



New Normal Standard Operating Procedures For Businesses: **EDUCATION**

04 September 2020

BCCET • Prospero

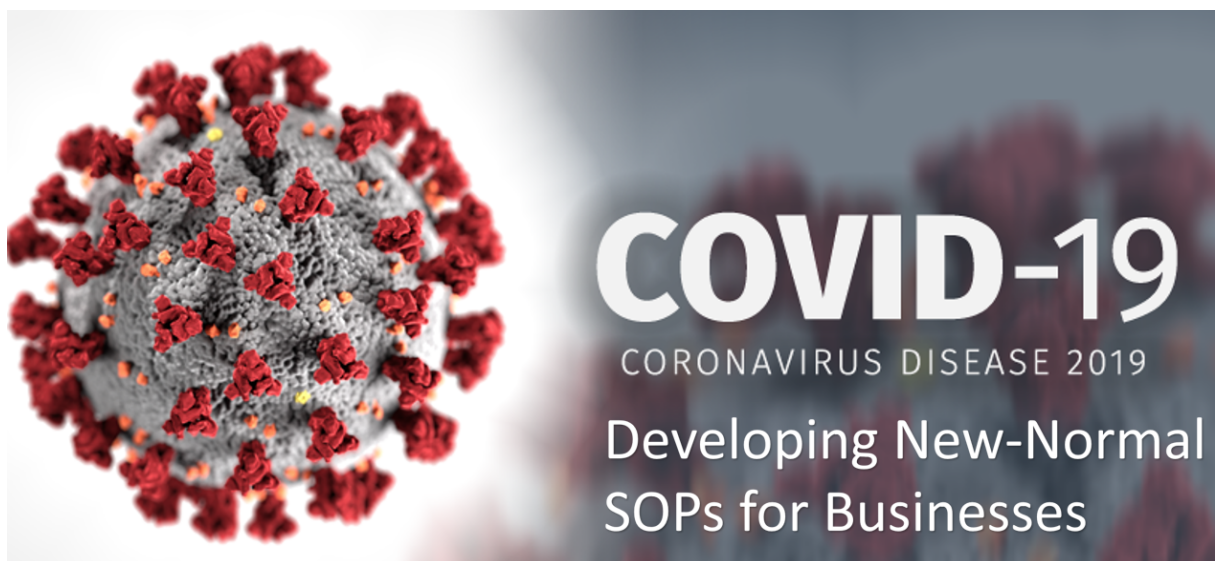


Ownership

These standard operating procedures (SOPs) belong to the businesses of Zambia. Together, business experts designed a set of SOPs that, when implemented, have the highest potential of ensuring that businesses that are currently open remain open; and those that are closed re-open in a responsible manner, despite the COVID-19 pandemic.

Acknowledgements

Special thanks are extended to the Business Coalition Council Emergency Taskforce (BCCET), UK Aid and Prospero Zambia for making this initiative possible. To the champions of industry in Zambia that made their COVID-19-adapted SOPs available for case studies and the extraction of best practices, we say a sincere THANK YOU!



** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*



Message from the Business Coalition Council Emergency Taskforce (BCCET)

We are all aware of the devastating effects that COVID-19 has had on the Zambian economy. During this trying time, the business community, through BCCET, has strived to find solutions to keep our economy going; preserve jobs and enable a safe working environment. As part of this, we have identified the need for sector-based Standard Operating Procedures (SOPs) to mitigate the fear of doing business and, hence, bring a standardised multi-sector approach to the 'new normal.' As such, we have, in partnership with DFID and Prospero, developed the attached SOP Guidelines for use by the private sector and for onward transmission by the Government of Zambia.


It is our hope that BCCET will continue to supplement Government's efforts to make sure that economic activity continues. This document addresses this issue and also empowers the private sector to take responsibility for implementing these SOPs across multiple industry sectors. This undertaking demonstrates a proactive private sector approach in finding solutions that support Zambia's economic recovery.

Professor Oliver Saasa
Chairman

Ashu Sagar
Vice Chairman Economics

Sam Abrahams
Vice Chairman Medical

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*



Safety is on
everyone –
We are only
as safe as the
least safe
member of
society.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

Table of Contents

Ownership	1
Acknowledgements	1
Message from the Business Coalition Council Emergency Taskforce (BCCET)	2
Table of Contents	4
INTRODUCTION	5
Situational Analysis – How the COVID-19 Pandemic is Affecting Business and Economic Development	5
Scope of these SOPs	6
Structure of the SOPs	7
Approach	8
About COVID-19	9
General Guidance for Employers and Businesses	10
I. Education	12
A. SOP for COVID-19 mitigation measures for Schools and School Communities	12
APPENDICES.....	24

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

INTRODUCTION – New-Normal SOP's – A Business Adaptation to COVID-19

To support the responsible opening up of the Zambian economy during the COVID-19 pandemic, the BCCET and Prospero identified the urgent need to develop a set of standard operating procedures (SOPs). These SOPs were developed to assist employers to prepare their respective workplaces for workers to return and business operations to continue. Many industries/businesses do not have clear guidance on mandatory and recommended best practices for operation under current conditions, so these SOPs will advise industry sectors on how to work safely during the COVID-19 pandemic. The SOPs offer a framework for respective workplaces to protect workers, their families, business clients/customers and the wider community while also protecting livelihoods, jobs and employee productivity.

These SOPs are timely and are urgently required to enable an economically sustainable, proactive and collective approach to opening up the Zambian economy under medical and industry expert guidance.

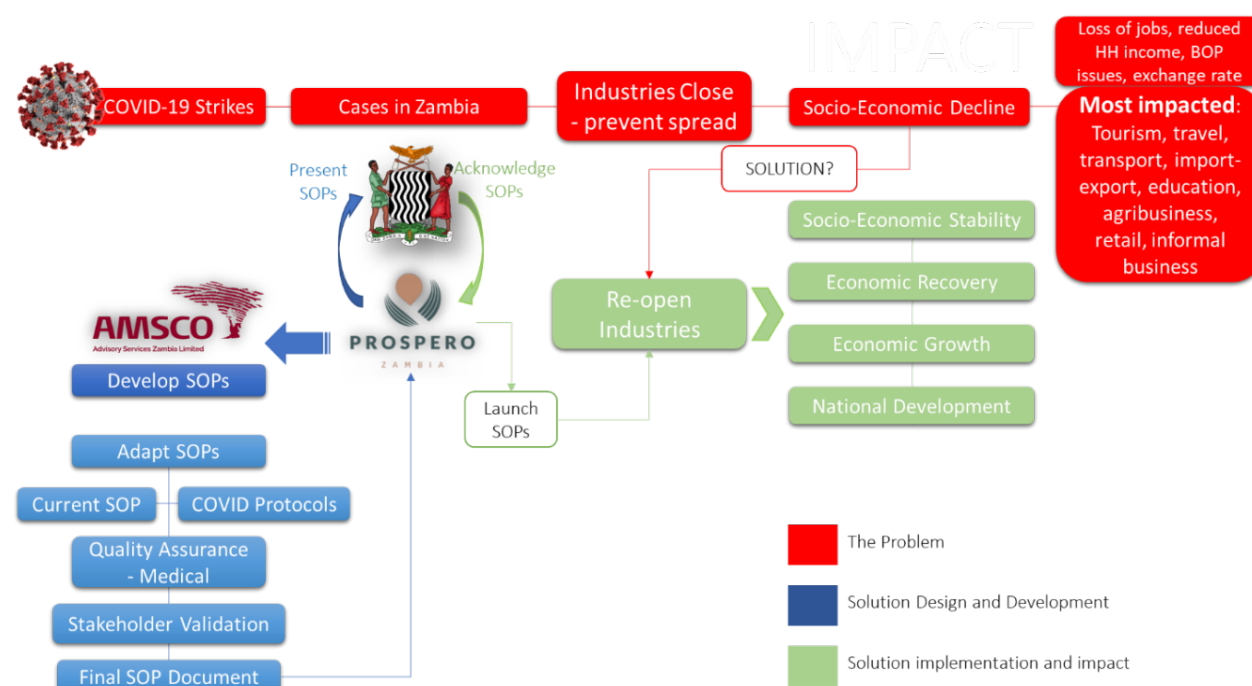
This SOP compendium primarily focuses on overall sector and sub-sector considerations and does not seek to provide specific guidance on occupational health and safety (OHS) measures on a site-specific basis.

Situational Analysis – How the COVID-19 Pandemic is Affecting Business and Economic Development

As a result of the increase in reported cases of COVID-19, the Government of Zambia moved to introduce Statutory Instruments 21 and 22 of 2020, which empowered various government ministries and agencies to, among other things, close selected sections of the Zambian economy. The abrupt interruption to normal business operations obviously had a substantial impact in terms of economic disruption, as has been the case across the world, resulting in a loss in revenue for numerous businesses. According to the following sources, COVID-19 has impacted Zambia both on social and economic aspects:

Accommodation and food (tourism)	CUTS (2020)	Drop in room occupancy due to social distancing guidelines Anticipated job losses (if cases continue to rise) = 14,297 Anticipated job losses (as a result of full lockdown) = 19,063
	ICA (2020)	At least 700 jobs lost between February and May 2020 (from a sample of 416 companies)
Agriculture	CUTS (2020)	Reduction in labour supply, productivity and exports Anticipated job losses (if cases continue to rise) = 4,683
	ICA (2020)	At least 600 jobs lost between February and May 2020 (from a sample of 416 companies)
Construction	CUTS (2020)	Major projects such as road construction may decline as public funds are diverted towards health and social cash transfer programmes
Manufacturing	CUTS (2020)	Reductions in input imports as well as reduced demand due to reduced domestic and export demand Anticipated job losses (if cases continue to rise) = 3,964
Mining	CUTS (2020)	Zambia's copper exports are likely to reduce further than the 11% decline registered in February 2020 as the impacts of COVID-19 have since intensified Anticipated job losses (if cases continue to rise) = 7,467
	ICA (2020)	At least 200 jobs lost between February and May 2020 (from a sample of 416 companies)
Retail	CUTS (2020)	Import reductions due to COVID-19 restrictions in origin countries Anticipated job losses (if cases continue to rise) = 14,634 Anticipated job losses (as a result of full lockdown) = 29,267

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.



As key partners in growing an inclusive Zambian economy, Prospero and BCCET recognise the need to ensure that the negative economic impact of COVID-19 is minimised as much as possible. Thus, Prospero engaged the services of AMSCO Zambia to develop helpful industry-level guidelines for business entities to adopt and use as a way to responsibly keep the private sector as productive as possible while reducing the spread of the virus. These guidelines are in the form of SOPs, and have been developed in consultation with key stakeholders in the 13 identified sectors.

Scope of these SOPs

This document contains COVID-19 SOPs for 13 industry sectors listed in Table 1.

Table 1: Important Definitions	
Tourism – Hotels	An establishment providing accommodation, meals, and other services for travellers and tourists. Lodges and Airbnb™ establishments will be grouped under hotels. Meetings, Incentives tours, Conferences and Exhibitions/Events (MICE) services will also be considered here.
Tourism – National Parks	Areas of countryside, or occasionally fresh water, protected by the State for the enjoyment of the general public or the preservation of wildlife. All aspects from entry, accommodation, picnicking, hunting, fishing, camping, hiking, and others, will be considered.
Air Travel	Travel by air aspects will include: At the departure airport (arrival, waiting, processing documents, restaurants, conveniences, baggage checking, exit); on the plane (baggage, conveniences, eating and drinking); and at the arrival airport (arrival, waiting, processing documents, restaurants, conveniences, baggage claim, exit).
Informal Sector	Every sector has an informal sector. For every SOP developed, the informal sector side of it will have its guidelines embedded. It should be noted that this sector is generally unregulated.
Retail	The retail side of business is directly linked to most of the other sectors as part of

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

	<p>their supply chain. The following retail constituents will be considered in the development of guidelines for the sector:</p> <ul style="list-style-type: none"> • Goods: supermarkets, stores, markets (with clear distinction between consumables, equipment and clothing) • Services: automotive, beauty, ICT
Mining	Both small-scale and large-scale extraction is considered. The process from prospecting to production will be included.
Private Medical Care	This sector includes private practice only. For purposes of comparison, public medical SOPs may be reviewed.
Trucking	In the traditional supply chain, trucking facilitates the distribution channel. In these SOPs, trucking will include any vehicle which transports goods between the source of raw materials and the user of the end product.
Clearing	This implies the importation or exportation of goods through a port of entry. Procedures at airports, inland ports and border points will be developed.
Banking and Financial Services	This includes banks and banking halls, ATMs and mobile banks for commercial banking. For mobile money operators, SOPs for kiosks will be the main focus. As microfinance institutions (MFIs) and village banking are more at community level, promoting their services at household level and door-to-door, specific SOPs will be developed.
Education	The sector has very high human-to-human contact of people of varying ages. The SOPs for the education sector therefore cover all stages from reception to tertiary levels, and make reference to staff and students alike.
Agriculture	<p>The main agro sub-sectors will be considered:</p> <ul style="list-style-type: none"> • Crops: cereals, vegetables and fruits • Livestock: poultry, beef, dairy, pork, and fish
Manufacturing	The major forms of manufacturing apply: consumables (food and beverage), and clothes. Note: The informal sector for manufacturing is vast.
Property Management	This covers residential, commercial and land.
Informal Sector	Each sector has been deemed to have an informal aspect which will be addressed on a sector by sector basis. However, SOPs for markets, bus stations and home-based businesses will be developed.
Construction	The SOPs will focus on building and road construction.

Structure of the SOPs

What is a Standard Operating Procedure?

Standard Operating Procedures are step-by-step instructions for carrying out specific activities within an organization, an industry or a sector. For example, SOPs may describe how food is prepared, packaged and sold, or how products are stocked and restocked.

SOPs are valuable tools that are used to ensure that activities are undertaken consistently and to a high standard. They are used in business to stipulate how the activities will be undertaken. They provide quality assurance that the actions and products will be consistent and therefore comparable and safe.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

The SOPs will include the following key sections:

- a) Background to the development of New-Normal SOPs;
- b) List of sectors, sub-sectors and supply chains;
- c) Generic full supply chain SOPs for COVID-19;
- d) Specific SOPs (by industry/sector) with embedded COVID-19 protocols;
- e) Purpose of the NAMED INDUSTRY SOPs;
- f) Introduction;
- g) Overview on how to use the SOP guidance;
- h) Definitions;
- i) Risk assessment and documentation;
- j) Work schedules and responsibilities;
- k) Specific procedures:
 - i. Social distancing at work;
 - ii. Managing customers, visitors and contractors;
 - iii. Cleaning the workplace;
 - iv. Personal Protective Equipment (PPE) and face coverings;
 - v. Workforce management;
 - vi. Inbound and outbound goods
- l) Forms and templates to be used;
- m) Where to obtain further assistance;
- n) Appendices: tools, forms, checklist.

Approach

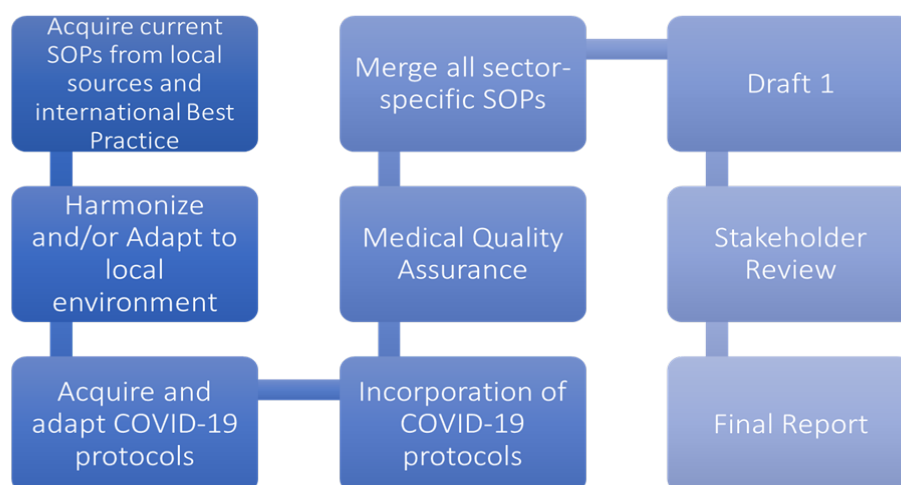


Figure 1: The Approach Layout

The first stage included the review of SOPs currently in use in Zambia and around the globe. Each sector had at least three case SOPs for use in developing a harmonised SOP for their sectors and supply chains. Sector experts in the selected sectors were engaged to utilise their knowledge, experience and networks to access these harmonised best practices. Each industry expert proceeded to embed COVID-19 protocols in the SOP for their sectors and supply chains. Embedded SOPs were then reviewed by a qualified public health practitioner for COVID-19 norms and practices. This was followed by merging all

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

the sector-specific SOP documents into one, which was sent to stakeholders for review and validation before finalization.

About COVID-19

What is COVID-19?

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of the common cold.

What are the symptoms of COVID-19?

Symptoms can include a fever, coughing and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to those of the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.

How does COVID-19 spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected by touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

Who is most at risk?

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, we are still learning about how it affects children. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. This is a new virus and we need to learn more about how it affects children. The virus can be fatal in rare cases; so far mainly among older people with pre-existing medical conditions.

What is the treatment for COVID-19?

There is no currently available vaccine for COVID-19. However, many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. There are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

How can the spread of COVID-19 be slowed down or prevented?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slowing the spread of illnesses. Public health measures are everyday preventive actions that include:

- Staying home when sick;
- Covering the mouth and nose with flexed elbow or tissue when coughing or sneezing. Dispose of used tissue immediately;
- Washing hands often with soap and water; and
- Cleaning frequently touched surfaces and objects.

As more is learnt about the new COVID-19, public health officials may recommend additional actions. It is important for businesses and households to stay informed about changes in the characteristics of COVID-19 in order to understand the public health directives and, also, in order to adapt quickly.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

General Guidance for Employers and Businesses

Getting your workplace ready for COVID-19¹

How COVID-19 spreads

When someone who has COVID-19 coughs or exhales, they release droplets of infected fluids. Most of these droplets fall on nearby surfaces and objects – such as desks, tables or telephones. People could catch COVID-19 by touching contaminated surfaces or objects – and then touching their eyes, nose or mouth. If they are standing within 1 m of a person with COVID-19, they can catch it by breathing in droplets coughed out or exhaled by them. In other words, COVID-19 spreads in a similar way to the flu. Most persons infected with COVID-19 experience mild symptoms and recover. However, some go on to experience more serious illness and may require hospital care. The risk of serious illness rises with age: people over 40 seem to be more vulnerable than those under 40. People with weakened immune systems and people with conditions such as diabetes, heart and lung disease are also more vulnerable to serious illness.

Advice on the following can be found in Appendix 3:

1. Simple ways to prevent the spread of COVID-19 in your workplace
2. How to manage COVID-19 risks when organizing meetings and events
3. Things to consider when you and your employees travel
4. Getting your workplace ready in case COVID-19 arrives in your community

¹ <https://www.who.int/docs/default-source/coronaviruse/getting-workplace-ready-for-covid-19.pdf>

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*



** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

I. Education

A. SOP for COVID-19 mitigation measures for Schools and School Communities

Department: _____

SOP No: _____

SOP Title: _____

SOP Number: _____

SOP Title: _____

	NAME	TITLE	SIGNATURE	DATE
Author				
Reviewer				
Authoriser				

READ BY				
	NAME	TITLE	SIGNATURE	DATE

PURPOSE

The standard operating procedure for the mitigation of COVID-19 in schools and school communities provides guidelines to prevent the spread of, and manage cases of COVID-19 discovered at places of learning such as schools, colleges, universities and child care facilities.

INTRODUCTION

Today, children and young people are global citizens, powerful agents of change and the next generation of caregivers, scientists, and doctors. Any crisis presents the opportunity to help them learn, cultivate compassion and increase resilience while building a safer and more caring community. Having information and facts about COVID-19 will help diminish students' fears and anxieties around the disease and support their ability to cope with any secondary impacts in their lives. This guidance provides key messages and considerations for engaging school administrators, teachers and staff, parents, caregivers and community members, as well as children themselves in promoting safe and healthy schools.

Education can encourage students to become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread of viruses. Maintaining safe school operations or reopening schools after a closure requires many considerations but, if done well, can promote public health.

SCOPE

The objectives of the SOP are to:

- Help administrators of education facilities (hereafter referred to as "schools") to prevent the spread of COVID-19 among learners, educators, support staff and officials.
- Provide considerations for the isolation of suspected cases of COVID-19.
- Help schools to understand the protocol to be followed should a case of COVID-19 be suspected or identified.
- Detail the procedures for the closure of schools due to COVID-19.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

DEFINITIONS

COVID-19	Coronavirus Disease 2019
CDC	Centre for Disease Control and Prevention
WHO	World Health Organization
MoH	Ministry of Health
ZNPHI	Zambia National Public Health Institute
PPE	Personal Protective Equipment i.e. face masks, gloves, goggles, face shield, gowns and bunny suits.
Disinfection	Disinfection works by using chemicals. This process does not necessarily clean dirty surfaces or remove germs, but killing germs remaining on a surface after cleaning further reduces any risk of spreading infection.
Clean	Cleaning refers to the removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs, but by removing the germs, it decreases their number and therefore any risk of spreading infection.
School Administration	Refers to the group of individuals who are in charge of creating and enforcing rules and regulations, or those in leadership positions who complete important tasks at the school.
Staff	Refers to all of the employees at the school.
Pupil/Child/Learner	A person who attends school for the purposes of learning.

RESPONSIBILITIES

Schools administration	<ul style="list-style-type: none"> Includes the Principal and is responsible for planning and preparing to mitigate community transmission. Provide guidance to staff and pupils/learners as regards actions to take to reduce spread of COVID-19 and to consult with public health authority on steps to take when a suspected or confirmed case of COVID-19 is encountered.
Teachers	<ul style="list-style-type: none"> Promote behaviours to reduce spread of COVID-19 and report all suspected or confirmed cases to the school administration.
Students and Pupils	<ul style="list-style-type: none"> Follow all COVID-19 guidelines. Practice behaviours that reduce the spread of COVID-19 and report anyone who is sick.
Parents and Guardians	<ul style="list-style-type: none"> Follow all COVID-19 guidelines, and educate children on COVID-19. Support school efforts that ensure the school environment is safe for teachers and pupils. Parents should not send their children to school if they are unwell.
Local Authorities	<ul style="list-style-type: none"> Providing knowledge regarding prevention, treatment, care and support of those who are infected.
Government – Ministries of Education	<ul style="list-style-type: none"> Guidance on a) whether learners or educators should stay at home for a period of time; and b) whether learners in sections of a school or the entire school should be dismissed from attendance.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

SPECIFIC PROCEDURES AND ROLES

A. Principals must take measures to:

1. Ensure that learners and employees are screened when the schools reopen using the MoH COVID-19 procedure and questionnaire. Learners and employees should report any of the following additional symptoms: body aches, loss of smell or loss of taste, nausea, vomiting, diarrhoea, fatigue, weakness or tiredness;
2. Ensure that learners and employees are informed, trained and instructed as to the correct use of cloth masks;
3. Ensure that a risk assessment is conducted to identify categories of employees requiring PPE. Those employees should be provided with the accredited PPE in accordance with MoH guidelines.

B. All learners, educators, support staff, officials, parents and communities should:

1. Heed the directives issued by the government and the guidance provided by the Ministry of Health;
2. Avoid gatherings as the disease is spread through direct contact with the respiratory droplets of an infected person, which are generated through coughing, sneezing or talking;
3. Maintain a social distance of at least 1-2 m with others, where possible. It is recommended that a phased approach to the arrival and departure of learners and employees should be followed to further limit social interaction. Staggering break times will prevent a concentration of learners in common areas;
4. Every learner, staff member and visitor must wear a cloth mask at all times;
5. Avoid direct contact with others e.g. shaking hands or hugging;
6. Frequently wash hands with water and soap. If water is not available, use a 60% alcohol-based hand sanitiser. Resources should be available to all learners and staff to practice uninterrupted hygiene;
7. Avoid touching the face (i.e. eyes, nose, mouth) with unwashed hands;
8. Consult a healthcare facility if there is a suspected COVID-19 infection;
9. Inform the education authorities **immediately** if a learner, educator, support staff or parent/caregiver has been in direct contact with an infected person, or if they are diagnosed with COVID-19; and
10. Eradicate all forms of stigma and discrimination as a result of COVID-19.

C. Roles and responsibilities of the Management Teams

School Management must:

1. Stay informed about COVID-19 through reputable sources and share this information with all stakeholders;
2. Establish a COVID-19 committee in the school;
3. Place signs or posters encouraging good hand and respiratory hygiene practices;
4. Prepare and maintain handwashing stations with soap and water within 5 m of toilets and bathrooms;
5. Place 60-70% alcohol-based hand sanitisers in each classroom, at entrances and exits, at the reception/front office and near lunchrooms;
6. Ensure that cleaning staff clean and disinfect school buildings thoroughly and regularly.

NOTE: Classrooms and especially water and sanitation facilities are to be cleaned at least once a day (preferably twice). Surfaces that are touched frequently by many people (railings, lunch

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

tables, sports equipment, door and window handles, toys, teaching and learning aids, etc.) must be cleaned more frequently.

7. Ensure that trash is removed daily and disposed of safely;
8. Ensure that the school principal procures and has available sufficient quantities of hand sanitisers, soap and disposable drying material for all classrooms, toilets, offices and staffrooms.

D. Access control for parents and third parties

1. Entry by visitors, parents, and vendors is prohibited unless it is essential;
2. Strict access control measures are established and adhered to, including the signing of a register by all visitors;
3. All visitors must wear a face mask and sanitise their hands at the entry point;
4. All visitors must report to the reception area;
5. All visitors, except government officials, to make an appointment and state the nature of their visit ;
6. There is to be regular communication with parents via newsletters, telephone, bulk SMS messages, emails, etc. to minimise meetings/gatherings with parents;
7. There are to be very limited class-based parent's meetings.

NOTE: If it is necessary to meet parents, meetings must be limited to 1 parent per learner and maintain the social distance of at least 1 m respecting the social gathering restrictions.

E. Screening for COVID-19

Below is an example of a screening questionnaire, depicting the type of questions that may be asked:

Screening procedure		
Question	Yes	No
Do you have a high temperature?		
Do you have a cough?		
Do you have a sore throat?		
Do you have difficulty breathing (shortness of breath)?		
Do you feel weak and tired today?		
Can you taste food and drinks normally?		
Can you smell normally?		

If the answer to all the questions is "No", the session can end and the learner/employee permitted to enter the school for a temperature check.

NB. If the temperature taken is higher than 37°C or any one of the questions are answered "Yes", the learner/employee will become a "person under investigation" (PUI) and must be isolated and referred for testing.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

HIGH RISK	In the past 14 days have you:
	Travelled outside of Zambia to a country with lots of coronavirus, or worked somewhere where there are a lot of international travellers?
	Travelled within Zambia to an area with local transmissions?
	Had close contact with someone who is suspected to have COVID-19 or has been diagnosed positive with COVID-19?
	Attended/visited/worked at a healthcare facility that has treated patients with COVID-19?

If an employee, learner or visitor answers “Yes” to one or more of the questions in the above table over the past 14 days, they are at high risk of COVID-19 infection and the necessary precautions should be instituted immediately for screening.

F. Learner hygiene

Learners should be encouraged to:

1. Wash their hands frequently, always with soap and water for at least 20 seconds;
2. Keep their nails and teeth clean;
3. Refrain from touching their eyes, mouth and face;
4. Not share cups, eating utensils, food or drinks with others;
5. Sneeze or cough into a bent elbow or tissue, and to discard the tissue safely in a bin with a lid, then wash their hands immediately;
6. Refrain from teasing anyone about being sick;
7. Share what they learn about preventing disease with their family, friends, and siblings;
8. Tell their teacher or parents, if they feel sick, and to stay at home.

G. Food preparation and serving

Transmission of COVID-19 through food can occur if a person infected with the virus prepares or handles food with dirty hands and contaminates it. Cooking food thoroughly and observing good hygiene practices when handling and preparing food are effective at preventing contamination.

Food handlers must:

1. Wash their hands with soap and water before and after touching any food during preparation;
2. Wash their hands with soap and water before serving food to learners;
3. Clean and sanitise all work surfaces (i.e. tables, stoves and other resources) sinks and floors regularly;
4. Keep all appliances clean;
5. Wear clean kitchen attire at all times;
6. Wear head gear and masks to cover their mouths and noses;
7. Wear closed shoes to protect feet;
8. Ensure proper food storage practices;
9. Rinse all foodstuffs thoroughly before cooking; and also fruit before serving to learners;
10. Cook food thoroughly; and
11. Ensure that learners do not share utensils, food or drinks.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

Social distancing

1. Schools should work on the practicality of implementing social distancing per class to apply at least a 1-2 m social distance norm, wherever practicable. Consequently, the number of learners per classroom must be reduced, where possible.
2. Practising thorough hygiene, the continuous use of cloth masks, symptomatic screening and enforcing practical social distancing for all learners and teachers will be the most effective way of curbing transmission of COVID-19 at schools.
3. Schools or school halls should not be utilised for funerals or any other public gatherings to minimise contamination of school facilities and to observe the social gathering restrictions.
4. Schools must identify an isolation room for suspected cases and persons under investigation by the local health authorities.

H. Management of COVID-19 cases in a school

Extra precautions should be taken with learners and staff with pre-existing medical conditions, or staff over the age of 60 years with one or more chronic illnesses, as they are at higher risk for a serious COVID-19 illness. It is advisable that such learners and staff should be allowed to work from home, where possible.

I. Action to be taken when a child or learner appears ill or displays symptoms associated with COVID-19

When a child/learner appears to be sick or displays symptoms of COVID-19, such as dry cough, high fever, respiratory distress or shortness of breath, or report a sore throat, the procedure below must be followed:

1. **Isolate** the learner and keep them separate from other learners and staff until they can be assessed by a health professional.
2. Provide the learner with a **face mask** if they don't already have one on.
3. **The parents or guardians of the child/learner must be informed immediately.**
4. Call the school nurse or the facility manager of the nearest health facility, TOLL-FREE LINE: 909 or call center on 0974 493553 | 0953 898941 | 0964 638726 for guidance.
5. The school will be advised on any further actions to be taken.

J. Action to be taken when a case of COVID-19 is confirmed

1. The school will be contacted by the relevant public health officials to discuss the case, to identify people who have been in contact with the infected person and advise on any further actions or precautions that should be taken.
2. If a school has not been contacted regarding a possible case of COVID-19 in the school, the administrators should contact the TOLL-FREE LINE: 909 or call centre on 0974 493553 | 0953 898941 | 0964 638726 for guidance.
3. Public health officials, with the assistance of relevant staff, will conduct a risk-assessment and give recommendations on the management of children/learners and staff.
4. In most cases, closure of the school will not be necessary. The decision to close will be school and context-specific, and must follow the guidance of the MoH.

K. Action to be taken when a child/learner may have been exposed to a suspected/probable case of COVID-19, or a suspected case for whom testing for COVID-19 is inconclusive as reported by the laboratory

1. If a child/learner has been in contact with a **suspected** case of COVID-19 in a school, no restrictions or special control measures are required until the laboratory test results for COVID-19 have been received.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

2. There is no need to close the institution or send other children/learners or staff home.

L. Action to be taken when a child/learner may have been exposed to a confirmed case of COVID-19

1. All close contacts of a confirmed COVID-19 case are required to **quarantine in their homes for 14 days** while being monitored for symptoms. They may not attend school.
2. Learners who are not contacts of a confirmed case should attend school. Family and friends who have not had close contact with the confirmed case do not need to take any precautions or make any changes to their own activities such as reporting to school or work, unless they begin to develop symptoms.
3. Learners who have interacted with a healthy contact of a confirmed case, specifically, should not be excluded from school. A person who comes into contact with the healthy contact of a confirmed case, is unlikely to result in transmission.
4. All case contacts who become symptomatic will be immediately tested by health authorities for COVID-19 and if they test positive for COVID-19, active contact tracing and self-quarantine of all contacts will be implemented.

NB. *Keeping learners at home or closing schools is a serious decision which may restrict the learners' ability to acquire education, amongst other considerations. The decision to direct learners to stay at home, because of possible exposure to, or infection with COVID-19 should be justified by the available scientific evidence and must be directed by the accountable health authorities.*

M. Procedures for heads of department and supervisors on COVID-19 procedure regarding employees

Given its ability to spread rapidly, the management of confirmed and suspected COVID-19 cases is of paramount importance. In this regard, guidance is provided to school administration for the following scenarios. The following steps must be observed as the minimum in any case.

1. All cases of those exposed must be reported to ZNPHI

- i. If an employee presents with symptoms consistent with COVID-19 such as a fever, respiratory distress and a dry cough, they must be advised to contact the TOLL-FREE LINE: 909 or call center on 0974 493553 | 0953 898941 | 0964 638726 for guidance.
- ii. The employee should be temporarily isolated in the school sickbay or a room identified for temporary isolation, while arrangements are made for them to be transported to a medical facility. They should be provided a face mask to wear.
- iii. Any further action must be taken once there is a diagnosis confirmed by a medical professional.
- iv. All cases must be reported to ZNPHI
- v. Employees must be encouraged to seek medical attention if they display flu-like symptoms and to not report for duty.

2. An employee tested positive for COVID-19

- i. The relevant public health officials will discuss the case, identify people who have been in contact with the patient, and advise on any action or precautions that should be taken.
- ii. The Principal should formally grant approval for sick leave even if the employee has exhausted their normal sick leave and appropriate labor laws to be consulted thereafter.
- iii. An assessment will be undertaken by the public health officials and advice on the management of pupils or learners and staff will be based on this assessment.

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

- iv. A risk assessment will be undertaken by the educational establishment, advised by the public health officials.
- v. The Principal should formally grant approval for all employees who worked closely with the infected employee to self-quarantine for a period of 14 days.
- vi. Reports of cases of COVID-19 and those who are in quarantine must be submitted to the District health office and ZNPHI.
- vii. Thorough cleaning and disinfection of the infected person's workspace must be conducted.
- viii. If an employee has been diagnosed with COVID-19 and isolated in accordance with MoH guidelines, an employer may only allow an employee to return to work on the condition that they have undergone a medical evaluation confirming that the employee has been tested negative for COVID-19 and discharged according to criteria by the MoH.

3. An employee exposed to a confirmed case of COVID-19

- i. In terms of the MoH guidelines, all employees who were in contact with the infected person are required to self-quarantine at home for a period of 14 days or for a duration as prescribed by the MoH while being monitored for symptoms.
- ii. The Principal should formally grant approval for all employees who worked closely with the infected employee to self-quarantine for a period of 14 days, or as prescribed by the MoH to ensure that the infection does not spread. This must be done in consultation with the ZNPHI. Such employees can be requested to work remotely.
- iii. The Principal must ensure that all the workspace(s) of those exposed are cleaned and disinfected thoroughly.
- iv. Contact must be maintained with employees in quarantine as a means of monitoring and support.
- v. All cases of those exposed must be reported to ZNPHI.

4. An employee exposed to an unconfirmed case of COVID-19

- i. If an employee has been in contact with a person who is a suspected case but has not yet received a positive result for the COVID-19 test, the Principal will decide whether restrictions or special control measures are necessary. The Principal's decision will be guided by MoH, Legal Services and Human Resources.
- ii. Once the results are known, MoH protocols must be implemented, if applicable.
- iii. All cases of those exposed must be reported to ZNPHI.

N. Learner transport

Loading capacity of learner transport

All commuter transport services including passenger bus services, taxi services, and private cars transporting learners to school must operate in ways to reduce the risk of COVID-19 spread. The following actions should be taken as regards transportation of learners:

1. Driver should ensure that all passengers and him/herself wear a face mask/face cover correctly.
2. Wash their hands with soap and water for at least 20 seconds or use hand sanitiser with at least 60% alcohol.
3. Daily disinfection of vehicles prior to shift and prior to commencement of each trip. For this purpose, the driver shall carry portable bottle containing disinfectant and suitable equipment for conducting the disinfection of the vehicle. After disembarkation of every passenger, the driver shall disinfect the passenger sitting area.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

4. To check temperature of each passenger using an infrared thermo scanner before allowing them to board. Passengers who have temperatures > 37°C and/or are sick should not be allowed to board the bus. Such individuals should be isolated and arrangements made for them to seek medical attention.
5. To halt vehicles properly and for sufficient time to allow boarding of passengers.
6. To minimise close contact between driver and passenger(s) by maintaining a distance of 1-2 m if possible.
7. To allow only 1 passenger in front of a bus, mini bus or taxi.
8. Driver to instruct passengers to cover coughs and sneezes with a tissue or use the inside of their elbow, throw used tissues in the trash and wash their hands immediately with soap and water for at least 20 seconds or use hand sanitiser with at least 60% alcohol.

O. Management of school hostels

School hostels must apply all the rules and regulations concerning COVID-19 applicable to schools as stipulated under 5 above. Extra caution should be taken with regard to social distancing and hygiene practices in particular, as the hostel environment has a number of learners and employees living in an intimate setting.

The following applies to school boarding/ hostel facilities:

1. Schools must have infra-red thermometers for easy screening of all hostel learners and staff;
2. Hostel staff including house fathers and mothers must be trained on COVID-19;
3. Sanitisers or/and running water with soap must be available in all hostel entrances and exits, dining halls and study rooms for handwashing;
4. Learners and teachers must observe physical distancing of at least 1-2 m where possible, including between their beds;
5. Learners must bath daily with warm water and soap and wear shoes to bathrooms;
6. Cleaning staff must regularly disinfect and sanitise surfaces in all areas: hostel rooms, doors, walls, bathrooms, passages, dining halls, kitchens and study rooms;
7. Libraries can only be used under strict supervision, with wearing of masks and a limited number of persons, to allow the recommended physical distancing;
8. All visits to other boarders' rooms are prohibited;
9. No sharing of beds, utensils inclusive of plates, cups, squeeze bottles, etc. is allowed;
10. All support staff members must wear PPE when on duty;
11. Preparation of meals should be under strict adherence to health and hygiene rules;
12. Meat and eggs must be well cooked;
13. Dining should be conducted under supervision to ensure that the recommended physical distancing is observed;
14. A learner, teacher or hostel staff not feeling well should immediately be isolated and health services immediately informed; and
15. Everyone in the hostel must wear a mask.

P. Closure of a school if an employee has tested positive for COVID-19

Preparing for the possible closure of a school should only be considered following recommendations from designated health officials. Temporarily closing a school is a possible strategy to prevent or slow the continued spread of COVID-19 in the school community. School administrators are not expected to make decisions about dismissals or closure of schools and must follow the departmental procedures in this regard. Schools must seek guidance from local health officials to determine if, when, and for how long to take these steps.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

Considerations for keeping a school open after dismissal of learners

During school dismissals, schools may stay open for staff members (unless they are ill) while learners stay home. Keeping facilities open will allow educators to develop and deliver lessons and have access to teaching resources and materials remotely, thus maintaining continuity of teaching and learning. Furthermore, it will allow other staff members to continue to provide services and help with additional response efforts.

If schools are dismissed, school administrators should discourage learners and staff from gathering or socialising anywhere e.g. meeting at a friend's house, a restaurant, or a local shopping mall. An important consideration is how to ensure the **continuity of education**. During school dismissal schools should:

1. Review continuity plans, including plans for the continuity of teaching and learning.
2. Implement e-learning plans, including digital and distance learning options, if feasible and appropriate.
3. Determine, in consultation with district officials, if necessary:
 - a) How to convert face-to-face lessons into online lessons and how to train educators to do so;
 - b) How to triage technical issues if faced with limited IT support and staff;
 - c) How to encourage appropriate adult supervision while learners are using distance learning approaches; and
 - d) How to deal with the potential lack of learners' access to computers and the Internet at home.
4. Consolidate a list of suitable resources available via radio, television and other media platforms where learners and parents can access education content to help facilitate remote learning.
5. Consider ways to distribute food to learners that benefit from the National School Nutrition.
6. Design strategies to avoid transmission in settings where people might gather in a group or crowd, if there is community spread of COVID-19, e.g. "grab-and-go" packed lunches or grocery pack distribution.

Q. PROVIDING EMOTIONAL SUPPORT TO LEARNERS, TEACHERS AND NONTEACHING STAFF

The World Health Organisation indicates that a major pandemic entails a psychosocial disturbance that may exceed the affected population's capacity to manage. The COVID-19 pandemic is such a state. The most common reactions include anxiety, distress and depression. These reactions may result from a fear of contracting the illness, the ability to recover from the illness or even experiencing the death of family members, colleagues or classmates. Learners, educators and school management have a responsibility to care for themselves and each other. **NB: In cases of extreme distress or emergency, the regular procedures detailed in the SIAS Policy are by-passed and an appropriate emergency protocol is followed.**

1. What to do before schools reopen

Schools must identify organisations, stakeholders and partners in the community or district that can provide additional social, emotional and psychological support.

2. What to do when schools reopen

Brief educators on the psychosocial impact of COVID-19 on learners and adults. Provide information (as below) about how to identify when someone needs help. This process must be followed each time a new grade of learners returns to school.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

3. **How to identify when someone needs help** *One or more of the following signs may be present:*
 - a. Persistent fear, worry and anxiety;
 - b. Persistent sadness, hopelessness and other overwhelming emotions;
 - c. Withdrawal from others (this is not to be confused with the *social distancing* prescribed by the MoH);
 - d. Loss of interest in personal appearance and unusual lack of energy;
 - e. Expression of rage or anger;
 - f. Missing work or classes; and
 - g. Use of, or increased use of drugs or alcohol.
4. **What is the process to follow if a learner or staff member is identified with one or more of the above signs?**
 - i. **A learner is identified:** The class teacher can speak with the learner to determine whether they (the teacher) is able to provide emotional or other support. They may refer the learner to the counsellor for basic counselling or referral to specialised services.
 - ii. **An educator or non-teaching staff is identified:** The administration can determine what kind of support is required and either provide the support, or a referral to specialised services.
5. **What are the whole-school activities to use?**
 - i. Talk to each class about the emotional effects of COVID-19;
 - ii. Teach each class about identifying and interpreting emotions: how to handle or react to fear or anxiety; how to identify the signs of depression; and to inform a teacher when they identify a classmate or friend that is experiencing any of the above;
 - iii. Teach and encourage positive self-talk;
 - iv. Provide counselling for the school and at-risk groups;
 - v. Refer those that need specialised services.

COMMUNICATION WITH THE SCHOOL COMMUNITY

It is important that school communities are made aware of the basic health and safety precautions as mentioned throughout this SOP. The SOP must be implemented immediately within all Zambian schools and applies to all entities and individuals that may enter school premises.

Schools should devise strategies for sharing information with staff, learners, and their families in ways that are simple, easy-to-understand and age-appropriate. Appropriate signage and posters must be displayed throughout the school premises. The websites of the Zambia National Public Health Institute (<http://znphi.co.zm/>), CDC (www.cdc.gov/) and World Health Organization (WHO) (www.who.int/) all have useful information, fact sheets and posters for download in various languages.

INTERNAL AND EXTERNAL REFERENCES

1. Republic of South Africa: Standard Operating Procedure For The Prevention, Containment And Management Of Covid-19 In Schools And School Communities
2. UNICEF: Key Messages and Action for COVID-19 Prevention and Control in Schools

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

CHANGE HISTORY

Where the SOP is the initial version:

- SOP No: Record the SOP and version number
- Effective Date: Record effective date of the SOP or “see page 1”
- Significant Changes: State, “Initial version” or “New SOP”
- Previous SOP No.: State “NA”

Where replacing a previous SOP:

- SOP No: Record the SOP and new version number
- Effective Date: Record effective date of the SOP or “see page 1”
- Significant Changes: Record the main changes from previous SOP
- Previous SOP No.: Record SOP and previous version number

SOP No.	Effective Date	Significant Changes	Previous SOP No.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

APPENDICES

APPENDIX 1: CORONAVIRUS (COVID-19) GUIDANCE FOR EMPLOYERS

This document has been adapted from lessons learned from the Equality and Human Rights Commission² of the UK.

As an employer, you are under legal obligations to ensure the decisions you make in response to coronavirus (COVID-19) do not directly or indirectly discriminate against employees with protected characteristics.

1. Do not make decisions based on protected characteristics

Protected characteristics are:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

This includes decisions about returning to work, for example who to bring back to the physical workplace, who gets extra hours or who is made redundant.

This would be **direct discrimination**. Examples include:

- A manager asking a female employee working from home to check in with him more than a male employee, because of an assumption that the woman is more likely to be distracted by her children.
- An employer deciding it will no longer recruit candidates from any ethnic minority to front-line roles after finding out some ethnic minorities are disproportionately impacted by coronavirus (COVID-19).
Employees over 60 not being informed that the physical workplace is reopening, as you do not want them to return because of the potential risk – the employer should consider less discriminatory ways of protecting older employees.

Discrimination arising from a disability

Disabled employees must not be treated unfavourably because of something connected to their disability, where you cannot show that it is objectively justified. This applies if you know or could reasonably have been expected to know that the person is a disabled person. Examples include:

- An employer rejecting a late appeal against redundancy because an employee's learning disability meant they needed extra help – the employee has been treated unfavourably because of something arising from their disability (rather than because of the disability itself).
- An employer dismissing an employee who has been off work for a long period of time due to long-term ill health and is now shielding – the employer must be able to objectively justify any dismissal, including why reasonable adjustments could not be made.

² <https://www.equalityhumanrights.com/en/advice-and-guidance/coronavirus-covid-19-guidance-employers>

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

- An employer making redundancies is influenced by discriminatory assumptions about a disabled employee's performance, such as them taking more absence leave than non-disabled employees in the future – the employer should instead use objective selection criteria and ask at least 2 managers to independently score each employee to avoid discriminatory bias.

2. Take into account the needs of individual employees

- Set up work stations, shifts and working from home according to their needs.
- Update risk assessments to consider the disproportionate impact of coronavirus (COVID-19) on specific groups, such as ethnic minorities, pregnant and older workers, and how to mitigate these risks.
- Implement or expand flexible working options to meet the needs of employees. This could include those with parenting or caring responsibilities who may have lost their childcare arrangements. It could also include disabled people and those with long-term illnesses, including mental health conditions – do not make assumptions that remote working automatically benefits everyone.

If you equally apply a policy or practice to everyone, you may place someone with a particular characteristic at a disadvantage. This would be **indirect discrimination**, unless it is objectively justified or you have a real need to apply the policy and do so in a way that is necessary and appropriate. Examples include:

- Requiring all employees to continue to work in front-line, key worker roles – this would have a greater impact on those who need to self-isolate or follow the social distancing guidance more strictly, such as disabled, older or pregnant employees or ethnic minority staff due to the disproportionate impact of coronavirus (COVID-19).
- An employer thinking a fair approach to redundancies would be to review employees' sales figures from the past 2 years, using the lowest as criteria for redundancy – they realise after consulting staff this will disadvantage women who have been on maternity leave, which would be indirect sex discrimination.
- An employer taking over communal staff facilities to create extra work space for social distancing, disadvantaging employees with religious beliefs who lose prayer spaces – this can only be justified if use of these rooms is the only way the employer can ensure employee safety.

3) Communicate with employees

- Involve them in decision-making processes.
- Pay attention to specific communication needs, such as those on maternity leave, disabled employees or ethnic minority staff who may want to raise concerns about the disproportionate impact of coronavirus (COVID-19).
- Have conversations about updated risk assessments, current caring responsibilities and arrangements, wellbeing, mental health and employees' ability to carry out their job.

Examples of effective communication include:

- An employer considering how to provide safety information to all staff, using posters and ensuring they are read to staff with visual impairments – if they had not, they would have been vulnerable to a claim of indirect discrimination.
- An employer carrying out a risk assessment for employees returning to the physical workplace talks to different employee groups and trade union reps to hear different concerns and mitigate any negative impacts.

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

4. Record your decisions and track their impact

Useful question to ask include:

- Who has been placed on furlough?
- Who has been made redundant?
- Who has been asked to return to the workplace?
- Who has gone on unpaid leave?
- How many reasonable adjustment requests have been approved?
- Who has been offered flexible working patterns?

This will help ensure you're not discriminating against any specific group and may help prove that your decisions are objectively justified.

If you're a public sector employer, you also have requirements under the public sector equality duty to consider the need to avoid discrimination, advance equality of opportunity and foster good relations. Conducting an equality impact assessment should help you to meet these obligations.

Why this is important

There are lots of reasons why following inclusive practices makes good business sense, including:

- Three quarters of employers told us it attracts highly-skilled talent and increases staff commitment and retention
- It builds organisational resilience and reputation as the future of work looks likely to change
- It removes barriers to employment often faced by those with protected characteristics and reduces absence and related costs
- Employers with existing equality action plans have been able to respond quickly and positively to new challenges

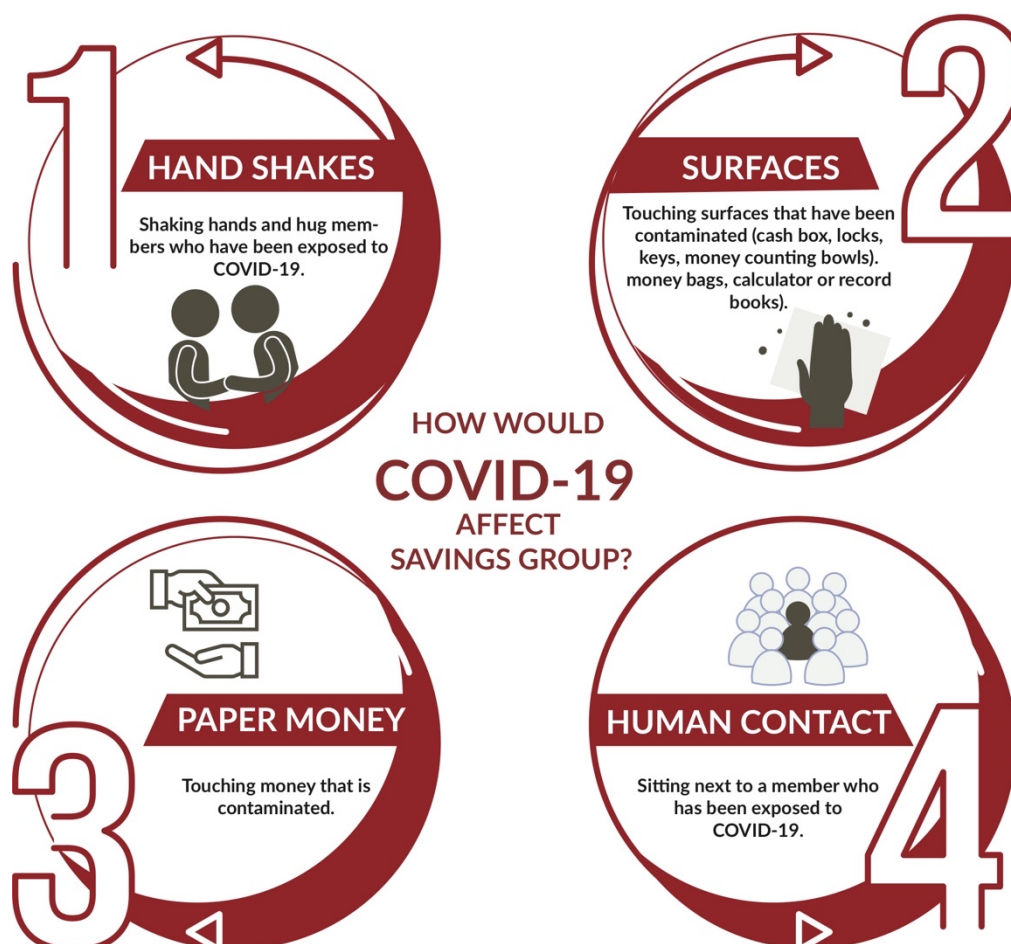
If you make decisions that discriminate against an employee, you may be at risk of:

- Having a claim brought against you at an employment tribunal
- Costly compensation fees
- Reputational damage

APPENDIX 2: COVID-19 GUIDELINES FOR SAVINGS GROUPS³

How would COVID-19 affect your savings group?

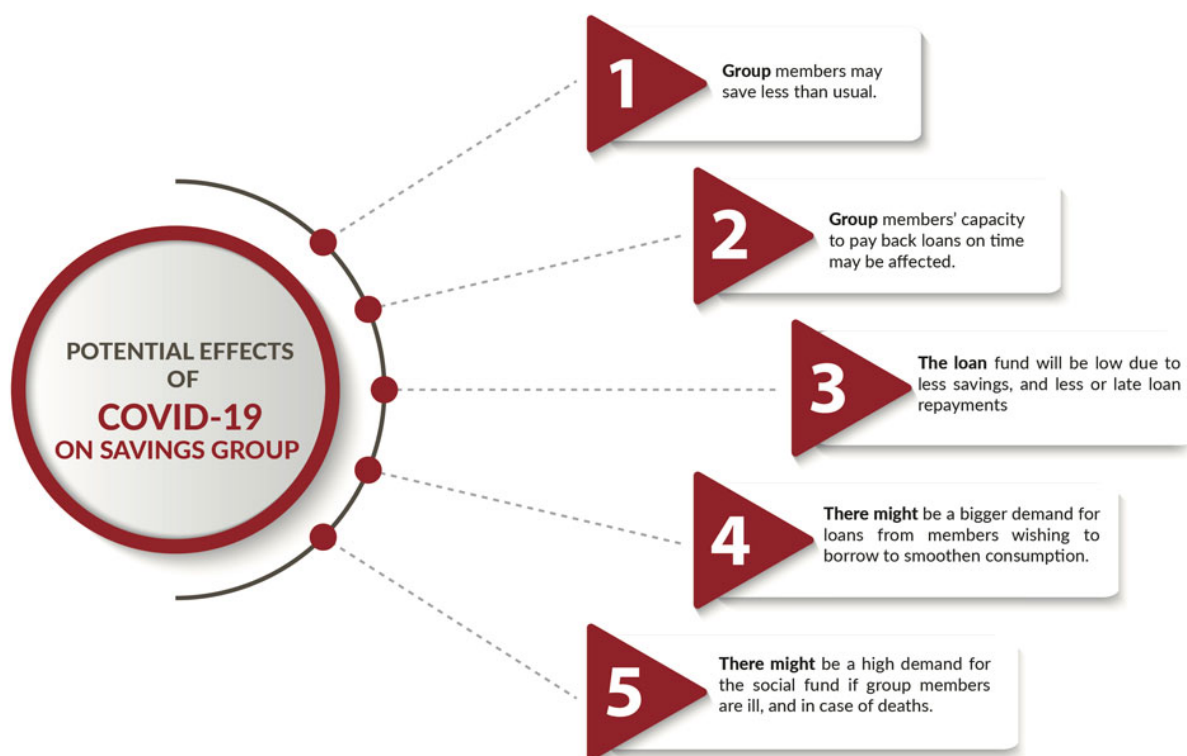
When you meet as a group, you come from different homes and some members may have been exposed to COVID-19. You are at risk of infection during the meeting if for example, you engage in:



Some of your group members may experience financial difficulties during this period due to loss of income. Restrictions on movements during this period might mean that some group members will not freely go the market to trade, (similarly, buyers will stay at home and not buy goods and services), companies may close and lay off workers and some members may stay at home sick or will be nursing sick family members. This may affect your savings group in the following ways:

³ <https://www.fsdzambia.org/covid-19-guidelines-for-savings-groups/>

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.



The World Health Organisation and Ministry of Health have put in place measures to ensure you, your family and fellow group members are safe and healthy. There are also rules and measures to regulate meetings which everyone must adhere to.

In addition, it is recommended that savings groups also follow the guidelines below.

WHAT CAN SAVINGS GROUPS DO DURING THIS PERIOD?

Meetings

1. Reduce meeting times (e.g., instead of weekly, meet once a month) and encourage only a few members to attend meetings to avoid overcrowding especially if meetings are held in a small room.
2. Practice social distancing – sit at least 1 m from each other. Remember not to shake hands or hug.
3. Members in high risk categories like the elderly, pregnant, sick or having pre-existing health conditions such as diabetes, asthma, bronchitis, cancer and HIV, should appoint a relative or friend they trust to participate on their behalf. Members should also avoid coming to the meeting with children.
4. Please enforce handwashing; provide a handwashing bucket or container with soap/sanitiser for members coming to the meeting. Ensure gloves are available for money counters and persons holding keys to the cashbox. If gloves are not available, use hand sanitiser before and after the meeting.
5. Members, especially money counters should not touch their faces when counting money.
6. If all members have cell phones, consider having a digitised meeting where members send savings, loans and social funds through mobile money or other virtual means. This could be safe but requires that all members learn how to do this properly.
7. Please ensure that your group funds and cash box are always secured.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

8. Your group could also consider safer places to keep the group fund such as in a mobile money account, or microfinance institution or bank.

Social Fund

- Decide on how you will handle social funds to assist members in emergency cases.
- Consider having a special COVID-19 fund.

Savings and Loans

- Continue saving even as little as the minimum share amounts as these will be helpful during the post-pandemic recovery process.
- Where possible, avoid in-person meetings and consider transacting using digital means or mobile money. This could include having a few people collect the funds, record member contributions, and consolidate them. The management committee can then disburse loans and pay out social funds on request.
- In the worst case:
 - Consider revising or rescheduling savings and repayments which could include shorter lending cycles; revised loan terms; lower loan values or stop lending altogether.
 - Where there is an immediate need to access savings or there is a risk of keeping funds in the near term, consider accelerating the share-out. Share-outs should only take place once outstanding loans are repaid.

WHO CAN SAVINGS GROUPS TURN TO FOR FURTHER SUPPORT?

- Follow official Ministry of Health updates to ensure that you comply with all safety measures.
- Contact your savings group trainer if you need any clarifications on the guidelines.

APPENDIX 3: WHO GUIDELINES FOR GETTING YOUR WORKPLACE READY FOR COVID-19

1. Simple ways to prevent the spread of COVID-19 in your workplace

The low-cost measures below will help prevent the spread of infections in your workplace, such as colds, flu and stomach bugs, and protect your customers, contractors and employees.

Employers should start doing these things now, even if COVID-19 has not arrived in the communities where they operate. They can already reduce working days lost due to illness and stop or slow the spread of COVID-19 if it arrives at one of your workplaces.

- Make sure your workplaces are clean and hygienic
 - Surfaces (e.g. desks and tables) and objects (e.g. telephones, keyboards) need to be wiped with disinfectant regularly
Why? Because contamination on surfaces touched by employees and customers is one of the main ways that COVID-19 spreads
- Promote regular and thorough handwashing by employees, contractors and customers
 - Put sanitizing hand rub dispensers in prominent places around the workplace. Make sure these dispensers are regularly refilled
 - Display posters promoting handwashing – ask your local public health authority for these or look on www.WHO.int.
 - Combine this with other communication measures such as offering guidance from occupational health and safety officers, briefings at meetings and information on the intranet to promote handwashing
 - Make sure that staff, contractors and customers have access to places where they can wash their hands with soap and water
Why? Because washing kills the virus on your hands and prevents the spread of COVID19
- Promote good respiratory hygiene in the workplace
 - Display posters promoting respiratory hygiene. Combine this with other communication measures such as offering guidance from occupational health and safety officers, briefing at meetings and information on the intranet etc.
 - Ensure that face masks⁴ and/or paper tissues are available at your workplaces, for those who develop a runny nose or cough at work, along with closed bins for hygienically disposing of them
Why? Because good respiratory hygiene prevents the spread of COVID-19
- Advise employees and contractors to consult national travel advice before going on business trips.
- Brief your employees, contractors and customers that if COVID-19 starts spreading in your community anyone with even a mild cough or low-grade fever (above 37°C) needs to stay at home. They should also stay home (or work from home) if they have had to take simple medications, such as paracetamol/acetaminophen, ibuprofen or aspirin, which may mask symptoms of infection
 - Keep communicating and promoting the message that people need to stay at home even if they have just mild symptoms of COVID-19.
 - Display posters with this message in your workplaces. Combine this with other communication channels commonly used in your organization or business.

⁴ Ordinary surgical face masks rather than N95 face masks

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

- Your occupational health services, local public health authority or other partners may have developed campaign materials to promote this message
- Make clear to employees that they will be able to count this time off as sick leave.

2. How to manage COVID-19 risk when organizing meetings and events

Why do employers and organisers need to think about COVID-19?

Organisers of meetings and events need to think about the potential risk from COVID-19 because:

- There is a risk that people attending your meeting or event might be unwittingly bringing the COVID-19 virus to the meeting. Others might be unknowingly exposed to COVID-19.
- While COVID-19 is a mild disease for most people, it can make some very ill. Around 1 in every 5 people who catch COVID-19 needs hospital treatment.

Key considerations to prevent or reduce COVID-19 risks

BEFORE the meeting or event

- Check the advice from the authorities in the community where you plan to hold the meeting or event. Follow their advice.
- Develop and agree a preparedness plan to prevent infection at your meeting or event.
 - Consider whether a face-to-face meeting or event is needed. Could it be replaced by a teleconference or online event?
 - Could the meeting or event be scaled down so that fewer people attend?
 - Ensure and verify information and communication channels in advance with key partners such as public health and health care authorities.
- Pre-order sufficient supplies and materials, including tissues and hand sanitiser for all participants. Have surgical masks available to offer anyone who develops respiratory symptoms.
 - Actively monitor where COVID-19 is circulating. Advise participants in advance that if they have any symptoms or feel unwell, they should not attend.
 - Make sure all organisers, participants, caterers and visitors at the event provide contact details: mobile telephone number, email and address where they are staying. State clearly that their details will be shared with local public health authorities if any participant becomes ill with a suspected infectious disease. If they will not agree to this, they cannot attend the event or meeting.
- Develop and agree a response plan in case someone at the meeting becomes ill with symptoms of COVID-19 (dry cough, fever, malaise). This plan should include at least:
 - Identify a room or area where someone who is feeling unwell or has symptoms can be safely isolated or have a plan for how they can be safely transferred from there to a health facility.
 - Know what to do if a meeting participant, staff member or service provider tests positive for COVID-19 during or just after the meeting
 - Agree the plan in advance with your partner healthcare provider or health department.

DURING the meeting or event

- Provide information or a briefing, preferably both orally and in writing, on COVID-19 and the measures that organisers are taking to make this event safe for participants.
 - Build trust. For example, as an icebreaker, practice ways to say hello without touching.
 - Encourage regular handwashing or use of an alcohol rub by all participants at the meeting or event.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

- Encourage participants to cover their face with the bend of their elbow or a tissue if they cough or sneeze. Supply tissues and closed bins to dispose of them in.
 - Provide contact details or a health hotline number that participants can call for advice or to give information.
- Display dispensers of alcohol-based hand rub prominently around the venue.
- If there is space, arrange seats so that participants are at least 1 m apart.
- Open windows and doors whenever possible to make sure the venue is well ventilated.
- If anyone starts to feel unwell, follow your preparedness plan or call your hotline.
 - Depending on the situation in your area, or recent travel of the participant, place the person in the isolation room. Offer the person a mask so they can get home safely, if appropriate, or to a designated assessment facility.
- Thank all participants for their cooperation with the provisions in place.

AFTER the meeting

- Retain the names and contact details of all participants for at least 1 month. This will help public health authorities trace people who may have been exposed to COVID-19 if one or more participants become ill shortly after the event.
- If someone at the meeting or event was isolated as a suspected COVID-19 case, the organiser should let all participants know this. They should be advised to monitor themselves for symptoms for 14 days and take their temperature twice a day.
- If they develop even a mild cough or low-grade fever (i.e. a temperature above 37°C) they should stay at home and self-isolate. This means avoiding close contact (1 m or nearer) with other people, including family members. They should also telephone their healthcare provider or the local public health department, giving them details of their recent travel and symptoms.
- Thank all the participants for their cooperation with the provisions in place.

3. Things to consider when you and your employees travel

- **Before traveling**
 - Make sure your organization and its employees have the latest information on areas where COVID-19 is spreading. You can find this at <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/>
 - Based on the latest information, your organization should assess the benefits and risks related to upcoming travel plans.
 - Avoid sending employees who may be at higher risk of serious illness (e.g. older employees and those with medical conditions such as diabetes, heart and lung disease) to areas where COVID-19 is spreading.
 - Make sure all persons travelling to locations reporting COVID-19 are briefed by a qualified professional (e.g. staff health services, health care provider or local public health partner)
 - Consider issuing employees who are about to travel with small bottles (under 100 CL) of alcohol-based hand rub. This can facilitate regular handwashing.
- **While traveling:**
 - Encourage employees to wash their hands regularly and stay at least 1 m away from people who are coughing or sneezing
 - Ensure employees know what to do and who to contact if they feel ill while traveling.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

- Ensure that your employees comply with instructions from local authorities where they are traveling. If, for example, they are told by local authorities not to go somewhere they should comply with this. Your employees should comply with any local restrictions on travel, movement or large gatherings.

When you or your employees return from traveling:

- Employees who have returned from an area where COVID-19 is spreading should monitor themselves for symptoms for 14 days and take their temperature twice a day.
- If they develop even a mild cough or low grade fever (i.e. a temperature above 37°C) they should stay at home and self-isolate. This means avoiding close contact (1 m or nearer) with other people, including family members. They should also telephone their healthcare provider or the local public health department, giving them details of their recent travel and symptoms.

4. Getting your workplace ready in case COVID-19 arrives in your community

- Develop a plan of what to do if someone becomes ill with suspected COVID-19 at one of your workplaces
 - The plan should cover putting the ill person in a room or area where they are isolated from others in the workplace, limiting the number of people who have contact with the sick person and contacting the local health authorities.
 - Consider how to identify persons who may be at risk, and support them, without inviting stigma and discrimination into your workplace. This could include persons who have recently travelled to an area reporting cases, or other personnel who have conditions that put them at higher risk of serious illness (e.g. diabetes, heart and lung disease, older age).
 - Tell your local public health authority you are developing the plan and seek their input.
- SPromote regular teleworking across your organization. If there is an outbreak of COVID-19 in your community, the health authorities may advise people to avoid public transport and crowded places. Teleworking will help your business keep operating while your employees stay safe.
- Develop a contingency and business continuity plan for an outbreak in the communities where your business operates
 - The plan will help prepare your organization for the possibility of an outbreak of COVID-19 in its workplaces or community. It may also be valid for other health emergencies.
 - The plan should address how to keep your business running even if a significant number of employees, contractors and suppliers cannot come to your place of business—either due to local restrictions on travel or because they are ill.
 - Communicate to your employees and contractors about the plan and make sure they are aware of what they need to do – or not do – under the plan. Emphasise key points such as the importance of staying away from work even if they have only mild symptoms or have had to take simple medications (e.g. paracetamol, ibuprofen) which may mask the symptoms.
 - Be sure your plan addresses the mental health and social consequences of a case of COVID-19 in the workplace or in the community and offer information and support.
 - For small and medium-sized businesses without in-house staff health and welfare support, develop partnerships and plans with your local health and social service providers in advance of any emergency.
 - Your local or national public health authority may be able to offer support and guidance in developing your plan.

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

Remember:

Now is the time to prepare for COVID-19. Simple precautions and planning can make a big difference. Action now will help protect your employees and your business.

How to stay informed:

Find the latest information from WHO on where COVID-19 is spreading:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/> Advice and guidance from WHO on COVID-19 <https://www.who.int/emergencies/diseases/novel-coronavirus-2019> <https://www.epi-win.com/>

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

APPENDIX 4: SUMMARY OF SECTOR SUPPLY CHAINS

Sector	Sub-Sector	Supply Chain Node
Manufacturing	Consumables	Raw Material → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → MANUFACTURER → Package → Transporter → Wholesaler → Retailer → Buyer
	Textile	Cloth Manufacturer → Package → Transporter → Wholesaler → Retailer → Buyer
	INFORMAL	Raw Material → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → Home-based/Market MANUFACTURER → Package → Transporter → Buyer
	Paper and Printing	Raw Material → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → MANUFACTURER → Package → Transporter → Wholesaler → Retailer → Buyer
Retail	Supermarket	MANUFACTURER → Package → Transporter → Wholesaler → Retailer → Buyer
	INFORMAL	
	Clothes	
	Stationery	
Air travel	Airport	Passenger: Home (packing) → Bus/taxi → Check-in → Lounge/Duty Free shopping → Boarding → On-Board → Disembarkation → Immigration → Baggage Claim → Bus/Taxi
	Carrier	Cargo: Owner (packing) → Transport → Inspection → Customs → Loading → Stowing → unloading → inspection → customs → delivery/transport
Banking/Financial	Micro-Finance	N/A
	Mobile Money	Deposit: Client → Teller → Next Client or Bank or Immediate Use Withdrawal: Previous client/Bank/Home Safe → Client → transaction
	Commercial Bank	Inside Bank: Deposits/BOZ Acquisitions → Vault → Teller → Client → Transaction Auxiliary Bank: Deposits/BOZ Acquisitions → Vault → ATM → Client → Transaction
Property Management	Residential	<ul style="list-style-type: none"> Commercial – Staff: Home → Bus/Taxi/own vehicle → Short Walk → Office → Desk/Station Commercial – Client: Home → Bus/Taxi/own vehicle → Short Walk → Office → Waiting room → Meeting room Commercial – Changing tenants (1): Old tenant → Movers/Transport → New Location → Unload → Unpack → Set-up/Decor Commercial – Changing tenants (2): New tenant → signs lease → Movers/Transport → New Location → Unload → Unpack → Set-up/Décor Buyer/Seller → Sellers Vehicle → Viewing property →
	Commercial	
	Land	
Tourism	Hotels and Lodges	From Air Travel: Arrival → baggage → Check-in → Room → Amenities → Check-out → taxi/bus
	National Parks	Home/Hotel/Lodge → Tour Guide/Hired/Own Vehicle → Park gate → picnic/camp site → Exit
	Restaurants	Home/Hotel/Lodge/Office → Bus/Taxi/own vehicle → table → Amenities → Exit

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

Sector	Sub-Sector	Supply Chain Node
	Bars	Home/Hotel/Lodge/Office → Bus/Taxi/own vehicle → table/bar → Amenities → Exit
	MICE	Home/Hotel/Lodge/Office → Bus/Taxi/own vehicle → registration → meeting room → amenities → exit
Trucking and Clearing	Collection and Packaging	Hired Truck: Owner of truck → transporter → Client Location → Pack → Load → in-transit → off-load
	In Transit	Owned Truck: Client Location → Pack → Load → in-transit → off-load
	Port of entry/exit	Packing → Loading → Transport → [Airport: off-load from transport →] Inspection → Customs → Loading → Stowing → unloading → inspection → customs → delivery/transport
Agriculture	Crops	Harvest at Farm → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → MANUFACTURER → Package → Transporter → Wholesaler → Retailer → Buyer
	Milk	Milking at Farm → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → Processor → Package → Transporter → Wholesaler → Retailer → Buyer
	Fish	Harvest at Farm → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → Processor → Package → Transporter → Wholesaler → Retailer → Buyer
	Chicken	Dressing → Transporter (Loading, In-Transit, Off-loading) → Warehouse/Storage → Retailer/Wholesaler → Processor → Package → Transporter → Wholesaler → Retailer → Buyer
	Meat	Farm → Transporter (Loading, In-Transit, Off-loading) → Abattoir → Warehouse/Storage → Retailer/Wholesaler → Processor → Package → Transporter → Wholesaler → Retailer → Buyer
Private Medical Care	Clinics and Hospitals	<ul style="list-style-type: none"> Out-patient: Home/Referral → Ambulance/public/private transport → waiting room → exam room → Exit In-Patient: Home/Referral → Ambulance/public/private transport → waiting room → exam room → Admitted → Amenities/services → discharged → Ambulance/public/private transport → Home
Mining	Above Ground	<ul style="list-style-type: none"> Mining Staff: Home → Transport → Changing Room → on-site vehicle → work station → equipment → Loading → Processing → Transporter → Port
	Under Ground	<ul style="list-style-type: none"> Admin Staff: Home → Bus/Taxi/own vehicle → Short Walk → Office → Desk/Station
	Gold, Coal, Copper	<ul style="list-style-type: none"> Service providers: Home → Bus/Taxi/own vehicle → Short Walk → Duty Station
Construction	Road, Building	Home → Transport → Changing Room → on-site vehicle → work station → equipment
Education	All levels	Home/Office → Bus/Taxi/own vehicle → registration → class room → amenities → exit
Informal Sector	Markets	Home → Public transport → orders on-site (usually from wholesalers) → transport → market → display → on-site packaging → buyer
	Bus stations, Buses and Taxis	Passenger/Driver/Conductor → Bus → numerous unpredictable bus stops → walk → destination (via other stops)
	Home Based Businesses	Raw Materials → Processing/production → Packaging → Delivery to client/Client collection → Buyer

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

APPENDIX 5: RISK ASSESSMENT TOOL – THINKING ABOUT RISKS ASSOCIATED WITH COVID-19

Company name:Assessment carried out by:

Date of next review:Date assessment was carried out:

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

APPENDIX L1: CHECKLIST FOR EDUCATION SECTOR

The COVID-19 threat has imposed a new way of carrying out business operations (New Normal). This may be a permanent normal for a long time to come. In figuring out supply chain solutions, responsible supervisors of operations will have to expand upon existing safety protocols and change their Occupational Safety by deploying plans to protect the customers, clients, patrons, employees and indeed all supply chain players and the general public while the provisions of Zambian regulatory laws will still apply. The checklist below could be used by other sectors in a customised way to suit their operations.

MANAGEMENT	HOURLY	DAILY	WEEKLY	AS NEEDED	PROCESS OWNERSHIP	COLLABORATIONS/ PARTNERS
1. Attendance Guidelines a) Temperature checks b) Self-check procedures c) Oversight and management of symptoms among staff		✓			School management team collect data on employee or learner illness, tracing activity and report to School Administration, School administration follow up with affected employees, learner and families	Principal, School administration use internal communication Daily, weekly and weekly employee data is aggregated by HR and internal communication done to provide updates to all staff
2. Premises/Business/Company Response in an event of confirmed case of COVID-19 a) Report to public health team/authorities b) Quarantining and contact tracing procedure c) Stagger the shifts d) Communicate to the public through media about the cases				✓	School administration	School administration and Internal Communication
3. Staff and Client personal Hygiene a) Regular handwashing b) Hand sanitisation: How, when and where c) Hand sanitiser areas/stations d) Reporting, entering premises, during and on leaving work premises	✓				The management teams	All teachers All pupils/learners

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

4. Sourcing, Distribution, receiving materials for use as Personal Protective Equipment (PPEs)guidelines		✓			Purchasing department of school administration and Management teams	Internal communication
5. PPE supply: Face Masks, Gloves, Shields, a) Check condition and fit for use of PPEs b) Care and cleaning			✓		The management teams School administration	All teachers
6. Enforcing Social and physical Distancing Measures a) Workplaces b) During meals c) Check-ins and check-outs d) Registration and reception areas e) Waiting rooms f) Seats and sitting arrangements g) At dining tables h) Counters and tills i) Queuing		✓			The Management Teams and Teachers	Teachers or assigned pupils (e.g. class monitors or prefects)
7. Cleaning and Disinfecting a) Waste bins availability b) Waste handling and removal and disposal c) During shifts changes d) Door handles and knobs, rails and work stations e) Desk work areas. Computer keyboards/ digital buttons and switches f) Paper work handling, copiers, faxes, (office machines) g) Workshop tools h) Trolleys and shopping baskets i) Common use telephone j) Tills, elevators, rails k) Kitchens		✓			The Management Teams, Cleaners	Internal Communication

* These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

8. Handling Deliveries/Supplies a) Trucks b) Small packages/parcels (courier services) mails, food services, shop floor fulfilment merchants		✓			Purchasing Managers in the School administration	School Administration and Assigned Employee
9 Signage and Markings a) Apply to visitors and delivery staff b) For staff on spacing floor marks c) Digital information on COVID-19 awareness d) Strategic information posters for public		✓			The Management Teams	Internal communication coordinated by the School Administration
10. Emergency Phone Number a) Family members b) First response c) Premises reaction health team phones d) COVID-19 MoH Hotlines		✓			School Administration	The management teams and all employees
11. Management Team Communication with a) Staff b) Suppliers c) Distributors d) Customer/clients/visitors e) Community representatives/public health team on COVID-19 from MoH			✓		Principal and the School Administration	Management Teams
12. Remote Work Staff Policies or Staff Working from Home		✓			School Administration	Principal, The Management Teams

External References

World Health Organisation, WHO COVID-19 and Food Safety: Guidance for Business
Return to work Checklist template

** These SOPs were developed in the midst of a fast-changing environment of the COVID-19 pandemic. These SOPs should, therefore, be used as a resource that can be improved, expanded, tailored or otherwise amended to suit specific business needs. The SOPs in this document reflect our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.*

