

THE MUDITA FOUNDATION



Learn2Learn

2024



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ABOUT OUR PROGRAMS

At the heart of the Mudita Foundation lies its beautiful beneficiaries: our learners. More specifically, our teenagers. A wonderful time of life between childhood and adulthood. Caught at a cross-roads between the joyful abandon of childish dreams and the intimidating freedom that comes with growing up; this is a golden opportunity for us to bring out the best in our amazing adolescents. At the Mudita Foundation, we bring out the best in our beneficiaries by delivering four core programmes:

1. Counselling for vulnerable tweens, teens and youth with mild to moderate emotional problems.
2. Screening, assessment and therapy for school-going youngsters with Substance Use Disorders (SUDs).

3. Teacher and parent education sessions around child and educational development, mental health care and SUDs.

4. Psycho-education sessions where we teach teens all about learning styles and developing sound and personalized study methods (Learn2Learn Programme).

The rest of this report will be dedicated to the Monitoring, Evaluation and Learning process for the Learn2Learn program for January to July 2024.

"Education is the bridge between who they are and who they can become."

Mudita, 2024

A WORD FROM THE PROGRAM MANAGER



As the Project Manager for the Mudita Foundation, it is my privilege to share the progress we've witnessed in our Grade 10 participants from our two participating schools in the Learn2Learn program. Watching these young individuals grow over the past year has filled us with immense pride and joy.

One of the most inspiring developments has been the remarkable increase in the learners' confidence. They now walk into our sessions with a sense of eagerness and anticipation, ready to immerse themselves in the activities we offer. The transition from traditional learning to our interactive, hands-on approach has sparked a newfound enthusiasm. Our learners, once shy and hesitant, now eagerly volunteer for role-plays, shedding their inhibitions and embracing the joy of learning in ways that often bring a smile to our faces—especially during our affirmation songs.

Equally heartening is the progress we've observed in their emotional intelligence. After one of our emotional well-being sessions, a young learner openly expressed her feelings of disappointment, articulating her emotions with a maturity beyond her years. This ability to recognize and convey complex emotions marks a significant step forward in their emotional and behavioral development.

Moreover, the sense of responsibility that our learners exhibit has grown significantly. It is not uncommon to see them taking the lead in tasks like distributing and collecting materials during sessions, a clear indication of their growing sense of ownership and accountability. This level of initiative speaks volumes about the positive influence the Learn2Learn

program has had on them.

These stories are just a glimpse of the positive changes we've been privileged to observe. The commitment, enthusiasm, and growth displayed by our learners are testament to the transformative power of this program.

We are deeply grateful for your continued support, which has made these successes possible, and we look forward to sharing more heartwarming stories with you as the year progresses.

A handwritten signature in black ink, appearing to read 'Chiné Crouch'. The signature is stylized and fluid.

**CHINÉ CROUCH
MANAGER**

LEARN2LEARN

EMOTIONAL, BEHAVIOURAL, AND EDUCATIONAL PROGRAM

MID-YEAR IMPACT REPORT 2024

Introduction

The Learn2Learn program, led by the Mudita Foundation, continues to transform the lives of our Grade 10 learners by fostering emotional, behavioral, and educational growth.

This year, we've witnessed remarkable progress, with our students displaying increased confidence, emotional intelligence, and a deeper sense of responsibility.

These developments are a testament to the program's ability to create a nurturing and supportive learning environment that empowers our learners to thrive.

In the pages that follow, we will take you on a quantitative journey through the mid-year results, providing brief explanations of the key indicators that highlight the progress made.

Additionally, we will share a short narrative on the success of our very first past-participant interns, who have returned to the program this year in a new capacity, further enriching our mission.



Impact measures: overview

Introduction

This mid-year report presents the progress observed in two intervention schools, Forest Heights and Tuscany Glen, which will, at the end of their academic year, be compared to two non-intervention schools, Eersteriver and Blackheath.

Intervention Schools

Forest Heights:

- **Pre-Test Results:** The initial assessment at Forest Heights indicated a baseline understanding of emotional regulation, behavioural control, and educational engagement among learners. Many learners displayed moderate levels of emotional distress and behavioural challenges.
- **Through Test Results:** Mid-year results show a notable improvement. There was a marked reduction in emotional distress and behavioural incidents, with learners demonstrating better self-regulation and engagement in academic activities. The increase in positive behaviour and emotional stability highlights the effectiveness of the program.

Tuscany Glen:

- **Pre-Test Results:** Initial assessments at Tuscany Glen highlighted similar challenges as observed at Forest Heights, with learners showing signs of emotional and behavioural difficulties and varying levels of academic engagement.
- **Through Test Results:** The mid-year assessment reflects
- substantial progress. Learners have shown significant
- improvement in managing their emotions and behaviours,
- which has positively impacted their academic performance.
- The program's activities and interventions have evidently
- contributed to these positive changes.



Non-Intervention Schools Eersteriver and Blackheath

The data from non-intervention schools, Eersteriver and Blackheath, serves as a control benchmark, indicating the typical progression without the Learn2Learn program's influence. In the pre-test phase, learners at Eersteriver and Blackheath exhibited similar levels of emotional distress and behavioural issues as those in the intervention schools, Forest Heights and Tuscany Glen. They also showed comparable levels of educational engagement.

This comparison is crucial because it highlights the baseline conditions of the learners across all schools before any interventions were made. The absence of significant interventions at Eersteriver and Blackheath means that any changes in emotional, behavioural, or educational outcomes observed in these schools can be attributed to natural progression or external factors, rather than a structured program like Learn2Learn.

Future Post-Test Comparison:

To fully understand the impact of the Learn2Learn program, a comparative post-test analysis for both intervention and non-intervention schools will be conducted at the end of the year. This analysis will provide a clearer picture of the program's effectiveness by comparing the end-of-year outcomes between the schools that participated in the Learn2Learn program and those that did not.



UNDERSTANDING THE PROBLEM

Problem Statement:

The Learn2Learn program aims to address the problems and challenges faced by at-risk high school learners within the Metropole East Education District in Cape Town, South Africa.

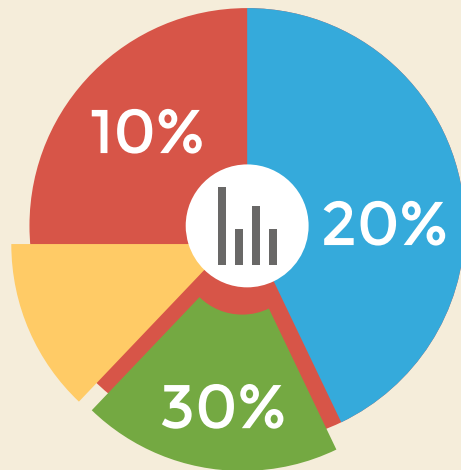
The area has exhibited a concerning trend of poor emotional, behavioral, developmental and vocational outcomes among these learners. This issue is supported by previous studies and statistics, indicating a high dropout rate, low academic achievement, and limited personal development skills among the target demographic.

Linkages Between Problems and Causal Factors:

- Academic Underachievement and Socioeconomic Barriers: Economic disparities contribute to limited access to educational resources, affecting academic performance and exacerbating dropout rates.
- Limited Personal Development Skills and Educational Gaps: Inadequate support within the education system results in a lack of personal development skills, hindering emotional well-being.
- Vocational Uncertainty and Lack of Career Guidance: Insufficient exposure to diverse career paths contributes to vocational uncertainty, impacting learners' ability to set clear academic and career goals.
- Academic Underachievement and Limited Learning Style Recognition: Traditional teaching methods may not cater to diverse learning styles, negatively impacting academic performance.

BY ADDRESSING THESE IDENTIFIED PROBLEMS AND UNDERSTANDING THEIR CAUSAL FACTORS, THE LEARN2LEARN PROGRAM AIMS TO INTERVENE STRATEGICALLY, CREATING A TAILORED APPROACH TO EMPOWER LEARNERS WITH THE NECESSARY SKILLS AND KNOWLEDGE FOR SCHOLASTIC SUCCESS, PERSONAL DEVELOPMENT, AND INFORMED CAREER CHOICES.

OBJECTIVES & MEASURES



GOAL STATEMENT

To support at-risk high school learners in the development of emotional, behavioral, developmental, and vocational skills, equipping them with the skills to be unique and contributing members of society.

Objective Statements for the four domains

1. Enhance Emotional and Behavioral Well-Being:

Objective: Improve the emotional and behavioral well-being of at-risk high school learners.

2. Facilitate Personal Development:

Objective: Foster personal development, focusing on improved communication skills and resilience for at-risk high school learners.

3. Enhance Learning Ability for Practical Life Success:

Objective: Enhance learners' abilities for practical life success, including comprehension and personal learning styles.

4. Vocational Awareness:

Objective: Increase awareness of diverse vocational opportunities and foster self-assessment of personal strengths and weaknesses.

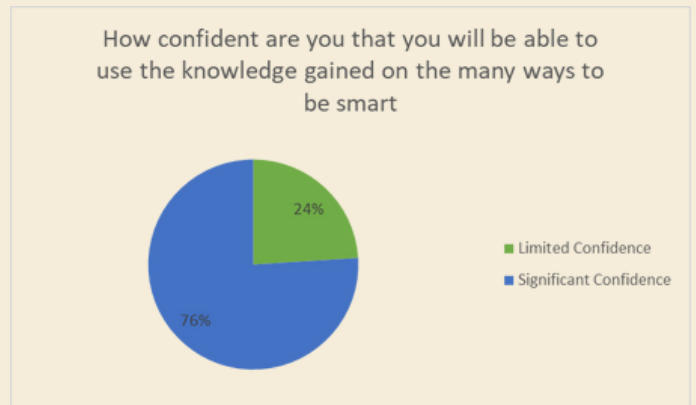
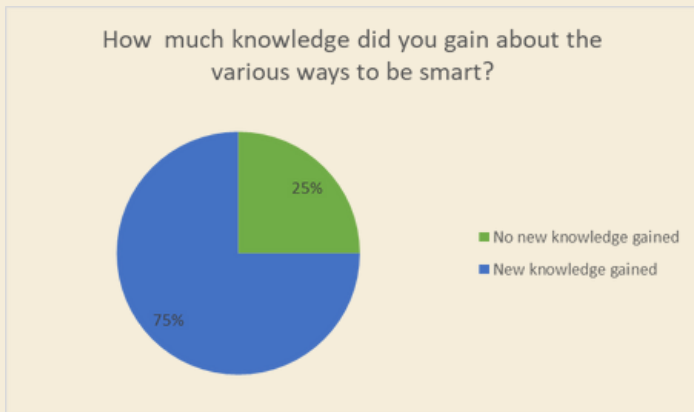
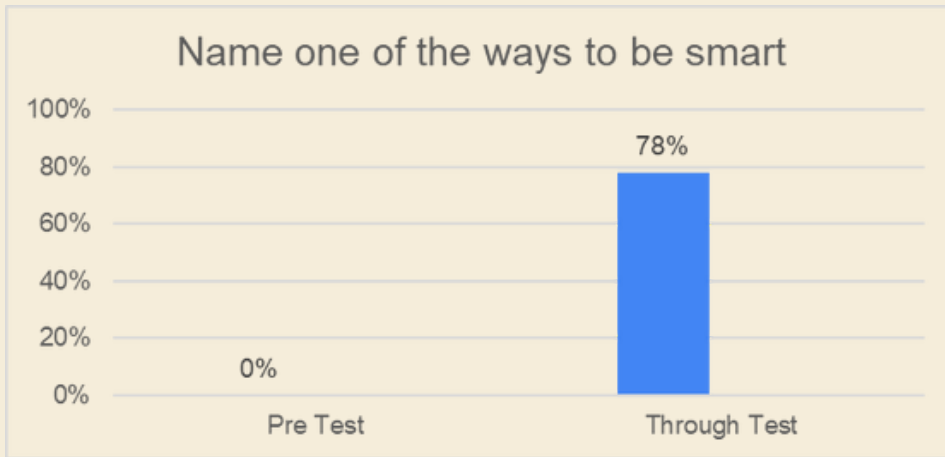
Data Collection Method:

The data presented reflects the progress observed from January to June, covering half of the program period. Our approach includes:

- Pre-Test and Post-Test: Learners completed a pre-test before the program began, and post-test questions, mimicking the pre-test, were administered after each session.
- Knowledge Gain and Confidence: The tests measured:
 - Knowledge gained about the session's topic.
 - Confidence in applying the newly acquired knowledge.
- Through-Test Approach: To track ongoing progress, learners answered these questions after each session rather than at the end of the year. This method allows for real-time assessment of knowledge retention and confidence.

Results

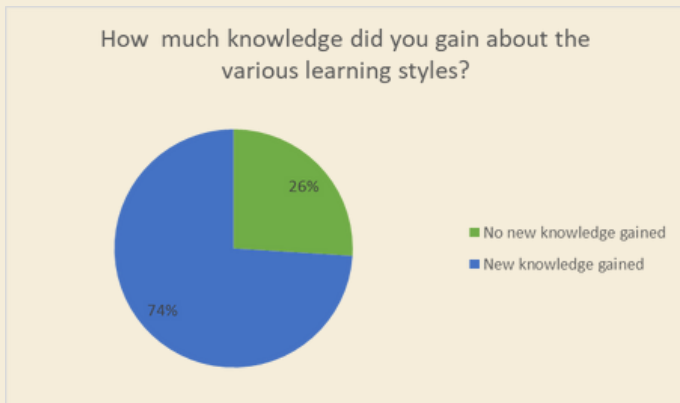
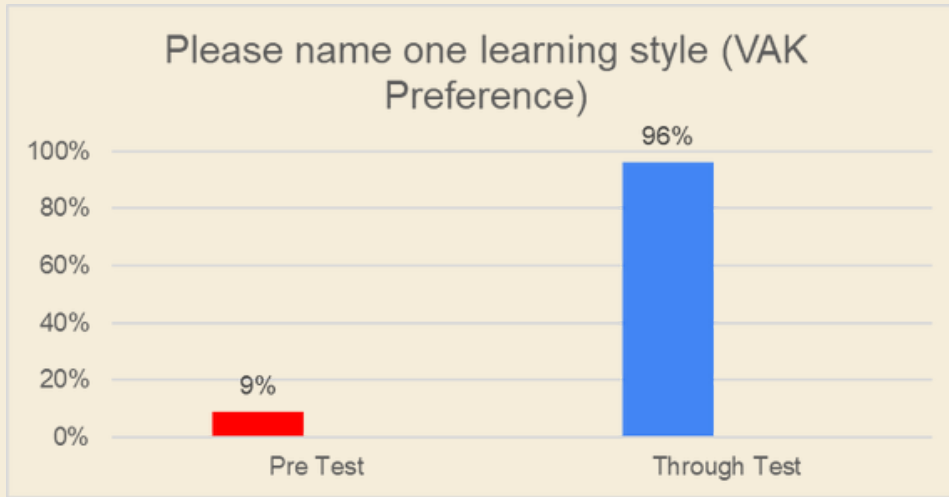
Forest Heights High



Explanation of indicator

Ways to be Smart (Multiple Intelligences): This indicator reflects learners' understanding of different types of intelligence, such as being word smart, number smart, or music smart. It assesses how well they recognize that intelligence can manifest in various forms, not just traditional academic skills.

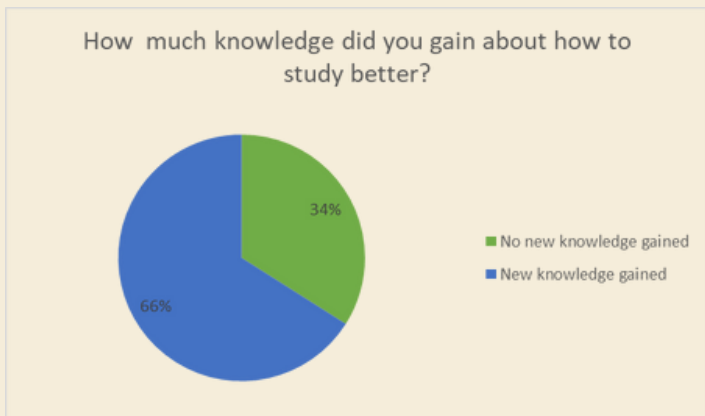
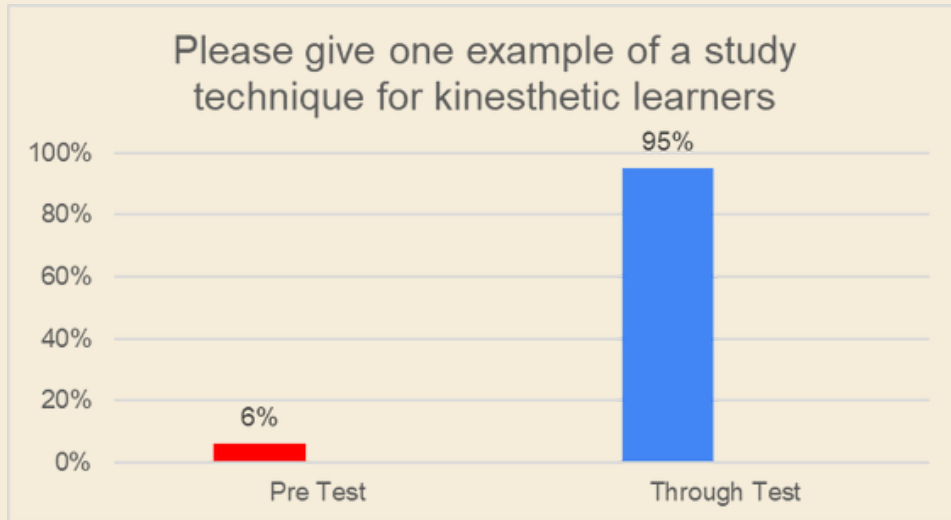
Forest Heights High



Explanation of indicator

Learning Styles: This indicator evaluates learners' awareness of different learning styles, including auditory, visual, and kinesthetic. It measures their understanding of how these styles can influence their study habits and academic performance.

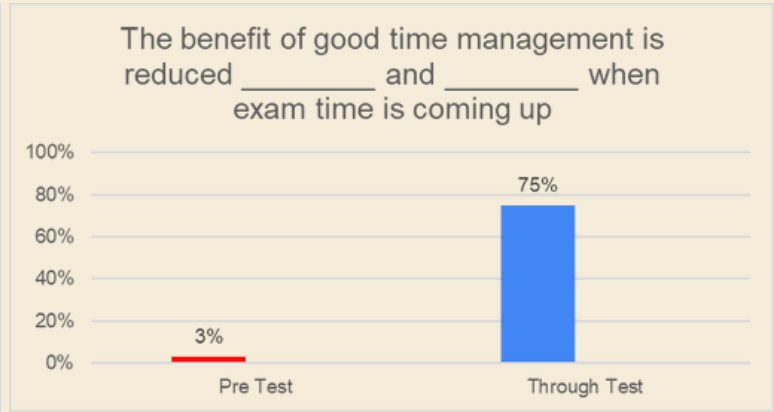
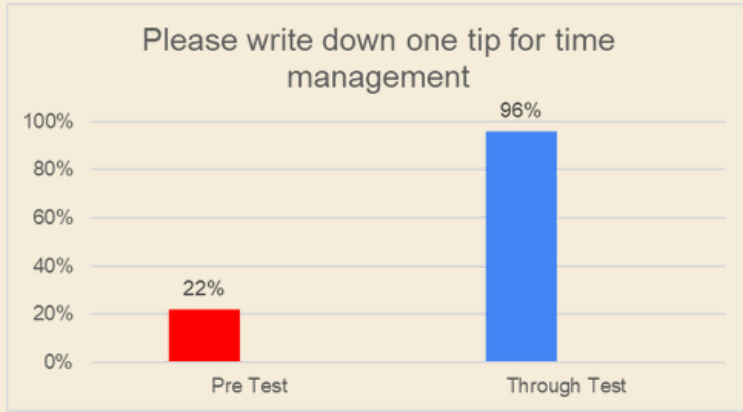
Forest Heights High



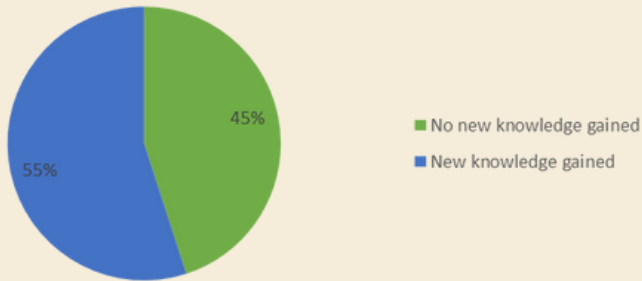
Explanation of indicator

Study Skills: This indicator assesses learners' knowledge and application of effective study techniques, such as note-taking, summarizing information, and using memory aids. It gauges their ability to utilize strategies that enhance learning and retention.

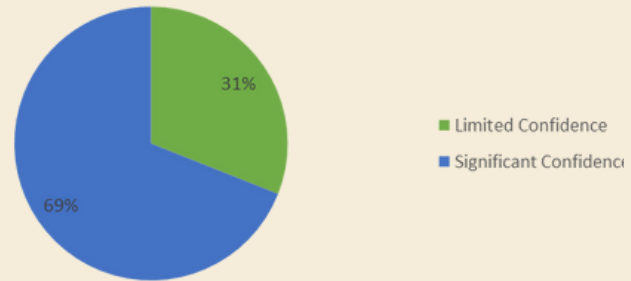
Forest Heights High



How much knowledge did you gain about time management?



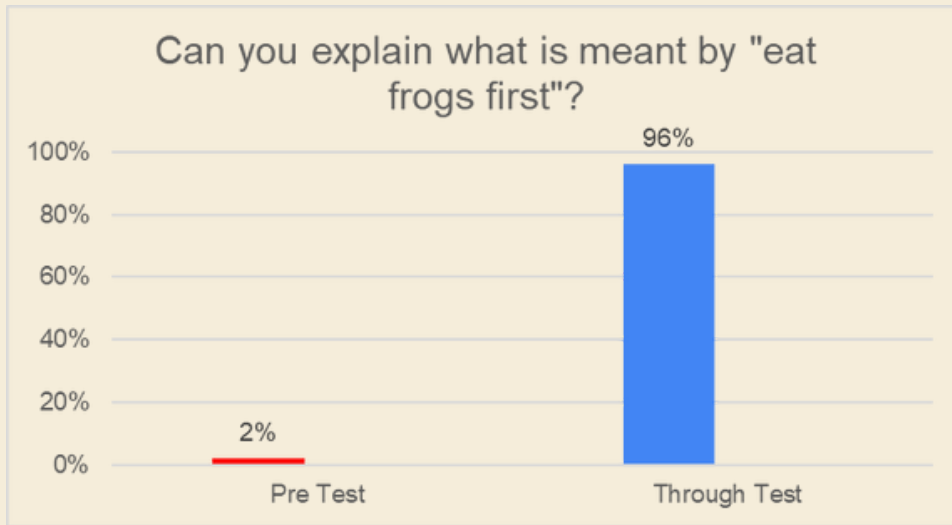
How confident are you that you will be able to use the knowledge gained on time management?



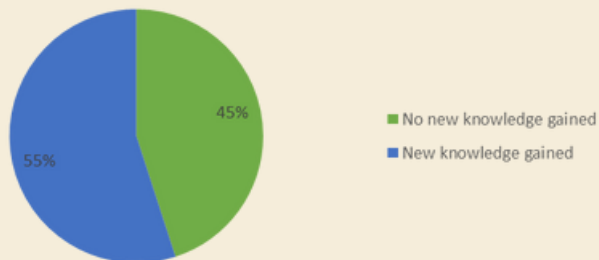
Explanation of indicator

Time Management: This indicator measures learners' ability to manage their time effectively, including setting priorities, avoiding procrastination, and allocating sufficient time for studying and other responsibilities.

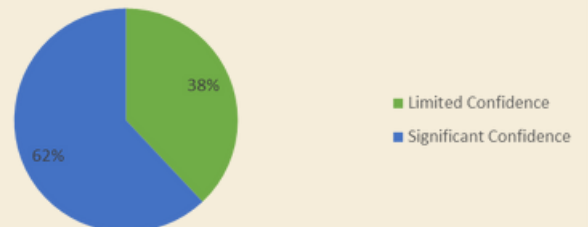
Forest Heights High



How much knowledge did you gain planning and goal setting?



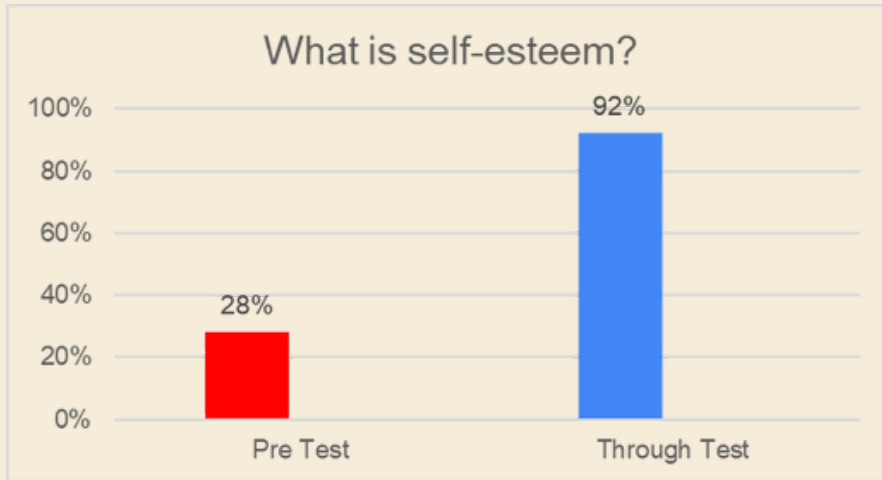
How confident are you that you will be able to use the knowledge gained on planning and goal setting?



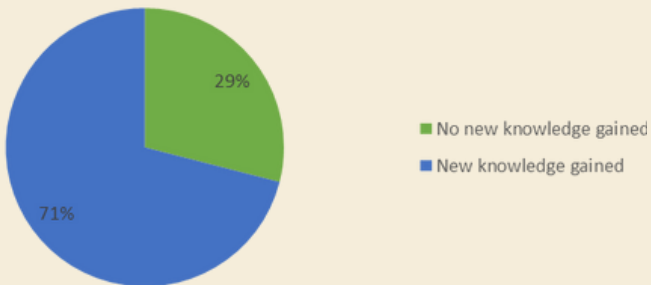
Explanation of indicator

Planning and Goal Setting: This indicator evaluates learners' understanding of how to set achievable goals and create actionable plans to reach them. It measures their ability to break down larger objectives into manageable steps.

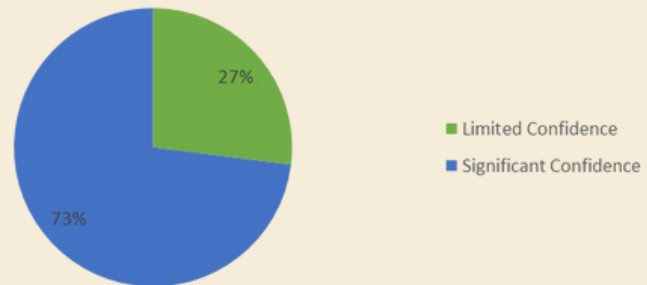
Forest Heights High



How much knowledge did you gain on self-esteem?



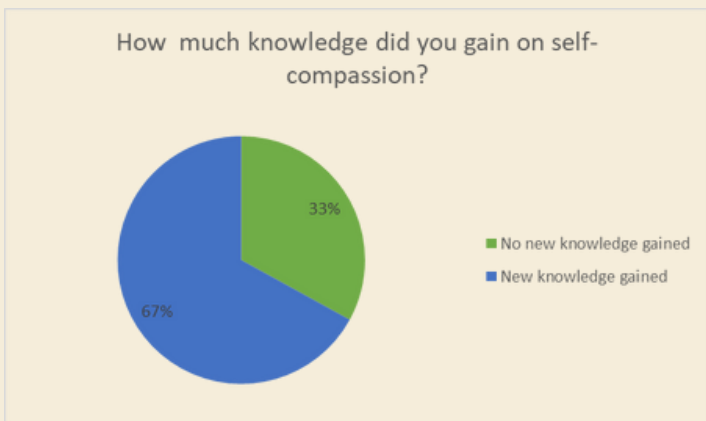
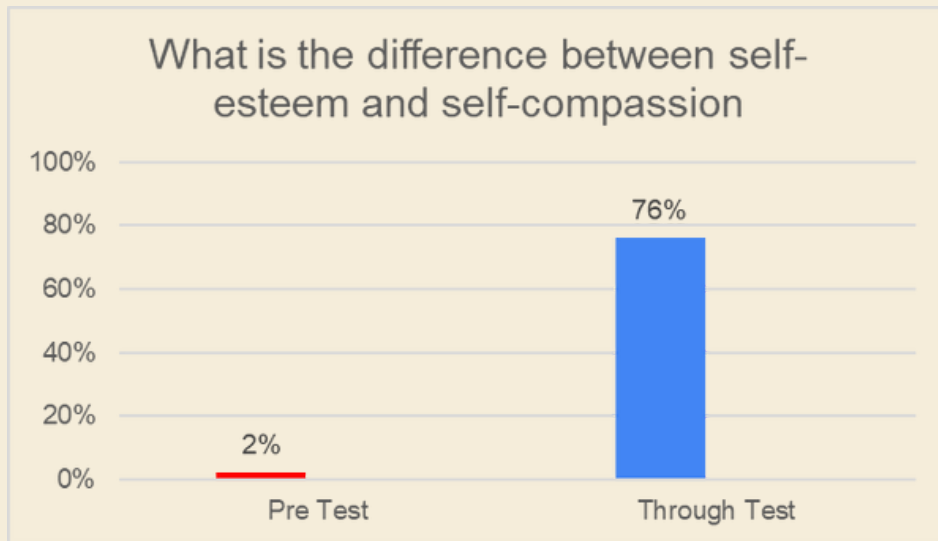
How confident are you that you will be able to use the knowledge gained on self-esteem?



Explanation of indicator

Self-Esteem: This indicator assesses learners' overall sense of self-worth and confidence in their abilities. It gauges how positively they view themselves and their potential for success.

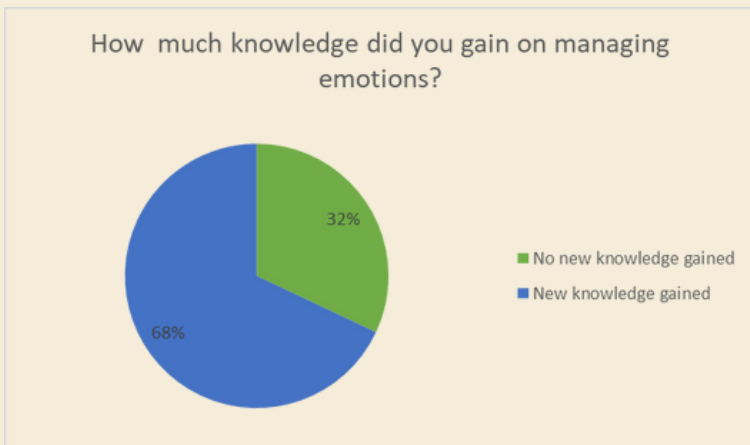
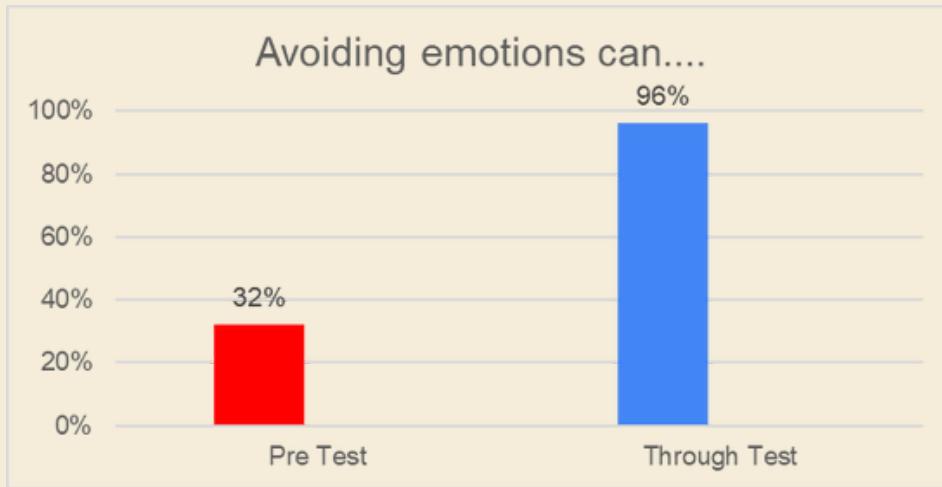
Forest Heights High



Explanation of indicator

Understanding the Difference Between Self-Esteem and Self-Compassion: This indicator evaluates learners' comprehension of self-esteem and self-compassion, highlighting the difference between the two. Self-compassion involves treating oneself with kindness during difficult times, while self-esteem focuses on feeling good about oneself.

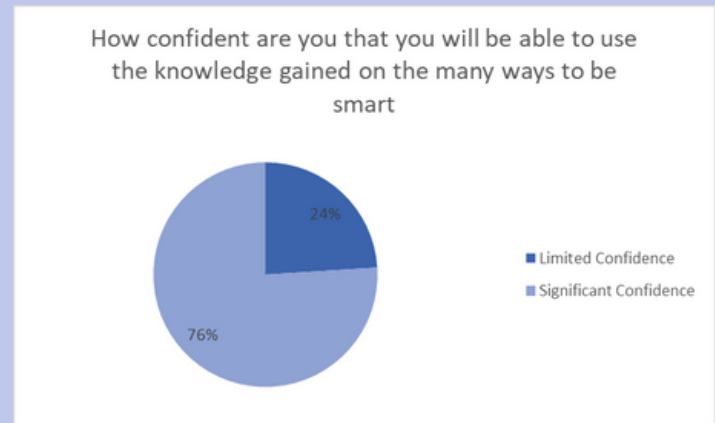
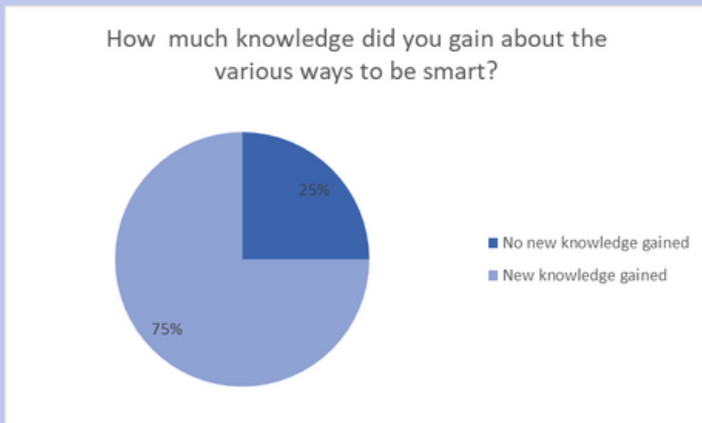
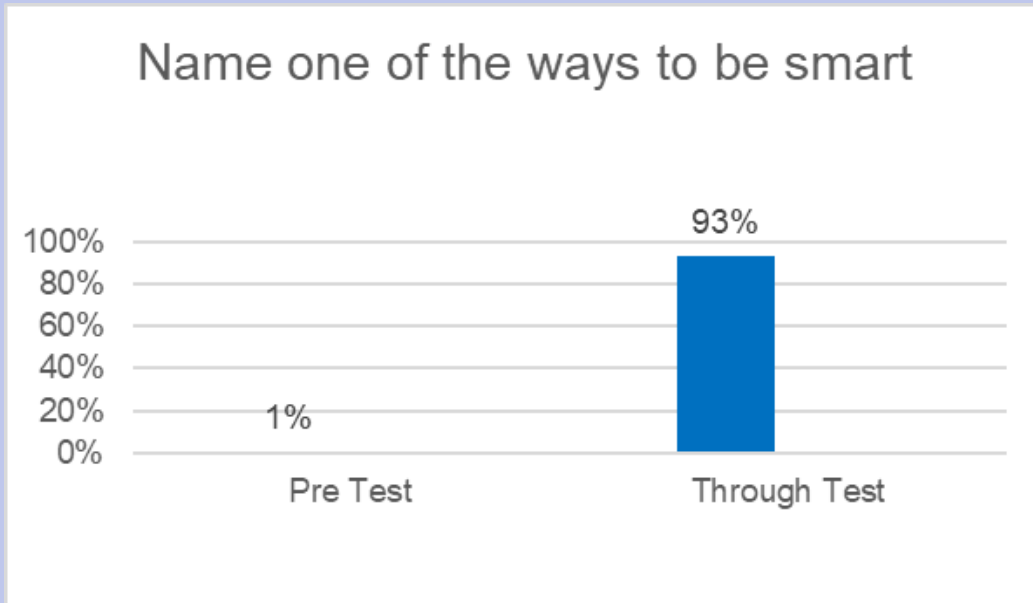
Forest Heights High



Explanation of indicator

Managing Emotions and Naming Emotions: This indicator measures learners' ability to identify and label their emotions accurately and their capacity to manage these emotions effectively. It assesses their emotional intelligence and coping skills.

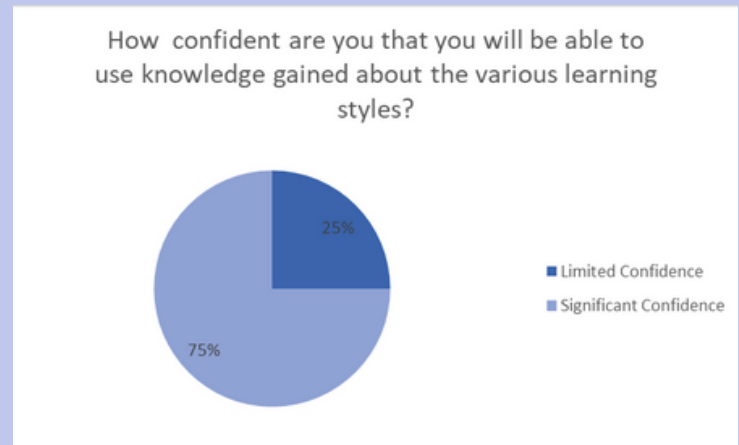
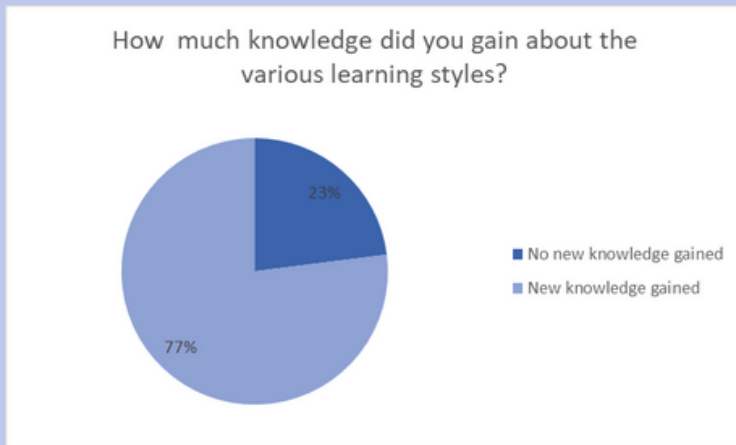
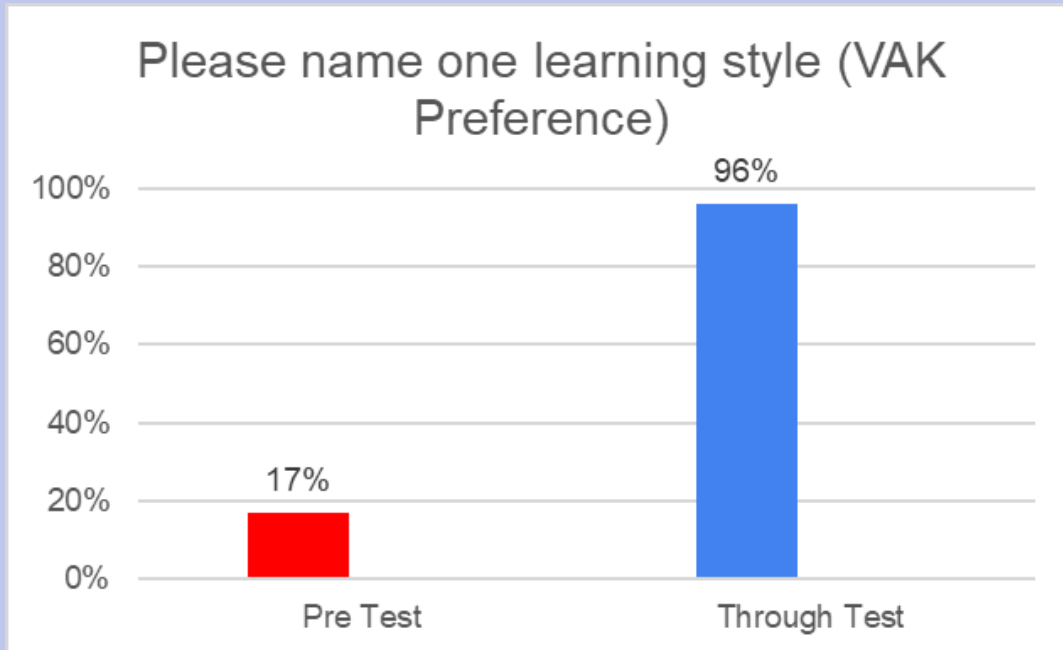
Tuscany Glen High



Explanation of indicator

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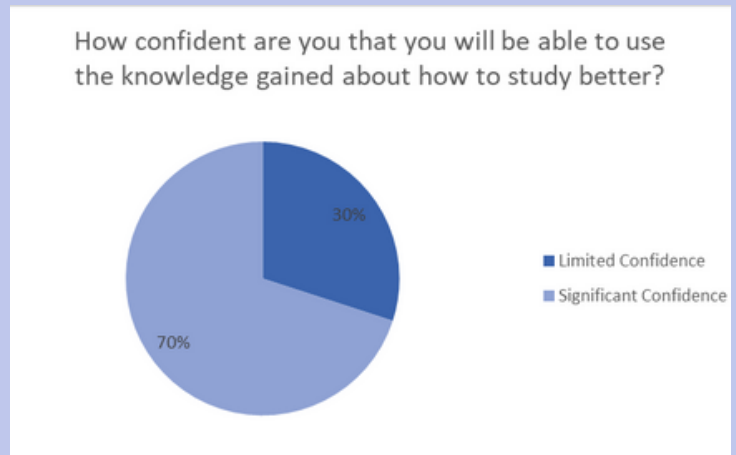
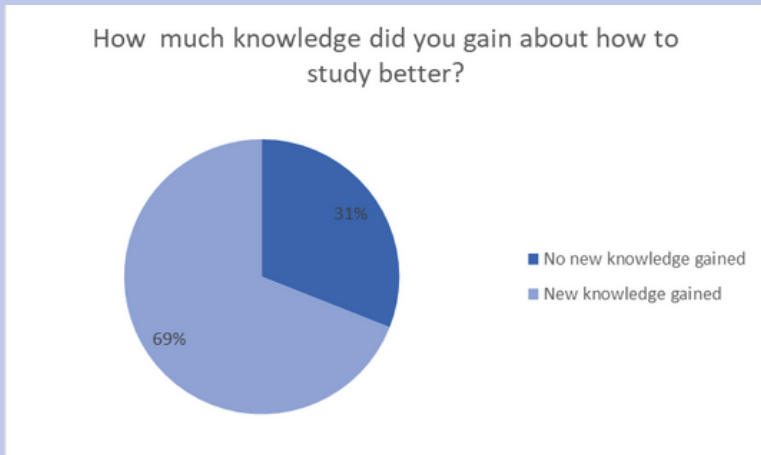
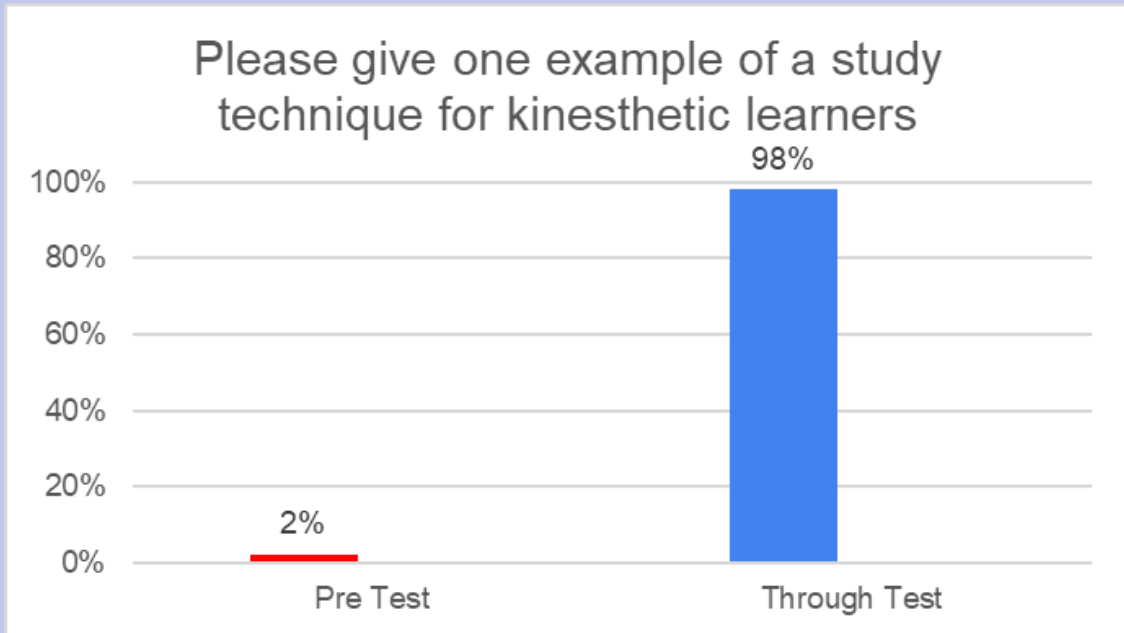
Tuscany Glen High



Explanation of indicator

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Tuscany Glen High



Explanation of indicator

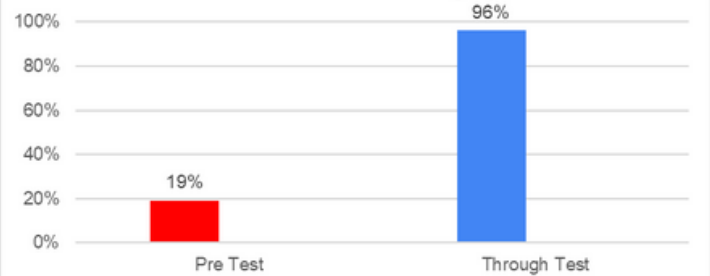
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Tuscany Glen High

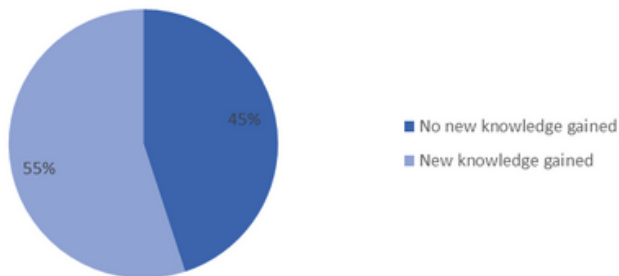
Please write down one tip for time management



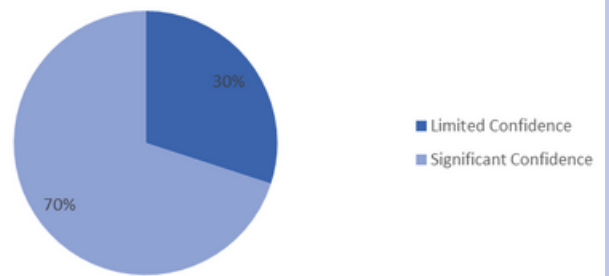
The benefit of good time management is reduced _____ and _____ when exam time is coming up



How much knowledge did you gain about time management?



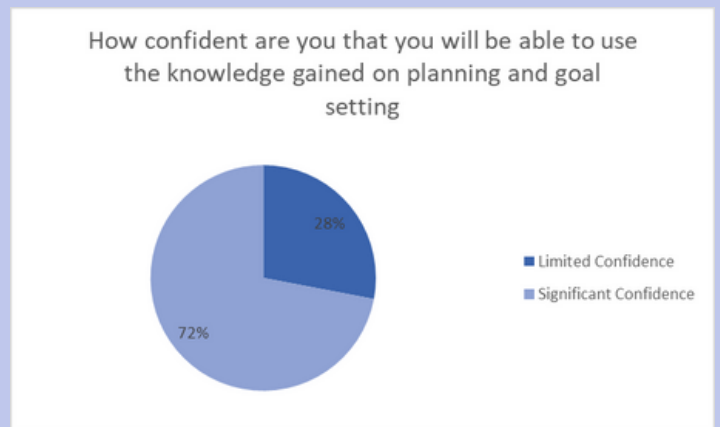
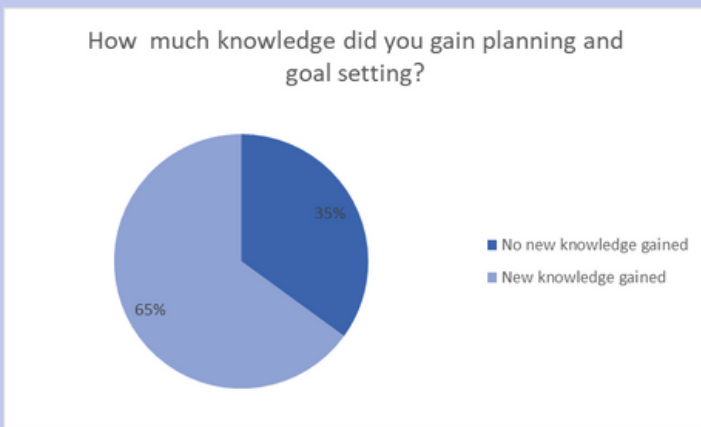
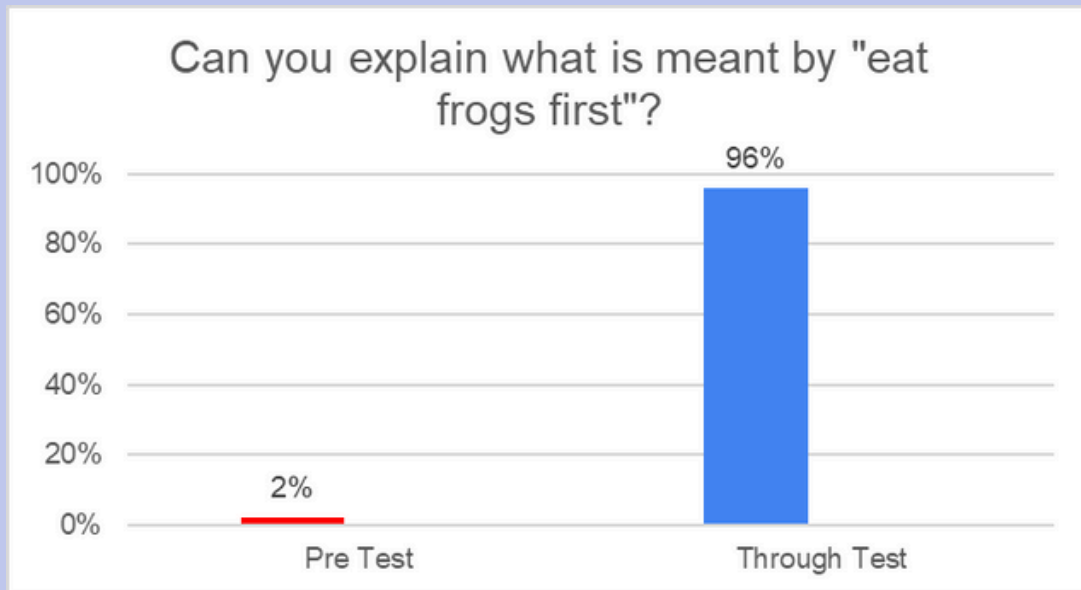
How confident are you that you will be able to use the knowledge gained on time management?



Explanation of indicator

Time Management: This indicator measures learners' ability to manage their time effectively, including setting priorities, avoiding procrastination, and allocating sufficient time for studying and other responsibilities.

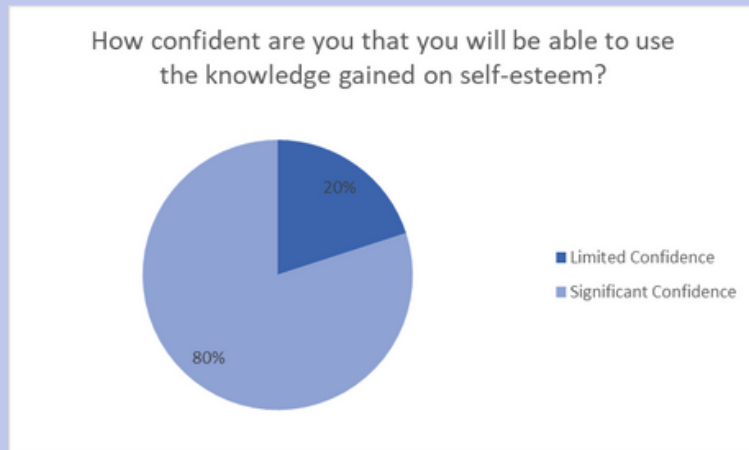
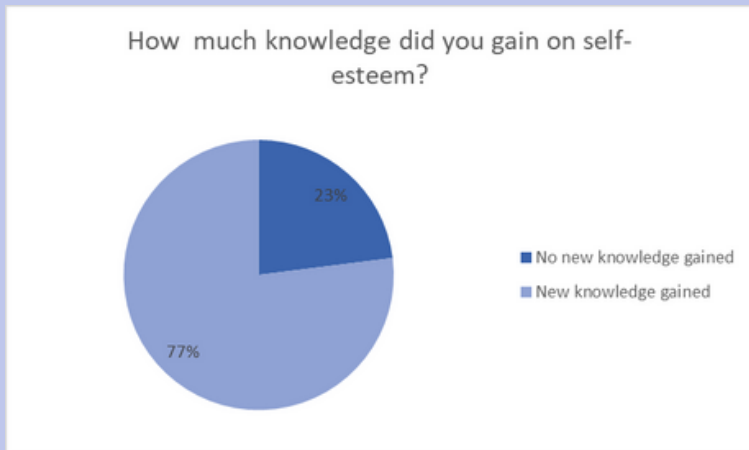
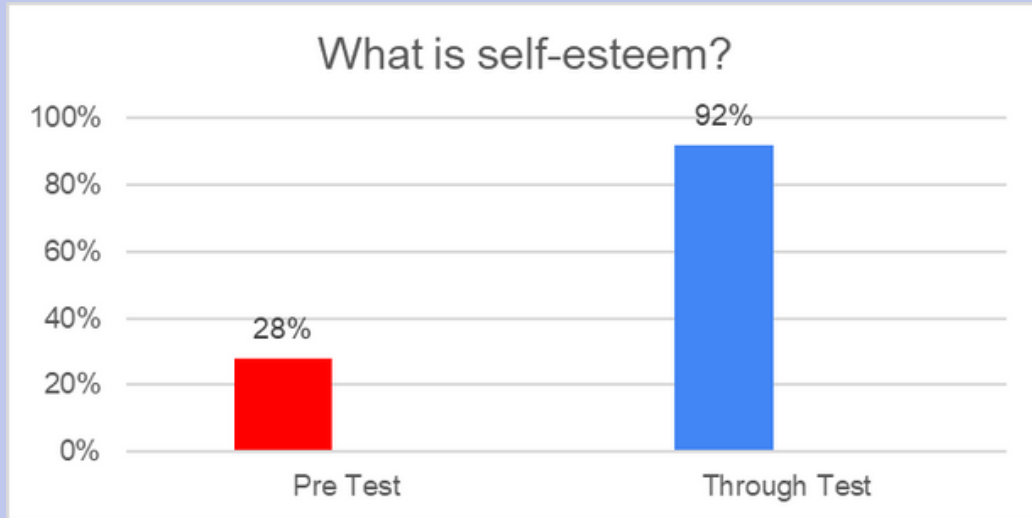
Tuscany Glen High



Explanation of indicator

Planning and Goal Setting: This indicator evaluates learners' understanding of how to set achievable goals and create actionable plans to reach them. It measures their ability to break down larger objectives into manageable steps.

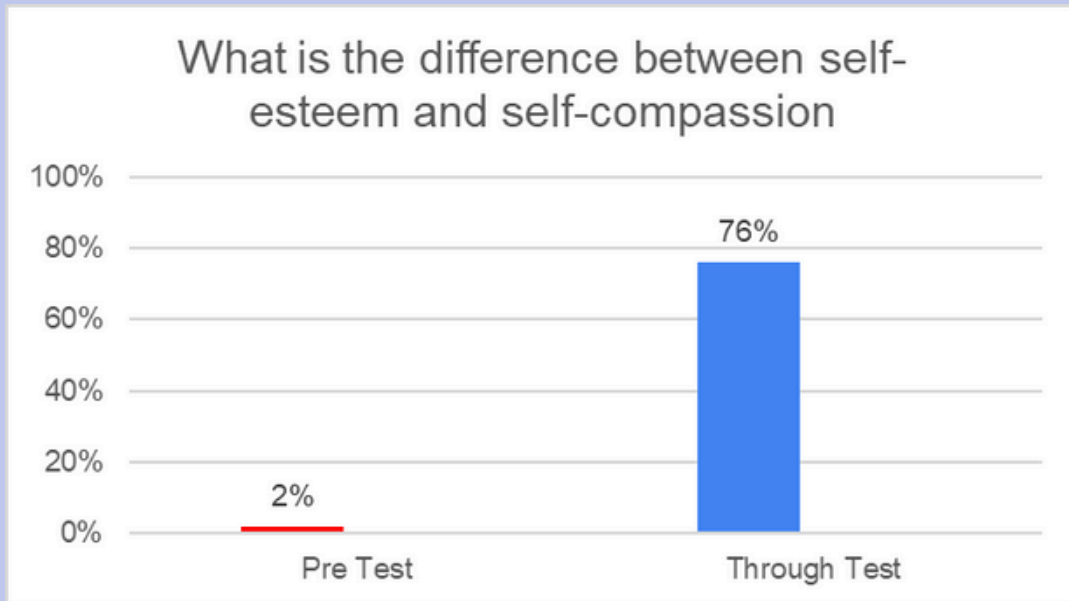
Tuscany Glen High



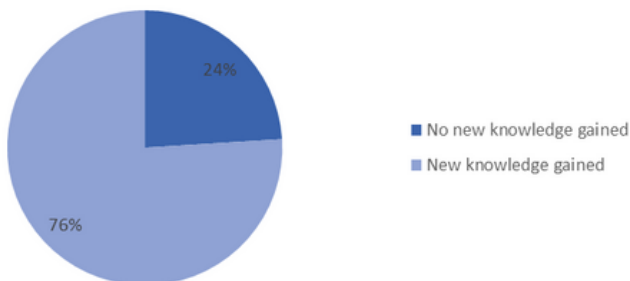
Explanation of indicator

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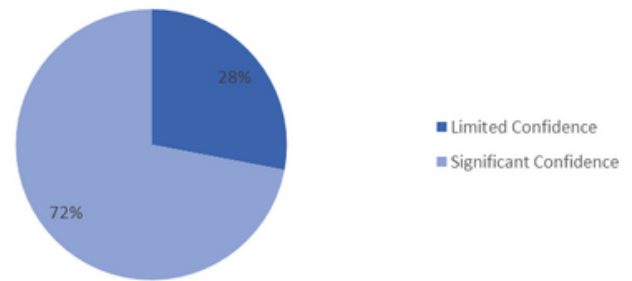
Tuscany Glen High



How much knowledge did you gain on self-compassion?



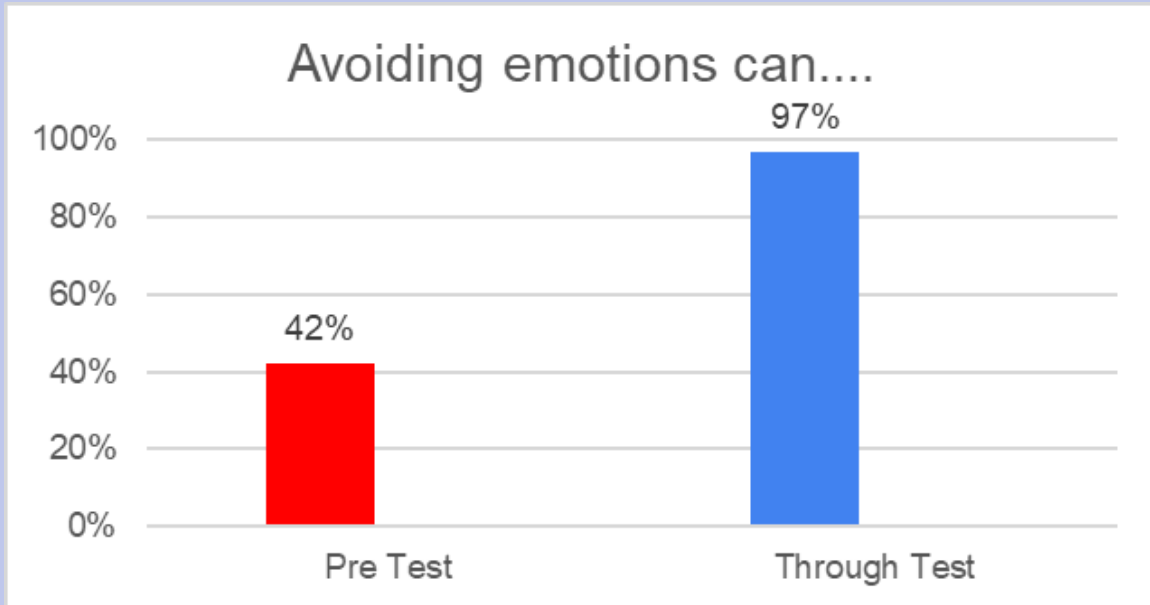
How confident are you that you will be able to use the knowledge gained on self-compassion?



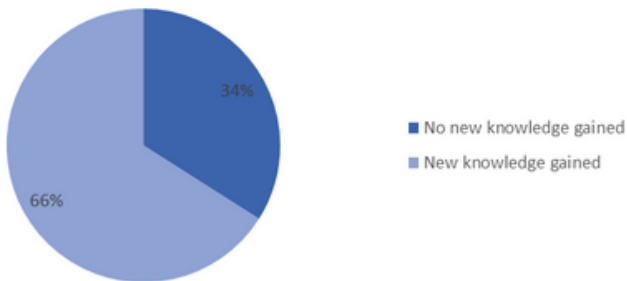
Explanation of indicator

Understanding the Difference Between Self-Esteem and Self-Compassion: This indicator evaluates learners' comprehension of self-esteem and self-compassion, highlighting the difference between the two. Self-compassion involves treating oneself with kindness during difficult times, while self-esteem focuses on feeling good about oneself.

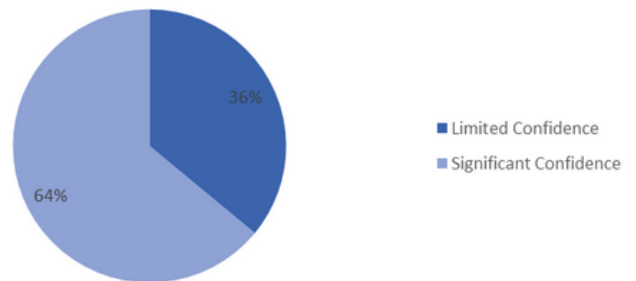
Tuscany Glen High



How much knowledge did you gain on managing emotions?



How confident are you that you will be able to use the knowledge gained on managing emotions?



Explanation of indicator

Managing Emotions and Naming Emotions: This indicator measures learners' ability to identify and label their emotions accurately and their capacity to manage these emotions effectively. It assesses their emotional intelligence and coping skills.



342

Number of girls
in the program

338

Number of boys
in the program

680

Total Number of
Learners

68%

Felt they gained **new** knowledge

72%

Felt **confident** about using the new
knowledge

REFERRAL FOR FURTHER INDIVIDUAL & GROUP SUPPORT

Learners referred internally 2024

This section provides an overview of the internal referral process for learners seeking additional support. During the pre-test phase, learners were asked if they required assistance with mental health or substance use. Those who expressed a need for support were subsequently referred internally. Designated counsellors have been addressing these referrals to ensure each learner receives the appropriate help. This table below outlines the total number of referrals and the progress made in providing support to these learners.

	Mental Health	Substance Use Disorders	In progress:
Forest Heights	101	100	68
Tuscany Glen	99	79	20
Eersteriver High	35	43	18

*Please note that the above numbers are, in some cases, overlapped. In other words, some of the Mental Health cases also fall under Substance Use.

VOICES OF OUR PAST PARTICIPANTS

This year, an innovative internship initiative empowers past participants to return as facilitators, ensuring the program's sustainability.

Four remarkable individuals—Sihle, Alitha, Courtney, and Leanda—have transitioned from being students to leaders, creating a ripple effect of positive change in their communities.

For Sihle, joining the Learn2Learn internship program was a turning point in her life. "My path to the program was filled with uncertainty. I had just finished matric and wasn't sure how to pursue my dream of studying social work. When a colleague came to our school and suggested putting my name down for an internship, I thought, 'Yes! This is exactly what I want to do!' " Being a facilitator has taught me the importance of building trust and respect." Sihle's journey has been one of self-discovery and growth. "I've learned so much in a short time—most importantly, to be myself and work hard for what I want. This opportunity has also helped me overcome my anxiety about speaking in front of groups, a valuable skill I will carry forward." Her gratitude shines through as she reflects on her experience.

"My path to the program was filled with uncertainty. When a colleague came to our school and suggested putting my name down for an internship, I thought, 'Yes! This is exactly what I want to do!' "

Alitha's path to the program was serendipitous and transformative. "My path to Learn2Learn was unexpected. A senior invigilator suggested we talk to some ladies outside, where I met one of my now-colleagues. I decided to try something new and put down my name. After receiving a message about an interview, I nervously attended, asking my mom what 'formal clothes' were." The warm welcome she received marked the beginning of a life-changing journey. "This program has been a blessing, keeping me engaged and providing a purpose. The program taught me invaluable skills and knowledge, particularly about self-esteem and public speaking."

VOICES OF OUR PAST PARTICIPANTS, CONT...

Courtney's story is one of resilience and healing. After losing her father, the Learn2Learn program offered her a way to cope and grow.

"During the COVID-19 pandemic, my memories of school are hazy, but the Learn2Learn book, reintroduced by a colleague, reignited my recollections. I wasn't talkative as a learner, but now I encourage learners to be themselves, laugh with them, and engage them with games."

Courtney's transformation from a participant to a facilitator has been profound, as she now helps others navigate their emotions and challenges.

"One memorable moment was facilitating a lesson on avoiding emotions. The learners were highly interactive, and the session turned into a dynamic conversation rather than a lecture. At the end, they wanted to sing and add dance moves, which was a testament to their engagement and understanding."

"Each lesson I facilitated not only helped the learners but also taught me to express my feelings"

Leanda's journey has been marked by personal growth and newfound confidence. "Each lesson I facilitated not only helped the learners but also taught me to express my feelings," she shares.

Leanda's role as a facilitator has not only helped her heal from past traumas but also empowered her to guide others. "I am incredibly grateful to Mudita for taking a chance on us. This opportunity has not only shaped my career aspirations but also provided me with a supportive 'family'."

These stories reflect the heart and soul of the Learn2Learn program, demonstrating the profound impact it has had over the past six months. Through their journeys, Sihle, Alitha, Courtney, and Leanda have shown how empowering young leaders can transform lives and communities.

OUR INTERNS, OUR FUTURE



"I am grateful for the opportunities and growth this program has provided. It has not only helped me heal from my past but also empowered me to make a difference in the lives of others,"

Courtney, 2024