

PHILIPPI'S COMMUNITY REPORT CARD 2014/2015

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



3 OUT OF 10 WHO START SCHOOL
WILL PASS MATRIC

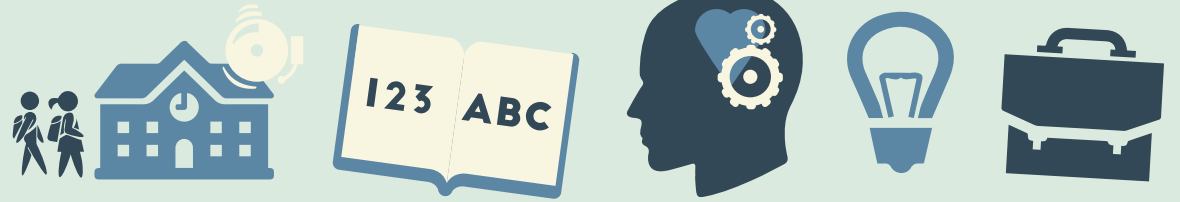


MANY OF PHILIPPI'S LEARNERS
DROP OUT OF SCHOOL
BEFORE GRADE 12



OVER A THIRD OF LEARNERS AREN'T
READY TO ENTER PRIMARY SCHOOL

2 IN 10 LEARNERS IN PHILIPPI MAKE IT TO UNIVERSITY



A LETTER FROM AMANDLA DEVELOPMENT

Philippi's Baseline Community Report Card

We're so excited to share Philippi's first Community Report Card. This tool will help us monitor learner welfare so we can know how ready to learn they are and if they're on their way to accomplishing the goals we've set for them.

Too often the obstacles of poverty get in the way of learning. We know that it's hard to teach a hungry child, just as it is to teach a child who's too scared to focus in school. Our schools can't do it alone. And that's why we have the Philippi Collective Network of diverse stakeholders from government to schools to youth groups. The Collective will use this report card to shape its strategy for ensuring every child in Philippi is supported from cradle to career.

This is just the beginning of our journey, but with the knowledge provided in this report card, we're setting ambitious goals for our young people. We're committing 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 education.

Sincerely,

Amandla Development

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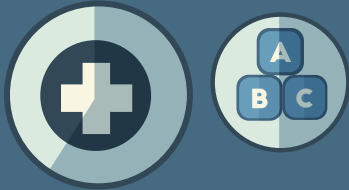
www.amandladev.org | info@amandladev.org

EVERY YOUNG PERSON SHOULD BE...

OUTCOME 1

**PREPARING FOR
PRIMARY SCHOOL**

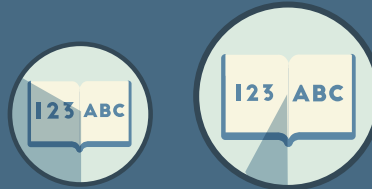
°55% Grade R enrollment



OUTCOME 2

**LITERATE & NUMERATE
AT GRADE LEVEL**

°31% Grade 3 Systemic
Test literacy pass rate



GRADE 3

GRADE 6



OUTCOME 3

**SUPPORTED TO
BE READY TO LEARN**

°85% of learners have experienced
violence in the past 12 months



OUTCOME 4

**READY FOR THE
FET PHASE**

°7% Grade 9 Systemic Test
numeracy pass rate



GRADE 9



OUTCOME 5

**COMPLETING
HIGH SCHOOL**

°19% Matric bachelor
pass rate



OUTCOME 6

EMPLOYED

°38% Unemployment rate

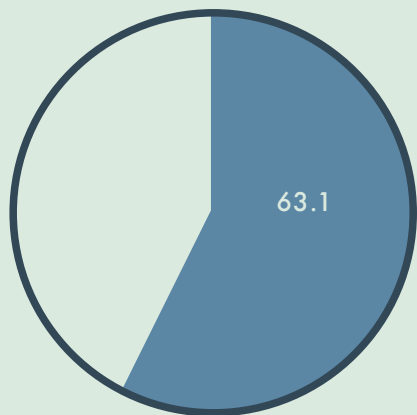


HOW OUR CHILDREN ARE DOING:

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 child 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. But nearly half of children aren't enrolled in Grade R, a major concern.

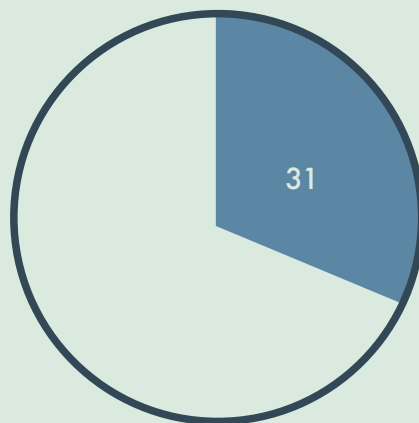
OUR PRIORITIES FOR IMPROVING THESE RESULTS:

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

Increasing the numbers of learners attending Grade R.

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

Rating: Needs Improvement



WHAT DO THESE RESULTS TELL US?

Only 31% of Grade 3's and 11% of Grade 6's are literate at grade level and 52% of Grade 3's and 27% of Grade 6's are numerate at grade level.

Although not great we see far higher percentages of learners reading close to grade level in grade 3, but a very significant drop 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.

OUR PRIORITIES FOR IMPROVING THESE RESULTS:

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

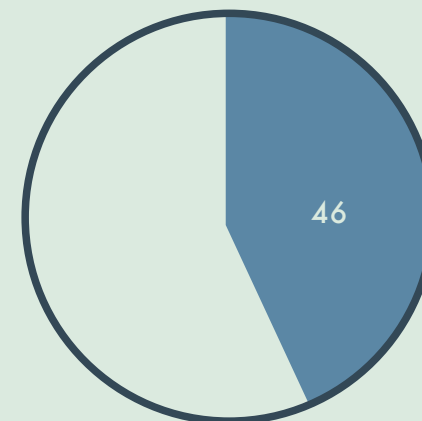
Continue to strengthen literacy and numeracy teaching in the intermediate phase.

OUTCOME 3: FULLY SUPPORTED TO BE READY TO LEARN

Rating: Fair

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?

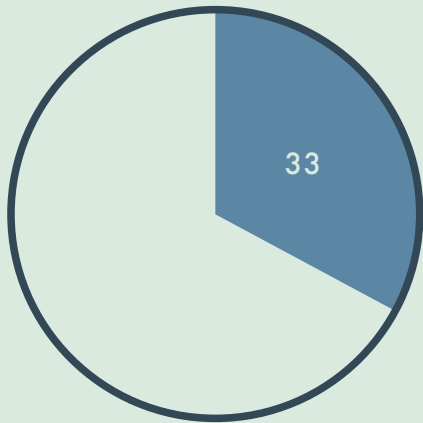
Philippi's learners are trying to overcome huge obstacles to being focused while at school. Not feeling safe is enough to block concentration in school, and not being healthy is also a major barrier to learning, and in these two areas we're falling down. But between 1/3 and 1/2 of our learners are feeling 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.

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: Needs Improvement



WHAT DO THESE RESULTS TELL US?

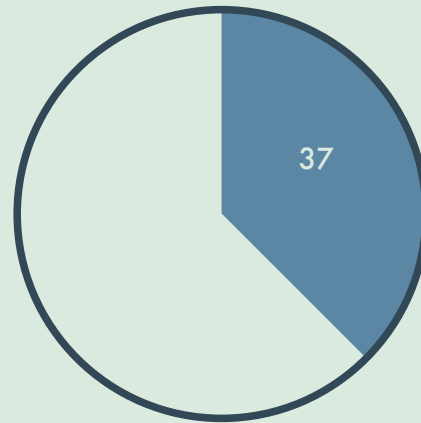
Philippi's learners are particularly academically unprepared for the FET phase. However, they do show signs of emotional resilience but also signs of emotional struggle.

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.

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

Rating: Needs Improvement



WHAT DO THESE RESULTS TELL US?

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.

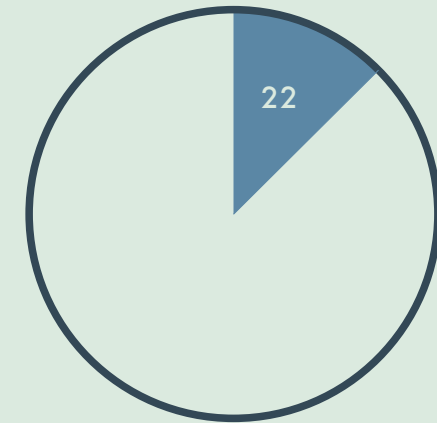
OUR PRIORITIES FOR IMPROVING THESE RESULTS:

We must 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.

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 19% of those starting school attaining a bachelor's pass at matric, 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.

We must increase skills development and second chance opportunities.

RATIONALE:

METHODOLOGY:

Each outcome area is comprised of a set of sub-outcome areas, which contain 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.

Health data were supplied from the Department of Health and utilised in Outcomes 1 and 3 (preventive care provision in schools). Education data such as systemic test results (utilised in Outcomes 2, 4, and 5) and matric passes were supplied by the Western Cape Education Department. Most of the data in Outcome 3 was gathered by Amandla's annual Ready to Learn surveys, supervised by Ikapa Data and Southern Hemisphere Consulting. The survey report is available upon request. Employment data was collected from StatsSA.

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 in places a somewhat subjective measure of performance in Philippi. 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 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, strategy, and communication tool.

OUTCOME I: PREPARING TO ENTER PRIMARY SCHOOL

SUB-OUTCOME: I.1: PRENATAL INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of mothers making 1st antenatal visit before 20 weeks:	(52,2% Mitchell's Plain (MP) + 58,7% Klipfontein (K))/2 = 55.45 Overall	Range: 0-100%	1/2
% of children born weighing above 2.5 kg	(92,2% MP; 90,1% K) = 91.15 Overall *1	Range: 0-100% Estimated 15-20% of all births worldwide are low birth weight and 13% in sub-saharan Africa	1/2
Average	73.3	Range: 0-100%	Overall outcome area: 1/3

SUB-OUTCOME: I.2: EARLY DEVELOPMENT INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of new mothers exclusively breast feeding 1st 6 months	(20,2% (MP) + 19,9% (K))/2 = 20.05 *	Range: 0-100% The global average for exclusive breastfeeding during the first six months of a child's life is 39%, with the developing world average below 30%. Thus, in our developing world context, even 20% for Philippi is low.	1/4

% of children 9-12 months who are immunized	(83,3% (MP) + 79,8% (K))/2= 81.55 *	Range: 0-100% MMR (measles, mumps, rubella) seem to be the most commonly reported infant diseases that also contribute to mortality. So in deciding what the rate of approximately 81.5% immunised meant, we benchmarked against vaccination rates in other. international average for measles vaccination is approximately 85%, with over 60% of the world achieving over 90% vaccination. The national average for South Africa is 70%.	1/4
% of children < 4 receiving de-worming medication	59% (MP)+ 69,4% (K) = 64.2 *	Range: 0-100% The global goal for de-worming is 75% of at-risk children receiving de-worming medication annually.	1/4
# of children age 5 height-for-age (Using underweight):	MP) 9/1000; (K) 6/1000, = 7.5 *	Range: 0-35 Comparable benchmark =Kenya- 11, Namibia- 13.2 Highest = Bangladesh (35). (35-7.5/35)*100= 78.6	1/4
Average	61.1	Range: 0-100%	Overall outcome area: 1/3

¹Disaggregated data for Philippi was unavailable and so health data from both Mitchell's Plain and Klipfontein sub-districts (both of which contain Philippi) were used to generate an estimate. Data from both areas was collected and the average was used to generate an estimate for the Philippi area. Due to the relative income status of many Philippi residents this may somewhat over-estimate the experience of mothers and children in Philippi.

It is unlikely that there will be significant visible change in these numbers over the next few years- the area over which we are computing change is significant and thus any changes which do happen are diluted. There will be significant effort made to find more localized data.

²http://www.who.int/nutrition/topics/globaltargets_lowbirthweight_policybrief.pdf (p. 1)

³<http://internationalbreastfeedingjournal.biomedcentral.com/articles/10.1186/s13006-014-0028-z>

SUB-OUTCOME: 1.2: EARLY COGNITIVE INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of children who attend Grade R: Raw Numbers:	55 ⁸	Range: 0-100%	1
Average	55	Range: 0-100%	Overall outcome area: 1/3

OUTCOME I: PREPARING TO ENTER PRIMARY SCHOOL

Total: 63.1%	Grade: Good
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⁴<http://measlesrubellainitiative.org/learn/the-impact/routine-immunization/>

⁵<http://data.worldbank.org/indicator/SH.IMM.MEAS>

⁶<http://www.who.int/elena/titles/bbc/deworming/en/>

⁷For the indicator area: # of children age 5 height-for-age (Using underweight) a percentage score would not have been appropriate. The number here was transformed using relevant benchmarks. The highest number possible, 35, taken from World Health Organization 2013 numbers. The lowest possible number was presumed to be 0. Comparable neighboring countries were considered. A score of 35 was indicated as the lowest possible score, and a score of 0 the highest. The score of 7.5 was 78.6% towards the lowest possible mark.

⁸The number of children in Grade R in Philippi creches in 2014 (1438) was divided by number of children enrolled in grade 1 in 2015 (2016). Because we cannot be certain how many children are enrolled in creches outside of Philippi who are then enrolled in grade 1 in Philippi this number is an estimate. Grade R education stands as a proxy for school-readiness here.

OUTCOME TWO: LITERATE AND NUMERATE AT GRADE LEVEL IN GRADES 3 AND 6:**SUB-OUTCOME: 2.1: GRADE 3 LITERACY AND NUMERACY**

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 3 Literacy Passes	31 (40 average)	Range: 0-100%	1/4
% of Grade 3 Numeracy Passes	52 (49 average)	Range: 0-100%	1/4
Average	42	Range: 0-100%	Overall outcome area: 1/2

SUB-OUTCOME: 2.1: GRADE 6 LITERACY AND NUMERACY

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 6 Literacy Passes	11 (33 average)	Range: 0-100%	1/4
% of Grade 6 Numeracy Passes	27 (40% average)	Range: 0-100%	1/4
Average	19	Range: 0-100%	Overall outcome area: 1/2

OUTCOME 2: PRIMARY SCHOOL LITERACY AND NUMERACY:

Total: 31%	Total: Needs Improvement
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OUTCOME THREE: READINESS 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	40 ¹⁰	Range: 0-100%	1
Average	40	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 in the past 12 months	15	Range: 0-100%	1/3
% Who feel safe at school most of the time or always	69	Range: 0-100%	1/3

⁹Systemic test results for 14 primary schools in Philippi are used. Each school's results are weighted against the total proportion of grade 3 and grade 6 learners at that school out of this cohort of learners in Philippi Primary Schools.

¹⁰Based on number of children who received school health services in Philippi primary schools, divided by screening for grade R, 1, 4 + de-worming and immunization (school-wide)

% Who have NOT witnessed drugs being sold or used, a robbery, or someone bringing a weapon to school	15	Range: 0-100%	1/3
Average	33	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)	77	Range: 0-100%	1/4
% Who have a quiet place to study (shack)	62	Range: 0-100%	1/4
Average	70	Range: 0-100%	Overall outcome area: 1/4

SUB-OUTCOME 3.4: PERSONAL SUPPORTS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Involved in church or community activity	32	Range: 0-100%	1/2
% Involved in sport activities after school	45	Range: 0-100%	1/2
Average	39	Range: 0-100%	Overall outcome area: 1/4

OUTCOME THREE: READINESS TO LEARN

Total: 46%	Grade: Fair
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OUTCOME FOUR: READY FOR SECONDARY SCHOOL/FET PHASE

SUB-OUTCOME 4.1 GRADE 9 LITERACY AND NUMERACY

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Grade 9 Literacy Pass Rate	21 (average 40%)	Range: 0-100%	1/2
% Grade 9 Numeracy Pass Rate	7 (average 26%)	Range: 0-100%	1/2
Average	14	Range: 0-100%	Overall outcome area: 1/2

OUTCOME FOUR: READY FOR SECONDARY SCHOOL/FET PHASE

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Grit Scale Results	71	Range: 0-100%	1
Average	71	Range: 0-100%	Overall outcome area: 1/3

OUTCOME FOUR: READY FOR SECONDARY SCHOOL/FET PHASE

Total: 31%	Grade: Needs Improvement
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OUTCOME FIVE: SUCCESSFUL SECONDARY SCHOOL COMPLETION/ENTERING TVET

SUB-OUTCOME 5.1 MATRIC PASS RATE¹¹

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Matric pass rates in 2015	68	Range: 0-100%	1/3
% Matric Pass when considering attrition from grade 9 ¹²	54	Range: 0-100%	1/3
% Matric Pass when considering attrition from grade 9 ¹²	19	Range: 0-100%	1/3
Average	37	Range: 0-100%	Overall outcome area: 1

OUTCOME FIVE: SUCCESSFUL SECONDARY SCHOOL COMPLETION/ENTERING TVET

Total: 37%	Grade: Needs Improvement
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¹¹In future we will include TVET access rates if available

¹²The grade % of grade 12s who wrote matric is 80% of the number of learners who are currently present in grade 9. This may over-estimate dropout slightly as current grade 9 numbers may be slightly above grade 9 numbers from the matric 2015 cohort.

OUTCOME SIX: ACCESS TO EMPLOYMENT

SUB-OUTCOME 5.1 INCOME AND EDUCATION COMPLETION

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of households who earn above R3200 (2011 prices)	22	Range: 0-100%	1/3
% of the labour force which is employed	38	5- 42 ¹³ 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	32	Range: 0-100%	1/3
Average	22	Range: 0-100%	Overall outcome area: 1

OUTCOME SIX: ACCESS TO EMPLOYMENT

Total: 22%	Grade: Needs Improvement
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¹³135% being the unemployment rate for graduates in South Africa, and 42% being the unemployment rate for those who have not completed matric.