

PILOT PROGRAMME IMPACT REPORT

Growth Beyond Grades

Pilot Programme

April – June 2026

Six-Week Virtual Cohort

A programme of Reboot Wellbeing and Empowerment Foundation (RWEF), delivered in partnership with The Student Growth Hub.

30 

BENEFICIARIES

5 

COUNTRIES

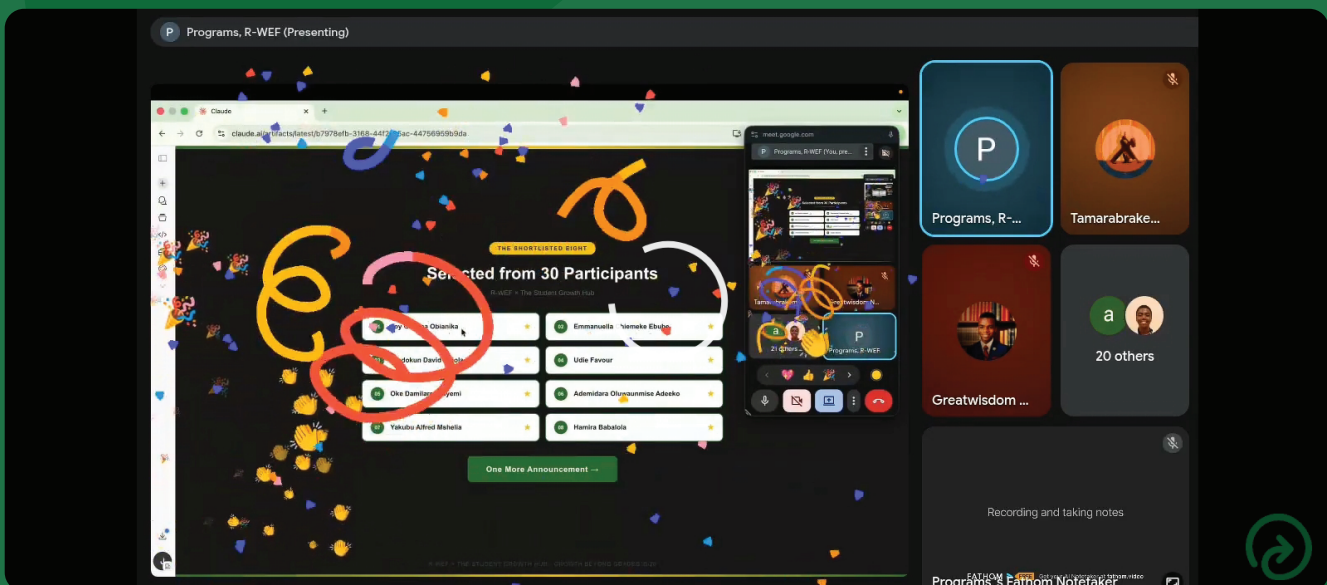
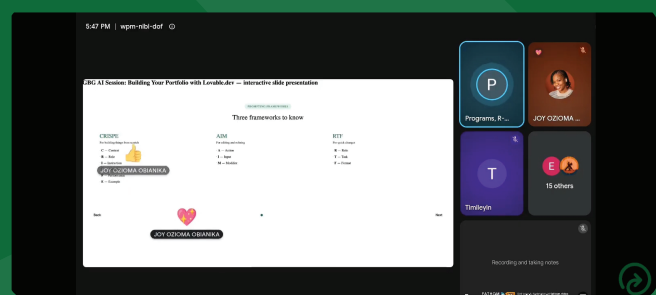
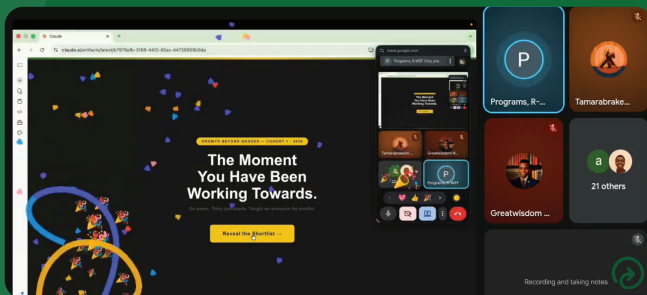
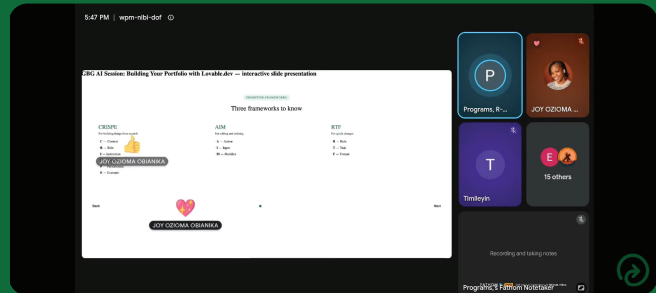
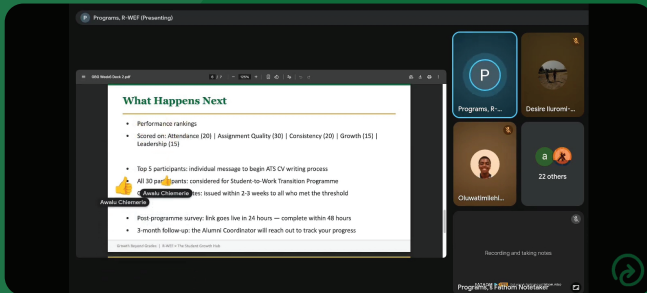
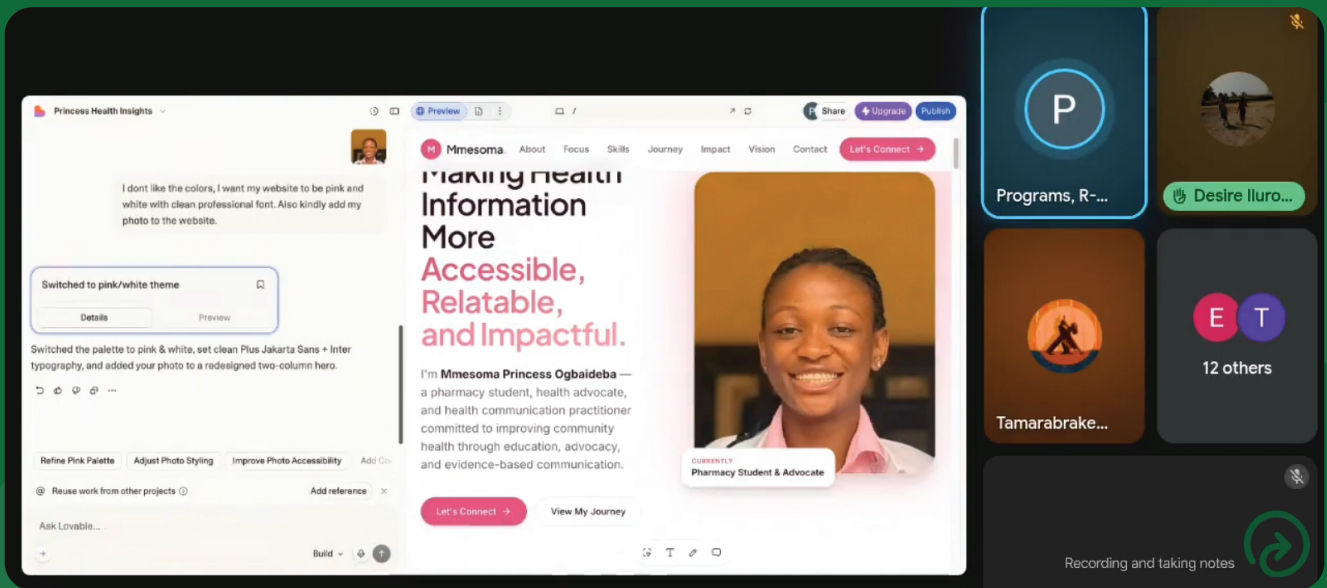
90% 

COMPLETION

9.8/10 

MEASURABLE GROWTH

GBG COHORT 1 PHOTOS



Cohort 1, at a glance



140

APPLICANTS



30

BENEFICIARIES
ACCEPTED



22

UNIVERSITIES



5

COUNTRIES

90%

COMPLETION
RATE

+34%

AVG. GAIN, 8
PROGRAMME
DIMENSIONS

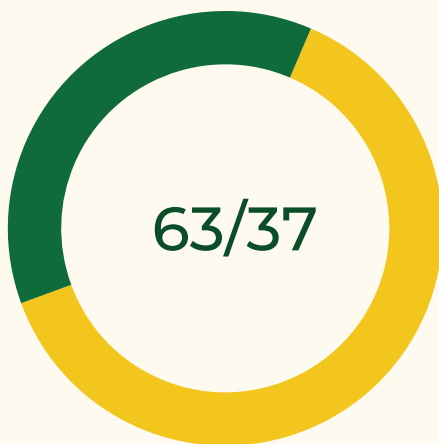
+25%

WELLBEING
(WHO-5) GAIN

+18%

WORK-READINESS
GAIN

This report documents what Growth Beyond Grades delivered, what changed for Beneficiaries, and what the pilot taught us about strengthening young people's transition from education to meaningful work.



Female / Male
Gender Split

- Female - 63%
- Male - 37%



25

Fields of Study
Represented



9.8/10

Average
Recommendation
Score

Acknowledgements

Growth Beyond Grades Cohort 1 was made possible by the trust and commitment of the 30 Beneficiaries who shared their experiences, completed programme activities and contributed honest feedback. We thank them for allowing the programme to learn alongside them.

We also acknowledge the R-WEF delivery team, whose work across programme coordination, participant engagement, data tracking, administration, communications and design made this pilot possible. We are grateful to **The Student Growth Hub** for its partnership in the design and delivery of Growth Beyond Grades.

This is a public programme impact report. It has been prepared to communicate Cohort 1 results transparently to Beneficiaries, partners, supporters and the wider public.

Report Details

Programme	Growth Beyond Grades (GBG)
Reporting period	April – June 2026
Format	Six-week virtual pilot cohort
Implementing organisation	Reboot Wellbeing and Empowerment Foundation (R-WEF)
Delivery partner	The Student Growth Hub
Report type	Programme impact report

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A letter from our founder



Dear partners, Beneficiaries and supporters,

I am pleased to share the Growth Beyond Grades (GBG) Cohort 1 Programme Impact Report. Growth Beyond Grades was created in response to a recurring challenge for university students and recent graduates: academic achievement does not always come with the confidence, language, networks or practical systems required to navigate the transition into professional life.

Over six weeks, 30 Beneficiaries from five countries took part in a virtual learning experience combining identity development, career exploration, communication practice, peer accountability and practical planning. The programme did not seek to prescribe one pathway to success. Instead, it aimed to help Beneficiaries recognise what they bring, communicate where they are going and take practical next steps.

The pilot findings are encouraging. Among the 27 beneficiaries who completed both baseline and endline surveys, average scores improved across GBG's core programme dimensions, subjective wellbeing and work readiness. Beneficiaries described clearer career direction, stronger professional identity and greater confidence communicating their skills. Three Beneficiaries also secured employment shortly after the programme, an early outcome we will continue to follow over time.

This report is equally clear about the limits of a first pilot. Three beneficiaries withdrew before the endline. Consent documentation and data matching processes need improvement. The findings are based on self-reported pre/post measures and do not establish that GBG alone caused every change. We share these limitations because accountability means reporting what worked, what did not and what must be strengthened.

I am grateful to the Beneficiaries, our delivery team and The Student Growth Hub for helping us test and refine this model. We look forward to building on this learning as Growth Beyond Grades enters its next phase.

**Sincerely,
Jessica Ohaka,
Founder & Executive Director
Reboot Wellbeing and Empowerment Foundation**

Why Growth Beyond Grades

Africa's young people are entering a labour market defined by opportunity, rapid change, and significant transition risk. While education remains essential, a degree alone does not guarantee that a student is ready to identify opportunities, communicate their value, build professional relationships, or navigate an increasingly digital and skills-driven world of work.

53M

Young people in sub-Saharan Africa not in employment, education or training (2023)

21.9%

Of the region's youth population

8.9%

Projected regional youth unemployment rate (ILO)

but unemployment alone does not capture the full challenge: many young people are working in insecure, informal, or low-productivity roles rather than accessing decent and meaningful work.

At the same time, the future of work is changing what it means to be work-ready. Digitalisation, automation, AI, and shifting employer expectations are increasing the importance of transferable skills such as communication, self-awareness, adaptability, problem-solving, collaboration, and the ability to learn continuously.

Research by the World Economic Forum estimated that **46%** of work activities in **Nigeria and 52% in Kenya** could be susceptible to automation reinforcing the need to prepare young people not only for their first opportunity, but for a changing working life.

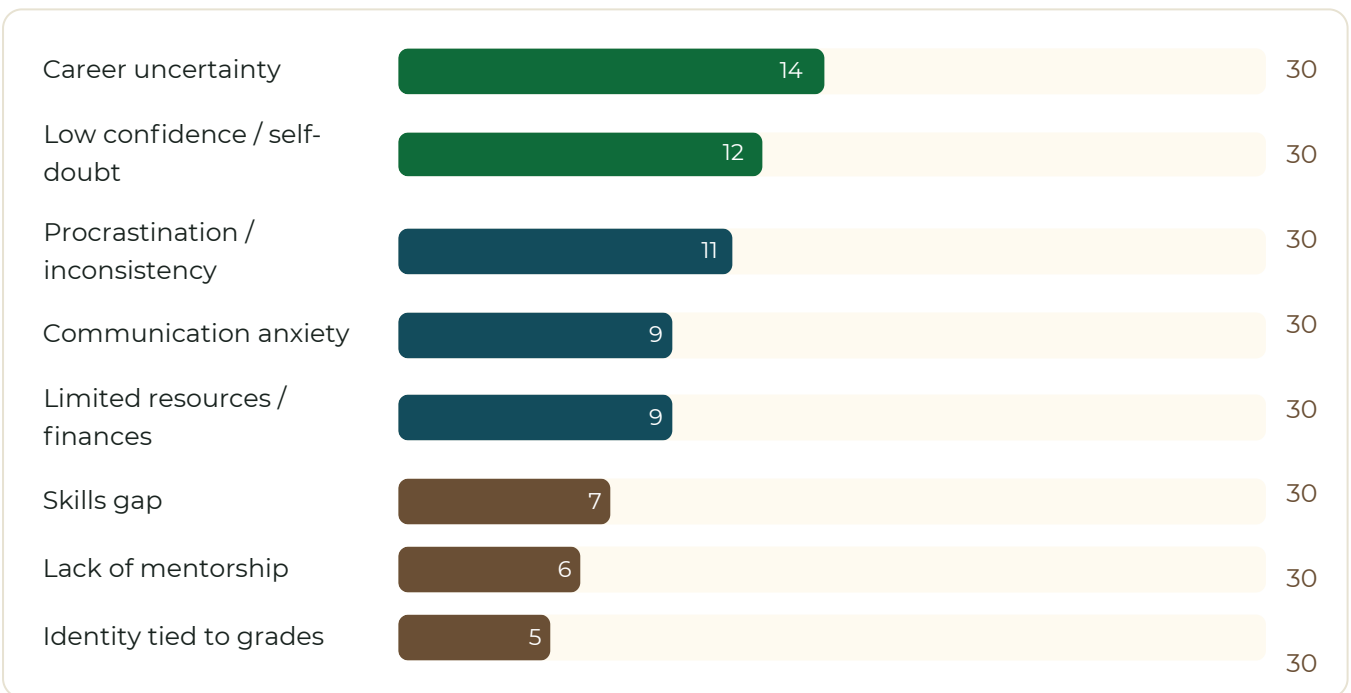
This challenge sits directly within Sustainable Development Goal 8: promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all. SDG Target 8.5 calls for full and productive employment and decent work for young people, while Target 8.6 focuses on reducing the proportion of young people not in employment, education or training.

Growth Beyond Grades was designed as a practical response to this gap. It supports university students and recent graduates to build professional identity, career clarity, communication confidence, practical execution systems, wellbeing, and access to supportive peer learning capabilities that help turn academic potential into credible pathways toward meaningful work.

Sources: International Labour Organization, *Global Employment Trends for Youth 2024: Sub-Saharan Africa*; United Nations Sustainable Development Goal 8; World Economic Forum, *The Future of Jobs and Skills in Africa*.

What Beneficiaries Told Us at Baseline

Before Cohort 1 began, 30 Beneficiaries completed an intake survey. Their open-ended responses showed a clear pattern of needs:



These findings informed the programme design. GBG was built around the practical question: what support helps a capable student move from uncertainty to a clearer, more actionable professional direction?

Matching every barrier to a response

GBG uses a whole-person approach to career readiness. Rather than treating confidence, wellbeing, skills and career planning as separate issues, it brings them together in one guided cohort experience. The approach is grounded in the understanding that beneficiaries are more likely to take action when they can name their strengths, see a credible direction, practice communicating it and receive support to follow through.

Barrier Identified		GBG Programme Response
Career uncertainty & identity tied to grades	→	Identity Reset and Career Clarity Blueprint
Unclear skills and professional value	→	Skills and Life Audit
Communication anxiety	→	Communication and Repositioning
Procrastination and inconsistent action	→	Execution Log and Time-Blocking
Low confidence and wellbeing concerns	→	Reflection, peer learning and wellbeing-sensitive facilitation
Limited guidance and connection	→	Facilitated peer-accountability teams and cohort support

The programme is deliberately practical. Beneficiaries do not only attend sessions; they complete assignments, reflect on their experiences, test new communication tools and create a working blueprint for their next stage.

Six weeks, one arc

Cohort 1 was GBG's first pilot. It was delivered as a fully virtual programme from April to June 2026, with one orientation and six weekly learning touchpoints. Each week combined a live session, a practical assignment and a peer-accountability activity.

**140**

APPLICANTS

**30**BENEFICIARIES
ACCEPTED**22**

UNIVERSITIES

**5**

COUNTRIES

Countries represented



Nigeria



Cameroon



Kenya

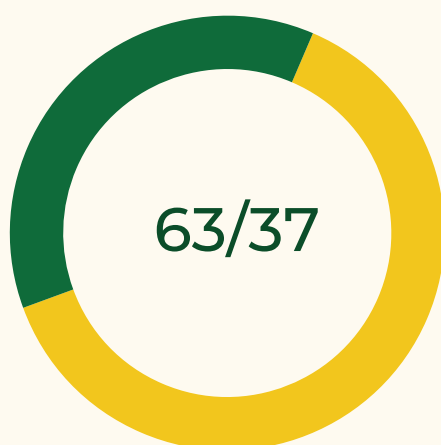


Algeria



Bolivia

Gender Profile

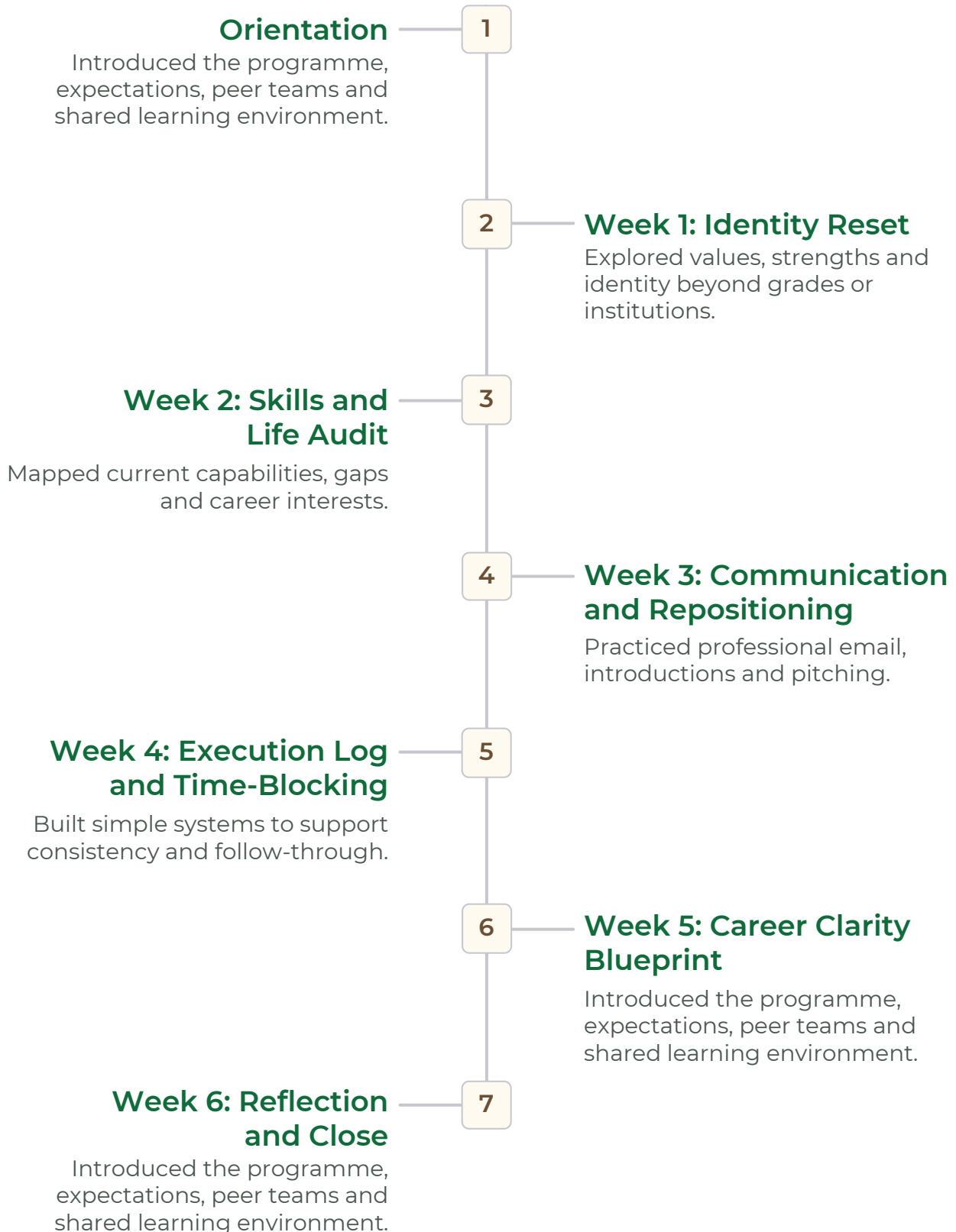


● Female - 63%

● Male - 37%

**25**Fields of Study
Represented**9.8/10**Average
Recommendation
Score**90%**Completion
Rate**85%**Assignment
Submission
Rate

The Six-Week Learning Journey



Cohort 1 was designed to achieve three immediate outcomes:



Career clarity & identity

Increased career clarity and professional identity.



Confidence & execution

Improved communication confidence, work readiness and ability to execute practical next steps.



Wellbeing & transition

Improved subjective wellbeing and readiness to navigate the transition from education to work.

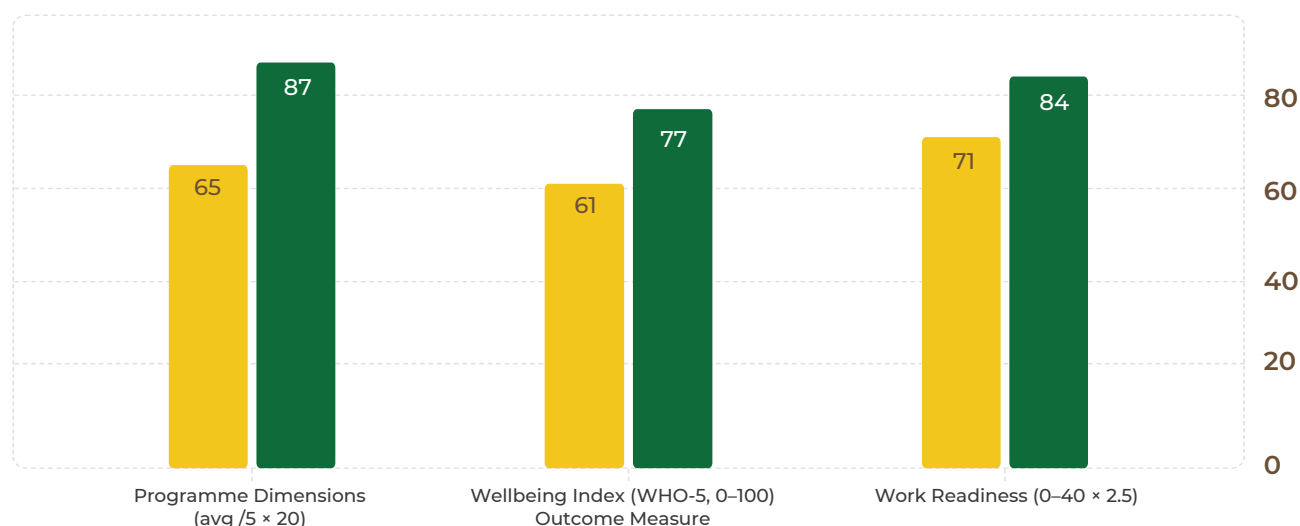
How Outcomes Were Measured

Beneficiaries completed baseline surveys at intake and endline surveys at the close of Week 6. Three measures were used: a custom eight-item GBG self-assessment; the WHO-5 Wellbeing Index; and an eight-item Work Readiness Scale. Attendance, assignment activity and survey responses were tracked in a programme master tracker.

Outcome findings are based on the 27 Beneficiaries who completed both baseline and endline surveys. Higher scores indicate stronger self-reported capability or wellbeing. The WHO-5 is a self-reported indicator of subjective wellbeing; it is not a diagnostic measure of mental health.

Headline Outcome Results: Key Metrics

■ Baseline ■ Endline



+34% Programme Dimensions

3.25 → 4.35 average score across 8 GBG dimensions (+1.10 points)

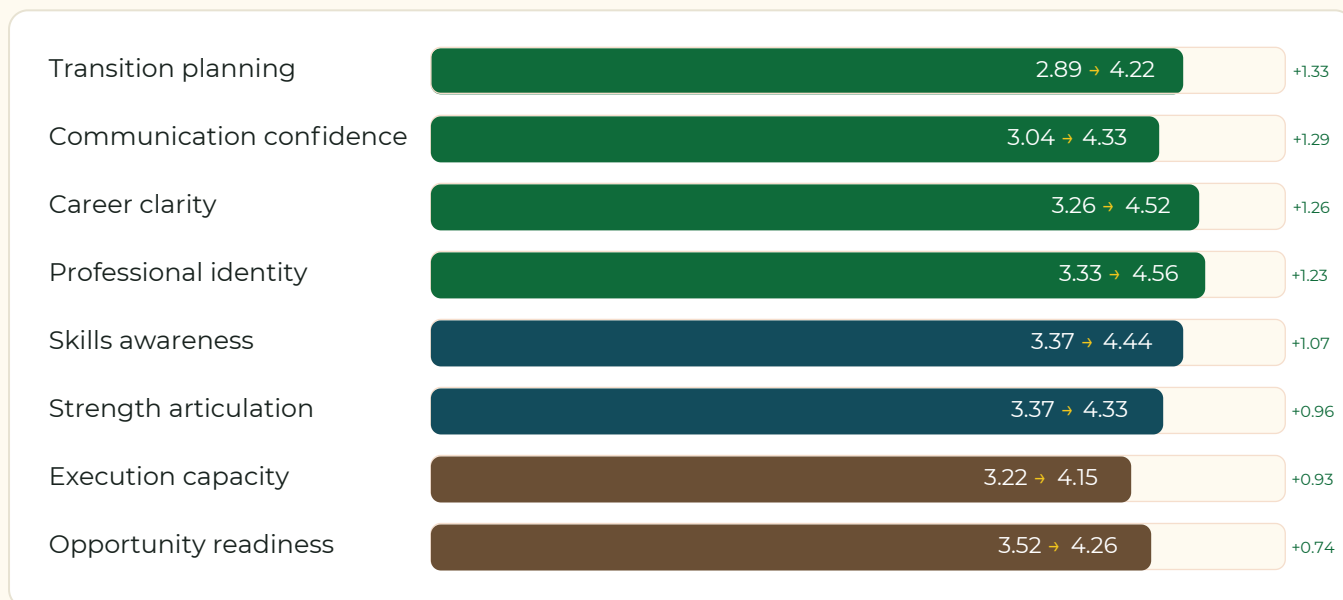
+25% Wellbeing (WHO-5)

61.2 → 76.7 on the WHO-5 index (+15.5 points)

+18% Work Readiness

28.5 → 33.6 on the Work Readiness Scale (+5.1 points)

Where the largest changes occurred



Bars show endline score out of a 5-point scale.

The strongest gains occurred in areas directly addressed by the curriculum: planning for the transition ahead, communicating professionally, clarifying career direction and building a professional identity beyond grades.

Delivery against targets



■ Yellow tick = internal target

Delivery against targets

At the time of endline and immediate post-programme follow-up, three Beneficiaries had secured employment in roles aligned with their career goals. GBG was not a jobs-placement programme, and this report does not attribute these outcomes solely to participation. R-WEF will conduct three to six month alumni follow-up to document the type, timing and sustainability of employment, further-study and opportunity outcomes.

Turning points

AGRICULTURE, 400 LEVEL

Ogunleye Samuel Iyanuoluwa

Samuel joined GBG with most of his self-ratings near the bottom of the scale. Asked what stood between him and the professional he wanted to become, he wrote: *"Fear. I don't want to be a failure."* Through the Identity Reset and Career Clarity Blueprint, he reflected on his strengths, experiences and direction in agriculture and agribusiness.



"Now, when someone asks where I am headed professionally, I can answer with more confidence and clarity instead of giving a vague answer." — Samuel

Within a month, Samuel had updated his LinkedIn profile and reconnected with professionals from the cohort. He rated GBG

★ 10/10

CHEMICAL ENGINEERING, 200 LEVEL

Hamira Olasunkanmi Babalola

Hamira entered the programme with anxiety about introducing herself to senior professionals and uncertainty about what came after graduation. By the end of the programme, she could communicate a specific professional direction while recognising that she was still validating it through learning and experience.



"I've moved from having a vague idea of my career direction to being able to clearly express a specific path I'm interested in — even though I am still validating it through learning and experience." — Hamira

Hamira rated GBG

★ 10/10

Medicine & Surgery 100L

Oladokun David Abiola

Abiola described his primary challenge as "inconsistency disguised as effort and procrastination." The programme helped him connect self-understanding with planning and communication tools. He left with a 90-day execution plan and a clearer way to describe the intersection of his interests in medicine, education and youth development.



"I now have a concrete 90-day execution plan, stronger personal branding, and a defined intersection between medicine, education, and youth development." — Abiola

Additional participant reflection:



“

I spoke so confidently and seamlessly that even I was surprised.”

- Chiemeké Emmanuella Ebube, Software Engineering (200L)

More reviews at www.r-wef.org

Five lessons from Cohort 1

1 Identity work is foundational. Beneficiaries needed language for who they were before they could confidently communicate what they could do.

2 Practical tools convert insight into action. The Career Clarity Blueprint, execution log and communication templates gave Beneficiaries tangible next steps.

3 Human connection matters alongside curriculum. Beneficiaries asked for more mentorship, networking exposure and personalised feedback.

4 Early engagement requires a system. Declining attendance preceded the three withdrawals, indicating the value of rapid, personal check-ins.

5 Wellbeing and career readiness should be measured together. Beneficiaries' reported gains across both areas support GBG's whole-person design.

Recommendations and next steps

Programme recommendations

- 1 Add a structured mentorship and networking track, with at least two to three touchpoints with working professionals.
- 2 Introduce an early-engagement system: personal outreach following a missed session, particularly in Weeks 2–3.
- 3 Revisit identity work later in the programme so that Beneficiaries can connect it to their evolving plans.
- 4 Establish a clear certificate and recognition policy before Cohort 2 begins.
- 5 Add Job and internship application support for future cohorts

Monitoring, evaluation & accountability recommendations

- 1 Collect consent at participant acceptance and confirm separate permission for public storytelling.
- 2 Use a persistent participant ID across application, baseline, attendance, assignments and endline.
- 3 Standardise key data fields through required dropdowns and validation rules.
- 4 Conduct alumni follow-up at three and six months to track employment, internships, further study and sustained action.
- 5 Track Cohort 2 expenditure through a dedicated programme budget and expense tracker.

Growth Beyond Grades, beyond Cohort 1

Growth Beyond Grades Cohort 1 showed that a short, structured virtual programme can support meaningful early change in how Beneficiaries understand themselves, communicate their value and plan for the future. The results do not represent the final word on the model; they represent a credible starting point for strengthening it.

Cohort 2 will build on the core elements that Beneficiaries valued while improving mentorship, participant support, data quality, consent processes and longer-term follow-up. R-WEF welcomes partnerships that will help Growth Beyond Grades reach more students and recent graduates with the clarity, confidence and practical tools needed for meaningful work.

Financial transparency

Cohort 1 was delivered primarily through volunteer time and limited operational support. Because expenditure was not tracked through a dedicated cohort budget, R-WEF is not reporting a retrospective cost-per-participant figure for this pilot. Cohort 2 will use a dedicated budget, expense tracker and financial-reporting process to provide a clearer account of programme cost, resource use and value for money.

We welcome feedback from Beneficiaries, partners, supporters and readers on this report and on how Growth Beyond Grades can continue to strengthen its impact.



r-wef.org



info@r-wef.org



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