

ABSTRACT

MOT (meaning courage) is a comprehensive, global life skills programme aimed at strengthening youth awareness and

Courage to live

Courage to care

Courage to Say No.

MOT strengthens youth's robustness, mastery of life, mental health, awareness and courage.

MOT promotes safe class environments where all are included. Partnering with educational institutions and communities, MOT is reaching out to young adults in their crucial development years through projects in Tertiary and Vocational Training colleges. This document presents the evaluation of the pilot MOT program in TVET colleges.

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[Course title]

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Background

Adolescence, often defined as the transitional phase between childhood and adulthood, is marked by hormonal changes and growth spurts. During this period, adolescents undergo rapid physical, cognitive, and psychosocial development.

In South Africa, adolescents aged 10 to 19 make up a notable 17.4% of the population, accounting for 2.1% of overall mortality. Their health and well-being are crucial, as this group represents the future workforce and potential drivers of economic productivity¹.

Health is determined by complex interactions between social and economic factors, the physical environment and individual behaviour. This report covers access to safe water, access to improved sanitation, and poverty. The overall health challenges include: medical aid coverage, teenage pregnancy and births in facilities, termination of pregnancy, male circumcision, cancer, mental health, disability, road traffic fatalities and causes of death

However, adolescents often encounter various challenges, including mental health issues, substance use such as alcohol and tobacco, and engaging in early, unprotected sexual activities with multiple partners. These behaviours increase the risk of HIV infections, other sexually transmitted diseases, and teenage pregnancy.

According to the results, the leading causes of adolescent deaths by main broad group are external causes of morbidity (comprising accidents occurring at home or place of residence, assault, contact with an object and traffic accidents), followed by certain infectious diseases that include intestinal infectious diseases, tuberculosis and HIV, and respiratory system diseases led by influenza and pneumonia.

External causes of morbidity contributed 46 572 deaths to the total number of deaths among adolescents between 2008 and 2018. Certain infectious diseases recorded deaths of nearly 25 000, while the remaining broad groups reported less than 10 000 deaths per group. The majority of external causes of morbidity and mortality are accidents that occur at home, school or other place of residence, assault, contact with an object (sharp or blunt), traffic accidents, exposure to mechanical objects such as gun shots, accidental drowning, exposure to smoke or fire, intentional self-harm and exposure to forces of nature such as lightning.

External causes of mortality are also known as non-natural causes because they are not a result of a health condition or illness. The report shows that accidental incidents occurring at home are the leading external cause of deaths (12 172), followed by assault at 6 898. Contact with an object (5 529), other threats to breathing and traffic accidents also contributed to external causes of mortality amongst adolescents. Intentional self-harm and exposure to forces of nature contributed less than 1 000 deaths to the total deaths among adolescents between 2008 and 2018.

More adolescent males died from non-natural causes than females. Over 80% of violence-related causes of death, assault and injuries following exposure to mechanical force such as gunshot wounds, occurred in males. A similar trend is observed for road traffic accidents, with males accounting for over 60% of the fatalities compared to their female counterparts.

However, adolescent girls face additional threats at puberty. A total of 106 383 registered live births occurred among adolescents 10-19 years in 2019. Among registered live births that occurred among adolescents, KwaZulu-Natal recorded a higher percentage than other provinces at 24,7%. It was the only province with registered live births above 20%. KwaZulu-Natal was followed by the Eastern Cape and Limpopo, both at 14,4%, Gauteng at 13,7% and Mpumalanga at 10,0%. The remaining provinces reported less than 10% of registered live births with Western Cape at 8,3%, Free State at 4,8%, North West at 6,3% and Northern Cape with the lowest percentage of 3,2%.

Children and youth in South Africa suffer various challenges. The most vulnerable and most affected are the poor communities. Below you find a few statistics that highlight some of these challenges.

Statistics South Africa[1] and the Optimus Study[2] reveal alarming information about children and youth of our country:

- 63% of South Africa's youth is unemployed (at beginning of 2019).
- Research has indicated that the youth face high risks of being vulnerable to crime.
- 35.4% children (every third child) have experienced some form of sexual abuse.
- 12.2% young people reported having experienced some form of neglect during their lifetime.

The department of social development[3] reveals that 29% of youth admitted past month binge[4] drinking. Further challenges in the township mentioned by schools and day care centres are teenage pregnancies, substance abuse, physical abuse and the absence of fathers/father figures.

The unemployed lose their self-esteem, purpose and sense of achievement. Increased depression and other health issues affect the concerned. In addition, unemployment is a major contributor to crime.[5]

People, who are exposed to violence and abuse, may suffer a variety of consequences. These may include injuries and mental health problems, such as anxiety, depression and post-traumatic stress disorder. Many children, who are abused, both physically and sexually, grow up with a very low self-esteem and poor image problems. They fall behind in school. They continue to engage in sexual activity.

Statistics South Africa[6] recommends to establish and increase access to a wide range of recreational facilities and services of particular interest to young people in order to prevent involvement in crime. In terms of unemployment they suggest to create enabling environments that attract young people into starting businesses. Creating an enabling environment that will propel young people to consider education as the best tool to poverty alleviation. Furthermore

they recommend providing vocational skills for unemployed youth, school leavers and graduates of tertiary institutions.

Underprivileged youth in South Africa face numerous challenges that hinder their ability to achieve personal and economic success. With 55.5% of the population living in poverty and a youth unemployment rate of approximately 62.1% as of 2023, the need for interventions to equip young people with essential life skills has never been greater. Life skills programs are critical in addressing these issues by fostering resilience, improving employability, and enhancing overall well-being.

Adolescence is a pivotal stage of development characterized by significant physical, cognitive, and emotional changes. However, in South Africa, this phase is often accompanied by adversity, including substance abuse, mental health issues, teenage pregnancy, and exposure to violence. For instance, the country has one of the highest rates of teenage pregnancy globally, with 16% of young women aged 15-19 giving birth annually. These challenges can derail the potential of young people, particularly those in underprivileged communities, underscoring the importance of life skills education.

Life skills programs provide youth with tools to navigate complex social, emotional, and professional landscapes. By teaching critical thinking, communication, conflict resolution, and decision-making, these programs empower young people to overcome challenges and seize opportunities. For example, programs like the Department of Basic Education's Care and Support for Teaching and Learning (CSTL) framework aim to address the holistic needs of learners, equipping them to manage health and societal risks while improving academic outcomes.

Moreover, life skills training is instrumental in breaking the cycle of poverty. According to the Development Bank of Southern Africa, youth equipped with skills for job readiness and entrepreneurship are more likely to secure employment or create their own opportunities. In a country where inequality remains pervasive, life skills programs act as a catalyst for social mobility, enabling young people to contribute to the nation's economic growth.

In conclusion, the implementation of life skills programs for underprivileged youth in South Africa is an urgent necessity. By addressing key challenges and fostering resilience, these programs not only uplift individuals but also contribute to the broader goal of societal development. Investing in the youth through life skills education ensures a brighter, more equitable future for South Africa.

Figure 1: Youth described



MOT program IN TVET colleges

The program was introduced to Technical and Vocational Education and Training (TVET) colleges to address challenges faced by students, such as low self-esteem, peer pressure, bullying, and a lack of resilience. Recognizing the unique environment and demands of TVET institutions, the program has been tailored to suit the specific needs of students transitioning into adulthood and the workforce.

One of the primary motivations for introducing the MOT program to TVET colleges was to combat high dropout rates among students. Many TVET students face socio-economic challenges and lack the necessary support systems to stay motivated and engaged. The program's focus on building resilience, fostering a sense of belonging, and encouraging personal responsibility has made it an effective tool in reducing dropout rates and promoting student retention.

MOT's philosophy revolves around three core values: courage to live, courage to care, and courage to say no. These principles encourage students to make confident decisions, build meaningful relationships, and resist negative influences. With its roots in fostering a positive and inclusive culture, MOT supports the holistic development of students, preparing them not only for academic success but also for life beyond the classroom.

Implementation in TVET Colleges

The program's introduction to TVET colleges was driven by the increasing need for student support systems that align with the practical, career-focused education provided in these institutions. MOT is currently implemented in TVET colleges across four provinces in South Africa: the Western Cape, Gauteng, Eastern Cape, and KwaZulu-Natal. The integration of MOT into TVET colleges typically involves:

1. Training Facilitators

Facilitators, often academic staff or student support staff, undergo comprehensive training to deliver the MOT program. The training equips them with the skills and tools to lead interactive sessions, engage diverse groups, and act as role models for students.

2. Interactive Sessions

MOT sessions are designed to be dynamic and engaging, encouraging active participation from students. Activities, discussions, and storytelling are used to address key themes like self-awareness, teamwork, and decision-making. These sessions are incorporated into existing schedules without disrupting academic priorities.

3. Collaboration with Stakeholders

The success of MOT in TVET colleges relies on collaboration between college management, staff, students, and external partners.

4. Key Benefits

The MOT program has proven to yield several positive outcomes for students, institutions, and communities:

- **Enhanced Self-Esteem and Resilience:** Students develop the confidence to face challenges, make informed decisions, and embrace their individuality.
- **Improved Peer Relationships:** By fostering a culture of care and respect, the program reduces incidents of bullying and encourages supportive social dynamics.
- **Academic and Professional Readiness:** The values instilled through MOT align with qualities sought by employers, such as teamwork, accountability, and problem-solving skills.
- **Stronger Institutional Culture:** Colleges benefit from a more positive and inclusive environment, where students and staff feel valued and motivated.

Success Stories and Impact

Since its introduction to TVET colleges, the MOT program has been met with enthusiasm from students and educators alike. Surveys and feedback indicate a marked improvement in students' confidence, communication skills, and ability to navigate challenges. Institutions that have adopted MOT report a decrease in disciplinary issues and an increase in student engagement and retention. Additionally, dropout rates as well as academic performance have shown significant improvement, highlighting the program's effectiveness in addressing one of the most critical challenges faced by TVET colleges.

Future Prospects

Looking ahead, there are plans to expand the MOT program to more TVET colleges.

The MOT program is a vital initiative for TVET colleges, equipping students with the courage and skills they need to succeed in life and their careers. Its focus on values, resilience, and community makes it a cornerstone of holistic education.

Methodology

Program evaluation is a critical process for assessing the effectiveness, impact, and overall success of initiatives aimed at youth development. In tertiary education institutions, youth development programs play a significant role in shaping students' personal, academic, and professional growth. One of the most effective methodologies for evaluating such programs is through Focus Group Discussions (FGDs), a qualitative data collection tool.

Using the Focus Group Discussion Method

We conducted 3 Focus Group Discussions where participants and MOT Coaches were encouraged to discuss topics relevant to the evaluation of the program and to understand the experiences of the Participants, their perceptions of the program's benefits, challenges, and their suggestions for improvement. The discussions were guided by a facilitator using open-ended questions to encourage dialogue among participants, allowing them to share their opinions in a group setting.

The participants were invited based on site, availability and willingness to participate. Other criteria were considered such as program involvement, diversity in age, gender, and academic discipline, ensuring a representative sample of the youth population involved in the program. Each group consists of 6-12 participants, creating an environment where individuals can engage with each other's perspectives while being guided by the facilitator's direction.

Data Collection and Analysis Process

Planning and Preparation:

- Clear objectives and questions were defined. The Set-up and logistics were arranged and managed by the MOT program office. An interview guide was developed and shared with the team to allay any concerns or anxiety for participants.
- The facilitator of the FGDs was the Chief Evaluator.
- During the discussion, the conversations were recorded and transcribed using MS Teams functions. Informed consent was obtained from all participants. Once the sessions were completed, the recordings were transcribed through the AI function on the MS teams platform, providing a textual representation of the dialogue for analysis.
- The transcripts were quality-assured and corrected.

Qualitative Data Analysis:

- Patterns, themes, and key insights from the transcripts were identified
- Coding techniques to categorize responses based on recurring themes and subthemes
- The themes were examined in relation to the program's goals, assessing whether the intended outcomes are being achieved.
- Thematic analysis was conducted for the identification of both explicit and implicit feedback that might indicate the program's strengths and areas for improvement.

Challenges , Considerations and Constraints

While FGDs were valuable for qualitative evaluation, they also presented challenges. For instance, managing group dynamics to ensure all voices are heard can be difficult, especially in a diverse group.

FGDs were conducted virtually on MS TEAMS. Three FGDs were scheduled in Dec 2024.

Date	Name	Province	#FGD attendance	College	Total #MOT participants
22 November 2024	-PE TVET -STADIO students	Eastern Cape, Gauteng			

Conducting a focus group discussion online presented several challenges that impacted the quality and depth of insights gathered. One key issue is **technology access and proficiency**, as some participants lacked reliable internet connections, suitable devices, or the necessary skills to navigate virtual platforms effectively. This resulted in uneven participation of individuals from under-resourced settings.

Maintaining engagement was another challenge, as the virtual format often makes it harder to sustain participants' attention due to distractions or the lack of in-person dynamics. Additionally, **non-verbal cues**, such as body language and facial expressions, were harder to observe and interpret online, which may have hindered the facilitator's ability to gauge participants' emotions or ensure balanced contributions.

Group interaction dynamics may have also been affected, as some participants may feel hesitant to speak up or may dominate the conversation in the absence of the natural flow of in-person discussions.

Lastly, **privacy and confidentiality concerns** can arise, as participants may worry about the security of the virtual platform or feel less comfortable sharing sensitive information from their personal environments.

RESULTS

Executive summary

The results of this qualitative evaluation provide rich insights into the experiences and outcomes of students participating in a life skills program designed to address the complex needs of tertiary education students. The program aimed to equip students with essential competencies such as emotional regulation, communication, decision-making, and critical thinking, which are vital for personal and academic success.

Participants shared narratives that reveal how the program shaped their perspectives, enhanced their resilience, and helped them navigate challenges such as academic pressures, social relationships, and the transition to adulthood. These findings highlight the critical role of structured life skills interventions in fostering holistic development and underscore their potential to empower students to thrive both within and beyond the academic environment.

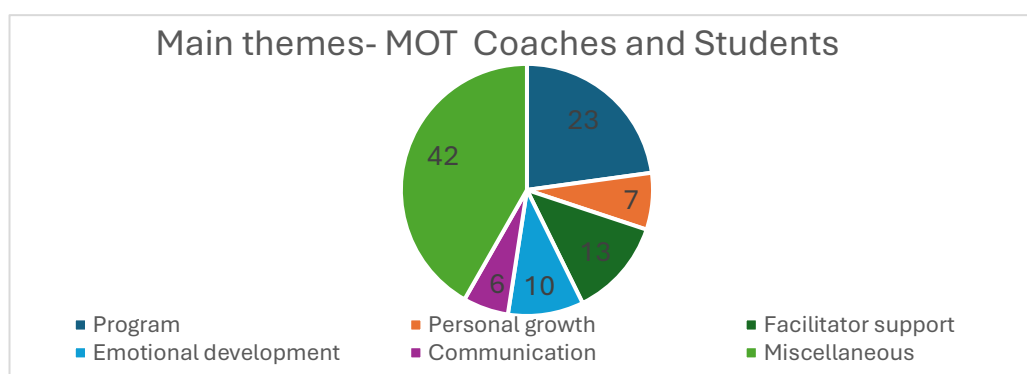
The word-cloud below displays the main thematic areas which emerged during a FGD with MOT Coaches and TVET students.

Figure 2 : Word cloud - Coaches and Participants



Analysis of the qualitative data showed the emergence of 5 dominant themes constituting 58% of the discussion viz: Program Personal growth Facilitator support Emotional development and Communication. The remaining 42% of the discussion covered diverse topics with varying degrees of in-depth exploration and were grouped under the “Miscellaneous” category. These themes will be discussed in further detail in this chapter.

Figure 3 : Main themes by category



Thematic analysis - Top 5 insights

About the MOT Program

Sub themes : Activities Awareness Challenges Content Coordination Design Dynamics Effectiveness Environment Evolution Expansion Feedback Impact Improvement Reach Scale Structure Success Support Objectives

1. Understanding Program Objectives

The program initially faced challenges in clarifying its objectives to participants. Many students and faculty members expressed confusion during the early phases, especially before it became integrated into the curriculum. However, once the program was formally included, its purpose and relevance became evident. This transition highlighted the importance of clear communication and integration when introducing new initiatives.

2. Program Impact

The life skills program significantly impacted the participants, fostering deeper teacher-student interactions and enabling personal growth. Students reported how the program created a safe and supportive space where they felt comfortable sharing their experiences and expressing emotions. The transformative experiences for both students and facilitators underscored the program's ability to positively influence participants' emotional and social well-being.

3. Program Expansion

The program's reach extended beyond its initial scope, gradually incorporating additional classes and schools. This growth was driven by its early successes and demand from students and facilitators alike. The second semester marked a turning point, with improved strategies and adaptations that allowed for greater participation and inclusivity.

4. Program Success

Success in the second semester was attributed to strategic adjustments made in response to initial challenges. Increased engagement and participation reflected a better understanding of student needs and highlighted the program's ability to adapt to dynamic educational environments. These outcomes demonstrated the potential of such programs to evolve and achieve greater reach and effectiveness over time.

5. Program Scale

Designed to accommodate a diverse range of disciplines, including commerce, education, and law, the program catered to hundreds of first-year students across multiple schools. Its scalability underscored its broad applicability and relevance in addressing the needs of students from varying academic and social backgrounds.

6. Program Reach

Participation in the program revealed a deep level of student engagement. Many students actively sought more opportunities to connect with their peers and facilitators, emphasizing the program's value. However, requests for extended sessions and additional support highlighted a growing demand to make the program even more accessible and impactful.

7. Program Feedback

Feedback from participants centered around their appreciation for the safe space the program provided. Students valued the opportunity to share their emotions openly and reflected on how the program had transformed their confidence. However, some participants noted the need for longer sessions to allow for deeper discussions and more robust engagement.

8. Program Structure

The program's activities were thoughtfully designed to foster collaboration, openness, and skill development. Structured around fostering a supportive environment, these activities encouraged participants to step out of their comfort zones and engage meaningfully with peers and facilitators. This structure reinforced the program's emphasis on personal and social growth.

9. Program Environment

The program cultivated a safe and inclusive space for participants to express themselves. This nurturing environment encouraged students to build trust and open up about their thoughts and experiences, fostering stronger connections and a sense of belonging.

10. Program Design

The carefully planned design of the program contributed significantly to its success. Facilitators were equipped with improved manuals and resources, making implementation easier. Activities were tailored to ensure their relevance and practical application, providing both facilitators and students with meaningful and relatable content.

11. Program Support

Support for participants extended beyond the classroom, with facilitators and peers creating an encouraging environment. From fostering healthy competition to addressing individual needs, the program demonstrated its capacity to offer both emotional and academic support to participants. Facilitators also benefited from institutional support, allowing them to better serve their students.

12. Program Feedback and Evolution

Feedback loops were integral to the program's development, enabling it to evolve over time. Students highlighted their enjoyment of the sessions and expressed appreciation for the opportunity to connect with peers. As participation increased, the program adapted to incorporate suggestions, ensuring its continued relevance and success.

13. Practical and Applicable Content

Students appreciated the practical and relatable aspects of the program. Through real-life scenarios, role-playing exercises, and collaborative tasks, the program taught skills that were not only relevant in the classroom but also applicable in daily life. These elements made the content engaging and meaningful for participants. Program activities were grounded in reality and real-world application allowing Coaches to be impactful in delivering the intended lesson. Group activities created a comforting relaxed atmosphere which motivated the Participants to learn with their peers. Greater awareness of the benefits, advantages and opportunities of the MOT program is needed to increase number of participants.

14. Challenges experienced in the MOT program :

- Initial difficulties with logistics
- Slow progress in initial implementation
- Low initial participation
- Limited engagement from some students
- Barriers to student participation
- Initial unfamiliarity and low confidence
- Focus on completing curriculum versus student engagement
- Limited facilitator resources
- Resource preparation difficulties
- Delays in material delivery
- Budget constraints
- Limited facilitator capacity
- Impact of external factors (e.g., student unrest on campus)

Program Challenges

Resource constraints, insufficient session duration, and a lack of facilitator support were significant challenges. Facilitators expressed the need for additional training, better coordination, and sufficient resources to ensure smooth program delivery.

Facilitator Support

Subthemes: Engagement; Facilitator Development; Facilitator Growth; Facilitator Skills; Facilitator Support; Facilitator-Student Relationship; Group Dynamics

The life skills program for facilitators highlighted critical dimensions of personal and professional growth, skills enhancement, and the necessity of support mechanisms. Facilitators reflected on their own learning journeys, acknowledging how the process of delivering sessions enabled them to better understand themselves, grow professionally, and develop a deeper connection with their students. Through personal reflection and sharing experiences, facilitators were able to inspire students, fostering an environment of trust and mutual respect. This reciprocal dynamic not only empowered students to express themselves but also cultivated an atmosphere where facilitators gained insights into their own strengths and areas for improvement.

A core aspect of the program was the emphasis on facilitator skills. Active listening, empowering student voices, and earning respect were identified as key competencies that contributed to creating a supportive learning environment. Facilitators underscored the importance of their role in enabling students to find their voice and engage meaningfully with the program.

However, challenges such as insufficient remuneration and a lack of resources highlighted the need for stronger support systems. Facilitators expressed the necessity of mid-year refresher training and emotional support to address the mental and emotional demands of their role. Peer-to-peer learning sessions were suggested as a way to exchange strategies and overcome shared challenges. Additionally, facilitators recognized the importance of continuous retraining and preparation to ensure program sustainability and effectiveness.

The development aspect of the program was not limited to skills training but also included counselling and emotional intelligence. Facilitators identified skill gaps, particularly in counselling, and emphasized the need for specialized training to handle sensitive student issues. Observational learning, guidance from experienced facilitators, and opportunities for reflective sessions were seen as vital to their professional development.

Attendance remained a challenge due to external factors like protests and conflicting schedules. However, the program's engaging sessions and welcoming atmosphere motivated consistent participation from a core group of students. Facilitators highlighted the importance of flexible scheduling to accommodate learners' needs.

Facilitators went above and beyond to support learners by addressing their basic needs, such as providing refreshments during sessions. This holistic approach created a nurturing environment that enhanced learners' overall experience and willingness to participate.

In conclusion, the program underscored the importance of building a robust network among facilitators, fostering collaboration, and preparing for future implementation. By addressing both the personal and professional growth of facilitators and equipping them with the necessary resources and skills, the program set a strong foundation for a positive and impactful learning experience for all stakeholders.

Personal growth

Subthemes : Personal Growth and Family Impact; Personal Responsibility and Critical Thinking; Time Management; Personal Development and Participation; Personal Transformation; Personal Reflection

The data highlights the transformative impact of a student life skills program, with key sub-themes revolving around personal growth, responsibility, and transformation. These themes underline how participants' confidence, critical thinking, and self-awareness were enhanced through structured activities and reflective learning opportunities.

Under personal growth, participants reported increased confidence, a deeper understanding of themselves, and the development of key skills for self-improvement. The program's emphasis on self-reflection enabled individuals to identify areas for personal growth, fostering both human connection and individual transformation. For many, the program became a catalyst for becoming role models within their families and communities, showing how personal development translates to broader societal impact.

The theme of personal responsibility highlights the program's role in helping students organize their lives effectively. Participants developed critical thinking skills, set personal goals, and learned time management techniques, enabling them to navigate their academic and personal responsibilities more confidently. The sense of ownership instilled by the program helped participants build a stronger foundation for decision-making and self-discipline.

Lastly, personal transformation emerged as a significant theme. Participants shared moving stories of bravery and change, including overcoming life challenges such as substance use. These stories illustrate the program's impact on fostering empathy, encouraging openness, and helping participants overcome personal struggles. The ability to share personal struggles in a safe environment was key to this transformation, emphasizing the program's role in fostering courage, individuality, and resilience.

In summary, the program empowered participants to grow as individuals, take responsibility for their actions, and embrace transformative changes that not only impacted their personal lives but also their roles in society. The interplay of these sub-themes underscores the value of life skills programs in cultivating well-rounded, self-aware individuals.

Emotional development

Subthemes: Emotional development ; Emotional Regulation; Emotional Expression; Emotional Support; Empathy and Active Listening; Emotional Connection

The data highlights several key areas of emotional and relational development within a student life skills program. The sub-themes capture the transformative effects of emotional awareness, interpersonal connections, and personal growth on both learners and coaches.

Emotional Development and Regulation

The program fostered emotional growth by equipping participants with tools to identify, understand, and regulate their emotions. Learners reflected on strategies for expressing feelings constructively and navigating difficult situations with emotional intelligence. Themes such as avoiding offensiveness and balancing truth with sensitivity emerged, emphasizing the importance of interpersonal awareness in building harmonious relationships. Emotional regulation also included cultivating self-awareness and coping mechanisms, enabling participants to address personal challenges effectively.

Emotional Support and Expression

The creation of safe spaces for emotional expression stood out as a significant achievement. Learners noted how the program encouraged the sharing of personal experiences and emotions, which helped them feel supported and validated. This openness fostered stronger emotional bonds within the group, providing participants with a sense of belonging and security. The mutual exchange of experiences strengthened relationships and promoted collective growth.

Emotional Connection and Empathy

A core theme was the development of meaningful connections between participants and facilitators. Coaches emphasized the program's role in enabling them to build trust with students and better understand their backgrounds and challenges. These connections allowed for open communication, where students felt comfortable reaching out for guidance and sharing personal struggles. Empathy and active listening played a critical role, with participants learning to understand and support one another's emotional needs.

Personal Growth and Confidence

The program also contributed to significant personal growth among participants. Learners and coaches highlighted how emotional openness led to a shift in mindset and perspective. This transformation fostered confidence and a positive attitude, particularly in students who were initially shy or withdrawn. Through relatable and engaging activities, participants gained the courage to share their thoughts and experiences, further reinforcing their confidence and self-esteem.

In summary, the program's focus on emotional development, support, and connection nurtured a positive environment where participants could grow individually and collectively. By addressing emotional challenges and fostering empathy, the program successfully empowered learners and coaches to develop stronger interpersonal skills and resilience, contributing to their overall personal and relational growth.

Communication

Subthemes: Communication Challenges; Communication Skills; Active Listening and Empathy; Intergenerational Communication; Critical Thinking and Communication; Collaboration and Social Adaptation; Group Dynamics; Communication Skills; Communication and Coordination

Communication Challenges

The program identified and addressed significant barriers to effective communication, including language and religious differences. These challenges highlighted the diverse backgrounds of participants and emphasized the importance of creating an inclusive environment. Learners became aware of the need to navigate such barriers while respecting cultural and religious sensitivities.

Communication Skills

Participants reported notable improvements in communication skills through the program. Learners emphasized the importance of assertiveness and boundary setting, learning to express themselves confidently while respecting others' perspectives. Coaches also observed enhanced articulation and clarity among learners, particularly in how they conveyed their thoughts and ideas. This development in communication fostered stronger interpersonal relationships within the group.

Active Listening and Empathy

The program encouraged learners to practice active listening and empathy, which became essential for fostering mutual understanding and respect. Participants shared how this approach improved classroom dynamics by creating an environment where individuals felt heard and valued. By promoting empathy, the program also helped learners engage with others more meaningfully.

Intergenerational Communication

A unique outcome of the program was its impact on intergenerational communication. Older learners reported how the program helped them adapt their communication styles to better interact with younger classmates. This improvement bridged generational gaps and facilitated more cohesive group interactions.

Critical Thinking and Communication

Participants highlighted the program's role in developing critical thinking skills, which were applied to communication. Learners became more mindful of their speech, carefully considering the impact of their words and their relevance to the conversation. This approach not only improved communication but also fostered a thoughtful and intentional way of interacting with others.

Collaboration and Social Adaptation

The program encouraged collaboration, teaching learners how to build on others' ideas and provide constructive feedback. This skill was particularly important for adapting socially and academically in a group setting. By learning to work together, participants improved their ability to navigate social dynamics and contribute effectively to group discussions.

Group Dynamics

The program also addressed challenges within group dynamics. Instances of dominant behaviour during group exercises highlighted the need for balanced participation. Through structured activities, learners gained an understanding of the importance of equal contributions and respecting diverse viewpoints within a group.

Communication and Coordination

Lastly, the program underscored the need for clear communication and coordination in resource acquisition and planning. Coaches reflected on the importance of clarity in accessing necessary materials, ensuring that sessions could run smoothly and effectively. This logistical aspect reinforced the broader communication skills learned throughout the program.

The program significantly enhanced communication skills across multiple dimensions, addressing both individual and group-level challenges. By fostering empathy, critical thinking, and collaboration, the program contributed to the development of more effective communicators capable of navigating diverse social and academic settings.

Key emerging themes

The program's multifaceted approach addressed critical aspects of personal growth, academic development, and social integration. By tackling cultural, emotional, and logistical challenges, it created a transformative experience for learners and facilitators alike.

Theme	Discussion
Cultural Sensitivity	The program did not expressly emphasize diversity and inclusion, however, recognizing the wide variety of cultural and religious backgrounds represented by participants, this was a key outcome. Challenges such as language barriers and varying cultural norms highlighted the need for an inclusive approach. By addressing these differences, the program created a space for mutual respect and understanding.
Social Integration	Learners often struggled with forming meaningful connections and integrating into group activities. Through structured interactions and support, the program helped participants build friendships and a sense of belonging. This was particularly valuable for those who initially felt isolated or excluded.
Peer Pressure Management	The program equipped participants with strategies to handle peer pressure and societal influences effectively. By teaching learners to stand firm in their values and resist negative influences, the sessions empowered them to make informed decisions aligned with their personal principles.
Setting Boundaries	Setting and maintaining personal boundaries emerged as a critical life skill taught in the program. Participants learned how to say no assertively and ensure their comfort in interpersonal interactions. This skill significantly enhanced their ability to navigate complex social situations with confidence.
Emotional Engagement	The program encouraged emotional expression and sharing, fostering a safe environment where participants felt comfortable discussing personal challenges. This openness not only helped participants process their emotions but also strengthened their connections with peers and facilitators.
Educational Impact	The program had a profound impact on learners' academic journeys. By integrating life skills into their education, participants gained tools for self-care, time management, and prioritization, enabling them to balance their academic and personal lives more effectively.
Behavioural Change	Many participants reported transformative experiences that shifted their behaviour positively. From overcoming substance abuse to recognizing and addressing biases, the program provided tools for sustainable personal growth and a healthier approach to life.
Mental Health Awareness	Participants gained a deeper understanding of their own mental health and that of others. Discussions around mental health destigmatized common struggles, encouraging participants to seek support and prioritize self-care. This awareness fostered a culture of empathy and support within the group.
Collaboration and Social Adaptation	The program highlighted the importance of teamwork and constructive collaboration. Learners developed the ability to build on others' ideas, adapt to diverse social settings, and contribute meaningfully to group activities. These skills prepared them for real-world challenges.
Skill Development	The focus on critical thinking, problem-solving, and analytical skills equipped participants with practical tools for navigating personal and academic challenges. Engaging activities encouraged creativity and teamwork, ensuring that learners felt empowered and capable.
Relationship Building- Power distance	The program fostered meaningful connections between learners and facilitators. Stronger teacher-student relationships emerged, characterized by mutual respect and trust. Participants expressed gratitude for the supportive environment, which encouraged them to engage more actively and confidently.
Student Development	The program tracked noticeable growth in students' confidence, communication skills, and overall development. Participants demonstrated improved self-awareness, active participation, and a readiness to take on new challenges. Facilitators observed transformations in attitudes and behaviours, reflecting the program's positive impact.
Academic performance in STEM	Improvement in college class attendance and performance in Math(where the MOT coach was a STEM educator)

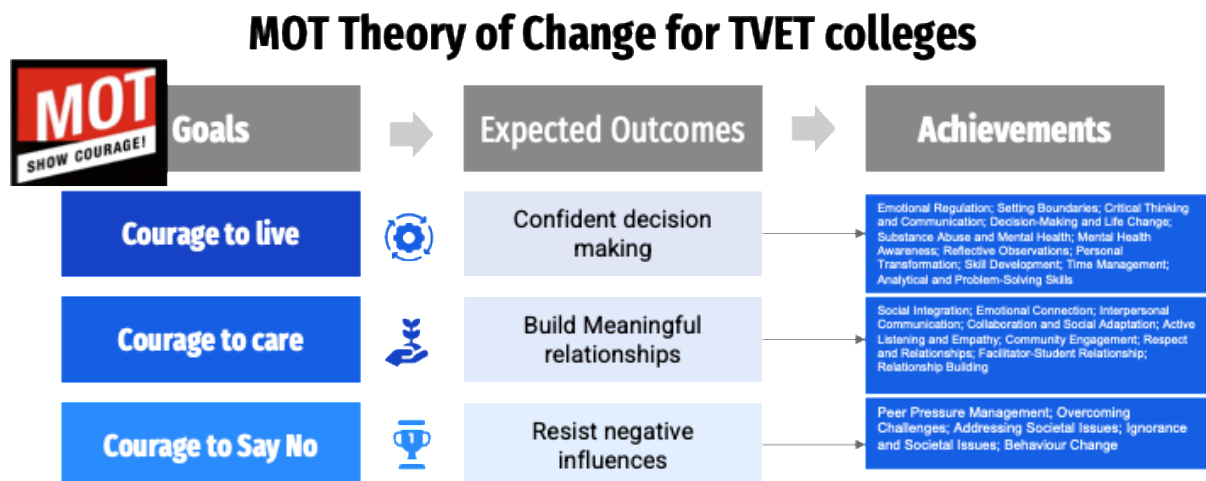
Establishing causation requires robust evidence that the intervention directly led to the observed changes, often through rigorous methodologies such as randomized controlled trials or well-designed quasi-experiments. In behavioural interventions, confounding variables—such as social, environmental, or individual factors—can influence outcomes, making it challenging to isolate the intervention’s direct impact. For example, a life skills program might correlate with improved decision-making among participants, but causation can only be confirmed if other influencing factors, such as family support or prior experiences, are controlled for.

Behavioural interventions often aim to achieve specific intended outcomes, such as improved mental health, better social integration, or reduced risky behaviours. However, they may also lead to unintended consequences, which can be either positive or negative. The MOT program was designed to boost self-confidence and we anticipated inadvertent exclusion for participants who struggle to keep up with their peers. Conversely, we saw the MOT program yield unexpected benefits, such as stronger peer networks or the emergence of leadership qualities among participants. Recognizing both intended and unintended consequences is crucial for comprehensive program evaluation, as it provides a holistic understanding of the intervention's impact.

Significance in MOT Program Evaluation

As seen in the figure below, the outcomes of the MOT program have been demonstrated in diverse settings. In this pilot with TVET colleges, Participants and Coaches were able to derive benefits beyond our expectations. Of course, there are processes and contextual factors that shape these results which may be studied in greater detail. This approach ensures that recommendations for program improvement are grounded in evidence, helping to refine intervention strategies and maximize their positive impacts while mitigating unintended negative effects. Ultimately, such evaluations contribute to designing more effective, equitable, and sustainable behavioural interventions.

Figure 4 : MOT Theory of change for TVET students




		Outcomes			
Intended	Courage to live	Courage to care	Courage to Say No	Behaviour change	
	Confident decision making	Meaningful relationships	Reject negative influence	Positive affirming choices	
Unintended	Cultural sensitivity	Improved Academic performance (STEM)	Power-distance culture transformed	Mental health awareness	
	Exposure needed for inclusion and diversity	Students with high self-awareness perform better	Relationship between Educator and student is critical	Develop empathy and social awareness	

Figure 5 : Intended and Unintended consequences

The value-add of Unintended consequences

Cultural sensitivity	Cultural sensitivity not only improves peer relationships but also equips youth with the empathy and skills needed to engage in increasingly globalized and multicultural societies.
Transforming the power-distance culture	Reducing power distance is where hierarchical barriers between students and facilitators are softened—promotes collaboration and empowers youth to voice their opinions, enhancing mutual respect and confidence. These outcomes are vital for nurturing individuals who can contribute to equitable and inclusive communities, ultimately strengthening the social fabric.
Improving academic performance	Often arises from participants learning time management, critical thinking, and self-regulation—skills that translate directly to better classroom engagement and outcomes.
Mental health awareness	Mental health awareness fosters resilience and emotional intelligence, enabling youth to identify and address their struggles effectively. This awareness helps reduce stigma around mental health issues and encourages help-seeking behaviours, fostering a healthier, more supportive learning environment.

Participants – Summary

The findings from this evaluation provide valuable insights into the challenges faced by TVET college students aged 18 to 24yrs and examines the transformative potential of the MOT life skills programs in addressing these challenges. This age group represents a critical developmental stage where individuals transition from adolescence to adulthood, often grappling with significant personal, academic, and societal pressures. Common issues include navigating identity and independence, managing academic and career expectations, and establishing meaningful relationships. These challenges are compounded by external stressors such as economic instability, societal expectations, and exposure to mental health risks, making tailored interventions like the MOT life skills programs crucial for fostering resilience and adaptability.

The results highlight the multifaceted role of life skills programs in equipping students with tools to manage these challenges effectively. Participants in the program reported improvements in areas such as self-awareness, emotional regulation, and critical thinking—skills essential not only for personal development but also for fostering healthy interpersonal relationships and achieving academic success. By providing a structured environment for reflection, skill-building, and peer interaction, these programs act as a bridge between individual growth and collective societal benefit. The participants' experiences underscore the importance of addressing the unique needs of this age group, who are often at the intersection of personal and professional milestones.

Beyond the individual, the ripple effects of such programs extend to the broader community. Empowered students are more likely to engage in positive social behaviours, contribute to workplace dynamics, and address societal challenges with empathy and informed decision-making. The findings suggest that life skills programs in tertiary institutions do more than support students they actively contribute to building a society that values emotional intelligence, diversity, and resilience. This report demonstrates how equipping young adults with these essential skills is not only an investment in their futures but also in the collective well-being of the communities they will lead and shape.

Summary : Participants' perspectives

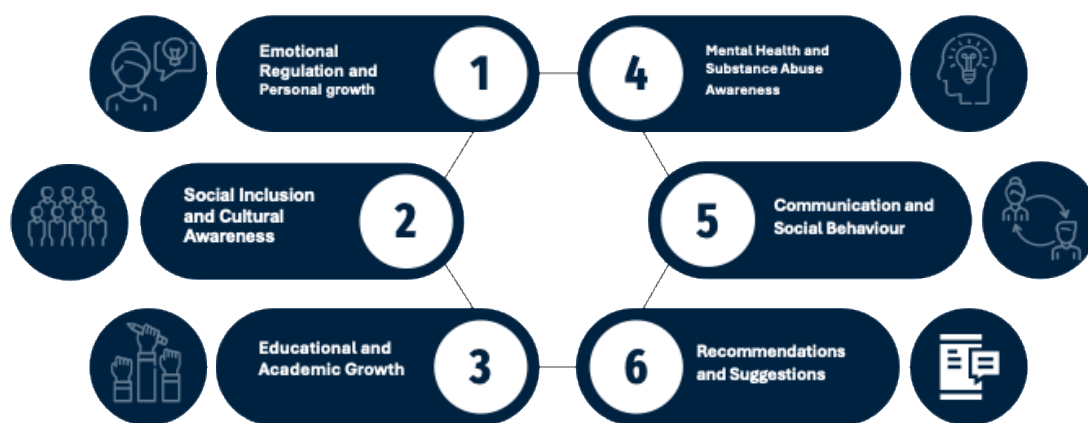


Figure 6 : Participants 'perspectives

1. Emotional Regulation and Personal Growth		
Key Points: <ul style="list-style-type: none"> Participants learned to identify and manage their emotions effectively. Emphasis on setting boundaries and expressing emotions clearly. Improved ability to break down feelings and develop action plans. Encouraged personal reflection and self-awareness. <p>Built resilience to navigate emotional challenges and improve mental well-being.</p>	Challenges Before Program : Difficulty regulating emotions Struggled with setting personal boundaries Limited understanding of emotional triggers	Changes After Program : Gained skills to express calm and navigate emotional challenges Learned to set and implement boundaries in daily life Developed self-awareness and strategies for emotional regulation
2. Social Inclusion and Cultural Awareness		
Key Points: <ul style="list-style-type: none"> Highlighted the importance of addressing cultural and religious barriers in a diverse society. Encouraged active listening, empathy, and understanding different perspectives. Enhanced participants' comfort levels in social settings and helped them build connections. Addressed generational and societal biases through open discussions. <p>Promoted inclusivity and respect for individual differences.</p>	Social Challenges: Language and cultural barriers Struggled to feel included in groups Prejudice and stereotyping	Program's Impact: Encouraged open communication and respect for diversity Developed a sense of belonging and confidence in group settings Fostered empathy and reduced biases through cultural awareness
3. Educational and Academic Growth		
Key Points: <ul style="list-style-type: none"> Participants learned time management and goal-setting techniques. The program's integration into the curriculum encouraged accountability and critical thinking. Improved focus on personal and academic development. Encouraged participants to take ownership of their learning journey. Provided tools for analysing information and forming reasoned opinions. 	Educational Challenges: Difficulty prioritizing academic tasks Struggled to take ownership of learning Limited critical thinking skills Lack of academic accountability	Skills Acquired : Time management and creating timetables Learned to set personal goals and evaluate progress Enhanced ability to analyse information and form informed opinions Developed self-discipline and a structured approach to studies
4. Mental Health and Substance Abuse Awareness		
Key Points:	Challenges :	Program Outcomes :

<ul style="list-style-type: none"> • Participants reported positive changes in their mental health and perspectives on substance abuse. • The program emphasized the importance of self-control and seeking support. • Discussions on mental health reduced stigma and encouraged peer support. • Highlighted the role of spiritual and community involvement in recovery. • Addressed the challenges of addiction and provided strategies for resilience. 	<p>Struggled with substance abuse Limited understanding of mental health Stigma surrounding mental health issues</p>	<p>Developed self-control and relied on spiritual and community support Gained awareness and empathy for others' mental health struggles Reduced stigma through open discussions and shared experiences</p>
<p>5. Communication and Social Behaviour</p>		
<p>Key Points:</p> <ul style="list-style-type: none"> • Participants learned to navigate social interactions respectfully and assertively. • Emphasis on understanding the impact of words and regulating responses. • Encouraged constructive feedback and collaborative problem-solving. • Improved confidence in public speaking and expressing opinions. • Fostered teamwork and cooperation in group settings. 	<p>Communication Challenges :</p> <p>Difficulty expressing opinions or saying no Lack of awareness about offensive language Limited ability to provide constructive feedback</p>	<p>New Skills Acquired :</p> <p>Learned to speak up confidently and assertively Gained skills in regulating emotions and considering others' perspectives Developed techniques for collaboration and problem-solving</p>
<p>6. Recommendations and Suggestions</p>		
<p>Key Suggestions from Participants:</p> <ol style="list-style-type: none"> 1. Expand the program's visibility through social media and promotional materials (e.g., T-shirts, events). 2. Facilitate more open discussions and forums to address generational and societal challenges. 3. Continue integrating programs into academic curricula to ensure long-term benefits. 4. Create opportunities for leadership development and peer mentoring. 5. Incorporate feedback mechanisms to continuously improve the program. 	<p>Participant Recommendations:</p> <p>Increase awareness and participation Encourage leadership involvement Expand program reach Support peer mentoring initiatives</p>	<p>Proposed Actions:</p> <p>Use social media campaigns and branded materials Host forums and discussions involving students and faculty Replicate the program in other regions and institutions Develop leadership workshops and mentorship programs</p>

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Summary : MOT Coaches

MOT coaches from a number of TVET campuses implementing the MOT program were invited to participate in a FGD which produced qualitative data as an important part of this evaluation of the program. The key themes presented here provide valuable insights into the program's effectiveness, challenges, and areas for improvement. These themes, including personal transformation, student development, relationship building, emotional growth, and program challenges, highlight the diverse experiences and outcomes associated with the initiative. The results not only reflect individual growth and empowerment but also underscore the significance of fostering collaborative and supportive environments within the program. This evaluation sought to understand how the program influenced participants' personal and professional development while addressing systemic barriers and opportunities for meaningful engagement.

One of the most prominent themes emerging from the analysis was **personal transformation** and **student development**, where participants reported gaining confidence, developing critical thinking skills, and cultivating a sense of responsibility. These changes were often linked to the program's structure, which encouraged life skills development and emotional growth through tailored activities and reflective practices. Another critical area was **relationship building**, which enhanced not only peer-to-peer interactions but also the rapport between students and facilitators. Facilitators noted improved student engagement and active participation, further emphasizing the program's role in fostering a sense of belonging and community. Together, these themes illustrate how the program catalysed individual and collective growth, contributing to a supportive and dynamic learning environment.

While the program yielded significant benefits, challenges such as attendance issues, resource limitations, and time constraints were frequently highlighted in the data. Themes like **program challenges**, **resource management**, and **facilitator support** underscored systemic barriers that affected the program's delivery and outcomes. Facilitators expressed the need for better training, resource availability, and institutional support to address these issues effectively. However, these challenges also presented opportunities for adaptation and growth, with participants and facilitators suggesting innovative strategies to enhance the program's scalability and sustainability. By addressing these areas, the program has the potential to amplify its impact and further contribute to personal empowerment and societal change.

Summary : MOT Coaches' perspectives



Figure 7 : MOT Coaches' perspectives

1. Student Development and Growth

- **Confidence and Communication:** Participants demonstrated significant improvement in confidence and their ability to articulate thoughts. Students became more comfortable sharing personal stories and contributing to group discussions.
- **Skill Building:** Activities enhanced public speaking, problem-solving, critical thinking, and teamwork skills, making students better prepared for future challenges.
- **Behavioural Change:** Students exhibited a noticeable shift from shyness or negativity to positivity and engagement, both in the program and classroom.

2. Impact on Relationships

- **Enhanced Teacher-Student Bond:** Educators reported improved relationships with students in the program. Students felt more comfortable approaching their teachers for advice and support, even outside academic contexts.
- **Peer Connections:** The program fostered camaraderie among students, helping them form closer relationships and improve mutual respect.

3. Community and Social Engagement

- **Outreach Activities:** Engagements like visiting old-age homes provided students with meaningful experiences, often being their first exposure to such environments. These activities cultivated empathy and broadened their perspectives.

- **Practical Relevance:** The program's content resonated with students' lives, addressing real-world scenarios that helped them relate and actively participate.

4. Program Challenges and Recommendations

- **Operational Issues:** Initial struggles included scheduling difficulties, lack of awareness about the program, and resource allocation challenges.
- **Time Constraints:** Limited session duration hindered the completion of activities, reducing the program's potential impact.
- **Need for Training and Support:** Coaches emphasized the importance of retraining and additional counselling skills to better handle student issues.
- **Resource Management:** Delays in acquiring materials and lack of institutional budgeting were highlighted as barriers to effective implementation.

5. Coach Development

- **Personal Growth:** Facilitators noted their own growth through the program, including improved listening skills and self-awareness.
- **Reflective Practices:** The program encouraged educators to connect with students' experiences and address their challenges holistically.

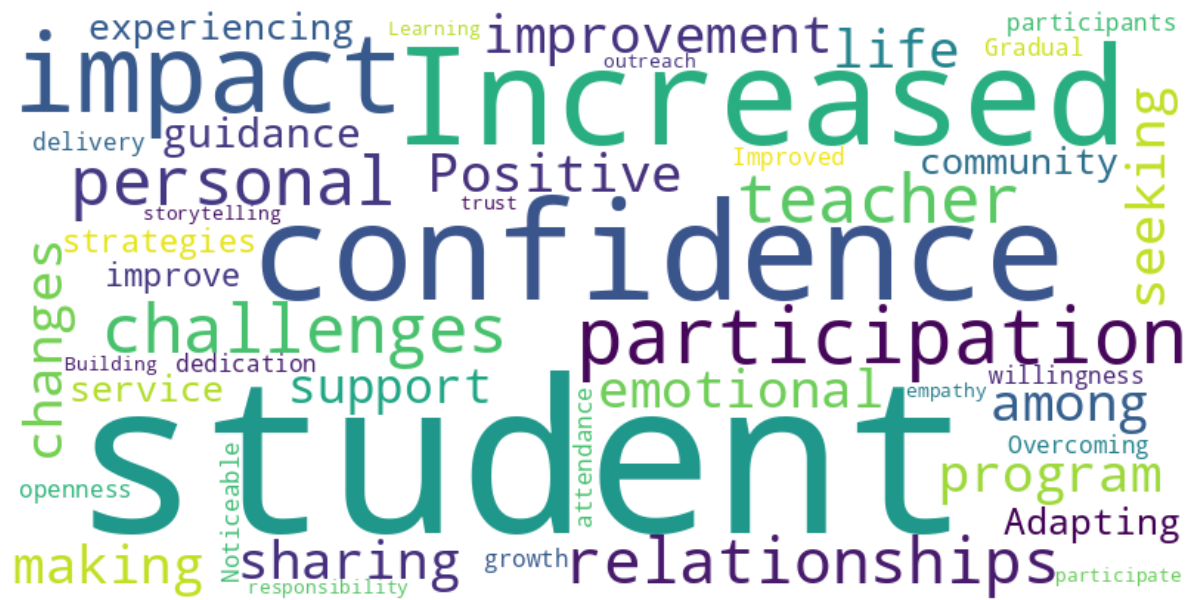
6. Program Success and Feedback

- **Positive Reception:** Students expressed enthusiasm, with many requesting longer sessions and more frequent engagement.
- **Increased Attendance:** Students involved in the program showed higher classroom attendance and active participation compared to peers.

7. Future Recommendations

- **Structural Adjustments:** Integrating the program into the academic timetable could improve participation and efficiency.
- **Supportive Network:** Creating a community of coaches for sharing experiences and strategies was proposed to strengthen program execution.
- **Content Delivery Improvements:** Suggestions included video tutorials for activities and refresher training sessions to enhance preparedness.

This synthesis highlights the program's transformative impact on students and educators, its operational hurdles, and actionable strategies for improvement.



ANNEXURES – Raw data

Table 1 : Raw data from Student FGD

Group	Direct Quotes	Main theme	Subthemes
Learners	"I think that was extremely valuable, as well as just how to regulate your own emotions and how to break down what you're feeling into an OK, this is what I'm feeling right now."	Emotional development	Identifying emotions
Learners	"Here's what I need to do to get myself out of it, or here's what I need to do to express it to someone else, or this is what I need to do to calm down."	Emotional Regulation	Self-Awareness and Coping Mechanisms
Learners	"What I would say is, though, I believe Sir already mentioned it, but the cultural aspects of it were left out because we're Rainbow Nation."	Cultural Sensitivity	Diversity and Inclusion
Learners	"There are a lot of people, a lot of different people, a lot of different backgrounds, even in the same culture."	Cultural Sensitivity	Diversity and Inclusion
Learners	"So language, they are language barriers. There's also religious barriers as well."	Communication Challenges	Language and Religious Barriers
Learners	"Found it difficult to navigate, like make friends, be like just being part of something."	Social Integration	Building Friendships
Learners	"It's it helped us to learn effective ways of communication, learning how to stand firm and, and, and stand your ground when it comes to your moral values."	Moral Values	Standing by Values
Learners	"You learn not to give in easily to peer pressure and societal issues."	Peer Pressure Management	Resisting Negative Influences
Learners	"And as we started with the mood program, the first thing that we were taught was communication and that it's OK to put down boundaries and say to someone, no, I don't feel comfortable with this or I do not like what you are doing."	Communication Skills	Assertiveness and Boundary Setting
Learners	"That I could express my emotions."	Emotional Expression	Sharing Personal Feelings
Learners	"The group grew bigger and as in second semester, when it became part of our schedule, it allowed me personally to be comfortable in a big crowd, which often when I am in a big crowd, often I feel, I feel I can't share personal experiences because I don't feel safe."	Personal Growth	Building Confidence
Learners	"Mood program helped me become comfortable, and the people in the program were in the group made me feel comfortable sharing what I had on my heart."	Emotional Support	Safe Spaces for Sharing
Learners	"What we were taught was we could set boundaries, and I think that was something that I struggled with a lot."	Setting Boundaries	Learning to Set Personal Limits
Learners	"I learned what boundaries were and how to set them. I then was able to implement those into my everyday life."	Practical Application	Applying Lessons in Daily Life
Learners	"From the onset, I was impressed by the participants in my class, from the students."	Student Engagement	Positive Classroom Dynamics
Learners	"Programs designed, which included group discussions and collaborative projects and social events, helped foster a sense of belonging and connection among us."	Social Connection	Fostering Belonging
Learners	"I appreciated how the program encouraged open communication and active listening and empathy."	Active Listening and Empathy	Encouraging Understanding and Respect
Learners	"The comfortability of sharing my thoughts and experiences and challenges—that is the part that I took home with me, and I felt like as a student, I could live by what I learned from the classes from it."	Emotional Expression	Sharing Personal Experiences
Learners	"It changed my way of answering the young people. I'm older, much older in the classroom and communicating with youngsters these days."	Intergenerational Communication	Communicating Across Age Groups
Learners	"By learning themselves, I didn't know any of them. And then making friends in the class and being positive and having a smile on my face and trying to memorize their names properly because the language pair is not the same. By being positive."	Social Integration	Building Friendships and Positivity
Learners	"The program changed the quality of my education because I learned that the other skills and the values that I was taught could be used to again set boundaries with interactions with my peers."	Educational Impact	Using Values in Interactions
Learners	"My education life changed because I was able to set boundaries for myself as well as to say I studied or I did this and this and this up until this point. And I was able to acknowledge that I can stop, and I can take a break and then I can carry on again."	Boundary Setting	Self-Care and Time Management
Learners	"The introduction was very not really, I didn't understand what the mood, what the mood program was."	Understanding Program Objectives	Initial Confusion About Program
Learners	"Quality of the school life changed in the sense of like as my fellow colleague here, Estelle, has said that you learn a few things about your personal aspects and your personal growth as well."	Personal Growth	Learning About Self
Learners	"Before it became a part of our curriculum, I didn't exactly understand what it entailed until they made it a part of our curriculum."	Understanding Program Objectives	Understanding Curriculum Integration
Learners	"But since it came into our lives, it encouraged me actually to be more eager and to learn more so I can change my life. In normal school, I used to be an epileptic, and I used to get sick a lot. I was more at home than I was in school. The class people and the teachers, they all support me and give me more positiveness to go further on and to stop by the end of this year."	Motivation and Life Change	Increased Eagerness to Learn
Learners	"I'm not a person that is good with the gender discrimination. It was very hard for my classmates in class to appreciate me."	Health and Support	Overcoming Health Challenges
Learners	"Changed my common social behavior in terms of now we have new genders in our lifetime."	Social Awareness	Gender Inclusion
Learners	"I was also living narrowly minded in that aspect."	Social Awareness	Recognizing New Social Norms
Learners	"So for me personally, the social behavior did have a massive change towards that aspect."	Perspective Change	Broadening Perspectives
Learners	"Whereas are in someone substance abuse and drugs."	Behavioral Change	Positive Social Behavior Shift
Learners	"I was a very heavy alcohol drinker when I fell down in hopelessness. It was very bad for my mental health to get out of the dark hole."	Substance Abuse and Mental Health	Darkness of Addiction
Learners	"By joining this mood program, it made my sense of thinking and sense of being the person I want to be for my children."	Substance Abuse and Mental Health	Mental Health Recovery Journey
Learners	"Now after this program during the year, that sense of I need that taste on my mouth just to get through this weekend over it. It went away by itself with self-control and my spiritual going to church more often and meeting up with my church leaders and activities inside the church on weekends and during the week. It made a huge difference in my life. I can recommend for anyone having that problem. Thinking twice of having the urge just to self-help something to urge the need for your mental health to improve or just to skip and then to bump onto Monday fresh again."	Personal Growth and Family Impact	Becoming a Role Model for Family
Learners	"I've learned that you'll always be offensive to someone. It can offend someone. So you have to regulate your own emotions. Just understanding their background before you say something so as to not offend them."	Spiritual and Emotional Well-Being	Spiritual Activities for Positive Change
Learners	"Sometimes you have to say something even if it is offensive. You have to understand that as well and you have to make peace with that because nobody wants to hurt someone else."	Mental Health Awareness	Encouraging Mental Health Self-Care
Learners	"The knowledge that I've gained from mood so that I can put that into my thinking before I say something is very important to me."	Emotional Regulation	Avoiding Offending Others
Learners	"The mood program changed my knowledge, attitude, and behavior towards these social risks in the way that you think twice before you react. You carefully consider the outcome before you say something, especially towards alcohol and substance abuse."	Emotional Regulation	Balancing Truth and Sensitivity
Learners	"I have learned that people struggle with it more than they are keen to admit. And as an outsider, sometimes you just need to stand still and listen to them."	Critical Thinking and Communication	Applying Knowledge to Speech
Learners	"Mental health—it has taught me about my own mental health and that people around me have their own issues regarding their mental health. It has helped me to consider their opinions."	Behavioral Change and Social Risks	Cautious Decision-Making
Learners	"It says it is easier to build strong children than to repair weak men. I think our number one problem as a country is ignorance. We can blame crime, we can blame our history and all that, but the fact that we are ignorant about ourselves and our history and our past—that is our number one problem. Mood helps us to deal with these problems: alcohol, substance abuse, anger, gender discrimination, and racial bias. Instead of being ignorant about these issues, let's talk about it as a class, as students, so we can break these generational crises that we are going through at our homes and in our personal lives."	Empathy and Active Listening	Understanding and Supporting Others
Learners	"How do you think ignorance is playing a part in one of the problems that you have stipulated in your answer? And then a person who grew up struggling, looking at this rich person from the outside, not knowing, being ignorant of this rich person's situation on the inside, because they cannot see, they do not know this."	Mental Health Awareness	Understanding personal and others' mental health issues
Learners	"The program encouraged me to take ownership of my learning and setting goals and deadlines for myself. It helped me develop my critical thinking skills, and they helped me to analyze information, identify patterns, and form informed opinions about myself. So I know where I stand when having conversations with someone, whether I disagree or agree with the topic at hand."	Ignorance and Societal Issues	Addressing generational issues through discussion and awareness
Learners	"I've learned a couple of things there, like learning how to build on others' ideas and provide constructive feedback, as well as refining my thoughts. This session was introduced to us at a very critical stage where we were supposed to fit in socially, fit in academically, and adapt to the conditions because most of us were not fond of the institution."	Ignorance and Societal Issues	Recognizing the impact of socioeconomic ignorance
Learners	"So it helps us to be responsible in such a way that we have to organize ourselves in terms of standing, in terms of being a responsible person throughout the journey of being yourself, being a student, and also working out what you're supposed to achieve at a certain time, at a certain point. We were even taught that to manage our time, we have to draw up timetables for ourselves. And it really helped us a lot."	Personal Responsibility and Critical Thinking	Developing critical thinking skills and ownership of learning
Learners	"Most of us couldn't even get onto situations or group chats where we had to participate. So it challenged us to want to do great things and to train our minds and logic onto doing things that would challenge us in a positive way."	Collaboration and Social Adaptation	Learning to build on ideas and adapt socially and academically
Learners		Personal Responsibility and Time Management	Organizing oneself and managing time effectively
Learners		Personal Development and Participation	Challenging oneself to improve and engage positively

