

Impact Report

2023



the
**Phillips
Foundation**
Education changes lives

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Introduction

We're delighted to share the following 'snapshot' of our family's philanthropy in 2023 with our partners and stakeholders. A focus of our energy and attention for the past year was reflecting and refining our inaugural funding strategy.

The majority of resources and philanthropic work are now guided by two strategic pillars: Achieving Personal Potential and Access to Education and TPF's major systems change initiative, Living Ripples.

This report provides an overview of the impressive impact achieved by our strategic partners; many of whom we have been working with for extended periods of time. We are delighted to case studies from each of these projects and hope you find the partner profiles as inspiring as we do.

In the middle of 2023, we also launched TPF's inaugural Discretionary partner program – an annual investment round (of grants up to \$50K per annum) that seeks to identify organisations we previously have not worked with but whose impact is aligned with our Achieving Personal Potential and Access to Education strategies. A number of our strategic granting partners also participated in this program to access seed funding to pilot new ideas or initiatives.

While each of the focus areas of our philanthropy differ, they ultimately coalesce to our broad goal of supporting young people be hopeful about their future and empowered to full their full potential.

So why hope?

Hope impacts our daily lives. Without it, it is easy to lose a sense of purpose, agency and belonging.

Research across social and health sciences, economics and anthropology demonstrate hope is an important determinant of positive life outcomes, such as academic or sporting success in young people, recovery from personal hardship & proactive economic participation.

Moving forward, our partners will help us to understand how we are working towards our goal, and how the Phillips Foundation and its strategic investment partners are helping build hope in schools, communities and countries across the globe.

We recognise this is a collective effort: our partners include experts in philanthropy, impact measurement and evaluation, and of course experts in 'the field' whom we seek to support, share and learn with.

Impact

2023

Our Strategic Partners



clontarf
foundation



so they can



World Vision



Where TPF funded programs were delivered

- Australia
- Cambodia
- India
- Indonesia
- Kenya
- Laos
- Myanmar
- Nepal
- Papua New Guinea
- Rwanda
- Sri Lanka
- Tanzania
- Uganda
- Ukraine
- Vietnam
- Zimbabwe



Impact

2023

SDG Alignment

3 GOOD HEALTH
AND WELL-BEING



The Phillips Foundation believes Good Health and Wellbeing are central to young people feeling hopeful about their future and achieving their full potential.

4 QUALITY
EDUCATION



Education is central to The Phillips Foundation's philanthropic investment streams. We seek to improve access to education in developing nations, and support quality education for all. In 2023 our funding partners achieved the following outputs.

5 GENDER
EQUALITY



The Phillips Foundation actively seeks to support girls overcome systemic barriers to accessing & participating in quality education and supports a number of organisations working exclusively with girls to overcome education programs and initiatives. In 2023, 57.8% of children and young people participating in TPF partner programs represented 57.8%.

6 CLEAN WATER
AND SANITATION



The Phillips Foundation understands that water, sanitation and hygiene (WASH) are fundamental requirements for children and young people to access education, yet WASH remains a significant impediment in many developing nations. Through our Access to Education funding investment our funding partners worked with communities and their children in Africa and Asia to address WASH in an educational context.

13 CLIMATE
ACTION



The Phillips Foundation believes that for children to be hopeful about their future, they also need to be connected to nature. Where possible, our partners focus on the importance of the environment and the imminent threat of climate change to our planet and its peoples.

Partnership Outputs



73,300

Children and young people participated in TPF funded programs



34,177

Girls supported & empowered through TPF partner programs



50,700

Community members participating in TPF partner programs



6,463

Schools engaging TPF partner programs



65

Schools constructed by TPF partners



1,139

Educators participating in TPF programs

Funding Strategies

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Achieving Personal Potential

This strategy's impact is aligned with
four key United Nations SDGs



Challenges & Opportunities

Many Australians face barriers to achieving personal potential due to social, cultural and economic inequality. We believe by engaging in a positive, holistic education and through living a healthy and active lifestyle young people can reach their full potential.

The Broad Goal

Young people are hopeful about their future and are empowered to achieve their full potential.

If we create these conditions (the qualities we seek in funding partners)	We can do these activities (the activities we are interested in funding)	This will lead to... (how we monitor partnership outputs)	And eventually we will see (the outcomes we measure)
• Experience (and expertise) in addressing the issues creating barriers to participation. • Programs that are co-designed with young people and involve them in implementation and assessing effectiveness. • Appreciate the importance of holistic education (respect for others and the environment, lead an active, nutritious and healthy lifestyle) and its impact on young people and their families. • Seek to collaborate and share learnings. • Value time, experience and expertise in addition to financial support.	• Supporting people and communities to access learning – both through holistic education and personal development opportunities. • Initiatives that use sporting initiatives to engage with communities. • Invest in programs or initiatives that highlight the importance of nutrition and healthy lifestyles for individuals. • Explore new ideas and innovative approaches. • Integrate genuine connections and understanding of communities, through listening and asking questions rather than coming with ready made solutions.	• The number of young people attending or participating in partner programs. • The number of girls participating in partner programs. • The number of schools and communities participating in partner partners. • Number of educators participating in programs.	• Increase in childhood agency (Childhood Hope Scale). • Increase in child and youth pathways (Childhood Hope Scale). • Increase in child and youth hope (Childhood Hope Scale and Cantril Ladder/Life Satisfaction). • Increased in collaboration amongst our partners.

Access to Education in Developing nations

This strategy's impact is aligned with five key United Nations SDGs



Challenges & Opportunities

Young people in developing countries face significant barriers (social, economic and environmental) in accessing education. We believe that all children and young people - regardless of race, gender or caste - should be able to access holistic education opportunities.

The Broad Goal

Young people are hopeful about their future and are empowered to achieve their full potential.

If we create these conditions (the qualities we seek in funding partners)	We can do these activities (the activities we are interested in funding)	This will lead to... (how we monitor partnership outputs)	And eventually we will see (the outcomes we measure)
- Understand the key barriers to accessing education and learning opportunities in developing nations. - Raise awareness and learn from people and their communities who face barriers to participation. - Support collaboration between our funding partners. - Provide our time, experience and expertise in addition to financial support.	- Building sustainable cost-effective schools in disadvantaged communities. - Support a range of programs which address key barriers to educational access for young people. - Invest in programs that support educational engagement for young people. - Work with our partners to share learnings and experiences and increase collaboration. - Invest time to develop genuine connections and understanding of communities, through listening and asking questions rather than coming with ready made solutions.	- The number of schools constructed. - Number of schools with improved facilities (eg. WASH). - Number of children and young people participating in partner programs. - Number of girls participating in partner programs. - Number of educators participating in partner programs. - Number of community members (excluding children and young people) impacted by partner programs.	- Increase in childhood agency (Childhood Hope Scale). - Increase in child and youth pathways (Childhood Hope Scale). - Increase in child and youth hope (Childhood Hope Scale and Cantril Ladder/Life Satisfaction). - Increased in collaboration amongst our partners.

Supporting schools to build confident and capable young people

Living Ripples is a three-year wellbeing and resilience process to empower, support and connect Australian primary and secondary schools so they can confidently build student resilience and wellbeing. It also enables schools to meaningfully engage staff and families. While helping individual schools and local clusters of schools, Living Ripples is working towards a national network of participating communities to help all children and young people to achieve their potential. Why wellbeing? Simply because it underpins all areas for student success.

Program: Resilience and Wellbeing

Project: Living Ripples

Location: Primary and secondary schools across Australia

Living Ripples is designed for schools to implement and act on comprehensive wellbeing information collected from students, staff and parents and carers. They are supported all along the way.

Living Ripples recognises and respects that a school's commitment to supporting their students' success is long term, complex and ongoing. Because of this, one cycle of Living Ripples Model runs for three years.

Once a school decides to participate in the Living Ripples process, they complete student, teacher and parent surveys that respects privacy at a time that suits them. Information is collected anonymously with the same login access code given to all students, teachers, and families.

With the data gathered, the findings are amalgamated into year level summaries. Then the school collaboratively develops a School Wellbeing Action Plan using the research findings and in consultation with the University of Adelaide's WILD Lab. The process identifies specific, common and/or resilience and wellbeing focus areas to allow the school to develop and deliver effective responses and review programs and activities to best support their current students and school community.

Once the Action Plan has been in place for some months, a teacher audit, a quick online check-in with teachers is done. And then, within six months of its start, there is a review of the Action Plan.

In Year 2, the survey gathers up-to-date additional information to review, adapt and develop the current SWAP or create a new plan most suited to the current students. In Year 3, the process repeats. All the data collected over the three years is available to the school in their own school's reporting portal to access, interpret and review.

For one of the founding schools, Berry Public School Bob Willets, Principal, describes Living Ripples *"as helping us create an intentional and integrated wellbeing process designed by and for our community to support our students"*.

Alongside the Living Ripples process, schools are supported and connected in a range of ways. This includes with the School Wellbeing Grants Program to support Living Ripples schools access funding for programs aligned to their School Wellbeing Action Plan and through a community of practice fostering collaboration, clusters and peer to peer learning. The online community of practice is known as the Living Ripples Pool and brings together resources, stories, ideas, recommendations, successes, guides and examples to encourage peer learning and cooperation. The material is open source encouraging others to view, modify, add and improve so that the collective strategies adopted in different schools and communities can be shared to benefit all young people.



Partner Profiles

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clontarf
foundation

Achieving Personal Potential

Clontarf Foundation

The Clontarf Foundation works with Aboriginal and Torres Strait Islander boys and young men during their secondary school years. The goal is for all First Nations boys and men to feel supported, capable and confident in all areas of their lives. How this is done is through a comprehensive in-school program delivered throughout the year. With 23 years of results, growing demand as more boys and young men decide to stay at school and increasing program locations, Clontarf's academies help lasting change happen.

Program: Education

Project: Clontarf Foundation

Location: South Australia

Aboriginal and Torres Strait Islander boys and young men face significant barriers in education so the Clontarf Foundation walks side by side with them and their school to provide practical and targeted support. Through the Clontarf program, also known as academies, students receive regular, familiar and sustained support to help them attend school, to thrive and complete Year 12.

Boys and young men on the Clontarf program receive academic support and guidance, participate in health, wellbeing and resilience programs and develop their leadership skills. Importantly the program is delivered by men in settings that are safe, familiar, inclusive and varied. Alongside classroom activities are bush camps, hikes and regular sporting events.

For one mum having her son on the Clontarf program for three years *"has had a massive impact. Clontarf have helped guide and influence him into the great young man he has become. He is now in his final year at school, an achievement we are all proud of".*

The Clontarf Foundation operates across Australia in 148 schools with 11,500 students involved in its 2023 programs, 900 of whom are completing Year 12. Clontarf has supported 6,357 students to complete Year 12 since 2000, many of whom have successfully moved into further study and work.

With support from The Phillips Foundation, the Clontarf Foundation is establishing a further eight programs in South Australia in schools with significant need. So far four programs are already in operation. These additional programs will increase Clontarf's capacity from 236 to over 700 students in the coming years. For the students, their families, the schools and communities, this helps more boys and young men achieve their potential.



Eat Up.

Achieving Personal Potential

Fuelling Learning

Eat Up works to ensure that the one in five students who go to school without eating, are fed. Using a network of volunteers and donations from large and small food companies, Eat Up makes and delivers nutritious lunches to registered schools. What this achieves is much more than a meal. As well as no longer being hungry, children feel connected, are able to concentrate in class, and have the energy for sports and play. And for many, their attendance is improving.

Program: Education

Project: Eat Up

Location: Regional Victoria, Regional NSW, Regional Queensland, Regional Western Australia

Eat Up's goal is clear: to support young people to achieve their potential. For some young people, not having enough food in the house or resources to make or buy their school lunch means the difference between eating while at school or not. This is where Eat Up steps in.

Begun in Shepparton, Victoria, Eat Up now operates nationally, delivering sandwiches to over 700 schools from Bendigo to Bundaberg in Queensland, Palmerston in the NT and Bunbury in the west.

Eat Up doesn't want a lack of food at a critical growth period for children and adolescents to be the cause for greater behavioural, emotional, or academic issues for individual students and in turn, their whole class.

Eat Up and the supporting school communities it works with understand that good nutrition at school improves a learner's ability to participate in all activities, achieve academically, feel a sense of belonging and it also instils good eating habits.

Schools register their interest in the program and simple, fresh cheese sandwiches, popular with the majority of children, are made by Eat Up volunteers and delivered every three weeks. The quantity supplied depends on the school requirements and Eat Up regularly checks in to adjust the amount required.

Volunteers are place-based and through Eat Up's public sandwich-making events, it's all hands-on deck including children. Production is quick with a team of 20 volunteers making and individually wrapping over 1,000 sandwiches per hour. Schools also contribute. For Sue-Ann Gavin from the Kinross-Wolaroi School in Orange helping Eat Up is an *"activity that all our students can be proud to be a part of, it fosters understanding, compassion and care for others"*.

The Phillips Foundation recognises the lifelong impacts disadvantage can have for children and adolescents and supports Eat Up with assistance for a regional coordinator. This enables Eat Up to manage and build local relationships in the communities that are supported, liaising with the schools and improving the nutritional offerings available including greater locally sourced produce.



Achieving Personal Potential

Equity, Education and Employment

For young Aboriginal people from the age of five to 25 years, helping them start work and stay strong is how Ganbina's long term program Jobs4U2 delivers sustained results. The program tackles generational disadvantage through education, leadership and community. By having this continuity of care and connection for the region's young people throughout these important years, school attendance, Year 12 completion, tertiary education and employment rates are significantly higher than state and national averages.

Program: Education

Project: Jobs4U2

Location: Goulburn Valley, Victoria

Ganbina's Jobs4U2 is a strengths-based program to support young Aboriginal people in the Goulburn Valley region of Victoria to achieve their potential. With intensive, early and regular engagement, children starting school are provided with practical and cultural support for them and their families.

Initial support in the early years is through Ganbina's education scholarships to help meet school costs including uniforms, fees, books and excursions. By creating a sense of belonging in school in these early years, Ganbina sustains this connection to ensure that the transition to secondary schooling and completion of Year 12 is encouraged.

The link with older students is helped through Ganbina's Youth Leadership Program. Students have exposure to opportunities and events that help them broaden their perspectives, strengthen their capabilities, confidence and capacity. It is the resilience and understanding shaped by these experiences that is helping maintain their focus on and beyond school.

For Jobs4U2 participant Lillie Walker *"it helped me navigate what my future could possibly look like and showed me that there's different opportunities and possibilities out there"*. Keith Gray, former principal of Wanganui Secondary College has seen firsthand the benefits of the program and the generational change Ganbina is making: *"these kids would have normally dropped out of school, but they don't"*.

The length of support for young people is a vital element of the program's success. For Ganbina graduate Lachlan Harlow, without the occasional practical support of Ganbina and having someone trusted, safe and willing to help, he said *"I don't know if I would have got through uni"*.

The Phillips Foundation recognises the importance of sustained and continuous care particularly for young Aboriginal people tackling long term and significant disadvantage. Partnering with Ganbina to provide support for their educational scholarships and Youth Leadership Program has helped 472 students over the last six years start strong.





Achieving Personal Potential

Deadly aim for hearts, minds and bodies

Deadly Minds Matter is a school-based health and wellbeing program of Shooting Stars delivered predominantly by Aboriginal women as role models and mentors for girls and young women. The program helps tackle challenges identified by participants through yarning to help them reach their full potential. With a strong emphasis on recognising and managing emotions and, through the inclusion of netball, the impact is far reaching. Results include health benefits, greater school engagement, increased participation in sport, improved relationships and better selfcare.

Program: Education

Project: Shooting Stars – Deadly Minds Matter

Location: Western Australia in the Kimberley, Pilbara, Murchison, Gascoyne, Perth, Goldfields and southwest and in South Australia in Whyalla.

Deadly Minds Matter works with 1,200 Aboriginal girls and young women from Year 5 – 12 across 22 schools in Western Australia and South Australia. Each program is place-based and culturally responsive meeting the needs of participants who have identified negative relationships, including bullying, and challenges with emotional regulation having affected them.

Over the school year, program participants connect with the seven spheres of life: culture, land, physical self, mental self, community, family and kinship and ancestors and spirituality. This holistic approach builds transferable skills providing knowledge and understanding that help form positive lifelong practices.

Alongside building self-awareness, improving physical and mental health, positive relationships and motivation, participants hold an end of program community netball event. With the wider community involved, including many community health services, the awareness and support for the participants also grows, helping create a strong and connected base throughout their educational journey and beyond.

For Carnarvon Community College Year 7 student, Olivia, her mum reports a profound impact. “I’ve been amazed by the transformation of my daughter. She was a quiet and shy follower and is now a proud leader. She has come full circle and is now helping others”.

For a Whyalla based Year 6 student participating in the Deadly Minds Matter program brought about an equally significant change. *“At the start of last year, I had really bad anger issues and I didn’t know how to control how I acted. Shooting Stars helped me control myself. I am a 100% different person now having built my confidence and self-esteem”.*

The Phillips Foundation actively seeks to build the capacity of Aboriginal and Torres Strait Islander girls and young women. Working alongside Glass Jar Australia, the Foundation provides practical support including travel, program resources and salaries to help deliver Deadly Minds Matter for girls and young women in their communities to create hope, courage and confidence.





Jane Goodall Institute
Australia

Achieving Personal Potential

Growing Our Own

The Roots & Shoots Resource Box is a physical and online primary school teachers' resource to use in class with their students. The learning sequence is mapped to the Australian curriculum with interactive and immersive lessons designed to engage and encourage students. While focused locally on helping create conservation and compassion change agents, the collective actions of the many schools and their students is now a global movement.

Program: Education

Project: Roots & Shoots Resource Box for Schools

Location: National, Australia

Written by educators for educators, the Roots & Shoots Resource Box is accessible and informative to students aged from five to upper primary school. The material is underpinned by the philosophy of the Institute's founder, Jane Goodall, who values and encourages discovery, understanding, observation, compassion, rigour and action; qualities accessible at any age.

The context for the resources recognises the interconnectedness of life: of plants, animals and people in a way that has been aligned with the Australian curriculum. Using the resources, students consider, decide, explore and act on a personal, school-based or local community challenge they have identified. With the challenge decided, students become part of the global Roots & Shoots movement.

During their school day, students learn and apply project-based learning skills to make positive change happen for their chosen priority: people, animals, or the environment. This process necessitates that students explore, debate and reflect on the values and the beliefs they hold. Facilitating this reflective learning process is at the heart of the Roots & Shoots program as it mirrors the complex world in which these young people live and are learning to navigate. As Jane Goodall says: *"Lasting change is a series of compromises. And compromise is all right, as long as your values don't change."* And this resource seeks to do just that, provide knowledge, build capacity and foster compassion.

Over 4,000 schools across Australia have received the Roots & Shoots Resource Box. For Teacher- Librarian Kerrie Thompson at Mundigburra State School in Queensland, the material connects and expands their Science Mates Program and helps children *"to learn about the environment and the ways we can protect it"*.

The Phillips Foundation recognises the importance of the work of the Roots & Shoots Program as a teaching resource to inform, educate, inspire, connect and act. To support this work, TPF provide assistance in the creation of resources now shared with primary schools across all states and territories in Australia.



Achieving Personal Potential

Mimal Learning on Country

In the remote community of Bulman in the Northern Territory, First Nations students are learning about their culture and how to care for their country from the Mimal Women Rangers. The Learning On Country program, funded by the Karrkad Kanjdji Trust, is a partnership between Mimal Rangers and the local school. The On Country lessons are a regular and formal part of the curriculum. The effect is seeing school attendance rise and new opportunities for local employment and further education.

Program: Education

Project: Mimal Learning on Country

Location: Gulin Gulin (Bulman), Northern Territory, Australia

At the Gulin school, a Kindergarten to Year 12 school, students work alongside the Mimal Women Rangers learning about culture and land management as part of their school day. The Karrkad Kanjdji Trust help facilitate the program and in partnership with the school and Women Rangers, are helping create and implement a Learning On Country curriculum.

During regular lessons and through community culture camps, students learn about bush tucker, traditional medicine, storytelling, weed identification and management, fire making and management, spear making, weaving, feral animal control, rock art, and cultural harvesting.

Students are also taught by the Rangers to use conservation software to survey and track weeds and animals helping collect and collate local geo-referenced data for monitoring and management. Learning about fire also includes technology using 3D mapping tools to teach students about the characteristics of a wildfire, weather effects, risks, hazards and management.

Building the cultural and land management knowledge of students using both ancient and modern approaches is making a difference at school and for the community. Through the partnership with the Rangers, Elders and their school, a shared sense of connection, understanding and belonging is helping increase school attendance among younger students. What the program is keen to achieve is to encourage the older students to complete Year 12 and have opportunities for local employment or further studies in land and cultural management.

Student Shaniqua Huddleston really likes the program because she goes on country with the Women Rangers and Elders and is learning more about her culture and new ways of reading the land.

The practical support of The Phillips Foundation (TPF) enables the program to operate. Resources provide staff and casual wages, equipment for camps and travels costs. This has helped 60 students to participate on the program. The impact, however, is much greater.



Achieving Personal Potential

Belief, recognition and action

Reclink Australia partners with Phillips Foundation to work with young people who are homeless and to provide sport and recreation programs and services to support their overall wellbeing. The aim, in partnership with the young people and locally based service providers, is to offer a social, engaging and fun program to improve emotional, physical, mental health through organised sport and social activities. For these young people, life can be hard, but regularly getting involved in social activities is helping to build a positive mindset and strength and further pathways into education, or sustain education engagement.

Program: Education

Project: Youth Homelessness Sport and Resilience Program

Location: Victoria

Reclink Australia is a national charity working in the community development and health services sector to support disadvantaged and homeless young people facing disadvantage. Effectively working with those hardest to reach requires a collaborative approach. Reclink partners with community groups, nominated providers and local organisations to enable a local delivery of its sport and wellbeing programs.

Reclink Australia's Youth Homelessness Sport and Resilience Program is an organised weekly sport, wellbeing and resilience building program in some of the most disadvantaged communities in Victoria. Every Monday, young people come to the free regular program ready to engage. Sean Sturrock, Reclink Sports Coordinator often hears from participants that it is *"the best part of their week"*.

Programs are designed to support the young people where they are at and can include Australian Rules Football, walking, basketball, knitting, meditation, street soccer and fishing or a blend of activities. The goal first step is, to have young people join together in an organised activity that allows them to enjoy, interact and take a break from their daily demands of finding food and a place to sleep each night. Common across all programs is the focus on interaction, developing social skills and creating a positive outlook for participants.

For many young people, making this regular commitment, as many do, requires planning and organisation which Sturrock says, helps give them the *"motivation to get through the week"*. LaTrobe University research has identified the Reclink service as the only provider coordinating such support for young homeless people.

The Phillips Foundation (TPF) recognises the important work of Reclink in helping support and assist vulnerable young people. With TPF support over 300 young people have been able to participate in a Reclink program and through this, help build local connections with other young people and a range of program and service providers.





Achieving Personal Potential

Belief, recognition and action

Helping First Nations girls and young women achieve their full potential in all areas of their lives is what drives the programs and services of the Stars Foundation. With over 2,900 students in more than 50 primary and secondary schools across Australia involved with mentoring and support, it is changing lives. Attendance rates at school are up as are the number of students successfully completing Year 12 and moving into work and further study.

Program: Education

Project: Stars Foundation

Location: Australia

Encouraging First Nation girls and young women between 8 and 20 years to recognise their strengths, focus and collaborate are pillars of the Stars Foundation programs. With over 40,000 First Nations girls facing barriers to their education, Stars seeks to change this with over 50 programs and services that provide practical and targeted support across all areas of their lives.

Enabling First Nation girls to achieve requires intensive wraparound services. For the 2,900 students currently participating in their programs, support is provided with education, training and employment; maintaining a healthy lifestyle and overall wellbeing; and connecting with community, culture and developing leadership skills. Students meet at a dedicated Stars room within their school and are matched to mentors.

Providing these inclusive services is delivering results. In 2022 91% of senior Stars completed Year 12, higher than the total number of all non-Indigenous people completing Year 12, 88.5%. School attendance across all ages is higher, 80% average for Stars students compared to 68% for all Indigenous students at their partner schools. School to work and/or further study is also far higher than national averages. And for the next generation, the 700 Stars Foundation Alumni provide a leadership, motivation and support.

A 2022 Stars Year 12 graduate from the Northern Territory said *“having the belief and support from Stars helped me to believe in myself more ... we all had a safe place to go, got help when we needed it, advice and had experiences that were unimaginable to me as I had always felt underestimated. They see the best in us”*. Western Australian 2022 Year 12 Stars graduate said *“Stars helped me achieve my Western Australia Certificate of Education and the Transition Manager has been checking in and supporting me to get employment, I feel part of the Stars family”*.

For The Phillips Foundation (TPF) providing the practical support to Stars Foundation enables current program participants to be supported to realise their potential and ensure the support exists for future participants.



Achieving Personal Potential

Advancing Young Athletes

For many young high performing emerging athletes, there can be one big challenge to playing and competing that is hard to overcome. Passion, talent and commitment are within the athlete but often having access to the essential financial resources are not. For emerging and elite athletes, the costs include memberships, insurances, transport, equipment and competitions. The Sports Excellence Scholarship Fund steps up to fill this need.

Program: Education and Sport

Project: The Sports Excellence Scholarship Fund

Location: National, Australia

The Sports Excellence Scholarship Fund (SESF) provides financial help to high performing school-age athletes from 10 – 18 years old. The focus is on athletes whose financial situation means that their ability to remain training and competing is at risk. The reasons for this are many.

Participation in sport, whether at a community club level, in school or as a high performing athlete, results in much more than physical and mental wellbeing. Through their sport, players and athletes learn teamwork, leadership, self-discipline, gain confidence and improve their problem solving and critical thinking. They develop independence, resilience, organisation and a sense of responsibility and belonging.

The SESF understands and respects that for young athletes, their participation in their chosen sport is often what motivates and maintains them in all areas of their lives, despite their adversity or difficulties. Ensuring that all young athletes, irrespective of their personal situation, have equity and the opportunity for inclusion are the goals of the program.

For 2023 scholarship recipient Reese, her mother and sisters are grateful for the support as it will help her *“achieve her potential without the financial stress on everyone”*.

As well as the financial scholarship of \$1,000 for athletes representing their state or country at a sporting championship event, they also become involved in the SESF's education and ambassadors' programs. The SESF education program provides additional support to athletes. The ambassadors' program, initiated by a former scholarship recipient and now Olympic gold medallist, Mack Horton, partners more experienced athletes to mentors up and coming athletes.

The Phillips Foundation (TPF) partners with SESF in helping young people achieve their sporting goals. Through the assistance provided by TPF, 230 students have been supported with scholarships and a further 700 have been involved in the education and ambassadors program. For the families, the recognition and support for their athletes is changing lives.





Achieving Personal Potential

Remote Pools Program

In remote communities, pools play a vital role in community wellbeing, especially for children. Pools are the focus of the YMCA's Remote Pools Program, a locally led and culturally appropriate partnership supporting First Nation children and their families. With locally engaged staff, and the program's 'yes school yes pool' rule, children meet, swim and play at the pool and learn the importance of good health. And it is making a real difference.

Program: Education

Project: Remote Pools Program

Location: Remote communities across the Northern Territory, Australia

The Remote Pools Program aims to improve health and wellbeing and reduce drownings for First Nations people. The Program supports local people and uses existing facilities to reduce chronic disease by encouraging healthier lifestyles, improving school attendance, increasing life expectancy and creating employment opportunities. For the YMCA, partnerships are the key to the program's success and sustainability. It has enabled willing and ongoing local involvement, created diverse local employment opportunities, provided in-community water safety education, and culturally appropriate nutrition education.

In school terms 1 and 4, students from Lyentye Apurte, East Arrernte Country and Utju, Pitjantjatjara Lands meet at their local pool for the Nutrition Education Program. Delivered by local community people, children learn the importance of eating nutritious foods and the impact this has on their long-term health. All school age students swim or learn water safety building their skills and knowledge.

Implemented alongside a school attendance focus, the 'yes school yes pool' initiative has succeeded on both fronts. School attendance is up and the pool-based program is in high demand. Now, with two years of experience and success, the Remote Pools Program is expanding into new locations. Three new community partnerships have been established and a further two are currently in negotiation.

For Traditional Owner and YMCA maintenance coordinator, Justin Hayes, 'the pool brings our community together'. Team leader and local Arrernte woman, Patricia Oliver, sees the program as vital as *"without the pool the young ones would be getting into trouble throwing rocks and fighting because there is nothing else to do here"*. For Kiana Hayes, a young Arrernte woman and now a fully qualified and trained local lifeguard through the program, she is proud to contribute to her community and 'happy to work'.

The Phillips Foundation (TPF) supports the Remote Schools Program helping make real change possible. In 2021, TPF invested in a three-year program of \$300,000 to directly support over 500 children, and another 700 family members. Further, the support provides a model for up to 3,000 children and 4,200 community members another 15 other remote communities.



Access to Education

Building Block Schools

In remote and earthquake-devastated Indonesia, Classroom of Hope is creating significant and lasting change for students and their families. Over 400 schools were damaged or destroyed during the 2018 earthquakes, leaving thousands of children unable to continue their formal education. Community by community, Classroom of Hope is helping students return to learning through its Block Schools Program, a modular, complete, durable, sustainable classroom and teaching solution.

Program: Education

Project: Building Block Schools

Location: Lombok, Indonesia

The Block Schools program is a construction and recycling initiative in partnership with local communities and Indonesian industry by Classroom of Hope. The program provides 6 to 16-year-old students, teachers, families and their communities with safe, appropriate and permanent learning facilities and toilets for improved sanitation.

In the remote region of Gangga in north Lombok, two schools and 217 students are back at school in their fully furnished four classroom modular blocks complete with modern amenities including toilets. The blocks are molded from 100% recycled plastic from local provider Block Solutions Indonesia. Created to be earthquake resistant, the prefabricated blocks are assembled on site using locally trained contractors. Built on concrete, and using reinforced steel beams to support the structure, assembly is quick and efficient.

Described by Classroom of Hope CEO, Tanya Armstrong, *“This program addresses two critical challenges simultaneously: providing sustainable infrastructure to communities in need and tackling the global plastic waste crisis – the life-size Lego style blocks are transforming lives”*. For each four-classroom school built, close to 36 tonnes of carbon emissions are saved, around six tonnes of waste recycled, and 13 – 14 local workers trained and employed during the six-week on-site construction. For the communities, the benefits are life-long.

Integral to the success of the Block Schools Program are the local and global partnerships created. Around 4.4 million children are out of school in Indonesia, with the poorest and those in the most remote locations consistently excluded from learning, TPF has partnered with Classroom of Hope to bring about change and has supported the Block Schools Program since 2022. TPF is contributing to the construction of 200 new schools for 21,000 students and 2,300 teachers.



Access to Education

Next-gen stewards

Students in the Hwange and Tsholotsho Districts of Zimbabwe live and learn side by side with wildlife with the country's largest protected area, the Hwange National Park. This experience directly impacts every aspect of their lives and their families agro-based livelihoods as they learn to co-exist with the wildlife industries of conservation and tourism. Helping bring understanding and practical strategies to balance these considerations is one of the IFAW's programs for primary age students, the Environmental Stewardship Program (ESP). Working in partnership with ZimParks and local schools, IFAW brings resources and activities that support and equip children's learning now and for the future.

Program: Community Engagement

Project: Environmental Stewardship Program

Location: Zimbabwe

The Environmental Stewardship Program (ESP) aims to provide a range of engaging educational resources and experiences to students as a strategy to create a sense of ownership and understanding of the dynamics between people, wildlife, and environmental interaction. The focus is to help foster the sustainable development understanding that actions today support the present and future generations. For Hwange, this helps build conservation sustainability.

The ESP is delivered in 13 of the 21 target schools across the two districts, at least 195 students between the ages of 8 and 13 years participate on the program. The program provides access and delivery of inclusive and high-quality educational resources including textbooks, heritage and artistic activities through poetry, dance and choral music, tuition fees, conservation-themed supplementary materials, and teacher training. And for those children who have to walk more than 5 km to school, the program offers bicycles which is helping increase attendance.

An important element of the ESP is guided tours for students and teachers into Hwange National Park for experiential ecological learning. The park is home to the largest population of elephants in Zimbabwe and Africa's largest population of the endangered wild dog. Management of its resources and wildlife, including providing access to water largely through boreholes, requires constant attention, as does its tourism. For students, the field trips help connect their in-school learning with the practical realities, challenges, and opportunities of creating sustainable communities.

Salipicio Zende, ZimParks Community Extension Officer at Main Camp Hwange National Parks, describes the value of the outreach visits as *"giving educators unparalleled access to help students understand their relationship to, and impact on, nature"*. John Kogada, IFAW's Community Engagement Program Director, says for the children of Hwange and Tsholotsho Districts who are *"immersed in nature, the ESP helps them appreciate and understand the complex role of stewardship and how they can contribute"*.

As advocates for equity in education and facilitating the continued engagement of girls and young women in their schooling, The Phillips Foundation support helps deliver teacher training, teaching and learning resources, bicycles, and outreach activities.



Access to Education

Commitment, courage and community

At the Orkeeswa School in Tanzania, a comprehensive and locally led outreach program for Maasai students is creating significant and lasting impact. Faced with few school resources and a history of poor academic performance, primary-age students from eight schools are being supported with new skills, mentoring and leadership opportunities. The goal, to increase retention in school, improve academic results and for girls to continue their education beyond the early years. And it is working.

Program: Education

Project: Orkeeswa Outreach Program

Location: 8 schools in the Monduli district of Tanzania

The Orkeeswa Outreach Program is a wraparound in-community service to complement the work of the Orkeeswa School. Its focus is helping provide the foundations for children to succeed. As part of the School, the Outreach Program works in partnership with all eight participating primary schools, the School alumni, community leaders and local government. The program operates in three main areas; to improve student retention and matriculation rates into secondary school, to provide learning and leadership skills and address cultural norms that directly impact girls' secondary education access and opportunity.

The Outreach Program is in high demand from existing and hopeful new schools and to address new and shifting challenges. The demand in all areas is greater than the program's capacity to deliver. While sustaining current partnerships and growing new ones as part of its evolution, so is prioritising and focussing the Outreach activities. During 2023 program changes are proving a valuable and important strategy to better utilise existing resources. Academic support is intensively focussed on the youngest students with their teachers tutored through the program's Teaching at the Right Level methodology. For older students, the priority is a focus on life and leadership skills. To encourage all students to support one another and to involve the community, the sports program is open to all.

While many of the programs are run during the school week, the Outreach Program runs a Saturday session for female primary school students only. This directly meets one of the three goals of the program, to support and retain girls at school and address the cultural norms that limit this opportunity. Saturdays are for intensive support to directly improve student confidence, agency and knowledge through additional academic help to taekwondo and life skills.

With the support of The Phillips Foundation as a funding partner, Orkeeswa Outreach has been able to develop and launch the Teaching at the Right Level program, its 'train and trainer' methodology which has been delivered to 406 student mentors and coaches so far, create resources for academic and life skills learning that has been shared with 7,560 students and build five basketball courts for Maasai children and their community to play and use as an outdoor classroom.

"It is important that I give back to my community because it builds a sense of pride and belonging. I had a goal to see the students I teach become confident to share their problems and to challenge the status quo in their communities. I am very proud that they were confiding in me. Many of their parents wanted them to get married but they wanted to continue with education. I encouraged them to study hard and I reported their challenges to teachers who could meet with their families. They didn't get married, instead they continued with school. It was very difficult for me to leave the students. My community service has impacted me so much."

Einoti, Orkeeswa Student and Outreach Mentor



Access to Education

Enabling education

School for Life helps disadvantaged primary and secondary school aged school students in the Mpigi District of Uganda access an education. Currently working in partnership with two local primary Government schools, School for Life delivers practical support. This ranges from teacher training to meals to enable students to come to class and engage in their learning. Through this support, and growing demand, over 1,000 children will be in the program in 2024.

Program: Education

Project: Breaking down the barriers to education

Location: Mpigi District of Uganda

School for Life (SFL) recognises that for vulnerable children, the barriers to education can be substantial, complex and profound. It is why their collaborative practical support with two local government primary schools in Katuulo and Ndibuluungi, and soon to be a third in Kibumbiro, is diverse, specialised and integrated.

SFL provides students with nutritious meals, access to clean water and menstrual hygiene kits for all girls along with menstrual hygiene management education. Assistance is provided for facility improvements including creating new toilet blocks and handwashing facilities, renovation of classrooms, fabricating new doors and windows and providing teachers with staffrooms. SFL also supports students with enterprise and business skills to help break the cycle of poverty for girls especially, helping them make liquid soap and briquettes.

School attendance is at 756 students across the two schools and there have been a further 30 new enrolments. In the month of August, this meant SFL provided 16,240 nutritious breakfasts and lunches for all students.

To build local capacity SFL works alongside the 19 strong teaching team across both schools. The teachers are involved in a range of sessions including lesson observations and support supervision, leadership coaching and mentoring and instructional planning.

Ndibuluungi Primary school teacher Christine describes the difference the SFL partnership is making. *“Before our students weren’t receiving any food at school, now they come to school each day and receive breakfast and lunch. This has made a huge impact on our enrolments, more come, can concentrate and now stay for our whole day instead of leaving early to look for food. Our girls can now come to school when they have their periods. Our classrooms have been given desks and we now have safe latrines and handwashing stations, we are seeing a huge difference”.*

The Phillips Foundation is a key partner in the work of SFL and enables the provision of practical support that is making a significant local impact and a lasting legacy for learners, their families and future generations.



so they can

Access to Education

Leading change

Growing the cognitive, social and emotional skills of primary students in Tanzania and Kenya is the goal of So They Can's My Voice Project. Working with a range of international and local partners in 42 primary schools, the My Voice project is helping 26,000 students develop their self-esteem, confidence and leadership potential. This intensive support is vital in their early years and is delivering sustained results.

Program: Education

Project: My Voice

Location: 43 schools in Kenya and Tanzania

My Voice is an education project for primary-age students by Australian-based charity So They Can. The goal is to bring about lasting change in Tanzania and Kenya by addressing poverty and inequality through education. How this is done is by helping students realise, recognise and develop their strengths and capabilities and as contributors to their own communities.

My Voice provides educational and learning resources to support student leadership, student-led clubs, awareness raising events and extra-curricular activities. The project is delivered within school with students being supported to discuss and develop abilities for learning and for life.

For Zuleyha, prefect and grade 5 student at Endanoga Primary School in Tanzania she says being involved in the Student Leadership Training program *"taught me so much. I want to set a good example and encourage my peers to be good students and study hard"*.

Having local partners in government and working with the schools are integral to the project's success, as are the organisation's funding partners including The Phillips Foundation.

Through its partnerships, So They Can has worked with over 26,000 students and 580 teachers. Importantly, a third of these students have continued on to secondary education with an increasingly greater gender balance. Having children remain in school and complete their secondary education is what UNESCO claims as the most significant and lasting strategy to reduce poverty and inequality.

So They Can's Kenyan-based Country Manager Boniface Mouti sees first-hand the change that is happening. As Mouti says, the My Voice project helps provide critical support as *"it is our collective responsibility to provide every child with the tools, opportunities and*

nurturing environments they need to thrive ... their rights are to be protected, their voices heard, and their dreams supported".

The Phillips Foundation supported the My Voice in 2023 with \$40,000, helping encourage greater student engagement and participation in school.

"Student Leadership Training taught me so much. As a Prefect in my school, I want to set a good example, and encourage my peers to be good students and study hard"

Zuleyha, Grade 5 Student, Endanoga Primary School, Tanzania, who participated in Student Leadership Training in February 2023 through the My Voice project.



Other

Securing our futures

Central Rift Farmer Managed Natural Regeneration (FMNR) is agricultural and community development program for farmers to help sustainably improve productivity. Delivered in partnership with World Vision Australia, local and international governments and farmers in the Rift Valley of Kenya the aim is to improve access to food and increase resilience for 10,000 households with 10,000 hectares under regenerative management. FMNR is a practice that is growing across Kenya, supported by policy and government arrangements to improve the livelihoods of all farmers and the community.

Program: Education

Project: Farmer Managed Natural Regeneration

Location: Central Rift, Kenya

Across the Rift Valley counties of Nakuru, Baringo, Elgeyo Marakwet and West Pokot local farmers, World Vision Kenya, World Vision Australia, the Australian Government, Moi University, The Kenyan Government and the World Agroforestry Centre are reimagining rural landscapes. Over 65% of Kenya's total land area is degraded yet over 12 million people are reliant on the land for their livelihoods. As a result, restoration of these landscapes, future proofing against ongoing climate change and increasing productivity sustainably is vital.

The FMNR program works across counties with small landholders and pastoralists agreeing to institute the regeneration of the natural environment. On-farm projects to support this regeneration include developing climate smart agriculture, holistic pasture management and grazing practices and agroforestry. For pastoralists and small landholders, the goal is to make the land more arable and productive and in the first phase of the program, over 33,000 people have benefitted.

The program is delivered using the community education model, Citizen Voice and Action (CVA). CVA educates and shares with all community members information about their rights, equips citizens to be greater advocates for their community and provides the skills and knowledge both to monitor and request adequate essential government services.

FMNR advocate and farmer Joyce, says the program works. "We cleared all the vegetation on our two acres when we moved to the area in 2014, we didn't know we were causing more damage". Now Joyce is one of 629 lead FMNR farmers and for her family including her four-year-old granddaughter, Blessing, the results have been significant. "FMNR has truly changed our lives. Our mindset towards taking care of the environment has changed because we know and

have experienced the benefits of trees. Our roofs are no longer carried away by strong winds. The trees act as wind breaks. Planting the indigenous Acacia trees has also improved soil fertility increasing yields from our crops and pasture fodder for our livestock with surplus making hay for the tough times".

It is the practical community led approach of FMNR that The Phillips Foundation supports to help create better and more sustainable futures for all. Samson, chairperson of the farmer organisation, farmer, living and working the land with a disability from polio, is an advocate of the program. Having been trained in 2022, Samson immediately set aside three acres of farmland for natural regeneration of indigenous tree species and he says "we are now reaping greater benefits as a result of implementing the correct practices".



Access to Education

Transforming lives through water

Inclusive WASH is a practical program to improve access to clean water in Rwanda and it is transforming lives. Delivered by World Vision Australia, Inclusive WASH installs water systems, water filters, builds latrines and shower facilities and provides community education programs. In cooperation with local government and providers, Inclusive WASH has assisted over 110,000 people, around half of them children. Its impact continues to ripple in all areas of the community, especially for children.

Program: Education

Project: Inclusive WASH Rwanda

Location: Nyamasheke District, Rwanda

Inclusive WASH provides communities with access to clean water, hygiene and sanitation facilities in homes, schools and health centres across nine of the 15 Nyamasheke Districts in Rwanda. The Nyamasheke District is in the Western Province and has the highest poverty levels in the country. Around 70% of adults live below the poverty line.

Working in cooperation with 16 schools and two health centres, Inclusive WASH has constructed two major water supply systems enabling 50,070 people to access regular clean water. In two of the schools, the program has constructed sex-separated disability inclusive latrines which has had a direct positive impact on student hygiene, health and attendance. Education is an important part of the work and there are now 40 WASH clubs across local schools and centres teaching about good hygiene.

For girls particularly the in-school infrastructure projects and the community education program are significant. Many girls know little about menstruation and most often it is when they reach puberty and experience their first period. The World Bank estimates that at least 20 percent of Rwanda's schoolgirls, particularly in rural areas, miss up to 50 days of school each year because they cannot access or afford sanitary products and because of the taboo and stigma. Along with school facilities, Inclusive WASH provides essential sanitary products, bathing facilities and spare clothes.

For Gitwa-A primary student Kelia, aged 12 the new latrines mean “we will perform well in our studies”. Teacher Samuel Harerimana is seeing the impact on students lives. “This new and wonderful latrine for children and teachers and to serve people with a disability gives us access and makes learning easier”. This is especially for our young girls who will become women, contributing to the development of the country”.

The Phillips Foundation provides support enables the partners in this initiative, World Vision Rwanda, World Vision Australia and the Rwandan Government to deliver services and infrastructure that are changing lives for the better.



