



CSTL

CARE AND SUPPORT
FOR TEACHING AND LEARNING
SOUTH AFRICA



2ND SYMPOSIUM ON CARE AND SUPPORT FOR TEACHING AND LEARNING

“A RESPONSE TO ENDING LEARNING POVERTY”

**BIRCHWOOD HOTEL
AND OR TAMBO
CONFERENCE
CENTRE**

**03 – 04
SEPTEMBER
2024**

THE NATIONAL ANTHEM

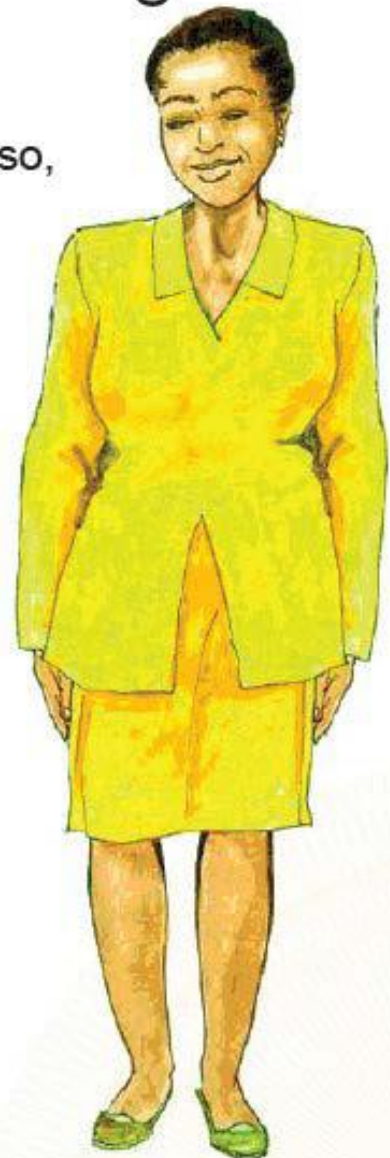
Nkosi sikelel' iAfrika
(God Bless Africa)
Maluphakanyisw' uphondo lwayo,
(Raise high Her glory)
Yizwa imithandazo yethu,
(Hear our Prayers)
Nkosi sikelela, thina lusapho lwayo.
(God bless us, we her children)

Morena boloka setjhaba sa heso,
(God protect our nation)
O fedise dintwa le matshwenyeho,
(End all wars and tribulations)
O se boloke, O se boloke setjhaba sa heso,
(Protect us, protect our nation)
Setjhaba sa South Afrika - South Afrika
(Our nation South Africa - South Africa)

Uit die blou van onse hemel,
(Ringing out from our blue heavens)
Uit die diepte van ons see,
(From the depth of our seas)
Oor ons ewige gebergtes,
(Over our everlasting mountains)
Waar die kranse antwoord gee,
(Where the echoing crags resound)

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

Remember,
all should stand to
attention with their hands
placed at their sides while
singing the National
Anthem.



The African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

The Preamble of our Constitution

We, the people of South Africa,
Recognise the injustices of our past;
Honour those who suffered for justice and freedom
in our land;
Respect those who have worked to build and develop our
country; and Believe that South Africa belongs to all who
live in it, united in our diversity.

We therefore, through our freely elected representatives,
adopt this Constitution as the supreme law of the Republic
so as to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

Tuesday, 03 September 2023

08h00		ARRIVAL, TEA AND REGISTRATION	
OPENING PLENARY 09h00 – 11h00 CHAIR: Mr Edward Mosuwe ; Director-General Gauteng Provincial Government			
09h05 - 09h10	00:05	National Anthem & AU Anthem	Fumana Comprehensive School Choir
09h10 – 09h15	00:05	Recital of the Preamble of the Constitution	Tshego Molepo ; Learner Rhodesfield Engineering School of Specialisation – Aviation
09h15 - 09h25	00:10	Welcoming Remarks and Purpose of the Symposium	Dr Patricia Watson Chief Director: Social Inclusion & Partnerships in Education Department of Basic Education
09h25 – 09h45	00:20	An overview of Education and Care in South Africa and the need for the CSTL Research Programme	Prof Jace Pillay UNESCO Chair: CSTL South African Research Chair: Education and Care in Childhood
09h45 – 09h50	0:05	CSTL Video	
SPECIAL ADDRESSES			
09h50 – 10h00	00:10	The MIET Africa CSTL journey with the DBE: from conceptualisation and implementation to research	Prof John Volmink Trustee Media in Education Trust (MIET) Africa
10h00 – 10h10	00:10	The CSTL Investment Portfolio support for CSTL Research	Mr Nkosana Dolopi Board Trustee National Education Collaboration Trust (NECT)
10h10 – 10h20	00:10	UNICEF Support for the CSTL Research Programme	Mr Irfan Akhtar Deputy Country Representative UNICEF South Africa
10h20 – 10h40	00:20	Opening Address	Dr Granville Whittle Deputy Director-General: Sector Care & Support Services Department of Basic Education
10h40 – 11h00	00:20	TEA BREAK	

PARALLEL SESSION 1A
11:00 – 12:40

A RIGHTS-BASED APPROACH TO ENDING LEARNING POVERTY FOR THE MARGINALIZED AND MOST VULNERABLE

CHAIR: **Mr Njabulo Nzuzo, MP**; Deputy Minister
Department of Home Affairs

11h00 – 11h20	00:20	School-related Gender-based Violence Prevention and Management through Chomi Platform: opportunities for the marginalized populations	Dr Ntombifikile Mtshali Chief Executive Officer <i>Shout It Now!</i>
11h20 – 11h40	00:20	Integration of refugee and migrant children in public schooling	Ms Justine Mwewa Kimbala Coordinator Three2Six Refugee Children’s Education Project
11h40 – 12h00	00:20	Caring for immigrant children in South African Schools: Vulnerabilities, resiliency and agency	Ms Margaret Zulu Team Lead: Migration and Displacement Save the Children South Africa
12h00 – 12h30	00:30	Q&A	PANEL OF RESPONDENTS Ms Sibongile Soko Regional Head: Offender Development & Care Department of Correctional Services Gauteng Region Mr Nkosana Thakgedi Director: Education Management & Governance Development Department of Basic Education Prof Tshepo Madlingozi Commissioner: Right to Education South African Human Rights Commission
12h30 – 12h40	00:10	Session Reflections & Concluding Remarks	Chair
12h40 – 13h30	00:50	LUNCH	

PARALLEL SESSION 1B
11:00 – 12:40

GENDER AND SEXUALITY BARRIERS AS DRIVERS OF LEARNING POVERTY

CHAIR: **Dr Salome Sigida**; National Programme Officer, Health and Well Being Programmes
UNESCO Regional Office for Southern Africa

11h00 – 11h20	00:20	The care and support of LGBT school youth in South African High Schools	Dr Sihle Maseko Social Worker: Student Counselling Support Vaal University of Technology
11h20 – 11h40	00:20	'Our children are not safe': Mothers' Struggle to Address Gender and Sexual Violence in Schools	Prof Deevia Bhana Professor & DSI / NRF South African Research Chair Gender & Childhood Sexuality
11h40 – 12h00	00:20	Gender Biased Texts: A materials developers' response	Mr Nitesh Ramlagan Managing Director Publishers Association of South Africa
12h00 – 12h30	00:20	Q&A	PANEL OF RESPONDENTS Mr Sifiso Sibiya Director: Learning and Teaching Support Materials Department of Correctional Services Ms Viwe Mtshontshi Chief of Party South Africa School-Based Sexuality and HIV Prevention Education Activity Education Development Center (EDC) Prof Anthony Brown Head of Department: Educational Psychology University of Stellenbosch
12h30 – 12h40	00:10	Session Reflections & Concluding Remarks	Chair
12h40 – 13h30	00:50	LUNCH	

PARALLEL SESSION 2A

13:30 – 15:10

HEALTH EDUCATION THROUGH COMMUNICATION PLATFORMS & DIGITAL TECHNOLOGY

CHAIR: **Mr Anthony Meyers**; Director: Learner Psychosocial Support Services / CSTL Focal
Gauteng Department of Education

13h30 - 13h50	00:20	Digital Media Technology and Health Promotion: opportunities and threats for South African Youth	Ms Bongiwe Ndlovu Programme Manager (South Africa) F/A/Q Foundation
13h50 - 14h10	00:20	Digital and media literacy initiatives to facilitate Care and Support for Teaching and Learning: Psychosocial Support Wellbeing perspectives	Ms Phakamile Khumalo Public and Media Skills Development Manager: Media Monitoring Africa
14h10 – 14h30	00:20	Online and digital technology for teacher training programmes: the emerging evidence for addressing learning poverty	Dr Aaron Nkosi Director for Curriculum and Teacher Development Research Department of Basic Education
14h30 – 15h00	00:30	Q&A	PANEL OF RESPONDENTS Mr Muzi Ndlovu Director: Health Promotion Department of Basic Education Ms Nozipho Sihlala Chief Director: Information Society and Development Coordination Department of Communication & Digital Technologies Prof Fumane Portia Khanare Associate Professor: Educational University of the Western Cape
15h00 – 15h10	00:10	Session Reflections & Concluding Remarks	Chair

PARALLEL SESSION 2B

13:30 – 15:10

ADDRESSING LEARNING POVERTY IN ECD SETTINGS

CHAIR: **Mr Andre Viviers**; Education Specialist (Early Childhood Development)
UNICEF South Africa

13h30 - 13h50	00:20	African theoretical perspectives on early childhood education: lessons for Care and Support for Teaching and Learning	Dr Obakeng Kagola Lecturer: Early Childhood Education Nelson Mandela University
13h50 - 14h10	00:20	Transforming Gender Norms and Advancing Child Wellbeing through Innovative Father Engagement Initiatives in South Africa	Ms Fathima Rawat Manager: Research and Outreach Sesame Workshop
14h10 – 14h30	00:20	Using Digital Tools to Promote Inclusivity in Early Childhood Language Learning	Dr Blandina Manditereza Lecturer: Childhood Education University of the Free State
14h30 – 15h00	00:20	Q&A	<p>PANEL OF RESPONDENTS</p> <p>Dr Naledi Mbude-Mehana Deputy Director-General: Transformation Department of Basic Education</p> <p>Ms Kulula Manona Chief Director: Foundations for Learning Department of Basic Education</p> <p>Dr Vusi Msiza Senior Lecturer: Early Childhood Education University of KwaZulu-Natal College of Humanities School of Education</p>
15h00 – 15h10	00:10	Session Reflections & Concluding Remarks	Chair

Wednesday, 04 September 2024

08h00	ARRIVAL, TEA AND REGISTRATION		
RE-OPENING PLENARY 09:00 – 10:10 CSTL TRAINING AND RESEARCH AT UNIVERSITIES CHAIR: Prof Irhon Rensburg ; Chairperson South African National Commission for UNESCO			
09h00 – 09h10	00:10	Child and Youth Care Work video	
09h10 - 09h30	00:20	CSTL Foundation Training and Post-graduate Research	Prof Sulochini Pather Head: Department of Educational Psychology University of the Western Cape
09h30 - 10:10	00:40	PANEL DISCUSSION Dr Trichana Soni Acting Director: Student Life and Governance Senior Educational Psychologist Vaal University of Technology Prof Mahlapahlapana Themane Professor Inclusive Education University of Limpopo Prof Jace Pillay UNESCO Chair: CSTL South African Research Chair: Education and Care in Childhood Prof Sulochini Pather Head: Department of Educational Psychology University of the Western Cape	
10h10 – 10h20	00:10	Session Reflections & Concluding Remarks	Chair
10h20 – 10h40	00:20	TEA BREAK	

PARALLEL SESSION 3A

10:40 – 12:20

WATER, SANITATION AND HYGIENE (WASH) IN SCHOOLS TO SUPPORT LEARNING OUTCOMES

CHAIR: **Ms Viwe Dunjwa**; Programme Officer (Eastern Cape)
United Nations Population Fund (UNFPA)

10h40 - 11h00	00:20	Progress on Drinking Water, Sanitation and Hygiene in Schools 2015 – 2023: lessons for CSTL and WASH in South Africa	Dr Bella Monse Senior Advisor Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
11h00 - 11h20	00:20	Impact Evaluation of the National Schools Hygiene Programme	Dr Mutero Tinashe Research Associate University of KwaZulu-Natal
11h20 - 11h40	00:20	Systemic Transformation for global norms and standards for WASH in Schools	Prof Mary Metcalfe Executive Director PILO
11h40 - 12h10	00:40	Q&A	PANEL OF RESPONDENTS Ms Dawn Jones Director: Programmes Media in Education Trust Africa Ms Queen Mgbhozi Purpose Strategy & Partnerships Unilever South Africa Ms Diana Nelson Global Advocacy Director Days for Girls International
12h10 – 12h20	00:10	Session Reflections & Concluding Remarks	Chair
12h20 – 13h00	00:40	LUNCH	

PARALLEL SESSION 3B

10:40 – 12:20

TRANSFORMATIVE LEADERSHIP AS A GAME CHANGER IN ADDRESSING LEARNING POVERTY

CHAIR: Dr Shadrack Mvula; Deputy Director-General
North West Department of Education

10h40 - 11h00	00:20	Social and Emotional Learning with the framework of social justice and cultural capital as an important pillar for transformation of education in the developing world	Prof Sigamoney Naicker Extraordinary Professor University of the Western Cape
11h00 - 11h20	00:20	Transforming Teacher Development: A Care and Support Perspective for Teaching and Learning	Ms Nonthuthuzelo Ngubane Faculty Chair: Community Engagement & Partnerships Walter Sisulu University
11h20 - 11h40	00:20	Construction, Rationalisation, Resistance and Transformation of Leadership Cultures: A Reflection on the Implementation of Inclusive Education in South African Schools	Mr Jabulani Ngcobo Director: Inclusive Education Department of Basic Education
11h40 - 12h10	00:30	Q&A	PANEL OF RESPONDENTS Ms Simone Geyer Deputy Director-General: Delivery & Support Department of Basic Education Ms Ella Mokgalane Chief Executive Officer South African Council for Educators Mr Basil Manuel Executive Director National Professional Teachers' Organisation of South Africa
12h10 – 12h20	00:10	Session Reflections & Concluding Remarks	Chair
12h20 – 13h00	00:40	LUNCH	

PARALLEL SESSION 4A**13:00 – 15:10****ENDING LEARNING POVERTY IN THE CONTEXT OF DISABILITY****CHAIR: Ms Sharon Maasdorp**; Acting Head of Department
Eastern Cape Department of Education

13h00 - 13h20	00:20	The role of infrastructure on enabling an inclusive learning environment at two full-service/ inclusive schools in the Cape Metropole: School management teams' perspectives	Dr Rubina Setlhare Senior Lecturer University of the Western Cape
13h20 - 13h40	00:20	Teaching Mathematics to Blind students in Ethiopia: assessment of Policy and Practices	Mr Tsegaye Gerba Milki PhD candidate Addis Ababa University
13h40 - 14h00	00:20	Provision of care and support to advance teaching of learners with diverse learning needs in Inclusive schools, South Africa	Dr Raesetja Ledwaba Senior Lecturer University of South Africa
14h00 - 14h35	00:35	Q&A	ALL
14h35 - 14h45	00:10	Session Reflections & Concluding Remarks	Chair

PARALLEL SESSION 4B

13:00 – 15:10

SCHOOL STRUCTURAL SUPPORT IN ADDRESSING LEARNING POVERTY

CHAIR: **Dr Andile Dube**; Education Manager (Quality and System Strengthening)
UNICEF-SA

13h00 - 13h20	00:20	School-Based Support Team's experiences in identifying and supporting vulnerable learners in rural schools of Mpumalanga Province	Dr Lucia Munongi Senior Lecturer University of Johannesburg
13h20 - 13h40	00:20	Towards a practice framework for enhancing schools' capacity to promote health and wellbeing through the implementation of a holistic school wellbeing process - The story of the Franschhoek Wellbeing Initiative.	Prof Ansie Kitching Extraordinary Professor University of the Western Cape
13h40 - 14h00	00:20	"Supporting school leadership in under-resourced communities to well-being and inclusion"	Dr Nadeen Moolla Research and Development Manager Marang Education Trust
14h00 - 14h35	00:35	Q&A	ALL
14h35 - 14h45	00:10	Session Reflections & Concluding Remarks	Chair
14h45 – 15h00	00:15	Closing Address	Dr Granville Whittle Deputy Director-General: Sector Care and Support Services Department of Basic Education
15h00 - 15h10	00:10	Vote of Thanks	Dr Patricia Watson Chief Director: Social Inclusion and Partnerships in Education Department of Basic Education
15h10		Departure	



CSTL

CARE AND SUPPORT
FOR TEACHING AND LEARNING
SOUTH AFRICA

DEPARTMENT OF BASIC EDUCATION CURRICULUM ENRICHMENT AND SUPPORT PROGRAMMES



INKOSI ALBERT LUTHULI ORAL HISTORY PROGRAMME

The iNkosi Albert Luthuli Oral History Programme was introduced in 2005 by the DBE as part of the promotion of oral history. The programme gives learners an opportunity to celebrate and review the progress we as a nation has made in the strengthening of our democracy. Children are given an opportunity to unearth the histories of their communities and schools, bringing our historic information about unsung heroes and heroines in their communities, to add to the body of undocumented history.

The programme is named after Albert John Luthuli, Nobel Prize laureate and educationist. This programme forms part of the Department's contribution to the strengthening of the teaching and learning of History and Social Sciences in schools as a forgotten history inhibits a confusing present and future. The national event is usually preceded by provincial elimination rounds in which learners submit written portfolios on their oral history projects, followed by oral presentations of their work. The oral presentation rounds also include poetry, story writing, storytelling and letter writing.

Learners and teachers who compete successfully in their provincial elimination rounds are then invited to compete at the national finals for each of the categories. More recently, the programme has also opened its doors to the participation of learners with special education needs.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





ALL SECONDARY SCHOOLS IN SOUTH AFRICA SECONDARY SCHOOL LEARNERS ARE INVITED TO PARTICIPATE IN THE **NATIONAL SCHOOLS MOOT COURT PROGRAMME**

The DBE, in collaboration with the Department of Justice and Constitutional Development (DoJ&CD) and the South African Human Rights Commission (SAHRC), has been coordinating the National Schools Moot Court Programme since its inception in 2011. The programme remains one of DBE's fundamental and significant pillars of the Human Rights Education approach that promotes, fosters and instils constitutional and democratic values.

The National Schools Moot Court, as a constitutional rights education programme, empowers and capacitates learners to understand and relate to human rights principles and values. On an annual basis, the Grades 9, 10 and 11 learners are invited to participate in the programme by submitting written essays.

The programme forms an integral part of both the curriculum and co-curricular learning spaces. All English Home Language (EHL) and English First Additional Language (EFAL) learners are required to write the Schools Moot Court essay, in teams of two learners as applicants and respondents.

The essay writing process involves scrutinising the facts of a case to compile the two opposing sides of the argument. At the school level, the written essay is expected to form part of the formal learning and teaching in the EHL and EFAL. It should also form part of the school-based assessment processes as a mass participation component preceding the competition component.

The essay contributes to the four pillars of language teaching: reading, listening, writing and speaking; while also developing learners' twenty-first-century skills: communication, collaboration, creative thinking and critical thinking. The final allocated marks for the written essays contribute towards the learners' formal assessment activities.

Previously, we would invite Grade 11s to participate in the programme. However, if Grade 11s emerge as champions in one year, it becomes impossible for them to participate in the International Schools Moot Court leg the following year, due to the intricate and demanding Grade 12 academic programme. The Steering Committee resolved that going forward the level of participation must be dropped to Grade 9 and 10, to avoid the situation.

The participants are requested to write two short essays defending the opposing sides of the case, using the South African Constitution. The teams with the highest scores for their essays from each province will be selected to argue the case in the oral rounds.

The purpose of the competition is to promote the Constitution and its values.
For more detailed information visit:
www.schoolsmoot.co.za

SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD (SASCE)

The liberation of South Africa was obtained through many tactics and music played a significant role in spreading the message and motivating the country to march towards a better South Africa. It comes naturally that music becomes a centre piece of celebrating the attained democracy and the strides made in the past 30 years.

The ABC Motsepe South African Schools Choral Eisteddfod (SASCE) is a flagship programme of the Department of Basic Education (DBE), proudly delivered in collaboration with the Department of Sport, Arts and Culture (DSAC). It is an inclusive, mass participation programme established in 2001 with intention to incorporate arts and culture programmes within the education sector. It further affords learners the opportunity to showcase their talent and serves to affirm the role of arts and cultural activities in supporting the implementation of the curriculum.

Through this programme that commences at the school, culminating to the national level, government aims at ensuring that learners are kept in school, safe from idle minds and meaningfully engaged, ultimately preparing them for various careers, including music.

The programme contributes immensely towards the goals set out in the *Action Plan to 2024 towards Schooling 2030*:

- promote learner attendance and retention as captured by Output 10 of the Action Plan;
- through the training workshops to capacitate adjudicators and conductors, a new group of young, motivated and appropriately trained teachers are attracted;
- music copies which are typeset and piano accompaniment CDs serve as an enrichment support tool to learners and teachers; and
- promotes the involvement of parents, teacher organisations and communities around the school. This strengthens the social contract to achieve improved quality education between the Department and other stakeholders through choral music.





The School Sport Programme is jointly managed through a collaboration between the Department of Basic Education and the Department of Sport, Arts and Culture. The Programme has been identified as the foundation for the development of sport in the country. In addition to the inherent sport-related benefits, sport teaches social skills while providing educational, psychological and physical advantages.

School sport plays a key role in increasing the mass participation of children in sport, promoting transformation in sport while facilitating and supporting talent identification. It seeks to bridge mass participation and elite sport because the success of a country is reliant on strong sport participation at the grassroots level.

The government implements the School Sport programme in only 16 priority sport codes as per the National Sport and Recreation Plan. The sport codes are namely, Athletics, Basketball, Chess, Cricket, Football, Goalball, Gymnastics, Hockey, Netball, Rugby, Swimming, Softball, Tennis, Table tennis, Volleyball and the Indigenous Games.



BULLYING

CONSEQUENCES OF LEARNERS BEING BULLIED:



WHAT SCHOOLS SHOULD DO TO ADDRESS BULLYING?

- Ensure that you are trained on the National School Safety Framework
- Develop an Anti-Bullying policy or Learner Code of Conduct
- Establish appropriate reporting procedures for learner incidents of bullying.
- Assess the extend of bullying in your schools- engage the learners.
- Deal decisively on bullying.
- Encourage parental involvement.
- Identify sources of support with pupils
- Conduct awareness campaigns on bullying prevention.
- Increase adult supervision in hot spots where bullying in schools.
- Develop visible posters, displays on bullying prevention and place them in classrooms or school halls.
- Report your bullying incidents on the SA-SAMS or Call center.

STAKEHOLDERS THAT OFFER SUPPORT, INFORMATION, ADVICE

- Education Departments (National, Provincial and Districts)
- Social Workers or Learner Support Agents
- Stop Gender Violence: sexual harassment, bullying, abuse or any form of harassment, HIV, call: 0800150150
- Childline: protection against violence and bullying, call: 116
- SANCA: drug and alcohol use, call 0800 12 13 14/ SMS 32312
- SADAG: Support for Suicide, Trauma, panic & Anxiety, Bipolar, Depression Call Call: 0800 567 567 or WhatsApp: 076 882 2775





MENTAL ILLNESS

A **mental illness** can affect your mood, thinking, and behavior. Factors that contribute to mental illness include biological factors, life experiences (such as trauma or abuse), and family history of mental health problems.

COMMON MENTAL ILLNESSES INCLUDE:

ANXIETY

What is anxiety?

Anxiety is a feeling of worry, fear, panic, or unease. We all experience anxiety, it's the body's natural response to stress or danger. However, when the worries and fears are excessive and interfere with your everyday life that is called anxiety disorder.

Causes of Anxiety

- Stress or pressure, such as exams or waiting for results.
- Change or uncertainty such as starting a new school.
- Being bullied or abused
- Other mental health conditions such as depression
- Dealing with grief, loss, or trauma
- Changes to your physical wellbeing.
- Having difficulty with your sexuality or gender identity

Signs and Symptoms of Anxiety

Physical symptoms may include nausea or stomach pain, rapid heartbeat, trouble breathing, sweating, shaking, lightheadedness, headaches, restlessness.

Emotional and mental symptoms may include fear, racing thoughts, memory loss, low focus, mental confusion, self-doubt, stress, anger and irritability, frustration, hopelessness, feelings of inadequacy.



COMMON MENTAL ILLNESSES INCLUDE:

BIPOLAR DISORDER

What is Bipolar Disorder?

Bipolar Disorder is a serious mental illness that causes unusual changes in mood, ranging from extreme highs (mania or “manic” episodes) to lows (depression or “depressive” episode).

Signs and Symptoms of Bipolar Disorder

When a person has bipolar disorder, their mood swings are the most obvious sign. These mood changes are very different from their normal feelings. Most people who have bipolar disorder have times when they feel down or sad (depression ;“the lows”) as well as periods when they feel incredibly energized (mania ;“the highs”).

Mania (The Highs)

- Showing intense happiness or silliness
- Having a very short temper or seeming extremely irritable
- Talking very fast or having racing thoughts
- Having an inflated sense of ability, knowledge, and power
- Doing reckless things that show poor judgment.

Depression (The Lows)

- Feeling very sad or hopeless
- Feeling lonely or isolating from others
- Eating too much or too little
- Having little energy and no interest in usual activities
- Sleeping too much



DEPRESSION

What is Depression

Depression is a common illness that affects both the mind and the body. It changes the chemicals in the brain and the way people think, feel, and act. When you have depression, you feel very sad all the time or most of the time. Being human means that everyone will feel sad or down from time to time. If these feelings last for a long time and start to get in the way of your daily life, then you might be depressed.

Signs and Symptoms of Depression

- feeling sad, upset and down often or all the time.
- feeling more irritable than usual
- feeling numb or empty
- not wanting to do things that you previously enjoyed
- avoiding friends or social situations
- sleeping more or less than usual
- eating more or less than usual
- struggling to concentrate
- being self-critical and feeling hopeless
- feeling tired and not having any energy
- feeling guilty, or like you're a burden on your loved ones

WHERE TO GET HELP

General intervention, counselling, and prevention

CIPLA

24 Hour Mental Health Line:
0800 456 789

LIFELINE

Call: 0861 322 322
WhatsApp: 065 989 9238

TEARS FOUNDATION

Dial: *143*7355#

LOVELIFE

PLZ Call me: 083 132 2322



Depression And Anxiety

ADCOCK INGRAM DEPRESSION AND ANXIETY

Helpline: 0800 708 090

SOUTH AFRICAN DEPRESSION AND ANXIETY GROUP (SADAG)

Call: 0800 567 567
WhatsApp: 076 882 2775

Child / ADHD Related

ADHD HELPLINE

0800 55 44 33

CHILDLINE

Helpline: 08000 55555 or Dial 116

ALCOHOL AND SUBSTANCE ABUSE

DEPARTMENT OF SOCIAL DEVELOPMENT

Helpline 0800 12 13 14
SMS 32312

SANCA

Tel: 011 892 3829
WhatsApp: 076 535 1701

Trauma / Gender Based Violence

DEPARTMENT OF SOCIAL DEVELOPMENT

Gender Based Violence Helpline:
0800 150 150
Please Call Me: *120*7867#
SMS: 31531

Q1. What is the National School Nutrition Programme?

A It is the government programme that provides one nutritious meal to all learners in Primary and Secondary Schools i.e. Quintile 1 to 3 schools.

Q2. Why Feeding at School ?

A Food provided at school is intended to give learners energy, to make them alert and receptive during lessons.

Q3. What are the objectives of the programme?

A It is to provide nutritious meals to learners so as to improve their ability to learn. The programme also teaches learners and parents on ways of living a healthy lifestyle, and promoting the development of school vegetable gardens.



Q4. Who benefits from the programme?

A All learners in quintile 1 to 3 Primary and Secondary Schools.

Q5. What does a school meal consist of?

- A**
- Protein (Soya, Fish, Eggs, Milk, Sour milk, Beans and Lentils)
 - Fresh Fruit or Vegetable
 - Carbohydrate/starch

A variety of protein is served per week. Soya should not be served more than twice a week. Fats/oil, salt and flavourants are added to make the meals tasty. Fresh vegetable or fruit should be served daily.

Q6. What are the rules of the programme?

- A**
- Learners receive meals on all school days.
 - Food is served by 10h00. Where a breakfast is served before the school starts, the main meal may be served later.
 - Learners must eat in a clean environment.

Q7. Who cooks the food?

A Food is cooked by unemployed members of the community appointed by the School Governing Body.



Q8. How many Volunteer Food Handlers can the school appoint?

A For every two hundred (200) learners, one (1) Volunteer Food Handler is appointed (1: 200). In schools where the number of learners is very low, the ratio is 1:125.

Q9. Why should schools have food gardens?

A The schools are encouraged to grow a food garden so that the educators and learners can learn how to grow vegetables and fruit. Vegetables grown/produced from the school garden can add fresh and healthy food to the school meals. School gardens also beautify the school environment

Q10. What should be done with the leftover food?

A The leftover food can be given to needy learners to eat at home.



Q11. How often should the gas stove be serviced?

A The gas stove must be serviced once a year and any other time if there is gas leak. The gas stove should be serviced by the registered service providers.

Q & A For NSNP Schools

Q12. Can the school open a separate bank account for the NSNP funds?

A According to South African Schools Act (SASA) 84 of 1996, a school can have only one bank account; however a separate bank account can be opened with the approval of the Member of the Executive Committee (MEC) for Education in the province.

Q13. How do I know if NSNP money has been deposited into the school account?

A A payment schedule which specifies transfer dates and amount to be received will be distributed to schools. This will help the schools to know beforehand what and how much is expected.

Q14. Where can schools buy food?

A Schools are allowed to buy from anywhere as long as school time is not compromised. It is advisable to avoid buying daily from different shops. Schools are encouraged to engage local suppliers for a period of three or more months. Note: Remember to compare prices before appointing a supplier!

Q15. How do schools know if the food supplied is of good quality?

A All food items delivered or purchased must be clearly labeled with an expiry date. Food with an expiry date of less than 3 months should not be accepted.

Q16. What is the role of the community in ensuring that NSNP funds are used correctly?

A It is to provide nutritious meals to learners so as to improve their ability to learn. The programme also teaches learners and parents on ways of living a healthy lifestyle, and promoting the development of school vegetable gardens.

Q17. How does the Department ensure accountability by schools that manage NSNP funds?

A Schools must submit monthly reports to districts and NSNP officials must monitor schools regularly.

Q18. When should schools submit a report?

A A report on expenditure and number of learners fed should be sent to the district office every month.

Q19. Can the school use the NSNP funds for other school purposes?

A No. This is a Conditional Grant earmarked for school feeding, namely, food, gas and payment of Volunteer Food Handlers only.

Q20. What can be done with the funds saved from a previous quarter/month?

A Firstly, the school should ensure that the menu meets nutritional standards. Then, the savings can be used to buy cooking and eating utensils or any other equipment to improve the programme.



Q21. Where can we lodge a complaint about the NSNP?

A You can report non feeding, maladministration in the feeding process and mismanagement of NSNP funds. First, report to the Head Office through the district, if no action is taken call the Department toll free number 0800 20 29 33.





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