

ANNUAL REVIEW 2016/2017

'One of the most powerful strategies funders can pursue is to invest in the leadership of those most affected by problems in their communities.'

- Stanford Social Innovation Review September 2014



**Columba
Leadership**
Activating Youth 2.0



AWARENESS

FOCUS

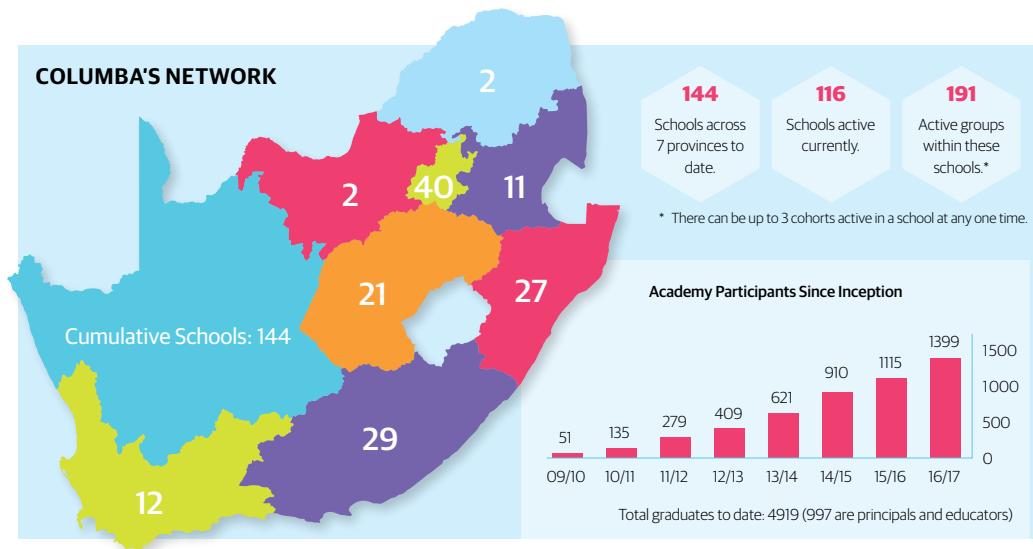
CREATIVITY

INTEGRITY

PERSEVERANCE

SERVICE

FOOTPRINT AND TRACK RECORD



2016 ACTIVITIES

- 95 leadership programmes with groups made up of a principal, two educators and twelve Grade 10 learners.
- 13 Weekend residency empowerment sessions with 331 educators and principals in schools clusters.
- Provincial youth conferences for 1541 learners around the country share their approaches to bringing change in their schools to learn, inspire and improve the effectiveness of their approaches.

RATIONALE: WHAT WE DO

The complex world in which we live calls for capable, ethical, purposeful leadership. We need to prepare students to take up leadership roles whilst at school and thereafter.

In South Africa a significant challenge is posed by youth unemployment with approximately one in three young people in the age range of 15-24 years being unemployed and not in education or training. According to the World Economic Forum traditional academic teaching does not adequately prepare students to thrive in the 21st century in jobs which are becoming increasingly more social-skills intensive. They are also not being developed to be adaptable and creative enough to take up the jobs of the future. The World Economic Forum has identified what it deems essential 21st century skills.

21ST-CENTURY SKILLS

Competencies

How students approach complex challenges

Critical thinking/problem solving
Creativity
Communication
Collaboration

Character Qualities

How students approach their changing environment

Curiosity
Initiative
Persistence/Grit
Adaptability
Leadership
Social and Cultural awareness

Original graph also includes Foundational Literacies – not represented here.

* WEF, March 2016. New Vision for Education: Fostering Social and Emotional Learning through Technology.

Columba has experienced first hand the enormous potential of youth and has seen their enterprising spirit. Growing up in impoverished circumstances can evoke this enterprising attitude which is used to navigate the tough realities of poverty. Joining forces with other like-minded young people to bring about social change can serve as an ideal environment to hone 21st century skills.

Our mission is to activate a national movement of engaged young leaders for youth enterprise and employment.

HOW WE DO THIS

A leadership academy, followed by two years of working in teams to address social challenges, serves to foster social and emotional learning, and to develop 21st century competencies and character qualities.

Columban graduates, and many of their peers whom they recruit to become part of a movement for change, become purpose driven. They are led by the Columban values of awareness, focus, creativity, integrity, perseverance and service.

Through their projects they develop personal mastery, learn to work in teams, think critically and creatively to develop strategies to bring about change, and to communicate effectively. In their engagement they show curiosity, innovation, leadership, initiative and grit.

IMPACT

TYPES AND NUMBER OF PROJECTS IMPLEMENTED NATIONALLY



Projects above implemented by a network of 3299 learners.

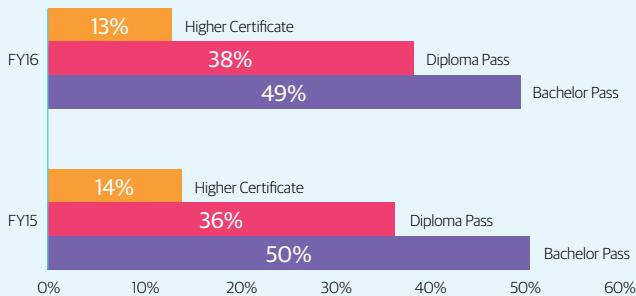
CLASS OF 2016 MATRIC RESULTS*



Compared to national pass rate of 72,5%.

* Based on a sample of 69% of total group i.e. 308 learners.
* Columba's approach is inclusive and specifically targets not just academic performers but also poor performers and learners lacking in confidence or at risk or vulnerable in various ways.

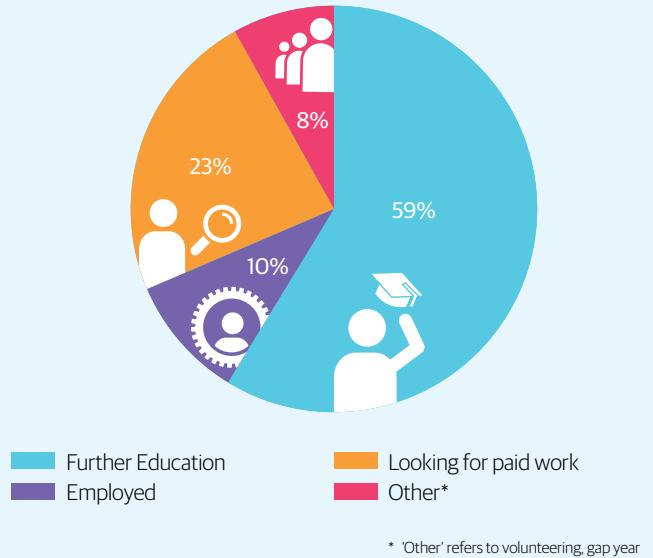
TYPE OF MATRIC PASS FY15 AND FY16



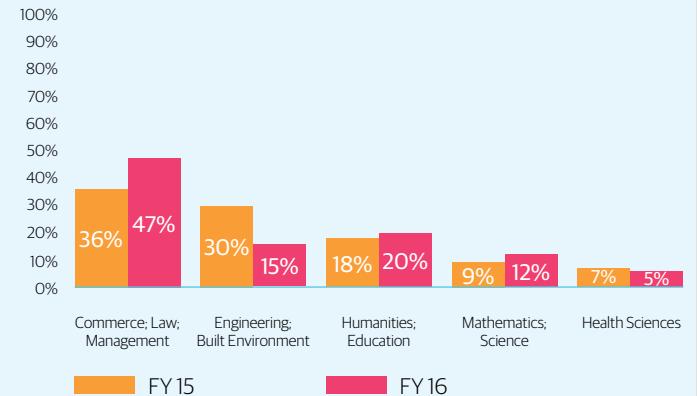
FY16 based on a sample of 308 learners.
FY15 based on a sample of 180 learners.

POST-SCHOOL TRANSITIONS

Post-school transitions for class of 2016 (sample of 162)



COMPARISON OF TRANSITIONED LEARNERS FIELDS OF STUDY



THE CYCLE OF SUSTAINABILITY



CREATING OPPORTUNITIES

Our footprint of schools serves as a powerful resource for other parties' products and services. A key component of Columba's strategy is to create leverage in relationships and intellectual property. This creates opportunities for our partners, including schools and youth.

In 2016 new partnerships were established with employers and educational scholarship entities.

MONEY4JAM - MICROJOBING

The partnership between Columba Leadership and M4JAM delivers a tech solution to provide real-time training and incentives to our graduates. They (our graduates) will earn an income while delivering essential products and social services in under-resourced schools and communities. This is a low risk, low cost solution to establish a national network of social entrepreneurs.

'Micro-jobbing and micro-training using mobile technology will do to traditional employment and education what Uber has done to transport. Columba Leadership has developed a national network of values-based social entrepreneurs. A partnership of our experience in informal markets plus our tech platform and this network will enable us to become the biggest employer of youth in the country in 5 years.'

- Andy Payne, Chairman of Money4Jam.



ABSA: READY TO WORK

Columba has entered into an arrangement with ABSA wherein twenty Columban alumni will be involved in the facilitation of the Ready to Work programme to two thousand high school learners and college students. The Ready to Work programme includes four modules including personal skills, work skills, financial skills and entrepreneurial skills. Alumni will generate an income for themselves from this service.

CAPE UNION MART: EMPLOYMENT

A new partnership was established with Cape Union Mart as an employment pipeline for Columban graduates. This allowed Columbans to show their calibre, but also for Columba to learn about the challenges faced by youth in adjusting to the world of work. These lessons have been turned into case studies which will be used in our engagements with Grade 12's going forward.

'The Columba candidates stood out in the interview process based on positive attitude, levels of confidence and enthusiasm. With the exception of one candidate who was subject to disciplinary enquiry the others that had been placed had performed well above expectation. There is a strong alignment between the ethical values of the Columba leaders, the value system of Cape Union Mart and their culture of service.'

- Naidisha Soomaroo (HR, Cape Union Mart)

UNIVERSITY SCHOLARSHIPS



An international donor has established the Ida Manana Siyila Scholarship for a female Columban leader in Bloemfontein. This adds to the established partnership we already have with Moshal Scholarship. Columbans are also being supported in their studies in fields such as actuarial science, medicine, and accounting in various universities around the country.



A CASE STUDY: BLUE EAGLE HIGH SCHOOL, COSMO CITY, GAUTENG



Situated in Cosmo City, between Randburg and Northriding, the informal settlements of Itsoseng and the plots of KyaSands is Blue Eagle High School. It is an assembly of mobile units. The 'no fee quintile 1' school serves learners who, for the most part, come from families which rely on government social grants. However, it is not the poverty of the area that strikes you when you enter the school ground. Rather, it is the effort that is made to make the most of what there is, that stands out: the mobiles are decorated, and small gardens have been created around them. Since the Columba academies of 2015 and 2016, this is also a school that is working to maximize the talents of youth leadership, as well as partnerships between adults and learners.

Mobilisation and Institutionalisation of values and youth engagement:

After the academy the group used discussions about values to mobilise the involvement of their peers. After two years the network of engaged young Columbans, and their recruits, has grown to 75 members. The adults who graduated from the academy have also ensured that values are part of every staff meeting. Values-based leadership and youth action have become an integral part of the culture of the school and a contributor to the achievement of the school improvement plan. This bodes well for the institutionalization of youth leadership and engagement for the school. The Columbans, the Representative Council of Learners, and other youth structures at the school, work as one leadership team. The school ran its own leadership academy, modelled on Columba's academy, to induct the leaders.

The leadership structure includes a number of committees including: Environmental Affairs, Education, Campus Affairs, Outreach, Discipline and Finance and Administration. Eight Columbans have taken up leadership positions within each of these committees. A duty roster ensures that committee members are involved in education, gardening, tuckshop duty, the feeding scheme and gate duty.

'What Columba and Blue Eagle has achieved in social and emotional learning is miraculous. I know how hard this is to do.'
– Ian McLachlan, Former Headmaster of St Stithians

The group hold a range of responsibilities including:

- Gate duty aimed at creating a safer, more focused school environment, by ensuring weapons, drug and cell phones are not brought to school on a daily basis.
- Recycling on a weekly basis to raise funds for the leadership camp and other group requirements in addition to other fundraising activities.
- Monitoring and engagement of learners in leadership talks and activities in the classroom when educators are in meetings.
- Reducing conflict situations around the tuck shop.
- Care of the school vegetable garden to supplement the school feeding scheme.

Being a Catalytic School:

The activities of the group also include outreach and engagement of other schools including:

- Annual leadership conference with 6 other high schools (including both Columban and non-Columba schools).
- Primary school outreach – sharing values with Grade 7 learners from feeder primary schools in an attempt to groom them to be ready for high school.

Blue Eagle High School has therefore become a catalytic school promoting values and leadership at neighbouring schools.

Youth-Adult Partnership:

The Blue Eagles leadership academy works because of the effectiveness of the partnership between adults and youth. Youth meet daily to hear about the goals identified by the sub-committees. The executive team meets weekly to give feedback on their committees, and the educators involved with the academy meet and feedback to the principal on a weekly basis. The group of young people meet with the principal on a monthly basis to give an update and report on what has been implemented and how the group is doing. On a quarterly basis the groups give feedback to the entire school.

COLUMBA GRADUATE MATRICULANT 2016 REFLECTIONS

I applied to be part of Columba because I felt like there was more for me to learn and it would give me an opportunity to change my community and have a greater future for myself. I live in a community where most of the youth in my community forget that we need to educate ourselves to get a better future; they mostly want to have fun, drinking and partying. Before I became part of the group I was a very naughty child because of the crowd I hung around with since primary school, but when I became part of the group it suddenly changed. Columba showed me a better path. It gave me the key points to say, 'okay, I'm able to do things not only for myself but also for other people'. I used to be a very selfish person keeping things to myself and doing things alone so now it gave me the platform to speak out for other people, give out my opinions and share.

Before the academy I was the kind of person that would encourage my peers to do the wrong things instead of supporting them for the right things. Instead of letting them study I would make them dance around, have fun, play music in the class. I would do that because I knew that I am very good academically so I thought let me distract them to see how they are going behave so that I can be on top academically all the time. I use to bunk classes when I felt like today I'm tired of this place or teacher.

The most important thing I took from the academy is the value of integrity because I've learned that if you don't have integrity within yourself there is no way that you are going to be able to share it with other people. That value helped me a lot. I was able to be honest with who I am and honest with other people. I was able to advise people what they should do with their lives and I knew what I wanted to do with my life because I always had a dream of being a medical doctor but because I was naughty I almost forgot the goals I set for myself.

Columba changed my life: I grew up in a family where we never had much to do especially after my father passed away. I was 9 years old at the time of his passing. We struggled for a few years and I grew up being angry at the situation and at everything and everyone. I came to high school with that anger but I never told anyone about my feelings. Going to the academy showed me methods of how to deal with things that are going on in my life. I learned how to speak to other people and get to trust someone. I was motivated to find someone I could talk to and open up to so that I could find help. It helped me to focus on things that matter. I had to focus on doing my best to change my situation by building a better future for myself and not focus too much on problems and situation at home. I have all the skills I need to move forward.

I was able to come to terms with my father's death, let go and move on and be able to speak about it. My communication improved in the academy and that helped me to open up. It took the weight of my shoulders. I felt like with the Columba group I had enough support.

Integrity allowed me to build relationships with people because I became reliable and they could trust me. It helped me to help others achieve their goals. It helped me become a mentor to younger learners. I taught them the values I learned at Columba and John Maxwell books on leadership.

The Columba program opened up a lot of doors for us. It helped us to be able to support everyone not only outside the school but in the school as well. It made it easy for us to deal with what people said. It showed us the importance of commitment. It taught us that working as a team is much better than working alone. A man may work alone but he can't build a bridge alone, he needs others.

I held no leadership position before academy. Afterwards I was part of the treasury committee. We did fund raising. I was voted chairperson of Columba group then after that RCL chairperson. Columba helped me to become part of the RCL. I was the chairperson at church, deputy chairperson at the circuit level and chairperson of the district (JHB) and last year I was voted deputy chairperson for Gauteng region at my church. The values helped me to be able to teach other people and to teach myself how to value life more than other things.

I established an organization with a friend it's called 'Building Minds Fast'. After the academy I felt I could do more to support change. Some other Columba members are also helping us. We focus on social change. We go from primary to tertiary school doing projects, teaching people about safe living, environmental care and how to make the world a better place. I had talks with agape youth who would give use guidance in our programme. We also want to give counseling and create jobs for the youth so that youth unemployment can decrease. Youth want to be pushed to do better. This organization will help them to start enterprises and create opportunities instead of waiting for opportunities. I also joined Significant African souls and they motivate and mentor primary school learners. I also assisted within the school during the study period we would help learners who studied at school.

This learner is currently studying Medicine at University of the Witwatersrand.

My work is a panorama of possibilities. Instead of being overwhelmed with sad and depressing things I get to see people transform into something powerful and almost unstoppable. The greatest joy of my job is seeing people that others have disregarded become heroes in their schools and communities.

Monique Blignaut
Gauteng Faculty

I taught for six years before joining Columba. I have an interest in action learning, where theory and practice meet. Columba Leadership brought home this unique learning style in its experiential learning approach; one which accelerates learning, is relevant, and immediately applicable to real life situations. Such knowledge and experience we tend to keep with us for life.

Lulama Ntozini
School Engagement Officer
Eastern Cape

I am who I am today because someone believed in my potential and this made me realize that the highest purpose in life is to serve others. I do what I do because I want to make a meaningful contribution to our society.

Tommy Mkansi
Gauteng Provincial Manager

It's an organization with great potential to become world class.

Lerato Mphuthi
HR Officer



Coming from the corporate space where life is a rat race focused on making a profit, I choose to be in a place that makes a positive change in our country and focuses on profiting the people and the country.

Boniswa Ramabulana,
Financial Accountant

I choose to work for Columba because what it does is in line with my personal mission statement which is to help young people reach their full potential and become productive citizens of South Africa.

Nkosinathi Manana
School Engagement Officer,
Gauteng.

Giving back is my utmost passion. Columba Leadership provides an opportunity to serve our nation from the heart through leadership. I do what I do because it is in line with my values.

Moses Xaba
Free State Provincial
Manager

I work for Columba Leadership because it feels great to be part of something so significant. It is fulfilling to contribute to the growth of an organization of the future.

Mahleke Matome
M&E Officer

FINANCIAL ACCOUNTABILITY AND SUSTAINABILITY

Building financial stability is a key part of our strategy. It is an important factor in establishing a great and motivated team who deliver excellent quality service and is essential to building long-term relationships with the Department of Education. We have a good spread of 40 donors and a strong balance sheet which includes a growing endowment fund. We are working on plans to generate market based revenues through harvesting the considerable human capital we have developed in our alumni network.

OUR TRUSTEES

Robert Taylor
Mondli Makhanya
Jeremiah Mabena
Dipuo Mvelazi
Caroline Mathonsi

Jason van der Poel
Clive Tasker
Atlarelang Phatudi
Tracy Hackland
Paul Hanratty

With deep appreciation to our staff, trustees, funders, school partners, alumni and the Department of Education who together ensure we can serve the potential of youth.

AWARDS



CEO Sleepout beneficiary



Mail and Guardian Investing in the Future Youth Development Award Winner



Gold Ministerial Youth Excellence in Youth Development Award



SUMMARY FINANCIAL STATEMENTS

Ernst & Young Inc. have been our auditors since 2014

INCOME STATEMENT	2017	2016
INCOME		
(Including Endowment grants and Interest)	33 826 006	35 595 673
EXPENSES		
Direct program expenses	5 657 757	3 807 994
Direct program transport expenses	1 385 683	967 936
Direct program faculty expenses	2 650 844	2 584 534
Management & logistics	7 240 312	5 057 978
School engagement	5 040 563	3 129 324
Trust management expenses	6 249 990	3 753 746
Sub-total	28 225 150	19 301 512
Transfer to Sustainability reserve	5 000 000	15 880 000
Increase in General Reserves	600 856	414 161
BALANCE SHEET		
Trust capital	1 069	1 069
Sustainability reserve	20 880 000	15 880 000
Accumulated reserves	7 352 620	6 751 764
Trust Equity	28 233 689	22 632 833
Creditors	658 701	800 711
Restricted Grants	9 811 573	9 304 975
Equity & Liabilities	38 703 962	32 738 519
Inventory and Debtors	7 143 577	2 510 839
Cash	31 560 385	30 227 680
Total Assets	38 703 962	32 738 519

Detailed audited financial statements are available upon request.