



Star for Life
— empowering young people

Eqakwini High School

Schools programme

A partner report compiled for Star for Life
Norway on Star for Life activities

Name of Principal: **Mrs N.Y Mbhele**

Name of Area Manager: **Mrs S Ngubane**

Name of the Coach: **Mr S.N Mangele**

Total Enrolment: **632**

Reporting period: **August 2024-March 2025**

Introduction

The reporting period for this report will detail the Star for Life activities executed in the period of August 2024 to March 2025. These activities included Learner Workshops, Classroom Sessions, One-on-one Consultations, Daughters of Africa sessions, and other special initiatives aimed at supporting and empowering learners. During this period, the final examinations commenced from October to November 2024. For Grades 8 to 11, internal examinations were conducted, while Grade 12 learners sat for their national external examinations.

Eqakwini High School	Pass rate	% of grade 12 who wrote
2024 Matric result	100%	100%
<i>In South Africa the national pass rate was 87.3%.</i>		
<i>In 2023 the national pass rate was 82.9% and the school pass rate was 100%.</i>		

Learner-Centered Activites

Learners’ workshops during the report period: January to March 2025

Grade	Theme of the workshop	Month	Learners reached	Total per grade
Grade 8	LW1: Dreams be fulfilled	February 2025	130	130
Grade 9	LW2: The Power is within Me	February 2025	138	138
Grade 10	LW3: Knowledge is Power	February 2025	160	162
Grade 11	LW4: Stress Management	February 2025	115	117
Grade 12	LW5: Shine On	February 2025	85	85



Teachers' Workshop

The Teacher's Workshop that was delivered to Eqakwini Educators was titled "Conflict Management". This workshop was attended by 26 teachers out of 26 at Eqakwini High School.

Classroom sessions

During this reporting period, a total of 36 classroom sessions were conducted, reaching 430 learners. These sessions served as follow-ups to the learner workshops and were delivered in a warm, supportive, and learner centered environment. Learners actively engaged in the sessions, demonstrating enthusiasm and a genuine willingness to learn and participate in discussions and debates. The classroom sessions covered a range of important topics, including My Personal Shield, My Dreams, Self-Management, Focus and Motivation, Responsible Decision-Making, Assertive Communication, and Reading Comprehension.

To keep learners engaged the Coached deployed group work, role-plays, debates,

and structured discussions to promote critical thinking. Additionally, games and energizers were incorporated to sustain energy and focus, while the use of question-and-answer techniques reinforced understanding and helped solidify key concepts.

One-on-one consultations

During this reporting period, 38 one-on-one psycho-social support consultations were conducted at the school. Learners were referred by teachers, self-referred, and or identified by the Coach. Most cases related to self-esteem, domestic challenges, sexual abuse, career guidance, bullying, and unhealthy relationships. The one-on-one sessions play a crucial role in promoting the emotional and psychological well-being of learners by providing a safe and confidential space for them to express personal challenges and receive tailored support. The Coach establish the rapport, intervene, refer a case when necessary and follow up to ensure appropriate intervention received by a learner.



Daughters of Africa (DoA) Girls Club

The Coach recruited 46 girls aging from 13 to 16 years from grade Grade 9A and 9B to form a daughters of Africa girls club girls. The club focuses on three core themes: sexual and reproductive health rights (SRHR), gender equality, and entrepreneurship. A few entrepreneurship sessions have already been conducted, and the club meets every Thursday during breaks between class periods. Girls must enrol for 13 sessions and administer the market day to practice theory learnt from entrepreneurship.

An example of individual consultation

The Grade 12 class teacher raised a concern regarding the sudden decline in the academic performance of a 17-year-old female learner. The learner has also stopped attending extra classes held during weekends and school

holidays. When approached by the teacher to explain her behaviour, she was unable to provide a clear or consistent explanation. The matter was referred to the Coach for further engagement. During the one-on-one session, the learner disclosed serious challenges affecting her and her two siblings – a 20-year-old sister and a 13-year-old brother. All three siblings currently live independently in a one-roomed dwelling that is in a very poor and unsafe condition.

The learner reported that they live separately from their extended family. Due to ongoing family conflicts, particularly involving their mother, the siblings were forced to isolate themselves and live alone. Their living conditions are dire, and they often go to bed without food. They are fully responsible for sourcing their own meals and necessities. Their mother

resides far from home in search of employment. Although she occasionally secures temporary jobs, the income is insufficient to provide for the children's needs consistently.

Educators in school donated food items and referred the case to the resident Coach. The Coach provided psychosocial support and referred the case to the Department of Social Development for further intervention. The family has started to receive the Social Relief of Distress (SRD) Grant to assist the siblings during this difficult period. The learner's situation has been flagged as urgent due to its impact on her academic performance and overall well-being.

Some challenges

Many learners come from severely disadvantaged backgrounds, where high levels of unemployment remain a significant concern. As a result, some learners face challenges related to school uniform, particularly during the winter season. Some of the learners do not have proper winter clothing and attend school wearing torn or no jerseys/jackets. This situation is further worsened by broken windows in some classrooms, making the cold conditions even more unbearable and affecting learners' ability to concentrate and perform well academically.

We at Star for Life would like to sincerely thank you Star for Life Norway for your continued sponsorship to Star for Life. Without you the work at Star for Life would not be possible. You make it possible.



Signed by Coach: Siyabonga Manqele

I am a qualified Social Worker with a Bachelor of Social Work degree and have been proudly serving as a Life Skills Coach with Star for Life since August 2022.

What inspires me in this role is the opportunity to walk alongside young people during some of the most critical and challenging years of their lives. I am deeply committed to helping learners overcome social barriers, take charge of their education, and believe in their future.