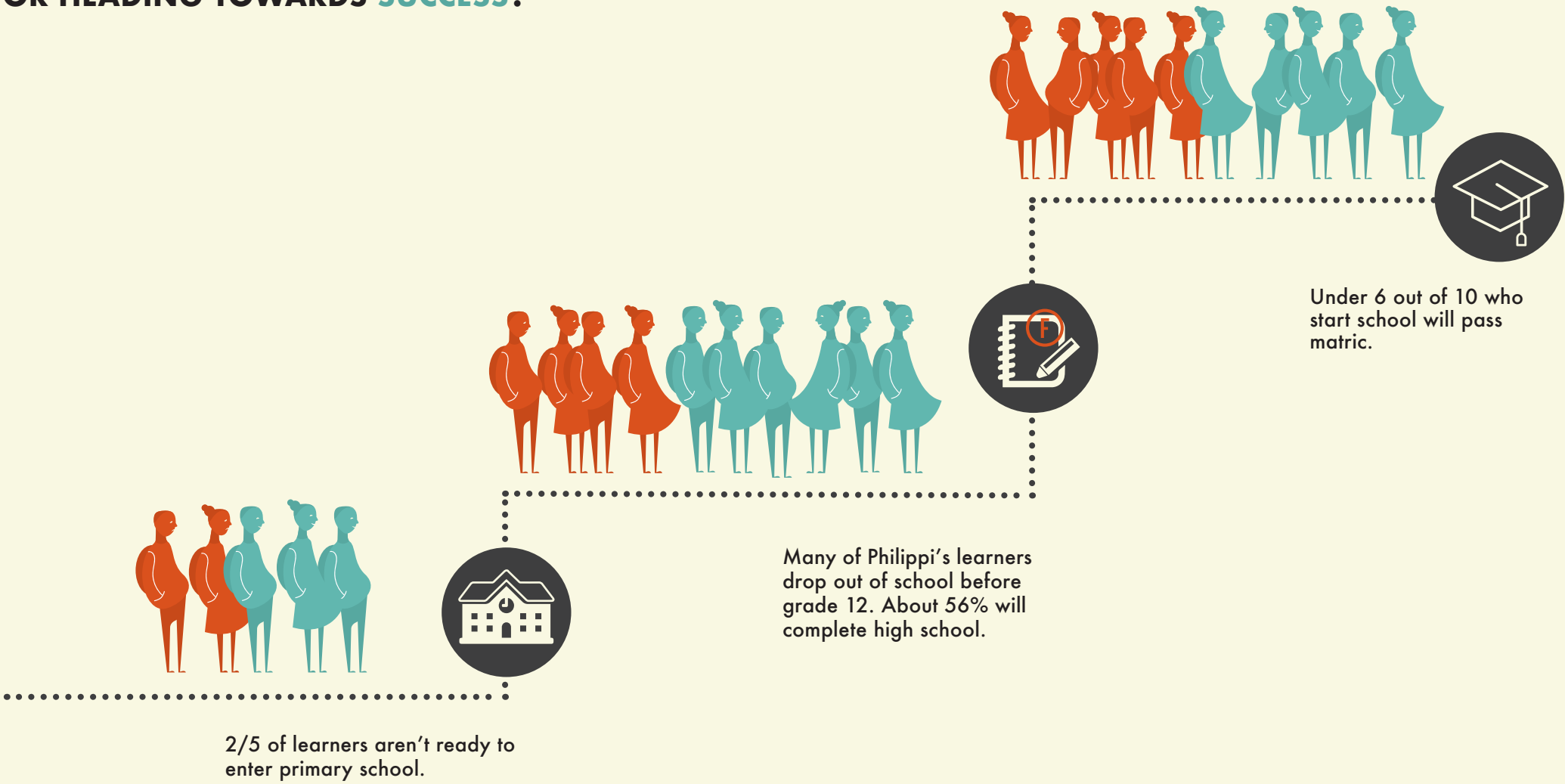
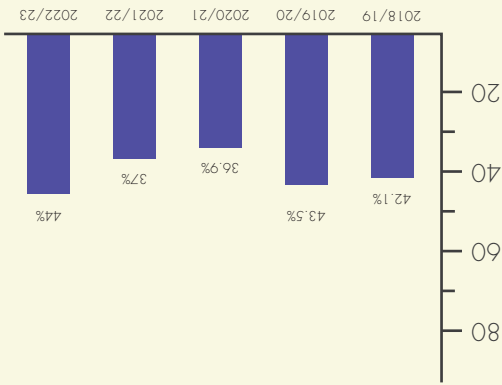


PHILIPPI'S COMMUNITY REPORT CARD 2022 / 2023

IS MY CHILD STRUGGLING OR HEADING TOWARDS SUCCESS?

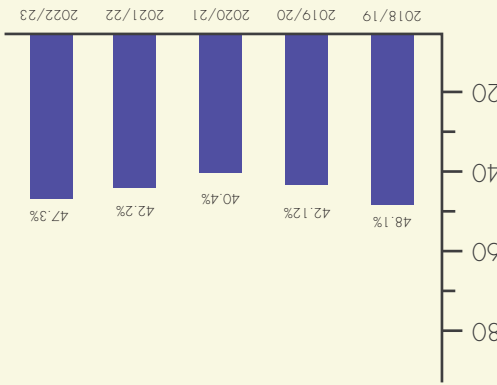


OUTCOME 4: READY FOR THE FET PHASE



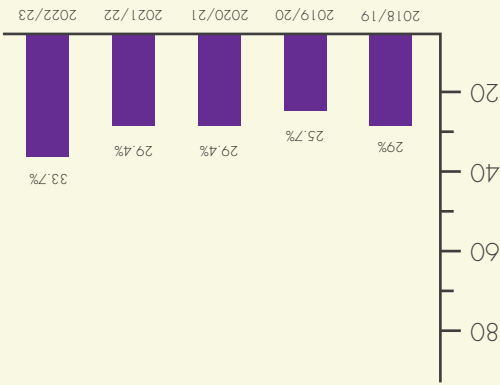
Rating: Fair

OUTCOME 5: COMPLETES HIGH SCHOOL (PASSING MATRIC/ENTERING TVET)



Rating: Fair

OUTCOME 6: EMPLOYMENT



Rating: Needs Improvement

- Exam results demonstrate that in the coming years there will be a cohort of very underprepared children. Academic support should focus on them now to make up ground by the time they reach secondary school
- Mental health interventions at the level of giving young people something to hope and strive for can't be considered an extra.
- Encourage peer study groups for learners to motivate and empower each other to study
- Parental support on how they can best support their children's academic journey during the last years of their high school
- Teacher support for improved learner outcomes. Having adequately trained teachers who are passionate about their work has the potential to enhance learning outcomes.

Our priorities for improving these results:

- We're deeply saddened by how many learners dropped out of school and/or struggled because of the loss of teaching time. We must continue to focus on improving the retention rates for learners.
- Expand our second-chance tutoring and skills development programmes, especially for vocational careers and local growth sectors such as tourism and renewable energy. There's an opportunity here to channel young people into careers.
- The loss of jobs has been crushing. It's more important than ever that learners receive career guidance to help them make choices that make them employable.

Our priorities for improving these results:

- The quality of matric passes has taken a knock, but increased academic support outside school may help
- TVET enrolment presents an opportunity that we need to push
- Connecting learners with bachelor passes to resources that will help them access university. Amanda does this through structural days across the different safe spaces.
- Connecting learners to work experience opportunities that improve their job readiness. We would need to partner with matching organisations like Harambee to connect youths to employment or economic opportunities.

Our priorities for improving these results:

EVERY YOUNG PERSON SHOULD BE

OUTCOME 1:

PREPARING FOR PRIMARY SCHOOL

57.9% of learners are ready for primary school.



OUTCOME 2:

LITERATE & NUMERATE AT GRADE LEVEL

40.7% of learners in primary school are literate and numerate at grade level.



OUTCOME 3:

SUPPORTED TO BE READY TO LEARN

31.6% of learners are supported to be ready to learn.



OUTCOME 4:

READY FOR THE FET PHASE

44% of learners are ready for the FET phase of school.



OUTCOME 5:

COMPLETING HIGH SCHOOL

47.3% of learners are completing secondary school and ready for further education/employment.



OUTCOME 6:

EMPLOYED

33.7% of Philippi’s youth successfully move into full-time employment that pays them a living wage.



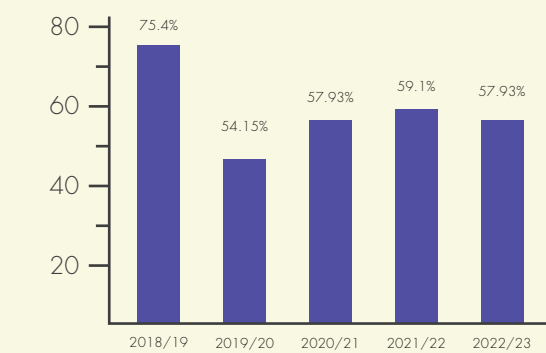
● EXCELLENT ● GOOD ● FAIR ● NEEDS IMPROVEMENT ● FAIL

HOW OUR CHILDREN ARE DOING:

OUTCOME 1: PREPARING TO ENTER PRIMARY SCHOOL

Rating: Fair

This outcome assesses three areas of development for the child that combine to create a healthy child who’s ready to begin school: Prenatal care, early childhood development, and cognitive development. This outcome therefore looks at all three to give us a picture of how well the children in Philippi are being supported to be ready for all school has to offer them on day one.



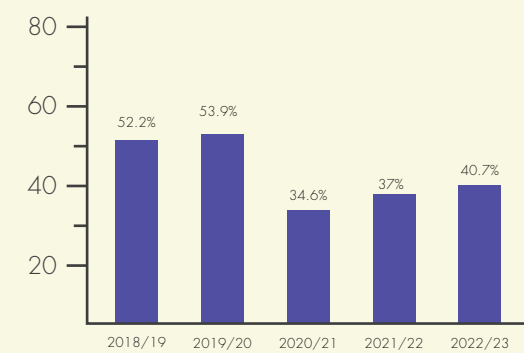
What these results tell us?
The overall score of 57.93% is reflective of challenges encountered in preparing children to enter primary school, indicating a need for enhanced support and resources for families. Prenatal care access remains inconsistent, which impacts maternal and child health. Additionally, early childhood programs need to be adaptive to the diverse and changing needs of all children for improved outcomes. By addressing these gaps, we can improve outcomes and ensure a brighter future for our children.

- Our priorities for improving these results:**
- Continue to work closely with the Department of Health (DoH) to prioritise maternal health and early childhood health, raise awareness and drive demand for services available. More than anything, we need to enhance accessibility of the services.
 - Using our safe spaces as access points from which we can refer young women into health facilities, through smooth referrals.
 - Working with ECD forums to access subsidies and to integrate key benchmarks into their programming.
 - Parental support and education to enable them to better show up for their children

OUTCOME 2: LITERATE AND NUMERATE AT GRADE LEVEL IN GRADES 3 AND 6

Rating: Fair

While this improvement is encouraging, it highlights the persistent issues stemming from the pandemic and the significant backlog that continues to affect learner performance. Starting from a low base in grade 3 raises concerns about a potential cliff of dropouts in the coming years if these trends are not addressed. The modest gains underscore the urgent need for targeted interventions and support to ensure that learners not only catch up but also build a solid foundation for future academic success.



What these results tell us:
While this improvement is encouraging, it highlights the persistent issues stemming from the pandemic and the significant backlog that continues to affect learner performance. Starting from a low base in grade 3 raises concerns about a potential cliff of dropouts in the coming years if these trends are not addressed. The modest gains underscore the urgent need for targeted interventions and support to ensure that learners not only catch up but also build a solid foundation for future academic success.

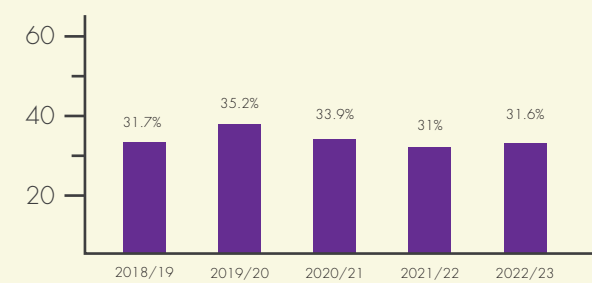
- Our priorities for improving these results:**
- Implement our catchup literacy and numeracy strategy for primary school that supplements what’s taking place in schools
 - Expand our maths and literacy tuition outside of school to reach more
 - Continue to strengthen literacy and numeracy teaching in the intermediate phase
 - Redouble efforts to recruit parents to improve their ability to support their child’s literacy
 - Promote reading corners and clubs, library drives, parental support, continue with academic support across primary and secondary schools

OUTCOME 3: FULLY SUPPORTED TO BE READY TO LEARN

Rating: Needs Improvement

To be ready to learn we believe learners must have adequate support in four key areas:

- Health and nutrition
- Feeling safe
- A home environment conducive to learning
- Adequate personal and academic support



What do these results tell us?
Over the past three years, the unfortunate closure of numerous organizations due to funding shortfalls has highlighted the urgent need for investment in community support systems. Unfortunately, current investments fall far short, leaving a wealth of untapped potential that could significantly enhance the readiness of learners to thrive.

- Our priorities for improving these results:**
- All four areas need significant improvement in coordination and delivery to reach all our children
 - Our Safe Spaces and other after school activities can meet a lot of needs if learners can get there safely. Continue to drive demand through RAP
 - Collaborating intentionally with funders, government agencies and schools to think holistically about how best to direct resources.
 - Developing our network partners’ fundraising capacity
 - Enhance accessibility to services through hybrid options for learners that can access virtual support if possible