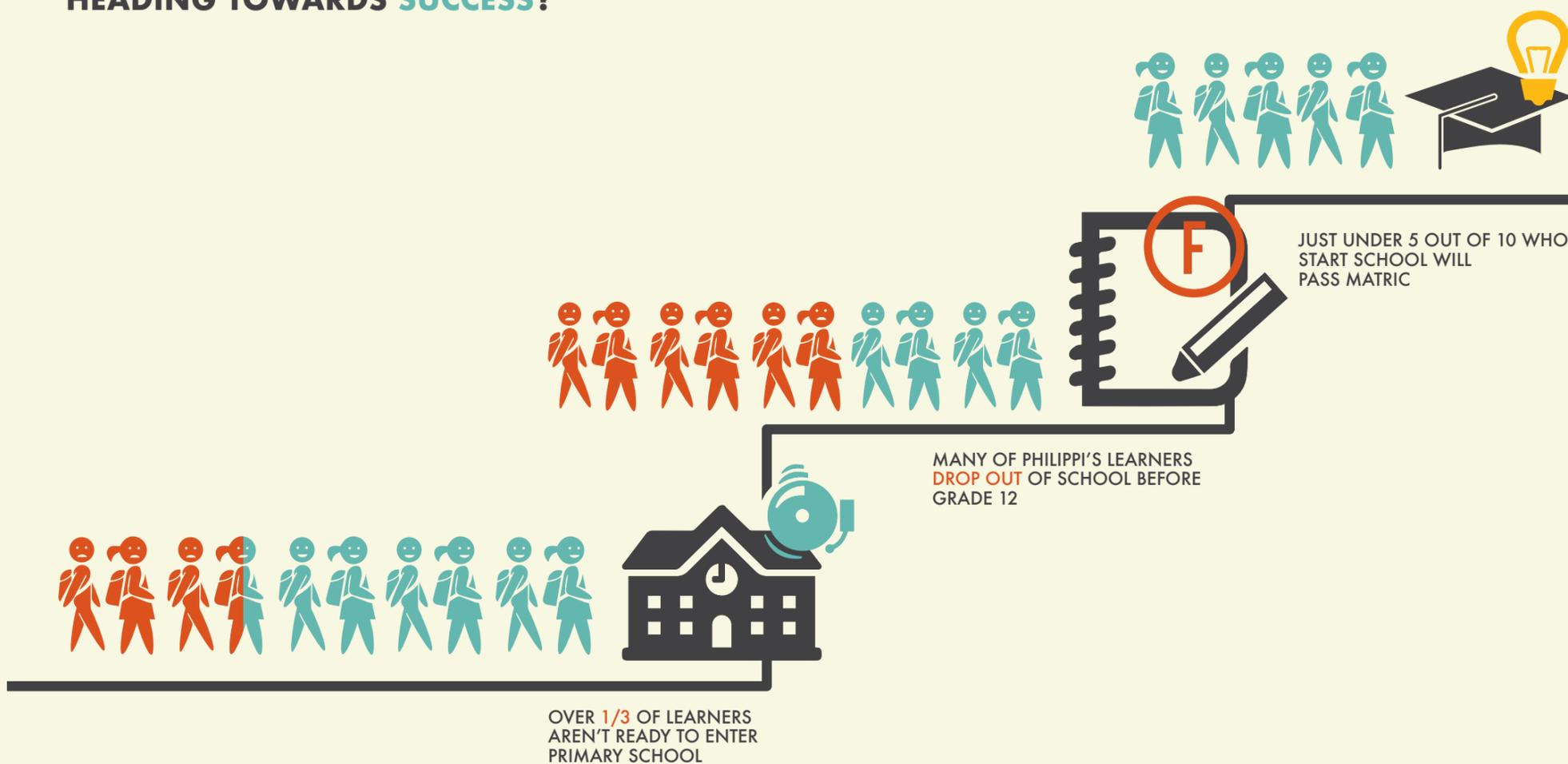


PHILIPPI'S COMMUNITY REPORT CARD 2017/2018

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



ONLY 2 IN 10 LEARNERS IN PHILIPPI MAKE IT TO TERTIARY

Philippi's 2017/18 Community Report Card

We're excited about this fourth Philippi Community Report Card! Not only are we learning more and more about how Philippi's young people are progressing, we're learning more and more as a network how to respond to this information and create opportunities for the youth on their cradle-to-career journey.

As our community pores over the data about Philippi's youth we continue to see the barriers poverty erects to success. But we also continue to see how resilience and concentrated, continuous support tears down those barriers. The Philippi Collective Network's diverse membership ensures that we're able to think holistically to create interventions that ensure our children are getting the full breadth of support that they need.

The Collective is using this report card to shape its strategy for ensuring every child in Philippi is supported from cradle to career. We've continued developing collaborations to tear down the barriers we're seeing. In the last two years we've developed interventions that have increased HIV testing from 10% of youth to over 30%. Data showing us that far too few of our children can read for meaning and that very few read for pleasure led us to launch a library card drive. And the top learner matric score from a Quintile 2 school (i.e., serving the second poorest 20% of children) was in Philippi. This drive and energy from the Philippi community taking charge and shaping their future is truly inspiring. But we can't get complacent.

With the knowledge provided in this report card, we're setting even more ambitious goals for our young people. Why shouldn't the poorest learners also be the top achievers? Why shouldn't they be the ones creating the small businesses our economy desperately needs, reshaping their township communities? Amandla and our network partners are committed to an evidence-based approach in which our interventions are guided by what we know is and isn't working. And we're committing to working together, because there are no simple solutions for issues as complex as poverty and education. Whether you're a parent, learner, or someone who cares about Philippi, we're excited to share this report with you and invite you to walk the journey with us, hold us accountable, and continue supporting Philippi's youth. They are, after all, our future, not to mention our present.

Sincerely,

Amandla Development

EVERY YOUNG PERSON SHOULD BE...

OUTCOME 1

PREPARING FOR PRIMARY SCHOOL

64.7% of learners are ready for primary school



OUTCOME 2

LITERATE & NUMERATE AT GRADE LEVEL

45.5% of learners in primary school are literate and numerate at grade level



OUTCOME 3

SUPPORTED TO BE READY TO LEARN

33% of learners are supported to be ready to learn



OUTCOME 4

READY FOR THE FET PHASE

42.9% of learners are ready for the FET phase of school



OUTCOME 5

COMPLETING HIGH SCHOOL

42.7% of learners are completing secondary school and ready for further education/employment



OUTCOME 6

EMPLOYED

22% of Philippi's youth successfully move into full-time employment that pays them a living wage



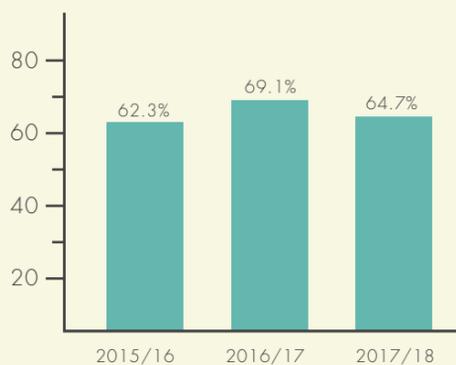
● EXCELLENT ● GOOD ● FAIR ● NEEDS IMPROVEMENT ● FAIL

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?

Most pregnant women in Philippi are getting prenatal care, and most children appear to be growing as they should be, although progress in this area is uneven. Still, nearly half of children still aren't enrolled in Grade R, a continuing concern, as capacity doesn't match demand.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Targeted health interventions for specific indicators such as increasing breastfeeding and de-worming

Increasing the numbers of learners attending Grade R and Grade R offerings to ensure motor skill development and academic readiness for Grade 1

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:

Only 38.4% of Grade 3's and 40.4% of Grade 6's are literate at grade level and 63.7% of Grade 3's and 50.3% of Grade 6's are numerate at grade level.

Although not great we are seeing steady improvement in higher percentages of learners reading close to grade level in grade 3, but a dip by grade 6. This is a key time to target to ensure that our learners are able to absorb other academic learning that requires high levels of literacy. Because of some changes to how the WCED presents the data, the improvement of the last year may be overstated. But it doesn't change the need to keep building, particularly in the foundation phase.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Build a much firmer literacy and numeracy foundation in the foundation phase

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.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

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

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 build up. However, they do show signs of emotional resilience but also signs of emotional struggle, often citing hopelessness about their future. Because of some changes to how the WCED presents the data, the improvement of 2016/17 report card may have been overstated, making this year's decrease more in line with steady improvement from years past.

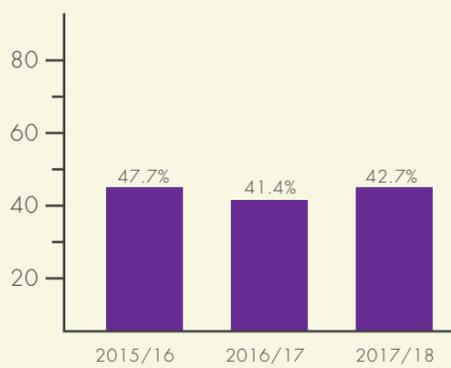
OUR PRIORITIES FOR IMPROVING THESE RESULTS:

At this stage academic support and strong psychosocial support will make learners more likely to feel hopeful about eventually passing matric; the earlier the interventions the better

Making real gains in primary school literacy as the foundation for secondary school learning

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. But too many learners who start school don't even make it to write matric in Grade 12. Academic deficits that begin early seem to build on each other also, leading to high attrition or poor results for those who do write matric. 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

Learners especially need academic support at this stage to make choices that can still lead them to work

Learners need much more information about readiness for tertiary and work to focus their studies

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 5%. But with only 21% of those starting school attaining a pass at matric that qualifies for tertiary study, employment will be incredibly difficult.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

Increasing the quality of matric passes

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



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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 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 recognize 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 be 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 56.9(MP) + 63.7 Klipfontein (K))/2 = 60.3% Overall | Range: 0-100% | 1/2 |
| % of children born weighing above 2.5 kg | (90.3% MP;88.5%K) = 89.4 Overall | Range: 0-100% | 1/2 |
| Average | 74.9 | 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 | (21.7% (MP) + 9.1% (K))/2 = 15.4 | Range: 0-100% | 1/4 |
| % of children 9-12 months who are immunized | (76.1% (MP) + 67.4%(K))/2 = 71.8 | Range: 0-100% | 1/4 |
| % of children < 4 receiving de-worming medication | (76.5% (MP)+ 65.9% (K)) = 71.2 | Range: 0-100% | 1/4 |
| No. of children underweight/ 1000 children <5 | MP) 4/1000; (K) 9/1000, = 6.5* | Range: 0-35 Comparable benchmark Kenya- 11, Namibia-13.2 Highest = Yemen (39.9). (35-6.5)/35* 100 = 81.4 | 1/4 |
| Average | 60 | 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: | 59.3% | Range: 0-100% | 1 |
| Average | 59.3% | Range: 0-100% | Overall outcome area: 1/3 |

OUTCOME 1: PREPARING TO ENTER PRIMARY SCHOOL

| | |
|--------------------------|-------------|
| Total: 64.7% (down 4.4%) | Grade: Good |
|--------------------------|-------------|

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 | 64.3 | Range: 0-100% | 1/4 |
| % of Grade 3 Numeracy Passes | 80.4 | Range: 0-100% | 1/4 |
| Average | 72.4 | 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 | 47 | Range: 0-100% | 1/4 |
| % of Grade 6 Numeracy Passes | 59.3 | Range: 0-100% | 1/4 |
| Average | 53.2 | Range: 0-100% | Overall outcome area: 1/2 |

OUTCOME 2: PRIMARY SCHOOL LITERACY AND NUMERACY:

| | |
|------------------------|-------------|
| Total: 62.8% (Up 8.8%) | Total: Good |
|------------------------|-------------|

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 | 3.2 | Range: 0-100% | 1 |
| Average | 3.2 | 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. | 15.4 | | 1/3 |
| % Who have NOT witnessed drugs being sold or used, a robbery, or someone bringing a weapon to school. | 47.4 | Range: 0-100% | 1/3 |
| Average | 36.6 | 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) | 50 | Range: 0-100% | 1/2 |
| % Who have a quiet place to study (shack) | 41 | Range: 0-100% | 1/2 |
| Average | 45.5 | Range: 0-100% | 1/4 |

SUB-OUTCOME 3.4: PERSONAL SUPPORTS

| INDICATOR | SCORE | RANGE AND COMPARABLE BENCHMARK | WEIGHTING |
|---|-------------|--------------------------------|------------|
| % Involved in church or community activity | 37 | Range: 0-100% | 1/2 |
| % Involved in sport activities after school | 36 | Range: 0-100% | 1/2 |
| Average | 36.5 | Range: 0-100% | 1/4 |

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

| | |
|--------------------------|--------------------------|
| Total: 30.5% (down 4.2%) | Grade: Needs Improvement |
|--------------------------|--------------------------|

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 | 23.7 | Range: 0-100% | 1/2 |
| % Grade 9 Numeracy Pass Rate | 8.2 | Range: 0-100% | 1/2 |
| Average | 16.1 | Range: 0-100% | Overall outcome area: 1/2 |

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

| INDICATOR ¹⁸ | SCORE | RANGE AND COMPARABLE BENCHMARK | WEIGHTING |
|-------------------------|-------------|--------------------------------|---------------------------|
| % Grit Scale Results | 69.8 | Range: 0-100% | 1 |
| Average | 69.8 | Range: 0-100% | Overall outcome area: 1/3 |

OUTCOME FOUR: READY FOR SECONDARY SCHOOL/FET PHASE

| | |
|--------------------------|-------------|
| Total: 42.9% (down 5.4%) | Grade: Fair |
|--------------------------|-------------|

OUTCOME FIVE: COMPLETING SECONDARY SCHOOL

SUB-OUTCOME 5.1 MATRIC PASS RATE⁷

| INDICATOR | SCORE | RANGE AND COMPARABLE BENCHMARK | WEIGHTING |
|---|-------------|--------------------------------|-------------------------|
| % Matric pass rates in 2017 ⁹ | 72.2 | Range: 0-100% | 1/3 |
| % Matric Pass when considering attrition from grade 9 | 58.8 | Range: 0-100% | 1/3 |
| % Matric Pass when considering attrition from grade 9 | 23.6 | Range: 0-100% | 1/3 |
| % actual TVET access rate ⁸ | 6.2 | Range: 0-100% | 1/10 |
| Average | 42.7 | Range: 0-100% | Overall outcome area: 1 |

OUTCOME FIVE: SUCCESSFUL SECONDARY SCHOOL COMPLETION/ENTERING TVET

| | |
|-----------------------|-------------|
| Total: 42.7 (up 1.3%) | Grade: Fair |
|-----------------------|-------------|

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) | 23.6 | Range: 0-100% | 1/3 |
| % of the labour force which is employed | 27.5 | 5- 42 The unemployment rate relative to those who have degrees is $(38-5)/(42-5)$ = 11% | 1/3 |
| % of people who have completed grade 12 or higher | 40 | Range: 0-100% | 1/3 |
| Average | 30.4 | Range: 0-100% | Overall outcome area: 1 |

OUTCOME SIX: BECOMING EMPLOYED

| | |
|-----------------------|--------------------------|
| Total: 30.4 (up 8.4%) | Grade: Needs Improvement |
|-----------------------|--------------------------|