



community
keepers 

2021 INTEGRATED REPORT

Building a culture of well-being.

“Just as adults have defence mechanisms, so do children. I recently rolled out our first few therapeutic groups at my school. One that particularly stood out for me this month is the Self-Leadership Group for grade 7 boys. These are learners that have been labelled “iindlavini” which means rascals of the school. They have been referred to Community Keepers by educators for behaviour management. Based on what I had heard, I was expecting learners who would be resistant to the group and disruptive to the progress.

Surprisingly, what I found were children who had been through a lot of traumas, and were just waiting for an opportunity to let go and to speak out about what they have been going through and what they are still going through. I was moved by the way in which, from the very first session, they let me into their world. It seemed that they had been so accustomed to what others had labelled them to be, that that is who they decided to become when deep down there was stored up pain, hopes and dreams.”

“Community Keepers is providing places where people are given the permission to remove their masks, to break down their walls, a place where they are cared for unconditionally and I think that is a very special thing.”

THOZAMA GREWE,
CK THERAPIST



SHERLIN'S STORY

'Bold' and 'Bubbly' are two words that I often choose to describe myself, and the brand, Sherlin Barends. However, when a team of medical professionals used the words 'depressed' and 'anxious' to refer to my state in 2019, I was forced to take stock of my mental health, or lack thereof. I will never be my anxiety or depression, but today these words help me to take care of myself. Remember, it's okay to not be okay. There are still too many people suffering in silence and trying to do it all by themselves, but we are all worthy of the love, support and care of others. The pandemic gave us the space to slow down a bit. Then we suddenly went from building puzzles and baking banana bread to (once again) being faced with realities around gender-based violence and black lives matter in SA and the world. I was sexually abused as a child, but never really dealt with the trauma. Lockdown allowed me the space to work through what had happened in the past, so I can heal and move forward.

"When I felt overwhelmed, I picked up the phone, made an appointment to see a therapist, climbed in my car and took time off work. Unfortunately, this is not the reality for most South Africans, especially not vulnerable children. Access to quality mental health care should be a right, but it often feels like a privilege, only enjoyed by some."

So, when Community Keepers asked me to be their patron, I replied with a resounding yes. I used to feel helpless and alone. Now, I want to use my voice, my power, to raise awareness about the importance of mental health. It impacts us all, so there needn't be any shame or stigma when talking about mental health. Community Keepers isn't just aware of the problems, they are solution-driven: They create safe spaces by bringing trained therapists into schools. On a recent visit I was pleasantly surprised to see how excited the primary school learners are to share that they've received help at CK. No shame, as it should be.

Traumatised children don't always have the words to express what they're feeling. Community Keepers provide opportunities such as play therapy and sand-tray therapy, there are balls and swings to sit on and a punching bag in the corner. Their space is so much more than a play room, every piece in the therapy room is purposefully selected. The child, or teen, is at the centre of everything the organisation does. Plus, educators, parents and caregivers - are part of the healing process. Community Keepers creates a culture of well-being where everyone feels supported and everyone can thrive.

The organisation also provides a safe environment to table difficult conversations on topics such as: self-harm, self-image, self-care, boundaries, bullying, gender-based violence, sexuality and suicide ideation. Community Keepers work in the forgotten corners and communities facing adversity, because they have the least access to help, including my community in Ida's Valley, Stellenbosch. Trauma, left untreated, creates a downward spiral. Thankfully work is being done to break these cycles of abuse, poverty and unemployment.

TABLE OF CONTENTS

2021 REVIEW

COMMUNITY KEEPERS AT A GLANCE / P8

LETTER FROM THE CHAIRMAN / P10

LETTER FROM THE CEO / P14

KEY PERFORMANCE AREAS / P17

HEALING THROUGH PLAY / P19

2021 INTEGRATED REPORT

THE EXTERNAL LANDSCAPE / P29

WHO WE ARE AND HOW WE CREATE VALUE / P31

- PERFORMANCE / P39
- HUMAN CAPITAL / P51
- STAKEHOLDER ENGAGEMENT / P55

MATERIALITY AND STRATEGY / P58

GOVERNANCE / P63

- CORPORATE GOVERNANCE REPORT / P65
- AUDIT AND RISK COMMITTEE REPORT / P66

FINANCIALS / P67

We welcome your feedback on this report to ensure that we continue to include information that is meaningful. We invite you to share your questions or suggestions with us info@communitykeepers.org.



“Mental health is too important to be left to the professionals alone.”

PROF VIKRAM PATEL

COMMUNITY KEEPERS AT A GLANCE

Our focus in 2021 was to help as many young people as possible and to ensure Community Keepers' longer-term sustainability, in order to provide a better life for our beneficiaries. Mental health for all, by all.

“You can learn more about a person in an hour of play than a year of conversation.” – Plato

2021 IN STATS

	<p>32 383 LEARNERS BENEFITTED</p>
<p>29 PARTNER SCHOOLS (2020: 28 PARTNER SCHOOLS)</p>	<p>FROM RESILIENCE BUILDING WORKSHOPS (2 0 2 0 : 2 3 4 0 6)</p>
	<p>3 111 THERAPY CLIENTS (2020: 2 857) </p>
<p>INCOME: R13,000,000</p>	<p> 3 099 PROFESSIONAL DEVELOPMENT SESSIONS EDUCATORS (2 0 2 0 : 1 3 6 4)</p> <p>97% BLACK BENEFICIARIES</p>
	<p>AVERAGE 5 SESSIONS/CLIENT (2020: 3.8 SESSIONS)</p>
	<p>16 783 PARENTS/GUARDIANS ATTENDED PARENTING WORKSHOPS (2 0 2 0 : 1 0 9 5 2)</p>

Industry accolades

- Gold winners in The New Generation Overall Student Group of the Year Award category of The New Generation Social & Digital Media Awards
- Semi-finalist in the Inaugural CSI Legacy Awards 2022 hosted by CSR News

LETTER FROM THE CHAIRMAN

Health is not just the absence of disease; health includes physical health, emotional health, the ability to manage stress and more. In fact, the word “healing” comes from the word “haelan”, which means to make whole. In order to heal a child and make them “whole” one needs to address their “whole” environment.

Through the Covid response, we have evidence that when the health of our nation is threatened and the government, big businesses and civil society come together, we can collectively reduce the devastating impact. It stands to reason that if we can collectively contain and manage a threat to our physical health, we should be able to mobilise the same scale of response to address the current mental health crisis. This will take effort, the backing of national leaders, public campaigns and compliance. There are several simple guidelines to follow in creating such a healing environment and one is to look for ways to reduce stresses in the environment, stress being a major contributor to poor mental health.

Professor Linda Theron, from the Department of Educational Psychology at the University of Pretoria, published a paper this year where she concluded “... youth well-being may have far less to do with individual empowerment or self-help than systemic change which makes meso- and macrosystems more resistant to adversity. In this interconnected landscape of possibilities, it is likely that the resilience of youth in stressed communities will rely less on individual choices and more on society facilitating resilience-advancing changes at multiple system levels.”

What she describes is precisely what we, at Community Keepers, do. We take a whole-school approach and work to bring change to the ecosystem, the whole environment.

Andre du Plessis
B.Com (Hons), CA(SA)

For children, tension in the home is a common source of stress. Our statistics reflect this with the most common referral reasons in 2021 being the “parent-child relationship”. School is another source of concern for children who might be dealing with bullies or finding it difficult to get along with their teachers. For adolescents, academics aren’t the only stress, they report significant stress around social issues including gun violence, gangsterism, substance abuse, xenophobia, sexual harassment, gender-based violence, teenage pregnancy, anxiety, grief, the temptation to drop out of school and rising suicide rates. We know that, left unchecked, long-term stress can contribute to a long list of physical and mental health problems including anxiety and depression - disorders that are becoming alarmingly common amongst our youth.

Young people desperately need a safe place to talk and a trustworthy person to confide in. To meet this growing need, we have started a shift towards a more community-based approach where we welcome mental health first aiders (care facilitators) into our team for frontline support. They are trained, supervised and mentored by our clinical team and play a critical role in freeing up our therapists to focus on caseload. Although still in the early stage of the project, we have seen an increase in capacity.

Opening new school offices and onboarding during the Covid lockdown had proven to be a real challenge in 2020 and we put a hold on expansion for this year but, when two of our funders approached us, we agreed that since we had already established an office at Apex High, we felt confident about opening a new office at Apex Primary and we thus opened a new office on 1 June. This was all negotiated and implemented while our CEO was out of office recovering from an extended hospital stay, a testimony to Gerrit’s style of leadership and the spirit of his team.

We spent a lot of time visualising our post-Covid future, how we operate, how we scale and how we remain sustainable.

This year we invited Sherlin Barends to come on board as our first Patron. Her personal story is a reflection of everything that is important to us. Sherlin grew up in the community we serve, she went to school at our partner schools; in fact, we opened our first office at Luckhoff High the year after she matriculated as Head Girl. Her parents are educators and both teach at our partner schools. Sherlin speaks openly about her mental health and her time spent in therapy. We have no doubt that she will play an important role in who we are as Community Keepers.

In the spirit of sharing, we welcome new partnerships with two media channels: Social TV who built and host a digital library where educators and parents can freely access and use all our resources, at no charge, and the MultiChoice Mindset Learning Channel who broadcast across the country and across the continent. These relationships see us increase our footprint exponentially, equipping educators remotely through technology and ensuring that each

Rand invested in Community Keepers is shared well beyond our 29 partner schools.

2022 will see a sharp focus on prevention and early intervention, innovation, collaboration and community. We have listened carefully to our clients, constituents, funders and leading academics in the field. We have mapped out an ambitious path to grow over the next 5 years to help as many young people as possible, to share our resources freely and to keep listening and adjusting to remain relevant.

It is an exciting but daunting road ahead. We will remain humble, available and teachable as we seek to serve and to treat everyone with dignity.

I would like to thank all staff, funders and partner schools for their ongoing support.

I end off by thanking God for His hand of protection, guidance, comfort, unconditional love and provision. The task would be too great without Him by our side.

Director and member



LETTER FROM THE CEO

As I sit down to write about 2021, an ant is making its way across my blank page. I watch it for a while and begin to wonder if there will be more. Will we soon be inundated. An ant infestation starts with one ant. In 2021 we became used to predicting trouble at the sign of "one ant".

Catastrophising.

I can write volumes on how catastrophic the past few years have been, especially for children and youth from underserved communities. The COVID-19 pandemic continues to highlight the brutal inequalities in our country.

One swallow doesn't make a summer and one ant does not always lead to an infestation. I remind myself not to jump to conclusions after seeing one ant but I also can't ignore this one ant.

My thoughts shift to some of the "ants" we have seen in 2021 and what they have meant for Community Keepers.

I am deeply concerned about the learners who have been coming to school less and less and in some cases dropping out of school. I know that we are not being alarmist when we worry about these children and, in 2022, we will intensify our programs to see learners being engaged, retained and returning to the classroom. To this end, we continue to work closely with the DG Murray Trust Zero Dropout Campaign.

My ant is on the move again, he has double backed. Is he off to collect the others? Ants teach us a lot about the power of the collective. With psycho-social needs in schools increasing exponentially, it makes sense now, more than ever before, to strengthen our efforts and our impact through collaboration.

In 2020 we initiated a partnership with **AAA School of Advertising** which saw their final year students developing marketing and advertising campaigns for us. This year, two of those teams were finalists in the Supersonic New Generation Awards with Team 'Power of Four' winning



Cerrit Laning
M.Th (Clinical Pastoral Care)

GOLD in the Overall Student Group of the Year category. Two of these 2020 students have gone on to host a fundraising campaign in aid of Community Keepers and one of the 2021 part-time students arranged a personal introduction resulting in a new partnership with the **MultiChoice Mindset Learn** channel.

The collaborative research effort between ourselves and the **Universities of Stellenbosch and Bath** (UK) has been concluded and we look forward to favourable results being published soon. The 4 Steps to my Future (4STMF), anxiety reduction programme (CBT-based psycho-educational), is set to rollout in all our partner Primary Schools in 2022.

Our collaboration with **Yenza** is seeing scores of learners participating in career planning and plotting their futures.

As we grow, we become more reliant on system, processes and technology and this year we installed **DevMan** to manage our funder relations and **OVCmeasure** to monitor our client well-being.

As Meyer Conradie beautifully phrases it, OVCmeasure is a marriage between science and real life to assist us in data-driven decision making and the effective use of resources towards greater impact.

We look forward to announcing a series of other new collaboration partners during 2022. Learners, our clients, have always been key collaborators and co-creators of our projects. We listen carefully to them as we aim to meet their true needs. It is therefore a privilege to share (with permission) some snippets of feedback from them:

"Tannie weet nie hoe baie dit beteken nie, ek het nie iemand om mee te praat nie". Comment from a learner to one of our therapists about the value of now having somebody willing to listen.

And a comment from a primary school learner that touched my heart: *"Juffrou, kan ek maar my hartjie kom leegmaak?"* Asking our therapist if she, the learner, may come and empty her heart.

I dread to think what was inside her heart that needed venting and yet, the beauty lies in her knowing that there is a safe place and a safe person where children have the freedom, permission and encouragement to release whatever is heavy or negative in their hearts and minds.

Ants are tenacious.

Futurologist and scenario planner, Clem Sunter recently wrote:

"..you may wish to be an activist by making your own individual contribution to improve the odds of an exemplary scenario materializing in the world at large while lowering the odds of a bad one." (Posted on News24: 11 January 2022)

Our results, as you will see in this report, speak to the tenacious activism of our team: an increased output of services with less time and resources! As collaborators and co-creators, the views and voices of our staff add meaning and bearing to the direction in which CK is moving.

Despite all the challenges, ups and (lock)downs, Community Keepers has had the unique privilege of standing firm and this is thanks to the incredible support of our longstanding and new funding partners. Thank you for believing in us and investing in the work that we do.

In 2022, our strategy is to expand while continuing the delivery of quality services at an affordable cost point. In line with best practices in community based mental health, we will also accelerate the training and placement of care facilitators, serving as first responders in our offices.

Thinking again about ants; they must be optimists. How else could they carry the loads they ferry off to the colony.

I want to be more like an ant in 2022 and I encourage you to be one too!



Director and member

"I think everybody should study ants. They have an amazing four-part philosophy. Never give up, look ahead, stay positive and do all you can." - Entrepreneur Jim Rohn

2021 KEY PERFORMANCE AREAS

Key				
● Project is progressing well	● Project has stalled due to unforeseen challenges			
● Project cannot proceed due to insurmountable challenges				
	Q1	Q2	Q3	Q4
We will explore the following indicators to bolster our M&E				
Subjective Well-being <i>(note: focus on OVC CSI)</i>				
Orphans and Vulnerable Children Child Status Index				
Heart rate variability <i>(note: focus on OVC CSI)</i>				
WCED SEA data <i>(note: insufficient data available)</i>				
New collaboration partners				
Mobile health clinic that visit rural areas <i>(note: Covid lockdown regulations hindered progress)</i>				
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 Cognitive Behavioural Therapy-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 Gender-based Violence				
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				
A sponsored partnership 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.				

Ref: 2021 Roadmap CK Annual Report 2020, Page 53

2022 KEY PERFORMANCE AREAS

1. GROWTH

Open 6 new CK offices as part of the vision to open 100 by 2030



SUPPORT KEEPERS = 3 150
(10% of all learners in schools)



LIFE KEEPERS = 31 500
(100% of all learners in schools)

Continue to raise funds for the year ahead i.e., Raise R21.2m for 2023

Continue to secure 12-18 months of funding in reserve

2. FUNDING DIVERSITY & SUSTAINABILITY



INCREASE PARTNER SCHOOLS CONTRIBUTION
to services by R400k



RAISE R500K
through events



RAISE R170K through recurring individual giving

3. SERVICES RELEVANCE (QUALITY & QUANTITY)

Build a culture of well-being in partner schools

Monitor and carefully manage waiting lists

Focus on post pandemic parent-child relationships

Continue to focus on gender-based violence

Introduce two new performance indicators:
 ✓ Subjective Well-being
 ✓ Brief Resilience Scale

More emphasis on monitoring and early intervention where there is absenteeism and school drop-out

Launch a longitudinal study using the Orphans and Vulnerable Children Child Status Index

Roll out 4STMF (4 Steps to My Future) and Yenza career guidance programs into all partner schools

4. FIT FOR TASK ORGANISATIONAL STRUCTURE

Map organisational units needed by 2030



Equip the organisation on the roadmap to **100 SCHOOLS BY 2030**

5. DRIVE A COMPANY CULTURE OF CONSCIOUSLY CONNECTING AND RECONNECTING, POST COVID

HEALING THROUGH PLAY

Being approachable and accessible to learners, educators and caregivers both directly (in-person) and indirectly (infographics, posters, professional recordings) is an important focus within Community Keepers. At our offices, we have an open-door policy because we want to invite people into a space where they feel welcome. Workshops are presented in other spaces within the school and, through this, learners get to know the Community Keepers staff. This helps to create an environment within the schools that promotes the well-being of learners and educators, where mental health is not stigmatised.

We act in the best interest of the learners, and include other role-players where possible in order to create supportive structures for the learners. Our focus is the school environment where caregivers and educators can work together to help learners prosper. Presenting workshops and sessions to learners, caregivers and educators on topics identified by the school addresses a need directly with opportunities to follow up and support.

Some of the topics covered in workshops with learners during 2021 were bullying, gender-based violence, body safety, rights and responsibilities, managing emotions and safety on social media. In 2022 we will include the following in sessions with learners: anxiety, resilience and friendships.

Our therapy waiting list has been a significant challenge and concern for the team this year. Each year, we plan to accommodate 10% of the learners per school in therapy. When our capacity is full, we run a waiting list and additional capacity is added in the form of a rotating therapist to assist with case load. During Covid, we were enrolling up to 25% of learners in some schools, and still ran a waiting list. To make matters worse, Covid prevented us from placing rotating therapists for a large part of the school year. This risk was managed through regular check-ins with all learners on the waiting list to ensure that no one was forgotten and to frequently triage the urgency of the need.

OPERATIONAL CHALLENGES IN 2021

Due to Covid regulations:

- ✓ Frequent changes to timetables made planning a challenge
- ✓ Learners spent less time at school
- ✓ Only one CK therapist was allowed on-site, despite the increased need, which impacted our ability to effectively manage the waiting list for therapy
- ✓ Parents could not meet on school premises and had to be assisted remotely
- ✓ Sanitising between each client impacted time available for therapy
- ✓ Staff absenteeism during 2021:
 - 7 employees had to isolate after testing positive for covid,
 - 6 employees had to isolate because they were showing symptoms,
 - 10 employees had to isolate due to contact with a positive case,
 - 10 schools closed due to positive cases and
 - 7 of our staff took maternity leave.
- ✓ Time spent on academics was prioritised for both educators and learners

OUR TEAM'S RESPONSE FOR 2022

- ✓ Continue to record professional development sessions for educators and parents, building up a library of resources which can be shared with the public at no charge
- ✓ Focus on prevention and early intervention, building resilience and equipping learners with their own "toolbox" such as self-efficacy, Yenza career guidance which they can access on a cell phone, CBT (Cognitive Behavioural Therapy) and emotional literacy
- ✓ Introduce Care Facilitators who are trained to offer frontline support to free up the therapist to focus on case load and to be available to rotate between a number of schools
- ✓ Offer a hybrid service which includes in-person and remote sessions via technology
- ✓ Prioritise careful managing of waiting lists

SUCCESS STORIES

A Grade 3 girl walked into the CK office. She shared the following with me:

“Tannie, soms klop my hartjie so vinnig. Dit klop doef-doef-doef, maar ek weet nie hoekom nie. Ek het nog nie vir my ma gesê nie, omdat dit gebeur wanneer my ma nie by die huis is nie en as sy kom dan is my hartjie beter.”

I asked her if I can share the bunny breath with her. She started laughing and said yes, almost immediately. I went on to explain to her that with the bunny breath we take three quick sniffs through our nose and one long exhale through the nose. We practiced this for a while and as she got the hang of it, I asked her to focus on making the exhale slower and slower.

The next morning, she came to my office with the brightest smile, sharing the following: “Joooh juffrou toe ek gisteraand die bunny asemhaal doen toe het my hartjie beter gevoel. Kan ek dit weer nou saam met juffrou doen, sodat ek dit vanaand weer kan doen en met my maatjies kan deel.”



“Community Keepers has empowered hundreds of our learners with the skills necessary to make their mental health a priority. The positive impact this has made in the classroom – and the community – is immeasurable.”

DR ABRAHAM DE VILLIERS,
FUNDING PARTNER

Funding Partner:
Dr Abraham de Villiers, Acorn Education

“A client started to attend sessions at CK. She was regularly absent from school and did not really want to talk during sessions. As the sessions continued, she truly started to enjoy the time and made use of the safe space to share her feelings and thoughts. She is currently doing a lot better and regularly attending school.”

CK THERAPIST

“Sometimes things are all messy in my head, but after I talk to you, I feel it is less messy.”

GRADE 12 LEARNER

“I feel good when I leave the CK office, it helps me focus in class. I do my school work without thinking about my problems.”

LEARNER

“I felt like giving up and stopping school, but then in our CK group I realised that I am not alone and we can motivate each other.”

LEARNER

>> Community Keepers

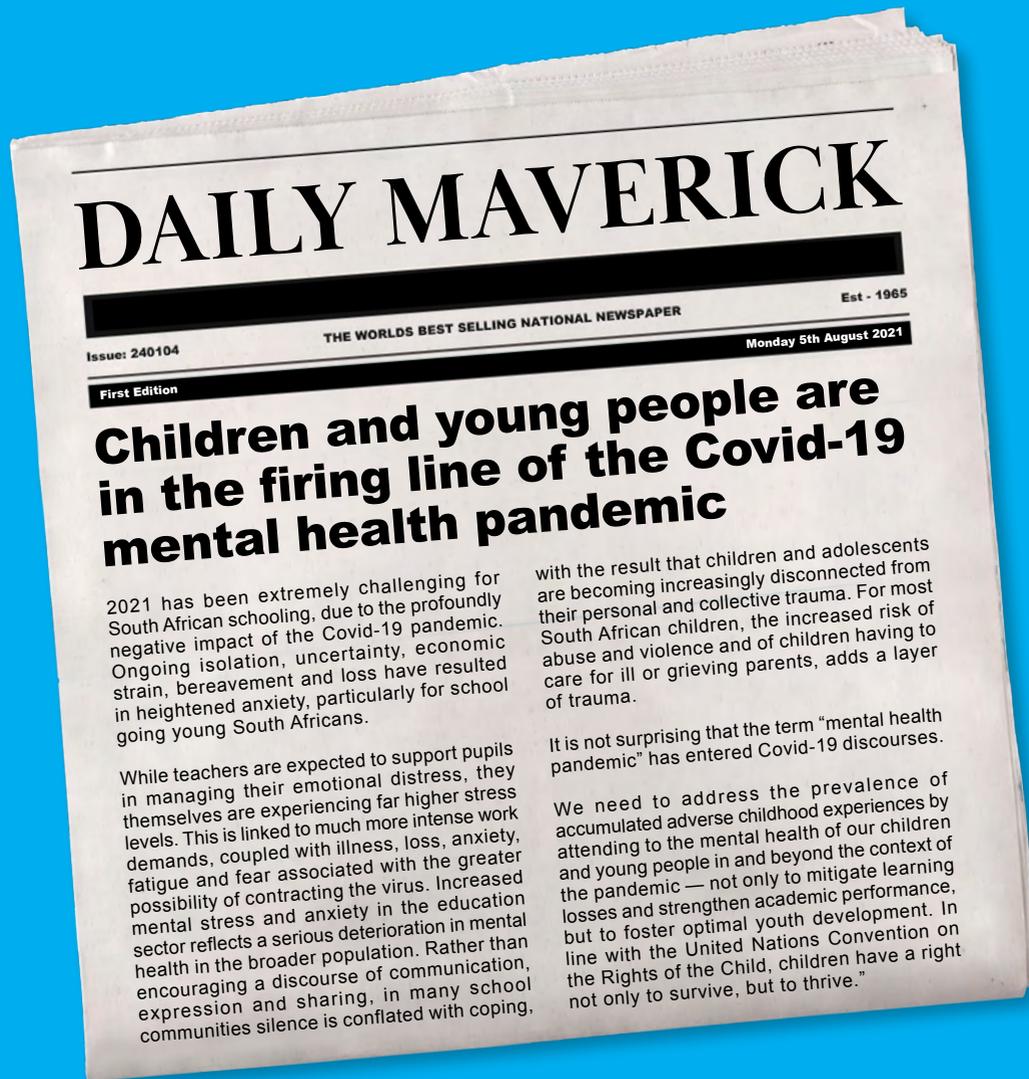
Dis n plek waar jy saam iemand praat. Jy /hy luister na jou storie en gee ook raad vir jou. Jy kan saam hom/haar oor jou huisprobleme praat. Ook oor stress en die skool en jou maats. Jy leer ook baie van die Community keepers af. Hoe om jouself n beter mens te maak. Hoe om seert en braaf te wees. Hoe om jou maats of ander mense te vergewe en vergeet. Hoe ook om vrede te maak. Die Community Keepers is n veilige plek. Dit laat jou baie veilig voel. Die Community Keepers is n plek waar jy mense en ander mense kan vertrou. Dit laat jou ook beter voel as jy kla met iemand gepraat het, oor wat jou ontstel het. Die Community Keepers is ook n plek wat jy kan praat oor jou drome en wat jy graag eendag wil word. Dit maak jou n beter mens vir wie en wat jy vandag kan wees as jy die Community Keepers bevind was. Ek weet dis nie soms maklik om te sê. Utter wat jou ontstel het nie maar vir my het ek in 2 secondes geutter wat my ontstel het, ek vertrou die Community Keepers, want dis n veilige plek vir my en ook ander

- Learner Committee Grade 8 at Stellanzicht High School





2021 REPORT



Daily Maverick, August 2021
 by Patti Silbert and Tembeka Mzozoyana
 // Shared with permission

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

This report covers the operations of Community Keepers for the period of 1 January 2021 to 31 December 2021. This report is a sincere attempt to provide an accurate, balanced and transparent account of our activities to our stakeholders. Topics include: strategy; operational footprint; performance and impact; stakeholder relations; funders; network of partners; and operating environment. In the 2021 Review (page 4), 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 Education, The Department of Health, The Department of Social Development, The Department of Labour and The South African Revenue Service. Our therapists are accountable to The Health Professions Council of South Africa (HPCSA) and The South African Council for Social Service Professions (SACSSP)

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.



WHO WE ARE AND HOW WE CREATE VALUE

At Community Keepers, we take a holistic approach to well-being including

-  prevention
-  early intervention and
-  treatment

WE PROVIDE

- ✓ crisis intervention and trauma counselling
- ✓ professional therapeutic counselling
- ✓ psycho-social support and referral interventions
- ✓ social and emotional learning opportunities
- ✓ statutory care and case management
- ✓ support groups
- ✓ psycho-educational and resilience building workshops

OUR WHOLE-SCHOOL APPROACH SEES US INCLUDING

- ✓ learners
- ✓ educators
- ✓ school staff and
- ✓ parents/guardians

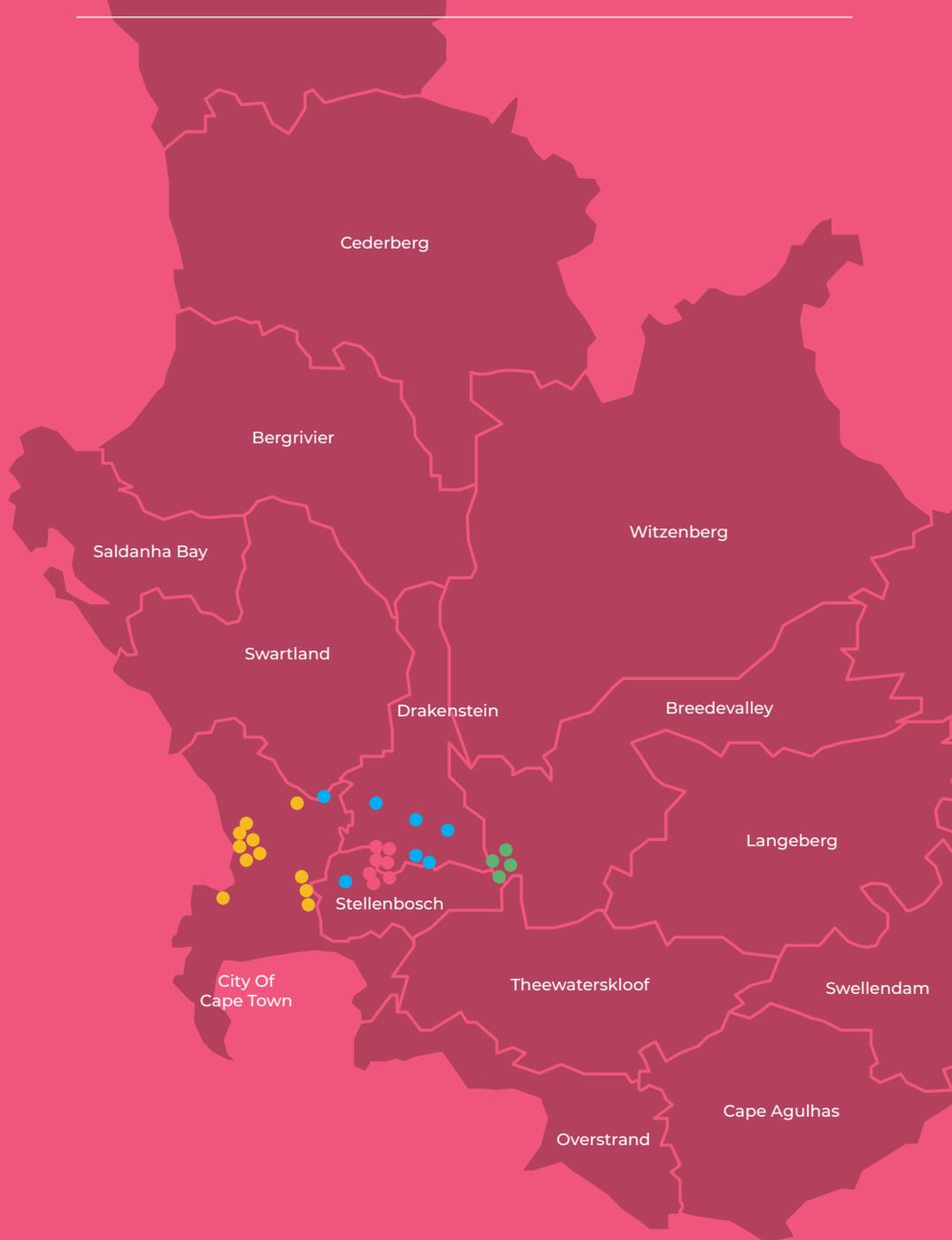
at our partner schools in under-resourced communities.

Believing that *if we have, we should share*, we also freely share our resources with other schools and other organisations via an online digital library.



Nobody should be denied access to mental health care because they are poor or live in a remote place. We are committed to the National Development Plan and the 2030 Agenda as we heed the call of the United Nations to “leave no one behind” and to “endeavour to reach the furthest first.”

“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, CEO



Cape Town

Partnered	School Name
2018	Alpha Primary School
2018	Apex High School
2021	Apex Primary School
2015	Buren High School
2018	Forest Village Leadership Academy
2017	Kenmere Primary School
2017	Kensington High School
2016	Maitland High School
2016	Tygerhof Primary School
2015	Ysterplaat Primary School
2017	Zonnebloem Boys & Girls

Stellenbosch

Partnered	School Name
2014	Cloetesville High School
2011	Idas Valley Primary School
2009	Lückhoff High School
2020	Makupula High School
2012	Rietenbosch Primary School
2015	Stellenzicht High School
2014	Weber Gedenk Primary

Rural

Partnered	School Name
2018	Klapmuts Primary School
2018	Kylemore High School
2016	Lynedoch Community School
2017	PC Petersen Primary School
2016	Simondium Primary School
2018	Trevor Manuel Primary School
2020	Wemmershoek Primary School

Franschhoek

Partnered	School Name
2020	Dalubuhle Primary School
2020	Franschhoek High School
2020	Groendal High School
2020	Groendal Primary School

NEW SCHOOLS PLANNED

We will be opening offices at 6 new partner schools in 2022 and we are on track to be present in 100 schools by 2030.

 OUR THEORY OF CHANGE
<https://bit.ly/3lx22BH>



“Schools don’t fail or thrive based on their resources. It’s the culture that’s more important.” - Matthew Sterne

“Adversities in early childhood are profoundly associated with poor mental health and indeed poor physical health across the life course. This has been demonstrated in every single culture and context in which this question has been asked. Today it’s widely acknowledged that preventing adverse childhood experiences would prevent a very large number of mental health and other behavioural health conditions.

Of course, when we think of adversities, we often think of extreme events which we think might affect only a small minority of children and would not explain the population burden of mental health problems. However, in fact we now know that the most common adversity is economic difficulties; growing up in a household that is relatively or absolutely poor, and in this regard every country in the world has inequities in terms of income distribution or access to material resources that enable their parents to provide nurturing environments for children.

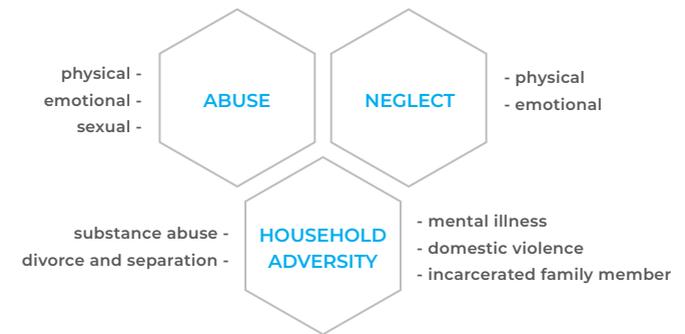
In developing countries, the adversities can be more extreme and can also go from not just psycho-social but also biological such as for example malnutrition and even air pollution which has been more recently shown to be a very important contributor to poor child development and mental health.”

Dr Vikram Patel, Harvard Medical School and Harvard School of Public Health

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

What are ACEs?

ACEs are stressful events during childhood and include:



ACEs CAN AFFECT US ALL

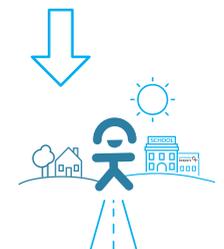
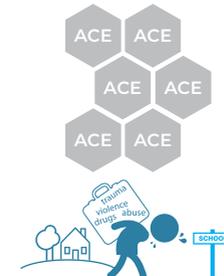
IMPACTS OF ACEs ► Greater risk of poor physical, mental and emotional health throughout the life-course, including:



ACEs have a cumulative effect – the more childhood adversity experienced, the greater the risk of harmful effects later in life



However, harm is not inevitable and with the right support, people can overcome adversity



Find out more: search ‘ACEs’ at www.gcph.co.uk



“What mental health needs is more sunlight, more candor, and more unashamed conversation.”

GLENN CLOSE

Partner School:
Renate van der Westhuizen, Apex High

“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 fulfill 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.”



JOURNEY TO WELL-BEING

<https://bit.ly/3puMOFV>

The Journey to Well-being: Trauma environments cause psychological distress with a negative impact on well-being and functioning of learners; unresolved or compounded trauma can result in a growing (spiralling) negative impact/psychological distress. Addressing this distress caused by trauma environments, leads to increased well-being in learners, school-ecosystems and eventually the broader communities.

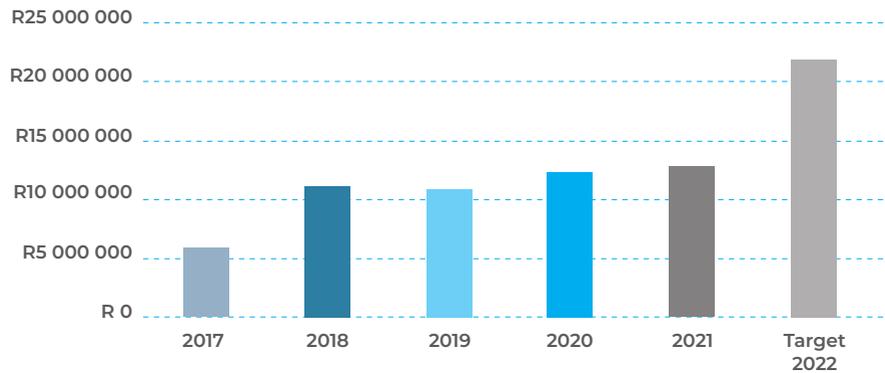
PERFORMANCE

“...solving any big, seemingly impossible problem starts with the question: ‘What can we measure?’”

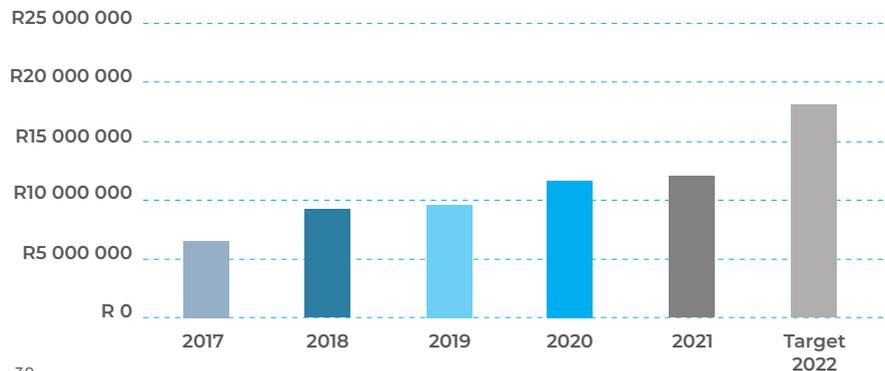
- John Clifton, Chairman and CEO of Gallup

5-YEAR REVIEW

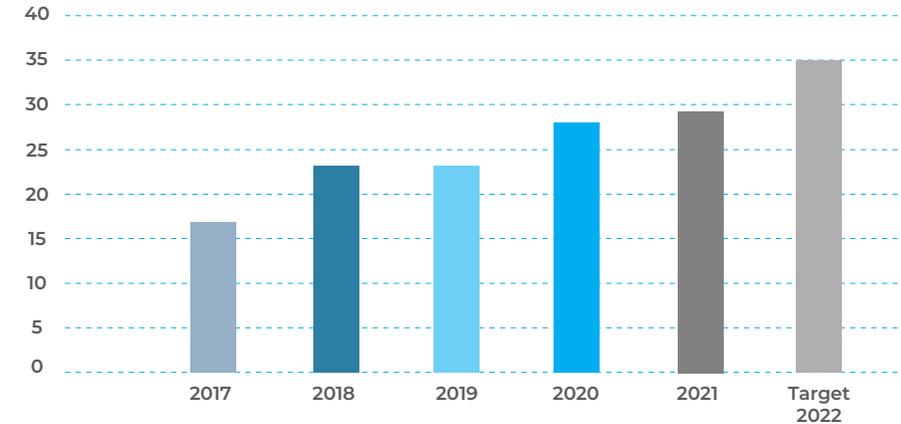
INCOME



EXPENDITURE



PARTNER SCHOOLS



OUTCOME	INDICATOR	5-YEAR PERFORMANCE REVIEW				
		TARGET 2022	2021	2020	2019	2018
Incremental increase in culture of well-being in schools	% of educators rating CK service good or excellent	>95%		96%	97%	92%
Individual attitudinal and behavioural change in learners	% of educators reporting positive change in learners accessing the CK service	>95%	87%	87%	79.75%	77%
De-stigmatisation of access to mental health services	% of learners self-referring for services	50%	38%	41%	41%	
Build agency, self-efficacy and resilience	% of re-referrals	<24%	5.9%	4.5%		

“CK lewer ‘n diens van onskatbare waarde wat ons leerders nie normaalweg sou kry nie. Baie dankie daarvoor.”

OPVOEDER

EDUCATOR FEEDBACK

“Dankie vir die verskil wat julle maak! Ek wens daar was nog meer beraders wat kon help dat die leerders vinniger en meer gereeld kon gesien word. Julle help baie.” OPVOEDER

“The CK team at our school, has been such a valuable asset to our school. They have made a real healing impact to our learners and this has made the calling of us as teachers so much easier. It supports our goal to holistically nurture beautiful learners!” EDUCATOR

“CK-personeel verskaf ondersteuning op ‘n baie professionele manier. Ek dink die vertroue wat CK-personeel uitstraal, dra daartoe by dat leerders, en soms opvoeders, nie huiwer om kontak met CK-pers te maak nie. Dankie vir die ondersteuning.” OPVOEDER

“Die kinders sien baie uit na hulle sessies. Die klas geniet ook altyd die sessies wat met die hele groep gedoen word. Moeilike onderwerpe word altyd baie takvol en op ‘n gepaste vlak met die kinders behandel.”

OPVOEDER

“I have personally had one on one sessions and I am grateful for the manner in which I was received and assisted. Really grateful.” EDUCATOR

CONSTRUCTIVE FEEDBACK

“The Community Keepers staff have really helped 2 learners in my class to deal and overcome their problems that they faced. Truly a phenomenal two. Thanks ladies these kids are flourishing now!”

EDUCATOR

“Educators do not always know the referral reason therefore cannot truly say weather (sic) CK made a change in that specific aspect of the learner. Keepers can’t always make ‘positive change’ in all aspects that teachers prioritize (behaviour and academic) when they have been referred for that reason.” EDUCATOR

“There is a very long waiting list and if only we can get through more cases.” EDUCATOR

“The waiting list can be frustrating due to learners not getting the support they need, immediately.” EDUCATOR

“Keep up the good work, love your videos for educators.” EDUCATOR

“We would appreciate the services of a (sic) educational psychologist to educate the educators on how to help our learners academically and in other areas of their lives.” EDUCATOR

“Please open more assistance on family building.”

EDUCATOR

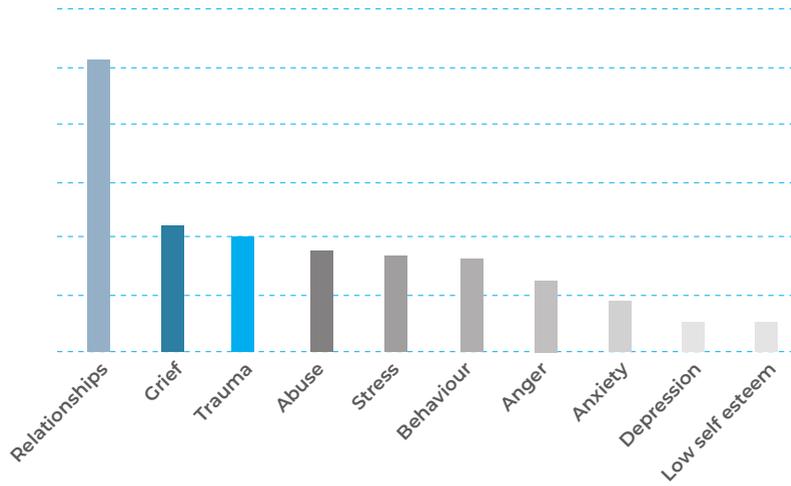
“Children don’t know how to ask for what they don’t know they need. Their asking comes in the form of behaviour.”

BONNIE HARRIS

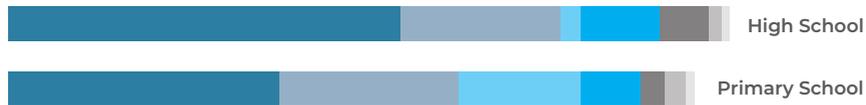
OUTCOME	INDICATOR
Psycho-therapeutic sessions scheduled and conducted with vulnerable learners	Number of learners enrolled in individual sessions
Remote check-in	Number of clients enrolled for tele-support Number of phone calls made and duration
Resilience building workshops	Number of learners enrolled in group workshops Number of developmental activity books distributed over holidays
Positive parenting workshops	Number of parents/ guardians enrolled in group sessions Engagements with families through WhatsApp / social media
Educator professional development	Number of educators enrolled in sessions

TARGET	PERFORMANCE REVIEW	
	2020	2021
10% of learners across all partner schools 2021: 2 636 2020: 2 425 <i>(Note: this target is based on the WCED reported trend of 10-15% of learners in need)</i>	 2 857 CLIENTS 10 952 SESSIONS	 3 111 CLIENTS 16 790 SESSIONS
7-12 minutes per call	 4 005 CLIENTS	 2 783 CLIENTS
100% of learners in school 2021: 26 358 2020: 24 248 <i>(Note: dosage – some learners access the service more than once)</i>	 9 013 CALLS AVE: 8 MIN/CALL	 5 204 CALLS AVE: 7 MIN/CALL
	 23 406 LEARNERS 1 643 GROUPS	 32 383 LEARNERS 1 547 GROUPS
	 19 493 BOOKS	 18 141 BOOKS
	 9 732 PARENTS 176 SESSIONS	 16 783 PARENTS 134 SESSIONS
	 19 736 MESSAGES	 202 429 MESSAGES
	 1 364 EDUCATORS 499 SESSIONS	 3 099 EDUCATORS 118 SESSIONS

TOP 10 REFERRAL REASONS FOR THERAPY IN 2021



RELATIONSHIP CHALLENGES



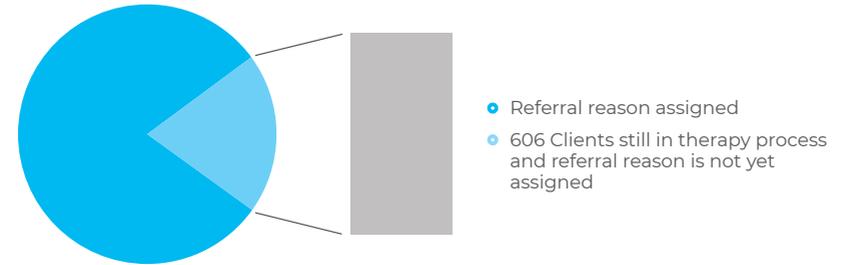
- Relationship parents / guardian and child
- Relationship parents / guardians
- Divorce / absent parent
- Friendship
- Romantic
- Relationships with siblings
- Relationship with teacher

TOP 5 REFERRAL REASONS IN PRIMARY SCHOOLS

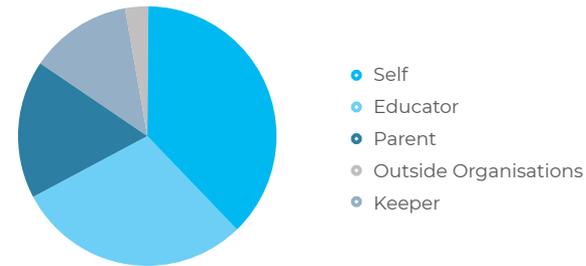


UNDERSTANDING THE NEED

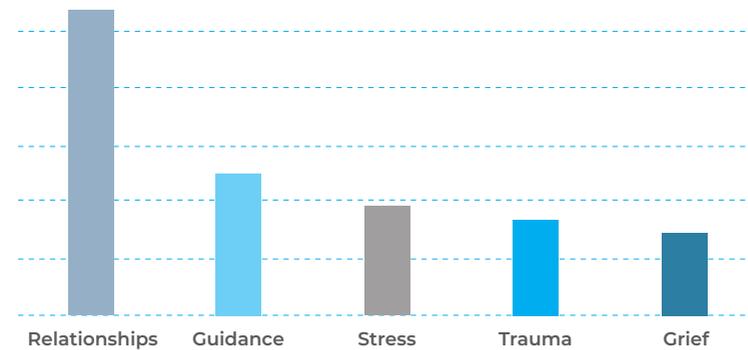
CLIENTS IN 2021



SOURCE OF REFERRALS (THERAPY)

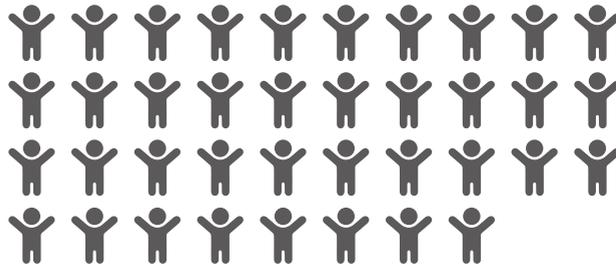


TOP 5 REFERRAL REASONS IN HIGH SCHOOLS

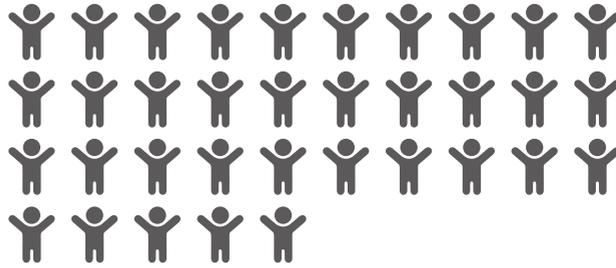


Due to client confidentiality, we do not share any details except to report that our therapists assisted 38 victims of physical abuse, 35 victims of sexual abuse, 32 victims troubled by suicidal thoughts and 25 victims of rape / molestation.

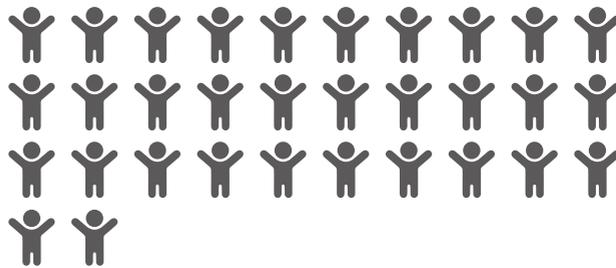
PHYSICAL ABUSE



SEXUAL ABUSE



SUICIDAL THOUGHTS



RAPE / MOLESTATION



“It was difficult to get out of bed today, but I knew I had to. You told me that this feeling won’t last forever and I’m trying to hold onto that.”

CK LEARNER



During our first session, I asked her why she wanted to come to CK, she shared: “It’s just a lot and I can’t carry it all by myself. My mom works many jobs and doesn’t always have time to listen.”



SUCCESS STORIES

A Grade 12 learner referred himself because he was struggling with anger and negative thoughts related to his home situation. In the last session he said:

“When my friend recommended Community Keepers, I thought it would be a waste of time, but I have learnt so much about myself. I never knew talking to you would make me see so much about who I really am and what I can do to get the things I feel I deserve in life. Thank you for not giving up on me, it helped me to not give up on myself.” – CK therapist

“A learner contacted me during the holidays asking for help as he and his mother were experiencing trouble with their landlord at their residence. The learner was crying hysterically as they were put out following an altercation. I called SAPS to assist them and provided therapy and guidance over the phone. The outcome was that the learner and his mother are doing well and living somewhere else. When the learner returned to school after the holidays, he could not stop smiling, saying how good it is to live in their own space, being free and not scared.” – CK therapist

“A 6-year-old boy was referred to CK for bereavement counselling. He was very shy; would not speak or smile. During sessions he only stared at the toys and would not want me to sit far from him. He struggled to accept the passing of his parent and still believed that they are at home. In our last session that we had, he walked into the therapy room freely. Decided which toys he wanted to play with and even laughed and looked at me. For the first time he had opened up about the passing of his parent and engaged during the session. There is still a long journey ahead but the session with him proved once again that CK makes a difference bit by bit in every child’s daily life.”

– CK therapist

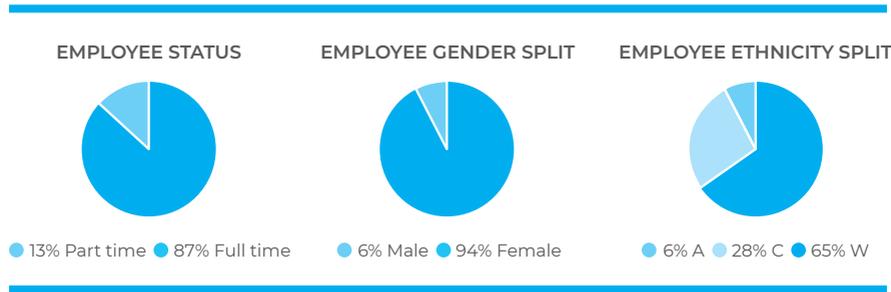
“One of the primary school learners who I have been seeing struggles with what looks like separation anxiety. Her anxiety impacted her personal and scholastic functioning and progress. Since the end of last term, she has been excited to attend school and says her goodbyes in the morning without any tears or refusal to attend school. We have been working very hard on giving her the necessary support she needs and now she is attending school regularly. There is such a big change emotionally.”

– CK therapist

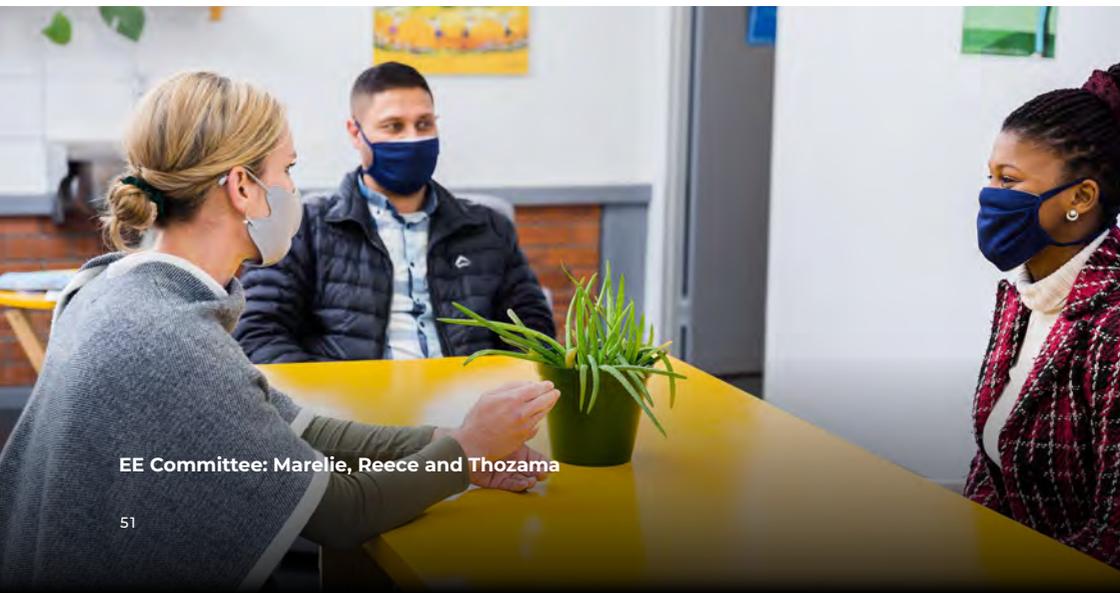
HUMAN CAPITAL

DIVERSITY

In line with the applicable laws and being a responsible entity, Community Keepers developed an employment equity structure and plan. The implementation of the employment equity plan will be overseen by a duly appointed committee consisting of management and staff members.



During 2022 we plan to create 9 new posts as part of our growth strategy. These posts are all earmarked for candidates of colour, in line with our Employment Equity target deadline of 31 July 2022. One post is on the management level and 8 posts are for Care Facilitators in the field. In addition to this, should any current staff member vacate their post, preference will be given to recruiting EE professionals as we work towards building a diverse team who reflect the demographics of the communities we work in. The average length of service of staff is 28 months (2020: 24).



EE Committee: Marelle, Reece and Thozama

MANAGEMENT TEAM

CEO

Gerrit Laning
M. Th. (Clinical Pastoral Care)
Appointed: 2018

OPERATIONS MANAGER

Marelle Bloemerus
BEd: Early Childhood Development and Foundation Phase
Appointed: 2015

MEDIA, MARKETING & FUNDING EXECUTIVE

Meriel Bartlett
B. Soc Sci (Industrial Sociology)
Appointed: 2020

AREA MANAGERS

Juhanne Britz
B. Psych
Appointed: 2017

Reece Carstens
B. Psych
Appointed: 2020

Ria Heystek
B. Psych
Appointed: 2016
Resigned: 2021

Sherize Nel
B. Psych
Appointed: 2016

Mieke van der Merwe
B. Social Work
Appointed: 2018

Elanie van Zyl
B. Psych
Appointed: 2017

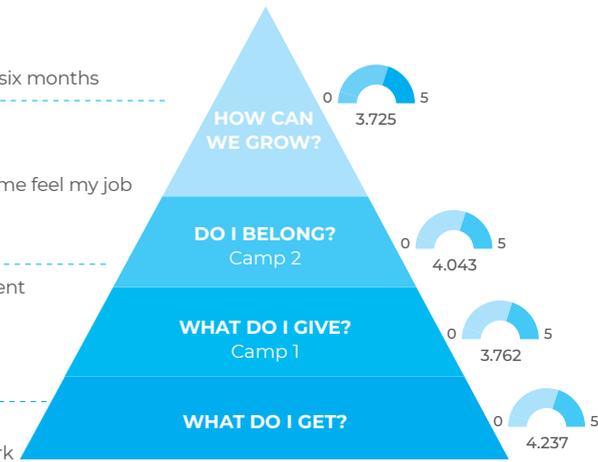
EMPLOYEE ENGAGEMENT

The goal of the Gallup Q12 engagement survey is to start a conversation between managers and each of their employees. Through the survey, employees are invited to indicate their feelings and opinions on a scale from 1 to 5, enabling managers to gather insight into employee motivation and productivity. In 2021, we conducted our first survey and aim to continue to do so annually. A summary of the outcome is shared below.

Q12 Conditions

At the Summit you are good at what you do, you know the purpose of your work, and you are always looking for better ways to fulfil that mission. You are fully engaged.

12. Opportunities to learn and grow
11. Talked about my progress in the last six months
10. Best friend at the office
9. Co-workers committed to top quality
8. Mission/purpose of company makes me feel my job is important
7. My opinion counts
6. Someone encourages my development
5. Manager/someone at work cares
4. Recognition last seven days
3. Do what I do best every day
2. Have materials and equipment
1. I know what is expected of me at work



STAFF TRAINING AND DEVELOPMENT

Capacity building and ongoing staff development is a key part of our strategy and we ensure that all of our employees are well equipped with the relevant skills needed to execute our interventions.

2021 PROFESSIONAL DEVELOPMENT TRAINING FOR THERAPISTS

- “Practical skills to support learners with trauma symptoms”
- “Therapeutic strategies and guidelines for parental involvement and empowerment as part of child and adolescent therapy” Hosted by Dr Rinda Blom of Red Shoe Training

These workshops are accredited by the Health Professions Council of South Africa and the South African Council for Social Service Professionals. Due to Covid restrictions, the workshops were presented online through interactive sessions, including theory and practical exercises.

KEY LEARNING AREAS INCLUDED:

- ✓ Designing individual therapeutic programmes with high parental involvement
- ✓ Engaging with parents through information sheets
- ✓ Working with parents to understand their child’s behaviour and set realistic expectations
- ✓ Identifying parent’s unique struggles
- ✓ Promoting parental self-care
- ✓ Empowering parents to be confident and caring
- ✓ Fun and relationship-building activities for parents with children of different ages

“A learner was referred to Community Keepers in 2018 for ‘behavioural challenges at school’. The learner was a client throughout 2018 and therapy was terminated in 2019 when the reported difficulties had subsided and all the goals made in therapy were reached. This year, the learner was chosen to be a prefect.” – CK therapist



STAKEHOLDER ENGAGEMENT

Community Keepers has a diverse range of stakeholders who have an interest in our business and may be affected by it. Our stakeholders influence our ability to create sustainable value. For this reason, we engage openly and constructively with them to ensure that we understand and respond to their expectations and concerns.

DURING 2021, OUR STAKEHOLDER ENGAGEMENT PLAN FOCUSED ON:

STAKEHOLDER GROUP	WHAT THEY EXPECT OF US	HOW WE RESPONDED
Academic institutions	An organisation that is collaborative, innovative and curious	Facilitating pilot programmes in our partner school network
Clients	Capacity to attend to the demand for our service	Waiting lists are scrutinised frequently and added resources are allocated where needed. Triage and check-ups are done frequently to ensure that no learner who needs urgent help gets lost in an administrative bottleneck. Rotating therapists are available to manage case load.
Funders	A trustworthy organisation that fulfils its promise of delivering essential services in an ethical manner, good governance, responsible stewardship of resources and sound, sustainable future plans to scale	Implemented a strategic plan to ensure that the business is sustainable and scalable. Restructured business model to be community-based.
Partner schools	An organisation that delivers confidential mental health services to vulnerable children in an ethical manner	Recruitment of registered professionals who are accountable to their professional bodies. Annual renewal of membership to professional bodies.
Staff	An employer that offers its people the opportunity to realise their full potential in a safe and caring environment	Embedding a high-performance culture. Rewarding exceptional performance based on clearly defined standards.

“Success is not final, Failure is not fatal. It’s the courage to continue that counts.”

WINSTON CHURCHILL



Partner School: Gino Overmeyer, Apex Primary



“When adults take time to play with children, they feel seen, soothed, secure and safe. Connection doesn’t take a lot of time – it just takes some intentional focus.”

DR NICOLE BEURKENS

MATERIALITY AND STRATEGY

Community Keepers material matters are reviewed regularly and our strategic responses are discussed below:

	1	3	4	5	6
MATERIAL MATTER	Sustainable and scalable business model	Diverse income streams	Internationally accepted impact indicators	Business policies and procedures	Covid response
STAKE-HOLDERS IMPACTED	Funders Employees Board	Funders	Funders	Employees Board	Employees Beneficiaries
OUR RESPONSE	Shift to a community based mental health model	Sale of services to generate revenue Access state funding including Covid relief funding Migration to fit for purpose CRM system	Adoption of the OVC CSI (Orphans and Vulnerable Children Child Safety Index)	POPI policy Child protection policy EE registration and plan Conflict of interest policy	PPE SOPs Hybrid service offered remote access
LINK TO STRATEGY	Provide relevant and cost-effective psycho-social support services	Grow Ensure a sustainable and scalable business	Revisit our measurement and evaluation process	Prioritise diversity Good governance Compliance	Prioritise a safe work environment for our employees and our beneficiaries

“It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them.”

- Prof Leo Buscaglia



THE COMMUNITY KEEPERS STRATEGY IS ALIGNED TO THE WHO COMPREHENSIVE MENTAL HEALTH ACTION PLAN 2013-2030

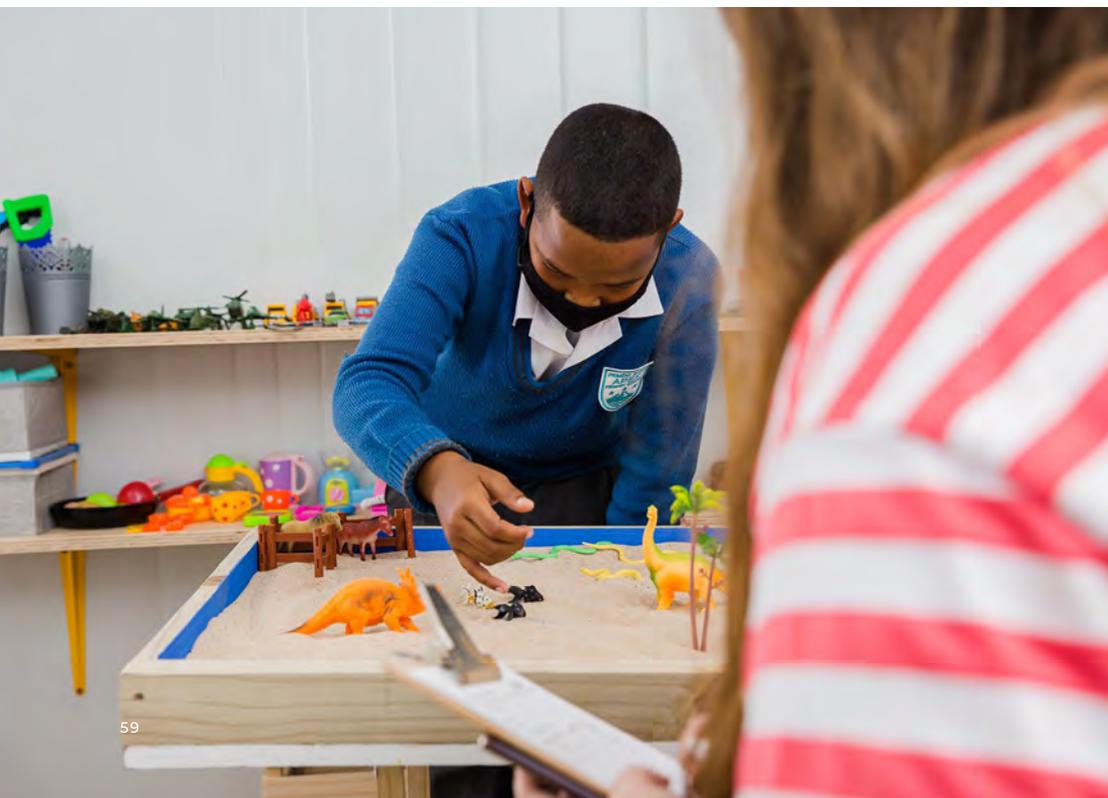
GOALS

- promote mental well-being
- prevent mental disorders
- provide care through early intervention
- enhance recovery through therapeutic intervention
- promote human rights

OBJECTIVES

- to strengthen effective leadership and governance for mental health;
- to provide comprehensive, integrated and responsive mental health and social care services in community-based settings;
- to implement strategies for promotion and prevention in mental health;
- to strengthen information systems, evidence and research for mental health.

“We acknowledge that one of the inhibitors to innovation is specialisation whereas co-creation invites new voices and fresh ideas. Since our goal is a service that is relevant, solves problems and makes an impact; we actively seek out opportunities to listen to the stories and insights held by those who are living the “problem” every day – be that poverty or illness.” - Gerrit Laning, CEO



ACTION PLAN

1. Universal health coverage.

Regardless of age, sex, socio-economic status, race, ethnicity or sexual orientation, and following the principle of equity, persons with challenges should be able to access, without the risk of impoverishing themselves, essential health and social services that enable them to achieve recovery and the highest attainable standard of health.

2. Human rights.

Mental health strategies, actions and interventions for treatment, prevention and promotion compliant with the Convention on the Rights of Persons with Disabilities and other human rights instruments.

3. Evidence-based practice.

Mental health strategies and interventions for treatment, prevention and promotion based on scientific evidence and/or best practice, taking cultural considerations into account.

4. Life-course approach.

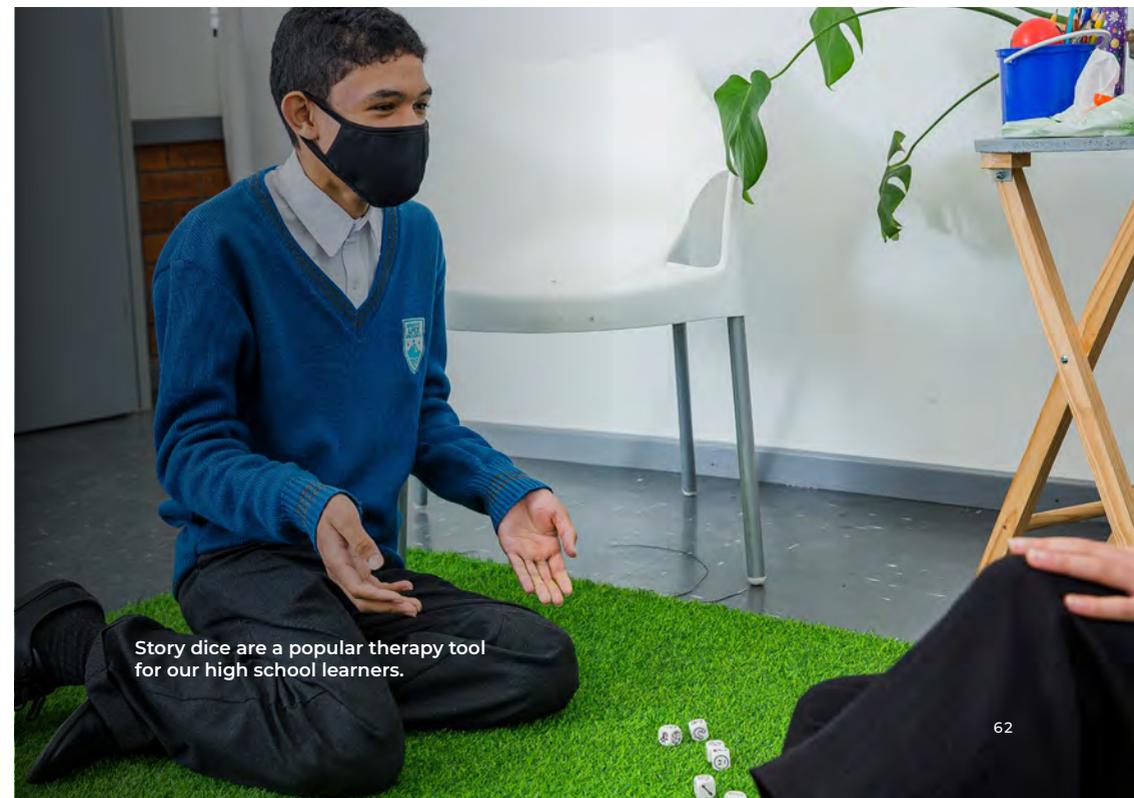
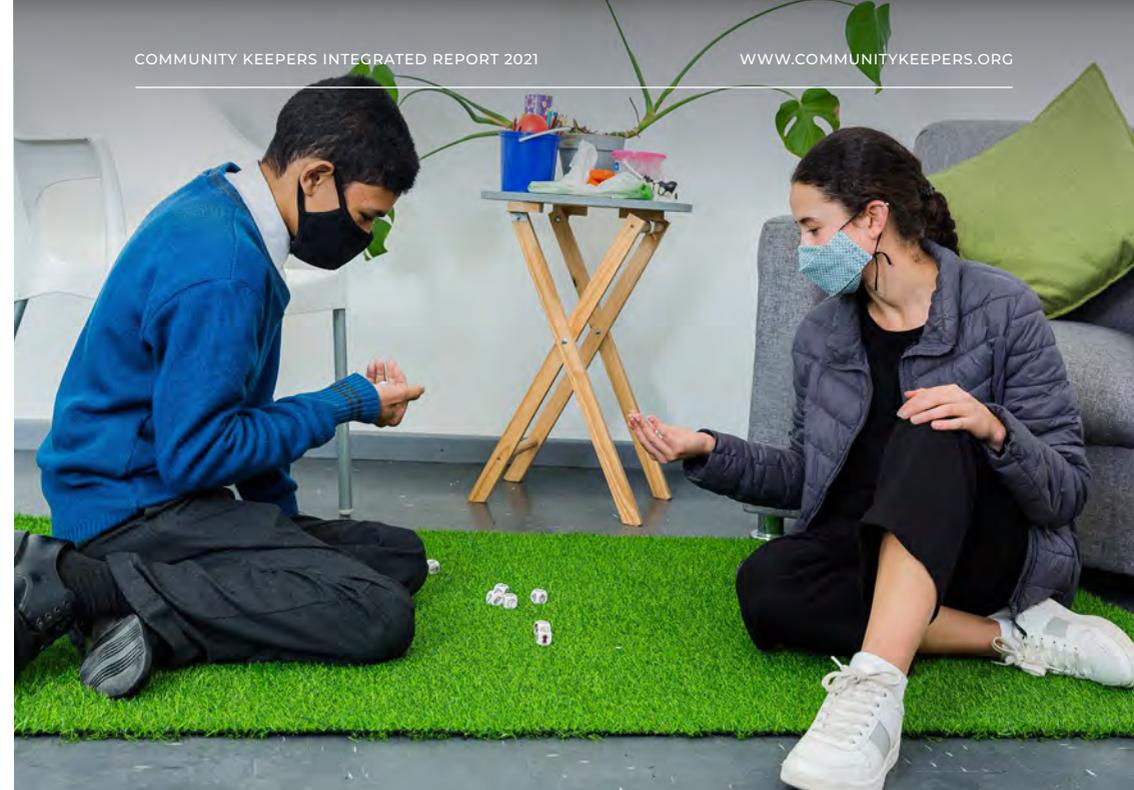
Policies, plans and services for mental health that take account of health and social needs of learners in all grades, including childhood and adolescence.

5. Multisectoral approach.

A comprehensive and coordinated response for mental health requires in partnership with relevant role players in the health, social development, safety & security and education across the public and private sector.

6. Empowerment

of persons with mental health challenges and psycho-social disabilities.



Story dice are a popular therapy tool for our high school learners.



GOVERNANCE

ANDRÉ DU PLESSIS (Chairman), B.Com (Hons) CA(SA) has over 35 years of experience in business advisory, financial consulting and strategic 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 founders and was appointed CFO and Financial Director.

Appointed: 2008 (co-founder)

Meetings attended: 4/5



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: 4/5



TRACY-LEE WAULLENBACH (Director), M.A (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: 5/5



ANBANN CHETTI (Director), M.Com (International Accounting) CA(SA) is an experienced finance executive in the financial services industry being uniquely fortunate to have worked in Corporate Investment Banking, Wealth and Retail Banking in five South African banks. He is currently the Retail Bank Financial Head at Capitec and has a team of over 100 staff members in his finance structure.

Appointed: 2021

Meetings attended: 3/3



DR JEROME SLAMAT

Appointed: 2019

Resigned: 2021

MEMBERS

ANNETJIE LOUW, DipHE has over 45 years of experience in school settings as an Educator, Deputy Principal and Principal.

Appointed: 2008

Meetings attended: 4/5



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: 4/5



CORPORATE GOVERNANCE REPORT

Community Keepers is committed to applying high standards of corporate governance by demonstrating integrity, competence, accountability, fairness, and transparency balanced against the confidentiality required when working with vulnerable minors. Community Keepers' approach to governance is founded on a commitment to ethical conduct in order to reach its full potential.

The aim is to have a vibrant board with directors whose skills complement each other so that they can constructively challenge management's strategies. It was a tough year for the Board, given the pandemic, but they remained committed to implementing the approved strategy and acting in the best interest of Community Keepers. While the Board remains accountable and responsible for the performance and activities of the organisation, it delegates to management, and Board sub-committees, certain functions to assist it in properly discharging its duties.

All non-executive directors and members participate as unpaid volunteers. There was one resignation during the year. Dr Jerome Slammat resigned with effect from 1 April 2021. A decision was taken to appoint Anbann Chetti from 1 April 2021, with the requisite board and industry experience. New directors are taken through a formal induction programme and are provided with all the necessary background and information to familiarise them with the issues affecting the Board.

The Board maintains oversight of the management to ensure compliance with laws, regulations and codes of best practice. Neither the organisation nor any members of the Board experienced regulatory penalties, sanctions or fines for contraventions of, or non-compliance with, statutory obligations.

The Board recognises that robust stakeholder relationships and engagement are key to creating and unlocking real stakeholder value, and pursues open, relationship-driven communication with stakeholders to promote confidence, mutual trust and shared growth. Community Keepers carefully considers feedback from stakeholders and makes every effort to reflect on lessons from the feedback in future policies and actions, where appropriate.

Directors are aware that when a matter is considered by the Board in which they have a direct or indirect personal financial interest, this interest is to be disclosed prior to the Board meeting. These disclosures are noted by the Board at every Board meeting and recorded in the minutes of the Board meeting.

The Board is satisfied that it fulfilled its duties and obligations in 2021.

GOVERNANCE OVERSIGHT

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 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.

AUDIT AND RISK COMMITTEE REPORT

The Board, together with management, identifies and monitors potential risks faced by the organisation. The internal audit functions monitor the effectiveness of internal control systems and make recommendations to management and the Board. The Board has concluded that there is no reason to believe that there were any material internal control or risk management shortcomings during the financial year that have not been addressed or are in the process of being addressed. Key risks being managed include:

- ✓ Reputation
- ✓ Future funding
- ✓ Compliance
- ✓ Confidentiality
- ✓ The shortage of dedicated space in schools to house confidential counselling rooms

FINANCIALS

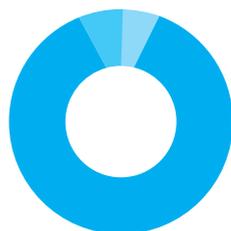
For 2021, total operating expenses amounted to R12 956 510 (2020: R12 918 927). The operating expenses for 2021, linked with the organisational outcomes, show an organisation achieving improved service outcomes with essentially the same expenses in 2021 compared to 2020.

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 for 2022 will be to take evidence-based interventions to scale through a community-based model, supported by therapists, while maintaining the quality of the services offered.

Operating income decreased marginally to R13 786 331 (2020: R13 850 589). Despite 2021 being a very difficult year for fundraising and retaining existing funders, the year was concluded with a balance sheet of R15 682 252 (2020: R14 780 773) in total equity for the company. These funds, combined with fixed commitments for 2022, means that we have funding secured for 12-14 months. This position is in line with a board decision to secure funding at least 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 2021 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.*



84% of our budget was spent directly on programs

- 10% Management
- 6% Fundraising

EXPENSES 2021	
Facilitation fees	R9 970 309
Head office overheads	R784 838
Fundraising	R781 262
Programme expenses	R461 530
Communications and travel	R169 500
Staff development and supervision	R316 525
Financial administration	R171 540
Other	R301 006
TOTAL	R12 956 510

INCOME 2021	
Company Local	R3 276 404
Government Local	R350 000
Individuals	R3 879 430
Trust/Foundation	R5 001 904
School contributions	R432 094
Event income	R0
Interest received	R376 150
Other	R116 006
Fair value adjustment	R345 343
TOTAL	R13 786 331

OUR FUNDERS
<https://bit.ly/3C0SsEK>

DETAILED ACTIVITY INCOME STATEMENT	2021 R	2020 R
INCOME		
Donations received	12 158 430	12 289 164
National Lottery Commission	200 000	219 000
National Development Agency	150 000	150 000
Activity income	1 370	782
Schools contribution	432 094	378 588
Provision for bad debts adjustment	113 944	-
LESS: OPERATING EXPENSES		
Accounting fees	(98 392)	(86 203)
Assets < R7 000	(15 645)	-
Auditor's remuneration	-	(2 300)
Bad debts	(217 700)	-
Bank charges	(16 812)	(12 180)
Computer expenses	(24 700)	(20 183)
Covid expense	(14 829)	(60 798)
Depreciation	(83 306)	(85 297)
Employee costs	(11 278 715)	(10 898 214)
Facilities erected and maintained	(28 739)	(409 277)
Gifts	(1 300)	(600)
Insurance	(48 225)	(43 067)
Lease rentals on operating lease	(80 659)	(66 882)
Legal expense	(25 594)	-
Media and marketing	(124 525)	(67 781)
Municipal expenses	(2 700)	(3 000)
Office equipment expenses	(40 509)	(26 500)
Office expenses	-	(5 192)
Petty cash expenses	(21 012)	(16 365)
Postage	(285)	(1 186)
Printing and stationery	(54 781)	(158 020)
Provision for bad debts adjustment	-	(224 320)
School offices refreshments	(24 647)	(9 688)
School services	(211 074)	(133 248)
Staff professional registration fees	(27 819)	(26 042)
Staff supervision	(106 920)	(165 658)
Staff welfare	(18 030)	(4 256)
Subscriptions	(56 336)	(20 224)
Telephone and fax	(129 151)	(169 819)
Training	(163 756)	(115 981)
Travel - local	(40 349)	(61 723)
Total expenses	(12 956 510)	(12 894 004)
NET SURPLUS	99 328	143 530
FUNDRAISING ACTIVITIES		
Fundraising events income	-	-
Less: Fundraising local	-	(24 923)
Less: Fundraising International	-	-
NET SURPLUS FUNDRAISING ACTIVITIES	-	(24 923)
Plus:		
Investment revenue	376 150	628 135
Fair value adjustment	354 343	184 919
SURPLUS FOR THE YEAR	829 821	931 661

SUCCESS STORIES

The anger within some of our scholars was evident. Scholars would lash out or act violent in situations where they felt ignored, disrespected or particularly vulnerable. During a debrief conversation after an incident it became evident that scholars lack the vocabulary and understanding to express themselves and their emotions. – School Principal

“A known client had a difficult day after arriving late in a class. He was reprimanded by the educator and was eventually asked to leave the class. He decided to come to the CK office. We did breathing exercises to help ground him. Through solution focussed counselling he decided he wanted to apologise to the educator. A meeting was arranged and the learner, who is usually reserved and untalkative, took the lead.” – CK therapist

Our value at school is more than statistics and data can capture. My office is next to the grade 3 class. Some of the grade three learners will pop into the CK office when the door is open. I will then stand up from what I am doing, go to the learner and ask them how they are doing, the conversation can last one minute or five. What is important is that at that moment the learner saw that a grown-up thought that they are so important that the grown-up gives her undivided attention to the learner. The same learner will come back to test if the same thing will happen the next day, and it does. I greet them with a smile and ask about their day. This cannot be captured in data but is a lived experience. The learners develop the idea (identity) that they are important and they are seen.”

– CK therapist

SUCCESS STORIES

A highlight this month was when a teacher informed me that one of the learners enrolled for therapy at CK is attending school on a more regular basis after she had been absent from school for a few weeks. The teacher then referred another absent learner saying: ‘as dit vir hierdie leerder kon werk, is ek seker dat dit vir ander ook kan werk.’

“During Child Protection Week we hosted group sessions and discussed rights and responsibilities. Making children aware of what is right and wrong. After one of our sessions a young girl came to the CK office to disclose what had happened to her for almost two years. She found the courage to share that she was abused and that this has haunted her. It had always been said to her that what happens in the house is no one’s business. While taking part in the group session she realised that what was happening to her was wrong and she could ask for help. She is now receiving the support that she needs.”

– CK therapist



2019 REPORT

<https://bit.ly/381MM2P>



VIDEO

<https://bit.ly/3vp2FcZ>



2020 REPORT

<https://bit.ly/39mCuKT>



Snap here to pay

Community Keepers NPC

Investec Bank Limited

Branch: 100 Grayston Drive

Branch Code: 58 01 05

Account Number: 10011917783

Swift code: IVESZAJJXXX

Our sincere thanks to Mahdiyyah Moola for generously offering her professional input and guidance in a voluntary capacity through the ForGood project.

PROOF READING: Andrea Seegers, CK volunteer through the ForGood project

ILLUSTRATIONS: donated by Emma-Kate Acton Design

REPORT DESIGN AND LAYOUT: Because Stories

PHOTO CREDIT: Nikki Meyer Photography & Lizelle 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:

2008/013270/08 067-754-NPO PBO 930030162

USA - 501(c)(3) tax-exempt benefits via NCF Giving Fund

UK - Affiliation with Community Keepers UK (1173232)

www.communitykeepers.org