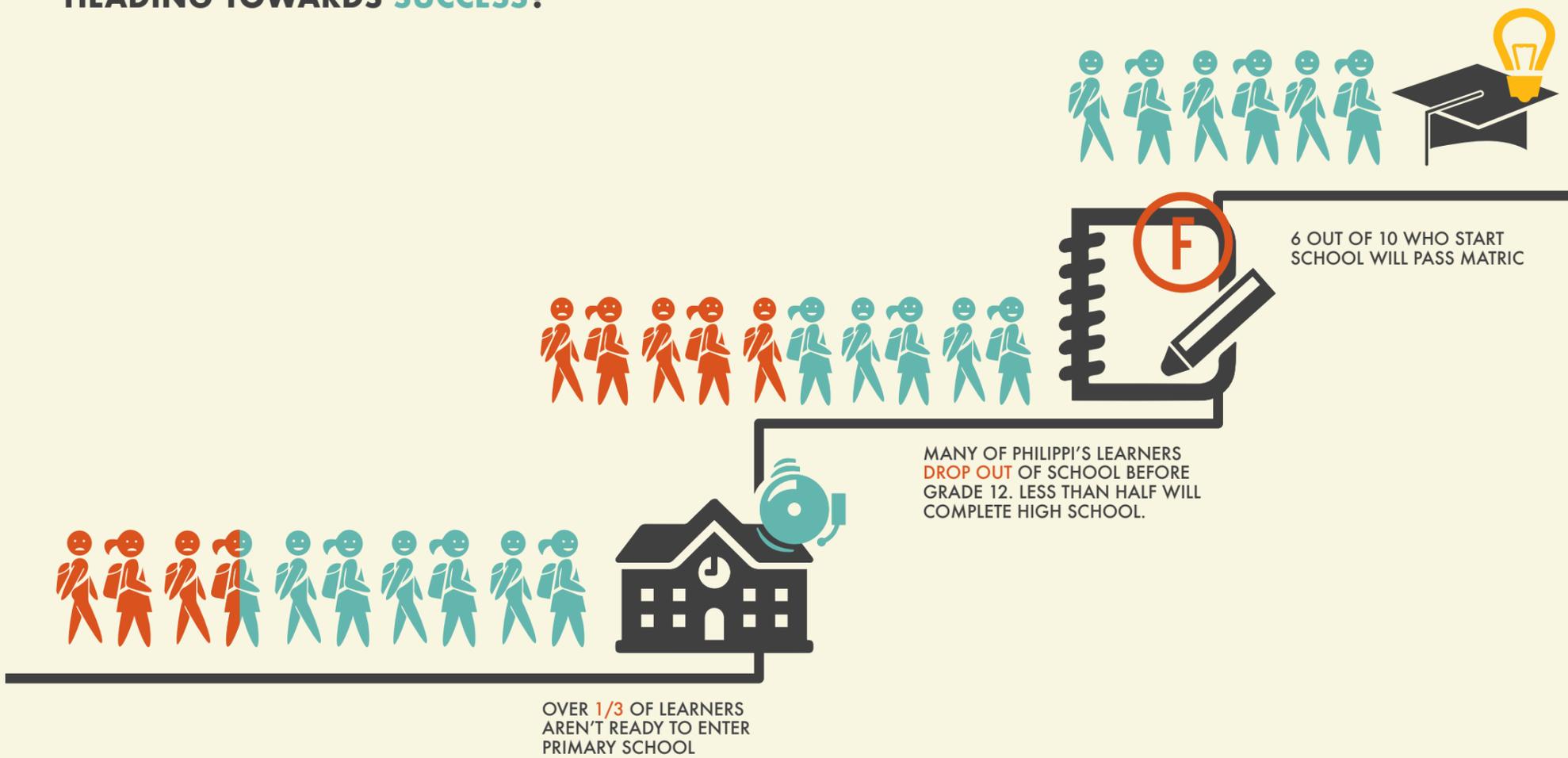


PHILIPPI'S COMMUNITY REPORT CARD 2018/2019

IS MY CHILD **STRUGGLING** OR HEADING TOWARDS **SUCCESS**?



ONLY 4 IN 10 LEARNERS IN PHILIPPI QUALIFY FOR TERTIARY

Philippi's 2018/19 Community Report Card

Every year we eagerly anticipate the report card and what it tells us about how well we're serving the young people of Philippi. Now that we've been publishing the report card for a few years, we're able to see more and more the trends in child progress, and those trends are saying a lot about where we can be most effective in improving the results we're seeing. Overall, we're having some isolated successes, particularly in the early years and areas like HIV-prevention, but we need to gather greater momentum to tear down the massive roadblocks that spring up on the child's journey.

From the very start of the journey, we see that indicators like early breastfeeding aren't rising. But, knowing that such indicators can be a proxy for infant death, we need to redouble efforts to promote the practice since the first 1000 days of life are so important.

It's also vital that we don't give up on outcomes 2 and 3. Reading for meaning can be transformative to self-esteem as learners are more engaged with what they're learning. As a network largely comprised of NGOs, we can deepen our collaborations to ensure that the out-of-school support network is strong, and that learners and their families are aware of supports and empowered to take advantage.

We also see some other apparent bright spots like increased bachelor passes of matric, but then we see an increase in graduate unemployment and must wonder if the quality of the passes has something to do with it. It's also noteworthy that TVET access isn't rising. A key thing we can do to decrease underemployment is prepare youth for and encourage them into vocational tracks. As we aim to prevent our youth from falling into the cycle of joblessness and poverty, we need to be sure they're aware of all their options.

As our Collective gets better and better at working together, it also needs to build its capacity to reach way more youth so we can deepen our impact. We've always known this is a long-term endeavor, but we approach the coming year with resolve to grow our efforts, because the youth of Philippi need more.

Sincerely,

Amandla Development

EVERY YOUNG PERSON SHOULD BE...

OUTCOME 1

PREPARING FOR PRIMARY SCHOOL

62.9% of learners are ready for primary school



OUTCOME 2

LITERATE & NUMERATE AT GRADE LEVEL

52.2% of learners in primary school are literate and numerate at grade level



OUTCOME 3

SUPPORTED TO BE READY TO LEARN

31.7% of learners are supported to be ready to learn



OUTCOME 4

READY FOR THE FET PHASE

42.1% of learners are ready for the FET phase of school



OUTCOME 5

COMPLETING HIGH SCHOOL

48.1% of learners are completing secondary school and ready for further education/employment



OUTCOME 6

EMPLOYED

26.6% of Philippi's youth successfully move into full-time employment that pays them a living wage



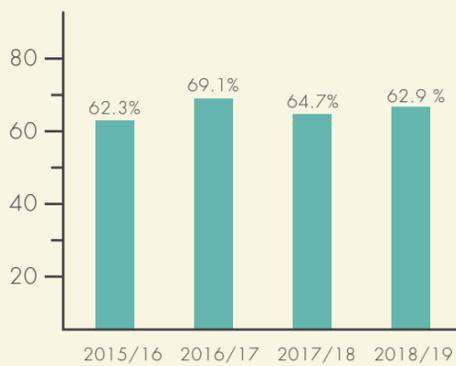
● EXCELLENT ● GOOD ● FAIR ● NEEDS IMPROVEMENT ● FAIL

HOW OUR CHILDREN ARE DOING:

OUTCOME 1: PREPARING TO ENTER PRIMARY SCHOOL

Rating: Good

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 DO THESE RESULTS TELL US?

While most indicators in this area went up, we were disappointed to see sharp drops in some key early childhood health indicators. Also, Grade R enrollment has risen substantially. There are tremendous gains we can make by continuing to improve in this area, and it's encouraging to see these improvements.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Targeted health interventions for specific indicators such as increasing breastfeeding and de-worming must be a priority, as we're going backwards here

We need more information on cognitive development and the quality of Grade R

Maternal health is improving too slowly. We must develop a cohesive plan from the First 1000 Days into primary school that ensures our children are building on a solid foundation

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

Rating: Fair



WHAT THESE RESULTS TELL US:

It continues to be the case that we begin with poor literacy and numeracy results that get worse over time. While there have been substantial improvements over the last four years, it's absolutely critical that children build a strong foundation of literacy and numeracy, as without those skills they will struggle for the rest of their education.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Create a comprehensive literacy and numeracy strategy for primary school that removes barriers to building these skills

Continue to strengthen literacy and numeracy teaching in the intermediate phase

Continue working with parents to improve their ability to support their child's literacy

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?

Philippi's learners are trying to overcome huge obstacles to being focused while at school. Not feeling safe is enough to block concentration in school, and not being healthy is also a major barrier to learning, and in these two areas we're falling down. But between 1/3 and 1/2 of our learners are feeling personally supported. If we can just coordinate health and safety supports and cast a wider net of personal support, many more of Philippi's learners won't be too distracted to learn. This is an area where the NGO sector can make a major difference. But funders must also join us in being strategic about how we improve and target services. There's only so much the NGO sector can do without resources.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

All four areas need significant improvement in coordination and delivery to reach all our children

Low-hanging fruit include positive after-school activity, including quiet study space, and improved delivery of preventive health services, including sexual and reproductive health

Funders should use evidence of what's effective and what's needed in the community to prioritise

OUTCOME 4: READY FOR THE FET PHASE

Rating: Fair



WHAT DO THESE RESULTS TELL US?

This outcome assesses both academic and emotional readiness for the final phase of secondary school. Philippi's learners are particularly academically unprepared for the FET phase, with low systemic test results. The deficits of the early years continue to build up, and we can't wait for the learners with improved literacy and numeracy the last two years in primary school to reach high school. While our learners are resilient, we owe them better support.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Stronger academic support between grades 6 and 8 is needed to catch the learners still working with a weak foundation.

Making real gains in primary school literacy and especially numeracy must be prioritised

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

Rating: Needs Improvement



WHAT DO THESE RESULTS TELL US?

This outcome assesses how many learners are completing their secondary schooling in a manner making them ready for tertiary education and/or employment. Although numbers took a dip, we've seen a return to the levels of four years ago. Far too many learners who start school don't even make it to write matric in Grade 12, and far too many learners aren't prepared for further education that would make them employable. We'll continue looking at tertiary access in coming years, while focusing on helping learners enter the workforce as a more immediate focus.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

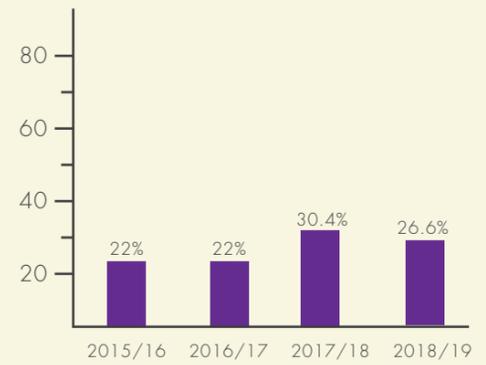
We must continue to focus on improving the retention rates for learners

Targeted academic support can help those learners with the best foundation capitalise for the best results

Learners need career guidance to help them make choices that make them employable

OUTCOME 6: EMPLOYED

Rating: Needs Improvement



WHAT DO THESE RESULTS TELL US?

For far too many of Philippi's youth full-time employment is out-of-reach. We know that the unemployment rate for university graduates is only 6.4%, and we're excited to see an increase in bachelor passes. Now we need to ensure that those qualifying for tertiary education have the funding and personal support to study to completion. We can also see that TVET continues to be an unattractive option to most graduates.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Further increasing the quality of matric passes

Improving career advising to make TVET a viable option for more learners

Connecting learners with bachelor passes to resources that will help them access university



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RATIONALE:

INDEX METHODOLOGY:

Each outcome area is comprised of a set of sub-outcome areas, which contains a set of indicators. Indicators are chosen based on evidence that they contribute significantly to the educational well-being of children and youth. Each indicator has a number associated with it, which is transformed into a percentage, with zero being the worst possible level and 100 being the highest possible level for that indicator. With each set of numbers represented as a percentage we are able to compute several different scores into an aggregate number. Each indicator is weighted in order of importance to generate a score for each sub-outcome area. Each sub-outcome area is then weighted in order to generate a score for each of the six outcome areas. Through this process, relevant benchmarks for comparison are considered. In quintiles, categories of pass have been created.

Fail= 0-19

Needs improvement= 20-39

Fair= 40- 59

Good= 60-79

Excellent= 80-100

Indicators were selected after a review of research on child development. In particular, early childhood development indicators were selected after considering the Ilifa Labantwana "essential package." For each indicator there was consideration for what information already exists within Philippi, what information we could collect from institutions and aggregate, and what information could be easily gathered with the resources currently available. We expect this tool will improve over time as we gain access to new data sources. However, we will endeavour to ensure that special attention is given to the year-on-year comparability of the tool going forward.

THE USE OF THIS INSTRUMENT:

The primary purpose of this tool is year-on-year comparability. In order to do this certain sets of assumptions have been made, and thus this tool is a subjective measure of performance. We recognise that there will be alternative methods one could use to calculate a scorecard for Philippi. However, by outlining the specific assumptions and scoring mechanisms we believe that this tool can reliably be used to generate the same scores, and will be able to generate comparative scores across time. We do not make any claims on scientific validity, but rather suggest this tool is used pragmatically as an awareness raising and communication tool.

OUTCOME 1: PREPARING TO ENTER PRIMARY SCHOOL

SUB-OUTCOME: 1.1: PRENATAL INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of mothers making 1st antenatal visit before 20 weeks:	(Mitchell's Plain 68.7(MP) + 62.3 Klipfontein (K))/2 = 65.5% Overall	Range: 0-100%	1/2
% of children born weighing above 2.5 kg	(93.5% MP; 91.8%K) = 92.7% Overall	Range: 0-100%	1/2
Average	79.1	Range: 0-100%	Overall outcome area: 1/3

SUB-OUTCOME: 1.2: EARLY DEVELOPMENT INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of new mothers exclusively breast feeding 1st 14 weeks	(22.4% (MP) + 12.3% (K))/2 = 17.4%	Range: 0-100%	1/4
% of children 9-12 months who are immunized	(72.7% (MP) + 68.7%(K))/2= 70.7%	Range: 0-100%	1/4
% of children < 4 receiving de-worming medication	(72% (MP)+ 75.9% (K)) = 74%	Range: 0-100%	1/4
No. of children underweight/ 1000 children <5	MP) 7/1000; (K) 8/1000, = 7.5*	Range: 0-35 Comparable benchmark Kenya- 11, Namibia-13.2 Highest = Yemen (39.9). (35-6.5)/35* 100= 81.4	1/4
Average	42.4	Range: 0-100%	Overall outcome area: 1/3

SUB-OUTCOME: 1.3: SCHOOL READINESS INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of children who attend Grade R: Raw Numbers:	67.2%	Range: 0-100%	1
Average	67.2%	Range: 0-100%	Overall outcome area: 1/3

OUTCOME 1: PREPARING TO ENTER PRIMARY SCHOOL

Total: 62.9% (down 1.8%)	Grade: Good
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OUTCOME TWO: PRIMARY SCHOOL LITERACY AND NUMERACY:**SUB-OUTCOME: 2.1: GRADE 3 LITERACY AND NUMERACY**

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 3 Literacy Passes	47.9%	Range: 0-100%	1/4
% of Grade 3 Numeracy Passes	60.6%	Range: 0-100%	1/4
Average	54.3%	Range: 0-100%	Overall outcome area: 1/2

SUB-OUTCOME: 2.2: GRADE 6 LITERACY AND NUMERACY

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 6 Literacy Passes	44.4%	Range: 0-100%	1/4
% of Grade 6 Numeracy Passes	55.5%	Range: 0-100%	1/4
Average	50%	Range: 0-100%	Overall outcome area: 1/2

OUTCOME 2: PRIMARY SCHOOL LITERACY AND NUMERACY:

Total: 52.2% (up 0.7%)	Total: Fair
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OUTCOME THREE: LEARNERS ARE FULLY SUPPORTED TO BE READY TO LEARN

SUB-OUTCOME: 3.1: HEALTH AND NUTRITION

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Who have access to school readiness to learn services	3.7	Range: 0-100%	1
Average	3.7	Range: 0-100%	Overall outcome area: 1/4

SUB-OUTCOME 3.2: SAFETY

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Who have NOT experienced some form of violence this year	47.1	Range: 0-100%	1/3
% Who feel safe at school most of the time or always.	28.3		1/3
% Who have NOT witnessed drugs being sold or used, a robbery, or someone bringing a weapon to school.	22.9	Range: 0-100%	1/3
Average	32.8	Range: 0-100%	Overall outcome area: 1/4

SUB-OUTCOME 3.3: HOME ENVIRONMENT

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Who have a quiet place to study (house)	52	Range: 0-100%	1/2
% Who have a quiet place to study (shack)	38	Range: 0-100%	1/2
Average	45	Range: 0-100%	1/4

SUB-OUTCOME 3.4: PERSONAL SUPPORTS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Involved in church or community activity	52	Range: 0-100%	1/2
% Involved in sport activities after school	42	Range: 0-100%	1/2
Average	47	Range: 0-100%	1/4

OUTCOME THREE: LEARNERS ARE FULLY SUPPORTED TO BE READY TO LEARN

Total: 31.7% (up 1.2%)	Grade: Needs Improvement
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OUTCOME FOUR: READY FOR THE FET PHASE**SUB-OUTCOME 4.1 GRADE 9 LITERACY AND NUMERACY**

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Grade 9 Literacy Pass Rate ¹⁷	28.2%	Range: 0-100%	1/2
% Grade 9 Numeracy Pass Rate	9.1%	Range: 0-100%	1/2
Average	18.7%	Range: 0-100%	Overall outcome area: 1/2

SUB-OUTCOME: 4.2: GRADE 9 MENTAL HEALTH AND PERSISTENCE

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Grit Scale Results	65.5	Range: 0-100%	1
Average	65.5	Range: 0-100%	Overall outcome area: 1/3

OUTCOME FOUR: READY FOR SECONDARY SCHOOL/FET PHASE

Total: 42.1% (down 0.8%)	Grade: Fair
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OUTCOME FIVE: COMPLETING SECONDARY SCHOOL**SUB-OUTCOME 5.1 MATRIC PASS RATE ⁷**

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Matric pass rates in 2017 ⁹	84.6	Range: 0-100%	1/3
% Matric Pass when considering attrition from grade 9	60.7	Range: 0-100%	1/3
% Matric Pass when considering attrition from grade 9	40	Range: 0-100%	1/3
% actual TVET access rate ⁸	7.1	Range: 0-100%	1/10
Average	48.1	Range: 0-100%	Overall outcome area: 1

OUTCOME FIVE: SUCCESSFUL SECONDARY SCHOOL COMPLETION/ENTERING TVET

Total: 48.1 (up 5.4%)	Grade: Fair
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OUTCOME SIX: ACCESS TO EMPLOYMENT

SUB-OUTCOME 6.1 INCOME AND EDUCATION COMPLETION

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of households who earn above R3200 (2011 prices)	26.1	Range: 0-100%	1/3
% of the labour force which is employed	22	Range: 0-100% Less Than Matric =31% Matric =28% Graduates =7% Other Tertiary = 12%	1/3
% of people who have completed grade 12 or higher	31.7	Range: 0-100%	1/3
Average	26.6†	Range: 0-100%	Overall outcome area: 1

OUTCOME SIX: BECOMING EMPLOYED

Total: 26.6 (down 2.4%)	Grade: Needs Improvement
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