



Goldilocks and
the Bear Foundation

COVID-19 AND ITS EFFECTS ON UNDERPRIVILEGED CHILDREN



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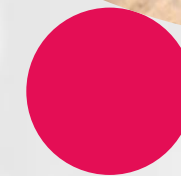
GOLDBLOCKS AND THE BEAR
FOUNDATION



COVID-19 IMPACT ON CHILDREN WORLDWIDE



- Learning disruptions
- Mental health
- Learning loss



CURRENT SITUATION IN SOUTH AFRICA



- Progress in International reading study (PIRLS)
- 2016 – 78% of grade 4 children could not read for meaning
- 2021 - 81% of children in grade 4 cannot read for meaning in any language
- In 2020 and 2021, 52% and 22% of school time was lost respectively which resulted in 46% - 116% of a year of learning lost in early grade reading

CURRENT SITUATION IN SOUTH AFRICA



Roots and Shoots Baseline Report (2022)

- Learners attending schools that charge higher fees far outperformed learners in no-fee and low-fee schools in the early learning assessment.
- Poorer children start school less prepared
- “inequality at the starting gate” is part of the reason for South Africa’s highly unequal education outcomes in later grades.





COVID-19 IMPACT – CHILDREN'S MENTAL HEALTH



- Notable increase in depression, anxiety and stress among children and adolescents (Bao, Sun, Meng, Shi, & Lu, 2020; Loades et al., 2020).
- Amplified by social isolation and changes in routine as a result of school closures and remote learning (Lee, 2020).



COVID-19 IMPACT – CHILDREN'S MENTAL HEALTH – SOME STUDIES



INCREASED ANXIETY AND STRESS

- Loades et al. (2020)
- Heightened anxiety and stress during the COVID-19 pandemic.
 - Social isolation, disrupted routines, and concerns about health and safety contributed to increased anxiety



DISRUPTION OF ROUTINES & EDUCATION

- Hilliard et al. (2021)
- Negative psychological consequences of these disruptions
 - Increased stress, difficulty concentrating, and decreased motivation.



COVID-19 IMPACT – CHILDREN'S MENTAL HEALTH – SOME STUDIES



INCREASED RATES OF DEPRESSION

Racine et al. (2021)

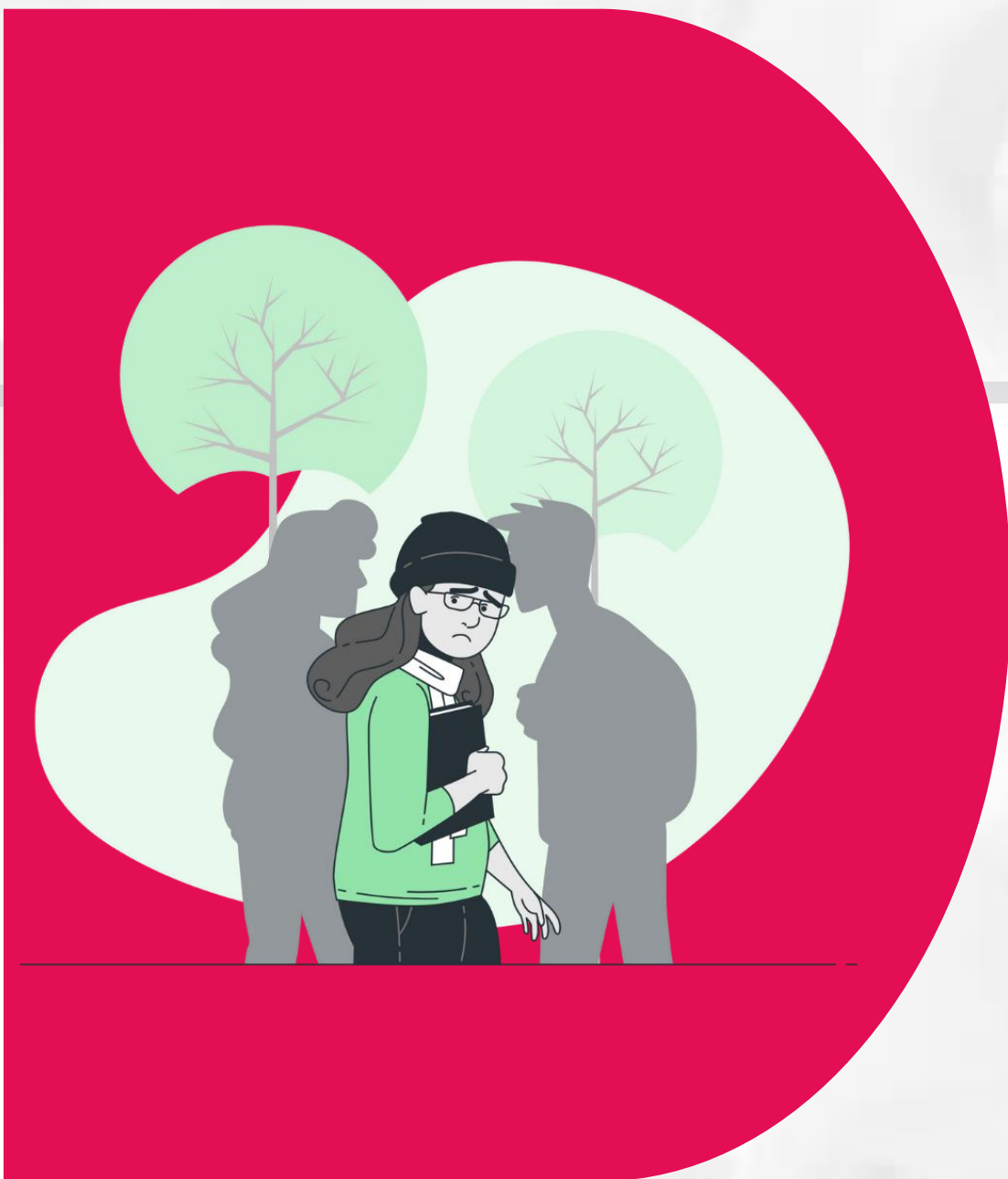
- Depressive symptoms were more prevalent among children during the pandemic compared to pre-pandemic levels
- Due to stress and disruptions



INCREASED RATE OF PTSD

Dalton et al. (2021)

- Increased prevalence of PTSD symptoms among children during the pandemic.





COVID-19'S IMPACT IN UNDERPRIVILEGED CHILDREN



- **Lack of access** to computers, reliable internet connections and resources for remote learning (Kuhfeld et al., 2020; Baker et al., 2020; UNICEF, 2021)
- **Disproportionally** affected children from underprivileged backgrounds and has **intensified existing social and economic inequities** (Brooks et al., 2020; UNICEF, 2021).
- Factors already impacting children from low-income families (lack of basic access to food, healthcare and education) and the pandemic only **deepened these disparities**.

Impact

These children falling behind even more academically



COVID-19'S IMPACT IN UNDERPRIVILEGED CHILDREN

Increased psychological distress and anxiety:

Patrick et al. (2021):

Children from low-income households experienced higher levels of pandemic-related stress and anxiety compared to their peers from higher-income households.

The authors attributed these disparities to factors such as limited access to healthcare, financial strain, and increased exposure to pandemic-related risks



COVID-19'S IMPACT IN UNDERPRIVILEGED CHILDREN



Disruptions in educational opportunities:

Sullivan et al. (2020)

- School closures and the transition to remote learning disproportionately affected children from low-income backgrounds, contributing to increased academic and emotional difficulties.
- Further widened existing educational disparities and had negative implications for the mental well-being of children in underprivileged communities.



COVID-19'S IMPACT IN UNDERPRIVILEGED CHILDREN



Limited access to mental health resources

- Already existing barriers to accessing mental health care
- The pandemic has further exacerbated these challenges.

Singh et al. (2021)

- highlighted the disparities in mental health service utilization
- The authors emphasized the importance of targeted interventions and community-based approaches to address these inequities.



COVID-19'S IMPACT IN UNDERPRIVILEGED CHILDREN



Impact on social-emotional well-being

Gassman-Pines et al. (2020)

- children from low-income families were more likely to experience loneliness and depressive symptoms compared to children from higher-income families.
- There is a need for comprehensive support systems to address the social and emotional needs of children in underprivileged communities.



COVID-19 AND ADHD



- Disrupted routines
- Increased stress and anxiety
- Remote learning challenges
- Reduced physical activity
- Increased screen time and digital distractions

BUT

Some individuals thrived:

- Reduced social demands
- More flexibility
- Less distractions in classroom



AFRICA AND MENTAL HEALTH



- **1.43 billion people** (17.72% of world population), of which half are <18 years old.
- Most of its countries are characterized by **low incomes, high prevalence of communicable diseases and malnutrition, low life expectancy and poor access to healthcare.**
- Most African countries also have **no mental health policies, programs or action plans.**

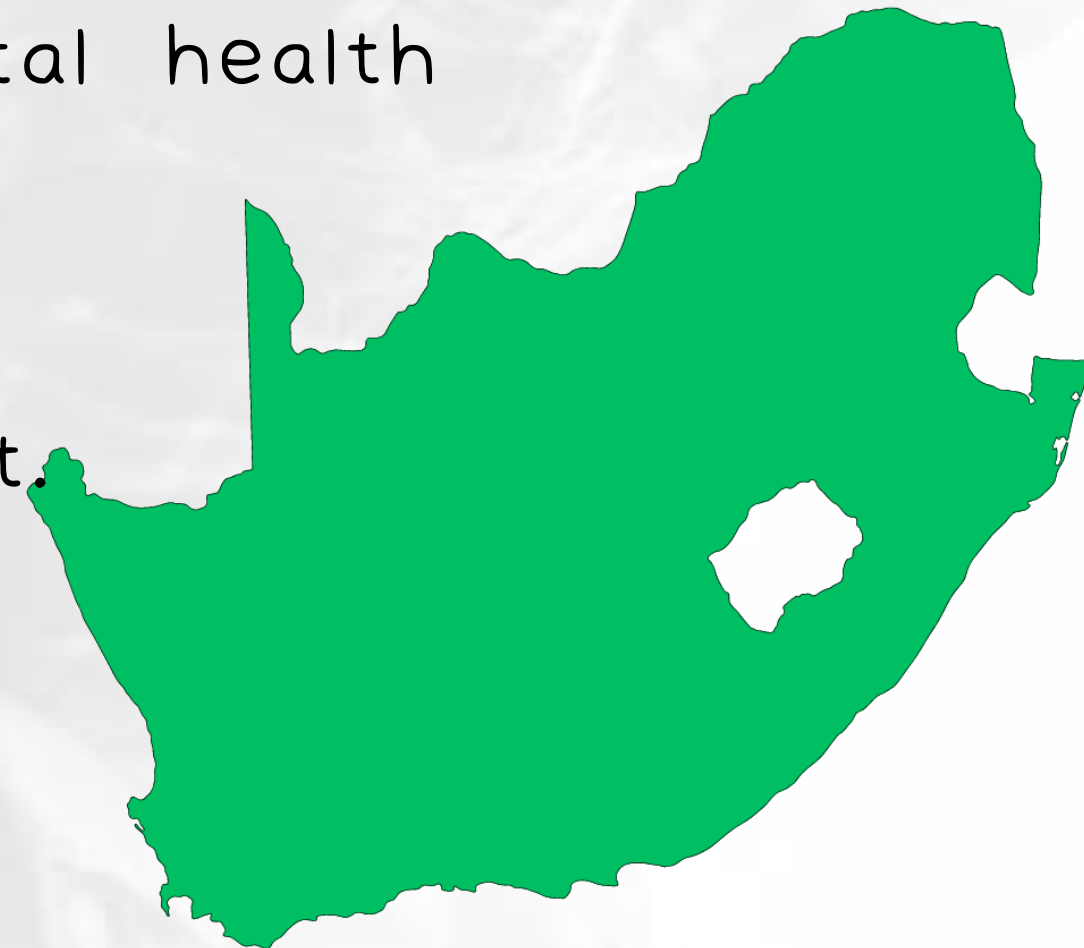
Flisher, A., & Hawkrige, S. 2013; United Nations Development Program.1995; Uznanski, A., & Roos, J.L. 1997



SOUTH AFRICA AND MENTAL HEALTH



- **South Africa**, only 5% of the health budget (13.8% of the GDP) is allocated to mental health.
- The average number of psychiatrists is 9/100 000 population in Europe, and **0.05/100 000 population in Africa**.
- Approximately **1 in 6 children** will live with a mental health condition at any given time in South Africa.
- Of these, **only 25%** will receive the necessary treatment.



WHAT CAN BE DONE ABOUT THIS?



- Access to mental health services
- Addressing educational disparities
- Strengthening community support networks
- Promoting resilience and coping skills
- Parent and caregiver support
- Reducing stigma and increasing awareness:
- Advocacy for policy changes



GOLDILOCKS AND THE BEAR FOUNDATION



Goldilocks and The Bear Foundation was founded in March 2017 and is a registered non-profit and public benefit organization.

Vision

Develop resilient and resourceful children free from mental health difficulties.

Mission

Improve child wellbeing through supporting evidence-based integrated mental health services.



The foundation aims to **remove mental health barriers to education** and in doing so improve the quality of life and opportunities children in impoverished communities.



SERVICES

Raising awareness and advocacy

- Provide information to teachers and parents
- Utilise media & press platforms and social media channels
- Raising awareness through sporting events

Increasing Knowledge

- ADHD workshops for teachers and parents
- ADHD training for health care professions
- ADHD training for the Department of Health, Education, Social Development, and other NPOs

*Speech and Language
Therapy Students*





SERVICES



Screening and referrals

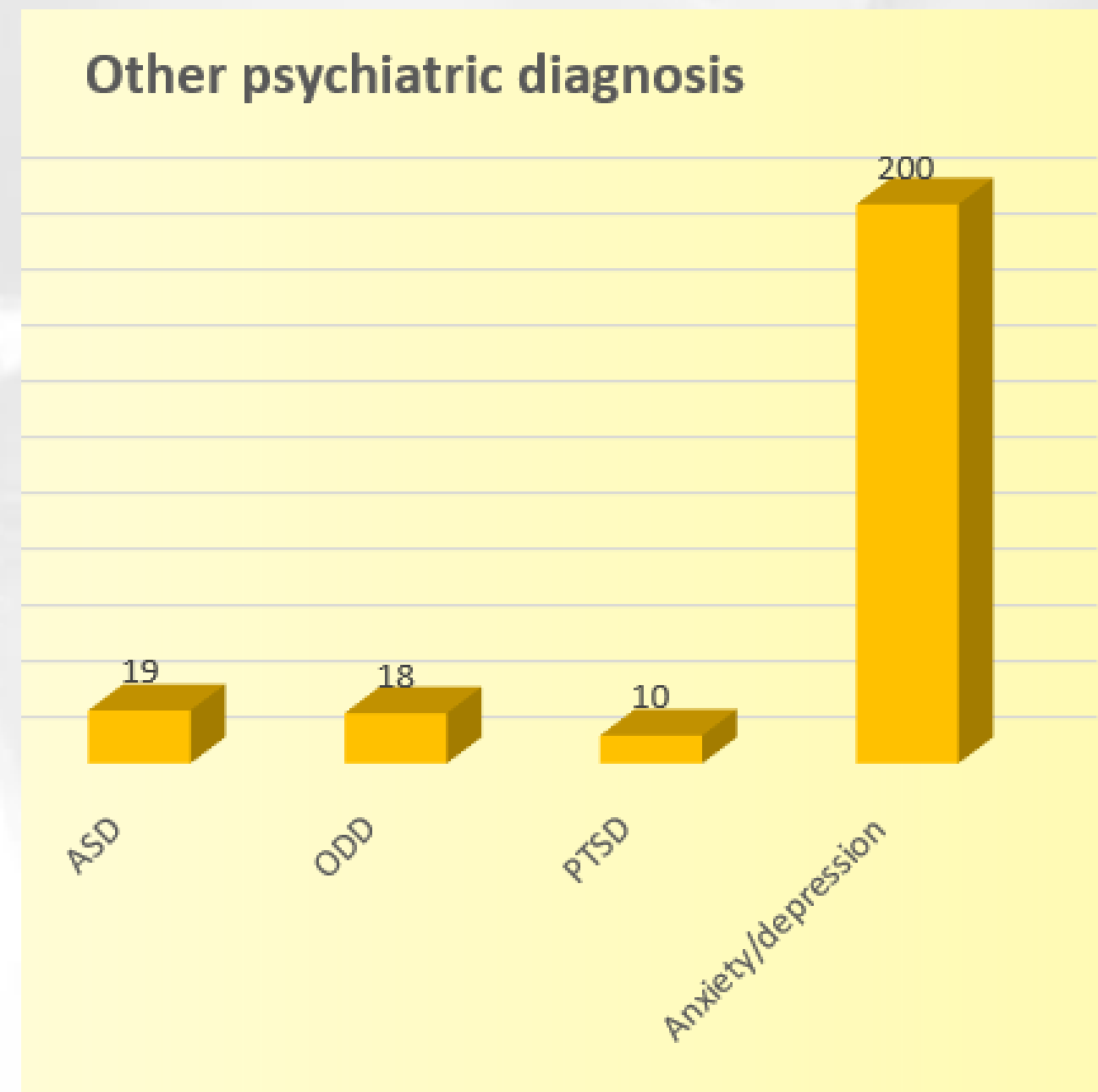
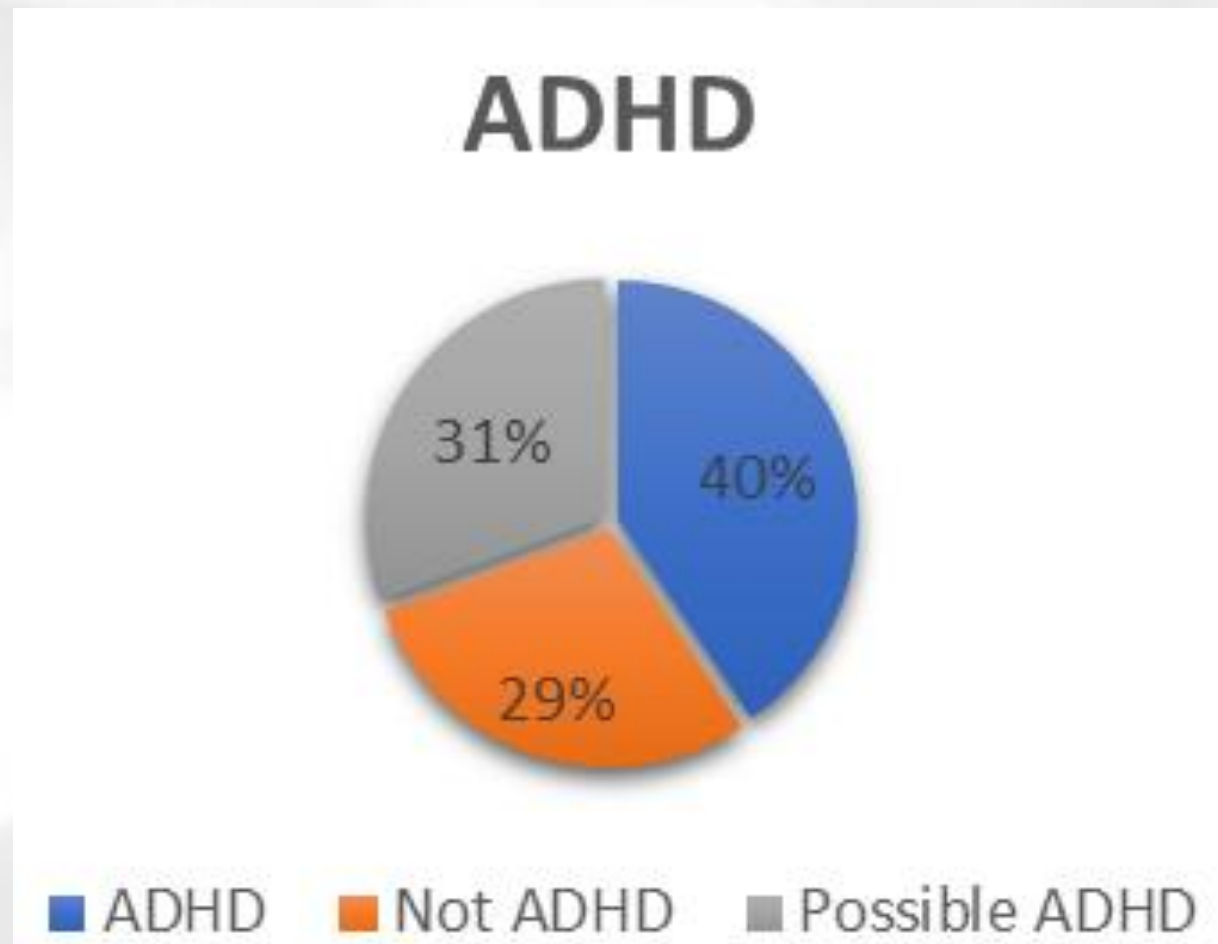
- Questionnaires are completed and consent is obtained
- Basic screening by trained healthcare professional
- Review by trained healthcare professional
- Referrals to clinics/hospitals (DOH)
- Referrals to volunteer network including optometry, audiology, occupational therapy and psychometric testing

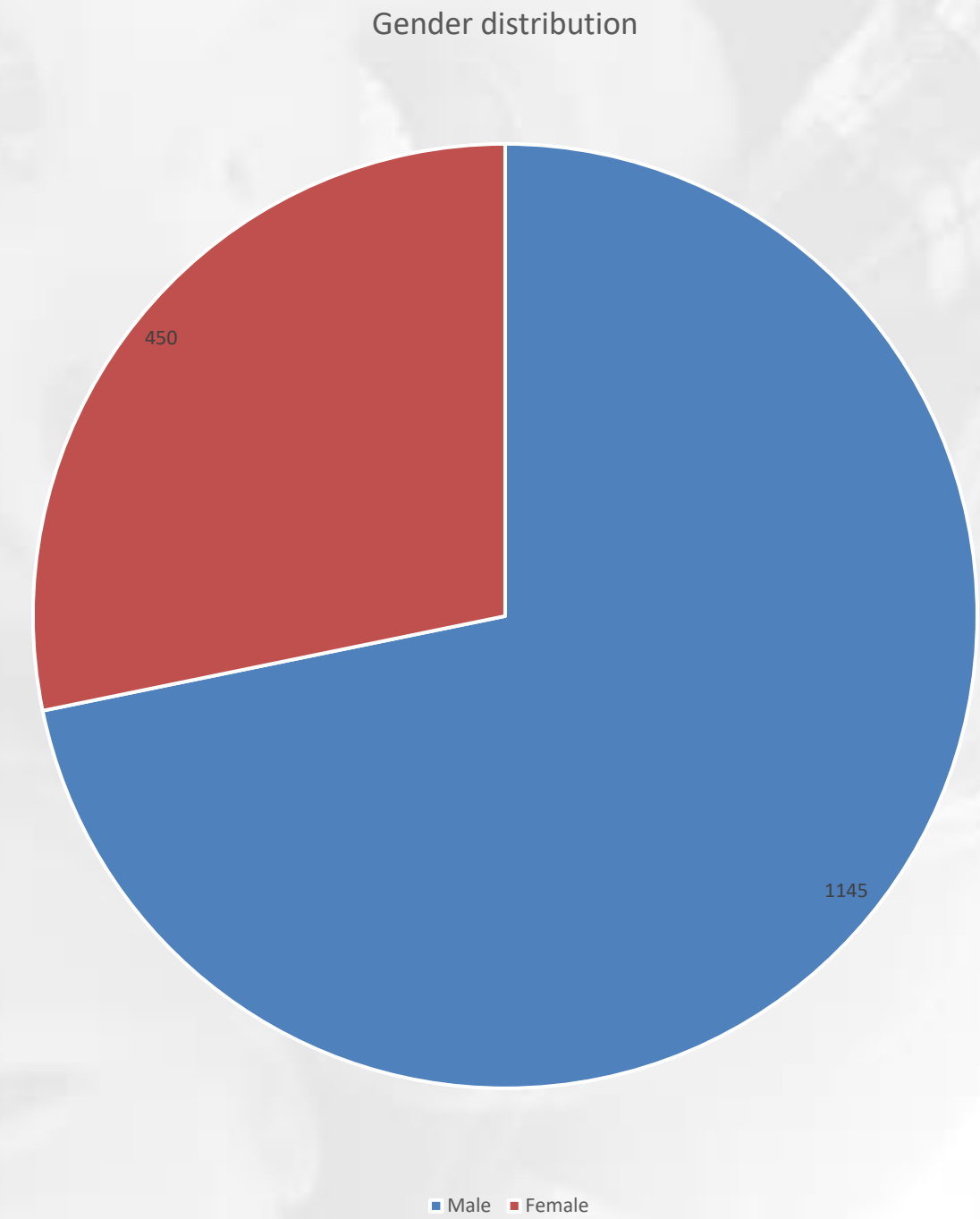
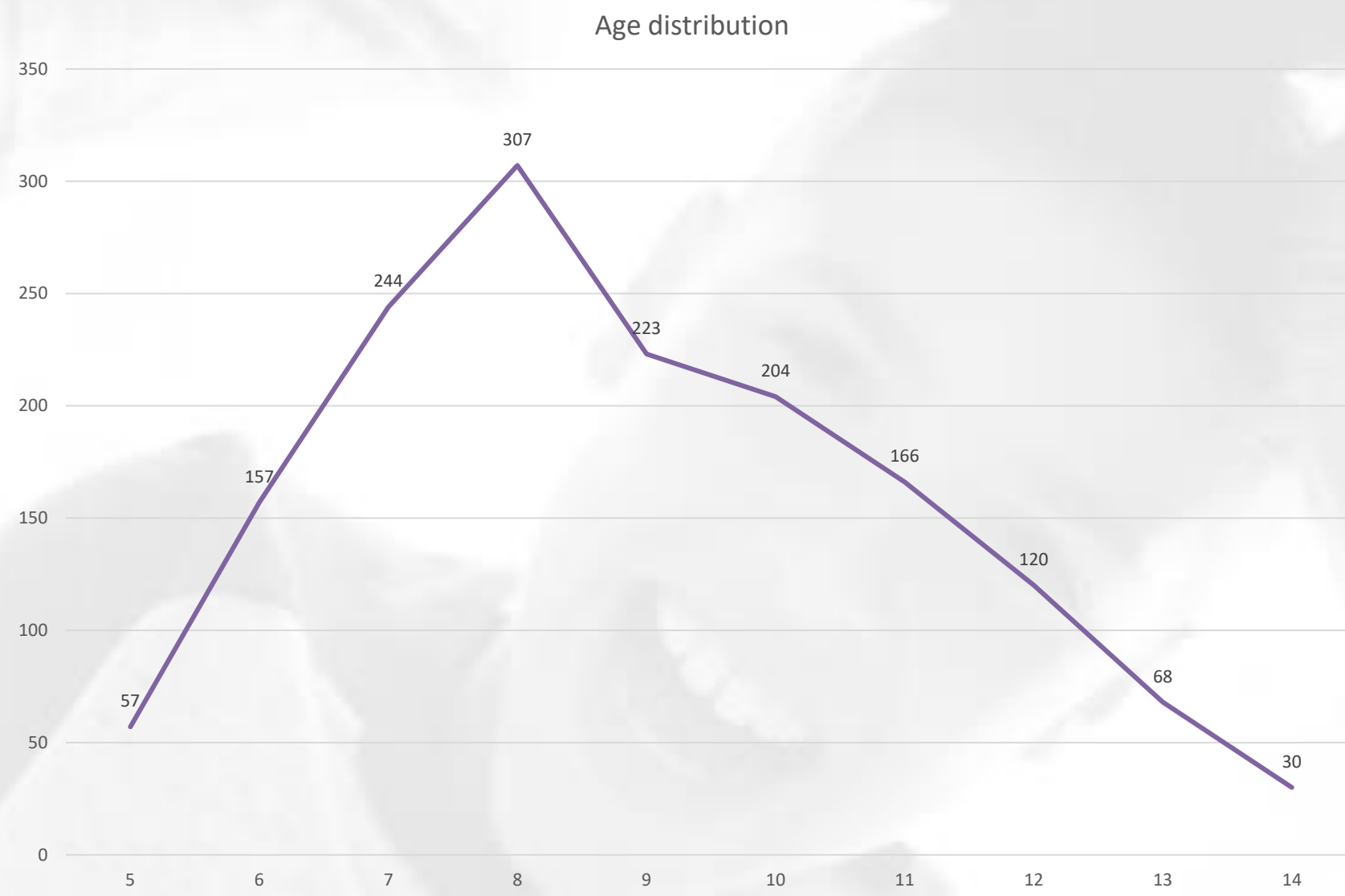
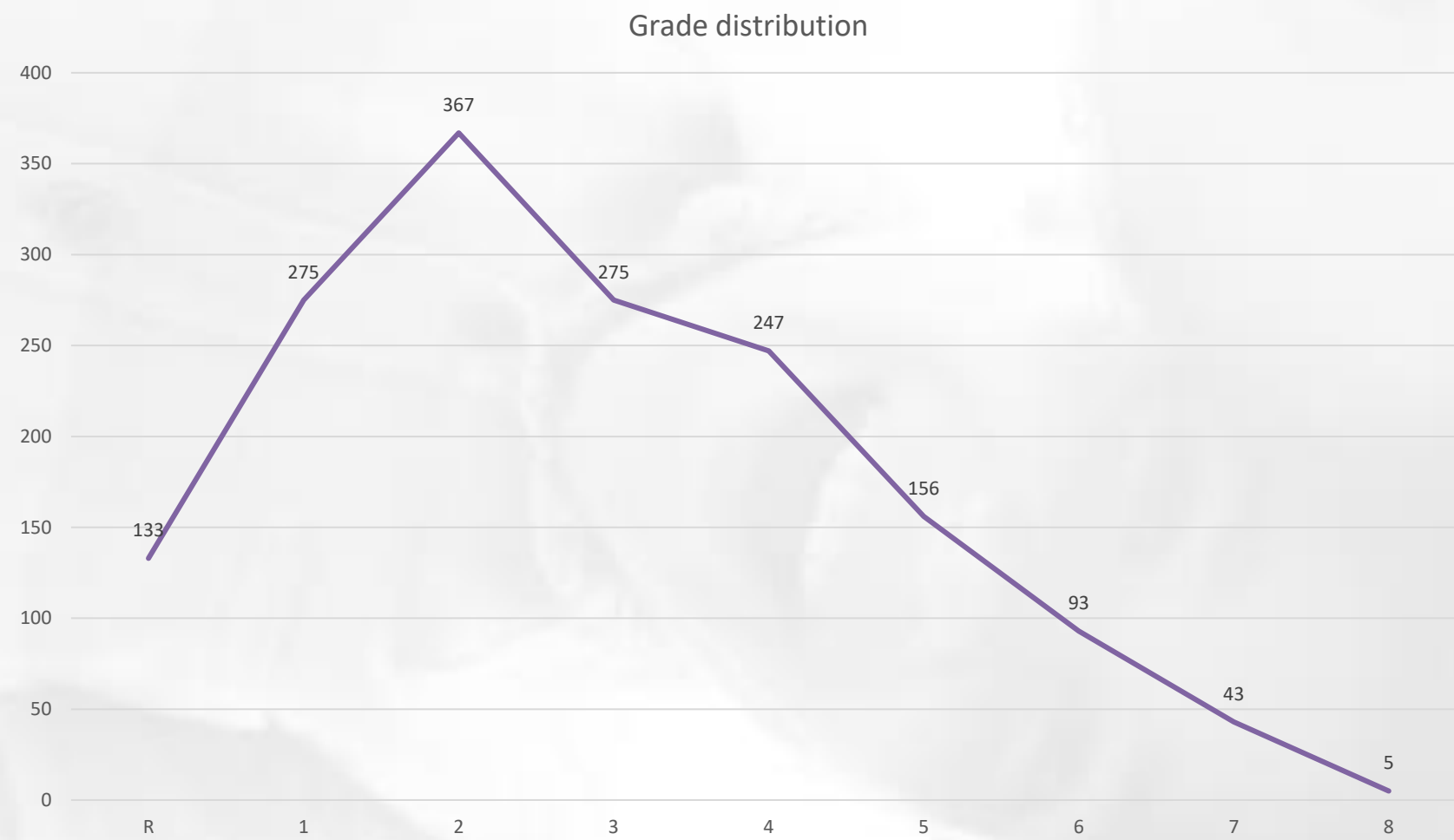
Data collection

- Collecting statistics regarding the prevalence of ADHD and other mental health or learning barriers
- Offers information for academic research and scientific publication opportunities

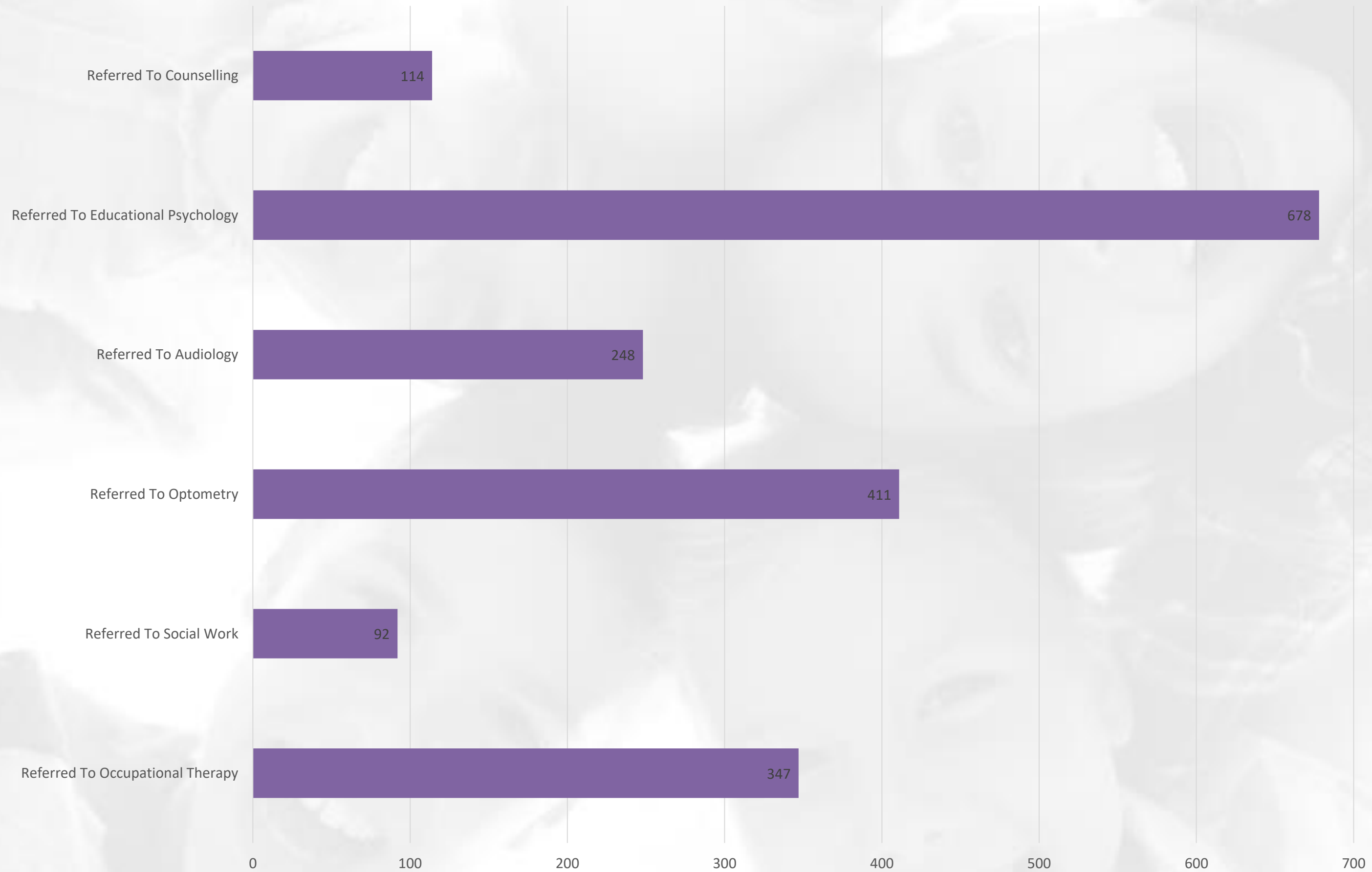
STATS

Children screened (March 2017 – March 2023): **1590**



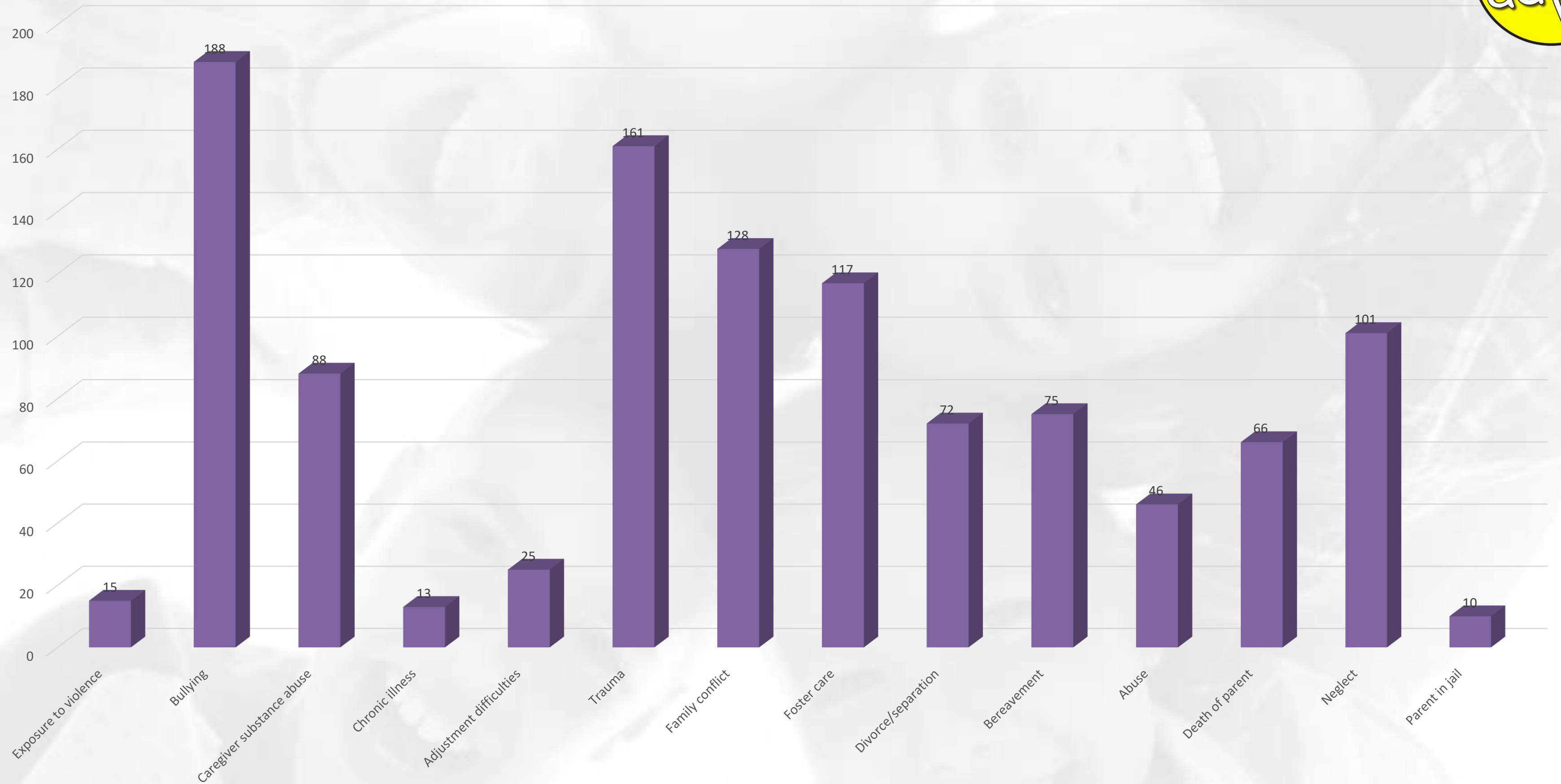


REFERRALS



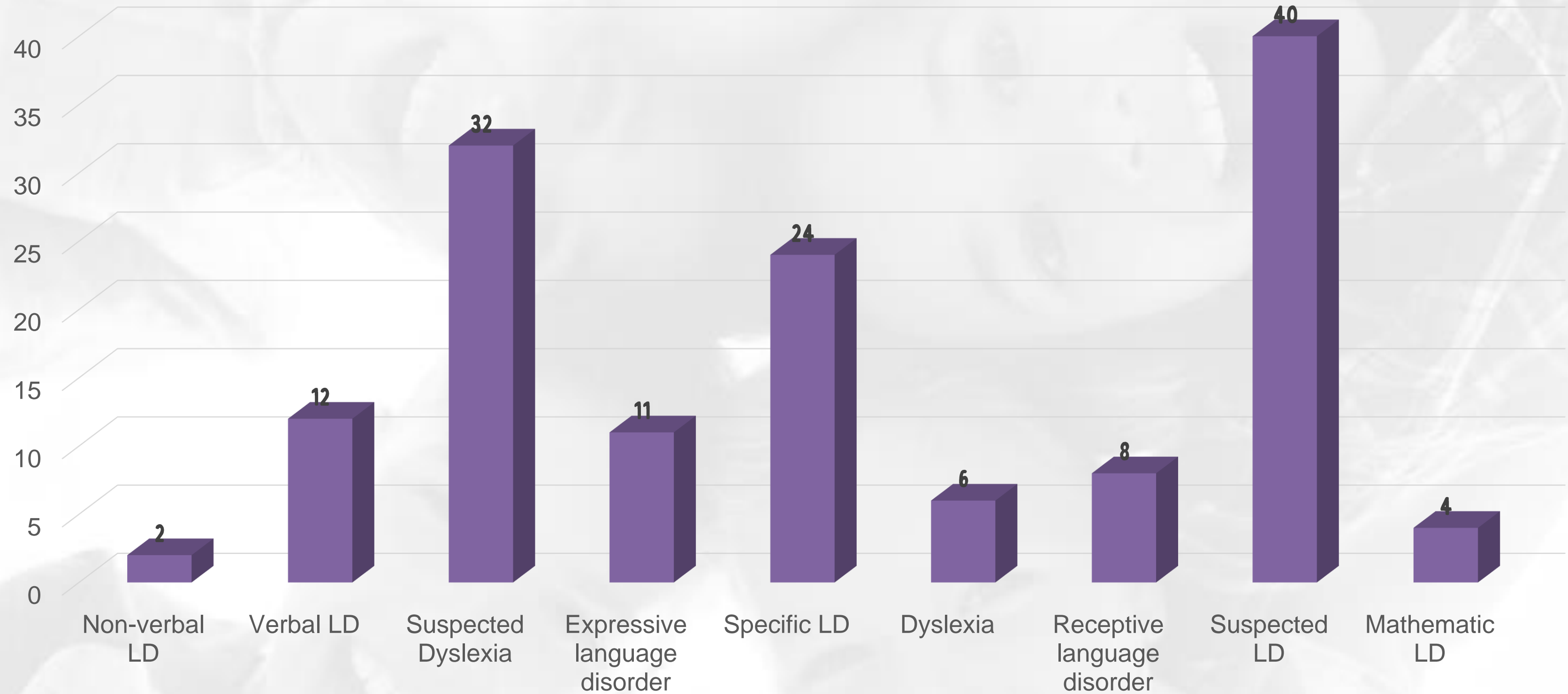


EMOTIONAL FACTORS





SPECIFIC LEARNING BARRIERS



10 year old grade 3 repeater
Struggles with reading and identifying
individual letters



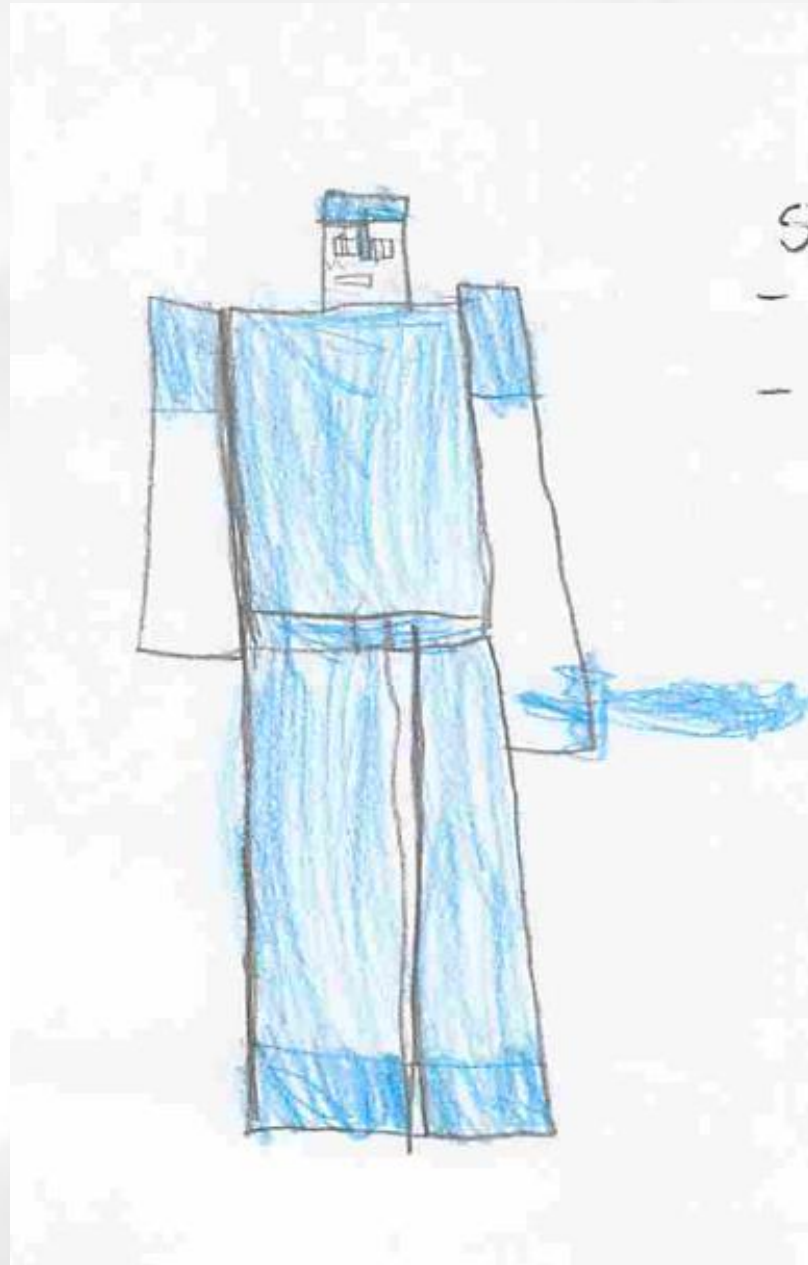
9 year old grade 3 learner
Struggling academically and
emotionally (anxiety), school
refusal



8 year old, grade 1 repeater
Unable to trace own hand
Socially isolates and showing
aggression
Struggled with eye contact



12 year old grade 4 learner
Unable to read basic words,
can identify some letters



11 year old grade 4 learner
Struggling with interpersonal
relationships
Hyperactive has no friends
Unable to do complete reading and
writing tasks



12 year old grade 4
learner, foster boy
Struggled to read and
identify individual letters
Socially isolates



GOALS OF THE FOUNDATION

01

To **empower** stakeholders and institutions with the information and knowledge to identify child mental health challenges

02

To **support** the development of a connected and dynamic ecosystem of child mental healthcare provision and coordination

03

To **develop** a knowledge base to inform policy and practice for improved child mental health outcomes

04

To **grow** the implementation capability of the Foundation



SOME FEEDBACK



"John* has been a perfect candidate for Ritalin...now able to concentrate and complete his work in class. He is also able to exhibit what he is capable of... helps with his behaviour, to an extent, but is far better and controlled than before. He is also less fidgety and spontaneous in the classroom."

PS.. Thank you for the effort and time you put in to ensure our kids get the best in education and life 🙏

1:16 PM

Great to hear, let's pray to the heavens for godly powers. Thanks so much we appreciate this great priceless effort to help our kid.

1:07 PM

Thank you so much I really appreciate all your efforts from the bottom of my heart 🌸🙏

3:37 PM

"So grateful to you and the goldilocks program" ... "Harry* still walks therapy and is a changed boy from last you saw him. You will always be in our hearts and prayer for helping children like Harry"

To : Goldilocks & the Bears .
We do not have enough words to thank you for your kindness, love & understanding. Thank you

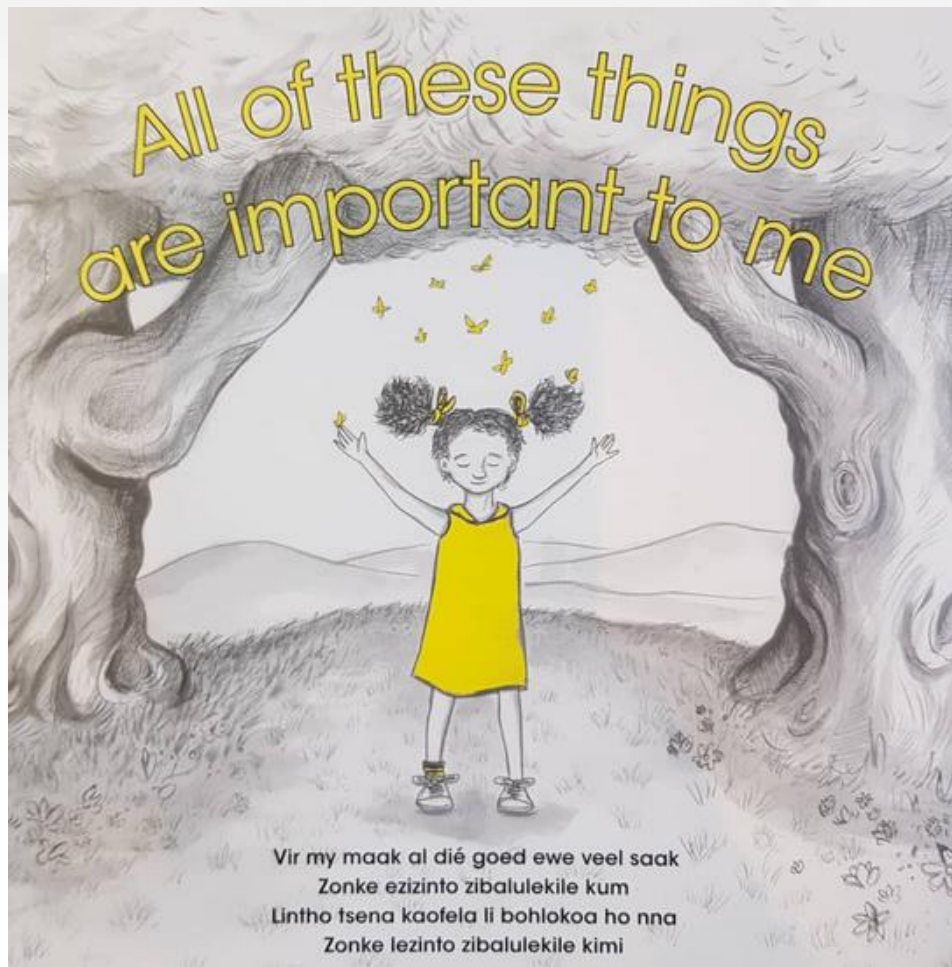


HOW CAN YOU
HELP?





YOU CAN HELP BY:



01

VOLUNTEER YOUR SERVICES

02

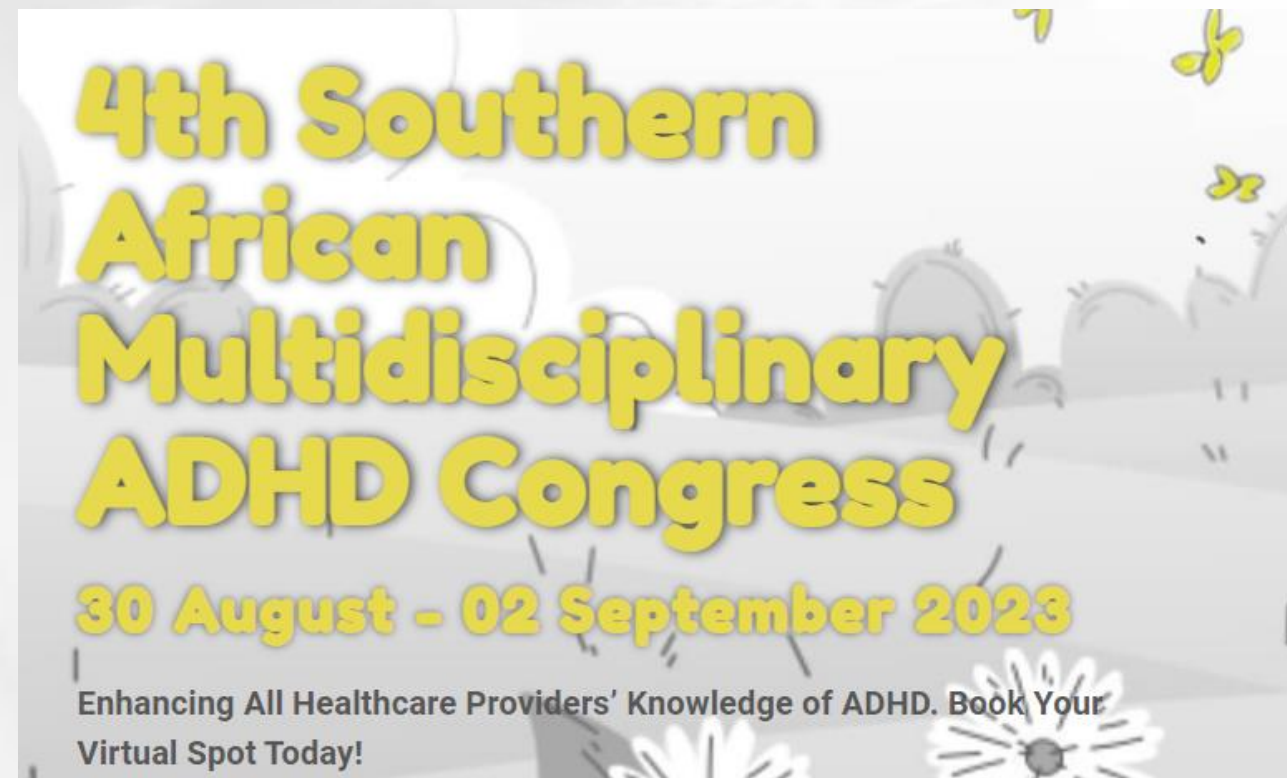
**BUY OUR BOOK OR
ATTEND OUR CONGRESS**

03

BE AN ADVOCATE FOR US

04

FUNDRAISING





CONTACT US

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