

THEORY OF CHANGE

WHY

EVIDENCE-BASED ASSUMPTION 1

Offering someone a safe space (a calm, quiet, private area) and a safe person (a trusted adult trained in mental health first aid) enables them to feel secure, process big emotions, and build resilience- so that learning and development can prosper.

EVIDENCE-BASED ASSUMPTION 2

"Socio-emotional learning (SEL) is the acquisition and application of skills that allow children to:

- track and manage emotions,
- feel and show empathy for others,
- make responsible decisions,
- achieve positive goals.

When learners develop strong socio-emotional skills:

- empathy rises,
- agency is strengthened,
- their classroom behaviour improves,
- and, importantly, academic performance also improves

These are qualities that are not only essential for learning and achievement at school, but also for navigating the complexities of life beyond school."

Source: Prof Mark Thomlinson, Stellenbosch University

WHO

**Schools serving low-income communities across South Africa.
Those most at risk and with least access to support.**

HOW

INTERVENTION

C

Crisis and counselling
10-15% uptake

A

Anchoring life-skill workshops
Focused SEL

R

Referrals to specialised services and Resources

E

Light-touch whole school approach
100% uptake

S

Stakeholder engagement at all levels
Co-creation

WHAT will the intervention achieve?

IMMEDIATE OUTCOMES:

- Skill acquisition
- Skill application

INTERMEDIARY OUTCOMES:

- Reduced stigma
- Increased engagement

IMPACT:

- Tools for lifelong wellbeing

M&E

Quantitative

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Qualitative

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Implementation
Integrity

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Fidelity