

SAI-CAMH

# Learn2Learn

2024





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# ABOUT OUR PROGRAMS

At the core of SAI-CAMH is our greatest priority: our learners—especially our teenagers. Adolescence is a unique and transformative stage, balancing the carefree wonder of childhood with the growing responsibilities of adulthood. It is a time of self-discovery, change, and challenge, filled with both excitement and uncertainty. SAI-CAMH, we recognize this as a golden opportunity to provide young people with the support, skills, and guidance they need to thrive.

Through our work, we offer counselling services to tweens, teens, and young adults experiencing mild to moderate emotional challenges, ensuring they have a safe space to navigate their feelings and experiences.

Our screening, assessment, and therapeutic interventions support school-going youth affected by Substance Use Disorders (SUDs), addressing their needs with care and compassion. Recognizing that a child's well-being is deeply connected to the adults around them, we facilitate workshops for teachers and parents to enhance their understanding of child development, mental health, and substance use concerns, equipping them with tools to provide better support.

Education is another key pillar of our approach, and our Learn2Learn program empowers teens by helping them understand their unique learning styles, develop effective study habits, and build a foundation for long-term academic and personal success. By providing these essential services, we aim to create an environment where young people feel valued, understood, and capable of reaching their full potential.

This report provides an overview of the Monitoring, Evaluation, and Learning process for the Learn2Learn program from January to December 2024.

*“The youth of today are the leaders of tomorrow.”*  
– Nelson Mandela



# A WORD FROM THE PROGRAM MANAGER



As the Project Manager for the SAI-CAMH, it is an absolute privilege to witness the continued growth and transformation of our Grade 10 learners in the Learn2Learn program. Each year, we see young individuals stepping into the program with curiosity and, by the end, walking away with a stronger sense of self, resilience, and confidence.

One of the most rewarding aspects of this journey has been watching our learners find their voices. Where there was once hesitation, we now see hands raised eagerly, learners engaging in role-plays, and open discussions that reflect not just their learning but their growing self-assurance. The joy on their faces—whether during an interactive activity or an affirmation song—reminds us why this work matters.

Beyond confidence, the growth in emotional intelligence has been just as remarkable. Moments like a learner openly sharing their struggles or offering words of encouragement to a peer show us that they are not just learning skills but internalizing them in ways that will carry them forward in life. Equally inspiring is the sense of responsibility they now demonstrate. Whether stepping up to lead an activity, assisting with materials, or supporting one another, these small yet powerful actions reflect their ownership of their learning journey.

These stories are just a glimpse of the impact Learn2Learn continues to have. We are deeply grateful for the support of our partners, educators, and facilitators who make this work possible. As we move forward in 2024, we do so with renewed commitment to empowering young minds, fostering resilience, and creating spaces where learning is not just about knowledge but about growth, confidence, and possibility. We look forward to another year of transformation and success!

**CHINÉ CROUCH  
MANAGER**

# LEARN2LEARN

## EMOTIONAL, BEHAVIOURAL, AND EDUCATIONAL PROGRAM

### IMPACT REPORT 2024

## Introduction

The Learn2Learn program, led by SAI-CAMH, continues to make a meaningful impact on the lives of our Grade 10 learners by fostering emotional, behavioural, and educational growth.

This year, we have seen inspiring progress, with learners demonstrating greater confidence, improved emotional resilience, and a stronger sense of responsibility. These developments reflect the program's ability to provide a nurturing and empowering learning environment where students can thrive.

In this report, we present data from January to December 2024, capturing insights from both our two intervention schools and two non-intervention schools.

By analyzing these findings, we aim to showcase the learning that has taken place and highlight the broader impact of the program.



# Impact measures: overview

This 2024 report assesses the impact of the Learn2Learn program in two intervention schools—Forest Heights and Tuscany Glen—by comparing pre-test and through-test results. Additionally, the report evaluates the outcomes from two control schools, Eersteriver and Blackheath, by analyzing pre-test and post-test data to assess the program's effectiveness.

## Intervention Schools

### Forest Heights:

- **Pre-Test Results:** Initial assessments revealed moderate emotional distress, behavioural challenges, and inconsistent academic engagement. Learners struggled with emotional regulation, which negatively impacted their academic performance and classroom participation. The need for a structured program to help learners develop essential life skills like emotional management, decision-making, and conflict resolution was evident.
- **Through-Test Results:** By year-end, there was significant improvement across all areas. Emotional distress and behavioural incidents decreased, and learners demonstrated improved self-regulation, resulting in better engagement with academic tasks. They exhibited a more positive attitude towards their studies and showed an increased ability to manage emotions and behaviour in various settings. The program's structured activities, focusing on emotional resilience and time management, were key factors in these improvements.

### Tuscany Glen:

- **Pre-Test Results:** Similar challenges were observed at Tuscany Glen, with learners facing emotional and behavioural difficulties that affected their academic performance. The lack of career awareness and the challenges of emotional regulation were barriers to learners' overall development.
- **Through-Test Results:** At year-end, learners made substantial progress, particularly in managing their emotions and behaviours. Reduced classroom disruptions and increased academic engagement were key outcomes of the program. Additionally, the program's focus on career exploration and vocational awareness sparked greater motivation, helping learners see a clearer path for their futures. This comprehensive approach led to positive changes in both emotional well-being and academic performance.



## Control Schools

Eersteriver and Blackheath: The data from these control schools provides a benchmark for typical learner progression without the influence of the Learn2Learn program. Pre-test assessments indicated emotional distress, behavioural challenges, and low academic engagement, similar to the intervention schools.

Post-Test Comparison for Control Schools: The post-test results from Eersteriver and Blackheath revealed a decrease in emotional regulation, behavioural control, and academic engagement, suggesting a lack of significant improvement or progress. These results indicate various potential factors, such as natural progression or external influences, but also highlight the necessity for structured intervention programs like Learn2Learn. Without targeted support, learners in these environments struggle to make meaningful progress, reinforcing the critical role of structured interventions in addressing the emotional, behavioral, and academic challenges they face. The results further emphasize why it is essential to provide tailored support for learners in these high-risk environments to enable them to overcome obstacles and unlock their full potential.



# UNDERSTANDING THE PROBLEM

## Problem Statement:

In the low socio-economic areas where the Learn2Learn program operates, many high school learners face significant emotional, behavioral, developmental, and vocational challenges that impede their academic success and personal growth. These learners often contend with issues such as substance abuse, low self-esteem, emotional instability, and limited career awareness. Despite existing support structures, there is a clear gap in targeted, activity-based interventions designed to foster essential life skills such as emotional regulation, assertiveness, decision-making, and career exploration.

The Learn2Learn program seeks to address this gap by offering a holistic, activity-based approach to personal development, emotional well-being, and vocational awareness. By equipping learners with the skills they need to navigate their challenges, the program empowers them to overcome obstacles, build resilience, and enhance their academic and personal outcomes. Through this support, the program aims to improve learners' quality of life and expand their future opportunities, ensuring they are better prepared for the challenges ahead.

## Linkages and Contributing Factors:

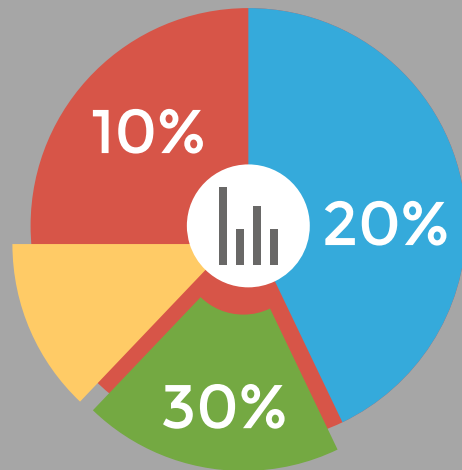
The challenges faced by learners in the program stem from the socio-economic realities of their communities, including high poverty levels, limited access to quality education, and exposure to substance abuse. Many learners lack emotional support and positive role models, leading to stress, anxiety, and low self-esteem. These factors contribute to disengagement from school, poor academic performance, and increased involvement in risky behaviors.

A lack of vocational guidance and career awareness further diminishes learners' motivation and hope for the future. Without early intervention, they often lack the tools to overcome personal and academic challenges, limiting their potential.

The 2024 interns - Alitha Nkompe, Sihle Kongela, Leanda Holloway, and Courtney Johnson- play a vital role in addressing these issues. As graduates of the program and alumni from our intervention schools, they bring firsthand experience and understanding. Their involvement strengthens the program, offering learners relatable role models who can guide them through their own journeys of growth and development.

THROUGH THIS INITIATIVE, WE CONTINUE TO PROVIDE MEANINGFUL SUPPORT, CREATING A SUSTAINABLE MODEL THAT NOT ONLY BENEFITS THE LEARNERS OF TODAY BUT ALSO HELPS BUILD STRONGER, MORE RESILIENT COMMUNITIES FOR THE FUTURE.

# 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 Behavioural Well-Being:

**Objective:** Improve the emotional and behavioural 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 December 2024, covering the full program period. Our approach includes:

**Pre-Test and Post-Test:** Learners in the non-intervention schools completed a pre-test at the beginning of the year, and a post-test, using similar questions, was administered at the end of the year. These schools do not receive the Learn2Learn program, so the tests serve to assess any natural progression or changes over the course of the year.

**Through-test Approach:** Learners in the intervention schools completed a pre-test before the program began. Following each session, through-tests were administered, allowing for ongoing assessment of knowledge retention and confidence as the program progresses. This approach enables real-time tracking of learners' understanding and ability to apply the skills learned.

Knowledge Gain and Confidence (Intervention Schools):

During the through-test in intervention schools, learners were assessed on:

- Knowledge gained about the session's topic.
- Confidence in applying the newly acquired knowledge.

# Results

## Intervention Schools

Forest Heights Pre Test vs. Post Test

Tuscany Glen Pre Test vs. Post Test

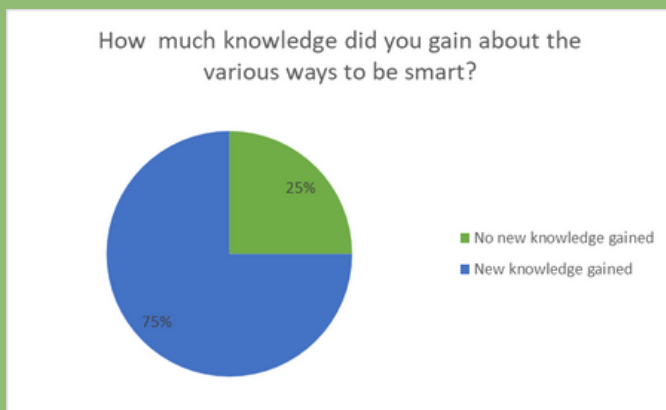
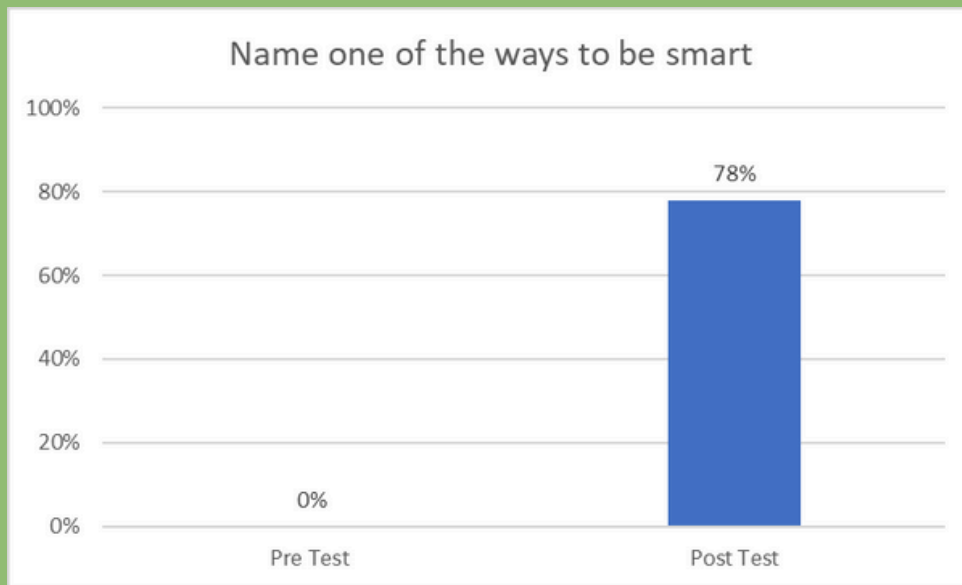
## Control Schools

Blackheath Pre Test vs. Post Test

Eersteriver Pre Test vs. Post Test

# Forest Heights High

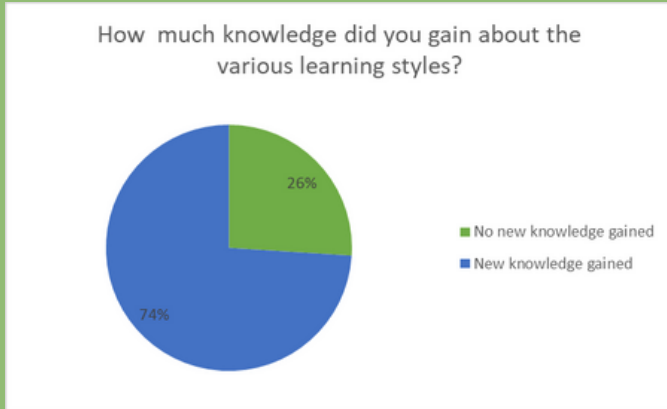
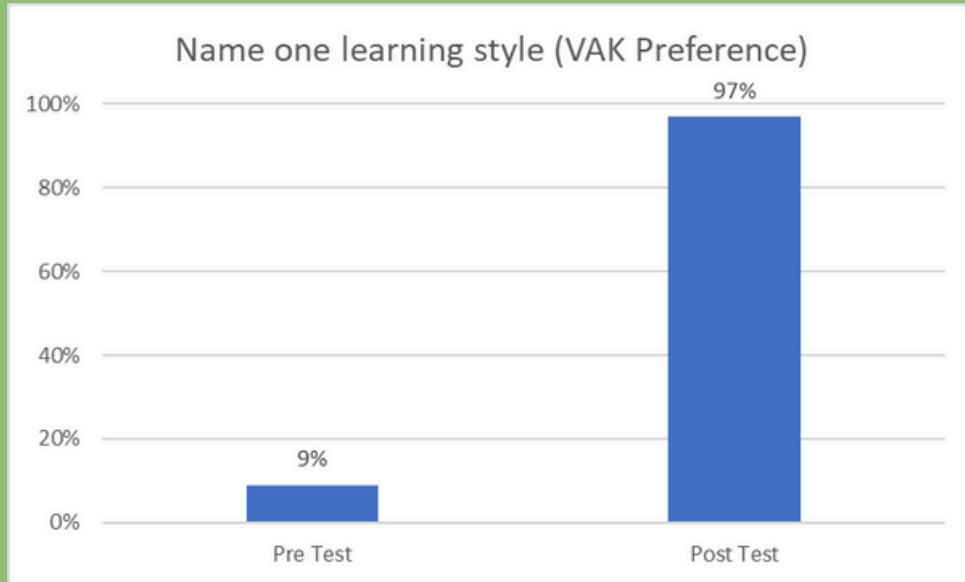
## Domain 1



### 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.

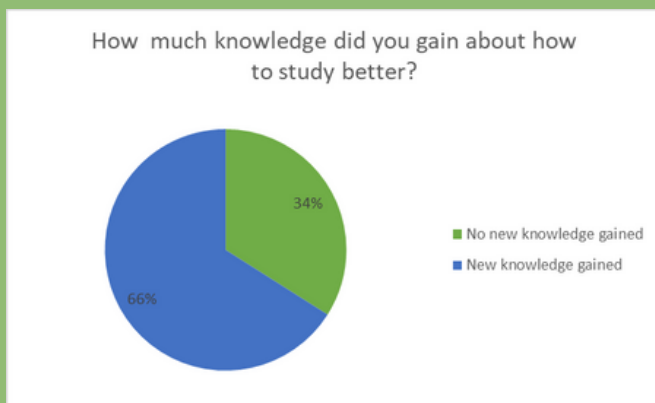
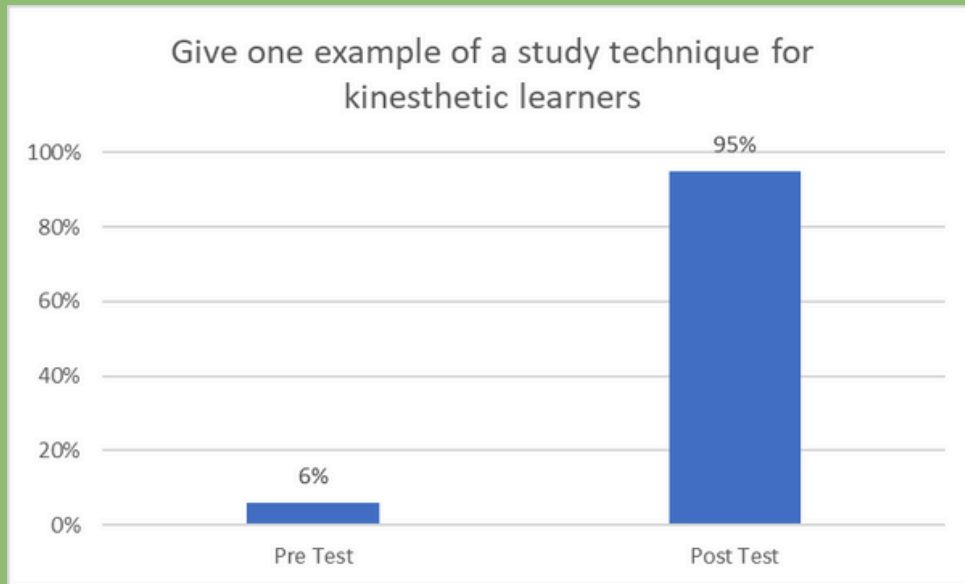
# Forest Heights High



## 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.

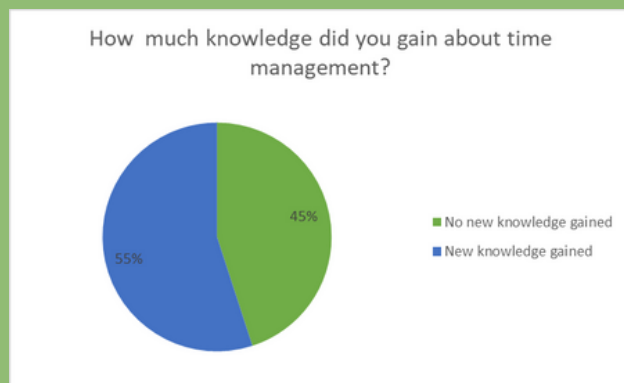
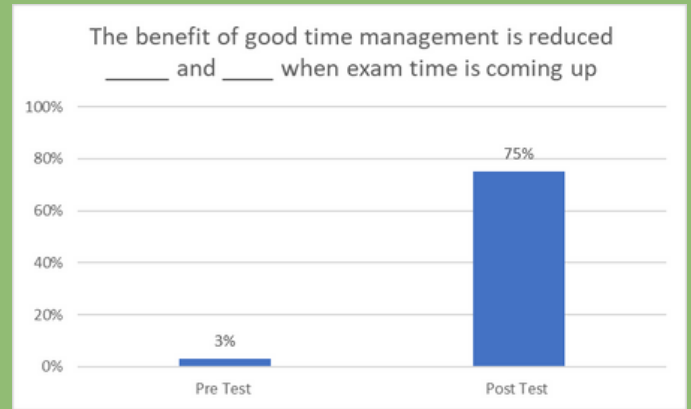
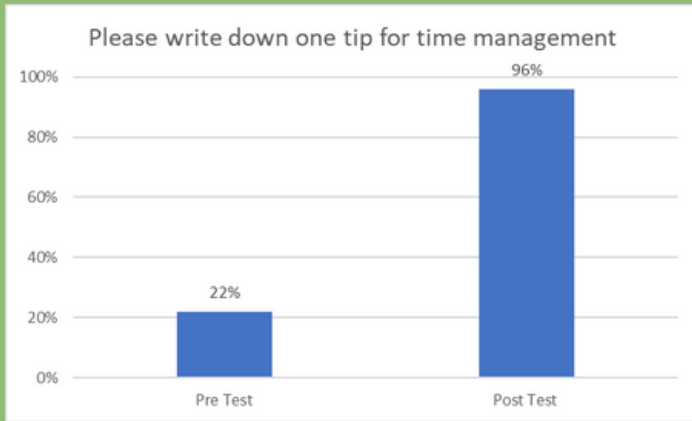
# Forest Heights High



## 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.

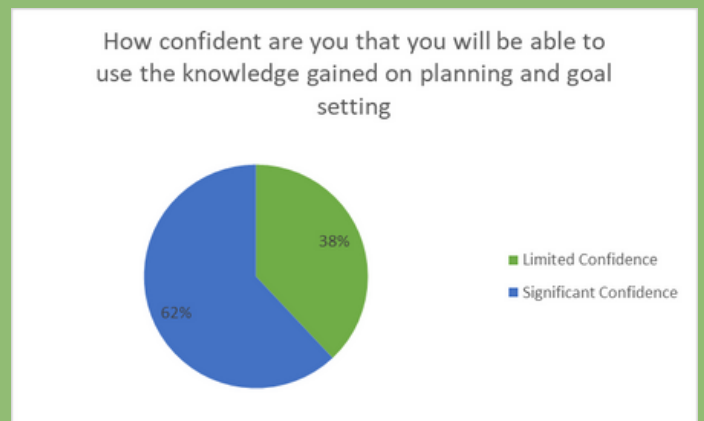
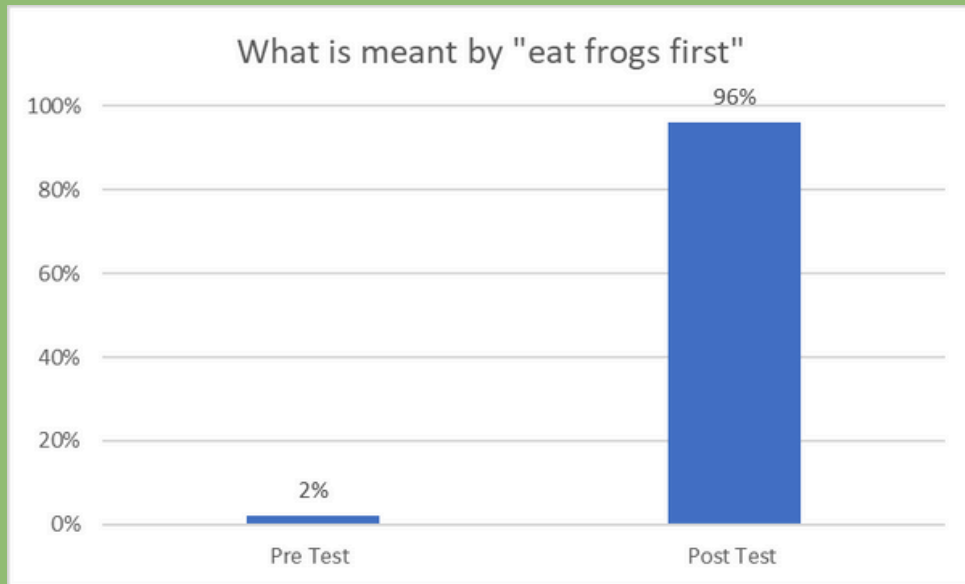
# Forest Heights High



## 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

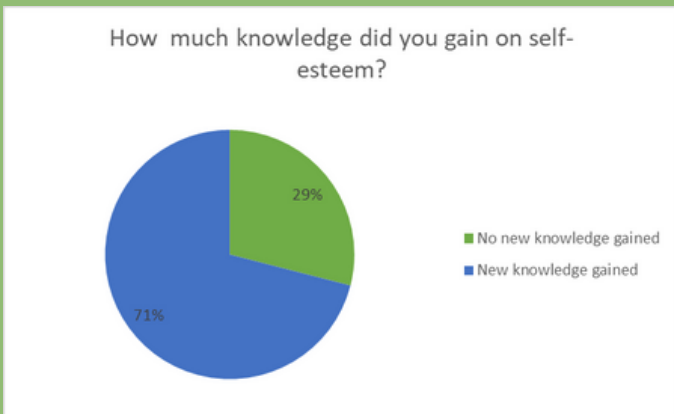
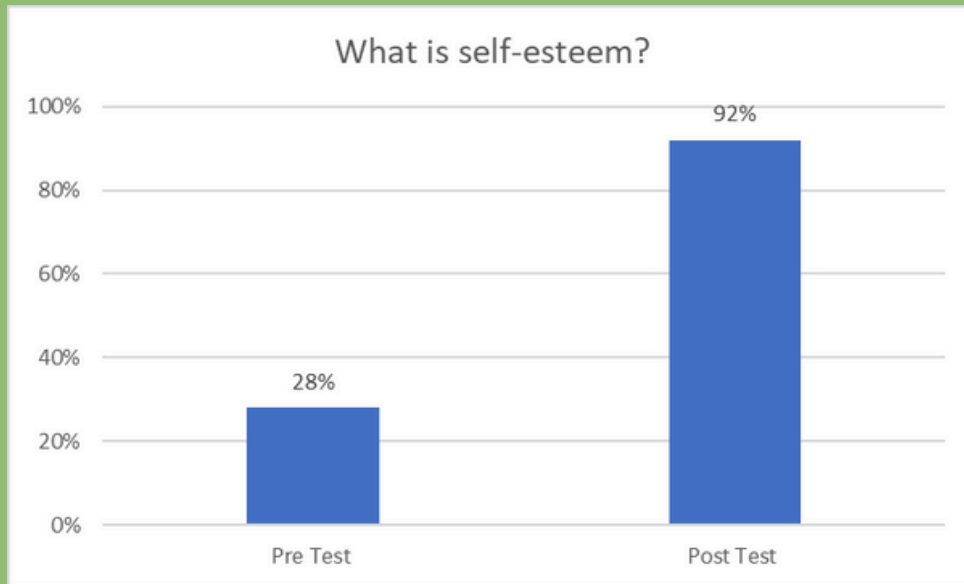


## Explanation of indicator

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

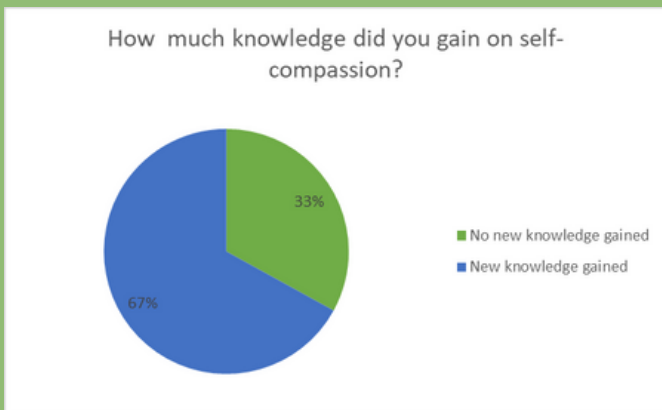
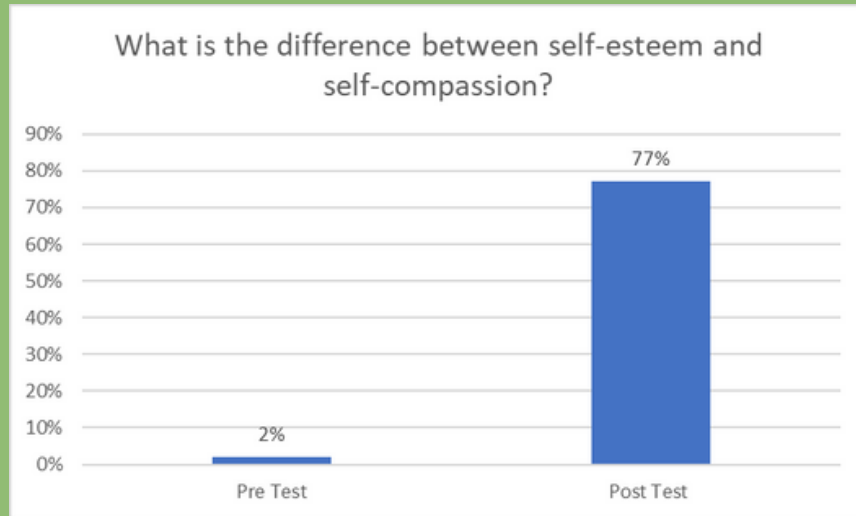
## Domain 2



### 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.

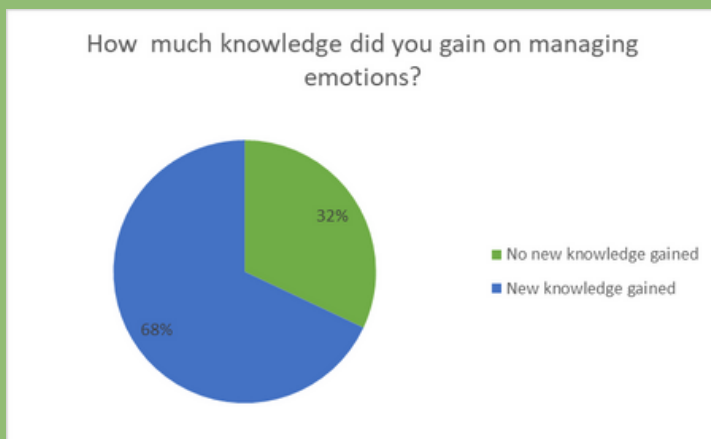
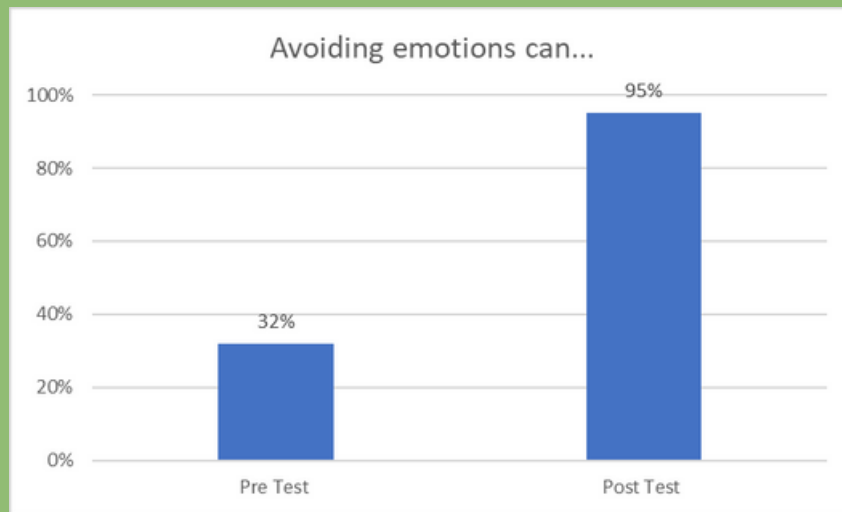
# Forest Heights High



## 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.

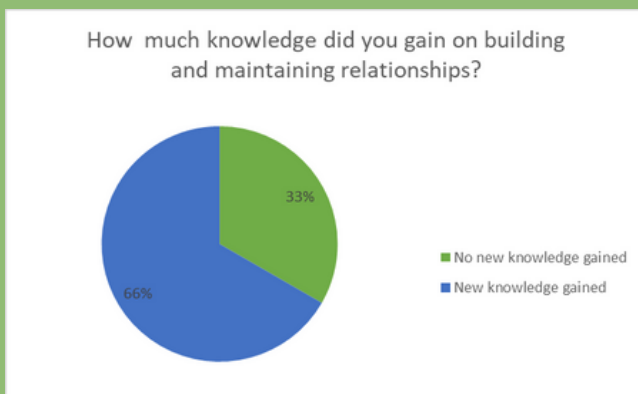
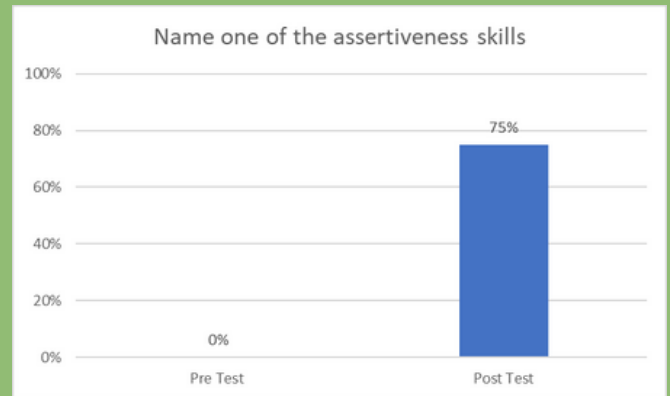
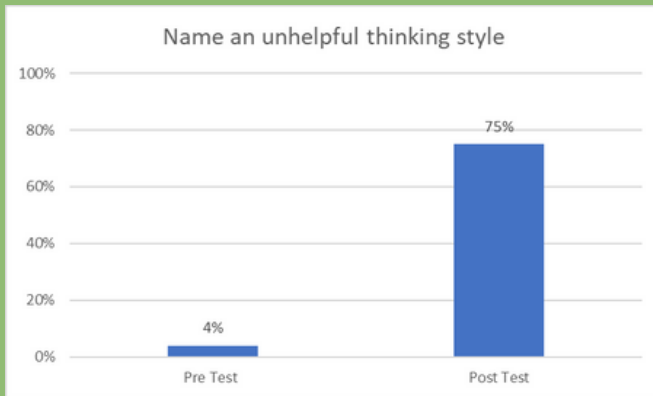
# Forest Heights High



## 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.

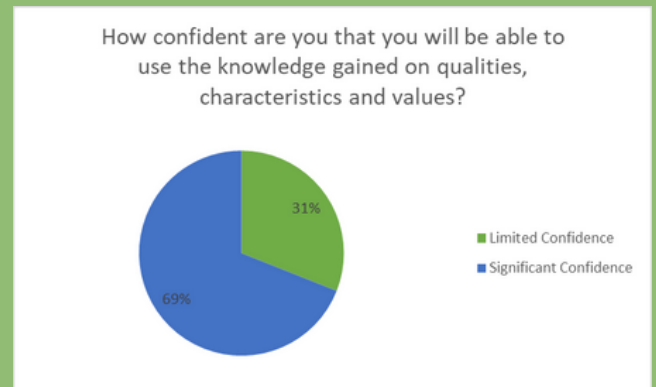
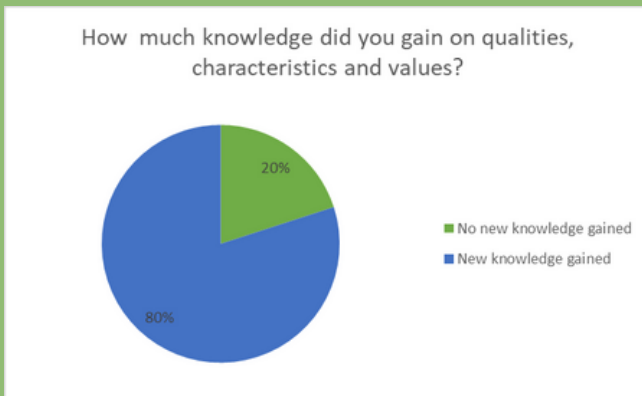
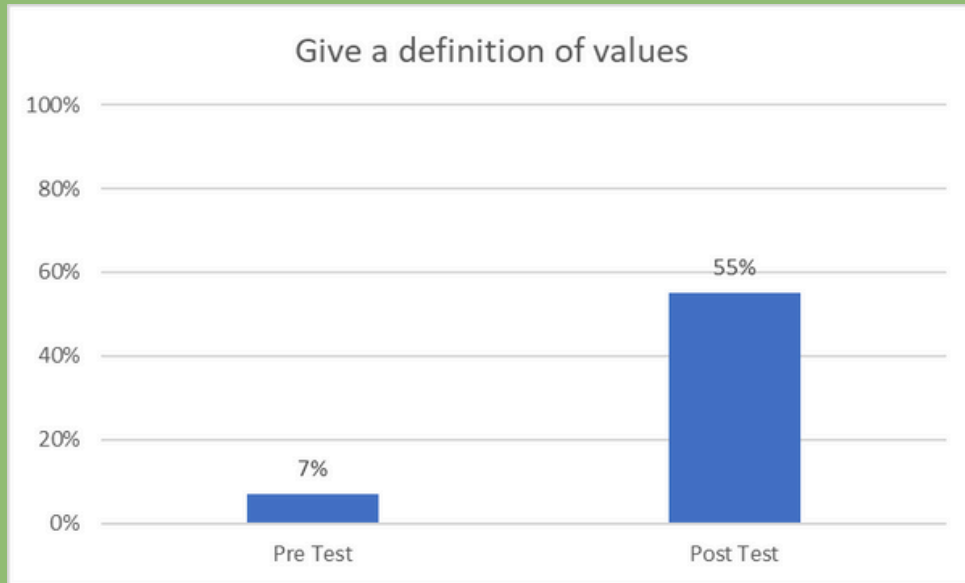
# Forest Heights High



## Explanation of indicator

Building and maintaining relationships: This indicator measures learners' ability to recognize and respond to unhelpful thinking patterns that impact relationships. It assesses their skills in challenging negative thoughts and adopting healthier perspectives to improve communication and connection with others.

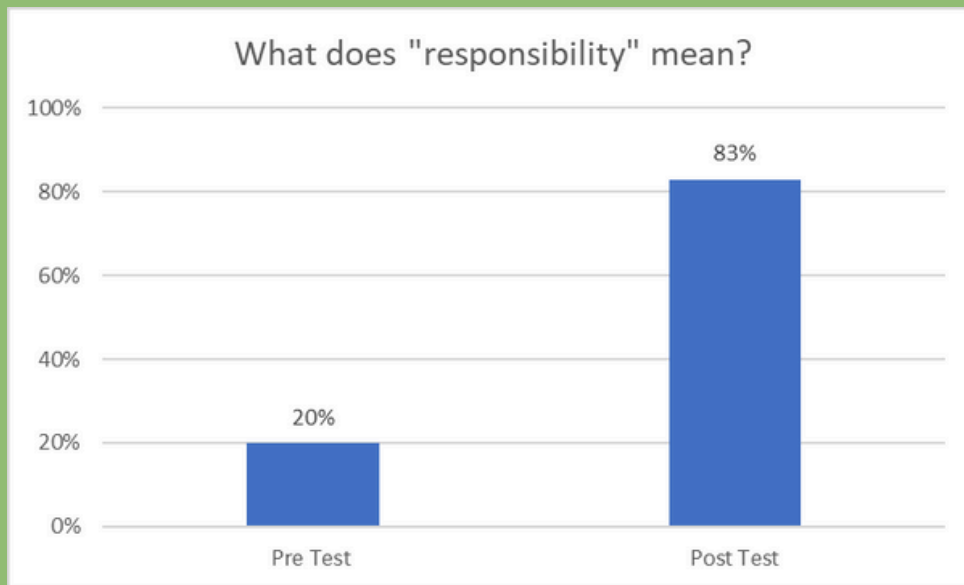
# Forest Heights High



## Explanation of indicator

Qualities, characteristics and values: This indicator measures learners' ability to define values and recognize their role in shaping behaviour and decision-making. It assesses their understanding of how personal values influence relationships, choices, and overall character development.

# Forest Heights High

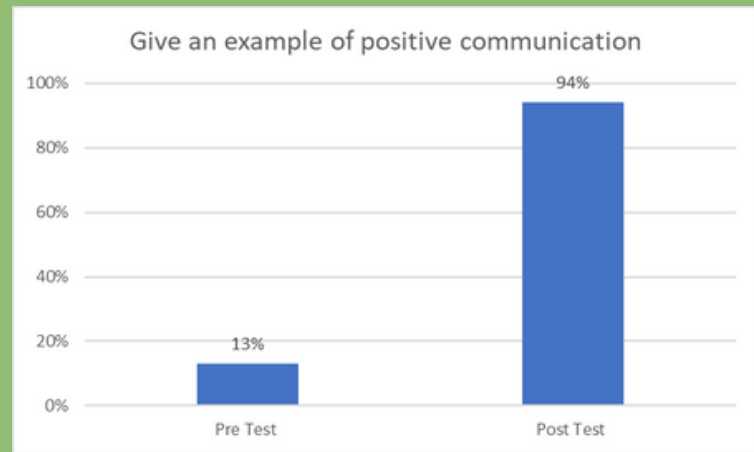
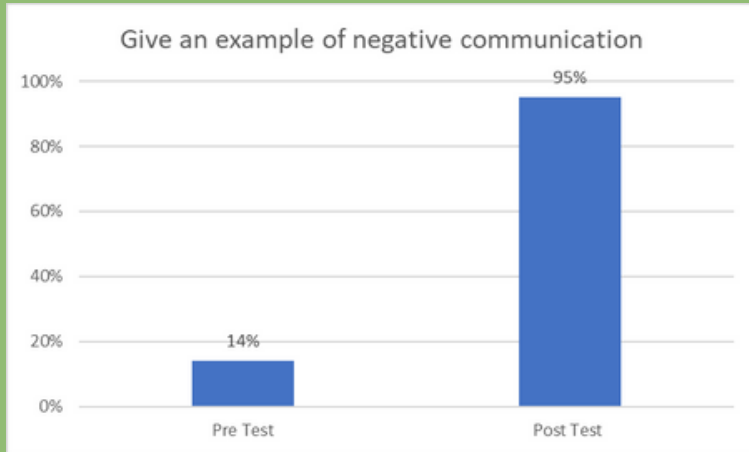


## Explanation of indicator

Responsibilities: This indicator measures learners' ability to define responsibility and recognize its role in personal and social contexts. It assesses their understanding of how taking responsibility impacts decision-making, relationships, and personal growth.

# Forest Heights High

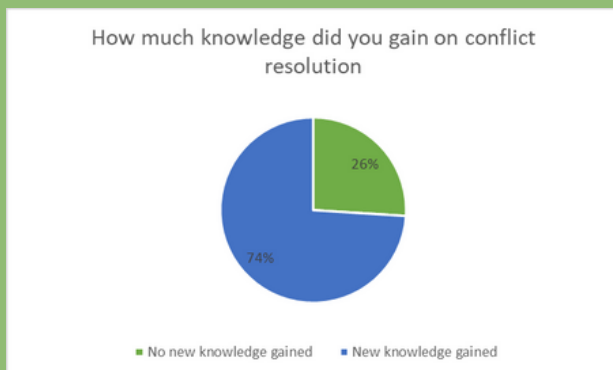
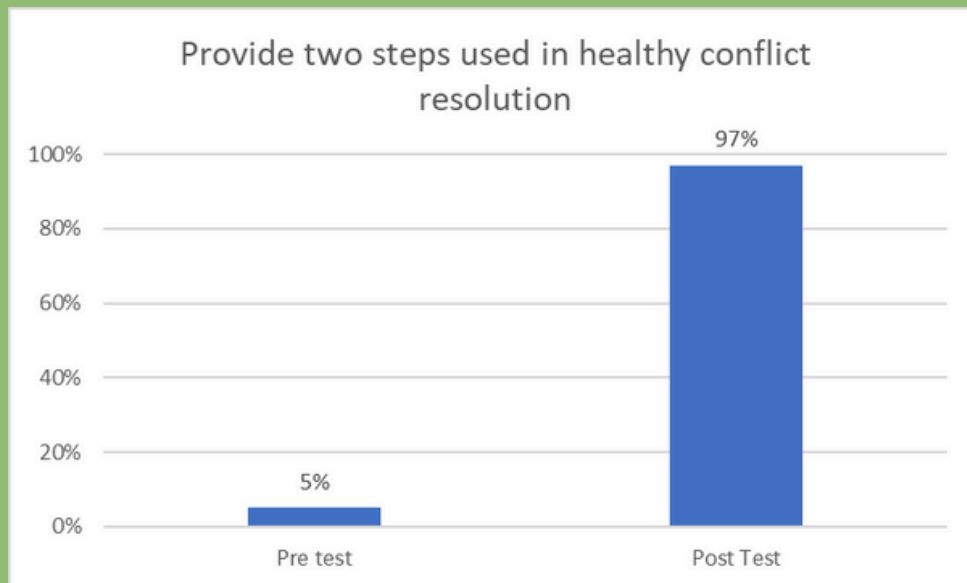
## Domain 3



### Explanation of indicator

Interpersonal Skills: This indicator measures learners' ability to identify examples of both positive and negative communication. It assesses their understanding of how effective communication builds healthy relationships, while poor communication can lead to misunderstandings and conflict.

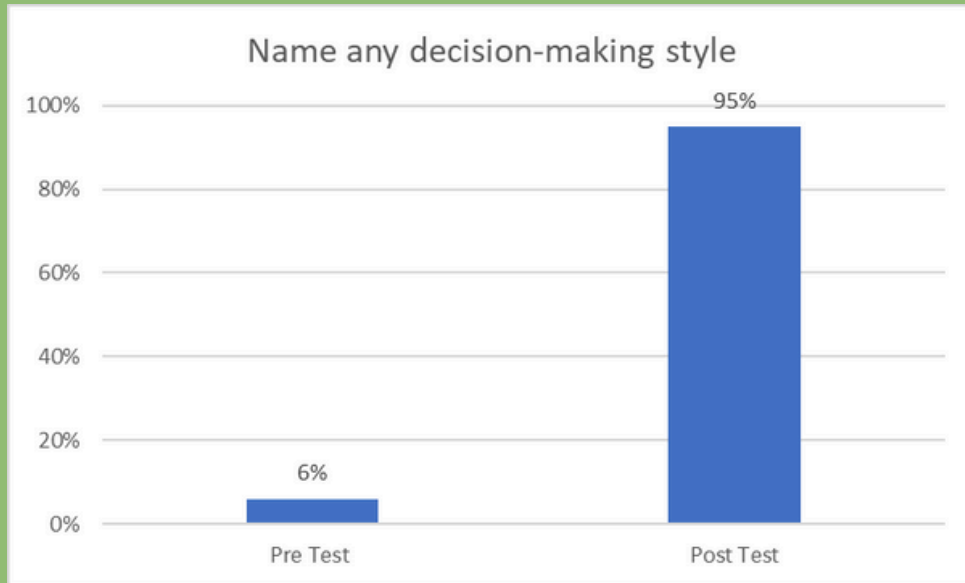
# Forest Heights High



## Explanation of indicator

Conflict Resolution: This indicator measures learners' ability to identify key steps in resolving conflicts. It assesses their understanding of strategies that promote effective communication, problem-solving, and maintaining positive relationships.

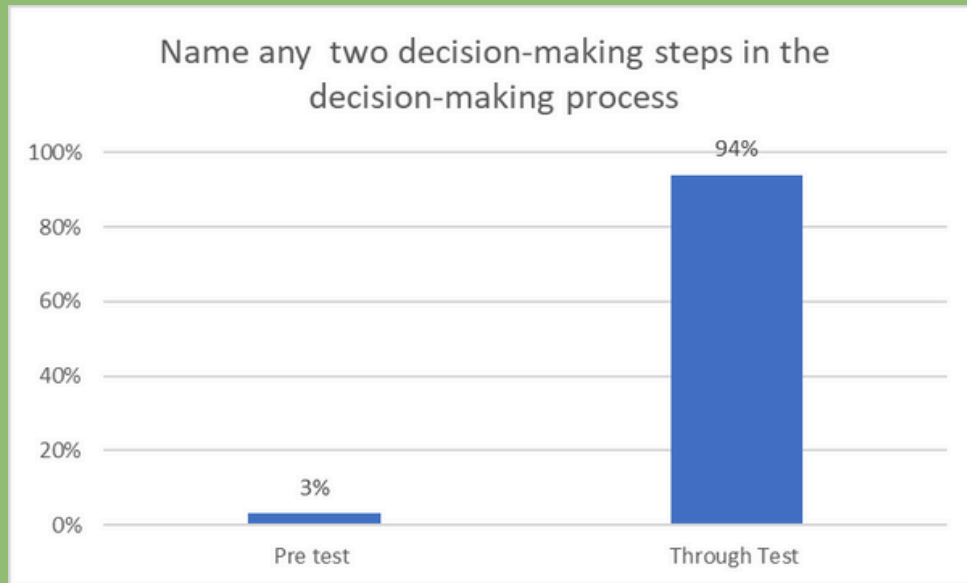
# Forest Heights High



## Explanation of indicator

Decision-making skills: This indicator measures learners' ability to identify different decision-making styles. It assesses their understanding of how various approaches impact problem-solving, choices, and outcomes in personal and interpersonal situations.

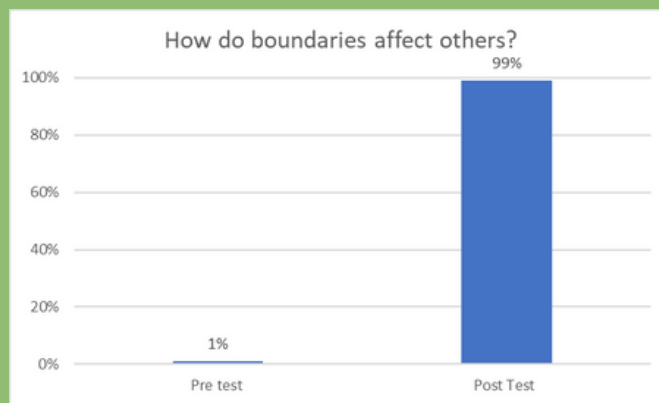
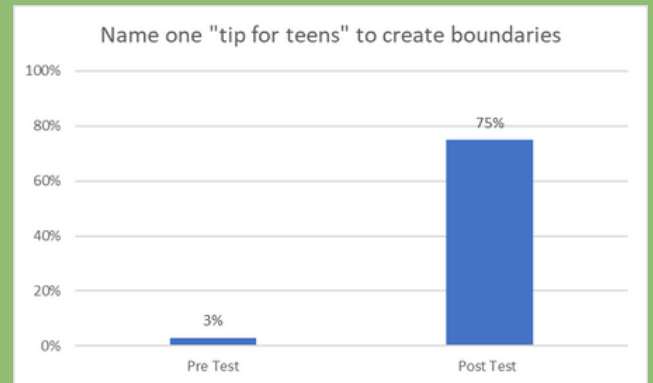
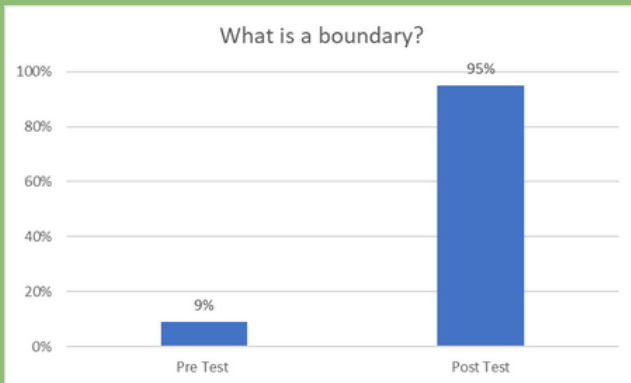
# Forest Heights High



## Explanation of indicator

Decision-making steps: This indicator measures learners' ability to identify key steps in the decision-making process. It assesses their understanding of how structured decision-making supports better problem-solving and informed choices.

# Forest Heights High

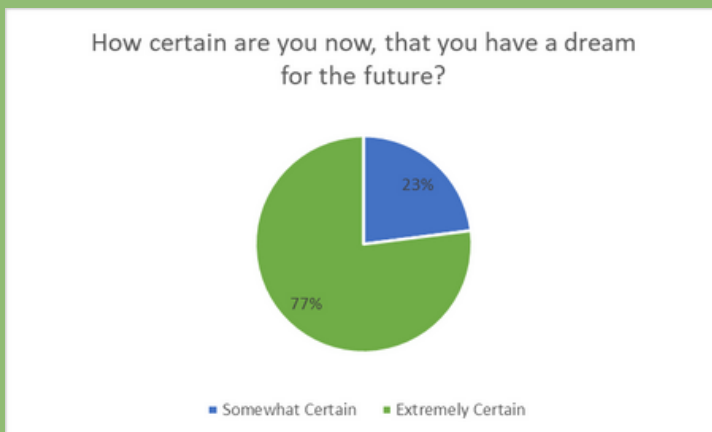
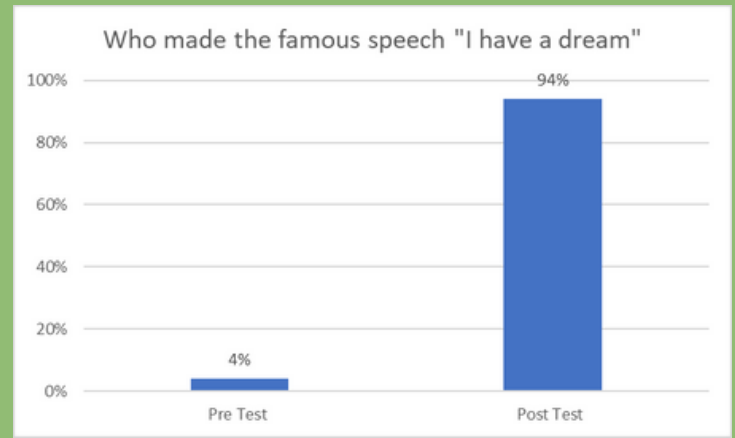
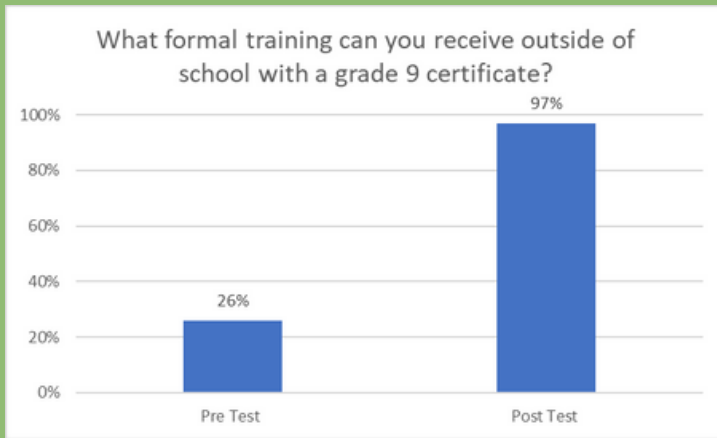


## Explanation of indicator

Refusal skills: This indicator measures learners' ability to recognize and apply refusal skills in setting boundaries. It assesses their understanding of how clear boundaries impact relationships, personal well-being, and the respect of others.

# Forest Heights High

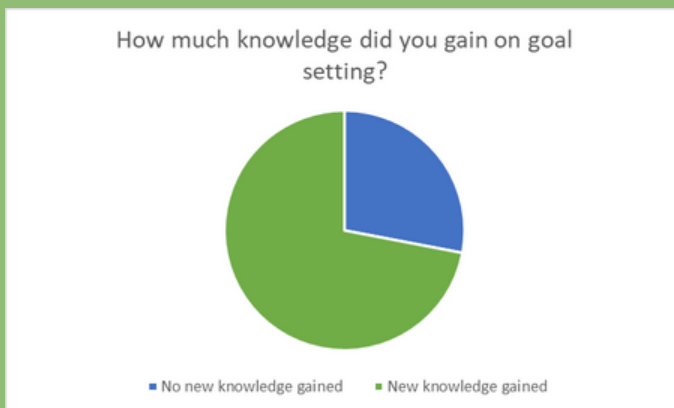
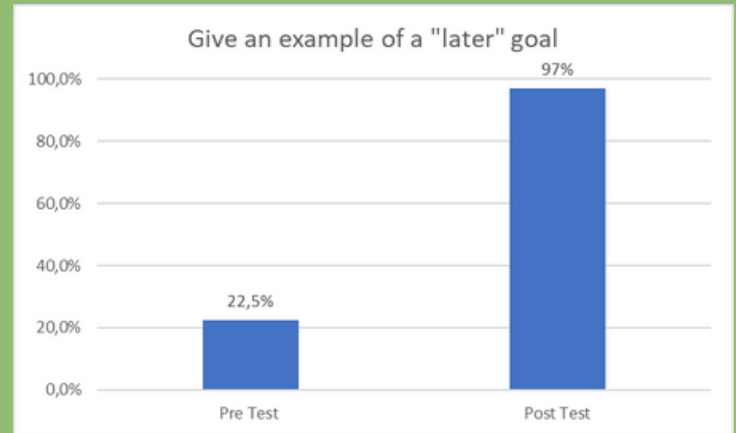
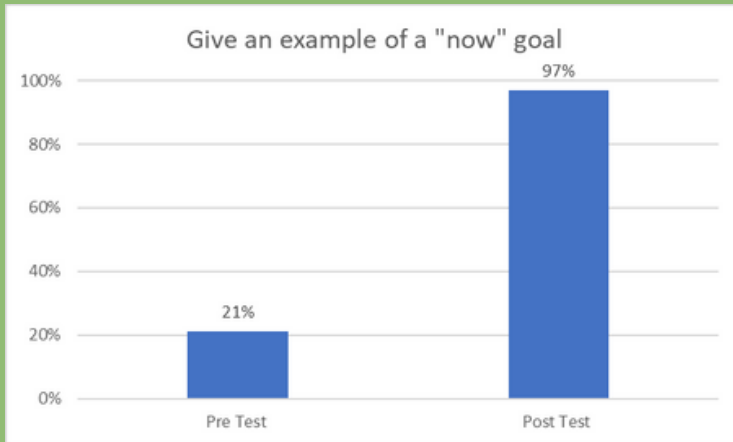
## Domain 4



### Explanation of indicator

What are your dreams: This indicator evaluates learners' ability to identify and articulate their personal dreams and aspirations. It measures how well they understand the importance of having clear goals for the future and the role these dreams play in motivating and guiding their personal development. The session encourages learners to reflect on their passions and long-term objectives, helping them recognize how their dreams can influence their choices, actions, and overall direction in life.

# Forest Heights High

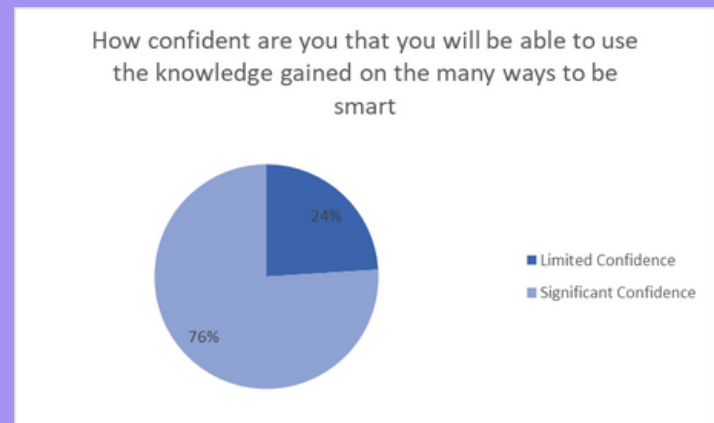
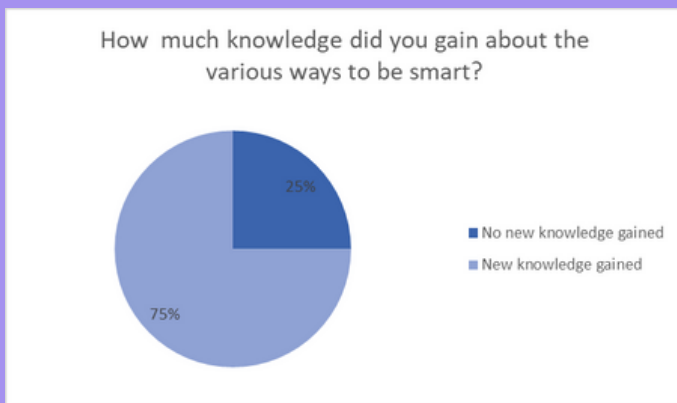
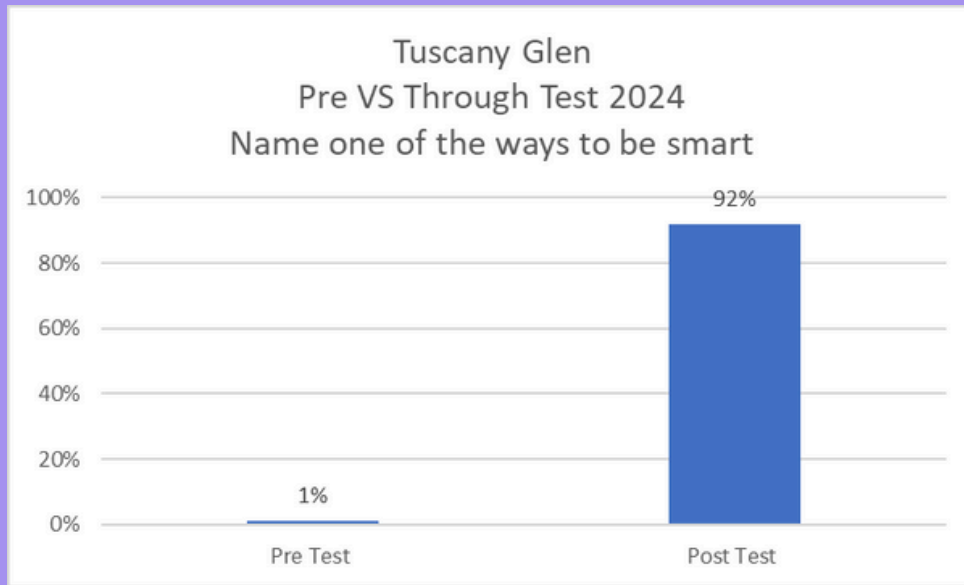


## Explanation of indicator

Goal setting: This indicator evaluates learners' ability to set clear and achievable goals. It focuses on helping them break down their objectives into manageable steps and stay motivated as they work towards achieving them.

# Tuscany Glen High

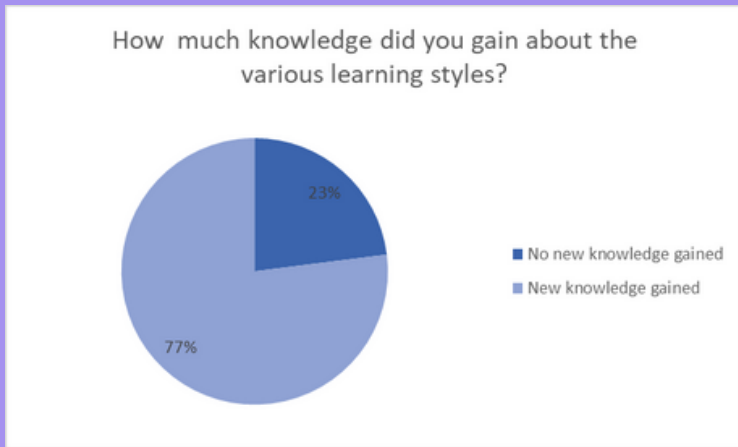
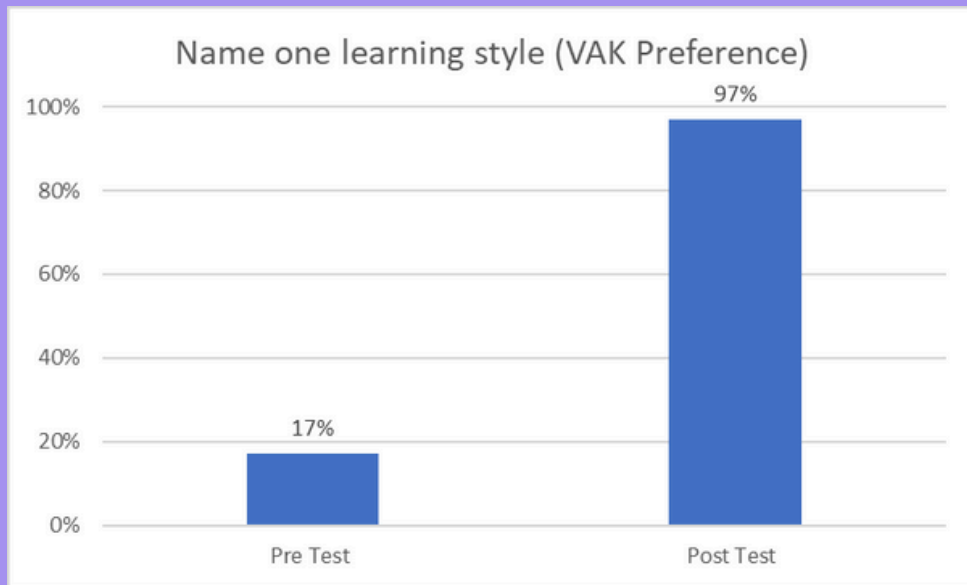
## Domain 1



### 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.

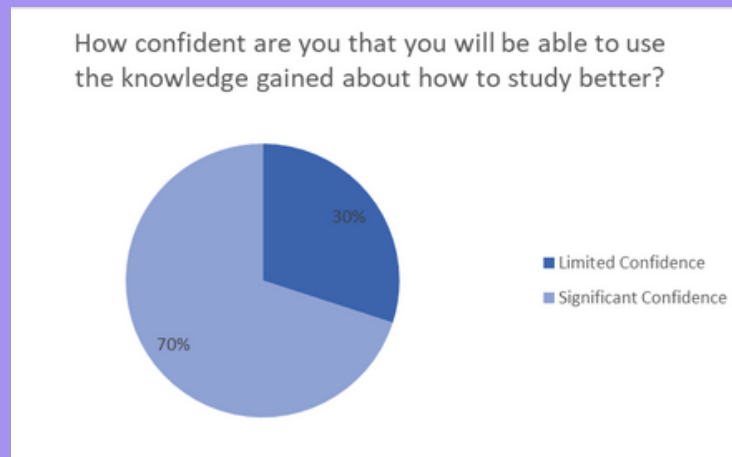
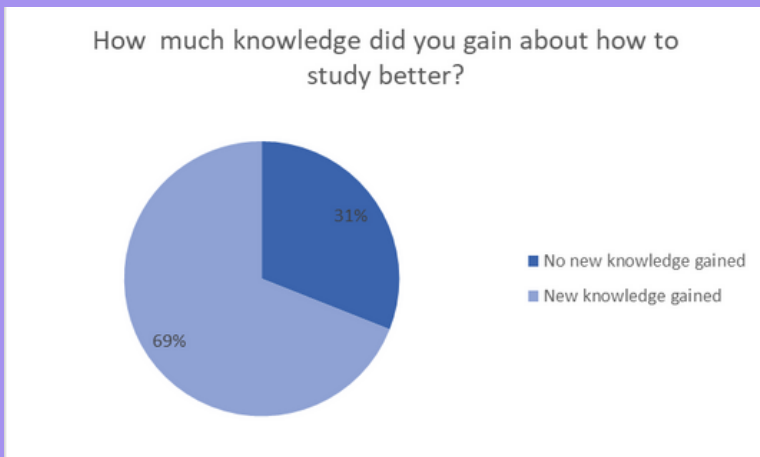
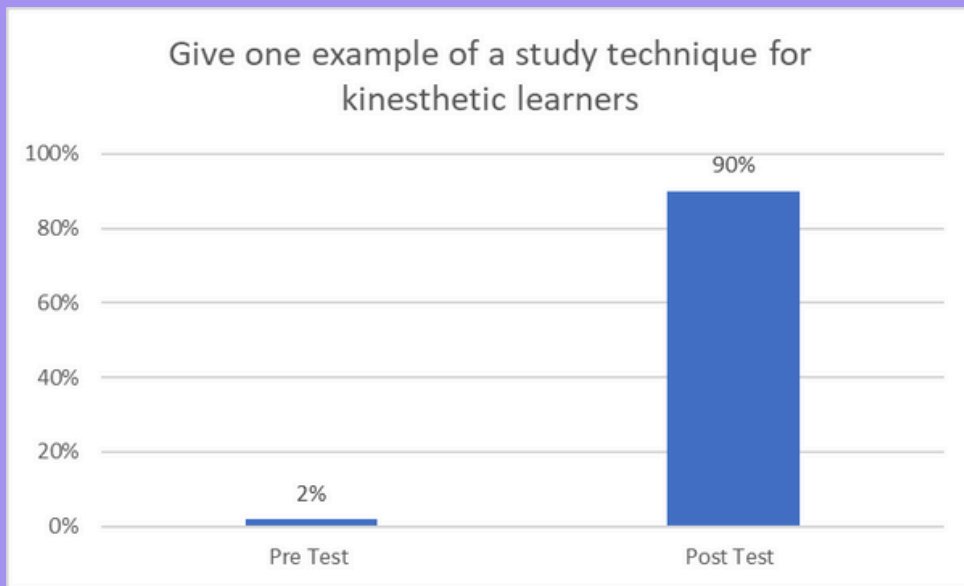
# Tuscany Glen High



## 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.

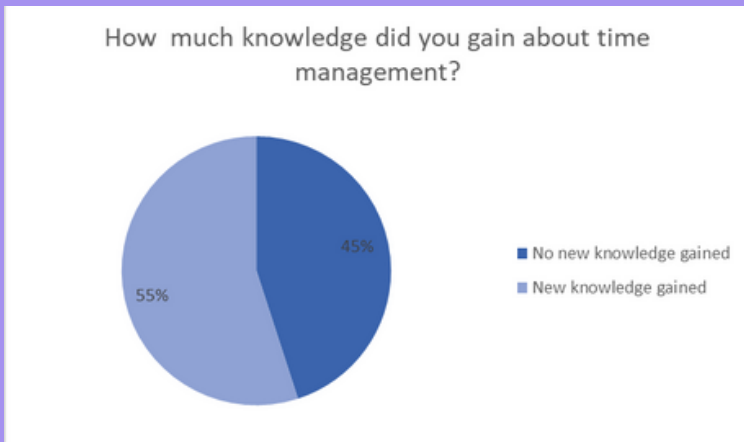
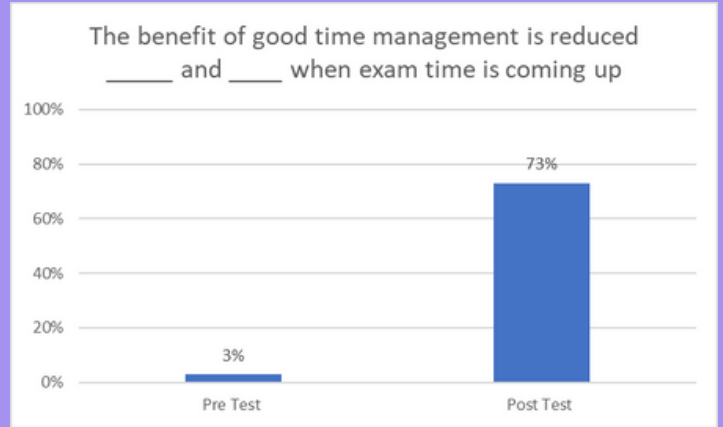
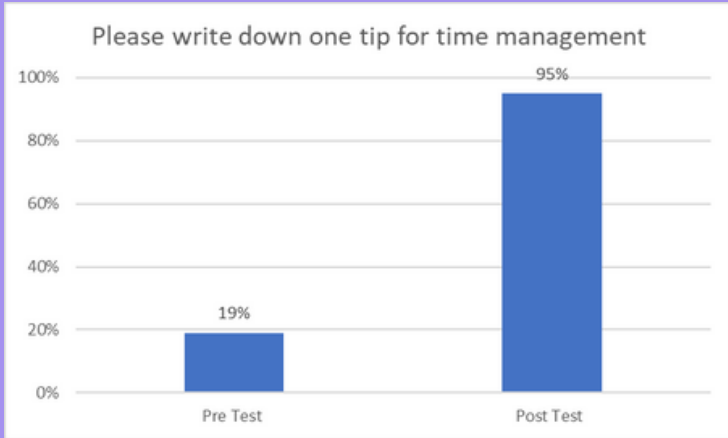
# Tuscany Glen High



## 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.

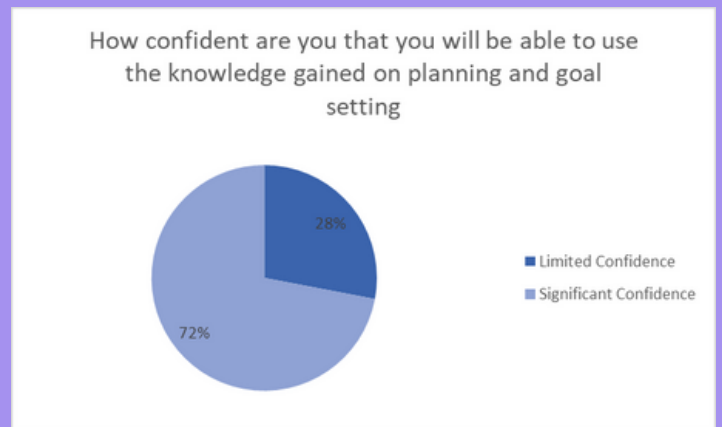
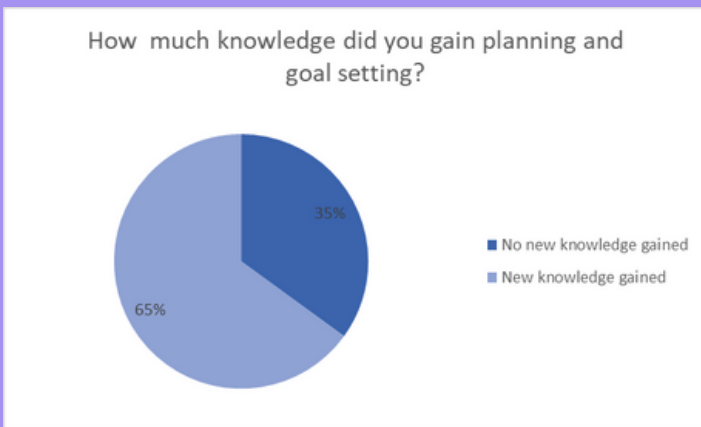
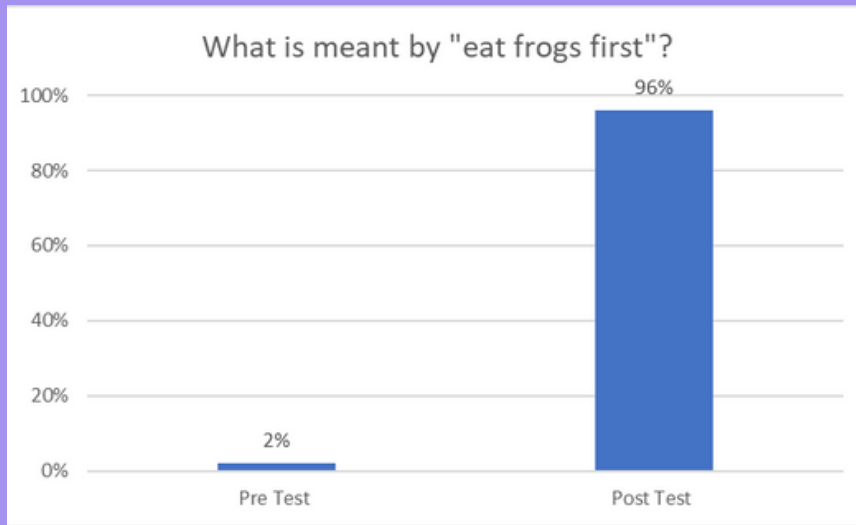
# Tuscany Glen High



## 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

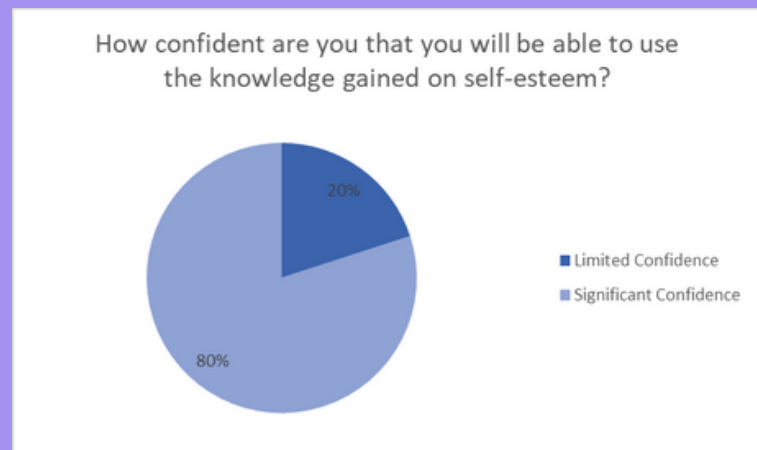
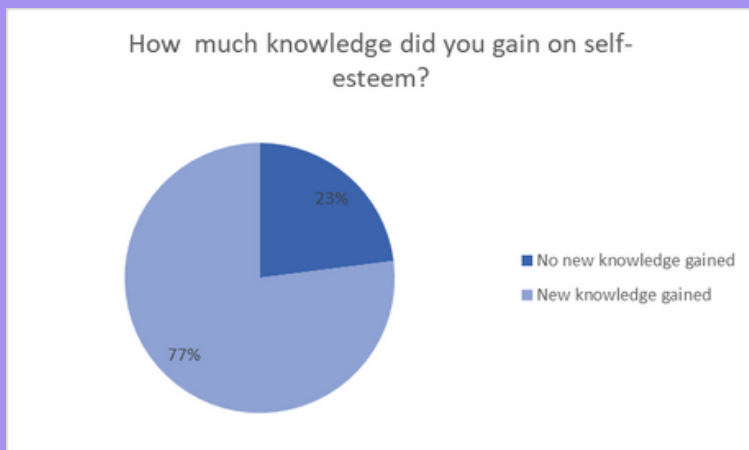
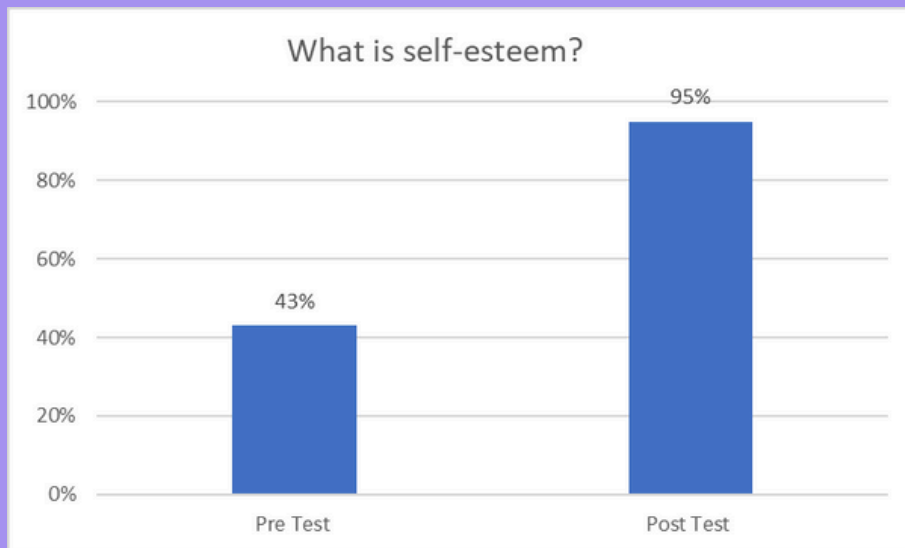


## Explanation of indicator

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

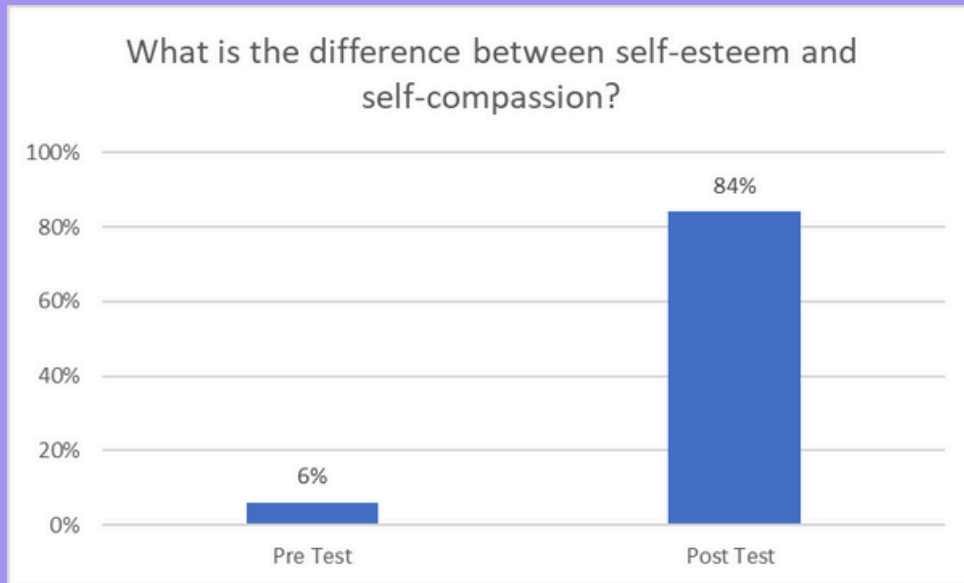
## Domain 2



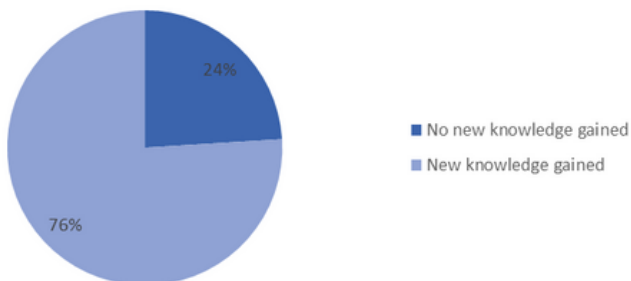
### Explanation of indicator

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.

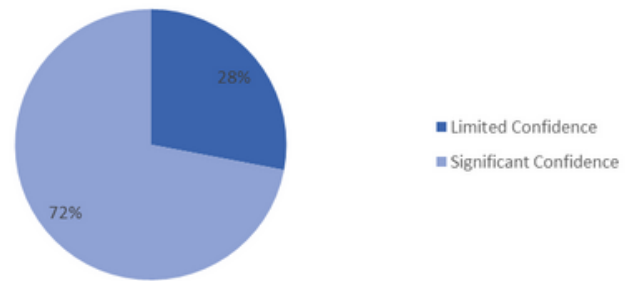
# Tuscany Glen High



How much knowledge did you gain on self-compassion?



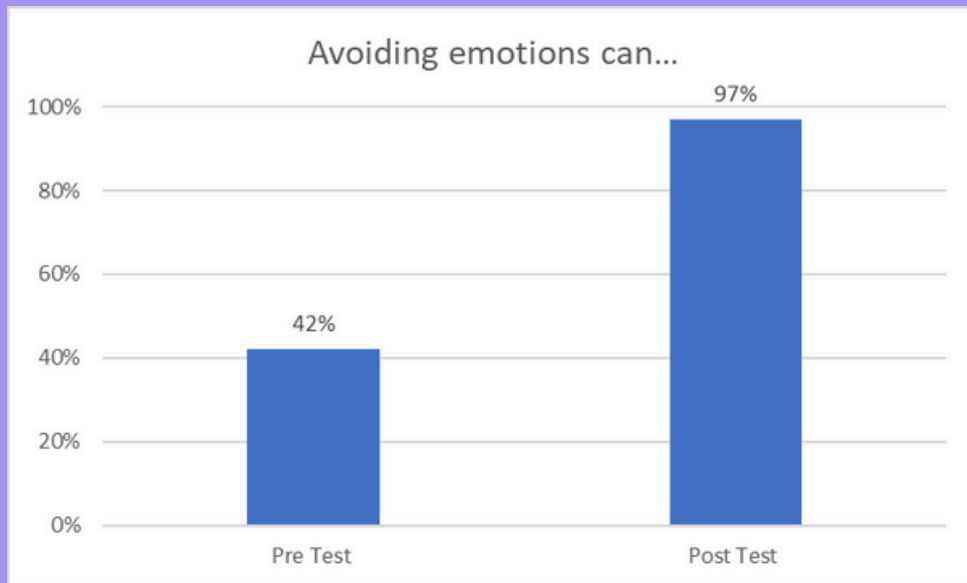
How confident are you that you will be able to use the knowledge gained on self-compassion?



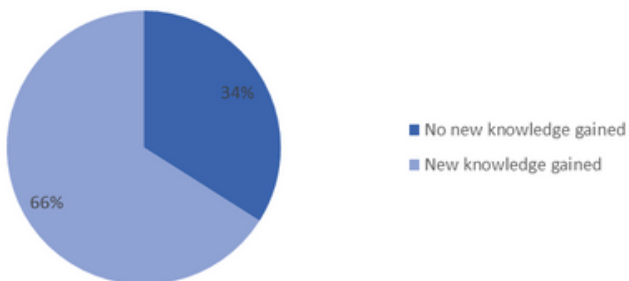
## Explanation of indicator

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.

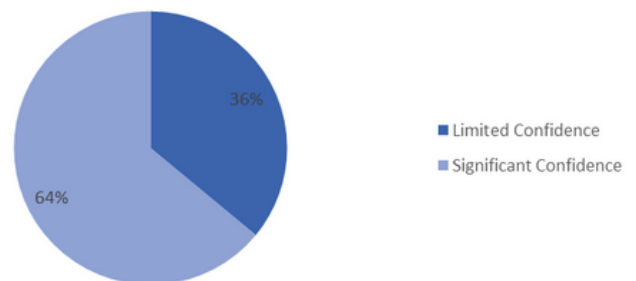
# Tuscany Glen High



How much knowledge did you gain on managing emotions?



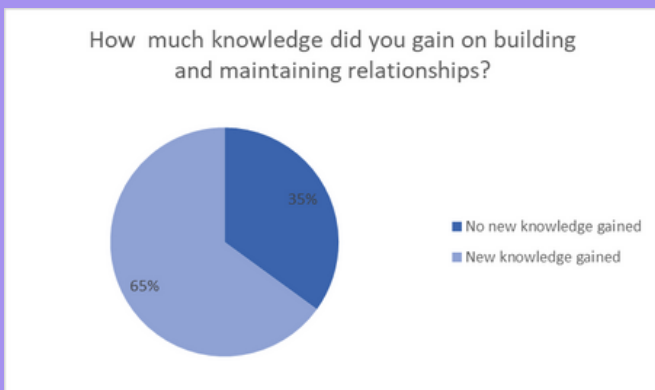
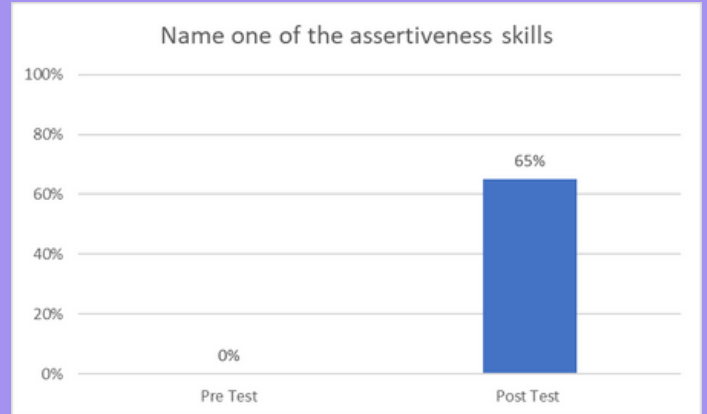
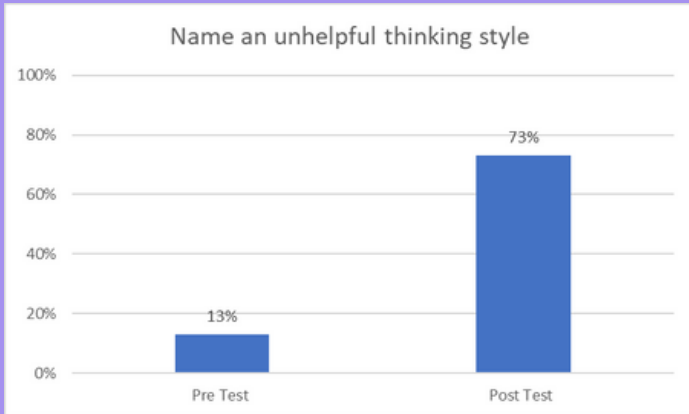
How confident are you that you will be able to use the knowledge gained on managing emotions?



## 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.

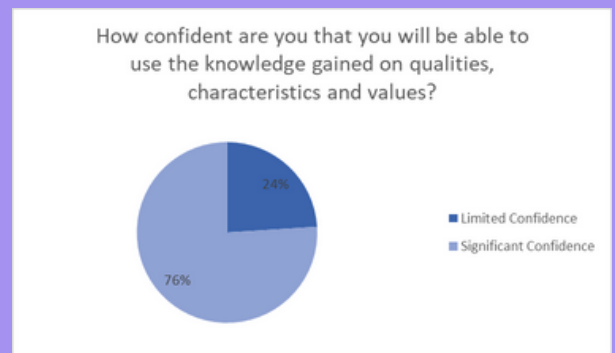
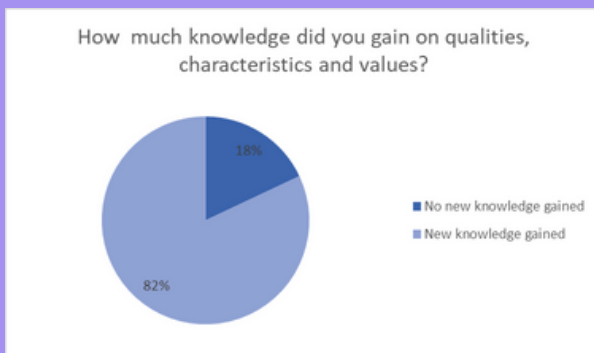
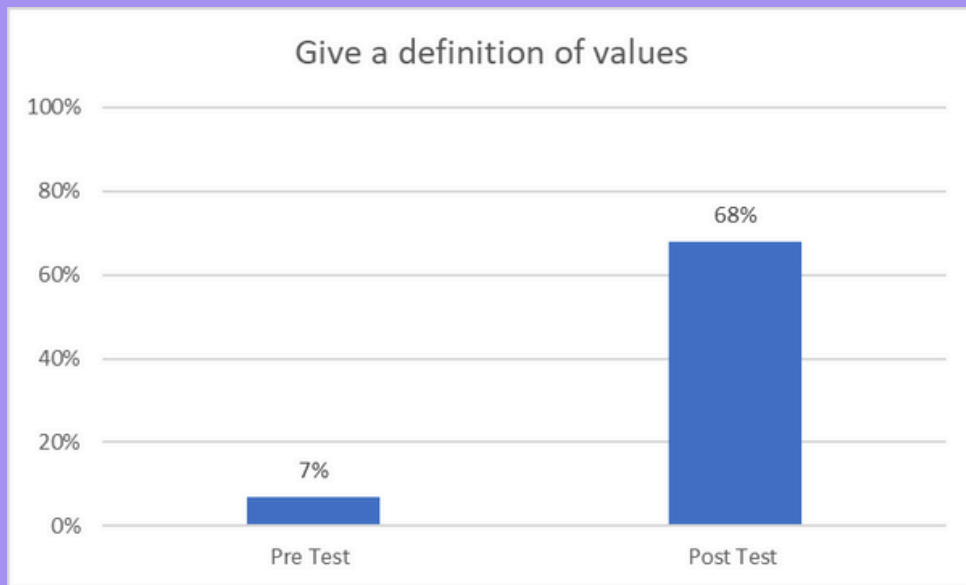
# Tuscany Glen High



## Explanation of indicator

Building and maintaining relationships: This indicator measures learners' ability to recognize and respond to unhelpful thinking patterns that impact relationships. It assesses their skills in challenging negative thoughts and adopting healthier perspectives to improve communication and connection with others.

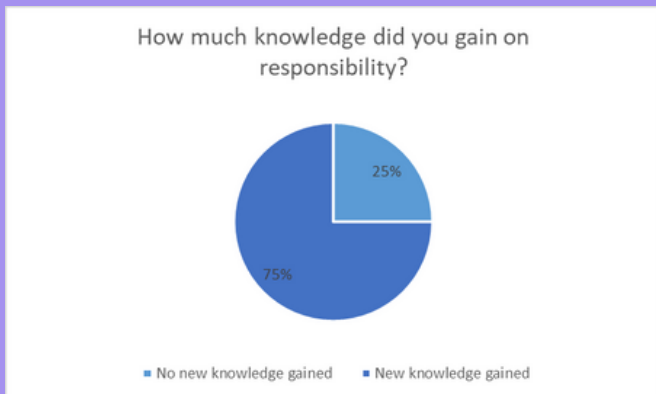
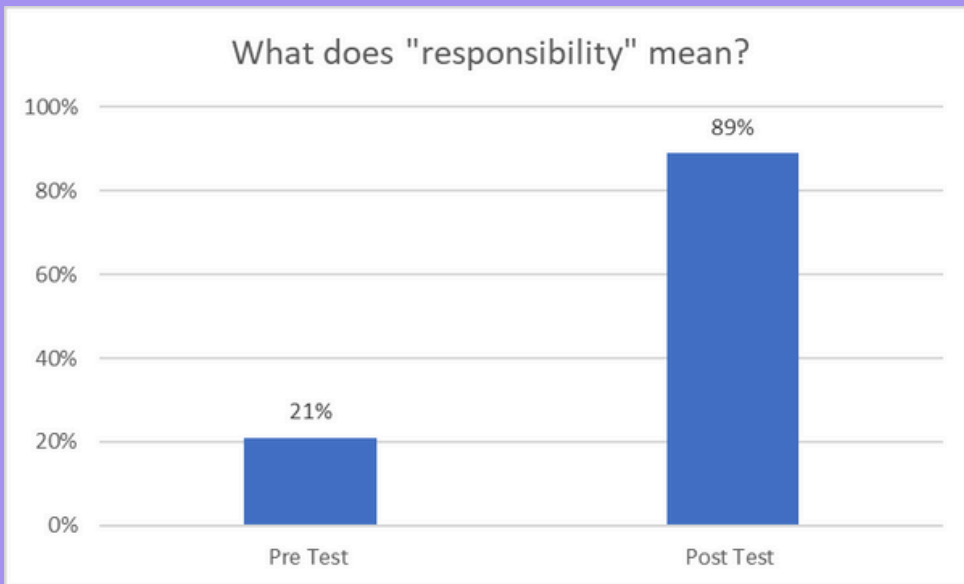
# Tuscany Glen High



## Explanation of indicator

Qualities, characteristics and values: This indicator measures learners' ability to define values and recognize their role in shaping behaviour and decision-making. It assesses their understanding of how personal values influence relationships, choices, and overall character development.

# Tuscany Glen High

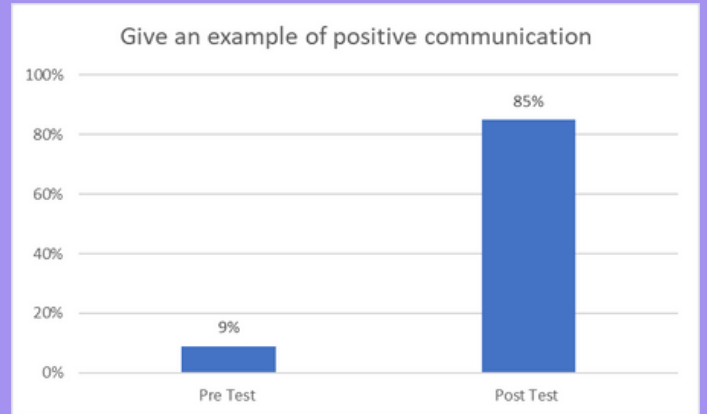
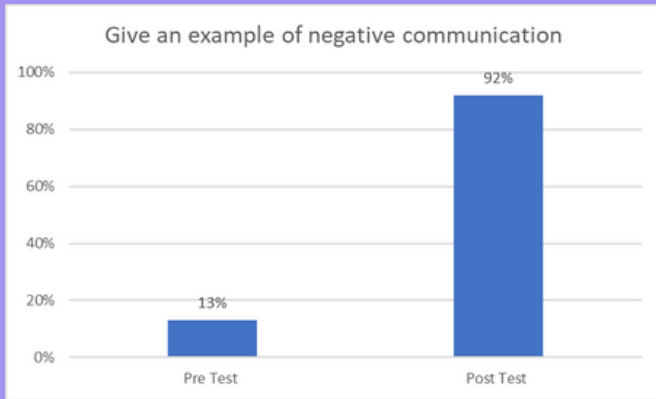


## Explanation of indicator

Responsibilities: This indicator measures learners' ability to define responsibility and recognize its role in personal and social contexts. It assesses their understanding of how taking responsibility impacts decision-making, relationships, and personal growth.

# Tuscany Glen High

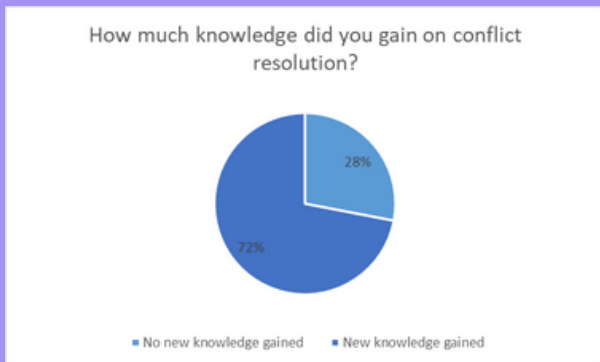
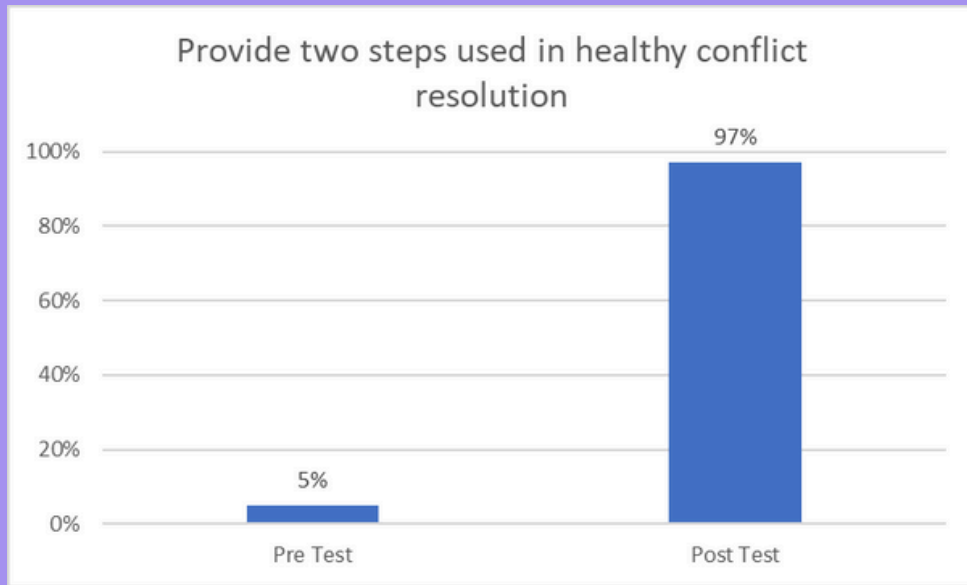
## Domain 3



### Explanation of indicator

Interpersonal Skills: This indicator measures learners' ability to identify examples of both positive and negative communication. It assesses their understanding of how effective communication builds healthy relationships, while poor communication can lead to misunderstandings and conflict.

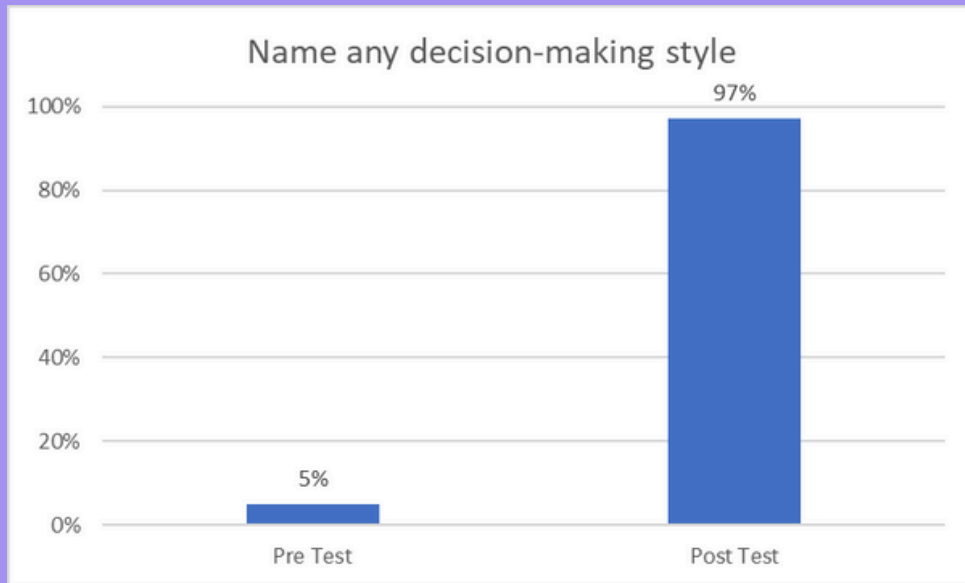
# Tuscany Glen High



## Explanation of indicator

Conflict Resolution: This indicator measures learners' ability to identify key steps in resolving conflicts. It assesses their understanding of strategies that promote effective communication, problem-solving, and maintaining positive relationships.

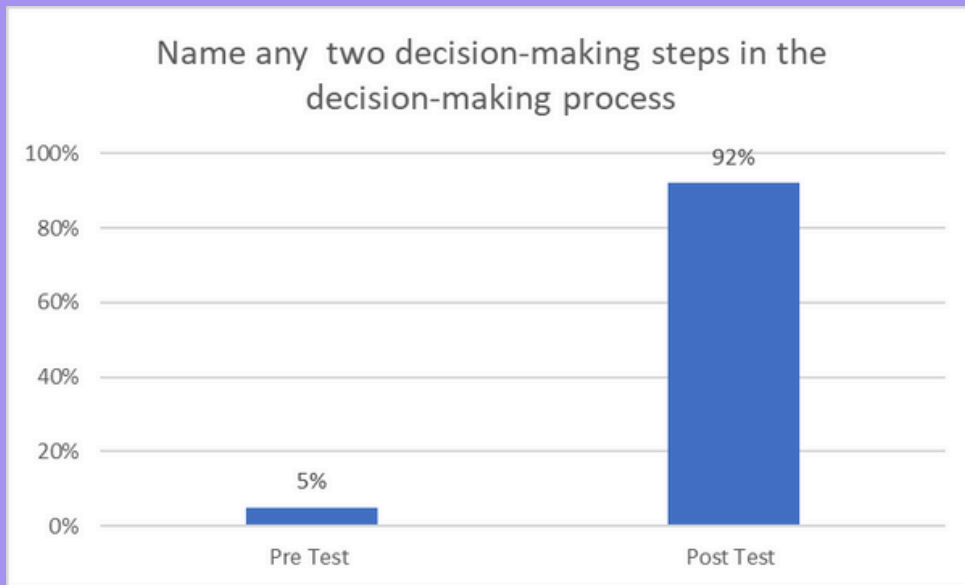
# Tuscany Glen High



## Explanation of indicator

Decision-making skills: This indicator measures learners' ability to identify different decision-making styles. It assesses their understanding of how various approaches impact problem-solving, choices, and outcomes in personal and interpersonal situations.

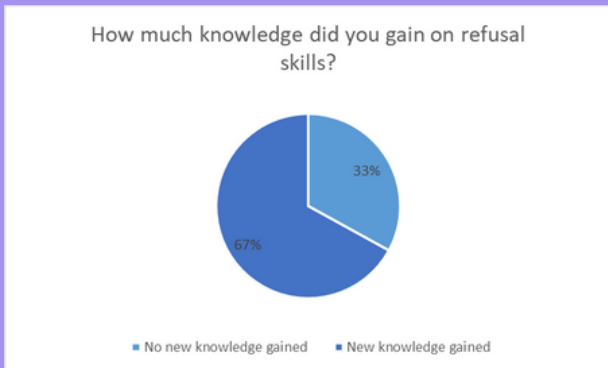
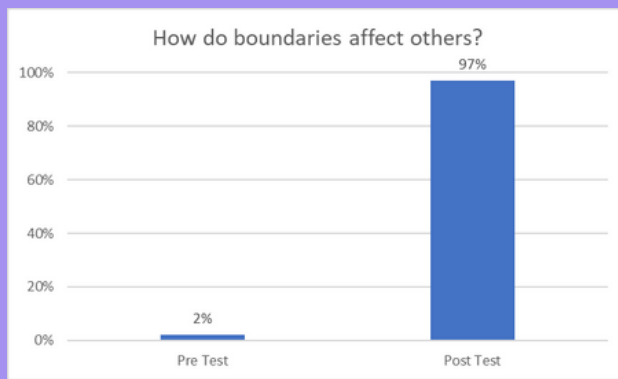
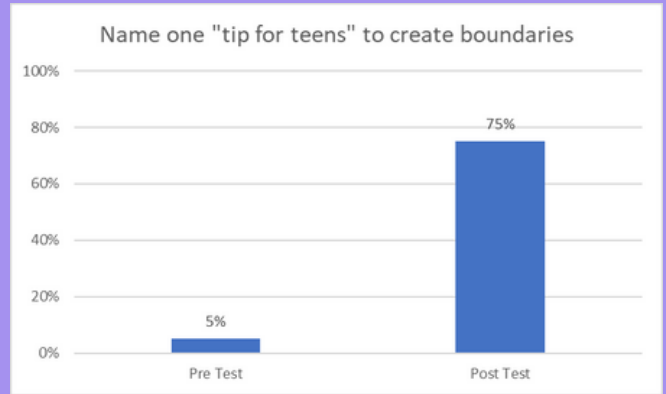
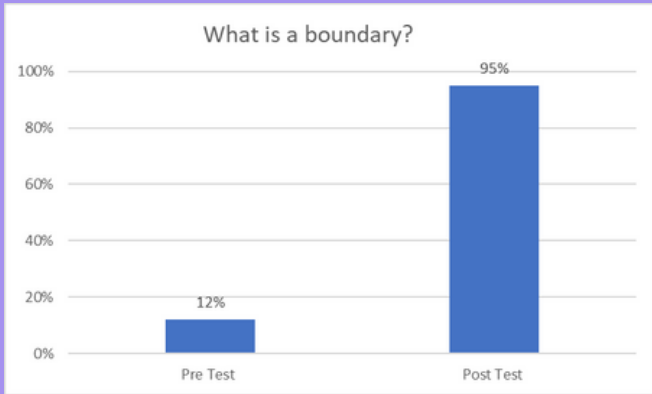
# Tuscany Glen High



## Explanation of indicator

Decision-making steps: This indicator measures learners' ability to identify key steps in the decision-making process. It assesses their understanding of how structured decision-making supports better problem-solving and informed choices.

# Tuscany Glen High

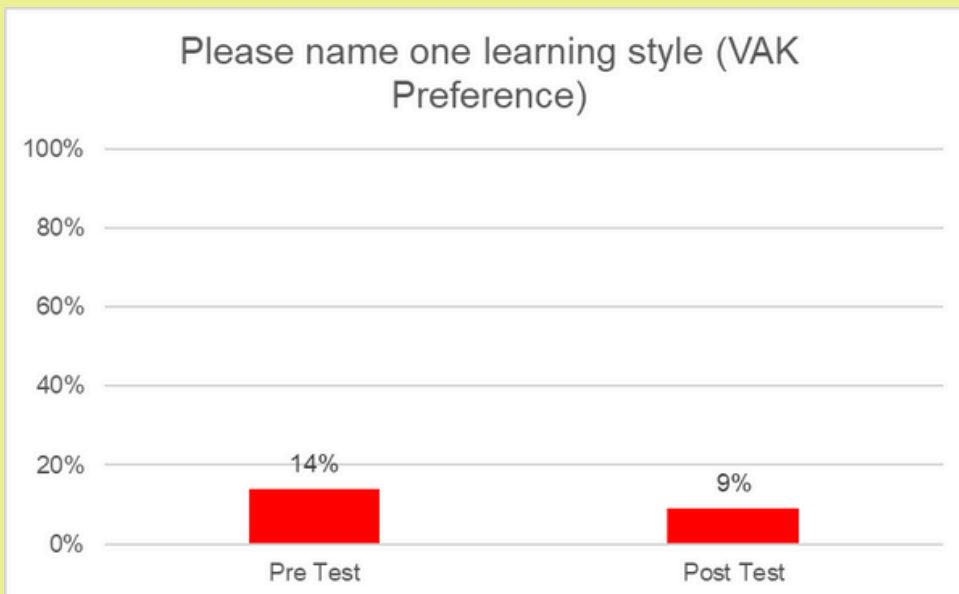
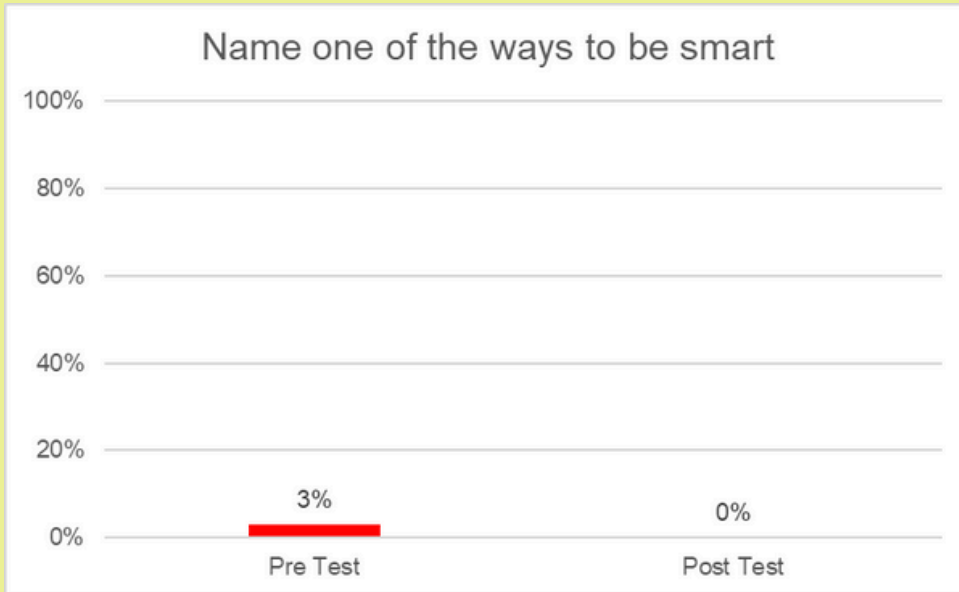


## Explanation of indicator

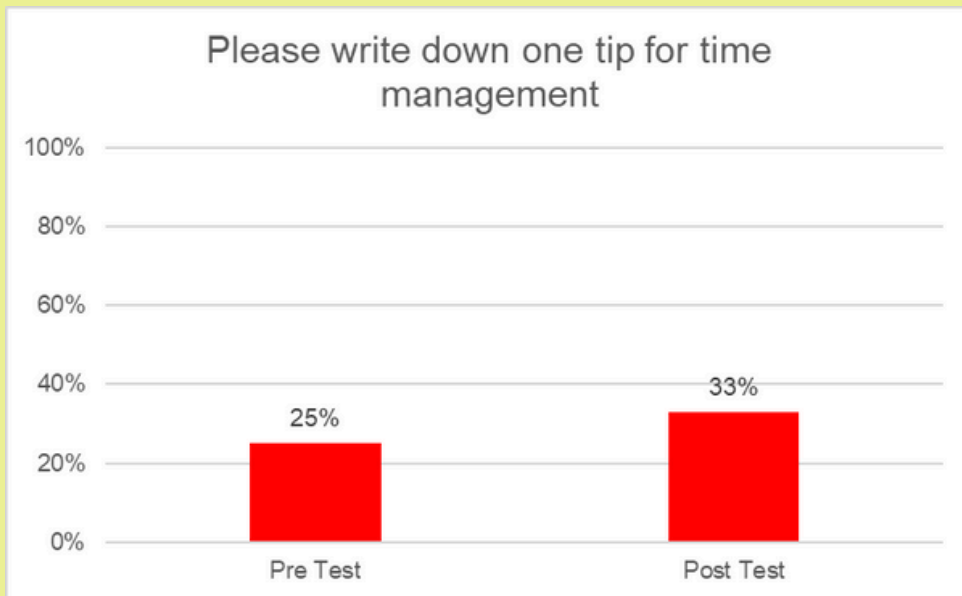
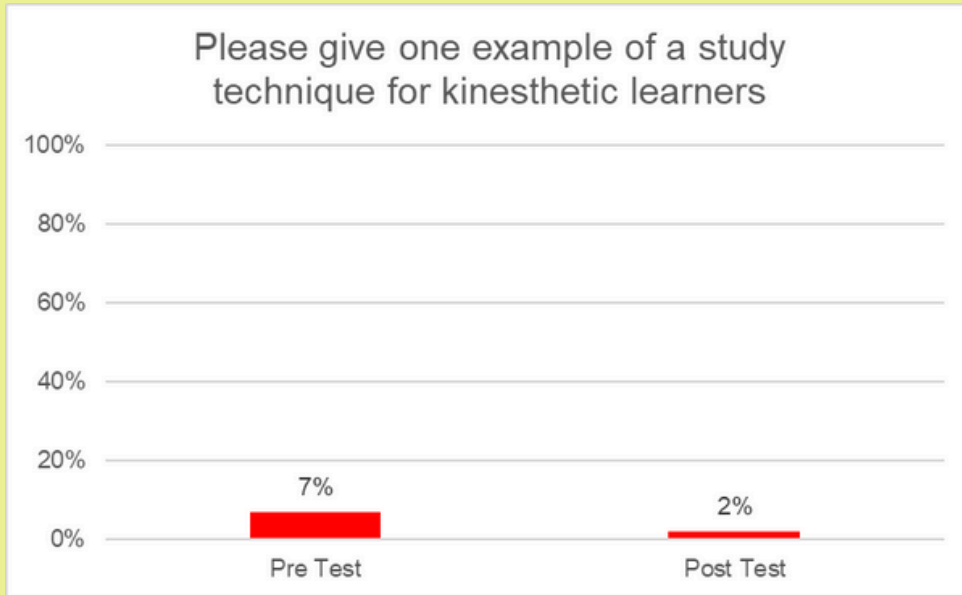
Refusal skills: This indicator measures learners' ability to recognize and apply refusal skills in setting boundaries. It assesses their understanding of how clear boundaries impact relationships, personal well-being, and the respect of others.

# Eersteriver Secondary

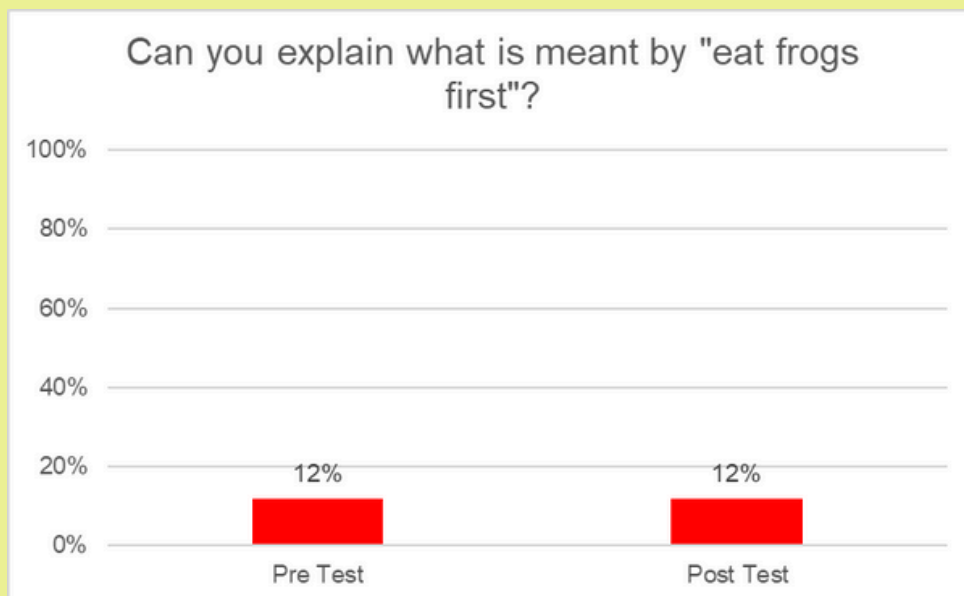
## Domain 1



# Eersteriver Secondary

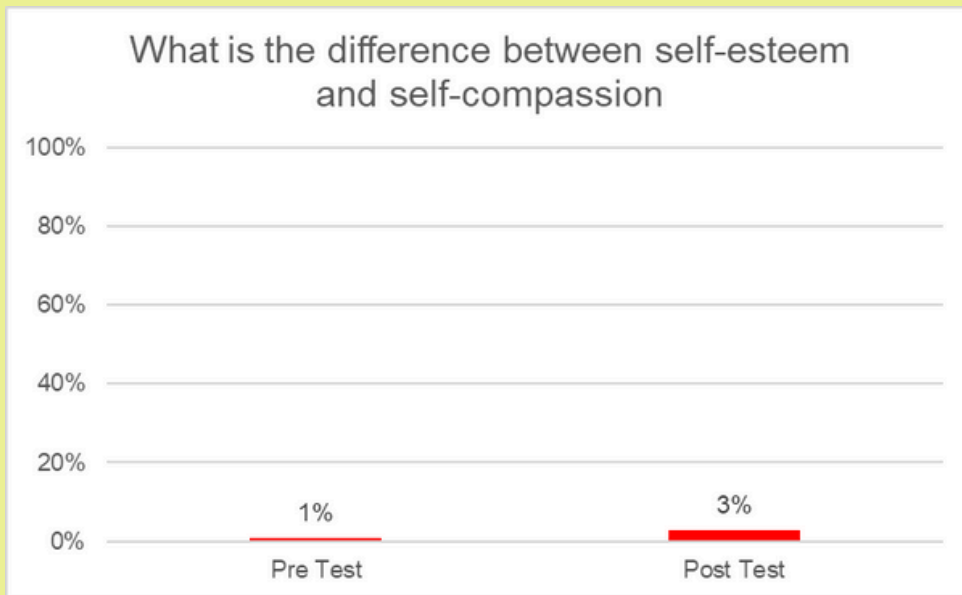
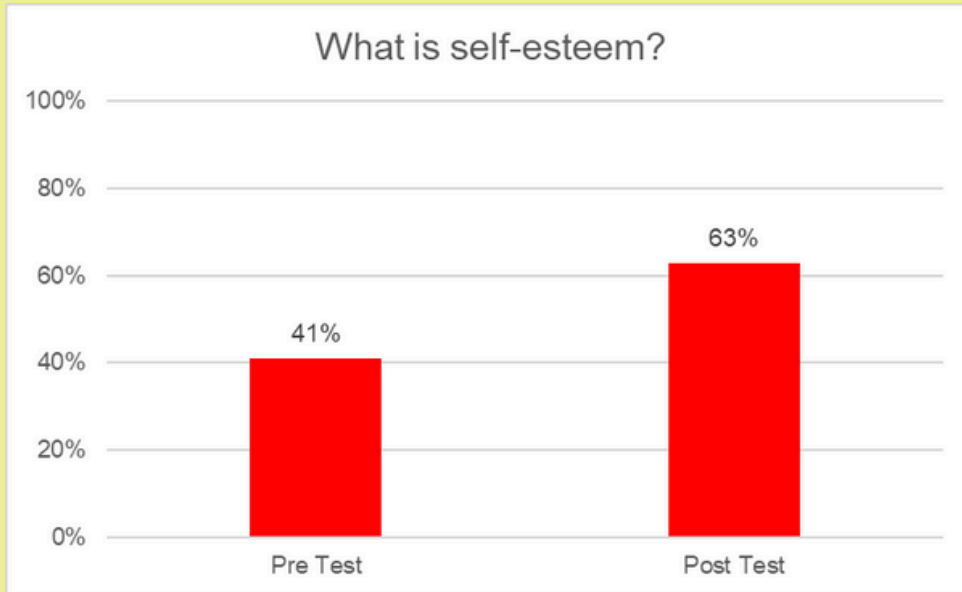


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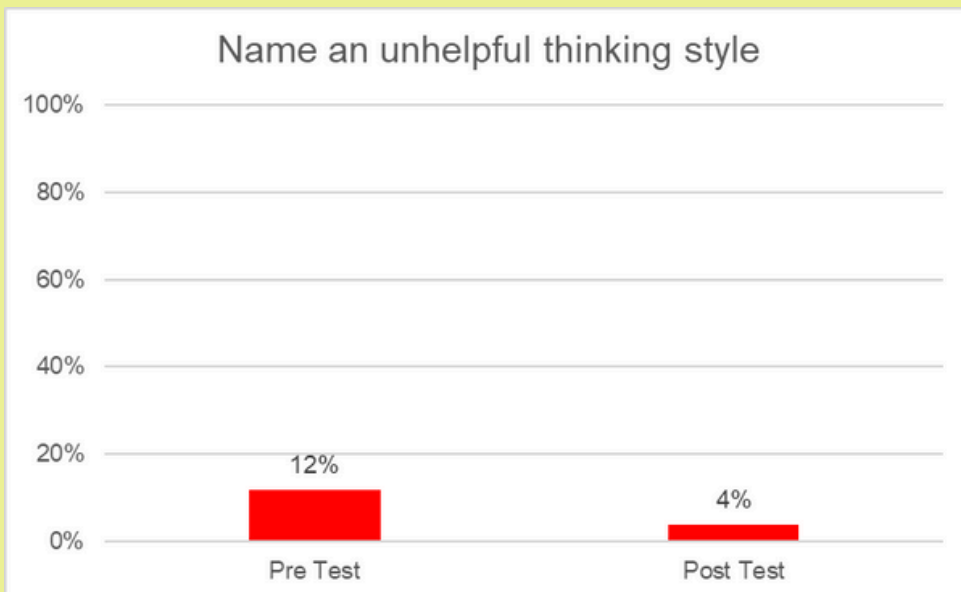
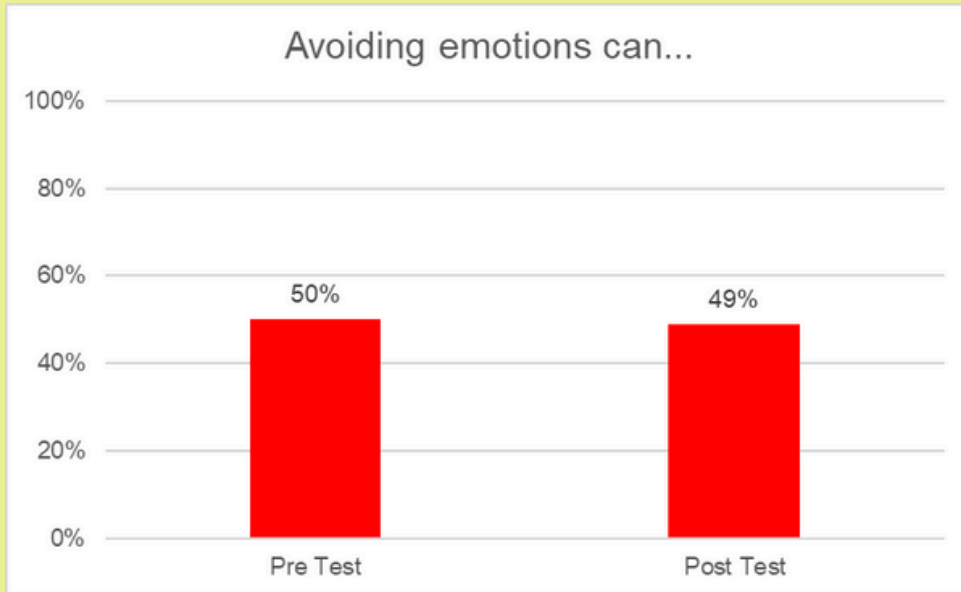


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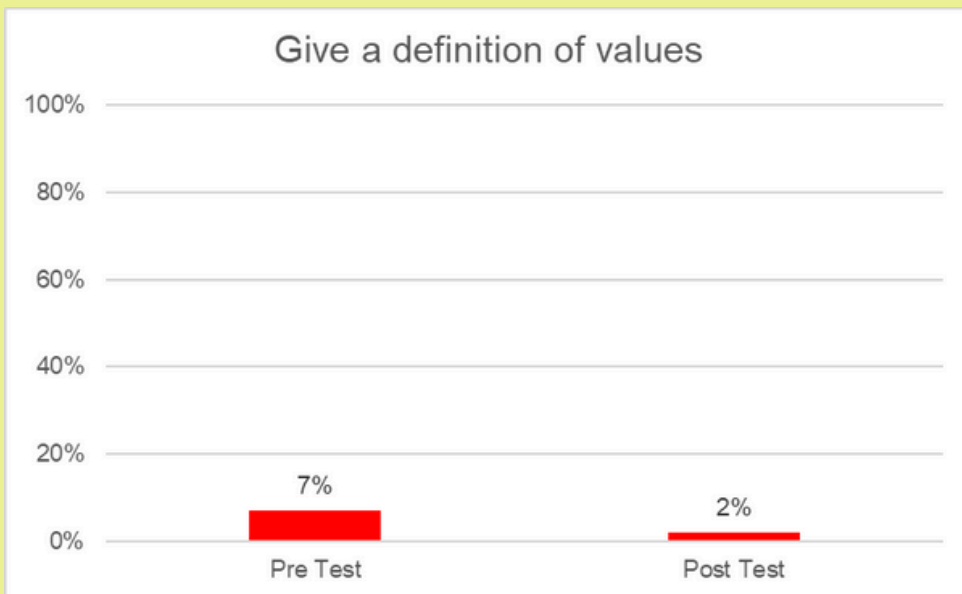
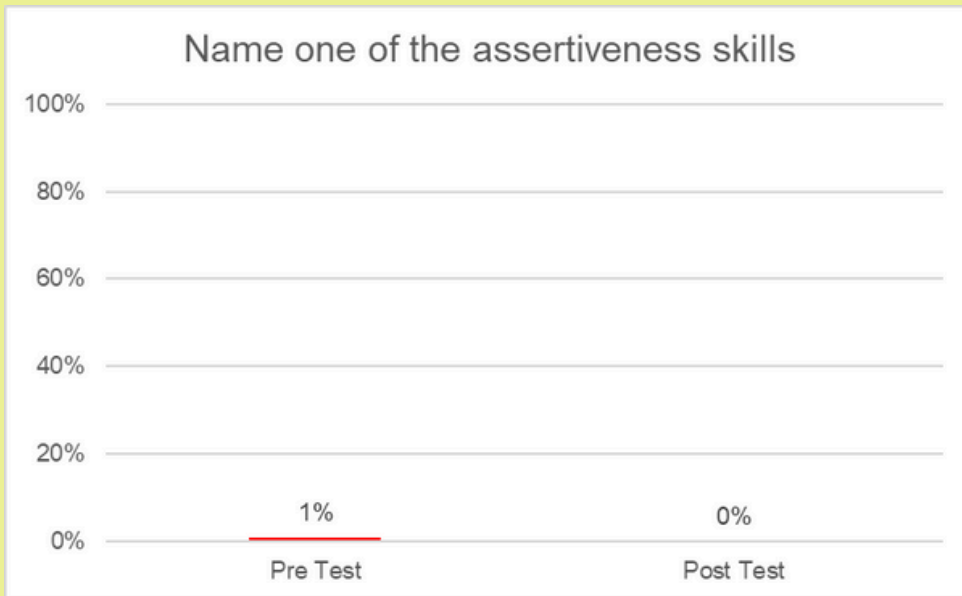
## Domain 2



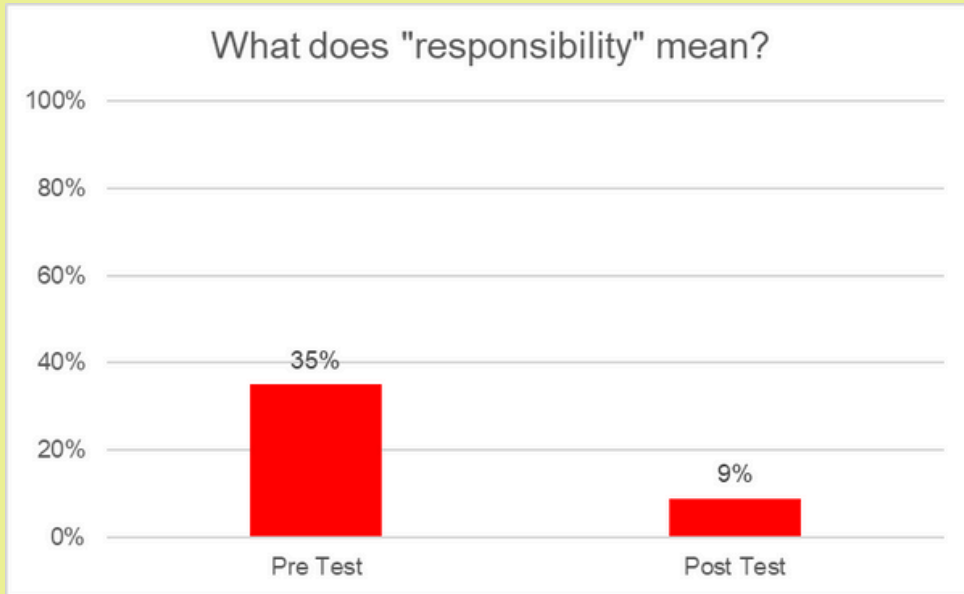
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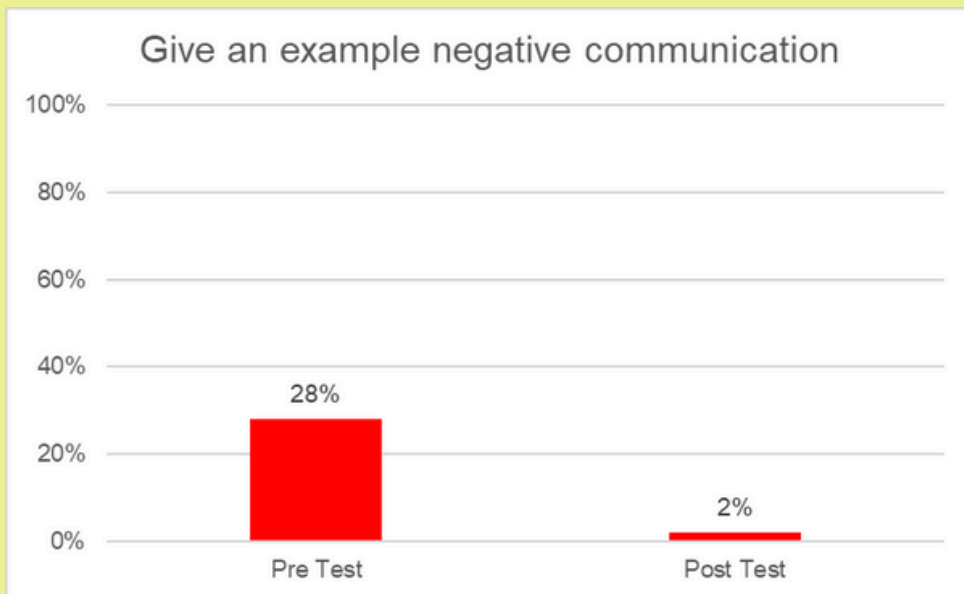
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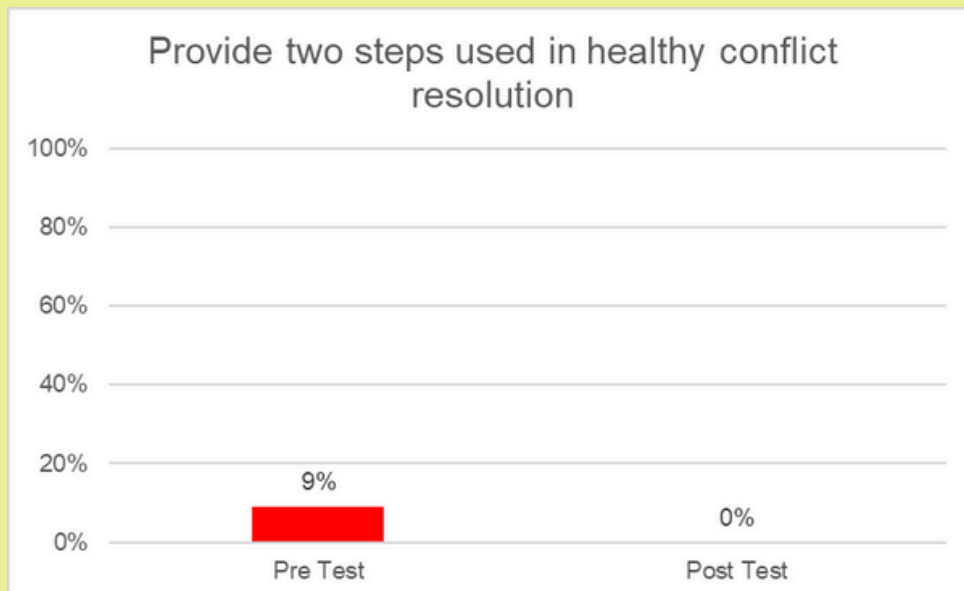
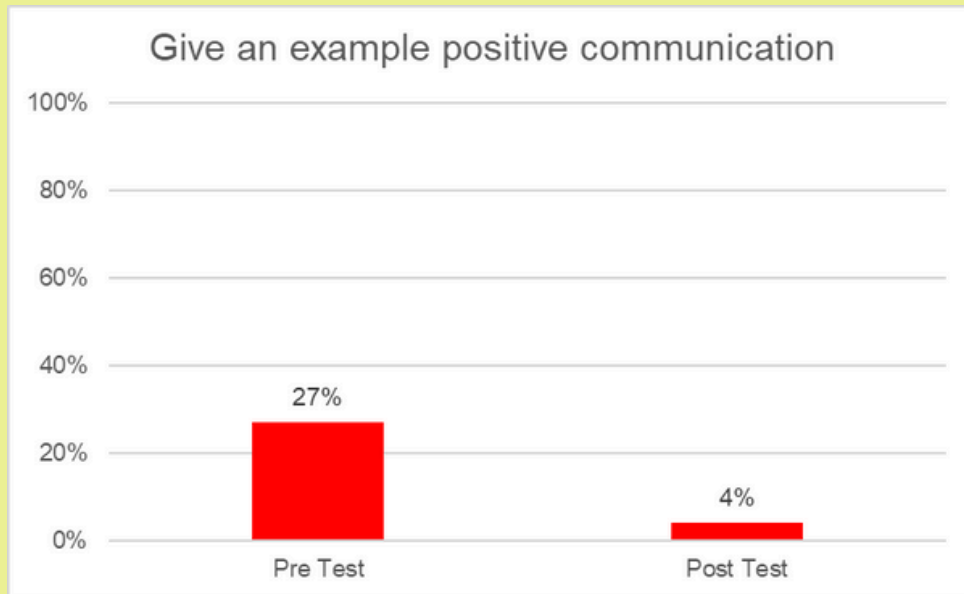
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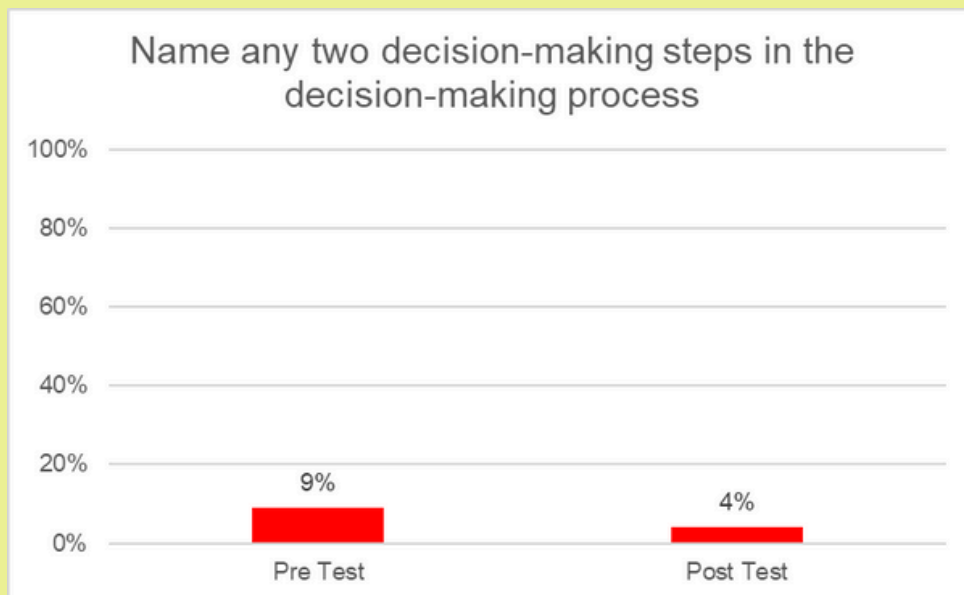
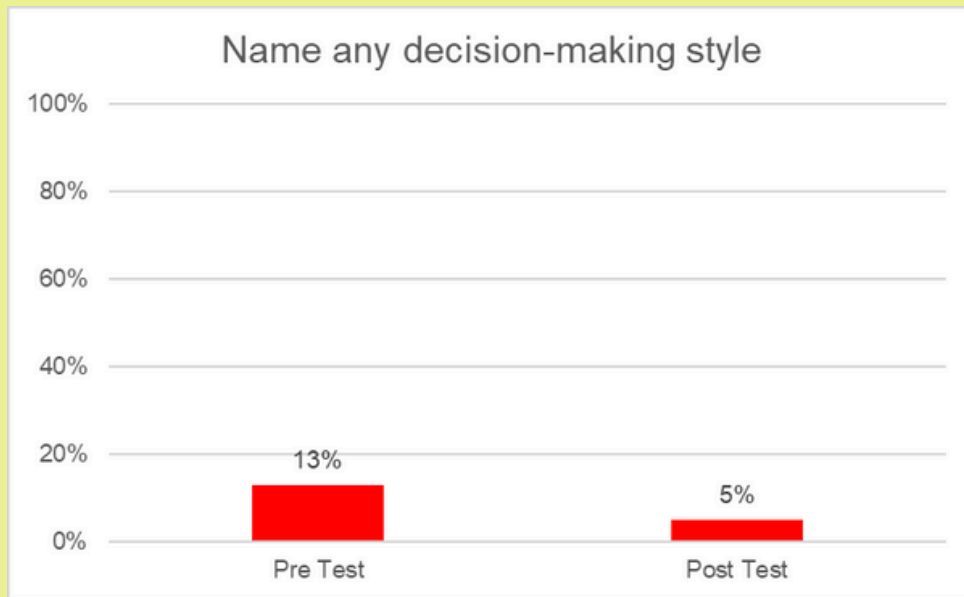
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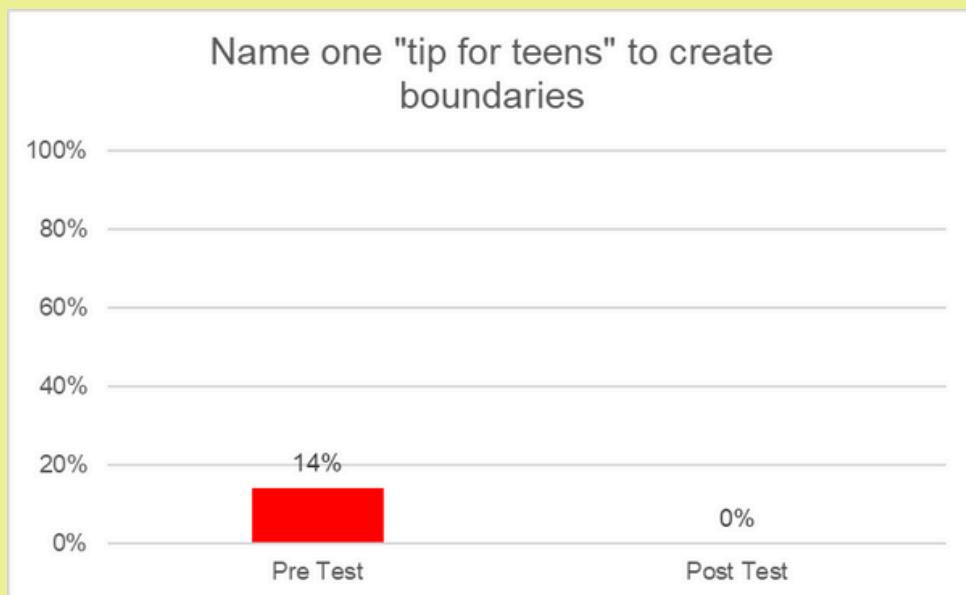
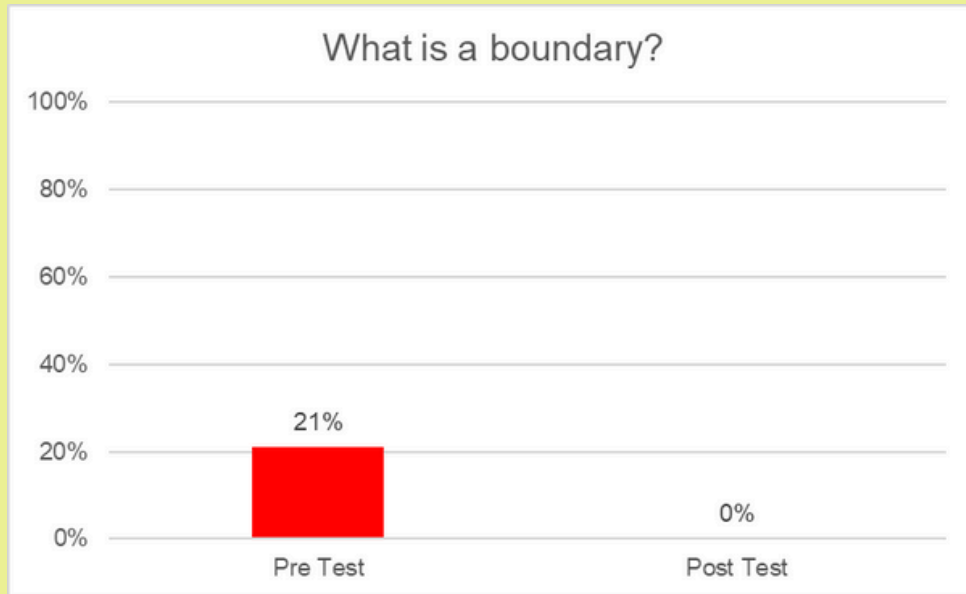
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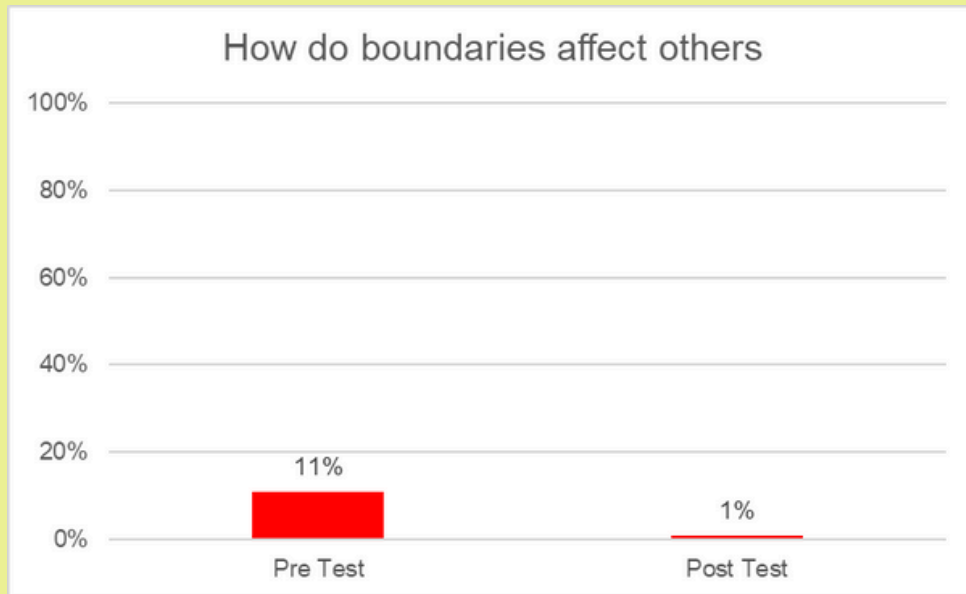
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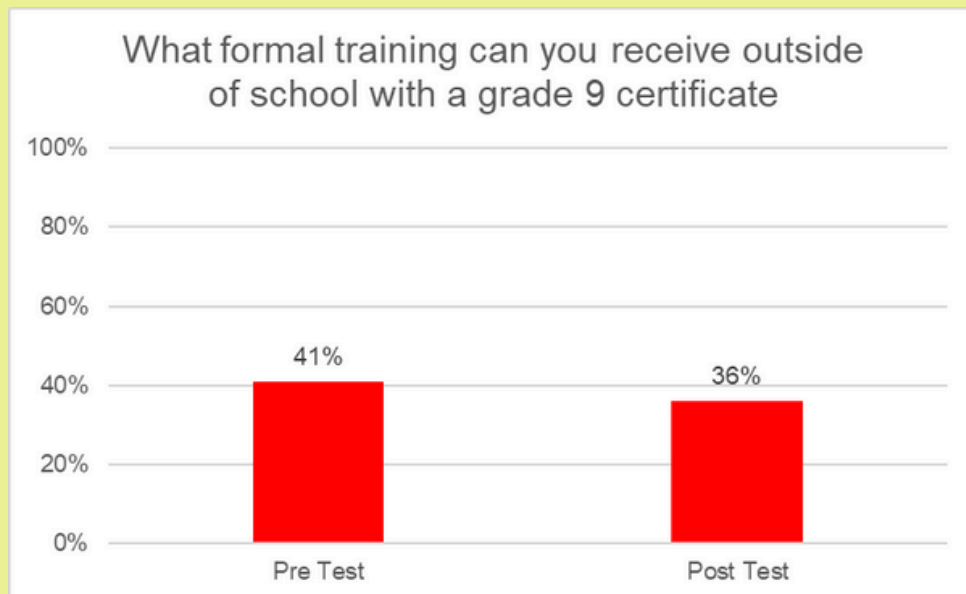
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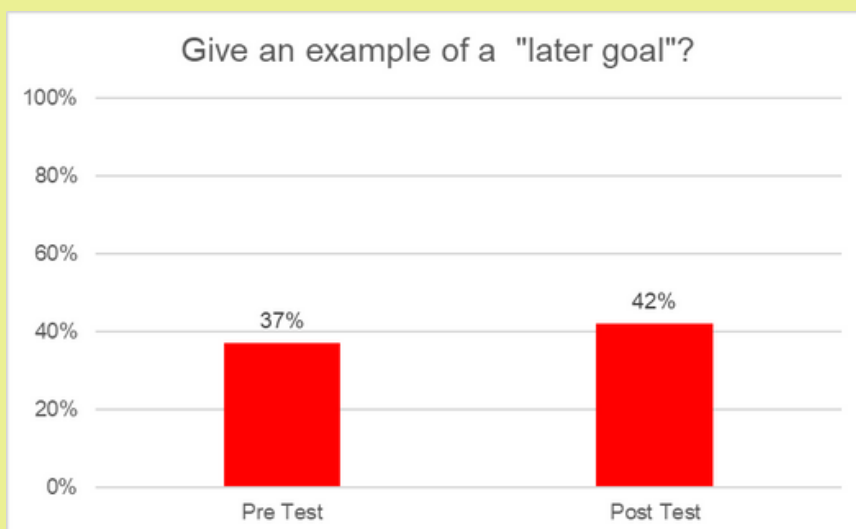
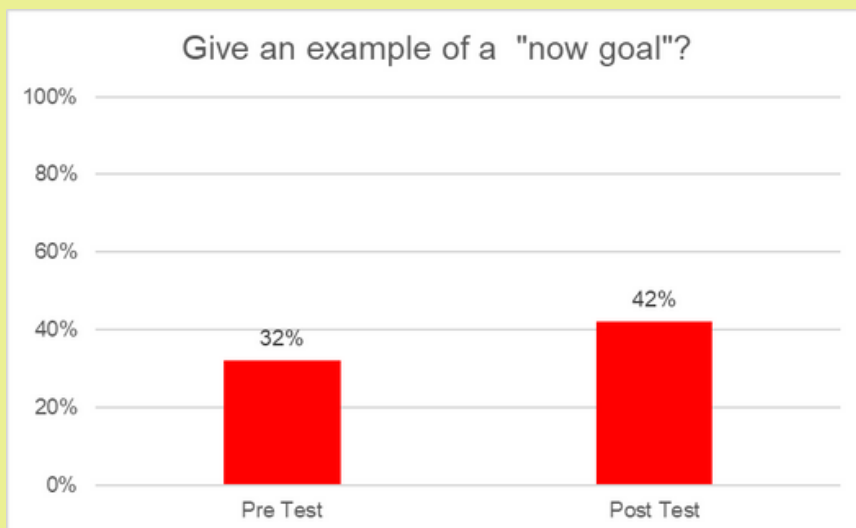
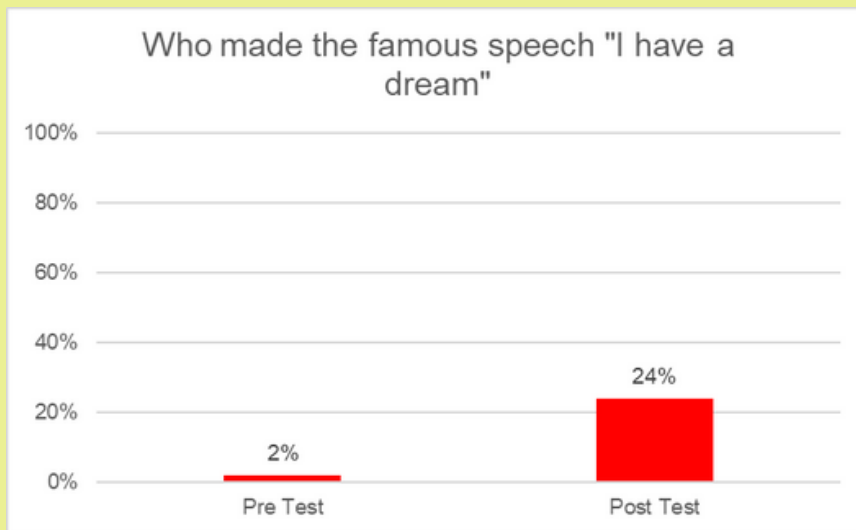
# Eersteriver Secondary



## Domain 4

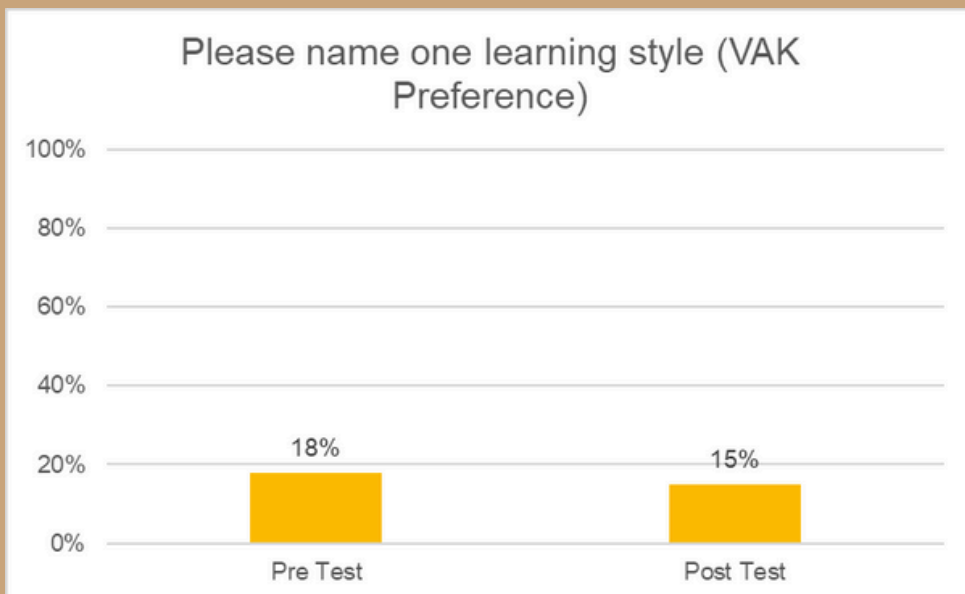
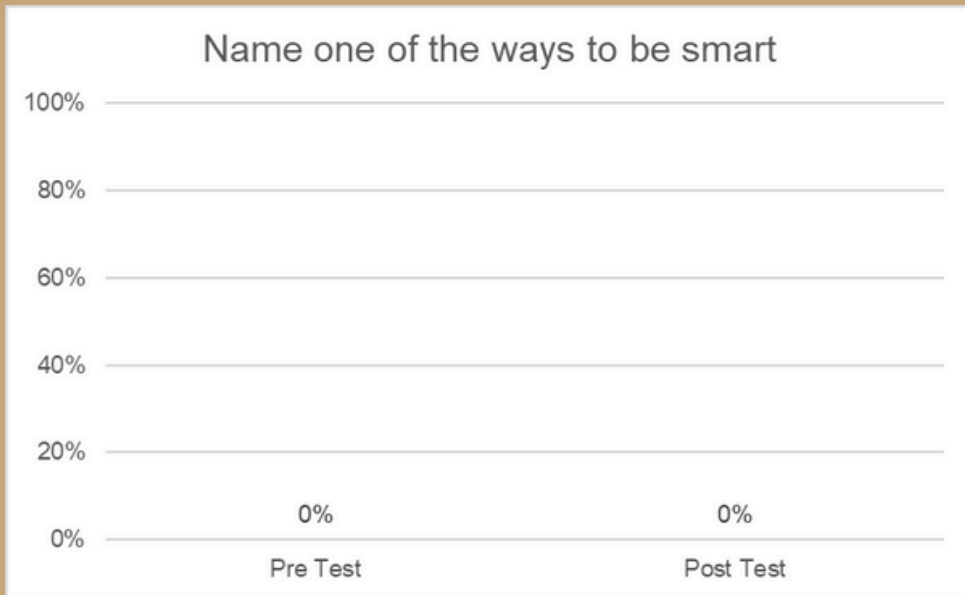


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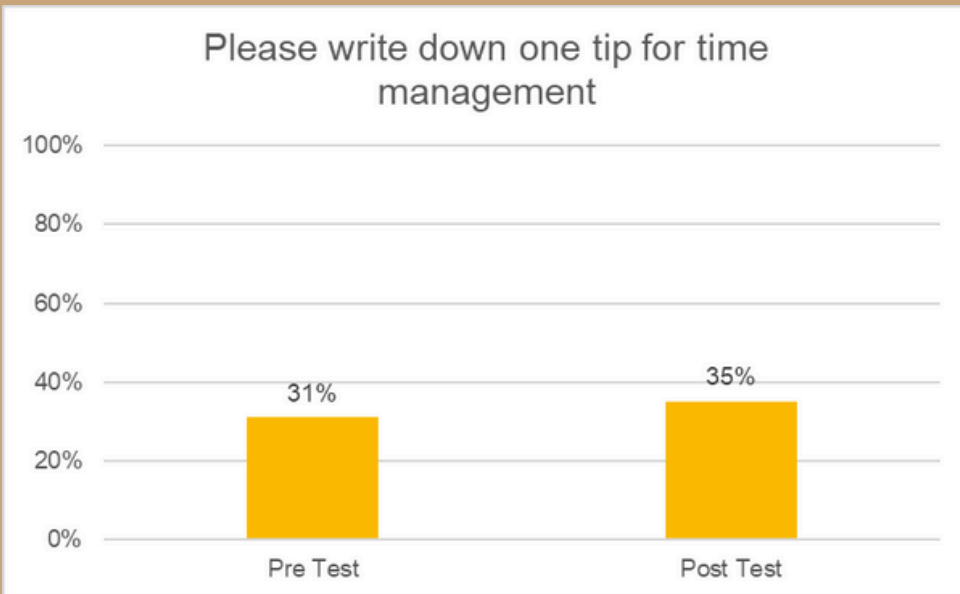
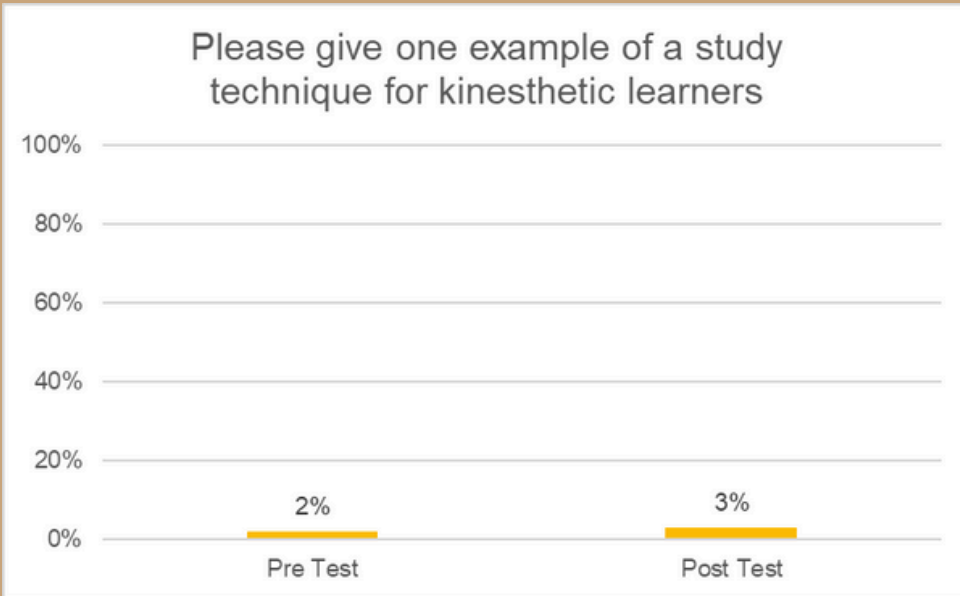


# Blackheath High

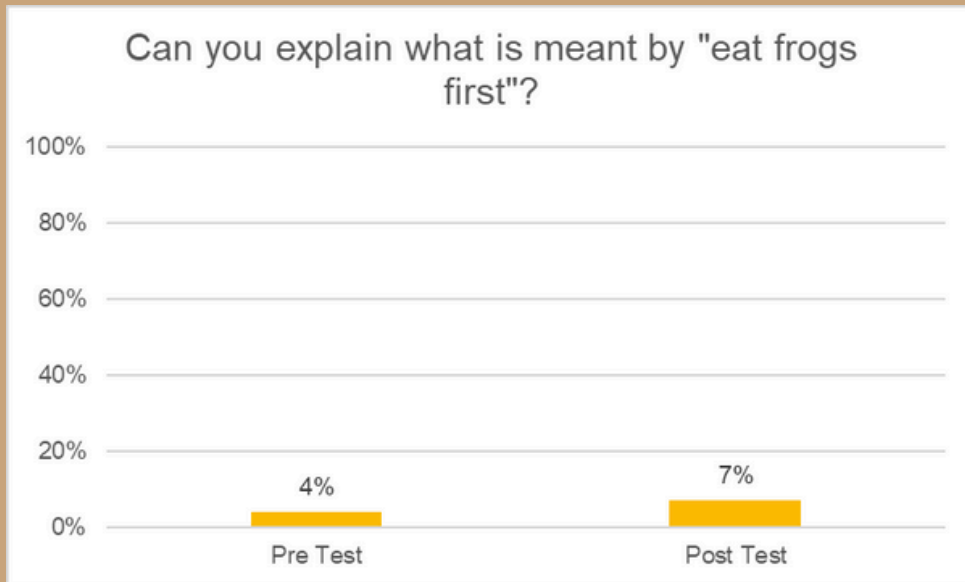
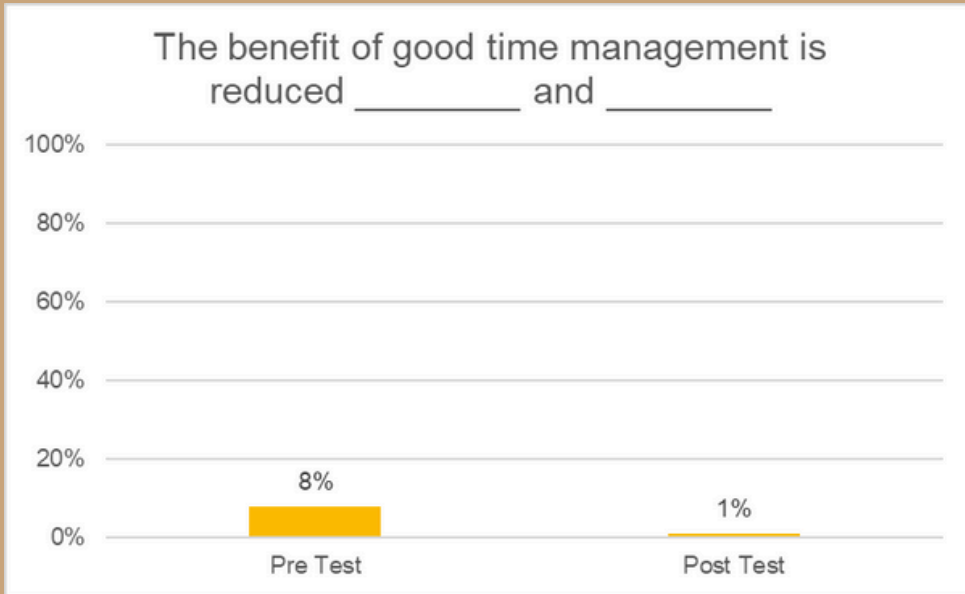
## Domain 1



# Blackheath High

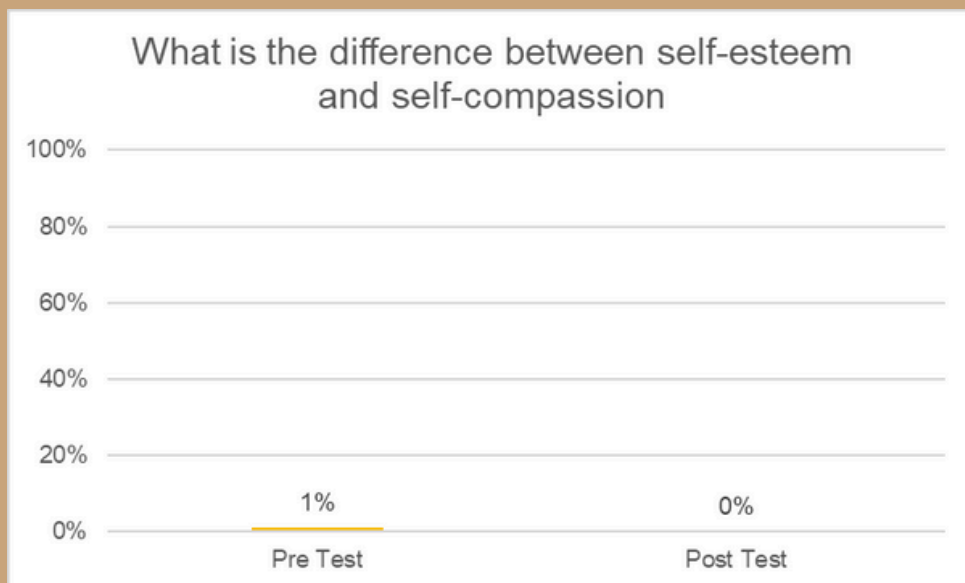
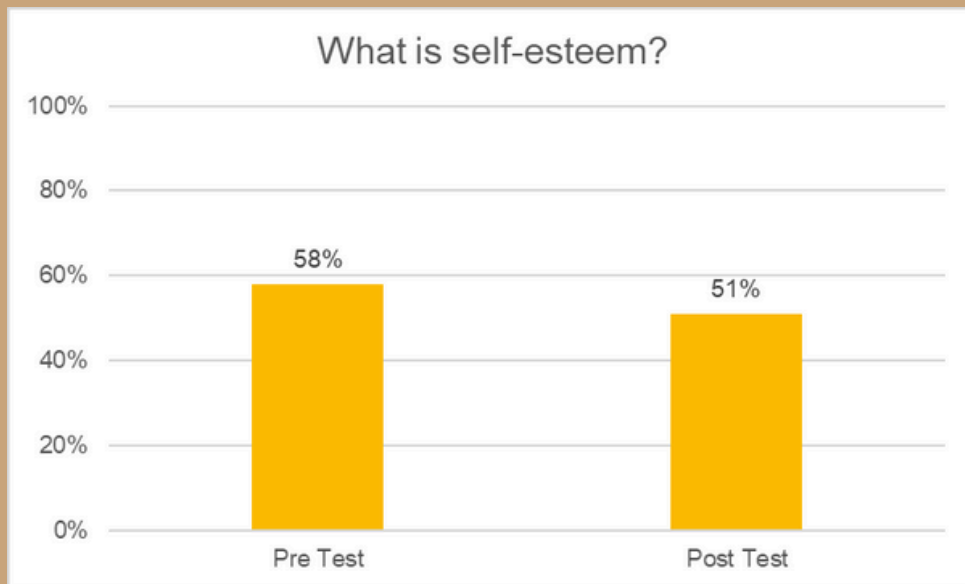


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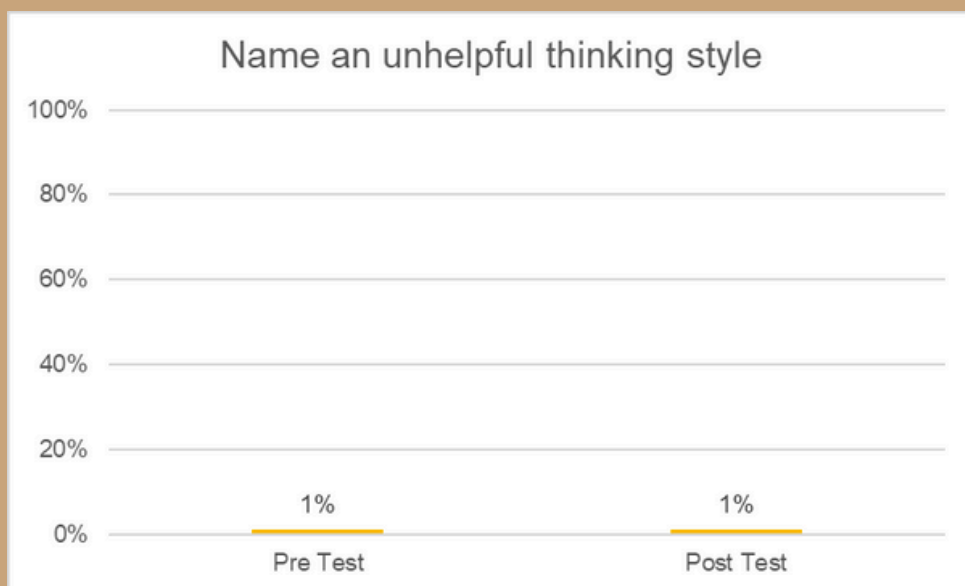
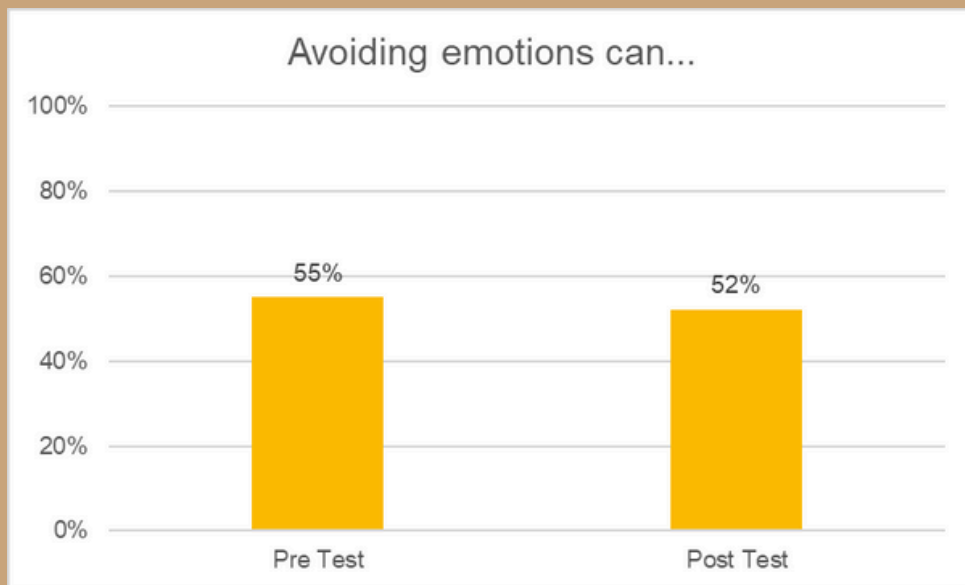


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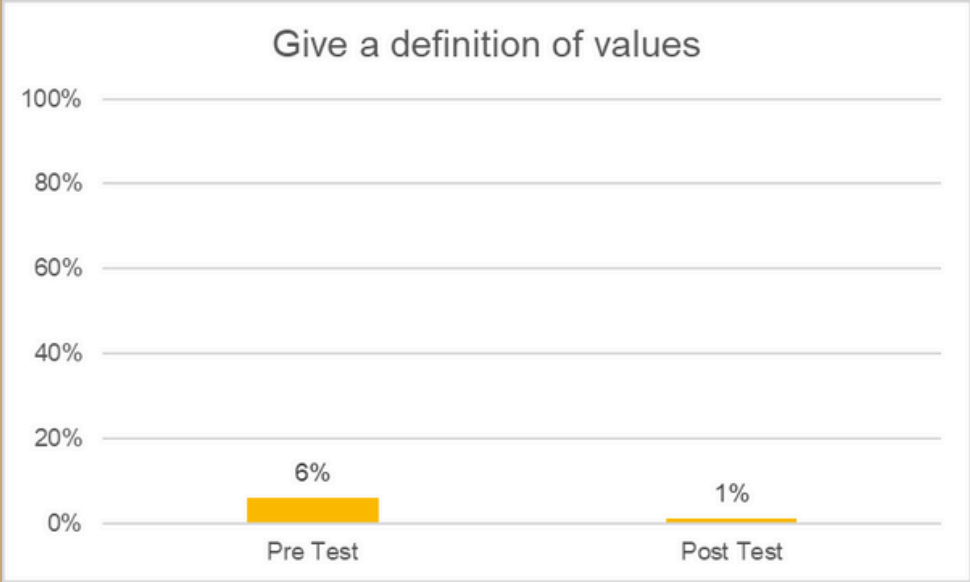
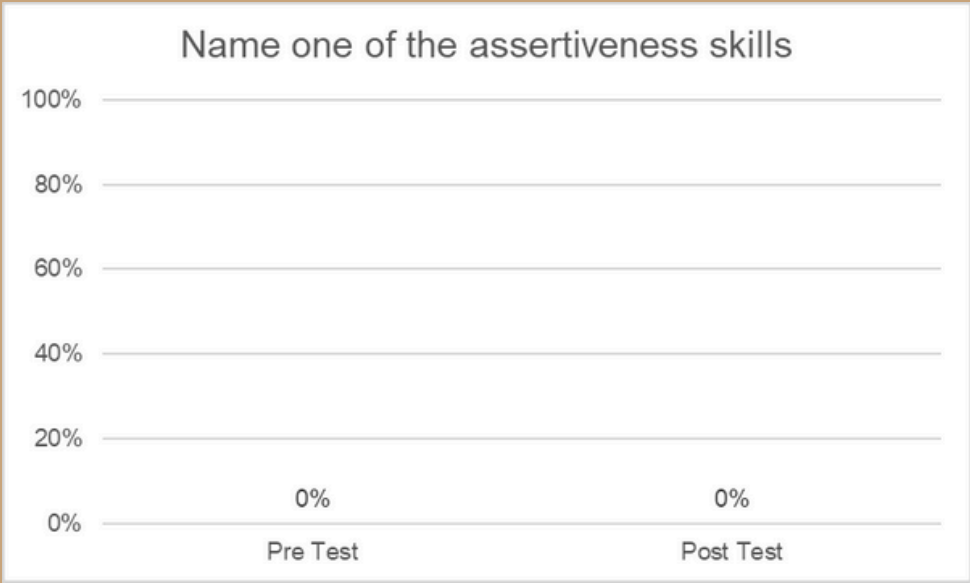
## Domain 2



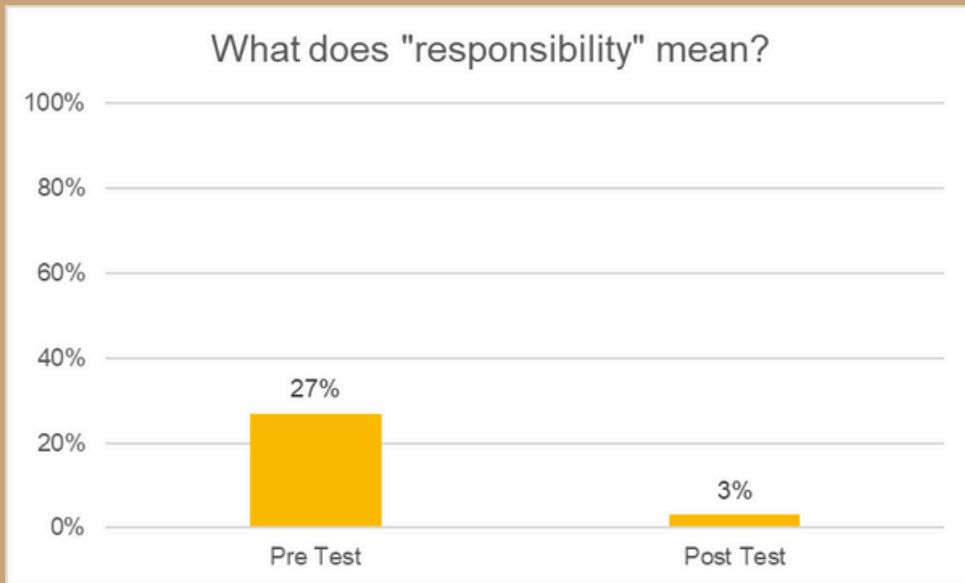
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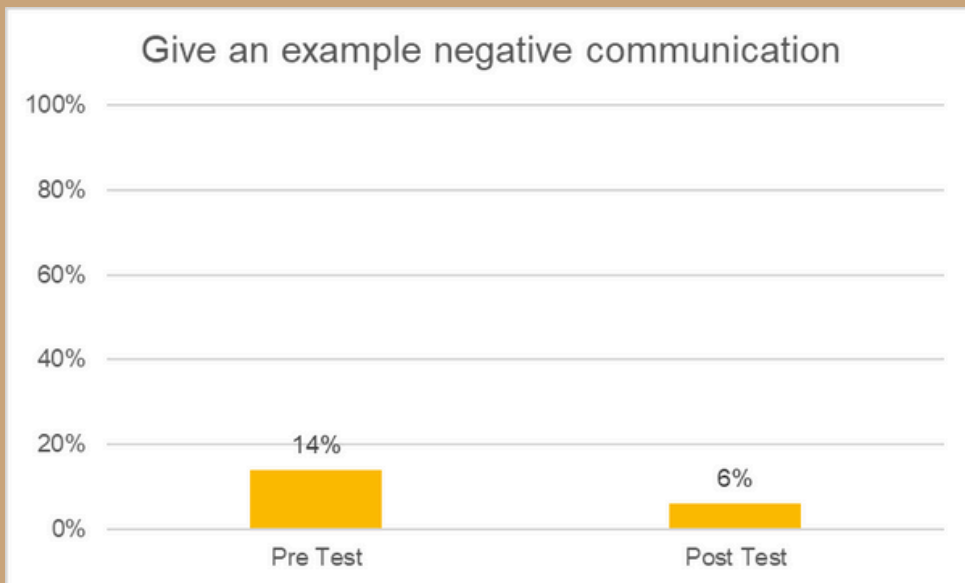
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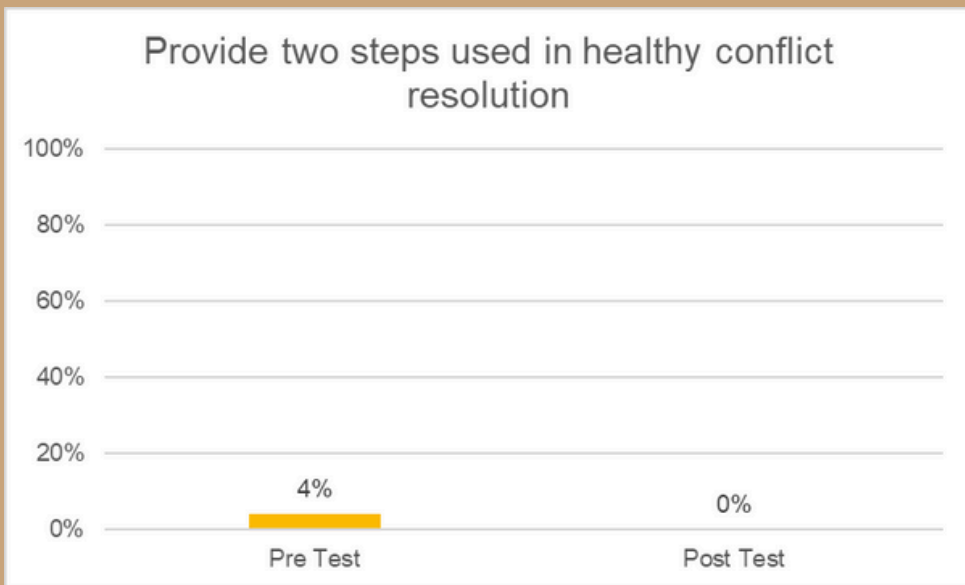
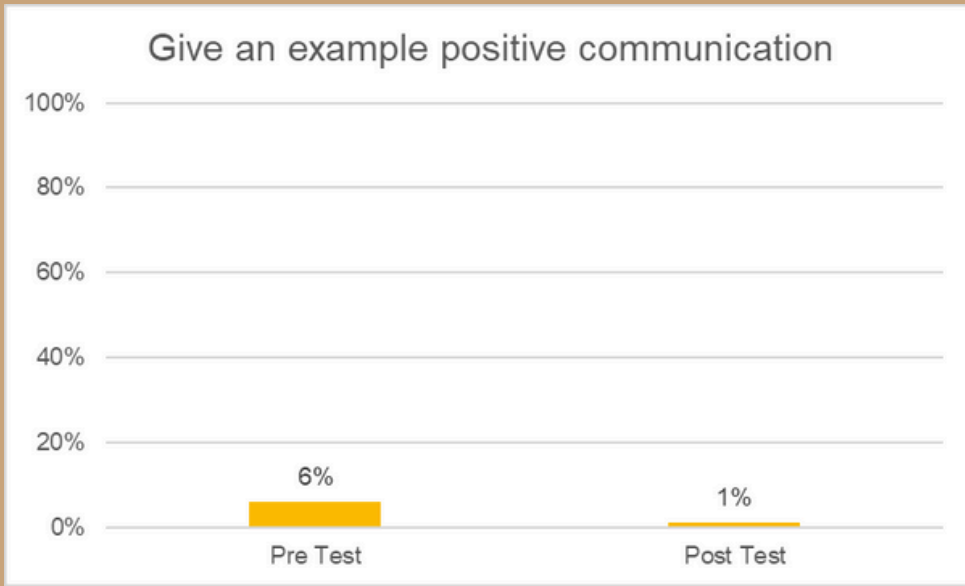
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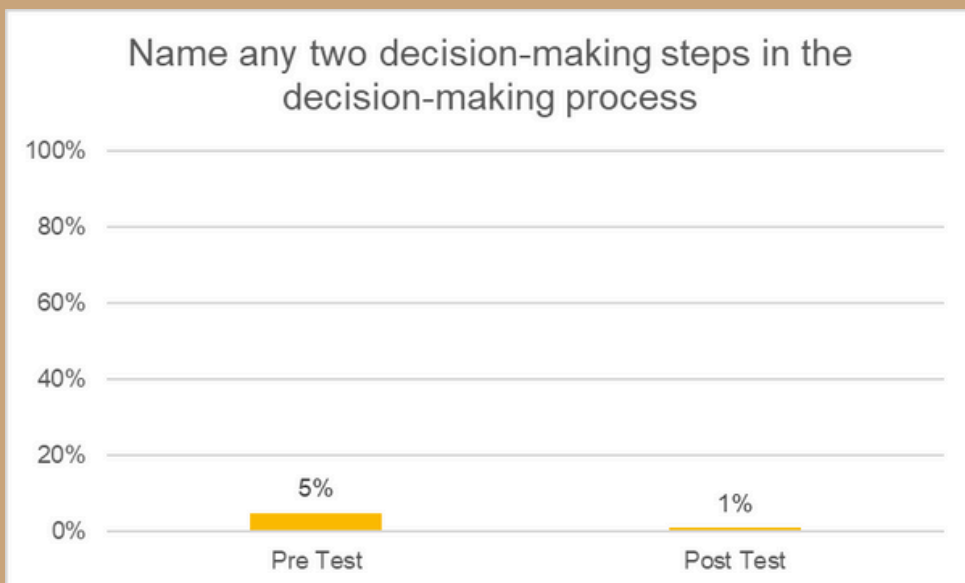
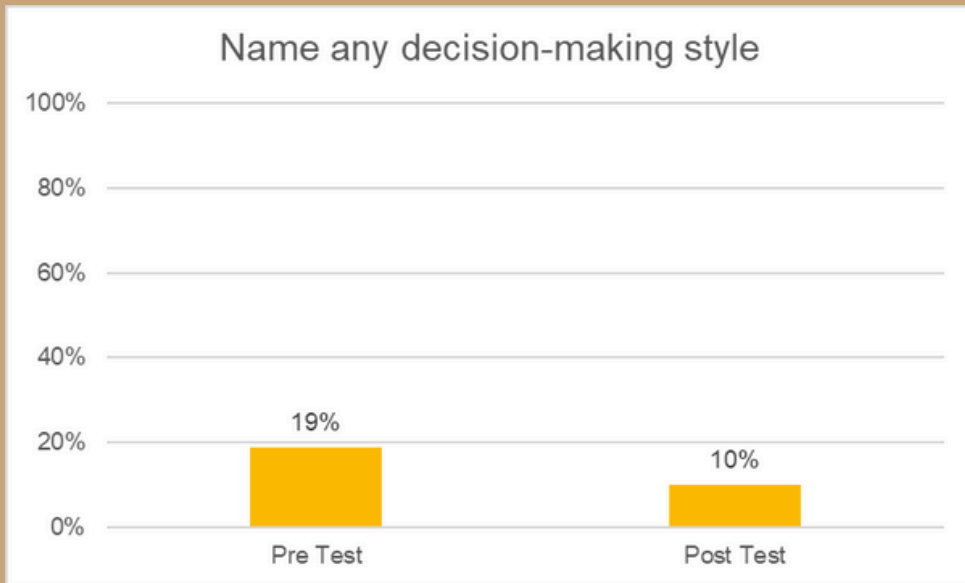
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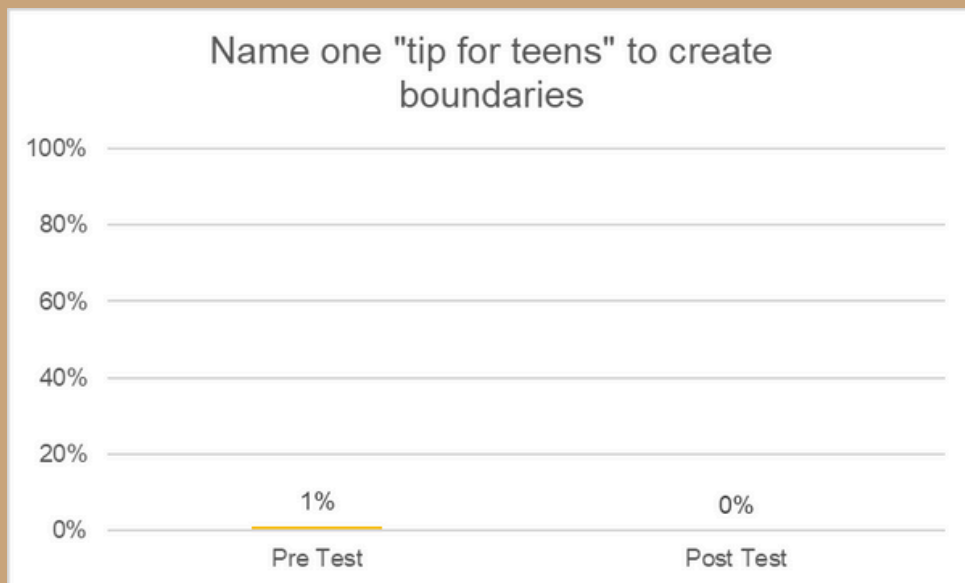
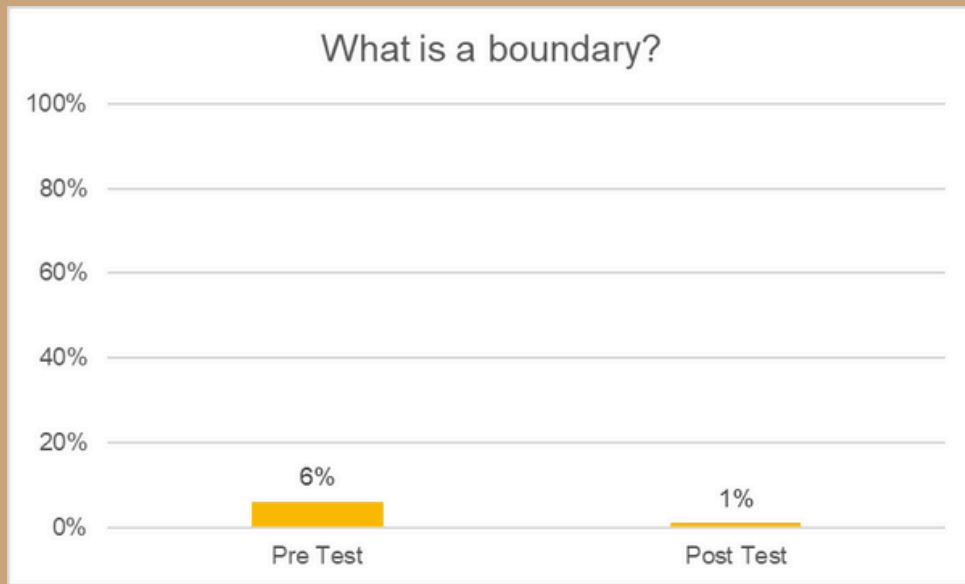
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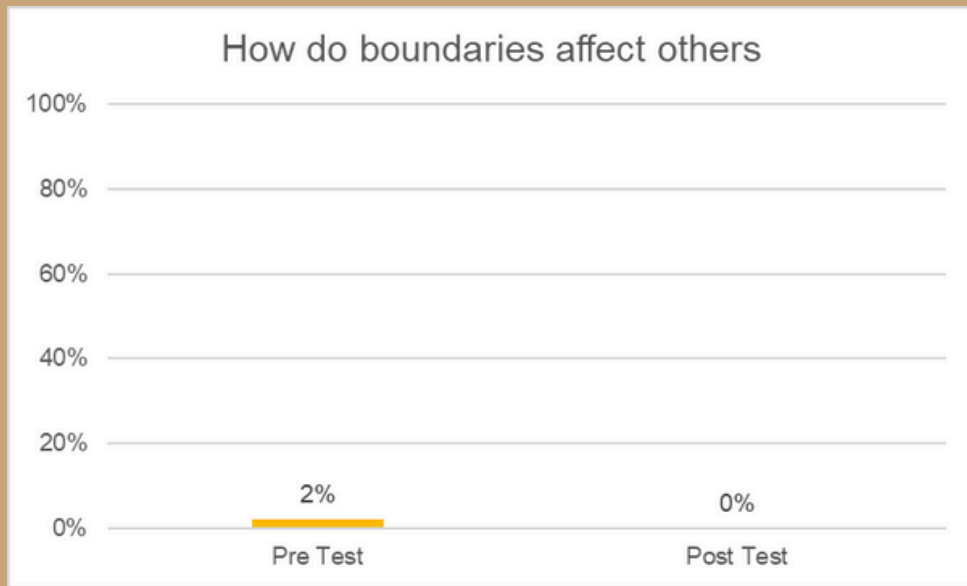
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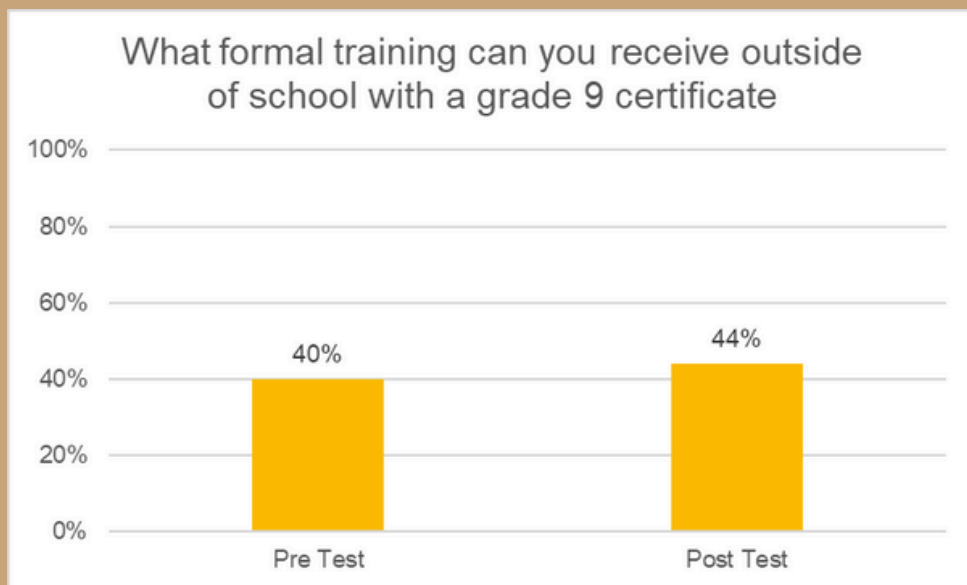
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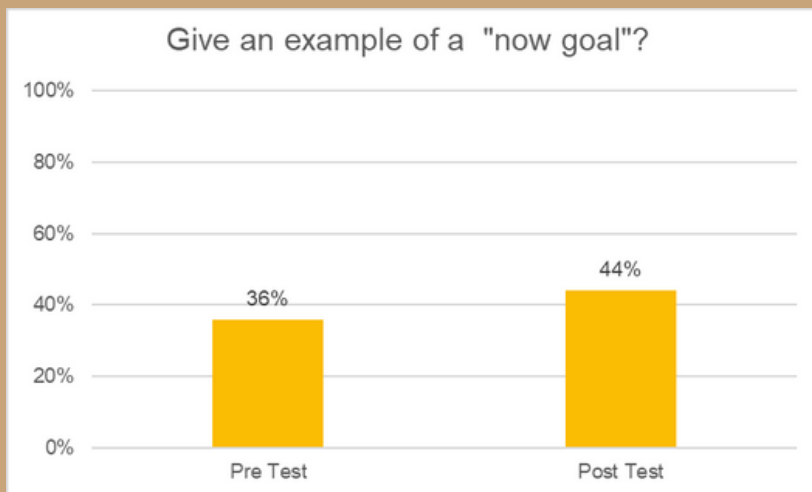
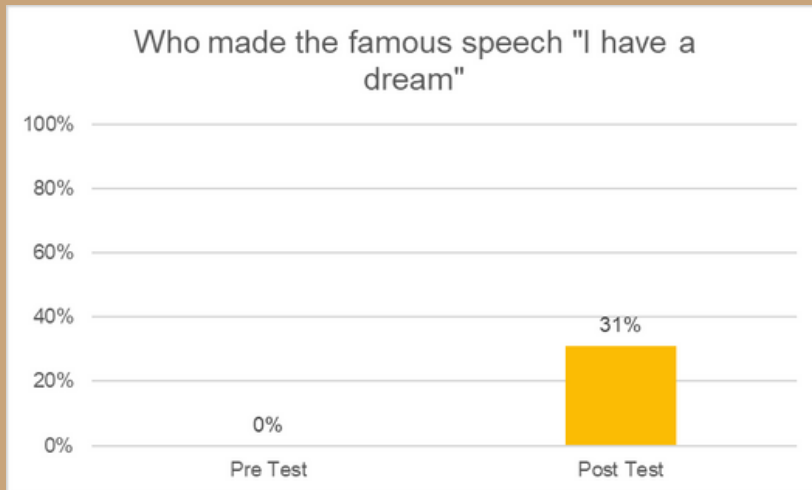
# Blackheath High



## Domain 4



# Blackheath High



# Discussion

In this section, we analyze and interpret the collected data to assess the impact of the intervention program. Data collection was carried out using pre-tests and post-tests at both intervention and control schools. The intervention schools received a pre-test at the beginning of the program and a through-test at the end, while the control schools were administered a pre-test and post-test without exposure to the intervention.

A total of 680 learners from 22 classes participated in the intervention group, while 347 learners from control schools (Blackheath and Eersteriver) were included in the control dataset. Since there were no significant differences between the two intervention schools, their data were pooled into a single dataset. Similarly, the two control schools showed no substantial variation, allowing us to analyze them as one dataset. This approach enabled a direct comparison of results, providing valuable insights into the program's effectiveness across four critical domains.

## **Discussion**

Comparing the control and intervention datasets revealed key insights.

In Domain 1, which focuses on enhancing learning ability for practical life success, the intervention group showed a substantial improvement. The percentage of correct answers in the pre-test was 7.15%, which increased dramatically to 90% in the post-test. This represents an 82.85% increase in conceptual literacy among learners exposed to the program. In contrast, the control schools started with a pre-test score of 10.75% and a post-test score of 10.16%, indicating a 0.59% decrease in conceptual literacy over the same period. This suggests that despite a year of academic growth, learners not exposed to the program did not experience the same level of improvement as those who participated.

In Domain 2, which focuses on enhancing emotional and behavioral well-being, the intervention group also demonstrated significant progress. The percentage of correct answers in the pre-test was 16.06%, increasing to 80.21% in the post-test. This reflects a 64.15% improvement in emotional and behavioral well-being among learners in the program. Conversely, the control schools had a pre-test score of 21.07%, which decreased to 16.99% in the post-test, representing a 4.08% decline. This data further supports the program's positive impact, highlighting its role in fostering emotional resilience and behavioural improvements in learners.

# Discussion

In Domain 3, which focuses on personal development, the intervention group exhibited remarkable growth. The percentage of correct answers in the pre-test was 6.57%, rising sharply to 92.12% in the post-test. This translates to an 85.55% increase in personal development skills for learners who participated in the program. On the other hand, the control schools saw a decline, with pre-test scores at 11.81% and post-test scores dropping to 2.18%, indicating a 9.63% decrease. These findings highlight the program's significant role in equipping learners with essential personal development skills, reinforcing the effectiveness of the intervention in fostering self-awareness, confidence, and interpersonal skills.

In Domain 4, which focuses on vocational awareness, the intervention group demonstrated outstanding progress. The percentage of correct answers in the pre-test was 18.37%, which increased significantly to 96.25% in the post-test. This reflects a 77.88% improvement in vocational awareness among learners who participated in the program. In contrast, the control schools started with a pre-test score of 29.5% and improved to 38.75% in the post-test, reflecting a 9.25% increase. While the control group did experience some improvement, the intervention group showed a far greater increase in vocational awareness, demonstrating the program's effectiveness in preparing learners for future career opportunities and aspirations.

One possible reason for the control group's stagnation or decline in performance is the lack of structured support and targeted interventions in key developmental areas. While learners in intervention schools received guided learning, emotional support, and vocational exposure, those in control schools continued with standard curriculum-based education without additional reinforcement. This highlights the crucial role of focused interventions in fostering meaningful improvements in learning, well-being, personal development, and career awareness.

The data clearly demonstrates that the intervention program makes a significant difference in knowledge acquisition, conceptual literacy, and confidence across the four domains. Learners in intervention schools consistently showed remarkable growth compared to their counterparts in control schools. The findings strongly support the effectiveness of structured intervention programs in equipping learners with the necessary skills and knowledge for academic success, emotional resilience, personal development, and career readiness. Given the positive outcomes observed, the program serves as a valuable model for future initiatives aimed at enhancing holistic learner development.

# Reflections

The data analysis underscores the transformative impact of the intervention program, particularly in domains crucial to learner development, such as personal development, vocational awareness, and emotional well-being.

The substantial improvements seen in the intervention group, particularly the sharp rise in personal development skills and vocational awareness, illustrate the program's ability to equip learners with vital life skills and career readiness.

The contrast between the intervention and control schools highlights the importance of structured support in fostering growth.

While the intervention group displayed notable increases, the stagnation or decline in the control schools' performance emphasizes the limitations of a standard curriculum without targeted interventions. This disparity serves as a clear indication of how structured programs can bridge significant knowledge and skills gaps, particularly in areas like self-awareness, interpersonal skills, and vocational aspirations, which are essential for learners' long-term success.

Further reflecting on the findings, the results reinforce the significance of emotional and behavioural support alongside academic knowledge. The marked improvement in emotional well-being and conceptual literacy in the intervention group highlights the holistic nature of the program, which addresses not just academic success but also emotional resilience and behavioural growth.

In contrast, the decline in emotional well-being scores in the control schools suggests that without such support, learners may face challenges in managing their emotions and behaviors effectively. The overall data strongly advocates for the integration of intervention programs that provide consistent reinforcement and targeted learning, which, as demonstrated, lead to more significant improvements in learners' personal and academic development. This reflects the importance of such interventions as a valuable model for future educational initiatives.

*"Structured programs can bridge significant knowledge and skills gaps, essential for learners' long-term success." - Mudita, 2024*



# VOICES OF OUR PAST PARTICIPANTS

Our 2024 interns, Alitha Nkompe, Sihle Kongela, Leanda Holloway, and Courtney Johnson, are the very first group of graduates from the Learn2Learn program who have returned to contribute as facilitators, and they have been nothing short of outstanding. As graduates of the program and alumni from our intervention schools, they bring an authentic, personal understanding of the impact that Learn2Learn can have. Their deep connection to the program allows them to relate to the learners in a meaningful way and has proven invaluable in the development and delivery of our activities.

These interns have made significant contributions to both the design and implementation of the program. Their fresh perspectives, grounded in the knowledge and skills they gained through the program, have led to the refinement of activities, the creation of new resources, and the enhancement of the overall learner experience. Alitha, Sihle, Leanda, and Courtney have demonstrated an exceptional level of creativity, leadership, and commitment to the growth of the program, making it more relevant and impactful for the learners we serve.

Beyond the immediate impact on the program, these interns have helped to create a unique space for learners in our communities to develop skills that will serve them for a lifetime. Through their roles, they've shown the next generation of learners what is possible when you commit to growth and learning. Their passion for giving back and supporting others on their journey mirrors the essence of what Learn2Learn is all about.

*"I am now able to speak confidently in front of an audience without feeling scared or anxious, which is something I never thought I could do before. Most importantly, I have built the courage to believe in myself, realizing that I have the ability to overcome challenges and grow both personally and professionally." - Alitha, 2024*

# OUR INTERNS, OUR FUTURE

EMPOWERING  
LEARNERS,  
INSPIRING  
CHANGE

*From learners to  
leaders!*  
#FutureLeaders  
#GivingBack

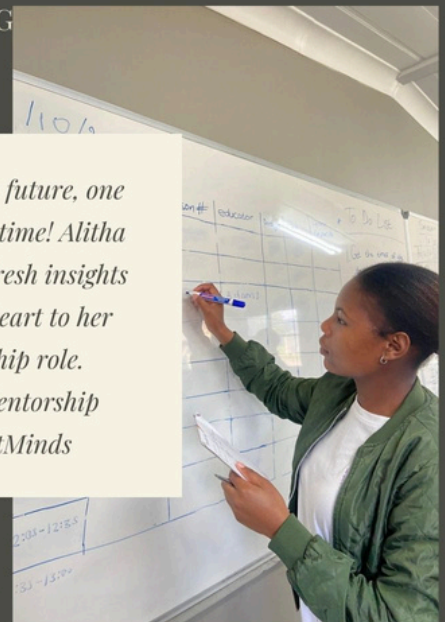


Leanda Holloway &  
Alitha Nkompe  
Intern at  
The Mudita Foundation,  
South Africa



EMPOWERING  
LEARNERS,  
INSPIRING  
CHANGE

*Building the future, one  
learner at a time! Alitha  
is bringing fresh insights  
and a big heart to her  
mentorship role.*  
#YouthMentorship  
#BrightMinds



Alitha Nkompe  
Intern at  
The Mudita Foundation,  
South Africa

***"Although it felt somewhat strange at first to facilitate learners and see myself in their position, this experience has been deeply reflective and rewarding, as it brings back vivid memories of my own journey as a participant."***

Courtney, 2024