



MENTORSHIP PROGRAMME IMPACT SUMMARY AND EMERGING EVIDENCE

Programme Overview

Keen Intellectuals currently implements a community-based mentorship programme targeting in-school adolescents transitioning from upper primary to junior high school across selected communities in Northern Ghana. The programme was initiated in 2024 and remains ongoing as part of Keen Intellectuals' commitment to improving educational outcomes, leadership development, and life opportunities for vulnerable adolescents in underserved communities.

The mentorship programme is implemented in collaboration with the University for Development Studies (UDS), leveraging the university's strong expertise in community engagement, youth development, education research, and participatory interventions. Through this collaboration, the programme benefits from technical guidance, community mobilization support, mentorship training, and evidence-informed approaches to adolescent development and educational improvement.

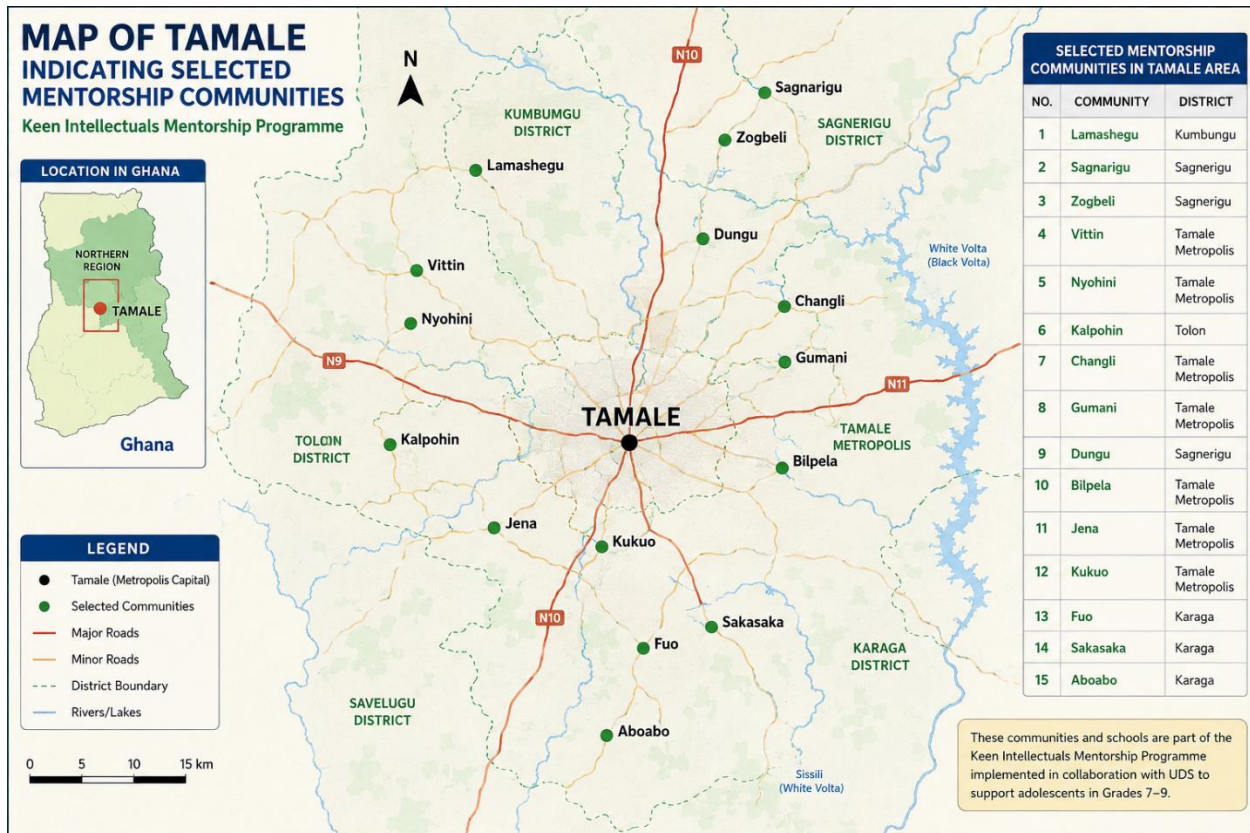
Since its inception, the programme has undertaken extensive sensitization and stakeholder engagement activities across more than 70 communities and schools within Northern Ghana. These sensitization efforts have involved school authorities, parents, community leaders, teachers, adolescents, and local stakeholders to increase awareness about the importance of mentorship, educational support, adolescent development, and positive gender-responsive engagement. Through these outreach activities, more than 1,000 students have become aware of the programme and its opportunities for educational and personal development.

Following the sensitization phase, 30 schools and communities were selected and actively engaged for programme implementation based on identified educational needs, community readiness, and adolescent vulnerability indicators. The programme currently supports 600 mentees, consisting of 300 boys and 300 girls, who are organized into 30 mentorship groups facilitated by more than 40 trained male and female mentors.

The programme primarily targets adolescents experiencing poor academic performance in English and Mathematics, low educational motivation, weak school engagement, and various social and behavioural challenges that affect learning outcomes. Through structured mentorship sessions, mentees receive guidance and support in areas including educational motivation, leadership development, school engagement, life skills, discipline, health awareness, goal setting, psychosocial support, gender-sensitive guidance, and future career aspirations.

The mentorship model adopts a gender-responsive and community-centred approach that creates safe and supportive spaces for adolescents to openly discuss academic, personal, and social

challenges while receiving guidance from trusted mentors within their communities. The programme also strengthens collaboration among schools, parents, mentors, and communities to ensure sustained support for adolescent learning and development during the critical transition into secondary education.



The figure presents a map of Tamale and surrounding districts in Northern Ghana, highlighting selected communities participating in the Keen Intellectuals Mentorship Programme implemented in collaboration with the University for Development Studies (UDS). The map visually illustrates the geographical distribution of programme communities across the Tamale Metropolitan Area and nearby districts, including Sagnarigu, Tolon, Kumbungu, Karaga, and Savelugu areas.

The selected communities shown on the map include Lamashegu, Sagnarigu, Zogbeli, Vittin, Nyohini, Kalpohin, Changli, Gumani, Dungu, Bilpela, Jena, Kukuo, Fuo, Sakasaka, and Aboabo. These communities represent some of the schools and localities where mentorship activities, adolescent engagement sessions, parental sensitization, and school-based support interventions are being implemented.



The figure demonstrates the programme's broad community-based coverage and highlights the strategic effort to reach adolescents across both urban and peri-urban communities within the Tamale area. The distribution of communities also reflects the programme's intention to support adolescents from diverse socioeconomic and educational backgrounds, particularly those experiencing poor academic performance, low school engagement, and social vulnerabilities.

The map further indicates important geographical features such as district boundaries, major roads, and surrounding districts, which help illustrate the accessibility and operational reach of the programme. The inclusion of multiple communities across different districts demonstrates the collaborative and decentralized nature of the mentorship intervention.

Additionally, the figure reflects the extensive sensitization and stakeholder engagement activities undertaken by Keen Intellectuals and UDS across schools and communities prior to programme implementation. Through these engagements, over 70 communities and schools were sensitized, with 30 communities and schools actively selected for programme participation. More than 1,000 adolescents are currently aware of the programme, while 600 mentees are directly benefiting from structured mentorship support.

Emerging Evidence of the Programme

Although the programme is still expanding and has not yet undergone a full-scale impact evaluation, internal monitoring reports, school feedback, mentor assessments, and parental observations provide strong indications of positive outcomes among participating adolescents.

1. Improved School Engagement and Attendance

One of the most significant emerging outcomes of the Keen Intellectuals mentorship programme has been the noticeable improvement in school engagement, attendance, punctuality, and classroom participation among participating adolescents across targeted communities in Tamale and surrounding areas in Northern Ghana.

Prior to the implementation of the mentorship intervention, many of the adolescents identified for participation demonstrated low motivation toward schooling, irregular attendance patterns, poor concentration in class, low participation during lessons, and limited confidence in engaging teachers and peers. School authorities and community leaders also expressed concerns about increasing absenteeism, peer pressure, indiscipline, weak parental supervision, and declining interest in education among adolescents transitioning from upper primary to junior high school.

Through continuous mentorship engagement, weekly group sessions, school follow-ups, parental engagement, and psychosocial support, the programme has contributed to improved learner attitudes toward education and strengthened commitment to regular school participation. Mentors



consistently encourage students to prioritize schooling, set personal educational goals, improve discipline, and develop confidence in their academic abilities.

The programme's community-based approach has been particularly effective because mentors are often drawn from the same communities or nearby areas, making them relatable role models for mentees. This has improved trust, communication, and accountability between mentors and adolescents. Mentors regularly monitor attendance, interact with teachers and parents, and provide emotional and motivational support to students experiencing academic or social difficulties.

Teachers in participating schools have reported that many mentees who were previously quiet, withdrawn, or frequently absent now demonstrate improved punctuality, active classroom participation, better peer interaction, and greater willingness to engage in school activities. In several schools, mentees have also shown increased participation in group discussions, debates, leadership activities, and co-curricular engagements.

Female mentees in particular have shown increased confidence in asking questions during lessons and participating in academic activities, while male mentees have demonstrated improvements in discipline, respect for school rules, and reduced exposure to negative peer influence. Mentorship discussions on self-esteem, personal responsibility, educational aspirations, and future career opportunities have contributed to these positive behavioural changes.

The programme has also strengthened communication between schools and parents. Parents have become more involved in monitoring their children's attendance and educational progress due to regular interactions with mentors and programme coordinators. Community sensitization activities have further reinforced the importance of education and mentorship support during adolescence.

Below is a summary of selected participating communities and schools in the Tamale area where improvements in school engagement and attendance have been observed through mentor reports and school feedback.

Community/Area	School Engagement Observed	Attendance Improvement	Additional Observations
Lamashegu	Increased classroom participation among mentees	Improved punctuality and reduced absenteeism	Students more confident during lessons
Sagnarigu	Higher participation in mentorship sessions and school activities	Regular school attendance reported by teachers	Improved discipline among boys



Vittin	Increased learner motivation and peer interaction	Reduced late coming	Better parent-school communication
Nyohini	Improved confidence among female mentees	More consistent attendance	Increased interest in leadership activities
Kalpohin	Greater student engagement during classroom discussions	Improved weekly attendance patterns	Positive behavioural changes observed
Changli	Enhanced participation in group learning activities	Reduction in absenteeism	Improved mentor-parent collaboration
Gumani	Increased commitment to academic activities	Better punctuality	Students showing improved study habits
Dungu	Improved learner-teacher interaction	Higher school attendance	Reduced withdrawal behaviour among mentees
Bilpela	Greater participation in extracurricular activities	More consistent classroom attendance	Improved confidence and communication
Jena	Increased school motivation among mentees	Reduced irregular attendance	Stronger parental involvement
Kukuo	Improved classroom attentiveness	Better participation in school programmes	Enhanced peer relationships
Zogbeli	Increased educational commitment	Improvement in daily attendance	Positive mentor influence reported
Fuo	Improved engagement during lessons	More regular school participation	Improved discipline and confidence
Sakasaka	Increased participation in mentorship and school activities	Reduction in absenteeism cases	Better academic focus observed



Aboabo	Improved interaction with teachers and peers	Higher attendance consistency	Increased learner motivation
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The emerging evidence indicates that the mentorship programme is helping adolescents develop stronger emotional attachment to schooling, greater educational motivation, and improved participation in school-related activities. The combination of mentorship, psychosocial support, parental involvement, and community engagement appears to be contributing significantly to improved school engagement outcomes among participating adolescents in Northern Ghana.

2. Increased Educational Aspirations and Confidence

Another important emerging outcome of the Keen Intellectuals mentorship programme is the significant improvement in educational aspirations, self-confidence, personal motivation, and future orientation among participating adolescents across the selected communities in Tamale and surrounding areas.

Before joining the programme, many mentees demonstrated low academic confidence, limited interest in long-term educational achievement, and uncertainty about their future aspirations. Several adolescents, particularly those struggling academically in English and Mathematics, often perceived themselves as weak learners and showed little motivation to continue schooling beyond the basic level. In some communities, social and economic challenges, domestic responsibilities, peer pressure, and low parental educational background also contributed to reduced educational ambition among adolescents.

Through consistent mentorship engagement, mentees are exposed to structured discussions on goal setting, personal development, leadership, educational opportunities, career guidance, discipline, and the importance of perseverance in education. Mentors use practical examples, life experiences, motivational talks, and peer learning approaches to encourage adolescents to believe in their potential and pursue higher educational goals.

The programme has created supportive spaces where adolescents can openly discuss their fears, academic challenges, and personal concerns without judgment. This supportive mentor-mentee relationship has contributed significantly to improvements in self-esteem, communication skills, confidence, and educational motivation. Many mentees who were previously shy or withdrawn now demonstrate increased confidence in expressing themselves during classroom activities, mentorship discussions, and school programmes.

Female mentees have particularly benefited from the gender-responsive mentorship approach. Female mentors provide guidance on overcoming social barriers, managing peer pressure,



balancing domestic expectations with schooling, and building confidence in academic participation. As a result, many girls now demonstrate greater interest in continuing their education and participating actively in classroom and leadership activities. Some female mentees who previously avoided speaking during lessons now confidently answer questions, engage in discussions, and express interest in pursuing professional careers in the future.

Male mentees have also shown positive behavioural and attitudinal changes. Mentorship sessions addressing discipline, responsibility, positive masculinity, leadership, and peer influence have encouraged many boys to become more committed to schooling and future planning. Teachers and parents have reported that some boys who previously demonstrated low seriousness toward education now show improved focus, better study habits, and stronger educational commitment.

Mentors have further encouraged mentees to develop personal educational goals and career aspirations. Through regular interactions, adolescents are motivated to think beyond their current circumstances and consider opportunities in higher education, vocational training, entrepreneurship, and professional careers. This exposure has expanded students' understanding of future possibilities and strengthened their determination to remain in school.

The mentorship programme has also contributed to increased participation in leadership and co-curricular activities within schools. Many mentees now volunteer for leadership responsibilities, participate in debates and group discussions, and demonstrate improved interpersonal communication skills. These changes suggest growing confidence and social competence among participating adolescents.

The table below summarizes some of the observed improvements in educational aspirations and confidence among mentees in selected communities within the Tamale area.

Community/Area	Educational Aspirations Observed	Confidence Improvements	Additional Outcomes
Lamashegu	Increased interest in completing secondary education	Students more willing to speak in class	Improved academic motivation
Sagnarigu	Greater commitment to educational goals	Improved confidence among boys	Better classroom participation
Vittin	Increased desire for professional careers	Reduced fear of asking questions	Improved peer interaction



Nyohini	Girls expressing interest in higher education	Increased self-confidence among female mentees	Stronger leadership participation
Kalpohin	Improved future educational planning	Greater confidence during mentorship discussions	Better study attitudes
Changli	Increased interest in academic achievement	Students more expressive and engaged	Improved communication skills
Gumani	Higher motivation toward learning	Increased classroom confidence	Improved learner participation
Dungu	Stronger commitment to continuing school	Greater interaction with teachers	Positive attitude toward education
Bilpela	Improved career awareness among mentees	Increased participation in school activities	Better self-esteem
Jena	Increased educational ambition	Students more confident in group activities	Improved goal-setting behaviour
Kukuo	Greater interest in leadership roles	Improved public speaking confidence	Better collaboration among peers
Zogbeli	Increased determination to remain in school	Reduced social withdrawal	Stronger mentor-mentee relationships
Fuo	Improved educational focus among boys and girls	Increased classroom engagement	Positive behavioural changes
Sakasaka	Greater awareness of career opportunities	Improved confidence in academic work	Better learner motivation
Aboabo	Increased interest in tertiary education	Improved communication and participation	Enhanced educational commitment



The programme demonstrates that mentorship can play a critical role in strengthening adolescents' confidence, educational aspirations, and motivation to pursue long-term academic and personal development goals. The emerging evidence suggests that when adolescents receive consistent encouragement, relatable guidance, and supportive learning environments, they become more confident in their abilities and more optimistic about their educational futures.

3. Gender-Responsive Support

A major strength of the Keen Intellectuals mentorship programme is its gender-responsive mentorship approach, which recognizes that adolescent boys and girls often experience different educational, social, emotional, and behavioural challenges during the transition from upper primary to lower secondary school. The programme therefore provides tailored mentorship support that responds to the specific needs, vulnerabilities, and developmental experiences of both boys and girls within participating communities in Northern Ghana.

The mentorship model intentionally engages both male and female mentors to provide relatable role models and safe support systems for mentees. This approach has enhanced trust, openness, participation, and sustained engagement among adolescents. Many mentees have reported feeling more comfortable discussing personal, educational, and social concerns with mentors who understand their lived experiences and community realities.

Female mentors work closely with girls on issues including educational confidence, self-esteem, menstrual hygiene awareness, peer pressure, early relationship challenges, domestic workload management, communication skills, and future educational aspirations. Through continuous engagement and encouragement, girls are increasingly developing confidence in classroom participation, leadership involvement, and educational planning. Many female mentees who initially demonstrated low confidence now actively contribute during lessons, mentorship discussions, and school activities.

The programme also addresses barriers that often affect girls' school participation, including household responsibilities, low self-confidence, and societal expectations that discourage girls' educational advancement. Mentorship discussions consistently reinforce the importance of girls' education, personal development, and career ambition. Female mentors further provide emotional support and practical guidance that help girls remain motivated and committed to schooling.

For boys, the mentorship programme focuses strongly on discipline, responsibility, peer influence management, positive masculinity, educational commitment, emotional control, and leadership development. Male mentors guide boys on the importance of respectful behaviour, goal setting, hard work, and positive decision-making. The programme has contributed to noticeable



improvements in boys’ attitudes toward schooling, classroom behaviour, punctuality, and respect for school regulations.

In several communities, teachers and parents have reported reductions in negative peer influence, classroom disruptions, and absenteeism among male mentees. Boys who previously showed low seriousness toward academic work are increasingly demonstrating stronger participation in school activities and improved commitment to educational goals.

The gender-responsive mentorship approach has also strengthened mentor-mentee relationships by creating supportive and non-judgmental environments where adolescents can openly express their concerns. This has contributed to improved psychosocial wellbeing, stronger peer relationships, better communication skills, and increased emotional support for both boys and girls.

Furthermore, the programme promotes gender equity by encouraging equal participation of boys and girls in mentorship activities, leadership opportunities, academic discussions, and school engagement initiatives. The mentorship sessions consistently reinforce mutual respect, cooperation, and positive social interaction among adolescents.

The table below summarizes some of the observed gender-responsive outcomes among boys and girls in selected participating communities within the Tamale area.

Community/Area	Girls’ Responsiveness and Outcomes	Boys’ Responsiveness and Outcomes	Overall Gender-Responsive Impact
Lamashegu	Increased classroom confidence and participation among girls	Improved discipline and punctuality among boys	Stronger school engagement for both groups
Sagnarigu	Girls more open during mentorship discussions	Boys showing improved respect for school rules	Improved mentor-mentee trust
Vittin	Increased educational ambition among girls	Reduced peer-related behavioural concerns among boys	Better learner motivation
Nyohini	Girls actively participating in leadership activities	Boys demonstrating improved classroom behaviour	Increased participation in school programmes



Kalpohin	Improved self-esteem and communication skills among girls	Boys becoming more committed to academic activities	Positive behavioural improvements
Changli	Girls showing greater confidence during lessons	Boys reporting improved study habits	Better gender balance in participation
Gumani	Female mentees demonstrating stronger future aspirations	Male mentees showing increased educational commitment	Improved peer relationships
Dungu	Girls increasingly engaging teachers during lessons	Boys exhibiting reduced absenteeism	Increased school attendance overall
Bilpela	Girls demonstrating stronger educational focus	Boys participating more actively in mentorship meetings	Improved confidence among mentees
Jena	Female mentees more confident in public speaking	Male mentees demonstrating improved responsibility	Better communication and social interaction
Kukuo	Girls expressing interest in higher education	Boys showing improved emotional control and discipline	Enhanced mentorship participation
Zogbeli	Girls more willing to discuss educational challenges	Boys reporting reduced negative peer influence	Improved psychosocial support
Fuo	Increased participation of girls in classroom activities	Boys demonstrating stronger commitment to schooling	Greater educational motivation
Sakasaka	Girls showing improved leadership confidence	Boys participating more positively in school activities	Improved gender inclusion



Aboabo	Girls demonstrating stronger academic ambition	Boys becoming more focused on future goals	Balanced participation and engagement
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The emerging evidence suggests that the gender-responsive mentorship approach has been highly effective in addressing the unique developmental and educational needs of adolescent boys and girls. By creating safe, supportive, and relatable mentorship environments, the programme has strengthened adolescents' confidence, discipline, educational commitment, and social development while promoting inclusive participation and positive gender relations within schools and communities.

4. Community and Parental Engagement

Community and parental engagement has emerged as one of the most important pillars contributing to the success and sustainability of the Keen Intellectuals mentorship programme in Northern Ghana. From the initial stages of programme design and implementation, the mentorship initiative adopted a strong community-based approach that recognizes the critical role parents, guardians, schools, traditional leaders, and community stakeholders play in shaping adolescent educational outcomes and social development.

Before implementation, extensive sensitization and stakeholder consultations were conducted across more than 70 communities and schools in Tamale and surrounding areas. These engagements involved parents, teachers, assembly members, opinion leaders, religious leaders, school authorities, youth leaders, and community volunteers. The sensitization activities focused on increasing awareness about adolescent educational challenges, the importance of mentorship, school retention, gender-responsive support, and community responsibility in promoting positive youth development.

Through these engagements, communities developed stronger ownership of the programme and became more supportive of mentorship activities within their schools and communities. Parents and guardians increasingly recognized the importance of providing emotional, social, and educational support to adolescents, especially during the transition into junior high school. The programme has therefore strengthened collaboration between homes, schools, mentors, and community structures in supporting adolescent learning and wellbeing.

Mentors regularly interact with parents and guardians to discuss students' attendance, behaviour, educational progress, and psychosocial concerns. These interactions have improved communication between parents and schools and created stronger accountability systems for



monitoring learner progress. In several communities, parents who previously had limited involvement in their children’s education are now more active in encouraging regular school attendance, monitoring homework, and supporting participation in mentorship activities.

Teachers and school authorities have also become active stakeholders in the programme. Schools provide support for mentorship meetings, student identification, learner monitoring, and follow-up activities. Teachers have increasingly collaborated with mentors to identify students requiring additional academic, behavioural, or emotional support. This school-community collaboration has contributed to improved learner engagement and stronger support systems for adolescents.

Community leaders and local stakeholders have further contributed to creating enabling environments for adolescent development by supporting sensitization activities, encouraging parental involvement, and promoting positive attitudes toward education within their communities. In some areas, community members have become advocates for girls’ education, school retention, discipline, and youth leadership development as a result of continued engagement with the programme.

The programme has also contributed to strengthening social relationships and trust among adolescents, parents, schools, and communities. Many parents now perceive mentorship as a valuable support system that complements formal education and helps address social and behavioural challenges affecting adolescents. This positive perception has increased acceptance and sustained participation in the programme.

Importantly, community engagement activities have reinforced discussions around gender equity, adolescent wellbeing, educational aspirations, discipline, and the prevention of risky behaviours among young people. Parents and guardians increasingly appreciate the need for equal educational opportunities for both boys and girls and have shown growing support for girls’ participation in mentorship and school-related activities.

The table below summarizes some of the observed community and parental engagement outcomes in selected participating communities within the Tamale area.

Community/Area	Parental Engagement Outcomes	Community Engagement Outcomes	School Collaboration Outcomes
Lamashegu	Parents monitoring attendance more regularly	Increased community acceptance of mentorship activities	Improved communication between mentors and teachers



Sagnarigu	Parents encouraging children's participation in school activities	Community leaders supporting mentorship meetings	Better learner follow-up systems
Vittin	Increased parent-mentor interaction	Greater awareness of adolescent educational challenges	Improved teacher involvement in learner support
Nyohini	Parents more supportive of girls' education	Community sensitization improving educational commitment	Increased collaboration on student discipline
Kalpohin	Improved home support for homework and learning	Positive community attitudes toward mentorship	Stronger mentor-school relationships
Changli	Increased parental concern for learner progress	Community members assisting with programme mobilization	Better monitoring of absenteeism
Gumani	Parents participating in mentorship discussions	Improved support for adolescent development initiatives	Enhanced learner tracking systems
Dungu	Parents encouraging punctuality and discipline	Increased local advocacy for school attendance	Better coordination between mentors and schools
Bilpela	Improved communication between parents and adolescents	Greater community ownership of the programme	Increased school participation in mentorship activities
Jena	Parents reporting improved behaviour among mentees	Community leaders promoting	Improved identification of vulnerable learners



		educational awareness	
Kukuo	Increased parental support for girls' schooling	Improved youth engagement within the community	Better coordination of mentorship schedules
Zogbeli	Parents more involved in monitoring school attendance	Community acceptance of gender-responsive mentorship	Improved collaboration on student welfare
Fuo	Increased parental motivation to support schooling	Community discussions promoting education and discipline	Improved teacher-mentor cooperation
Sakasaka	Parents reporting improved communication with children	Stronger community participation in sensitization activities	Better support for struggling learners
Aboabo	Increased parental awareness of adolescent needs	Greater support for mentorship activities by local leaders	Enhanced school-community collaboration

The emerging evidence demonstrates that the mentorship programme is not only influencing adolescents directly but is also strengthening the broader ecosystem of support surrounding young learners. The active involvement of parents, schools, mentors, and community stakeholders has contributed to improved educational support, stronger accountability, positive behavioural changes, and sustained community commitment toward adolescent development and school engagement in Northern Ghana.

Lessons Learned

The implementation of the Keen Intellectuals mentorship programme across participating communities in Northern Ghana has generated important practical lessons regarding adolescent learning, school engagement, mentorship delivery, gender responsiveness, and community



participation. These lessons continue to shape programme improvement and inform the proposed expansion of the intervention model.

One of the major lessons learned is that mentorship significantly improves adolescents' motivation, confidence, school engagement, discipline, and educational aspirations. Regular interactions with mentors have helped many adolescents develop positive attitudes toward schooling, improve their participation in classroom activities, and strengthen their commitment to academic achievement. The programme demonstrates that adolescents benefit greatly when they are provided with consistent emotional support, guidance, relatable role models, and safe spaces to discuss personal and educational challenges.

Another key lesson is that community-based mentorship approaches are highly effective in building trust, accountability, and sustained participation among adolescents. Because mentors are drawn from local communities and understand the social realities of participating learners, mentees are more comfortable sharing concerns and responding positively to guidance. The programme has shown that community ownership and local participation are critical for the sustainability and acceptance of adolescent interventions.

The programme has also revealed the importance of involving parents, schools, and community leaders throughout implementation. Strong collaboration between mentors, teachers, parents, and local stakeholders has improved learner monitoring, attendance follow-up, discipline, and educational support. The active involvement of parents and schools has reinforced the positive effects of mentorship and strengthened accountability systems around adolescent learning and wellbeing.

Another important lesson emerging from the programme is the effectiveness of gender-responsive mentorship in addressing the different needs of boys and girls. Female mentees responded positively to mentorship support focused on self-confidence, leadership, educational aspirations, and social challenges affecting girls' participation in education. Male mentees similarly benefited from discussions on discipline, responsibility, positive masculinity, peer influence, and educational commitment. This demonstrates that mentorship interventions are more impactful when they intentionally respond to gender-specific experiences and vulnerabilities.

The programme has further demonstrated that psychosocial support is an essential component of improving adolescent educational outcomes. Many adolescents facing poor academic performance also struggle with low confidence, emotional stress, peer pressure, weak family support, or behavioural challenges. Mentorship sessions that address emotional wellbeing, self-esteem, motivation, and personal development have contributed significantly to improved learner participation and engagement.



However, an important lesson learned is that mentorship alone may not be sufficient to address persistent academic learning gaps, particularly in English and Mathematics. Although improvements in motivation and school participation have been observed, many learners continue to experience foundational learning difficulties that require additional structured academic support. This highlights the need to integrate targeted remedial learning interventions alongside mentorship activities.

The programme has also identified the importance of continuous mentor training and supervision. Mentors require ongoing capacity building in areas such as adolescent psychology, safeguarding, communication skills, gender responsiveness, academic coaching, and psychosocial support to effectively respond to the evolving needs of adolescents. Continuous mentoring support and monitoring are therefore essential for maintaining programme quality and effectiveness.

Another lesson is that adolescence represents a critical transition period where timely interventions can have long-term educational and social benefits. Supporting learners during the transition from upper primary to junior high school helps prevent disengagement, absenteeism, low self-esteem, and school dropout. Early mentorship interventions can therefore strengthen resilience, educational continuity, and future aspirations among vulnerable adolescents.

Additionally, the programme has shown that sustained sensitization and awareness creation are necessary for strengthening community acceptance and participation. Continuous engagement with parents, schools, and local leaders helps reinforce the importance of adolescent education, mentorship, gender equity, and positive youth development within communities.

The lessons learned from the implementation of the Keen Intellectuals mentorship programme indicate that integrated, community-based, and gender-responsive mentorship models can contribute significantly to improving adolescent wellbeing, educational participation, and future aspirations. At the same time, the evidence highlights the importance of combining mentorship with structured academic remediation, psychosocial support, and strong community partnerships to achieve more sustainable learning outcomes among adolescents in Northern Ghana.