Building a culture of well-being.
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.

ABOUT THIS REPORT

Our integrated report covers the operations of Community Keepers for the period of 1 January 2020 to 31 December 2020. This report is a sincere attempt to provide an accurate, balanced and transparent account of our activities to our stakeholders. The materiality was determined though consultation with our school partners, funders, beneficiaries, staff, 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 and The South African Revenue Service.

Our auditors, ASL, undertook our financial audit. The Board has reviewed this report and satisfied itself of the materiality, accuracy and balance of the disclosures.

COVER PHOTO: Reece Carstens, BA (Hon) Psychology (Registered Counsellor)

Due to COVID-19 restrictions we were not able to photograph our learners or our consulting rooms. We were granted permission to photograph a small selection of our therapists, masked and distanced, in a garden setting.
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ORGANISATIONAL OVERVIEW AND EXTERNAL ENVIRONMENT

18.5m children in South Africa

4.8m do not live with either parent

42% have experienced some form of maltreatment

82% have experienced or witnessed some form of victimisation

1 in 3 children have experienced physical or sexual abuse

1 in 4 children have experienced emotional abuse

1 in 5 children have experienced neglect

There is a 50% split between boys and girls presenting signs of abuse, violence and neglect

80% of abused or neglected children are at risk of developing mental health issues

South Africa has one of the highest incidences of reported cases of Gender-based Violence and Femicide (GBV-F) in the world

The COVID-19 pandemic was declared a National State of Disaster in South Africa on 23 March 2020, and the government instituted a national lockdown to stem the rate of infection.

The catch phrase was “Stay safe, stay home” but for many vulnerable children – home is not a safe space.

The pandemic has been a great leveler; no one has remained unaffected by the pandemic and its socio-economic consequences. Children in South Africa face an increased risk of abuse and violence, with Childline reporting a 36.8% increase in calls. The economic crisis has placed additional strain on those who were already living on or below the breadline. While the business sector faced financial pressures the NPO sector had to balance an increase in demand for their services and a decrease in funding.
“The effects of the pandemic have been significant for organisations, and the subsequent lockdown further perpetuated the challenges. While 66% of respondents have seen a decline in income since lockdown and anticipate things to be tough for the next 18 months. In terms of the impact on people employed by respondent organisations, the majority of organisations reported fearing COVID-19’s impact on their staff. Only about 35% have taken steps, such as temporarily laying off staff or reducing working hours, to reduce their monthly salary bill since the pandemic began. Only 10% reported retrenching staff.” - Tshikululu Survey Report 2020

Community Keepers aims to promote a nurturing environment for children and to help them build resilience, despite their circumstances. This is possible through increased investment in prevention and early intervention, the de-stigmatisation of mental health, therapeutic counselling and career/life guidance.

There is an urgent need to address the mental well-being of children and young people, and ultimately to build a more stable and productive society.

- **Support** learners and educators with psycho-social concerns by providing a therapeutic support service.

- **Develop** the social and personal skills of learners to deal with everyday life and make positive life choices.

- **Equip** parents, guardians and educators with the knowledge and skills to fulfil their responsibilities to learners.
“Try your best to make goodness attractive. That’s one of the toughest assignments you’ll ever be given.”

- Mister Rogers

Emily Pillay, B Social Work
GOVERNANCE

The Community Keepers Board of Directors (“the Board”) meets quarterly to maintain close oversight over the activities of the organisation, and annually to discuss strategy. Formal minutes are recorded and circulated before each meeting. Two sub-committees of the Board namely the Financial Committee and Human Resources Committee, played an active advisory and guidance role during the period.

The management team consists of the CEO, Operations Manager, five Area Managers and Marketing, Media and Fundraising Executive who are responsible for the day-to-day operations, fundraising, communications and financial management. The CEO is responsible for employing and managing the resources required to competently execute the business of each department.

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 management team has clear mandates and carry out their duties within the guidance of a clear strategy and plan. 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.
DIRECTORS AND MEMBERS

André du Plessis (Chairman), B.Com (Hons) CA (SA) has 30 years of experience in business advisory, financial consulting and strategic and financial management. He was the Chief Executive of Financial Management of Boland PKS and NBS Boland from 1996 to 2000 and a partner at Arthur Andersen where he worked from 1986 to 1996. André joined the Capitec Bank Group in 2000 as one of the founder members, where after he was appointed Financial Director of the group.

Appointed: 2008
Meetings attended in 2020: 4/4

Gerrit Laning (CEO), M.Th (Clinical Pastoral Care) has been involved in community development with children and youth from marginalised communities since 2004; initially as a teacher before joining Vision AfriKa in 2006. Gerrit joined Community Keepers as CEO in January 2018.

Appointed: 2018
Meetings attended in 2020: 4/4

Tracy-Lee Waullenbach, MA (Clinical Psychology and Community Counseling) worked for Community Keepers part-time as a psychologist between 2016 and 2018. She currently works both in private practice and for The Neurodiversity Centre.

Appointed: 2019
Meetings attended in 2020: 4/4
Dr Jerome Slamat, B.Com, Ph.D (Education Policy Studies). Worked in the Western Cape Department of Education and University of Stellenbosch. He has in-depth knowledge and experience in international development work through his participation in an exchange program with the Badische Landeskirche in Karlsruhe, Germany (1993–1996). He was invited in 2009 by the National Research Foundation (NRF) to serve as a member of its expert panel on community engagement.

Appointed: 2019
Meetings attended in 2020: 1/4

MEMBERS

Annetjie Louw, DipHE has more than 45 years of experience in school settings as an Educator, Deputy Principal and Principal.

Appointed: 2008
Meetings attended in 2020: 4/4

Ernst Hertzog, M.Eng (Industrial), MBA has worked at a number of corporations including Vodacom and Mediclinic. Ernst has a special interest in entrepreneurial ventures and launched his own angel investment company which funds and mentors new businesses and entrepreneurs.

Appointed: 2008
Meetings attended in 2020: 4/4

Fundraising & marketing  Human resources  Sustainability skills
2019 was a year of consolidation for Community Keepers, and our game plan for 2020 was one of expansion and growth. In March we celebrated new partnerships with Valcare, Remgro, the Rupert Education Foundation and the Second Stella and Paul Loewenstein Education Charitable Trust, as we cut the ribbons at a new office in Stellenbosch and three in Franschhoek. A newspaper article headlined the story as “20-plenty”, yet just a few weeks later “rain stopped play” as South Africa went into lockdown and schools closed abruptly. We opened two more offices in Franschhoek during lockdown.

Community Keepers has, since inception, intentionally removed barriers to access through our strategy of establishing consulting rooms on school premises. Suddenly, we had to evacuate and, overnight, we were homeless. We took the difficult decision to pause and migrate to a remote service, opting to reach out to vulnerable families in crisis via technology rather than to send our team into the field risking infection and the possibility of ultimately rendering the service defunct. A special word of thanks goes to Cell C who immediately responded to my request and supported our efforts through sponsorship of airtime and data.

In between packing and moving, our therapists were required to secure their clients, some of whom were in the process of reporting statutory offences, and prepare them for lockdown. The resilience that we advocate to our beneficiaries was evident in our own staff as they were asked to set up an office at home, secure a private space for confidential conversations and transcribe...
all of their lesson plans into infographics, translate them into three languages and share them via official school social media chat groups.

Needless to say, necessity is the mother of invention, and when put in a difficult situation, we innovate. The result is that our level of engagement this year increased exponentially. We reached more learners (and their caregivers) more frequently and across a broader range of touch points.

This report is in part a tribute to the dedication, determination and unwavering commitment of our team during what could be described as the most challenging year of their careers. To counsel vulnerable young people experiencing trauma as a result of loss, neglect, abuse or exposure to violence is exceptionally demanding work; to do so over the phone or from behind a mask is emotionally taxing. We thank each one of you for your service on the Covid-19 frontline. We salute your brave efforts.

In marginalised communities, schools are not merely a place of learning; they are in-fact a hub, a “village square” as it were. Lockdown meant that learners were ripped out of their routine and from the institution that provides many of their most basic needs, including food security, learning, socialising and psycho-social support. The year has been nothing short of devastating and has caused concerning levels of anxiety to learners and educators alike.

With an increase in anxiety, gender-based violence and trauma, our services are in high demand. In previous years we have consistently reported an average of six weekly sessions per client, this year that average has dropped to three weekly sessions, purely due to barriers to access. Our model historically set therapeutic counselling as our flagship service, but this year we have shifted the weight to a proactive resilience building approach which focuses on wellness (mental wellness), keeping learners engaged in their school work and avoiding high risk behaviour.

There is compelling evidence that mental health interventions, across a number of African countries, are highly effective. Many of these include non-specialist health providers in local communities, which reduce the cost of care. The critical question now is how these evidence-based interventions can be taken to scale through a community-based model, while maintaining the quality of the treatment. The plan in 2021 is to trial the inclusion of community mental health workers at schools for front line support, supervised and supported by specialist professionals who respond based on need – this plan will be dependent on the Covid-19 rules, regulations and restrictions.

We have witnessed loss on a deeply disturbing scale. Parents, educators, community leaders
and learners have been struck down by Covid-19, and some have not survived. The financial crisis has been crippling, notably for thousands of our clients who live from hand to mouth. The economic divide is glaringly evident and the digital divide has a profound logistical impact on any attempt to offer a remote service.

The economic fallout has affected all of our stakeholders, including our supporters and funding partners. A number of funders and foundations have experienced budget cuts, and one of our partners was sadly unable to honour their pledge. We could not host our annual Most Expensive Burger and Most Meaningful Tea introductory events due to social distancing and the harsh reality that the events industry was fighting for their own survival.

On the financial side, our 12-month reserve provided a comforting buffer and meant that we could take care of our staff without resorting to retrenchments or short-pay strategies. We, however, took the decision to halt all further expansion and have been able to contain costs (16%) while bringing a few new funding partners on board. We welcome the National Development Agency, Aon (part of the Anglo-American group), Cape Classics, PEP and the MacFarlane Family Foundation to the Community Keepers circle which we list on page 50 of this report. After a series of disappointments over a number of years, this year our Lotto application was also successful and we were blessed with three new laptops and a grant towards facilitation costs. To both existing and new funders, thank you for your generosity and the confidence you have shown in our organisation, without which we would not have been able to provide this crucial service.

The core themes for 2021 will be wellness, resilience and preventative healthcare interventions. We will continue to apply our minds to improve the monitoring and evaluation tools that we use to measure our impact, address bullying and gender-based violence and participate in campaigns to reduce the incidence of school drop-outs.

We must remain agile, continue to challenge past assumptions, beliefs and behaviours and stand firmly together as we face a challenging year ahead. We have survived the worst and we have proved our mettle. We press on as a united front, alert and ready to respond.

In closing, I acknowledge God’s protective hand and His provision as we devote ourselves to serving communities with humility, courage and compassion.

Director and member
“Community Keepers makes children feel safe.” - Learner
LETTER FROM THE CEO

“When I was a boy and I would see scary things in the news, my mother would say to me, look for the helpers. You will always find people who are helping.” - Fred Rogers

I write this letter from my recovery bed following a debilitating battle with Covid-19. I am grateful to my Chairman, the board, management team, staff, funders, collaboration partners and partner schools for their prayers, kind messages of support, encouragement and good wishes. In 2020 all of us have, to some degree, come face to face with the realities that our beneficiaries face daily. We have experienced raw moments of waning mental health, heightened anxiety and have felt the need to turn to someone who we could talk to, without judgement.

There are many parallels that we can draw between the Covid-19 response and the work that we do. Please indulge me while I quote a few.

Let’s start with prevention, because that is always the most obvious place to start and to focus; in the Community Keepers model we focus on wellness – mental wellness and our development work (Life Keepers, Teacher Keepers and Parent Keepers) aims to build resilience through self-efficacy and to help schools to create a culture of well-being where everyone can thrive.

The harsh reality remains that, despite all our diligence and best intentions, there are
times when our health is seriously compromised and we need specialist intervention. Triage comes into play to quickly assess the severity of the need and to refer our client to a skilled professional. It is important to allocate the task to an appropriate person; it does not make sense for a surgeon to fill their days doing triage and for that same reason, in 2021, Community Keepers intends trialling the inclusion of community health workers to manage frontline support, triage, record keeping and administration - freeing up our specialists to focus on specialist therapeutic care.

As with Covid-19, there are trends and patterns, but there are also anomalies, and Community Keepers remains agile and responsive to the specific needs of each client and each school, adapting and adjusting with the best interests of the client at heart.

Left untreated, ill health spirals. The knock-on effects hurt communities, and our objective must always be to work tirelessly to create a culture and environment where everyone is safe, where everyone can thrive and where needs are met as they arise. Access to appropriate care and access to early intervention is a basic human right, and, when we work in communities, we do so with absolute respect – as invited guests where communities lead the way and where we avoid unintentional dependency at all costs.

As we close the chapter of 2020, we stand amazed that, despite the overwhelming challenges, we reached three-times as many people through our Support Keepers programme and twice as many people through our Life Keepers programme as we did in 2019.

I keep this letter brief as I am taking our own advice when it comes to “self-care”, but my team will share comprehensive feedback in the following pages.

If you have not yet seen “A Beautiful Day in the Neighbourhood” with Tom Hanks, I encourage you to watch it. It was released at the end of 2019 and was chosen by Time magazine as one of the top ten films of the year. It is a wonderful story that touches on childhood trauma and we have peppered this report with a number of quotes from Mister Rogers. I close with this “All of us, at some time or other, need help. Whether we’re giving or receiving help, each one of us has something valuable to bring to this world. That’s one of the things that connects us as neighbours - in our own way, each one of us is a giver and a receiver.” - Mister Rogers

Director and member
BUSINESS MODEL

HOW WE CREATE VALUE USING THE SIX CAPITALS

Transforming the stocks of capital through our business activities

We create value by offering a range of free professional and innovative therapeutic products and services. We depend on various resources and relationships, known as the six capitals, to do this.

SUSTAINABLE DEVELOPMENT GOALS

INPUTS

HUMAN
- Staff development
- Leadership development
- Supportive supervision
- Mentoring

MANUFACTURED
- Therapeutic services
- Awareness campaigns
- Development and training
- Lobbying for culture change

FINANCIAL
- Fundraising
- Stewardship
- Supply chain management

INTELLECTUAL
- Registration with professional bodies
- Automation of systems and processes
- Monitoring and evaluating
- Confidential case management

SOCIAL AND RELATIONSHIP
- Stakeholder communication and engagement
- Collaboration and partnership
- Consultation

NATURAL
- Responsible use of resources
- Repair, re-use, recycle
- Environmental awareness
We require inputs of each capital to deliver on our strategy, advance some of the UN Sustainable Development Goals (SDGs) and generate value for all stakeholders. When making decisions on allocating capital, we consider the trade-offs between the capitals, and seek to maximise positive outcomes and curb negative impacts.

**PSYCHO-SOCIAL**

- Life Keepers
- Teachers Keepers
- Parent Keepers
- Life guidance and career guidance facilitation

**DEVELOPMENTAL**

- Teachers Keepers

**THERAPEUTIC**

- Support Keepers

---

**OUTCOMES IN 2020**

- Improved mental health – as defined by the WHO – is a state of well-being in which every individual, regardless of their circumstances, realizes 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

---

**OUTPUTS**

- Professional, registered practitioners
- Caring and compassionate staff
- Respect without judgement
- Cultural diversity and economic inclusion for all

- Mental health awareness
- Anti-bullying and GBV campaign
- Positive parenting seminars
- Educator development and support

- Sufficient operational and capital funding
- Efficient procurement of goals and services
- Effective service delivery

- Respected organisation
- Innovation
- Appropriate use of technology
- Donor and beneficiary data security

- Engaged, connected stakeholders
- Committed, loyal funders
- Goodwill

- Energy and water saving culture
- Recycling programmes
- Reduced use of plastic
- Low environmental carbon footprint
THEORY OF CHANGE

Communities who witness or experience loss, neglect, violence or abuse can become traumatised, hopeless and reactive (fight, flight or freeze). When young people enrol for individual therapy (or are referred by educators or parents), an indicator of their fragility as human beings is the level of hopelessness expressed initially.

OUR MANDATE IS TO:

- offer learners and their caregivers’ free access to mental health services
- actively seek out opportunities to engage and form supportive relationships with a caring adult
- encourage ongoing self-development by providing learners, educators, parents and our practitioners access to insightful material
- partner with schools, funders and other organisations to proactively build a culture of well-being where learners can thrive

THESE INVESTMENTS IN SCHOOL COMMUNITIES WILL RESULT IN SUSTAINABLE OUTCOMES THAT:

- neutralise destructive conflict (internal and external), violence, abuse and neglect
- build resilient young people who realise their own potential, can cope with the normal stresses of life, work productively and fruitfully and make a valuable contribution to their communities
- strengthen school communities and their culture, for generations to come
- break the cycle of poverty and unemployment
BUILDING A CULTURE OF WELL-BEING

Schools should provide an environment where learners can thrive.

As the Survey of Children's Well-Being puts it:

"Children require an atmosphere in which they feel ‘good’ with their lives, can follow their own predispositions and are prompted to bring out the best of themselves."

1. We provide a **safe space** for learners to tell their story.

2. Through listening, we **assess their need** - both psychological and social.

3. **Life-skill workshops** provide learners a safe platform for challenging conversations.

5. We offer **professional therapeutic counselling** sessions, at no charge.

6. Through a **network of partners**, we refer additional services.

7. We engage in **supportive discussions with caregivers (educators and parents)**.

Children's Worlds, the International Survey of Children's Well-Being says:

“One aspect that had a low rating in almost all countries was classmates. In many countries children also gave relatively low ratings for feelings of being listened to.”
THE JOURNEY TO WELL-BEING

ADVERSE CHILDHOOD EXPERIENCES
Abuse | Violence | Neglect | Loss | Poverty

RESULT
Acute – single incident | Chronic – repeated
Complex – varied & multiple
Community Trauma

EFFECT
Fight/flight/freeze | Lower emotional control | Lower learning ability | Atypical behaviour is triggered

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

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

REPETITIVE CYCLE
Physical brain changes | Learned helplessness | Motivational deficits
lower expectancy for future success | Delayed pro-active intentions
Diminished initiative to actively respond to life requirements

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
With an increase in demand for psycho-social support, there is a requirement, and opportunity, to do more frequent (albeit time consuming) check-ins and to triage clients before referring them to specialists or partner organisations. There in an opportunity to recruit community healthcare workers as caring and capable front-line support.

The NPO sector is under pressure and funding remains a challenge. Funders look for innovative projects that are both sustainable and scalable. They expect transparent and meticulous impact reporting and they encourage collaboration. A robust funder recruitment and retention effort will ensure our success.
We have a goal of partnering with 100 schools by 2030. We are ready to expand our footprint and are actively seeking partners to establish clusters (four to eight partner schools in a geographic area) in other provinces.

We rely on business systems and technology to communicate with our remote workers stationed at 28 schools. During lockdown we were dependent on technology to connect with all stakeholders including our beneficiaries. Investment in the development, upgrades and maintenance of these systems is critical.

Staff turnover has always been a risk but in 2020 attrition was low, no doubt due to the volatility of the market.

**STRATEGY AND RESOURCE ALLOCATION**

**APPRECIATE, DEVELOP AND INSPIRE OUR PEOPLE**
- Revisit and reframe our recruitment and retention plan
- Strengthen and enhance our culture
- Recruit and mentor community healthcare workers for frontline support

**PROVIDE RELEVANT AND COST-EFFECTIVE PSYCHO-SOCIAL SUPPORT SERVICES**
- Develop an efficient and resilient operational management structure where community workers, based at schools, are supported by specialists who serve two or more schools
- Enhance and extend collaboration, coalition, partnerships and networks
- Deepening our interactions with all stakeholders

**PRIORITISE DIVERSITY**
- Make an intentional attempt to increase the diversity of our suppliers, school partners, workforce, funding partners
- Diversify the product offering to extend the geographic footprint and increase impact
- Diversify the product offering to include delivery of services through technology
- Formulate and implement a formal employment equity plan

**BUILD OUR BRAND**
- Continue to market our brand to the broader community
- Manage our reputation through consistency and transparency

**REVISIT OUR MEASUREMENT AND EVALUATION PROCESS**
- Review our measurement philosophy and management
- Refurbish our evaluation toolkit

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

Reaching learners, parents and educators in person is at the heart of the work that we do. In March 2020, when the announcement was made that schools would close, the way in which we had been operating needed to change. While exploring and researching ethics and considerations around contacting learners, parents and teachers telephonically for counselling, it became clear that our time also needed to be focused on adjusting the way we organise resources related to training and workshops.

The telephonic support enabled our beneficiaries to feel less isolated, to offload their challenges and to communicate their needs. It ensured that our connections with learners, parents and teachers were maintained and nurtured, and helped them to know that they can always access our service, even when they were unable to see us in person. Resources and training sessions were shared among networks and communities through social media platforms throughout the year, containing content identified through working groups. Making use of printed resources such as booklets, leaflets and posters ensured that we were able to reach as many people as possible.

It was a glorious day when schools reopened again in the second half of the year. We were excited to return, having everything ready to support learners, educators and parents while staying safe! As learners were mostly back only every second day and we wanted to adhere to all safety and hygiene protocols, there were unique challenges. Our shopping list suddenly included 150 liters of cleaning detergents and 60 liters of hand soap, but these seemed insignificant when compared to the satisfaction of being able to continue with our work at the schools.

"Ons is maar net mens met ons eie vrese en gedagtes, so jou woorde tref diep." - Educator via school WhatsApp group

“In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers.” - Mister Rogers
COVID RESPONSE

We are very concerned about the negative effects that the COVID-19 pandemic and lockdown has had on learners. We, at the same time, know that regular engagement and support from concerned adults leaves learners feeling more motivated, less likely to fall into a negative mindset and less likely to drop out of school, despite their circumstances.

During lockdown, we packaged age-appropriate workshops (including a campaign focused on bullying and gender-based violence) in which we addressed the psycho-social effects of the pandemic and equipped learners with tools to cope during these uncertain times. These workshops had to be presented remotely or in smaller groups than usual, with the necessary social distancing protocols in place. Our intention was to create a safe space for learners to ask questions and to share any fears or concerns that they may have. In parallel, we distributed posters reinforcing the key messages of these workshops.

Pre-COVID, our reporting targets were based on the assumption that we remove barriers to access by having consulting rooms on school premises, a fixed schedule for psycho-social workshops, and the opportunity to host groups of learners, educators and parents, on-site at school. COVID-19 put a stop to those plans. During lockdown we attempted, began doing telephonic check-ins (with great success), tapped into established school social media messaging groups and used our own social media pages to communicate. Our greatest challenge has been to try and reach the parents en masse as they could not gather at schools for workshops and most parents, in the communities where we work, have limited online access.

We are acutely aware that the anxiety of parents and educators has a negative impact on learners and we have spent a lot of time informally sharing supportive and motivational messages as well as welcoming educators to our rooms for a relaxing cup of tea and informal conversation.

While the negative impact of COVID-19 on the economy and therefore the NPO funding landscape is undeniable, we have put the following measures in place to ensure the continuation of programming:

- Utilisation of reserve funds to cover shortfalls in funding.
- A streamlined service resulting in a budget with only marginal annual increase.
- Testing a number of more cost-effective approaches while holding on to the level of quality in service.
PERFORMANCE

LIFE KEEPERS
Well-being workshops to build resilience

TEACHER KEEPERS

PARENT KEEPERS

SUPPORT KEEPERS
Therapeutic interventions to resolve trauma

2019

24 649
LEARNERS

701
EDUCATORS

6 557
PARENTS

2 769
LEARNERS & EDUCATORS

TOTAL ENGAGEMENT PER ANNUM

2018: 17 017 | 2019: 34 676 | 2020: 92 890
Despite significant challenges including restricted access and time consuming hygiene protocols, in 2020 Community Keepers engaged with more learners, and their caregivers, more frequently and across a broader range of interventions.
POSTERS

Distribution:
440 posters to 28 schools

Themes:
Covid-19, Stress Management, Emotions, Feelings, Routine, Self-Care, Gender-based Violence, Staying Connected and Positive Affirmations

M&E rating as an effective intervention:
7.5/10

Looking back:
The posters proved to be a good tool for marketing our services and highlighting key lessons from workshops but it was not easy to measure the impact. At some schools it was a challenge to find empty wall space to display them.

At Trevor Manuel Primary, they were securely displayed on the main gate to the school ensuring high visibility.

During lockdown we called for volunteers and were fortunate to secure a graphic designer who created all the artwork at no charge.

Looking forward:
We will continue to use posters in high traffic areas.

“I gained a lot of knowledge on stress management in the workshop, the posters in the tea room also is a constant reminder.”
- Educator
INFOGRAPHICS

Distribution:
3 275 resources shared with 19 736 families through 91 social media platforms and chat groups

Themes:
Self Care, Parenting, Grief, Stress Management, Rights and Responsibilities

M&E rating as an effective intervention:
7.8/10

Looking back:
The infographics enjoyed a wide reach and were successful in sustaining regular engagement. In addition to this, they marketed our service beyond our current partner schools.

The reach and response were tracked through analytics (views, likes and shares) from our social media sites but it is still difficult to measure their effectiveness. We now have a library of resources for future use.

Looking forward:
We will continue to share these messages and will increase frequency when schools are closed.

“Community Keepers doen so baie vir ons scholars, maar ook ons as onderwysers. Julle is so kreatief in die manier hoe julle belangrike boodskappe oordra – kyk nou maar net die aktiwiteit boekies en posters.”
- Educator
ACTIVITY BOOKS

Distribution:
19 493

Themes:
Positive Communication, Bullying and GBV, Self Care, The need for Routine

M&E rating as an effective intervention:
7.5/10

Looking back:
These books worked best when schools were closed and were less popular once learners returned to school. The activities were aimed at family participation. Although there were two versions of each booklet, the primary school material proved more popular and high school learners were less likely to engage.

Looking forward:
We will prepare activity books for distribution at the start of school holidays. We will include learner committee input when constructing the material to ensure that they appeal to older learners as well.

“Ek kan nogal sien hoe baie jy van jou kind leer deur die aktiwiteite te voltooi.” - Parent

“I enjoyed this activity book a lot. It was fun. I learned a lot about myself and how to cope with my emotions.” - Learner

“The last booklet was very interesting I think is very helpful towards children. I hope that these booklets will continue next year.” - Educator
VIDEO MATERIAL

45 videos produced  
2.8k views  
114.6 hours, total watch time  
933 DVDs distributed

Themes:  
Professional development for teachers, Stress Management, Coping with Anxiety, Parenting, GBV, Self-Care, Career Guidance

M&E rating as an effective intervention:  
Videos for learners: 7/10  
Videos for educators: 8.7/10  
Videos for parents: 7.1/10

Looking back:  
The clear message is that less is more. According to YouTube analytics, people spend an average of one minute watching videos.  

The video material presented to educators in a classroom setting received the most positive feedback, specifically the talk on self-care. We now have a library of material to reuse and to share with others.

Looking forward:  
The animation series we launched are short clips of 60 seconds and we will use this strategy for all of our other videos. For educator professional development videos, we will keep under the recommended 20 minutes.

“The videos were helpful some parents felt, that a face-to-face session would be better as they wanted some questions and could not ask them” - Educator
“I have learnt not to be scared to talk, not to feel worried about anything. And that’s what helping me and even making me feel strong to talk to someone I trust.” - Learner

WESTERN CAPE EDUCATION
DEPARTMENT CHECK-IN FORM

12 297 engagements

Looking back:
The education department developed a paper-based check-in form and procedure. A number of our partner schools included or delegated the task to us. It was a time-consuming administrative task but it provided an opportunity for us to engage with learners and to support our partner schools. The format was cumbersome but the intent of connecting and assessing was positive.

Looking forward:
We will continue with the concept of check-ins but simplify the process. Our hope is that the department will collate the data and publish a report which we can all learn from.


- Educator
“Some days, doing ‘the best we can’ may still fall short of what we would like to be able to do, but life isn’t perfect on any front—and doing what we can with what we have is the most we should expect of ourselves or anyone else.”

- Mister Rogers

Chris Theron, B Psych (Registered Counsellor)
“The world needs a sense of worth, and it will achieve it only by its people feeling that they are worthwhile.”

- Mister Rogers
TELEThERAPY AND TELEPHONIC CHECK-IN

During our telephone check-ins, one parent breathed a sigh of relief and commented that they are used to only receiving calls when there is a problem.

4 005 FAMILIES REACHED
9 013 CALLS MADE
71 987 MINUTES (1 199 HOURS) SPENT

M&E rating as an effective intervention:
Teletherapy: 5/10

M&E rating as an effective intervention:
Telephonic check-in: 7.6/10

Looking back:
Body language is an integral part of therapy which is missing in teletherapy. There are also no therapeutic aids except for the therapist’s voice. Speaking on the phone is challenging for younger learners who struggle to focus, or to verbally express their experiences and feelings. Many of our clients do not have access to private spaces where they can have confidential conversations for the duration of a therapy session.

Looking forward:
A number of families said that they appreciated our informal phone calls to check on their welfare and their needs and we will continue to engage with parents in this way.

“... believe me when I say it was so much harder when the lockdown started. Your continuous chats, calls, WhatsApp motivations, kept us going every day. Thank you for your love, support and never judging us or our circumstances. Keep up with your good work. Stay Blessed.” - Parent
SPECIAL PROJECT: STOP BULLYING AND GENDER-BASED VIOLENCE

In 2020, 7,223 learners engaged in anti-bullying and GBV workshops sponsored by the National Development Agency.

M&E score:
7.5/10

“My child struggles with bullying at school. Seeing him learning more about bullying and knowing it has become a talked about topic at schools, makes me feel more at ease.”
- Parent

“The session was informative and taught the kids something valuable. These are things/topics that we would love to chat about during class time, but we never get the opportunity because of our workload. Lovely to see that the learners could get some clarity on gender-based violence as they had many misconceptions about the topic before the session.”
- Educator
MONITORING AND EVALUATION

EDUCATOR FEEDBACK

- 96% CK makes a positive difference in their school
- 95% learners trust CK staff
- 87% felt that there is positive change in learners accessing the CK services
- 99% agreed that CK staff are good role models and portray the values of integrity, trust, professionalism and partnership
- 94% CK services meets their expectations

OF THE 2 857 LEARNERS ENROLLED FOR THERAPEUTIC COUNSELLING

- 41% referred themselves
- 22% were referred by educators
- 16% by parents and
- 21% were referred by our CK staff or an outside organisation

THE BROAD THEMES FOR REFERRALS ARE AS FOLLOWS

- 915 emotional / psychological
- 596 family / community issues
- 337 behavioural
- 278 general guidance
- 169 scholastic
- 127 peer group
- 98 sexuality
- 75 chronic / serious illness
- 13 speech
- 257 not yet concluded, so not yet categorised

Laurian Furneaux-Visagie, one of our social workers, shares insight on referrals for therapeutic intervention during the COVID-19 lockdown:

'School' has taken on a whole new meaning since the announcement of the nation-wide lockdown and we quickly had to say 'hello' to a more flexible, adaptive and creative way of seeing our services. Educators were asked to work in an extremely time-limited setting; while reaching their adjusted academic goals, attempting to meet the expectations of the Department, somehow continue to live out their own passion for their profession and survive a global pandemic as an individual. School became largely about getting to what was necessary and constantly adapting the way we did this to be learner-focused, parent-considerate and time-effective.
In the same way, the Community Keepers office strived to continue operating effectively in a constantly changing school environment, re-think the way we reach learners and their families in need of support and stay permanent in our purpose and connection with every single learner we meet.

Referrals remained constant. We received several telephonic support referrals. The nature of these referrals was around loss or traumatic experiences during Level 5 lockdown. The need for support for educators increased during the initial lockdown and again when educators were preparing to return to school following the announcement that schools were to reopen. Throughout the year, the need for educator support remained consistent as the impact of being a teacher during the COVID-19 pandemic left many staff feeling burnt-out, anxious and overwhelmed. From the newly implemented telephonic check-in support rendered when lockdown first began, the need for food security and the detrimental loss of financial income, employment and security became more extreme. With this, connecting parents through referral to (and follow up) services that offered financial and food relief was frequent.

Feedback from these phone calls also revealed that parents appreciated a caring call, to be asked how they are doing amidst an extremely difficult time and to be offered resources where necessary. As a service extended by the school, the relationship between families and the school seemingly strengthened as parents could see that ‘school’ was more than just ‘a place I sent my child’ and more about a group of people caring for my family, my child and for me. Hopefully, this supports the likelihood that parents will ask for help more easily should the need arise sometime in the future.

With the regulations at school ensuring the safety of both learner and educator, there was a decline in walk-in referrals owing to learners not being allowed to walk freely around the school during school hours and an increase in educator and parent referrals. The office relied on educators being tuned in to the needs and relationship with the learners in their classroom - something our educators were trained in and have a passion for. Liaising regularly with educators around at-risk learners and constant follow-up around learners who were flagged as at risk was fundamental last year and remains a lesson that we take into 2021.

Regular groupwork conducted with each grade strengthened connection with the learners and the Community Keepers offices too, creating an emotional vocabulary that was exercised and expanded throughout the year.

With the start of a new year, we will see a gradual referral of new learners entering the school as educators start to build relationship with their new classes and some possible new referrals from other grades as the learners settle into their school rhythm again.”
CASE STUDIES

Meet Wallie

Wallie*, a teenager in high school, was referred to Community Keepers by his grandmother, as she felt he was struggling with depression, anger and the effects of previously being bullied in primary school. Wallie was aware that his grandmother referred him and was eager to participate. According to his grandmother, she felt helpless and wanted to find out what she could do to make a positive difference in Wallie’s day to day life. Due to COVID-19 restrictions and lockdown, it was not possible to meet Wallie or his grandmother in person. The family does not have internet facilities at home and therefore could only communicate telephonically. The options for intervention were discussed telephonically with the grandmother. Wallie was willing to commit to therapy, but did not want to do it telephonically - he wanted to wait for the schools to reopen and have sessions in person. It was agreed that it would be in the client’s best interest if the therapist would continue working with the grandmother in order to assist her, in supporting Wallie. Through building rapport with the grandmother, more information came to light such as the fact that he was born when his mother was quite young, and that she has been absent for quite some time.

The grandmother shared that she is concerned about how Wallie withdraws from social interaction both at home and with peers, and he also presents with unpredictable anger outbursts e.g., he hits his fist through the door; shouts and screams when he doesn’t get what he wants and broke a window by throwing a stone. Gran is also concerned that Wallie neglects academic work and he is truant from school, regularly. The grandmother shared that Wallie is respectful towards her and helps in and around the house at times. It has become evident that Gran is genuinely concerned about Wallie and would go to any length to accommodate and support him. Through weekly telephonic discussions with the grandmother, Wallie’s current progress and functioning was discussed and Gran had the opportunity to reflect on the week, Wallie’s behaviour and her response to it. The grandmother was able to identify current strategies that worked and discuss new strategies to be put in place in order to support Wallie better. It was suggested that she took Wallie for a check-up to eliminate any physical/medical reasons for his lower mood and outbursts. Upon consultation, Wallie was diagnosed with depression. Medication was prescribed and he was then willing to have two telephonic sessions with the Community Keeper’s therapist. During these sessions it was valuable to discuss his symptoms and possible strategies to deal with the helpless and anxious feelings. After two weeks of using the
medication, Wallie mentioned that it is making a difference and that he doesn’t feel “on edge” all the time. The medication began having a positive impact on Wallie’s functioning. He regularly attended school and made more of an effort with his homework. His anger outbursts lessened and he was not as easily triggered as before.

Guardians and parents often find it hard to find a balance in supporting their teenage children and during further telephonic sessions with the grandmother, a lot of time was focused on discussing communication between the Gran and Wallie. Wallie was eager to have a last session with the therapist, to share his subjective experience and needs. Gran and Wallie then spent two weeks trying new routines and principles at home. They were happy to report that they managed to communicate effectively during these two weeks and that they feel optimistic about the remainder of lockdown. Wallie wrote his year-end exams and passed all of his subjects. His self-esteem improved and a feeling of competence started to develop.

Meet Steve

Steve*, a learner in the intermediate phase in primary school, was referred to Community Keepers for attention- and behavioural challenges in class as well as emotional outbursts. He lives with his biological parents, sister and grandmother. Steve is a busy young man - he spent most of the sessions swinging while talking to the therapist. This movement seemed to help him calm his mind in order to focus on the conversations. From the start he seemed to avoid speaking about emotions. His mother’s main concern during the intake was that Steve has anger outbursts - especially towards his grandmother and sister. Mom also reported later in the process that Steve has a strained relationship with his father and although dad lived with the family, he was often, and inconsistently, not home. Steve’s educator confirmed that the anger outbursts at school would happen in class at times, and that Steve found it challenging to focus on his school work.

Steve was quite uncomfortable, for a long part of the therapeutic process, to speak about his emotions. He would give short answers to questions and end it off with “that’s all!”. It took a long time to gain his trust. However, when on the swing or walking outside, he would be more comfortable to open up - about his dad, about learners bullying and teasing him in class and his feelings towards his grandmother and sister. He also loved interacting when drawing or playing some kind of game. Through these periods of interaction in sessions, Steve was able to speak about his disappointment (and ultimately acceptance) of not having a dad that wants to play or really talk to him. He also learned to open up to his mom about how he is feeling. He became more comfortable with his fellow classmates and started speaking up
when they did or said something that he did not like. He even rose to the challenge to speak to his grandmother and teamed up with her and his sister to make a chore chart that everyone agreed on.

During lockdown 2020, when the therapist could not go back to schools, check in sessions continued over the telephone. Although this platform was difficult to communicate on, Steve would share his frustrations and the ups and downs of being at home a lot and, when the time came, being back at school in such strange circumstances. After a couple of weeks of calls, it became clear how his sense of empathy and care for others had developed. Before ending the call, he was asked whether there was anything else he wanted to talk about and he answered “Yes, Miss. How are you? You speak to everyone about how they are doing. You also need someone to speak to”.

For the last session that took place in 2020 (as Steve will move on to grade 8 in 2021), the therapist asked his mother to send feedback that could be read to Steve. This is what she wrote:

“If I look back over the years, I can see that Steve has matured in his way of thinking and how he handles conflict. I am proud of him for learning to respond to negativity and controlling his temper. I have no doubt that the guidance he has received from you will have a positive impact on his life in the coming years. I am also proud of the way he has learnt to express himself and apologise and be honest when he has made a mistake. I have told him that he is a “work in progress” because even if he makes mistakes, he can learn from it and move forward. He is full of love and always sees the good in others so I know he will succeed in whatever he works at.”

Steve agreed that he has learned how to manage his anger/temper by thinking before just doing. He also mentioned that he learned that it should not only be about his own way. Steve has become a more matured young man in the years receiving support at Community Keepers. He is ready to face challenges and to live life more fully.

*pseudonyms
“Play is often talked about as if it were a relief from serious learning. But, for children, play is serious learning. Play is really the work of childhood.” - Mister Rogers

Reece Carstens, BA (Hon) Psychology (Registered Counsellor)
STAKEHOLDER ENGAGEMENT

Community Keepers is an active participant and sees value in meaningful dialogue with a broad range of business associates and partners. We actively seek out opportunities to share and to learn. During lockdown we took advantage of the opportunity to attend a broad range of webinars which were hosted at no charge. We also:

- Submitted our 2019 Integrated Report to the Chartered Secretaries South Africa for review and their comments have helped shape this 2020 report.
- Hosted the newly appointed Western Cape Children’s Commissioner for site visits at three of our partner schools, namely Ysterplaat Primary, Simondium Primary and P.C. Petersen Primary.
- Partnered with Phambano Technologies in their Grow with Google Virtual Online Safety Roadshow.
- Partnered with Atlantic Film Studios and HomeBrew Films to produce an educational video with educational psychologist Amanda van der Vyver on Resilience during lockdown.
- Partnered with aaa School of Advertising, working with their final year students in their client activation assignment.
- Responded to the Tshikululu call data as part of their “Mapping Social Investors Response to Covid-19 in South Africa”
- Participated in the Trialogue research which resulted in the publication of their 2020 Trialogue Business in Society Handbook

“Although COVID-19 has had a definite impact on learners, it is not the sole contributor to the number of children who needed therapy in 2020. The knock-on effect of lockdown resulted in significant stress in homes, financial and emotional strain which impacted relationships. Learners who were working through problems and stressors before COVID-19 were learning techniques to “survive”. COVID-19 placed further pressure and, for many, the burden of their problems became heavier. This led to a number of learners, and educators, seeking Community Keepers’ support.” – Community Keepers Therapist

“Community Keepers provides an ear, a space to be heard and more importantly provides scholars with the tools and skills to resolve conflict in a healthy manner. They empower our scholars to become mindful and well adapted young adults, nurturing their psychological well-being and teaching them the importance in asking for help and accepting it when offered. As teachers we often fulfil the role of parent, counsellor, or pastor, and to have the
Dynamic team of Community Keepers as support has provided us with the ability to take care of our scholars in a holistic manner.” – School Principal

FUNDER FEEDBACK

“Thank you for the amazing work you are doing under extreme circumstances.”

“I enjoyed reading some of the feedback from the learners, staff and parents. It is evident that CK is making a huge difference in the lives of the children, their families and communities. Keep up the amazing work!”

“All the best for getting everything in order for return to school as it is quite a complex situation at the moment.”

“Ons bewonder die werk wat u doen en ons beskou dit as ‘n voorreg om daartoe by te dra.”

“Thank you for your efforts to keep the learners and educators engaged. I know this has been an exceptionally long and tough period for everyone.”

SOCIAL MEDIA ENGAGEMENT

<table>
<thead>
<tr>
<th>Platform</th>
<th>Views/Reach/Followers</th>
</tr>
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<tbody>
<tr>
<td>YouTube</td>
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<td>17371 1385</td>
</tr>
<tr>
<td>Twitter</td>
<td>383</td>
</tr>
</tbody>
</table>
EMPLOYEES

- Daily/weekly informal engagement between Office Managers and Area Managers and Rotating Therapists
- Monthly feedback reporting with Office Managers and Area Managers
- Weekly formal meeting Area Managers, Operations Manager and CEO
- Weekly formal meetings with CEO and Fundraising Executive
- Ad hoc engagement with prospective new staff when advertising new posts and receiving requests to intern

PARTNER SCHOOLS

- Ad hoc content shared with school community via WhatsApp groups
- Daily/weekly informal engagement with school secretary and staff
- Quarterly feedback meetings with the school staff
- Quarterly professional development for educators
- Quarterly formal feedback to schools on our waiting list
- Annual thanksgiving celebration event
- Annual planning meetings

BENEFICIARIES

- Average of 6 weekly sessions of 40 minutes therapeutic counselling
- Formal feedback session when each client terminates
- Formal written feedback from client at start and end of each process
- Quarterly workshops for learners, parents, educators for life skills and resilience building

FUNDERS

- Ad hoc one on one engagement and site visits
- Daily/weekly news via social media
- Quarterly impact reports
- Quarterly face to face meetings
- Quarterly newsletter
- Annual celebration event

COLLABORATION PARTNERS

- Ad hoc contact where referrals are needed
- Monthly scheduled connect meetings
DEPT EDUCATION

- Connect sessions as needed
- Ad hoc meetings with collaboration school representative
- Ad hoc attendance of Parliamentary sessions where the discussion is relevant
- Receive all formal correspondence via the Parliament Secretary on Basic Educations

DEPT SOCIAL DEVELOPMENT

- Contact sessions as needed
- Ad hoc formal sessions where referrals are needed
- Annual submission of Annual Report

INDUSTRY BODIES

- Annual submission for membership renewal
- Annual submission of CPD points

COMMUNITY LEADERS

- Ad hoc invitations to opening of schools
- Ad hoc invitations to site visits

MEDIA

- Ad hoc invitations to special events or site visits, where appropriate
- Monthly media releases

SUPPLIERS

- Ad hoc engagement to request quotation or place order
- Ad hoc relationship building engagement when receiving goods
- Formal engagement when accepting quote or paying invoice
- Annual celebration event

BOARD

- Ad hoc meetings with board members and board committees as needed
- Monthly reports from management
- Quarterly board meetings with formal agenda and formal minutes
- Annual General Meeting
PARTNERSHIP AND COLLABORATION

Community Keepers partners with funders who care about vulnerable learners and who believe that it is possible to make an immediate impact. Together, we build a culture of well-being where everyone feels welcome and where everyone is able to thrive.

We will continue to invite stakeholders from all sectors to visit us, when it is safe to do so, to witness for themselves the work that is being done. We will continue to first pause, assess the situation and then take action. We used this technique successfully with our clients, we used it when schools closed due to the pandemic 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, correctly, 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 learners, that are entrusted to us.

PARTNER SCHOOLS AND FUNDERS

28 schools
24 248 learners
97% of learners accessing our services are per definition “black”

GENDER SPLIT

- 56% Female
- 44% Male

The decision to partner with a school is always based on a request from the community and enabled through the 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 Community Keepers partners with a school, we invest in broad consultation and engage with school management, educators, funders, community leaders, learner representatives and parents regarding the resources and needs of the school and the community.

Being school-based, all our services are implemented in partnership with learners, educators and parents or guardians.

This ensures that our activities are relevant to the specific communities and that community members are the drivers of change, with us contributing resources as the invited guest. Our collective reach through these partner schools is 24,248 learners.

**RURAL**

1. **Klapmuts Primary since 2018** (Funding support from: Remgro)

2. **Simondium Primary since 2016** (Funding support from a private individual)

3. **SPARK Lynedoch since 2016** (Funding support from: Spier Farms)

**PERI-URBAN**

1. **Kylemore High since 2018** (Funding support from: Cape Wine Auction Trust and Capitec Bank)

2. **PC Petersen Primary since 2017** (Funding support from: Cape Wine Auction Trust and Capitec Bank)

3. **Stellenzicht High since 2015** (Funding support from: Remgro and several private individuals)

4. **Trevor Manuel Primary since 2018** (Funding support from: Millennium Trust)

5. **Weber Gedenk Primary since 2014** (Funding support from: Remgro, Keermont, Marie Stander and Senor Chef)

6. **Wemmershoek Primary since 2020** (Funding support from: Valcare and the Second Stella and Paul Loewenstein Education Charitable Trust)

7. **Dalubuhle Primary since 2020** (Funding support from: the Rupert Education Foundation and the Second Stella and Paul Loewenstein Education Charitable Trust)

8. **Franschhoek High since 2020** (Funding support from: the Rupert Education Foundation and the Second Stella and Paul Loewenstein Education Charitable Trust)

9. **Groendal Primary since 2020** (Funding support from: the Rupert Education Foundation and the Second Stella and Paul Loewenstein Education Charitable Trust)

10. **Groendal High since 2020** (Funding support from: the Rupert Education Foundation and the Second Stella and Paul Loewenstein Education Charitable Trust)
URBAN

1. Alpha Primary since 2018 (Funding support from: Equalizer)
2. Apex High since 2018 (Funding support from: Millennium Trust)
3. Buren High since 2015 (Funding support from: ASLAN Foundation, HCI Foundation and Rolf-Stephan Nussbaum Foundation)
4. Cloetesville High since 2014 (Funding support from: Cape Wine Auction Trust and Capitec Bank)
5. Forest Village Leadership Academy since 2018 (Funding support from: Acorn Education)
6. Ida’s Valley Primary since 2011 (Funding support from: Cape Wine Auction Trust, Stellenbosch Municipality and Capitec Bank)
7. Kenmere Primary since 2017 (Funding support from: ABAX and HCI Foundation)
8. Kensington High since 2017 (Funding support from: Citadel, Giflo, Merril Lynch, MySchool, Smollan, Sol’Ring, and Zaqen)
9. Lückhoff High since 2009 (Funding support from: The Jannie Mouton Foundation, Stellenbosch Municipality)
10. Maitland High since 2016 (Funding support from private individuals)
11. Rietenbosch Primary since 2012 (Funding support from: Cape Wine Auction Trust, Stellenbosch Municipality and Capitec Bank)
12. Tygerhof Primary since 2016 (Funding support from private individuals)
13. Ysterplaat Primary since 2015 (Funding support from: Rolf-Stephan Nussbaum Foundation)
14. Zonnebloem Boys and Girls Primary since 2017 (Funding support from: Otto Foundation)
15. Makupula High since 2020 (Funding support from: Remgro)
“As I reflect back on what was achieved in our area during this challenging year, the best way to describe this year is to use the description of the ideal process of therapy (as a smile shape): start on a high, dig deep and end the process on another high. The year started out positive as we set up new offices in Franschhoek schools; then came lockdown and everything changed, creating a new normal for our new team that was just getting used to the “old normal”; however, during this challenging time there was an increase in creativity, innovation and personal growth which ultimately led to ending the year on a positive note where we exceeded our targets and opened doors for increased innovation for the year to come.

It has been reported that there is limited opportunity for learners, educators and parents to speak to a counsellor or social worker who is Xhosa speaking. Parents are very appreciative that our service caters for their home language and the office is receiving a lot of calls and referrals from parents. I would like to focus on the recruitment of a Xhosa speaking rotating therapist in the future because the need is so great.

Another highlight is the networking structure within Franschhoek. All organisations involved in Franschhoek are truly helpful and have a passion for the well-being of the community. We have established wonderful working relationships with outside organisations who are eager to join hands. We have also put a system in place to refer families in need of food relief to Together Franschhoek.” - Sherize Nel, CK Area Manager for Franschhoek

“Ek hoor net goeie dinge van Community Keepers, die mense kan nie ophou praat van julle nie, mens hoor net Community Keepers hier en Community Keepers daar – almal praat net oor julle.” - Community member
GIFT IN KIND DONATIONS

ASL Group our pro-bono auditors

Atlantic Film Studio and Home Brew Films for Covid production

Cell C who sponsored airtime during lockdown, for teletherapy and check-ins

PEP Stores who sponsor our sand-tray therapy figurines

Portchie who donates one of his unique, iconic South African prints to each of our school consulting rooms

SPECIAL PROJECT FUNDING

Aon (part of the Anglo-American Group) who contributed towards unanticipated expenses arising due to lockdown

Cape Classics Inc. who donate a percentage of their sales

Capitec Foundation who re-purposed some of their surplus furniture and equipment and funded an expansion project to remodel our head office space in order to accommodate a larger team. We now have adequate meeting space so that we do not have to hire external facilities. An unanticipated benefit was that during Covid we have sufficient storage capacity for the sanitising materials which we received in bulk.

National Development Agency who sponsor our anti-bullying and gender-based violence campaign

National Lotteries Commission who sponsored three laptop computers, facilitation fees and running costs such as bank charges.
HUMAN CAPITAL

Community Keepers is made up of a group of mental health professionals who work alongside community development and community healthcare workers. We work hard to ensure that all of our employees are well equipped with the latest, relevant skills needed to execute our interventions, having a clear understanding of scope of practice.

TRAINING AND DEVELOPMENT

- For every 4 hours of therapeutic intervention, our practitioners receive one hour of supervision. In 2020 our practitioners spent a total of 1731 hours (2019: 1206) attending internal group supervision. They each have the opportunity to present case studies and receive input from the multi-disciplinary 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 case, skills are developed and attitudes influenced in a professional manner.

- As part of ongoing professional development, our staff participated in two CPD accredited workshops hosted by i2we:
  - 24 practitioners attended the “Advanced course in using play” as a means towards child and adolescent mental well-being
  - 15 Practitioners attended “BullyBuster Facilitation Training”

“The training was very insightful; it was scheduled for a good time in the year and the facilitator was very helpful.”

During the period, Community Keepers employed 38 full time staff (made up of 24 social workers, 16 registered counsellors, 8 managers, 1 administrator) and 18 part time staff (made up of 4 social workers, 2 registered counsellors, 4 life guidance facilitators and 8 psychologists).

In 2020 there were 15 new appointments and 5 resignations.

We were grateful to benefit from relationships with 5 volunteers. Due to COVID-19 we did not take on any interns in 2020.

Welcoming diversity in our board, management team and staff is important to us and in 2020 we commissioned an employment equity survey and plan with recommendations which will form the basis for our strategic intent. We are mindful that our team of area managers are all young, white, Afrikaans speaking females.
2021 ROADMAP

“Alternative mental healthcare models are looking for solutions beyond traditional consulting rooms and clinics. Research in task-shifting has shown that lay counsellors who have been trained to provide specific interventions for common mental health problems such as depression and anxiety can achieve similar short-term outcomes to qualified mental health professionals.”

Dr. Lotter, SA College of Applied Psychology

WE WILL EXPLORE THE FOLLOWING INDICATORS TO BOLSTER OUR M&E

- Subjective Well-being
- OVC Child Status Index
- Heart rate variability
- WCED SEA data

WE WILL ADD THE FOLLOWING NEW TOOLS

- 4 Steps to my Future (4STMF)
- Yenza career guidance platform

NEW COLLABORATION PARTNERS

- DG Murray Trust
- Mobile health clinic that visit rural areas

WE WILL TRIAL A NEW MODEL

- Employing community mental health workers to be based at schools for front line support, supervised and supported by specialist professionals who respond based on need
ADDRESSING ANXIETY

We have participated in the Anxiety Reduction program research and development together with the Universities of Stellenbosch and Bath (UK) and funded by the Wellcome Trust. 4 Steps to my Future (4STMF) is a CBT-based psycho-educational program, being piloted together with Community Keepers to support the psychological well-being of adolescents. We will be licensed to roll this out to all of our partner schools.

ADDRESSING GBV

We have partnered with the National Development Agency and Department of Social Development with funding from the Criminal Assets Recovery Account (CARA) to run an anti-bullying and gender-based violence campaign including the production of a series of 60-second animations.

ADDRESSING SCHOOL DROP-OUT

We will be collaborating with the DG Murray Trust zero-dropout campaign team, sharing resources and opportunities to reach children in rural areas through mobile health clinics.

CAREER GUIDANCE

We have engaged in a sponsored partnership that will see all learners (grade 7 to matric) at our partner schools receive free access to Yenza the novel, engaging and intuitive career guidance package, which can be accessed by cell phone.

“In every neighbourhood, all across our country, there are good people insisting on a good start for the young, and doing something about it.” – Mister Rogers
FINANCIALS

For 2020, total operating expenses amounted to R12 918 927 (R9 668 646 in 2019). The increase in operating expenses reflects the cost of 28 school based offices, all running at capacity with full staff complement at an average increase of 9% from 2019. 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. The challenge is to take evidence-based interventions to scale through a community-based model, supported by therapists, while maintaining the quality of the treatment.

Operating income increased marginally to R13 850 589 (R12 121 262 in 2019). The year was concluded with a healthy balance sheet of R14 780 773 (R13 768 881 in 2019) in total equity for the company. These funds, combined with fixed commitments for 2021, means that we have funding secured for 12-18 months. This position is in line with a board decision to secure funding a year in advance.

ASL Chartered Accountants conducted and issued an unqualified audit opinion on the financial statements of Community Keepers.

(For a complete version of the 2020 Audited Financial Statements, go to www.communitykeepers.org or send us an email at info@communitykeepers.org).

*As in previous years, we are most grateful to be able to report that a private individual has funded all head office overhead costs, ensuring that 100% of all other funding received is used exclusively for the interventions at our school based offices.*
### DETAILED ACTIVITY INCOME STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donations received</td>
<td>12 289 164</td>
<td>10 773 047</td>
</tr>
<tr>
<td>National Lottery Commission</td>
<td>219 000</td>
<td>-</td>
</tr>
<tr>
<td>National Development Agency</td>
<td>150 000</td>
<td>-</td>
</tr>
<tr>
<td>Activity income</td>
<td>782</td>
<td>1 107</td>
</tr>
<tr>
<td>Schools contribution</td>
<td>378 588</td>
<td>334 017</td>
</tr>
<tr>
<td><strong>LESS: OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting fees</td>
<td>(86 203)</td>
<td>(92 022)</td>
</tr>
<tr>
<td>Auditor's remuneration</td>
<td>(2 300)</td>
<td>-</td>
</tr>
<tr>
<td>Bad debts</td>
<td>-</td>
<td>(31 304)</td>
</tr>
<tr>
<td>Bank charges</td>
<td>(12 180)</td>
<td>(17 505)</td>
</tr>
<tr>
<td>Computer expenses</td>
<td>(20 183)</td>
<td>(14 278)</td>
</tr>
<tr>
<td>Covid expense</td>
<td>(60 798)</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation</td>
<td>(85 297)</td>
<td>(74 597)</td>
</tr>
<tr>
<td>Employee costs</td>
<td>(10 898 214)</td>
<td>(8 424 201)</td>
</tr>
<tr>
<td>Facilities erected and maintained</td>
<td>(409 277)</td>
<td>(9 391)</td>
</tr>
<tr>
<td>Gifts</td>
<td>(600)</td>
<td>(150)</td>
</tr>
<tr>
<td>Insurance</td>
<td>(43 067)</td>
<td>(37 290)</td>
</tr>
<tr>
<td>Lease rentals on operating lease</td>
<td>(66 882)</td>
<td>(41 643)</td>
</tr>
<tr>
<td>Legal expense</td>
<td>-</td>
<td>(3 500)</td>
</tr>
<tr>
<td>Media and marketing</td>
<td>(67 781)</td>
<td>(86 087)</td>
</tr>
<tr>
<td>Municipal expenses</td>
<td>(3 000)</td>
<td>(3 572)</td>
</tr>
<tr>
<td>Office equipment expenses</td>
<td>(26 500)</td>
<td>(15 845)</td>
</tr>
<tr>
<td>Office expenses</td>
<td>(5 192)</td>
<td>(2 122)</td>
</tr>
<tr>
<td>Petty cash expenses</td>
<td>(16 365)</td>
<td>(16 468)</td>
</tr>
<tr>
<td>Postage</td>
<td>(1 186)</td>
<td>(224)</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td>(158 020)</td>
<td>(52 760)</td>
</tr>
<tr>
<td>Provision for bad debts adjustment</td>
<td>(224 320)</td>
<td>(36 000)</td>
</tr>
<tr>
<td>School offices refreshments</td>
<td>(9 688)</td>
<td>(7 497)</td>
</tr>
<tr>
<td>School services</td>
<td>(133 248)</td>
<td>(93 141)</td>
</tr>
<tr>
<td>Staff professional registration fees</td>
<td>(26 042)</td>
<td>(19 616)</td>
</tr>
<tr>
<td>Staff supervision</td>
<td>(165 658)</td>
<td>(112 800)</td>
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<tr>
<td>Staff welfare</td>
<td>(4 256)</td>
<td>(15 825)</td>
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<tr>
<td>Subscriptions</td>
<td>(20 224)</td>
<td>(20 139)</td>
</tr>
<tr>
<td>Telephone and fax</td>
<td>(169 819)</td>
<td>(100 004)</td>
</tr>
<tr>
<td>Training</td>
<td>(115 981)</td>
<td>(110 210)</td>
</tr>
<tr>
<td>Travel - local</td>
<td>(61 723)</td>
<td>(151 866)</td>
</tr>
<tr>
<td>Total expenses</td>
<td>(12 894 004)</td>
<td>(9 590 057)</td>
</tr>
<tr>
<td><strong>NET SURPLUS</strong></td>
<td>1 435 300</td>
<td>1 518 114</td>
</tr>
</tbody>
</table>

| **FUNDRAISING ACTIVITIES** |       |       |
| Fundraising events income | -     | 165 195 |
| Less: Fundraising local   | (24 923) | (78 589) |
| Less: Fundraising International | -   | - |

| **NET SURPLUS FUNDRAISING ACTIVITIES** |       |       |
| Plus: Investment revenue   | 628 135 | 637 736 |
| Fair value adjustment      | 184 919 | 210 160 |
| **SURPLUS FOR THE YEAR**   | 931 661 | 2 452 616 |
“... a significant challenge facing the global mental health community is how to implement and scale-up evidence-based task sharing interventions within routine primary health care services. The COVID-19 pandemic, having foregrounded mental health as an essential part of healthy lives, has made addressing this challenge a matter of urgency given increased demand for mental health services.”

- Prof Inge Petersen, Alan J Fischer Memorial Lecture 2020