

*Star for Life*

– empowering young people

**ANNUAL REPORT 2021**  
**SOUTHERN AFRICA**





# Star for Life

– empowering young people

## VISION

“A future in which young people are empowered to realise their dreams as responsible members of caring communities.”

## MISSION

“To inspire young people to value learning, acquire the knowledge and skills they need for productive work and live healthy and meaningful lives.”





WE EMPOWER  
YOUNG PEOPLE



# OFFICES

## South Africa

**RICHARDS BAY - HEAD OFFICE**  
53 Anglers Rod  
Suit 102/3 Marlin Mall  
Meerensee,  
Richards Bay, 3900  
**+27 (0)35 753 1209**  
[info@starforlife.co.za](mailto:info@starforlife.co.za)

**JOHANNESBURG**  
29 Autumn Road,  
Rivonia, Gauteng  
**+27 (0)11 803 8998**  
[info@starforlife.co.za](mailto:info@starforlife.co.za)

**HLUHLUWE**  
Hluhluwe Office  
74 Inyala Street  
Hluhluwe, 3960  
**+27 (0)35 562 3149**  
[info@starforlife.co.za](mailto:info@starforlife.co.za)

## Namibia

**WINDHOEK**  
8 Goshawk Street  
Hockland Park  
Windhoek  
**+264 (0)61 264 800**  
[adminnam@starforlife.org](mailto:adminnam@starforlife.org)

## Sweden

**STOCKHOLM**  
Star for Life  
Valhallavägen 117G  
**115 31 Stockholm**  
[info@starforlife.se](mailto:info@starforlife.se)

## Norway

Oslo  
Oscars Gate 27,  
0352 Oslo  
Jørgen Klafstad  
**+47 916 98342**  
[jorgen@starforlife.org](mailto:jorgen@starforlife.org)

## Tanzania

**DAR ES SALAAM**  
3rd Floor Pemba House  
369 Toure Drive, Oyster Bay,  
Dar Es Salaam  
**+27 (035) 753 1209**  
[info@starforlife.co.za](mailto:info@starforlife.co.za)

## Germany

Kirchheim/Teck  
Dettinger Str.  
157-159  
732 30 Kirchheim/Teck  
**+49 177 268 46 30**  
[info@starforlife.de](mailto:info@starforlife.de)

## Israel

2 Mousa Feidi Al-Alami,  
Sheikh Jarrah,  
East Jerusalem,  
Israel.  
**+972-2-6445577**  
[info@sfljerusalem.org](mailto:info@sfljerusalem.org)

## Connect socially

**WEBSITE:** [www.starforlife.org](http://www.starforlife.org)

**FACEBOOK:** @starforlifeafrica and  
@starforlife - (Sweden)

**INSTAGRAM:** @starforlife\_africa

**INSTAGRAM:** @starforlifefoundation

# CONTENTS

<b>07</b>	Letter from the Secretary General
<b>08</b>	Letter from the Chairmen
<b>09</b>	Letter from the Executive Director
<b>10</b>	The Star for Life Boards
<b>11</b>	Letter from HRH Princess Nandi Zulu
<b>13</b>	It Started in 2005
<b>14</b>	The Star for Life Method
<b>15</b>	Star for Life's Strategy
<b>16</b>	The Star for Life Star
<b>18</b>	Star for Life Activities
<b>19</b>	Dr. Per Strand - Scientific Advisor
<b>20</b>	Our 2021 Reach
<b>22</b>	The Star for Life Team
<b>26</b>	Reflecting on 2021
<b>28</b>	Schools Unit
<b>29</b>	- High School
<b>31</b>	- Primary School
<b>32</b>	Star for Life Tanzania
<b>33</b>	United World Colleges
<b>36</b>	Overview of Support Programmes
<b>38</b>	Wellness Unit
<b>39</b>	Mobile Health Unit
<b>41</b>	Arts Unit
<b>42</b>	Triple & Touch
<b>43</b>	Special Projects
<b>43</b>	- Daughters Of Africa
<b>45</b>	- Dreams (Determined, Resilient, Empowered, Aids-Free, Mentored, Safe)
<b>46</b>	- Dandelion Project
<b>48</b>	- Special Campaign
<b>50</b>	Financial Overview



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

- Nelson Mandela

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

## Letter from the Secretary General

Dear Friends,

When 2021 began, most of us thought that the pandemic would soon be over and that we could return to regular activities, but instead it retained its grip on the world throughout the year. The learners at the schools where Star for Life operates have continued to be affected by school closures and everyday life has been tough. The coaches have done their utmost to be on hand during school closures, but also when the schools opened, and they were once again able to meet the students on site. The coaches were creative in coming up with ways to support the learners even though the schools have been closed for regular teaching, for instance using WhatsApp groups for meetings.

The year has also shown what true loyalty is. Despite a turbulent and uncertain time, most of our partners and supporters have continued to support us. It is thanks to their contribution and long-term thinking that we can continue to carry out our work.

The pandemic meant that we had to cancel public events and had to find other solutions when it came to fundraising.

Among other things, we carried out digital campaigns, dinners and meetings in a pandemic-friendly format. We have also had to restructure our work to cut costs during the year. So, through various initiatives regarding fundraising and expenses we have still been able to deliver a balanced result for 2021.

During late autumn, South Africa opened up for travel which gave me the opportunity to experience our work on site, get to know employees and join them on school visits. It was so rewarding to see what an excellent job the coaches do and what significance the program has for the learners, but also the incredible importance of our mobile health clinics for students in rural areas through health checks and health education.

Star for Life's work is more urgent than ever. We will continue to support children and young people and provide them with opportunities for a healthy lifestyle. And most importantly, motivate them to set goals and aim for a better future! This is the way to sustainable development in society.



A handwritten signature in black ink that reads "Jessica Ahldin". The signature is written in a cursive style and is positioned above a horizontal line.

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

## Letter from the Chairmen

Dear Friends,

It gives us great pleasure to present to you the 2021 annual report for Star for Life South Africa and Namibia. When we completed the 2020 annual report last year whilst still facing the negative impacts and consequences of the global COVID-19 pandemic, we looked forward to normality and everyone being able to freely get on with their lives as we were accustomed to. As we conclude this annual report, we are deeply relieved that the Pandemic is now finally behind us, that trade and travel has normalized and that vulnerable members of our society can breathe a sigh of relief.

Unfortunately, the world now faces a new challenge due to the consequences of the Russian war in Ukraine, and although there is great sadness due to the loss of life and the destruction of infrastructure caused by the war, Africa too feels the impact in the form of significant rising living costs, particularly for food and energy. In a country where poverty and unemployment are high, uncertainty and fear exasperate the situation which makes our task of positively assisting learners and raising funds, even more difficult.

As we contemplate our 18th year as an organization, and considering what we experienced during the Covid – 19 Pandemic, our rising costs and the uncertainty in Europe and particularly Eastern Europe which undoubtedly affects our fundraising efforts for our programmes in Africa, now more than ever we need to ensure that our programmes are well executed and delivered as anticipated and that we do indeed achieve the desired outcomes and positive impacts that we expect.

Essentially, not only must we constantly adapt as an organization and use innovative solutions to solve challenges, we must ensure that we remain relevant, 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, our organization recently adopted what we call “The Rejuvenation Programme”, which seeks to critically evaluate everything that we do so as to ensure that we improve the way we do things across the board. This “rejuvenation” of the organization, inspired largely due to the negative impacts of the Covid – 19 Pandemic, seeks to proactively review all of our programmes, their content, the way we deliver the respective programmes and how we can do better, how our team can be more productive, efficient, effective and most importantly, how we can ensure better value for our donors and learners.

We have a great team of staff at Star for Life (SFL) who have done exceptionally well in difficult and trying circumstances, however notwithstanding the additional demands and expectations from learners who now seek more counselling and help from coaches to deal with a variety of social challenges, Star for Life remains committed 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 well-being whilst striving to achieve academic excellence to become the best that they can be.

Once more, without the continuous and generous support from our donors whose vision and mission are aligned with that of our own, which is to invest in education and in the minds and well-being of our youth, none of this would be possible.

We still believe strongly that education and good health with a strong sense of purpose to strive for one’s dreams, to make a difference and to achieve something great with one’s life, to be empowered and equipped at a young impressionable age, to rise up and become the best that they can possible be, is the reality and legacy of our programme. Such an investment from donors in our youth is life changing, meaningful and remains extremely worthwhile.

We therefore once again express our sincere thanks and deep appreciation to all of our donors and partners who have continued to support us in spite of adversity. We are now more than ever optimistic and positive about the future and would like to once again extend a personal plea to everyone that is affected or impacted upon through the Star for Life programme, to support our rejuvenation efforts and to assist the organization to adapt and change where necessary so that we can continue to grow and deliver excellence in everything that we do so that we do indeed make 2022, “the year of relevance”.

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,

2020 was a year that proved to be challenging due to the COVID-19 pandemic. The effects of the wave were still felt in 2021, deepening the cracks of our economic environment and bringing unprecedented community unrest in various parts of Gauteng and KwaZulu-Natal.

Since the start of the pandemic, the implementation of our programme had been affected however strategies were derived to gain access to learners through various social media platforms and partnerships with the provincial Department of Education with providing psychosocial support in our various districts of implementation both in South Africa and Namibia.

In 2021, amidst the disruptions that were evident during the course of the year, our employees raised the Star for Life flag and held it high. The High School Coaches reached 92000 learners, while the Primary School coaches reached 48000 learners. The Wellness unit provided family therapy sessions as requested by the schools and the Mobile Health Unit provided health screening services to Grade 8 learners, in some of our schools, as stipulated in the Integrated School Health Policy.

2021 saw an end to the Daughters of Africa project which introduced additional Coaches to allow for more contact time in schools. Coaches initially had four schools each, with the added coaches, the number of schools per Coach was reduced to two. The addition of Coaches affected 11 schools in Namibia and 30 schools in South Africa. With the cooperation of all stakeholders, we will continue to improve the quality of our programme and ensure that we impact positively on the lives of our learners.



A handwritten signature in black ink that reads "Thandeka Mabaso".

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

# THE STAR FOR LIFE BOARDS

## South Africa

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

## Namibia

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

## Norway

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

## Sweden

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

## Germany

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

## Tanzania

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

## Israel

1. Dan Olofsson: Chairperson
2. Pierre Delvaux



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

# Letter from HRH Princess Nandi Zulu

***"Consider it a sheer gift, friends, when tests and challenges come at you from all sides. You know that under pressure, your faith-life is forced to open and show its true colours. So don't try to get out of anything prematurely. Let it do its work so you can become mature and well-developed, not deficient in any way. Bible verse, James 1: 2-4.***

This has been my go-to daily inspirational message for the past year. Seeing a lot happening worldwide, I could only find solace from God and His Word. I constantly remind myself and others that, as humans we were never promised a plain sailing life. We are gently instructed and reminded that we need to consider it a gift when we face challenges, because that is when we are moulded into greatness and maturity. A very contradictory instruction, but brutally true. How can one consider great joy under pressure?

The past few years have been the most trying times, with the pandemic of Covid-19 and seeing the world come to a standstill extremely fast and hard. We were engulfed with fear, anxiety, loneliness, trauma of losing family and friends, collapse of economies, poverty, loss of jobs and income, helplessness and hopelessness. A high rate of gender base violence and families collapse. Generally, fear of the unknown and loss of freedom.

When life hits, it chooses no colour, creed, race or status. It shows that each person is equal in the eyes of God, we were just placed in different families, nationalities and countries for a very specific reason. To find each other, share common ground and find that golden thread of creating a beautiful picture for us. To show love, kindness and compassion in times of need and endurance.

Through it all there was true demonstration of love and reflection of pure joy and endurance through hardships. Our true colours of faith forced open and as humanity we needed to soldier on in painful times.

Firstly, 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 the greatest supporter, who knew the greatest challenges that were to face the Zulu Nation and South Africa. May His Soul Rest In Peace.

On behalf of myself, the Star For Life Ambassador and the Zulu Royal Family, I would like to extend my greatest appreciation to all the stakeholders.

I would like to especially thank Dan and Christin Olofsson, the founders of Star For Life who's vision was realised beyond the borders of Sweden. Seeing such fruits today is more than a blessing.

To the financial contributors who make sure there is always provision despite the economic challenges and that the programme never dies.

To the managers who make sure operations run in order and facilitation between all stakeholders.  
To the school principals who integrate the Star For Life programme with the school curriculum.  
To the brave coaches who are foot soldiers and great implementers of the programme and providing psychological, health support and beyond.

To traditional leader, who welcome the programme in their communities and continuous support.  
To the government departments who partner and agree that such programmes contribute more to the life of each learner whilst in school and beyond.

To the parents and communities who make better decisions about the well-being of their children, by allowing support in facilitating the betterment and development of each learner.  
Finally, to the learners who are yearning for a better life and allowing themselves an opportunity and possibilities to change the way they look at their future.



*N Zulu*

**HRH Princess Nandi Zulu**

Daughter Of late King Zwelithini Goodwill kaBhekuzulu



## It started in 2005

The Star for Life initiative came about when Christin and Dan Olofsson experienced first-hand how the scourge of HIV & AIDS was devastating neighbouring rural communities as well as staff of their business, Thanda Safari – Private Game Reserve in the Hlabisa District of KwaZulu Natal, South Africa. They were so moved by the plight of orphans, infected pregnant woman and the loss of Thanda Safari staff, that they wanted to do something about it in order to make a meaningful difference.

A team of key concept developers were flown from Sweden to South Africa where work began in early 2005, on how to develop a concept that could influence the minds and behaviour of scholars that would lead to positive outcomes. A similar concept had worked in Sweden in the corporate and sports world, and so the idea was to replicate and adapt it for the unique and ambitious objective in South Africa.

A pilot project at nearby school, Siphosabadletshe High School, was then initiated with the tacit support of the Provincial Health Minister who suggested that we should first test our ambitious theory and method in a pilot project. The pilot project was a great success and the Vice Principal of the school, Mr Siphile Mdaka, went on to become the first Executive Director of the NGO Star for Life that was then formed. The positive response from learners and teachers motivated Dan

and Christin to expand the programme. By early 2007, the Star for Life programme was launched in Namibia. Today it is being implemented with success in 126 schools in South Africa, Namibia and Tanzania.

Through the years Star for Life has established collaborations with influential partners who have financed the development of additional programmes and projects. One of the long term projects is the Mobile Clinics – two in South Africa and one in Namibia. The Mobile Clinics give both the learners in the Star for Life schools as well as the surrounding communities increased access to health facilities and health education.

The essence of the original concept was to teach and inspire young scholars to reach for their dreams through various inspirational methods, then make the mental connection to their sexuality. Abstain from sex, now referred to as delayed sexual debut, or to practise safe sex by using condoms if scholars were already sexually active. Years later, through various internal and external intervention methods, we have generally seen the HIV – AIDS infection rate decrease, with unintended consequences of the programme resulting in fewer teenage pregnancies, improved academic performance and self-esteem, all of which led to scholars leading healthier lives.



# The Star for Life method

Star for Life's school programme is based on a unique method that is rooted in both academic theories and science as well as proven experience. It can be briefly summarised using the following six points:

## **Behaviour change requires positive incentives**

It is easier to stop behaviours that threaten your health and future if you have something to gain from making a change. Therefore, the programme focuses on the young people's own positive dreams of a better life.

## **Your own dream in the context of society**

The possibility of realising our dreams is hampered by problems in society that we must learn to relate to. Therefore, the programme discusses issues such as responsibility and rights in relation to sexuality, gender-based violence and the environment.

## **Change is based on both knowledge and feeling**

Knowledge is an essential part of understanding why you need to change dangerous behaviours, but knowledge alone is not enough. In addition, you need to feel inspired and excited about the change. That's why music is an important method of communication in the Star for Life programme.

## **Realising your dream depends on your input at school**

Regardless of what dream you have, the chance of it becoming a reality is increased if you are fully focused at school and complete Grade 12. Therefore, the programme emphasises the importance of school, trains learners in study discipline and provides practical study tips.

## **The dream of a better life requires self-respect and rights**

It is only if you feel that you have intrinsic value as a person that you have the strength to demand your rights for a better future. Therefore, the programme begins by ensuring that everyone feels that they are of value in themselves, and for others.

## **Your success is my success**

Stronger self-esteem is only sustainable in the long run if it is combined with the ability to create trusting relationships with others. Therefore, the programme has a strong focus on the importance of empathy, solidarity and communication.



## Star for Life's strategy

The effect of the Star for Life programme is not only dependent on its content but also on the way in which it is presented. Our implementation strategy is evaluated and adjusted continuously and is, to some extent, dependent on what resources are available. 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. The young people learn to trust the Coach and this gives security, enabling valuable conversations about personal dreams and the various situations and concerns that the students might 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 in Grade 12. The learner then leaves school with the conditions to become a 'star for life'.

### A resource for the school

Star for Life's entire programme is coordinated with and consolidates the existing curriculum, making the programme a resource that helps schools meet expectations from school authorities and achieve the desired results. Star for Life 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. You learn through stories, play and music, and you express yourself through art and theatre. More and more children have had the support of Star for Life throughout their schooling, grades 1 to 12.

### Respect for culture and context

Star for Life's programme differs from the traditional culture that characterises the local communities. Even so, our work in schools is appreciated because we focus on helping students understand and deal with opposing values without causing conflicts of principle.

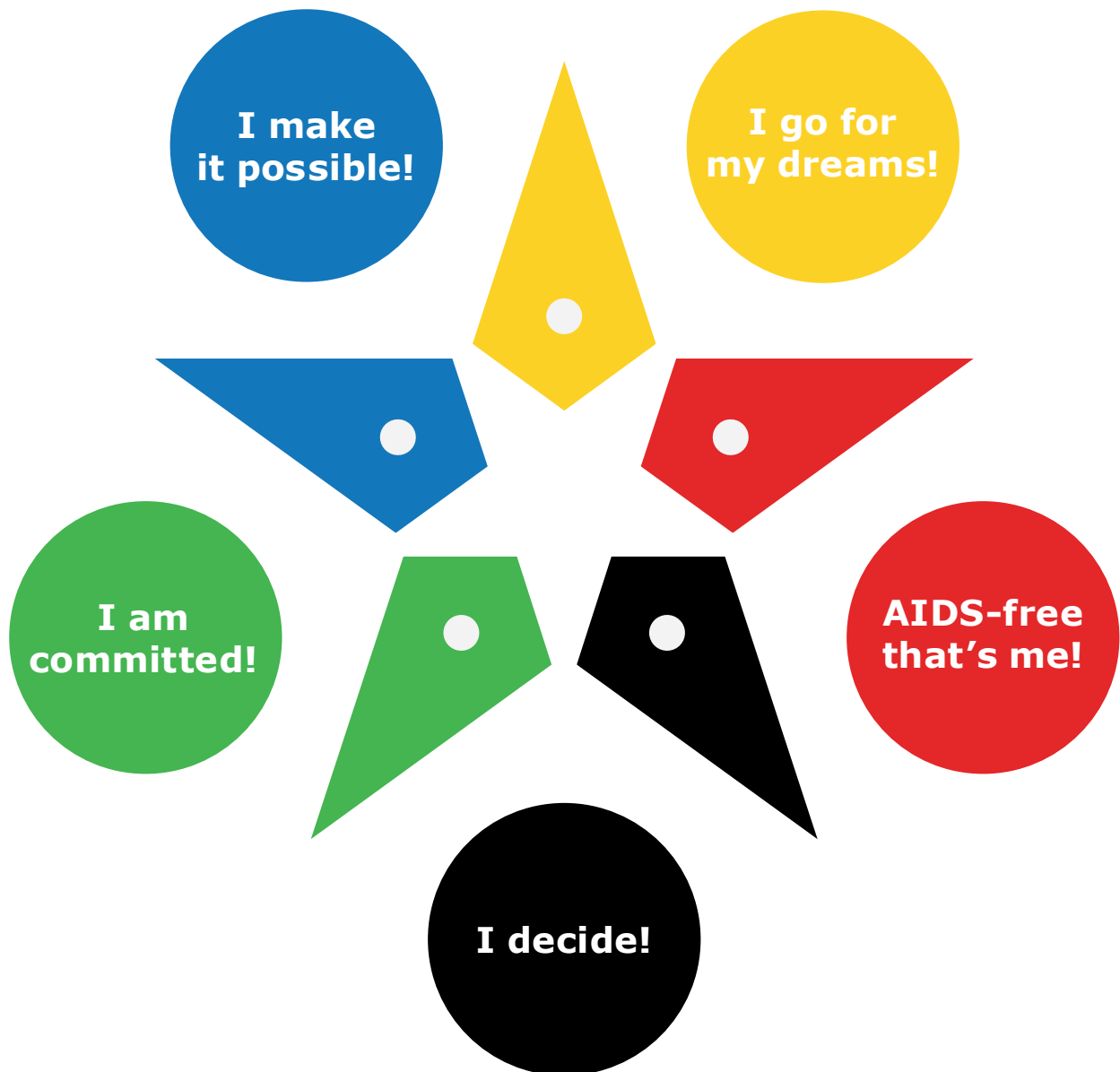
### Long-term partnership

Star for Life offers schools a long-term collaboration for the benefit of both students 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 star **A POWERFUL SYMBOL**

To remind students and teachers in the schools of all that Star for Life teaches and represents, we have created a symbol that is filled with strength and meaning. This symbol can be found on the Dream Book and T-shirt each learner receives, on pictures at school and also on a flag waving on the school's flagpole. Each of the five coloured points has a specific meaning which together summarise Star for Life's most important messages. They form a jingle that the students learn together with five gestures. The smaller white star in the middle is perhaps most important of all.





## I GO FOR MY DREAMS

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 to reformulate ambitious and exciting dreams into realistic routines and concrete goals within the framework of school.

## AIDS FREE - THAT'S ME

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

## I DECIDE

I decide. We focus on the rights of each learner to make their own decisions about what is important in their lives, to resist prevailing expectations in relation to sex, alcohol and drugs and instead invest in school. In particular, we help girls find their inherent strength to resist traditional gender norms that run counter to their dreams.

## I AM COMMITTED

I am committed. We know that change is difficult, especially if making that change goes against prevailing norms and expectations. 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

I make it possible. Even if learners do not have absolute control over their lives, their own choices, behaviours and priorities are paramount as to how well they will succeed in realising their dreams. The injustices of life and society must not become an excuse for not taking personal responsibility. We give learners the strength to succeed despite poor conditions.

## THE WHITE STAR IN THE MIDDLE

Listen to your conscience. When the learners have formulated their dreams and understood that they have the power to realise them, we encourage them to listen to the inherent voice that guides them as they make important choices. Should I agree to have sex without a condom? Should I study for the test or find excuses for a bad result? Listen to your conscience; your inner voice will help you make the right choices.

# Star for Life Activities

As an organization we provide a variety of services aimed at empowering young people. Our team is made up of personnel with various degrees of expertise and experience, who are passionate about youth and can connect easily with young people. Amongst the number of activities that we conduct the following are some of the core activities implemented by our Life Skills Coaches:

## School Unit

- Learner Workshop
- Classroom sessions
- Consultations (Group, one-on-one, family therapy)
- School-based Campaigns
- Jabulani Sessions for Primary Schools

## Mobile Health Unit

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

## Wellness Unit

- School Wellness Talks
- Psycho-social Therapy
- Awareness Campaigns
- Staff Debriefing

## Arts Unit

- Art Class Sessions
- Creative Art Groups
- Creative Art Exhibitions

Each of our Life Skills Coaches work in between two to four schools weekly, providing one-on-one and group counselling for high school learners, they also conduct classroom workshops on specific topics that are affecting learners.

School Management Team (SMT) workshops are held annually, at the schools, to discuss the progress of the programme.

Eight inspirational workshops (two annually per Grade) are conducted for learners, by our skilled Coaches. A marquee is hired for three to four days, and an information pack is provided to each learner. These special workshops are aimed at building learners' self-esteem, improving academic performance and to raise awareness on health-related issues.

The Mobile Health and Wellness Unit provides basic health screenings and in-depth psycho-social therapy to both school learners and the community.

Schools are encouraged to have an annual awards day which includes speeches and prize-giving. This ceremony recognizes learners that have gone the extra mile during the year. Trophies and medals are provided by the Star for Life Schools Project to promote and reward academic excellence.

Principal's forums are conducted twice a year and provide an opportunity for the Star for Life team and school Principals to discuss the progress of the programmes.

Special projects are facilitated between Star for Life, schools, individuals and institutions that are interested in contributing to the lives of young people.

In addition to the regular workshops and training activities, workshops are held with Star for Life Coaches and Life Orientation educators. These are designed to facilitate the transfer of skills and create a platform to share experiences and to support Life Orientation educators in enhancing their roles as educators.



## Dr. Per Strand - Scientific advisor

When the Star for Life program started in 2005 there was a sense of immediate urgency to prevent HIV infections among the youth in and around Hluhluwe in KwaZulu-Natal. The improvised programme was filled with joy and music and sound advice for the youth to help them avoid getting infected. After a successful pilot-project during the first year, the programme was scaled up to some 40 schools in the area. As the programme became increasingly well-known, and we received requests to scale-up even further, we realized we needed to do research to ensure that the programme really was effective. At this stage, in 2009, we started collaborating with Dr. Per Strand to provide such research support.

Per is a Swedish political scientist who, at that stage, was leading research on political aspects of HIV and AIDS in Southern Africa at the University of Cape Town. His initial contribution was to analyze data and write the initial evaluation report on the Star for Life programme in 2010. Since then, Per has contributed to the strengthening of the Star for Life organization and programme as our Scientific Advisor.

In this role, Per has led the work on four more programme evaluations that have provided further nuanced information on the effects of the programme. But the reports have also flagged where we need to adjust and strengthen the programme to ensure sustained effect.

The role of the Scientific Advisor in Star for Life was strengthened in 2016 when we started the Star for Life Development Group (DG). Under Per's leadership, this group of 10 colleagues from South Africa, Namibia, and Sweden, have generated much value to Star for Life. For example, the DG has produced new programme manuals for our work in Africa, it has developed policies, and proposed strategic advice to the Boards of Directors. In the most recent meeting, the DG focused on how to further strengthen our Mobile Health Programme.

Per moved back to Sweden in 2019 but continues in his role as Scientific Advisor for Star for Life in Africa. In the last two years, he has contributed to our effort to establish Star for Life in Tanzania, and he is also working with fundraising from international agencies and philanthropies.

As the nature of the HIV epidemic has changed in South Africa and Namibia, and as we need to adjust the programme for a new social and cultural environment in Tanzania, Per has also helped to conceptualize Star for Life as a programme that can be used globally: a programme for Social and Emotional Learning. By aligning our existing material to this type of programme we hope to broaden the appeal of Star for Life, to strengthen the network of organizations that we collaborate with, and to introduce Star for Life to new sources of funding. In Per's own words:

The core idea of Star for Life is to empower youth with the self-esteem and motivation they need to 'go for their dreams'. We will ensure that Star for Life remains relevant and powerful, if we understand, and adjust to the changing realities around us. Star for Life is capable and willing to take on this challenge.





# Our 2021 Reach

## SOUTHERN AFRICA

126 SCHOOLS  
81,138 LEARNERS



### Classroom sessions delivered

KwaZulu-Natal: 917  
Gauteng: 475  
Namibia: 1971

**Total: 3363**



### Learner workshops delivered

KwaZulu-Natal: 556  
Gauteng: 562  
Namibia: 135

**Total: 1253**



### Learners reached through learner workshops

KwaZulu-Natal: 44220  
Gauteng: 37731  
Namibia: 10955

**Total: 92906**



### Campaigns conducted

KwaZulu-Natal: 90  
Gauteng: 40  
Namibia: 62

**Total: 192**



### Learners reached through campaigns

KwaZulu-Natal: 11648  
Gauteng: 11140  
Namibia: 21752

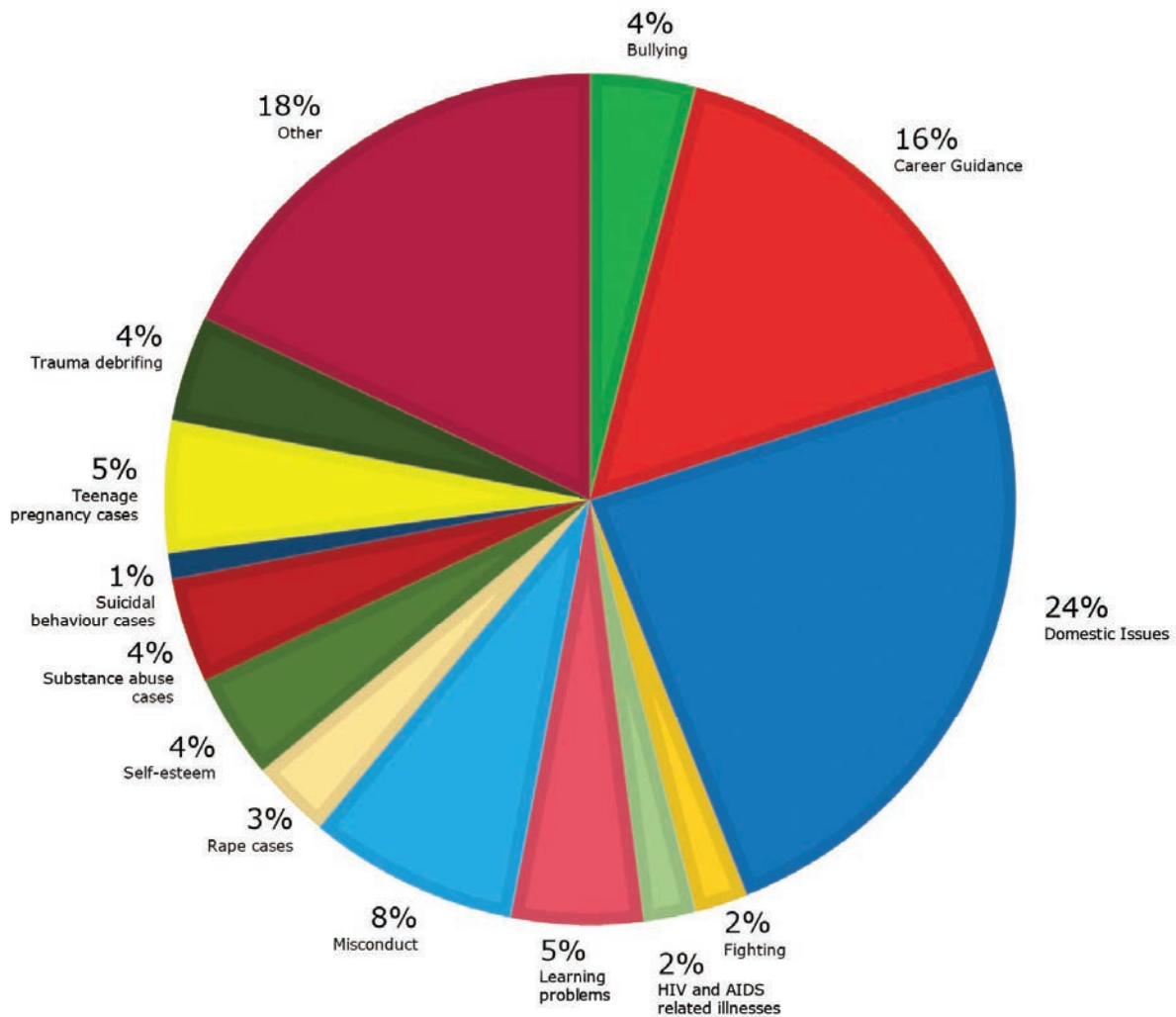
**Total: 44540**

## Primary Schools

Psychosocial Support: 917  
Classroom sessions: 475  
Jabulani sessions: 1971

# Our 2021 Reach

## High School Consultations



<p>73 learners participated in music, dance visual arts and drama</p> <p>Assisted educators on music and drama</p> <p>Assisted 96 educators</p> <p>5 Star choir out of school activities</p> <p>1 Star choir recruitment activity</p>	<p>Reached school goers and non-school goers</p> <p>155 consultations</p> <p>Reached 82 females and 73 males</p> <p>37 family therapy sessions</p> <p>118 one-on-one sessions</p> <p>61 domestic issue cases</p> <p>Youngest client reached is 5 years old</p> <p>Oldest client reached is 46 years old</p>
<p>Reached 2 regions: Windhoek A and Windhoek B</p> <p>847 clients received health screenings</p> <p>833 females and 14 males reached</p> <p>666 clients were HIV first time testers</p> <p>26 Voluntary medical male circumcisions</p>	<p>Reached 3 regions: eThekweni, Hlabisa Big Five and King Cetshwayo</p> <p>1616 clients received health screenings</p> <p>1361 females and 255 males reached</p> <p>10 clients were HIV first time testers</p> <p>11 Voluntary Medical Male Circumcisions</p>

# THE STAR FOR LIFE TEAM



**Aina Lita**  
Human Resource Officer



**Andisiwe Mdudi**  
Assistant  
Communications Officer



**Anelisiwe Rozani**  
Primary School Coach



**Anovuyo Nqweniso**  
Life Skills Coach



**Cebisile Mntungwa**  
Life Skills Coach



**Christine Joao**  
Program Development  
Manager



**Eben Rooinasie**  
Health Assistant



**Ethel Kayanga**  
Life Skills Coach



**Helena Antindi**  
Life Skills Coach



**Israel Tshitenda**  
Finance Officer



**Klaudia Ndinondjene**  
Health Assistant



**Lenna Shange**  
Life Skills Coach



**Lindokuhle Vundla**  
Life Skills Coach



**Londiwe Nyawo**  
Project Development  
Officer



**Luboni Manze**  
Life Skills Coach



**Luthando Khuzwayo**  
Communications Officer



**Madika Pheleu**  
Life Skills Coach



**Mankae Lesenyoho**  
Life Skills Coach



**Mduduzi Mthethwa**  
Procurement Officer



**Ndilimeke Waimine**  
Life Skills Coach



**Ngitheni Smangele Mkhwanazi**  
Life Skills Coach



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



**Nikweziwe Myeni**  
General Assistant



**Nisanda Nomaqhiza**  
Life Skills Coach



**Njabulo Nhleko**  
Finance Manager



**Nkanyiso Gumede**  
Enrolled Nurse



**Nokubongwa Mbokazi**  
Social Worker



**Nokwazi Mdletshe**  
Life Skills Coach



**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



**Nontuthuko Ngubane**  
Life Skills Coach



**Nothando Mkhize**  
Life Skills Coach



**Nozipho Mahaye**  
Area Manager



**Nqobile Mdialose**  
Life Skills Coach



**Nqobile Mvubu**  
Life Skills Coach



**Nqobile Sithole**  
Life Skills Coach



**Ntombizethu Mhlongo**  
Monitoring and  
Evaluation Manager



**Patience N Liyeke**  
Life Skills Coach



**Paulina Maikhudumu**  
Finance Clerk



**Phakamani Nxumalo**  
IT Technician



**Philani Thabethe**  
Primary Schools Coach



**Phindile Manqele**  
Life Skills Coach



**Precious Dlamini**  
Area Manager



**Prince Ntsibande**  
Arts Facilitator



**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



**Simphiweyinkosi Xulu**  
Life Skills Coach



**Sindi Dladla**  
Monitoring and  
Evaluation Officer



**Sindi Selepe**  
Life Skills Coach



**Sinenhlanhla Mabika**  
Life Skills Coach



**Sipelele Zwane**  
Life Skills Coach





**Sipiwe Buthelezi**  
Admin Officer



**Sithembile Phiri**  
Life skills Coach



**Sithokozile Ngubane**  
Life Skills Coach



**Skhumbuzo Mnguni**  
Primary School Coach



**Slindile Mncube**  
Professional Nurse



**Susan Linosi**  
Country Manager



**Susan Mawire**  
Professional Nurse



**Thabile Buthelezi**  
Life Skills Coach



**Thabisile Mbokazi**  
Finance Officer



**Thandeka Mabaso**  
Executive Director



**Thandeka Mohlomonyane**  
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



**Xolani Maqwele**  
Health Counselor



**Zamile Gwala**  
Life Skills Coach



**Zethu Ndlovu**  
Life Skills Coach

# REFLECTING ON 2021

## A year recovering from COVID-19

The COVID-19 pandemic in Africa's worst affected country provided no respite, continuing to devastate lives, livelihoods, and childhood. More than 90,000 people have died and in-turn nearly 95,000 children have lost parents and guardians since the outbreak, the highest number of COVID-19 orphans on the continent. The third wave of the virus that hit in mid-2021 was the worst yet and was exacerbated by widespread looting and violence across KwaZulu-Natal and Gauteng provinces in July. This also had an immediate and long-term psychological impact on children who were exposed to the violence. Access to schools was limited for the Coaches.

Already high poverty rates, unemployment, and inequality worsened further — the education system suffered, and job losses disproportionately affected the youth, women, and the poor. The percentage of youth aged 15-34 years not in employment, education, or training (NEET) reached 64.4% in the second quarter of the year, the highest figure in the world.

As of end-December 2021, Namibia recorded a cumulative total of 141,045 COVID-19 cases (representing around 5 % of the country's population) 3,593 total deaths (overall CFR 2.5 %), and the recovery rate stood at 91 %. Of the total confirmed cases, 4,803 (3 %) were healthcare workers. After a devastating third wave in June 2021, a fourth was starting to rise with the rapid spread of the Omicron variant. Namibia is facing considerable challenges in meeting its target of vaccinating 60 % of the population i.e. approximately 1,5 million people.

Due to the rapid rise of positive cases, the schools reopened on the 26th of January, while in South Africa the school year commenced on the 15 February. The Department of Basic Education (DBE) played a lead role in working to keep schools open safely

but in-person schooling was combined with remote education. In July 2021, ahead of the second school term, the NIDS-CRAM survey and DBE statistics showed that learners were 75% to a full school year behind where they should be, due to rotational attendance and sporadic school closures.

The work of the Daughters of Africa project in educating vulnerable girls on sexual reproductive health and rights as well as gender based violence and that of the Wellness Unit in providing information on mental health issues in the Star for Life schools has never been more important.

After many years the organisation in South Africa has now signed a memorandum of understanding with the Department of Health. This means that Star for Life is now an official partner of the Department in reaching young people with health services.

More cases of violence and misconduct were brought to the attention of the Star for Life Coaches as they continued to provide psychosocial support and enhance learners' self-confidence. The Star for Life programme can best be described as an intervention that inspires young people to believe in themselves and then perform well in several areas of life.

In the year 2021, Star for Life continued to implement public health measures in order to lower the risk of infection in the workplace.

Public Health and Social Measures (PHSMs) were implemented across all Star for Life areas of operation to suppress SARS-CoV-2 transmission and reduce mortality and morbidity from COVID-19. Public Health and Social Measures include personal protective measures; environmental measures; surveillance and response measures and physical distancing measures.



The organisation further implemented the World Health Organisation’s occupational health and safety measures for public health and essential workers to ensure the safety of our employees.

Grade 12 learners came to school every day including weekends to close the curriculum gap caused by the third wave of Coronavirus, looting and social unrest. When some educators and learners had direct contact with positive cases those schools were closed for a week, classrooms were fumigated every morning, and necessary precautions were observed. It is also important to mention that, in our response to the national disaster caused by the COVID-19 pandemic, Star for Life has designed a workshop that addresses the issues of fear and anxiety as some learners and teachers were affected directly or indirectly.

These challenges however did not stop the enthusiasm of the Star for Life employees. School based Coaches

continued to implement while adhering to COVID-19 measures. The Wellness Unit continued to work with the Dandelion families and dealt with numerous bereavement cases.

COVID-19 has presented new challenges to all of us. We have quickly had to learn new ways of doing our work in the context of the ‘new normal’. We have embraced these challenges and have developed new modes of operation that ensure that we still achieve our goals without exposing staff or partners to any COVID-19 related risks. The world cannot operate as usual, but we are geared to rise to the occasion to navigate our way through these treacherous times.

The report will therefore provide a reflection of 2021 activities, highlights and organisational lessons learned in South Africa, Namibia and Tanzania whilst operating during a global pandemic.



## Schools Unit

The Star for Life programme is implemented in Namibia, South Africa and Tanzania in 126 Primary schools and Secondary schools, with activities reaching an average of 84,400 learners and 3,241 educators annually. The school programme is implemented through learner workshops, consultations, school-based campaigns, girls and boys talks and individual consultation sessions (as per the learner's request). The programme is a behaviour change programme that implements health promotion activities with the following objectives:

- a) To strengthen the internal infrastructure and self-esteem of learners, to enable them to make life affirming decisions and choices.
- b) To strengthen comprehensive sexuality education.
- c) To reinforce access to integrated youth friendly health services.
- d) To strengthen learners' commitment towards learning.
- e) To advocate a healthy lifestyle amongst learners.

In summary, the schools programme at both primary and high school level intends to raise self-awareness and self-efficacy amongst learners in Star for Life schools and increase their understanding of sexual reproductive health and rights, strengthen their knowledge on HIV and AIDS and amplify their knowledge on gender equality.



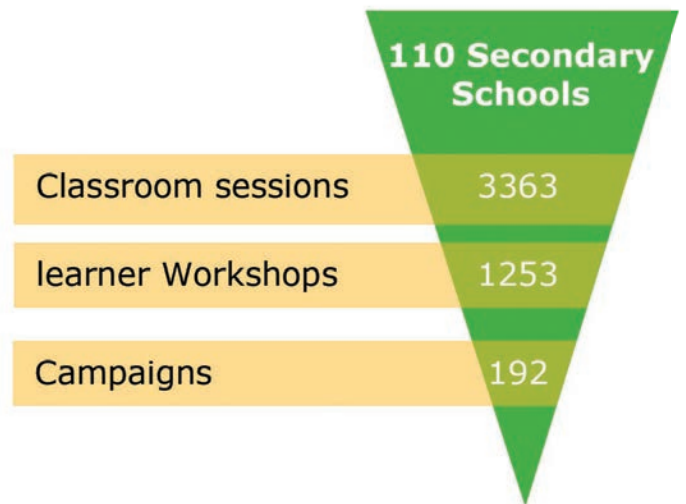
# High School Implementation Strategy

As the Star for Life programme is primarily carried out in school, the implementation strategy had to adapt in order to align with the new prevention infection control protocols put in place by the Department/Ministry of Education in both South Africa and Namibia. A rotational attendance system (days or weeks) was implemented by the majority of the schools supported by Star for Life, this was done to minimise the number of learners in each class, as many schools do not have sufficient classrooms. The mandate was implemented to balance student attendance numbers with minimal floor space available at the schools. Whilst adhering to COVID-19 regulations, this rotational system posed challenges for the rollout of many Star for Life activities. Learners’ workshops took longer than usual, classroom sessions could not take place in schools that have a higher enrolment numbers and some activities could not take place due to a rise in COVID-19 infection rates.

Transversal School Motivations – The Department of Education District Director in collaboration with the HIV and AIDS Skills Sub-Directorate invited Star for Life to the My Life, My Future – Matric Intervention that took place across the schools in uMkhanyakude District in KwaZulu-Natal. The Coaches were the lead facilitators in this intervention and the purpose was to instil positive behaviour change in the learners with the aim of preventing new STI’s, HIV, TB and COVID-19 infections as well as teenage pregnancy. This platform further addressed the scourge of bullying and gender-based violence that is negatively affecting learner well-being and compromising the efforts of teaching and learning in schools. The Transversal Motivations further tackled examination stress and anxiety whilst

instilling values and attitudes that promote high self-esteem and a sense of future that inspires them to focus on learning, and ultimately improving students’ academic performance.

In ensuring full programme implementation, the Coaches implemented a catch-up strategy aimed at learners which had not been reached due to disruptions caused by the COVID-19 pandemic in the previous year. This catch-up strategy was implemented in the classroom setting. Finally, in response to the mental health challenges that young people were facing, information on prevention of COVID-19 and strategies on how to deal with fear and anxiety were incorporated into all Star for Life workshops.



## Learner Workshop

Across Star for Life high schools, Learners' Workshops took place throughout the year. These included the content delivery of "Dreams can be Fulfilled" in Grade 8 which helps learners formulate their future goals and realise the importance of education while understanding the risks of unsafe sex and took place in 80 schools. In Grade 9, the workshop themed "The Power is Within Me" took place in 66 schools, it encourages learners to take charge of their lives and make positive changes that will bring their dreams closer to reality. "Gender-based Violence Free Society," the Grade 10 workshop was rolled out in 68 schools, and engaged learners on gender diversity and

how being self-aware of your gender identity can be a source of strength and not a cause for discrimination or violence. "Rights and Responsibilities" a Grade 11 workshop was conducted in 70 schools, it empowers learners with specific knowledge on Sexual reproductive health and Rights (SRHR). "Shine On," the Grade 12 workshop aimed at helping learners to develop a study plan and skills set including mental tools on managing stress related to studying, the workshop took place in 59 schools. Skills and career guidance workshops were carried out for Grades 11 and 12 and an aptitude test was provided for the Grade 9 learners.



## Classroom Sessions

Classroom sessions are delivered as follow up sessions, in order to increase knowledge and understanding on themes delivered during the workshops. These sessions take place in smaller groups and therefore allow the learners to interact and dissect topics with the coach. This platform is instrumental in building trust between the coach and the learners.

longer to reach the entire school population using a classroom set up with a limit of 40-50 learners during one session.

The year 2021 was unique as all learner workshops took place in the classroom settings and not in school halls or marquees. In larger schools, fewer classroom sessions were recorded as more time was used to implement the learner workshops. Naturally, it took

917 Grade 8 classroom sessions were delivered during 2021, 834 in Grade 9, 762 in Grade 10, 608 in Grade 11 and 242 in Grade 12. The classroom session topics delivered followed up from the learner workshops and included Active Listening, Dreams, Teenage Pregnancy, HIV & AIDs, Sexual Reproductive Health & Rights, Assertive Communication, Listening Skills and Study Skills.



## Counselling

Due to the pandemic, the Coaches having built strong relationships with the learners, became a great resource in providing counselling and emotional support. Learners were able to reach Coaches face to face during school hours as well as online during COVID-19 lockdowns.

A total number of 5,869 individual and group counselling and emotional support sessions were held throughout the different areas across both high schools and primary schools. A great number of consultations were on domestic issues, learning problems, trauma debriefing, and HIV and AIDS related cases.

Some of the cases were referred to the Star for Life Wellness Unit as well as external stakeholders such as Department/Ministry of Social Development (DSD), Lifeline, Child line and many more.



## Teachers workshop

Teacher workshops were held with a reach of 276 educators. The focus was on being an effective leader and empowered the educators with the characteristics of an effective leader and how they can work as a team. The workshop highlighted that an effective leader is one that leads by example and treats others as equals. During the team building workshop, educators listed the different characteristics that they see in one another and those that they lack.

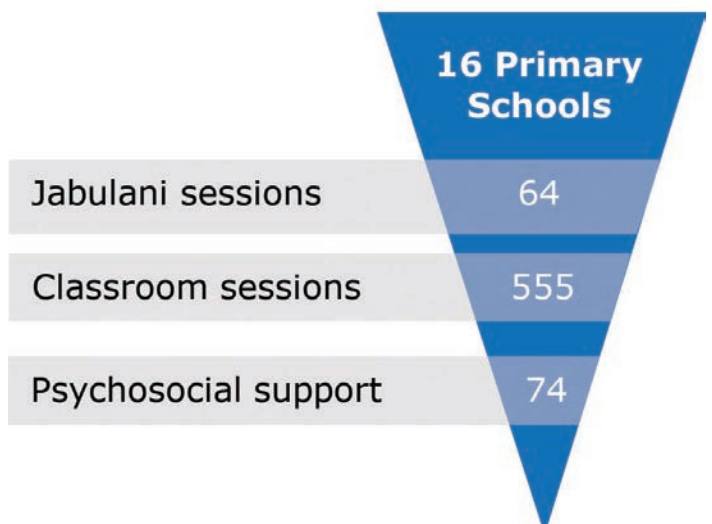


## Primary School

The Star for Life programme is also implemented in 16 primary schools across South Africa, starting from the foundation phase to Grade 7. The programme is specially designed to communicate messages using music, arts and drama in order to engage learners. The programme uses a mascot popularly known as Star Jabulani who is used to reach primary school learners through storytelling. A total of 64 Jabulani sessions were hosted with foundation phase learners which included stories on road safety, my body, hygiene, good touch and bad touch, dreams and my

sexuality. Sessions on dreams, sexuality and hygiene also took place in classroom sessions with a total of 555 sessions delivered from Grade 4 to Grade 7.

Finally, a total of 74 learners received psychosocial support from the Coaches. Issues included rape, sexual abuse and career guidance with cases that needed further intervention being referred to Social Workers.



# Star for Life Tanzania

After fulfilling the necessary requirements and conditions needed by the National Registry Office, Star for Life in Tanzania as a non-profit organization was officially registered in September 2021 with registration number I-NGO/R/2273 under the Non-Governmental Organization Act of 2002.

Star for Life materials for both primary and secondary schools have been submitted to the Tanzania Institute of Education and are currently under review and provisional permission has been granted to proceed with the implementation. Teacher's validation workshops have also taken place to adapt material in order to incorporate Tanzanian context. The workshop was facilitated by the consultant who

is currently working on Star for Life materials, the Star for Life programme development manager and the Coach. A total of 12 teachers from primary and secondary schools and 2 District Educational Officers attended the workshop. They were very active and supportive of the programme providing numerous recommendations.

The year ended with an official hand over of classrooms and staff toilets that were built at Jimbo and Jojo primary school through contributions from Dr Mosolf and coordination by Thanda Tanzania. The Managing Director of Thanda Tanzania handed over the classrooms to a very excited and grateful community and District and Education Officials.





## UNITED WORLD COLLEGES (UWC) STUDENTS – ARMENIA, DILIJAN

Star for Life foundation has been able to send South African learners in our schools to study at United World Colleges Scholarship. All schools were given a chance to apply through Star for Life Coaches for an International Baccalaureate Diploma Programme (IBDP) for academic year (2020 Aug).

Coaches and Area Managers become very instrumental in making schools (teachers and learners) and parents aware of this study opportunity through a series of engagements. Learners interested and identified by their educators are taken through the application process of collecting BIODATA information and essay writing on 6/7 topics. The selection process is led by the National Committee in South Africa that looks at well-rounded students in terms of academics and a willingness; drive and ambition in making the world a better place.

This is evident in the essays that they wrote on how given an opportunity they will be part of the youth developing other youths in their communities, taking stock of how activities that they have taken part in whilst at school, or in their communities have shaped and influenced their lives.

These learners also needed to reflect on achievements and how they've made them better individuals; and also challenges faced and how they've overcome them. The first round of interviews was done telephonically, whilst the second round of interviews, Mbali and Banele travelled on a plane for the very first time to meet other outstanding applicants over a day filled with robust activities such as games (card games and hide & seek) and debate or group discussions on hot topics worthy to be tackled such as "Privilege" in terms of access to good quality education.

The very essence of such engagements was to see how well each candidate can work with their peers collaboratively but also how they think around issues and articulate their own point of view and substantiate their belief. From there, Mbali and Banele having gone through this vigorous process were awarded the 2 year full-scholarship.

Mbali Mhlongo and Banele Gumede were the hardworking recipients of the 2020 United World Colleges Full Scholarship and have just completed their year studying at the United World Colleges Dilijan in Armenia.



## TESTIMONIAL - BANELE GUMEDE

The 26th of August 2020 was a day of wonders, a day filled with tears of joy and excitement for the future. It was a day where Star for Life made my dreams come true. On this day, I got to travel abroad for the very first time in my life, departing for Armenia to the United World Colleges, Dilijan College, to pursue my studies of International Baccalaureate Diploma programme. I was amazed by the beauty of the country and excited to meet new people and learn as much as I could.

I found the first term challenging academically and personally. Academically, the curriculum was very different from the one in South Africa, so I had to try and adapt, which took some time. Personally, I found it challenging to meet new people because of our different cultural backgrounds. At times I found myself missing home, my friends and my family, but I never let that hinder me to give it my all and go for my dreams. At the end of it all, I wanted to make them proud, I wanted to make myself proud.

Whenever I came across challenges, I always went back to my wardrobe and took out my Star for Life t-shirt that had the star and the words "I Go for my Dreams" printed on it. This played a huge role in motivating me to try harder and never give up. Throughout my journey, I started to learn a lot of new things, I studied more and grew a lot, emotionally and mentally. My favorite subject was Biology, especially when I performed a 2 weeks experiment about enzymes, which I found very fascinating, and it fueled my passion for science even more.

Through the United World Colleges programme, I got to be involved in a lot of different events, and this helped me understand and appreciate all the different cultures. As a result, I started making new friends coming from all over the globe.

As I approached the end of the academic year on May 2022, United World Colleges, Dilijan College started to feel more like home to me. A home whereby I applied the Star for Life values that kept me on track with my personal life. A home that fueled my passion for science.

I am truly grateful for this life changing experience and I will always keep it close to my heart. Because of Star for Life, I have become more motivated to

keep striving towards achieving my dreams.

The subjects I did at the United World Colleges, Dilijan College motivated me to further my undergraduate studies in Neuroscience and Global Health at Luther College in the United States of America. This will take me one step closer to achieving my dream of helping people dealing with neurological disorders.



*Banele Gumede*

---

## TESTIMONIAL - MBALI MLONGO

---

I was first introduced to the concept of dreams coming true when I started my high school journey in Grade 8, at Dililanga High School, during a Star for Life workshop themed "Dreams can be fulfilled". Little did I know that in 2020 I would be afforded an opportunity that exceeded the dreams that I had for my life. Coming from a disadvantaged background, I never in my wildest dreams imagined such an opportunity coming my way, receiving the United World Colleges, Dilijan College scholarship changed my life for the better.



*Mbali Mhlongo*

I had a lot of mixed emotions about the journey that I was about to embark on. I was excited to learn about a new country and its culture, as well as to meet new people, but I was also anxious about being thousands of miles away from my family. However, the warm reception and the strong support structure at the United World Colleges, Dilijan College made this transition easy for me.

During the first term, I struggled academically, as I was introduced to the very demanding IB diploma. Through the support of teachers and fellow students, I soon adjusted to the academic demands and the workload of the course. I later joined extracurricular activities such as singing for the choir, dance activities and some community services. These were incredible experiences, especially the community service. I was involved in cleaning for the Dilijan community where we would go out on Saturdays to clean up outside the school. This could be small but it meant a lot to me, knowing that I am doing something that helps the whole community.

Being a dedicated and hardworking student helped me thrive academically and lead to me being accepted at 8 university's in the United States, with full scholarships. Taking into consideration each universities academic program, I decided to further my studies at Earlham College, located in Richmond, Indiana. The university offers great academic programs with plenty of opportunities in research, as well as internship programs. I wish to major in Psychology and Business Studies as I am passionate about affecting change in one's individual life, which translates to the broader community as well. I am now looking forward to my next journey in the United States, but I will forever miss Armenia.

I am grateful to my Star for Life donors, Mr and Mrs Olofsson, no amount of words can express my gratitude. A big applause to all the Star for Life staff members, they are extremely incredible, their support is amazing. I also would like to thank all the United World Colleges Dilijan staff members; they will forever hold a place in my heart because of the role they played in my life. I see family when I think of each and every person who has aided me along my journey.

# OVERVIEW OF SUPPORT PROGRAMMES

## The Arts & Culture Programme

Art & Culture is at the heart of our organisation as we develop the artistic skills of our learners' and use the arts as a catalyst for social transformation. With the help of aesthetic learning processes we strive to create environments where the learners can explore their inner world and express their desires and fears in a safe environment. We strive to create social cohesion and a place where young people dare to dream and are empowered and supported to realise those dreams.

Objectives of the Arts Unit is to impart the role of art forms (including music, drama, dance and visual arts)

in the promotion of behavioural change, self-esteem, academic excellence, reduction of HIV infections Sexual Reproductive Health and Rights issues amongst learners; and enable them to make life affirming decisions and choices. Training of Coaches on how to deliver classroom sessions and learners workshops using arts (dance, music, drama and visual arts).

This training takes place every 12 months or upon request in conjunction with the area managers training of Coaches.



### STAR CHOIR

The Star Choir is comprised of former Star for Life learners who are given the opportunity to showcase their talent by participating in concerts organised by Star for Life, both in Southern Africa and abroad.





### The Wellness Programme

Wellness is the state of health that is associated to lifestyle and is one of Star for Life’s essential programmes. It provides psycho-social support and facilitates as well as welfare services to all Star for Life schools and surrounding communities. The Wellness Programme is closely linked to the Mobile Health Programme.

The Wellness Programme provide a number of services for learners and their families as well as provide support and training to Star for Life coaches when suitable.

### Mobile Health Programme

The Mobile Health Programme supports the core work of Star for Life Coaches in schools.

It aims to strengthen three main pillars – HIV/AIDS counselling and testing, referrals to external health facilities and comprehensive health education. It complements the Coaches’ work by providing in-depth adolescent health education through workshops that speak more directly to issues relating to safe sex, sexual and reproductive health and rights, and the physical and emotional changes puberty brings.

This programme has a staff of three, consisting of a professional registered nurse who heads the programme and two HIV counsellors. The MHU staff work in close collaboration with the Star for Life Coaches and the life skills teachers in Star for Life schools. The Mobile Health Programme also reaches out to the community where the learners reside. Through campaigns and special interventions, the MHU is able to reach out to the community in order to engage learners’ parents and other community members. The aim of this activity is to ensure that relevant information continues to be disseminated within the community and that people are educated and provided with correct information. We hope to encourage parents to start talking to their children about health-related issues.

The situation with HIV and AIDS has improved a great deal since the pandemic peaked in South Africa and Namibia around 2004-2007 thanks to the combined efforts by governments, international agencies and organisations like Star for Life. For example, the number of new infections and AIDS related deaths have been reduced by about half. But of course, all is relative. The numbers are still very problematic, especially for the young women. The vulnerability of girls and young women in the context of HIV and AIDS is similar across the whole of Southern and Eastern Africa.

As a response to this in 2010, Star for Life launched their first Mobile Health Unit in KwaZulu-Natal, South Africa. Its main purpose was to scale up adolescent friendly health care services amongst learners who are in Star for Life schools.

The programme in KwaZulu-Natal had been running for five years when an evaluation was conducted and results showed that the programme was helping to reduce HIV among young people and increase knowledge of HIV/ AIDS. Based on these findings the programme was awarded further funding to expand its operation to other Star for Life sites – the Gauteng Province and Namibia.



## WELLNESS UNIT

During lockdown, the Wellness Manager attended an online course on COVID-19 and was subsequently one of the trainers that trained educators and Star for Life staff members on COVID-19. After the course Wellness Coaches conducted sessions on COVID-19 orientation specifically on fear, anxiety and stigma.

The pandemic was not only a difficult time for educators and learners, but also for Star for Life employees, the Wellness Unit provided continuous debriefing sessions to Star for Life team members individually, in groups and via phone calls and WhatsApp. The fundamental goal of the debriefing sessions was to ensure that employees were in good physical and mental health, that they were supported and were able to balance their personal and professional lives.

In South Africa, a total of 39 employees were reached through debriefing sessions and a total of 24 in Namibia. In Namibia a group debriefing session was held with an emphasis on mental well-being, this reached 44 employees in total from the Windhoek and Oshikoto regions.



## School Based Child Protection Campaigns

South Africa celebrates National Child Protection Week every year to promote awareness about children’s rights. The main goal is to promote awareness about the importance of protecting children from abuse, neglect, and other types of violence. All sectors of society must work together to guarantee that children are cared for and protected. Wellness has reached out to a diverse group of people who have played an important role in the campaigns. South African Police Services, the Department of Social Development, the Department of Transport, the Department of Health, the Department of Education, and Nedbank were all involved as were business women, Childline, and Lifeline.

Wellness effectively carried out activities in all 14 primary schools with 3,077 learners reached during the year.



## MOBILE HEALTH UNIT

As a result of the pandemic, the Ministry/Department of Education worked closely with partners to coordinate and make available content tailored to support learners' educational and health needs. After many years the organisation in South Africa has now signed a memorandum of understanding with the Department of Health. This means that the organisation is now an official partner with the Department in reaching young people with much-needed health services.

Star for Life was one of the partners that assisted the Department/Ministry of Health in implementing COVID-19 orientation, screening, and providing psychosocial support. The Mobile Health Unit was able to reach educators, learners, and community members through these departmental initiatives. A total of 122 classroom sessions with 496 learners were reached through health screenings.

The health education conducted through Girls Talk included topics such as the reproductive system, menstrual cycle, teenage pregnancy, family planning,

woman of character, STIs, sexual reproductive health, and HIV related issues. A total of 1228 girls were reached through these talks. Boys Talk also took place reaching 1797 boys with health education on voluntary medical male circumcision, condom demonstration, teenage pregnancy, man of character, STIs, and HIV related issues.

The Mobile Health Unit conducted campaigns which went on for two weeks and emphasised key messages such as; 'It is hard to raise a child while you are a child', 'Say no to teenage pregnancy' and 'Be period positive', 'Ending menstruation stigma'. The Mobile Health Unit also conducted classroom sessions on the same themes. The curriculum further covered risky behaviours, rape and the various stages of adolescence and sexuality.



Each year, on 1 December, the world commemorates World AIDS Day. People around the world unite to show support for those living with HIV and to remember those who have died from AIDS-related illnesses. Each World AIDS Day focuses on a specific theme, this year the theme was "End Inequalities, end AIDS".

The theme joined a growing list of challenges that World AIDS Day has alerted people to. The Mobile Health teams partnered with stakeholders such as the Department of Health to provide health services to the local communities they work in.



Menstruation is a natural and necessary biological function, however it is a roadblock for millions of women and girls worldwide. About 12.8% of women and girls globally live in poverty, and 1.25 billion women and girls don't have access to a safe and private toilet. Additionally, many people in developing countries see menstruation as unclean or even as a curse. In Africa, 1 in 10 girls have their education interrupted because of their periods. This affects a girl's ability to attend school as well as women's ability to work and make a living.

At a time when family income has been severely affected by the Corona Virus, the Mobile Health Units conducted Girls Talks in order to sensitise girls on the use of menstrual cups as an alternative to using menstrual products that are costly. In some areas, in place of tampons and pads, young girls are resorting to using old clothes, rags, newspapers, leaves, bark, and grass.

2,885 girls from Namibia and South Africa attended Girls Talk focusing on menstrual hygiene, menstrual cup pros and cons, maintenance of the cup and the misconceptions and myths of using a menstrual cup. A total of 424 menstrual cups were distributed.

Mobile Health Unit conducted a Condomise campaign in partnership with Namibia Planned Parenthood Association and Ministry of Health and Social Services. This campaign was under the Valentine Campaign and a total number of 20 people were reached with information, HIV testing and counselling.

As part of the Valentine Campaign school talks also took place in 13 schools in the Khomas region. A total of 13 topics were identified and were discussed covering issues related to HIV Prevention, Adolescent Girls and Young Women, Substance Abuse, Teenage Pregnancy, Early School Drop Out, amongst others.

Star for Life Mobile Health Unit was asked to assemble a group of young people from Grade 8 -12 to form a panel of 6 people, and seat them in an interview to answer to questions related to topics on Sexual Reproductive Health and Rights. The idea was to draw on their understanding of issues in their community relating to the topic of discussion and to shoot the interviews at all the 13 schools and work on the production of the activity to have it post-streamed on social media pages of the Ministry of Health, Social Services, Ministry of Information Communication Technology and Ministry of Education.





## ARTS UNIT

During the first half of 2021 public events were still prohibited due to the COVID-19 pandemic, severely impacting the Music Department.

As a result, a significant amount of resources were focused on the overall long term improvement of the Arts & Culture Programme. Several funding initiatives were also undertaken, with the "Dream Challenge" standing out as a great success. Company employees as well as the general public took the opportunity to combine fitness and charity with the Music Department using social media to motivate the participants along the way. During the summer a number of outdoor concerts took place providing additional fund-raising opportunities.

The Music Department and Ntombie Shobede also performed together as part of a new concept known as "business dinners" with Christin and Dan Olofsson. These took place in Stockholm and Gothenburg with the aim of these evenings being to acknowledge new companies and to welcome them into the Star for Life family. This initiative resulted in many new connections

being made as well new Star for Life sponsors.

In late October Ken and Göran, along with Magnus Spångberg and Ntombie Shobede, worked as Star for Life Music Ambassadors during a visit to Jerusalem where Dan Olofsson was awarded a "Prize of Honour" for his and his family's contributions in Israel over many years.

The Israel Week was followed by a visit to South Africa where Ken and Göran, along with the Star for Life South Africa team, welcomed newly appointed Secretary General, Jessica Grundström Ahldin.

At the end of 2021 Star Choir Member Ntombie Shobede visited Sweden for a number of events including the highly successful Christmas show. Ntombie has grown into a dynamic artist over the years, with her performances combining singing and storytelling, engaging and exciting the audience. These concerts offer a glimpse into the Star for Life program for those not able to travel to Southern Africa and have been very well received in Sweden.



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

**"If you want to remember things that are really important  
in life, put them into a song"**  
*- Triple & Touch*

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 organization, 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 greater emotional impact, and as a result 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

acts as a mantra (a constant reminder) about the importance of protecting yourself against HIV AIDS. It is a call that can make the difference between life and death.

Today, 17 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 an impossible mission and is one of the many reasons we really do admire the Star for Life students.

These students are however rich, they have their voices, they have their dance and they have 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 are 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 for the future amongst the young people in Sweden, in Southern Africa and in many parts of the world. This is the beauty of music.



*Ken and Göran*

## SPECIAL PROJECTS

### Daughters of Africa

The Daughters of Africa project had a very successful year in 2021, after the numerous challenges experienced in 2020 due to the COVID-19 pandemic. The team was able to create a strategy that assisted in achieving the various targets of the project. In 2021, 1,450 girls were reached with lessons on Sexual Reproductive Health and Rights, Gender Equality and Entrepreneurship.

Life skills training encompasses comprehensive sex education to support girls in analysing their own lives, making their own decisions, and taking action individually or in groups. Having leadership skills helps girls lead healthy lives. They acquire knowledge and the ability to make informed decisions about their health, develop self-awareness and confidence, and find tools to access opportunities and resources, including education and healthy partnerships, all of which help them say “no” to teenage pregnancy and risky sexual behaviours.

Some activities were halted due to COVID-19 lockdown such as health screening, practical business implementation and girls’ gender-based violence dialogue. A strategy was devised to continue with the sessions required for sexual reproductive health, gender equality and entrepreneurship. The Coaches developed WhatsApp videos to deliver the content within the Girls Club.

In commemoration of women’s month in August, Girls Club members created videos which touched on the following aspects:

- Teenage pregnancy
- Pre-exposure Prophylaxis and Post-exposure Prophylaxis
- Irresponsible sexual behaviour
- Gender-based violence
- Human trafficking
- Suicide
- Importance of education
- Sexual health rights



To commemorate the International Day of the Girl Child in October, some of the girls were invited to meet prominent women in leadership. As a result of COVID-19 the learners attended school on a rotational basis, the team used this to their advantage by recruiting girls of the same grade and inviting them to school on the day that they were not attending ordinary lessons, to participate in the Girls Club sessions. This allowed them to reach the learners and ensure the projects goals were achieved. The support that was received from the schools cannot be emphasised enough, with principals writing letters to parents requesting that learners come to school on days that they were not attending lessons. Each school ended up with between two and three club.

The Girls Clubs received a visit from the Star for Life Mobile Health Units, and the staff provided health screening and health education.

Entrepreneurship sessions were also effectively implemented with development Coaches conducting the sessions in all groups. Learners were equipped with skills on running a business but due to COVID-19 they could unfortunately not begin to implement the knowledge acquired by starting their businesses.



## TESTIMONIAL - ZIMBILI MBHAMALI

Meet Zimbili Mbhamali, a learner who joined the Daughters of Africa Girl's Club at Siphosabadletshe High School, in 2019. "The Girl's Club has empowered me with knowledge and encourages me to get the skills I need to be an independent young woman, and also be able to help provide for my family", said Zimbili, who lives in a family of 6, with their only source of income being the government social grants and her mother's beadwork.

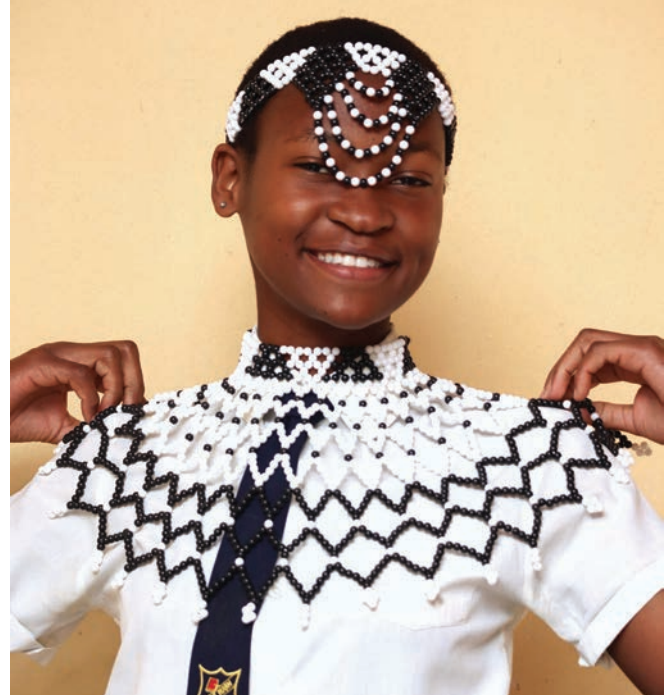
Zimbili said, "When I was introduced to the Daughters of Africa project, I got to learn more about entrepreneurship and the importance of being an independent young women". This is when she started showing more interest in her mother's beadwork business, and throughout the years, her mother has helped her develop her skills in beading.

When she finally mastered her craft, she began selling her beadwork to friends and neighbors. "I started making money from my beadwork and it resulted in me being the most independent girl I know. I don't go around making bad decisions for money, because these days you find many girls my age relying on men for money, I like the fact that I am able to help my mom financially at home", said Zimbili.

The Daughters of Africa project has empowered many girl learners to be strong independent young women, by instilling in them knowledge on Gender-Based Violence, Sexual Reproductive Health and Rights, and encouraging them to pursue entrepreneurship, to start a business, no matter how small it is.

Zimbili's dream is to have her own workspace to make beadwork where she can hire community members to help her with her craft, and as a result, contribute positively in alleviating poverty in her community.

"My message to young women like me is to work on the talents you have, do not sit on your own ideas and use your talents to make a living", Zimbili Mbhamali.



*Zimbili Mbhamali with her beadwork*

# DREAMS

(Determined, Resilient, Empowered, AIDS-Free, Mentored, Safe)

The five-year DREAMS Programme in Namibia aspires to create an AIDS-free future for girls, aiming to avert new HIV infections among adolescent girls and young women. The project contributes to Namibia’s National Strategic Framework on HIV and AIDS and the National Agenda for Children, both focused on strengthening programmes to protect adolescent girls and young women from HIV infection by ensuring they are educated, healthy, economically and socially empowered, and free from violence and discrimination.

Star for Life is an implementing partner on the DREAMS project led by Project Hope and sponsored by United States Agency for International Development (USAID) and Presidents Emergency Plan for AIDS Relief (PEPFAR). The project is implemented in Tsumeb, Onandjokwe and Omuthiya Districts in the Oshikoto region. The Project began in 2018 and will run until 2023.

Adolescents and Children, HIV Incidence-reduction, Empowerment, and Virus Elimination—ACHIEVE—is 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 programs at scale. The project leverages the full strength of its consortia and related private and public sector stakeholders to support countries in attaining and sustaining HIV epidemic control. Led by Pact, core partners include Jhpiego, Palladium, No Means No Worldwide, and WIHER.

The DREAMS project included PP prev sessions, gender-based violence and HIV counselling, facilitation training, safe spaces. More than 300 girls were reached with HIV counselling and more than 200 safe spaces were established.

PP Prev is Number of priority population reached with a standardized, evidence-based intervention designed to promote the adoption of HIV prevention behaviours and service uptake.

PP Prev is given to the adolescent girls and young women to educate them on HIV prevention and prepare them for the 13 page document that determines the adolescent girls and young women eligibility to DREAMS. Gender-based violence and counselling sessions are provided to girls and boys that may be victims.



## Dandelion Project

The Dandelion Project delivers food parcels to vulnerable families and helped 33 households during the year, distributing 3,960 food packs and benefitting over 300 family members with the sponsors adding special Christmas goods in December. Four additional food packets were also added, totalling 4,404 food items for each family. This raises the annual food package contribution to R 88,672. One of the Dandelions (beneficiaries) moved from his home to an orphanage but continued to be supported by the project.

Full school uniforms were provided to each of the 33 Dandelions. A package including a shirt, trousers/skirt, jersey, socks, and shoes were given to each child. Dandelion's total number of uniforms increased to 163 in 2021.

It is undeniable that food parcels contribute to these families' well-being, in addition the garden and poultry project also educated families on how to achieve self-sufficiency, ensuring long lasting benefits to each of the families. A total of 11,550 seedlings were distributed to families in 2021. In the previous year, each family had received a hen and a rooster and in 2021 each family received an additional hen. 105 chickens were delivered however each family now

has an average of 10 to 15 chickens, bringing the total number of chickens in all homes to roughly 300.

Workshops on parental education were held, these workshop's goal was to equip parents with key skills, such as how to care for their gardens and chickens and to emphasise that these programs are aimed at long-term sustainability and self-sufficiency. It was made clear that the sponsor would only be there for a limited time. Dandelion parents were trained firstly on gardening skills and secondly on poultry farming. Parents also receive information on entrepreneurial skills.

Dandelion Children are given training that is tailored to their needs. They were also tested by the Mobile Health Unit for COVID-19, TB, diabetes, eyesight and oral health examinations, personal hygiene, skin infections, and rheumatic fever. The following topics were discussed: puberty, sexually transmitted diseases such as HIV, teen pregnancy, contraception, and the significance of communicating with sponsors. The importance of maintaining gardens and poultry farming for self-sufficiency was highlighted. A total number of 11 schools, both high schools and primary have had help to set up a garden from the Dandelion project.



# Campaigns

## In-school Campaigns

In-school campaigns take place on request of the school or when the coach sees the need to create awareness on pertinent issues affecting the school population or community. They also take place in order to motivate learners or educate learners on certain issues. Campaigns can be delivered at school assemblies, marches around the school or the surrounding community using posters with key messages, role play as well as songs and poems on the issues being addressed.

The Coaches reported to have seen a marked increase in knowledge on health matters, reduced stigma and discrimination and a noticeable reduction in the overall problems being addressed.

A total of 192 in-school events or campaigns were hosted reaching 44,540 learners. The 192 in-school campaign theme topics included medical male circumcision, nice and clean, human rights, anti-bullying, nature conservation and motivations.

### ANTI-DRUGS & VIOLENCE CAMPAIGN

The Johannesburg team held an "Anti-drugs & Violence" campaign. The campaign was requested by the school management team, as they were seeing a number of learners experimenting with drugs and fighting on the school premises. The above behaviour was mostly observed in Grade 7, the target group for this event was therefore the Grade 7 learners. The talk was held at the school's assembly area. Stakeholders that presented on the day were the South African police services, and a local organisation that works

at curbing drugs and substance abuse within the community.

### STOP SUBSTANCE ABUSE CAMPAIGN

In order to further curb substance abuse, in the schools Star for Life operates in the KwaZulu-Natal, teams held campaigns themed "Stop Substance Abuse". South African Police Services, Social worker, Community Police Forums and ex-convicts addressed learners on the dangers and effects of substance abuse, the challenges faced after being released from prison, re-entry into society, family strain, finding employment and mental health issues. The learners were moved, realising the traumatic experience of prison. The Stop Creating Challenges for Yourself awareness talk took place in Grade 8 and 9 at Zuzumqhele High School.



## Special campaigns

### Human Rights Campaign

The month of March is known as the Human Rights Month, and it famously commemorates the fight for equality by black citizens during the apartheid era. Star for Life partnered with the Lesbian, Gay, Bisexual, Transgender, Intersex, and Community Centre to implement a campaign themed “My Voice, My Rights, My Responsibilities”. In King Cetshwayo and Umlazi districts the team reached and empowered 805 adolescent girls across all grades on activities such as Human Rights and Responsibilities, understanding the diversity of Lesbian, Gay, Bisexual, Transgender, Intersex and Queer. The Mobile Health Unit provided health screening and information on menstruation and preventing unwanted pregnancy. Each girl received a workbook designed by Star for Life, a goodie bag, Star for Life T-shirt and cap, menstrual cup, juice bottle, and face mask.



### EUP- Early & Unintended Pregnancy Campaign

The “Let’s Talk!” campaign is a social and behaviour change campaign to reduce early and unintended pregnancy across 21 countries in the Eastern and Southern Africa region, including Namibia. The Technical Coordinating Group of the Eastern and Southern Africa Ministerial Commitment commissioned the campaign. The joint effort was borne out of a recognition that early and unintended pregnancy is affecting an increasing number of adolescents throughout the Eastern and Southern African region, and a cohesive plan is needed to effect change.



Namibia joined the rest of the Eastern and Southern Africa countries in launching the early and unintended pregnancy campaign at national level in Feb 2020. In 2021 the UN (UNESCO, UNFPA and UNICEF) again partnered with Star for Life and MOEAC to roll out the early and unintended pregnancy campaign in 5 regions, namely Ohangwena, Omusati, Kavango East, Kavango West and Omaheke.

### Objectives of the Early and Unintended Pregnancy Campaign:

- To advocate for increased access to sexual reproductive health services (including contraception) for all adolescents and young people.
- To equip adolescents and young people with age-appropriate comprehensive sexuality education information to make informed life choices and prevent early and unintended pregnancy.
- To engage political and community leaders on early and unintended pregnancy issues through radio and other social media platforms and secure their support as advocates for adolescents and young people’s access to comprehensive sexuality education programmes and Sexual Reproductive Health services.



### Stars at Work

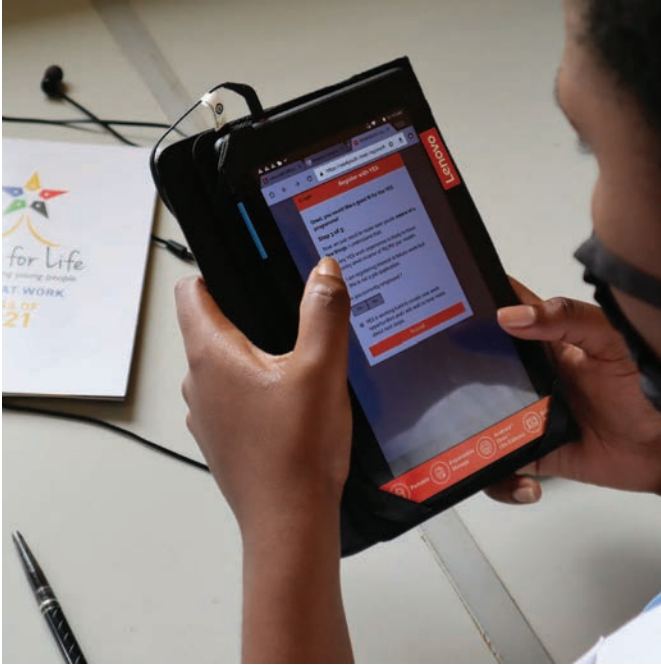
Grade 12 learners are empowered with knowledge regarding the steps that they may take post-matric. The objective of the Stars at Work sessions is to focus on post matric preparation, this includes curriculum vitae and interview tips, guidance on what to do whilst waiting for employment such a volunteering, or to study at a tertiary facility. After each session Star for Life provides learners access to tablets in order to apply at various tertiary institutions and youth employment initiatives.

All Grade 12 learners in the KwaZulu-Natal and Gauteng schools were provided with the Stars at Work booklets containing information on tertiary institutions, application processes, information on how to construct a resumé, what to do whilst waiting for employment as well as links to useful websites. Certificates were also issued to Grade 12 learners on completion of all the Star for Life workshops, these certificates recognise the learners participation in the Star for Life programme and are used to build the learners resumé.



Star for Life's experience of working with youth is that not all learners will pursue further studies in tertiary institutions, and some will seek employment opportunities after completing Grade 12. The goal for the Stars at Work project is for every learner who will

not be pursuing tertiary education, and has not secured employment, to be registered in the YES for Youth database. This provides them with an opportunity to be selected from this database by potential employers



# FINANCIAL OVERVIEW FOR 2021

## SOUTH AFRICA

The Annual Financial Statements for the year ended 31 December 2021 were audited by PricewaterhouseCoopers Inc. and an unqualified audit opinion was issued on the 30 June 2022. The following represents a summary of the key financial data as extracted from the audited Financial Statements:

### Salient Features

Cash and cash equivalents and other financial assets	- increased by 3.15%
Total assets	- decreased by 1.10%
Total liabilities	- decreased by 0.84%
Income	- decreased by 0.75%
Expenses	- decreased by 5.33%

An extract of the South African Financial Statements has been presented on page 52.

## NAMIBIA

The Annual Financial Statements for the year ended 31 December 2021 were audited by Ernst & Young and an unqualified audit opinion was issued on 01 July 2022. The following represents a summary of the key financial data as extracted from the audited Financial Statements:

### Salient Features

Cash and cash equivalents	- increased by 30.57%
Total assets	- increased by 83.84%
Total liabilities	- increased by 231.20%
Income	- increased by 22.18%
Expenses	- increased by 25.18%

An extract of the Namibian Financial Statements has been presented on page 53.





## ***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 52, which comprise the summary statement of financial position as at 31 December 2021 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 2021.

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 30 June 2022.

### **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  
 21 October 2022

*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 2021

Statement of comprehensive income for the year ended 31 December 2021

	<b>2021</b>	<b>2020</b>
	R	R
<b>ASSETS</b>		
<b>Non-current assets</b>		
Property, plant and equipment	933 660	1 236 852
	<u>933 660</u>	<u>1 236 852</u>
<b>Current assets</b>		
Trade and other receivables	8 591	812 567
Cash and cash equivalents	26 341 625	19 164 472
Other financial assets	-	6 373 615
<b>Total current assets</b>	<u>26 350 216</u>	<u>26 350 654</u>
<b>Total assets</b>	<u>27 283 876</u>	<u>27 587 506</u>
<b>Equity and liabilities</b>		
Accumulated surplus	<u>4 986 565</u>	<u>5 102 056</u>
<b>Non-current liabilities</b>		
Long-term borrowings	105 234	65 890
<b>Total non-current liabilities</b>	<u>105 234</u>	<u>65 890</u>
<b>Current liabilities</b>		
Trade and other payables	22 192 077	22 419 560
<b>Total current liabilities</b>	<u>22 192 077</u>	<u>22 419 560</u>
<b>Total equity and liabilities</b>	<u>27 283 876</u>	<u>27 587 506</u>

Statement of comprehensive income for the year ended 31 December 2021

	<b>2021</b>	<b>2020</b>
	R	R
<b>Revenue</b>	25 811 346	26 007 505
Operating expenses	(26 789 698)	(28 297 960)
<b>Operating deficit</b>	<u>(978 352)</u>	<u>(2 290 455)</u>
Other Income	-	1 219 188
Finance income	862 861	1 359 126
Finance costs	-	-
<b>(Deficit) / surplus for the year</b>	<u>(115 491)</u>	<u>287 859</u>

## Namibia Financial Overview for 2021

Statement of financial position as at 31 December 2021

	<b>2021</b>	<b>2020</b>
	N\$	N\$
<b>ASSETS</b>		
<b>Non-current assets</b>		
Property, plant and equipment	819 944	744 687
	<hr/> 819 944	<hr/> 744 687
<b>Current assets</b>		
Trade and other receivables	2 216 133	167 042
Cash and cash equivalents	3 333 138	2 552 741
	<hr/> 5 549 271	<hr/> 2 719 783
<b>Total assets</b>	<hr/> 6 369 215	<hr/> 3 464 470
<b>Equity and liabilities</b>		
Equity	3 794 992	2 687 229
Accumulated funds	<hr/> 3 794 992	<hr/> 2 687 229
<b>Current liabilities</b>		
Trade and other payables	2 574 223	777 241
<b>Total current liabilities</b>	<hr/> 2 574 223	<hr/> 777 241
<b>Total equity and liabilities</b>	<hr/> 6 369 215	<hr/> 3 464 470

Statement of comprehensive income for the year ended 31 December 2021

	<b>2021</b>	<b>2020</b>
	N\$	N\$
Donations	13 752 685	11 255 835
Direct expenses	(10 098 839)	(8 067 478)
Gross surplus	<hr/> 3 653 846	<hr/> 3 188 357
Other income	8 060	12 659
Operating expenses	(2 554 143)	(2 287 922)
<b>Surplus for the year</b>	<hr/> 1 107 763	<hr/> 914 209

## Acknowledgments

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

### Our Partners

Thank you to our 2021 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, encouraging them to dare to dream and empowering them to reach for those dreams.



The Gren family

BRIBAN INVEST AB

skandia:



Vestas



NEXER

Nordea  
PRIVATE BANKING

Lindahl

areco

Northzone

Deloitte.

CLOSE  
CHEFSNÄTVERKET

ACACIA

Josef Lind

Caroline Larsson  
Speaker - Coach - Allianz Ambassador - ex Golf Pro

The Claesson family

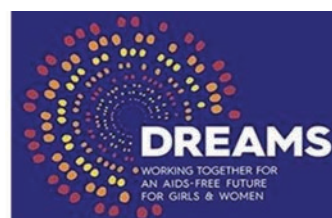
sandberg  
DEVELOPMENT

JOVITECH  
INVEST

The Jildman family



Dr Mosolf and Family





STAR FOR LIFE - AIDS FREE THAT'S ME  
2005/035773/08

**RICHARDS BAY OFFICE**

+27 (0)35 753 1209  
53 Anglers Rod  
Suit 102/3 Marlin Mall  
Meerensee,  
Richards Bay, 3900  
South Africa

---

STAR FOR LIFE NAMIBIA  
21/2007/627

**NAMIBIA OFFICE**

8 Goshawk Street  
Hockland Park  
Windhoek  
Namibia

[www.starforlife.org](http://www.starforlife.org)