



12TH ANNUAL REPORT

The Mudita Foundation
2021-2022

The Mudita Foundation
To learn more about us,
please visit www.themuditafoundation.org.za or
contact us at info@themuditafoundation.org.za

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Acknowledgements

LETTER FROM FOUNDER

Dear friends, colleagues and fellow supporters,

This year has been a year of polar opposites for the Mudita Foundation. On the one hand we experienced the financial aftermath of Covid, and the ensuing turmoil it brought with it, and on the other hand it forced a type of growth we had not yet experienced before. All I can say is: What a year! But we are happy to report that after the lull of 2020, Mudita is taking flight again!

We are also very proud to announce that after much thought and deliberation, we have revamped our Vision and Mission Statements to reflect the whole gambit of services we have to offer.

This year also saw a continuation of expansion of our services into new schools. We feel that ongoing expansion is imperative in our mission to increase reach and improve the psychological well-being of our youth. This is no small task and in 2021 it was still made considerably harder by the global pandemic that has exacerbated old problems and created new problems. Throughout it all Mudita remains committed in assisting our youngsters, their teachers, families and communities.

To all Mudita's friends and fellow supporters, we thank you for another wonderful year of servicing our communities and we look forward to walking into the next year hand in hand.



Alison Crosbie
Founder
&
CEO



MISSION

Our mission is to bring quality mental healthcare and psycho-educational support into schools so that children can be helped to reach their fullest emotional, mental and educational potential to build brighter futures for themselves and their communities.

VISION

Our vision is a community where all learners reach their full emotional and educational potential and contribute to the word.



*The vision and mission
Was proudly updated to in 2022
To reflect the changing
Landscape of the foundation. The
New vision and mission was
Painstakingly created by the wonderful staff
and students of the
Mudita Foundation*

GOALS

Our main aim is to offer children and families sound **mental health** services across a continuum of care:

**Prevention
and
Awareness**

**Education
and
Training**

**Early Intervention
and
Referral**

**Treatment
and
Aftercare**

1

Structure

OUR DIRECTORS

The Mudita Foundation, a Non Profit Company (NPC), was founded in 2010. Inspired by a desire to assist children affected by drugs and alcohol, Educational Psychologist Alison Crosbie set about establishing a non-profit company. Together with Alison, 6 dedicated people came together to found the NPC.

Of the original board of directors, 3 members are still with us today: Alison Crosbie (CEO) and Alicia Hoorn (Director) and current Chair Person, Peta Steyn.

Together, these passionate directors steer the organisation in the direction of its goals.

Prevention and Awareness | Education and Training
Early Intervention and Referral | Outpatient Treatment

**ACCESSIBLE**

Learners receive professional services at their schools.

**AFFORDABLE**

Services at the Mudita foundation are free of charge to learners in our service areas.

**PROFESSIONAL**

We make use of Social Workers, Social Auxiliary Workers, Psychologists, and other registered professionals.

**INTEGRATED**

Our services combine all aspects that are relevant in tackling an individual's problem.

**COMPREHENSIVE**

Assessments, Referrals, Brief Intervention, Outpatient treatment and Aftercare.

**SPECIALISED**

The Mudita Foundation has specialised knowledge and training in the area of youth substance use disorders.



Providing services to under-resourced communities in:



Eerste River



Kraaifontein



Somerset West



Strand



Macassar



Stellenbosch



Services provided

- Screening and needs analysis - Surveys
- Substance abuse services – Brief Intervention
- Substance abuse services – Outpatient Treatment
- Mental health care – Counseling and referral
- Scholastic support services – For senior phase learners



SERVICE DELIVERY



SCREENING AND SURVEYS – FEBRUARY 2022

2022

1270 Learners
surveyed

3

Services

SCREENING & SURVEYS
JUNIOR PHASE



*BI CASES
TOTAL***138**

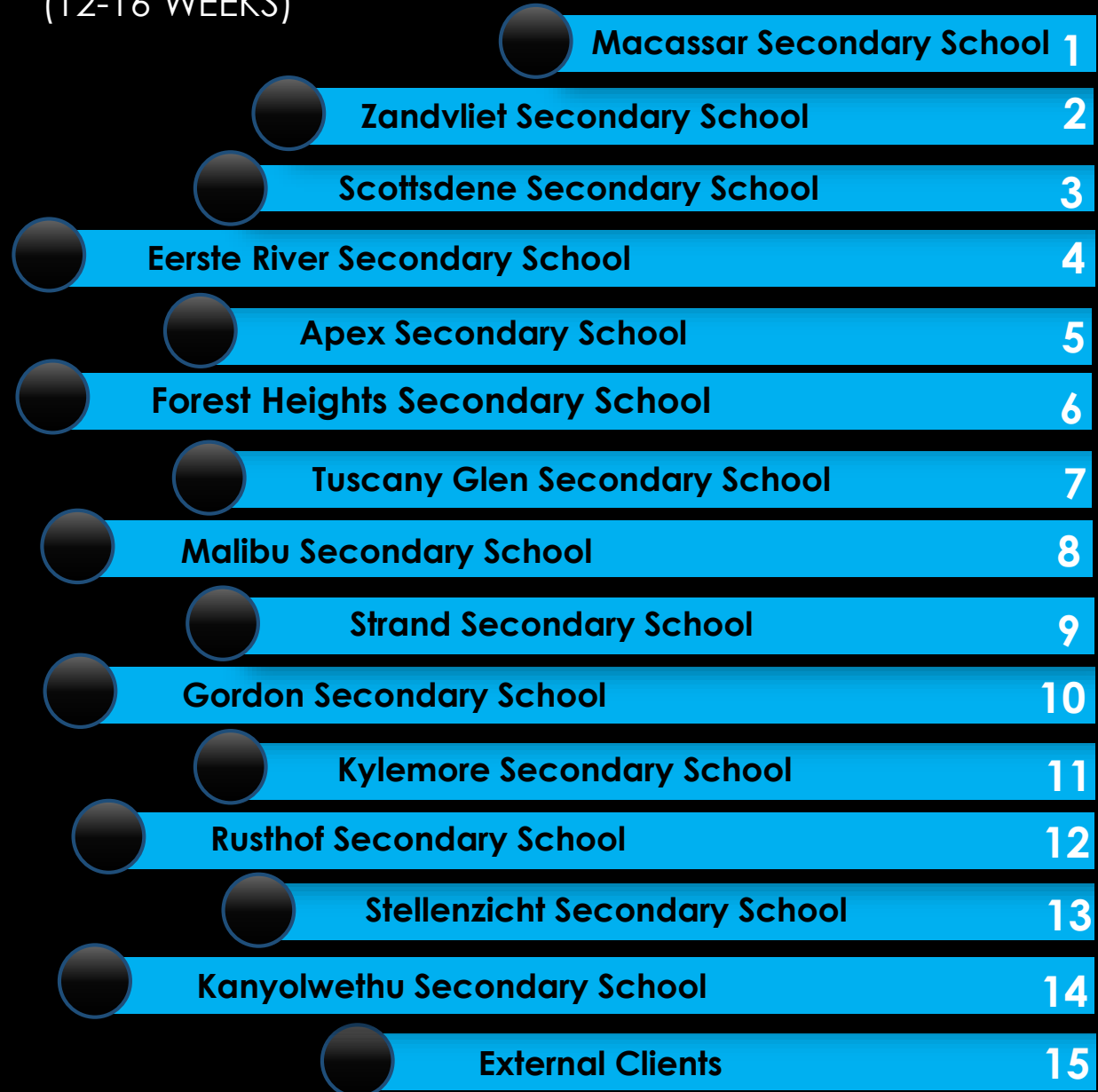
Macassar Secondary School	1
Zandvliet Secondary School	2
Scottsdale Secondary School	3
Eerste River Secondary School	4
Apex Secondary School	5
Forest Heights Secondary School	6
Tuscany Glen Secondary School	7
Malibu Secondary School	8
Strand Secondary School	9
Gordon Secondary School	10
Kylemore Secondary School	11
Rusthof Secondary School	12
Stellenzicht Secondary School	13
Kanyolwethu Secondary School	14
External Clients	15

Our *BI*
program
is designed
to:

provide
essential
information
on
substance
use
whilst
enhancing
motivation
to change
potentially
harmful
behaviours

*OPT CASES
TOTAL*

73



**Our *OPT* program
is
designed
to:**

**reduce
harmful or
hazardous
substance use
and
decrease
symptoms of
comorbidity
to
increase
children's
general
functioning**

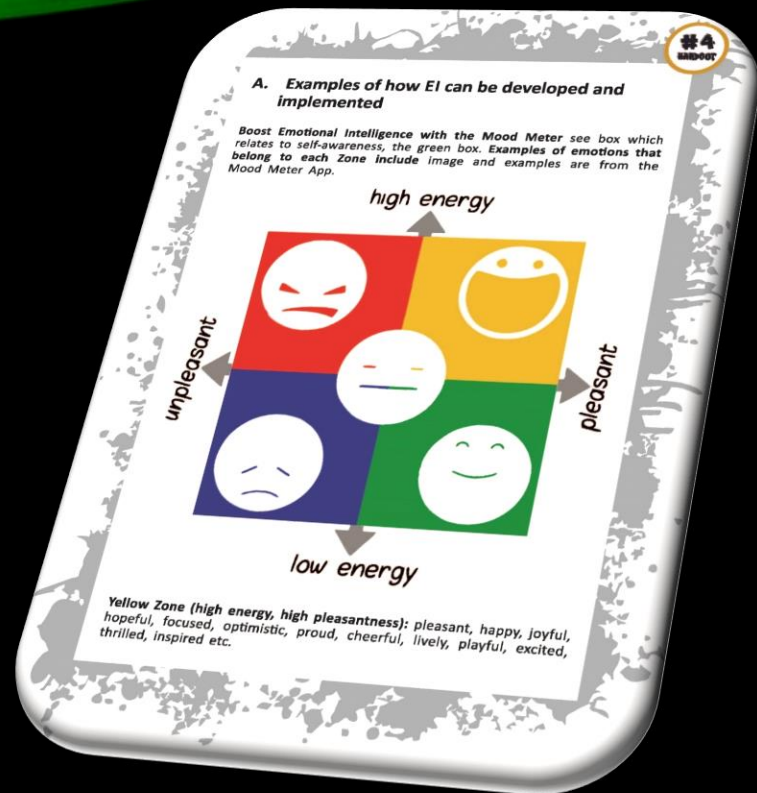


Learn2Learn is a psycho-educational program designed by a team of South African Psychologists under the auspices of the Mudita Foundation in 2019. The program continues to be updated and tweaked by a clinical team comprising an Educational Psychologist, Registered Counselor and Social Auxiliary Worker (2020-2022) to address specific scholastic needs of senior phase secondary school learners in impoverished areas of the Western Cape.





Third year – developing,
evaluating and stabilizing ...



The third year saw the L2L program continue to develop in both content and delivery whilst also stabilizing into a replicable program. We also saw the beginnings of developing sound methods of assessing the effects of this program on various aspects of learner's learning and psycho-social development.

To ensure a brighter future for
our youth through sound
education.





Grade 10

618 learners
serviced

Tuscany Glen High School
Eerste River



Forest Heights High School
Eerste River



3

Service

Learn2Learn



The program was strategically designed to address the following *needs* based on the high drop-out rates and grade-failure at senior level:

- Problems with self-awareness and self esteem
- Lack of motivation to learn and study
- Diminished interest in post-school goals and lack of future direction
- Minimal understanding of learning styles, multiple intelligences and study skills and strategies
- Poor organizational and time management skills

3

Services | Learn2Learn

#2
HANDOUT

LEARNING AND
MOTIVATION

Sometimes in life you have to be your own teacher. Eg Have you ever had to do work on your own? Like having to learn or study new stuff without a teacher's help?

Confidence to teach yourself.
Here are some tips:

Think about the classes you have attended today. On a 7-point scale – from 1= not at all true of me, to 7=very true of me – answer the following questions:

1. When I study for a test, I try to remember the information from class as well as from a textbook or notes.
2. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.
3. I know I will be able to learn the material from this class.
4. I expect to do well in today's classes.
5. I ask myself questions to make sure I know the material I have been studying.
6. Even when study materials are dull and uninteresting, I keep working until I finish.

How did you do? Your answers to these questions give you some idea of how motivated you are towards your schoolwork.

Self-regulated learning and motivation goes hand-in-hand. Motivation usually refers to a state inside of you that makes you get going, that leads you in the right direction and that helps you carry on with whatever task you have to do.





With the above needs in mind the program was designed to meet the following *aims*:

- To increase self-esteem – particularly self confidence in scholastic abilities
- Increase motivation to study for school and beyond
- Foster interest in future goals and establish a plan of action to reach them
- Expose learners to various learning-styles and increase their study skills (practice is key)
- Improve learners' ability to organize learning materials and manage time

#4 HANDOUT

Emotional Intelligence (EI)

EMOTIONAL INTELLIGENCE

In the theory of Daniel Goleman, Emotional Intelligence (EI) is defined as the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups.

These are the four components that make up his theory.

Self Awareness The ability to recognise and understand my own moods, and emotions, as well as their effects on others	Social Awareness The ability to understand the emotional makeup of other people, skill treating people according to their emotional reactions (empathy)
Self Management The ability to control or redirect disruptive impulses and moods I might have, to think before I act	Social Skills Good at managing relationships and building networks, and ability to find common ground and build rapport

Be aware that your actions and reactions affect how other people act and react. Try to reflect on situations that made you uncomfortable and think of other ways that you could have handled those situations. Try to think how you would feel if you were the other person.

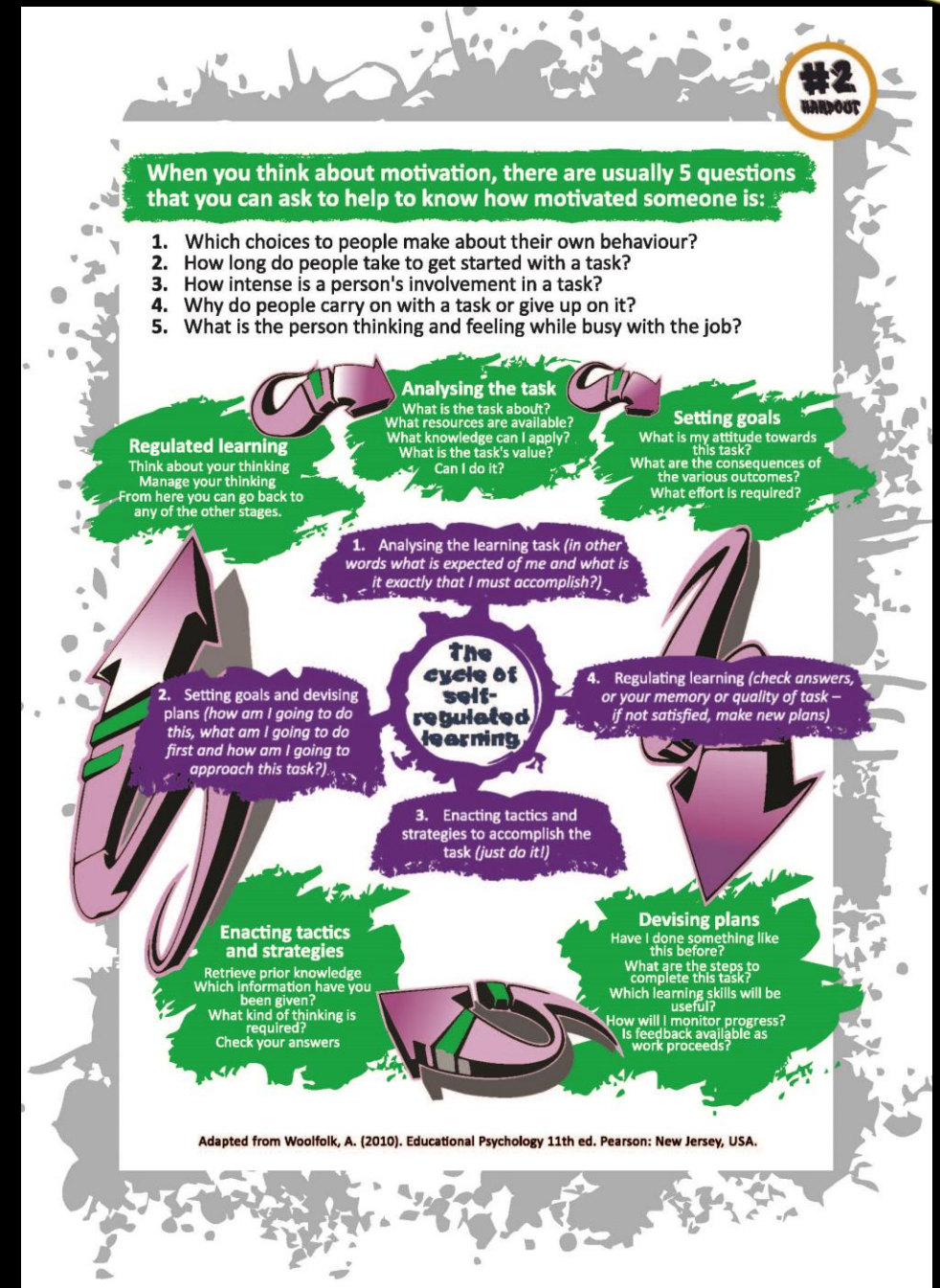


The overarching **goals** and **expected outcomes** with the above aims is to:

- Help learners pass exams
- Assist in learner retention (less absent days and less drop-outs)
- Increase learners' chances of passing grades 10, 11 and 12

An additional goal would be to foster an interest in studying beyond grade 12; this is not measured by this program though.

3 | **Services** | **Learn2Learn**





1. Data gathering process

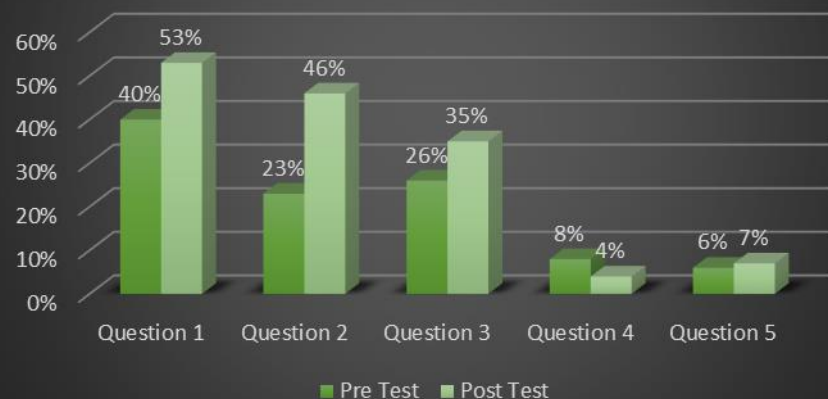
Data were gathered at the two schools during January/February 2021 and again during November 2021. Data were gathered using psychometric (standardized paper and pencil) tests. Trained, experienced counselors administered the tests in a classroom setting. Each class was seen on its own as opposed to the instruments being administered to the whole grade in a larger venue such as the hall.

2. The impacts of COVID-19 and school closures on the quality of data

It is unknown what kind of impact Covid-19 related issues had on the outcomes of the data. The following aspects of Covid-19 may have skewed the data: repeated school closures, implementation of the platoon system, reduced access to schools/class time as a result of the platoon system, stress related to limited contact time with educators, fear of the unknown, reduction in economic circumstances at home due to 2020/2021 hard lock-downs, death and illness in families, schools and communities.



Forest Heights HS ED- Scores 2021



3. Data presentation and interpretation*

The data has been analyzed using excel and presented in graph form (please see supplement for full 24 page report). Due to some differences in findings between the two schools being analyzed, the data for each school was presented separately. In other words we have not ‘pooled’ the data for these schools for 2021; thus allowing us to draw more accurate conclusions about this data. For each test/sub-test Forest Heights High Schools is presented first immediately followed by the graphs for Tuscany Glen High School. Within each graph are the pre-test results (on the left) and the post-test results (on the right). Furthermore, within each sub-test, data is presented per question as opposed to interpreting the whole sub-scale as a single score. This is to allow the reader a more in-depth look into what the sub-scale is about, and more importantly, how each question within it is being answered by the learners. The types of measures used are briefly outlined below (for detailed descriptions, please consult the ‘*Overview Report 2022*’). At the end of this report assertions about the data are made in the form of a short discussion.



4. Types of measures used

Quantitative (psychometric measures)

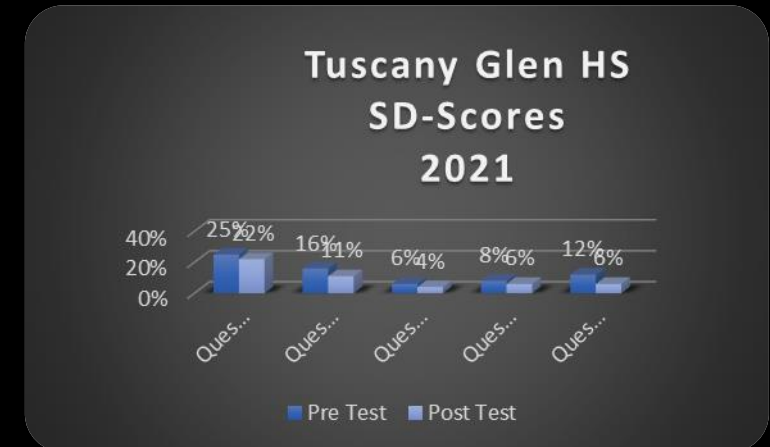
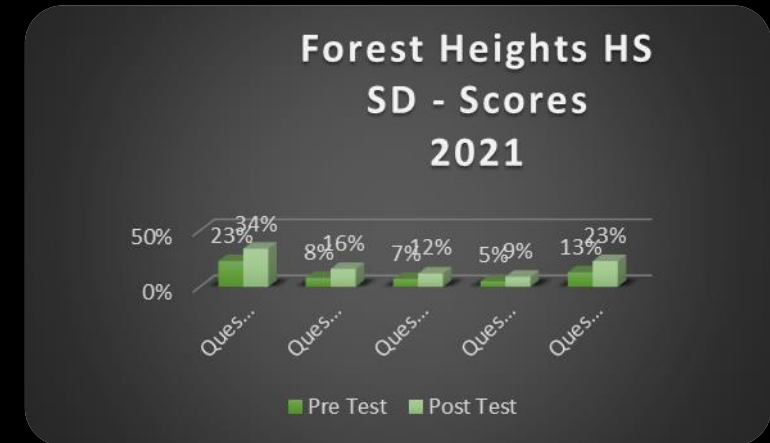
-**Kindle** pre-test and post-test results for the sub-scales:

- Self Esteem
- Emotional Well-being
- Everyday Functioning (School)

-**Gain-SS** pre-test and post-test results for the sub-scales:

- Internalizing Disorders
- Externalizing Disorders
- Substance Disorders

-**Kutcher Depression Scale** pre and post test results





7. Summary of findings*

Whilst it is clear from the analysis that learners from both Forest Heights and Tuscany Glen are experiencing certain symptoms that would likely negatively impact their schooling, it is also noteworthy to see that some of the results indicate hope and resilience. For example, whilst depression, anxiety, externalizing disorders and substance use problems (as measured by the GAIN-SS and Kutcher) appear to be prevalent in this group, certain aspects around emotional well-being and self-esteem (as measured by the KINDL) seem to be intact for the majority of learners. What is unclear from the 2021 data is the impact that the Learn2Learn program might have had on certain aspects of learners' mental health and well-being. On certain items of sub-tests, results stayed the same or symptoms increased. On other items, symptoms decreased. Furthermore, we experienced a phenomena on the diagnostic tests, namely: The Kutcher and the GAIN-SS whereby for one school there was an increase in the number of children who endorsed symptoms of a possible mental health problem, and in the other school there was a decrease in children reporting symptoms for those same scales on the post test. It is interesting to note that although the GAIN-SS and Kutcher are two distinctly separate psychometric measures, both picked up the consistent increase/decrease in the two schools.



Although it is difficult to determine from this data set whether the Learn2Learn program had a positive effect on learners, it still yields valuable insights into important aspects of learner well-being for these grade 10's. Another important outcome of the 2021 data is around the data collection itself: through the results of this data collection and interpretation process we are able to adapt and improve our gathering techniques to help improve our chances of measuring the success of the Learn2Learn program in future.

8. Future adaptations in data gathering methods

Going forward, we would like to add the following data collection measures to the above measures to try and gauge what kind of an impact the Learn2Learn program makes on a learners' overall school-functioning. School-functioning in this context will include the following key areas:

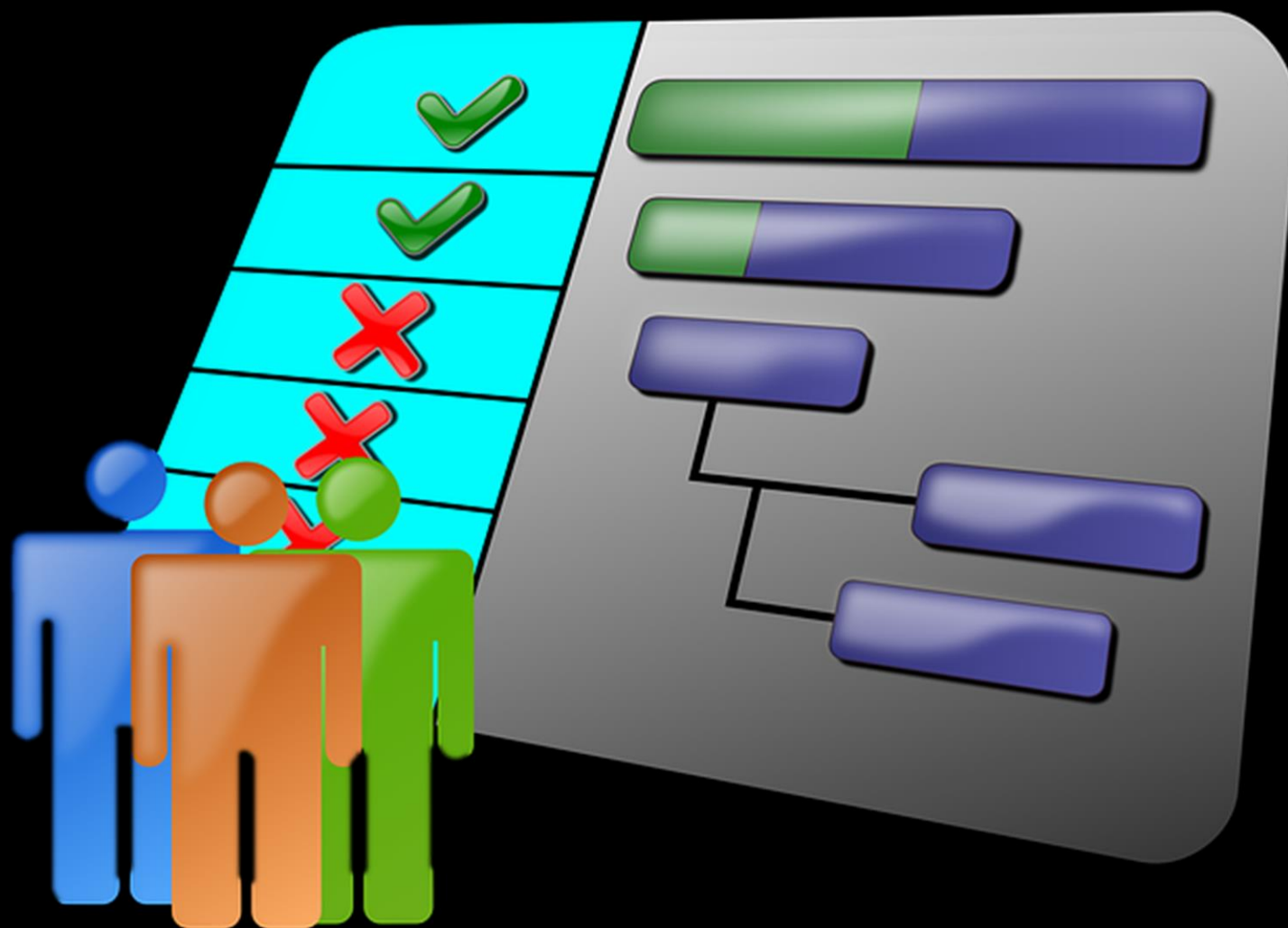
Improved learner experience (subjective positive perception) of school.

Decreased truancy, subject-failure, and failure to pass grades and drop-out rates.

Increased number of school subjects passed and years passed in their senior phase.

Decreased depression and anxiety symptoms.

PROJECTS & FUNDRAISING



LO-YES

(LIFE ORIENTATION-YOUTH EDUCATION ON SUBSTANCES)

THE PROGRAM:

- has been designed to be administered by a duly trained substance abuse professionals,
- was created for secondary school learners,
- can be delivered in small groups or during L.O classes,
- is only 40 minutes long,
- it is interactive: encourages discussion vs. lecturing,
- flexible: it can be tailored according to the needs, and existing level of knowledge, of learners.



LO-YES



- LO-YES done at Strand Secondary School
- Over 150 Grade 12 learners attended
- The entire Mudita Team was part of this activity.
- We were also joined by the Department of Education (MEED)

EDUCATOR DEVELOPMENTAL SESSIONS

Five educator information-sessions were delivered at the following schools:

- Altena Primary
- Sir Lowry's Pass Primary
- Helderberg's Dames Kring
- Rusthof LSEN Educators
- Rusthof General staff



Educator sessions focus on giving educators knowledge and insight into **substance use** amongst adolescents. It equips them with the **ability to identify substance use** in a learner and to address it in a sensitive and appropriate manner.



Wines to whales:

Rotary Helderberg Sunrise Club contacted the Mudita Foundation to participate in driving Wines 2 Whales again in November 2021. The organization's staff teamed up in driving and assisting with shuttling cars for the participating cyclists of W2W. Driving started on 5 November 2021 and finished on 14 November 2021.

This is a fundraising opportunity that the staff really looked forward to seeing that the event couldn't take place in 2020 due to COVID, more staff members were able to drive.



TRAINING OPPORTUNITIES

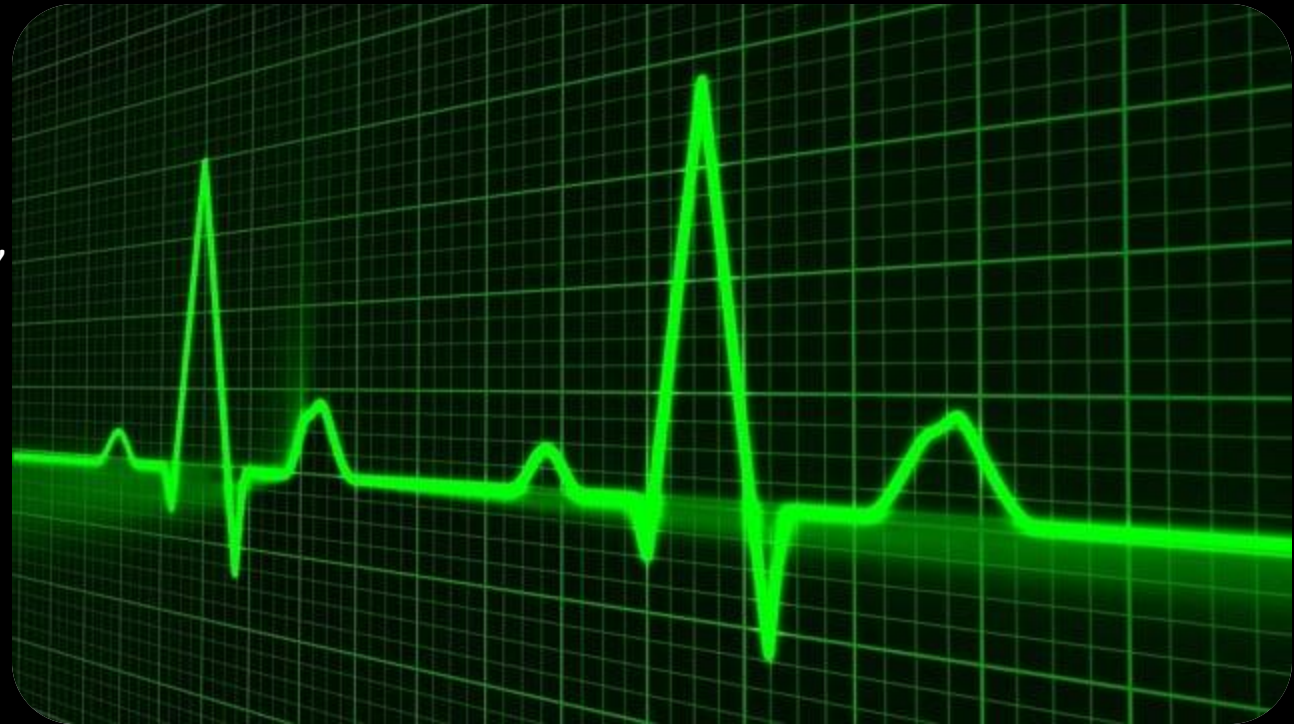


Addiction Conference

This was a 3 Whole Day Training from 21-23 July 2021. Both the CEO and Intake Social worker attended.

Topics addressed:

- Harm reduction in SA and factors that impact treatment,
- Global challenges in addressing substance abuse,
- Addiction as a primary disease,
- Psychopathology of a Substance Use Disorder,
- ADHD and Substance use,
- Frontotemporal cortical atrophy related to Nyaope use,
- Introduction to Motivational interviewing,
- Skills in Motivational Interviewing, and
- Working with families with Substance Use Disorders.



Supervision Training

This was a month long training that consisted of 9 sessions that was offered by FAMSA. Mudita's intake Social worker attended. The course was facilitated by Daleen van Staden.

A supervision training course is required before a Social Worker can fulfil the role as a Supervisor at an organisation. Topics discussed in the Course:

- Objectives, values and principles of supervision,
- The functions of supervision,
- The Situational Leadership Supervision Model,
- Multi-cultural and diversity issues impacting on the supervisory relationship,
- Contracting supervision,
- Making the transition to become a supervisor,
- Tools in supervision.



First Aid Level 2 (August 2021):

The Advanced Trauma Management Training with integrated First Aid Refresher offers an affordable, very hands-on alternative to the traditional First Aid Training. This training was packed with practical exercises and was both a good training programme and effective team builder. The contents of the training was thorough:

- Refresher of Level 1 First Aid with all Practical's, followed by:
- Rescue / Moving of Patients
- Makeshift Equipment
- Automated External Defibrillator (AED)
- Stretcher / Trauma Board
- Blood Pressure Two Rescuer CPR - Child and Infant CPR –
- Multiple Injury Scenario - Case Studies



All core staff members completed this training.

ACHIEVEMENTS 2021/2022



MUDITA AS PANELLIST FOR FEDSAS

- Mudita was invited to be a panellist for FEDSAS (Federation of Associations of Governing Bodies of South African Schools)
- Mudita was required to give a reflection on schools current disciplinary procedures around drug and substance use in learners at school.
- The general discussion focused on moving away from punitive measures to a more supportive and guiding role.
- There were over 250 attendees.

EXPANSION OF THE MUDITA TEAM

- Mudita has opened their doors to qualified/ registered volunteers. This venture has opened the doors for 3 volunteers who are rendering supportive services to learners at school. Volunteers have also received full training on all aspects of service rendering at The Mudita Foundation
- We have 3 Social Work graduates who are volunteering
- We have also welcomed 3 students who are completing the practical aspect of their degree's/ qualifications at The Mudita Foundation. This includes 2 students from the University of Stellenbosch and one Social Auxiliary worker from CEFSA





NEW PARTNER SCHOOLS

Mudita has expanded its services to 3 new schools in 2022.

- In July both the Social Worker and 2 volunteers started rendering services to 40 learners at Stellenzicht Secondary school in Jamestown, Stellenbosch.
- Additionally, Rusthof Secondary school has also become a new partner school that is being serviced for learners with Substance Abuse.

NEW PARTNER SCHOOLS

Expansion to Strand Secondary occurred during the month of August. The Social Worker from the WCED: Metropolitan East District reached out to The Mudita Foundation in order to refer a learner. After the initial contact with the school, the social worker facilitated a networking meeting with the principal, who then requested that The Mudita Foundation become a more permanent part of the school. Soon after, a survey was conducted with the entire Grade 11 at Strand Secondary and 38 learners were identified as in need of services, after which services formally started at the school.



The survey was conducted by 5 members of the Mudita Foundation Team: Alison Carstens, Taswell Witbooi, Alicia Steyn, Robyn Adams and Abongile Bongoza. Weekly sessions have been occurring at the school since then.

Strand Secondary Matric Motivational Sessions

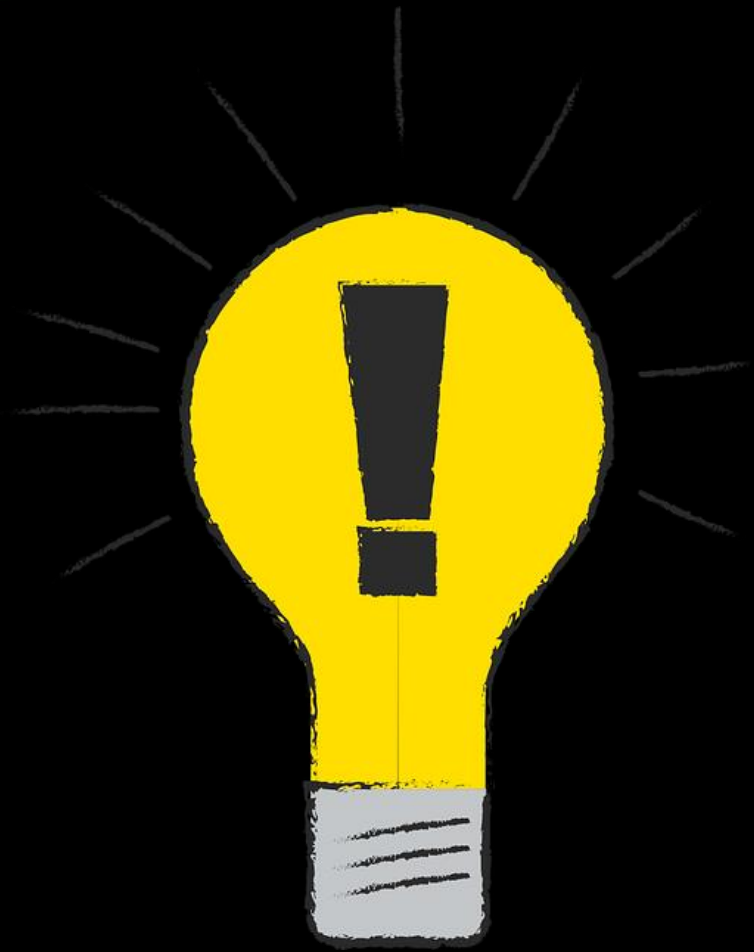
Soon after meeting with the principal and Strand Secondary, the Social worker from WCED requested a motivational session for the matriculants. She requested this as there have been many skill-development courses, but no motivational ones and asked whether The Mudita Foundation can offer one during the matriculants' spring school.

Our Social Worker developed a motivation session that spoke about the current life phase of matriculants. This included expectations, challenges and other difficulties they may be experiencing during this time of their life. Furthermore, the presentation discussed different types of stress and some skills on how to deal with these types of stress. There was also a short part on how substance use and stress may be related.

The second part of the motivation session focused on goals and having a future vision. This section described the difference between a goal, motivation and being driven. A short clip was shown speaking about personal development, setting goals and continuing despite challenges or short term obstacles. The session requested that the matriculants set short term and long term goals for themselves. They were encouraged to keep in mind what it is that they desire, who they want to be and what they want to be. The session was concluded by asking the matriculants to write down the very first step they would take in order to achieve their goals.

This session was offered by the Intake Social Worker and Social Auxiliary Worker.

These motivational sessions were well received by all.



Strand Secondary educator session

Shortly after the expansion to Strand Secondary, an orientation and educational session was offered to 15 Educators so that they may be introduced to The Mudita Foundation and the services that we offer. The presentation took place over 40 minutes and was offered by Alicia Steyn, the Intake Social Worker and Robyn Adams, the Social Auxiliary Worker. The presentation not only introduced The Mudita Foundation, but also gave a description on the different types of substances and their effects. Furthermore the discussion involved explaining substance use during adolescent years, addiction and the stages of use. Lastly, we explained what educators can do as well as the referral process to the staff member of The Mudita Foundation. Each educator was gifted a card with a quote and a sweet to thank them for their willingness to involve The Mudita Foundation at Strand Secondary.

Parent Webinar for De Kuilen High School

De Kuilen High School in Kuilsriver reached out to The Mudita Foundation for assistance with their Drug Disciplinary Policy. As part of this project, Mariska Williams and Alicia Steyn conducted a webinar presentation to key role players and parents of De Kuilen High School.

It consisted of 3 sessions that took place on the 15th , the 22nd and the 29th of September 2021.

- The first was a discussion between different professionals who would present on different occasions via the Webinar.
- The Second session consisted of the Mudita Foundation presentation and a brief Q&A session afterwards where parents could ask questions. This was an online session and a specific presentation was developed for this purpose. The presentation focused on the different types of drugs and their effects, how the adolescents brain and addiction interacts, the stages of use and addictions, a short clip (RatPark) and finally what parents can do when their children are exposed to, or using, substances.
- The third session was offered by other key role players in the policy development at De Kuilen High School.



Becoming a member of the ABBA Network

During August 2021, Khula Development Projects reached out to The Mudita Foundation enquiring about our services, target groups and areas in which we work. We were invited to a Networking meeting at Middelvlei Wine farm.

The event was hosted by The ABBA network. It consists of many members who meet monthly in order to connect and discuss challenges, new developments, referrals, marketing and to connect with a variety of organisations working in addictions and rehabilitation.

After attending this event, The Mudita Foundation was placed on the official list of Abba Network organisations. Mudita is now invited to monthly meetings in order to continue networking and expanding our organisation's connections.

CENTRAL DRUG AUTHORITY VISITS THE MUDITA FOUNDATION

During 2022, The Central
Drug Authority visited the
Mudita Foundation at
one of our schools
(Gordon High) to learn
more about the services
we render.



Independent Auditors Report

We conducted our audit in accordance with International Standards on Auditing. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the annual financial statements section of our report. We are independent of the company in accordance with the Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of annual financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Material uncertainty related to going concern

We draw attention to note 11 in the annual financial statements, which indicates that management anticipates the health risk of the COVID-19 virus and the declared South African national disaster to have a negative impact on future income. The events and conditions stated in the respective notes indicate that a material uncertainty exists that may cast significant doubt on the company's ability to continue as a going concern. Our opinion is not modified in respect of this matter. Uncertainties related to the potential effects of COVID-19 are relevant to understanding our audit of the annual financial statements. All audits assess and challenge the reasonableness of estimates made by the company, the related disclosures and the appropriateness of the going concern assumption of the annual financial statements. The appropriateness of the going concern assumption depends on assessments of the future economic environment and the company's future prospects and performance. The COVID-19 pandemic is a "black-swan" event which is anticipated to create challenges for humanity and for the global economy, and at the date of this report its effects are subject to levels of uncertainty. An audit cannot predict the unknown factors or all possible future implications for the company and this is particularly the case in relation to COVID-19.

ACKNOWLEDGEMENTS

12 years

Department of Social Development | Ambrose Combrink | 10 Alexander Guest House | Akker Doppies Cheche | At the End
| Bird Cage Stellenbosch Boschendal Wine Estate / Mr Dudley Lackay | Bidvest | Bonne Esperance | Cape Cups | Calendon Villa
| Chantel Hector | Cakes & such by Sue-Ann | Chris Sadie Physio Therapy Coca Cola | CJIS Fruit & Transport/André Cyster |
Cape Careers Exhibitors Association | Cortina Farms/Richard Myburgh | City of Cape Town/Sibongile Mlotywa | Delight
Fisheries | Empower | Eikestad Nuus | Fleeting Time Photography | Furniture Renew and Repair/Dave Norman | Fabric Max
| GivenGain | Gino's Restaurant | Gene Fisher | Happy Faces Crèche | Helderberg Sunrise Rotary Club | Jordan Wine
Estate/Eben February | Jetline | Jan Marais Park | K3 water Sachets | Kylemore High Volunteers | La Pineta | Lesley Wyma |
Metro East Education Department | 9 Miles Project McDonalds Somerset West | McDonalds Eikestad Mall | Maties FM Radio
| Marlin Steenberg | Mary Shand | May Niehaus | Nora Tyres | Nadz Hope nails, Beauty and training centre Newlands WP
Rugby | Nibbly Bits Durbanville | | Oasis Beauty Specialists | Private Donors Donating towards Somerset Mall Book Sale | Pniel
Millennium Hall Pioneer Foods/Leah Bessa | Protea Hotel Marriott Stellenbosch | | Rotary Netherlands | Radio Helderberg
Rotary International | Rustenberg Addictions Care RO3 Oasis Stellenbosch | Round Table – Somerset West Round House |
Something Nice | Shoprite Macassar | Stellenbosch High School Volunteers | Sergio Sedeman Stark Condé | Triumph
Trucking/Aulton Cyster & Jetro Cyster | TruCape | Topline Medals | Typo | Vergelegen Wine Estate/ Laura Dickenson
| Zandvliet and Macassar High Schools | Zandam Cheese



“Adolescence represents an inner emotional upheaval. A struggle between the eternal human wish to cling to the past and the equally powerful wish to get on with the future.”

Louise J. Kaplan

