

Annual Report

July 2025 - June 2026



the
**Phillips
Foundation**
Education changes lives

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Throughout this report, we share images and reflections on “hope” and “impact” gathered through our regular Community of Practice conversations with partners. These contributions are shared with permission and reflect the lived experiences, aspirations and perspectives of the communities and organisations we work alongside.

The year that was

Reflections from Liz and Anthony Phillips.



Founded in 2016, the Australia-based Phillips Foundation (TPF) is a values-driven philanthropic organisation focused on improving the lives of young people through education, wellbeing and participation. Since its establishment, TPF has partnered with more than 100 organisations across Australia, East Africa and Southeast Asia, supporting initiatives that address systemic barriers to opportunity and help young people build hope, resilience and agency.

Over time, TPF has developed a strong portfolio grounded in long-term partnerships, trust-based philanthropy and a belief that educational outcomes are deeply connected to wellbeing, belonging and access to opportunity.

As is hard to ignore, this year was one of significant global change. Across the international development and philanthropic sectors, shifting aid priorities, economic instability, climate pressures and growing recognition of locally led development continued to reshape the role philanthropy can play. As one foundation leader reflected during our conversations this year, “Aid collapse is a shock — but it’s also an opportunity to build local capacity and local intermediaries differently. Money, power, and norms are shifting hands. Philanthropy can — and should — do more.”

These broader shifts were echoed across many of the global forums and sector discussions TPF participated in throughout the year both those we convened through our Community of Practice, and those we attended, including the AVPN Global Conference, the World Drowning Prevention Conference, the Asia Philanthropy Circle Summit, and the Skoll World Forum. Across these gatherings conversations consistently centred on the importance of trust-based partnerships, flexible funding and solutions designed by communities themselves, rather than short-term or transactional approaches to giving.

While these ideas are nothing new, the sense of urgency — and the practical focus on how to action more ambitious, locally led and systems-oriented approaches — felt markedly stronger throughout the year.

Against this backdrop, in 2025-26 TPF undertook a review of our Access to Education portfolio to reflect upon what we have built in ten years, to consolidate learning and to consider how the Foundation can deepen its impact into the future. We are grateful to Becky Schutt and Lucy Phillips for their care in research and conversations, and to our partners for their candour and insights, which have enabled us to look backwards in order to plan forward.

While the Foundation itself is nearing a decade of formal giving, the values underpinning its work extend much further back through the Phillips family ethos of generosity, coaching, teaching and contributing beyond oneself — often grounded not in abundance, but in the belief that acts of service and community responsibility matter regardless of circumstance.

No longer a new entrant in the philanthropic sector, we are proud that TPF has matured into a confident organisation with a strong track record of long-term partnerships, collaborative learning and meaningful impact across diverse communities and contexts. The Foundation has evolved beyond establishing programs and relationships to playing a more active role as a trusted partner, convener and contributor to broader conversations around youth wellbeing, education and systems change. We are indebted to our many colleagues and friends for continuing to push our thinking, including but certainly not limited to Ben Clark, Priyanka Willis, Becky Schutt, Melania Niken-Larasati, Susan Shaw & Tim Donohue.



“Last year, after 16 years of support, School for Life celebrated its first cohort of secondary graduates. While they await their next steps, these young changemakers are giving back and becoming community leaders. They are volunteering in local underserved schools leading projects to improve student learning outcomes and uplifting school communities.”

While the global environment continues to evolve, TPF remains optimistic about what can be achieved through collaboration, careful learning processes and curiosity, and sustained commitment to young people. At the centre of the Foundation's approach is a belief that how philanthropy is practiced matters just as much as what is funded.

We were encouraged throughout the year to hear our partners consistently reinforce the importance of long-term relationships, convening, honest dialogue and funding models that create space for learning, adaptation and ambition. TPF's approach has always been grounded in partnership — working alongside organisations with humility and a willingness to listen deeply. As one partner reflected during the review process, “The Foundation is approachable, they are real, they're determined, and they want to leave a legacy. They want to make a difference.”

We deeply cherish this feedback, which reinforces the values and ways of working that we will never cease prioritising as we evolve. TPF believes that effective philanthropy is not about having all the answers, but about asking thoughtful questions, building trust over time and supporting the people closest to the work. Partners repeatedly described the Foundation's approach as grounded, human and coaching-oriented: “They didn't come in telling us what to do — they came in asking good questions.”



“This photo captures how we have begun to better understand impact by bringing together schools and communities to hear and share stories. It shows students, teachers, principals, government representatives, community leaders, and our local NGO partner reflecting on changes resulting from Classroom of Hope programs. Using an adapted Most Significant Change methodology, stories were gathered from people connected to our work in different ways, offering diverse perspectives on impact. This process has provided some of the most powerful insights into how people felt before, during, and after Classroom of Hope arrived — and how a new school can have healing effects across an entire community.”

Tanya Armstrong — Classroom of Hope

The Foundation is equally committed to creating spaces where learning can happen collectively. Through our tailored communities of practice, learning events and informal connectivity across the portfolio, TPF seeks to strengthen relationships, reduce competition and encourage more open sharing across the sector. As one participant observed, these spaces create an environment where “all the competition dies” and more authentic conversations can emerge.

Underpinning all of this is a continued belief that hope, wellbeing and participation are fundamental to long-term change. Hope is not viewed as passive optimism, but as something built through relationships, opportunity, dignity and belonging. As one sector leader shared during the review process, “Hope is the opposite of isolation. It’s contagious. You build it through relationships, not through services alone.”

As TPF enters its second decade, the Foundation remains committed to continuing this work thoughtfully and ambitiously — listening carefully, learning openly and working alongside communities to help create the conditions in which more young people can flourish, contribute and imagine positive futures for themselves and those around them.

We look forward to continued friendships and a wonderful year to come.



“At The Cova Project, advocating for gender equity and equal opportunity is what we do. But in the current climate, there has been a significant societal step back in that shared mission. My image of hope is of the five men (Kymbal Dunne, Craig Blair, Simon Price, Des Mulcahy and Anthony Phillips) who stood up and spoke about the importance of menstrual health and ending period poverty at our recent event. Watching this force of influential dads fearlessly call others to action gave me immense hope.”

Our Portfolio Areas and Partners



Funding Approach & Portfolio

TPF's funding model combines three stages of growth with five funding areas, creating a pathway from addressing immediate needs and testing new ideas through to long-term systems change. At its most ambitious, this means supporting our partners to collaborate across communities, organisations, government, and industry to influence the policies, practices, relationships, social norms, and institutional structures that shape outcomes for children and young people.

Discovery Grants are 12-month partnerships that test ideas, respond to immediate community needs and symptoms, and generate insights to inform future investment.

Strategic Grants support multi-year partnerships that address the root causes of complex challenges, strengthen organisations, and deliver measurable outcomes.

Venture Grants bring partners together to tackle shared challenges at scale, developing skills and solutions that can influence systems and be sustained by government, industry, and communities.

Across these stages, TPF invests in five funding areas, ranging from newly established initiatives to long-standing portfolios with a proven track record of impact.



“I’ve been a spearfisherman all my life, but never once thought about the dangers or training needed to be safe. I am so thankful I have been given this opportunity to learn and be safe entering the water.”

Fisherman from Beloi Village, Atauro Island, Timor-Leste

PICTURED: TAHI OPU STAFF MEMBER TAKING PART IN THEIR BRONZE MEDALLION TRAINING, FOR THE FIRST TIME IN TIMOR LESTE (YELLOW DOVE PROJECT). PHOTO COURTESY OF: RYAN CHAPMAN

Access to Education

TPF's longstanding Access to Education portfolio spans nine partners across Africa, Southeast Asia, and First Nations Australia, with an average annual grant size of \$116,000. Together, these organisations advance a holistic, systems-based approach to education that extends beyond the classroom, addressing wellbeing, safety, gender equity, and access to essential resources in contexts shaped by under-resourced education systems and structural inequality.

Across the portfolio, strong community ownership, evidence-informed practice, and integrated theories of change are helping to build not only educational outcomes, but also long-term opportunity, agency, and resilience. Our analysis indicates that the strongest gains in youth wellbeing—particularly hope for the future—occur where programs simultaneously invest in relationships, basic needs, and pathways to opportunity.

The portfolio is distinguished by collaborative, community-led models and increasingly sophisticated measurement practices. While challenges remain in aligning approaches across diverse contexts, partners continue to demonstrate the value of locally led solutions in creating lasting change for young people.

Key Funding Streams

- Holistic Education Participation
- Scholarships
- Community development initiatives



Healthy & Active Lifestyles

The Healthy and Active Lifestyles funding strategy embeds holistic support, community input, and systemic reform into youth sport programmes across Australia, complementing Phillips Coaching's focus on mind, body, and craft.

In FY26, the first year of this strategy, TPF formalised a number of Discovery and Strategic partnerships.

Discovery Partners helped address immediate challenges such as limited access to quality coaching, financial barriers, and disrupted development pathways. Up to five organisations will be selected annually with input from the Phillips Coaching team.

Strategic Partners, already supported by TPF, will continue to address root causes like inequitable resource distribution, fragmented support systems, and underused community assets.

Key Funding Streams

- Scholarships
- Sports mentorship
- Community development initiatives



Living Ripples

Living Ripples is TPF's flagship wellbeing initiative, empowering schools and communities to build the conditions for children and young people to thrive.

Through a proven three-year process, schools gather and interpret wellbeing data from students, staff, parents, and carers, translating insights into evidence-based action plans tailored to their unique context. Supported by expert facilitators, practical resources, and a growing community of practice, schools are equipped to embed wellbeing into everyday culture and decision-making.

Now in its sixth year, Living Ripples continues to expand its impact, helping schools move beyond measuring wellbeing to creating meaningful, sustained change. The program is strengthening its evidence base, deepening community partnerships, and exploring pathways for long-term sustainability through philanthropy, government, and industry collaboration.

The long-term vision is simple: to enable schools and communities to confidently lead their own wellbeing journeys, share what works, and create environments where every child and young person can realise their full potential.

Focus of Investment

- Empowering schools to build student resilience and wellbeing through the Living Ripples Process
- Education policy and system reform
- Connecting schools and their communities to support children and young person resilience and wellbeing



**Education
Equity
Alliance**



livingripples
Empower • Support • Connect



Swim Skills for Life

Drowning claims around 300,000 lives each year, with the greatest burden falling on children and young people in low- and middle-income countries. Yet most drowning deaths are preventable.

Established this year, TPF's Swim Skills for Life (SSL) portfolio brings together 18 organisations across four continents to build water confidence, swimming skills, and safer communities. Children and young people in these communities often face barriers such as cost, fear, shame, trauma, and limited access to instruction that prevent them from learning essential water safety skills.

In its first year, the initiative has focused on building a global learning network of organisations and experts, creating opportunities for knowledge sharing, innovation, and advocacy. Through the SSL Co-Lab, partners are strengthening practice, addressing local barriers to participation, and advancing a shared vision that water safety should be a universal right.

Together, we are also supporting the pioneering Float to Survive organisation to co-develop and champion a Global Drowning Prevention Day on 27 February 2027—a world-first international awareness initiative focused on participation, education, and community engagement.

Key Funding Streams

- Water safety education
- Drowning prevention programs
- Train the trainer programs



Transforming Education in Lombok

Following the devastating 2018 earthquakes that struck Lombok, Indonesia, TPF began investing in the region to support long-term recovery and resilience. Since then the Foundation has worked alongside local communities to address two interconnected challenges: access to quality education and environmental sustainability.

After several years of discovery and strategic partnerships, TPF established Lombok as a dedicated venture portfolio in FY25. The initiative is led by Classroom of Hope, which convenes a coalition of local organisations and businesses, including Good Neighbours Indonesia, Happy Hearts Indonesia, and Block Solutions Indonesia. Importantly, 85 cents of every dollar invested remains within the Lombok economy, strengthening local capacity and ownership.

At the heart of the approach is the construction of EcoBlock classrooms, transforming plastic waste into safe, disaster-resilient learning environments. TPF's Measurement, Monitoring and Learning framework has shown that these schools improve students' resilience, hope, life satisfaction, connection to nature, and sense of safety.

FY26 presents a significant opportunity to scale impact through partnerships with regional philanthropy, the Lombok District Government, and international development agencies.

These collaborations will help create a sustainable funding pathway beyond TPF's investment while validating Lombok's model as an innovative approach to rebuilding communities, improving educational outcomes, and reducing environmental waste.

The long-term ambition is to establish Lombok as an "Island of Excellence" — a proven model for post-disaster recovery that can be adapted and replicated in communities around the world.

Key Funding Streams

- Capital works (construction of block classrooms)
- Education program
- Community development initiatives



Measurement and Learning Frameworks



Evidence Matters

Listening and learning has always been central to TPF's approach, reflecting the Foundation's roots in education, coaching and community participation. Long before the Foundation was established, Liz and Anthony Phillips built their careers as teachers, coaches and educators — roles they both continue to hold today.

That belief in learning through relationships, encouragement, curiosity and practical experience continues to shape how TPF works alongside partners and communities.

For the past three years, The Phillips Foundation and its partners—supported by our advisory arm, Giving Connect, in collaboration with Resilient Youth Australia and the University of Adelaide—have conducted comprehensive wellbeing analyses across three key portfolio areas:

- Living Ripples
- Transforming Education in Lombok
- Access to Education

We share here some emerging results and implications.



Outcomes Framework

In FY26, our partners surveyed nearly 45,000 children and young people across Australia, East Africa and South East Asia.

The survey uses two internationally validated measures — the Children's Hope Scale and the Cantril Ladder of Life Satisfaction — to better understand young people's levels of hope, life satisfaction and resilience. Together, these measures help explore not only how young people feel about their current lives, but also their sense of agency, future orientation and ability to navigate challenges over time.

Importantly, the survey is designed not as a tool for comparison between organisations, but as a learning framework to better understand the conditions that support young people to thrive. Findings are interpreted within the broader social, cultural and economic contexts in which young people live, recognising that wellbeing outcomes are shaped by far more than individual circumstance alone.



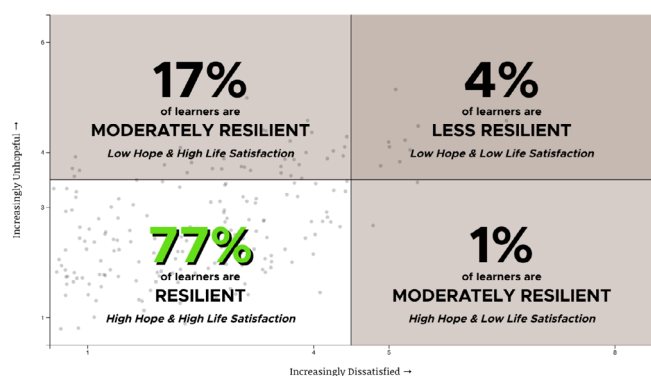
TPF's Measurement Methodology: A mixed methods approach is applied, triangulating data from leading sector research, individual partner impact reports and quantitative and qualitative insights from children and young people participating in the Outcomes Survey.

Key Finding

Access to Education

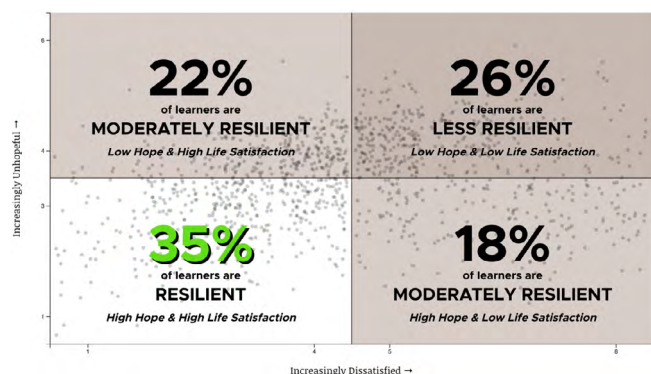
Across all three of our Access to Education investment channels, the findings show that hope and resilience are shaped by environment, relationships, and opportunity—not fixed traits. The results highlight both the impact of targeted investment on wellbeing and the ongoing barriers many young people face.

Resilience profile: Scholarship students



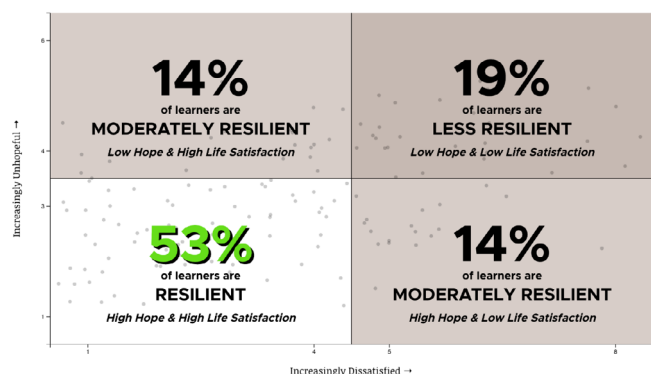
Young people participating in the Scholarship Program reported the strongest outcomes across all measures. Scholarship students recorded the highest life satisfaction scores (mean 6.34), the highest levels of hope, and the strongest resilience profile, with 77% classified as resilient. Nearly half (44.2%) scored in the high-hope range, highlighting the relationship between participation, agency, and wellbeing.

Resilience profile: Holistic Education students



Students participating in holistic ‘education’ face real adversity in their day to day lives. Almost half of participants were classified as struggling in life satisfaction, and only 38% met the resilience threshold. However, more than half still reported moderate levels of hope, suggesting substantial potential for positive intervention despite the structural and material barriers many young people continue to face.

Resilience profile: Champions of change



Champions of Change participants demonstrated strong hope and resilience. However, outcomes varied considerably across gender and age groups. For example, Year 9 female participants responses indicate further attention and support may be required.

Key Finding

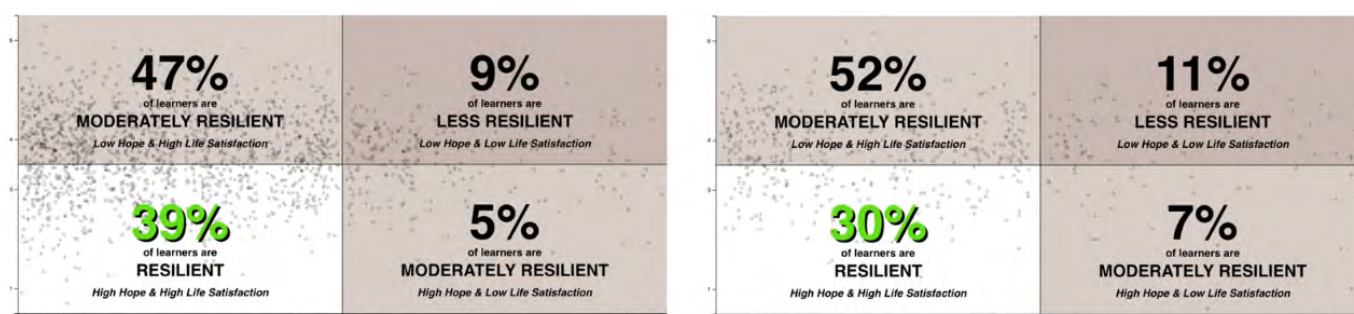
Transforming Education in Lombok

Transforming Education in Lombok is a venture philanthropy investment for The Phillips Foundation — a deeper, more hands-on funding relationship in which TPF provides not only capital but ongoing strategic guidance to Classroom of Hope. See page 13 for more detail on this partnership.

Students in block classrooms are measurably more resilient than their peers in non-block settings — a 9-percentage-point differential that represents the clearest signal yet that investment in quality physical infrastructure has a meaningful effect on young people's wellbeing.

A total of 2,412 students in block classrooms and 598 students in non-block classrooms participated in this outcomes measurement exercise, led by Classroom of Hope and administered by Good Neighbours Indonesia. Now in its second year of comparative data collection, the exercise measured student wellbeing at two time points using the RYA Resilience Score — a validated instrument that assesses resilience as a composite outcome across hope and life satisfaction.

Student resilience: Block Schools v. Non Block Schools



What the difference tells us

The 9-percentage-point gap in resilience scores between block and non-block classroom students is a consistent and directionally clear finding. It suggests that the structured, purpose-built learning environments that Classroom of Hope has developed are doing more than improving physical conditions — they are contributing to the kind of psychological safety and relational stability that underpins resilience in young people.

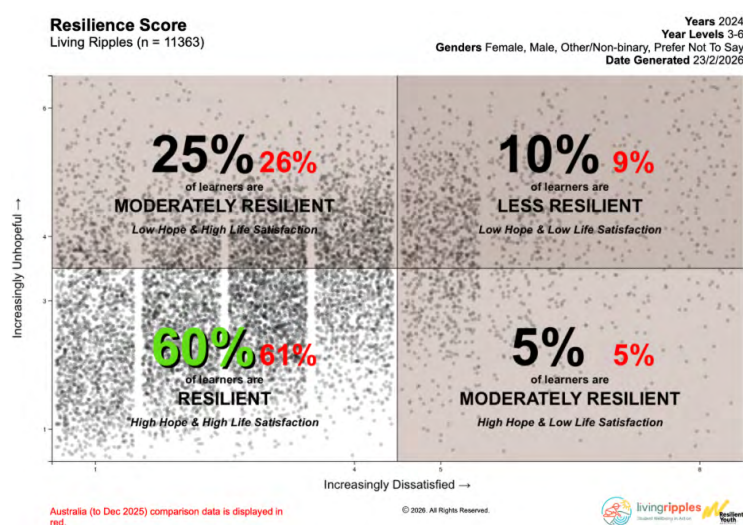
Adelaide University's involvement in validating measurement instruments and supporting analysis continues to strengthen the evidential rigour of this work.

Qualitative storytelling evidence gathered alongside the quantitative data provides further context for the patterns observed across sites and student cohorts.

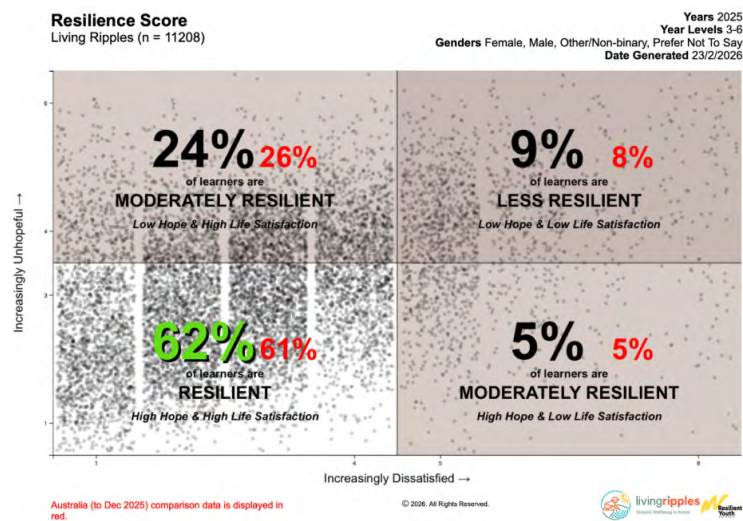
Key Finding

Living Ripples (Primary Schools)

Living Ripples is TPF's flagship wellbeing initiative, empowering schools and communities to build the conditions for children and young people to thrive. Through a proven three-year process, schools gather and interpret wellbeing data and translate insights into evidence-based action plans. Now in its sixth year, the process supports schools to move beyond measuring wellbeing to creating meaningful, sustained change. See page 11 for more detail.



Primary students participating in Living Ripples schools showed meaningful improvements across every wellbeing measure between 2024 and 2025 — with resilience, bullying behaviours, and mental wellbeing scores all moving in a positive direction and exceeding the Australian norm.



Data was drawn from 11,363 primary students (Years 3–6) in 2024 and 11,208 in 2025, across female, male, other/non-binary, and prefer-not-to-say gender categories. The RYA Resilience Score provides the primary measure of student wellbeing, capturing the combination of hope and life satisfaction that underpins a young person's capacity to navigate challenge.

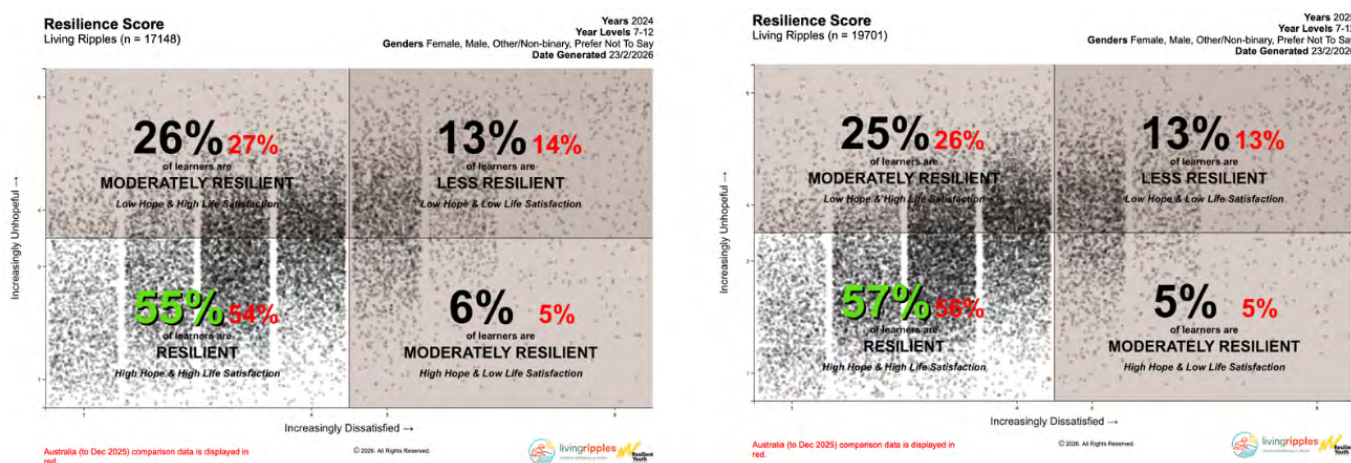
The 2-percentage-point increase in resilience — from 60% to 62% — is a positive directional shift across a cohort of more than 11,000 students. Critically, the movement is not simply a reshuffling within the resilience band: the proportion of less resilient students also declined, from 10% to 9%, suggesting genuine improvement at the lower end of the wellbeing distribution rather than movement between adjacent categories.

Key Finding

Living Ripples

Secondary students in Living Ripples schools show a more complex picture than their primary counterparts — with strong resilience and bullying behaviour improvements, particularly for male students, set against a decline in mental wellbeing scores for female students that demands careful attention.

Data was drawn from 17,148 secondary students (Years 7–12) in 2024 and 19,701 in 2025 — a cohort that grew substantially year on year, reflecting continued program expansion. The RYA Resilience Score provides the primary measure, with bullying behaviours and mental wellbeing tracked as complementary dimensions of student flourishing.



The 2-percentage-point gain in resilience — from 55% to 57% — mirrors the primary cohort improvement and is achieved across a substantially larger and growing student population. The stability of the less resilient quadrant at 13% across both years indicates that program growth is not diluting outcomes at the lower end of the distribution, a meaningful quality assurance signal as Living Ripples scales.

Contribution to the SDGs

The challenges facing our world are too complex for any one organisation to solve. The Phillips Foundation knows that lasting change is created through collective effort and the ripple effects that occur when communities, organisations, governments, and industry work together toward a shared purpose.

While progress toward the United Nations Sustainable Development Goals has been uneven and many targets remain unmet, the SDGs continue to provide an important framework for collective action. Our contribution may be modest but we are proud to support partners, foster collaboration, share learning, and convene networks that help amplify impact beyond what any single organisation could achieve. Together, we strive daily to contribute to a more equitable, healthy, and sustainable future for children and young people.



Supporting wellbeing is at the heart of TPF's work. In FY26, our cumulative impact reached 820,000 children and young people across 13 countries, helping strengthen hope, life satisfaction, and resilience.



Education is central to TPF's mission. In FY26, our partners supported more than 150,000 children and young people, while 68 classrooms were constructed across 15 schools in Lombok, Indonesia, improving access to safe, quality learning environments.



TPF supports girls to overcome barriers to education and opportunity. In FY26, 55% of children and young people participating in TPF-supported programs were female.



Access to water, sanitation and hygiene (WASH) is essential for education and wellbeing. Through our partners, TPF funded 85 WASH facilities in Lombok and a further 26 in Rwanda.



TPF supports initiatives that connect children and communities with nature while building climate resilience. In FY26, our investments reached more than 12,375 households, 279 schools, and 45,000 students through regenerative farming and nature-based education programs.



Collaboration is central to our approach. Through strategic partnerships and by convening more than 50 organisations globally, TPF strengthens networks, shares learning, and enables collective action to improve outcomes for children and young people.

Our Community of Practice

TPF's Community of Practice (CoP) is a partner-led learning model designed to strengthen collaboration, deepen shared knowledge and improve practice across the portfolio. While TPF convenes the space, partners shape the agenda — bringing forward challenges, ideas and emerging questions from their own work and communities.

Since June 2025, seven sessions have explored themes including purpose and impact, deep listening, the language of impact, ethical storytelling, systems change and innovative program delivery. Over time, the CoP has evolved beyond a formal learning forum into a trusted and increasingly collaborative community. Partners have independently initiated working groups, continued discussions outside sessions and developed new relationships across the portfolio — reflecting an emerging shift from participation towards genuine co-ownership.

At its core, the CoP is grounded in the belief that meaningful learning happens through trust, openness and honest dialogue rather than competition or performance. Survey feedback reinforced this strongly, with 84% of partners reporting a sense of kinship through the CoP and 79% identifying new opportunities for collaboration.

Sessions combined peer learning with contributions from external practitioners, creatives and sector leaders. One of the most powerful sessions, The Language of Impact, explored how language shapes identity, power and possibility in philanthropy and development. Drawing on Desmond Tutu's reflection that "Language does not describe reality. Language creates the reality that it describes," participants examined the subtle ways labels can marginalise or empower communities. Hayley McKee from Australia-based Stephanie Alexander Kitchen Garden Foundation shared the relationship between strengths-based language and community engagement, while guest speaker Marcus Brown of UK's Signifier challenged participants to reflect on the personal and social impact of language.



"This is my image of hope: Five young women. Five bats covered in words written by the people standing next to them. Not trophies. Not certificates. Words from teammates that say: I see you, and here's what you mean to me. That's what hope looks like to me. Not wishful thinking, but the moment a young person feels known, and starts to believe that what comes next might actually be for them too."

Our Community of Practice

The following session, The Power of Storytelling, built on these themes through conversations about ethical storytelling, photography, AI and community agency. Framed by Margaret Atwood's observation that "In the end, we'll all become stories," the session explored who tells stories, how consent is maintained and how storytelling can either reinforce or challenge power dynamics.

Lydia Wanjiku of Kenya-based Lensational shared how photography can create economic opportunity and shift power by enabling communities to tell their own stories with dignity and ownership: "The most powerful person is the storyteller." Partners also explored emerging ethical tensions around AI-generated imagery and safeguarding, agreeing that participant agency and dynamic consent must remain central, particularly when working with children and vulnerable communities.



"Pictured here is an image of hope for me - Our Ambassadors of Hope. These are our secondary students in rural Kenya becoming agents of change in their communities. If a girl finishes secondary school she changes from commercial property to an autonomous human being"

Moureen — So They Can, Baringo, Kenya

Our Community of Practice

Additional contributions from Satria Amri and Rachael Conroy of Indoensia's Classroom of Hope, and Patrice Davison and Leng Kunhean of Cambodia-based Children's Future International and Bonny Coombe of Lakhon Komnit (Thinking Theatre) further explored storytelling, participatory theatre and community-led learning as tools for behaviour change, systems thinking and youth participation.

Overall, the CoP is becoming an important piece of relational infrastructure across the TPF portfolio — creating space for reflection, challenge, learning and connection, while reinforcing the Foundation's broader commitment to trust-based partnership, shared learning and locally led change.

“Becoming close and connected with other organisations through TPF's Community of Practice has allowed me to understand challenges that are not within my lived experience. It's made me a better leader.”



“At Reclink, I never feel like I can't do something, because they make sure I can. Coming back every week to play a sport that I love has changed my life. I tell you what - whenever things feel hopeless, being at Reclink reminds me that there is hope.”

Reclink participant

PICTURED: DJERRIWARRH COMMUNITY COLLEGE STUDENTS JOIN RECLINK SENIOR SPORTS COORDINATOR COOPER MACDONALD FOR A CO-DESIGNED ACTIVITY AS PART OF RECLINK'S BEYOND BOUNDARIES REIMAGINING SPORT AND RECREATION FOR FLEXI-LEARNING STUDENTS. THE PROGRAM IS BEING ROLLED OUT ACROSS 9 FLEXI-SCHOOLS ACROSS SOUTH-EAST, NORTH, AND WEST MELBOURNE. PHOTOGRAPHY COURTESY OF DJERRIWARRH COMMUNITY COLLEGE.

Learning From Our Peers

We travel selectively and carefully, recognising that convening spaces are a privilege, climate footprints must be minimised, and resources must remain focused on impact. This year, participating in gatherings such as the AVPN Global Conference in Hong Kong and the Asia Philanthropy Circle Summit in Singapore gave us the opportunity to listen, learn, and connect with peers across philanthropy and social impact.

During the United Nations General Assembly in New York, TPF participated in both high-level forums and smaller community-led gatherings such as Spotlight Africa and SideBar. We built upon those conversations to co-host dialogues about hope and measurement at Skoll World Forum and the SideBar in Oxford.

At the World Conference on Drowning Prevention in Sharm El Sheikh, Egypt — a global forum bringing together researchers, policymakers, educators and community leaders focused on reducing drowning worldwide — there was strong alignment around the importance of “water competency”: teaching basic swimming, water safety and survival skills as a foundation for prevention. These discussions strongly reinforced and validated the approach already being advanced through TPF’s Swim Skills for Life Co-Lab and its partner organisations.



“Seeing the resilience and determination of young people in conflict areas to get educated and fight for justice gives me hope for the future.”

Daniel Siegfried — Child’s Dream

Shared Lessons

Importantly, these conversations reinforced a broader tenet that has guided TPF's work across all portfolios: every drowning is local, and so is all of our work. While the challenge is global, the barriers to participation and safety are deeply personal and community-specific — shaped by geography, culture, gender, trauma, access and lived experience.

As reflected in TPF's Swim Skills for Life work, effective solutions depend on understanding “the last three feet” — the relationships, fears, environments and everyday realities closest to young people and families.

Across all regions, these experiences reinforced a consistent lesson: lasting impact is achieved through deep partnerships, trust-based and flexible funding, and sustained relationships that prioritise local knowledge, shared learning and long-term systems change over short-term visibility.



“What an absolute pleasure it was having Ian Lee and Bruce "Hoppe" Hopkins of Float to Survive support our team in Cambodia with floating. With an open wound, we were concerned that Davy*, pictured here, could not participate. Davy is the sister of Piseth, a young boy who had drowned in the canal two years before. Having waited patiently, but desperately wanting to participate, Ian was able to share some larger bandages and betadine so that she could join the following day. She was also accompanied by the sister of Vannak, a young boy who had drowned the year after Piseth. Although his younger brother had been too young to join in the lessons, he had watched with his grandmother each week. With some convincing, he was brave enough to try with some aids and gentle support. Words cannot express what this means to our community.”

*NAMES CHANGED TO PROTECT THE IDENTITY

An Invitation To Hope



End Note: An Invitation to Hope

Youth wellbeing is foundational to resilient societies. When young people experience hope, agency, and possibility, they are more likely to flourish and contribute positively to their communities and futures.

Yet hope and wellbeing remain significantly under-measured globally—particularly over time, across diverse contexts, and among marginalised young people. At the same time, young people are too often treated as subjects of research rather than partners in shaping knowledge and solutions.

Despite major global investment in youth wellbeing, critical gaps remain:

- Limited longitudinal evidence on hope, wellbeing, and resilience
- Under-representation of young people in low-resource and marginalised contexts
- Limited understanding of how participation and agency shape long-term outcomes
- Unequal access to research infrastructure and shared evidence systems

What We Are Building

The Hope Collective is an emerging global initiative bringing together for-purpose organisations, researchers, funders, policymakers, practitioners, and young people to build shared longitudinal evidence on youth hope, wellbeing, and voice.

The Collective aims to:

- Develop a shared approach to measuring youth hope and wellbeing
- Strengthen learning across organisations and contexts
- Centre youth participation and lived experience
- Support evidence-informed action and systems change

The initiative is not designed to rank or audit organisations. Its purpose is to strengthen collective learning, amplify youth voice, and support more hopeful futures.

We are seeking fellow funders and for-purpose organisations interested in shared learning, longitudinal evidence, meaningful youth participation, and strengthening youth wellbeing across generations.

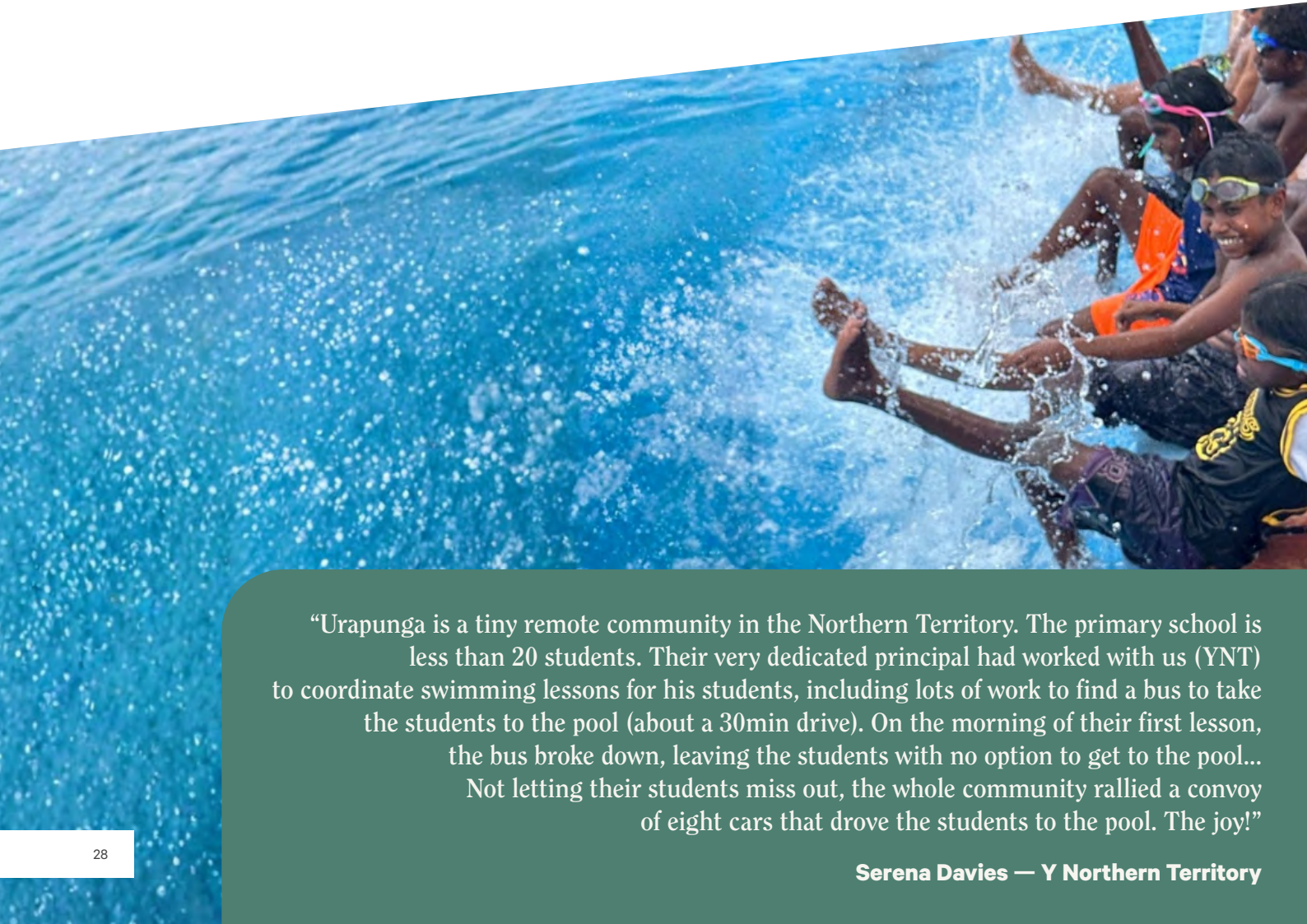
Please join us - enquiries@thephillipsfoundation.org.au

“Hope is often misunderstood. People tend to think that it is simply passive wishful thinking: I hope something will happen, but I’m not going to do anything about it. This is indeed the opposite of real hope, which requires action and engagement.”

Acknowledgements

The authors acknowledge the traditional owners of the lands throughout Australia on which we work and live. We pay our respects to their Elders, past and present. We acknowledge Aboriginal and Torres Strait Islander peoples as Australia's First Peoples and honour the rich diversity of their ancient living Culture.

Thank you to The Phillip Foundation's partners, stakeholders, critical friends, and community for their support over the past 12 months. Thank you to the children and young people whose stories continue to shape our thinking and guide our philanthropy.



“Urapunga is a tiny remote community in the Northern Territory. The primary school is less than 20 students. Their very dedicated principal had worked with us (YNT) to coordinate swimming lessons for his students, including lots of work to find a bus to take the students to the pool (about a 30min drive). On the morning of their first lesson, the bus broke down, leaving the students with no option to get to the pool... Not letting their students miss out, the whole community rallied a convoy of eight cars that drove the students to the pool. The joy!”

Our Discovery Partners

Partner Name	Portfolio Area
Saltbush Balnarring	Swim Skills for Life
Manta Trust	Swim Skills for Life
Yellow Dove	Swim Skills for Life
Mulan Aboriginal Corporation	Swim Skills for Life
Creative Education Foundation Zanzibar	Swim Skills for Life
Wathaurong Aboriginal Co-operative	Swim Skills for Life
MacKillop Family Services	Swim Skills for Life
Aquatics and Recreation Victoria	Swim Skills for Life
Deaf Children Australia	Swim Skills for Life
Surf Educators International	Swim Skills for Life
Andy Donaldson	Swim Skills for Life
Cambodian Children's Trust	Swim Skills for Life
One Ball	Healthy and Active Lifestyles
Charity Bounce	Healthy and Active Lifestyles
Sport and Life Training	Healthy and Active Lifestyles
Barwon Sports Academy	Healthy and Active Lifestyles
Cricket Victoria Foundation	Healthy and Active Lifestyles
Magic Bus India Foundation	Access to Education
Lifeline Central West	Living Ripples

Our Strategic & Venture Partners

Partner Name	Portfolio Area	When did TPF make first investment	Cohort	Participation in Learning Community
Y-NT (Youth Parliament)	Access to Education	2021	Champions of Change	Yes
Ganbina	Achieving Personal Potential	2019	Holistic Education	Yes
The Sports Excellence Scholarship Foundation	Healthy and Active Lifestyles	2019	Scholarship	Yes
Classroom of Hope	Access to Education	2023	Holistic Education	Yes
So They Can	Access to Education	2018	Holistic Education	Yes
International Fund for Animal Welfare	Access to Education	2020	Scholarships	Yes
Orkeeswa	Access to Education	2020	Champions of Change	Yes
Child's Dream Foundation	Access to Education	2024	Scholarships	Yes
School For Life	Access to Education	2018	Holistic Education	Yes
The Cova Project	Access to Education	2023	Champions of Change	Yes
Reclink	Healthy and Active Lifestyles	2017	Holistic Education	Yes





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