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a. **About GOLD**

gold Youth Development Agency is called **gold-youth**.

**gold-youth** is a dynamic organisation that supports communities facing poverty, unemployment, youth risk behaviour, inadequate education, HIV and other major challenges in Sub-Saharan Africa. We use a long-term youth Peer education model that mobilises the youth to be positive role models and agents of purpose driven change in their schools and communities.

Our strategic organisational model is underscored by proven methodology. This tried-and-tested approach is the backbone of our NGO and provides the DNA for our for-profit sister organisation, called **gold-enterprises**. **gold-enterprises** and **gold-youth** are inextricably linked to provide all the resources to run our programme, which is now reaching thousands of young people in communities in South Africa, Botswana, Zambia and Malaysia.

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**We Value:**

- Integrity
- Compassion
- Transparency

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Unlocking solutions in emerging markets

**gold-enterprises (PTY) LTD**

**gold-youth Development Agency NPO**

Transforming communities through the **gold** Model and systemic influence
To develop a million young African leaders with character and integrity to mobilise their generation with the tools and support to reach their full potential, resulting in concrete social behaviour change, education and job creation outcomes.

To roll out quality youth peer education programmes in alignment to the gold Model, thereby empowering youth peer leaders to become positive role models and agents of social and economic change.

We see a generation of young African leaders confronting the root issues of youth risk behaviour, through uplifting their communities and imparting vision and purpose to present and future generations.
Our Leadership DNA?

Courage of our Convictions:
• We avoid behaviour that is unethical even if it may appear ethical to the public or may be consistent with the public opinion.
• We uphold decisions that are ethical yet unpopular so as to always promote the values and vision of gold.
• We are committed to living out a lifestyle of character, strong values and personal vision that role models the gold beliefs and values that we are imparting to the implementing organisations we work with.
• We lead by example, even when no one is looking, and uphold a high standard with ourselves knowing that this is the source of the belief in the power of the message giver.
• We have great faith in the power of the individual to make a difference.
• We are self-disciplined and are able to hold each other accountable.
• We are effective decision makers who have the courage to make tough calls.

Value of Diversily:
• We are respectful of others, and seek to find ways to celebrate cultural and gender diversity, recognising the talents and gifts each person has, and the uniqueness of their personality in the implementation of ubuntu.
• We encourage a working environment of mutual respect for opinions, openness, gender equality and honesty.
• We believe that broad based empowerment (BEE) is critical for gold’s ultimate success. We understand that

“There are gold inside her

AFRICAN YOUTH

UNTAPPED POTENTIAL

“We are getting the content from the lesson delivered by the Peer Educators and sticking it on our notice boards for the rest of the school to see.”
Teacher at a school

“We when the gold team was introduced to my learners, remarkable changes were noticeable amongst the learners. They felt open and free to take part in the lessons. Lesson deliveries were especially successful because Peers were eager and confident to take part in the classes. The topics that were covered were relevant to my curriculum and lesson plans. It is a brilliant idea to let the Peer Educators do lessons with their Peers, because it improves their self-esteem and confidence of all the learners.”
Life Orientation Teacher

AFRICAN YOUTH

UNTAPPED POTENTIAL

There is gold inside her

There is gold inside her

There is gold inside her

There is gold inside her
it stimulates economic growth and creates opportunities. Therefore, as leaders, we will apply the principles of BEE to build teams that benefit gold as well as the diverse gold communities in which we work.

**Visionary:**
- We live with passion and purpose and cast vision for others.
- We set challenging standards and goals.
- We encourage innovation, initiative and creative problem-solving.
- We are pioneers who have the courage to fly in the face of popular opinion or worldly wisdom.
- We seek to inspire and motivate as we lead.
- We are adaptable and flexible to accommodate change.

**Long-term Perspective:**
- We take a long-term perspective on decisions, business strategy and relationships with team members, implementers, and stakeholders.
- We only offer services which we believe are enduring by nature.
- We are committed to mentoring those in gold-youth today, to achieve their full leadership potential tomorrow.
- We embrace systems management, detailed planning, and monitoring and evaluation as critical to achieving our vision.
- We learn from the past by documenting our learnings and building on best practice.

**Other centredness:**
- We seek to put the interests of the next generation of youth first.
- We will remember the poorest of the poor in what we do.
- We practise servanthood and value relationship alongside task.
- We are accountable to and respectful of the structures of authority that have been put in place for team safety and growth.

**Excellence:**
- We lead others and conduct our work with a professional and entrepreneurial approach.
- We carry out all agreed responsibilities in a timely manner.
- We continually aim to exceed expectations and go the extra mile.
- We are self-starters and love to take initiative.
- We have the ability to create the necessary structure for effectiveness.
- We strive to have the skills, knowledge and attitude to perform our role with a spirit of excellence.
- We are self-aware, teachable and secure in our limitations.
C. Message from the CEO and Chairperson

In 2015, amidst the very real challenges of working with grassroots youth in some of the toughest communities, we served and impacted 9914 young lives.

For us, the many success stories of young people who acted as agents of social change and who were supported to access jobs and attain skills are confirmation of the role that gold and its team of committed stakeholders play in the future of Southern Africa.

Our Future Forward service connected 509 gold Grads (alumni) to a variety of opportunities, and gold Grads started to ‘pay it back’ to the programme. The year also brought encouraging validation of the academic impact our model has in under-resourced schools and communities. Furthermore, our for-profit social enterprise was pronounced in its growth phase. It is steadily approaching the point of supporting gold’s social impact work.

After establishing gold-enterprises in 2011 and starting to break even in 2014, it became increasingly clear that the for-profit part of the gold Group had a big role to play in achieving our sustainability outcomes. We realised that gold-youth could leverage ongoing financial benefits from a for-profit arm, which could in turn utilise the NGO’s successful model. With this in mind, we have taken a strategic decision to change the name of the business entity from gold Consulting to gold-enterprises. This represents our intent to create more businesses that leverage the DNA of gold’s approach and people. Going forward, gold Group consists of our NGO (gold-youth) and our for-profit organisation (gold-enterprises).

In this advanced business model, gold-enterprises will in one consist of four distinct but linked endeavours, each positioned to begin to unlock specific solutions in emerging markets. In future, gold-enterprises will focus on the following specific services: Training & Consulting – Delivering services in peer education and people transformation; Resources - Providing a set of evidence-based DIY training manuals and supporting tools for the purpose of addressing social behaviour change and dysfunctional organisational norms for workplace or youth contexts; and Job Creation-initiating youth start-ups and job placements that provide employment and entrepreneurship opportunities for youth at grassroots.

In its first year of being known as gold-enterprises, our for-profit has shown great capacity to lock into gold’s vision and deliver on its potential. We strengthened our relationship with government by concluding a large project with the National Department of Social Development and were asked for further engagement, as the programme we developed is rolled out nationally. We developed and conducted several international workshops and received extremely positive feedback. We piloted an Emerging Markets Youth Unemployment Engagement Workshop with a large retail group who set the wheels in motion for expansion of the service to other corporate managers. We explored the expansion of gold-enterprises by holding a successful 5-day Peer2Peer workshop in Kuala Lumpur, Malaysia, with delegates from Singapore, India, Philippines and Namibia.

At gold-enterprises, we’re particularly excited about the future opportunities that our gold Graduates could be offered within the start-ups that are being explored. These prospects for youth to gain experience and employment are, to our minds, great gold successes and show the mutual benefit that gold-youth and gold-enterprises can derive by working in an integrated yet separate manner.

We’ve built many roads and bridges in 2015, and look forward to reaping the benefits of the hard work that has already gone into establishing gold-enterprises.

Sandile Swana, Chair of the Board

I am so grateful to every single person who was part of the gold journey in 2015. Despite the ongoing obstacles of poverty, inequality, inadequate education, unemployment, orphanhood and HIV, the gold team continued to ignite purpose. We could not have done it without our partners, who helped us lay a deep foundation for our vision of future scale.

We will continue to dedicate ourselves to the pursuit of investing in youth: the gold that is so often viewed as the “problem” or “crisis”. At gold, we continue to see hope when it is not yet visible and we remain faithful to disenfranchised and vulnerable youth, aiming to turn them into socially active, innovative and more employable citizens.

This remains our goal and our extraordinary dream for the youth of Africa.

Susannah Farr, CEO

7
## D. 2015 Performance Snapshot
### 2015 Performance snapshots: gold-youth

### Overview

<table>
<thead>
<tr>
<th>Youth and Children impacted (including employment support) by gold-youth 2015</th>
<th>Number</th>
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<tbody>
<tr>
<td>Adolescent <strong>gold</strong> Peer Educator leaders trained and mentored</td>
<td>1357</td>
</tr>
<tr>
<td>Children and adolescent Peers reached with Peer education services and support</td>
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<tr>
<td>Jobs internships created for unemployed youth</td>
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<tr>
<td>Job placements facilitated for unemployed youth</td>
<td>44</td>
</tr>
<tr>
<td>Unemployed out-of-school youth engaged in employment or further study support (entrepreneurship and/or vocational training and pilot projects/job experience in: Hospitality ICT; retail; scooter and car learner licences; artisanship; business in a box)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Youth and Children impacted by gold-youth’s systemic support of Peer2Peer in 6 schools</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent Peer2Peer Peer Educator leaders trained and mentored</td>
<td>449</td>
</tr>
<tr>
<td>Children and adolescent Peers reached with Peer2Peer Peer education services and support</td>
<td>1 347</td>
</tr>
<tr>
<td>Job internships in Peer2Peer created for unemployed youth</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL YOUTH</strong></td>
<td>9 914</td>
</tr>
</tbody>
</table>

### Communities Enabled

The **gold** Model was implemented in 6 provinces in RSA: Western Cape, Mpumalanga, Kwazulu Natal, Limpopo and Guateng; and 2 in Zambia: Copperbelt and Central with groundwork in Lusaka (Botswana Peer2Peer is excluded in this table).

In **23** secondary schools and communities

With **115** community leaders and teachers

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**Figure 1:** Total number of Peer Educator activities in 2015 across South Africa and Zambia.

*y-axis = number of times activity done in 2015*
Overview of gold programme delivery per organisation 2015

- WC gold sites delivered above target for 75% of JPE activities, 67% of SPE activities and 50% of MPE activities
- gold MPU sites delivered above target for 58% of JPE activities, 58% of SPE activities and 75% of MPE activities
- gold Chingola sites delivered above target for 75% of JPE activities, 58% of SPE activities and 58% of MPE activities
- YMCA Kabwe delivered above target for 58% of JPE activities, 50% of SPE activities and 58% of MPE activities
- ISAAC (KZN) delivered above target for 33% of JPE activities, 42% of SPE activities and 33% of MPE activities
- THBC (MPU) delivered above target for 17% of JPE activities, 33% of SPE activities and 16% if MPE activities
- Destiny Alive (Limpopo) delivered above target for 8% of JPE activities and 8% of SPE activities

Figure 2: Peer Educator activities percentage ABOVE target for the 3 tracks per organisation, South Africa and Zambia (Black line at 100% on y axis indicates the target)

Activity Definitions

Skills Training Session: an interactive and needs-based session in which knowledge is transferred to Peer Educators in an interactive, structured, yet fun way around a specific pre-chosen and prepared topic, in line with the gold Curriculum.

Peer Education Mentoring Session: aims to motivate and equip Peer Educators to be effective in their four roles and fosters supportive relationships between Peer Educators and Facilitator interns. Sessions involve a group of 5-8 Peer Educators meeting to share lessons learnt, challenges and success stories.

Lesson Deliveries: formally planned, facilitated and reviewed lessons delivered by Peer Educators to a group of younger learners or community Peers. These take place through Life Orientation or Guidance and Counselling classes at school, or at other youth activities in the community.

Talk Groups: small discussion groups led by Peer Educators, to encourage debate, critical engagement and sharing of views on relevant youth issues. The forum allows Peer Educators to transfer important information and knowledge to their Peers.

Community Resource Analysis: Peer Educators carry out a Community Mapping exercise to get to know resources available in their community (e.g. clinic, police) followed by a community visit, in which Peer Educators complete a short survey on one of the community resources they identified in the Community Mapping Exercise.

Community Upliftment Activities: Peer Educators work together to address the big issues that affect youth in their communities. Upliftment Activities aim to make communities more supportive to young people and are carried out in partnership with community service providers. There are three main types: Awareness Raising, Advocacy and Acts of Service.
Strat Chats: Informal conversations between a Peer Educator and a Peer about an important issue to help give them information they need to make informed decisions about their lifestyle, health and future. They can occur in both formal and informal settings – wherever young people spend time together.

Camp/Training Workshop: A three-day training workshop for Junior Peer Educators to orientate them to the first year of the Peer-education programme; OR a two-day training workshop for Senior Peer Educators to orientate them to the second year of the peer-education programme OR a one-day workshop for Mentor Peer Educators to orientate them to the third year of the peer-education programme.

2015 Performance snapshots: gold-enterprises

- **gold-enterprises** concluded the Social Behaviour Change guidelines project with the National Department of Social Development (DSD) in South Africa and started training to roll out the material nationally.
- **gold-enterprises** concluded several successful projects in collaboration with a USA based development agency and laid the foundations for ongoing projects in Africa and beyond.
- **gold** Emerging Market Youth Unemployment Engagement Workshops were piloted, bringing grassroots youth together with corporate and industry leaders
- **gold-enterprises** laid the foundation for additional business service areas that will be focussing on:
  - Scalable start-ups and franchises for gold Grads including kiosks and scooter distribution services
  - Youth market insight services exploring the possibility of providing market research for businesses penetrating new markets
  - Youth placements in digital and retail sectors and a focus on agriculture in the future.
- **gold-enterprises** held a successful 5-day Peer2Peer workshop in Kuala Lumpur, Malaysia, with delegates from Singapore, India, Philippines and Namibia.

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I am a Grade 12 learner. I have been smoking dagga [marijuana] since I was in Grade 8. I saw how this affected my personal life but I just continued with my smoking. I failed my Grade 11 year and in that year I met a guy called M. M belongs to a group at the school called the gold Peer Educators. M did not just help me with my schoolwork but he became my best friend. He kept on inspiring me and told me that substance abuse will not resolve my problems. I stopped smoking dagga and I changed. My marks went up so much that I am amongst the top achievers in Grade 12. I have a more positive outlook on life and I know I will become someone great one day.

Peer
2. Our Strategic Approach

A. gold’s Sustainability Framework and Approach

Inspired by a dream to see the youth bulge crisis as Africa’s greatest hope for development, today gold-youth is a credible non-profit organisation rolling out a proven youth Peer Education Model within selected communities in South Africa, Botswana and Zambia.

In recent years, gold’s entrepreneurial spirit has been re-ignited, taking gold deeper into thinking like a business and identifying strategies for how the organisation could strengthen and scale up the gold Model. An initial step in this direction was the setting up of gold-enterprises in July 2011, a for-profit company owned by gold-youth (non-profit). This business was established to create a sustainable income stream to contribute to the core costs of gold-youth and, in doing so, become a significant employer of the gold leadership pipeline in years to come.

In 2015, it became clear that gold-enterprises performed 4 distinct tasks, and 4 divisions organically emerged to test ideas that will unlock specific solutions in emerging markets in the future.

In 2015, gold also continued to explore use of blended solutions to learning (device- and video-supported online training and mentoring) for testing in new regions. 2016 will be a year to take this strategy deeper.

The gold Approach

The gold Peer Education Model has been implemented over the last twelve years. gold’s methodology is based on the effective use of Peer education, which harnesses the influence that young leaders have on their Peers. Youth encourage each other to make informed choices and develop health-enhancing and purpose-driven social norms.

Informed by key behaviour change and leadership theories, a progression of change is evidenced within the gold approach, which highlights the impact that one person’s behavioural change can have, in the manner of a domino-effect, on their wider community (literature reviews are available on request).
gold-youth and Community Implementing Partners deliver gold-aligned programmes based on the following 10 core components of gold’s Peer Education Model:

1. **Respond to identified needs of the most vulnerable youth**: applying a role-modelling and future-oriented education approach to behaviour change.

2. **Youth focused**: targeting adolescents and young adults who are selected according to Peer Educator criteria to be agents of transformation.

3. **Structured framework**: continually quipping adolescent Peer Educators and young adult Facilitator interns to fulfil four specific roles over three one-year tracks (with an optional fourth and fifth track).

4. **Put into practice** by **gold-youth** itself in a community in each province or district or by a viable community-based Implementing Partner which collaborates with **gold (Social Franchisee)**.

5. **Implementing** within a cluster of two to six secondary schools or community sites within one geographical area.

6. **Implementing** within a community development framework, promoting community involvement and ownership.

7. **Supporting Facilitator interns and Peer Educators** to be socially active, innovative and employable citizens.

8. **Adaptable to different contexts**: using values and rights-based curricula to support Peer Educator training and strengthen the school curriculum and policy frameworks.

9. **Applying a comprehensive and standardised Monitoring and Evaluation system** with associated easy-to-use tools, based on common indicators.

10. **Quality assured by gold-youth** (including accreditation of Peer education implementation in accordance with the **gold Peer Education Model, standards and brand**).
The rebranded Peer2Peer training and DIY DVD and manual suite, which was piloted from 2012, was successfully concluded in 9 schools in the Western Cape in 2015. The pilot confirmed that Peer2Peer is a cost effective and scalable intervention for positive behaviour change and education support among youth from disadvantaged communities. The Western Cape Department of Education has requested to use Peer2Peer for implementation into 56 of the hardest-hit high schools and primary schools in the province in 2016.

**gold Social Franchisees** are quality assured against **gold standards** on the following elements of the **gold Model**:

1. METHODOLOGY OF GOLD
   - The vision and DNA of **gold** Youth Development Agency and the methodology underpinning the **gold** Model

2. PROGRAMME PLANNING
   - How the organisation plans the implementation of its peer education activities.

3. MANAGING FACILITATOR INTERNS
   - How the organisation ensures that it recruits, retains and trains suitable Facilitator Interns and volunteers who have specific areas of responsibility to be equipped to develop through the Facilitator Intern pathway.

4. MANAGING PEER EDUCATORS
   - How the organisation ensures that it selects, equips and retains suitable Peer Educators who fulfill their specific roles and responsibilities.

5. REACHING PEERS
   - How the organisation reaches Peers using the methodology of peer education.

6. SUPPORTING GOLD GRADS
   - How the organisation supports gold Youth Development Agency to facilitate the youth led mobilisation and tracking of the **gold** Graduate “alumni” network.

7. INTEGRATING THE PROGRAMME
   - How the organisation ensures programme integration and improves collaboration, coordination, and synergy among family, school and community.

8. MANAGEMENT PRACTICES
   - What management practices the organisation implements to ensure effective and efficient use of resources and sustained levels of programme delivery.

9. MONITORING AND EVALUATION
   - Whether the organisation implements an integrated Monitoring and Evaluation system for continual measure of key programmatic performance indicators to guide corrective action when appropriate.
Our Strategic Approach: gold-enterprises

gold-enterprises is an innovative social enterprise. We aim to leverage the human capital within the gold Group’s sphere of influence to create businesses that will not only sustain the work of our parent non-profit gold-youth, but will also create employment and enterprising opportunities for our gold Grads. gold-enterprises aims to create a diversified business group, focusing on strategic economic sectors that employ young people, such as retail, ICT, renewable energies, distribution and transport, as well as agribusiness in township and rural communities.

In South Africa, gold-enterprises is positioned as an Enterprise and Supplier Development contributor to qualifying small enterprises (QSEs) and those in the large corporate sector.

gold-enterprises works with other businesses that seek to harness business and employment opportunities in underdeveloped communities such as townships and rural communities.

Peer2Peer

Peer2Peer is the gold-enterprises flagship toolkit – a set of compact DIY life skills and leadership development training sessions and products for use by Peer Education Managers, Trainers and Peer Educators in their Peer education programmes.

Peer2Peer provides an option for those looking for a lower cost training solution that they can implement themselves, but which still harnesses the benefits of Peer education for their organisation and is based on evidence-based Peer education standards. Peer2Peer integrates the lessons learned and successes of the tried-and-tested gold Model.
B. Stakeholder Engagement Overview

The gold Model targets the youth that are the most disenfranchised and vulnerable (often those lacking effective parental support) and aims to turn them into responsible and more employable citizens that will play a positive and purpose led role in their communities.

For the gold Group, 2015 saw the prioritizing of National, Provincial, District and Site Stakeholder relationships. These relationships were supported by tools, templates and resources that gold developed. Furthermore, the development towards the implementation of the Social Franchise Model in July 2016 called for intensive ground work and preparation in resource development with greater efforts directed toward quality delivery of gold Model Sites as blueprint for methodology and testing of blended technology at grassroots.

gold continued to work in support of the relevant national development plans and basic human rights for all people, as outlined in the UN Sustainable Development Goals and the International Bill of Human Rights.

Relationships were strengthened in 2015

- Meetings held with South African Department of Basic Education (DBE) to strengthen collaboration with government, share learnings and propose roll-out and scale of the gold Model based on the WCED programme for 2016.
- Meetings held with Botswana and Zambia government stakeholders to share lessons learnt and strengthen relationships.
- Meeting held with NEPAD with view of partnership for roll-out of gold Model in line with Partner Mobilisation process for prioritized countries in Africa and new regions in South Africa from 2017.
- Relationship established with WCED as scale-strategy of gold Model through Peer2Peer reach in extended clusters and districts where gold Model is functional.
- Relationship strengthened with SANAC (Pretoria) and PAC in WC, MPU and KZN.
- As a result of DBE engagement, Provincial and District relationships with DOE co-ordinators and officials have been reconnected and strengthened.
- Field supported to strengthen relationships with directors, educators and principals.
- Industry partners were approached and relationships brokered for Vocational Training, Industry Thought Leaders, Future Forward Training, Get Connect and Emerging Market Workshop Opportunities as well as Incubator Start-Up Businesses.
- The gold CEO was invited by Global Citizen to attend the launch of the Sustainable Development Goals in September 2015. This informed the revised Advocacy and Visibility strategy for gold-youth with a focus on participating in an initiative to make the SDGs real, at grassroots through local actions by gold-youth.
GOLD LEADERSHIP PIPELINE

Peer
Peer Educator
Facilitator Intern
GOLD Grad
**SITE IMPLEMENTATION**

- Facilitator stipends
- Mentoring of secondary school age Peer Educators by trained youth Facilitators
- Weekly Skills Training sessions held by Facilitators with PEs
- School leadership, parents and community members engaged and informed

**TRAINING**

- Train the trainer in Peer education
- Train the trainer on gold curriculum content
- Train the trainer workshops on Future Forward: connections for school leavers
- On-site coaching of Youth Facilitators

**TRAINING RESOURCES**

- Rental, Utilities, Phone, Printing, IT
- Financial management
- Human Resources
- Operational and Strategic planning
- Governance
- Policy and Legal
- Marketing and Fundraising

**gold TEAM TIME**

- gold Peer Educator = young person aged 15-21 years

**PROGRAMME OVERHEADS**

- Rent, Utilities, Phone, Printing, IT
- Financial management
- Human Resources
- Operational and Strategic planning
- Governance
- Policy and Legal
- Marketing and Fundraising

**Services provided by gold staff to community organisations & youth:**
- Training, Support and mentoring
- Monitoring and Evaluation
- Quality assurance
- Programme Visibility
- Future Forward: Connections to opportunities post school (online information as well as face to face support)

**Training manuals for each Peer Educator**

- gold Peer Educator portfolios printed and distributed
- gold Future Forward booklets: Tips for school leaving success

**Training manuals for each Peer Educator**

- gold Peer Educator portfolios printed and distributed
- gold Future Forward booklets: Tips for school leaving success
Out-of-School Youth Facilitator Interns provide skills training and other support to Peer Educators.

Peer Educators are the change-makers within the gold Programme, making changes in their lives and influencing their Peers and communities for good.

Community Partners run the gold Programme in their local area, and provide Facilitator Interns to train and mentor Peer Educators.

Community service providers, such as clinics and counselling centres, offer key support for young people in living healthier and more fulfilled lives.

Community PRIMARY BENEFICIARY

Schools and community sites provide a safe environment for young people to spend time together and gold Peer Educator activities to take place.

Peers and younger children at school and in the community benefit through lesson deliveries, talk groups and strat chats given to them by Peer Educators.

Parents and guardians support Peer Educators and Peers, and can take part in gold activities.

Local government provide access to schools and community structures.

COMMUNITY SECONDARY BENEFICIARIES

Empowering Society through the gold Peer Education Model
INTERNAL STAKEHOLDERS

Donors provide the necessary funding for gold-youth to continue providing services and resources to those beneficiaries involved in the Peer education programmes.

Vocational Partners, Demand-side Partners and Business Incubators support the programme with expertise, training and supplies. Past beneficiaries (gold Grads) are connected to future opportunities such as entry level jobs, internships, job shadowing or study bursaries. Workplaces and companies are given access to promising young leaders.

gold employees work together, ensuring the implementation of strategy, development of systems, materials and tools; and provision of technical support within specific programme functions, running across the field regions of implementation with social franchisees.

Board of Directors provide strategic direction to gold and its vision as well as ensuring internal risk-based audits and controls are in place.

EXTERNAL STAKEHOLDERS

National government and policy makers’ dialogue and engagement with national and international authorities and regulators keep the gold Programme strong and up-to-date.

NGO networks and media provide useful lines of communication and sharing of ideas. Local media assist in advocacy and visibility campaigns.

Donors provide the necessary funding for gold-youth to continue providing services and resources to those beneficiaries involved in the Peer education programmes.
C. Sustainability Partners and Donors

*gold* is very thankful for the generous support and partnerships that it enjoyed in 2015 with our stakeholders listed below:

<table>
<thead>
<tr>
<th>ZAMBIA</th>
<th>Mindenhall Foundation</th>
<th>J.P. Morgan</th>
<th>WESTERN UNION</th>
<th>gold Enterprises</th>
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d. Community Partners and gold Sites

In 2015 gold collaborated with 5 South African and Zambian grassroots community partners in KwaZulu Natal, Mpumalanga, Limpopo, Zambia Central and Copperbelt to deliver the gold Model. In addition to these partners, gold delivered the gold Model in 9 communities in South Africa (Western Cape, Mpumalanga and Gauteng). These community partners and gold sites work in disadvantaged communities to implement the gold Peer education programme on a long-term basis, in alignment with gold standards. No new partners were contracted with as gold prepares the social franchisee mobilisation in late 2016.

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<td>Thembalethu Home Based Care (TBHC)</td>
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**GOLD AGENCY**
- Financial sustainability
- Gain political capital through size
- Opportunity to solve a social problem on a large scale – expand impact and reach
- Opportunity to solve a social problem on a large scale, to expand and to reach many

**SOCIAL FRANCHISEE**
- Training & Quality Assurance
- Ongoing mentoring and support
- Proven approach and system
- Reduced risk in starting from scratch
- Marketing and brand recognition

**DONOR/IMPACT INVESTOR**
- Funding employed in proven, sustainable model with ongoing support and quality assurance from GOLD Agency
- Brand associated with successful, scalable programme
- ROI on success outcomes
**gold** has continued to support the South African Department of Basic Education (DoBE) in developing a Peer Education Guidelines framework. **gold** reviewed the framework in 2010 and, in 2012, **gold** developed Participant and Facilitator manuals and other training materials. Furthermore, **gold** conducted trainings on the guidelines to offer the DBE participants technical support. The implementation of **gold** Peer education programmes align to these guidelines and is supported by a sound policy and legislative mandate that takes the following into account:

- South African Schools Act
- White Paper 6 on Inclusive Education is supportive of the development of potential of all learners. The diverse needs of all learners in schools should be taken into account in the development of the programme.
- National Curriculum Statement for Grades R to 9 and National Curriculum Statement for Grades 10 to 12
- The Peer education programme is implemented in alignment with the Life Orientation learning area, which guides and prepares learners for life. The LO programme also develops skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding health, social, physical and personal development.

More specifically, the mandate for Peer education within youth behaviour change is derived from the following policies:

- The HIV and AIDS and STI Strategic Plan for South Africa.

Relationships have continued to be strengthened during the reporting period with the Zambian Ministry of Community Development, the South African Provincial HIV and AIDS and Life skills Units in the three **gold** provinces, and with District coordinators of Departments and Ministries of Education.

Despite great efforts in 2015, **gold** has not achieved its level of co-operation with government as desired. **gold** seeks further engagement for effective partnerships, which are so desperately needed in the context of the comprehensive programmes that need to be supported to ensure that learners are equipped with the necessary knowledge and skills to navigate their lives in a safe and healthy manner.

**gold** Test and Reference Sites

**gold** Western Cape Sites are based in 3 high schools situated in the Kraaifontein Community – an area located in Cape Town’s northern suburbs. In this community, youth are challenged by teenage pregnancy, broken homes, drug abuse, gangsterism, lack of positive role-models, HIV, unemployment and poverty.

**gold** Mpumalanga Sites are based in 3 high schools in the Masoyi Community, a small tribal area consisting of six villages located within the Nsikazi District in Mpumalanga province. The area is under-resourced with low levels of infrastructure and isolated from economic opportunity. 28% of the sexually active population are believed to be HIV positive and 75% estimated to be unemployed. Increasing numbers of households are afflicted by poverty as a result of loss of breadwinners due to diseases like HIV and AIDS. Many are granny- or child-headed homes.

**gold** Gauteng Sites are based in 3 high schools in the Diepsloot Community, which is home to about 150,000 people; many of them live in shacks without access to basic services. The youth of Diepsloot face significant challenges including HIV, gender-based violence, orphanhood, crime, unemployment and poverty. Less than 27% of youth in **gold** targeted communities have two-parent families and there is a lack of positive role models that can inspire and uplift youth.

**E. Government as a Stakeholder, and Policy Alignment**

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F. Good Governance and Board of Directors

In 2015, gold continued to embrace principles of good governance. These principles aim to minimise corruption, take minority views into account and involve the vulnerable in decision making. Good governance takes into account the present and future needs of society as a whole. gold has set itself a high standard to be a good practice NGO as well as a social enterprise in this regard.

In order to strive for sustainability, community ownership and good governance, gold has taken a community development and partnership approach. Since its inception, the gold Model has used this approach in all its services. In 2015, target groups were very involved in the ongoing site specific implementation, as well as the monitoring and evaluation of the programme, despite resource constraints. The gold research and development team met with project beneficiaries to inform the cycle of gold Model development. Quarterly reports ensured that input from target groups was included in programme evaluation and improvement. Quarterly discussions were held between gold and its Implementing Partners, ensuring close communication and ownership of the programme by beneficiaries, and an opportunity to voice concerns. gold’s effective governance structure is based on a passionate, competent and committed Board of regularly appointed Directors. This group continued to provide strategic direction to gold and its vision, as well as ensuring internal risk-based audits and controls are in place. We were sad to lose Peggy Chishimba and Babalwa Nonkenge as Board members after many years of service to gold Peer education. We were pleased to receive Zinzi Mgolodela and Andrew Stegmann as directors. The Board met quarterly and provided robust governance and policy development, as well as strategic and technical direction. The Board ensured that gold continued to implement an effective compliance framework. Other than the CEO, who is partly remunerated, members of the Board invest their time and expertise on a pro-bono basis. gold compensates those who travel to Cape Town from Johannesburg for board meetings, but they fund their own accommodation.

The CEO was appointed by the Board and was kept accountable via regular meetings and an annual performance appraisal, led by the Chairperson, linked to quarterly reviews presented at each Board meeting. An annual strategy review was conducted with the Board of Directors and selected senior management. A remuneration team oversaw the annual remuneration review process in line with policies set by the Board.

Southern Africa between government and civil society. During 2015, gold retained its formal endorsement of the gold Curriculum from the Ministry of Education after undergoing a comprehensive evaluation by the Zambian Ministry.

The CEO of gold visited Botswana to re-ignite a relationship with the Botswana Ministry of Education, and to share lessons learned from the gold-led, school-based Peer education programme. This programme was successfully evaluated at the end of 2010 in Botswana. This was part of a project which was funded by the African Comprehensive AIDS Partnerships to inform a National Programme housed by the Ministry of Education and Skills Development.
**gold Group Board of Directors**

**gold-youth Development Agency (NPC and PBO)** is 100% owner of the for-profit social enterprise called **gold-enterprises**. In Zambia and Botswana, **gold** is registered as a separate entity.

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**SUSANNAH FARR** – CEO of the gold Group, Susannah is a big-hearted big thinker who has the ability to motivate and lead others towards a dream of emerging market youth living out their given purposes in life and leading Africa into its full potential. Susannah led the founding process of gold in 2004 and was the visionary behind gold-enterprises in 2011.

She holds a Masters in Philosophy, a degree in Management of HIV and AIDS in the World of Work and did her thesis in Youth Risk Behaviour Prevention and Youth Peer Education. She has a business management qualification from the University of Stellenbosch and is an experienced accredited trainer. She has been involved in youth development for the past 19 years. She was a primary pioneer in the methodology and material that currently makes up the gold Peer Education Model. She also sits on the Executive Board of the SA Standards Generating Body for Peer education. Susannah is an Ashoka Fellow.

**ALICE TEMBO** – Alice has a Bachelors Degree in Accountancy from the Copperbelt University. She is a Chartered Accountant and a partner at Deloitte & Touche, Zambia, as well as a Fellow of the Association of Chartered Certified Accountants. Alice has specialised in managing audits as a key resource of the World Bank/International Development Association and other donor-funded projects.

– Zambia focus

**DR. THAPELO OTLOGETSWE** – Thapelo was educated at the University of Botswana, University of Oxford and the University of Pretoria. He is a corpus linguist and lexicographer (compiling Setswana/English dictionaries) in the Department of English, University of Botswana. He lectures in English linguistics. He has recently developed a Setswana Pronunciation dictionary and the Setswana Rhyming dictionary. – Botswana focus

**SANDILE SWANA** – Sandile has a Bachelor of Commerce Degree from Wits University, Johannesburg and a Business Advisors Programme at WBS – Centre for Developing Business. He also has a Master of Business Administration Degree from the University of Pretoria and a Bachelor of Theology Degree in Ethics from UNISA. Sandile is a member of the Institute of Directors and has several years’ experience in the retail sector. He was Group Operations Manager for the JSE-listed Don Group. He is currently a consultant to industry, serves on several boards and has a passion for Africa, development and transformation. – Chairperson

**ZINZI MGOLODELA** – Zinzi is the Head of Transformation at Woolworths. She graduated with an Honours Business Degree, and inherited the conviction to be part of the ongoing process of socio-economic transformation in South Africa. She chose to make this a reality in the corporate world and spent almost ten years in the financial services industry (Old Mutual and Metropolitan). She then moved back to retail. Zinzi’s career has been dominated by driving socio-economic issues in a way that makes business sense, covering issues like HIV and AIDS, CSI, sponsorship and transformation. – Corporate and Transformation focus

**ANDREW STEGMANN** – Andrew has a Bachelor of Science Degree in Civil Engineering from the University of Cape Town. Subsequent to his studies he worked as an IT Manager as well as an IT and Finance consultant. He started a company called Green Jar with two partners, which was absorbed by Peregrine Systems as one of its products. Andrew is currently the MD at Relocation Africa Group: a company that provides relocation and immigration services to expatriates relocating into Africa. This company is an expression of Andrew’s conviction to stay in South Africa and make a difference. – Business focus

**ALICIA DAVIDS** – Alicia is a qualified educator who started out her career in 1989 as a high school teacher. After leaving the teaching profession, she spent a few years working in social welfare as a corporate liaison officer. Since 2002, she has been an independent education practitioner, contracting with tertiary institutions, NPOs and corporates in training and development, with a particular emphasis on leadership development. More recently she has taken on an additional role as Academic Programme Manager for the ASISA Academy in Newlands. Alicia is a strategic thinker with a passion for empowerment through education. – Training and Accreditation focus
G. Programme Quality Assurance, Monitoring and Evaluation

The potential of the gold Model relies on delivery of quality Peer education. We have a comprehensive and standardised monitoring and evaluation system with easy-to-use tools based on shared indicators. Our quality assurance, along with our results-focused training, mentoring and support for our Community Partners and our gold Sites, helps us to ensure the integrity of the Peer education delivered as outlined in our Performance Snapshot in this report.

gold has continually refined its Log Frame Approach (LFA) Matrix that stipulates the performance indicators and corresponding standards for programme delivery, according to current understanding (both from local and global research) of what is required to deliver an effective youth risk-prevention and support intervention. The benchmarking process included the development of Peer Education Standards in consultation with the standards developed by Y-Peer (with the support of United Nations Population Fund, United Nations HIV and AIDS, United States Agency for International Development, and FHI, which is an NGO). The Log Frame approach was used in 2015 to ensure achievement of the expected performance standards against quarterly targets. Activities were monitored on a monthly and quarterly basis. This helped to identify where the strengths and weaknesses were within the implementation of the programme and to verify targets and quality of performance.

gold used its proximal and distal outcomes to evaluate the effects of implementation of Peer education over many years. This included perceptions of various parties involved in the programme concerning changes they personally had experienced and had observed in others or in the community. Research included both quantitative and qualitative components and was used for performance management as well as to capture learnings to enhance the programme. Part of this Monitoring and Evaluation in 2015 included a retrospective survey with gold WC sites of Mentor Peer Educators, and surveys with principals, educators and parents in gold WC, MPU sites and a selected site in Zambia, Chingola.

Reporting was standardised using a comprehensive and tested web-based database, called Peer Education Management System (PEMS). PEMS was used in 2015 to capture information from quarterly reports, to track Peer Educator attendance and outputs, as well as the overall outputs per Community Partner or gold site per month in each of their schools or sites. Learnings were captured and success stories documented. Quarterly qualitative as well as quantitative reports were compiled per site, analysed and collated into a report to inform ongoing quality assurance.

"Learners participating in the programme help shape other learners’ behaviour. The programme helps to change the learners into responsible and disciplined learners who become easy to teach."

Educator

“This programme has been part of the school for many years and I have witnessed how learners that are part of the program changed and they also influenced their friends to change."

Principal
Countries in Southern Africa continue to face significant challenges for health, education, and economic and social development. On the ground we see people, young and old, men and women, facing unemployment, poverty, crime and a lack of access to basic services. There is a strong disjoint between the public and private sector skills gaps and the unemployed masses of school-leavers and unemployed youth. A focus on unemployment as well as HIV and AIDS still dominate the development sector. At gold, we empower young people to lead their generation to a future that is different to the current reality they experience.

Internationally, Peer education has become recognised as an effective approach for delivering behaviour change messages, particularly in the youth context because Peers are a credible source of information (Perry, 1989; Woodcock et al., 1992; Clements and Buczkiewicz, 1993).

Youth Peer Educators can also be effective because they have ongoing and long-term contact with their Peers, giving them the chance to reinforce their messages both formally and informally. This is especially important as young people often spend large amounts of their time socialising with their Peer group (Harden, 2001). Beyond this, Peer education is empowering for those involved (the Peer Educators themselves) (HEA, 1993) and as an approach it can be more cost-effective than education delivered by professionals (Jones, 1992; HEA 1993; Peers et al. 1993).

We acknowledge that Peer education has its weaknesses. If Peer Educators do not practise the behaviours they are talking about the impact of their messages can be reduced (Turner, 1992). Also, if Peer Educator training is not up to standard, less of an impact is noticeable (Strange, 2006).

gold Peer Education is grounded in evidence and learnings from the international Peer education field, to which we contribute significantly.

The **gold** Model has been tested and refined over 12 years and is grounded in evidence and best practice learnings from international fields in social behaviour change, skills development and education. The **gold** approach develops the individual and mobilises an enabling environment. The **gold** Model, through its Facilitator Intern and Peer Educator (PE) skills development and mentoring programmes, has a carefully researched and tested curriculum to address development in six key areas:

- Leadership,
- Health,
- Education,
- Employment,
- Entrepreneurship and
- Social Behaviour Change.

At the heart lie the essential qualities of GRIT along with Head, Heart and Hands, activated by Hope and Purpose. **gold**’s role is to impart and inspire these qualities in its beneficiaries so that they will persist, endure and commit to sustained excellence and achievement in all that they do in the communities that need it most. We seek to measure the following outcomes in line with our strategy:
B. Empowering Children and Adolescents - Peer Educator and Peer Skills Development

The heart of the gold approach is to equip adolescents to reach their full potential and in turn to measurably empower their Peers and other younger children to make purpose-driven and health-enhancing decisions across all areas of their lives. This is achieved through a three-year skills training and mentorship programme in which carefully selected teenage opinion leaders are equipped and supported as Peer Educators.

Module 1- Self-development:
To build awareness of personal identity within a social context as well as adaptive, resilient and positive behaviours and attitudes that enable Peer Educators to deal effectively with everyday life, lay the foundation for their futures and have the skills to access study and work opportunities.

Module 2- Gender Relationship and Rights:
To raise awareness of the rights in relationships among youth. Includes critically engaging with cultural norms, sexual relationships, the rights of boys and girls, and gender violence that youth might experience in relationships.

Module 3- Sexual Reproductive Health:
To equip youth with a comprehensive understanding of sexual and reproductive health and measures to uphold health, and to enable them to share this information with their Peers.

Module 4- Leadership:
To equip Peer Educators to be service-orientated entrepreneurial leaders who have a positive vision for their generation and communities, and who can contribute to the social and economic well-being of the country. They should also have the ability to position themselves strategically as industry and technology shifts.

Module 5- Communication Skills:
To equip youth with communication techniques they can use to effectively reach their Peers with messages on health-enhancing and purpose-driven behaviors, skills and attitudes that enable them to be positive contributors to the economic climate.

Module 6- Community Action:
To equip youth with skills to work together to bring about positive change in their communities through advocating for improved services for young people, raising awareness of youth issues, acts of service and increasing social capital that contributes to economic and social development at a community and national level.

The curriculum included the following modules:
1. Self-development
2. Gender, Relationships and Rights
3. Sexual Reproductive Health
4. Leadership
5. Communication Skills
6. Community Action

“gold has provided me with the tools, skills and training to voice my passion, which is seeing a young generation make the right choices. gold has helped me change my life in the sense that I have learnt how to be humble, patient, have values as well as boundaries and to be a good leader who is a role model. Now I am able to speak in public in front of an audience with more self-esteem, and prove to myself and to the teaching staff that I am capable and confident to implement the programme in the school. This took time and was definitely a process. But by being responsible and a good role model to youth, I have been successful.” Facilitator Intern
"My daughter never attended to her books that much. We always argued about schoolwork. In the June exams her marks improved a lot - to such an extent that she is the top learner in her class."
- Parent of Peer Educator

"Peer pressure is very hard to resist. My friends have boyfriends and they push me to have one as well, even though I am not interested. One of the Peer Educators invited me to a gold session which was about “Networks for Caring” and that session really helped me to realise that I need to start making and building positive networks. I have stopped hanging around with my old friends. I have learnt to turn the negative Peer pressure to positive Peer pressure and make it work for me. My Peers have seen the changes in my life. I have even managed to help one of my Peers with her family problems. She was having communication issues with her mother and with the help of the Peer Educators, she started to open up to her mother and talk to her about the issues. I am going to keep the relationships I have with the Peer Educators and gold family, so that they can continue to advise me in my life and my future." - Peer
C. Empowering Young Adults – Facilitator Intern Skills Development

A major focus of gold is our intensive development of young adults from disadvantaged communities through a life-changing internship as a gold Facilitator within selected gold community and school sites.

In 2015 gold provided 35 young adult Facilitators with one year of a three-year structured skills training and mentoring programme to become influential community leaders, youth work practitioners and experts in gold Peer education practice. Not only did they get to develop critical soft and hard skills for their future employment, but they were the key agents responsible for delivering the training, mentoring and other support services. These services included support for academics of 1357 school-going gold youth Peer Educators in priority communities. These Peer Educators in turn measurably impacted and delivered Peer-educator-to-Peer services to 5734 of their Peers and younger children. Additionally, 112 young adults were given internships within an extended project with the National Youth Development Agency and gold using the Peer2Peer product and training suite.

Many of these young adults, despite being passionate about making a difference, were previously unemployable or unemployed. By being developed as gold Facilitator Interns, they are gaining excellent work experience and in the process are being given the opportunity to empower those younger than them in the same way.

Trainings received by gold Facilitator Interns

- Programme planning
- Project management
- Counselling skills
- Managing and mentoring Peer Educators
- Facilitation skills
- Using the gold curriculum
- Advocacy and programme visibility
- Resource mobilisation
- Peer education theory and methodology
- Project management
- Management practices
- Monitoring and evaluation, and report writing
D. Empowering Educators, Parents and Community Leaders

gold provides capacity building and dialogue opportunities for community stakeholders. These services focus on mobilising school principals, educators, parents/guardians and community leaders with the tools to consciously create an enabling environment for sustained change in social norms, brought about by youth reaching youth.

An important aspect of mobilising community stakeholders in 2015 was the training of adults on how to make use of youth Peer Educators within diverse contexts as agents of change. This included helping adults to strategically use Peer Educators in a formal classroom setting to enhance curriculum outcomes, or on the sports field, in a church youth group or even in a bar late at night to help address risk behaviour through one-on-one conversation with other young people.

Without the support of trusted adults and youth caregivers, the power of youth Peer education could not have been fully harnessed. gold has seen that when community leaders, no matter how overburdened they are, are given the opportunity to work with youth to make their community a better place, they achieve more together than apart.

E. Empowering Schools, Organisations and Communities

gold has developed a robust six year capacity-building programme serving schools and community-based organisations in areas where youth risk behaviour, poverty, unemployment and orphanhood is high and where education resources are inadequate.

In 2015 gold helped its partner schools, sites and community-based organisations to build strong systems and human capital so that they are better positioned to address the numerous social burdens facing their communities. These organisations were supported to continue to hold each other accountable in line with gold standards of quality implementation. This ensures that they intentionally continue to grow in a way that enables their communities to respond to issues in a proactive, specific and efficient way.

gold worked with its community partners to ensure mutual support in which cultivation of innovation together with documentation and sharing of good practices from the field were fostered, despite the tough economic downturn felt by all.
gold’s strength is its focus on delivering excellence that is innovative, evidence-based and scalable. gold has therefore sought to build real and long-lasting relationships with the public and private sectors. In doing so, gold can add value to business and government and in turn deliver on its core business. This is not always an easy endeavour.

gold has designed its services to ensure that it adds significant value through its ability to enhance and complement the implementation of selected priority development objectives of local, provincial and national government. These involve tackling issues of youth development, youth unemployment, HIV and youth risk behaviour, education and health.

gold has working collaborations with government at various levels with the aim of together being better able to serve communities in a systemic way.

For the Business sector, gold has structured itself in a way that companies can authentically access channels to give back, while also, for South Africa, being able to fulfill all their BBBEE requirements through their support of and collaboration with gold at a site, at provincial- or at national level.

In addition, gold is seeking to partner with like-minded corporations who can leverage the human and social capital of gold.

F. Empowering Business and Government
The documentation of our programme outcomes, which commenced in 2014, resulted in a database of useful findings that initially reflected the views of parents, principles and educators. Combined with a project that gold undertook in 2015 to include Mentor Peer Educators' self-assessment of changes, according to their three-year experience with gold, we are now able to report on the findings of a diverse group of our direct participants.

In 2015, gold was eager to determine the nature of the change that is occurring among Peer Educators, and to see how that contributes to an overall positive impact on their Peers and ultimately their community at large. The outcomes highlight the overall positive effects of participating in the gold programme.

The 5 Key Performance Outcomes (KPOs), and the corresponding overall increase reported on for each KPO include:

KPO 1: To increase commitment to education, (increase of 1.03 points on rating scale)
KPO 2: To increase leadership skills and community upliftment, (increase of 2.1 points)
KPO 3: To increase positive character attributes, (increase of 2 points)
KPO 4: To decrease youth risk behaviour (average ratings were not calculated for this KPO since scale options of “No Longer” and “Never” are not representative of a scale of frequency)
KPO 5: To increase employability and job readiness (increase of 1.9 points). The KPO that showed the most significant overall change was the increase in leadership skills and behaviour, and community upliftment. This was followed by an overall increase in positive character attributes.

At the heart of gold's Model is the belief that the “message giver is the strongest message”. Over two thirds of the Peer Educators said that the positive change that they experienced as a result of being in the programme directly enabled them to support their Peers to make positive changes in their lives too.

Research with principals, educators, parents and Peer Educators to assess performance on key outcomes showed that there were positive measurable changes among Peer Educators in school performance, behaviour and attendance; the number of Peer Educators taking on leadership positions; improved job readiness and employability; character attributes and skills; improved knowledge of HIV and sexual behaviour; and a decrease in high risk behaviour such as substance abuse, bullying and gangsterism. The detail is summarised in the following pages.

Research to date shows evidence that the work of gold contributes towards significant Key Performance Indicators

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<th>EDUCATION MEASUREMENT</th>
<th>HEALTH MEASUREMENT</th>
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<td>Increase in:</td>
<td>Decrease in:</td>
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<tr>
<td>1. School Performance</td>
<td>1. Substance Abuse</td>
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<td>2. School Attendance</td>
<td>2. Teen Pregnancy</td>
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<td>4. School Completion</td>
<td>4. Risky Sexual Behaviours</td>
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<tr>
<td>5. Employability and Work Readiness</td>
<td>Increase in:</td>
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<td>6. Reported Health Service Seeking &amp; HIV Testing</td>
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Health Enhancing and Purpose Driven Social Norms
i. Leadership

- Increase in Peer Educators holding leadership positions: only 12% in junior year but 66% in third year of gold programme.
- In junior year, Peer Educators reported 3% knowledge of what problems face youth in their communities; this increased to 83% by third year.
- Peer Educators’ knowledge of what services are available to youth in their communities was 8% in junior year and after 3 years, 83% of them said their knowledge was either “Good” or “Very Good”.
- 98% of MPEs said they had good or “Very Good” knowledge about where to refer a Peer, compared with only 9% of PEs who felt confident to do so in their JPE year.
- 89% of MPEs said they wanted to take part in community upliftment activities compared to only 3% of Peer Educators in their JPE year.

“...I joined gold in 2010. Joining the programme presented me with a good platform to uplift my Peers, especially with information, as one of our roles as Peer Educators is to educate our Peers. Through the Peer-Educator-to-Peer activities: lesson deliveries, talk groups, strategic chats and presentations, I was able to share and equip my Peers with information so that they are able to make the right decisions, role model healthy behaviour and have a bright future. With the help of other Peer Educators we were able to organise for the school to have sports activities and we are currently planning to have a talent show at the school.”


ii. Health

- Decrease in vaginal sex: 16% of Peer Educators who were sexually active in their JPE year had decided to no longer have vaginal sex after beginning the programme.
- Decrease in drug use: 8% of PEs reported that they no longer used drugs as a result of being part of the programme; 89% of MPEs said that they had never taken drugs and continued not to.
- Decrease in alcohol abuse: in the MPE year, 92% of respondents reported that they “Never” or “No Longer” drink alcohol compared to 50% who said they drank alcohol in their JPE year.

The following behaviours were “Never” engaged in. This is an equally important finding because adolescence is typically a time of sexual exploration and high risk-taking. The findings suggest that the gold programme supports and mentors youth to resist negative Peer pressure and make healthy life choices for themselves.
- 97% of MPEs rated “Never” for “I have sex with someone who is 10 years older than me”.
- 97% of MPEs rated “Never” for “I have unprotected anal sex”.
- 89% of MPEs rated “Never” for “I take drugs”.
- 72% of MPEs rated “Never” for “I have sex with more than 1 partner”.
- 53% of MPEs rated “Never” for “I drink alcohol”.

The study also showed increased knowledge about gender violence, healthy relationships and HIV.
iii. Education

Collaborative Pilot with TEACH SA

Eight gold Mentor Peer Educators took part in a gold pilot study in which they used Teach SA’s online Matric Chemistry curriculum to assist them to improve their final year Chemistry results. These teenagers were supported by a gold out-of-school Facilitator Intern, who was not a science teacher. The results showed that all learners improved their final year Chemistry mark after participation in the on-line course. At the end of Quarter 3, before participation in the course, the majority of learners scored between 40% and 49%. After completing the course, their average final mark improved to between 50% and 59%, with one learner achieving 60-69%.

Feedback on Peer Educator Matric Pass Rate in gold Schools in the Western Cape

A study was done with 3 underprivileged, no-fee Western Cape schools to measure the impact of gold’s support to adolescent Peer Educators in their matric academic achievement.

- 100% of gold Peer Educators in the three schools passed their matric compared to 84.5% of other learners in the Western Cape.
- 100% of Peer Educators in these 3 gold schools achieved a Bachelors Pass which qualifies them to study at a tertiary institution compared to 36% nationally.
- In school 1, Masibambane, 100% of Peer Educators passed their matric compared to 92% of other learners in the school.
- In School 2, Bloekombos, 100% of Peer Educators passed matric compared to 76.7 of other learners.
- And in School 3, Hector Pieterson, 100% of Peer Educators passed their matric compared to 71.4% of other learners.
- 26% of these Peer Educators also achieved 14 Distinctions (80-100%) in a number of Matric subjects, including Geography, Business Studies, Physical Science and Maths Literacy.

When gold selected the Peer Educators to be part of the gold Programme in Grade 9, they were not selected on any academic merit but on the basis that they had leadership potential and in most cases were living high-risk lifestyles.

“Learning in school has been a challenge because I have not had anyone to look up to as an example. Very few people are educated in my family. I did not know how important learning is. One day in a gold session we learnt about reaching our goals. I knew from that time that education is a key to success and if I want to reach my goals, school is important. I want to be a medical doctor and I know I will be because now I can learn from the gold Facilitator Interns (who are my mentors) and see them as an example in reaching my goals. I want to be a role model to many young people and I know that this programme will help me achieve my dreams.”

Zambian Peer Educator

Research outcomes show an increase in commitment to education:

Figures 1 and 2 on the following page show how Peer Educators rated their skills or behaviour on key education activities from the time they joined the programme as Junior Peer Educators (JPE) to the time they completed their third year as Mentor Peer Educators (MPE).
There was 100% discontinuation of school drop-out among MPEs. Of the 36% who said that they “Often” or “Sometimes” wanted to drop out of school in their JPE year, there were no Peer Educators who engaged in this behaviour by the time they reached their MPE year.

There was also 100% discontinuation of bunking school; 31% of Peer Educators in their JPE year said they “Often” or “Sometimes” wanted to bunk school whereas none of the MPEs bunked school in their MPE year.

In the MPE year, 98% of Peer Educators rated their attendance at school as either “Good” or “Very Good”. This indicated that 46% improved their attendance at school over the last three years because of being in the programme.

“The gold programme truly focuses on behaviour change. The programme has been implemented in my school for 9 years now and ever since 2006 I have noticed that the group of learners that are part of this programme are always amongst the top achievers in their grades. Most of these learners also serve on our RCL and many have gone on to have good jobs e.g. one of our learners is now a junior lecturer. I believe in this programme because I have witnessed what transformation it has brought in young peoples’ lives.” Principal - South Africa
iv. Employment

There has been an overall increase in Peer Educators’ employability and work readiness skills between their JPE and MPE years:

- Most participants (86%) rated their ability to find out about job opportunities “Very Poor” or “Poor” for their JPE year compared to 100% of PEs in their MPE year; and 89% of parents indicated that they felt their child had better knowledge of how to apply for study and job opportunities.
- 97% of MPEs said that their ability to write a CV was either “Good” or “Very Good” compared to only 6% of Peer Educators in their JPE year who said that their ability to write a CV was “OK”.
- 83% of MPEs reported that they had learnt how to conduct themselves in an interview compared to only 12% in their JPE year, as a result of being part of the programme.

“I had no direction and even though I wanted to be successful I did not take education seriously. I was able to share with a Peer Educator in my school and he helped me to shift my focus from bad friends and to look at my life and my school work. Talking to a person of my age and seeing him being serious about education made me feel that there is hope for a better life. His attitude made me want to change my life. I always wanted to be successful, and having a person who encourages me to go for that and be a good example with his life, even in the community, motivates me. His influence has motivated me to change and pursue my passion. I am now doing well in school. I am talking to my old friends about the importance of education and studying. And I am trying to talk to a girl is on drugs; although it is tough because she is not willing to change. After Grade 12 I want to go to university and study Information Technology because I like working with computers”. Peer, South Africa.

v. Social behaviour change

After 3 years with the gold programme, the following behaviours had been discontinued entirely:

- Having sex with someone who is 10 years older. Of the 6% who were engaged in this behaviour in their JPE year all had discontinued this behaviour by the time they reached their MPE year.
- Having unprotected vaginal sex. All of those PEs who said they had engaged in unprotected vaginal sex in their JPE year reported in their MPE year that they had now discontinued this high risk behaviour. This information is supportive of the view that the gold programme equips youth to disengage in high-risk sexual behaviours and to build healthy relationships.
- Having unprotected anal sex. The 1 respondent who reported having unprotected anal sex in the JPE year discontinued this behaviour by their MPE year; therefore 100% of MPE did not engage in anal sex.

In their JPE year only 9% of Peer Educators said that they understood the stigma that people living with HIV experienced; by the MPE year this had increase to 86%. Only 11% of Peer Educators reported having “Good” or “Very Good” understanding of gender violence in the JPE year. In the MPE year, however, 91% reported that their understanding was either “Good” or “Very Good”. This represents an increase of 80% of PEs who gained an understanding as a result of being part of the gold programme. For the JPE year, 86% of the respondents rated their understanding as “Poor” or “Very Poor”. In the MPE year, 94% of MPEs said that they understood what is meant by a healthy relationship.
Future Forward Offering:  
a youth-led grassroots collective voice for young citizens

The Future Forward Offering has been designed based on the needs of both gold beneficiaries and the marketplace, and is made up of 5 elements:

<table>
<thead>
<tr>
<th>1) Information dissemination</th>
<th>2) Training</th>
<th>3) Connection to opportunities</th>
<th>4) Work Readiness training workshop and information booklet</th>
<th>5) Exit pack for gold Peer Educators and Facilitator Interns:</th>
</tr>
</thead>
</table>
| Information related to career, study, post-school opportunities is researched, screened, refined and then shared online via the gold website, Facebook page, and in emails or mobile communication to gold Grad coordinators to share with gold Facilitator Interns, Peer Educators or their Peers, if not directly to them. | Specific additional training sessions have been infused within the gold Model across the gold Leadership pipeline to ensure that all gold beneficiaries are better positioned to access future opportunities. The Future Forward in-house skills training sessions or outsourced training courses are additional sessions within the existing three-year curriculum. In an intentional matter, gold designed these sessions around specific topics to complement the skills training programme, thereby equipping young people to access study- or job opportunities on leaving school. **Training includes:** 1. Entrepreneurship training 2. Work Readiness training 3. Customer Service and Business in a Box Management for Micro Entrepreneurs or Merchandisers in Retail and General Trade 4. ICT training courses 5. Artisan training courses 6. Hospitality training courses 7. Drivers and Scooter licence training | gold acts as the connector between gold beneficiaries and potential employers, vocational partners and study institutions. gold staff actively share information and assist gold beneficiaries in their application process. gold team members meet with potential employers and demand-side partners with the aim of forming long-term partnerships for the purpose of placing youth in job shadow opportunities, first time employment, learnerships or work experience placements. **gold creates awareness** among employers and other stakeholders of the need to create opportunities for youth to gain work experience or be given the support towards running a business. gold works with vocational partners to train on core skills that fall outside the gold three-year training process, thereby creating a pipeline of entry-level youth that are positioned towards becoming economically independent young adults. | A two- to three-day training workshop is offered to all Track 2 or 3 Peer Educators and Facilitator Interns. The gold Peer Educator training curriculum, which is delivered over the course of three years, is highly effective in developing important skills such as communication, critical thinking and leadership. The Work Readiness skills training sessions are additional sessions in the existing three-year curriculum and are intentional in equipping young people with knowledge and skills around very specific topics that will enable them to effectively know how to plan and apply for studies/ job opportunities upon leaving school. | gold has developed a pack of resources that are prepared for each gold beneficiary once they have completed their three-year Peer Educator or Facilitator Intern curriculum. The exit pack consists of: • Groper Personality Profile Mini Report. • Testimonial. This is a character reference detailing the Peer Educator or Facilitator Intern’s personal attributes and character. For Peer Educators, it is written by Facilitator Interns, and for Facilitator Interns it is written by the Programme Manager or Site coordinator. • Endorsement Letter signed by gold stipulating work related activities conducted, and work related experience and skills acquired. • Peer Educator or Facilitator Intern CV.
A. The gold Grad (GG) Alumni Network

In the Southern African context—where 59% of youth live in poverty in communities that continue to grapple with the structural barriers inherited from the legacy of apartheid and where an unacceptably high youth unemployment rate persists alongside a decreasing youth absorption rate into the labour market—supporting youth is an urgent priority.

A core component of gold’s Future Forward strategy has been to facilitate the youth-led mobilisation of the gold Grad (GG) “alumni” network by providing past gold beneficiaries with a platform for collaborative engagement with each other and demand-side partners/employers, so as to better enable their access to workplace and further training opportunities and enhance their roles as a collective voice for active young citizens. In essence this was believed to be a collective that will lead youth to proactively engage with business partners. For this to succeed, GGs must therefore be a group of self-aware, confident young people with grit who are able to transition from the gold Programme as Peer Educators and Facilitator Interns and make future connections for themselves, with support from the gold network.

<table>
<thead>
<tr>
<th>Key priorities in implementing Future Forward Offering included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishing and building the capacity of a Youth-led GGs committee.</td>
</tr>
<tr>
<td>• Facilitating engagement of GGs committees with thought leaders, employers and vocational partners.</td>
</tr>
<tr>
<td>• Ensuring that industry thought leaders and vocational partners understand the challenges facing youth, as well as the opportunities these youth and their access to emerging markets offer.</td>
</tr>
<tr>
<td>• Conducting small scale job placement/work experience pilots with carefully identified employers in Retail, Artisanship, Hospitality and ICT so as to inform a scalable and collaborative strategy for future youth job placements and further study opportunities for post school grassroots youth.</td>
</tr>
</tbody>
</table>

Ultimately, the gold Future Forward Offering seeks to bridge the gap between the supply and demand sides of the labour market equation. This bridging of critical gaps is only possible if built on through meaningful engagement from both sides, by shifting demand-side perceptions of youth at the bottom of the pyramid and by capacitating these youth and providing them with a platform to demonstrate their full potential and market worth.

B. gold Future Forward Offering Activities in 2015

1. The formation of the GGs Committee

The launch of the GGs committee, which brought together youth from different disenfranchised communities, served as a valuable networking opportunity and allowed GGs to be re-inspired and feel further connected to the gold vision, and a dream of a hopeful and economically independent future.

The success of a mobilised gold Grad network relies on a motivated and empowered committee, which is an essential element of Future Forward.
Important learnings regarding supporting a youth-led committee included:

• A youth-led message is powerful because it has personal ownership of youth and is fuelled by the need for change.
• Youth need to be empowered to lead the conversation.
• The reality of grass roots youth needs to be fully understood, such as challenges of connectivity.

2. Youth-led engagement of gold Grad Committees with thought leaders, employers and vocational partners

Employing young people can make both business and human resourcing sense while allowing a company to positively contribute to the country’s development. In order for employers to support this view, their perception of youth must change. By shifting perceptions and employing youth, business has a meaningful opportunity to help break the vicious cycle of poverty in which youth are trapped (according to Youth and the inter-generational transmission cycle of poverty, published in 2015 Children’s Institute Child Gauge). In order to achieve this shift in perceptions, it is necessary to connect the unemployed youth with business leaders and to support effective and meaningful interaction.

In response to this need, gold developed and held three emerging market youth engagement workshops. These workshops facilitated an in-depth and open discussion on the youth unemployment crisis, the realities of the youth from disadvantaged communities and the views, values, beliefs and fears of the youth and business leaders alike. The following important learnings emerged:

• Once engaged and informed, corporates and industry leaders want to empower and be involved with unemployed youth.
• Learning: The use of space and format of engagement plays a powerful role.
• The perceived risks of employing youth can be reduced by linking organisations.

3. Get Connected Events: Small-scale job placement/ work experience pilots

gold held various pilots to help place GGs in key opportunity areas, including; a driver’s license pilot, capacity building workshops in ICT and entrepreneurship, and job-shadowing experience in hospitality. Furthermore, gold facilitated retail opportunities and explored how to bring them to scale in the formal and informal markets.

Grads

In 2015 gold planned and undertook various Pilot placements, work experience and job shadowing of gold Grads (GGs) in various key industries, including hospitality, retail, ICT, entrepreneurship and artisanship. In addition, gold planned to ensure that a number of GGs would obtain their driver’s licence. The learnings from these pilots have been very instructive and have informed how gold will strengthen its Future Forward strategy in 2016.

Key learnings include:

• identifying the essential skill sets for entry level jobs in the industries identified above;
• ensuring that Peer Educators and Facilitator Interns have effective Exit Packs that include a well written CV, Pass Reports for Literacy and Numeracy Tests and a Driver’s Learners License;
• ensuring that gold includes training, mentoring, workshops and online applications that increase basic ICT skills and basic Customer Service skills;
• understanding of strengths and interests with regard to career choices and rigorous mentoring specifically on the same;
• knowledge on how to access study and work opportunities;
• understanding of what is meant by resilience, persistence, motivation, reliability, punctuality and presentation - all qualities essential to good performance and retention in the workplace.
C: 2015 Research Project indicated the following:
There is evidence that there is a coherence between the soft skills obtained by the GGs though the gold Model, and the soft skills required by potential clients in all sectors. Within the retail and marketing sector in particular, no necessary additional skills should be needed for an entry level employee.

The diagram below details the skills that a GG has after participating in the gold programme.
### D. Placement, Job Shadowing and Work Experience Achieved in 2015

<table>
<thead>
<tr>
<th>Pilot</th>
<th>Training/workshop</th>
<th>Job Shadow</th>
<th>Work Experience</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT/Entrepreneurship</td>
<td>14 participants attended workshop&lt;br&gt;5 participants received ICT training&lt;br&gt;7 GGs participated in an online basic computer skills course</td>
<td></td>
<td></td>
<td>5 participants eligible to start their own business-Business in a Box</td>
</tr>
<tr>
<td>Driver’s License</td>
<td>21 GGs participated either in driving lessons or learner classes</td>
<td></td>
<td></td>
<td>1 GG passed Driver’s License Test&lt;br&gt;12 in process of getting Driver’s License&lt;br&gt;8 doing their Learner’s License Test</td>
</tr>
<tr>
<td>Hospitality</td>
<td>5 GGs completed online tourism course</td>
<td>5 GGs work-shadowed tour guides</td>
<td>1 GG will mentor a tour in Dec. 2015</td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td></td>
<td></td>
<td></td>
<td>Gr 10 and Gr 11 PEs gain work experience in local retail stores in community</td>
</tr>
<tr>
<td>Artisanship</td>
<td>1 GG enrolled but unable to complete course due to lack of support and resources from partner offering apprenticeship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Job shadowing and Work Experience</td>
<td>1 GG work-shadowed a television producer during a shoot</td>
<td>1 GG will mentor a tour in Dec. 2015</td>
<td>10 GG given opportunity to apply at Woolworths store for end of year peak season&lt;br&gt;1GG accepted Connections through Future Forward service</td>
<td></td>
</tr>
<tr>
<td><strong>gold Grad</strong>&lt;br&gt;training conducted for employability and vocational connections</td>
<td><strong>436 gold</strong> Grads attended training days</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: the above does not include placements and internships which are discussed earlier in the report.
5. Our Impacts through gold-enterprises 2015

During 2015, gold-enterprises concluded the Social Behaviour Change guidelines project with the National Department of Social Development (DSD) that was started in 2014. Thereafter, the DSD, in partnership with PACT (USAID/PEPFAR agency), contracted gold-enterprises to pilot training on the guidelines in 3 provinces (Eastern Cape, KZN and Limpopo).

gold concluded several successful projects with our Washington based client:
- In December 2015, gold-enterprises conducted Business Development Training with delegates in Livingstone, Zambia. This was the second of three trainings as part of an ongoing contract. The first training took place in July 2015.
- gold-enterprises trained Egyptian youth on South Africa’s transition to democracy. The client was delighted with the excellent execution and quality of the project. In December 2015 and January 2016, gold-enterprises completed two further workshops for Egypt.
- gold-enterprises undertook planning of a study tour for Libyan local government officials and mayors, which is expected to take place in the second quarter of 2016.

gold-enterprises piloted an Emerging Markets Youth Unemployment Engagement Workshop with the Group Retail Director of Foschini and Managing Director of Markhams, as well as two other HR managers from Foschini. A select group of gold youth participated in the pilot. The Foschini delegates found the workshop very useful and saw an opportunity to conduct similar workshops with their store managers. This served as the foundation for further Emerging Market Engagement Workshops with corporate partners with the plan to expand these.

In 2015, gold-enterprises laid the foundations for a project with Solar-powered Kiosks that will allow Raizcorp to utilise the entrepreneurial capacity of gold Grads. Currently gold-enterprises is preparing a pilot with kiosks in KZN to test the viability of this opportunity. A number of gold Grads will be assessed to test whether they can run the kiosks, and gold-enterprises will investigate the possibility of using a technology accelerator for possible access to payment and stock management technology to run the kiosks.

Another exciting opportunity that presented itself in 2015 was an Enterprise Development initiative, which was put in place to start in 2016.

In 2015, gold-enterprises met with a Mobile Start-up, to explore the possibility of becoming their preferred service provider for market research. This project will serve as a pilot for gold-enterprises’ Proposed Market services business outside of South Africa in the future years.

gold-enterprises considered it’s positioning to benefit from the new gazetted BBBEE codes and met with a corporate BEE consultant, to further build a case for gold-enterprises in this space. A gold Group BBBEE marketing document was developed to position gold-enterprises to gain enterprise and supplier development (ESD) grants and targets qualifying small enterprises (QSE) and, in doing so, make a significant impact on transformation outcomes for the employment youth.

gold-enterprises held a successful 5-day Peer2Peer workshop in Kuala Lumpur, Malaysia, with delegates from Singapore, India, Philippines and Namibia.
4. The gold Group Team 2015

Susannah Farr
Chief Executive Officer

Nicky Welsh
HR and Office Manager

Alois Mushambi
Finance Manager

Desiré Peters
Chief Programmes Officer

Sharon Rumble
Quality Assurance Manager

Susannah Farr
Chief Executive Officer

Nicky Welsh
HR and Office Manager

Alois Mushambi
Finance Manager

Desiré Peters
Chief Programmes Officer

Sharon Rumble
Quality Assurance Manager

Nathalie Tedder
Business Development Manager

Nathalie Tedder
Business Development Manager

Fiona Milligan
Marketing and Design Manager

Lethiwe Nkosi
Communications Coordinator

Lynette Amaro
Training and Support Manager

Eric Mtimkulu
Field Operations Manager

Trevor Mubaiwa
IT and Systems Coordinator

Jamie-Lee Maguire
Resource Development Coordinator

Fiona Milligan
Marketing and Design Manager

Lethiwe Nkosi
Communications Coordinator

Kanyanta Kapwepwe
Finance Coordinator

Mandla Makubela
MPU and LMP Coordinator

Dean Egypt
Connections Coordinator
Lerato Teledi  
Mpumalanga Sites Coordinator

Chantel Harrendover  
Western Cape Sites Coordinator

Allison Bailey  
GP Sites Coordinator

Zola Jama  
Kraaifontein Site Coordinator

Luyanda Mbi  
Business Development Intern

Anthony Baatjies  
gold Grads Intern and Chair WC GG Committee

Faith Tererai  
gold Grads and Resource Development Intern

Sipho Makamba  
Volunteer Admin Intern / Housekeeper

Cayley Tonkin  
Executive Assistant Intern – Special Projects

Donald Kgarabyane  
Facilitator Intern

Ludindiso Cekiso  
Facilitator Intern

Zandisile Makutse  
Facilitator Intern

Ezile Mkholokotho  
Facilitator Intern

Rosemary Mashego  
Facilitator Intern

Thandeka Teledi  
Facilitator Intern

Jacky Maphosa  
Facilitator Intern

Ramone Rix  
Peer2Peer Trainer

Robyn Smith  
Peer2Peer Trainer

Michelle Fitzpatrick  
Training and Consulting Coordinator

Jean Tukker  
Systems Support Specialist

Dawnay Cloete  
Peer2Peer Trainer

Jonathan Hobosch  
Peer2Peer Trainer

Luvuyo Madani  
Peer2Peer Trainer
Jean Tukker  
Systems Support Specialist

Michelle Fitzpatrick  
Training and Consulting Coordinator

Megan Mubaiwa  
Peer2Peer Trainer

Esmerelda Claims  
Facilitator Intern

Farai Mwanza  
Zambia National Manager

Winford Musaka  
Training and Assessment Officer

William Mulenga  
Programme Support and gold Grads Officer

Consultants

Paula Pickering  
Media Production Consultant/Project Manager

Suna Hall  
Fundraising Manager

Renette Pickering  
Writer and Development Consultant

Msizi Cele  
Business Support and Training

Wedzerai Chiyoka  
Technical Training and Policy Strategy
7. Accountability and Stewardship

**ACCOUNTABILITY TO DONORS**
gold-youth has a Funding and Resource Mobilisation Policy which is enforced each time a partnership or collaboration is considered. This policy outlines and details gold-youth’s Ethos and principles of fundraising and gold-youth’s protocol towards donations. An extract is included below:

- Grant funds must be used in prudent, lawful and ethical ways and in accordance with donor restrictions. In addition, the CEO shall:
  - Only enter into those grant arrangements in which gold has a reasonable expectation of delivering the promised activities and results.
  - Any subrecipients must also be reasonably expected to deliver promised activities and results and to use funds in prudent, lawful and ethical ways.
  - All subrecipients must conform to grant requirements.
  - gold may not enter into grant or contract arrangements which place the financial stability of gold at risk.
  - gold shall comply with all applicable local and regional laws regulating fundraising and in line with gold fundraising strategy and donor policy, as agreed by the board.

**ACCOUNTABILITY TO SOCIETY**
The gold Model is designed to respond to identified youth needs and is a community led model. This means that the local community of beneficiaries plays an integral part in assessing and monitoring the impact of programme implementation, as well as informing the focus areas specific to their community’s context.

Target groups are very involved in the ongoing site specific implementation, as well as the monitoring and evaluation of the programme.

The gold Model has been informed by best practice global research together with the learnings of credible organisations. The gold research and development team conduct focus groups with project beneficiaries that inform the continuous programme improvement cycle of gold Model Development.

gold shall, to the best of its ability, ensure that general contributions are used in accordance with donors’ wishes or gold’s stated purposes. Restricted gifts will be used in accordance with donors’ specific requirements. Donor gifts shall be acknowledged on a timely basis.

gold has a rigorous donor funds financial management system that ensures tight controls over the use of and reporting on donor funds.

**B-BBEE**
In the South African context specifically, South Africa’s Broad Based Black Economic Empowerment Act provides a legislative framework to promote empowerment and distribution of wealth to previously disadvantaged South Africans. The law is legally binding on all Companies registered in South Africa. gold’s beneficiary status in terms of the Broad Based Black Economic Empowerment (B-BBEE) legislation was once again verified by an independent verification agency for 2015.

Findings by the independent verification agency indicated that more than 95% of the beneficiaries of gold are ‘black’, as defined by B-BBEE legislation. This means that Funders in RSA can claim the full benefit of contributions on their B-BBEE scorecards (SED and ED) ** under the Socio-Economic Development element (Code Series 700) of the B-BBEE legislation.
B. Environmental Stewardship

At gold we believe that the responsibility to protect our global environment and prevent ecocide (the destruction of the natural environment by pollution) rests on governments, organisations, civil society and individual citizens.

gold has an Environmental Responsibility Best Practice. gold commits to take responsibility to actively reduce our carbon footprint.

This is done by:

- A policy of recycling wherever possible. (This includes paper and electronic products as well as dangerous waste).
- Investigating innovative new initiatives where no current recycling services exist.
- Reducing travel flights by combining activities at core times and in central locations.
- Vehicle sharing for official journeys wherever possible.
- Using public transport systems when available.
- Reducing the use of printed documents.
- Sharing electronic documentation using email and the gold server.
- Where printed documentation is essential, always using double-sided settings or reducing document size.
- Utilising conference calling and Skype above travel, for executive meetings.
- Minimising power use.
- Cutting power (at source) from computers and electrical appliances when not in use.
- Using environmentally sensitive products unless there is no alternative.
- Requiring all of our service providers, beneficiaries and partners to commit to reducing their organisational carbon footprints.

This year we have made progress regarding all of the above but most noticeably we have reduced our travel and flights by making use of conference calling and combining activities at core times in core locations.

We began measuring electricity consumption 2011. We have decreased our electricity usage. The electricity usage readings only cover gold’s International Office as at our other regional offices, water and electricity is estimated and billed as part of the rent.

We believe that protection of our global environment will lead to green economies, job creation and sustainable development.

Our support of a worldwide reduction in ecocide is a component of our commitment to see a generation of young Africans empowered to reach their full potential and live long lives with vision and purpose.
C. Financial Stewardship

2015 Financial Overview - RSA and Zambia
As previously stated, 2015 was a good but difficult year for gold. The global economic environment provided significant challenges around which gold had to navigate.

The Largest Funders 2015

<table>
<thead>
<tr>
<th>FIVE LARGEST FUNDERS 2012</th>
<th>CATEGORY</th>
<th>AMOUNT IN RANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NYDA (EPWP)</td>
<td>Government</td>
<td>6,021,659</td>
</tr>
<tr>
<td>2. J. P. Morgan</td>
<td>Corporate</td>
<td>1,739,586</td>
</tr>
<tr>
<td>3. Standard Bank South Africa</td>
<td>Corporate</td>
<td>909,668</td>
</tr>
<tr>
<td>4. Mindenhall Foundation</td>
<td>Foundations</td>
<td>806,471</td>
</tr>
<tr>
<td>5. DG Murray Trust</td>
<td>Foundations</td>
<td>388,089</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td>2,558,527</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>R 12,424,000</td>
</tr>
</tbody>
</table>
### INCOME STATEMENT FOR 2015 (RSA & HEAD OFFICE COSTS)

Gold Youth Development Agency NPC (legally referred to as Gold Peer Education Development Agency)

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allan and Gill Gray charitable Trust</td>
<td>73,000</td>
</tr>
<tr>
<td>Department of Social Development</td>
<td>108,967</td>
</tr>
<tr>
<td>DG Murray</td>
<td>389,089</td>
</tr>
<tr>
<td>Gold Peer Zambia NPC</td>
<td>113,728</td>
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<tr>
<td>HOPE HIV</td>
<td>156,275</td>
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<tr>
<td>IDT</td>
<td>55,650</td>
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<tr>
<td>JP Morgan</td>
<td>1,739,586</td>
</tr>
<tr>
<td>Mindenhall</td>
<td>669,797</td>
</tr>
<tr>
<td>NYDA</td>
<td>6,021,659</td>
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<tr>
<td>Other Funds</td>
<td>275,866</td>
</tr>
<tr>
<td>Peregrine</td>
<td>155,259</td>
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<tr>
<td>Standard Bank</td>
<td>909,668</td>
</tr>
<tr>
<td>Western Union</td>
<td>118,000</td>
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<tr>
<td><strong>Total Grants and Donations Received</strong></td>
<td><strong>10,777,544</strong></td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>11,656,621</strong></td>
</tr>
</tbody>
</table>

### Operating expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation</td>
<td>127,153</td>
</tr>
<tr>
<td>Audit &amp; Accounting Fees</td>
<td>29,280</td>
</tr>
<tr>
<td>Bad Debts</td>
<td>81,021</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>37,211</td>
</tr>
<tr>
<td>Cleaning</td>
<td>12,535</td>
</tr>
<tr>
<td>Computer Expenses</td>
<td>37,766</td>
</tr>
<tr>
<td>Curriculum content manager &amp; M&amp;E specialist</td>
<td>235,666</td>
</tr>
<tr>
<td>Depreciation, Amortisation and Impairments</td>
<td>18,562</td>
</tr>
<tr>
<td>Electricity &amp; Water</td>
<td>26,778</td>
</tr>
<tr>
<td>Fundraising</td>
<td>89,294</td>
</tr>
<tr>
<td>General Expenses</td>
<td>179,008</td>
</tr>
<tr>
<td>Insurance</td>
<td>34,003</td>
</tr>
<tr>
<td>Marketing</td>
<td>18,787</td>
</tr>
<tr>
<td>Per Diems</td>
<td>21,655</td>
</tr>
<tr>
<td>Postage</td>
<td>3,108</td>
</tr>
<tr>
<td>Printing &amp; Stationery</td>
<td>144,216</td>
</tr>
<tr>
<td>Refreshments</td>
<td>135,785</td>
</tr>
<tr>
<td>Rent</td>
<td>244,174</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>14,278</td>
</tr>
<tr>
<td>Security</td>
<td>6,540</td>
</tr>
<tr>
<td>Staff Development and Welfare</td>
<td>38,578</td>
</tr>
</tbody>
</table>
Staff salaries 4 150 389
Sub Grant to community organisations for programme implementation 5 465 355
Telephone 81 869
Training Materials 17 527
Transport 558 683
Venue 8 468
Operating expenses 11 817 689

Surplus / (Deficit) 91 762

Note:
Does not include interest received or paid, profit or loss on exchange differences, depreciation or bad debts

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INCOME STATEMENT FOR 2015 (ZAMBIA FIELD COSTS)
gold Youth Development Agency (legally referred to as gold Peer Education Development Agency Zambia Limited)

2015
ZMW

Revenue
PEP Zambia 192 498
Zoona 46 624
Hope HIV 132 441
Mindenhall 91 116
Funds Income Gold Consulting 11 808
Total Revenue 474 486

Operating Expenses
Accommodation 39 565
Accounting 10 275
Bank Charges 4 425
Cleaning 1 508
Courier & Postage 1 572
Electricity and Water 2 571
Printing 9 779
Rent 17 894
Repairs & Maintenance 989
Staff development 3 097
Stationery 7 239
Sub Grant to community organisations implementing peer education 63 511
Telephone and Internet 7 618
Transport 23 212
Staff salaries 216 894
TOTAL 410 089

Surplus / (Deficit) 64 397
**INCOME STATEMENT FOR 2015 Gold-Enterprises (PTY) LTD**  
(Legally referred to as Generation of Leaders Discovered Consulting)

```
<table>
<thead>
<tr>
<th></th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
</tr>
<tr>
<td>Service / Sales Income</td>
<td>2 089 854</td>
</tr>
<tr>
<td>Training Income</td>
<td>600 000</td>
</tr>
<tr>
<td>Revenue</td>
<td>2 689 854</td>
</tr>
<tr>
<td>Cost of Sales</td>
<td>2 201 786</td>
</tr>
<tr>
<td>Gross Profit</td>
<td>488 068</td>
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<tr>
<td>Other Income</td>
<td>885 624</td>
</tr>
<tr>
<td><strong>Gold Agency Management Fee</strong></td>
<td>491 700</td>
</tr>
<tr>
<td><strong>Bank Charges</strong></td>
<td>2 791</td>
</tr>
<tr>
<td><strong>Cleaning</strong></td>
<td>2 820</td>
</tr>
<tr>
<td><strong>Computer Expenses</strong></td>
<td>15 437</td>
</tr>
<tr>
<td><strong>Consulting Fees</strong></td>
<td>348 252</td>
</tr>
<tr>
<td><strong>Electricity &amp; Water</strong></td>
<td>1 182</td>
</tr>
<tr>
<td><strong>Insurance</strong></td>
<td>1 250</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>11 197</td>
</tr>
<tr>
<td><strong>Printing &amp; Stationery</strong></td>
<td>16 829</td>
</tr>
<tr>
<td><strong>Rent Paid</strong></td>
<td>88 375</td>
</tr>
<tr>
<td><strong>Repairs &amp; Maintenance</strong></td>
<td>252</td>
</tr>
<tr>
<td><strong>Salaries &amp; Wages</strong></td>
<td>116 250</td>
</tr>
<tr>
<td><strong>Staff Welfare</strong></td>
<td>87 616</td>
</tr>
<tr>
<td><strong>Telephone &amp; Fax</strong></td>
<td>16 349</td>
</tr>
<tr>
<td><strong>Travel - Local</strong></td>
<td>20 453</td>
</tr>
<tr>
<td><strong>Travel - Overseas</strong></td>
<td>4 751</td>
</tr>
<tr>
<td></td>
<td>1 231 544</td>
</tr>
<tr>
<td><strong>Net Profit</strong></td>
<td>142 147</td>
</tr>
<tr>
<td><strong>Interest Received</strong></td>
<td>7 434</td>
</tr>
<tr>
<td><strong>Net profit before tax</strong></td>
<td>149 582</td>
</tr>
</tbody>
</table>
```
All Budgets are drawn up by gold Budget Managers, using budget codes. These budget codes come from the gold Matrix which sets out the functional structure of gold.

Funders’ budgets are allocated to these budget codes on a donor database before each financial year begins and throughout the year as new funds come in. This allocation process is done by the Financial manager in consultation with the Business Development Manager, who holds the funder relationships. These allocations are based, on a high level, on management decisions made in monthly meetings of the Executive Leadership Forum and are informed by the Programme Team which includes the Chief Programmes Officer, and the country teams.

All finance processes, such as approval of payment vouchers and actual payment of suppliers, are done with adequate segregation of duties within the team involved.

The accounting system used is Pastel. Expenses are raised on valid tax invoices. Suppliers’ invoices are followed up by making use of the supplier accounts, so that no payments are made which are not recorded as valid expenses timeously.

Budget Managers track their spending and compare this monthly to the team budget which the Finance Manager sends out. The Finance Manager reports any overspends to Budget Managers monthly and addresses these where there are issues. Overspends are rare. The Finance Officer who checks all payment vouchers before payment makes use of the monthly team budget in approving these expenses.

Petty cash is used for small expenses in Head Office. Adequate segregation of duties is enforced and the cash is kept under lock and key. Monthly recons are done and all advances reconciled timeously by Budget Managers.

gold complies with the Voluntary Independent Code of Governance and Values for Non-Profit Organisations in South Africa. The Directors are required, by the Companies Act, to maintain adequate accounting records, and are responsible for the content and integrity of the audited financial statements.

External auditors are engaged to express an independent opinion on the audited financial statements. The Directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment.

To enable the Directors to meet these responsibilities, standards are set for internal control, aimed at reducing the risk of error or loss in a cost effective manner.

The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company.

While operating risk cannot be fully eliminated, the company endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The Zambia entity has its own set of audited financial statements.

The Botswana entity is audited as part of the South African entity 2015-2017. All Tax and Company Laws in gold countries of operation are complied with on a continual basis.
8. Looking Ahead

gold has a long-term strategy for overall sustainability that aims to grow a diverse pipeline of donors and revenue streams.

In 2016, gold aims to undertake a project to explore outcomes-based impact investing. We’ll test a funding model to scale the gold Model, with partners on board, who could be best able to commit to paying for a social and economic return on investment.

Our overall goals for gold-enterprises and gold-youth in 2016 are as follows:

- to continue positioning gold-enterprises to support the expansion of gold’s social impact work; and
- for gold-youth to build towards a long-term cycle of development in each community it targets.

Alongside this work, much was done in 2015 to prepare for the 2016 print run, including the writing, editing and formatting of new content for release in 2016, with particular revision of the work readiness component and additions of gold Curricula for Peer Educators and Peers.

gold documented a proposed way forward for future application of gold’s Peer2Peer pilot, based on lessons learnt that were shared with selected education role players from government in various meetings. As a result of these engagements the Western Cape Department of Education will use the proposed Peer2Peer product for future scale from 2016 onward. It will serve as a case study for future provinces like the Eastern Cape where through put is 20%. 2016 will be a year of groundwork for expansion into new sites in South Africa, Zambia, Botswana and Zimbabwe from 2017.

A. Future Forward

gold’s Future Forward initiative connects many gold Grads (alumni) to opportunities in further education, workplace internships, and access to entry level jobs as well as entrepreneurship support. A large gap exists between the business leaders and unemployed youth, which has resulted in a crisis in Southern Africa. Bridging this gap is crucial for the well-being of our youth and our economy and the responsibility lies in the hands of all sections of society.

Through implementing the Future Forward Offering, gold has learnt valuable lessons about the way forward in building this bridge. Firstly, gold believes the bridge needs to be built from both sides of the labour market equation through a grassroots youth-led conversation. The first steps in this meaningful path to change involve a journey of self-discovery and the building of human and social capital of youth; a process that must be facilitated due to the challenging realities of our youth today. Youth must understand their own value and potential, and transform the way they think about themselves and their futures. Once youth are empowered in this way and have the capacity and opportunity to explore what they want, and know what their strengths are, they will be ready to take ownership and lead the conversation. The youth want to be heard and need to be heard.

In 2016, gold will continue to facilitate the dismantling of barriers to conversation and engagement by eliminating rank, and holding open conversation that cultivates empathy, providing the platform for our youth to flourish and be heard—and for demand-side partners to listen.

B. Media and Technology in 2016

In 2016, we continue to build on foundations of a blended capacity building package that will serve future social franchisee scale.

At the heart of the technology scale project is the desire to use technology within the world of gold to better enable us to take a face-to-face relationship based grassroots working methodology, and scale at depth as well as width where it is needed most, more efficiently. We have a 4-year plan that will look at each year of our learning pathways or programme participants, such as Social Franchisee leadership or a Peer Educator, and infuse technology and media to provide blended learning and engagement. We hope to increase gold capacity in reaching what would be unreachable communities and regions as a result of the demand of human resource and infrastructure for set up. We do not believe technology can replace people but are convinced it is a core component to reach the bottom billion sustainably and meaningfully in a standardised way.

In 2015, we developed and tested selected components of an online and offline toolkit of gold media products and messaging platforms to inform a blended approach for quality scale up of the gold model from 2017. This will be tested in 2016.
C. gold-enterprises

gold-enterprises experienced strong growth in 2015, in line with a long-term vision for impact and profit growth. In 2016, gold-enterprises will continue to work with a Washington-based client on several projects, including a Municipal Governance Study Tour for Mayors and Councillors, as well as a workshop in Zambia that is linked to ongoing professional development (mentoring) for delegates post training. Furthermore, discussions are ongoing regarding a 5-day Peer2Peer workshop with youth leaders, and with the National Department of Basic Education (NDBE) about roll-out of a Peer2Peer project in 2016.

Foundations have been laid for getting the new businesses up and running and conducting feasibility of these ideas for the long term scale of job opportunities for gold Grads as we penetrate new markets. A project will be initiated in 2016 to digitise gold Peer2Peer resources to share with a wider market at reduced cost.

gold believes Africa is rising
gold-youth South Africa & International
22 Station Road, Rondebosch, 7700, Western Cape

gold-youth Zambia Country Office
Mukuni House, Third Floor, Room 393, West wing
Independence Avenue, Kabwe

gold-youth would appreciate funding for its work and welcomes opportunities to collaborate with people who share our vision.

Should you wish to make a donation, please use the following details or visit the donate page on www.goldyouth.org:

Zambia Bank Details
gold Peer Education Development Agency
STANBIC
9130000912615 (ZMW)
Branch Code: 040010
Swift Code: S Bib

South Africa Bank Details
Standard Bank South Africa Limited
gold Peer Education Development Agency
Account Number: 270583203
Branch Code: 025009

Botswana Bank Details
gold Peer Education Development Agency
Business Current Account
Account Number: 9060001320888
Bank Name: Stanbic Bank Botswana Limited
BIC(SWIFT): SBICBWGX
Sort Code: 0 64967

International Bank Details
gold Peer Education Development Agency
STANDARD BANK
Account Number: 090553012
Branch Code: 025009
Swift Code: SBZAZAJJ