CIRCULAR: FORM. ED. 3/2020

TO: 
HONOURABLE MINISTER
HONOURABLE DEPUTY MINISTER
ALL DEPUTY EXECUTIVE DIRECTORS
ALL CHIEF REGIONAL OFFICERS: REGIONAL COUNCILS
ALL DIRECTORS OF EDUCATION, ARTS AND CULTURE
ALL INSPECTORS OF EDUCATION
ALL EDUCATION OFFICERS
ALL SCHOOL PRINCIPALS
ALL HEADS OF DEPARTMENTS
ALL SCHOOL BOARD MEMBERS
ALL TEACHERS
NANTU, TUN, NANSO
PUBLIC RELATIONS OFFICER

RE: GUIDELINES FOR EDUCATION STAFF TO ENSURE CONTINUED LEARNING AND PREPAREDNESS FOR THE RESUMPTION OF FACE-TO-FACE TUITION POST COVID-19 NATIONAL LOCKDOWN.

1. INTRODUCTION AND BACKGROUND

Since the 11th March 2020, when World Health Organisation (WHO) declared a global COVID-19 Pandemic, governments around the world have taken steps to suppress and control the spread of the coronavirus, including the closure of schools. To date countries across the globe closed their schools and universities leaving an estimated 1.7 billion learners and students to stay at home (UNESCO, 2020). Namibia is no exception, having closed schools as of the 16th March 2020 in mitigating the spread.

The Head of State, His Excellency, the President of the Republic of Namibia, Dr. Hage Geingob declared a State of Emergency on 17th March 2020 in terms of Article 26 (1) of the Namibian Constitution. Consequently Proclamation No. 9 of 28 March of 2020 was issued to lockdown the regions of Komas and Erongo.
The lockdown was eventually extended to all the regions (the whole country) as per the Amendment of the State of Emergency COVID-19 Regulation No. 13 of 17th April of 2020 which ended on May 4th, 2020 at 23h59.

The reality is that the implementation of the countrywide lockdown due to the said disease outbreak has had a severe negative impact and unintended consequences for all sectors, including education and the community at large.

As an African Union (AU) member state, Namibia is obliged to provide an Education Sector Response plan to the COVID-19 pandemic underpinned by three actions (AU, 2020):

(a) Ensure continuity of learning on-line and off-line based on the DOTSS (Digital connectivity, on-line-learning, Teachers as facilitators and motivators, Safety on Line and Off-line, Skills focussed learning) approach and also to ensure that teachers are skilled, capacitated, and motivated to support learners/students offline and on-line.

(b) Document good practices and monitor learning engagement, with the view to share information with the African Union Commission (AUC) to facilitate intercountry learning and up-scaling of good practices.

(c) Plan for re-opening of schools and tertiary institutions with appropriate strategies on the lost period of learning.

These guidelines must be read in conjunction with the Public Service Management Circular no.5 of 2020, issued on 25th March 2020, to direct all precautionary measures in the Public Service as well as the Public Service Management Circulars 6 and 7 of 2020.

2. CONTINUED LEARNING

2.1 The Covid-19 Pandemic disrupted the teaching and learning process and makes it impossible for learners to physically attend school or being physically in classrooms for formal lessons using the face-to-face approach.

2.2 The Constitution of the Republic of Namibia makes provision for education as a right for all persons and places the responsibility on the government to provide education. The outbreak of COVID-19 pandemic has made the attainment of this noble obligation more daunting, especially given the fact that face-to-face tuition mode until now has been the prevalent mode of education in the country. Nonetheless, the prevailing situation does not remove government’s responsibility to ensure the continuity of inclusive and quality education for all learners.

2.3 The continuity of education (i.e. “Continued learning”) is defined as learning opportunities provided to learners when schools are closed and learners are at home or in displacement. Learning is provided to learners using various forms of media without the teacher being physically in the classrooms for formal lessons using face-to-face approach. The understanding is that learners should be kept meaningfully and purposefully engaged and learning at all times to enable learners to re-integrate into formal learning once schools re-open. All functionaries must thus ensure that learning do occur from a distance using adapted take-home copies of learning packages or
workbooks through support from radio- and television educational programmes, online learning platforms and technological devices such as tablets, smart phones and laptops. These options are available and intend to have maximum reach to ensure that no child is left behind and do not contribute to assessment for promotion purposes.

2.4 It is mandatory for teachers to develop learning packages (e.g. workbooks) and where applicable other forms of continued learning materials. The main focus should be on skills development to ensure that learners are cognitively engaged and ready to resume with curriculum implementation when they return to school.

3. GUIDELINES AND THE STAGES

3.1 Regional directors should ensure that every division, circuit, section, school and any other entity under their jurisdiction draws up their Preparedness and Response Plan (PRP) to mitigate the impact of the COVID-19 pandemic. This Preparedness and Response Plan and the parameters of these guidelines need to be implemented in order for schools to be ready for resumption of face-to-face teaching and learning.

3.2 It should be noted that we are now under Stage 2 of COVID-19 restrictions, as stated under Regulation No.17, May 4th 2020, read together with Proclamation No. 9 of 28 March of 2020 of the State of Emergency – COVID-19. Under this stage, schools will remain closed for learners, while officials in education, school principals, head of departments and teachers, are required to resume work and begin with some groundwork for the resumption of face-to-face education for all learners. Some essential steps as indicated in Annexure A, gives a summary display of Stage 2 activities in the school context. Going forward under this stage, it should be noted that the wearing of masks by everyone at work places and public spaces is compulsory.

3.3 Furthermore, Annexure B, gives some broader guidelines to various education key role players in an attempt to aid them in their efforts to fulfill their various roles and responsibilities during this situation. Schools are required to submit a school self-evaluation report, as per the National Standards and Key Performance Indicators as a quality assurance tool for readiness for re-opening of schools for learners.

3.4 It should be emphasized that the actual date or time period for face-to-face teaching and learning in schools, will still be communicated as it will be informed by the advice from the Ministry of Health and Social Services regarding the prevailing status of the spread of COVID-19.

3.5 It is imperative that all functionaries of the Ministry coordinate, plan and enhance communication strategies at all levels. Continuous, coherent and clear communication flow to parents and communities in an open, reassuring manner is crucial to share the necessary information and enable commencement of teaching and learning in our schools. Therefore the Region should commit to provide up-to-date information, also
on decisions and initiatives developed that could enhance best practices in schools and beyond regional borders.

3.6 It is equally important to correctly use available qualitative and quantitative data (EMIS) on situations of schools, teachers and learners that will inform decision making and contribute towards addressing the operational needs as well as providing the required support.

3.7 As an educational team, we remain committed to encouraging the continuity of learning for all our children, while making sure that we do not compromise on the health of our learners and staff.

Your cooperation in this regard is highly appreciated.

SANET L. STEENKAMP
EXECUTIVE DIRECTOR
ANNEXURE A: NAMIBIA COVID-19 STAGES OF RESTRICTION

NAMIBIA COVID-19 STAGES OF RESTRICTION

Each Stage will have average observance period of 28 days. This period may be reduced or extended, subject to changing country situation.

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Lockdown</td>
<td>Reopen with Strict Precautions</td>
<td>Reopen with Moderate Precautions</td>
<td>The New Normal</td>
</tr>
</tbody>
</table>

Key Measures:

**STAGE 1**
- Closure of all points of entry.
- Comprehensive restrictions on cross border movement remain in force. (eg. border control)
- Restaurants: Close
- Home quarantine of first 14 days permitted, subject to strict hygiene protocols
- No indoor gatherings, meetings, events (less than 5 persons, if allowed)
- Schools, institutions, restaurants, gyms, etc. remain closed
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons

**STAGE 2**
- Reopen with Strict Precautions
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons

**STAGE 3**
- Reopen with Moderate Precautions
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons

**STAGE 4**
- The New Normal
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons
- Essential services: Banks, medical, pharmacies, supermarkets, security, utilities, delivery services, and others
- Public gathering not to exceed 50 persons

**NOTE:** Stages 3 & 4 in terms of dates and activities are indicative.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Closure of schools and all teaching and non-teaching staff working from home</td>
<td>School staff to report to their duty stations on or before 11th May 2020.</td>
<td>Capacity building for teachers on subject content and assessment of tuition options for continuity of learning</td>
<td>Continuous capacity building for teachers on subject content and implementation of identified tuition options for continuity of learning</td>
</tr>
<tr>
<td>Asses school infrastructure condition and identify critical repair and renovations need. Needs assessment for teacher training and physical readiness of schools by School Self Evaluation.</td>
<td>Commission necessary work on infrastructure (minor and major repair, etc.).</td>
<td>Conclude all infrastructure repairs and renovations works</td>
<td></td>
</tr>
<tr>
<td>Prepare and Implement Preparedness and Response Plan (PRP) drawn up by school managers with due regard to the WHO COVID-19 protocols</td>
<td>Implement Preparedness and Response Plan (PRP) in terms of water supply to schools/ hostels/ sanitation/ electricity etc.</td>
<td>Implement Preparedness and Response Plan (PRP) in terms of water supply to schools/ hostels/ sanitation/ electricity etc.</td>
<td></td>
</tr>
<tr>
<td>Attend to School- and Personal Health and Safety relating to COVID – 19, psychosocial support and continued learning</td>
<td>Community and School Led Total Sanitation (CSLTS) Projects in place.</td>
<td>Quality Assurance (QA) of Schools readiness</td>
<td></td>
</tr>
<tr>
<td>Schools must work out modalities to ensure social distancing</td>
<td>Schools must work out modalities to ensure social distancing</td>
<td>Schools must work out modalities to ensure social distancing</td>
<td></td>
</tr>
<tr>
<td>Continue planning and implementation for continued learning</td>
<td>Continued planning and implementation for continued learning</td>
<td>Continued planning and implementation for continued learning</td>
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<tr>
<td>Continued advocacy and engagement at all levels</td>
<td>Continued advocacy and engagement at all levels</td>
<td>Continued advocacy and engagement at all levels</td>
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<tr>
<td>All staff are obliged to wear masks and adhere to social distancing</td>
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ANNEXURE B: GUIDELINES TO VARIOUS FUNCTIONARIES OF EDUCATION, ARTS AND CULTURE

1. FORMAL EDUCATION AND RELATED MATTERS

1.1 Directors/ Deputy Directors of Education, Arts and Culture

1.1.1 Constitute an Education, Arts and Culture regional COVID-19 committee to coordinate all activities related to the pandemic (existing committees can be co-opted);

1.1.2 Identify a focal person to coordinate coherent, effective and clear communication through various platforms to ensure dialogue and feedback with all relevant stakeholders and partners including the unions;

1.1.3 Initiate and host consultative and information sharing meetings with Regional- and Local Councillors, Traditional Authorities and other key role players as well as various departments (deputy directors, inspectors, life-long learning etc.);

1.1.4 Hold meetings with Regional Education, Arts and Culture Management Team to strategize/ plan and implement activities on the Preparedness and Response Plan (PRP);

1.1.5 Plan for continued education and ensure monitoring of learning through Inspectors of Education;

1.1.6 Undertake procurements aimed at improving the hygiene and sanitation situation of the schools and hostel environments;

1.1.7 Establish baseline on the readiness of teachers for e-learning and online learning report;

1.1.8 Keep records of all minutes to inform best practices and serve as a reflective tool with the view to share information with the AU to facilitate inter-country learning and up-scaling of good practices;

1.1.9 Compile monthly regional reports for submission to Head Office, Deputy Executive Director Formal Education;

1.1.10 Establish an adequate number of production hubs for continued education material development and identify a focal person to coordinate these hubs through various platforms;
1.2 Inspectors of Education/ Quality Assurance

1.2.1 Devise schedules and conduct virtual or physical meetings, observing social distancing with School Principals on operationalization of continued education;

1.2.2 Provide support and guidance to School Principals via different platforms such as WhatsApp, email, sms, calls, virtual meetings, Microsoft teams etc.;

1.2.3 Ensure that all School Principals are adhering to WHO COVID – 19 health protocols and regulations;

1.2.4 Compile school - and circuit needs assessment reports and submit to Regional Offices;

1.2.5 Ensure monitoring of continued education through Principals and Heads of Departments (HOD’s);

1.2.6 Monitor the implementation of the National Safe Schools Framework and the School Self Evaluation;

1.2.7 Facilitate capacity building of Principals and Teachers in ICT and other key areas, within the available resources.

1.2.8 Support schools in the distribution of teaching and learning materials to teachers/learners/ parents/ guardians, (coordination of material development);

1.2.9 Ensure that all requested information from both Regional Offices and Head Office are promptly collected from Principals and submitted to relevant contact persons;

1.2.10 Determine the need for the appointment of teachers either on temporary or permanent basis as a result of resignation, retirement, ill-health, transfer etc. and process it in a timely manner;

1.2.11 Compile brief weekly/monthly progress reports for monitoring and evaluation purposes and submit to Regional Offices;

1.2.12 Note: No ex-post-facto submissions on recruitment should be permitted as such submissions will not be approved.

1.3 Chief - and Senior Education Officers (Professional Development)

1.3.1 Collaborate with Inspectors of Education, School Principals and Teachers to ensure continued learning through alternative modes;

1.3.2 Assist Inspectors of Education and School Management in drawing up the school needs assessment report for each subject and all levels to facilitate continued education and submit to Regional Office;

1.3.3 Devise meeting schedules and conduct meetings while adhering to social distancing with teachers on operationalization of continued education;

1.3.4 Work with subject teachers and utilisation of education material production hubs in every circuit to facilitate the development and duplication of workbooks and notes for continued education;
1.3.5 Ensure that every teacher develops work sheets/books and notes for learners following their respective scheme of work;
1.3.6 Support teachers in developing workbooks, notes and electronic learning material;
1.3.7 Do quality assurance on developed learning packages to:
  ➢ be detailed and in support of skills development aligned to the syllabus, only as per the respective essential Basic Competencies,
  ➢ include practical investigations, critical and creative thinking and problem solving
  ➢ attract learners and allowing self-study,
  ➢ be user friendly in terms of language usage and still contain relevant subject terminologies
  ➢ be inclusive of pictures, diagrams, tables etc.;
1.3.8 In preparation for the re-opening of schools for learners face-to-face teaching and learning, facilitate the setting of assessment tasks, examination papers and the development of basic competencies based summaries/notes and support teachers in their specific subjects and grades for the development of regional based lessons and/or assessment tasks
1.3.9 Coordinate, where applicable, the delivery of continued education lessons on radio, TV, online and/or offline platforms (also taking cognisance of learners with special educational needs);
1.3.10 Monitor the implementation of the continued education within the curriculum by teachers in schools in their respective subjects;
1.3.11 Compile monthly reports for monitoring, control and support of schools/teachers;
1.3.12 Facilitate capacity building of teachers in ICT and other key aspects of their duties;
1.3.13 **Determine the percentage progress made by the end of first term for the Grade 11 NSSCO, Grade 12 NSSCO and NSSCH syllabuses;**
1.3.14 **Collate and summarize the completion rate of each syllabus per school and submit a Regional Report to the Director of National Institute for Education Development (NIED) by 18th May 2020.**

1.4 School Principals

1.4.1 Conduct meetings with school management team, teachers, school board members and parents;
1.4.2 Draw up a plan of action for continued learning and ensure its implementation and evaluation;
1.4.3 Ensure hygiene and sanitation facilities at schools and hostels are in order before the return of learners. This should be done by conducting a Situational Analysis of the school circumstances, including a safety audit as part of the School Self-Evaluation;
1.4.4 Mobilize resources and procure of the necessary teaching and learning materials, including hygiene and sanitation materials for schools and hostels;

1.4.5 Initiate and organise frequent and continuous clean-up campaigns for the entire schools and hostels premises, including their surroundings;

1.4.6 Provide training to cleaners/ institutional staff in order to enable them to execute their duties to the best of their ability in a safe and responsible manner;

1.4.7 Establish and support School Health and Safety Committee based on the National Safe School Framework;

1.4.8 Principal ensures that all teachers are registered on the KOPANO education forum and “NotesMaster” (where applicable);

1.4.9 Submit brief, yet detailed weekly reports on assigned activities and progress made with regard to the execution of planned activities to Inspectors of Education;

1.4.10 Prepare information packages for learners and parents/guardians in order for them to practice safety measures at school and at home;

1.4.11 Devise distribution plan for learning materials to ensure that each child have work booklets, notes/ summary and assessment for the relevant time period);

1.4.12 Ensure that a detailed assessment plan of learning attainment is in place;

1.4.13 Follow up and monitor that learning support and remedial plans;

1.4.14 Ensure that the schedule for setting and moderation of question papers is in place and executed.

1.4.15 Prepare for applications for admission for pre-primary, Grade 1 and Grade 8 (where applicable) or the new academic year;

1.4.16 Develop a referral network for psychosocial support for learners;

1.4.17 Establish strong links with respective communities through keeping a reliable and updated database to be used for communication purposes;

1.4.18 Ensure that learners with different special educational needs are catered for during virtual learning and material development that are simplified and adapted to the type of disabilities and learning difficulties.

1.4.19 Execute all assigned tasks as per the work schedule provided by the inspectorate and submit all required documents and information in a timely manner;
1.5 Teachers facilitate Continued Learning

1.5.1 Conduct a situational analysis/survey of individual learner’s access to radio, newspaper, television, ICT equipment, cellular phone, psychosocial support system etc.;

1.5.2 Establish communication channels with learners/parents with minimal physical contact to distribute learning packages/materials;

1.5.3 Utilise the circuit-based educational material development hubs to develop learning packages/work books/notes and summaries for the learners;

1.5.4 Teachers and learners with access to internet should make use of online resources/platforms to implement continued learning opportunities for their learners;

1.5.5 Conduct analysis and report on how far they have progressed in the curriculum implementation;

1.5.6 Adjust the Scheme of Work, Year Plan and design assessment activities, craft lesson plans as well as teaching and learning materials necessary to complete the syllabus (especially for Grade 11 and Grade 12);

1.5.7 Develop individual education plans for all learners per subject (learning support);

1.5.8 Develop a weekly schedule for lessons to complete the curriculum requirements;

1.5.9 Develop assessment activities for all chapters/themes still to be covered, based on specific objectives according to the syllabi;

1.5.10 All teachers need to register on KOPANO education forum, where applicable;

1.5.11 All teachers need to complete the baseline survey for ICT via the link provided;

1.5.12 Teachers of secondary grades are instructed to register on “NotesMaster” through NAMCOL;

1.5.13 Develop and/or display posters and other COVID 19 related materials for display and consumption of learners;

1.5.14 Life Skills teachers to re-activate the counselling support groups to provide psychosocial support;

1.5.15 Every register class teacher needs to appoint a handwashing/sanitation captain for each class when classes resume;

1.5.16 Teachers need to be readily available/reachable to support parents and learners through various means (electronic/telecommunication etc.) during Stage 2, 3 and 4 including, the remainder of the State of Emergency period;

1.5.17 Upon request, participate in the development of materials to be used at national level for broadcasting and/or print;

1.5.18 Develop lessons and materials that are simplified and adapted to the type of disabilities and learning difficulty of different learners;

1.5.19 Assist parents of learners with learning difficulties and disabilities to cope with all materials shared;

1.5.20 Give input on lessons availed through radio, TV and other means, through their Heads of Departments/ Principals/ SEO. This will assist with the improvement of future lessons.
1.6 Hostel Staff

1.6.1 Superintendents to hold meetings with hostel staff and supervisors in order to put mechanisms in place to ensure adherence to COVID-19 Protocol;
1.6.2 Carry out an audit on the conditions of hostel and hostel facilities to establish the needs and the extent to which hostel boarders will be able to maintain social distancing when learners return to school;
1.6.3 Ensure that the hostel environment and its surroundings is clean, neat and hygienic;
1.6.4 Develop a cleaning roster for preparation for the return of learners to schools;
1.6.5 Hand washing stations (or sanitizers) should be placed at the entrances of the kitchen, dining room and all other entrances into the hostel. The use of disposable paper towels at the stations is recommended as opposed to cloths;
1.6.6 Superintendent to ensure that all hostel staff are well educated and informed on all the requirements of the state of emergency;
1.6.7 Superintendent to prepare a weekly report to submit to the school principal on the adherence to hostel safety measures by all hostel staff including institutional workers;
1.6.8 Ensure that learners with different Special Educational Needs are assisted as much as possible.
1.6.9 The Superintendent, in consultation with the Chief Hostel Matron, to ensure that a register is in place to record all medical and non-medical cases reported to them;
1.6.10 Superintendent should in liaison with the Principal facilitate training on hygiene of all hostel staff.

1.7 Administrative Staff

1.7.1 Compile reports for submission to regional office on time;
1.7.2 Support teachers in various administrative duties (copying etc.);
1.7.3 Compile minutes of meetings for records and further referencing;
1.7.4 Attend to all administrative responsibility as assigned by the Principal;

1.8 Institutional Workers

1.8.1 Ensure that all cleaning activities follow COVID-19 protocol to ensure safety (hand sanitisation, wearing protective clothing and face masks where needed);
1.8.2 Ensure that the school environment is clean, neat and hygienic in preparation for the return of learners;
1.8.3 Develop a rotational cleaning roster to prepare the school for the return of learners;
1.8.4 Place hand washing facilities at every gate and in front of every class and in areas that learners and teachers frequently access;
1.8.5 Ensure that hygiene and sanitation facilities are cleaned on a daily basis when learners return to school;

2. LIFE-LONG LEARNING, ARTS AND CULTURE

2.1 Given the nature of operations for the Libraries and Archives, these facilities are still considered high risk at this stage. These institutions will thus only be officially open to the public under Stage 3. Therefore depending on the situation on the ground, the 3rd of June 2020 is the envisage date of opening to the public.

2.2 Staff members of the stated institutions are however expected to resume work on the 5th of May 2020 in order to facilitate access to information using various platforms, some of which are indicated in the Libraries and Archives response plan sent to the Regional Librarians. Staff members at the National Library/ National Archives building will be operating under different directives due to the renovations currently underway.

2.3 Based on the above, staff members are urged to adhere to the WHO regulations at all times and upon opening the libraries for the public, Libraries and Archives are required to adhere to the following guidelines:

2.3.1 USERS

2.3.1.1 Ensure compulsory wearing of face-masks by everyone before entering the Libraries, Resource Centres or Archives. (Users should bring along their own masks);
2.3.1.2 Washing or Sanitizing of hands before entering the building is mandatory;
2.3.1.3 Avoid licking fingers when paging the newspapers and books

2.3.2 LIBRARIES/ ARCHIVES

2.3.2.1 Ensure compulsory wearing of face-masks by all staff members at all times;
2.3.2.2 Ensure full adherence to the World Health Organisation Protocols of social-distancing.
2.3.2.3 Re-arrange all portable seats to keep a meter distance;
2.3.2.4 Provide water dispensers with basins for hand washing, soap, detergents and sanitizer for users at all times;
2.3.2.5 Only allow a minimum number (as per the published COVID-19 regulations) of people to enter the library/ Archives at a time for a period of 2 hours where necessary, to allow a chance for other users. A number of people to be allowed at a time should depend on the Library/ Archives seating capacity;
2.3.2.6 Assist users to connect to WIFI outside the building whenever possible;
2.3.2.7 Display, disseminate and educate users on the transmission of COVID-19

2.3.3 NOTE: The College of the Arts, Arts Extension Workers, Literacy Coordinators and Promoters as well as museums, should work in the same patterns on their Preparedness and Response Plan parallel to the schedule for schools and report through their existing structures to the Director of Education, Arts and Culture. The relevant cultural bodies to convene a special cultural sector relief task force on the COVID-19, led and coordinated by the National Arts Council of Namibia (NACN).

3 FINANCE AND ADMINISTRATION MATTERS

3.1 All heads of directorates must employ their efforts to the repair and expansion of the provision of water supply and sanitation facilities at all education physical facilities in order to promote safety and hygiene. This is considered a critical area during this time of the crisis and going forward. All regional directors are thus urged to prioritize this area with the funds that will be transferred to the regions. Schools that falls under this category must be identified and given priority;

3.2 Maintenance and expansion of ablution facilities at all the schools and other education physical facilities must receive priority in all regions, including Head Office, as this is one of the critical areas in the fight against the spread of COVID-19. Schools without functional or no ablution facilities as identified must be given priority;

3.3 Schools with balances between N$200 000 and N$250 000 in their School and Hostel Development Fund Accounts, must utilize not more than 15% of such funds to procure essential cleaning materials, hand washing soap, face masks for teachers, tippy taps or water dispensers. In the same vein, schools with balances above N$251 000 must utilize not more 10% of such funds;
3.4 The rest of the schools and hostels (as per annexure C) with bank balances less than N$ 200 000.00 must be supported from the **Cleaning Materials Funds**, that will be transferred to the Regional Directorates during the second week of May 2020. Regional Directorates must facilitate the procurement of essential cleaning materials, hand washing soap, face masks for teachers, tippy taps, sanitizers or water dispensers, taking into account the size of the school or hostel;

3.5 Notwithstanding the administrative arrangements of the various Directorates of Education under their respective Regional Councils, all bid invitation advertisements which were due during the lockdown period are extended until 30th May 2020. All bid evaluations which were halted due to the same situation should resume and be finalised not later than 25th May 2020. Relevant public notices should thus be issued in this regard;

3.6 All ongoing services (catering, works, consultancy, etc.) should be managed in terms of their existing service level contracts or agreements. Any enquiries related thereto, can be addressed to the Director of General Service, Mr. B.S. Khama at Tel.: +264 811 295 094 or Email. at Bollen.Khama@gmail.com or to Mr. G. Rutjindo at Tel.: +264 811 285 690 or Email at Getzen.rutjindo@moe.gov.na;

3.7 All queries related to the African Development Bank (AfDB) Capital Projects should be addressed to Dr. O. Hailombe at Tel.: +264 811 400 204 or Email at Onesmus.hailombe@moe.gov.na / Onesmus2020@hotmail.com;

3.8 All advertisements for vacancies which were published in various print media and were due to close during the COVID-19 lockdown period should be extended until 30th May 2020. Relevant public notices should thus be issued in this regard;

3.9 The process of interviews of all posts should commence while ensuring that the COVID-19 health protocols are fully adhered to, at all times;

3.10 All queries or concerns related to Human Resource matters should be communicated to Mr. P. Elago, Deputy Director of Human Resource Administration at Petrus at Tel.: +264 811441076 or +264 812538978 or Email at Elago@moe.gov.na or elago081@gmail.com.

3.11 All queries relating to payment of service benefits can be forwarded to Mr. Lysias Kafidi at cell phone number +264 812081481 or via Email at lysias.kafidi@gmail.com.