD) and World Health Organization (WHO). Their advice has been incorporated into the guidelines in how to practice good hygiene and keep safe distances from each other as a means to protect ourselves in the education sector.

This will include ensuring that we wash our hands regularly with soap and water. Where water is not available, an alcohol-based sanitiser must be used to disinfect hands. Physical distances of at least one and half meter apart must be maintained, whilst hugging, hand shaking and direct contact must be avoided.

In order to maintain physical distances as advised by the Department of Health (DoH), this will necessitate that classrooms and meeting venues are rearranged so that the seating arrangements are at least 1.5m apart. No sharing of desks will be allowed. These may be the most challenging conditions for Provincial Departments of Education (PEDs) to implement, as our classrooms and schools are not always able to accommodate the requirements in terms of social distancing. For this reason, PEDs will have to apply their minds to what would be the best arrangements. Hence, the phasing in of the re-opening of schools and when the full schooling system is operational, it may even require considering a platoon system.

The Regulations as issued by the Minister of Co-operative Governance and Traditional Affairs on 29 April 2020, prohibits the gathering of groups of more than 100 people. Therefore, all extra classes that will be arranged as a means of catching up will have to consider this. It is advised that all schools and districts take into consideration the measures stipulated in the guidelines before they proceed with extra classes.
All mass public events are also cancelled or postponed until further notice so as to avoid an illegal gathering or to allow for situations that may expose large numbers of the education sector to infections.

It is expected that all PEDs implement these guidelines on decongesting and social distancing to the best arrangements that can be made within each province.

10.2.3. IMPACT OF SOCIAL DISTANCING ON SCHOOL INFRASTRUCTURE

The “Regulation relating to minimum uniform norms and standards for public school infrastructure” published in 2013, defines the acceptable norm for class size to be 40 learners (except Grade R that should be 30 learners). The Regulation further defines a minimum size of a classroom to be 48m² (except Grade R where the minimum size is 60 m²).

The “National minimum uniform norms and standards for school infrastructure” published in 2009, defines the optimum size of a classroom to be 60 m² (except Grade R where the optimum size is 80 m²).

The generally accepted norm for social distancing, in the context of the COVID-19 pandemic, is 1.5 m. The problem is how can DBE implement social distancing in classrooms?

In infrastructure terms, even 2 years is a short space of time. The COVID-19 is therefore more likely to be a temporary challenge, than a new reality. Infrastructure solutions should therefore be focused on dealing with the temporary challenge.

Given the 1.5 m social distancing requirement, then:

- Additional classrooms will be required.
- This may be addressed through:
  - Under-utilised spaces in the school
  - Under-utilised spaces on other schools
The DBE will in the next few days prepare lists of over-crowded schools based on the following:

- Data extracted from the NEIMS database
- Data extracted from the EFMS database
- Data provide by Provincial DoEs

Based on this data the sector will identify real over-crowded schools per district, identify under-utilised schools per district and then develop strategy to optimise use of available infrastructure.

10.2.4. PSYCHOSOCIAL SUPPORT SERVICE FOR LEARNERS AND STAFF

Psychosocial support (PSS) is a continuum of love, care and protection that enhances the cognitive, emotional and spiritual well-being of a person and strengthens their social and cultural connectedness (REPSSI). The world and South Africa, to be specific, is experiencing a serious challenge of the COVID-19 infections across all ages. This is going to have an adverse impact on learners and schools as well as on education as a whole, and have an increase in the already high prevalence rates of anxiety disorders, post-traumatic stress disorder, depression and conduct disorder amongst children and adolescents.

Mental health is a fundamental component of health. The mental health needs of children and adolescents can be addressed on numerous levels and intervention sites, and schools can play an important role (ISHP Policy). Schools have an important role to play in promoting the overall well-being of learners. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

The DBE has developed a Psychological plan to provide psychosocial support to learners and educators, with the intention of rebuilding resilience,
minimizing mental health problems and provide care and support for learners and educators in schools.

10.2.5. ADDRESSING THE POSSIBLE HUMAN RESOURCE SHORTAGES

The Education Sector has to prepare for the eventuality that some of its employees may during this time of lockdown contracted the disease and will not be in a position to return to work after the 30 April 2020. Measures must be put in place in case of this eventuality to ensure that office work and children are taken care of until such time as affected employees can return to work.

The first category of staff to be looked at is teaching staff. It is a challenge to try and predict the number of staff that may be affected, so for the purpose of this exercise we will be using three scenarios. The first scenario we will be assuming that we need 5% at any given time which would amount to 19 518 posts taking into account both self-isolation and quarantine for recovery across the country. The second scenario assumes that we need 10% at any given time which would amount to 39 037 posts. The third scenario assumes that we need 15% at any given time which would amount to 58 555 posts. In all three scenarios, all posts allocated will be taken up for a period of a month at a time.

There are various sources of existing funding that can be considered.

There are 907 educators that will retire at the age of 65 years this year between March and September 2020 which will make funding available. It should be noted that not all will go on retirement as they have requested extension and it has been approved until end of December based, this is in accordance to the Ordinance Act.

On average when looking at 2019, there were 13 389 post level 1 vacant posts in the system. This could be an indicator for 2020 of funding that could be made available if the trend were to be the same.
 Whilst doing the Post Provisioning for schools each year there are a number of posts that are reserved for substitutes or ad hoc posts for cases in which there are substantive growth in a school which warrants additional posts.

During monitoring in the first quarter of the academic year in 2020 it was reported that 17 760 posts had been set aside for ad hoc or substitute purposes. These posts are not all used simultaneously and could be used for the purpose of replacing educators who are recovering from this illness.

The last question that needs to be addressed is the supply of qualified educators to take up the call in this possible crisis. Over the last 8 years the Department of Basic Education (DBE) has been providing qualified educators through our Funza Lushaka bursary scheme. We currently have in the range of 3 893 graduates still seeking employment.

In addition to this we have our National Recruitment Database of qualified educators who are seeking employment. We recorded 2621 unemployed educators on our database as at the end of January 2020.

The second category of staff are non-teaching staff that will be required at schools especially in cases for the most vulnerable learners that require additional assistance at school.

Public Service Regulations, 2016 makes two provisions for the temporary replacement of staff. Regulation 57(2) (a) makes provision for temporary appointment of an official additional to the staff establishment in the event that the incumbent of a post is expected to be absent for such a period that his duties can’t be performed by employees.

Regulation 63 of the Regulations provides for an acting appointment. The availability of possible employees with specialised skills such as psychologists, counsellors and therapists is already strained and DBE would have to work with sister departments and professional councils for possible rotational services.
Services of other non-teaching staff at schools should not be a challenge given the skill set required such as cleaning staff and administrative staff since unemployed youth will be utilised.

11. ROLES AND RESPONSIBILITIES IN THE RECOVERY PLAN

11.1 National level

The DBE is responsible for:

a) Setting guidelines and providing strategic direction for the planning, preparation and implementation of the recovery programme;

b) Providing support at provincial, district and school level;

c) Establishing a valid and reliable method of continuously monitoring and evaluating the programme;

d) Gauging the accountability of all those responsible for the implementation of the programme.

To do this the Director-General will:

- Establish a National Task Team of key heads of branches that meets to plan, implement and account for the ways in which their branches respond and contribute to the recovery plan. Further, this team will report on programmes and initiatives that target specific areas of the plan.

- Establish an Inter-provincial Task Team that comprises of representatives from all provinces. This Task Team will be responsible for the coordination and reporting of Recovery Plans.

11.2 Provincial level

Each province is expected to:

a) Develop Provincial Recovery Programmes.

b) Secure required financial, material and human resources to implement the programmes

c) Prepare plans for implementation at District and School Cluster level.
d) Monitor and evaluate the implementation of the programmes

11.3 District level
a) Districts will oversee and monitor the implementation process
b) District and Circuit offices will provide the necessary support systems to schools.

11.4 School level
a. The success of the programmes will depend on the effective school leadership and management and the extent to which teachers are adequately capacitated and supported to deal with the high demanding roles they will be confronted with.

b. The role of the principal is to oversee the implementation of the recovery plans at school level and to provide the necessary support to the teachers and learners.

c. The principal has to keep the parents informed of the plans and the changes to be implemented.

The SGB can mobilise the community to enhance the participation of the broader school community and various stakeholders to contribute to the programme initiatives,

12. IMPLEMENTATION PLAN (with estimated budget)

(Outlining the key activities, responsibility, time frame and budget. Will be developed once the plan has been adopted)

13. MONITORING AND EVALUATION

13.1 Monitoring and Evaluation by DBE

In terms of curriculum recovery, DBE instituted a facility to monitor the frequency of logins (hits) from the one-stop (centralised) website to monitor the utilisation of the support measures that have been put in place
using online systems. The website was enabled with the analytics capability which will provide statistics on logins.

To the extent practicable, DBE will download statistics of logins preferably on a weekly basis and disaggregate the statistics by province, by phase (FP, IP, SP and FET) and by subject. DBE will then disseminate the statistics of logins to PEDs for them to work out rates of the logins in relation to learner enrolment figures per phase as recorded in their SA-SAMS data.

Another monitoring and evaluation mechanism that DBE will have to consider could be the utilisation of the LURITS data together with the Data-Driven Districts (DDD) data management system with innovations and enhancements to allow for the systems to provide monitoring data under the lockdown situation.

For the broadcast solutions, DBE could request viewership and listenership statistics. This data could provide statistics in terms of regional and local community levels for appropriate dissemination per province.

It is important to note that there are limitations for these monitoring systems as they will exclude learners from homes that do not have the facilities and required gadgets.

The monitoring that has been instituted for curriculum recovery will also be applied for monitoring of the extent to which the enabling conditions are being created and the SOPs are adhered to. Given the importance of these enabling conditions, officials and educators that are found to be flouting the rules and protocols will be subjected to disciplinary action.

13.2. Monitoring and Evaluation by PEDs

As PEDs receive their weekly statistics of logins, it will be expected of them to conduct the analysis of logins in relation to learner enrolments per phase, per subject. Each PED will then communicate its findings with District Officials for further dissemination of the findings which could be
communicated to accessible learners to encourage them consistently utilise the support measures that are in place.

Furthermore, PEDs will be expected to report back to DBE on measures that they are instituting to ensure that support measures directed on by DBE are utilised maximally.

As soon as DBE has mastered the utilisation of the LURITS together with DDD, PEDs will be advised and assisted to strengthen their monitoring and evaluation responsibilities for enhanced teaching and learning outcomes.

In terms of viewership and listenership statistics, PEDs could carry out analyses based on estimated

14. THE RECOVERY PLAN AND REBUILDING THE ECONOMY

The recovery plan will be underpinned and driven by the urgent need to rebuild the economy. Education is central to rebuilding the economy and therefore every attempt will be made to ensure that that no learner is left behind due to COVID-19. The Recovery Plan is driven by the imperative to ensure that despite the loss of time, certain core skills and competencies that are required by the economy are developed and mastered. The national priorities of the sector which relate to the following will be emphasised in the curriculum delivery process and these include:

(a) Implementing a curriculum for Skills and Competencies for a changing world
(b) Every child must be able to read by their 10th birthday
(c) Dealing with inequality between rural and urban education
(d) Conduct an Early Learning National Assessment (ELNA) in Grade 1 to establish school readiness.
### 15. RISKS ASSOCIATED WITH THE RE-OPENING OF SCHOOLS

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Risk description (something occurs)</th>
<th>Root cause</th>
<th>Effect (Impact)</th>
<th>Inherent Impact Assessment</th>
<th>Existing controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare the education sector for the reopening of schools.</td>
<td>Learners, educators and parents ill/misinformed regarding for whom and when school reopens</td>
<td>Stakeholders not adhering to the strict communication protocols;</td>
<td>Unspecified learners and staff returning to schools</td>
<td>3: Moderate</td>
<td>Circular to inform all PEDs, Districts, schools stakeholders and Parents as to the exact dates that each grade is returning</td>
</tr>
<tr>
<td></td>
<td>Schools are not ready to ensure social distancing upon reopening (including infrastructure)</td>
<td>Schools do not prepare in advance to ensure social distancing upon reopening (including infrastructure)</td>
<td>Social distancing not observed</td>
<td>4: Major</td>
<td>Standard Operating Procedures(SOP) for the opening of schools</td>
</tr>
<tr>
<td></td>
<td>Schools do not have requisite cleaning materials. Water and staff to ensure proper sanitation</td>
<td>Inadequate budget and staff</td>
<td>Schools remain unhygienic before and after each school day</td>
<td>4: Major</td>
<td>Creation of a special COVID 19 budget for procurement of sanitation products and provision of water</td>
</tr>
<tr>
<td></td>
<td>Learners and educators unaware if they are asymptomatic</td>
<td>Non declaration of symptoms; No prior testing conducted.</td>
<td>Spread of infections</td>
<td>3: Moderate</td>
<td>DOH SOP</td>
</tr>
<tr>
<td></td>
<td>Inadequate transport for learners due to regulations regarding social distancing in public transport.</td>
<td>Transport regulations to accommodate social distancing not lifted or eased</td>
<td>Inadequate learner transport Learners without transport to schools</td>
<td>4: Major</td>
<td>DOH/DOT SOP</td>
</tr>
<tr>
<td>Phased in return of Learners, Educators and Support Staff return to schools</td>
<td>Increase in the spread of infections in May to July</td>
<td>Learners returning in the middle of winter</td>
<td>Increase in the spread of infections</td>
<td>3: Moderate</td>
<td>Advocacy to prepare parents, learners and staff on necessary precautionary measures</td>
</tr>
<tr>
<td></td>
<td>Stigmatisation of staff and learners.</td>
<td>Limited/ no advocacy with staff, learners, parents and helpers</td>
<td>Infected learner or member staff is ostracised</td>
<td>3: Moderate</td>
<td>Proper advocacy; Regulatory measures.</td>
</tr>
<tr>
<td>Issue</td>
<td>Description</td>
<td>Scale</td>
<td>Recommendation</td>
<td></td>
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<tr>
<td>No proper procedure for attending to staff or learner displaying symptoms. Including staff that are aged and who have chronic illnesses</td>
<td>Lack of regulated protocols for dealing with symptoms. Lack of screening equipment and supplies</td>
<td>2: Minor</td>
<td>DOH SOP Each school provided with requisite screening kits. Designated isolation area in schools. Screening of all staff and learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected/ lack of social distancing in play areas, tuck shops, school grounds during breaks, school feeding, hostels, Technical workshops</td>
<td>No proper control measures to ensure social distancing. Workshops and other subjects that require practical are not planned to provide for social distancing.</td>
<td>4: Major</td>
<td>SOP; Different specified break times for grades; Designated areas for classes; Staff on duty.</td>
<td></td>
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</tr>
<tr>
<td>Non-attendance of learners</td>
<td>Parents afraid of sending their children to school because of the risks</td>
<td>2: Minor</td>
<td>Advocacy to reassure parents and public.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non completion of curriculum and assessment tasks</td>
<td>Curriculum completion at different stages across grades. Schools/districts/provinces because of different context and experience.</td>
<td>4: Major</td>
<td>Assessment of learners' knowledge content on return. Curriculum and assessment Guidelines provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community unrest</td>
<td>Community unrest because of lockdown; Closure due to community destruction of school property.</td>
<td>3: Moderate</td>
<td>Collaboration DBE, SGBs, SAPS, Local Governance, Community Leaders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners in LSEN schools, Specific needs of LSEN schools that may not be fully accommodated.</td>
<td>Schools may remain closed until the requirements are met.</td>
<td>4: Major</td>
<td>Special budget for LSEN schools for additional staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences of trauma amongst learners, staff</td>
<td>Psychosocial repercussions of having a family</td>
<td>3: Moderate</td>
<td>Psychosocial support provided by DSD and DOH</td>
<td></td>
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</tr>
</tbody>
</table>
16. CONCLUSION

The recovery plan will serve as the basis for the implementation of the recovery plan in provinces. However, once schools resume the DBE will issue clear policy directives regarding the following:

(a) How the lost time should be recovered
(b) How the curriculum content needs to be re-organised or trimmed, where necessary.
(c) Reviewed Annual Teaching Plan where needed.
(d) Reviewed Assessment/Examination Plan that will be based on the reviewed curriculum.
(e) How the social distancing requirements need to be maintained.
(f) The sanitising and hygienic conditions that need to be maintained.
(g) How psychosocial support will be provided.
(h) How the human resource shortages will be maintained

However, despite all the above planning and contingency arrangements, the implementation of the re-opening of schools will be dictated by how the infection rates proceed over the next few weeks/months. The priority of the Department of Basic Education is to protect the health and safety of our learners, teachers and support staff.

ANNEXURE A
3. ON-LINE LEARNER SUPPORT PROGRAMMES

The following platforms will provide learners, teachers, education officials as well as parents and care givers with access to educational content resources:

3.1 Department of Basic Education (DBE) website at https://www.education.gov.za/ provided links for access to online content resources for parents, caregivers and learners to support learning at home on its landing page. These included:

- Links to study material, multimedia and reading material;
- Links to “Tips for Parents” such as extending learning at home, homework to improve learning outcomes, cooperative learning and learner wellbeing;
- Links Provincial Curriculum Portals, COVID-19 Online Resource and News Portal, National Assessments (Grade 1-9), SABC Education Virtual Academy and Previous examination papers (Grade 10-12): and
- Links to information about broadcast support on the DBE TV Channel 122 OVHD, Lockdown Digital School, Mindset TV on DStv, Radio Stations: KZN and Mpumalanga Radio Stations.

3.2 DBE and Bhelela partnership online portal at http://dbecontent.bhelela.com provided access to state-owned content resources such as electronic e-textbooks, teacher guides, study guides, e-workbooks in PDF, ePub and HTML formats as well as other Open Education Resources (OER) such as PhET simulations, Apps, storybooks, encyclopaedia, Khan Academy videos. The link was sent to all HEDCOM ICT Subcommittee members for distribution to stakeholders via their provincial online and offline platforms.

3.3. DBE and 2Enable partnership online platform at https://www.2enable.org/Dashboard.aspx provided learners with free access to the 2Enable mobile learning platform. 2Enable provided support through CAPS-aligned text based and video content, with assessment questions. Also available on the platform are readers for
primary school learners. 2Enable is downloadable from the Google play store, Apple store or Microsoft store. The subjects offered included:

- Grade 10 – 12 Accounting, Business Studies, Economics, Dance Studies, English Home Language, Geography, Life Sciences, Visual Arts and Physical Sciences;
- Grade 7 – 9 Creative Arts, Economic Management Sciences and Natural Sciences;
- Grade 4 – 12 English First Additional Language;
- Grade 8 – 12 Life Orientation and Maths Literacy; and
- Grade 1 – 12 Mathematics.

3.4 MTN Foundation and Siyavula Foundation Online High School Maths and Science Practice Platform at www.siyavula.com or Siyavula App provided learners with free access to Siyavula’s zero-rated online high school maths and science practice platform. MTN Foundation sponsored all Grade 10, 11 and 12 learners at a cost of R3 million to have full access to the Mathematics, CAT and IT and Physical Sciences learning materials including practise sheets and exam preparation content. All MTN customers can use the platform with no data costs being incurred (zero-rated).

3.5 Private Sector Organisations Online Portals and e-Learning Platforms including some subscription-based companies provided learners free access to their educational content resources, portals and e-learning platforms at no cost (waived subscription fees) for the duration of the Covid-19 school closure. These included:

- **Vodacom e-School**: The e-school provides Grade 8-12 high school learners who are Vodacom subscribers with free (zero-rated) access to curriculum aligned classroom content on their mobile device across all major subjects: https://www.vodacom.co.za/vodacom/services/vodacom-e-school
- **Vodacom Digital Classroom**: Offers a comprehensive range of online educational resources designed to improve ICT skills and teaching in all subjects: http://www.digitalclassroom.co.za/digitalclassroom/
Telkom e-Education: The online service is provided by “Extramarks” and covers English, Life Science, Physical Science, Natural Science and Maths from Grade R to matric and is structured into multimedia-rich 'Learn', 'Practice' and 'Test' modules: http://www.extramarks.co.za/

Interactive Simulations for Science and Math (PhET Simulations): PhET provides fun, free, interactive, research-based science and mathematics simulations: https://phet.colorado.edu/

African Storybooks: Provides Open access to picture storybooks in the languages of Africa: https://www.africanstorybook.org/

Xander Apps: Xander apps are an intuitive and engaging resource for young children to expand their vocabulary in their mother tongue, and improve their language acquisition: https://xander.co.za/

WCED ePortal: The ePortal provides free educational videos, apps, eBooks, courses and more: https://wcedeportal.co.za/

Mindset Learn: This is Mindset's Schooling programme that provides video, print and interactive multimedia content designed to be used by teachers and learners in the classroom covering the curriculum for: Grade 10 to 12 Mathematics, Physical Sciences, English, Maths Literacy and Information Technology: https://learn.mindset.africa/

Mindset YouTube Videos: https://www.youtube.com/user/MindsetLearn/videos

Khan Academy Math Videos: https://www.khanacademy.org/math

Khan Academy YouTube Videos: https://www.youtube.com/user/khanacademy

Khan Academy: Free Learning App. With Khan Academy learning app you can study math, science and more at your own pace, anytime, and completely free https://play.google.com/store/apps/details?id=org.khanacademy.android&hl=en_ZA

BBC Bitesize at: https://www.bbc.co.uk/bitesize
2Simple are offering free access to both Purple Mash and Serial Mash for schools and home users at https://2simple.com/free-access/

Africa Teen Geeks provides online resources that are centred around STEM subjects. Africa Teen Geeks caters for all grades, across all provinces. A literacy programme has been added which covers English and indigenous South African languages. Politicians, celebrities and business mentors will be reading different books to learners. www.africateengeeks.co.za.

3.2 Broadcast of Lessons on Television

3.2.1 eMedia Investments (eTV) and DBE Broadcasting partnership

eMedia Investments in partnership with the Department of Basic Education (DBE) broadcasted educational support material for learners and teachers on the Openview HD (OVHD) platform – channel 122. The channel is available for free to homes with OVHD decoders from 1 April to 30 September 2020.

The daily schedule for the first week of broadcast focused on revision of Term 1 topics as follows:

- 12:00 am to 7:00 am – broadcast of Grade 12 revision lessons covering only one subject per day. The subjects rotated through a seven week period.
- 7:00 am to 8:00 am – broadcast of half an hour lessons focusing on learning of a new Indigenous African language.
- 8:00 am to 12:00 noon – broadcast of Grade 12 Maths, Physical Sciences, Life Sciences, English (FAL), Accounting, Economics and Geography lessons for 60 minutes each.
- 12:00 pm to 2:00 pm – broadcast of Grade 11 Maths, Physical Sciences, Life Sciences, English (FAL) and Accounting lessons for 60 minutes each.
- 2:00 pm to 4:00 pm – broadcast of Grade 10 learners in Maths, Physical Sciences, Life Sciences, English (FAL) and Accounting lessons for 30 minutes each.
4:00 pm to 12:00 midnight – repeat broadcasts of lessons of the day for learners that may have missed the lessons in the morning as follows:

- 4:00 pm – 8:00 pm - repeat broadcast for Grade 12 lessons;
- 8:00 pm – 10:00 pm - repeat broadcast for Grade 11 lessons; and
- 10:00 pm – 12:00 midnight - repeat broadcast for Grade 10 lessons.

The pre-recorded broadcast content was developed in partnership with ETDP SETA and Mindset Network. It was quality assured by DBE Subject Specialist and formatted by 2Enable before it could be broadcast on the Openview HD (OVHD) platform – channel 122.

3.2.2 The Western Cape Education Department (WCED) and University of Stellenbosch Broadcast Partnership (Telematics Content)

The Western Cape Education Department in partnership with the University of Stellenbosch continuously assist high schools learners in underprivileged communities via the Telematics platform that uses satellite technology to broadcast lessons in 9 subjects from the University of Stellenbosch. The subjects include Mathematics, Physical Science, Life Sciences, Accounting, Business Studies, History, Geography, English FAL and Afrikaans HL. These lessons are planned by WCED subject specialists and presented by expert teachers.

The WCED made available all the recorded Telematics lessons to the DBE for broadcasting on the DBE partnership broadcast channels such as the OVHD Channel 122 during the school closure.

3.2.3 Broadcast of Lessons on Radio

The SABC and private community radio stations in collaboration with Provincial Education Departments broadcasted Covid-19 Curriculum Support Programmes to parents and Grade R – 12 learners from 30 March to 30 April 2020 in various provinces. This included the following:

(a) Limpopo Province: Munghana Lo Nene FM; Thobela FM and Phalapala FM Radio Stations
All the 3 Limpopo community radio stations broadcasted radio lessons focusing on the following GET subjects at different time slots:

- Grade R – 3 Literacy;
- Grade 4 – 6 Home Languages: Sepedi, Tshivenda and Xitsonga; and
- Grade 4 – 6 Mathematics and English FAL

The radio broadcast schedule was compiled and distributed by the Limpopo Education Department.

**(b) Mpumalanga Province: Ikwekwezi FM; Pulpit FM; Ligwalagwala FM, Radio Laeveld; Radio Kragbron; Community Radio Stations; and Rise FM Radio Stations**

All the 7 Mpumalanga community radio stations broadcasted radio lessons focusing on the following:

- GET Lessons;
- FET Lessons; and
- Covid-19 Awareness programmes.

The radio broadcast schedule was compiled and distributed by the Mpumalanga Education Department.

**(c) Eastern Cape Province: Umhlobo Wenene FM Radio Station**

The community radio station broadcasted radio lessons focusing on specific topics of specific subjects on specific days presented by both subject specialist and selected lead teachers as follows:

- Life Science; History; Mathematics and Accounting were broadcast from 30 March – 02 April 2020 and from 20 – 23 April 2020;
- Geography; Physical Science; Business Studies and Agricultural Science were broadcast from 06 – 09 April 2020 and from 27 – 30 April 2020; and
- English; Economics; Mathematical Literacy and IsiXhosa were broadcast from 13 – 16 April 2020.

**(d) North West Province: Unspecified Radio Stations**
The North West community radio stations broadcasted radio lessons focusing on the following subjects:

- English FAL; Accounting; Mathematical Literacy P1; Mathematics; Geography; History; Economics; Physical Sciences; Setswana HL; Business Studies; Agricultural Sciences; Life Sciences; Accounting; Mathematical Literacy; Physical Science; Mathematics; and Geography.
ANNEXURE B

Guidelines for Curriculum Reorganization and Trimming – POST COVID 19 LOCKDOWN

1. Introduction

The National State of Disaster due to COVID 19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the COVID 19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans post the COVID 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery. The framework further motivates for a nationally driven process of careful Curriculum Content Mapping (CCM) that should inform curriculum reorganization/trimming to cover the curriculum for the rest of the year.

In an effort to ensure effective curriculum implementation and as part of the introduction of the CAPS in 2011, the DBE used CCM tools to develop Annual Teaching Plans (ATPs) and the Programme of Assessment as broad policy to assist schools with guided pacing and sequencing of curriculum content and assessment. In a careful attempt not to overprescribe and not to create unnecessary burden on teachers in their management of teaching and assessment matrices, the ATPs and the Programme of Assessment were provided by the DBE as part of the CAPS of all subjects from Grades 1-12. PEDs subsequently contextualised their own ATPs and Annual Assessment Plans in line with the national ATPs.

It is in light of the above that there are currently calls for urgent and immediate attention to the revision of the ATPs in order to ensure that meaningful teaching proceeds during the revised school calendar. Emphasis should be placed on making sure that there is no over stressing of the teaching corps whilst the final learning outcomes are not compromised. Curriculum planning must be done for all subjects that will enable teachers to cover the essential core content in each phase, in preparation for the subsequent phase, laying the necessary cumulative foundation for the final examinations and assessment for progression. Assessment is integral to curriculum delivery and completes the learning cycle. Hence any curriculum planning must be followed by concomitant assessment planning focusing on assessment for learning to achieve deeper learning as opposed to a narrow focus on assessment of learning.

2. Understanding Curriculum Content Mapping

Curriculum content mapping is a process of reviewing and organising an existing curriculum that allows educators to determine how content, skills and assessments will unfold over the course of the year and or phase. It sets out a learning journey in advance and helps in facilitating greater intentionality and strategic allocation of resources.
As mentioned in the above section, the current CAPS has mapped out the curriculum in terms of the knowledge skills values and attitudes that should be covered in the ATPs. The content is therefore mapped out for each subject and grade, setting out the content to be covered per week and per term. The ATPs assist in the sequencing, scaffolding and pacing of teaching, learning and assessment per term across all subjects and grades in one year.

In the context of the school curriculum recovery plan in South Africa, the data and findings obtained from the ATPs will provide a valuable resource for decisions regarding curriculum trimming and reorganisation. The analysis of data from the ATPs will allow experts in each subject in each grade to present an overview of their subjects taking into consideration:

- the extent (i.e. breadth, depth and articulation on a “conceptual spine”) to which the curriculum fosters different aspects and dimensions of competencies considered essential for future life and work
- Overarching information on the inter-relationships between different aspects of knowledge, skills, attitudes and values, which can assist the further analysis of specific subjects and the curriculum as a whole.

3. Curriculum Reorganisation and Trimming

The reorganisation and trimming of the annual teaching plans in the CAPS is essential to ensure that the critical components of the subject disciplines in terms of content and skills are developed within the available time for vertical articulation into the next grade and horizontal articulation in the same grade.

3.1. The purpose of Curriculum trimming and reorganisation

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners’ transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

3.2. Guiding Principles for curriculum reorganisation and trimming
3.2.1. Any curriculum trimming and/or reorganization must maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the CAPS:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

3.2.2. The following principles will guide the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility – the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio-economic and political climate.
• Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
• Focus on assessment for learning as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

3.3. **Critical factors for consideration**

The following factors are to be considered to guide the process:

3.3.1. **Term one work**
   a) Curriculum would have been completed
   b) School Based Assessment for term one should be completed

3.3.2. **Grade12**
   a) No trimming/ reorganisation of the grade 12 Curriculum
   b) The preparatory examinations will be conducted in term 3
   c) Concessions on the number of SBA tasks may be effected, depending on the number of actual teaching days remaining.
   d) Orals and Practical examinations for relevant subjects may be reviewed, depending on the number of actual teaching days remaining.
   e) The final examination timetable will be reviewed and aligned to available teaching time.
   f) No June examinations will be written

3.3.3. **Grade R – 11**
   • No June examinations will be written
   • Concessions for the number and scope of SBA to be considered, depending on the remaining teaching days for the year.
   • Orals and Practical examination requirements to be reviewed and aligned to available teaching time
   • Final examinations will be conducted for applicable grades, albeit on a reduced size and scale.

3.3.4. **Revised School Calendar**

In order to trim and reorganise the curriculum we will be guided by the revised school calendar. A revised school calendar will provide the details of the number of school days for each of the grades being phased in. The revised calendar will be provided for the different grades. Note also the calendar may be revised from time to time based on the pandemic over the rest of the year, which may require future curriculum trimming and reorganisation.
4. The process of Curriculum Trimming and Reorganisation

4.1. Curriculum Trimming

- This should be done giving consideration to spirals of learning – removing a topic in a grade or phase if it can be covered adequately in a subsequent (or previous) grade or phase.
- This work requires attention to the full curriculum from Grades R-12 to determine where the best place for trimming lies and where content should remain.
- Trimming determines the bare essentials that should remain in each curriculum per grade, per phase, in order to achieve the final outcomes.

4.2. Curriculum Reorganisation

- Once decisions have been taken on trimming, clustering of content can be carried out.
- Clustering means grouping of content that may have been allocated to more than one teaching occurrence over a year in a grade.
- This will allow further time reductions while at the same time allowing sufficient time for meaningful learning of the content.

4.3. Assessment planning

Assessment completes each learning cycle. The assessment planned must respond to the trimmed and reorganised ATPs. This will facilitate simplified assessment planning which should reduce the assessment load without compromising reporting. The following strategies apply:

- Re-scheduling/postponement/scraping of examinations / formal assessment tasks
- Scaling down of formal examinations
- Modifying the format of examinations/formal assessment tasks
- Reducing the number and frequency and/or focus of SBA to be reviewed in accordance with the restructured Annual Teaching Plan (ATPs);
- All amendments to the formal programme of assessment will be reflected into the SASAMS.

5. Curriculum re-organisation and trimming outputs

The following outputs are expected:

a) A revised Annual Teaching Plan (ATP) provided for every subject in every grade
b) A revised assessment plan aligned to the above.
 c) Revised examination guidelines for the applicable grades
d) Documentation of the data analysis from curriculum mapping, reorganizing and trimming
6. Essential steps to guide the process

The essential steps to be followed to produce the revised ATPs by trimming and reorganization CAPS are illustrated in Figure 1.

**Figure 1: Process in revising the ATP**

- Identify the key concept / topics
  - CAPS / ATP
  - Revised calendar
  - Determine the number of teaching days left
  - Determine the % time lost
  - Make provision for assessment including final examinations

- Decide on what should be retained
  - Check what was covered in the previous grade/s
  - Establish what will be developed in the next grade / phase
  - Look out for repetitive concepts/skills
  - Cluster concepts and skills
  - Decide on the core critical concept or skill to be developed
  - Determine the scope and depth

- Review and Finalise ATPs
  - Allocate the time to be spent on the topic
  - Revise the exam guidelines / weighting of the topics
  - Decide on the amendment to be made to the SBA
  - Align to workbooks if applicable;
  - Ensure the alignment to the revised exam guideline and annual assessment plan

7. Conclusion

The revised Annual Teaching Plan will reduce the load on teachers (without compromising learning outcomes) when they return to schools when the lockdown is gradually phased out. The need to ensure that there is a common approach to curriculum implementation across the schooling system is essential. The revised ATPs and will be regarded as minimum requirements and wherever necessary schools / subject teachers may align to their context provided the minimum content/ skills/ knowledge are adhered to. Any amendments should be in consultation with the relevant district subject advisers. This will also enable the department to monitor...