



T2P REPORT  
GOBEYOND  
CONFERENCE:  
2022:07:17

Fixed or  
Growth?  
That is the  
question.

Speaker:  
W. Conrad

Date:  
19/07/2022

## Contents

### 1. Purpose of document

The Purpose of this document is to provide brief feedback on the sessions conducted on Fixed and Growth Mindset at the University of the Western Cape (UWC) for the YearBeyond Youth programme managed by the Department of Cultural Affairs and Sport (DCAS).

### 2. Executive Summary

Two facilitated sessions were conducted on Sunday 17 July 2022 on the topic Mindset: Change, Grow, Adapt understanding and dealing with fixed and growth mindset. The sessions were attended by a total of 71 participants. Each session was one and a half hours long. Participants completed a baseline and endline assessment to check for shift in perception and self-knowledge.

Participants ranged in age from 18 to 26 with the majority being Afrikaans home language speakers followed by isiXhosa speakers. The majority of participants are from the Eden Central Karoo district followed by the Overberg district.

Participants were required to complete a base-and endline self-perception survey which showed their state of self-perception pre-and post the workshop session. A total of eight (8) questions were posed with seven (6) showing a positive improvement. Two questions were not sufficiently understood by the participants. The biggest positive shift can be seen amongst the isiXhosa home-language speakers.

The workshop has highlighted a need to develop and facilitate more of these mindset sessions with youth and has emphasised the need to continue to scale the Growth and Change Mindset Projects that form part of the Western Cape Education Department's (WCED) Transform to Perform (T2P) Strategy currently being implemented across all schools in the province.

Other sessions of this type should be developed that focusses on change mindset activities coupled with growth mindset theory. This approach seemed to show enormous potential for further development to meet the needs of this age group and could also be implemented at schools for learners in grades 10 to 12.

### 3. Sessions

3.1. Two workshop style sessions were conducted in room N98 at the UWC campus in Bellville, Cape Town, Western Cape.

3.2. The sessions were facilitated by Warda Conrad who was supported by Spencer Lombard and Natasha Manuel of the WCED.

3.3. Sessions were 1.5 hours long.

3.4. Tables and chairs were arranged in groups of six and four.

3.5. Work materials were placed at each space for each participant to use and take with them.

3.6. Material included:

3.6.1. Presentation for notes (Annexure A)

3.6.2. Discussion quotation (Annexure B)

3.6.3. Growth Mindset colouring book

3.6.4. T2P Badge

3.6.5. Negative thought interruption device (elastic band)

3.7. A total of 71 participants attended.

3.8. Participants completed a google form survey to ascertain understanding and self-perception/ self-knowledge.

3.8.1. 71 participants completed the baseline assessment.

3.8.2. 59 participants completed the endline assessment.

## 4. Participant Profile

### 4.1. Age Groups

Category	%	Number
18-20	61%	43
21-23	23%	16
24+	17%	12
<b>Total</b>		71

### 4.2 Attendees per home language

Home Language	%	Number
Afrikaans	63%	45
isiXhosa	27%	8
English	10%	18
<b>Total</b>		71

### 4.3 Gender

No gender data was collected

### 4.4 District/Province of origin

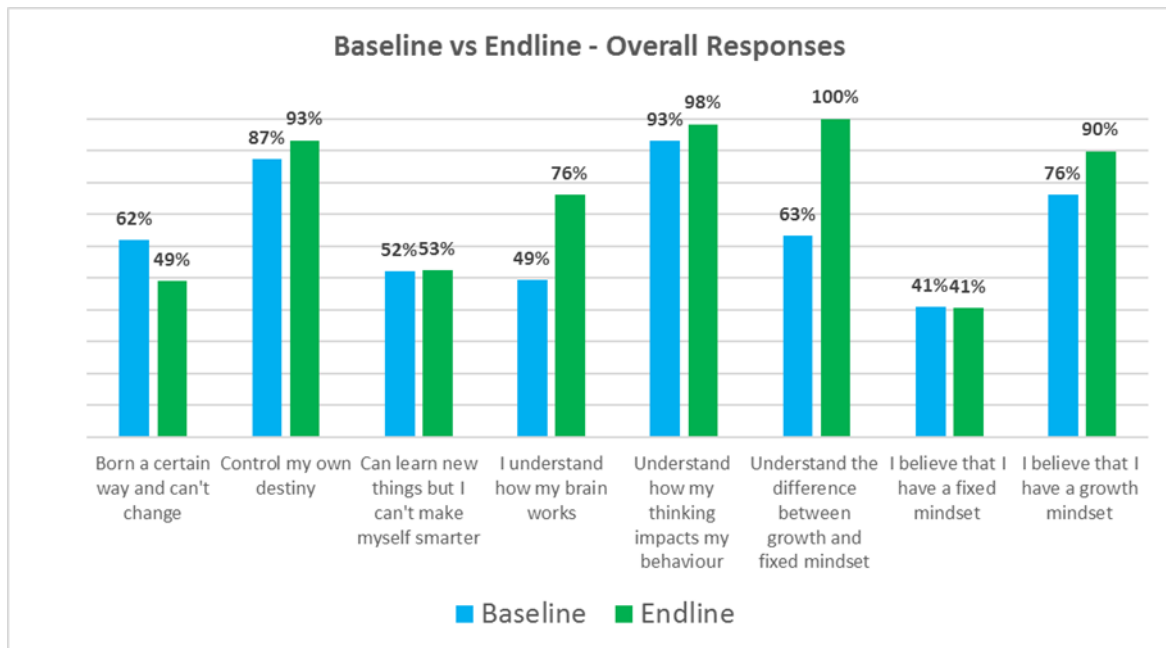
District/Province	%	Number
Eden Central Karoo	50.7%	36
Overberg	18.3%	13
Metro	16.9%	12
Winelands	11.3%	8
Eastern Cape	1.4%	1
Northern Cape	1.4%	1
<b>Total</b>		71

## 5. Survey Results: Questions

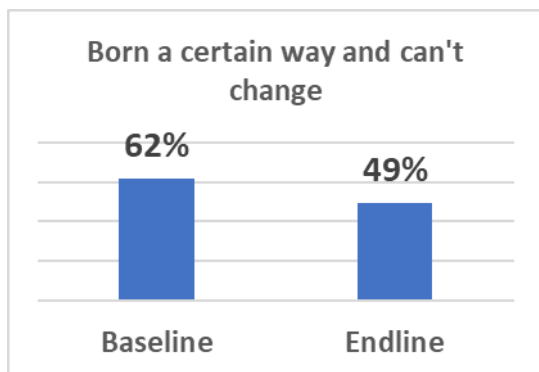
A set of eight questions were posed in both the baseline and the endline survey.

The overall results show a positive improvement in understanding and attitude. Similar questions posed for variance indicated a lack of comprehension of the questions and slight confusion resulting from the expectation that different questions required different responses. This came through in feedback from participants on the assessment itself.

A summary of the full set of responses of those participants who completed both the base-and endline were used. Three (3) of the 59 participants who completed the endline did not complete the baseline. They were excluded from the final analysis. The baseline and endline responses of 56 participants were used in the final analysis.

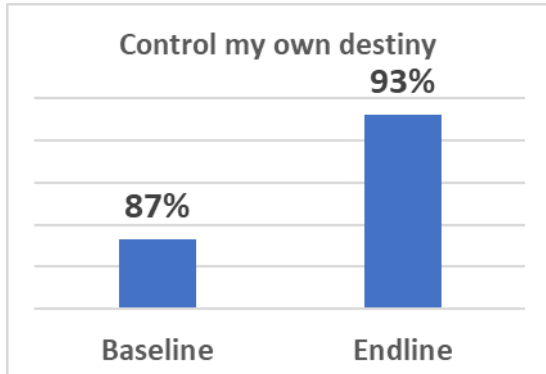


Question 1: I believe I was born a certain way and can't change



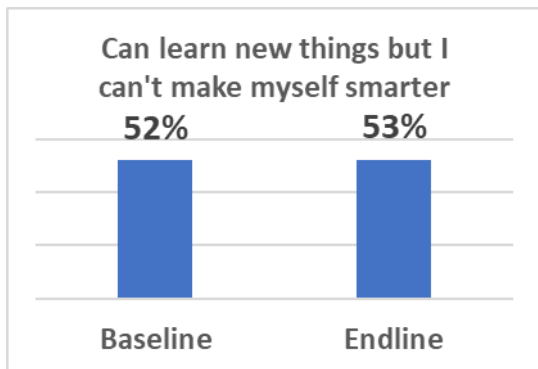
The responses indicate that participant perception improved as less participants agreed with the statement. The difference between the baseline of 62% to the endline of 49% is significant at 13%.

Question 2: Control my own destiny



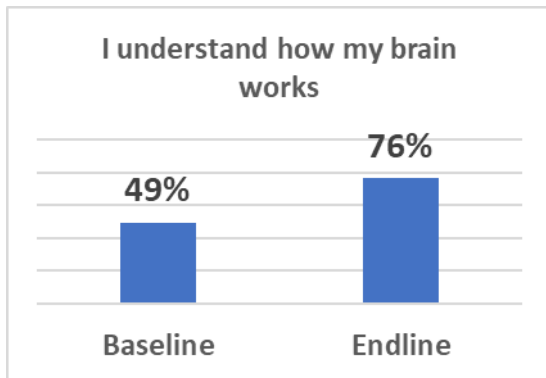
The responses indicate that participant perception improved significantly with more participants agreeing with the statement. The difference between the baseline of 87% to the endline of 93% is 5%.

Question 3: Can learn new things but I can't make myself smarter



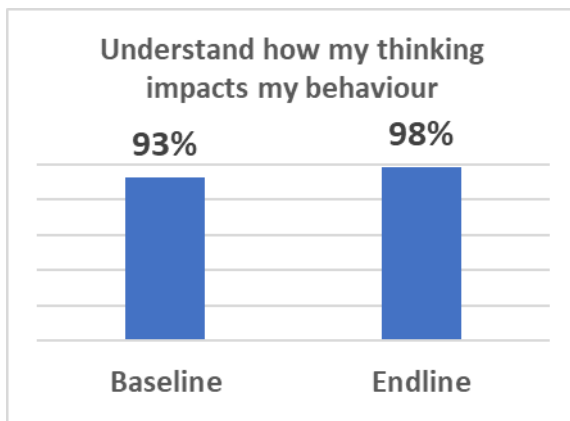
The responses indicate that participant perception did not shift much. Feedback from participants would indicate slight confusion with this statement. The content of the workshop did not fully address this to make understanding explicitly clear and the language barrier between the language of instruction being English and the preferred home language of participants may also have influenced the outcome in perception and understanding leading to this response.

Question 4: I understand how my brain works



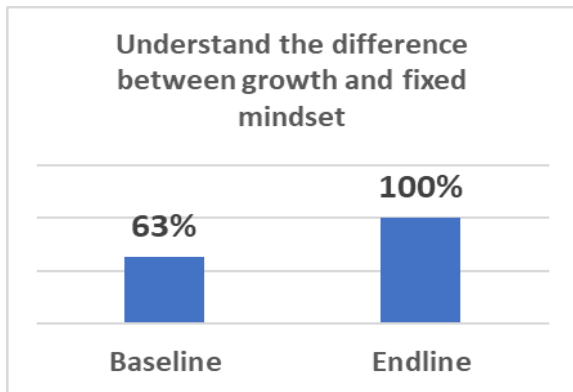
The responses indicate that participant perception improved significantly with more participants agreeing with the statement. The difference between the baseline of 49% to the endline of 76% is 27%. Feedback and conversation with participants show that while participants thought they understood how their brain worked, many indicated reactionary responses to stimuli including behaviour that they felt were not of their own volition.

Question 5: I understand how my thinking impacts my behaviour



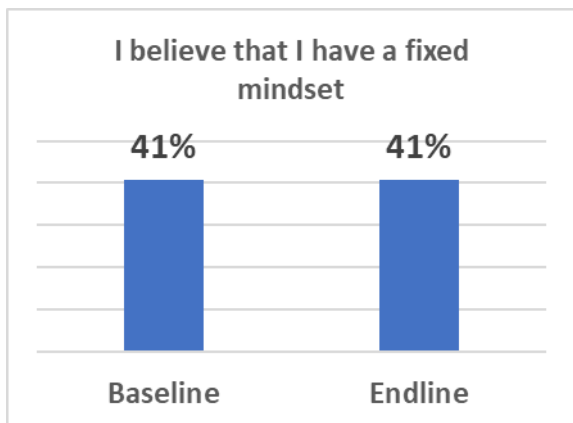
The responses to the question indicate a 5% improvement on the baseline of 93% to the endline of 98%. The conversations of the participants explain the high baseline with most participants indicating that they thought they understood but, in hindsight (after the content was shared), they realise that they did not initially quite understand how their thoughts impacted on their behaviour.

Question 6: Understand the difference between growth and fixed mindset



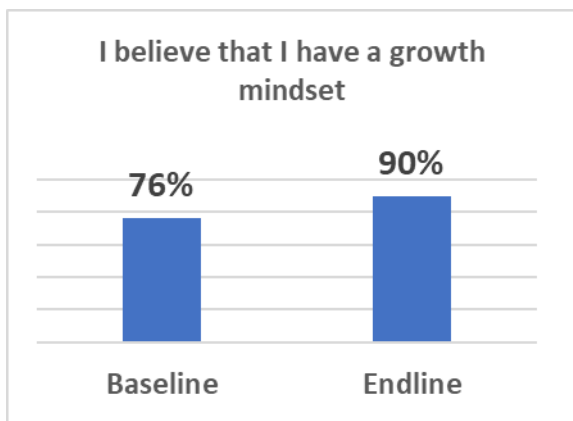
The responses to the statement indicate significant improvement in participant understanding of the differences between a fixed and a growth mindset. The difference between the baseline of 63% to an endline of 100% is 37%. This is indicative of the emphasis placed on understanding the theory of a fixed and growth mindset.

Question 7: I believe that I have a fixed mindset



The responses show no movement in perception between the baseline and the endline. Conversation with the participants showed their interpretation to be that at certain points or instances, they have a fixed mindset. They responded to the question in that way.

Question 8: I believe I have a growth mindset





The responses show a significant improvement in perception with a difference of 14% between the baseline of 76% to the endline of 90%. Conversation with participants indicated a deeper understanding of what could be done to stop the negative self-talk that kept them from moving beyond their self – doubt.

## 6. Reflections/Observations

The training material was developed for this age group and delivered over the 2 sessions with the facilitator focussing on different aspects of the material so that a 'test' of the activities could be conducted to show which activities and methodology would be the better fit for the group.

What was evident in the verbal and behavioural responses from the participants is that they are able to adjust their thinking, attitude and approach to tasks and belief patterns about themselves.

It is recommended that more work on mindset be done with these participants for a greater shift that would be sustainable over years.

What would be useful is to do a qualitative check-in on this group of participants closer to the end of the program to ascertain whether the workshop has had sustained impact on the mindset of the participants.

This group of learners display the typical belief patterns of learners who would benefit from an early mindset intervention in their developmental years so that negative self-talk and belief patterns can be dealt with as early as possible for a growth mindset to be instilled early enough for the participant to enjoy the accrued benefit of having a growth mindset early on in their development.

It is recommended that a full 2-day program be commissioned for these learners to focus purely on the skills needed to re-wire their brain, their thinking, their actions and behaviours. This approach should be fully researched with findings published as taking this approach with this type of participant from this type of programme would be unique in the field of neurolinguistics and mindset. The outcomes and findings would also show impact of the youth program far beyond the financial investment.

Report Date:

2022-07-20

Warda Conrad

Director: Business Strategy and Stakeholder Management

Driver: T2P Strategy

## Annexure A



YearBeyond Change  
Grow Adapt Warda C

## Annexure B



Failure is so  
important conversatic

Link to photographs taken.

[Go Beyond](#)