GHD Foundation



2026
Annual Review

Acknowledgement of Indigenous Peoples



GHD Foundation acknowledges Indigenous Peoples as traditional custodians of the lands where we operate. We respect Elders of the past and present as they hold unique knowledge and connection to the lands.

GHD Foundation recognises the history of accomplishments of Indigenous Peoples, and we are committed to learning from them in the work that we carry out across the world.

We respect and value the knowledges, and cultures that Indigenous Peoples contribute to creating strong communities. We recognise their strength, diversity and resilience.

Honouring the Sacred
by Mark Anthony Jacobson, CND
Indigenous artist.

"I love my culture, I love art, and I love the spirit of my people the great Anishinaabe who live in the pure spiritual force of creation. The wisdom of our Mother Earth. All my relations"

-Mark Anthony Jacobson

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About the GHD Foundation

Purpose

To create lasting community benefit.

Vision

A future where young people can thrive in a rapidly changing world.

How we are funded

The GHD Foundation is majority funded by our Principal Partner GHD's commitment to donating 1% of net profit annually.

Focus

- More equitable access to STEAM education and employment pathways for all young people
- Community relief including disaster resilience and youth empowerment initiatives

Principles

- Equity and fairness: Remove barriers and expand access to opportunity for all.
- Partnerships: Combine strengths and take action to achieve shared value with others.
- Independence: Maintain independent decision-making and integrity.
- Lasting outcomes: Focus on long-term, impactful change rather than short-term activity or one-off results.
- Be Bold: Look beyond the immediate, focus on what matters most and help raise the bar to achieve impact.

> In partnership with charities across the world, and Principal Partner GHD, the GHD Foundation invests in evidence-based outcomes and charity partner capacity to generate long-term, sustainable outcomes.

Chris Stevenson
Managing Director, GHD Foundation

Joint Message from Chair and Managing Director

This year marked a significant milestone for the GHD Foundation as we celebrated five years of impact. Since 2020, we have grown from an ambitious idea into a set of three independent charities supporting young people and communities across multiple countries through strategic grant-making and partnerships. As we reflect on this milestone, we are proud of the impact made possible through the commitment of our partners, donors, volunteers, Board and Principal Partner, GHD.

A defining feature of the year was the continued strengthening of our partnerships. We deepened engagement with existing partners, invested time in understanding their challenges and opportunities, and worked together to explore how we can create greater impact. Through regular exchange, site visits, learning opportunities and participation in sector networks, we gained valuable insights into emerging issues affecting young people and communities, while also sharing lessons from across our diverse portfolio of partners. This commitment to learning and collaboration continues to strengthen our effectiveness as a funder and strategic partner.

Throughout the year, the Board and team dedicated considerable effort to developing the Foundation's next five-year strategy. Informed by insights into the forces likely to shape young people's lives globally over the next decade, as well as consultation with partners, stakeholders, Board members and the broader GHD community, the strategy sets a clear direction for the future. It builds on the strength of our first five years while sharpening our focus on partnership, evidence, impact and the opportunities to leverage GHD's expertise, networks and influence to create even greater community benefit.

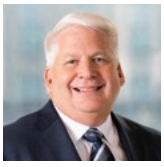


5-year anniversary celebrations in Sydney, Australia

We were pleased to make our first investment into research, recognising the important role evidence plays in addressing complex and evolving challenges. Our new partnership with Learning Creates Australia reflects the Foundation's commitment to understanding and responding to emerging challenges facing young people. Through our support of their AI, Equity and the Future of Learning research project, we are helping generate evidence and cross-sector dialogue to ensure the rapid adoption of AI in learning does not lead to a further deepening digital divide.

This year also marks a transition in board leadership. After more than five years of service, Rob Knott stepped down as Chair in July 2026. We extend our sincere thanks to Rob Knott for his outstanding service. His vision, wisdom and unwavering commitment have been instrumental in shaping the Foundation during its formative years and positioning it for long-term success. Ian Fraser has been appointed as the Foundation's new Chair. Ian brings deep experience, strong alignment with our purpose and an enthusiasm for the role that will help guide the Foundation through its next chapter. We also warmly welcome Tej Gidda as a new Board member. Tej brings decades of experience working with academic institutions, advisory councils and industry groups in North America.

As we embark on our next five-year strategy, we remain optimistic about the future and grateful to everyone who contributes to our mission. Together, we will continue to invest in opportunities that help young people and communities thrive, while creating lasting and meaningful impact where it is needed most.



Rob Knott
Chair



Chris Stevenson
Managing Director

"It has been an honour to serve as the GHD Foundation Chair since 2020.

I am struck by the long-term significance of what has been set in motion. Through almost $10 million in funding, strategic partnerships and scholarships across multiple countries, the Foundation has helped inspire and support thousands of young people to pursue education and pathways in science, technology, engineering, arts and mathematics.

I reflect on how some of these young people have entered the workforce and how they will help lead and shape a better tomorrow.

That is the enduring impact of the foundation by investing today in the people who will have the skills to help create resilient communities."

Rob Knott
GHD Foundation Chair 2020 - 2026

Celebrating 5-years of Impact







5-year anniversary celebrations in Waterloo and Ottawa, Canada and Buffalo, United States.

Five years ago, the GHD Foundation was created in response to a simple question: How can we help?

What followed was a commitment to do more for the communities where we live and work. In 2025, we celebrated not just five years of the Foundation, but five years of investing in opportunities, building partnerships, and creating lasting impact.

Over that time, the GHD Foundation's focus sharpened around where we could make the greatest difference: breaking down barriers to STEAM education and opportunity. Through transformational partnerships, scholarships, bursaries, community relief initiatives, and through the support of our Principal Partner GHD, we have helped create pathways for young people to learn, grow, and thrive.

Our five-year celebration was a celebration of impact. As we look ahead, we remain committed to creating even more opportunities for future generations and the communities they will help shape.

> Five years on, I'm proud of what we've built through the GHD Foundation. I'm even prouder of the people who've made it happen and the people who've benefited from it. That's what matters most.

Jo Metcalfe
Deputy Chair GHD Foundation

2027-2031 Strategy

Shaping our next chapter of impact

This year, the GHD Foundation developed a new five-year strategy that builds on what we have learned over the Foundation's first five years and is guided by what will impact young people's lives globally over the next decade. Through conversations with charity partners, community organisations, our Principal Partner GHD and our Board, we reflected on where we can make the greatest difference and how we can strengthen our impact in the years ahead.

The strategy reinforces our commitment to supporting young people, STEAM education and community relief while placing an even greater emphasis on learning, evidence and enabling our partners to navigate an environment characterised by rapid change. It recognises that lasting change is achieved not by working alone, but by bringing together the strengths of charities, communities, industry and our Principal Partner, GHD.

As we enter our next five years, we are excited about the opportunities ahead and grateful to everyone who has contributed to shaping this future direction. Together, we will continue to invest in ideas, people and partnerships that develop people with the critical skills to help communities thrive.

> Our strategy continues to focus on partnering with organisations that expand opportunity through STEAM education, strengthen community resilience, and empower young people to navigate an increasingly complex world. By combining the expertise, networks and commitment of GHD and our partners, we are building a foundation for lasting impact in the years to come."

Ian Fraser
Incoming Chair, GHD Foundation

Our strategic pillars

1 Bold & strategic funder

We will be a future-focused funder investing in long-term impact, emerging challenges and partner capabilities.

2 Impact multiplier

We will leverage the capabilities, networks and insights of our partners to amplify our impact that extends beyond funding alone.

3 Grow funding

We will strengthen and diversify our funding base by exploring new opportunities across our ecosystem.

4 Tell the story

We will demonstrate the value of our work through meaningful storytelling, evidence-based impact reporting and compelling communications.

5 Integrity & excellence

We will maintain strong governance, transparent decision-making and effective operational systems that enable sustainable delivery and drive trust.

Our Impact

The Challenge and Response

Challenge

Communities around the world face increasingly complex and interconnected challenges, from climate resilience and infrastructure demands to technological disruption and changing workforce needs. Solving these challenges requires diverse perspectives, lived experience and specialist capabilities across Science, Technology, Engineering, Arts and Mathematics (STEAM).

However, access to the education, networks, opportunities and employment pathways that develop these capabilities is not equitable. Persistent systemic barriers, including social, geographic, cultural and economic factors, continue to prevent many young people from fully participating in STEAM learning and careers.

At the same time, rapid technological, environmental and social change is reshaping how people learn, work and contribute to their communities. Those facing barriers today risk being excluded from the very opportunities needed to adapt and thrive tomorrow.

The result is a widening gap between the challenges communities need solved and the diversity of talent, skills and perspectives available to solve them.

Response

The GHD Foundation exists to help close this gap.

As an impact multiplier, the Foundation helps removes barriers to opportunity at multiple touchpoints throughout a young person's journey, helping more people access, participate in and succeed in STEAM education and employment.

We focus on removing barriers to Science, Technology, Engineering, Arts and Mathematics (STEAM) education, creating employment pathways for young people, and delivering relief initiatives that support disaster resilience and youth empowerment. We believe STEAM learning and pathways are powerful levers to help young people build future-ready skills, navigate a rapidly changing world, and contribute to stronger, more resilient communities.

Working with charity partners across the world, we invest in evidence-based programs, organisational capability and collaborative initiatives that generate long-term, sustainable outcomes. Our approach goes beyond funding alone. We bring together the capabilities, networks and insights of our Principal Partner GHD, measure what matters, and support partners to adapt to emerging challenges and opportunities.

Through strategic partnerships, the Foundation supports initiatives that create pathways into STEAM from early engagement and learning, through education and skills development, to employment and long-term career opportunities. By removing barriers across this continuum, we increase individual opportunity and strengthen the capacity of communities to respond to emerging challenges.

Impact Area 1:
STEAM Education Equity

Impact Area 1: STEAM Education Equity

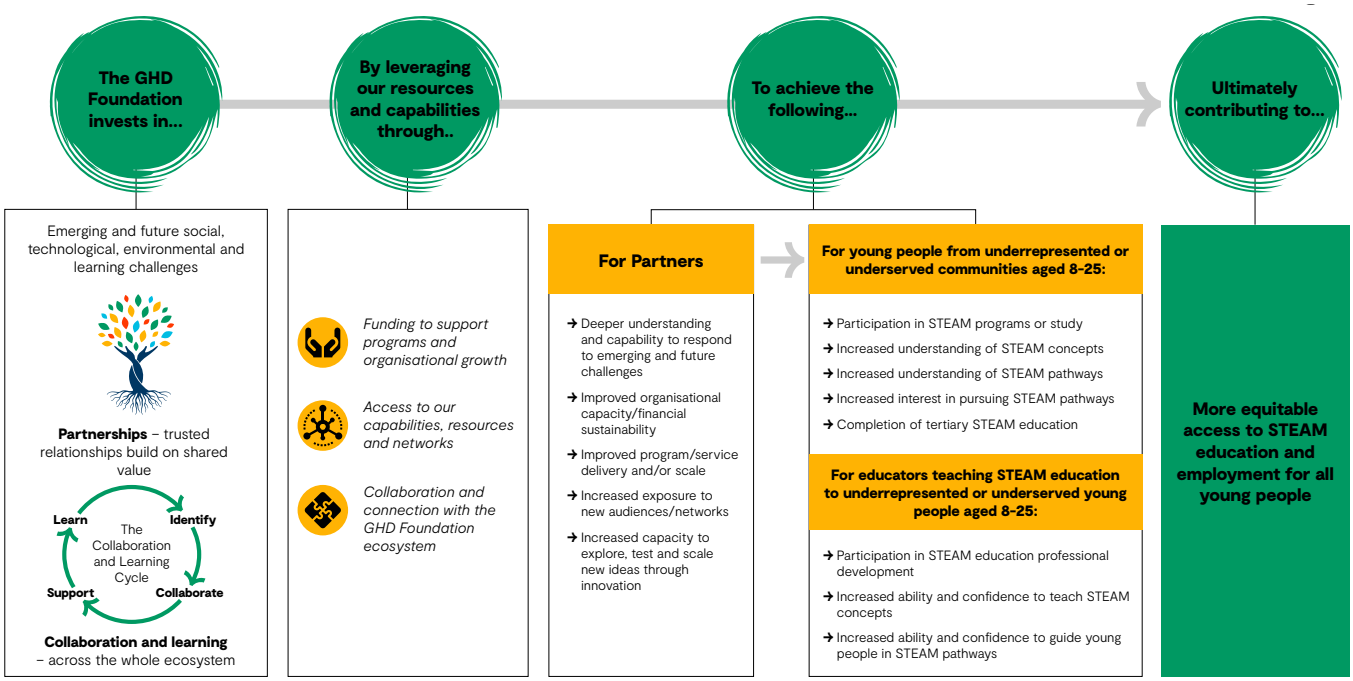
We partner with organisations working with young people and teachers in areas of high disadvantage through the following three streams:

1. STEAM education programs for school students
2. Scholarships and support programs for university and college students
3. Educator Capacity to develop teacher skills and confidence

"Our STEAM Education Theory of Change guides everything we do. While it continues to evolve, we will always stay focused on what generates the outcomes that matter most."

Chris Stevenson
Managing Director GHD Foundation

Our Theory of Change guides how we will achieve impact



"The challenges communities face may be different around the world, but the need for opportunity is universal. That's why we invest in organisations that open doors, remove barriers, and create lasting change."

Bev Ricardo-Caballero
GHD Foundation Partnerships Lead, Canada

STEAM Education Equity Impact Stories

Schools Plus - Small School STEM Connections for Future Innovators Project

Australia – Central Western NSW

Stronger rural schools through shared STEM learning

For many rural schools, providing students with access to STEAM learning can be challenging. Limited resources and fewer opportunities for collaboration can make it harder for students to explore emerging fields and for teachers to access specialised professional learning.

In partnership with Schools Plus, the GHD Foundation supported the Small School STEM Connections for Future Innovators project which brought together five rural schools led by Eumungerie Public School in the Central West region of New South Wales, Australia.

The initiative focused on building a connected learning community where students and teachers could learn from one another, share ideas and strengthen STEM capability across the region.

Over its second year, 121 students and 17 teachers took part in hands-on STEM learning experiences including robotics and digital technologies while working together to solve real-world challenges, building confidence and practical skills along the way.

The project also invested in the people who will continue to shape STEM learning long after the program ends: teachers. Through professional learning, teachers strengthened their confidence and capability, equipping them to deliver engaging STEM experiences in their classrooms and share that knowledge across their school communities.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways
- Participation in STEAM education professional development
- Increased ability and confidence to team STEAM concepts
- Increased ability and confidence to guide young people into STEAM pathways



Let's Talk Science - Educator Capacity Building

Canada – National

Helping teachers teach what's next with confidence

Today's teachers are increasingly expected to help students understand topics like climate change, sustainability, digital literacy and artificial intelligence, even as these subjects are still evolving. Finding the time, resources and support to stay current can be difficult, even for the most experienced educators.

Let's Talk Science helps teachers build the confidence and knowledge to bring emerging STEAM topics into the classroom. Through free bilingual professional learning, practical resources and peer networks, educators are empowered to create meaningful learning experiences for students across Canada.

With support from the GHD Foundation, Let's Talk Science expects to engage approximately 250 educators and 6,250 students during the current school year. The programme tracks educator participation, confidence, repeat engagement and resource use, alongside student outcomes such as increased interest in STEAM, stronger understanding of key concepts and greater awareness of future study and career choices.

The ripple effect of that support is huge. Teachers can revisit resources, adapt activities for future classes and share new approaches with colleagues. Ideas move through classrooms, schools and communities, reaching students who may never encounter the programme itself.

Most people don't remember every single lesson they were ever taught at school, but they can usually name a teacher who changed the way they saw the world; who connected learning to something unexpected or sparked an interest that left a lasting impact.

Moments like those often come from educators who feel confident exploring new ideas and helping students make sense of them. Let's Talk Science is helping create more of those moments for young people across Canada.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways
- Participation in STEAM education professional development
- Increased ability and confidence to team STEAM concepts



Society of Hispanic Professional Engineers (SHPE) - Scholarships

United States - National

Creating pathways to the STEAM workforce

Many Hispanic and Latino students in the US aspire to careers in STEAM. Access to professional networks, mentors and career opportunities can be just as important as financial support in helping students turn those ambitions into reality.

The Society of Hispanic Professional Engineers (SHPE) helps students build the confidence, connections, support networks and sense of community they need to navigate the journey from school education into STEAM careers.

With support from the GHD Foundation, students can access scholarships that reduce financial pressure, helping them focus on their studies, and build connections that support their future careers.

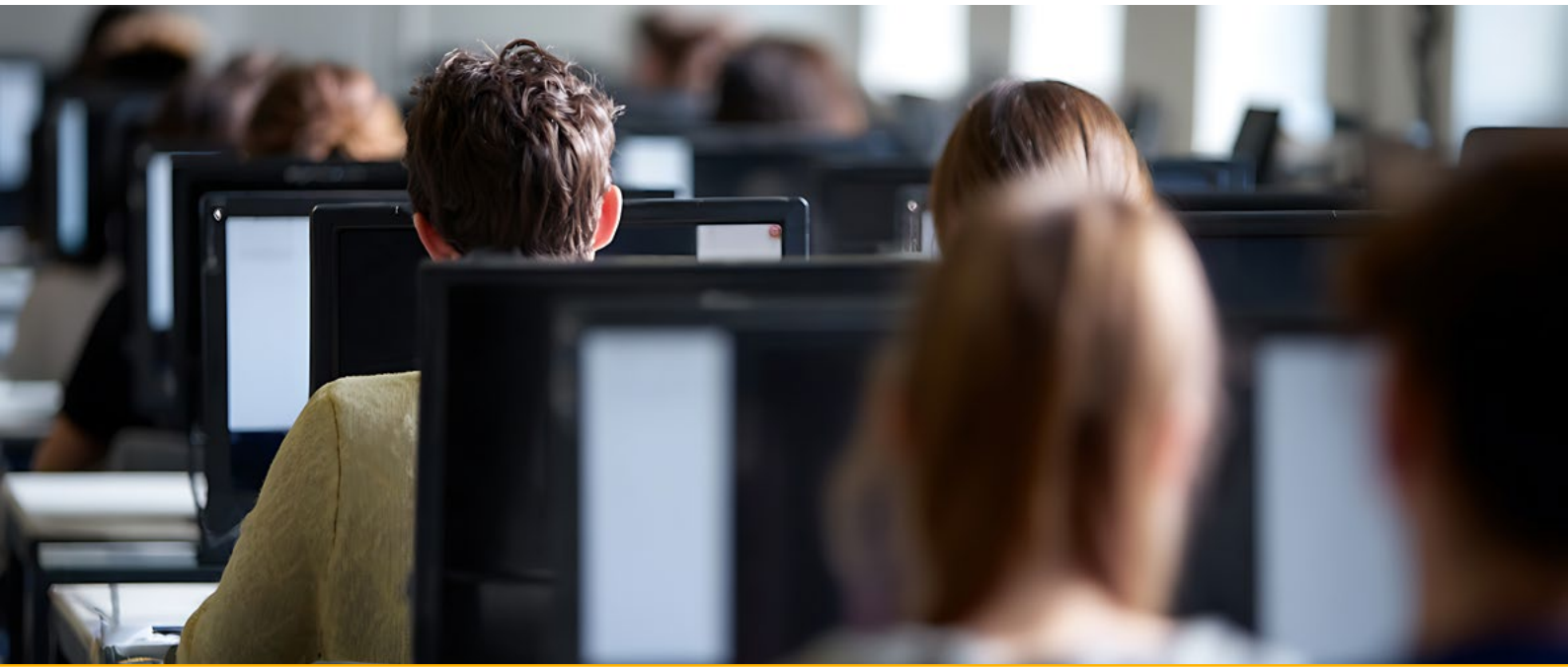
For David, an MIT student in the Class of 2027, the scholarship support has helped ease those pressures and strengthened his confidence to continue pursuing his goals. For students like David, access to a community of peers and mentors brings with it a sense of belonging, greater confidence and stronger connections to people who can give guidance through the transition from education into the workforce.

> Your investment in my education enables me to focus entirely on what I'm passionate about — leveraging technology to solve real-world problems. Beyond the immediate impact, this scholarship validates my commitment to using my technical skills for social good. As I continue my studies and eventually enter the workforce, I carry with me the confidence that comes from knowing others believe in my potential to make a difference."

David
GHD Foundation SHPE Scholarship Recipient

Outcomes:

- Completion of tertiary STEAM education



University of Sydney - Humanitarian Engineering for Healthier Communities

Australia, Philippines, Fiji, Papua New Guinea

Developing the next generation of humanitarian engineers across the Pacific

For many underserved rural communities across the Pacific, access to safe sanitation remains a daily challenge, affecting health, education and economic opportunity, while increasing vulnerability during natural disasters and climate-related events.

Through a partnership with the University of Sydney on an Academic Exchange Program and a PhD Scholarship, the GHD Foundation is helping develop the next generation of humanitarian engineers who can tackle complex community challenges across the Pacific. The programs create opportunities for educators, researchers and students to share knowledge, strengthen engineering education and build practical solutions that improve lives.

One of the students involved in the program is Joshua Bon Roco, a chemical engineer from the Philippines whose work is driven by a commitment to healthier communities.

Through the GHD Foundation scholarship, Joshua is undertaking PhD research focused on faecal sludge treatment technologies and the associated health and environmental risks faced by rural communities in Fiji and the Philippines. His research explores how better sanitation systems can reduce community health risks while supporting sustainable development outcomes.

For Joshua, the scholarship represents an opportunity to contribute knowledge that can make a tangible difference in the places that need it most. His work combines scientific research with a deep understanding of community needs, helping bridge the gap between academic learning and real-world impact.

Through the Academic Exchange Program and beyond individual research projects, visiting lecturers and partner institutions are strengthening humanitarian engineering capability across the region. These collaborations create space for meaningful conversations about engineering education while helping academics share ideas and approaches that can be adapted to different communities. Together, these initiatives are building a stronger network of engineers, researchers and educators committed to addressing some of the Pacific"s most pressing challenges.

The impact is already taking shape through stronger regional humanitarian engineering expertise, new evidence to support safer sanitation practices and pathways for local professionals to apply their knowledge within their own communities.

Outcomes:

→ Completion of tertiary STEAM education

"The GHD Foundation-funded academic exchange has been an amazing opportunity to share with academic institutions in our partner countries. The exchange has facilitated very meaningful discussions about improving engineering education in the Asia-Pacific"

Jacqueline Thomas
Senior Lecturer in Humanitarian Engineering at the University of Sydney

Ethós Lab - Bridge Program

Canada – National

Building belonging in the future of technology

As technology continues to shape how we live, work and connect, the people influencing its future should be as diverse as the communities it serves. The challenge is that many young people don't see themselves reflected in the industries, workplaces and conversations driving innovation today. Limited access to mentors, networks and hands-on learning opportunities can make it harder to imagine a future in STEAM, regardless of talent or potential.

Through its Bridge Program, Ethós Lab is helping create learning experiences that combine STEAM exploration with culture, community and representation. The programme creates an environment where their voices and lived experiences are recognised as strengths.

With support from the GHD Foundation, Ethós Lab exceeded its 2025 target by reaching more than 2,000 young people through workshops, camps and design-based learning experiences. During the current funding period, the organisation expects to engage a further 800 to 1,200 young people.

> "Having completed the sessions, I can now acknowledge that I feel empowered to comfortably engage both with artificial intelligence and in conversations that surround artificial intelligence with my peers, colleagues, students and family members."
>
> **– Bridge Program participant**

Participants gain exposure to new and emerging technologies, including artificial intelligence and digital innovation, while developing practical skills and professional connections. They experience a space where they can see themselves reflected in STEAM and feel confident contributing their perspectives to discussions about technology and its role in society.

Participants report feeling more confident discussing artificial intelligence and other technology-related topics, reflecting a growing belief that they belong in these conversations and have something valuable to contribute.

Innovation is stronger when more diverse voices are part of the conversation. Through the Bridge Program, more young people are developing the skills, connections, confidence and sense of belonging needed to participate in shaping the technologies of the future.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways



Techbridge Girls - FutureMakers

United States – National

Preparing the Next Generation for an AI-Powered World

Artificial intelligence is transforming how people learn, work, create and solve problems across every sector of society. As AI becomes part of everyday life and the future workforce, young people need opportunities to build AI and data science knowledge, think critically about emerging technologies and apply these tools to real-world challenges.

In middle school, many girls begin losing confidence in STEAM, even as their curiosity and potential remain strong. Without early, relevant and inclusive learning experiences, girls may be less likely to see themselves as future innovators, technologists, employees or informed citizens in an AI-powered world.

Techbridge Girls' FutureMakers: AI for Community program prepares middle school girls to thrive in this changing landscape through engaging AI and data science learning experiences that connect emerging technologies to issues that matter in their own communities. The program brings together girls, educators, families, STEAM professionals and community organisations to strengthen AI learning, build meaningful relationships and support the communities around them.

Through FutureMakers, more girls have the opportunity to explore artificial intelligence at a time when the technology is transforming nearly every aspect of life. The programme is expected to expand AI and data science learning for more than 1,500 girls, build educator capability through the AI Institute and create shared learning experiences for girls, educators and mentors through AI Fests.

These outcomes matter because they help girls build the confidence, judgement and support needed to participate in the future of AI from the beginning. With support from the GHD Foundation, FutureMakers is helping expand who gets to learn about, contribute to and shape the future of AI in ways that benefit their communities.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways
- Participation in STEAM education professional development
- Increased ability and confidence to team STEAM concepts
- Increased ability and confidence to guide young people into STEAM pathways

> "Thanks to the GHD Foundation's support, more girls have the opportunity to explore artificial intelligence at a moment when this new technology is transforming nearly every aspect of our lives. This timely investment helps girls build the knowledge, confidence, and support they need to become part of the future of AI from the very beginning. Together, we are expanding who gets to shape the future of AI."
>
> – **Techbridge Girls**

2025 GHD Foundation STEAM Education Innovation Grants Round

In 2025, the GHD Foundation launched its inaugural STEAM Education Innovation Grant Round in Australia, inviting charities and universities to propose bold responses to emerging STEAM education challenges. Five organisations were funded, each taking a different approach to making STEAM learning more practical, inclusive and connected to the real world.

Farm My School connected students with food systems, regenerative agriculture and sustainability through school-based farms. With the Foundation's support, the program expanded from the Bellarine Peninsula to Colac, developed curriculum units and produced weekly vegetable boxes for local families. The work is helping students see farming, food production and sustainability as real learning and career pathways.

Deadly Science's Deadly STEM in Schools brought First Nations science knowledge into classrooms through culturally grounded, hands-on STEM learning. The program scaled from a single Townsville team to multiple First Nations-led teams and, in 2025, reached 88 schools, delivered 311 STEM sessions and engaged more than 6,000 learners. Its work shows the power of learning that reflects culture, Country and community knowledge.

Engineers Without Borders' STEM Warriors focused on culturally relevant STEM education for Aboriginal and Torres Strait Islander students in remote and regional schools. When delivery timelines were disrupted, the organisation chose to protect the integrity of its First Nations-led model rather than rush implementation. This decision strengthened the program's authenticity and led to a new partnership model with RMIT University to support emerging First Nations STEM talent.

Firesticks Alliance's The Living Knowledge Place developed digital curriculum resources that helped teachers embed First Nations knowledge respectfully and confidently. The platform includes preschool to Year 6 units across themes such as Fire, Water, Animals, Ceremony, Plants, Sky and People, with resources designed for flexible use in classrooms, rural schools and distance education settings. A larger six-school pilot will inform national rollout and future expansion into Years 7–10.

Turtle Mob responded to a critical gap in the Northern Territory, where many young people face barriers to STEAM pathways and have limited role models or resources that reflect their communities. Focused on children aged 8–13, this culturally safe initiative builds a supportive environment linking students with First Nations role models and engaging learning tools like books, animations, and interactive activities. Led by the trusted **Menzies-Ramaciotti Centre** and First Nations staff, Turtle Mob makes STEAM relatable and achievable, inspiring early curiosity and clear career pathways that nurture a diverse, locally rooted STEM workforce for the future.

Together, the five grantees show what innovation in STEAM education can look like: learning grounded in culture, connected to community, responsive to emerging challenges and designed to reach students and educators who may otherwise miss out. The Innovation Grant Round has helped the Foundation back early-stage ideas with strong potential to grow, scale and shape more equitable education pathways across Australia.

Waitākere Area Principals Association (WAPA): Future Pathways – STEAM in Action

New Zealand – Auckland

Inspiring STEAM pathways through inquiry-based learning

Many young learners in communities with fewer educational resources and less exposure to STEAM careers, have limited opportunities to see how science, technology, engineering, arts and mathematics connect to their everyday lives. Without access to engaging, practical learning experiences, students can miss the chance to build confidence, curiosity and awareness of future STEAM pathways.

Through the GHD Foundation's support, the Waitākere Area Principals Association (WAPA) is delivering Future Pathways: STEAM in Action, a collaborative inquiry-based learning initiative for students in Years 6–8 across multiple schools in New Zealand. The programme brings students together to investigate real-world challenges affecting their communities and develop practical solutions through applied STEAM learning. Guided by teachers and a dedicated STEAM project lead, students take part in learning activities that extend beyond the classroom and encourage creativity, collaboration and critical thinking.

The initiative is helping students build confidence, curiosity and problem-solving skills while making STEAM learning more relevant and accessible. By applying STEAM concepts to real community challenges, students gain practical experience and begin to see themselves as future innovators and changemakers.

These outcomes matter because they support broader education equity by increasing access to STEAM opportunities for students who may otherwise have limited exposure to these experiences. Through stronger school ownership, community engagement and hands-on learning, WAPA is helping create clearer education and career pathways while inspiring the next generation of STEAM leaders in New Zealand.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways



Society for Canadian Women in Science and Technology (SCWIST) - STEAM Explore

Canada – Quebec

Helping students see their place in STEAM

Interests often take shape long before students begin thinking seriously about careers. With an estimated 80 percent of jobs in the coming decade requiring some level of science, technology, engineering, arts and mathematics (STEAM) knowledge, early exposure matters, especially for young girls.

With support from the GHD Foundation, the Society for Canadian Women in Science and Technology (SCWIST) is expanding the STEAM Explore programme into elementary schools across Quebec. Students from Kindergarten to Grade 8 can take part in free, curriculum-aligned workshops that bring STEAM concepts to life through hands-on activities and problem-solving challenges. Teachers also receive practical resources and support to help keep students engaged in STEAM learning beyond workshops.

SCWIST brings more than four decades of advancing equity in science, technology and engineering education. Previous support from the GHD Foundation helped the organisation reach 5,000 students and 128 educators across British Columbia, Ontario and Yellowknife, providing a strong foundation for expansion into Quebec.

STEAM Explore introduces students to subjects they may not otherwise encounter and encourages them to approach challenges through curiosity, experimentation and problem-solving. Those early experiences can broaden perceptions of what STEAM looks like and who belongs in it.

At the same time, teachers bring the learning back into the classroom, creating more opportunities for students to explore their interests and develop confidence through experience.

Not every student who takes part will pursue a STEAM career, but every student leaves with a broader understanding of what these fields involve and a greater awareness of the opportunities they can offer.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways



Smallpiece Trust – STEM Enrichment in Schools

UK

The Smallpeice Trust helps young people see a future in STEM across the UK

Many students never get the opportunity to see themselves in a STEM career. Without access to hands-on experiences, industry connections and role models, talented young people can struggle to see where their strengths belong. They miss opportunities, their potential remains untapped and communities lose future innovators whose ideas could help shape a better world.

Through a partnership between The Smallpeice Trust and the GHD Foundation, more young people are gaining the confidence to imagine a future in STEM. By connecting them with immersive learning experiences, supportive mentors and new opportunities, the partnership is helping students believe in their potential and explore where it could take them.



For many students, STEM Challenge Days provide a first glimpse of a future they had never imagined for themselves.

Through hands-on engineering challenges, young people are encouraged to think creatively, collaborate with their peers and tackle real-world problems. The experience is helping students see engineering as something they can actively participate in rather than simply learn about.

The program has had a hugely positive impact:

- More than 400 students took part in STEM Challenge Days
- Nearly every participant reported a greater interest in engineering
- 100 percent of participants reported learning something new
- 86 percent gained a stronger understanding of what engineers do
- 85 percent became more aware of career opportunities in the field
- 100 percent of students surveyed said they would recommend the course to a friend

As more young people are given the chance to thrive and discover their potential, communities gain new ideas, fresh perspectives and future problem-solvers ready to tackle the challenges ahead.

Impact Area 2: Community Relief

Impact Area 2: Community Relief

Community Relief is comprised of two impact streams:

1 Disaster Relief

We support communities to strengthen their resilience to natural disasters by investing in preparedness, local capacity building, education and community-led initiatives that reduce vulnerability and enhance long-term readiness. Our focus is on helping communities anticipate, withstand and adapt to challenges posed by floods, bushfires, cyclones and other natural hazards.

2 Youth Empowerment

We invest in initiatives that help young people navigate change, seize opportunities and shape their own futures through learning, leadership development and pathway building initiatives. This impact stream is focused on building skills, confidence, connections and resilience in education, work and life.



Community Relief Impact Stories

Learning Creates Australia
- AI, Equity and the Future of Learning

Impact Stream: Youth Empowerment

Australia - National

AI, equity and the future of learning

AI is changing how young people learn, create and access information. While it can expand opportunity, limited evidence exists on its impact on learning, equity and future pathways.

The GHD Foundation recognised AI's impact on education as an emerging issue, leading to its first dedicated research investment.

In 2026, the Foundation partnered with Learning Creates Australia on *AI, Equity and the Future of Learning*, exploring how young people use AI and how educators, communities and policymakers can respond equitably.

The research brings together education, industry and government perspectives to generate evidence and support national dialogue on using AI to expand opportunity.

This investment creates opportunities to share insights with educators, partners, policymakers and the wider community.

As a newly funded initiative, the project is building evidence and cross-sector collaboration to better understand AI's implications for learning and equity. It also reflects the Foundation's broader shift toward research, evidence and shared learning alongside direct community programs.

> "Through this project, young people aren't just subjects of AI research, they're building real AI capability as co-researchers and as participants in our workshops and focus groups, developing the skills to critically engage with the technology that's shaping their futures."
>
> **Bronwyn Lee**
> CEO Learning Creates Australia



The Smith Family – Learning Clubs

Impact Stream: Youth Empowerment

Australia – various locations

Helping more young Australians access STEAM opportunities through The Smith Family Learning Clubs

For many young people experiencing disadvantage, the barriers to learning usually don't end when the school day finishes. Some need extra help with reading, maths or homework. Others may be navigating isolation, different learning needs or pressures at home that make it harder to stay engaged in school. Many also have limited access to hands-on STEAM experiences that can build curiosity, confidence and a stronger connection to learning.

Without consistent support, these barriers can reach beyond academic results. They can influence how a young person sees themselves as a learner, whether they feel a sense of belonging at school and what kind of future they believe is possible.

To create future pathways for young Australians experiencing disadvantage, the Smith Family's Learning Clubs create a welcoming space for structured after-school learning opportunities.

Supported by the GHD Foundation, the program offers practical support for literacy, numeracy, STEAM learning and homework. Beyond academic assistance, it encourages students to explore, experiment and learn through experience.

In Western Australia, students explored hands-on STEAM activities that turned learning into something they could see, test and build. They made rockets, worked through community-centred design activities, explored water filtration and took part in health-related skeleton projects. As students tackled challenges and brought ideas to life, they developed problem-solving skills, gained confidence in their abilities and discovered new ways to engage with learning.

> "Knowing GHD Foundation shares our commitment to improving outcomes for children and young people and our belief in the power of education to change lives, means a great deal to our team and creates opportunities that can have a lasting impact on students."
>
> **Lesley Mackay**
> Group Manager Community Programs and Delivery The Smith Family

Through their participation in Learning Clubs, many students felt more confident, connected and engaged in their learning:

75% said Learning Clubs helped them **feel more confident at school**

73% said the program made them **want to attend school**.



For a young person, confidence can be the difference between staying silent and asking a question. Feeling connected can make school a place where they feel supported and included. As students build confidence in their abilities and explore STEAM through hands-on learning, they begin to see new opportunities for themselves and a future filled with greater possibility.

A Semester 1 2026 partner school deputy principal said: “The Smith Family is a valued and integral part of our school community. We appreciate the Learning Club and the students love attending.”

The benefits reach beyond an afternoon of homework help or a hands-on STEAM activity. Students build connections with peers and educators, discover new interests and experience learning in ways that help them feel more capable and included.

Each question asked, skill gained and challenge worked through adds to a stronger foundation for learning, aspiration and lasting community benefit.

Outcomes:

- Participation in STEAM programs or study
- Increased understanding of STEAM concepts
- Increased understanding of STEAM pathways
- Increased interest in pursuing STEAM pathways

REDR Australia - Building Disaster Resilience

Impact Stream: Disaster Resilience

Australia



Strengthening resilience through training and specialist support

Communities affected by disasters and humanitarian crises need trained technical specialists to support preparedness, coordination, recovery and resilience. As crises become more frequent and complex, RedR Australia identified the need to expand training and maintain a skilled network ready to support communities before, during and after disasters.

The GHD Foundation supported RedR Australia to strengthen disaster resilience and humanitarian response by contributing to programs that train and mobilise technical specialists in disaster risk reduction, emergency preparedness, recovery, stabilisation and coordination.

As the only United Nations Standby Partner in the Southern Hemisphere, RedR Australia develops skilled professionals who can be deployed to humanitarian operations when communities need them most.

By investing in preparedness and professional development, the partnership helps build a skilled humanitarian workforce and stronger systems for emergency response and recovery.

The initiative reflects the GHD Foundation's commitment to sustainable impact through capacity building and resilience-focused solutions.

Habitat for Humanity – Climate Resilience in Serua Island

Impact Stream: Disaster Resilience

Fiji Islands

Supporting people of Serua Island, Fiji adapt to climate change

For remote island communities, climate change is not a future risk, it is a daily reality. Communities on Serua Island in Fiji face increasing vulnerability to cyclones, heavy rainfall, water insecurity and infrastructure challenges. Housing, water and sanitation systems were particularly exposed, increasing the risk of displacement, health impacts and disruption to livelihoods. Limited access to coordinated disaster risk reduction planning also made it difficult for communities to prioritise and respond to climate threats in a consistent, long-term way.

Through its partnership with Habitat for Humanity, GHD Foundation supported a community-led approach to strengthening resilience across Serua Island. The project combined climate risk assessment, capacity building, infrastructure improvements and inclusive community planning to ensure local people were at the centre of decision-making.

Community leaders and representatives participated in climate risk and preparedness training, helping build a shared understanding of local hazards and resilience priorities. The project also supported practical improvements, including climate-resilient housing retrofits, communal water infrastructure, rainwater harvesting systems, access pathways, ramps and solar lighting. Household plumbing training equipped community members with skills to maintain and improve water and sanitation systems, while inclusive planning processes ensured women, people with disabilities and other community groups had a stronger voice in resilience planning.

A key outcome was the development and endorsement of the Serua Island Disaster Risk Reduction Master Plan 2026–2036, creating a long-term roadmap for resilience and providing a platform for engagement with government and development partners.









The project delivered both immediate and long-term benefits for the Serua Island community. More than 30 houses were assessed for climate resilience, leading to four targeted home retrofits using “Build Back Safer” principles to better withstand severe weather events. New water and sanitation infrastructure improved access to essential services and reduced climate-related risks.

The project also strengthened community capability and leadership. Twenty-two community leaders and committee members participated in climate risk planning training, while 17 women completed household plumbing training and applied their new skills to local repairs and maintenance. Two women were subsequently nominated to the village water committee, increasing participation in technical leadership and governance.

Most importantly, Serua Island now has a locally owned, provincially endorsed resilience plan that unites community priorities with practical action. By combining stronger infrastructure, improved skills and inclusive governance, the project has helped position the community to better prepare for, respond to and recover from climate-related challenges for years to come.

“The GHD Foundation’s support enables Habitat for Humanity Fiji to work alongside climate-affected communities to strengthen safer homes, practical skills, and locally led resilience. This work is critical right now as families in Fiji face increasing risks from cyclones, flooding, and sea-level rise, with the most vulnerable households needing inclusive, practical support to prepare, adapt, and recover.”

Chris Govers
Head of International Programs
Habitat for Humanity

REDR UK

Impact Stream: Disaster Resilience

UK

Building Disaster Resilience Through Humanitarian Capacity Development with RedR

Communities around the world continue to face increasing risks from natural disasters, climate-related emergencies, and humanitarian crises. Effective disaster preparedness and recovery depend on having skilled local responders, engineers, humanitarian practitioners, and community leaders who can support resilience efforts before, during, and after emergencies. However, many organisations and communities lack access to the training, technical expertise, and resources needed to build this capacity, particularly in disaster-prone and vulnerable regions. RedR UK identified a growing need to strengthen humanitarian and engineering expertise to better support communities facing these challenges

The GHD Foundation partnered with RedR UK to strengthen disaster resilience and humanitarian capacity-building initiatives. The funding supports RedR UK's work in developing and delivering training, learning resources, and professional development opportunities for humanitarian responders, engineers, technical specialists, and practitioners operating in disaster-affected regions.

With more than 45 years of experience in humanitarian and engineering capacity development, RedR UK provides specialised training and capacity-strengthening programs that help organisations, governments, and individuals prepare for respond to, and recover from disasters. During 2024/25 alone, the organisation trained 2,698 responders through 165 learning events, supported by a global network of trainers and technical experts. The GHD Foundation's support helps expand this reach and strengthen the systems and people that underpin effective humanitarian response

The partnership contributes to a stronger and more resilient humanitarian sector by equipping responders and technical specialists with the skills, knowledge, and resources needed to support communities during times of crisis. By investing in the people who lead and deliver humanitarian services, the initiative strengthens local capacity and enables more effective preparedness, response, and recovery efforts.

Beyond individual training outcomes, the grant helps build a broader network of skilled professionals who extend RedR UK's reach across multiple regions and organisations. This strengthened capacity benefits local and national organisations, humanitarian coordination bodies, and ultimately communities affected by disasters. Through improved preparedness and resilience, communities are better positioned to withstand future crises and recover more quickly when emergencies occur.

Our Partners and Grantees

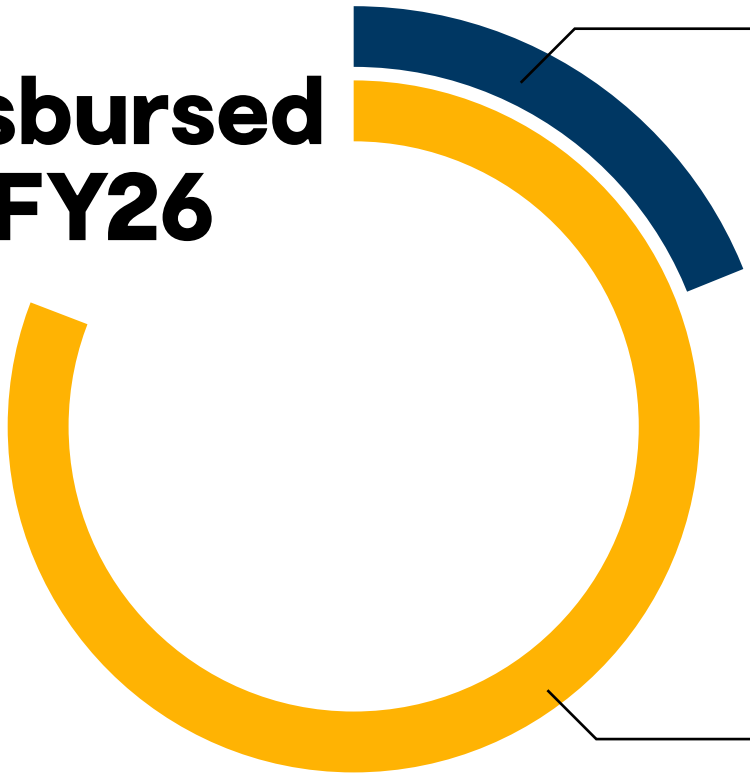
Asia Pacific Partners

Americas Partners

United Kingdom

Financial Snapshot

Disbursed in FY26



19%
Community relief

81%
STEAM education

Outgoing

AUD **1,749,496** STEAM Education Equity + AUD **415,813** Community Relief

AUD **2,155,308**
Total outgoing grant payments

Incoming

AUD **2,016,309**
Donations received (including interest)

Thank you

The GHD Foundation can only do what it is doing with thanks to all of its volunteers, donors and its Principal Partner, GHD.

Special thanks to all volunteers who support the GHD Foundation, and the GHD Foundation Board of Directors:

- Robert Knott, Chair (out-going)
- Ian Fraser, Chair (in-coming)
- Jo Metcalfe, Deputy Chair
- May Ngui
- Robert Davis
- Tej Gidda
- Chris Stevenson, Managing Director

To learn more and donate to the GHD Foundation, visit

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