



A Roadmap to Success

2014 ANNUAL REPORT



Christel House



Letter from Christel

Christel House works! In 2014, 215 Christel House students graduated from 12th grade, poised for success and self-sufficiency. With your help, their lives have been transformed.

Khanyo, whose story appears on page 9, said it best: “In my community, Christel House students stand out above the others in terms of dress, conduct, behavior and education. . . . The Christel House values will remain with me for the rest of my life.”

We are very proud of our young people—and this year’s Annual Report highlights certain qualities which make these students exceptional. Their families, peers, neighbors and friends look at Christel House graduates as shining examples of what can be achieved with hard work and determination. Christel House alumni are proving themselves to be valued employees, productive citizens and contributing members of society.

We have not done this alone. You, our donors, have steadfastly sustained our work and provided the support upon which this success has been built. We applaud your generosity, and thank you warmly for believing in our mission.

Warmest regards,

Christel DeHaan
Founder and Chief Executive Officer





A Roadmap to Success

“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

—Nelson Mandela, Former President of South Africa

93%

STUDENT
RETENTION
RATE

4,194

TOTAL
NUMBER OF
STUDENTS
SERVED
(INCLUDING
WORK/STUDY)

97%

STUDENTS
PASSING
GRADUATION
EXAMS

96%

ATTENDANCE
RATE

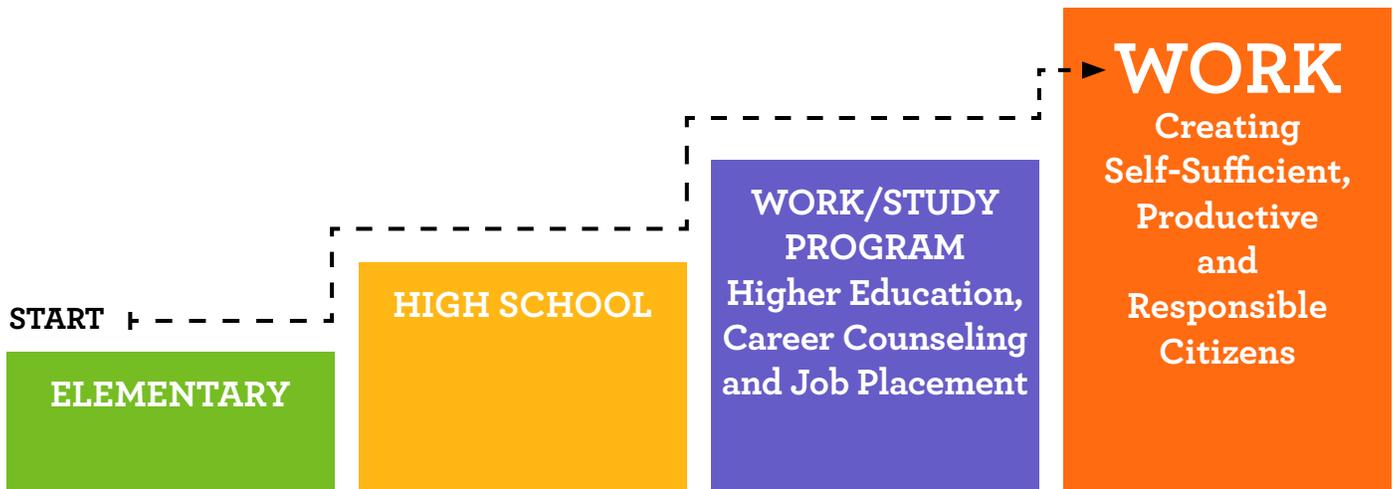
93%

WORK/STUDY
STUDENTS
CONTINUING
STUDIES OR
GAINFULLY
EMPLOYED

All statistics based on 2013-14 academic year.

THE CHRISTEL HOUSE
MODEL

“We were shapeless stones; you molded and made us into beautiful sculptures. You changed our lives.” –*Birthday greeting from Christel House India - Bangalore students to Christel DeHaan*



From kindergarten to graduation, every Christel House child receives:



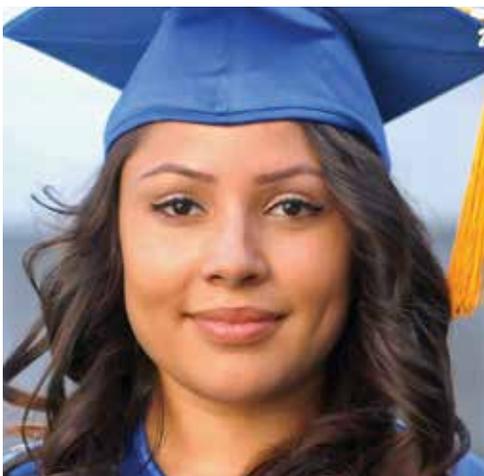
and ...

MEDICAL SERVICES	FOOD	TRANSPORTATION	SOCIAL SERVICES
CULTURAL ACTIVITIES	SPORTS	ARTS	COUNSELING
UNIFORMS	LEARNING MATERIALS	LEARNING SUPPORT & REMEDIATION	LOVE & NURTURE
LIFE SKILLS	ENGLISH LANGUAGE FLUENCY	CAREER GUIDANCE	SERVICE LEARNING



A Roadmap to Success

Education is much more than desks and books. At Christel House, we educate students from kindergarten to career, helping each child discover a personal roadmap to success. The leadership, problem-solving and creative-thinking skills they learn at Christel House inspire students to believe in themselves, develop meaningful relationships and achieve excellence against all odds. Here's a look at 10 essential Christel House qualities that result in lives transformed.





Integrity

the quality of being honest and fair;
incorruptibility

Living a life of integrity is fundamental to Deepak. After graduating from Christel House he completed a two-year apprenticeship program in hospitality management with Oberoi Hotels and earned a BA in Travel and Tourism from Indira Gandhi Open University. Attending university full-time was not an option—Deepak needed to earn money to help his mother. His father deserted them before Deepak was born, which forced his mother to put the boy in a children’s shelter for nine years because she could not care for him. But the values Deepak learned at Christel House are guiding him through his transition into the workplace.

“Today it seems like nobody wants to earn money by working hard. Corruption is everywhere,” writes Deepak. “We have to change the world. We have to speak up. We must educate people by teaching them what is right and what’s not!”

Deepak lives by these values. One day he noticed that a colleague at the hotel where he is employed was taking money from the cash drawer. Deepak told him not to do it, but the young man resisted. “I told him that if he didn’t stop, I would have to inform our supervisor,” writes Deepak. The situation was resolved, and it was a valuable lesson for both young men.

Today Deepak works full-time for Oberoi Hotels. Every month, he gives part of his salary to his mother to help with household expenses, and he always deposits some into his savings account for his own future. “I can now say proudly that I can stand on my own legs and support my family. I am donating a small amount every month from my salary to an orphanage close to my house. My goals are to become a successful hotelier and run a chain of my own restaurants. I will tell the world that it is all because of Christel House.”





SIHLE, 2012 GRADUATE | CHRISTEL HOUSE SOUTH AFRICA



Communication

the act of exchanging information or expressing ideas, thoughts and feelings; a critical link to interpersonal relationships

Born in Langa to a single mother, Sihle is the youngest of four siblings. “My mom is my role model. She raised four children single-handedly. She has a strong will and stayed positive under tough circumstances, shielding us from the social ills in my community. She is my source of inspiration to do my utmost best and she is the story behind my hard work and perseverance.”

When Sihle enrolled at Christel House South Africa in second grade, she spoke only Xhosa. But today she has a powerful command of the English language and a clear vision for her future, as evidenced by her own words.

“I started off as an English interpreter for other Xhosa learners. Then I taught basic English to my mom and

siblings—and even some neighbors in Langa. At Cape Peninsula of Technology, where I am currently studying Events Management, I am sometimes asked to be a motivational speaker and to emcee events.

“I am very passionate about people, learning about them, exceeding their expectations and creating a fun, welcoming platform for them to meet and share their interests. These skills allow me to create a sense of belonging and fulfilment at my events.

“Ultimately I want to establish my own events management company and develop my personal brand. I want to share my success story with the world. My mom, my biological family and Christel House will be on my giving-back list.”



Teamwork

work done by several individuals, each doing a part but all subordinating personal recognition to the efficiency of the whole

For many children living in the barrios of Mexico City, the concept of “teamwork” will most likely be learned from a gang or a pick-up game of street soccer. But Christel House students learn teamwork at school.

Out of more than 4,000 teams, one Christel House Mexico team ranked among the Top 50 in this year’s National Math Tournament for 7th, 8th and 9th graders. For 10 months, the four students on the winning team met weekly after school to solve complex math problems. First, they solved the problems at home, with no help. Then, they worked as a team to find an agreed-upon solution. Finally there was a work session with their teachers to discuss their methodology before they submitted their answers.

These students were from different grades, and the problems frequently involved the older students teaching the younger ones. In addition to honing their math skills, team members developed strong communication and collaboration skills. They learned self-discipline, motivation and responsibility. “I understand that teamwork is important to get great results,” writes team leader Celida. “It was hard at the beginning, but then we realized we could support each other and solve the problems together. Throughout the time we worked together, our friendship grew.” Her teammate, Akari, added, “I learned that giving 100%, making my best effort and working with my peers helped achieve our goals.”





MITCHELL, 2014 GRADUATE | CHRISTEL HOUSE DORS



Interpersonal relationships a strong or close association that fulfills social and emotional needs

Empathy, humility, respect and candor are hallmarks of Mitchell's interpersonal relationship skills. This 2014 DORS graduate is now majoring in engineering at Ivy Tech Community College. He plans to earn his Associate's degree, and then transfer to a four-year university to complete a Bachelor's degree in Electrical Engineering. He hopes to become an officer in the National Guard, supporting himself and his family in a "life that is comfortable, peaceful and happy."

But getting to this point has been a struggle for Mitchell. "If I can get my life back on track, graduate from high school and go to college, then anyone can." He uses his own experiences as examples to others, encouraging them to learn from mistakes and move forward. "I was lazy and made other

things a priority over school," he says. "I chose to hang out with my friends and party. I put my education in the back seat, and those poor choices cost me my diploma." Mitchell is the first to admit his own shortcomings—which makes him a valued friend and confidant.

"In high school, one of my best friends was making poor decisions. I told him, 'At this rate you're going nowhere and will accomplish nothing. You have so much more potential.' It was a very tense, stressful conversation, but I wanted to see him do more with his life."

Always respectful in thought, word and deed, Mitchell values honesty and unselfishness in his relationships. Mitchell knows what he's talking about—he has reclaimed his own life and has a clear vision for his future.



SUMAIYA, 2011 GRADUATE | CHRISTEL HOUSE INDIA – BANGALORE



Determination

a quality that makes one continue trying to do or achieve something that is difficult

Sumaiya's parents wanted to withdraw her from Christel House when she was in 8th grade. As conservative Muslims, they felt further study was unnecessary, and that she should marry and follow the expectations of her family. But Sumaiya had her own hopes and dreams. With help from the Christel House social worker, she convinced her parents to allow her to remain in school. She was determined to study and work, in spite of opposition from relatives. "My grit, determination, interest and commitment towards my studies made my parents realize how important it was to me," she says.

Respect and admiration for her Christel House teachers led Sumaiya to choose teaching as a career path. She wanted to pass along the gift of knowledge to others. The teaching

profession is respected within her community, and enabled Sumaiya to balance religious and family expectations with a career she knows will truly make her happy. She writes, "I am following a traditional pathway, but never letting tradition become a barrier to fulfilling my dream."

Today, Sumaiya works at St. Paul's School in Bangalore, and continues to pursue her teaching credentials. "In my community, everyone was against me and my family relating to my decision to study further," she writes. "My relatives advised my family to stop my studies. They thought a girl should get married and serve her in-laws by being at home. But now that I have persevered, they are proud, and all my cousins have joined colleges and are pursuing their studies."



KHANYO, 2013 GRADUATE | CHRISTEL HOUSE SOUTH AFRICA

Leadership

the ability to lead, guide and inspire other people



“From grade 8–11, Sanelisiwe and Nadine were the top two in our class—and they motivated me to always do my best. Thanks to them, I learned that I could also influence others. I was honored to be head boy in 2013, and tried to lead by both my words and by example. I have clearly defined goals, and try to conduct myself in a way that others will want to follow.

“I always tried to keep my friends focused on our goals in life, even if it meant doing the ‘not-so-cool things’ like studying when everyone else was playing soccer right before exams. One of my early Christel House teachers taught us, ‘You

have the freedom of choice, but you don’t have the freedom of consequences.”

Ranked in the top 10% of his class at the University of Western Cape where he earned distinctions in three out of his four first-year university courses, Khanyo is pursuing a Bachelor’s degree in Mathematics and Statistics. Living in a campus residence is a welcome relief from the chaos-infested Langa Township where he was born and raised. “Moving out of Langa is a priority,” he says. “I want to provide for my family and for my mom, so she doesn’t have to work anymore.”



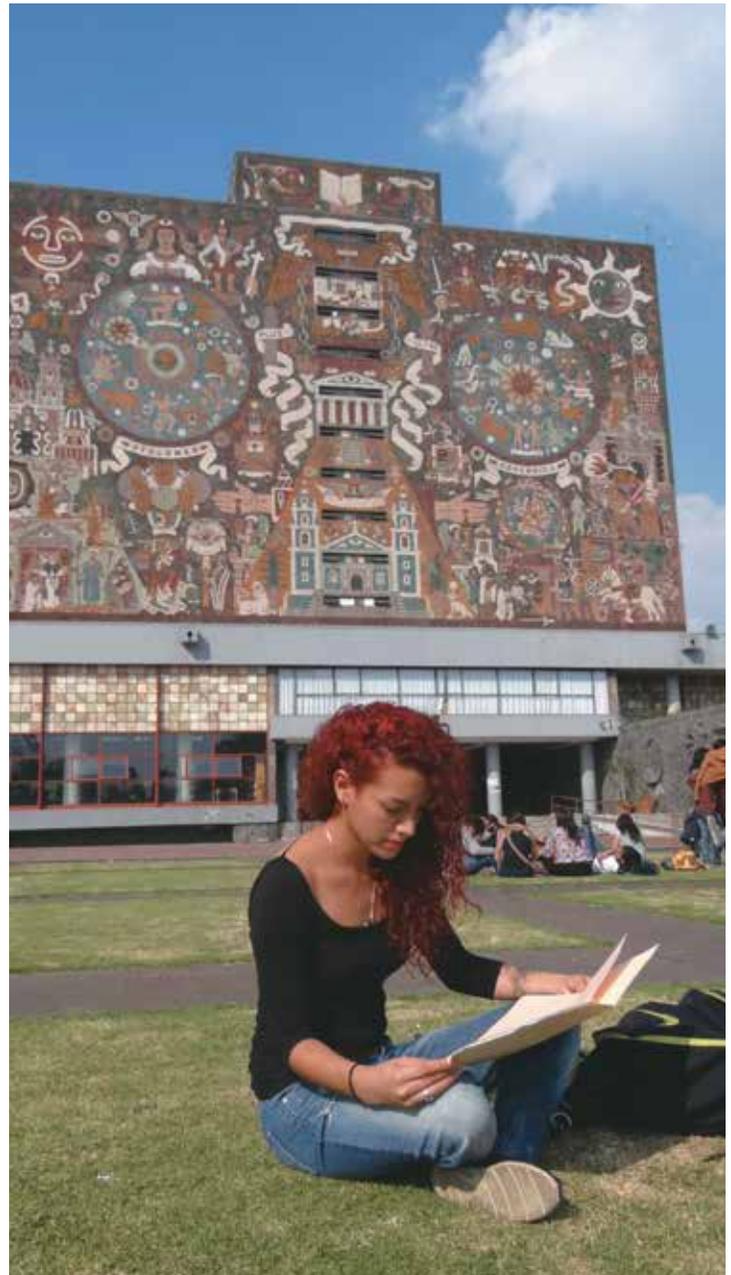
Problem-solving

the ability to find solutions to questions and difficult or challenging situations

Danika had to apply her problem-solving skills at a very early age. When she was only 6, her parents separated, and she was faced with the difficult decision of whether to live with her mother or father. After weighing her relationship with both, Danika decided life with her father would be more stable and supportive. The two live with Danika's grandmother and uncle in a tiny dwelling where Danika shares a bedroom with her father, and her uncle sleeps on the sofa.

Danika is now in her final year of university, where she's studying to become a clinical psychologist. She plans to use her skills to help others find solutions to their problems. She writes, "When we are faced with problems, it is easier first to act out of feelings—frustration, anger or sadness. But to solve it, it is important to be calm, think about the bigger picture and how it is relevant to life plans. I try to always have a Plan B, in case Plan A doesn't work out.

"Because of Christel House, I'm in the best university in Mexico City—Universidad Nacional Autónoma de México. Christel House has provided me with opportunities to be a better student, a better psychologist and a better person," she says. "When people tell me I'm successful, I think it is because I follow the four Christel House values—respect, responsibility, integrity and independence. For me, those are the basic rules to live a better life."





THEMATIC WEEK | CHRISTEL HOUSE INDIA – LAVASA

Critical and creative thinking

the act of using one's mind to produce analytical and original ideas, decisions, work product or artistic works

Interconnectivity. Nothing exists in isolation. Concepts taught in one subject can be applied to other subjects as well. These were the underlying ideas teachers tried to convey through “Thematic Week” at Christel House Lavasa. “We wanted children to start relating one subject to their other subjects and start linking the subjects with each other,” wrote Suma Harikrishnan, the teacher responsible for the project. “The week ended with presentations by each class.”

Fifth grade students were given the task of looking for connections between the dance, music, food and dress of different Indian states. They created an original dance presentation, “Unity in Diversity,” to showcase the common

elements they identified from each state. “Students developed critical thinking, because they had to research a common theme in all the areas,” Suma continued. “Their presentations required creativity, communication and self-confidence—all important skills we are trying to foster. They learned how all the topics could be interwoven and this enhanced the application of their learning.”

Students recognized the experience improved their thinking skills. Supriya observed, “When we do all subjects on the same topic, we learn better,” she said. Abishek agreed. “I can remember things better when we learn like this.”



HENRY, 2014 GRADUATE | CHRISTEL HOUSE ACADEMY



Resilience

an ability to recover from or adjust easily to misfortune, adversity or change

Henry has been homeless, hungry, and left by his parents to fend for himself—yet in spite of these difficulties, he continues to excel. He graduated from Christel House Academy with an Honors Diploma in 2014. In addition to maintaining grades necessary for his 21st Century Scholarship at Ivy Tech Community College, Henry works full-time at a Marriott Hotel, provides his own housing, helps support his younger brother and is saving to buy a car. When a clerical error delayed his college financial aid, Henry stayed extra hours on the Ivy Tech campus to use the computer labs, and borrowed classmates' books so he would not get behind. Majoring in Criminal Justice, Henry

plans to join the police academy after completing his Associate's degree.

"My life growing up was unstable," he says. "We moved around a lot and my relationship with my parents was often strained. I was forced to become an adult very early on, taking care of myself and often my siblings. I saw the adults in my life and did not want to end up struggling like they did, so I stayed in school and went even when I didn't want to."

Henry's resilience is inspirational. He writes, "My decisions are not affected by others. If one path doesn't work for me I always find another way no matter how hard it is."

100

Gratitude

the state of being grateful; thankfulness

Christel House kids say “thank you.” They say it often, and in a multitude of ways. It is impossible to select just one student to represent this quality; here is just a sampling of the outpouring of appreciation from our students.

“I have a dream that when I grow up I should give poor children an education. I learnt from Christel House to help others.”

—*Sowmya, CH India*

“Without Christel House, I would not be getting an education. I would never imagine my future.”

—*Archana, CH India*

“If you give someone a dollar, they’ve got money for a day. If you teach someone to work, you give them money for a lifetime.”

—*Maddy, CHA*

“I thank this school and love the sponsors for having me despite all my problems.”

—*Maria, CHMX*



“I want the Christel House family to know that their investment in me is not going to waste . . . I don’t have the words to express my gratitude.”

—*Khanyo, 2013 Graduate, CHSA*

“Christel House India was a huge turning point in my life. It has made me a successful, confident, respected, independent and loving human being.”

—*Deepak, 2011 Graduate, CH India*

INDIA

Bangalore

“Painting the Anganwadi school was truly one among my unforgettable experiences. I built my self-confidence. I know I will be a person who encourages art.” –Harshavardhan, Grade 9

Art from the Heart

A typical government school in Bangalore is shoddy cinder block construction with peeling paint and a couple of ceiling fans. Children sit on the cement floor, and use chalk tablets because paper is too expensive.

Children at Anganwadi, a government primary school close to Christel House, recently received a special gift from our students, who designed and painted a public art project that now covers the school’s walls. “Every time we went there new ideas flashed in my mind. I wondered what could attract small kids towards the wall, and build curiosity in them,” writes Latha.

People around the school watched in curious fascination as our artists worked. “There were lots of people who interacted with us,” writes Divya. “They wanted to know what we were painting, and when we explained, they had lots of questions. They wanted to know more about our culture.”

In addition to challenging students’ creativity and giving them the satisfaction of serving their neighborhood community, the public art project taught students the importance of teamwork and collaboration. Organization, planning and decision-making skills also improved as a result of the project.



96%
STUDENT RETENTION RATE
(GRADES K-12)

1,065
NUMBER OF STUDENTS
(INCLUDING WORK/STUDY)

96%
STUDENT ATTENDANCE

94%
STUDENTS PASSING
GRADUATION EXAMS

93%
WORK/STUDY STUDENTS
CONTINUING EDUCATION,
EMPLOYED OR BOTH

Less than 10% of students in India graduate from high school.

Bellahalli Road (Off Henur Road) · Kennur Post via Bagalur · Bangalore East · Bangalore—562419 · Karnataka INDIA
PHONE (91) (80) 2486-5999 · FAX (91) (80) 2846-5003 · E-MAIL christelhouse@vsnl.com · WEB www.in.christelhouse.org

“I am a simple woman who knows how to tend to buffalo and land. But if Madhuri gets this education, I am sure she will be able to make a good decision about her future.” —Mother of Madhuri, Grade 5

INDIA

Lavasa



99%
STUDENT RETENTION RATE
(GRADES K-5)

327
NUMBER OF STUDENTS

93%
STUDENT ATTENDANCE

60%
STUDENTS MEETING
OR EXCEEDING GRADE
LEVEL STANDARDS IN
LANGUAGE ARTS

71%
STUDENTS MEETING OR
EXCEEDING GRADE LEVEL
STANDARDS IN MATH

Village Market

Teaching important life skills to children of poverty comes with special challenges.

To help their classmates understand the principles of commerce, grade 4 students at Christel House Lavasa created their own “Village Market.”

Goods were borrowed from teachers and the school, and teams of students set up a clothing store, stationery shop, vegetable stand and game store. Mock currency was created and distributed to students in other grades, who were invited to the market to purchase available goods.

What learning took place! Students learned the concepts of profit and loss. They learned to make change, how to bargain for a better price and the importance of carefully counting, weighing and measuring. They learned that sometimes selling the “leftovers” at a lower price is better than not selling them at all.

Teachers also used this opportunity to reinforce language skills. Some students were told they could only communicate in one language, requiring the “shopkeepers” to demonstrate their proficiency in Hindi, Marathi and English.

Only 9% of India’s rural, primary-aged children learn basic math.

Pilot No.—196 • Hill View Street • At. Post—Dasve • Lavasa • Tal—Mulsi • Dist.—Pune—412112 • Lavasa INDIA
PHONE (91) (20) 6473-0041 • FAX (91) (80) 2846-5003 • EMAIL christelhouse@vsnl.com • WEB www.in.christelhouse.org

MEXICO

“Christel House is a place where I learned to become a better person.” —*Jesús, Christel House Mexico graduate*

Morning Meetings

Structure. Sharing. Social skills. These are the goals of Christel House Mexico’s daily Morning Meetings. Character and leadership development emanate from these meetings as well, as students share important news, agree on common goals, and learn to resolve conflicts. The result is a strong classroom community that supports student learning. Research shows that children learn best when they feel like they are part of a safe, supportive group. By talking and listening to each other, children begin to understand and appreciate cooperation, collaboration and negotiation.

Teachers report that oral expression and self-esteem improve through Morning Meetings. For example, Rogelio, age 7, is an excellent student. But, he was also extremely shy and introverted. Through the Morning Meetings, he gradually learned to share a bit about his daily life, and then to talk about his feelings. He’s now a different child—self-confident enough to be the emcee of the weekly assembly, and elected by his peers as their “character leader.” Rogelio says, “I like coming to Christel House because I learn more. I feel happy in here. My friends are very important to me. I like my classmates because they are funny, intelligent and help me a lot.”



96%
STUDENT RETENTION RATE
(GRADES 1–9)

572
NUMBER OF STUDENTS
(INCLUDING WORK/STUDY)

98%
STUDENT ATTENDANCE

100%
GRADUATES PASSING HIGH
SCHOOL QUALIFYING EXAM

Only 24% of Mexican youth finish high school on time.

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“I was excited because the speaker talked about abuse. Maybe the ladies from Freedom Park can teach their children that abuse is wrong.” –Zara, Grade 3

SOUTH AFRICA



98%
STUDENT RETENTION RATE
(GRADES K–12)

884
NUMBER OF STUDENTS
(INCLUDING WORK/STUDY)

98%
STUDENT ATTENDANCE

98%
STUDENTS PASSING
GRADUATION EXAMS

91%
WORK/STUDY STUDENTS
CONTINUING STUDIES
AND/OR EMPLOYED



Giving Back

Learning to give back is a lesson instilled into every Christel House child from an early age. This year, our kindergarten through 3rd graders in Cape Town celebrated National Women’s Day through a special project to benefit 20 women from Freedom Park’s squatter camp community. “We wanted to make these ladies feel special and appreciated, as they seldom get an opportunity to feel important,” writes Yulinda Dodgen, the 2nd grade teacher who organized the activity. “A guest speaker was invited to talk about their valuable roles as mothers and wives.”

Students first collected items of clothing and shoes from friends, neighbors and Christel House staff. They organized their donations, created display stands and made posters highlighting the value of women. A Christel House kitchen employee from Freedom Park helped identify the guests. Each woman was entitled to select 10 items from the display. Most often, they selected clothing for their children.

From this exercise, our students learned the importance of teamwork, communication, interpersonal relationships and resilience. “It made me feel happy that I could do something for the people of Freedom Park. I could see that they were very happy,” said Charnelle, a 3rd grader. “They were smiling all the time,” added her classmate Krishana.

The youth unemployment rate in South Africa is 52%.

Swallowcliffe Drive • Ottery • Cape Town • SOUTH AFRICA 7800
PHONE (27) (21) 704-9400 • FAX (27) (21) 703-2748 • EMAIL info@sa.christelhouse.org • WEB www.sa.christelhouse.org

CHRISTEL HOUSE ACADEMY

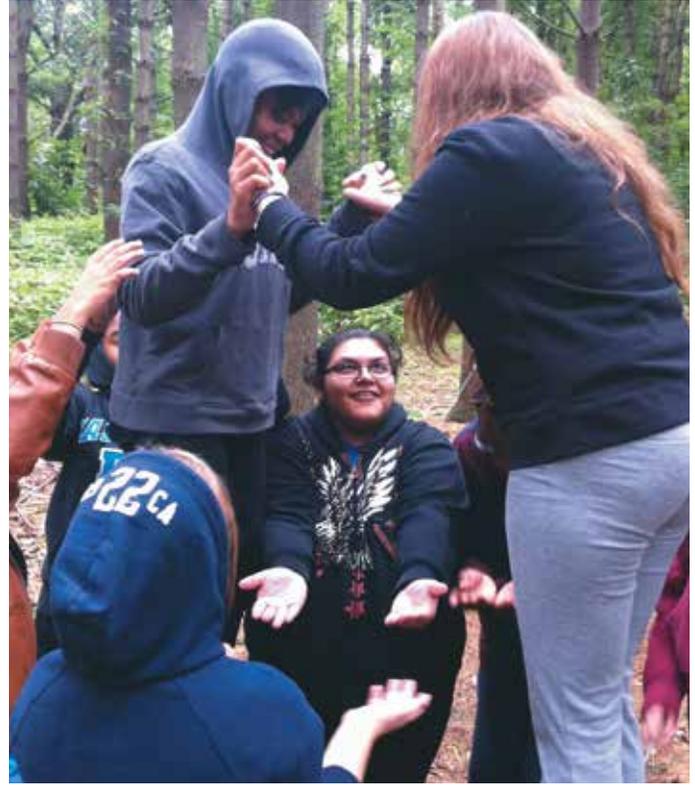
“What’s interesting is that even though the weather was terrible, we were underprepared, and my toes froze, it was an awesome experience because we worked together and it was great teamwork.” –*Mariah, Grade 9*

Culver Academy Field Trip

Leadership, teamwork and problem-solving were but three of the skills employed by students of the Christel House Academy freshman class during the two days spent at Culver Academy in October, thanks to a collaborative relationship between our two schools.

The students’ task was to master the Culver Challenge Course. With a low ropes course, high ropes course, zip lines and a climbing tower, the Culver experience is designed to build an energetic and effective team. The Challenge Course has become a rite of passage at Christel House Academy; for the past 4 years, each freshman class has bonded through this extraordinary experience. “I changed by working with people I really didn’t want to work with,” writes Dionne. “I even let them lift me in the air. It opened my mind. People I didn’t like became people I trusted.”

With a combination of physical and mental problem-solving activities, the course encourages students to build communication and trust within the group, and to think outside the box. “I watched our students struggle and grow,” said social studies teacher Chelsea Yondo, who helped organize the trip. “They were scared to step out of their comfort zones, but then they looked at each other, and together they accomplished their goals. New friendships formed. That was exciting.”



80%
STUDENT RETENTION RATE
(GRADES K-12)

626
NUMBER OF STUDENTS

100%
GRADUATES WITH
ACCEPTANCE LETTERS TO
FOUR-YEAR COLLEGES/
UNIVERSITIES

40%
GRADUATES RECEIVING
HONORS DIPLOMAS

70%
GRADUATES PURSUING
HIGHER EDUCATION

Only 50% of Indianapolis high school graduates enroll in college, and over half of them need remediation.

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“Getting my diploma definitely set me up for success. I will be able to pursue more school or a career in what I love doing. I want to be a good provider for my children. Now, I can do that and more!”

—Jessica, 2014 DORS Graduate

**CHRISTEL HOUSE
DORS**



185
NUMBER OF STUDENTS
(INCLUDING WORK/STUDY)

85%
STUDENT ATTENDANCE

98%
INSTRUCTOR ATTENDANCE

1.3 years
AVERAGE STUDENT
ACADEMIC ACHIEVEMENT
IN ONE YEAR

Graduation

Getting a second chance to build a successful life is rare—and our 2014 DORS graduates don't take it for granted. All had significant challenges to overcome to reach their goal of earning a high school diploma. Their reasons for dropping out of high school as teenagers were diverse—pregnancy, substance abuse, illness, family obligations—but their motives for returning were singular. Every DORS student aims to become a successful, self-sufficient adult.

These 12 students all showed courage, drive, determination, resilience and commitment. Some battled health problems. “I have Cystic Fibrosis, which held me back from making it to school when I was so sick I had to go the hospital,” writes April. “DORS teachers helped me balance school and health issues.” Others were motivated by the desire to provide for their families. “I returned to earn my diploma because I was pregnant with my son and wanted to set an example for him,” writes Patricia. “I was six months pregnant when I started school,” says Jessica. “It would take me hours to get through one assignment. I also had a 2-year-old to take care of.”

Regardless of their reasons for beginning the journey, all 12 of our DORS graduates crossed the finish line with huge celebration. And, in the process, they accumulated 36 college credits among them.

20% of Indianapolis residents have neither a high school diploma nor a GED.

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VENEZUELA SCHOLARS PROGRAM

“I want to build on the career I’m beginning with the United Nations. I see myself working for humanitarian causes as a specialist in human rights.” –Mariyari, 2007 Graduate, Christel House Venezuela



Christel House supports a Career Development Program for high school graduates in Caracas. Through our partnership with Fe y Alegria, Christel House delivers guidance and support to students as they enter university, technical school or the work-force. Students in this program have been very successful, both in their continued studies and employment, securing positions with the United Nations, Deloitte Touch, Citibank and many other highly-regarded institutions.

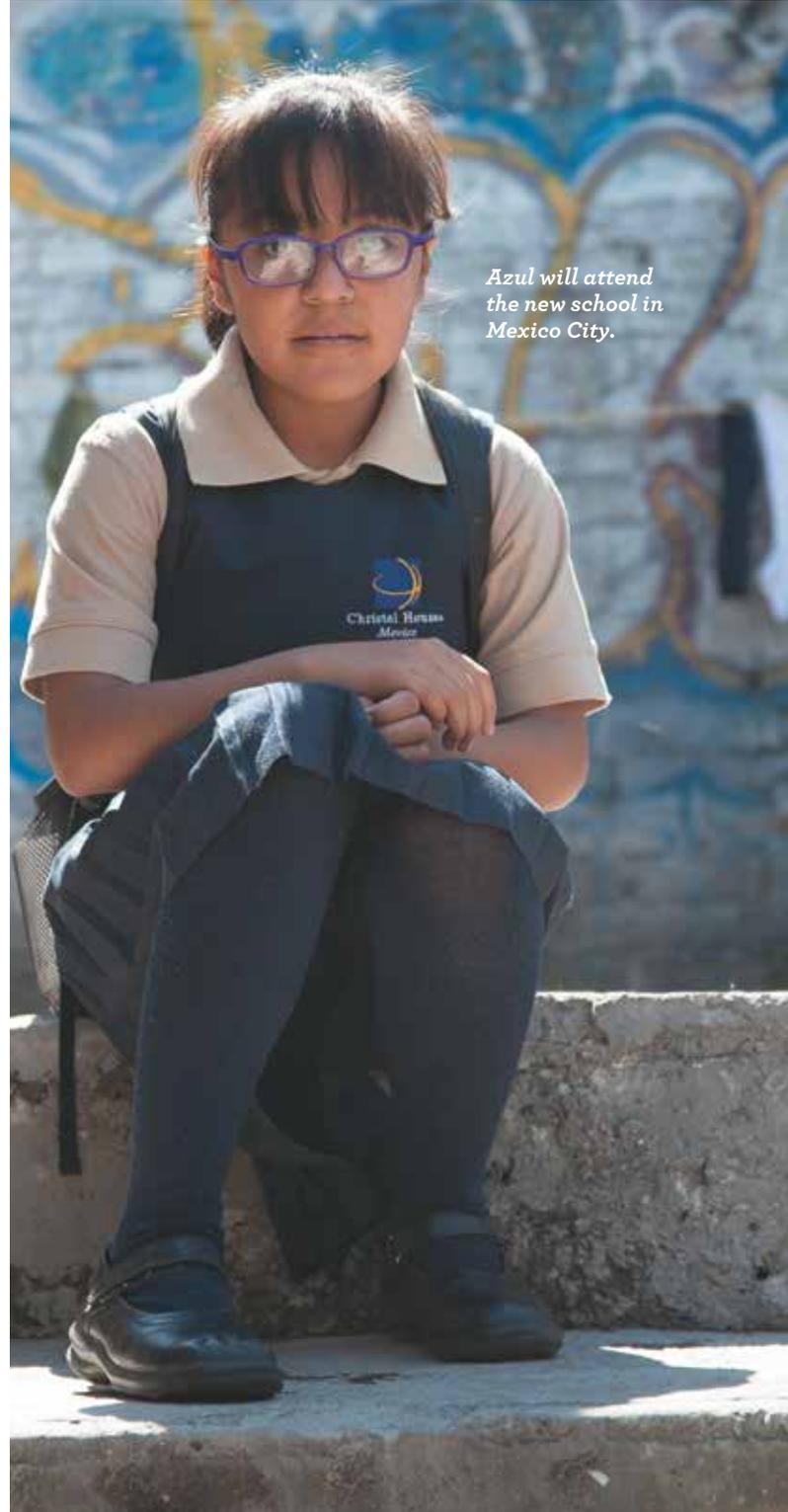
535
NUMBER OF
WORK/STUDY STUDENTS

42%
FORMAL SECTOR
EMPLOYMENT

44%
UNIVERSITY STUDIES

25%
TECHNICAL STUDIES

Total is greater than 100% due to alumni counted in multiple categories



Azul will attend the new school in Mexico City.

A NEW FACILITY IN MEXICO CITY

Twice as many children will benefit from Christel House Mexico when its new facility opens in 2016. Plans include two computer labs, a basketball court, a soccer field and spacious classrooms—but most importantly, room for a high school and a “pre-first” grade. The new school’s location will allow all current students to continue their studies at Christel House.

Space constraints in the current facility meant that after 9th grade, Christel House students enrolled in public schools to finish high school. Now, they will get the full benefit of the Christel House model, including the all-important Work/Study program, which provides support for post-secondary studies and guidance for workplace success.

Christel House salutes Fibra Uno, one of Mexico’s largest real estate companies, for playing a pivotal role in this expansion and selecting Christel House Mexico as the beneficiary of its social responsibility initiative.



“We want to thank Fibra Uno for making the new school possible and Fundación Alberto Bailleres for its generous commitment to support all pre-opening and operational costs.” —Javier Alarcón, CEO, Christel House Mexico (Artist’s rendering superimposed on actual site)



ANOTHER CENTER IN INDIA— NAYA RAIPUR

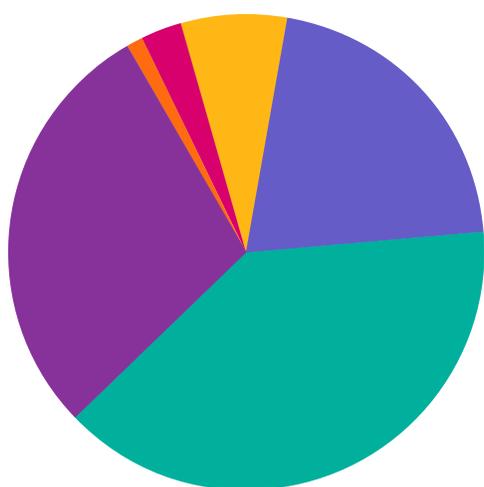
A third Christel House will open in India in 2016. The government of Chhattisgarh, a state in north central India, is relocating its capital to a new, purpose-built city, Naya Raipur. The Naya Raipur Development Authority is building and furnishing a K-12 school facility to our specifications on five acres of government land. Research shows there are more than 15,000 impoverished families in the surrounding villages, with over 800 within walking distance of the planned school.

The government will own and maintain the facility. Christel House will enter into a long-term lease for the school, will retain all operational control and will fund all program expenses. We are enormously excited at this opportunity to bring the Christel House model to even more children in India through this innovative public-private partnership.

TRANSPARENCY AND ACCOUNTABILITY

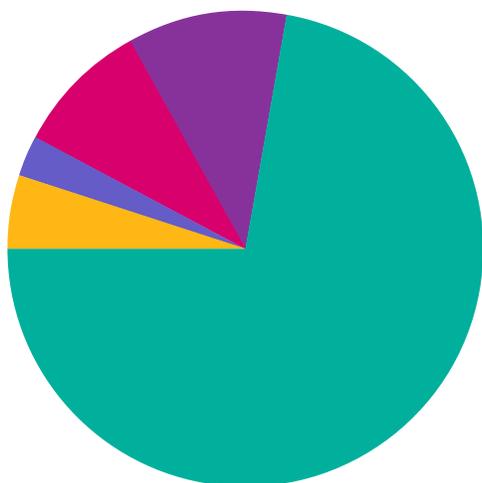
Combined and Consolidated Financial Statements of Christel House International and its Affiliates

Breaking through the barriers of poverty requires tenacity and determination. It requires adherence to rigorous educational and business practices, high measures of accountability and complete transparency. Every learning center's financial statements are audited internally and externally annually, and clean opinions were received from all centers in their most recently submitted audit.



2014 Combined Revenue: \$21,503,000

Government	\$8,473,000	39%
Corporations/Foundations	\$6,284,000	29%
Founder*	\$4,524,000	21%
Individuals/Board Members	\$1,379,000	7%
CH Open/Events	\$642,000	3%
Other	\$201,000	1%



2014 Combined Operating Expenses: \$21,361,000

Education & Other Programs/Services	\$15,360,000	72%
Fundraising	\$2,258,000	11%
Management & General	\$2,001,000	9%
Health, Outreach & Social Services	\$559,000	3%
Nutrition	\$1,183,000	5%

*2014 Founder contributions, plus earnings on previously contributed Founder restricted funds.

Christel House International is a registered 501(c)(3) public charity, number 35-205-1932. Christel House learning centers are registered not-for-profit entities in their local countries. The Christel House Registration number with the Florida Department of Agriculture & Consumer Services is SC 10875.

Financial data above is unaudited; when completed, audited financial statements will be available on our website.

Christel DeHaan

Founder and CEO
Christel House International

Nancy Gillespie

Former Human Development Economist
World Bank

Gordon Gurnik

President
RCI

Nelson Hitchcock

Senior Vice President
Scholastic, Inc.

Judith Kleiner

Chair of the Board of Trustees,
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Neil Offen

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Marcia Rowley

Co-Founder and Chief Marketing Officer
International Cruise & Excursions, Inc.

Gail Shiel

Principal
Shiel Design Company

Dennert O. Ware

Executive Chairman of the Board
CeloNova BioSciences, Inc.

Cheryl Wendling

Senior Vice President
Christel House International

Dr. Matthew Will

Associate Professor of Finance
University of Indianapolis

THE CHRISTEL HOUSE MODEL



Performance management is a core area of focus. Christel House has clearly defined norms and standards which set high expectations. There are clear measures for educators, students and parents that are aligned with annual business plans. Centers report monthly on progress toward goals. Continuous monitoring allows improvement opportunities to be readily identified.

CELEBRATION MOMENTS

“Over the past 10 years I have watched Christel House become a role model for anyone aspiring to drive social change. During my last visit, I saw the kids beginning to understand their rights and duties as citizens through the implementation of a democratic structure and the election of a student council.”

Savita Singh

Director Engineering, Target Technology Services



Target volunteers at Christel House India – Bangalore

“Supporting Christel House India is Karma Royal Group’s way of giving back to the community. I love seeing the kids romp in the pool at one of our resorts and make castles in the sand during Camp Royal. That is worth every rupee of contribution!”

John Spence, *Chairman & Owner, Karma Royal Group*



John Spence and Christel House students in Bangalore



Christel House Academy West building dedication

“We believe that Christel House Academy West will be a beacon of hope and opportunity for the near Westside.”

Rob Smith

Sr. Director, Corp. Responsibility; President, Lilly Foundation



Christel House supporters Graber and McCarthy raised over £67,000 to create a Music Fund in memory of Ron Haylock and his impact on Christel House South Africa.

“Since 2001 we have had observed first-hand the profound difference Christel House South Africa makes every day in the lives of underprivileged South African children and their families. That daily difference compounds over many years, changing their lives, making the decision to support Christel House South Africa a decision of the head as well as one of the heart.”

Jerry Graber and Brian McCarthy

Founders, Nexus Leisure Group

“RCI is not only drawn to Christel House by our common founder, but also by our common mission to make the world a brighter, happier place. Supporting Christel House has been a part of the culture at RCI since our beginning, and our associates from all over the world passionately participate in fundraising and volunteer programs year round. We could not be prouder to support Christel House in its mission to transform lives and invest in the future of our children.”

Gordon Gurnik, *President, RCI*



RCI Mexico employee volunteering at Christel House

“Our initiatives to support learning aim to bridge the gap between the technology ‘haves’ and ‘have-nots.’ Dell takes pride in focusing on real transformation within South Africa’s most impoverished communities. It is only through improving social conditions that business conditions can be improved. Education is an essential tool to drive this transformation.”

Stewart van Graan, *General Manager, Dell Africa*



Christel House South Africa learner using a Dell computer

“PPC is a firm supporter of education as one of the most important building blocks of South Africa’s economy. Through our partnership with Christel House, PPC is encouraging talented female learners to pursue

their interest in engineering. We think there will be a substantial return on this investment.”

Francie Shonhiwa, *Group Social Investment Manager, PPC*



Francie and some of Christel House South Africa’s future engineers

“The Braly Family Foundation is pleased to support the Work/Study program at Christel House. We recognize that ensuring that students transition successfully to college and career is critical to lifelong success—and is particularly important for first-generation college students.”

Angela and Doug Braly, *Founders, Braly Family Foundation*



2014 Graduating Class, Christel House Academy South

“I spent much of my youth in Cape Town; I understand the tremendous obstacles in the way of so many under-privileged children. I ran to raise money to improve internet connectivity at the school—now they have faster and better access to on-line educational tools.”

Lord Anthony St John,
Christel House Europe Trustee

Lord Anthony St John after raising over £23,000 for Christel House in the London Marathon



**THANK
YOU!**

Celebrating Christel House Donors

CHRISTEL HOUSE INTERNATIONAL

For contributions received from January 1, 2014 through December 31, 2014 (donations in U.S. dollars)

*Includes donations of in-kind goods or services

**Includes donations received by Christel House Academy or Christel House DORS

+Includes multi-year pledge

GLOBAL IMPACT SOCIETY

\$200,000 and up

Steve and Bonnie Holmes
Indiana Department of
Education**
The Mind Trust
RCI/Wyndham Exchange
and Rental*
Cynthia D. Sowder +
Stichting af Jochnick
Foundation
The Walton Family
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\$100,000–\$199,999

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Neels Family Foundation, Inc.
Orange Lake Country
Club, Inc.
Dennert and Suzanne Ware

DEAN'S LIST

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Culver Academies* **
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Jerry and Rosie Semler +
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Martin Tenebaum on behalf
of his brother, Larry
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Lodge*
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Western Paper Dist.
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Matt and Melanie Will
John and Heather Willey
Wyndham Vacation
Ownership-Branson
Karl and Barbara Zimmer

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\$1,000-\$2,499

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Albert J. Allen and Kathryn S.
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Anonymous (1)
Antlers at Vail
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Auto Haus
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Ms. Bonnie Gallivan
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Marlin D. Hill
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Kenneth and Krisztina
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\$500-\$999

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Nicholas F. Baker*
The Berkley Group, Inc.
Binford Group of Indiana, Inc.
Biscayne Hospitality
Stu M. Bloch and Julia Chang Bloch
Boyd Coffee Company
Rick E. Brandt
Branson Concierge

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Biscayne Hospitality
Stu M. Bloch and Julia Chang Bloch
Boyd Coffee Company
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SOPHOMORE

\$250-\$499

A Pane in My Glass*

Crystian A.

Wallace A.

Aces & Eights Casino Shuttle*

ANB Bank*

B & A Processing

Christine B.

Cleovis B.

Deborah B.

Jonathon B.

Michael B.

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Geraldine Ballotti

Denise Barnard

Frank and Katrina Basile

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Seema P. Verma
Robert Verratti
Ching W.
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Patricia W.
Michael Waring
Steve and Caryn Wechsler
Jeremy and Ashley Wesley
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Waukesha Co. Comm.
Fdn/William M. and
Michele A. Holcomb
Family Fund
Woodstock Club*
Diana, Todd and Dana
Woodworth
Tama Y.
Anil and Vanita Yakhmi

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Diana Bradbury
Margaret Fairlie
Dale and Debbie Gordon
Brent Johnson and Stephanie
Wendt-Johnson

Alan and Mary Levin
Sylvia McNair
Gail Shiel
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Norman and Dorothy Terry
John F. and Janice O.
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Software Leasing
Corporation
ICE, Inc.
RCI/Wyndham Exchange
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—Nelson Mandela, Former President of South Africa





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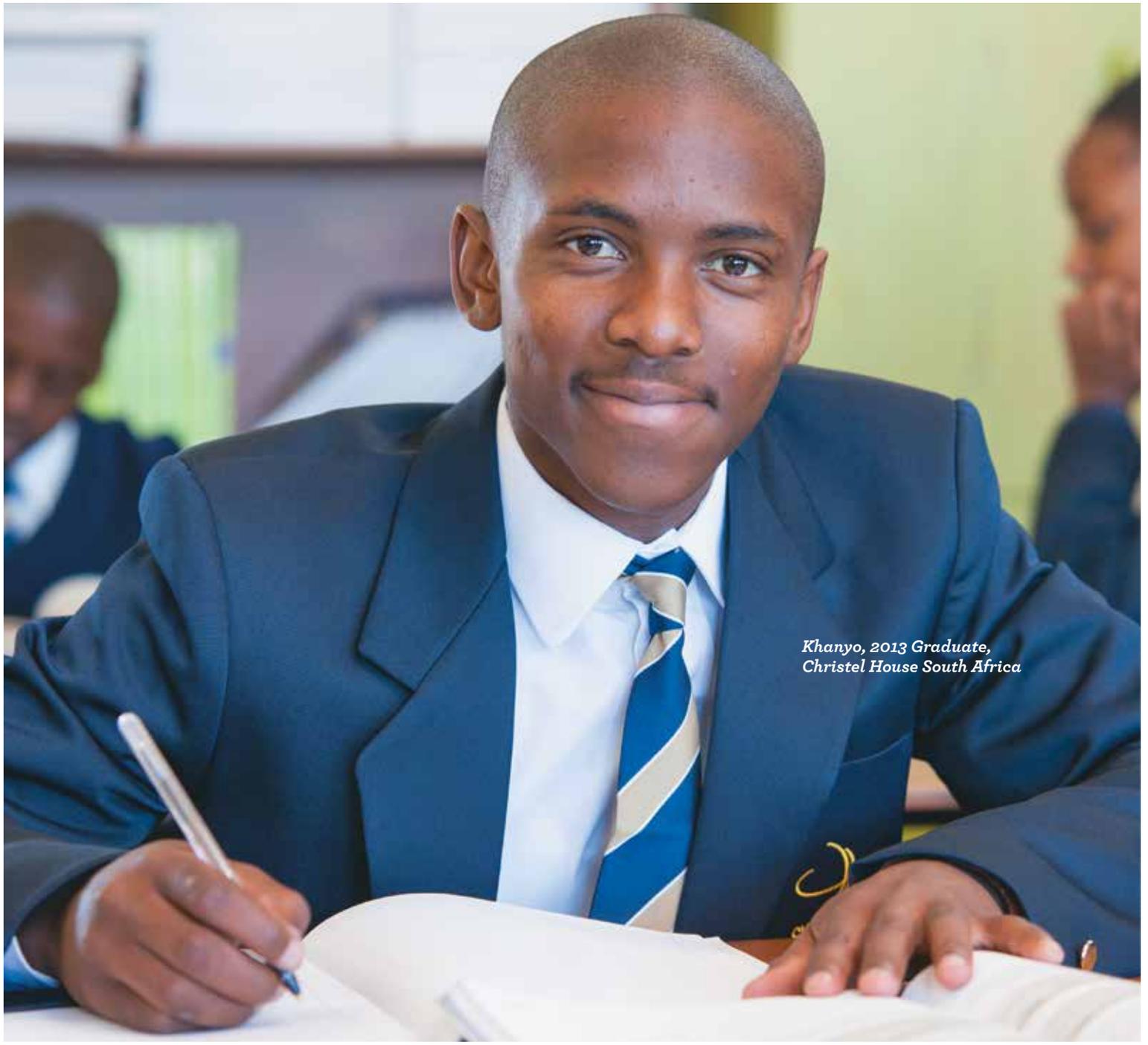
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