ABOUT THIS REPORT

Our integrated report covers the operations of Community Keepers for the period 1 January 2019 to 31 December 2019. This report is a sincere attempt to provide an accurate, balanced and transparent account of our activities to our stakeholders. The materiality was determined through consultation with our staff, partners, funders, beneficiaries, management and our board.

Topics include our business model, strategy, operational footprint, performance and impact, stakeholder relations, funders, network of partners and operating environment. We present our highlights and include messages from the Chairman, CEO and stories from the field.

Assurances of our business practices and governance are provided through compliance with a number of regulatory entities including:

- The Non-profit Directorate
- The Department of Health
- The Department of Social Development
- The Department of Labour
- The South African Revenue Service
- Health Professional Council of SA
- SA Council for Social Services Professionals

This report complies with the principles and guidelines provided by the International Integrated Reporting Framework (IR). Our auditors, ASL, completed the financial audit. Our board is satisfied with the accuracy and balance of the disclosures.

VISION

Our shared vision is to improve the social and emotional well-being of learners and promote supportive school communities where learning and development can prosper.

MISSION

By investing in the social and emotional well-being of learners, Community Keepers create supportive school communities where learning and development can prosper. We establish ourselves at schools where we deliver professional services to learners, educators and parents or caregivers. We build long-term relationships and help individuals, their families and communities.

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ORGANISATIONAL OVERVIEW AND EXTERNAL ENVIRONMENT

SOUTH AFRICA

Trauma and its debilitating consequences on mental well-being is a major construct in addressing the short term needs of children, especially in under-resourced communities. Children in these communities live on high alert, in a permanent state of fight or flight. They do not “come from trauma” - they live in trauma. Lack of access to resources and appropriate therapy presents a double negative on these children. It is tragic that those who experience the highest levels of trauma have the lowest levels of support.

42% of South Africa’s children have experienced some form of maltreatment
82% have either experienced or witnessed some form of victimisation
1 in 3 children have experienced physical or sexual abuse
1 in 4 have experienced emotional abuse
1 in 5 have experienced neglect
50% split between boys and girls presenting signs of abuse, violence and neglect.


WESTERN CAPE

The Western Cape is described as “the most dangerous province for children” with four children murdered per week. According to police minister Bheki Cele: “A very high number of people are murdered by people they know.”

Nearly 37 000 children in the Western Cape were removed from their homes in 2019, as the homes were deemed dangerous due to the prevalence of traumatic events including negligence, abuse and rape.

Cape Town consistently reports the highest murder rate in the country, and one of the highest in the world.

"At Community Keepers we welcome the ‘disruptive child’; the ‘difficult teenager’; the learner who is withdrawn, anxious or angry; and those who appear to cope but are masking, to keep the peace. These are the learners who need us most.” - Gerrit Laning
The World Economic Forum says:

“We can’t make progress without investing in mental health. Investing in mental health campaigns to prevent suicides, reduce stigma and improve treatment are the key steps we need. Every 40 seconds a person dies from suicide. States are failing these people through underfunding; through lack of measures around prevention, provision and adequate care of mental health policies and practices; and because people don’t seek help because of stigma and discrimination.”

The following directors and members resigned in 2019 and we thank them for their dedication and selfless service: Philip Geldenhuys (a founder member and former CEO), Leandro Boonzaaier and Fiona Van Kerwel. Mvula Yoyo was appointed and resigned in 2019.

GOVERNANCE

The board of directors ("the board") formally meets quarterly to maintain close oversight over the activities of the organisation and at least once a year to discuss strategy. Formal minutes are recorded and circulated before each meeting.

During 2019, three sub-committees of the board served as the Executive Committee, HR Committee and Financial Committee. The structure and function of such committees are revised continuously to ensure increased and effective accountability while being mindful of members’ time commitments.

The board approves the annual budget and provides the necessary authority for expenditure. Expenditure outside of the approved budget must be approved by the board. No single individual exercises unfettered powers of decision-making.

The board holds the CEO to account and ensures that management complies with all legislation, regulation and policies. The governance structures strive to achieve transparency, accountability, integrity and ethical leadership and provide practical guidance regarding sustainable development of the activities of the company.

The management team consists of the CEO, four Area Managers reporting into the Operations Manager and Marketing, Media and Fundraising Manager who are responsible for the day to day operations, communications and financial management. The management team has clear mandates and carries out their duties within the guidance of a clear strategy and plan.
The year 2019 was a year of consolidation for CK. We paused to celebrate our 10th anniversary and to reflect. The board took a unanimous decision not to open any new offices while we focussed internally to finetune our systems and business processes. As so often happens when you pause and reflect, the team has come up with new innovations which will see us expanding our sphere of influence, reaching a wider audience and developing and upskilling our team.

Our practitioners work in a high risk and high stress environment and it does take a toll. Taking care of our people remains our number one priority; we work hard to ensure that they have the support they need and an organisational culture which prioritises work/life balance. I am exceptionally proud of our team and I am humbled by their dedication. I would like to take this opportunity to thank our team and to acknowledge the important role that their partners, families and support systems play. Thank you, we appreciate each one of you.

10 years ago, I was deeply concerned when I discovered that there was only one state social worker and one psychologist to service 45 schools and 32 000 children in the Winelands. Today, CK has 45 practitioners who service 23 schools and we have touched the lives of over 64 000 children. We owe a debt of gratitude to our funders who believe in the work that we do and step up to show these vulnerable children that someone does care and someone is willing to share, so that they can have hope and a future.

In as much as we have been looking back over the past 10 years, we have also been looking forward into the next 10 years. The United Nations has the world focussed on the 2030 Agenda and the Sustainable Development Goals. We believe in and have responded to their call to “leave no one behind and to endeavour to reach the furthest first”. Leaders are aligning their strategies to the 17 SDGs and the World Economic Forum took a firm stand when they said: “We can’t make progress without investing in mental health.”

Now is the time, investing in mental well-being has the power to affect real change. We live in a broken and fragmented society full of broken and fragmented people, but we are filled with much hope. CK has a 10-year head start on the 2030 agenda. We have trialled and proven our model, we have a highly skilled team, we use proven science together with art and playfulness to address trauma, to help children to cope and then to thrive, and to build resilience. We have all the necessary measures in place and we continue to learn, adapt and innovate. We are building a culture of well-being and we are collaborating with a broad spectrum of partners to ensure that we reach those in need in an effective and efficient manner as good custodians of the resources we have and with good governance as a priority.

In 2018 we set ourselves an ambitious target to secure funding for 18 months ahead, we are pleased to report that the goal was achieved and this reserve has been maintained. Fundraising is a risky business and timelines are fluid - having a healthy reserve makes good business sense and is part of our sustainability strategy. There are 10 million NGOs worldwide, and 230 000 in South Africa - the sector is crowded and competitive. Organisations have to balance, in equal parts, addressing social needs and securing the funding to do so; it is not for the fainthearted. But, like our beneficiaries, we live in challenging circumstances with hope. Funders are investing in organisations that prioritise innovation, impact and good governance and I am proud to report that CK is in good stead on all accounts.

I conclude with a message of hope: in January 2019 the Wellcome Trust in the UK committed £200m to the cause of mental health (over the next five years) and in November the Huntsman Family Foundation in USA pledged $150m to mental health (over the next 15 years). There is no doubt in my mind that mental health and well-being is exactly what the world needs. We invite you to join the well-being movement. Please come and visit us and see for yourself.
LETTER FROM THE CEO

At Community Keepers, we listen: In 2019 we listened to the call of 2 769 young people in individual therapy, we listened to another 24 649 in groups, we listened to 6 557 parents and 701 educators – an investment in 34 646 people’s lives.

This was made possible through the selfless dedication of an amazing group of mental health professionals joining hands with our generous and loyal funders.

Attending to the continuous personal development of staff and keeping tabs on best practices in the psycho-social intervention field are important “back-office” aspects of the organisational design. Personal support with regular individual and group supervision are built into the organisation’s rhythms, while attendance of relevant professional training and advocacy events, such as the African Child Trauma conference, is supported and encouraged.

To extend our impact, CK therapists were tasked to actively pursue an approach where the major circles of influence (parents and educators) were capacitated to understand and support the individual learner clients more effectively as part of a systemic approach to intervention. Initial indications are that this approach is resulting in increased productivity with learner clients needing shorter periods of intervention thanks to increased and applicable support from educators and parents.

2019 saw CK pausing on expansion to consolidate, a time for internal reflection and growth with a mindset of “always striving towards increased effectivity and expanded impact in our field”. The Cape Wine Auction Trust supporter, PWC, offered us a business development consultation and this opportunity came at exactly the right time for us. Some of the aspects we considered were:

SCALABILITY
Under this aspect, the robustness of the organisational structure was interrogated, and in-depth questions asked about the relative cost ratios. This will be an ongoing process with several pilot projects being tested as possible adaptations to the current programme offering and effective organisational structure.

TECHNOLOGY
Our client data and our monitoring and evaluation data is currently captured manually. An IT company agreed to build a system which was piloted towards the end of 2019, with final implementation scheduled for 2020.

INNOVATIONS
A joint research programme into the effectivity of a group-based programme for the reduction of generalised anxiety in primary school learners.

A new level of programmes, conducted by young people sourced from the communities, focussing on life guidance. Initial sourcing and training of the group was conducted in 2019. They will commence working in a few select High Schools in 2020.

We are proud to have made the final shortlist (CK was rated 27 out of 400) in the African Civil Society Organisations excellence awards, a joint initiative between the Rockefeller Foundation and EPIC-Africa Foundation.

They say: “Beauty is in the eye of the beholder”. We believe our work to be the nurturing and promotion of beautiful minds. And, while the beauty of a mind might be intangible, the results will always be beautiful.

Enjoy our report and please let us know if you agree...
“Sand therapy is often used with children, but can be applied to adults, teens, couples, families, and groups as well. Many children are unable to verbalise emotional states, particularly in the face of trauma, neglect, or abuse. The non-verbal nature of sand play therapy and the familiar medium of sand can help children achieve feelings of comfort and security. With little instruction from the therapist, the child is free to play and develop his or her own expression of situations. Sand play therapy is also very useful in the treatment of children who have been sexually abused. These children will often remain silent for fear of harm or even death. They are often threatened and are in highly anxious states when they come to therapy. The relaxed and interactive setting of sand play therapy provides them the initial arena of safety that they need to move toward healing.”

“The vision of the WHO is that all people achieve the highest standard of mental health and well-being. Nobody should be denied access to mental health care because she or he is poor or lives in a remote place.”

- Dr Tedros Adhanom Ghebreyesus, Director-General of the World Health Organization
OPPORTUNITIES AND RISKS

Investing in technology solutions is critical for our funder relations, impact reporting, sustainability and scalability.

There are numerous organisations working in communities that we collaborate with and there is an opportunity to forge additional partnerships with the intention of extending our impact.

Classroom space at schools is at a premium and pressure rises as the schools grow. A major setback (and threat) is the increasing pressure on schools to utilise all available space in public schools for purely educational purposes.

Staff attrition due to high stress and competitive opportunities in the market is a drain on our resources. Our clients build a trust relationship with our on-site team and a change in staff normally has a negative effect.

The NPO sector is overcrowded and funding is a challenge for all non-profit organisations. Despite the fact that the United Nations, the World Economic Forum and other world leaders have made a call to prioritise mental health, the South Africa government has prioritised development in the first 1 000 days of a child’s life. CK does not receive any funding support from the Department of Social Development, Department of Education nor Department of Health.

STRATEGY AND RESOURCE ALLOCATION

CONTINUE TO PUT THE CHILD AT THE CENTRE OF ALL THAT WE DO

APPRECIATE, DEVELOP AND INSPIRE OUR PEOPLE
  - Continue to attract and retain professionals most suited for the scope of work
  - Strengthen and enhance our organisational culture
  - Care about the personal welfare of staff and foster an approach of life-long learning through continuous professional development

PROVIDE RELEVANT AND COST-EFFECTIVE PSYCHO-SOCIAL SUPPORT SERVICES
  - Optimise operational management structure
  - Enhance and extend collaboration, coalition, partnerships and networks
  - Assess and test alternative approaches to existing services in the pursuit of best practices

PRIORITISE DIVERSITY
  - Continue to diversify our product offering so as to extend the geographic footprint and increase impact
  - Innovate and optimise our product offering to include delivery of services through technology

BUILD OUR BRAND
  - Review our brand strategy
  - Monitor the marketplace and adapt our marketing and communication plans

REVISIT OUR MEASUREMENT AND EVALUATION PROCESS
  - Optimise our measurement philosophy and management
  - Include mobile data collection and artificial intelligence
  - Refurbish our evaluation toolkit
“At the beginning of each year, CK hosts planning sessions with educators and parent representatives in order to prepare for the year. Educators share the needs of their school and we attempt to address these with psycho-social programmes.”

“We hosted a very successful planning event in Stellenbosch where Dr Gillian Arendse spoke about how educators and parents need to adapt, in order to stay relevant and teach or parent in a manner that will appeal to the learner. He shared ways that we can use technology to reach our learners.”

The decision to partner with a school is always based on a request from the community and enabled through a funding partner. Our teams operate in geographic clusters for practical reasons and the support of colleagues, specialists and supervisors requires that new schools are on-boarded into an existing cluster or to form a new cluster. Outliers are high risk as they fall outside of the support structure that is core to our philosophy - for this reason, we have several schools on our waiting list, pending cluster funding.

Before CK partners with a school, we go through a process of consultation and engage with school management, educators, funders and parents regarding the resources and needs of the school and the community.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>STAFF</th>
<th>INCOME</th>
<th>EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>8</td>
<td>14</td>
<td>R4 534 388</td>
</tr>
<tr>
<td>2016</td>
<td>12</td>
<td>23</td>
<td>R5 864 909</td>
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<td>2017</td>
<td>17</td>
<td>32</td>
<td>R7 065 005</td>
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<tr>
<td>2018</td>
<td>23</td>
<td>43</td>
<td>R12 082 673</td>
</tr>
<tr>
<td>2019</td>
<td>23</td>
<td>45</td>
<td>R12 121 262</td>
</tr>
</tbody>
</table>

24 649 LEARNERS
(9 628)
PSYCHO-EDUCATIONAL
GROUP WORK

2 769 LEARNERS
(2 134)
INDIVIDUAL THERAPY

27 418 LEARNERS
20 289 CAREGivers
92 123 DIRECT IMPACT

6 557 (4 729)
PARENT SUPPORT AND
DEVELOPMENT

701 (529)
EDUCATOR DEVELOPMENT

92 123
DIRECT IMPACT
THE JOURNEY TO WELL-BEING

PROBLEM
Abuse | Violence | Neglect

RESULT
TRAUMA

EFFECT
Physical brain changes | Lower emotional control | Lower learning ability | Atypical behaviour

OUTCOME
High risk behaviour | Poor academic achievement | Anxiety & depression | Repeat negative patterns

IMPACT
Substance abuse | Drop-out | Suicide | Gender based violence | Human rights violations

INTERVENTION
Community Keepers is available, at any stage in a child’s journey, to facilitate their path to well-being

“Breaking the cycle of trauma is critical for the well-being of family and children, and has a relevance to social justice, because trauma diminishes life opportunities across generations and hinders social mobility.” Xiafei Wang, The Ohio State University, 2019
CK services include proactive and reactive interventions. Our practitioner will first assess and then decide on the appropriate intervention and/or referral.

New innovations to increase impact:
- Anxiety reduction programme
- Life guidance facilitation
- Psycho-educational
- Therapeutic counselling

**72% (67% IN 2018) OF LEARNERS**
Interviewed after therapy experienced a positive improvement in the problems they initially presented with and their general functioning

**79.75% (77% IN 2018) OF EDUCATORS**
pollled indicated observing an immediate positive behavioural and attitudinal change in learners after being seen by CK

An intervention lasts for an average of 6 weekly sessions of 45 minutes, but can extend to a year or longer in some cases.

**CHILD’S FEEDBACK ASSESSED PRE AND POST INTERVENTION**

- 72% (67% IN 2018) OF LEARNERS interviewed after therapy experienced a positive improvement in the problems they initially presented with and their general functioning

- 79.75% (77% IN 2018) OF EDUCATORS polled indicated observing an immediate positive behavioural and attitudinal change in learners after being seen by CK

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**REFERRAL REASONS**

<table>
<thead>
<tr>
<th>Reason</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional / Psychological</td>
<td>762</td>
<td>334</td>
<td>428</td>
</tr>
<tr>
<td>Family / Community concerns</td>
<td>576</td>
<td>243</td>
<td>333</td>
</tr>
<tr>
<td>Behavioural concerns</td>
<td>415</td>
<td>142</td>
<td>273</td>
</tr>
<tr>
<td>Peer group</td>
<td>239</td>
<td>103</td>
<td>136</td>
</tr>
<tr>
<td>Sexuality</td>
<td>160</td>
<td>102</td>
<td>58</td>
</tr>
<tr>
<td>Scholastic concerns</td>
<td>80</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Chronic / Serious illnesses</td>
<td>20</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>General guidance</td>
<td>19</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Speech difficulties</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>*Counselling still in progress</td>
<td>496</td>
<td>150</td>
<td>346</td>
</tr>
</tbody>
</table>

**EDUCATOR’S FEEDBACK POST INTERVENTION**

- 97% (92% IN 2018) OF EDUCATORS rated the CK service as good or excellent.

**PARENT’S FEEDBACK POST INTERVENTION**

- 90% (94% IN 2018) OF PARENTS noted an improvement in the functioning of their child.

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“I feel worried”
- 90% (2018) of learners who made use of the CK service indicated that they would recommend CK to someone else.

“Engagement and participation in class”
- 94% (90% IN 2018) of learners who made use of the CK service indicated that they would recommend CK to someone else.

“Physical indications of well being”
- 97% (92% IN 2018) of educators rated the CK service as good or excellent.

“Taking ownership of household chores”
- Stabilised
- Improved
- Emotions are surfacing as part of the healing process

“Relationship with parent / guardian”
- Stabilised
- Improved
- Emotions are surfacing as part of the healing process
STAKEHOLDER ENGAGEMENT

In 2020 we will be launching new partnerships with schools in rural and under-resourced schools. Before we open consulting rooms at a school we go through a process of consultation, asking:

What is your general expectation of CK involvement and what would you like to have an organisation like us do at your school?

Below is the collective feedback from four of our new school partners:

• Provide guidance to learners to help them deal with emotional and psychological shortcomings they may experience at school or home.
• Make a difference in the learners’ lives by providing hope that, beyond their current circumstances, a bright future is a possibility.
• Address issues of learners with learning disabilities.
• Provide guidance and support to educators in assisting their learners.
• Provide a platform for parents to get more involved at school, have a sense of pride about the school, a desire to protect it and build relationships with teachers in pursuit of better education for their children.
• Guide teachers on how to offer support to the learners.
• Help learners with social needs.
• Address behavioural challenges and assist the disciplinary committee with better ways of discipline that do not temper with already aggravated situations of learners.

The expectations are generally realistic and within Community Keeper’s ability. We will provide psycho-social therapeutic services as identified by respondents. These services will meet the emotional needs of learners. We will not form part of the disciplinary process, however if the behaviour has emotional/traumatic roots we will address the underlying root of behaviour. We encourage the schools to follow their own disciplinary processes and refer learners who are in need of therapeutic services. We will form part of the School Based Support Team (SBST) meetings to assist teachers on how to address learners’ behaviour and facilitate open communication for referral purposes. CK will provide supportive developmental programs for learners, teachers and parents as the need arises.
PARTNERSHIP AND COLLABORATION

CK partners with dedicated funders who are equally concerned about the vulnerable children in our communities; coupled with the belief that it is possible, and imperative, to make an immediate impact. Together, we build a culture of well-being amongst the children, their caregivers and the communities so that children move from merely surviving, to coping, and then thriving - while building resilience to face their future with hope.

We will continue to lobby and we will continue to invite stakeholders from all sectors to visit us, on-site, to see the work that is being done. We will continue to assess and then act. We use this methodology with our clients and we use this same methodology throughout our business: first assess, and then determine how we will intervene.

Impact reporting is an important part of good governance and good stakeholder relations. The nature of our business is one of confidentiality and access to information is carefully governed. Funders understand this constraint and, together, we come up with authentic and achievable targets and measures - so as to remain responsible custodians of the funds, and the children, that are entrusted to us.

Building a culture of well-being is a shared responsibility.

AT CK WE COLLABORATE AND PARTNER WITH

- @Heart
- 2nd Chance
- ABBA
- ACVV
- Anna Freud Centre (United Kingdom)
- Badisa Trio
- Christian Action for Dependence
- Child Welfare
- Good Hope Psychological Services
- Harambee Youth Employment Accelerator
- Jelly Beanz
- Khula Development Group
- StellCare
- Nation Builder
- Pebbles
- Place2Be (United Kingdom)
- South African Police Services
- The Royalty Project
- The Trust Connection
- The World Needs a Father
- Usapho Foundation
- Usiko
- Valcare

WE ARE CURRENTLY WORKING ON A RESEARCH PROJECT WITH

- University of Stellenbosch
- University of Bath, United Kingdom

RURAL
1. Klapmuts Primary 2018 (Funding support from: Remgro)
2. Simondium Primary 2016 (Funding support from a private individual)
3. SPARK Lynedoch 2016 (Funding support from: Spier Farms)

PERI-URBAN
1. Kylemore High 2018 (Funding support from: Cape Wine Auction Trust and Capitec Bank)
2. PC Petersen Primary 2017 (Funding support from: Cape Wine Auction Trust and Capitec Bank)
3. Stellenzicht High 2015 (Funding support from: Remgro and several private individuals)
4. Trevor Manuel Primary 2018 (Funding support from: Millennium Trust)
5. Weber Gedenk Primary 2014 (Funding support from: Keermont, Marie Stander, Senor Chef and Stellenbosch Golf Club)

URBAN
1. Alpha Primary 2018 (Funding support from: Equalizer)
2. Apex High** 2018 (Funding support from: Acorn Education, Millennium Trust)
3. Buren High 2015 (Funding support from: ASLAN Foundation and Rolf-Stephan Nussbaum Foundation)
4. Cloetesville High 2014 (Funding support from: Cape Wine Auction Trust and Capitec Bank)
5. Forest Village Leadership Academy** 2018 (Funding support from: Acorn Education)
6. Idas Valley Primary 2011 (Funding support from: Cape Wine Auction Trust, Stellenbosch Municipality and Capitec Bank)
7. Kenmere Primary 2017 (Funding support from: ABA)
8. Kensington High 2017 (Funding support from: Avcon Engineering, Citadel, Giflo, Merril Lynch, MySchool, Smolian, So’l’Ring, and Zaqaq)
9. Luckhoff High 2009 (Funding support from: The Jannie Mouton Foundation, Stellenbosch Municipality)
10. Maitland High 2016 (Funding support from: HCI Foundation)
11. Rietenbosch Primary 2012 (Funding support from: Cape Wine Auction Trust, Stellenbosch Municipality and Capitec Bank)
12. Tygerhof Primary 2016 (Funding support from: HCI Foundation)
13. Ysterplaat Primary 2015 (Funding support from: HCI Foundation and Rolf-Stephan Nussbaum Foundation)
14. Ysterplaat Junior Primary 2016 (Funding support from a diverse collective of companies and private individuals)
15. Zonnebloem Boys and Girls Primary 2017 (Funding support from: Otto Foundation)

** The Western Cape Education Department (WCED) new school model in partnership with Ark, Millennium Trust, Michael & Susan Dell Foundation, Zenex Foundation, FirstRand Foundation, ELMA Philanthropies, and DG Murray Trust.

NATIONALITIES OF CLIENTS

- 92% South African Black
- 5% South African White
- 3% Foreign
**SHARED STORIES**

“If I could sum up the year of 2019 in one word, it would be “Homie 2”. CK saw this client almost every day for a year. He had suffered through complex and multiple trauma before moving to live with his eldest sister and starting a new school. He now attended school, but he could not speak the language. His behaviour showed heightened levels of aggression both in the classroom and on the playground, as this young man did not experience a sense of belonging.”

Through the wonder and process of play, the therapist was able to build a therapeutic relationship with him, and overcome the barriers present in therapy. CK was a place that he could feel safe and was able to build a sense of mastering where, the rest of the day, he felt incompetent.

Later in the year CK had two sessions with his sister, who is his caregiver. She was given guidance and support on how to deal with his anger problems. She implemented the tools and activities discussed and it has reflected in Homie Z's behaviour. His class teacher reports an overall positive change in his behaviour. He is not aggressive anymore. He has also managed to make a positive friendship with a boy in his class.

Matt* (16) reports that he and his brothers live in a flat with their mother. None of the boys’ fathers are involved in their lives. Their mother is often absent and the boys are left alone without parental care, support or supervision. At times the community provides food and transport for them.

He has been coming to CK since March 2019. He referred himself for feeling depressed. He often had anger outbursts, was very shy and withdrawn and felt awkward in social settings.

“With the help of therapy, he discovered his gifts and talents and became progressively more confident. He even competed in a talent show at his school, something he would never have done in the past. He has discovered healthy ways to cope with his anger and to begin forgiving his mother for all the things that she is not.”

A miraculous change has taken place in his mindset and heart, where he can see hope again.

“I have learnt more about my emotional mental state. I have also learnt to go a little beyond my limitations, slowly. I have noticed that what I see in myself isn’t always what other people see. I feel mostly happy now, and hopeful about my future.”

The hooded girl (15) has been a client since February 2019. One of her teachers observed her playing with a razor blade in her mouth and felt concerned. For the first few sessions there was just silence and a few awkward moments of eye contact, soft murmurs and head nods. As the therapeutic relationship became more comfortable for the learner and she developed trust; she started to become more expressive and participated in the sessions.

> READ MORE

In 2018 a 12 year old boy was referred by his teacher for disruption of classes and getting into fights on the school grounds. He could not control his temper or emotions very well and would also finish his work early and then, because he was bored in class, he caused disruptions. > READ MORE

**Journaling**

Gathering data about your moods, their source / intensity, and your responses to them.

**Unraveling cognitive distortions**

Become aware of the distortions you are likely to be vulnerable of.

**Cognitive restructuring**

Challenge your harmful or destructive beliefs and restructure them.

**Exposure and response prevention**

Expose yourself to whatever it is that normally provokes a compulsive behavior.
A nine-year-old boy referred to CK by his teacher in 2019 due to aggressive behaviour in and out of the classroom. There were many times he would refuse to do any class work and there were days that he would run out of the classroom and walk around outside. His school pants were torn, through rough play, and he wore a long sleeve shirt on very hot days. He lives with his grandparents and they are not actively involved in his life and don’t attend parent evenings or scheduled appointments. His mother is young, and the school does not have her contact details.

“At first he was reluctant to take the parent consent note home but fortunately we could get permission to see him.

During the first session he did not talk much, he sat for a long time in the chair keeping his head down. So, I sat with him. After a while he began playing with the toy soldiers on the shelf but that was the only thing he felt comfortable doing. I realised that he was being labelled as the “problem child” and it seemed that he felt rejected. It was not easy for him to trust anyone. He only trusts his grandfather and uncle.

After two sessions I asked whether he was willing to box the punching bag. He had so much energy, he boxed for at least half of the session. I began to play with him during the sessions, we would throw and bounce the ball to each other and throw it through a make-believe hoop as if we were playing basketball. We would do that for an entire session, and he would be panting heavily because of how tired he was. He had a lot of built up frustration that he was able to release during the sessions in a physical way. The therapeutic relationship is a healing tool in itself and most often the only place a child is able to be a child.”

X* (18) is in matric and is one of our long-term clients, he describes his process at CK as a journey that started in 2017, filled with hardships, facing truths, understanding his trauma, confronting his church, working on his relationships with his mother and allowing himself to become more authentic.

His journey started at a very vulnerable time as he, for the first time, disclosed that he was a survivor of a crime. This painful admission in the safe space CK created, assisted with the healing process and allowed him to start exploring his identity. In time, his self-confidence improved, he achieved new academic heights, and he claimed a leadership position in the school as well as on the CK learner committee.

A staff member at the school, expressed the following:

“Last year, as X was walking towards the stage to deliver a farewell speech to an educator on behalf of the learners, the loud cheers he received made my heart swell with pride. This confident young leader is the opposite of the withdrawn, unsure boy I met three years ago. His distinctive smile remains part of his humanness, but he no longer hides behind it”.

He plays an active role in the community and for learners in the school facing similar challenges. X is proud of who he is, although he knows his journey is far from being over. He now feels more confident with the personal tools he has developed to overcome challenges he once thought were impossible. X is very hopeful about his future.
GROUP SESSION FACILITATOR FEEDBACK

“We celebrated child protection week. We used this opportunity to highlight the responsibility that comes with their basic human rights. In each small group, learners identified their rights and worked together to create posters to create awareness.”

“We partnered with the Department of Cultural Affairs and Sport to address bullying and gender-based violence within schools. The learners voiced how being bullied can lead to suicidal thoughts. Learners were encouraged to stand up for one another.”

“Learners participated in a program that addressed social media safety and the risks involved with cell phone use. The learners debated the pros and cons of cell phone use. It was great to see the learners engaging in a debate with one another and using their critical thinking skills to bring their respective points across.”

HUMAN CAPITAL

Community Keepers employs social workers, psychologists and registered counsellors. Our head office team includes the CEO, Operations Manager, Fundraising Manager and an intern administrator. We ensure that all of our employees are well equipped with the latest, relevant skills needed to execute our interventions. In the field, each school has a dedicated practitioner in the role of Office Manager who is supported by rotating therapists; collectively they report into four Area Managers.

STAFF DEVELOPMENT

- For every 4 hours of therapeutic intervention, practitioners receive one hour of supervision. In 2019 our practitioners spent a total of 1206 hours attending internal group supervision. They each have the opportunity to present case studies and receive input from the multidisciplinary team. The aim is to share information on the case study in a confidential manner. Theoretical knowledge is applied to cases, support is given to address the cases, skills are developed and attitudes are influenced in a professional manner.

- As part of ongoing professional development, we participated in a CPD (Continuing Professional Development) accredited workshop on Inappropriate Sexual Behaviour, hosted by Jelly Beanz.

- Three of our managers attended the NPO Management 5 day course hosted by the University of Stellenbosch Business School. Topics included: strategic management and sustainability, governance, labour law, project management and leadership and team dynamics.

- Twenty four members of staff attended the African Regional Child Trauma Conference.
8. INNOVATION

According to the World Health Organisation, one in three South Africans will suffer a mental health episode in their lives. Anxiety is one of the most common mental health issues.

ANXIETY REDUCTION INTERVENTION

CK has partnered with the Universities of Stellenbosch and Bath (United Kingdom) on a joint research programme into the effectivity of a group-based programme for the reduction of generalised anxiety.

The pilot is conducted over 2 years (2019 and 2020) and initial indications of a successful implementation are very positive.

At the end of November 2019, CK staff who are enrolled in the pilot received training in the methodology of the new programme framework and an active pilot programme will be conducted in 2 Primary Schools with grade 5 learners early in 2020.

If successful, the programme will be implemented in all the Primary Schools partnering with CK.

LIFE GUIDANCE FACILITATORS

While the bulk of our work (60% of current inputs), attends to severe cases of trauma and focuses on psycho-therapeutic interventions in individual and group settings, a significant group of young people could benefit from structured interventions supporting them in the acquisition of social and personal skills to enhance their well-being.

There is scope for training community coaches, young people not in employment, education or training (NEET), to work as part of the multi-disciplinary team in CK. The aim of this exercise is to increase the impact of our service by reaching more beneficiaries, whilst keeping the cost of this impact relatively low.

We believe this is where we could fill a two-fold gap (unemployed youth and discouraged youth) by training community workers to conduct the relevant group work sessions with learners. Other beneficial roles for the community workers within the multi-disciplinary team could be explored.

The obvious benefits for the organisation, would be increased reach and impact, but more importantly it would ensure our willing compliance to the principle of “communities uplifting themselves”.
**FINANCIALS**

For 2019, total operating expenses amounted to R9 668 646 (R8 857 146 in 2018). The increase in operating expenses reflects the cost of 23 school based offices, all running at capacity with full staff complement at an average increase of 9.1% from 2018. A concerted effort is made to keep the organisational overheads as low as possible. The biggest expense in the organisation is the cost of our highly qualified therapists. This is a non-negotiable expense for the organisation as we believe our clients are in need of and entitled to the best quality service possible.

Operating income increased marginally to R12 121 262 (R12 082 673 in 2018). The relative stability in income is due to the fact that the organisation did not expand its services in 2019.

The year was concluded with a healthy balance sheet of R13 768 881 (R11 265 363 in 2018) in total equity for the company. These funds, combined with fixed commitments for 2020, means that we have funding secured for 18 months.

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ASL Chartered Accountants conducted and issued an unqualified audit opinion on the financial statements of Community Keepers. (For a complete version of the 2019 Audited Financial Statements go to www.communitykeepers.org or send us an email to info@communitykeepers.org)
The World Health Organisation says, in the long term, good mental health becomes “a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

PHOTOGRAPHY CREDIT: LIZELE LOTTER PHOTOGRAPHY. All images, quotes and stories used in this report are provided with consent of the respective individuals.

Community Keepers is a registered South African non-profit company:
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USA - 501(c)(3) tax-exempt benefits via NCF Giving Fund
UK – Affiliation with Community Keepers UK (1173232)

www.communitykeepers.org