



2024

IMPACT REPORT



GWFF

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## GLOSSARY

BLM: Bushbuckridge Local Municipality  
BYA: Bridging Year Academy  
DLC: Digital Learning Centre  
ESG: Environmental, Social and Governance  
GWF: Good Work Foundation  
HIV: Human Immunodeficiency Virus  
ICDL: International Certificate of Digital Literacy  
ICT: Information and Communications Technology  
KPIs: Key Performance Indicators  
LLL: Look, Listen, Link  
NGOs: Non-Governmental Organisations  
OLA: Open Learning Academy  
SDGs: Sustainable Development Goals  
UBPL: Upper Bound Poverty Line  
UN: United Nations  
YES: Youth Employment Service  
VU: VillageUp  
VUI: VillageUp Impact  
5IR: Fifth Industrial Revolution



## MESSAGE FROM THE CEO

Dear Friends, partners, and members of the Pink GWF family,

As we reflect on 2024, I am, as usual, filled with immense pride and gratitude for the journey we continue to take together. This year marked a pivotal moment in our mission to reimagine education and opportunity in rural South Africa. From the launch of transformative partnerships to the scaling of our ecosystem of learning and working, we have deepened our impact and expanded our reach. And we are always guided by our core values of creativity, innovation, excellence, and fun.

Our campuses have become far more than places of learning; they are thriving hubs of possibility. Thousands of young people have stepped into spaces where digital education meets real-world opportunity, and where dreams are nurtured into careers, businesses, and community leadership. The launch of VillageUp Impact, our growing career academies, and the integration of immersive technologies through the likes of EON Reality XR are just a few examples of how we continue to bridge the digital divide. Good Work Foundation remains steadfast in its mission to reimagine education and reimagine opportunity for young rural South Africans.

For me, this 2024 Impact Report captures the heart of the work we do and highlights the numbers, stories, and partnerships that define our impact. But beyond the data lies a deeper message, when we invest in young people, we unlock the potential of the individual, their families and entire communities.

I hope you are, like me, inspired by what you find in the 2024 Impact Report. Thank you for walking this path with us. Together, we are shaping a future where every young South African, regardless of where they are born or their circumstance, has the opportunity to learn and gain the skills and tools to thrive.



Warm regards,  
Kate Groch  
CEO and Founder  
Good Work Foundation





GWF is a non-profit organisation intent on changing the landscape of learning in South Africa. By pioneering an ecosystem of learning, training and working, GWF provides access to education and employment opportunities to rural communities in South Africa. GWF encourages digital learning and skill development in pathways that are relevant to the future world of work and enable contribution to global economies.

Imagine a world where every child and young adult, regardless of their socio-economic background or geographic location, has the skills and confidence to successfully navigate the ever-changing digital world, and take advantage of the opportunities it has to offer. At GWF, this is the vision. GWF challenges how young people learn, what they learn, and who has access to education opportunities to bring about transformative and systemic changes in their lives.

During its 12 years of existence, and through its six campuses, GWF has been perfecting a unique ecosystem of digital based learning opportunities coupled with opportunities for employment in the rural villages of Mpumalanga, South Africa. Each year, GWF evolves its curricula - embracing developments in technology, responding to the needs of our young people, industries around us, and the global landscape.

As the organisation embraces the transformative power of disruptive technology to shape market-relevant education for the youth of rural South Africa. Building on over a decade of success in digital education, we now stand at another intersection of technology and human empowerment and are ready to prepare the next generation to thrive. As emergent technology shapes industries and creates new opportunities, GWF's role is still to bridge the digital skills gap, ensuring that students are not left behind.

The GWF mission is clear. To harness these technologies while staying rooted in core values of creativity, innovation, excellence, life-long learning, nurturing, and of course, fun. GWF is not just preparing learners for tomorrow but ensuring they contribute meaningfully to themselves, their families, communities, and nation.

By 2030, GWF aims to expand their reach through enhanced learning platforms, scale impact both on physical campuses and beyond, and empower tens of thousands of young South Africans who can confidently step into a world that we cannot even fully imagine today, armed with the tools to shape it themselves.

The Ambition. To export the GWF model as a sustainable model for future rural education that can be scaled to other parts of sub-Saharan Africa and elsewhere in the world. Each cluster of Digital Learning Campuses will be 80% self-funded, 100% community-powered and 75% women-led.

For more than a decade, in areas where the youth unemployment rate soars to over 70%, GWF has been reimagining education to bring a sense of discovery and wonder back into the classroom – inspiring young people and igniting hope for the future in an area.

Our WHY is to change this unemployment statistic by empowering young people with the skills they need to enter the job market of the future.

GWF aims to provide access to world-class, wonder-filled learning to rural South Africans, an education that prepares our learners and students for a digital future. We know that investing in the education of our youth is how we will have the most impact in our communities. Connecting more young people to the digital economy will change their lives, their families and their communities forever.

Our dream is to see rural South African communities flourishing in the 21st-century digital world.

In Q1 2024, among unemployed individuals in South Africa, 38.6% lacked a matric, 33.7% had a matric, 20.6% had some tertiary education, and 9.6% were university graduates (Statista, 2024)

In the BLM region, where the poverty rate is 63.5% and the unemployment rate, 52.1%, GWF's efforts to improve education access are vital for poverty reduction (BLM Annual Report, 2023)

This vitality is similar to that in the Free State (where GWF's Philippolis campus is located), where the last recorded unemployment rate was 31.1% (Free State Provincial Treasury, 2022)

## 2024 IMPACT SNAPSHOT

9 635

Open Learning Academy learners

31

schools in the GWF network

27

number of teacher support workshops

317

teachers impacted by teacher support workshops

353

Bridging Year Academy graduates

114

Career academy graduates

83%

absorption of Career Academy graduates into further study or employment over the course of 2024

135

GWF full time employees

78%

of GWF employees who are GWF graduates

76%

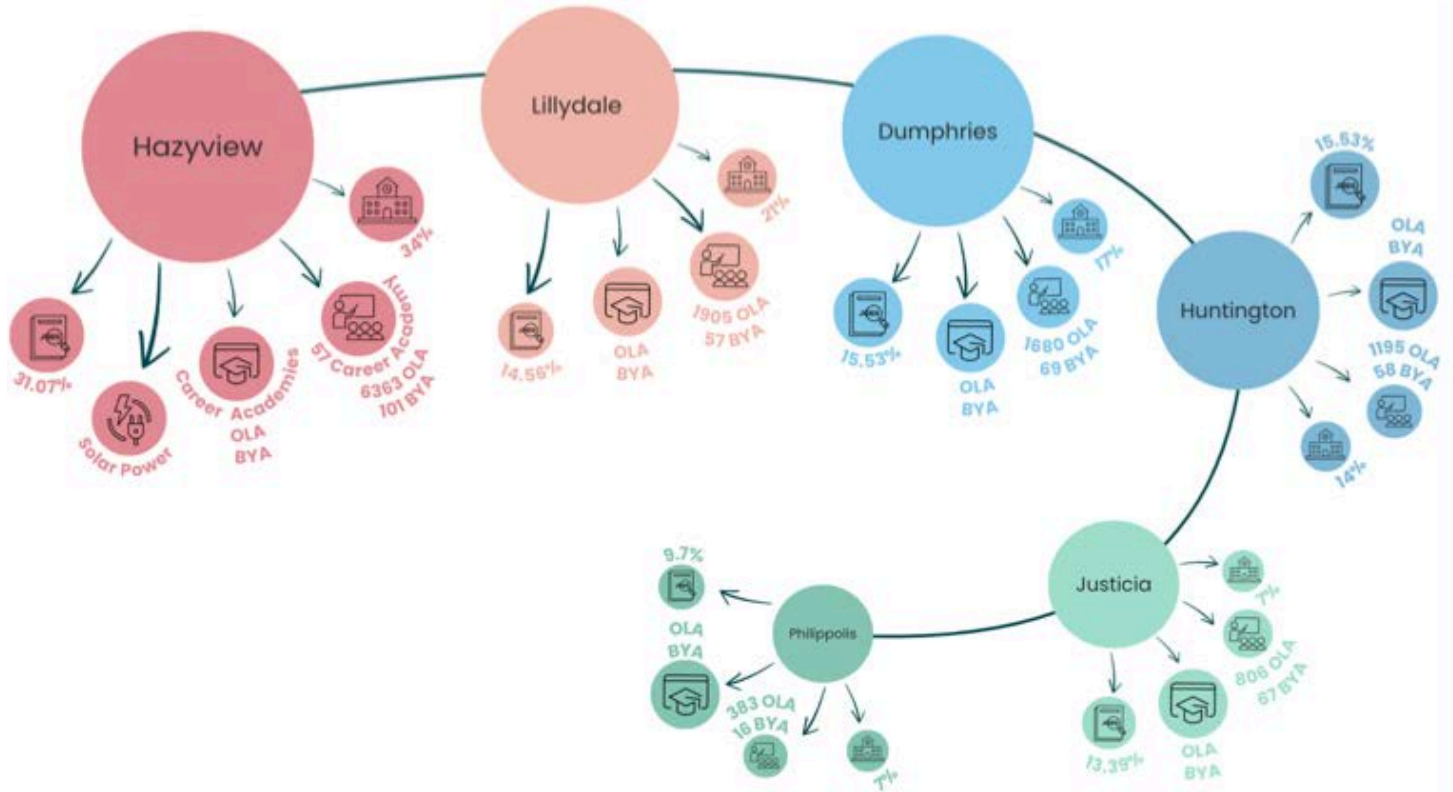
of GWF employees are female

35

Digital economy learning opportunities to upskill for VUI opportunities

30%

Increase in absorption or employment rates (2022 to 2024):



GWF's network of impact across its six digital learning campuses. The size of the circles represents the size of the campus's operations in relation to one another, showing how each campus makes various contributions to creating GWF's positive and desired impact of delivering and bridging the technological divide.

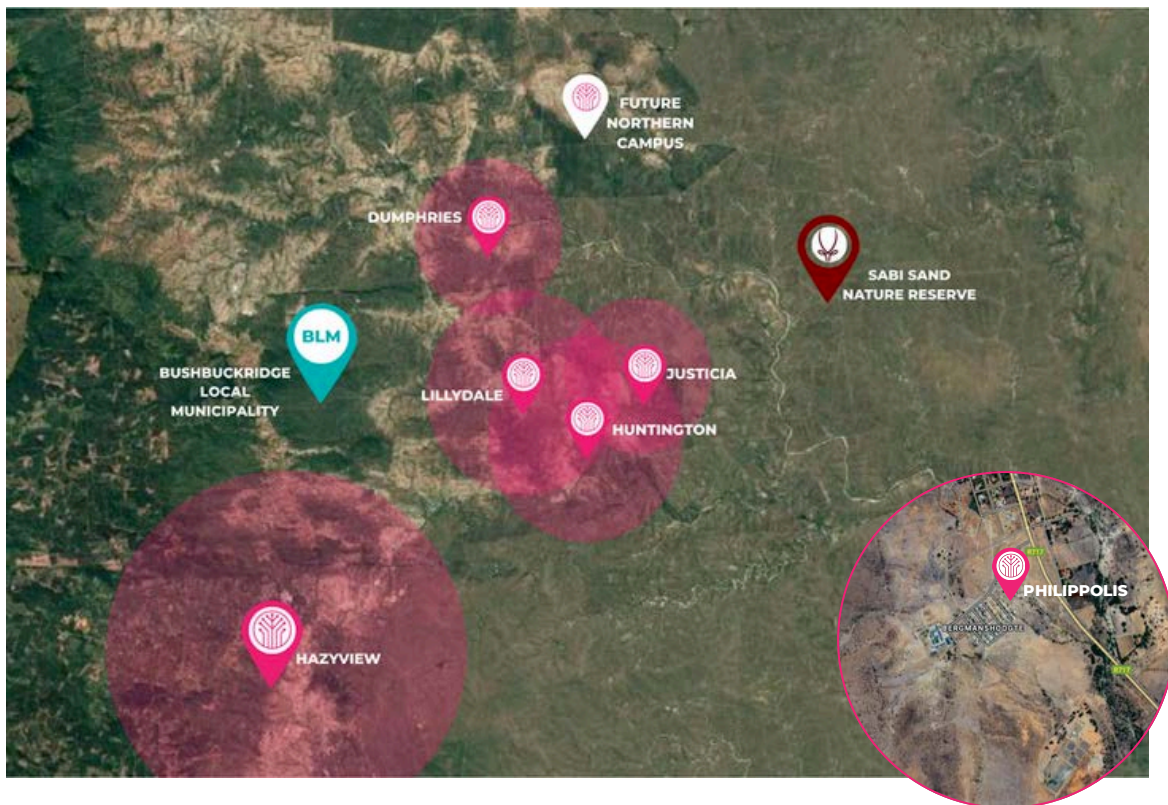
## OUR GEOGRAPHICAL FOOTPRINT

Philippolis in the Free State is where the GWF story began, when in 2005 a group of plucky volunteers and community members built a preschool, in response to an urgent need in this rural community.

Seeing the transformative power of education on the young people of Philippolis, teacher Kate Groch and others were inspired to form GWF – which today runs six digital learning campuses, including the one in Philippolis, which is built next to the original preschool.

The five other campuses are in Mpumalanga along the western border of the Greater Kruger National Park.

The six digital learning campuses are locally managed, employing staff based from the area and providing access to learning for young learners and adult students from local communities.



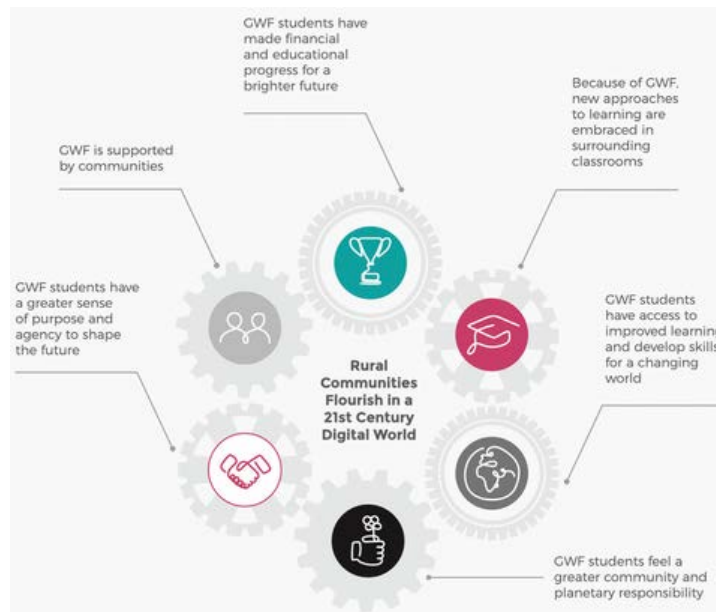
Each campus:

- creates a "bridge" between school and the world of employment or entrepreneurship, providing the skills, tools and opportunities to thrive not just survive
- is a hub of digital learning whereby public-sector primary schools outsource their digital learning to our campuses; and
- helps to reduce the "digital divide" by providing rural people with opportunities to actively participate in the 21st Century economy through our social enterprise, VillageUp.

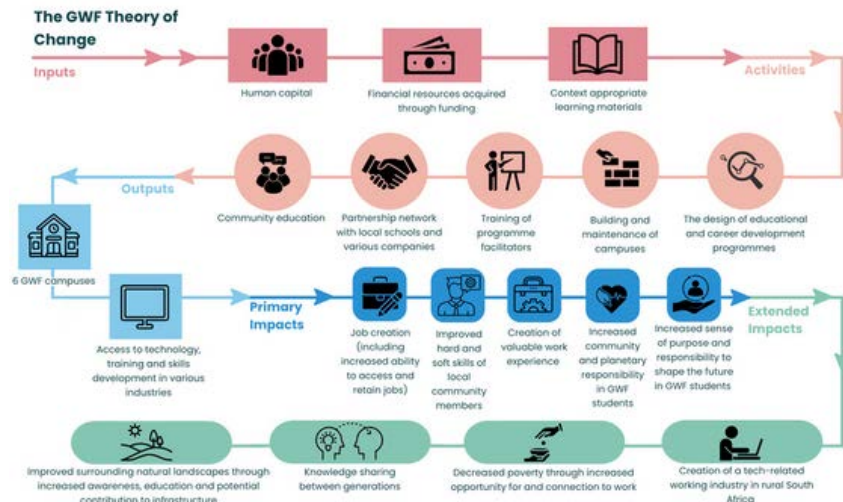
Around 75.3% of people living in the BLM have no access to the internet, and only 8.6% of households in the BLM have a computer (See SDC 9).  
Stats SA 2023)

## GWF'S THEORY OF CHANGE

Good Work Foundation's Theory of Change provides a structured framework for how its programmes lead to long-term impact. The process begins with clearly defined inputs - human capital, funding, and context-appropriate learning materials - which support a range of activities such as facilitator training, campus development, and the design of educational programmes. These efforts result in tangible outputs like education for communities, school and industry partnerships, and access to technology.



This pathway of change leads to measurable primary impacts such as improved skills, job creation, and work experience, and ultimately contributes to extended impacts like poverty reduction, environmental awareness, and the growth of tech-related industries in rural areas. GWF uses this backward-planning model to ensure that every step is aligned with its long-term vision: helping rural communities flourish in a digital world.



To ensure accountability and continuous improvement, all GWF programmes are underpinned by robust measurement tools and data capture processes. These systems track performance, identify areas for refinement, and inform future programme development and scaling. The diagrams below illustrate both the aspirational outcomes and the operational flow of how GWF's Theory of Change is implemented in practice.

## ROADMAP TO 2030



2024 marked 12 years of GWF delivering “access to world class learning” in the remote villages of rural Mpumalanga. From its humble beginnings in a rusty banana shed in Hazyview, reaching a handful of learners, GWF has since established five satellite campuses in the five remote villages of Justicia, Huntington, Lilydale, Dumphries and Philippolis (Free State).

In 2023 the GWF Roadmap to 2030 was developed. The first step was to consolidate and streamline GWF's core areas of operation. GWF has developed a unique learning and teaching methodology (the Learning Journey) which cannot easily be replicated particularly when one considers that this learning model is successfully delivered to remote rural villages. The Roadmap 2030 plan is accordingly divided into two sections. The first being a focus on the year 2024, as a consolidation and refinement period followed by a five-year Roadmap plan 2025-2030.

The Roadmap 2030 is focused primarily on our two core “learning journeys” which have over the past 12 years been perfected and which have conclusively proved to serve the rural learning communities well. 2024 focused on the development, expansion and refinement of the curriculums of Open Learning Academy (OLA) and Bridging Year Academy (BYA) to reinforce the GWF “learning journey”. This continues to be a primary focus of Roadmap 2030.

GWF continues to operate and refine its existing Career Academies namely Facilitator, Hospitality, Conservation and IT to ensure that these support the career paths of learners.

The Facilitators' Academy and a Teachers' Support Programme will continue to support this core GWF strategy by providing the training and management capacity needed to ensure that the GWF learning programmes have access to sustainable teaching, management and leadership capacity and that the teachers in GWF's partner schools are on a learning journey parallel to that of their students.

We see one of GWF's superpowers as a non-profit organisation as being at the junction of philanthropy and social enterprise development.

## ECOSYSTEM OF LEARNING & WORKING

### Background

GWF has pioneered an ecosystem whereby we partner with young people on their journey to becoming well-rounded, employable citizens.

We offer wonder-filled digital education, complementary to the school curriculum, to Grade 3 to Grade 9 learners. For school-leavers, we offer courses that quite literally “bridge the gap” between high school and the next big step in their lives, as well as vocation-driven training.

GWF Career Academies – Hospitality, Conservation, Facilitator and IT – have been created where there is a clear link to industry and employment opportunities in the region and focus directly on enhancing employability skills.

GWF forms the learning component in the established Ecosystem of Learning and Working.

The Hospitality Academy aligns with the economy of wildlife, specifically Sabi Sands Game Reserve and Kruger National Park. GWF has built strong partnerships within this sector whereby employment opportunities for graduates are identified. These partnerships result in absorption of graduates into employment or further training opportunities being very high.

The Conservation Academy aligns with the conservation ecosystem, also based on strong partner relationships that lead to career opportunities that include roles as field guides, trackers and environmental education officers.

The Facilitator Academy trains facilitators to work within the education space. Students develop facilitation skills that are applicable to both children and adults in the teaching and learning process. The ultimate aim is to equip facilitators to increase each learner's independence and confidence in their own abilities, making them active participants in the learning process. To date the majority of the Facilitator Academy graduates have been employed by GWF as its operations have expanded.

Although IT Academy graduates have been employed by Schools, Department of Education and within GWF, there remains a shortage of digital sector jobs in the region. GWF has also managed a small call centre operation over the last 7 years to create additional opportunities for IT graduates.

Absorption of 2023 graduates in to further study or employment during the course of 2024

Conservation Academy: 78%

Hospitality Academy: 100%

Facilitator Academy: 100%

ICT Academy: 55%

Therefore, through partnering with entities align work available for the skills in which GWF students are trained, GWF contributes to the creation of a sustainable local economy, bringing business to rural South Africa, versus community members having to leave to find similar work. Overall, GWF contributes to the creation of decent work and economic growth within local communities through its operational processes as an organisation and the associated outputs of improved education, job experience, and the creation of jobs independent of GWF's organisational processes.

## **Growing the ecosystem: VillageUp**

To grow the existing EcoSystem of Learning and Working, we established VillageUp NPC whose objective is to grow a portfolio of social enterprises that create jobs, training pathways, and revenue opportunities for GWF graduates - strengthening and growing the ecosystem of learning and working - while at the same time increasing the financial sustainability of GWF over time.

VillageUp Impact is the first step with its objective being to create opportunities in the digital economy in rural South Africa.

## **VillageUp Impact**

In 2023, it was decided to set up a separate entity and focus on scaling the 'call centre' concept into a fully fledged business operations centre with an experienced management team to guide this. VillageUp Impact ("VUI") was registered in 2024 and is fully operational.

VUI is run independently with a separate shareholder structure but aligned in creating the ecosystem of learning and working. The structures allow all key stakeholders to focus on their core business/intent. VUI is currently located on the GWF Hazyview Campus to support the vision of a true digital campus, and is actively developing commercial partnerships to fill the 100 seat capacity.

VUI is built to international standards, employs GWF alumni and successful candidates from the local community, and serves clients across the country.

To ensure that the skills of potential employees align with skills needed for type of work being sourced, and consequently to increase opportunity for employability, the following digital and business opportunities were added to the existing GWF Programmes in 2024:

- BPO Academy to enable sales and customer services
- CAPACITI Partnership has allowed for training focused on data analytics and app development to enable digital services

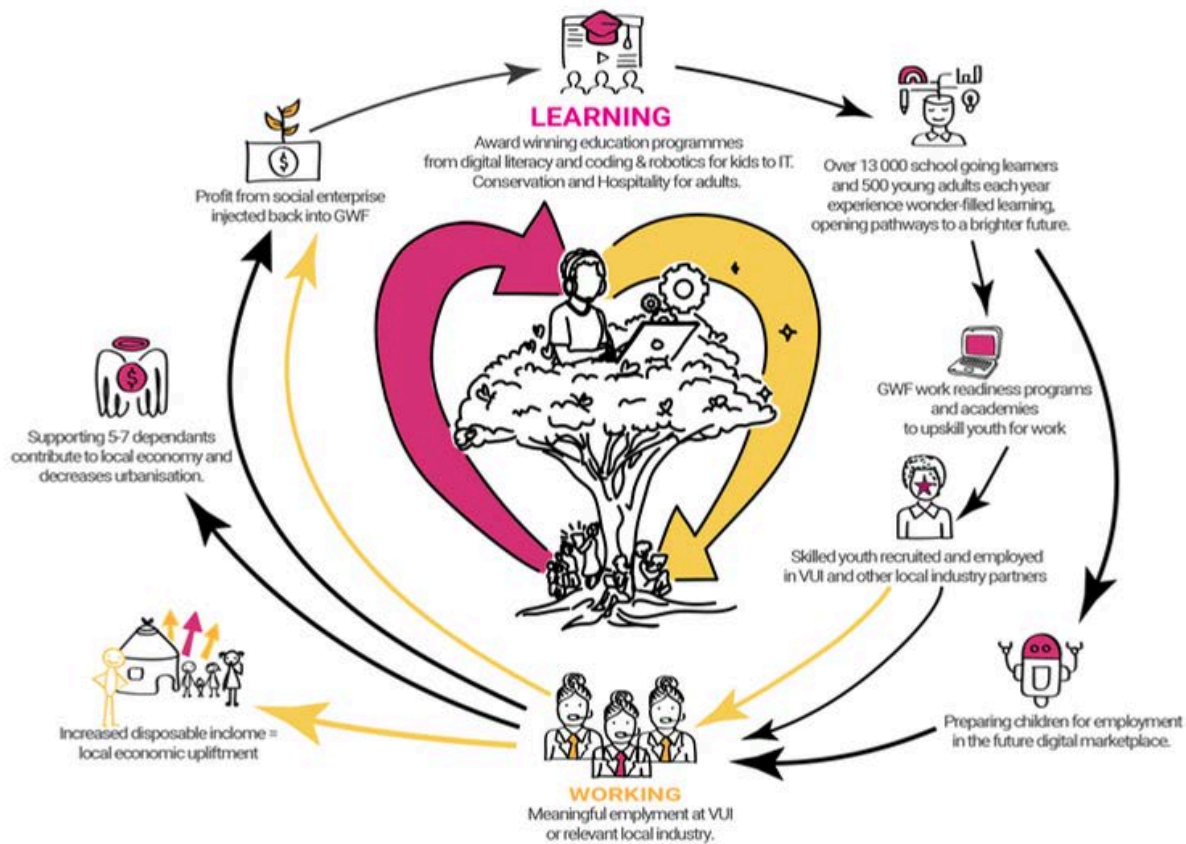
VUI began with a simple but powerful vision: to bridge the opportunity gap between rural and urban areas. Founded on the belief that talent is universal, but opportunity is not, VUI set out to create sustainable employment in rural communities. The VUI journey reflects a commitment to reversing urbanisation by bringing quality jobs to rural areas.

VUI is pioneering a transformative business model that connects rural talent to the opportunities of digital evolution.

VUI is dedicated to transforming rural South Africa into a landscape of opportunity, where education, careers, business ventures, and strong communities come together to create lasting prosperity, sustainability, and purpose for generations.

VUI's (Working) purpose is to provide the foundation for sustainable employment, connecting graduates and alumni from GWF (Learning) to business partnerships that create jobs with commercial value and strategic impact, while contributing directly to the growth of their communities.





The decision to locate VUI operations on the Hazyview campus (HDLC) has resulted in a thriving digital hub in the heart of rural South Africa.

The digital campus is no longer a place of learning only – it is a living ecosystem of education, enterprise, and opportunity. Every year, thousands of young people walk through our doors and into a future that once seemed out of reach. Here, cutting-edge digital learning meets real-world working.

## 2030 ROADMAP: KEY PROJECTS

### Digital Transformation Journey

#### Building a Unified System: The GWF Academy Salesforce Apps

In the final quarter of 2023, GWF embarked on a pivotal Digital Transformation Project, a strategic initiative to build a robust technological foundation for our future. This journey is driven by a clear vision: to enhance our operational efficiency, gain a holistic 360 degree view of every learner's unique path, and, most importantly, to systematically measure and amplify the positive impact of our work. By reimagining our digital ecosystem, we are strengthening our connections with the entire GWF family - our students, alumni, donors, and partners.

For over a decade, GWF's programmes have grown organically, each developing unique processes to meet the needs of its community. To unify these efforts, our Digital Transformation Project has focused on centralising the collection and storage of student information and live data. In 2024, this vision began to take concrete form through the development of a unique Salesforce App for each of our academies.

This was a deeply collaborative process, undertaken in close consultation with each programme team to ensure the final tools were not just powerful, but practical and perfectly suited to their needs. Following the successful launch and implementation of the Bridging Year Academy (BYA) App in 2024, we have laid a strong foundation. The apps for our Open Learning Academy (OLA), Hospitality, IT, Facilitator, and Conservation programmes are now in their final development stages, with a planned launch in mid-2025. To ensure a seamless transition, our teams received extensive training throughout 2024, empowering them to effectively manage these new tools from day one.

#### Enhancing Sustainability: The Donor App

A significant milestone in 2024 was the development and launch of our fully operational Salesforce Donor App. This critical application moves beyond simple record-keeping; it integrates key components of our donations pipeline and financial controls into a single, robust system. It has created a collaborative space where our finance and development teams work in synergy, equipped with forecasting tools and streamlined financial processes. The result is a more efficient, transparent, and sustainable fundraising operation that honours the trust and investment of our donor community and enhances their experience with GWF.

#### Building a Unified System: The GWF Academy Salesforce Apps

The Operations App will be the final piece of our core digital infrastructure, developed after all Academy Apps are fully operational. This strategic sequencing ensures our programme delivery is fully supported before we integrate our operational logistics. The aim of the Ops App is to bring our campus operations and programme logistics teams into the same system that our educators use. This will break down internal silos, providing full visibility across the organisation and fostering greater collaboration and efficiency, ensuring the 'engine room' of GWF runs in perfect harmony with our educational mission.

#### Investing in Our Own: The Salesforce Internship Programme

Our digital transformation is about more than just technology; it's about people and opportunity. In 2024, this was powerfully demonstrated through the launch of our Salesforce Internship Programme. This initiative is a direct investment in local talent, providing four alumni from our own ICT Academy with training in Salesforce Administration, App Building, and Artificial Intelligence. This programme perfectly encapsulates the GWF model: creating a virtuous circle of empowerment. Our graduates are not only gaining essential, in-demand skills for their future careers but are also becoming the architects of the very systems that will support the next generation of GWF learners. They are building local capacity, ensuring the long-term sustainability of our digital ecosystem from within our own community.

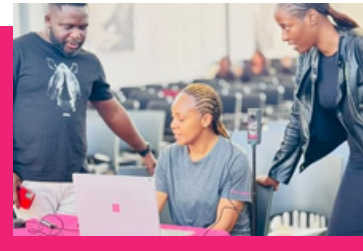
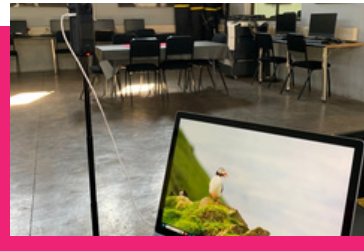
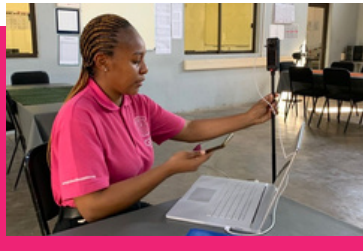
## CAPACITI Partnership

GWF and VUI have partnered with CAPACITI, a leading tech career accelerator, to launch a rural satellite hub in Hazyview, Mpumalanga. The partnership aims to tackle youth unemployment by providing access to quality tech training and job opportunities in rural areas. The hub will offer a range of tech courses, including software development, cybersecurity, and data analytics.

"This partnership is a game-changer for young people in Hazyview," said Fiona Tabraham, Chief Executive of CAPACITI. "By bringing opportunities to them, we can help them build fulfilling careers and contribute to the economic growth of their community."

Kate Groch, CEO of the Good Work Foundation, added, "We are excited to collaborate with CAPACITI to create local jobs for local people. Together, we can help bridge the digital divide and empower young people to reach their full potential."

This partnership created educational and work opportunities for 30 individuals. Training is being done for 3 cohorts of 10 trainees each and includes 3 months of theoretical knowledge, focusing on data analytics and app development, followed by 9 months gaining work experience.



## EON Reality - a step into the future with AI for education

In 2024, GWF embarked on a landmark educational journey, forging a partnership with EON Reality, the world leader in AI-assisted Virtual and Augmented Reality (VR/AR) for education. This alliance is set to redefine learning across South Africa's rural landscape, integrating state-of-the-art XR technology into the heart of GWF's pioneering digital learning campuses.

By embedding EON Reality's technology within our local teaching methodology, we will deliver deeply immersive learning experiences that advance our students' digital literacy, technical skills, and global competence. It is a strategic step towards building educational ecosystems that directly combat high youth unemployment rates by equipping young people with the skills and knowledge to thrive in the modern workforce. This is a leap forward in our mission to make education a driving force for equality, economic prosperity, and a future of abundant opportunity for all.

As we look to the year ahead, the first half of 2025 will be dedicated to defining a clear and impactful strategy for how this powerful technology will be leveraged across our learning programmes. Our intention is to focus our efforts on enhancing proprietary content, particularly within our Conservation and Coding and Robotics streams, ensuring that the introduction of VR and AR adds unique value to the GWF curriculum. The full rollout of these exciting, immersive learning experiences is planned for the second half of 2025.

With the support of EON Reality, the GWF education offering can now be expanded at our six digital learning campuses and beyond, creating meaningful educational experiences that open up a world of opportunity while nurturing a sense of wonder and discovery. Together, we're preparing 15 South Africa's rural youth for gainful employment, driving down unemployment rates, and empowering them for a brighter, abundant future.

## GWf'S 2024 IMPACT



GWf is dedicated to driving positive social change by providing access to educational opportunities for poor, marginalised communities in South Africa. In our ongoing commitment to empowering our South African youth, we have designed a transformative educational model that extends beyond traditional boundaries. Our programmes aim to instil in our students a profound belief in their ability to shape their own futures. Personal development is a fundamental aspect of our various curricula, paving the way for our students to navigate life with a greater sense of confidence.

Our vision extends beyond individual growth to the cultivation of responsible and engaged citizens. We strive for each student to recognise their intrinsic value and to feel a sense of belonging within society, fostering participation in community-driven initiatives that contribute to the collective upliftment of society. At the core of our mission is the promotion of a sustained love for learning that extends beyond the classroom and encourages students to embrace lifelong learning.

Educational progress is not just a goal but a means to propel students toward a future of diverse opportunities. Our environment nurtures a heightened sense of community and planetary responsibility. Through enhanced learning opportunities, students acquire skills that transcend conventional education, preparing them for the dynamic challenges of an evolving world. The impact of our organisation resonates through the lives of students, contributing to both academic advancement and the holistic development of individuals ready to shape a brighter future.

## Open Learning Academy

OLA aims to provide wonder-filled learning activities for Grade 3 to 9's that inspire a quest for knowledge and encourage a positive approach to lifelong learning. We understand that when curiosity is unlocked, a passion for lifelong learning is created. We aim to inspire all learners to believe that anything is possible with the right attitude, agency and mindset.

The ultimate aim for OLA is to cultivate a future-fit workforce of young people who are inspired to learn, have a strong sense of agency, can use thinking and reasoning to solve problems and find solutions, believe that anything is possible with the right mindset, embrace the opportunities presented to them in life and are ready to step into any opportunity.

Seven streams form the baseline of the OLA curriculum and skills development within these streams is integrated into sessions and lessons across all components of OLA – Digital Skills, Literacy and Numeracy, Coding and Robotics, Conservation, Creative Arts and Citizenship.

In 2024, GWF worked with Dr Annie Mafunganyika-Ndlovu to determine effective ways to assess the impact of OLA on learners. Dr Mafunganyika-Ndlovu is currently a lecturer and student academic advisor at Wits University. Her 15 years of experience in the educational sector includes Basic and Higher education. She has taught, lectured, and coordinated a variety of courses including Educational Technology, Educational Theory, Enquiry and Research, Curriculum Issues and Language Education. Dr Mafunganyika-Ndlovu completed her Doctor of Philosophy in Education at the University of the Witwatersrand and currently awaiting graduation. Her research interests are in the development of rural education in South Africa, and has extended to researching curriculum planning, policy and reform, teacher development and practices, knowledge, educational psychology and pedagogy.

Dr Mafunganyika-Ndlovu prepared several survey questions and conducted in person sessions with OLA (Grade 4, Grade 8 and 9 and Grade 12) learners in November 2024. Insights from this work are included below.

In 2024 the following OLA Programmes were presented:

### **Grade 3 Reading Circles: 2172 Participants**

Reading Circles have been rolled out in all schools participating in OLA. OLA Facilitators and Facilitator Interns go to the schools once a week to spend time reading with the Grade 3 learners.

Some feedback from Yingisani Khosa, Campus Manager of LDLC

"We do vowels and the sound of the alphabets with the learners before we start reading this helps them with arranging and learning different sound of the alphabets as well as also helping them to be able to read with understanding and recognizing the relationship between two letters and sound."

"We had exciting moments with all our partnering schools in the reading station. Learners were very keen to learn and read in a fun way. They were able to predict and analyse stories given at hand. They were able to build up their vocabulary. Reading out loud made them gain more confidence in reading and they were also able to help others as we know that learners learn better by learning from their own peers."





## Grade 4 Learners on campus every week: 2461

Many Grade 4 learners receive their first interaction with a digital device creating a lifelong passion for learning. OLA unlocks curiosity and inspires all learners to believe that anything is possible with the right attitude, agency, and mindset. The aim is to introduce learners to digital skills while reinforcing the learning of literacy and numeracy concepts. Learners attend a lesson each week on one of the GWF campuses. By using relevant apps, aligned with CAPS curriculum, OLA supports the development of numerical aligned understanding and vocabulary, and promotes learning to read for meaning and understanding.

Grade 4 is a crucial year for this support as it is the grade in which learners transition from instruction delivered in mother tongue to learning in English.

In November 2024, Dr Mafunganyika-Ndlovu visited GWF and prepared an OLA learner feedback survey that was conducted with 150 learners to assess perceptions of learning, digital engagement, facilitator support, and academic confidence. The analysis draws exclusively from a structured questionnaire covering digital and hands-on learning, progress in literacy and numeracy, and learner satisfaction.

### Key findings from this survey

- Learners overwhelmingly enjoy both digital and hands-on learning methods
- High self-reported improvement in reading and mathematics suggests effective academic support structures.
- Emotional engagement and satisfaction with the facilitators are exceptionally strong.
- Learners are curious about a broader range of subjects including science, language, and technology.
- There is unmet demand for increased access, particularly daily attendance and more devices.

Dr Mafunganyika-Ndlovu's conclusion:

*The OLA learner survey data reveals a deeply engaged, motivated, and academically curious cohort. Learners not only feel supported but express enthusiasm for learning and a desire to expand their experiences. By building on these strengths and responding to learner interests, OLA is well-positioned to deepen its impact and serve as a model of joyful, effective education.*



Before learning at GWF, I used to struggle with mathematics, but after started classes with GWF I now know maths.

- Grade 4 learner



We learn by doing counting strategies.  
We learn how to construct sentences.

- Grade 4 learners



## Grade 5 Immersions

Two Grade 5 immersions in 2024:

- Coaching Conservation where by the grade 5 students learn about conserving nature focusing on saving Rhino as the endangered species.
- Coding and Robotic & Lego where Grade 5 students learn to build and program a robot using Lego.

## Grade 6 Immersions

Sabi Sand School Safari – this is a real learning experience where grade 6 students from the partner schools of our satellite campuses had the opportunity to go for field trip in to Sabi Sand Game Reserve.

## Grade 8 and 9 Coding and Robotics

A pilot of the Grade 8 and 9 Coding and Robotics Programme was presented in 2024 at JDLC with Madlala High School.

In November 2024, Dr Mafunganyika-Ndlovu spent time with participants of Grade 8 and 9 Coding and Robotics pilot to determine their engagement with the pilot project.

Dr Mafunganyika-Ndlovu's conclusion is that it has been truly transformative. It has:

- Boosted learner engagement and confidence
- Equipped learners with real-world problem-solving and critical thinking skills
- Inspired many to consider STEM careers

It is evident that the programme did more than teach robotics, it provided a gateway to future possibilities, enhanced interdisciplinary learning, and built a community of innovators among young learners.

This programme will be scaled in 2025 to include the Grades 8s and 9s in 4 schools.



At GWF we learn new things, we learn about Rhinos. Educated us about protecting our Rhinos for the future and not to kill animals.

- Grade 5 learner



## Afternoon Programme

OLA Afternoon Programme is offered for Grade 3 to 7 learners, on campus. Activities are varied and may include typing to improve digital skills, support with research projects, reading circles to encourage reading for meaning and comprehension, opportunities for mindfulness and breathing through yoga, playing outdoor games while learning about the environment and developing thinking and reasoning skills through coding and robotics. Participation in meaningful after-school group activities promotes a deep sense of belonging and encourages passion, purpose and play amongst our learners.

Each campus runs an afternoon programme from Monday to Thursday. Activities are selected by the OLA teams on each campus. Attendance for all campuses is approximately 330 learners each afternoon.

In addition to the Afternoon programme across all campuses, children who are part of the Orphan & Vulnerable Children group from Hosanna and Akani spend time at HDLC campus twice a week. Around 380 children are part of these afternoon sessions. Activities are in line with OLA afternoon and holiday programmes.

## Holiday Programme

Themed, week-long holiday programmes are offered on campuses to allow for learners to engage in activities of interest. The intention of the holiday programme is for learners to have fun, love learning and feel inspired. The aim is to promote a love and passion for learning, stimulate design thinking and innovation, provide a safe and nurturing space to learn, develop creative and critical thinking, encourage risk-taking and problem-solving, and celebrate South African culture and heritage.

In 2024 the following holiday programmes were presented:

- March/April Holiday - Human Rights theme
- June/July Holiday - Youth Day theme
- September Holiday - Heritage Day theme



## Open Learning Academy Impact

General :

21

9 635

Open Learning Academy learners

7176

Hours spent by learners in Robotic & Lego Immersions

1160

hours spent in Grade 3 reading circles

4029

bush hours experienced by learners with Sabi Sands School Safaris

7176

Hours spent by learners participating in Coaching Conservation

Grade 4 Programme

93%

learners love digital learning

100%

of learners want to keep coming to GWF campuses

85%

being 'much better' or 'a little better' at reading

90%

feeling 'very happy' about participating in GWF programmes

90%

feel they are better at Maths

Grade 8 and 9 Coding and Robotics

77%

participants reported an increased interest in robotics.

45%

of learners now consider careers in engineering or technology

77%

participants felt that robotics helped with other subjects like math and science

84%

of learners applied what they learned in robotics in other life areas

## Teacher Support Programme

GWF's impact extends beyond campuses, training teachers from 31 public schools (comprising 45% of the total schools in the BLM district and two schools in the Free State), in technology integration and providing essential Information and Communications Technology (ICT) skills through its Teacher Support Network.

GWF guides rural schoolteachers on how to integrate technology into their lessons, enriching them and thousands of learners in the process. Crispin Bvumbghe, the Teacher Support Programme Manager at GWF, believes that empowering teachers, and fostering a love of continuous learning among both them and their wards, is critical to boosting education outcomes.

"As a qualified teacher myself, I'm passionate about education because I can see the good that it does in communities," he says. "And I know that if you empower a teacher, you also empower all the learners they teach every day."

The Teacher Support Programme supports OLA by providing teachers with practical information about digital innovation to meet the demands of the modern classroom. A teacher who adopts technology will impact hundreds of learners. This programme promotes digitalization in the schools participating in the OLA programme.

Through promoting technological collaboration, and a commitment to integration and professional growth, this programme seeks to promote lasting impact on the quality of education delivered in supported schools. When teachers are equipped with modern digital tools, classrooms will become hubs that nurture creativity and innovation.

During the time spent with these teachers, they are guided in understanding the hardware and platforms available to them and are encouraged to develop related skills, such as creating their own digital resources. Teacher support includes both workshop-like sessions with small groups as well as support real-time lesson integrated with technology especially in Mathematics and English with the teachers. GWF is guided by the schools in terms of where support and guidance are needed while giving input on new technologies and teaching skills applicable in the South African context.

“

I realised quickly how technology has influenced my learners to actively participate in the lessons and has generated interest in learning in the first week of integration. I noted that most of the learners could still retain what they have in the weekly assessment review with great success.

- Mr. Khoza of Hundzukani Primary School.

”



## A teachers testimonial

Someone who has witnessed this rural digital revolution first-hand is Cicilia Maggy Sambo (Mam'Sambo), who taught Mathematics at Tfolinhlanhla Primary School in Shabalala, Hazyview, for many years before she retired in 2024. Mam'Sambo was among the pioneering educators who helped GWF refine its digital education offering more than a decade ago.

"Some of our vulnerable learners would go to Hosanna [the church that shares premises with the GWF Hazyview Digital Learning Campus] after school to get food, and GWF staff would give them books to read. I immediately started seeing an improvement in the children's reading skills and approached Crispin [Bvumbghe] to make the sharing of books a more regular thing."

Once her learners started attending classes at GWF, she observed a "drastic" improvement in their academic performance – particularly in reading for comprehension. This is no mean feat, since in Grade 4 children switch from mother-tongue instruction to English-medium learning, which is a giant leap for many.

However, Mam'Sambo takes pride in the fact that thanks to GWF, Tfolinhlanhla Primary has become one of the area's highest-performing public schools. "One of our less privileged learners was admitted to [prestigious independent school] Uplands and another was selected to attend the Oprah Winfrey Leadership Academy for Girls," she says. "I've had people coming to me and saying, 'My grandchildren can even read the words [subtitles] on TV' – they now have no difficulty switching from their mother tongue to English."

GWF has also trained Tfolinhlanhla teachers to be computer literate, but better internet connectivity in rural areas would enhance technology-driven learning even further.

In the BLM, only 11.6% of the population has completed secondary education and only 5.7% of the population has some form of higher education (Stats SA 2023)

Of the total number of teachers forming part of the teacher support network, around 38% attended one of 37 workshops hosted by GWF in 2024

573 teachers form part of GWF's Teacher Support Network which hosts workshops aimed at providing practical information on digital innovation to meet the demands of a modern classroom

GWF promotes equitable access to education by offering programmes at no cost or minimal fees, significantly reducing financial barriers for communities where 64% live below South Africa's poverty line.

Through GWF's contributions to education, GWF empowers youth by enhancing literacy, numeracy, and vocational skills while minimising financial barriers, thereby improving educational outcomes and employability. By also training teachers, GWF fosters a sustainable cycle of skills development that enriches local education and prepares individuals for the modern workforce, ultimately contributing to stronger communities.



## Bridging Year Academy



At the Bridging Year Academy (BYA) we provide school leavers and young adults with the opportunity to enhance their skills to become work-ready or better able to navigate life as a tertiary education student. The Academy bridges the gap between school and what lies beyond. It allows young adults to gain the skills, self-drive and motivation to take their next steps in life with confidence and purpose, and in preparation for a Digital Future that awaits them.

The eight streams that make up the Core Curriculum of BYA are English (including the Bite-Size English programme), Employability, Digital/ICDL, Online Learning, Digital Footprint, Career Pathing, Ready to Work and Introduction to Entrepreneurship.

Throughout this process, BYA provides learners with practical and engaging seminars that focus on applied learning. These take place on campus, at one of GWF's six rural based Digital Learning Centres. The BYA includes psychometric assessments, as well as both pre- and post-tests, to measure impact, as well as career pathing tools to give weight to the career stream.

BYA continues to evolve towards a more holistic offering grounded in applied learning. BYA Plus (BYA+) has been included to allow students to put their core learning into real-time practice. Examples are:

- "reading circles", where they read out loud and discuss interesting books written by South African authors,
- "tablet time", where they use tablets or computers for additional time to practice the skills they've learned during class, check their emails and work on assignments,
- Practice mindfulness, breath work and yoga; and
- Play word games, riddles and board games helping them bond as a group, improve their vocabulary, relax and have fun together.

The BYA and the BYA+ programmes are unique in content and unique in terms of their remote location delivery capabilities where facilitating remains of a high standard owing to the innovative "pay-it-forward" facilitator-management structure of GWF. This policy of in-house training through the Academies has proved both socially enduring and sustainable in the delivery of a quality learning experience.

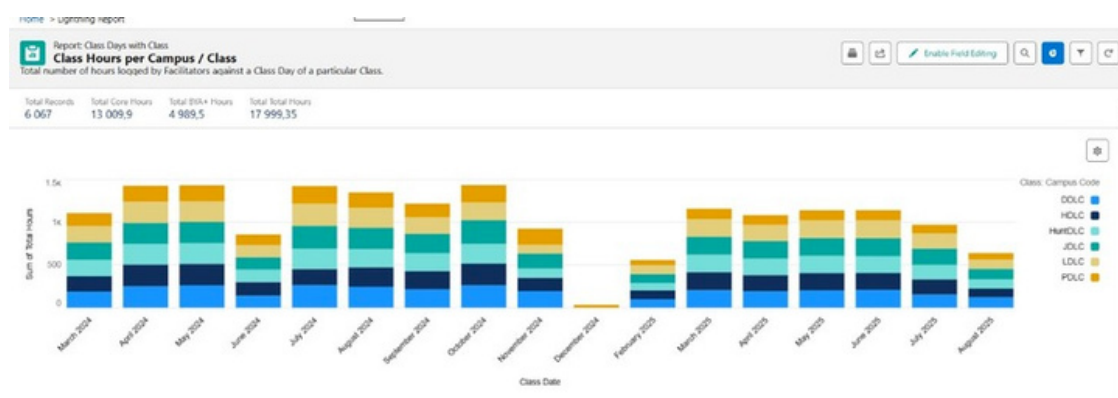
In support of the Ecosystem of Learning and Working, BYA realises the importance and urgency to further assist our graduates to enter the world of work, start their own businesses or further study.

BYA has a strong and growing focus on this movement into work placement and assist this process by:

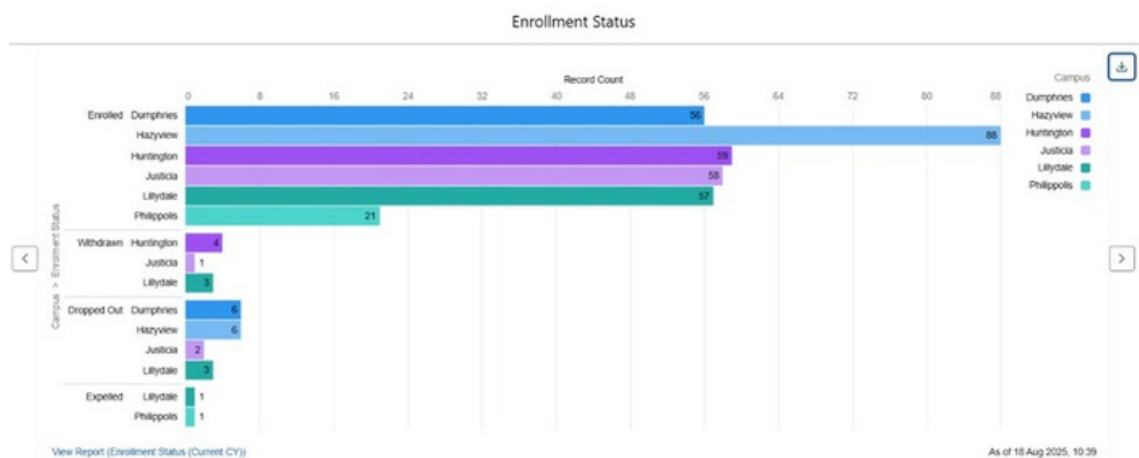
- providing an ongoing support network for graduates by practically helping them to apply for work or further study through the provision of support and resources;
- building our own meaningful work opportunities through the development of our own Social Enterprise, Village Up Impact;
- including a 'work shadow' opportunity in our curriculum;
- creating an employment network by connecting with potential employers, being local businesses around the communities we operate in; and
- supporting entrepreneurial endeavours by linking our Introduction to Entrepreneurship stream with further entrepreneurial training programmes (e.g., [Hustlepreneurs](#)).

2024 included the successful role out of the BYA Salesforce App. This has been a significant change management process, and the team has adapted very well to the ongoing learning of our new system. The process involves every member of the BYA team uploading information on a daily basis.

Included below are some of the dashboards we are able to generate through the BYA App. This is extremely valuable in guiding programme design and implementation going ahead.



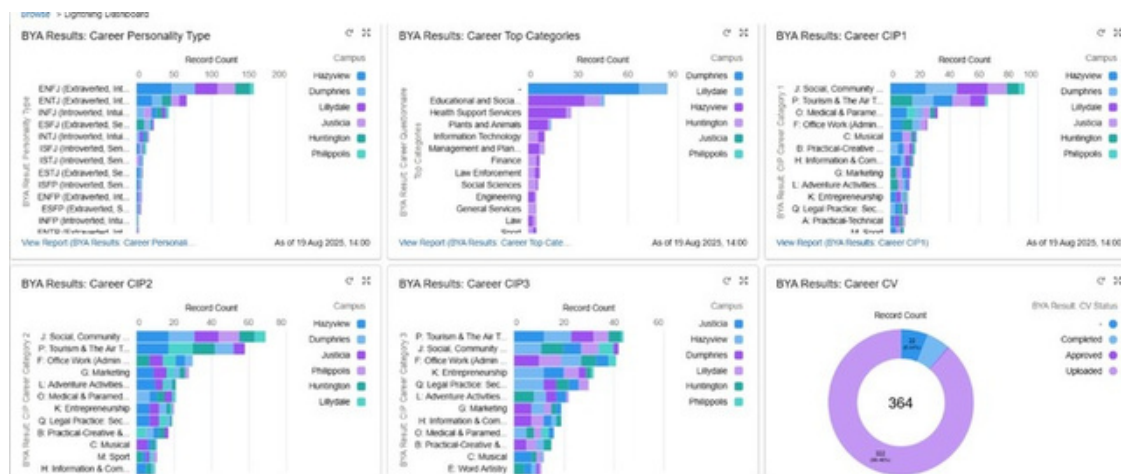
Dashboard 1: Teaching hours per campus and per class



Dashboard 2: Student enrolment data across campuses



Dashboards 3a and b: Enrolled student demographics



Dashboard 4: Results from each stream are captured and reflect across various dashboards

### Bridging Year Academy Impact

418

students were recruited knowing that there has historically been a high turnover in the first month

1728000

seconds spent playing 30 seconds

353

enrolled completed the year (84%)

960

hours spent in reading circles

2448

total number of ICDL modules passed, and every student increased at least one level in English Proficiency.

146

students graduated with distinction (41%)

77%

of 2025 Career Academy places filled by BYA graduates



**Lillydale:**

“Enjoyed working with computers technology and gained more knowledge.”  
“Mastered computer usage for my educational needs.”  
“I possess self-confidence now, allowing me to conduct presentations before people. As a result, I am now a motivational speaker, because of GWF.”  
“I am behaving differently because I don’t react without reflecting. I am able to resolve a conflict.”  
“In future, I will be more involved in the community and provide hands on assistance.”  
“Being involved at GWF has inspired me to pursue entrepreneurship rather than just seeking employability.”

**Justicia:**

“I feel welcomed and accommodated by the GWF team.”  
“It gives me hope to achieve something I couldn’t do.”  
“Obtained significant experience, boosted my confidence and had a great time at BYA 2024.”  
“I focus on the future with confidence and a positive attitude.”

**Huntington:**

“At first, it was not easy, it was challenging. However, education is key to success and at GWF, I acquired confidence and computer skills to conduct presentations in front of people. Bite-size English helped us enhance our vocabulary.”  
“I am comfortable with public speaking and working on excel.”  
“I have transitioned from being grumpy and moody to having better self-control.”

**Dumphries:**

“GWF simplified learning process, fostering self-confidence, computer literacy, English language and communication skills. Job hunting skills and work readiness via Ready to Work programme.”  
“I plan to pursue a career as an educator.”  
“I now feel confident to respond to questions during community meetings and make suggestions.”  
“Feel happy, because I have finally identified my desire career path.”  
“My life has gained direction, and I have learned to prioritise and focus on one task at a time.”  
“I now give back to my community by assisting youth with online applications.”



## Career guidance and support with study applications

Merciful Mathebula leads the Career Guidance support provided by GWF to schools in GWF's network. Merciful spends time with Grade 12 classes. These guidance sessions include an introduction to GWF and GWF programmes, including BYA for those who will not have a plan after matric; information about university application opening and closing dates; which universities require an application fee and which ones are free; university requirements; Admission Points Score (APS), subject combination, National Students Financial Aid Scheme (NSFAS), National Benchmark Test (NBT) for those who want to study Medicine or any science related studies; Moshal Scholarship, and Thuthuka Bursary.

In addition, Merciful leads a GWF team who assist GWF students and alumni with University Applications and NSFAS applications. The GWF team assists students with the application process, uploading of documents and where needed assistance with depositing their application fee and ensuring correct allocation, and module selection.



44

external applicants were assisted including out-of-school youth who are not enrolled in the BYA, Grade 12 learners (2024), and one of the school circuit managers with her PhD Application.

156

For these 44 applicants, 156 online applications were completed.

41%

18 applications were accepted to tertiary institutions, representing a 41% success rate



## Career Academies

GWF has operated for several years three Career Academies (Hospitality, Conservation, ICT and Facilitator). These Academies in the past have successfully produced in total over 500 graduates with the industry relevant skills enabling them for the most part to enter the job market both in the region and elsewhere.

The Academies have birthed an extensive Alumni community, which represents a pool of talent for the future that can quickly be recruited and deployed into the eco-system of learning and working. GWF has a database of all alumni and can source specific skilled individuals for potential employers and partners in the ecosystem.

### Hospitality Academy

This year-long programme is run in partnership with the South African College of Tourism and focuses on table service, housekeeping, barista and general hospitality skills. Graduates of this academy leave ready to take up positions in lodges, restaurants and hotels.

100% pass rate

960 hours of practical work experience gained

1000 cappuccino's made at Hazyview's Digital Learning Campus

100% 2024 Graduates placed in employment or YES internships



We feel a strong sense of belonging here, treating each other like family. Despite coming from different backgrounds, we've learned to love and support one another.

- Hospitality Academy Student, 2024



We are incredibly proud of what GWF has provided us. I now feel like a more complete person, with greater confidence and purpose

- Hospitality Academy Student, 2024



### Conservation Academy

This year-long programme prepares students for working in conservation as Level 1 Field Guides, accredited by the Field Guides Association of South Africa (FGASA). The programme has robust theoretical and practical components. Being a guide is a sought-after career in the area, the heart of South Africa's wildlife and eco-tourism industries. This academy works in partnership with FGASA and the South African Wildlife College.

9 FGASA Level 1 certified Field Guides graduated in 2024

2200 rounds of Birdle played

100% FGASA Certificate Theory and Assessment pass rate

89% 2024 Graduates working or studying further in 2025



We are learning about animal behaviour, first aid, and bird calls and developing essential life skills like punctuality, time management, teamwork and respect for others is really important for personal and professional growth

- Conservation Academy Student, 2024





## IT Academy

The ICT Academy at GWF is a one-year Further Education and Training (FET) programme designed to equip young adults with the critical skills required to enter the Information Technology (IT) industry as Level 1 IT Field Support Technicians.

The curriculum includes a balanced mix of theoretical knowledge and practical experience, preparing learners to write globally standardised CompTIA exams such as Tech+, A+, Network+, and Security+. Upon completion, students are well-prepared for entry-level roles such as IT Support Technician, Desktop Support Analyst, and Infrastructure Support Technician, or to further their studies in IT.

20

graduates certified

80

certificates in IT Fundamentals, A+, Networking+, Security+ earned

100%

pass rate

63%

2024 Graduates working or studying further in 2025

“

I benefited a lot from GWF, as a former BYA students and current ICT student. I gained a lot of knowledge. I plan to study IT at Nelson Mandela University - IT Academy Student, 2024

”

“

IT Fundamental module was challenging for me, however with dedication and more effort I managed to pass - IT Academy Student, 2024

”



## Facilitator Academy

The Facilitator Academy trains facilitators to work within the education space. Students develop facilitation skills that are applicable to both children and adults in the teaching and learning process. The ultimate aim is to equip facilitators to increase each learner's independence and confidence in their own abilities, making them active participants in the learning process. These vibrant young educators are coached on how to inject joy and fun into learning, with creativity, interaction and digital literacy (including coding and robotics) underpinning lessons.

100%

pass rate

20

graduates

70%

GWF staff who are GWF alumni completed the Facilitator training since 2018

105

hours of "Zip the Crocodile neuroscience course

85%

of 2024 graduates absorbed into further training or employment

## BPO Academy

This academy was launched in 2024 to develop the skills needed to benefit from VUI employment opportunities. The BPO Academy is a 3 month programme and is designed to develop understanding of BPO as an industry, Customer Service and Experience, common LOB's (Line of business); opportunity to observe seasoned team members navigate their work.

14

graduates

57%

Graduates employed/studying further in 2025



Before joining GWF, I studied Electrical Engineering, but it was mainly theoretical lessons. I joined GWF because I was interested in IT, although I wasn't sure where to start. GWF provided me with both theoretical and practical lessons, making it easier for me to become employable. Thanks to GWF, I've had the opportunity to work with several companies (Vat IT, Boldr) gaining valuable experience along the way.

GWF Alumni, 2022



## Youth Employment Service (Y.E.S.) Programme

Y.E.S. is a private sector youth employment programme in South Africa. As a private sector led initiative, it aims to address the country's youth unemployment crisis by empowering businesses to create jobs for our unemployed youth in the form of 12-month contracts where the objective is to build work experience.

GWF is an implementation partner for this programme and is committed to leveraging it to give our graduates work opportunities in both GWF and our partner ecosystem.

For the GWF graduates, the Y.E.S. year is critical as it allows them to build on their theoretical and practical training with an additional 12 months of work experience within the network of partners that GWF has developed. Through these partnerships and with the benefit of the Y.E.S. programme, positions are created that allow graduates to develop their skills and build experience and confidence.

31

Number of YES interns completing YES programme in 2024

32

Number of YES interns starting YES programme in April 2024

“

“Sabi Sabi Private Game Reserve and The Sabi Sabi Foundation, have been proud to participate in the GWF Hospitality Academy Yes 4 Youth Programme sponsored by Investec Bank, since 2019. The Hospitality Academy has been producing interns who are work ready, well-spoken in English, enthusiastic and committed to the standards of excellence Sabi Sabi is known for. They learn quickly and make sure they get the best possible experience out of their year with us. This has resulted in 17 students having been offered permanent employment and has proven to be a valuable pipeline of up-and-coming personnel for both our business and the tourism industry.”

**Lauren Wyndham,**  
Sabi Sabi Private Game Reserve

“

“In our experience the graduates from Good Work Foundation are professional, friendly and very capable of fulfilling all-levels service and hospitality activities and are open to learning more. Since we have signed up with the Good Work Foundation as a Host Employer, we have successfully assisted several interns to complete a 12-month working program, moulded and shaped these individuals into employable candidates, and have retained most of them within our group, where they are currently fulfilling all-level service roles.

**Illandra Malan, Seasons in Africa**  
(Lowveld Hollows & Restaurants)

## IMPACTING THE INDIVIDUALS, HOUSEHOLDS AND REGION

### GWF Community Engagement Committee

This committee includes GWF Head of Operations, all Campus Managers, community based members as a GWF voice from the community, School Liaison Officer, BYA Manager and OLA Manager. The committee considers all partnerships in community involvement in each community that GWF is based. The committee meets quarterly, rotating between the 5 Mpumalanga campuses with PDLC joining virtually.

Included in committee discussions are updates on GWF programmes, events and operations, recruitment needs for GWF programmes and community needs. The Campus Managers keep in close contact with community members that are part of the committee.

### Community Focus Groups

The last meeting of the year for the GWF Community Engagement Committee is in the form of a Community Focus Group Discussion. This is where the community provides feedback on the year - what impact did GWF have; what can be done to achieve more and what is the word from the community as a whole. Some of the feedback provided at the 2024 Community Focus Group Discussion is included below.

“ GWF has made significant improvements in rural schools, allowing students to access information on their own through Google.

Community member, 2024 ”

“ Young people are now able to operate smartphones and other gadgets with ease, empowering them with technology.

Community member, 2024 ”

“ GWF serves as a bridge between rural communities and the rest of the world.

Community member, 2024 ”

“ GWF is not just a place to learn; it offers work experience, exposes young people to diverse skills, and helps them grow in various areas

Community member, 2024 ”

“ The presence of GWF campuses brings many benefits, such as boosting the local economy. Students coming from far away need accommodation, which further stimulates local businesses.

Community member, 2024 ”

“ At GWF, young people's lives are shaped and guided, helping them prepare for a successful future.

Community member, 2024 ”

## The Greenlight Movement

In 2023, GWF and VUI explored ways of truly understanding the impact to the quality of life of graduates and those who move to work opportunities, to have quantitative data to reflect the impact of the ecosystem of learning and working.

A decision was made to partner with the Greenlight Movement as the Greenlight tool allows an independent assessment of impact against 50 poverty indicators across 6 poverty measures. The partnership with The Greenlight Movement ("Greenlight") allows us to deepen our understanding around the impact to the quality of life of graduates and those who move to work opportunities, i.e. the impact of the Ecosystem of Learning and Working.



Diagram 1: the six dimensions of poverty

Greenlight is a multi-dimensional, self-evaluation, visual survey tool that allows households struggling with socio-economic issues to self-diagnose their situation, as a first step in developing a personalized strategy to reach for a better quality of life.

The survey uses stoplight colours (green, yellow, red) to evaluate each indicator. Because the metric is self-reported and contrasts poverty with non-poverty, it encourages people to take action and co-ownership for poverty eradication in partnership with us.

Households have the opportunity, to systematically work on moving their indicators of poverty from red to green. An initial baseline survey is done with a second and possibly third survey around 9 months apart. Regular application of this survey over time will provide us with rich data, that informs our strategy and program design to make sure we provide participants with a comprehensive offering that extends to their personal growth, family and business.

Simultaneously, it will enable us to objectively articulate the progress of poverty eradication and social impact against our program and business objectives while providing clear direction to support programs we can implement to support the communities we serve.

The surveys will be conducted with groups of graduates working and earning an income for the first time.

7

Greenlight  
Facilitators  
Trained

71

Baseline  
Surveys  
completed

10

Second  
Surveys  
completed

In 2024, the pilot group of 10 completed both the baseline and second surveys. The results show that over the 9 months poverty has been reduced, the overall impact is shown in the graph below. The graph below reflects the percentage of the 50 indicators against the poverty index measured the Greenlight Movement. In the future our intent is to do the same comparison once the remaining 61 second surveys are completed.

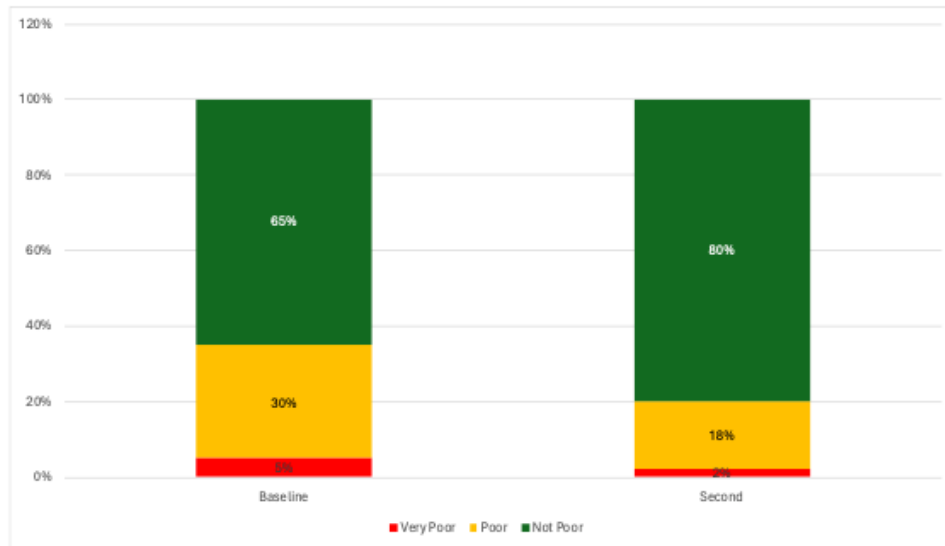
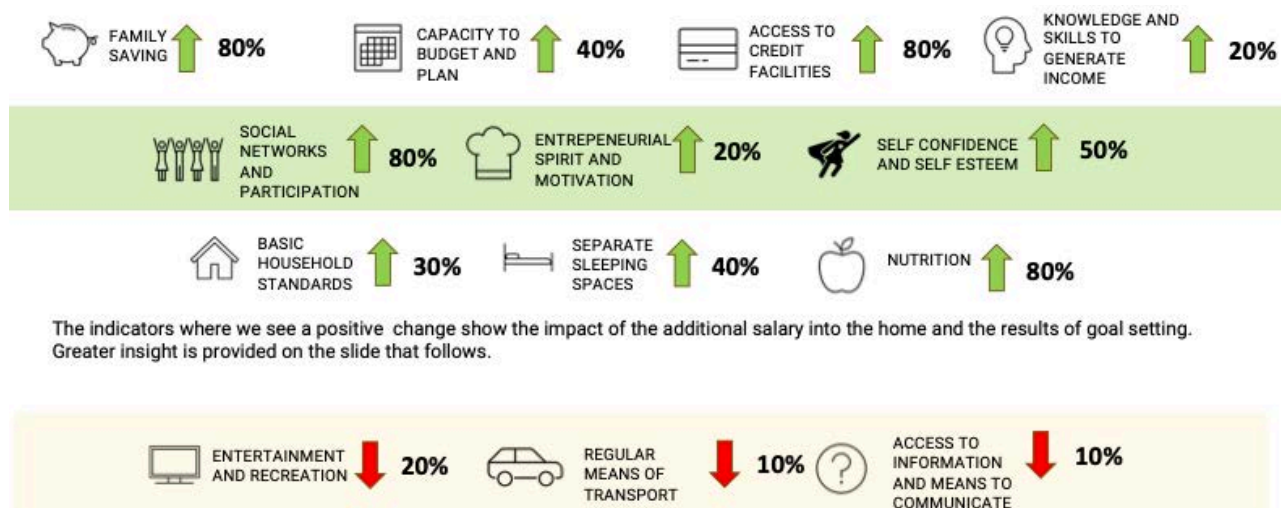


Diagram 2: Demographic information on candidates surveyed



The indicators where we see a positive change show the impact of the additional salary into the home and the results of goal setting. Greater insight is provided on the slide that follows.

The indicators where we see a negative change are as a result of employment as the narrative indicated less time for entertainment and recreation, due to travelling to work they are more impacted by local transport and due to working away from home they have less information and communication on day to day activities. It provides great insight where focus will be required in the future

The  
Greenlight  
movement  
the power of the green light

Diagram 3: 10 indicators with the most positive change from baseline survey to second survey

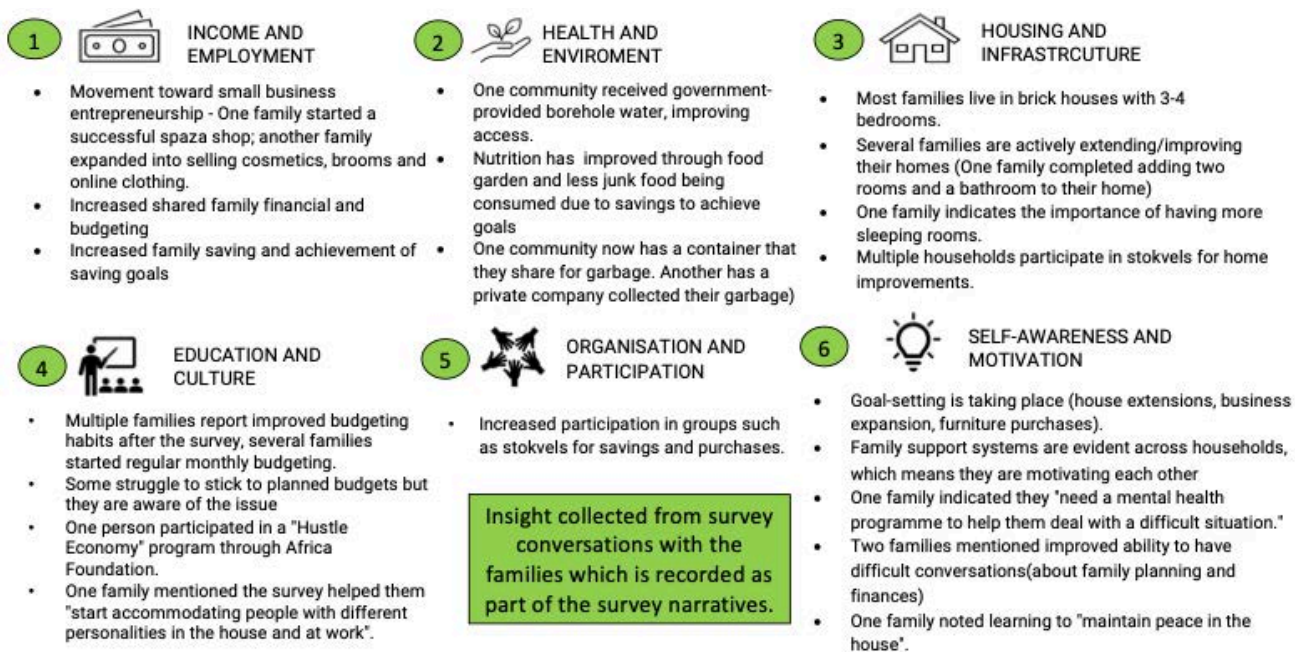


Diagram 4: Insight into the 6 dimensions of poverty in the Greenlight Survey

Several families expressed desire for entrepreneurial and business skills to expand existing businesses as well as needing better budgeting and saving skills:

"Entrepreneurial skills lesson and how to manage the business finances"

"More training on business and how to save money"

"Budgeting and hospitality skills to help secure jobs"

Taking this feedback on board, we will start 2025 by running the first "Me and My Money" Programme. This course aims to help programme participants get out of debt and start saving.

“The survey helps families to know the importance of spending time together as a family. It also gives the family an opportunity to set family goals and share family struggles

**Survey facilitator, 2024**

“It helps us understand the communities that we work with and their needs, which will lead to more valuable programmes that speaks to the needs of people

**Survey facilitator, 2024**

“The family become accountable and responsible for their personal and family goals as the survey allows them to set goals.

**Survey facilitator, 2024**

“It also taught us as facilitators to be grateful, have proper budgeting skills and saving

**Survey facilitator, 2024**

## ALIGNING TO THE SDG'S

GWF has been working with Paragon +Impact since 2023 to ensure that wherever possible GWF operations support the United Nations (UN) Sustainable Development Goals (SDGs). Paragon +Impact empowers organisations to make more informed decisions, allowing them to manage their Environmental, Social and Governance (ESG) risks, achieve their impact goals and ultimately contribute to Agenda 2030, whilst communicating their performance in a sophisticated manner.

GWF's first SDG Assessment was conducted in 2023. SDG assessments will be conducted every 2 years. The SDG Assessment for GWF on 2023 and 2024 implementation and operations was completed in May 2025. Content from the 2025 Paragon +Impact Assessment is included below.

This assessment process results in a grading report that indicates GWF's net impacts on the 17 United Nations (UN) Sustainable Development Goals (SDGs). The analysis is based on a quantitative assessment of available data from the GWF, using an Environmental and Social Impact Analysis (ESIA), and qualitative analysis, by means of the Impact Management Platform (IMP).

### **Paragon Executive Summary for 2025 Assessment of 2023 and 2024 Operations**

Over the past two years, GWF has significantly deepened its impact and sustainability by focusing on its core mission of bridging the technological divide while working to do so as sustainably as possible within its operating context.

GWF has had a targeted focus on the challenges we faced in achieving our most positive impact. The main challenges have included structuring and refining data collection processes, infrastructural issues, and load shedding, all of which disrupt the delivery of tech-based education and the socio-economic benefits of receiving an education. Furthermore, the lack of tech-based jobs in rural South Africa, poses significant challenges in the uptake of students post-graduation.

In response to these challenges, GWF has:

1. Significantly improved data collection to track, monitor and improve operations, with seeds planted within the organisation for a self-sustaining data collection system. Through these efforts, the probability of GWF's impact has significantly increased during the assessment process, increasing the validity and reliability of GWF's impact outcomes.
2. Focused on deepening its impact in already existing areas, through focus on increasing the quality of educational programmes and training, rather than increasing the number of students attending said programmes.
3. Worked with multiple partners to curate a learning and work ecosystem where GWF graduates have access to work experience and income streams.
4. Implement solar power with available funding, reduce reliance on non-renewable energy and decrease disturbances to education provision because of load shedding or rolling blackouts.
5. Created a culture of mindfulness at GWF to reduce the already small operational footprint, coupled with partnerships to mitigate the infrastructural shortfalls of rural South Africa that make recycling a challenge.

As such, GWF has made great strides to be a thought leader within the tech-based educational space in rural areas, acting as a supplement to local school systems in a way that is context-specific, socially impactful and striving to be more environmentally sustainable.

GWF's strategic focus on the Sustainable Development Goals (SDGs) is categorised into four levels based on our impact goals and values as depicted in below.



GWF's CORE impacts relate to SDGs 17, 10, 8, and 4. These goals are connected to GWF's mission of bridging the technological divide between rural and urban areas in South Africa and the financial objectives required to do so, as well as the context of rural South Africa in which they operate, allowing for communities to be typically categorised as underserved.

GWF's IMPORTANT areas of impact relate to SDGs 16, 15, 9, 5, 3 and 1. The achievement of any of GWF's important goals requires a clear strategic focus on its core goals, amongst other activities. This highlights the interconnectedness of GWF's impact.

GWF's contributions to its PERIPHERAL areas of impact, being SDGs 13, 12, 11, 7, and 6, while not necessarily indirect, do not directly align with GWF's identified core and important goals and values. Although GWF's main focus by design is social impact, it realises the complexity and interconnection between social and ecological systems and consequently has made an effort to incorporate its peripheral SDGs into its core business operations.

SDGs are considered NEGLIGIBLE where there is minimal opportunity for GWF to make a significant impact within its realistic area of influence and/or beyond its indirect contributions. SDG 14 and 2 are the only SDGs determined to be negligible to GWF.



## Paragon Executive Summary for 2025 Assessment of 2023 and 2024 Operations

GWF's overall impact across all 17 SDGs is displayed in Figure 1. As indicated, GWF's impacts across the SDGs reflect a net positive impact. The rainbow depicts SDGs 4 and 8 as GWF's highest-scoring SDGs, both of which are crucial to GWF's positive impact and the achievement of its commercial goals.

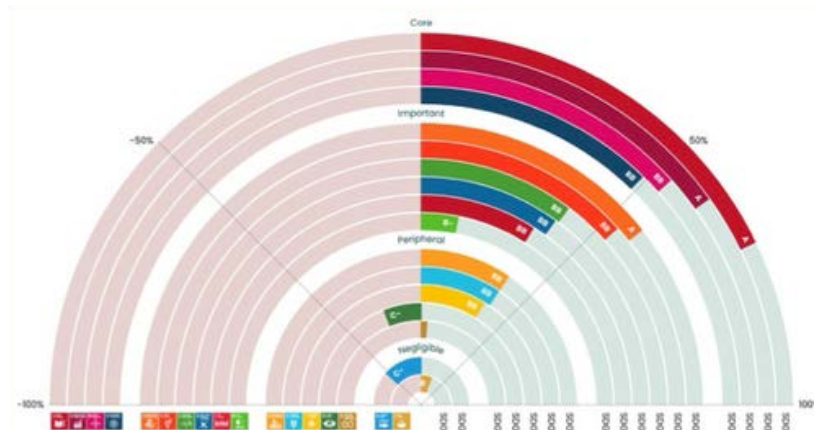


Figure 1: GWF's Impact Rainbow for the 2023 and 2024 reporting period

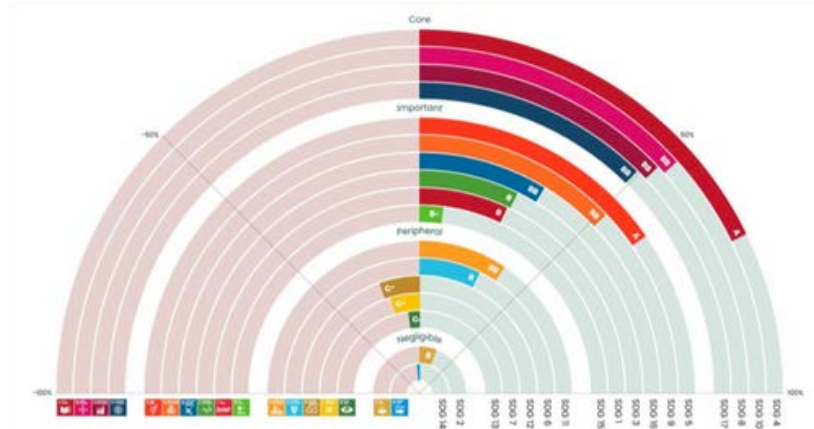


Figure 2: GWF's Impact Rainbow for the 2022 reporting period

As evident from the comparison of the above impact rainbows (Figure 3 and Figure 4), GWF has turned its impact on SDG 7 and SDG 12 from negative during the previous assessment into positive in the current assessment period. This indicates a large effort on GWF's part to increase the sustainability of its operations in a limited time and with limited funding. Furthermore, through its core focus on education, GWF has a significant opportunity to contribute to sustainability as it relates to consumption and energy use, particularly for environmental good.

Through GWF's strategic focus to go deep, not wide, in increasing its impact as a tech-based educational organisation within rural South Africa, it has focused on accelerating its core contributions to SDG 4 and SDG 8. The increase in SDG 8's score is largely concentrated in GWF's efforts to close the learning and work ecosystem, providing quality education, followed by the creation of practical experience that can result in revenue streams for local community members.

Visually, the comparison between Figure 1 and Figure 2 demonstrates an increase in GWF's negative impact on SDG 13 and SDG 14. However, this is not due to a decline in actions but rather an improvement in data collection, which allowed for its impact to be considered more certain within the Paragon Impact Assessment Methodology. As such, this negative impact increased because of GWF's efforts to be a reliable and transparent organisation, working to accurately state its impacts. It is evident that across GWF's assessments, the organisation has made significant<sup>42</sup> strides for deeper and more accurately recorded impact within its scope of influence.

## Paragon +Impact Conclusion

GWF is intentionally curating its impact in alignment with its core value system as a non-profit entity operating within rural South Africa, working to deepen its already meaningful impact. Beyond GWF's streamlined attention on its Core SDGs, centred around education and bridging the technological divide (as shown in Figure 3), it is evident that GWF's contributions to SDGs 4, 8, 10, and 17 result in many further cumulative impacts. Either these impacts are an output of the organisation's contributions to an SDG (for example, SDG 8 supporting SDG 1) or it has been incorporated to elevate GWF's impact on its core purpose (for example, contributions to SDG 7 to provide consistency to better deliver on SDG 4).

Since GWF's previous assessment, the largest improvements have been seen in the organisation's contributions to SDGs 7 and 12, flipping these impacts from negative ones into overall positives through the incorporation of renewable energy sources and context-appropriate responsible consumption and production. GWF's influence is currently limited to the communities surrounding its DLCs due to its tailored, context-specific operations. However, as GWF scales its operations and leads in providing tech- based education in rural South Africa, its impact is expected to grow, both through its expansion and new projects inspired by its model.

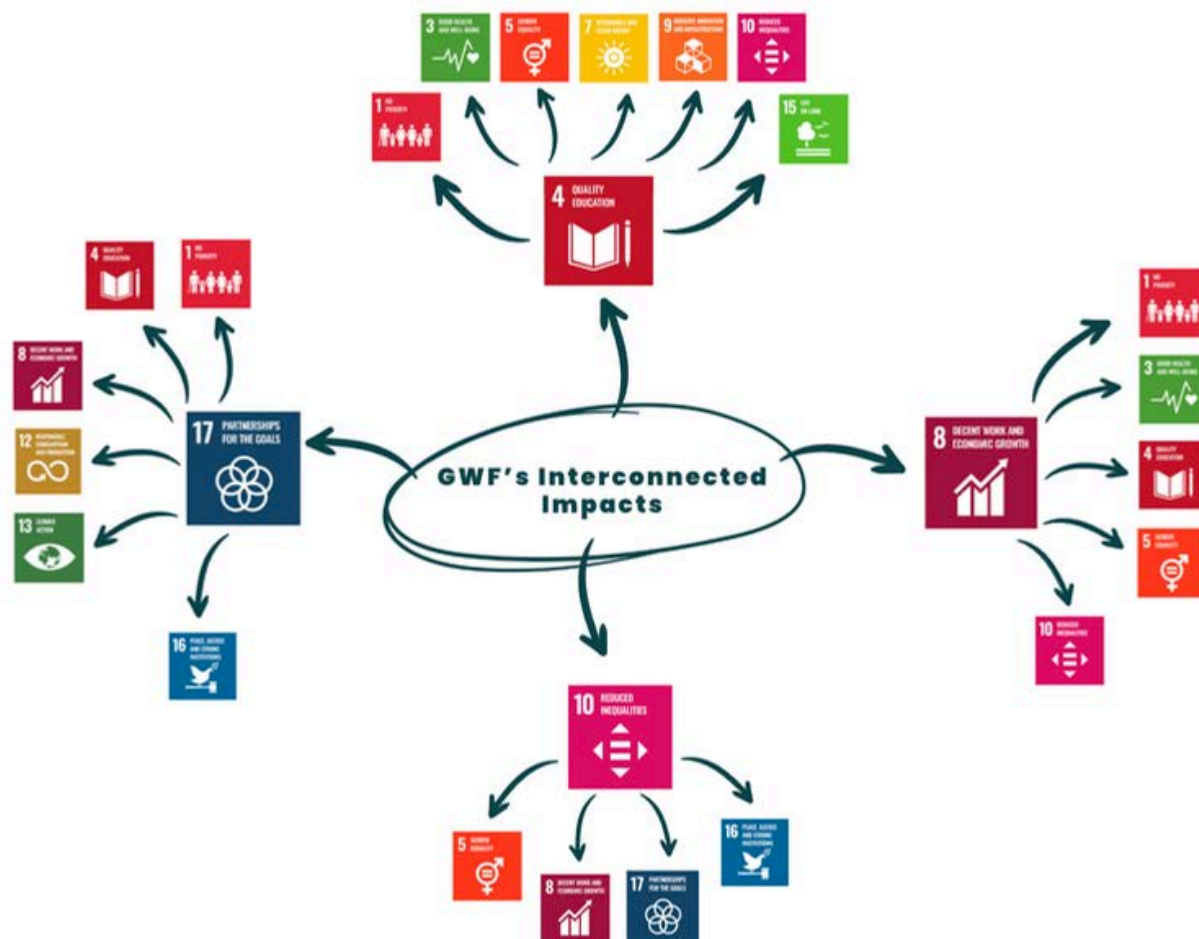


Diagram 3: Diagram showing the extended impacts of GWF's contributions to its CORE SDGs

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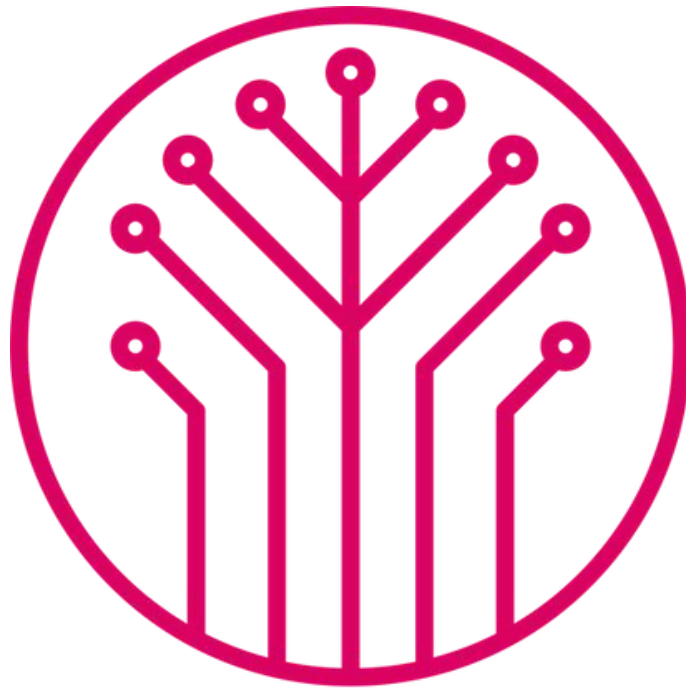


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**We can't wait to hear from you!**

For more information about our work or to connect on anything you've read in our Impact Report, you're welcome to reach out to:

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