

2023

GWF
IMPACT
REPORT

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ACRONYMS

BLM	Bushbuckridge Local Municipality
BSE	Bite Size English
BYA	Bridging Year Academy
ESG	Environmental, Social and Governance
ELSA	English Literacy Skills Assessment
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

A NOTE FROM OUR FOUNDER & CEO



In January 2022, we were emerging from two years of the Covid-19 Pandemic. The team at Good Work Foundation (GWF) felt and knew that the work we do was more important than ever and started the year with renewed energy.

The global pandemic highlighted again the disparities and inequalities across the world and especially at home in South Africa. The impact of the pandemic and lockdowns on an already pressured education system motivated us all to continue to evolve and grow the work we do and expand the impact we can make.

The team at GWF had spent some of the time during 2021 interrogating our programmes and their impact and we were all excited to implement the changes that had been made; to have campuses active with learning again; to have full classes; and to hear the sound of Open Learning back on campus.

2023 was no different as programmes continued to grow and evolve extending our impact across the communities we serve. We continuously interrogate our programmes in line with our vision of challenging what we learn, how we learn and who has access to this learning.

Building on our 10 years of experience we spent time at the end of 2023 creating our strategic roadmap of a consolidation year in 2024 and a 5 year plan of growth and innovation which will lead us to 2030.

The impact that GWF has had and continues to make would not have been possible without our partners who have walked this journey with us and we are grateful for their unwavering support.

This impact report is our way of making sure we continue to measure what we do and learn from all stakeholders in our GWF community in order to maintain excellence and continue evolving our programmes based on the needs of our beneficiaries.

I am grateful for the dedication, hard work and leadership shown every day by every member of this GWF team. No matter what part each individual plays in this organisation, the GWF mission of challenging what we learn, how we learn, and who has access to learning is held strongly by everyone.

We celebrate you all, the supporters, partners, and donors who, with us, believe in our mission and support the Ecosystem of Learning and Working that is being created. Many of you have walked a long road with us and for that we are grateful. We are committed to and look forward to impacting more lives and futures together.

Love,



Kate Groch
CEO & Founder, Good Work Foundation

WHO ARE WE?

Good Work Foundation is a non-profit organisation that has pioneered a unique Ecosystem of Learning and Working on the edge of rural Bushbuckridge, one of South Africa's largest informal economies, bringing opportunities to people who might otherwise be excluded from the global community.

We deliver targeted learning programmes for adults and children in locally managed Digital Learning Campuses that are built to be adaptable to the needs of a the digital and wildlife economies.

Over 8,000 young learners and students are exposed to GWF programmes each year. These rural youth have access to everything from the languages of access (English literacy, numeracy and digital skills training) to coding & robotics, conservation, hospitality and IT training, yoga, mindfulness and more.

Our campuses aim to:

- create a "bridge" between school and work, providing the skills, tools and opportunities for rural adult learners to become proficient in English and digital literacy;
- become a hub of digital learning whereby public-sector primary schools outsource their digital learning to the campus;
- reduce the "digital divide", providing rural people with the opportunity to actively participate in the 21st Century economy.





OUR MISSION, VISION & AMBITION

Our Mission:
We challenge HOW we learn, WHAT we learn, and WHO has access to learning. We are reimagining education in South Africa to use it as a tool for a future of abundance, not exclusion.

Our Vision:
To deliver wonder-filled 21st century learning opportunities to rural and marginalised communities.

Our 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.

ROADMAP2023



LOOKING BACK



WATCH VIDEO

On the 22nd of August 2022, the GWF celebrated its 10th anniversary of delivering “access to world class learning” in the remote villages of rural Mpumalanga. The Anniversary was a time of celebration and reflection as we were able to contemplate the results of the learning models which GWF has created. From its humble beginnings in a rusty banana shed in Hazyview, reaching a handful of learners, GWF has since established 5 satellite campuses in the 5 remote villages of Justicia, Huntington, Lilydale, Dumphries and Philippolis (Free State). A journey that has been eventful and informative.

In celebration of the 10-year anniversary of GWF operating in Mpumalanga, we put together a video highlighting some of our significant achievements and sharing some of our hopes and wishes for the future.

Since 2012, over 25,000 school learners have enjoyed the benefit of access to world class digital learning through Open Learning Academy programmes and interventions, over 2500 students have graduated from the Bridging Year Academy and a further approximately 500 students have successfully graduated from our career Academies; ICT, Conservation, Hospitality and Facilitator.

All of this has been achieved and been possible using a unique, innovative and sustainable “pay-it-forward” management model, whilst maintaining harmonious relationships with government and the various village structures where GWF operates.

During this period staff numbers rose from the founding 6 to approximately 150 and the annual operating budget has grown from the initial R1.8M in 2012 to R38m in 2023 – an impressive 10 year track record.

We feel that this, to quote Churchill, “represents the end of the beginning.” In November 2023, the Executive Management team met to debate the future and to set strategies which would form part of GWF’s Roadmap 2030.

LOOKING FORWARD



At the November 2023 strategic planning workshop, management formulated future strategies and plans starting in 2024. The plan agreed, suggests that the year 2024 be used to consolidate and streamline GWF's core areas of operation. Management believes that over the past ten years GWF has demonstrated 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 in remote rural villages. The Roadmap 2030 plan has accordingly been divide into two sections. The first being a focus on the year 2024, as a consolidation period followed by a five-year Roadmap plan 2025-2030.

As part of GWF's maturing process, The Roadmap 2030 intends to focus primarily on its two core "learning journeys" which have over the past 10 years been perfected and which have conclusively proved to serve the rural learning communities well. GWF's primary focus leading up to 2030 will therefore be to further develop, expand and refine the curriculums of both the Open Learning Academy (OLA) and Bridging Year Academy (BYA) to reinforce what GWF has called the "learning journey."

In support of this core GWF strategy, a Facilitators' Training Academy and a Teachers' Support Programme have already been established. These will provide 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.

During the 2024 consolidation period, GWF will continue to operate and refine its existing three Career Academies, namely Hospitality, Conservation and IT and will during the consolidation year give strategic thought to how these Academies may be further developed into the future.

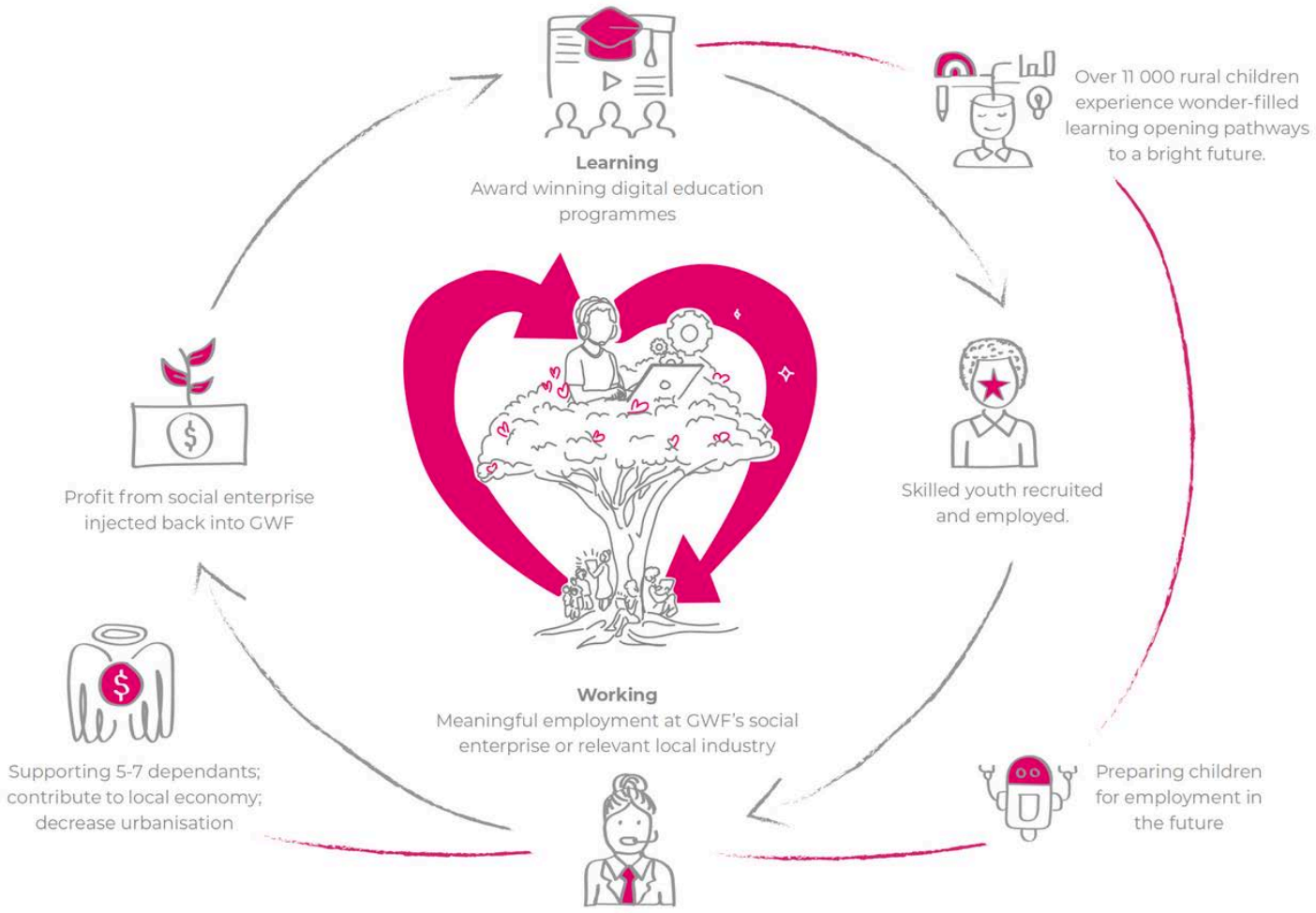
ECOSYSTEM OF LEARNING & WORKING

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

GWF has pioneered a unique, holistic ecosystem that partners with young people in their journey to becoming well-rounded, employable citizens.

We offer complementary creative and digital education to primary school learners, and bridging education and vocation-driven training to school-leavers. We then help place graduates at our partner tourism and contact-centre establishments.

That's our superpower as a non-profit organisation – being at the junction of philanthropy and social enterprise development.

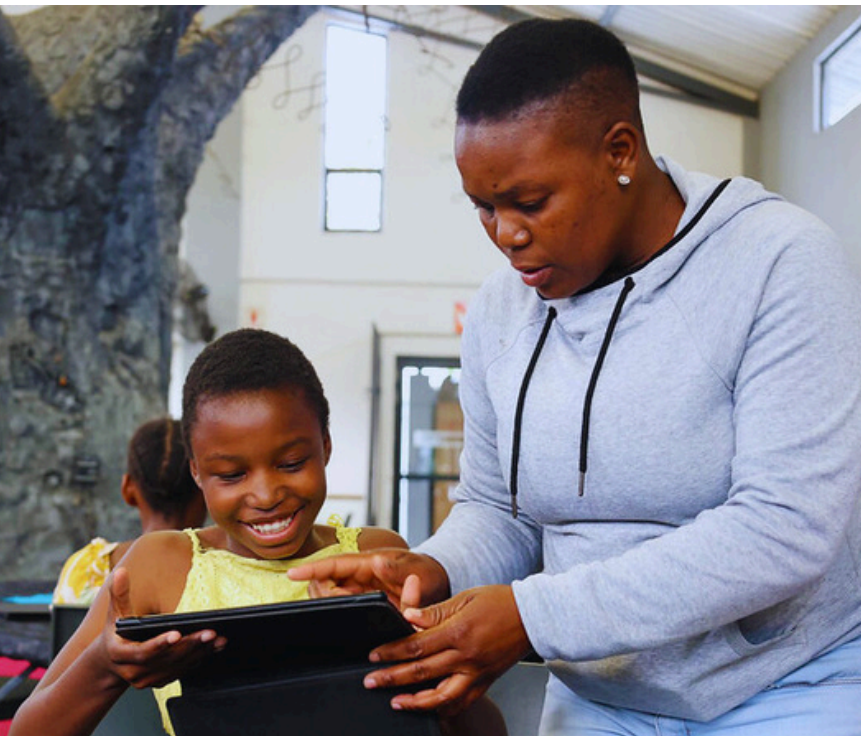


GWF'S ECOSYSTEM OF LEARNING & WORKING

ABOUT OUR IMPACT

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OUR 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 curriculums, 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.



THEORY OF CHANGE

GWF developed a Theory of Change in 2020.

The GWF theory of Change (TOC) process defines the necessary conditions required to bring about a given long-term outcome. The team thinks in “backwards steps” from the long-term to the intermediate and then early-term outcomes that would be required to cause the desired change. This creates a set of connected outcomes known as a “pathway of change”. The TOC approach to planning is designed to encourage very clearly defined outcomes at every step of the change process.

A report on the TOC was produced in 2020. During this process, significant engagement was facilitated and a total of 1918 responses were included to generate these findings

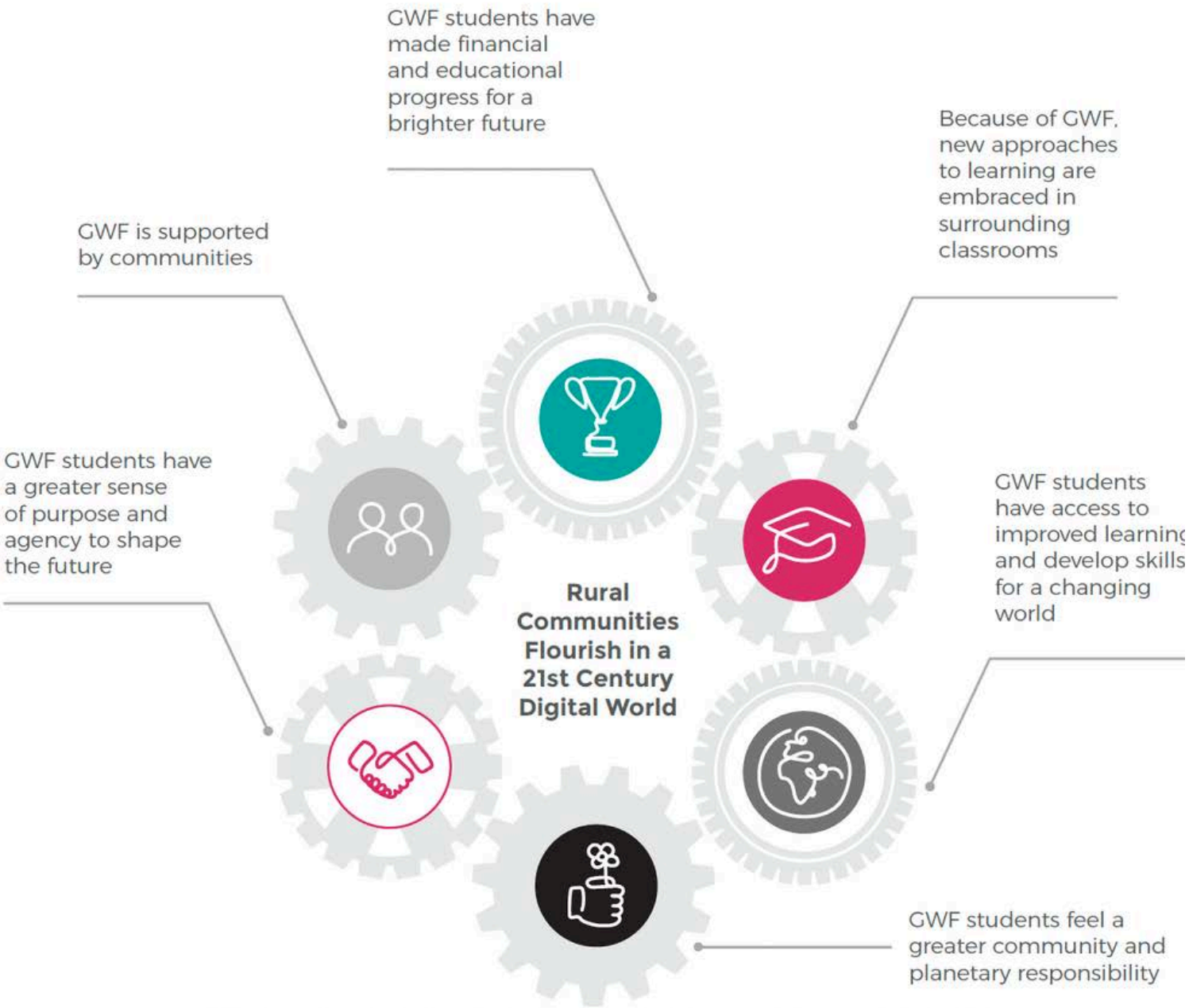
The results of this engagement process is presented in the diagram on the next page.

The GWF TOC shows the focused outcome clusters (and their sub-outcomes) are achieved through the academies on our Digital Learning Campuses, as well as our engagement with our partner schools and communities.

Overall, this engagement reflected positive outcomes for those who participated in GWF’s campus programme. It confirmed that GWFs holistic approach gives its campus learners and alumni critical hard and soft-skills for thriving in a changing world. Importantly, skills increases have been combined with exposure to supportive and enabling networks – within and outside of GWF. There is also evidence of GWF learners feeling an increased sense of motivation and purpose, as well as a sense of civic responsibility and community (within GWF and beyond).

This holistic approach has helped GWF learners develop in a rounded way and fills many of the gaps that traditional skills development programmes leave unaddressed. These outcomes are intrinsically valuable. But, in combination, they have also helped to improve the economic situations of many GWF alumni. The benefit gained by participants from GWF have been shown to improve access to jobs, retain jobs, contribute to upward mobility and enhance optimism about the possibility of finding work even amongst the unemployed.

GWF THEORY OF CHANGE: MAIN OUTCOMES



Achieved through:

Open Learning Academy and School/Educator engagement

Bridging Academy for young people exiting school

Career Academies in Hospitality, Conservation, IT & Facilitator Training

Community engagement

GWF THEORY OF CHANGE: SUB-OUTCOMES



GWF students have made financial and educational progress for a brighter future

- GWF students access more higher education, employment or entrepreneurship opportunities
- GWF students are able to financially support themselves and their families



Because of GWF, new approaches to learning are embraced in surrounding classrooms

- Teachers and principals know how to use technology for teaching key skills for a changing world
- Teachers and principals are actively discussing learning philosophies that are responsive to a changing world
- Teachers and principals understand the need for skills such as critical thinking, problem-solving and creativity in a changing world
- Teachers and principals are motivated to leverage technology in the classroom



GWF students have access to improved learning and develop skills for a changing world

- GWF students belong to a network that is a gateway to more opportunity
- GWF students have improved skills that allow them to thrive in a changing world (Digital, English, life skills, technical/academic skills)
- GWF students are filled with love and wonder for learning



GWF students feel a greater community and planetary responsibility

- GWF students have a broader understanding of society and the world and their roles and responsibility
- GWF students are active responsible community members
- GWF students want to make a positive contribution to their communities



GWF students have a greater sense of purpose and agency to shape the future

- GWF students believe they can shape their own future
- GWF students feel that they have purpose in their lives



GWF is supported by communities

- Communities are well informed about and supportive of GWF's work



It's alive! OLA student and Facilitator complete a Lego Spike Robot and make it dance.

OPEN LEARNING ACADEMY



The Open Learning Academy exists to provide access to digital learning for primary school children within GWF's network of 29 schools. In Phase 1, learners from Grades 3 (from satellite campuses only) and Grade 4 (all campuses) attend lessons at one of GWF's digital learning campuses. During these lessons, literacy and numeracy skills are developed using apps and digital content. These lessons take place once a week during the school day. The intention of the Open Learning Academy is to encourage a love of learning in young children – lessons are filled with fun, movement, games, songs, and activities, along with learning of skills that align with the academic curriculum.

Open Learning Plus builds on the foundation laid by OLA Phase 1. In this programme component, learners in Grades 5-7 are exposed to three-hour "immersions" during the school term. At this stage of 2023, OLA intends to offer two immersions to Grade 5 learners and one immersion to Grade 6 learners. By the end of 2025, OLA would like to offer one immersion per term to all learners in Grades 5-7. This extension of the OLA programme integrates all curriculum streams including literacy, numeracy, digital skills, conservation, coding and robotics, creative arts, and citizenship.

In 2023, the OLA team on campuses grew to 9 team members on each satellite campus and 18 team members at Hazyview, allowing all six OLA stations to have an allocated facilitator during lessons with two facilitators off campus conducting OLA immersions. Six colour-coded stations allow OLA to keep the ratio of below eight learners to one facilitator and tracking of participation in each station.

Improved connectivity on campuses has allowed for better access to online meetings and training, enabling the OLA team to connect regularly and improve the delivery of the programme.

Ongoing professional development of the OLA team continued through internal training and online webinars and an in-person workshop through our partner, Keller Education. This training focuses specifically on building relationships with learners, creating conducive environments for learning and facilitation techniques and strategies to encourage learning.

OLA aimed to provide at least one training opportunity within each of the seven curriculum streams within the programme. To date, facilitators or champions have participated in training in literacy, coding and robotics, conservation, citizenship (specifically yoga) and creative arts.

OLA is also building resources on campuses to use during lessons. The combination of concrete objects to assist and promote learning enhances the impact and delivery of lessons.

OLA is gradually creating a bank of brain breaks and activities to be used during lessons, that include movement and fun or mindfulness and breathing according to what is appropriate during the lessons. Facilitators are growing in confidence to run these brain breaks and demonstrating creativity to come up with their own.

In 2023, OLA introduced a new immersion in the coding and robotics stream, using Lego Spike Prime kits. This is the third immersion offered in the programme. Coaching Conservation (Grade 5) and School Safaris (Grade 6) continued in 2023 after resuming operations in 2022 post Covid.

The following number of learners are participating in immersions in 2023:

OLA Immersion	Grade	Reach
Coaching Conservation	5	2520
School Safari	6	1191
Lego Robotics	5	2520

Coaching Conservation:
Coaching Conservation teaches learners about the value of wildlife and encourages appreciation of wild animals.

School Safari:
Grade 6 learners experience a guided game drive within the Sabi Sand Nature Reserve, learning about wildlife, nature and the environment, thanks to partnership with the Sabi Sand Pfunanani Trust and various lodge partners.

Coding & Robotics:
Learners use Lego robotics kits to develop computational thinking and coding and robotics skills.

OLA has been working with champions on each campus to develop their skills and confidence to deliver learning activities in each of the four curriculum streams: coding and robotics, conservation, creative arts, and citizenship. OLA champions have received training in respective areas and the teams offering immersions are working extremely well together, ably managed by our curriculum coordinators. The appointing of a coding and robotics coordinator in 2023 has enabled the development of the coding and robotics activities within the OLA programme and leadership of the coding and robotics champions.

Feedback from learners and staff in schools remains positive about OLA immersions but is particularly positive about the Lego immersion in grade 5. School staff recognise the need for coding and robotics skills in the future and appreciate the opportunity to learn these skills in a fun and exciting manner.

OLA is thrilled to have new resources to use in the Lego immersion. Using Apple iPads makes a significant impact on the programme as these devices are reliable and able to run apps at the same time and in schools with little connectivity. The procurement of Lego Spike Prime sets is also a highlight.

OLA conservation and coding and robotics training both enjoyed intensive training by external partners (Conservation: South African Wildlife College and Coding & Robotics: HandsOnTech) to empower the teams to deliver immersions successfully.

Scheduling of conjunctive immersions in one grade is working well to maximise use of time in the school day and interaction with GWF.

To date, 1290 Grade 3 learners and 2493 Grade 4 learners are attending weekly one-hour lessons on campuses during the school day. In these lessons, various apps are used that encourage reading and development of number sense. These weekly lessons take place during the school term.

OPEN LEARNING ACADEMY: TOC MAIN OUTCOMES



GWF students have access to improved learning and develop skills for a changing world



GWF students have a greater sense of purpose and agency to shape the future



GWF students feel a greater community and planetary responsibility



Because of GWF, new approaches to learning are embraced in surrounding classrooms



2023 OLA Fast Facts

29	Number of Schools participating in OLA
18386	Number of learners in these schools
3783	OLA Phase 1 Learners
2520	OLA Plus (Grade 5)
1191	OLA Plus (Grade 6)
6300	Hours spent participating in Coaching4Conservation
7560	Hours spent in Lego Immersions
4764	Sabi Sand School Safaris – bush hours



“We apply what we have learned at GWF at school, like Addition, Subtraction.”
“GWF helps us with reading, as we also read at our school”
“We love robotics and spelling”

HOW DOES IT MAKE YOU FEEL TO BE AT GWF?

"Very excited to learn with tablets and learning how to spell and Maths."

HAVE YOU LEARNED NEW THINGS AT GWF?

"Learned how to build and program robots."
"Painting, drawing, colouring and reading."
"Learned about reading and writing"
"Using digital gadgets"
"Learning different strategies on how to calculate."
"Yoga and dancing"

FEEDBACK FROM EDUCATORS AT PARTNER SCHOOLS

“Learners [are] improving tremendously in reading and writing, showing interest in other subjects. [There’s a] change of attitude towards learning, more especially in English, writing of this English as a core subject.”

“Computers are very good, kids like to learn. Kids with difficulties in reading can read on a tablet.”

TEACHER SUPPORT & FACILITATOR ACADEMY



The Teachers' support Programme and Facilitators' Academy underpin GWF's unique learning programmes (OLA/BYA), ensuring that teachers and facilitators of the programme are well trained and able to provide, on a sustainable basis, teaching commensurate to the requirements of the "leapfrog" high level learning programmes.

The establishment of these training programmes furthermore ensures that the GWF programmes can be expanded and scaled in the remote regions of operations, yet still have the requisite training capacity which can be deployed when required, i.e., ensuring that the quality of the learning is maintained.

In essence, the programme will equip the teachers with professional learning skills including technology and digital programmes which continue to allow the teachers to engage and support, in our partner schools, the Open Learning Academy learners as they continue on their new learning journey.

Through the Facilitator Academy, future facilitators/teachers are trained and there is continuous learning and development for our staff for both GWF and beyond.

TEACHER SUPPORT: TOC MAIN OUTCOMES

Because of GWF, new approaches to learning are embraced in surrounding classrooms

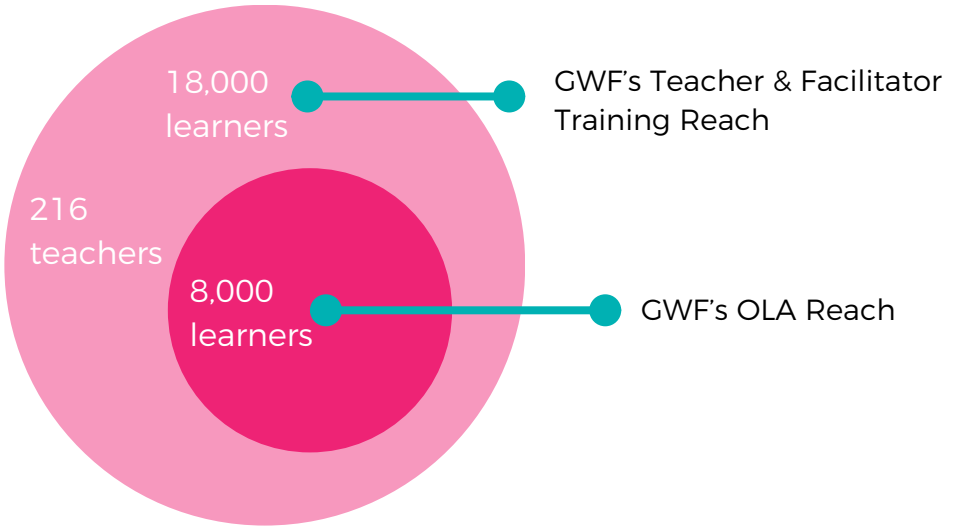
GWF is supported by, and supports, communities

29 Number of Schools Supported

216 Number of teachers who attended GWF workshops

39 Number of workshops

GWF'S REACH THROUGH TEACHER SUPPORT INITIATVES





Teacher Support Facts



“Technology is useful to teachers and learners because it saves and provides learning resources which communicate with learners in terms of visuals and text. I liked reading and skills using technology combined with animations, videos and eBooks.” (Educator)

“Thank you for a wonderful presentation, it was lovely and interesting. We would like to gain more information from you next time. We gained a lot, and it was meant for the whole day.” (Educator)

“The use of Artificial Intelligence is very important to teachers, and I learnt how to curate lesson plans which is a useful skill that can be introduced to the learners in the future.” (Educator)

Technology is the talk of the town; without technology schools will be doomed.” (Educator)

“Technology in education is a way to go, learning and teaching using technology, because Fifth Industrial Revolution is here to stay.” (Educator)

Facilitator Academy Facts



15	Graduates in 2023
100%	Pass Rate
100%	Absorbed into employment at GWF
90	Hours of “Zip the Crocodile” neuroscience course
1800	Hours on campus per student
600	Hours each student spent job shadowing a GWF facilitator



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 basic 12-month-long BYA programme includes: English (including the Bite-Size English programme), Employability, Digital/ICDL (the International Certificate of Digital Literacy), Online Learning, Digital Footprint, Career Pathing, Ready to Work.

This programme continues to evolve, however, towards a more holistic offering grounded in applied learning with seven additional core streams, including the BYA Plus (BYA+) programme which allows students to put their core learning into real-time practice.

Examples include:

- “Reading Circles”, where students read out loud together from interesting books written by South African authors,
- “Tablet Time”, where students use tablets or computers for additional time to practice the skills they’ve learned during class or work on assignments,
- Practicing mindfulness and yoga; and
- Playing word games, riddles and board games helping them bond as a group, 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 teaching remains of a high standard owing to the innovative “pay-it-forward” teacher-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.

The BYA Year Plan and BYA Tracker tools continued to work well in 2023 in supporting the programme:

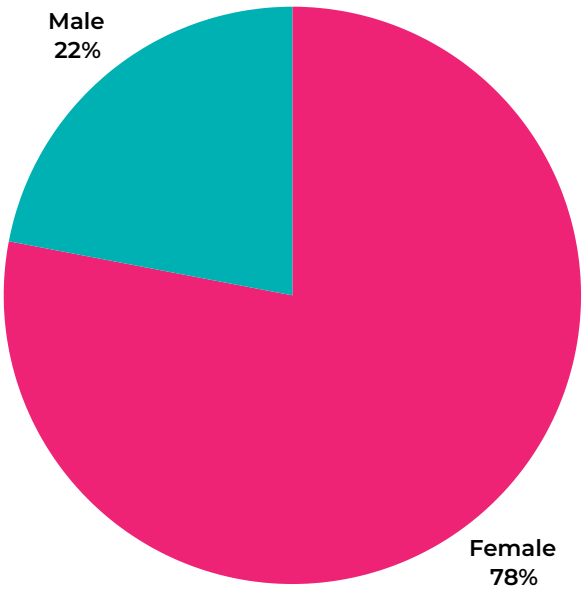
- The BYA Year Plan outlines the course curriculum, details activities that have been carried out during the reporting period, and ensures that all students complete the various components of the programme in good time. It is noted that GWF is running a few hours behind. This is mostly due to load shedding, where we are unable to deliver some lessons without electricity or connectivity. The teams have been innovative in their planning and sometimes use Saturdays to do catch-up work.
- The results of the above mentioned year plan are then tracked and recorded live on the BYA Tracker. This Google document details all six campus's progress through the curriculum and each student's progress. Furthermore, it allows the BYA programme management team to assess any areas where further support is required or there are successes / highlights. It also informs GWF's overarching Monitoring and Evaluation impact reporting, and the plan for the year ahead.
- We have introduced an e-register system to all our campuses and so we now track attendance in real time.

These tools are incredibly exciting to the whole GWF team as we prepare for our digital transformation journey in 2024 which sees the whole of BYA move into the Salesforce education cloud. These manual digital tools capture just some of the incredible logistical efforts that the teams go through to ensure that each student's information, results, attendance, et cetera, are captured correctly for their own reference, plus that of our partners for reporting.

Notably, historically we have noted any students who leave our programme as 'dropouts'. This, besides having negative connotations, has not accounted for our students who leave to 'step up to tertiary study' or to 'step up to a work opportunity'. In 2023, we have included these two new categories in our BYA Tracker to better track the reasons why students leave the BYA Programme during the year

In addition, in 2023 our 'Media' module was rewritten and renamed to 'Digital Footprint'. It was due for an update in content and facelift to be in line with our English and Career Streams. We ran our first Train-the-trainer sessions on the new content and the teams are rolling this out on all campuses.

We know that our students have below par literacy rates which negatively impacts on their ability to find meaningful work. We are excited to have added a new English programme called 'Bite Size English' (BSE) to our English for Access Stream. It is an online self-study programme which we are rolling out to five of our campuses this year. It starts with all beneficiaries completing a pre-test called the ELSA (English Literacy Skills Assessment), working through the programme over the course of the year, and then completing a post-test ELSA to measure the beneficiaries' improvement in their English.



Percentage of Female vs Male students in 2023

346	Number of graduates in 2023
2326	Total number of ICDL modules passed
226 800	Seconds spent playing 30 seconds
33640	Total minutes of assessed presentations given by students
346	Students increased at least one level in English Proficiency
14 400	Minutes spent in reading circles
1	World famous authors met
5	Number of public holidays spent deeply honouring our history
173	Students graduated with distinction
52 of 69	Career Academy spots in 2024 are filled by 2023 BYA graduates



Bridging Year Academy Facts



"I feel so alive. Before joining GWF I had no idea regarding learning, studying and career path. I am career motivated and confident and I have a plan of studying further."

"The facilitators are welcoming, encouraging and supportive to students when they failed a module. They will push you to be better"

"It was a fascinating journey to be here at GWF. The team were kind, friendly and easy to approach. I gained a lot of information. Being here helped to build up my confidence"

"We gained certificates, a lot of information, knowledge and they have prepared us for job seeking"

"GWF built our personality, taught us how to be confident, and how to present ourselves"

"I speak English with confidence now. I used to struggle with pronunciation"

"The GWF space makes me feel at home. The facilitators treat students well. I benefited with skills on how to communicate effectively in English and how to interact with others"

CAREER ACADEMIES



GWF has operated for several years three Career Academies (Hospitality, Conservation, IT). These Academies in the past have successfully produced 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 ecosystem of learning and working. GWF has a data base 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.

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). 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.

IT Academy

Each year, the IT Academy has between 20 - 25 students. With South Africa having firmly embraced the Fourth Industrial Revolution, the demand for IT professionals keeps increasing year after year. Our IT Academy taps into the growing need for these digital skills. The IT Academy offers a one-year further education and training certificate in technical support, enabling students to become CompTIA secure infrastructure analysts and Level 1 IT support engineers.



Hospitality Academy Facts

20	Graduates in 2023
100%	Pass Rate
4	Accredited skills programmes (General, Front of House, Assistant Housekeeper & Table Attendant)
1160	Hours of work experience
975	Cappuccinos made at Hazyview Digital Learning Campus
26 out of 20	Students placed in employment. We had to look to our alumni to fill 2023 position requests!



“I am thankful for the opportunity they granted us, for myself I never applied at university and I don’t know where I will be and doing what? GWF gave us a learning opportunity and meet new people. I really appreciate the opportunity.”

“I don’t know how to thank GWF for the change it brought in my life and my achievement,”

“GWF is a backbone to communities, because it can uplift with skills to be ready for work environment.”

“GWF gave us an opportunity to work/give services to guest (do practical) to obtain work etiquettes.”

2160 Hours spent by students in the bush

504 Kilometers walked in the bush

9 Graduates

22 Mammals watched

15 Reptiles identified

29 Trees spotted

17 Grasses identified

22 Arthopods found



Conservation Academy Facts



“GWF makes us feel good, happy to see an organisation that is determined in uplifting young people from local communities.”

“I have benefited a lot, since GWF find sponsors our behalf to cover the cost of our studies. I was not going to be able to pay for my studies myself or my parents. Because of GWF, I get to study and put the hard work myself.”

‘’My highlights of the course so far is when we visited Elephant Whispers. I heard that elephant are intelligent, but I never thought they are too intelligent to the point where they listen and understand commands from human. That was the best moment ever and touching the elephant taking pictures was cherry on top,’’

“My highlight of the course is learning about birds, I did not know that birds migrate. Now that I think of it, I have not heard some bird sounds in a while, like the Woodland Kingfisher. My favourite bird is the Ring Necked Dove, I love the sound it produces ‘’work harder’’. It is like receiving motivation from nature, and I like how birds alert other animals when there is possible danger so they can flee while they can.’’



IT Academy Facts

20	Graduates in 2023
100%	Pass Rate
100	Number of certificates earned (IT Fundamentals, A+, Networking+, Security+)
100%	Students stepping up to further studies
5	Computers dismantled and put back together again
13	Live N+ and A+ simulations



“GWF feels like a home, the energy in the space is amazing, basically from the reception, the programme and the mentoring.”

“Benefited the opportunity to build friendship.”

“Amazing experience and learned a lot.”

“Our facilitators worked diligently to teach us and cover the curriculum.”

ADULT LEARNING & ALUMNI TOC MAIN OUTCOMES



GWF students have access to improved learning and develop skills for a changing world



GWF students have a greater sense of purpose and agency to shape the future



GWF students feel a greater community and planetary responsibility



Because of GWF, new approaches to learning are embraced in surrounding classrooms



GWF is supported by, and supports, communities



GWF students have made financial and educational progress for a brighter future

Perhaps the most significant change in the lives of GWF graduates has been the hard and soft skills gained during their time with GWF. Nearly all alumni surveyed agreed that they had gained great value from GWF, with the most significant and lasting changes in their lives usually involving improved technical (and technological) skills, and/or increases in the more intangible themes of self-confidence, motivation and direction. Of the alumni interviewed, the following percentage felt the most significant impact that GWF had on their lives related to:

42% (36/86)	improved skills, specifically around technical knowledge, communication (often in terms of English ability) and experience relevant to the world of employment.
30% (26/86)	gained knowledge, or a new sense of direction and motivation in terms of pursuing a career and what they're passionate about.
24% (21/86)	improved self-confidence (which was also often linked to improved English ability), or had increased self-esteem and confidence to pursue their dreams.

Skills increases have allowed alumni to thrive in a changing world:

"My expectation when coming to GWF was to learn computer skills and I didn't like the day we are going to do other activities (like mentorship), however, at the end I understood that we are lacking/ or still behind in other skills and I started enjoying the other aspect of the BYA course."

Aside from imparting technical/technological skills,GWF's approach to emphasising personal growth and the importance of being a mindful and caring member of society, has allowed alumni to feel empowered and more self-confident to achieve success:

"Before I went to GWF, I had no knowledge of digital learning, then GWF Introduced me to digital learning and I benefitted a lot. Now I can do things digitally, before I [had] to spend money (like typing CV), now I can do it on my own. GWF staff were friendly and loving. It taught me to love and respect. In the mentorship (people skills) group I have learn how to interact with people, and Ready2Work introduced us to a workplace environment, what to expect. So if given a chance to be at work, [I] fortunately will be able to do the right things, because we were taught/given knowledge/ skills before job opportunities. GWF has done a lot for me."

As well as gaining hard and soft skills, alumni in focus groups expressed the significance of the networks and networking skills learned when at GWF which opened up network/s of employers or employment leads for them:

"GWF changed me from rural girl that had no education but had educated relatives who never assisted me, to empower myself. I thank GWF because, during my practical lessons for Conservation I managed to network with Tour Guides. After I completed my course in 2017 March I started working as a freelance Tour Guide at KNP main camp. I explored, I was happy and I developed a lot of passion for TourGuiding. Coming to study at GWF was the best decision I have taken. So I will always be grateful to GWF it help me to achieve my goals and obtained a qualification I also have a working experience."

All GWF alumni (particularly those participating in the career academies) benefitted from an expanded knowledge of the workplace, the intricacies of specific fields of work, and the ins and outs of certain industries in their areas.

"I knew there was hospitality, however didn't have a clue what it covers. GWF helped discover the hospitality industry. I had a desire to have a qualification that I will be proud of as my achievement. After I graduated I received a call from GWF to undergo a 3 month training at Season in Africa. After the training I managed to secure a permanent job. So grateful to GWF, because I didn't struggle to find a job after my studies.I am proud of being a GWF alumni and I love the outcome. [I am] grateful to GWF and proud of my achievement. It gives me confidence and focus, because I see a bright future towards me."

CAREER ACADEMY EMPLOYMENT (2020 - 2023)

CAREER ACADEMIES	Total Number of Graduates	Number of Graduates Placed	
Hospitality	80	67	83.75%
Conservation	36	11	30.56%
Facilitator	61	55	90.16%
ICT	60	31	51.67%

The above percentages refer only to absorption into employment following graduation from Career Academies. This excludes the graduates who went on to further their studies.



YES INTERNS



YES 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. 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.

"It is my pleasure to report that the first intake of students proved to be a resounding success, and that our lodges and relevant supervisors have thoroughly enjoyed having all on board. The level of maturity, work ethic, skillset, and communications that each had brought to their respective station within our organisation, has been a real breath of fresh air. This being testament to the dedication to all of those involved in having these students readied for the job market. Each one should be very proud of their efforts." Hugo du Toit - Sabi Sabi Game Reserve

"I am pleased to let you know that we will be offering 6 out of the 9 interns posts within our group at the end of their programs, and extending 2 of the interns training periods beyond the YES program (which will be funded by our group). We are eager to welcome the next group of interns, should we get the support through the YES program again this year. In conclusion, this program has delivered a very favourable outcome for our group, and we are pleased to retain almost all the interns, when our expectation was quite low due to past experiences." Illandra - Seasons in Africa

29 YES interns in 2022 & 2023

72% 2022 and 2023 YES Employees employed at GWF in 2024

ALIGNING TO SDG'S

3







GWF'S JOURNEY WITH THE UN SDGS

GWF is committed to furthering sustainable development and integrating sustainable practices into all facets of our organisation. During 2023, we appointed Paragon +Impact, who provide evidence-based measurement of the SDG impact of a business, to help us take the next step in our sustainability journey and discover the ways in which we can enhance our contribution to each of the United Nations' 17 Sustainable Development Goals (SDGs). Together with Paragon +Impact, we analysed our 2022 data and established a clear pathway to guide our efforts and ensure that our sustainability strategy maximises our efforts in driving positive societal change.

Paragon +Impact analysed our contributions to each of the 17 SDGs. The process included an in-depth qualitative and quantitative assessment of our available data using their Paragon +Grading technology. The analysis then provided a grading indicating our performance across the 17 SDGs for the 2022 reporting period.

DETERMINING OUR MATERIAL SDGS

In our pursuit of sustainable development, we have strategically identified and prioritised the SDGs that are most important to our organisation. This was the first step of our journey with Paragon +Impact, and it involved the completion of a comprehensive double materiality assessment. This is a quantitative and qualitative assessment that provided us with the insights necessary to rank the relative priority of each SDG into Core, Important, Peripheral or Negligible according to our values, areas of business, financial risk, and our impact.



At the heart of our commitment to sustainable development lie four Core SDGs, categorised within the Social and Governance realms of the ESG spectrum. Socially, our primary goal is to advance Quality Education (SDG 4), which in turn, will foster and promote entrepreneurship, job creation, and economic growth (SDG 8), and contribute to addressing inequality in access to quality education within South Africa (SDG 10). Additionally, we are committed to forging Partnerships for the Goals (SDG 17), recognising the importance of collaboration and strong governance in achieving our educational and community upliftment objectives.

The prioritisation of these predominantly socially focused Core SDGs is in line with our organisation's core values and underscores our mission to create a brighter future for individuals in marginalised and rural communities through education.

Beyond our Core SDGs, six additional SDGs have been identified as Important, spanning the entire ESG spectrum. Socially, our initiatives impact No Poverty (SDG 1), Good Health and Well-being (SDG 3), Gender Equality (SDG 5), and Industry, Innovation, and Infrastructure (SDG 9). Environmentally, our Conservation Academy's curriculum is a direct contributor to Life on Land (SDG 15), while our strong governance practices positively influence Peace, Justice, and Strong Institutions (SDG 16).

While these prioritised and important SDGs constitute the focal points of our efforts, we acknowledge the Peripheral importance of five other SDGs. These encompass the Environmental and Social components of Clean Water and Sanitation (SDG 6), Affordable and Clean Energy (SDG 7), Sustainable Cities and Communities (SDG 11), Responsible Consumption and Production (SDG 12), and Climate Action (SDG 13).

By concentrating on our identified Core and Important SDGs, we aim to affect targeted positive change in these areas, anticipating knock-on effects that indirectly contribute to our Peripheral goals.

Two SDGs, namely Zero Hunger (SDG 2) and Life Below Water (SDG 14), are designated as having Negligible impact. Our inland location, distant from marine ecosystems, and the type of work that we do, renders SDG 14 as of Negligible importance to us, while our potential influence on SDG 2 is limited. Nevertheless, we acknowledge that our endeavours in achieving other SDGs may generate minor indirect positive impacts on these Negligible goals, demonstrating our commitment to holistic sustainability.

PARAGON +GRADING OVERVIEW

The Paragon +Impact assessment, reviewed our 2022 data as part of our impact analysis, and their assessment provided both a Core and a Comprehensive Grading of our prioritised SDGs.

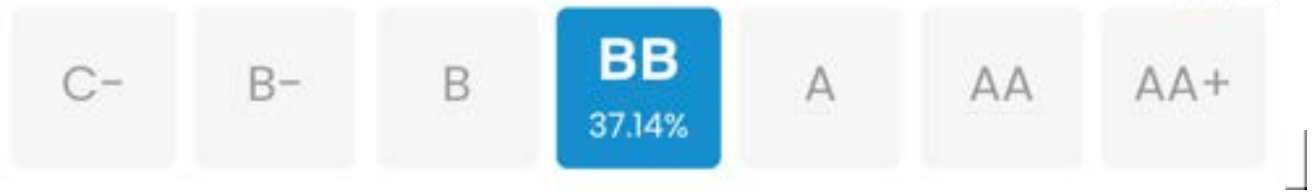
CORE SDG OVERVIEW



In Paragon +Impact's evaluation of our organisational impact on our four Core SDGs, we received an overall A grading, which affirmed our dedication to making a positive and meaningful impact within the communities in which we operate.

The results of the assessment highlighted a strong contribution to the social SDGs, particularly relating to education (SDG 4), where we have been able to drive the most positive impact, and where we achieved our highest score for an individual SDG (71.1%). Our educational and community upliftment initiatives included access to quality education, promotion of gainful employment and economic growth, creation of safe and inclusive working and learning environments, and the establishment of impactful partnerships. These activities are aligned with our core values, which are deeply rooted in sustainable development and the empowerment of local marginalised communities. Here, there exists an opportunity to even further amplify our positive impact as we implement our updated strategy in the coming years.

COMPREHENSIVE SDG GRADING



In the comprehensive assessment of GWF's alignment with the 17 SDGs, we achieved a BB grading. This overall score was attributed to our intentional focus on addressing key social aspects, particularly within the areas of education and community development, aligning with the prevalent needs of the communities in which we operate.

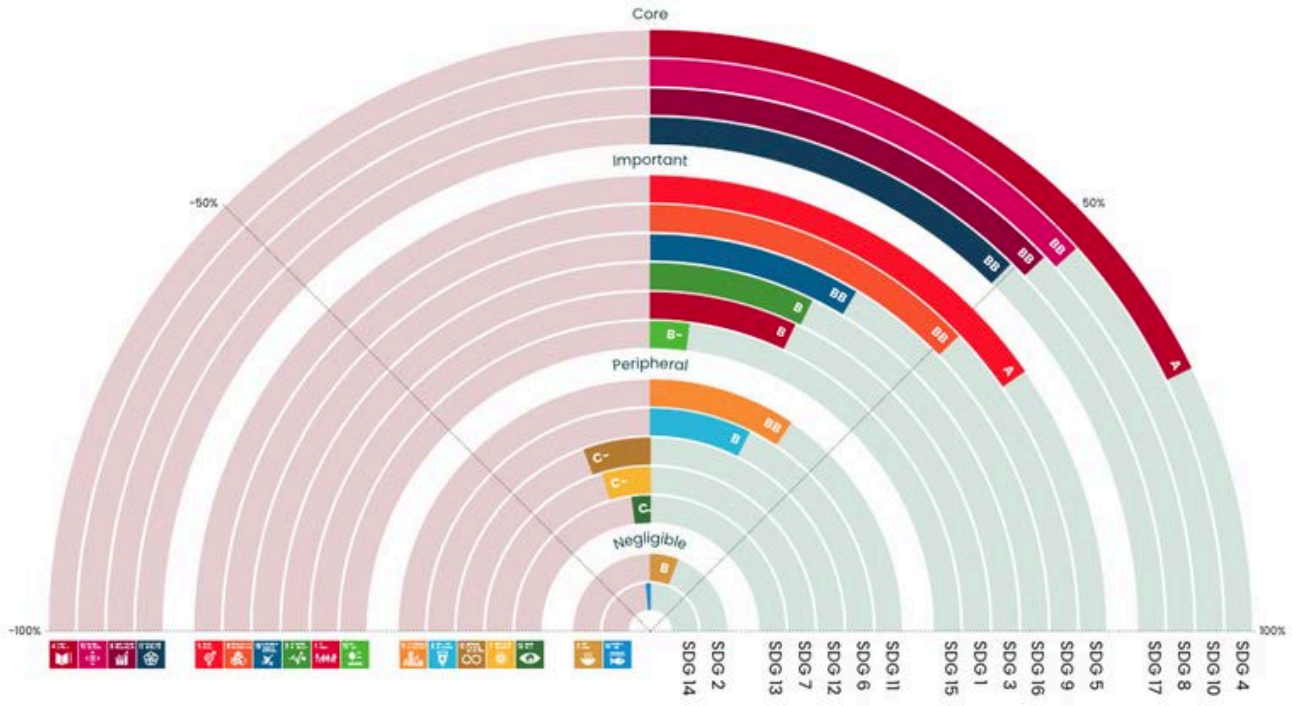
Our educational initiatives have the potential to serve as catalysts for positive transformation in local attitudes and behaviours, contributing to the cultivation of sustainable practices. However, by embracing a holistic outlook and considering the interconnected relationship between social endeavours, environmental stewardship, and community well-being, we can strengthen our positive influence and elevate our contribution to integrated sustainable development. This entails extending our focus beyond our primary areas of education and community upliftment to encompass facets of the organisation that have, until recently, received comparatively less attention. By embracing this holistic approach, we can reinforce our commitment to sustainable development and contribute meaningfully to a brighter future for all. This approach further reflects our commitment to refining strategies and ensuring a well-rounded impact across diverse dimensions of the SDGs.







OUR KEY IMPACTS



Our efforts in fostering positive social change in the areas of quality education and gender equality (A gradings) was particularly significant within the South African context, where these social issues hold paramount importance. Complementing these successes, we earned BB gradings for our key impacts in supporting economic growth, reducing inequalities, facilitating access to digital infrastructure and devices, and promoting digital literacy in the regions we serve.

Moreover, we achieved a BB grading for both SDGs 16 and 17, which was a testament to our commitment to fostering citizenship in our staff and students, providing safe and inclusive environments for learning, and cultivating partnerships that bolster our reach and positive impact in our mission of providing quality 21st century education to underserved rural communities.

> "It is fantastic to see that an NGO like Good Work Foundation (GWF) has achieved an A-grade SDG Grading for the Core SDGs, illustrating the significant positive impact they are having on education and the associated key impacts, such as reduced inequalities. Further to that, a BB SDG Grading for their comprehensive analysis of all SDGs highlights the positive impacts felt further down the value chain and the catalytic impacts they enable across South Africa. This should be seen as a very impressive Return on Impact (RoI) for their funders." Brett Wallington,
> Chief Impact Officer & Co-Founder of Paragon Impact.



4 CONCLUSION

IN CONCLUSION

In the wake of a successful 2022 and 2023, GWF remains committed to sustaining and building upon the momentum achieved. Our mission to reimagine education in South Africa and create opportunities for marginalised communities remains steadfast. By cultivating a vibrant ecosystem of learning and working, we aim to enhance lives through the transformative power of education and opportunity.

As we step into 2024, we move into a time where we are growing our own digital transformation and ensuring that our programmes continue to create young people with skills and confidence who can step into a future that we can't even imagine.

In tandem with these efforts, GWF is actively engaged in a digital transformation process. This initiative seeks to centralise data and automate reports and dashboards to measure organisation-wide performance and impact. This process will improve operational efficiency, systematically measure our positive impact, and allow us to better connect with alumni, donors, and partners.

As we embark on this journey forward, GWF remains dedicated to the principles of sustainability, innovation, and social impact, reinforcing our commitment to driving positive change in South Africa's educational landscape and the lives of young rural South Africans.





VI THANKS

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WE THANK YOU

FOR YOUR CONTINUED SUPPORT OF GWF'S MISSION

We'd like to thank each and every single partner and individual who has contributed to the Good Work Foundation journey in 2023.

The tenacity, drive, and joy of our learners and students continues to inspire us each and every single day. We wouldn't be able to continue our mission withour your unwavering support.

We'd like to share a few more good news stories! Please click the links to the right to see what stories have inspired other South Africans in the past six months.



RURAL RESILIENCE: YOUNG WOMEN BLOSSOM IN TOURISM AGAINST ALL ODDS!



INSIDE THE BARN OF DREAMS - THE OLA STORY



RADIO 702 INTERVIEW WITH AUBREY MASANGO

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