



Star for Life

– empowering young people

**ANNUAL REPORT 2022**  
AFRICA





Star for Life  
– empowering young people

## VISION

A world where young people go for their dreams as responsible members of society.

## MISSION

To empower young people by providing tools for a better and meaningful future.





# WE EMPOWER YOUNG PEOPLE



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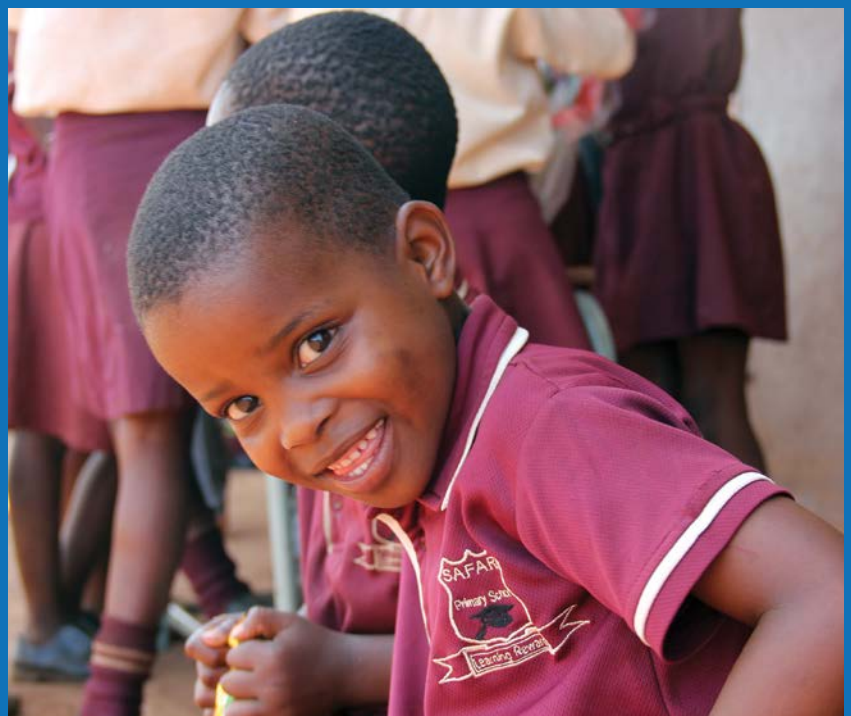
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- INSTAGRAM:** @starforlifefoundation



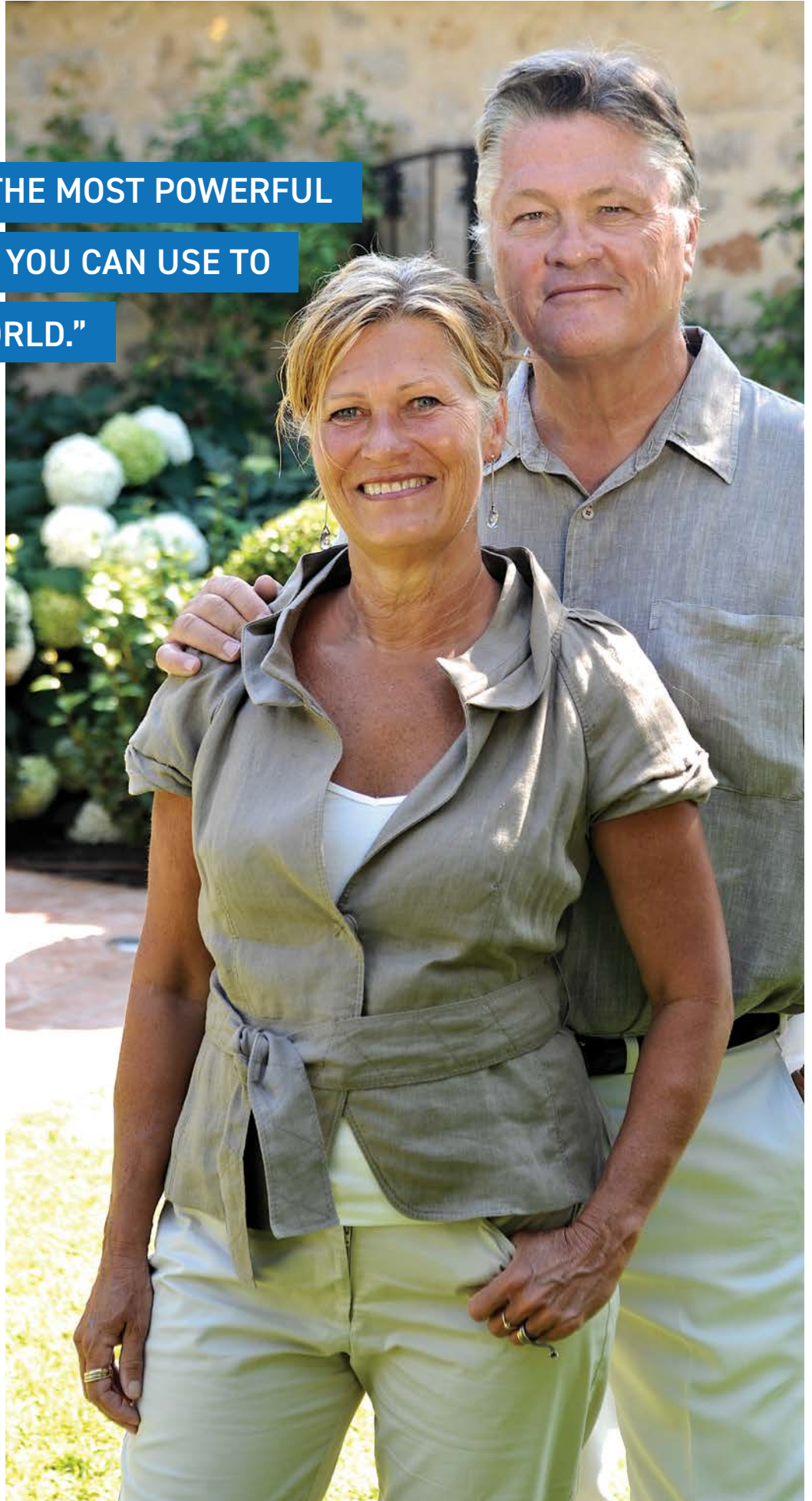
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“EDUCATION IS THE MOST POWERFUL  
WEAPON WHICH YOU CAN USE TO  
CHANGE THE WORLD.”

- Nelson Mandela



Star for Life emerged from the personal experience and compassion of Christin and Dan Olofsson. Witnessing the devastating impact of HIV and AIDS on neighbouring rural communities and their own staff at Thanda Safari, a private game reserve in South Africa, they were deeply moved and motivated to make a meaningful difference.

*Christin and Dan Olofsson, founders of Star for Life.*

## Letter from the Secretary General

Dear Friends,

After some 24 months of on-and-off pandemic lockdowns, the world finally started to open up again in March 2022. Our Coaches could resume delivering the regular programme, and our Star for Life colleagues in different countries could start travelling again to provide support. My trip to South Africa in April was a very important opportunity to meet and learn from colleagues at all levels in our organisation. It became clear that, after all the disruptions, there was no 'normal' to which we quickly could return. There was need for change.

Throughout the year, we worked hard to identify the changes that were needed to ensure quality in all that we do. We named the process 'rejuvenation'. We scrutinized all aspects of our programmes and internal organisational processes to ensure efficiency with our resources and clear effects in relation to those that we seek to help. We want to empower our learners with life skill tools so that they can make the very most of their prospects and dreams for the future. And we aspire to do so in ways that are sustainably economical with our human and financial resources.

The process of rejuvenation that we went through in 2022 was at times difficult, but always rewarding and inspiring as we started to see positive results. In many respects, the process continues during 2023.

I visited South Africa several times during 2022 and it really feels like my second home by now. I worked very closely with all teams of colleagues, also in Namibia, and I visited many schools to see Coaches in action. I listened to many learners' powerful stories about how they have been helped by Star for Life. In meetings with school principals, we emphasised how Star for Life and schools share responsibilities in order to ensure correct implementation of the programme. I am truly impressed by everything we do and the relationships we build with both schools and learners.

The year also showed what true loyalty is. Despite turbulent and uncertain times due to the war in Ukraine, the large majority of our partners have continued to support us. It is thanks to their contribution and long-term thinking that we can continue to carry out our work.

We finally managed to start our fundraising events again. One of them was a most amazing event in September in Malmo at Fulltofta Castle. Ntombie Shobede, a previous learner in a programme school in South Africa, attended the event and spoke about our work. She highlighted the 66 Girls Clubs that we launched during the summer, and that we needed sponsoring for. I am happy to say that we succeeded. All Girls Clubs are now sponsored by almost 100 partners in total. This programme component now provides additional resources that empowers the female learners who often are most vulnerable and in greatest need of motivation.

During the autumn, we started Star for Life International, a collaboration between Star for Life organisations in several different countries. Through an annual physical meeting and regular interactions online, executive leaders and programme managers share learning experiences and develop mutual strategies. For example, our discussions are starting to identify a common core of programme content, a preferred strategy of implementation, and a common set of indicators by which we measure effects. As we further strengthen our unity under the umbrella of Star for Life International, all national Star for Life organisations stand to benefit.

Star for Life's work is more important than ever. We will continue to support children and young people and provide them with opportunities for a healthy lifestyle. And most importantly, to motivate them to set goals and aim for a better future! Our work makes a strong contribution towards sustainable development. We are very proud and privileged to bring hope and change to many young people, to help them grow into stars for life.



**Jessica Grundström Ahldin**  
Secretary General Star for Life

## Letter from the Chairmen

Dear Friends,

It gives us great pleasure to present to you the 2022 annual report for Star for Life South Africa, Namibia and Tanzania. An enormous amount of positive progress has been accomplished during this past year and with a full academic year behind us without disruptions, I can unequivocally report that the organization is in better shape now than it has been in a long time.

In our last annual report, we spoke of the need to constantly adapt as an organization and to make use of innovative solutions to solve challenges in order to remain relevant, and that we perform and deliver measurable results for our donors and most importantly, that all of the many learners that benefit from our programme, actually find that what we do is really life changing and that it makes a meaningful difference in their lives.

In this regard, we made it our goal in our 2021 annual report, that 2022 was going to be a “year of relevance”, and it certainly was. The past year saw significant change predominantly brought about as a result of “The Rejuvenation Programme”, which sought to critically evaluate and then introduce interventions in terms everything that we were doing as an organization, with the goal of ensuring that we improved the way we did things across the board.

Led by Star for Life International Secretary General, Jessica Grundström Ahldin, and supported by the respective boards of our African organisations and their leadership and management teams, a tremendous effort was made to evaluate each aspect of our organization in terms of leadership, our programme and its content, how it was delivered and the efficiency and productively thereof. This effort also looked at the various departments within the organization in terms of monitoring and evaluation, human resources and finance with a view to constantly striving towards improvement and excellence.

During the course of the year, several opportunities to provide leadership training as well as interactive information sessions, resulted in a great deal of introspection and ideas sharing where we were able to discuss and find improved ways to function as an organization as well as to empower several members of the management team to take on additional responsibility in order that we could ensure a more effective overall operation. This was particularly relevant after the disruptions in schools experienced during the Covid – 19 Pandemic, which posed significant practical as well as operational challenges for us as an organization.

We would like to acknowledge the dedication and enormous commitment shown by Jessica to drive this rejuvenation process which started in Africa and which has now also been implemented in Sweden too, and would like to sincerely thank her, as without her drive and compassion to make a difference and to strive for excellence within our respective organisations, we would certainly not have achieved our respective goals.







Ultimately, and this has been a common theme in all of our annual reports, we believe that we must constantly strive to ensure that our donors witness and feel that their funding and support does indeed bring about positive change and impact amongst the learners whose lives we seek to improve through our programme.

As we approach our 19th year since the organization was first founded in 2005, I am happy and proud to be able to report to donors that our organization is certainly achieving the positive results that we promised, and this is largely due to the hard working, dedicated teams in the respective countries that oversee the organization and who drive the miles and put in the hours and who are committed to improving the lives of the learners who the primary beneficiaries of our programme.

Star for Life remains more committed than ever to empowering young people to achieve their dreams by building up their self-esteem, to believe in themselves and to promote health interventions to reduce not only HIV infections, but to improve their general health and wellbeing whilst striving to achieve academic excellence to become the best that they can be.

Fundraising in order to ensure that all of our programmes remain fully financed as well as to expand and improve what we do, remains our greatest challenge, particularly in today's environment where global economic challenges make it a difficult to constantly find new donors.

We would therefore like to once again express our sincere thanks and deep appreciation to all of our donors and partners who have continued to support us this past year and who believe in our programme and our ability to positively impact the lives of so many young learners across multiple countries, cultures and faiths. We would also like to thank all of our staff in the respective countries who are the real heroes who passionately engage with all stakeholders and who are at the forefront of making a difference in the lives of so many children, who we believe will leave school in a far better position to succeed in life as a result of our programme.

We thank you.



**Pierre Delvaux**  
Chairman, Star for Life  
South Africa and Tanzania



**Anders Lindblad**  
Chairman, Star for Life  
Namibia

# Letter from the Executive Director

Dear Friends and Supporters of Star for Life,

The year 2022 was eventful and dramatic in many ways. While we were happy to see the end to pandemic lockdowns, disaster soon struck again in many of our school communities in KwaZulu-Natal as catastrophic floods laid waste to homes, schools, and infrastructure. Many lives were lost. Our programme activities in the Durban schools in Umlazi were disrupted yet again. We can all learn many things from such difficult events. One is the relevance of the life skills – such as resilience and commitment to one’s goals – that we teach through the Star for Life programme.

During 2022, our organisation embarked on a process of Change Management. The process we call ‘rejuvenation’ meant that we started to take a hard look at our programme, our results, and our performance. It is for this reason that the organisation created a new Operations Manager position to increase our focus on the programme and its delivery as a way of ensuring improvements in quality.

While we spent much time and effort on making necessary changes through the process of rejuvenation, this did not come at the cost of programme delivery. On the contrary, when we look at overall performance during 2022, compared to 2021, we see that we were able to increase our delivery of most of our key programme components: classroom sessions were up by 22%, while sessions of psychosocial support increased by 42%. And the Mobile Health Programme implemented a record number of Boys Talks, reaching 2,246 young men with information about voluntary male medical circumcision. In total, the programme reached 74,292 High School learners and 8 595 Primary School learners.

I am proud to say that we successfully managed yet another challenge during the year. Since some years back, Star for Life Namibia had been an implementing partner for an international US-sponsored programme in a set of schools in the Kavango and Oshana regions of Namibia. Through the so-called DREAMS ACHIEVE programme, our staff implemented a programme that sought to increase HIV & AIDS literacy and the usage of medical HIV prevention and regular contraceptives by High School learners. The programme was very similar to our own Star for Life programme. However, already in January, for no fault of ours, we were told to abruptly end the programme and retrench the 18 members of staff. However, by April we had re-hired 8 of the staff to bolster our staffing of our regular programme in Namibia, and some months later still we had facilitated for another 9 staff to return to other work in the sector. Through our resolve to retain staff and keep our own programme running smoothly, we proved to key international actors that we are a capable and professional partner in the delivery of health-related school-based programmes. This experience will most likely increase our chances to attract international funding in the future.

Despite challenges and constraints, 2022 was a productive year. We would not have managed this without the strong partnerships that we have forged over the years with our financial sponsors and with the various Government Departments at national, provincial, and district levels in the areas where we work. Our local connections are equally strong through our ties with School Governing Boards, community leaders, and with the parent community in all our schools. Finally, of course, I want to shine a light on our staff for their hard work, passion, and determination to make a positive difference in the life of an African child.



A handwritten signature in black ink that reads 'Thandeka Mabaso'. The signature is stylized and written in a cursive-like font.

**Thandeka Mabaso**  
Executive Director, Star for Life  
Southern Africa

# THE STAR FOR LIFE BOARDS AT THE END OF 2022

## South Africa

1. Pierre Delvaux: Chairperson
2. Anders Lindblad: Deputy Chairperson
3. Siphile Mdaka
4. Delani Mthembu
5. Doris Fulela
6. Jessica Grundström Ahldin

## Sweden

1. Dan Olofsson: Chairperson
2. Alf Svensson
3. Anders Milton
4. Viveca Urwitz
5. Anders Dahlvig
6. Gabriella Rudbeck Wattin

## Namibia

1. Anders Lindblad: Chairperson
2. Dr Cynthy Haihambo Ya-Otto
3. Thandeka Mabaso
4. Alistair Pitt
5. Aletta Eises-Tanises

## Germany

1. Dr. Jörg Mosolf: Chairperson
2. Detthold Aden
3. Prof. Dr.-Ing. Frank Straube
4. Prof. Dr.-Ing. Thomas Wimmer
5. Andreas Hoetzel

## Norway

1. Jessica Grundström Ahldin: Chairperson
2. Sam Olofsson
3. Stine Foss
4. Helle Jensen

## Tanzania

1. Pierre Delvaux: Chairperson
2. Vivace Urwitz
3. Amin Mohamed Abdalah
4. Samad Shabbir Essaji
5. Sakina Suleiman Khatri

## Jerusalem, Israel

1. Dan Olofsson: Chairperson
2. Pierre Delvaux: Deputy Chairperson



*Christin and Dan Olofsson founders of Star for Life.*

# Letter from HRH Princess Nandi Zulu kaZwelithini, Star for Life Ambassador

My reflection on Star for Life will start where I personally draw my strength – in my Christian beliefs. The message that reads ‘you are chosen and loved’ (Ephesians 1:4) refers to how God knows each and every one of us and that He provides for us in ways that we can neither know nor comprehend, but that we can trust are chosen by Him and that reflects His love for us. However, as humans we have also been given freedom to choose. Some choices we make are less consequential, some more so.

Star for Life does not frame its programme in religious terms. The Star for Life programme empowers young people with essential life skills, whether they are Christian or not, whether they are religious or not. The humanistic framing of the Star for Life programme is most appropriate for empowering learners that come from all across our diverse and beautiful populations in Africa.

And yet, as a Christian, there are some special aspects of the Star for Life programme that speaks to me very directly. When you invite learners to reflect on their dreams for the future, and to reflect on the choices they have to make, you help them do so by creating a safe space for silent reflection. The Coach comes to represent this trusted quiet space to which the child can return over and over again for conversation and guidance. As their dreams take shape, you help learners see that no one’s dream may cancel out that of another learner. I like this. There is respect for individual reflection as well as respect for community.

I know that many learners, teachers, principals, and Coaches share my tendency to use and interpret these aspects of the Star for Life programme within our Christian beliefs. I do believe that these aspects of the programme are central to explaining its success in our local communities, perhaps especially so in the region I know best – KwaZulu-Natal.

My deep appreciation for Star for Life is rooted also in my role as a member of the Zulu Royal Family. When Dan and Christin Olofsson chose to launch Star for Life in the midst of the Zulu Nation, we felt we had been chosen by the heavenly realms. It is not because ours is an underprivileged or financially lacking nation, but because of its love, strength, and rich culture. There is so much that the Zulu Nation can contribute nationally and globally in the future, to positively impact the South African economy. To have our youth empowered by Star for Life so that they can fully contribute towards developing strong and sustainable local communities across KwaZulu-Natal is truly an act of love from God.

The possibilities and opportunities that have opened up for the many tens of thousands of learners in KwaZulu-Natal from the Star For Life programme over the years is a cause for celebration. The Coaches, who are educating and supporting the learners in navigating life in society, also deserve celebration. To encourage a learner who is under-resourced and discriminated against in the system of learning requires much wisdom and dedication. I am proud to count many Coaches among my personal friends.

As a Star for Life Ambassador, and on behalf of the Zulu Royal Family, I would like to take this opportunity to once again thank Dan and Christin Olofsson and their friends for choosing and believing in the youth of the Zulu Nation, in the youth of South and Southern Africa.

My sincere gratitude also goes to all the stakeholders, the financial contributors, Government Departments, school principals, traditional leaders, community leaders, and parents.

Finally, I would like to pay my greatest gratitude to my late father, His Majesty the Zulu King, Zwelithini Goodwill kaBhekuzulu (1948-2021), who officially opened Star for Life and was its greatest supporter, knowing the great challenges that were facing the Zulu Nation and South Africa at the time. May His Soul Rest In Peace.



May the year ahead be one full of great possibilities.

Much Love

**HRH Princess Nandi Zulu**

Daughter Of late King Zwelithini Goodwill kaBhekuzulu



## It started in 2005

Star for Life is a non-profit organisation that was launched in 2005 in Hluhluwe, KwaZulu-Natal, as an HIV prevention intervention. At the time, the South Africa province of KwaZulu-Natal was the very epicentre of the global HIV and AIDS pandemic, with HIV prevalence reaching over 40% in the most vulnerable groups of the population. Over time, a whole generation was tragically lost to the pandemic, leaving communities largely populated by children, youth, and grandparents.

The Star for Life programme was designed with a difference. Where other HIV prevention campaigns sought to scare youth away from unsafe sexual behaviours in order to avoid contracting HIV, the Star for Life programme sought to generate positive incentives for behaviour change. By helping learners understand that they have potential to realise a better life for themselves and their families, we hoped that learners would want to avoid risky behaviours and instead focus on their education. We added much positive emotional energy through our own music that inspired and mobilised learners. The initial outcome evaluation in 2010 showed that our programme worked.

On the basis of initial strong results, Star for Life scaled up and, within a few years, was working in schools also in Namibia, in Durban, and in Johannesburg. At one stage we delivered the programme in some 120 schools. The programme did not only grow in terms of geographical areas and numbers of schools but expanded also in terms of its thematic scope. We started delivering an age-appropriate programme in

Primary Schools, we re-fitted vehicles into Mobile Health Units that provide basic medical services to learners and communities, we began fostering young entrepreneurs within a Skills programme, we started to nurture artistic talents through an Arts & Culture programme, and we began providing needed psychosocial support through a Wellness programme. Some 10 years after the launch, Star for Life had established itself as a trusted NGO actor with long-running cooperation agreements with several Government Departments.

Over time, as the HIV and AIDS pandemic and society at large have changed, so has the Star for Life intervention. Such changes to our programme content, to our implementation strategy, and to the boutique of services we provide are necessary in order for Star for Life to remain relevant and a source of guidance and inspiration for learners. Two such changes can serve as examples of the shifting context for our intervention.

The introduction of medical forms of HIV prevention through pre- and post-exposure prophylaxis has necessitated changes to our messaging. And the fact that much misinformation, distraction, and anger are being pushed on to the learners through ever-present social media channels is a source of much anxiety. Many of the challenges that youth face today did not feature in 2005. In the next few sections, we will outline how we have responded to these challenges so that we remain a trusted partner to parents and schools in our joint effort to empower learners with knowledge and essential life skills.



At the core of Star for Life's mission is the belief that education is a key factor in breaking the cycle of poverty and improving overall well-being. The organisation operates primarily in South Africa, Namibia, and Tanzania, partnering with schools and communities to deliver a comprehensive life skills programme. Through a series of motivational workshops and mentorship programmes, Star for Life inspires young individuals to believe in themselves and their abilities.

However, Star for Life's impact goes far beyond inspiration. The organisation recognizes the critical importance of providing young individuals with accurate information about sexual and reproductive health, HIV/AIDS prevention, and personal development. Partnering with local health authorities and professionals, Star for Life delivers comprehensive educational sessions, equipping students with the knowledge and skills necessary to make responsible choices regarding their health and well-being.

In addition to HIV/AIDS prevention, Star for Life places great emphasis on developing essential life skills among young individuals. Workshops and training sessions cover a wide range of topics, including communication skills, goal setting, self-esteem building, conflict resolution, and financial literacy. By equipping youth with these practical tools, Star for Life empowers them to navigate challenges, think critically, and make positive choices in all aspects of their lives.

The impact of Star for Life's work is evident in the success stories of the students it has reached. The organisation has reported improved school attendance rates, increased motivation to excel academically, and reduced risky behaviours among the youth it serves. By addressing the broader social determinants of health and education, Star for Life contributes to the holistic development of young individuals, enabling

them to build better futures for themselves and their communities.

Today, Star for Life is a beacon of hope and empowerment for young individuals in Southern Africa. By combining inspiration, education, and life skills training, the organisation is transforming lives and creating a brighter future for the youth it serves. With its unwavering commitment to education, empowerment, and HIV and AIDS prevention, Star for Life continues to be a catalyst for change, nurturing a generation of confident, informed, and resilient young people.

In tackling young people's issues, Star for Life takes a holistic approach that takes into account and addresses all elements of their well-being and development. Instead of focusing on individual issues or symptoms, our approach acknowledges that young people are complex beings. We also recognise that they are influenced by a variety of interconnected challenges or issues. As an organisation, we stress the importance of integrating the physical, mental, emotional, social, and spiritual components of young people's lives.

We employ a person-centred approach that values each young person's individuality and takes into account their experiences, needs, and aspirations. Our methodology entails actively including youth in decision-making processes and adjusting support to suit their unique needs.

Peer teaching is one of the methods used by Star for Life, which we feel may be a strong tool for improving learning outcomes, increasing learner engagement, and developing important skills. Peer teaching allows students to take control of their learning while also fostering a collaborative and inclusive learning environment.



## Star for Life's strategy

The effect of the Star for Life programme depends in part on the content but also on the way it is delivered in the schools. Our implementation strategy is evaluated and adjusted continuously in order to ensure optimal use of our resources in the different areas we work in. In general, the following points apply:

### Confidence in the Star for Life Coach

The programme is delivered by a full-time Coach with a relevant university education. Learners come to trust the Coach and the safe space he or she provides for valuable conversations about personal dreams and the various challenges that learners have to deal with in their lives.

### A cumulative process

The various components of the programme are presented to the learners in a logical sequence during the five years from grade 8 to 12. The full effect of the programme is only achieved towards the last year of school when learners leave school, empowered to become a 'star for life'.

### A resource for the school

Star for Life's programme is aligned with and complements the regular Life Skills curriculum, making the programme a resource that helps schools meet expectations from school authorities and achieve the desired results. Star for Life also strengthens motivation and helps build capacity among teachers.

### Adaptable to various age groups

Star for Life works increasingly with the lower grades. Our work at primary and middle school level uses a pedagogy adapted to younger children. They learn through stories, play and music, and express themselves through art and theatre. More and more children have had the support of Star for Life throughout their schooling, from grade 1 to 12.

### Respect for culture and context

Some aspects of the Star for Life programme present challenges to traditional norms and practices in the local communities, especially our efforts to empower female learners. Our work is nevertheless appreciated by parents and local leaders because we focus on helping learners understand and navigate different value systems with respect and without conflict.

### Long-term partnership

Star for Life offers schools a long-term collaboration for the benefit of both learners and the school, as well as the surrounding community. We do not leave a school where there are problems, as long as there is the will to work with Star for Life to find solutions.





## The Star for Life method

The pedagogic method that lies at the core of the Star for Life programme is best described as a programme for social and emotional learning (SEL). This means, essentially, that our programme is based on the generic theory for SEL programmes that learners are more likely to perform well academically and are more likely to grow into personally confident and socially competent young adults, if they learn how to understand, express, and communicate their emotional experiences throughout adolescence. Comprehensive evaluations of SEL programmes in various settings across the world have shown that the programme model is effective.

In our unique Star for Life programme, the central theme is that we encourage each learner to formulate and work with one or more aspirational dreams for their future. The different ways in which we apply this pedagogic strategy can be summarised in six points:

### **Behaviour change requires positive incentives.**

It is easier to stop behaviours that threaten your health and future if you have something positive to gain from making a change, something other than avoiding disease or misfortune. The programme assists learners with identifying and formulating their own aspirational dreams of a better life.

### **Change is driven by both knowledge and feelings.**

Knowledge is essential for understanding the need to stop dangerous behaviours, but knowledge alone is not enough. Change becomes easier if you also feel inspired and excited about the change. This is why much programme content is communicated through music and other art forms. The Star for Life programme engages with learners both through their minds and their hearts. We realise dreams through harmony and rhythm.

### **The dream of a better life is based in self-esteem.**

It is only if you feel that you have inherent value and potential as a person that you have the strength to stay committed to the work of realising your dream. The Star for Life programme begins with helping all learners to understand and formulate what this means to them. Over time, we help learners develop a stronger sense of self and gain the realisation that they are valuable for who they are, and that they have every right to work towards realising their dream.

**Dream in the context of society.** Sometimes, learners' initial dreams are quite unrealistic. In order to avoid setting a learner up for failure, we discuss how social injustices beyond their control can make the realisation of their dreams more difficult. We help learners place their dreams in the context of reality and how to navigate social factors that otherwise will become obstacles. Social inequalities can be overcome and must never become an excuse to give up.

### **Dreams for the future depends on actions today.**

We discuss how dreams that may seem far off always depend on what we do differently and better today. We assist learners to make plans, set concrete goals and clear targets, for what they must do today and tomorrow in order to increase their chances of one day realising their dream. A cornerstone in such plans

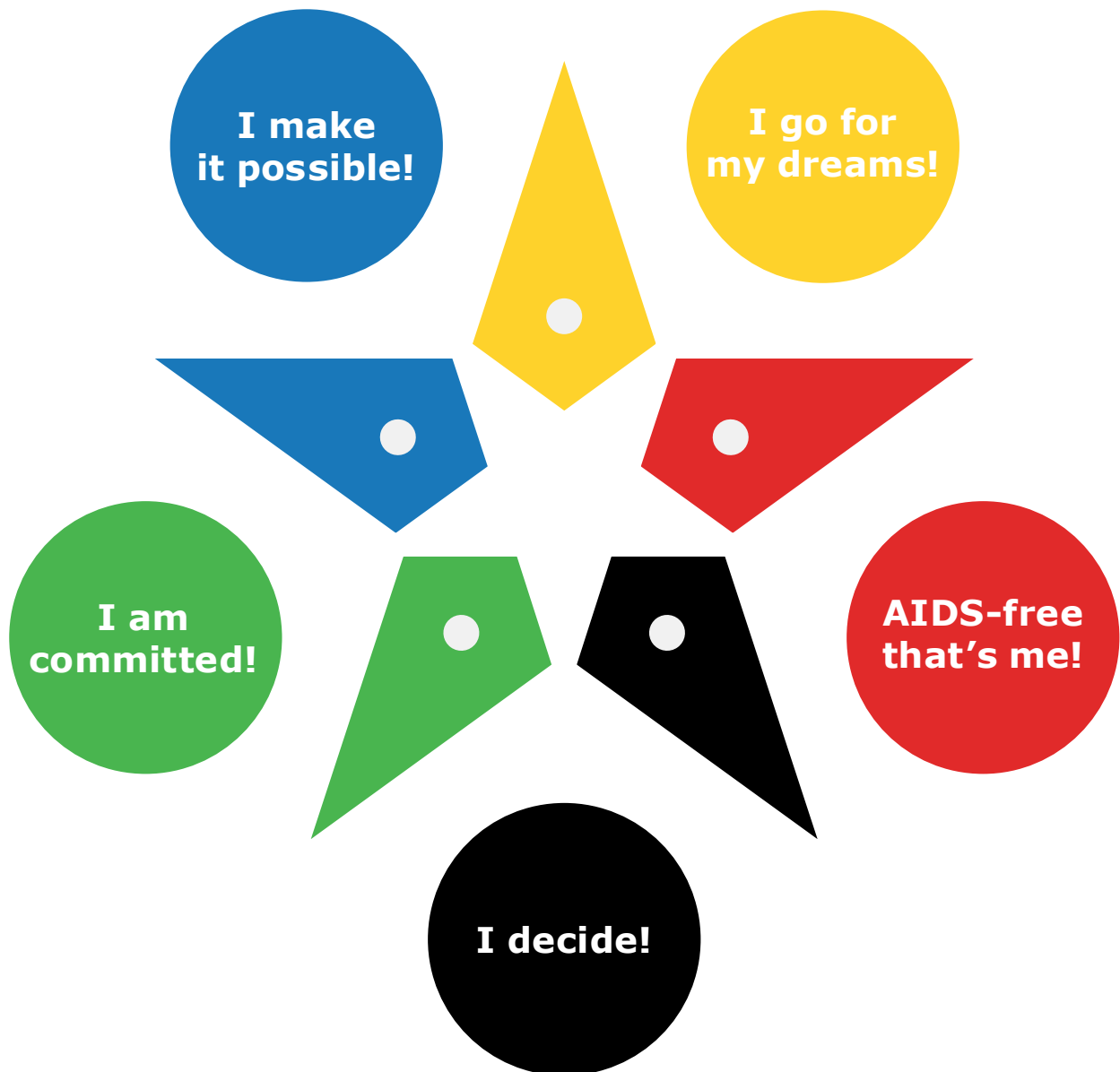
is always to focus on their education and make sure that they complete their schooling.

**Your success is my success.** A programmatic focus on individuals realising their dreams risks promoting selfishness. In order to avoid this, the Star for Life programme emphasises how we must respect the dreams of others and that we are all more likely to realise our dreams if we cooperate. We ground this discussion in the African proverb 'If you want to walk fast, walk alone. If you want to walk far, walk together'. For Star for Life, individual success brings positive social change and community development.



## The Star for Life star **A POWERFUL SYMBOL**

Each of the five coloured points has a distinct meaning that sums up the most significant Star for Life messages. The messages form a jingle with five motions that the learners do together. The little white star in the centre is possibly the most significant of all.



## I GO FOR MY DREAMS

It is the dream of a better life, and the conviction that it can come true, that provides strength to change negative attitudes and harmful behaviours. We help students reformulate aspirational dreams into realistic routines and concrete goals within the framework of their schoolwork and daily lives.

## AIDS FREE - THAT'S ME

This colour represents all aspects of our health promotion but, above all, our efforts against HIV and AIDS. The idea behind the phrase 'AIDS-free' is to counteract stigma surrounding the infection. Even those who have HIV can be healthy and realise their dreams if they stay free from AIDS by taking antiretroviral drugs.

## I DECIDE

We focus on the rights of each learner to make their own decisions about what is important in their lives. We help them identify and resist destructive expectations in relation to sex, alcohol and drugs and instead invest their time and energy in school. In particular, we help girls find the strength to resist traditional gender norms that deny them their dreams.

## I AM COMMITTED

We know that change is difficult, especially if making that change goes against prevailing norms. We teach several different ways of thinking and acting in order to maintain motivation even when the going gets tough, and how to find strength again after failure.



## I MAKE IT POSSIBLE

We convince learners that the poverty and hardships that have marked their childhood is not their destiny. Even if they have had a rough start to their lives, they have the agency and the right to adopt behaviours and mindsets, to set priorities and targets, that will help them realise their dreams. They have the power to make change.

### THE WHITE STAR IN THE MIDDLE

Even a learner who has been steeped in Star for Life can feel lonely and vulnerable at the time of making an important decision. Peer pressure can be very strong to go along on a drinking spree, or to agree to unsafe sex. In such situations, the white star is your ever-present companion, your soft inner voice, that tells you what the right decision is, and that gives you the strength to act on it. We can think of the white star as our conscience, as good advice from our future selves, or the voice of our trusted Star for Life Coach.

The star symbol is full of strength and meaning to remind learners and teachers in schools of everything that Star for Life teaches and represents. The symbol can be found on each learner's Dream Book and T-shirt, as well as on the Star for Life flag that is floating on the school's flagpole.

Our core theme about aspirational dreams, and the powerful symbol of the star, capture the imagination of the learners when they meet the programme in school for the first time. The positive energy we can generate among learners in the first workshop is truly amazing. They are mobilised and ready to learn more. And that is when the really hard work begins for Star for Life. Our task is to keep them mobilised and motivated so that they stay committed to their dreams.



## Dr. Per Strand Research Director

The rejuvenation of Star for Life has clear implications for our monitoring of programme activities and evaluation of their effects on learners and other beneficiaries.

At the most general level, we have taken steps to make sure that monitoring and evaluation is fully integrated into our discussions on programme development and implementation strategy. This means that our ways of recording and reporting activities, as well as our different analytical strategies for identifying effects, are considered at an early stage when colleagues are discussing optional ways of strengthening programme content and our ways of delivering the programme across the schools.

We reach this level of collaboration and mutual understanding by ensuring that the right people from different units are regularly part of all relevant discussions. As a result, we are now able to track the delivery of our programme by class and, in most cases, also by individual learner. We have adopted a new IT-platform through which staff can report activities on a daily basis and through which managers can review progress week by week. These improvements in our monitoring are not only useful for management to ensure correct programme implementation but also for future evaluations. We will now be able to base our evaluations on data from learners that we know have received the programme as intended.

The rejuvenation of Star for Life has also meant that we are able to introduce new strategies for evaluating the effects of our programme. Where previous evaluations

were solely dependent on the statistical analysis of data that we gathered through questionnaires, our new strategy includes a broad range of tools for gathering different kinds of data and forms of analysis. We will still use statistical analysis, but we will no longer do cross-sectional studies. Instead, we will analyse longitudinal data that follows each new cohort of 8th graders throughout their five years in High School. We will combine this statistical material with what we learn from two additional sources of information.

Brief feedback forms will capture learners' impressions and reflections directly after workshops and other Star for Life activities, and we will gain more contextual information through comprehensive interviews with individuals and groups of current and former learners.

Our rejuvenated evaluation strategy will make our evaluations smarter. We will be able to use systematic research to identify and measure the effects that we all know and experience in our hearts when we work with and visit learners in the Star for Life schools.



# Programme Activities

The programme activities in our schools in Africa differ somewhat depending on what resources we have available to invest in running an effective and long-term programme. All the High Schools we work in run the programme components that are listed below, likewise with the Primary Schools. But the

three additional programmes (Mobile Health, Wellness and Arts & Culture) are not regularly implemented in all schools. As more resources become available, we hope to expand the coverage of these additional programmes as we know that they bring essential services to learners and schools.

## High School

- Learner Workshops
- Educator Workshops
- Classroom Sessions
- Consultations
- Campaigns
- Daughters of Africa Girls Clubs

## Mobile Health

- Health Education
- Health Screening and Testing Services
- Community Outreach and Health Campaign

## Primary School

- Educator Workshops
- Classroom Sessions
- Jabulani Sessions
- Campaigns

## Wellness

- School Wellness Talks
- Trauma Counselling
- Awareness Campaigns
- Staff Debriefing

## Arts & Culture

- Art Class Sessions
- Creative Art Groups
- Creative Art Exhibition





# Our 2022 Reach

## AFRICA

110 Schools  
83 810 Learners



Classroom sessions delivered

4 536



Learner workshops delivered

688



Learners reached through learner workshops

65 441



Campaigns conducted

170



Learners reached through campaigns

39 519

## Primary Schools

Psychosocial support	219
Classroom sessions:	887
Jabulani sessions:	65

# Reflecting on 2022

The year 2022 was a significant and transformative year for Star for Life. We were grateful to escape the grip of Covid-19 so that we could return to schools to carry out our mission. However, as we did, we realised that we were not stepping back into the same realities in the schools as when lockdowns began some two years earlier. The learners experienced different and higher levels of anxieties, and the schools were under much pressure from authorities to quickly get back into gear. As Star for Life, we were not as effective or motivated as we once had been. We seemed stuck in our ways.

Our response to these novel challenges was the process of rejuvenation that implied a review of who we are and what we do, and, whenever necessary, a willingness to change for the better. Our collective commitment to rejuvenation was captured in a new key position in our organisation – the Operations Manager (OM). We were unified in our support for Precious Dlamini to take on the role as OM and lead the process of rejuvenation together with the Secretary General, Jessica. Precious started as a Coach in 2006 and had been an Area Manager in KwaZulu-Natal for several years. She was well suited for the job in every way.

The leading concept for our work on rejuvenation was quality. Quality in terms of programme content and modes of delivery. Quality in how we monitor activities and evaluate their effects. And last but not least, quality in the governance of the organisation, its processes and internal culture. Through several

parallel streams of discussions on different issues, Precious and Jessica invited staff to participate in identifying the areas where we were falling short, and in suggesting remedies. These broad consultations sought to represent the values that we aspire to live by – love, honesty and respect.

Through our joint efforts we started to see positive change in the second half of the year. It was not easy. Progress was never a straight line, and sometimes we took a step back. But we stayed committed to rejuvenating Star for Life throughout the year, as we do still. Many of the processes that we started in 2022 continue in 2023. Some will only truly bear fruit in 2024.

In so many ways, the rejuvenation of Star for Life resembles the stepwise change we hope to see among learners who experience our program. New knowledge will lead to a change in attitudes that, in turn, and over time, will lead to change in behaviours. Just as we ask of our learners to stay committed and do the hard work in order, one day, to realise their dreams, so will our organisation stay committed to becoming the best we can be.

As the organisation moves forward, our focus on values, employee recognition and morale, remains a priority. Star for Life recognizes that by cultivating a culture where values are upheld and employees feel valued and supported, we will unleash the full potential of our staff and create a more resilient and impactful organisation.





## High and Primary School Programmes

We are delighted to provide more detailed information on the Star for Life programmes that we ran in 88 high schools and 17 primary schools in the regions of Khomas, Hardap, and Otjozondjupa in Namibia, and in the Gauteng and KwaZulu-Natal provinces in South Africa. Our report here will also provide some information on the pilot phase of our intervention on Mafia Island in Tanzania. The reader who seeks more information on the Star for Life programme in Tanzania during 2022 should consult the evaluation report that can be found on the Star for Life website.

In the primary schools, learners have participated in engaging classroom sessions that cover diverse themes, such as goal setting, health responsibility, personal hygiene, and addressing sensitive topics like good touch and bad touch. The interactive nature of these sessions encourages learners to participate actively. They foster a deeper understanding of important concepts and promote positive behavioural changes.

Similarly, in our high schools, learner workshops have been instrumental in developing crucial skills, including conflict management, effective leadership, and empathy. These workshops have equipped learners with the tools needed to navigate challenges, promote positive interpersonal relationships, and cultivate a culture of inclusivity and understanding within their school communities.

In the following sections of this report, we will elaborate on the various programs and initiatives implemented under the Star for Life programme, showcasing success stories, testimonials from participants, and the significant impact witnessed in the lives of learners. We will highlight the collaborative efforts of dedicated educators, passionate facilitators, and supportive communities that have made the Star for Life programme a success in these regions.



## Learner Workshops

Our learner workshops are designed to equip young individuals with crucial life skills and knowledge. Through engaging and interactive sessions, we cover topics that include, but are limited to dreams, health, self-awareness, and goal setting.

These workshops fostered a safe and inclusive environment, encouraging learners to express themselves and share their experiences. We deliver these workshops in partnership with local schools and community centres, ensuring widespread accessibility.

Learner workshops 1 and 2 are for grade 8, workshop 3 and 4 for grade 9, workshop 5 and 6 for grade 10, workshop 7 for grade 11, and workshop 8 for grade 12. Our learners go through these workshops every year according to the grade outlined above. However, in Tanzania in 2022, the learners only did workshops 1 and 2 because the programme was still in its pilot phase.

In the next eight sections we will review the main themes that are covered in the eight workshops.



## Dreams can be fulfilled

The workshop focuses on helping learners identify and formulate aspirational dreams. We coach learners to understand how the realisation of their dreams someday in the future will depend on what they do today and tomorrow. During this workshop, learners write down their dreams in their Dream Books and they are given Star for Life T-shirts. This first workshop lies the foundation for the whole programme over the next five years. A total of 19,013 learners were reached with this workshop in the three countries.



## Power is within me

This workshop encourages and educates learners about the benefits of positive thinking. The positive thinking workshop is highly beneficial for cultivating a mindset that focuses on optimism, resilience, and personal growth. Learners are provided with tools,

techniques, and strategies to adopt positive thinking patterns, leading to improved mental well-being, enhanced problem-solving skills, and increased overall life satisfaction. A total of 16,206 learners participated in the workshop.

## Knowledge is power

During this workshop, the Coach focuses on imparting knowledge on HIV prevention and transmission to young people. This is vital in providing knowledge, promoting risk reduction behaviours, empowering individuals, addressing stigma, developing life skills, fostering peer support, and creating a long-term impact in combating the HIV epidemic. By investing in

comprehensive and age-appropriate HIV workshops, Star for Life aims to significantly contribute to reducing new HIV infections among young people and promoting their overall health and well-being. A total of 15,804 learners were reached in South Africa and Namibia.

## Gender Based Violence free Society

The workshop is titled A Gender Based Violence (Gender Based Violence) Free Society and it equips the learners with tools and strategies to prevent and reduce the risk of violence. They learn about healthy relationships, boundaries, and communication skills, helping them develop the capacity to recognize and respond to potentially dangerous situations. By promoting self-empowerment and assertiveness, these workshops enable young individuals to safeguard their own well-being and that of others. Engaging young

people in Gender Based Violence workshops fosters a sense of empowerment, self-esteem, and self-efficacy. Participants gain knowledge and skills to challenge gender stereotypes, understand their rights, and develop healthy coping skills. By promoting a sense of agency, these workshops empower young individuals to stand up against GBV and create positive change in their communities. A total of 18,976 learners were reached in South Africa and Namibia.

## Journey to self

During this workshop, learners are made aware of the fact that as they grow, they may develop some bad habits. They learn about good and bad habits and how they are developed. Bad habits have consequences, and one of them is failure or poor academic performance; therefore, this workshop

motivates learners to change destructive habits. At the end of the workshop, learners often approach the Coach to thank her for the workshop as it often speaks very directly to learners. A total of 15,636 learners attended this workshop.

## Rights and Responsibilities

This workshop provides young people with accurate and age-appropriate information about sexual health, reproductive processes, contraception, sexually transmitted infections, and responsible sexual behaviour. By equipping them with comprehensive knowledge, the workshop empowers youth to make informed decisions about their sexual and reproductive health. In addition, our Sexual Reproductive Health

and Rights workshops educate young people about their sexual and reproductive rights, including the right to access information, services, and resources without discrimination. By understanding their rights, young individuals are better equipped to advocate for themselves and make choices that align with their well-being and personal values. A total of 16,265 learners were reached in South Africa and Namibia.



## Journey to Success

During these workshops, we identify and focus on the five 'keys', namely: Having a Goal, Making a Plan, Being Disciplined, Never Giving Up, and, finally, Making no Excuses. If learners internalise these 'keys' they are more likely to do well in school. The

workshop provides learners with valuable insights and practical steps they can take to achieve their dreams and unlock doors to a successful future. A total of 10,409 learners participated in the workshop in South Africa and Namibia.

## Shine On

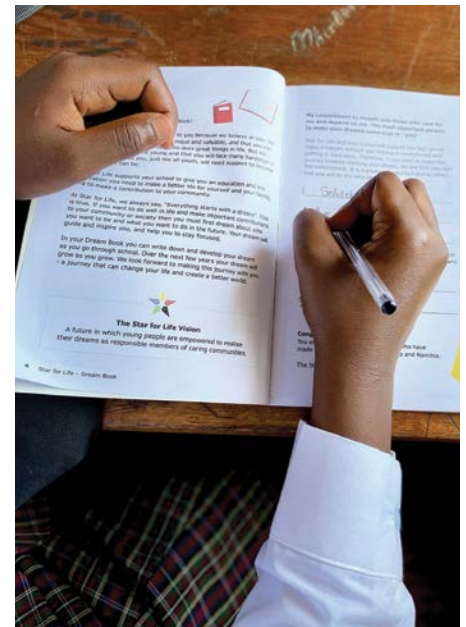
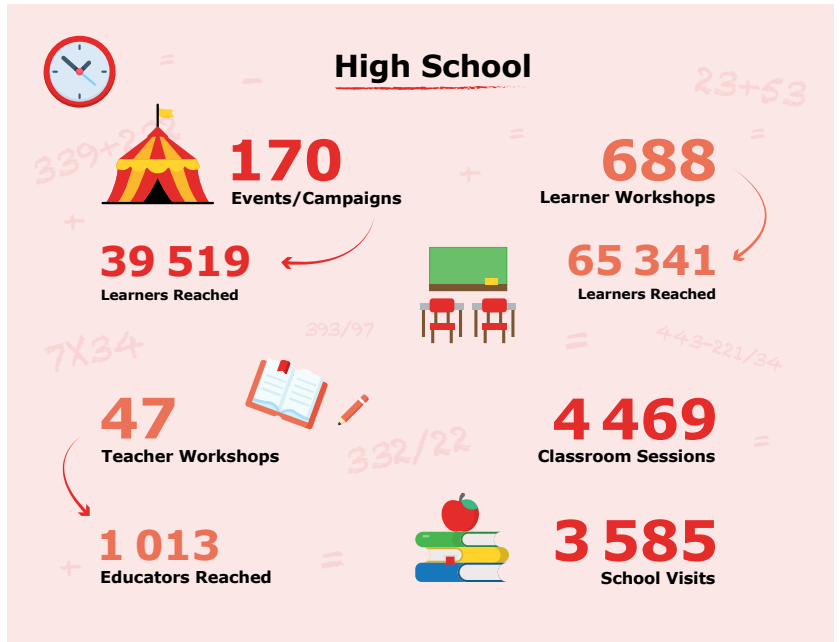
The workshop creates a platform for learners to express themselves as matriculants on how they can use their time to make sure that they study way in advance. The workshop guides learners in setting goals related to their desired college or career paths,

such as acquiring specific qualifications, building relevant skills, or gaining relevant work experience. A total of 10,409 learners were reached in South Africa and Namibia.

## Classroom Sessions

In addition to learner workshops, we conducted classroom sessions in collaboration with educators and school authorities. These sessions focused on subjects like sexuality education, gender equality, and career guidance. By incorporating interactive teaching methods, we aimed to make learning more engaging and effective. Through these sessions, we not only provided essential knowledge but also facilitated open discussions, encouraging critical thinking and personal growth among learners. Our classroom sessions received positive feedback from both learners and educators.

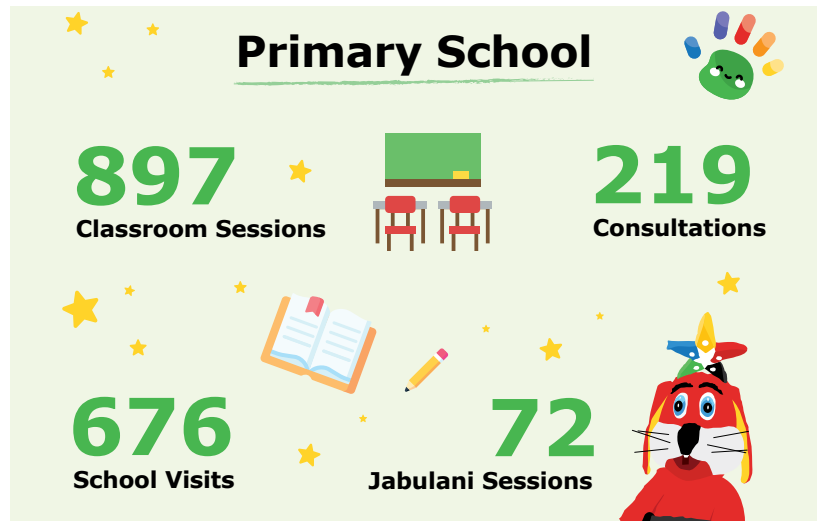
In Namibia, through this intervention, we successfully reached 17,462 learners. In Johannesburg, we collaborated with local schools and community organisations to deliver classroom sessions and reached a total of 25,961 learners. Our classroom sessions impacted 32,089 learners in KwaZulu-Natal. A total of 26 classroom sessions were delivered in Tanzania.



## Primary Schools

Engaging primary school learners in a fun manner using music and play enhances learner engagement, creates a positive learning environment, improves learning outcomes, fosters creativity and critical thinking, and promotes social interaction and collaboration.

Star for Life spent 596 workdays at the 17 primary schools during 2022, or roughly 35 days per school. By integrating education and entertainment, we contribute to the holistic development and academic success of primary school learners.



## Jabulani Sessions

Jabulani sessions are always vibrant and joyful for foundational phase learners. Star for Life has a mascot named Star Jabulani. He visits each primary school once a term.

The use of mascots and arts in engaging primary school learners has proven to be highly effective and beneficial in several ways. Firstly, the Jabulani mascots have a unique ability to capture children’s attention and create a sense of excitement and fun. They provide a friendly and approachable character that can interact with learners, creating a memorable and engaging experience.

Secondly, Jabulani mascots serve as positive role models for learners. The mascot embodies desirable qualities such as kindness, perseverance, and good behaviour, which can be conveyed through their actions and interactions. Learners can easily relate to and connect with mascots, making it easier to impart important messages, values, and educational content.

In primary schools in Kwazulu Natal, Johannesburg, and Namibia, classroom sessions were conducted for intermediate and senior phase learners, covering various topics from Grade 4 to Grade 7. These topics included self-esteem, sexuality, bullying, personal hygiene, substance abuse, child abuse, sexual harassment, teenage pregnancy, goal setting, time management, and career guidance. The learners responded positively to the sessions, actively participating and even performing drama presentations to demonstrate their understanding. Some of the

Grade 7 learners showed particular enthusiasm and interest in the sessions on self-image development and peer pressure, as demonstrated through exceptional drama performances. In Tanzania, the primary school programme is implemented across six schools. A total of 72 sessions were delivered to standards 4 and 5, reaching a total of 599 pupils. The stories included content on dream formulation, health responsibility, proper decisions, and commitment.

Overall, the reports from the primary school Coaches indicated high levels of engagement and interest from the learners during the classroom sessions. The use of drama and interactive activities facilitated a deeper understanding of the topics and ensured that the sessions were both informative and enjoyable for the learners.

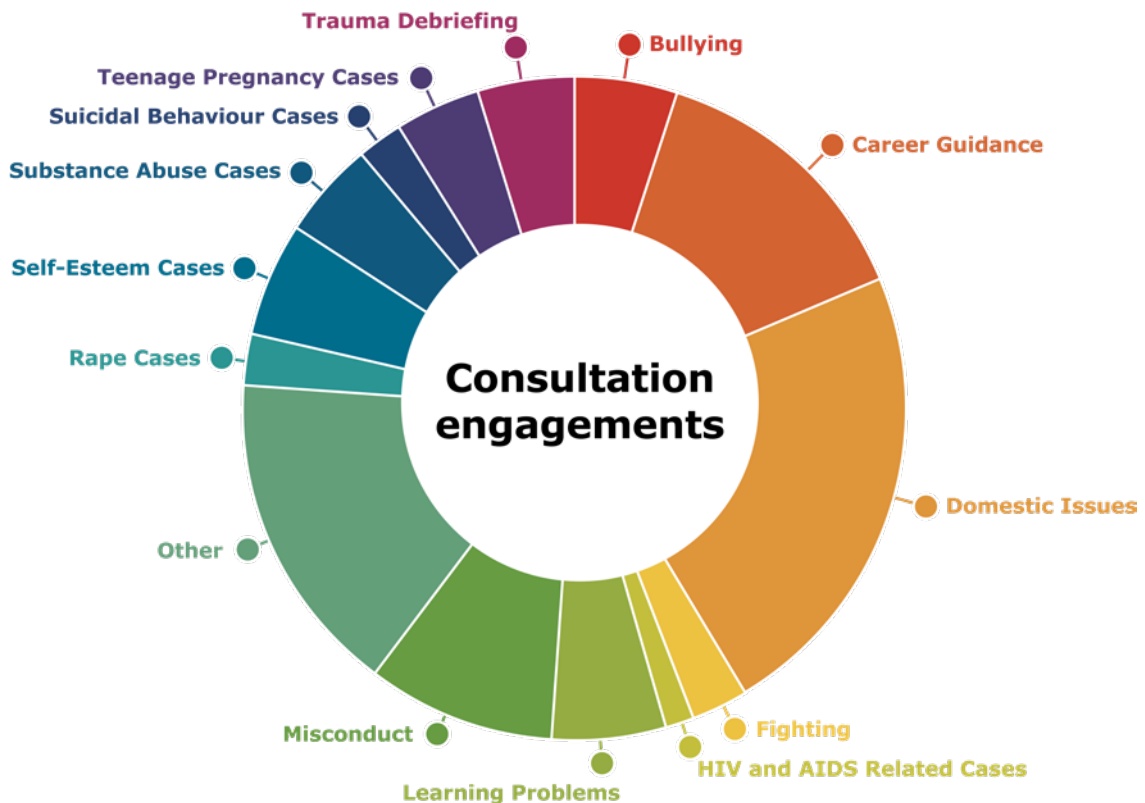


## Consultations

Offering psychosocial support in schools is of paramount importance for the overall well-being and development of learners. Star for Life Coaches are able to provide such support in a more general sense. As soon as the child needs psychological support to deal with more problematic trauma, the Coach will refer the learners to Star for Life colleagues in the Wellness Programme, or to counselling that is provided by the local authorities.

In 2022, a total of 2,359 learners had consultations in our schools in Johannesburg. Our Coaches encountered a number of domestic cases ranging from abusive parents to not having enough food at home. Many learners sought advice on which career path to choose.

In Namibia, a total of 1,282 learners received some counselling by the Coach. The cases in the Hardap region include absenteeism, career guidance, and substance abuse, while in the Khomas region, the cases reported were related to mental health, bereavement, gangsterism, and rape. One-on-one sessions often focus on domestic violence cases due to the high number of learners from impoverished backgrounds, making them more susceptible to issues such as absent parents, neglect, HIV/AIDS-related problems, substance abuse in the home, and the adoption of behavioural problems. Identifying the root causes of learners' behavioural issues can sometimes only be achieved through sessions involving their parents. Teenage pregnancy cases have also been identified, with young girls lacking awareness of the consequences and facing pressure due to absent baby fathers. In some instances, educators bring these cases forward to facilitate counselling. All in all, a total of 6,602 learners received psychosocial support during 2022.



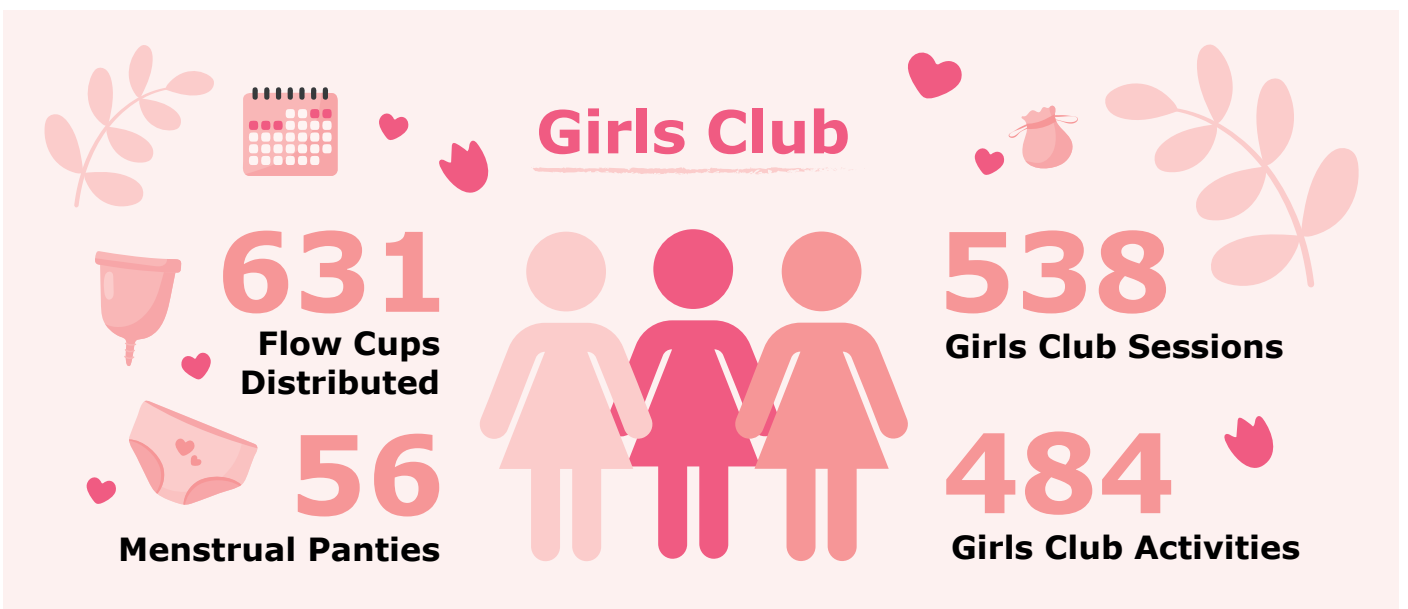
## Daughters of Africa

Daughters of Africa is a component to the High School programme that started as a limited project to invest additional resources for the benefit of female learners. The girls meet in 'Girls Clubs' to discuss various themes such as health, motivation, sexual health, reproductive rights, and career guidance. The activity emphasises the importance of women's empowerment, as well as why it is necessary for women to always watch out for each other and have control over their sexual and reproductive health.

The programme also explores topics on sexuality, helping the girls to think critically about when to

engage in sexual activities and the precautions that need to be taken. There are also workshops on entrepreneurship with the aim of giving the girls opportunities of economic independence. One example of a success story is that one of our DoA girls made a major difference by selling fried potato chips after school. She earned enough money to buy her parents a refrigerator.

The 25-30 girls in each of our 55 Girls Clubs in South Africa and Namibia each enjoyed, on average, 10 workshop meetings during 2022.



## Entrepreneurship/Market day

During the market or entrepreneurship day, the girls tested their enterprises and learned about other learners' projects and products. In the schools where we ran the Daughters of Africa project, Girls Clubs offered either entrepreneurship or market days for all

learners, which was a good opportunity for learners to develop new enterprise concepts. The pictures tell the story that products that were designed for the 'sweet tooth' did very well on the day.



## Awareness Campaigns

In-school awareness campaigns on hygiene, menstrual health, child protection, suicide prevention, and alcohol prevention play a vital role in promoting the well-being and safety of learners. Some of the campaigns

were coordinated with the local health clinic and/or the local Police station. The campaigns that are listed below reached a total of 39 519 learners.

## Health promotion and hygiene

Awareness campaigns on hygiene educated learners about the importance of cleanliness, proper handwashing, and personal hygiene practices. This

helps prevent the spread of diseases and reduces the risk of illness among learners and staff members.

## Menstrual health education

In Namibia, menstrual health awareness campaigns took place in order to eliminate stigma and provide essential information about menstruation to both girls and boys. These campaigns promote understanding, empathy, and support for girls experiencing menstruation, ensuring they have access to menstrual hygiene products, proper facilities, and necessary support. The theme for the campaign was "We are Committed".

Another campaign on the same theme was held at one of the secondary schools in the Khomas region. Under the slogan 'I choose responsibility', the Coaches accompanied the learners and Life Skills teachers from the schools who participated in the march. The "End Period Stigma Campaign" was another example of how Star for Life works to change attitude and practices in relation to menstruation to support the adolescent girls.



## Suicide prevention

These campaigns educated learners and staff about the warning signs of suicidal thoughts, provided information on available support services, and encouraged open conversations about mental health. By fostering a supportive environment, schools can help identify at-risk individuals and provide timely intervention and support.

In Namibia, suicide prevention campaigns were held in some schools under the theme "You are not alone". The campaigns were organised by the Coaches and

the peer educators, and different stakeholders, such as police officers emphasised the measures to be taken when a bullying case has been reported to them. Different activities, such as role-plays on different types of bullying and a poem on what bullying looks like, were also posted around the school premises by peer educators. All the learners that participated tied a yellow ribbon to a tree to symbolize lives lost to suicide and support those who have lost loved ones.



## Child protection

Awareness campaigns on child protection took place to raise awareness about different forms of abuse, such as physical, emotional, and sexual abuse. These campaigns teach learners how to recognize signs of abuse, the importance of reporting incidents, and where to seek help. A total of 1,404 learners and 100 parents were reached through these campaigns. The Wellness Programme successfully conducted school-based Child Protection Campaigns in a number of primary schools in the KwaZulu-Natal province.



## Gender, HIV and AIDS campaign

This was conducted at Kitomondo Secondary School in Tanzania. The topic was intentionally selected due to the growing problem of gender inequality and an increase in the rate of HIV and other sexually transmitted infections, especially among youth ages from 15-25 years old. A health officer and a social worker were invited as guest speakers, and the campaign was also attended by the head of the school and four teachers from the health and discipline departments.

During the campaign, several aspects regarding HIV and AIDS were highlighted, including the difference between HIV and AIDS, ways of transmission, effects, and prevention measures. The general concept of gender inequality and discrimination in schools and the community in general was covered, along with its wide impacts on early pregnancy and the spread of HIV. A total of 704 students participated in the campaign.

## Alcohol prevention

Alcohol awareness campaigns in schools focus on educating learners about the risks and consequences of alcohol consumption, particularly at a young age. These campaigns provided information on the short-term and long-term effects of alcohol abuse, strategies to resist peer pressure, and healthy coping mechanisms.

The schools in Namibia also participated in an alcohol abuse prevention campaign. These campaigns were initiated after some schools suspected that boys were using drugs and alcohol on the school premises, which led them to misbehave at school, disrespect teachers, and fight each other.

By promoting responsible decision-making and awareness of the dangers of alcohol, schools can help prevent alcohol-related issues among learners. In school, campaigns on substance abuse took place in the KwaZulu-Natal area, reaching a total of 1,000 learners.

The campaign targeted all the learners, and they all showed up for the campaign and took part. Some learners opened up to the coach and teacher to report the suspected specific learners who were selling drugs and alcohol on the school premises, which made it easy for the school and the Coach to address the issue.



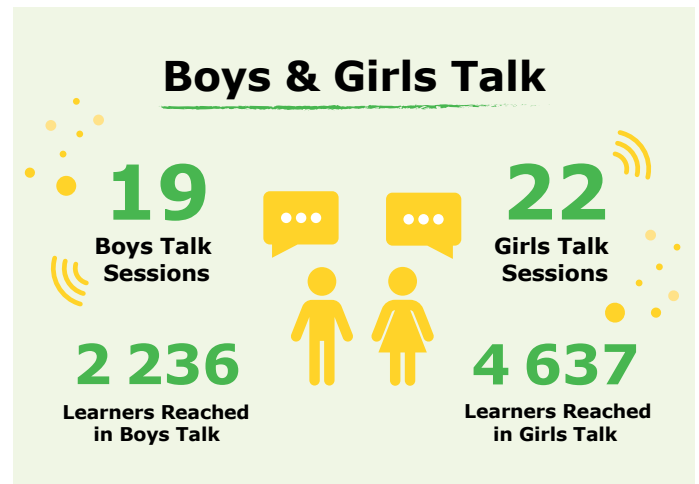
## Girls and Boys Talks

Girls and Boys Talks in schools serve as valuable platforms for addressing gender-specific issues, promoting gender equality, and providing targeted support and guidance to learners. Star for Life Boys and Girls Talks are unique because they are safe spaces where girls and boys, separately, can discuss gender-specific challenges and experiences, empowerment and self-confidence, how to break stereotypes, and what they can do to promote equality.

In primary schools, Girls and Boys Talks covered topics such as education, bullying, teenage pregnancy, rights and responsibilities, dreams, respect, and puberty education. In our secondary schools, the talks are conducted to educate learners about health issues in schools. The entire school participated in these talks. The topics covered include discussions on intimate

relationships, medical male circumcision and hygiene, discipline, and the dangers of alcohol and substance abuse. The talks emphasise the importance of focusing on studies, avoiding unhealthy relationships, and being individuals of good character.

The talks highlighted the negative effects of alcohol and drugs on the mind and health and the importance of staying in school to improve one's future and escape poverty. The goal is to instil values of responsibility and aspiration in young boys and girls. The learners further received a health talk addressing health rights and services in the area, including family planning and health screening. The talk involved the participation of clinic nurses, school health promoters, Love Life, and i-Connect College. The talk involved the participation of clinic nurses and school health promoters.



## Peer Educators Training

About 90 peer educators from Namibia's Star for Life schools from different regions attended a training camp between June 14-17. The camp was held in Swakopmund, and the participants received training on what it means to be a peer educator. The goal of the camp was to provide the necessary skills and enhance the knowledge of Star for Life peer educators for their responsibilities in their respective schools. The students gained the ability to lead, communicate, and present effectively, resolve conflicts, and reflect on their own identities. This training was also problem solving-based, as the participants were able to identify various approaches to solving the issues their schools were experiencing and develop a schedule of initiatives to carry out in their schools. Various topics were covered during

the camp, including self-esteem, counselling skills, leadership, and decision-making. The camp proved to be highly insightful and provided peer educators with the knowledge they needed to effectively carry out their duties.



## Educator Workshops

The workshops allow educators to deepen their understanding of the Star for Life programme and its core messages. Through interactive sessions, educators learn about the programme’s objectives, methodologies, and desired outcomes. This knowledge enables them to effectively communicate and reinforce these messages to students, ensuring a consistent and cohesive approach. The workshops also play a role in making sure that educators are motivated.

There are inevitably changes happening in the schools. Some educators leave due to transfers, promotion, or retirement. These changes affect the implementation of programme activities. We had to start over with our teacher workshop; we engaged teachers with our first teacher workshop. **“Dreams Can Be Fulfilled”** focused on empowering teachers to reflect on their dreams, both for their personal lives and their communities. The workshop aimed to inspire educators to strive for excellence in their profession while nurturing positive qualities to become the best educators for their learners.

During the workshop, teachers were encouraged to take a moment of introspection and write down their dreams for personal growth and fulfilment. Participants were guided through various exercises to identify their aspirations, whether it was further education, pursuing hobbies, or achieving work-life balance. The emphasis was on understanding that self-fulfilment is essential for being effective educators and community leaders. The workshop was delivered to 74 teachers from eight pilot schools in Tanzania.

Several workshops were held for educators in Johannesburg schools. The workshops followed a conference-style and team-building format, with the theme being **“TW3: Knowledge is Power.”** The workshop focuses on HIV literacy, and it encourages HIV testing and lifestyle change, which will assist in reducing incidents of HIV and allow those who are HIV positive to have an undetected viral load. We discussed how to live in healthy relationships where one or both of the partners are HIV positive. Lastly, the workshop focuses on school being a conducive environment where we get support regardless of HIV status, where there is no stigma, and how we can support each other as a school. The number of educators who attended was 375.

The workshop **“Ethical Leadership”** was done in both KwaZulu-Natal and Namibia. It touches on the characteristics of an effective leader, emphasising leading by example and treating others equally. Team-building activities were conducted, distinguishing between teams and groups and promoting a team spirit with a common goal. Activities like the “hat of fears” and “war cry” were part of the team-building exercises. In KwaZulu-Natal, 105 teachers were reached with the workshop.

Other educator workshops were conducted in Namibia across different regions. The workshops focused on various issues relating to effective leadership, self-identity, self-care, self-awareness, self-management, social awareness, and social skills. The educators actively participated and engaged in meaningful discussions, openly discussing the challenges their schools face.





**“I Care”** was another team-building theme that addressed self-identity and the importance of self-care. Educators were encouraged to take care of themselves so that they could effectively care for their learners and families. Activities included peer affirmation and reflections on the lessons learned during the workshop. Educators were also urged to envision their future using LEGOs to build representations of what they have been through, their challenges, what they wanted to leave behind, and their desired future.

management, social awareness, and social skills. Educators were taught how to work with each other, maintain relationships, and understand the significance of interpersonal skills. Activities like “Where do I belong?” helped determine relationships, and educators were encouraged to reflect on the workshop and activities.

The **“Interpersonal Relationships”** team-building segment focused on self-awareness, self-

Overall, the workshops aimed to empower educators to continue empowering learners and create a positive and supportive work environment. Our Educators workshops reached a total of 947 teachers in 2022.



## Principals/Stakeholders forum

Star for Life Namibia organised a Principal and Stakeholders Forum meeting. The Country Manager presented what Star for Life is, the aim and objective of the forum, how Star for Life activities are implemented, and the importance of stakeholder partnerships in programme implementation.

The Coaches presented monitoring data to show what activities had been carried out, and discussed the challenges and successes experienced during implementation. The principals and other stakeholders were given an opportunity to express their gratitude, pose questions, and make suggestions on how implementation could be tweaked to align more smoothly with the schools planning of regular classes.

The joint interventions suggested were to identify affected families by doing house visits with the life skills teachers, donating contraceptives, raising awareness about substance abuse and sexual reproductive health rights, fundraising for or sponsoring sanitary pads, and creating Teenagers Against Drug Addiction groups for rehabilitation purposes of those suffering from addiction, as there is a lot of drug use in the area among school learners.



## School Management Team meetings

School Management Team Meetings are a platform set aside for engagement between the Star for Life team and the school and an opportunity to present the comprehensive programme that will be delivered by Coaches in the calendar year.

School Management Team engagements strengthen the partnership with the schools and allow Star for Life



to roll out our programmes to help the school achieve the targets that are expected by the Department of Education.

In schools that are supported by Star for Life, you have learners who are continuously coached, motivated, inspired, counselled, and offered lessons on life skills.

When School Management Team members reflect on the impact they experience from the Star for Life programme they often say that learners have gained inspiration for their schoolwork and a greater maturity in dealing with whatever challenges they meet at school and in their lives more generally.

These meetings allow educators to share insight into how the Coaches can access the learners and ultimately be able to deliver all of the programme components. Coaches are encouraged to constantly engage with the school management, as they are ready and willing to offer support and strategies for the effective and efficient running of the programme in schools.

## Heads of Departments Meeting

Star for Life Tanzania held a Heads of department meeting at the District Commissioner's hall. The coach and Thanda accountant facilitated the meeting by providing a detailed description of the Star for Life project, budget, content, and methodologies that will be used in the implementation stage.

The intention of the meeting was to sensitise the heads of departments since the majority of them are

new in their positions and also to gather their input on better ways to implement the project. It was part of the preparation for the councillors meeting. Heads of departments were very supportive of the project and active in the discussion; they gave out their opinions and suggestions that will be taken into consideration in the implementation of the project. The District Executive Director and a total of 12 representatives from selected departments attended the meeting.

# Star for Life Support Programmes

In the course of delivering the core programmes in high and primary schools, Star for Life realised the need for additional programmes to meet demands for services that would both help individual learners and schools, but that also would strengthen and support our core work in the classrooms. Over time, the precise nature and scope of our Support Programmes

has changed somewhat, mainly as a result of what resource we have had available to run effective programmes in a sustainable fashion. During 2022, the Support Programmes were the Mobile Health Programme, Wellness Programme, and the Arts & Culture Programme.

## Mobile Health Programme

In the type of areas where we work, mobile health clinics play a crucial role in providing healthcare services to adolescents, addressing their unique needs, and ensuring their overall well-being. Mobile health clinics are essential for providing accessible, confidential, comprehensive, and youth-friendly healthcare services to adolescents.

They bridge the gaps in healthcare access and contribute to the healthy development and well-being of this important population group. The Mobile Health Programme currently has two mobile units that provides health education, health screening, and school-based initiatives to uMkhanyakude schools in South Africa and Windhoek schools in Namibia. Each unit consists of 2 staff, and the programme is led by a registered nurse.

During 2022, the two teams delivered a total of 450 health education workshops for the benefit of 18,859 learners. They also held 19 Boys Talk sessions for

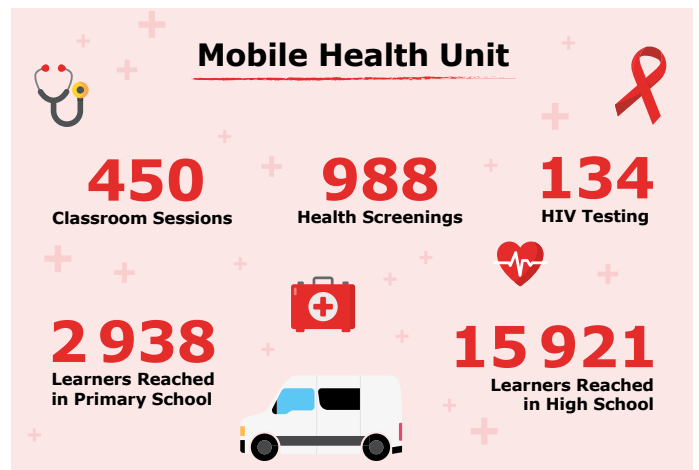
2,246 young men, and 22 Girls Talk sessions for 4,637 adolescents and young women.



## Health Screening

The mobile health teams conducted school visits during which they screened learners for various conditions such as HIV and STIs, blood pressure checks, oral health, and pregnancy testing. In Namibia, learners are required to have parental consent for HIV testing, which was a huge challenge because many children needed the services but could not get them because they did not have consent.

The learners are also screened for skin infections, vision, hearing, and dental health screenings, tuberculosis screenings, and physical examinations that focus on personal hygiene to reduce the risk of skin infections.



## Community Outreach and Dialogue

The Mobile Health Programme also collaborated with local health clinics to do health promotion campaigns in the community surrounding our programme schools. The purpose is to promote self-care and conserving health among community members by participating in health screenings and learning about illness patterns in the community. Health screening, tuberculosis screening, contraception distribution, HIV testing, COVID-19 vaccine booster injection, and cervical screening were all performed. The team also visited

taxi ranks that are essential hubs for transport. The primary goal was to contact taxi drivers who drive great distances to provide transportation for health services because they do not have time to visit health facilities and their passengers. The community is always grateful to have access to health services in their neighbourhood because some people work late, and others travel long distances to get to a health centre.



## School-based campaigns

The campaigns' main purpose was to remind learners that condoms are the most efficient way to prevent STIs, HIV, and unexpected pregnancies. Star for Life provided learners with presents like roses and candy to convey love and to teach them that they do not need to be involved in unhealthy relationships to receive such gifts.

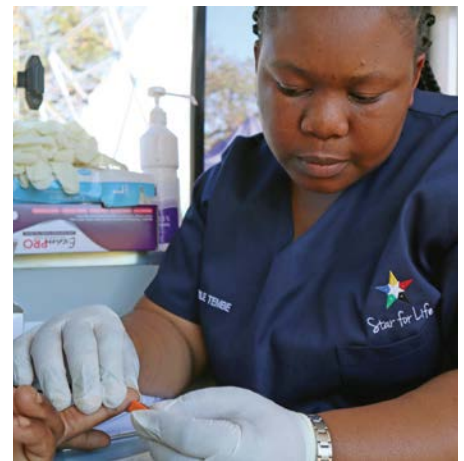


Mobile Health Unit covered issues such as puberty, hygiene, teen pregnancy, and HIV prevention to enhance independence and self-confidence.



## Nelson Mandela Day

Star for Life staff spent 67 minutes of Mandela Day bringing food back to the community at Tin Town. This is a disadvantaged community next to the dumping site, with poor sanitation and a poor water supply. According to the assessment, this community is also at risk of communicable diseases such as TB since they live in small houses overcrowded with their family members. Food and dignity packages were distributed on this day. Hluhluwe Clinic and the Mobile Health unit staff provided health screening to 50 community members on the day.



## Healthy lifestyle walk

A Healthy Lifestyle Walk is an activity that seeks to promote exercise and better knowledge about the many positive effects of moving your body, if only by walking. The phrase "healthy lifestyle" is a simple definition of how to live your life to get the healthiest physical appearance and state of well-being. The number of people reached during these campaigns was about

300, half of whom were learners from Mduku High School, Makhasa High School, and Ekuseni Primary School in South Africa, and half were community members, including the stakeholders from the Departments of Health, Education, and Social Development. We also had participation from the Police, as well as from members from the Traditional Council of KwaMakhasa.





## Arts & Culture Programme

Learning through the arts enriches the classroom experience in several ways. Arts disciplines enable self-expression and creativity, as well as a sense of individual identity. We can express ourselves through art. We communicate by drawing on our own unique emotions, thoughts, and experiences through that expression. When you look at and study another artist's work, you are seeing the world through their eyes. When you create, you allow the rest of the world to view it through your eyes.

Coaches are being trained on how to offer classroom sessions and learner workshops utilising the arts (dance, music, theatre, and visual arts). This training is held every 12 months or as needed as part of our training and capacity-building of Coaches. In addition, teacher seminars help educators comprehend the creative arts as a subject in the classroom. There has been a lot of advancement in the field to help instructors as well as learners.



## Arts Festival

This is the event that brings together various stakeholders, and this year was unlike any other. Star for Life founded the Arts Festival in Umkhanyakude in 2007, in response to the schools' reactions after competing in the Cultural Schools competition. This programme was designed to encourage learners to demonstrate their abilities while also becoming one another's cheerleaders. The festival fosters a love of theatre, music, dance, visual arts, and all forms of performing arts, as well as a sense of self-esteem, pride, and achievement. The organisation received

live broadcasting of the event for the first time in its history. Furthermore, the event was covered by UkhoziFM, South Africa's largest radio station with an 8 million listener base. This event was so widely publicised that the name "Star for Life" was known and discussed even by a child on the street. Intuthuko Yamazulu Primary School with Ms. Bonisiwe Nkosi in action during the Art Festival got a lot of publicity. The event definitely raised the profile of Star for Life in the community.



## Wellness Programme

The programme provides two supporting roles. One is to care for the mental wellbeing of employees through regular debriefing sessions. Our Coaches and other staff are often expected to support and show empathy for vulnerable learners, which can become burdensome over time unless the Coaches themselves get the opportunity to debrief and get help with processing difficult emotions and experiences.

This mandate for the Wellness Programme has only become more important with our efforts to rejuvenate our internal organisational culture and make sure that all staff feels appreciated and supported.

The other supporting role for the programme is to provide qualified trauma counselling to learners who have fallen victim to, or have witnessed, serious abuse of some kind. When this occurs, the programme can assist with qualified Social Workers who are trained to provide such counselling. The staff meet with learners to assess their need for care. When one or two such conversations are not enough, the programme staff ensure that the learner is referred to even more qualified care by a psychologist through the regular health care system. During 2022, the Wellness Programme staff attended to 113 cases where they provided counselling to learners from some 10 programme schools in KwaZulu-Natal.

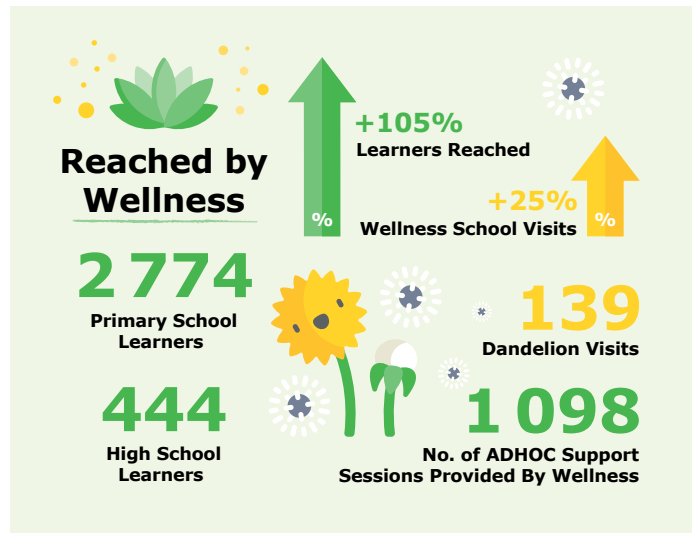


## Child Protection Campaigns

Child protection campaigns raise people’s knowledge of the necessity of protecting children among the general public, parents, guardians, and communities. They inform people about the various types of violence, abuse, and exploitation that children may encounter. These programs aid in identifying and resolving child protection issues by increasing awareness.

The Wellness Programme worked to align the campaigns with the Government’s vision and policies for child protection. Every year, South Africa observes National Child Protection Week to increase public

understanding of the rights of children as outlined in the Children’s Act of 2005. Children in South Africa are protected to the fullest extent by a constitution that upholds everyone’s equality and dignity. As stated in Article 28 of the South African Constitution, protecting children is not only a fundamental value but also a duty. Every child has the right to protection from abuse, neglect, maltreatment, and degrading treatment. “Let us protect children during COVID-19 and beyond” was the theme for 2022 when some 3,077 learners were reached by the campaigns.



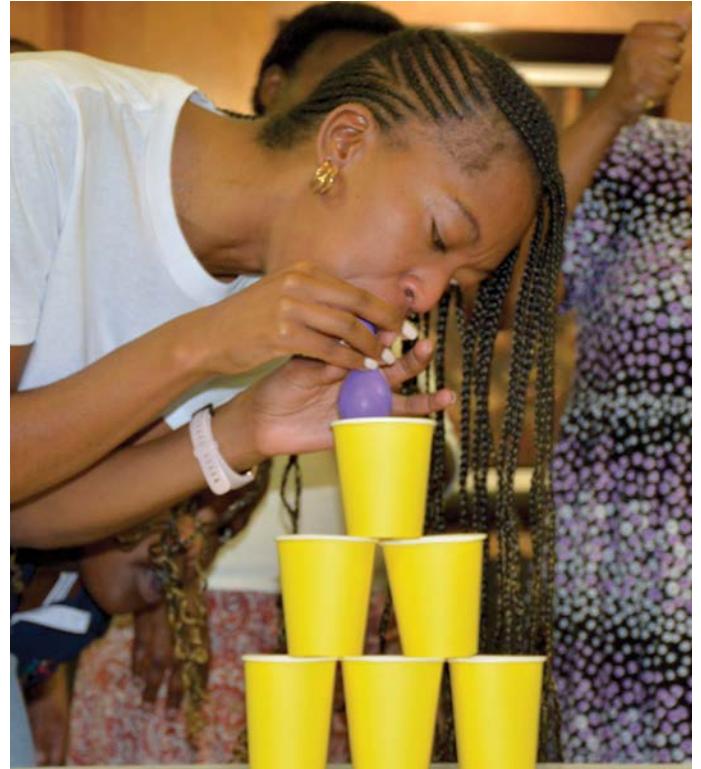
## Staff Debriefings

All of our staff members find that our individual debriefing is an essential process because it gives people a chance to think back on, process, and make sense of their experiences—especially those that may have been difficult, painful, or emotionally taxing.

Group debriefing sessions allow team members to come together, strengthen their relationships, and build trust through open and honest communication. Such sessions foster a sense of cohesion, collaboration, and mutual support among the team members. It is important to note that our staff debriefings are led

by a facilitator who has prior expertise in leading the debriefing process in a helpful and non-judgmental manner. The facilitator creates a safe space for staff to open up about their experiences while ensuring that the debriefing stays on topic, respectful, and fruitful.

Furthermore, group debriefing can provide an opportunity for people to learn from one another, obtain new perspectives, and recognize the good parts of the event. It can also aid in the clarification of any disinformation, rumours, or doubts that may have formed as a result of a difficult incident.



# Triple & Touch and Star for Life: A joint venture for life

In January 2005, Christin and Dan Olofsson invited the Swedish artists, Ken Wennerholm and Göran Rudbo of Triple & Touch to write some music for a brand-new organisation, Star for Life.

Ken and Göran immediately began work, fully aware of how music has a way of speaking directly to your heart and how easy it is to learn lyrics while singing a melody. Music expresses feelings, which gives the listener a greater emotional impact, and as a result, it is one of the best methods to use when learning long texts. Music used in an educational context inspires, informs, and assists in implementation.

A few weeks later, the song "AIDS Free-That's Me" was written as the very first song for Star for Life. The text represents one of the fundamental ideas behind Star for Life. The simple melody and repetitive text act as a mantra (a constant reminder) about the importance of protecting yourself against HIV and AIDS. It is a call that can make the difference between life and death.

Today, 18 years later, a huge number of songs have been used in the Star for Life Programme in both Southern Africa and Sweden, as well as appreciated in many places around the world. Numerous concerts have been produced in many countries, often where students have travelled a long way to share their culture and life experiences. Many have become friends for life, as attested in one of our songs (Friends for Life).

We have seen the struggle of the young people in Southern Africa first-hand. Imagine walking for up to two hours in order to get to school, then concentrating on schoolwork for the day, sometimes without food, then walking home hungry and still feeling motivated to do the exact same thing the next day. It almost seems like an impossible mission, which is one of the many reasons we really do admire the Star

for Life students. These students are, however, rich; they have their voices, their dance, and their culture. They have the greatest gifts in life, which they are incredibly happy to share with us and the world.

Life can be challenging for young people in Sweden too; it is all about practical differences. To live a good and happy life stands out as the most important foundation for every young person in order to believe in the future.

In Sweden, the people are also culture bearers, and, as in Africa, there is a diversity of cultures to be found. By bringing young people from Africa and Sweden together, we are building bridges of music, hope, and a belief in the future among the young people in Sweden, in Southern Africa, and in many parts of the world. Music makes magic

The year 2022 was marked by the aftermath of COVID-19. Despite this, the Star for Life music team was able to take part in a range of events, such as Executive Business Dinners for Star for Life stakeholders and Photo Exhibitions with Star for Life's special photographer, Torleif Svensson. Creating positive energy and getting people 'in the mood' is key at fundraising events.

Music also played a major role in my trip to Washington, DC, for the unveiling of a bust by artist Johan Falkman dedicated to Mr. James Baker. Mr. Baker was active during three American administrations, including as foreign minister. The bust was installed in The American Museum of Diplomacy. Music by Ken and Göran and the Washington Gospel Choir was much appreciated at the subsequent dinner. As with all Star for Life music events, the Swedish pianist Magnus Spångberg took part.

Ntombie Shobede from Star for Life joined in when the Music Department organised a company choir competition for Star for Life sponsors Sigma Industry EastWest, who were celebrating a successful year. The performance for Donsö during the world's largest shipowners fair in Gothenburg was a success. 2000 shipowners were entertained and really enjoyed the show starring Ntombie and Triple & Touch. Donsö took the chance to book us for the 2023 fair there and then.

The year continued with more executive dinners, which Ntombie also attended, plus three bigger concerts at the Ribbingsnäs Estate. On top of this, Star for Life was responsible for the final concert of the World Scout Jamboree in August. 11,000 scouts and the Swedish King and Queen all enjoyed the show. The King and Queen even took the time to meet with the Star Choir afterwards.

In September, a successful fundraising dinner for Star for Life was held at Fulltofta Slott. Important news -in November 2022, an upcoming musical was initiated. The musical focuses on the legacy of Nelson Mandela and is written by Swedish writers Jimmy Lagnefors and Fredrik Jerlov, alongside Star for Life's Ken and Goran.

Mr. Phakamani Nxumalo in Star for Life was appointed new leader for Star Choir and has started his new assignment with great enthusiasm. Huge thanks to former leader Thandiwe Mbobo. The musical element of Star for Life attracts new stakeholders and provides a lot of positive energy within our organisation and in so many contexts.

*Ken and Göran*



# Special Projects

## Dandelion Project

When the Jakobsson family from Sweden came to South Africa with 80 kg of clothing, their initial purpose was to give the clothing and food to several families. During their visits to the different homes, the Jakobsson family met a child-headed family of three boys, the oldest being 11 years old, the second being 9 years old, and the youngest being 6 years old.

Meeting this child-headed family touched their hearts, and they decided to take action, and the Dandelion Project was born. Dandelion is a plant that thrives under severe conditions. The name was chosen to convey that these youngsters can succeed no matter where they are in life. The idea of Dandelion children was born.

The project's goal is to address the nutritional needs of orphans and vulnerable children. This project supports the orphans and vulnerable children in Star for Life schools in the uMkhanyakude district. The project has the following activities:



### Monthly food parcel and home visits

To respond to the goal of the Dandelion Project, each of the 33 families under the project gets a full package of food parcels on a monthly basis. During

the monthly visits, the Dandelion Coach supports the children/learners as well as caregivers, with psychosocial support.



### Garden project and poultry farming

The aim of the gardening and poultry training is to fight dependency and create sustainability. Each family has a homestead garden as well as poultry farming. It is clear that the annual parental training serves to motivate and encourage caregivers to do better. The year 2022 was the first year of doing extra to motivate parents. During the parental training, parents were recognized in various categories, such as homestead gardening and poultry farming. The awards were intended to motivate parents to improve their garden and poultry projects.



## School Uniforms

47 learners received school outfits. Learners range in grade from sixth to twelfth. Pupils are from Bonga High, Siphosabadletshe High, Cwakeme High, Mduku

High, Makhasa High, and Ekuseni Primary. A total of 300 family members in 33 households are currently supported by the monthly food items.



## Registration Grant

Some dandelions received help with the registration cost, while a learner from Makhasa who is enrolled in civil engineering at University of Kwa-Zulu Natal and a learner from Cwakeme received help with a few days' worth of housing, transportation from

Hluhluwe to Durban and return, and groceries during the registration period. Dandelion provided financial assistance for books for the learner who is conducting internal auditing.

## Partner school Project

The Star for Life organisations in Sweden and Namibia are participating in a pilot project called partner school. Two schools have been selected from each country and partnered with each other. The alliance aims to collaborate on projects like learner exchanges, initiatives for cultural interchange, curriculum

development, teacher preparation, and the sharing of best practices. The collaboration between the schools entails a cooperative relationship where they work together to accomplish shared objectives, share resources, exchange expertise, and improve learners' educational experiences.

## Workshop for Partnership Schools

A delegation of the partner schools from Sweden, consisting of Coaches, a Principal, board members of Star for Life, and the country manager of Star for Life in Sweden, met with the Namibian partner schools' teachers and Coaches, as well as the country manager of Star for Life Namibia and the programmes manager for Namibia and South Africa. The team visited the two Namibian partnership schools in September 2022. The visit was aimed at seeing how Life-Skills classes are conducted and meeting the Principals of the two schools. The workshop took place during two days in September 2022. The workshop had the following objectives:

1. To learn the different methods of workshop/classroom sessions used in Sweden and Namibia
2. To discuss the purpose of the project
3. Obstacles and concerns faced by both schools
4. Effects of the project for future



## TESTIMONIALS

### Rachel Amomo

I am 31 years old, a civil engineer by profession who studied at the University of Science and Technology in Namibia. I did my BNG degree with them, and now I am pursuing my master's degree at the University of Pretoria.

I was born in the northern part of the country, in a village called Nakuai. I then moved to Windhoek at the age of eight to live with my paternal grandmother, who was a cleaner at the Katutura hospitals, one of the local hospitals in the country. That's how she funded my education. I started in primary school also in Katutura, called Namutoni Primary School, and then later moved to Jan Jonker Afrikaner High School in 2016–2017, which is where I met Star for Life and the amazing team and the huge impact they had on my life.

I was a good performer but was very shy. But with Star for Life, our coach was Miss Evelina; she was so full of life. I remember before every session we would dance and sing, and she would tell us, "Be whoever you want to be," and you know those words.

The fact that I was a Star for Life ambassador, I think, also boosted my morale as a kid coming from one of the poorest places in Windhoek. You know what? If I put my mind to it, I can attain my dreams and goals and be whoever I want to be. I think I have taken it with me wherever I go. I'm now involved in community service work, policy-making in engineering, and engineering bodies that contribute towards national growth, and I think Star for Life was that boost I needed at a very young age. Although I wish I had gotten it a bit earlier in primary school, I think I got it at the right time when I could make decisions about what I wanted to study and how I wanted to contribute to the growth of the nation.

Our coach Evelina used to say, "You make it possible; nobody else can make it; it's up to you. The decisions you make are what make your future possible, and you need to commit to working hard towards your goals and dreams". I decided to be an engineer to obtain that goal, and I went for my dreams. I used to wear my star that I got from Star for Life everywhere, even on school holidays in my home environment, because it was something that was of so much value to me, and you wouldn't want to take it off even when I shower because when you were done and looking in the mirror, you said, "Yes, I'm a star." I must live up to the fact that I'm a star! I hold Star for Life so dear to my heart; honestly, Star for Life is amazing.



### Hlengiwe Thabethe

My name is Hlengiwe Thabethe; I'm from South Africa and went to Siphosabadletshe High School in 2005, which is when Star for Life was introduced to our school.

I grew up in a less fortunate family. I joined Star for Life in 2005 and went abroad from 2006 until 2009. Going overseas helped me a lot to see places, and that inspired me to do something with my life. I started a salon business called Sdula New Image, and what I hope for is to be successful and for my business to grow.

Thank you to Star for Life because even now, to date, it still teaches me the kind of life I should be living; I must know what I want in life and achieve it, and what kind of life I should aspire to as a young woman. I'm very grateful for everything Star for Life taught me, I can see my life growing and my business prospering. My dream is to have a big salon one day, travel the world, and have a bright future.



## Nqubeko Thulani Mthembu

I am currently doing my 3rd year in Medicine (MBChB) at the Nelson R. Mandela School of Medicine, University of KwaZulu-Natal.

I grew up with my grandmother after my mother passed away in 2010, residing in Mfekaye, Mtubatuba; this is where I finished Grade 12 at Dllilanga High School.

I have always had a dream of one day becoming a pilot, and that was when I decided to push even harder in my academic work. Due to financial constraints, I then opted for Medicine.

I should say that I do not regret taking that decision, as I became exposed to the Health Department and the state our country is in. I have since been motivated to better the world and to make a difference in someone else's life, just like how Star for Life made a difference in mine.

Fortunately for me, I was selected to be a peer educator under Star for Life while I was in eighth grade, and that's where I found Star for Life. Annually, we would attend workshops where we were groomed to be peer educators, friends, team team-players, and leaders.

There would also be workshops held at school that involved the whole school. This is where we were groomed to become a Star for Life, where we GO FOR OUR DREAMS, DECIDED, ABSTAINED, AIDS-FREE WE ARE!!

These were very effective and left an everlasting character in me that I still apply today. That is where I acquired Basic leadership skills that even

today I still use, as I am currently a Third year Class representative in 2022.

I am forever grateful to Star for Life for having such a significant impact on my life and wish that they continue touching more lives because it is the smallest of things that we are appreciative of and groom us to be one day great and impactful people in society.



## Ontiretse Kgope

I was first introduced to Star for Life in Grade 8 at Ikusasaletu Secondary School by Coach Lindokuhle Vundla through the workshops, and later on I got chosen as a peer educator by my fellow peers. Being a peer educator taught me discipline and that no matter how many difficulties you face, dreams can be fulfilled as long as you work hard and have determination.

I remember when I first heard about the UWC scholarship from my then Coach, I was really taken by it and the opportunities it was going to open for me, a little girl from a not so good background. But I had doubts that out of all the candidates, I was going to be the chosen one, but through the motivation and courage building conversations I had with Coach, I took a leap of faith and applied for the UWCD scholarship. When I heard the news that I had been accepted, I was ecstatic, but all the procedures that had to be completed before I arrived in Armenia were super stressful. With the help of Star for Life, I was able to complete all the required documents and medical procedures. I wouldn't have done it without them!

They made sure that I had a comfortable preparation to leave South Africa, and when I got to Armenia, they still kept in touch to hear updates about my transition

and tried to make sure it was as smooth as possible. And I am forever grateful for that because, as much as it was hard, I knew I had a support system from Star for Life.

I would like to extend my gratitude to Star for Life and Mr. and Mrs. Olofsson. No amount of words would ever be able to describe how grateful I am for the opportunity awarded to me. May Star for Life continue to help children all around South Africa.





## Nosipho Mazibuko

Coming from the small town of Zonkizizwe in Katlehong, I went to a high school where I was told that students that go there have no future. I really did not see myself getting out of town, let alone out of the country. When I started high school, I was introduced to Star for Life by Coach Cebisile Mtungwa. Through the workshops we had, she told us that dreams can be fulfilled and that the power is within us to fulfil those dreams through hard work.

I found out about the UWC scholarship through my coach, and I was so excited, I went through the application process with her and submitted my application. Unfortunately, I did not make it. Coach Cebi encouraged me not to give up because I didn't make it, but to use it as an opportunity to learn where I went wrong and how to improve for future purposes. Applications opened and I applied again and this time I got in. I was so happy but there was a lot to be done before leaving for Armenia, from visa to the different medical procedures Star for Life was there and made sure we got everything we needed



done on time. Even after we went to Armenia, they checked up on us to see how we were settling in and how everything was going at school and socially.

Arriving in Armenia was interesting—having to adapt to a new environment, learning to live with different people from around the world, and getting to know them. Trying to keep up with academics, socialise, and get enough sleep at the same time. With all that, I learned to live with different people from different cultures and backgrounds, learning to respect one another and our different cultures.

I cannot emphasise enough how grateful I am to Star for Life for this opportunity because not only is it giving me financial support but also a profound sense of encouragement and belief in my abilities as a black child.

## Mbali Mhlongo

Through Star for Life's generous support and funding, I have been able to pursue my education and embark on an incredible journey of personal and academic growth. Now, I find myself on another remarkable journey in the United States, pursuing a double major in Business with a concentration in entrepreneurship and Psychology at Earlham College in Indiana. This decision was driven by my passion for impacting positive change in individuals' lives, which extends to the broader community as well.

During my free time, I am gaining valuable experience through employment while also actively participating in various organisations. I am honoured to be a member of the Black Student Union organisation, where I contribute to fostering a sense of unity and empowerment among black students. Additionally, I serve on the Committee for Black Student Engagement, working towards creating inclusive spaces and advocating for the needs of black students. Furthermore, I am proud to be a member of Dance Alloy, where I can express my creativity and passion through dance. Although balancing my studies, work commitments, and extracurricular activities can be challenging, it is undeniably worthwhile.

None of this would have been possible without the unwavering support and belief in my potential that the Star for Life organisation has shown. The

opportunities you have provided have not only shaped my education but have also nurtured my personal growth, resilience, and determination. You have given me the tools to navigate the challenges I encounter and the confidence to pursue my dreams fearlessly.



## Banele Gumede

"It always seems impossible until it is done." This quote, which I never thought would become my reality, resonates deeply with me. After completing the International Baccalaureate diploma at United World College Dilijan, my next destination was Luther College in the US, where I embarked on my journey towards a pre-medicine education. This was an event that I had never imagined would come to pass.

Having already gained a wealth of experience in Dilijan, I anticipated that my time in the US would be manageable. Luther College welcomed me with open arms, and I was particularly thrilled to become part of an African community that embraced me as a brother. While excitement filled my heart, the proximity of my future loomed large, its outcome largely determined by the courses I chose: Neuroscience and Data Science, taking me one step closer to realising my dream of becoming a neurosurgeon. The first semester presented me with a health scare. Nonetheless, with the support and internal motivation that propelled me forward, I persevered.

Throughout the year, I was fortunate enough to immerse myself in American culture, from celebrating Thanksgiving to experiencing the excitement of Halloween. These encounters allowed me to network and form meaningful relationships with individuals who have had a profound impact on my life. Being exposed to such an environment heightened my motivation, empowering me to make decisions that would shape my future. As I nurtured new aspirations and set my sights on working in neuroscience research at the Mayo Clinic, I couldn't help but reflect on my journey thus far. I owe a great debt of gratitude to the Star for Life workshops at Dllilanga High School and the global support from Star for Life, as they laid the foundation of motivation that has propelled me to where I stand today. From pursuing my dreams to embracing my South African heritage, I take immense pride in being a product of my country. I consider it my greatest pleasure to be a living testament that a "black child can achieve greatness."

While the future may sometimes appear daunting, I approach it with excitement and anticipation, knowing that with hard work and unwavering motivation, anything is possible. I eagerly await what lies ahead, confident in my ability to seize every opportunity that comes my way.



# THE STAR FOR LIFE TEAM

The success of Star for Life can be attributed to its dedicated staff, who work tirelessly to deliver impactful programs and services. Their passion, commitment, and belief in the potential of every young person they reach drive the organisation forward and ensure the sustainability of its efforts.



**Aina Lita**  
Human Resource Officer



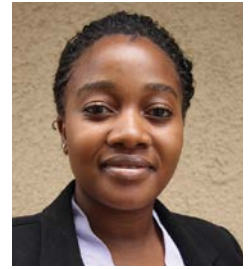
**Alphonsina S Kaveto**  
Assistant Coach



**Andisiwe Mdingi**  
Assistant  
Communications Officer



**Anelisiwe Rozani**  
Primary School Coach



**Anneli Kashenye**  
Life Skills Coach



**Anovuyo Nqweniso**  
Life Skills Coach



**Cebisile Mntungwa**  
Life Skills Coach



**Christine Joao**  
Programme  
Development Manager



**Desmond Kakupa**  
School Health  
Coordinator



**Diana Kautwima**  
Assistant Coach



**Eben Rooinasie**  
Health Assistant



**Elise Hangula**  
Life Skills Coach



**Elsche Kalola**  
Life Skills Coach



**Ethel Kayanga**  
Life Skills Coach



**Evelyne Justin Libaula**  
Life Skills Coach



**Foreversun Haduwah**  
Life Skills Coach



**Hawina Elise**  
Assistant Coach



**Helena Antindi**  
Life Skills Coach



**Helena Johannes**  
Assistant Coach



**Hilda Ndevelo**  
Human Resource Officer



**Hilya Shivute**  
Health Assistant



**Israel Tshitenda**  
Finance Officer



**Ivonne Mbereshu**  
Senior Life Skills Coach



**Jolanda Kapikara**  
Life Skills Coach



**Kalina Karel**  
Assistant Coach



**Kalista Mumbala**  
Life Skills Coach



**Katharina Philipus**  
Life Skills Coach



**Kebitsamang Baatjies**  
Life Skills Coach



**Klaudia Ndinondjene**  
Health Assistant



**Lenna Shange**  
Life Skills Coach



**Lindokuhle Vundla**  
Life Skills Coach



**Londiwe Nyawo**  
Project Development  
Officer



**Luboni Manze**  
Life Skills Coach



**Lungelo Khumalo**  
Wellness Intern



**Luthando Khuzwayo**  
Communications Officer



**Madika Pheleu**  
Life Skills Coach



**Maria Nkotongo**  
Assistant Coach



**Maria Undjondjo**  
Assistant Coach



**Mduduzi Mthethwa**  
Procurement Officer



**Nandipha Langa**  
Life Skills Coach



**Natalia T. Mulongeni**  
Assistant Coach



**Ndafenongo Delila**  
Life Skills Coach



**Ndilimeke Waimine**  
Life Skills Coach



**Nhlanhla Shongwe**  
Assistant (Monitoring  
and evaluation)



**Nikweziwe Myeni**  
General Assistant



**Nisanda Nomaqhiza**  
Life Skills Coach



**Njabulo Nhleko**  
Finance Manager



**Njabulo Ngema**  
Communications Intern



**Nkanyiso Gumede**  
Enrolled Nurse



**Nokubongwa Mbokazi**  
Social Worker



**Nokwazi Maphisa**  
Life Skills Coach



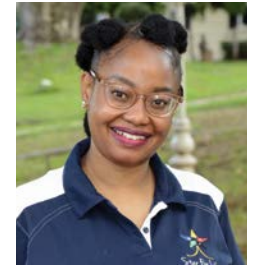
**Nokwazi Mdletshe**  
Life Skills Coach



**Noma Gumede**  
Human Resource &  
Office Administrator  
intern



**Nokwethemba  
Mntambo**  
Dandelion Coach



**Noluthando Khoza**  
Life Skills Coach



**Noluthando Nondabulo**  
Manager  
(Wellness Department)



**Nomagugu Dladla**  
Life Skills Coach



**Nomathemba Mthethwa**  
Finance and  
Administration Clerk



**Nondumiso Shongwe**  
Life Skills Coach



**Nonhlanhla Gumbi**  
General Assistant



**Nothando Mkhize**  
Life Skills Coach



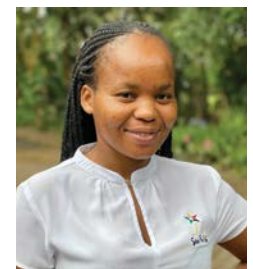
**Nozipho Mahaye**  
Area Manager



**Ntethelelo Khumalo**  
Finance and Admin Clerk



**Ntombizethu Mhlongo**  
Monitoring and  
Evaluation Manager



**Nqobile Mdialose**  
Life Skills Coach



**Nqobile Sithole**  
Life Skills Coach



**Patience N Liyeke**  
Life Skills Coach



**Paulina Neliwa**  
Senior Life Coach



**Paulina Maikhudumu**  
Finance Clerk



**Penehafo Nekongo**  
Assistant Coach



**Phakamani Nxumalo**  
IT Technician



**Philani Thabette**  
Primary Schools Coach



**Precious Dlamini**  
Operations Manager



**Prince Ntsibande**  
Arts Facilitator



**Priskila Nahenu**  
Assistant Coach



**Rauna Absalom**  
Assistant Coach



**Rosalia Himarwa**  
Assistant Coach



**Ruusa Nanyeni**  
Assistant Coach



**Sandra K Kahengutji**  
Assistant Coach



**Sebenzile Temebe**  
Health Counselor



**Selma Nuule**  
Life Skills Coach



**Sercy N Mashina**  
Life Skills Coach



**Sharon Mbambo**  
Human Resource  
Manager



**Sifiso Mathenjwa**  
Area Manager



**Silindokuhle Mzimela**  
Primary Schools Coach



**Simphiwe Jiyane**  
Life Skills Coach



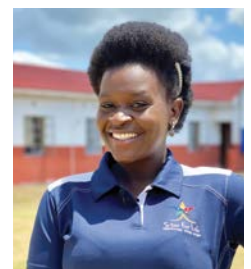
**Simphiweyinkosi Xulu**  
Life Skills Coach



**Sindi Dladla**  
Monitoring and  
Evaluation Officer



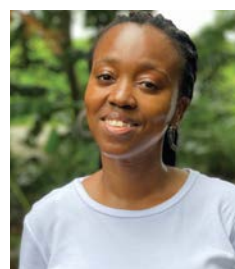
**Sindi Selepe**  
Life Skills Coach



**Sinenhlanhla Mabika**  
Life Skills Coach



**Sipiwe Buthelezi**  
Admin Officer



**Sithembile Phiri**  
Life Skills Coach



**Sithokozile Ngubane**  
Life Skills Coach



**Siyabonga Manqele**  
Life Skills Coach



**Slim Nassib**  
Area Manager and  
Life Skills Coach



**Skhumbuzo Mnguni**  
Primary School Coach



**Slindile Mncube**  
Professional Nurse



**Sphesihle Nzuza**  
Life Skills Coach



**Susan Linosi**  
Country Manager



**Susan Mawire**  
Professional Nurse



**Suwama Mwahi**  
Assistant Coach



**Thabile Buthelezi**  
Life Skills Coach



**Thabisile Mbokazi**  
Finance Officer



**Thandeka Mabaso**  
Executive Director



**Thandeka Mhlomonyane**  
Life Skills Coach



**Thandie Mkhwanazi**  
Development Coach



**Thandiwe Mazibuko**  
Arts Manager



**Thobeka Mtshali**  
Life Skills Coach



**Thobeka Nzimande**  
Primary Schools Coach



**Thokozani Mpanza**  
Life Skills Coach



**Tuuliki Amunyela**  
Life Skills Coach



**Victoria Matheus**  
Office Administrator



**Vitalina Shafokutya** - Life Skills Coach



**Xolani Maqwele**  
Health Counselor



**Zamile Gwala**  
Life Skills Coach



**Zethu Ndlovu**  
Life Skills Coach

# Star for Life working as a sub-grantee

## The Dreams Project

The DREAMS project is a United States Agency for International Development (USAID) initiative. DREAMS is an acronym that stands for Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe. It was established in 2014 as a collaboration between USAID, the President's Emergency Plan for AIDS Relief (PEPFAR), the Bill & Melinda Gates Foundation, and others.

The DREAMS initiative aims to minimise new HIV infections among adolescent girls and young women in Sub-Saharan Africa, where they are disproportionately affected by the HIV/AIDS epidemic. DREAMS takes a multi-sectoral approach to addressing the underlying causes that contribute to these girls' and young women's vulnerability.

Under the same umbrella as USAID/PEPFAR Star for Life, Namibia also implemented Adolescents and Children, HIV Incidence-reduction, Empowerment, and Virus Elimination—ACHIEVE—USAID's flagship initiative to address the needs of children, young people, and breast-feeding women affected by HIV. This includes supporting local organisations in serving these populations and ultimately building their capability to receive direct U.S. government funding for programmes at scale. The project leverages the full strength of its consortia and related private and public sector stakeholders to help countries attain and sustain HIV epidemic control. Led by Pact, core consortium partners include Jhpiego, Palladium, No Means No Worldwide, and WI-HER.

Both the DREAMS and DREAMS ACHIEVE projects focus on five key areas, dubbed the "DREAMS pillars":

1. Education: Providing educational help and scholarships to females in order to keep them in school and boost their chances of a better future
2. HIV prevention: HIV preventive techniques such as abstinence, condom use, and elective medical male circumcision are promoted. It also includes encouraging high-risk groups to use pre-exposure prophylaxis (PrEP).
3. Economic empowerment entails providing economic opportunities and training in livelihood skills to girls in order to increase their economic independence and lessen their exposure to HIV.
4. Health services: Expanding access to and utilisation of comprehensive health services, such as sexual and reproductive health services, HIV testing and counselling, and treatment for HIV-positive people.
5. Violence prevention: Addressing gender-based violence through preventative programmes and services, including sexual violence and intimate partner violence

The DREAMS project aims to empower girls and young women to make informed decisions about their health and well-being, enhance their social and economic assets, and provide them with the necessary support to stay in school and avoid risky behaviours. By addressing the underlying causes of vulnerability, the project seeks to reduce HIV infections and improve the overall health and well-being of adolescent girls and young women in sub-Saharan Africa.

## Learner's workshops

All learners' workshops under the theme "DREAMS CAN BE FULFILLED" were carried out in November 2022 for grades 8-11 as learners were about to start with their examinations. In this workshop, learners were given the opportunity to reflect on their dreams and set targets for themselves that they would like to achieve at the end of the year. Learners were also motivated to remain committed to their schoolwork and always aim high. These workshops were done in 73 schools in Kavango East and Oshana regions, reaching 10,482 learners.

Another learners workshop under the theme "The POWER IS WITHIN ME" was also conducted in schools to remind the learners that they should not allow emotion to drive them and distract them from what is most important, which is to achieve their dreams. The workshop also motivated the learners to be empowered to go for their dreams, as there's no limit to them and the power is always within them to make informed decisions in order to achieve their Dreams. A total of 9,689 learners were reached in both regions.





## Classroom Sessions and Consultations

Coaches ran HIV prevention sessions during 2022, and about 6,801 Adolescents' Girls and Young Women received those sessions. Classroom sessions were given to the learners in grades 4-5 using the Window of Hope manual.

During classroom sessions, girls were more vocal than the boys, this is due to the fact that girls are being motivated daily in a safe space that boys don't have. Out of all these classroom sessions, my future is my choice Session 1, My rights and responsibilities in relationships," spiked a lot of interest among learners in grade 11.

While the lower grades, from grades 4-7 found topics, which include singing, dancing, and demonstrating, more exciting (topic: good touches and bad touches), they also enjoyed role play, especially the one on how the virus attacks the human body. The learners in grades 10-12 really enjoyed the debate on Condom use. During classroom sessions for grades 8-10 certain topics were based on cultural norms, such as sexual harassment, relationships, dating, and teenage

pregnancy, because those are some of the factors that are contributing to learners dropping out of school, especially the girls.



## Gender Based Violence Counseling

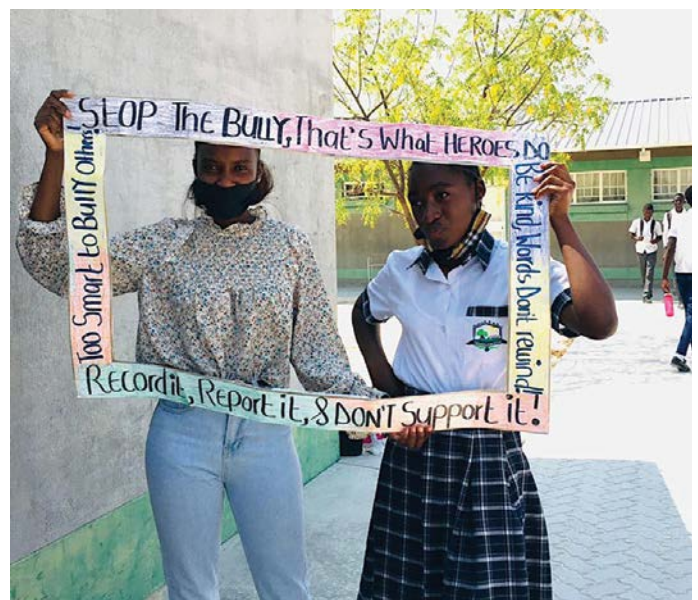
Coaches also continued to give LIVES and support Adolescents' Girls and Young Women in and out of school who were going through either emotional, physical, or sexual abuse. About 512 Adolescents' Girls and Young Women were identified during PP-PREV and screening, and the Coaches continue to support and attend to the Adolescents' Girls and

Young Women as needed. So Star for Life continues to collaborate with the partners to make sure that all the Adolescents' Girls and Young Women going through any type of Gender Based Violence are served, and that's why Coaches have managed to refer some Adolescents' Girls and Young Women to the Child Protection Officer's support.

## Campaigns

There has been an increase in bullying, gang groups, alcohol abuse, and transactional sex in some of the schools in Kavango East. Coaches, together with DREAMS nurses and male champions, had silent campaigns during exams under the theme "MOST OF THE THINGS THAT ENDANGER OUR HEALTH ARE CHEAP BUT MEDICAL BILLS ARE EXPENSIVE, YOUR HEALTH YOUR WORTH." Learners were encouraged

to say NO! to bullying and teenage pregnancy. Some learners who were going through child abuse were able to approach the Coaches for counseling, of which some were referred to the social worker. This also gave some learners a chance to be initiated on PrEP to make sure that they stay protected. A total of 67 campaigns were done in Kavango East and Oshana, eaching 6,391 learners.



## Boys and Girls Talk

Coaches, together with male champions, Community Care Workers, and Child Protection Officers in Kavango East Region, gave Boys/Girls talks on the importance of education, strategies on how one can study, how to deal with examination stress, Peer-pressure, issues

of low self-esteem and what happens when one has low self-esteem. Talks on Gender Based Violence were also had, as learners were taken through the types of Gender Based Violence and what one should do if they experience any type of Gender Based Violence.

## Principal's forum

The forum's objectives were: To report DREAMS activities in both regions for both in and out of schools; to share best practices amongst schools; to explore what is working and what is not; to look at possible collaboration with all stakeholders; and to have joint planned activities to address issues in schools and communities and Challenges in communities. The forum was a success, as about 70 principals from

Kavango East attended, while a total of 18 principals from Oshana attended. During the principal's forum, DREAMS was given a chance to further explain some of the accomplishments reached so far since the project started. This included information on indicators such as: PP-PREV, PrEP NEW, GEND-GBV, OVC-SERV, AGYW-PREV.



## Life Skills teacher Training

Life skills teachers' training on Comprehensive Sexuality Education was done, and 98 Life Skills Teachers were trained. The aim of the Comprehensive Sexuality Education is to enable and capacitate

teachers working with young people to protect and advocate for their health, well-being and dignity by providing them with the necessary toolkits of knowledge.

## Community Care Worker Mentorship

Coaches supported Community Care Workers with screening after PP-PREV was done; they also mentored Community Care Workers on fun activities to use in a safe space to make sure that the Adolescent Girls and Young Women were engaged. Coaches also mentored Community Care Workers on screeners and how to

identify Gender Based Violence during screening in their safe spaces. Community Care Workers were also shown how to introduce and sell DREAMS in a fun and creative way and the services that DREAMS ACHIEVE provide to the Adolescents' Girls and Young Women.

## Testimonial

### Christine Nkomba

I am 17 years old and from Shinyungwe village in the Kavango East region. I am a single mother of two beautiful baby girls who live with both my parents and siblings. I am currently in grade 11 at Shinyungwe SS in the year 2023.

I fell pregnant at a very young age and was heavily pregnant with my second baby at the age of 15 in 2021. I was out of school by then. One day, as I was visiting the clinic for my ANC follow up I came across a Life Skills Coach from Star for Life and a Community Care Worker who were busy with young girls just like me. I happened to be screened just like the rest of the girls, and I was then informed that I was eligible for a safe space. A week passed, and while attending Safe Space, we were in a group of 18. Despite being heavily pregnant, I never missed a session and enjoyed every session.

As time went by, I realised how corrupt my thinking was and what I thought was best. I came to realise it was worse than I thought, as I was living in a village where marriage was encouraged more than education. This became compulsory so that if a girl happens to fall pregnant or just has a boyfriend, she is then forced to settle down with the boy/ man. The same thing happened to me, as I was forced to settle down with the father of my kids, who was 17 years old at the time and had no job.

Through DREAMS staff, I learned to make decisions, to know my needs and wants, to learn about family planning, which was denied to me by my parents when I was young, to learn about PrEP, to value myself, to stand up for myself and my two daughters, and to speak and be heard. As of today, I am a proud grade 11 learner whose parents have learned to listen, understand, and support me where necessary.

The DREAMS project has brought significant changes to our community, especially among young people.

Girls are empowered, and those who were cohabiting have freed themselves, and some are even back in school to pursue their careers. I am grateful for the DREAMS project and the wonderful Star for Life Coach who have helped me achieve my dreams.



# EDU-Circle Project

Launched in April 2011, the “Social Accountability and School Governance” Programme aims at increasing the understanding of school communities and other stakeholders in the education sector of their roles and responsibilities in the management and monitoring of the education system, especially at the school level. The pilot programme was implemented in the Hardap and Omaheke Regions by the Ministry of Education, Arts, and Culture (MoEAC) from 2011 to 2016, with technical and financial support from UNICEF and funding from the European Union.

As part of the Social Accountability and School Governance Programme, learners are encouraged to play an active role in the governance of their school through participation in learner groups called ‘Edu-circles’. Unlike Learner Representative Councils (Learner Representative Councils), the Edu-circle members are elected solely by the learners. The Edu-circles are, however, expected to work closely with the Learner Representative Councils as well as with the school management team and the School board.

The role of the Edu-circles is to identify challenges at the school and in the surrounding communities and to provide solutions at the school level through increased learner participation in the decision-making process. Rather than the traditional top-down approach to decision making, the Edu-circles are designed to promote learner engagement with the school management as well as encourage learners to take increased responsibility for their education.

The Edu Circle Coordinator, with the aid of the Social Accountability and School Governance focal person in each region, conducted the following training and briefings. The trainings were held in the following order in each region in 2022:

- The first training was done with the Regional Education Directorates in Hardap, Omaheke, and Khomas regions.
- Followed by the Principals and stakeholder’s briefings, and
- Finally, the Club Members trainings



# FINANCIAL OVERVIEW FOR 2022

## SOUTH AFRICA

The Annual Financial Statements for the year ended 31 December 2022 were audited by PricewaterhouseCoopers Inc. and an unqualified audit opinion was issued on the 19 June 2023. The following represents a summary of the key financial data as extracted from the audited Financial Statements:

### Salient Features

Cash and cash equivalents	- decreased by 18.66%
Total assets	- decreased by 3.86%
Total liabilities	- decreased by 5.08%
Income	- increased by 22.88%
Expenses	- decreased by 22.05%

An extract of the South African Financial Statements has been presented on page 63.

## NAMIBIA

The Annual Financial Statements for the year ended 31 December 2022 were audited by Ernst & Young and an unqualified audit opinion was issued on 30 June 2023. The following represents a summary of the key financial data as extracted from the audited Financial Statements:

### Salient Features

Cash and cash equivalents	- decreased by 32.66%
Total assets	- decreased by 28.67%
Total liabilities	- decreased by 47.72%
Income	- decreased by 8.66%
Expenses	- increased by 4.05%

An extract of the Namibian Financial Statements has been presented on page 64.





## ***Independent auditor's report on the summary financial statements***

To the Members of Star For Life - AIDS Free That's Me NPC

### **Opinion**

The summary financial statements of Star For Life - AIDS Free That's Me NPC, set out on page 63, which comprise the summary statement of financial position as at 31 December 2022 and the summary statement of comprehensive income for the year then ended, are derived from the audited financial statements of Star For Life - AIDS Free That's Me NPC for the year ended 31 December 2022.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial statements, in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Companies Act of South Africa as applicable to summary financial statements.

### **Summary Financial Statements**

The summary financial statements do not contain all the disclosures required by International Financial Reporting Standards and the requirements of the Companies Act of South Africa as applicable to annual financial statements. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon.

### **The Audited Financial Statements and Our Report Thereon**

We expressed an unmodified audit opinion on the audited financial statements in our report dated 19 June 2023.

### **Director's Responsibility for the Summary Financial Statements**

The directors are responsible for the preparation of the summary financial statements in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Companies Act of South Africa as applicable to summary financial statements.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), *Engagements to Report on Summary Financial Statements*.

*PricewaterhouseCoopers Inc*

pricewaterhousecoopers inc.  
 Director: BS Carshagen  
 Registered Auditor  
 Pietermaritzburg, South Africa  
 24-08-2023 | 13:58 SAST

*PricewaterhouseCoopers Inc., Block C, 21 Cascades Crescent, Cascades, Pietermaritzburg, 3201  
 P O Box 13884, Cascades, 3202  
 T: +27 (0) 33 343 8600, F: +27 (0) 33 343 8700, www.pwc.co.za*

Chief Executive Officer: L S Machaba  
 The Company's principal place of business is at 4 Lisbon Lane, Waterfall City, Jukskei View, where a list of directors' names is available for inspection.  
 Reg. no. 1998/012055/21, VAT reg.no. 4950174682.

## South Africa Financial Overview for 2022

Statement of financial position as at 31 December 2022

	<b>2022</b>	<b>2021</b>
	R	R
<b>ASSETS</b>		
<b>Non-current assets</b>		
Property, plant and equipment	679 010	933 660
<b>Total Non-current assets</b>	<u>679 010</u>	<u>933 660</u>
<b>Current assets</b>		
Trade and other receivables	4 124 372	8 591
Cash and cash equivalents	21427 059	26 341 625
<b>Total current assets</b>	<u>25 551 431</u>	<u>26 350 216</u>
<b>Total assets</b>	<u>26 230 441</u>	<u>27 283 876</u>
<b>Equity and liabilities</b>		
Accumulated surplus	<u>5 066 693</u>	<u>4 986 565</u>
<b>Non-current liabilities</b>		
Long-term borrowings	124 114	105 234
<b>Total non-current liabilities</b>	<u>124 114</u>	<u>105 234</u>
<b>Current liabilities</b>		
Trade and other payables	20 934 634	22 192 077
Current portion of borrowings	105 000	-
<b>Total current liabilities</b>	<u>21 039 634</u>	<u>22 192 077</u>
<b>Total equity and liabilities</b>	<u>26 230 441</u>	<u>27 283 876</u>

Statement of comprehensive income for the year ended 31 December 2022

	<b>2022</b>	<b>2021</b>
	R	R
<b>Revenue</b>	31 838 490	25 811 346
Operating expenses	(32 697 449)	(26 789 698)
<b>Operating deficit</b>	<u>(868 959)</u>	<u>(978 352)</u>
Other income	54 070	-
Finance income	885 017	862 861
<b>Surplus/(deficit) for the year</b>	<u>80 128</u>	<u>(115 491)</u>

## Namibia Financial Overview for 2022

Statement of financial position as at 31 December 2022

	<b>2022</b>	<b>2021</b>
	N\$	N\$
<b>ASSETS</b>		
<b>Non-current assets</b>		
Property, plant and equipment	781 523	819 944
<b>Total Non-current assets</b>	<u>781 523</u>	<u>819 944</u>
<b>Current assets</b>		
Trade and other receivables	1 517 397	2 216 133
Cash and cash equivalents	2 244 422	3 333 138
<b>Total current assets</b>	<u>3 761 919</u>	<u>5 549 271</u>
<b>Total assets</b>	<u>4 534 442</u>	<u>6 369 215</u>
<b>EQUITY AND LIABILITIES</b>		
<b>Capital and reserves</b>		
Accumulated funds	<u>3 197 545</u>	<u>3 794 992</u>
<b>Current liabilities</b>		
Trade and other payables	1 345 865	2 574 223
Bank overdraft	32	-
<b>Total current liabilities</b>	<u>1 345 897</u>	<u>2 574 223</u>
<b>Total equity and liabilities</b>	<u>4 543 442</u>	<u>6 369 215</u>

Statement of comprehensive income for the year ended 31 December 2022

	<b>2022</b>	<b>2021</b>
	N\$	N\$
<b>Revenue</b>	12 562 207	13 752 685
Operating expenses	(13 165 027)	(12 652 982)
<b>Operating (deficit)/surplus</b>	(602 820)	1 099 703
Other income	5 373	-
Finance income	-	8 060
<b>(Deficit)/surplus for the year</b>	<u>(597 447)</u>	<u>1 107 763</u>



# Star for Life International

The experience of Star for Life in South Africa and Namibia has inspired the foundation of Star for Life organisations in other countries. In South Africa, Namibia, Sweden, Tanzania, Israel and Ukraine, Star for Life is running programmes to empower learners. In Sweden, Germany and Norway, the organisations are raising funds for our programmes in the other the countries. Sweden has two organisations. The Star for Life Foundation raises funds and provides overall strategic leadership, and Motivationslyftet by Star for Life is running a school programme. Star

for Life International is a collaboration between all these different organisations to ensure we learn from each other and coordinate our efforts in all areas of our work, including communication, programme development, monitoring and evaluation, internal governance, and fundraising.

The different Star for Life organisations are independent, but collaborate for our common goal, youth empowerment, under the leadership of the Star for Life Secretary General.



## Motivationslyftet by Star for Life, Sweden

The organisation was established in 2012 to develop a Star for Life programme for Swedish schools. We launched a pilot project in 2013 and began scaling up our programme implementation in 2014. In 2022, we are working in 65 schools in different regions in Sweden.

We have developed a unique programme for social and emotional learning that we call 'Motivationslyftet', which translates to Motivational Boost. The programme was at first inspired by the Star for Life programme in South Africa and Namibia, but as content and implementation strategy had to be adapted to the Swedish schools, the programme today looks quite different from the one that our African colleagues use.

The programme is being implemented by regular teaching staff at each school, teachers who receive substantial training and continuous support from Star for Life. A comprehensive teacher's manual, and a learner's workbook, structure the content into weekly or fortnightly sessions that present themes for learners to reflect on, individually and together with the class. The material is grouped into five modules that are delivered over a three-year cycle.

Motivationslyftet's aim is to train young people's ability to reach their full potential in a sustainable manner while improving their mental wellbeing. In other words, while we have the same general purpose as other Star for Life programmes, that

is, to empower youth with essential life skills, the main health-related outcome that the programme is designed to address is mental wellbeing. In the last few years, we have found that our focus and our way of working has become increasingly relevant also for the programmes in other countries.

One result of our discussions within Star for Life International is that the programme Motivationslyftet has become a model for programme development in the two countries that were added to the Star for life 'family' most recently – Israel and Ukraine. And during 2023 we hope to see that our programme can also strengthen the Star for Life programmes in Africa. Just as Motivationslyftet at first was inspired by the work done in South Africa and Namibia, so we hope to contribute to making the African programmes ever more effective.

Our impact is noted beyond the schools we work in as we increasingly are focusing on advocacy to have the subject social and emotional learning included in the regular school curriculum. Motivationslyftet by Star for Life has a strong voice in national debates on school reform. Together with Skandia, a leading Swedish insurance company and our most important sponsor, we have created a network called "The School's Future" as a collaboration between key actors who are driving school development in Sweden.



## Highlights:

- We launched the network 'The School's Future', in an attempt to strengthen the dialogue between schools, the labour market, and universities. Together with politicians, companies, researchers, and other NGOs, we will create a platform for discussing school reforms based on research and the requirements of the future.
- We have become part of an international project called 'The Happiness Project'. During 2023, we are going to implement a programme for social and emotional learning in after school activities in four elementary schools in Sweden.
- The version of our programme that is adapted to sport clubs attract more and more interest. Our pilot project with the soccer club Trelleborg FF has been very successful, and will be scaled up. In the fall of 2022, we initiated collaboration with the sports club IFK Gothenburg.
- We held our first meeting with Motivationslyftet's youth council. This is an important step in our ambition to link our work to the Convention on the Rights of the Child.
- The partner school project with Star for Life Namibia was launched with a joint conference in Namibia in September. The four project schools met for three days to discuss common challenges and opportunities for cooperation to find solutions. The project will continue in 2023.



## Star for Life Jerusalem Foundation, Israel

The Star for Life Jerusalem Foundation was established in 2022 to develop programmes for youth empowerment. After discussions with the local Arab community and many stakeholders in the city, it was decided to create three programmes that would complement each other in creating new opportunities for empowerment of the inhabitants of East Jerusalem: a school programme for social and emotional

learning, a programme for linking applicants to job opportunities, and a programme that fosters talent in the IT-sector.

It was decided that, as an initial step, all activities would be focused to benefit the youth in East Jerusalem, an area that, for historical and political reasons, have been underserved for several decades.

### Star for Life Education

The mission for the education programme is to empower young people to realise their dreams and unlock their potential. We achieve this through the two core components in partnership with the Municipal Department of Education: a programme for social and emotional learning that is Star for Life's unique contribution, and the Holistic School reform that is the responsibility of the municipality.

Our programme has been developed using Motivationslyftet as a starting point, both in terms of content and implementation strategy. A local team of teachers and education psychologists have adjusted, expanded, and translated the programme into Arabic to fit the context of East Jerusalem. The positive experience of working with the Swedish colleagues to this end is proof of concept for our collaborations within Star for Life International.

As in Sweden, the Star for Life programme is delivered by regular teaching staff that has been trained by, and that receives continuous support from, a Star for Life Coach at each school. Programme components are being delivered in the classroom, as well as in the school yard in the afternoons, and also through out-of-school trips that help broaden learners' perspectives and offer unique experiences. In September 2022, 831 students from four schools

entered the pilot phase. The programme will be scaled-up incrementally as support and demand grow among stakeholders and additional funding becomes available.



### JobHub

Our JobHub programme consists of four components with the joint purpose to create more and better-paid jobs for the inhabitants of East Jerusalem. Our plan is to enable 3 000 jobs in different industries over a period of five years.

Under the Connect component, we match unemployed youth to jobs in the private sector. The Growth component provides free business development services for small companies in East Jerusalem with the main goal of helping them thrive and expand. In addition, we inspire companies to commence their operations by marketing East Jerusalem as a good place for growing businesses.

The main purpose of the Job Ready component is to create different kinds of short courses and workshops to better prepare candidates for the job market. MAXA Jerusalem, finally, is an event that promotes growth by connecting those who are interested in jobs with those who are looking to employ them.



## Sigma Labs

Our Sigma Labs programme is working with national and international Hi-Tech companies to provide direct employment opportunities for talented youth in East Jerusalem. On the supply side, Sigma Labs is sourcing and training talents from East Jerusalem on market-needed technical and soft skills to create a strong pipeline of employable talents. On the demand side, Sigma Labs is working with companies and other organisations to build a consortium of partners who

support our goals and share the same interests.

To achieve these goals, backed by the network of the International Sigma Group Companies, and armed by the experience and professional implementation of our local experts, Sigma Labs has created three main tracks: Sigma Labs Jobs, Sigma Labs Education, and Sigma Labs Companies & Innovation.



## Star for Life, Ukraine

We started discussing the design and scope of a Star for Life organisation in Ukraine with our Swedish colleagues some years ago. Our thinking then was to work along two tracks. One was to provide psychosocial support to children who had been traumatised by the conflict in the South-East of our country since 2014, and a programme for social and emotional learning in areas that were not directly afflicted by conflict. The programme Motivationslyftet was a natural reference point to us.

The other track was to provide training in computer programming, and IT more generally, in the schools across the country. Obviously, our plans changed with the outbreak of the full-scale war in 2022. One day

we will assist with the rebuilding of a free Ukraine through a programme which helps learners process the trauma of the war, but until that day we are focusing on the second track activities.

In the work we do today, our mission is to provide children and youth with access to quality education and the tools to succeed in the digital age. We envision a future where every child in Ukraine has the opportunity to reach their full potential through education. Our values are rooted in equality, innovation, and empowerment. Our work is focused on providing free programming lessons, donating computers to underprivileged children, and creating an environment that fosters learning and innovation.



### OUR FIVE MAIN PROJECTS ARE:

**Computer for Kid:** this is a project aimed at providing computers to children who otherwise would not have access to them. This enables them to keep up with their regular schooling and also participate in our online tech school. During 2022 we delivered 200 notebook computers to kids all across Ukraine.

**Star for Life Labs:** We have partnered with three schools to open Star for Life Labs, where children can attend offline programming courses. Over 50 learners have participated so far and, of these, 16 have graduated and received a Star for Life Tech School Diploma.

**Star for Life Tech School Online:** We offer free online programming courses for children of different age groups. The courses are designed to be engaging and interactive, providing students with a solid foundation in programming. Some 7,200 learners from grades 5 to 10 have participated so far.

**Star for Life Summer Tech Camp:** this is an immersive tech camp experience where children can learn, explore, and create in a supportive and fun environment. In collaboration with the Voices of Children Foundation, we have hosted an IT Summer camp where 24 children spent 10 days immersed in coding and programming.

**Star for Life Open Classes:** We organise open classes in partnership with Sigma Software Group as part of Sweden Days in Ukraine. These classes provide an opportunity for students to gain programming skills.

Because of the work we did in these five projects during 2022, Star for Life Ukraine won recognition as the best corporate project in the category of projects for children in the national competition "Responsible Country". This competition was organised by a reputable media outlet, MMR.

The work we do is only possible through partnerships with schools, authorities, other organisations, and sponsors. In the last category, we wish to highlight the following long-term sponsors:

**Sigma Software Group and Nexxer Group:** For providing scholarships to enable free Star for Life Tech School Online learning, and also for donating computers to continue learning on paid courses leading to industry-recognized certification.

**Zacco:** For donating 94 notebook computers to students in Ukraine, enabling those without the means to buy a powerful machine to keep up with formal education.

**Sigma Software University:** For their organisational support in converting complex computer science concepts into a child-friendly curriculum. Together, we are developing an online school with permanently available courses for kids.

**LIVV AB:** For donating products to Ukrainian hospitals and health centers to support citizens. The cost of our joint project to deliver goods to Ukraine was more than 2 million euros.

**Hub Park AB:** For donating computers to children in need.



## Star for Life, Norway

We are a non-profit and independent foundation that was established in 2019 for the purpose of raising funds and providing support to Star for Life's organisations and programmes in Africa. The foundation's primary target group is family companies and leading corporate social responsibility actors in banking/finance, culture/media, and philanthropic foundations. During 2022 we raised USD 50 000.

Star for Life Norway values innovation and involvement when working with our partners. The work aims to engage partners and sponsors in various events, so-called target charities. Star for Life Norway is responsible for two high schools in KwaZulu-Natal, South Africa, with 1,300 students and 42 teachers. Since 2023, Star for Life Norway

has also been responsible for funding Daughters of Africa Girls Clubs in two schools. Star for Life Norway is organised under Star for Life International and reports to the Secretary General, who is also the Chairman of the board of the Norwegian foundation.

Our work is primarily focused on various target charity activities such as concerts, fundraising races, and campaigns to engage partners, sponsors, and individuals. In 2023, we are strengthening our fundraising efforts and aim to double our results compared to 2022, with over 97% of funds raised going to the cause. Star for Life Norway visits its schools regularly and continuously follows up on the use of funds.





## Star for Life, Germany

The Star for Life organisation in Germany was established as a non-profit organisation in 2022 to raise funds for Star for Life’s programmes in Africa. The aim of the organisation is to forge a network of committed sponsors among German companies and philanthropic organisations. We are particularly interested in exploring the possibility of raising funds for Star for Life’s work in Namibia and Tanzania, given

the two countries’ historical links with Germany.

On the basis of private donations from its Chairman, Dr Jörg Mosolf, the organisation has provided much needed funding for Star for Life in Tanzania, and also to finance the programme in four schools in South Africa.



## Acknowledgments

This report is produced in partnership with the Star for Life Programmes Unit, the South African and Namibian Area Managers, the Monitoring and Evaluation Unit, the Communications, Dr Per Strand, and the Thanda Foundation Trust Team.

### Our Partners

Thank you to our 2022 partners. Star for Life would like to thank our dedicated partners, without whom none of the work that we do would be possible. We look forward to continuing to support the children of Southern Africa in the year ahead by encouraging them to dare to dream and empowering them to reach for those dreams.



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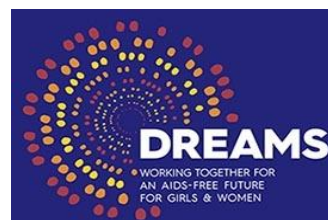
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