

~~IM~~POSSIBLE

**ANNUAL REPORT**

**2017**



A young girl with braided hair, wearing a dark blue school uniform with a white belt, is sitting on the floor in a classroom. She is looking towards the camera with a slight smile and has her right hand raised. In front of her are colorful building blocks. The background shows a wooden bookshelf with books and a sign that says 'Gra'.

## WHY CHRISTEL HOUSE?

Poverty touches every aspect of a child's life. Children born into poverty almost always remain trapped there unless significant interventions occur. Left unaided, impoverished children face a lifetime of physical and psychological trauma – illiteracy, malnutrition, disease, low self-esteem and lack of opportunity. Christel House overcomes both the causes and effects of poverty.

Christel House uses a holistic model to transform the lives of impoverished children by focusing on the “whole child.” We don't just educate, or feed, or provide health care – we do all of these things – from early childhood through early adulthood. We develop the total child.

**“ Education promotes equality and lifts people out of poverty. It teaches children how to become good citizens. Education is not just for a privileged few, it is for everyone. It is a fundamental human right.”**  
*- Ban Ki-Moon, Secretary-General of United Nations (2007-2016)*

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# CHAIRMAN'S REPORT

## Mission impossible

As we know from the movies of the same name, the impossible can be achieved with careful planning and teamwork. The mission we have chosen to accept, is to break the cycle of poverty for our students, children of the poorest communities in Cape Town. Clearly the pressure to succeed is felt by all members of the team; to perform consistently, to deliver the education and development our students require to succeed at life. For a decade, Christel House South Africa (CHSA) has achieved a 100% pass rate. From our graduating class in 2017, 67% will be eligible for university, and 32 distinctions were earned, 14 of those in Economics and Business Economics. These are the metrics of success, the result of planning and the teamwork of students, faculty, administration, donors, board members and Christel House International.

At the end of the year, we said goodbye to Nicky Sheridan, our CEO. We are grateful for his contribution and thank him for bringing a new level of excitement and energy to our school. We look forward in April to the arrival of Adri Marais, our new CEO. Co-founder and recent CEO of TSIBA, a Cape Town-based organisation that provides underprivileged students with full tuition scholarships for a BBA degree in Entrepreneurial Leadership, Adri brings a wealth of knowledge and experience to CHSA.

As I have detailed in prior annual reports, the work of the board is instrumental in providing guidance, support and oversight for CHSA. In the course of 2017, we reluctantly accepted the resignation of three board members, Elspeth Donovan, Wayne Grews and Mteto Nyati. Elspeth joined in 2005, her contribution as chair and member of the education committee played a significant role in our academic performance. Wayne, former CEO of Autozone, has relocated to the US with his family – we thank him for his support and energy over the years. Mteto has taken up a new role as CEO of Altron and while 'his heart is with CHSA', duty calls. We are thankful for Mteto's influence and generosity. We welcomed two new members to the board in 2017, Chris Buchanan and Ian Russel. Chris is a director at Dell Africa and Ian is CEO of BCX.

Christel DeHaan talks often about the secret sauce that makes Christel House achieve the impossible. It is no secret, however, that the essential ingredient is love. Our students know that they are loved; they see it in the dedication of the faculty, the kindness of our social service staff, the tears on the cheeks of the donors at assembly. Please join us at the school, see the faces of hope and help us break their cycle of poverty.

**Steve Ross**  
Chairman CHSA

# YEAR IN REVIEW

## Achieving the impossible

### **Defying gravity – How Christel House elevates students out of a life of poverty to reach remarkable heights.**

As 2018 gets underway, it is only natural to look in the rear-view mirror and contemplate the year that was. It has truly been a rollercoaster: Fires and drought in the Western Cape; thunderstorms, flash floods in KwaZulu-Natal and Gauteng; well-known corporate brands tainted by fraud; the Western Cape's water crisis and associated health risks; continued political violence and social decay in the townships. All of these stressors put pressure on our three pillars of success – Academic Excellence, Character Development and Employability.

But despite internal and external challenges, CHSA is breaking the cycle of poverty. We are creating successful, self-sufficient citizens, who will ultimately contribute to growing the South African economy.

As we look back on 2017, we can say with gratitude that our students continue to defy the odds, achieving what could well be seen as impossible, given the daily obstacles they face. Our grade 12s continue to excel in the quality of their NSC results, as shown by their 32 subject distinctions and 67% bachelor pass rate.

Our Systemic results this year far surpassed provincial averages and outperformed privileged private schools against which we are ranked. These successes are truly remarkable considering the circumstances our students face and demonstrate that, with perseverance and positive reinforcement, nothing is impossible.

Character Development continues to receive greater focus each year, as we strive to improve our model by implementing measurables against which we can benchmark. The “values rubric” has become an important tool in measuring character as teachers incorporate it into their classrooms.

The combination of Academic Excellence and Character Development prepares the way for the third pillar – Employability. Once this foundation has been laid, our students are prepared for the world of work. We help them make smart career choices by giving them broad exposure to varied work opportunities through business volunteers, company visits and mentoring and coaching programmes. Students learn to feel comfortable and confident in a business environment. The mentoring programme also helps them to build strong and positive relationships while developing a sense of responsibility and accountability.



In 2017, CHSA achieved its goal of ensuring that more than 95% of our graduates from all graduation years are either employed, in a learnership or studying. This was accomplished by regularly monitoring, communicating with and visiting our graduates at university and work. When one considers the environments of poverty from which our youngsters come, these results are truly remarkable.

At Christel House, we are extremely grateful to the partners who help us to 'defy gravity' and achieve the impossible: LectorSA has made a significant impact on our reading and comprehension programme, while FutureMe assists students in selecting appropriate careers. Microsoft's gift of software enhances our technology usage, and we are honored to be selected as a Microsoft Showcase School. Finally, Dell helps CHSA remain at the forefront of technological advances in education by providing state-of-the-art ICT equipment. But it doesn't stop there. Dell also supports our nutrition programme, realising that a child who is hungry or malnourished cannot learn.

To our donors who have loyally supported Christel House for many years and to our new donors who have allowed the school into their hearts this year, we send sincere gratitude. Thank you for sharing our vision of making the impossible possible. You are part of the Christel House family and we invite you to celebrate the successes showcased in this annual report. They could not have happened without your support.

**Shereen La Fleur**  
Acting CEO

# GOVERNANCE

## Board of Directors: Christel House South Africa



### STEPHEN ROSS

CHAIRMAN /  
NOMINATIONS  
COMMITTEE /  
MARKETING  
COMMITTEE  
Experience: Director,  
Retailer, Retired  
Group CEO of Edcon.  
(USA)



### CHRISTEL DEHAAN (USA)

FOUNDER OF  
CHRISTEL HOUSE  
Experience:  
Philanthropist, the  
former owner of  
RCI, and the founder  
of Christel House  
International (USA)



### DR LULU GWAGWA

NOMINATIONS  
COMMITTEE  
Experience: CEO  
Lereko Investments  
(PTY) Ltd. Director  
of companies



### WRENELLE STANDER

AUDIT COMMITTEE  
Experience: Sr.V.P.  
Corporate Affairs  
Sasol Gas Ltd.



### STEWART VAN GRAAN

MARKETING  
COMMITTEE  
Experience: Director  
at Altron, Experience  
in ICT, EMEA and  
Emerging Markets.  
Retired M.D of Dell  
Southern Africa



### NICKY SHERIDAN

CHSA CEO (resigned)  
Experience: Vice  
President of Oracle  
(Middle-East &  
Africa), Experience  
in Finance, Business  
and Marketing



### BRIAN STOCKS

AUDIT COMMITTEE  
Experience: Director  
of companies,  
Retired Executive  
Chairman Southern  
Sun Timesharing



### CHARLES ABRAHAMS

NOMINATIONS  
COMMITTEE /  
REMUNERATION  
COMMITTEE  
Experience: Attorney,  
Founding Partner  
Abrahams & Kiewitz Inc.



### DR CLAUDIA MANNING

EDUCATION  
COMMITTEE  
Experience: Director  
of companies,  
Experience in  
Education and  
Private Investment



### IAN RUSSEL

AUDIT COMMITTEE  
Experience: CEO  
BCX, Experience  
in Business,  
Finance, Marketing,  
Communication and  
Technology (UK)



### CHRIS BUCHANAN

MARKETING  
COMMITTEE  
Experience: Director  
at Dell, Experience in  
Sales and Marketing,  
Emerging markets





## ACADEMICS

### Every day is an opportunity for excellence

**CHSA is justifiably proud of its 100% matric pass rate – well above the national average – for the 9th consecutive year. Our successful 2017 matriculants now have a golden opportunity to strive for success and self-sufficiency.**

CHSA's innovative holistic model nourishes body and mind – providing nutrition, health-care, mentoring and outstanding academic instruction – to form a strong foundation upon which our 946 children can build their futures. CHSA is a home-away-from-home that not only fulfills tangible educational requirements, but also builds character, nurtures spirit and develops emotional maturity in ways that other educational institutions do not.

Unlike many programmes, CHSA does not select pupils based on academic merit alone, but also according to financial need. Only pupils who are in dire financial circumstances are considered, making their academic achievements all the more remarkable, and a measurable result of a successful education model.

Eighteen school buses transport students daily from 20 impoverished Cape Town communities to and from CHSA. Here, students also receive nutritional meals, quality healthcare, professional social services and focused assistance with career planning.

An independent study done by EY has shown that CHSA graduates are more likely to be enrolled in tertiary institutions – 40% versus the national average of 16% – and more likely to study or be employed – 97% versus the Cape Town youth employment average of 31.9%. After grade 12, a College and Careers Programme helps graduates map their future career path, assist in gaining acceptance in tertiary studies and find employment. As a result, we can confidently say that CHSA pupils will deliver a significant economic impact as self-sufficient, employable citizens of South Africa.



**Whilst CHSA focuses its efforts on the ‘whole child’, the academic component of the intervention forms the foundation upon which the model rests.**

Escaping their impoverished circumstances is something that most children on the Cape Flats seldom even dream of – they seem destined to follow in their parents’ footsteps, where few complete high school, and those who are lucky earn minimum wage while trying to support large families. CHSA opens possibilities – the prospect of tertiary education, secure employment – and most importantly, a life of dignity and self-respect.

The school’s primary focus is poverty alleviation through education. But, more than this, CHSA allows children to dream, to make plans that will bring those dreams closer to reality and, ultimately, to achieve their goals. Its values-based curriculum balances the pursuit of academic excellence with character development and enrichment to nurture the ‘whole child’s’ potential to make significant contributions to their family, community and society.

Support for STEM subjects (Science, Technology, Engineering and Mathematics) is emphasised, but there is also recognition that

individual strengths should be nurtured and encouraged. Career guidance and entrepreneurship are introduced in primary school, helping students identify future professional areas of interest. Highly skilled professionals counsel children into those paths best suited to their aptitudes and interests, while nurturing their ambitions.

In 2018, CHSA aims to continue to build upon the school’s already-impressive grade 12 results – increasing the number of distinctions achieved to 40 – representing an ambitious 20% improvement, bringing with them an increased number of bachelor passes. For the preceding grades, the school will continue to focus its efforts on mathematics and science – encouraging students to tackle the challenges of the STEM subjects head-on.

From the perspective of pedagogy, CHSA’s commitment to hiring and retaining outstanding teaching staff remains unwavering, and participation in the University of the Western Cape’s Mathematics Education Department interventions will give the school’s teaching staff the tools they need to produce the kind of graduates of which CHSA can be proud.

## A Q&A with Habiél Adams, CHSA's Economics subject head

### First, the facts:

- CHSA achieved **seven distinctions** for Economics in the National Senior Certificate (NSC) Exam.
- This is the **greatest number of distinctions** in the district, out of 32 schools offering Economics.
- CHSA also achieved the **highest exam average** in the district: 83%.
- Top student, **Lauren D.**, scored 97% for Economics, placing 10th in the Western Cape Province.
- Six of the eight students who took Economics, did so as an additional subject.

### To what do you attribute this success?

Acquiring buy-in from students is crucial in order for them to achieve the best possible results. The exchange of knowledge cannot take place without this collaboration. I use the time at the school's small residential dormitory (a.k.a. the Farm) and Sowder Transformational Academic Rewards and Support (STARS) programmes to great effect. I focus on specific challenges of students and reteach content they have not mastered. We revisit difficult content regularly. Importantly, we work systematically through past exam papers in order to demonstrate the variety of ways in which questions can be asked.

### Why are you so passionate about Business/Economics?

Economics is a subject that provides students with the opportunity to question how various aspects of an economy work. Through this they develop new perspectives of economic processes, which allows them to critically evaluate various economic transactions.

### Why is it important for students to excel at this subject?

Economics is the bedrock of the business world. Students gain insight into various economic processes, and learn how to synthesize and evaluate economic information and data. As a result, they are able to make better economic decisions.



50+

TEACHERS &  
TEACHING  
ASSISTANTS



6

QUALIFIED NURSING  
& COUNSELLING  
STAFF



18

BUSES TO  
TRANSPORT  
CHILDREN



2

NUTRITIONAL  
MEALS &  
A SNACK DAILY



800+

UNIFORMS,  
SPORTS KITS,  
BOOKS &  
STATIONERY



4+

YEARS OF AFTER-  
SCHOOL SUPPORT  
FOR GRADUATES



# ACADEMICS PROFILE

## Lauren D.

**CHSA's Lauren D. is poised for great things after obtaining six distinctions in the 2017 National Senior Certificate exams. She obtained 97% in Economics, 93% in Afrikaans, 89% in History, 84% in English and Business Studies, and 80% in Life Orientation.**

"I attribute my success to my own hard work, as well as the commitment and dedication of the teachers at the school," said Lauren in an interview with a local newspaper. "Since our preliminary exams in September, I dedicated myself to studying for nine to 10 hours during the daytime and three hours at night, every day of the week. I admit, preparation for exams was difficult, but the challenge is keeping your mind focused on the end goal."

Lauren, who attended Delft Primary School, began her journey with Christel House in grade 8. "When I was in grade 7 [at Delft Primary], we participated in a spelling bee. We came third and were awarded prizes from GrowSmart. I sent the company a thank-you letter in which I briefly outlined my living conditions to help them to understand why I was so thankful. GrowSmart decided to make a video about my living conditions in Delft as inspiration for continuing the initiative. Christel House saw it on YouTube and approached me."

After completing the normal Christel House application process, Lauren met the school's criteria and was accepted. In order to better prepare for her NSC exams, from grade 12 Lauren stayed in the school's Farm with 11 other students. She remains grateful to Christel House for the varied curriculum, extramurals and other opportunities that have allowed her to discover and nurture talents she did not even realise she had.

Lauren ended her interview by saying, "I think that coming from a school like Delft Primary made me more independent and appreciative of what I had at Christel House. Children who live in difficult conditions must continue to push through and go for what they believe in. You don't have to apologise for being poor, but you can do something about it. It starts with your education."

Lauren currently lives with her parents, three brothers and uncle in a two-bedroom wendyhouse at the back of her grandmother's house, and is the second member of her family to finish high school. She is studying a Bachelor of Commerce Degree through Damelin in 2018.

A young girl with dark hair tied back, wearing a dark blue school uniform, is smiling and looking towards the right. She is in a classroom setting with educational posters on the wall behind her. The image is partially obscured by a text overlay on the right side.

# CHARACTER DEVELOPMENT

## Learning the rules of life

**A child's character is shaped from an early age and is significantly influenced by those around them – from parents and caregivers, to teachers and even celebrities.**

Role models for children growing up in Cape Town's Cape Flats are not ideal. Many youngsters live in single-parent households, while others are being raised by extended families because their parents are unable to care for them. More than a quarter of the population in the Western Cape have a parent or sibling who has been in prison. Almost the same number report having family members who take drugs. This crisis is spilling over into schools, and is concentrated around gangs and the use, supply and trade of drugs. Children play in the streets as drug deals and turf wars take place around them. It is not uncommon for a child to be injured or even killed in gang-related crossfire and the lure of the perceived perks of gang life proves irresistible to some young people.

Although adults run the gangs, younger members of the community carry out criminal activities on the adults' behalf. Young people are attracted to gangs for many reasons – lack of positive male role models, fear of victimisation, need for identity and financial reward. As a result of increased gang activity, the Western Cape experiences a higher number of children who fall afoul of the law when compared to other provinces in South Africa.

It is difficult to imagine a better life when surrounded by these harsh realities. Poverty often means living from hand to mouth, often not knowing from where the next meal will come. This is the backdrop against which Christel House exists. And this is what



**“The function of education is to teach one to think intensively and critically. Intelligence plus character – that is the goal of true education.”**

*- Martin Luther King, American Minister & Activist*

makes Christel House an oasis for its students. Children enter an environment that is worlds away from the realities of home and community. They are safe, they are loved, they are respected and valued. They are exposed to unimaginable opportunities. But, with these opportunities come responsibilities – respect for teachers and fellow students; tolerance for diversity of background, race and culture; and compassion for others.

“Students are expected to make good choices, to hope, to dream and to work hard to achieve those dreams. They are encouraged to consider careers that will make a positive social contribution. Our school culture of independence, responsibility and accountability is producing active citizens for South Africa,” said Eugenia Dlodlo-Sibanda, Head of Social Services. In this way, Christel House is changing the culture and future of South Africa, one child at a time.





## CHARACTER DEVELOPMENT

### Mentoring the leaders of tomorrow

**The spirit of volunteerism is alive and well in Cape Town as a group of graduates from Christel House, a school serving Cape Town's poorest communities, are showing their gratitude by starting a mentorship programme designed to ensure that matrics at the school are given every chance of success.**

It is a Saturday morning – time to kick back and relax after a week at work or studying – not so for young volunteers, Xolisa Wulana

and Zola Maphila. These two young people are not like most others, they have chosen to plough their time and energy back into helping others – who, like them, come from backgrounds of hardship and poverty – to get ahead. “As graduates of this amazing school, we felt we needed to do something to contribute to the Christel House circle of life. This mentorship programme is our way of giving back,” said Xolisa.

Xolisa, who has a BCom from the University of the Western Cape (UWC) and is being sponsored by Accenture to pursue an honours degree in Information Systems, recalls how when he walked through the gates of Christel House in 2002 as a shy seven-year old boy, he did not realise that his life was about to change. "Coming from a township like Langa, where a child is more likely to do drugs and go to prison than to finish school, Christel House saved me and gave me the best possible education. Everything I am today is because of the strong values Christel House taught me," he says.

Xolisa and his fellow graduates now want to reinvest some of that social capital by providing advice and support to the current matrics in the school. Aside from one-on-one meetings with mentees, the group also arranges get-togethers with all mentors and mentees on a regular basis. And to help them brush up their mentoring skills, former CHSA CEO, Nicky Sheridan, arranged for a Life Coach, Dale Williams, to spend a morning equipping them with the tools necessary to listen carefully and provide advice wisely.

"I meet with my mentees in a personal capacity twice a month, and in order to keep all communication channels open between us, I've made myself available to them on e-mail and on social media platforms. I want to be accessible to them as much as possible," says Xolisa.

According to Zola, who also began her Christel House journey in 2002 when the school was first established, it is becoming increasingly important for young people to form these mentor-mentee relationships, particularly those who live in townships like Langa; where they are forced to face down the relentless social demons of gangsterism, violence, prostitution and drug abuse.

For Zola, and many of Christel House's alumni, the concept of 'giving back' truly hits home. "I was raised by a single father who struggled to keep our heads above water. Many times he did not have a clue what we were going to eat that day. Christel House gave me a chance. Despite us all at Christel House coming from abject poverty, we now enjoy 'a seat at the table of life'. And for that reason, I feel it is our duty to give back."

One of the objectives of the mentorship programme is for current matric students to become mentors to the following year's matrics, thereby creating an inclusive support network that will continue to grow for many years to come.

"We all have the power to be change agents; but only if we are willing to do our part. The beauty of it is, you don't need to have money, you don't need to have a degree, or anything like it. You just have to have heart and the willingness to give," concludes Zola.

# PERFORMANCE INDICATORS

## ACADEMICS

2017 STATISTICS

100%

MATRIC PASS RATE

67%

BACHELOR PASS RATE

32

SUBJECT DISTINCTIONS

95%

CUMULATIVE  
RETENTION RATE

98%

SCHOOL  
ATTENDANCE

## COLLEGE & CAREERS

OF THE 209 GRADUATES FROM 2012-2016

42%

AT UNIVERSITY OR COLLEGE

12%

IN APPRENTICESHIPS AND  
LEARNERSHIPS

37%

ARE GAINFULLY EMPLOYED

9%

ARE STILL TO BE PLACED

91%

OF GRADUATES ARE EITHER WORKING,  
STUDYING OR DOING BOTH

# TWO ROADS

## CHRISTEL HOUSE

## PUBLIC SCHOOLS

5%	GRADE 1 REPEAT RATE	20%
2%	GRADE 11 REPEAT RATE	30%
100%	GRADE 12 PASS RATE	72%
42%	GRADUATES ENROLLED IN TERTIARY STUDIES	18%

91%

GRADUATES  
WORKING/  
STUDYING  
OR BOTH

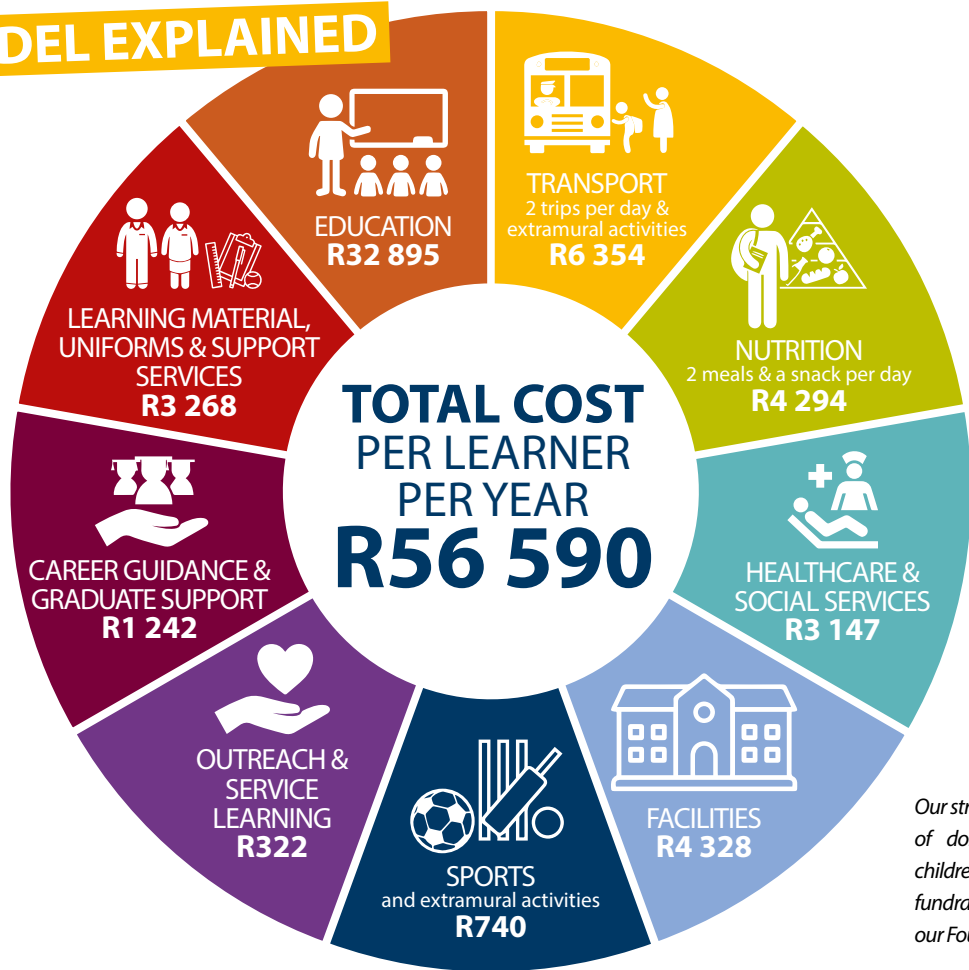
SELF-SUFFICIENCY

52%

YOUTH  
UNEMPLOYMENT

CONTINUED POVERTY

# THE MODEL EXPLAINED



*Our structure ensures that 100% of donations directly benefit children; administrative and fundraising expenses are paid by our Founder, Christel DeHaan.*





# EMPLOYABILITY

## Preparing for lift-off into a bright future

**A critical measure of success for CHSA graduates is their ability to find gainful employment. The country has a high unemployment rate, with a 'youth unemployment bulge' over 52.2% (ages 15-24, Stats SA) – significantly higher than the unemployment rate in older sectors of the population.**

From the moment children enter Christel House they are encouraged to dream about “what I want to be when I grow up” and introduced to as many careers as possible – often the children do not even realise these jobs exist. Professionals from all walks of life are invited to speak at the school and explain the details of their chosen career. In 2017, CHSA was delighted to host Eamonn Ward, Global Head of Sales Enablement and Training (sales) for Google Cloud, who spoke to grades 10 to 12 about the changing economy, the role that Google plays and that its industry is looking to hire more women in the future. He encouraged the students to consider Information and Communication Technology (ICT) related courses.

During grade 7, students begin to explore their unique interests, aptitudes and strengths. Through the College & Careers Programme, they undergo professional psychometric testing to develop an individualised profile. With time, students' aptitudes, interests and personalities unfold, which offers insights into possible future career paths.

As students progress through high school, career exploration intensifies, with added exposure to job shadowing opportunities and interactive career days. Throughout this process, the school's core values are reinforced and embedded, highlighted as desirable traits that employers seek. From developing a hierarchy of career plans, with multiple options, to video simulated job interviews, students are encouraged to track their own progress and development.

**CHSA's students must overcome adversity every day, but as a result of their resilience and preparedness, 91% of all of the school's graduates are either studying or working – making a positive contribution to the future of South Africa.**



# EMPLOYABILITY

## Robo Knights bring home gold

**In 2017, two students from CHSA – Storm S. and Siyamthanda N. – brought home the provincial gold in the Explorer Junior category at the World Robot Olympiad (WRO) in Cape Town.**

The WRO event is held in more than 60 countries every year and incorporates science, technology, education and robotics. For the competition, teammates were required to work together to assemble a robot to solve a specific problem. The fastest robot around the course that completed all the assigned tasks successfully was the winner. “We won, we actually won,” declared Storm after the Cape Town event.

It was the first time that CHSA had participated in such a competition and robotics had only been introduced as a subject earlier in the year. English Teacher, Cedric Esterhuizen, is justifiably proud of the youngsters, adding, “They were so dedicated and motivated to make a success of this venture! Teamwork is essential in this competition. It’s a 21st century skill we nurture at Christel House.”

The WRO is hosted by the World Robot Olympiad Association, a non-profit organisation that aims to promote robotics in STEM education worldwide. The WRO targets seven- to 19-year-olds from schools and private robotics clubs and provide them with

the opportunity to explore robots, coding and robotic systems. It introduces the concept of modern science into schools’ educational activities in science and technology and promotes creative thinking, improves communication and co-operation skills, while strengthening the ability to acquire new knowledge.

Ultimately, the competition aims to widen the youth’s view in the application of science and technology, improve their learning efficiency and inspire a new generation of scientists, engineers and innovators.

The Robo Knights were invited to participate in the national competition, which took place in Johannesburg, and they finished fourth in the country. Mr Esterhuizen said, “What makes this even more extraordinary is the fact Christel House only started robotics in April of 2017!”



## GIRLS IN STEM

### Girl (tech) power at Christel House

**Only 23% of South African tech jobs are held by women and there is a critical need to actively encourage women to pursue careers in the male-dominated South African technology industry.**

South Africa is not the only country grappling with this challenge. Internationally, of the STEM disciplines (science, technology, engineering and mathematics), technology is the only one to experience a downturn in participation by women in the last two decades.

Robyn Farah, chairperson of Women in Tech South Africa, has called for global support for women pursuing careers in STEM. She adds that given South Africa's poor levels of math and science education – ranked 128th out of 137 economies in the 2017-2018 World Economic Forum's Global Competitiveness Index – many families do not grasp the value of studying math and science, and encourage women to pursue less challenging, more 'traditional' jobs.

Some see South Africa's high unemployment rate as an issue of having too few jobs for the number of people looking for work. CHSA sees the issue differently. It sees a deficit of qualified candidates to take the many available jobs that exist in South Africa today. In fact, not only are there thousands of unfilled, open vacancies today, there would be even more businesses, especially in the fast-growing

## **“ When women are educated, their countries become stronger and more prosperous.”**

*- Michelle Obama, First Lady of USA (2009 - 2017)*

technology sector, once South Africa has developed more tech-savvy people ready for the workforce.

CHSA is proving that supporting and mentoring girls at primary and secondary school level is paying dividends. To do this requires that its resources and curriculum are relevant and state of the art. The school's curriculum strongly promotes STEM subjects and Advanced English. As a result, CHSA significantly outperforms comparable public schools in these areas at grade 3, 6 and 9 levels, boasting grade performances well above the national average.

Christel House sees this huge potential in creating the STEM-savvy workforce of the new decade. More specifically, Christel House sees a huge opportunity for Women in the Technology sector. “Technology has historically been dominated by men in South Africa ... actually, everywhere, but I see a fantastic opportunity for our girls to play a much more significant role in the future,” said CHSA high school principal, Ronald Fortune.

The school has many partners from the ICT sector including Dell, MSFT, MTN and Oracle, and it also teams up with WeThinkCode and CODEX, organisations focused entirely on producing graduates who are skilled in coding and critical thinking skills in an ICT environment.

Globally, gender diversity is more in the spotlight than ever before and is increasingly becoming more of an economic than ethical argument. Recent studies show a clear link between gender diversity and increased return on investment. Morgan Stanley's research reveals that more diverse workplaces deliver better returns and less volatility. McKinsey also reports that companies that do well in gender diversity are 15% more likely to outperform against industry norms.

Former Verizon CIO, Judith Spitz, says that there is a more fundamental need for women in tech, “We are hurtling towards a time when our biology will be equal parts technology and physiology. Think about the implications for the human race, if technology is destined to be the essence of who we are as a species, if it's developed largely under the leadership and guidance of a single gender.”

At CHSA, using STEM to achieve the impossible has become an everyday part of the school curriculum. “We are hugely excited by the opportunity for all our graduates in the increasingly important ICT sectors” says Louise de Marillac st Julien, Head of CHSA's College & Careers Department, “and we believe that our clever, hard-working women will play a much larger part in these sectors in the future. Our role is to show them the journey ahead and equip them to reach their preferred destinations as best we can.”

## How is STEM incorporated into Christel House South Africa?

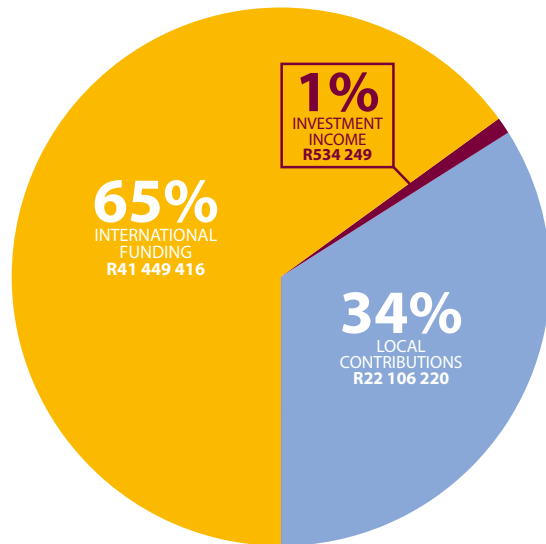
- Every morning each high school student writes a mathematics test, the results of which are made available and discussed before the end of each school day.
- More than 70% of each grade 12 class is enrolled for higher grade Mathematics (instead of Maths Literacy).
- The grade 9 class has a pass rate of 89% for Mathematics (compared to 22% pass rate in the Western Cape); this at a crucial stage where subject choices have to be made that would affect students' eventual career paths.
- Systemic results for Mathematics have been consistently excellent at an average of 89%.
- In 2016, a fully integrated Maths & Science laboratory was built for CHSA by MTN, consisting of 41 computer workstations.
- CHSA is an official Microsoft Showcase School – one of only five schools in the Western Cape.
- Every CHSA student has an email address, access to the full Office 365® package and 1GB of cloud storage via OneDrive to safely store and share their project materials and other data.
- Minecraft (Education edition) is introduced at primary school level, which helps with solving problems digitally, facilitates decision-making, builds an affinity for computers and promotes computer literacy.
- Each student has access to a Dell-sponsored tablet and its use is integrated into the everyday school lesson plans.
- The majority of classrooms are equipped with interactive Smart Boards.
- Swivel technology allows principals and heads of department to review activities in every classroom remotely.
- Technology is strongly encouraged both within and outside the classroom (see 'Robo Knights bring home gold' article on page 23).





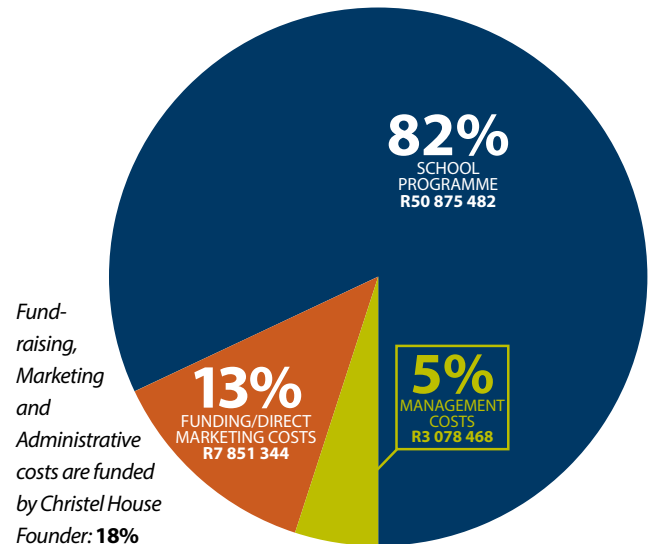
# FINANCIALS

## REVENUE WHERE THE RESOURCES COME FROM



TOTAL 2017 INCOME: **R64 089 885**

## EXPENDITURE HOW THE RESOURCES ARE USED



TOTAL 2017 EXPENDITURE: **R61 805 294**

The audited financial statements were compiled in accordance with the International Financial Reporting Standards for Small to Medium Sized Entities and in the manner required by the Companies Act of South Africa 2008. The complete set of audited financial statements is available on our website: [sa.christelhouse.org](http://sa.christelhouse.org).

# THE COMMUNITIES WE SERVE

CHSA services 20 severely impoverished communities in Cape Town



Every child attending CHSA comes from one of the impoverished communities in the 20 peri-urban, township and high-density living areas surrounding the school. Crime, poverty and violence are rife and 'successful' people are usually drug dealers or gang bosses. CHSA's mission is to uplift children from these communities onto a new trajectory – one that holds promise of a brighter future.

The school only accepts the severely impoverished, with the primary admission requirement being a monthly household income of R1,500 or less. This ensures that the children in greatest need have access to quality education, nutrition, healthcare, social services and career development – shaping the whole child.

# CHRISTEL HOUSE & SUSTAINABLE DEVELOPMENT GOALS

## Toward a sustainable future

According to the United Nations, the Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

Adopted by South Africa and other member states in 2015, the SDGs set an ambitious agenda. “They call for a coordinated global effort to transform societies, economies and the environment to ensure a fairer and safer future for all – and a new approach to human development starting with the most vulnerable to ensure that no one is left behind,” says Hervé Ludovic de Lys, UNICEF South Africa Country Representative.

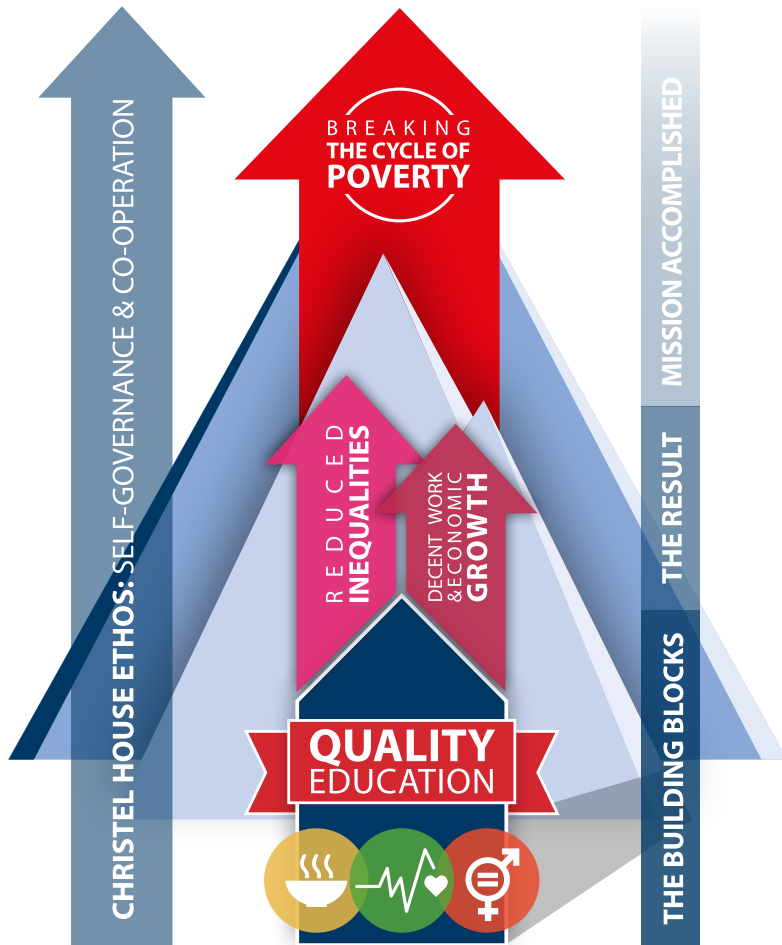
The CHSA model actively seeks to impact positively on nine of the 17 SDGs. Yet, given the greater emphasis on breaking the cycle of poverty and ensuring prosperity for all people, Christel House’s mission has a fundamental impact on all of the SDGs. Even the best schools and teachers cannot accomplish their goals if children

remain absent or too hungry to learn. Education strengthens people’s confidence, builds belief in their ability to achieve goals and gives them the means to make necessary changes to their life and their surroundings.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development, ensuring that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education.


## CHSA model and the SDGs explained

*The bedrock of CHSA’s offering is its quality education (addressing SDG 4) and through its innovative school programmes, it addresses hunger, nutrition and gender equality (SDGs 2, 3 and 5). The broader outcome of this change is a positive contribution to economic growth and addressing inequalities (SDGs 8 and 10). The cumulative outcome for CHSA would be to break the cycle of poverty, thereby ensuring a sustainable future for the people of South Africa. In a parallel process, the values upon which CHSA stands mirror the ethos of SDGs 16 and 17, paving the way for partnerships and working together for success.*



## CHSA promotes the Global Goals



The image shows the lower portions of three individuals standing side-by-side. On the left is a person in grey trousers and black shoes. In the center and right are two young girls in school uniforms, wearing blue skirts, blue ribbed socks, and black Mary Jane shoes. They are standing on a gravelly ground against a textured wall.

**“We cannot have young people growing up without the knowledge, skills and attributes to be productive members of society. Our societies cannot afford it. And neither can business. Investing in education creates a generation of skilled people who will have rising incomes and demands for products and services – creating new markets and new opportunities for growth”**

*- Ban Ki-Moon, Secretary-General of United Nations (2007-2016)*



# DONORS

Together we are breaking the cycle of poverty and building self-sufficient, contributing members of society.

A & A Shuttle Services	CHRCI20 Deloittes	Fairheads Development	MySchool MyVillage	Thandi Puoane
Abigel Sheridan	Christa Andrag	Trust	MyPlanet	Tsebo Foundation
Amdec Property	Christel House South	Fedics	Nazeem Khan	Unipoint Reservation
Development	Africa Students	First Group	New Balance*	Vacation Recreation
Andrew Krause	Christel House South	GEW	Nick Green	Western Cape Education
Anonymous (Multiple Donors)	Africa Staff	Growthpoint Properties	Old Mutual Two Oceans	Department
Aramis & Designer	Claudia Manning	GUD Holdings	Marathon Initiative	Western Cape Provincial
Fragrances	Clive Smith	Hans Herfurth	Peter Edmondson	Parliament
Estee Lauder Co. SA	Club Mykonos	Helen Blakemore	PPC	Wrenelle Stander
Barbara Blakemore	Connection Telecom	HW Brokers	RCI South Africa	
Barry De Waal	Consol	Ian Russel	Remy Martin*	
Beekman Group	Cow Hill Retail	Imvakalelo Digital	Ricoh	
Bernadette Thomlinson	Damon Chandler	Investec Private Bank	Sasfin	
BlackRock Investments	Data Connectivity	Ishmael Hassa	Sondela	
Blue Label	Dell Computers*	Jane Notten	Stat Books	
Telecommunications	DHK Architects*	Kelly Meredith	Steltix	
Brian Stocks	Donaldson Filtrations	Liberty Holdings	Stephen Ross	*in-kind donations
Cape Grace Hotel	Systems	MAD Leadership	Stewart Van Graan	
Carlos Ferraz	Dream Hotels and Resorts	Foundation	Sunslots Casino	Note: Represents donations
Carol Anne Pillay	Elsbeth Donovan	Metrofile	Telkom Foundation	greater than R5,000.
	Erm Tours	Minprotect	Tessara	

# 7 REASONS TO PARTNER WITH CHRISTEL HOUSE SA



1

## WE'RE IMPROVING EDUCATION

CHSA nurtures and develops young people to take their rightful place in society, with its grade 12 cohort achieving a **98% academic pass-rate.**

The school takes a holistic approach – developing the 'whole child' to become a future contributor to South African society.



2

## WE'RE IMPROVING SKILLS

CHSA's career guidance team begins to prepare students in primary school to study careers that will optimise their strengths, while inculcating **4 timeless values** as part of the school's **character development** programme: respect, responsibility, independence and integrity.



5

## WE'RE PART OF AN INTERNATIONAL COMMUNITY OF PRACTICE

The school draws on the experiences and expertise of **7** other schools elsewhere in the world. This **collaborative approach** offers a strong foundation for the growth and development. CHSA is the only CH school in Africa!



3

## WE'RE FACILITATING SOCIO-ECONOMIC DEVELOPMENT

**100%** of your contribution is invested in a child's education at Christel House, and is deductible to the extent allowed by law.

**BBBEE:** The school is a Level 4 contributor, allowing your business to qualify for points in the areas of Socio- Economic Development (SED), Skills Development and Preferential Procurement (Enterprise & Supplier Development).



6

## WE'RE WORKING TOWARD A SUSTAINABLE FUTURE

Christel House works to break the cycle of poverty and ensure prosperity for all people through the integration of

**9 Sustainable Development Goals (SDGs).**



4

## WE'RE PROMOTING STRONG GOVERNANCE

CHSA subscribes to the highest ethical standards, and remains accountable and transparent in all of its endeavours. **Impact is consistently measured** and these results are used to inform strategy and are shared with the school's constituencies.



7

## WE'RE BREAKING THE CYCLE OF POVERTY

CHSA opens doors for its students in ways that few other institutions are able. The school's mission of transforming the lives of impoverished children is carried into the home communities and families of the students, creating a multiplier effect that exponentially increases the school's reach. CHSA serves

**946** students in 2018, all of whom come from **20 impoverished communities** in Cape Town.









## **CONTACT US**

**to discuss a potential strategic partnership that will create measurable benefits in support of South Africa's development path.**

021 704 9400

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[www.sa.christelhouse.org](http://www.sa.christelhouse.org)



**Christel  
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South Africa**

(017-044 NPO)