VISION

Community Keepers aims to promote healthy, effective, self-sustaining communities by delivering supportive and developmental services to learners, educators and parents in South African schools. Our multidisciplinary team of professionals is committed to providing a quality service to learners, educators and parents in need of support and guidance.
CONTENTS

OVERVIEW
Letter from the Chairman                          02
Letter from the Executive Director                03

SERVICES
SupportKeepers                                    04
LifeKeepers                                       06
LearnKeepers                                      08
TeacherKeepers                                    13
ParentKeepers                                     14
ServantKeepers                                    15
ModelKeepers                                      16
CreativeKeepers                                   18

FINANCIAL STATEMENTS                              20

PEOPLE                                             22
Good, bad, scary and positive things happen around us every day. We live in exciting times and many opportunities present itself to us daily. However, many communities are left behind due to a lack of education and know-how, poverty and not having their basic needs met.

In South Africa we have a serious drag on education as a result of the past. The results from an assessment throughout the Western Cape in 2010 of grade 6 pupils on numeracy and literacy shows that less than a quarter of grade 6 pupils achieved 50% for mathematics and less than half were competent in the language paper. Surprisingly, very few of these pupils were held back. This has to be addressed in order for us to compete in a highly competitive international arena.

Likewise, poverty needs can only be addressed over a long period of time by building, maintaining and improving infrastructure.

Basic needs not being fulfilled could and usually do, manifest in issues such as depression, anxiety, relationship difficulties, abuse, violence, lack of self-esteem and learning disabilities to name just a few. This is primarily why Community Keepers was set up to assist.

I believe many people inherently want to become involved to make a difference in the lives of others. There are many ways to achieve this - by spending time doing it physically, being innovative by coming up with ideas for others to do and/or to donate funds to enable others to address the problems.

Whilst one need is not necessarily more important than the next, we concentrate on our competencies. By doing what we do, we notice many other needs like learners who are underfed or not having decent clothing. Part of our challenge, however, is to keep focused as we do not have the means to fulfil all the needs we are aware of. For many upmarket communities these needs are often taken for granted by attending extra classes or making an appointment to see a psychologist. We don’t always appreciate what a trivial thing like a sport uniform can do for camaraderie and team spirit. I can only encourage anyone wanting to help – get involved in whichever way possible – that too could prove to be life-changing.

We, as the Non-executive board and members of Community Keepers, are really blessed to have a multidisciplinary team of professionals who see their calling to serve the community. They are committed to each and every individual they work with. During our meetings it’s encouraging and enriching to hear the life-changing results of their efforts. Philip, Corlischa, Annemarie, Tarien and all the volunteers and individuals involved, thank you for that. I’d also like to thank the board members for the time and commitment in their busy and demanding schedules. To the schools who allow us to operate on their turf – thank you.

Finally, a big thanks to the donors who make it possible for us to change people’s lives.

André du Plessis
THANKFUL...
perhaps the best word to describe 2010! Thankful for
the opportunity to do the work we love, for the special
people involved in direct and indirect ways to make
Community Keepers what it is and to our Lord Jesus
Christ for His unfailing love and provision.

Eighteen months have passed since we opened the first
Community Keepers school office at Lückhoff Secondary
School in Idas Valley, Stellenbosch. And looking back at
2010 we are convinced that our two biggest goals have
been successfully accomplished: establishing (1) solid,
trusting relationships with the learners, educators and
parents; and (2) a model and method that function effec-
tively within the school system and that can potentially be
duplicated to other schools.

In January 2011 we will start a new Keepers chapter
with the opening of an office at a primary school. We
are very excited about the prospect of investing into the
children’s lives from a much younger age and maximize
the potential positive influence over the course of their
school career. Building on the work of the past 18 months
we are also approaching the third year of our partnership
with Lückhoff.

Our thankfulness and excitement is accompanied by
a greater urgency to do more and move much faster in
our quest to promote healthy, effective, self-sustaining
communities. As every day draws to an end there are
more youngsters who drop out of school, fall pregnant
and become addicted to drugs. Every moment of every day is
an opportunity for a child to live or die. We have to move…
fast… for the generations to come!

Philip Geldenhuys

Letter from the Executive Director
SERVICES

The Keepers core service is the professional support delivered by our multidisciplinary team consisting of a psychologist, social worker, counselor, speech therapist and dietician. Ancillary services are provided as a preventative measure.

The Keepers services can be summarized in the following table:

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SupportKeepers</td>
<td>Professional support services delivered by psychologist, social worker, counselor, speech therapist and dietician</td>
</tr>
<tr>
<td>LifeKeepers</td>
<td>Personal development through Life Orientation classes, talks, outings and seminars</td>
</tr>
<tr>
<td>LearnKeepers</td>
<td>Academic support and development</td>
</tr>
<tr>
<td>TeacherKeepers</td>
<td>Professional development of educators</td>
</tr>
<tr>
<td>ParentKeepers</td>
<td>Parenting course to parents/guardians of learners</td>
</tr>
<tr>
<td>ServantKeepers</td>
<td>Leadership training of class captains and prefects</td>
</tr>
<tr>
<td>ModelKeepers</td>
<td>Volunteer involvement in academic support, drama, day outings and sports coaching</td>
</tr>
<tr>
<td>CreativeKeepers</td>
<td>Creative exposure as a tool for social change</td>
</tr>
</tbody>
</table>
The Keepers offices are situated on the school grounds and open weekdays from 7h30-15h00. Specific services are available to designated grades.

The following chart (1) shows the learners, educators, parents and volunteers involved during 2010:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SupportKeepers</td>
<td>106</td>
</tr>
<tr>
<td>LifeKeepers</td>
<td>400</td>
</tr>
<tr>
<td>LearnKeepers</td>
<td>57</td>
</tr>
<tr>
<td>TeacherKeepers</td>
<td>45</td>
</tr>
<tr>
<td>ParentKeepers</td>
<td>25</td>
</tr>
<tr>
<td>ServantKeepers</td>
<td>35</td>
</tr>
<tr>
<td>ModelKeepers</td>
<td>42</td>
</tr>
<tr>
<td>CreativeKeepers</td>
<td>40</td>
</tr>
</tbody>
</table>

Following are brief descriptions and highlights from the Keepers services delivered in 2010. 
During 2010 Keepers offered professional support services to the Lückhoff grade 8 and 9 learners. Individuals can access these services via three ways: referrals by educators, referrals by parents and self-referrals (where the individual personally requests for help).

Commonly, the type of problems presented to Keepers include: depression, anxiety, suicidality, self-mutilation, teenage pregnancy, abortion, sexual promiscuity, relationship difficulties, abuse, molestation, family violence, substance abuse, parent-child difficulties, educator-learner difficulties, behavioural problems, identity issues and academic difficulties.

The chart (2) below illustrates the number of learners (106 in total) that accessed the support services during 2010 through the mentioned routes:
Naturally the family is supposed to serve as the primary support structure for children and adolescents but with the decay in family structure the need for professional support will drastically rise during the next few years.

Some of the **FEEDBACK** from interventions delivered in 2010 includes the following:

> “My time here at the **Community Keepers** has been a great help even though I may seem as normal as I have ever been; but to me it’s been great... learnt how to deal with my problems like the emotional ones... like to thank you **Community Keepers** for being with me on this path, dealing with my emotional problems and also tears. I would like you to feel proud of what you do for a living because it also makes us proud of who we are and what we could be one day. The other thing that I have learnt here is that they keep our private feelings and emotions private, as they promised they would. **Community Keepers** is really a change in our lives and in the community.”

> “… hoe dit is om deel te wees van die C.K... baie lekker proses wat ‘n mens deur gaan somtyds gaan alles goed en daar is tye wat dit sieg gaan... hulle (Keepers) het my baie gehelp by tye wat ek graag wil praat en verwag dat iemand na my luister... baie moed ingepraat en het veroorsaak dat ek die mens wat ek op die oomblik is. Ek het stil gesit en gedink aan my pad vorentoe en het besef ek wil nie meer aan gaan met wat ek besig is nie. En laastens wil ek sê BAIE DANKIE C.K EK HET DIT WAARDEER!!!”

> “Ek het baie geleer uit hierdie (Community Keepers) sessies uit en ek het besluit om dit (dagga) te los waarmer ek bymekaar was. Dit was baie lieflik hier (Community Keepers) en het baie geleer wat reg en verkeerd is... besluit ek wil eendag iets bereik in die lewe soos miskien h prokureur of h besigheids man... geleer wat dit (dewelms) aan jou doen... vernietig jou lewe.”

*All individuals shown in the photograph above are models and not the clients concerned (for purposes of confidentiality).*
Life Orientation

Life Orientation (LO), one of the Learning Areas of Curriculum 2000, aims to empower learners to make informed decisions and take responsibility regarding the following learning outcomes: health promotion, social development, personal development, physical development, movement and orientation to the world of work. During 2010 Keepers designed and presented supplementary material to the grade 8 and 9 LO curriculum to about 400 Lückhoff learners on a weekly basis.

The Keepers curriculum is taught through a narrative process using pictures with the reoccurring theme being “choice” and the power thereof. The narrative has 6 main characters who are all 27 years of age and range from a businessman, gangster, policeman, businesswoman, prostitute and teacher. These characters all went to the same school, come from the same community and have similar family backgrounds. Marno (pictured below) is an example of a character whose lifestyle many of the learners aim to emulate. Despite his dysfunctional family and childhood, he finished his business degree at a university, runs his own business and is married. With two brothers and a father involved in gangsterism and drug abuse, Marno could break this cycle by making good choices.

The Keepers curriculum constantly confronts learners with the potential influence of the daily choices they make and the way it potentially shapes their future. As an indication of whether the concept of choice was effectively imparted to the learners, a formal evaluation was done at the end of the 2010 school year.
In one of the questions the learners were asked to indicate whether they believed that their future is determined by the choices they currently make. The overwhelming majority of learners (81%) answered positively and thus it seems as if the classes have had a positive influence on their perceptions around choice.

GRAPH 1: Is your future determined by the choices you are currently making? (N=371)
As an extension of the Keepers classes, the Lückhoff Grade 8 learners launched a project based on the initiatives of Lead SA (www.leadsa.co.za). Every learner had to write a letter to a classmate and say why he/she makes a positive difference in their class. Then everyone received a ribbon (as a symbol of respect and appreciation) to give to someone who makes a positive difference in their life. The following are extracts taken from letters written by learners:

“Ek het my ou klere geskenk aan kinders wat arm is en ek spaar meer kos en gooi minder in die asblik. Ek het my aangebied by ander kinderhuise om te help... my 2de strik vir Mnr. Daniel gegee want hy het die organisasie begin. Hy het begin om babas wat voor sy deur neergesit word in te vat.”

“Toe ek my naam hoor, en al die goeie dinge lees wat my maatjie geskryf het, het ek spesiaal en belangrik gevoel... besef dat ek ook vir ander leerders iets beteken en dat hulle my waardeer... my 2de strik vir my ouers gegee omdat hulle die belangrikste mense in my lewe is en sonder hulle kan ek nie die persoon wat ’n verskil in ander se lewens maak, wees nie.”

“Toe ek my strikkie ontvang, het ek goed gevoel oor myself... gedink dat ek jonk is en nog steeds ’n verandering kon maak in ’n paar mense se lewe... 2de strikkie gee vir my ouma-grootjie wat 92 jaar oud is. Omdat sy so oud is en nie meer regtig kan loop nie, laat sy my die lewe geniet en dat ek die spesiale dinge in die lewe moet raak sien.”

“CK het hê goeie projek mee begin. Hierdie diens is vir my belangrik vir leerders aangesien die WCED nie meer sulke dienste aanbied nie. Om toegang tot hierdie dienste te hê sonder hê tooi is vir my as LO onderwyser hê geleentheid wat gebruik moet word... die program hoe die LO-lesse in skakel met my lesse is baie goed.”

- Quote from a Lückhoff teacher
Career Expo

Keepers, in conjunction with Lückhoff, organized a career expo at the school with 25 institutions and organizations taking part. Together with the 500 Lückhoff grade 9-12 learners the grade 11 learners from Kayamandi High and Cloetesville High also attended the expo. This ‘career-one-stop-shop’ opened new worlds to many learners, as illustrated by the FEEDBACK we received from them:

“Ek weet baie meer... ek weet waar ek oor 10 jaar wil wees en kon besluit watter vakke ek nodig het en gaan neem.”

“... tot 'n beseffing gekom oor wat ek wil doen en weet dat ek matriek nodig het vir hierdie beroep.”

“... meer inligting gekry oor 'n mechanic.”

“... weet nou dat ek harder gaan moet werk om 'n rekenmeester te word... aandag aan die regte vakke.”

“... wil 'n lugwaardin word... ek weet meer oor my beroep en het meer uitgevind oor my toekomskeuse.”

Walk to Manhood event

Twenty Lückhoff grade 8 and 9 learners joined us for a half-day hike in the Assegaaibosch Nature Reserve in Jonkershoek, Stellenbosch. A group of volunteers acted as group leaders as we talked about masculinity and sexuality while enjoying nature. All were inspired to take up the call to manhood as confirmed by the FEEDBACK:

“Dat mans so openlik met mekaar kon praat sonder dat daar manne was wat mekaar afkraak.”

“... dat dit nie riger net seks is nie en dat jy daarna jou verantwoordelikheid sal dra.”

“... baie geleer het hoe kosbaar en special vroumense is.”

“... vroumense te respek en op 'n beter manier te hanteer.”
**Rhenish Camp**

For the third consecutive year, Keepers presented a camp to the Rhenish Secondary School grade 9 learners. This camp was a life-changing event for many girls as the program addresses’ relevant issues with which they are confronted during this life-stage, ranging from wardrobe planning, applying proper make-up, healthy eating habits, relationships and sexuality. The sessions were presented by young professionals from the fields of fashion design, dietetics, medicine and more. Below is some of the FEEDBACK we received from the campers:

“This was the best experience ever... enjoyed everything.”

“It was really x10 fun, awesome, great camp... one of the most awesome camps.”

“It was amazing, including both mental and physical education.”

“I lved it!! Rhenish Rocks!!!!”
LEARNKEEPERS
Academic support to specific learners

Academic support services were delivered to 57 grade 8 learners in the form of reading and writing classes, study methods and homework support. This assistance contributed to general academic improvements as confirmed by FEEDBACK received from a grade 8 educator:

“Daar is ’n verbetering by leerders wat aan die leesprogram deelgeneem het... algemene selfvertroue het verbeter... Met die ‘Investigation Tasks’ het baie van die leerders ‘excel’ omdat alle aspekte raak gevat is... daar is aan die kriteria voldoen.”
Three seminars were hosted by Keepers and attended by about 25 educators at each event. The aim of these sessions was to offer support and also contribute towards the professional development of the teachers. Topics focused on during these sessions included personal motivation and conflict resolution. Following below is FEEDBACK we received from teachers who attended these sessions:

“Baie vermykend, stimulerend en ontspannend nadat ek so opgesien het na hierdie dag. Baie, baie dankie!”

“Dis elke keer ‘n belewenis! Dis lekker om met ons kollegas te vergader en elke keer meer oor mekaar te leer! Dankie vir die geleentheid!”

“Although I like teaching, I am more positive towards teaching after this.”

“Ek verstaan my kollegas nou baie beter… sal nou weet hoe om hul te hanteer.”

“Vir my was die loopbaanuitstalling die hoogtepunt. Ander skole is betrek en die opgewonde gesiggies is ‘n tussure bewys van die sukses van die dag… vroue- en mannedag het’n saadjie geplant wat net groei… baie dankie vir die voorleg om ‘n klein rol te speel.”

- Quote from a Lückhoff teacher
PARENTKEEPERS
Parenting course to parents/guardians of learners

Four parenting sessions were presented by Keepers to about 35 parents with the aim of equipping them to better understand the developmental stages and social challenges with which their children are faced. Below is FEEDBACK we received from parents who attended these sessions:

“… kennis wat ek opgebou het as ‘n ouer… wat ek geleer het sal ek vir altyd gebruik.”

“… leersame program vir my en (kind se naam)... leer om situasies in alle opsigte te hanteer… graag alles wil toepas wat ons hier geleer het... regtig goed om saam met onderwysers te kommunikeer. Baie dankie aan Phillip en Annemarie vir jul deursettingsvermoë.”

“… nou weet ek as voog hoe om te werk te gaan met (kind se naam)... baie dankie... baie geleer.”

“… so baie geleer van ‘n goeie ouer en kind verstandhouding. Hoe om probleme te hanteer. Wat die woord discipline regtig beteken ... meer as bereid om voort te gaan met hierdie sessies as daar geen vordering van (kind se naam) se kant is nie.”

SERVANTKEEPERS
Leadership training of class captains and prefects

Keepers presented monthly sessions and a camp to the Lückhoff class captains and prefects to contribute towards the development of these young leaders.
During 2010 there were nearly 40 volunteers involved with Keepers who gave approximately 320 hours of unpaid service to establish and build relationships with many learners. We have given the name, ModelKeepers, to our volunteers and believe that this is exactly what they are – positive and inspiring role models to those with whom they interact.

The 4 areas of volunteer involvement during the past year were academic support, sport coaching, drama and day outings.

FEEDBACK we received from a ModelKeeper who was involved in the academic support programme:

“... as student by Stellenbosch Universiteit, vir die eerste keer met h groot skok die leemte in skole net aan die ander kant van die dorp raakgesien... kennis wat vir my vanselfsprekend was, kon ek sonder moeite met ander deel om sodoende hul lewens te verryk, en ongevraagd my eie lewe ook... voorwaar h voorreg om in te koop in die visie van Community Keepers.”

FEEDBACK from a ModelKeeper who was part of the Table Mountain day outing:

“... wil net vir jou en Corliska sê very well done! Julle werk so goed met die kinders – amazing! Dit was regtig ‘n wonderlike leka dag! ...was vir my cool – die opstap, cable car af, die oorsese se lande met hul hoofstede, die piekniek, stasion, bussie en ROOMYS! Die feit dat almal so jolly en vrolik was oppad terug in die kombi was wonderlik om te hoor dat hul huise geniet! Toe ons af is van die berg en ek wys vir Judy en Frankie (wat nog nooit eers Tafelberg gesien het nie) DIE groot berg wat hul sopas geklim het – dink ek die amazing ACCOMPLISHMENT en excitelement om tuis die ervaring te gaan vertel is iets unforrtactable! Dis vir my amazing hoe jul vir die graad 8s so ‘n dag van hul lewens mooiintlik maak – en eks opgewonde na nog!”
CREATIVE KEEPERs
Creative exposure as a tool for social change

The Keepers Creative programme for 2010 consisted of a drama production and a photography course.

Drama production:
’n Seeu vir Whitney (Whitney’s Kiss): About 80 grade 8 and 9 learners enrolled for auditions and 14 were chosen for the final cast. It was encouraging to see how learners who previously received support from Keepers for various problems now had the opportunity to express themselves, develop their social skills and build confidence. Some of the FEEDBACK we received from learners:

“The drama group helped me a lot to ‘boost’ my confidence... And a big big thank you... for helping us in this big show we had... thank you to the Community Keepers for making it possible.”

“The drama was an experience and I realized what I want out of life. I started believing in myself, just the fact that I experienced such a wonderful thing tells me that I can accomplish a lot more than I thought... if it weren’t for everyone that believed in us we would not have had such a wonderful time. I am proud of myself that I persevered because it was worth it. Thank you.”

The drama production challenged the cast’s as well as the viewer’s beliefs and choices regarding values, relationships, sex and boundaries, “I learned that real friends should support one another, and that you should not judge people by colour or race. I learned that real love waits. Sex can wait. You can also contract HIV without sex.”

Photography course:
This 5 week course was presented to 30 grade 8 and 9 Lückhoff learners and ended with an outdoor exhibition of the learners’ work at the Lucky Store in Idas Valley, Stellenbosch. The outcome and invaluable impact the photography course had on the learners is best summarized by the learners themselves:

“I thought it was only pressing a button then you have your photo. But we learned about thirds, colour, pattern and rhythm, etc. I learned that I don’t have to be afraid of taking a photo. To have self-confidence and to experiment.”

“I learned that I am much more capable than I thought I am. There are such a lot of beautiful things that you do not notice but could see it in detail on the photos.”

Proven by the feedback received from the learners, the photography course and drama production not only empowered learners with knowledge, skills and a voice, but gave learners the opportunity to discover and develop personal and social identity, build self-confidence and restore community pride:

“I gained more self-confidence. I learned that there is much more to Idas Valley and its people. Here are so many beautiful things in our community but most people only focus on the negative things of Idas Valley.”

“Aanmeldings vir berading is nou meer vywillig... die drama was fenominaal en het aan ‘n ander groep leerders blootstelling en erkenning gee... verblyfend om te sien hoe ‘n klein groepie juniers selfs in bloedige hitte deelneem.”

– Quote from a Lückhoff teacher
## FINANCIAL STATEMENTS

Community Keepers (Association Incorporated under Section 21)
(Registration number 2008/01327/08)
Audited Financial Statements for the year ended 31 December 2010

### Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>31 Dec 2010</th>
<th>31 Dec 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>7,767</td>
<td>2,887</td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>-</td>
<td>25,650</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>440,598</td>
<td>369,250</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>448,365</td>
<td>397,787</td>
</tr>
<tr>
<td><strong>Equity and Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retained income</td>
<td>447,867</td>
<td>392,943</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>498</td>
<td>4,844</td>
</tr>
<tr>
<td><strong>Total Equity and Liabilities</strong></td>
<td>448,365</td>
<td>397,787</td>
</tr>
</tbody>
</table>
“You guys have done so much for me... made my task as a teacher so much lighter... supported me when I needed advice and guidance... best wishes forward to you and your team Community Keepers.”

“CK is 'n waardevolle ondersteuningsdiens. Leerders met persoonlike probleme kan individuele berading ontvang... akademiese ondersteuningsprogram help junior leerders wat in hierdie verband sukkel... die skool is dankbaar vir die CK se werking van afrieters vir sekere sportkodes. Die CK se onbaatstugtheid word ook getoon deur hul ouer-en-kinderleidingsessies. Die Loopbaunuitstalling (2010) het nie net op die sterker akademiese leerders gefokus nie, maar het gewys daar's 'n plekkie in die son vir almal.”

“Alle verwysings is opgevolg. Hetsy leerders met leerstoornisse of sosiale probleme... leerders wie deel gehad het aan die naskoolse intervensies het verbeter in veral die skryf van hul take en voorbereiding vir mondelinge assessering... leerder met die spraakprobleem het definitief meer selfvertroue en die verslag wat deur die spraaktherapeut aangestuur is, het ook vir my as opvoeder wenke gegee om die leerder te help... leerders met sosiale probleme het vrymoedigheid om met die Keepers te gesels... baie keer is dit net die bietjie belangstelling wat 'n verskil maak.”

- Quotes from Lückhoff teachers
The growth and impact of our work can be accredited to the effort and sacrifices made by the dynamic people involved in the various areas of our organization.

**Staff members**

Our staff is our most valuable asset and we salute them for their commitment during the past year. The full-time employees were supported by an energetic group of professionals who were involved on an *ad hoc* basis. Below are our staff members from left to right: Philip Geldenhuys (social worker), Corlischa Botha (school counselor), Annemarie Leuvenink (clinical psychologist) and Tarien Odendal (teacher).
Members of the Board

During 2010 we had seven Board meetings and continual input from the members regarding the various areas of our organisation. We are appreciative of the enthusiasm of our Board and thank them for their commitment towards the growth and development of our organisation.

The individuals who served on the Keepers Board during 2010 were: Johann Aspeling (Registrar of Stellenbosch University; Keepers board member since 2008), André du Plessis (Financial director of Capitec Bank; Keepers chairman and director since 2008), Philip Geldenhuys (Keepers executive director since 2008), Ernst Hertzog (Business Process Engineer at Medi-Clinic; Keepers board member since 2008), Annetjie Louw (Principal of Buren High School; Keepers board member since 2008), Danie Mostert (Businessman; Keepers board member since 2008, resigned July 2010), Leandro Boonzaaier (Physics Lecturer at Stellenbosch University; Keepers board member since August 2010) and Diana Nel-Hugo (former Life Orientation teacher at various high schools; Keepers board member since 2008).

Funders

We are very grateful for the support of our funders during the past year. Seeing that we are a non-profit organisation we are wholly dependent on the contributions of our faithful supporters. We will not be able to do the work we do if it were not for the strong support base we have. Thanks for your commitment!