

Engaged Scholarship Guide for Community Partners



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FREISTATA



UFS
COMMUNITY ENGAGEMENT

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1. Introduction

The University of the Free State (UFS) is committed to collaborate with its communities to address sustainable development challenges in society, such as the well-being of people, the economy, and the environment. We do this through collaborative learning partnerships representing the service sector, our staff, and students who are committed to engaged teaching-learning and research. This handbook is meant to be a guide for community organisations collaborating with the UFS through a partnership for engaged scholarship. As a community partner, you can expect the UFS to engage for the well-being of its partner communities. You can also expect to have a point of contact at the Directorate: Community Engagement. Welcome: #Get Engaged (see link:

<https://www.ufs.ac.za/supportservices/departments/community-engagement-home>).

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Our Directorate: Community Engagement is available to discuss possibilities for the establishment of mutually beneficial collaborative learning partnerships to support the development of strong and sustainable partnerships, and to connect you with passionate academic staff and students who want to take action to make a difference in society.

In summary, the UFS has responded positively to the challenge of transformation in higher education over the past two decades. The community-service policy of the UFS (2002; 2006) is continuously grounded on the relevant vision and mission of the UFS to be an excellent, equitable, and innovative university. This vision and mission are achieved through the pursuit of scholarship as embodied in the discovery, co-creation, integration, application, and transmission of knowledge. The vision is achieved by promoting an academic culture expressed through quality education, research, and citizenship.

2. What is e-Community Engagement?

e-Community Engagement (e-CE) refers to an alternative online/virtual community engagement platform aimed at facilitating continuously negotiated collaborations and partnerships between the UFS and the interest groups it interacts with to build and exchange knowledge, skills, expertise, and resources required to develop and sustain society. Such alternative engagement stems from adapting physical face-to-face (f2f) community engagement to an e-environment. In this uncertain state of restricted f2f engagement during the COVID-19 pandemic lockdown, the focus of participation, dialogue, engaged learning, and teaching by university staff and students is for citizens to actively participate in developing their own lives and that of their surrounding communities.

3. What is Engaged Scholarship?

Within the context of community engagement, engaged scholarship (ES) refers to the application of academic scholarly work and professional expertise with an intended public purpose and mutual benefit that demonstrates engagement with external (and non-academic) constituencies. It aims to generate new knowledge integration, the application of knowledge, or the dissemination of knowledge.

The UFS has adopted the function of community engagement to implement its commitment to the development of society. Following an integrated model, our approach to community engagement includes, but is not limited to, the following developmental engagement:

- research
- community service learning
- community service/volunteerism
- partnerships.

The UFS believes that engagement must be done in partnership with other stakeholders. A triad partnership model is followed, which includes

- staff and students from the university;
- community members served by a service sector; and
- the service sector, mostly comprising government departments, non-governmental organisations, private businesses, industry, and social enterprises.

At the UFS, we have categorised engaged scholarship into engaged teaching and learning, engaged research, and engaged citizenship. The following picture represents our model of ES:

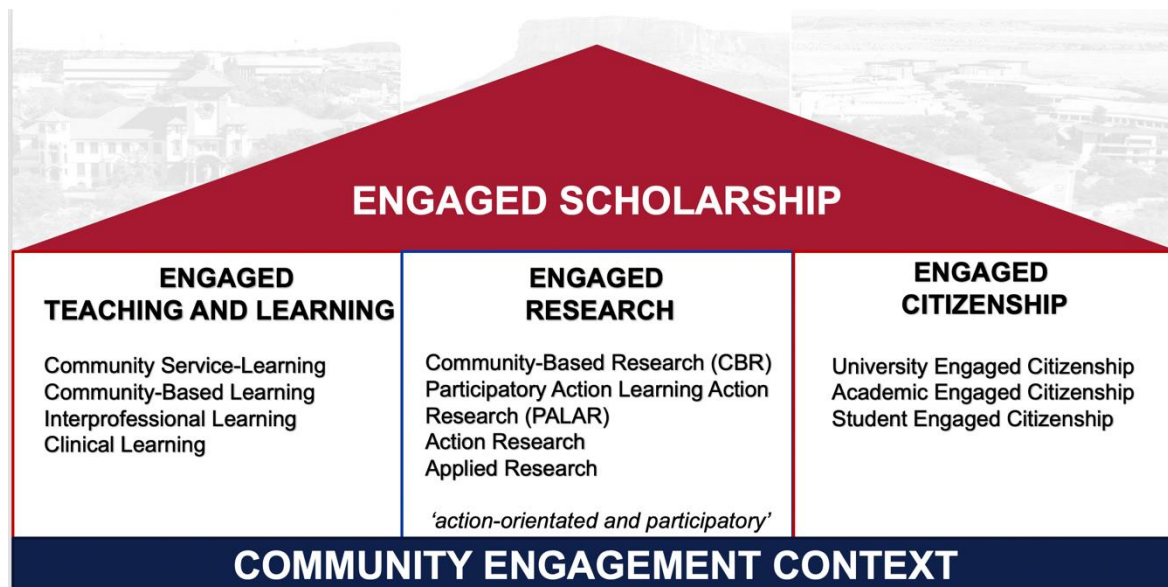


Figure 1: The UFS model of Engaged Scholarship

Engaged teaching and learning

Engaged teaching and learning involve the transmission, transformation, and extension of knowledge, which includes learning with various audiences through either formal or informal arrangements. The focus is primarily on higher-education teaching, where students engage in collaborative learning platforms to learn with and from the communities. In this way, students learn to think and act on local as well as global issues of real importance, as well as to integrate theory and practice for the development of praxis. In engaged teaching-learning, students are broadly prepared with in-depth knowledge and professional skills and attributes required for the world of work. They also gain a sense of existing social, political, economic, and ecological complex and dynamic challenges in greater society. Therefore, engaged teaching-learning educates students to live as socially responsible citizens, mobilising multiple forms of knowledge to make the right decisions and use their abilities to contribute to the well-being of society. To ingrain the principles of engaged scholarship, the university curricula must unify the learning of knowledge with concrete actions, so that the teaching model is anchored in a real-life situation. Engaged teaching and learning can include pedagogies such as community service learning, community-based learning, interprofessional learning, and clinical learning.

Engaged research

Engaged research incorporates reciprocal community engagement practices into the discovery, teaching, integration, application, development, and mobilisation of knowledge to the mutual benefit of community and academic interests. Engaged research can also include creative outputs and other expressions or activities. It is essential that engaged research must be systematic and rigorous. Results must be disseminated in publications for debate and should be critiqued by peers. The relevance of engaged research is not limited to developing science based on the latest theories and methods. It also includes the integration of theory and practice, as well as the inclusion of community partners as active contributors to identify relevant goals, research questions, and methodologies. An essential element of engaged research is

that it benefits the community and actively calls for appropriate research methodologies. Engaged research should be action-oriented and participatory in nature. These methodologies may include, but are not limited to, community-based participatory research or community-based research, participatory action-learning action research (PALAR), action research or applied research.

Engaged citizenship

Engaged citizenship is an educational platform for preparing and supporting staff and students to play a leading role through building sustainable partnerships with other stakeholders, in order to respond to pressing societal challenges by deploying intellectual, human, and other resources for the development of communities. The university will pursue the following three categories of engaged citizenship to ensure that all staff and students are offered an opportunity and support to apply active citizenship in our communities:

Academically engaged citizenship

Academically engaged citizenship refers to all the professional work, skills, time, and involvement of academics in professional, community, and other bodies that are rendered to the benefit of such communities outside of the standard university work. This may include

- consultancy work for policy development;
- fundraising activities;
- community leadership roles;
- training rendered to outside university organisations;
- facilitation of workshops;
- serving on professional boards and community organisations;
- serving on expert panels;
- providing expert help and advice to professional and community organisations;
- providing expert advice to government departments; and
- presentation of public lectures.

Student engaged citizenship

The student engaged citizenship category refers to all the work and involvement in community development done through professional and voluntary student organisations, residence programmes, as well as student affairs management programmes. This may include

- Gateway and Kovesie ACT;
- professional voluntary student organisations;
- student voluntary associations;
- residence programmes;
- leadership roles in student formations;
- student leadership training and development; and
- fundraising activities.

University engaged citizenship

University engaged citizenship refers to the university as a corporate citizen and its contribution to the development of communities. This is done in a partnership formed at institutional level to facilitate the development of communities. This may include:

- broad-based black economic empowerment;
- fundraising activities;
- the higher-education sector;
- technical and vocational education training education;
- government;
- community organisations;
- religious and faith-based organisations;
- traditional leadership organisations;
- business and industry organisations;
- professional bodies;
- sports organisations; and
- cultural organisations, etc.

4. What is service learning?

As a form of engaged teaching and learning, service learning is an educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured, and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and social responsibility. Service-learning programmes involve students in organised community service that addresses local needs while developing their academic skills, sense of civic responsibility, and commitment to the community. The application of service learning requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities, and representatives of the service sector).

Components of service learning for effective learning

There are three key components of service learning to enable effective learning. These include effective student preparation, service, and reflection on service to allow for learning.

Principles of combining service and learning

Effective service-learning partnerships are guided by the following principles:

- *The community voice matters:* service responds to an actual community need that is identified by the community.
- *Reciprocity:* The partnership is mutually beneficial to both the student(s) and the community.
- *Clear goals and expectations:* Clear learning goals, service goals, and responsibilities of all involved are articulated. Structured learning experiences: The service activities are structured and well organised.
- *Continuous communication:* Clear and continuous communication between the UFS and the community partner ensures effective learning and service.
- *Reflection:* Intentional, systematic reflection takes place to establish students' connections between community experiences and the academic curriculum.
- *Preparation:* Orientation of the community organisation site is vital, along with preparation of the students by the academic lecturer in terms of professionalism and skills needed to engage in the service-learning activities.

- *Cultural diversity, social responsibility, citizenship, democracy, and social justice:* Commitment to such participation by and with diverse populations in the community is key to the philosophy of service learning, because it promotes students' responsibility to care for others and to contribute to their community.
- *Evaluation of social impact and sustainability:* All partners, including academic lecturers, students, and the leaders of community organisations are involved in evaluating the service-learning engagement. The evaluation measures learning and service goals, social impact on the partners, and sustainability of the project.
- *Meaningful service and learning:* Service learning is worthwhile and challenging in the sense that it encourages community involvement and strengthens students' critical thinking skills.

Roles and expectations in partnerships

Roles, goals, and expectations will vary depending on the partnership, who is involved, and the capacities of those individuals and groups. However, below are general understandings for service-learning partnerships. As a community partner, your organisation plays a key role in preparing and supporting academic lecturers and students as they work to meet the needs of your clients and your mission-focused goals. The following is suggested:

Community Organisation

- If necessary/required, facilitate a thorough screening of students as with the background check for volunteers.
- Provide an appropriate environment for students, including clear expectations/orientation and a meaningful role.
- Provide students with ongoing supervision and on-site support as appropriate to the project and the students' needs.
- Maintain contact with the UFS Directorate: Community Engagement, reporting any problems, questions, or concerns in a timely manner.
- Provide feedback to the academic lecturer/project leader and students regarding the student's performance and effectiveness in meeting the needs of the community partner.
- Ensure that the work is conducted in accordance with the required safety measures and procedures.
- Complete an appropriate written collaboration agreement with academic lecturers and students, signed by the parties involved.
- Provide a minimum of 48 hours' notice to academic lecturer partner if unavoidable changes in availability occur.

Students

Students must take responsibility for their behaviour throughout and should arrive on time, be engaged, and complete service activities satisfactorily, representing the UFS in a positive manner:

- Provide a minimum of 48 hours' notice to the community partner's site if unavoidable changes in availability occur.
- Treat all staff and clients with respect.
- Report service hours based on the arrangement made between the community partner and the UFS.

Practical guidelines: Working with students

It is important to remember that UFS students are students, not volunteers. In addition to helping meet important community needs, students are also utilising their service experience as the basis for understanding their academic and theoretical learning material. We rely on community partners to help students reflect on their service experience and to encourage students to explore the broader societal implications of the challenges, whether it be health and well-being, social, economic or environment aspects that your organisation address.

Provide an orientation

Orientation of students regarding your site/facility is vitally important for effective engagement. This orientation may take place at the UFS or the community site or online (provide a booklet/e-document), depending on the nature of the engagement.

Orientation can include

- a face-to-face (f2f)/virtual session of the facility and an introduction to the staff;
- an overview of rules, policies, dress codes, time requirements, and other pertinent information;
- a brief discussion of the distinctive roles of students and organisations, including specific community expectations/learning needs and levels;
- clear descriptions that outline roles, responsibilities, tasks, and skills needed – extremely helpful for student engagement;
- a description of the bigger picture of societal challenges – the organisation's mission and objectives of how students' contributions fit into that bigger picture;
- an overview of skills needed to complete the community project; and
- an explanation of any jargon/site-specific language used by the organisation or community it serves.

Keep student and site schedules in mind

Students experience full course/project content loads. To effectively plan their personal and your site schedules, students need to negotiate and communicate specific and reliable information about expected hours, times, and days of the week required for reciprocal engagement and mutual benefit to all. It is the responsibility of academic lecturers, students, and site staff to re-organise schedule changes well in advance, as far as possible.

Stay involved

You are truly an education partner in the students' learning environment, and they will benefit tremendously from your practical wisdom and guidance throughout community engagement initiatives. They will look up to you for regular feedback on their shared learning and service efforts.

Appreciation

Students are often anxious to become involved due to uncertainty when engaging to make a difference in the community. Like everyone else, they want to know if their efforts are appreciated and see how their work contributes to your organisation's

mission. Please acknowledge their efforts; this could range from a simple thank you, to letters of recognition for their learning portfolios.

Communicate

Keep the engaged-learning course/module/project leader informed of any concerns, challenges, or successes, or other issues related to community-engagement initiatives. Concerns should be communicated immediately so that you and your university partner can resolve issues that might impact the students, the community you serve, or the project.

Disruptive student behaviour at your site

The UFS values our partner communities very much. We are aware that many of our community organisations serve vulnerable populations. Therefore, we encourage our community partners who accommodate our students to employ existing risk prevention and volunteer policies at your sites. Please inform the lecturer/leader of the course/project if you do not feel comfortable about a student entering your site due to findings putting your clients at risk. If you have any questions about the restriction of a student, please first contact the lecturer/leader of the course/project. You are fully entitled to ask any student to leave your community site for any safety reasons, but please communicate this challenge immediately to the UFS lecturer/project leader as it occurs.

Evaluation of social impact and sustainability

It is important to the UFS that your learning and service goals for the partnership collaboration agreement have been met. The Directorate: Community Engagement appreciates your continuous communication and additional feedback at the end of engaged learning, research, and citizenship courses/modules/projects in order to gather feedback on your experience and the impact of collaborative learning and development. Please find the form on the website to complete and send to us via email or share this information with staff and students as part of the celebration of knowledge sharing and engagement.

Additional evaluation and strengthening of partnership collaboration may take the form of

- staff site visits;
- interviews via phone/email/other online platforms such as Zoom/WhatsApp;
- distribution of project-specific evaluations by lecturers/staff at the Directorate: Community Engagement.

Community partners are encouraged to have conversations with staff and students regarding their experience, in order to improve the partnership for student and community learning and development. The UFS Directorate: Community Engagement requests reflective feedback from staff about their experience at the end of an engaged learning course/module, and can, in turn, share useful and relevant information with you.

Connecting with the UFS during social distancing

In this uncertain time, there are probably many questions that we are all trying to figure out. We want to know how we can best work together to support you as our community

partners. While our campus has gone virtual in terms of teaching and our students are advised not to continue f2f community engagement during this time, our staff is still looking for ways to engage our students with partner communities. We are trying to think how engagement can still happen in the midst of social – more specifically – physical distancing.

In order to connect with you in the most appropriate and meaningful ways, we want to offer you a space to highlight what would be most useful to you right now.

Continuing community-engaged teaching during social distancing

We also want to share with you what we are telling our staff to consider for their community-engaged courses right now. As we support staff in making sound decisions around e-Community Engagement (e-CE), more specific e-Service Learning (e-SL), we invite you to contact us to share your insights so that we can update our engagement activities accordingly. We welcome this information from you! Please email your information to Lenie Wepener at wepenmw@ufs.ac.za

We look forward to continuing to partner with you during this time. Please contact us with questions, concerns, or ideas for working together.

Appendix: Community Engagement during the COVID-19 Pandemic

A GUIDE FOR COMMUNITY INTERACTION

Introduction

COVID-19 has affected 177 countries, with an average case fatality ratio of around 4%. As the number of cases increases, countries have adopted a variety of restrictions to try to curb the spread and 'flatten the curve' to prevent healthcare systems from being overwhelmed.

COVID-19 affects those with weakened immune systems more severely. The best way to respond is to build trust in communities and services, understand community perspectives and share information, and to work with communities to determine how to keep people safe.

This guide is intended to support community interaction during the COVID-19 pandemic. It provides general guidance on community engagement during outbreak responses, including how to support an integrated response, as well as outbreak prevention and response.

Basic principles to reduce the risk or transmission of COVID-19 infection

Physical distancing

Where interaction with communities is still possible, adopt physical distancing measures to avoid inhaling or other contact with liquid droplets that may contain the virus. COVID-19 can be transmitted through sneezing and coughing. Using a tissue or a flexed elbow (not your hands) to cover coughs and sneezes can limit transmission.



Coronavirus and the 'New Normal' at a glance

Coronavirus and the 'New Normal': What you need to know

What is coronavirus?

- COVID-19 is similar to flu, causing cough, difficulty breathing, fever and a sore throat.
- More often than flu, it causes pneumonia with difficulty breathing.
- There is no vaccine or cure for COVID-19. A vaccine is only expected in 2021.
- Most people who get it have a mild illness and recover without hospital care.
- Those over 60 years or with a chronic condition like HIV, TB, heart or lung disease are more at risk of severe COVID-19.

Coronavirus spreads easily

- When a person with COVID-19 coughs or sneezes, they leave the virus on surfaces and in the air. You can catch COVID-19 if:
 - You touch these surfaces and then touch your face, eyes, nose or mouth
 - You have close contact (1,5 metres) with a person who has coronavirus.
- Most people who spread coronavirus have symptoms, but some people can pass on the virus before symptoms start.

Get screened

The Western Cape Government aims to detect, isolate and care for every person with COVID-19. There are several options:

- Screen yourself using our online tool: coronavirus.westerncape.gov.za/risk-assessment-covid-19
- Trained fieldworkers will come door-to-door. If they think you have coronavirus they will ask you to visit the nearest testing point.
- 18 Testing and Triage centres throughout the Province.
- Screening and testing available at Primary Care Clinics.
- Coming soon: Workplace testing.

Our fieldworkers have ID tags and identifiable clothing. Please support the fight against coronavirus and allow our workers to screen you.



Not moving around reduces spread

The total lockdown slowed the spread of coronavirus and allowed our health services to prepare for thousands who will need care in the coming months. It has also caused social distress and hunger. As restrictions ease, responsibility for slowing the spread lies with individuals. We need to change our daily behaviour to a 'new normal' until a vaccine is available.

Physical
Distancing
Social
Solidarity

Follow the 5 Golden Rules of Good Hygiene

1

Wash your hands often for at least 20 seconds with soap and water.



2

Do not touch your face with unwashed hands.



3

Cough or sneeze into a tissue or your elbow. Safely throw away the tissue.



4

Keep 1,5 metres apart from others.



5

Stay home if unwell. Contact a hotline or your health worker.



Western Cape Government

LET'S STOP THE SPREAD

FOR MORE INFORMATION:
www.westerncape.gov.za

Going out? Here's how to do so safely.

Every time we leave home, there is a chance we may catch coronavirus:

- By being in close contact with someone who has COVID-19 or
- By touching a surface with coronavirus on it and then touching our eyes, nose or mouth.

Follow these rules when you leave home:

1 Think twice

Only go out if you have to and your local COVID-19 risk level allows. Reduce trips to the shops. Avoid crowded places. If sick, stay home. If at risk, please stay home.



5 Golden Rules

1. Wash hands
2. Don't touch face
3. Keep apart
4. Cover your cough
5. Sick? Stay home

2 Follow the 5 Golden Rules of Good Hygiene

3 Wear a cloth mask

- Put a clean mask on before you leave home.
- On returning home, remove the mask with the straps and set aside until you can wash it.
- Wash your hands before you touch anything.
- Under no circumstances share cloth masks.



4 Use hand sanitizer before and after touching items while out.



5

On returning home, safely remove your mask, wash your hands, disinfect any objects you touched like keys before touching anything or anyone in your home.



Look after your health

Check yourself every day for COVID-19 symptoms. If you develop new cough, difficulty breathing, fever or sore throat contact your health facility or the coronavirus hotline and follow their advice.

Seek healthcare if sick or needing essential care (pregnancy, baby checks, immunisation or family planning).



Exercise regularly.



Look after your mental health: talk to family and friends and take time to relax. Seek help if you are struggling with depression, mental illness or domestic violence.



Limit alcohol and avoid drugs.



Eat healthy food. If you do not have enough money for food, seek help.



Keep your home coronavirus-free

- On returning home, remove your mask and avoid touching objects or surfaces until you have washed your hands.
- Disinfect any object you have touched like door handles, keys and cell phones with a bleach solution.
- Regularly disinfect frequently touched objects and surfaces.
- Wash washing up cloths, sponges, drying up cloths and towels frequently.

6x teaspoons



Bleach



Water

Get the help you need

COVID-19 symptoms?

- Western Cape Provincial Health Hotline 021 928 4102
- National Coronavirus (COVID-19) Health Hotline 0800 029 999 (tollfree)

Need a food parcel?

- Western Cape Government
- 0800 220 250 (tollfree)
- Send a 'please call me' to 079 769 1207 (tollfree)
- service@westerncape.gov.za

SASSA

- 0800 60 10 11 (tollfree)
- 021 469 0235
- grantsenquiries@sassa.gov.za

Suffering domestic violence?

- Gender Based Violence Command Centre 0800 428 428 or *120*7867# from a cell phone
- Childline SA (ages 0-16 years) 0800 055 555 (24 hour - tollfree)

Reliable COVID-19 information:

- www.westerncape.gov.za/coronavirus
- www.sacoronavirus.co.za
- www.who.int

See separate advice if you have COVID-19 or are caring for someone with COVID-19 at home.



Western Cape Government

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FOR MORE INFORMATION:
www.westerncape.gov.za

Working safely

To reduce the risk to communities, students, and staff, there will have to be changes in the way we interact.

Feeling ill

If you or someone in your organisation is feeling ill, or if you have had contact with someone who has confirmed COVID-19 symptoms, stay at home, isolate, and take care of yourself. If you show symptoms of the virus, seek medical attention immediately by calling your medical provider and following your local health authority's guidance. Your local health authorities will have the most up-to-date information on how they will treat patients, while making sure that you do not expose others.

What to do when you are sick?

LET'S **STOP** THE SPREAD

Know what to do when sick

Stop the spread of COVID-19.



Sick? Stay home, and first call the
Coronavirus Provincial Hotline
021 928 4102, for advice.

Symptoms to look out for:

-  Fever
-  Cough
-  Sore throat
-  Body aches

 Western Cape Government

 **Coronavirus Provincial Hotline 021 928 4102**
OR MORE INFORMATION: www.westerncape.gov.za/coronavirus

Practise good respiratory and hand hygiene

Hands can transmit COVID-19 if these guidelines are not followed. Therefore, wash your hands with soap and water whenever feasible, especially before and after interacting with others. If this is not possible, use a hand sanitiser.

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The coronavirus is spreading, and while we must not panic, we must practice good hygiene.

Practice good hygiene
This means being as clean and hygienic as possible, all day.

How to practice good hygiene

- Wash your hands often with soap and water for at least 20 seconds – or use hand sanitiser if you can't wash them.
- Avoid touching your face, and don't shake hands with anyone.
- Throw used tissues away, or cough and sneeze into the crook of your arm, and then wash your hands.
- Use clean eating utensils and don't share them.
- Keep things you touch very clean and try not to touch public surfaces.

Why is it important?

- Good hygiene means there's less chance of infection spreading.
- That means less stress on our healthcare system.
- It also helps to protect high-risk citizens, such as the elderly, chronic health sufferers.

What more can you do?

- Don't touch anybody outside of your immediate family.
- Please stay home if you are ill.
- Let fresh air in, eat healthily, exercise regularly and get enough sleep.

It may be difficult, but do the best you can. Now's the time to be kind and support one another through this stressful time.

24 Coronavirus National Hotline : 0800 029 999 24 Coronavirus Provincial Hotline : 021 928 4102 24 Coronavirus National WhatsApp : 0600 123 456



FOR MORE INFORMATION:
www.westerncape.gov.za/coronavirus

LET'S **STOP** THE SPREAD 

Hand Washing



Washing hands with normal soap and running water works best. It works **better than hand sanitizer as it destroys the virus and removes it from hands.**

If access to a shared tap is available, the following method can be used:

1. Make a hole in the lid of an empty plastic bottle (coke bottle, empty plastic water bottle, or similar).
2. Carefully fill the bottle with water.
3. Screw on the cap with a hole in it.
4. Wet hands with a little bit of the water.
5. Apply soap and rub all over your hands to create a foam/lather.
6. Use the remaining water to rinse through the hole in the lid of the bottle.



Western Cape
Government

National Hotline: 0800 029 999
Provincial Hotline: 021 928 4102
WhatsApp "Hi" to 060 012 3456
www.westerncape.gov.za/coronavirus



Wearing of masks

MASKS

What you need to know

Well made cloth masks do not replace the **5 Golden Rules** of Good Hygiene. They may offer some extra protection if well made and used correctly.

Do not use N95 respirators and medical masks. There is a shortage and we must keep them to protect health workers caring for those with COVID-19.

Follow the 5 Golden Rules of Good Hygiene to stop the spread of coronavirus:

- 1** Wash your hands often for at least 20 seconds with soap and water.
- 2** Do not touch your face with unwashed hands.
- 3** Cough or sneeze into a tissue or your elbow. Safely throw away the tissue.
- 4** Keep 1,5 metres apart from others.
- 5** Stay home if unwell. Contact a hotline or your health worker.

Use a cloth mask safely:

- Remember cloth masks do not replace the **5 Golden Rules** of Good Hygiene.
- Well made cloth masks used correctly may offer some extra protection.

Use a cloth mask if you come into contact with people

- Using public transport
- Shopping
- Attending essential services

1 When putting on the mask:

- Wash your hands first.
- Place the inside of a clean mask against your face.
- Cover your nose and mouth.
- Make sure it fits well, don't touch the cloth part.

2 While wearing the mask:

- Do **NOT TOUCH YOUR FACE** or fiddle with the mask.
- Remove the mask if it is wet.

3 When taking off the mask:

- Touch only the straps.
- Keep it in a container until you wash it.
- Wash your hands after taking it off.

4 Caring for your masks:

- Have 2 masks so that you have a clean one ready.
- Do not share masks with other people.
- Wash the mask with soap and hot water.
- Dry the mask in the sun and iron it to disinfect it.

A good cloth mask:

- Has at least 3 layers:
 - Outer two layers are made from thick weave cotton like denim, calico, upholstery fabric or shweshwe.
 - Inner layer made from soft cotton.
- Avoid T-shirt material.
- Use fabrics that can be washed in hot water and ironed.
- Is square with 3 pleats to fit well.
- Covers from above the nose to below the chin and up to the ears.
- Has straps that tie behind the head.

If you are sick with coronavirus or caring for someone who has it, speak to your health worker or hotline about what masks and protection to use.

24 National Hotline : 0800 029 999
24 Provincial Hotline : 021 928 4102
24 National WhatsApp : 0600 123 456

Western Cape Government LET'S STOP THE SPREAD FOR MORE INFORMATION: www.westerncape.gov.za

This document has been adapted from the following sources:

References:

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- Western Cape Government, online:
- <https://coronavirus.westerncape.gov.za/resources>