



In partnership with



**PROGRAMME EVALUATION
2020/2021 (year 2)**

It Takes A Full Stomach To Feed The Mind

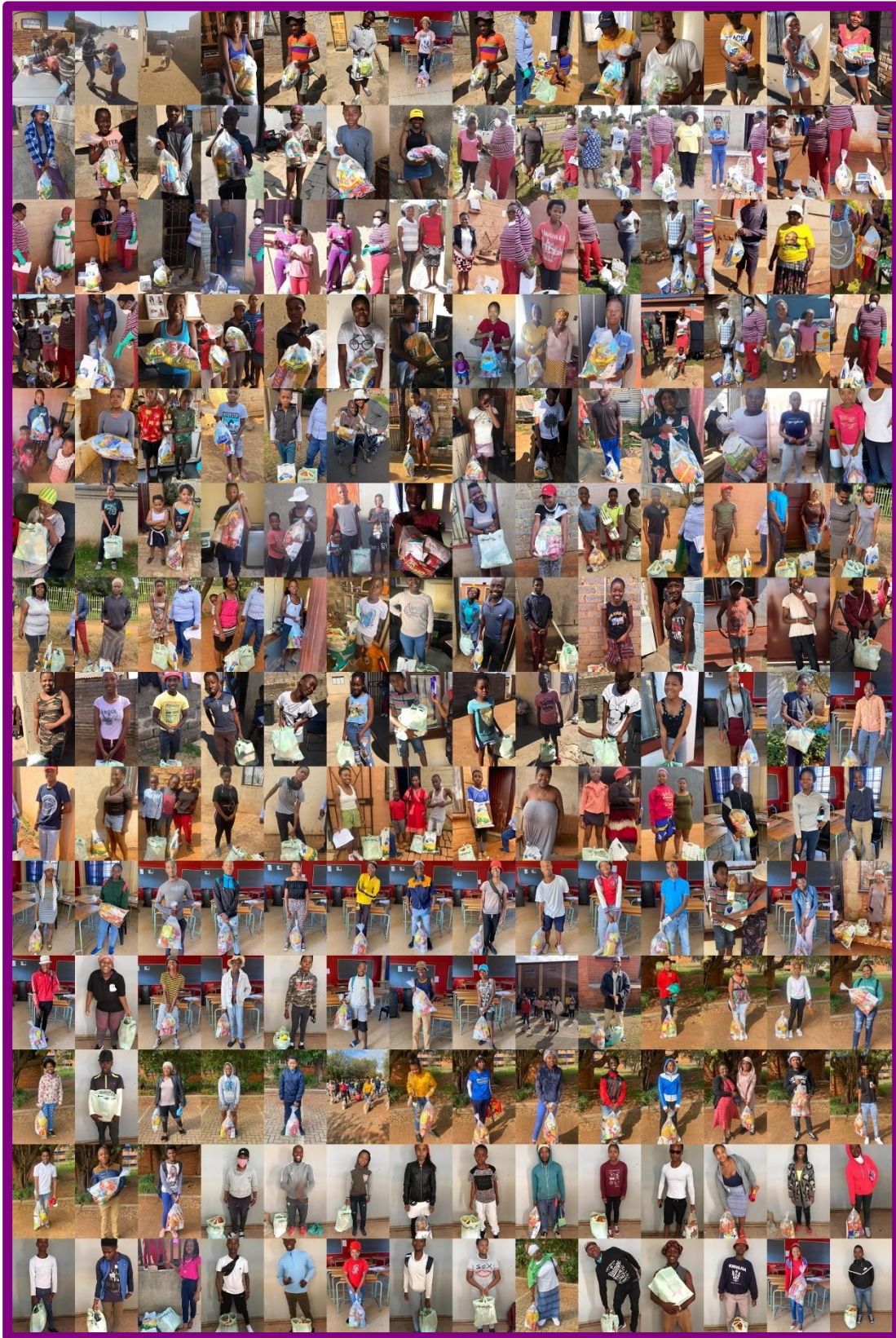


Table of Content

1. Introduction	5
2. Background	5
3. Loving Classroom Programme	6
4. Service Delivery Agreement	7
5. Johannesburg Districts	8
6. Covid 19 Programme Challenges and Adaptations	9
7. Regional Map	11
8. Objectives Of The Loving Classroom Programme	12
8.1 Primary Objective	
8.2 Secondary Objective	
9. Methodology	12
9.1 Pre and Post Evaluation	
9.2 Class Virtue Evaluation Forms	
9.3 Incident Report Forms	
9.4 Registers	
9.5 One on One Interviews	
10. Training	15
10.1 Teachers and Governing Body Primary Schools	16
10.2 Teachers and Governing Body Secondary Schools	16
10.3 Monitoring and Evaluation of Training Workshops	18
11. Loving Classroom Programme Roll Out	23
11.1 Primary Schools	23
11.2 Secondary Schools	23
12. Impact and Evaluation	27
12.1 Primary Objective Evaluation	27
12.1.1. Bullying	

12.1.2 Violence	
12.1.3 Drug/Alcohol Abuse	
12.1.4 Tribalism	
12.1.5 Racism	
12.1.6 Late Coming	
12.1.7 Disruptive Behaviour	
12.2 Secondary School Incident Report Evaluation	29
12.2.1 Per Secondary School	
12.2.2 Total number of Secondary School Incident Reports	
12.3 Primary School Incident Report Evaluation	60
12.3.1 Per Primary School	
12.3.2 Total Number of Primary School Incident Reports	
12.3.3 Primary School Learner Table	
13. Second Objective Evaluation	64
13.1 Psychosocial Support	
13.2 Psychosocial Support Services	
13.2.1 Legal Documentation	
13.2.2 Social Services	
13.2.3 Alcohol and Drug Rehabilitation	
13.2.4 Covid Support Interventions	
13.2.5 Food Parcels	
13.2.6 Counselling	
13.2.7 HIV counselling and testing	
13.2.8 School Uniforms	

13.3 Referral System	67
14. Moshal Scholarship Foundation	67
15. Other Activities	67
15.1 Biggy Smallz Spitbraais	
15.2 Justify Adventure Holiday Volunteers	
15.3 Community Service	
16. Challenges	72
16.1 Covid-19	
16.2 Accreditation of Training	
16.3 Visibility and Marketing	
16.4 Shortage of staff	
17. Recommendations	73
17.1 Accreditation of Training	
17.2 Increase Branding And Social Media Visibility	
17.3 School Enrollment	
17.4 Follow Up Programme	
18. Conclusion	73

Loving Classroom South Africa

1. Introduction

Loving Classroom South Africa was launched in 2016 by Kyle Young and Thulani Makhoba who were passionate about encouraging South African youth to consciously work towards *Building a Loving World* and reinforcing positive relationships and mindfulness both in themselves and in their communities after stumbling upon a Loving Classroom Textbook by David and Naomi Geffen.

The design of the **Loving Classroom** program enables it to meet many of the psychosocial challenges faced by schools in South Africa today. These include a breakdown in healthy peer-to-peer relationships, as well as peer-staff relationships which results in and exacerbates serious incidents of bullying, aggression and violence (ranging from fighting to serious assaults, rape, and even murder), as well as truancy, chronic lateness, general class disruptions, alcohol and substance abuse, depression and low self-esteem.

They registered **Loving Classroom South Africa** as a PBO non-profit organisation in August 2017 believing that if the above-mentioned challenges are not addressed, learners inevitably fail grades and/or drop out of school entirely, thus threatening a healthy and secure future for South African youth. Instead, what awaits them as they emerge from school devoid of academic success is a bleak future, more often than not is associated with reckless behaviour, unemployment, crime, teenage pregnancy, drug and alcohol abuse and an increase in HIV and AIDS.

2. Background

The Loving Classroom Programme started well during 2019 in 10 secondary schools in the district of Johannesburg which is divided up into 5 regions and 6933 learners.

The impact of the programme was significant as can be seen by the following table

Overall totals 6933 Grade 8 & Grade 9 learners			
Incident Report	2018	2019	Impact/Improvement
Bullying	2745	546	80%
Violence/Fighting	3788	659	83%
Tribalism	1725	377	78%
Racism	267	69	74%
Drug/Alcohol	3073	911	70%
Class Disruptions	2643	610	77%
Late Coming	2744	394	86%
Pass Rate	5731	6698	17%

The second year of the programme, 2020, was interrupted by the onset of the covid pandemic which carried over into 2021. There was a significant loss of school time and so it became necessary to amalgamate 2020 and 2021 in order to complete all of the virtues with all of the children participating In the Loving Classroom Programme.

3. What is the Loving Classroom Programme and How does it Work?

The Loving Classroom Programme is an interactive and holistic programme that promotes and teaches positive relationship education in schools.

The programme provides practical tools necessary to overcome and prevent issues such as chronic late attendance, bullying, violence amongst learners, violence between learners and teachers, murder, teenage pregnancy, drugs and alcohol abuse and HIV and AIDS at school.

The programme deals with the essence of what causes these problems and works to successfully prevent them. The Loving Classroom is based on the foundation of 8 virtues: Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship and Care. It runs over 8 months in each school and each month is dedicated to a single virtue

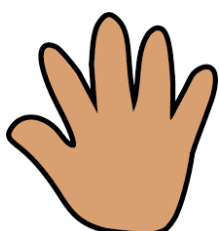


THE HEAD

how to communicate with people from diverse backgrounds and situations, to clarify together how to cultivate a healthy, flourishing *humanity being*

THE HEART

Feeling that everyone (including me) is a precious part of the *humanity being* and craving their wellbeing



THE HAND

Practical support: to help individuals and communities flourish in a healthy, fulfilled *humanity being*

4. Service Delivery Agreement with the Gauteng Department of Education

In order to offer support services in schools in South Africa permission must be granted first by the Department of Education and then by the relevant school governing bodies and principals.

Gauteng Department of Education Demographics

Sector	Primary	Secondary	Total Schools	Learners	Educators
Public Schools	1625	832 (432 combined)	2889	2 048 558	63 092
Private Schools	365	289 (41 Combined)	654	278 026	18 986
Total	1990	1121 (473 Combined)	3619	2 326 584	82 060

Loving Classrooms South Africa signed an agreement with the Gauteng Department of Education in 2018 to Pilot the programme in schools in Gauteng over a three-year period. The department will support the programme by allowing access to teachers, schools and learners and by providing personnel, at a district level, from the Department of Education, to act as liaisons to facilitate introductions to the schools that are taking part in the pilot study. During the 3 years the Department of Education agreed to hire independent consultants to evaluate the programme and its impact and following this evaluation to make a decision on whether or not to incorporate this programme into the official school syllabus.

Planned Programme Outputs over a 3 Year Period

Year	Schools	Teachers	Learners	SGB Members
1 - 2019	10	100	7000	70
2 - 2020	58	580	21 000	406
3 - 2021	98	980	70 000	686
Totals	166	1660	98 000	1162

5. The Johannesburg districts are made up as follows:

Johannesburg Central JC (D14)

- Soweto; Eldorado Park; Johannesburg Southern Suburbs: Lenasia

Johannesburg East JE (D9)

- Halfway House; Hyde Park; Lyndhurst; Modderfontein.

Johannesburg North JN (D10)

- Parktown; Sandton; Alexandra Township, Ivory Park Midrand

Johannesburg South JS (D11)

- Grasmere; Jackson's Drift; Johannesburg; Lenasia; Lawley; Orange Farm; Vlakfontein

Johannesburg West JW (D12)

Florida; Roodepoort; Soweto; Braamfischer; Tshepisoong; Meadowlands, Dobsonville

58 schools were identified by the district officials to take part in the 2nd year of the pilot study. This was made up from the original 10 schools from 2019 grade 8 + grade 11 plus 48 new schools, grade 8 + grade 9.

It was decided to add a further 5 primary schools as a pilot project.

Meetings were held with the School Principals and the School Governing Bodies and a Memorandum of Understanding was signed between these schools and Loving Classroom South Africa.

However, shortly after year 2 began, the COVID 19 pandemic erupted and South Africa went into lockdown.

6. COVID 19- PROGRAM CHALLENGES AND ADAPTATIONS

In 2020 South Africa introduced a 5 level covid alert system to contain the covid pandemic and to manage the easing of the lockdown safety regulations. The risk adjusted approach was guided by several categories including

- The level of infection and rate of transmission
- The capacity of the health facilities
- The extent of the implementation of public health interventions
- The economic social impact of continued restrictions.

Alert Level Key pertaining to the opening of schools	
Level 5	All schools closed
Level 4	All schools closed
Level 3	Schools are allowed to reopen in a staggered manner and on alternative days for boys and girls
Level 2	Schools open for all learners but no contact sport. Schools that were unable to practice the required social distancing covid protocols continued to have boys and girls attending on a rotational basis. These included all the schools that were taking part in the Loving Classroom Programme.
Level 1	Schools open for all learners and contact sport allowed Schools that were unable to practice the required social distancing covid protocols continued to have boys and girls attending on a rotational basis. These included all the schools that were taking part in the Loving Classroom Programme.

The country entered into lockdown from midnight on the 26 March 2020.

Alert level	Date
Alert level 5	26 March – 30 April 2020
Alert level 4	1 May – 31 May 2020
Alert level 3	1 June – 17 August 2020
Alert level 2	18 August – 20 Sep 2020 schools partially reopened
Alert level 1	21 Sep – 28 Dec 2020 schools open with covid protocols in place
Alert level 3	29 Dec – 28 Feb 2021
Alert level 1	1 Mar – 30 May 2021 schools open with covid protocols in place
Alert level 2	31 May – 15 June 2021 schools open with covid protocols in place

Alert level 3	16 June – 27 June 2021
Alert level 4	28 June – 25 July 2021
Alert level 3	26 July – 12 Sep 2021
Alert level 2	13 Sep – 30 Sep 2021 schools open with covid protocols in place
Alert level 1	1 Oct – 15 Dec 2021 schools open with covid protocols in place

The numerous lockdown levels country wide amounted to a loss of between **120 and 137 school days in 2020**. This trend continued into 2021 with a delayed start to the year due to the lockdown stage 3 that was in place.

Alert level	Date 2021
Alert level 3	1 Jan – 28 Feb 2021
Alert level 3	16 June– 27 June 2021
Alert level 4	28 June – 25 July 2021
Alert level 3	26 July – 22 Sep 2021

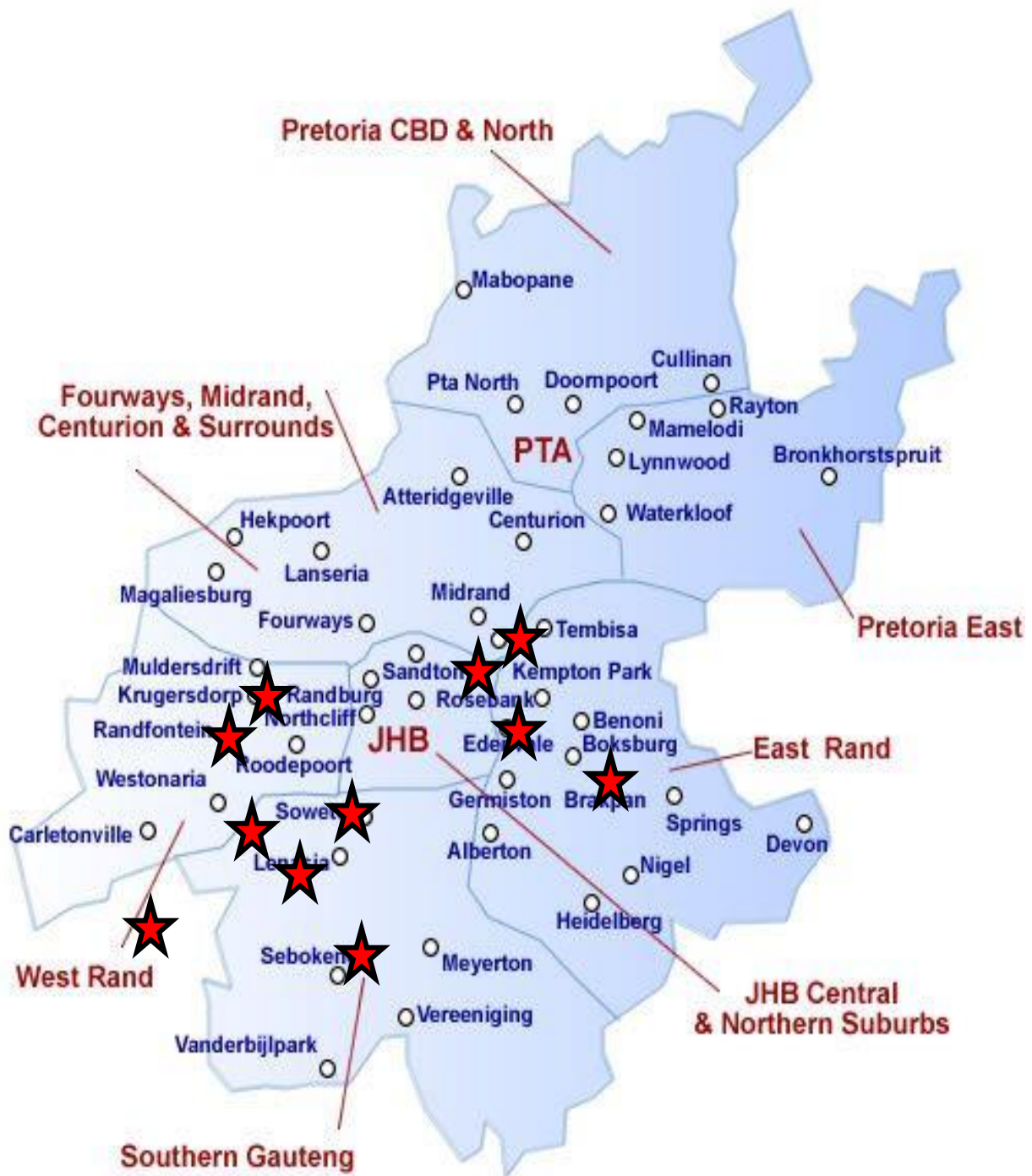
This necessitated changes and some adaptation to the year 2 roll out of the school programme. The available school months in 2020 and 2021 were combined in order to complete each of the 8 virtues.

Adapted Programme Planned Output due to Covid 19

Year	Schools	Teachers	Learners	SGB Members
Y1 - 2019	10	100	7000	70
Y2 – 2020/2021	58+5	580	21 000	406
Y3 - 2022	63	700	25 000	700
Totals	136	1380	53 000	1176

At the end of 2021, Year 3 planned outputs were renegotiated with the relevant stakeholders and adjusted accordingly due to the financial costs involved with both materials and the covid related impact.

7. Regional Map and areas where chosen schools are based.



8. Objectives of the Loving Classroom

8.1 Primary Objectives

- To promote and teach positive relationship education in schools in South Africa in order to stem the negative and dangerous trend of bullying, aggression and violence (ranging from fighting to serious assaults, rape and even murder), as well as truancy, chronic lateness, general class disruptions, alcohol and substance abuse at school, depression and low self-esteem.
- To give educators and students the tools necessary to create a positive and nurturing environment in which learning can take place.
- To have Loving Classroom incorporated into the South Africa School curriculum.

8.2 Secondary Objective

- To facilitate psychosocial and economic support through the development of a referral and support system for learners in order to increase their chances of reaching their full potential.
- To help the learners and schools with covid related assistance and support

9. Methodology

Methodology for Year 2 was unchanged.

9.1 Pre and Post Training Workshop Evaluation Forms

These were completed by each of the participants both before the Loving Classroom training workshops started and then again once the training sessions had been completed. These were used to assess the content of the training, the understanding of the participants and the ease at which they were able to role play the various sessions that they would in turn have to run in the classrooms back at their schools

9.2 Class Virtue Evaluation Forms

Each class chose their top 5 virtues and carried out a weekly assessment on how they were measuring up to these virtues in their day to day lives at school, at home and in their communities at large. This was done using a scale of 1-5.

9.3 Incident Report Forms

The Department of Basic Education has incident report forms that have to be completed for each child for all reported incidents that occur at school. These incident report forms allowed for a comparison of negative behaviour impacting on school performance from the previous year before the Loving classroom programme began after it was completed for the first year.

9.4 Registers

These comprised of training registers, class registers, virtue registers

9.5 One on One Interviews

The Loving Classroom staff carried out one on one interviews with school principals, school head of department educators, teachers, learners and parents.

TRAINING



10. Training Workshops

Loving Classroom training workshops were conducted with Life Orientation teachers and parents and other staff members representing the school governing bodies from Identified Schools. The training focused on the main aspects of the programme.

1. History and background of the Loving Classroom Programme.
2. Loving Classroom eight virtues - Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship (in the class) and Care (for society).
3. 4H Methodology - **HUMANITY** – a holistic approach caring for a harmony between individuals and humanity in general **HEAD** – learning about the virtues that strengthen excellent communication and relationships **HEART** - connecting teachers, learners and all those connected to educational institutions globally **HAND** - To do projects that give life to the positive thoughts and feelings in HEAD and HEART.
4. Training also includes lesson-planning and programme monitoring and evaluation.
5. Teachers were provided with a Loving Classroom Kit which contained
 - A Loving Classroom training manual to run the sessions at schools,
 - An individual lesson plan for each of the 8 virtues,
 - A power point presentation summarising the 8 lessons and
 - A Loving Classroom Textbook
 - They were allocated a **Loving Classroom South Africa** staff member/trained volunteer to be their mentor throughout the programme.



10.1 Teachers and School Governing Body – Primary Schools

Number of teachers and school governing body parents trained

Name of School	Teachers	SGB Members	Total
Khuthala Primary School	10	5	15
Kgaugelo Primary School	7	5	12
Freedom Park Primary School	8	5	13
Lukholweni Primary School	10	5	15
Inkwenkwezi Primary School	10	6	16
Total	45	26	71



Teachers and school governing body participating in training exercises during workshop


10.2 Teacher and SGB Training-Secondary Schools

Number of teachers and school governing body parents trained

Name of School	Teachers	SGB Members	Totals
Mncube Secondary School	15	6	21
Dr Vilakazi Secondary School	18	7	25
Moses Maren Mission	10	0	10
Raymond Mhlaba Secondary School	8	4	12
AHA Thuto Secondary School	12	8	20
Alexander Secondary School	10	6	16
Sgodiphola Secondary School	8	5	13
Tembisa High School	10	4	14
Bokamoso Secondary School	10	6	16
Meadowlands Secondary School	10	5	15
Freedom Park High	8	6	14
Reasoma High School	9	4	13
Mapetla High School	11	7	18
Tetelo High School	10	8	18
Almont High School	13	4	17
Protea Glen Secondary School 1	12	7	19
Protea Glen Secondary School 2	8	8	16
Seanamarena Secondary School	10	4	14
Die Fakkkel Secondary School	9	7	16
Klipspruit West Secondary School	10	9	19
Bona Comprehensive School	15	6	21
Orlando High School	9	4	13
Selelekele High School	12	5	17
Lenz Public School	10	9	19
Diepdale Secondary School	8	4	12
Fons Luminis High School	10	5	15
Emadwaleni Secondary School	11	7	18
Madibane High School	14	5	19

Progress High School	10	3	13
Mshukantambo High School	10	6	16
Jabulani Technical School	11	5	16
Orlando West Secondary School	8	4	12
Bopa Senatla Secondary School	10	5	15
Noorgesig Secondary School	13	6	19
Naledi High School	15	3	18
Ngungunyane High School	7	5	12
Kliptown Secondary School	8	6	14
Ibhongo High School	10	5	15
Mafori Mphahlele High School	10	8	18
Senaone Secondary School	12	3	15
Daliwonga Secondary School	7	2	9
Thaba Jabula Secondary School	10	5	15
Morris Isaacson High School	9	3	12
Anchor High School	10	5	15
Jobrathebe Secondary School	6	6	12
Lufense Girls High School	10	5	15
Emndeni High School	10	4	14
Forest Hill High School	10	2	12
Musi High School	10	6	12
Lavela Secondary School	12	3	13
Bayers Nauder High School	10	2	12
Veritas Secondary School	11	7	18
Lufhereng Secondary School	9	4	13
Eramus Monareng Secondary School	8	7	15
Mpilisweni Secondary School	9	5	14
Kagiso Secondary School	8	8	16
Jabulile Secondary School	9	5	13
Sebetsa Othole Mopotso High School	10	2	12
Totals	744	345	1089

Total number of people trained was
1160



Based on the 2019 recommendations 5 primary schools were added as a pilot to the 2020/2021 rollout in order to assess the effectiveness of the Loving Classroom programme on negative and problematic behaviour in younger children.

10.3 Monitoring and Evaluation of the training workshop

This was carried out using daily attendance registers, pre and post course evaluation questionnaires, top 5 virtues evaluation and class tasks feedback



Training workshops with covid social distancing protocols in place



PROGRAMME ROLLOUT



11. Loving Classroom Program Roll Out in schools

The Programme with children at schools began in January 2020, however due to the covid pandemic and the number of school closures due to numerous lockdown regulations, it was implemented through to November 2021

Loving Classroom South Africa delivered 23 115 books to 23 115 children. A further 1160 books were given out to the life orientation teachers and school governing body members during their training sessions. Each child was given their own copy of the Loving Classroom textbook which they kept and used for sessions, activities and tasks and they were encouraged to share the information about what they had learnt and their activities with their families at home.

Throughout the text book there are a number of evaluation exercises and these were designed to be used for Pre-evaluation at the beginning of the programme and post evaluation and the end of the programme. The Text books were checked and signed by teachers and learners at the end of each virtue.

The programme was designed to do one virtue a month throughout eight months, for example (February- Respect, March – Compassion, April- Listening, May- Kindness, June- Gratitude, July – Kindness, August- Care and September – Care). However, due to the impact of covid on the school year in 2020 and 2021, the sessions were spread out over the 2-year period when school was in session.

The programme has been designed to be fun and educational for learners and teachers. There are many different activities done by both teachers and learners. These activities are meant to both educate and entertain learners while learning at the same time, they call this (Edutainment). Each activity is according to the virtue the class is doing at that time, Learners were encouraged to do some of these activities with their families and friends at home as part of the tasks given for a month and they are then asked to come back and give feedback to the class during the following month.



Learners Participating during the programme

11.1 Primary School

Table of Primary School Learners participating in the Loving Classroom Programme Year Two

Name of School	Number of males	Number of Females	Totals
Khuthala Primary Schools	190	204	394
Kgaugelo Primary School	201	207	408
Freedom Park Primary School	206	212	418
Lukholweni Primary School	191	193	384
Inkwenkwezi Primary School	189	201	390
Totals	977	1017	1994

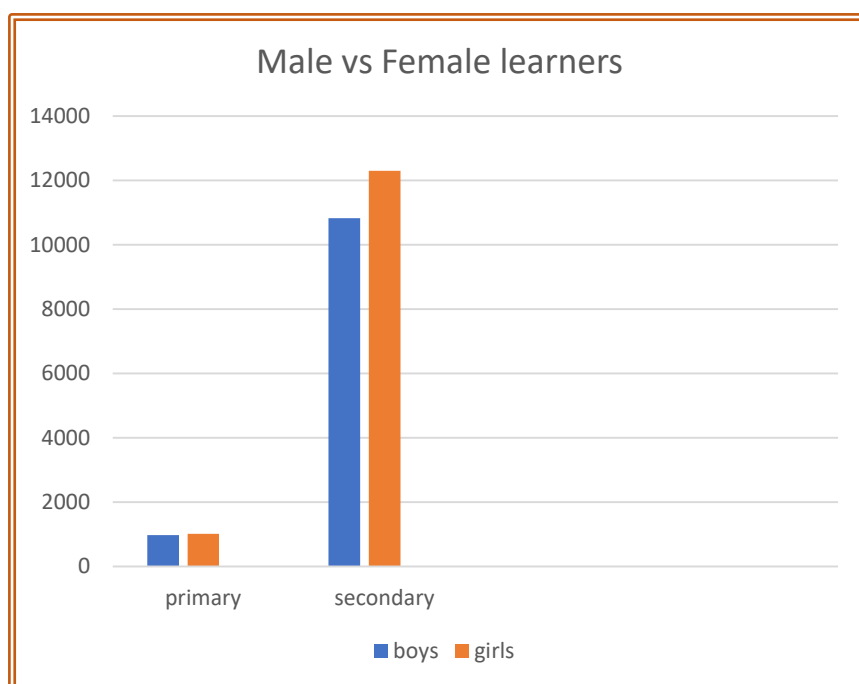
11.2 Secondary Schools

Table of Learners participating in the Loving Classroom Programme Year Two

Name of School	Number of males	Number of females	Totals
Mncube Secondary School	179	201	380
Dr Vilakazi Secondary School	197	223	420
Moses Maren Mission	190	202	392
Raymond Mhlaba Secondary School	170	219	409
AHA Thuto Secondary School	198	212	410
Alexander Secondary School	201	217	418
Sgodiphola Secondary School	192	203	395
Tembisa High School	179	211	390
Bokamoso Secondary School	160	222	382
Meadowlands Secondary School	189	199	388
Freedom Park High	194	214	408
Reasoma High School	167	230	397
Mapetla High School	181	206	387

Tetelo High School	177	227	404
Almont High School	188	197	385
Protea Glen Secondary School 1	197	209	406
Protea Glen Secondary School 2	192	230	422
Seanamarena Secondary School	194	205	399
Die Fakkkel Secondary School	197	221	418
Klipspruit West Secondary School	179	240	419
Bona Comprehensive School	185	199	384
Orlando High School	189	203	392
Selelekele High School	196	198	394
Lenz Public School	182	216	398
Diepdale Secondary School	199	213	412
Fons Luminis High School	187	196	383
Emadwaleni Secondary School	181	207	388
Madibane High School	177	211	388
Progress High School	190	223	413
Mshukantambo High School	197	222	419
Jabulani Technical School	180	212	392
Orlando West Secondary School	198	206	404
Bopa Senatla Secondary School	201	215	416
Noorgesig Secondary School	171	224	395
Naledi High School	189	213	402
Ngungunyane High School	182	204	386
Kliptown Secondary School	192	214	406
Ibhongo High School	186	200	386
Mafori Mphahlele High School	198	221	419
Senaone Secondary School	179	203	382
Daliwonga Secondary School	192	225	417
Thaba Jabula Secondary School	187	193	380

Morris Isaacson High School	196	214	410
Anchor High School	186	202	388
Jobrathebe Secondary School	199	217	416
Lufense Girls High School	175	218	393
Emndeni High School	195	225	420
Forest Hill High School	178	216	394
Musi High School	196	207	403
Lavela Secondary School	186	201	387
Bayers Nauder High School	167	214	381
Veritas Secondary School	190	224	414
Lufhereng Secondary School	174	212	386
Eramus Monareng Secondary School	184	214	398
Mpilisweni Secondary School	183	210	393
Kagiso Secondary School	195	222	417
Jabulile Secondary School	175	202	377
Sebetsa Othole Mopotso High School	185	199	384
Totals	10 823	12 303	23 115



Total number of male and female learners from Primary and Secondary Schools that took part in the Loving Classroom Programme during 2020/2021

IMPACT



12. Evaluation and Impact of the Loving Classroom Programme

The Loving Classroom evaluation was done by using information extrapolated from the School Incident Report forms. These are forms that all schools complete whenever there has been a breach in the code of conduct, physical injury or illness. They form part of each learner's school record.

12.1 Primary Objective Evaluation

In order to evaluate the primary objectives 7 negative and problematic behaviours that impede educational goals were assessed. The information from the incident report forms was collected and collated by the director of the Loving Classroom Programme and the individual school Principals.

The negative behaviours assessed were as follows:

- bullying
- violence/fighting
- drug/alcohol abuse
- tribalism
- racism
- late coming
- disruptive behaviour

12.1.1 Bullying

Bullying is defined as a process in which one person repeatedly uses superior strength or influence to mistreat, attack or force another person to do something. Examples of such behaviour include derogatory comments, physical assaults, and social exclusion, where the key factor is the existence of power imbalance between the perpetrator and the victim.

It is a serious problem that can affect a child's school experience. Besides affecting the self-esteem of the assaulted, it often results in situations in which both victims and perpetrators miss learning opportunities, diminishing the quality of their education and therefore their academic performance.

12.1.2 Violence/Fighting

School violence is defined as any acts of violence that take place inside an educational institution, when travelling to and from school or a school-related event, or during such an event. Exposure to youth violence and school violence can lead to a large number of negative health behaviours and outcomes, including alcohol and drug use and suicide. Depression, anxiety, and many other psychological problems, including fear, can result from school violence. Recent studies have shown that school violence had the

following effects on learners: loss of concentration; poor academic performance; bunking of classes; and depression.

12.1.3 Drug/Alcohol Abuse

Since 2001, when regulations for safety Measures at Public schools (gg 22754) was published, all south African schools have been declared drug-free zones. No person may possess illegal drugs on school premises. Substance abuse is defined as a pattern of harmful use of any substance for mood-altering purposes. "Substances" can include alcohol and other drugs (illegal or not).

Substance use itself may impair cognitive development which, in turn, reduces academic achievement and disrupts academic progression. Recent studies have shown that heavy adolescent substance use can lead to problems with working memory and attention due to changes in adolescent brain activity.

12.1.4 Tribalism

Tribalism is a word used to describe situations where people are overly loyal to their own group at the expense of other groups. This can lead to bigotry and racism and, when taken to extremes, even violence.

12.1.5 Racism

The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another. Racism in schools hurts both individuals and the learning and working environment. It generates tensions that distort cultural understanding and narrow the educational experiences of all learners.

12.1.6 Late Coming

Defined as coming or arriving after the correct or expected time. Late coming to school has become a major problem in many schools, particularly township schools with serious consequences. Current research has demonstrated that many schools in South Africa are performing badly due to inefficient use of the teaching and learning time. (dec 2017 Pedagogical Research).

Late coming disrupts the rhythm of the class room teacher, and also distracts other pupils who may be paying attention to the lecture (Chujor, 2014)

12.1.7 Disruptive Behaviour

Disruptive behaviour can be presented by learners in a number of ways, ranging from wanting control and power in the classroom, being consistently late, talking when they

shouldn't be, arguing with the teacher unnecessarily, challenging the teacher on certain issues, ignoring instructions, use of cell phones in the classroom.

12 School Incident Reports

12.2.1 School Incident reports per school

DR BW Vilakazi Secondary School

Situated in Zola North

Dr BW Vilakazi Secondary School 420 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	155	21	86%
Violence/fighting	175	23	87%
Tribalism	123	24	80%
Drug/alcohol	123	24	80%
Disruptive	142	18	87%
Late coming	123	24	80%
Pass rate	391	416	60%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021



Mncube Secondary School

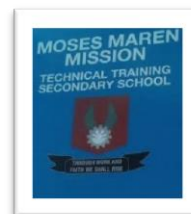
Situated in Mofolo North

Mncube Secondary School 380 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	122	33	73%
Violence/fighting	102	26	75%
Tribalism	103	24	85%
Racism	93	14	85%
Drug/alcohol	145	22	84%
Disruptive	121	25	79%
Late coming	145	23	84%
Pass rate	321	372	16%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Moses Marren Mission Secondary School

Situated in Eikenhop Lenasia



Moses Marren Missionary Secondary School 392 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	147	31	79%
Violence/fighting	131	60	54%
Tribalism	113	38	66%
Racism	102	12	88%
Drug/alcohol	160	32	80%
Disruptive	116	21	82%
Late coming	160	66	59%
Pass rate	365	390	7%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Raymond Mhlaba Secondary School

Situated in Tshepison, Roodepoort



Raymond Mhlaba Secondary School 409 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	227	19	92%
Violence/fighting	151	18	88%
Tribalism	144	56	61%
Drug/alcohol	235	31	87%
Disruptive	145	32	78%
Late coming	235	31	87%
Pass rate	392	406	4%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Aha Thuto Secondary School

Situated in Orange Farm



Aha Thuto Secondary School 410 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	167	27	84%
Violence/fighting	118	15	87%
Tribalism	160	48	70%
Drug/alcohol	215	27	87%
Disruptive	167	14	92%
Late coming	215	27	87%
Pass rate	380	404	6%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Alexandra High School

Situated in Alexandra



Alexandra High School 418 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	195	33	83%
Violence/fighting	165	21	61%
Tribalism	176	68	61%
Racism	121	23	81%
Drug/alcohol	200	36	82%
Disruptive	196	25	87%
Late coming	200	36	87%
Pass rate	390	417	7%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Sgodiphala Secondary School

Situated in Cosmos City



Sgodiphala Secondary School 395 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	178	15	92
Violence/fighting	126	19	85
Tribalism	126	30	76
Racism			
Drug/alcohol	145	16	89
Disruptive	135	12	91
Late coming	145	16	89
Pass rate	345	390	13

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Tembisa High School

Situated in Kempton Park



Tembisa High School 390 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	188	26	86%
Violence/fighting	106	9	92%
Tribalism	159	47	70%
Drug/alcohol	159	47	70%
Disruptive	167	19	89%
Late coming	159	47	70%
Pass rate	320	387	21%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Bokomoso Secondary School
Situated in Tembisa, Kempton Park



Bokomoso Secondary School 382 grade 8 & grade 11 learners			
Incident reports	Pre- program 2019	Post program 2021	Impact
Bullying	120	12	90%
Violence/fighting	98	6	94%
Tribalism	160	27	83%
Drug/alcohol	190	65	66%
Disruptive	182	19	90%
Late coming	190	34	82%
Pass rate	359	377	5%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Meadowlands Secondary School
Situated in Meadowlands, Soweto



Meadowlands Secondary School 388 grade 8 & grade 11 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	146	16	89%
Violence/fighting	195	37	81%
Tribalism	153	42	73%
Racism	97	9	91%
Drug/alcohol	153	42	73%
Disruptive	177	25	86%
Late coming	153	21	86%
Pass rate	342	385	13%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Freedom Park High School

Situated in Devland



Freedom Park High School 408 grade 8 & grade 9 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	239	97	59%
Violence/fighting	176	45	74%
Tribalism	192	58	70%
Drug/alcohol	167	29	83%
Disruptive	192	37	81%
Late coming	167	26	84%
Pass rate	351	400	14%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Reasoma High School

Situated in Protea Glen, Soweto



Reasoma High School 397 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	178	35	80%
Violence/fighting	128	23	82%
Tribalism	156	28	82%
Drug/alcohol	130	12	91%
Disruptive	145	11	92%
Late coming	176	31	82%
Pass rate	325	392	21%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Mapetla High School
Situated in Mapetla, Soweto



Mapetla High School 387 grade 8 & grade 9 learners			
Incident reports	Pre- program 2019	Post program 2021	Impact
Bullying	162	19	88%
Violence/fighting	99	12	88%
Tribalism	130	43	67%
Drug/alcohol	112	8	93%
Disruptive	135	15	89%
Late coming	181	27	85%
Pass rate	360	382	6%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Tetelo High School
Situated in Protea North, Soweto



Tetelo High School 404 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	195	21	89%
Violence/fighting	132	36	73%
Tribalism	186	66	70%
Drug/alcohol	178	19	89%
Disruptive	199	30	89%
Late coming	191	39	80%
Pass rate	350	402	15%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Almond Technical High School
Situated in Protea South, Soweto



Almond Technical High School		385 grade 8 & grade 9 learners	
Incident reports	Pre- program 2019	Post program 2021	Impact
Bullying	149	30	80%
Violence/fighting	145	11	92%
Tribalism	128	36	72%
Drug/alcohol	122	46	62%
Disruptive	165	15	91%
Late coming	122	27	78%
Pass rate	309	382	24%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Protea Glen 1 Secondary School
Situated in Protea Glen, Soweto

Protea Glen 1 Secondary School		406 grade 8 & grade 9 learners	
Incident reports	Pre -program 2019	Post program 2021	Impact
Bullying	177	13	93%
Violence/fighting	107	21	80%
Tribalism	188	46	76%
Drug/alcohol	197	16	92%
Disruptive	198	12	94%
Late coming	160	18	89%
Pass rate	352	401	14%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Protea Glen 2 Secondary School
Situating in Protea Glen, Soweto



Protea Glen 2 Secondary School		422 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	209	16	92%
Violence/fighting	112	19	83%
Tribalism	140	24	83%
			%
Drug/alcohol	178	20	8%9
Disruptive	182	22	88%
Late coming	179	31	83%
Pass rate	380	416	9%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Seanamarena Secondary School
Situating in Mapetla, Soweto



Seanamarena Secondary School		399 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	166	9	95%
Violence/fighting	87	4	95%
Tribalism	121	20	83%
Drug/alcohol	157	18	89%
Disruptive	169	35	79%
Late coming	121	12	90%
Pass rate	340	397	17%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Die Fakkkel Secondary School
Situated in Forest Hill



Die Fakkkel Secondary School		418 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	213	45	79%
Violence/fighting	105	9	91%
Tribalism	155	19	88%
Racism	132	18	86%
Drug/alcohol	173	23	87%
Disruptive	201	10	95%
Late coming	99	6	94%
Pass rate	350	418	19%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Klipspruit West Secondary School
Situated in Eldorado Park



Klipspruit West Secondary School		419 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	322	37	89%
Violence/fighting	101	12	88%
Tribalism	174	43	75%
Drug/alcohol	162	16	90%
Disruptive	199	21	89%
Late coming	133	27	80%
Pass rate	352	417	18%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Bona Comprehensive Secondary School
Situated in Orlando, Soweto



Bona Comprehensive Secondary School 418 grade 8 & grade 9 learners			
Incident reports	Pre program 2019	Post program 2021	Impact
Bullying	168	22	87%
Violence/fighting	91	3	97%
Tribalism	119	31	74%
Drug/alcohol	119	6	95%
Disruptive	138	17	88%
Late coming	171	33	81%
Pass rate	322	382	19%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Orlando High School
Situated in Orlando, Soweto



Orlando High School 392 grade 8 & grade 9 learners			
Incident reports	Pre- program 2019	Post program 2021	Impact
Bullying	155	37	76%
Violence/fighting	79	7	91%
Tribalism	142	23	84%
Drug/alcohol	159	19	88%
Disruptive	154	23	85%
Late coming	125	16	87%
Pass rate	310	392	26%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Selelekele High School
Situated in Orlando East, Soweto



Selelekele High School 394 grade 8 & grade 9 learners			
Incident reports	Pre -program 2019	Post program 2021	Impact
Bullying	161	23	86%
Violence/fighting	106	15	86%
Tribalism	166	49	70%
Drug/alcohol	138	31	78%
Disruptive	176	31	82%
Late coming	140	21	85%
Pass rate	311	388	25%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Lenz Public School
Situated in Lenasia



Lenz Public School 398 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	147	26	82%
Violence/fighting	136	26	81%
Tribalism	122	43	65%
Racism	136	15	89%
Drug/alcohol	123	12	92%
Disruptive	145	12	92%
Late coming	161	19	88%
Pass rate	319	395	24%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Diepdale Secondary School
Situated in Diepkloof, Soweto



Diepdale Secondary School 412 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	195	31	84%
Violence/fighting	115	17	85%
Tribalism	183	32	83%
Drug/alcohol	187	21	89%
Disruptive	225	16	93%
Late coming	171	18	89%
Pass rate	387	409	6 %

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Fons Luminus Secondary School
Situated in Diepkloof, Soweto



Fons Luminus Secondary School 383 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	176	16	91%
Violence/fighting	93	4	96%
Tribalism	134	27	80%
Drug/alcohol	129	9	93%
Disruptive	139	21	85%
Late coming	122	26	79%
Pass rate	355	381	8%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Emaldweni Secondary School
Situated in Orlando West, Soweto



Emaldweni Secondary School		388 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	199	39	80%
Violence/fighting	77	11	86%
Tribalism	144	28	81%
Drug/alcohol	116	4	9%7
Disruptive	125	17	86%
Late coming	162	24	85%
Pass rate	341	376	10%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Madibane Comprehensive High School
Situated in Diepkloof, Soweto



Madibane Comprehensive High School		388 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	117	6	97%
Violence/fighting	103	35	66%
Tribalism	124	41	68%
Drug/alcohol	145	23	84%
Disruptive	112	11	90%
Late coming	151	7	95%
Pass rate	337	386	15%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Progress Comprehensive High School
Situating in Pimville, Soweto



Progress Comprehensive High School 413 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	192	25	87%
Violence/fighting	109	17	84%
Tribalism	192	51	73%
Drug/alcohol	133	21	84%
Disruptive	201	18	91%
Late coming	176	23	87%
Pass rate	375	412	10%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Emsbukantambo Secondary School
Situating in Pimville, Soweto



Emsbukantambo Secondary School 419 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	189	57	70%
Violence/fighting	145	36	75%
Tribalism	183	36	80%
Drug/alcohol	156	28	82%
Disruptive	236	14	94%
Late coming	183	13	87%
Pass rate	369	416	13%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Orlando West High School
Situated in Vilikazi street, Orlando



Orlando West High School 404 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	211	16	92%
Violence/fighting	121	11	91%
Tribalism	183	46	75%
Drug/alcohol	160	16	90%
Disruptive	196	14	93%
Late coming	190	44	77%
Pass rate	378	404	7%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

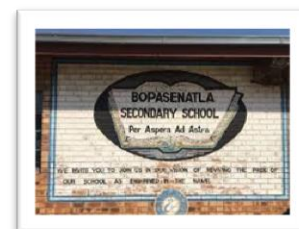
Jabulani Technical School
Situated in Jabulani, Soweto



Jabulani Technical School 392 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	155	9	94%
Violence/fighting	103	6	94%
Tribalism	113	18	84%
Drug/alcohol	97	0	100%
Disruptive	169	23	86%
Late coming	139	20	86%
Pass rate	340	390	15%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Bopasenatla Secondary School
Situated in Diepkloof, Soweto



Bopasenatla Secondary School 416 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	196	12	94%
Violence/fighting	169	16	91%
Tribalism	167	43	74%
Drug/alcohol	139	27	81%
Disruptive	199	23	88%
Late coming	174	31	82%
Pass rate	383	416	9%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Noordgesig Secondary School
Situated in Noordgesig, Soweto



Noordgesig Secondary School 395 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	225	33	85%
Violence/fighting	109	21	81%
Tribalism	121	12	90%
Racism	97	6	94%
Drug/alcohol	136	21	85%
Disruptive	162	25	85%
Late coming	120	22	82%
Pass rate	325	391	20%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Naledi Secondary School
Situated in Naledi, Soweto



Naledi Secondary School 402 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	174	18	90%
Violence/fighting	100	33	87%
Tribalism	179	33	82%
Drug/alcohol	190	19	90%
Disruptive	198	12	94%
Late coming	194	34	82%
Pass rate	348	401	15%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Ngungunyane High School
Situated in Chiawelo, Soweto

Ngungunyane High School 386 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	157	5	97%
Violence/fighting	89	3	97%
Tribalism	118	31	74%
Drug/alcohol	116	14	88%
Disruptive	123	6	88%
Late coming	130	25	81%
Pass rate	370	386	4%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Kliptown Secondary School
Situated in Eldorado Park



Kliptown Secondary School 406 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	213	17	92%
Violence/fighting	106	13	88%
Tribalism	163	44	73%
Drug/alcohol	162	9	94%
Disruptive	206	16	92%
Late coming	184	19	90%
Pass rate	349	402	15%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Ibongo High School
Situated in Moroko, Thiawelo, Soweto



Ibongo High School 386 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	125	7	94%
Violence/fighting	96	11	89%
Tribalism	129	47	64%
Drug/alcohol	96	3	97%
Disruptive	143	21	85%
Late coming	97	3	97%
Pass rate	326	384	18%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Mafori Mphahlele Secondary School
Situating in Malapo, Soweto



Mafori Mphahlele Secondary School 419 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	188	39	79%
Violence/fighting	109	19	83%
Tribalism	169	21	88%
Drug/alcohol	192	19	90%
Disruptive	179	35	80%
Late coming	144	23	84%
Pass rate	376	415	10%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Senaone Secondary School
Situating in Soweto



Senaone Secondary School 382 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	125	56	55%
Violence/fighting	84	3	96%
Tribalism	97	11	89%
Drug/alcohol	111	21	81%
Disruptive	163	11	93%
Late coming	137	28	80%
Pass rate	325	381	17%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Daliwonga Secondary School

Situated in Dube, Soweto



Daliwonga Secondary School		417 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	226	16	93%
Violence/fighting	107	14	87%
Tribalism	183	55	70%
Drug/alcohol	160	8	95%
Disruptive	225	19	92%
Late coming	171	31	82%
Pass rate	383	417	9%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Thaba Jabula Secondary School

Situated in Klipspruit, Soweto



Thaba Jabula Secondary School		380 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	122	3	98%
Violence/fighting	102	9	91%
Tribalism	128	37	71%
Drug/alcohol	128	16	88%
Disruptive	136	6	96%
Late coming	103	17	83%
Pass rate	337	378	12%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Morris Isaacson High School
Situating in Jabavu, Soweto



Morris Isaacson High School		410 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	169	13	92%
Violence/fighting	99	15	85%
Tribalism	183	47	74%
Drug/alcohol	155	11	93%
Disruptive	205	32	84%
Late coming	188	33	82%
Pass rate	344	405	18%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Anchor Comprehensive High School
Situating in Orlando West, Soweto



Anchor Comprehensive High School		388 grade 8 & grade 9 learners	
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	138	15	89%
Violence/fighting	104	21	80%
Tribalism	127	28	78%
Drug/alcohol	79	12	85%
Disruptive	167	23	86%
Late coming	112	16	86%
Pass rate	316	383	21%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Job Rathebe High School
Situated in Orlando East, Soweto



Anchor Comprehensive High 416 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	199	11	94%
Violence/fighting	148	11	93%
Tribalism	197	51	74%
Drug/alcohol	190	22	88%
Disruptive	222	22	90%
Late coming	166	14	92%
Pass rate	375	416	11%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Lufense High School
Situated in Orlando East, Soweto



Lufense High School 393 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	92	1	99%
Violence/fighting	89	6	93%
Tribalism	102	39	62%
Drug/alcohol	121	13	89%
Disruptive	163	25	85%
Late coming	129	26	80%
Pass rate	333	390	17%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Emdeni High School
Situating in Emdeni, Soweto



Emdeni High School 420 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	178	7	96%
Violence/fighting	98	8	92%
Tribalism	176	46	74%
Drug/alcohol	163	19	88%
Disruptive	229	31	86%
Late coming	195	32	84%
Pass rate	329	410	25%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Forest Hill High School
Situating in Forest Hill, Johannesburg



Forest Hill High School 394 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	200	39	81
Violence/fighting	107	25	77
Tribalism	133	79	71
Racism	101	12	88
Drug/alcohol	132	22	83
Disruptive	199	21	89
Late coming	140	13	91
Pass rate	321	390	21

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Musi High School
Pimville, Soweto



Musi High School 403 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	171	11	94%
Violence/fighting	96	10	90%
Tribalism	167	31	81%
Drug/alcohol	192	31	84%
Disruptive	213	14	93%
Late coming	107	18	83%
Pass rate	376	403	7%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Luvella Secondary School
Situating in Zola North, Soweto



Luvella Secondary School 387 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	129	5	96%
Violence/fighting	81	3	96%
Tribalism	101	21	79%
Drug/alcohol	139	33	76%
Disruptive	157	17	89%
Late coming	111	12	80%
Pass rate	326	382	17%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Beyers Naude High School
Situating in Dube, Soweto



Beyers Naude High School 381 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	181	65	64%
Violence/fighting	105	21	80%
Tribalism	120	31	74%
Drug/alcohol	99	2	98%
Disruptive	179	15	92%
Late coming	99	3	97%
Pass rate	301	372	24%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Veritas Secondary School
Situating in Meadowlands, Soweto



Veritas Secondary School 414 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	196	15	92%
Violence/fighting	141	29	79%
Tribalism	145	19	87%
Drug/alcohol	166	27	84%
Disruptive	229	32	86%
Late coming	147	15	90%
Pass rate	357	409	15%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Lufhereng Secondary School
Situated in Doornkop, Roodepoort



Lufhereng Secondary School 386 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	111	8	93%
Violence/fighting	83	7	92%
Tribalism	121	33	73%
Drug/alcohol	112	9	92%
Disruptive	109	13	88%
Late coming	121	9	93%
Pass rate	341	383	12%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

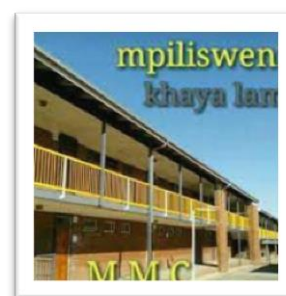
Erasmus Monareng Secondary School
Situated in Vosloorus



Erasmus Monareng Secondary School 398 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	149	14	91%
Violence/fighting	91	11	88%
Tribalism	98	12	88%
Drug/alcohol	129	8	86%
Disruptive	19	31	84%
Late coming	136	20	85%
Pass rate	345	394	14%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Mpilisweni Secondary School
Situated in Katlehong, Germiston



Mpilisweni Secondary School 393 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	122	4	97%
Violence/fighting	101	15	85%
Tribalism	137	37	73%
Drug/alcohol	140	18	87%
Disruptive	136	19	86%
Late coming	96	7	93%
Pass rate	317	391	23%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Kagiso Secondary School
Situated in Krugerdorp, Mogale City



Kagiso Secondary School 417 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	178	7	96%
Violence/fighting	98	6	94%
Tribalism	166	48	71%
Drug/alcohol	158	22	86%
Disruptive	133	12	91%
Late coming	153	12	92%
Pass rate	369	415	12%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Jabulile Secondary School
Situated in Orange Farm



Jabulile Secondary School 377 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	195	57	71%
Violence/fighting	87	7	92%
Tribalism	123	41	67%
Drug/alcohol	107	13	88%
Disruptive	165	12	93%
Late coming	87	16	82%
Pass rate	310	372	20%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Sebetsa-o-tholemoputo
Situated in Doornkop, Roodepoort



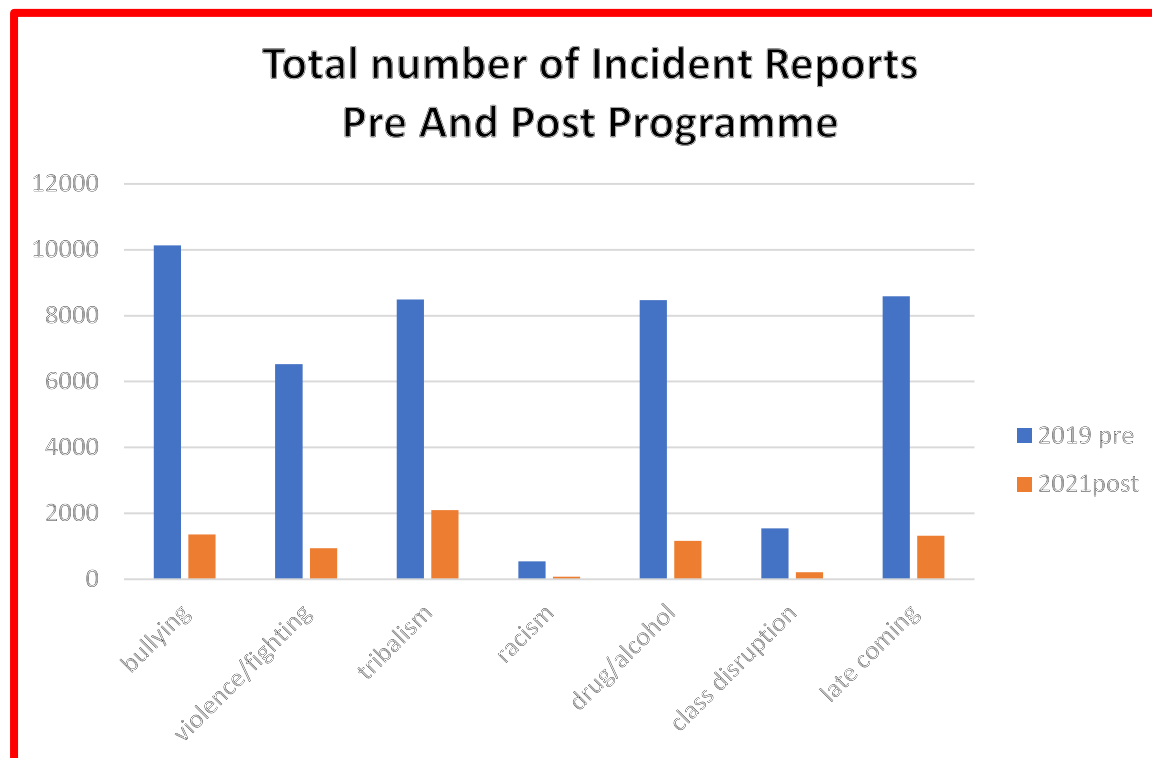
Sebetsa-o-tholemoputo Secondary School 384 grade 8 & grade 9 learners			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	189	15	92%
Violence/fighting	87	7	92%
Tribalism	143	26	82%
Drug/alcohol	89	6	93%
Disruptive	165	19	88%
Late coming	101	11	89%
Pass rate	321	382	19%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

12.2.2 Total Number of School Incident Reports

Total Number of Incident Reports Secondary Schools			
Incident Report	Pre-program	Post program	Impact/Improvement
Bullying	10129	1355	87%
Violence/Fighting	6548	939	86%
Tribalism	8489	2101	75%
Racism	545	76	93%
Drug/Alcohol	8472	1169	89%
Class Disruptions	1548	210	96%
Late Coming	8586	1322	85%

Table of total of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021



Bar chart showing total of school incidence reports pre loving classroom programme 2020 compared to incidence reports post loving classroom programme 2021

The above table and chart show a significant decrease in learner incidence reports in the classroom across all schools participating in the Loving Classroom programme.

It appears that the primary objectives to promote and teach positive relationship education in schools in South Africa in order to stem the negative and dangerous trend of bullying, aggression and violence, tribalism and racism as well as truancy, chronic lateness, general class disruptions, alcohol and substance abuse at school has been well met.

This is despite the effects of a fragmented school year due to the Covid pandemic

INCIDENT REPORTS PRE - LOVING CLASSROOM

44 317

INCIDENT REPORTS POST LOVING CLASSROOM

7172

12.3 Primary Schools

5 Primary Schools were added to the second year of Loving Classroom Programme in response to a recommendation following the first year programme report and evaluation. This pilot project was undertaken in order to assess the effectiveness and appropriateness of the Loving Classroom Programme on the behaviour of younger children.

It was encouraging to experience the way in which the younger children embraced the Loving Classroom Programme. They were excited to participate and fully engaged themselves in learning and absorbing the lessons learnt from each of the virtues taught.

12.3.1 Primary School Incident Report Form Evaluation

Khuthlala Primary School
Situated in Protea North



Khuthlala Primary School 394 learners grade 4,5,6			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	93	12	87%
Violence/fighting	98	4	96%
Tribalism	65	5	92%
Drug/alcohol	12	0	100%
Disruptive	158	31	80%
Late coming	227	28	88%
Pass rate	378	383	1%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Kgaugelo Primary School
Situating in Naledi, Soweto

Kgaugelo Primary School 408 learners grade 4,5,6			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	107	10	91%
Violence/fighting	129	36	72%
Tribalism	78	22	72%
Drug/alcohol	19	6	68%
Disruptive	169	23	93%
Late coming	206	15	93%
Pass rate	391	401	3%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Freedom Park Primary School
Situating in Freedom Park,Devland

Freedom Park Primary School 418 learners grade 4,5,6			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	115	6	95%
Violence/fighting	165	18	89%
Tribalism	93	31	67%
Drug/alcohol	21	3	86%
Disruptive	211	21	90%
Late coming	211	21	90%
Pass rate	403	418	4%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Lukholweni Primary School
Situating in Diepkloof, Soweto



Lukholweni Primary School 384 learners grade 4,5,6			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	81	3	96%
Violence/fighting	106	1	99%
Tribalism	28	1	96%
Drug/alcohol	25	0	100%
Disruptive	109	15	86%
Late coming	197	26	87%
Pass rate	351	383	9%

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

Inkwenkwezi Primary School
Situating in Diepkloof, Soweto

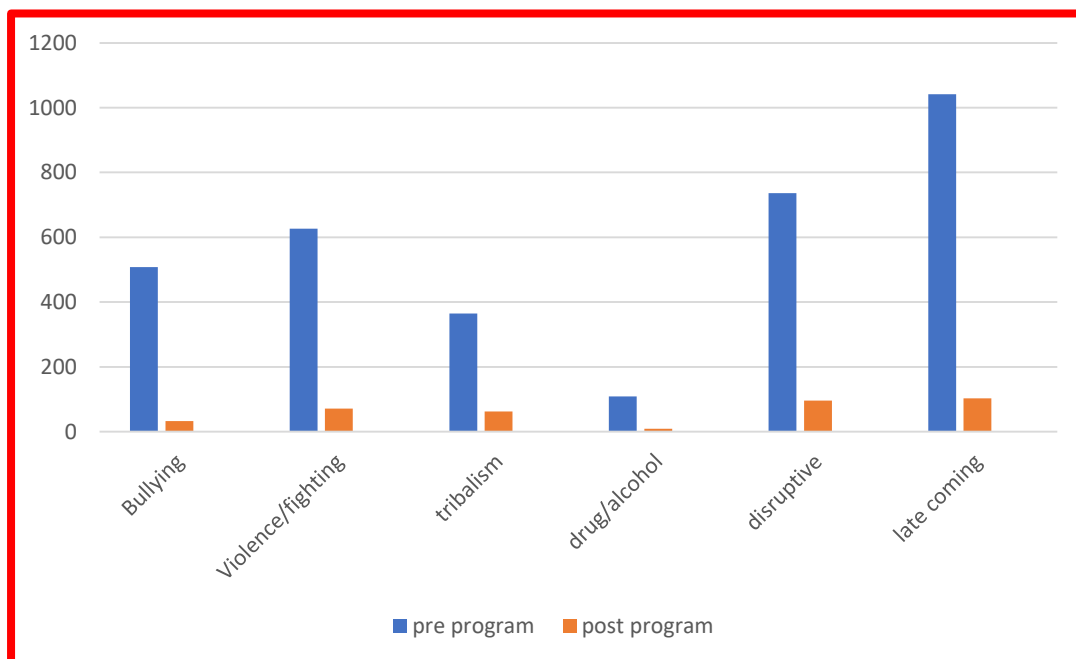
Inkwenkwezi Primary School 390 learners grade 4,5,6			
Incident reports	Pre-program 2019	Post program 2021	Impact
Bullying	112	2	98
Violence/fighting	128	12	91
Tribalism	101	3	97
Drug/alcohol	32	0	100
Disruptive	121	15	88
Late coming	201	13	94
Pass rate	351	383	9

Table of school incidence reports pre loving classroom programme 2019 compared to incidence reports post loving classroom programme 2021

12.3.2 Total Number of School Incident Reports in Primary Schools

Primary School Incident Reports			
Incident Report	2020 pre	2021 post	Impact/Improvement
Bullying	508	33	94%
Violence/Fighting	616	71	89%
Tribalism	365	62	83%
Drug/Alcohol	109	9	92%
Class Disruptions	736	96	87%
Late Coming	1042	103	90%

Total Number of Incident Reports in Primary Schools Pre & post Programme.



Bar chart showing total of school incidence reports pre loving classroom programme 2020 compared to incidence reports post loving classroom programme 2021

12.3.3 Learners who went through the program Primary School

Name of School	Number of males	Number of Females	Totals
Khuthala Primary Schools	190	204	394
Kgaugelo Primary School	201	207	408
Freedom Park Primary School	206	212	418
Lukholweni Primary School	191	193	384
Inkwenkwezi Primary School	189	201	390
Totals	977	1017	1994

INCIDENT REPORTS PRE - LOVING CLASSROOM

3376

INCIDENT REPORTS POST LOVING CLASSROOM

374

Primary School is an important phase in our lives where we begin to form a baseline for our learning behaviours and communication patterns for the rest of our lives.

This is where, with a programme like the Loving Classroom, children can learn to take turns, listen to others' ideas, ask questions about others' ideas, learn to share materials and learn how to respectfully disagree.

The programme helped develop a solid foundation of oneness and acceptance of each other within the loving classroom.

13. Secondary Objective Evaluation

13.1 Psychosocial Support

What is psychosocial support?

Psychosocial support addresses a person's emotional, social, mental and spiritual needs. These are essential elements for positive human development. It is about building internal and external resources for children and their families so that they can cope with adversity.

Meaningful psychosocial support builds on community resources and links families with existing systems of community support eg school programs, kids clubs, peer support groups, parent education groups. Psychosocial support can also be integrated into existing programmes for nutrition, HIV prevention, care and treatment.

The Loving Classroom meets the psychosocial challenges in schools today. It helps to build and support positive healthy relationships between participants. These positive behavioural changes also impact on the individual homes and communities.

13.2 Additional psychosocial support services

The additional psychosocial support services were especially important during this Covid pandemic as vast number of parents lost their jobs as companies closed for months and then many of them closed for good.

According to Statistics South Africa, more than 671 000 formal sector jobs were lost during covid in the 2nd quarter of 2020.

Trade industry	192 000
Service industry	147 000
Community services	103 000
Manufacturing	85 000
Construction	74 000
Transport industry	38 000
Mining industry	6 000
Electricity industry	3 000

One of the jobs hardest hit by the lockdown was domestic workers, with 259 000 losing their jobs in Q2 2020.

13.2.1 Legal Documentation

19740 beneficiaries

Learners who needed assistance obtaining required legal documentation, for example, identity documents, birth certificates, clinic cards, were assisted by **Loving Classroom** to get them according to the guidelines of and working closely with the South African Department of Home Affairs. Loving Classroom arranged for the Department of Home Affairs Mobile unit to visit various schools during the year to assist families with their documentation. This was important as many of the offices were closed due to Covid Lockdown and infections. The school venues provided large outdoor spaces where social distancing and covid regulations could be adhered to.



13.2.2 Social Services

31 150 beneficiaries

Learners who come from disadvantaged families and from Child Headed households were helped to access social services. This became crucial during the covid pandemic and the unemployment figures rose dramatically and businesses closed and people had no means of support.

Child support grants	9680
Disability grant	3251
Foster care grant	6311
Care dependency grants	5396
Covid relief grant	6512

13.2.3 Drug and Alcohol Rehabilitation

4871 beneficiaries

4871 Learners, from both Primary and Secondary schools, with drug and alcohol problems were referred to the relevant services for rehabilitation and support.

Primary School incident reports showed a 92% improvement and Secondary School incident reports showed an 86% improvement after the loving classroom programme.

13.2.4 Covid support interventions

Loving Classroom South Africa partnered with a number of companies during 2020 and 2021 in order to offer covid support and relief interventions. During this time they were instrumental in handing out to the schools and communities in which they were based the following:

liquid sanitizer - 87 000 litres

surgical masks - 121 000

refuse bags - 240 000

toilet rolls - 42 000

blankets - 10 000

study guides - 85 000



these study guides proved invaluable to those learners who did not have access to online school lessons during the months that schools were closed due to Covid.

13.2.5 Food Parcels

48 000

In addition

Breakfast cereals - 30 000

Warm meals - 26 000

Children at more than 19 000 schools in South Africa depend on receiving one meal a day at school. This is often the only meal that they get. During the covid lockdown when schools were closed these children went without their main meal.

As quickly as they could Loving Classroom and other organisations worked with the Department of Basic education as they initiated 3 delivery models to feed children regardless of whether they could attend school. These included serving cooked meals at schools, identifying central locations for learners to collect meals and arranging for the delivery and collection of food parcels.

13.2.6 Professional Psychological Counselling 8720

Learners with serious mental health concerns were referred to a psychologist who treated them for a variety of conditions such as suicidal ideation, depression, anxiety disorders and abuse. Loving Classroom Programme helped these learners feel supported and cared for thus enabling them to come forward and look for assistance.

13.2.7 HIV Testing and Counselling 16 200

Loving Classroom South Africa arranged for Ikusasaletu, an NGO specialising in HIV counselling and testing, to come to the schools and offer their services for free.

13.2.8 Full School Uniforms including shoes 4310

Learners without the means to buy school uniforms were supplied with a full school uniform. These were donated by a private donor arranged by Mr Makhoba.

13.3 Referral System

Loving Classroom added to their referral system of psychosocial support services for schools to use when referring learners who need assistance. The variety of services include Placement of children to Schools or Care Homes, Recreational Camps, Home Base Care Organisations, Drop- in Centres, Rehabilitation Centres, HIV and AIDS Counselling, testing and Treatment. These service providers have an agreement and a partnership with Loving Classroom South Africa to give free service when they receive a referral through the Loving Classroom.

14. Moshal Scholarship Foundation

Loving Classroom South Africa partnered with the Moshal Scholarship foundation to identify and help children from disadvantage communities to access a full scholarship to go to a University of their choice in South Africa and study for a degree of their choice.

A total of 36 students were identified and applied for the full scholarship. This is an opportunity of a lifetime for these learners. It gives them the chance to develop to their full potential. This opportunity is a stepping stone to improving their quality of life as well as that of their community and the world around them.

15. Other Activities

There were a number of other activities that benefited both the learners participating in The Loving Classroom Programme and their communities.

15.1 Biggy Smallz Spitmaster

Martin Mhlongo, the executive chef and business owner, in partnership with The Loving Classroom South Africa under took to cook breakfast and lunch for children from a few of the schools that were enrolled onto the Loving Classroom programme.

The secondary school learners that benefitted from this undertaking were from

Mncube, Mapetla, Freedom Park, Mosses Marren Mission School, Reasoma, Kaugelo, Sanamarena and Dr Vilakazi.

They cooked and served breakfast and lunch once a week for 12 weeks.



5000 meals were served

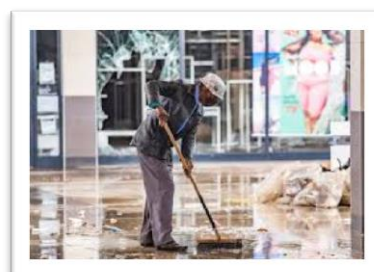
15.2 Justify Adventure Holidays

Justify adventure holidays brought student volunteers to experience the Loving Classroom training and participate in the classrooms for 2 days every quarter. They interact with the children and staff and donate towards the programme.



15.3 Community Service

In **July** of 2021 political unrest peaked in several South African provinces in response to prolonged economic instability and the imprisonment of former president Jacob Zuma. The protests were amongst the worst political violence South Africa has witnessed since the end of the Apartheid.



Learners from schools near to the Shopping Malls that were looted and destroyed during the civil unrest went in teams with support staff to assist in the clean-up as part of their responsibilities to a loving community.

CHALLENGES



16. Challenges.

16.1 **Covid 19** and all of its variants will continue to be a challenge to school based programmes. However as seen during 2020 and 2021, with flexibility and determination these challenges can be met and overcome

16.2 Accreditation of Training

This is a challenge of serious concern. One of the stipulations of the Department of Basic Education introducing the Loving Classroom Programme as a part of the school curriculum is that the training course and workshops for the teachers and school governing body go through the accreditation process.

All courses have to be accredited and SAQA (South African Quality Assurance) registered before they can be endorsed by the SACE (South African Council of Educators). This is the body that every teacher has to be registered with and the body that will award CPD points (Continued Professional Development).

Registering training courses with the appropriate SETA (Sector Education and training Authority) is a specialised task and Loving Classroom South Africa has not yet been able to complete this requirement. They have met with the SACE who have looked at the programme materials and advised them to get the registration professionally done by company that offers this service.

This is going to require further fund raising to the amount of R150 000 (one hundred and fifty thousand rand.)

16.3 Visibility and Marketing

Loving Classroom South Africa needs to continue to increase their branding visibility. Loving classroom South Africa have optimised key words for their Website and they are beginning to be active on social media

16.4 Shortage of Staff

Shortage of staff in schools continued to be a challenge. A large amount of class time was lost due to the school closures and teacher absence due to covid isolation and death.

The South African Basic Education Minister, Angie Motshekga, said that 1650 teachers died of Covid 19 between March 2020 and February 2021

17. Recommendations

17.1 Accreditation of Training Programme

This is a matter that needs to be attended to urgently if this programme is to be continued with the financial support of the Department of Education. Since this is a highly specialised area, I recommend that a professional company focusing on accreditation for training programmes to be contracted to fulfil this obligation.

17.2 Increase Branding and Social Media Visibility

Increase branding visibility within the communities and schools. This can be effectively done with the use of flag banners, branded gazebos and an increase in social media visibility

17.3 School enrolment

68 Secondary schools have now been through the Loving Classroom Programme and a large amount of data has been accumulated and is now available to prove the many merits and benefits offered by this programme. It is recommended during year 3 (final year of the pilot) that it would be more beneficial to increase the number of primary schools to be enrolled and to decrease the number of secondary schools accordingly. For example 40 Primary Schools and 20 Secondary Schools.

17.4 Follow Up Programme

A final recommendation is to develop a follow up programme for the learners that have completed the Loving Classroom curriculum. This can support and enhance the values that they have learnt whilst allowing them to see the practical enactment of the values within their communities. This could take the form of individual “virtue projects” each month in their schools and communities. All the better to entrench the learnt positivity, respect and love.

18. Conclusion

The outcomes of The Loving Classroom Programme have shown the importance of creating a positive and caring mindset in our learners. All of the stakeholders indicated that the Loving Classroom programme has had a positive impact on the learners and their behaviour in the classroom. It assists them with both the emotional and psychosocial issues affecting them on a daily basis and contributes towards the positive development of their characters.

This evaluation has shown how the Loving Classroom programme brings about positive change for learners regarding the way they see themselves and those around them. This can clearly be seen in their respectfulness towards each other and their teachers, their positive communication skills and the way in which they have embraced the Loving Classroom into their own schools. With these lessons learnt they can go forth and spread this concept into a loving community and a loving world.

Evaluator Biography

This evaluation was carried out by Jabu Sibeko. She has worked with adolescents and marginalised communities for the past 20 years. She is registered in general nursing, midwifery and psychiatry and has an honours degree in Psychology. She took part in the first drug trials, at the Perinatal Research Unit based at the Baragwanath Hospital in Soweto, South Africa for the prevention of mother to child transmission of HIV as a study coordinator. She then went on to assist with the setting up the PHRU clinic and managed it for 2 years. Following this she transferred to the psychosocial support arm RHRU and here she designed, developed and managed numerous community psychosocial support programs. She was a director of RHRU and the COO. She was also the cofounder, director and designer of the New Start Lifeskills program. Currently she serves as a Director of Scoliosis SA and does program evaluations and consultancy work.