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VISION

COMMUNITY KEEPERS AIMS TO IMPROVE THE SOCIAL AND EMOTIONAL WELLBEING OF LEARNERS AND PROMOTE SUPPORTIVE SCHOOL COMMUNITIES WHERE LEARNING AND DEVELOPMENT CAN PROSPER.

LOCKKEEPER: a person who is in control of a lock especially for opening or closing gates

“As dit nie vir Community Keepers was nie, weet ek nie waar ek sou wees nie... Te danke aan Keepers is ek gereed om die wêreld aan te dui. Nou kan ek as 'n trotse “Keeper” loop op die skool deur te wys watter verandering Keepers in my gemaak het. Ek kan nou as 'n gelukkige dame die waardes wat vir my gelier is en wat hulle vir my geelp het om weer te vind in myself, met ander deel.”

Meghan Jooste, leerder
OVERVIEW OF THE YEAR

SUPPORT
Professional support services delivered by psychologist, social worker and counselor.

LIFE
Personal development through life orientation classes, sessions, outings and seminars.

TEACHER
Professional support and development of educators.

PARENT
Support network for parents/guardians of learners.

Community Keepers is a non-profit company (NPC) delivering professional support services to learners, educators and parents/guardians at schools. Our school-based offices are managed by registered counsellors and supported by a part-time psychologist and social worker. During July 2012, one new Community Keepers office was opened which brought the total number of Community Keepers school offices to three. These offices are situated at the following schools in the Stellenbosch community:

1. LUCKHOFF SECONDARY SCHOOL
   - Size: 845 LEARNERS
   - Staff: 27
   - School fees: R1350 p.a.
   - School fees paid: 50%

2. IDAS VALLEY PRIMARY SCHOOL
   - Size: 788 LEARNERS
   - Staff: 27
   - School fees: R1550 p.a.
   - School fees paid: 60%

3. BITENDBOSCH PRIMARY SCHOOL
   - Size: 405 LEARNERS
   - Staff: 26
   - School fees: R500 p.a.
   - School fees paid: 50%

2012 was a momentous year as we saw the number of learners who received support from Community Keepers increase by 96% (from 171 to 335) and parents/guardians attending parenting courses/events by 418% (from 407 to 2 108). Figure 1 below illustrates the number of individuals who were served by Community Keepers during the past year as well as the previous two years:

We are thrilled about the massive increase in the number of individuals who were served during 2012. Especially the 618% increase in parents/guardians attending our various parenting sessions is encouraging and proof of the eagerness of parents/guardians to be more effective parents. The 96% increase in individuals receiving psychosocial support is significant as there was only one office more than in 2011 and the Community Keepers team only grew with one staff member. The main part of the 90% increase in learners who were reached through the Life Keepers services can be attributed to more target groups included in the Community Keepers life orientation classes which are compulsory for learners in these grades. The 80% increase in educators being reached through the Teacher Keepers services can be credited to the growing enthusiasm of many educators to excel in their profession. Generally, we attribute the robust increase in the number of individuals who were served by Community Keepers during the past year to the growing relationships that have been forming between the organisation’s staff and the members of the various school communities.

“I want to thank all the Community Keepers for the good they have done for me. I have learned so much from them. They taught me how to feel better about myself. They have changed my negative thoughts into positive ones. My school work has improved because I am focused and love learning even more. The Community Keepers taught me that life has so much more to offer like happiness, smiling, and playing, but most of all how to accept me for me and love me for me. Thank you very much Community Keepers.”

Imraan Petersen, learner
The first Community Keepers office was opened in July 2009 at Lückhoff Secondary School in Idaas Valley, Stellenbosch. This was also a time of transition at Lückhoff as Mr Olive Hendrikse became the acting headmaster, a position he officially accepted a few months later. Over the next 3.5 years, our involvement at Lückhoff developed into a true partnership as we worked alongside Mr Hendrikse and his team to promote the development and wellbeing of the learners. During this time there have been great improvements in the overall performance of the school, as illustrated in the following feedback from Mr Hendrikse:

"Lückhoff is privileged to have access to professional services as delivered by Community Keepers. As the years have passed, one becomes more aware of the influence of Community Keepers on our school... see it in many children’s faces... children who see some light... a reason for going on... hope... Children start seeing that their unconquerable problems and burdens aren’t unique... that there is a way out. With this in mind, it is becoming visible that children’s self-confidence is growing and that there is more stability in our academic results over the past few years (as illustrated in the matric pass rate of the past 3 years):

2009: 64%  2010: 74%  2011: 83%  2012: 92%

These results total an increase of 28% over 3 years in the matric pass rate! This has also brought a different spirit to the school for further successes in 2013."

Community Keepers would like to congratulate Mr Hendrikse, the educators, learners and parents/guardians with these remarkable results. We are grateful to be playing a small part in the growing successes of this school.

“Die realiteit is dat ek op my oudag in ‘n gemeenskap saam bid dat ek help want het... Ieg is in uitdagings groot. Klasse is nouër. Die skool sukkel om finansiële kap by watter in haai. Die ekonomiese omgekeerde is neerstrik. Die oor die oor die tyd is onbelangstelling in die kinders. Mie het ‘n idee hoe om ‘n kind tot die hoogste skool te neem. Die toewykslikheid van Community Keepers het alles kom verander. Die onderwysers so kaste word nie verlig. Die kinders se talente en waardes kan nou ontwikkel word en die ouer word nie gesê om ‘n verligte in hul kinders se lewe te maak. Met dankbaarheid kan ek nou sê dat my oudag nie meer ‘n beklemmende is nie en dat hulp in die vorm van Community Keepers ons lewens kom vervul het.”

Mrs. Titus, Steenendal IJsvogel Primary School

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100%

OF 63 EDUCATORS IN THREE SCHOOLS SURVEYED AGREE OR STRONGLY AGREE THAT: COMMUNITY KEEPERS MAKES A POSITIVE DIFFERENCE IN THEIR SCHOOL.

87%

OF 63 EDUCATORS IN THREE SCHOOLS SURVEYED AGREE OR STRONGLY AGREE THAT: THERE IS A POSITIVE CHANGE WITH LEARNERS RECEIVING SUPPORT FROM COMMUNITY KEEPERS.

100%

OF 63 EDUCATORS IN THREE SCHOOLS SURVEYED STRONGLY AGREE THAT: THE COMMUNITY KEEPERS STAFF ARE POSITIVE ROLE MODELS.
LETTER FROM THE CHAIRMAN

Communities that are left behind due to poverty, a lack of education and unrest needs were the focus of my previous Chairman’s report. I reported on statistics regarding education in South Africa, its importance, shortcomings, challenges and the impact of a poor education system on the economy, labour and workers’ ability to earn a reasonable living.

The responsibilities of our duly elected government include improving the lives of our people. We pay taxes to assist government in fulfilling this obligation. From what we read on a daily basis, it appears that our tax contributions are not wisely managed by government and studies show a continuous decline in the confidence levels of South African citizens.

The burning question is whether we as a nation can turn the decline in confidence and social capital around? I truly believe we are able to do this, but only if we get involved. For the time being, we need to apply our own finances and resources to assist. I believe we need to start with the youth, who suffer the worst effects of communities in crisis.

I recently read this quote by Dr David Myers, a psychologist stating that “there are two ways to be rich: one is to have great wealth, the other is to have few wants”. Although the quote refers to money, one could equate being rich to increasing our social capital and the care we receive. Community Keepers exists to do exactly that. We provide help in developing and improving social and emotional skills.

Central to the theme of this year’s annual report, are the thoughts of community keepers that represent what we stand for. These include:

- Get involved and make a difference.
- Many take daily essentials that others don’t have access to for granted.
- Support and develop children so that they can live safe, healthy and productive lives.
- Parents and grandparents can, through their involvement, make a positive difference in the lives of our children.
- We are jointly accountable to make a meaningful contribution to the wider community.
- Become involved in practical solutions.

We have been operating in the Stellenbosch area for three and a half years and we serve three schools. It is our desire to duplicate the model and to offer our services to 25 schools by 2017. For this to happen we need significant funding and I would like to encourage people to get involved in making a difference in the lives of others, by spending time, providing innovative ideas and/or donating funds to enable us to increase our reach.

Thank you very much to the Department of Education, school management, parents and volunteers for your support and for allowing us to make a difference in the lives of the community. To the learners, thank you for using our services and becoming community keepers yourselves. To the employees of Community Keepers, thank you for your commitment, very hard work and unselfish hearts. To St Clara Christian Church, thank you for your support and prayers. To the members of the Board, thank you for your time, dedication and support. Finally, I would like to thank and honour our donors – without your contributions all our efforts would be in vain.

André du Plessis

LETTER FROM THE EXECUTIVE DIRECTOR

Dear partners and friends,

Thank you very much for taking time to consider this report. We trust that you will be inspired as you follow this journey through the Community Keepers’ results and stories of 2012.

2012 was a year of exponential growth for Community Keepers as an organisation and movement. Highlights include the opening of our third school office, a total number of 335 learners receiving support and about 2,108 parents/guardians attended parenting get-togethers.

We are confident that our model for school-based interventions has developed into something that is both sustainable and measurable. The sustainability of any community intervention requires an agreement between the initiators and recipients of a service to collaboratively work towards communal goals. By following this approach, we have seen how partners have become more aware of community concerns and started taking action to address these, thereby becoming community keepers themselves and having less need of the organisation’s input and resources. For example, learners took action to address concerns around their school facilities, parents collaborated to launch a parenting initiative for fellow parents and individuals and businesses invested resources for the expansion of services. In an effort to be accountable to these individuals we piloted various measuring tools during 2012. Hereby we could track improvement in the functioning of those we are working with and improve our services. We are confident that this focus on sustainability and measurement will ensure positive outcomes and returns in the long run.

The global goal of providing primary education to all children by 2015 is the oldest of the Millennium Development Goals as set out at the first Education for All Conference that was held in 1990 by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO). In South Africa, there has been many efforts to achieve this goal and boost educational outcomes but with disappointing results. For example, the problem of school dropout lately drew more attention as statistics have been released stating that approximately only 50% of learners who enter grade 1 eventually complete grade 12. This is also the reality of the communities we work in and our latest results are proving that the Community Keepers model are playing an important part to address this problem. With this in mind, we affirm our commitment to collaborate with others in 2013 who are also working towards the promotion of positive educational outcomes and societal wellbeing.

We have made great strides towards realising our goals during 2012, and it would have not been possible without your involvement and support. As more people realise the great need and join us in becoming community keepers, I believe we will see a change in our families and communities that will lead to a healthier, more effective Stellenbosch and ultimately South Africa. For the generations to come!

Philip Geldenhuys
The Community Keepers’ support services differentiate itself from most community interventions in the sense that the services are delivered by qualified, registered professionals, including counsellors, a social worker and psychologist. Admission to the services is gained through self-reporting or referrals by educators, parents/guardians or other community members/organisations.

Psychological, emotional and social support is provided in the areas of:

**FAMILY CONCERNS:**
- abuse and/or neglect (physical, emotional and sexual), relationship problems between parents/guardians or siblings, divorce, financial strain.

**EMOTIONAL/PSYCHOLOGICAL CONCERNS:**
- trauma, stress, grief, depression, suicidal thoughts, eating disorders, withdrawal, anxiety, low self-esteem.

**BEHAVIOUR:**
- misconduct, bullying others, tantrums, anger.

**PEER CONCERNS:**
- friendship, being bullied (verbal and/or physical).

**SEXUALITY:**
- rape, molestation, sexual harassment, abortion, sexual orientation.

**SCHOLASTIC CONCERNS:**
- study methods, school dropout, motivation, attention deficit hyperactivity disorder (ADHD), career guidance.

**SUBSTANCE ABUSE:**
- drug abuse, punching, alcohol abuse, tobacco, dagga, methamphetamine (Tik).

**CHRONIC/SERIOUS ILLNESSES:**
- tuberculosis (TB), HIV/AIDS, cancer, epilepsy.

The ecological model serves as the foundation for most of the assessments and interventions delivered by the Community Keepers staff members to learners. This model enables staff members to determine the influence of social contexts and stresses the reciprocal effect that one part of a system has on the others. Within this broad, systemic view, parents/guardians and class teachers are typically integrated into the assessment process (especially in the primary school) in order to get an overall idea of the learner’s functioning. Involving all these role players has led to great opportunities to work with parents/guardians of learners, thereby also caring for the carers.
During 2012, support services were delivered to 335 learners and 7 educators at the three Community Keepers offices. 163 (49%) of the learners were male and 172 (51%) were female, as illustrated in the figure below.

Figure 2: Gender of learners

The almost equal amount of males and females who made use of the Support Keepers services is very encouraging as there is a common misconception that males are not interested in making themselves vulnerable by sharing personal information with others. We believe that these results prove that there is a growing need amongst males and females alike for some form of support as they are faced with psychosocial challenges from the past or in the present.

Another interesting result is the large amount (39%) of learners who reported themselves at the Community Keepers offices, as illustrated in the figure below:

Figure 3: Means of accessing services

It is very encouraging that 132 (39%) of learners had the courage and trusted the Community Keepers to such an extent that they would approach the offices themselves and request for an appointment. The 61% of learners (203), who were referred, were referred via educators, parents/guardians or community members/ organisations. It appears as if there has been an increase in the openness of learners to approach the Community Keepers offices and this is a good indication of the increasing trust that the learners have in the Community Keepers services but also of the need that there is for support.

Data collection tools were developed with the aim of monitoring the possible improvement in concerns as presented by learners. The simplest of these tools is a generic pre- and post-test that is completed by learners (self-assessment) before they embark on the counselling process and again after the termination thereof. Rating the seriousness of the presenting concerns as well as their ability to handle the concern enables us to track the changes occurring through the support process. In some cases a similar test was completed by parents/guardians and/or educators whereby the learner’s functioning in class and/or at home is monitored. Seeing that these tests were piloted in 2012, they were not part of the standard procedure with all clients and therefore the results are only for a specific group of learners and not for all who were involved in the support services. Nonetheless, these pilot tests yielded some thought-provoking results, as illustrated in the figure below where 36 learners at one of the offices (named Office 1 for confidentiality purposes) completed the self-assessment pre- and post-tests:

Figure 4: Learner self-assessment

The majority (72%) of learners reported an improvement in the concerns that they had and their ability to handle the concern or the influence thereof, as illustrated in the feedback that was received from them:

“Ek het deur ‘n baie meeslieke byd in my lewe gekom. Ek het geen idee gehad hoewel ek die situasie te hanteer nie en Community Keepers het my help gebied. In my hart het ek ’n stille-deel van myself wel gewas en ik het vir ongedeelde liefde houd. Ek het vir ongedeelde liefde houd met myself, ek het vir ongedeelde liefde houd met myself.”

“I had a stress problem and they (Community Keepers) told me whenever I stressed about tasks or homework I should start using a diary and write down things in a diary; it helps a lot now.”

However, 22% (eight) of the learners reported a decline, implying that their concern or ability to handle the concern had worsened and that the intervention did not help. There can be various reasons for this finding, e.g. the intervention wasn’t effective, the tools are not accurately identifying and measuring change or that the concerns faced by the learners are beyond the capacity of the Community Keepers interventions.

A variation of the above described pre- and post-test was designed and piloted at another office (named Office 2 for confidentiality purposes) where both parents/guardians had to assess the functioning of their children, before and after they received support from Community Keepers. In this analysis we assessed the same 35 learners for whom parents/guardians had completed both the pre- and post-tests, as illustrated in the figure below:

Figure 5: Parent/guardian assessment

The majority of parents/guardians (69%) reported an improvement in the functioning of their children, as illustrated through the following feedback that was received from parents/guardians:

“I see a big change in self (passerend, thank you (Community Keepers) for what you have put in.”

“Kabyn (skoolmaat) het baie verlede, skoolwerk is verbeter. Ek is baie tevreden met hul...”

“Grace (skoolmaat) het baie verbeter. Sy is geslaag soos ek gedink.”

“Peter (passerend) improved well with his school work. His attitude also changed (positively).”

However, 11% of parents/guardians reported no change and 20% reported that there has been a decline in the functioning of their children. These findings are not encouraging and could possibly be due to the same reasons as mentioned in figure 4, e.g. the intervention wasn’t effective or that the concerns are beyond the scope of the Community Keepers services.

The amount of learners included in the above-mentioned results was not a significant amount (21%) of the total amount of learners who were supported and consequently these findings cannot be generalized to all of the learners across the three offices who have received support from Community Keepers. The fact that the pre- and post-tests were also a pilot initiative serves as another rationale to not generalize the findings. However, these findings have highlighted the need for assessing all interventions in order to know what the influence of the support services is. It has also helped us in refining the process of setting the right goals, picking the right approach and then measuring the results to get feedback and refine our interventions.
The climate and environment in which a child develops and grows to adulthood directly affects his/her functioning. Our children and youth are growing up in a complex society and environments where poverty, violence, gangsterism, various forms of abuse, sexual promiscuity, teenage pregnancies, dropping out of school, broken-down family structures, and many more issues prevail, leaving children feeling vulnerable and exposed. The Life Keepers services aims to equip learners with the skills and knowledge to effectively deal with these everyday challenges, enabling them to make positive life choices through classes, programmes, seminars, campaigns and events. Through these activities, Community Keepers aim to prepare and motivate learners in their journey of growing into responsible adults making a valuable contribution to the social and economic wellbeing of their community and country.

In 2012, the Life Keepers programmes were adapted to have a much stronger focus on mentorship and equipping learners to become active agents for change in their school, family and community. Through this we believe that the learners themselves will bring about the needed change and contribute towards the building of strong, healthy communities in a progressive and sustainable manner.

### LIFE ORIENTATION CLASSES

Community Keepers recognises the Life Orientation (LO) subject as a medium through which preventative interventions can be delivered to large groups of learners. Working in collaboration with the LO educators, the Community Keepers lessons are used as complimentary material to the official curriculum and outcomes that must be reached. These collaborative classes are specifically presented to the grade 6 and 7 learners in the primary school and grade 8 and 9 learners in the secondary school. The figure below illustrates the 2012 LO outputs for Community Keepers:

<table>
<thead>
<tr>
<th>DAS VALLEY PRIMARY SCHOOL:</th>
<th>BETTENBOOS PRIMARY SCHOOL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNERS REACHED:</td>
<td>LEARNERS REACHED:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>415</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCKHOP Secondary School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNERS REACHED:</td>
</tr>
<tr>
<td>64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATORS INVOLVED:</th>
<th>NUMBER OF CLASSES DELIVERED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>134</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

“Community Keepers het baie dinge in my lewe kom doen. ‘n Die begin het ek dit nie alles gelike nie want ek het gedeg wat ons praat gaan die onderwyser ook weet maar ek het my misis dit is glad nie so nie... Now kan ek praat oor my probleme wat ek nooit gedaan het nie. Community Keepers het my probleme verbeter want want ek daar is het my verhouding met my eers verbeter... Speciaal baie dankie aan Christelle (Community Keepers sienkundige), sy is die beste nooit... baie dankie dat jy toel ek in myself ple.”

Matthys Robyn, leader
The LO classes serve as an excellent platform to develop learners’ personal and social skills, address and challenge negative cultural norms and initiate social responsibility among learners by making use of a narrative approach. Themes discussed and addressed through the LO classes in 2012 include the following: sexuality; sexism; relationships (self, family, peers, romantic); community organisations and projects; careers; emotional control; decision making; skills; health and health promotion; alcohol and substance abuse and study methods.

The Community Keepers’ events, campaigns and workshops originated as an extension of the LO classes to further discuss and explore topics and themes in a creative, non-threatening environment. Through exposing and introducing learners to experts in the field and positive role models, we aim to initiate and motivate critical thinking, the importance of choice and responsibility.

Other events hosted by Community Keepers for the secondary school include a Grade 8 orientation session preparing 180 Grade 8 learners for high school; three motivational and support sessions to 102 Grade 12 learners as well as a Lockhoff Master Chef evening, and a joined ladies and men’s event focusing on relationships. 68 Grade 9–11 learners, 15 volunteers and 6 educators attended the Community Keepers’ Lockhoff Master Chef evening on 22 May 2012 which included a step-by-step gourmet pizza baking class and a relationship talk show.

Practical advice regarding relationships, boundaries, sex and dating was shared by a knowledgeable panel. Critical thinking and decision making was encouraged at this event which hopefully enabled learners to apply this, as confirmed by feedback received from learners who attended.

Events at the primary schools included six ladies and men’s events, which were attended by approximately 500 learners. These events included a baking class, DFF lesson, career day, community outreach event, and an activity called Drug Race. These events addressed the following themes: sexism, sexuality, self-worth and identity, future vision and dreams and drug abuse. It is evident through the feedback received from learners that these events played a valuable role in helping them shape their identity.

Lückhoff Secondary School, in partnership with Community Keepers, hosted the third annual career expo on 21 August 2012. The aim of the event was to expose learners to alternative study possibilities, various work opportunities, to inspire future vision and dreams, and to motivate learners to finish their school careers. A total number of 30 tertiary, financial and alternative education institutions as well as entrepreneurs from the Idas Valley community were present at the event and approximately 750 Grade 9–12 learners attended. The event was a big success that can largely be accredited to the initiative and ownership of the Lückhoff LO educators and the supporting committee who planned and executed the event in an excellent way. Feedback that was received from learners included the following:

“...The career expo encouraged me to go and study and get a job that will provide for me.”

“I learned what was really my passion, because the more I see it and find out about it, the more I can see myself in that career... the more information I received the more excited I became.”

“...at the expo they helped me and showed me what I wanted to do... they really opened my eyes.”

“I learned what is too far (boundaries)! ”

“I think I should also implement the “open door policy.”” (Practical advice given by one of the panel members on how to apply boundaries)

“I learned to think more rather than to just go with the flow.”

“I learned that I can be myself and that I should love myself.”

“I can now say with excitement that I am a woman and I am happy about it...”

“...the mentors were very helpful. I learnt what a woman wants in a man.”

“The men’s and ladies’ day was AWESOME!!!! We did also throw eggs at each other. It was really fun.”
CAMPAINS

During the start of 2012, concerns were raised by parents, educators and learners that drug abuse amongst the youth, adults and families are causing great distress. Seeing the devastating effect of this on learners being part of our support services, Community Keepers shared in this concern and partnered with the Lochhoff representative counsel of learners (RCL), prefects, staff and learners to initiate an intervention that eventually developed into the Under My Own Influence campaign. The aim of this campaign was to address learners’ need and search for identity and a sense of worth, focusing on self-concept, choices and character building as opposed to the traditional “don’t do drugs” messages associated with anti-drug campaigns. The first phase of the campaign included a mentorship course during which 25 learners were trained and assisted by Community Keepers to plan and execute the campaign. The eventual campaign included an influence assembly, after-school influence groups and an influence rap performance. Approximately 375 Grade 8-12 learners attended the week-long afternoon sessions and the feedback received from them proves that not only was the Under My Own Influence campaign an enjoyable experience, it also challenged and helped shape their thinking and decision making:

“I stay in a community where there are a lot of people who use drugs and this programme keeps you away from these things.”

“The campaign influenced my choices. The Blindf hallway game (I learned) that there are a lot of people that influence you.”

“I learned that other people’s circumstances are similar to mine.”

“The campaign influenced my choices, because I now know where I am going and how to make the right choices.”

“It was great especially because the groups were hosted by learners from our school.”

“I learned to stand still and think about the implications before I make a decision.”

A follow-up campaign was held during the second half of 2012, called the Survivor Influence Challenge. This follow-up event had the theme of Survivor whereby learners where motivated to survive and overcome the influences and challenges they are faced with. Every class nominated two representatives who had to take part in various activities competing for prizes. This was a lot of fun and a great finish to the influence campaign.

MOVE

We believe that one of the biggest needs of individuals is to know who they are, where they are going and what their bigger purpose is in life. In 2012 Community Keepers launched an exciting new addition to our life. Keepers services called MOVE, a creative, relational-focused mentorship programme with the aim of equipping individuals to become keepers within their own community. MOVE motivates individuals to take action and become part of a movement that includes other individuals, groups and the broader community. 17 Grade 9-12 learners registered for the afterschool MOVE programme, consisting of eight sessions. At the completion of the programme, the group decided on one initiative that they wanted to launch in their school. This particular MOVE group created their own group, Let’s Move, a vehicle to bring about change in their school and community. Their first initiative they took on was cleaning and renovating their school bathrooms. They planned and held a fundraiser, involved their fellow learners, obtained sponsorship and completed phase 1 in December 2012. This included various activities, painting the bathrooms, ensuring toilets have doors and putting an operative system for the maintenance of the bathrooms in place.

This initiative will be built on during 2013 with the learners leading the charge.

One of the MOVE learners explains this initiative in her own words:

“I see MOVE as a group of learners that wants to make a difference in their school and community. In 2012 when the group started we learned what a movement is and how to start one. As a group we all decided that we want to make a difference and started being equipped on what is movement, how to start a movement and how to maintain a movement. As part of the whole process we also learned about values and how each one of us can make a difference. MOVE helped me to stand up for things that I believe in even if I’m the only one that stands for it (like that guy who started dancing on his own). (As) MOVE learners we arranged for sponsorships, initiated fundraisers, etc. on our own and we completed phase 1 of our project. Because we did everything ourselves I think we learned leadership skills and how to be responsible.”
Education is currently a vital part of the national dialogue, which has led to an increased pressure on schools, and specifically educators, to perform according to specific standards. For some, this has led to improved performance while others are casually upholding their underperformance. This can be attributed to an array of concerns including massive workloads, curriculum frustrations, overcrowded classes and personal concerns, which often get the best of educators.

Additionally, many educators have to fulfill the role of a teacher, parent, social worker and psychologist in a society where many learners are the products of an uncaring, abusive home environment where little or no values were taught or modelled. For these reasons, Community Keepers has a strong focus on supporting and developing the educators at the schools where we are involved. We are convinced that better functioning educators will lead to better functioning learners, as illustrated by the following comment by an educator:

"Onderwysers konsentreer op die akadeemiese sy en Community Keepers op die emosionele en sosiale probleme. Onderwysers is nie stelkundiges nie en met enkel klasse mag jy daardie kind verlieër. Community Keepers en die opvoeders moet die pad (van ondersteuning aan kinders) saam loop… jy kan sien hulle (leerders) neem meer met 'selfvertroue deel in die klas (na ondersteuning by Community Keepers)."

All Community Keepers services are implemented in partnership with the educators of the specific schools. This partnership is strategically formed with the principal and a management committee consisting of two to three educators who are responsible for the planning and execution of the Community Keepers’ services. During 2012, 35 management meetings were held at three schools. By serving on these committees, members get the opportunity to develop various skills including planning, execution and follow-up. Feedback that we received from an educator who served on a management committee in 2012, confirmed the value that were derived from this:

"As a new member on the committee, I wondered what I as a Gr. 1 teacher could benefit from Community Keepers. To my great surprise I found out that being over 50 years old and a teacher of 30 years experience, the marvellous work the Community Keepers did to enrich the parents in their parenting skills actually gave me the satisfaction that our children are indeed in good hands. Community Keepers helped my class and their parents on all levels of parenting that gave me as well as my colleagues the rest that our children can develop to the next grade. By taking hands on school, Keepers and as community, we develop a child holistically. Thank you Community Keepers for starting this action and enrichment!"

An important part of the committee’s responsibility is to organise professional development sessions for the whole teaching staff. An annual needs assessment is conducted amongst the staff members to ensure that the most pressing developmental needs are identified and that sessions are presented accordingly. During 2012, four development sessions were held with educators and themes like personal motivation, planning and substance abuse (amongst learners) were presented by experts in these fields. Eight smaller sessions were also held with educators from specific grades during which specific topics were addressed. Feedback that was received from the various sessions include the following:

"Vliesies paarafie van sosiale hulp ek self my best in my six classes. Stuur is so real wat ek aan ander kan bied." ("Nice to parallel character but ask if myself best in my six classes. Send is so real what can I give to others.")

"Thank you for the session. The speaker is a professional and spoke from experience. I could really relate with him.

"Ek kan deur middel van projekte wat deur Community Keepers van stapel gestuur is op ‘n ander vlak met leerders interaksie hê. My vertroue dat ons as opvoeders ‘n betekenisvolle rol in leerders en die breër gemeenskap kan speel is versterk omdat ek die greei in ons leerders kan waarnem. As komiteelid het ek inspraak en dus mede-verantwoordelikheid om projekte en bestuele sukses deur te voer."

Shireen Rarends, adjunkt hoof van Lückhoff Sekundêre Skool en Community Keepers bestuurslid

GATEKEEPER: a person who controls access / one that tends or guards a gate

“Ek kan deur middel van projekte wat deur Community Keepers van stapel gestuur is op ‘n ander vlak met leerders interaksie hê. My vertroue dat ons as opvoeders ‘n betekenisvolle rol in leerders en die breër gemeenskap kan speel is versterk omdat ek die greei in ons leerders kan waarnem. As komiteelid het ek inspraak en dus mede-verantwoordelikheid om projekte en bestuele sukses deur te voer.”

Shireen Rarends, adjunkt hoof van Lückhoff Sekundêre Skool en Community Keepers bestuurslid
There was a massive increase in parents/guardians joining the Community Keepers movement in 2012. Where we had 407 parents/guardians attending 11 sessions at two schools in 2011, about 2,108 parents/guardians attended 19 sessions that were held at three schools during 2012.

The Community Keepers’ services to parents/guardians were revised in 2012 to have a much stronger focus on the involvement of parents/guardians in the planning and execution of these services. Through this approach, parents/guardians moved from being recipients to partners in the process of supporting and educating fellow parents/guardians by joining a parenting network. These networks are made up of parents/guardians who make themselves available to serve on a committee consisting of 5–10 members, which has the responsibility to develop a strategy to support and equip fellow parents/guardians with the needed parenting skills. There is also at least one educator of the specific school and a Community Keepers staff member on the committee and this ensures that it is a collaborative effort between the school and community.

A total of 19 sessions were held at three schools and themes included the following: healthy diets, preparing for high school, helping your child with homework; assisting your child to study for exams; managing effective discipline; identifying substance abuse; and many more. We also identified primary themes which were included in most of the sessions. These themes included communication, future plans, discipline, and taking responsibility. A data measuring tool was developed and implemented at some of the sessions which requested attendees to rate their experience of the session, based on the knowledge they gained and the applicability thereof. Following are the results from these tests.

**Figure 6: Feedback from parents/guardians (N=397)**

These results are very encouraging as they illustrate that 397 parents/guardians who attended five different sessions scored an average score of 28.16 out of a possible 30 points (94%) for these sessions. The fact that attendees gave high ratings for the core themes which we wanted to communicate through the sessions was very encouraging and specifically the high rating for “future plans” is promising as parents/guardians often find it hard to assist their children in planning/dreaming beyond their own circumstances. Whether the knowledge gained at these sessions is something that remains to be seen but we are very optimistic that these findings is a good indication of the eagerness of parents/guardians to help their children succeed, as illustrated in the comments below:

“Die initiatief wat die skool in somewerking met die Community Keepers neem, met hierdie hulpgivees is reig uitstekend.”

“I learned a lot tonight. It was outstanding application of preparing your child for the exams and tests.”

“Sla daar ‘n groep sees CK wees wat hul (leerders) sal onderskeun by hul skool?”

An educator who attended a grade R session also explained the value of the session for her:

“This session was a revelation for me and an educator to apply this information in class. Thank you very much for the enlightening information.”

“Just thank you for giving us as parents this great opportunity to help our children achieve better results and to succeed and achieve their goals.”

“Die initiatië wat die skool in samewerking met die Community Keepers neem, met hierdie hulpgivees is reig uitstekend.”

“Just thank you for giving us as parents this great opportunity to help our children achieve better results and to succeed and achieve their goals.”

“As Community Keeper euer gie ek daarin dat ons as ouers deur ons betrekkingheid ’n verskil in die lewens van ons kinders kan en moet mae. Tessa met Tarian (Community Keepers personeel) en die Lüchhoff – personeel het ons vanaf 2012 met die Graad 8 – euer ‘n wonderlike pad begin stap toe die eerste Ooster Ondersteunings Network (LOON) te Lüchhoff gestig is. Die gehalte van die sessies wat vir ouers en leerders aangebied is, was absoluut fantasties en ons gie ek daarin dat ‘n positiewe uitkyk op die lewe se aansteklik is, dat ons ouers kinders se uitkyk daardeer kan beïnvloed. Dit is vooreer ‘n voorreg om by Community Keepers betrokke te wees.”

Fiona van Kemel, LOON (Lüchhoff Oost Ondersteunings Network) koördinerer
SERVICES
CONNECT KEEPERS

networking with community resources

Being a school-based organisation enables us to accurately assess the needs of the individuals, school and community as they are perceived by the learners, educators and parents/guardians themselves. The challenge, however, is to not get overwhelmed or side-tracked by the legion of needs but to direct one’s own resources at the main goal, which, for Community Keepers, is the psychosocial wellbeing of learners. But while keeping the focus of the organisation there is also the opportunity to unite with other individuals and organisations involved in the community to collaborate towards the ultimate goal which is the holistic development and wellbeing of learners and the community.

Through our work in Idia’s Valley and Cloetesville we have established partnerships with a handful of organisations and specifically our partnership with Child Welfare Stellenbosch has proved that effective collaboration towards a common goal is possible. Child Welfare Stellenbosch has a strong focus on child protection and the main area of collaboration with this organisation is in cases where abuse or neglect is reported to Community Keepers. Referrals are made to the social workers at Child Welfare whereby they manage the statutory (legal) aspect of these cases while Community Keepers then offer the psychosocial support to the learners. The following feedback from a social worker at Child Welfare Stellenbosch illustrates the value of this partnership:

“Die onafhankiges (by Community Keepers) lever terneis aan pleegouers, biologiese ouers en pleegkinders. Wanneer ons hul geval-bladplein is Community Keepers inplaas om in te tree en meer intensiewe terneis te gee daar waar dit wêreldlik raak maak. Pleegkinders kry baie beter van hul draagbare erwânts, gesigsem, erfenisweë en ouers, wêreld van ouers wat sterf. Ons hou baie meer aanpas by nuwe genasie. Sendere Community Keepers kry klinieke nie-intensiewe sameg toe hulle nie. Hulle open pleegkinders in RSS kinders en Community Keepers verleen ’n deurlegging en reën om hulle spesifieke behoeftes, veral kognitief aan te spreek en leiding, voorligting en alle relevante rolspeler te gee. Community Keepers verleen ’n uittrekkende bewusmakingstool. Elke week het hul pleegmeester self wêreldwye baie goeie gesê met hul voorligtingsraad en wat gekom was deur Community Keepers vir die pleegouers wat nuwe self-inpas vir skool by. (Die pleegmeester) het my by me. De Week (Community Keepers personeel) was graag, was vreugdevol en die aktiwiteit met almal aangeneem het wat was gebeur... Community Keepers is ’n integrale en belangrike rolspeler vir Kinderzorg, skole en die breë gemeenskap. Baie dankie vir u bystand, hulp en vreugdevolle diens.”

GREENKEEPER: a person responsible for the care and upkeep of a golf course

“How do you make a society safe, healthy and prosperous, given the huge stumbling blocks we see around us? You support and develop the children so that they can live safe, healthy and productive lives. That is exactly what Community Keepers does and the ripple effect of this reaches much further than just the children at the schools. It is very satisfying for me to be part of every child who chooses life and progress because of Community Keepers’ support and interventions.”

Ernst Hertzog, Community Keepers Board member


Jana Lewis, leerder
FINANCES

Community Keepers saw a year of financial stability, marked by continuous support from our loyal supporters. The management of funds was governed by the Community Keepers Financial Committee who manages and formulates financial policy, financial controls, management controls, recording and the budgeting process. The financial management system includes a monthly budget, monthly reporting, asset registers and annual financial statements. The appointed auditors for the past four years have been Aucamp Scholtz Lubbe Chartered Accountants who have given us a “clean” audit for each of these years. Figure 7 gives a summary of the Income and Expenses for the year ending 31 December 2012. (A complete version of the Audited Financial Statements are available on request.)

Figure 7: Summary of Income and Expenses for 2012

PEOPLE

BOARD

The Community Keepers Board brings together a combination of individuals with years of experience in the business, education and social sectors. This group consists of at least seven members and their main role is to advise, govern, oversee policy, give strategic input and support the staff members of the organisation. During 2012 there were five board meetings and two special meetings. Overall attendance for all the board members was 78%.

The following individuals served on the Community Keepers Board during 2012.

- Johann Aspeling (Registrar of Stellenbosch University; Community Keepers Board member since 2008), André du Plessis (Financial director of Capitec Bank; Community Keepers Board member since 2008), Leandro Bontzaster (Physics Lecturer at Stellenbosch University; Community Keepers Board member since 2010), Philip Geldenhuyz (Community Keepers executive director since 2008), Ernst Hertzog (Business Process Engineer at Medichief; Community Keepers Board member since 2008), Annetjie Louw (Principal of Stellenbosch High School; Community Keepers Board member since 2008) and Diana Nel-Hugo (Life Orientation teacher at Paarl Gymnasium; Community Keepers Board member since 2008, resigned April 2012).

Six of these Board members have been serving in this capacity since the establishment of the organisation and we are very thankful for these members’ commitment and sacrifice over the past five years. However, one member, Diana Nel-Hugo has resigned as a Board member in April 2012. We are very thankful for Diana’s contribution towards the shaping of the organisation and specifically the Life Services and Honour her for her commitment towards the future of our country’s youth.

STAFF

During 2012 we were joined by three new staff members as one new Community Keepers office was opened. Elsje de Waal and Hugheen Rodericks are qualified counsellors and were respectively appointed as office managers at Idas Valley Primary and Riebeekbosch Primary Schools. Christelle Duckitt is an educational psychologist who joined the team on a part-time basis, dividing her time between the three Community Keepers offices. The other staff members during 2012 were Tarlen Odendal, office manager at Lüttlof Secondary School and Philip Geldenhuyz, who worked as a social worker between all three offices.

The Community Keepers staff members are passionate about serving people and make it their duty to deliver an excellent service to the school community. They are the main driving force behind the successes of the past year and we salute them for their passion, commitment and sacrifice during 2012.

FUNDERS

We are very thankful for the funders who supported us during the past year. These include both individuals and businesses from Stellenbosch. However, the biggest part of our funds are received from a handful of individuals who have faithfully supported us for the past 3-5 years and we want to salute them for their commitment towards the organisation. We truly hope that all funders will be pleased with the return on investment as presented in this report.

We have also received many thank-you notes from community members, specifically parents/guardians, requesting that we extend a word of thanks to those who provide the funds to make the Community Keepers services available to their children. On behalf of the school community members, thank you.

Community Keepers is a registered public benefit organisation (PBO) and thereby the organisation can issue special prescribed receipts to donors in terms of section 18A of the Income Tax Act, 1962 (Act No. 58 of 1962 as amended), entitling donors to a tax deduction. Community Keepers is also committed to being accountable to funders and gave quarterly updates to all funders regarding the operations of the organisation during 2012. Publishing an annual report is also part of this commitment towards accountability towards funders and the general public.

In conclusion, we cannot do what we do without our funders and we, and those we serve, deeply appreciate your generosity.

VOLUNTEERS

During 2012 there were about 25 volunteers who were involved in an array of services and activities. These volunteers included younger and older professionals from the Stellenbosch community. Involvement included being group leaders at events, presenting and facilitating sessions at parenting seminars, professional development of educators and assisting with administrative tasks at the school offices. We are appreciative of your sacrifice and commitment and specifically for deciding to join the Community Keepers movement which we believe will see some exponential growth in the years to come.