

ANNUAL 20 REPORT 24

CELEBRATING



**OF YOUTH-LED CHANGE
ACROSS AFRICA**



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A letter from our CEO

40 528 Peer Educators and 111 620 of their Peers were equipped to discover and better steward the gold that is in inside of them.



SUSANNAH FARR

CEO of **gold-youth**

As we soberly reflect on **gold-youth**'s 20-year journey, we celebrate the profound impact the **gold** Programme has had on thousands of young lives across Africa.

An African Proverb that has fast become a mantra at **gold-youth** is, 'If you want to go fast – go alone. If you want to go far – go together'

From the start, **gold-youth** has focused on people— young people, parents, partners, and communities— united by a shared vision of youth-led change and changing the system of youth education and upbringing. Over 20 years, 152 000 youth in six countries have found the gold inside of them with measurable gains in education, purpose-driven lives, and economic independence. Our impact includes, 5400 job connections and a developing scalable microbusiness movement; the evidence of sustainable transformation is clear.

Our success hasn't come solely from innovative programmes, resources, or cutting-edge strategies. Those are undoubtedly essential, but our real strength lies in the deep relationships we've nurtured at all levels, the way in which we have leveraged this relationship capital and our intentionality about authentically African, sustainable, and DNA aligned partnerships rooted in trust.

This is our superpower!

Over the past 2 decades we have been deliberate about building with purpose. Every relationship we cultivate—from Peer Educators to grassroots organizations, government bodies, or the global north— has been intentional.

We've built a network that's resilient because it's collaborative in nature. We've extended the invitation to co-create a new African future with us. We all play a role, and that role goes beyond exchange; beyond transactional— it is relational, rooted in relationships that foster mutual growth and enduring transformation. It's the power of US— working together with a deep commitment to the youth we serve and the future we want to shape. Humanity at its best.

And this is where each of you—our partners—matter. Implementing partners, scale-partners; ecosystem partners, our funders our Board and the gold Team.

You are a critical part of our journey. We cannot reconcile how we have successfully reached 20 years, if it were not for your painstaking commitment in times of constraints, your courage to trust innovation; your boldness in an audacious vision and your perseverance to dream with us. Every partnership we've built over the past 20 years has played a part in our success and we celebrate with you today. Your expertise, your deep experience, and most importantly, your belief in the potential of Africa's youth has brought us this far. We thank you!!

But, how do we sustain this as our superpower? We nurture it. We continue to invest in relationships. We stay intentional about the partnerships we create, ensuring they are grounded in shared vision, trust, and impact. And as we grow, let's stay committed to listening, learning, and adjusting as we co-create a formidable Africa.

A lot happens in 2 decades. It took the nation of Israel halfway through the wilderness before they reached the promised land. And similarly, the last 20 years has been our training ground; pruning and preparation for continental scale whilst 2 generations have passed through our hands. The pages of this document hopefully articulate that journey well for our readers and demonstrate that hope won the battle once more. As we look to another year, we are committed to serving and nurturing young African leaders as global citizens with local roots—unstoppable forces of transformation; bridging cultures, driving technology, and redefining what it means to lead toward a new legacy of hope for the continent.

Full Circle: The gold Grad Journey



As the eldest of six children in Cape Town, I joined a pilot peer education programme in Grade 11 by chance—a decision that changed my life. For the first time, I felt seen, not as a naughty teenager or underperforming student, but as someone with potential.

*Through two years in the **gold** programme, I learned that leadership begins with self-growth and building a strong network of peers. That support gave me confidence and a sense of purpose.*

Today, at 37, I've led an independent high school for six years, founded an empowerment program for young women, and represent school heads in the Southwest Region on ISASA. Peer education made me believe I had something to offer—and gave me the courage to share it.

-Daniella Conibear



Today, I work for Standard Bank in corporate and investment banking, supporting 18 African countries and managing technical finance systems. I'm also a proud husband and father of three. Life is good compared to where I started.

*I joined **gold** (then Oil) by chance when I attended a camp meant for a friend. That opportunity shaped my outlook forever. Peer education taught me the importance of how you show up—as a dad, partner, friend, and leader. Titles mean nothing if you're not present and intentional.*

Looking back, I'm grateful for the lessons and the people who inspired me along the way. My challenge to you: How are you showing up for your life and for this generation?

-Paulos Mahabe



Twenty years later, I'm a husband, father of two, and a leader at an environmental company in Cape Town, working to improve air quality. One of the most rewarding parts of my role is mentoring young graduates—not just to work, but to grow.

*The **gold** Programme shaped who I am today. It taught me ownership of my future, integrity, honesty, and critical thinking. These lessons gave me confidence, direction, and purpose, laying the foundation for the life I live now.*

*That's why I believe **gold** creates real, lasting change—helping young people become leaders and change-makers. I'm proud to be part of that legacy.*

-Weyers Marais

WHY gold-youth

The Big Problem

More than half of young people in Africa are born into poverty, growing up in communities that visibly offer little hope. Most of these young people lack positive role models and don't believe in their purpose, potential or equal value to others.

Today, this reality is raw and real for more than 200 million young Africans. If this challenge is not solved, there are three major resulting consequences:

01 — **Not just unemployment but unemployability**

In 2022, the median age on the African continent was 20, with 40% of Africans under the age of 15. South Africa is the most unequal country on earth.

The youth unemployment rate, measuring jobseekers between 15 and 24 years old, rose to 61% in the fourth quarter of 2022, with young people, having very little prospect of meaningful work in their lifetime.

Marie Françoise Marie-Nelly, World Bank Country Director for Botswana, Eswatini, Lesotho, Namibia, and South Africa, says that “Youth find themselves trapped in an unequal system that severely impedes their access to the labour market. We need to urgently affect system change to alter the trajectory of youth unemployability in Africa”.

02 — **Unbroken cycles of poverty, youth anarchy and lack of citizen nation building agency**

In 2022, Hicham El Habti, President of the Mohammed VI Polytechnic University, wrote, “Much has been said about Africa as the land of promise and opportunity: precious natural resources, geostrategic positioning, or investment potential. While true, these insights often forget to consider our continent's most valuable asset by far: young Africans. Only through embracing their drive can Africa truly reach its potential.”

While it is true that correct investments can harness a youth dividend that will accelerate economic growth, it is also clear that failure to do so will result in an unprecedented youth burden, exacerbating social unrest and dependency on government hand-outs.

Lack of financial and emotional support will only result in higher levels of ever-increasing personal needs, leading to a maelstrom of psychosocial and economic problems that will further damage the stability of our already fragile African societies.

This will escalate the long-term reparation costs and conditions for national recoveries.

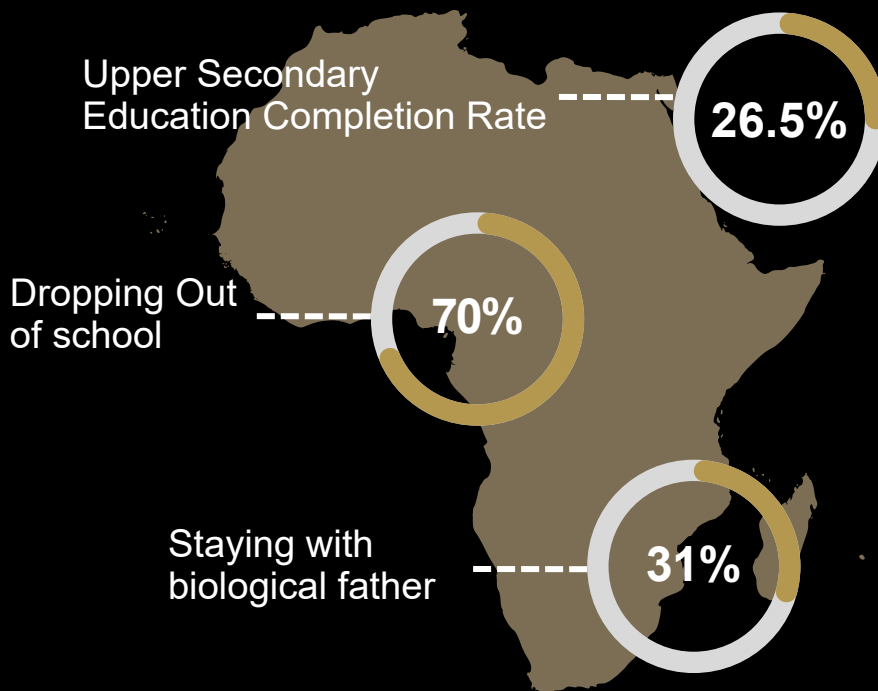
03

Endemic youth risk behaviour which leads to an unsustainable health and education burden

Being in high school as an adolescent is the exception, not the norm on our continent. In sub-Saharan Africa, the completion rate of upper secondary education is 26.7%, with more than 70% of children dropping out of school.

A Statistics South Africa (Stats SA) report revealed that only 31.7% of black children stayed with their biological fathers.

Most young people in the region not only live with daily economic uncertainty but face huge peer pressure to indulge in taking substances, engage in risky relationships causing them to risk teenage pregnancy, drop out of school, join a gang for acceptance, or engage in transactional sex to put food on the table for their younger brothers and sisters. In Uganda, the percentage of sexually active teen girls who exchange goods for sex is 41,3% (with 80% of goods being money).



Vision

We are strategically chasing a dream of an Africa where young leaders from across the continent know the gold that is inside of them and live this out with purpose, changing the System of Youth Education and Upbringing enabling all young people to grow up in their communities to be healthy, spiritually alive adults who contribute towards social and economic flourishing.



Mission

Through the **gold** Youth Peer Education Model, peer leaders and their mentors are embedded into schools and communities, developing young people from being passive recipients of negative norms to proactive agents of positive change, who are empowering themselves and their peers to become the ethical and economically independent leaders of tomorrow.

Audacious goal

Our mid-term goal is to develop 10 million young African leaders with character and integrity to mobilize their generation with the knowledge, tools, and support to reach their full potential, with concrete results in social behaviour change, education, and job creation.

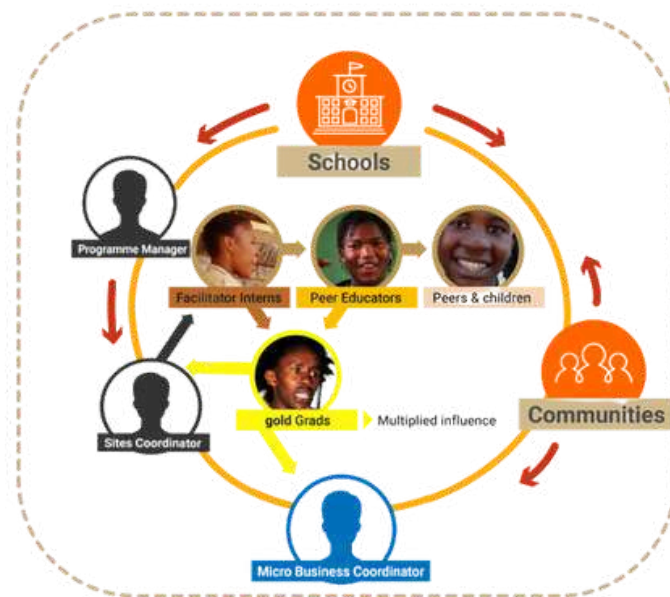
Audacious goal



These 10 million change-makers, active across 38 African countries, will be the critical catalysts to bring about wider system change - ground up, by 2042.

Implementation Strategy

The **gold** Model is delivered through two modes of delivery which allow for a deep and wide ecosystem of **gold** Model replicators and implementation partners. These partners are made up of a combination of grassroots youth organizations and government systemic partners. They are part of a **gold** community of practice and collaborate with **gold-youth** and each other in a common vision to see an Africa where young people from across the continent know the gold that is inside of them and live this out with purpose



- Programme Manager/ Director:** Grassroots Community Based Organization leader that partners with **gold-youth** to become a **gold** Social Franchisee. Holds oversight of their organizational vision (likely under a board), Face of the organization and mission “steward”, budget oversight, impact management oversight, responsible for overall organizational health, line manager of Sites Coordinator. As a partner they support, together with their team, to share best practices and strengthen local, national and Pan African **gold** communities of practice.
- Sites Coordinator:** Grassroots Leader, selected to start a **gold** Cluster in three high schools and/or communities. They supervise out-of-school youth Facilitator Interns.
- Youth Facilitator Interns:** Role Models, mentors and education support agents; employed to train and mentor teenage Peer Educators and ensure the network is connected and thriving.
- Adolescent Peer Educators:** Taught to model positive decision-making and educate their Peers and younger children to make positive choices, strengthen their numeracy and literacy and maximize their impact on their communities.
- gold Grads:** Our alumni (out-of-school youth) are part of the **gold** Grads community for life and are inspired as nation builders. They are further skilled and connected to opportunities in 1) further education, 2) workplace internships, 3) entry-level jobs, and for those that are enterprising, 4) entrepreneurial ventures as Microbusiness Coordinators.

Impact Measurement Methodology

gold-youth measures its outcomes and impact under three key change themes: Social Behaviour (improved mindset-change and reduction of youth risk behaviours); Education (improved education and skills outcomes) and Job Creation (increased employability competencies; increased connections to post school opportunities and entrepreneurial ventures; economic independence).

gold-youth has a rigorous monitoring and evaluation system, comprised of quality data monitoring tools that have internal checks for data integrity, and these are used for monthly and quarterly reporting. Both quantitative and qualitative methods are used for regular monitoring as well as evaluation. We make use of a log frame approach (LFA) matrix that stipulates performance indicators and corresponding standards for programme delivery.

Our key proximal and distal outcomes are assessed through annual quantitative and qualitative research. We conduct a retrospective survey with Peer Educators in the final year of the programme to understand the changes that their involvement in the **gold** Peer Education programme has contributed to. These provide direct feedback from the individuals who were most involved in the programme. The data collected here offers insights into the immediate (proximal) and longer-term (distal) changes they've experienced. In order to verify the findings to ensure the validity and reliability of the results, we triangulate findings from the retrospective surveys with additional findings from;

Educators: Teachers or school principals offer insights into the Peer Educators' development and any observed behavioural or skill changes.

Parents: Parents provide feedback on how their children's involvement in the programme has influenced their behaviour, attitudes, or academic performance.

Peers: Other children who interacted with the Peer Educators may offer valuable perspectives on how the Peer Educators' actions have affected the larger peer group or community. This could include observing changes in behaviour, attitudes, or how the Peer Educators acted as role models.

Triangulation enables us to get a more well-rounded view of the programme's effects. The different groups can confirm (or challenge) the claims made by the Peer Educators themselves, increasing the reliability of the conclusions.

The data presented in this report will be based on the findings of the 2023 outcomes surveys conducted with 312 graduating Peer Educators, 414 Peers, 623 parents and 148 educators (teachers) from South Africa, Zambia, Zimbabwe and Botswana. The graph shows a summary of the reported data of beneficiaries from when they started the programme as Junior Peer Educators to their final year in the programme before transitioning to become **gold** Grads.

Impact Summary

We are an award-winning organization with a 20-year track record of developing an evidence-based youth development solution. The **gold** Peer Education Model has reached over **152 148** young people across five African countries

A Snapshot of our Reach to Date - since inception



40 528
Peer Leaders

We've trained and mentored **40 528 gold** teenage Peer Educators. In 2024, we trained and mentored **5062 gold** teenage Peer Educators.



2 614
Internships

We've created **2 412 gold** Facilitator Internships, **202** of these began in 2024.



2 478
Youth Jobs

We've connected a total of **2 478** youth to job placements since we started our **gold** Grads element of the **gold** Model in 2015 and **283** connections were in 2024.



111 620
Peers Reached

19 585 Peers and children were measurably reached by **gold** Peer Educators in 2024, bringing the total to **111 620** since inception.

Impact Analysis 2024

5 Dimensions across the gold Programme

1 WHAT | 2 WHO | 3 HOW MANY | 4 CONTRIBUTION | 5 RISK

Outcome 1: Social behaviour change



WHAT?

The specific outcome that the intervention is

- Positive character attributes and purpose-driven interiority in youth (future & career planning)
- Age-related youth risk behaviours (drug & alcohol use, bullying and gang activity)
- Youth leadership and youth-led community upliftment



WHO?

The stakeholders that are experiencing the outcome.

- 365 Peer Educators who completed the programme from Botswana, South Africa & Zambia.
- 2038 Peers in schools and communities that have been influenced by Peer Educators from Botswana, South Africa & Zambia.



HOW MANY?

Number of stakeholders experiencing the outcome and the degree of change

A survey of 365 Lead Peer Educators from Botswana, South Africa, and Zambia revealed transformative shifts in mindset, leadership, and health behaviours.

1. Positive Character Attributes & purpose driven interiority

- **95%** Peer Educators shared that the **gold** Peer Education Programme positively shaped their worldview, attitude, and character
- **90%** Peer Educators feel that they are more resilient and confident in overcoming challenges, directly attributing this growth to their experience in the programme.
- **94%** now feel confident expressing their beliefs

2. Youth leadership & community upliftment

- **9 out of 10** Peer Educators reported improved leadership skills.
- **38%** of Peer Educators are already serving in leadership roles within their schools or communities. As one Peer Educator from Thembaletu, Mpumalanga shared, “The **gold** programme has helped me develop leadership skills and learn how to treat others better.”
- **93%** feel equipped to advocate for others and promote respectful peer relationships.

3. Age related youth risk behavior

- Peer Educators who had been tested and knew their HIV status rose significantly— from just **20%** at baseline to **75%** after participating in the programme.
- **83%** reported never using drugs, and an additional **7%** stopped after joining the programme.
- **74%** had never consumed alcohol, and **10%** quit drinking alcohol because of their involvement.

Furthermore, the programme also includes peer mentoring and information sessions to assess the extent to which these sessions are influencing behaviour we conducted a survey with 2038 Peers.

- **65%** of peers now have healthier relationships
- **31%** of peers tested for HIV
- **28%** of peers ended an abusive relationship
- **79%** of peers who are sexually active now use protection.

These testimonials reflect the ripple effect of the programme—where personal growth becomes community impact, and Peer Educators evolve into role models who lead with purpose and integrity.



(The probability that impact would be different than expected)

The transformation experienced by Peer Educators through the **gold** Peer Education Programme is not only self-reported—it's being seen and felt by those around them. In a recent survey and follow-up interviews with educators, parents, and peers, the results were clear: **80% of parents** and **90% of educators** observed meaningful improvements in behaviour, confidence, and leadership capacity among Peer Educators.

Educators across Botswana, Zambia, and South Africa shared stories of Peer Educators stepping into visible leadership roles.

“There has been great improvement in behaviour—both in the school and the community.”

— **Guidance Counsellor, Chingola, Zambia**



(Number of stakeholders experiencing the outcome and the degree of change)

Educators and parents consistently identify bullying, truancy, and substance abuse as the most pressing issues affecting young people—challenges that our programme is specifically designed to address. These behaviours account for over 65% of the concerns reported in the schools and communities we serve. Our approach is grounded in the belief that peer influence is one of the most powerful forces shaping youth behaviour. By embedding Facilitator Interns—young adults who model positive values and leadership—into schools and communities, we aim to create a ripple effect that inspires change from within. However, we recognise that young people are not only influenced by those within our programme. In many cases, they are surrounded by peers who may reinforce negative behaviours, making it difficult to go against the tide—especially in environments where positive role models, support systems, and enabling structures are limited or absent. This reality underscores the importance of creating holistic, multi-stakeholder ecosystems that reinforce positive behaviours and provide youth with the support they need to make empowered choices. It also highlights the need for our programme to remain adaptive and responsive to the complex social dynamics that shape youth behaviour.

*“The **gold** programme is positively grooming learners. They're committed to their schoolwork and have a clear vision for their future. They're always at the front line in activities like debates and speeches. Leading school cleanliness is also one of their strong goals.”*

— **Teacher, Masoyi, South Africa**



*My name is Songi Siphokazi Mnisi from Nkomazi (Boschfontein), and I'm a proud **gold** Grad, Class of 2021. My journey with **gold** started in 2017, and although it wasn't exactly what I planned, it has been a transformative experience that has shaped my life and career aspirations.*

*After matriculating in 2021, I pursued a course in Occupational Health and Safety (OHS) in 2022, but unfortunately, the academy turned out to be unregistered. Despite this setback, I didn't let it deter me. In 2023 I landed a 6-month contract as an Assistant Teacher at Zwide Primary School, where I gained valuable experience working with children. A turning point came in April 2024 when the **gold-youth** Programme in partnership with AP Foundation provided us with an incredible opportunity to attend a 3-day workshop in Mpumalanga. The training was enlightening, and I learned about leadership, entrepreneurship, community development, and resilience. Specifically, I learned that resilience is the ability to withstand and bounce back from challenges, adversity, and uncertainty. I also gained insights into adapting to difficult situations, coping with stress, and finding ways to overcome obstacles. Additionally, I learned about the importance of navigating stress and mental health, including recognizing the signs of stress, developing coping mechanisms, and prioritizing self-care."*

SONGI SIPHOKAZI MNISI
Nkomazi (Boschfontein)



*My name is Jacob Tshipo. I am 18 years old and a proud Botswana **gold** Grad.*

*For the past three years, I served as a peer educator at Sedumedi Junior Secondary School and graduated in 2024. My journey with the **gold** Youth Development Agency has been nothing short of amazing. I am especially thankful for being provided a mentor through the programme. It came at the perfect time—helping me balance academics and social media, while guiding me toward personal growth. I’ve gained confidence, strengthened my abilities, and learned how to manage my expectations better. Having experienced, dedicated and passionate people to support me has been empowering. I feel free to ask honest questions and receive honest answers, knowing that their feedback is rooted in care, not control.*

*What sets **gold** apart is the ongoing support they provide, even after completing the programme. There’s truly nothing more comforting than hearing, “I’m checking up on your wellbeing,” and that’s exactly what the **gold-youth** team continues to do. For that, I am truly grateful. As a **gold** grad, the training I have undertaken has brought a fresh and unique perspective that has made a major impact on my life. Currently, I’m focusing on my passion for sports—especially. I have attended Star one, Star two and presently doing Star three microbusiness training, I am running my small business selling fruit trees*

JACOB TSHIPO
Botswana **gold** Grad

Outcome 2: Education



The specific outcome that the intervention is

- Commitment to education
- Academic support enrolment
- School completion rates
- Average school leaving pass rate



(The stakeholders that are experiencing the outcome.)

- 365 Peer Educators who completed the programme from Botswana, South Africa & Zambia.



(Number of stakeholders experiencing the outcome and the degree of change)

Value of Education increased: At the end of the programme, 95% of peer educators reported that education was important to them, compared to 66% at baseline. This shift corresponded with a notable decrease in the desire to drop out—from 17% initially to just 3%.

Academic Support Enrolment increased: As part of the **gold** Peer Education Programme, participants attended academic support sessions and were encouraged to join homework and study groups. Among those not previously enrolled, 38% joined these groups, increasing overall participation to 87% in their final year.

Repetition and dropout rates were low: Peer Educators in Botswana were in their final year of Junior Secondary School, while those in South Africa and Zambia were completing high school.

- Botswana had 0% drop out and repetition rate
- Zambia had a 0% dropout and repetition rate, thus a 100% graduation rate.
- South Africa repetition rate was 7% and a 2% dropout rate.

Academic Performance of Peer Educators

- In **Botswana**, 169 Peer Educators with 79% achieving a grade of C or higher.
- In **Zambia**, **96% passed** their Upper Secondary School exams.
- In **South Africa**, 288 Peer Educators completed their matric exams, 79% of them passed.

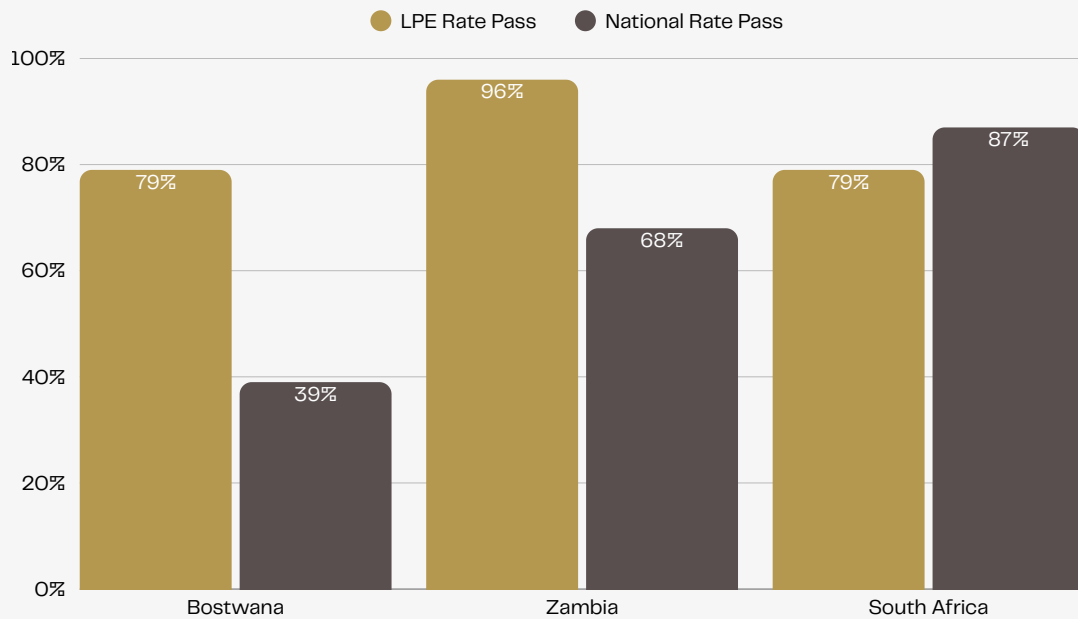


(The probability that impact would be different than expected)

To assess the level of contribution, we compare our Peer Educators' pass rates against the national and provincial pass rates where that data is accessible. The graph below shows the pass rates against the national pass rates in Botswana, South Africa and Zambia.



(The probability that impact would be different than expected)



In **Zambia and Botswana**, Peer Educators achieved **higher pass rates than the national averages**, a promising outcome that aligns with qualitative feedback from educators and parents. Many have noted that the programme helps Peer Educators stay focused and committed to their studies. Emeldah Musongo the Principal of one of our schools in Zambia said that “The programme is sharpening the minds of pupils, hence making them responsible to take academic work seriously.”

In **South Africa**, however, Peer Educators recorded a **pass rate of 79%**, slightly below the **national average of 87%**. While this result did not meet our academic targets, deeper analysis of the cohort reveals important context:

- At **baseline**, 18% of Peer Educators expressed a desire to drop out of school.
- Only **78% were attending school regularly** when they joined the programme.
- Attendance at **academic support sessions** was notably less consistent compared to other programme activities.

Despite these challenges, the programme had a positive impact on retention and engagement:

- By endline, the proportion of Peer Educators considering dropping out had decreased to 4%.
- School attendance increased by 10%, indicating improved commitment to education.

These outcomes highlight the programme’s role not only in academic support but also in re-engaging vulnerable youth and fostering a sense of purpose and belonging. While academic results in South Africa were below expectations, the behavioural improvements and increased school retention demonstrate the programme’s broader impact.



RISK

(Number of stakeholders experiencing the outcome and the degree of change)

gold-youth intentionally focuses on under-served communities, where systemic socio-economic challenges often impact educational outcomes. We recognize that many of our Peer Educators and their peers face barriers beyond the programme's scope—such as poverty, limited access to learning resources, and unstable home environments—which can affect their ability to fully engage in academic support. In Mpumalanga, South Africa where we observed the highest repetition rates, we acknowledged the influence of cultural practices requiring learners to leave school temporarily for rites of passage, impacting performance.

Historically, our academic support content has concentrated on foundational skills, particularly reading for meaning and numeracy. However, feedback from Peer Educators has highlighted a gap: the current focus does not adequately support the full range of subjects they encounter in school. In 2024, this concern was compounded by limited access to Peer Educators and a noticeable decline in consistency of attendance at academic support sessions.

In response, our 2025 strategy includes closer collaboration with teachers to provide more tailored academic support. By leveraging educators' subject expertise, we aim to address individual learning gaps more effectively and ensure that Peer Educators receive comprehensive assistance across their academic curriculum. We believe that when teachers are actively involved, learners are more likely to view academic support as an extension of their formal education. This will increase credibility and encourage consistent participation in support sessions.



*Nonhlanhla Sambo, is a 21 year old from Masoyi, doing Bachelor of agriculture in agricultural extension and rural resource management at the University of Mpumalanga. It is her first year first year. Nonhlanhla joined **gold** programme in 2020, became **gold** Grad in 2024. She says “The **gold** programme encouraged me so much to focus on my studies and it taught me to never allow any person to let me down, I am who am I today because of the support I got from **gold**, and I really appreciate.”*

NONHLANHLA SAMBO
South African **gold** Grad

Outcome 3: Job Creation and Employability



WHAT?

The specific outcome that the intervention is

- Increased work readiness and employability of youth
- Increased access to post-school opportunities for youth
- Increase in entrepreneurial mindset and enterprising skills



WHO?

(The stakeholders that are experiencing the outcome.)

- 365 Peer Educators in South Africa, Botswana and Zambia 365 Peer Educators who completed the programme from Botswana, South Africa & Zambia.
- Unemployed youth who are hired as Facilitator interns through the programme
- **gold** Grads from other cohorts and other youth placed in jobs by **gold-youth**



HOW MANY?

(Number of stakeholders experiencing the outcome and the degree of change)

gold-youth's approach ensures that young people are not only prepared for the world of work but are also empowered to create their own opportunities—contributing to inclusive economic growth and resilient communities.

Work Readiness support for Peer Educators resulted in the following:

- Improved communication and teamwork skills experienced by **91%** of Peer educators.
- **82%** Peer Educators improved their CV writing and interview skills
- **89%** felt the programme enhanced their readiness for life after school
- Career planning increased from **55% to 88%**
- Knowledge of food systems increased by **79%**

Access to post school opportunities and jobs for youth & **gold** grads:

- 202 previously unemployed youth were placed in internships
- 209 **gold** grads managed to secure work placements
- 67 post high school study opportunities

Recognizing that formal employment may not be accessible to all, we also invest in cultivating entrepreneurial mindsets. Our curriculum encourages youth to identify business opportunities within their communities and equips them with the skills to launch and manage small enterprises. To further support these ventures, we are actively engaging with microfinance institutions to facilitate access to micro-loans, enabling young entrepreneurs to sustain and grow their businesses.

Entrepreneurial Mindset and Enterprising skills:

- 50% of Peer Educators expressed interest in starting their own enterprises.
- 263 youth were assessed for entrepreneurial inclination, and 316 **gold** grads were trained in entrepreneurship



(The probability that impact would be different than expected)

A key pillar of **gold-youth's** supply-side strategy is the **Deep and Wide Facilitator Internship Programme**, which plays a transformative role in addressing youth unemployment while strengthening community-based education ecosystems. The facilitator internship role which offers job placement for previously unemployed young people in structured, purpose-driven roles as facilitators, mentors, and education support agents is not incidental. These roles are intentionally designed by **gold-youth** to provide young people with meaningful work experience that builds their confidence, leadership, and professional skills.

The structure and intentionality of the internship programme have yielded tangible outcomes. Interns gain **hands-on experience in facilitation, communication, teamwork, and problem-solving**—skills that are highly transferable to future employment or entrepreneurial ventures. Many go on to secure jobs, pursue further education, or start small businesses, leveraging the experience and networks gained during their internship. At the same time, their presence in the community enhances the quality and reach of our Peer Education model, creating **a sustainable cycle of youth empowerment and community development.**

gold-youth maintains engagement with **gold Grads** after training, so that we can match graduates with relevant job placements and internships. This approach has already resulted in hundreds of successful work connections, demonstrating the value of sustained collaboration. For those who choose to start businesses, continued support is essential. We nurture entrepreneurial mindsets and provide guidance on business planning and financial literacy. We are also working with microfinance institutions to help graduates access micro-loans—giving them the tools to launch and grow sustainable enterprises.



(Number of stakeholders experiencing the outcome and the degree of change)

Beyond funding challenges, **rising youth unemployment across Africa** presents another major risk. With millions of young people entering the job market annually, the demand for employment far exceeds the available opportunities. This mismatch between supply and demand can lead to disillusionment, underemployment, and increased vulnerability among youth. Without scalable solutions and systemic reforms, even well-designed programmes may struggle to absorb the growing number of job seekers.

An emerging risk is the **digital divide and limited access to technology**, which increasingly affects employability. As more employers shift toward digital recruitment and remote work, youth without access to devices, internet connectivity, or digital literacy training are at a disadvantage. This gap not only limits their ability to apply for jobs but also restricts their participation in online learning, entrepreneurship, and networking opportunities. **gold-youth** is seeking partnerships with organisations whose aim is to address this divide as it is critical to ensure equitable access to employment and economic participation.



*My name is Bandile Khumalo, a 20-year-old entrepreneur from province of KwaZulu-Natal. I am proud to be **gold** Grad. With just attending Star 1, I really got inspired to believe my ideal and plans can be put into action with just little resources you have in my case it is my hands. Words such as "there's never a bad business idea or a business that's too small to start" really made me believe in myself. Although I am currently unemployed, I have decided to start my own business in the field of traditional crafting and handmade designs.*

My small business specializes in creating and selling Zulu beadwork, offering traditional Zulu attires (imvunulo) for both sale and rental. I also craft handmade satin flower bouquets and custom-made bracelets, each piece made with love, detail, and cultural pride. Looking ahead in to growing my business into a fully operational craft store, a place where all handmade products can be displayed and sold under one roof. My dream is not only to expand my reach as a crafter but also to create a platform for other local crafters to showcase and sell their work.

My journey has just begun, but with dedication, passion, I believe in building a brighter future not just for myself, but for others in my community too. More than just a business, I aim to launch an organization for unemployed youth, especially those who are passionate about learning practical skills. I want to create a space where young people can be introduced to entrepreneurship, empowered through handwork and creativity, and encouraged to take charge of their own futures

BANDILE KHUMALO

South African gold Grad

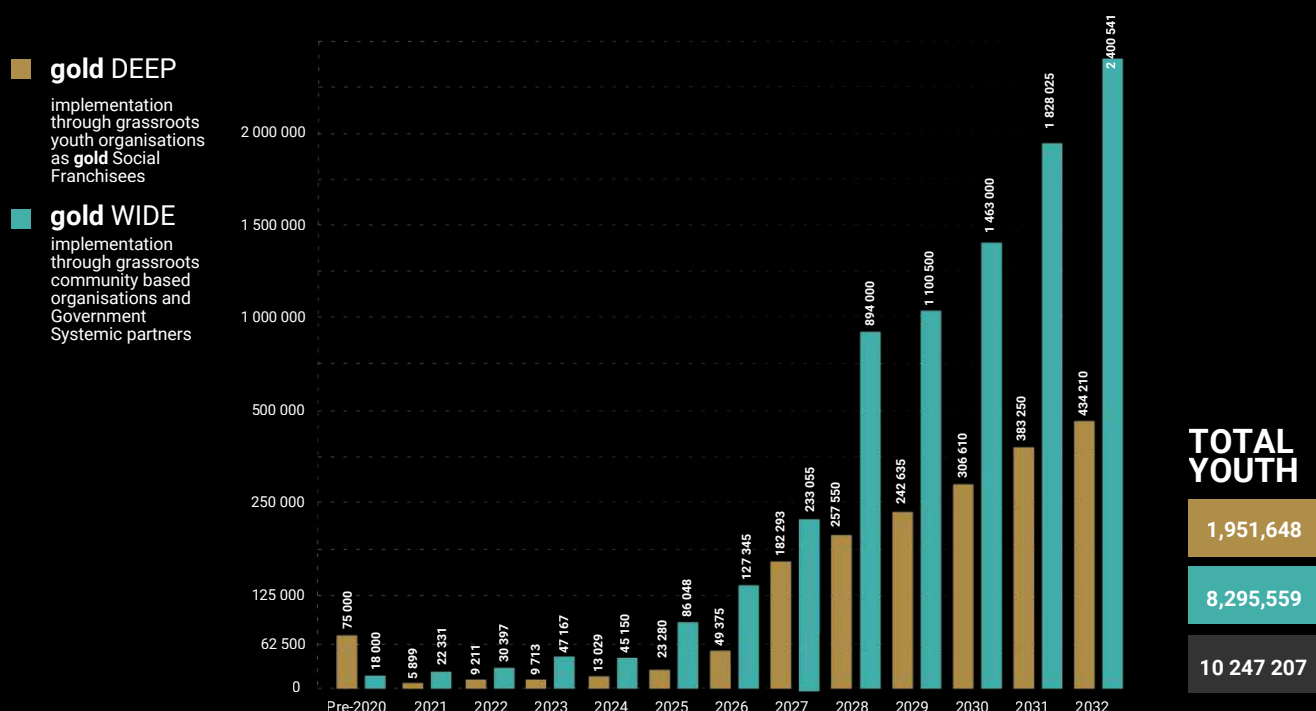
Africa Scale Proof of Concept

In going after our audacious goal to develop 10 million grassroots youth leaders, platform thinking has been a game changer for us. We are setting the stage to unleash the power of the **gold** methodology, to positively impact thousands of young lives in Africa – creating a Pan African proof of concept for scalability without losing the “each- one-reach-one” element at the core of our work. We are testing and refining the way **gold-youth** enables the widest pool of grassroots and government stakeholders to become replicators and co-creators of the **gold** Model across Africa.

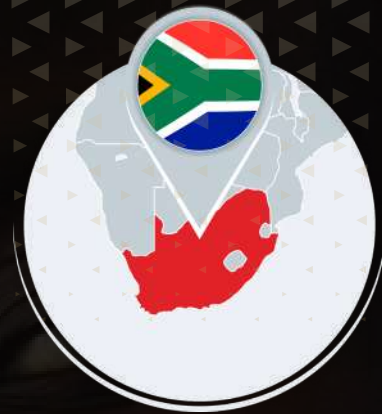
We are building strong country team in five countries which will serve as blueprints when we want to scale and collaborative **gold** programmes across a sample of 5 diverse African countries (South Africa, Zambia, Botswana, Zimbabwe, and Rwanda) as a laboratory from which to field test and refine systems. We have developed deep roots in South Africa and Zambia, as we continue to expand our footprint in Zimbabwe and Botswana. In 2022, after a successful pilot in 2021, we established an office in Rwanda and are testing the **gold** Peer Education Model in the East African region. Our programme is aligned with country development plans and we are keen to build a body of evidence that will serve as case studies of an African youth-led solution with results in social behaviour change, improved education, and job creation.

We are field testing and refining process of selection and blended capacity building of 1) Grassroots youth leaders to launch **gold** clusters as **gold** Social Franchisees who collaborate with one another through a Pan African **gold** community of practice and 2) Government and grassroots youth organizations enabling wide systemic adoption of the lessons learnt and best practices of the **gold** Model through the **gold** DIY product suite (Southern and East Africa nodes).

The graph below shows the 1 million youth Roadmap- actuals to date & forecast



South Africa Snapshot



Population



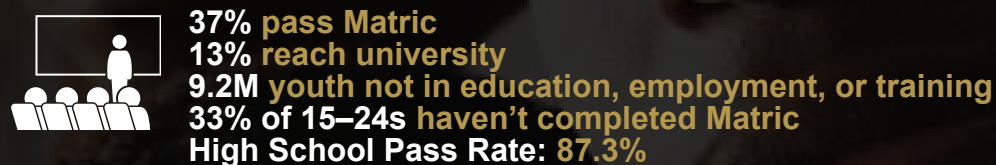
Median Age



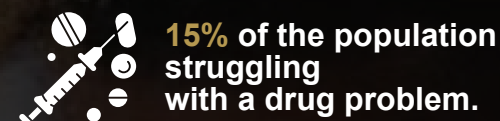
HIV prevalence



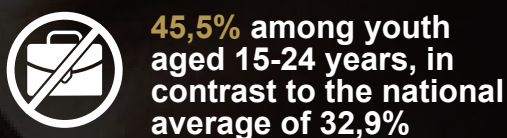
School Enrolment



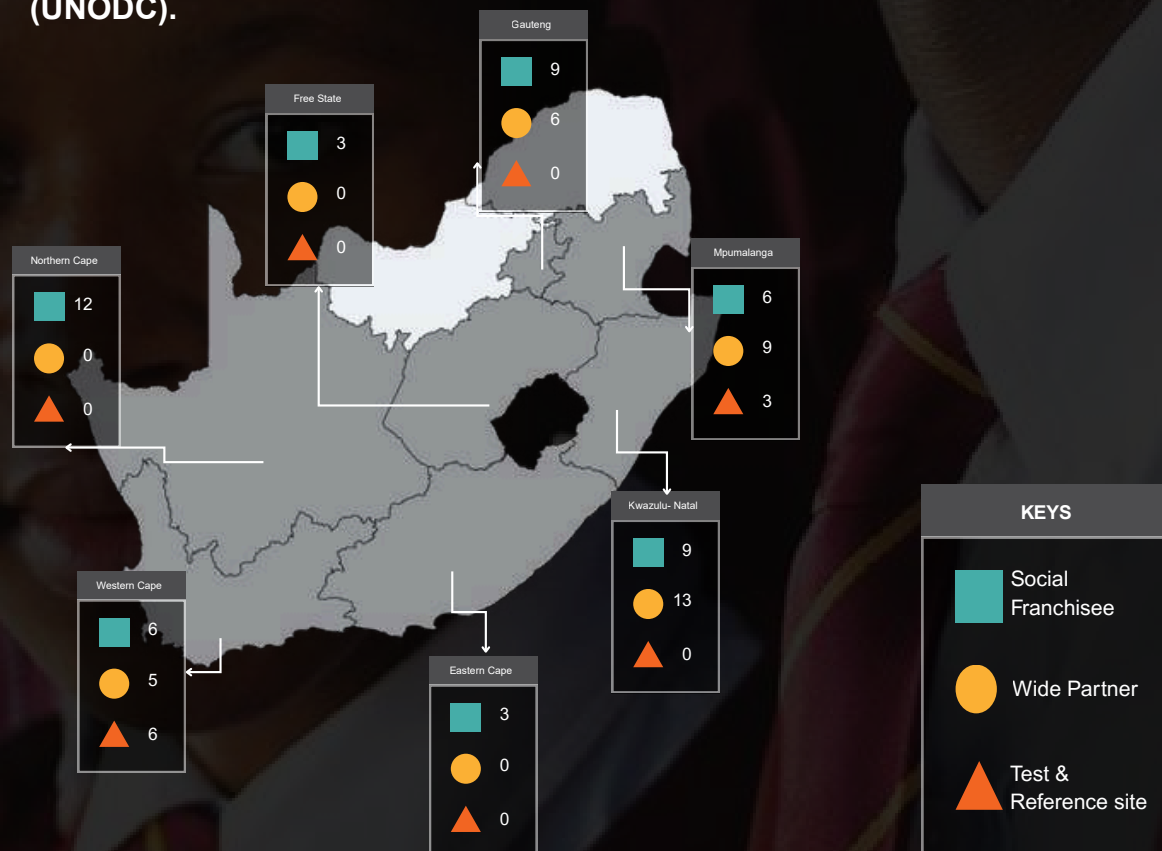
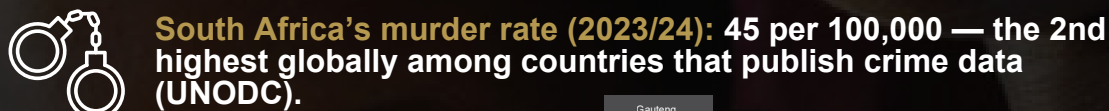
Drug Abuse



Unemployment



Crime

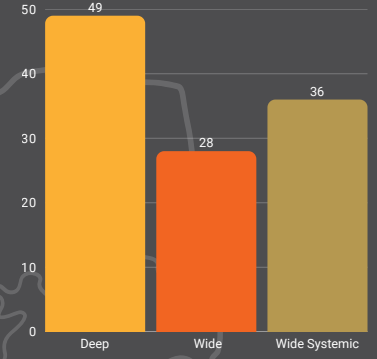
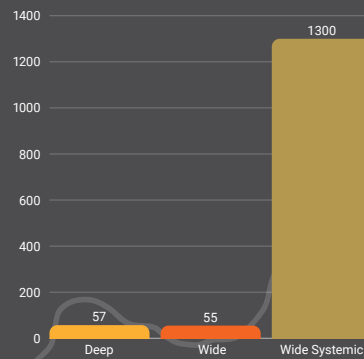
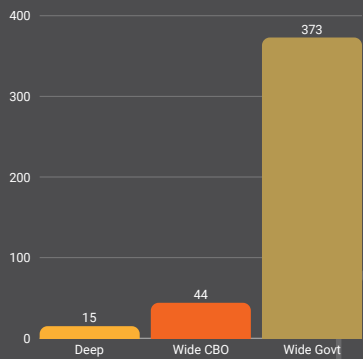


gold Programme South Africa Sites

2022

2023

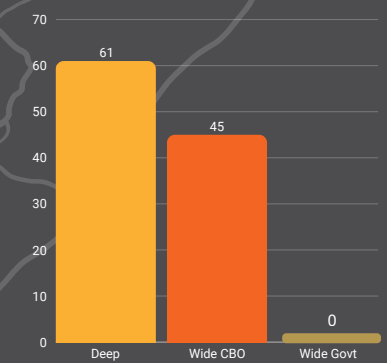
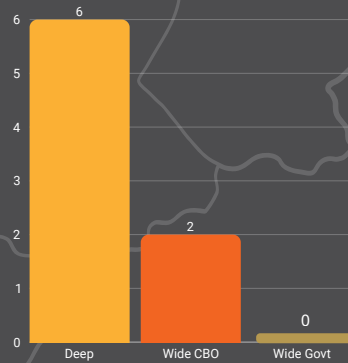
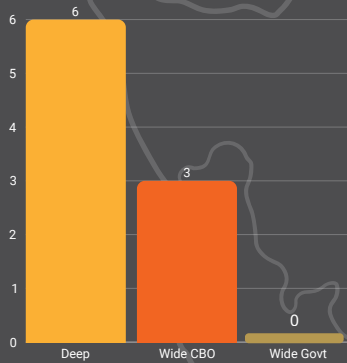
2024



Number of sites

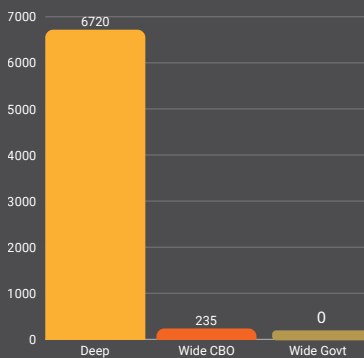
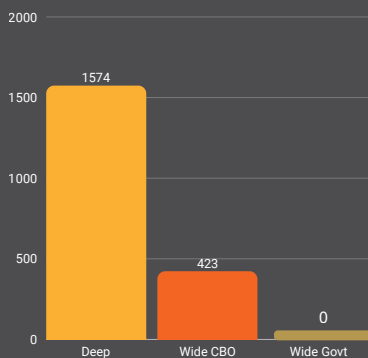
Sites Coordinators

Facilitators Interns



Peer Educators

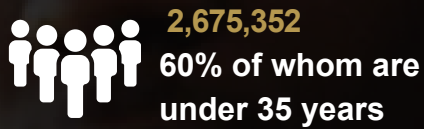
Peers



Botswana Snapshot



Population



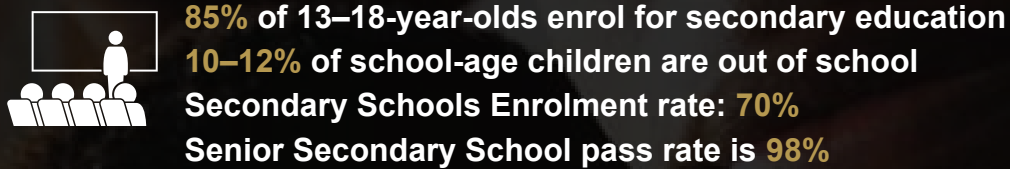
Median Age



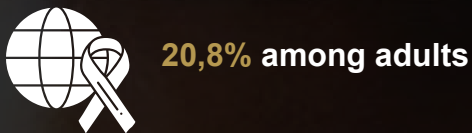
Unemployment



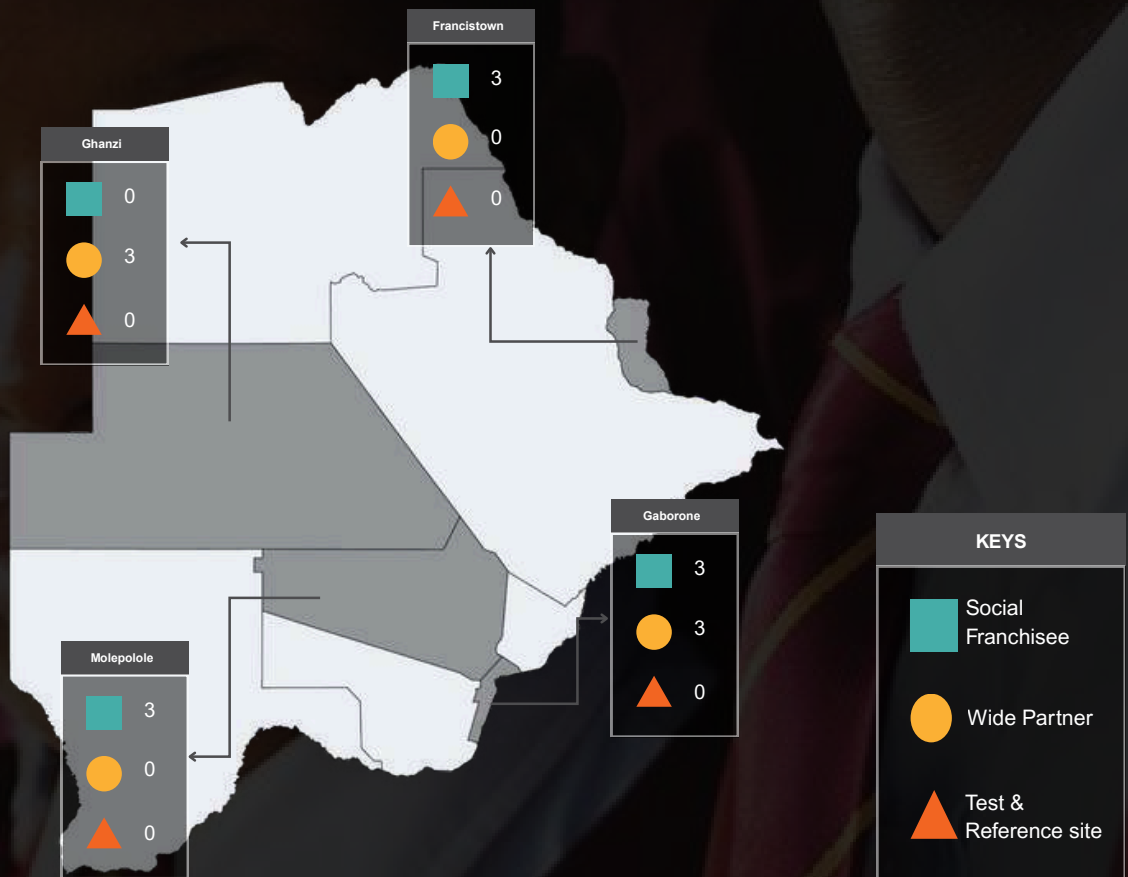
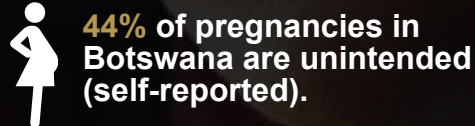
School Enrolment



HIV prevalence



Teenage pregnancy



KEYS

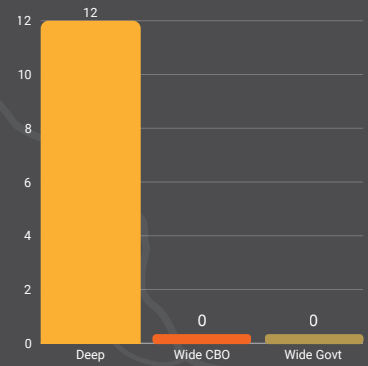
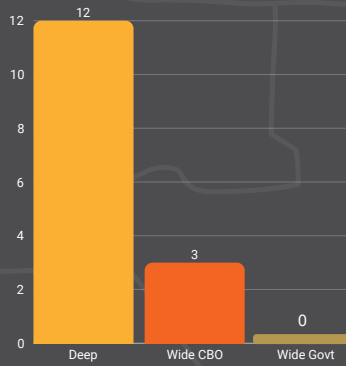
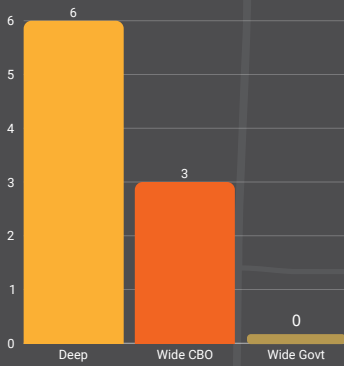
- Social Franchisee
- Wide Partner
- Test & Reference site

gold Programme Botswana Sites

2022

2023

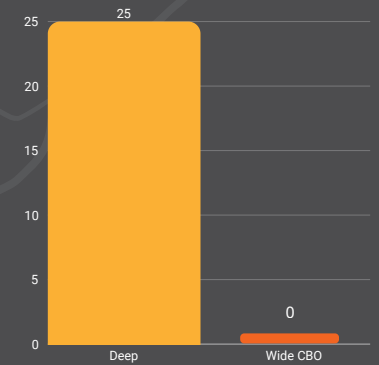
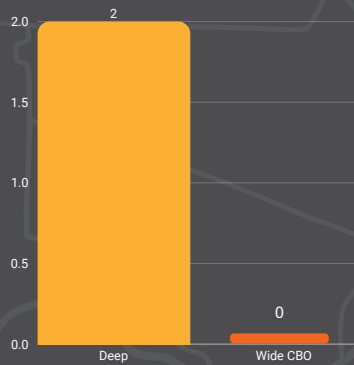
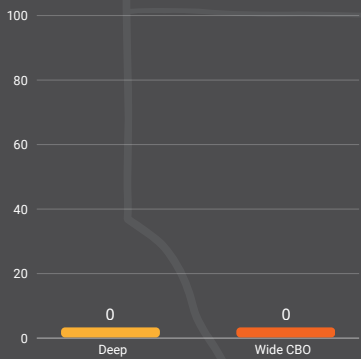
2024



Number of sites

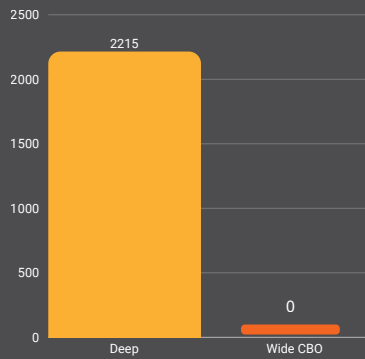
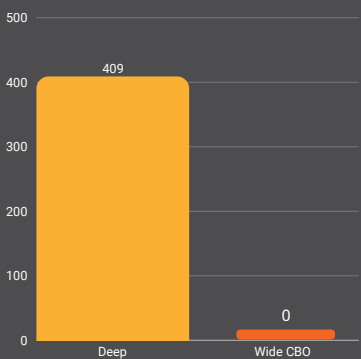
Sites Coordinators

Facilitators Interns



Peer Educators

Peers



Zambia Snapshot



Population

20,723,965
with 26% between the ages of 19-34

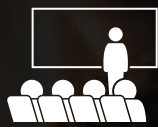
Median Age

17,9 years

Unemployment

9.89%

School Enrolment



Secondary Schools Enrolment rate: **61%**
Secondary school pass rate: **68,03%**
School drop-out rates: In upper secondary schools **53%** (**62% female, 45% male**) youths are out of school. In rural areas **59%** of youths are out of school.

Gender based violence



47% of women (15-49) have experienced physical, sexual, or emotional abuse.

HIV

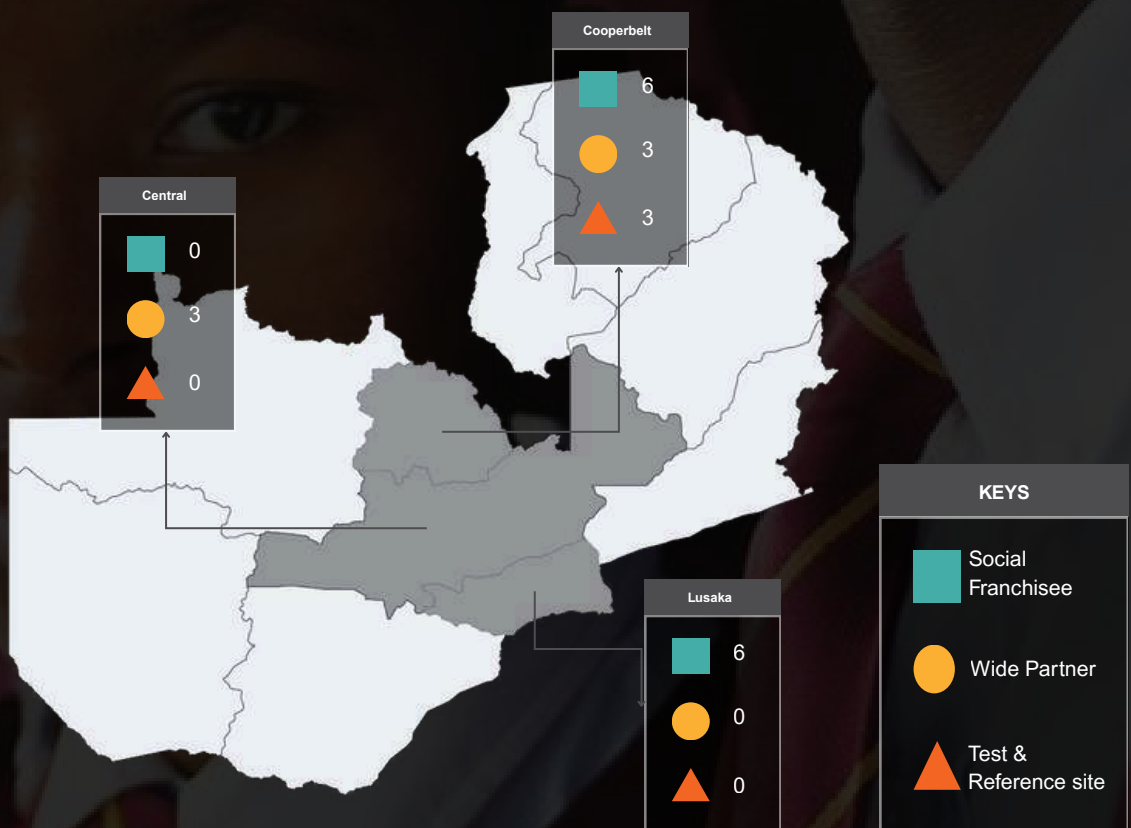


65,000 adolescents living with HIV
60% on treatment (ARVs)
4 in 10 (15-19 yrs) have comprehensive HIV knowledge

Teenage pregnancy



30% adolescent girls become pregnant by the age of 18



KEYS

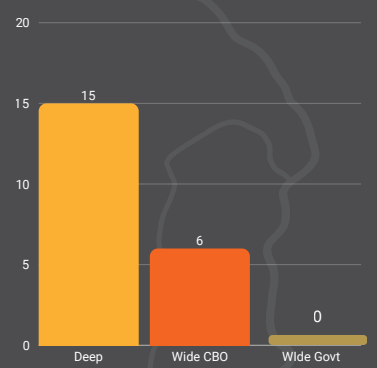
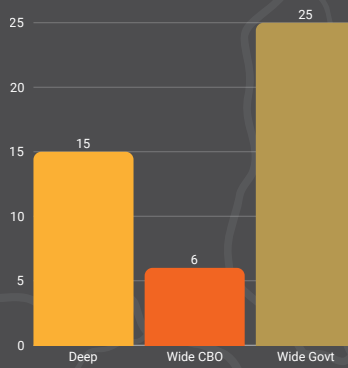
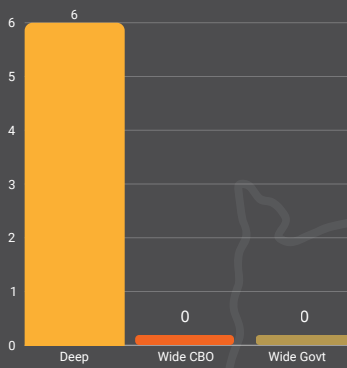
- Social Franchisee
- Wide Partner
- Test & Reference site

gold Programme Zambia Sites

2022

2023

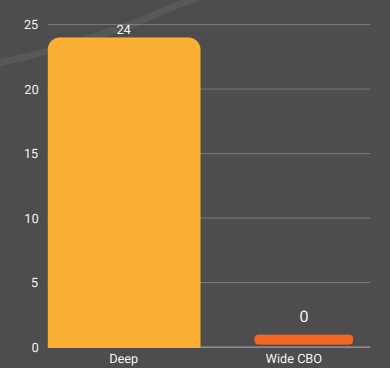
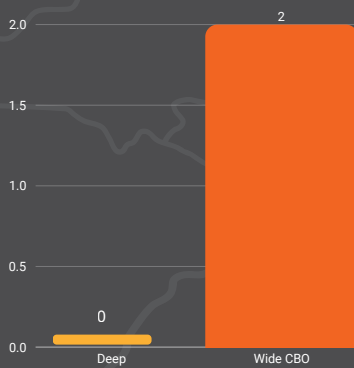
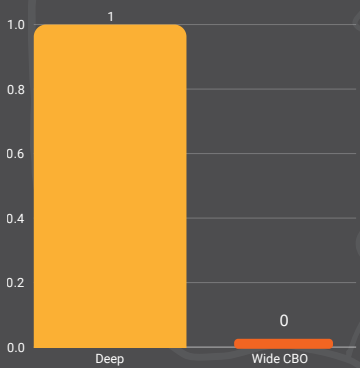
2024



Number of sites

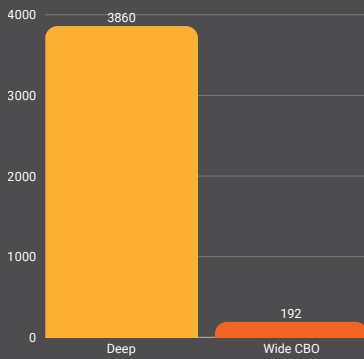
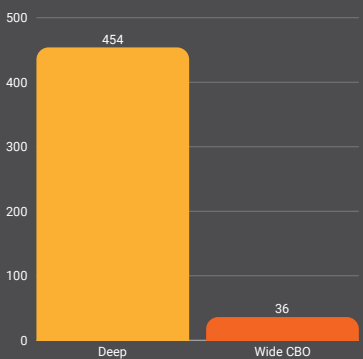
Sites Coordinators

Facilitators Interns



Peer Educators

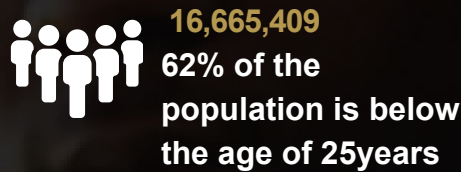
Peers



Zimbabwe Snapshot



Population



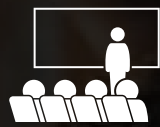
Median Age



Unemployment



School Enrolment



Secondary Schools Enrolment rate: 52,4 %
Secondary School completion rate: the lower secondary completion rate is 59% for men and 57% for women.
School drop-out rates: 47% of youth are not in schools
National Pass rate: 33.19%

HIV prevalence



One third of all new HIV infections are in adolescents and youth (15-24yrs)

Teenage pregnancy prevalence

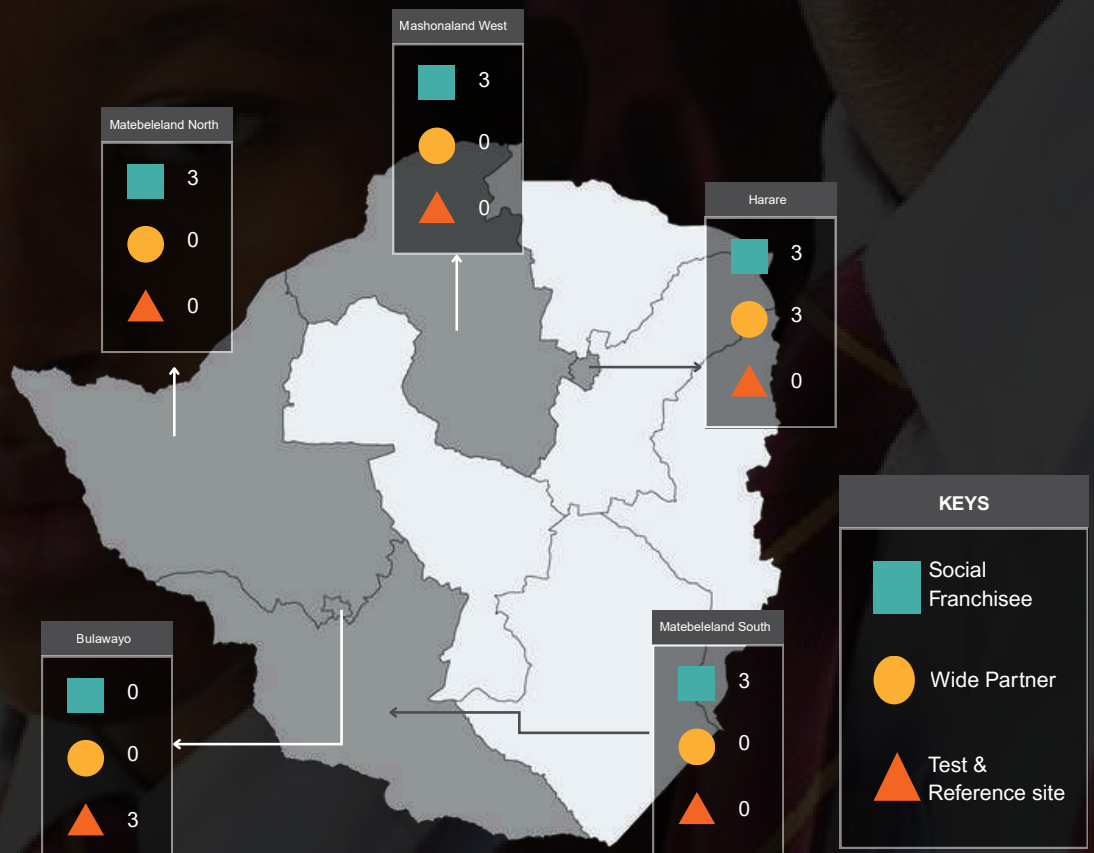


22% for adolescents aged between 10 -19 years



Gender based violence

39.4% of girls and women (15-49) have experienced physical violence since age 15.

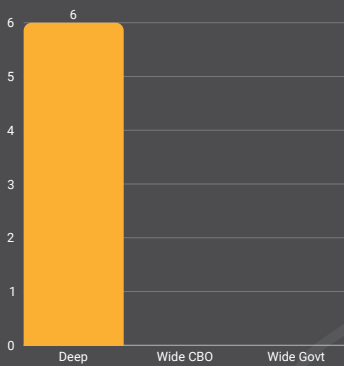


gold Programme Zimbabwe Sites

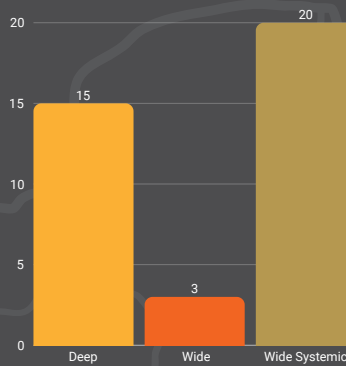
2022

2023

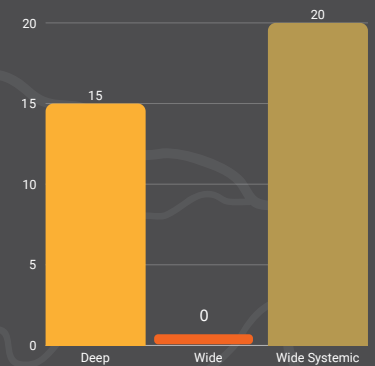
2024



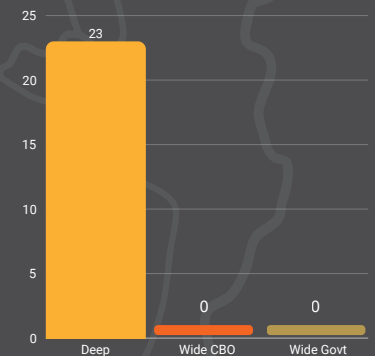
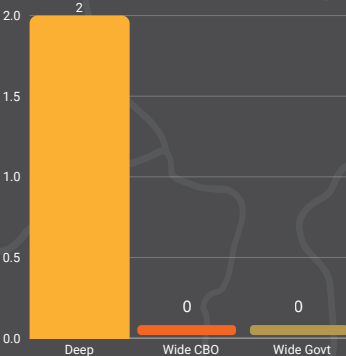
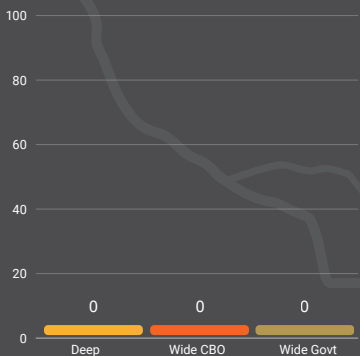
Number of sites



Sites Coordinators

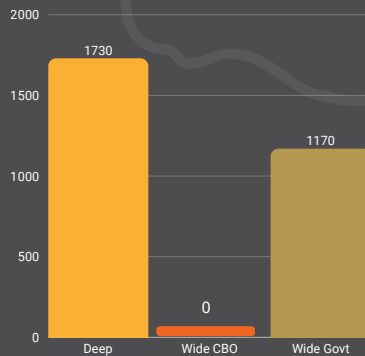
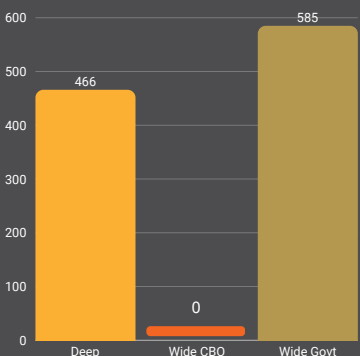


Facilitators Interns



Peer Educators

Peers



Rwanda Snapshot



Population



Over **13 million** people; **45%** of whom are under 18 years old.

Median Age



19 years

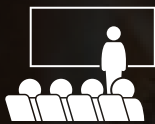
Unemployment



2024 was **17.54%**, a **0.63%** decline from 2023.

Youth in low productivity jobs: **60%** (subsistence agriculture, retail & construction).

School Enrolment



Secondary Schools Enrolment rate: **45.13%**
 School drop-out rates: **42%** of female youth of secondary school age are out of school compared to **42%** of male youth of the same age.

Secondary school Pass rate: **78.6%**

Gender based violence



39.4% of girls and women (**15–49**) have experienced physical violence since age 15.

HIV prevalence



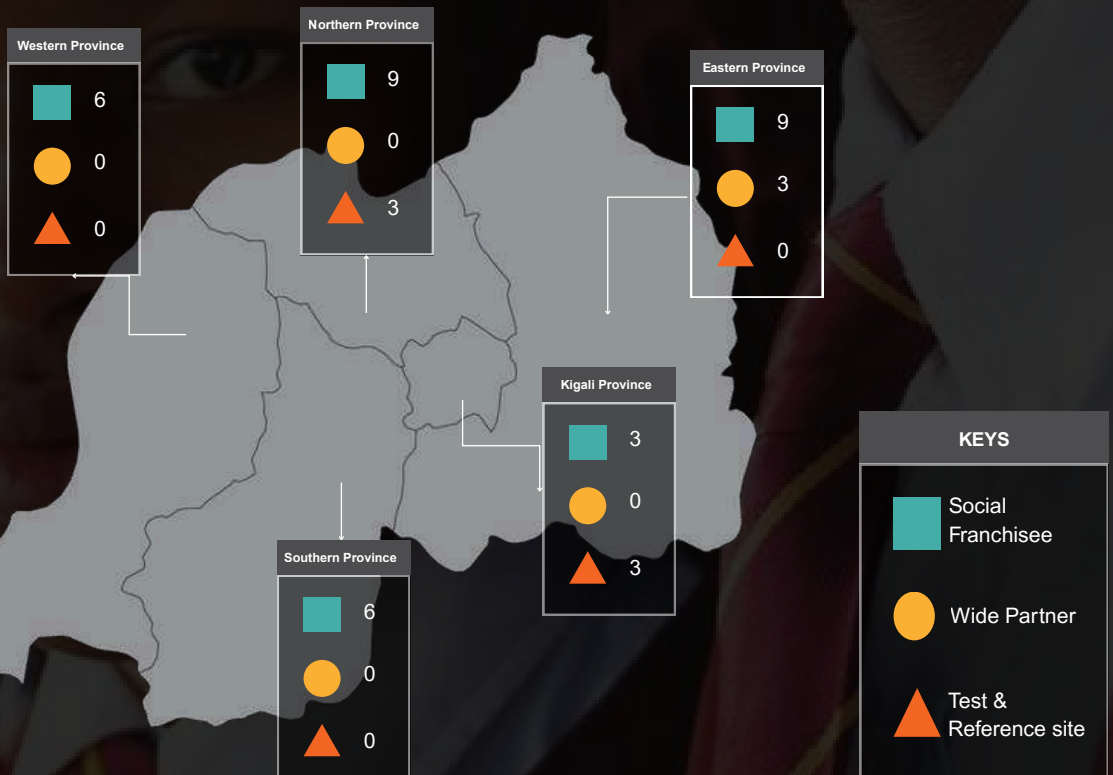
There is a **3%** HIV prevalence rate in Rwanda. HIV prevalence is higher among women (**3.6%**) than men (**2.3%**) and among children aged **0-14 years** is **0.2%**

Teenage pregnancy



5% of girls (**15–19**) have begun childbearing (**4%** given birth, **1%** pregnant).

Child marriage: **7%** of girls marry before 18.

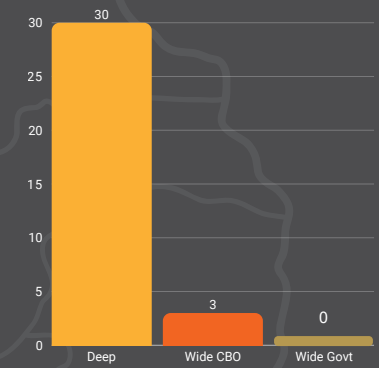
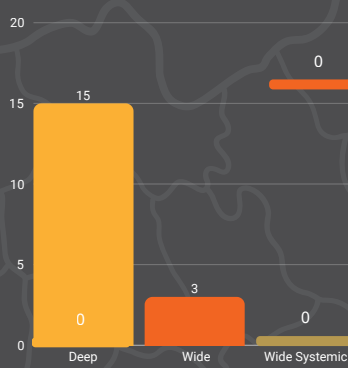
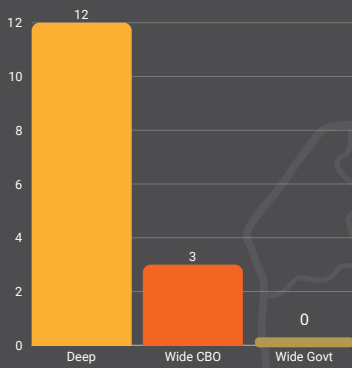


gold Programme Rwanda Sites

2022

2023

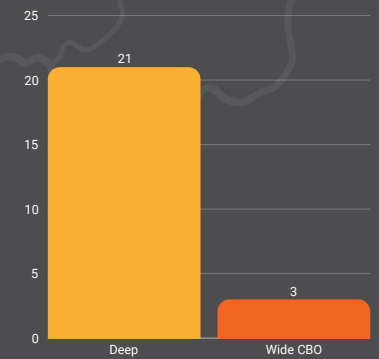
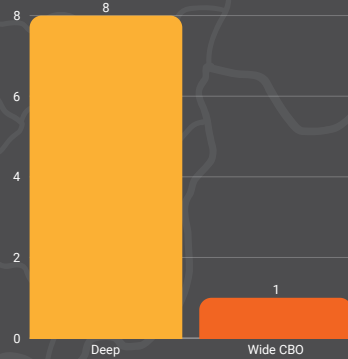
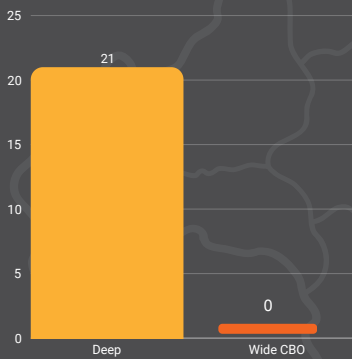
2024



Number of sites

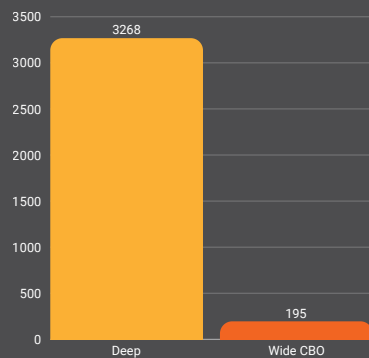
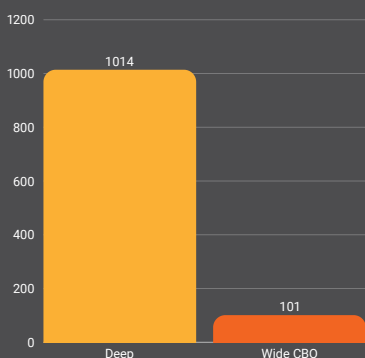
Sites Coordinators

Facilitators Interns



Peer Educators

Peers



Uganda Snapshot



Population



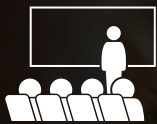
Median Age



Unemployment



School Enrolment



Despite the progress in enrolment, primary school completion rates remain low: just **52% for boys** and **54% for girls** as of 2017 (UNESCO)

Secondary school completion rate: lower secondary completion was at **28%** for men and **25%** for women. **1.5 million** learners fail to complete S6 annually.

HIV Rate



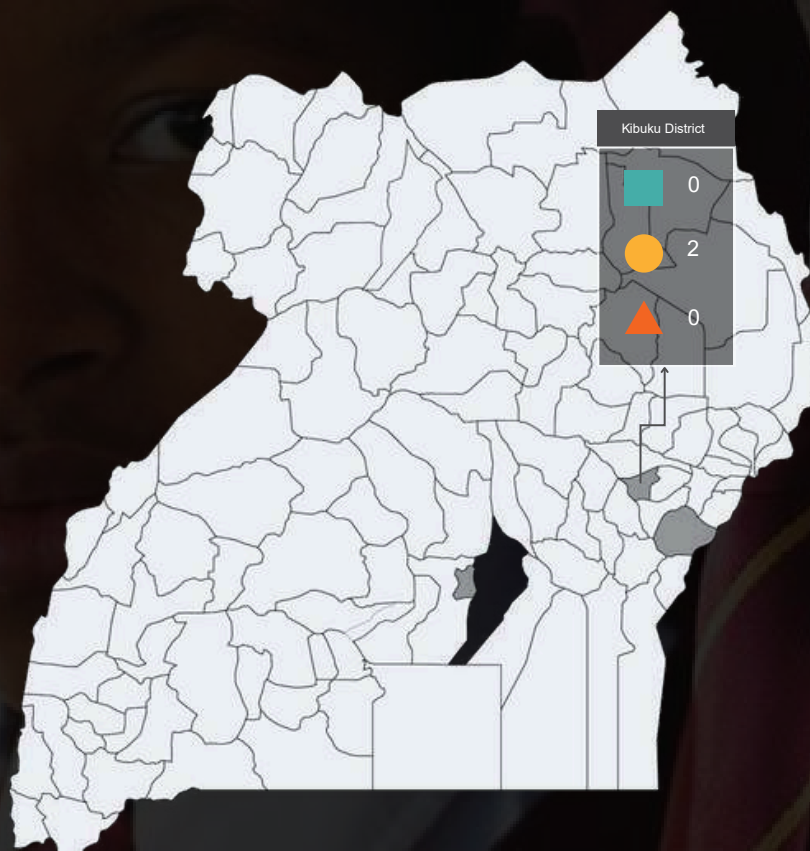
1.4 million people are living with HIV; of these **860 000** are women and **80 000** are children below the age of 15.

Teenage pregnancy



According to the Ministry of Health, **25%** of Ugandan teenagers become pregnant by the age of 19.

Child marriages: **34%** of young women are married by 18, and **7%** by 15.



Innovation, Pilot Testing & Learnings

Project 1: Tech Scale 2024 Roundup

Development Programme Delivery Webapp

In 2024, we realised our dream of going live with Phase 1 of our Programme Delivery Webapp in 19 Test & Reference clusters in 4 countries. This phase focused on capturing data for activities implemented by our Peer Education Programme implemented in school sites. This testing enabled us to assess the functionality of the app we designed and gave us real time insights into programme implementation. The app was designed to capture and assess programme delivery against targets in a multi tenant structure to support various role players and implementation structures in **gold's**.

Lesson's learned

- **Post-launch support needs were underestimated.** Our initial roadmap did not fully anticipate the volume of support requests, system refinements, and bug fixes that would arise after going live. Live user engagement proved to be significantly more intense than during the testing phase. Future rollouts should include dedicated capacity to manage this transition.
- **Live use differs from testing.** User behavior during testing did not reflect the urgency and volume of feedback received once the system was live. This highlights the importance of planning for a robust post-launch support phase.
- **System redesign improved sustainability.** Rebuilding the system from a basic prototype to support multiple programme delivery schemes—and reusing core elements like activities and tracks—made the platform more maintainable. However, this process was time-intensive and required extensive testing.
- **Users are proactive and resilient.** We observed that users are willing to seek help when needed, which reinforces the importance of having responsive support mechanisms in place.
- **Blended technical training requires strong support.** Delivering technical training in a blended format proved challenging. To address this, we shifted to in-person training for the initial core sessions, which significantly improved user understanding and engagement

The year ahead - The Webapp

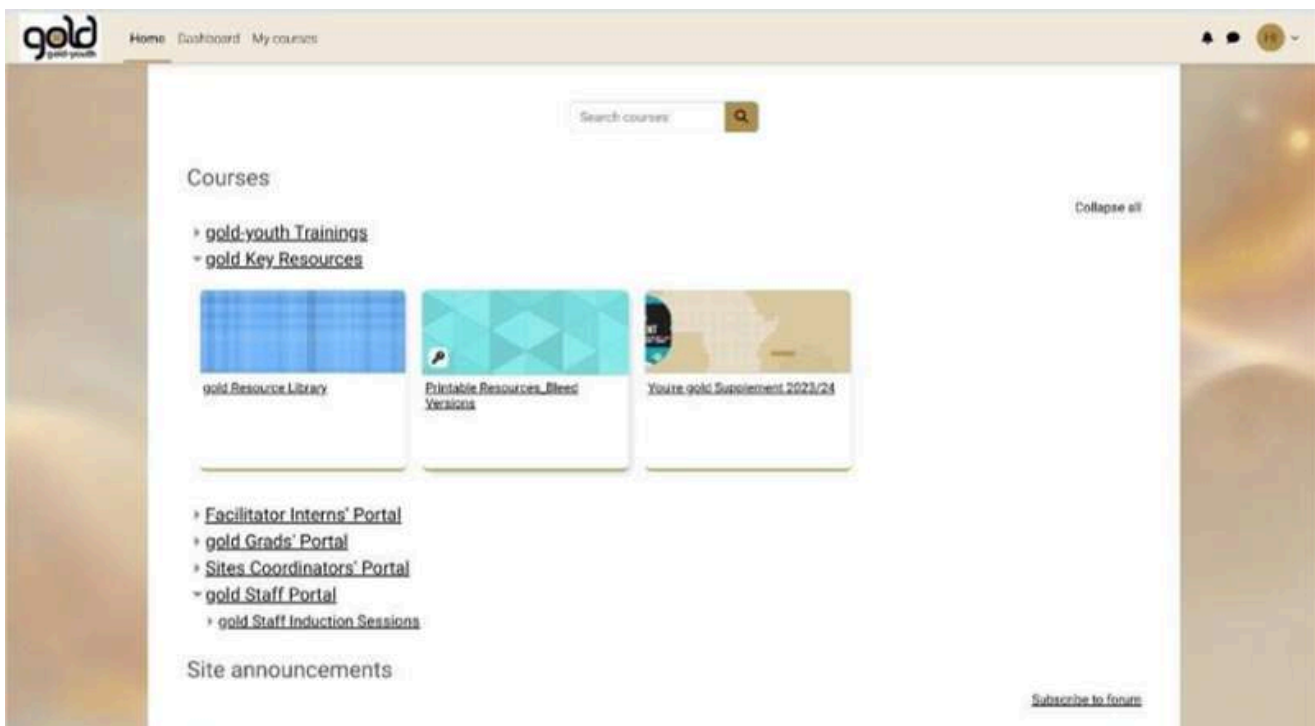
- Go live with all **gold-youth** partners
- Support for **gold-youth** roleplayers above the Facilitator Intern level to flexibly schedule and record attendance and completion of activities for their reports and those in their area of influence: Cluster Lead Facilitators, Sites Co-ordinators, Org Programme Managers, **gold** Grads and **gold** National Team and Hub members

Moodle

In 2025, the curriculum was uploaded to the **gold** Resource Library, alongside key updates including a simplified Micro Business Star 1 course, new onboarding materials, and enhanced branding and UX for clearer navigation. Technical improvements included plugin upgrades, VC integrations, server migration testing, and the launch of Moodle Mondays to support Site Coordinators.

The year ahead:

- **User hygiene:** suspend long-inactive users; merge duplicates.
- **Community:** launch moderated forums platform-wide.
- **Orientation:** build **Track 2 & 3** multi-track courses.
- **New courses:** Social Media (**JFI/SFI/MFI**), **My Value in the Workplace** (blended), **M&E Web App**, **Work Readiness** (blended & self-paced), **Lead Facilitator Interns**, **Trust Africa** (resource library).
- **Pathways & guidance:** enhance Moodle pathways; introduce **Study Plans**; revise **Implementation Guide** for **2026**.
- **Induction & media:** add induction content with **People & Culture**; produce more videos with the **media specialist**; update **Moodle Induction** courses.
- **Tech & plugins:** explore **Study Plans**, **Mass Enrolment**, **Almond** theme; continue **Web App** ↔ **Moodle** integration; upgrade to **Moodle 5.0.2+**.



Project 2: Academic Support & Financial Literacy

Lessons learned

At times, our Facilitator Interns lacked confidence to lead numeracy activities; furthermore, their lack of access to youth had profound effects on the success of the academic support programme.

In schools, some teachers felt that our academic support programme did not integrate well with their established programme (including testing new apps and tools that drew focus away from their curriculum).

For the Out-of-school Programme, youth showed little interest in Maths. We knew that we would need to prove the relevance of these skills to get them interested.

The financial literacy programme we had used for several years was developed in South Africa, and some sections didn't work well in other countries. We felt the need to develop our own programme.

The year ahead

In 2025 a content partner will be sourced that minimises reliance on technology and is more user-friendly

By focusing on the importance of foundational numeracy skills for entrepreneurship, we will increase perceived relevance of academic support.

We will improve stakeholder management with educators and co-create a plan that relies on a high level of buy-in from the start.



Project 3: gold Model Digital Enablement 2024 Roundup

Progress Summary

- As part of our commitment to strengthening digital capacity across our operational sites, **gold-youth** successfully established Digital Enablement Infrastructure at all designated Test & Reference Sites. These include: South Africa: Masoyi, Kraaifontein, Paarl; Botswana: Molepolole; Zimbabwe: Bulawayo; Zambia: Chingola & Rwanda: Sunzu, Kigali
- The infrastructure setup included provision of laptops, projectors, printers, high-quality internet connectivity, and inverter/power backup systems where necessary. This enabled the delivery of digital literacy Train-the-Trainer programs, as well as CompTIA A+ Core 1 and Udeemy courses across all sites. Selected **gold** Graduates and champions also facilitated their own training series, further extending reach and impact.
- In South Africa, a proof of concept was conducted in Masoyi and Mpumalanga to pilot the use of optional work phones for facilitator interns, supporting mobile-based engagement and coordination.
- Additionally, tech infrastructure audits were carried out with partner organizations to assess and prioritize digital needs, ensuring alignment with **gold-youth's** broader digital transformation strategy.

Lesson's learned

- On-time reporting: Facilitator Interns submitted directly on individual devices—no laptop queue.
- Better collaboration: Teams/SharePoint simplified sharing.
- Richer training: Online videos/resources boosted sessions (e.g., Substance Abuse).
- Smoother clusters: Good internet + devices + projector improved delivery.
- Tech hub usage: Peers used cluster offices for projects/research/admin.
- Policy gap: Need clear rules for device/printer use and take-home laptops.
- Bandwidth sizing: 10–12 concurrent users exposed contention → set higher cluster bandwidth.

The year ahead - The Webapp

- Digital Literacy and COMPTIA A+ Core IT Support training - Consolidate learnings and plan and deliver 2025 training.
- Cluster tech packs - Identify high priority clusters and specific needs to rollout tech packs
- FI Phones - Gather learnings from the 2024 trial and suitable, FI devices

Project 4: AI Testing Project Update Q4 started with groundwork

2024 Roundup

The AI Task Team was established to explore high-priority use cases for AI within **gold-youth** and to assess existing instances of shadow AI and associated risks. As part of this process, we developed **AI Usage Guidelines** and initiated a **domain security assessment**, which led to a set of improvements and an actionable plan.

To build internal awareness and capacity, we facilitated an **AI exploration workshop** with our teams, focusing on issues related to shadow AI, data privacy, and integrity. Additionally, we identified a preliminary set of AI tools to pilot starting in **2025**, aligned with our strategic goals.

Lesson's learned

- AI Tools with the solid data privacy required by **gold-youth** are substantially priced.
- AI can vastly improve productivity with embedded tools like Co-pilot in the MS 365 suite of apps. Democratizing this in the organization is tricky due to cost.

The year ahead - The Webapp

- Enable tagging to facilitate enabling GDPR policy on Sharepoint – key good practice for enabling AI on a domain
- Rollout AI proof of concept licenses, build capacity in usage of AI tools and continue investigating emerging AI



Our People



SUSANNAH FARR

Chief Executive Officer

Inspired by the power of youth-led network effects to solve large problems at scale amongst the most vulnerable and confirmed through her Stellenbosch University master's degree research thesis on youth peer education, Susannah founded **gold Youth Development Agency (gold-youth)** and **gold-youth** Enterprises. **gold-youth** is scaling youth-led change through a ground up peer education model which holds at its core the belief that the message giver is the strongest message. Through the **gold** hybrid structure, young African change makers from disenfranchised communities are being ignited with hope and reminded of their agency. They are skilled and supported to strengthen their education and reach their social, spiritual and economic potential. Susannah and the **gold** Team are chasing a mid-term "North Star" to develop 10 million young African leaders by 2032 with concrete results in youth social behaviour change, improved education and job creation.

Susannah is a Triga Fellow, an Ashoka Fellow and Globalizer, a Catalyst 2030 Member, 2016 Social Entrepreneur category winner in the South African Regional Businesswomen Achiever Awards, a Global Citizen 2017 poverty alleviation finalist, 2018 Life-Co Social Entrepreneur Enterpriser and was part of the 2021 Ashoka ASPIRE societal change mission leader cohort.



SANDILE SWANA

International Board Person

Sandile is the CEO of Africa Media Online. He completed a BComm at Wits University in Economics and Business Information Systems, a BComm Honours in Logistics at UNISA, and holds an MBA from the University of Pretoria focusing on finance and strategy. He is a member of Institute of Information Technology Professionals of South Africa and the Institute of Risk Management of South Africa. He is also a trainer and lecturer across all spheres of the state and in major corporations.

Sandile lectured at Wits Business School for 15 years with a focus on Risk and Governance. He is a governance and risk specialist consulted widely by the state, business and mass media on critical questions facing South Africa. Sandile is passionately committed to seeing the youth of Africa take the lead towards an ethical future for the continent.



AYANDA MOROPANE (MNKENI)

People and Culture Lead | International Board

Ayanda is a champion of developing talent and creating collaborative relationships to enable the **gold** vision and mission to reach youth across Africa. She is a senior HR professional with extensive multi-industry experience and has cultivated a global mindset. She has held several leadership positions and is currently Group Human Resource Head for an International YUM! Brand based out of Dubai. She is the founder of Mindz Connect, a Strategic HR Consultancy which she founded, operating out of the UAE.



ALICIA DAVIDS

Education Lead | International Board

Alicia holds a Masters in Education Management from the University of Johannesburg and has many years of experience in education. She commenced her career as a high school teacher in 1989 and later went on to work across different industries as an independent education practitioner, delivering training across South Africa as well as Namibia. Key contracts included the delivery of courses focused on personal mastery and mentoring of school leaders and managers. Alicia currently serves as the CEO of the ASISA Academy. She is a strategic thinker with a passion for empowerment through education.



ANDREW STEGMANN

Enterprise Lead | International Board

Andrew is a director at the Relocation Africa Group: a company that provides relocation, immigration, research and remuneration services to expatriates relocating into Africa. He is also the MD of myresidence, a company providing serviced accommodation for executives across Africa. These companies are an expression of Andrew's conviction to be part of the solution to the challenges facing Africa and making a difference.



JOLLY DUSABE

Sustainability Lead | Rwanda Board

Jolly has extensive experience in project management and implementation, resource mobilization and utilization, working in national systems, agricultural research, working with farmers and youth; 7 years' experience at a Senior government level, leading multi-donor and multi-million-dollar rural transformation projects in Rwanda. She holds a PhD from Cambridge University, with research focused on understanding pathways for smallholder agricultural development in Rwanda.



CHEDZA MOON NTOBEDZI

Legal Lead | Botswana Focus

Chedza is an alumnus of the prestigious Chevening Scholarship. She is an attorney, conveyancer and notary public duly admitted to practice since 2016. She was the youngest and one of two elected women on the Council of the Law Society of Botswana in 2018. Chedza is passionate about community work, particularly empowering the youth and young women in the legal fraternity. Chedza is also a family woman; she is a wife and mother of three.



JOLLY WEDZERAI CHIYOKA

Board | Technical Programme Lead

Wedzerai is a Community Development consultant. She has proven NGO capacity-building competence and her achievements include programme management in national, regional, and international development agencies, such as Pact, VSO, AGRI-IQ and the FACT Consortium. Since 2008, Wedzerai has been engaged in technical assistance and advisory capacities, working as an independent development consultant for several agencies.



NFWAMA CHISOLA MFULA

Zambia Board | Finance and Investment lead

Nfwama Chisola Mfula is a finance professional with extensive experience in external audit, microfinance, business development, and commercial sales. With a strong background in financial oversight, risk assessment, and strategic growth, she has successfully led teams and managed resources to drive organizational success. Passionate about inclusive development, she has dedicated her career to improving living standards in Zambia—whether through entrepreneurship finance, small loans for education, or housing solutions. Her personal commitment to social impact extends to education, where she is not only championing a youth trajectory change in Africa through gold-youth, but she is the founding board member of a low-income school in a densely populated area of Lusaka, providing quality, affordable education and impacting local families.



CHRISTIANNE WILLIAMSON

Communications, Advocacy and Campaigns Strategist | UK focus

Christianne Williamson is a Communications, Advocacy and Campaigns Strategist, with over 20 years experience in purpose-driven and corporate communications. A senior leader in the not-for-profit sector, she is a seasoned strategist and communications specialist, who has delivered game-changing global campaigns and social change communications on sensitive human rights, health and social justice issues, using the power of insight and storytelling to engage and influence audiences for change. Most recently, Christianne was Interim Director of External Engagement for Girls Not Brides, the global partnership to end child marriage, and previously served as Head of Communications for The Girl Generation, a global campaign to end Female Genitale Mutilation. She is currently Chair of It's A Penalty, a global campaign to which uses the power of sport to combat human trafficking and exploitation.



TAMANDA NG'OMBE

Marketing and Brand Lead | Malawi Focus

Tamanda Ng'ombe is a creative customer experience and marketing executive with over 14 years of experience in change management, service delivery, advertising, data analysis, and brand management. She is a highly motivated visionary leader known for developing and implementing successful strategies in customer service, marketing programs, and advertising campaigns.

A results-driven professional, Tamanda is recognized for her ability to combine innovative thinking with integrity, delivering measurable impact while upholding strong moral character. She has built a career on her strengths in team leadership, project management, and thought leadership, with a reputation as an exceptional relationship builder and problem-solver.

In her role on the **gold-youth** Board of Directors, as the Marketing and Brand Lead (Malawi Focus), Tamanda is committed to strengthening the **gold** Model's presence and influence in Malawi, ensuring that the brand continues to inspire and connect with stakeholders across Africa.

HUB TEAM



Susannah Farr
Chief Executive Officer



Anine Pheiffer
Chief Financial Officer



Desire Luke
Chief Programme
Operations Officer



Jacqui Latimer
Head of Information and
Systems Technology



Sylvia Baguma
Head of Impact
Management and Learning



Nathalie Tedder
Organizational Support
Specialist



Thilda Nel
Head of People, Culture
and Office



Owen Muzambi
Head of **gold** Grads and
MB Development



Karabo Letsapa
Financial Reporting
Manager



Andrew Bennett
Micro Business
Development Specialist



Farai Mwanza
Stakeholder Mobilization
Manager



Julia Benjamin
Advocacy and
Marketing Manager



**Paula Wallace
Pickering**
Training and Support
Manager



Luleka Domo
Fundraising Manager



Alison Joseph
Financial Accounting
Manager



Trevor Mubaiwa
Information and
Systems Technology
(IST) Manager



Patrick Manzi
Data Analyst



Eric Mtimkulu
Talent Development
Manager



Nomandla Mkwanzazi
Quality Assurance and
Impact Manager



Ashleigh Joseph
Micro Business
Development Manager



Harold Molepo
Chief Executive Officer



Renette Pickering
Chief Financial Officer



Jamie Lee Egypt
Blended Capacity
Building Specialist



Habinshuti Irankunda
Instructional and Digital
Design Specialist



Shema Alex
Advocacy and Marketing
Coordinator



Peter Pote
gold Grads and Connections
Manager/ ZIM National
Connections Officer



Luyanda Mbi
Donor and Governance
Compliance Manager



Zanele Gqirana
People and Culture
Manager



Hlumela Makhwayiba
Office Management
Coordinator



Charity Simelane
Micro Business
Development Specialist



Sadri Miller
Finance Coordinator



Bradley Trout
Research and
Development Coordinator



Vimbai Jack
Impact Measurement
Coordinator



**John Dean
Egypt**
IST Coordinator



Yonela Gqudu
Microbusiness
Development Coordinator



Lindelwa Jwara
Stakeholder Mobilization
Coordinator



Sharon Nkosi
Finance Support Clerk



Zimasa Mthwa
Finance Administrator



William Mulenga
Training and Support
Coordinator



Vusumuzi Mpofu
Advocacy and
marketing Intern

FIELD TEAM SOUTH AFRICA



Zimkitha Nene
South African National
Manager



Mandla Makhubela
South African National
Coordinator



Anthony Baatjies
Western Cape Field
Coordinator/T&R Site
Programme Manager
Kraaifontein



Lerato Teledi
Gauteng Field
Coordinator/National
Connections Officer



Nyameka Mbhono
Kwa-Zulu Natal Field
Coordinator



Rosemary Mashego
Mpumalanga Field
Coordinator/T&R Site
Programme Manager Masoyi



Lehlohonolo Molete
Northern Cape Field
Coordinator



Melissa Martin
Western Cape Field
Support Officer /T&R Site
Programme Manager
Paarl



Kevilene Cloete
Northern Cape Field
Support Officer



Nonhlanhla Ngcobo
KZN Field Support
Officer



Duduzile Ngwenya
Gauteng Field Support
Officer



Bongwine Mkhombo
Mpumalanga Field
Support Officer



Sive Magagula
Mpumalanga Field
Connections Officer



Liezel Solomons
Western Cape Field
Connections Officer/ LFI
Paarl



Lungile Zuma
KZN Field Connection
Officer



Christopher Mzamo
Kraaifontein Test &
Reference Sites
Coordinator



**Siyavuya
Nonkondlo**
Paarl Test & Reference
Sites Coordinator



Thandeka Tedeli
Masoyi Test &
Reference Sites
Coordinator

FIELD TEAM ZAMBIA



Kampamba Malaila
Zambia National Manager



Hope Nkunta
Zambia National Coordinator



Winford Musaku
Copperbelt Field Coordinator



Evelyne Chisulo
Copperbelt Connections Officer



Chilala Hamusonde
Copperbelt Site Coordinator

FIELD TEAM BOTSWANA



Kabelo Seadimo
Botswana National Manager



Kgosi Radipodi
Botswana National Coordinator



Tshiamo Chabaesele
Molepolole Test and Reference Sites Coordinator

FIELD TEAM ZIMBABWE



Tapfumenayi Jack
Zimbabwe National Manager



Rhumbidzai Mushosha
Zimbabwe National Coordinator



Lorraine Ncube
Zimbabwe Field Coordinator



Trinity Chomusora
Bulawayo Test and Reference Sites Coordinator

FIELD TEAM RWANDA



Donat Nishyirembere
Rwanda National
Manager



Meron Murorunkwere
Rwanda National
Coordinator



Elie Ndagijimana
Rwanda Field
Coordinator



**Nesorutsi Diamant
Francoise**
Rwanda Field Support
Officer/T&R Site Programme
Manager Kicukiro



Justus Amani
Rwanda Field Connections
Officer/T&R Site Programme
Manager Burera



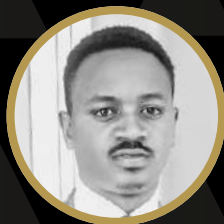
**Jean de la Paix
Imanizabayo**
Micro Business
Coordinator



Protogene Ntakirutimana
Burera Test and Reference
Sites Coordinator- Out of
school



Solange Umuhoza
Kicukiro Test and
Reference Sites
Coordinator - in school



Fabien Niyonshuti
Burera Test and
Reference Sites
Coordinator-in school

Government Partners, Donors and Supporters

gold-youth is deeply grateful for the generous giving and sustainability partnerships that carried us through 2024. The progress we made this year was only possible because of the belief, support, and investment in the **gold** vision from the stakeholders listed below:

- Allan & Gill Gray Philanthropies
- Astron Energy Development Fund
- Alternative Prosperity Foundation
- First Rand Bank Limited – First Jobbers
- Motus Group
- Personal House Trust
- Mergon Foundation
- HP South Africa Proprietary Limited
- Friends of **gold-youth**
- IPIC Group
- Momentum
- True South Foundation
- Dandelion Trust Foundation
- Douglas Jooste Foundation
- Oppenheimer Memorial Trust
- Athleha-Edu
- Trustlaw
- Relocation Africa
- Yellow Tree Pty Ltd
- My School

*“We are proud to be associated with **gold-youth** and are excited about the growing impact of their organisation. We have seen them scale their model from South Africa into Africa, and we believe that they are well positioned to impact more youth across the African continent. We therefore give them our highest recommendation and encourage others to support their work.”*

Grant Relationship Manager, Donor 2024

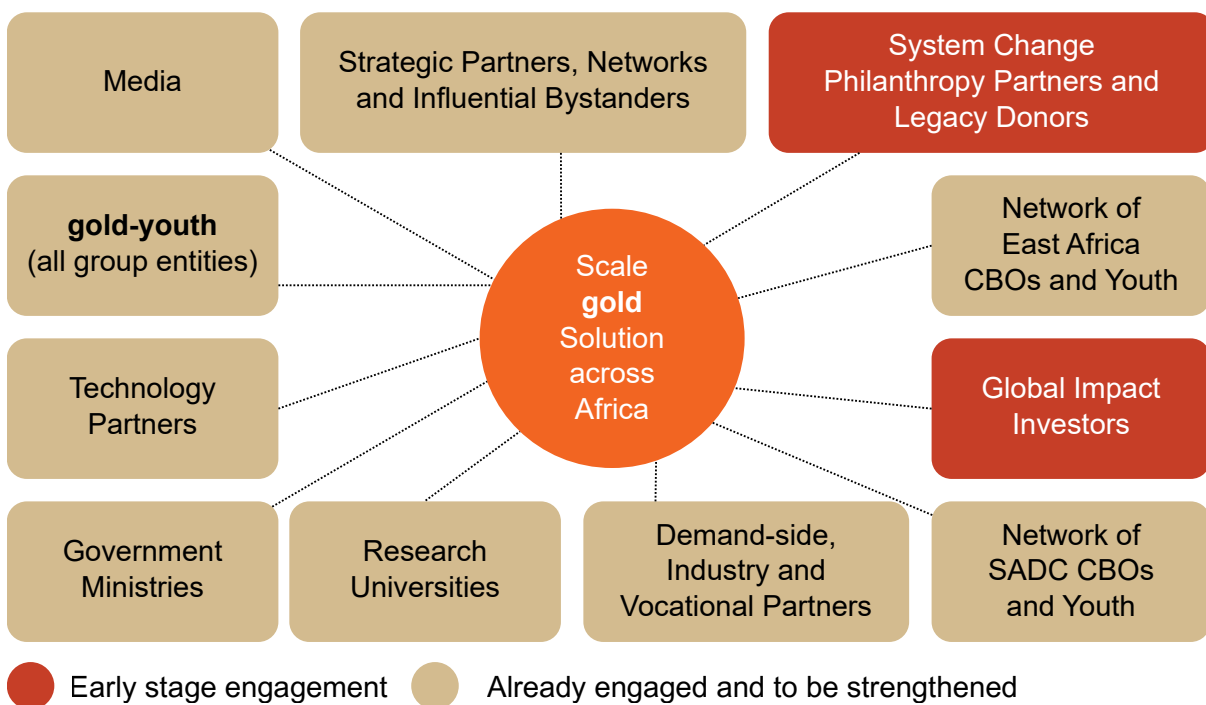
Financial Summary

As shared in the previous impact report, **gold-youth's** core forms of financial sustainability have historically come through:

1. Development Agency calls for proposals that we applied for. This funding was based on specific start and end periods with restricted indicators and within specific geographic focus areas.
2. Traditional philanthropic funding partnerships such as foundations and annual corporate social investment allocations.
3. Broad-based Black Economic Empowerment (BBBEE) funding allocable for both **gold-youth** and **gold-youth** Enterprises (for-profit social enterprise vehicle) which contributed towards Broad-based Black Economic Empowerment (BBBEE) within the South African transformation context.
4. Government policy aligned programming where our outcomes were aligned with theirs, enabling collaboration. Funding was directly received by **gold-youth** as a service provider or was paid directly to **gold** targeted youth and implementation partners.

Government and Job Creation Incentive Initiatives paid stipends of youth interns directly or **gold** Community Based Implementing Partners were funded directly by external funders for their matched funding portion (which they are required to source, with our capacity building support, to implement their **gold** Programme site activities).

In conclusion, in 2024 **gold-youth** continued to strategically position itself for a future which will include results-based financing through varied impact driven capital sources. We continue to strengthen our partnerships with our existing like-minded system change funding partner and actively engaged in conversations to build new relationships with potential system change partners who understand our strategic roadmap towards African scale and are willing to invest in the “engine room” to make this goal a reality. Our African Scale Proof of Concept’ budget, 2021-2026, launched in 2021, remained as our financial north star in 2024 in accordance with this vision.



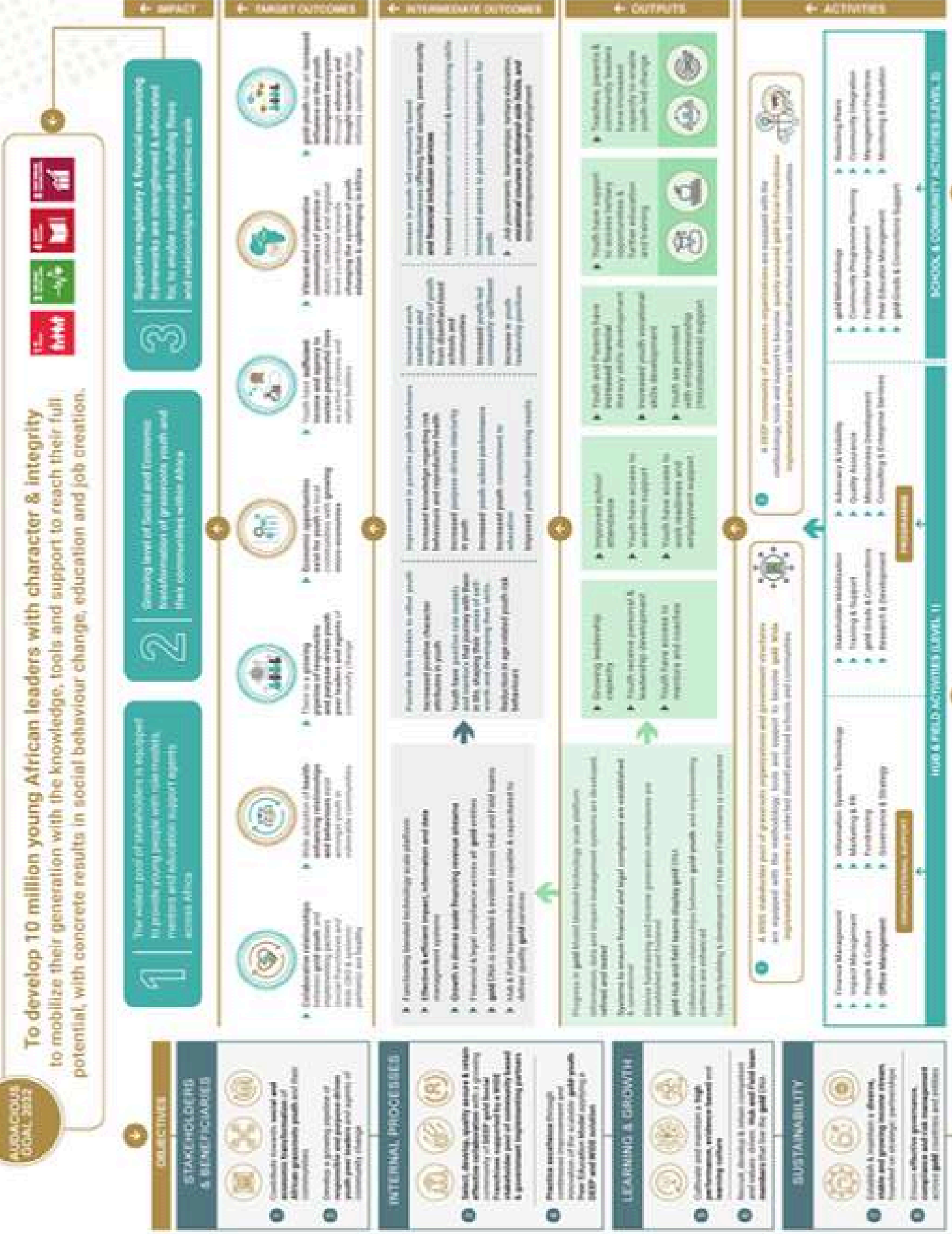
Consolidated Statement of Comprehensive Income for the year ended 31 December 2024

	USD 2024	USD 2023
Revenue		
Fund Income	3 224 250	2 733 130
Other income	3224 250	2725 063
	-	8 067
Expenditure	2 947 024	2 625 224
Adminand Operation costs	720 560	701 883
Employment	1556 188	1501 689
Costs1 Consulting	103 102	43 532
costs Subgrants2	534 115	325 703
Depreciation	33 058	52 417
Operating surplus	277 227	107 905
Investment revenue	28 367	6 999
Fairvalue adjustments	11 918	12 887
Finance costs	-	-
Surplus/Deficit	317 511	127 791

Consolidated Statement of Comprehensive Income for the year ended 31 December 2024

	USD 2024	USD 2023
Assets		
Non- Current Assets Property,		
Plant and Equipment	92 027	47 345
Intangible Assets	342 615	297 059
Investment Other income	100 792	124 909
	535 434	469 314
Current Assets		
Trade and Other Receivables	161 748	100 603
Cash and Cash Equivalents	558 930	310 413
	720 678	411 016
Total Assets	1 256 112	880 330
Reserves and Liabilities		
Share Capital	8	8
Reserves and accumulated surplus/loss	878 092	560 581
Foreign Currency reserves	-	-
	878 100	560 588
Liabilities		
Current Liabilities		
Trade and Other Payables	211 013	104 420
Funding received in advance	166 999	215 322
	378 012	319 742
Total reserves and Liabilities	1 256 112	880 330

gold-youth: Theory of change



The Problem
More than half of young people in Africa are born into poverty, growing up in communities that fully share this local. Most of these young people lack positive role-models and don't believe in their personal potential to equal what is often.

The consequences of this problem is that parents:

1. Youth unemployment and underemployment
2. Inter-generational cycle of poverty fueled by chronic, unaddressed health inequality and lack of citizen agency
3. Endemic youth risk behaviour leading to a growing inter-generational health and education burden

The vision
The dream of an Africa where young leaders from across the continent have the gold that is made of their mind and by the heart with personal, strategic and financial literacy, and the power of youth education and leadership, enabling all young leaders to grow up in their communities to be highly employable adults, who contribute towards social and economic flourishing.

The vision
Through the gold New Education Model, we are incubating your leaders and their mentors and teachers and communities, enabling young people from both private and public sectors to join the ranks of positive change, who are increasingly becoming and their peers to become the ethical and accountable, knowledgeable leaders of tomorrow.



Annex: M&E Methodology on Analysis of Outcomes

gold-youth uses a collection of monitoring and evaluation tools, processes and people to monitor, evaluate and learn from the impact of our programme. This results in monthly and quarterly reporting against agreed indicators and targets based on specific short-term and long-term (also called proximal and distal) outcomes, **gold-youth** measures its effectiveness using both qualitative & quantitative methods as outlined below:

Outcome Area	Data Source	Data Derived	Measures
Education	Outcomes Survey & FGDs with Peer Educators	Qualitative & Quantitative	Commitment to Education School attendance
	Peers Survey		
	Survey & Key Informant Interviews with Principals & Educators	Qualitative & Quantitative	School leaving Results Commitment to Education School Attendance
	Survey & Key Informant Interviews with Parents	Qualitative	School performance School attendance Commitment to Education
Social Behaviour Change	Outcomes Survey Peer Educators & FGDs	Quantitative & Qualitative	Character attributes Purpose driven Interiority Community upliftment Age related youth risk behaviour (bullying, drugs, teenage pregnancy)
	Peers Survey	Qualitative	
	Survey & Key Informant Interviews with Principals & Educators	Qualitative	Youth leadership & community upliftment Behaviour changes at school Age related youth risk behaviour (bullying, drug abuse & teenage pregnancy)
	Survey & Key Informant Interviews with Parents	Qualitative	Behaviour changes at home Character Attributes Youth leadership & community upliftment

Job Creation	Outcomes Survey gold Peer Educators, Financial Literacy Survey, Psychometric test	Qualitative & Quantitative	Work readiness and employability of youth, Knowledge of the food system,
	Entrepreneurial Inclination test for Peer Educators and Facilitator Interns	Quantitative & Qualitative	Entrepreneurial Mindset
	Lean survey with gold Grads	Qualitative & Quantitative	Access to post school opportunities, Job placements, micro-entrepreneurship/ self-employment
	gold Grads connections tools & employment contracts	Quantitative	Access to post school opportunities for youth: Job placements; micro-entrepreneurship/ self-employment
	Facilitator Intern Database	Quantitative	Jobs created as part of out of school youth job creation strategy
	gold micro business training and development data	Quantitative	Knowledge & application of entrepreneurship concepts

In 2022, our databases are stored on a cloud server and we are compliant with the POPIA act. We use Microsoft forms for the majority of our tools and use Microsoft Excel for analysis and visualizations. Furthermore, external evaluations by independent organizations and or funders are available on request.

Road Ahead

As the **gold** Team reflects on the 2024 financial year, we celebrate two decades of igniting the potential of young Africans — nurturing a generation of bold role models and changemakers shaping a brighter future for our continent . This milestone year has been a time to honour the journey that brought us here, while setting our sights on the next 20 years, paving a future where 200 million young Africans discover the gold within them and live it out with purpose.

Throughout 2024, we have continued to champion a new narrative for Africa seeing the continent: “a massive opportunity.” We see the gold inside our youth and recognise that young people are not the problem, but the very solution for a flourishing continent.

Our 20-year anniversary in September 2024 was a moment of deep gratitude. Thank you to the trusted friends and loyal supporters who have journeyed with us, and to the new allies now joining hands with us, and welcome to the new allies that are joining us to build redemptively for Africa’s long-term future.

As we move forward, we remain committed to holding our values at the centre of all we do — acknowledging that whilst we are not perfect, we allow our challenges to refine us toward greater humility and excellence.

Our Strategic Priorities continue to guide us beyond 2024, as we prepare faithfully to deepen and widen our impact and positioning **gold-youth** to expand into new African territories from 2027.

1

Strategic Priority 1: Technology Scale Engine Build

Developing, testing, and deploying a Technology Scale platform: “**gold** Tech Engine”.

2

Scale Engine Strategic Priority 2: Hub Team Capacity Development

Building the capacity, efficiency, and effectiveness of the **gold** Hub Agency team to demonstrate credibility and capability as an African System Change Driver.

3

Strategic Priority 3: Demonstrating African Scalability

Testing and refining the way **gold-youth** enables the widest pool of grassroots and government stakeholders to become replicators and co-creators of the **gold** Model across Africa, achieving social and economic transformation

4

Strategic Priority 4: Towards Outcomes Based Financing

Strengthening supportive regulatory and diverse financial resourcing frameworks for sustainable funding flows and relationships for systemic scale of **gold** Model, ground up- designing a way for impact driven funders to invest in costed social outcomes and removing unnecessary due diligence preventing grassroots organizations from being trusted change makers.

Purpose



Integrity



Compassion



Transparency



Servant Leadership

