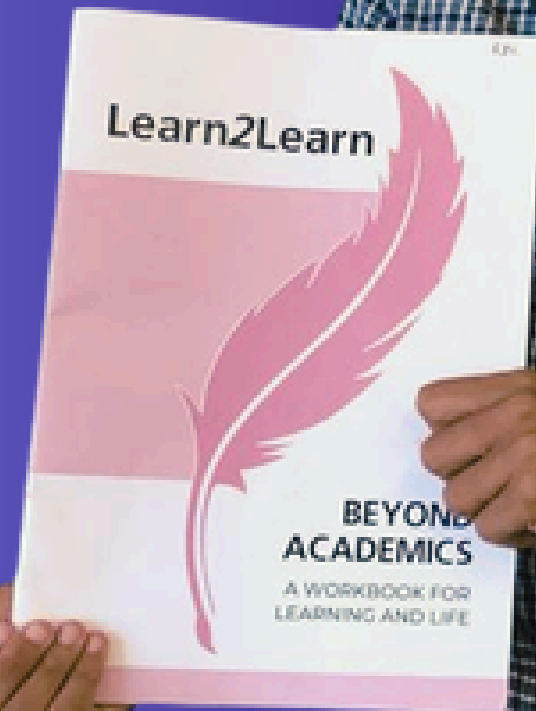


Learn2Learn

Empowering learners,
transforming futures

2025 Impact Report



**SAI-CAMH | Caring for
children since 2010**

*All photos taken with permission,
and taken by program alumni

Executive Summary

In 2025, the Learn2Learn (L2L) programme was delivered to the full Grade 10 cohorts at two high schools in low-income communities in the Western Cape, reaching 599 learners. The programme consisted of 19 lessons across four psycho-social domains delivered over a period of 10 months. While assessment participation varied due to routine school attendance patterns, all Grade 10 learners at the participating schools received the intervention.

90%

**Through-Test
Success Rate**

Learners who mastered content immediately after lessons

85%

**Sustained
Knowledge**

Average correct responses on year-end assessment across all topics

100%

**Positive
Growth**

Learners who showed significant improvement from pre to post-test

Key Achievements



Successfully implemented comprehensive pre-, through-, and post-programme assessments, demonstrating measurable knowledge and confidence gains



Identified and provided referral pathways for learners experiencing mental health challenges, with 27% of participants indicating support needs



Built foundational skills in time management, emotional regulation, decision-making, and boundary-setting that support both academic success and personal well-being

Programme Impact Snapshot

Throughout 2025, L2L demonstrated consistent improvement in learners' self-reported knowledge and confidence across all domains. Participants showed particular gains in understanding learning styles, time management strategies, emotional regulation techniques, and conflict resolution skills. The programme successfully addressed critical gaps in psychosocial skill development that are often overlooked in traditional academic curricula.

Introduction and Background

The Educational Context in Western Cape

Adolescents in South Africa's low-income communities face significant educational disparities that extend beyond basic literacy. While learners may meet minimum literacy standards, they often lack conceptual literacy, critical thinking abilities, and the psycho-social skills necessary for academic success and productive citizenship. Research consistently demonstrates that socio-emotional learning is foundational to educational achievement and life outcomes.

Studies highlight that adolescent development is characterized by rapid neurological, emotional, and social changes that create both vulnerabilities and opportunities for intervention. During this critical period, learners require support in developing executive functioning skills, emotional regulation, and healthy relationship patterns. Without targeted intervention, many learners struggle with stress management, decision-making, and self-concept development, which directly impacts their academic performance and future trajectories.



Evidence-Based Foundations

Contemporary research in educational psychology and adolescent development underscores several key principles that inform the L2L approach. Psycho-social skill development during adolescence significantly predicts long-term academic and vocational outcomes. Interventions that combine cognitive skill-building with emotional and social competency development show stronger effects than purely academic approaches.

Furthermore, universal school-based programmes that reach all learners rather than targeting only high-risk individuals demonstrate broader systemic impact and reduce stigmatization. Culturally responsive interventions that acknowledge learners' lived experiences and community contexts achieve greater engagement and sustainability. The L2L programme integrates these evidence-based principles through its comprehensive, culturally sensitive, and universally accessible design.



Research demonstrates that adolescents who develop strong psycho-social skills during high school show improved academic performance, better mental health outcomes, and greater vocational success in adulthood.

Addressing Critical Gaps

The Western Cape educational landscape reveals significant gaps in learner preparation. Many learners lack exposure to effective study strategies, time management techniques, and goal-setting frameworks. Emotional literacy remains underdeveloped, with limited opportunities for learners to understand and manage their emotional experiences. Skills in conflict resolution, boundary-setting, and decision-making receive minimal attention in traditional curricula. Vocational awareness and career planning support are often inaccessible to learners in low-income communities.

L2L was developed specifically to address these gaps through a structured, developmentally appropriate curriculum that builds essential competencies across multiple domains.

Programme Purpose: Learn2Learn

Core Purpose

Learn2Learn is an empowering educational initiative designed to bridge critical gaps for high school learners in South Africa's low-income communities. The programme enhances academic, emotional, and vocational competencies through a comprehensive curriculum that equips students with tools necessary for lifelong success and civic engagement.



Guiding Principles

Holistic Development

L2L recognizes that academic success cannot be separated from emotional well-being and personal development. The programme integrates learning strategies with emotional intelligence and life skills.

Growth Mindset

By fostering resilience, creativity, and belief in learners' capacity to grow, L2L transforms challenges into stepping stones for future leaders.

Universal Access

As a universal intervention, L2L reaches all Grade 10 learners in participating schools rather than targeting only those perceived as at-risk, reducing stigma and creating school-wide impact.

Cultural Responsiveness

The programme acknowledges and respects the diverse cultural and linguistic backgrounds of learners, creating inclusive learning environments.

Target Population and Geographic Focus

The Learn2Learn (L2L) programme is designed specifically for Grade 10 learners, recognising this year as a critical point for strengthening academic, emotional, and personal development skills. The programme prioritises schools in low-income communities across the Western Cape, where learners often have limited access to structured psychosocial support.

In 2025, L2L reached 599 Grade 10 learners across multiple schools. While Grade 10 learners are typically aged 15–16 years, the participant group reflected a wider age range, with learners between 15 and 20 years old. The participant profile reflects the diversity of Western Cape communities, with learners representing a range of cultural identities and home languages, while instruction was delivered primarily in English.



The Role of Psycho-Social Skill Development

Psycho-social skills encompass the cognitive, emotional, and social competencies that enable individuals to navigate life effectively. These skills include self-awareness, emotional regulation, relationship management, decision-making, and goal-setting. For adolescents in low-income communities in the Western Cape, developing these competencies is particularly critical, as learners often face multiple stressors such as academic pressure, limited access to resources, family responsibilities, and exposure to community challenges, including violence, gangsterism, and unsafe neighbourhoods, all of which can impact their ability to focus on learning.

L2L's approach recognises that learners cannot fully engage with academic content when struggling with emotional dysregulation, low self-esteem, poor time management, or uncertainty about their future. By systematically building psycho-social competencies, the programme provides a foundation that supports both immediate academic engagement and long-term life outcomes, helping learners navigate the complex social and environmental challenges they encounter.



"One of the benefits I experienced from the Learn2Learn programme was around self-esteem. Before the programme, I struggled with low self-esteem and didn't feel confident in myself. Through the Learn2Learn experience, this topic stood out to me the most. It helped me become more aware of myself and how I see myself."

- A.L., 2025

Learn2Learn Goals and Objectives (2025)

All photos were taken, with permission,
by program alumni.



Programme Purpose Statement

To equip Grade 10 learners in Western Cape low-income communities with comprehensive psychosocial skills that enhance learning ability, emotional and behavioral well-being, personal development, and vocational awareness, thereby improving academic performance and preparing learners for successful futures.

91%

Knowledge gap
closed through
Instruction

Strategic Goals

Goal 1: Enhanced Learning Capacity

Enable learners to understand and apply diverse learning strategies, time management techniques, and goalsetting frameworks that support academic success and practical life skills.

Goal 2: Emotional Well-Being

Develop learners' capacity for emotional awareness, self-compassion, emotion management, and healthy relationship building.

Goal 3: Personal Empowerment

Build interpersonal skills, conflict resolution abilities, decision-making competencies, and boundary-setting capacities that support healthy development.

Goal 4: Future Orientation

Foster vocational awareness, career planning skills, and understanding of educational pathways that enable informed life planning.

2025 Implementation Focus

In 2025, L2L implemented the comprehensive Grade 10 curriculum across participating schools, delivering all 19 core lessons through interactive, hands-on sessions. The programme focused on building a robust skill foundation during this critical academic year, recognising that Grade 10 marks the start of the Further Education and Training (FET) phase, a pivotal period when learners transition toward senior secondary education and begin making concrete vocational decisions.

Expected Outcomes and Milestones

- ✓ Measurable increases in learners' knowledge and confidence across all four programme domains, as assessed through pre-, through-, and post-programme evaluations
- ✓ Demonstrated application of learning strategies, including identification of personal learning styles and appropriate study techniques
- ✓ Improved emotional literacy, including ability to define and differentiate concepts such as self-esteem and self-compassion
- ✓ Enhanced interpersonal skills, including understanding of communication patterns, conflict resolution steps, and boundary-setting
- ✓ Increased vocational awareness, including knowledge of educational pathways and ability to articulate personal goals
- ✓ Identification and referral of learners requiring additional mental health or substance use support

Alignment to Provincial Priorities

L2L's goals align with Western Cape Government's education priorities, including improving learner outcomes, addressing psycho-social barriers to learning, and preparing learners for post-school opportunities. The programme directly supports the Department of Education's focus on whole-child development and the integration of social-emotional learning into school environments.



Methodology

L2L employs a universal approach, delivering the programme to all Grade 10 learners within participating schools. This approach ensures comprehensive reach and avoids the stigmatization that can occur with targeted interventions. In 2025, the programme reached a total of 599 learners, with ongoing engagement throughout the delivery of all lessons and participation in post-programme evaluation.



Programme Structure

The L2L curriculum consists of 19 lessons organized into four domains, delivered through interactive sessions over the course of the academic year. Each lesson employs participatory methodologies including group discussions, practical exercises, role-playing, and reflective activities that promote active engagement and skill practice.

Assessment Approach

L2L implements a comprehensive three-phase assessment strategy:

Pre-Programme Assessment

Before programme delivery, learners complete a baseline assessment measuring existing knowledge across all 19 lesson areas, along with demographic information and wellness screening. This establishes baseline understanding and identifies learners requiring additional support.

Through-Programme Assessment

After each lesson, learners complete brief evaluations rating their knowledge gain and confidence gain on 10-point scales, alongside recall questions testing content retention. This enables real-time monitoring of learning outcomes and programme effectiveness.

Post-Programme Assessment

Following completion of all 19 lessons, learners complete a comprehensive assessment identical to the pre-programme evaluation, enabling direct comparison of knowledge change and skill acquisition. The post-assessment includes wellness screening to identify ongoing support needs.

Data Collection and Analysis

All assessments are completed on paper by learners, with responses subsequently captured digitally for efficient data management and analysis. The collected data is used to identify overall trends, domain-specific outcomes, and individual learner needs. Findings inform both programme refinement and referral pathways for learners requiring additional support.



Data Visualization and Impact: Participant Context

Understanding Our Learners

The 2025 cohort reflects the complex realities facing adolescents in low-income communities. Beyond academic needs, many learners navigate significant personal challenges that impact their educational engagement.

Grade Repetition Among Learners

Never repeated

59%

Repeated one or more grades

41%

The graph shows the proportion of learners who have repeated a grade. In 2025, 41% of the Grade 10 cohort reported having repeated at least one grade. This represents a sizable portion of learners and highlights the importance of providing targeted support and enhanced learning strategies. By equipping learners with effective study habits, time management skills, and psycho-social competencies, the programme aims to help reduce the risk of further repetition and support learners in achieving academic progression.

Mental Health and Support Needs

Experiencing challenges

27%

Requesting support referral

20%

The graph illustrates learners' reported mental health challenges and support needs. In 2025, 27% of learners indicated that they were experiencing difficulties, and 20% expressed a desire to be referred for support services. Learners who requested support were referred internally to receive assistance. Where their needs exceeded the services available within the organisation, our internal social worker or social auxiliary worker facilitated referral to external organisations, ensuring learners received appropriate and comprehensive support.

Substance Use Patterns

Alcohol experimentation

35%

Cannabis experimentation

18%

Used in last 6 months

24%

Interested in reduction support

16%

The graph indicates that a sizable proportion of learners have used substances in the past six months, underscoring the need for targeted life skills and early intervention. Through the Learn2Learn (L2L) programme, learners develop skills related to personal boundaries and decision-making. Learners who disclose substance-related concerns are referred to the organisation's in-house substance support team, enabling early identification and appropriate intervention. This integrated approach supports safer choices and strengthens learner resilience.



Contextual Understanding

These data points underscore that learners in low-income communities face multiple intersecting challenges. Academic support alone is insufficient—comprehensive psychosocial intervention that addresses emotional well-being, decision-making, and future planning is essential. L2L's holistic approach recognizes and responds to these complex realities.

Impact Analysis: Domain 1

Enhancing Learning Ability for Practical Life Success

Domain 1 equips learners with fundamental learning strategies, time management skills, and goalsetting frameworks. These competencies form the foundation for academic success and lifelong learning.

Key Outcomes

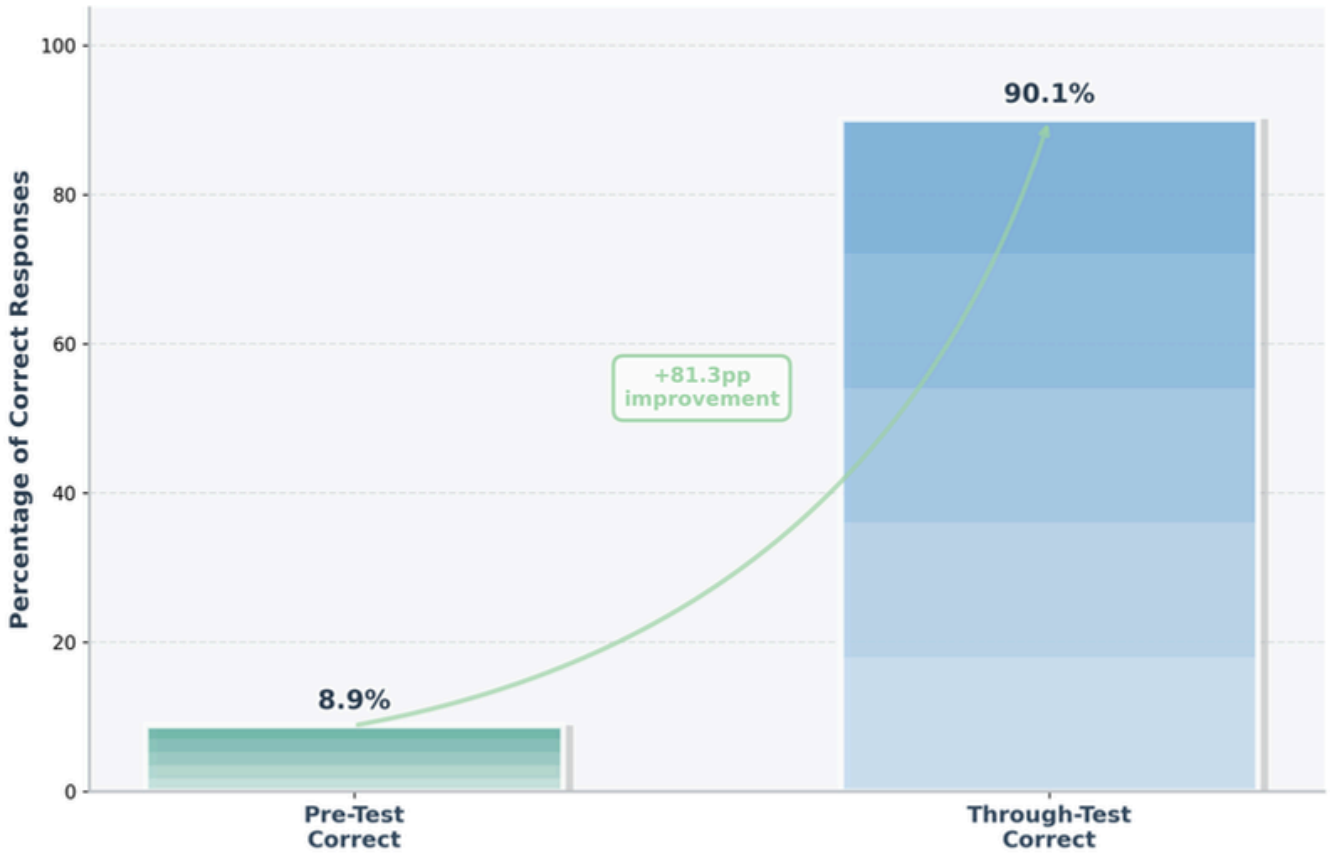
- ✓ Expanded Intelligence Awareness: Learners recognized multiple ways to be smart beyond traditional academics, enhancing self-efficacy and academic identity.
- ✓ Personalized Learning Strategies: Students identified their preferred learning styles (VAK) and adopted evidence-based study techniques matched to their strengths.
- ✓ Strategic Time Management: Participants developed practical planning skills using hourly planners and weekly timetables to balance competing academic and personal demands.
- ✓ Goal-Directed Planning: Learners distinguished between immediate and long-term goals, creating actionable plans that translate aspirations into concrete steps toward success.

The results of the pre-test & through-test, and pre-test and post-test are depicted in graphs below for Domain 1. For a full discussion of the results, please see Annexure A at the end of this report.

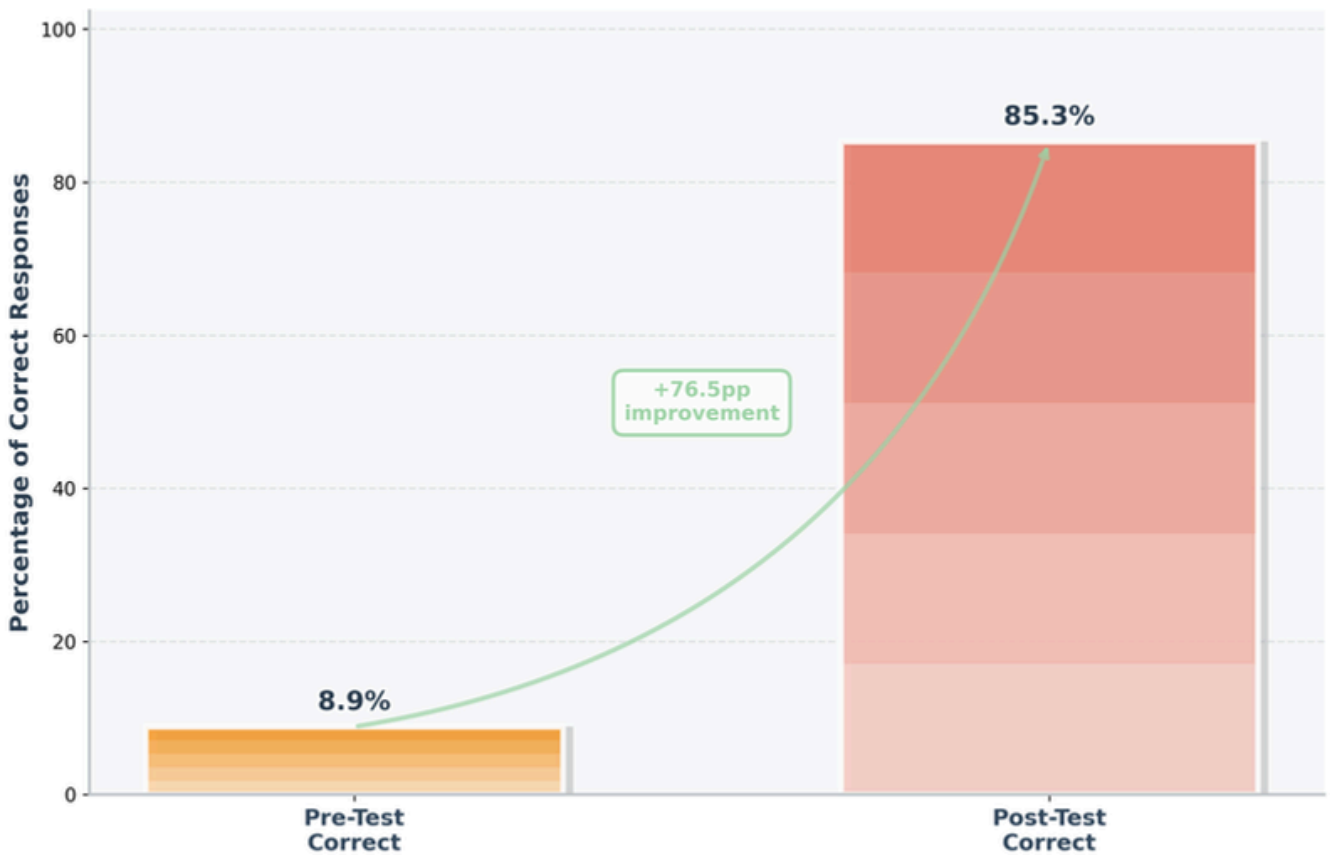


Domain 1: Results

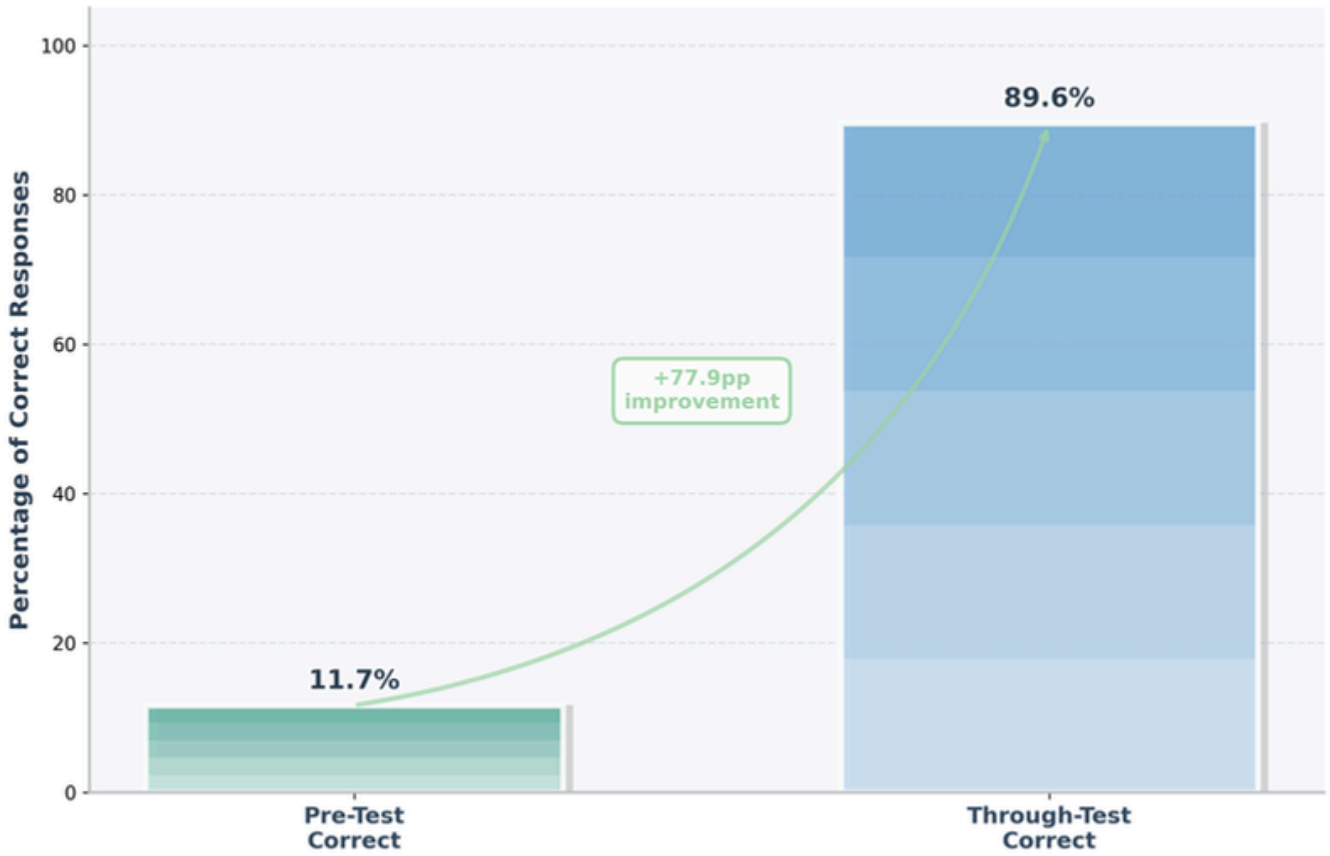
Ways to Be Smart



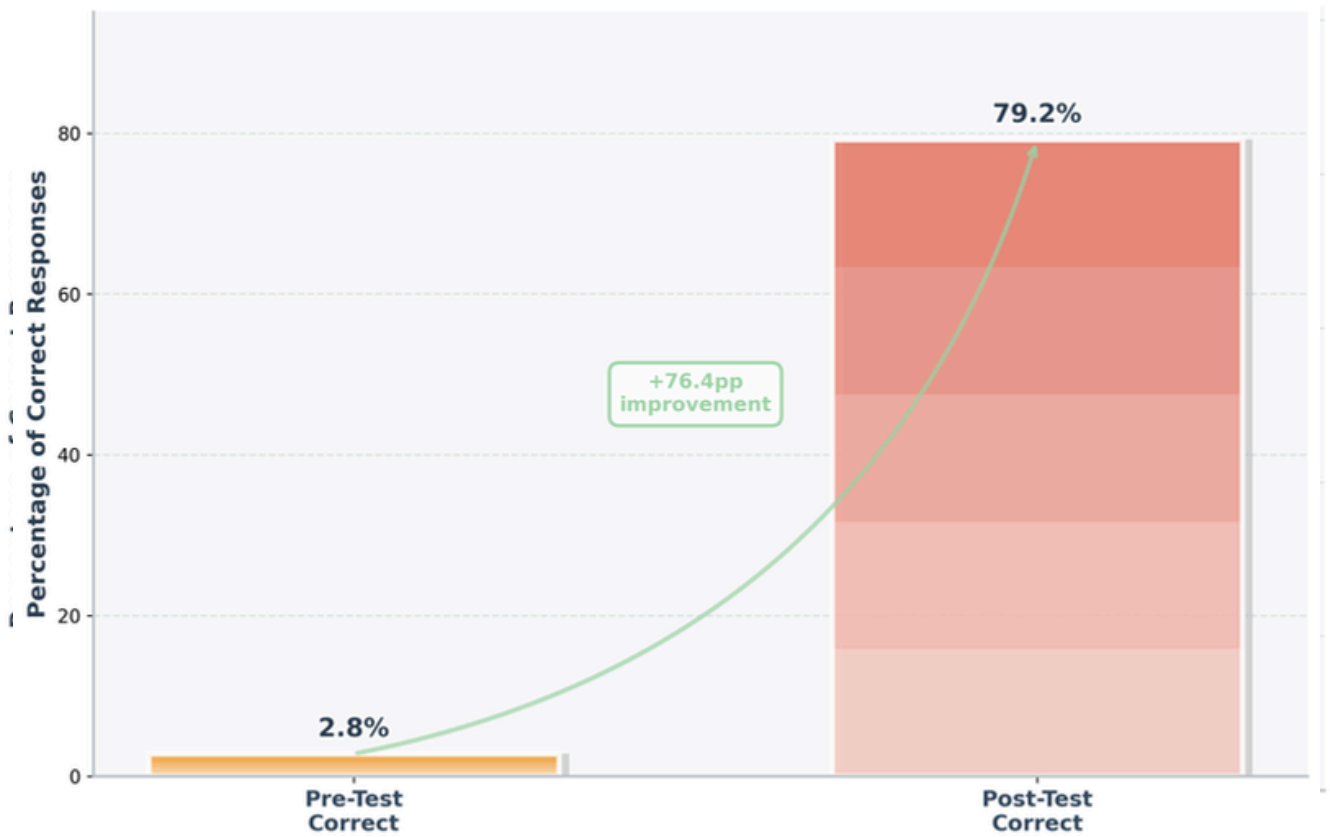
Ways to Be Smart



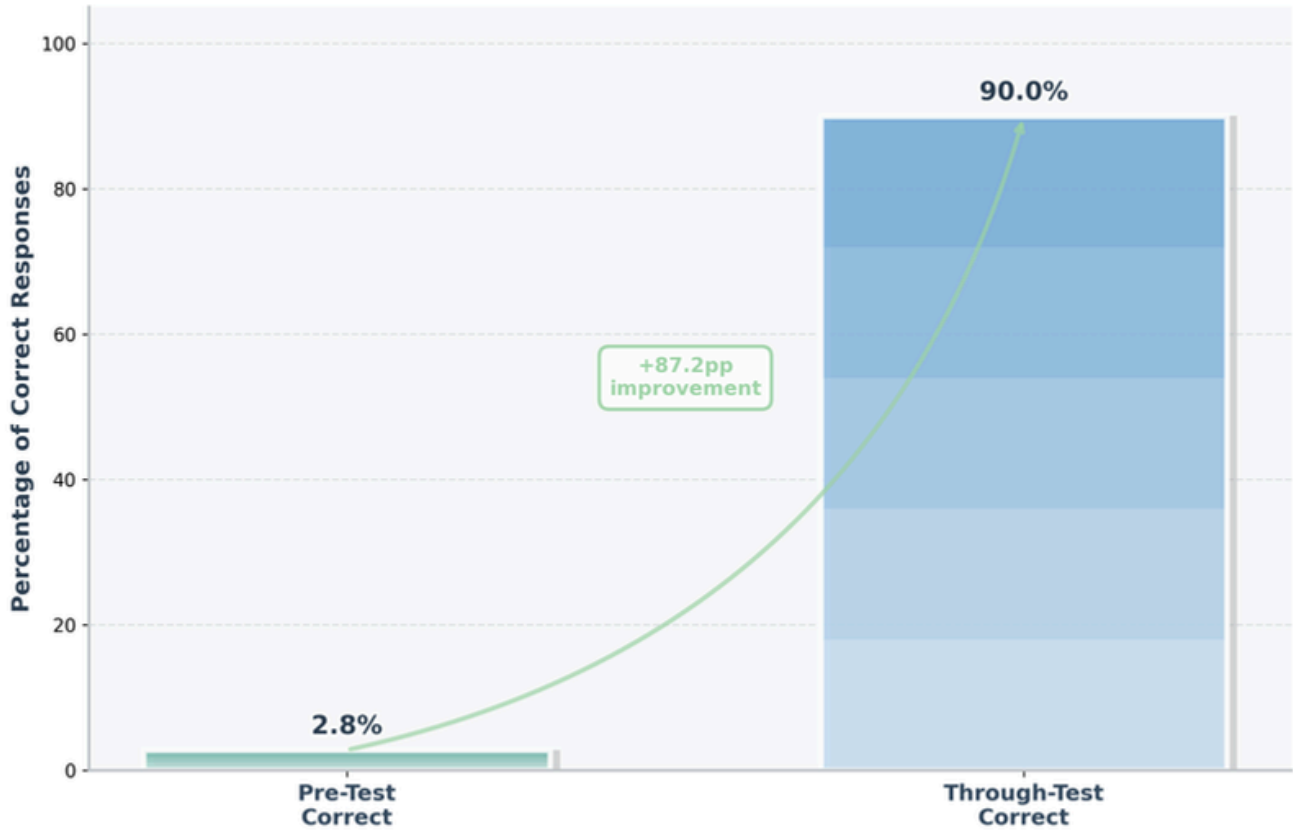
Learning Styles (VAK)



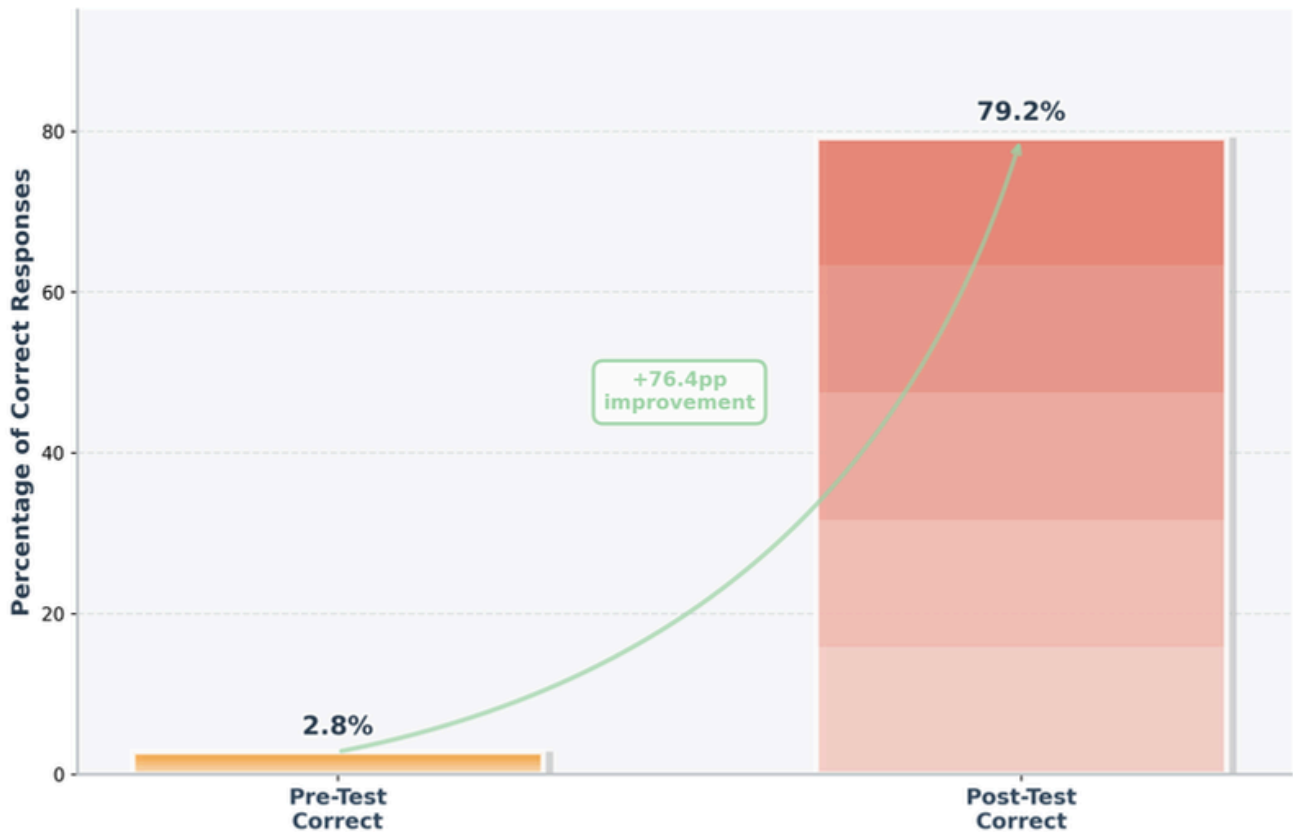
Study Techniques for Kinesthetic Learners



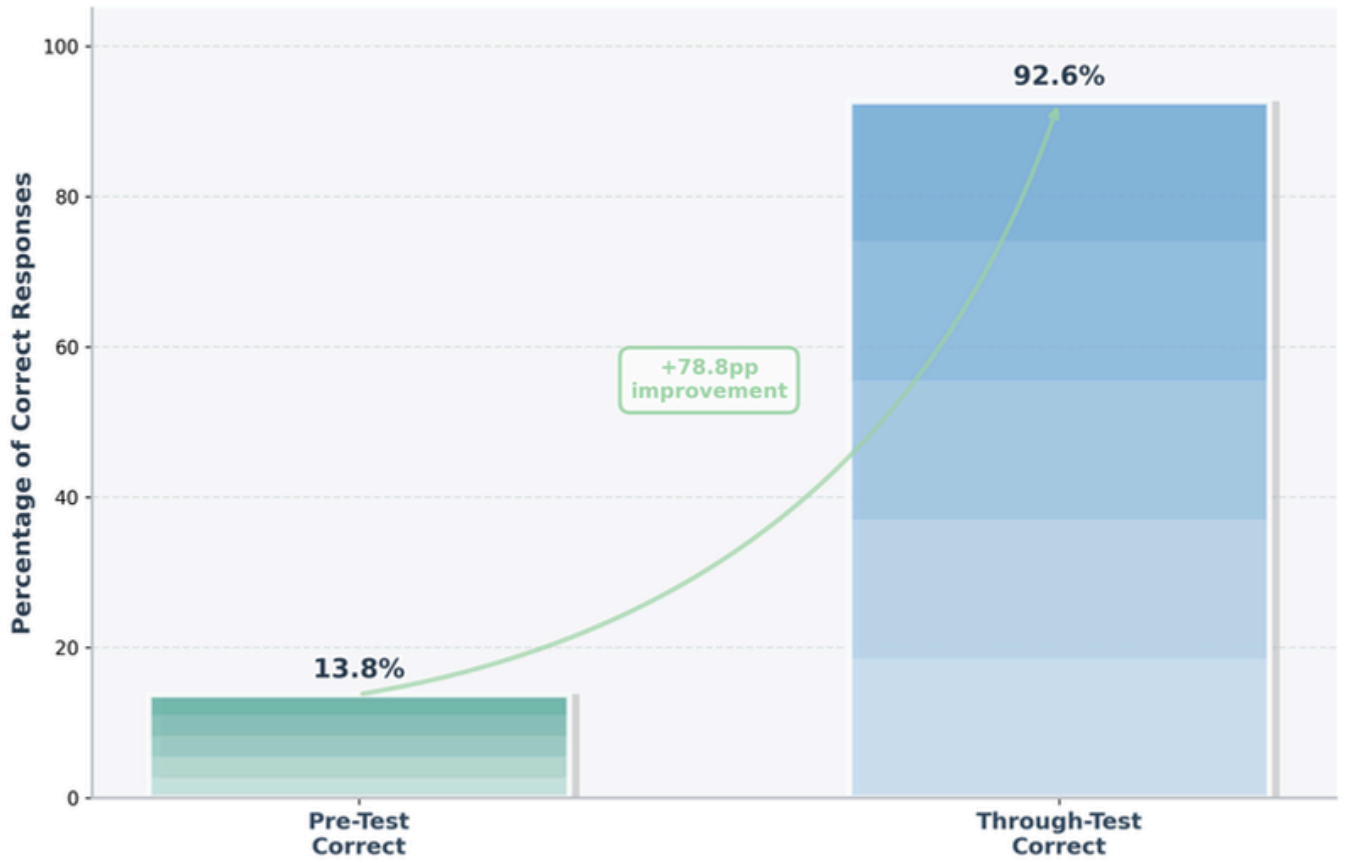
Study Techniques for Kinesthetic Learners



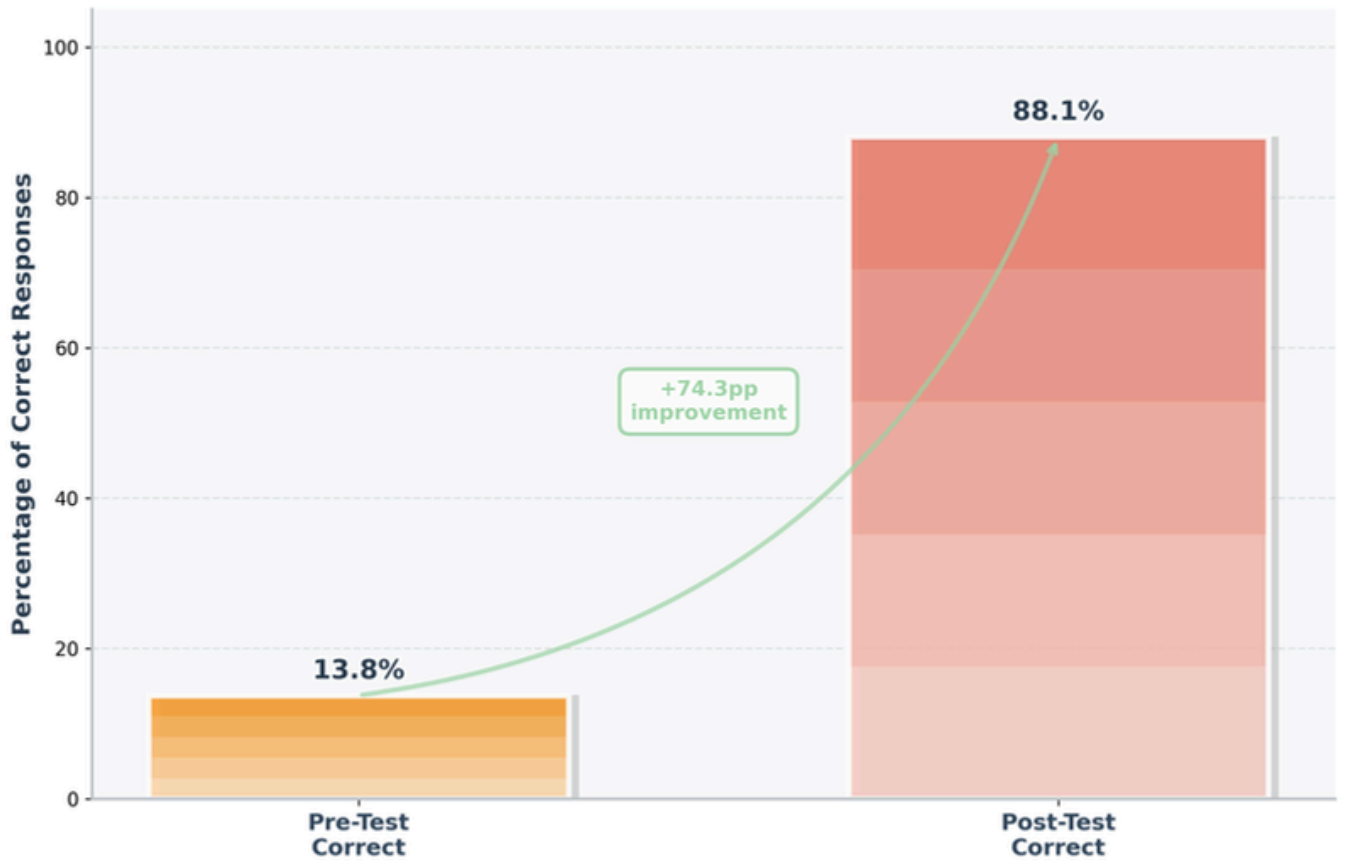
Study Techniques for Kinesthetic Learners



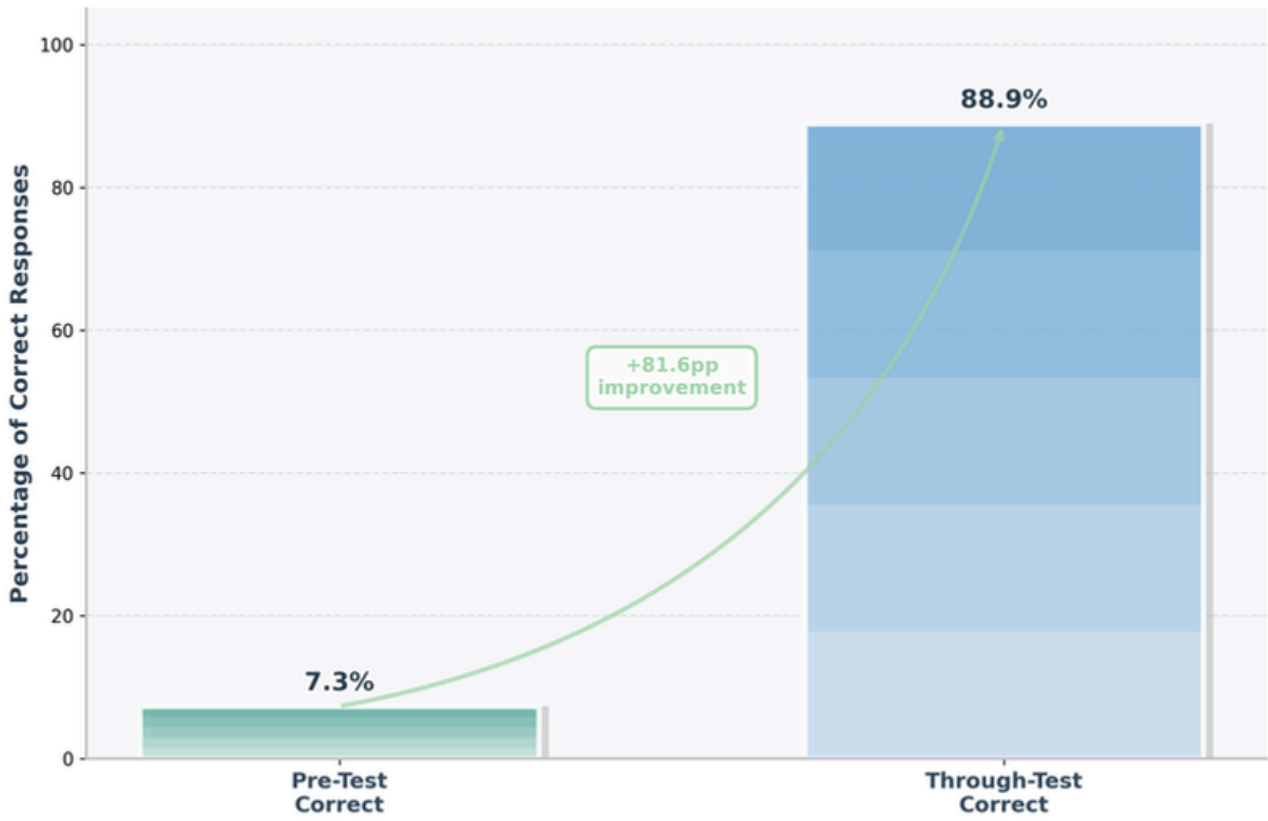
Time Management Tips



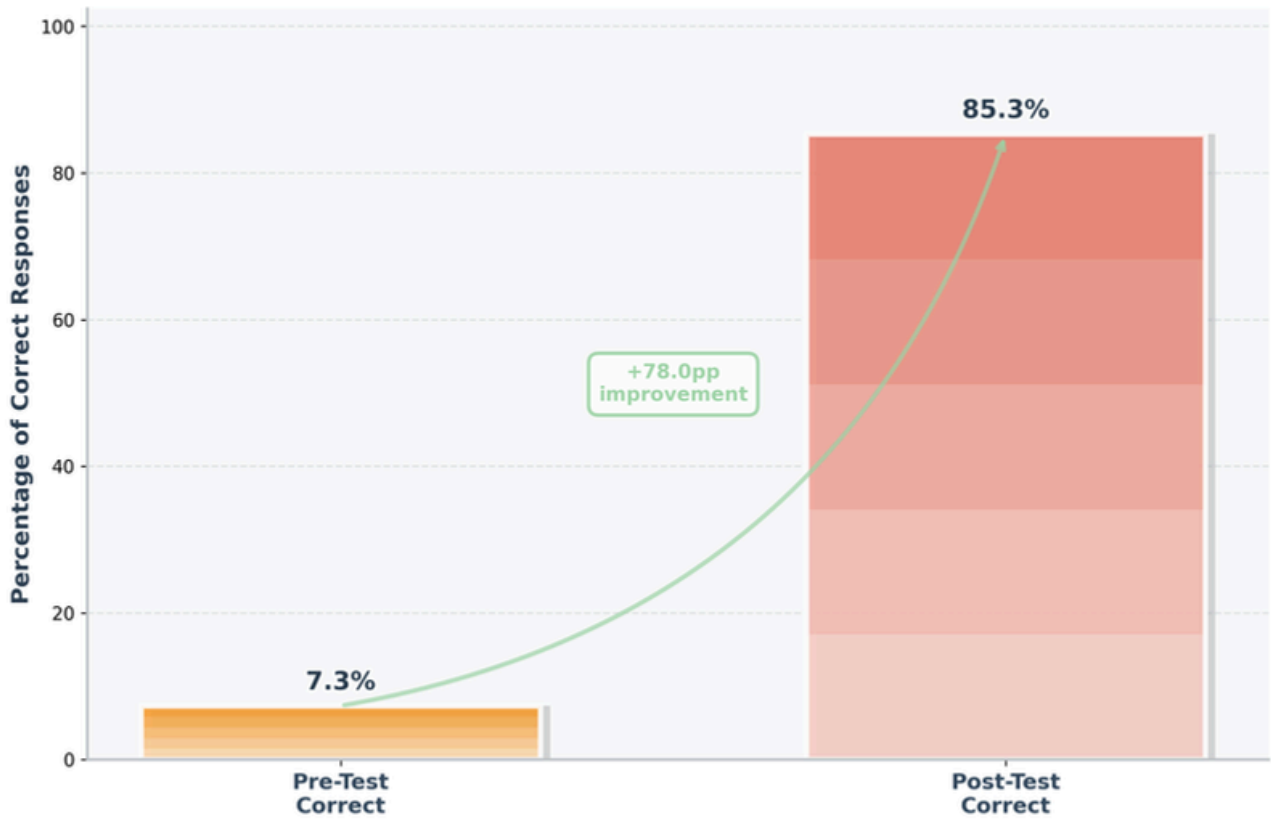
Time Management Tips



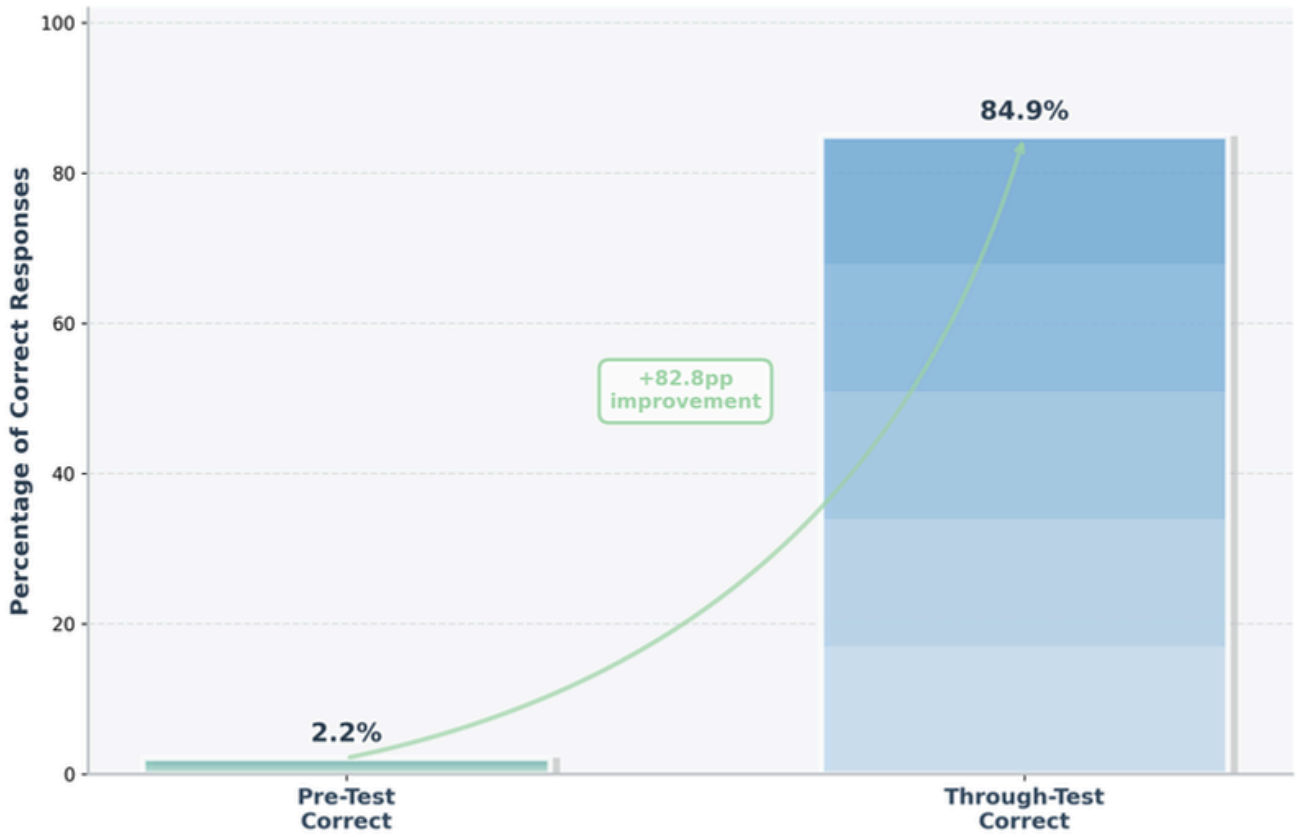
Benefits of Time Management



Benefits of Time Management



Eat Frogs First Concept



Eat Frogs First Concept



Impact Analysis: Domain 2

Enhancing Emotional and Behavioral Well-Being

Domain 2 focuses on emotional literacy, self-concept, and relationship skills. These lessons help learners understand and manage their emotional experiences while building healthy relationships.

Key Outcomes

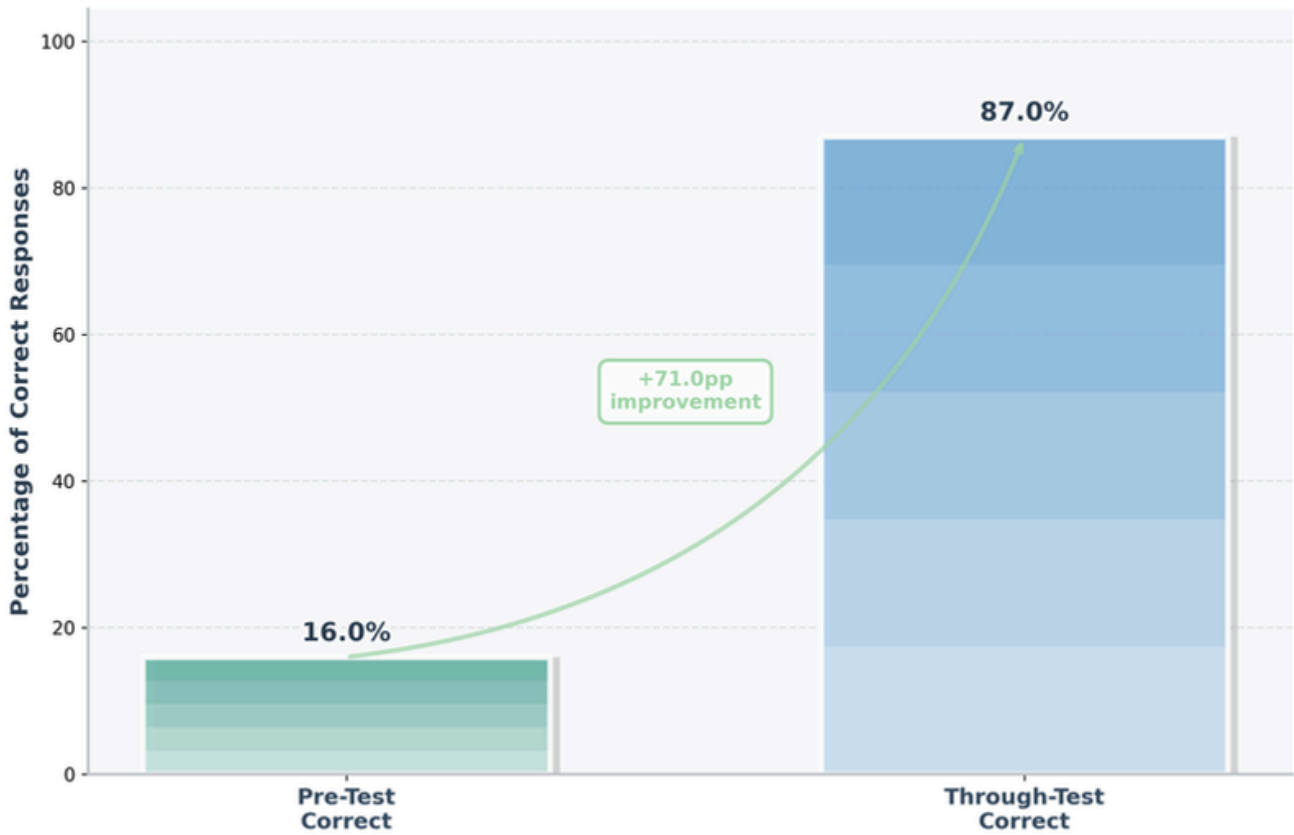
- ✓ **Self-Compassion Development:** Students learned to treat themselves with kindness during difficulty, moving beyond contingent self-esteem to resilient self-worth.
- ✓ **Emotion Regulation Skills:** Learners gained concrete strategies for recognizing, labeling, and managing emotions rather than avoiding or suppressing difficult feelings.
- ✓ **Effective Communication:** Participants distinguished positive from negative communication patterns, practicing assertive expression that maintains relationships while honoring personal needs.
- ✓ **Relationship Building Competence:** Students developed interpersonal skills including active listening, validation, and empathy essential for maintaining healthy connections with others.

The results of the pre-test & through-test, and pre-test and post-test are depicted in graphs below for Domain 2. For a full discussion of the results, please see Annexure A at the end of this report.

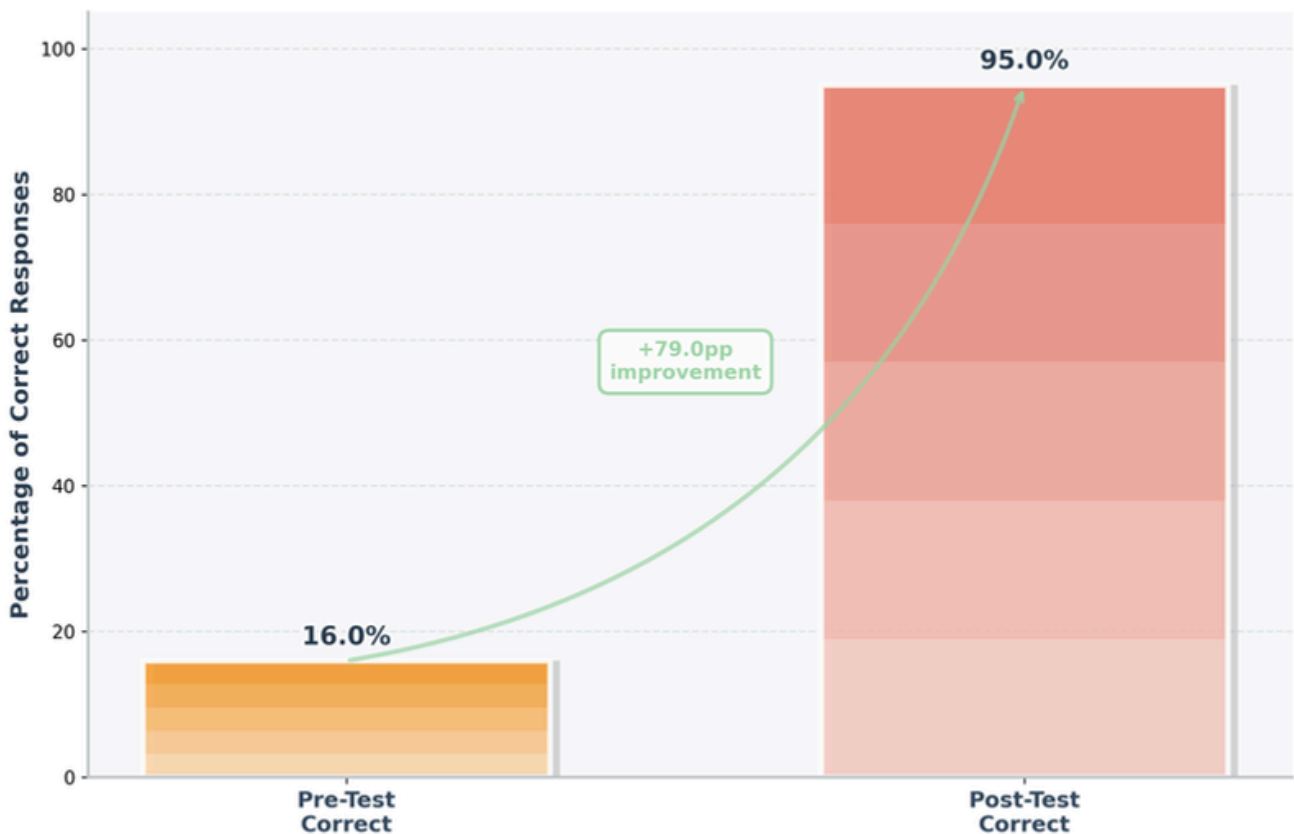


Domain 2: Results

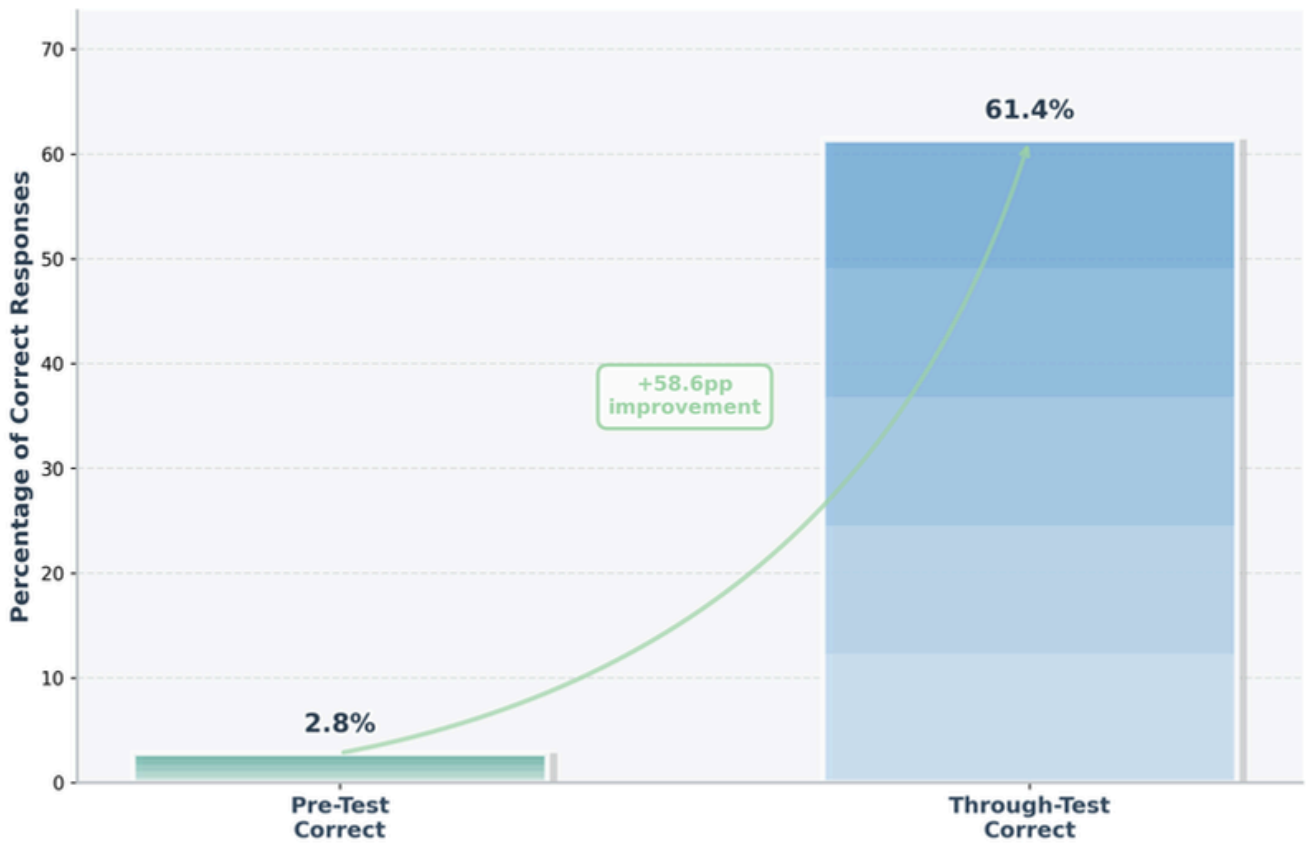
Self-Esteem Definition



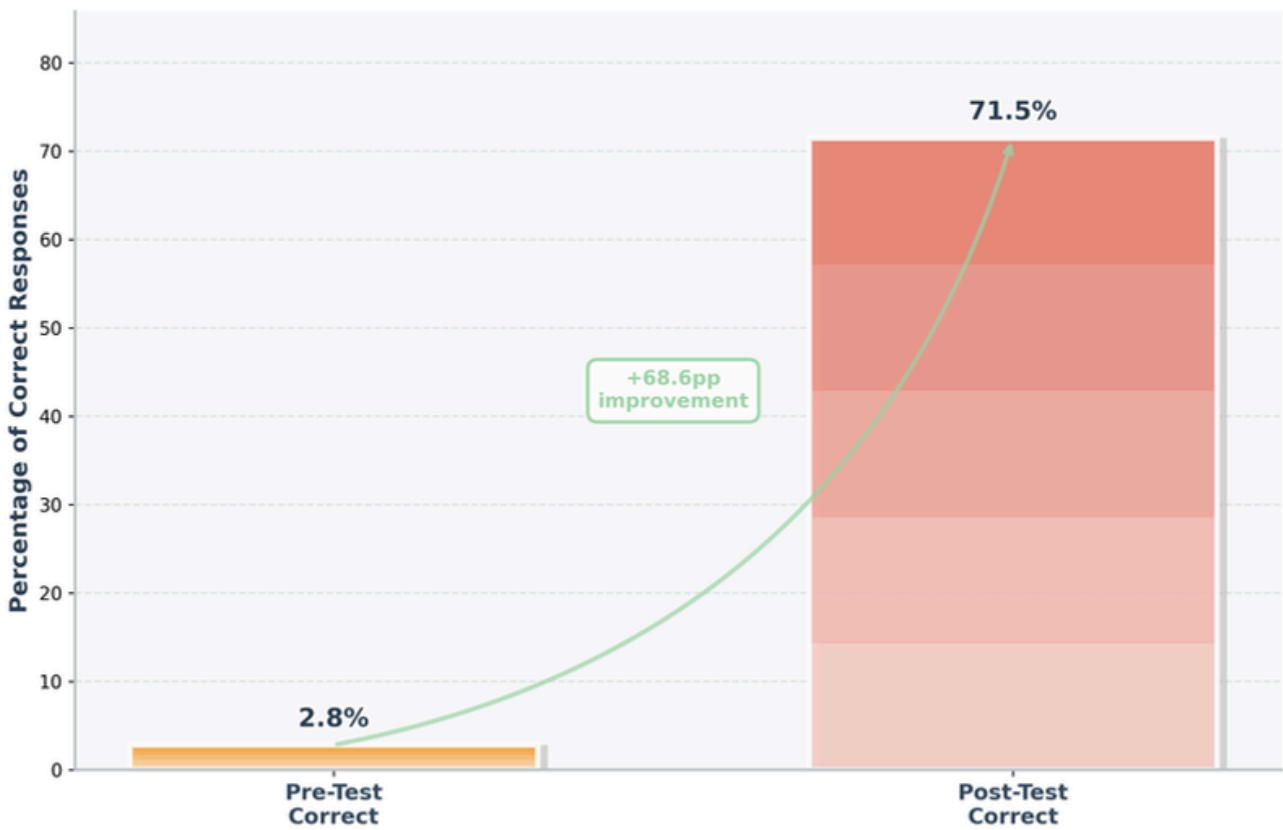
Self-Esteem Definition



Self-Esteem vs Self-Compassion



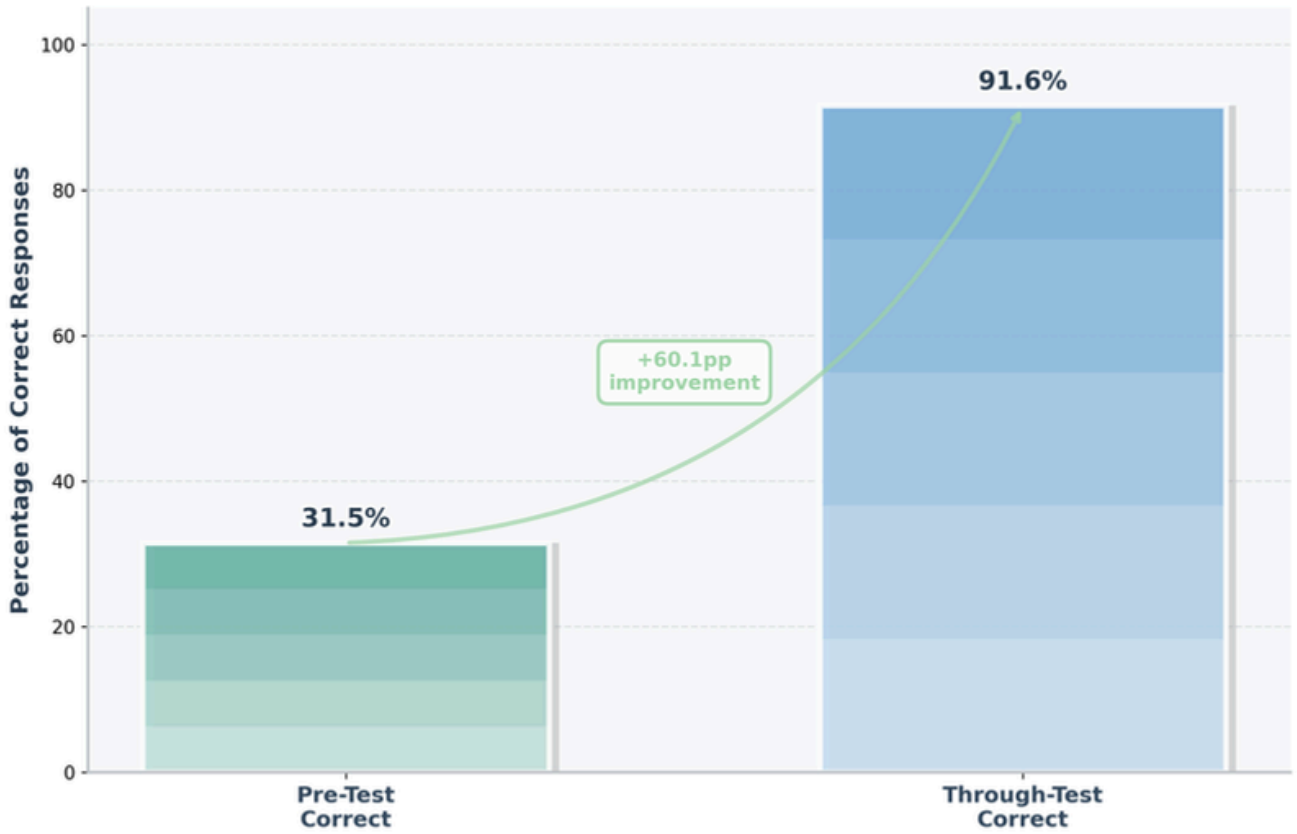
Self-Esteem vs Self-Compassion



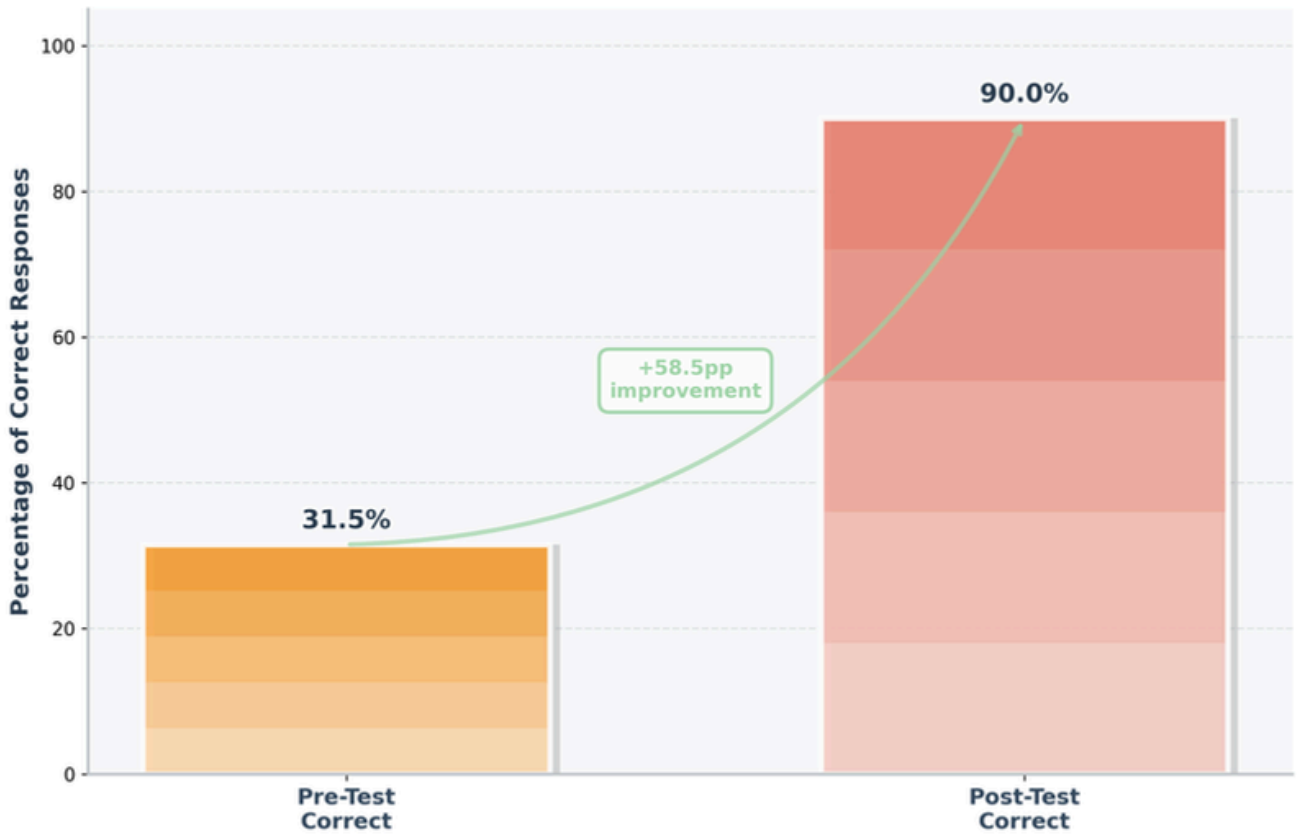
Learning about emotions and self-compassion has helped me understand that it's okay to feel what I feel. I don't have to be perfect all the time.

— Grade 10 Learner

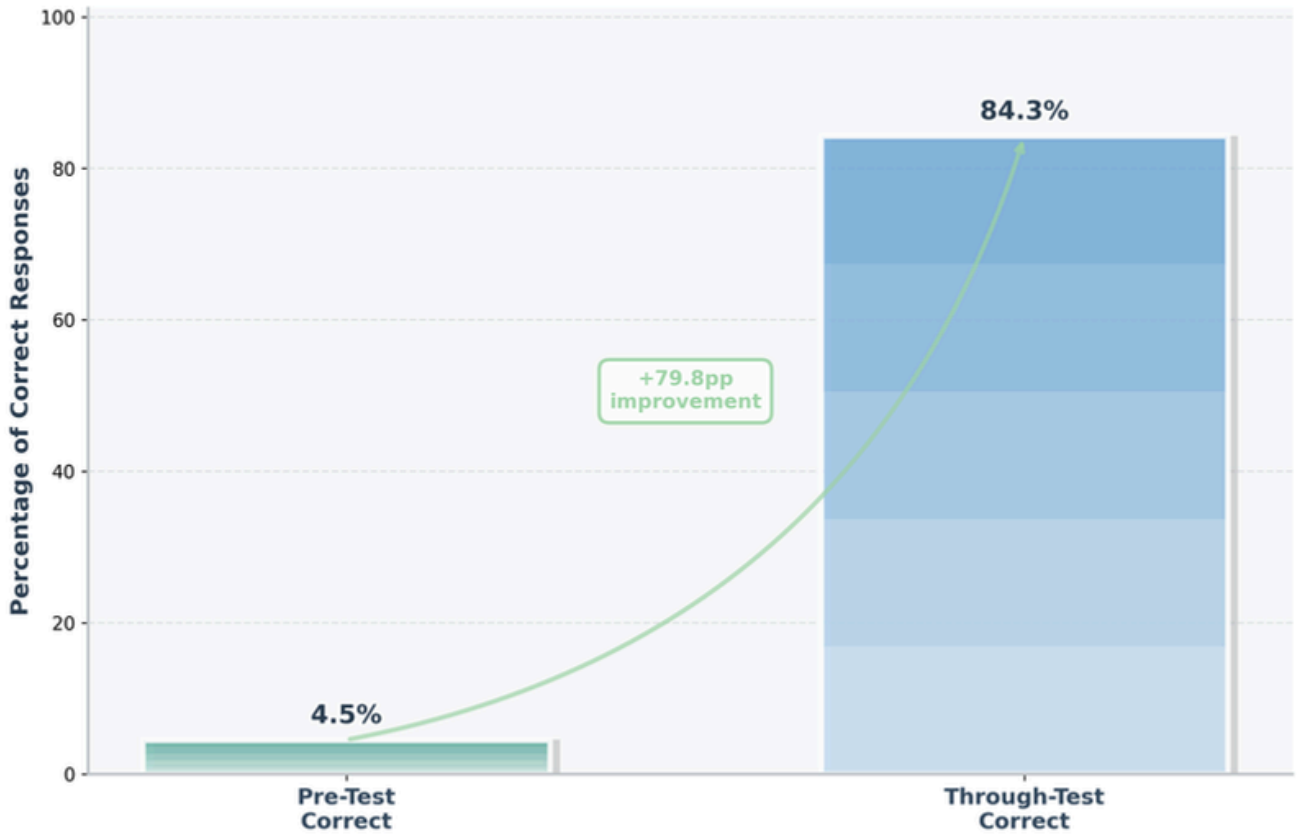
Impact of Avoiding Emotions



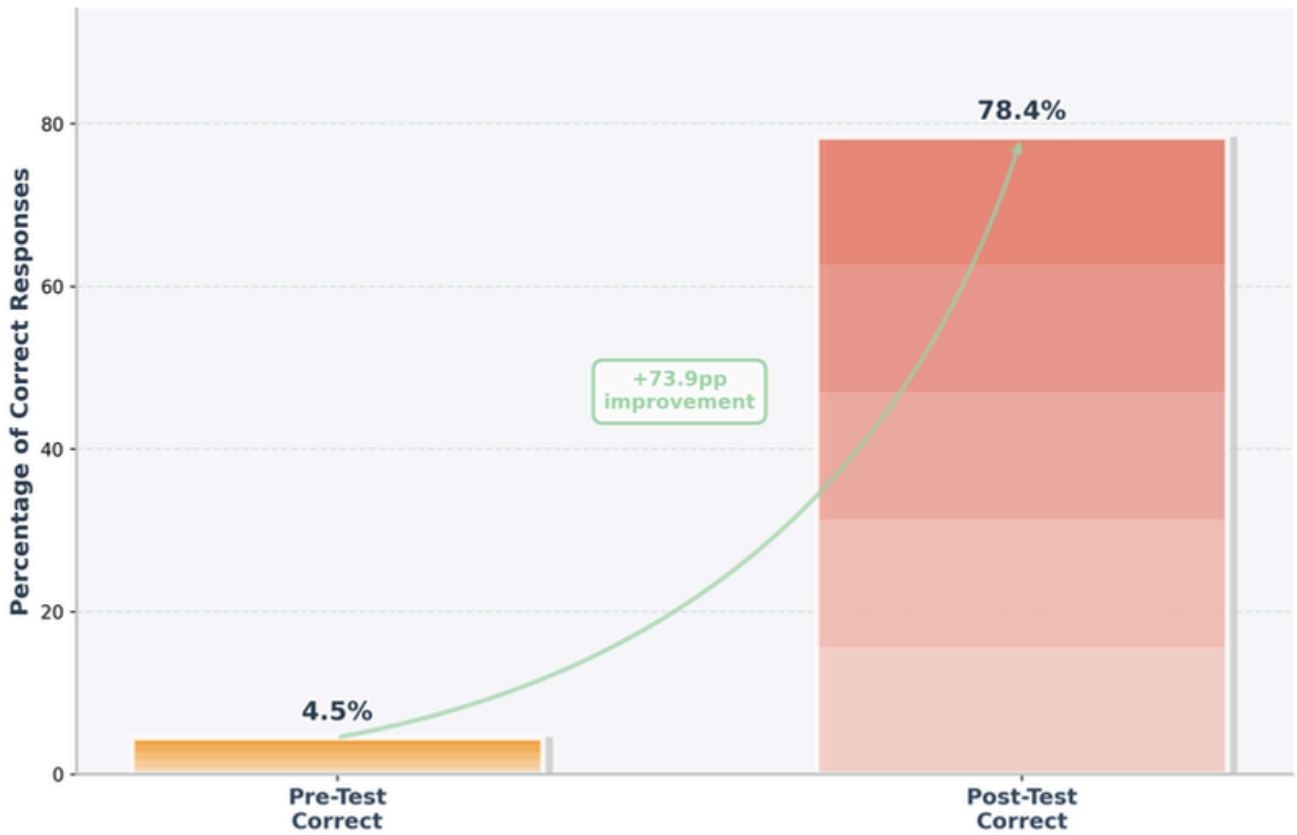
Impact of Avoiding Emotions



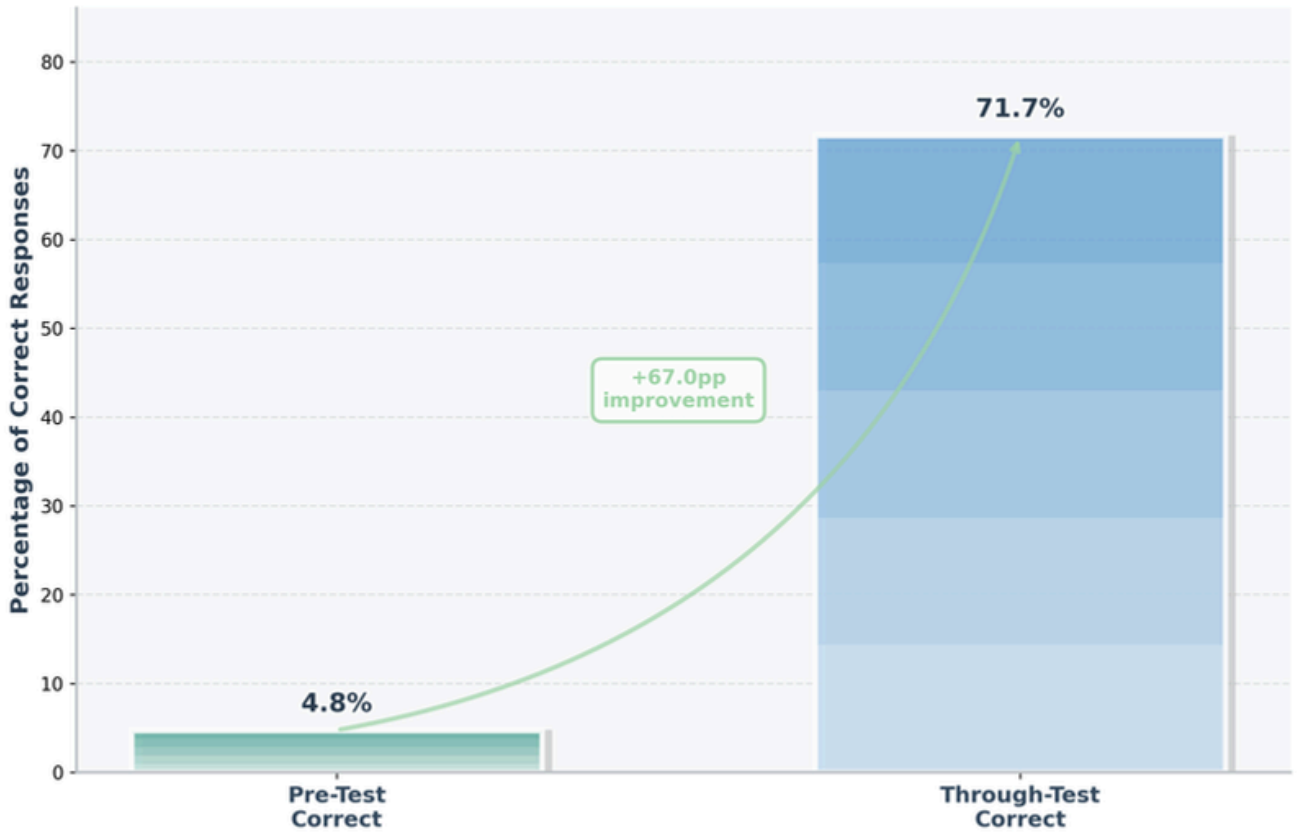
Unhelpful Thinking Styles



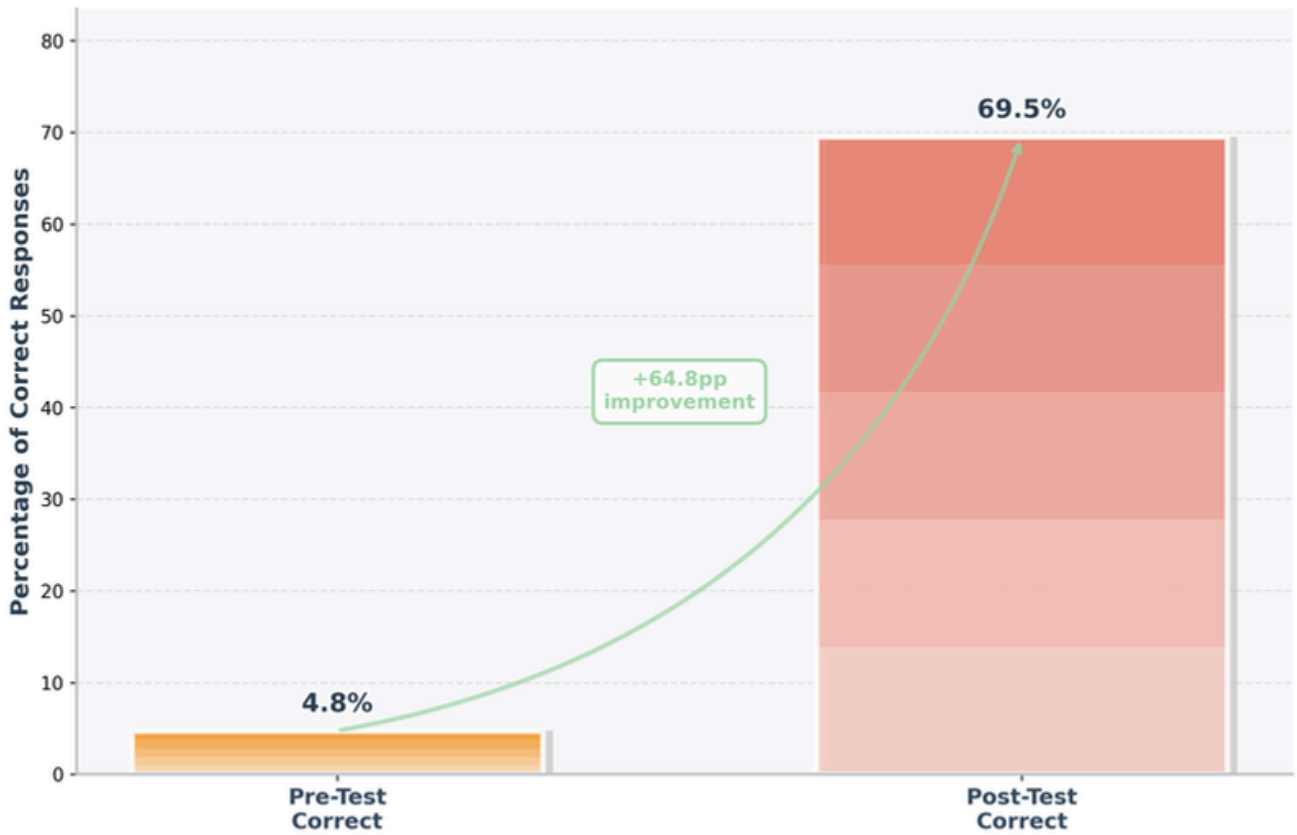
Unhelpful Thinking Styles



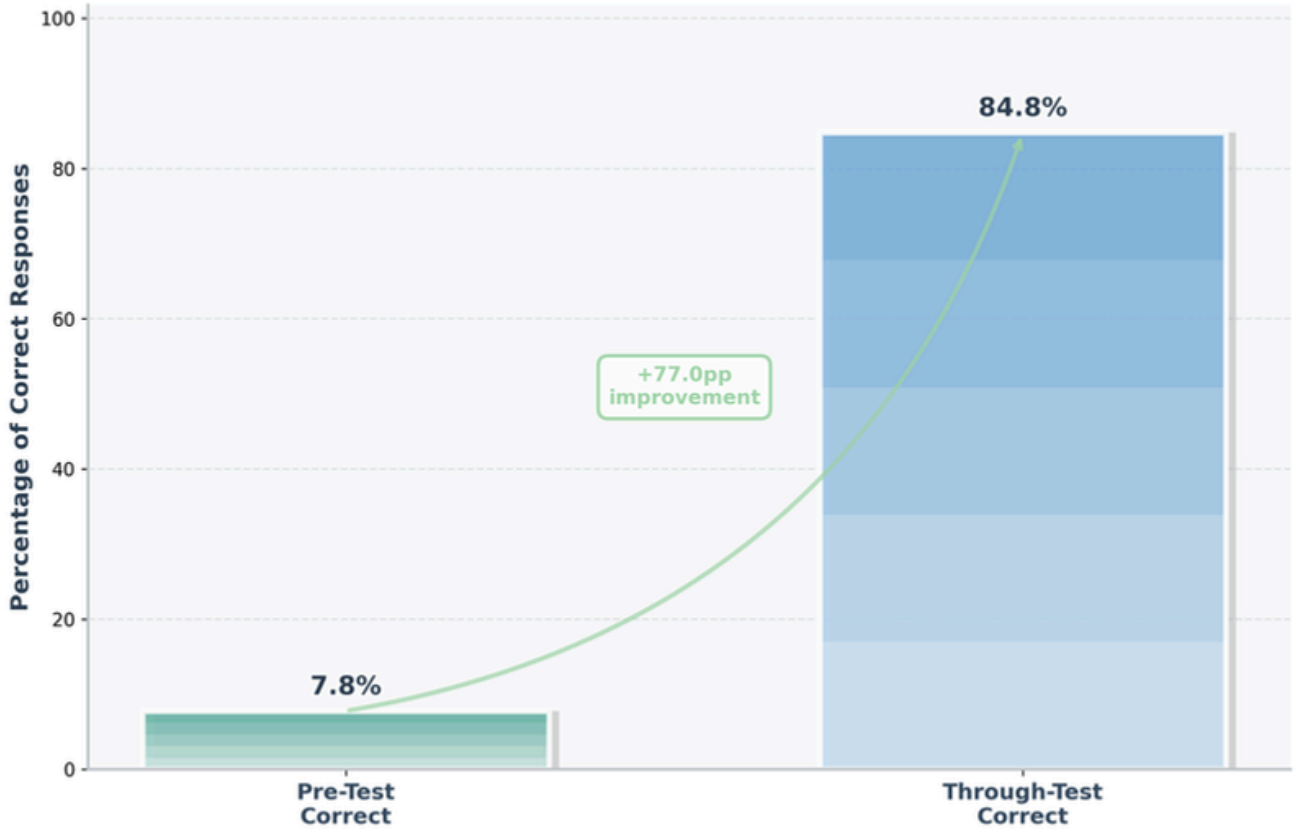
Assertiveness Skills



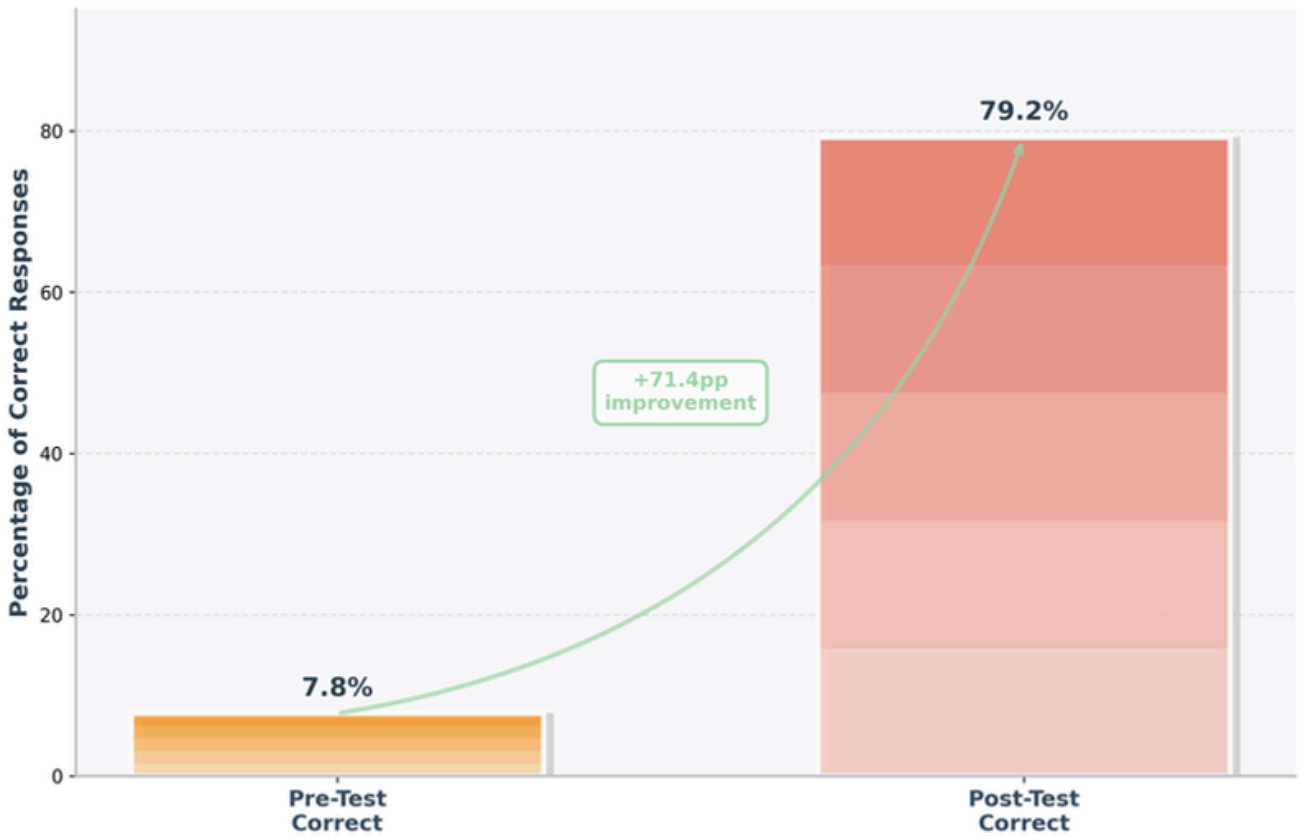
Assertiveness Skills



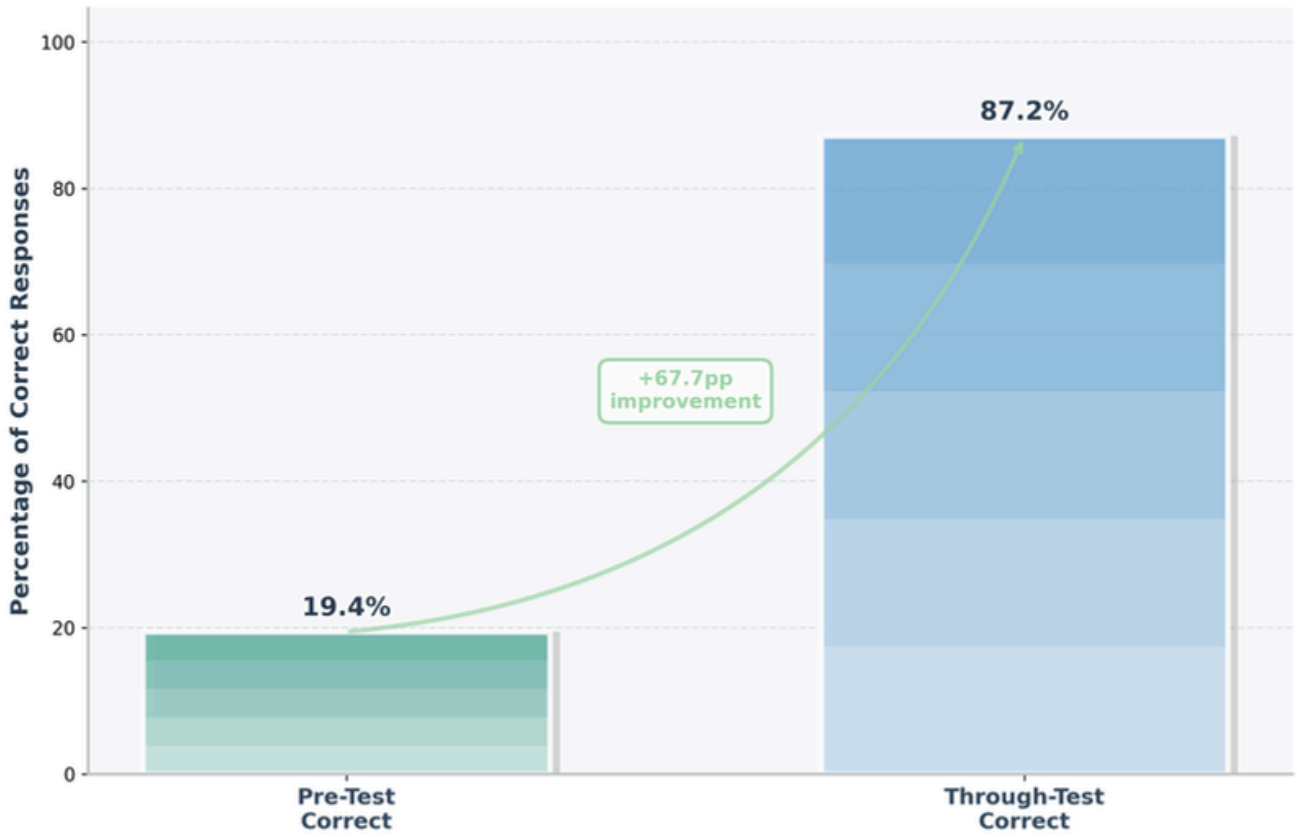
Definition of Values



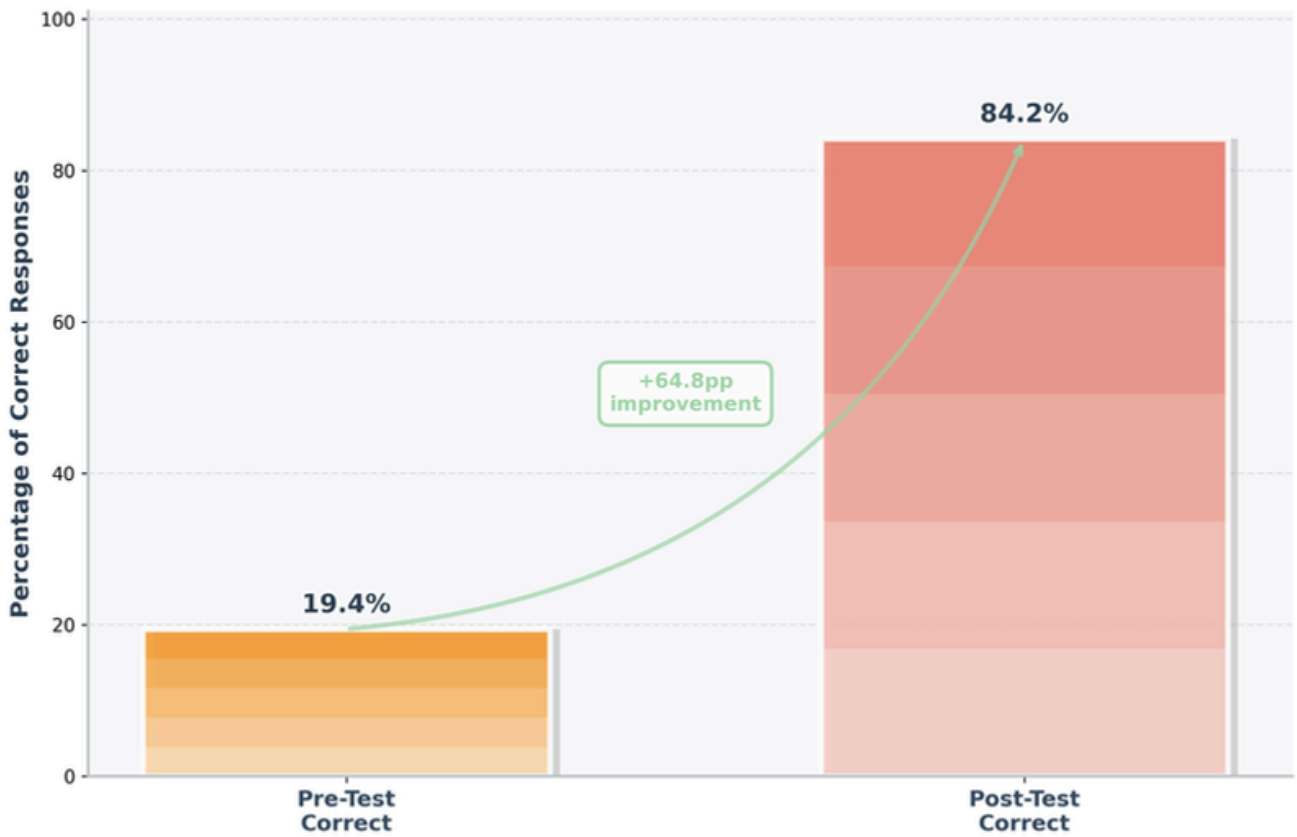
Definition of Values



Meaning of Responsibility



Meaning of Responsibility



Impact Analysis: Domain 3

Facilitating Personal Development

Domain 3 builds interpersonal competencies including communication, conflict resolution, decisionmaking, and boundary-setting. These skills are essential for healthy relationships and personal empowerment.

Key Outcomes

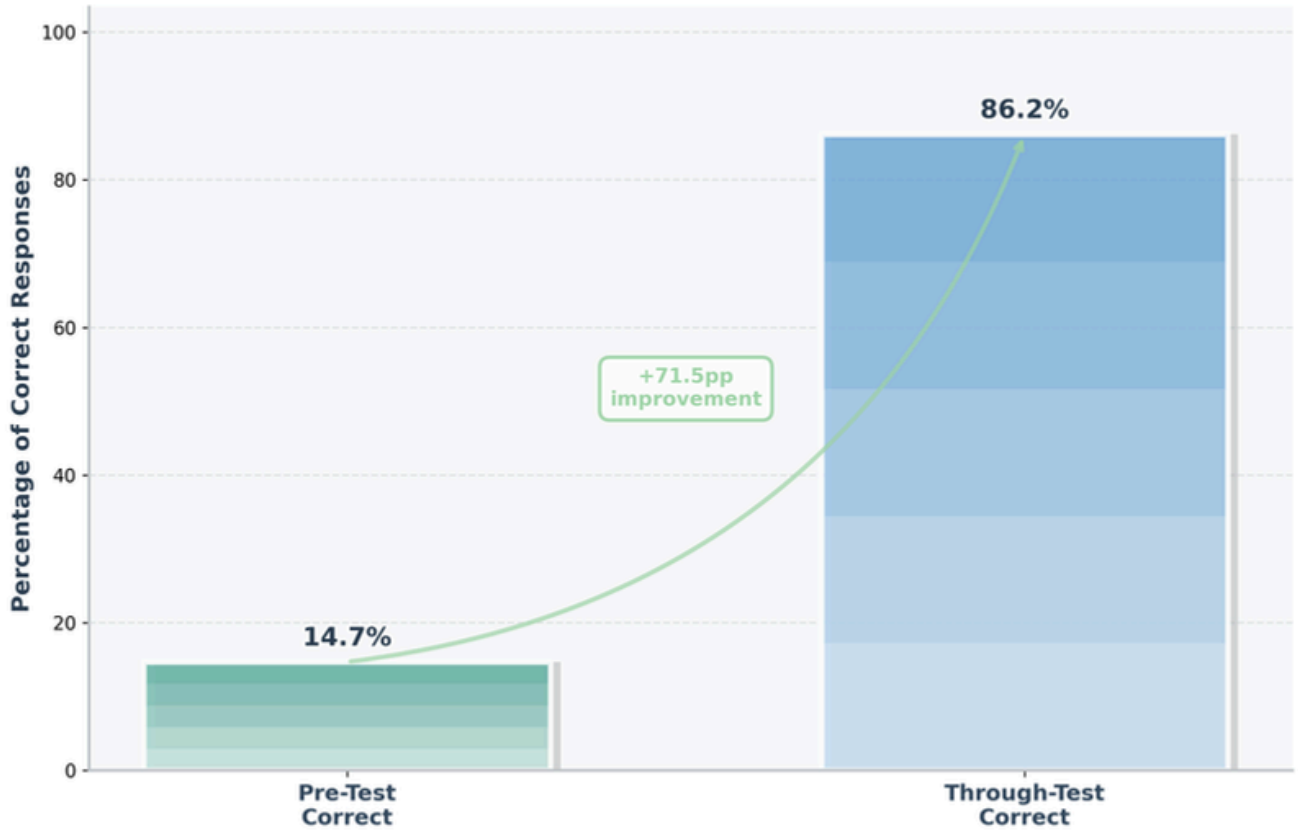
- ✔ **Constructive Conflict Resolution:** Learners mastered a six-step process for de-escalating conflict, taking responsibility, and collaboratively problem-solving toward mutual solutions.
- ✔ **Strategic Decision-Making:** Students identified personal decision-making styles and applied systematic processes for evaluating options, weighing consequences, and making informed choices.
- ✔ **Values Clarification:** Participants articulated core personal values, creating an internal compass for authentic decision-making independent of peer pressure or external expectations.
- ✔ **Boundary Assertion Skills:** Learners developed refusal skills and assertive communication techniques to maintain personal boundaries while respecting others' rights and feelings.

The results of the pre-test & through-test, and pre-test and post-test are depicted in graphs below for Domain 3. For a full discussion of the results, please see Annexure A at the end of this report.

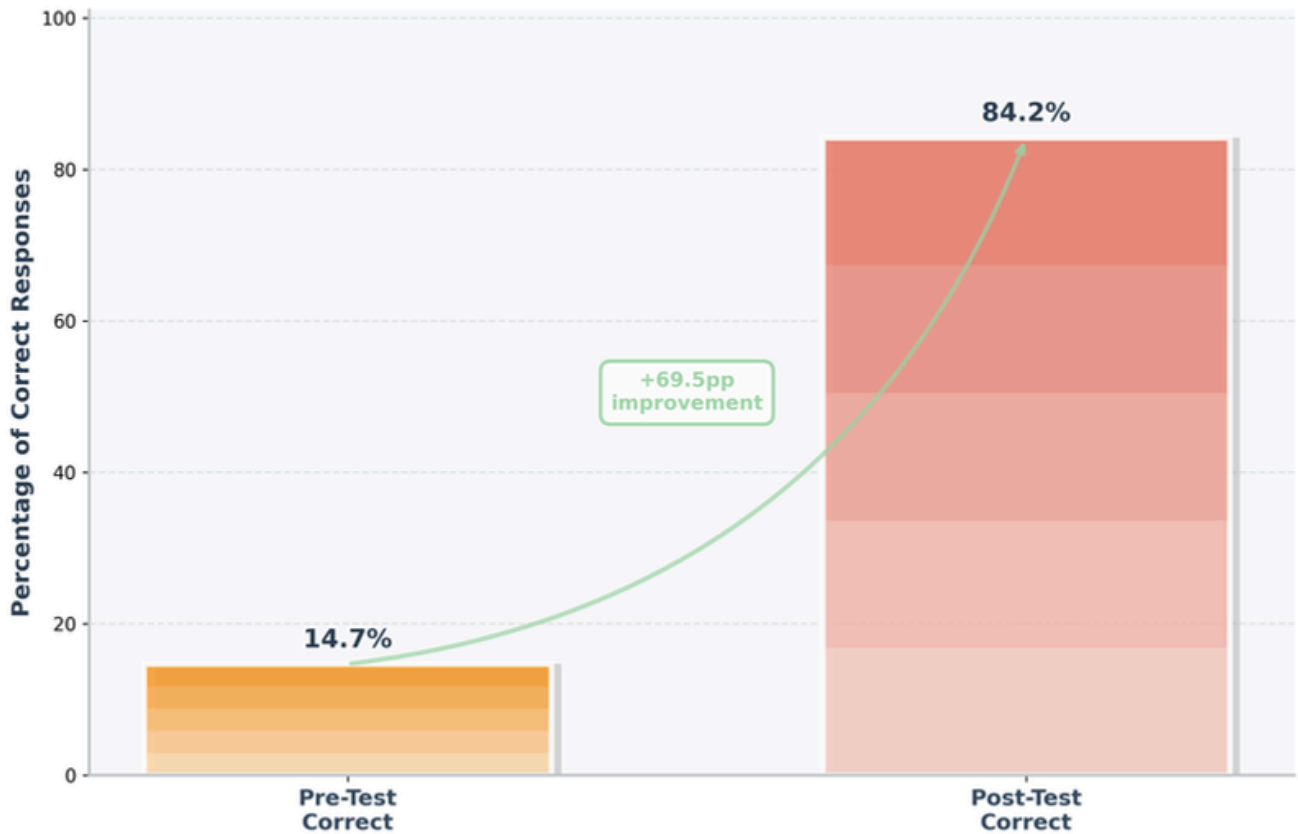


Domain 3: Results

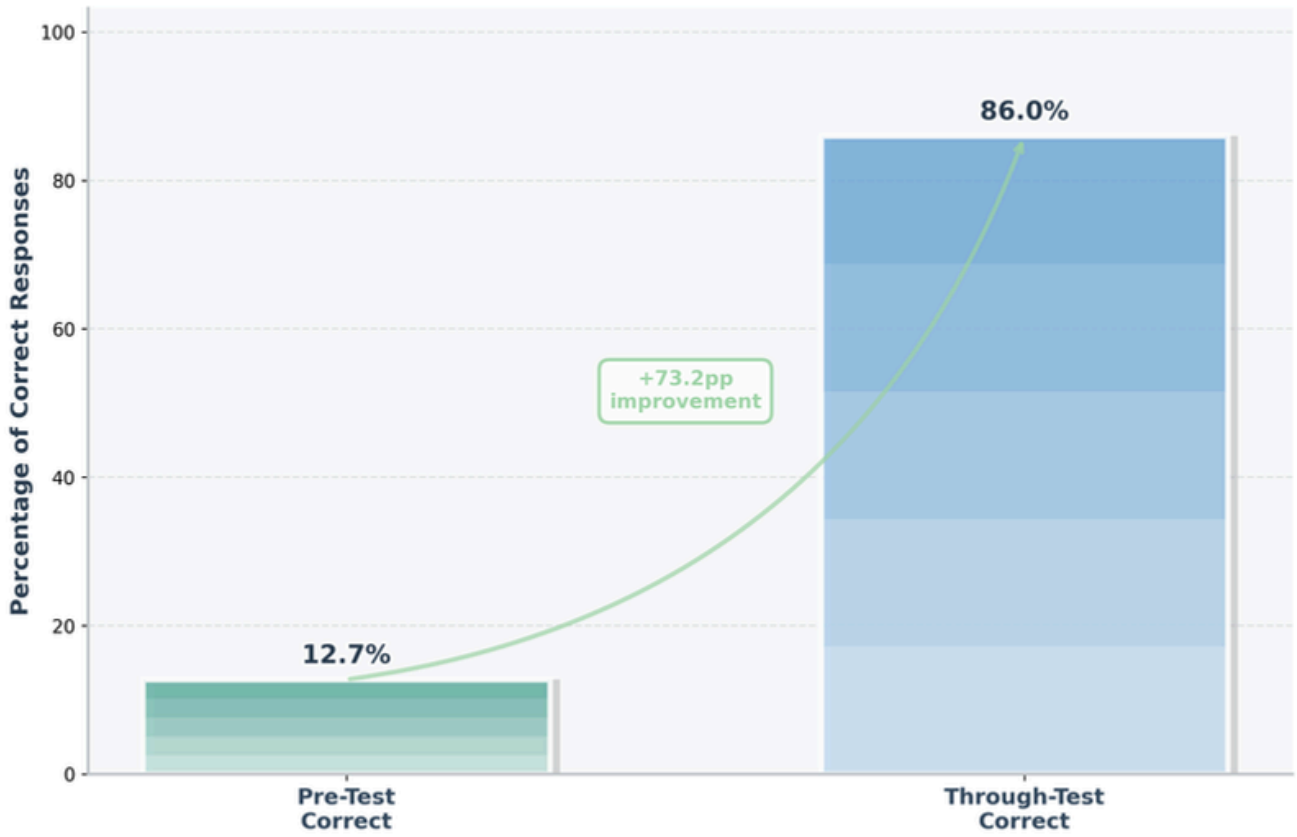
Negative Communication Examples



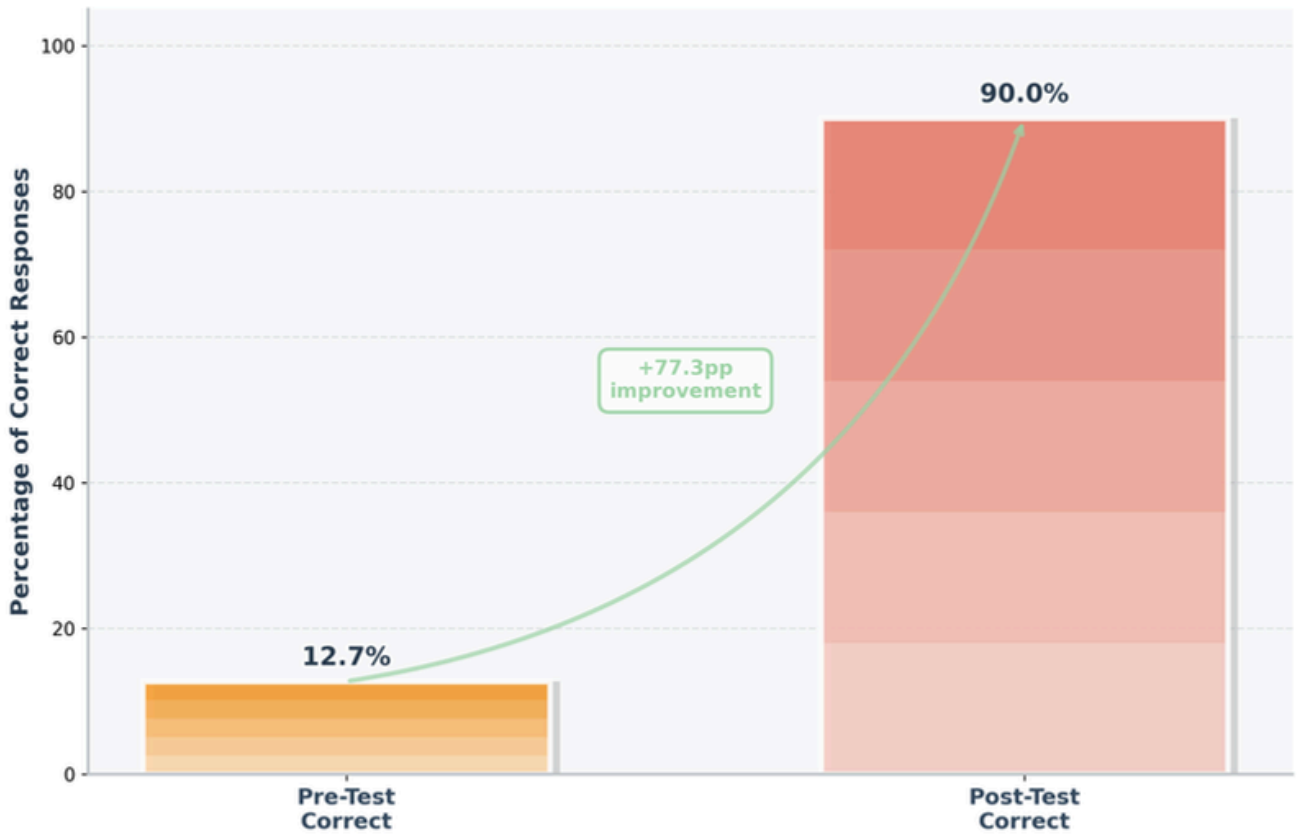
Negative Communication Examples



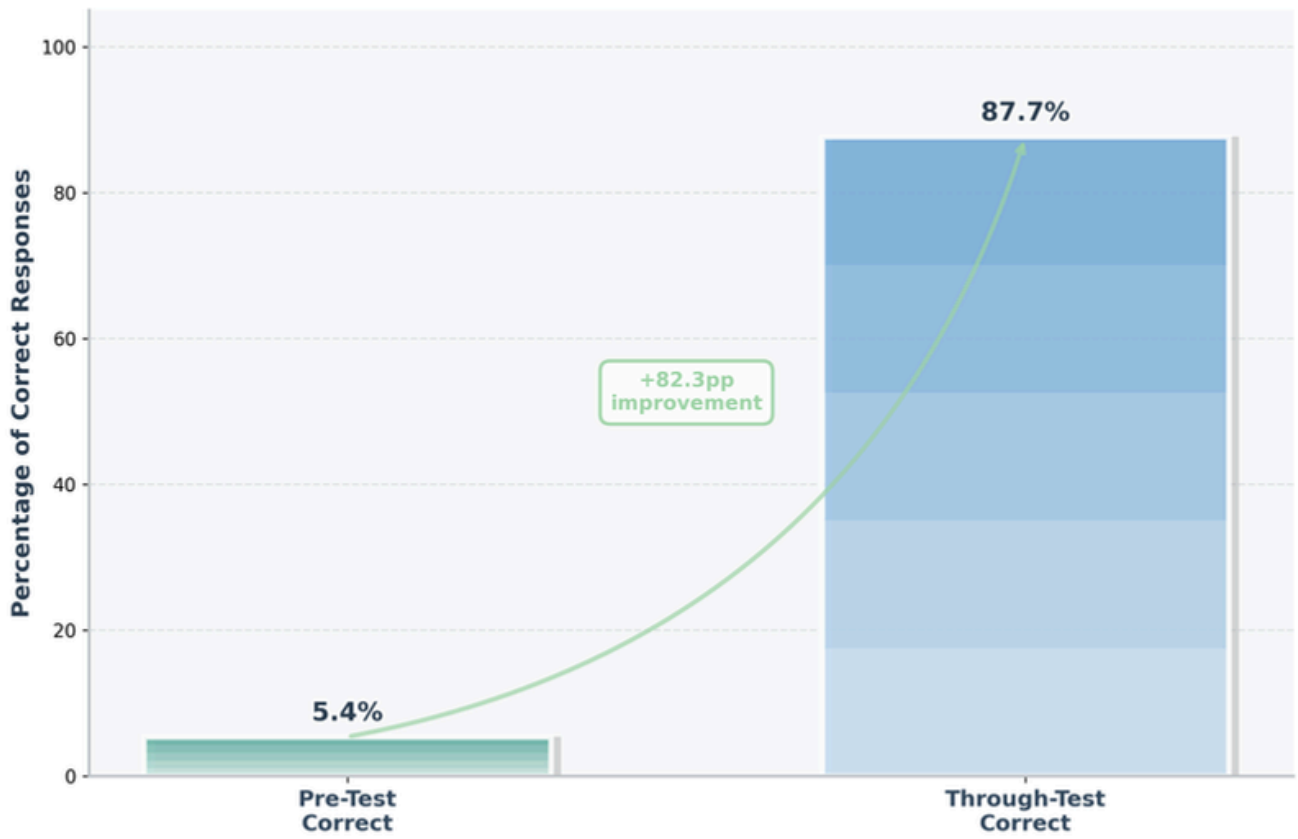
Positive Communication Examples



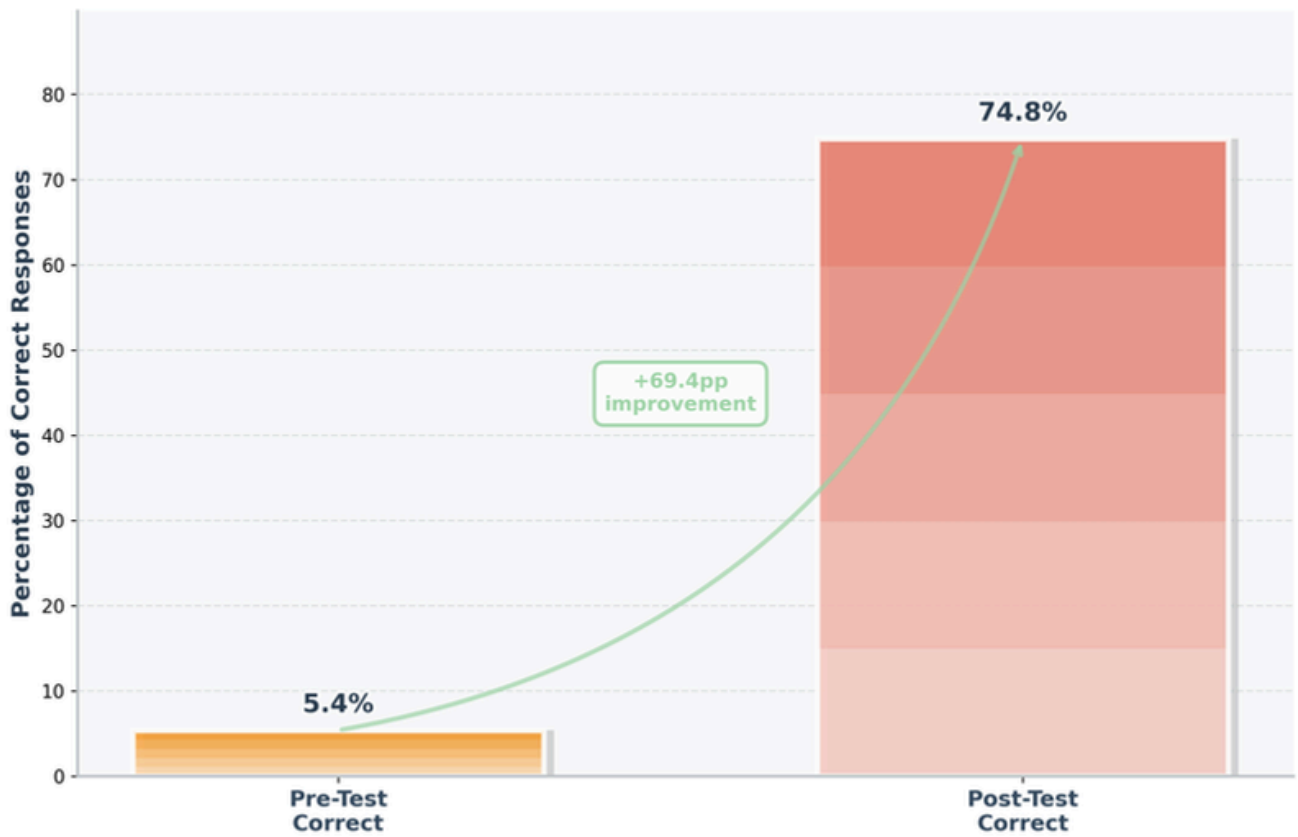
Positive Communication Examples



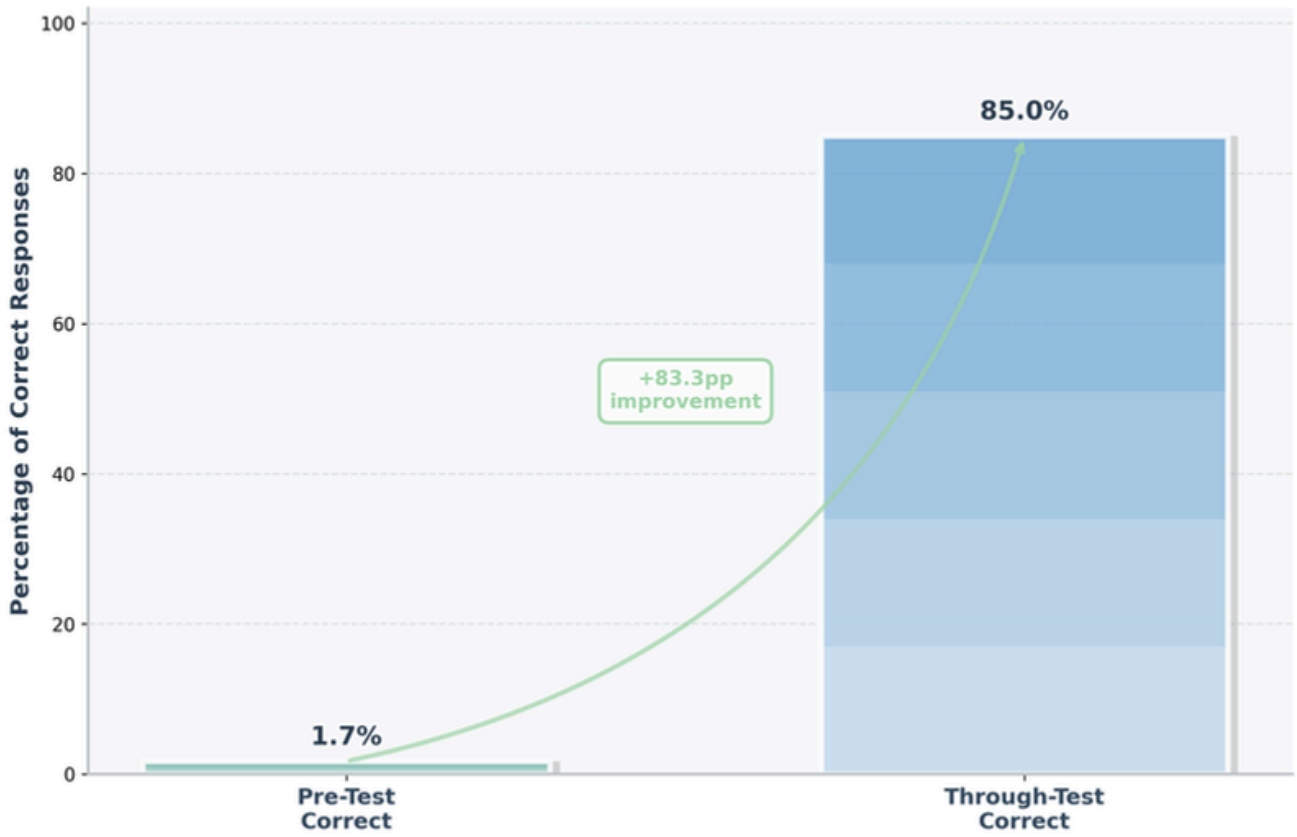
Conflict Resolution Steps



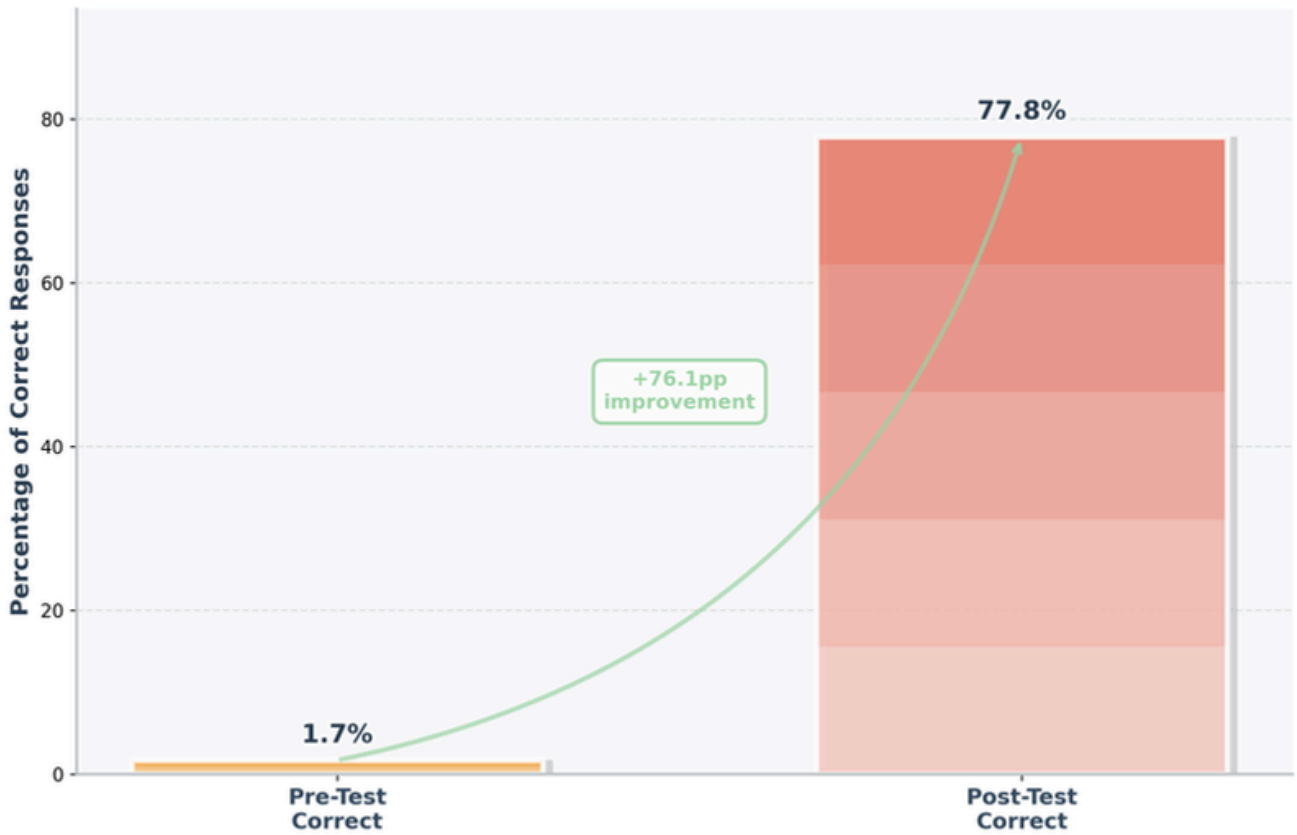
Conflict Resolution Steps



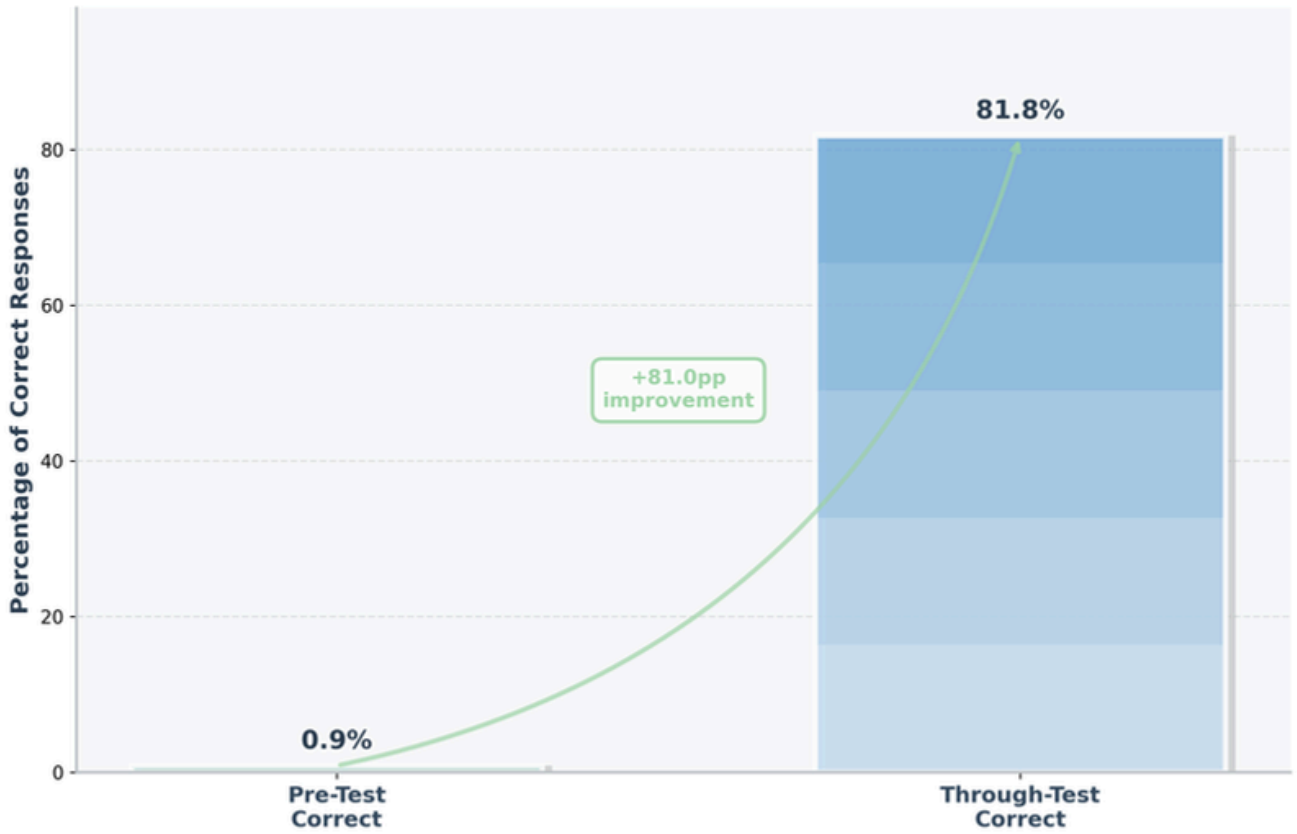
Decision-Making Styles



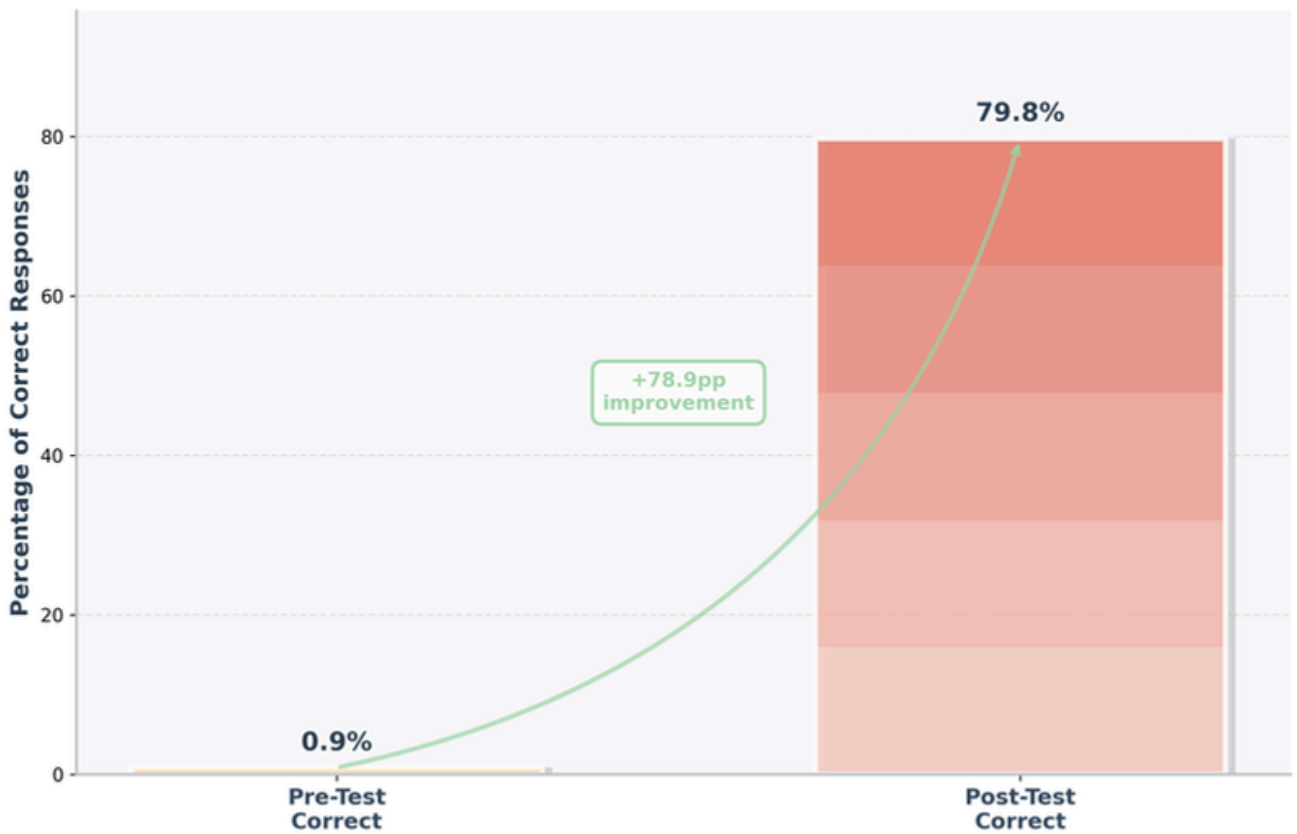
Decision-Making Styles



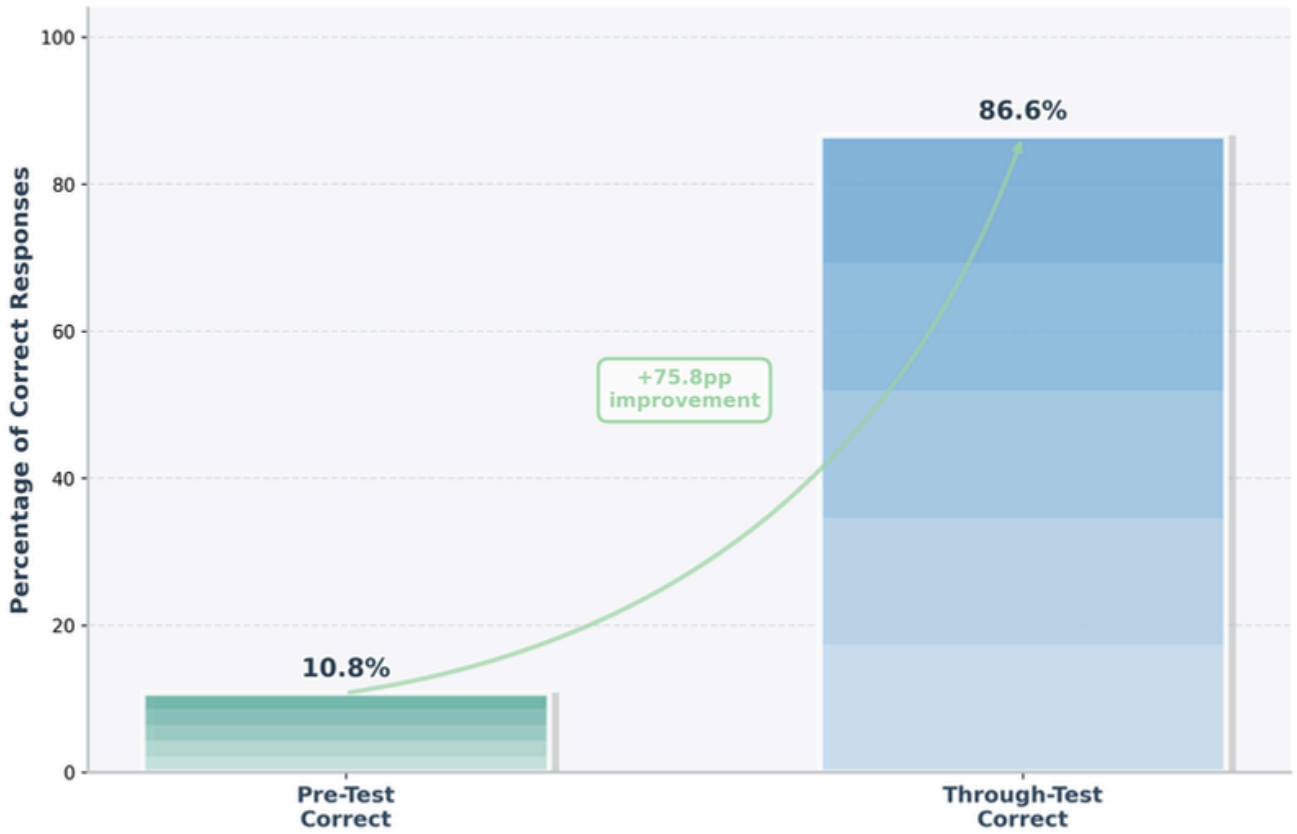
Decision-Making Process Steps



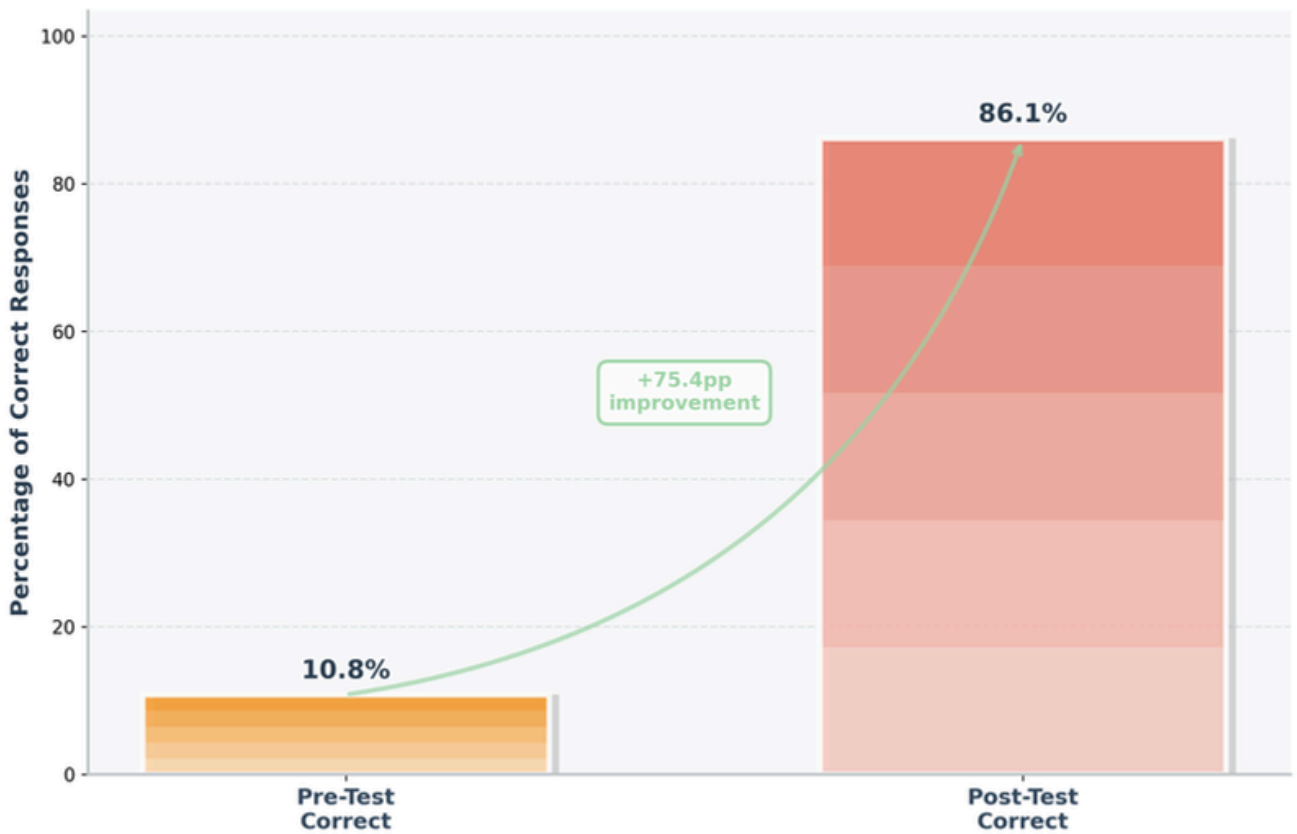
Decision-Making Process Steps



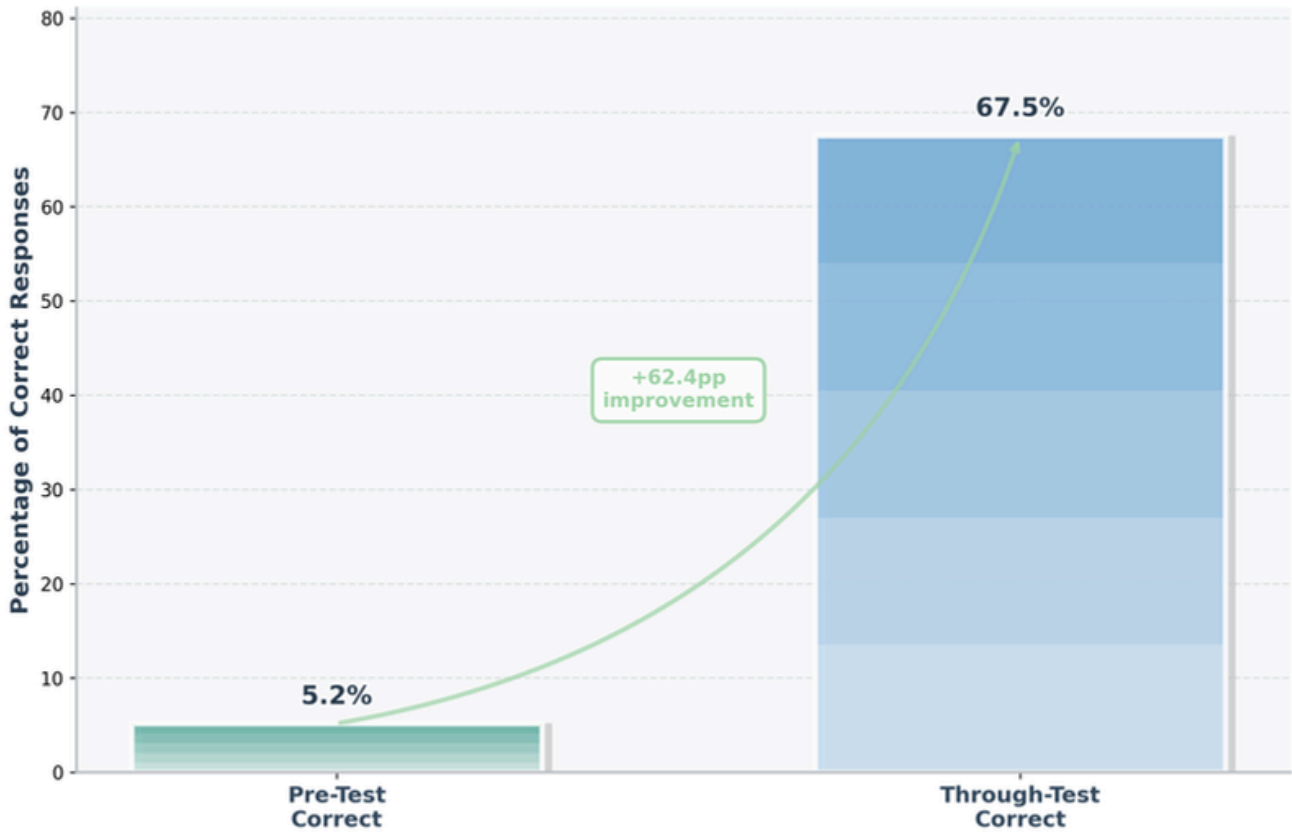
Boundary Definition



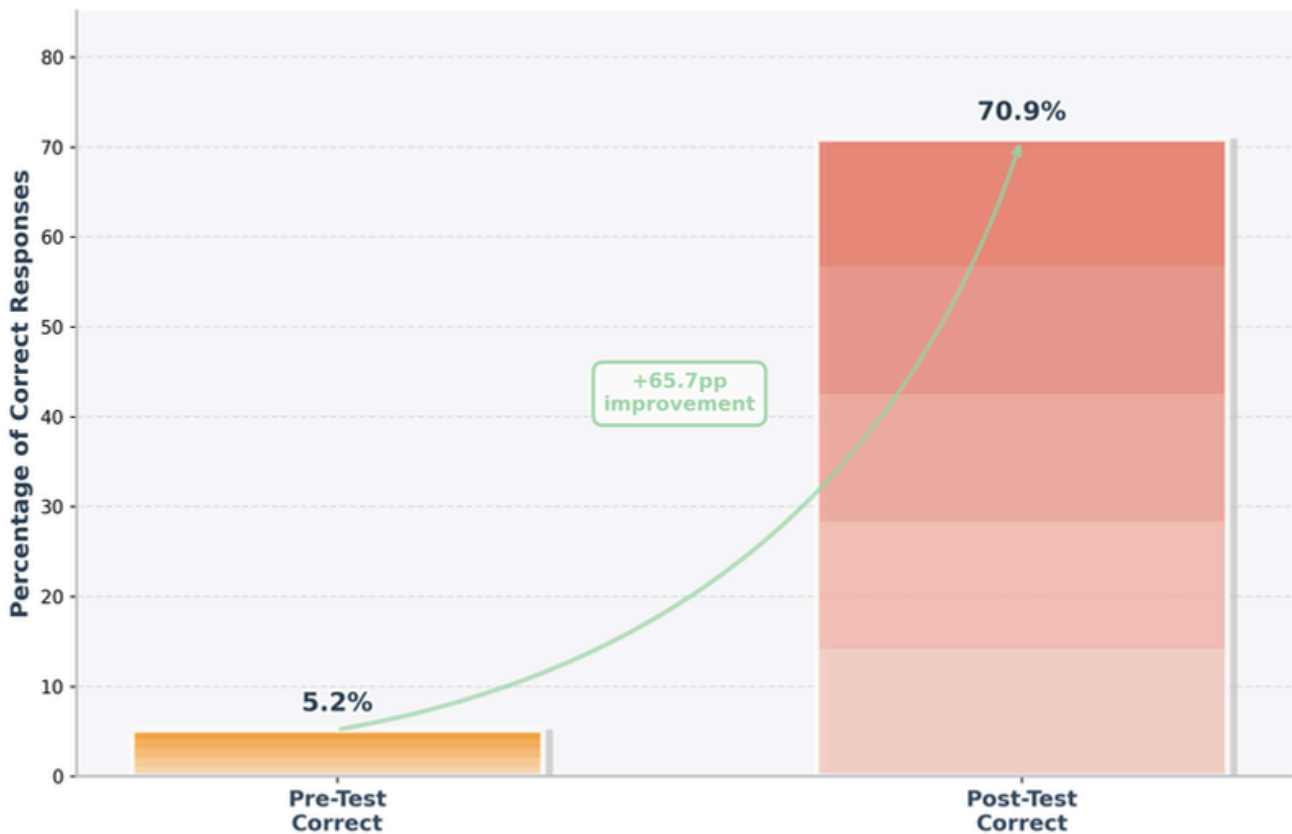
Boundary Definition



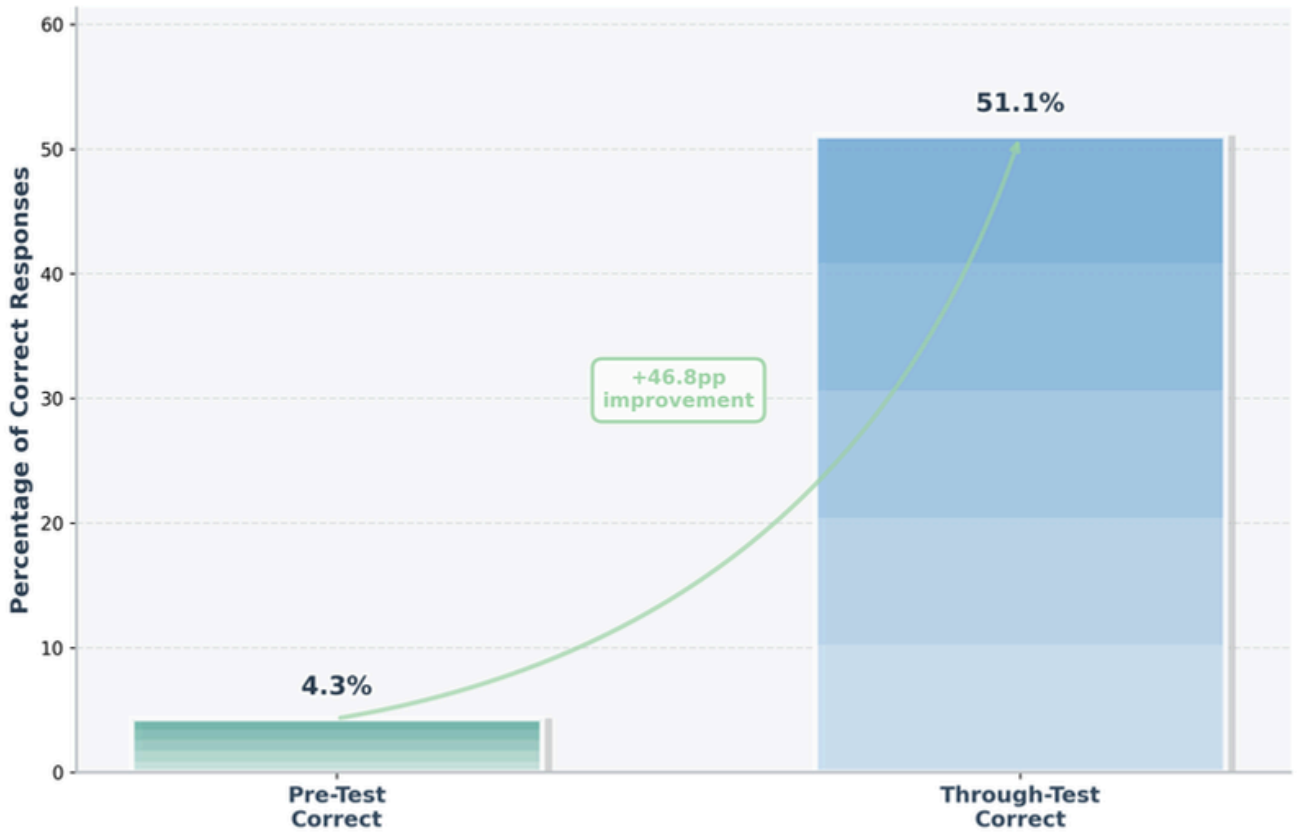
Tips for Creating Boundaries



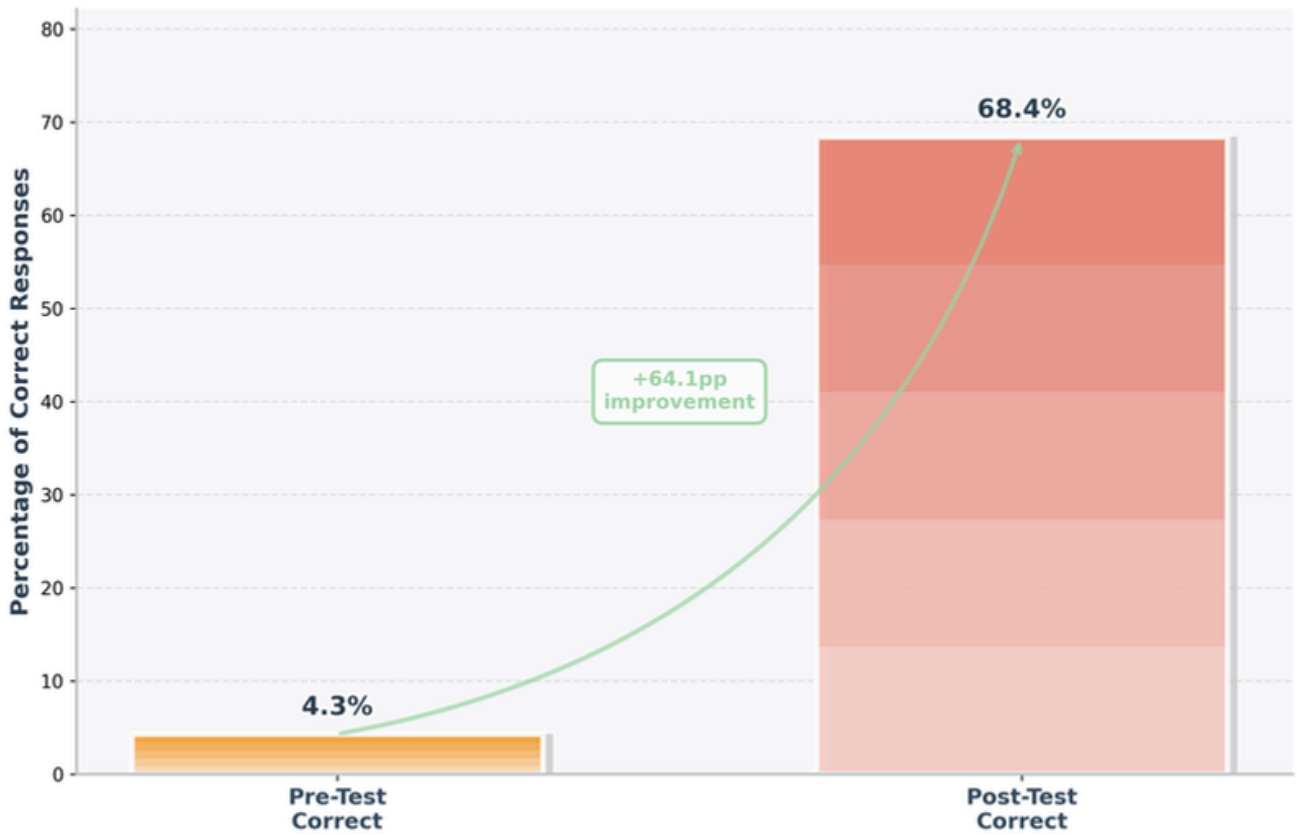
Tips for Creating Boundaries



How Boundaries Affect Others



How Boundaries Affect Others



Impact Analysis: Domain 4

Vocational Awareness

Domain 4 focuses on future orientation, helping learners understand educational pathways, explore career possibilities, and set concrete goals for their futures.

Key Outcomes



Expanded Career Horizons: Students gained awareness of both academic and vocational (TVET) pathways, recognizing legitimate routes to employment beyond university.



Concrete Goal-Setting: Learners distinguished "now" from "later" goals across school, work, and life domains, creating actionable plans for educational advancement.



Career Pathway Knowledge: Participants acquired information about educational requirements, funding opportunities, and entry points for diverse career options aligned with their strengths.



Future-Oriented Planning: Students developed capacity to envision aspirational futures and identify specific steps needed to bridge current circumstances with desired outcomes.

The results of the pre-test & through-test, and pre-test and post-test are depicted in graphs below for Domain 4. For a full discussion of the results, please see Annexure A at the end of this report.

Knowledge of Grade 9 Certificate Opportunities

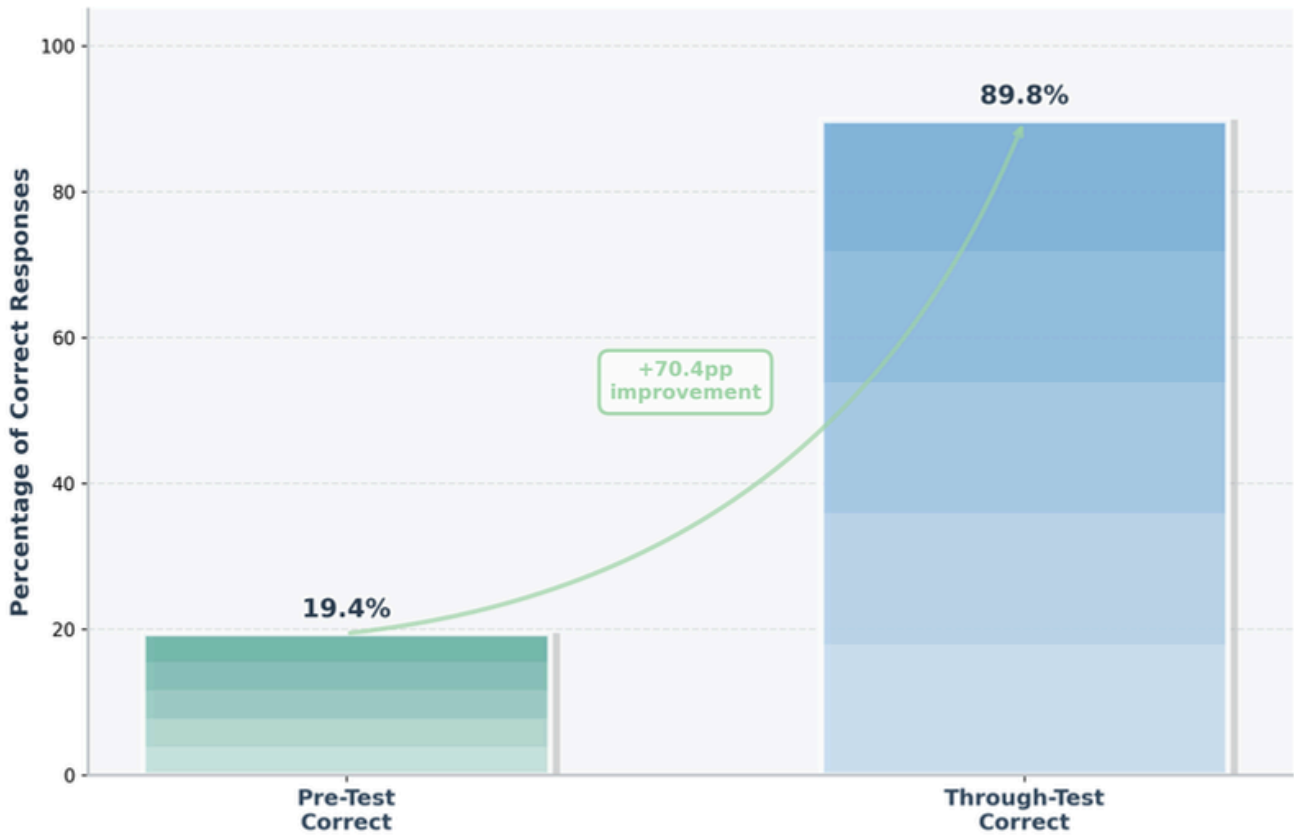
Learners showed increased understanding that vocational training, learnerships, and skills programmes are accessible with a Grade 9 certificate, expanding their sense of educational pathways.

Goal Articulation

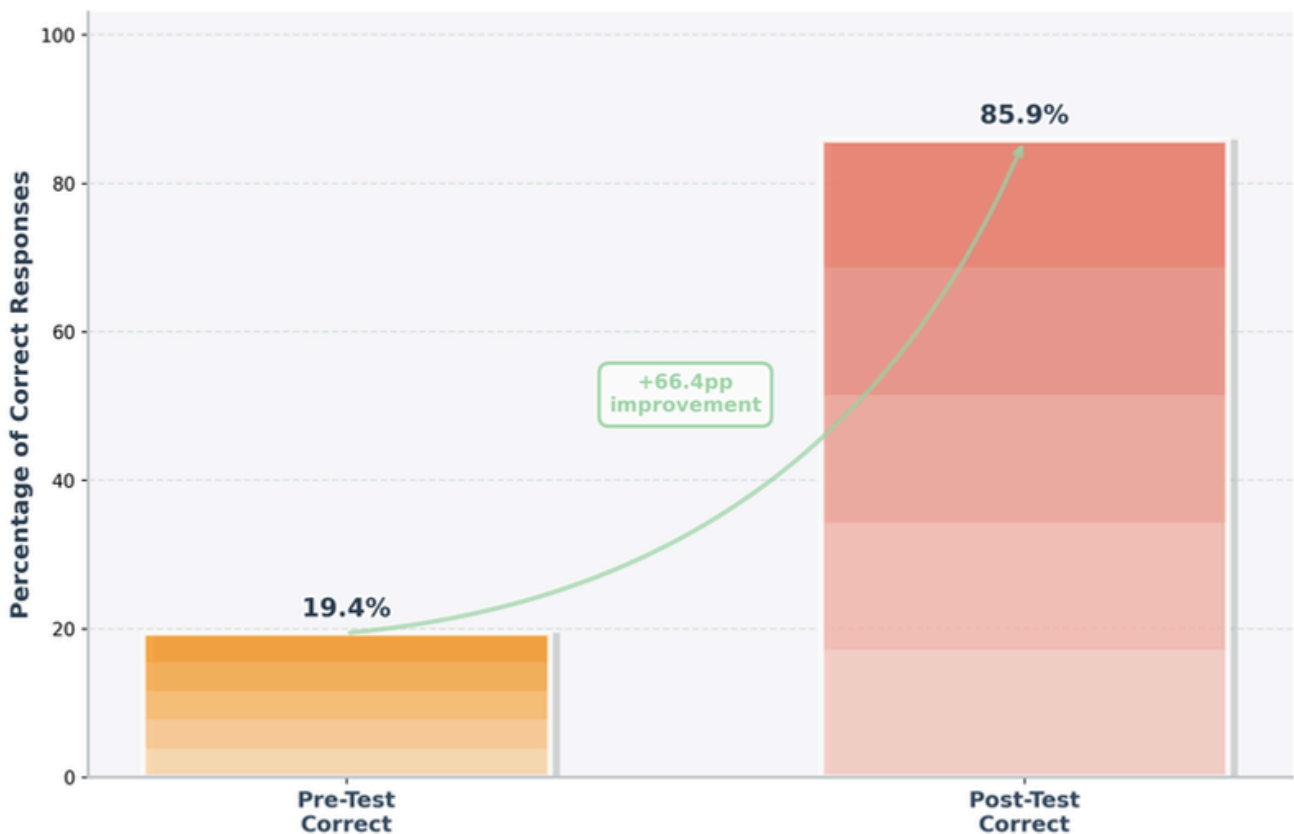
Pre- and post-assessments revealed learners' improved ability to articulate specific, actionable goals across both immediate and long-term timeframes.

Domain 4: Results

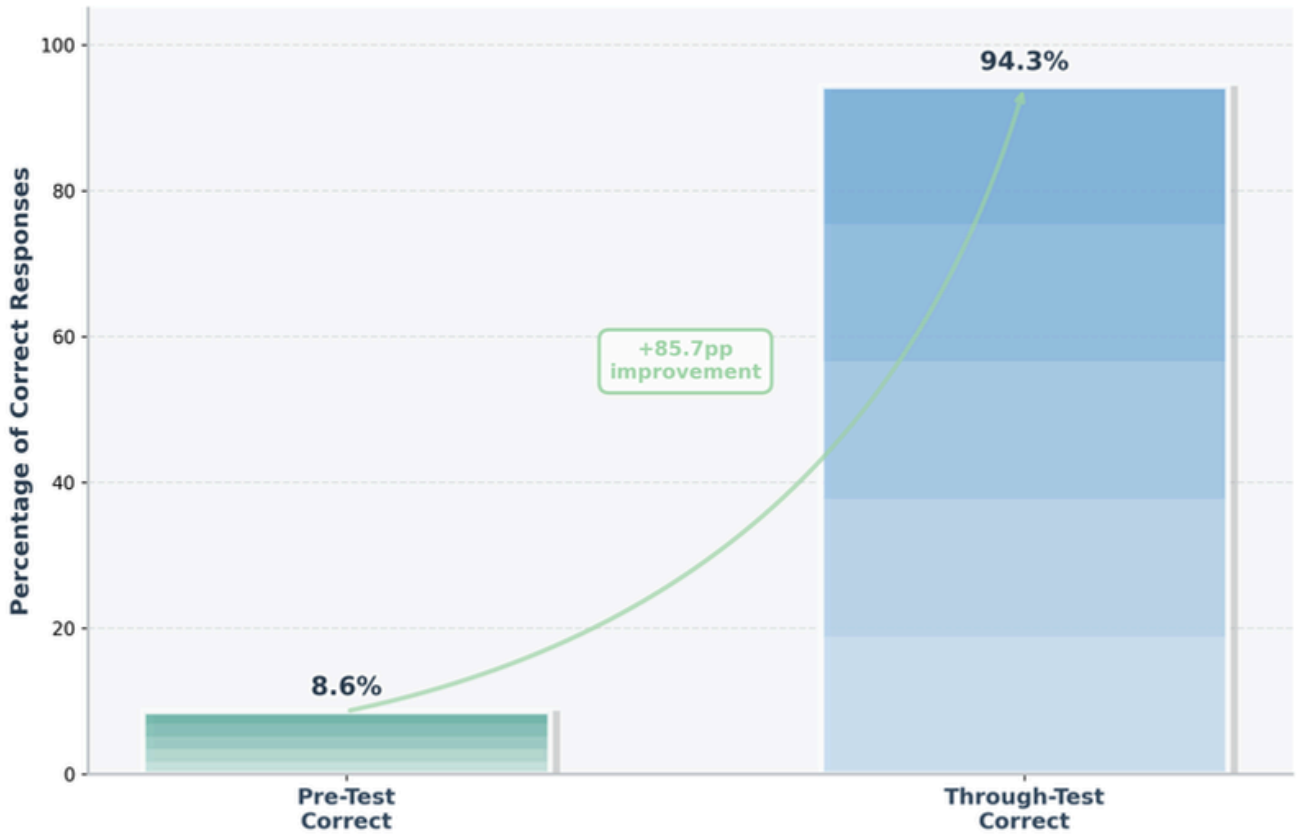
Training with Grade 9 Certificate



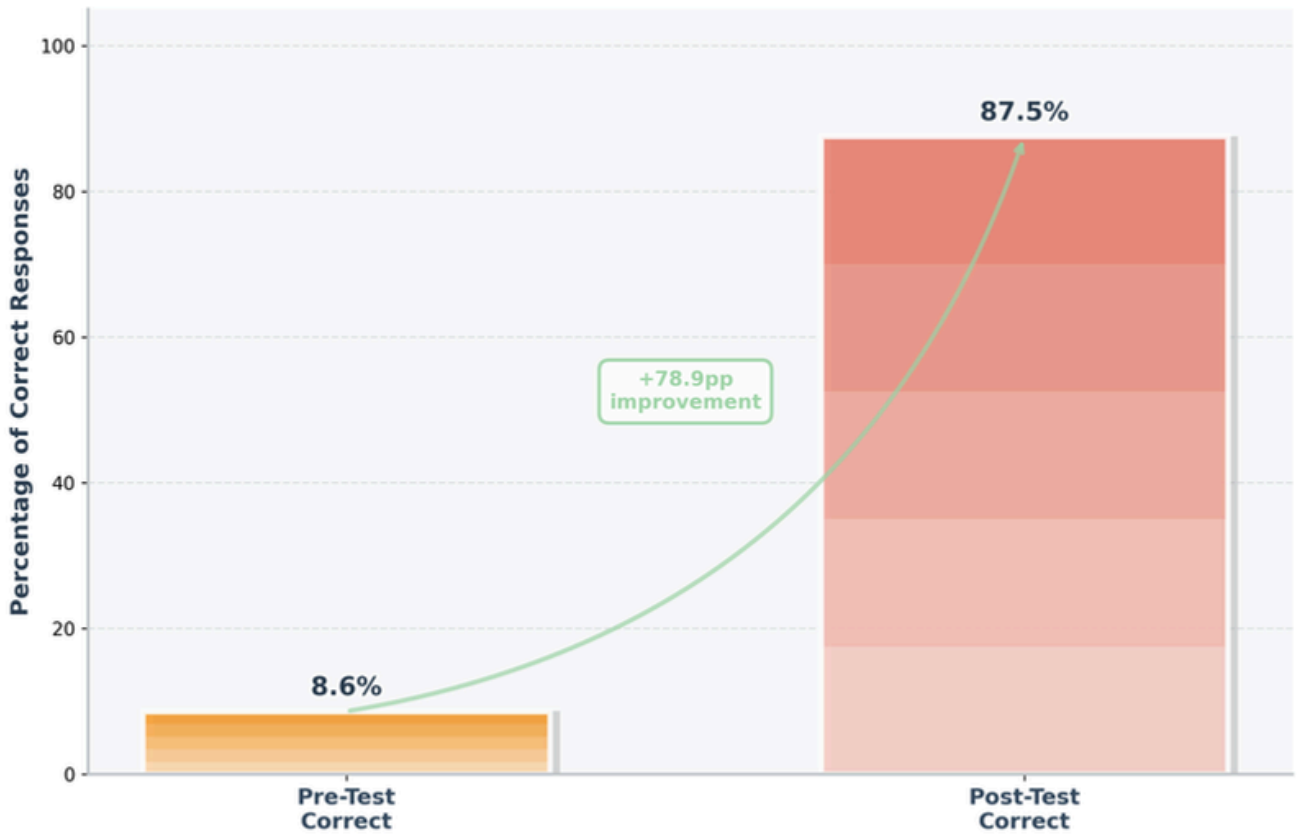
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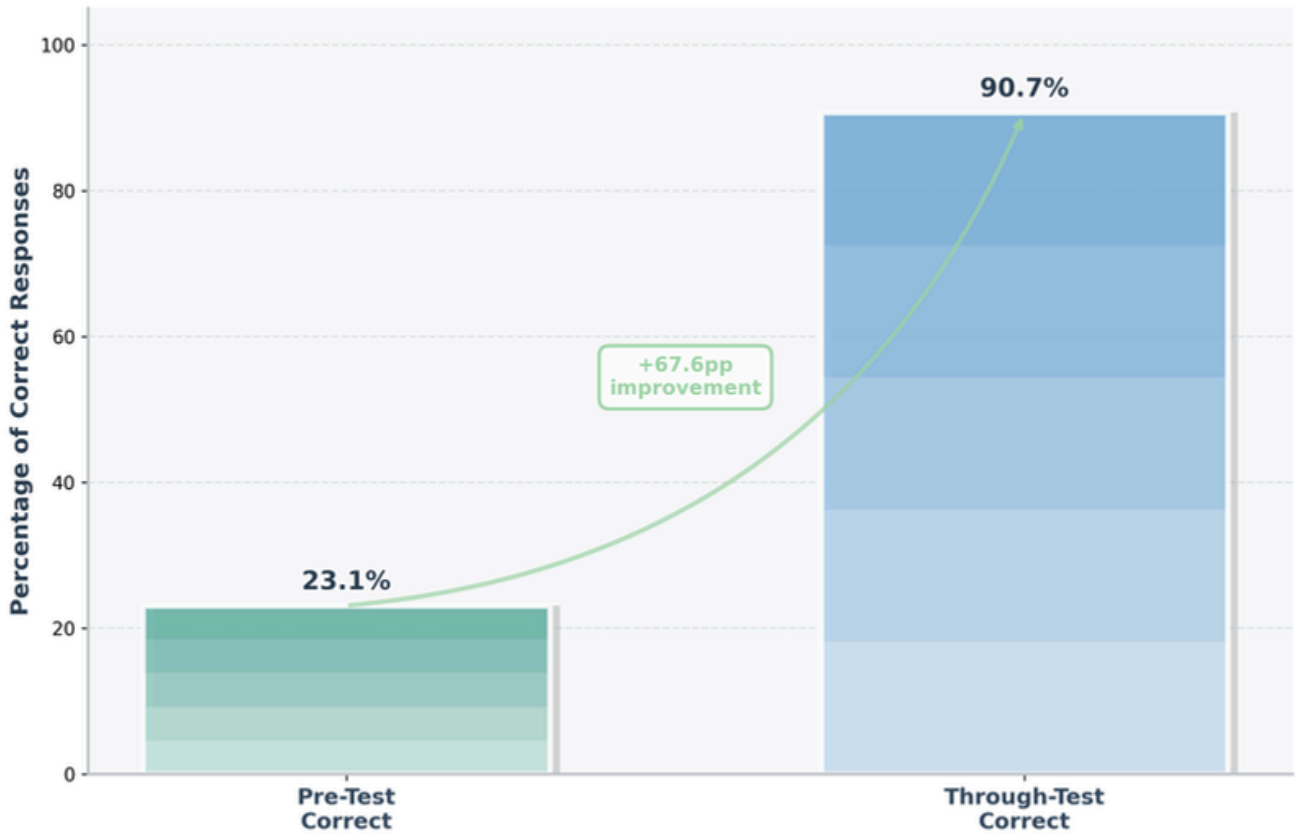
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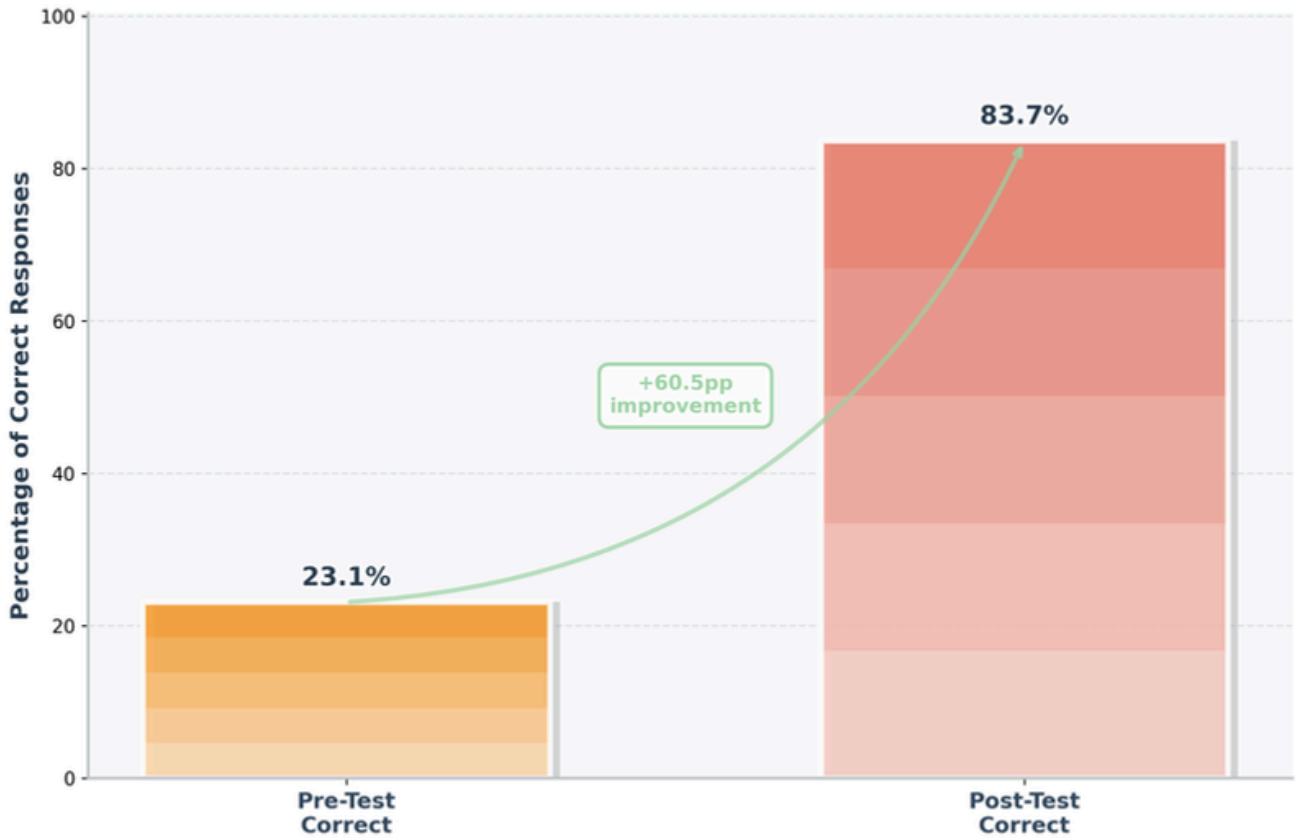
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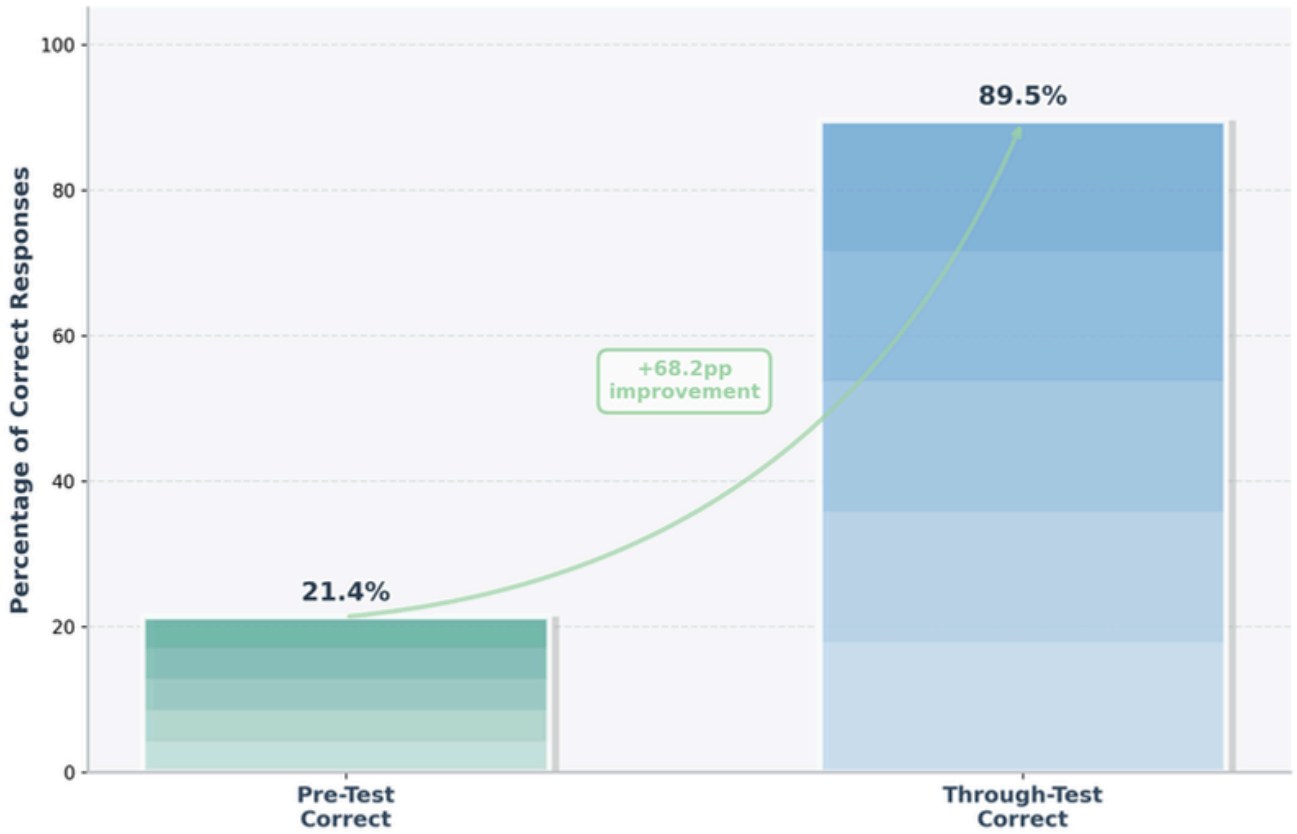
Now Goal Examples



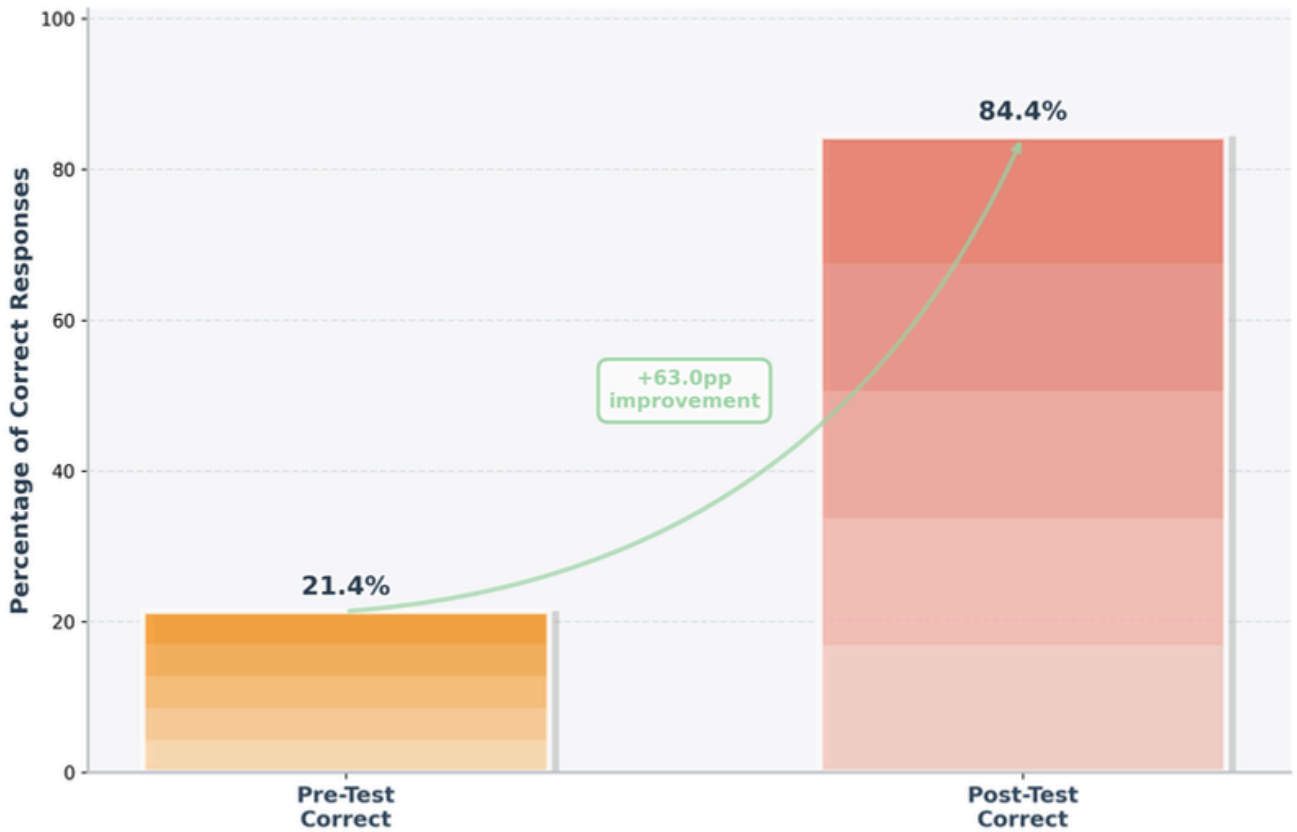
Now Goal Examples



Later Goal Examples



Later Goal Examples



Pre- and Post-Programme Comparison

The pre vs post test comparison shows more than just what learners have learned, it measures how well they remember and retain the lessons over time. While the through test checks memory immediately after each session, the post-test shows what learners retain at the end. This highlights true learning, not just immediate knowledge acquisition, and shows whether learners can apply what they have learned in real life.

Measuring Knowledge Change

Comparing pre-programme and through-programme assessments reveals significant learning gains across all domains. Learners demonstrated improved understanding of key concepts and increased ability to recall and apply programme content.

Indicator	Pre-test Correct	Post-test Correct	Change
Can name learning styles (VAK)	45%	78%	+33%
Understands “eat frogs first”	23%	71%	+48%
Can define self-esteem	38%	76%	+38%
Differentiates self-esteem and self-compassion	18%	65%	+47%
Can name conflict resolution steps	31%	73%	+42%
Understands boundaries	42%	81%	+39%
Knows MLK gave “(I Have a Dream” speech	54%	82%	+28%
Can articulate goal categories	36%	77%	+41%

Interpreting the Results

The pre-post comparison demonstrates substantial learning gains ranging from 28% to 48% across key indicators. These improvements reflect not only content retention but also conceptual understanding. Particularly notable are gains in differentiating self-esteem from self-compassion (47%), understanding time management principles (48%), and applying conflict resolution frameworks (42%).

Sustained Learning

Post-programme assessments were conducted after completion of all 19 lessons, typically several weeks after the final session. The strong retention of knowledge indicates that learning was meaningful and integrated rather than superficial or rote memorization. This suggests that L2L's interactive, participatory methodology supports deep learning that persists over time.



Reflections and Key Learnings

What Worked Well



Universal Approach: Delivering L2L to all learners rather than targeting specific groups reduced stigma and created school-wide culture change. Learners appreciated that everyone participated, making skills normative rather than remedial.



Interactive Methodology: Participatory sessions with role-playing, group discussions, and hands-on activities maintained engagement and supported diverse learning styles. Learners consistently rated practical application exercises as most valuable.



Comprehensive Assessment: The three-phase evaluation approach provided rich data on learning outcomes while enabling identification of learners requiring additional support. Immediate post-lesson feedback allowed for responsive programme adjustments.



Integrated Wellness Screening: Incorporating mental health and substance use screening into assessments identified support needs that might otherwise remain hidden, facilitating appropriate referrals.



Culturally Responsive Content: Lessons that acknowledged learners' contexts and incorporated relevant examples enhanced relevance and engagement.

Challenges and Adaptations

Challenge: Assessment Completion Rates

While 599 learners participated in the programme, not all learners were able to complete baseline assessments. 463 learners completed pre-programme assessments, as some learners were absent on assessment days or unavailable due to factors such as absenteeism and learner disengagement. 361 learners completed post-programme assessments, reflecting a 22% attrition rate between pre- and post-testing. Post-test attrition was primarily due to learner absences during assessment administration and scheduling constraints close to the end of the school year.

Learning: Future programme implementations will strengthen assessment administration processes by maintaining a pre-test completion log as soon as class lists become available, to ensure that every learner is captured. Post-assessments will be scheduled earlier in the term wherever possible, with structured make-up sessions for absent learners. These adaptations aim to improve completion rates for both pre- and post-programme assessments and strengthen outcome measurement.

Sustainability and Looking Ahead

Scaling Impact

The demonstrated success of the 2025 L2L cohort provides a strong foundation for programme expansion. Several pathways for scaling impact have been identified.

Geographic Expansion

Extending L2L to additional schools in Western Cape low-income communities where psycho-social support is limited. Priority will be given to schools serving learners facing similar challenges to the 2025 cohort.

Longitudinal Implementation

Supporting schools to implement the complete 5-year L2L model, with primer sessions in Grades 8-9, intensive Grade 10 programme, and top-up sessions in Grades 11-12. This creates cumulative skill development across secondary school.

Teacher Training

Developing train-the-trainer programmes to build school staff capacity for ongoing L2L delivery, reducing dependence on external facilitators and embedding skills within school systems.

Targeted Adaptations

For schools with limited resources, offering targeted L2L modules addressing specific identified needs, allowing flexible implementation while maintaining quality standards.

"While this report highlights the outcomes of the Learn2Learn programme, the real heroes often go unseen. Our interns, alumni of the programme themselves, are the ones on the ground, guiding, supporting, and inspiring 599 grade 10 learners. Their dedication, insight, and care are invaluable, and it is thanks to them that this programme truly makes a difference."

— Learn2Learn Project Manager

Conclusion: Transforming Futures Together

The 2025 Learn2Learn programme successfully delivered comprehensive psycho-social skill development to 599 Grade 10 learners across Western Cape low-income communities. Through 19 meticulously designed lessons spanning learning strategies, emotional well-being, personal development, and vocational awareness, L2L equipped learners with essential competencies for academic success and life navigation.

Programme impact is evident across multiple indicators. Learners demonstrated significant knowledge gains in all domains, with pre-post assessment comparisons showing improvements ranging from 28% to 48% across key concepts. Self-reported knowledge and confidence gains consistently exceeded 7.8 out of 10 across all lessons. Qualitative narratives reveal transformed perspectives, enhanced agency, and practical skill application in learners' daily lives.

Beyond academic content, L2L identified and supported learners experiencing mental health challenges, substance use concerns, and other personal difficulties. By integrating wellness screening into programme delivery, L2L connected vulnerable learners with appropriate support services, addressing holistic development needs.

The Path Forward

L2L's demonstrated impact creates a compelling case for programme expansion and sustainability. As South Africa continues to grapple with educational inequality and psycho-social challenges among youth, interventions like L2L offer evidence-based pathways toward systemic improvement.

The learners reached in 2025 represent a cohort whose trajectories have been meaningfully altered. They possess enhanced learning strategies, emotional regulation skills, interpersonal competencies, and future orientation. These capabilities will serve them not only in completing their secondary education but throughout their lives as productive citizens, caring community members, and empowered individuals.

A Call for Continued Support

Achieving L2L's vision requires sustained commitment from funders, partners, and stakeholders. Every contribution enables additional learners to access life-changing skill development. Every partnership strengthens programme reach and sustainability. Every advocacy effort advances recognition of psycho-social learning as foundational to educational success.

The learners in Western Cape's low-income communities possess immense potential. They face significant challenges, but they also demonstrate remarkable resilience, creativity, and determination. L2L's role is to ensure that challenges do not determine futures—that every learner has the skills, knowledge, and confidence to transform obstacles into opportunities.

3 325

Total lives Impacted
across all SAI-CAMH
projects in 2025

599

Learners
Impacted through
Learn2Learn

100%

Potential
Unleashed



Thank You

To our funders, partners, educators, and supporters: your investment in Learn2Learn is an investment in South Africa's future. Together, we are not just bridging educational gaps - we are building foundations for lifelong success, one learner at a time.

* For a more detailed dive into the results of this report, please see below **Annexure A**

Annexure A

Discussion of Results and
Real World Impact

Discussion of Findings:

Learn2Learn 2025 Program Evaluation

Introduction

The Learn2Learn (L2L) program represents a comprehensive psychoeducational intervention designed to address the multifaceted developmental needs of Grade 10 learners in South African contexts. Grounded in principles of Cognitive Behavioural Therapy (CBT), Dialectical Behaviour Therapy (DBT), and Rational Emotive Behaviour Therapy (REBT), the program targets four critical domains: enhancing learning ability for practical life success, enhancing emotional and behavioural well-being, facilitating personal development, and promoting vocational awareness.

In 2025, the L2L programme was delivered to the full Grade 10 cohorts at two high schools in low-income communities in the Western Cape, reaching 599 learners. The programme consisted of 19 lessons across the four psycho-social domains. While assessment participation varied due to routine school attendance patterns, all Grade 10 learners at the participating schools received the intervention. This discussion examines the empirical findings from the 2025 cohort across pre-test, through-test, and post-test assessments, contextualizing results within relevant theoretical frameworks and empirical literature.

For adolescents in low-income South African communities, the skills addressed by the L2L program transcend the category of 'desirable' educational outcomes and constitute essential life competencies. Research consistently demonstrates that metacognitive skills, emotional regulation, interpersonal competence, and career awareness significantly predict not only academic success but also workforce readiness, employment sustainability, and long-term socioeconomic mobility (Kautz et al., 2014; World Bank, 2018).

Assessment Methodology and Theoretical Rationale

The L2L evaluation employed a three-phase assessment design: pre-test, through-test, and post-test. Each phase serves distinct evaluative purposes grounded in learning science and assessment theory.

Pre-Test: Baseline Knowledge Assessment

The pre-test, administered prior to program delivery, establishes baseline knowledge across the four program domains (n=463 respondents). This assessment reveals learners' existing understanding of concepts including multiple intelligences, learning styles, emotional regulation strategies, interpersonal skills, and vocational pathways. Pre-test data illuminate knowledge gaps and inform our understanding of improvement magnitude.

Through-Test: Immediate Learning and Comprehension

The through-test represents a critical methodological innovation. Unlike traditional post-test designs that assess retention after extended intervals, through-tests measure *immediate comprehension and learning* following each lesson delivery. This approach addresses several important considerations:

1. **Immediate comprehension** provides evidence that learners understood and can articulate newly-presented concepts, regardless of long-term memory capacity. This is essential for demonstrating that the intervention successfully transmitted knowledge.
2. **Skill implementation focus:** The primary goal of psychoeducational interventions is not memorization but rather the capacity to understand and apply concepts. Immediate post-lesson assessment captures whether learners can articulate and potentially implement skills, which is distinct from long-term recall.
3. **Controlling for memory variables:** Individual differences in working memory, long-term memory consolidation, and retrieval capacity can confound intervention evaluation (Baddeley, 2000). Some learners may fully understand concepts during instruction but struggle with recall weeks or months later due to memory-specific factors rather than comprehension deficits. Assessing only at post-test could misattribute memory limitations to inadequate learning.
4. **Formative feedback:** Immediate assessment allows facilitators to identify concepts requiring clarification or reinforcement in subsequent sessions, serving a pedagogical function beyond evaluation.

The through-test therefore measures *comprehension and immediate learning* rather than retention, providing evidence that the curriculum successfully conveyed target concepts in accessible, understandable ways.

Post-Test: Retention and Skill Integration

The post-test, administered at year-end (n=361 respondents), assesses long-term retention and integration of program content. Post-test performance reflects not merely memorization but rather the degree to which concepts have become sufficiently meaningful and useful to persist in memory. As Craik and Lockhart (1972) established in their levels-of-processing framework, information that undergoes deeper processing—through meaningful engagement, practical application, or emotional significance—demonstrates superior retention.

The distinction between through-test and post-test performance therefore reveals: (a) whether learners initially comprehended concepts, and (b) whether those concepts proved sufficiently relevant, meaningful, or practically applicable to be retained over an extended interval. High post-test performance suggests not merely that learners learned the material, but that they found it significant enough to remember—potentially indicating ongoing use or mental rehearsal of concepts.

Several factors may contribute to sustained retention observed in post-test results:

5. **Repeated exposure across lessons:** Many L2L concepts are deliberately woven throughout the curriculum. For instance, self-awareness appears in lessons on learning

styles, emotional regulation, values clarification, and goal-setting. This distributed practice enhances retention (Cepeda et al., 2006).

6. **Practical application:** Concepts with immediate real-world utility—such as time management strategies or communication skills—may be spontaneously practiced between lessons, strengthening encoding through retrieval practice (Roediger & Karpicke, 2006).
7. **Personal relevance:** The self-referential nature of content ("What are YOUR values?" "What is YOUR learning style?") promotes self-reference encoding, which enhances memory (Symons & Johnson, 1997).

The consistency of post-test performance with through-test results therefore suggests that learners not only understood concepts but found them sufficiently meaningful or useful to retain them over months—a finding with significant implications for program impact.

Overview of 2025 Results

The 2025 evaluation yielded three compelling findings that collectively demonstrate program effectiveness:

8. **90%+ through-test success rate:** Immediately following lesson delivery, an average of 90% or more of learners demonstrated mastery of content, correctly responding to assessment questions. This finding provides strong evidence that the curriculum successfully conveyed target concepts in comprehensible, accessible ways.
9. **85%+ sustained knowledge:** At year-end post-test, an average of 85% or more of learners continued to demonstrate correct understanding across topics. The minimal decrement from through-test to post-test performance (approximately 5 percentage points) indicates exceptional retention and suggests ongoing engagement with or rehearsal of program content.
10. **100% positive growth:** Every assessed topic demonstrated significant improvement from pre-test to post-test, with no topics showing neutral or negative change. This universal improvement across diverse content areas suggests robust program effectiveness.

These findings are particularly remarkable given the context: learners in under-resourced schools, many managing significant out-of-school responsibilities, demonstrated near-universal mastery of complex psychosocial concepts and retained this knowledge over extended intervals despite variable attendance patterns.

Domain 1: Enhancing Learning Ability for Practical Life Success

Theoretical Framework

The program's foundation in Howard Gardner's theory of multiple intelligences (1983, 1999) represents a critical departure from traditional, narrowly-defined conceptions of intelligence. Gardner's framework posits eight distinct intelligences—linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic—each representing a different way of processing information and solving problems. For learners in under-resourced educational environments, where standardized testing often fails to recognize diverse cognitive strengths, explicit instruction in multiple intelligences can enhance self-efficacy among those who have experienced academic marginalization (Armstrong, 2009; Dweck, 2006).

The program's incorporation of learning style preferences through the VAK (Visual, Auditory, Kinesthetic) framework, while contested in terms of learning style matching (Pashler et al., 2008), provides learners with valuable metacognitive awareness. Understanding one's information processing preferences can enhance strategic learning and self-regulated learning behaviors (Kirschner, 2017; Schraw & Dennison, 1994).

2025 Findings: Multiple Intelligences and Learning Styles

Ways to Be Smart

Pre-test results revealed that only 8.9% of learners could correctly identify a 'way to be smart,' with 91.1% providing incorrect or non-pluralistic responses. This baseline finding aligns with research indicating that South African educational contexts often emphasize traditional academic intelligence while undervaluing practical, creative, and interpersonal competencies (Spaull & Kotze, 2015).

Through-test performance demonstrated dramatic improvement, with 90.1% of learners correctly identifying multiple intelligences immediately following instruction—representing an 81.3 percentage point increase. This finding provides compelling evidence that explicit instruction in pluralistic intelligence frameworks successfully conveyed the concept that intelligence manifests in diverse forms.

Post-test results (85.3% correct) indicate strong retention of this concept months after instruction, with only a 4.8 percentage point decrease from through-test performance. This sustained understanding suggests that the multiple intelligences framework resonated with learners' lived experiences and self-perceptions, potentially because it validated previously underappreciated strengths.

Learning Styles (VAK Preference)

Pre-test data indicated limited awareness of learning style preferences, with only 11.7% of learners correctly naming a VAK learning style. Through-test results showed substantial improvement (89.6% correct, representing a 77.9 percentage point increase), suggesting that instruction successfully conveyed this metacognitive framework. Post-test performance (84.8%

correct) demonstrates robust retention, declining only 4.8 percentage points from through-test levels.

The strong retention of both multiple intelligences and learning style concepts suggests these frameworks provided learners with personally relevant and practically useful ways of understanding themselves as learners—knowledge that may have been spontaneously activated when learners encountered learning challenges or made decisions about study strategies.

Study Techniques and Metacognitive Strategies

The effectiveness of specific study techniques varies considerably, with retrieval practice, distributed practice, and elaborative interrogation demonstrating robust empirical support (Dunlosky et al., 2013). The L2L curriculum introduces learners to evidence-based strategies differentiated by learning preference.

Study Techniques for Kinesthetic Learners

Pre-test data revealed minimal knowledge of differentiated study techniques, with only 2.8% of learners correctly identifying kinesthetic learning strategies. This finding underscores that many learners rely on ineffective strategies not due to lack of effort, but lack of exposure to evidence-based approaches tailored to their learning preferences.

Through-test results demonstrated exceptional learning, with 90.0% of learners correctly describing kinesthetic study techniques—an 87.2 percentage point improvement representing the largest gain across all assessed topics. This substantial improvement suggests the practical, hands-on nature of kinesthetic strategies may have been particularly accessible or appealing to learners.

Post-test performance (79.2% correct) showed stronger retention than for some other topics, declining only 10.8 percentage points from through-test levels. This relatively robust retention may reflect spontaneous application of kinesthetic strategies by learners who recognized their alignment with their learning preferences.

Time Management and Executive Function Skills

Time management constitutes a critical executive function skill with far-reaching implications. Research indicates that adolescent time management predicts not only academic outcomes but also employment success and life satisfaction (Häfner et al., 2014). For learners juggling school, domestic responsibilities, and potential employment, explicit instruction in prioritization and planning is essential.

Time Management Tips

Pre-test results showed moderate baseline knowledge, with 13.8% of learners able to articulate time management strategies—higher than many other topics but still indicating substantial room for growth. Through-test performance (92.6% correct, +78.8 percentage points) demonstrated near-universal mastery of time management concepts. Post-test results (88.1% correct) showed exceptional retention, declining only 4.5 percentage points.

The strong retention of time management knowledge likely reflects the high practical utility of these skills. Learners managing complex schedules may have spontaneously implemented learned strategies, reinforcing retention through practical application.

Benefits of Time Management

Pre-test data indicated limited understanding of time management benefits (7.3% correct). Through-test results (88.9% correct, +81.6 percentage points) and post-test results (85.3% correct, +78.0 percentage points) demonstrate both strong initial learning and robust retention. The conceptual understanding that time management reduces stress and anxiety when exams approach may have been reinforced through learners' direct experience of these benefits.

'Eat Frogs First' Principle

The 'eat frogs first' principle—addressing most challenging tasks when cognitive resources are highest—exemplifies pragmatic, evidence-informed strategies. Pre-test data showed very limited awareness (2.2% correct). Through-test performance (84.9% correct, +82.8 percentage points) and post-test retention (85.6% correct, +83.4 percentage points) were remarkable. Notably, post-test performance actually *exceeded* through-test performance by 0.7 percentage points—one of the few topics showing this pattern. This unusual finding suggests that learners may have discovered the concept's practical value through application, strengthening rather than diminishing their understanding over time.

Domain 1 Summary

Domain 1 results demonstrate that explicit instruction in metacognitive strategies, learning frameworks, and executive function skills yielded substantial and sustained improvements. The average improvement across Domain 1 topics exceeded 80 percentage points from pre to through-test, with retention remaining robust (average 85%+ correct at post-test). These findings suggest that learners not only understood these concepts but found them sufficiently relevant and applicable to retain them over extended intervals—potentially through ongoing use in their academic lives.

Domain 2: Enhancing Emotional and Behavioural Well-Being

Theoretical Framework

The distinction between self-esteem and self-compassion represents a critical theoretical refinement. While self-esteem involves evaluative judgments often contingent on achievement or social comparison, self-compassion entails treating oneself with kindness during failure (Neff, 2003). Research indicates that self-compassion predicts psychological resilience, reduced anxiety and depression, and sustained motivation more reliably than self-esteem (Neff & Vonk, 2009).

The program's grounding in DBT provides learners with specific, teachable skills for emotion regulation. The DEAR MAN framework offers structured assertive communication, while GIVE skills target relationship maintenance (Linehan, 1993). For adolescents experiencing chronic stressors, emotion regulation skills function as protective factors that interrupt pathways from adversity to psychopathology (Aldao et al., 2010; Masten, 2001).

2025 Findings: Self-Understanding and Emotional Well-Being

Self-Esteem Definition

Pre-test data indicated moderate baseline understanding of self-esteem (16.0% correct), suggesting some prior exposure to this concept. Through-test results (87.0% correct, +71.0 percentage points) demonstrated strong learning. Remarkably, post-test performance showed the highest retention across all topics (95.0% correct, +79.0 percentage points), with learners actually improving 8.0 percentage points from through-test to post-test.

This exceptional pattern suggests that the self-esteem concept was not merely learned but deeply integrated into learners' self-understanding. The improvement from through-test to post-test—a pattern observed in only one other topic—indicates that learners' comprehension actually *deepened* over time, potentially through ongoing reflection or discussion of self-esteem in their lives.

Self-Esteem vs. Self-Compassion

Pre-test results showed very limited understanding of this distinction (2.8% correct). Through-test performance improved substantially (61.4% correct, +58.6 percentage points), though this represented the lowest through-test performance across all topics. Post-test results (71.5% correct, +68.6 percentage points) showed *improvement* rather than typical retention decline, with performance increasing 10.1 percentage points from through-test.

This unusual pattern—lower initial mastery but improvement over time—suggests that the self-compassion concept may require extended processing or experiential learning to be fully understood. Learners may have initially found the distinction abstract but, through subsequent reflection or application, developed deeper comprehension. This finding underscores the value of assessing both immediate and delayed understanding for complex psychological concepts.

Emotion Regulation and Cognitive Patterns

Impact of Avoiding Emotions

Pre-test data revealed relatively strong baseline understanding (31.5% correct), the highest pre-test performance across all topics. This finding suggests that learners may have had direct experience with emotional avoidance or had received prior education about emotional awareness. Through-test results (91.6% correct, +60.1 percentage points) showed strong learning. Post-test performance (90.0% correct, +58.5 percentage points) demonstrated exceptional retention, declining only 1.6 percentage points—the smallest through-to-post decline observed.

This pattern suggests the concept resonated strongly with learners' lived experiences.

Adolescents may have encountered situations where emotional avoidance worsened problems, making this concept personally relevant and memorable.

Unhelpful Thinking Styles

Pre-test results showed limited baseline knowledge (4.5% correct). Through-test performance (84.3% correct, +79.8 percentage points) and post-test retention (78.4% correct, +73.9 percentage points) demonstrated strong learning and retention. The concept of cognitive distortions—thinking patterns that maintain negative emotions—is central to CBT interventions. Learners' ability to identify unhelpful thinking styles months after instruction suggests this framework provided a useful lens for understanding their emotional experiences.

Interpersonal Skills and Communication

Assertiveness Skills

Pre-test data indicated minimal knowledge (4.8% correct). Through-test results (71.7% correct, +67.0 percentage points) showed substantial learning, though performance was lower than many other topics. Post-test results (69.5% correct, +64.8 percentage points) showed strong retention, declining only 2.2 percentage points.

The relatively lower performance across both assessments—compared to other topics—may reflect the complexity of assertiveness concepts or the challenge of verbally articulating skills that are more behavioral than conceptual. However, the strong retention suggests that learners found the DEAR MAN framework sufficiently clear and useful to remember months later.

Values and Responsibility

Definition of Values

Pre-test results showed limited understanding (7.8% correct). Through-test performance (84.8% correct, +77.0 percentage points) and post-test retention (79.2% correct, +71.4 percentage points) demonstrated strong learning and retention. Values clarification is a core component of identity development in adolescence (Erikson, 1968). The sustained retention of this concept suggests learners found the values framework personally meaningful—perhaps because it provided language for articulating principles they were actively developing.

Meaning of Responsibility

Pre-test data showed moderate baseline understanding (19.4% correct), suggesting some prior exposure. Through-test results (87.2% correct, +67.7 percentage points) and post-test performance (84.2% correct, +64.8 percentage points) demonstrated strong learning and robust retention. Personal responsibility—taking ownership of one's choices and consequences—is a developmentally appropriate focus for adolescents navigating increasing autonomy.

Domain 2 Summary

Domain 2 results demonstrate that concepts related to self-understanding, emotional regulation, and interpersonal skills yielded substantial improvements and strong retention. Several topics showed unusual patterns, including self-esteem and self-compassion concepts improving from through-test to post-test. These findings suggest that emotional and interpersonal concepts may require extended processing and that learners' understanding deepened through continued reflection or application over time. The average post-test performance across Domain 2 topics exceeded 80% correct, indicating robust long-term retention of these critical well-being competencies.

Domain 3: Facilitating Personal Development

Theoretical Framework

Interpersonal effectiveness constitutes a critical component of adolescent development and predicts long-term outcomes including relationship quality, mental health, and occupational success (Spence, 2003). The L2L program addresses communication, conflict resolution, and decision-making through evidence-based frameworks.

Effective communication requires both assertiveness (clearly expressing needs) and empathy (understanding others' perspectives). Positive communication predicts relationship satisfaction and conflict resolution capacity (Gottman, 1994). For adolescents developing romantic relationships, friendships, and family dynamics, explicit instruction in communication patterns can prevent establishment of maladaptive interaction styles.

Conflict resolution skills enable adolescents to navigate disagreements constructively rather than avoiding conflict or engaging destructively. Research indicates that conflict resolution training reduces aggression and improves relationship quality (Johnson & Johnson, 1996). Decision-making frameworks provide structures for approaching choices systematically, supporting development of executive function skills.

2025 Findings: Communication and Interpersonal Skills

Negative Communication Examples

Pre-test results showed moderate baseline understanding (14.7% correct), suggesting some intuitive awareness of negative communication patterns. Through-test performance (86.2% correct, +71.5 percentage points) and post-test retention (84.2% correct, +69.5 percentage points) demonstrated strong learning and minimal decline (2.0 percentage points).

The strong retention likely reflects that learners regularly encounter negative communication in daily life, providing ongoing opportunities to identify and reflect on these patterns. Recognition of negative communication may serve as a precursor to choosing alternative approaches.

Positive Communication Examples

Pre-test data indicated moderate baseline understanding (12.7% correct). Through-test results (86.0% correct, +73.2 percentage points) and post-test performance (90.0% correct, +77.3 percentage points) demonstrated not only strong learning but improvement over time. Post-test performance exceeded through-test by 4.0 percentage points, suggesting that understanding of positive communication patterns deepened through observation or practice.

Conflict Resolution

Conflict Resolution Steps

Pre-test results showed limited baseline knowledge (5.4% correct). Through-test performance (87.7% correct, +82.3 percentage points) represented one of the largest improvements across all

topics. Post-test retention (74.8% correct, +69.4 percentage points) showed a larger decline (12.9 percentage points) than many other topics, though performance remained strong.

The substantial learning followed by moderate retention decline may reflect that conflict resolution steps constitute a procedural skill requiring practice to maintain. However, the 74.8% post-test performance indicates that most learners retained the framework months later, suggesting it provided a memorable structure for approaching conflicts.

Decision-Making Skills

Decision-Making Styles

Pre-test data revealed very limited awareness (1.7% correct), the lowest baseline performance across all topics. Through-test results (85.0% correct, +83.3 percentage points) represented the second-largest improvement observed. Post-test performance (77.8% correct, +76.1 percentage points) showed strong retention, declining 7.2 percentage points.

The dramatic improvement from near-zero baseline to 85% mastery demonstrates that explicit instruction successfully introduced a completely novel framework. The sustained retention suggests learners found the typology of decision-making styles (go with your gut, think it through, take your time, poll other people) resonant with their experiences and useful for self-understanding.

Decision-Making Process Steps

Pre-test results showed the lowest baseline knowledge across all topics (0.9% correct). Through-test performance (81.8% correct, +81.0 percentage points) and post-test retention (79.8% correct, +78.9 percentage points) demonstrated exceptional learning and strong retention. The minimal decline (2.0 percentage points) suggests this procedural framework was particularly memorable or useful.

Boundaries and Autonomy

Boundary Definition

Pre-test data indicated limited understanding (10.8% correct). Through-test results (86.6% correct, +75.8 percentage points) and post-test performance (86.1% correct, +75.4 percentage points) demonstrated both strong learning and exceptional retention. The minimal decline (0.5 percentage points) suggests this concept proved particularly meaningful or relevant.

Personal boundaries—understanding what is acceptable and unacceptable in relationships—constitute a critical developmental task in adolescence as young people negotiate relationships with increasing autonomy. The sustained retention suggests learners recognized the relevance of this concept to their lives.

Tips for Creating Boundaries

Pre-test results showed limited baseline knowledge (5.2% correct). Through-test performance (67.5% correct, +62.4 percentage points) represented the lowest through-test result across all topics, though still indicating substantial learning. Post-test retention (70.9% correct, +65.7

percentage points) was notable for showing *improvement* rather than decline, with performance increasing 3.4 percentage points.

This pattern—lower initial mastery but improvement over time—suggests that boundary-setting strategies may be easier to understand through application than abstract instruction. Learners may have initially found the concept complex but, through attempts to implement boundary-setting in their relationships, developed clearer understanding.

How Boundaries Affect Others

Pre-test data indicated minimal knowledge (4.3% correct). Through-test results (51.1% correct, +46.8 percentage points) represented the lowest through-test performance across all topics. Post-test performance (68.4% correct, +64.1 percentage points) showed remarkable improvement, increasing 17.3 percentage points from through-test—the largest through-to-post improvement observed.

This exceptional pattern suggests this concept may be particularly complex or counterintuitive, requiring extended processing or experiential learning. Understanding how setting personal boundaries affects others—potentially eliciting respect, clarity, or relationship improvement—may become evident only through application. The substantial post-test improvement indicates that learners' comprehension deepened significantly over time, potentially as they observed the effects of boundary-setting in their relationships.

Domain 3 Summary

Domain 3 results reveal interesting patterns in how interpersonal and decision-making concepts are learned and retained. Several topics showed improvement from through-test to post-test, suggesting these concepts benefit from extended processing and practical application. The relatively lower through-test performance on some topics (particularly boundary-related concepts) followed by strong post-test performance indicates that these competencies may require experiential learning to be fully understood. Overall, the substantial improvements across all topics and strong post-test retention (averaging above 75%) demonstrate that learners successfully acquired and retained critical interpersonal and decision-making frameworks.

Domain 4: Promoting Vocational Awareness

Theoretical Framework

Career development theory emphasizes that occupational choices are not singular decisions but rather developmental processes shaped by self-understanding, opportunity awareness, and goal-setting capacity (Savickas, 2013). For adolescents in contexts with limited exposure to diverse career pathways, explicit instruction in vocational options and planning processes can expand conceptions of possibility.

South African youth face a particularly constrained vocational landscape, with youth unemployment exceeding 60% and many learners having limited knowledge of careers beyond those visible in their immediate communities (Statistics South Africa, 2023). The distinction between academic and vocational training pathways is often poorly understood, potentially limiting career exploration. Goal-setting frameworks provide structures for translating aspirations into actionable plans (Locke & Latham, 2002).

2025 Findings: Vocational Knowledge and Planning

Training with Grade 9 Certificate

Pre-test results showed moderate baseline awareness (19.4% correct), suggesting some prior knowledge of vocational pathways. Through-test performance (89.8% correct, +70.4 percentage points) and post-test retention (85.9% correct, +66.4 percentage points) demonstrated strong learning and robust retention. The minimal decline (3.9 percentage points) suggests this practical information about accessible training options was particularly relevant and memorable.

Understanding vocational training options available with a Grade 9 certificate expands learners' conception of viable pathways, particularly important for those at risk of school leaving. The strong retention suggests learners recognized the personal relevance of this information to their futures.

'I Have a Dream' Speech

Pre-test data indicated limited knowledge (8.6% correct). Through-test results (94.3% correct, +85.7 percentage points) represented the highest through-test performance across all topics. Post-test retention (87.5% correct, +78.9 percentage points) remained strong, declining 6.8 percentage points.

The Martin Luther King Jr. speech serves in the curriculum as an exemplar of articulating dreams and aspirations. The exceptional learning and strong retention may reflect the speech's cultural resonance and the power of its message about pursuing goals despite obstacles—themes potentially relevant to learners' lived experiences.

Goal-Setting and Future Planning

Now Goal Examples

Pre-test results showed the highest baseline performance across all topics (23.1% correct), suggesting many learners had intuitive understanding of immediate goals. Through-test performance (90.7% correct, +67.6 percentage points) and post-test retention (83.7% correct, +60.5 percentage points) demonstrated strong learning. The larger decline (7.0 percentage points) than some topics may reflect that 'now goals' are context-specific and fluid, making the abstract concept harder to retain than concrete examples personally relevant at the time of assessment.

Later Goal Examples

Pre-test data indicated moderate baseline understanding (21.4% correct). Through-test results (89.5% correct, +68.2 percentage points) and post-test performance (84.4% correct, +63.0 percentage points) demonstrated strong learning and retention. The pattern mirrors 'now goals,' with solid retention but slightly larger decline (5.1 percentage points) than topics with more stable content.

The distinction between 'now' and 'later' goals provides a developmentally appropriate framework for thinking about proximal and distal objectives. The sustained retention of both concepts suggests learners found this framework useful for organizing their aspirations and planning.

Domain 4 Summary

Domain 4 results demonstrate that vocational awareness and goal-setting concepts yielded substantial improvements and strong retention. The particularly high through-test performance on several topics (89.8% to 94.3%) suggests these concepts were especially accessible or relevant to learners. Post-test retention averaging above 85% indicates that vocational and goal-setting frameworks remained salient months after instruction, potentially because learners were actively considering their futures and these concepts provided useful structures for their thinking.

Integrated Discussion: Patterns and Implications

Exceptional Overall Effectiveness

The 2025 L2L evaluation reveals exceptional program effectiveness across all assessed domains. The average through-test performance of 90%+ indicates that the curriculum successfully conveyed complex psychosocial concepts to adolescents in under-resourced educational contexts. The average post-test performance of 85%+ demonstrates remarkable retention over extended intervals despite variable school attendance and competing life demands.

The universal positive growth (100% of topics showing improvement) is particularly noteworthy. Not a single assessed concept failed to show substantial gains from pre-test to post-test. This consistent effectiveness across diverse content—from metacognitive strategies to emotional regulation to interpersonal skills to vocational planning—suggests robust instructional design and delivery.

Patterns in Learning and Retention

Several patterns emerge from detailed analysis of the 25 assessed topics:

- 1. Most topics show predictable retention patterns:** Through-test performance averages 90%+, declining 5-10 percentage points by post-test to 80-85% retention. This pattern reflects normal memory processes where some information is naturally forgotten over time (Ebbinghaus, 1885/1964), but the minimal decline indicates robust encoding and rehearsal.
- 2. Some topics show improvement over time:** Several concepts—including 'eat frogs first,' self-esteem definition, self-esteem vs. self-compassion, positive communication, tips for creating boundaries, and how boundaries affect others—showed post-test performance equal to or exceeding through-test performance. This unusual pattern suggests that these concepts benefit from extended processing, practical application, or experiential learning. Learners' understanding appears to have *deepened* rather than merely being retained, indicating ongoing cognitive engagement with program content.
- 3. Lower through-test performance predicts potential for growth:** Topics with relatively lower through-test performance (60-75% correct rather than 85-95% correct) consistently showed improvement to 70-85% at post-test. This pattern suggests that some concepts require extended processing to be fully understood, and immediate assessment may underestimate eventual comprehension.
- 4. Practical, applicable concepts show strongest retention:** Topics with the smallest through-to-post decline (0-3 percentage points) include time management tips, benefits of time management, impact of avoiding emotions, and boundary definition. These concepts share high practical utility and potential for spontaneous application in daily life. Concepts that learners actually *use* are reinforced through retrieval practice, strengthening retention.

The Role of Distributed Practice and Curriculum Design

The robust retention observed across topics likely reflects intentional curriculum design features. Many core concepts appear in multiple lessons, providing distributed practice. For example:

11. Self-awareness appears in lessons on learning styles, emotional regulation, values clarification, and goal-setting.
12. Communication skills are addressed in assertiveness training, conflict resolution, boundary-setting, and relationship building.
13. Time management and planning skills are reinforced in goal-setting and vocational planning lessons.

This distributed practice—spacing learning opportunities over time—is among the most robust findings in learning science, consistently showing superior retention compared to massed practice (Cepeda et al., 2006). The curriculum's integration of core concepts across multiple lessons likely contributed substantially to the exceptional retention observed.

Personal Relevance and Engagement

The self-referential nature of program content—learners identify *their* intelligences, *their* learning styles, *their* values, *their* goals—promotes self-reference encoding, which enhances memory (Symons & Johnson, 1997). Information processed in relation to the self receives deeper, more elaborate encoding than information processed abstractly.

Additionally, the practical utility of most concepts likely promoted spontaneous retrieval and application. When learners face communication challenges, time management demands, or emotional difficulties, program concepts may be spontaneously activated. Each spontaneous retrieval strengthens the memory trace, enhancing retention (Roediger & Karpicke, 2006). The strong post-test performance therefore suggests learners have been *using* program concepts in their lives, not merely remembering them.

Significance for Under-Resourced Contexts

These findings are particularly remarkable given the context. Learners in under-resourced schools often face multiple barriers to learning: large class sizes, limited resources, teacher shortages, and competing demands from poverty-related responsibilities (Spaull, 2015). Variable school attendance—common in contexts where learners must balance educational, economic, and family demands—might typically predict poor retention.

However, the L2L program achieved retention rates comparable to or exceeding those typically observed in well-resourced settings. This suggests that when instruction is well-designed, culturally responsive, and addresses learners' lived experiences, adolescents in under-resourced contexts can achieve exceptional learning outcomes. The findings challenge deficit narratives that attribute poor educational outcomes primarily to learner characteristics rather than educational quality and resource allocation.

Implications for Social-Emotional Learning Interventions

The L2L results contribute to growing evidence that structured social-emotional learning interventions yield measurable benefits (Taylor et al., 2017). However, this evaluation extends beyond typical SEL research in several ways:

14. **Assessment of immediate comprehension:** The through-test methodology demonstrates that learners actually *understood* program content, addressing concerns that SEL benefits might reflect nonspecific effects rather than concept acquisition.
15. **Long-term retention assessment:** The post-test demonstrates that knowledge persisted over extended intervals, addressing concerns about temporal stability of intervention effects.
16. **Context-specific evaluation:** Demonstrating effectiveness in under-resourced South African contexts addresses the limited diversity in SEL research, which has disproportionately focused on well-resourced Western settings.

Limitations and Future Directions

Methodological Considerations

Several limitations warrant acknowledgment. First, the assessment design measured knowledge acquisition rather than behavioral implementation. While learners demonstrated understanding of concepts, future research should examine whether they actually apply these skills in their lives. Behavioral measures, observational data, or qualitative interviews could illuminate translation of knowledge to practice.

Second, the 2025 evaluation used a pre-test/post-test design without a comparison group, which limits causal inference for this cohort. While the universal improvement strongly suggests program effects, maturation, history, or testing effects could theoretically contribute. However, it should be noted that in 2024, SAICAMH conducted a quasi-experimental study with the same intervention using matched control schools. Two schools within a 15km radius of intervention sites, with comparable Grade 10 populations, received pre- and post-tests without the program and with limited access to similar support services. Results demonstrated substantial and consistent advantages for intervention schools across all measures (detailed findings available in the 2024 impact report), providing strong evidence that observed improvements are attributable to program effects rather than confounding factors.

Third, assessment relied on participant self-report, potentially subject to social desirability bias or response sets. However, the pattern of results—with some topics showing lower performance despite positive response bias—suggests genuine discrimination in understanding rather than indiscriminant positive responding.

Fourth, variable participation in through-test and post-test assessments limits generalizability.

While all Grade 10 learners received the intervention, assessment participants may differ from non-participants in attendance patterns, motivation, or academic engagement. However, the large sample sizes (n=463 pre-test, varying numbers for through-tests, n=361 post-test) and diverse participant characteristics suggest reasonable representativeness.

Future Research Directions

Several research directions would advance understanding of program mechanisms and impacts:

- 1. Behavioral outcome assessment:** Examining whether learners actually implement learned skills through behavioral observation, teacher/parent reports, or ecological momentary assessment.
- 2. Long-term follow-up:** Assessing outcomes at 1-year and 2-year follow-up to examine temporal stability and potential developmental cascades whereby early skills facilitate later competencies.
- 3. Qualitative investigation:** Conducting interviews or focus groups to understand learners' subjective experiences, which concepts they found most valuable, and how they apply program content.
- 4. Implementation science:** Examining facilitator characteristics, dose-response relationships, and implementation fidelity factors that predict program effectiveness.

Conclusion

The 2025 Learn2Learn program evaluation demonstrates exceptional effectiveness in conveying critical psychosocial competencies to adolescents in under-resourced South African contexts. The three core findings—90%+ immediate mastery, 85%+ sustained retention, and 100% positive growth—collectively provide compelling evidence of program impact.

The assessment methodology—incorporating pre-test, through-test, and post-test—offers important insights beyond traditional pre/post designs. Through-tests demonstrate that learners genuinely understood program content, controlling for memory-related variables that might otherwise confound evaluation. Post-tests reveal not merely retention but evidence of ongoing engagement with program concepts, as learners maintained understanding over extended intervals despite competing demands.

Several patterns emerged across the 25 assessed topics. Most concepts showed predictable retention with minimal decline from through-test to post-test. However, several topics—particularly self-esteem, self-compassion, positive communication, and boundary-related concepts—showed improvement over time rather than decline. This pattern suggests that some psychosocial concepts benefit from extended processing, practical application, or experiential learning, with understanding deepening through reflection and use.

The robust retention likely reflects multiple factors: distributed practice of core concepts across lessons, self-referential encoding that promotes deep processing, practical utility that encourages spontaneous application and retrieval, and curriculum design that addresses learners' lived experiences and developmental needs.

These findings are particularly significant given the context. Adolescents in under-resourced communities, managing substantial out-of-school responsibilities and educational barriers, demonstrated learning outcomes comparable to or exceeding those typically observed in well-resourced settings. This challenges deficit narratives and demonstrates that when instruction is well-designed, culturally responsive, and developmentally appropriate, all learners can achieve exceptional outcomes.

For adolescents in low-income South African communities, the competencies addressed by L2L—metacognitive strategies, emotional regulation, interpersonal effectiveness, and vocational planning—constitute essential life skills that predict not only academic success but also employment, mental health, and long-term wellbeing. The 2025 evaluation provides strong evidence that the L2L program successfully equips learners with these critical competencies, with knowledge persisting in ways that suggest ongoing application and integration into learners' self-understanding and behavioral repertoires.

In a context where youth face substantial barriers to opportunity and development, interventions that demonstrably enhance critical life competencies represent not merely educational interventions but investments in human capital, social mobility, and social justice. The L2L program's documented effectiveness suggests it merits broader implementation and continued refinement as a model for psychosocial education in under-resourced contexts.

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Annexure B

Pre-Test Results
(All Graphs)
2025

L2L Pre-test 2025

463 responses

[Publish analytics](#)

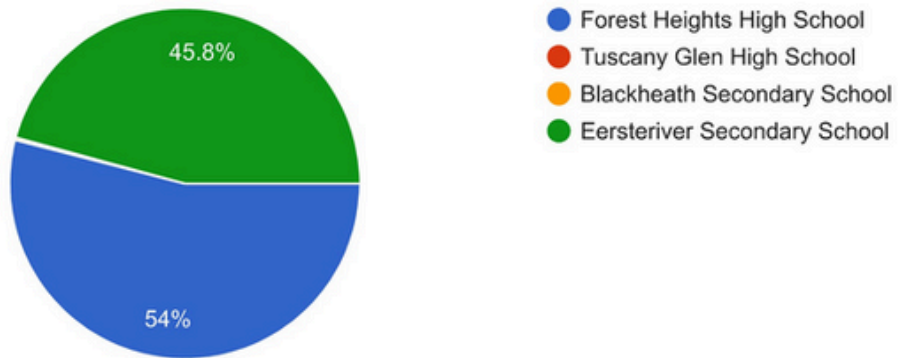
Please indicate the date the form was completed

462 responses

Jan 25	28										
Jan 2024	28	29	2								
Jan 2025	22	94	23	39	28	114	29	116	30	95	

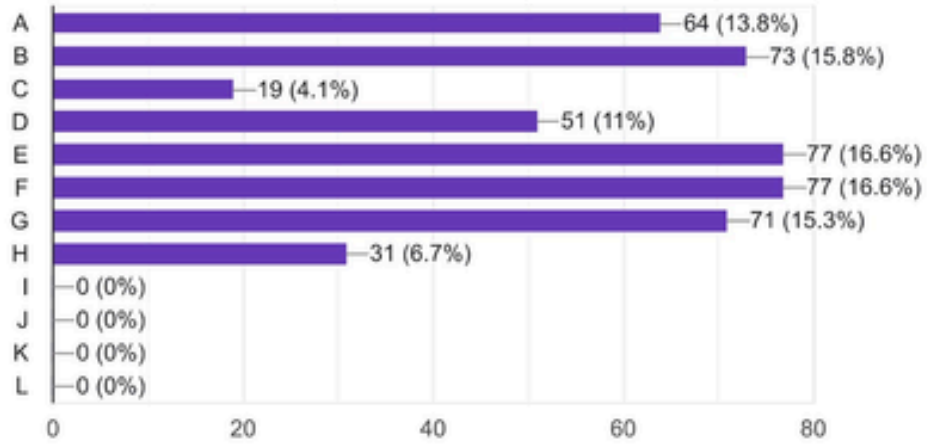
Please indicate which school the learner attends

463 responses



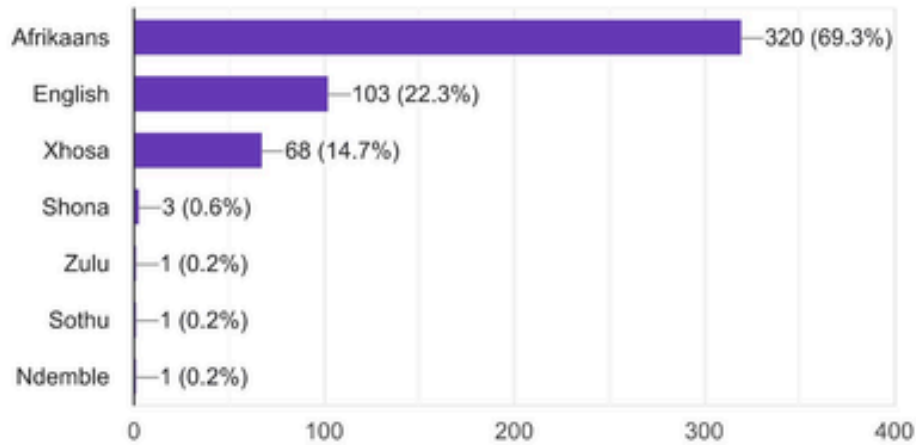
Please indicate the learner's class

463 responses



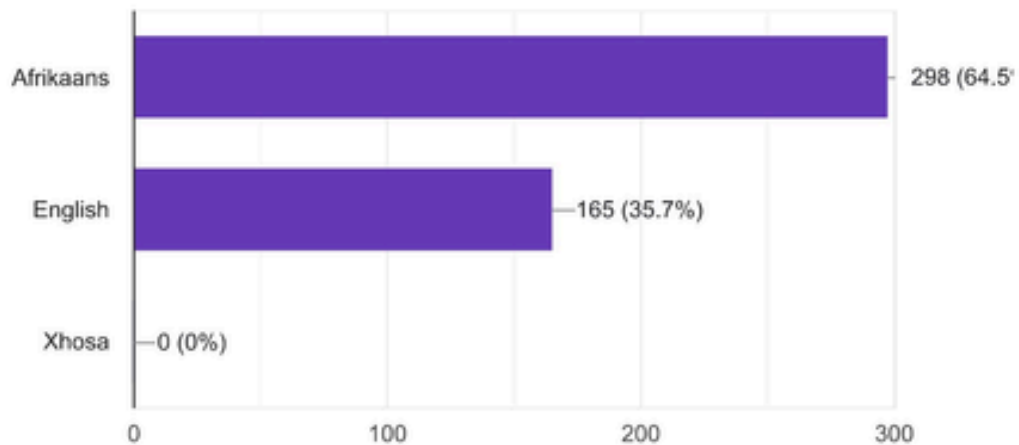
What language do you speak at home?

462 responses



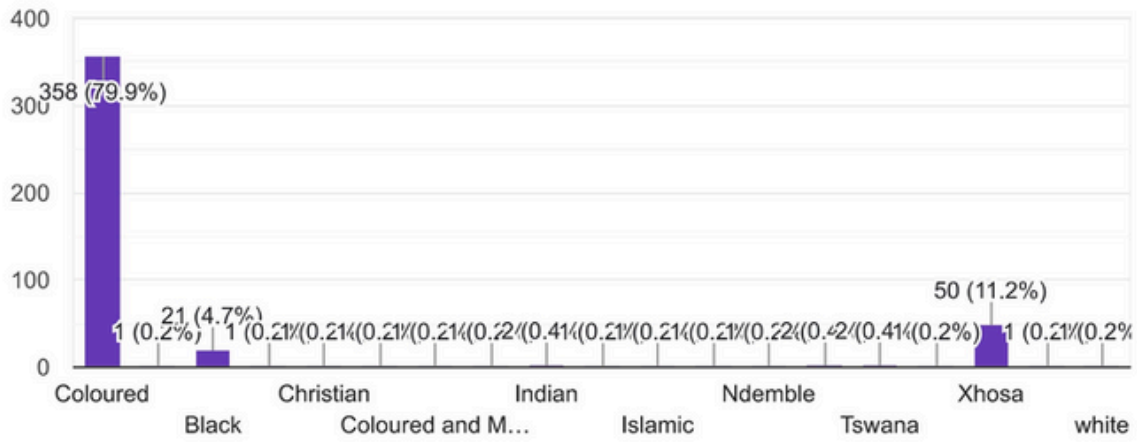
Language of instruction at school

462 responses



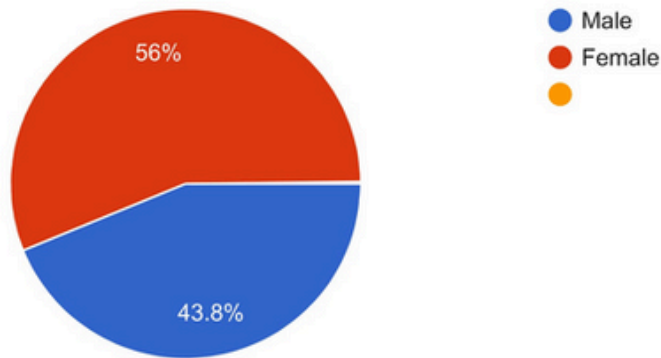
What culture do you identify with?

448 responses



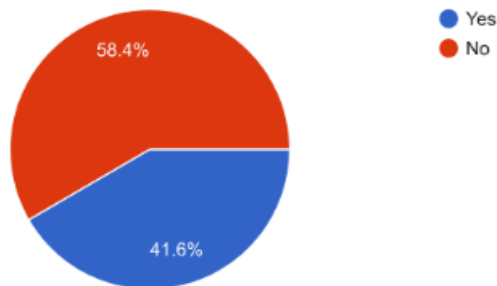
What gender do you identify with?

459 responses



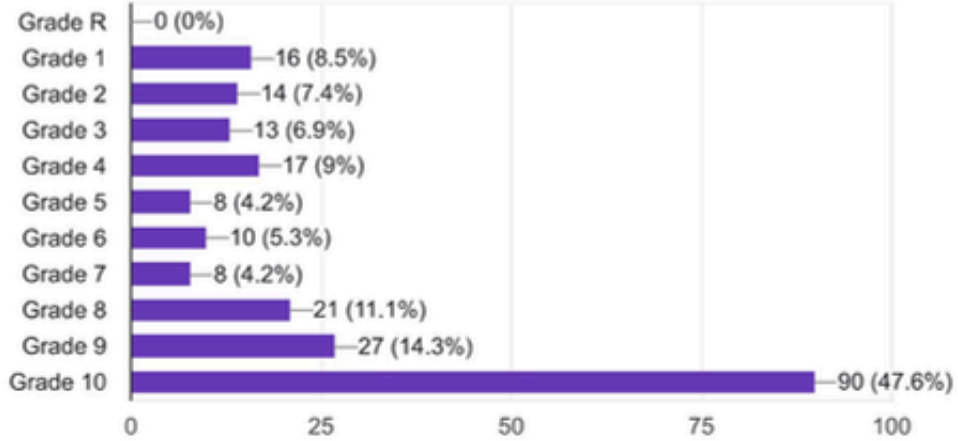
Have you repeated a grade?

459 responses



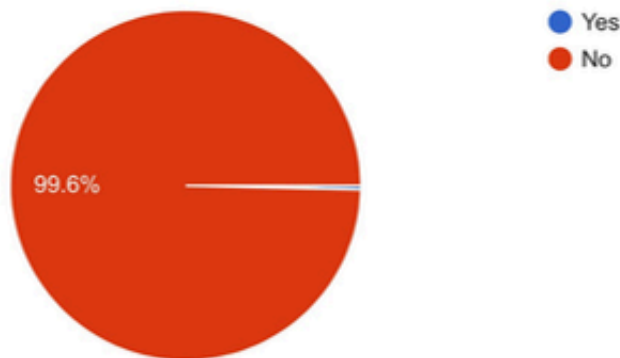
Which grade?

189 responses



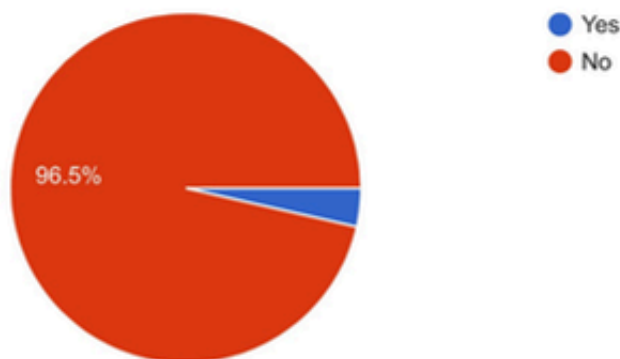
For Females - Are you pregnant?

262 responses



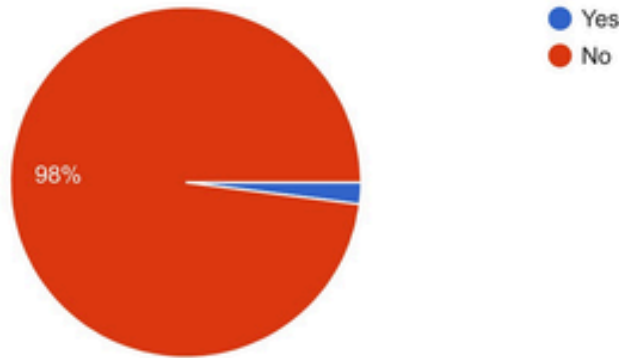
For Males - Are you expecting a baby?

198 responses



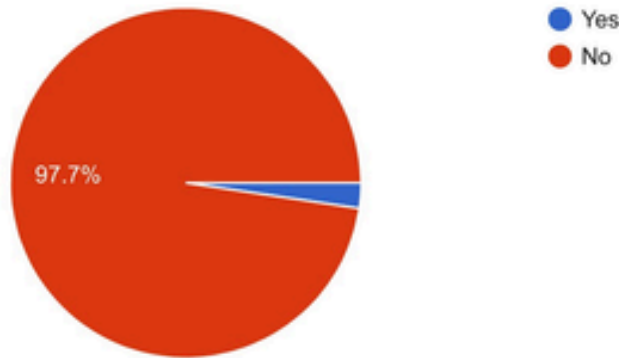
Do you have children?

453 responses



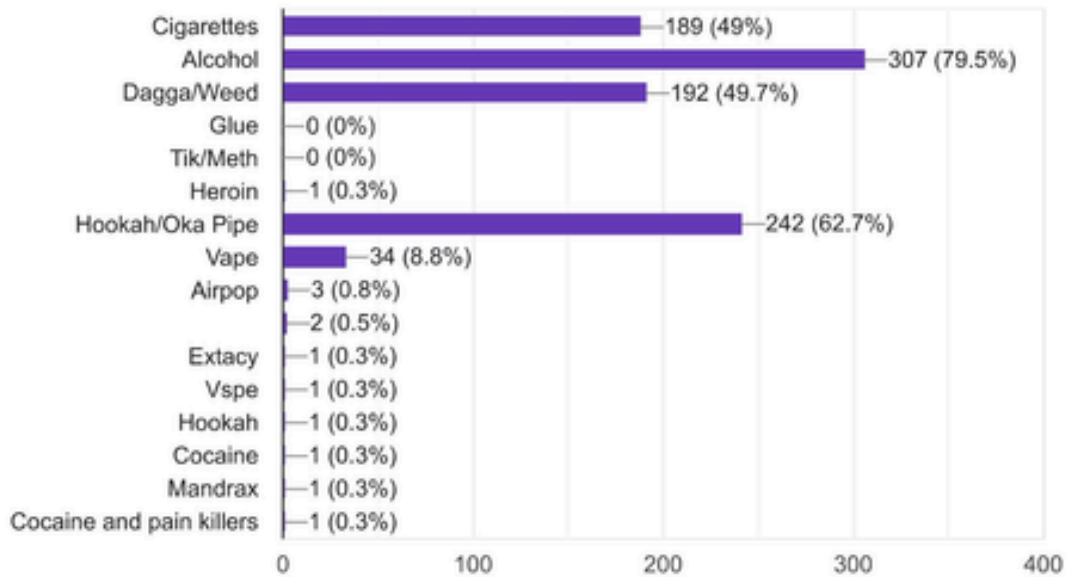
If so, do they live with you?

302 responses



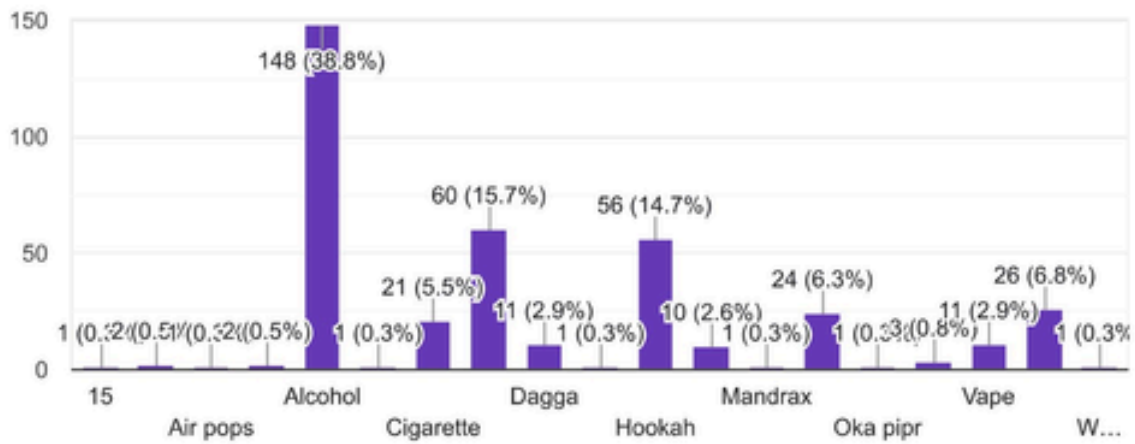
Which substance/s have you tried or experimented with?

386 responses



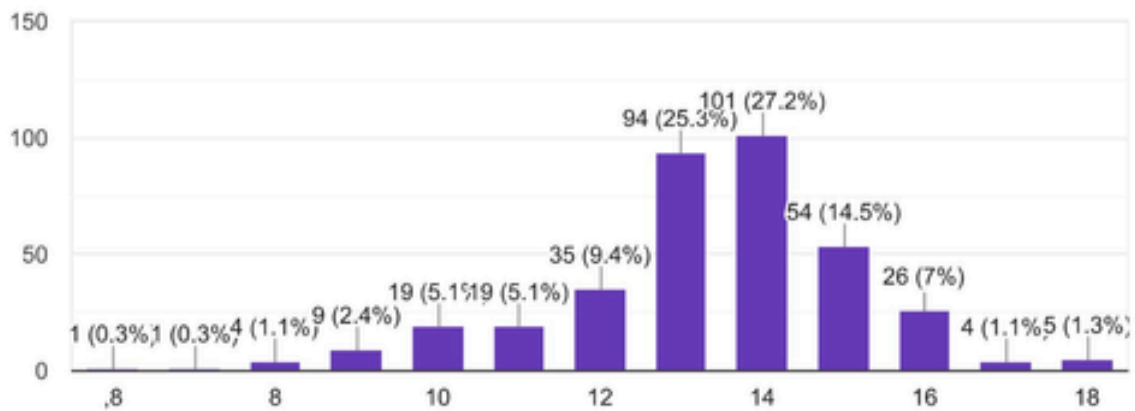
Which substance was your very first?

381 responses



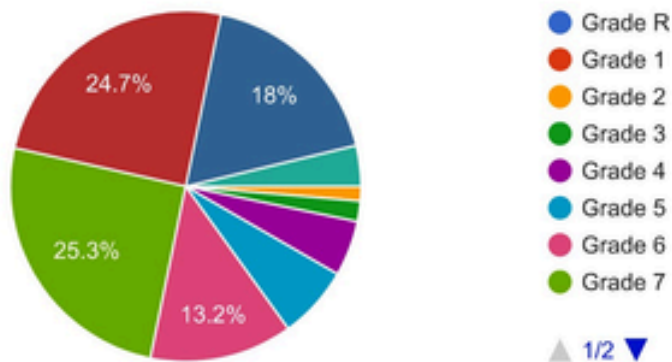
Age of first use

372 responses



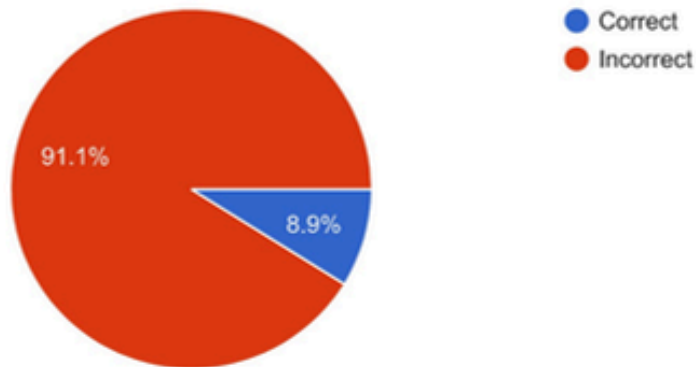
Grade of first use

372 responses



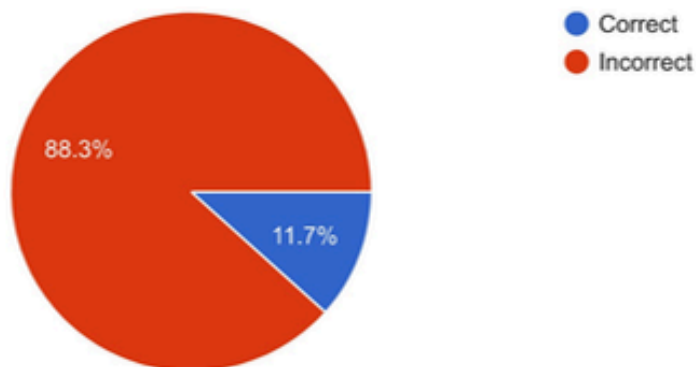
Name one of the ways to be smart

463 responses



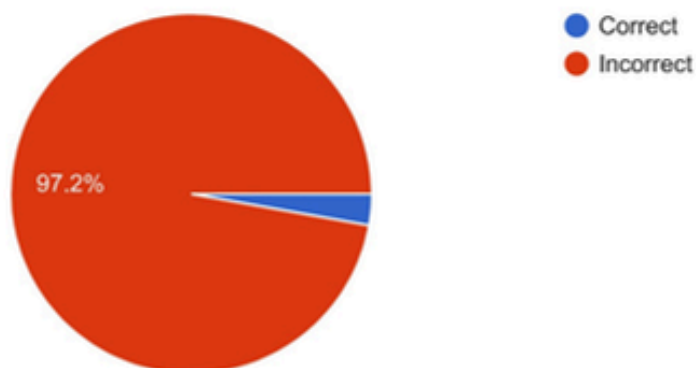
Please name one learning style (VAK Preference)

463 responses



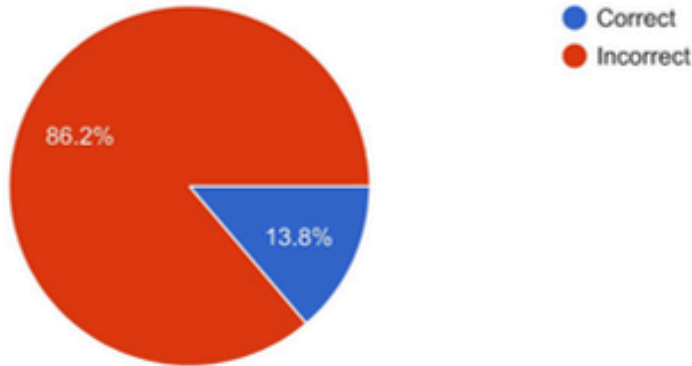
Please give one example of a study technique for kinesthetic learners

463 responses



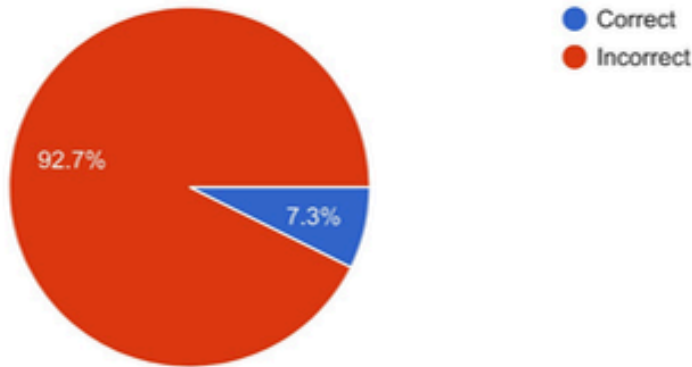
Please write down one tip for time management

457 responses



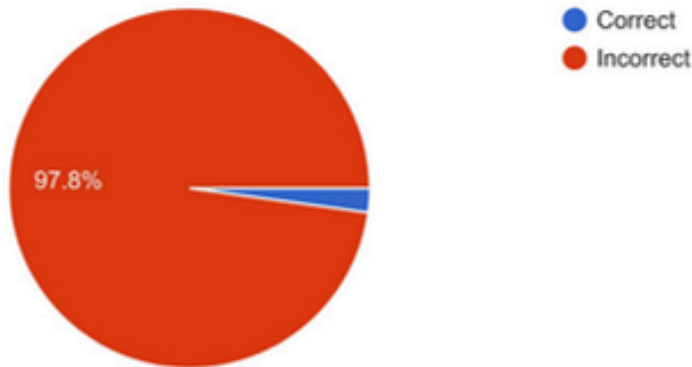
The benefit of good time management is reduced _____ and _____

463 responses

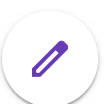


Can you explain what is meant by "eat frogs first"?

463 responses

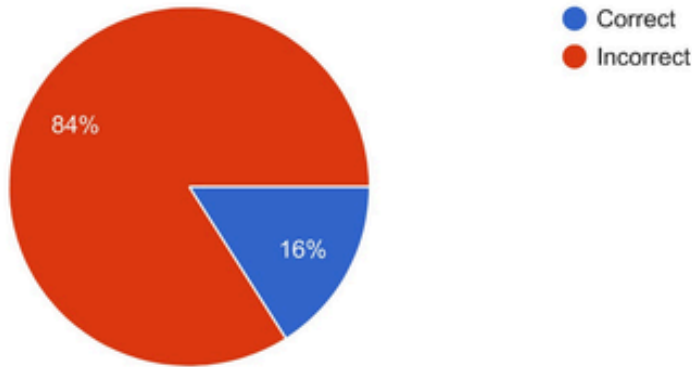


Life Quiz - Emotional and Behavioural Well-being



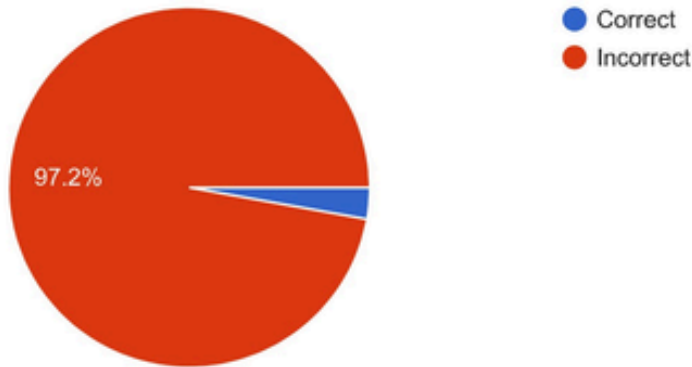
What is self-esteem?

463 responses



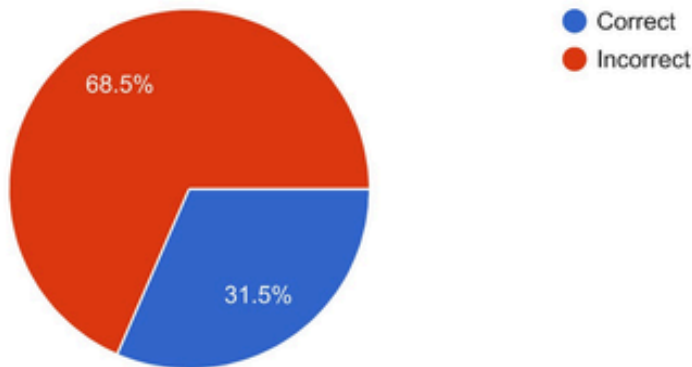
What is the difference between self-esteem and self-compassion

461 responses



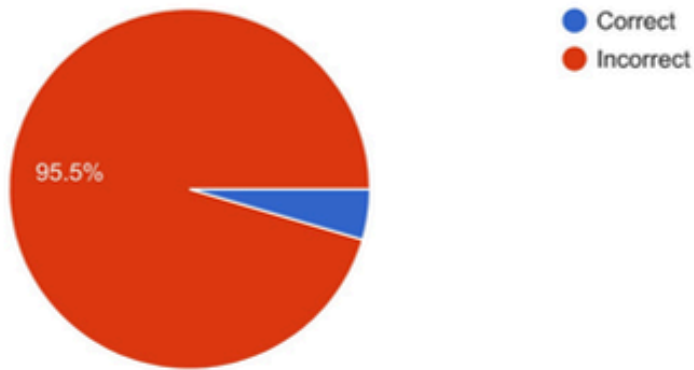
Avoiding emotions can...

463 responses



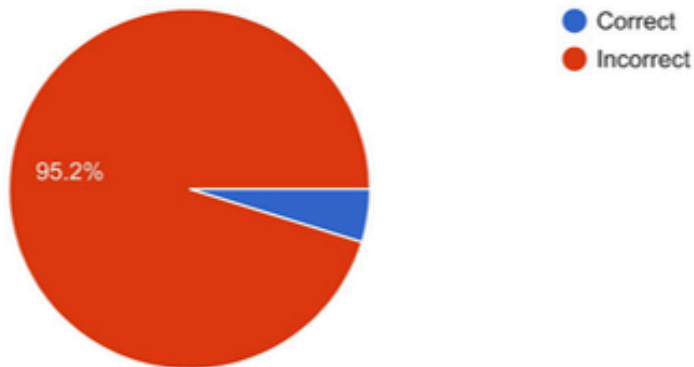
Name an unhelpful thinking style

463 responses



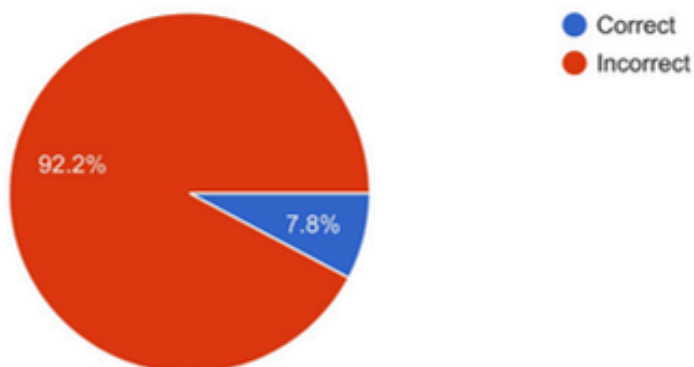
Name one of the assertiveness skills

463 responses



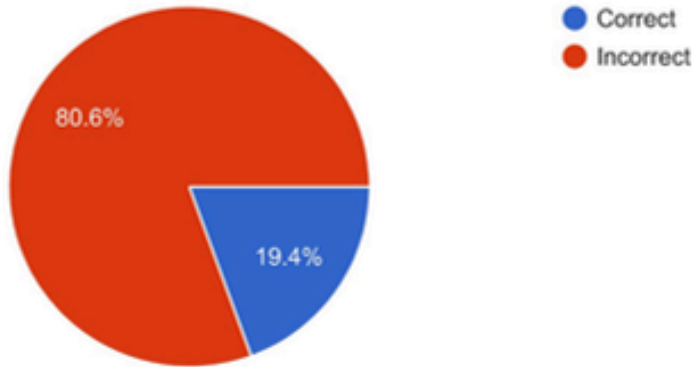
Give a definition of values

463 responses



What does "responsibility" mean?

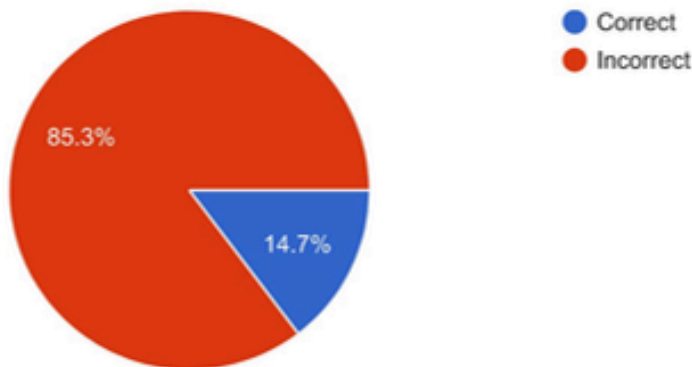
463 responses



Life Quiz - Personal Development

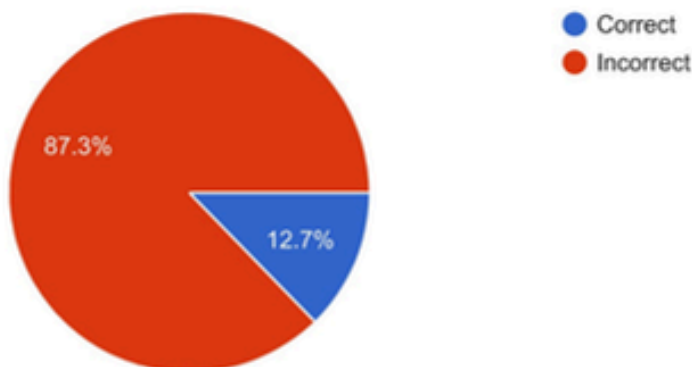
Give an example negative communication

463 responses



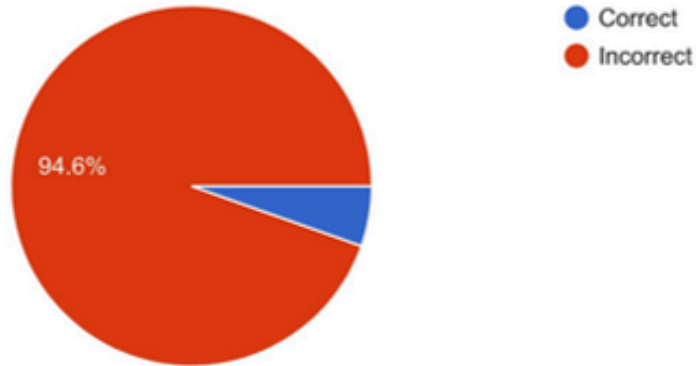
Give an example of positive communication

463 responses



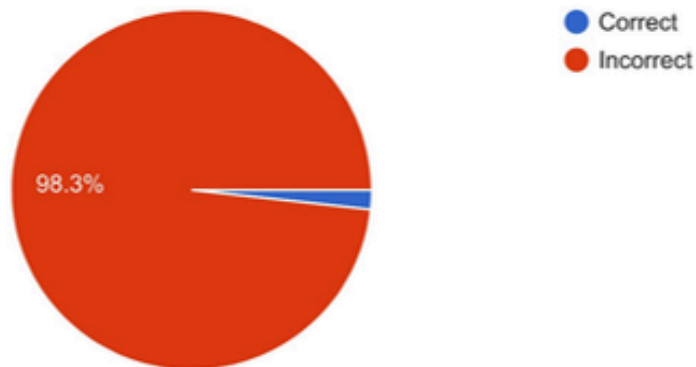
Provide two steps used in healthy conflict resolution

463 responses



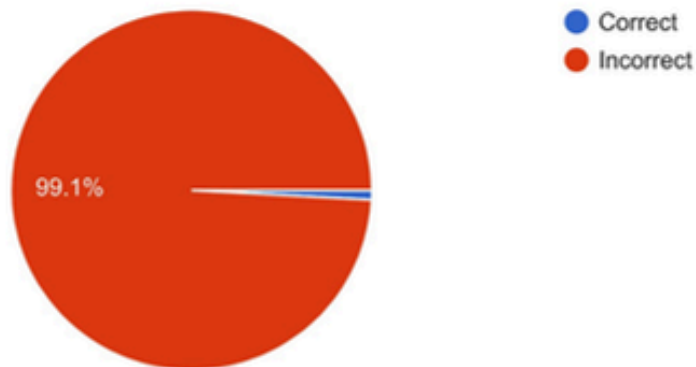
Name any decision-making style

463 responses



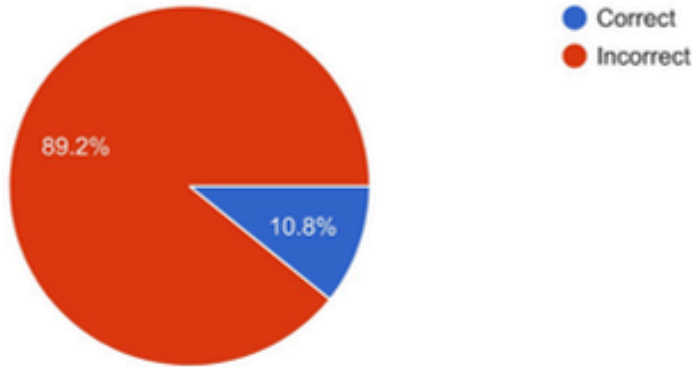
Name any two decision-making steps in the decision-making process

463 responses



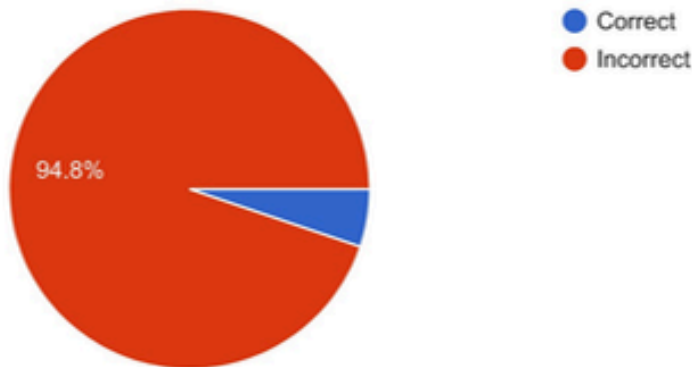
What is a boundary?

463 responses



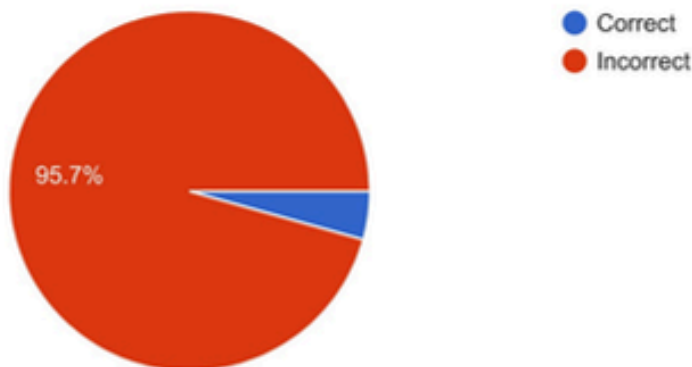
Name one "tip for teens" to create boundaries

463 responses



How do boundaries affect others

463 responses

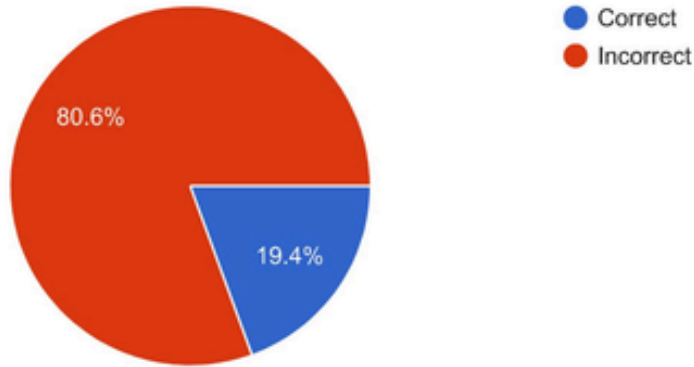


Life Quiz - Vocational Awareness



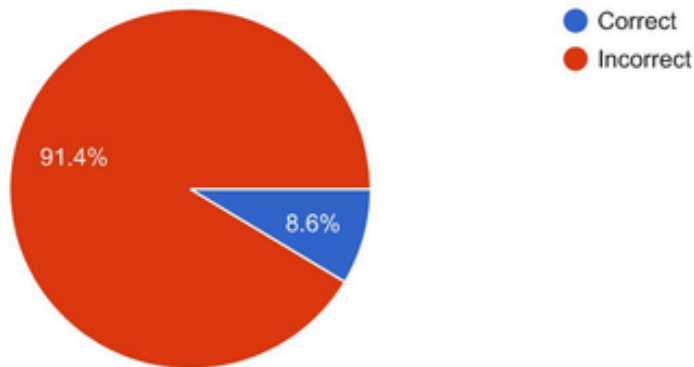
What formal training can you receive outside of school with a grade 9 certificate

463 responses



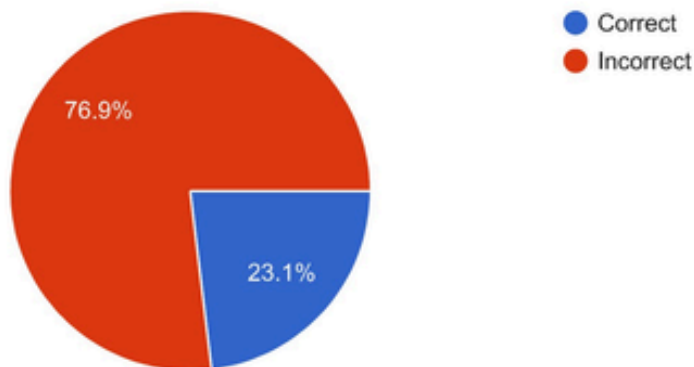
Who made the famous speech "I have a dream"

463 responses



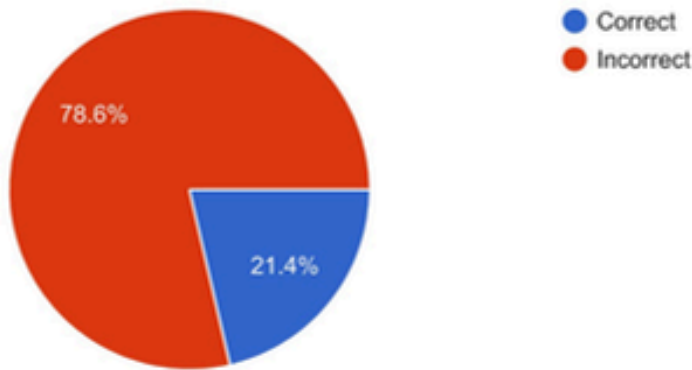
Give an example of a "now goal"?

463 responses



Give an example of a "later goal"

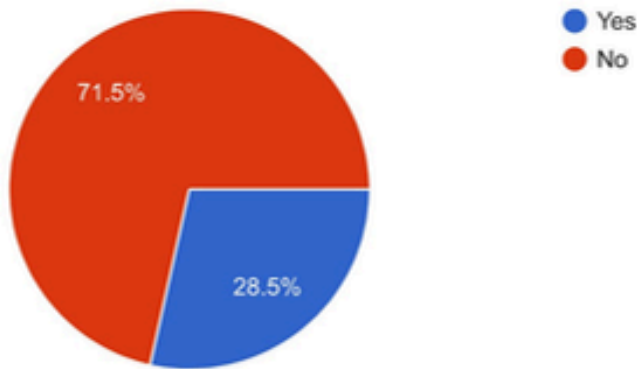
463 responses



Life Quiz -My Well-being

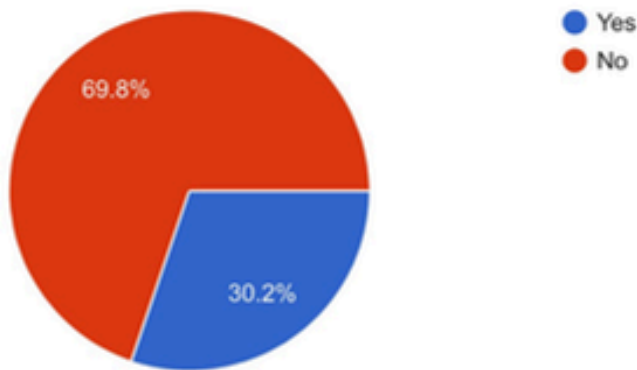
Are you grappling with any mental health challenges, or any other personal concern?

446 responses



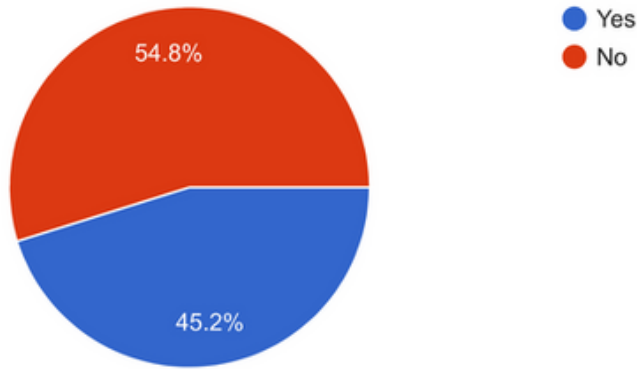
Would you like to be referred to someone for support?

440 responses



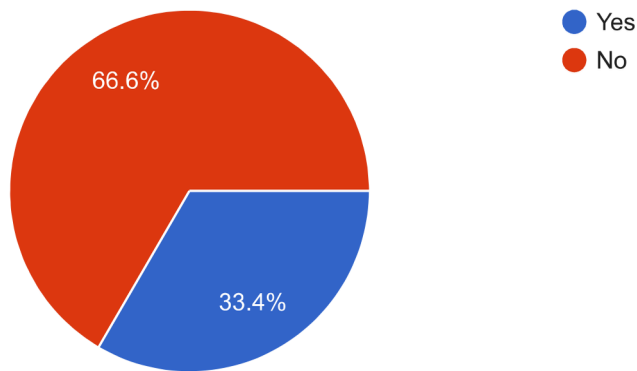
Have you used any substances in the last 6 months to help you cope, help you forget your problems or to feel enjoyment?

445 responses



Would you like to know how to reduce your alcohol/weed use to improve your academic performance

443 responses



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Google Forms



Annexure C

Through-Test Results
(All Graphs)
2025

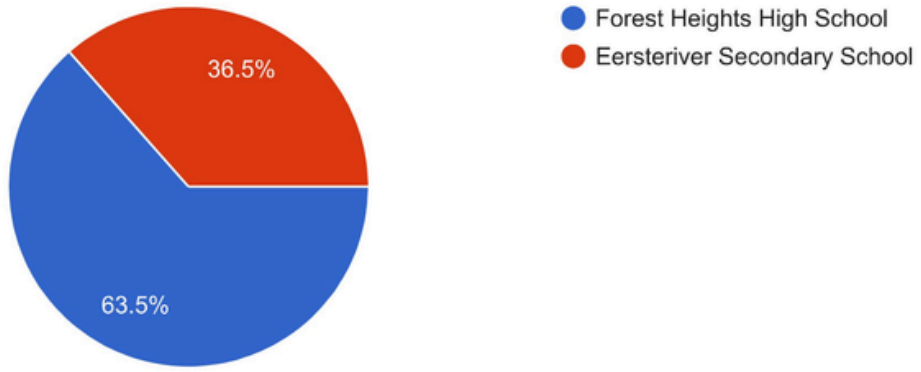
Through Test 2025

1,099 responses

[Publish analytics](#)

Please indicate the school

1,098 responses

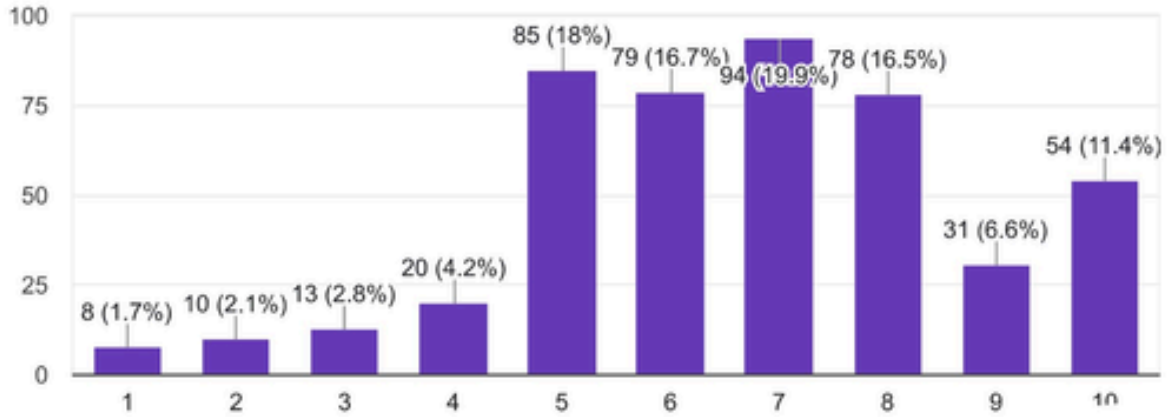


Domain 1 - Learning Ability for Practical Life Success

Lesson 1 - Many ways to be smart

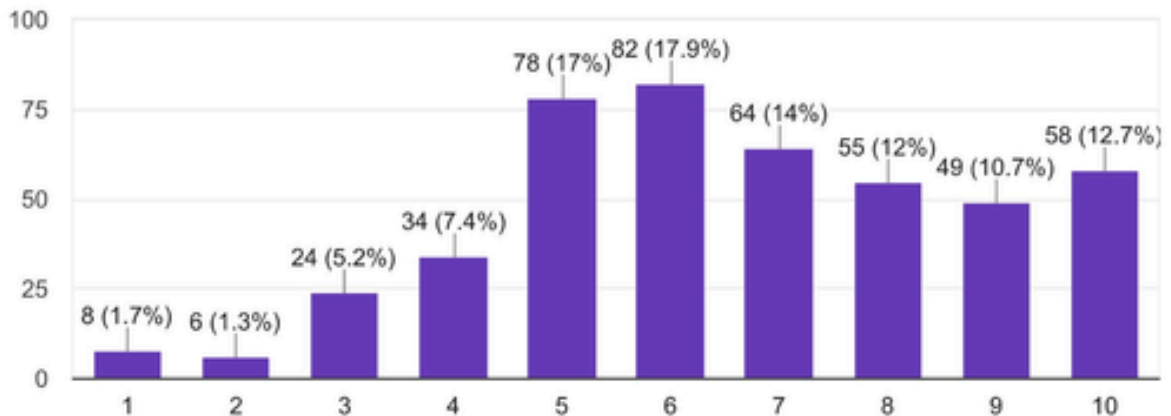
Knowledge Gain (1-10)

472 responses



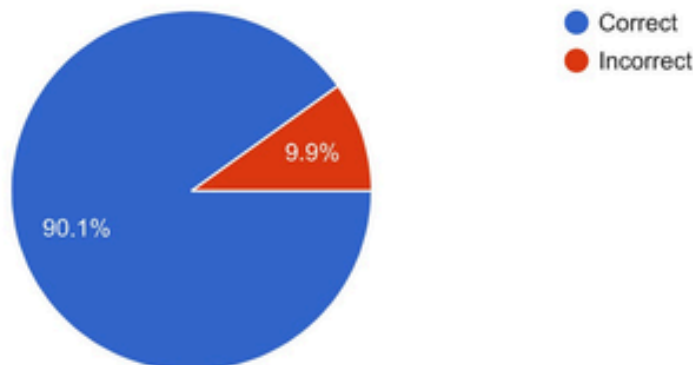
Confidence Gain (1-10)

458 responses



Name any one of the ways to be smart

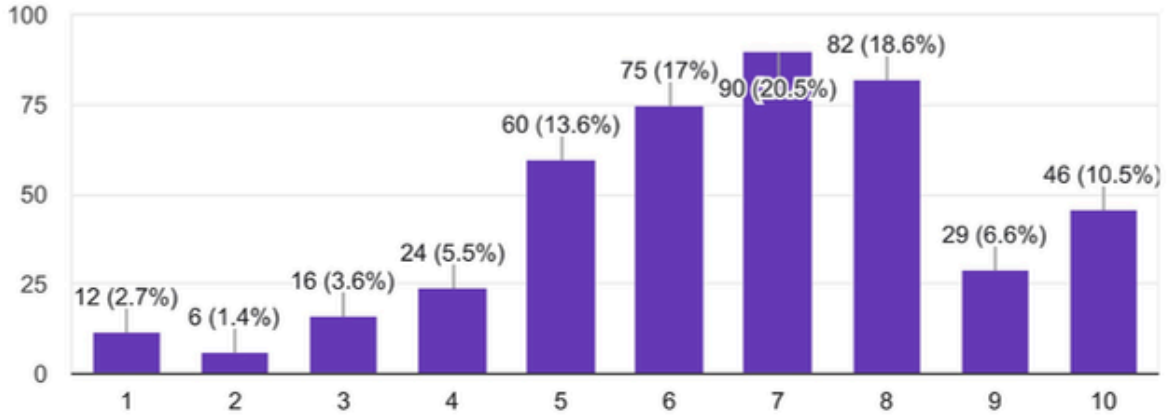
465 responses



Lesson 2 - Learning Styles

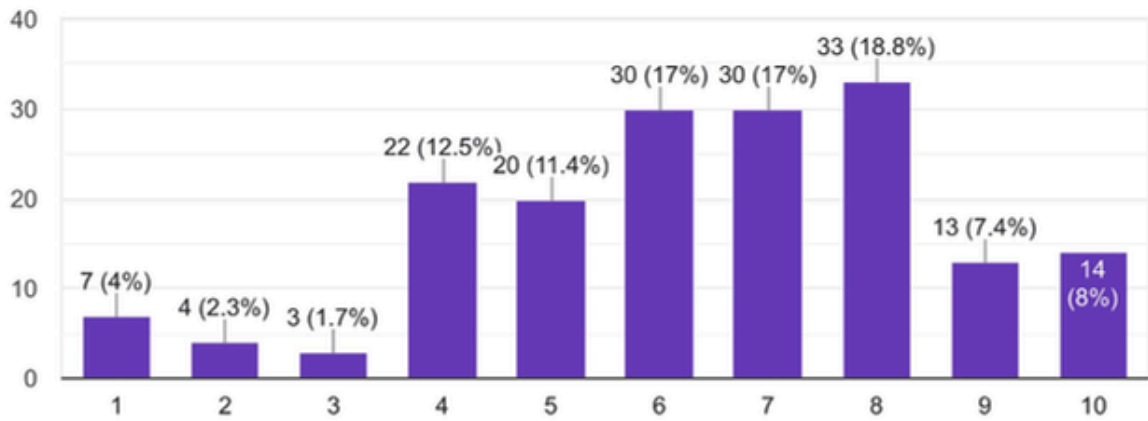
Knowledge Gain (1-10)

440 responses



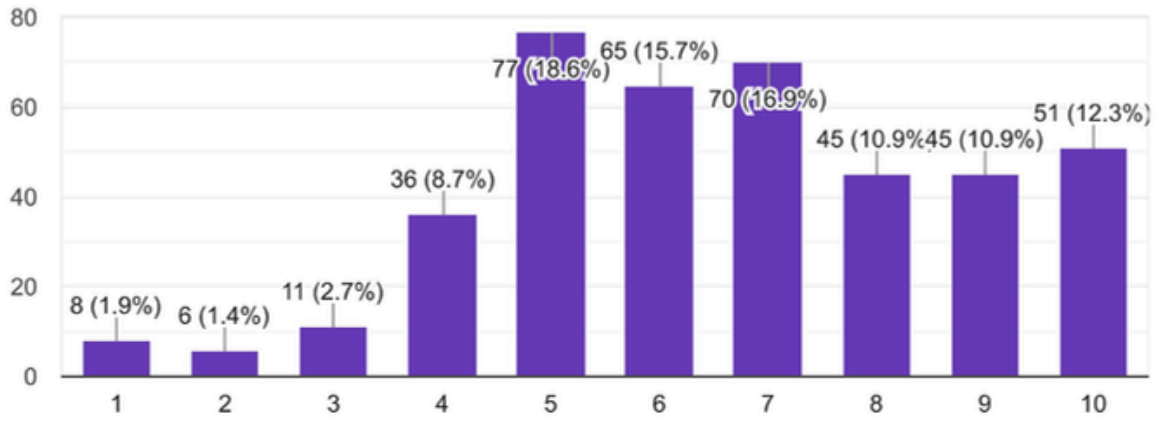
Knowledge Gain (1-10)

176 responses



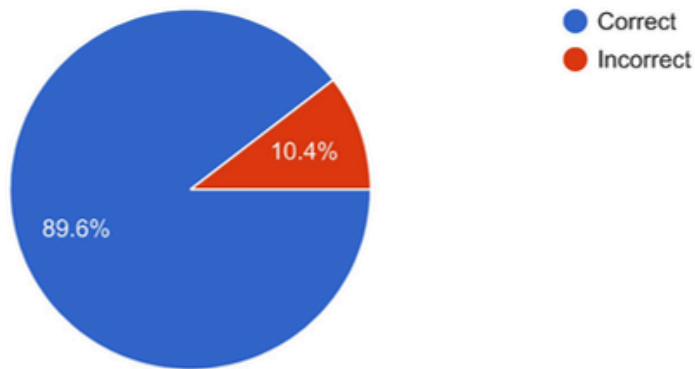
Confidence Gain (1-10)

414 responses



Please name one learning style (VAK Preference)

432 responses

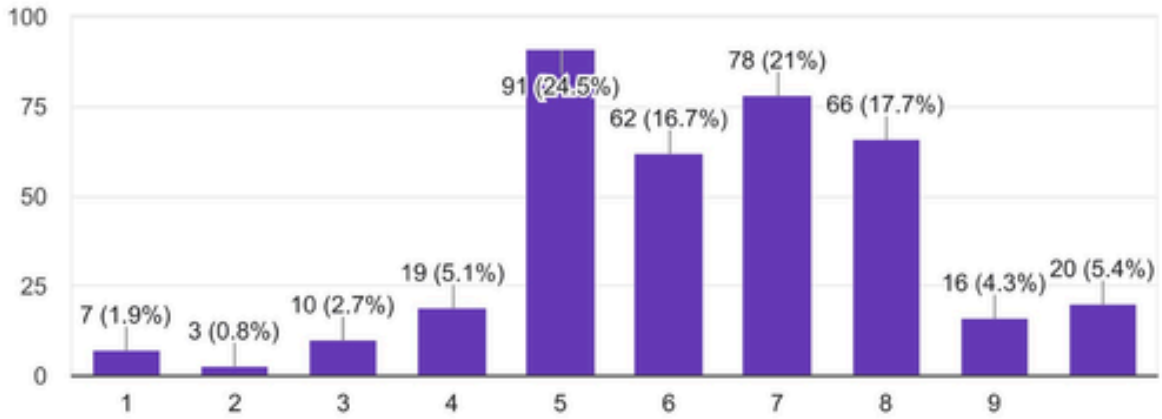


Lesson 3 - How to study better



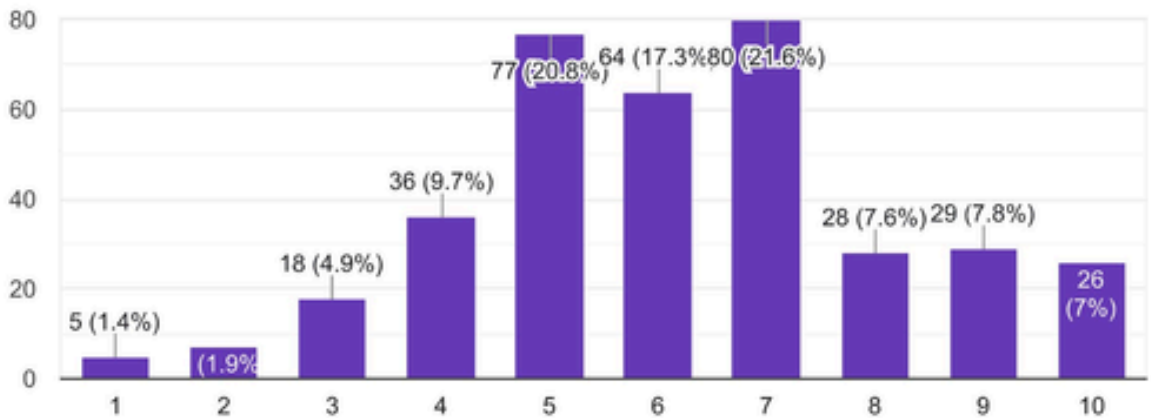
Knowledge Gain (1-10)

372 responses



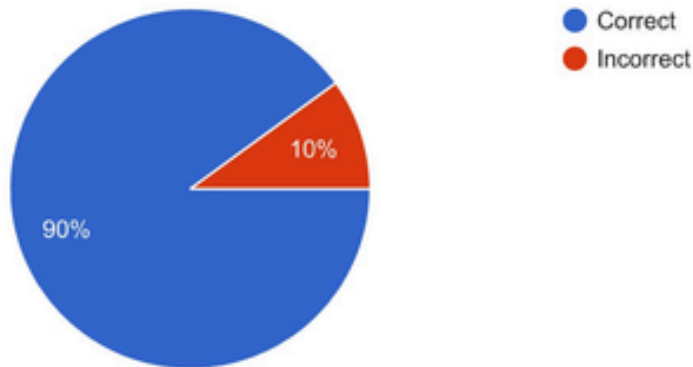
Confidence Gain (1-10)

370 responses



Please give one example of a study technique for kinesthetic learners.

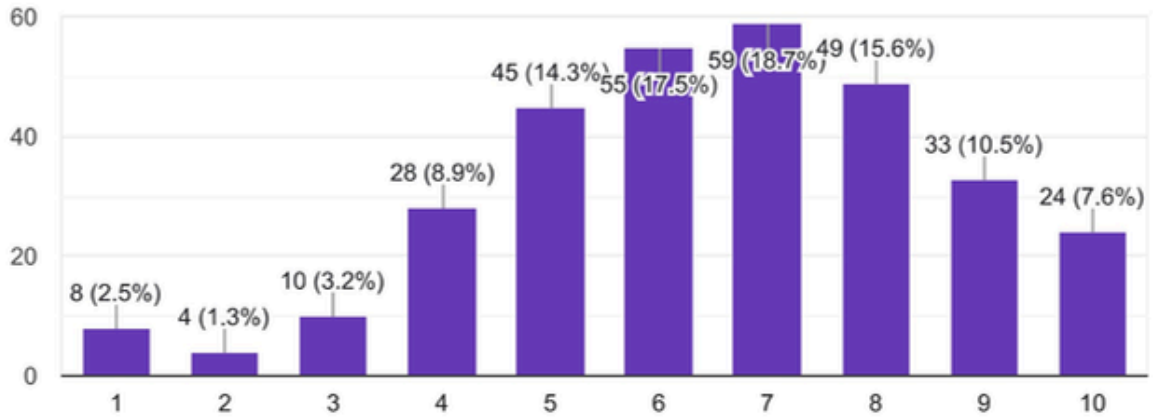
370 responses



Lesson 4 - Time Management

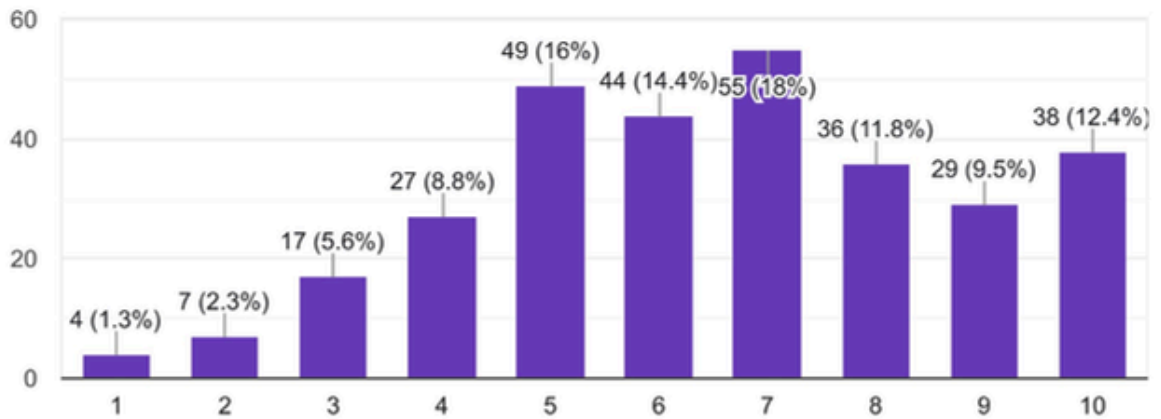
Knowledge Gain (1-10)

315 responses



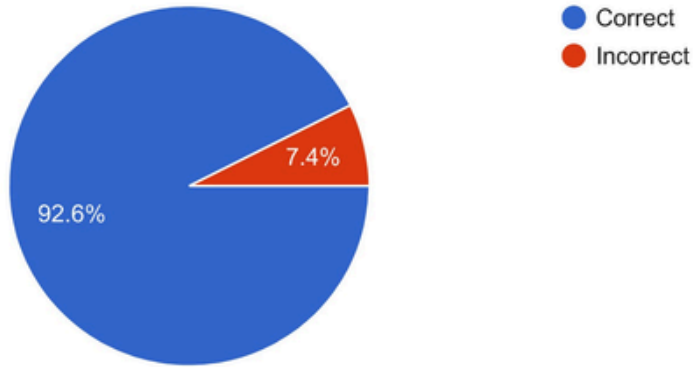
Confidence Gain (1-10)

306 responses



Please write down one tip for time management:

339 responses

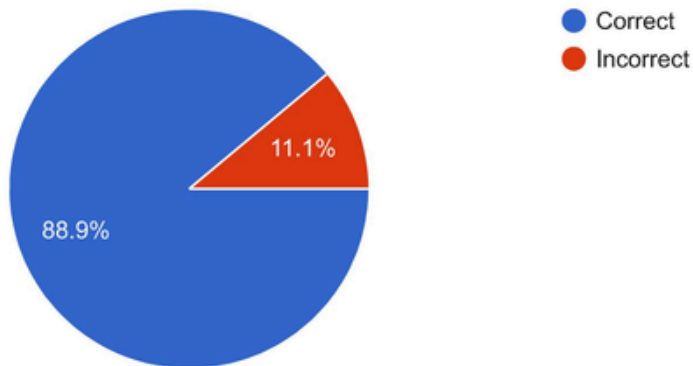


The benefit of good time management is reduced

&

when exam time is coming up.

334 responses

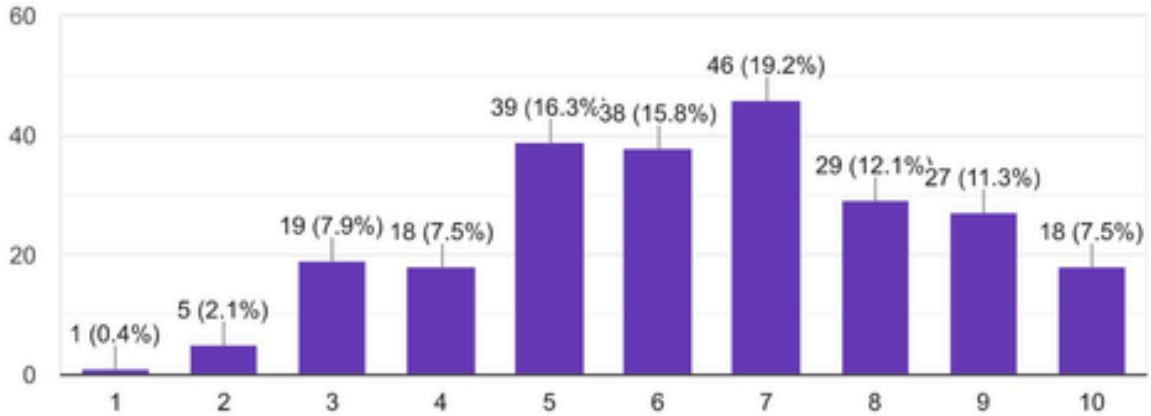


Lesson 5 - Planning and Goal Setting



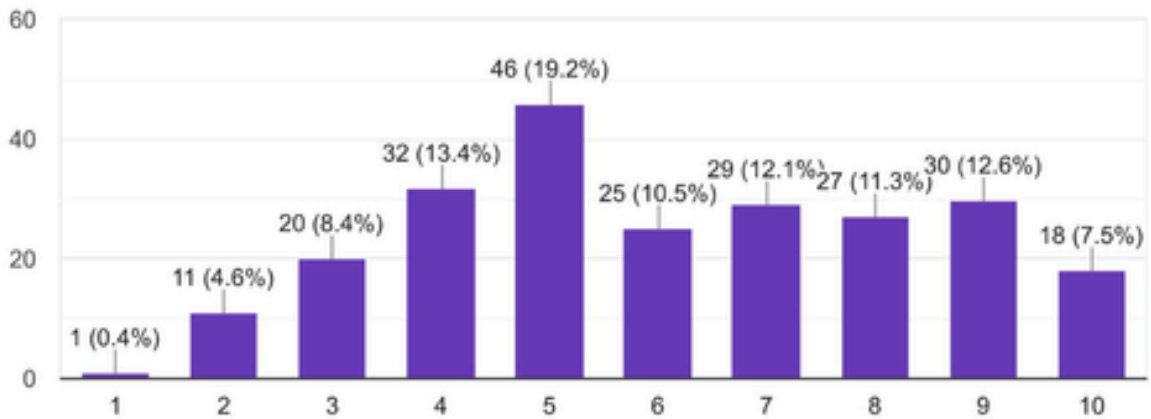
Knowledge Gain (1-10)

240 responses



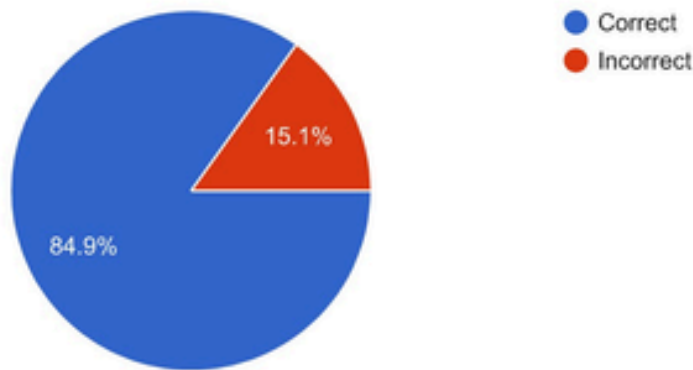
Confidence Gain (1-10)

239 responses



Can you explain what is meant by "eat frogs first"?

239 responses



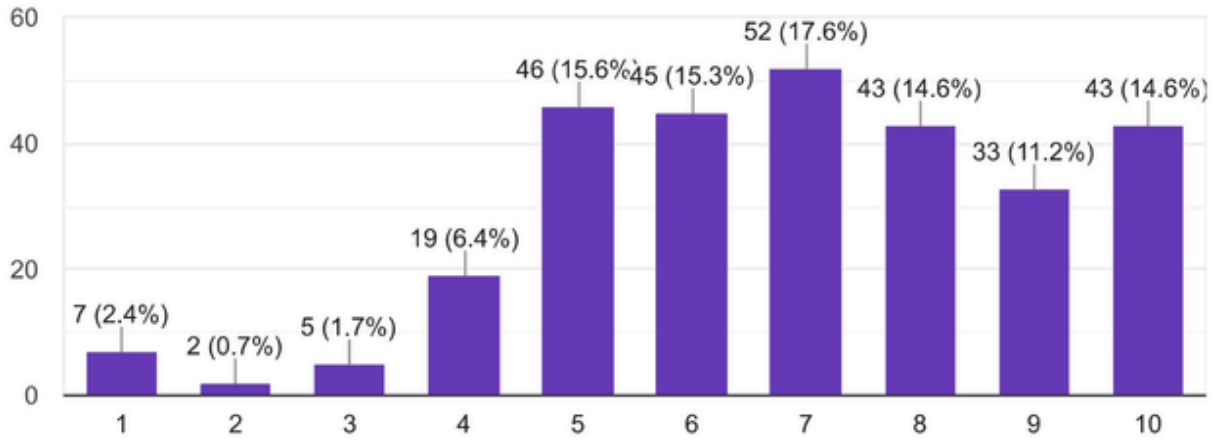
Domain 2 - Enhancing Emotional and Behavioural Well-being



Lesson 6 - Self-Esteem

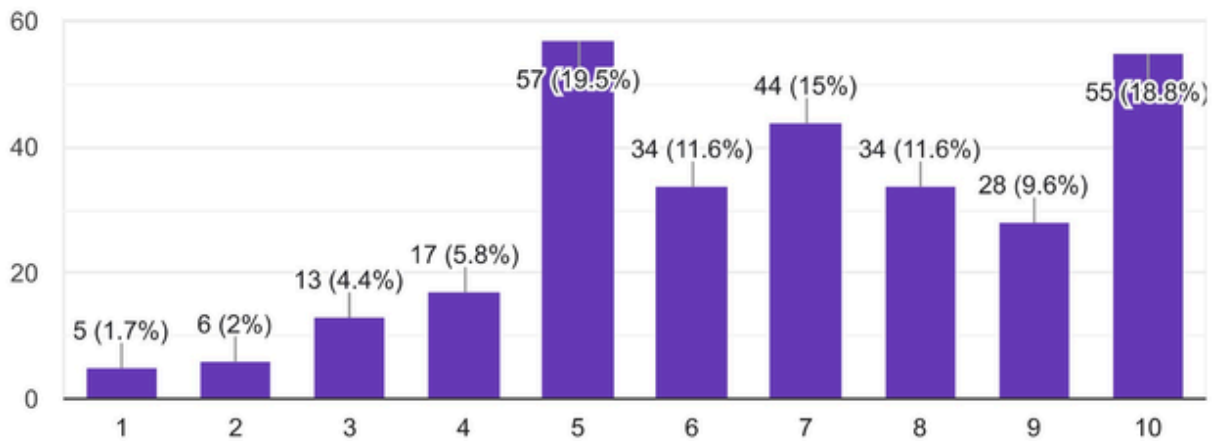
Knowledge Gain (1-10)

295 responses



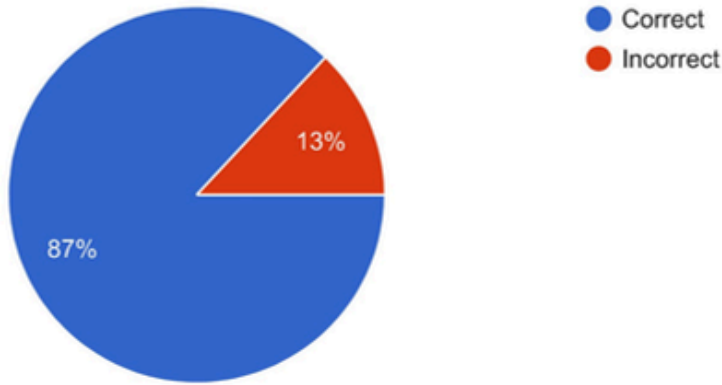
Confidence Gain (1-10)

293 responses



What is self-esteem?

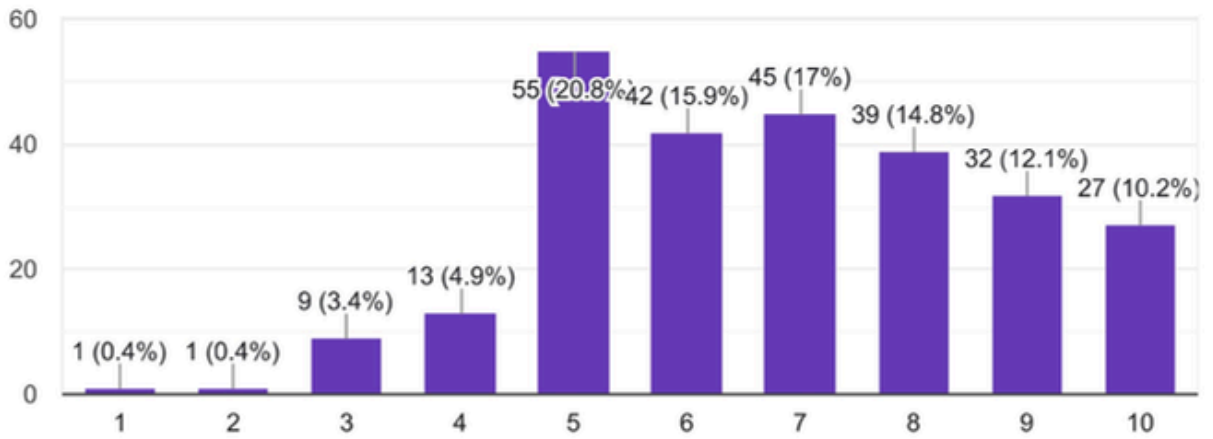
292 responses



Lesson 7 - Self Compassion

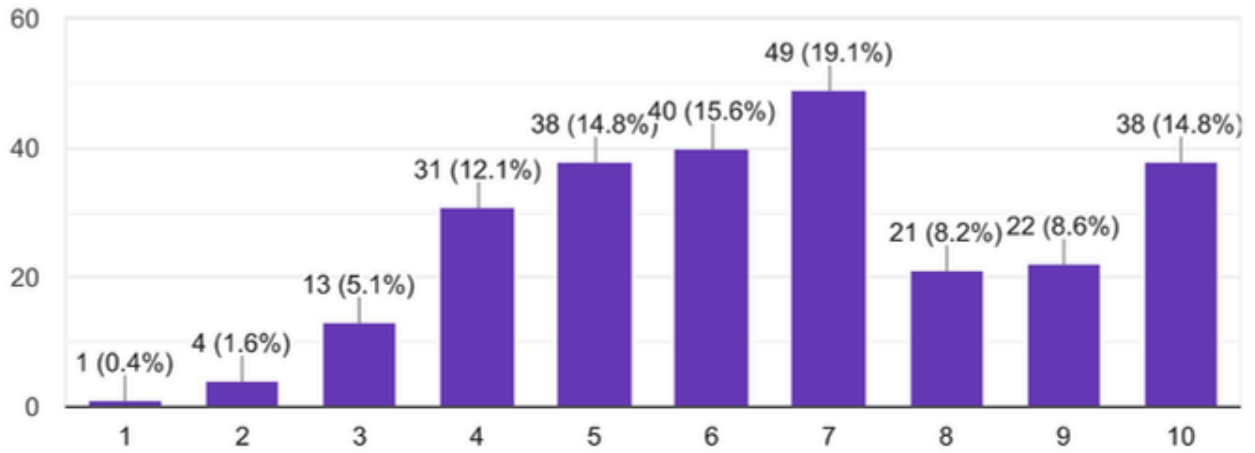
Knowledge Gain (1-10)

264 responses



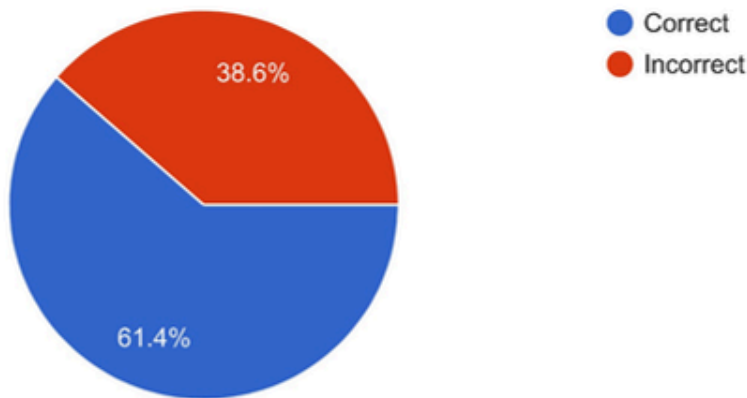
Confidence Gain (1-10)

257 responses



What is the difference between self-esteem and self compassion?

246 responses

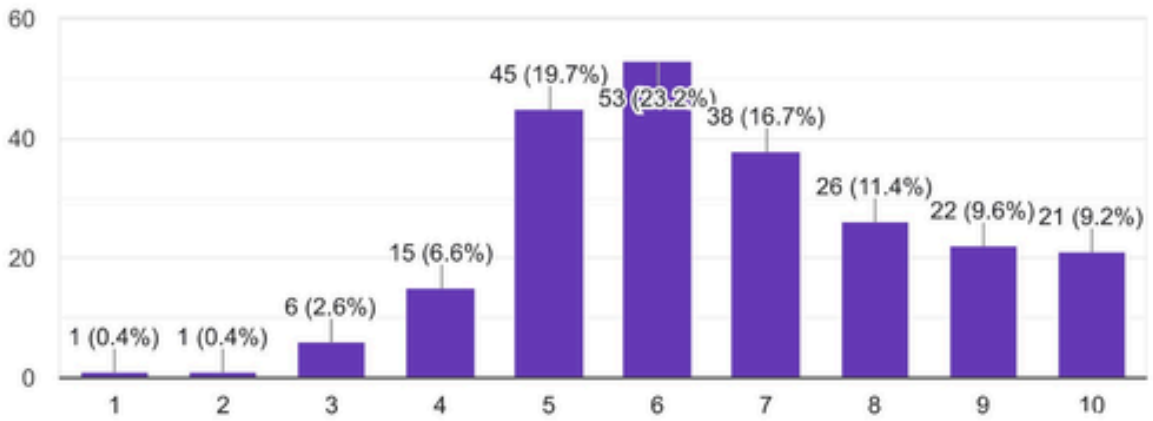


Lesson 8 - Managing emotions



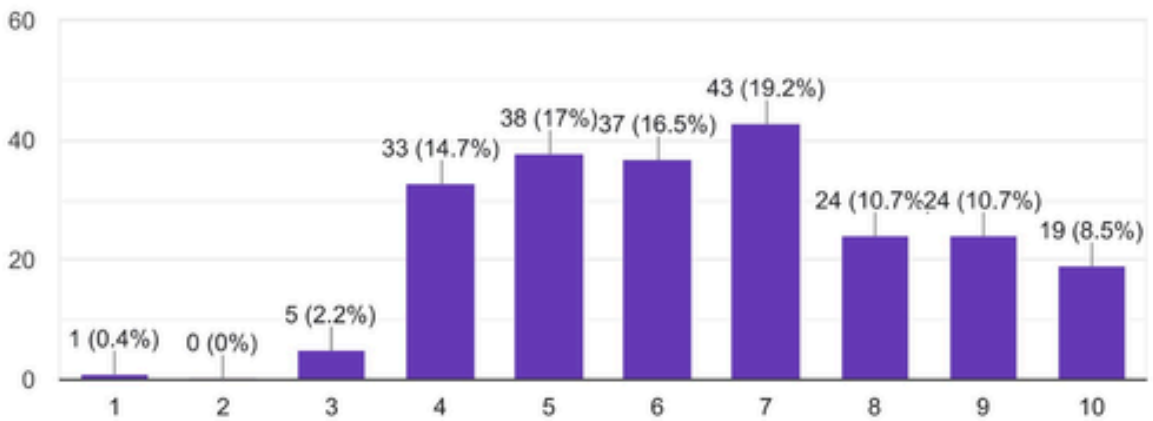
Knowledge Gain (1-10)

228 responses



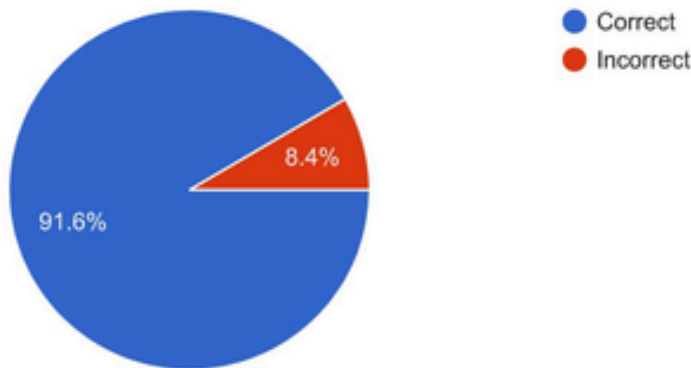
Confidence Gain (1-10)

224 responses



Avoiding emotions can...

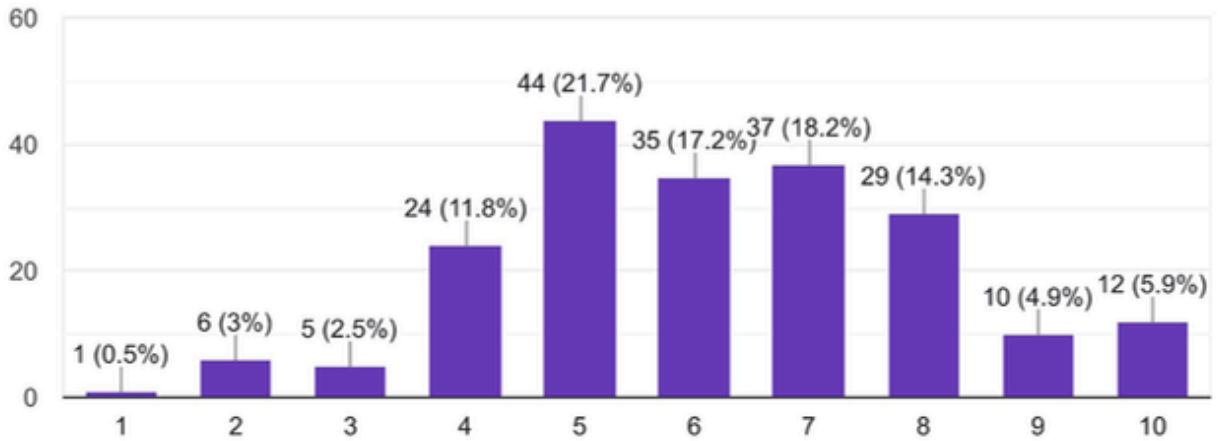
238 responses



Lesson 9 - Building and maintaining relationships

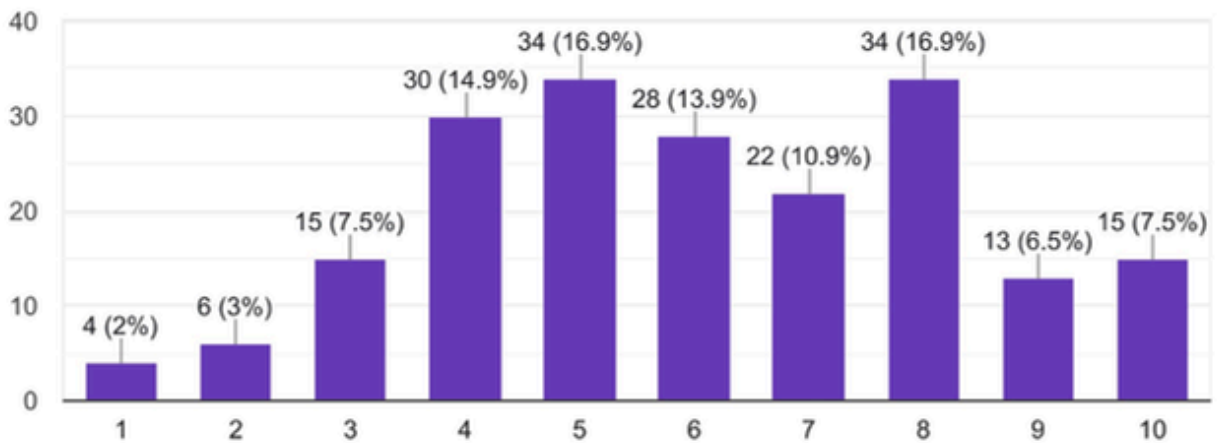
Knowledge Gain (1-10)

203 responses



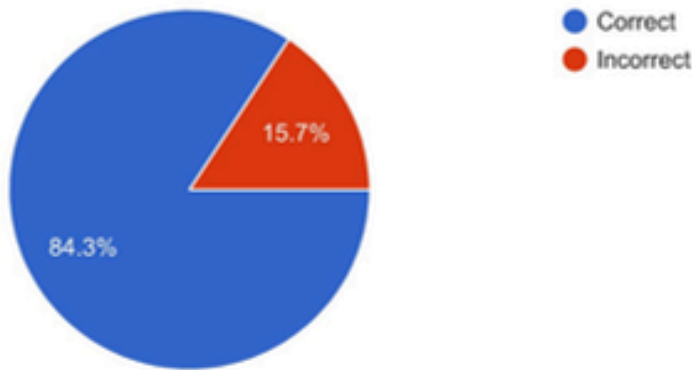
Confidence Gain (1-10)

201 responses



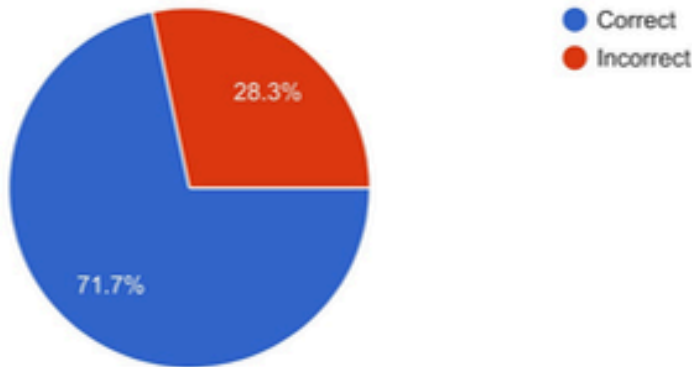
Name an unhelpful thinking style

210 responses



Name one of the assertiveness skills

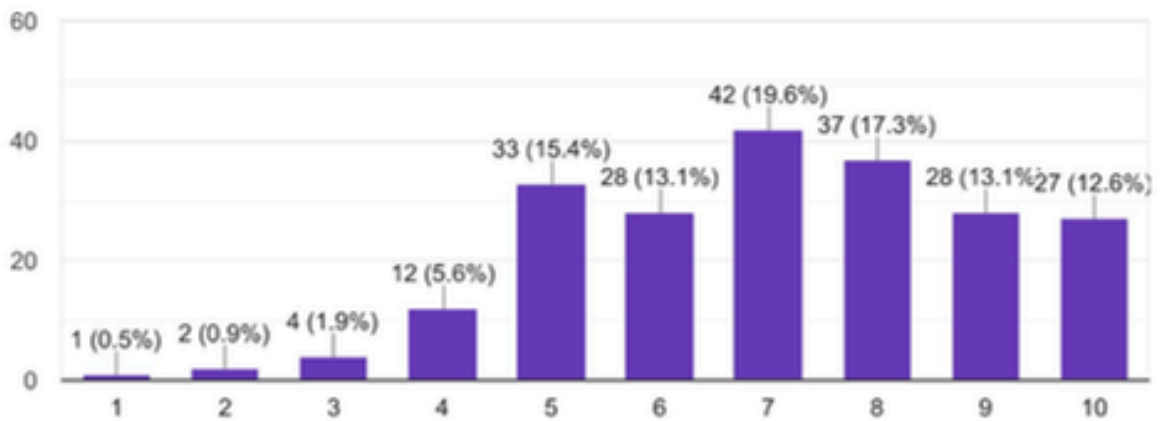
205 responses



Lesson 10 - Qualities, characteristics, and values

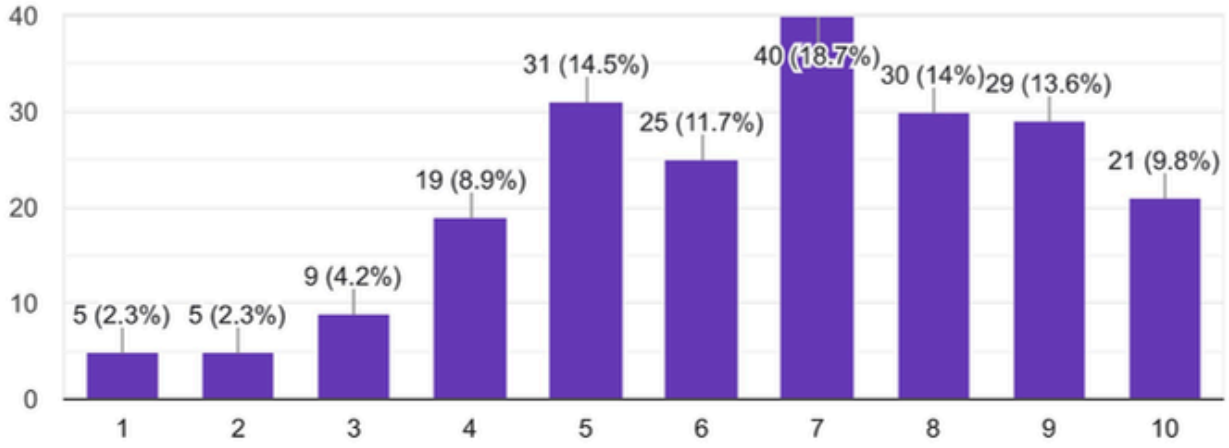
Knowledge Gain (1-10)

214 responses



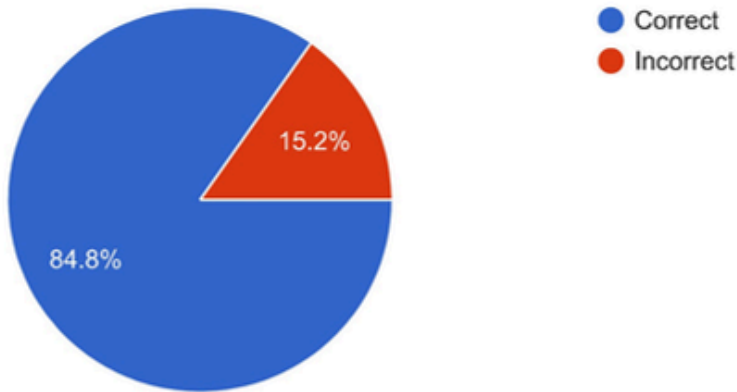
Confidence Gain (1-10)

214 responses



Give a definition of values

204 responses

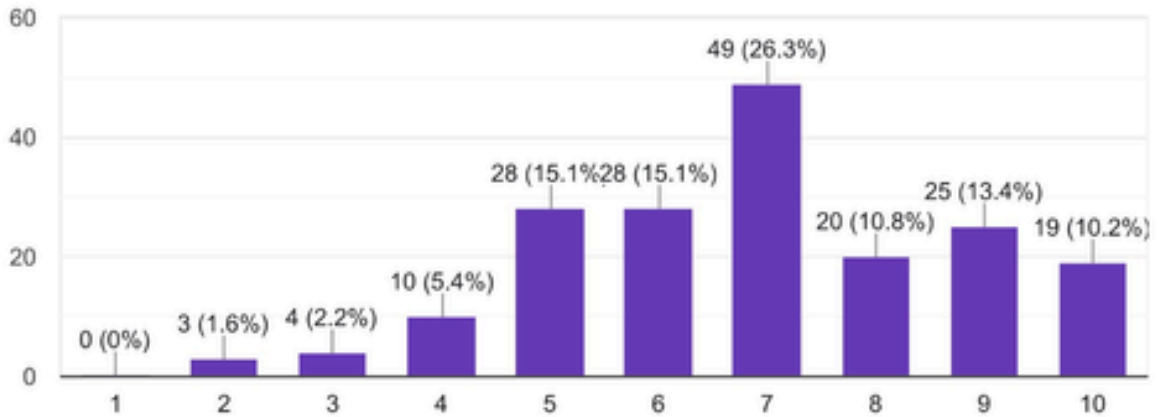


Lesson 11 - Responsibilities



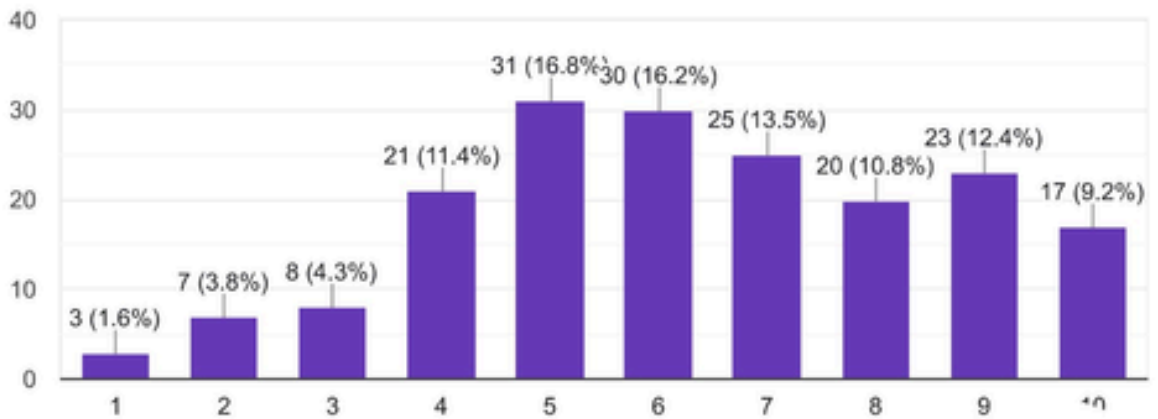
Knowledge Gain (1-10)

186 responses



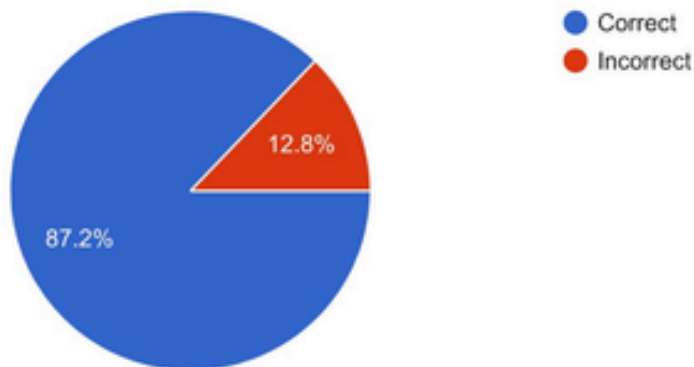
Confidence Gain (1-10)

185 responses



What does responsibility mean?

187 responses



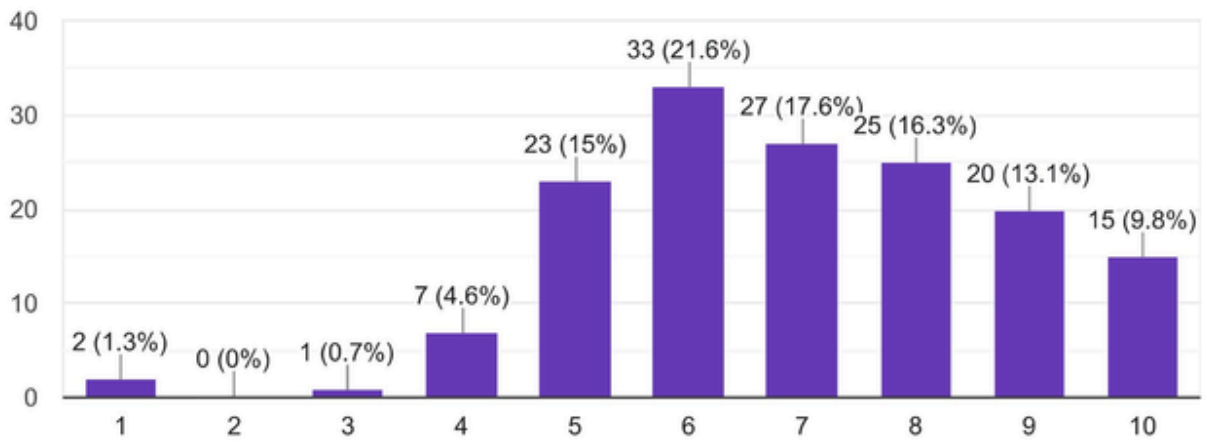
Domain 3 - Facilitate personal development



Lesson 12 - Interpersonal Skills

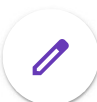
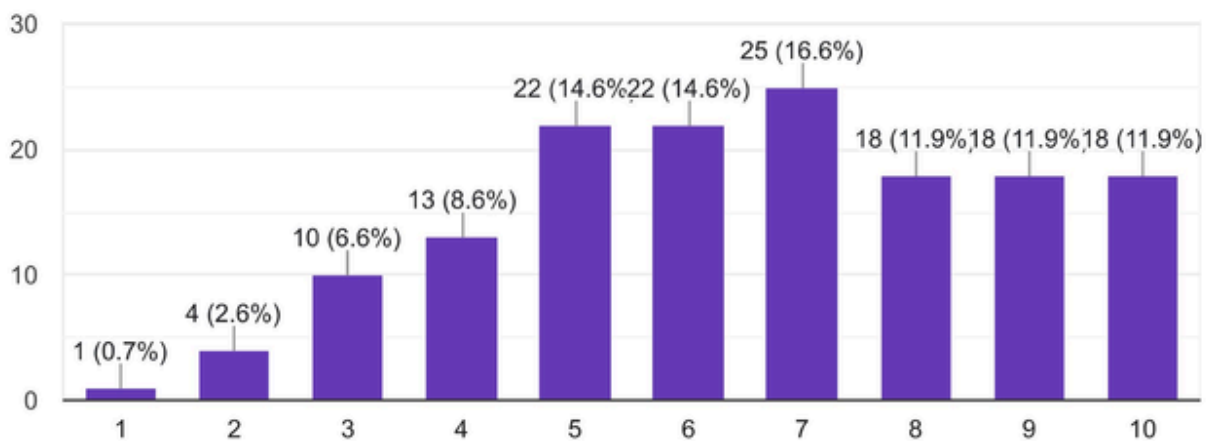
Knowledge Gain (1-10)

153 responses



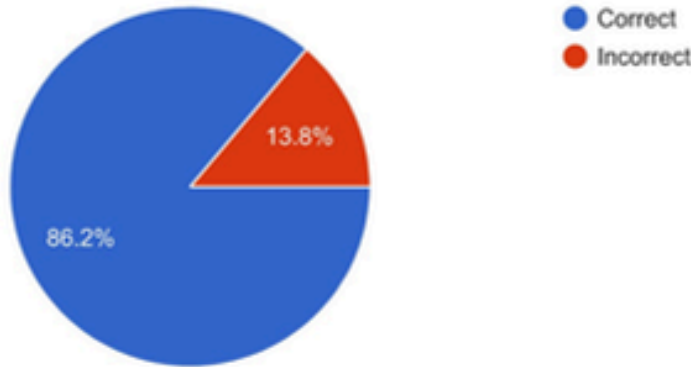
Confidence Gain (1-10)

151 responses



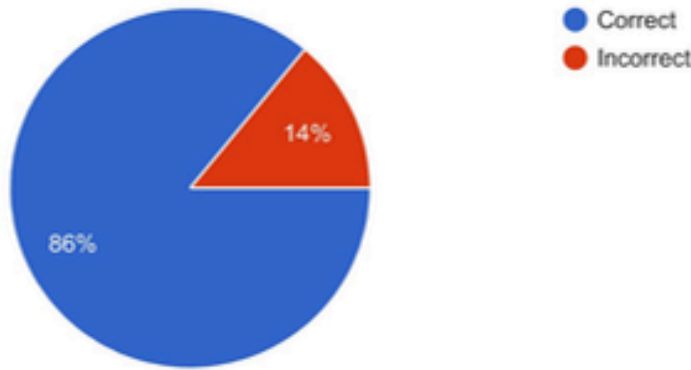
Give an example of negative communication

159 responses



Give an example of positive communication

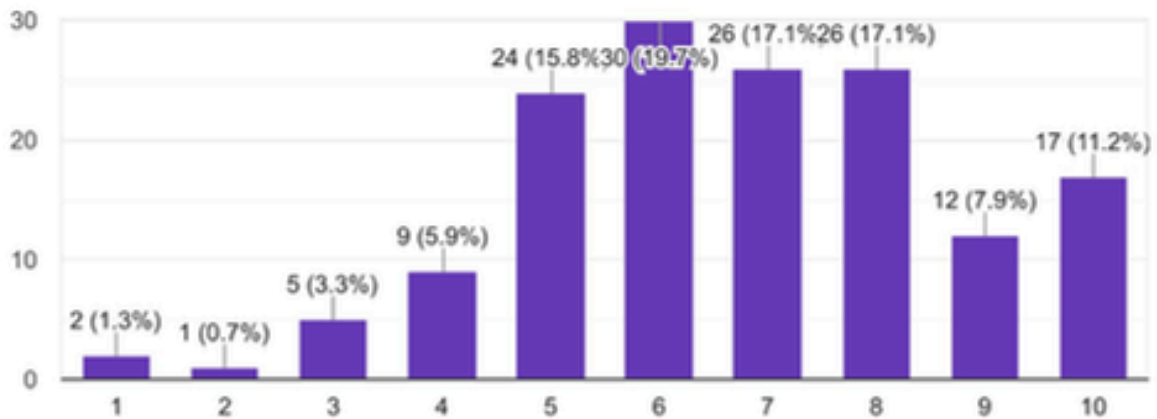
157 responses



Lesson 13 - Conflict Resolution

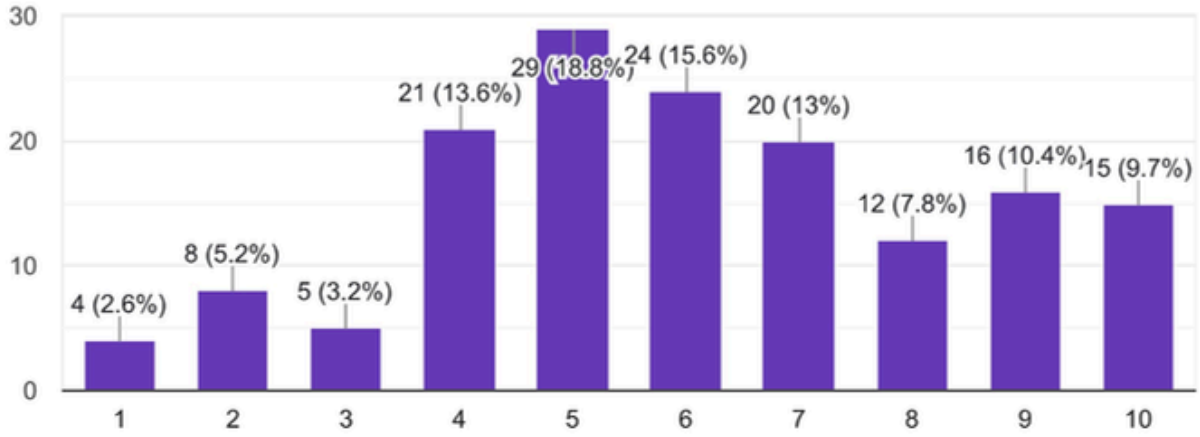
Knowledge Gain (1-10)

152 responses



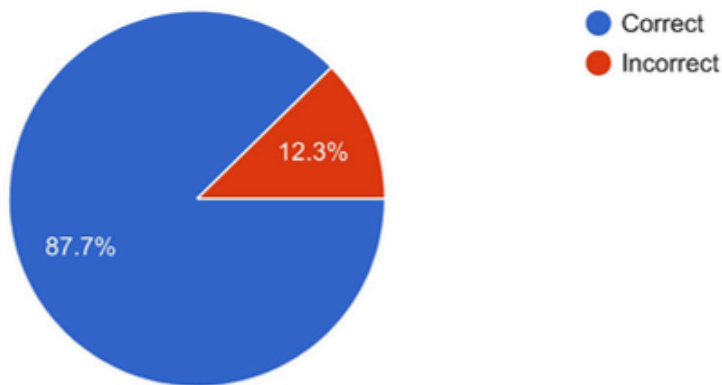
Confidence Gain (1-10)

154 responses



Provide two steps used in healthy conflict resolution

154 responses

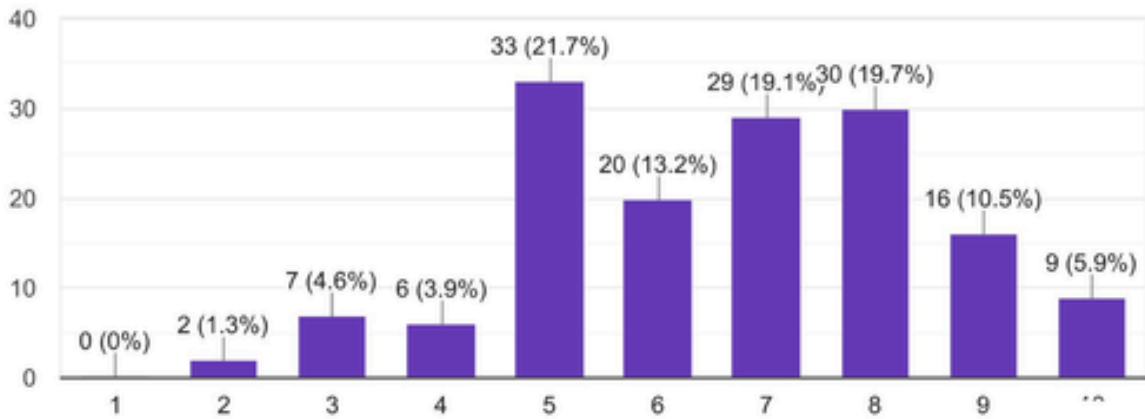


Lesson 14 - Decision-making skills



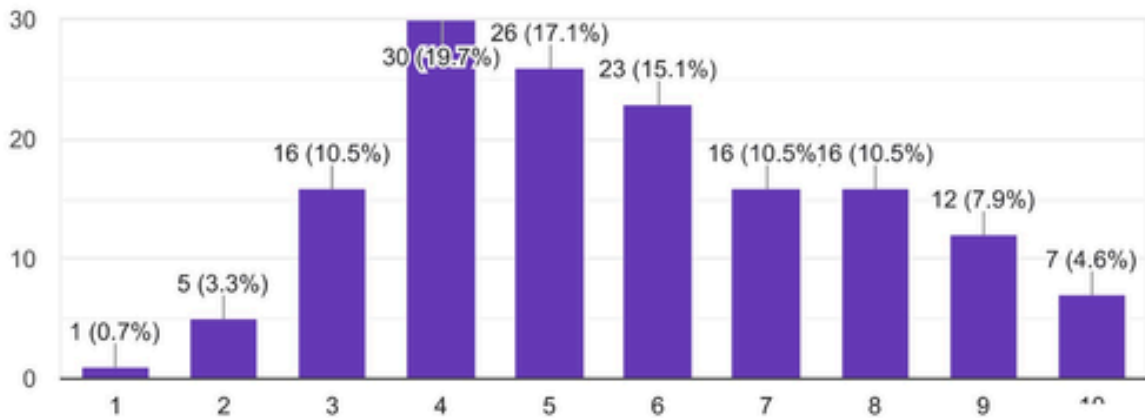
Knowledge Gain (1-10)

152 responses



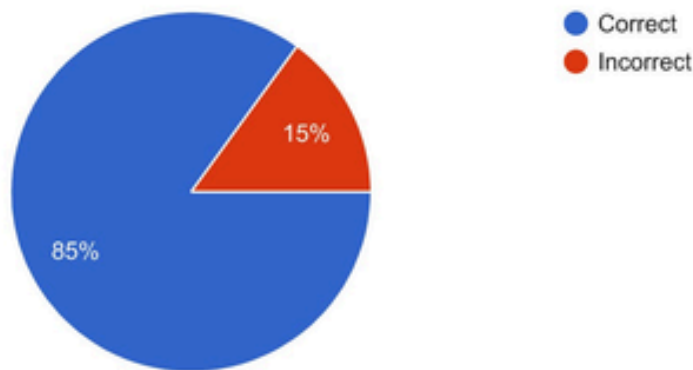
Confidence Gain (1-10)

152 responses



Name any decision-making style

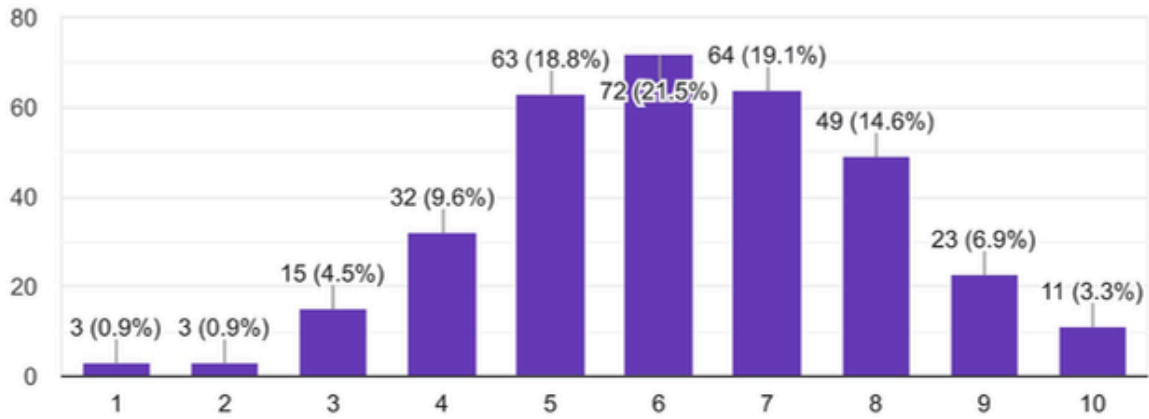
160 responses



Lesson 15 - Decision-making steps

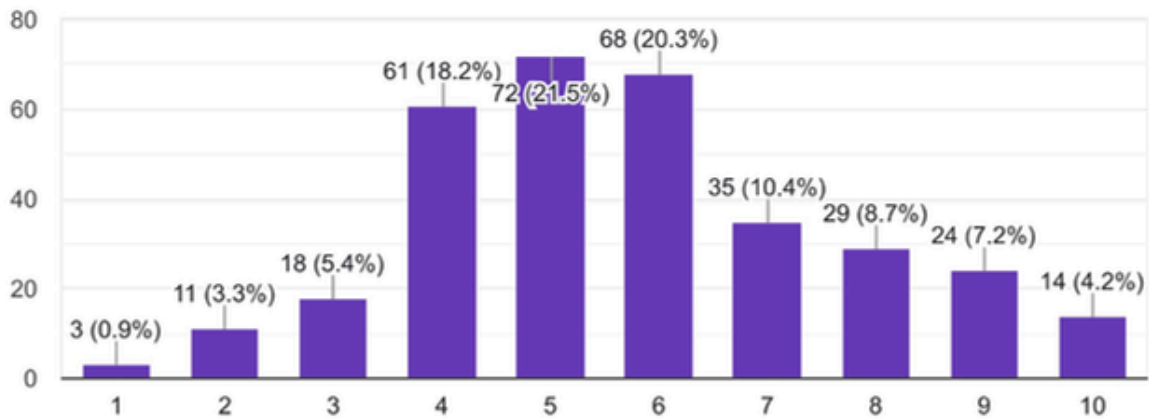
Knowledge Gain (1-10)

335 responses



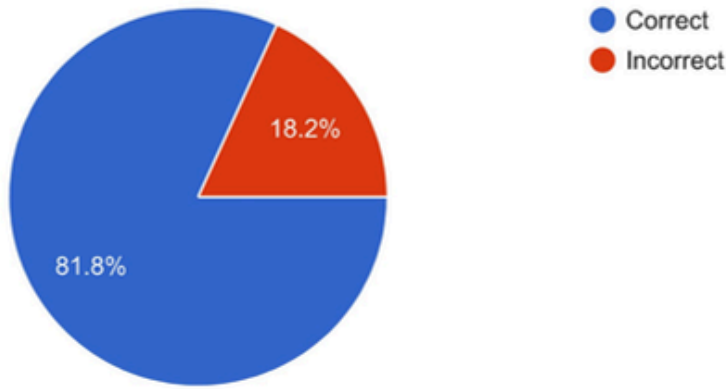
Confidence Gain (1-10)

335 responses



Name any two decision-making steps in the decision-making process

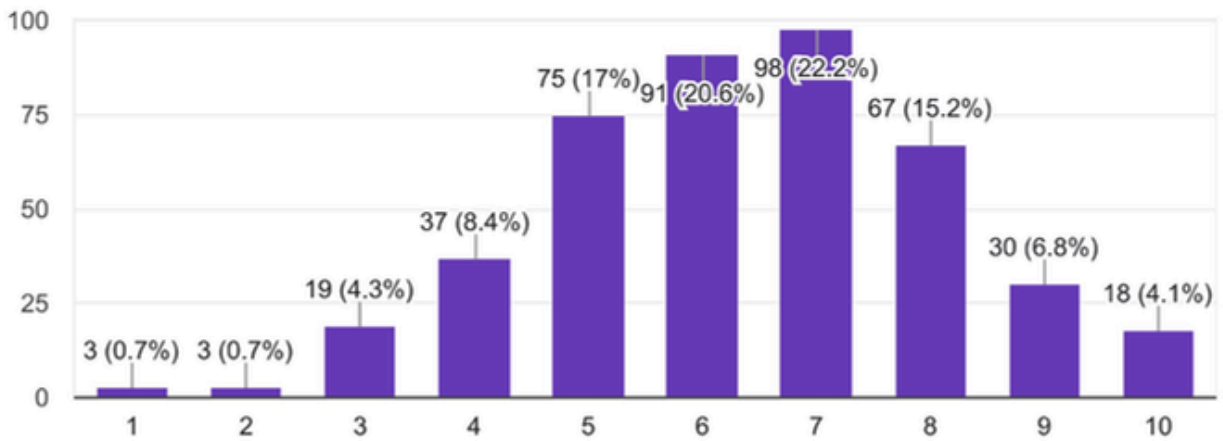
341 responses



Lesson 16 - Boundaries

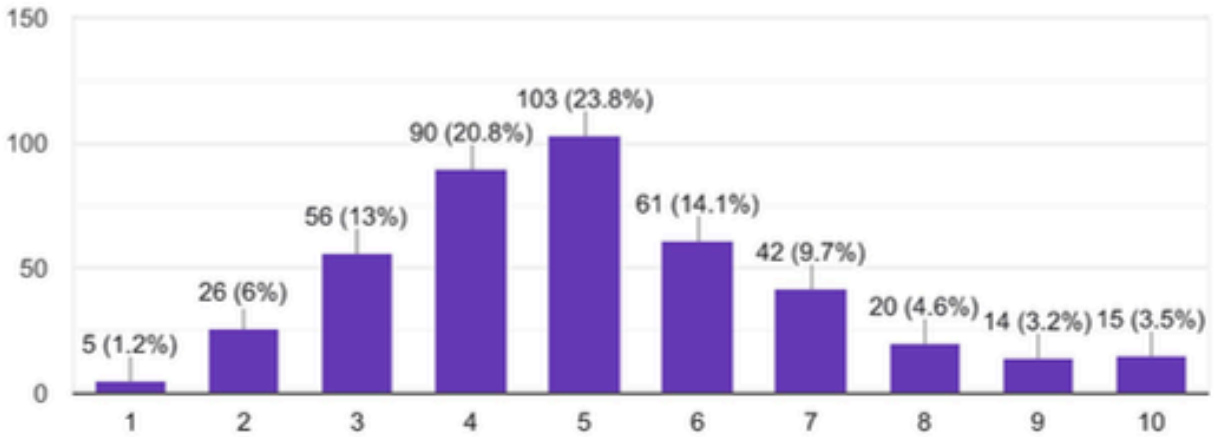
Knowledge Gain (1-10)

441 responses



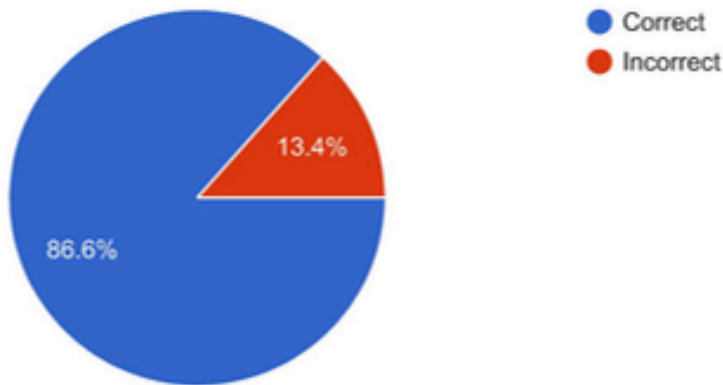
Confidence Gain (1-10)

432 responses



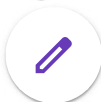
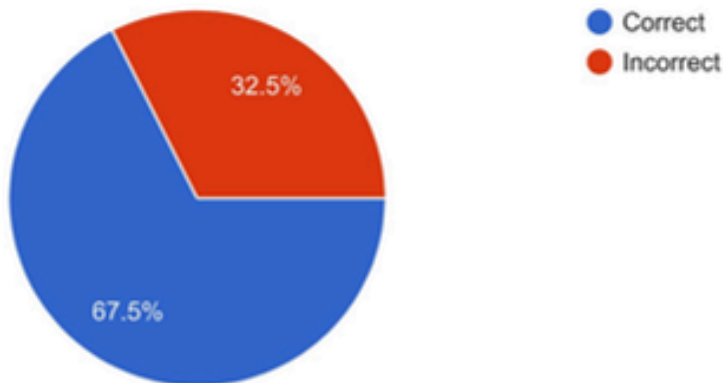
What is a boundary?

441 responses



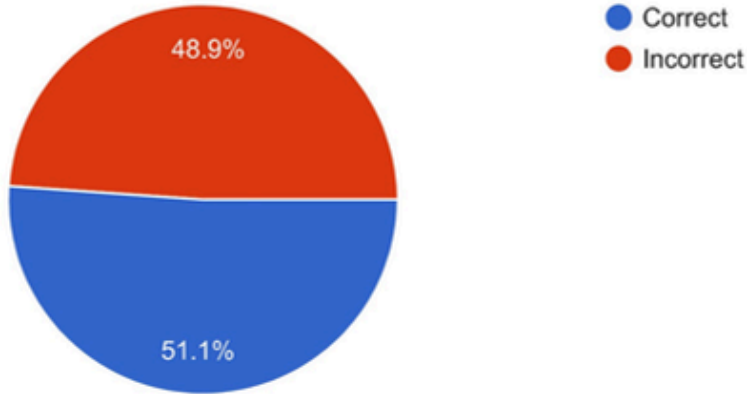
Name one "tip for teens" to create boundaries

416 responses



How do boundaries affect others?

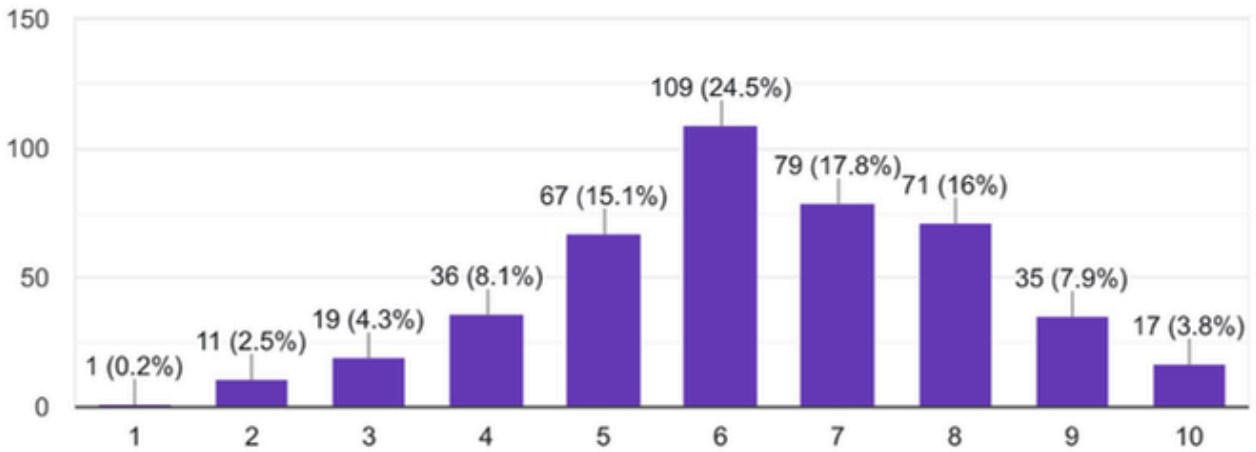
413 responses



Lesson 17 - Deciding to get an education

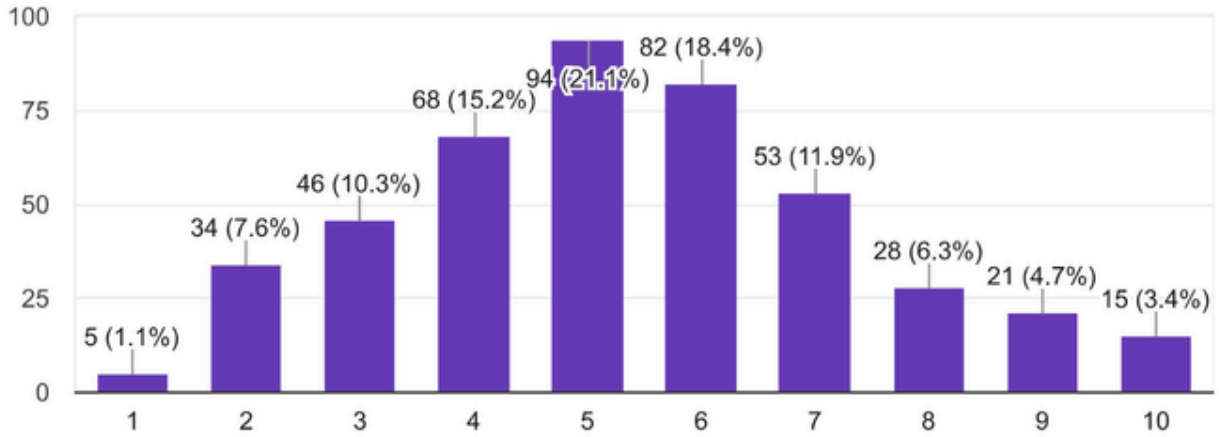
Knowledge Gain (1-10)

445 responses



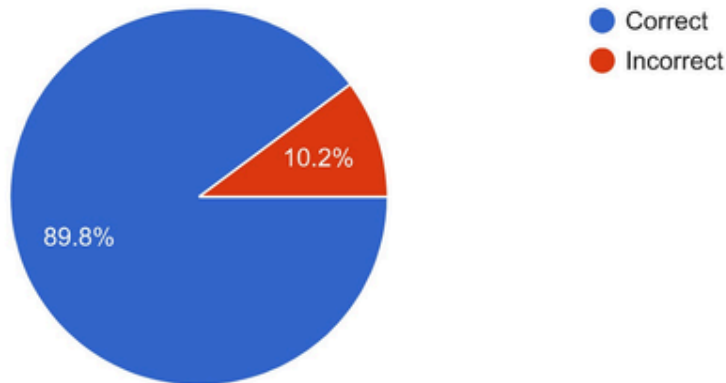
Confidence Gain (1-10)

446 responses



What formal training can you receive outside of school with a grade 9 certificate?

442 responses

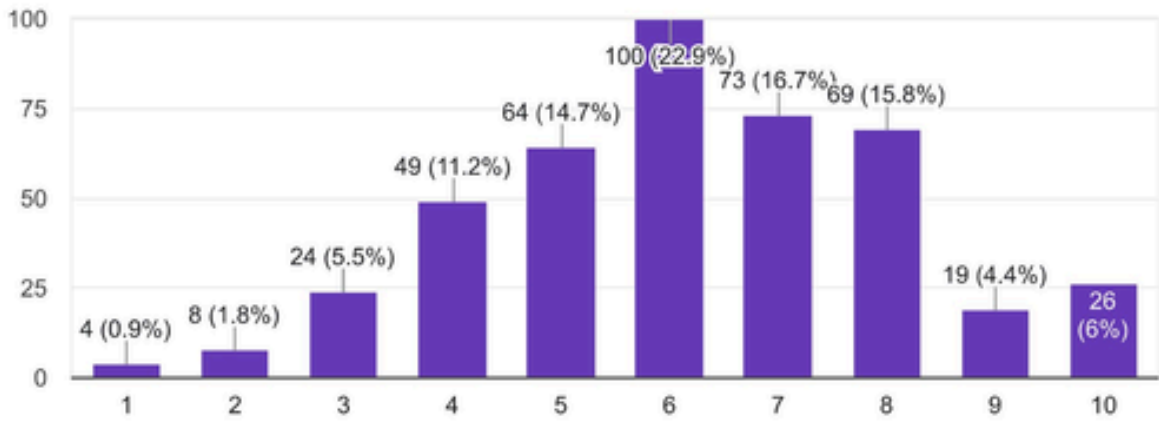


Lesson 18 - What are your dreams?



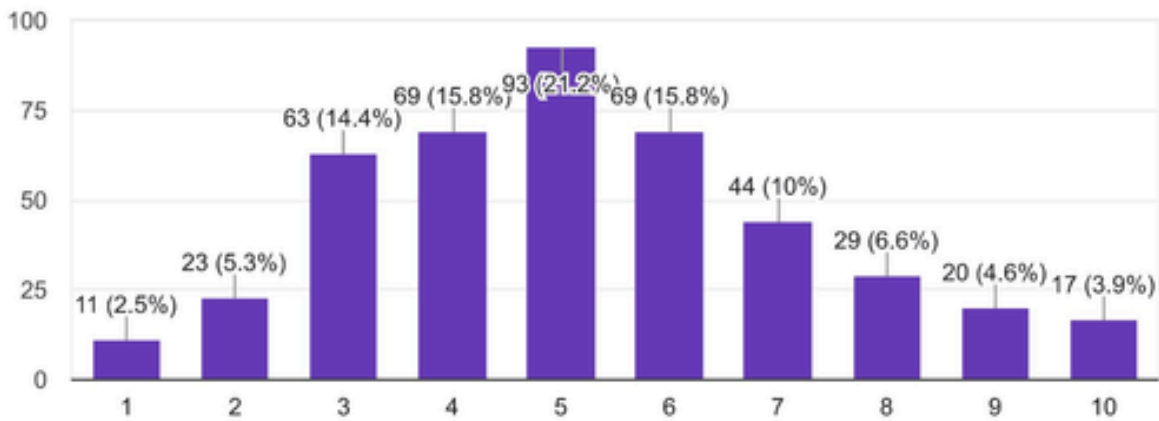
Knowledge Gain (1-10)

436 responses



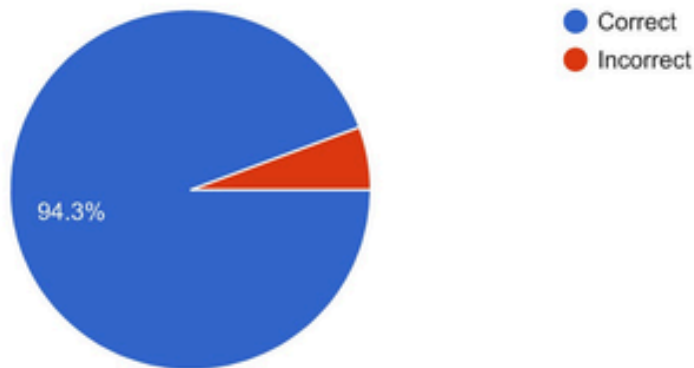
Confidence Gain (1-10)

438 responses



Who made the famous speech "I have a dream"?

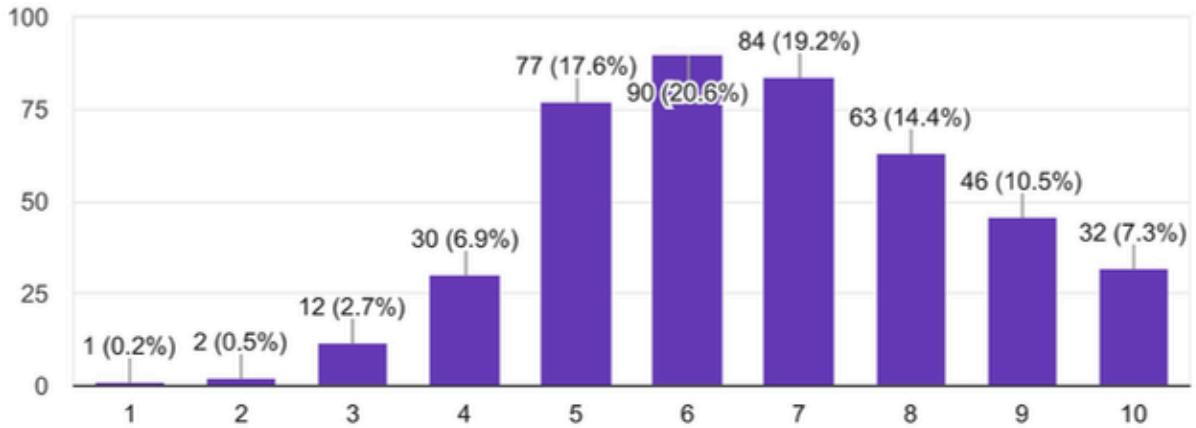
441 responses



Lesson 19 - Goal Setting

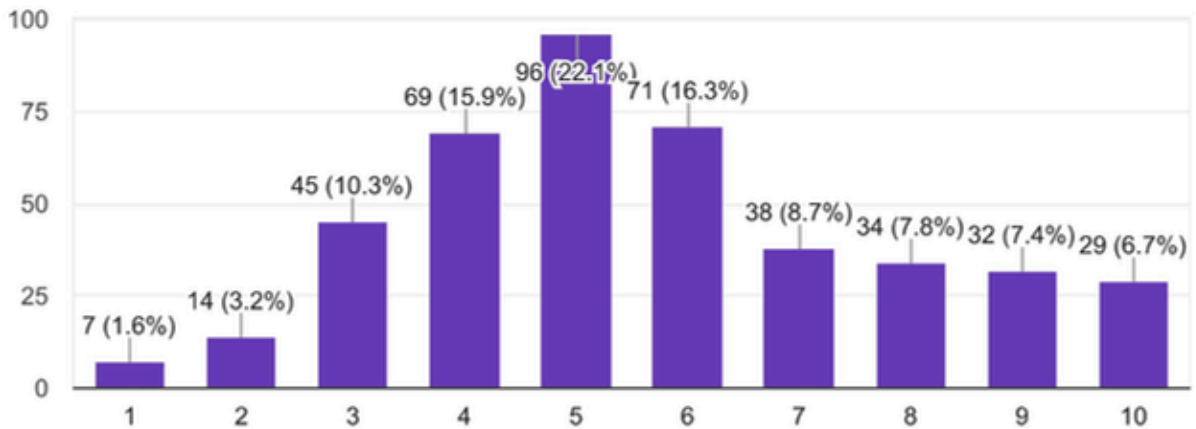
Knowledge Gain (1-10)

437 responses



Confidence Gain (1-10)

435 responses



Annexure C

Post-Test Results
(All Graphs)
2025

Learn2Learn Post Test 2025

361 responses

[Publish analytics](#)

Date

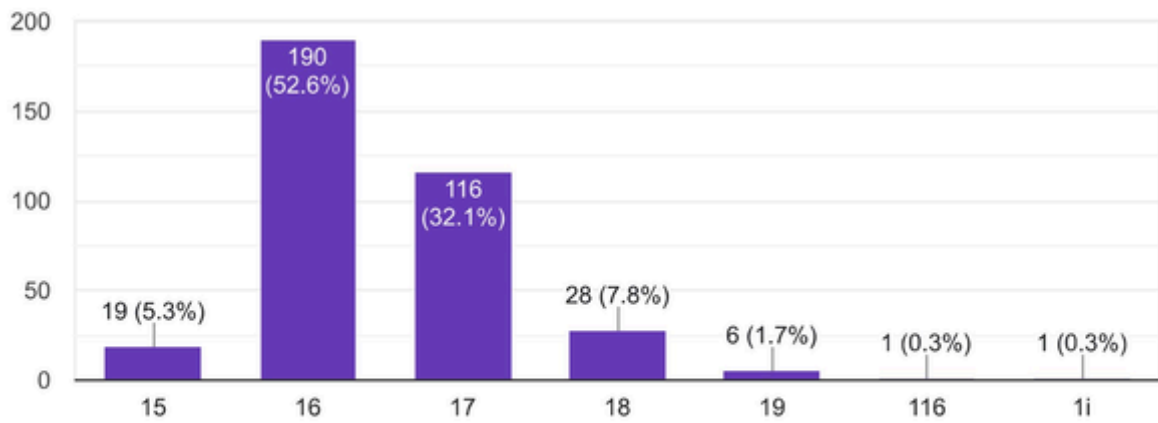
361 responses

Nov 2025

10	12	32	13	100	17	28	20	87	21	79	23	24	32
25													

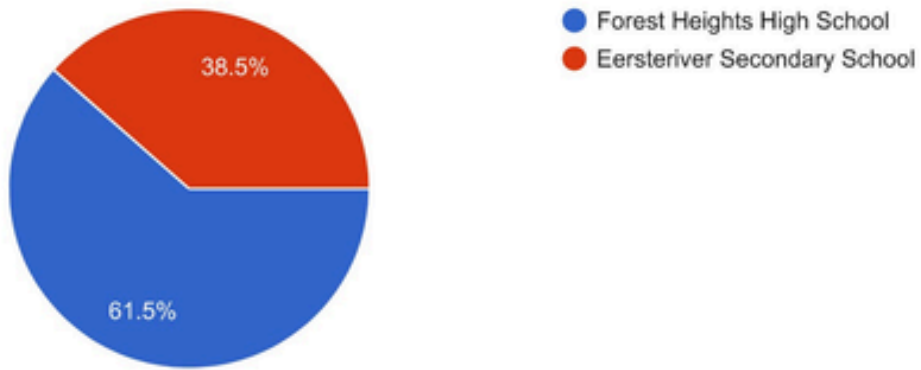
Age

361 responses



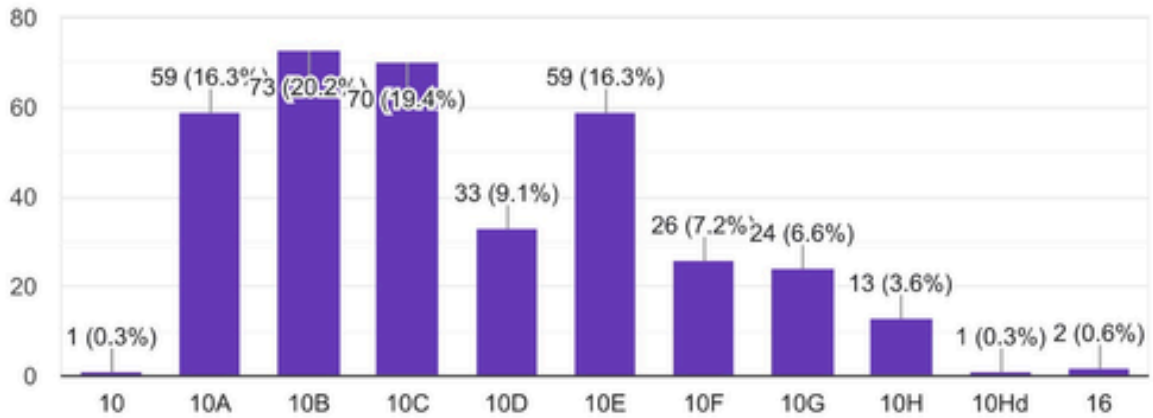
School

361 responses



Grade/Class

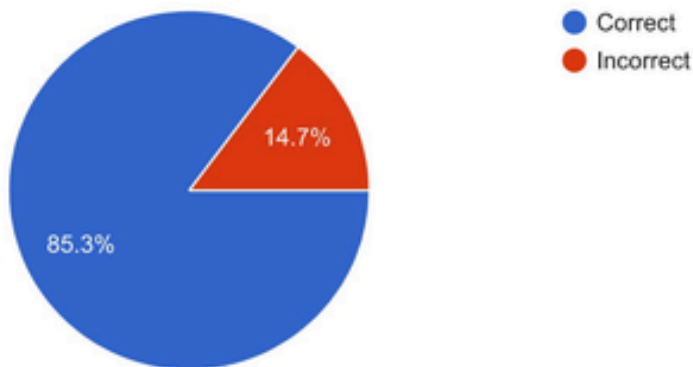
361 responses



1. Learning

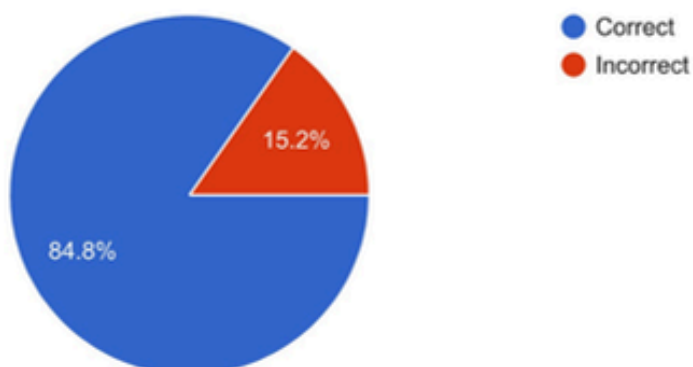
1.1 Name any one of the "ways to be smart"

361 responses



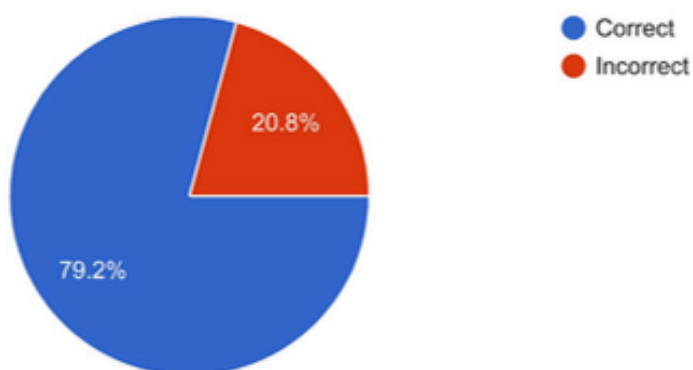
1.2 Please name one Learning Style (VAK Preference)

361 responses



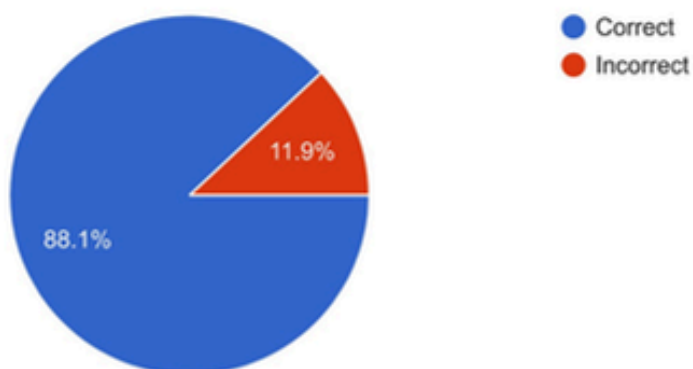
1.3 Please give one example of a study technique for Kinesthetic learners

361 responses



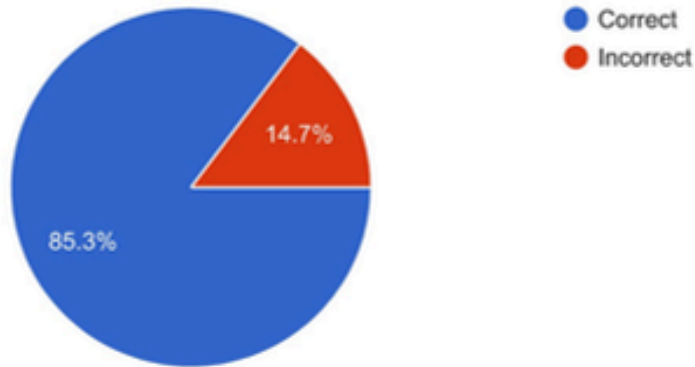
1.4 Please write down one tip for time management

361 responses



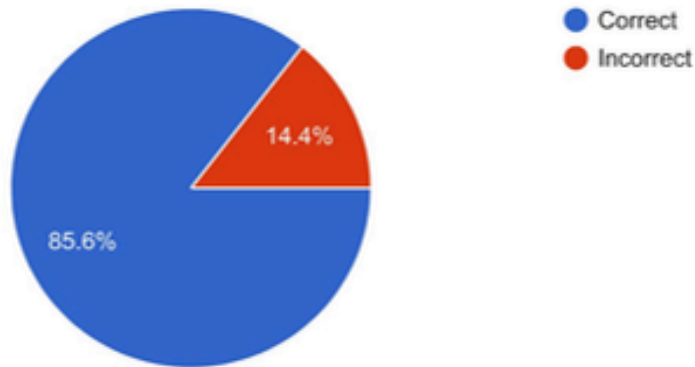
1.5 The benefit of good time management is _____ and _____ when exam time is coming up

361 responses



1.6 Can you explain what is meant "eat frogs first"?

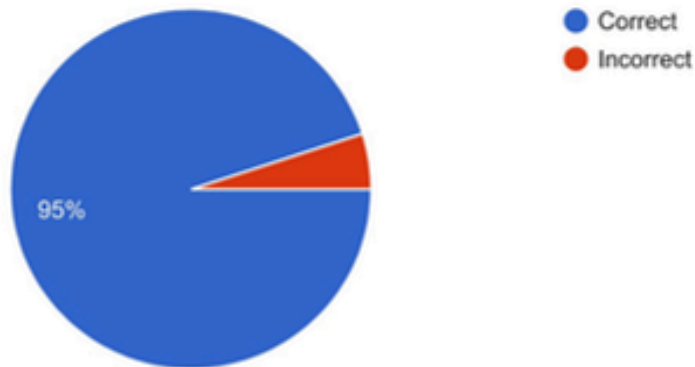
361 responses



Emotional and Behavioural Well-being

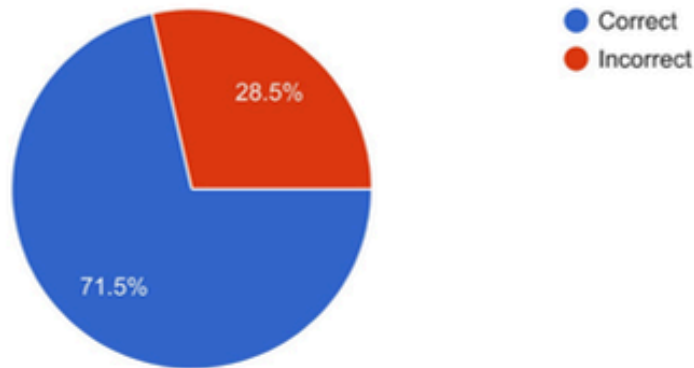
2.1 What is self-esteem?

361 responses



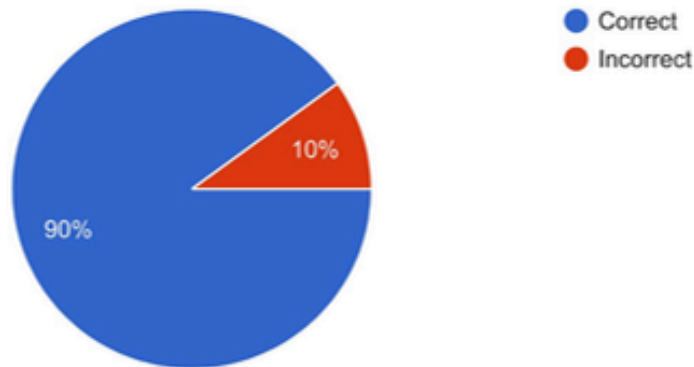
2.2 What is the difference between self-esteem and self-compassion?

361 responses



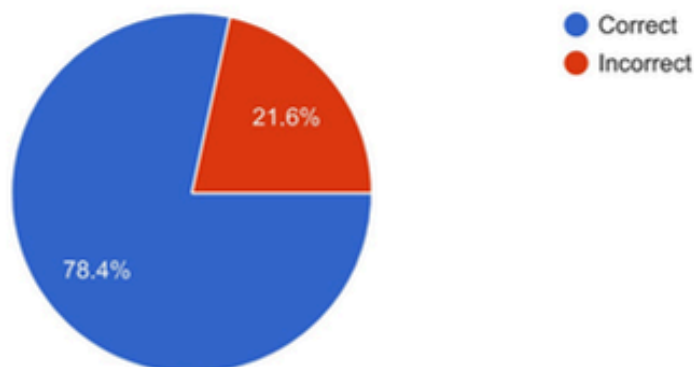
2.3 Avoiding emotions can...

361 responses



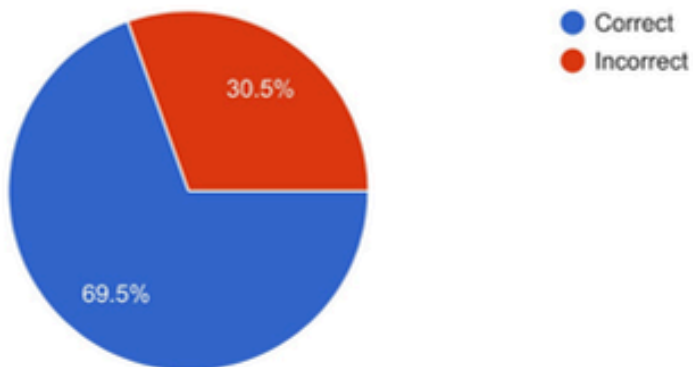
2.4 Name an unhelpful thinking style

361 responses



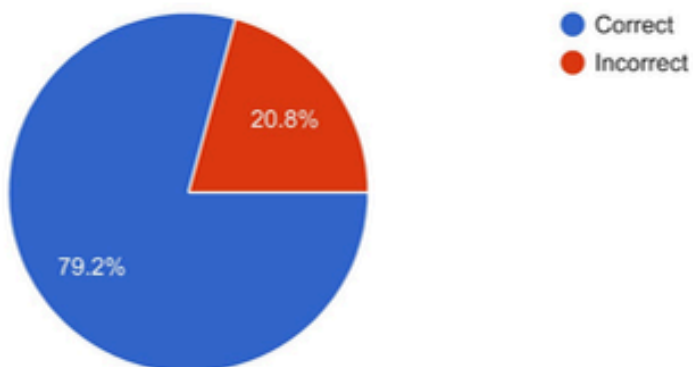
2.5 Name of the assertiveness skills

361 responses



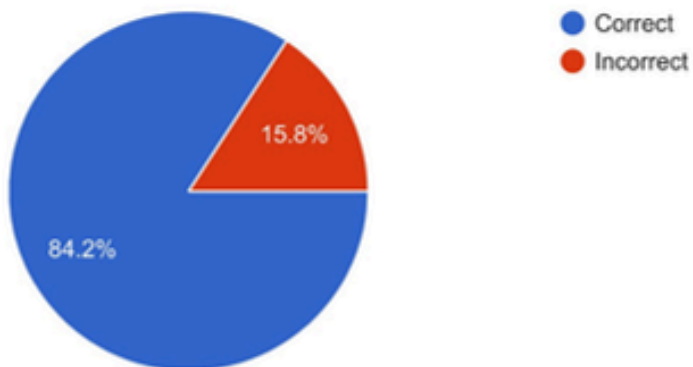
2.6 Give a definition of values

361 responses

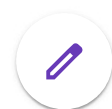


What does "responsibility" mean?

361 responses

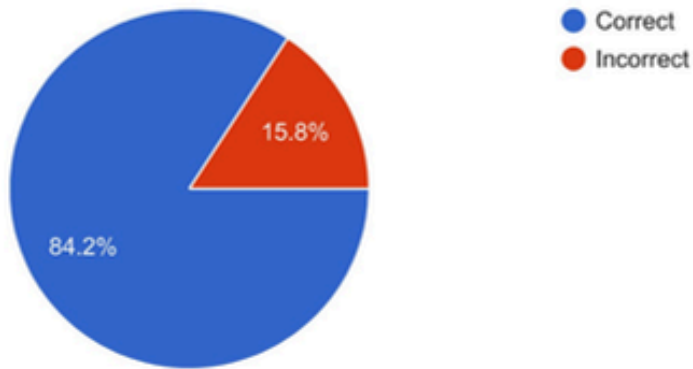


Personal Development



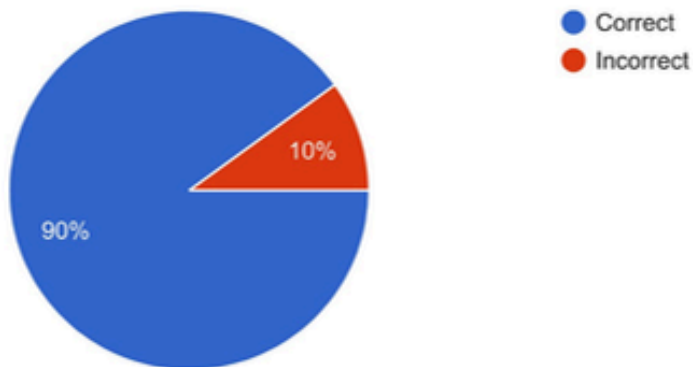
3.1 Give an example of negative communication

361 responses



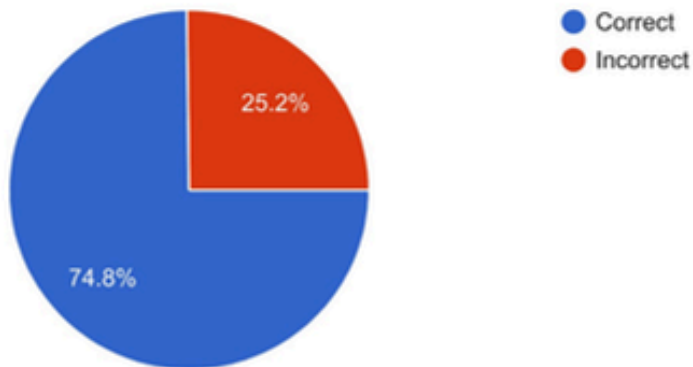
3.2 Give an example of positive communication

361 responses



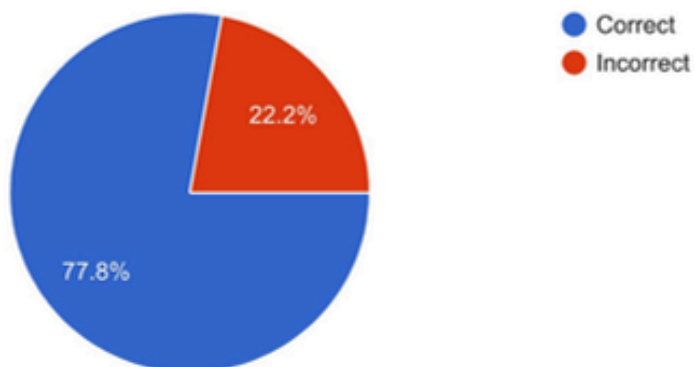
3.3 Provide two steps used in healthy conflict resolution

361 responses



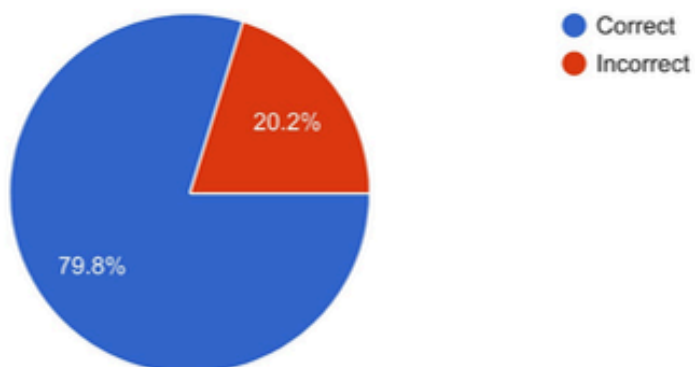
3.4 Name any decision-making style

361 responses



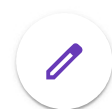
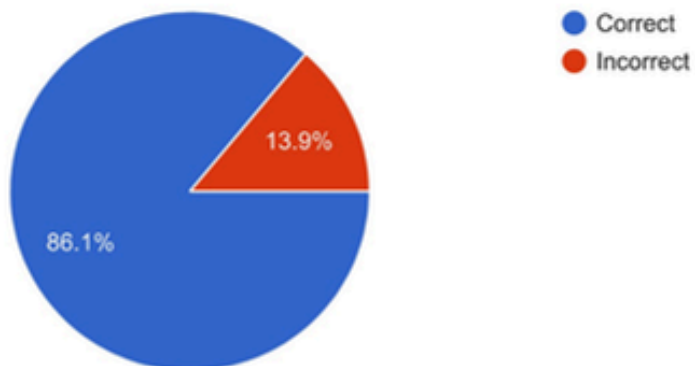
3.5 Name any two decision-making steps in the decision-making process

361 responses



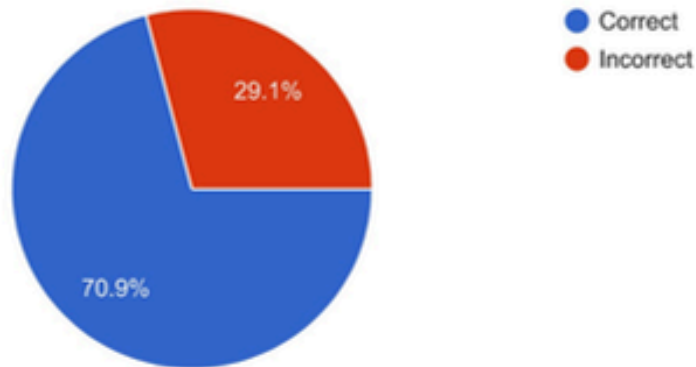
3.6 What is a boundary?

361 responses



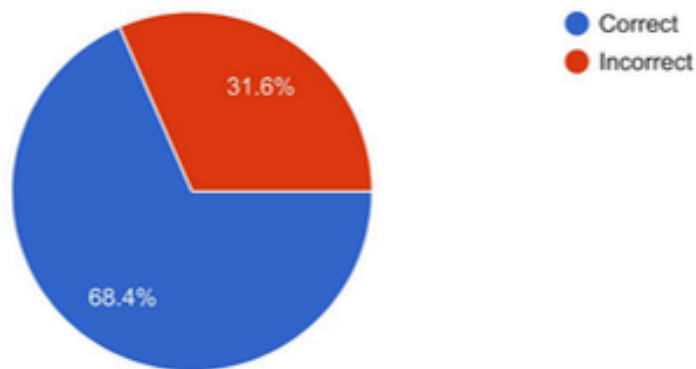
3.7 Name one "tip for teens" to create boundaries

361 responses



3.8 How do boundaries affect others

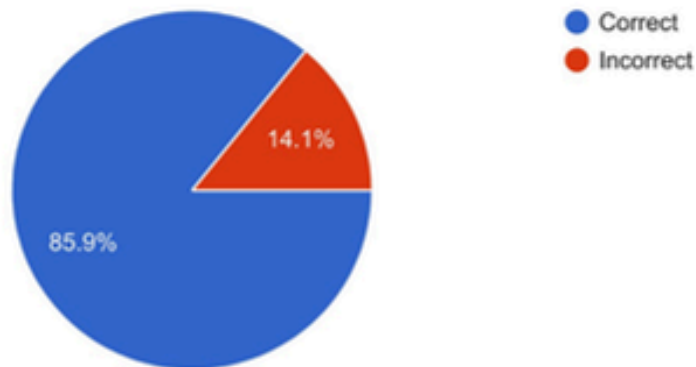
361 responses



Vocational Awareness

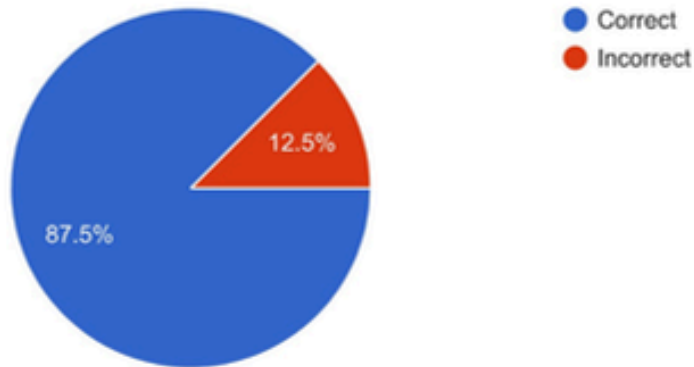
4.1 What formal training can you receive outside of school with a grade 9 certificate?

361 responses



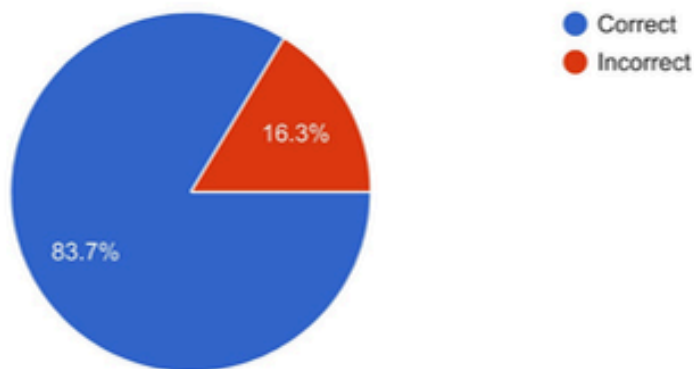
4.2 Who made the famous speech "I have a dream"

361 responses



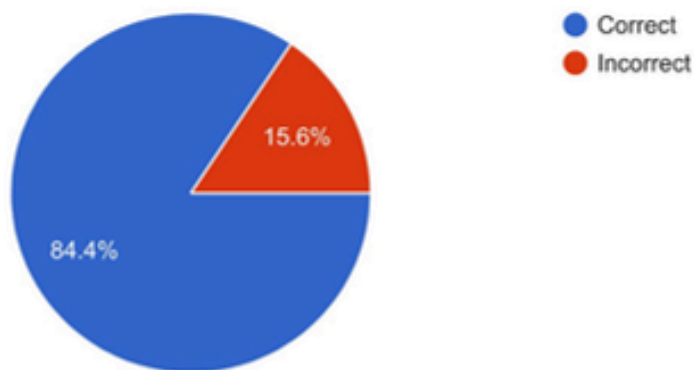
4.3 Give an example of a "now goal"

361 responses



4.4 Give an example of a "later" goal

359 responses

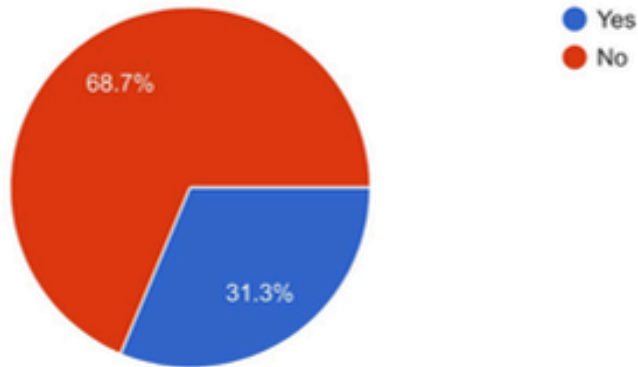


My Well-being



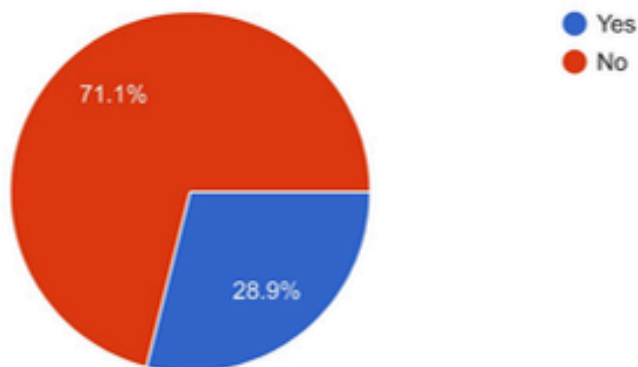
Are you grappling with any mental health challenges or any other personal concern

361 responses



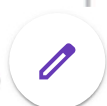
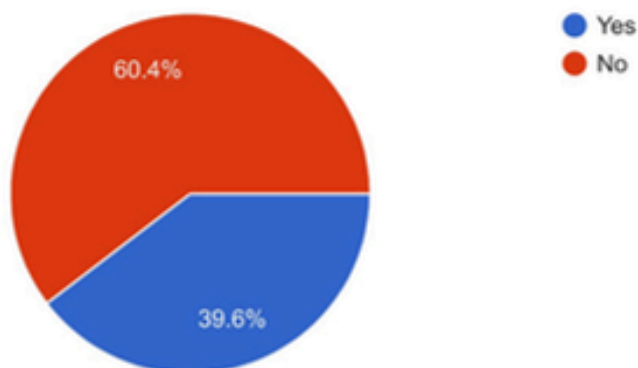
Would you like to be referred to someone for support?

360 responses



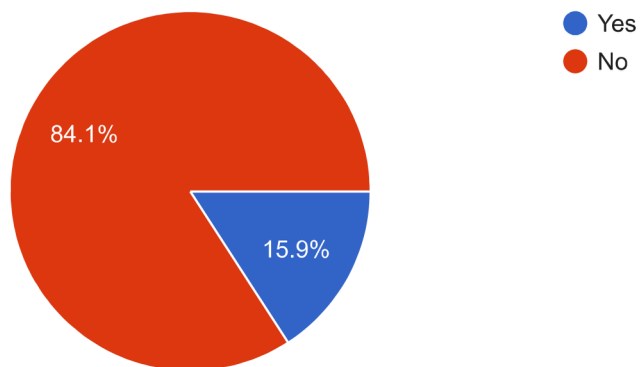
Have you used any substances (like alcohol, weed or other things) in the last 6 months to help you cope, help you forget your problems or to feel enjoyment?

361 responses



Would you like to know how to reduce your alcohol/weed use to improve your academic performance?

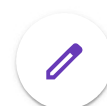
359 responses



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With thanks from our team!

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