Fighting for the well-being and education of our children.
VISION

COMMUNITY KEEPERS
AIMS TO IMPROVE BOTH THE
WELL-BEING OF
SOUTH AFRICAN LEARNERS
AND THEIR SCHOOL
ENVIRONMENT BY DELIVERING
PROFESSIONAL SERVICES
AT SCHOOLS.

TABLE OF CONTENTS

OVERVIEW
Letter from the chairman 01
Letter from the executive director 02

SERVICES
Community Keepers model 05
SupportKeepers 07
LifeKeepers 12
TeacherKeepers 18
ParentKeepers 19
ConnectKeepers 21

FINANCES 22

PEOPLE 23
Whenever I read the newspapers or other periodicals, education in South Africa is always written about in some form or another. It is the government department with the second highest budget allocation.

I recently read that the single biggest drag on South Africa’s growth remains its poor education system. A shocking school statistic from 2009 is that learners are only taught 3 1/2 hours per day on average in townships while former model C schools teach five hours per day. We learned in 2011 that the matric pass rate improved, yet at the same time more pupils dropped out of school earlier. Recently it was reported that schools in the Eastern Cape had yet to start teaching in the first week of February 2012. The net result is a "lost generation".

The outcome of a poor education system from an economic point of view is the shortage of skilled labour. It has been reported that of every five matriculants, only one will earn R 5 000 per a five year period. Not only should learners accumulate theoretical and academic knowledge, they also need to develop social, physical, psychosocial and cultural skills.

Learners, especially in underdeveloped and poorer communities, have to deal with other issues like unemployment of parents or family members; lack of electricity; water; flush toilets and other basic needs; abuse; malnutrition - to name a few, all of which play a role in their lives.

We all want to get involved in rectifying or assisting with the shortcomings in our communities. I believe we all have a specific calling to care and offer our assistance. To me it is very clear that if we start with the youth and education system, we can make a difference to the generations to come.

I am honoured and proud to be associated with Community Keepers. From our humble beginnings by doing research about the needs of different groups of learners to offering our services now at two schools, we are making a difference. In addition to being there for the learners, we have also expanded our services to assisting teachers and parents. The significance of this is that it is exactly what we set out to do when we created the organisation - to enable the community, hence the name Community Keepers.

Thank you very much to all our stakeholders for your help. To the staff for your commitment, energy, innovation and caring hearts; to the Department of Education and school management for the opportunity to work with you to make a difference in the lives of the learners; to the donors for your contribution without which we would not be able to operate; to Shafrar Christian Church who supports and carries us spiritually and to the members of the board for their direction and support.

André du Plessis

Letter from the chairman

During 2011, Community Keepers embarked on a new road by opening a Keepers office at a primary school. The model and programmes, as developed at the secondary school where we launched our first office in 2009, was adapted and customised to fit the needs of a primary school setup. This opportunity to be involved in both a primary and secondary school in the same community has enabled us to gain a clearer understanding of the major developmental needs and enabled us to create strategies to address it.

Many of the learners in the schools where we work are victims of physical, verbal and/or sexual abuse and live in a house where poverty, domestic violence, substance abuse and more prevails. The occurrence of these traumatic events, accompanied by a range of other social ills, have severe and long-lasting effects on their physical, emotional, cognitive and social development and this increases the risk for negative behaviour such as dropping out of school, drug abuse, violence and teenage pregnancies.

We are convinced that the Community Keepers model for professional service delivery to learners at schools can contribute to the overall development of many individuals, families and their communities. Over the past year we have received an overwhelming amount of positive feedback from learners, parents and educators confirming this. In 2012, we trust that the impact made by the Keepers’ services will even be greater as we continue in the wake of the momentum already established over the past 2.5 years. We are, therefore, focusing on strengthening our organisational functioning and thereby preparing ourselves to expand the services at our current offices and also expand to new schools and communities.

The current situation in our schools and communities is a national crisis that requires bold and decisive action. The problem, however, is that many people are sitting, waiting for someone else to do something about it. But, as most of us know, Superman is dead and there aren’t any other super heroes around to save us. We, as Community Keepers, have committed ourselves to fighting for the promotion of our children and youth - the next generation. They are the hope and future of our nation and they should be given the opportunity to be everything they can be.

We are very grateful to you, our partners and friends, for fuelling our passion and efforts to make a difference in the future of our country. Finally, all glory to Jesus Christ for his guidance and protection during the past year.

For the generations to come!

Philip Geldenhuys

Letter from the executive director
The Community Keepers approach to development comprises the involvement of a multidisciplinary team of professionals who are committed to building strong relationships with learners, educators and parents while delivering an excellent service.
COMMUNITY KEEPERS MODEL

To successfully establish a Community Keepers (Keepers) office in a school we believe that people have to trust us before they will take us seriously.

WE FOLLOW 3 STEPS TO INITIATE & PROMOTE TRUSTING RELATIONSHIPS:

1. ESTABLISH A SCHOOL-BASED KEEPERS OFFICE, THEREBY ELIMINATING POSSIBLE CYNICISM AND FEAR THAT SERVICES WILL BE TERMINATED AFTER A SHORT PERIOD.

2. IMPLEMENT THE KEEPERS PROFESSIONAL SERVICES IN A SYSTEMATIC WAY AND THEREBY ENSURE THAT EXPECTATIONS AND RESOURCES ARE MANAGED.

3. PARTNER WITH SCHOOL MANAGEMENT TO ENSURE THAT THE SCHOOL IS EMPOWERED AS AN ACTIVE PARTNER IN THE PLANNING, EXECUTION AND MONITORING OF SERVICES.

FOLLOWING ARE BRIEF DESCRIPTIONS AND HIGHLIGHTS FROM THE KEEPERS SERVICES DELIVERED IN 2011:

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>Amount of individuals served</th>
<th>Amount of sessions (including learners, parents, educators and other organisations)</th>
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<tbody>
<tr>
<td>SUPPORTKEEPERS</td>
<td>171</td>
<td>766</td>
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<tr>
<td>LIFEKEEPERS</td>
<td>750</td>
<td>368</td>
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<td>TEACHERKEEPERS</td>
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<td>PARENTKEEPERS</td>
<td>407</td>
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<td>TOTAL</td>
<td>1 359</td>
<td>1 161</td>
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</table>

THERE ARE CURRENTLY TWO OFFICES/SCHOOLS WHERE THE KEEPERS SERVICES ARE DELIVERED:

- Idas Valley Primary school
  - Size: 858
  - Staff: 32
  - School fees: R1,150 p.a.
  - School fees paid: 70%

- Lückhoff Secondary school
  - Size: 875
  - Staff: 31
  - School fees: R1,500 p.a.
  - School fees paid: 50%
To access the support services certain steps need to be followed:

1. **Referral of learners**
   - **Self-referral**: Individuals complete a referral form at the Keepers office.
   - **Parent/guardian referral**: Complete a referral form at the school secretary/Keepers office. OR schedule an appointment with a Keepers staff member where after a referral form is completed OR complete a referral form telephonically with a Keepers staff member.
   - **Educator referral**: To refer a learner, educators complete a referral form (available at the Keepers office) and hand it to a Keepers staff member.

2. **Assessment**
   - Primary school: Assessment is conducted with parents/guardians and thereafter with the learner.
   - Secondary school: Assessment is conducted with the learner.

3. **Intervention**
   If the need for intervention is identified, individual counselling or therapy will take place. This may include trauma debriefing and crisis intervention, group sessions, parent and family sessions, support groups, as well as speech- and nutritional intervention.

4. **Referral**
   In cases where Keepers do not deliver the needed service, the individual will be referred to resources within the community.

5. **Termination**
   Intervention will end once the agreed intervention period has been completed or when the intervention goals are achieved. Feedback is then given to the referral source.
SUPPORT KEEPERS

Following is a summarised report of the Keepers professional support services that were delivered in 2011:

Primary school

REFLECTING ON OUR FIRST YEAR AT IDAS VALLEY PRIMARY, WE ARE GRATEFUL FOR THE SOLID RELATIONSHIPS THAT WERE ESTABLISHED BETWEEN KEEPERS AND THIS SPECIFIC SCHOOL COMMUNITY. THE PROTOCOL AND STRUCTURE OF THE SUPPORT KEEPERS SERVICES, AS USED IN THE SECONDARY SCHOOL, WERE MODIFIED TO BE MORE SUITABLE FOR A PRIMARY SCHOOL SETUP.

The main change that was implemented was to adjust the nature of counselling and therapy to include more play therapy which involves the use of toys, blocks, dolls, puppets, drawings and games to help children to recognise, identify, and verbalise feelings and emotions. Another important adjustment was a greater involvement of educators and parents during the process of assessment, intervention and aftercare.

Our focus groups for intervention included the grades R and 4 learners, parents and educators. During the past year, we delivered support services to 67 learners which includes 38 male and 29 female learners. We conducted a total amount of 277 sessions with learners, 38 sessions with parents and 32 sessions with educators concerning learners in their classes.

Feedback from educators:

"... voordat Jason (pseudonym) by Keepers ingeskakel was... was [hul] baie aggressief teenoor die ander leerders, het min aandag in die klas gegee... nou... baieel hy nie meer nie. Hy wend nogal 'n paging aan om goeie punte te kyk."

"Children who were involved (in therapy) are positive and live with more self-confidence."

"Community Keepers speel 'n effektiewe rol in die skool want die leerders ky die geleentheid om hulself en hul probleme bloot te stel. Dit is vir my 'n hulp, want daar is verbetering in hulle (die leerders se) gedrag."

An 11-year old with a very traumatic background reported the following:

"Ek het met die pop gespeel... ek het van goot gepraat en ek het daarvan ampte vinget en dit was 'n baie lekker teel hier saam almal (Keepers). Ons het van baie goet gesels en dit was baie lekker ek het van al die slegte goed vergeet en ek het nog nie vergeet van die goeie goet nie. Dankie vir die lekker teel hier ek sal kom gesels van goet wat ek nie van hou nie en ek sal baie hierna toe kom."

Secondary school

Our second year at Lockhoff Secondary was action-packed with a substantial increase in learners visiting the Keepers office to ask for help or just to greet staff members. This can be attributed to their growing confidence in the Keepers staff and services and the subsequent word-of-mouth marketing that flows from this. During the past year, we delivered support services to 104 learners which includes 41 male and 63 female learners. We conducted a total amount of 387 sessions with learners, 27 sessions with parents and 5 sessions with professionals from other organisations seeing learners at the Keepers office.

FOLLOWING IS SOME OF THE FEEDBACK WE RECEIVED FROM LEARNERS, EDUCATORS AND A PARENT WHO WERE DIRECTLY OR INDIRECTLY INVOLVED IN THERAPY:

Learners:

"Wrote letters (as decided in therapy) the Monday evening and gave it, that’s how I saw a change in my family. Everyone said they are not cross anymore and that they love me. I cried with happiness. It was the best day of my whole life... dad said I am his best child on earth, that he loves me although it doesn’t seem like it, he is sorry... my situation at home is nice again and I feel motivated for life... I am glad that you (Keepers) helped me and gave me advice. If it wasn’t for you I would have probably been gone. There is a change in my life. Thank you for everything. Love C.K."

"Die Community Keepers het my baie gehelp. Hulle het my probleme opgelos... het my dinge met my pa opgelos."

"It was nice here (Keepers)... helped me to handle my temper and not get angry so quickly... here you can say anything... since I came here I get better day-by-day in handling my temper."

*All individuals shown in the photographs in this section are models aged 18 and over to ensure they are old enough to consent for purposes of confidentiality.
SUPPORTKEEPERS

Educators:
“Daar is opvallende verbetering in die gesondheid van probleem leerders na sessies met CK... leerders het meer ‘skillful’ geraak in die handhawing van die self.”

“Dynamic, equipped, professional staff who wants to be there and is there for the support of our children. We see and experience positive appearances and attitudes after sessions with CK. Thank you and build on this!”

A parent:
“I am sincerely thankful for your sacrifice and everything you did for my child. I thank the Lord for people like you with so much love and patience for children. I myself can see that there is a big change in Frank’s (pseudonym) behaviour and way he does things... I appreciate what you did for my child and others and what you are still going to do. It feels as if I can cry of happiness. Once again, thank you very much. Please still keep an eye on him.”

It is clear that the Supportkeepers services have grown tremendously over the past year, and that we have been able to provide interventions for many more individuals and families. In addition, there has been greater continuity of services with Keepers being based at two schools, as there is often an overlap of services where the same family is seen at the primary school and secondary school. This has made intervention particularly effective as often the same family could be helped in various aspects of their functioning.

98% of 42 educators in two schools surveyed agree or strongly agree that: Community Keepers makes a POSITIVE DIFFERENCE in their school.

90% of 42 educators in two schools surveyed agree or strongly agree that: There is a POSITIVE CHANGE WITH LEARNERS receiving support from Keepers.

100% of 42 educators in two schools surveyed strongly agree that: The Keepers staff are positive ROLE MODELS.

98% of 42 educators in two schools surveyed agree or strongly agree that: The Keepers services are ACHIEVING THE EXPECTATION as undertook by Keepers.

LIFEKEEPERS

Personal development (life orientation classes, sessions, outings and seminars)

Keepers support the viewpoint that the best form of treatment is prevention and this is the aim of the Lifekeepers services. By presenting various programmes and events we aim to transfer knowledge, challenge attitudes and change behaviour. We believe that every learner can and should have a healthy self-image, initiate and maintain positive relationships and have a dream for his/her future.

FOLLOWING IS A SUMMARISED REPORT OF THE LIFEKEEPERS SERVICES THAT WERE DELIVERED IN 2011:

LIFE ORIENTATION CLASSES

The Keepers life orientation (LO) classes aim to challenge cultural norms and moulds, exposing learners to positive role models (mostly fictional) and thereby motivating them to make positive life choices. Classes are presented in partnership with the LO teachers and with the same outcomes as set out in the National LO curriculum.

Primary school

During 2011 Keepers, in partnership with the LO teacher, presented 51 LO classes to the 150 Idas Valley Primary grade 4 learners. Themes discussed include road safety; HIV/Aids; drugs; study methods; human rights; cultures and relationships. At the end of the year a puppet show was organised wherein the year’s topics where summarised and came to life in the form of the puppets.

Secondary school

Keepers assisted the LO educators on a weekly basis to present 285 classes to about 600 grade 8 – 10 learners. Themes discussed include self-image; relationships (family, friendship, romantic); future vision; alcohol and substance abuse; sexuality and study methods.
LIFEKEEPERS

Personal development (life orientation classes, sessions, outings and seminars)

FEEDBACK WE RECEIVED FROM THE LEARNERS ABOUT THE LO CLASSES INCLUDE THE FOLLOWING:

“I always thought very little of myself… I just want to thank CK. I really learned a lot. I cannot thank you enough.”

“They (Keepers) taught me how to handle my anger.”

“Geleer dat as jy iets doen moet jy eers dink voor jy iets doen.”

“They (Keepers) teach you about the values that you didn’t even know about!”

“Dit (Keepers-klasse) het my laat besef dat ek hoef nie nou al in ‘n verhouding te wees nie.”

“Ek het geleer daar is ‘n uitkansers… en jy kan ‘nee’ sê”.

OUTINGS

Primary school

Keepers had the opportunity to accompany 23 learners to support South Africa in a 20/20 cricket match against Australia at Sahara Park, Newlands. Most of the learners who were part of the outing were individuals who had received/were receiving support from Keepers and it was wonderful to witness the impact of this outing on their overall functioning.

MEN’S AND LADIES’ EVENTS

Secondary school

Keepers further developed the Lifekeepers services by introducing termly ladies’ and men’s events focusing on building character to bring about positive life choices. These events provided an opportunity to explore topics discussed in LO in a creative, constructive and safe environment. In 2011 Keepers hosted three ladies’ and men’s events attended by 105 learners. Issues addressed include identity and self-worth, vision, relationships and sexuality. Volunteers from the wider community also joined as facilitators and thereby established good relationships and served as positive role models for the learners attending.

WE RECEIVED FANTASTIC FEEDBACK FROM LEARNERS WHO JOINED US FOR THESE EVENTS:

“It was very touching… and learned what body type I am and what clothes I can wear to compliment my body… how to change negative thoughts into positive ones… I think it (ladies’ event) was fantastic.”

“Om te aanvaar wie jy is en die beste van dit te maak… en om op te bou om sleg van jouself te dink… alles by die dames-geleneheid was great.”

“I always thought nothing about myself and then I saw there were others who felt the same as me and I just want to say thank you to every one of the CK group. And really, I learned a lot. The Oscar evening meant a lot. Organise another evening like it please.”
A talk show was organised for the ladies that also included an “Oscar ceremony” where one lady was awarded a prize for an assignment they had to do during the weeks before the event. The prize for the winner included a consultation session with a fashion designer, clothing vouchers, make-up, a shopping session, a visit to the hairdresser and a photo shoot with a professional photographer.

“This young lady also gave Keepers the permission to use an excerpt from her diary:

“If all started by answering questions in journals given to us at the Community Keepers ladies day. The prize for the best journal was a ‘make-over’ and I was lucky to be accepted as a nominee for the ‘make-over’. At last, the moment arrived when they had to announce the winner of the ‘make-over’... And guess what happened, they announced me as the winner. I was shocked, lucky, blessed, emotional (never thought in my wildest dreams this would come true)... I received my prize and it changed my whole life. I’m very thankful for how they helped me to look differently at myself, things I do and other people. I really thought that I would never be a winner or good at something. I never thought people would believe in me. I always thought I was a failure. But thanks to the Community Keepers they made the nightmare I use to think about myself into something amazing.

From that day I started to believe in myself again and trusting myself. There will never be words to describe how much the Community Keepers truly changed my nightmare life into a happily ever after fairy tale life and for that I’m truly thankful and blessed. But I couldn’t have made it without their motivation talks and of course God!”

CAREER EXPO
Secondary school

As an extension of Lifekeepers services, Lückhoff hosted the second annual career exhibition in partnership with Keepers. The career exhibition was targeted at all the Lückhoff Grade 9 – 12 learners with the aim to inspire, motivate and empower them to dream and take responsibility for their own education and future. 36 exhibitors attended the event including tertiary and alternative education institutions, entrepreneurs from the community, and financial institutions. The success of the 2011 career exhibition can be ascribed to the joint effort between the Lückhoff staff and Keepers.

FEEDBACK WE RECEIVED FROM LEARNERS INCLUDES THE FOLLOWING:

“Die loopbaanuitstalling het my geneem om in matriekseertrkkiet te kry want min of meer al die loopbane mekkeer jy in matriekseertrkkiet.”

“The career exhibition inspired, motivated and gave me a passion to follow my career.”

“Die expo was awesome. Thank Community Keepers! @... Julie doen gaaf werk!”

Other highlights of 2011 include a hip hop workshop presented by the band Tribal Echo, a scarf project for the ladies, a hike in the Assegaaibosch Nature reserve and climbing Stellenbosch Mountain.
LIFEKEEPERS

Personal development (life orientation classes, sessions, outings and seminars)

CELEBRATE LIFE

During 2011, the Teach One to Lead One (TITL1) programme was completed by 26 Grade 8 - 10 learners. Keepers is honoured to partner with Celebrate Life South Africa in the presentation of this programme that "was born out of the need to help young people turn away from destructive choices and into positive habits which will help them grow into responsible citizens. The philosophy is founded on three crucial elements: universal principles taught to young people in the context of healthy relationships between youth and adult mentors with a spirit of adventure and celebration."

A huge accomplishment was that 4 learners were trained to be the mentors for their fellow learners and present the programme to them. According to Celebrate Life South Africa’s programme coordinator this hasn’t been done before at any school where the TITL1 programme is implemented in any country around the world. At the completion of the course, learners participated in a community project visiting an old age home and a local primary school, providing the opportunity to put the values learned into practice.

FEEDBACK WE RECEIVED FROM LEARNERS WHO COMPLETED THE PROGRAMME INCLUDES THE FOLLOWING:

"Sjoel! Ek weet nie waar om te begin nie. Celebrate Life is net ‘n wonderwerk wat my lewe beter. Vir my is dit net lekker om elke Dinsdag deel te wees van hierdie groep… ek leer baie oor hoe om (my) lewe te leef."

"(By) ons gemeenskapsprojek het ek spesiaal en volwasse gevoel want dit was nie net my werk nie maar my doel om vir my te gedra en om die waardes uit te leef. Wat ook vir my genaak het, was die Brückner (de Villiers Laerskool) se leiers wat na ons oplyk en dat hulle ook uit ons geleer het."

For the fourth consecutive year, Keepers presented a camp to the Rhenish Secondary School grade 9 learners. On their journey to “Becoming…” theme of the camp, the ladies received input from professionals in the fields of make-up, fashion, dietetics, health and relationships. This fun-filled weekend was a perfect blend of learning and laughing as described by the feedback we received from ladies who attended.

FEEDBACK WE RECEIVED FROM LEARNERS INCLUDES THE FOLLOWING:

"I learned a lot and it changed the way I look at a lot of things that really matter so thanks!" Q

"Had a wonderful time and learned so much! Thank you!" Q

"Thank you so much! Really helped me."

"It was AMAZING… Best camp so far in my school life…Q"

RHENISH SECONDARY SCHOOL CAMP

TEACHERKEEPERS

Professional support and development of educators

The success of the Keepers services within a school mainly depends on the measure to which the educators accept their role as equal partners in the implementation of services. Through this working partnership our relationship with the educators is enhanced and we get the opportunity to informally support and develop their administrative and interpersonal skills. Keepers also organises formal sessions for the educators in an effort to support and develop them professionally and also enhance the overall team spirit amongst the staff members of the school.

Primary school

During 2011, Keepers facilitated 16 professional development sessions with the Idas Valley Primary staff. 14 of these sessions were done in smaller groups focusing on topics such as classroom management, learning styles, managing parent relationships and more. Two sessions were presented to the whole staff focusing on personal motivation and the implementation of professional and personal boundaries.

FEEDBACK WE RECEIVED FROM EDUCATORS INCLUDES THE FOLLOWING:

“Ek het dit baie geniet om deel te wees van Keepers. Julie was daar nie net om idees te gee nie, maar Julie is bereid om te LUISTER ook. Baie dankie daarvoor.”

“To have people like you three (Keepers staff) at the school we can just grow because every time we get together I learn something new.”

“…received lots of information that I can use in the class and with my children. (And also in my personal life)… feel I have more confidence to work with my children.”
PARENTKEEPERS

Parenting sessions with parents/guardians of learners

In 2011 the Keepers services were adjusted to have a much stronger focus on the parents/caregivers of the learners we work with. We presented sessions to parents providing them with information and practical advice in order to enhance their own parenting methods and to take up their role and responsibility as the primary caregivers of their children.

Primary school

A total of 311 Grade R and 4 parents/caregivers attended one of the 8 parenting sessions. We are especially excited about the programme we designed for grade R parents. This programme was a combined effort by professionals from the disciplines of social work, psychology, dietetics, occupational therapy and education. The aim of this programme is to equip parents with the knowledge and skills to successfully guide their children through the stages of early childhood development.

Feedback we received from parents who attended the sessions includes the following:

“Dit was 10 uit 10 want as ‘n enkel ouer dink ‘n mens nie aan sommige van die reëls nie.”

“This helped me a lot to deal with problems. I need help to cope with my two kids and help understand them better.”

“10 out of 10! Keep it up. I believe all schools need this (parenting sessions).”

During our interaction with parents and guardians we became aware of their need for knowledge and continued support in raising and educating their children. To address this need we launched a quarterly Keepers parenting newsletter (on opposite page) which provides parents and guardians with information regarding relevant parenting topics such as dealing with temper tantrums and boundaries during the holidays.

Secondary school

Keepers presented 3 parenting sessions that was attended by 96 Lüchhoff grade 8 parents/guardians. The sessions were aimed at assisting parents and their children in their new phase as high school learners and parents. Topics that were addressed during these sessions included boundaries and discipline, academic support and communication. During 2011 there was also a remarkable increase in parents spontaneously visiting the Keepers office to get personal advice in handling complex situations with their children.

Feedback we received from parents attending the sessions includes the following:

“Al die wenke is uitstekend en sal beslis help met die voorbereiding vir die eksamen.”

“The parent must actually be the role model so that order can be maintained.”

Community Keepers Over Nauwbrief

Giogie Guma on YouthDay.

Die invoering van een Onderskeiding Pieworde (Termerse Tandtus).

Die invoering van een Onderskeiding Pieworde (Termerse Tandtus).

Wenner is kind moeg, hoër, onder-gienehmid, ghetemal van teuntegenstelling, moeite-uitbuiting he is dit hierna bekom weer die vereistes om veral in die minderheid te se (www.communitykeepers.org.za).
CONNECTKEEPERS

Networking with community resources

During 2011 the Keepers network rapidly expanded to include more local organisations, businesses, health care providers and individuals. Our position in the school and community enables us to accurately identify specific needs and match them with the ideal resources in the community. Whether food, eyeglasses, sport equipment or IT expertise, when basic needs are met, learners and educators can concentrate on academics. Effective networking thus enables Keepers to make an indirect contribution to the holistic functioning of the school without direct financial implications for the organisation.

Secondary school

During 2011 it was especially the connection with Stellenbosch Child and Family Welfare Society that assisted quite a few learners in their adverse family situations. Through this relationship we could ensure that home visits happened at families where it was a serious need and the Keepers office also served as the ideal place where the organisation’s social worker could check in with her clients.

THE FOLLOWING STORY ILLUSTRATES THE FUNCTION OF THE CONNECTKEEPERS SERVICES IN A VERY GOOD WAY:

A learner approached the Lückhoff Keepers office explaining that he “cannot see and has to squint to see on the board”. This in turn brought about extensive headaches. His poor sight affected his academic performance as he struggled to concentrate and participate in class. Initially, he was referred to his local community clinic but it turned out that the local clinic no longer provided optometry services and they referred him to an optometrist in town. After having his eyes tested, the learner’s family couldn’t afford the prescribed glasses and Keepers connected with a community resource in the form of Lambert Fick Optometrist in Stellenbosch. Following below is the schedule of events as described by the learner himself:

“The reason why I am so happy is because my mom made an appointment for me for an eye test and it cost R190.00 and when she wanted to buy the glasses they told us it’s R600. My mom and I both knew that it was too expensive, but luckily God sends people like Mr. Toren (Keepers School Manager) and Mr. Fick to help me with my bad eyes that cannot see far... thank you very much for the glasses you had made by Mr. Fick, may God bless you and Mr. Fick in everything.”

FINANCES

Community Keepers NPC
(Registration number 2008/013270/08)

Following is an excerpt from the Audited Financial Statements for the year ended 31 December 2011. (A complete version of the statements is available on request.)

<table>
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<tbody>
<tr>
<td>Assets</td>
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<td>Revenue</td>
<td>867,150</td>
<td>675,802</td>
</tr>
<tr>
<td>Other income</td>
<td>4,290</td>
<td>3,830</td>
</tr>
<tr>
<td>Operating expenses</td>
<td>-733,631</td>
<td>-641,258</td>
</tr>
<tr>
<td>Operating surplus</td>
<td>137,809</td>
<td>38,374</td>
</tr>
<tr>
<td>Investment revenue</td>
<td>23,364</td>
<td></td>
</tr>
<tr>
<td>Finance cost</td>
<td>-4</td>
<td>16,560</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>161,169</td>
<td>54,924</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total comprehensive surplus for the year</td>
<td>161,169</td>
<td>54,924</td>
</tr>
</tbody>
</table>
Staff members

There is no doubt that the Keepers staff is the most valuable asset we have. The success of a Keepers office is largely determined by the way in which a school manager can connect and establish trusting relationships with learners, educators and parents. The positive results of the past year is clear proof of the wonderful work our school managers, Corliska Badenhorst and Taren Odendal, have done.

At the end of 2011 we lost two of our senior staff members. Annemarie Leuvenink who was involved with Keepers for nearly 4 years is having her firstborn in January 2012 and an adjusted lifestyle has led to the termination of her involvement. She will, however, be joining the Keepers board as a non-executive member. Corliska Badenhorst is the other staff member who will be stepping down at the end of January 2012. She was involved with Keepers for 3 years and has resigned to join her husband as they head for New York in 2012. Both Annemarie and Corliska played an enormous role in the development of the whole Keepers organisation and services and we salute them for their passion, energy and sacrifice they have put into Keepers over the past few years.

Members of the board

The Keepers board consists of 7 members and their main function is to advise, govern, oversee policy and direction, and support the Keepers staff in reaching the organisation’s mission and goals. During 2011 there were five official board meetings and one special meeting. Overall attendance for members was 76%.

Having a diverse group of board members enables us to blend expertise from the business, educational and social sectors to strategically grow all the areas of the organisation in a knowledgeable way. The individuals who served on the Keepers Board during 2011 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)
- Leandri Boonzaiser (Physics Lecturer at Stellenbosch University; Keepers Board member since 2010)
- Philip Geldenhuys (Keepers executive director since 2008)
- Ernst Hertzog (Business Process Engineer at Mediclinic; Keepers Board member since 2008)
- Annetjie Louw (Principal of Buren High School; Keepers Board member since 2008)
- Diana Nel-Hugo (Life Orientation teacher at Paarl Gymnasium; Keepers Board member since 2008)

Funders

Over the past four years we have been developing the Keepers model of empowering learners and their communities to develop and overcome their challenges. Our challenge, however, was to get social investors (funders) who were firstly, willing to support an idea and secondly, link their investment returns with social returns. Through relationships we have managed to connect with individuals who were willing to take both these challenges and invest in Keepers. We are very grateful for everybody who partnered with us during 2011 and trust that you are pleased with your returns as presented in this report. Thank you very much for your contributions!

Keepers are committed to being accountable to various groups of people including our funders. During the past year we supplied all funders with quarterly and annual reports and thereby kept them updated on all our activities.

In 2012 we aim to diversify the Keepers funding stream by looking at corporates, philanthropic entities and the government. We are also exploring strategies of attracting social investments in the form of financial assets or businesses that can generate a passive income and thereby ensure the sustainability of our organisation.

Volunteers

We are very thankful for the more or less 20 volunteers who were involved in various activities over the past year. These volunteers are mostly professionals from the Stellenbosch community who sacrifice their precious time during evenings or on Saturdays to invest into the lives of the learners. Involvement included the presentation of sessions focusing on specific topics and serving as facilitators at the Keepers men’s and ladies’ events. Thank you very much for your enthusiasm and commitment.