Many of our country’s children and schools are down but not out. Help them get up by joining the Community Keepers Step Up movement.

www.communitykeepers.org/donate
OVERVIEW OF THE YEAR

This report is especially dedicated to all those who Stepped Up in 2013 by investing in our South African school communities. The following provides a snapshot of the number of learners, teachers and parents you helped us reach during the past year:

**SUPPORT SERVICES**
- 2,325 assessments, counselling or therapy sessions with 485 learners and an additional 562 sessions with their teachers or parents/guardians.

**LIFE SKILLS**
- 262 life orientation classes with 799 learners and 42 life skills-related events/sessions with 925 learners.

**TEACHER DEVELOPMENT**
- 8 professional development sessions involving a total of 84 teachers.

**PARENT NETWORK**
- 20 parenting events attended by 1,159 parents/guardians.

In total, you helped us reach 3,452 learners, teachers and parents during 2013. This brings the total number of beneficiaries we have served since 2009 to 9,627.

- **88%** of teachers surveyed agreed or strongly agreed that there is a positive change with learners receiving support from Community Keepers.
- **98%** of teachers surveyed agreed or strongly agreed that Community Keepers makes a positive difference in their school.
- **100%** of teachers surveyed agreed or strongly agreed that the Community Keepers staff members are positive role models.
In 2013 we launched the Community Keepers Step Up campaign. This campaign is an invitation to all South Africans to join us and others in our fight for the wellbeing of our children and the future of our country. Many of our children and youth are victims of poverty, abuse, neglect and below average educational opportunities and we are therefore dedicated to disrupt these negative cycles. However, there is hope if we roll up our sleeves and get involved in some way or another: sponsor a child, host a dinner, volunteer at our youth and mentor programmes, or simply to Step Up.

During the past year, Community Keepers served 485 learners with psycho-social support, providing professional assessments, counseling and therapy to them. This amounts to a 45% increase from 2012 in the number of learners served with these services. In addition, more than 1,700 learners benefited from our life skills programmes and 1,159 parents attended a total of 20 parenting events. This is an average attendance of 58 parents per event, which is remarkable when thinking back to three years when we struggled to get five parents to attend events we held only two or three times per year. Since 2009, we have now reached nearly 10,000 learners, teachers and parents with our range of multidisciplinary services. Still, the need is great and there is much more we can do.

There are many more schools in the Western Cape and rest of South Africa where we would dearly like to establish school-based offices in the near future. There’s no time to waste and we are inviting everyone to Step Up and get involved.

One of the major highlights of 2013 was the appointment of Fiona van Kemmel as a director and board member of Community Keepers. Fiona was the first Chairperson of the first ever Community Keepers parent committee and spearheaded this initiative to the great movement it is today. She is an example of a parent who is an active, contributing community member, a true community keeper.

Fiona was the first chairperson of the first ever Community Keepers parent committee. Today she is one of the top learners in her class… his work is always done…” This and other data and feedback also highlighted that there is indeed a strong correlation between psycho-social functioning and academic outcomes. Another encouraging statistic is the 1,159 parents who attended our parenting events and the fact that 77% of these learners, who completed pre- and post-assessments, indicated an improvement in their functioning. This is a 5% increase from 2012 and a positive indication that our services are making a certain difference in the lives of most learners. Verbal or written feedback confirmed these findings. For example, a teacher remarked that “the change in John (pseudonym) is amazing” after receiving support from Community Keepers. Today he is one of the top learners in his class. Similarly, a learner explained that “Community Keepers methodology in 2014.

We aim to make these insights an integral part of the Community Keepers methodology in 2014. I would specifically like to thank everyone who contributed to the successes of 2013: our extremely dedicated staff, board members, partner organisations. You are the keepers of our communities and together we will change the future of our children and our country. Finally, all honour I give to the Father, Son and Spirit for goodness, grace and guidance through the past year. For the generations to come!
In 2013 we delivered a total of 2,325 assessments, counselling or therapy sessions to 485 learners and an additional 562 sessions to their teachers or parents/guardians.

The large increase from 2011 to 2012 (96% increase in learners being supported) was mainly due to the opening of one more school office, an extra full-time staff member and a bigger buy-in from the learners, teachers and parents. However, the 45% more learners and 52% more sessions delivered in 2013 came about without the opening of a new office and comparable staff hours. With this in mind, the growth of the past year can mainly be attributed to more effective service delivery at the schools coupled with a growing buy-in from the school communities.

Another interesting fact is that we had an average of 4.8 sessions per learner in 2013, compared to an average of 4.6 in 2012. Ideally, we spent 6-8 sessions with a learner to ensure that we get a good understanding of their situation, offer the needed support or refer them to someone who can assist. The main reason for not reaching this target is because a significant number of learners either do not have such a “serious” problem or they are referred by teachers or parents but are then uninterested to attend more than 2-3 sessions. Learners are referred because of behavioural concerns and these individuals, especially in the high school, are often indifferent to the support on offer. However, a referral for behavioural concerns is often just the presenting problem for something else like family problems or academic struggles. In addressing this challenge we ensure that we continue building relationship with these learners who are initially not interested in formal support and have often seen that these individuals return later to ask for support themselves.

The following diagram shows the main presenting problems recorded for learners we supported in 2013:

- **Behavioural**: 32% (155 learners) for varying behavioural concerns, including the following: misconduct at school/home (59 learners), friendship issues (47 learners) and bullying of others (19 learners).
- **Emotional/psychological**: 30% (147) of the learners we supported and included the following main categories: grief/bereavement (57 learners), stress and anxiety (36 learners), low self-esteem and social withdrawal (23 learners) and trauma (21 learners).
- **Family/community**: 24% (110) of the learners, was due to strained relationships between the learners and their parents/guardians or parents themselves (including divorce). This was also the single category with the most learners.

These statistics say a lot about the condition of the schools, families and communities we work in and is clear proof of the challenging circumstances many learners find themselves in. Although we mostly involve parents/guardians in the assessment stages of the support process we do not have the capacity to offer therapeutic support to them. For this reason we work...
closely with other organisations in the community who do offer individual support to adults and have increased our focus on the mobilization of our parenting networks. We also realize that some of the challenges need to be addressed on a school level and will be continuing our commitment to partner and support school management in their task of creating stable, supportive school communities.

However, if we want to paint a complete picture, the reasons for seeking support cannot be more aptly expressed than by the learners themselves:

“I want to talk to someone about my relationships and situation at home because I cannot concentrate in school.”

“The fact that my father molested me and someone else went and told it to other children. I am not sure if I will ever trust someone again...”

“I came to Community Keepers because I lost my best friend... to help me get over her death.”

“I have brought my friend who had emotional problems to the Community Keepers and I saw how they helped her... I want to stop feeling depressed and forget what people said about me.”

“Everything just became too much for me and I started crying in class.”

“I am very worried. I am pregnant. I would like to know what I should do. I am looking for help in my situation please.”

Being there for these learners in distress, assisting them to get through the turbulent times and Step Up in life is what Community Keepers is all about. The following figure illustrates the means through which learners accessed support services during 2013:

Teachers remained the main referrers (35%) which are in accordance with our philosophy of working in partnership with them. It is very encouraging that 153 (32%) of learners approached the Community Keepers offices themselves. Combined, referrals by parents/guardians (21%) and others (friends, partner organisations, community members, etc.) (12%) accounted for the other third of the total. This even spread of referrals between these groups is encouraging and a good sign of the trusting relationships with learners and the most important role-players in their lives.

In an attempt to measure the outcome of our support services we utilize generic pre- and post-tests in the form of questionnaires through which general well-being and functioning is measured. Learners older than 12 years (Grade 7 and higher) complete individual tests and learners younger than 12 have their teachers (class- or referer teacher) and/or parents complete a Teacher or Parent pre- and post test. As a result, self-tests are generally conducted in high schools and the other two in primary schools. All these tests aim to measure the changes which happened due to the support offered by Community Keepers.
The majority (77%) of learners reported an improvement in their well-being, based on the seriousness of the concerns they had and their ability to handle the concern had worsened and that the support did not help. There can be various reasons for this finding: e.g. the support wasn’t effective, implying that their concern or ability to handle the concern had worsened. On the other hand, 9% (16) of the learners reported a decline, implying that the concern or ability to handle the concern had improved and that the support provided helped. A small percentage (nine) reported no change. Overall, these results are very encouraging indicating that their concern or ability to handle these. Compared to 2012, this is an 5% improvement (from 72%), however, 2012 was the pilot year for these tests and only 36 learners’ data was recorded. As a means of addressing this challenge, we have shortened the questionaire and will only be using one feedback return. 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Personal development through life orientation classes, sessions, outings and seminars

The more than 1,700 learners with whom we interacted in this area had exposure to a range of life skills-related activities and programmes. Our collaboration with life orientation teachers implies that we fulfil a supportive role in the classroom and provide training opportunities to these teachers. This also ensures that we build strong relationships with learners and teachers in another context while doing a type of preventative intervention.

Firstly, themes discussed in the 262 classes included the following: relationships (self, family, peers and romantic), careers, health and health promotion; decision making; alcohol and substance abuse; study methods; and more. Secondly, various events and campaigns developed from the life orientation classes including the following: a strength-based personal development programme attended by 44 Grade 6-7 learners; leadership training to 40 Grade 10-11 school leaders; an anti-bullying campaign with 180 Grade 6 learners; five study methods sessions with 225 Grade 11 and 12 learners; a ladies’ tea attended by 52 Grade 11 girls; and more. A special mention also needs to be made about the fourth annual Career Expo where we had 46 exhibitors and 763 learners from three schools. An exhibitor expressed that “this was the most organized expo we ever attended…” and an educator mentioned that the expo “gets bigger and better each year and opens more opportunities for our learners’ futures”. The intended outcome of these activities is the mobilization of learners to Step Up as individuals and collectively as a group, grade or school.

The extent to which we have reached this can be seen in the following individual feedback:

“It taught you to BE YOURSELF and not to follow others…”

“I can use the information which I learned through the programme in my life and to help others succeed.”

“I (learned) to follow my dreams and to never give up and never to wish to be like someone else.”
It is important to note that this data is not a claim that teachers’ performance has been enhanced as this is merely a reflection of their experience of the specific sessions presented. However, we have seen a shift in many educators in their handling of learners with personal challenges as well as their overall buy-in into their schools’ vision and values.

Another important part of teacher development happens through their involvement in our Community Keepers management committees. In 2013, our three committees held a total of 35 meetings and again proved that they are the backbone for all the Community Keepers’ activities in their schools. Meetings serve as a platform where the execution of the Community Keepers activities are planned, tasks assigned and actions are evaluated. It also serves as a development opportunity for teachers and it has been inspirational to witness how involvement in this capacity has led to overall development of most of these teachers, as illustrated in the following feedback:

"As member of the management committee it is great to do something for the school. I’ve learned so much through my involvement and can even use it in my family… My prayer is that every school will have an organisation like Community Keepers at their school… children learn better and teachers can teach.”

The outcomes of the past year would not have been possible without our management committees’ commitment and sacrifice. Following are the names of the 2013 members of these committees: Ida’s Valley Primary: Ms. Adonis, Mr. Gordon, Ms. Mag, Ms. September; Rietenbosch Primary: Ms. Du Toit, Ms. Hendrikse, Mr. Orsen, Ms. September; and, Lückhoff High: Ms. Anthony, Ms. Barends, Mr. Combrink, Mr. Williams.
Support networks for parents/guardians of learners

In 2013, 20 parenting events were presented and a total of 1,159 parents/guardians attended. This is an average attendance of 58 parents per event, which is remarkable considering that about 2-3 years ago we struggled to get five parents at an event. The sessions and number of attendees held in 2013 included the following: 223 attendees at the Grade R Effective Parenting programme; 70 Grade 9 parents at a presentation on planning and time management; a total of 316 Grade 5-9 parents attending five different sessions on study skills; 62 Grade 7 parents for preparing their children for high school; 56 Grade 5-7 parents attended a Crazy Games event; and more. Although these activities are mostly focused on supporting and equipping parents, it has also led to an improvement of overall parent involvement in these schools. Many parents have made the important shift of making their children’s development the schools’ responsibility to becoming partners and working together for better outcomes for all children. Feedback from these sessions was received in a similar way than the sessions with teachers (1-5 scale with 5 being extremely positive).

The following figure provides an illustration of the parents’ experience of these sessions:

This feedback illustrates that parents who attended the sessions scored an average of 4.7 out of 5 on the scale for the amount of learning which took place. Again, this is not proof that the sessions had a direct impact in the parents’ functioning in these areas of parenting but only an indication of how they experienced these specific sessions. However, this is encouraging and backed by the following written feedback there is sufficient proof that parents are finding these sessions very helpful:

“The type of parent-child events must happen more often! Parents will then be more involved throughout the year with learning and their relationships with their children will also become better.”

“Excellent session! Can there be more of these sessions? Excellent!”

“Thanks for the wonderful service/assistance to us! It’s also going much better with my child since he is receiving support from you.”

“The main instigators of these events were the 30 parents serving on our various Parenting Committees. These include the LOON, Voetspore, Brugbouers and Parents4Parents committees who were mainly responsible for the planning of these events. The committees ensure that the context, sessions and courses are planned according to the needs of the specific parent group. Serving on these bodies is also a development process for the parents, as illustrated in the feedback below:

Since being selected as a committee member and chairperson of the parenting committee I was eager to give 100%... 2013 was a good year to serve on the parenting committee because the knowledge which I gained could be used and share with other parents. It meant the world for me as parent. I became stronger in characteristics which I lacked or was weak in... helping other parents makes me very happy. I learned how to discern what’s important for my children and what’s not... started handling situations better by staying calm while talking to my children... we held meeting where parents weren’t spectators but participants... learned how to build relationship and communicate with their children... played games to fix relationships.”

We want to thank all the parents who were involved in the networks during 2013 and especially the coordinators of each committee: LOON: Ms. Fiona van Kempen; Voetspore: Ms. Venecia Sales; Brugbouers: Ms. Lottie Linderott; and, Parents4Parents: Ms. Johanna Amos.
Our board
Ensuring that we stay on course is our Board, which consists of captains from numerous sectors of society. This group of people is very enthusiastic about Community Keepers and have again proved their commitment in 2013 with an 86% attendance rate for six Board meetings. Fiona van Kerwel was welcomed as a new member and we are excited to have her as a parent and community member involved in this capacity. Our 2013 Board was:

Johann Aspeling (Registrar of Stellenbosch University); André du Plessis (chairman)(Financial Director of Capitec Bank); Leandro Boonzaaier (Physics lecturer at Stellenbosch University); Philip Geldenhuys (Chief Executive Officer of Community Keepers); Ernst Hertzog (Founder/owner of Action Hero Ventures); Annemarie Leuvennink (clinical psychologist in private practice); Annetjie Louw (Principal at Buren High School); Fiona van Kerwel (Project Manager of the WOW [Words Open Worlds] Project).

Our staff
Fighting in the front lines was our team of highly talented and very committed staff. Their professional, relationally orientated approach towards the learners, teachers and parents has yielded the impressive figures and stories highlighted in this report. We are extremely proud of this group of individuals who have Stepped Up on a daily basis to literally change the world!

Our 2013 staff was:

Jeanne-Mari Basson; Elsje de Waal; Hughen Rodericks; Christelle Duckitt; Jana van der Walt; Tarien Odendal; Philip Geldenhuys.

Funders
We need finances to do what we do and we thank and honour you who Stepped Up by contributing financially to our work in 2013. A special word of thanks to the individual funders who have faithfully supported our work during the last few years. We trust that the results in this report will make you smile and prove that you are making a positive contribution to our country’s future by investing via Community Keepers.

Volunteers
Our volunteers include all those who offer time and skills to be involved in specific Community Keepers activities. In 2013, we had over 100 volunteers who were involved in various events, including the following: serving as presenters at events (for learners, teachers and parents); being group facilitators during leadership programmes for learners; assisting with administrative activities; and more. Thank you very much to all these individuals who went beyond good intentions by rolling up their sleeves and getting involved in building the future of our country.
We had a good financial year and ended the year in a solid financial position. As always, 100% of all public donations went directly to our work at schools. This is possible because of a champion donor who is covering all our other expenses. A special thanks goes to this individual who is a prime example of someone who is Stepping Up big time. Following is an excerpt from the Audited Financial Statements for the year ended 31 December 2013 as compiled by our auditors of the past five years, Aucamp Scholtz Lubbe Incorporated. (A complete version of the statements are available on request.)

**STATEMENT OF FINANCIAL POSITION**

<table>
<thead>
<tr>
<th>2013</th>
<th>2012</th>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
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<tr>
<td>Non-current assets</td>
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<td>Property, plant and equipment</td>
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<td>Current assets</td>
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<td>Trade and other receivables</td>
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<tr>
<td>Cash and cash equivalents</td>
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<td><strong>TOTAL ASSETS</strong></td>
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<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
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<tr>
<td><strong>EQUITY</strong></td>
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<td><strong>LIABILITIES</strong></td>
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<td>Current liabilities</td>
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<td>Trade and other payables</td>
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<td>Provisions</td>
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<tr>
<td><strong>TOTAL EQUITY AND LIABILITIES</strong></td>
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**STATEMENT OF COMPREHENSIVE INCOME**

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<thead>
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<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
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<td>Other income</td>
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<td>Operating expenses</td>
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<td>Investment revenue</td>
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<td>Finance costs</td>
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<td><strong>SURPLUS FOR THE YEAR</strong></td>
<td>693,589</td>
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<tr>
<td>Other comprehensive income</td>
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<tr>
<td><strong>TOTAL COMPREHENSIVE SURPLUS FOR THE YEAR</strong></td>
<td>693,589</td>
</tr>
</tbody>
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**FINANCIALS**

Everyone has the power to create change. Here's how you can help the next generation Step Up, today.

- **Sponsor a child’s therapy session**
  - R90 = 1 session
- **Sponsor a child’s therapy package**
  - R720 = 2 assessment- and 6 counselling sessions
- **Sponsor a school for a year**
  - R250,000 - R280,000
- **Make any once-off/monthly donation**
- **Launch a fundraising campaign**, e.g. host a dinner, run a marathon or give up your birthday by asking family and friends to rather sponsor a therapy session or package instead of buying gifts
- **Volunteer your time and expertise**
- **Post or tweet about us and get friends and family to also Step Up**