ike Harambee to connect youths to employment or economic • Connecting learners to work experience opportunities that improve their job readiness. We would need to partner with matching organisations

them access university. Amondla does this through structural days across • Connecting learners with bachelor passes to resources that will help

- TVET enrolment presents an opportunity that we need to push

#### • The quality of matric passes has taken a knock, but increased academic support outside school may help Our priorities for improving these results:

ateas, we can better prepare our young people for successful transitions and business opportunities for the youth in Philippi. By focusing on these enhance the appeal of vocational training and create more employment it is essential for us to partner with TVET institutions and strategize ways to complicating the pathway to meaningful work. To address these challenges, through TVET remains an unattractive option for many graduates, further and social and economic disadvantages. Additionally, vocational training the sizeable percentage of young NEETs include low levels of education of 2024. The main causes of South Africa's high unemployment rates and according to the Quarterly Labour Force Survey (QLFS) for the first quarter Employment stats show that only 9.8% of the working young were graduates,

#### What do these results tell us?



Rating: Needs Improvement

**OUTCOME 6: EMPLOYMENT** 

them employable. learners receive career guidance to help them make choices that make • The loss of jobs has been crushing. It's more important than ever that

channel young people into careers. such as tourism and renewable energy. There's an opportunity here to programmes, especially for vocational careers and local growth sectors

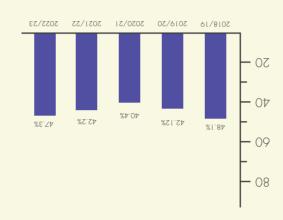
 Expand our second-chance tutoring and skills development to focus on improving the retention rates for learners.

## • 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

#### Our priorities for improving these results:

the course and achieve their educational and professional goals. By focusing on these areas, we hope to encourage more learners to stay we aim to create incentives through job readiness and career pathways. is a significant factor influencing learners' decisions to remain in school, meaningful employment opportunities. Recognizing that financial stability education in the coming years, our programming is shifting to emphasize have not changed much. As we continue to evaluate access to tertiary remain relatively stable, as the fundamental issues driving dropout rates improvement is encouraging, it is not surprising that the overall numbers This outcome saw a 5.1% increase from last year to this year. While this

#### What do these results tell us?



Rating: Fair

MATRIC/ENTERING TVET) **OUTCOME 5: COMPLETES HIGH SCHOOL (PASSING**  enhance learning outcomes.

trained teachers who are passionate about their work has the potential to • Teacher support for improved learner outcomes. Having adequately

journey during the last years of their high school • Parental support on how they can best support their children's academic

each other to study  $\bullet$  Encourage beer study groups for learners to motivate and empower

something to hope and strive for can't be considered an extra.

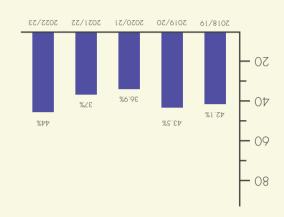
• Mental health interventions at the level of giving young people

 $\bullet$  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

#### Our priorities for improving these results:

crucial in fostering long-term success for our learners. secondary school years. Addressing these needs proactively will be to ensure that learners are fully equipped for the demands of their final now, focusing on both academic assistance and mental health resources, ready for the FET phase. It is essential to enhance our support systems Findings suggest that 56% of learners are not prepared or do they feel to be directed at improving Systemic Test results of learners in Philippi. While this progress indicates a gradual recovery, significant efforts need It is encouraging to see improvements in this outcome post-pandemic.

#### What do these results tell us?



Rating: Fair

OUTCOME 4: READY FOR THE FET PHASE

## PHILIPPI'S COMMUNITY REPORT CARD 2022 / 2023

IS MY CHILD STRUGGLING OR HEADING TOWARDS SUCCESS? Under 6 out of 10 who start school will pass matric. Many of Philippi's learners drop out of school before

> 2/5 of learners aren't ready to enter primary school.

grade 12. About 56% will complete high school.

#### **EVERY YOUNG PERSON SHOULD BE**

#### **OUTCOME 1:**

## PREPARING FOR PRIMARY SCHOOL

57.9% of learners are ready for primary school.

# paga galadid

#### **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.



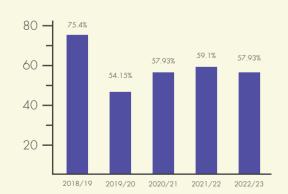
#### ● EXCELLENT ● GOOD ● FAIR ● NEEDS IMPROVEMENT ● FAIL

### **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?

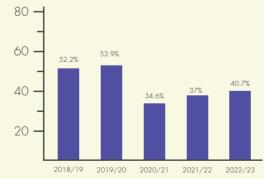
The overall score of 57.93% is reflective of challenges encountered in preparing children to enter primary school, indicating a need for enhanced support and resources for families. Prenatal care access remains inconsistent, which impacts maternal and child health. Additionally, early childhood programs 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.
- $\bullet$  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



#### 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
- $\bullet$  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:

- $\bullet$  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